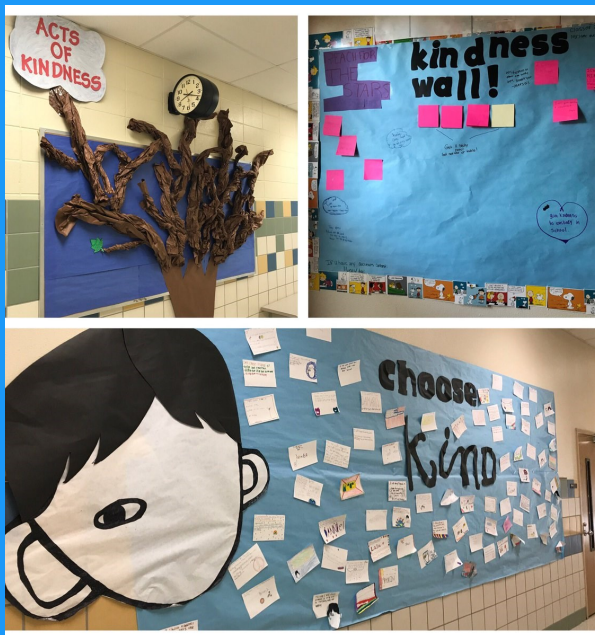


Social and Emotional Learning Technical Report:

An Analysis of the Revised School-Level SEL
Implementation Rubric and the SEL Specialists'
Activity Log





Executive Summary

This is the first in series of reports examining 2016–2017 outcomes associated with the Austin Independent School District’s (AISD) Social and Emotional Learning (SEL) program. This report focuses on the revised school-level SEL implementation rubric and the SEL specialists’ activity log. Specifically, staff analyzed the content and predictive validity of the revised school-level SEL implementation rubric to determine if the tool measures what it purports to measure (i.e., content validity) and relates to outcomes of interest (predictive validity). Additionally, staff explored the predictive validity of the activity log. A major goal of this analysis was to determine if the revised school-level SEL implementation rubric and the revised SEL specialists’ activity log were related to each other, and if school-level ratings on these instruments varied based on length of time in SEL, school level (i.e., elementary, middle, or high), and school-level economic disadvantage (i.e., Title I schools). Major findings are included in bold font below.

Results related to the implementation rubric were mixed. For example, elementary schools received higher implementation ratings than did middle or high schools, and schools with fewer years in SEL had higher ratings on some implementation domains than did schools with more years in SEL. Elementary schools with a higher percentage of economically disadvantaged students received lower implementation ratings on some domains than did schools with fewer economically disadvantaged students. Additionally, **ratings on nearly all domains were positively related to outcomes of interest, with the parent engagement domain relating to all outcomes of interest (i.e., academic achievement, discipline, attendance).** At the middle school level, schools with high implementation ratings on many domains also had students with few disciplinary infractions and higher attendance rates. At the high school level, the number of coaching opportunities and collaborative school visits was positively related to student achievement and to low reliable integrated trend scores (RITS). High schools with high implementation ratings pertaining to parent engagement had students with positive school climate ratings. Across all levels, students’ and staffs’ perceptions of school climate also positively related to many domains.

In terms of activities, **SEL specialists were most likely to spend their time engaging in school-specific professional development (PD) activities than in any other activity, regardless of school level.** Results were mixed when examining the influence of years in SEL. For example, observing and providing feedback at the elementary school level was more common at schools with fewer years in SEL, whereas school-specific PD activity planning was more common at schools with more years in SEL at the high school level. Few differences emerged in terms of school-level economic disadvantage. **The activity log was also related to few outcomes of interest or school climate at each school level.**

Finally, **correlations between the activity log and the implementation rubric showed few relationships.** Future reports will examine longitudinal outcomes controlling for school-level SEL implementation and changes in student-level outcomes (i.e., perceptions of climate, discipline, attendance, student achievement) over time.

Table of Contents

Introduction.....	1
What is AISD’s SEL school-level implementation rubric?	2
AISD’s 2016–2017 SEL Implementation Rubric	3
What is AISD’s SEL specialists’ activity log?	6
AISD’s 2016–2017 SEL Specialist Activity Log	7
Content validity of the school-level SEL implementation rubric	8
What factors emerged from the school-level SEL implementation rubric?	8
Did SEL implementation ratings vary based on school level?	10
Did school-level SEL implementation ratings vary based on longevity in SEL?	11
Did school-level SEL implementation ratings vary based on school-level economic disadvantage?	13
What activities did SEL specialists engage in?.....	15
Did the specialists’ activities vary based on years in SEL?	15
Did the specialists’ activities vary based on school-level economic disadvantage?	17
Predictive validity of the SEL implementation rubric and the SEL specialists’ activity log	18
Were specialists’ activities related to school-level implementation ratings?.....	18
What outcomes of interest were related to SEL implementation ratings?	22
Which SEL specialists’ activities related to outcomes of interest?	25
Did the revised SEL implementation rubric relate to ratings of school climate?	27
Did ratings of climate relate to activities logged by SEL specialists?	31
Conclusion	34
Appendix.....	36
References	37

List of Figures

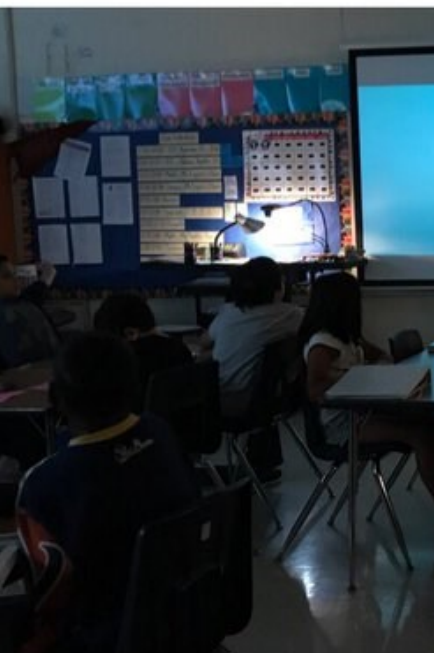
Figure 1. Elementary schools with fewer years in SEL had significantly higher ratings on items related to empowering campus leadership.	11
Figure 2. Secondary schools with fewer years in SEL had significantly higher ratings on items related to empowering campus leadership	12
Figure 3. Title I elementary schools had significantly lower ratings on 9 implementation domains and the four main goals of the implementation rubric than did Non-Title I schools.....	13
Figure 4. Title I secondary schools received similar implementation ratings as did Non-Title I schools.....	14
Figure 5. Observation and feedback was more frequent at elementary schools with fewer years in SEL than at schools with more SEL experience.	15
Figure 6. The number of hours spent on PD and facilitator/steering committee planning was higher at secondary schools with more SEL experience..	16
Figure 7. SEL specialists spent more time coordinating community efforts with parents and families at Non-Title I elementary schools than at Title I elementary schools.....	17
Figure 8. SEL specialists spent more time coordinating community efforts with parents and families at Non-Title I elementary schools than at Title I elementary schools.....	17

List of Tables

Table 1. Specialists serving high schools spent significantly more time (in hours) leading Professional Development (PD) sessions..	6
Table 2. The revised SEL implementation rubric produced 4 factors, three of which directly mapped to the goals outlined on the rubric.	8
Table 3. In 2016–2017, elementary schools received higher total SEL implementation scores on several domains than did middle and high schools.	10
Table 4. In 2016–2017, elementary schools received higher total SEL implementation scores on several domains than did middle and high schools.	10
Table 5. Few activities elementary school specialists engaged in positively related to implementation ratings; however, some positive relationships emerged relating to parent involvement.	18
Table 6. Only one activity, coordinating aligned community efforts, positively related to high SEL implementation ratings.	19
Table 7. The number of hours spent on school specific planning and PD was positively related to empowering campus leadership and explicit SEL instruction.	20
Table 8. Elementary schools with frequent steering committee meetings and opportunities to engage families in SEL also had high STAAR passing rates, lower rates of discipline and chronic absenteeism, and higher attendance rates.	22
Table 9. Schools that had a consistent time in their schedule allotted to SEL instruction also had high STAAR reading passing rates, high attendance rates and low rates of chronic absenteeism.	23
Table 10. High schools with more frequent collaborative school visits and facilitator/SEL specialist coaching opportunities also experienced positive school level outcomes.	24
Table 11. Elementary schools with frequent opportunities to engage families in SEL activities also had high STAAR passing rates in reading and math.	25
Table 12. Several negative relationships emerged between SEL activities and outcomes at the middle school level	26
Table 13. Although few relationships emerged between SEL activities and outcomes at the high school level, schools where time coordinating community efforts had low discipline and chronic absenteeism rates and high attendance rates.	26
Table 14. After controlling for baseline data, schools with high implementation ratings on all sub-goals was positively related to students’ belief that their classmates show respect to other students who are different.	28
Table 15. While most relationships were negative, middle schools with high implementation ratings also had students who felt that bullying did not occur frequently at their school.	29
Table 16. After controlling for baseline data, high schools with more frequent SEL facilitator and SEL coach meetings and collaborative visits had students with high ratings of their SEL skills.	30
Table 17. Elementary schools where specialists engaged more frequently in community meetings with parents and families had students with high ratings of climate and their SEL skills.	31

Table 18. Middle schools with more frequent SEL facilitator and SEL coach meetings had students with high ratings of climate and their SEL skills..32

Table 19. High schools where specialists spent time aligning community efforts also had students with high ratings of some of their SEL skills..33



Introduction

This is the first report in a series of reports using 2016–2017 data to examine outcomes associated with the Austin Independent School District’s (AISD) Social and Emotional Learning (SEL) program. This report focuses on the revised school-level SEL implementation rubric and the revised SEL specialists’ activity log. Staff analyzed the content and predictive validity of the revised school-level SEL implementation rubric to determine if the tool measures what it purports to measure (i.e., content validity) and relates to outcomes of interest (predictive validity). Additionally, staff explored the predictive validity of the activity log. A major goal of this analysis was to determine if the school-level revised SEL rubric and the revised SEL specialists’ activity log were related to each other, and if ratings on these instruments varied based on length of time in SEL, school level (i.e., elementary, middle, or high), and the percentage of students at a school identified as economically disadvantaged (i.e., Title I schools). In regard to the revised implementation rubric, results were mixed but mostly positive. Specifically, the implementation rubric appears to measure what it was designed to measure and is related to several outcomes of interest across school levels. However, elementary schools received higher ratings than did middle or high schools, and ratings also differed based on longevity in SEL and school-level economic disadvantage. Results related to the predictive validity of the activity log, which were exploratory in nature, were less positive. Indeed, few relationships emerged between specialists’ ratings of school-level implementation and the activities they engaged in at the schools they served. Conversations with SEL specialists to calibrate activity log ratings and revise the log might help strengthen the connection between the two tools.

What is the SEL school-level implementation rubric?

Shortly after SEL was first introduced in AISD in 2011–2012, SEL program staff were asked to develop a method of measuring the degree to which each school implemented SEL with fidelity. In 2013–2014, with the addition of a full-time Department of Research and Evaluation (DRE) staff person, an analysis was conducted of the existing implementation rubric. At the time, there were only three rating levels for each indicator, and the ratings were done with the influence of the principal (see [Lamb, 2014](#)). Under the direction of DRE staff, the implementation rubric was changed to have five levels, which allowed for more spread in ratings as well as more growth in each domain. Some of the wording on each domain was also changed. In 2015–2016, an additional item, number of collaborative school visits, was added to the rubric. Because schools joined SEL in cohorts beginning in 2011–2012, the use of the implementation rubric was important to analyze program effectiveness. Rather than looking at years as an indicator of program fidelity or effectiveness, implementation ratings were used. As noted in several reports, after controlling for length of time a school participated in SEL, the degree to which schools implemented SEL with fidelity was positively related to outcomes of interest (e.g., improved school climate and student achievement; see [Lamb, 2014](#), [2015a](#), [2015b](#), & [2016](#)). However, after each report was published, SEL specialists voiced their concerns regarding what the rubric was actually measuring and the equity of the domains across all school levels (i.e., elementary, middle, and high).

Resulting from these concerns, and based on the logic model that was developed to map their work ([Lamb & Stuart, 2016](#)), in Summer 2016, SEL specialists and DRE staff began discussing changes that should be made to the existing implementation rubric. In Fall 2016, a committee was formed and met monthly to discuss each individual domain of the implementation rubric, how to score each strand, what the ultimate goal of the rubric was, and how many domains were necessary for each goal. Special consideration was made for secondary schools to ensure equity in scoring. After the committee agreed on a version of the rubric, it was shared with the remaining SEL specialists and program staff for feedback. Feedback was carefully incorporated and integrated into the rubric in Summer 2017. The final rubric was shared one last time with SEL specialists and program staff before specialists rated their respective schools with it. Because the 13 SEL specialists are assigned to multiple schools (school assignments range from 14 to 5, with elementary school specialists serving more schools than secondary specialists), they were given from May 2017 to August 2017 to complete rubric ratings. Some specialists required additional time because new principals were hired at one of their assigned schools. Final ratings were provided in mid-September 2017. Pages 3 through 5 display the revised implementation rubric.

