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CASEL/NoVo Collaborating Districts Initiative:

2014 Cross-District Implementation Summary

AIR Evaluation Team

Principal Investigators

David Osher, Ph.D., Lawrence B. Friedman, Ph.D.,
Kimberly Kendziora, Ph.D.

Qualitative Team

Lisa Hoogstra, Ph.D., Manolya Tanyu, Ph.D., Mark
Garibaldi, M.A., Andrea Boyle, M. A., Michelle Olivia, M. A.

Quantitative Team

Andrew Swanlund, Ph.D., Paul Bailey, Ph.D., Clare
Halloran, Ed.M., Matthew Burke, M.A.

American Institutes for Research

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Executive Summary

This report presents findings about the implementation of the Collaborating Districts Initiative (CDI) as of the end of June 2014. The CDI is an eight-district demonstration project designed to show how and to what end school districts can make social and emotional learning (SEL) an essential part of every student's education. Three districts entered the initiative in 2011 (Cohort 1) and five more entered in 2012 (Cohort 2). All districts began with a selection visit and a roughly eight-month planning phase before starting their first implementation year.

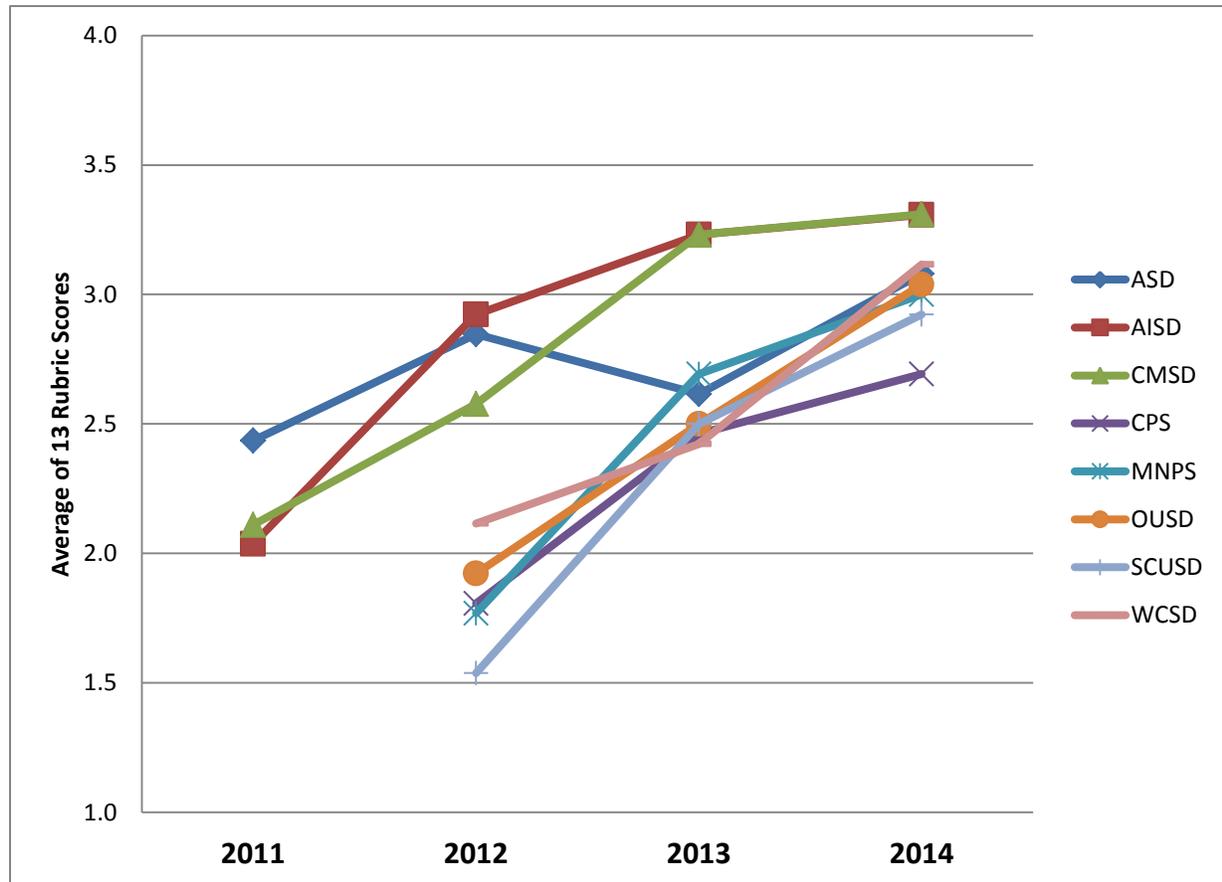
The American Institutes for Research (AIR) is evaluating this initiative. The goals of AIR's work are to evaluate (1) implementation of activities described in the CDI district theory of action as it relates to the implementation of systemic SEL; (2) district outcomes, including systemwide climate, commitment to SEL, and clarity of roles and responsibilities for SEL; (3) school implementation and school climate; and (4) student outcomes, including students' academic performance, attendance, and suspensions, as well as social and emotional competence. School climate and student outcome findings will be presented in a separate outcomes report.

AIR administered study measures in collaboration with the districts each spring (the period from January to May each year, as appropriate to the measure) and visited each district late each spring (May to June) to interview the staff about activities and progress. The measures that are the focus of this report are the district rubric and a staff survey that measures school-level implementation of SEL activities. The district rubric measures 10 activities associated with systemic SEL; these are grouped into four domains: cultivate commitment and organizational support, (2) assess needs and resources, (3) support SEL programming, and (4) engage in continuous improvement. In addition, we measured the three outcome areas noted above. At the school level, we measured 10 constructs related to SEL implementation, and also examined a summary score for those six constructs that map most closely onto the school-level theory of action (shared vision, resources and needs, professional learning, evidence-based programs, integration, and continuous improvement).

Implementation findings for the CDI are consistently positive. Figure 1 shows the overall progress of the CDI districts as measured by a rubric based on the CASEL logic model co-developed by CASEL and AIR. The dominant finding is that districts are progressing overall and are continuing to achieve higher levels of SEL implementation each year. On a four-point scale on which one is a low level of SEL implementation and four is a high level, the largest gains over time for Cohort 1 were in the area of cultivating commitment and organizational support (a gain of 2.5 benchmark levels over 4 years). For Cohort 2, the largest gains were in assessing needs and resources (1.7 benchmark levels). Conversely, the smallest gains for Cohorts 1 and 2 were in needs and resources and district outcomes, respectively. An analysis of progress by individual rubric area showed notable divergence across the Cohorts of districts. There does not

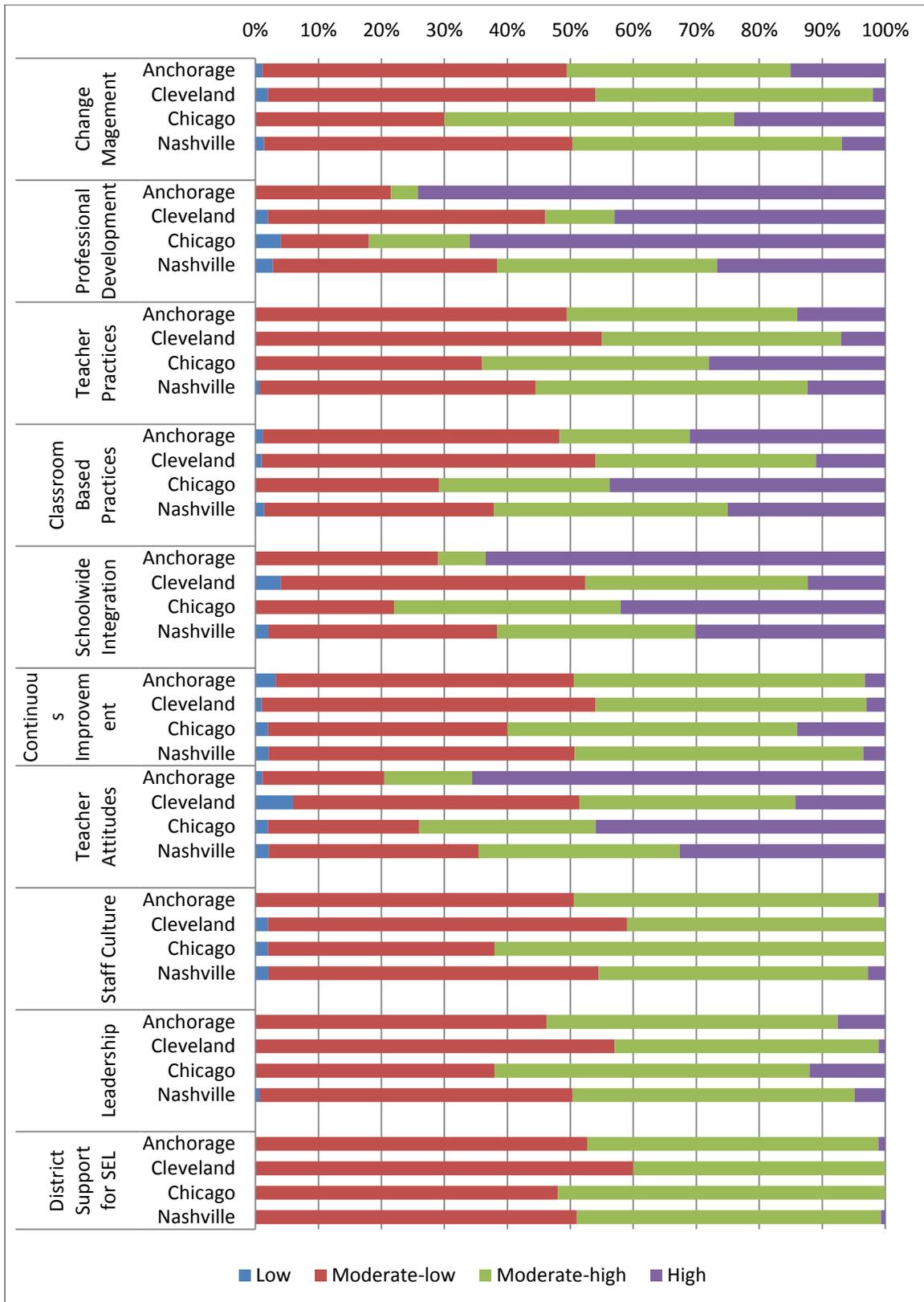
appear to be a common pathway toward greater CDI implementation; each district appears to be working within its unique context to find its own pattern of implementation.

Figure 1. Averaged Rubric Scores Across All 13 Items for Each District From 2011 to 2014



According to the CDI theory of action, for the district-level initiative to make a difference for students, it must change practice at the school level. Change in implementation will be presented in the January 2015 outcomes report, as will associations between school implementation and student social and emotional outcomes. Findings for 2014—based on four districts that administered the full staff survey—showed that a large majority of schools were rated by their staff members as being in the moderate level of implementation. Anchorage and Chicago schools were rated quite highly for professional development, teacher attitudes, schoolwide integration, and classroom-based practices. Across the four districts for which we had data, staff culture and district support for SEL were rated the lowest. These findings are shown in Figure 2.

Figure 2 Percent of Schools with 2014 Staff Survey Ratings Placing Them in Low, Moderate-low, Moderate-high, or High Levels of SEL Implementation



Overall findings for this implementation report continue to support the proof point that implementation of the CDI theory of action by large, predominantly urban school districts is feasible, even in times of budgetary stress and leadership turnover. The districts have all made progress toward higher levels of implementation. A strong commitment to SEL has facilitated this progress; inhibitors have included competing priorities, inadequate funding, and a lack of understanding of how SEL supports academic performance.

In AIR's outcomes report, we will address evidence for the other proof point which we are charged with investigating: that is, is implementation of the components of the CDI associated with better outcomes for students.

Introduction

Social and emotional learning (SEL) is the process through which children learn the skills to handle themselves, their relationships, and their work effectively and ethically. These skills include recognizing and managing emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively. They are the skills that allow children to calm themselves when angry, make friends, resolve conflicts respectfully, and make ethical and safe choices (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2012).

School districts are increasingly recognizing the value of addressing SEL as an essential part of education for all students. School-based SEL programs (1) enhance students' social and emotional skills and classroom behavior; (2) improve attachment and attitudes toward school; (3) decrease rates of violence and aggression, disciplinary referrals, and substance use; and (4) improve academic performance (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011).

To advance knowledge of how school districts can make SEL an integral part of every students' education, The Collaborative for Academic, Social, and Emotional Learning (CASEL) and the NoVo Foundation launched the Collaborating Districts Initiative (CDI). The CDI is aimed at building capacity in eight large school districts to implement SEL in all schools, for all students. At the same time, CASEL hopes to leverage lessons learned in these collaborating districts to strengthen the research base and to use the CDI to develop and refine practical tools that will promote the effective implementation and assessment of SEL in other districts.

The initiative formally began in December 2010 with a cohort of three districts; five additional districts were selected to join the CDI in December 2011. Each district received an initial grant of \$125,000 from the NoVo Foundation for a six-month planning phase. Planning phase activities included building an SEL team and planning internally and in collaboration with CASEL; conducting a needs and resource assessment; traveling to observe SEL in other districts; attending conferences on SEL practices and research; and purchasing SEL-related materials, curricula, and assessment tools. The outcome of the planning phase was a district SEL implementation plan and NoVo implementation grants of up to \$250,000 per year. Cohort 1 districts began their CDI planning in February 2011 and their implementation in the 2011–12 school year; Cohort 2 districts began planning in February 2012 and began implementation in the 2012–13 school year. As long as each district makes sufficient progress, implementation support will continue for three years.

Through the CDI, CASEL and the NoVo Foundation offer the following to participating districts:

- **District systems development consultation.** Each collaborating district works closely with a pair of consultants: one who is a senior systems development advisor with

experience facilitating systemic change in large school districts and another who is an SEL content specialist. These consultant teams are well versed in current research and policy relevant to district reform. The consultants also function as coaches to those directly responsible for the implementation of SEL in each district. Each consultant provides about 45 days of consultation to each district per year, and most have face-to-face visits monthly.

- **Staff development consultation.** Consistent with each district’s plan, CASEL provides workshops (e.g., orientation to SEL theory, research, and practice) and assistance in developing coherent, sustainable staff development plans for school leaders and personnel. All districts received consultation on staff development consistent with their plans.
- **Communities of practice.** In October 2011, November 2012, and November 2013, CASEL convened all CDI member districts at a host district site to (1) establish connections and relationships, (2) share learning and problem solving, and (3) provide a support network for district staff. The meetings included visits to schools in host districts to observe SEL practices as well as presentations by district staff on the strengths and challenges of their CDI work. Out of these meetings, informal learning communities between districts (Oakland and Washoe, Austin and Sacramento, Nashville and Chicago) have emerged.
- **Connections to external partners.** CASEL conducts reviews of SEL programs and shares information about findings about with districts and encourages connections between the districts and SEL providers.
- **Planning and implementation tools.** CASEL supports SEL implementation through the development of conceptual frameworks, training materials, and planning and monitoring templates. Based on information from CASEL consultant logs, the primary tools in use by the districts to date have been the district rubric; the district strengths inventory; and CASEL research articles, briefs, and videos.
- **Opportunity for grant funding.** The NoVo Foundation committed to providing each collaborating district with an annual grant of \$250,000 contingent on the district continuing to make progress toward systemic implementation of high-quality SEL. Beyond the first three years, NoVo will provide an additional three years of funding at a level commensurate with progress and need. Staff and consultants from CASEL have worked to connect district staff in Cleveland, Austin, and Chicago to potential funders, and support similar efforts in other districts.

Structure of the CDI Intervention

The CDI began with an application and selection process that involved a multi-day site visit led by CASEL (site visit teams included an evaluator from AIR, who served as a participant observer). To prepare for this visit, districts reviewed and compiled information about their work related to SEL, and they were asked to begin to articulate their vision for how a systemic focus

on SEL would help their district. AIR’s interviews have indicated that the process of change started as districts prepared for the site visit and continued as they responded to it. Following the visits, CASEL staff prepared reports for each district identifying initial strengths and challenges; these reports were the basis for the districts’ grant applications to the NoVo Foundation, which were developed with support from CASEL consultants.

The funded period of the CDI is structured as two phases: a planning phase and an implementation phase. The goal during the *planning phase* was for districts to develop an ambitious yet feasible plan for implementing SEL over a three-year period. Specific activities during the planning phase generally include establishing leadership structures for SEL activities (and hiring as necessary), identifying points of intersection and integrating SEL with other district initiatives, and developing a PD plan. During the *implementation phase*, activities focus on training, developing SEL standards, implementing SEL programming, monitoring progress, and communicating about activities and results. Key dates for the districts’ progress in the CDI are shown in Table 1.

Table 1. Timeline for CDI Implementation for Cohorts 1 and 2

District	Dates of Initial CASEL Visit	Planning Phase Proposal Submitted	Planning Phase Report Submitted	Implementation Phase Year 1 Proposal Submitted	Implementation Phase Begins	Implementation Phase Year 1 Report	Implementation Phase Ends
Cohort 1							
Anchorage	November 28–30, 2010	February 1, 2011	August 1, 2011	August 15, 2011	November 2011	October 1, 2012	October 2014
Austin	November 10–12, 2010						
Cleveland	November 21–23, 2010						
Cohort 2							
Chicago	October 17–19, 2011	February 3, 2012	August 15, 2012	September 17, 2012	November 2012	Anticipated October 2013	October 2015
Nashville	October 23–25, 2011						
Oakland	October 3–5, 2011						
Sacramento	November 14–16, 2011						
Washoe County	November 8–10, 2011						

As CDI grantees, the districts receive technical assistance from CASEL and in turn commit to implementing districtwide systemic SEL as specified in CASEL’s district-level theory of action, which is included in this report as Appendix A. Schools within CDI districts may in turn engage

in SEL integration, programming, or both. The theory of action for schoolwide SEL implementation is presented in Appendix B.

AIR's Evaluation of the CDI

AIR is evaluating this initiative by using both quantitative (analysis of data from surveys and educational records) and qualitative (interviews and document review) methods. The goals of this evaluation are to (1) determine whether there are proof points regarding whether and how school districts can build systemic support for SEL; (2) describe the factors and processes associated with the adoption, implementation, and sustainability of SEL policies, programming, and practices in the eight districts; and (3) develop and refine actionable tools (such as surveys and rubrics) and share data that can be used for continuous improvement by the districts, CASEL, the NoVo Foundation, and, ultimately, other districts.

Two lines of evidence potentially produce proof points. The first focuses on feasibility: With initial support from NoVo and with CASEL's technical assistance, can districts successfully implement policies and practices that make SEL an essential part of education? The second involves impact: Does participation in the CDI result in better outcomes for students? Outcomes of interest include students' social and emotional competence, attendance, achievement, suspensions, dropout, and graduation.

Evaluation Questions Addressed in This Report

This report summarizes implementation findings from the eight districts this year, with particular focus on implementation at the district level. An outcome evaluation report that addresses students' social and emotional competence (the proximal outcome) as well as attendance, suspensions, academic achievement, dropout, and graduation will be submitted in January 2015.

This report addresses the following questions:

- What strategies and activities do districts undertake, such as developing SEL learning standards and assessments, adopting evidence-based programs, and providing SEL-related PD? What is district progress in operationalizing the elements of the CDI theory of action?
- How is SEL implemented in schools in the CDI districts?

Evaluation Design for District Implementation

The district activities and outcomes specified in CASEL's theory of action are measured primarily through qualitative methods. We collect logs from the CASEL consultants that capture the work they are doing, we interview both consultants and district stakeholders about the progress of their activities, and we review items on staff surveys and key district documents that are related to implementation of CDI plans. AIR uses a rubric to measure how well the districts have progressed in realizing the activities and outcomes specified in the district theory of action.

The methods we employ for ensuring validity in this evaluation are as follows:

- *Purposive sampling*¹ of interview respondents and focus schools to ensure we include diverse perspectives when appropriate
- *Constant comparison* between pieces of evidence in our data and the categories we use to organize that evidence so that categories are as clearly defined and as reliably applied as possible
- *Combining universal data* from district census instruments and extant district data sources with more intensive data from selected schools and classrooms to produce a rich understanding of the *breadth and depth* of SEL in each district
- A pragmatic application of *grounded theory*² to extend our coding frame, which is based on the CASEL theory of action, so that we are able to use our data not only to describe but also to inductively create meaningful categories and patterns
- *Triangulation* of data from multiple sources (e.g., interviews, surveys, walk-throughs) to validate and nuance findings
- *Respondent validation* to cross-check findings with the respondents themselves, including both district and CASEL staff

These methods are used within a case study approach that follows each district over the course of its selection process, planning phase, and implementation period.

School implementation in this evaluation is measured through a staff survey that measures constructs identified in the school-level theory of action.

Methods

In this section, we describe the districts that are part of the CDI, including a table with key facts about each district, noting major contextual issues relevant to the CDI. We then describe our data sources, measures, data collection procedures, and analytic strategy.

Sample: Description of the Eight CDI Districts

The CDI was launched with three school districts that form Cohort 1: Anchorage, Alaska—Anchorage School District (ASD); Austin, Texas—Austin Independent School District (AISD); and Cleveland, Ohio—Cleveland Metropolitan School District (CMSD). These districts were recruited and selected based on their relationships with leaders in the field of SEL and because they already had some activities in place related to developing students' social and emotional capacities. These three districts can be distinguished from Cohort 2 districts in that both the

¹ As opposed to random selection, purposive selection of participants identifies informants who will provide the best and most descriptive data.

