



**Impact of the 7 Mindsets Program on Elementary Student Achievement, Discipline,
Attendance, Life Skills, and Perceptions of School Climate**

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Abstract

This quasi-experimental study examines the impact of the 7 Mindsets program on elementary student achievement, attendance, discipline, and social-emotional skills. The study analyzed de-identified data from 58,038 first through fifth grade students across 110 schools in the Southeastern United States during the 2022-2023 academic year. Schools received varying levels of access to the curriculum and professional learning and coaching supports. Gold schools received high access to curriculum materials and high levels of coaching support. Silver schools received high access to curriculum and moderate levels of coaching support. Comparison schools received limited digital access to curriculum only, and although the curriculum was available to, educators in comparison schools did not use it. Controlling for student demographic characteristics and fall scores, in the spring, students in Gold schools demonstrated higher academic performance on some achievement tests, fewer suspensions and number of days suspended, and greater self-efficacy than students in comparison schools. In addition, students in Silver level schools were enrolled for more days in the spring than students in comparison schools. Finally, for some outcome measures, more vulnerable students had a particularly robust response to enrollment in Gold schools.

Background

Beyond academic knowledge, many life skills, comprising non-academic knowledge, skills, and dispositions, affect student success in school and in life (DiPerna & Elliott, 2002; Nagaoka, Farrington, Ehrlich, & Heath, 2015; National Research Council, 2012). Recognizing this, social and emotional and life skills programs are widely used in schools to provide sequenced, active, focused, and explicit lessons and activities designed to teach these skills. Several large meta-analyses have found that these programs lead to improved life skills and academic performance, increased frequency of positive social behaviors, decreased frequency of disruptive behavior and emotional distress, and improved school climate and sense of safety (Cipriano et al., 2023; Durlak, Weissberg, Dymnicki, Taylor & Schellinger, 2011; Mahoney, Durlak, & Weissberg, 2019). Owing to their potential to support student learning and development, during the 2023-2024 school year, educators in 83% of U.S. schools reported using programs and practices designed to teach these skills (Skoog-Hoffman et al., 2024).

7 Mindsets offers a unique mindset-based curriculum designed to teach positive ways of thinking about the self, the world, and others. The 7 Mindsets' curriculum is based on research demonstrating that hope for the future, a belief in one's potential, and a strong sense of belonging and connection with others are associated with greater success in relationships, in school, and in a wide range of life outcomes (Shickler & Waller, 2019). The curriculum is distinct in its focus on shaping how students view themselves, the world, and others. It includes a grade-based scope and sequence to teach 7 mindsets in the context of 28 learning objectives. The 7 Mindsets curriculum is designed to instill optimism ("Everything is Possible"), intrinsic motivation ("Passion First"), interpersonal connection ("We are Connected"), personal responsibility ("100% Accountable"), gratitude ("Attitude of Gratitude"), empathy ("Live to Give"), and

purpose (“The Time is Now”). Lessons require minimal teacher preparation time and are delivered on a digital platform. Beyond the 7 Mindsets *curriculum*, the broader 7 Mindsets *program* offers professional learning and coaching support to ensure effective implementation.

This report summarizes a study of the effectiveness of the 7 Mindsets program in 110 elementary schools in a large southeastern school district. In the study district, some schools were given broad access to the 7 Mindsets curriculum and a high level of professional learning and coaching support (“Gold” service level). Other schools were also given broad access to the curriculum and less intensive professional learning and coaching support (“Silver” service level). The remaining schools were given limited digital access to the curriculum only—these schools were treated as comparison schools. The purpose of this study was to determine whether students in Gold and Silver schools had better spring outcomes across range of domains than students in comparison schools.

The specific domains examined correspond to the intended proximal and distal outcomes of 7 Mindsets. Specifically, the curriculum is designed to change how students understand themselves, others, and the world. Changes in mindsets in turn are intended to positively influence student behavior and engagement in school and thereby academic achievement. In addition, because of its positive impact on behavior, the 7 Mindsets is intended to positively influence student perceptions of the school environment. Accordingly, this study examined the impact of the 7 Mindsets program on indicators of student mindsets, behavior, achievement, and perceptions of the school climate. We hypothesized in general that the higher the level of 7 Mindsets implementation support, the more consistent and positive would be the program’s impact on student outcomes. Furthermore, we hypothesized that students with demonstrated vulnerabilities, including low fall scores on achievement and high numbers of discipline

referrals, eligibility for free or reduced-price lunch, or having a disability, would demonstrate a particularly robust response to the 7 Mindsets program.

Methods

Design

The study used de-identified data from the fall and spring of the 2022-2023 school year from 58,038 elementary students. This study examined differences in spring academic, discipline, attendance, and survey scores between students attending schools with different levels of 7 Mindsets implementation. In all analyses, student demographic characteristics and the fall score on the dependent variable were entered as covariates to control for baseline student differences in schools with different levels of 7 Mindsets service. As such, this study reflects a pre-post study with non-equivalent groups quasi-experimental design (Reichardt, 2019).

