

1-13-2020

SEAL Depth of Implementation Study

Center for Equity for English Learners, Loyola Marymount
University Wexford Institute

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Brief 1 Recommended Citation:

Armas, E., & Lavadenz, M. (2020). SEAL depth of implementation study. In Center for Equity for English Learners, Loyola Marymount University & Wexford Institute, *Sobrato Early Academic Language (SEAL) Model: Final report of findings from a four-year study (Section 2, Brief 1)*.

doi: <https://doi.org/10.15365/ceel.seal2020>

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Leader Perspectives on System-Level Implementation SEAL Depth of Implementation (DOI): Study #1



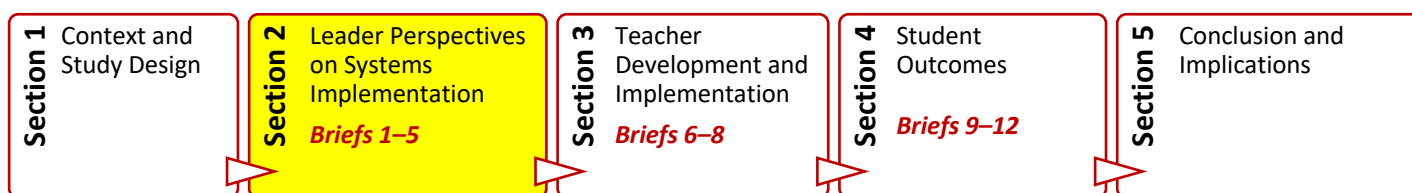
Introduction to the SEAL Model and the 4-Year Research and Evaluation Effort

The [Sobrato Early Academic Language Model \(SEAL\)](#) is a preschool through third grade model that powerfully develops students' language, literacy and academic skills within the context of a whole-school initiative. This intensive approach to language and literacy education is woven into all aspects of the school day where English Learners (EL) and native English students learn together. The Model was first piloted in three schools in the Silicon Valley and an initial evaluation of the Model showed significant impact on student achievement, teacher practice, and parent literacy activities. As a result of these pilot findings, SEAL developed a Replication Model, a comprehensive whole-school reform that is implemented systematically and includes teachers, coaches, principals, district leaders, and families.

Loyola Marymount University's [Center for Equity for English Learners](#) and the [Wexford Institute](#) conducted an external evaluation of the SEAL preschool through third grade Replication Model from fall 2015–fall 2019. This comprehensive research and evaluation study addressed three broad areas: (1) Leader Perspectives and Depth of Implementation, (2) Teacher Development, and (3) Student Outcomes. Twelve districts and 67 schools across California participated. This Research and Evaluation Final Report presents findings that will allow the SEAL team to institute its short- and long-term evaluation and research agenda based on the SEAL Logic Model and desired results for project management, decision-making, refinement, and expansion.

The SEAL Research and Evaluation Final Report is comprised of five sections presented in a series of briefs (See Figure 1) to maximize usability for multiple stakeholders. This brief is part of Section 2.

Figure 1
SEAL Research and Evaluation Final Report Overview



Section 2, Brief 1 - Research Focus

This research and evaluation brief presents findings from the SEAL Depth of Implementation (DOI) study intended to document evidence of systems change and sustainability of the SEAL model based on district- and site-leader perspectives. Data were collected from 43 SEAL leaders responsible for SEAL model implementation at 18 schools in five SEAL districts. We report on perceived levels of system-wide SEAL implementation across these sites. Part one provides an overview of the purpose and study methods, including approach, instrumentation, and participants. Part two presents descriptive findings related to perceived levels of SEAL

district- and site-level implementation as measured by the SEAL DOI. The final section provides a summary of findings and implications.

Leader Perspectives and Depth of Implementation Research and Evaluation Question

What differences are found in the implementation of SEAL practices across schools and/or districts, as measured by the revised SEAL Depth of Implementation tool?

