

2013–2014 Social Emotional Learning (SEL) Update



Analysis of the Tri-Level Program Implementation Rubric

EXECUTIVE SUMMARY

This is the second in a series of reports evaluating the effectiveness of the Social Emotional Learning (SEL) program in the Austin Independent School District (AISD). This report analyzes the validity and reliability of the SEL tri-level program implementation rubric. SEL coaches rated schools on the degree to which they implemented 10 domains program staff believed to best exemplify program goals. Seven SEL coaches met with campus principals (and in some cases, with the campus SEL facilitator or counselor and other administrative staff) to agree on ratings for each of the 10 domains. Schools received a domain rating of 0 if implementation was not met, and a score of 3 if they achieved the highest level of implementation. Total scores could range from 0 to 30. Staff rated 21 schools in 2012–2013, and all 71 participating schools were rated in 2013–2014.

Examinations of the SEL implementation rubric found that schools received inconsistent scores over time, across levels, and across SEL coaches. Five domain scores and the total implementation score at the elementary school level in 2013–2014 were significantly higher than were scores at the secondary school level. Similarly, the total implementation score and all but one domain score on the SEL tri-level program implementation rubric were significantly higher in 2013–2014 than in 2012–2013. It is unclear if improvements in scores should be attributed to greater fidelity of implementation or resulted from the addition of SEL coaches in 2013–2014. Importantly, analysis of total implementation scores for each SEL coach found that one of the seven SEL coaches consistently rated schools lower than did the other coaches, and another consistently rated schools higher than did some of the other coaches. Differences across SEL coaches emerged, although they were not significant, based on school level assigned.

Analysis of the internal consistency of the 10 domains assessing SEL implementation found that not all domains were strongly related to each other. Similarly, analysis assessing the reliability of tri-level program implementation domain scores from 2012–2013 to 2013–2014 revealed that only two domains (i.e., weekly explicit SEL instruction and integration of SEL skills and strategies) produced reliable estimates over time. Although this may reflect true differences in implementation over time, it appears that the tri-level program implementation rubric could benefit from some revisions.

Correlations between domains on the rubric and outcome measures of interest (e.g., students' and staff members' perceptions of school climate, campus staff members' attitudes toward SEL-related activities, student achievement, and disciplinary referrals) found that few domains were consistently or positively related to outcome measures of interest. Indeed, the only domain with a consistent relationship to most program outcomes of interest at both the elementary and secondary levels was integration of SEL skills. At the elementary school level, weekly explicit SEL instruction also had a consistent positive relationship to many outcome measures, and once per semester principal/coach meetings was related to several outcomes at the secondary level. Participation in No Place for Hate activities, implementation of parent education classes, and

participation in the American Institutes for Research (AIR) survey were least related to program outcomes across school level.

To improve the rubric, the following recommendations have been made.

- Remove domains that are unreliable over time or do not relate to outcome measures of interest
- Create two separate forms: one that serves as a check list for specific SEL-related activities, and another that measures fidelity of SEL implementation
- Add a domain assessing the degree to which the Collaborative for Academic, Social, and Emotional Learning's (CASEL) five SEL competencies are addressed on each campus
- Increase the range of possible domain scores on the rubric from 0–3 to 0–5 to provide schools with more room to improve over time and to better identify schools that are truly outstanding in their work with SEL
- Provide SEL coaches ongoing training to ensure that ratings are consistent and accurate across SEL coaches
- Complete the tri-level program implementation form without negotiation with the principal, SEL facilitator, or other campus administrators to lessen the likelihood of inaccurate scores

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INTRODUCTION

This is the second in a series of reports evaluating the Austin Independent School District (AISD)'s Social Emotional Learning (SEL) program. The focus of this report is on analyzing the properties of the SEL tri-level program implementation rubric and on providing program staff with information to ensure that the rubric is a reliable and valid measure of SEL implementation.



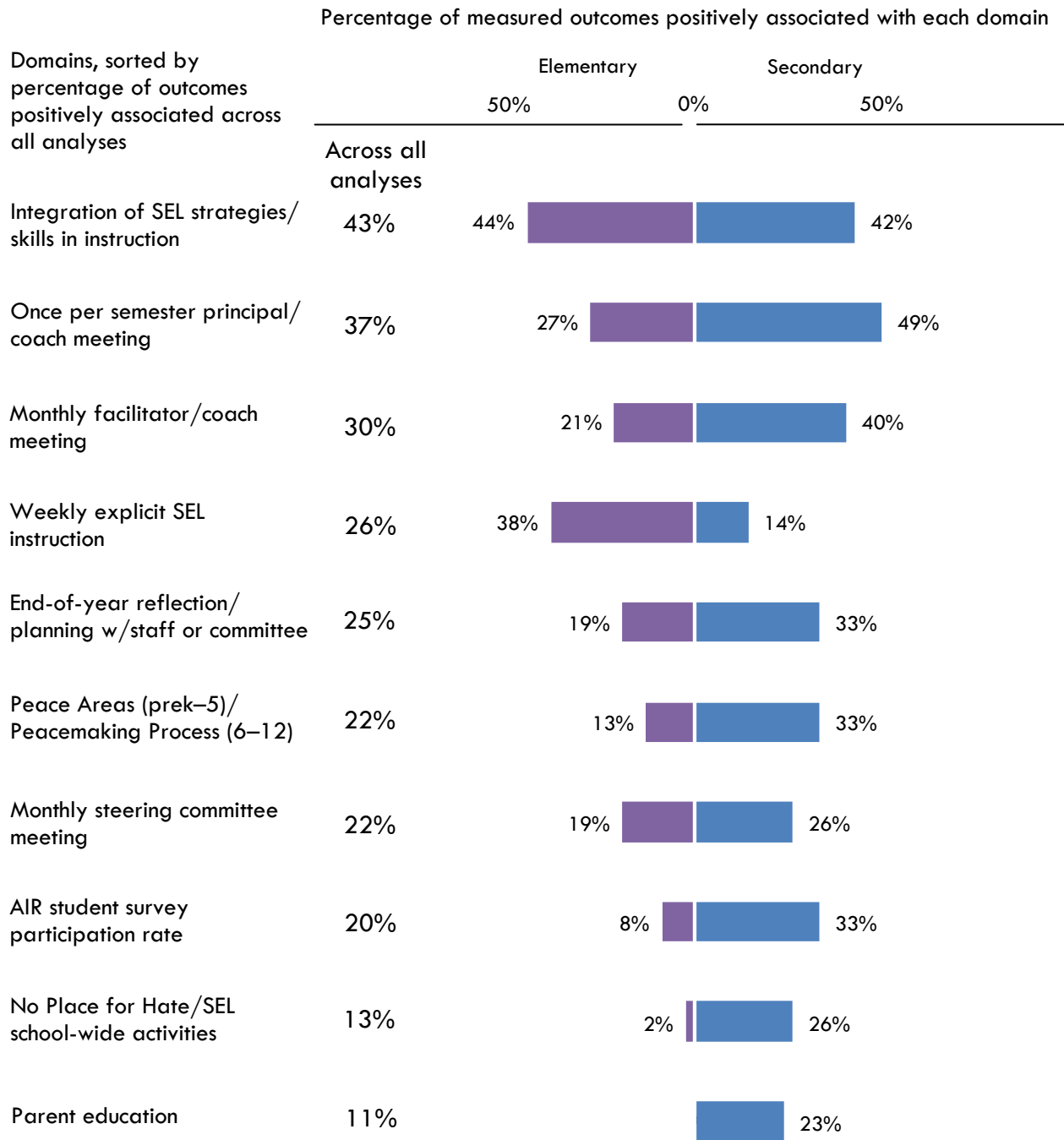
Beginning in 2012–2013, using the SEL tri-level program implementation rubric, SEL coaches met with campus principals (and in some cases, campus SEL facilitators, counselors, and other campus administrators) to discuss how well their campus implemented each of the 10 domains assessed on the rubric. The SEL tri-level program

implementation rubric assessed 10 domains considered essential to SEL program implementation (see Appendix A for a detailed description of the tri-level program implementation rubric), with domain scores ranging from 0 (implementation level 1 not met) to 3 (the highest level of program implementation). To obtain a total implementation score, scores were summed across all domains and could range from 0 to 30. This report describes the relationships between the domains on the SEL tri-level implementation rubric over time, across school levels, and across SEL coaches. Additionally, this report analyzes the reliability of the tri-level program implementation rubric, and the relationships between the 10 domains on the rubric and outcome measures of interest (see Appendix B for logic model) to determine which domains most effectively measured SEL implementation.

KEY FINDINGS

Results from analysis documenting relationships between the tri-level program implementation rubric and outcome measures of interest found that not all domains positively related to program success (Figure 1). Integration of SEL activities was the domain most consistently related to program outcomes of interest. Differences in relationships between domain scores and outcome measures of interest emerged according to school level, and relationships were generally stronger at the secondary level than at the elementary level. At the elementary school level, but not at the secondary school level, ratings of weekly explicit SEL instruction were strongly related to several outcome measures. Ratings of once per semester principal/coach meetings were positively related to program outcomes at the secondary level, but were less so at the elementary level. Most notably, participation in No Place for Hate activities, implementation of parent education classes, and participation in the American Institutes for Research (AIR) survey were least consistently related to program outcomes.

Figure 1. Percentage of Positive Outcomes Associated With Each 2013–2014 Social Emotional Learning (SEL) Tri-level Program Implementation Domain, by Level



Source. 2013–2014 SEL tri-level program implementation ratings and results from 2013–2014 analyses with outcome measures of interest

Note. Analyses including total implementation score were excluded from these computations. Percentages by level were computed by summing the total number of positive correlations above .30 and dividing by the total number of possible correlations (i.e., 48 at the elementary level and 43 at the secondary level).

WHAT WERE THE AVERAGE SEL TRI-LEVEL PROGRAM IMPLEMENTATION RATINGS IN 2012–2013 AND 2013–2014?

In 2012–2013, two SEL program staff rated 21 of the 56 SEL schools on the tri-level program implementation rubric, and ratings ranged from 5 to 22 (Table 1). By 2013–2014, seven SEL coaches provided ratings to 71 participating schools, and total implementation scores ranged from 4 to 30. Ratings on all but one domain and the total implementation scores were significantly higher in 2013–2014 than in 2012–2013. Additionally, five domains and the total implementation score were significantly higher at the elementary school level than at the secondary school level in 2013–2014 (Table 2). Although this trend could not be analyzed at the secondary level due to the small number of secondary schools with 2012–2013 implementation data, domain scores appeared more similar across school level in 2012–2013 than in 2013–2014.

