



Date: November 14, 2018

Prepared By: Bedeaux

Purpose: Examine the elements of high-functioning, positive school climates and identify methodologies used to show evidence of those elements

Witness: Dr. Jennifer DePaoli, Senior Researcher, Learning Policy Institute

Expected Outcome: Understand how to best hold schools in New Mexico accountable for elements of positive school climates

School Accountability Systems and Measuring School Climate

Background

While the methods used to hold schools accountable under the federal Every Student Succeeds Act (ESSA) continues to center primarily on academic achievement, the United States Department of Education (USDE) expanded the scope of public school accountability with ESSA by asking states to measure at least one indicator of “school quality and student success.” Policymakers began to grapple with a question researchers have pursued since the emergence of school accountability: what makes a school a high-quality school, and how can that be measured? Many states opted to measure more tangible indicators of school quality including chronic absenteeism or students’ readiness for college and careers. However, a small number of states, including New Mexico to an extent, attempted to meet the requirements of the school quality and student success indicator by measuring whether schools are employing strategies and creating school climates that foster positive learning environments.

A majority of states that choose to hold schools accountable for fostering a positive school climate do so with student, parent, and teacher surveys designed to capture intangible attitudes about a school’s environment and practices.

Defining School Climate

Research has identified common elements of positive school climates. As defined by the National School Climate Center (NSCC), school climate refers to the quality and character of school life that reflects the goals, values, interpersonal relationships, and teaching and learning practices at the schools. NSCC developed a set of 13 dimensions of a positive school climate based on six overarching domains. While individual studies and sources may differ on how school climate is defined, some or all of these dimensions of school climate are present in some form in most discussions of positive school climates:

Safety

1. **Rules and Norms.** Clearly communicated rules about physical violence, clearly communicated rules about verbal abuse, harassment, and teasing, clear and consistent norms for adult intervention.
2. **Physical Security.** Students and adults feel safe from physical harm in the school.
3. **Social-Emotional Security.** Students feel safe from verbal abuse, teasing, and exclusion.

Teaching and Learning

4. **Support for Learning.** Use of supportive teaching practices, such as: encouragement and constructive feedback, varied opportunities to demonstrate knowledge and skills, support for risk-taking and independent thinking, atmosphere conducive to dialogue and questioning, academic challenge, and individual attention.
5. **Social and Civic Learning.** Support for the development of social and civic knowledge, skills, and dispositions including: effective listening, conflict resolution, self-reflection, emotional regulation, empathy, personal responsibility, and ethical decision making.

Interpersonal Relationships

6. **Respect for Diversity.** Mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school – student-student, adult-student, adult-adult and overall norms for tolerance.
7. **Social Support – Adults.** Pattern of supportive and caring adult relationships for students, including high expectations for students’ success, willingness to listen to students and to get to know them as individuals, and a personal concern for students’ problems.
8. **Social Support – Students.** Pattern of supportive peer relationships for students, including friendships for socializing, for problems, for academic help, and for new students.

Institutional Environment

9. **School Connectedness and Engagement.** Positive identification with the school; norms for broad participation in school life for students, staff, and families.
10. **Physical Surroundings.** Cleanliness, order, appeal of facilities; adequate resources and materials.

Social Media

11. **Social Media.** Students feel safe from physical harm, verbal abuse, teasing, gossip, and exclusion when online or on electronic devices (ie: Facebook, Twitter, other social media platforms, email, text messaging, posting photos and videos, etc.).

Staff

12. **Leadership.** Administration creates and communicates a clear vision and is accessible and supportive of school staff development.
13. **Professional Relationships.** Positive attitudes and relationships among school staff that support effectively working and learning together.

Studies have shown that schools with positive climates can have an impact not only on academic achievement, but also on students’ social and emotional development and teachers’ job satisfaction and performance in the classroom. Students tend to learn best when the school in which they spend much of their time provides the conditions necessary for quality teaching and learning.

NSCC’s website, schoolclimate.org, lists studies showing the effects associated with each of the center’s six school climate domains.

Measuring School Climate

Because many elements of school climate represent intangible features and feelings in a school, school climate is primarily measured using surveys of individuals within



the school. While it is possible to use objective measurements to assess whether the school has policies to prevent bullying, promote diversity, and allow teacher collaboration, those characteristics could have no effect if, for example, the bullying policies fail to protect students from emotional or verbal abuse, the diversity policies are not implemented with fidelity, or teacher collaboration is ineffective. Much of the impact of a school's policies is subjective based on implementation. Short of independent researchers to observe and evaluate all elements of a school's climate, school surveys are the most cost effective way to create a snapshot of school climate. School climate surveys are most useful when they are carefully designed to be rigorous, comprehensive, and provide timely and actionable feedback to teachers, administrators, and policymakers.

School Climate in State Accountability Systems

The Learning Policy Institute (LPI) and Education Commission of the States (ECS) identified 10 states that include measurements of school climate as a portion of the school quality and student success indicator under ESSA. See **Attachment 1, ECS Response to School Climate Information Request**. These measurements overwhelmingly include student surveys, though some states also survey teachers, school staff, and parents. Of the states using surveys to assess school climate, New Mexico and Idaho are the only two states that did not work with a university, vendor, or other state cabinet department to build a rigorous school climate survey tool centered on providing schools and school districts useful feedback.

LPI reports an additional 16 states are using some measurement of school climate within their school improvement frameworks, and 22 states are using school climate as an element of other efforts to improve school performance.

Two states, Kentucky and Montana, opted to measure the more tangible effects of school climates, like incidences of behavior events and whether schools are implementing evidence-based practices to improve school climate.

Types of School Climate Measures in State Accountability Systems under ESSA

State	Weight in ESSA Plan		School Climate Measure Type	Grades Surveyed	Technical Contract
	ES/MS	HS			
Idaho	Not listed in ESSA plan		Student, teacher, and parent surveys	K - 8	
Illinois	5%	5%	Student, teacher, and parent surveys	4 - 12	University of Chicago
Iowa	5%	5%	Student, staff, and parent surveys, and student discipline data	5 - 12	Various Iowa Cabinet Departments
Kentucky	9%	9%	"Opportunity and Access" - the state measures the percent of chronically absent students, the percent of students exhibiting behavior events, and the percent of incidents where physical restraint and seclusion was used. The state also examines but does not assign points for teacher turnover and retention rates and the presence of mental health and other wellness services.		
Maryland	10%	10%	Student, teacher, and parent surveys	5 - 11	REL-Mid Atlantic, Mathematica
Montana	5%	5%	"Program Quality Indicators" - the state tracks whether schools are implementing evidence-based practices designed to improve school climate, reduce behavior issues, and increase student engagement.		
Nevada	2% (Bonus)	2% (Bonus)	Student survey	5 - 12	American Institutes for Research
New Mexico	5%	5%	Parent surveys in kindergarten through second grade, student surveys in third through 12th grade	K - 2, 3 - 12	
North Dakota	30%	20%	Student survey	3 - 12	AdvancED
South Carolina	10%	5%	Student survey	3 - 12	AdvancED

Sources: ECS, LPI, state ESSA plans, and state department of education websites

Illinois. The Illinois Department of Education partnered with the Urban Education Institute at the University of Chicago to develop the “5Essentials” school climate survey. The surveys are administered online for students in fourth through 12th grade and include questions for five domains: effective leaders, collaborative teachers,

ambitious instruction, supportive environments, and involved families. Online reports generated for each school show results in each of the five domains on an index of 1-100 points per domain and benchmark schools' performance against the statewide average and other demographically similar schools. See **Attachment 2, Illinois 5Essentials School Climate Survey Report**.

The full Iowa Youth Survey is administered once every two years on a statewide level, but the Conditions for Learning portion of the survey is administered every year for school accountability purposes.