² Grounded theory is a research method in which conceptual categories are developed inductively from systematic analysis of data.

initiative and the evaluation were still in relatively early developmental stages when their work began. Procedures and expectations were not yet well codified.

In late 2011, CASEL began work to establish the CDI Cohort 2 districts. Districts that either responded to an interest survey or were nominated by knowledgeable sources (e.g., CASEL staff or consultants or SEL program providers) were ranked according to how well they demonstrated commitment to high-quality, systemwide implementation of evidence-based SEL approaches. Five districts were selected for site visits in the fall of 2011: Chicago, Illinois—Chicago Public Schools (CPS); Nashville, Tennessee—Metropolitan Nashville Public Schools (MNPS); Oakland, California—Oakland Unified School District (OUSD); Sacramento, California—Sacramento City Unified School District (SCUSD); and Washoe County, Nevada (Reno/Tahoe area)—Washoe County School District (WCSD). Site visits were completed in November 2011, and all five districts were awarded planning grants in February 2012. These five districts (Cohort 2) submitted implementation proposals to the NoVo Foundation in September 2012; all of them were awarded implementation grants.

Although we include results for Cleveland alongside those from other districts in this report, we acknowledge that AIR has a very different relationship with this district than we do with the other districts. The lead principal investigator for the AIR evaluation, David Osher, has had a consulting relationship with Cleveland since early 2008, when he led an audit of the district's safety and student support services (Humanware). Because of this prior and continuing relationship, Dr. Osher has a dual role in Cleveland that must be acknowledged in our evaluation work. We will treat Cleveland as a research and development site and are conscientious about acknowledging the AIR staff's complex role there. In this report, for readers' convenience, we share results and data from Cleveland together with that from other districts.

The eight districts composing the CDI are all moderate-to-large urban districts (although Washoe County includes some rural areas as well as the city of Reno). Four districts have between 37,000 and 49,000 students (Cleveland, Sacramento, Oakland, and Anchorage, in order from smaller to larger). The next three districts are larger: Washoe County has 63,000 students, Nashville has 81,000, and Austin has 86,000. Chicago has the most students, with roughly 395,000, but is concentrating most of its school-based CDI work in 30 K–8 and 26 high schools.

A statistical summary of the eight CDI districts for the 2013–14 school year is presented in **Error! Not a valid bookmark self-reference.**; additional detail about district context, priorities, and SEL implementation approaches is presented in Appendix C. The districts present notable demographic differences. For example, Austin and Cleveland are the only CDI districts to have a majority of students from a single ethnic group (Latino and African American, respectively). Cleveland has the largest proportion of students with disabilities; Cleveland and Oakland both provide free meals to 100% of their students and therefore do not document eligibility for the Free or Reduced Price Lunch program each year. Oakland, Austin, and Sacramento have identified at least a fifth of their students as English language learners. Oakland and Cleveland

both have graduation rates below 65 percent; Austin, Sacramento, and Nashville have rates at or above 85 percent (Nashville's rate is 86.3 percent).

Table 2. Demographics, Achievement, and Graduation Rates for CDI Districts, by Cohort

	District Size		Ethnicity (%)				Subgroups (%)			Achievement Rate (%)*		Graduation Rate (%)
	# Schools	Total Enrollment	African American	Asian	Latino	White	SWD	ELL	FRPL	ELA % Proficient	Math % Proficient	Graduates
Cohort 1												
Anchorage (ASD) ¹	109	48,229	6	16	11	44	14.1	10.8	42	78.9	70.5	73.5
Austin (AISD) ²	129	86,233	8.7	3.4	60.4	24.8	10.0	27.4	63.0	80	81	84.9
Cleveland (CMSD) ³	120	37,967	66.3	1.1	14.8	14.9	23.9	8.0	100 [§]	58.3	48.0	64.3
Cohort 2												
Chicago (CPS) ⁴	672	395,071	40.5	3.4	45.0	9.1	13.3	17.0	85.7	48.0	50.1	69.2
Nashville (MNPS) ⁵	154	81,134	45.3	4.0	18.6	31.8	12.0	14.7	72.4	40.0	42.5	86.3
Oakland (OUSD) ⁶	129	47,194	28	15	43	10	10.8	31	100 [§]	45	44	62.8
Sacramento (SCUSD) ⁷	87	47,031	17.4	17.3	37.7	18.5	21.3	21.7	73.2	48	47	85.3
Washoe County (WCSD) ⁸	104	62,986	2.4	4.4	38.9	46.4	13.5	15.9	47.7	65	62	72.6
Sum or average	1,504	805,845	31.7	5.7	39.5	18.9	14.9	18.3	64.0	57.9	55.6	74.9

Note: School totals include charter and alternative schools. SWD = students with disabilities. ELL = English language learners. FRPL = Eligibility for the free or reduced-price lunch program. ELA = English/Language Arts. Since 2011–12, districts are required to report four-year adjusted cohort graduation rates. These are the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. For any given cohort, students who are entering grade 9 for the first time form a cohort that is subsequently “adjusted” by adding any students who transfer into the cohort later during the next three years and subtracting any students who transfer out, emigrate to another country, or die during that same period. The largest ethnic group in each district is identified in **bold** text.

*Achievement rates refer to the percentage of all students scoring proficient or above on state achievement tests. These tests and the cut scores for proficiency are set by each state and vary widely from state to state, so rates are not directly comparable with each other. ELA = English/language arts. Where reading and writing are tested separately, the reading scores are reported here.

[§] A provision of the National Student Lunch Program allows districts to provide free meals to all students and claim 100 percent. Cleveland and Oakland both make this claim.

1. Anchorage demographic data and graduation rate for the 2013–14 school year, retrieved from <http://www.asdk12.org/media/anchorage/globalmedia/documents/demographics/Ethnicity13-14.pdf>. SWD and ELL data from NCES for the 2011–12 school year. FRPL data for 2013–14 retrieved from <https://www.eed.state.ak.us/tls/cnp/NSLP.html>. Achievement data for the 2012–13 Standards Based Assessment (SBA), Grades 3–10, retrieved from <http://www.eed.state.ak.us/tls/assessment/AsmtVer2013/DistrictOverview.cfm?DistrictID=5&Test=SBA>.
2. Austin demographic data for the 2012–13 school year retrieved from <http://ritter.tea.state.tx.us/cgi/sas/broker>.
3. Cleveland data from the 2013–14 District Report Card, retrieved from <http://reportcard.education.ohio.gov/Pages/District-Report.aspx?DistrictIRN=043786>. Achievement data retrieved from <http://reportcard.education.ohio.gov/Pages/Download-Data.aspx>.
4. Chicago data from the 2012–13 school year, retrieved from the 2013 Illinois District Report card at http://www.isbe.net/assessment/report_card.htm (City of Chicago School District 299). Achievement data from the 2012–13 Illinois Standards Achievement Test (ISAT), Grades 3–8, retrieved from <http://cps.edu/SchoolData/Pages/SchoolData.aspx>. FRPL data retrieved from http://www.isbe.net/nutrition/htmls/eligibility_listings.htm.
5. Nashville data from the 2012–13 school year, retrieved from the 2013 Tennessee Department of Education Report Card at http://www.tn.gov/education/data/report_card/2013.shtml. Graduation data from the 2012–13 school year, retrieved from the Nashville Public Schools Scorecard at <http://scorecard.mnps.org/Page100441.aspx>. Achievement data from the 2012–13 Tennessee Comprehensive Assessment Program (TCAP), Grades 3–8, Davidson County.
6. Oakland data from the 2013–14 school year, retrieved from the California Department of Education *DataQuest* at <http://dq.cde.ca.gov/dataquest/>. Achievement data from the 2012–13 California Standardized Testing and Reporting (STAR) Program, retrieved from <http://www.ed-data.k12.ca.us/>.
7. Sacramento data from the 2013–14 school year, retrieved from <http://www.ed-data.k12.ca.us/>. Graduation data from the 2012–13 school year, retrieved from <http://www.cde.ca.gov/ds/>. Achievement data from the 2012–13 California Standardized Testing and Reporting (STAR) Program.
8. Washoe County data from the 2013–14 school year, retrieved from <http://www.nevadareportcard.com>. Achievement data from the 2013–14 Criterion Reference Test (CRT), for Grades 3–4, 6 and 8, as available on the Nevada Report Card.

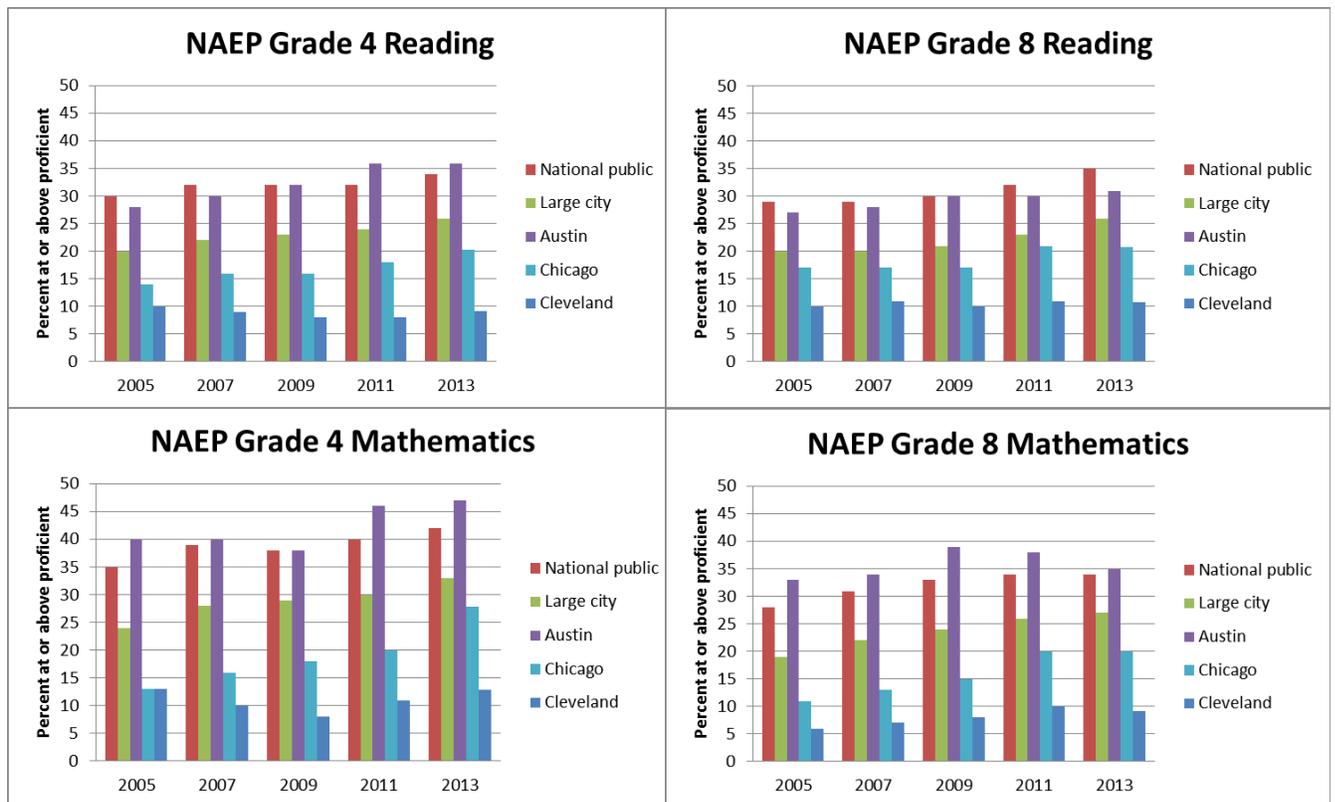
With respect to issues that affect educational policy, the districts are also diverse. Two districts (Nashville and Cleveland) are in states that won Race to the Top grants from the U.S. Department of Education. These districts experience increased demand to address federal education reform targets, such as changing the way teacher and principal performance is reviewed, turning around low-performing schools, adopting rigorous standards and assessments, and adopting data systems to support improved instruction. All districts except Austin are implementing Common Core State Standards and are preparing for new and dramatically different achievement tests beginning in 2014–15; Austin just experienced a change in achievement tests in 2012. Two districts are under mayoral control, in which the city’s mayor appoints the school board and school superintendent and controls the budget: Chicago, since 1995, and Cleveland, since 1998, when the district emerged from receivership. Oakland was in receivership from 2003 through 2009 but regained local control in 2009.

The role of teachers’ unions also varies by district. According to a report produced by the Fordham Foundation (Northern, Scull, & Zeehandelaar, 2012), four CDI districts are in the top 12 states in the country for teachers’ union strength (Oakland, Sacramento, Chicago, and *Cleveland*), whereas Austin is in a state that prohibits both collective bargaining and collection of agency fees (union dues as a condition of employment). District relations with the teacher unions also vary. For example, in 2012 Chicago experienced a seven-day teacher strike, whereas Cleveland’s union collaborated with Cleveland and the mayor to secure state support of “The Cleveland Plan” and had local support for the first tax levy in 16 years.

Although information on state achievement test performance is included in A statistical summary of the eight CDI districts for the 2013–14 school year is presented in **Error! Not a valid bookmark self-reference.**; additional detail about district context, priorities, and SEL implementation approaches is presented in Appendix C. The districts present notable demographic differences. For example, Austin and Cleveland are the only CDI districts to have a majority of students from a single ethnic group (Latino and African American, respectively). Cleveland has the largest proportion of students with disabilities; Cleveland and Oakland both provide free meals to 100% of their students and therefore do not document eligibility for the Free or Reduced Price Lunch program each year. Oakland, Austin, and Sacramento have identified at least a fifth of their students as English language learners. Oakland and Cleveland both have graduation rates below 65 percent; Austin, Sacramento, and Nashville have rates at or above 85 percent (Nashville’s rate is 86.3 percent).

Table 2, note that except for Oakland and Sacramento, the scores reflect different state assessments, each with its own cut score for proficiency. Three of the districts (Austin, Chicago, and Cleveland) have participated in the National Assessment of Educational Progress Trial Urban District Assessment (NAEP TUDA; NCES, n.d.), which allows for direct comparison. Results from these achievement assessments are shown in Figure 3. Austin performs at or above the national average for all public schools and above the average for large cities. Chicago is below the large city average but has improved in recent years, particularly in mathematics. Among the 21 urban districts participating in NAEP TUDA, Cleveland is among the lower scoring districts (along with Detroit; Washington, D.C.; Milwaukee; Fresno; and Baltimore). Cleveland’s performance levels have been essentially flat over time.

Figure 3. NAEP TUDA Results for Austin, Chicago, and Cleveland, Compared With All Public Schools and With Large Cities



Source: NCES, n.d.

Evaluation Measures

The measures and the data collection plan are shown in Table 3. The major elements in the CDI district-level theory of action are shown in the left column of Table 3; the right column lists the measures that align with each component of the theory of action. Although the CDI primarily operates at the district level, the theory of action specifies that districts will provide training and support at the school level for SEL integration and implementation; these school activities are hypothesized to influence student outcomes. Although the CASEL theory of action includes

attention to classroom-level implementation, the evaluation is not able to represent the classroom level substantially given the extremely large number of schools involved in the study.

Table 3. Measures at Each Level of the CASEL Theory of Action

Levels of the CDI (Specified in the Theory of Action)	Measures Aligned to Each Level
CASEL CDI (inputs)	<ul style="list-style-type: none"> • CASEL reports and consultant logs • Notes from quarterly consultant meetings • Interviews with CASEL consultants and staff
Districts	<ul style="list-style-type: none"> • Stakeholder interviews • Document review • Rubric and benchmarks (scores assigned based on analysis of interviews and documents) • Staff SEL survey: items measuring district staff attitudes
Schools	<ul style="list-style-type: none"> • Staff SEL survey: measures of school implementation and positive climate • School climate surveys (from extant district data)
Students	<ul style="list-style-type: none"> • Achievement, attendance, discipline, dropout, graduation (from extant district data) • Social and emotional competence: <ul style="list-style-type: none"> ○ Teacher report for Grade 3 ○ Student self-report for Grades 7 and 10

Measuring CDI Implementation

AIR collects data from several sources in conducting its evaluation of CDI implementation.

Consultant Logs. The consultant logs that CASEL district consultants complete on an ongoing basis are a primary source of data on the types and quality of support consultants provide to districts. These logs were developed to be strongly parallel to the CDI district theory of action and the district rubric, and they serve as the basis for the analysis of consultant activities and provide information about the interactions between CASEL and participating school districts. Each log entry records the purpose of a consultation, identifies relevant activities and outcomes, collects ratings of how well received the consultation was, and records any issues or follow-ups. AIR will report results from the most recent analysis of consultant logs at the October 2014 CASEL consultants’ meeting.

Interviews and Document Review. In spring 2014, AIR conducted structured interviews by phone with the consultant teams and SEL leaders in each district in advance of site visits to the districts to obtain detailed information about CDI implementation. Protocols for all interviews are shown in Appendix D.

On an ongoing basis, through the consultant logs and district contacts, AIR collects and reviews documents from each district that provide evidence of their CDI activities (e.g., proposals,

progress reports, and related documents such as strategic plans and SEL vision and mission statements). These documents are used to validate and supplement the interview data.

Analytic Methods: Interviews and Documents

Qualitative data were analyzed by using several analysis methods to systematize the data review in a way that ensures a trustworthy analysis. Analysis of qualitative data involved three steps: (1) examining each interview transcript, document, or artifact individually and then in relation to one another to make comparisons using the initial a priori codes; (2) identifying emergent themes and concepts relative to the CASEL theory of action; and (3) identifying other themes, concepts, and categories outside of the theory of action for further analysis.

In this evaluation, qualitative analysis balances deductive and inductive approaches. To guide the qualitative analysis, a coding structure specific to this evaluation was created based on the CDI theory of action. These a priori codes were then used to create an analysis file in a qualitative software program (NVivo). All CDI analysts received training, and the coding structure was discussed before initial coding to ensure a common understanding of the codes being used.

The a priori coding structure guided the initial coding of each interview transcript and document or artifact. During the coding process, inductive codes were also added in consultation with the analysis team to capture the variety of open-ended responses. During the analysis phase, the team looked for emerging patterns, themes, and categories to determine the most important findings from the interviews and document review for each evaluation construct. Prevalent themes were identified as supporting evidence for the district's progress.

Summaries of the interviews and documents or artifacts were created based on a combination of the following approaches: examining all of the responses to determine the level of agreement on a construct, examining the interviews to determine the extent to which favorable and unfavorable conditions were described, and synthesizing the data from multiple respondents and documents or artifacts to develop a narrative description of program characteristics and practices related to the CDI implementation. To maintain the confidentiality of individual respondents, name and position are not directly associated with the interview data summaries.

District Rubric

The district rubric is our primary measure of the extent to which each district is engaged in the activities and realizing the outcomes identified in the CDI theory of action. AIR and CASEL co-developed the rubric to serve as both an implementation measure and an outcome measure for the CDI. We present the rubric in full in Appendix E.

The version of the CDI district rubric from 2012–2014 differed from the version used in 2011. The 2011 version had 34 items across 5 domains, and each item was rated on a 1–5 scale. Because we are interested in comparing data from 2011 to 2013 for the Cohort 1 districts, we engaged in a multi-rater process of aligning the 2011 items to the current rubric items. In many

cases, there were multiple 2011 items that mapped onto current rubric items. Once item matches were made, the means of the 2011 items were computed, and then these means were adjusted (multiplied by a factor of 0.8) to match the 1–4 scale used for the current rubric.

AIR uses a consensus-based process among the qualitative team members coding the district transcripts and documents, the qualitative team leader, and the lead AIR investigator for each district to arrive at reliable rubric ratings. The qualitative team develops an initial rating, which is reviewed by the qualitative team leader and then the AIR principal investigator for each district, and adjustments are made if necessary. During the process of reviewing individual district reports, CASEL consultants review ratings. If CASEL consultants have additional or new information, then changes to scores may be made based on this information (but not based only on differences of opinion).

The elements contained in the rubric are presented in Table 4. There are 10 district activity areas and three outcome areas. The activity areas are conceptually grouped by function; the assignment of activity areas to group is also shown in Table 4.

Table 4. Definition of Elements in the CDI District Theory of Action

Domain	Element	Definition
District Activities		
1. Cultivate commitment and organizational support for SEL	Vision	Most districts have an established mission or vision. The CDI aims for that vision to include SEL, so that what is desired for all students’ social development is formally stated and can guide activities in this area. The vision is developed with input from the entire community.
	Communications	A communication plan helps to engage all key stakeholders, internally and externally, to understand and fully support SEL for all students.
	Resource alignment	Both financial and human resources to support SEL programming are developed, including a plan for sustainability over time.
	Central office expertise	Over time, districts develop widespread capacity, commitment, and knowledge in SEL theory, research, and practice across many central office leaders from diverse units to provide guidance and support for SEL activities in the school and classroom.
2. Needs and resources	Needs and resources	An environmental scan that identifies and reviews student, staff, and school data suggesting areas of need (such as high or disproportionate suspension rates) and inventories all current programs and activities in place that address social and emotional development.
3. Support classroom, schoolwide, and community SEL programming	Professional development programs	All staff at individual, school, and district levels are supported in the development of SEL knowledge and skill. Ideal professional development includes embedded, ongoing support and continuous assessment for improvement.
	SEL integration	SEL is not a stand-alone initiative, but rather is aligned and fully integrated with all other district initiatives and priorities, including curriculum and instruction.