Although total program implementation scores were higher in 2013–2014 than they were the previous year, total implementation scores did not vary based on SEL cohort (i.e., the year a school implemented the SEL program). This suggests that all schools were rated significantly higher in 2013–2014 than in 2012–2013, regardless of SEL entry year (for a complete analysis, see [Lamb, 2014](#)). It is unclear whether these improvements reflect more effective SEL implementation or were due to other factors (e.g., adding new SEL coaches, who may have rated campuses higher than did more experienced SEL coaches).

Table 1. Average Scores on the 2013–2014 Social Emotional Learning (SEL) Tri-Level Program Implementation Rubric

	2012–2013 (<i>n</i> = 21)		2013–2014 (<i>n</i> = 71)	
	Mean	Range	Mean	Range
SEL implementation domain ratings				
1. Monthly steering committee	0.62	0-2	1.20**	0-3
2. Weekly explicit SEL instruction	1.52	0-3	1.99*	0-3
3. No Place for Hate® school-wide activities	2.00	2-2	2.23	1-3
4. Implementation of Peace Areas (prekindergarten–5)/ Peacemaking process (6–12)	1.00	0-2	1.62*	0-3
5. Parent education	0.90	0-2	1.61**	0-3
6. Monthly SEL facilitator/coach meeting	1.52	0-3	2.21**	0-3
7. Once per semester principal/coach meetings	1.43	1-3	1.83*	0-3
8. End-of-year reflection/planning with staff or steering committee	1.43	0-3	2.00*	0-3
9. American Institutes for Research (AIR) online student survey participation rate	1.43	0-3	2.15**	0-3
10. Integration of SEL strategies or skills in instruction	1.38	1-2	2.00**	0-3
Total Implementation score	13.24	5-22	18.83**	4-30

Source. 2012–2013 and 2013–2014 SEL tri-level program implementation ratings

Note. Scores ranged from 0 (level 1 implementation not met) to 3 (highest level of implementation met).

* Rating was significantly higher in 2013–2014 than in 2012–2013, $p < .05$

Table 2. Average, Minimum, and Maximum Scores on the Social Emotional Learning (SEL) Tri-Level Program Implementation Rubric, by Level and Year

SEL implementation domain ratings	Elementary			Secondary		
	Mean	Min	Max	Mean	Min	Max
2012–2013						
1. Monthly steering committee	0.56	0	2	1.00	1	1
2. Weekly explicit SEL instruction	1.50	0	2	1.67	1	3
3. No Place for Hate® school-wide activities	2.00	2	2	2.00	2	2
4. Implementation of Peace Areas (prekindergarten–5)/Peacemaking process (6–12)	1.17	0	2	0.00	0	0
5. Parent education	0.89	0	2	1.00	0	2
6. Monthly SEL facilitator/coach meeting	1.56	0	3	1.33	1	2
7. Once per semester principal/coach meetings	1.44	1	3	1.33	1	2
8. End-of-year reflection/planning with staff or steering committee	1.39	0	3	1.67	0	3
9. American Institutes for Research (AIR) online student survey participation rate	1.50	0	3	1.00	1	1
10. Integration of SEL strategies or skills in instruction	1.44	1	2	1.00	1	1
2012–2013 Total implementation score	13.44	5	22	12.00	8	16
2013–2014						
1. Monthly steering committee	1.22	0	3	1.12	0	2
2. Weekly explicit SEL instruction	2.19**	0	3	1.35	0	3
3. No Place for Hate® school-wide activities	2.37**	1	3	0.35	0	3
4. Implementation of Peace Areas (prekindergarten–5)/Peacemaking process (6–12)	2.02**	0	3	1.76	1	3
5. Parent education	1.65	0	3	1.47	0	3
6. Monthly SEL facilitator/coach meeting	2.28	0	3	2.00	1	3
7. Once per semester principal/coach meetings	1.93	0	3	1.53	1	3
8. End-of-year reflection/planning with staff or steering committee	2.28**	0	3	1.12	0	2
9. American Institutes for Research (AIR) online student survey participation rate	2.24	0	3	1.88	0	3
10. Integration of SEL strategies or skills in instruction	2.22**	1	3	1.29	0	3
2013–2014 Total implementation score	20.39**	6	30	13.88	4	24

Source. 2012–2013 and 2013–2014 SEL tri-level program implementation ratings

Note. Scores ranged from 0 (level 1 implementation not met) to 3 (highest level of implementation met).

** 2013–2014 rating was significantly higher at the elementary school level than at the secondary school level within year, $p < .01$

In 2012–2013, 18 elementary schools and three secondary schools received tri-level implementation ratings, and in 2013–2014, 54 elementary schools and 17 secondary schools received tri-level implementation ratings. Analyses were only conducted with 2013–2014 data.

WERE SEL TRI-LEVEL PROGRAM IMPLEMENTATION RATINGS CONSISTENT ACROSS SEL COACH?

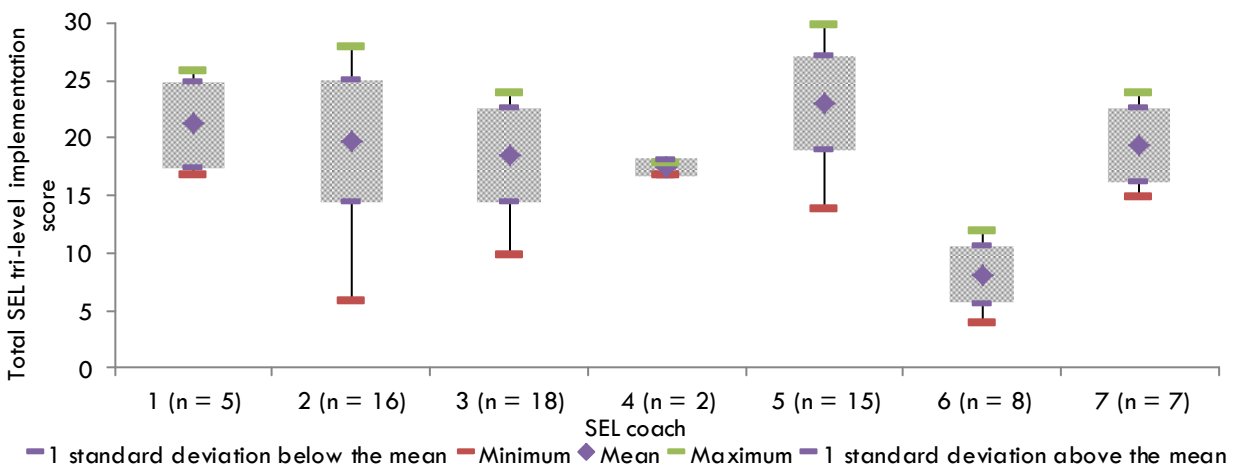
Because of the method for computing implementation ratings (i.e., the SEL coach, campus SEL facilitator, and the principal-agreed-on final ratings) and the lack of ongoing trainings to ensure SEL coaches provided consistent ratings across and within coaches, analyses were conducted to determine if total scores on the SEL tri-level program implementation rubric varied for each SEL coach.¹ In 2013–2014, seven SEL coaches rated 71 campuses, with some coaches rating two campuses and others rating up to 18. SEL coaches rated schools within the same school level (i.e., elementary or secondary).



Average total implementation scores ranged from 4 to 30, with 69% of the scores between 15 and 25 out of 30 possible points (Figure 2).

Analyses revealed that one SEL coach (coach 6 in Figure 2) provided total implementation ratings that were significantly lower than those of five of the six remaining coaches. Interestingly, this coach provided implementation ratings for middle and high schools only and was an SEL coach for both 2012–2013 and 2013–2014. Another coach (coach 5 in Figure 2) provided ratings that were significantly higher than those of two other SEL coaches. This coach provided ratings for elementary schools only and was a new SEL coach in 2013–2014. Coaches 4, 6, and 7 all provided ratings for secondary schools, whereas coaches 1, 2, 3, and 5 provided ratings for elementary schools only. Years as an SEL coach were distributed evenly over the two levels. Thus, it is possible that average ratings reflected real differences in implementation across levels.

Figure 2. Average, Minimum, and Maximum Scores on the 2013–2014 Social Emotional Learning (SEL) Tri-Level Program Implementation Rubric, by SEL Coach



Source. 2013-2014 SEL Tri-level program implementation ratings

Note. Total implementation scores ranged from 4 to 30; the number of campus ratings is provided in parentheses.

¹ Data were analyzed using 2013–2014 ratings only, because only two SEL coaches rated campuses in 2012–2013 and not all campuses were rated in 2012–2013.

WHAT WERE THE RELATIONSHIPS AMONG SEL TRI-LEVEL PROGRAM IMPLEMENTATION DOMAIN SCORES?

To determine the internal consistency of the SEL tri-level program implementation rubric, analyses were conducted to determine how scores for each of the 10 domains related to each other. For the most part, domains on the rubric were moderately related (Table 3). Relationships were somewhat stronger at the secondary level than at the elementary level. Across both levels, campus ratings of participation in the AIR student survey (domain 9) were poorly related to other domains measured, except for elementary integration of SEL strategies in the classroom.

Table 3. Inter-correlations of 2013–2014 Campus Social Emotional Learning (SEL) Tri-Level Program Implementation Ratings by Domain and Level

SEL implementation domain ratings, 2013–2014	1	2	3	4	5	6	7	8	9	10	Total
Elementary (n = 54)											
1. Monthly steering committee		.38**	.47**	.40**	.08	.48**	.29*	.22	.02	.23†	.63**
2. Weekly explicit SEL instruction	.41		.10	.37**	.01	.33*	.52**	.21	.25†	.36**	.65**
3. No Place for Hate®/SEL school-wide activities	.58*	.34		.38**	.26†	.52**	.10	.23†	-.02	.10	.54**
4. Implementation of Peace Areas (pre-k–5)/Peacemaking Process (6–12)	.36	.38	.05		.11	.37**	.11	.15	.18	.50**	.65**
5. Parent education	.41†	.48*	.61**	.35		.30*	.25†	.32*	-.09	-.08	.39**
6. Monthly facilitator/coach meeting	.67**	.39	.64**	.33	.54*		.27*	.42**	.05	.02	.66**
7. Once per semester principal/coach meeting	.46†	.43†	.38	.21	.45†	.69**		.55**	.12	.06	.60**
8. End-of-year reflection/planning with staff or steering committee	.83**	.48†	.58*	.36	.48*	.59*	.58*		-.09	.05	.51**
9. American Institutes for Research (AIR) student survey participation rate	-.05	-.02	.16	-.36	-.23	.21	.39	.02		.57**	.40**
10. Integration of SEL strategies or skills in instruction	.63**	.48†	.52*	.46†	.48†	.88**	.79**	.58*	.12		.50**
Total implementation score	.77**	.67**	.69**	.48†	.67**	.87**	.79**	.79**	.18	.88**	
Secondary (n = 17)											

Source. 2013–2014 SEL implementation ratings

Note. Correlations between 0 and .19 are weak; between .20 and .40 are weak-to-moderate; between .40 and .60 are moderate-to-strong; between .60 and 1.0 are strong-to-very strong.