Data Analyzed in this Report

STAAR/EOC

The percentage of 3rd through 8th grade students passing the State of Texas Assessment of Academic Readiness (STAAR) in reading and math, and the percentage of middle and high school students passing End-of-Course (EOC) exams in algebra and biology in 2016–2017 were analyzed (other subject areas were excluded due to a small number of students with data). Prior year STAAR and EOC data were excluded from analyses due to changes to the STAAR and EOC tests and changes to accommodations (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 daily attendance rates, along with chronic absenteeism (i.e., 15 or more absences a year), between 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 implementation rubric is located on pages 3 through 5.



AISD's 2016–2017 SEL Implementation Rubric

The SEL implementation rubric underwent an extensive revision in 2016–2017. The rubric is now framed around four broad goals: (a) empowering campus leadership, (b) coordination with family and community partners, (c) coordination with climate and pedagogy, and (d) explicit SEL instruction.

Goal	Domain	Implementation Level				
		1	2	3	4	5
Goal 1: Empowering Campus Leadership 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



AISD's 2016–2017 SEL Implementation Rubric, continued

Goal	Domain	Implementation Level				
		1	2	3	4	5
Goal 2: Coordination with family & community partners Professional community partners have strategically aligned efforts towards common goals, integrating SEL language and concepts into their approach.	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
Goal 3: Coordination with climate and pedagogy 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



AISD's 2016–2017 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.	ELEMENTARY 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 implementing	Weekly explicit SEL instruction (30 minutes/week) using evidence-based curriculum and resources – 30% of staff implementing	Weekly explicit SEL instruction (30 minutes/week) using evidence-based curriculum and resources – 50% of staff implementing	Weekly explicit SEL instruction (30 minutes/week) using evidence-based curriculum and resources – 70% of staff implementing	Weekly explicit SEL instruction (30 minutes/week) using evidence-based curriculum and resources – 90% of staff implementing
	SECONDARY 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 seminar)	Regularly scheduled evidence-based SEL programs, practices, and approaches (30 minutes/week) – 30% of students engaged (HS in advisory, FIT, or seminar)	Regularly scheduled evidence-based SEL programs, practices, and approaches (30 minutes/week) – 50% of students engaged (HS in advisory, FIT, or seminar)	Regularly scheduled evidence-based SEL programs, practices, and approaches (30 minutes/week) – 70% of students engaged (HS in advisory, FIT, or seminar)	Regularly scheduled evidence-based SEL programs, practices, and approaches (30 minutes/week) – 90% students engaged (HS in advisory, FIT, or seminar)
	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

What is the SEL specialists' activity log?

Similar to the development of the school-level SEL implementation rubric, shortly after SEL was first introduced in AISD, SEL program staff were asked to develop a method of measuring and tracking the activities of specialists. Some information was necessary to track for grant reporting purposes, but other information was important to track from a program evaluation perspective. Having a systemic method to track this information became more important as the program grew, and as a result, the number of specialists grew. In 2013–2014, with the addition of a full-time DRE staff person, conversations between SEL program staff and DRE staff began on how to best track this information. In 2014–2015, some changes were made to the existing rubric, but it was still difficult to glean information from the data that could be used to evaluate the effectiveness of the specialists' work. After several meetings with specialists, and based on their feedback, an expansive activity log was created in 2015–2016, but was later determined to be too long to be effective. Many specialists stopped logging information because the system was too specific. Simultaneously, to get a better idea of the complex work of the SEL specialists, DRE staff shadowed specialists over the course of the 2015–2016 school year. Based on this work, a logic model was developed (see [Lamb & Stuart, 2016](#)), with the outcomes based on what should be captured by the implementation rubric, and the inputs provided by the activity log. After working through this with SEL program staff, a much shorter activity log was created and housed in the electronic Child Study Team's (eCST) online tracking system developed by Multi-tiered System of Support Staff (MTSS). MTSS and DRE staff trained SEL specialists on this system and how to pull records for individual schools. SEL specialists began logging their information in this new system in the 2016–2017 school year. This report analyzes the activity log as it relates to the implementation rubric and outcomes of interest.

Data analyzed in this report, continued

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 were analyzed. In 2016–2017, five new items were added to the TELL Staff Climate Survey to assess staffs' perceptions of SEL-related campus activities.

RITS

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. RITS are computed using the following formula: failing grades (multiplied by 3), unexcused tardies (multiplied by .5), unexcused absences (multiplied by 1), and office discipline referrals or suspensions (multiplied by 1). Scores are summed such that higher RITS indicate a student is struggling in multiple areas, whereas lower 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 the following [report](#).



AISD's 2016–2017 SEL Specialists' Activity Log

Table 1 contains a list of the activities deemed important to the work of the SEL specialists. Specifically, their work aligned with four broad categories: (a) building capacity, (b) coordinating aligned community efforts, (c) empowering campus leadership, and (d) school-specific planning. One to three activities are associated with each category. Specialists are asked to reflect on their work at each school after they visit or meet with someone from that school, and log their work accordingly.

Analyses were conducted to determine if the activities the SEL specialists engaged in varied based on school level. Results showed that specialists engaged in some activities for a longer period of time at the high school level than at the elementary school level (Table 1). This difference could be because elementary school specialists serve more schools than do secondary specialists and as a result have less time to spend at each school than do their secondary counterparts. In 2016, secondary specialists also began engaging in efforts to help high school staff use existing evidence-based SEL curriculum to create specific lessons and goals that better aligned with school needs. In conversations with specialists regarding this work, they described how it took up a great deal of their time, which may have contributed to the observed difference. Despite some differences across school levels, some activities took up the same amount of time regardless of school level (i.e., modeling/mentoring explicit SEL instruction, meeting with principals/assistant principals [AP]). Also, in 2016–2017, regardless of school level, specialists spent the most time on school specific planning for professional development (PD) activities and community events and the least amount of time coordinating aligned community efforts.

Table 1.
Specialists serving at middle schools and high schools spent significantly more time (in hours) leading PD sessions than did specialists at elementary schools.

Activity log category	Activity	Level		
		ES	MS	HS
Building capacity				
	Leading PD session	5.05 ^a	10.70 ^a	10.31 ^b
	Modeling/mentoring explicit SEL instruction	5.70	6.94	6.31
	Observing and providing feedback	7.89	9.72	7.41
Coordinating aligned community efforts				
	Parents/family	7.21	7.30	5.43
	Pedagogy and/or climate	2.62 ^a	4.96 ^b	12.29 ^{a,b}
	Coordinating community efforts	3.43	3.25	3.60
Empowering campus leadership				
	Facilitator/steering committee	4.41 ^{a,b}	11.46 ^a	12.05 ^b
	Principal/AP	3.66	5.82	4.73
School specific planning				
	PD/community events	6.22 ^{a,b}	12.31 ^a	16.80 ^b

Source. 2016–2017 SEL activity log

Note. Numbers represent average number of hours; numbers sharing the same superscript are significantly different $p < .05$.

Content Validity of the School-Level SEL Implementation Rubric

This section of the report describes the content validity of the school-level SEL implementation rubric, or the degree to which the rubric measures what it was designed to measure.

What factors emerged from the school-level SEL implementation rubric?

A factor analysis using varimax rotation was conducted to determine if the rubric items addressing each of the four goals mapped to their corresponding goal. Although four factors emerged, no single factor addressed explicit SEL instruction (items in Goal 4; Table 2). Instead, a third factor relating to school planning for SEL emerged (Table 2).

As described previously, 13 SEL specialists completed the implementation rubric and rated up to 14 different schools across school levels. Reliability estimates were conducted to determine if the items designed to assess each goal were accurate assessments of that goal. Specifically, this test examines responses to each of the individual items in that goal to

Table 2.

The revised SEL implementation rubric produced four factors, three of which directly mapped to the goals outlined on the rubric.

SEL domain	Factor 1 (Empowering campus leadership)	Factor 2 (Climate and pedagogy)	Factor 3 (School SEL planning)	Factor 4 (Family and Community)
Goal 1 A: Frequency of principal communication about SEL	✓			
Goal 1 B: Number of principal/SEL specialist scheduled meetings	✓			
Goal 1 C: Quality of strategic planning in principal/SEL specialist meetings	✓			
Goal 1 D: Number of steering committee meetings			✓	
Goal 1 E: Quality of strategic planning in steering committee meetings			✓	
Goal 1 F: Number of facilitator/SEL specialist coaching opportunities	✓			
Goal 1 G: Number of collaborative school visits	✓			
Goal 1 H: Consistent time in the schedule allotted to receive explicit SEL instruction			✓	
Goal 2 A: Frequency of campus communication with parents and families about opportunities to engage in SEL.				✓
Goal 2 B: Number of social and emotional learning trainings/PD for parents/community members				✓
Goal 3 A: Structures and supports for students to self-regulate and/or practice self-management		✓		
Goal 3 B: Frequency of intentional community building among staff	✓			
Goal 3 C: Percentage of teachers aligning classroom management practices with social and emotional practices		✓		
Goal 3 D: Percentage of teachers embedding SEL with academic content and instructional practice		✓		
Goal 3 E: Percentage of teachers embedding an SEL-informed conflict resolution process that fits with the specific needs of the school		✓		
Goal 4 A: Percentage of teachers explicitly teaching SEL lessons (elementary) or students regularly engaged in evidence-based instruction (secondary)		✓		
Goal 4 B: Number of hours spent on SEL-related teaching and learning for teachers/staff	✓			
Goal 4 C: Number of hours leaders spent on SEL-related training	✓			

Source. 2016–2017 SEL implementation rubric scores

✓ indicates a factor loading $\geq .40$

determine if responses each contribute to the larger construct being measured. The larger the estimate, the less error is associated with that construct. Across school levels, reliability estimates for each domain were all favorable (estimates were as follows: goal 1: $\alpha = .81$, goal 2: $\alpha = .80$, goal 3: $\alpha = .83$, and goal 4: $\alpha = .78$). As a result, for analysis purposes, items were combined within each goal to create four goal subscale scores.

Taken together, these results suggest that the revised implementation rubric is measuring what it set out to measure, and that the SEL specialists are providing consistent ratings within each domain.



Did school-level SEL implementation ratings vary based on school level?

As noted in prior reports (Lamb, 2014, 2015a, 2016), total SEL implementation scores were significantly higher at the elementary school level than at the middle and high school levels. Analyses were conducted to determine if these differences remained after revising the rubric. Although elementary schools received higher scores on many items than did middle or high schools, the frequency of significant differences in ratings based on school level was fewer than in previous years (Table 3; see also Lamb, 2014, 2015a, 2016). Also, total scores appeared lower overall than in previous years. For example, when converted to a percentage, elementary schools received 63% of their total score in 2016–2017 (i.e., 57/90), compared with 72% (i.e., 36/50) in 2015–2016, suggesting that the additional items on the rubric might make it a more rigorous tool than in prior years.

Table 3.
In 2016–2017, elementary schools received higher total SEL implementation scores on several domains than did middle and high schools.

SEL domain	Elementary (<i>n</i> = 80)	Middle (<i>n</i> = 18)	High (<i>n</i> = 15)
Goal 1 A: Frequency of principal communication about SEL	3.6 ^{a,b}	2.7 ^b	2.6 ^c
Goal 1 B: Number of principal/SEL specialist scheduled meetings	3.6	3.3	3.3
Goal 1 C: Quality of strategic planning in principal/SEL specialist meetings	3.4	3.1	3.2
Goal 1 D: Number of steering committee meetings	3.0	3.0	2.0
Goal 1 E: Quality of strategic planning in steering committee meetings	2.6	2.9	2.7
Goal 1 F: Number of facilitator/SEL specialist coaching opportunities	3.0	3.0	3.0
Goal 1 G: Number of collaborative school visits	3.3 ^{a,b}	2.5 ^b	2.0 ^c
Goal 1 H: Consistent time in the schedule allotted to receive explicit SEL instruction	3.8	3.7	3.0
Goal 2 A: Frequency of campus communication with parents and families about opportunities to engage in SEL.	3.1 ^a	2.7 ^b	2.1 ^a
Goal 2 B: Number of social and emotional learning trainings/PD for parents/community members	3.0	2.6	2.1
Goal 3 A: Structures and supports for students to self-regulate and/or practice self-management	3.6 ^{a,b}	1.8 ^a	1.9 ^b
Goal 3 B: Frequency of intentional community building among staff	3.1	2.9	2.7
Goal 3 C: Percentage of teachers aligning classroom management practices with social and emotional practices	4.0 ^{a,b}	3.3 ^b	3.5 ^a
Goal 3 D: Percentage of teachers embedding SEL with academic content and instructional practice	4.0 ^{a,b}	3.2 ^a	3.6 ^b
Goal 3 E: Percentage of teacher embedding an SEL-informed conflict resolution process that fits with the specific needs of the school	3.6 ^{a,b}	1.9 ^a	1.8 ^b
Goal 4 A: Percentage of teachers explicitly teaching SEL lessons (elementary) or students regularly engaged in evidence-based instruction (secondary)	3.6 ^a	3.4 ^b	2.4 ^a
Goal 4 B: Number of hours spent on SEL-related teaching and learning for teachers/staff	4.0	3.0	3.0
Goal 4 C: Number of hours leaders spent on SEL-related training	4.0 ^{a,b}	3.0 ^a	3.0 ^b
Total implementation score	57 ^{a,b}	48 ^b	46 ^a

Source. 2016–2017 SEL implementation rubric scores

Note. Means sharing the same superscript are significantly different at $p < .05$.