Sample

Recruitment. The BRANY IRB gave approval to use de-identified student data from the 2022-2023 school year that the study district routinely collects. The school district's research and evaluation department subsequently reviewed and approved the study protocol. The district then shared fall and spring de-identified student data from 110 elementary schools that used the 7 Mindsets program at the three different levels of implementation. This study focuses on students in first through fifth grades.

Analytic samples. Each of the outcome measures described below was administered in different grade bands. For each measure administered at only a subset of grades, data analyses focused on a distinct analytic sample. Specifically, one English language test was administered to first graders only (Star EL); one reading test was administered to second graders only (Star Reading); one math test was test to first and second graders (Star math); one reading test and one

math test were administered to third through fifth graders (Florida Assessment of Student Thinking); surveys assessing student life skills and perceptions of school climate were administered in fourth and fifth grades (Panorama). Data on student discipline and attendance were available at all grade levels. The demographic characteristics of analytic samples differed modestly from the whole sample. However, the magnitude of the differences, though significant, was small. For example, the ethnic distribution of the Star EL sample significantly differed from the whole sample. However, the differences between percentages of students in each group were small—the biggest differences were that the Star EL sample had two percent fewer White students (27.9% versus 29.9%) and two percent more Hispanic students (39.0% versus 37.0%).

Missing data. Across the academic outcome measures Star Reading, Star Math, FAST ELA and FAST math, more than 95% of children who completed the test in the fall completed the test in the spring. Among students who completed the Star ELA test in the fall, 23.7% also completed spring testing. Different numbers of students completed different Panorama scales in the fall because of variability in what was administered across schools. To ensure that all Panorama analyses included the same students, I selected students who had scores from all Panorama scales in the fall. Of those students, 77.2% completed the same Panorama scales in the spring. Missing data were ignored in subsequent analyses.

Conditions. The schools used 7 Mindsets in one of three ways. All schools were given access to the curriculum. In 85 schools, educators received limited digital access to the curriculum and no additional professional learning or coaching support. These schools are treated as the comparison group. In 20 schools, educators received “Silver” level of professional learning and coaching support. In Silver schools, all educators in a school had digital access to the curriculum. In addition, they received one in-person training session, one virtual training, and

up to six hours of in-person and two hours of virtual monthly coaching sessions. In five schools, educators received “Gold” level of professional learning and coaching support. In Gold schools, educators received everything educators on the Silver group received, but instead of one in-person live training, they received two in-person live trainings and additional coaching and professional learning experiences customized to the need of the educators in each school.

The 7 Mindsets platform recorded the number of times the digital curriculum was accessed in each school during the 2022-2023 school year. Table 2 summarizes the average number of times the digital curriculum was accessed in each condition and in each analytic sample. Although they had access to the curriculum, educators in the comparison schools never accessed it. Educators in the Silver condition accessed the curriculum an average of 290 times and educators in the Gold condition accessed the curriculum an average of 1,276 times.

Measures

Star assessment. The Star assessments are brief computer-delivered assessments used to measure early academic skills such as language, reading, and mathematics. They are administered in the fall to benchmark skills to guide instruction and then again in the winter and spring to measure student progress. The Star assessments demonstrate strong evidence of high internal consistency and test-retest reliability and multiple forms of validity (Renaissance Learning, 2024).

Florida Assessment of Student Thinking (FAST). The FAST assessment is a statewide test administered in the fall and spring in the state of Florida. FAST includes an English language assessment and a mathematics assessment. Like the Star assessments, FAST is administered in the fall to benchmark skills to guide instruction and then again in the winter and spring to

measure student progress. FAST is a standardized test with strong evidence of score reliability and multiple forms of validity (Florida Department of Education, 2023).

Discipline and attendance. The district shared indicators of discipline and attendance for the entire 2022-2023 school year. Indicators included total number of days enrolled, unexcused absences, total absences, number of discipline infractions, number of suspensions, and total days suspended. The district shared each of these indicators for each quarter of the school year. Discipline and attendance tallies from the two fall quarters were combined to yield a fall score and tallies from the two spring scores were combined to yield a spring score. Although these are not standardized measures, their intraclass correlations across quarterly counts were .80 for unexcused absences, .78 for number of days absent, .84 for number of days enrolled, .93 for number of discipline infractions, .89 for number of suspensions, and .87 for number of days suspended. This suggests that the application of rules to determine the discipline and attendance counts used in this evaluation were consistent across occasion.

Panorama survey: mindsets. In the fall and spring, students in fourth and fifth grades completed a survey measuring social and emotional competencies and perceptions of school climate. Social and emotional competence scales included a six-item scale measuring growth mindset, the belief that it is possible to change individual characteristics such as talent, effort, and behavior ($\alpha = .74$, fall-to-spring $r = .48$), a five-item scale measuring self-efficacy, or the belief that they can learn challenging material ($\alpha = .72$, fall-to-spring $r = .60$), and a five-item scale measuring self-regulation, or how often students can manage difficult emotions ($\alpha = .77$, fall-to-spring $r = .56$).

Panorama survey: school climate. Perceived school climate scales included a six-item scale measuring student belief that they are respected and supported by teachers ($\alpha = .80$, fall-to-

spring $r = .57$), a three-item scale measuring student belief that they are respected by and belong among peers ($\alpha = .71$, fall-to-spring $r = .57$), and a five item scale measuring perceptions of the prevalence of fighting, bullying, and disrespect ($\alpha = .64$, fall-to-spring $r = .57$). So that a higher score always reflected a positive state, the safety scale was reverse scored.