Part One: Study Methods and Participants

Purpose

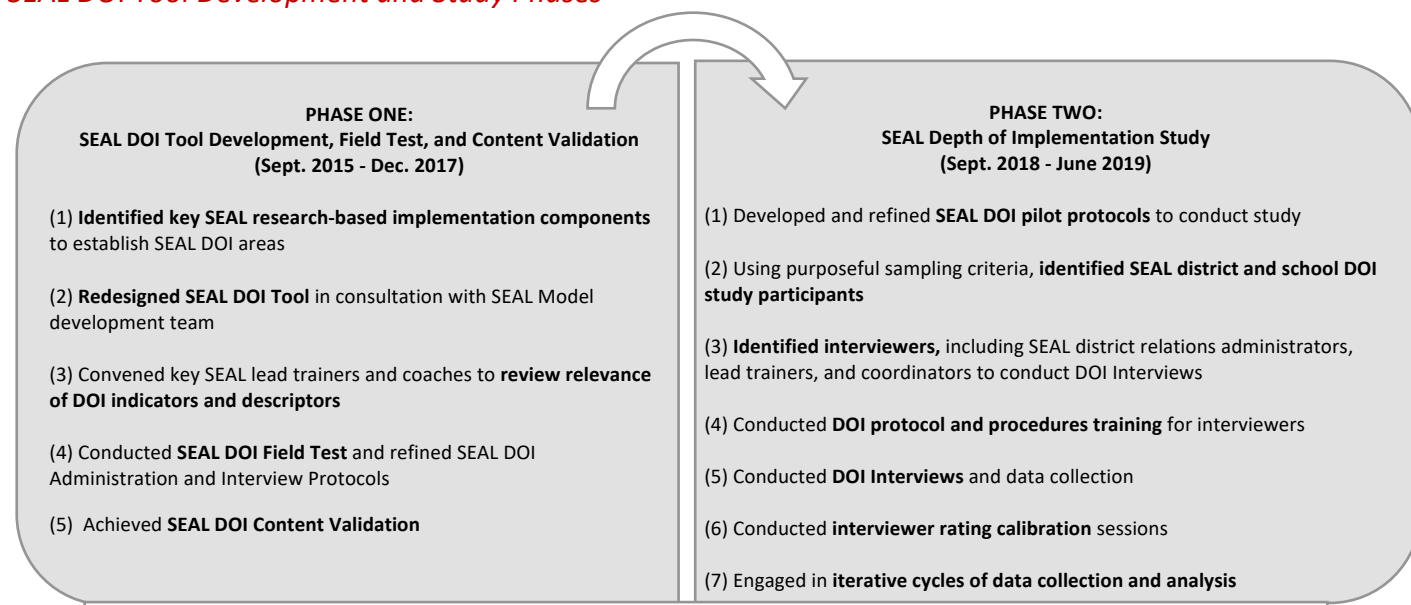
The purpose of this study was twofold: (1) to describe the process for the development of the SEAL Depth of Implementation (DOI) tool and (2) to describe how the DOI tool was used to examine levels of implementation of SEAL practices across schools and districts. In order to answer the research question for this study, the CEEL Research team first developed the SEAL Depth of Implementation (DOI) tool intended to measure the degree of implementation of the SEAL model. The Research and Evaluation Advisory collaborated with SEAL District Relations Administrators and Lead Trainers to determine the applied use of the SEAL DOI tool. The ultimate objective of this study is to report the use of the DOI tool in determining levels of implementation of the SEAL Model to support both continuous improvement and sustainability.

A Two-pronged Approach to Examining Leader Perspectives on SEAL Systems-Level Implementation

Over the 4-year period, CEEL employed a two-pronged approach to enact this study. Phase One addressed instrument development, content validation, and protocols for the use of the DOI tool. A SEAL-wide DOI field test was conducted during this phase. Phase Two encompassed an applied use of the SEAL DOI tool to conduct the study (see Figure 2). Accordingly, this second phase allowed the team to pilot the SEAL DOI and corresponding protocols on a larger scale.

Figure 2

SEAL DOI Tool Development and Study Phases



Phase One: Development of the SEAL Depth of Implementation (DOI) Tool

The CEEL team led the redesign of the SEAL DOI tool between 2015 and 2017 using both an implementation science framework¹ and adapted Innovation Configuration Map processes². The development team used qualitative content validation processes to ensure that SEAL DOI tool constructs and associated indicators were aligned with the research-based practices and strategies identified in the SEAL Model, along with implementation science processes and scales. The resultant SEAL DOI tool is intended to capture data on the levels of implementation of the SEAL Model and can be used at the project, district, and site level (see Section 2 - Appendix A SEAL Depth of Implementation (DOI) Tool). The SEAL DOI tool is comprised of six focus areas and corresponding key indicators of classroom and instructional practices. These six areas align EL research-based practices, evidenced in [SEAL's Foundational Principles and Eleven High Leverage Practices](#). Levels of implementation are measured across a four-point scale (see Table 1).

SEAL DOI Tool

- Area 1: Leadership
- Area 2: Professional Learning
- Area 3: Curriculum
- Area 4: Instruction
- Area 5: Environment
- Area 6: Family Partnerships

Table 1
SEAL DOI Levels of Implementation

Level	Description
Level 4: Sustainable Implementation	Implementation is consistently strong overall and actions that support longevity of implementation are evident.
Level 3: Consistent Implementation	Implementation is strong overall ; a few inconsistencies in implementation may be evident.
Level 2: Partial Implementation	Implementation is weak overall ; a few emerging strengths.
Level 1: No Implementation	Implementation is not evident or very minimal .