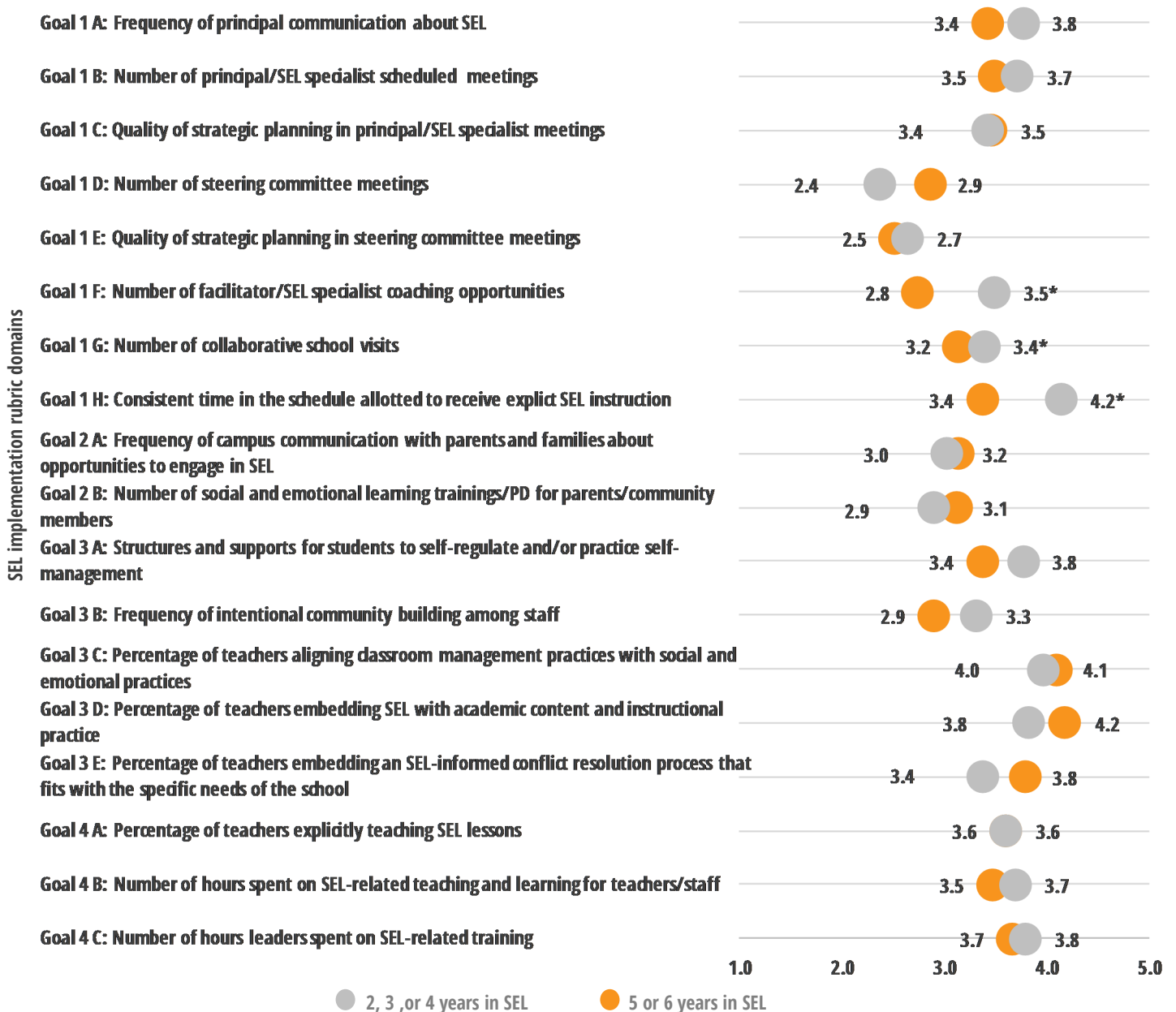
Goals are as follows: (a) Empowering campus leadership, (b) Coordination with family and community partners, (c) Coordination with climate and pedagogy, and (d) explicit SEL instruction.

Scores ranged from 1 to 5; total scores ranged from 18 to 90.

Did school-level SEL implementation ratings vary based on longevity in SEL?

Next, analyses were conducted to determine if implementation ratings varied based on longevity in SEL. Interestingly, at the elementary school level, schools with fewer years of experience in SEL had significantly more frequent coaching opportunities between SEL facilitators and specialists, more frequent collaborative visits, and a more consistent time for teachers to explicitly teach SEL than did schools with more years of SEL experience (Figure 1). These differences could mean that staff from schools newer to SEL requested more meetings with specialists, thereby positively influencing campus leadership and integration of SEL instruction.

Figure 1. Elementary schools with fewer years in SEL had significantly higher ratings than did schools with more years on items related to empowering campus leadership

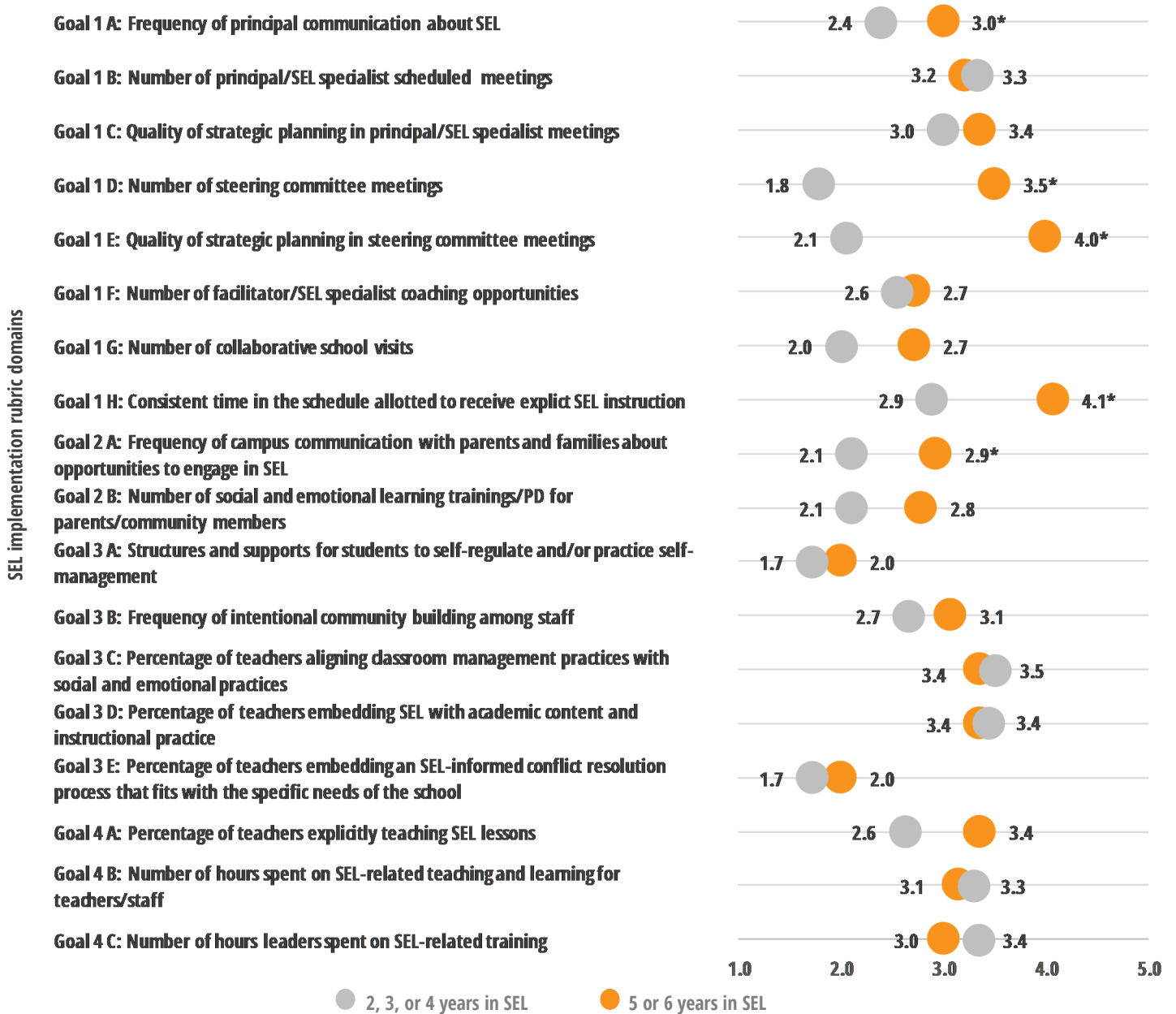


Source. 2016–2017 SEL implementation rubric.

Note. Scores ranged from 1 to 5.* indicates a significant difference, where $p < .05$. Forty elementary schools had 5 or more years in SEL and 40 elementary schools had less than 4 years in SEL. Ratings are rounded to the nearest tenth.

At the secondary school level (middle and high schools were combined in these analyses), schools with more years of experience in SEL had significantly more communications with the principal, had steering committees that occurred more frequently (and discussed campus-specific goals during these meetings), had a consistent time to integrate SEL instruction, and discussed SEL with parents more frequently than did schools with fewer years in SEL (Figure 2). As reported previously (Lamb, 2016), SEL specialists believe that building a strong steering committee is integral to SEL implementation. It is likely that this effort takes time, and in larger schools, truly drives the work.

Figure 2. Secondary schools with **more years in SEL** had significantly higher ratings than did schools with **fewer years in SEL** on items related to empowering campus leadership.



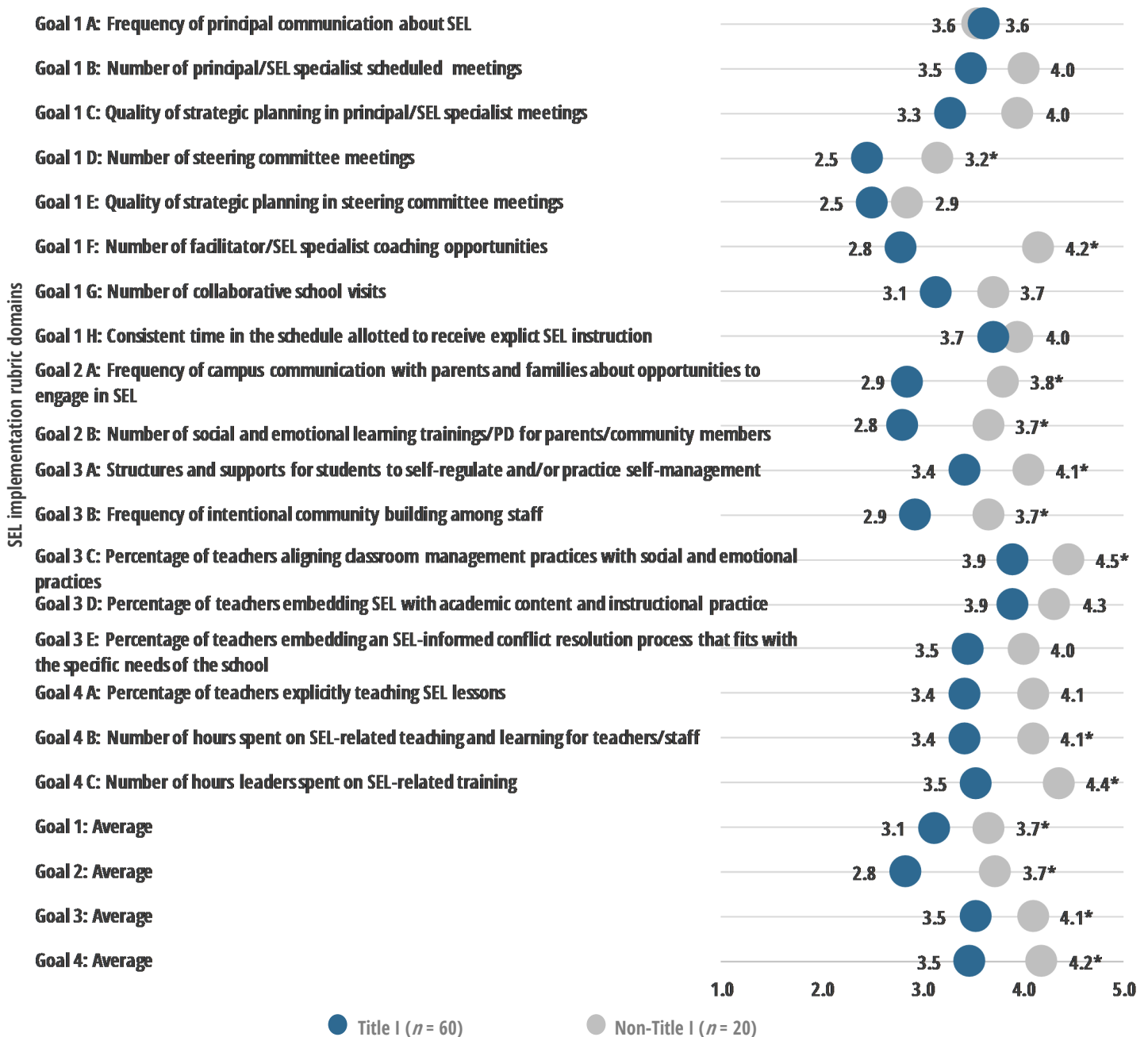
Source. 2016–2017 SEL implementation rubric.

