



SEL Update: 2010–2011 Through 2014–2015

Purpose

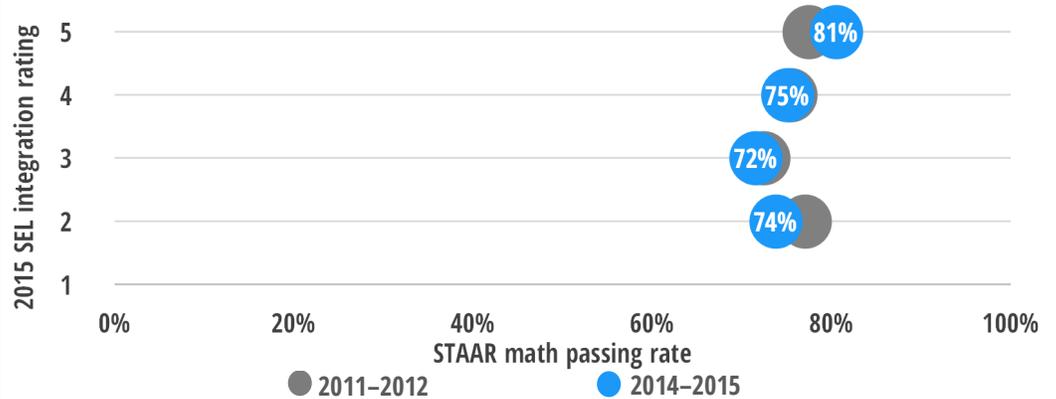
This research brief describes critical outcomes associated with Austin Independent School District’s (AISD) Social Emotional Learning (SEL) program since the year prior to SEL’s inception in AISD. Results represent highlights from two studies (Lamb 2015; Lamb, 2016).

Because schools entered the program in different years, results are presented according to the number of years each school was in SEL, whenever possible. However, data suggest that most SEL implementation ratings were more related to program outcomes than to years in SEL. Such key outcomes are for each implementation rating.¹

Academic Achievement

After controlling for elementary school 2011–2012 State of Texas Assessment of Academic Readiness (STAAR) math passing rates, 2015 SEL integration significantly predicted 2015 passing rates in STAAR math, regardless of longevity in SEL (Figure 1).

Figure 1
Elementary schools with higher SEL integration ratings in 2015 had higher math STAAR passing rates in 2015 than did schools with lower integration ratings.



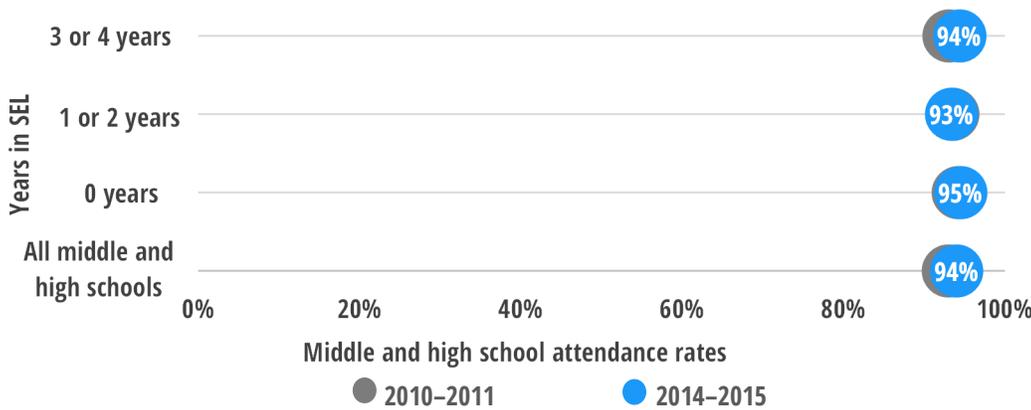
Source. 2011–2012 through 2014–2015 STAAR data, elementary schools only.