SEAL districts and schools strive to achieve sustainable levels of SEAL implementation. As detailed in Section 1 of this report, SEAL Model replication activities take place over the course of three years, and include a two-year professional learning cycle for each participant role: teacher, coach facilitator, principal, district leader, and others as identified by the district. Because the SEAL Model necessitates refined and deeper-level learning to occur beyond the foundational three years, SEAL and participating districts may expand professional learning to address additional needs and ensure continuity in order to attain the highest level of implementation—sustainable implementation. The SEAL DOI Tool provides an overall composite definition for **sustainable implementation** that represents facets of all six areas:

- All stakeholders can explain and advocate for the SEAL Model, its research base, and implementation strategy.
- The SEAL Model is maintained over time with sufficient fidelity to the model.
- Leadership and stakeholders plan for and address staff turnover to ensure sustainability.
- Policies support sustainability of the SEAL Model, including governance and resources (human, fiscal).
- The SEAL Model is adaptable to the shifting ecology of the district/school while maintaining fidelity to the model.

¹ Fixen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). *Implementation research: A synthesis of the literature* (Publication #231). University of South Florida Louis de la Parte Florida Mental Health Institute: The National Implementation Research Network.

² Hall, G.E., & Hord, S.M. (2006). *Implementing change: Patterns, principles, and potholes* (2nd ed.). Allyn and Bacon.

SEAL project, district, and school leaders and stakeholders can gather evidence using the SEAL DOI Tool to determine progress toward achieving **sustainability** and use the aforementioned level of implementation descriptors to monitor, report, or reflect on their progress.

Phase Two: The SEAL DOI Study Participants and Data Collection Processes

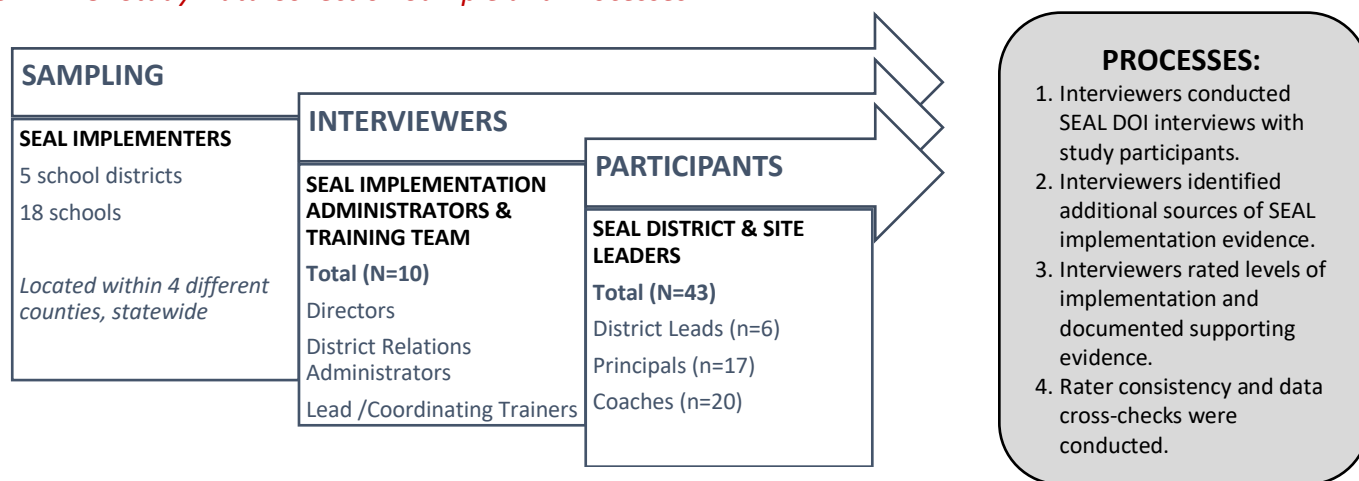
The CEEL team collaborated with the SEAL Leadership team to identify a sampling of districts and schools for the SEAL DOI study. Predetermined sampling criteria included the following: (1) longevity with SEAL (3+ years), (2) SEAL model implementation plan at the district and site-level, (3) 20–25% or more EL Population, (4) archived OPAL[®] Classroom Observation and/or Teacher Survey sampling, (5) representation across counties, and (6) representation of various geographic areas (e.g., city, suburban, etc.). Based on these criteria, five SEAL districts located within four different counties across the state of California were identified and 18 schools selected to be part of this study.

