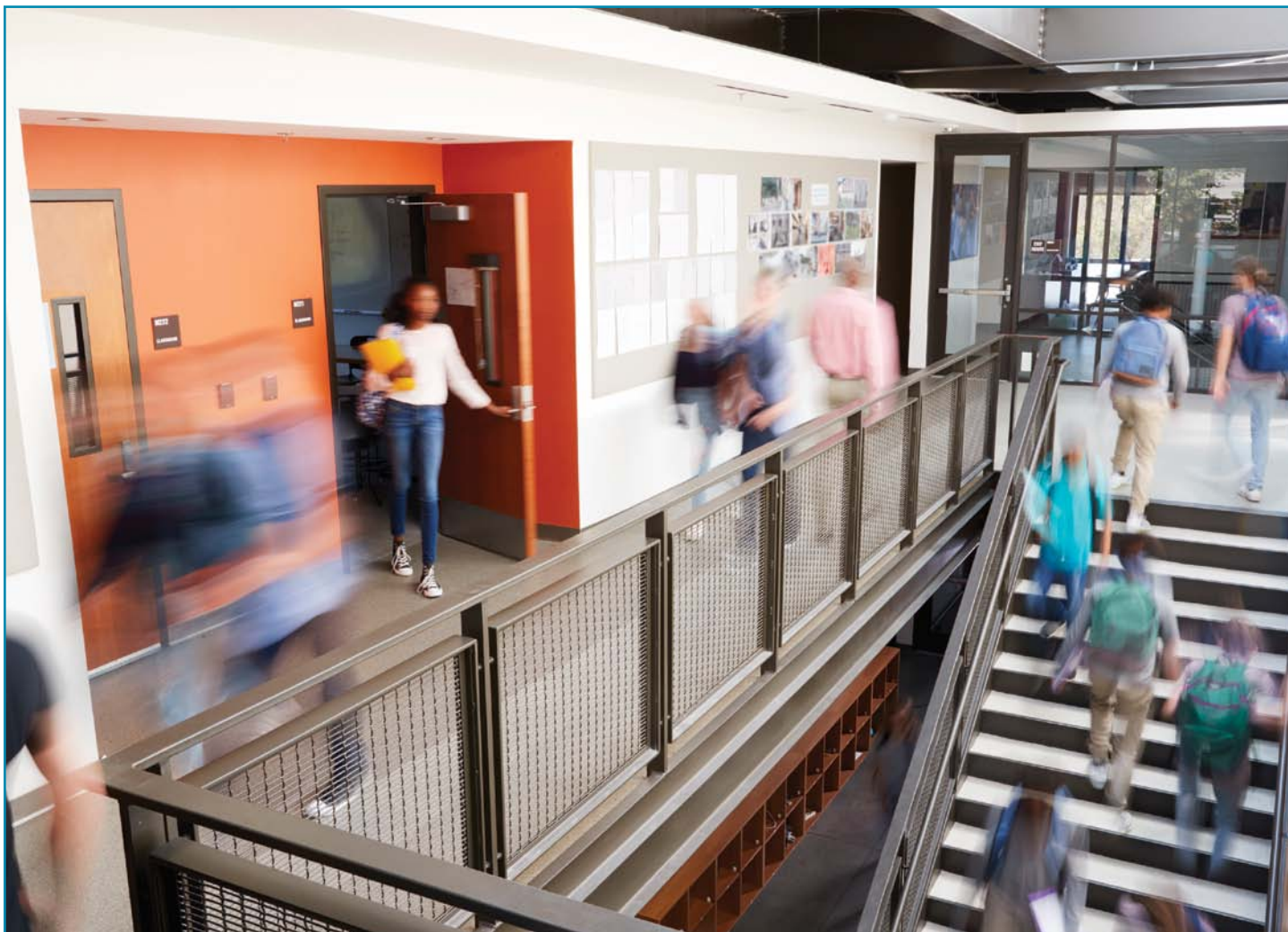# Measuring School Climate and Social and Emotional Learning and Development

A Navigation Guide for States and Districts

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Measuring School Climate and Social and Emotional Learning and Development:
A Navigation Guide for States and Districts

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INTRODUCTION

Education practitioners, researchers, and policymakers are increasingly focusing on social and emotional learning and development and positive school climates as essential factors to establish equitable learning environments in which all young people can thrive. We know from the science of learning and development that in order for children to master academic content and develop skills necessary for success in school and in life, we must create learning environments that intentionally foster the experiences and the relationships that are so critical to students' development and that are designed to integrate academic, social, and emotional learning and development.[1] In practice, this is an environment that is designed with a whole-child approach and in which students have secure attachments and affirming relationships; feel emotionally, physically, and identity-safe; and experience the integration of social, emotional, and academic learning and hands-on learning opportunities.[2]

State leaders have a responsibility to ensure every student has access to a safe and supportive school environment. In 2017, the Council of Chief State School Officers (CCSSO), in partnership with the Aspen Institute Education & Society Program identified specific actions to improve conditions for learning by focusing on school culture, climate, and social and emotional learning and development to "ensure students can learn in environments that are conducive to developing skills, habits, and dispositions

that support success in school and beyond."[3] One approach state leaders can take to inform and guide the improvement of conditions for learning is to explore opportunities for measuring social and emotional learning and school climate for use in state and local education systems.

The purpose of this guide is to assist states and districts in making decisions about which types of measures related to social and emotional learning and development and/or school climate to use, how those measures could be used, and important factors to consider in the process. In developing this tool, CCSSO and EducationCounsel interviewed and consulted with researchers, practitioners, and other subject matter experts and conducted a literature review of resources and tools in the field.[4] Given the many resources and experts in social and emotional learning, school climate, and measurement, this tool serves as a guide for states that are navigating these decisions by sharing:

- key principles related to selecting and using these measures,

- the benefits and challenges of using different measures,

- the purposes for which different measures may be appropriate to use, and

- key resources to dig deeper in relevant areas.

For survey measures (school climate and social and emotional competencies), this guide also provides key questions to ask in selecting survey instruments and some "do's and don'ts" for selection and

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implementation. The resources shared are not the only sources of information, but rather can be used as a starting point for states interested in incorporating measures of school climate and social and emotional learning and development into their education systems. Further, while this guide is focused specifically on measurement, measurement is only one piece of a bigger picture. It is equally important to focus on the approaches and interventions that can foster social and emotional learning and development and to establish positive school climate. The approaches and interventions are beyond the scope of this guide, but nonetheless should be a priority for states and districts interested in advancing social and emotional learning and development and positive school climate.