Correlations along the top of the diagonal line are for elementary schools, and correlations on the bottom of the diagonal line are for secondary schools.

† p < .10, * p < .05, ** p < .01

SEL program staff were particularly interested in the relationships between SEL integration (domain 10), weekly explicit SEL instruction (domain 2), and implementation of peace areas/peacemaking processes (domain 4) because they were considered integral to program success. At both the elementary and secondary school levels, SEL integration showed a moderate-to-strong relationship with weekly explicit SEL instruction ($r = .49$ and $r = .48$, respectively) and with implementation of peace areas/peace making processes ($r = .58$ and $r = .48$, respectively). The relationship between weekly explicit SEL instruction and implementation of peace areas/peacemaking processes was moderate to strong ($r = .49$) at the elementary school level, but weak to moderate at the secondary school level ($r = .34$). Based on the results from these analyses, it appears that some of the domains measured on the tri-level program implementation rubric had stronger internal consistency than did other domains. A second set of analyses was conducted to determine how consistent the domain scores were over time, and the overall reliability of the rubric.

WERE SEL TRI-LEVEL PROGRAM IMPLEMENTATION DOMAIN SCORES RELIABLE?

To assess the reliability of the SEL tri-level program implementation rubric, analyses were conducted to determine in what ways the 2012–2013 implementation domain scores related to 2013–2014 implementation domain scores. It should be noted that analyses could not be conducted across levels due to the small number of secondary schools with 2012–2013 data. Results combining school levels revealed mostly weak relationships between domain scores in 2012–2013 and domain scores in 2013–2014 (Table 4). Scores in bold along the center diagonal indicate the reliability of each domain score over time, or the degree to which scores in 2012–2013 were similar to scores in 2013–2014. Based on the magnitude of the correlations, weekly explicit SEL instruction resulted in a strong-to-very-strong relationship over time.

Table 4. Correlations Between 2012–2013 and 2013–2014 Social Emotional Learning (SEL) Tri-Level Program Implementation Ratings, for Elementary and Secondary Schools Combined

SEL implementation domain ratings, 2013–2014	SEL implementation domain ratings, 2012–2013										Total
	1	2	3	4	5	6	7	8	9	10	
1. Monthly steering committee	.43	.26	.49*	.24	-.33	.56**	.45*	.11	.46*	.45*	.56**
2. Weekly explicit SEL instruction	.39	.68**	.22	.38	-.28	.37	.42	.33	.39	.33	.61**
3. No Place for Hate®/SEL school-wide activities	—	—	—	—	—	—	—	—	—	—	—
4. Implementation of Peace Areas (pre-k–5)/Peacemaking Process (6–12)	.14	.25	.43	.26	-.34	.13	0	.31	.30	.10	.31
5. Parent education	.14	.19	.07	.20	-.05	.06	.37	.09	.29	-.10	.22
6. Monthly facilitator/coach meeting	.19	.31	.28	.42	-.49*	.17	.12	.28	.17	.07	.31
7. Once per semester principal/coach meeting	.32	.39	.33	.36	-.38	.30	.29	.19	.36	.26	.46*
8. End-of-year reflection/planning with staff or steering committee	.20	.45*	.20	.08	.06	.24	.18	.03	.09	.24	.34
9. American Institutes for Research (AIR) student survey participation rate	-.11	.33	-.19	.20	-.26	-.23	.41	-.07	.10	-.01	.03
10. Integration of SEL strategies or skills in instruction	.37	.60**	.23	.58**	-.56**	.24	.33	.38	.38	.58**	.60**
Total implementation score	.32	.57**	.30	.46*	-.42	.29	.42	.26	.40	.29	.55**

Source. 2012–2013 and 2013–2014 SEL implementation ratings.

Note. Correlations between 0 and .19 are weak; between .20 and .40 are weak-to-moderate; between .40 and .60 are moderate-to-strong; between .60 and 1.0 are strong-to-very strong ($n = 21$)

* $p < .05$; ** $p < .01$

— There was no variance in campus ratings of No Place for Hate school-wide activities in 2012–2013 (all schools received a 2); therefore, correlations could not be computed for this domain.

Integration of SEL strategies in classrooms and the total SEL implementation score also showed moderate-to-strong relationships over time. Finally, participation in monthly steering committee meetings produced a weak-to-moderate relationship over time. The remaining domain scores yielded weak relationships over time.

Additionally, a composite reliability estimate was computed across all domain scores (excluding the total implementation score) to determine how well the rubric measured SEL implementation. Similar to correlations, Cronbach’s alpha (α) reliability estimates range from .00 to 1.00, with estimates at or above .70 considered strong (Nunnally, 1978). For these analyses, reliability estimates were computed using 2013–2014 data, and were analyzed separately for each level. Estimates were also produced to determine if the overall reliability of the rubric improved if a specific domain was dropped. According to these results, all 10 domains met Nunnally’s threshold and reliably measured SEL implementation at both the elementary ($\alpha = .75$) and secondary ($\alpha = .87$) levels (Table 5). At the elementary school level, the reliability of the implementation rubric improved slightly when parent education ($\alpha = .76$) or participation in the online AIR student survey ($\alpha = .76$) was dropped from the rubric ($\alpha = .77$ if both domains were dropped from the rubric). At the secondary level, the reliability of the implementation rubric improved when peacemaking areas ($\alpha = .88$) or participation in the online AIR student survey ($\alpha = .90$) was dropped from the rubric ($\alpha = .91$ if both were dropped from the rubric).

These analyses suggest the SEL tri-level program implementation rubric would benefit from revisions. To help program staff determine which domains to keep or remove from the rubric, additional analyses were conducted with each of the 10 domains and outcome measures of interest. The logic model in Appendix B contains a detailed list of outcome measures used to monitor the success of SEL. The remainder of this report summarizes results from these analyses.

Table 5. Reliability Analysis Results for the 2013-2014 Social Emotional Learning (SEL) Tri-Level Program Implementation Form, by Level

SEL implementation domain ratings, 2013–2014	α if item is deleted	
	Elementary $\alpha = .75$ ($n = 53$)	Secondary $\alpha = .87$ ($n = 17$)
1. Monthly steering committee	.72	.85
2. Weekly explicit SEL instruction	.72	.86
3. No Place for Hate® school-wide activities	.73	.86
4. Implementation of Peace Areas (pre-k–5)/Peacemaking process (6–12)	.71	.88
5. Parent education	.76	.86
6. Monthly SEL facilitator/coach meeting	.71	.84
7. Once per semester principal/coach meetings	.73	.85
8. End-of-year reflection/planning with staff or steering committee	.73	.85
9. American Institutes for Research (AIR) student survey participation rate	.76	.90
10. Integration of SEL strategies or skills in instruction	.74	.84

Source. 2013–2014 SEL Tri-level program implementation ratings

Note. α ranges from .00 to 1.0, with estimates $\geq .70$ considered strong.

WERE SEL IMPLEMENTATION DOMAIN SCORES RELATED TO OUTCOME MEASURES?

Because the tri-level program implementation rubric contained too few items to conduct a factor analysis to accurately evaluate the validity of the rubric, a series of correlations was conducted with the SEL tri-level program implementation domains and outcome measures of interest (e.g., students' and staff members' perceptions of school climate, campus staff members' attitudes toward SEL-related activities, student achievement, and disciplinary referrals) to assess the face validity of the rubric (i.e., how well the assessment appears to measure what it purports to measure). The following section describes how each outcome measure of interest (aggregated to the campus level) related to the individual domains on the implementation rubric.



Staff Members' Attitudes Toward SEL-Related Activities. Monitoring teachers' attitudes toward SEL-related activities is a key indicator in the ongoing evaluation of SEL. Staff members' attitudes were assessed on the Spring 2014 Employee Coordinated Survey (ECS). Because the ECS was administered to only a sample of staff members at SEL campuses, representative aggregate campus-level data were not available for all schools. Data were included in the analyses when 25% of campus staff responded to the survey, resulting in 26 elementary schools and 13 secondary schools with sufficient data.

At the elementary school level, domains 2 (i.e., weekly explicit SEL instruction) and 10 (i.e., integration of SEL strategies or skills in the classroom) were moderately to strongly² correlated with several items on the ECS. Elementary schools with more frequent weekly SEL instruction and greater SEL integration also had teachers who believed that promoting SEL was central to their school, teachers were expected to promote SEL for all students, SEL was integrated into instruction, students understood and managed their emotions, students established and maintained positive relationships, and that students made responsible decisions (Appendix C includes a table of correlations between domain scores and all ECS items).

At the secondary level, relationships were also strong. Specifically, domains 6 (i.e., monthly facilitator/coach meetings); 7 (i.e., once per semester principal/coach meetings); and 10 (i.e., integration of SEL strategies or skills in the classroom) were moderately to strongly correlated with several items on the ECS. For example, teachers on secondary schools with more frequent monthly SEL facilitator/coach meetings, more SEL goals implemented from principal meetings, and greater SEL integration also believed that promoting SEL was central to their school, teachers were expected to promote SEL for all students, campus culture supported SEL, SEL was integrated into instruction, and data were used to inform and improve SEL (Appendix C).

² Correlations between 0 and .19 are weak; between .20 and .40 are weak-to-moderate; between .40 and .60 are moderate-to-strong; between .60 and 1.0 are strong-to-very strong. Except when noted, relationships are described when correlation values are above .30.