Given the scope of this study, the research team considered the feasibility of data collection and limited the focus to four of the six SEAL DOI areas as follows:

- **Area 1:** Leadership (1A: District-Level Systems; 1B: Site-Level Systems)
- **Area 2:** Professional Learning
- **Area 3:** Curriculum
- **Area 6:** Family Partnerships

Data collection occurred between December 2018 and June 2019. Ten directors, district relations administrators, and lead/coordinating trainers who work across SEAL Model schools were identified as SEAL DOI Interviewers and were an integral part of the data collection process due to their association with, and continued leadership of SEAL implementers. Data were collected from 43 individuals at 18 schools within these five SEAL districts. Figure 3 details the data collection sample, corresponding interviewers, participants, and processes.

Figure 3
SEAL DOI Study Data Collection Sample and Processes



Prior to conducting interviews with study participants, SEAL DOI interviewers attended two training sessions focused on the use of the SEAL DOI Tool interview protocols and DOI rating sheet to ensure consistency of its application and calibration of scores. See Section 2 - Appendix B—D for interview protocols and processes. Each

rater scored the indicators pertaining to each Area on a scale of 1 (No Implementation) to 4 (Sustainable Implementation).

In addition to data collection via interviews, interviewers determined a district/school’s rating based on other artifacts and on-going observations given their association with the district/school throughout the implementation. These other data sources include information obtained during implementation check-in meetings, anecdotal notes collected during school/classroom walkthroughs, participant attendance records, and instructional artifacts such as teacher-developed unit plans and materials.

Scores for the indicators within an Area were used to obtain an overall score for each area. It is important to note the four-point scale corresponds to the DOI tool’s level of implementation scale (Table 1). Rating sheets were submitted to CEEL. The research and evaluation team reviewed each rating sheet and provided feedback or asked clarifying questions of the interviewers.

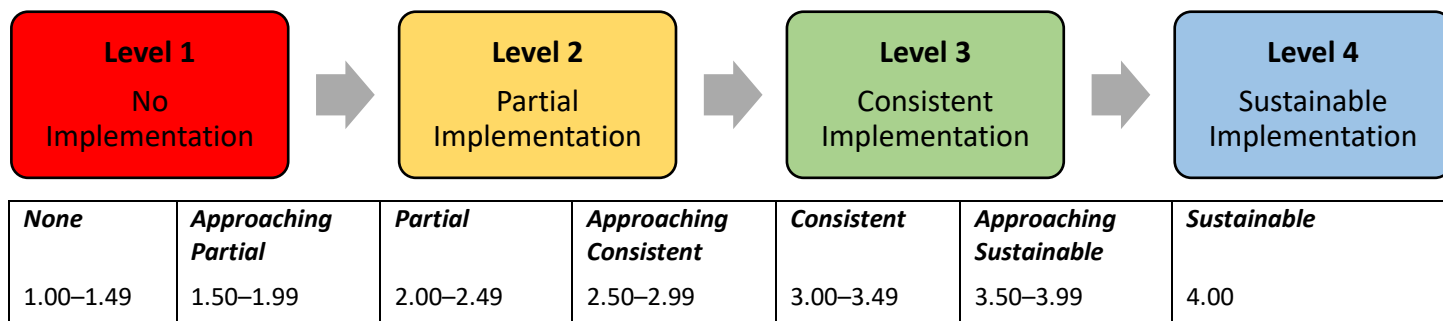
Part Two: SEAL DOI Study Findings

This section presents quantitative findings based on an analysis of SEAL DOI ratings obtained from interviewers/raters. Ratings were used to calculate an aggregate implementation score across the full sample. That is, all interviews with a rating score for a DOI Area and its indicators were averaged to determine a full sample mean implementation score and overall composite score. Further, an aggregate implementation score by district (i.e., includes only the scores of the school in the district) was calculated. The results include scores by DOI Area and indicators.

District-Level Leadership and Perceived Levels of Implementation

Table 2 delineates results for perceived levels of SEAL leadership and implementation at the district-level (SEAL DOI Area 1A Leadership: District-Level Systems). Ratings for this area were obtained based on interviews with district leads. Interviewers were conducted by SEAL District Relations Administrators (DRAs) or Directors. As stipulated in Table 1, SEAL DOI ratings are calculated on a scale of 1 (lowest level) to 4 (highest level). When mapping mean scores onto levels of implementation, the scale ranges are described as follows (see Figure 4).

Figure 4
SEAL DOI Rating Scale and Ranges



Based on district leaders’ perspectives related to the three indicators in the DOI Area 1A category, overall aggregate results (see Table 2 below) indicate that implementation of the SEAL Model is **Approaching Consistent Implementation** across the sample. However, it is important to note that three districts were rated at the **Consistent Implementation** level or higher (Districts A, B, and E), indicating that implementation is strong

overall, although a few inconsistencies in implementation may be evident. One district (District D) is **Approaching Consistent implementation** and another district (District C) scored at **Partial Implementation**.