Note. Scores ranged from 1 to 5.* indicates a significant difference, where $p < .10$. Fourteen secondary schools had 5 or more years in SEL and 18 secondary schools had less than 4 years in SEL. Ratings are rounded to the nearest tenth.

Did school-level SEL implementation ratings vary based on school-level economic disadvantage?

Analyses were next conducted to determine if implementation ratings varied based on school-level economic disadvantage (as defined by their Title I status), within school level (i.e., elementary, secondary). At the elementary school level, several implementation ratings were higher in schools with lower percentages of economically disadvantaged students than in schools with a higher percentage of economically disadvantaged students (Figure 3). The largest discrepancy was that non-Title I schools had more facilitator/SEL specialist coaching opportunities than did Title I schools. Many

Figure 3. **Title I elementary schools** had significantly lower ratings on nine implementation domains and the four main goals of the implementation rubric than did **Non-Title I** schools.



Source. 2016–2017 SEL implementation rubric.

Note. Scores ranged from 1 to 5. * indicates a significant difference where $p < .05$. 40 Ratings are rounded to the nearest tenth.

specialists have reported that at some schools where student academic performance on standardized test is prioritized (which is the case at many Title I elementary schools), specialists have fewer opportunities to engage in coaching opportunities.

At the secondary level (middle and high schools were combined), ratings on most domains were similar regardless of a school's Title I status (Figure 4). However, non-Title I schools spent more time coordinating efforts to engage with families and communities (Goal 2 A) than did Title I schools (Figure 4). It should be noted that this domain seems to be particularly important as it relates to outcomes of interest at the secondary level (see pages 22 and 23).

Figure 4.
Title I secondary schools received implementation ratings similar to those for non-Title I schools.



Source. 2016–2017 SEL implementation rubric.

Note. Scores ranged from 1 to 5.* indicates a significant difference where $p < .05$. 40 Ratings are rounded to the nearest tenth.

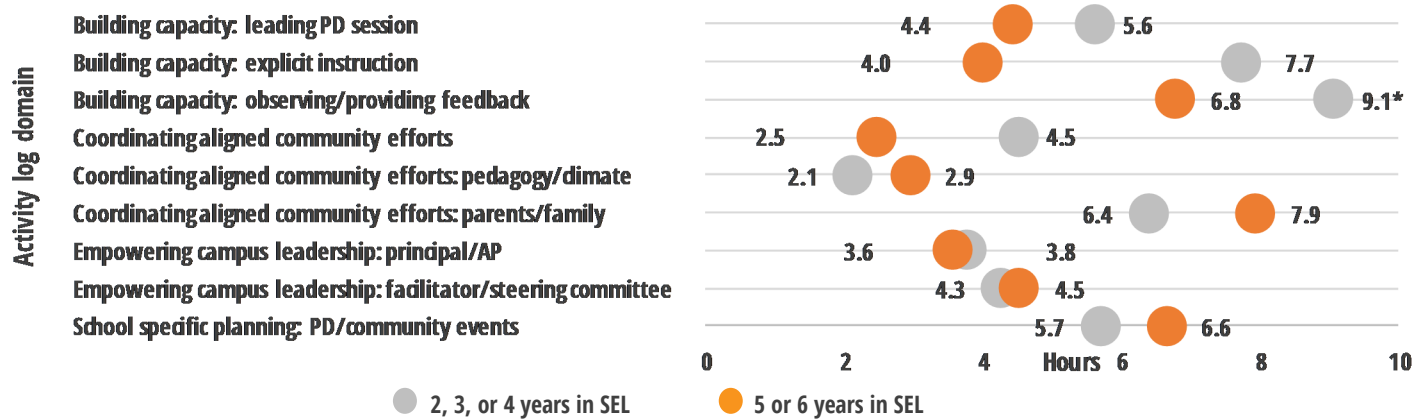
In what activities did SEL specialists engage?

This section of the report describes the characteristics of the SEL specialists' activity log. Content validity was not examined because the activity log was not designed to have specific goals or factors. As a result, neither a factor analysis nor a reliability analysis were conducted. Instead, exploratory analyses were conducted to determine if activities differed based on school level (see page 7), longevity in SEL, and school-level economic disadvantage.

Did the specialists' activities vary based on years in SEL?

Analyses were conducted to determine if the number of hours specialists spent engaging in each activity differed based on longevity in SEL. At the elementary school level, specialists spent significantly more time providing feedback at schools participating in SEL for fewer years than at schools participating in SEL for a longer time (Figure 5). This difference could be the result of staff from schools newer to SEL requesting more feedback to ensure implementation was occurring adequately. Conversations with specialists suggest that during the beginning stages of SEL implementation, much of the work focuses on building capacity and is likely reflected in this difference.

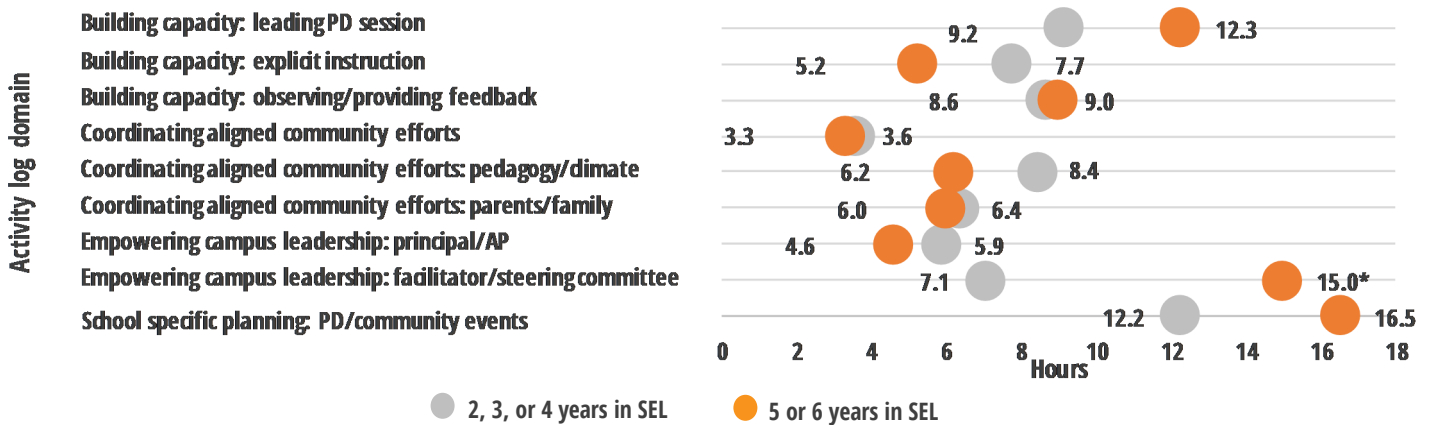
Figure 5. Observation and feedback was more frequent at elementary schools with fewer years in SEL than at schools with more SEL experience.



Source. 2016–2017 SEL activity log
 Note. * $p < .05$.

At the secondary level, specialists spent more time empowering campus leadership during facilitator/steering committee meetings at schools with more years in SEL than at schools with fewer years in SEL (Figure 6). As mentioned previously, many specialists serving secondary schools began working with facilitators and other staff to create school-specific SEL curriculum. Because this work is labor intensive, much of it has been conducted at schools where the specialists have established an effective relationship with school leaders (i.e., schools with more years of experience in SEL).

Figure 6.
The number of hours spent on PD and facilitator/steering committee planning was higher at secondary schools with more SEL experience than at schools with less SEL experience.

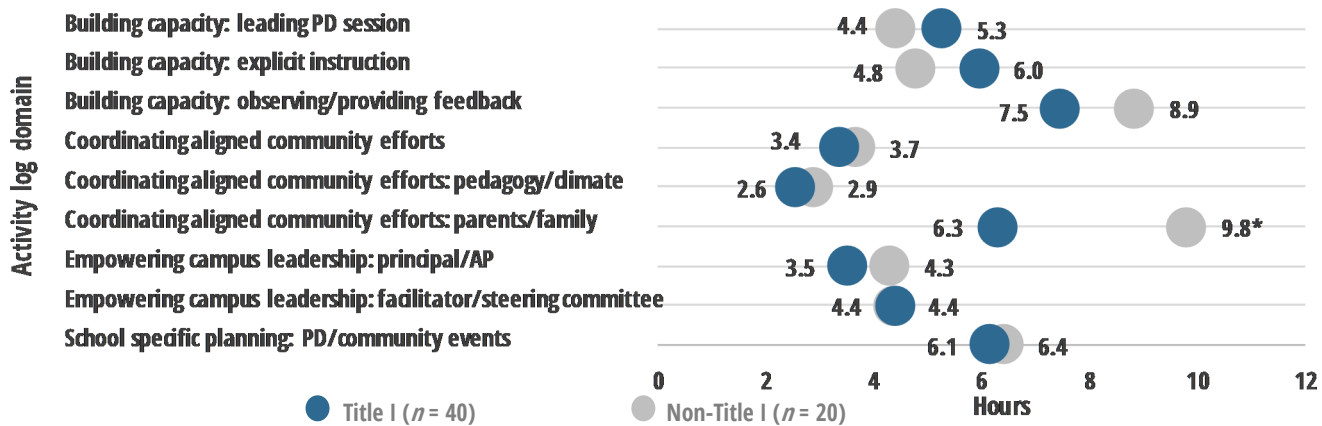


Source. 2016–2017 SEL activity log
 Note. * $p < .05$.

Did specialists' activities vary based on school-level economic disadvantage?

Exploratory analyses were conducted to determine if the number of hours specialists spent engaging in each activity differed based on the schools' percentage of students identified as economically disadvantaged (i.e., Title I schools). In most cases, specialists logged similar hours at schools regardless of Title I status, with one exception (Figure 7). Specifically, SEL specialists logged fewer hours coordinating community efforts directed toward parents and family at Title I schools than at non-Title I schools. This year, parent-SEL specialists will focus their efforts on schools served by the Kellogg grant, which promotes parent engagement at select Title I schools, schools piloting methods to address the prekindergarten through 2nd-grade suspension ban, and the transition from middle school to high school.

Figure 7. SEL specialists spent more time coordinating community efforts with parents and families at non-Title I elementary schools than at Title I elementary schools.

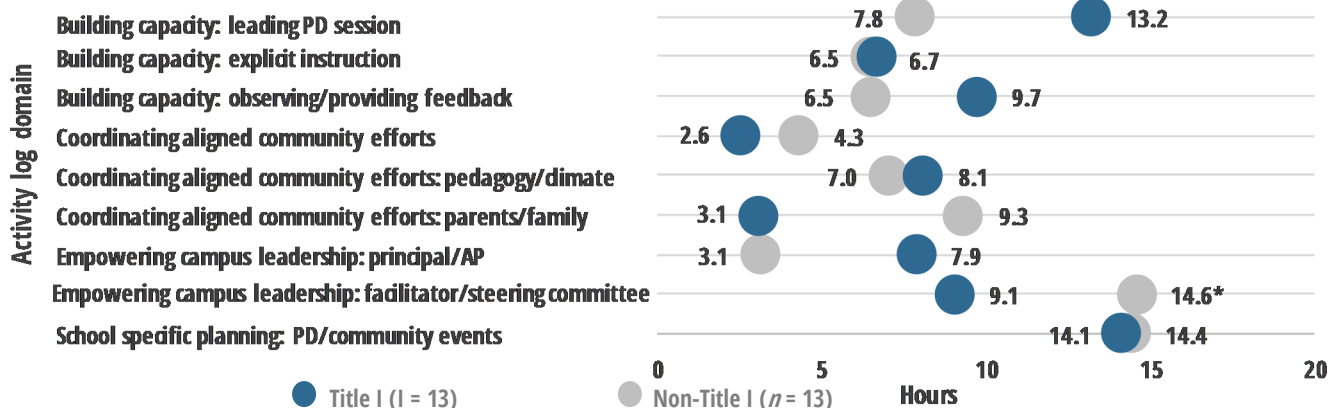


Source. 2016–2017 SEL activity log

Note. Numbers represent the number of hours specialists spent on each activity. Hours are rounded to the nearest tenth. * indicates a significant difference, where $p < .05$.

At the secondary level, the number of hours SEL specialists spent engaging in activities seemed to differ, but small N-counts precluded tests of significance in most cases (Figure 8). Specialists logged more hours on SEL facilitator and steering committee meetings at non-Title I schools than at Title I schools.

Figure 8. SEL specialists spent more time meeting with SEL facilitators and/or steering committees at Non-Title I secondary schools than at Title I secondary schools.



Source. 2016–2017 SEL activity log,

Note. Numbers represent the number of hours specialists spent on each activity. Some specialists did not engage in all activities at each school they served. When n counts fell below 10 for either group, tests of significance were not conducted. Hours are rounded to the nearest tenth.

* indicates a significant difference where $p < .05$.

Predictive Validity of the SEL Implementation Rubric and the SEL Specialists' Activity Log

This section of the report describes the predictive validity of the school-level SEL implementation rubric and SEL specialists' activity log. Correlations between the implementation rubric and the specialists' activity log were also conducted to determine if the two measures were related.

Were specialists' activities related to school-level implementation ratings?