Staff Members' Ratings of Campus Climate. SEL aims to improve staff members' attitudes toward school climate. Staff members' attitudes were measured on the annual Teaching, Empowering, Leading, Learning (TELL) staff survey. Due to the historically strong relationships documented between responses to TELL items and campus economic disadvantage (Cornetto, 2011) and based on an examination of 2014 data, analyses were conducted controlling for campus economic disadvantage (Appendix D).



At the elementary school level, end-of-year reflection/planning (domain 8) produced weak-to-moderate relationships with several climate factors. The more campuses prepared for SEL implementation the following year, the more staff members believed that their campus was a good place to work, that all students were pushed academically, that the community was supportive and engaged with their campus, and that school leadership was strong. Unexpectedly, teachers' ratings of self-efficacy (e.g., teachers' belief that they can reach all their students) was negatively related to monthly facilitator/coach meetings (domain 6). This could mean that the more self-efficacious teachers felt, the less likely their campus was to see the need for monthly meetings with SEL facilitators and coaches.

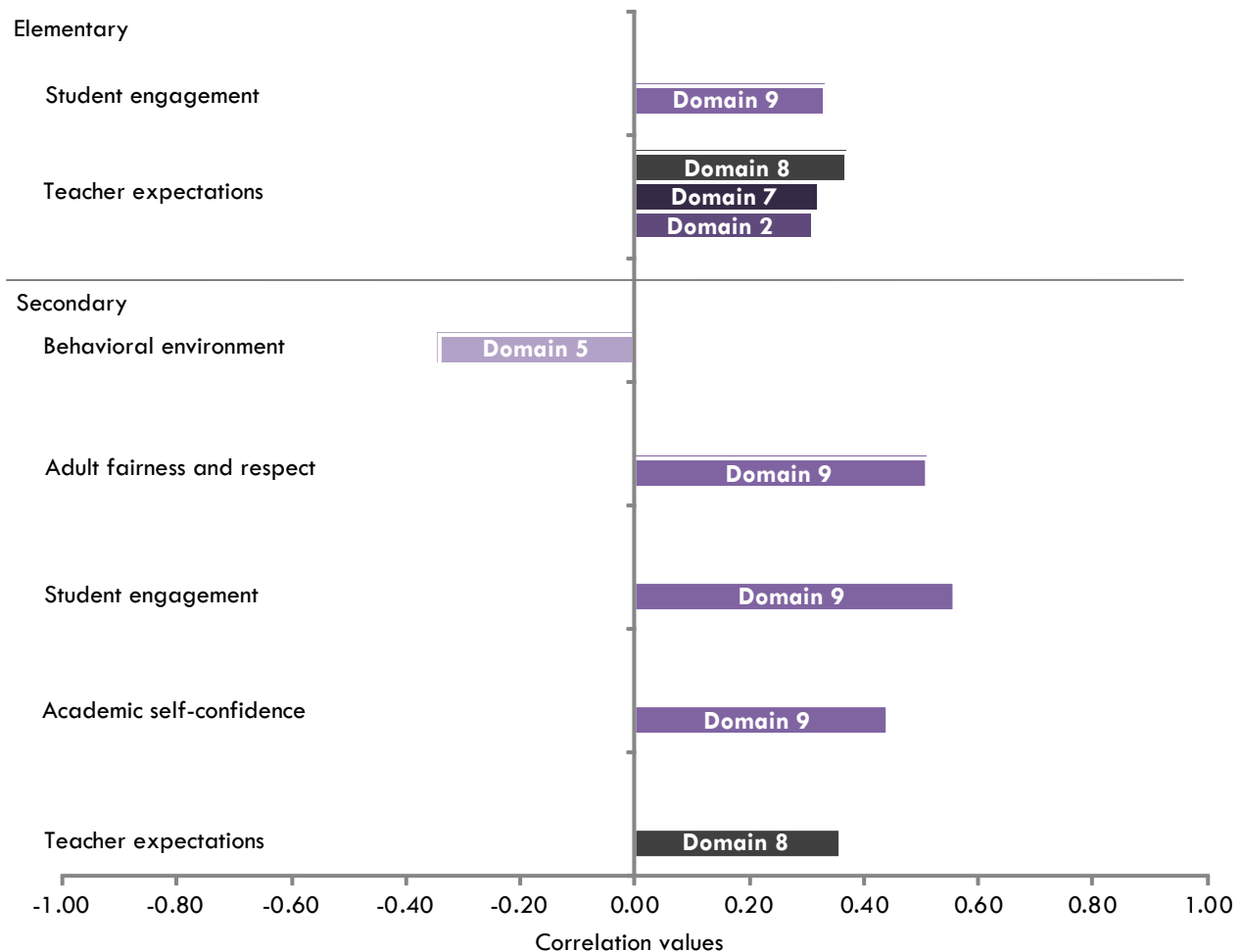
At the secondary level, statistically significant relationships were uncommon due to the small number of secondary schools. However, campuses demonstrating greater implementation of peacemaking processes, parent education training sessions, and monthly SEL facilitator/coach meetings (domains 4, 5, and 6, respectively) also had staff members who believed that their campus community was supportive and engaged. Additionally, implementation of peacemaking processes (domain 4) and campus participation in parent education training sessions (domain 5) were positively related to staff members' belief that their campus adequately managed students' behaviors. However, campus participation in No Place for Hate activities (domain 3) was negatively related to staff members' ratings of achievement press, managing student conduct, and self-efficacy. Perhaps campuses with staff members who had higher ratings of achievement press, managing student conduct, and self-efficacy did not see the need to participate in No Place for Hate activities because of the perception that their campus already addressed issues related to No Place for Hate (e.g., addressing students' negative behaviors, and teachers' belief that they can teach all students and push them academically).

Students' Ratings of Student Climate. SEL aspires to improve student climate; therefore, correlations were conducted to determine if campus-level ratings of student climate related to domain scores on the tri-level program implementation rubric (Appendix E). Again, due to the known relationships documented between students' ratings of student climate and economic disadvantage (Orr & Lamb, 2013), analyses were conducted controlling for campus economic disadvantage.

At the elementary school level, when schools provided explicit SEL instruction in the classroom (domain 2), principals met each semester with SEL coaches (domain 7), and staff engaged in end-of-year reflection and planning, students were more likely to believe their teachers had positive expectations for their learning (Figure 3). Also, student engagement ratings were higher at elementary schools with higher participation in the AIR survey (domain 9) than at schools with lower participation rates.

Campus participation in the AIR student survey (domain 9) also was related to several subscales at the secondary level (Figure 3; Appendix E). At schools where survey participation was high, students had positive ratings related to their perceptions of adult fairness and respect (e.g., the degree to which students felt adults on their campus treated them fairly in terms of grading,

Figure 3. Correlations Between Selected Subscales on the Student Climate Survey and Domain Scores on the 2013–2014 Social Emotional Learning (SEL) Tri-Level Program Implementation Rubric, Controlling for Economic Disadvantage, by Level



Source. 2013–2014 SEL tri-level implementation rubric and Teaching, Empowering, Leading, Learning (TELL) items

Note. Correlations are only included when the magnitude is $\geq \pm .30$

1 = monthly steering committee, 2 = weekly explicit SEL instruction, 5 = parent education, 7 = once per semester principal/coach meeting, 8 = end-of-year reflection/planning with staff or steering committee, 9 = American Institute for Research (AIR) online student survey participation rate, and 10 = integration of SEL strategies or skills in instruction.

breaking the rules, and adults' responses to bullying); student engagement (e.g., the extent to which students were engaged in and enjoyed their schoolwork); and academic self-confidence. It is also important to note that campus efforts to engage parents in SEL education (domain 5) were weakly to moderately inversely related to students' perceptions of behavioral environment. It is possible that administrators were less likely to offer parent education training on campuses where students exhibited favorable perceptions of the behavioral environment.

State of Texas Assessments of Academic Readiness (STAAR)/End-of-Course (EOC) Performance. In the long term, implementation of SEL should improve students' achievement. Therefore, campus implementation ratings were correlated with students' performance on STAAR. Due to the historically strong relationship with campus economic disadvantage and student performance on STAAR ([Lamb, 2013](#)), analyses were conducted controlling for campus economic disadvantage.

At the elementary school level, the integration of SEL strategies and skills (domain 10) positively related to the percentage of students passing STAAR science. That is, students performed better on STAAR science when SEL was integrated in more classrooms than on campuses where SEL was integrated in fewer classrooms. However, weak-to-moderate inverse relationships were found



between some SEL implementation domains and STAAR performance in reading and mathematics (math).

Although not significant due to the small number of secondary campuses, several moderate-to-strong correlations emerged between domain scores on the implementation rubric and student performance on STAAR. Results suggest that students performed better on STAAR math and reading on campuses with higher SEL implementation ratings than on campuses with lower SEL implementation ratings. For example, domains 1 (i.e., monthly steering committee meetings); 3 (i.e., campus participation in No Place for Hate/SEL school-wide activities); and 8 (i.e., end of year reflection/planning) were positively related to the percentage of students passing STAAR reading. Additionally, domains 1 (i.e., monthly steering committee meetings); 3 (i.e., No Place for Hate activities); 5 (i.e., parent education trainings); 7 (i.e., principal/SEL coach meetings); 8 (i.e., end-of-year reflection/planning); and 10 (i.e., SEL integration) were positively related to the percentage of students passing STAAR math. STAAR science, however, was negatively related to domains 2 (i.e., weekly explicit SEL instruction); 3 (i.e., No Place for Hate activities); and 5 (i.e., parent education trainings).

Table 6. Correlations Between the Percentage of Students Passing the State of Texas Assessment of Academic Readiness (STAAR) and End-of-Course (EOC) Exams and the 2013–2014 Social Emotional Learning (SEL) Tri-Level Program Implementation Ratings, Controlling for Campus Percentage Economic Disadvantage, by Level

		SEL implementation domain ratings, 2013–2014										
		1	2	3	4	5	6	7	8	9	10	Total
STAAR elementary (n = 53)	Reading	.08	-.06	-.25	-.18	-.14	-.15	-.03	-.03	-.26	-.05	-.19
	Math	.06	-.23	-.16	-.26	-.23	-.19	-.13	-.03	-.18	-.15	-.27
	Science	.27	.13	-.27	.04	-.17	-.10	.15	.14	.24	.34*	.14
STAAR secondary (n = 10)	Reading	.31	.01	.53	-.28	.09	-.14	.13	.41	.04	.16	.15
	Math	.37	.21	.52	-.07	.35	.19	.53	.34	.04	.55	.43
	Science	.00	-.54	-.44	.13	-.46	-.15	-.09	-.18	.22	.00	-.21
EOC secondary descriptive only (n = 7)	Algebra I	.33	.31	.48	.29	.38	.06	.15	.33	-.23	.11	.25
	English I	.46	.47	.47	.34	.49	.14	.23	.46	-.29	.25	.41
	English II	.40	.52	.36	.45	.37	.07	.10	.40	-.44	.20	.36
	Biology I	.51	.51	.52	.34	.51	.20	.29	.51	-.25	.20	.28

Source. 2013–2014 STAAR and EOC data and 2013–2014 SEL tri-level program implementation ratings

Note. Correlations between 0 and .19 are weak; between .20 and .40 are weak-to-moderate; between .40 and .60 are moderate-to-strong; between .60 and 1.0 are strong-to-very strong.