Iowa. A collaborative statewide effort between Iowa's Department of Health, Department of Education, Office of Drug Control Policy, Department of Human Services, and Department of Human Rights Division of Criminal and Juvenile Justice Planning led to the creation of the Iowa Youth Survey (IYS). A portion of the survey, IYS: Conditions for Learning, is used in the statewide accountability system, and measures three domains in fifth through 12th grade: safety, engagement, and environment. As a result of the state's collaborative efforts, the survey can produce reports for many political subdivisions, including school districts, counties, and judicial districts.

Nevada. Nevada worked with the American Institutes for Research (AIR) to develop a survey of students in fifth through 12th grade to measure engagement, safety, and social and emotional competence. The Nevada School Climate/Social Emotional Learning (NV-SCSEL) survey is administered online and reports are generated in English and Spanish for each school benchmarking each school's results against the school district and state averages. See **Attachment 3, NV-SCSEL Survey Report**. The state does not hold schools accountable for the results of the statewide climate survey, but awards 2 bonus points in the accountability system if 75 percent of students participate in the survey.

The results of the NV-SCSEL for every school in Nevada for the past four years are available online.

North Dakota and South Carolina. Both North Dakota and South Carolina use the AdvancED online student engagement survey in third through 12th grade. The survey includes 20 questions for each grade span, third through fifth, sixth through eighth, and ninth through 12th, designed to build a profile of students three domains: behavioral engagement, or a student's efforts in the classroom; cognitive engagement, or a student's investment in learning; and emotional engagement, or a student's emotions or feelings about the classroom and school. See **Attachment 4, Sample Questions from AdvancED Student Climate Survey for North Dakota and South Carolina**. South Carolina differentiates results by asking whether students are committed, compliant, or disengaged. Results are shared through a log-in only online platform to provide timely actionable feedback for school districts and schools.

School Climate and Opportunity to Learn in New Mexico

In November 2018, PED proposed to repeal and replace 6.19.8 NMAC Grading of Public Schools. The proposed rule would adjust the opportunity to learn indicator in the school grading system to monitor chronic absenteeism, which accounts for both excused and unexcused absences, unlike the current attendance indicator that includes only unexcused absences.

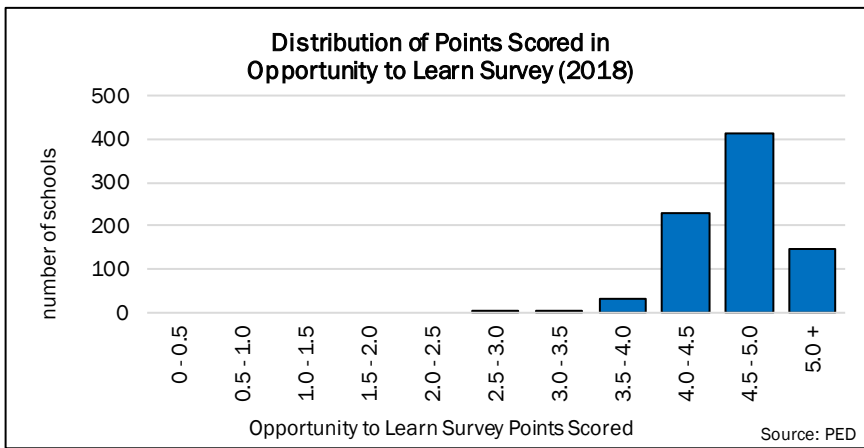
New Mexico's school grading system contains a measurement of "opportunity to learn," which includes both student attendance rates and a survey of classroom practices. Parents of students in kindergarten through second grade take the survey, and in third through 12th grade, students take the survey themselves.

The opportunity to learn survey includes only 10 questions designed to assess whether parents or students feel their classroom provides ample opportunity for students to learn. Students answer each question on a



scale of zero to five, and responses are added together, yielding a possible score of 50 total points. Schools receive a full 5 points in the grading system for an average survey score of 45 – scores over 45 result in more than 5 points in the grading system.

The survey’s questions center around students’ experiences in the classroom, falling under the “teaching and learning” and “personal relationships” domains of school climate. However, the 10 questions do not assess the remaining domains identified by NSCC, and are not sufficient to paint a robust picture of a school’s climate. Additionally, almost all schools receive full points for the survey. In 2018, more than half the schools in New Mexico received greater than 4.5 points for the opportunity to learn survey. This suggests that the survey lacks the depth and rigor to accurately highlight differences between school quality statewide.



School Accountability Work Group Recommendations. In October 2017, a diverse group of stakeholders convened to discuss options for improving New Mexico’s statewide accountability system. The workgroup, comprised of teachers, principals, superintendents, school board members, parents, Native American education representatives, policymakers, union representatives, and nonprofit representatives, discussed ways in which to improve the measurement of school climate in New Mexico. After a presentation from NSCC, members of the workgroup recommended modifying the state’s school quality and student success metrics to include empirical measurements of chronic absenteeism and college and career readiness alongside rigorous, comprehensive surveys of school climate. In addition, the workgroup recommended a public-facing dashboard for all schools that would include additional indicators and a narrative description independent of the federal accountability system, including curriculum and instruction, resources, school staff competency, and the school environment.

New Mexico Opportunity to Learn Survey Questions

OTL Survey Questions

1. My teacher introduces a new topic by connecting to things I already know.
2. My teacher explains why what we are learning is important.
3. My teacher explains how learning a new topic is a foundation for other topics.
4. Every student gets a chance to answer questions.
5. My teacher wants me to explain my answers.
6. My teacher knows when I understand, and when I do not.
7. My teacher explains things in different ways so everyone can understand.
8. My teacher gives me helpful feedback on work I turn in.
9. My teacher checks our understanding.
10. My teacher takes the time to summarize what we learn each day.

Source: PED

The proposed repeal and replace of 6.19.8 NMAC Grading of Public Schools would modify the opportunity to learn survey to include additional metrics not measured by the current survey, including school climate, rigorous expectations, student-teacher relationships, belonging, and safety. If approved, the rule will be effective for school grades at the end of the 2018-2019 school year.

This response was prepared for Tim Bedeaux, Legislative Education Study Committee, New Mexico

Your Question:

You asked for information on how other states are using school climate in their state accountability systems.

Our Response:

School Climate generally refers to the interrelated aspects of the quality and character of school life—which encompass the physical, social and academic environments within a school. [Research shows](#) that a strong school climate may have far-reaching positive impacts on academic performance, overall student engagement and teacher retention. According to the [National School Climate Center](#), a positive school climate includes the following elements:

- Norms, values and expectations that support people feeling socially, emotionally, and physically safe
- People are engaged and respected
- Students, families and educators work together to develop a contribute to a shared school vision
- Educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning
- Each person contributes to the operations of the school and the care of the physical environment

ESSA and School Climate

Under ESSA, states were given the opportunity to choose an indicator of school quality or student success (SQSS) to include in their accountability systems. Some states chose to use measures of school climate as either all—or part—of this SQSS indicator. States using school climate typically either measure schools based on participation in the survey or based on the data those surveys produce. According to a [recent report](#) published by the [Learning Policy Institute](#), since the final approval of state ESSA plans, 8 states are [measuring school climate](#) in their accountability system by using student surveys. Approximately 6 of these states are also using data from these surveys to inform their school improvement efforts.

This [interactive resource](#) provides further detail on how each state is using school climate within their accountability system, school improvement system, or for other purposes under ESSA. The following states are using school climate surveys as part of their accountability system:

- **Idaho:** Using data from a [satisfaction and engagement](#) survey administered to students in grades 3-8.
- **Illinois:** Using data from the '[5 Essentials](#)' survey administered to parents, teachers, students and administrators in grades 6-12.
- **Iowa:** Using student data from its [Conditions for Learning](#) survey.
- **Maryland:** Using data from a [school climate survey](#) administered to students and educators in all grades.
- **Nevada:** Recognizing schools that have a 75% or above **participation rate** in the state's [school climate survey](#).