The reliability figures for Panorama competence and climate scales that were computed from the data set under consideration and reported above are consistent with findings reported from a large-scale field trial of Panorama surveys summarized by West and colleagues (2020). In addition, West and colleagues (2018) reported evidence of criterion related validity including consistent and robust associations between those surveys and academic outcomes.

Results

Baseline Comparisons

Demographic characteristics. Table 3 summarizes the demographic characteristics of students in each condition for each analytic sample separately. There were significant differences in the demographic characteristics of students in each condition, and demographic differences differed somewhat from one analytic sample to another. To adjust for baseline differences, child sex, ethnicity, disability status, and eligibility for free or reduced-price lunch were included as covariates in all impact analyses.

Baseline scores. Table 4 summarizes baseline scores on all outcome measures by condition. There were significant differences in baseline scores in the different conditions. To adjust for these differences, in all analyses, the baseline measure of the dependent variable was included as a covariate.

Main Effects

Generalized estimating equations (GEE) with robust standard errors, were implemented with SPSS version 26 (IBM Corp., 2016), to examine the effect of curriculum condition (assigned at the school level) on each outcome variable (at the student level). The GEE procedure with robust standard errors is a form of generalized linear model for use with data sets that include dependencies between observations introduced, for example, by the nesting of students in schools. GEE uses the Huber-White sandwich estimator to account for dependencies between nested observations and thereby appropriately estimates standard errors.

In impact analyses, for each outcome, using GEE with robust standard errors, school was specified as the nesting variable. All models controlled for the corresponding fall measure of the outcome variable, as well as student sex, ethnicity, disability status, and eligibility for free or reduced-price lunch.

Table 5 presents estimated marginal means for spring outcomes across three study conditions—Comparison, Silver, and Gold—after statistically controlling for fall scores, student sex, ethnicity, disability status, and eligibility for free or reduced-price lunch. Outcomes span four domains: academic achievement, discipline and attendance, mindsets, and climate. Standardized effect sizes (Cohen’s d) reflect differences between Silver and comparison (S v C) and between Gold and comparison (G v C), with significance levels indicated.

In terms of academic outcomes, students enrolled in Gold schools scored higher than students enrolled in comparison schools on the spring Star English Language test ($d = 0.19$, Wald $\chi^2(1) = 6.34$, $p < .01$). In addition, students enrolled in Gold schools performed marginally significantly better on the spring Star Math test than students enrolled in Comparison schools ($d = 0.04$, Wald $\chi^2(1) = 3.21$, $p = .07$). No significant differences were observed in spring Star

Reading, Star Math, or FAST English Language Arts or Math scores. Students in Silver schools did not score significantly differently than students in comparison schools on spring test scores.

In terms of discipline and attendance, students enrolled in Gold schools had significantly fewer spring term suspensions ($d = -0.07$, Wald $\chi^2(1) = 4.59$, $p < .05$) and fewer days suspended ($d = -0.09$, Wald $\chi^2(1) = 9.94$, $p < .008$) than students in comparison schools. In addition, students enrolled in Silver schools were enrolled for significantly more days in the spring than students enrolled in comparison schools ($d = .05$, Wald $\chi^2(1) = 5.62$, $p < .05$).

In terms of mindsets, students in Gold schools reported significantly higher sense of self-efficacy in the spring than students in comparison schools ($d = .09$, Wald $\chi^2(1) = 6.60$, $p < .01$).

In terms of school climate, contrary to expectations, in the spring, students in Silver schools reported a lower sense of physical and emotional safety than students in comparison schools ($d = -.10$, Wald $\chi^2(1) = 4.31$, $p < .05$).

Moderators

We also explored potential moderator effects. For each outcome, a moderator effect was tested by adding a curricular condition by moderator interaction term to the main effects models. Moderators tested included baseline scores on the outcome measure, eligibility for free or reduced-price lunch, and student disability status. We anticipated that students who were more vulnerable, operationalized as having poorer baseline scores, being from a low-income household, or having a disability, would demonstrate a greater positive response to the program than less vulnerable students. We report moderator effects when the interaction term in the model was significant and a simple main effect for vulnerable students was significant for students enrolled either in the Silver or Gold schools.

Baseline number of days suspended moderated the impact of curricular condition on the number of days suspended in the spring. Specifically, as illustrated in Figure 1, students in Gold schools who had one standard deviation above the mean number of days suspended in the fall had significantly fewer days suspended in the spring than students with the same number of days suspended in the fall in comparison schools ($d = -1.07, z = 4.83, p < .008$). and this effect size was greater than the main effect of enrollment in Gold school on spring days enrolled ($d = -.09$).

In the spring, as illustrated in Figure 2, students with disabilities enrolled in Gold schools reported feeling more supported than students with disabilities in comparison schools ($d = .17, z = 2.86, p < .008$) and this effect was greater than the main effect of enrollment in Gold school on perceived support ($d = .04, n.s.$).