Domain	Element	Definition
	SEL standards for PK–12	Comprehensive, developmentally appropriate learning standards and benchmarks articulate what students should know and be able to do in the area of SEL from prekindergarten to Grade 12. The standards are consistent with standards in academic content areas, and information about them should be shared with staff, students, and parents.
	Evidence-based programs	At the school and classroom level, certain programs, strategies, and practices have been shown through research to develop student and staff social and emotional competencies. These practices are closely integrated with academic instruction for all students in all grades.
4. Establish systems for continuous improvement	Continuous improvement	Districts collect data on 1) SEL program implementation, 2) student social and emotional competence, and 3) school climate. There is a reporting system in place for staff to reflect on all of these data and actively change practices.
District Outcomes		
1. Positive climate	A climate of respect, trust, and collaboration exists in the central office and in schools. There are norms for student and adult interactions that reflect SEL competencies.	
2. Stakeholder commitment	Influential district leaders, parents, families, and broad-based community leaders are aware of and support work to advance students' SEL.	
3. Roles and responsibilities	There are clearly defined roles and responsibilities of each stakeholder involved in systemic SEL implementation. This information has been conveyed to all stakeholders within the school district and the community.	

To better understand how rubric scores are assigned, a sample set of benchmarks (for continuous improvement) are shown in Table 5. A score of 1 reflects a district that has not made progress toward addressing continuous improvement for SEL; a score of 4 reflects a high level of achievement in this area.

Table 5. Sample CDI District Rubric Scoring: Continuous Improvement

Score	Benchmarks for Four Levels of Continuous Improvement
4	The district systematically collects data on SEL program implementation, students' social and emotional competence, and school climate from all schools. Central office staff and school teams reflect on these data <i>and</i> actively change practices.
3	The district collects data on SEL program implementation, students' social and emotional competence, and school climate from all schools but does not have a reporting system in place so central office staff and school staff can reflect on these data and actively change practices.
2	The district systematically collects data on two of the three domains listed above from some schools, but central office staff and school staff do not formally reflect on these data or change practices.
1	The district has started conversations about collecting the data identified in the top benchmark (#4) but does not collect data in more than one of the domains and does not yet have a process in place for reflecting on or using data to improve practice.

Staff SEL Survey

To measure implementation of SEL activities at the school level, we administered a survey to those school-based and central office staff whose professional roles related to instruction or student support. The content of the survey was revised in 2012–13 to map more closely onto the school theory of action released by CASEL in 2012 (Appendix B). The items on the survey were designed to cover the activity areas in which schools may work to develop SEL, as well as relevant district-, classroom-, and teacher-level factors that may influence schoolwide SEL implementation. In addition, the theory of action specified one school-level outcome area, climate and culture, that was also included on the instrument.

The staff SEL survey data were scaled across districts by using the Rasch rating scale model. Each construct was analyzed separately and equated across districts by using the concurrent calibration method, allowing for accurate comparisons between districts. Through the analyses, nine implementation activity areas and one outcome area were created. The constructs, their relation to the CDI School Guide domain, and sample items from each, are shown in Table 6. Appendix F contains details of how low, medium, and high cut points were established for this instrument.

To produce a coherent, single score for implementation analysis, we standardized and then averaged scores from the six constructs that map onto School Guide scales. In that way, the overall implementation score reflected the degree to which staff members in that school reported the activities specifically related to the school theory of action were evidenced.

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Table 6. Staff SEL Survey Constructs and Sample Items

School Guide Domain	Staff SEL Survey Construct	Sample Items
Shared Vision Resources and needs	Change management (10 items)—combines vision, needs, and resources	<ul style="list-style-type: none"> My school has developed a vision for academic, social, and emotional learning. My school is looking carefully at what practices, programs, and policies we have that promote SEL.
	Professional learning	<ul style="list-style-type: none"> I have received PD on how to integrate social and emotional skill instruction with academic instruction. I have received feedback or guidance on my use of these practices that I learned in PD.
Evidence based	Teacher practices (9 items)—teacher behaviors related to SEL but not specific to evidence-based programming	<ul style="list-style-type: none"> To what extent have you made changes to your practices as a result of participation in professional learning opportunities? To what extent do you use project-based learning in your classroom?
	Classroom-based practices (5	<ul style="list-style-type: none"> I have enough time to implement the SEL

School Guide Domain	Staff SEL Survey Construct	Sample Items
programs	items)—related to evidence-based programming; only asked of teachers who report that there is an SEL program in use at their school	<p>approach at my school.</p> <ul style="list-style-type: none"> I have received coaching support to implement the SEL approach at my school.
Integration	Schoolwide integration (5 items)	<ul style="list-style-type: none"> There are schoolwide strategies that reinforce students' social and emotional skills outside the classroom. This district has SEL standards for students.
Continuous improvement	Continuous improvement (4 items)	<ul style="list-style-type: none"> Data are collected regularly on school climate. My school has made data-based changes to practice on students' social and emotional skills.
Related constructs, not included in implementation score	Teacher attitudes (7 items)—awareness of and commitment to the theory of action	<ul style="list-style-type: none"> How important is it to you to support SEL in a time of budgetary cutbacks? I feel confident in my ability to implement the SEL program that has been adopted at my grade level.
	Staff climate and culture (3 items)—relates to the school-level outcome of positive climate	<ul style="list-style-type: none"> The adults in this school interact with one another in a way that models social and emotional competence. The adults in this school interact with students in a way that supports students' social and emotional skills. The culture at my school supports SEL.
	Leadership (4 items)—reflects school leadership for SEL	<ul style="list-style-type: none"> My principal models social and emotional competence in the way that he or she deals with students and faculty on an everyday basis. The adults in this school are expected to actively promote students' social and emotional development.
	District support for SEL (4 items)—measures district factors related to school SEL	<ul style="list-style-type: none"> My school district often emphasizes SEL in communications I receive. The culture in the district supports the development of students' social and emotional skills.

A response rate summary for the 2013–14 school year is presented in Table 7. AIR administered the full staff survey in Anchorage, Cleveland, Chicago and Nashville; Austin and Washoe County administered a subset of items, and Sacramento administered a staff survey independently. Data for Oakland were not available from WestEd at the time of this report. In 2012–13, the average response rate for the staff survey across districts was 51.8 percent; in 2013–14 it was 51.9 percent. This year we also report the percentage of respondents who completed at least one item about SEL; that average response rate was across districts was 49.4 percent.

Table 7. 2014 Response Rates for the Staff Survey of SEL Implementation

District	# Items	n	≥ 1 item	%	≥ 1 SEL item	%
Anchorage	AIR full	3,647	1,574	43%	1,533	42%
Austin—teachers	District	3,626	1,385	38%	N/A	
Austin—administrators	survey, 20 items	118	61	52%	N/A	
Austin—non-teaching professionals		576	297	52%	N/A	
Cleveland	AIR full	3,269	2,011	62%	1,749	54%
Chicago	AIR full	1,740	895	51%	883	51%
Nashville	AIR full	6,257	3,267	52%	3,208	51%
Sacramento	57	20 SEL schools; N unknown	154	N/A	N/A	
Washoe County	District survey, 18 items	5,959	3,677	62%	3,543	59%
Overall		25,192	13,167	52%		

Notes. The denominators for all districts were the numbers of personnel identified by each district as having a role related to instruction or student support. Austin staff were sampled by role to complete 16 SEL items as part of the district’s Employee Coordinated Survey.

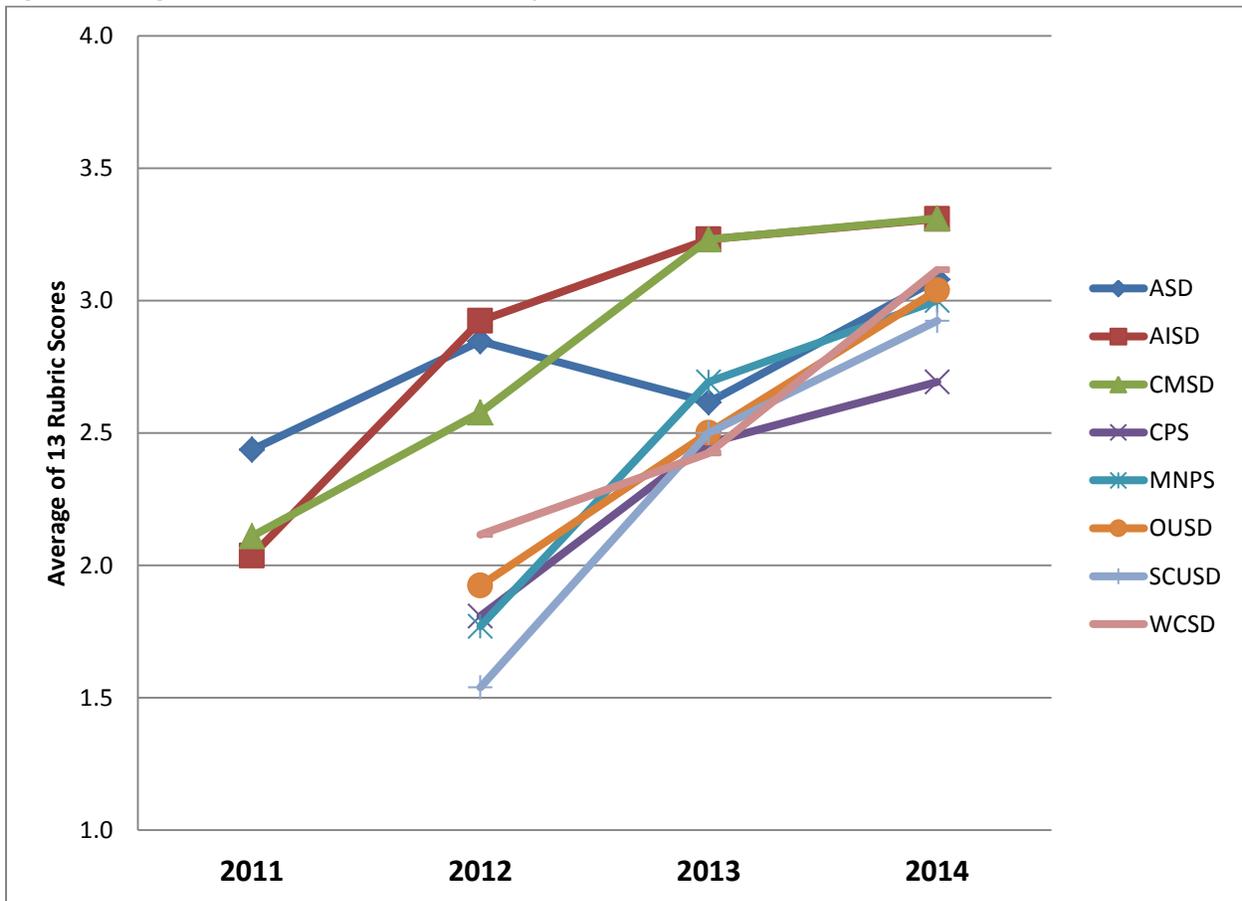
Results

In this section, we describe results for district implementation, as measured by the CDI rubric, and school implementation, as measured by the staff survey.

District Implementation

Our metric for the extent and quality of implementation is the CDI district rubric, which produces scores on a scale of 1–4 for each of 10 activity and three outcome areas for each district. For purposes of presentation and ease of interpretation, the activity areas were conceptually clustered into the domains as defined in Table 4. In this presentation of results, we begin with the broadest overview of district progress in SEL implementation and then progress to finer-grained variables for analysis. The raw data for districts’ rubric scores across all years are shown in tabular form in Appendix G. In Figure 4 we present the progress over time for all eight CDI districts based on the average of all 13 rubric scores.

Figure 4. Averaged Rubric Scores Across All 13 Activity and Outcome Items for Each District From 2011 to 2014



The three Cohort 1 districts (Anchorage, Austin, and Cleveland) are those that have scores for 2011. The five Cohort 2 districts have their first scores in 2012. Several findings are evident from a visual examination of this chart:

- There is a trend toward improvement in realizing benchmarks toward greater SEL implementation over time. All but one district (Anchorage) has improved overall each year; Anchorage improved in 2012 and 2014.
- The two districts with average scores above 3.0 in 2013 had the smallest gains this year (Austin and Cleveland, with gains of 0.8 points). None of the districts with the largest gains in 2014 (Washoe County, Anchorage, and Oakland) were among the top three gainers in 2013, and two of this year’s top gainers were among the lowest last year. The correlation between 2012–13 improvement and 2013–14 improvement was $-.23$, which indicates that relatively large gains did not tend to recur.
- The Cohort 1 districts started out at higher levels of SEL implementation than did the Cohort 2 districts. In 2014, after two full years of CDI implementation, the Cohort 2 districts are slightly below where the Cohort 1 districts were after their first two years.

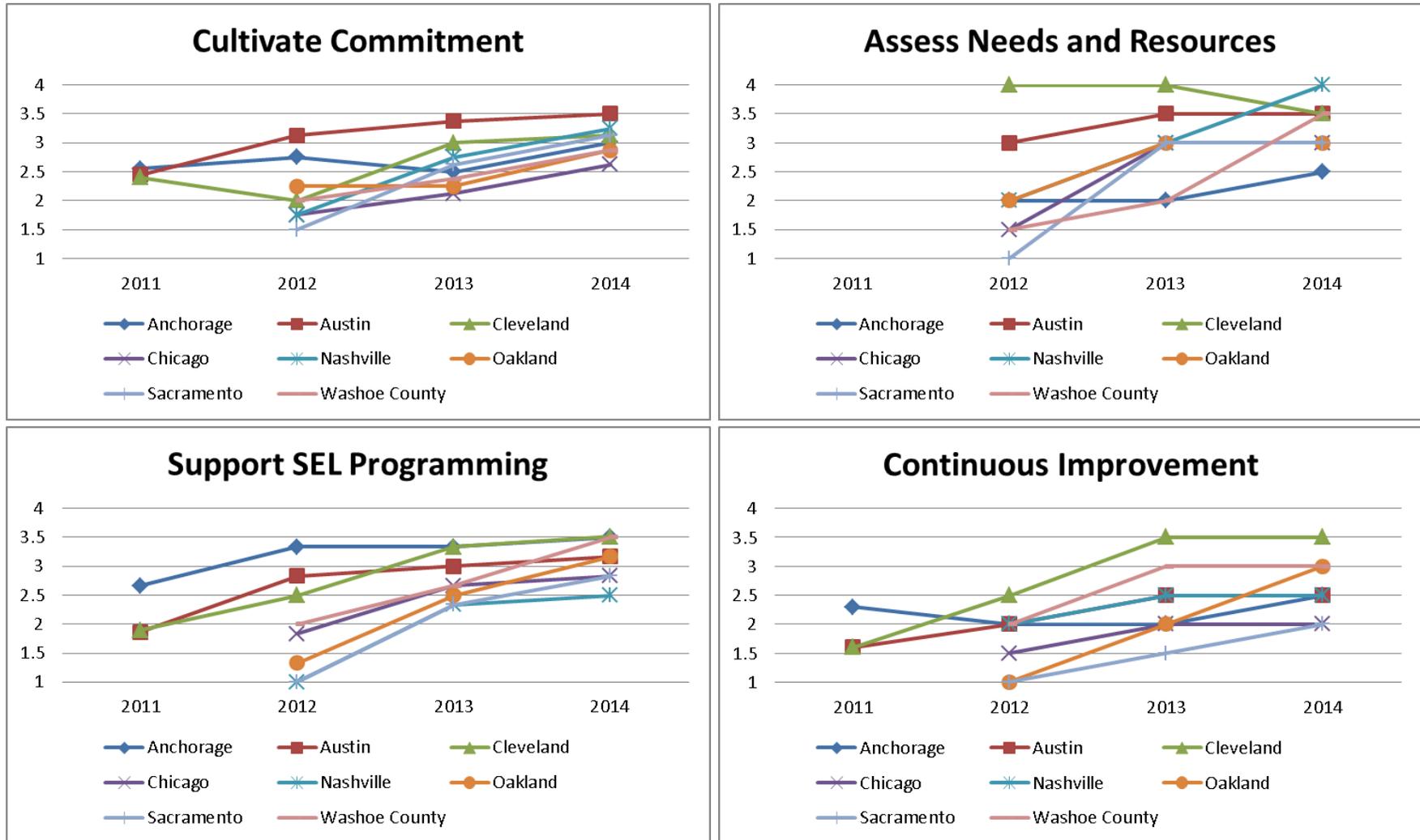
To better understand patterns in implementation, we disaggregated the overall average scores into the conceptual activity and outcome domains defined in Table 4. The results are shown in Figure 5 for the four activity domains. For the set of district activities related to **cultivating commitment and organizational support for SEL**, all of the districts have made gains over time, although not all districts improved each year. The three Cohort 1 districts (those that started in 2011) began at a higher point than the Cohort 2 districts, but two of them did not have the steady, upward trajectories that Cohort 2 showed. In both of these districts, turnover of key district staff positions resulted in temporary declines in rubric ratings for vision or central office expertise. In Cohort 2, four of five districts improved from 2012 to 2013 (one was stable); all districts made progress from 2013 to 2014.

Needs and resource assessment changed less smoothly over time. Recall that the 2011 rubric did not assess this activity area, so scores are only available for 2012–2014 for all eight districts. Seven of eight districts made gains over time; only one did not continue to meet the criteria for the highest score in 2014 and dropped slightly in its rating. Only two districts made incremental gains each year (Nashville and Washoe); for the other six districts, change in one year was combined with stable scores in another year. Four districts were stable from 2013 to 2014.

Support for SEL programming at the classroom, school, and community levels (an aggregate of the activity scores for professional learning, integration of SEL with other district initiative, establishment and use of SEL standards, and adoption of evidence-based programs) was the area with the greatest overall change over time. One district had a stable score from 2012 to 2013 (Anchorage), but all others showed incremental gains each year with an average gain from the first to the current implementation year of 1.3 rubric points. All three Cohort 1 districts plus Washoe County scored 3.25 or above in 2014 for this set of activities.

Systems for continuous improvement have also improved over the grant period for all eight districts. As with needs and resources assessment, six districts showed year-to-year stability at least once; only Oakland and Sacramento improved incrementally each year. This activity area had the lowest scores overall; the average in 2014 was 2.6, compared to averages above 3.0 for each of the other activity areas. The criteria for full implementation of the theory of action is stringent here, as districts must collect, report, and use data on 1) SEL program implementation, 2) students' social and emotional competence, and 3) school climate from all schools. Few districts have developed systems to track the quality of implementation of their SEL programming at this point in the CDI, and none currently do this for all schools.

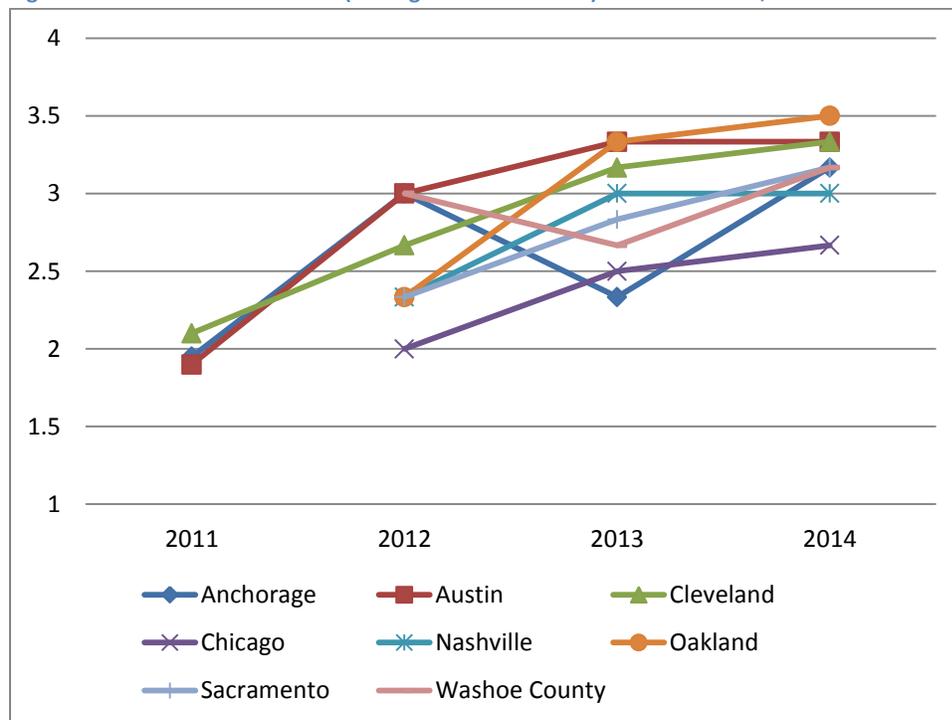
Figure 5. Rubric Scores for Four Areas of District Activity, All Districts, 2011 to 2014



Note. The Assess Needs and Resources activity domain was not measured on the version of the rubric used in 2011, so the three Cohort 1 districts do not have a score for that activity that year.