Although they are related, social and emotional learning and development, and school climate are distinct with very different frameworks. *Social and emotional learning* is often defined as the process by which students learn and develop social and emotional competencies. These competencies include a broad range of inter- and intra-personal skills, knowledge, and dispositions, such as self-awareness, self-regulation, communication, and collaboration.[5] *School climate*, which also includes multiple frameworks and elements, is defined by the National School Climate Council (NSCC) as "based on patterns of students', [families'], and school personnel's experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures."[6] Essential elements

of school climate (sometimes referred to as school culture) that have been identified in the literature include: emotional and physical safety, relationships, teaching and learning, sense of belonging, and institutional environment.[7] Researchers have identified the following elements of school climate as being most relevant to social and emotional learning and development: emotional and physical safety, connectedness and support, challenge and engagement, and peer and adult social and emotional competencies.[8]

Social, emotional, and academic development and school climate are deeply inter-connected and mutually reinforcing. The conditions of a learning environment establish the setting and the context in which social and emotional learning and development can occur, and students and staff need to have social and emotional competencies to create positive social environments.[9] In turn, this allows students to start taking academic risks, building trusting relationships, and becoming more self-aware. Students experience school and classroom climate differently; students of color often having a less favorable perception of school climate, and less favorable experience in school, than their white peers.[10] There is strong evidence to show that students of color experience lower expectations, harsher disciplinary approaches, less rigor, and micro-aggressions that disconnect rather than connect them to school.[11] Racism, bias, and cultural disconnects are salient factors in student context and impact students' relationships, sense of belonging, identity, physical and emotional safety, and other key

components of learning and development. State, districts, schools, and educators must therefore intentionally address this difference by exploring and addressing the underlying reasons for these different perceptions and experiences.

Given the growing recognition of the importance of social and emotional learning and development and positive school climate, there is mounting interest in including relevant measures in accountability, reporting, and school and classroom improvement systems. The passage of the Every Student Succeeds Act (ESSA) with its requirement for accountability systems to include measures of school quality and student success beyond academics has led states to explore this more widely than before. There are many ways to incorporate measurement into systems in order to demonstrate value, including accountability, data reporting, needs assessments, and school and classroom improvement. The inclusion of relevant data in these systems is important for a myriad of reasons—demonstrating need, highlighting progress, evaluating interventions, informing professional development—and is valuable for different purposes at each level of the system from the classroom to the federal level. It is critical that states, districts, and schools choose the *right* measures, given their priorities and contexts, and use them for appropriate purposes, based on research.

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KEY GUIDING PRINCIPLES FOR STATES AND DISTRICTS

Interviews with leading researchers revealed clear and consistent guiding principles that can help states and districts make critical decisions about what types of measures to use and for what purposes:

<u>Preparing an Approach:</u>

1. **Involve stakeholders (i.e., teachers, students, families, community members) throughout the process.** Proactively engage stakeholders to give input on what the school community thinks is important in terms of school climate and social and emotional learning, what types of measures they are comfortable with, and what should be the theory of change. Maintain clear and frequent communication with students, families, and teachers in order to build understanding and buy-in among stakeholders, particularly before introducing any assessment or measure.

2. **Start with a clear theory of change.** Clearly articulate the goals and objectives of your system, what your intended outcomes are and why those outcomes are important, and how you are going to measure those objectives. For example, if a goal is to establish equitable learning environments that are safe and inclusive for all students then the state may ensure that school climate surveys include items related to student perceptions of safety and sense of belonging.

3. **Take stock of what data you already have.** First consider the data you are already collecting, such as administrative data collection, established climate surveys already being used by some districts or programs, or Positive Behavioral Interventions and Supports (PBIS) data, as it relates to your theory of change. Also consider which other organizations or agencies the state may be able to partner with to streamline data collection. Plan for how you can build on existing data to have a more complete picture to inform plans for improvement. Avoid redundancies to reduce burden on districts and schools, and assess the added financial, political, or time cost additional measures may add.

4. **Engage researchers as partners.** Establish relationships with external researchers to support decision making using measurement data. External researchers can help with designing or tailoring measures, interpreting the results of measures, and developing plans for improvement based on those measures.

5. **Take a learning approach.** Take the needed time to build a positive and sustainable system. Remain flexible and open to changing measures—learn from your results and track how indicators and measures are evolving over time. For states supporting districts, allow districts to have the flexibility, time, and space to take a learning approach, with the appropriate guardrails to advance equity.

Selecting Measures:

6. **Consider and understand the equity implications involved.** The measures you use should not function or be understood differently across student groups; measurement results should point toward actionable change *in the learning environment*, as opposed to changes in students themselves. Inquire as to whether measures have been tested for bias and/or validated across student groups in a school or system. Include measures that can reflect how students and families might experience school climate differently, such as school climate surveys. Also consider and be responsive to how different stakeholders (e.g., educators, students, and families) will interpret the data and the narratives derived therefrom. Finally, ensure that interpretation and use of the results do not exacerbate inequitable outcomes.

7. **Select measures that are the right fit.** Have a clear understanding of how the information you are seeking aligns with your theory of change and ensure that the measure(s) you select actually provide the right information. If needed, consider using multiple measures together to fully capture the array of information needed to inform action.

8. **Understand that the greater the (perceived or actual) stakes, the more "gaming risk" will be introduced.** When deciding to use measures for accountability, be cautious of the extent to which they may cause or be subject to "gaming," manipulation, and/or unintended negative consequences, which is more likely to occur when there are actual or perceived stakes associated with the measure(s).

9. **Ensure that the measures that you choose are valid and reliable *for the purposes for which they are being used*.** Different types of measures are not valid and reliable on their own absent considerations for how they would be used. Measures should be evaluated for validity and reliability for specific purposes. Different purposes may include individualized student feedback, school-level needs assessment, classroom/school improvement, data reporting, and school accountability. For example, if you are trying to measure continuous improvement, inquire whether the measure you are considering has been validated to be effectively used at the classroom- or school-level. Researchers cautioned that some measures designed for research have not necessarily been validated for educational purposes and could potentially not stand up to the complexities of practice.

10. **Ensure the measures provide data that are actionable and understandable.** Data should drive action. Ensure that superintendents, principals, and teachers know how to use and understand the data and the practices and approaches necessary to drive change in learning environments. Make sure that the manner in which the data are reported is understandable and easily accessible to the stakeholders who are expected to use it.

11. **Consider the needs of the adults in the building.** Consider the importance of the social and emotional learning and development of teachers and other adult stakeholders when making decisions about which measures to use. Include measures that relate to *their* perceptions of the school climate in terms of conditions for teaching and be responsive to that data with improvements to the conditions for teaching.

12. **Include a focus on the experiences of students from their perspective.** One of the most important aspects of measuring school climate is students' perceptions of their experiences in the learning environment; particularly whether they feel emotionally, physically, and identity-safe. Students are reliable reporters of their experiences in school[12] and often experience learning environments differently, so it is important to disaggregate that data and explore and address the underlying reasons for different perceptions and experiences.

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MEASURES OF SCHOOL CLIMATE AND SOCIAL AND EMOTIONAL LEARNING AND DEVELOPMENT

This guide provides information on some of the benefits, challenges, and relevant resources to consider when making decisions about types of measures related to (1) school climate (school climate surveys, chronic absenteeism, suspension and expulsion, and classroom observations), and (2) social and emotional learning and development (student self-report surveys and performance assessments). It also indicates the different purposes for which different measures are appropriate. For school climate surveys and student self-report surveys, it also provides more guidance related to the "do's and don'ts" and key questions to ask in selecting instruments.

SCHOOL CLIMATE MEASURES:

School climate "reflects how members of the school community experience the school, including interpersonal relationships, teacher and other staff practices, and organizational arrangements. School climate includes factors that serve as conditions for learning and that support physical and emotional safety, connection and support, and engagement."[13] Measures of school climate considered here include: (1) school climate surveys (of students, families, and educators), (2) chronic absenteeism, (3) suspensions and expulsion data, and (4) classroom-level observations. Each of these has benefits and challenges to their use, and each is considered by researchers to be "suitable" for different purposes.