Due to the small number of campuses, EOC data are included for descriptive purposes only.

1 = monthly steering committee, 2 = weekly explicit SEL instruction, 3 = No Place for Hate/SEL school-wide activities, 4 = implementation of Peace Areas (prekindergarten-5)/Peacemaking Process (6-12), 5 = parent education, 6 = monthly facilitator/coach meeting, 7 = once per semester principal/coach meeting, 8 = end-of-year reflection/planning with staff or steering committee, 9 = American Institute for Research (AIR) online student survey participation rate, 10 = integration of SEL strategies or skills in instruction, and total = total SEL implementation score.

* $p < .05$

Personal Development Report Card Ratings.

Students in pre-kindergarten through 6th grade received report card ratings from their teachers on their personal development in several areas, based on SEL competencies. Five competencies were consistent across grades and were



analyzed to determine how they related to domain scores on the SEL tri-level implementation rubric (Table 7). Interestingly, integration of SEL strategies (domain 10) positively related to all five personal development ratings. These positive relationships mean that on campuses where SEL was highly integrated, students’ received higher personal development ratings than did students at schools where SEL was less integrated. However, personal development ratings tended to be somewhat higher at schools with lower ratings for the domains addressing parent education and once per semester principal/coach meetings than at schools with higher ratings for those domains.

Table 7. Correlations Between Average Campus Personal Development Report Card Ratings and 2013–2014 Social Emotional Learning (SEL) Tri-Level Program Implementation Ratings, Elementary Schools Only

Student personal development report card ratings (n = 54)	SEL implementation domain ratings, 2013–2014										Total
	1	2	3	4	5	6	7	8	9	10	
1. Takes responsibility for own actions	.01	.15	-.14	.06	-.24	-.04	-.20	-.16	.16	.45**	.01
2. Respects self and others	-.04	.15	-.18	.05	-.23	-.04	-.23	-.18	.18	.45**	-.01
3. Manages emotions constructively	.03	.15	-.15	.03	-.22	-.05	-.24	-.18	.20	.45**	-.00
4. Interacts cooperatively with adults	.03	.18	-.17	.04	-.24	-.06	-.19	-.19	.18	.46**	.01
5. Interacts cooperatively with peers	-.03	.10	-.19	-.02	-.26	-.07	-.24	-.19	.13	.41**	-.07

Source. 2013–2014 SEL tri-level program implementation ratings and 2013–2014 personal development report card ratings (see Lamb, 2013 for a full description of all personal development report card ratings)

Note. Schools were only included if they had a 25% response rate. Correlations between 0 and .19 are weak; between .20 and .40 are weak-to-moderate; between .40 and .60 are moderate-to-strong; between .60 and 1.0 are strong-to-very strong.

1 = monthly steering committee, 2 = weekly explicit SEL instruction, 3 = No Place for Hate/SEL school-wide activities, 4 = implementation of Peace Areas (prekindergarten-5)/Peacemaking Process (6-12), 5 = parent education, 6 = monthly facilitator/coach meeting, 7 = once per semester principal/coach meeting, 8 = end-of-year reflection/planning with staff or steering committee, 9 = American Institutes for Research (AIR) online student survey participation rate, 10 = integration of SEL strategies or skills in instruction, and total = total SEL implementation score.

* $p < .05$; ** $p < .01$

Changes in Campus Disciplinary Referrals. Few meaningful relationships were found between domains on the SEL tri-level program implementation rubric and changes in campus’ discipline referral rates since their baseline year (i.e., the year prior to SEL implementation). No strong relationships emerged at the elementary school level. At the secondary level, as discipline rates increased, so did SEL tri-level implementation ratings of weekly SEL instruction ($r = .44$) and participation in No Place for Hate activities ($r = .34$; Table 8). These findings could mean that among campuses experiencing increases in disciplinary rates over time, there was an increased need for campuses to implement weekly SEL instruction and encourage students and staff to participate in No Place for Hate activities. In a previous report (Lamb, 2014), changes in disciplinary rates did not vary based on SEL cohort, and decreased significantly over time for all cohorts.

Table 8. Correlations Between Changes in Campus Discipline Referrals Since Baseline Year and 2013–2014 Social Emotional Learning (SEL) Tri-Level Program Implementation Ratings, by Level

Percent change in incidents per student by campus from baseline year	SEL implementation domain ratings, 2013–2014										
	1	2	3	4	5	6	7	8	9	10	Total
Elementary ($n = 54$)	.16	.12	-.10	.23†	.01	.04	.17	-.01	.09	.09	.16
Secondary ($n = 17$)	.18	.44†	.34	-.05	.15	.07	-.15	.02	-.03	.10	.17

Source. 2013–2014 SEL tri-level program implementation ratings and 2011–2012 through 2013–2014 disciplinary referral ratings

Note. Schools were only included if they had a 25% response rate. Correlations between 0 and .19 are weak; between .20 and .40 are weak-to-moderate; between .40 and .60 are moderate-to-strong; between .60 and 1.0 are strong-to-very strong.

1 = monthly steering committee, 2 = weekly explicit SEL instruction, 3 = No Place for Hate/SEL school-wide activities, 4 = implementation of Peace Areas (prekindergarten-5)/Peacemaking Process (6-12), 5 = parent education, 6 = monthly facilitator/coach meeting, 7 = once per semester principal/coach meeting, 8 = end-of-year reflection/planning with staff or steering committee, 9 = American Institutes for Research (AIR) online student survey participation rate, 10 = integration of SEL strategies or skills in instruction, and total = total SEL implementation score. For a description of how changes in discipline rates were computed, please refer to Lamb, 2014.

† $p < .10$

Ratings of Students’ SEL Competencies. In 2013–2014, teachers rated a sample of their 3rd-grade students’ SEL competencies (i.e., self-awareness, self-management, social awareness, relationships skills, and responsible decision making), and 7th- and 10th-grade students provided self-reported ratings of the aforementioned competencies. Because only a sample of students was selected to participate in the survey, data were included in the analysis when at least 25% of the students responded. Thirty-six elementary schools and 15 secondary schools were included in the analyses. In addition to campus average scores for each of the five competencies, a total SEL competency score was computed summing across all items.

Analyses at the elementary level found non-significant weak-to-moderate relationships between weekly SEL instruction (domain 2) and SEL competencies (Table 9). On campuses with greater explicit SEL instruction, teachers were somewhat more likely to rate their students as competent in

Table 9. Correlations Between Average Campus Ratings of the American Institutes for Research (AIR) SEL Competencies and 2013–2014 Social Emotional Learning (SEL) Tri-Level Program Implementation Ratings, by Level

		SEL implementation domain ratings, 2013–2014										
		1	2	3	4	5	6	7	8	9	10	Total
Elementary (n = 36)	AIR SEL competencies											
	1. Self-awareness	-.06	.26	.01	.11	-.28	-.10	-.10	-.28	-.14	.13	-.09
	2. Self-management	-.17	.26	-.09	-.02	-.30	-.15	-.06	-.30	-.16	.04	-.18
	3. Social awareness	-.16	.28	-.09	-.07	-.25	-.23	-.05	-.34*	-.11	.02	-.19
	4. Relationship skills	-.13	.30	-.11	.04	-.30	-.18	-.06	-.31	-.16	.09	-.15
	5. Responsible decision making	-.12	.29	-.05	.03	-.26	-.14	-.09	-.30	-.15	.10	-.13
	Total score	-.10	.29	-.09	.03	-.31	-.11	-.07	-.26	-.15	.10	-.12
Secondary (n = 15)	1. Self-awareness	-.06	.02	-.18	-.03	.00	-.03	.34	-.09	.18	.19	.06
	2. Self-management	.13	.18	-.02	.04	.31	.07	.40	.10	.09	.24	.24
	3. Social awareness	.03	.04	-.16	.02	.14	-.03	.32	-.05	.05	.13	.08
	4. Relationship skills	-.04	.03	-.28	-.04	-.08	-.04	.33	-.10	.05	.15	.04
	5. Responsible decision making	-.16	.04	-.29	-.04	-.08	-.13	.24	-.19	.14	.10	-.04
		Total score	.17	.13	-.00	.10	.26	.11	.40	.15	-.03	.29

Source. 2013–2014 SEL tri-level program implementation ratings and 2013–2014 AIR SEL competency ratings
 Note. Schools were only included if they had a 25% response rate. Correlations between 0 and .19 are weak; between .20 and .40 are weak-to-moderate; between .40 and .60 are moderate-to-strong; between .60 and 1.0 are strong-to-very strong.

1 = monthly steering committee, 2 = weekly explicit SEL instruction, 3 = No Place for Hate/SEL school-wide activities, 4 = implementation of Peace Areas (prekindergarten-5)/Peacemaking Process (6-12), 5 = parent education, 6 = monthly facilitator/coach meeting, 7 = once per semester principal/coach meeting, 8 = end-of-year reflection/planning with staff or steering committee, 9 = American Institutes for Research (AIR) online student survey participation rate, 10 = integration of SEL strategies or skills in instruction, and total = total SEL implementation score.
 * p < .05

relationship skills and other SEL competencies than were teachers at schools with less evidence of explicit SEL instruction. Parent education (domain 5) and end-of-year planning (domain 8) yielded weak-to-moderate negative relationships with SEL competencies. These relationships suggest that administrators were less likely to see the need for parent education and end-of-year planning on campuses where students were perceived as competent in SEL behaviors.

