

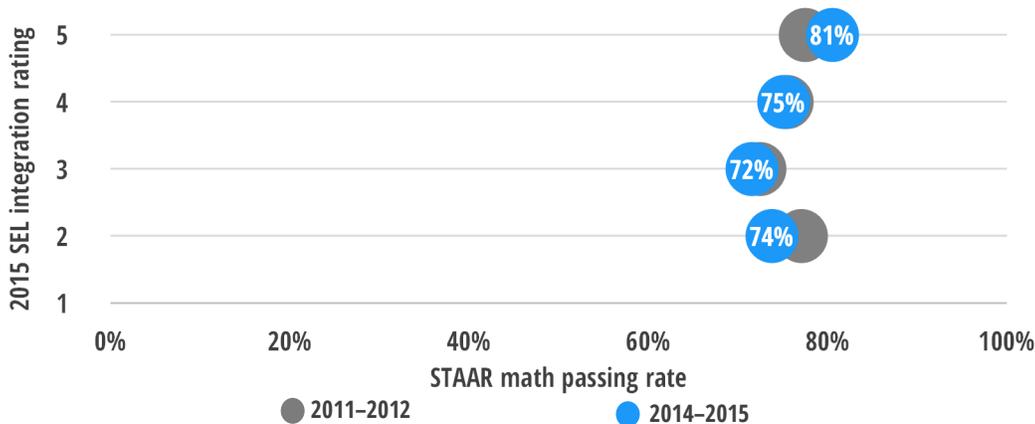
Social and Emotional Learning

Executive Summary: Implementation and Program Outcomes, 2010–2011 Through 2014–2015

This report describes campus effects of the Austin Independent School District's (AISD) Social and Emotional Learning (SEL) program from the year prior to initial SEL implementation (i.e., 2010–2011 when available) through 2014–2015. Student performance on the State of Texas Assessment of Academic Readiness (STAAR) in reading and math, discipline, attendance, school climate, staff climate, and SEL implementation rubric ratings were analyzed over time. Because SEL implementation influences program success, analyses in this report were conducted to determine which SEL outcome measures were related to SEL implementation ratings.

Schools with higher SEL integration ratings on AISD's SEL implementation rubric experienced more positive program effects than did schools with lower SEL integration ratings. For example, elementary schools with higher SEL integration ratings had higher 2015 passing rates in math (Figure 1).

Figure 1
After controlling for Spring 2012 school passing rates on STAAR math, 2015 SEL integration ratings positively predicted Spring 2015 passing rates for math.



Source. 2011–2012 through 2014–2015 STAAR data and 2014–2015 AISD's SEL implementation rubric, elementary schools only

High SEL integration ratings positively predicted secondary students' ratings of school safety and bullying. Implementation of peace areas positively predicted elementary school students' feelings of safety, and weekly SEL instruction positively predicted teachers' 2014–2015 ratings of managing student conduct at the secondary level.

Schools identified as high-needs with 3 or 4 years of SEL participation experienced greater gains than did non-high needs schools in students' ratings of "adults at this school listen to student ideas and opinions," and "adults at this school treat all students fairly." Additionally, staff from high-needs schools reported more favorable ratings over time for "overall, my school is a good place to work and learn," and for the subscale managing student conduct than did staff from non-high-needs schools.

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SEL implementation ratings

SEL coaches rated schools on a scale of 1 to 5 across the following domains:

- Principal/SEL coach meetings
- Weekly explicit SEL instruction
- Implementation of peace areas
- SEL integration
- SEL PD/training
- Community engagement
- Steering committee
- Principal communication of SEL integration

SEL implementation score ratings may range from 5 to 45.

