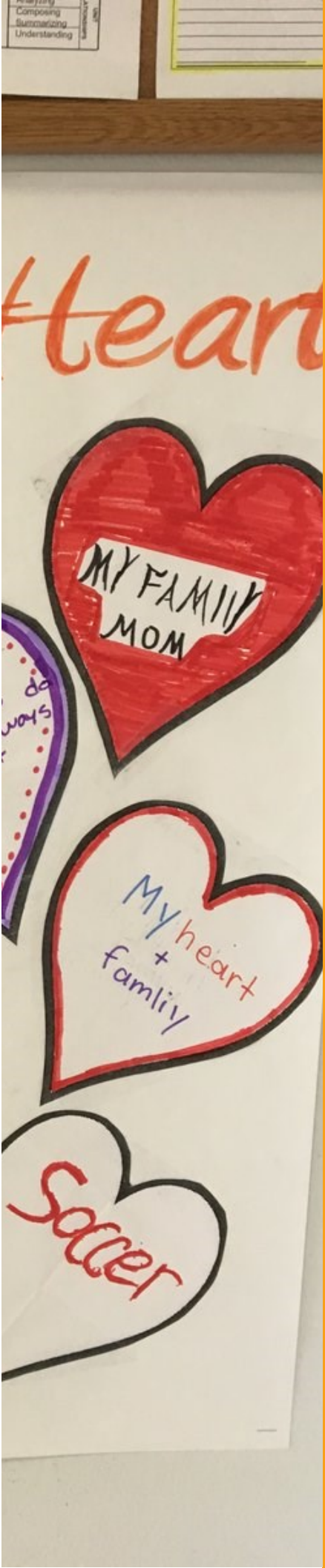


# Social and Emotional Learning

The Effects of Program Implementation and Longevity,  
2011–2012 Through 2016–2017



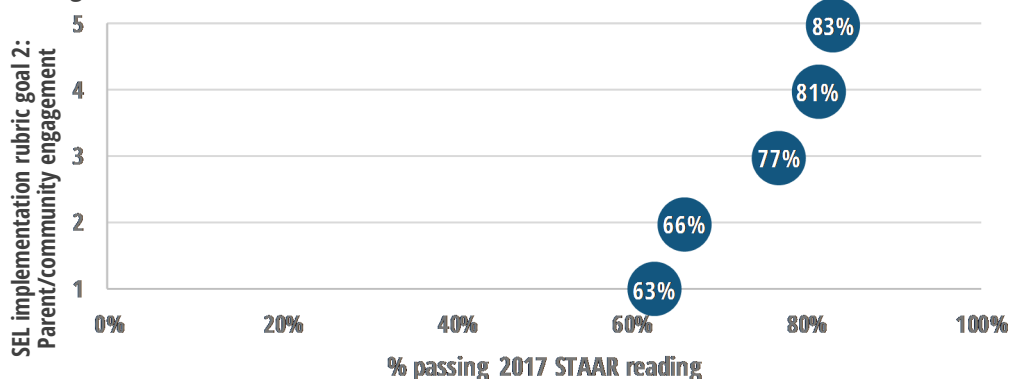


## Executive Summary

This is the second report in a series examining 2016–2017 outcomes related to the Austin Independent School District’s (AISD) Social and Emotional Learning (SEL) Program. The previous report ([Lamb, 2017](#)) examined the psychometric properties of the redesigned school-level SEL implementation rubric and the SEL specialists’ activity log. Results from that report found that the school-level SEL implementation rubric was a valid and reliable method to assess school-level SEL implementation, but that the specialists’ activity log was less psychometrically sound.

This report analyzes the effects of program implementation and longevity in SEL on long-term outcomes associated with SEL (i.e., academic achievement, students’ and staff’s perceptions of school climate, discipline, and attendance, see the SEL logic model in Appendix A). In general, results were more positive when analyzing the influence of school-level SEL implementation on program outcomes than the influence of longevity in SEL on program outcomes. For example, schools identified in the top quartile of SEL implementation also had a higher percentage of students passing the State of Texas Assessments of Academic Readiness (STAAR) in reading and math (elementary schools only); had students, staff, and parents with more positive perceptions of school climate; and had staff with more favorable ratings of their SEL skills than did schools identified in the bottom quartile of SEL implementation. Analyses also found that regardless of longevity in SEL, after controlling for the percentage of students identified as economically disadvantaged, elementary schools where more effort was made to integrate parents and community members in SEL implementation predicted 2016–2017 STAAR reading performance (Figure 1). Additionally, regardless of longevity in SEL and controlling for baseline data, elementary schools with higher school-level SEL implementation ratings also had lower discipline and higher attendance rates than did elementary schools with lower school-level SEL implementation ratings. At the secondary level, regardless of years in SEL and controlling for the percentage of students identified as economically disadvantaged, schools with higher SEL implementation ratings had lower reliable integrated trend scores (RITS) than did schools with lower SEL implementation ratings.

**Figure 1.** Elementary schools that held more frequent opportunities to engage parents and community members in SEL predicted 2016–2017 STAAR reading performance, regardless of length of time in SEL.



*Source.* 2016–2017 STAAR, school-level SEL implementation ratings, and school-level percentage of students identified as economically disadvantaged.

*Note.*  $\beta = 1.73, p < .05$ ; Because the 2016–2017 STAAR exam differed so much from the 2011–2012 STAAR exam, this analysis controlled for the school percentage of students identified as economically disadvantaged rather than 2012 STAAR performance.

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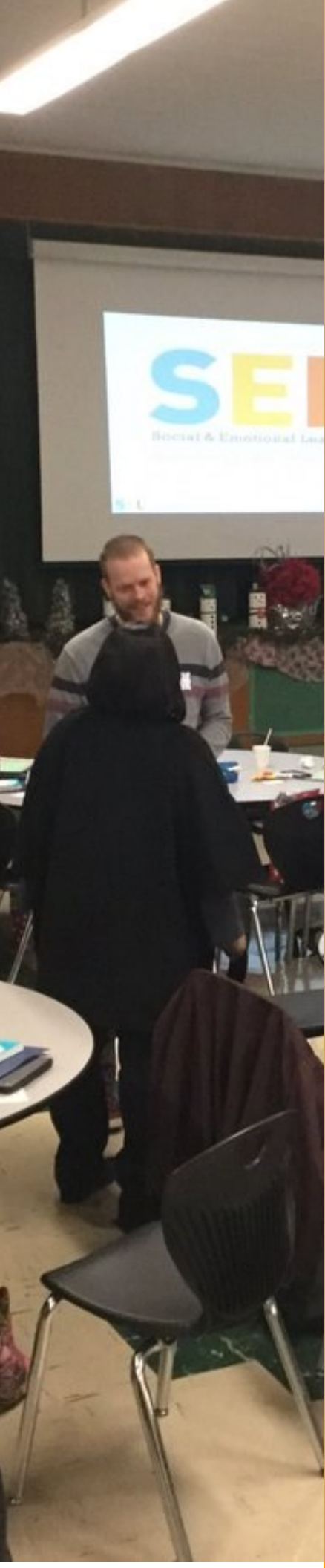
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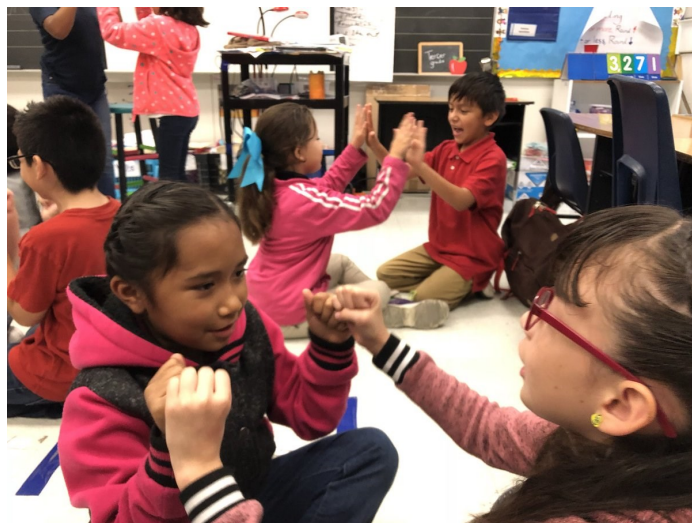




## Introduction

This is the second report in a series of reports using data gathered in the 2016–2017 school year to analyze program outcomes associated with social and emotional learning (SEL) (i.e., academic achievement, students’ and staff’s perceptions of school climate, discipline, and attendance). Because the first report of this series (Lamb, 2017) found that the revised school-level SEL implementation rubric was psychometrically sound, data from that tool were used to determine if the degree to which schools implementing SEL with fidelity had more of an influence on program outcomes than did the number of years a school had participated in SEL.

The degree to which schools implemented SEL with fidelity, rather than their longevity in SEL, was more strongly related to program outcomes. For example, schools with school-level SEL implementation scores in the top quartile of total school-level SEL implementation scores had a higher percentage of students who passed STAAR reading and math (elementary schools only). Additionally, schools in the top quartile had students, staff and parents with more positive perceptions of school climate, and staff with more favorable ratings of their SEL skills than did schools identified in the bottom quartile of SEL implementation. Results also found that after controlling for longevity in SEL and the percentage of students identified as economically disadvantaged, the degree to which students showed respect to students who were different and the degree to which teachers felt autonomous in their work predicted 2016–2017 State of Texas Assessments of Academic Readiness (STAAR) reading performance. Elementary schools with higher school-level SEL implementation ratings also had a higher percentage of students passing STAAR reading, lower discipline ratings, and higher attendance rates than did elementary schools with lower school-level SEL implementation ratings. At the secondary level, schools with higher SEL implementation ratings had lower reliable integrated trend scores (RITS) than did schools with lower SEL implementation ratings.



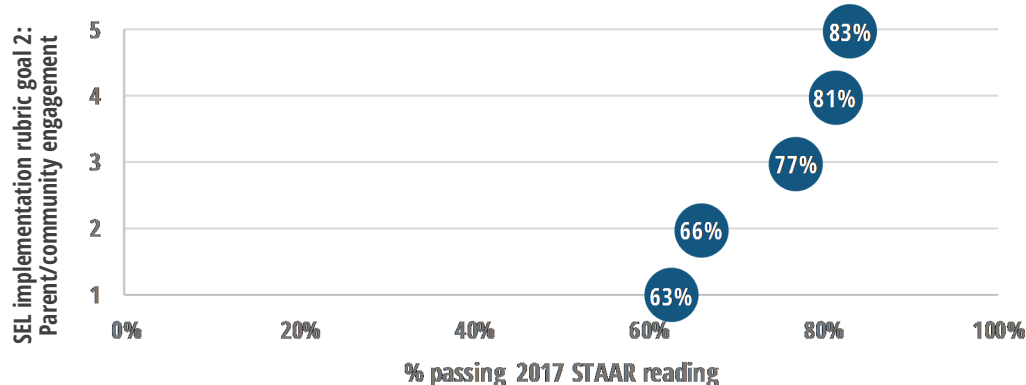
## Analysis of Key Outcomes, Based on Years in SEL and Program Implementation

In 2011–2012, AISD began a phased-in process to provide SEL implementation training to schools based on vertical teams (i.e., high schools and the elementary and middle schools that feed into them). Each school year, new vertical teams were trained by SEL specialists on how to implement SEL with the final schools trained in 2015–2016. Each school is assigned an SEL specialist to help support the work. As a result, in 2016–2017, some schools had participated in SEL for 6 years, while other schools had participated in SEL for 2 years. To account for this effect, baseline data (i.e., data from 2010–2011, the year prior to district SEL implementation) were used in most analyses. Additionally, and to replicate previous findings (Lamb, 2016), analyses were conducted to determine if years in SEL or the school-level SEL implementation rubric was more related to outcomes of interest (i.e., STAAR performance, discipline, attendance, and students' and staff's perceptions of school climate). It should be noted that small sample sizes often precluded the use of statistical significance tests and in those cases data were examined for trends and patterns. In some analyses, middle and high school data were combined into secondary schools, increasing the number of schools at this level of analysis.

### Academic Achievement

**STAAR Reading.** Due to changes to the STAAR exam, analyses of elementary students' performance on the STAAR could only be examined for 2016–2017. Analyses found no difference in school-level 2016–2017 passing rates in STAAR reading based on years in SEL (see Appendix B). However, after controlling for the percentage of students at a school identified as economically disadvantaged, schools where families and community members received more training and information about SEL had students with higher 2017 STAAR reading performance than did schools with fewer communications with families and community members (Figure 2). In conversations with SEL specialists, many stated that connecting with families and community members was a driving force for much of the work in the 2016–2017 school year.

Figure 2.  
Elementary schools that held more frequent opportunities to engage parents and community members in SEL activities predicted 2016–2017 STAAR reading performance, regardless of length of time in SEL.



Source. 2016–2017 STAAR, school-level SEL implementation ratings, and school-level percentage of students identified as economically disadvantaged

Note.  $\beta = 1.73, p < .05$ ; Because the 2016–2017 STAAR exam differed so much from the 2011–2012 STAAR exam, this analysis controlled for the school percentage of students identified as economically disadvantaged rather than for 2012 STAAR performance. School-level percentage of students identified as economically disadvantaged inversely predicted STAAR reading ( $\beta = -.23, p < .01$ ).

## Data Analyzed in This Report

### STAAR

The percentage of 3<sup>rd</sup>- through 8<sup>th</sup>-grade students passing the STAAR reading and math in 2016–2017 were analyzed (other subject areas were excluded due to a small number of students with data). Prior year STAAR and data were excluded from analyses due to changes to the STAAR and EOC tests and changes to accommodations and the exams themselves (see the Texas Education Agency's [website](#) for more information).

### AISD discipline data

The percentages of students with discretionary infractions (excluding mandatory removals) from 2010–2011 through 2016–2017 were analyzed.

### AISD attendance data

Students' average attendance rates, along with chronic absenteeism (i.e., 15 or more absences a year), from 2010–2011 through 2016–2017 were analyzed.