¹ The following secondary schools were excluded from analyses of discipline and attendance data: Alternative Learning Center (ALC), Liberal Arts and Science Academy (LASA), Garza, Ann Richards School for Young Women Leaders, Gus Garcia Young Men’s Leadership Academy, Sadler Means Young Women’s Leadership Academy, and premier high schools at Travis and Lanier.

Attendance

District wide, attendance improved from 94.9% in 2010–2011 to 95.2% in 2014–2015, resulting in an increase of approximately \$1.97 million in state funding. During that time, attendance rates remained high (i.e., 96%) at the elementary school level, regardless of length of time in SEL. At the secondary level, schools with 3 or 4 years of SEL participation showed slightly more improved attendance rates (+1.48%) than did schools with 1 or 2 years of SEL participation (-0.15%); Figure 2).

Figure 2
Attendance rates at secondary schools with more years in SEL improved slightly more than did attendance rates at other secondary schools.

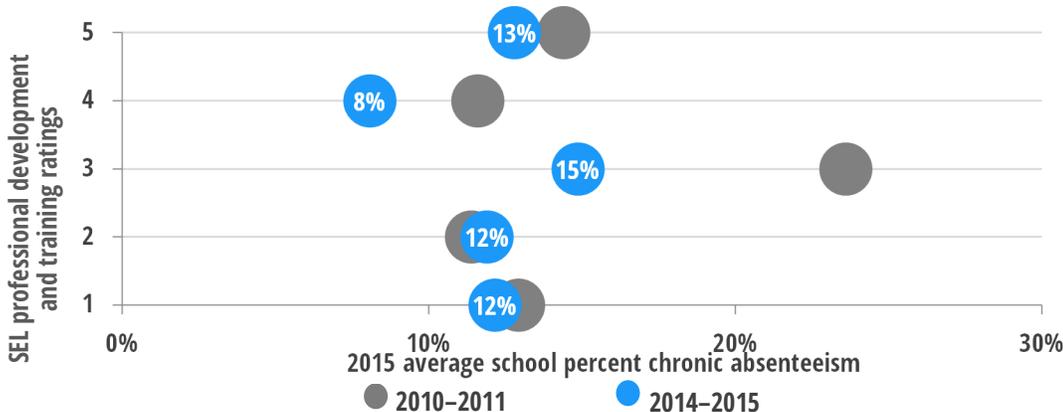


Source. 2010–2011 through 2014–2015 AISD student attendance data

However, to control for the different starting points, we computed the percentage of change from 2010–2011 to 2014–2015. The percentage of change in attendance rates at schools with 3 or more years in SEL was significantly greater than the percentage of change for schools with 1 or 2 years of SEL experience.

Secondary schools with higher ratings of SEL professional development activities and training had a greater reduction in chronic absenteeism than did schools with lower ratings of SEL professional development and training (Figure 3).

Figure 3
After controlling for 2010–2011 chronic absenteeism, secondary schools where more staff received regular, ongoing SEL professional development had a greater reduction in chronic absenteeism in 2014–2015 than did schools where fewer staff received ongoing SEL professional development.



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

Data used in this report

STAAR

Data from 2011–2012 to 2014–2015 STAAR reading and math performance in grades 3 through 8 were analyzed. Changes to end-of-course (EOC) exams precluded their use.

AISD Attendance Data

AISD attendance data from 2011–2012 to 2014–2015 were used to compute the percentage of students with chronic absenteeism (i.e., 20 or more absences).

AISD Discipline Data

The percentages of students with discretionary infractions (excluding mandatory removals) from 2010–2011 through 2014–2015 were computed.

AISD Student Climate Survey

Students in grades 3 through 11 participated in the annual AISD Student Climate Survey. SEL-related items were analyzed in data from 2010–2011 through 2014–2015.

Staff Climate and Perceptions of SEL

The Teaching, Empowering, Leading, Learning (TELL) Staff Climate Survey is administered annually to all staff.