Table 2
DOI AREA 1A: District-Level Systems for Five Sample SEAL Districts

School	1.1 District policies & decisions consider SEAL values and goals	1.2 Articulation, continuity, and coherence	1.3 Shared ownership	Overall
District A	4	3	3	3.33
District B	3	3	4	3.33
District C ^a	2.50	2	2	2.17
District D	3	3	2	2.67
District E	3	3	3	3.00
Overall	3.10	2.80	2.80	2.89

^a Two SEAL DRAs/Directors interviewed District C leaders to obtain a rating for DOI Area 1A due to a transition in oversight role of this district. A composite DOI Area 1A rating for this district is a mean score based on two ratings.

Site-Level Leadership and Perceived Levels of Implementation

In addition to the district-level ratings, several areas of the SEAL DOI Tool were utilized in this study to provide insights on site-level leadership and levels of implementation for a total of 18 schools. Ratings from multiple interviewers assigned to obtain information from district and site level leaders contributed to the calculation of DOI site-level system ratings for five districts. The SEAL DOI areas pertaining to site-level systems and their corresponding definitions are as follows:

Area 1B Leadership: Site-Level Systems	Area 2 Professional Learning	Area 3 Curriculum	Area 6 Family Partnerships
<i>SEAL leadership at district and site levels ensures support, resources and alignment of the Model for depth of implementation and sustainability.</i>	<i>Educators are engaged in collaborative professional learning focused on designing and continuous improvement of curriculum and instruction for EL success.</i>	<i>SEAL curriculum is interdisciplinary, engaging, and text-rich, bolstering students’ language development through thematic units.</i>	<i>SEAL schools and classrooms are affirming environments that provide avenues for parents to support strong language and literacy development at home and school.</i>

Table 3 demonstrates the aggregated results for the SEAL Model Replication for the sampled districts and schools for each of the DOI site-level systems areas. In some cases, there was more than one interviewer that contributed ratings for each of the areas and their respective indicators. Specifically, for Areas 1B and 6 both the District Relations Administrators/Directors and Lead/Coordinating Trainers interviewed site level personnel (principal + coach) to obtain information in order to rate these areas. For Areas 2 and 3 only the Lead/Coordinating Trainers posed questions to coaches to obtain information used to rate these areas. All scores that were submitted by a rater for an Area were included in this analysis. The results show that Area 3 Curriculum is the highest level of implementation (Mean = 3.00) whereas the lowest level of implementation is in SEAL DOI Area 1B Leadership: Site-Level Systems (Mean 2.46).

Table 3**Aggregate School Implementation Levels Across Sample Districts in Area 1B, 2, 3, and 6 (5 Districts; 18 Schools)**

DOI AREA	M	Min	Max	SD
AREA 1B LEADERSHIP: SITE-LEVEL SYSTEMS				
Overall AREA 1B Results (N=36 ^a)	2.46	1	4	0.74
1.4 School policies & decisions consider SEAL values & goals	2.56	1	4	0.88
1.5 Articulation, continuity, and coherence	2.50	1	4	0.85
1.6 Planning to ensure refinement & sustainability	2.33	1	4	0.72
AREA 2 PROFESSIONAL LEARNING				
Overall AREA 2 Results (N=18 ^a)	2.67	2	4	0.69
2.1 Learning culture focused on EL research-based practices	2.56	2	4	0.62
2.2 Reflective practice	2.78	2	4	0.81
AREA 3 CURRICULUM				
Overall AREA 3 Results (N=18 ^a)	3.00	2	4	0.47
3.1 Standards-based & interdisciplinary	3.06	2	4	0.54
3.2 Comprehensive development of thematic units	2.89	2	4	0.58
3.3 Curriculum plans & thematic units reviewed & refined	3.06	2	4	0.54
AREA 6 FAMILY PARTNERSHIPS				
Overall AREA 6 Results (N=36 ^a)	2.65	2	4	0.67
6.1 Communication between teachers and families	2.81	2	4	0.69
6.2 Family participation	2.69	2	4	0.75
COMPOSITE MEAN	2.62	1	4	0.56

^a "N" represents the number of ratings recorded for each of the Areas. For example, for Area 1B and 6 a total of 36 ratings were obtained across all school sites because in some cases multiple interviews were conducted with several site-level representatives (e.g. principal + coach); these yielded multiple ratings that were averaged to obtain a mean score for each indicator.

Site-Level Leadership: District Implementation Profiles

A composite means was calculated for each respective district derived from the overall mean score for Areas 1B, 2, 3, and 6. An analysis of site-level leadership ratings by district reveals that although there is a range of mean scores across schools within a given district, the composite means scores indicate that three out of five districts are **Approaching Consistency** in implementing the SEAL model, as measured by the DOI Tool. Tables 4–8 present findings by district.