- **New Mexico:** Using student response data from an ‘Opportunity to Learn’ survey that includes measures of school climate and is administered to students in grades K-11 and their parents.
- **North Dakota:** Using data from a [school climate and engagement](#) survey that is administered to students in all grades.
- **South Carolina:** Using a [student engagement survey](#) to measure school climate for students in grades 3-12.

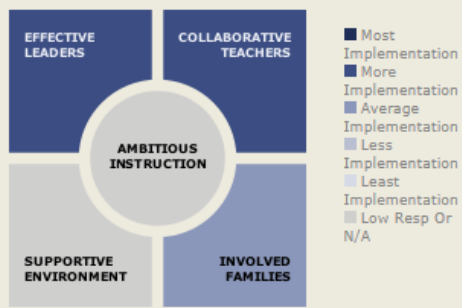
In addition to the states outlined by LPI above, [ECS has identified two other states](#) including school climate in their accountability systems as part of their SQSS indicator:

- [Kentucky’s Opportunity and Access indicator](#) varies for elementary, and high school students and incorporates multiple measures, including access to arts, health, science, social studies, CTE, cultural studies, world languages, gifted and talented services, rigorous coursework, and measures of school climate through chronic absenteeism, behavior events, and restraint/seclusion.
- [Montana includes a measure of school quality](#) that considers high quality implementation of programs to improve school climate, reduce behavior issues and increase engagement.

- Report Home
- 5Essentials
- Ambitious Instruction
- Effective Leaders
- Collaborative Teachers
- Involved Families
- Supportive Environment
- All Measures
- About the Survey
- Downloads

5Essentials Overall – ORGANIZED for improvement

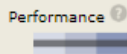
Summary of performance on each essential ?



In 2016, students and teachers in The State of Illinois participated in the **2016 Illinois 5Essentials Survey**, which asked questions about their school's culture and climate. Mae Jemison School's performance on the 5Essentials (see diagram) summarizes the participants' answers to those survey questions as they relate to the 5Essentials.

Survey Response Rates for Mae Jemison School ?

Respondent	Response (Illinois) Rate
Students	0.0% (75.8%)
Teachers	73.3% (82.5%)
Parents	33.3% (16.3%)

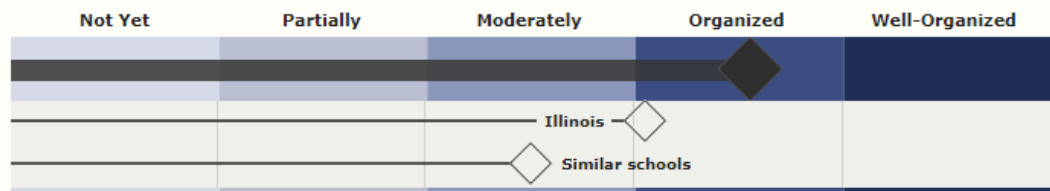


[Explore Performance](#)
View current performance

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Mae Jemison School Comparative Performance on 5Essentials Overall

Compare Mae Jemison School to the Illinois and similar schools' average ?



What are these results based on?

This school's overall performance is based on the 5Essentials shown below. Click the > to learn more about each Essential and its underlying concepts (measures). ?

Essential	Essential Performance
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Spring 2018

Dear Colleagues,

The Nevada School Climate / Social Emotional Learning Survey was developed specifically for the state of Nevada, and represents the priorities we all share for building positive school climates for the children of Nevada. We know that by providing a safe and accepting environment, fostering meaningful relationships, and using strength-based approaches in the classroom, our children will be set up for success academically, socially, and emotionally. However, it's not up to us to say how our students are feeling in our schools; it is the students who know whether they are engaged or whether they feel safe and accepted, feel like they belong, and feel like they have meaningful relationships and can rely upon them. This survey gives our students a voice to share their perceptions. It is our hope that you use the results of your survey to celebrate your successes and make plans for continuous improvement. Feel free to contact us at the Nevada Department of Education's Office for a Safe and Respectful Learning Environment for more ideas and support as you plan to use your results.

Working together to support Nevada's children,



Christy McGill, Director
Office for a Safe and Respectful Learning Environment

Introduction

This report presents your school's results on the five topic areas of the *Nevada School Climate / Social Emotional Learning (NV-SCSEL) Survey*. The NV-SCSEL Survey measures students' perceptions in two domains of school climate—engagement and safety—and selected topics within those domains. The NV-SCSEL Survey also measures students' perceptions of their own social and emotional competencies.

Through these results, you can see how your school performed compared to your district and state.

What is in this report?

Pages 2–6 present overall survey results in scale scores ranging from 100 (low) to 500 (high) or percentages ranging from 0 (low) to 100 (high). These scores aggregate individual student responses at the school level to inform a broad swath of perceptions about school climate and social-emotional skills.

Pages 7–9 of this report list results for individual survey items as the percentages of students who responded in a given manner. These results can be used to provide additional context to the scale scores, but should be interpreted with caution because individual items are not as reliable as scale scores.

Results are not reported for groups with fewer than 10 students.

Planning for Improvement?

This school-level report can be used to inform decisions about how to adjust support services for students. Schools also can consider data such as safety incidents, attendance rates, and other nonacademic risk factors to evaluate the kinds of services and supports provided to students. It may be valuable to hold focus groups with your students to explore their thinking concerning each topic area.

This report also includes resources on pages 7-9. In addition, various tools are included to assist you in planning school- or districtwide climate improvements with stakeholders.

As you work with your district and school community to plan improvements, remember to focus on all students, even if the majority of students rated the school positively. Scores disaggregated by subgroup also may be useful in understanding and addressing the needs of different student populations.

Overall Results

Engagement

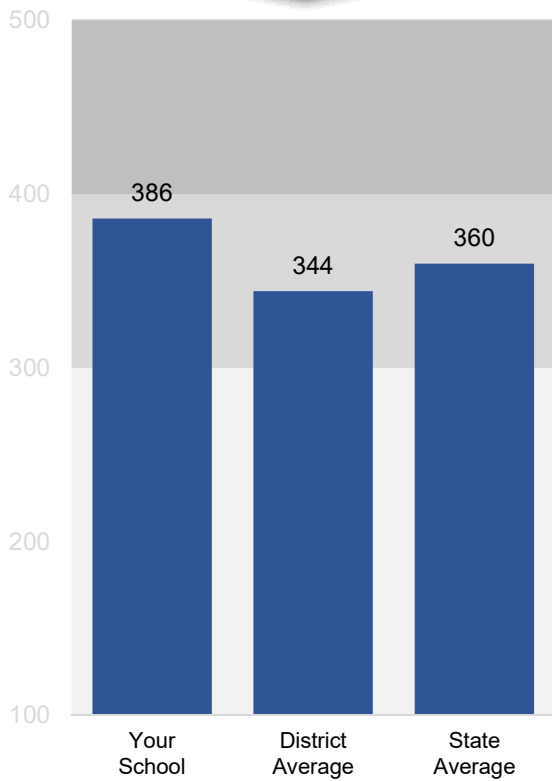
Cultural and Linguistic Competence.....	386
Relationships.....	371

Safety

Physical Safety.....	418
Emotional Safety.....	367

Social and Emotional Competence.....	72/100
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Overall Results