School Climate Surveys:

School climate surveys should include the perceptions that students, teachers, other school staff, and families, have about the relevant conditions for their success in school. For students, these are the conditions for learning (including the extent to which they feel a sense of belonging, that teachers and other school personnel demonstrate equal support for students, and whether they are treated fairly and given the opportunity to make choices about their learning); for teachers, the conditions for teaching; for other school staff, the conditions for being successful in their work; and for families, the conditions for being actively engaged in their students' learning.

Measuring and acting on school climate survey data has many **benefits**. It can signal to students, families, and teachers that the state values positive perceptions of school climates (as long as they are acted upon); it can help states focus on things that educators and administrators typically have more direct control over, such as classroom practice, and can therefore be more useful in directing policy and practice changes than measures of students' social and emotional learning and development; and it means states are less prone to pressures and biases than they would be using data from surveys about students' social and emotional competencies.

However, there are also **challenges** that must be addressed. For example, school climate surveys don't always identify the specific learning environment being surveyed (such as particular classrooms, hallways, etc.), which may provide only a global school-wide perspective,

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and limit insight into where attention to change is most necessary. School climate surveys are often designed to measure the perceptions of older students (grades five and above) leaving out a significant student population. They can cause unproductive "shaming and blaming" among and between school stakeholders when climate survey results are perceived, correctly or incorrectly, as negative. And, when schools administer school climate surveys but do not act on the data, stakeholders can become increasingly disillusioned and disengaged with the process of improvement.

States, districts, and school administrators must also guard against variations in instrument quality, response rates, and the quality of survey administration. With regard to family school climate surveys, getting a good response rate from families is often challenging; it is important to ask families questions about topics where they have direct knowledge. States and districts can support schools to use the data productively to drive toward change.

In determining the appropriate **purpose** for using school climate surveys, most researchers viewed school climate surveys as appropriate for **school/classroom-level formative purposes, school improvement needs assessments,** and **public data reporting**, as long as the implementation challenges are mitigated. *Student* school climate surveys could also be used in **accountability systems**, although researchers recognize that there is still much to learn about how these student school climate surveys will perform under the pressures of accountability. Researchers cautioned against using school climate surveys for individual student-level interventions for two reasons. 1) student responses about their perceptions of teachers and school climate are more reliable when they are anonymous; and 2) the subject of the assessment is the school climate and how it's experienced by students, rather than an assessment of students themselves. Finally, researchers cautioned that while family and teacher school climate surveys are useful for continuous improvement, they caution against using those surveys for purposes of school accountability because of the inherent high risk of corruptibility.

	Individual student level needs assessment	School/ Classroom level formative data	School improvement	Data Reporting	School Accountability
School Climate Surveys		X	X	X	X*

Student surveys only; researchers interviewed did not consider surveys of families and teachers appropriate for purposes of accountability. Further, surveys of families and teachers would not meet the disaggregation requirements of ESSA for accountability indicators.

Once you have decided which school climate survey is appropriate to use for your desired purpose, the next step is to select the best instrument for your context—whether it be for statewide, districtwide, or schoolwide use. Given the number of school climate surveys that are available, this may seem overwhelming. Below are some key questions for states, districts, and schools to ask when researching different school climate surveys and deciding which is the best fit.

Key Questions to Ask in Selecting a School Climate Survey:

1. Were a psychometrician and subject-matter experts involved in developing the survey?

2. Has the survey been identified by empirical data and analysis to be valid and reliable for the intended purpose (e.g., specific use; frequency of administration) and context (e.g., similar students and families or school contexts) in which you plan to use it? What documentation and research is available to show this?

3. Do the elements (or constructs) being measured matter to your state/district/school and align with your theory of change?

4. What are you likely to learn from this survey, and how will you help educators and stakeholders make decisions and know what to do with the results? Are there necessary resources in place for educators to change their practice based on what is learned from the data?

5. Are there pre-formulated reports available? Have decisionmakers viewed a sample report and is there a clear pathway from report to action steps?

6. Do any of the items show a potential for item bias or differential item functioning (DIF) across different groups of students? Are there items that will help you understand how different groups of students may be experiencing the school climate differently?

7. Does the survey allow for changes to improve the survey over time?

8. Are there examples of how the surveys have been used for school improvement?

9. Which surveys are your schools already using, and how difficult would the transition be?

10. What funding is needed to support implementation of this survey? Is there a need for technical assistance and support to help roll this out?

In addition to the overall guiding principles for selecting measures and how to use them, researchers shared some consistent "do's and don'ts" for making decisions regarding the use of school climate surveys:

Do . . .

- Ensure that the data collected directly connects to the theory of change, that there is sufficient capacity to analyze the data to inform the work, and sufficient capacity to adjust practice based on that data.

- Disaggregate by student groups if the survey allows, which can provide powerful and actionable information about how different populations of students experience the school learning environment (assuming that the measures are valid and reliable across student groups, and are interpreted to mean the same thing by different students).

- Use a tool that has already been developed and validated by psychometricians and, if modifying a survey, involve a psychometrician or an expert on measuring climate.

- Have a system in place to take action on survey data and continuously improve the learning conditions being surveyed.

- Take steps to minimize the risk of gaming and manipulation, especially if used for accountability.

- Ensure confidentiality for students, but link to demographic information and maintain an appropriate sample size for reporting purposes to protect personally identifiable information.

- Be conceptually clear about whether you are measuring classroom climate, school climate, or both, and design or choose surveys accordingly.

- Factor in the response rate and perform a response rate bias analysis.[14]

- Have a visible process for sharing the survey data appropriately and for using it to drive change, in order to build trust and increase participation over time.

- Measure aspects of the learning environment that include the quality of relationships between students and teachers, between students and peers; questions can include whether students are treated fairly, feel safe, and are given opportunities to make choices about their learning.

- Be sure that family surveys ask about relevant topics they are likely to know about.

And Don't . . .

- Focus only on average scores to plan for improvement because they do not inform change in a targeted way.

- Develop a survey without expertise of a psychometrician or subject-matter experts.

- Develop or select a survey without consulting with students and families to understand what is important to them terms of school climate.

- Use surveys that are too lengthy (recommendation to keep within 30 minutes or less).

- Use family and educator surveys in accountability systems.