Table 4*District A (5 schools) Overall Levels of Implementation: DOI Areas 1B, 2, 3, and 6*

Area 1B Leadership: Site Level Systems		Area 2 Professional Learning		Area 3 Curriculum		Area 6 Family Partnerships	
Indicator	Implementation Level	Indicator	Implementation Level	Indicator	Implementation Level	Indicator	Implementation Level
1.4	2.64 <i>Approaching Consistency</i>	2.1	2.83 <i>Approaching Consistency</i>	3.1	2.83 <i>Approaching Consistency</i>	6.1	2.82 <i>Approaching Consistency</i>
1.5	2.64 <i>Approaching Consistency</i>	2.2	3.17 <i>Consistent</i>	3.2	3.00 <i>Consistent</i>	6.2	2.73 <i>Approaching Consistency</i>
1.6	2.36 <i>Partial</i>			3.3	3.00 <i>Consistent</i>		
Area Mean	2.55	Area Mean	3.00	Area Mean	2.94	Area Mean	2.77
COMPOSITE MEAN SCORE: 2.82							

Table 5*District B (3 schools) Overall Levels of Implementation: DOI Areas 1B, 2, 3, and 6*

Area 1B Leadership: Site Level Systems		Area 2 Professional Learning		Area 3 Curriculum		Area 6 Family Partnerships	
Indicator	Implementation Level	Indicator	Implementation Level	Indicator	Implementation Level	Indicator	Implementation Level
1.4	2.50 <i>Approaching Consistency</i>	2.1	2.67 <i>Approaching Consistency</i>	3.1	3.67 <i>Approaching Sustainability</i>	6.1	3.00 <i>Consistent</i>
1.5	2.67 <i>Approaching Consistency</i>	2.2	3.33 <i>Consistent</i>	3.2	3.00 <i>Consistent</i>	6.2	3.00 <i>Consistent</i>
1.6	2.50 <i>Approaching Consistency</i>			3.3	3.33 <i>Consistent</i>		
Area Mean	2.56	Area Mean	3.00	Area Mean	3.33	Area Mean	3.00
COMPOSITE MEAN SCORE: 2.97							

Table 6*District C (2 schools) – Overall Levels of Implementation: DOI Areas 1B, 2, 3, and 6*

Area 1B Leadership: Site Level Systems		Area 2 Professional Learning		Area 3 Curriculum		Area 6 Family Partnerships	
Indicator	Implementation Level	Indicator	Implementation Level	Indicator	Implementation Level	Indicator	Implementation Level
1.4	2.75 <i>Approaching Consistency</i>	2.1	2.00 <i>Partial</i>	3.1	3.00 <i>Consistent</i>	6.1	2.25 <i>Partial</i>
1.5	2.50 <i>Approaching Consistency</i>	2.2	2.00 <i>Partial</i>	3.2	3.00 <i>Consistent</i>	6.2	2.25 <i>Partial</i>
1.6	2.50 <i>Approaching Consistency</i>			3.3	3.00 <i>Consistent</i>		
Area Mean	2.58	Area Mean	2.00	Area Mean	3.00	Area Mean	2.25
COMPOSITE MEAN SCORE: 2.46							

Table 7*District D (3 schools) – Overall Levels of Implementation: DOI Areas 1B, 2, 3, and 6*

Area 1B Leadership: Site Level Systems		Area 2 Professional Learning		Area 3 Curriculum		Area 6 Family Partnerships	
Indicator	Implementation Level	Indicator	Implementation Level	Indicator	Implementation Level	Indicator	Implementation Level
1.4	2.50 <i>Approaching Consistency</i>	2.1	2.33 <i>Partial</i>	3.1	3.00 <i>Consistent</i>	6.1	2.17 <i>Partial</i>
1.5	2.17 <i>Partial</i>	2.2	2.33 <i>Partial</i>	3.2	2.33 <i>Partial</i>	6.2	2.50 <i>Approaching Consistency</i>
1.6	2.17 <i>Partial</i>			3.3	3.00 <i>Consistent</i>		
Area Mean	2.28	Area Mean	2.33	Area Mean	2.78	Area Mean	2.33
COMPOSITE MEAN SCORE: 2.43							