Again, significant results were less frequent at the secondary level due to the small number of campuses; however, several weak-to-moderate relationships emerged. For example, on campuses with more frequent principal/SEL coach meetings, students were more likely to believe they were competent in SEL behaviors than were students on campuses with less frequent principal/SEL coach meetings. Interestingly, students had higher ratings of self-management skills on campuses with more frequent parent education training sessions than on campuses with less frequent parent education training sessions. Students were more likely to believe they were competent in SEL skills on campuses with higher SEL integration ratings than were students on campuses with lower SEL integration ratings.

CONCLUSION AND RECOMMENDATIONS

Some of the domains on the tri-level implementation rubric appear to measure SEL implementation as a concept. However, examinations of each domain suggest that not all domains measure SEL implementation as effectively as do others. Reliability analyses of each domain over time suggest the tri-level program implementation rubric might better measure program implementation if it were limited to integration of SEL strategies or skills in instruction, weekly explicit SEL instruction at the elementary school level, and once-per-semester principal/SEL coach meetings at the secondary school level (see Figure 1). However, it is important for program staff to work together to ensure that the elements included in the implementation rubric truly measure concepts integral to program implementation. Other domains may be more relevant than some of those previously measured.

SEL coaches were not provided with ongoing training to calibrate implementation ratings. Regardless of school level or SEL cohort, many individual domain scores, including the total implementation score, were significantly higher in 2013–2014 than they were in 2012–2013. Given that only two coaches provided implementation ratings in 2012–2013, it is unclear if implementation ratings were higher in 2013–2014 because of the addition of new SEL coaches, or if schools were simply better at implementing SEL in 2012–2013 than in 2013–2014. Analyses of the 2013–2014 SEL tri-level program implementation ratings across the seven SEL coaches found that one SEL coach consistently provided ratings significantly lower than those of five of the six remaining coaches. Although not statistically significant, it appeared that SEL coaches at the secondary level rated schools lower than did SEL coaches at the elementary school level. These differences could reflect greater fidelity of implementation at the elementary level than at the secondary level, which would suggest the rubric should differ for elementary and secondary schools.

Although the SEL tri-level program implementation rubric is a good first step at measuring program implementation, addressing the following recommendations will help ensure the rubric more strongly measures SEL implementation.

- 1. Remove domains from the tri-level program implementation rubric that are inconsistent over time or do not relate to program outcomes.** Some program implementation domains appeared more effective at measuring SEL implementation at the elementary school level than at the secondary level (or vice versa). To keep the implementation rubric consistent across school levels, removing participation in monthly steering committee meetings, participation in No Place for Hate activities, implementation of parent education classes, and participation in the AIR survey would create a stronger measure of program implementation. Also, given that program staff reported that weekly explicit SEL instruction, implementation of peace areas/peacemaking processes, and SEL integration were integral to measuring SEL implementation, implementation scores could be based on these three domains alone.

Alternatively, the rubric could be adjusted so these domains receive more weight when computing total implementation scores.

2. **Create two rating systems for SEL schools: one that is based on program implementation and one that is a checklist for participation in specific SEL activities.** Some of the domains that were weakly related to program outcomes or produced inconsistent ratings over time seemed to reflect basic SEL requirements or participation in certain activities (e.g., participation in monthly steering committee meetings, student participation rates in the AIR survey). Although these elements might be important to monitor ongoing program participation, they might not be integral to measuring the quality of program implementation. Therefore, creating two separate forms (i.e., a program implementation rubric and a separate checklist for program activities) might benefit the program.
3. **Add a domain to the implementation rubric that documents the extent to which campuses address SEL competencies.** To determine if AISD's implementation rubric aligns with the SEL competencies established by CASEL and measured by AIR (i.e., self-awareness, self-management, social awareness, relationships skills, and responsible decision making) a domain measuring the degree to which each SEL competency is integrated on campuses might benefit the program.
4. **Increase the range of possible scores on the implementation rubric to allow campuses to demonstrate more growth over time and to increase the range of scores.** If the goal of the SEL tri-level program implementation rubric is to monitor how campus implementation ratings improve over time and to distinguish campuses that are implementing well, increasing the range of possible scores (e.g., increasing ratings from 0–3 to 0–5 in each domain) might provide schools with greater opportunity to do so. A wider spread in ratings would increase the variability between schools and make it possible to better identify schools that implement SEL more effectively than do others.
5. **Provide ongoing training for SEL coaches to calibrate ratings across SEL coaches.** To ensure that SEL coaches provide similar ratings regardless of which schools they rate, ongoing training on the SEL rubric would benefit the program. During the training, coaches should rate a hypothetical situation in each domain and discuss ratings as a group to reach a consensus on the appropriate rating. Such training will improve the reliability of implementation ratings across SEL coaches and improve reliability of scores over time.
6. **Ensure that SEL coaches rate campus implementation without input from campus representatives (e.g., principals, SEL facilitators, counselors).** Discussions with program staff revealed that principals sometimes influenced their campuses' final implementation score even when SEL coaches disagreed. To ensure that schools receive an objective implementation score, SEL coaches should rate campuses without the influence of campus staff. After scores have been finalized, SEL coaches could have a feedback meeting with

principals and other campus administrators to discuss their implementation ratings and talk about strengths and weaknesses in their ratings. If a disagreement arises, principals could be given the opportunity to file a grievance with SEL program staff.

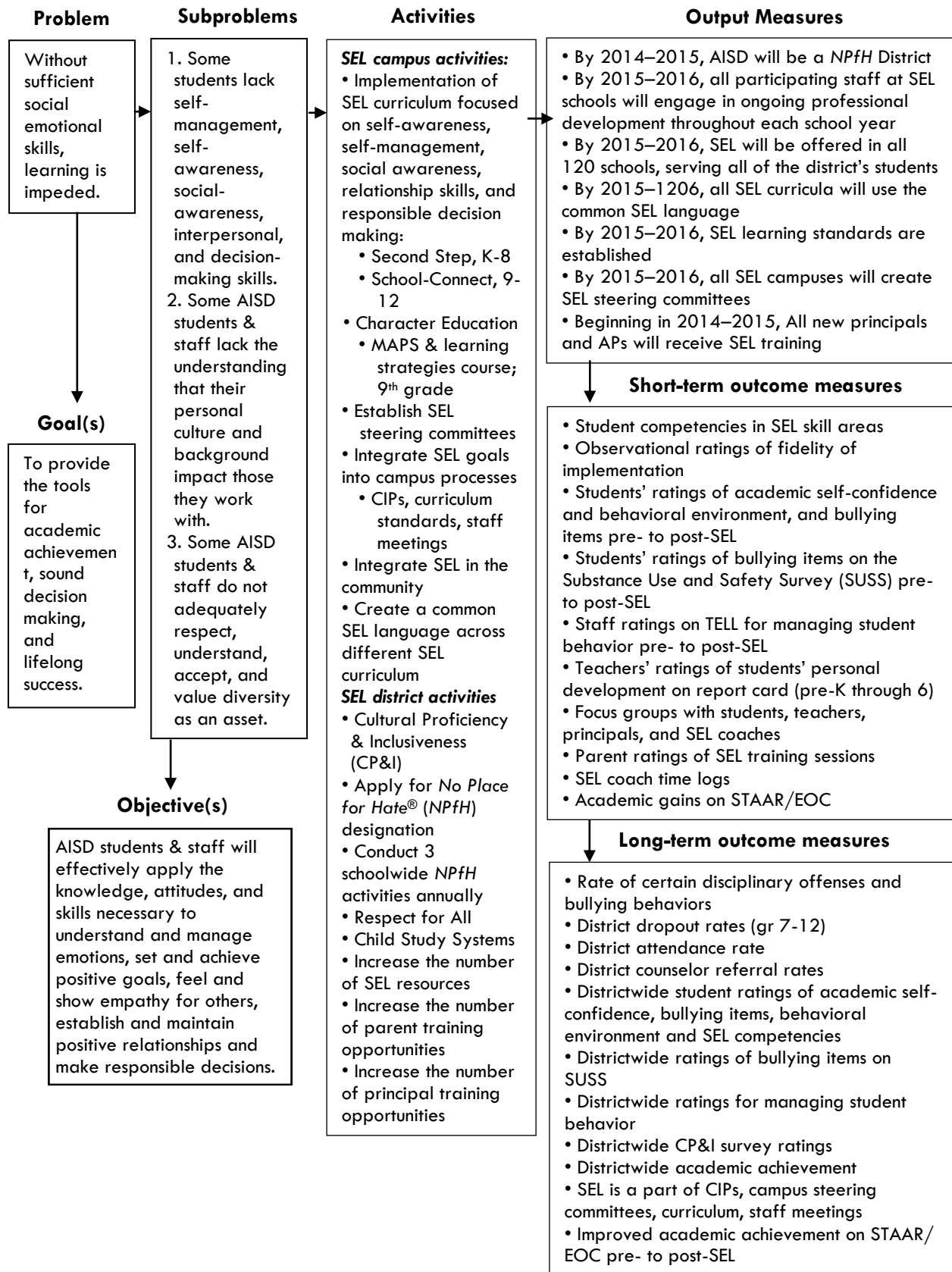
Appendix A. Social Emotional Learning (SEL) Tri-Level Program Implementation Rubric

Domain	Implementation level		
	Level 1	Level 2	Level 3
1. Monthly steering committee	Monthly steering committee – meet 6 times	Monthly steering committee meetings – meet 7 times	Monthly steering committee meetings – include parents or students – meet 7 times
2. Weekly explicit SEL instruction	Weekly explicit SEL instruction (30 minutes/ week) using curriculum and resource provided by district – 50% of staff implementing (HS in advisory or seminar)	Weekly explicit SEL instruction – 70% of staff implementing	Weekly explicit SEL instruction – 90% of staff implementing
3. No Place for Hate®/ SEL school-wide activities	3 No Place for Hate®/ SEL school-wide activities	3 No Place for Hate®/ SEL school-wide activities – teachers involved in at least one activity	3 No Place for Hate®/ SEL school-wide activities – teachers and parents involved in at least one activity
4. Implementation of peace areas (PK-5)/ peacemaking process (6-12)	Implement Peace Areas (PK-5) / Peacemaking Process (6-12) in 50% classrooms/common areas	Implement Peace Areas (PK-5) / Peacemaking Process (6-12) in 70% classrooms/common areas	Implement Peace Areas (PK-5) / Peacemaking Process (6-12) in 90% classrooms/common areas
5. Parent education	Parent Education – 1 session SEL related	Parent Education – 2 sessions SEL related	Parent Education – 3 sessions SEL related
6. Monthly SEL facilitator/SEL coach meeting	Monthly facilitator/coach meeting – at least 6 meetings	Monthly facilitator/coach meeting – at least 7 meetings, including 3 collaborative classroom visits	Monthly facilitator/coach meeting – at least 8 meetings, including 4 collaborative classroom visits
7. Once per semester principal/SEL coach meeting	Once per semester principal/coach meeting	Once per semester principal/coach meeting – one administrative action goal agreed upon and implemented	Once per semester principal/coach meeting – two administrative action goals agreed upon and implemented
8. End-of-year reflection/planning with staff or steering committee	End-of-year reflection/planning with staff or steering committee	End-of-year reflection/planning with staff – 90% staff participating in person or in writing	End-of-year reflection/planning with staff – 90% staff participating in person with facilitator and coach
9. American Institutes for Research (AIR) online student survey participation rate	AIR online survey at 3 rd , 7 th , 10 th grades – 50% participation	AIR online survey at 3 rd , 7 th , 10 th grades – 70% participation	AIR online survey at 3 rd , 7 th , 10 th grades – 90% participation
10. Integration of SEL strategies or skills in instruction	Integration of SEL strategies or skills in instruction – evident in 30% of classrooms in campus visits	Integration of SEL skills or strategies in instruction – evident in 60% of classrooms in campus visits	Integration of SEL skills or strategies in instruction – evident in 90% of classrooms in campus visits

Source. 2013–2014 SEL Tri-level Implementation Plan for prekindergarten through 12th grade

Note. Schools received a score of 0 if their level of implementation was less than 1.