Sample School Climate Surveys:

While CCSSO and EducationCounsel are not endorsing any survey, the following school climate surveys were recommended by researchers and partners who were interviewed for this guide. Many other surveys exist, but these are provided as a starting point for further due diligence and consideration:

- **5Essentials Survey**: The 5Essentials framework was validated by the **University of Chicago Consortium on Chicago School Research** at the **University of Chicago Urban Education Institute**, in partnership with **Chicago Public Schools**. The survey has since been used in many other schools and districts contexts. Research identifies Effective Leaders, Collaborative Teachers, Involved Families, Supportive Environment, and Ambitious Instruction as the factors that matter most for student learning. https://illinois.5-essentials.org/2017/

- **National School Climate Center (NSCC) Comprehensive School Climate Inventory (CSCI)**: The NSCC CSCI measures thirteen essential dimensions of a healthy school climate in five broad categories: Safety, Teaching and Learning, Interpersonal Relationships, Social Media, Institutional Environment, as well as two distinct dimensions for personnel only. https://www.schoolclimate.org/services/measuring-school-climate-csci

- **Panorama**: The Panorama Student Survey is a free, researched-based tool that measures student perceptions of teaching and learning. The survey gathers feedback from students about their classroom experience and covers nineteen different topics. https://www.panoramaed.com/panorama-student-survey

- **Tripod Survey:** Tripod offers surveys of the school climate and the "7cs" (a set of teaching practices that peer-reviewed research has linked to student engagement [effort and behavior] and achievement [gains on standardized tests]). https://tripoded.com/about-us-2/

- **USED School Climate Surveys:** The U.S. Department of Education (ED) School Climate Surveys (EDSCLS) are a free suite of survey instruments that were developed for schools, districts, and states by the National Center on Educational Statistics (NCES). This NCES effort extends activities to measure and support school climate by ED's Office of Safe and Healthy Students (OSHS). Through the EDSCLS, schools nationwide have access to survey instruments and a survey platform that allows for the collection and reporting of school climate data across stakeholders at the local level. https://nces.ed.gov/surveys/edscls/index.asp

- **YouthTruth Student Survey:** Survey instruments that include student perceptions about their experiences in school. http://youthtruthsurvey.org/

- **Washoe County School Climate Survey and Resources:** Washoe County School District developed and has been administering its annual School Climate Survey since 2011. The survey, which is a free and open resource, is intended to provide schools with data that reflect components of school climate that support a positive learning and working environment and that promote academic success among all students. https://www.washoeschools.net/domain/231

- **Compendia of school climate surveys:** The National Center for Safe and Supportive Learning Environments published a compendia of school climate surveys that were vetted by researchers and by the U.S. Department of Education. https://safesupportivelearning.ed.gov/topic-research/school-climate-measurement/school-climate-survey-compendium

Additional Resources:

- **CORE Districts:** The CORE Districts have established over time a school improvement and accountability system in a set of California districts that includes data related to students' social-emotional skills and schools' culture-climate, along with other measures. The CORE districts share information about their survey instruments, data, research, and collaborative opportunities on their website www.coredistricts.org. Validation of the CORE survey instruments for the various planned uses of the data in this improvement and accountability system is still underway in collaboration with researchers.

- **The School Climate Improvement Resource Package.** This resource package, developed by the National Center on Safe and Supportive Learning Environments includes a set of resources for schools, districts, and other stakeholders to improve school climate. https://safesupportivelearning.ed.gov/scirp/about

- Darling-Hammond, L., & Cook-Harvey, C.M. (2018). *Educating the whole child: Improving school climate to support student success.* Palo Alto, CA: Learning Policy Institute. This paper describes key findings from the sciences of learning and development, examines how schools can use effective research-based practices to create settings for students' growth and development, and shares policy strategies to support development of these school conditions and practices. https://learningpolicyinstitute.org/product/educating-whole-child-report

- **National Center on Safe Supportive Learning Environments.** This national Center funded by the U.S. Department of Education offers information and technical assistance to states, districts, schools, institutions of higher learning, and communities focused on improving student supports and academic enrichment. https://safesupportivelearning.ed.gov/

- **The National School Climate Center (NSCC)**. NSCC is a national organization with a school climate improvement process that is a data-informed, people-driven, cyclical five-stage process that includes preparation, evaluation, understanding findings and action planning, implementing plans, and re-evaluation for continuous improvement efforts. https://www.schoolclimate.org/

- **The National Center to Improve Social and Emotional Learning and School Safety.** This national center funded by the U.S. Department of Education provides support to states and districts to integrate evidence-based programs and practices focused on SEL, school climate, and safety, alongside other aspects of schooling and thereby attend to the needs of the whole child. https://www.wested.org/news-events/center-to-improve-social-and-emotional-learning-and-school-safety/

Chronic Absenteeism:

Chronic absence, which impacts as many as seven million students each year, is most frequently defined as a student missing 10 percent or more of school days due to absence for any reason, including excused and unexcused absences, as well as suspensions. Research has consistently shown that chronic absence, no matter the cause, greatly increases a student's risk of low performance and ultimately school drop-out. That is part of the reason why measures of chronic absenteeism were a popular option selected by 36 states and the District of Columbia as their School Quality/Student Success (SQSS) indicator in their accountability systems under ESSA.

Chronic absenteeism data is best understood and acted upon when considered at both the student and school levels, alongside academic as well as student behavioral data. Indeed, schools and school systems are in the best position to support students when they focus on the "ABC's" (attendance, behavior, and course completion) as equally important indicators of students' trajectories and likelihood of academic and social success. High levels of chronic absence in a classroom, school, or district can also be used to be identify situations where greater investment from community partners and the public education system is needed to unpack and address the challenges that are causing absences. Increased partnership with community organizations can in turn have a positive impact on the school climate by increasing the level and variation of supports.

Chronic absence and school climate are inter-related. A negative school climate may cause more absences and chronic absence, in turn, leads to fewer students within a school who are invested in contributing to a strong, positive school climate for everyone. When chronic absence reaches high levels in a classroom or school, the resulting churn can affect the learning experience for all students, not just those who are chronically absent. High levels of chronic absence are a sign of systemic challenges either in the community (i.e. lack of access to health care, trauma, unreliable transportation, and/or unstable housing) or in the school (i.e. ineffective school discipline practices, bullying, lack of engaging, culturally-appropriate instruction) that are contributing to absences and affecting the overall school climate and learning environment. High levels of chronic absence are an indication that an even greater investment is needed in prevention and early intervention and that educators must be equipped to respond to students in a caring, supportive, and trauma-informed manner so that the school can serve as a buffer against challenges students are experiencing in the community.

One of the **benefits** of using chronic absenteeism data is that it is an evidence-based predictor of students' academic performance and school persistence. Measuring and reporting chronic absenteeism data sends a clear message that attendance is important and valued by the school and community. There is also evidence in research literature of a relationship between chronic absence, social and emotional learning, and school climate.[15] Students who are chronically absent miss out on opportunities for social and emotional learning, just as they do for academic learning which prepares them to be successful in and out of school. Another advantage of chronic absence data is that it is collected every day and can be used as a leading indicator for monitoring in real-time whether an intervention or action is having an impact.

However, the **challenge** of using chronic absenteeism data is that it is not sufficient on its own to measure or help educators fully understand the nature of school climate or the development of important social and emotional competencies among students. While it can be a good predictor of success, chronic absenteeism data should be combined with other sources of data (i.e. school climate surveys, health data, suspension and discipline data) to understand the causes of absences and inform strategies to improve school climate. There are many potential causes of students' chronic absence, some of which require schools forging partnerships with other community or public agencies to address. Additionally, ensuring the accuracy of collecting and reporting chronic absenteeism can be a challenge, so it is critical for states to develop a consistent definition, or business rule for accountability. Finally, while attendance is positively correlated to social and emotional learning and development, it is not clear what the causal relationship is and whether the policies and practices that the routine measurement of and response to chronic absenteeism would necessarily lead to increased social and emotional learning and development.