At the elementary school level, hours spent on specific activities were positively related to high ratings in goal 1 (empowering campus leadership), goal 2 (coordination with family and community partners), and goal 4 (explicit SEL instruction; Table 5). Most

Table 5.

Few activities elementary school specialists engaged in positively related to implementation ratings; however, some positive relationships emerged relating to parent involvement.

Rubric goal	Activity log								
	1	2	3	4	5	6	7	8	9
Goal 1: A									
Goal 1: B								✓	
Goal 1: C									✓
Goal 1: D									
Goal 1: E									
Goal 1: F							✓		
Goal 1: G			✓						
Goal 1: H							—		
Goal 2: A					✓				
Goal 2: B					✓				
Goal 3: A									
Goal 3: B									
Goal 3: C									
Goal 3: D									
Goal 3: E									
Goal 4: A									
Goal 4: B					✓				
Goal 4: C									
Goal 1: Average									
Goal 2: Average					✓✓				
Goal 3: Average									
Goal 4: Average									

Source. 2016–2017 SEL activity log and implementation rubric

Note. Numbers corresponding with the activity log are as follows: 1 = building capacity: leading PD session, 2 = building capacity: modeling/mentoring explicit SEL instruction, 3 = building capacity: observing and providing feedback, 4 = coordinated aligned community efforts, 5 = coordinating aligned community efforts: parents/family, 6 = coordinating aligned community efforts: pedagogy/climate, 7 = empowering campus leadership: facilitator/steering committee, 8 = empowering campus leadership: principal/AP, and 9 = school specific planning: PD/community events. For an explanation of rubric goals, see pages 3-5. ($n = 65$)

✓ indicates a significant positive relationship at $p < .10$; — indicates a significant negative relationship at $p < .10$

notably, the number of hours specialists logged relating to parents and community (activity 5) were strongly related to high ratings on goal 2 of the implementation rubric (i.e., coordination with family and community partners). This activity was also positively related to the number of hours spent on SEL-related teaching and learning for staff (goal 4: B).

At the middle school level, very few relationships emerged between activities specialists logged and SEL implementation ratings (Table 6). The more time specialists spent coordinating aligned community efforts was positively related to more collaborative school visits (goal 1: G) and a greater percentage of teachers embedding an SEL-informed conflict resolution process (goal 3: E). Also of note, negative relationships emerged relating to the number of hours spent leading a PD session (activity 1) at a school and the number of steering committee meetings (goal 1: D) and the percentage of

Table 6.
Only one activity, coordinating aligned community efforts, positively related to high SEL implementation ratings.

Rubric goal	Activity log								
	1	2	3	4	5	6	7	8	9
Goal 1: A									
Goal 1: B									
Goal 1: C									
Goal 1: D	—								
Goal 1: E		—							
Goal 1: F									
Goal 1: G				✓					
Goal 1: H									
Goal 2: A									
Goal 2: B									
Goal 3: A									
Goal 3: B									
Goal 3: C									
Goal 3: D	—								
Goal 3: E				✓					
Goal 4: A									
Goal 4: B									
Goal 4: C									
Goal 1: Average									
Goal 2: Average					✓✓				
Goal 3: Average									
Goal 4: Average									

Source. 2016–2017 SEL activity log and implementation rubric

Note. Numbers corresponding with the activity log are as follows: 1 = building capacity: leading PD session, 2 = building capacity: modeling/mentoring explicit SEL instruction, 3 = building capacity: observing and providing feedback, 4 = coordinated aligned community efforts, 5 = coordinating aligned community efforts: parents/family, 6 = coordinating aligned community efforts: pedagogy/climate, 7 = empowering campus leadership: facilitator/steering committee, 8 = empowering campus leadership: principal/AP, and 9 = school specific planning: PD/community events. For an explanation of rubric goals, see pages 3-5. (n = 16)

✓ indicates a significant positive relationship at $p < .10$; — indicates a significant negative relationship at $p < .10$

teachers embedding SEL with academic content and instruction (goal 3: D). As discussed in a previous report (Clark, 2017b), SEL implementation is difficult at the middle school level, and although specialists are working hard and providing valuable PD activities, their efforts have yet to be realized in terms of implementation ratings. However, beginning in 2017–2018, a revised version of Second Step (the SEL-explicit instruction curriculum used in middle schools) will be implemented, along with an increase in the number of schools designing school-specific SEL-explicit instruction tailored to their school’s needs.

Interestingly, at the high school level, several positive relationships between specialists’ activities and implementation ratings emerged (Table 7). The number of hours specialists spent on school-specific PD activities was positively related to several goals

Table 7.
The number of hours spent on school-specific planning and PD activities was positively related to empowering campus leadership and explicit SEL instruction.

Rubric goal	Activity log								
	1	2	3	4	5	6	7	8	9
Goal 1: A									
Goal 1: B									✓
Goal 1: C									
Goal 1: D		✓				✓			✓
Goal 1: E		✓							✓
Goal 1: F				✓					
Goal 1: G									
Goal 1: H									
Goal 2: A									
Goal 2: B				✓				—	
Goal 3: A									
Goal 3: B				✓			✓		
Goal 3: C									
Goal 3: D									
Goal 3: E									
Goal 4: A		✓							✓
Goal 4: B									
Goal 4: C									
Goal 1: Average									
Goal 2: Average									
Goal 3: Average									
Goal 4: Average									

Source. 2016–2017 SEL activity log and implementation rubric
Note. Numbers corresponding with the activity log are as follows: 1 = building capacity: leading PD session, 2 = building capacity: modeling/mentoring explicit SEL instruction, 3 = building capacity: observing and providing feedback, 4 = coordinated aligned community efforts, 5 = coordinating aligned community efforts: parents/family, 6 = coordinating aligned community efforts: pedagogy/climate, 7 = empowering campus leadership: facilitator/steering committee, 8 = empowering campus leadership: principal/AP, and 9 = school specific planning: PD/community events. For an explanation of rubric goals, see pages 3-5. ($n = 14$)

✓ indicates a significant positive relationship at $p < .10$; — indicates a significant negative relationship at $p < .10$

including the number of principal/SEL specialist scheduled meetings (goal 1: B), number of steering committee meetings (goal 1: D), quality of strategic planning in steering committee meetings (goal 1: E), and the percentage of students regularly engaged in evidence-based instruction (goal 4: A). These relationships speak to the great amount of work that specialists have been engaging in to empower campus leaders to work outside regular hours to create curriculum that speaks to the schools' needs. In doing so, SEL specialists believe they help shift the ownership of SEL from district staff to school staff. Indeed, staff at some high schools have included students in the creation of SEL curriculum for their school that addresses specific campus needs and goals. Other high schools have worked with the peer assistance leadership and service (see [PALS](#) for more information) program to integrate the students' voice into PALS classrooms as a method of reinforcing students' SEL skills. Other high schools have had students lead their advisory class and helped teach SEL-explicit instruction (see image below).

Although this curriculum development requires a lot of time and energy, it seems to be having a positive influence at the school level. Through conversations with specialists engaged in this work, the curriculum was built from the ground up; that is school leaders expressed an interest in creating more meaningful lessons for their students, rather than SEL specialists pushing the work. Often, this work occurred at schools that had participated in SEL for a longer period of time (see Figure 6 on page 16). This work has been gaining traction, and SEL specialists are working with each other to share best practices and to build a guide for other schools wishing to enhance existing evidence-based curriculum to make explicit SEL instruction unique to their students' experiences. This work has pushed SEL program staff to offer the first-ever student data summit, where high school students will examine climate, attendance, discipline, and achievement data from their school to create an action plan for improvement. This process will be piloted at one AISD school in the 2017–2018 school year, with the hope of to expanding to more schools in subsequent years.



Note. AISD Reagan high school students leading advisory class focused on school culture and climate

What outcomes of interest were related to school-level SEL implementation ratings?

This section of the report examines the predictive validity of the revised school-level implementation rubric by examining relationships of the rubric to outcomes of interest. To address school characteristics influencing outcomes, with the exception of STAAR and RITS data, partial correlations were conducted controlling for baseline data (i.e., 2011–2012). At the elementary school level, schools where specialists met with school steering committees frequently and engaged with family and community members frequently also had high STAAR passing rates in reading and math, lower rates of discipline and chronic absenteeism, and higher rates of attendance (Table 8).

Table 8.

Elementary schools with frequent steering committee meetings and opportunities to engage families in SEL also had high STAAR passing rates, lower rates of discipline and chronic absenteeism, and higher attendance rates than did schools with less frequent meetings and opportunities.

SEL implementation domain (<i>n</i> = 80)	STAAR		Discipline/attendance		
	R	M	Discipline	Attendance	CA
Goal 1 A: Frequency of principal communication about SEL					
Goal 1 B: Number of principal/SEL specialist scheduled meetings				✓	✓
Goal 1 C: Quality of strategic planning in principal/SEL specialist meetings		✓			
Goal 1 D: Number of steering committee meetings	✓	✓	✓	✓	✓
Goal 1 E: Quality of strategic planning in steering committee meetings	✓	✓	✓	✓	✓
Goal 1 F: Number of facilitator/SEL specialist coaching opportunities		✓		✓	
Goal 1 G: Number of collaborative school visits			✓		
Goal 1 H: Consistent time in the schedule allotted to receive explicit SEL instruction					
Goal 2 A: Frequency of campus communication with parents and families about opportunities to engage in SEL.	✓✓	✓✓	✓✓	✓✓	✓✓
Goal 2 B: Number of social and emotional learning trainings/PD for parents/community members	✓✓	✓	✓	✓✓	✓
Goal 3 A: Structures and supports for students to self-regulate and/or practice self-management	✓	✓	✓	✓	✓
Goal 3 B: Frequency of intentional community building among staff	✓	✓		✓	✓
Goal 3 C: Percentage of teachers aligning classroom management practices with social and emotional practices	✓		✓	✓✓	✓✓
Goal 3 D: Percentage of students regularly engaged in evidence-based instruction			✓	✓	✓
Goal 3 E: Percentage of teacher embedding an SEL-informed conflict resolution process that fits with the specific needs of the school	✓		✓	✓	✓
Goal 4 A: Percentage of teachers explicitly teaching SEL lessons (elementary) or students regularly engaged in evidence-based instruction (secondary)	✓		✓	✓	✓
Goal 4 B: Number of hours spent on SEL-related teaching and learning for teachers/staff	✓			✓	✓
Goal 4 C: Number of hours leaders spent on SEL-related training	✓	✓	✓	✓✓	✓
Goal 1: Empowering campus leadership			✓	✓	✓
Goal 2: Coordination with family and community partners			✓✓	✓✓	✓✓
Goal 3: Coordination with climate and pedagogy			✓	✓✓	✓✓
Goal 4: Explicit SEL instruction			✓	✓	✓✓

Source. 2010–2011 through 2016–2017 discipline, attendance, and CA data; 2016–2017 STAAR and 2016–2017 SEL campus implementation ratings

Note. R = STAAR reading, M = STAAR math, ADA = Average daily attendance, CA = Chronic absenteeism

✓ significant weak-to-moderate positive correlation (*r* values between .20 and .40); ✓✓ significant moderate-to-strong positive correlation (*r* values between .40 and .60); – significant weak-to-moderate negative correlation (*r* values between .20 and .40); – – significant weak-to-moderate negative correlation (*r* values between .40 and .60). Check marks are used with negative outcomes (e.g., discipline and chronic absenteeism) to indicate that the result is positive, meaning that high implementation ratings were related to lower discipline and/or chronic absenteeism.

At the middle school level, schools that had a consistent time in their schedule to explicitly implement SEL instruction also had a high percentage of students passing the STAAR reading exam. Additionally, after controlling for baseline data, schools that had a consistent time in their schedule to explicitly implement SEL instruction also had high attendance rates, and low rates of chronic absenteeism (Table 9). Low rates of chronic absenteeism (after controlling for baseline data) were positively related to several other implementation ratings.

Table 9.

Middle schools that had a consistent time in their schedule allotted to SEL instruction also had high STAAR reading passing rates, high attendance rates, and low rates of chronic absenteeism.