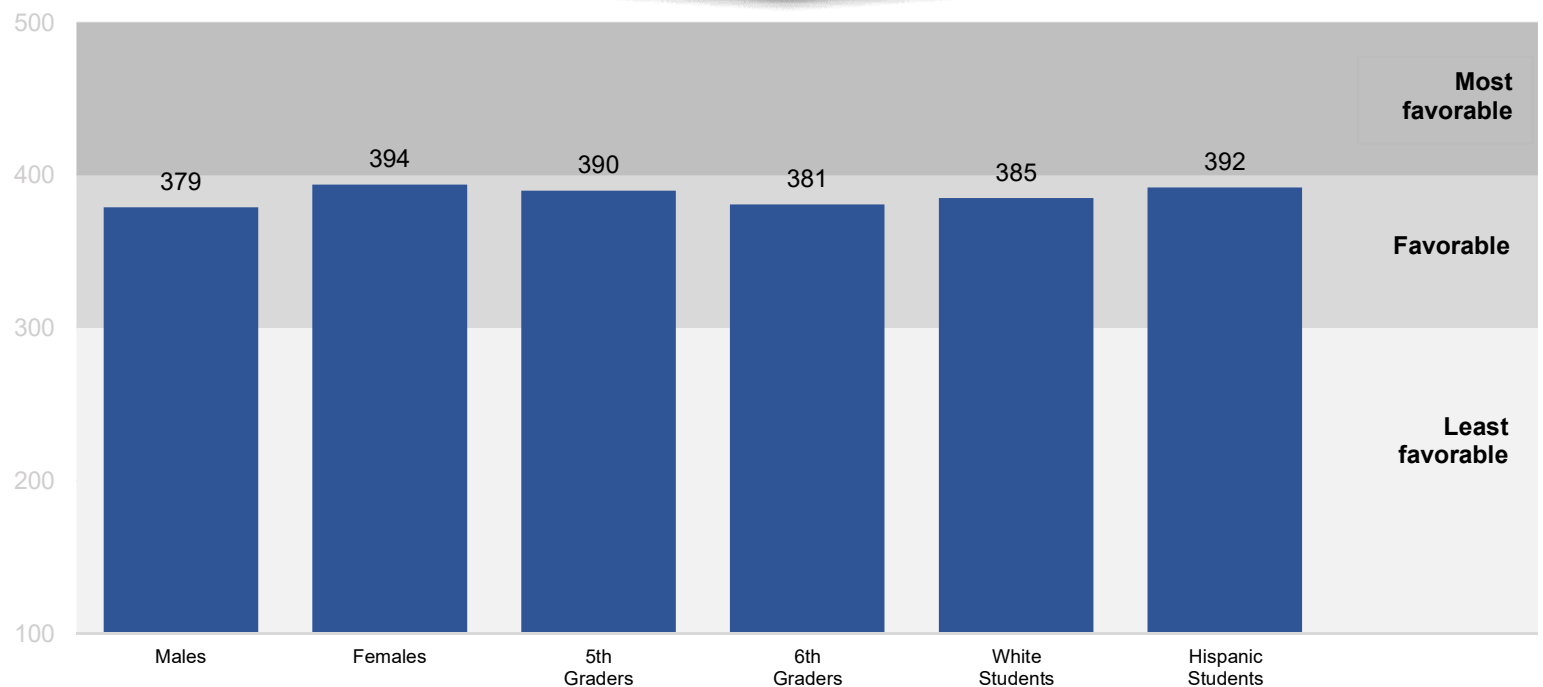
What These Results Mean

The cultural and linguistic competence scale measures perceptions of how students, their peers, and school staff demonstrate empathy, understanding, and respect for different cultures and ethnic groups. As the U.S. population grows more diverse, schools have begun to recognize how cultural differences influence learning styles, communication, and behavior. Cultural competence refers to the awareness of one's own cultural identity, an understanding of differences, and the ability to learn and build on the varying cultural and community norms of students and their families.

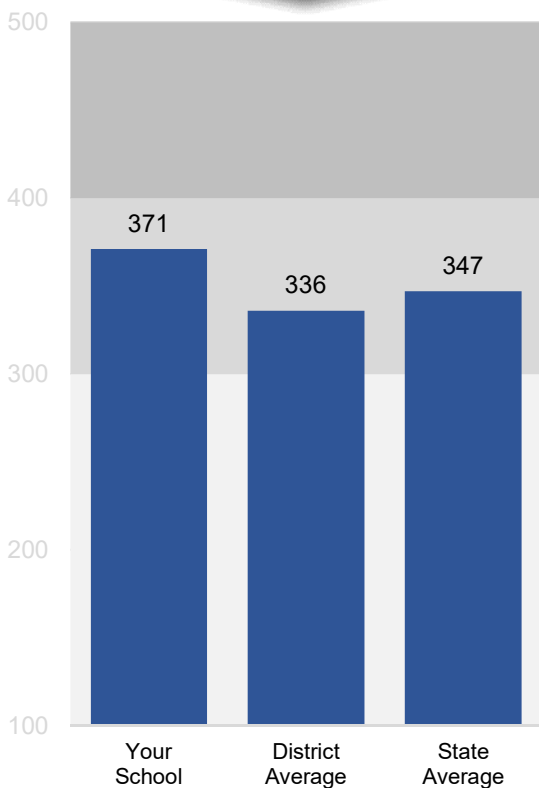
Students who are provided culturally responsive learning environments and culturally meaningful educational experiences often feel more connected to school.

Schools that exhibit a high level of cultural and linguistic competence have staff and students who treat each other equally well, no matter their culture, gender, gender identification, economic status, religion, or newness to the community. These schools typically provide instructional materials that reflect students' cultural backgrounds.

Results by Groups of Students



Overall Results



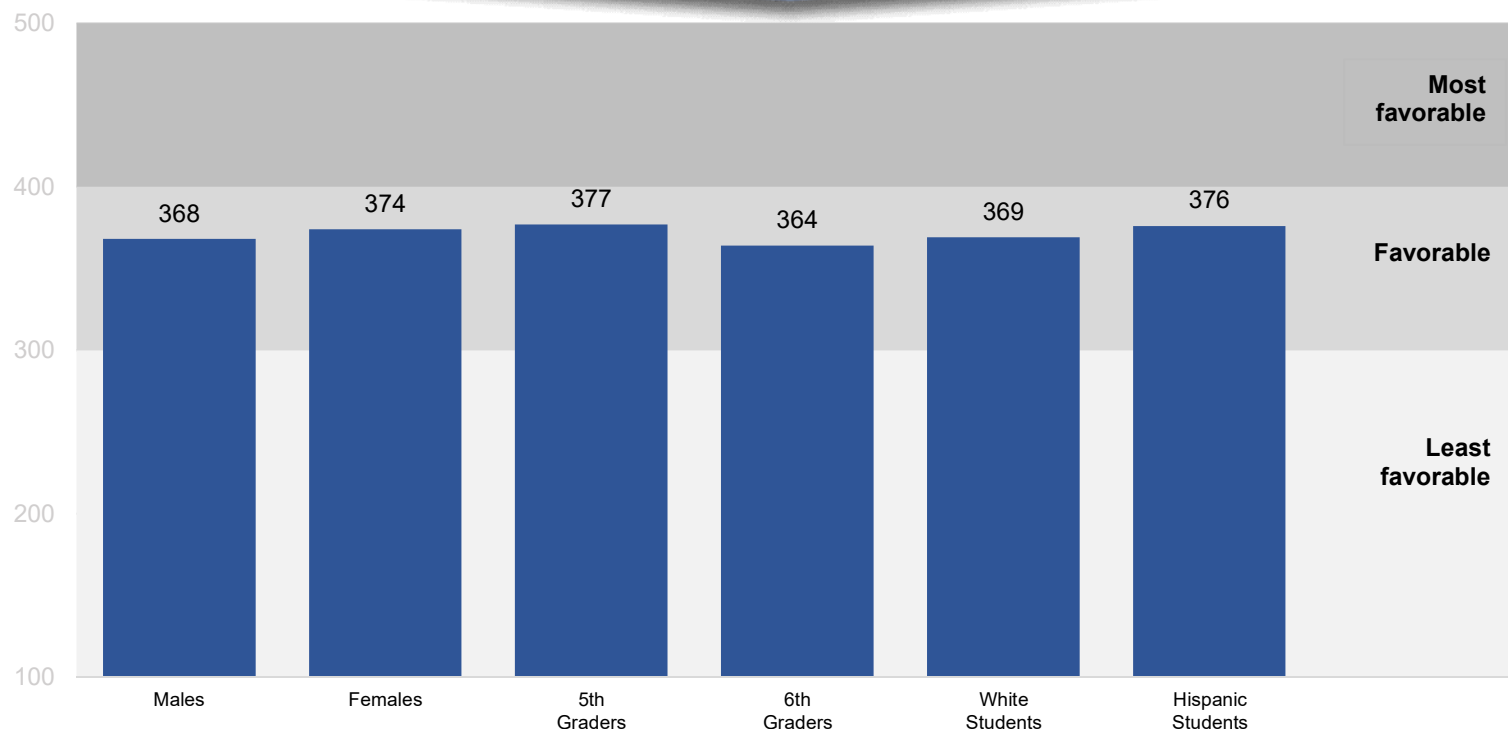
What These Results Mean

Relationships are the links and interactions between and among students, adults, and peers in the school setting; relationships foster positive social interaction and establish a nurturing environment of trust and support. Sound relationships reinforce existing feelings of connectedness to the school community, and may benefit students who typically do not feel connected to school.