Taking the above caveats into consideration, we found general consensus that chronic absenteeism data would be appropriate for all of the following **purposes**:

Purpose	*Individual student level needs assessment*	*School/ classroom level formative data*	*School improvement*	*Data Reporting*	*School Accountability*
Chronic Absenteeism	X	X	X	X	X

Resources:

- **AttendanceWorks** is a national initiative dedicated to improving attendance policy, practice, and research. Its website offers an array of free materials, tools, research, and success stories to help schools and communities work together to reduce chronic absence. www.attendanceworks.org

- **CORE Districts:** The CORE Districts have established over time a school improvement and accountability system in a set of California districts that includes data related to students' social-emotional skills and schools' culture-climate, along with other measures, including chronic absenteeism. The CORE districts share information about their survey instruments, data, research, and collaborative opportunities on their website www.coredistricts.org.

- **Everyone Graduates Center** at The Johns Hopkins University, School of Education seeks to identify the barriers that stand in the way of all students graduating from high school prepared for adult success, develop strategic solutions to overcome the barriers, and build local capacity to implement and sustain them. The Center has multiple studies and reports related to the use of chronic absenteeism data. www.every1graduates.org

- Chang, Hedy N., Bauer, Lauren and Vaughn Byrnes. *Data Matters: Using Chronic Absence to Accelerate Action for Student Success*, Attendance Works and Everyone Graduates Center, September 2018. This report explores chronic absence as a metric and how it can be used to anticipate needs within schools and to develop effective solutions. http://new.every1graduates.org/wp-content/uploads/2018/09/Data-Matters_083118_FINAL-2.pdf

- Jordan, Phyllis W., Fothergill, Sue, and Rosende, Mary. *Writing the Rules: Ensuring Chronic Absenteeism Data Works for Schools and Students*, Attendance Works and FutureEd, June 2018. This report lays out recommended steps to strengthen attendance collection and to ensure districts are using the data to identify schools and students who need the most help. https://www.future-ed.org/wp-content/uploads/2018/06/REPORT_writingtherules.pdf

- U.S. Department of Education. *Chronic Absenteeism in the Nation's Schools: An unprecedented look at a hidden educational crisis.* This interactive online resource provides chronic absence data from the Civil Rights Data Collection (CRDC) and links to research and possible pathways to address. https://www2.ed.gov/datastory/chronicabsenteeism.html

- U.S. Departments of Education, Health and Human Services, Housing and Urban Development, and Justice, *Every Student, Every Day: A Community Toolkit to Address and Eliminate Chronic Absenteeism*, Washington, D.C., 2015. This joint agency resource provides a series of "Community Action Guides" that are tailored to meet the needs of multiple advocacy and social service organizations and government agencies. https://www2.ed.gov/about/inits/ed/chronicabsenteeism/toolkit.pdf

Suspension and Expulsion Data

States, districts, and schools are already collecting and reporting disaggregated suspension and expulsion data, as is required by the USED Office of Civil Rights (OCR) for the Civil Rights Data Collection (CRDC)[16] and by ESSA for public reporting. Several states are also collecting and reporting additional suspension and expulsion data on an annual basis that provides a timely depiction of school climate. This type of data that tracks suspensions and expulsions and is disaggregated by student groups can illustrate the extent to which students are subject to exclusionary discipline and which are disproportionately impacted.

A **benefit** of this data is that it is regularly collected, easily accessible, and provides some information about the school climate by demonstrating the extent to which exclusionary discipline practices are used. Given the harmful effects of suspension,[17] this type of measurement can provide information about a school's learning environment. Further, research has shown that there are consistently extraordinary inequities in how discipline is administered, with students of color being disproportionately disciplined even for the same behavior as their white peers. Use of discipline data can reveal and provide some accountability for these inequities when they occur and help to ensure that schools and districts take steps to explore and address the underlying causes of the disparate treatment.

However, there are **challenges** in ensuring the accuracy of reporting, so that suspensions and expulsions are actually documented as exclusions of students. It is critical to have consistent definitions and a mechanism in place to ensure consistency and accuracy of the recording and tracking of suspensions and expulsions. Further, while suspension data is a helpful element in understanding the type of learning environment present, much like chronic absenteeism data, it is insufficient on its own to provide a comprehensive picture of school climate and should be combined with complimentary measures. There is an inherent challenge when exclusionary discipline practices are discouraged through accountability or restrictive policy, which is the critical need to ensure that educators have the supports and the knowledge to establish positive classroom settings, to prevent disruptive behaviors from occurring, and to respond effectively when behaviors do occur. It is also important to guard against classroom or school exclusions happening in other ways, such as sending students home or otherwise out of the classroom without documenting as a suspension. Finally, the way schools, districts, and states interpret discipline data to drive improvements have implications for ensuring equity. When there are racial disparities in discipline data, it is important to acknowledge and to address underlying factors that tend to be at the root of such disparities, such as implicit bias.

Taking the above caveats into consideration, we heard general consensus among researchers that suspension and expulsion data would be appropriate for all of the following **purposes**:

Purpose	Individual student needs assessment	School/ classroom level formative data	School improvement	Data Reporting	School Accountability
Suspension	X	X	X	X	X

Resources:

- *Addressing the Root Causes of Disparities in School Discipline.* National Center on Safe Supportive Learning Environments. Washington DC, 2015. This guide provides tools to assess and systematically address disparities in school discipline, including how to carry out a descriptive analysis of disparities in school discipline and how to conduct a root cause analysis to systematically address school-based factors that contribute to disparities. https://safesupportivelearning.ed.gov/addressing-root-causes-disparities-school-discipline

- *Restorative Practices: Fostering Health Relationships and Promoting Positive Discipline in Schools.* The Advancement Project, 2014. This guide provides models, frameworks, and action steps for school-wide implementation of restorative practices. https://advancementproject.org/wp-content/uploads/2017/11/5165058db7e15ced3a_6lm6y18hu.pdf

- *The School Discipline Consensus Report.* Council of State Governments Justice Center, New York, 2014. This report presents a comprehensive set of consensus-based and field-driven recommendations to improve conditions for learning for all students and educators, better support students with behavioral needs, improve police-school partnerships, and keep students out of the juvenile justice system for minor offenses. https://csgjusticecenter.org/youth/school-discipline-consensus-report/

- *Breaking Schools' Rules: A Statewide Study on How School Discipline Relates to Students' Success and Juvenile Justice Involvement.* Council of State Governments Justice Center, New York, 2001. https://csgjusticecenter.org/youth/breaking-schools-rules-report/

- U.S. Departments of Education and Justice. School Discipline Guidance Package. Washington D.C., 2014. https://www2.ed.gov/policy/gen/guid/school-discipline/index.html. Although this guidance was rescinded by the Trump Administration, it is still a comprehensive resource of best practices and policies for reducing exclusionary discipline.

Classroom Observations:

A critical element of school climate that can impact student success is the interaction between teachers and students. For this reason, many effective school climate surveys ask students direct questions about their interactions with and perceptions of educators. Another way to assess these interactions is through structured observations of classrooms. This type of measure has been used in the evaluation of out-of-school time (OST) programs and incorporated into frameworks and observation tools of classroom teachers. It is an effective method of assessing the interactions between adults and students and informing professional growth to strengthen the development of positive learning environments. In the context of OST program evaluation, this assessment involves a trained professional observing a program setting or activity and noting and recording behavior. Observations that specifically look at teacher-student interactions and the way in which teacher behavior supports students' development can be incorporated into broader teacher observation/evaluation tools. For these observations to be effective, there must be observational protocols and training, regularity of the observations, and the observations must not be connected to or perceived as connected to potentially negative consequences for either students or teachers.