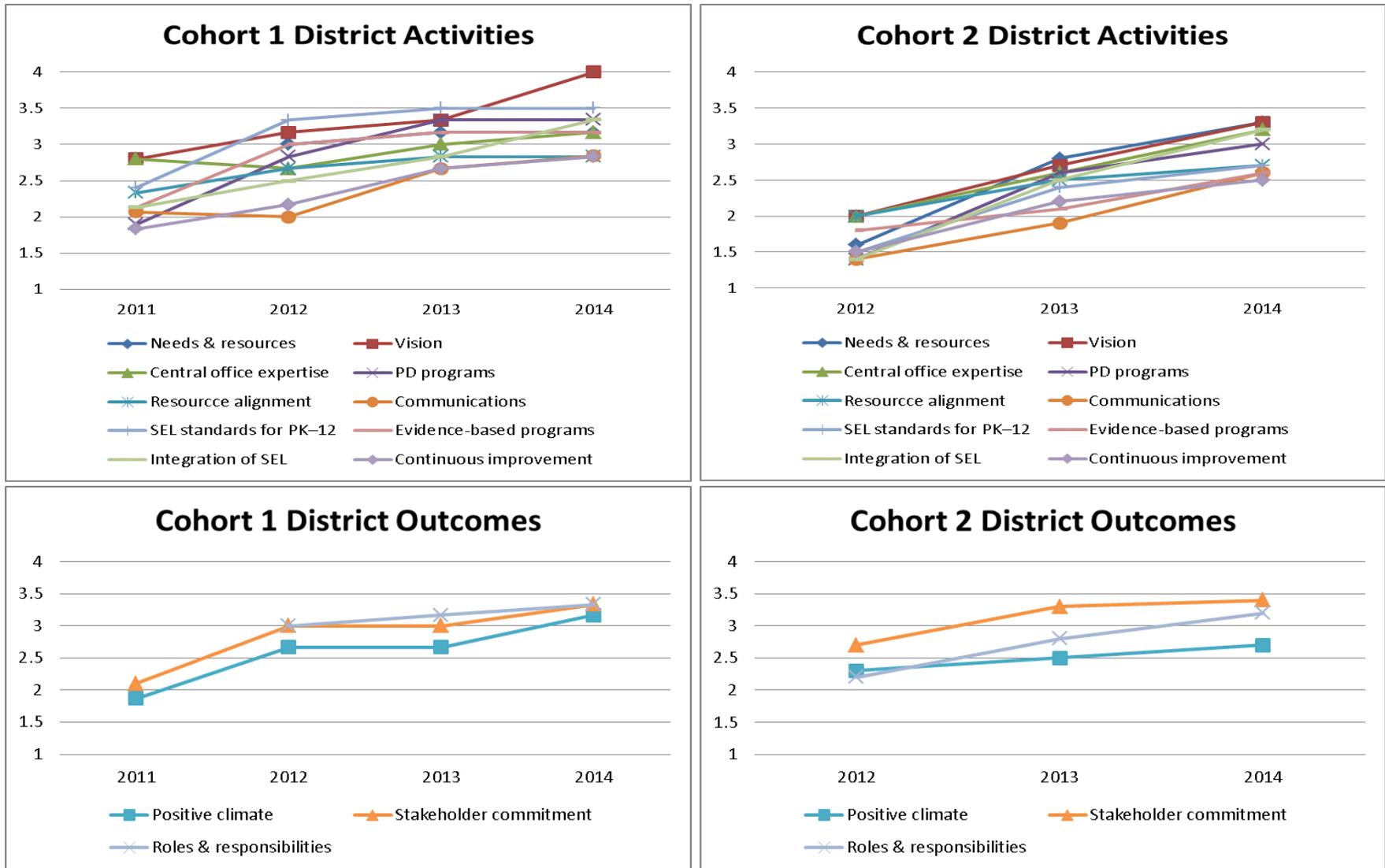
The district theory of action for the CDI measures three **district outcome** areas: positive climate, stakeholder commitment, and clear roles and responsibilities for SEL implementation; results for this set of rubric scores are shown in Figure 6. Again, all districts made gains from their first year to 2014; seven of the eight districts have scores in 2014 between 3.0 and 3.5. Two districts had temporary setbacks in their outcomes scores from 2012 to 2013, and two were stable from 2013 to 2014, but otherwise, all of the changes were in the positive direction. Within the outcome areas, the districts have made the most progress in stakeholder commitment, achieving an average score in 2014 of 3.3 in Cohort 1 and 3.4 in Cohort 2. As the CDI has matured in these districts, more and more educators have become aware of it and its role in the district’s work. Positive climate was the outcome area with the lowest attainment overall: 2014 scores were 3.2 in Cohort 1 and 2.7 in Cohort 2.

Figure 6. District Outcome Scores (Average of Three Scores) for Each District, 2011 to 2014



We examined patterns by cohort in the level of implementation and change over time. To examine the level of achievement for CDI cohorts for individual rubric areas, we calculated annual averages for each cohort and present the results in Figure 7. The figure shows that there were different areas of strength across the cohorts. Cohort 1 has achieved the highest levels of implementation for SEL vision and standards. For Cohort 2, the highest implementation levels are in stakeholder commitment, resource and needs assessment, and SEL vision. Although Cohort 1 exceeds Cohort 2 in most activity areas, in 2014 Cohort 2 exceeded Cohort 1 levels for needs and resources assessment, central office expertise, and the outcome area of stakeholder commitment. Cohort 2 is within a quarter point of Cohort 1 for resource alignment, integration of SEL, communication, and the outcome area of roles and responsibilities.

Figure 7. Cohort 1 and Cohort 2 Activity and Outcome Scores for 2011 to 2014



The levels of change from one year to the next and from the first to the current measured year are shown in Table 8. From these values, we can discern the areas in which districts made relatively more or less progress over time. In the table, the top three gain scores for each time period for each cohort are shown in bold. These findings are discussed in the following sections.

Table 8. Change scores for Cohort 1 and Cohort 2 Districts

Rubric Area	Cohort 1				Cohort 2		
	2011–12	2012–13	2013–14	2011–2014	2012–2013	2013–14	2012–2014
Resources and needs*	Not scored in 2011	0.17	0.00	0.17	1.20	0.50	1.70
Vision	0.95	0.17	0.67	1.47	0.70	0.60	1.30
Central office expertise	-0.13	0.33	0.17	0.37	0.60	0.60	1.20
PD programs	0.93	0.50	0.01	1.44	1.20	0.40	1.60
Align resources	0.33	0.17	0.00	0.50	0.50	0.20	0.70
Communications	-0.07	0.67	0.17	0.77	0.50	0.70	1.20
SEL standards for PK–12	0.93	0.17	0.00	1.10	0.90	0.30	1.20
Evidence-based programs	0.87	0.17	0.00	1.03	0.30	0.50	0.80
Integrate SEL with other initiatives	0.37	0.33	0.51	1.21	1.10	0.70	1.80
Continuous improvement	0.33	0.50	0.17	1.00	0.70	0.30	1.00
Positive climate	0.80	0.00	0.50	1.30	0.20	0.20	0.40
Stakeholder commitment	0.90	0.00	0.33	1.23	0.60	0.10	0.70
Roles and responsibilities*	Not scored in 2011	0.17	0.17	0.33	0.60	0.40	1.70

*Resources and needs assessment and roles and responsibilities for SEL were not measured on the 2011 rubric. Overall change for those areas is measured as change from 2012 to 2014.

Cohort 1 and 2 Districts: Areas of Greatest Progress by Year

Our data showed that the areas³ in which districts made the most progress in their first year were different for the two Cohorts:

- At the end of implementation Year 1, Cohort 1’s greatest gains were in **vision** development, **PD** programming, and **SEL standards**. These areas are consistent with the district entry plans established by many of the CDI consultants, in which early activities include establishing a vision that includes SEL, providing PD opportunities to increase awareness and build commitment to this vision, and beginning to establish standards for

³ In 2011, the rubric used for the evaluation did not measure the areas of resource and needs assessment or SEL roles and responsibilities. Therefore, we cannot make comparisons about first year growth in these areas across the two cohorts.

what students should know and be able to do with respect to social and emotional skills. Assessing resources and needs is an early activity for which we had no data in 2011, so we could not calculate change scores for that domain.

At the end of implementation Year 1 for the Cohort 2 districts, the areas of greatest progress were in **resource and needs assessment, PD, and integrating SEL with other initiatives**. Although the resources and needs category was not scored for Cohort 1 in its planning phase, that is when both Austin and Cleveland devoted considerable effort to this task, so this area might appear similar to the findings in Cohort 2 if it had been scored. Just as with Cohort 1, PD was an area with a large increase in implementation level. Unlike Cohort 1, however, Cohort 2 made considerable gains in integrating SEL with other initiatives.

- At the end of implementation Year 2, the greatest gains for Cohort 1 were in **communications, PD, and continuous improvement**. PD was the only area in which districts had high levels of improvement across both years. The fact that the greatest gains appear in different areas in the second implementation year suggests that districts sequence their activities to some degree, and communications and continuous improvement may logically depend on some earlier activities already being in place.

In the second implementation year for Cohort 2, the greatest gains were in **communications, integration, vision, and central office expertise**. The only area of overlap with Cohort 1 was in communications, which appears to have been a Year 2 activity in many districts. There does not seem to be a common pattern among focal areas for district implementation in Year 2.

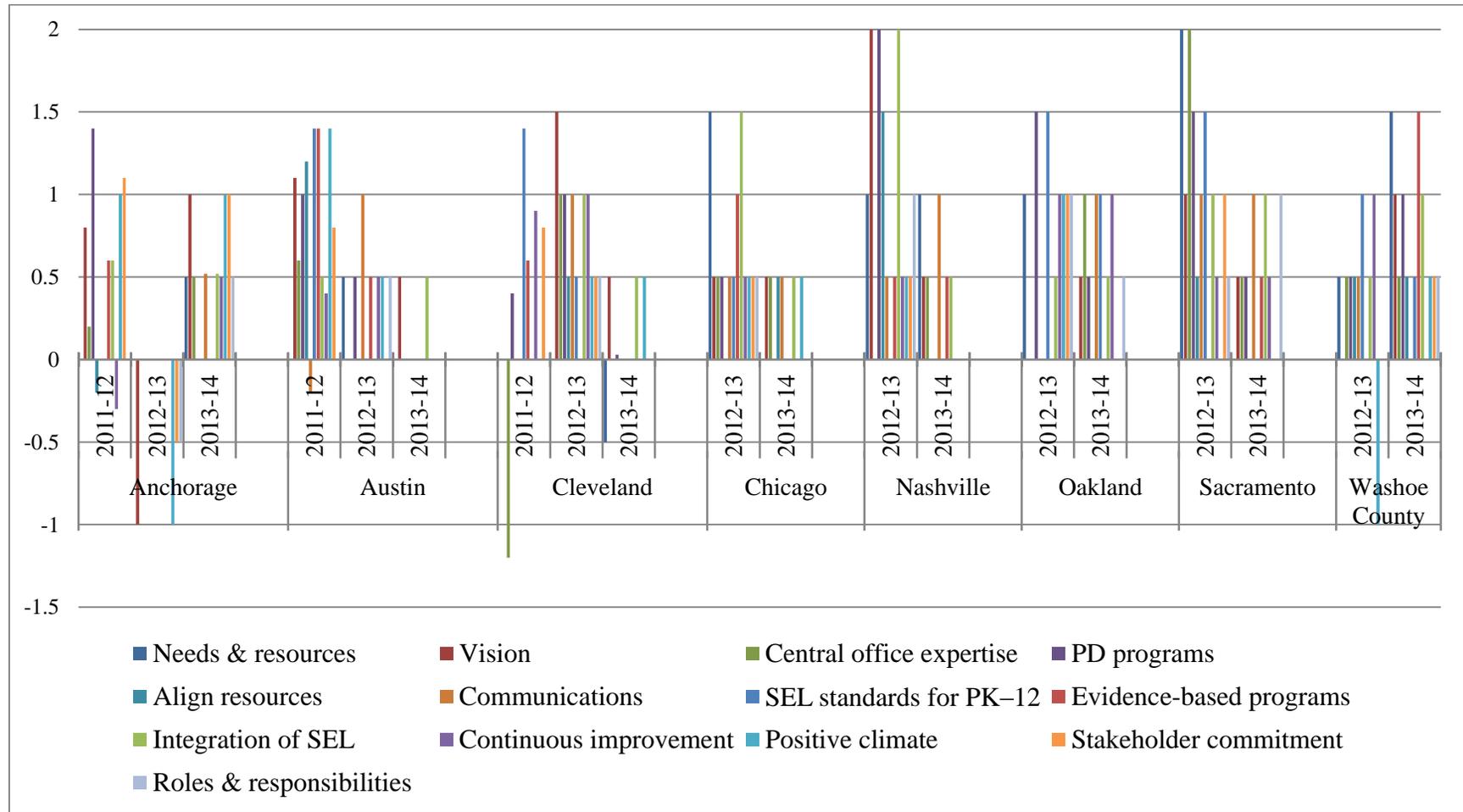
The commonality that appears most apparent in looking at Year 2 gains is that they tend to be much smaller than Year 1 gains. This trend continued for Cohort 1, for which Year 3 gains were smaller still.

In looking at total gains from first year through current year, there are *no* common rubric areas where the two Cohorts made the greatest gains in improved implementation. This suggests that there is no single pathway through the CDI implementation process; that each district begins with its own strengths and needs, finds points of entry for the work, and goes from there.

In Figure 8, the patterns of progress from year to year are shown for each district for each rubric area. Although this is a complex chart, the point is that there really are no two districts with very similar patterns of change over time. Districts bring their own strengths to this work: Anchorage has long-standing SEL standards, Austin has been masterful at resource alignment, and Oakland and Sacramento have stood out for stakeholder commitment, for example. What we see is that the unique pattern of strengths and challenges in each district influence patterns of change in CDI implementation over time. Anchorage lost ground in several areas during the tenure of a short-term superintendent who did not prioritize SEL. Austin made a tremendous amount of

progress early on, and has slowed in its movement toward higher CDI implementation. Nashville and Sacramento both made early progress, but in different areas. Chicago has made small but steady steps across many activity areas. As data about district implementation accrue, the overall picture would seem to become less convergent.

Figure 8. Year-To-Year Change Scores by Rubric Area for Each District 2011–2014



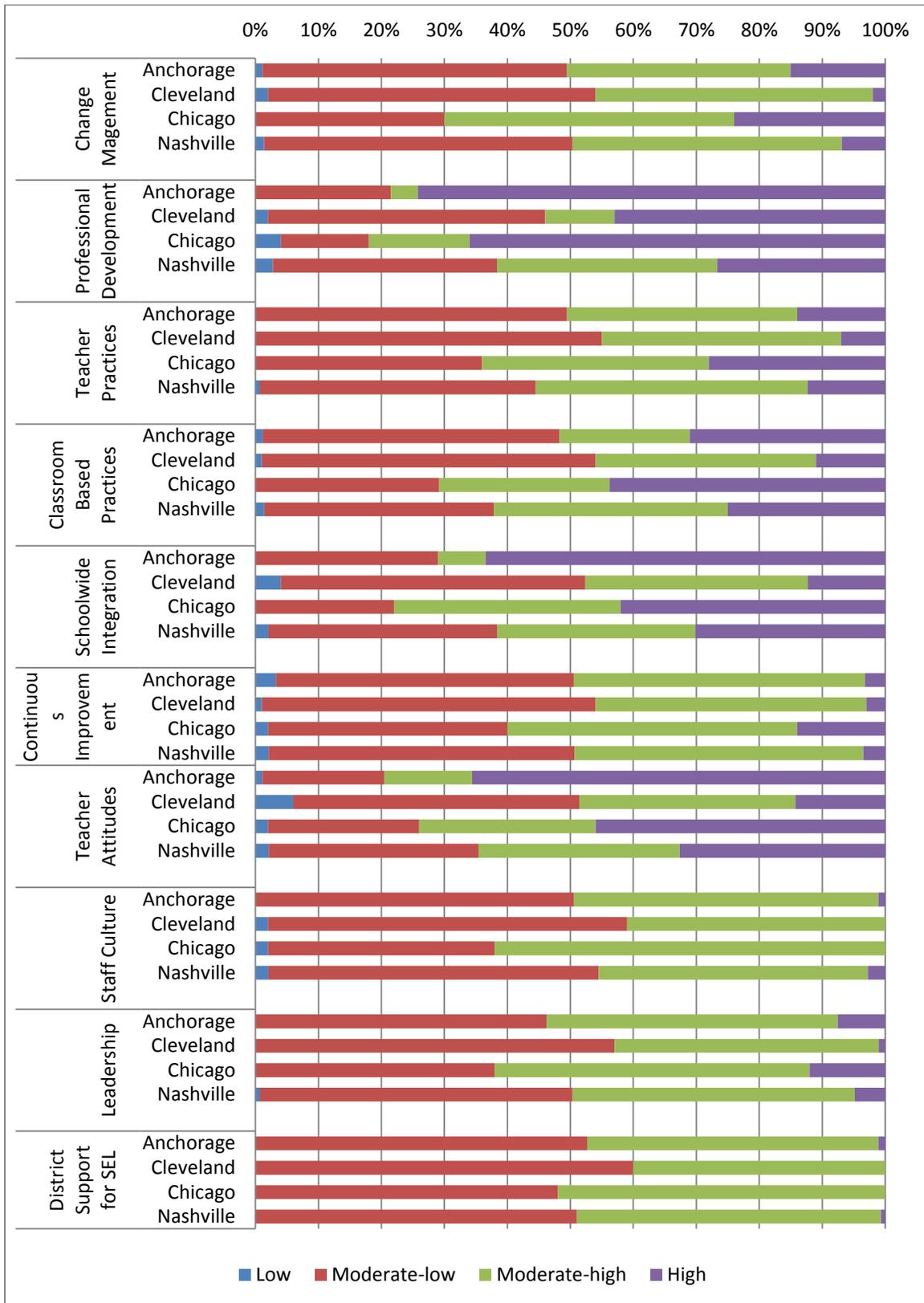
School Implementation

In this section, we review results from the measures of implementation covered on the 2014 staff survey. We acknowledge several limitations to our knowledge about school implementation. First, not all schools had sufficient numbers of staff respond; we did not compute a school score if fewer than five staff members responded. The average response rate across the four districts for which we had data was 52.0 percent (range = 43–62) with 49.5 percent responding to at least one SEL item. We do not know whether the most knowledgeable staff responded.), we suggest that these data, when used cautiously, provide a useful estimate of school implementation as perceived by the staff as a whole.

Staff SEL Survey

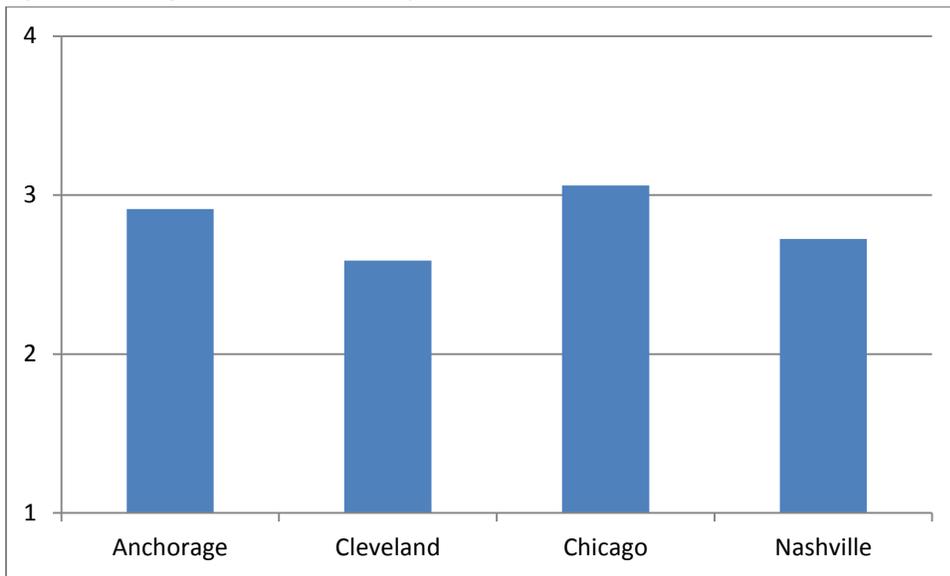
Four districts administered complete versions of the staff survey during 2013–14: Anchorage, Chicago, Cleveland, and Nashville. Across these districts, the majority of schools achieved a moderate rating on the nine implementation activity constructs and one school climate outcome construct measured by this survey. As may be seen in Figure 9, PD was the construct on which districts were doing quite well, with 74 percent of schools in Anchorage, 66 percent of schools in Chicago, and 43 percent of schools in Cleveland achieving high ratings. Anchorage and Chicago schools also had relatively large proportions of their staff members rate their schools in the high implementation range for teacher attitudes, schoolwide integration, and classroom practices. The percentage of staff rating their schools in the low implementation range was very small overall. The domain with the lowest overall scores were district support for SEL and staff culture.

Figure 9. Percent of Schools with 2014 Staff Survey Ratings Placing Them in Low, Moderate-low, Moderate-high, or High Levels of SEL Implementation



To reduce the school implementation data to a more digestible figure, a single score for overall SEL implementation was calculated based on the average score across the six survey constructs that map onto the CASEL School Guide domains: shared vision, resources and needs, professional learning, evidence based programs, integration, and continuous improvement (see Table 6 for the mapping of School Guide and staff survey constructs). The results of this overall average, expressed on a scale of 1–4 (one reflecting low implementation through four reflecting high) for the four districts with full survey data are shown in Figure 10. This presentation of the data again shows that schools in Anchorage and Chicago tended to have higher implementation scores than did schools in Cleveland or Nashville, although the differences were small.

Figure 10. Average Overall School SEL Implementation Scores for 2014



Discussion

In this section, we summarize findings for implementation at the district level and then identify strengths and challenges in district implementation.