### AISD Student Climate Survey

Students in grades 3 through 11 participated in the AISD Student Climate Survey. SEL-related items were analyzed from 2010–2011 through 2016–2017. SEL-specific items were included on the survey beginning in 2015–2016.

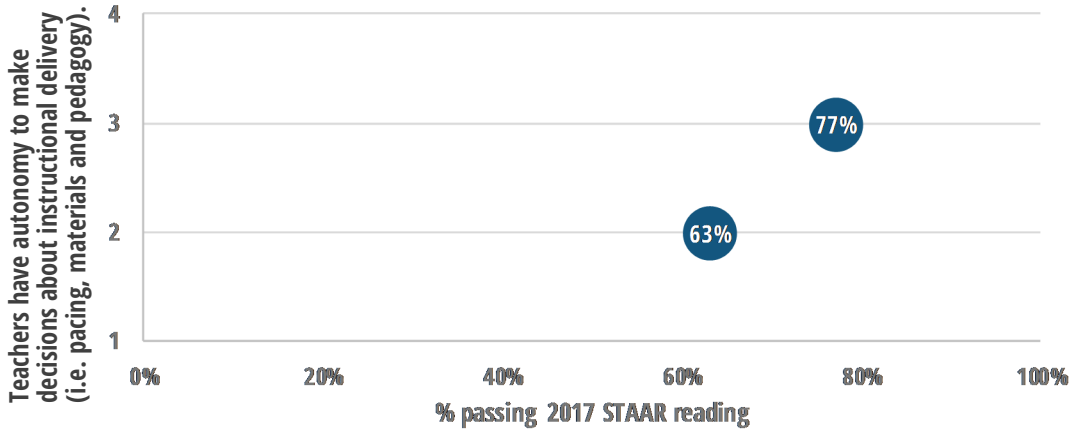
### SEL implementation

In 2016–2017, SEL specialists rated their respective schools on how well SEL was implemented using a revised rubric. The rubric contains 18 domains considered integral to SEL implementation. Scores on each domain ranged from 1 to 5, with a maximum score of 90 across 10 domains. Detailed information about the rubric can be found in Lamb (2017) and Appendix C.



In addition, schools where teachers believed they had autonomy in their work positively predicted the percentage of students passing STAAR reading in 2016–2017, regardless of length of time in SEL (Figure 3).

Figure 3. Elementary schools with teachers who believed they had more autonomy in their work predicted 2016–2017 STAAR reading performance, regardless of length of time in SEL.



Source. 2016–2017 STAAR, TELL, and school-level percentage of students identified as economically disadvantaged

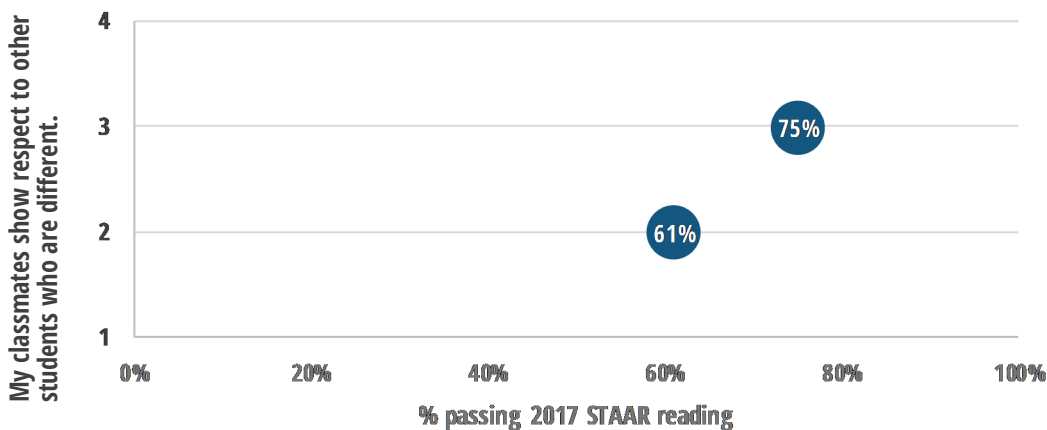
Note.  $\beta = 11.82, p < .01$ .

Because the 2016–2017 STAAR exam differed so much from the 2011–2012 STAAR exam, this analysis controlled for the school percentage of students identified as economically disadvantaged rather than 2012 STAAR performance and inversely predicted STAAR reading ( $\beta = -.23, p < .01$ ).

TELL response options ranged from 1 = *strongly disagree* to 4 = *strongly agree*.

Finally, schools where students believed their classmates showed respect to other students who were different from them positively predicted the percentage of students passing STAAR reading in 2016–2017, regardless of length of time in SEL (Figure 4).

Figure 4. Elementary schools with students who believed that students at their school respected other students who were different predicted 2016–2017 STAAR reading performance, regardless of length of time in SEL.



Source. 2016–2017 STAAR, school-level SEL implementation ratings, and school-level percentage of students identified as economically disadvantaged.

Note.  $\beta = 11.16, p < .01$

Because the 2016–2017 STAAR exam differed so much from the 2011–2012 STAAR exam, this analysis controlled for the school percentage of students identified as economically disadvantaged rather than 2012 STAAR performance and inversely predicted STAAR reading ( $\beta = -.23, p < .01$ ). Student Climate Survey response options ranged from 1 = *never* to 4 = *a lot of the time*.

## School-level percentage of students identified as economically disadvantaged

The percentage of students at each school identified as economically disadvantaged was computed by summing the number of students who qualified for free or reduced priced lunch in the 2016–2017 school year and dividing by 2016–2017 campus enrollment.

## Staff climate and perceptions of SEL

The Teaching, Empowering, Leading, Learning (TELL) Staff Climate Survey is administered annually to all staff. SEL-related items from 2010–2011 through 2016–2017, when available, were analyzed. In 2015–2016, five new items were added to the TELL Staff Climate Survey to assess staff's perceptions of SEL-related campus activities. A list of the TELL items analyzed in this report can be found in Appendix B.

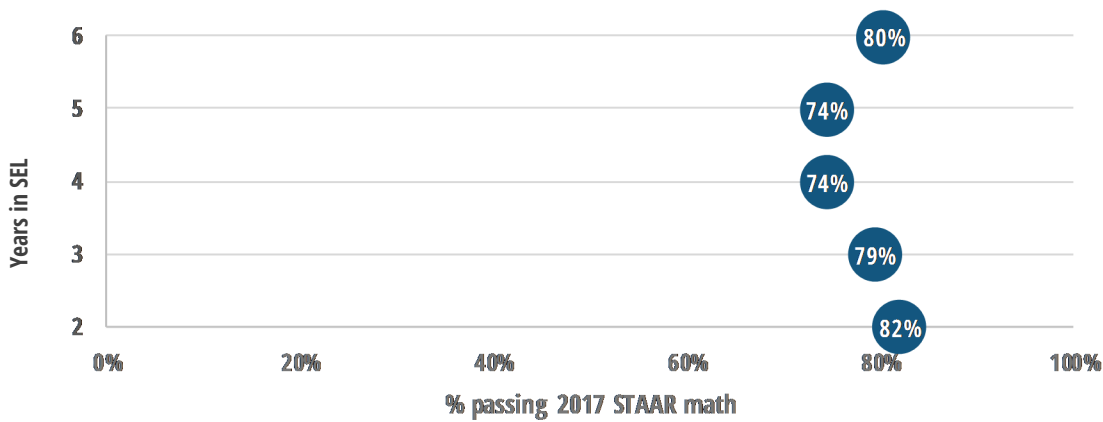
Additionally, staff's perceptions of SEL and their own SEL skills from the 2016–2017 Employee Coordinated Survey (ECS) were analyzed. A list of the ECS items analyzed in this report can be found in Appendix B.

## SEL-related personal development report card ratings

Teachers of elementary school students in pre-kindergarten through 6<sup>th</sup> grade provide ratings of their students' SEL-related personal development skills every 9 weeks. Students with scores during each time period were included in the analysis. An average of the five common skills across the different grades and across the four 9-week grading periods was computed.

**STAAR Math.** Similarly, no significant differences were found based on years in SEL and elementary school students' performance on STAAR math (see Appendix B). However, when predicting 2016–2017 STAAR math performance, schools participating in SEL for fewer years had higher passing rates than did schools participating in SEL for more years (Figure 5). It is unclear why this difference emerged with respect to math, and not reading; however, because baseline data could not account for how schools performed prior to SEL implementation, it could be that schools participating in SEL for fewer years had a higher percentage of students passing STAAR math before SEL implementation began at their school.

**Figure 5.** After controlling for the percentage of students identified as economically disadvantaged, schools with fewer years of experience implementing SEL predicted a higher percentage of students passing 2016–2017 STAAR math.



*Source.* 2016–2017 STAAR, and school-level percentage of students identified as economically disadvantaged

*Note.*  $\beta = -1.39, p < .01$ .

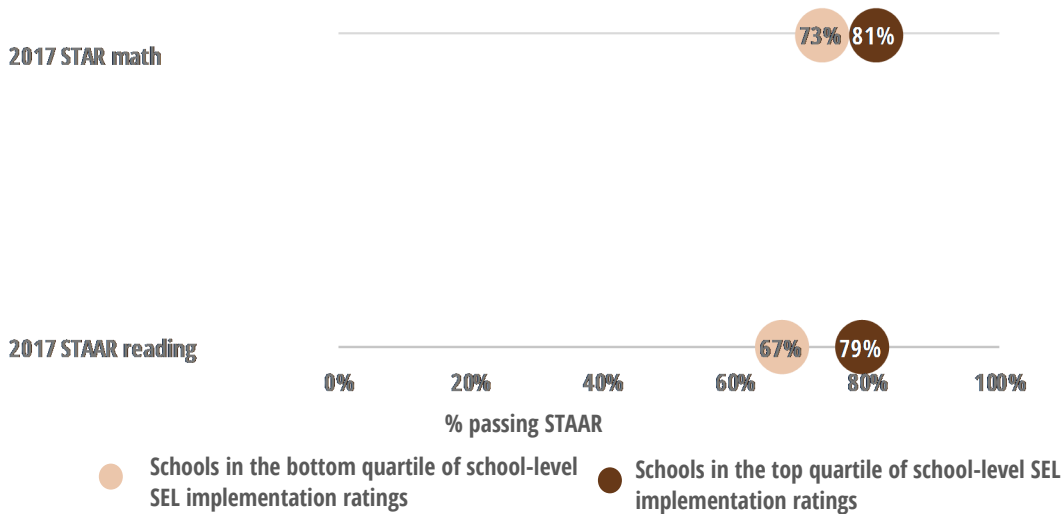
Because the 2016–2017 STAAR exam differed so much from the 2011–2012 STAAR exam, this analysis controlled for the school percentage of students identified as economically disadvantaged rather than 2012 STAAR performance.

Similar to the results found with reading, schools where students believed their classmates showed respect to other students who were different and where staff used alternative methods to address discipline (i.e., restorative practices, mindfulness) predicted higher passing rates in STAAR math than did schools where students did not believe students respected other students who were different ( $\beta = 10.80, p < .01$ ) or where teachers did not use alternative methods to discipline ( $\beta = 14.14, p < .01$ ).

## School-Level SEL Implementation.

Because it was not possible to analyze the change in STAAR performance over time, an additional analysis was conducted to determine if the percentage of students passing STAAR reading and math in 2016–2017 varied based on high or low levels of SEL implementation. A higher percentage of elementary school students passed STAAR reading and math at schools with higher SEL implementation ratings than at schools with lower SEL implementation ratings (Figure 6). As discussed previously, this same result was not found in relation to years in SEL.

Figure 6.  
Schools with **high SEL implementation** ratings also had a high percentage of students passing 2016–2017 STAAR reading and math.



Source. 2016–2017 STAAR, and school-level SEL implementation ratings  
Note. For reading,  $F(1, 43) = 20.15, p < .01$ ; math  $F(1, 44) = 18.04$

# Discipline Rate Computation

Discretionary infractions resulting in one of the following outcomes were included in the analyses: home suspension, partial-day suspension, in-school suspension (ISS), long-term ISS; removal (Disciplinary Alternative Education Program, or DAEP), expulsion, placed in Juvenile Justice Alternative Education Program (JJAEP), probated expulsion, and off-campus DAEP. School-based discipline referral codes were excluded because they were not uniformly used at all campuses. Mandatory removals, truancy offense codes, and truancy disposition codes were also excluded.

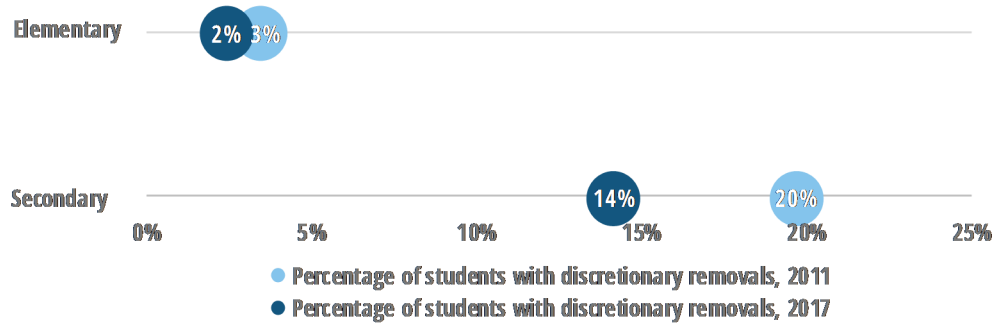
Discipline rates were computed by summing the number of students disciplined at each school and dividing by the weighted school attendance.



## Discipline

Examinations of school-level discretionary infractions (see sidebar) found that most schools experienced a drop in these types of infractions from 2010–2011 through 2016–2017. Although not significant, elementary schools experienced a decline of 2% during this time and secondary schools experienced a significant decrease of 25% over the 6-year period (Figure 7).