There is significant **benefit** in an observation assessment approach because it elevates the importance of context, the learning environment, and adult-student relationships. It shows that student-teacher relationships and students' sense of belonging are valued as much as traditionally observed items, such as academic rigor and classroom management. The results of the observations are actionable in that they point to aspects of the learning environment and interactions that could be improved. Further, the training to conduct these observations can be an efficient use of time and funding, while providing beneficial professional development for educators. The process of observation and feedback promotes the improvement of practice through evidence-based and reflective practices, as opposed to implementing a rigid evaluation or assessment program.

However, this method also presents **challenges.** Observational data cannot be disaggregated by student group for purposes of federal accountability or data reporting. Also, it is important to use a validated observation tool for this purpose and to ensure sufficient training of observers for reliable observations, which may prove to be more challenging for some schools than for others, depending on time and resources available.

There is general consensus that this type of measure would be appropriate for the following **purposes**:

Purpose	Individual student needs assessment	School/ classroom level formative data	School Improvement	Data Reporting	School Accountability
Classroom Observations		X	X		

Resources

- **The Classroom Assessment Scoring System (CLASS):** CLASS is a tool for observing and assessing the effectiveness of interactions between teachers and students in classrooms. The tool measures the emotional, organizational, and instructional supports provided by teachers that could contribute to students' social, emotional, developmental, and academic achievement. Center for Advanced Study of Teaching and Learning (CASTL), The Curry School of Education, University of Virginia. https://curry.virginia.edu/classroom-assessment-scoring-system

- **Forum for Youth Development—David P. Weikart Center for Youth Program Quality.** The Forum for Youth Development is an action tank working with national, federal, state, and district education leaders to ensure that all children and youth are ready for college, work, and life. Within the Forum is the Weikart Center for Youth Program Quality, which has developed multiple publications and tools related to the classroom observations as a process for assessing the quality of OST programs. http://cypq.org/

- Yoder, N. (2014). Teaching the whole child: Instructional practices that support social-emotional learning in three teacher evaluation frameworks. Washington, D.C.: American Institutes for Research. This Research-to-Practice Brief identifies teaching practices that promote social and emotional learning and explores how three professional teaching frameworks embed practices that influence student academic, social, and emotional learning. https://files.eric.ed.gov/fulltext/ED581718.pdf

- Melnick, H., Cook-Harvey, C. M., & Darling-Hammond, L. (2017). *Encouraging social and emotional learning in the context of new accountability.* Palo Alto, CA: Learning Policy Institute. This report explores how measures of social and emotional learning, student outcomes, and school climate may be included in accountability and school improvement systems.

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MEASURES OF SOCIAL AND EMOTIONAL COMPETENCIES:

This guide covers two common types of measures of social and emotional competencies: (1) student self-report surveys; and (2) performance assessments. Measuring social and emotional competencies is an area that is still very much being researched; it therefore is useful for smaller pilot projects and studies, but not for full-scale implementation of school accountability and data reporting. One key difference that we heard from researchers between these measures and measures of school climate is that measures of social and emotional competencies are focused on the student, rather than the system, which can have implications for both equity and the solutions they drive. Researchers and partners generally agree that assessments of social and emotional competencies should not be used for school accountability, data reporting, or for individual student-level assessments. There may be some beneficial use for these measures in the context of formative school and/or classroom improvement, such as for monitoring, reflection, and developing improvement plans, but it is important to recognize that even for use in these formative assessments, the empirical evidence base for social emotional competencies is still under development. Incorporating these measures to help inform improvement—if done well—can signal the importance and value of social and emotional competencies, and along with measuring academic performance can raise awareness of the important role that these competencies play in student success in college, career, and life.

Recognizing that assessments of social and emotional competencies are relatively new, and the importance of careful planning in rolling them out in a school context, the American Institutes for Research (AIR) developed a suite of resources for policymakers and education leaders to guide them through the decision-making process. AIR developed four key "Ready to Assess" elements: purpose, rigor, practicality and burden, and ethics. The suite of resources includes a brief outlining these elements, a decision tree, and an index of available assessments of social and emotional competencies.[18]

Student Self-Report Surveys:

Student self-report surveys of social and emotional competencies require students to report on their perceptions of their own social and emotional competencies. These differ from student surveys of school climate, which ask students about their perceptions and observations of the learning environment.

The **benefits** of student self-report surveys are that they are relatively inexpensive and easy to administer and they are designed to focus directly on social and emotional competencies themselves, as opposed to a proxy or related measures. Although the extent to which they actually measure what they are intended to measure is not always clear, they can provide educators with information about how students perceive their own social and emotional competencies, both in general and among certain student groups. This can help educators reflect on students' self-perceptions in aggregate, and how those perceptions might shape the culture and climate that they create in the classroom or school.

However, researchers have reported a number of **challenges** for using these surveys for certain purposes.[19] There is a concern about reference bias when used to compare across schools. Students report their perceptions based on their context; thus, student self-report surveys cannot provide reliable comparisons across schools or districts. There are also concerns that the competencies that are assessed and the emotional frameworks underlying the surveys are inherently derived from a white-dominant frame, which disadvantages students of color. Although work is underway to develop frameworks with an equity lens[20], current frameworks are threatened by this inherent bias. Indeed, research has shown that there are fairly substantial gaps between student groups when looking at the results of their self-perception. Finally, when used at the individual student level, there is a risk of educators applying a deficit lens when interpreting the results of the surveys and perpetuating stereotypes, especially for students of color. Due to the potential for shaping teachers' perceptions, it is not recommended that individual student-level data be shared with teachers.

Given these challenges, there was consensus among researchers that student self-report surveys should not be used for school accountability. The majority of researchers also cautioned against using student self-report survey data on the individual student level due to the risk of and implications of implicit bias, or for public data reporting because that usage could create pressures similar to accountability. However, many researchers believed that student self-report data could be used to inform classroom and school improvement when included in needs assessments and for formative purposes.

Purpose	Individual student needs assessment	School/classroom formative data	School improvement	Data Reporting	School Accountability
Student Self-Report Surveys		X	X		

Once you decide to use student self-report surveys to measure social and emotional competencies, it will be necessary to select the best instrument for your context. Many options are available; conducting thorough research and due diligence will be important to find the right one. Below are some key questions for states, districts, and schools to ask when considering different student self-report surveys and deciding which is the best fit.

Key Questions in Selecting a Student Self-Report Survey:

11. Has this been found to be valid and reliable for the purpose (e.g., specific use; frequency of administration) and context (e.g., similar students and families or school contexts) in which you plan to use it? What documentation and research is available to show this?

12. Are the competencies that are being measured important to your state/district/school?

13. Is there evidence that none of the items show a potential for item bias or differential item functioning (DIF) across different groups of students?

14. Does the survey allow for improvements over time?

15. Are there examples of how the survey(s) have been used for school improvement?

16. Are there pre-formulated reports available?

17. What are you likely to learn from this survey, and how will it help educators and stakeholders make decisions and know what to do as a result? Are there necessary resources in place so that educators can make changes to their practice on the basis of what the data show?

18. What funding is needed to support implementation of this survey?

19. Is there a need for technical assistance and support to help roll this out?

20. What are the technology needs (is this an online program or game-based system)?

21. Do you need an audit measure to guard against the data from these surveys being corrupted over time?

In addition to the overall guiding principles for selecting measurement instruments and how to use them, we also heard some consistent "do's and don'ts" for how to use student self-report survey data on social and emotional competencies:

Do . . .