Students who were eligible for free or reduced-price lunch who were enrolled in Gold schools scored better on the Star English Language test than students who were eligible for free or reduced-price lunch enrolled in comparison schools ($d = .22, z = 3.31, p < .008$), and this effect size was greater than the main effect of enrollment in Gold school on spring Star English Language test score ($d = .19, p < .01$). See Figure 3.

Contrary to expectations, as illustrated in Figure 4, students with one standard deviation above the mean number of fall discipline infractions who were enrolled in Gold schools had higher numbers of spring discipline infractions than students in comparison schools who had one standard deviation above the mean number of fall discipline infractions ($d = .90, z = 4.33, p < .008$). In addition, contrary to expectations, students in comparison schools who were not eligible for free or reduced-price lunches who were in comparison schools scored better in the spring on the Star EL test students who were not eligible for free or reduced-price lunch in Gold schools ($d = .93, z = 16.00, p < .008$).

Discussion

Several meta-analyses have clearly demonstrated that the impact of life skills and social and emotional learning programs depends on implementation (Cipriano et al., 2023; Durlak et al., 2011). Like those studies, in this evaluation we found that enrollment in schools that use the 7 Mindsets curriculum and received professional learning support was associated with positive student outcomes across academic achievement, discipline and attendance, and social and emotional domains, and the more intensive the implementation, the greater the impact on student outcomes. Specifically, students in Silver schools were enrolled for more days in the spring than students in comparison schools; students in Gold schools had higher spring English Language and math achievement test scores, fewer spring suspensions and days suspended, and higher spring student self-reported self-efficacy than students in comparison schools.

Six of seven main effects were in the predicted direction, including all six main effects of enrollment in Gold schools. One of two main effects of enrollment in Silver schools was in the predicted direction (number of days enrolled in the spring), while a second main effect was in the opposite direction predicted (perceived physical and emotional safety).

In addition, most moderator effects supported our general hypothesis that more vulnerable students would benefit most from enrollment in 7 Mindsets schools, with more days suspended in the fall associated with a greater impact of enrollment in Gold schools on spring number of days suspended; eligibility for free or reduced-price lunch associated with a greater impact of enrollment in Gold schools on spring Star English Language scores; and having a disability associated with a greater impact of enrollment in a Gold school on perceived supportive school climate. The moderating role of number of fall discipline infractions was in the opposite prediction directed. In addition, students who were not eligible for free or reduced-price

lunch who were enrolled in comparison schools performed better in the spring on the Star English language test than students enrolled in Gold schools.

Limitations and Future Directions

In addition to finding evidence that the 7 Mindsets program benefited students across key outcome domains, this study had several limitations. First, all schools had access to the curriculum, raising the question of whether there was a reasonable comparison condition. Educators in comparison schools never accessed the digital resources. As such, it is reasonable to conclude that students in comparison schools received little to no exposure to the 7 Mindsets curriculum. To the extent that access to the 7 Mindsets curriculum in comparison schools did influence student outcomes, the incremental benefit of professional learning and coaching support in Silver and Gold schools would be harder to achieve and therefore more striking.

Schools were not randomly assigned to condition and in each analytic sample, there were between-condition demographic differences and between-condition differences in baseline scores. Although the magnitude of those differences was not great, to reduce the biasing effects of these baseline differences, analyses included student demographic characteristics and baseline scores as covariates. Nevertheless, it is possible that unmeasured differences between schools in the different conditions may be responsible for the intervention effects reported here. A randomized controlled trial where schools or classrooms are assigned to condition will help to reduce this threat to study validity.

Apart from the number of times lessons were accessed at each school, this study did not include measures of implementation. As a result, beyond broad measures of dosage, it is difficult to know what 7 Mindsets instruction entailed across the many classrooms where it was implemented. It would be useful in future studies to measure classroom level indicators of

implementation that include dosage, adherence, quality, and engagement. Greater detail on these multiple dimensions of implementation at the classroom level will help to further clarify the conditions under which the 7 Mindsets program has the greatest positive impact on student outcomes.

Effect sizes were modest with significant main effects averaging an absolute value of $d = .08$. Nevertheless, the effects are practically meaningful. For example, the effect size of $d = .04$ of attending a 7 Mindsets Silver school on days enrolled translates to .69 additional days attended for each child. Similarly, the effect size of $d = -.09$ of attending a 7 Mindsets Gold school on days suspended reflects a 17% reduction in the number of days suspended. Multiplied over the many students in a large school district, these improvements in discipline and attendance outcomes become educationally and financially meaningful.

This study supports the effectiveness, under conditions of high support, of the 7 Mindsets program. It will be helpful to conduct additional research using mixed methods to better understand what curricular materials and professional learning and coaching supports are particularly impactful, and what models of implementation can enhance the breadth and magnitude of positive impacts across outcome domains.