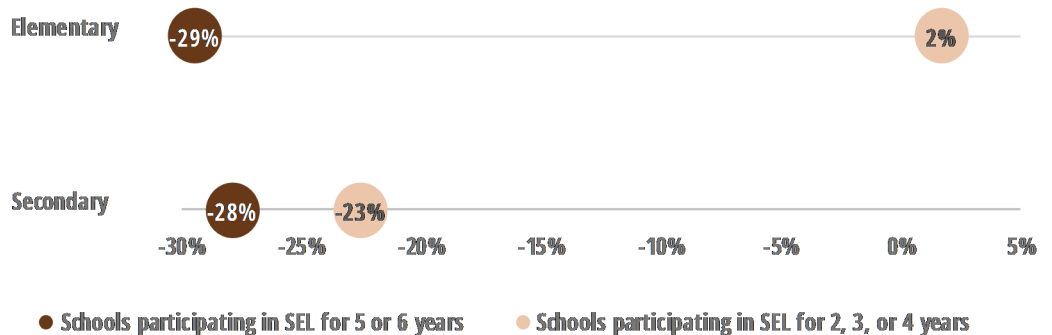
**Figure 7.** The percentage of students receiving discretionary removals decreased from 2011 to 2017, with greater reductions observed at the secondary levels.



*Source.* 2010–2011 to 2016–2017 school-level percentage of students with discretionary removals  
*Note.* Elementary:  $t(25) = 1.61, p = .11$ ; secondary:  $t(29) = 5.25, p < .01$ . Elementary schools with  $\leq 1\%$  of students receiving discretionary removals were excluded from the analyses.

Due to the small number of schools, descriptive analyses were conducted to determine if the percentage change in discretionary removals differed based on years of participation in SEL or degree of implementation (i.e., total school-level SEL implementation score). No significant differences were found in the percentage change in discretionary removals, based on years of participation in SEL (Figure 8).

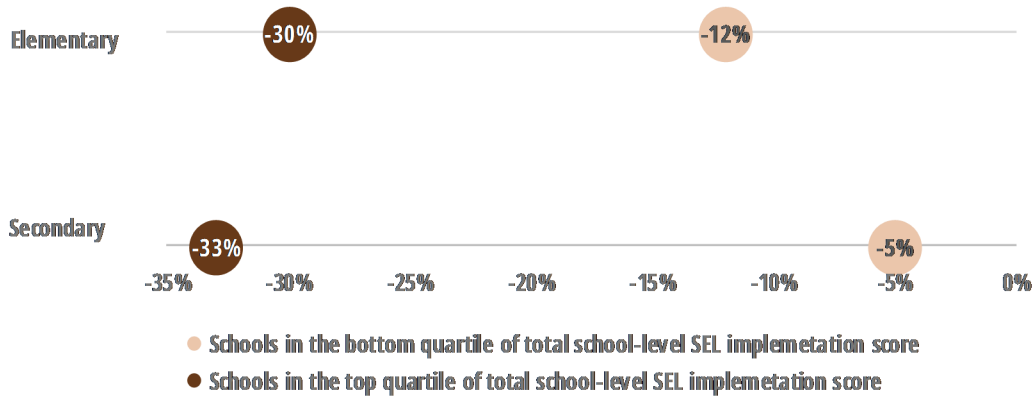
**Figure 8.** Although not significant, the percentage change in students receiving discretionary removals was greater at schools participating in SEL for more years than at schools participating in SEL for fewer years.



*Source.* 2010–2011 to 2016–2017 school-level percentage of students with discretionary removals  
*Note.* *N* counts are as follows: elementary  $n = 16$ , secondary  $n = 17$ . Elementary schools with less than 1% of students receiving discretionary removals were excluded from the analyses. Jordan and Norman were excluded because their discipline data were outside the normal range.

No significant differences were found in the percentage of students with discretionary removals at the elementary school level, based on school-level SEL implementation ratings (Figure 9). However, secondary schools in the top quartile of school-level SEL implementation ratings experienced a significantly greater reduction in discretionary removals over time than did schools in the bottom quartile of school-level SEL implementation ratings (Figure 9).

Figure 9.  
The percentage change in students receiving discretionary removals was greater at secondary schools in the **top quartile** of total school-level SEL implementation ratings than at secondary schools in the **bottom quartile** of total school-level SEL implementation ratings.

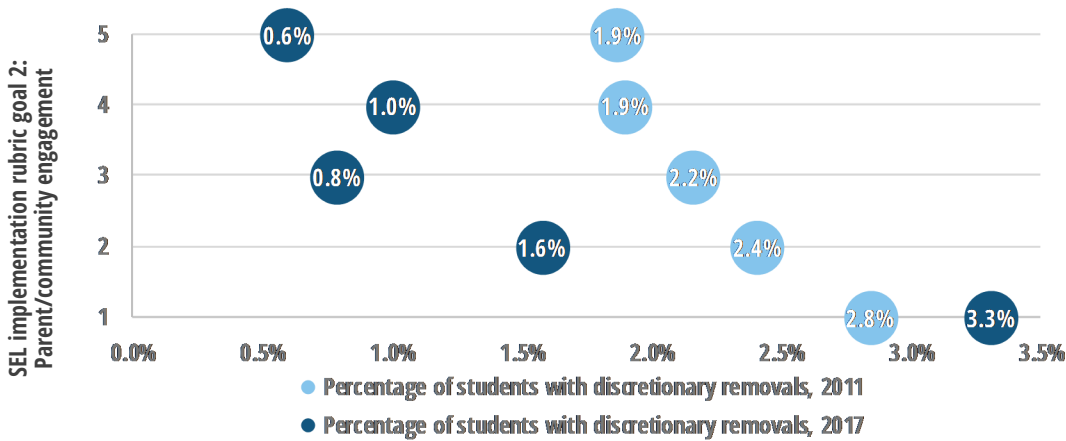


Source. 2010–2011 to 2016–2017 school-level percentage of students with discretionary removals  
Note. *N* counts are as follows: elementary *n* = 16, secondary *n* = 17  
Elementary schools with less than 1% of students receiving discretionary removals were excluded from the analyses. Additionally, Jordan and Norman were excluded because their discipline data were outside the normal range.



Finally, analyses were conducted to predict 2016–2017 disciplinary infractions after controlling for baseline data (i.e., 2010–2011 disciplinary infractions) and years of school participation in SEL. At the elementary school level, after controlling for the percentage of students with discretionary infractions in 2010–2011, there was a trend for the degree to which schools engaged families and communities in SEL activities to predict a lower percentage of students with discretionary infractions in 2016–2017 (Figure 10). In fact, schools with the lowest rating on this rubric strand experienced a slight increase in discretionary removals in 2017.

**Figure 10.**  
**After controlling for 2011 discipline, elementary schools where families and community members engaged in SEL activities had lower discipline rates in 2017 than did schools with fewer opportunities to engage families and community members in SEL activities.**



*Source.* 2010–2011 to 2016–2017 school-level percentage of students with discretionary removals

*Note.*  $\beta = -.46, p < .10$ .

Elementary schools with less than 1% of students receiving discretionary removals were excluded from the analyses.

Additionally, after controlling for 2010–2011 school-level discretionary removals, schools where students were less likely to think that students were bullied also predicted fewer discretionary removals in 2016–2017 ( $\beta = 1.78, p < .01$ ).

# Attendance and Chronic Absenteeism

## Attendance

School-level attendance was computed by summing the total number of instructional days each student was enrolled, subtracting that total from the total number of days each student was absent, and dividing by the total number of days each student was enrolled.

## Chronic absenteeism

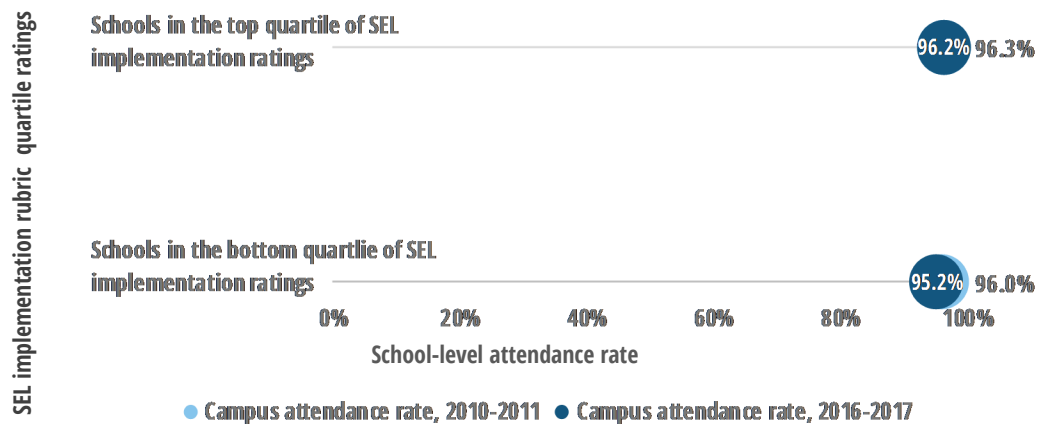
Using the Department of Education's definition, students with 15 or more absences per academic year were identified as chronically absent. The number of students fitting this criterion was summed and divided by the total number of students at the school level.

## Attendance and Chronic Absenteeism

Examinations of school-level attendance (see sidebar) found that at the elementary school level, attendance rates dropped slightly in 2016–2017 (96.1%) compared with 2010–2011 (95.7%;  $t(44) = -4.8, p < .01$ ) while at the same time increasing slightly at the secondary level over the same time period (93.5% and 94.3%, respectively;  $t(29) = 2.90, p < .01$ ). Similarly, there was a slight increase in rates of chronic absenteeism at the elementary school level from 2010–2011 to 2016–2017 (.05% and .07%, respectively;  $t(77) = -4.9, p < .01$ ), but a slight decrease at the secondary level during this time (.14% and .12%, respectively;  $t(29) = 3.0, p < .01$ ).

Attendance data were next examined based on the number of years a school had participated in SEL and the degree to which a school implemented SEL with fidelity. At both the elementary and secondary school levels, neither the percentage change in attendance nor chronic absenteeism differed significantly based on longevity in SEL. However, although attendance declined at elementary schools over the 6-year time period, these trends were significantly less pronounced at schools in the top quartile of SEL implementation ratings than at schools in the bottom quartile of SEL implementation ratings (Figure 11).

Figure 11. Elementary schools with high SEL implementation ratings experienced less of a decrease in attendance in 2016–2017 than did schools with lower implementation ratings.



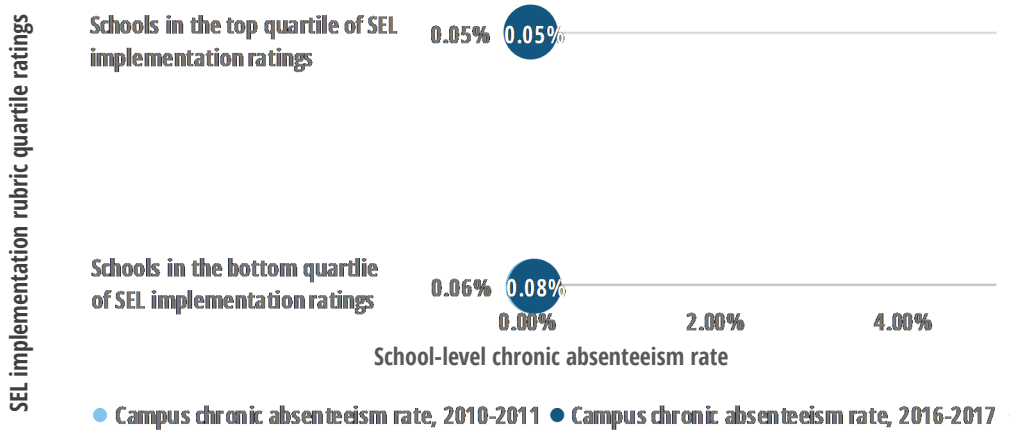
Source. 2010–2011 to 2016–2017 attendance and 2016–2017 school-level SEL implementation ratings separated into high and low quartiles

Note.  $F(1, 42) = 11.89, p < .01$ . *N* counts are as follows: Elementary high quartile  $n = 22$ , low quartile  $n = 22$ ; Secondary: high quartile  $n = 10$ , low quartile  $n = 8$ .



Similarly, although chronic absenteeism increased at elementary schools from 2010–2011 to 2016–2017, schools in the top quartile of SEL implementation maintained their rate of chronic absenteeism, whereas schools in the bottom quartile of SEL implementation ratings experienced a slight increase in chronic absenteeism (Figure 12). Similar results were not observed at the secondary level in relation to SEL implementation scores.

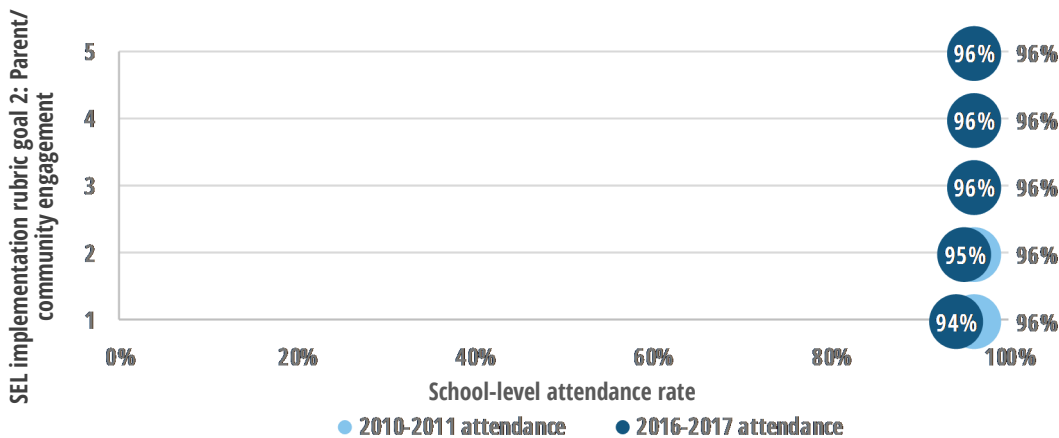
**Figure 12.**  
**Elementary schools with high SEL implementation ratings experienced less of an increase in chronic absenteeism in 2016–2017 than did schools with lower implementation ratings.**



*Source.* 2010–2011 to 2016–2017 attendance and 2016–2017 school-level SEL implementation ratings separated into high and low quartiles.  
*Note.*  $F(1, 42) = 3.60, p = .06$

Finally, analyses controlling for 2010–2011 attendance and longevity in SEL found that elementary schools where family and community members were provided with opportunities to learn about SEL had higher attendance in 2016–2017 than did schools where family and community members were not provided opportunities to learn about SEL (Figure 13). Similar results were not found when predicting 2016–2017 chronic absenteeism after controlling for 2010–2011 chronic absenteeism.