- Disaggregate by groups and pay attention to how students in different groups respond to different questions, which can have equity implications.
- Start small and take a learning approach when using this type of measure.
- Ensure teachers have the professional development and support necessary to understand how to interpret and act on the results without adopting a deficit narrative about students (e.g. what conditions can they establish for learning that foster social and emotional competencies?)
- Maintain open communication with students and families about the purpose of the surveys and how the information will be used.
- Engage stakeholders, especially students and families, in identifying the critical competencies that the school should focus on fostering and ensure the survey is targeted to measure those competencies.
- Have systems in place to continuously evaluate and improve what is being measured, how it is being measured, and how the information is being used.

And Don't . . .

- Try to measure competencies for which educators do not yet know how or have the resources to change practice in response to survey results.
- Share individual student-level data with teachers.
- Develop a survey without expertise of a psychometrician and subject-matter experts.

Resources:

- Berg, J., Osher, D., Same, M. R., Nolan, E., Benson, D., & Jacobs, N. (2017). *Identifying, defining, and measuring social and emotional competencies.* Washington, DC: American Institute for Research. This report provides a database of the diverse social and emotional competency frameworks and related measures that were identified through a scan and analysis of frameworks from over 20 areas of study. It can serve as a guide for researchers and practitioners who are interested in identifying and making decisions about what social and emotional competency frameworks, competencies, and measures to use.

- **CASEL:** The Collaboration for Academic, Social, and Emotional Learning (CASEL) is a national organization focused on the practice of promoting integrated academic, social, and emotional learning for all children in preschool through high school. CASEL works with education leaders at all levels of the system and supports a Collaborative States Initiative network focused on state-level leaders. CASEL has developed a framework of social and emotional competencies. www.casel.org

- **CORE Districts:** The CORE Districts have established over time a school improvement and accountability system in a set of California districts that includes data related to students' social-emotional skills and schools' culture-climate, along with other measures. The CORE districts share information about their survey instruments, data, research, and collaborative opportunities on their website www.coredistricts.org.

- Melnick, H., Cook-Harvey, C. M., & Darling-Hammond, L. (2017). *Encouraging social and emotional learning in the context of new accountability.* Palo Alto, CA: Learning Policy Institute. This report explores how measures of social and emotional learning, student outcomes, and school climate may be included in accountability and school improvement systems. https://learningpolicyinstitute.org/product/encouraging-social-emotional-learning-new-accountability-report

- *Are You Ready to Assess Social and Emotional Development Toolkit* (2015) SEL Solutions at American Institutes for Research. This suite of resources is to guide policymakers and education leaders through the decision-making process of assessing social and emotional learning and development and includes a brief outlining the key elements, a decision tree, and an index of available assessments of social and emotional competencies https://www.air.org/resource/are-you-ready-assess-social-and-emotional-development

- **The Devereux Students Strengths Assessment (DESSA)**, a strengths-based assessment of students social and emotional competencies https://apertureed.com/dessa-overview/

- **RAND Education Assessment Finder:** The RAND Education Assessment Finder is a web-based tool that provides information about assessments of K–12 students' interpersonal, intrapersonal, and higher-order cognitive competencies. Practitioners, researchers, and policymakers can use it to explore what assessments are available, what they are designed to measure, how they are administered, what demands they place on students and teachers, and what kinds of uses their scores support. It also provides links to additional resources including guidance to help practitioners use assessments effectively. https://www.rand.org/education-and-labor/projects/assessments.html

- **The Assessment Work Group SEL Assessment Guide:** An interactive tool that provides descriptions of current assessments and a tool to help practitioners select and effectively use currently available assessments of students' SEL competencies. This was developed by the Assessment Work Group (AWG), a collaborative of organizations in the SEL measurement field. https://measuringsel.casel.org/assessment-guide/

- Taylor, J., Buckley, K., Hamilton, L., Stecher, B., Read, L., & Schwieg, J. (2018) *Choosing and Using SEL Competency Assessments: What Schools and Districts Need to Know.* Rand Corporation. This resource, jointly developed by the Assessment Work Group (AWG) and researchers from the RAND Corporation's Assessment Finder project, provides school and district leaders and implementation teams with guidance on how to choose and use social and emotional learning (SEL) competency assessments. It serves to complement the AWG SEL Assessment Guide and the RAND Assessment Finder.

- **TransformingEducation:** TransformingEducation partners with school systems to support educators in fostering the development of the whole child, including by helping to select and implement measurement tools that are appropriate for the context and using the data to inform action plans, professional development, and evidence-based resources related to whole child development. https://www.transformingeducation.org/

- **Washoe County School Climate Survey and Resources:** Washoe County School District developed and has been administering its annual School Climate Survey since 2011. The survey, which is a free and open resource, is intended to provide schools with data that reflect components of school climate that support a positive learning and working environment and that promote academic success among all students. The survey includes a set of questions related to students' social and emotional development. https://www.washoeschools.net/domain/231

Performance Assessments of Social and Emotional Competencies

A second type of measurement of students' social and emotional competencies are performance assessments. There was consensus among researchers interviewed that this form of assessment is very much still in development and is not yet at a point of use beyond informing improvement of a classroom or school setting for formative purposes. There are both standardized performance assessments (such as SELweb and ZooU) and teacher-developed performance tasks.

The **benefits** of performance assessments are that the standardized assessments tend to be more objective measures of competencies. Also, if a school or district has taken on performance assessments for academics, including teacher-developed and/or embedded tasks, social and emotional competencies can often be readily integrated into existing academic performance assessments. Online assessments or games and technology have also become available in this field.

There remain some **challenges** with the online games and technology for widescale use, including accessibility and cost of implementation. The use of performance assessments is an area that is ripe for research and development and/or small-scale pilots, and education leaders should continue to watch for when these may be ready to incorporate into education data systems.

Purpose	Individual student needs assessment	School/ classroom-level formative data	School improvement	Data Reporting	School Accountability
Performance Assessments		X	X		

Resources:

- **RAND Education Assessment Finder:** A web-based tool that provides information about assessments of K–12 students' interpersonal, intrapersonal, and higher-order cognitive competencies. Practitioners, researchers, and policymakers can use it to explore what assessments are available, what they are designed to measure, how they are administered, what demands they place on students and teachers, and what kinds of uses their scores support. It also provides links to additional resources including guidance to help practitioners use assessments effectively. https://www.rand.org/education-and-labor/projects/assessments.html

- **The SEL Assessment Guide.** An interactive tool that provides descriptions of current assessments and a tool to help practitioners select and effectively use currently available assessments of students' SEL competencies. This was developed by the Assessment Work Group (AWG), a collaborative of organizations in the SEL measurement field. https://measuringsel.casel.org/assessment-guide/

- **SELweb**: An online performance assessment for students, which measures social and emotional competencies. www.xsel-labs.com/selweb-ee/

- **ZooU:** An online game for students that helps to improve social and emotional skills and competencies and provides assessment data for educators. https://www.centervention.com/zoo-u/

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CONCLUSION

There is increasing recognition of the need for a whole-child approach in education systems, particularly one that focuses on the development of learning environments that foster and support students' social and emotional learning and development. There is also increased demand to be able to measure and assess students' social and emotional competencies and school climate, important conditions for learning. We know that social and emotional learning and development and school climate are deeply connected and mutually reinforcing but the types of measurements are distinct, each with their own sets of benefits and challenges. This is an area that is very much under development in terms of research, practice, and policy. As states and districts make decisions about measurement, it is critical to consider how educators are prepared to interpret the data and know how to take action on the results; understand the equity implications of using the data; and to proceed with caution knowing the current limitations of the measures and tools. This guide provides a high-level summary of current knowledge and resources that exist to support states and districts in making critical decisions about the use of different measurements.