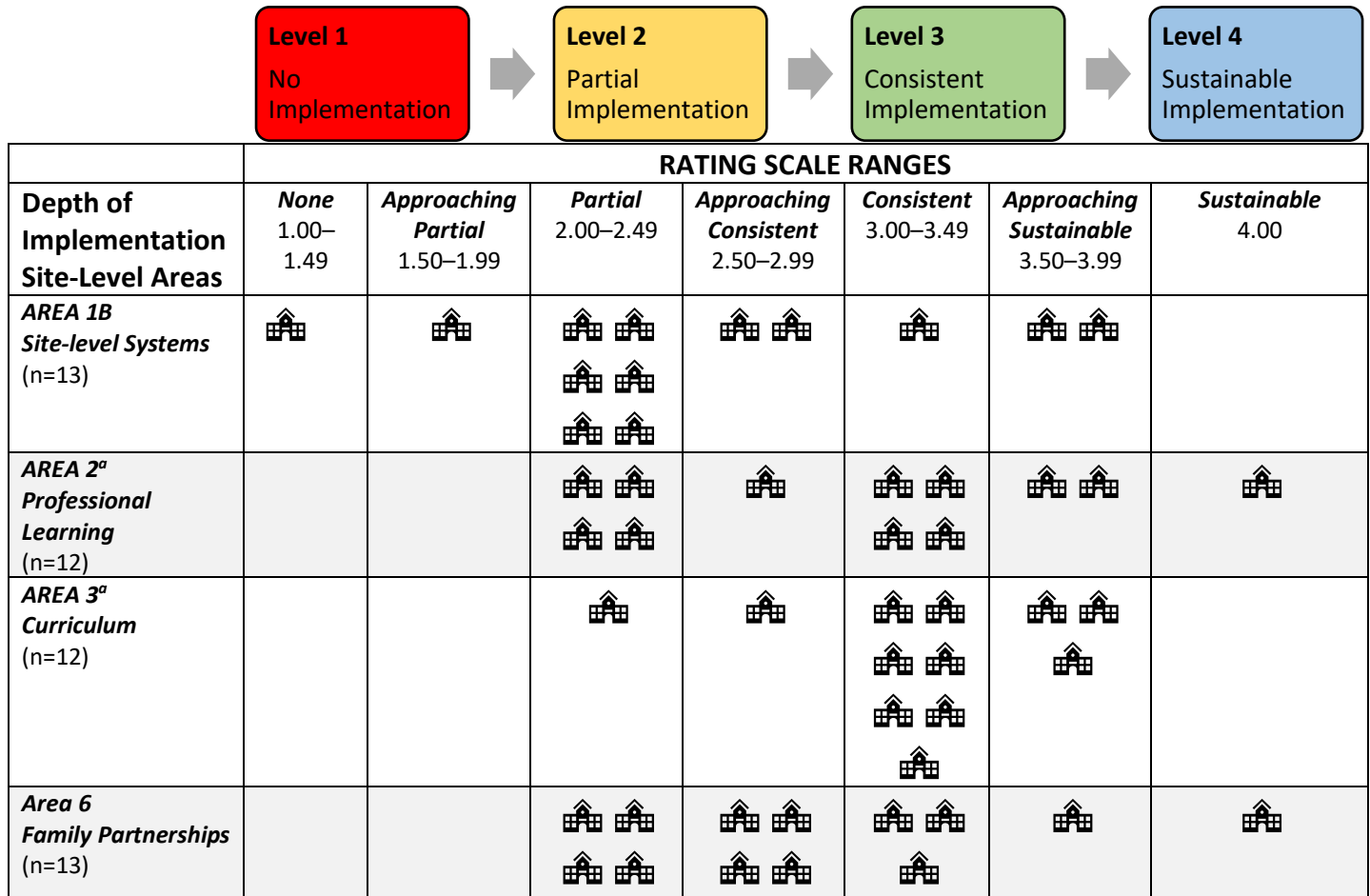
Table 8*District E (5 schools) – Overall Levels of Implementation: DOI Areas 1B, 2, 3, and 6*

Area 1B Leadership: Site Level Systems		Area 2 Professional Learning		Area 3 Curriculum		Area 6 Family Partnerships	
Indicator	Implementation Level	Indicator	Implementation Level	Indicator	Implementation Level	Indicator	Implementation Level
1.4	2.44 <i>Partial</i>	2.1	2.50 <i>Approaching Consistency</i>	3.1	3.00 <i>Consistent</i>	6.1	2.56 <i>Approaching Consistency</i>
1.5	2.44 <i>Partial</i>	2.2	2.50 <i>Approaching Consistency</i>	3.2	3.00 <i>Consistent</i>	6.2	2.78 <i>Approaching Consistency</i>
1.6	2.22 <i>Partial</i>			3.3	3.00 <i>Consistent</i>		
Area Mean	2.37	Area Mean	2.50	Area Mean	3.00	Area Mean	2.67
COMPOSITE MEAN SCORE: 2.64							

Comparison of High versus Low Implementing Districts based on DOI Area 1A Rating

Despite scoring high in SEAL DOI Area 1A Leadership: District-Level Systems, several schools within these districts scored at lower levels of implementation across DOI Areas that pertain to Site-Level leadership (Area 1B), Professional Learning (Area 2), Curriculum (Area 3), or Family Partnerships (Area 6). As illuminated in Figures 5 and 6, there was visibly great variation among school-level implementation ratings.