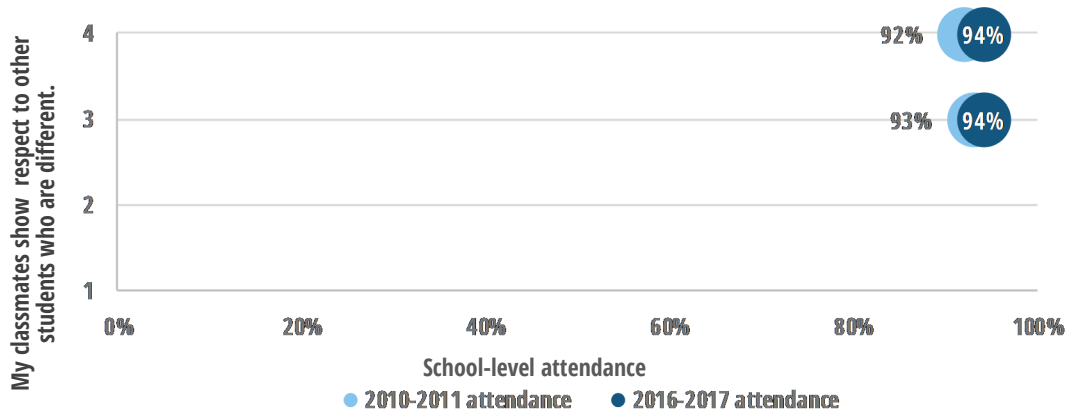
**Figure 13.**  
**After controlling for 2010–2011 attendance, elementary schools where parents and families were provided more opportunities to engage in SEL predicted higher attendance rates in 2016–2017, regardless of length of time in SEL.**



*Source.* 2010–2011 to 2016–2017 attendance and 2016–2017 school-level SEL implementation ratings  
*Note.*  $\beta = .18, p < .05$

At the secondary level, neither the percentage change in school-level average daily attendance nor chronic absenteeism over time varied based on longevity in SEL or degree of program implementation. However, after controlling for 2010–2011 attendance and longevity in SEL, schools where students believed students showed respect for other students who were different predicted higher attendance rates than did schools where students did not believe students respected other students who were different (Figure 14).

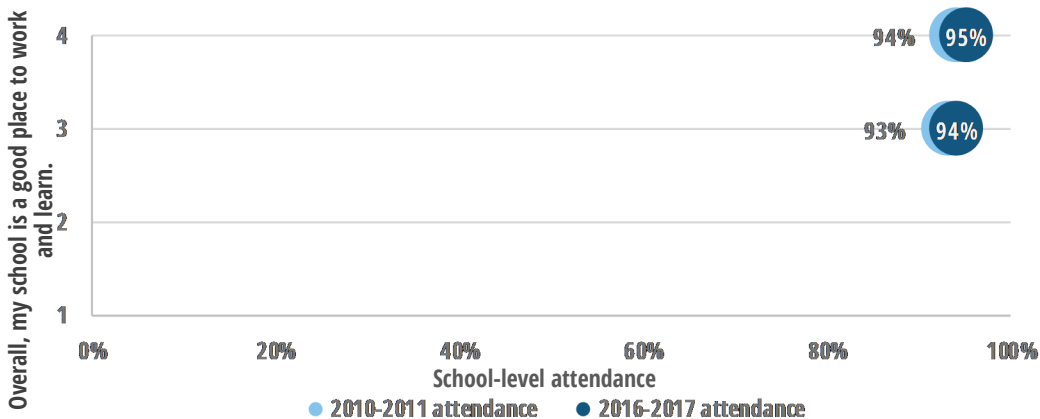
**Figure 14.** After controlling for 2010–2011 attendance, secondary schools where students believed students respected other students who are different predicted high attendance rates in 2016–2017, regardless of length of time in SEL.



Source. 2010–2011 to 2016–2017 attendance and 2016–2017 school-level Student Climate Survey ratings  
 Note.  $\beta = .18, p < .05$

In the same regression model, schools where staff believed their school was a good place to work and learn also predicted high attendance rates in 2016–2017 (Figure 15). No significant results were found when predicting rates of chronic absenteeism.

**Figure 15.** After controlling for 2010–2011 attendance, secondary schools where staff believed their school was a good place to work and learn predicted high attendance rates in 2016–2017, regardless of length of time in SEL.



Source. 2010–2011 to 2016–2017 attendance and 2016–2017 school-level TELL survey ratings  
 Note.  $\beta = .15, p = .05$

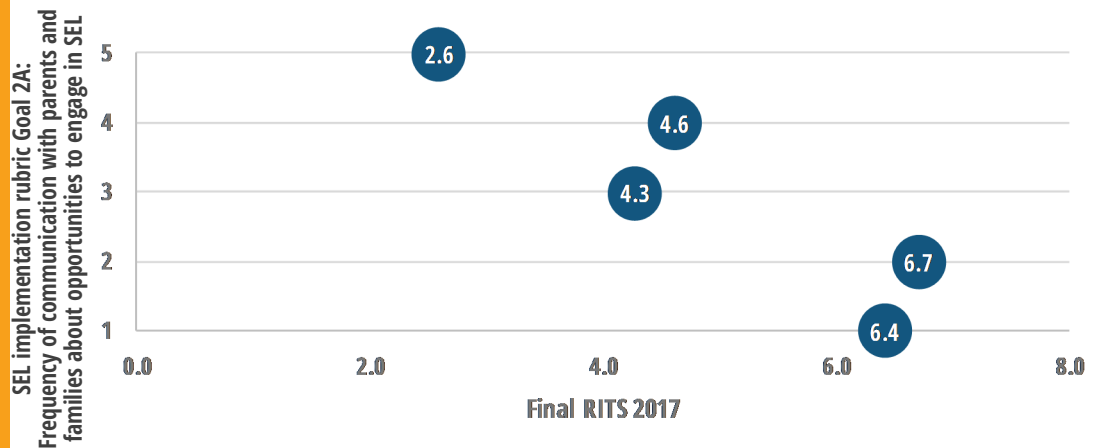
# Reliable Integrated Trend Score

Reliable integrated trend scores (RITS) are used by AISD staff to identify struggling middle and high school students and to identify and celebrate areas of students' success. The following indicators are weighted and summed to obtain scores: failing grades (multiplied by 3), unexcused tardies (multiplied by .5), unexcused absences (multiplied by 1), and office discipline referrals or suspensions (multiplied by 1). High RITS indicate a student is struggling in multiple areas, whereas low RITS indicate a student is succeeding in multiple areas. RITS is computed every 3 weeks as well as every 6 weeks for progress reports, and for official report cards. Final RITS (i.e., sixth 6-week scores) from 2016–2017 are included in this report. For more information on RITS, read this [explanation](#) or read this [report](#).

## Reliable Integrated Trend Scores

At the secondary level, analyses were conducted to determine if school-level average RITS varied based on school longevity in SEL or school-level program implementation. RITS were similar at secondary schools, regardless of length of participation in SEL and degree of program implementation. However, in a regression predicting average school-level RITS, after controlling for longevity in SEL and school-level percentage of students identified as economically disadvantaged, there was a trend for the degree to which schools engaged parents and families (domain 2 on the school-level implementation rubric; Figure 16) to predict low RITS. Additionally, the degree to which students felt they did not give up even when they felt frustrated predicted lower RITS ( $\beta = -10.30, p < .01$ ) as did the degree to which staff at schools felt they had enough time to implement SEL at their respective schools ( $\beta = -7.53, p < .01$ ).

Figure 16. After controlling for longevity in SEL, secondary schools where parents and families were provided weekly information on how to engage in SEL predicted low RITS in 2016–2017.



Source. 2016–2017 final RITS, school-level percentage of students identified as economically disadvantaged, and school-level SEL implementation ratings

Note.  $\beta = -.60, p = .06$ . School-level percentage of students identified as economically disadvantaged and positively predicted RITS,  $\beta = .03, p = .04$ . Numbers are rounded to the nearest tenth.



## School climate indicators

### AISD Student Climate Survey (grades 3–11)

The following items from AISD's Student Climate Survey are considered integral to SEL integration (years of availability in parentheses):

- My classmates show respect to each other. (2010–2011 through 2016–2017)
- My classmates show respect to other students who are different. (2010–2011 through 2016–2017)
- Adults at this school listen to student ideas and opinions. (2010–2011 through 2016–2017)
- Adults at this school treat all students fairly. (2010–2011 through 2016–2017)
- I feel safe at my school. (2010–2011 through 2016–2017)
- Students at my school are bullied (teased, messed with, threatened by other students). (2011–2012 through 2016–2017)
- I use ways to calm myself down. (2015–2016 through 2016–2017)
- I don't give up even when I feel frustrated. (2015–2016 through 2016–2017)
- I know what people may be feeling by the look on their face. (2015–2016 through 2016–2017)
- I get along with my classmates. (2015–2016 through 2016–2017)
- I say "no" to friends who want me to break the rules. (2015–2016 through 2016–2017)
- It is easy for me to talk about my problems with the adults at my school. (2015–2016 through 2016–2017)

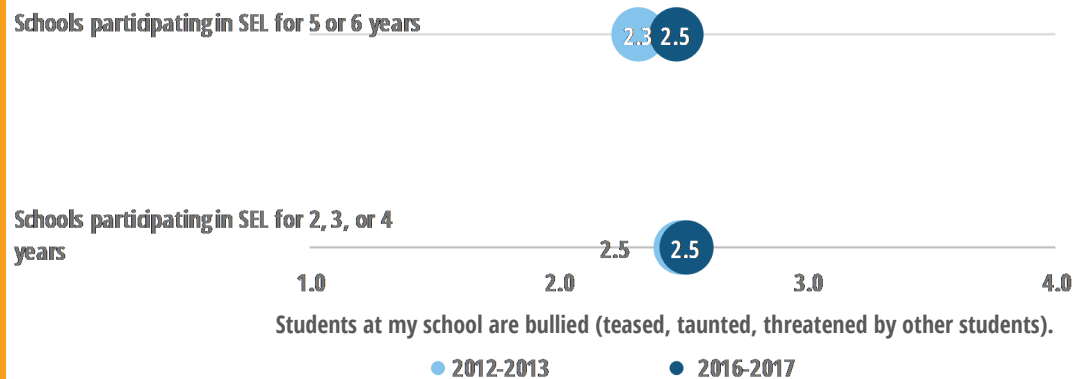
Campus- and district-level reports are on the [DRE website](#).

## Students' Perceptions of School Climate

Examinations of change in school climate items considered integral to SEL implementation (see sidebar) over time were conducted. Results from this section suggest that schools in the bottom quartile of total school-level SEL implementation ratings or with fewer years in SEL have experienced the most growth in several factors related to students' perceptions of school climate. Although many of these schools' implementation ratings were still low in 2016–2017, it appears that students' perceptions of school climate had improved, a critical outcome associated with SEL (see the logic model in Appendix A).

As described in previous reports, elementary schools participating in SEL for more years experienced a significant increase in students believing students at their school were bullied, compared with schools participating in SEL for fewer years ([Lamb, 2015](#)). This result could be because students participating in SEL for a longer period of time are more aware of bullying and as a result are more likely to notice it occurring (Figure 17).

**Figure 17.** Elementary schools participating in SEL for more years experienced a greater increase in students' perceptions of bullying in 2016–2017 than did schools participating in SEL for fewer years.

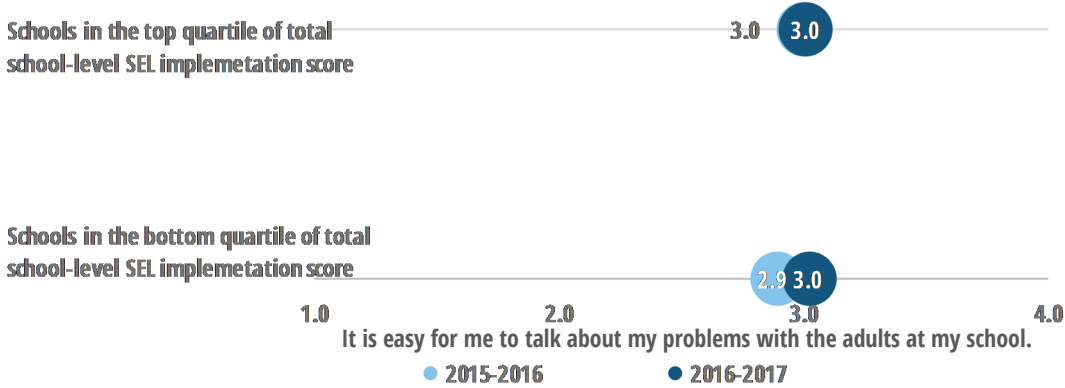


*Source.* 2011–2012 to 2016–2017 Student Climate Survey ratings and 2016–2017 school-level SEL implementation ratings.

*Note.* Student climate survey range from 1 = *never* to 4 = *a lot of the time*.  $F(1, 76) = 5.78, p < .05$ . Ratings are rounded to the nearest tenth.

