

Social and Emotional Learning in the Austin Independent School District

Key Outcomes Over Time

About this report

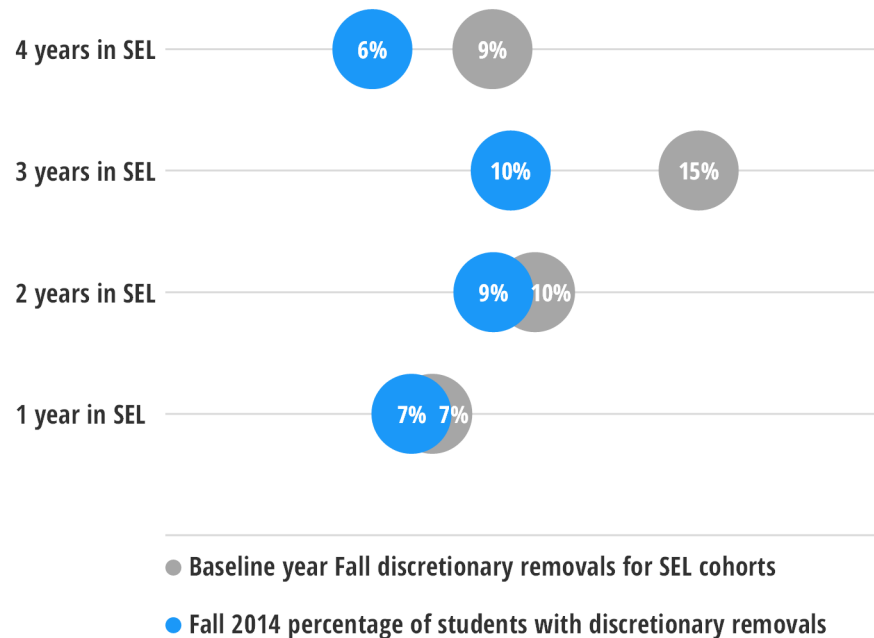
In this report, we address four key student outcomes based on longevity in the Social Emotional Learning (SEL) program. First, we describe reductions in discretionary removals (i.e., the percentage of students removed from their classrooms at the discretion of school administrators based on disciplinary incidents). Next, we describe changes in the overrepresentation of African American and Hispanic students with discretionary removals. Then we describe changes in school attendance rates. Finally, we described changes in reported frequency of bullying. We present results by years in SEL for each key question. In future reports, we will consider the quality of SEL implementation.

Has discipline improved?

Figure 1

Discretionary disciplinary removals improved for each cohort, but improved most at secondary SEL schools with 3 or 4 years in the program.

Removal rates in Fall 2014 were lowest at secondary SEL schools with 4 years in the program.



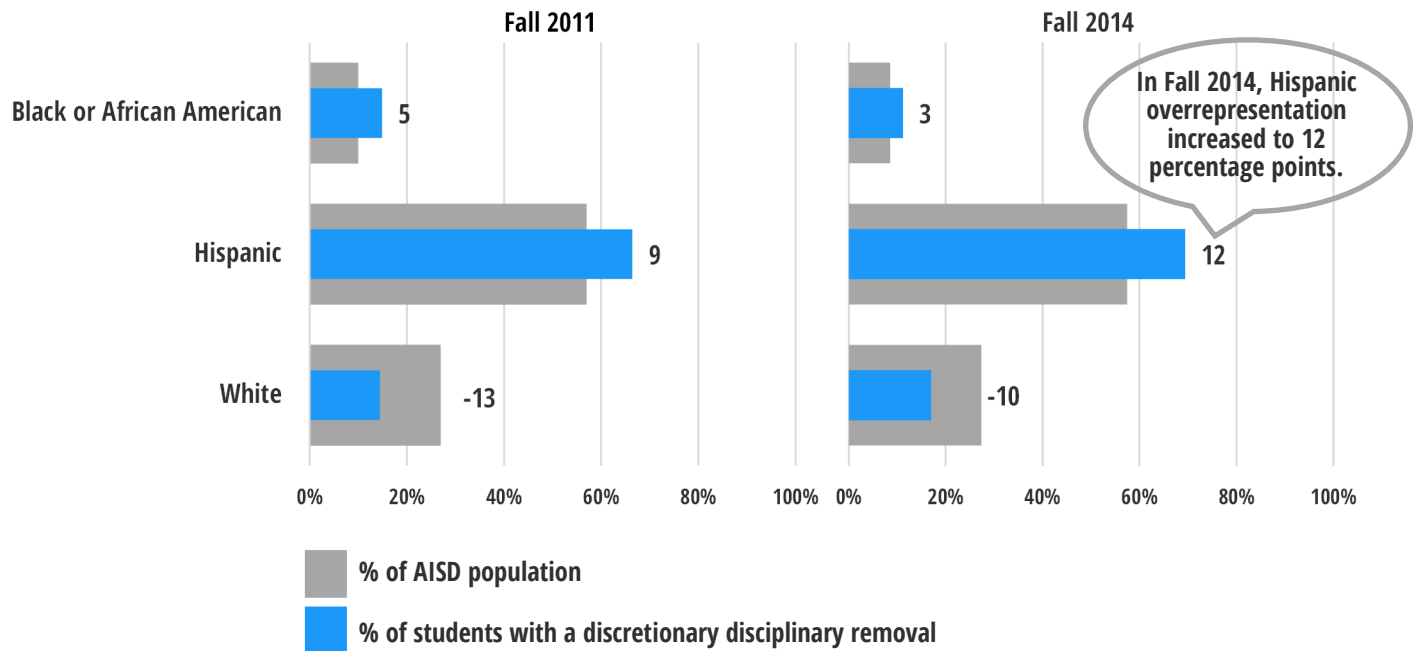
Source. Austin Independent School District (AISD) discipline data, Fall 2011 through Fall 2014