Figure 5
High Implementing Districts in Area 1A (Score of 3.00 or higher) (Districts A, B, and E)

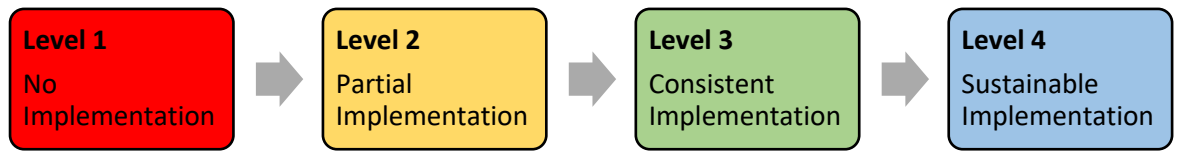



















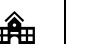



^a Rater for District E, School 3 did no provide a rating for Area 2 and 3 due to insufficient information.

In contrast, we examined site-level area ratings for districts that scored at the lower implementation levels for district system-level indicators. Figure 6 shows that the majority of schools in these districts scored at the partial or approaching consistent implementation levels.

Figure 6

Low Implementing Districts in AREA 1A (Score of 2.99 or lower) (Districts C and D)



Depth of Implementation Site-Level Areas	RATING SCALE RANGES						
	None 1.00–1.49	Approaching Partial 1.50–1.99	Partial 2.00–2.49	Approaching Consistent 2.50–2.99	Consistent 3.00–3.49	Approaching Sustainable 3.50–3.99	Sustainable 4.00
AREA 1B <i>Site-level Systems</i> (n=5)		 					
AREA 2 <i>Professional Learning</i> (n=5)			    				
AREA 3 <i>Curriculum</i> (n=5)				 	  		
Area 6 <i>Family Partnerships</i> (n=5)			  	 			

Section 2 - Appendix E presents the SEAL DOI rating results for each district. School-level results are included and aggregated by DOI Area and indicator. These may provide additional insights and serve to guide discussion related to other areas of inquiry.

Part Three: Summary of Findings and Implications

This research and evaluation brief reports on the two-pronged approach to this study to answer the research question: *What differences are found in the implementation of SEAL practices across schools and/or districts, as measured by the revised SEAL Depth of Implementation tool?*

Findings related to the DOI Tool

- The development of the SEAL Depth of Implementation and corresponding procedures for its applied use are valuable in documenting promising evidence of the levels of implementation of the SEAL model in replication schools and districts.
- SEAL DOI interviewers play key roles in the SEAL implementation process.
 - As such, they were able to engage in SEAL interview processes with district and site-level leaders as well as access implementation artifacts to substantiate SEAL DOI ratings.
- SEAL DOI usage protocols supported data collection and rating processes.

Implications related to the use of the SEAL DOI Tool

- Intentional use of the SEAL DOI has the potential to generate evidence-based data to help ongoing monitoring, refinement, and sustainability of the SEAL model.
- SEAL DOI protocols and procedures will need to be consistently applied, requiring strategic planning and support for those engaging in the process.
 - This includes adhering to criteria for selection of interviewees at the district level.
- SEAL DOI rater and training sessions can be strengthened by the use of sample artifacts, evidence, videos, or other data sources to discuss variation in SEAL Model implementation while calibrating ratings.
- SEAL management leaders can and should serve as informants throughout the process.

Findings related to implementation of SEAL practices in sampled districts and schools

- SEAL DOI Area 1A Leadership: District-Level Systems results for the overall sample indicate that districts (N=5) are **Approaching Consistent Implementation**.
- The **highest implementation** score was in **SEAL DOI Area 3 Curriculum** (Mean = 3.00).
- The **lowest implementation** score was in **SEAL DOI Area 1B School-level Systems** (Mean = 2.46).
- Aggregate school data within each district indicate that despite districts scoring high in SEAL DOI Area 1A Leadership: District-Level Systems, several schools within these districts scored at lower levels of implementation across other DOI Areas.

Implications related to the implementation of the SEAL Replication Model to Advance Systems-Level Continuous Learning

- SEAL DOI users may select key focus areas to explore similarities and differences in perceived levels of implementation by role type: district leaders, principals, coaches, and/or lead teachers.
- SEAL management can identify benchmarks during the SEAL professional learning cycles to introduce and use the SEAL DOI Tool:
 - To create a sense of ownership and confidence among district and school staff in identifying perceived levels of system-wide implementation.
 - To engage in dialogue around increasing levels of implementation to achieve sustainability.

This Brief is based on the 4-Year External Research and Evaluation Study conducted by the Center for Equity for English Learners at Loyola Marymount University and Wexford Institute for the Sobrato Family Foundation



<http://www.wexford.org>



<http://soe.lmu.edu/centers/ceel/>



<http://www.sobrato.com/SEAL>

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