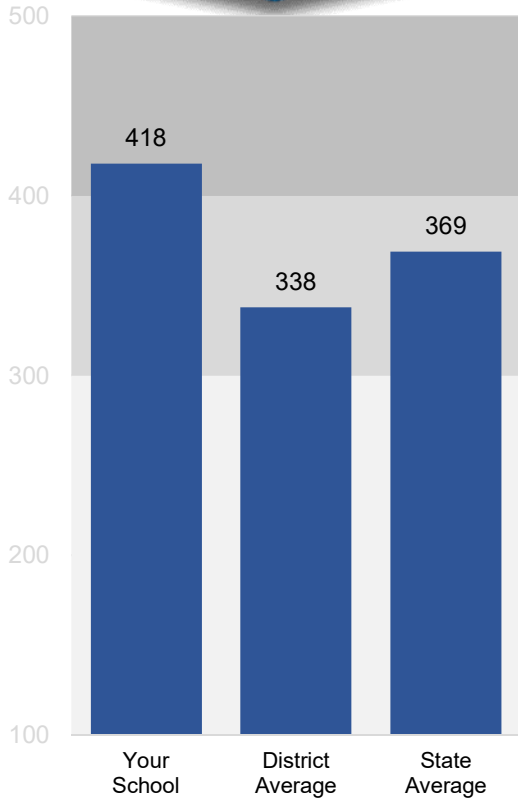
Students who have supportive relationships at school and students who feel connected to their school are more likely to succeed: they have better attendance, grades, test scores, and persistence in school. These students are also less likely to experience emotional problems, substance abuse problems, or resort to violence. **Building positive relationships that foster a safe supportive learning environment and student connection to that environment is the responsibility of all who touch a school.** The school environment provides a natural setting to foster supportive relationships between and among students, adults, and peers. Relationship-building requires perspectives that embrace positive attitudes and beliefs, cultural and linguistic competence, an understanding of the needs and experiences of others, and an understanding of the school environment.

Schools with strong positive relationships may have students who report that their teachers understand them. Students may report that they can speak with adults in the building about issues. Students also may report that their peers like and respect one another.

Results by Groups of Students



Overall Results



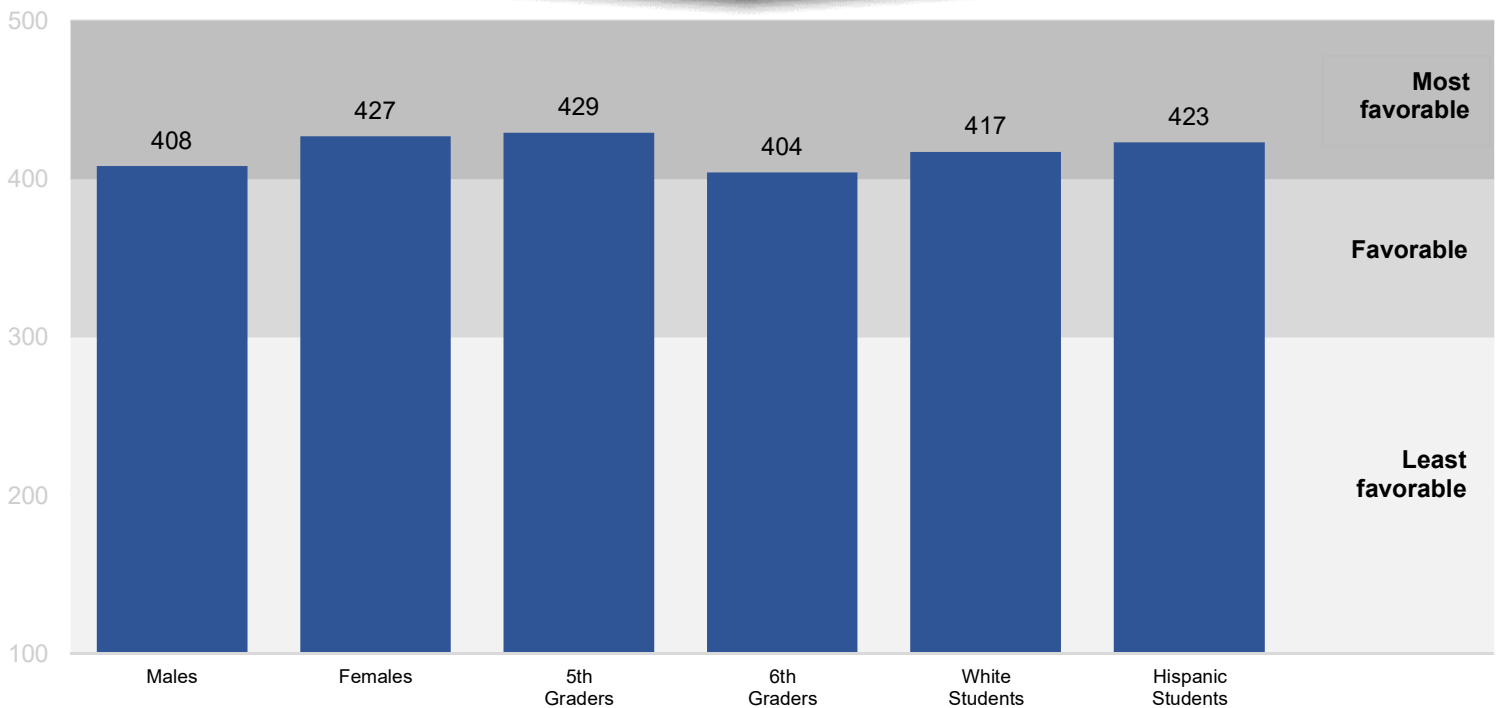
What These Results Mean

Physical safety refers to the protection of all stakeholders—including families, caregivers, students, school staff, and the community—from fear of or actual exposure to physical violence, theft, intimidation, intruders, harsh punishment, and weapons. In order to establish a secure learning environment, physical safety is paramount.

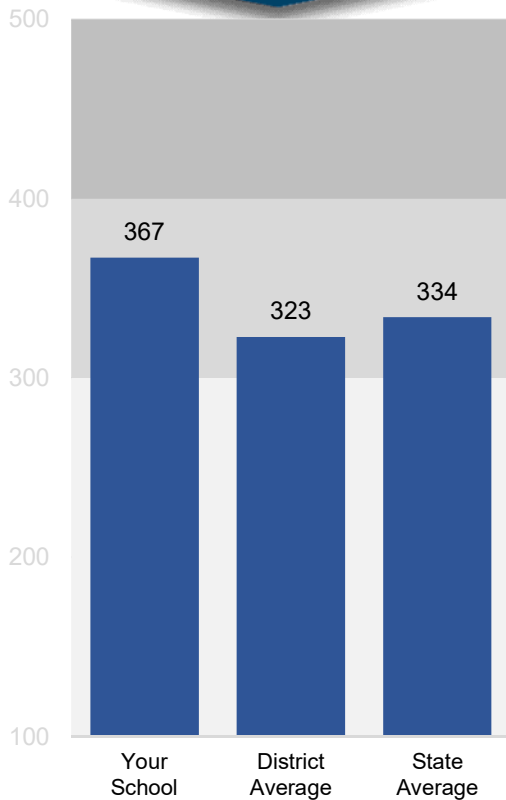
For students to learn, they need to feel safe. It is essential that all students attend schools that provide a physically safe environment where they can thrive and fully engage in their studies with neither distraction nor worry about safety concerns. Students who are not fearful or worried feel more connected to their school and care more about their educational experience. Physical safety is related to higher academic performance, fewer risky behaviors, and lower dropout rates. Schools and communities can implement policies that promote student safety and prevent violence. School-based approaches such as conflict resolution and peer mediation are common. Connecting at-risk youth with local community organizations working to stop violence is another evidence-based strategy.