SEL implementation domain (<i>n</i> = 15)	EOC/STAAR			Discipline/attendance			
	A1	R	M	Discipline	ADA	CA	RITS
Goal 1 A: Frequency of principal communication about SEL			--				
Goal 1 B: Number of principal/SEL specialist scheduled meetings		--	--				
Goal 1 C: Quality of strategic planning in principal/SEL specialist meetings							
Goal 1 D: Number of steering committee meetings					✓✓	✓✓	
Goal 1 E: Quality of strategic planning in steering committee meetings							
Goal 1 F: Number of facilitator/SEL specialist coaching opportunities				✓✓		✓✓	
Goal 1 G: Number of collaborative school visits				✓✓			
Goal 1 H: Consistent time in the schedule allotted to receive explicit SEL instruction		✓✓			✓✓	✓✓	
Goal 2 A: Frequency of campus communication with parents and families about opportunities to engage in SEL.					✓✓	✓✓	
Goal 2 B: Number of social and emotional learning trainings/PD for parents/community members							
Goal 3 A: Structures and supports for students to self-regulate and/or practice self-management					✓✓	✓✓	
Goal 3 B: Frequency of intentional community building among staff							
Goal 3 C: Percentage of teachers aligning classroom management practices with social and emotional practices	--						
Goal 3 D: Percentage of students regularly engaged in evidence-based instruction							
Goal 3 E: Percentage of teacher embedding an SEL-informed conflict resolution process that fits with the specific needs of the school	--			✓✓			
Goal 4 A: Percentage of teachers explicitly teaching SEL lessons (elementary) or students regularly engaged in evidence-based instruction (secondary)					✓✓	✓✓	
Goal 4 B: Number of hours spent on SEL-related teaching and learning for teachers/staff		--	--	✓✓			
Goal 4 C: Number of hours leaders spent on SEL-related training				✓✓			
Goal 1: Empowering campus leadership						✓✓	
Goal 2: Coordination with family and community partners					✓✓	✓✓	
Goal 3: Coordination with climate and pedagogy							
Goal 4: Explicit SEL instruction				✓✓			

Source. 2010–2011 through 2016–2017 discipline, attendance, and CA data; 2016–2017 STAAR, RITS and 2016–2017 SEL campus implementation ratings
 Note. A1 = Algebra 1 EOC, R = STAAR reading, M = STAAR math, CA = Chronic absenteeism, RITS = reliable integrated trend score (sixth 6-week scores, where low scores are favorable)

✓ significant weak-to-moderate positive correlation (*r* values between .20 and .40); ✓✓ significant moderate-to-strong positive correlation (*r* values between .40 and .60); – significant weak-to-moderate negative correlation (*r* values between .20 and .40); -- significant weak-to-moderate negative correlation (*r* values between .40 and .60). Check marks are used with negative outcomes (e.g., discipline and chronic absenteeism) to indicate that the result is positive, meaning that high implementation ratings were related to lower discipline, chronic absenteeism, or RITS.

At the high school level, after controlling for baseline data, schools where specialists documented frequent facilitator/SEL specialist coaching opportunities and collaborative school visits also had a high percentage of students passing EOC exams in algebra 1 and biology and had students with low RITS (Table 10). Additionally, schools where more students engaged in evidence-based instruction also had low RITS (Table 10). Looking at correlations with the main rubric goals, schools with high coordination with climate and pedagogy and explicit instruction ratings experienced low rates of discipline and chronic absenteeism, respectively. Again, these results could speak to the effectiveness of working with school leaders to create authentic evidence-based curriculum tailored to school-specific needs.

Table 10.
High schools with more frequent collaborative school visits and facilitator/SEL specialist coaching opportunities also experienced positive school level outcomes.

SEL implementation domain (<i>n</i> = 13)	EOC*		Discipline/attendance			
	A1	Bio	Discipline	ADA	CA	RITS
Goal 1 A: Frequency of principal communication about SEL						
Goal 1 B: Number of principal/SEL specialist scheduled meetings	--		✓✓			
Goal 1 C: Quality of strategic planning in principal/SEL specialist meetings						
Goal 1 D: Number of steering committee meetings						
Goal 1 E: Quality of strategic planning in steering committee meetings						
Goal 1 F: Number of facilitator/SEL specialist coaching opportunities	✓✓	✓✓				✓✓
Goal 1 G: Number of collaborative school visits	✓✓	✓✓				✓✓
Goal 1 H: Consistent time in the schedule allotted to receive explicit SEL instruction	--					
Goal 2 A: Frequency of campus communication with parents and families about opportunities to engage in SEL.	✓✓					
Goal 2 B: Number of social and emotional learning trainings/PD for parents/community members						
Goal 3 A: Structures and supports for students to self-regulate and/or practice self-management		--				
Goal 3 B: Frequency of intentional community building among staff						
Goal 3 C: Percentage of teachers aligning classroom management practices with social and emotional practices			✓✓			
Goal 3 D: Percentage of students regularly engaged in evidence-based instruction						✓✓
Goal 3 E: Percentage of teacher embedding an SEL-informed conflict resolution process that fits with the specific needs of the school		--				
Goal 4 A: Percentage of teachers explicitly teaching SEL lessons (elementary) or students regularly engaged in evidence-based instruction (secondary)						
Goal 4 B: Number of hours spent on SEL-related teaching and learning for teachers/staff				✓✓		
Goal 4 C: Number of hours leaders spent on SEL-related training						
Goal 1: Empowering campus leadership						
Goal 2: Coordination with family and community partners						
Goal 3: Coordination with climate and pedagogy			✓✓			
Goal 4: Explicit SEL instruction					✓✓	

Source. 2010–2011 through 2016–2017 discipline, attendance, and CA data; 2016–2017 STAAR, RITS and 2016–2017 SEL campus implementation ratings
 Note. A1 = Algebra 1, Bio = Biology EOC, CA = Chronic absenteeism, RITS = reliable integrated trend score (6th 6 weeks scores where low scores are favorable)

* Algebra I and biology were the only EOCs included in the analysis as too few cases existed for other subject areas.

✓ significant weak-to-moderate positive correlation (*r* values between .20 and .40); ✓✓ significant moderate-to-strong positive correlation (*r* values between .40 and .60); – significant weak-to-moderate negative correlation (*r* values between .20 and .40); -- significant weak-to-moderate negative correlation (*r* values between .40 and .60). Check marks are used with negative outcomes (e.g., discipline and chronic absenteeism) to indicate that the result is positive, meaning that high implementation ratings were related to lower discipline, chronic absenteeism, or RITS.

Which SEL specialists' activities related to outcomes of interest?

This section of the report is exploratory in nature and analyzes if relationships existed between the SEL specialists' activities and school level in an effort to examine the predictive validity of the activity log. Caution must be used in interpreting these results because it is unknown whether certain activities are more common at schools in more need of SEL support than at schools where staff have begun to take on much of the SEL work themselves. These analyses will help program staff and SEL specialists identify if these activities typify their work, and if revisions to the log should be made. It is also important to note that because activities were not required, some schools did not have an entry for each activity log category. As a result, partial correlations controlling for baseline discipline, attendance, and chronic absenteeism were not conducted due to the low number of schools with complete data.

At the elementary school level, only two relationships emerged: frequency of school engagement with parents and families about SEL and the percentage of students passing STAAR reading and math (Table 11).

Table 11.

Elementary schools with frequent opportunities to engage families in SEL activities also had high STAAR passing rates in reading and math.

Nearly all outcomes were unrelated to the specific activities documented by SEL specialists.

SEL activity log (<i>n</i> = 66)	STAAR		Discipline/Attendance		
	R	M	Discipline	Attendance	CA
Building capacity: leading PD session					
Building capacity: modeling/mentoring explicit SEL instruction					
Building capacity: observing and providing feedback					
Coordinating aligned community efforts					
Coordinating aligned community efforts: parents/family	✓	✓			
Coordinating aligned community efforts: pedagogy and/or climate					
Empowering campus leadership: facilitator, steering committee					
Empowering campus leadership: principal/AP					
School specific planning: PD/community events					

Source. 2010–2011 or 2012–2013 through 2015–2016 Student Climate Survey data and 2014–2015 SEL campus implementation ratings

Note. Not all schools received activity log ratings. A1 = algebra 1 EOC, R = STAAR reading, M = STAAR math, ADA = Average daily attendance, CA = Chronic absenteeism

✓ significant weak-to-moderate positive correlation (*r* values between .20 and .40); ✓✓ significant moderate-to-strong positive correlation (*r* values between .40 and .60); – significant weak-to-moderate negative correlation (*r* values between .20 and .40); – – significant weak-to-moderate negative correlation (*r* values between .40 and .60). Check marks are used with negative outcomes (e.g., discipline and chronic absenteeism) to indicate that the result is positive, meaning that high implementation ratings were related to lower discipline and/or chronic absenteeism.

At the middle school level, several negative relationships emerged. Most notably, the number of hours specialists’ spent on planning PD activities or community events at a given school was related to low STAAR passing rates in reading and math and a high percentage of students identified as needing additional academic and/or counseling support (i.e., students with high RITS; Table 12). Indeed, math passing rates were negatively related to several activities logged by the specialists. It is possible that specialists serving these schools focused their efforts on creating a positive school climate as a long-term goal for improving student achievement.

Table 12.

Several negative relationships emerged between SEL activities and outcomes at the middle school level.

However, the more hours that specialists spent empowering principals and APs in integrating social and emotional learning was positively related to high attendance rates.

SEL activity log (<i>n</i> = 16)	EOC/STAAR			Discipline/attendance			
	A1	R	M	Discipline	ADA	CA	RITS
Building capacity: leading PD session			--	--			--
Building capacity: modeling/mentoring explicit SEL instruction							
Building capacity: observing and providing feedback							
Coordinating aligned community efforts							
Coordinating aligned community efforts: parents/family							
Coordinating aligned community efforts: pedagogy and/or climate			--				
Empowering campus leadership: facilitator, steering committee					✓✓		
Empowering campus leadership: principal/AP							
School specific planning: PD/community events		--	--				--

At the high school level, few relationships emerged. For example, schools where SEL specialists spent a lot of time coordinating and aligning community efforts also experienced low rates of discipline and chronic absenteeism, and high attendance rates (Table 13). Conversely, schools where specialists spent a lot of time with the principal or AP related to higher discipline rates. This relationship might be the result of principals (and/or AP) from schools with discipline problems requesting additional support from the specialists.

Table 13.

Although few relationships emerged between SEL activities and outcomes at the high school level, schools where a lot of time was spent coordinating community efforts had low discipline and chronic absenteeism rates and high attendance rates.

SEL activity log (<i>n</i> = 11)	EOC/STAAR *		Discipline/attendance			
	A1	Bio	Discipline	ADA	CA	RITS
Building capacity: leading PD session						
Building capacity: modeling/mentoring explicit SEL instruction						
Building capacity: observing and providing feedback						
Coordinating aligned community efforts			✓✓	✓✓	✓✓	
Coordinating aligned community efforts: parents/family						
Coordinating aligned community efforts: pedagogy and/or climate						
Empowering campus leadership: facilitator, steering committee						
Empowering campus leadership: principal/AP			--			
School specific planning: PD/community events						

Source: 2010–2011 or 2012–2013 through 2015–2016 Student Climate Survey data and 2014–2015 SEL campus implementation ratings

Note: Not all schools received activity log ratings. A1 = algebra 1 EOC, Bio = Biology EOC, ADA = Average daily attendance, CA = Chronic absenteeism, RITS = Reliable Integrated Trend Score (6th 6 weeks scores where low scores are favorable).

* Algebra I and biology were the only EOCs included in the analysis as too few cases existed for other subject areas.

✓ significant weak-to-moderate positive correlation (*r* values between .20 and .40); ✓✓ significant moderate-to-strong positive correlation (*r* values between .40 and .60); – significant weak-to-moderate negative correlation (*r* values between .20 and .40); -- significant weak-to-moderate negative correlation (*r* values between .40 and .60). Check marks are used with negative outcomes (e.g., discipline and chronic absenteeism) to indicate that the result is positive, meaning that high implementation ratings were related to lower discipline, chronic absenteeism, or RITS.

Did the revised SEL implementation rubric relate to ratings of school climate?

Because one of the major long-term goals of AISD’s SEL program is to improve school climate and culture, analyses were conducted to determine if school-level SEL implementation ratings related to students’ perceptions of school climate, as measured by the AISD Student Climate Survey, and staffs’ perceptions of school climate, as measured by the AISD Teaching, Leading, and Learning (TELL) Staff Climate Survey. This provided an additional method of assessing predictive validity. When available, baseline data (i.e., the year prior to district SEL implementation, or 2010–2011) was used to control for existing campus characteristics. Results from the partial correlations are presented in Tables 13 through 15.

The following items from the AISD Student Climate Survey were included in the analysis, and correspond with numbers on the top row in the subsequent tables: 1 = My classmates show respect to each other, 2 = My classmates show respect to other students who are different, 3 = Adults at this school listen to student ideas and opinions; 4 = Adults at this school treat all students fairly, 5 = I feel safe at my school, 6 = I like to come to school, 7 = Students at my school are bullied (teased, messed with/taunted, threatened by other students), 8 = I use ways to calm myself down, 9 = I don’t give up when I feel frustrated, 10 = I know what people may be feeling by the look on their face, 11 = I get along with my classmates, 12 = I say no to friends who break the rules, and 13 = It is easy for me to talk about my problems with the adults at my school. Response options on the Student Climate Survey range from 1 = *Never* to 4 = *A lot of the time*. Items related to SEL-skills (items 7 through 12) were only examined with 2016–2017 data.

The following items from the AISD TELL Staff Climate Survey were included, and correspond to numbers on the top row in the subsequent tables: 1 = Overall, my school is a good place to work and learn, 2 = Managing Student Conduct subscale (see the Appendix for a list of items), 3 = Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials). Response options to TELL items range from 1 = *Strongly disagree* to 4 = *Strongly agree*.



At the elementary school level, after controlling for baseline data (when available), several positive climate ratings in 2016–2017 were associated with nearly all the implementation rubric domains (Table 14). The most consistent relationships emerged between school climate and the frequency with which SEL specialists engaged parents and families in SEL. Also of note, schools with high school-level SEL implementation ratings also had students who believed that their classmates showed respect for other students (Student Climate Survey item 2). The TELL items, “Overall, my school is a good place to work and learn” (TELL item 1) and “Teachers have autonomy to make instructional decisions” (TELL item 3) were also high when school-level SEL implementation ratings were high.