Summary of District Implementation Findings

SEL rollout plans varied across districts. Austin and Sacramento chose to implement SEL through the established district structure of vertical teams (a high school and its feeder middle schools and elementary schools). Austin has added approximately two vertical teams during each implementation year, with the goal of implementing in all schools (and all 11 vertical teams) by 2015–16. Sacramento is using a similar implementation strategy (one vertical team in Year 1; two in Year 2), with plans to implement in all schools by Year 3 (2014–15).

Anchorage, Chicago, and Washoe have also used a phased approach to SEL implementation. Anchorage has supported schoolwide implementation in 30 schools (16 elementary, 6 middle, and 8 high schools) and will build districtwide capacity going forward by integrating SEL into

curriculum, instruction, and all professional development activities. Similarly, Washoe has provided training and support for SEL implementation to 26 schools (15 elementary, 5 middle, and 6 high schools) and plans to rollout SEL districtwide in 2014–15. Chicago initially planned to implement within two of its 19 networks (the Rock Island Elementary Network and the Westside High School Network) over a three-year period, with implementation occurring in waves. Chicago initially implemented in 16 Wave 1 schools in Year 1 and 13 Wave 2 schools within these networks in Year 2, with expansion to all schools within these networks in Year 3. Because of a reorganization of the district’s network structure in fall 2013, the district revised its implementation plans. Chicago now plans to implement SEL districtwide in Year 3 (2014–15) in conjunction with the rollout of its Multi-Tiered Systems of Support initiative.⁴ The phased strategy being implemented through vertical teams or cohorts has the advantage of selecting enthusiastic initial implementers who can later become “champions” for SEL as well as trying out professional development and implementation materials with a smaller group that can be refined for later and larger groups of implementers.

Cleveland, Nashville, and Oakland adopted a different strategy of implementing SEL districtwide, with a focus on implementation of SEL evidence-based programming at the elementary level. Cleveland is implementing the PATHS program in all elementary schools simultaneously. Cleveland currently does not have a prescribed SEL curriculum for the middle and high school grades, but class meetings are currently being implemented in high school freshmen seminars; the district recently selected School Connect for implementation in middle schools. Nashville is implementing Responsive Classroom in all elementary schools; morning meetings are being implemented in all fifth grade middle schools classes (implementation in Grades 6–8 is currently optional), and high schools are implementing an advisory period. Oakland is currently implementing Caring School Community in 30 elementary schools (approximately half of the elementary schools in the district); Second Step is being implemented in five elementary schools, with plans to expand these programs to all elementary schools. At the secondary level, evidenced-based programs and advisory programs are being identified and are expected to be introduced in middle and high schools in 2014–15. This strategy of implementing in all or most elementary schools simultaneously, while challenging, has helped to establish SEL as an immediate districtwide priority.

Strengths in District Implementation

- Despite fiscal constraints and changes in leadership, districts have maintained a strong commitment to SEL. All eight districts have incorporated SEL into their strategic plans and several have taken additional steps to prioritize SEL in district policies. For example,

⁴ Chicago continued to implement in some Wave 1 and Wave 2 schools in Year 2. However, because of the district reorganization, some of the schools in the Rock Island and West Side networks were assigned to new networks, which made it more difficult for the district to provide support to these schools. Wave 1 and Wave 2 schools were asked to sign recommitment forms in December 2013. All but four of the 29 Wave 1 and Wave schools agreed to continue, but five schools that signed recommitment forms in Year 1 did not participate in Year 2.

Cleveland’s new collective bargaining agreement, which was signed in summer 2013, codifies specific policies and practices to promote SEL, including the use of School Support Teams, Planning Centers, and the inclusion of data from the district’s Conditions for Learning survey as a metric for the district’s new teacher evaluation and differentiated compensation system. Both Chicago and Sacramento revised their student disciplinary policies to emphasize restorative justice and social and emotional learning. Chicago also developed and implemented districtwide school climate standards, and Sacramento implemented a new positive school climate policy.

- All districts have made significant progress in aligning and integrating SEL with other district initiative and priorities. Integration of SEL with curriculum and instruction has been a priority in all districts. Of the six districts that have adopted or developed SEL standards,⁵ five have aligned and begun to integrate these standards with the Common Core State Standards (CCSS). Texas is not implementing the CCSS, but Austin has aligned and begun to integrate SEL standards with state academic standards; SEL coaches have also provided training to teachers in all curriculum areas on the integration of SEL into exemplar lessons. Although Cleveland and Nashville have not adopted SEL standards, both districts have worked to integrate SEL competencies into their curriculum frameworks for the Common Core State Standards. In addition, Anchorage, Nashville, and Washoe are integrating SEL into all district professional development activities, and other districts have integrated SEL into trainings on key district initiatives.
- An important tenet of the CDI is that districts will build local expertise in SEL and capacity to provide ongoing professional development and SEL support. All eight districts have been successful in developing SEL knowledge and expertise among a core group of central office. All districts have also made substantial progress in developing and implementing coordinated professional development programs to build internal capacity for developing academic, social, and emotional learning at individual, school, and district levels.

Challenges in District Implementation

Challenges across districts included the following:

- With exception of Nashville, districts participating in the CDI have been faced with ongoing budget cuts that have resulted in staffing reductions. Although districts have had some success in obtaining additional funding from grants to support SEL implementation (particularly Austin which received grants \$1.3 million in SEL grant funding last year

⁵ Five districts (Anchorage, Austin, Chicago, Oakland, and Washoe) have formally adopted comprehensive and developmentally appropriate PK–12 SEL standards. Sacramento has also developed SEL standards but these standards are pending approval by the school board. Both Cleveland and Nashville decided against developing SEL standards, but Cleveland has a scope and sequence for SEL lessons.

and raised an additional \$530,000 in 2012–13) acquiring sufficient funding to ensure the long-term sustainability of the initiative remains a concern.

- Changes in district leadership or district restructuring have been a challenge for all districts. Six of eight districts (all but Cleveland and Nashville) have had a new superintendent within the past three years, and there have been changes in other district leadership positions in several districts. Despite these changes, districts have remained committed to SEL.
- Balancing multiple initiatives and competing priorities continues to be a challenge for all districts. Staff from several districts have reported that principals and teachers are experiencing “initiative fatigue.” However, districts have been successful in addressing this issue through embedding SEL within other initiatives.
- According to SEL staff in multiple districts, SEL is still stigmatized by some educators as “soft,” extraneous, and “not what I was hired to do.” There are also some stakeholders who continue to feel that SEL is a distraction from rigorous academics and takes away the focus on accountability and state tests. Districts have addressed this issue by emphasizing the importance of SEL and a positive school climate to student achievement and by aligning SEL with academic content.

School Implementation Findings

According to the CDI theory of action, for the district-level initiative to make a difference for students, it must change practice at the school level. Associations between school implementation and student social and emotional and other educational outcomes will be shared in the outcomes report.

Findings for 2014 showed that a large majority of schools were rated by their staff members as being in the moderate level of implementation. Anchorage and Chicago schools were rated quite highly for professional development, teacher attitudes, schoolwide integration, and classroom-based practices. Across the four districts for which we had data, staff culture and district support for SEL were rated the lowest. Overall, summary scores for the constructs that map onto CASEL’s schoolwide SEL implementation plan (according to the School Guide) were higher in Anchorage and Chicago than in Cleveland or Nashville.

The findings for school implementation do not match fully what was learned from the district implementation analysis. One might expect, for example, that the Support for SEL Programming domain (a summary of professional development, standards, and integration of SEL) might be higher for the districts with higher school-level SEL implementation scores. This was not entirely the case, however. Cleveland had the highest Support for SEL programming scores in 2014 (followed closely by Anchorage) and Nashville had the lowest district scores in this area. Cleveland has been implementing an evidence-based SEL program (PATHS) in all elementary grades since 2010–11, and Nashville began implementing an evidence-based program

(Responsive Classroom) in 2013–14, yet school implementation SEL scores were relatively lower than in districts without districtwide programming. It might be the case that the higher staff survey scores are reflective of a context with more school-level autonomy in SEL activities.

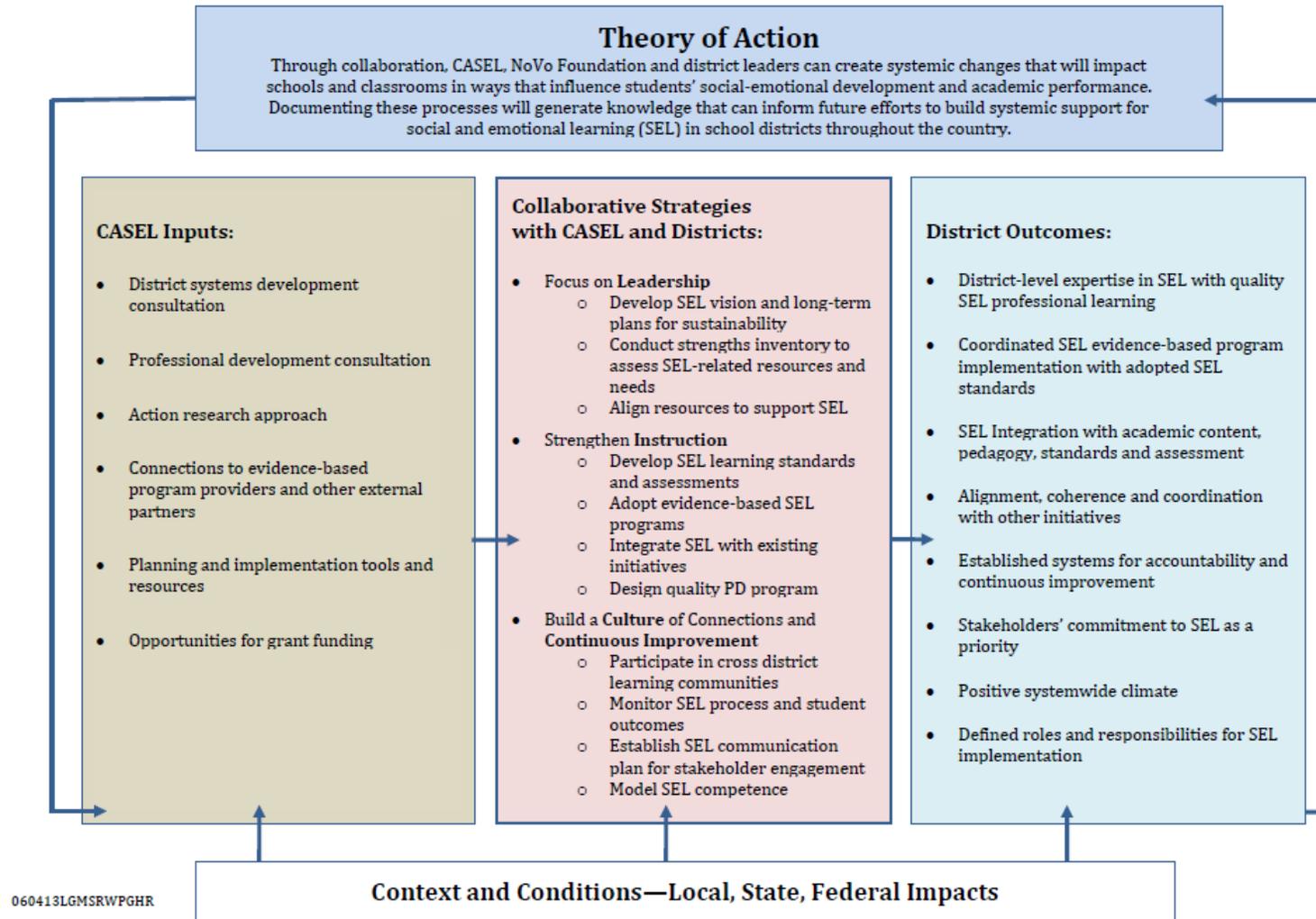
In summary, findings for this implementation report continue to support the proof point that implementation of the CDI theory of action by large, predominantly urban school districts is feasible, even in times of budgetary stress and leadership turnover. In AIR’s winter report, we will address evidence for the other proof point which we are charged with investigating: that is, is implementation of the components of the CDI associated with better outcomes for students.

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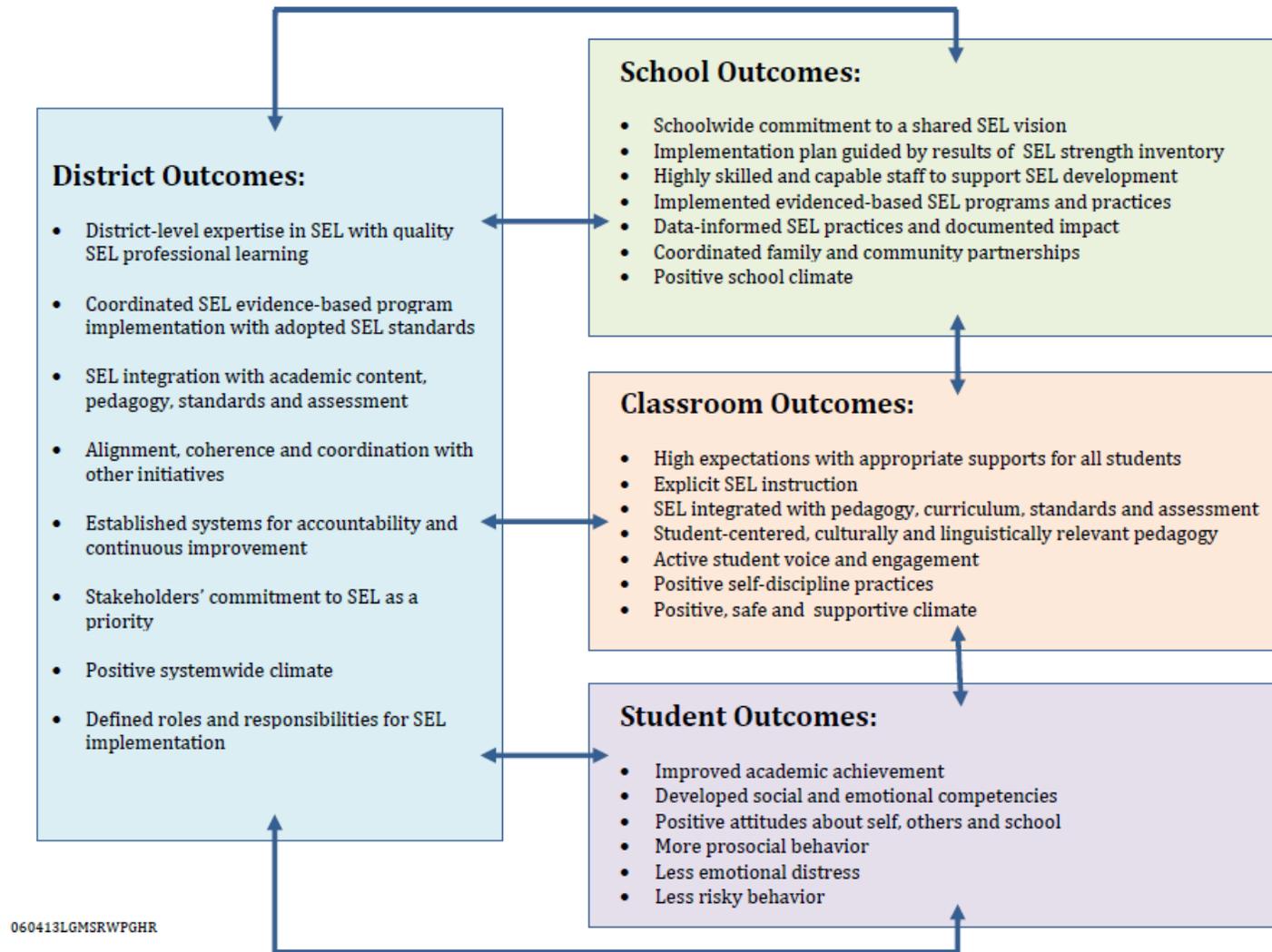
Appendix A. CASEL's District-Level Theory of Action

Logic Model for CASEL's Collaborating Districts Initiative VERSION 1.5



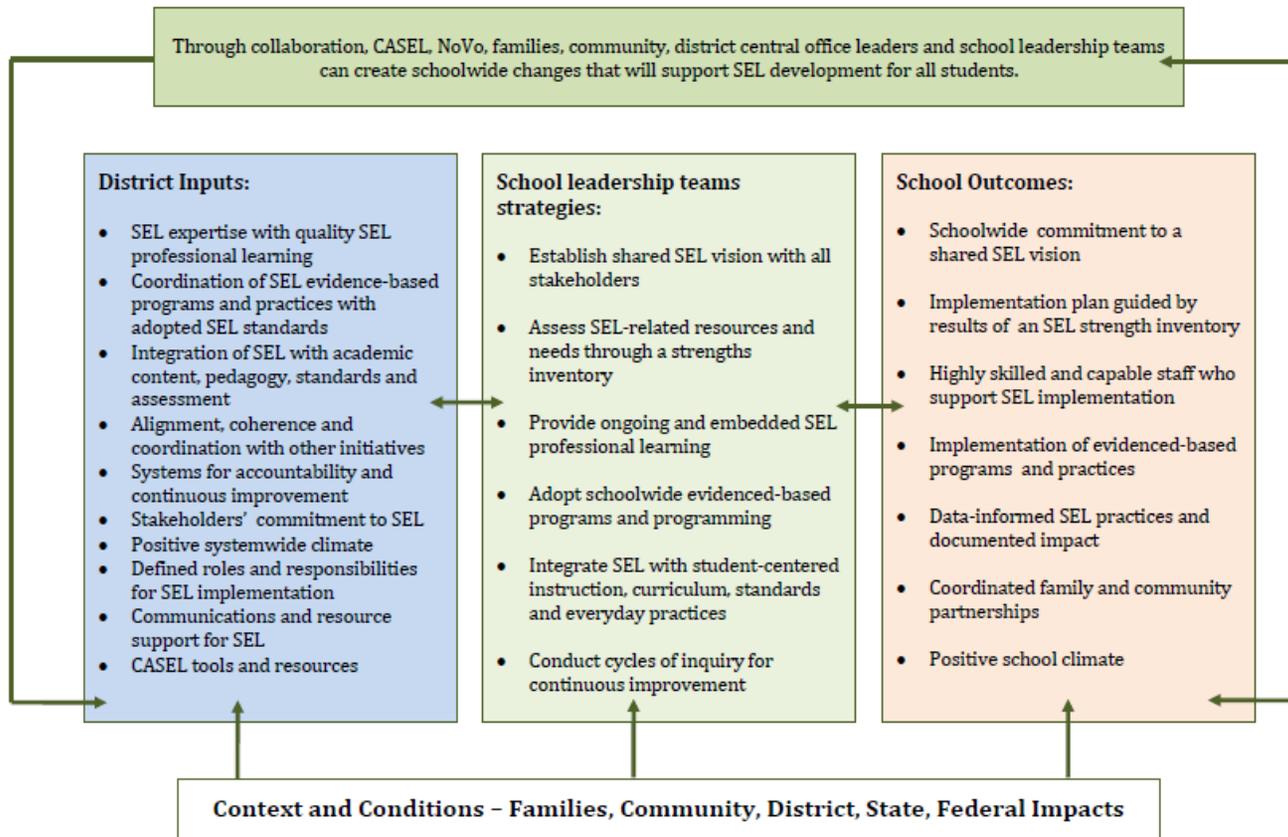
Logic Model for CASEL's Collaborating Districts Initiative

VERSION 1.5



Appendix B. CASEL’s School-Level Theory of Action

CASEL’s Collaborating Districts Initiative School-Level Theory of Action VERSION 1.5



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Appendix C. District Context and Implementation Summary

This appendix presents the key facts, current priorities, and major challenges for each district. Districts are organized alphabetically by cohort.

Cohort 1 Districts

This section covers the key facts, current priorities, and major challenges for each district.

Anchorage

The Anchorage School District (“Anchorage”) educates almost 50,000 students, who speak 91 different languages, with minority students composing approximately 40 percent of the population. In 2012–13, after having a single superintendent in place for 12 years, Anchorage hired a new superintendent, Dr. Jim Browder. Dr. Browder’s tenure was marked by sharp budget cuts and central office reorganization, the development of a new strategic plan for the district (Destination 2020), and a more prominent role for the central office in providing direction for schools. Dr. Browder announced his retirement in March 2013. The board replaced him with the former chief academic officer, Mr. Ed Graff, as of March 18, 2013. Mr. Graff stated that as superintendent he would continue to pursue the priorities set by Dr. Browder as defined in the strategic plan. Although SEL was not a stated objective in the original plan, in May 2014 the Anchorage School Board approved SEL as one of five district areas of focus, along with curriculum, early learning, response to instruction (RTI), and career and technical education. These areas of focus are included in the district’s 2014–15 strategic plan.