In schools with a high degree of physical safety, students may report feeling safe within the school building as well as while traveling between school and home. Students do not report experiencing threats or theft, and report that their peers respect school property. They trust that adults will take threats and bullying seriously and will work to protect students.

Results by Groups of Students



Overall Results



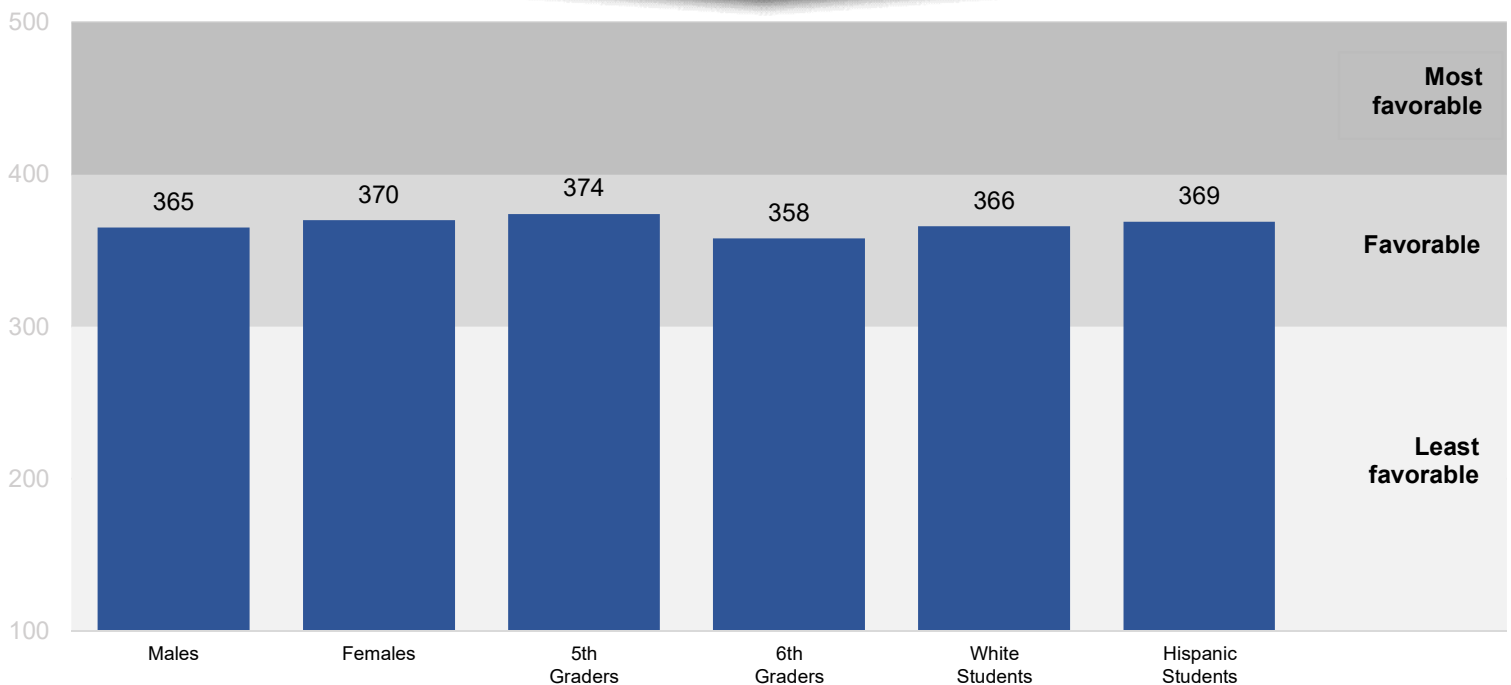
What These Results Mean

Emotional safety refers to the range of experiences in which an individual feels open to express emotions, trusts those around him, exhibits confidence, and feels excited to try something new. A student who feels emotionally safe does not dread humiliation, embarrassment, or shame. **A sense of emotional safety stems from consistent attention to each student's emotional needs.**

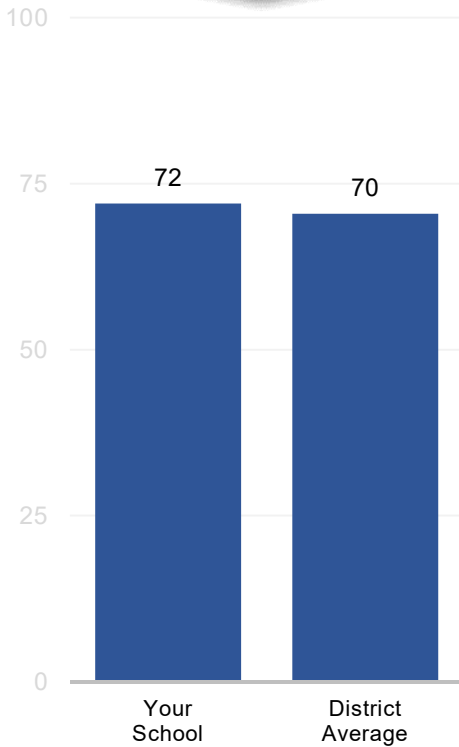
Emotionally safe learning environments can be achieved when individuals in the school building balance authenticity and care without sacrificing the boundaries and hierarchy that keep students safe. Students need to feel freedom from harsh consequences, bullying, and mistreatment from adults and peers. Positive behavioral interventions and supports help engender emotionally safe environments, where respect is encouraged, and students are intentionally taught pro-social skills.

Schools that demonstrate an emotionally safe environment may have students who report strong feelings of acceptance and belonging. Students also may feel that they get along well with other students. Staff members should continue to ensure strategies that promote emotional safety are consistently implemented schoolwide.