Note. Discretionary removals were computed based on the number of students with discretionary removals by campus (excluding truancy discipline offense codes, truancy disposition codes, and mandatory removals), divided by the campus weighted average daily attendance rate. The Alternative Learning Center (ALC) was excluded from these analyses. Data are rounded. Baseline year refers to the year prior to SEL implementation. The baseline year for schools with 1 year of SEL implementation is 2013-2014, for 2 years of SEL implementation is 2012-2013, for 3 years of SEL implementation is 2011-2012, and for 4 years of SEL implementation is 2010-2011.

Has the overrepresentation of African American and Hispanic students with discretionary removals decreased?

Figure 2

The overrepresentation of African American students with discretionary removals declined slightly from Fall 2011 to Fall 2014 while the overrepresentation of Hispanic students with discretionary removals increased at secondary schools with 4 years of SEL implementation.



Source. Fall 2011 and Fall 2014 AISD discipline data for secondary SEL schools with 4 years in the program.

Note. Discretionary removals were computed based on the number of students with discretionary removals by campus (excluding truancy discipline offense codes, truancy disposition codes, and mandatory removals), divided by the campus weighted average daily attendance rate. The Alternative Learning Center was excluded from these analyses. Data are rounded.

Overrepresentation occurs when a disproportionately higher percentage of students from a specific student group (e.g., Hispanic students) receives discretionary removals compared to their representation in the AISD population.

Has attendance improved?

Figure 3

Attendance rates at high schools implementing SEL for 3 years or more generally improved more than attendance rates at other SEL high schools or middle schools.

		Attendance rate for 3rd six weeks, baseline year to 2015						
	School	SEL yrs	2011	2012	2013	2014	2015	Change from baseline year
High schools	Reagan	1				93%	92%	-1
	Bowie	1				95%	96%	0
	LASA	1				96%	97%	1
	LBJ	2			91%	91%	91%	0
	Akins	2			94%	92%	91%	-2
	International	2			94%	91%	92%	-2
	McCallum	3		92%	92%	92%	94%	2
	Travis	3		88%	90%	91%	91%	3
	Eastside	3		85%	90%	91%	92%	7
	Austin	4	94%	93%	94%	94%	94%	0
Crockett	4	91%	92%	92%	92%	95%	3	
All high schools			93%	92%	93%	93%	93%	0
Middle schools	Webb	1				93%	94%	1
	Dobie	1				92%	93%	1
	Bailey	1				95%	95%	0
	Gorzycki	1				96%	96%	0
	Paredes	2			95%	94%	94%	-1
	Fulmore	3		95%	95%	94%	94%	-1
	Kealing	3		96%	95%	96%	96%	0
	Lamar	3		96%	96%	95%	95%	0
	Martin	3		92%	93%	93%	91%	0
	Mendez	3		93%	93%	93%	93%	0
	O Henry	4	97%	95%	95%	96%	94%	-2
	Bedichek	4	96%	96%	95%	94%	95%	-1
	Covington	4	96%	95%	94%	93%	95%	-1
Small	4	97%	95%	95%	95%	95%	-2	
All middle schools			96%	95%	95%	95%	95%	0

Source. AISD attendance data.