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Table 1*Sample characteristics, by analytic sample*

	Analytic Sample													
	Whole Sample		Star English Language		Star Reading		Star Math		English Language Arts		Math		Panorama	
Schools by Condition	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Control	86	76.7	70	79.5	86	77.5	86	77.5	86	77.5	86	77.5	85	77.2
Silver	21	18.8	15	17.0	20	18.0	20	18.0	20	18.0	20	18.0	20	18.2
Gold	5	4.5	3	3.4	5	4.5	5	4.5	5	4.5	5	4.5	5	4.5
Students by Condition	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Control	42,915	73.9	2,091	84.3 *	7,182	74.5	14,380	74.1	22,612	73.7	22,575	73.7	10,978	72.5 *
Silver	12,121	20.9	308	12.4	1,956	20.3	4,019	20.7	6,476	21.1	6,474	21.1	3,294	21.8
Gold	3,002	5.2	81	3.3	499	5.2	1,009	5.2	1,585	5.2	1,580	5.2	868	
Grade Level	n	%	n	%	n	%	n	%	n	%	n	%	n	%
First	11,581	20.0	2,478	99.9	12	0.1	9,736	50.2	-	0.0	1	0.0	-	0.0
Second	11,263	19.4	2	0.1	9,625	99.9	9,671	49.8	1	0.0	-	0.0	-	0.0
Third	12,432	21.4	-	0.0	-	0.0	-	0.0	10,744	35.0	10,725	35.0	-	0.0
Fourth	11,397	19.6	-	0.0	-	0.0	-	0.0	9,951	32.4	9,942	32.5	7,466	49.3
Fifth	11,365	19.6	-	0.0	-	0.0	-	0.0	9,977	32.5	9,961	32.5	7,674	50.7
Female	28,132	48.5	1,198	48.3	4,709	48.9	9,475	48.8	14,986	48.9 *	14,971	48.9 *	7,550	49.9 *
Ethnicity														
White	17,376	29.9	693	27.9 *	3,021	31.3 *	6,129	31.6 *	9,462	30.8 *	9,456	30.9 *	4,742	31.3 *
Black	11,788	20.3	519	20.9	1,862	19.3	3,743	19.3	6,271	20.4	6,266	20.5	3,062	20.2
Hispanic	21,501	37.0	967	39.0	3,558	36.9	7,088	36.5	11,004	35.9	10,976	35.8	5,301	35.0
Asian	3,048	5.3	126	5.1	489	5.1	979	5.0	1,652	5.4	1,651	5.4	928	6.1
Other	4,325	7.5	172	6.9	707	7.3	1,468	7.6	2,284	7.4	2,280	7.4	1,108	7.3
FRL Eligible	45,099	77.7	1,967	79.3 *	7,339	76.2 *	14,839	76.5 *	23,492	76.6 *	23,449	76.6 *	11,317	74.7 *
Has disability	11,307	19.5	438	17.7 *	1,587	16.5 *	3,117	16.1 *	6,297	20.5 *	6,282	20.5 *	3,027	20.0 *
TOTAL	58,038		2,480		9,637		19,408		30,673		30,629		15,140	

Notes * denotes that analytic sample differs from whole sample at $p < .05$

Table 2

School-level average number of times curriculum was accessed, by condition and analytic sample

Analytic Sample	Comparison	Silver	Gold
Whole Sample	0.0	290.4	1276.4
Star English Language	0.0	150.3	247.8
Star Reading	0.0	293.2	1395.8
Star Math	0.0	288.8	1343.1
ELA	0.0	316.6	1289.4
Math	0.0	316.9	1290.3
Panorama	0.0	364.5	1357.4

Notes. All mean differences significant at $p < .05$

Table 3*Demographic characteristics, by analytic sample and condition*

	Condition						
	Control		Silver		Gold		
Star EL (1 st grade)	n	%	n	%	n	%	Notes
Female	997	47.7	308	50.6	81	55.6	-
Ethnicity							
White	634	30.3	41	13.3	18	22.2 *	G>S<C
Black	450	21.5	68	22.1	1	1.2	G<C<S
Hispanic	729	34.9	179	58.1	59	72.8	G>S>C
Asian	117	5.6	9	2.9	0	0.0	G<S<C
Other	161	7.7	11	3.6	3	3.7	G,S<C
FRL	1,602	76.6	286	92.9	79	97.5 *	G>S>C
SWD	363	17.4	62	20.1	13	16.0 *	G<C<S
Star Reading (2 nd grade)	n	%	n	%	n	%	Notes
Female	3,496	48.7	979	50.1	234	46.9	-
Ethnicity							
White	2,224	31.0	598	30.6	199	39.9 *	G>C>C
Black	1,471	20.5	307	15.7	84	16.8	G<S<C
Hispanic	2,649	36.9	772	39.5	137	27.5	G<C<S
Asian	315	4.4	140	7.2	34	6.8	G<S>C
Other	523	7.3	139	7.2	45	9.0	G>S,C
FRL	5,704	79.4	1,363	69.7	272	54.5 *	G<S<C
SWD	1,216	16.9	281	14.4	90	18.0 *	G>C>S
Star Math (1 st , 2 nd grade)	n	%	n	%	n	%	Notes
Female	7,025	48.9	1,960	48.8	490	48.6	-
Ethnicity							
White	4,517	31.4	1,238	30.8	374	37.1 *	G>C>S
Black	2,925	20.3	652	16.2	166	16.5	G,S<C
Hispanic	5,249	36.5	1,546	38.5	293	29.1	G<C<S
Asian	617	4.3	290	7.2	72	7.1	G,S>C
Other	1,072	7.5	293	7.3	103	10.2	G>S,C
FRL	11,445	79.6	2,807	69.8	587	58.2 *	G<S<C
SWD	2,355	16.4	590	14.7	172	17.1 *	G>C>S
Ela/Math (3 rd -5 th grade)	n	%	n	%	n	%	Notes
Female	11,062	48.9	3,197	49.4	727	45.9 *	G<C,S
Ethnicity							
White	6,935	30.7	1,990	30.7	537	33.9 *	G>C,S
Black	4,853	21.5	1,108	17.1	310	19.6	G>S<C
Hispanic	8,095	35.8	2,446	37.8	463	29.2	G<C<S
Asian	1,058	4.7	453	7.0	141	8.9	G>S>C
Other	1,671	7.4	479	7.4	134	8.5	G>S,C
FRL	18,030	79.7	4,500	69.8	962	60.7 *	G<S<C
SWD	4,767	21.1	1,229	19.0	301	19.0 *	G,S>C