Results by Groups of Students



Overall Results



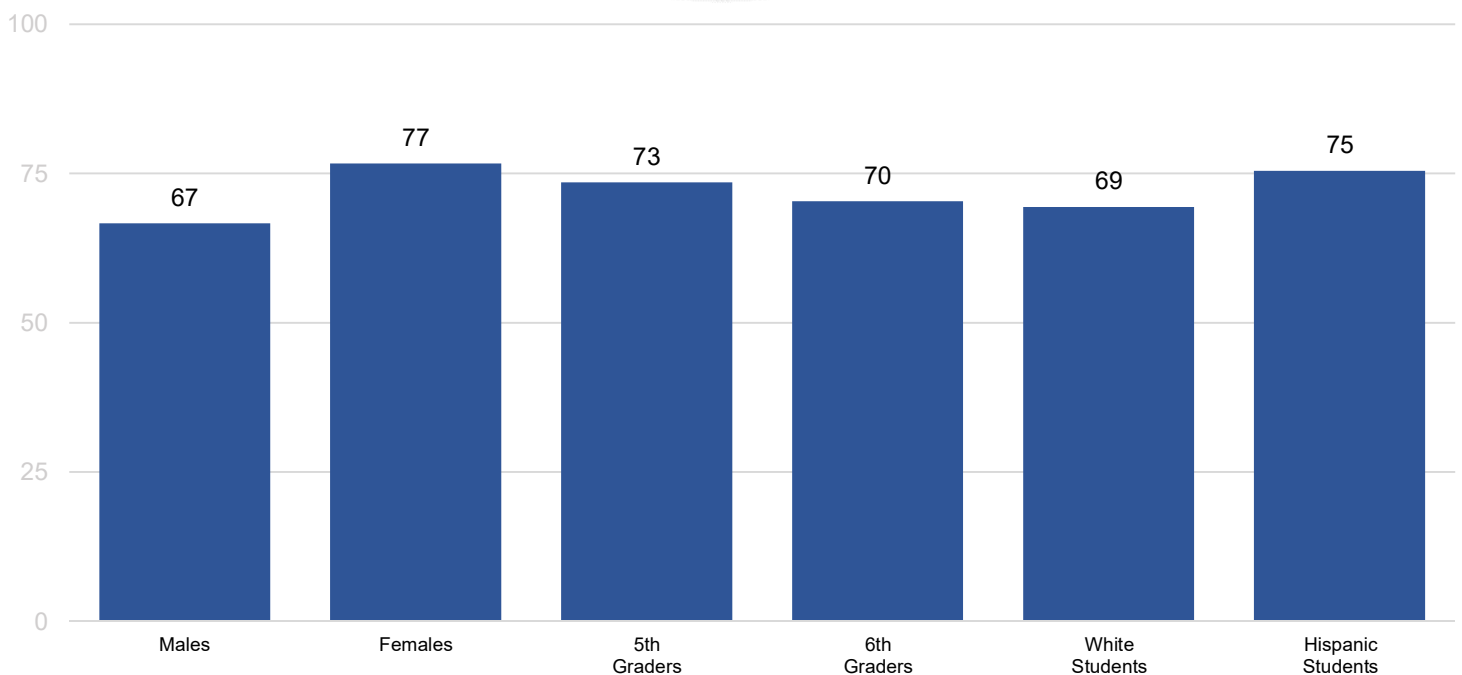
What These Results Mean

Social and emotional learning (SEL) refers to the process through which children and adults acquire and apply the knowledge, attitudes, and skills necessary to manage emotions; set and achieve positive goals; feel and exhibit empathy for others; maintain positive relationships, and make responsible decisions. SEL is fundamental not only to children’s social and emotional development but also to their health, ethical development, citizenship, motivation to achieve, and academic learning.

The social and emotional competence composite score measures students’ perceptions of their own skills in the areas of self-awareness, social awareness, self-management, relationship skills, and responsible decision making. **Developing students’ SEL skills improves their grades, attendance, behavior, and attitudes toward school.** Many risky behaviors (e.g., drug use, violence) can be prevented when schools strive to develop students’ social and emotional skills through effective SEL instruction and student engagement with positive activities. Students with good social and emotional skills are less likely to drop out of school.

In schools where social and emotional competence scores are high, students report that social and emotional skills are very easy for them to employ. For example, students may report that they have little difficulty recognizing their own emotions, learning from others with different opinions, or finishing challenging tasks. Students also may report that they have an easy time calming themselves and showing empathy.

Results by Groups of Students



Cultural and Linguistic Competence

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. All students are treated the same, regardless of whether their families are rich or poor.	57	23	11	9
2. Boys and girls are treated equally well.	44	37	15	5
3. This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.	23	62	12	2
4. Adults working at this school treat all students respectfully.	35	43	17	5
5. People of different cultural backgrounds, races, or ethnicities get along well at this school.	33	53	13	1

Strengthen Cultural and Linguistic Competence:

Approaches to increasing the cultural and linguistic competence of the environment include self-assessing implicit biases and perceptions, adding children's literature from diverse authors to classroom libraries, emphasizing the importance of global events within curriculum, and advocating for fair and equitable treatment of all individuals within the school community. Instituting culturally inclusive family engagement nights may be another method to bridge culture gaps and ameliorate misunderstandings.

Resources

- Teaching Tolerance (<http://www.tolerance.org>)
- Teachers College Inclusive Classrooms Project (<http://www.inclusiveclassrooms.org>)
- Association for Supervision and Curriculum Development – Multicultural Education (<http://www.ascd.org/research-a-topic/multicultural-education-resources.aspx>)
- The National Center for Safe Supportive Learning Environments (<https://safesupportivelearning.ed.gov/topic-research/engagement/cultural-linguistic-competence>)

Relationships

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Teachers understand my problems.	25	45	24	6
2. Teachers are available when I need to talk with them.	35	50	12	2
3. It is easy to talk with teachers at this school.	26	50	21	2
4. My teachers care about me.	54	40	5	2
5. My teachers make me feel good about myself.	32	50	15	2
6. Students respect one another.	17	46	30	7
7. Students like one another.	13	51	30	6
8. If I am absent, there is a teacher or some other adult at school that will notice my absence.	49	41	6	4

Build Relationships

To improve relationships, schools might benefit from hosting relationship-building activities throughout the school community, encouraging students and adults to model effective communication and judgment, or offering teacher or support staff check-ins with all students on an ongoing basis.

Resources

- Family and Youth Services Bureau (<https://www.acf.hhs.gov/fysb>)
- Adolescent and School Health (https://www.cdc.gov/healthyyouth/protective/school_connectedness.htm)
- Community Matters (<http://www.community-matters.org>)
- National Mentoring Resource Center (<http://www.nationalmentoringresourcecenter.org/>)
- The National Center for Safe Supportive Learning Environments (<https://safesupportivelearning.ed.gov/topic-research/engagement/relationships/>)

Physical Safety

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I feel safe at this school.	46	44	6	4
2. I feel safe going to and from this school.	48	43	9	1
3. I sometimes stay home because I don't feel safe at this school.	2	5	33	59
4. Students at this school carry guns or knives to school.	0	7	16	77
5. Students at this school threaten to hurt other students.	10	21	34	35
6. Students at this school steal money, electronics, or other valuable things while at school.	8	21	33	39
7. Students at this school damage or destroy other students' property.	6	29	30	35
8. Students at this school fight a lot.	4	22	38	37

Promote Physical Safety

Schools may consider partnering with community youth serving and law enforcement agencies to strategize how to enhance physical safety on school grounds, and may consider implementing peer-to-peer conflict resolution strategies.

Resources

- Keep Schools Safe (<http://www.keepschoolssafe.org>)
- SaferSanerSchools (<http://www.saferanerschools.org>)
- National PTA (<http://www.pta.org>)
- U.S. Department of Education Parents section (<http://www2.ed.gov/parents/landing.jhtml>)
- The National Center on Safe Supportive Learning Environments (<https://safesupportivelearning.ed.gov/topic-research/safety>)
- The National School Safety Center (<http://www.schoolsafety.us>)
- Celebrate Safe Communities (<https://www.ncpc.org/programs/celebrate-safe-communities/>)
- OSEP TA Center for PBIS (<http://www.ncjfcj.org/our-work/office-special-education-osep-technical-assistance-center-positive-behavioral-interventions>)

Emotional Safety

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I feel like belong.	32	46	19	3
2. Students at this school get along well with each other.	13	55	25	6
3. At this school, students talk about the importance of understanding their own feelings and the feelings of others.	18	46	28	8
4. At this school, students work on listening to others to understand what they are trying to say.	21	55	22	2
5. I am happy to be at this school.	48	35	11	6
6. I feel like I am part of this school.	40	40	15	5
7. I feel socially accepted.	38	44	15	3

Enhance Emotional Safety

Schools wishing to improve emotional safety may try employing cooperative learning techniques, instituting cross-grade student mentoring, implementing a multi-tiered system of behavioral support, or launching a peer mediation program.