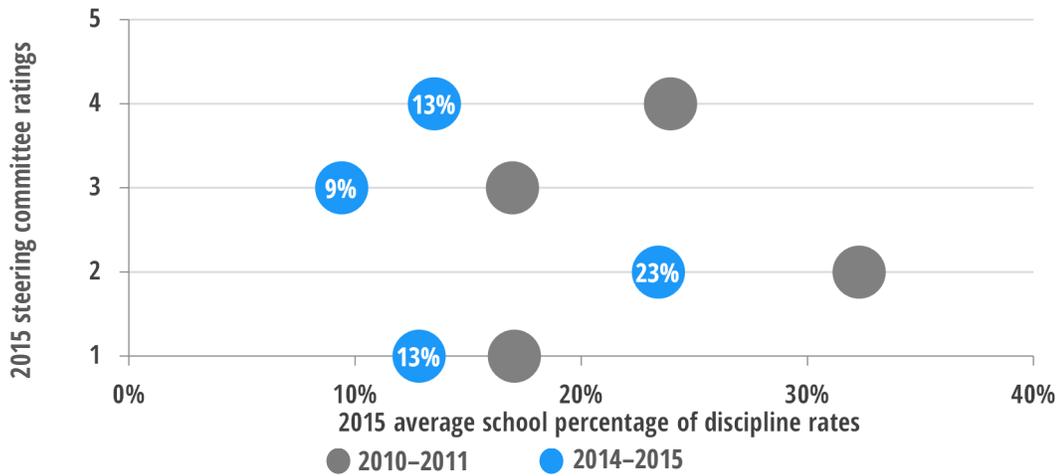
SEL Implementation

Schools participating in SEL are rated by their SEL coach across nine domains considered integral to SEL implementation. Detailed information about the coach log is on pp. 9 and 10.

Discipline

Schools with more years of participation in SEL generally had fewer students disciplined in 2014–2015 than did schools with fewer years of participation. Additionally, regardless of longevity in SEL, schools with more steering committee meetings predicted lower discipline rates in 2014–2015, after controlling for 2010–2011 discipline rates (Figure 4; $\beta = -1.77$; $p < .05$).

Figure 4
Secondary schools with more steering committees had lower discipline rates in 2014–2015 than did schools with fewer steering committees, after controlling for baseline rates.

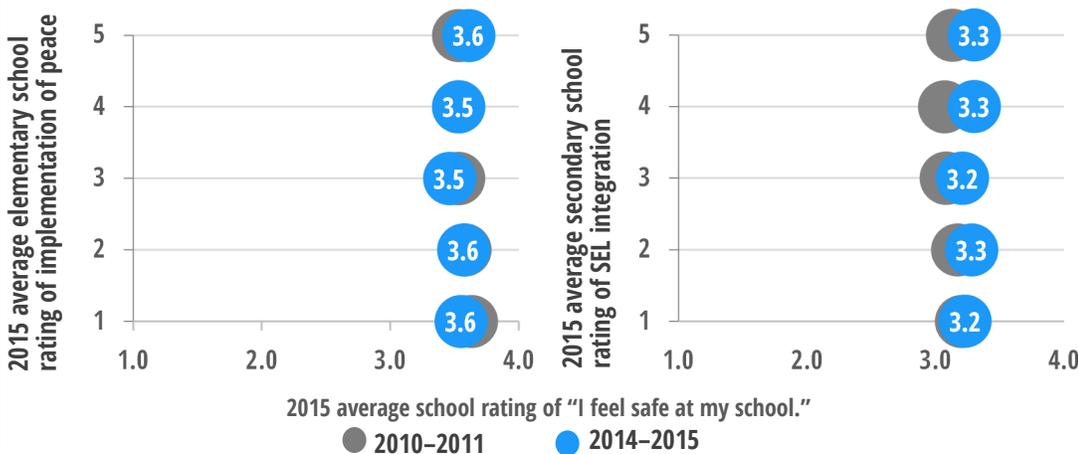


Source. 2010–2011 through 2014–2015 discipline data and 2014–2015 SEL implementation ratings

Student Climate

After controlling for elementary 2010–2011 ratings of safety, school ratings of implementation of peace areas predicted 2014–2015 elementary students’ ratings of school safety. Similarly, SEL integration predicted 2014–2015 secondary students’ ratings of school safety after controlling for 2010–2011 ratings of safety (Figure 5).