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(Endnotes)

1   Cantor, P., Osher D., Berg, J., Steyer, L., & Rose, T., (2018) *Malleability, Plasticity, and Individuality: How children learn and develop in context*, Applied Developmental Science; Osher, D., Cantor, P., Berg, J., Steyer, L., & Rose, T., (2018) *Drivers of human development: How relationships and context shape learning and development.* Applied Developmental Science; Berger, R., Berman, S., Garcia, J. & Deasy, J. (2019) *A Practice Agenda in Support of How Learning Happens.* The National Commission on Social, Emotional, and Academic Development.

2   Darling-Hammond, L., & Cook-Harvey, C.M. (2018). *Educating the whole child: Improving school climate to support student success.* Palo Alto, CA: Learning Policy Institute.

3   The Aspen Education & Society Program and the Council of Chief State School Officers. 2017. *Leading for Equity: Opportunities for State Education Chiefs.* Washington, D.C.

4   This guide was developed after interviewing more than twenty researchers and practitioners in the field of social and emotional development and school climate and conducting a literature review of key resources in those areas. CCSSO and EducationCounsel greatly appreciate input and/or feedback from the following partners: Bob LaRocca, Transforming Education. Ben Hayes, Washoe County School District. Camille Farrington, University of Chicago Consortium on School Research. Christopher Woolard, Ohio Department of Education. Danielle Gonzales, Aspen Institute Education & Society Program. David Osher, American Institutes for Research. David Paunesku, Stanford University. . Deb Moroney, American Institutes for Research. Heather Hough, Policy Analysis for California Education. Hanna Melnick, Learning Policy Institute. Hedy Chang, Attendance Works. Jackie Seward, Ohio Department of Education. Jonathan Schweig, RAND Corporation. Jennifer Brown Lerner, National Commission on Social, Emotional, and Academic Development.. Jeremy Taylor, CASEL. Karen Pittman, The Forum on Youth Investment. Laura Davidson, Washoe County School District. Laura Hamilton, RAND Corporation. Laura Pinsonneault, Wisconsin Department of Public Instruction. Lisa Flook, Learning Policy Institute. Lisa Quay, Mindset Scholars Network. Marianne Mottley, Ohio Department of Education. Marty West, Harvard Graduate School of Education. Matthew Kraft, Brown University. Nick Yoder, American Institute for Research. Rob Jagers, CASEL. Sara Krachman, Transforming Education. Scott Jones, Wisconsin Department of Public Instruction. Shanette Porter, Mindset Scholars Network. Stephanie Siddens, Ohio Department of Education. Zoe Stemm-Calderon, Raikes Foundation.

5   American Institutes for Research. *Intersection of school climate and social and emotional development.* p. 6-8 (citing Garibaldi et al., 2015; Osher et al., 2016; Osher, Kidron, DeCandia, Kendziora, & Weissberg, 2015). See also sample social and emotional competencies frameworks in Appendix Table 1.

6   Darling-Hammond, L. *Educating the whole child: Improving school climate to support student success*, p. 11 (citing National School Climate Council (NSCC), 2007, p. 4). See also AIR. *Intersection of school climate and social and emotional development*, p. 7 and table of school climate frameworks in Appendix Table 2.

7   AIR p. 7.

8   AIR p. 7. (citing Osher, Cantor, Berg, Rose, & Steyer, 2017; Osher & Kendoziora, 2016; Osher & Kendziora 2010; Osher, Penkoff, Sidana, & Kelly, 2016; Garibaldi et al, 2015).

9   AIR p. 9-10; Darling-Hammond, L., *Educating the whole child*, p. 11-13.

10   Darling-Hammond, L. *Educating the whole child,* p. 11.

11   The Aspen Institute Education & Society Program. (2018) Pursuing *Social and Emotional Development Through a Racial Equity Lens: A Call to Action.* (citing Stephanie Fryberg, Rebecca Covarrubias, and Jacob A Burack, "Cultural Models of Education and Academic Performance for Native American and European American Students," *School Psychology International* 34, no. 4 [2013]: 439-452; Sarah D. Sparks, "Classroom Biases Hinder Students' Learning," Education Week, October 27, 2015).

12   *Asking Students About Teaching: Student Perception Surveys and Their Implementation.* Measures of Effective Teaching (MET) Project. September, 2012. http://k12education.gatesfoundation.org/download/?Num=2504&filename=Asking_Students_Practitioner_Brief.pdf

13   U.S. Department of Education, Office of Safe and Healthy Students. (2016). Quick guide on making school climate improvements. Washington, DC: Author. http://safesupportivelearning.ed.gov/SCIRP/Quick-Guide.

14   "Achieving a high response rate is important in order to avoid nonresponse bias. Nonresponse bias occurs when the views expressed by those who respond do not reflect the views of the entire population. For example, the first responders to a school's parent survey may be the parents who have most frequent contacts with the school and thus have the most positive view of the schools. If no effort is made to get the rest of the parents respond to the survey (i.e., increase response rate), the final parent survey results may be skewed toward more positive views of the school's climate." U.S. Department of Education. Technical and administration guide for ED school climate surveys. (2016). .https://sites.ed.gov/underservedyouth/files/2017/01/MS3-ED-School-Climate-Surveys.pdf

15   Van Eck, K., Johnson, S. R., Bettencourt, A., & Johnson, S. L. (2017). How school climate relates to chronic absence: A multi-level latent profile analysis. *Journal of School Psychology*, *61*, 89-102. https://www.attendanceworks.org/wp-content/uploads/2018/04/How_School-Climate_relates_to_chronic-absence_attendance_works_1-s2.0-S0022440516300607-main.pdf

16   20 U.S.C. 3413(c)(1), Sec. 203(c)(1). *See* U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection. https://www2.ed.gov/about/offices/list/ocr/data.html?src=rt

17   Rosenbaum, J. (2018). *Educational and Criminal Justice Outcomes 12 Years After School Suspension.* Youth & Society; Perry, B.L. & Morris, E.W. (2014) *Suspending Progress: Collateral Consequences of Exclusionary Punishment in Public Schools.* American Sociological Review, *79* (6), p. 1067-1087.

18   (2010) *Ready to Assess*: Brief. SEL Solutions at American Institutes for Research. Retrieved from https://www.air.org/sites/default/files/AIR%20Ready%20to%20Assess_STOP.pdf

19   *See* Duckworth, A.L. & Yeager, D.S. (2015). *Measurement Matters. Assessing Personal Qualities Other than Cognitive Ability for Educational Purposes.* Educational Researcher, *44*(4), 237–251.

20   Jagers, R., Rivas-Drake, D., & Borowski, T. (2018) *Equity & Social and Emotional Learning: A Cultural Analysis*, Assessments Work Group. https://measuringsel.casel.org/wp-content/uploads/2018/11/Frameworks-Equity.pdf. 2015

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