Note. Attendance rates are included for the baseline year (i.e., the year prior to SEL implementation; dark grey) through January, 2015 (light blue). Change from baseline year was computed before rounding. The baseline year for schools with 1 year of SEL implementation is 2013-2014, for 2 years of SEL implementation is 2012-2013, for 3 years of SEL implementation is 2011-2012, and for 4 years of SEL implementation is 2010-2011.

Data in this report

Discipline and attendance

Discipline and attendance data are included for secondary schools only. Elementary schools were excluded from these analyses because elementary schools typically have few disciplinary infractions and high attendance rates.

Student climate

All students in 3rd through 11th grades participated in AISD's student climate survey. Students were asked how much of the time: "Students at my school are bullied (teased, messed with, threatened by other students)." Students' responses to this item are included for both elementary and secondary SEL schools.

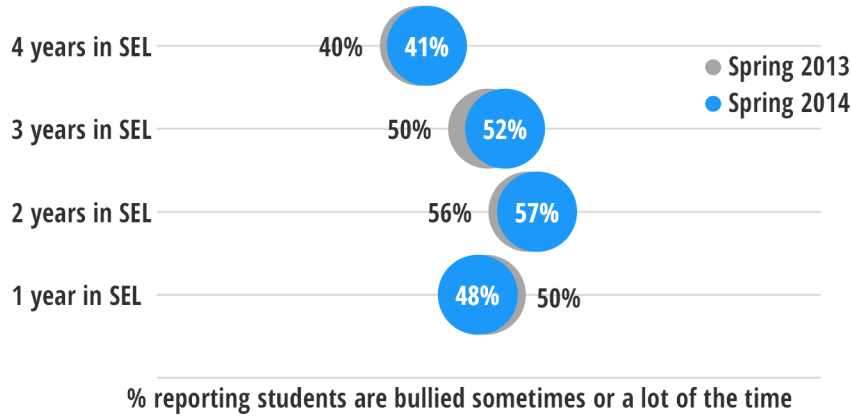
SEL implementation

SEL began in the 2011–2012 school year and will be district wide by the 2015–2016 school year. Currently, there are 4 SEL cohorts. In this report, baseline data refers to the year prior to SEL implementation. The baseline year for schools with 1 year of SEL implementation is 2013-2014, for 2 years of SEL implementation it is 2012-2013, for 3 years of SEL implementation it is 2011-2012, and for 4 years of SEL implementation it is 2010-2011.

Has reported frequency of bullying decreased?

Responses did not change much from Spring 2013 to Spring 2014. About half of elementary students and almost two thirds of secondary SEL students indicated students were bullied on their campus *sometimes* or *a lot of the time* (Figures 4 and 5).

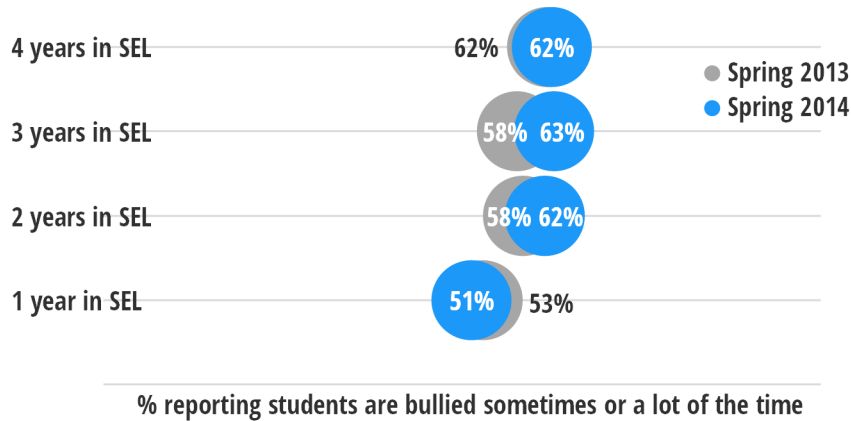
Figure 4
Elementary students from schools in the 4th year of implementation reported less bullying in Spring 2013 and Spring 2014 than did students in other cohorts.



Source. Spring 2013 and Spring 2014 AISD Student Climate Survey

Figure 5
Secondary students from schools in the 2nd or 3rd year of SEL reported more bullying in Spring 2014 than in Spring 2013.

This change could result from a greater awareness of bullying behaviors after the first year of SEL.



Source. Spring 2013 and Spring 2014 AISD Student Climate Survey

Austin Independent School District

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