Resources

- The Learning Classroom: Feelings Count - Emotions and Learning (http://www.learner.org/courses/learningclassroom/session_overviews/emotion_home5.html)
- Active Minds (<http://activeminds.org/index.php>)
- Safe Start Center (<https://safestartcenter.wordpress.com>)
- New York State Center for School Safety (<http://www.nyscfss.org>)
- Promote Prevent (<http://www.promoteprevent.org>)
- The National Center on Safe Supportive Learning Environments (<https://safesupportivelearning.ed.gov/topic-research/safety/emotional-safety>)
- Positive Behavior Support, Nevada (<http://nevadapbis.org>)

Bullying

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Students at this school are often bullied.	13	22	42	24
2. Students at this school try to stop bullying.	33	48	17	2
3. Students often spread mean rumors or lies about others at this school on the internet (i.e., Facebook™, email, and instant message).	15	24	35	27

Self-Awareness

	Very Easy	Easy	Difficult	Very Difficult
1. Knowing what my strengths are.	15	65	20	1
2. Knowing ways I calm myself down.	32	50	16	2
3. Knowing the emotions I feel.	30	45	21	4
4. Knowing when my feelings are making it hard for me to focus.	26	42	27	5

Social Awareness

	Very Easy	Easy	Difficult	Very Difficult
1. Knowing what people may be feeling by the look on their face.	26	56	14	4
2. Learning from people with different opinions than me.	18	55	23	3
3. Knowing when someone needs help.	29	48	20	3

Self-Management

	Very Easy	Easy	Difficult	Very Difficult
1. Getting through something even when I feel frustrated.	6	42	41	11
2. Being patient even when I am really excited.	7	56	29	8
3. Finishing tasks even if they are hard for me.	7	45	43	5
4. Setting goals for myself.	22	46	31	2
5. Doing my schoolwork even when I do not feel like it.	28	50	15	7
6. Being prepared for tests.	18	54	25	3

Relationship Skills

	Very Easy	Easy	Difficult	Very Difficult
1. Getting along with my classmates.	27	51	18	3
2. Respecting a classmate's opinions during a disagreement.	27	54	15	3

Responsible Decision-Making

	Very Easy	Easy	Difficult	Very Difficult
1. Thinking about what might happen before making a decision.	7	49	35	9
2. Knowing what is right or wrong.	36	53	10	2

Boost Social and Emotional Competencies

Schools can implement universal SEL instruction and focus on integrating SEL skill-building opportunities into the instructional day. Item-level responses will help school staff identify particular areas in which students struggle. From there, staff members may implement targeted interventions for particular skills or student subgroups. For example, students may need assistance with setting goals or listening to others' perspectives in class discussions.

Resources

- CASEL: Collaborative for Academic, Social, and Emotional Learning (<http://www.casel.org>)
- Edutopia (<http://www.edutopia.org/social-emotional-learning>)
- National School Climate Center (<http://www.schoolclimate.org>)
- Teaching the Whole Child: Instructional Practices That Support Social and Emotional Learning in Three Teacher Evaluation Frameworks (<http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf>)
- Promote Prevent (<http://www.promoteprevent.org/>)
- Social and Emotional Learning and Character Development Certificate Program (<http://psych.rutgers.edu/sel>)

High School Student Engagement Survey

The following statements are to find out how you feel about your school. This is not a test. There are no right or wrong answers. Choose one answer for each item.

Information About Me

I am a...

- Boy
- Girl

I am...

- Hispanic
- Not Hispanic or Latino

I am...

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Two or more races

My grade in school is

- 9th grade
- 10th grade
- 11th grade
- 12th grade

Questions

1. Complete this sentence: When I'm in class...
 - I ask questions and contribute to discussions.
 - I do just enough to make a good grade.
 - I get so involved in my work I lose track of time.
 - I struggle to do the work.
 - I do not try hard at all.

2. Challenging learning activities make me...
 - work a little harder than I normally do.
 - strive to do my very best.
 - feel nervous and scared.
 - stop doing the work assigned.
 - realize I need to be a better thinker and not just memorize the information.

3. When teachers change their method of instruction...
 - I give them just enough to get by.
 - I am more interested and deeply involved in the lesson.
 - I do not complete readings and assignments.
 - I don't get as bored.
 - I have to work harder to get a good grade.



4. Participating in extracurricular activities is...
 - something I do when my teacher gives me a grade for participating.
 - something I do when there is an art exhibit or play.
 - something I do when it is important to my future success.
 - not interesting to me, so I do not participate.
 - a way for me to feel connected to the school.

5. The use of technology...
 - helps me stay focused and better understand the lesson.
 - makes me want to complete the assigned task.
 - distracts me from the assigned task.
 - keeps my attention long enough to get some work done.
 - raises my level of interest and makes me feel challenged.

6. School rules...
 - are established for a good reason.
 - are hard for me to follow.
 - are established for maximum student success.
 - do not apply to me.
 - help me monitor my actions.

7. Which response best describes how you see yourself as a student?
 - My level of participation depends on what grade I want.
 - I only participate in the activities that interest me.
 - The input I get from my teachers and peers is rewarding.
 - I engage in work outside the classroom to develop a better understanding of my lessons.
 - My teacher has to make me participate.

8. Which statement do you agree with the most?
 - I look for learning activities that challenge me.
 - I use academic vocabulary to impress my peers.
 - My classes prepare me for success in the work force.
 - Most activities I participate in do not relate to my life.
 - I do not try because the work is not important to me.

9. In what ways do you use the information you learn in class?
 - I apply what I learn to everyday problems or new situations.
 - I often use the information to help me in other classes.
 - I use the information when I am trying to get a good grade.
 - I've never thought about it.
 - I don't use it.

10. The way I prepare for a test is by...
 - leading study groups after school.
 - memorizing only the facts and information I need for a good grade.
 - studying right before the test.
 - setting aside time daily for reviewing homework and notes.
 - I rarely prepare for tests.



11. When I struggle with a lesson...
 - I discuss the concept with teachers and peers outside of class.
 - I review the lesson to gain a better understanding.
 - I work on what I do understand.
 - I ask my teacher for help during class.
 - I forget about it.

12. The skills I am learning in class...
 - change the way I think about things.
 - make my homework easier.
 - help me pass the course.
 - will not help me in the future.
 - make no sense to me.

13. Classroom activities...
 - make it easier for me to relate to current issues.
 - are difficult, but I know my teachers want me to participate in them.
 - are not fun, but I participate anyway.
 - are boring and have no value to me.
 - are things I wish we did not have to do.

14. How do you feel when you are voicing your opinion in class?
 - I feel like it's what my teacher wants to hear.
 - I feel comfortable if my opinion is the same as others in the class.
 - I feel like it may influence the opinions of others.
 - I feel like no one is listening to me.
 - I never voice my opinion.

15. Which response best describes how you feel at the end of the school day?
 - It is another day at school.
 - I never want to miss school.
 - I want to talk about what I learned.
 - I am glad the day is over.
 - I am tempted not to go to school.

16. Which of the following statements best describes your relationship with most of your teachers?
 - I know I can go to my teachers about anything.
 - My teachers make sure I do my best at all times.
 - I don't think my teachers care if I learn.
 - I do not try to have a relationship with my teachers.
 - My teachers work with me on difficult content when I ask them to.

17. What do you enjoy most about your school?
 - I enjoy the use of technology in our classrooms.
 - I do not enjoy much about school.
 - I enjoy the extracurricular activities that are offered.
 - I enjoy not having to work very hard at passing my classes.
 - I enjoy being with my friends.



18. When thinking about my school work...

- I recognize the meaning and purpose it has for my future.
- I think of how proud I am of the work I do.
- I think how much I need to do to make a passing grade.
- I come up with excuses not to do it.
- I get frustrated and give up.

19. Developing personal learning goals...

- helps me plan for life after graduation.
- is something I think about doing eventually.
- is not something I'm interested in right now.
- keeps me focused and on task.
- is necessary to achieve the level of success I desire.

20. School success to me is...

- when I have completed class requirements.
- when my teacher rewards me for my hard work.
- something I do not feel very often.
- when my work exceeds my teacher's expectations.
- when I can answer difficult questions on the test.