Additionally, relationships emerged suggesting that schools in the bottom quartile of school-level SEL implementation experienced greater growth in students' perceptions of their SEL skills than did students at in the top quartile of SEL implementation ratings. For example, students at schools in the bottom quartile of SEL implementation experienced greater growth over time in their belief that there was an adult at their school they could talk to about their problems than did students at schools in the top quartile of SEL implementation ratings (Figure 18).

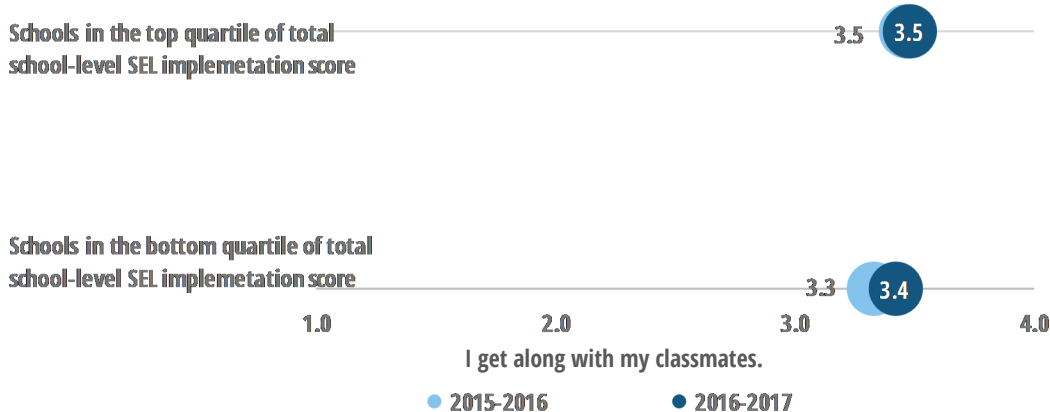
**Figure 18.**  
**Elementary school schools with low SEL implementation ratings had a greater increase in student's perceptions that there was an adult at their school they could talk to about their problems in 2016–2017 than did schools with high SEL implementation ratings.**



*Source.* 2011–2012 to 2016–2017 Student Climate Survey ratings and 2016–2017 school-level SEL implementation ratings.  
*Note.* Student climate survey range from 1 = *never* to 4 = *a lot of the time*.  $F(1, 76) = 5.11, p < .05$ . Ratings are rounded to the nearest tenth.

Similarly, elementary schools with lower SEL implementation ratings experienced greater growth in students' belief that they get along with other students than did elementary schools with higher SEL implementation ratings (Figure 19).

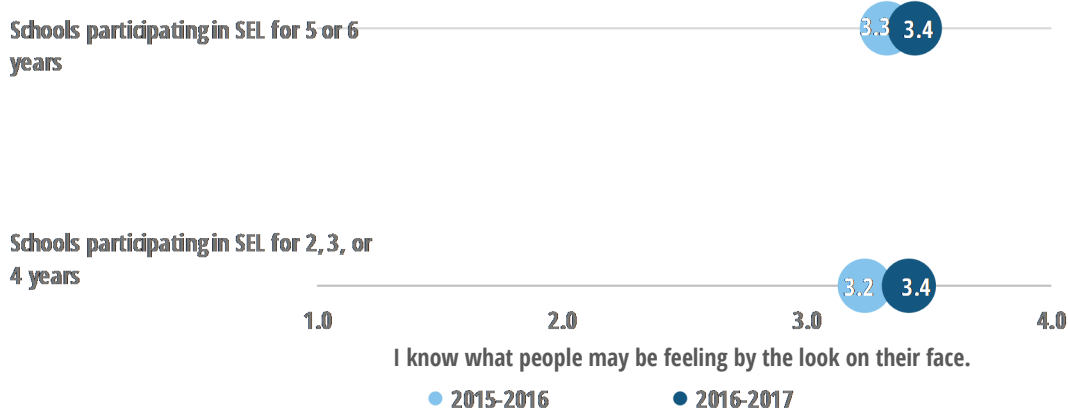
**Figure 19.**  
**Elementary schools with lower SEL implementation ratings had a greater increase in students feeling they were getting along with their classmates in 2016–2017 than did schools with higher SEL implementation ratings.**



*Source.* 2011–2012 to 2016–2017 Student Climate Survey ratings and 2016–2017 school-level SEL implementation ratings.  
*Note.* Student climate survey range from 1 = *never* to 4 = *a lot of the time*.  $F(1, 44) = 10.07, p < .01$ . Ratings are rounded to the nearest tenth.

At the secondary level, students' perceptions of their peers feelings increased more at schools participating in SEL for fewer years than at schools participating in SEL for more years (Figure 20).

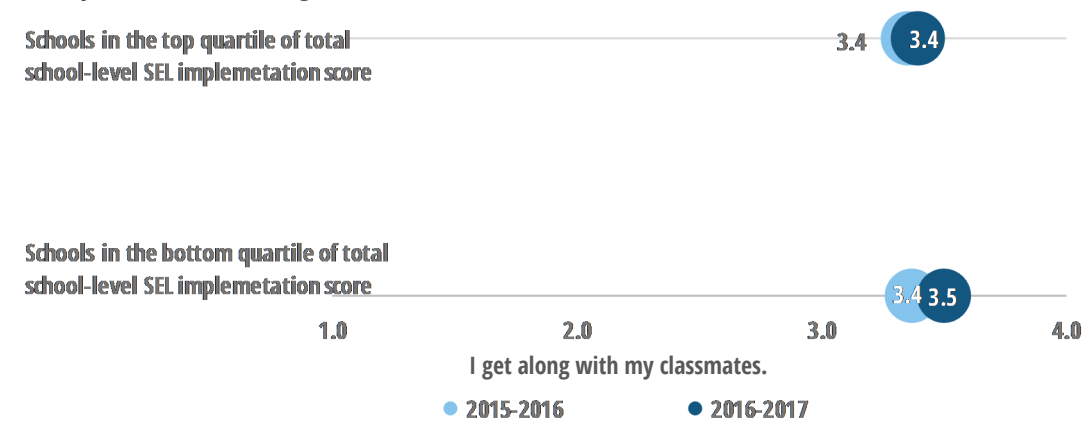
**Figure 20.**  
**Secondary schools participating in SEL for fewer years had a greater increase in students perceiving they know what others are feeling based on the looks on their faces in 2016–2017 than did schools participating in SEL for more years.**



*Source.* 2011–2012 to 2016–2017 Student Climate Survey ratings and 2016–2017 school-level SEL implementation ratings.  
*Note.* Student climate survey range from 1 = *never* to 4 = *a lot of the time*.  $F(1, 77) = 5.71, p < .05$ . Ratings are rounded to the nearest tenth.

Similar to results found at the elementary school level, secondary schools with low SEL implementation ratings experienced greater growth in students' belief that they get along with other students than did schools with high SEL implementation ratings (Figure 21).

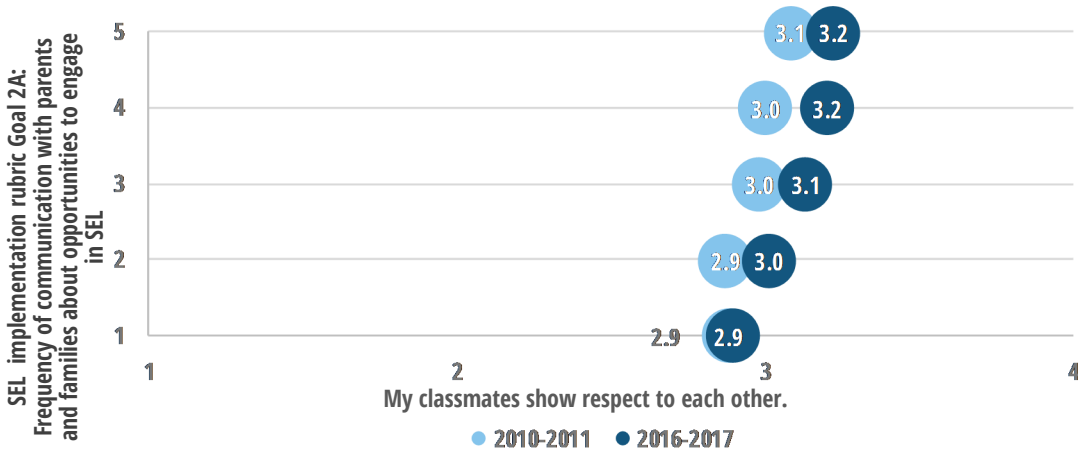
**Figure 21.**  
**Secondary schools with lower implementation ratings had a greater increase in students feeling they got along with their classmates in 2016–2017 than did schools with higher SEL implementation ratings.**



*Source.* 2011–2012 to 2016–2017 Student Climate Survey ratings and 2016–2017 school-level SEL implementation ratings.  
*Note.* Student climate survey range from 1 = *never* to 4 = *a lot of the time*.  $F(1, 20) = 3.24, p = .09$ . Ratings are rounded to the nearest tenth.

Given that improving school climate is one of the main goals associated with SEL (see the logic model in appendix A), regressions were conducted to determine which factors predicted students' positive perceptions of climate. After controlling for baseline data (i.e., students' ratings of climate in 2010–2011) and longevity in SEL, SEL implementation ratings positively predicted students' perceptions of climate in 2016–2017. For example, at the elementary school level, schools with more frequent opportunities to engage families in SEL also had students who believed their classmates treated them with courtesy and respect (Figure 22).

**Figure 22.**  
**Elementary schools with more opportunities to engage families and community members in SEL had students with higher average ratings of “My classmates show respect for each other” in 2016–2017 than did schools with fewer opportunities to engage parents in SEL, regardless of longevity in SEL.**

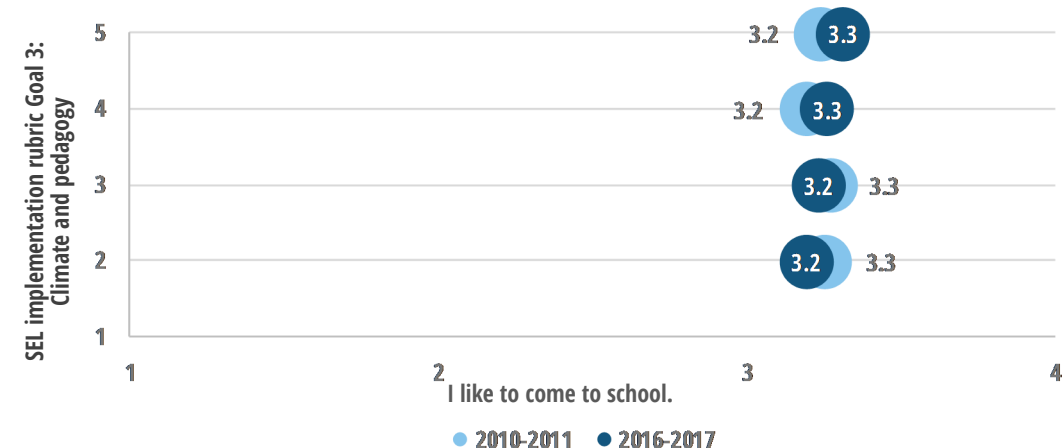


*Source.* 2010–2011 to 2016–2017 school-level Student Climate Survey ratings and 2016–2017 school-level SEL implementation ratings.

*Note.* Survey ratings ranged from 1 = *never* to 4 = *a lot of the time*.  $\beta = .04, p < .05$ .

Similarly, after controlling for baseline data and years of participation in SEL, schools where SEL concepts and tools were integrated into the fabric of the school (i.e., school-level SEL implementation rubric Goal 3) had more students who liked to attend school than did schools where those concepts were less integrated (Figure 23).

**Figure 23.**  
**Elementary schools where SEL tools and resources were integrated into school climate and pedagogy had students with higher ratings of “I like to come to school” in 2016–2017 than did schools with less integrated SEL, regardless of longevity in SEL.**

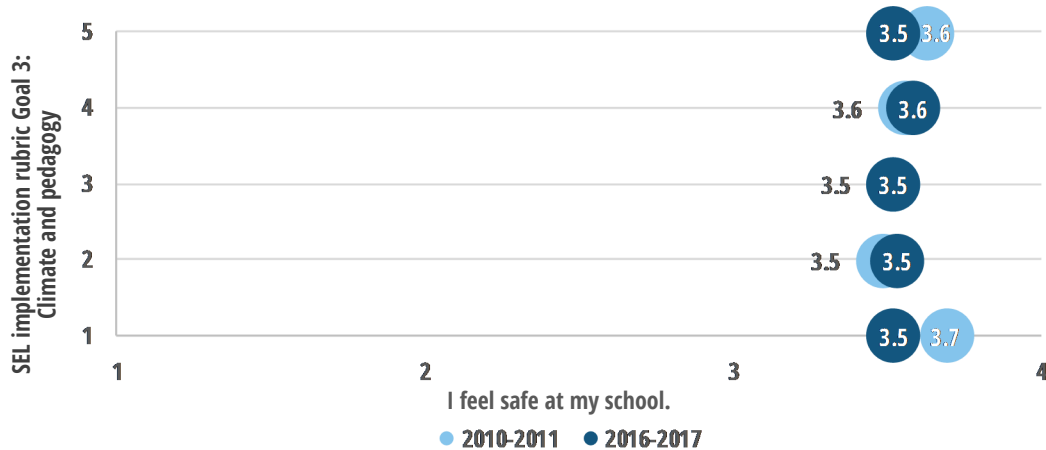


*Source.* 2010–2011 to 2016–2017 school-level Student Climate Survey ratings and 2016–2017 school-level SEL implementation ratings.

*Note.* Survey ratings ranged from 1 = *never* to 4 = *a lot of the time*.  $\beta = .03, p < .05$

Students also were more likely to feel safe at their school (after controlling for baseline data and years of participation in SEL) at schools where SEL concepts and tools were integrated into school climate and culture than at schools where SEL was less integrated (Figure 24).

**Figure 24.** Elementary schools with more integrated SEL climate and pedagogy had students with higher average ratings of “I feel safe at my school” in 2016–2017 than did schools where SEL was less integrated, regardless of longevity in SEL.