Table 14.
After controlling for baseline data, elementary schools where students and staff held positive perceptions of school climate also received high implementation ratings on nearly all domains.

SEL implementation domain (<i>n</i> = 64)	Student Climate Survey													TELL		
	1	2	3	4	5	6	7	8	9	10	11	12	13	1	2	3
Goal 1: A																
Goal 1: B	✓	✓	✓		✓											
Goal 1: C	✓	✓			✓				✓				✓			
Goal 1: D		✓								✓						
Goal 1: E		✓								✓						
Goal 1: F																
Goal 1: G									✓				✓			
Goal 1: H																✓
Goal 2: A	✓	✓			✓		✓				✓			✓		✓
Goal 2: B	✓	✓			✓						✓			✓		✓
Goal 3: A		✓					✓					✓				
Goal 3: B	✓	✓					✓		✓		✓	✓				
Goal 3: C													✓	✓	✓	✓
Goal 3: D	✓				✓									✓		✓
Goal 3: E			✓		✓							✓	✓	✓		✓
Goal 4: A							✓			✓		✓		✓		✓
Goal 4: B		✓					✓									
Goal 4: C		✓					✓		✓	✓				✓	✓	✓
Goal 1: Empowering campus leadership		✓								✓		✓				
Goal 2: Coordination with family and community partners	✓	✓			✓					✓				✓	✓	✓
Goal 3: Coordination with climate and pedagogy	✓	✓			✓						✓	✓		✓		✓
Goal 4: Explicit SEL instruction		✓					✓			✓				✓		

Source. 2010–2011 or 2012–2013 through 2016–2017 Student Climate Survey and TELL survey data, 2016–2017 SEL Student Climate Survey items and campus implementation ratings

Note. TELL = Teaching, Empowering, Leading and Learning Staff Climate Survey

✓ significant weak-to-moderate positive correlation (*r* values between .20 and .40); ✓✓ significant moderate-to-strong positive correlation (*r* values between .40 and .60); – significant weak-to-moderate negative correlation (*r* values between .20 and .40); – – significant weak-to-moderate negative correlation (*r* values between .40 and .60). Check marks are used with negative outcomes (e.g., responses to bullying item) to indicate that the result is positive, meaning that high implementation ratings were related to lower perceptions of bullying.

At the middle school level, several negative relationships emerged between school-level SEL implementation ratings and students' ratings of school climate (Table 14). For example, the number of meetings between principals and SEL specialists, the quality of these meetings, and the number of hours spent on SEL-related trainings were negatively related to nearly all students' ratings of climate. However, schools with high implementation ratings also had students who were less likely to believe students at their school were bullied (item 6 in Table 15). Several positive relationships emerged between school-level implementation ratings and staffs' perceptions of climate. Indeed, staff who believed their school was a good place to work and learn, that they had autonomy over their work, and that the school managed students' behavior effectively also had high implementation ratings on several domains. Although students' ratings of climate are typically low at the middle school level (Clark, 2017a), and middle school staff tend to exhibit negative attitudes toward SEL instruction, compared with the attitudes of their elementary and high school peers (Clark, 2017b), this issue is common for SEL programs during middle adolescence (Yeager, 2017). As Yeager argued, most SEL programs fail to see significant improvements during the middle school years because the way SEL is delivered to students is incongruous to their needs. Reframing the dissemination of information to middle school students to include student voice (as is

Table 15. **While most relationships were negative, middle schools with high implementation ratings had students who felt that bullying did not occur frequently at their school.**

SEL implementation domain (<i>n</i> = 14)	Student Climate Survey													TELL		
	1	2	3	4	5	6	7	8	9	10	11	12	13	1	2	3
Goal 1: A	--					--	✓✓	--	--	--	--	--	--			
Goal 1: B	--	--	--	--	--	--		--	--	--	--	--	--			
Goal 1: C	--	--	--	--	--											
Goal 1: D							✓✓	--							✓✓	✓✓
Goal 1: E							✓✓							✓✓		✓✓
Goal 1: F									--		--					
Goal 1: G								--						✓✓		
Goal 1: H							✓✓	--						✓✓		
Goal 2: A							✓✓	--								
Goal 2: B							✓✓	--	--		--					
Goal 3: A																
Goal 3: B	--		--	--		--		--	--				--			
Goal 3: C												--				
Goal 3: D																
Goal 3: E																
Goal 4: A							✓✓							✓✓	✓✓	
Goal 4: B	--	--	--	--	--	--		--	--	--	--	--	--			
Goal 4: C																
Goal 1: Empowering campus leadership							✓✓	--	--		--	--				
Goal 2: Coordination with family and community partners							✓✓	--								
Goal 3: Coordination with climate and pedagogy								--	--							
Goal 4: Explicit SEL instruction							✓✓	--	--					✓✓		

Source. 2010–2011 or 2012–2013 through 2016–2017 Student Climate Survey and TELL survey data, 2016–2017 SEL Student Climate Survey items and campus implementation ratings

Note. TELL = Teaching, Empowering, Leading and Learning Staff Climate Survey

✓ significant weak-to-moderate positive correlation (*r* values between .20 and .40); ✓✓ significant moderate-to-strong positive correlation (*r* values between .40 and .60); – significant weak-to-moderate negative correlation (*r* values between .20 and .40); -- significant weak-to-moderate negative correlation (*r* values between .40 and .60). Check marks are used with negative outcomes (e.g., responses to bullying item) to indicate that the result is positive, meaning that high implementation ratings were related to lower perceptions of bullying.

being done at several high schools), and using a mindsets approach, might improve outcomes at the middle school level. Regardless, it is important for SEL specialists to continue to work with schools to improve students' experiences at school. Future reports in this series will analyze schools with high levels of SEL implementation and schools with low levels of SEL implementation to determine what factors differentiate these schools.

At the high school level, results were also mixed. Students' ratings of their SEL skills (Student Climate Survey numbers 8 through 13 in Table 16) were negatively related to the frequency with which SEL specialists met with their school's principal. This result could be because specialists were asked to offer more support to schools where there was more need to improve these skills. On the other hand, schools with frequent meetings between SEL facilitators and SEL specialists, frequent collaborative school visits, and frequent opportunities to engage parents in SEL also had students with favorable ratings of many of their SEL skills. Additionally, schools with principals engaging in frequent SEL-related training had staff who believed their school was a good place to work and learn, had autonomy in their teaching, and managed their classroom behavior effectively.

Table 16.
After controlling for baseline data, high schools with frequent SEL facilitator and SEL coach meetings and collaborative visits had students with high ratings of their SEL skills.

SEL implementation domain (<i>n</i> = 11)	Student Climate Survey													TELL		
	1	2	3	4	5	6	7	8	9	10	11	12	13	1	2	3
Goal 1: A																
Goal 1: B								--	--	--	--	--	--			
Goal 1: C		--	--													
Goal 1: D														--	--	
Goal 1: E		--	--													
Goal 1: F	✓✓										✓✓	✓✓				
Goal 1: G										✓✓	✓✓	✓✓				
Goal 1: H																
Goal 2: A			✓✓	✓✓	✓✓	✓✓	✓✓									
Goal 2: B			✓✓	✓✓	✓✓	✓✓										
Goal 3: A	--	--			--								--			
Goal 3: B															✓✓	
Goal 3: C																
Goal 3: D						✓✓								✓✓	✓✓	
Goal 3: E	--							--		--		--				
Goal 4: A		--														
Goal 4: B																✓✓
Goal 4: C		--	--				--							✓✓	✓✓	✓✓
Goal 1: Empowering campus leadership																
Goal 2: Coordination with family and community partners			✓✓	✓✓		✓✓										
Goal 3: Coordination with climate and pedagogy							--								✓✓	
Goal 4: Explicit SEL instruction																✓✓

Source. 2010–2011 or 2012–2013 through 2016–2017 Student Climate Survey and TELL survey data, 2016–2017 SEL Student Climate Survey items and campus implementation ratings

Note. TELL = Teaching, Empowering, Leading and Learning Staff Climate Survey

✓ significant weak-to-moderate positive correlation (*r* values between .20 and .40); ✓✓ significant moderate-to-strong positive correlation (*r* values between .40 and .60); – significant weak-to-moderate negative correlation (*r* values between .20 and .40); -- significant weak-to-moderate negative correlation (*r* values between .40 and .60). Check marks are used with negative outcomes (e.g., responses to bullying item) to indicate that the result is positive, meaning that high implementation ratings were related to lower perceptions of bullying.

Did ratings of climate relate to activities logged by SEL specialists?

Similar to previous sections of this report analyzing relationships with activities logged by SEL specialists, the following analyses are exploratory in nature. The purpose of these analyses relating to the predictive validity of the activity log is to help program staff and SEL specialists determine if these activities accurately capture their work and effectively reflect how their activities relate to students' and staffs' perceptions of climate. It is also important to note that because activities were not required at all schools, some schools did not have an entry for each activity log category. As a result, partial correlations controlling for baseline climate ratings were not conducted due to the low number of schools with complete data.

At the elementary school level, schools where SEL specialists spent time engaging parents and family members in aligning coordinated community efforts also had high ratings of climate. These climate items were as follows: students who felt their classmates showed respect to other students who were different, felt safe at school, did not feel students were bullied, knew what people were feeling by the looks on their faces, got along with classmates, and could talk to adults at their school about problems, and staff who felt they had autonomy in their classroom (Student Climate Survey items 2, 5, 7, 10, 11, and 13, respectively; TELL item 3, Table 17). On the other hand, several negative relationships emerged with the number of hours specialists spent empowering

Table 17.

Elementary schools where specialists engaged more frequently in community meetings with parents and families had students with high ratings of climate and their SEL skills.

SEL implementation domain (<i>n</i> = 66)	Student Climate Survey													TELL			
	1	2	3	4	5	6	7	8	9	10	11	12	13	1	2	3	
Building capacity: leading PD session																	
Building capacity: modeling/mentoring explicit SEL instruction																	
Building capacity: observing and providing feedback																	
Coordinating aligned community efforts												--	--				
Coordinating aligned community efforts: parents/family		✓			✓✓		✓			✓	✓		✓		✓	✓	
Coordinating aligned community efforts: pedagogy and/or climate											--	--	--				
Empowering campus leadership: facilitator, steering committee	--	--			--		--				--	--	--				
Empowering campus leadership: principal/AP																	
School specific planning: PD/community events																	--

Source. 2010–2011 or 2012–2013 through 2016–2017 Student Climate Survey and TELL survey data, 2016–2017 SEL Student Climate Survey items and campus implementation ratings

Note. SCS = Student Climate Survey, TELL = Teaching, Empowering, Leading and Learning Staff Climate Survey

SCS items correspond with the following numbers:

1 = My classmates show respect to each other, 2 = My classmates show respect to other students who are different, 3 = Adults at this school listen to student ideas and opinions, 4 = Adults at this school treat all students fairly, 5 = I feel safe at my school, 6 = I like to come to school, 7 = Students at my school are bullied (teased, messed with/taunted, threatened by other students), 8 = I use ways to calm myself down, 9 = I don't give up when I feel frustrated, 10 = I know what people may be feeling by the look on their face, 11 = I get along with my classmates, 12 = I say no to friends who break the rules, 13 = It is easy for me to talk about my problems with the adults at my school.

Response options on the SCS range from 1 = *Never* to 4 = *A lot of the time*. Response options on the TELL survey range from 1 = *Strongly disagree* to 4 = *Strongly agree*.

TELL survey items correspond with the following numbers:

1 = Overall, my school is a good place to work and learn, 2 = Managing Student Conduct subscale (see Appendix for a list of items), 3 = teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials)

✓ significant weak-to-moderate positive correlation (*r* values between .20 and .40); ✓✓ significant moderate-to-strong positive correlation (*r* values between .40 and .60); -- significant weak-to-moderate negative correlation (*r* values between .20 and .40); -- -- significant weak-to-moderate negative correlation (*r* values between .40 and .60). Check marks are used with negative outcomes (e.g., responses to bullying item) to indicate that the result is positive, meaning that high implementation ratings were related to lower perceptions of bullying.

campus leadership through facilitator and/or steering committee meetings and student and staff perceptions of climate. It is possible that SEL specialists spent more time engaging in this activity at the request of principals recognizing the need to improve school climate.

At the middle school level, results were mixed. That is, schools where specialists spent more time empowering campus leadership through SEL facilitator and/or steering committee meetings also had students who believed their classmates showed respect to each other, classmates who showed respect to students who were different, had adults who listened to student ideas and opinions, adults who treated students fairly, did not give up when they felt frustrated, knew what people were thinking by the looks on their faces, got along with their classmates, and could say no to friends who broke the rules (Student Climate Survey items 1, 2, 3, 4, 5, 9, 10, 11, and 12, respectively; Table 18). Negative relationships also emerged such that schools where specialists spent more hours engaging in school-specific planning had students with low ratings of their SEL skills (Student Climate Survey items 8 through 13), and staff who did not feel their school was a good place to work and learn, did not have autonomy in their classroom, and had difficulty managing their students' behavior (TELL items 1, 2, and 3, respectively; Table 18). As reported by Clark (2017b), teachers at the middle school level often struggle with SEL implementation, which may contribute to the negative relationships documented at the middle school level. Further discussion with SEL

Table 18.
Middle schools with more frequent SEL facilitator and SEL coach meetings had students with high ratings of climate and their SEL skills.