District challenges include pressure to improve student academic performance. In 2011–12, the district failed to make adequate yearly progress for the seventh consecutive year. In August 2011, the school board approved the adoption of a set of performance measures and goals against which to measure district progress in improving student achievement, reducing achievement gaps, and increasing graduation rates. In 2013, the district adopted the Danielson teaching framework to improve instruction and reform teacher evaluation in accordance with the Common Core State Standards. The district also revised its K–8 mathematics and science curriculum maps to make them more rigorous.⁶

Budget cuts and staffing reductions continue to be challenges for the district. The district budget was cut by more than \$20 million in both 2012–13 and 2013–14. The 2014–15 budget calls for an additional \$23 million in cuts and the elimination of 200 staff, including approximately 140

⁶ In his recent State of the Schools address, the superintendent reported that preliminary results of the state’s 2014 Standards Based Assessments show that “reading, writing and science scores increased over previous years, with many grade levels showing the highest proficiency scores in the last five years.” The district’s mathematics scores declined slightly following the implementation of the new K–8 mathematics curriculum, but remained higher than they were in 2010–11 (see <http://www.asdk12.org/news/archives/stateoftheschools.html>).

teachers. As a result of budget cuts and district restructuring, there have also been several changes in SEL organization and staffing. The SEL Department was folded into the Professional Learning Department in 2012–13, and the executive director of Professional Learning assumed responsibility for SEL coordination. In addition, the SEL team was reduced from seven to four members during the year. In September 2013, Jennifer Knutson was named executive director of Professional Learning when the previous leader moved to a new position focusing on instructional improvement and evaluation. For 2014–15, there will be further changes in staffing within the Professional Learning Department. Because of a change in district teacher certification policies, only two of the four SEL specialists will be returning next year. However, the Professional Learning Department recently hired five specialists, each with a strong SEL background, who will provide professional learning services to district and school staff next year.

Despite budget cuts and staffing changes, district staff members reported that the district is “in a better place” than it was a year ago. They expressed confidence in the leadership of the new superintendent and reported that the district remains strongly committed to SEL.

The CDI Intervention in Anchorage

Except for a period in 2013, SEL has been one of the district’s core initiatives since 2004, when it adopted SEL standards and developed a six-year plan (2006–2012) to integrate SEL into curriculum and instruction. The standards cover all SEL competence domains and are divided into five PK–12 grade-level groups, with specific goals and benchmarks for each level. Since joining CDI, Anchorage has aligned the SEL standards with the Common Core State Standards and academic content, and has made progress in integrating SEL into curriculum and instruction.

In addition to implementing comprehensive SEL standards, the district has created a K–12 SEL Implementation and Sustainability Process (ISP) through which school site teams learn to implement SEL practices strategically and systematically. The district has supported 30 schools (16 elementary, six middle, and eight high schools) in completing this multistep process, which includes establishing a steering committee, developing an SEL vision, and designing an action plan to implement SEL programming in the domains of climate, direct instruction, and infusion. Additionally, Anchorage has developed and implemented strategies to promote a positive systemwide climate.

The district’s primary objectives during the past year were to: (1) articulate the district’s vision for SEL and align it with the district’s strategic plan, Destination 2020; (2) increase the expertise of ISP teams and build capacity to implement SEL among central office staff and school principals; and (3) build districtwide capacity through providing professional development on SEL implementation to staff at additional schools. The district made substantial progress in achieving each of these objectives, as indicated in the next section of the report.

Anchorage’s efforts in achieving these objectives have been supported by two CASEL consultants who have provided training and coaching support primarily to central office staff

regarding the development of systemic SEL in the district. The consultants work with the SEL lead in the areas of (1) navigating the power structure, funding, and building coalitions; and (2) establishing a knowledgeable, skilled, and action-oriented group of SEL leaders who provide professional development and coaching for SEL.

Austin

Austin is the fifth largest school district in Texas, serving approximately 85,000 students in 128 schools.⁷ Over the past five years, the district's economically disadvantaged student population experienced a 15 percent growth (61 percent of the overall student population), and its Latino student population grew by 14 percent (60 percent of the overall student population).⁸ Austin is the CDI's one majority Latino district, but it also serves students from a range of cultural and socioeconomic backgrounds. The district serves families that represent more than 94 languages.⁹

Similar to other CDI districts, Austin has experienced budget cuts and staffing reductions in recent years. The state legislature cut funding to public education resulting in revenue losses to the district of \$35.6 million in 2012–13 and \$25.1 million in 2013–14. As a result of these funding cuts, the district eliminated 1,153 positions in 2013–14, mostly at the campus (school) level. The district also made program cuts to athletics, summer school, and school turnaround initiatives. Austin was able to stabilize staffing levels in 2013–14 through use of its fund reserves, but it is projecting a \$45.2 million revenue shortfall for 2014–15, which could lead to further staff reductions.

There also have been several changes in district leadership during the past two years. In 2012–13, the district welcomed a new Chief Academic Officer, a new Chief of Staff, and a new Associate Superintendent for Academics. In spring 2014, Austin's superintendent announced that she was leaving the district, and an interim superintendent was appointed. In interviews, district staff expressed concern that priorities and staffing may change with a new superintendent. However, the district does not expect to have a new superintendent for at least a year. The interim superintendent, who served as the district's Chief Schools Officer for the past five years, is very supportive of Austin's SEL efforts.

Academically, Austin is the highest performing district in the CDI. In 2011, 92 percent of schools in Austin met or exceeded state accountability standards,¹⁰ but as documented in Cuban (2010), Austin has struggled over time with poor academic outcomes for children of color from economically disadvantaged neighborhoods. Closing achievement gaps is one of the four goals in the district's five-year strategic plan.¹¹

⁷ See <https://www.austinisd.org/about-us>

⁸ Ibid.

⁹ Ibid.

¹⁰ There were no school accountability ratings in 2012 because of changes in the state achievement tests.

¹¹ See http://www.austinisd.org/sites/default/files/dept/strategic_plan/docs/strategic_plan_2010_2015_v02042014.pdf, goal 2, page 13.

Austin has been proactive in addressing school climate and culture issues to improve conditions for learning. The district has an overarching Whole Child, Every Child framework, which integrates whole-child, student-centered, collaborative, cooperative, and constructivist teaching and learning principles and practices into the curriculum, culture, and climate of the school. Supporting this framework are two current campaigns: No Place for Hate, which addresses bullying and discrimination, and Child Study Teams, which address the needs of students who require additional support and are at risk for poor school outcomes. In 2010–11, the district also established the Cultural Proficiency and Inclusiveness initiative to help staff support student families in a manner that considers the diverse needs of all.¹² Since 2011, through CDI, Austin has been engaging staff and students in social and emotional learning. The district’s web page for its SEL department ([/www.austinisd.org/academics/sel](http://www.austinisd.org/academics/sel)) cites CASEL when it writes, “providing children with comprehensive social and emotional learning (SEL) programs characterized by safe, caring, and well-managed learning environments and instruction in social and emotional skills addresses...learning barriers through enhancing school attachment, reducing risky behaviors and promoting positive development, and thereby positively influencing academic achievement.”

The CDI Intervention in Austin

Austin’s CDI efforts are supported by two CASEL consultants who provide training and coaching support primarily to central office staff who are working to establish systemic SEL in the district. The CASEL consultants work with the SEL lead (the district employee overseeing SEL implementation) in the areas of (1) navigating the power structure, funding, and building coalitions, and (2) establishing a knowledgeable, skilled, and action-oriented group of SEL leaders who provide professional development and coaching for SEL. These district leaders understand adult learning and how to facilitate change. They value SEL and are eager to promote it in the district.

Austin established the Department of Social and Emotional Learning in 2011 to incorporate SEL into its efforts to develop the whole child. The office is housed in the Curriculum Division of the Office of Academics. In the 2012–13 school year, the Cultural Proficiency and Inclusiveness department, which oversees the No Place for Hate campaign, came under the aegis of the SEL department. This organizational change has helped the multiple programs that contribute to Austin’s Whole Child framework become more closely coordinated and integrated.

Austin has used its vertical team structure as the framework for the rollout of the CDI. (A vertical team consists of a high school and its feeder middle and elementary schools). Austin selected two of 11 vertical teams to participate the initiative in Year 1; three additional vertical teams began participating in Year 2. As of Year 3, six and one-half vertical teams (73 schools) were participating in the CDI. By Year 5, Austin plans to roll out the initiative to all schools

¹² The district also received a Safe Schools/Healthy Students grant that focused in part on positive behavioral supports.

within the district. The district’s rollout plan is shown in Table 9.

Table 9. Austin's CDI Rollout Plan

Time	Implementation
Prior to CDI (starting 2009)	Second Step in 4 elementary schools, Grades K–2
Planning phase (Feb–Oct 2011)	No new SEL implementation
Implementation Year 1 (Nov 2011–Oct 2012)	SEL in 2 vertical teams: Crockett (12 schools) and Austin (11 schools) <ul style="list-style-type: none"> • Second Step in PK–5 in 17 elementary schools • Second Step middle school pilot • School Connect pilot in 2 high schools
Implementation Year 2 (Nov 2012–Oct 2013)	SEL in 3 more vertical teams: Travis (10 schools), McCallum (13 schools), and Eastside Memorial (10 schools) <ul style="list-style-type: none"> • Second Step in PK–8 in 51 schools • School Connect in 5 high schools
Implementation Year 3 (Nov 2013–Oct 2014)	SEL in 1½ more vertical teams: Akins (9 schools) and part of LBJ (4 schools), and 4 schools from other vertical teams,* bringing the total to 6½ vertical teams and 73 schools <ul style="list-style-type: none"> • Methods for Academic and Personal Success (MAPS) piloted in five high schools
Implementation Year 4 (Nov 2014–Oct 2015)	SEL in 2½ more vertical teams: Bowie (9 schools), Reagan (12 schools), and part of LBJ (7 schools)
Implementation Year 5 (Nov 2015–Oct 2016)	SEL in 2 more vertical teams, bringing the total to all 11 vertical teams, 120 schools, 87,000 students

* Austin reconfigured the structure of some vertical teams between 2010–11 and 2013–14. Two schools were added to the Travis vertical team, which began participating in CDI in Implementation Year 2. In addition, two high schools from vertical teams that were not yet part of CDI participated in the MAPS pilot in Implementation Year 3.

Implementation activities include working on improving culture and climate, integrating SEL with core academic content, and providing explicit SEL instruction. The district identified Second Step as the primary resource for SEL curriculum and activities at the elementary and middle grade levels; it also uses Peace Paths and No Place for Hate. At the high school level, Austin selected School Connect.

To help assess each school’s progress in implementing SEL and to provide school leaders with guidance in this effort, the SEL department developed a tri-level implementation plan. Each principal receives the tri-level implementation plan, which explains what is expected at each of three levels of implementation. When vertical teams are selected to begin implementation, the SEL director asks the principal at each school within the team to form a steering committee that comprises the principal, assistant principal, teachers, and support staff. This steering committee becomes the SEL leadership team at the school. One or two individuals from the SEL team (generally, a teacher or counselor) are tapped to be the SEL facilitator(s) for the school. The district also uses the tri-level implementation plan to determine professional development needs.

For example, if the school is at the first level of implementation, staff members receive the professional development modules that correspond to Level 1.

District respondents reported that SEL implementation is going well at both the district and campus levels. In particular, district coaching expertise has continued to expand. The number of SEL coaches or specialists grew from five in 2012–13 to nine in 2013–14 and will increase to 16 in 2014–15. Seven new coaches and an SEL parent specialist joined the team in July 2014.

Cleveland (CMSD)

Cleveland serves a population with very high levels of need. For example, all students in Cleveland receive free meals at school,¹³ and 23 percent of its students are classified as students with disabilities. In terms of its racial and ethnic composition, Cleveland is the one CDI district with a student population that is majority African American (67 percent).¹⁴ Among CDI districts, Cleveland is one of the lowest performing academically on the basis of students' levels of proficiency on state reading and mathematics assessments. To improve student success, the district has embarked on a series of systemic reform efforts including the Academic Transformation Plan in 2010, followed by the further-reaching Cleveland Plan in 2012.

Designed to “reinvent public education in our city,” the Cleveland Plan outlines the district’s transition to a strategy of portfolio schools. A key tenet of this strategy involves granting schools greater autonomy over resources and programming decisions in exchange for heightened accountability for performance. This strategy also refocuses the role of the district away from making centralized decisions to emphasize providing services, coordinating systems, monitoring performance, and facilitating continuous improvement. To create enabling conditions for this new approach, the district partnered with civic leaders (including the mayor, governor, a city superintendent, and members of the state legislature) and the Cleveland teachers’ union to enact state legislation that, among other things, grants the district authority to place, allocate, fire, lay off, and recall teachers and administrators on the basis of their abilities and performance (rather than their seniority); determine the length of the school day and year; establish building-level hiring committees for new staff; and intervene in low-performing schools. The Cleveland Plan legislation, which also codified the district’s new staff evaluation and performance-based compensation systems that include a focus on conditions for learning, was passed into state law with broad bipartisan support and took effect in October 2013. In May 2013, the district also signed a three-year collective bargaining agreement with the Cleveland teachers’ union that supports the new teacher and principal evaluation and differentiated compensation systems and also requires the use of specific SEL strategies such as Planning Centers, Student Support Teams, and Class Meetings.

¹³ A provision of the National Student Lunch Program waives some family income documentation requirements if a district provides free lunches to all students. Cleveland has opted for this provision, and records 100 percent of students as eligible for free lunches.

¹⁴ See <http://www.clevelandmetroschools.org/domain/24> for more detailed information on student demographics.

Other key components of Cleveland’s transformation effort include implementation of the Common Core State Standards and assessments as well as a transition to a student-based budgeting approach to school finance. In addition, the district has designated 23 low-performing schools as Investment Schools and targeted these schools with additional supports to generate rapid improvement. Investment Schools were selected based on their academic standing, conditions for learning, and special education designations. Finally, during the 2014–15 school year, the district plans to begin using a network school support structure that clusters schools with similar characteristics into networks and tailors the supports offered to them according to those characteristics.

District staff reported that the number of large shifts that are taking place in the district under the Cleveland Plan have made it challenging to understand how the different pieces fit together. Although the district has taken steps to align its multiple initiatives to make them more cohesive, it may take time before administrators and teachers are able to see and make connections among them. One district leader explained, “I know people are feeling overwhelmed by how much change they had to learn and execute, and that’s made it very difficult to complete all of the work in the highest quality manner and on time.... I think that could be expected, and I think going forward, those things will smooth out, and we can get into a rhythm.”

Cleveland also has been challenged in recent years by a budget crisis that led to school closings, staff layoffs, shorter school days, and larger class sizes. The budget has since stabilized following a downsizing effort in 2011, the passage of a four-year tax levy in November 2012, and the sale of a district administration building in 2013. The district also has leveraged funding from external sources—including federal monies from Race to the Top and School Improvement Grants as well as grants from national and local foundations—to support its transformation efforts. The 2013–14 school year also brought greater stability in district leadership. The district’s chief executive officer (CEO)—who advocated for the universal implementation of the district’s elementary evidence-based SEL program (Promoting Alternative Thinking Strategies [PATHS]) during his former role as the district’s chief academic officer (CAO)—has served in his present role since 2011. In addition, the district has maintained its current CAO, who started in August 2012 after the position had been vacant for a year, as well as its executive director of Humanware and SEL, who was appointed to this position in 2012 after serving as interim director of the Humanware Department.

The CDI Intervention in Cleveland

Cleveland is in its sixth year of implementing the comprehensive Humanware initiative that focuses on improving conditions for learning through a public health approach that combines and aligns SEL with the systematic use of student support interventions and services for students who are at high levels of risk. Humanware features several SEL-focused programs and initiatives, including use of the evidence-based PATHS curriculum in the elementary grades, use of Class

Meetings in Grade 9, and the use of Planning Centers,¹⁵ Student Support Teams, and the Not on Our Watch bullying prevention initiative in all schools. Overall, district respondents described being pleased with the progress Cleveland has made during the past three years of the CDI grant but acknowledged that more work needs to be done to ensure more consistent implementation across schools. One district leader remarked, “Obviously there’s always more to do, but I actually think we’ve moved further faster than anybody thought we could have.”

Cleveland’s CDI efforts are supported by two CASEL consultants who help the Humanware team and other district stakeholders recognize and address needs for implementing this systemic SEL initiative. The CASEL consultants organize and facilitate retreats that bring together key district staff—including district leaders, school administrators, teacher representatives, and other consultants—to deepen their SEL expertise and to reflect on implementation progress and next steps. They also provide professional development to school administrators and staff to support school- and classroom-level implementation of specific SEL strategies.

Cleveland draws on school climate data from the CFL survey, which is administered in all schools three times per year, to measure progress and identify SEL needs. Beginning in 2013–14, CFL data also factor into the district’s teacher and principal performance evaluations, which now inform staffing decisions and therefore have high stakes attached to them. The CFL data also are used in the district’s differentiated compensation system and schools’ highly visible academic achievement plans (AAPs), giving them further significance. As one district SEL administrator explained, “We have identified and put out to everyone that the CFL is the metric for our work, so all of our work is going to attach itself to the designations that are in the CFL survey.”

Cohort 2 Districts

Chicago

Chicago Public Schools is the third largest school district in the United States and the largest district by far in the CDI. In April 2014, Chicago was composed of 658 schools including 426 elementary schools, 97 high schools, 126 charter schools, and 9 contract schools.¹⁶ Chicago organizes schools into academic networks. Each network is led by a Network Chief and anywhere from 10–16 network staff who “provide the critical support to their schools to help boost student learning and success, which include professional development plans to support teacher growth and development, collecting and assessing data to drive academic interventions and investments for students in need, [and] collaborating on best practices with other networks,

¹⁵ Planning Centers replaced in-house suspension rooms at each school in the district and are managed by paraprofessionals who are trained to support students’ social and emotional development. The goal of the Planning Centers is to provide support and interventions for students, teachers, and families with the goal of keeping students in school. The Planning Centers promote SEL in an individual or small group setting through evidence-based interventions.

¹⁶ http://www.cps.edu/about_cps/at-a-glance/pages/stats_and_facts.aspx

and enhancing community and parental involvement.”¹⁷ In 2012–13, Chicago focused most of its CDI work in 2 of its 19 networks, which, when combined, equal roughly half the size of the smallest CDI district (56 schools and 27,700 students). In October 2013, the district reduced the number of networks from 19 to 13. Subsequently, the CDI work spread from two networks to eight networks.

Chicago continues to be characterized by ongoing changes as noted by the 2012 teacher strike, the closing of 54 schools in the summer of 2013, followed by the fall 2013 network restructuring and persistent leadership changes at the helm of the district. In October 2012, Chicago hired Barbara Byrd Bennett as CEO. The prior CEO, Jean-Claude Brizard, had been in office for 17 months under Mayor Rahm Emanuel, and his predecessor, Ron Huberman, had been in office 20 months under Mayor Daley.¹⁸ In the face of these changes in leadership, high school graduation rates continue to improve and the work on children’s safety and social and emotional wellness continues to expand. Huberman began a safety and security initiative, which became known as the “Culture of Calm.” Through this initiative, safe passage routes for students going to and from selected schools were established and data were used to identify at risk students for mentoring. This initiative increased anti-violence supports at the local school level.

The current Chicago CEO’s priorities align well with SEL. In fall 2013, Chicago released its five year action plan titled, “The Next Generation: Chicago’s Children. 21st Century Preparation for Success in College, Career and Life.” The action plan’s framework for success contains five pillars: one of which is systems of support to meet student needs. This involves implementing Multi-Tiered Systems of Support (MTSS) and expanding SEL strategies. The other four pillars within the action plan reflect the district’s priorities and major initiatives; specifically, the adoption of the Common Core State Standards, a new teacher evaluation system, longer school day, and adding new high-quality programs to schools across the city, such as International Baccalaureate (IB) and Early College Science, Technology, Engineering and Math (STEM).

In February 2014, the CEO announced a suspensions and expulsions reduction plan, after the district’s Department of Youth Development and Positive Behavior (now the Office of SEL) shared information on the discipline challenges facing Chicago and overuse of suspensions and expulsions. Since then, Chicago has established a steering committee of 30 to 40 stakeholders, referred to as the Chicago Collaborative for Supportive School Discipline, to revise the district’s disciplinary procedures so that they reflect SEL (e.g., restorative justice).¹⁹ At the time of this report, the committee had met twice and planned to meet throughout the summer. The goal is to

¹⁷ http://www.cps.edu/News/Press_releases/Pages/PR_10_30_2013.aspx

¹⁸ Similar to Cleveland, one of the other districts participating in the CDI, Chicago schools are under mayoral control.

¹⁹ Stakeholders include central office staff, school staff, and school stakeholders, which include PACS or the Parents Action Committees from various locations around the city as well as non-profits like CASEL and other community leaders and representatives from the juvenile justice system.

finalize the student code of conduct by fall 2014. The revised student code of conduct will be much less punitive and more focused on keeping students in the classroom and providing instructive, restorative responses to discipline issues.

Chicago continues to face a large budget deficit, which affects work in all areas including SEL. Two of the schools in the former Rock Island Network, were identified for school closing in June 2013. The reduction of networks eliminated 79 positions, and scattered CDI schools across eight networks. Despite these challenges and changes, SEL work continues to gain traction and visibility. The Department of Youth and Positive Behavior changed its name to the Office of SEL. A more detailed description of CDI Intervention in Chicago and changes from year one to year two are provided in the next section.

The CDI Intervention in Chicago

Chicago began implementing its three-year SEL plan in November 2012. Unlike other districts participating in CDI, Chicago did not implement the initiative across all schools or vertically. Instead, implementation of systemic SEL was concentrated in some of the elementary and high schools within two of their networks: Rock Island and West Side. Chicago intended to expand SEL implementation to approximately 8–10 schools per year over the three-year grant period with the goal of implementing in all schools within the two networks by Implementation Year 3. Wave 1 included nine schools from the Rock Island network and seven schools from the West Side network. During Implementation Year 1, each Wave 1 school was invited to a SEL 101 professional development session, a SEL leadership session, and a SEL implementation planning session. All professional development was two days long, and each session was provided to approximately 70 SEL team members from the Wave 1 schools. Throughout the year, ongoing professional learning community (PLC) meetings were held for SEL leads from Wave 1 schools and site visits were conducted at these schools to observe and provide feedback on SEL implementation. These schools also engaged in a pilot of CASEL’s SchoolKit, which is an implementation support process for schoolwide SEL. In addition, two staff members from each Wave 1 school had the opportunity to observe SEL implementation at three schools in Nashville and to meet with district leaders.