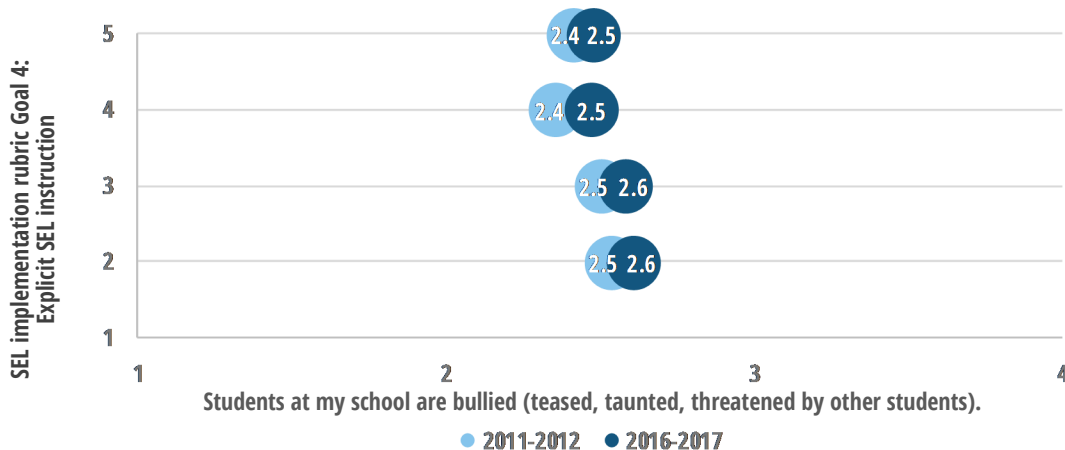
*Source.* 2010–2011 to 2016–2017 school-level Student Climate Survey ratings and 2016–2017 school-level SEL implementation ratings.

*Note.* Survey ratings ranged from 1 = *never* to 4 = *a lot of the time*.  $\beta = .03, p < .05$

Interestingly, similar to the results related to longevity in SEL and students’ perceptions of bullying, elementary schools with more integrated explicit SEL instruction also had students who were more likely to agree that bullying occurred at their school than did schools with less integrated SEL instruction. Again, this result could be because explicit SEL instruction taught students to identify bullying, making them more aware of these behaviors than they were prior to the instruction (Figure 25).

No similar patterns emerged at the secondary level.

**Figure 25.** Elementary schools with more integrated explicit SEL instruction were more likely to have students who believed bullying occurred at their school in 2016–2017 than did schools with less integrated explicit SEL instruction, regardless of longevity in SEL.



*Source.* 2010–2011 to 2016–2017 school-level Student Climate Survey ratings and 2016–2017 school-level SEL implementation ratings.

*Note.* Survey ratings ranged from 1 = *never* to 4 = *a lot of the time*.  $\beta = -.05, p < .05$



## Staff's Perceptions of School Climate

Analyses were also conducted to determine which, if any, SEL implementation ratings predicted changes in staff's perceptions of school climate over time. Results from analyses examining the influence of longevity in SEL on staff's perceptions of school climate indicated that the length of participation in SEL did not improve staff perceptions of school climate over time. Additionally, there was no significant relationship between changes in staff's perceptions of school climate based on school-level SEL implementation ratings.

Next, a set of regressions was conducted to determine if the school-level SEL implementation rubric predicted staff's 2016–2017 perceptions of climate after controlling for baseline data (i.e., 2010–2011, when available) and years in SEL. Results found that at the elementary school level, several positive results emerged. After controlling for baseline ratings and longevity in SEL, schools where parents and families were provided more opportunities to engage in SEL predicted the degree to which staff were satisfied with their work environment (Figure 26). Similarly, at the secondary school level, a trend emerged for schools with more integrated explicit SEL instruction to positively predict staff members' overall satisfaction with their work (Figure 27).

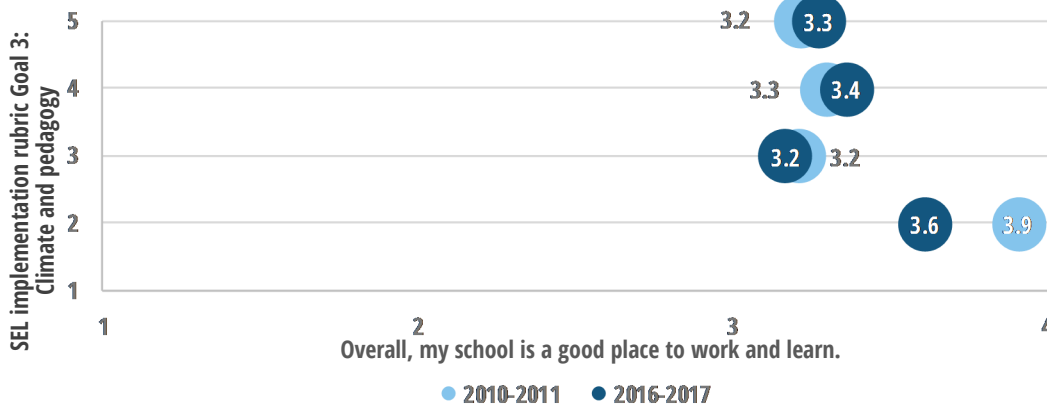
Figure 26.

Elementary school staff were more likely to believe their school was a good place to work and learn in 2016–2017 at schools where families and community members were engaged, than at schools where SEL was less integrated, regardless of longevity in SEL.



Figure 27.

Secondary school staff were more likely to believe their school was a good place to work and learn in 2016–2017 at schools where SEL was more integrated into school climate and pedagogy, than at schools where it was not embedded, regardless of longevity in SEL.



Source. 2010–2011 through 2016–2017 TELL Survey and 2016–2017 school-level SEL implementation ratings  
 Note. TELL response options ranged from 1 = *strongly disagree* to 4 = *strongly agree*; ratings are rounded to the nearest tenth.  $\beta = .07, p < .05$ ;  $\beta = .12, p = .08$

## TELL AISD Staff Climate Survey

The following items from the TELL AISD Staff Climate Survey are considered integral to SEL integration (years of availability in parentheses):

- Overall, my school is a good place to work and learn. (2010–2011 through 2015–2016)
- I am satisfied with the amount of autonomy and control I have over my classroom. (2010–2011 through 2016–2017)
- This school's discipline practices promote social and emotional learning. (2015–2016 through 2016–2017)
- School staff received sufficient training regarding how to use the social and emotional learning approach at their school. (2015–2016 through 2016–2017)
- My principal models social and emotional competence in the way that he/she deals with students and faculty. (2015–2016 through 2016–2017)
- All campus staff interact with one another in a way that models social and emotional competence. (2015–2016 through 2016–2017)
- There is a clear vision for academic, social, and emotional learning in AISD. (2015–2016 through 2016–2017)
- There is support for students' social and emotional competence. (2015–2016 through 2016–2017)

## Staff perceptions of school climate, continued

### TELL AISD Staff Climate Survey

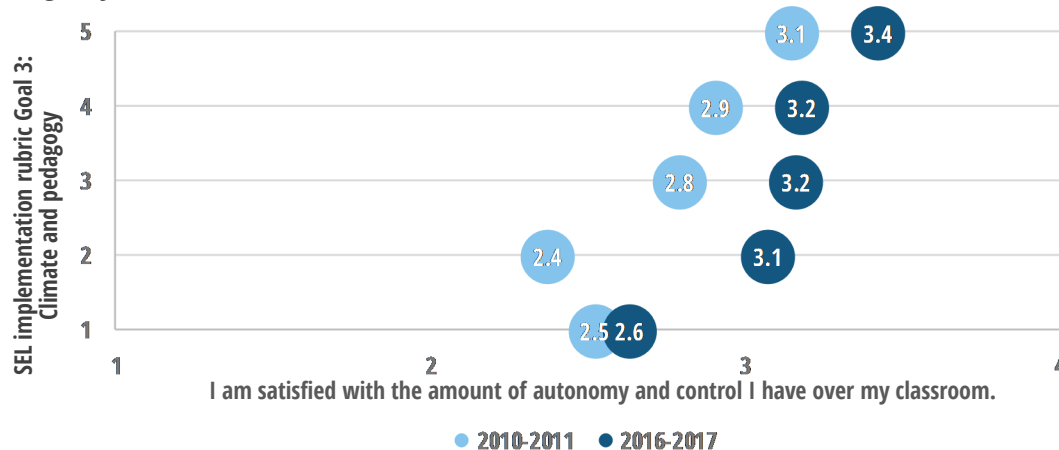
*Managing student conduct subscale.* New items related to SEL were added to the TELL managing student conduct subscale in 2015–2016; only items available longitudinally were included in these analyses (years of availability included in parentheses):

- Students at this school follow rules of conduct. (2010–2011 through 2016–2017)
- Policies and procedures about student conduct are clearly understood by the faculty. (2010–2011 through 2016–2017)
- Administrators support teachers' efforts to maintain discipline in the classroom. (2010–2011 through 2016–2017)
- Teachers consistently enforce rules for student conduct. (2010–2011 through 2016–2017)
- The faculty work in a school environment that is safe. (2010–2011 through 2016–2017)
- Non-teaching staff consistently enforce rules for student conduct." (2010–2011 through 2016–2017).

Campus- and district-level reports for the TELL AISD Staff Climate Survey can be found on the [DRE website](#).

A similar analysis was conducted predicting staff's ratings of autonomy. At the elementary school level, although not significant, a trend emerged such that schools integrating SEL into school climate and pedagogy (school-level SEL implementation rubric Goal 3) predicted how autonomous teachers felt in their classroom (Figure 28).

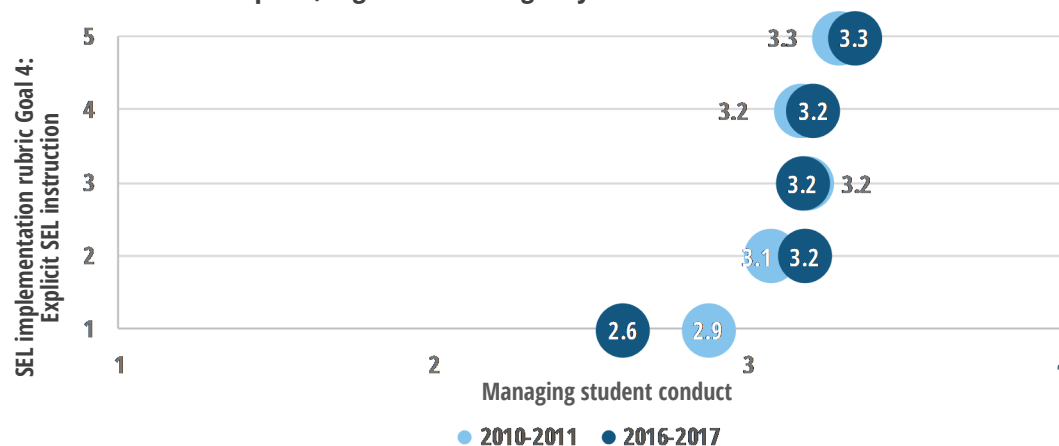
**Figure 28.** Elementary school staff were more likely to feel autonomous in their work in 2016–2017 at schools where SEL was embedded into school climate and pedagogy, regardless of longevity in SEL.



*Source.* 2010–2011 through 2016–2017 TELL Survey and 2016–2017 school-level SEL implementation ratings  
*Note.* TELL response options ranged from 1 = *strongly disagree* to 4 = *strongly agree*; ratings are rounded to the nearest tenth.  $\beta = .10, p < .05$

Finally, at the secondary level, although not significant, a trend emerged suggesting that schools with more integrated explicit SEL instruction positively predicted how well staff managed students' behavior (Figure 29).

**Figure 29.** Secondary school staff felt more confident in their ability to manage students' behavior in 2016–2017 at schools where SEL explicit instruction was more frequent than at schools where it was less frequent, regardless of longevity in SEL.



*Source.* 2010–2011 through 2016–2017 TELL Survey and 2016–2017 school-level SEL implementation ratings  
*Note.* TELL response options ranged from 1 = *strongly disagree* to 4 = *strongly agree*; ratings are rounded to the nearest tenth.  $\beta = .11, p = .08$

# Personal development skill report card ratings

## SEL-related personal development skills

The following domains are common across report cards in elementary school grades (i.e., pre-kindergarten through 6<sup>th</sup> grade):

- Takes responsibility for own actions
- Respects self and others
- Manages emotions constructively
- Interacts cooperatively with peers
- Interacts cooperatively with adults

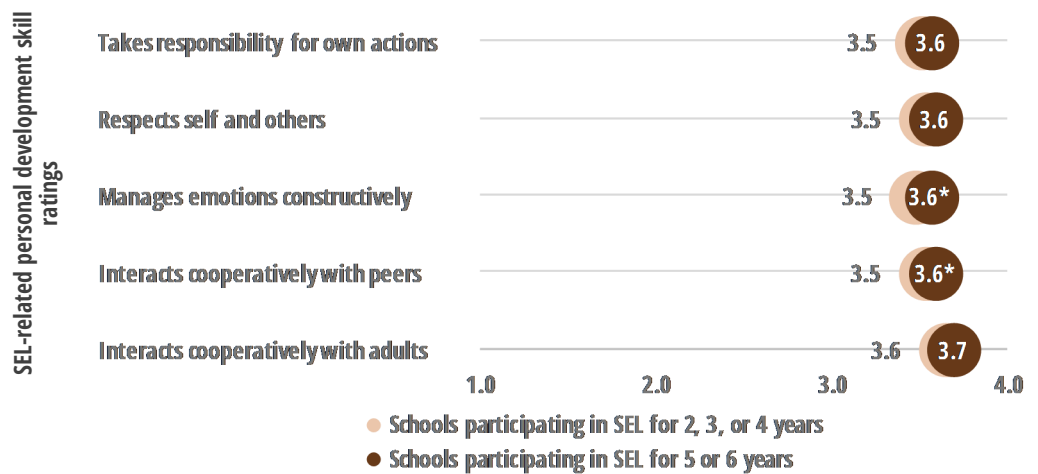
Teachers rate students on a 1 (rarely) to 4 (consistently) scale. Data from 2013–2014 through 2016–2017 were analyzed. Ratings in this report are based on the final 9-week score if ratings were available at all 4 9-week periods. Information regarding the properties of students' personal development skill report card ratings can be found in the following [report](#).