Table 3 (continued)

Panorama (4 th , 5 th grade)	Condition						Notes
	Control		Silver		Gold		
	n	%	n	%	n	%	
Female	5,469	49.8	1,662	50.5	419	48.3	-
Ethnicity							Notes
White	3,383	30.8	1,060	32.2	298	34.3 *	G>S>C
Black	2,355	21.5	533	16.2	174	20.0	G>S<C
Hispanic	3,842	35.0	1,199	36.4	260	30.0	G<C<S
Asian	596	5.4	268	8.1	64	7.4	G>C<S
Other	802	7.4	233	7.1	72	8.3	G>C>S
FRL	8,622	78.5	2,186	65.8	527	60.7 *	G<S<C
SWD	2,194	20.0	665	20.2	168	19.0	-

Notes C = Control, S = Silver, G = Gold; FRL = eligible for free or reduced-price lunch; SWD = students with identified disabilities; * = proportions significantly diff between groups $p < .05$

Table 4*Baseline scores, by curricular group*

	Control		Silver		Gold		Largest Δ , d
Outcome Measure	M	SD	M	SD	M	SD	
Achievement							
Star English Language	755.2	92.1	713.5	72.5	700.4	87.7 *	G<C, .62
Star Reading	847.7	110.5	848.7	112.9	877.6	103.3 *	G>C, .27
Star math	830.7	66.5	830.5	68.0	841.6	66.8 *	G>C, .16
English Language Arts	295.0	26.3	296.0	26.5	299.1	26.1 *	G>C, .16
Math	281.7	23.0	283.1	24.1	285.6	23.5 *	G>C, .17
Discipline & Attendance							
Unexcused Absences	3.97	5.18	3.72	5.05	3.13	4.35 *	G<C, .17
Total Days Absent	6.02	6.00	5.79	5.80	5.46	5.59 *	G<C, .07
Days Enrolled	80.30	18.78	79.26	20.50	79.41	20.51 *	S<C, .05
Discipline Infractions	0.10	0.73	0.09	0.91	0.03	0.28 *	G<C, .09
Suspensions	0.03	0.30	0.03	0.27	0.01	0.13 *	G<C, .07
Days Suspended	0.05	0.51	0.04	0.41	0.02	0.40 *	G<C, .06
Competence							
Growth Mindset	3.61	0.87	3.63	0.87	3.68	0.91 *	G>C, .08
Regulation	3.21	0.86	3.17	0.86	3.29	0.83 *	G>S, .14
Self-Efficacy	3.49	0.72	3.53	0.72	3.55	0.70 *	G>C, .08
Climate							
Support	4.11	0.73	4.08	0.74	4.17	0.72 *	G>S, .11
Connection	3.60	0.89	3.60	0.89	3.74	0.86 *	G>C, .03
Safety	3.72	0.82	3.73	0.78	4.04	0.75 *	G>C, .30

Notes C = Control, S = Silver, G = Gold; d = Cohen's d (standardized mean difference); * = omnibus test of mean difference significant $p < .05$

Table 5

Estimated marginal means spring scores, controlling for fall scores, student sex, ethnicity, disability, and eligibility for free or reduced-price lunch, with effect sizes for enrollment in Silver and Gold schools

Outcome Measure	Condition			Pooled SD	Effect Size <i>d</i>	
	Control	Silver	Gold		S v C	G v C
Achievement						
Star English Language	813.23	807.31	829.84	88.52	-.07	.19**
Star Reading	916.76	914.20	916.30	111.57	-.02	.00
Star Math	890.01	888.75	892.42	67.21	-.02	.04†
English Language Arts	209.90	209.19	210.77	26.34	-.03	.03
Math	211.66	211.48	213.61	23.30	-.01	.08
Discipline & Attendance						
Unexcused Absences	4.35	4.64	4.28	2.36	.12	-.03
Total Days Absent	6.15	6.35	5.99	5.59	.07	-.05
Days Enrolled	83.95	84.67	84.60	9.78	.04*	.03
Discipline Infractions	0.18	0.20	0.19	0.25	.05	.03
Suspensions	0.08	0.08	0.07	0.27	.07	-.07*
Days Suspended	0.12	0.13	0.10	0.15	.07	-.09***
Panorama Competence						
Growth Mindset	3.57	3.57	3.58	0.86	.00	.01
Self-Regulation	3.23	3.22	3.23	0.86	-.02	.00
Self-Efficacy	3.54	3.55	3.61	0.73	.01	.09**
Panorama Climate						
Support	4.03	3.98	4.06	0.79	-.06	.04
Connection	3.54	3.52	3.57	0.90	-.03	.03
Safety	3.76	3.67	3.74	0.82	-.10*	-.02