In summer 2013, the CASEL consultants provided introductory SEL training for SEL teams from Wave 2 schools. The consultants also held a workshop for SEL teams from Wave 1 schools to build their capacity to lead SEL implementation within their schools and to assist them with the development of their Year 2 action plans. A total of 25 schools from Waves 1 and 2 participated. The original plan was for Wave 3 school leaders to receive introductory SEL training in spring or summer 2014 and begin SEL implementation in 2014–15. Then, at the end of the grant period, Chicago planned to expand SEL implementation to other networks using the professional development and implementation support models developed for the Rock Island and West Side Networks.

However, the network restructuring in fall 2013 created challenges, opportunities, and ultimately changes to Chicago's approach to SEL implementation. When the number of networks was reduced from 19 to 13, some schools stayed in the same network and others were moved into new networks. The scattering of CDI schools from two to eight networks created communication challenges, including no longer being able to rely on network chiefs to reach out to schools about CDI work such as planning meetings and data collection. As a result, Office of SEL staff members have more direct contact with schools.

Although the SEL Office staff maintained strong communication with some networks and developed relationships with other networks, there were still some networks in which the district encountered communication issues—especially networks with high schools participating in CDI. One interview respondent noted, “The high schools have been really more of a challenge because it really is...a matter of reaching out to every single one individually.” Interview data revealed that Chicago lost some of the schools in Waves 1 and 2 because they did not sign a recommitment form; but, Chicago plans to fill those opened school slots with schools that have actively reached out to the central office.

One opportunity emerging from the network restructuring and school closure process was inclusion of SEL in the process of transferring students from closed schools to “welcoming schools.” In all welcoming schools, Second Step training was offered to staff: of 100 welcoming schools, 51 opted to receive Second Step training.

The new SEL implementation plan, revised to adjust for the many changes described, integrates SEL into the districtwide rollout of Multi-Tiered Systems of Support (MTSS). Interview data show that staff from the Office of SEL participated in integration summits and worked with the Office of Teaching and Learning to rollout MTSS. During the integration summits, the SEL Lead and SEL team members trained other district staff on the link between academic and social and emotional learning. All principals were scheduled to receive MTSS training during the summer of 2014. The goal is to have all schools implementing MTSS by fall 2014.

Integrating CDI into MTSS shifts the focus from smaller clusters of schools to a broader approach that leverages resources and expertise. One interview respondent said that CDI schools were “sort of our pioneer pilot schools [in which] we can incubate best practices and [establish as] models for other schools. I think is a good thing to have, while simultaneously rolling out MTSS, training on Second Step, training on school climate improvement practices throughout the district, everywhere.”

The district has adopted an instructional framework that shows the connections among Common Core State Standards (CCSS), 21st century skills, SEL learning standards, and the district's new teacher evaluation system.

Nashville

Metropolitan Nashville Public Schools is the nation’s 42nd largest urban school district and currently serves more than 82,000 students in its 154 schools. The district serves a community that is both racially and linguistically diverse: Its student population is 45 percent African American, 32 percent White, 19 percent Hispanic, and 4 percent Asian, and more than a quarter of its students have been identified as English language learners. Nashville students represent more than 120 countries and speak a wide variety of languages at home. In addition, about two thirds of the district’s students come from economically disadvantaged backgrounds.

Nashville launched an ambitious reform initiative in 2009 known as MNPS Achieves, which sought to engage community members in a collaborative effort to develop and implement strategies to dramatically improve schools. After generating academic gains across all student subgroups as well as improvements in the district’s organizational and community culture, Nashville sought to build on the successes of MNPS Achieves and began developing a new strategic plan known as *Education 2018*, which defines the district’s goals and efforts for the next five years. Approved by the school board in September 2013, *Education 2018* indicates that the overarching goal behind all district reform efforts is to “transform all schools into high-performing schools that demonstrate excellence through the academic, social and emotional success of every student” (p. 2). To that end, the plan signals and embeds a strong systemwide emphasis on SEL development. The new strategic plan also includes measures of progress—some of which still need to be fleshed out—that will be used to evaluate its implementation and effectiveness.

The CDI Intervention in Nashville

Nashville has more than 10 years of experience in implementing various strategies related to students’ social and emotional development, including positive behavior supports, character education, and positive youth development. In 2008, the district collaborated with Alignment Nashville, a nonprofit organization that aligns local services with district priorities, to conduct a study of local youth service programs. The study resulted in a plan for linking Nashville youth with comprehensive services and in the convening of the district’s first SEL conference in 2011.

When Nashville began participating in the CDI in 2012, the district started moving toward a more systematic implementation of SEL programs and supports. During its CDI planning phase, it completed an initial inventory of SEL-related programs and discovered that 65 separate programs were being used throughout the district. Realizing that it would be impossible to implement all of these programs with fidelity, the district staff began focusing on a narrower set of evidence-based programs for supporting students’ SEL needs, guided by a vision for SEL that extends beyond teaching CASEL’s five competencies to include an emphasis on creating a climate and a culture in which students are empowered to participate in decision making that contributes to the welfare of the classroom and school.

By the end of Implementation Year 2, district respondents indicated that they had made “slow but steady progress” in facilitating the implementation of selected evidence-based SEL programs. All elementary schools now have at least two individuals who are fully trained in the Responsive Classroom program, and all middle schools are currently using Morning Meetings (a component of Responsive Classroom) in Grade 5 at a minimum (Grades 6–8 are optional at this time). Nashville is in the process of rolling out the intervention and measurement pieces of the Olweus Bullying Prevention Program across all schools, and numerous schools also are using such SEL-focused programs as Positive Behavioral Intervention and Supports (PBIS) and Vanderbilt University’s Classroom Organization and Management Program (COMP). Nashville also has been taking strides to enhance community outreach and collaboration with SEL. For example, in partnership with Alignment Nashville, the district held its fourth annual SEL conference in July 2014—themed “Creating a Climate of Connectedness”—and opened the event up to more than 600 participants from the district, local community, surrounding counties, and fellow CDI districts.

Nashville’s plan for systemic SEL implementation includes a strong focus on integration with other district initiatives, including Common Core State Standards, Project-Based Learning, and the Safe and Supportive Schools Initiative, which emphasizes the collection and use of data to improve school climate. As part of state’s Race to the Top initiative (called First to the Top in Tennessee), the district is implementing a new teacher evaluation system and has incorporated SEL into the system’s teacher ratings rubrics. Nashville also has developed a framework for incorporating SEL into school evaluation systems. District stakeholders reported a need for stronger SEL data collection and inquiry systems, however, to support continuous improvement.

Nashville’s CDI efforts are supported by two CASEL consultants who help the district SEL team and other district stakeholders recognize and address needs for systemic SEL implementation. The role of the CASEL consultants continues to evolve in response to changes in district needs. In Implementation Year 2, the consultants have advised district leaders on such issues as aligning SEL-related efforts across district offices and developing systems for assessing SEL implementation and outcomes and for using the information from those assessments to guide practice.

Although there is strong support for SEL from district leaders and community partners, the district also has faced several challenges, including the implementation of multiple large-scale initiatives such as the Common Core State Standards and a new teacher evaluation system, which are placing many concurrent demands on teachers and administrators. In addition, policy shifts, delays, and poor communication surrounding these high-stakes initiatives at the state level have limited the district’s ability to thoughtfully plan and coordinate its efforts, which may in turn be breeding confusion, mistrust, and frustration among teachers and other staff members. Some interview respondents expressed concern that this policy environment may be inhibiting the district’s ability to create and maintain staff buy-in for SEL. One respondent noted, “I think like with any large district I don’t want anybody to see [SEL] as another thing on their plate...”

here's another thing that's going to go away in a couple years. I want people to see the value of this and how it truly can make a difference for our kids.”

Oakland

Approximately 71.4 percent of Oakland's student population qualifies for free or reduced-price lunch. Approximately 42.7 percent of students are Latino; 28 percent are African American, 13.2 percent are Asian, and 9.8 percent are white. In 2009, Oakland established a five-year strategic plan (Community Schools, Thriving Students) and a long-term vision that “serves the whole child, eliminates inequity, and provides each child with excellent teachers every day.” The district bases this vision and strategy on three areas of focus: (1) high-quality instructional core, (2) social and emotional health and well-being, and (3) equitable opportunities for learning. During his tenure from 2009 to 2013, Oakland's former superintendent made it a priority to address the history of disparity, disadvantage, and disenfranchisement faced by the district's students. Although the district did not meet adequate yearly progress in English language arts and mathematics for the past three years, there is consistent improvement in the district's academic performance index²⁰ (from 651 in 2006 to 721 in 2013; statewide academic performance index in 2013 was 790). On its website, the district reports that it is “California's most improved urban school district over the last eight years.”

Although the operational budget has remained the same since last year, the district is making anticipated changes to the district budget that will continue from the 2014–15 school year. A new superintendent was recently hired; he supports the district's strategic plan. The board president reaffirmed the board's commitment to the plan in Implementation Year 1.

In August 2013, Oakland and Sacramento (and six other California districts) received No Child Left Behind waivers from the U.S. Department of Education, which provided substantial funding flexibility for Title I funds. In addition, under the waivers, nonacademic factors are worth 40 percent of a school's grade (20 percent based on SEL metrics and 20 percent based on climate). Oakland's leadership played a key role in requesting these waivers and has worked hard to try to ensure that SEL will play a key role in accountability.

CDI Intervention in Oakland

Oakland established a districtwide vision that emphasizes safe, healthy, and supportive schools. To create an infrastructure that supports this vision for SEL implementation, the district adopted both a bottom-up and top-down approach to planning and implementing SEL districtwide. Through the bottom-up approach, the district developed a foundational understanding and commitment to SEL by first gathering a diverse group of stakeholders from across the district to form the SEL design team. This team leads many efforts to facilitate the commitment of

²⁰ The academic performance index is a single number, ranging from a low of 200 to a high of 1,000, which indicates performance on statewide testing. Its purpose is to measure the academic performance and growth of schools.

stakeholders districtwide by providing SEL professional development; conducting an Awareness, Learning, and Listening Campaign; and fostering the cultural awareness that is conceived as foundational to SEL implementation.

Through its top-down approach, the district adopted a new SEL Board Policy that supports the district’s vision and commitment to SEL as a priority framework and developed PK–Adult SEL learning standards. These highlight the importance for continued implementation of the evidence-based SEL programs that traditionally have been implemented in Oakland, such as Tribes, Second Step, Responsive Classroom, Caring School Community, Roots of Empathy, and Restorative Justice. Within the scope of SEL programming, the Social and Emotional Learning and Leadership Office now has solidified fruitful partnerships with the departments of Human Resources; Leadership, Curriculum, and Instruction; Mental and Behavioral Health; and Early Childhood Education. These cross-departmental collaborations have contributed to the alignment of resources and initiatives and the integration of SEL and academic curricula in professional development and teacher instruction. The overall rollout plan for Oakland is shown in Table 10.

To ensure the continuous improvement of both bottom-up and top-down efforts of SEL implementation, the district incorporated an SEL focus into instructional rounds and developed an alternative measurement system to bolster student data on climate and social and emotional competence associated with the annual administration of the Healthy Kids, Healthy Oakland survey with the CHKS and 10 Conditions for Learning survey items.

Table 10. Oakland’s CDI Rollout Plan

Time	Implementation
Prior to CDI	Caring School Community, Second Step, Responsive Classroom, Roots of Empathy
Planning phase (Feb.–Oct. 2012)	No new SEL implementation
Implementation Year 1 (Nov. 2012–Oct. 2013)	<ul style="list-style-type: none"> • Caring Schools Communities (K–6) in 30 schools • Second Step (PK–5) in five schools
Implementation Year 2 (Nov. 2013–Oct. 2014)	<ul style="list-style-type: none"> • Caring Schools Communities (K–6) in 30 schools • Second Step (PK–5) in five schools
Implementation Year 3 (Nov. 2014–Oct. 2015)	<ul style="list-style-type: none"> • Caring Schools Communities (K–6) districtwide • Second Step (PK–5) districtwide

Sacramento

Sacramento’s student population is distributed more evenly across races than are the other CDI districts, with roughly 17 percent African American, 17 percent Asian, 19 percent White, and 36 percent Latino students. Seventy-three percent of students qualify for free or reduced-priced lunch. Although the district did not meet adequate yearly progress standards in English language arts and mathematics for the past four years, there has been consistent academic performance index growth during the past several years, with the exception of 2012–13. Sacramento’s

Strategic Plan 2010–2014: Putting Children First has launched initiatives to meet commitments to the community in three focus areas: (1) career- and college-ready students, (2) family and community engagement, and (3) organizational transformation. Although SEL-related components are integrated throughout these focal areas, the district is still in the process of establishing a vision for SEL.

The CDI Intervention in Sacramento

Sacramento continues to support SEL through the Integrated Support Services department. Work on SEL is guided by an SEL leadership team that consists of a range of personnel across the district who meet monthly to address outreach and engagement, youth voice, professional learning, and standards and assessments. The leadership team is facilitated by the SEL director.

Sacramento chose to implement SEL through the established district structure of vertical teams and identified the McClatchy network as the first group of schools to participate in the rollout of SEL; the network consists of one high school, one middle school, and two elementary schools. These four Cohort 1 schools are mentoring and guiding Cohort 2 and Cohort 3. The district plans to implement SEL in all schools and all grade levels during a three-year period (Table 11). However, programming varies across schools and includes Second Step and a set of programs that could align with and benefit from SEL practices: Restorative Justice (RJ), bullying prevention, and positive behavioral interventions and supports (PBIS). Sacramento is integrating SEL with various academic initiatives pertaining to the Common Core State Standards.

Table 11. Sacramento CDI Rollout Plan

Time	Implementation
Prior to CDI	Caring School Community, Second Step, Responsive Classroom, Roots of Empathy
Planning phase (Feb.–Oct. 2012)	No new SEL implementation
Implementation Year 1 (Nov. 2012–Oct. 2013)	<p>Create awareness of SEL so that stakeholders begin to understand how SEL contributes to college- and career-ready students</p> <ul style="list-style-type: none"> • Priority 1: Develop SEL governance structure and network of communication • Priority 2: Build the district SEL vision and awareness of SEL through professional learning • Priority 3: Communicate SEL through the work being done by the McClatchy Network and through the creation of a districtwide SEL vision • Priority 4: Develop SEL learning standards and assess evidence-based SEL programs and practices • Priority 5: Begin integrating SEL into existing district work through networks of schools
Implementation Year 2 (Nov. 2013–Oct. 2014)	<p>Integrate SEL into the district’s work</p> <ul style="list-style-type: none"> • Priority 1: Continue to develop the SEL vision and support district SEL expertise • Priority 2: Collect and share data, incorporate learnings from the CKM Network, and add another cohort of schools • Priority 3: Continue stakeholder engagement and communication around SEL • Priority 4: Integrate SEL into professional learning and other work • Priority 5: Align resources to sustain SEL

One example of integration is that the SEL learning standards have been embedded into the graduate profile, which identifies the key competencies and benchmarks that address academic, technical, and 21st century knowledge and skills and will serve as a barometer of student preparedness. In addition, the district is developing curriculum maps that crosswalk to the Common Core and SEL standards. These efforts also include new professional learning opportunities for principals and teachers on how to integrate Common Core with SEL curricula, as well as metrics associated with the Guide to Success. As of spring 2014, explicit integration of SEL with Linked Learning, PBIS, inclusive schools, RJ, and the districtwide bullying prevention initiative was in progress. Although integration has improved with greater communication in the central office, respondents suggest that further commitment from the chief academic officers and collaboration between the academic office and accountability office are needed to propel integration forward.

Challenges this year included budgetary constraints, related to the state budgetary crisis, and turnover in key staff positions continue to disrupt SEL implementation to some extent. Although the role of SEL director has had a high turnover rate, the current director is now full time. The former superintendent departed from the district near the end of Implementation Year 1, and there is now a new superintendent after one year of an interim superintendent. Although traditionally the district has contended with deficit spending, it is projected that the new budget will mitigate this chronic issue.

Washoe County, Nevada

Washoe County is the only CDI district that is not solely urban. The county is roughly 200 miles long and 35 miles wide, bordering California and Oregon; most of the population is concentrated in the south. The northern half of the county is rural. Washoe County has the highest percentage of White students of any CDI district (48 percent). Another 37.5 percent are Latino, 4.7 percent are Asian, and 2.6 percent are African American; 44 percent of students are economically disadvantaged.

The CDI Intervention in Washoe County

In its first two years of work on the CDI, Washoe County adopted a very deliberate approach to SEL in which the early focus was on awareness, knowledge, and integration with other initiatives. Early work included the launch of a significant professional outreach and development program within the central office and for school-based staff, as well as the development of SEL standards beginning in the summer of 2012. The district's Accountability, Research, and Evaluation team (which works with CASEL on a researcher-practitioner partnership grant) also moved quickly to implement indicators of social and emotional competence in its data dashboards and student-risk index. Washoe County was reluctant, based on past experience, to move too quickly to classroom implementation of evidence-based programming. Staff believed that there was a danger of SEL being regarded as “just one more thing” in the face of notable innovation fatigue in the district. In the 2013–14 school year, Washoe County secured approval for a significant districtwide launch of SEL programming for next year, with multiday training (with quarterly booster sessions) for staff from every school building by the end of the 2014–15 school year. Through a request for proposals, the district has selected two evidence-based SEL programs (one for elementary, one for secondary). Integration with other initiatives has remained a strong focus, including integration of SEL with Common Core State Standards through the Core Task Implementation Project, as well as with teacher and leader evaluation systems.

In AIR's May 2013 site visit, there was a concern about the district climate and anxiety with the changes that would come with new leadership and continued budget cuts. Our interviews in 2014 suggested that this anxiety has subsided somewhat. The district has created ways for concerns at the school level to be heard, such as through the Principal Association. Relations between the superintendent and the board of trustees are not ideal: in July 2014 the board announced that it

had released Superintendent Martinez because of a concern that on his resume he had misrepresented himself as a “licensed” certified public accountant (as opposed to someone with the training but no license to practice). The firing was sudden and apparently did not follow established procedures, and very quickly the board re-instated Mr. Martinez. Mr. Martinez has filed two lawsuits, which are currently scheduled to go to mediation on September 22, 2014.

In October 2013, a depressed, bullied seventh-grade boy took his parents’ gun to Sparks Middle School where he wounded two classmates, killed a teacher, then killed himself. This event created greater focus on bullying prevention efforts. In August 2014, the district was awarded nearly \$700,000 in grant funding from the U.S. Department of Education to continue recovery efforts at Sparks Middle School. The School Emergency Response to Violence (SERV) Extended Services grant will be used to fund personnel to support students and staff at the school for 18 months (www.washoeschools.net).

Appendix D. Interview Protocols

Collaborating Districts Initiative

CASEL Consultant Interview—2013–14

Interview Record

District:	Date:
Respondent name:	Interviewer:

Introduction

Thank you for taking the time to talk with me today. We are trying to connect with each district’s CASEL consultants before we visit the districts to be sure we have the fullest understanding of your work there.

We would like to record this interview to ensure the accuracy of our notes. May I have your permission to record this conversation?

Context and District Climate (Outcome 1)

1. Please provide an update on changes within the district in the past year (e.g., any changes in leadership, current SEL priorities, current climate).
 - a. Tell me about any changes in district leadership since we talked with you last year.
 - b. What are the current priorities related to SEL? Have those priorities changed during the past year?
 - c. How would you describe the current climate or culture of the central office? What about the district overall?

District Leadership SEL Expertise (R3)

2. How would you describe the district leadership’s current level of expertise in SEL theory, research, and practice?

Implementation Overview

3. Broadly speaking, how do you think the initiative is going?
 - a. Have the SEL implementation plans changed since the beginning of the project? If so, in what way?
 - b. Have the SEL activities been implemented according to the plan? If not, why not?
 - c. What have been the biggest achievements or assets during the past year?
 - d. What have been the biggest challenges during the past year?

- i. Financial challenges?
 - ii. Staffing challenges?
4. What do you think it will take to start to change classroom practices around SEL in this district?

District Vision (R2)

5. What progress had the district made in developing and promoting a districtwide vision for academic, social, and emotional learning?
 - a. Do you think the district has developed a shared language and understanding of SEL priorities?

Stakeholder Commitment, Roles, Communication (Outcomes 2 and 3, R6)

6. During the past year, to what extent has the district involved a diverse group of stakeholders in the planning and implementation of the SEL initiative?
 - a. How are family and community stakeholders involved in the SEL initiative?
 - b. To what extent are local organizations (e.g., program providers) involved in the SEL initiative? In what ways are they involved?
 - c. How effectively do you think the district has communicated with stakeholders about the SEL initiative this year?

(For example, has the district been effective in communicating the goals of the initiative and the programs that are being implemented?)

Integration of SEL with Other Major Initiatives (R9)

Interviewer: Prior to the interview identify major district initiatives mentioned in last year's report and refer to them here.