Figure 5
School implementation of peace areas predicted elementary students’ 2014–2015 average school ratings of “I feel safe at my school,” whereas SEL integration predicted secondary students’ 2014–2015 average school ratings of “I feel safe at my school.”

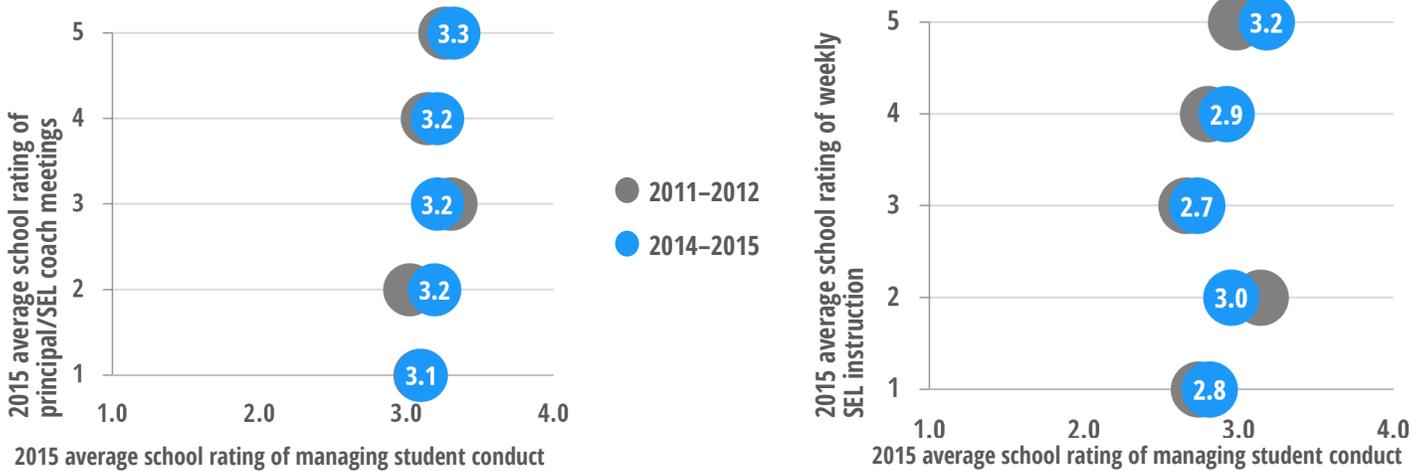


Source. 2010–2011 through 2014–2015 Student Climate Survey data and 2014–2015 SEL implementation data
 Note. Ratings are rounded to the nearest tenth.

Staff Climate

Elementary schools with more frequent principal and SEL coach meetings and secondary schools with more frequent weekly explicit SEL instruction also had teachers who believed their school managed student behavior than did schools with lower ratings on these domains (Figure 6).

Figure 6
Schools with more frequent SEL coach and principal meetings (elementary) and weekly explicit SEL instruction (secondary) had more favorable ratings of managing student conduct than did schools with lower ratings on these domains.



Source. 2010–2011 through 2014–2015 AISD TELL Staff Climate Survey
 Note. Ratings are rounded to the nearest tenth.

References

Lamb, L. M. (2015). *Social Emotional Learning (SEL): Implementation and program outcomes, 2010–2011 through 2014–2015* (DRE publication No. 14.138). Austin, TX: Austin Independent School District.

Lamb, L. M. (2016). *Social Emotional Learning (SEL): Key outcomes, 2010–2011 through 2014–2015* (DRE publication No. 14.139). Austin, TX: Austin Independent School District.