SEL implementation domain (<i>n</i> = 16)	Student Climate Survey													TELL		
	1	2	3	4	5	6	7	8	9	10	11	12	13	1	2	3
Building capacity: leading PD session		--										--		--	--	--
Building capacity: modeling/mentoring explicit SEL instruction																
Building capacity: observing and providing feedback																
Coordinating aligned community efforts																
Coordinating aligned community efforts: parents/family																
Coordinating aligned community efforts: pedagogy and/or climate										--		--		--		--
Empowering campus leadership: facilitator, steering committee	✓✓	✓✓	✓✓	✓✓	✓✓				✓✓	✓✓	✓✓	✓✓				
Empowering campus leadership: principal/AP									--	--		--				
School specific planning: PD/community events									--	--	--	--	--	--	--	--

Source. 2010–2011 or 2012–2013 through 2016–2017 Student Climate Survey and TELL survey data, 2016–2017 SEL Student Climate Survey items and campus implementation ratings

Note. SCS = Student Climate Survey, TELL = Teaching, Empowering, Leading and Learning Staff Climate Survey

SCS items correspond with the following numbers:

1 = My classmates show respect to each other, 2 = My classmates show respect to other students who are different, 3 = Adults at this school listen to student ideas and opinions, 4 = Adults at this school treat all students fairly, 5 = I feel safe at my school, 6 = I like to come to school, 7 = Students at my school are bullied (teased, messed with/taunted, threatened by other students), 8 = I use ways to calm myself down, 9 = I don't give up when I feel frustrated, 10 = I know what people may be feeling by the look on their face, 11 = I get along with my classmates, 12 = I say no to friends who break the rules, 13 = It is easy for me to talk about my problems with the adults at my school.

Response options on the SCS range from 1 = *Never* to 4 = *A lot of the time*. Response options on the TELL survey range from 1 = *Strongly disagree* to 4 = *Strongly agree*.

TELL survey items correspond with the following numbers:

1 = Overall, my school is a good place to work and learn, 2 = Managing Student Conduct subscale (see Appendix for a list of items), 3 = teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials)

✓significant weak-to-moderate positive correlation (*r* values between .20 and .40); ✓✓significant moderate-to-strong positive correlation (*r* values between .40 and .60); – significant weak-to-moderate negative correlation (*r* values between .20 and .40); -- significant weak-to-moderate negative correlation (*r* values between .40 and .60). Check marks are used with negative outcomes (e.g., responses to bullying item) to indicate that the result is positive, meaning that high implementation ratings were related to lower perceptions of bullying.

specialists is necessary to untangle this relationship, but it is likely that schools where students and staff had negative perceptions of climate required additional PD planning and support from specialists.

At the high school level, fewer significant relationships emerged than at the elementary or middle school levels. Most notably, schools where specialists spent time coordinating aligned community efforts also had students who believed that their classmates showed respect to each other, knew what people may be feeling by the looks on their faces, and got along with their classmates (Student Climate Survey items 1, 10, and 11, respectively; Table 19). Although fewer negative relationships emerged at the high school level than at the elementary or middle school levels, it is important to note that high schools where specialists spent more hours engaging with principals and/or APs regarding SEL had students who did not feel safe at school and staff who did not feel their school was a good place to work and learn (Student Climate Survey item 5 and TELL item 1; Table 19). Again, this negative relationship could be a response to school leaders requesting additional time to meet in order to address poor perceptions of school climate. Follow-up conversations with SEL specialists will be necessary to further describe this relationship.

Table 19
High schools where specialists spent time aligning community efforts also had students with high ratings of some of their SEL skills.

SEL implementation domain (<i>n</i> = 13)	Student Climate Survey													TELL			
	1	2	3	4	5	6	7	8	9	10	11	12	13	1	2	3	
Building capacity: leading PD session																	
Building capacity: modeling/mentoring explicit SEL instruction						--											
Building capacity: observing and providing feedback																	--
Coordinating aligned community efforts	✓✓					--		--		✓✓	✓✓						
Coordinating aligned community efforts: parents/family						--											
Coordinating aligned community efforts: pedagogy and/or climate																	
Empowering campus leadership: facilitator, steering committee																	
Empowering campus leadership: principal/AP					--									--			
School specific planning: PD/community events																	

Source. 2010–2011 or 2012–2013 through 2016–2017 Student Climate Survey and TELL survey data, 2016–2017 SEL Student Climate Survey items and campus implementation ratings

Note. SCS = Student Climate Survey, TELL = Teaching, Empowering, Leading and Learning Staff Climate Survey

SCS items correspond with the following numbers:

1 = My classmates show respect to each other, 2 = My classmates show respect to other students who are different, 3 = Adults at this school listen to student ideas and opinions, 4 = Adults at this school treat all students fairly, 5 = I feel safe at my school, 6 = I like to come to school, 7 = Students at my school are bullied (teased, messed with/taunted, threatened by other students), 8 = I use ways to calm myself down, 9 = I don't give up when I feel frustrated, 10 = I know what people may be feeling by the look on their face, 11 = I get along with my classmates, 12 = I say no to friends who break the rules, 13 = It is easy for me to talk about my problems with the adults at my school.

Response options on the SCS range from 1 = *Never* to 4 = *A lot of the time*. Response options on the TELL survey range from 1 = *Strongly disagree* to 4 = *Strongly agree*.

TELL survey items correspond with the following numbers:

1 = Overall, my school is a good place to work and learn, 2 = Managing Student Conduct subscale (see Appendix for a list of items), 3 = teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials)

✓ significant weak-to-moderate positive correlation (*r* values between .20 and .40); ✓✓ significant moderate-to-strong positive correlation (*r* values between .40 and .60); -- significant weak-to-moderate negative correlation (*r* values between .20 and .40); -- -- significant weak-to-moderate negative correlation (*r* values between .40 and .60). Check marks are used with negative outcomes (e.g., responses to bullying item) to indicate that the result is positive, meaning that high implementation ratings were related to lower perceptions of bullying.



Conclusion

Based on extensive feedback from SEL specialists and program staff, the implementation rubric was revised with the hope of more accurately reflecting the specialists' role and their differentiated work, based on school level (i.e., elementary, middle, and high) and type (i.e., years in SEL, Title I status). The specialists' activity log was revised with similar goals in mind. Data gathered during the 2016–2017 school year, including data from the two revised measurements, allowed for an examination of the degree to which these revised documents not only reflected the role of the specialist, but also related to outcomes associated with SEL. Results from these analyses were mixed.

In terms of the SEL implementation rubric, tests of content and predictive validity were conducted. First, a factor analysis of the data suggested that the domains closely mapped to their respective goals on the rubric (i.e., empowering campus leadership, coordination with family and community partners, coordination with climate and pedagogy, and explicit SEL instruction). **For the most part, the individual domains designed to measure each individual goal accurately loaded onto the goal they were designed to measure. Additionally, results from reliability analyses for each of the four goals was high, suggesting the specific domains worked well together in measuring the four major goals of the rubric.**

Tests of predictive validity were more mixed, particularly with respect to school level (i.e., elementary, middle, and high). **Results at the elementary school level were stronger, and more positive than at the middle or high school levels.** For example, elementary schools received higher implementation ratings than did middle or high schools, and ratings on nearly all domains were positively related to outcomes of interest. Most notably, domains relating to parent engagement related to all outcomes of interest (i.e., academic achievement, discipline, attendance). Also of note, students' and staffs' perceptions of school climate were positively related to nearly all domains. However, it is important to recognize that economically disadvantaged elementary schools received lower implementation ratings on some domains than did less economically disadvantaged elementary schools.

At the middle school level, schools with high implementation ratings on many domains had students with fewer disciplinary infractions and high attendance rates than did schools with low implementation ratings. Staffs' perceptions of climate were positively related to high implementation ratings. Negative relationships emerged between students' perceptions of climate and school-level SEL implementation ratings. These negative relationships could be a result of schools recognizing the need to improve school climate and requesting additional support from their specialist, or due to the delivery of SEL materials not fitting adolescent students' needs (Yeager, 2017). Discussions with SEL specialists will help determine the cause of the relationship and how to address it in the years to come.

At the high school level, the number of coaching opportunities and collaborative school visits positively related to student achievement and low RITS. Students' positive perceptions of climate related to high implementation ratings pertaining to parent

engagement, and schools where staff had high implementation of explicit SEL instruction had staff with positive perceptions of school climate. Negative relationships between students' perceptions of climate and school-level implementation ratings emerged at the high school level. Again, this could result from schools reaching out for additional support from their specialist in an effort to improve school climate.

In terms of activities, SEL specialists were most likely to spend more time engaging in school-specific PD activities than in any other activity, regardless of school level.

Results were mixed when examining the influence of years in SEL and school-level economic disadvantage. In some cases, activities were more common at schools with fewer years in SEL (e.g., observing and providing feedback at the elementary school level), while others were more common at schools with more years in SEL (e.g., school specific PD planning at the high school level). **The activity log was related to few outcomes of interest and school climate at each school level.** At the elementary school level, the number of hours spent on engaging families and communities was positively related to reading and math performance, and students' perceptions of climate. At the middle school level, schools that had frequent meetings between facilitators and the SEL steering committee also had students with positive perceptions of climate. At the high school level, schools where specialists aligned community efforts had students with positive perceptions of climate. It is important to discuss the negative relationships that emerged between students' and staff members' perceptions of climate and activities logged by the specialist. As discussed previously, it might be that schools in more need of improving school climate relied more heavily on their specialists in specific areas, such as helping with steering committee meetings at the elementary school level, and providing additional PD activities at the middle school level.

Finally, correlations between the activity log and the implementation rubric found few activities that the specialists engaged in were positively correlated with ratings on the implementation rubric. DRE staff are currently working with SEL specialists on calibrating their data to ensure specialists enter their activities similarly, thereby ensuring data accuracy. Additionally, conversations are under way on revising the activity log to more accurately reflect the specialists' work and the school-level SEL implementation rubric. It is hoped that these minor modifications will build a stronger relationship between the two assessment tools.

Future reports will examine longitudinal outcomes, controlling for school-level SEL implementation and changes in student-level outcomes (i.e., perceptions of climate, discipline, attendance, student achievement) over time.

Appendix

Managing Student Conduct Subscale

New items related to SEL were added to the Managing Student Conduct Subscale in 2015–2016. To keep the subscale computation similar over time, only items available longitudinally were included in these analyses. Specific SEL-related items were added in 2015–2016 and will be included in subsequent reports.

The following items were included on the Managing Student Conduct Subscale:

- Students at this school follow rules of conduct.
- School staff clearly understand policies and procedures about student conduct.
- Administrators support teachers' efforts to maintain discipline in the classroom.
- Teachers consistently enforce rules for student conduct.
- All campus staff work in a school environment that is safe.
- Non-teaching staff consistently enforce rules for student conduct.

Response options range from 1 = *Strongly disagree* to 4 = *Strongly disagree*.

References

- Clark, C. (2017a). *Students continue to report a positive school climate: Student Climate Survey Results, Spring 2014 through Spring 2017* (DRE publication No. 16.32). Austin, TX: Austin Independent School District.
- Clark, C. (2017b). *Teachers' perceptions of social and emotional learning implementation* (DRE publication No. 15.70). Austin, TX: Austin Independent School District.
- Lamb, L. M. (2014). *2013–2014 Social emotional learning (SEL) update: Analysis of the tri-level program implementation rubric*. (DRE publication No. 13.91). Austin, TX: Austin Independent School District.
- Lamb, L. M. (2015a). *Social and emotional learning: Implementation and program outcomes, 2010–2011 through 2014–2015*. (DRE publication No. 14.138). Austin, TX: Austin Independent School District.
- Lamb, L. M. (2015b). *Social and emotional learning: Key outcomes, 2010–2011 through 2014–2015*. (DRE publication No. 14.139). Austin, TX: Austin Independent School District.
- Lamb, L. M. (2016). *Social and emotional learning: The effects of program implementation and longevity, 2011–2012 through 2015–2016* (DRE publication No. 15.73). Austin, TX: Austin Independent School District.
- Lamb, L. M., & Stuart, L. (2016). *Social and emotional learning (SEL): Summary of accomplishments, 2011–2012 through 2015–2016* (DRE publication No. 15.43). Austin, TX: Austin Independent School District.
- Yeager, D. (2017). Social and emotional learning programs for adolescents. *Future of Children*, 27 (1), 73–94.

Funding

AISD supports SEL with a blend of public and private funding. Since 2010–2011, approximately \$3.8 million has been donated by individuals, foundations, and other external partners, including the St. David's Foundation, NoVo Foundation, Buena Vista Foundation, Klein Foundation, Tapestry Foundation, W.K. Kellogg Foundation, and the Kozmetsky Foundation. In addition, SEL has been selected as a signature initiative of the Austin Ed Fund.

AUSTIN INDEPENDENT SCHOOL DISTRICT

Author

Lindsay M. Lamb, Ph.D.

Department of Research and Evaluation



1111 West 6th Street, Suite D-350 | Austin, TX 78703-5338
512.414.1724 | fax: 512.414.1707
www.austinisd.org/dre | Twitter: @AISD_DRE

November 2017

Publication 16.46