7. How effective has the district been in integrating the SEL initiative with other district initiatives, if at all?

SEL Standards (R7)

Interviewer: Prior to the interview, review last year's district report to see if the district developed or intended to develop SEL standards. Regardless of the district's plans, ask the following question to see if plans have changed.

8. Has the district developed or adopted SEL standards? If so:
 - a. For what grade levels?
 - b. How effective have they been at rolling out these SEL standards to the school level?
 - c. Have there been any training events on the standards?
 - d. Are the standards being used?
 - e. How involved were you in the development of these SEL standards?

SEL Programming (R8)

Interviewer: Prior to the interview identify any programs the district is implementing or planned to implement this year.

9. We know from last year's report that the district has implemented/planned to implement the following evidence-based SEL programs [list the programs]. What progress has the district made in implementing these programs?
 - a. For what grade levels have the programs been implemented/will the programs be implemented?
 - b. Are the programs offered in all schools or select schools/Will the programs be offered in all schools or select schools?
10. How effectively do you think the district is implementing these SEL programs?

Continuous Improvement/Data Collection (R10)

11. How effective is the district in collecting data to support the implementation of this SEL initiative?
 - a. Is the district systematically collecting data on student social emotional competence?
 - b. Is the district systematically collecting data on school climate?
 - c. Is the district systematically collecting data on teacher instruction related to SEL program implementation?

Professional Development (R4)

12. What type of SEL training and professional development have you provided or been involved with during the past year?
 - a. Who is your primary audience? (district staff, principals/school leaders, teachers, etc.)
13. What other types of SEL training and professional development that you know about have been offered within the district during the past year?
 - a. Who provided this training/professional development?

Additional Comments on District Implementation

14. Is there anything else you would like to share with us about your work with this district?

CASEL Feedback

15. With regard to your own consultation or training CASEL has provided, what has made the biggest impact on you so far? Why?
16. Have there been any challenges in working with CASEL?

Follow-up Regarding Help with Document Collection

17. We would like to collect some additional documents from the district related to SEL implementation. We have reviewed the documents you have uploaded to the Consultant Logs and identified areas in which it would be helpful to obtain additional documents. We wanted to see if you might be able to help us collect these documents.

Collaborating Districts Initiative

CDI District SEL Lead Interview—2013–14

Interview Record

District:	Date:
Respondent name:	Interviewer:

Introduction

Thank you for taking the time to talk with me today. We are trying to connect with the SEL Lead in each district before we visit the districts to be sure we have the fullest understanding of your work there. The purpose of the interview is to review your district’s progress in implementing social and emotional learning. I would like to review each area of your district’s CDI implementation plan with you and document the district’s progress in completing the activities included in the plan.

We would like to record this interview to ensure the accuracy of our notes. May I have your permission to record this conversation?

Review of the District’s Implementation Plan

Instructions to interviewer: Make sure that respondents have the district’s implementation plan in front of them when they are interviewed so they can refer to it during the interview.

Go through the implementation plan step by step. Follow the organization of implementation plan. In some cases the plans are organized by the categories included in the CDI evaluation rubric, but in other cases they are not. Do not impose the rubric on the implementation plan. District activities will be mapped to the evaluation rubric during analysis.

For each section/area of the implementation plan, provide a brief summary of the work the district planned to accomplish this year, and then ask each of the following questions.

- What is your progress in this area?
- What CASEL supports have helped in this area?
- Have any unexpected challenges come up?
- What are your plans for the coming year in this area?

Changes Within the District

1. Have there been any major changes in the district since last spring (e.g., changes in district leadership, budget, community shifts)? If yes:
 - a. How have these changes affected the district's work on the SEL initiative this year?
 - b. How do you think these changes will affect the district's work on the initiative going forward?

Feedback on CASEL Inputs

2. How would you describe the quality of the support your CASEL consultants have provided?
 - a. What has been most helpful? Least helpful?
3. Was the cross-district meeting in Austin in November a good use of your time?
 - a. How so or why not?
 - b. Have you communicated with any other districts about your work since that meeting?
4. CASEL provides professional development materials, inventories/rubrics and other monitoring tools. Have any of these been helpful? If so, how?

Conclusion

5. Is there anything else you would like to share with us about your district's work on the Collaborating Districts Initiative?

Collaborating Districts Initiative

CASEL District Staff Interview—2013–14

Interview Record

District:	Date:
Respondent name:	Interviewer:

Introduction and Consent

For face-to-face interviews, provide the consent form and give the time to read it and ask questions. We do not need a signature this year. Obtain verbal consent to be in a research study for phone interviews.

We would like to record this interview to ensure the accuracy of our notes. May I have your permission to record this conversation?

Interview Topics

Please ask about as many of the following topics that are relevant to the respondent.

- Changes within the district since last spring (e.g., changes in leadership, changes in SEL priorities)
- Current district and school climate (R-O1)
- Current level of:
 - Commitment to SEL among key stakeholders (R-O2)
 - Expertise in SEL theory, research, and practice among district leaders (R3)
 - Clarity of roles and responsibilities for SEL work (R-O3)
- Greatest achievements or assets in SEL implementation during the past year
- Greatest challenges in SEL implementation during the past year
- Progress in implementing a districtwide vision for SEL (R2)
- Progress in providing professional development on SEL to district and school staff (R4)
- Integration of SEL with other major initiatives (R9)
- Establishing SEL standards (R7)
- Progress in selecting and implementing SEL programming (R8)
- Stakeholder involvement and communication (R6)
- Community and family involvement
 - Involvement of local organizations (e.g., program providers)
 - Effectiveness of communication with stakeholders about SEL goals/priorities
- Systematic data collection on SEL implementation, school climate, student social and emotional competence (R10)

Alignment of resources to support SEL programming: finances, staffing, material resources (R5)

Appendix E. CDI District Rubric and Benchmarks

This reflection tool will be used annually, generally in May. Both CASEL consultants and district SEL leadership team members should have input. The AIR evaluation team will also complete this rubric independently each summer based on data collected during the preceding spring.

Activity	Benchmarks	Status	Comments
1. Conduct SEL-related resource and needs assessment (District Strength Inventory) across the district and schools.	4. The district has shared findings from the resource and needs assessment with stakeholders to support SEL planning and implementation at the district and school levels and has plans to assess resources and needs regularly (every two years or less).		
	3. The district has collected and summarized information from its resource and needs assessment.		
	2. The district has started to conduct a thorough resource and needs assessment to support SEL implementation districtwide.		
	1. The district has initiated their SEL resource and needs assessment process by reviewing the CASEL tool, integrating it with district resource and needs assessment processes, and identifying stakeholders who will lead and participate in this process.		
2. Develop a districtwide vision that prioritizes academic, social, and emotional learning for all students.	4. The district has completed a process with opportunities to involve all stakeholders (including students) to contribute to developing shared language, understanding, and ownership for prioritizing the goals of academic, social, and emotional learning for all students. The governing board and district leadership have taken action for public commitment to support implementation of the SEL vision as a priority for student learning.		
	3. The district has completed a vision development process but either did not include all the stakeholders noted in the benchmark above (#4) or have not publicly committed to SEL implementation as a priority.		
	2. The district is actively working on developing a vision for academic, social, and emotional learning, but the work is not complete.		
	1. The district is beginning to think about plans for developing a districtwide vision that prioritizes academic, social, and emotional learning for all students.		

<p>3. Develop expertise in academic, social, and emotional learning theory, research, and practice at the central office level.</p>	<p>4. The district has developed widespread capacity, commitment, and knowledge in SEL theory, research, and practice across many central office leaders from diverse departments to provide guidance and support for school and classroom academic and SEL development.</p> <p>3. The district has developed capacity, commitment, and knowledge in SEL theory, research, or practice for a core group of central office leaders to provide guidance and support for school and classroom SEL development.</p> <p>2. The district is implementing a plan to build central office capacity, commitment, and knowledge in SEL theory, research, and practice to provide guidance and support for school and classroom SEL development.</p> <p>1. The district is developing a plan to assess central office staff capacity, commitment, and knowledge to provide guidance and support for school and classroom SEL development.</p>		
<p>4. Design and implement effective PD programs to build internal capacity for developing academic, social, and emotional learning.</p>	<p>4. The district has <i>implemented</i> a coordinated PD program that provides PD to address academic, social, and emotional learning capacity development for <i>all</i> staff at individual, school, and district levels using <i>effective</i> PD practices including embedded, ongoing support and continuous assessment for improvement.</p> <p>3. The district has <i>developed</i> a coordinated PD program that provides PD to address academic, social, and emotional learning capacity development for <i>most</i> staff at individual, school, and district levels using <i>effective</i> PD practices including embedded, ongoing support and continuous assessment for improvement.</p> <p>2. The district has a PD program that provides PD to address academic, social, and emotional learning capacity development for <i>some</i> staff at individual, school, and district levels using <i>some effective</i> PD practices including embedded, ongoing support or continuous assessment for improvement.</p> <p>1. The district has academic, social, and emotional learning–related PD opportunities available for isolated purposes but does not yet have systematic coordination, alignment, or outcome assessments.</p>		
<p>5. Align resources to support academic, social, and emotional learning programming.</p>	<p>4. The district is implementing a long-term plan with funding, staff, and material resources to sustain ongoing SEL programming for all students. Additional funding partners are supporting the district efforts in academic, social, and emotional learning.</p> <p>3. The district has dedicated substantial funding, staff, and material resources to sustain high-quality SEL programming for all students.</p>		

	2. The district has dedicated <i>some</i> of the funding, staff, and material resources necessary to implement ongoing SEL programming for all students.		
	1. The district has begun to identify financial resources for staff, PD, and materials to support SEL programming.		
6. Communicate about academic, social, and emotional learning with a variety of stakeholders.	4. The district has <i>fully</i> implemented a well-designed systematic communications plan to engage <i>all</i> key stakeholders, internally and externally, to understand and fully support academic, social, and emotional learning for all students.		
	3. The district has <i>partially</i> implemented a well-designed systematic communications plan to engage <i>all</i> key stakeholders, internally and externally, to understand and fully support academic, social, and emotional learning for all students.		
	2. The district has <i>started</i> to implement a communications plan to engage <i>most</i> key stakeholders, internally and externally, to understand and fully support academic, social, and emotional learning for all students.		
	1. The district is beginning to design a systematic communications plan to engage all key stakeholders, internally and externally, to understand and fully support academic, social, and emotional learning for all students.		
7. Establish PK–12 learning standards for students’ social and emotional competence.	4. The district is implementing comprehensive, developmentally appropriate learning standards and benchmarks that articulate what students should know and be able to do in the area of SEL from PK through Grade 12 <i>and</i> outlined intersections with standards in academic content areas (including Common Core State Standards if applicable). This information has been shared with staff, students, and parents.		
	3. The district has adopted comprehensive, developmentally appropriate learning standards and benchmarks that articulate what students should know and be able to do in the area of SEL from PK through Grade 12. The district has outlined intersections with standards in academic content areas (including Common Core State Standards if applicable).		
	2. The district has developed a plan for adopting PK–12 SEL learning standards.		
	1. The district is beginning to consider PK–12 SEL learning standards and reviewing exemplars such as the Illinois PK–12 SEL standards.		
8. Adopt and implement evidence-based programs for	4. The district has adopted evidence-based programs that explicitly address a full range of social and emotional competences for all students in <i>all</i> grades. The activities identified in the school theory of action have been fully implemented in <i>all</i> schools.		

academic learning and SEL in all schools.	3. The district has adopted evidence-based programs that explicitly address a full range of social and emotional competences for all students in <i>some</i> grades and some schools. The activities identified in the school theory of action have been fully implemented in <i>some</i> schools.		
	2. The district has adopted evidence-based programs that explicitly address social and emotional competences for all students in <i>some</i> grades. The activities identified in the school theory of action have <i>not</i> been fully implemented in many of the schools with the program.		
	1. The district does not yet have evidence-based programs in place at the universal level (although there may be programs in place for selected or at-risk students). The district is beginning to examine the school-level theory of action.		
9. Integrate SEL programming with other existing initiatives, including academic improvement, at the district and school levels.	4. The district has aligned, integrated, <i>and</i> implemented SEL with all other district initiatives and priorities including curriculum, instruction, and assessment.		
	3. The district has aligned but not yet integrated SEL with all other district priorities including curriculum, instruction, and assessment.		
	2. The district has aligned SEL with <i>some</i> other district priorities including curriculum, instruction, and assessment.		
	1. The district has started to think about connections with SEL across curriculum, instruction, and assessment.		
10. Establish systems to continuously improve academic, social, and emotional learning programming through inquiry and data collection.	4. The district systematically collects data on SEL program implementation, students' social and emotional competence, and school climate from all schools. Central office staff and school teams reflect on these data <i>and</i> actively change practices.		
	3. The district collects data on SEL program implementation, students' social and emotional competence, and school climate from all schools but does not have a reporting system in place so central office staff and school staff can reflect on these data and actively change practices.		
	2. The district systematically collects data on two of the three domains listed above from some schools, but central office staff and school staff do not formally reflect on these data or change practices.		
	1. The district has started conversations about collecting the data identified in the top benchmark (#1) but does not collect data in more than one of the domains and does not yet have a process in place for reflecting on or using data to improve practice.		

Part 2: Other District and School Outcomes

Outcomes	Benchmarks	Status	Comments
<p>1. Positive district-level, school-level, and classroom climate</p>	<p>4. The district has actively implemented strategies to foster a climate of respect, trust, and collaboration through systemwide efforts to establish norms for student and adult interactions with demonstrated SEL competences. There are established district, school, and classroom connections to support a positive climate.</p>		
	<p>3. The district has developed and implemented some systemwide strategies to promote a climate of respect, trust, and collaboration. Some progress has been made on norms for student and adult interactions and demonstrated SEL competences. There are inconsistent levels of district, school, and classroom connections to support a positive climate.</p>		
	<p>2. The district is starting to implement some systemwide efforts to promote a climate of respect, trust, and collaboration. Establishing norms for student and adult interactions has also started.</p>		
	<p>1. The district is planning systemwide strategies to foster a climate of respect, trust, and collaboration and also to establish norms for student and adult interactions with demonstrated SEL competences.</p>		
<p>2. Stakeholder commitment to SEL as a priority</p>	<p>4. The district has secured influential district leaders, parents, families, and broad-based community leaders' commitment to SEL as a priority for all students. Board actions; policy; media; communication; resource allocations; and business, community, and parent groups provide clear evidence of support for implementing systemic SEL.</p>		
	<p>3. The district has secured stakeholder commitment to SEL as a priority from a diverse group of stakeholders, including growing involvement of family, community, and other agencies, as well as funding sources.</p>		
	<p>2. The district has secured a few influential stakeholders who are strongly committed to SEL, or there is weak commitment from a majority of district leaders.</p>		
	<p>1. The district has influential district leaders and stakeholders who do not address SEL as a priority.</p>		
<p>3. Clear roles and responsibilities for SEL among stakeholders</p>	<p>4. The district has established communication, coordination, decision-making, and accountability systems supported by clearly defined roles and responsibilities of each stakeholder to implement systemic SEL. This has been explicitly conveyed to all stakeholders within the district and community through a variety of approaches such as websites, publications, memos, and other materials.</p>		

Outcomes	Benchmarks	Status	Comments
	3. The district has established most communication, coordination, decision-making, and accountability systems supported by some defined roles and responsibilities for each stakeholder to implement systemic SEL. Some efforts have been implemented to communicate this to all stakeholders.		
	2. The district has started to establish some communication, coordination, decision-making, and accountability systems to implement systemic SEL. Roles and responsibilities of each stakeholder have not been made explicit in any communication efforts.		
	1. The district has not clearly defined who is responsible for which aspect of ongoing systemic SEL programming implementation.		

Appendix F. Staff SEL Survey Scaling and Standard Setting

The reliabilities of the individual staff scores for each of the constructs are summarized in Table 12. Sufficient reliability is important for ensuring the validity of comparing the scores of individuals with one another. They also allow for accurate use in statistical models (as is done in this report). Constructs with lower reliability reduce statistical power, reducing the likelihood of finding significant effects in the relationships among these constructs and with other outcomes. However, these data are used to compare schools rather than individuals, which somewhat mitigates these concerns.

For one of the constructs, Leadership, the Rasch reliability was calculated as 0.0, which may occur when variation in the construct scores is low relative to the amount of measurement error. This is the case for Leadership, which exhibited a ceiling effect (all ratings were very high). However, despite the Rasch reliability being 0 for this construct, the Cronbach's alpha was estimated as 0.91. Therefore, we consider it appropriate to use these scores in our analyses with the caveats just stated.

Table 12. Individual Staff Score Rasch Reliability and Cronbach's Alpha by Construct

Construct	Rasch Reliability	Cronbach's Alpha
Teacher attitudes	0.60	0.95
Change management	0.84	0.84
PD	0.70	0.93
Classroom-based practices	0.78	0.95
Schoolwide integration	0.74	0.97
Continuous improvement	0.79	0.95
Teacher practices	0.64	0.94
Leadership	0.00	0.91
District support for SEL	0.57	0.99
Staff climate and culture	0.51	0.92

Note: Cronbach's alpha statistics are based on raw scores rather than the scaled scores used in our analyses.

CDI evaluation team members worked with staff from CASEL and district consultants to develop a set of standards for the 10 constructs derived from the survey to delineate levels of implementation: (1) low implementation, (2) medium implementation, or (3) high implementation. These categories were designed to identify schools that were just starting to implement SEL initiatives; schools that were partially, but not fully, implementing SEL initiatives; and schools that were implementing fully. In a process driven by the expertise and experience of CASEL staff and CASEL consultants, cut scores for each of the performance levels were established and were applied to the data. The cut scores were then applied to the school average scores for each construct. The percentage of schools in the low, medium, and high implementation category for each construct was then calculated.

Staff survey scores were available and could be aggregated to the school level for four districts and one district network (Anchorage, Cleveland, Nashville, Sacramento, and Chicago Public Schools West Side Network). Although the response rates for Nashville and Sacramento were 27 percent and 28 percent, respectively, we include them here because these did not aim to represent the district as a whole but rather only the schools that had at least five respondents. In Nashville, this was 133 out of 156 schools, or 85 percent; in Sacramento, this was 67 out of 81 schools, or 83 percent.

Appendix G. Raw Rubric Scores for All Districts in All Years

Table 13. Raw Rubric Scores for All Districts in All Years

	Anchorage				Austin				Cleveland				Chicago		
	2011	2012	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014	2012	2013	2014
1. Needs and resources		2	2	2.5		3	3.5	3.5		4	4	3.5	1.5	3	3
2. Vision	3.2	4	3	4	2.4	3.5	3.5	4		2	3.5	4	2	2.5	3
3. Central office expertise	2.8	3	3	3.5	2.4	3	3	3	3.2	2	3	3	2	2.5	3
4. PD programs	1.6	3	3	3	2	3	3.5	3.5	2.1	2.5	3.5	3.53	2	2.5	2.5
5. Align resources	2.2	2	2	2	2.8	4	4	4	2	2	2.5	2.5	2	2	2.5
6. Communications	2	2	2	2.52	2.2	2	3	3	2	2	3	3	1	1.5	2
7. SEL standards for PK–12	4	4	4	4	1.6	3	3	3	1.6	3	3.5	3.5	2.5	3	3
8. Evidence-based programs	2.4	3	3	3	1.6	3	3.5	3.5	2.4	3	3	3	2	3	3
9. Integration of SEL with other initiatives	2.4	3	3	3.52	2	2.5	2.5	3	2	2	3	3.5	1	2.5	3
10. Continuous improvement	2.3	2	2	2.5	1.6	2	2.5	2.5	1.6	2.5	3.5	3.5	1.5	2	2
1. Positive climate	2	3	2	3	1.6	3	3.5	3.5	2	2	2.5	3	2	2.5	3
2. Stakeholder commitment	1.9	3	2.5	3.5	2.2	3	3	3	2.2	3	3.5	3.5	2	2.5	2.5
3. Roles and responsibilities		3	2.5	3		3	3.5	3.5		3	3.5	3.5	2	2.5	2.5

	MNPS			OUSD			SCUSD			WCSD		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
1. Needs and resources	2	3	4	2	3	3	1	3	3	1.5	2	3.5
2. Vision	1	3	3.5	3	3	3.5	2	3	3.5	2	2	3
3. Central office expertise	3	3	3.5	2	2	3	1	3	3.5	2	2.5	3
4. PD programs	1	3	3	1	2.5	3	1	2.5	3	2	2.5	3.5
5. Align resources	2	3.5	3.5	2	2	2	2	2.5	2.5	2	2.5	3
6. Communications	1	1.5	2.5	2	2	3	1	2	3	2	2.5	2.5

	MNPS			OUSD			SCUSD			WCSD		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
7. SEL standards for PK–12	1	1	1	1	2.5	3.5	1	2.5	2.5	2	3	3.5
8. Evidence-based programs	2	2.5	3	2	2	2	2	2	2.5	1	1	2.5
9. Integration of SEL with other initiatives	1	3	3.5	2	2.5	3	1	2	3	2	2.5	3.5
10. Continuous improvement	2	2.5	2.5	1	2	3	1	1.5	2	2	3	3
1. Positive climate	2	2.5	2.5	2	3	3	2	2	2	3.5	2.5	3
2. Stakeholder commitment	3	3.5	3.5	3	4	4	3	4	4	2.5	2.5	3
3. Roles and responsibilities	2	3	3	2	3	3.5	2	2.5	3.5	3	3	3.5