Notes † $p < .10$; * $p < .05$; ** $p < .01$, *** $p < .008$; C = Comparison, S = Silver, G = Gold; *d* = Cohen's *d* (standardized mean difference)

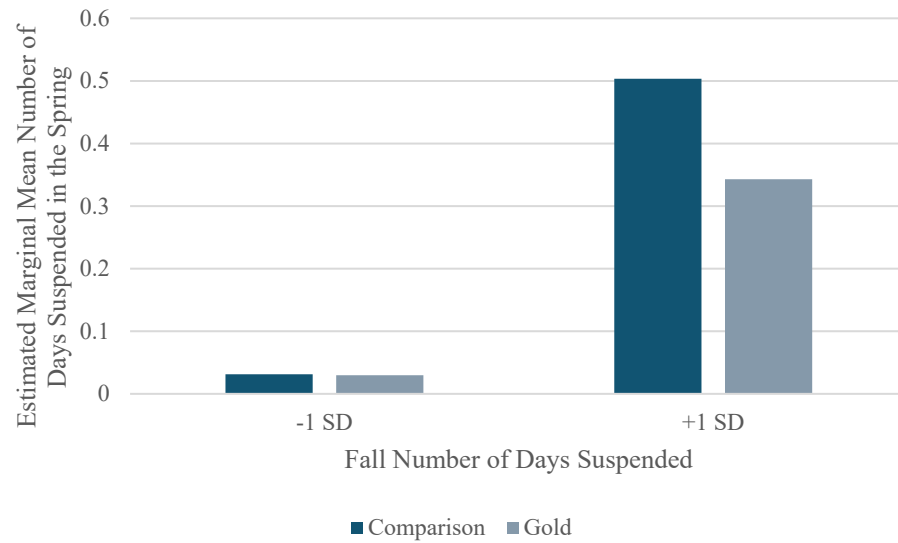


Figure 1. *Estimated marginal mean number of days suspended in the spring, Gold versus comparison schools, by fall number of days suspended*

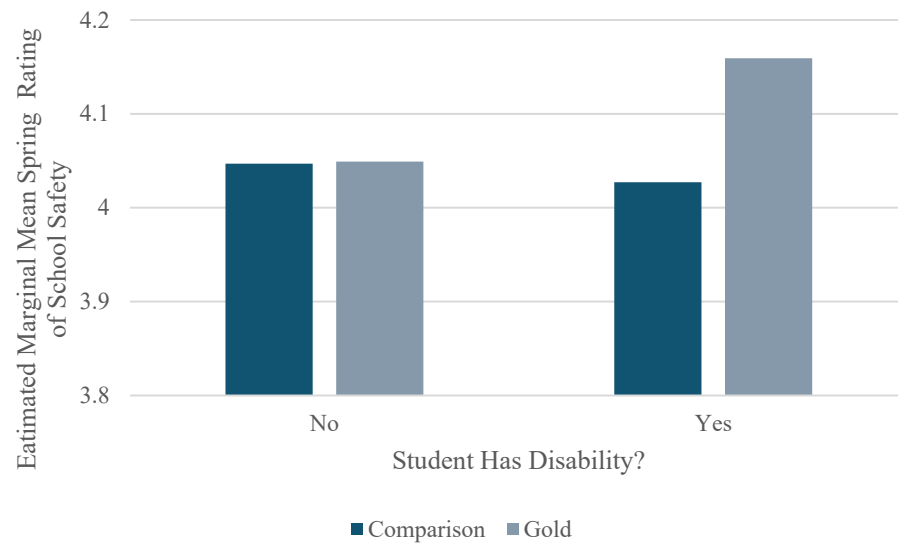


Figure 2. *Estimated marginal mean spring student rating of school safety, Gold versus comparison schools, by student disability status*

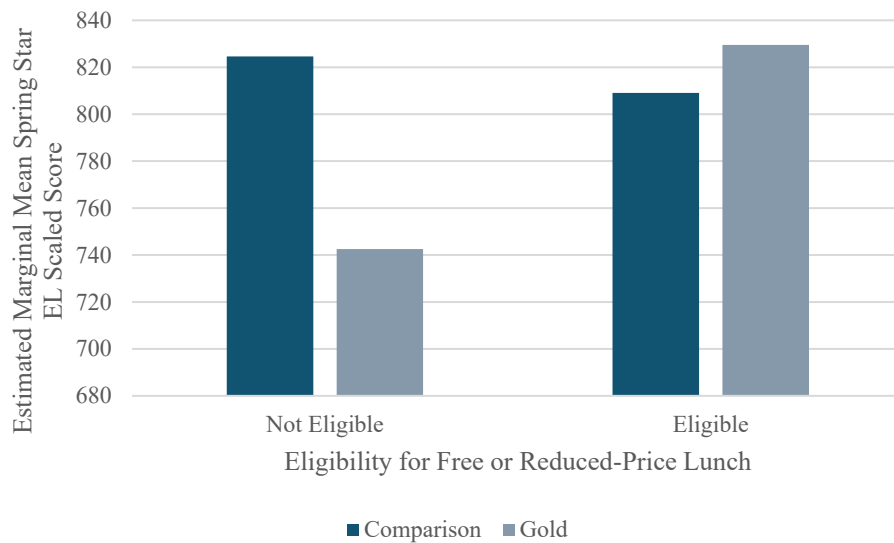


Figure 3. *Estimated marginal mean spring Star English Language scaled score, Gold versus comparison schools, by student eligibility for free or reduced-price lunch*

