

Social and Emotional Learning

Executive Summary: Key Outcomes, 2010–2011 Through 2014–2015

This report describes campus effects of the Austin Independent School District’s (AISD) Social and Emotional Learning (SEL) program from the year prior to district-wide SEL implementation (i.e., 2010–2011, when available) through 2014–2015. Key outcome measures were analyzed over time to determine if changes in outcomes were more pronounced at schools with more years in SEL than at schools with fewer years in SEL.

The following are highlights from our analyses:

Elementary schools participating in SEL experienced significant improvements in the State of Texas Assessments for Academic Readiness (STAAR) reading from 2011–2012 to 2014–2015, while schools that had not joined SEL did not.

Secondary schools with 3 or 4 years of SEL participation experienced greater improvements in attendance rates than did schools with 1 or 2 years of SEL participation (Figure 1).

Secondary school climate improved more at schools with 3 or 4 years of SEL experience from 2010–2011 to 2014–2015 than at schools with fewer years of SEL experience.

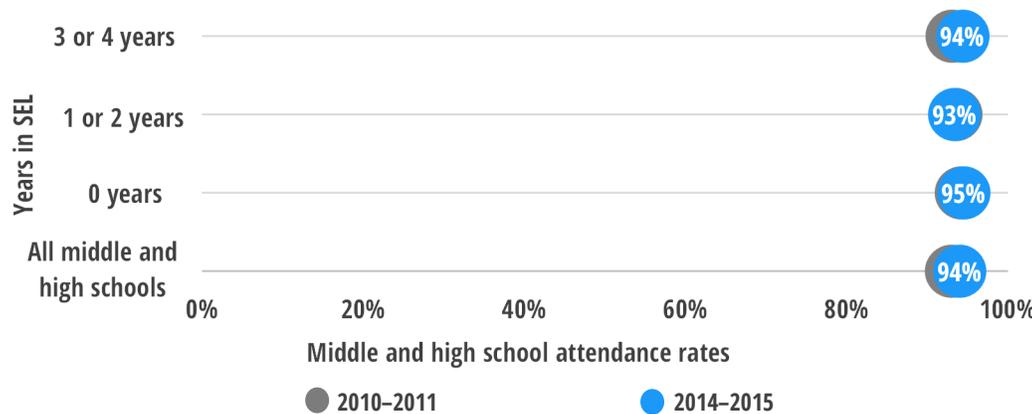
Data analyzed in this report

The following outcome measures were analyzed:

- **STAAR reading and math** for students in 3rd through 8th grades, 2010–2011 through 2014–2015
- **AISD discipline data**, 2010–2011 through 2014–2015
- **AISD attendance data**, 2010–2011 through 2014–2015
- **AISD Student Climate Survey data**, 2010–2011 through 2014–2015
- **AISD Student Substance Use and Safety Survey data**, 2010–2011 through 2013–2014
- **SEL competencies**, 2014–2015
- **Staff climate**, 2010–2011 through 2014–2015
- **Staff perceptions of SEL**, 2014–2015

Figure 1

Attendance rates at secondary schools with more years in SEL improved slightly more than did attendance rates at other secondary schools.



Source. 2010–2011 through 2014–2015 AISD student attendance data