Appendix B. Social Emotional Learning (SEL) Logic Model



Appendix C. Correlations Between 2013–2014 Social Emotional Learning (SEL) Tri-Level Program Implementation Ratings and Average Campus Employee Coordinated Survey (ECS) Items, Elementary Schools Only

ECS item (<i>n</i> = 26)	SEL implementation domain ratings, 2013–2014										Total
	1	2	3	4	5	6	7	8	9	10	
1. Promoting students' social and emotional learning is a central part of the mission of our school.	.28	.59**	-.01	.39*	.04	.35	.39	.17	.27	.46	.48*
2. The district central office provides adequate professional development and coaching support to promote social and emotional development of all students at our school.	.38	.22	.15	.34	-.06	.38	.10	.18	-.11	.32	.28
3. The district and central office provides adequate materials and curricular resources to promote social and emotional development of all students at our school.	.21	.27	.42*	.22	.08	.51**	.10	.26	-.03	.19	.32
4. Teachers at my school are expected to promote the social and emotional development of all students.	.39*	.71**	-.01	.27	.16	.31	.49*	.18	.36	.56**	.57**
5. The culture at my school supports social emotional learning.	.33	.57**	.11	.38*	.12	.33	.35	.27	.29	.49*	.52**
6. My school has successfully integrated social and emotional learning with instruction.	.34	.68**	.09	.36	.13	.45*	.47*	.35	.24	.51**	.58**
7. There are school-wide strategies that reinforce students' social and emotional skills outside the classroom.	.08	.39*	-.14	.22	-.04	.13	.29	.24	.06	.35	.25
8. I have received coaching support to implement the social and emotional learning approach at my school.	.24	.42*	.11	.19	-.11	.36	.18	.09	.09	.33	.29

Source. 2013–2014 ECS and 2013–2014 SEL tri-level program implementation ratings

Note. Schools were only included if they had a 25% response rate. Correlations between 0 and .19 are weak; between .20 and .40 are weak-to-moderate; between .40 and .60 are moderate-to-strong; between .60 and 1.0 are strong-to-very strong.

1 = monthly steering committee, 2 = weekly explicit SEL instruction, 3 = No Place for Hate/SEL school-wide activities, 4 = implementation of Peace Areas (prekindergarten-5)/Peacemaking Process (6-12), 5 = parent education, 6 = monthly facilitator/coach meeting, 7 = once per semester principal/coach meeting, 8 = end-of-year reflection/planning with staff or steering committee, 9 = American Institute for Research (AIR) online student survey participation rate, 10 = integration of SEL strategies or skills in instruction, and total = total implementation score.

* $p < .05$; ** $p < .01$

Appendix C, Continued. Correlations Between 2013–2014 Social Emotional Learning (SEL) Tri-Level Program Implementation Ratings and Average Campus Employee Coordinated Survey (ECS) Items, Elementary Schools Only

ECS item (<i>n</i> = 26)	SEL implementation domain ratings, 2013–2014										Total
	1	2	3	4	5	6	7	8	9	10	
9. My school uses data effectively in an ongoing cycle of inquiry to inform and improve social and emotional learning practice.	.40*	.44*	.15	.42*	.06	.32	.37	.35	.10	.39*	.47*
10. I feel confident in my ability to implement the social and emotional learning program that has been adopted at my school.	.20	.50**	-.03	.19	-.16	.17	.17	.09	.16	.46*	.28
11. My principal models social and emotional competence in the way that she/he deals with students and faculty on an everyday basis.	.21	.47*	-.02	-.25	.14	.09	.46*	.32	.20	.33	.40*
12. How many times in the past year have you participated in professional development in social emotional learning (e.g., Second Step training, MAPS training)?†	.08	.19	-.28	-.07	-.24	-.06	.46*	.18	-.10	-.11	.02
13. How many times in the past year have you received observation and coaching in social and emotional learning?†	.02	.30	-.03	-.06	.07	.32	.23	.28	-.20	.12	.11
14. Please indicate how often you teach and reinforce social and emotional skills during your lessons in academic areas.††	-.09	.31	-.24	.03	-.28	.01	.21	.08	-.07	-.01	-.01
15. My students understand and manage their emotions.	.53**	.56**	.12	.37	-.01	.18	.36	.25	.30	.58**	.52**
16. My students set and achieve positive goals.	.41*	.48*	.04	.10	-.10	.05	.27	-.01	.26	.39	.32

Source. 2013–2014 ECS and 2013–2014 SEL tri-level program implementation ratings

Note. Schools were only included if they had a 25% response rate. Correlations between 0 and .19 are weak; between .20 and .40 are weak-to-moderate; between .40 and .60 are moderate-to-strong; between .60 and 1.0 are strong-to-very strong.

1 = monthly steering committee, 2 = weekly explicit SEL instruction, 3 = No Place for Hate/SEL school-wide activities, 4 = implementation of Peace Areas (prekindergarten-5)/Peacemaking Process (6-12), 5 = parent education, 6 = monthly facilitator/coach meeting, 7 = once per semester principal/coach meeting, 8 = end-of-year reflection/planning with staff or steering committee, 9 = American Institute for Research (AIR) online student survey participation rate, 10 = integration of SEL strategies or skills in instruction, and total = total implementation score.

* $p < .05$; ** $p < .01$

Appendix C, Continued. Correlations Between 2013–2014 Social Emotional Learning (SEL) Tri-Level Program Implementation Ratings and Average Campus Employee Coordinated Survey (ECS) Items, Elementary Schools Only

ECS item (<i>n</i> = 26)	SEL implementation domain ratings, 2013–2014										Total
	1	2	3	4	5	6	7	8	9	10	
17. My students establish and maintain positive relationships.	.43*	.63**	.07	.26	-.18	.09	.41*	.18	.33	.51**	.45*
18. My students make responsible decisions.	.40*	.50**	-.13	.18	-.14	.23	.32	.09	.11	.46*	.33
19. My students have benefitted from SEL.	.16	.34	.12	.28	-.00	.35	.31	.36	.21	.36	.38

Source. 2013–2014 ECS and 2013–2014 SEL tri-level program implementation ratings

Note. Schools were only included if they had a 25% response rate. Correlations between 0 and .19 are weak; between .20 and .40 are weak-to-moderate; between .40 and .60 are moderate-to-strong; between .60 and 1.0 are strong-to-very strong.

1 = monthly steering committee, 2 = weekly explicit SEL instruction, 3 = No Place for Hate/SEL school-wide activities, 4 = implementation of Peace Areas (prekindergarten-5)/Peacemaking Process (6-12), 5 = parent education, 6 = monthly facilitator/coach meeting, 7 = once per semester principal/coach meeting, 8 = end-of-year reflection/planning with staff or steering committee, 9 = American Institute for Research (AIR) online student survey participation rate, 10 = integration of SEL strategies or skills in instruction, and total = total implementation score.

* $p < .05$; ** $p < .01$

Appendix C, Continued. Correlations Between 2013–2014 Social Emotional Learning (SEL) Tri-Level Program Implementation Ratings and Average Campus Employee Coordinated Survey (ECS) Items, Secondary Schools Only

ECS item (<i>n</i> = 12)	SEL implementation domain ratings, 2013–2014										Total
	1	2	3	4	5	6	7	8	9	10	
1. Promoting students' social and emotional learning is a central part of the mission of our school.	.18	.25	.14	.48	.03	.55*	.57	.18	.47	.52*	.54*
2. The district central office provides adequate professional development and coaching support to promote social and emotional development of all students at our school.	.47	.08	.52*	.57*	.35	.82**	.54*	.52*	.17	.83**	.74**
3. The district and central office provides adequate materials and curricular resources to promote social and emotional development of all students at our school.	.27	.15	.40	.42	.38	.72**	.46	.54*	.02	.66**	.61**
4. Teachers at my school are expected to promote the social and emotional development of all students.	.32	.50*	.36	.53*	.26	.70**	.73**	.46	.40	.71**	.77**
5. The culture at my school supports social emotional learning.	.48	.43	.30	.55*	.25	.58*	.54*	.40	.30	.70**	.71**
6. My school has successfully integrated social and emotional learning with instruction.	.52*	.34	.29	.61**	.25	.73**	.72**	.49	.31	.80**	.79**
7. There are school-wide strategies that reinforce students' social and emotional skills outside the classroom.	.36	.28	.26	.51*	.23	.74**	.66*	.29	.42	.74**	.71**
8. I have received coaching support to implement the social and emotional learning approach at my school.	.58*	.31	.39	.59*	.11	.74**	.64**	.40	.27	.80**	.74**

Source. 2013–2014 ECS and 2013–2014 SEL tri-level program implementation ratings

Note. Schools were only included if they had a 25% response rate. Correlations between 0 and .19 are weak; between .20 and .40 are weak-to-moderate; between .40 and .60 are moderate-to-strong; between .60 and 1.0 are strong-to-very strong.