## Did teachers' ratings of their students' personal development skills differ based on longevity in SEL or degree of SEL implementation?

At the elementary school level, teachers provide ratings of their students' personal development skills, many of which are based on SEL skill acquisition (see sidebar). Beginning in 2013–2014, these ratings have been used in the ongoing evaluation of AISD's SEL program. Analyses were conducted to determine if ratings of students' SEL-related skills changed more over time due to longevity in SEL or level of program implementation. Results found that teachers' ratings of their students' SEL-related personal development skills remained high from 2013–2014 through 2015–2016 regardless of longevity in SEL or school-level SEL implementation. These results corroborate research documenting the stability of these ratings over time ([Lamb, 2017](#)).

Isolating 2016–2017 data, differences were found based on both school-level longevity in SEL, and how well schools have implemented SEL. For example, teachers from schools participating in SEL for a longer period of time provided higher ratings of their students' ability to take responsibility for their own actions, and to interact cooperatively with their peers than were teachers' ratings of students at schools participating in SEL for fewer years (Figure 30).

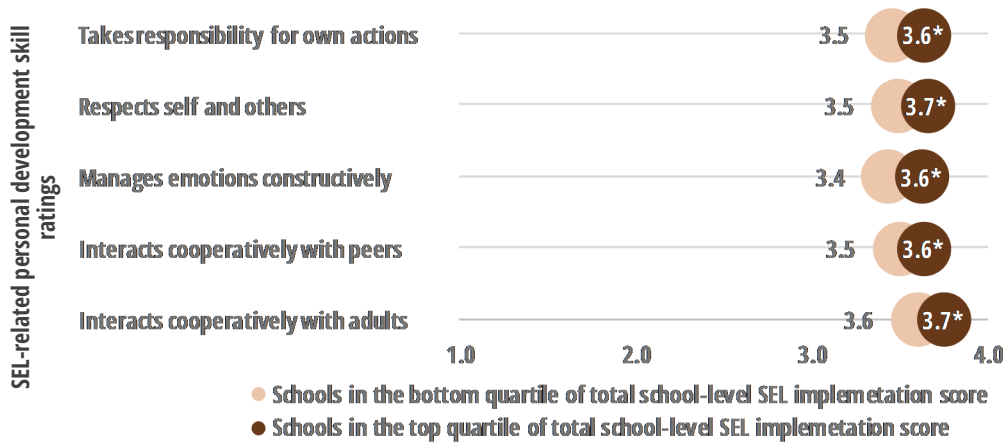
**Figure 30.** Elementary school students from schools participating in SEL for **more years** had higher ratings of the degree to which they took responsibility for their own actions and interacting with peers in 2016–2017 than did students from schools participating in SEL for **fewer years**.



*Source.* 2016–2017 personal development skill report card ratings  
*Note.* Ratings ranged from 1 = rarely to 4 = consistently; ratings are rounded to the nearest tenth. The following \* indicates a significant difference where  $p < .05$ . F-tests resulting from the ANOVA used to analyze this data correspond with the following personal development skill ratings: Takes responsibility for own actions:  $F(1,79) = 4.35, p < .01$ ; interacts cooperatively with peers:  $F(1,79) = 3.95, p < .05$

Teachers at schools with higher SEL implementation ratings provided higher ratings on all five of their students' personal development SEL skills than did teachers at schools with lower SEL implementation ratings (Figure 31).

Figure 31.  
Elementary school students at schools with **higher SEL implementation** ratings received higher SEL-related personal development skill ratings across all domains in 2016-2017 than did students from schools with **lower SEL implementation** ratings.



Source. 2016–2017 personal development skill report card ratings and SEL implementation scores  
 Note. Ratings ranged from 1 = rarely to 4 = consistently, ratings are rounded to the nearest tenth. \* indicates a significant difference where  $p < .05$ . The following  $F$ -tests resulting from the ANOVA used to analyze this data correspond with each of the five personal development skill ratings: Takes responsibility for own actions:  $F(1,42) = 15.35, p < .01$ ; respects self and others:  $F(1,42) = 15.46, p < .01$ , manages emotions constructively:  $F(1,42) = 13.33, p < .01$ ; interacts cooperatively with peers:  $F(1,42) = 10.89, p < .01$ ; interacts cooperatively with adults:  $F(1,42) = 17.40, p < .01$ .



## What characterizes high-needs schools with high implementation ratings?

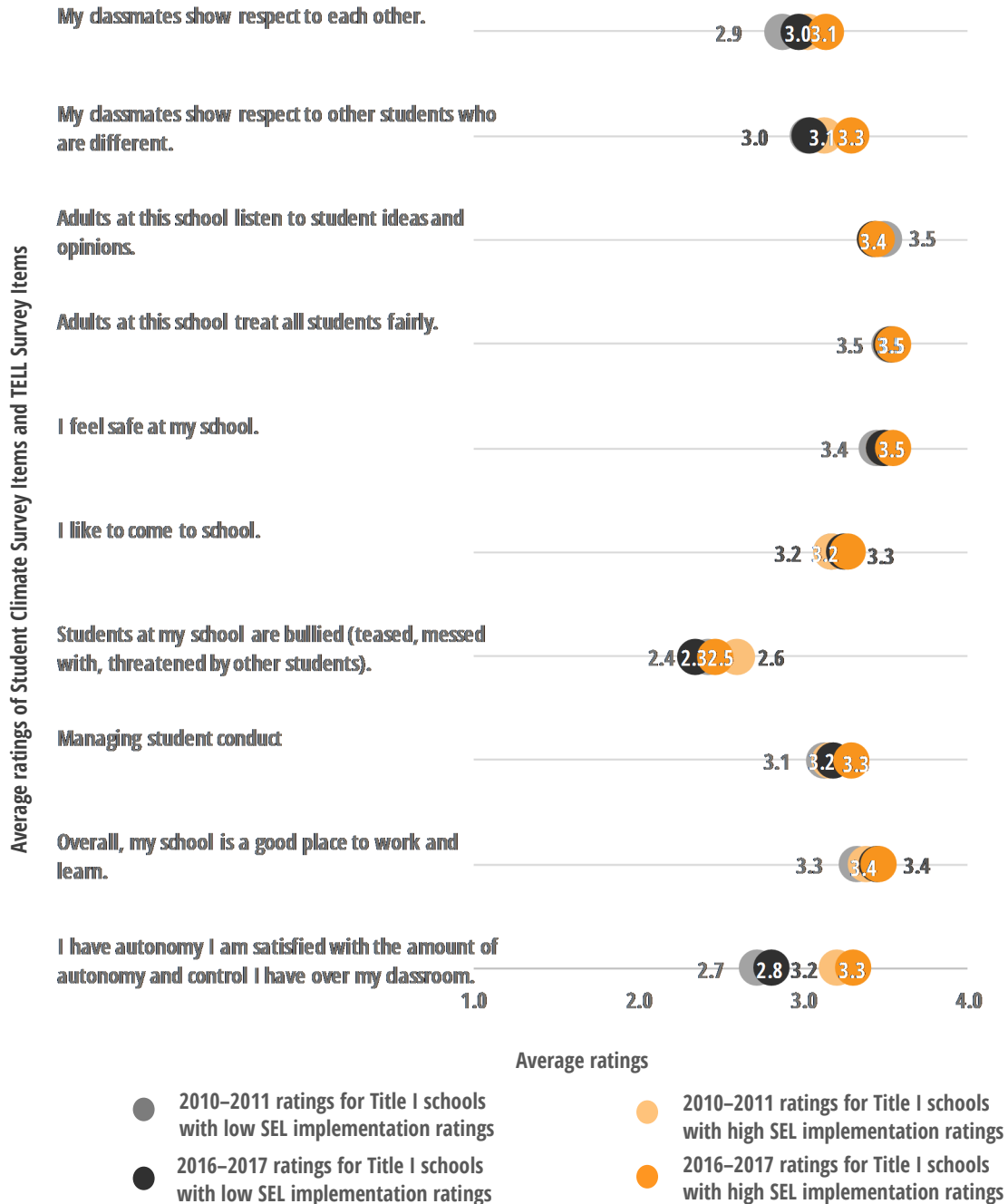
AISD administrators have often asked whether the impact of SEL differs for students and schools identified as Title I (i.e., schools with a high percentage of economically disadvantaged students). To that end, school-level outcomes were compared between Title I schools (that had participated in SEL for 5 or 6 years) with high and low SEL implementation ratings. Specifically, schools with total SEL implementation ratings in the top quartile were compared with schools with total SEL implementation ratings in the bottom quartile. Due to the small number of schools, elementary and secondary schools were combined. Additionally, some data could not be analyzed due to the small number of cases (i.e., discipline) or because of a lack of similar longitudinal data (i.e., STAAR). Descriptive analyses compared outcome measures of interest from baseline year (i.e., 2010–2011 when available) through 2015–2016 to determine if schools with high economic disadvantage and varying levels of implementation experienced different outcomes.

Survey ratings generally improved at both types of schools; however, low-implementing schools experienced slightly greater improvement in students' perceptions of safety and in staff members' belief that their school was a good place to work and learn than did high-implementing schools (Figure 32). Additionally, students from low-implementing schools were more aware of bullying over time than were students at high-implementing schools (Figure 32). These results suggest that all Title I schools experienced improvements in climate ratings over time, but more importantly, low-implementing schools seemed to experience the most improvement over time than did high-implementing Title I schools.

Figure 32.

Staff's ratings of "overall, my school is a good place to work and learn" improved more over time at low-implementing Title I schools than at high-implementing Title I schools.

The change in students' perceptions of bullying increased more at low-implementing schools than at high-implementing schools.



Source. 2010–2011 through 2016–2017 Student Climate Survey and TELL data

Note. Response options on the Student Climate Survey range from 1 = *Never* to 4 = *A lot of the time*. Response options on the Staff Climate Survey range from 1 = *strongly disagree* to 4 = *strongly agree*. Ratings are rounded to the nearest tenth. There were 12 low-implementing schools, and 8 high-implementing schools.





## Conclusion

Results presented in this report offer vital information that will help district leaders make critical decisions pertaining to SEL as program staff begin to dig deeper into their work. Most notably, several results related to the recently revised SEL implementation rubric (Lamb, 2016), with results more pronounced than when looking at the influence of length in the program alone. For example, **elementary schools with higher SEL implementation ratings also had a higher percentage of students passing STAAR reading and math than did schools with lower SEL implementation ratings.** Several results also related to SEL implementation that controlled for baseline ratings and years of participation in SEL. For example, students' performance on STAAR reading was higher at schools with more opportunities to engage family and community members in SEL than at schools with fewer opportunities, regardless of longevity in SEL. In terms of attendance, **after controlling for baseline rates, elementary schools where parents and families felt engaged in opportunities to learn about SEL also had high attendance rates in 2016–2017.** Positive results were also found relating to discipline. After controlling for baseline rates, **elementary schools where families and community members were engaged in SEL activities had lower discipline rates in 2016–2017 than did schools where parents and community members were less engaged.** At the secondary level, **schools in the top quartile of total implementation ratings had a greater percentage decrease in discipline rates than did schools in the bottom quartile of implementation ratings.** Also of note, **students' RITS were lower at schools where parents and community members were engaged in SEL activities than at schools where they were not engaged, regardless of longevity in SEL.**

Additionally, several important outcomes emerged relating to students' and staff's perceptions of school climate, after controlling for baseline data (i.e., 2010–2011 data when available) and longevity in SEL. For example, **elementary school teachers who felt more autonomous in their work predicted high STAAR passing rates in reading.** Also at the elementary school level, **students at schools where SEL was more integrated in to school climate and pedagogy also felt more safe at school than did students from schools with less integrated SEL.** In terms of staff perceptions of school climate, **elementary school staff were more likely to believe their school was a good place to work and learn when families and community members were engaged in SEL activities.** Similarly, **secondary staff believed their school was a good place to work and learn when SEL was integrated into school climate and instructional pedagogy.** Also at the secondary level, **staff felt more confident in their abilities to manage student behavior at schools where SEL explicit instruction was more frequent and student driven than at schools where it was not.**

Few positive relationships emerged relating to longevity in SEL alone. For example, at secondary schools, **students' abilities to recognize how their peers were feeling increased more at schools that had participated in SEL for a shorter period of time than at schools participating in SEL for a shorter time.** Interestingly, **elementary schools participating in SEL for a longer period of time had students with increased perceptions of bullying at their school than did students from schools participating in SEL for fewer years.** This result has been documented in the past and is likely the result of students becoming more aware of bullying due to the specific SEL instruction they

received. Another unexpected result was that elementary schools participating in SEL for fewer years had a higher percentage of students passing STAAR math than did schools participating in SEL for a longer time.

Finally, descriptive analyses examining potential differences in program outcomes between Title I schools with low and high implementation ratings found that all schools experienced improvements in students' and staff's ratings of climate over time. However, **students from low-implementing schools experienced slightly greater improvement in perceptions of safety, and staff from low-implementing schools experienced greater improvements in their belief that their school is a good place to work and learn than did students and staff from high-implementing schools.** Additionally, **students from low-implementing schools were more aware of bullying over time than were students at high-implementing schools.**

In addition, results from this report suggest the power of involving parents and community members to engage in SEL activities. Indeed, this component of the school-level SEL implementation rubric was positively related to several outcomes, particularly at the elementary school level. Also of note, as has been reported in previous reports, results were more pronounced at the elementary school level than at the secondary school level. Program staff are continuing to work with district administrators and secondary school staff on ways to improve the dissemination of SEL at the secondary school level.