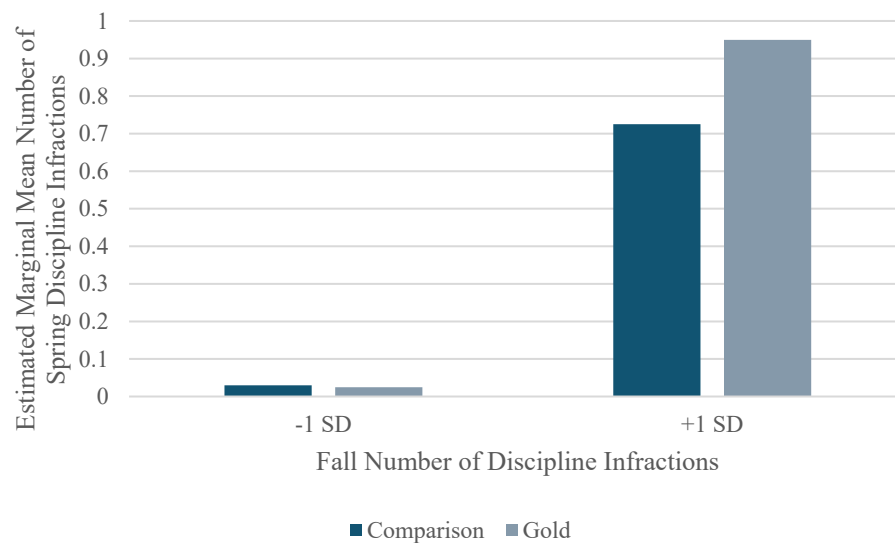


Figure 4. *Estimated marginal mean number of spring discipline infractions, Gold versus comparison schools, by fall number of discipline infractions*

Appendix: Participant Demographics, Recruitment, and Setting

7 Mindsets Efficacy Study - 2022-2023 School Year

Prepared to support the CASEL Program Guide Evaluation Report (Criterion 2: Setting; participant demographics).

Study Overview

Quasi-experimental, pre-post design with non-equivalent groups. The evaluation analyzed de-identified data from 58,038 students in grades 1-5 across 110 elementary schools in one large public school district in the Southeastern United States (Florida), during the 2022-2023 school year. Schools were grouped by level of implementation support: Gold (5 schools), Silver (20), and Comparison (85).

Participating Student Demographics (Whole Sample, N = 58,038)

Characteristic	Percentage (n)
Grade 1	20.0% (11,581)
Grade 2	19.4% (11,263)
Grade 3	21.4% (12,432)
Grade 4	19.6% (11,397)
Grade 5	19.6% (11,365)
Female	48.5% (28,132)
Hispanic/Latinx	37.0% (21,501)
White	29.9% (17,376)
Black/African American	20.3% (11,788)
Asian	5.3% (3,048)
Other	7.5% (4,325)
Free/Reduced-Price Lunch (Low SES)	77.7% (45,099)
Students with disabilities	19.5% (11,307)

Race/ethnicity was reported as White, Black/African American, Hispanic/Latinx, Asian, and Other. Indigenous and Bi-/Multi-racial students were not reported as separate categories and are included within "Other."

Sample by Condition

Condition	Schools	Students (%)
Comparison	85	42,915 (73.9%)
Silver	20	12,121 (20.9%)
Gold	5	3,002 (5.2%)
Total	110	58,038

Participant Recruitment

The evaluation used de-identified student data routinely collected by the district. The BRANY Institutional Review Board approved use of the de-identified data, and the district's research and evaluation department reviewed and approved the study protocol. The district provided fall and spring de-identified data for all 110 participating elementary schools, grades 1-5.

Timing of Data Collection

Data were collected during the 2022-2023 school year: pretest in Fall 2022 and posttest in Spring 2023. Star and FAST assessments were administered in fall (benchmark) and spring; discipline and attendance were compiled across the full year (fall = first two quarters; spring = final two quarters); Panorama social-emotional and school-climate surveys (grades 4-5) were administered in fall and spring.

Setting / School-Level Characteristics

Region: Southeast (United States), Florida. | Number of districts: 1. | School type: Public.

Characteristic	Response
Title I	Yes
Urban	Yes
Suburban	Yes
Rural	Some schools
US Region	Southeast

Data source: 7 Mindsets Efficacy Study Report (McKown, 2026 revision). School-level locale and Title I status: NCES Common Core of Data. The district is de-identified in the report body as "a large southeastern school district."