1 = monthly steering committee, 2 = weekly explicit SEL instruction, 3 = No Place for Hate/SEL school-wide activities, 4 = implementation of Peace Areas (prekindergarten-5)/Peacemaking Process (6-12), 5 = parent education, 6 = monthly facilitator/coach meeting, 7 = once per semester principal/coach meeting, 8 = end-of-year reflection/planning with staff or steering committee, 9 = American Institute for Research (AIR) online student survey participation rate, 10 = integration of SEL strategies or skills in instruction, and total = total implementation score.

* $p < .05$; ** $p < .01$

Appendix C, Continued. Correlations Between 2013–2014 Social Emotional Learning (SEL) Tri-Level Program Implementation Ratings and Average Campus Employee Coordinated Survey (ECS) Items, Secondary Schools Only

ECS Item (<i>n</i> = 12)	SEL implementation domain ratings, 2013–2014										Total
	1	2	3	4	5	6	7	8	9	10	
9. My school uses data effectively in an ongoing cycle of inquiry to inform and improve social and emotional learning practice.	.14	.04	.38	.46	.14	.77**	.59**	.19	.36	.71**	.58**
10. I feel confident in my ability to implement the social and emotional learning program that has been adopted at my school.	.49	.32	.57*	.30	.30	.76**	.75**	.54*	.36	.86**	.80**
11. My principal models social and emotional competence in the way that she/he deals with students and faculty on an everyday basis.	-.01	.05	.20	.24	.16	.57*	.55*	-.05	.48	.59**	.44
12. How many times in the past year have you participated in professional development in social emotional learning (e.g., Second Step training, MAPS training)?†	.05	.12	.43	.17	.09	.55	.64*	.41	.51	.46	.51*
13. How many times in the past year have you received observation and coaching in social and emotional learning?†	.48	.12	.54*	.17	.03	.57*	.35	.49	.45	.34	.52*
14. Please indicate how often you teach and reinforce social and emotional skills during your lessons in academic areas.††	-.16	-.10	.23	.15	.21	.63**	.40	-.08	.31	.53*	.33
15. My students understand and manage their emotions.	.36	.13	.13	.37	.42	.36	.36	.37	-.21	.63**	.45
16. My students set and achieve positive goals.	.29	.16	.05	.24	.59**	.25	.18	.36	-.46	.39	.31

Source. 2013–2014 ECS and 2013–2014 SEL tri-level program implementation ratings

Note. Schools were only included if they had a 25% response rate. Correlations between 0 and .19 are weak; between .20 and .40 are weak-to-moderate; between .40 and .60 are moderate-to-strong; between .60 and 1.0 are strong-to-very strong.

1 = monthly steering committee, 2 = weekly explicit SEL instruction, 3 = No Place for Hate/SEL school-wide activities, 4 = implementation of Peace Areas (prekindergarten-5)/Peacemaking Process (6-12), 5 = parent education, 6 = monthly facilitator/coach meeting, 7 = once per semester principal/coach meeting, 8 = end-of-year reflection/planning with staff or steering committee, 9 = American Institute for Research (AIR) online student survey participation rate, 10 = integration of SEL strategies or skills in instruction, and total = total implementation score.

* $p < .05$; ** $p < .01$

Appendix C, Continued. Correlations Between 2013–2014 Social Emotional Learning (SEL) Tri-Level Program Implementation Ratings and Average Campus Employee Coordinated Survey (ECS) Items, Secondary Schools Only

ECS Item (<i>n</i> = 12)	SEL implementation domain ratings, 2013–2014										
	1	2	3	4	5	6	7	8	9	10	Total
17. My students establish and maintain positive relationships.	.05	-.09	-.08	.21	-.26	-.02	.03	.18	-.01	.25	.05
18. My students make responsible decisions.	.02	-.10	.08	.16	.21	.21	.12	-.03	-.35	.53*	.14
19. My students have benefitted from SEL.	-.00	-.09	-.14	.28	.06	.41	.25	.25	.24	.29	.26

Source. 2013–2014 ECS and 2013–2014 SEL tri-level program implementation ratings

Note. Schools were only included if they had a 25% response rate. Correlations between 0 and .19 are weak; between .20 and .40 are weak-to-moderate; between .40 and .60 are moderate-to-strong; between .60 and 1.0 are strong-to-very strong.

1 = monthly steering committee, 2 = weekly explicit SEL instruction, 3 = No Place for Hate/SEL school-wide activities, 4 = implementation of Peace Areas (prekindergarten-5)/Peacemaking Process (6-12), 5 = parent education, 6 = monthly facilitator/coach meeting, 7 = once per semester principal/coach meeting, 8 = end-of-year reflection/planning with staff or steering committee, 9 = American Institute for Research (AIR) online student survey participation rate, 10 = integration of SEL strategies or skills in instruction, and total = total implementation score.

* $p < .05$; ** $p < .01$

Appendix D. Correlations Between 2013–2014 Social Emotional Learning (SEL) Tri-Level Program Implementation Ratings and Average Campus Teaching, Empowering, Leading, Learning (TELL) Campus Climate Items Controlling for Economic Disadvantage, by Level

		SEL implementation domain ratings, 2013–2014										
TELL item/subscale		1	2	3	4	5	6	7	8	9	10	Total
Elementary (n = 54)	Overall, my school is a good place to work and learn.	.07	.21	-.10	.13	.01	-.13	.26	.34*	.03	.14	.17
	Achievement press	.17	.17	-.03	.13	-.03	-.15	.16	.35**	-.01	.16	.16
	Community support and engagement	.15	.13	-.03	.05	-.01	-.12	.22	.39**	-.04	.11	.14
	School leadership	.13	.26	-.04	.07	-.11	-.10	.30*	.33*	.10	.09	.19
	General climate	.16	.22	-.02	.07	-.02	-.08	.10	.22	-.07	.04	.11
	Managing student conduct	.06	.11	-.04	.13	-.11	-.20	.16	.28	.03	.20	.10
	Instructional practice and support	.15	.21	-.10	.22	-.16	-.17	.20	.20	.06	.20	.15
	Self-efficacy	-.08	.09	-.11	-.05	.06	-.34*	.08	.01	.02	.05	-.04
	Attachment to school	-.08	.20	-.10	.07	.05	-.17	.21	.22	.11	.15	.12
Secondary (n = 17)	Overall, my school is a good place to work and learn.	-.10	-.10	-.25	.21	.15	.15	.03	-.14	.07	.04	.03
	Achievement press	.00	-.13	-.37	.33	.14	.12	.01	-.02	-.00	.05	.04
	Community support and engagement	.18	-.06	-.01	.36	.36	.40	.12	.23	-.02	.17	.26
	School leadership	-.07	-.02	-.15	.25	.27	.24	.11	-.04	.12	.14	.14
	General climate	-.03	.02	-.15	.20	.19	.23	.11	-.04	.25	.16	.16
	Managing student conduct	-.08	.05	-.31	.36	.34	.04	-.04	-.00	-.20	.00	.05
	Instructional practice and support	-.13	.00	.01	.18	.34	.27	.10	-.05	.13	.11	.15
	Self-efficacy	-.21	-.27	-.34	.24	.21	-.10	-.23	-.35	-.15	-.14	-.18
	Attachment to school	-.03	-.11	-.03	.21	.27	.13	-.10	-.20	.06	-.00	.04

Source. 2013–2014 TELL campus climate ratings and 2013–2014 SEL tri-level program implementation ratings

Note. Correlations between 0 and .19 are weak; between .20 and .40 are weak-to-moderate; between .40 and .60 are moderate-to-strong; between .60 and 1.0 are strong-to-very strong.

1 = monthly steering committee, 2 = weekly explicit SEL instruction, 3 = No Place for Hate/SEL school-wide activities, 4 = implementation of Peace Areas (prekindergarten-5)/Peacemaking Process (6-12), 5 = parent education, 6 = monthly facilitator/coach meeting, 7 = once per semester principal/coach meeting, 8 = end-of-year reflection/planning with staff or steering committee, 9 = American Institute for Research (AIR) online student survey participation rate, 10 = integration of SEL strategies or skills in instruction, and total = total SEL implementation score.

* $p < .05$; ** $p < .01$

Appendix E. Correlations Between 2013–2014 Social Emotional Learning (SEL) Tri-Level Program Implementation Ratings and Campus Average Student Climate Survey Ratings Controlling for Economic Disadvantage, by Level

	Student climate subscale	SEL implementation domain ratings, 2013–2014										
		1	2	3	4	5	6	7	8	9	10	Total
Elementary (n = 53)	Behavioral environment	.13	.21	.11	.11	.07	-.04	.15	.09	.20	.28*	.23
	Adult fairness and respect	.01	.02	.09	.18	.16	.13	-.04	.15	.04	.17	.15
	Student engagement	-.08	.15	.16	.16	.11	.11	.05	.19	.33*	.13	.23
	Academic self-confidence	-.03	.07	.19	.20	.01	.16	-.14	.07	.25	.13	.16
	Teacher expectations	-.00	.33*	-.05	.16	.24	.10	.34*	.33*	.22	.13	.33*
Secondary (n = 17)	Behavioral environment	.03	-.05	-.05	.09	-.34	.07	.09	.09	.28	.22	.07
	Adult fairness and respect	.09	-.12	.12	.02	.02	.13	.11	.08	.51*	.08	.15
	Student engagement	-.04	-.01	-.02	-.16	-.25	.04	.01	-.17	.56*	.01	.00
	Academic self-confidence	.25	.04	.16	.18	.05	.17	.19	.26	.44	.19	.28
	Teacher expectations	.28	-.13	.17	.23	.06	.11	.18	.36	.27	.14	.23

Source. 2013–2014 Student Climate Survey ratings and 2013–2014 SEL tri-level program implementation ratings
 Note. Correlations between 0 and .19 are weak; between .20 and .40 are weak-to-moderate; between .40 and .60 are moderate-to-strong; between .60 and 1.0 are strong-to-very strong.

1 = monthly steering committee, 2 = weekly explicit SEL instruction, 3 = No Place for Hate/SEL school-wide activities, 4 = implementation of Peace Areas (prekindergarten-5)/Peacemaking Process (6-12), 5 = parent education, 6 = monthly facilitator/coach meeting, 7 = once per semester principal/coach meeting, 8 = end-of-year reflection/planning with staff or steering committee, 9 = American Institute for Research (AIR) online student survey participation rate, 10 = integration of SEL strategies or skills in instruction, and total = total SEL implementation score.

* $p < .05$

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