Taken together, these results suggest that students' and staff's perceptions of climate have improved at high implementing SEL schools, regardless of longevity in SEL. These results speak to the research documenting the important role that positive school climate has on students' success (Goddard, Sweetland, & Hoy, 2000; McNeil, Prater, & Busch, 2009). For example, schools implementing positive behavior intervention programs, which are similar to SEL, have noted long-term positive outcomes associated with improved school climate and academic achievement (Bradshaw, Mitchell, & Leaf, 2010). Given that improving school climate is one of the major outcomes associated with SEL, it appears that many schools are beginning to experience this positive outcome. Although it takes time, asking school leaders to focus on improving school climate is an effective way to ensure that all AISD students graduate college, and career-ready.



Future reports will examine staff's perceptions of their own SEL skills, implementation ratings, and school climate.



- 1) Strengthen AISD's culture by embracing the principles of Social and Emotional Learning district-wide (from the board room to the classroom and into the community).
- 2) Develop the social and emotional knowledge and competencies of all district staff to create the environments that optimize teaching and learning.
- 3) Leverage the implementation of Social and Emotional Learning to advance AISD's commitment to cultural proficiency, inclusiveness, and equity.
- 4) Develop an innovative, integrated system of social, emotional, and mental health support for students that includes and extends beyond SEL
- 5) Contribute to the national evidence base for Social and Emotional Learning, and continue to advance AISD's reputation as a national leader of this work.

### Explicit SEL instruction

- Invest two SEL facilitators for each school and provide a monetary stipend to each SEL facilitator.
  - SEL specialists move work to support a campus-based leadership approach rather than a one-on-one individual teacher approach
  - Direct support and training of school staff in School Connect and Second Step (now available online)
- ### Model SEL schools
- Design and implement a rigorous application process that requires schools to use data to identify growth goals to deepen SEL practices and report on progress
  - Identify SEL seed schools piloting the revised model school application

### Integration of SEL, MTSS and Student Health

- Establish joint professional learning opportunities (TBRI, restorative practice, mindfulness)
- Implement shared framework (Bruce Perry's Neurosequential Model for Education, NME)
- Establish regular communication between departments on how best to support high priority schools
- Establish regular use of eCST to house student/staff support data

### SEL 2.0

- Share signature practices with administrators and school staff
  - Regular and ongoing presentation of SEL 2.0 priorities
  - Update website and materials to reflect SEL 2.0
  - Align SEL implementation rubric, SEL activity log, and evaluation plan to reflect SEL 2.0
- ### Prekindergarten (PreK)-2nd grade suspension ban
- Pilot and train all PreK-2 teachers and counselors in alternate methods to address discipline (i.e., TBRI, restorative practices, mindfulness)
  - Create TBRI coordinator
  - Create a tiered system of support for highest risk students

### SEL professional pathway for teachers (PPFT)

- Develop in-depth training for 150 teachers per 2-year cohort for an SEL micro-credential (and stipend)

### Explicit SEL instruction

- Improved program fidelity on SEL implementation (*Explicit SEL instruction* and *Coordination of SEL climate and pedagogy*)
- 100% of ES and MS will engage in direct SEL instruction via Second Step
- 100% of high schools will regularly provide opportunities for students to apply and use SEL language and skills in the classroom (PBL, service learning)

### Model SEL schools

- Support up to 30% of schools/level to become a Model SEL school
- Increase equitable representation of AISD among model schools
- Use data to identify best SEL practices from Seed schools
- Improved program fidelity on SEL implementation rubric (*Empowering campus leadership and coordination with climate and pedagogy*)

### Integration of SEL, MTSS and Student Health

- Improved staff ratings of climate (TELL)
- Improved teacher retention
- Improved coordination of school-level plans and interventions (ECS)
- Increased proficiency among teachers in trauma-informed practices (ECS)
- Increased capacity to provide ongoing supports to students, staff, and families

- Increased staff satisfaction with integrated support provided by SEL, MTSS, and Student Health (ECS)

### SEL 2.0

- Improved program fidelity on SEL implementation rubric
  - Establish best practices of SEL specialists and facilitators using the implementation rubric and activity log
- ### (PreK)-2nd grade suspension ban
- Create RITS for PreK-2 students
  - Improve student ratings of student engagement (SCS)
  - Improved student personal development skill report card ratings
  - Improved staff retention in PreK-2 campuses
  - Increased use of alternative methods to address discipline (ECS; TELL)

### SEL PPFT micro-credential

- Improved program fidelity on SEL implementation rubric
- Improved staff perceptions of SEL skills and school climate (TELL)
- Improved teacher retention
- Increase in school staff offering SEL trainings

### Explicit SEL instruction

- Improved program fidelity across all strands of the SEL implementation rubric
- Students and staff are included in developing and disseminating SEL instruction
- AISD students demonstrate growth in AISD's targeted SEL skill areas (SCS; personal development skill report card ratings)

### Model SEL schools

- Improved ratings on school climate on SCS and TELL in SEL Seed Campuses
- Improved staff satisfaction (TELL) and retention in SEL Seed Campuses
- Improved student outcomes in SEL Seed Schools (academic performance, attendance, disciplinary referrals)
- Seed schools share best practices (and data sources) with other AISD schools

### Integration of SEL, MTSS and Student Health

- Improved school culture/climate district-wide
- Improved integrated systems to monitor health for all students (e.g., mental health, physical health, and SE health)
- Improved student outcomes district-wide: (academic performance, attendance, disciplinary referrals)

### SEL 2.0

- Improved program fidelity on SEL implementation rubric district-wide
- Schools will meet campus SEL goals established on SEL implementation rubric
- Improved staff ratings of SEL skills district-wide

### SEL PPFT micro-credential

- Improved program fidelity on SEL implementation rubric district-wide
- Improved PPFT ratings district-wide
- Improved staff perceptions of SEL skills and school climate (TELL) district-wide
- Improved teacher retention district-wide

**Rationale:** Because academic learning is inextricably linked to social and emotional learning, students are more likely to realize their full academic potential in teaching and learning environments that are physically

**Vision:** All students belong to a welcoming and affirming learning environment that cultivates academic, social, and emotional learning and enables them to internalize the

## Appendix B. Percentage of students passing STAAR reading and math in 2017 based on longevity in SEL

School level	Years in SEL	Reading	Math
Elementary	2 ( <i>n</i> = 11)	77%	82%
	3 ( <i>n</i> = 18)	72%	79%
	4 ( <i>n</i> = 11)	68%	74%
	5 ( <i>n</i> = 23)	71%	74%
	6 ( <i>n</i> = 18)	80%	80%
Middle	2 ( <i>n</i> = 2)	66%	66%
	3 ( <i>n</i> = 6)	65%	68%
	4 ( <i>n</i> = 1)	69%	76%
	5 ( <i>n</i> = 5)	68%	66%
	6 ( <i>n</i> = 4)	76%	73%

Source. 2016–2017 STAAR passing percentages

## Appendix C. SEL implementation rubric

Goal	Domain	Implementation Level				
		1	2	3	4	5
<b>Goal 1: Empowering Campus Leadership</b> The campus leadership team is strategically engaged in SEL implementation and involvement. They align the whole community towards common SEL goals.	A) Frequency of principal communication about SEL (e.g., newsletters, feedback after campus visits, articles, sharing during meetings/ PLCs)	Principal/ administrative staff share information about SEL with campus staff once a year	Principal/ administrative staff share information about SEL with campus staff once a semester	Principal/ administrative staff share information about SEL once a month	Principal/ administrative staff share information about SEL twice a month	Principal/ administrative staff share information about once a week
	B) Number of principal/SEL specialist scheduled meetings	No meetings	1	2	3	at least 4 or more
	C) Quality of strategic planning in principal/SEL specialist meetings	No formal conversation regarding campus based goals	Formal conversation occurred, but no campus-based goals agreed upon	Goals created based on campus needs/ data and were agreed upon	Goals created based on campus needs/ data were agreed upon and revisited once	Goals created based on campus needs/ data were agreed upon, revisited more than once
	D) Number of steering committee meetings	0-1	2-3	4-5	6-7	8 or more
	E) Quality of strategic planning in steering committee meetings	Campus steering committee does not review campus SEL implementation goals	Campus steering committee reviews campus SEL implementation goals once a year	Campus steering committee reviews campus SEL implementation goals once a semester	Campus steering committee reviews campus SEL implementation goals twice a semester	Campus steering committee reviews campus SEL implementation goals at least once a month
	F) Number of facilitator/SEL specialist coaching opportunities (in person or by phone)	1-4	5-6	7-8	9	10+
	G) Number of collaborative school visits (e.g., campus representative visiting areas of the school with an SEL specialist and discussing noticings and wonderings)	None	1	2	3	Sustainable
	H) Consistent time in the school schedule allotted for all students to receive explicit SEL instruction	No time is allotted for explicit SEL instruction	Time allotted for explicit SEL instruction is inconsistent in the schedule	Time allotted for explicit SEL instruction is embedded in the schedule, but is practiced at teachers' discretion	Time allotted for explicit SEL instruction occurs on the same day for all	Time allotted for explicit SEL instruction occurs on the same day at the same time

## Appendix C. SEL implementation rubric, continued

Goal	Domain	Implementation Level				
		1	2	3	4	5
<b>Goal 2: Coordination with family &amp; community partners</b> Professional community partners have strategically aligned efforts towards common goals, integrating SEL	A) Frequency of campus communication with parents and families about opportunities to engage in SEL. (Communication might be in print or electronic, including social media)	Parents and families are given no information about opportunities to engage in SEL	Parents and families are given information about opportunities to engage in SEL 1 time per semester	Parents and families are given information about opportunities to engage in SEL quarterly	Parents and families are given information about opportunities to engage in SEL monthly	Parents and families are given information about opportunities to engage in SEL weekly
	B) Number of social and emotional learning trainings/ PD for parents/ community members	No social and emotional learning sessions offered to family/community members	School staff partner with SEL specialists on 1 social and emotional learning session offered to family/community members	School staff partner with SEL specialists on 2 social and emotional learning sessions offered to family/community members	School staff partner with SEL specialists on 3 social and emotional learning sessions offered to family/community members	School staff consult with SEL specialist staff to plan and lead parent sessions (4+) offered to family/community members
<b>Goal 3: Coordination with climate and pedagogy</b> SEL concepts, skills, and tools permeate the school, reinforcing comprehension of SEL core competencies and creating a positive place to work and learn for students.	A) Structures and supports for students to self-regulate and/or practice self-management (e.g., peace areas/peace making process; mindfulness room/ space)	Students have no place/process to practice self-regulation/self-management	Students are given a place/process to practice self-regulation/self-management	Students are given a place/process to practice self-regulation/self-management and are taught when and how to use the process	Students are given a process/multiple places (e.g., classrooms and common areas) to practice self-regulation/self-management that are promoted and utilized	Students are given a process/multiple places to practice self-regulation/self-management that are promoted and utilized and are incorporated into policies and procedures in a consistent manner
	B) Frequency of intentional community building among staff (e.g., developing norms, team building, conflict resolution, circles, opportunities to share/collaborate)	Zero times to once a year	Once a semester	Twice a semester	Once a month	Once a week
	C) Percentage of teachers aligning classroom management practices with social and emotional practices (e.g., greeting at the door, class meetings, circles, brain breaks, relationship building, process-centered feedback, moving away from public behavior chart)	0%-10% of teachers	10%-25% of teachers	25%-55% of teachers	55%-75% of teachers	75%-100% of teachers



## Appendix C. SEL implementation rubric, continued

Goal	Domain	Implementation Level				
		1	2	3	4	5
Goal 3: Coordination with climate and pedagogy, continued	D) Percentage of teachers embedding SEL with academic content and instructional practices (e.g., collaborative group work, academic choice, student voice, project based learning, integrating SEL competencies into instruction)	0%-10% of teachers	10%-25% of teachers	25%-55% of teachers	55%-75% of teachers	75%-100% of teachers
	E) Percentage of teachers embedding an SEL-informed conflict resolution process that fits with the specific needs of the school	0%-10% of teachers	10%-25% of teachers	25%-55% of teachers	55%-75% of teachers	75%-100% of teachers
Goal 4: Explicit SEL instruction Every school leader, teacher, and student receives high-quality, explicit instruction in SEL in order to maximize learning and optimize life experiences.	<b>ELEMENTARY</b> A) Percentage of teachers explicitly teaching SEL in lessons	Weekly explicit SEL instruction (30 minutes/week) using evidence-based curriculum and resources – 10% of staff	Weekly explicit SEL instruction (30 minutes/week) using evidence-based curriculum and resources – 30% of staff	Weekly explicit SEL instruction (30 minutes/week) using evidence-based curriculum and resources – 50% of staff	Weekly explicit SEL instruction (30 minutes/week) using evidence-based curriculum and resources – 70% of staff	Weekly explicit SEL instruction (30 minutes/week) using evidence-based curriculum and resources – 90% of staff
	<b>SECONDARY</b> A) Percentage of students regularly engaged in evidence-based instruction	Regularly scheduled evidence-based SEL programs, practices, and approaches (30 minutes/week) – 10% of students engaged (HS in advisory, FIT, or	Regularly scheduled evidence-based SEL programs, practices and approaches (30 minutes/week) – 30% of students engaged (HS in advisory, FIT, or	Regularly scheduled evidence-based SEL programs, practices and approaches (30 minutes/week) – 50% of students engaged (HS in advisory, FIT, or	Regularly scheduled evidence-based SEL programs, practices and approaches (30 minutes/week) – 70% of students engaged (HS in advisory, FIT, or	Regularly scheduled evidence-based SEL programs, practices and approaches (30 minutes/week) – 90% students engaged (HS in advisory, FIT, or
	B) Number of hours spent on SEL-related teaching and learning for teachers/staff (e.g., intentional focus on adult SEL skills and instructional practices)	0	1	2-3	4-5	5+ in collaboration and/or consultation with SEL specialist and campus
	C) Number of hours school leaders spent on SEL-related training	0	1	2-3	4-5	5+ in collaboration and/or consultation with SEL specialist and campus

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