Assessing School Climate: A Review of Evidence, Practices and Recommendations for Implementation in Washington State

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"Education *can* be the great equalizer — it was for me — if we prioritize, replicate, and invest in what works for all students, not just some."

Dr. Miguel A. Cardona

United States Secretary of Education

EXECUTIVE SUMMARY

Under the Every Student Succeeds Act, signed in 2015, states were mandated to incorporate non-academic components into evaluations of school quality. Assessing school climate presents an attractive way to satisfy this mandate and has longstanding empirical support for improving quality of education. School climate refers to qualities or characteristics of the school environment that can have a direct impact on student achievement, behavior, and health. This report examines how assessment of school climate may enhance student learning and increase school quality. This paper reviews existing school climate surveys (e.g., content, type) used by different school districts in Washington State and also examines efforts undertaken by other states. Considerations and recommendations for implementation are presented.

This paper is grounded in a broad search of scientific literature examining the current state of school climate research, domains of school climate, methods and instruments for assessing the construct of school climate, and the effects of positive school climate on students. The literature review is supplemented with feedback from district superintendents, who were invited to participate in a survey about school climate, and also by interviews conducted with administrators and key stakeholders to identify needs for and barriers to implementation of a statewide survey effort.

This report concludes implementation of an ongoing statewide assessment of school climate would, if done in accordance with best practices, be of significant benefit to students and schools alike. A number of valid and reliable measures that could be administered as part of this assessment are identified and presented. We propose Washington organize an expert panel to assist in the creation of an "item bank" of school climate measures, organized in alignment with the key domains identified within this report. The report recognizes statewide implementation of a school climate survey faces potential resistance that may require participation be incentivized or mandated. Efforts to ensure the survey is relevant to schools will help to gain buy in. Core measures that are developmentally appropriate and psychometrically sound should be selected for

Key Takeaways:

◊ We recommend Washington conduct a statewide assessment of school climate
◊ Valid and reliable measures should be used
◊ Existing measures could comprise core items and optional modules should be made available to address needs of different school districts
◊ Focus should be on participation, not accountability
◊ Efforts must be made to overcome resistance to participation and reach all constituents

administration across school districts.

We suggest districts be empowered to tailor their school climate survey by selecting additional items from the item bank to address their unique needs. We encourage the state to consider utilizing an online platform for school climate surveys to include real-time feedback and student interventions. Administration of surveys should be closely followed by the rapid creation and release of reports specific to schools, districts, and the state to identify areas of strength and areas that need improvement.

This report concludes with recommendations for next steps that could be taken by Washington to pave the way for a successful implementation of a statewide school climate effort.

School climate generally refers to qualities or characteristics of the school environment that are experienced by students as well as teachers and administrators [1]. School climate is a complex and multifaceted construct that encompasses multiple domains. Research on school climate has consistently shown it to be an important component for equitable learning. A positive school climate is an essential factor for establishing an equitable learning environment that is safe and inclusive for all students [2]. A positive school climate is associated with improved academic, behavioral, and psychological/social outcomes for students [3, 4]. Additionally, positive school climate is associated with increased teacher retention and personnel satisfaction [5]. Given the importance of school climate and the mandate under the Every Student Succeeds Act (ESSA; Public Law 114-95), which requires states include nonacademic indicators of school performance in their respective state accountability systems, the Washington State Board of Education has commissioned this report to examine options for collecting school climate data from schools that can be aggregated at a statewide level. During the 2021-2022 school year, nearly 1.1 million students were enrolled in public schools in Washington State [6] and could potentially provide information on school climate.

Scope and Purpose of Paper

This paper is informed by a review of current literature, consultations with experts in the field of school climate research, and interviews with state-level stakeholders, school district administrators, and principals. Feedback we received from an anonymous survey, which had been made available to all district superintendents, is also incorporated.

This paper includes the following sections:

1. Overview of School Climate
2. Domains of School Climate Surveys
3. Existing Measurement Efforts and Publicly Available Surveys
4. Implementation Considerations
5. Data Use Considerations
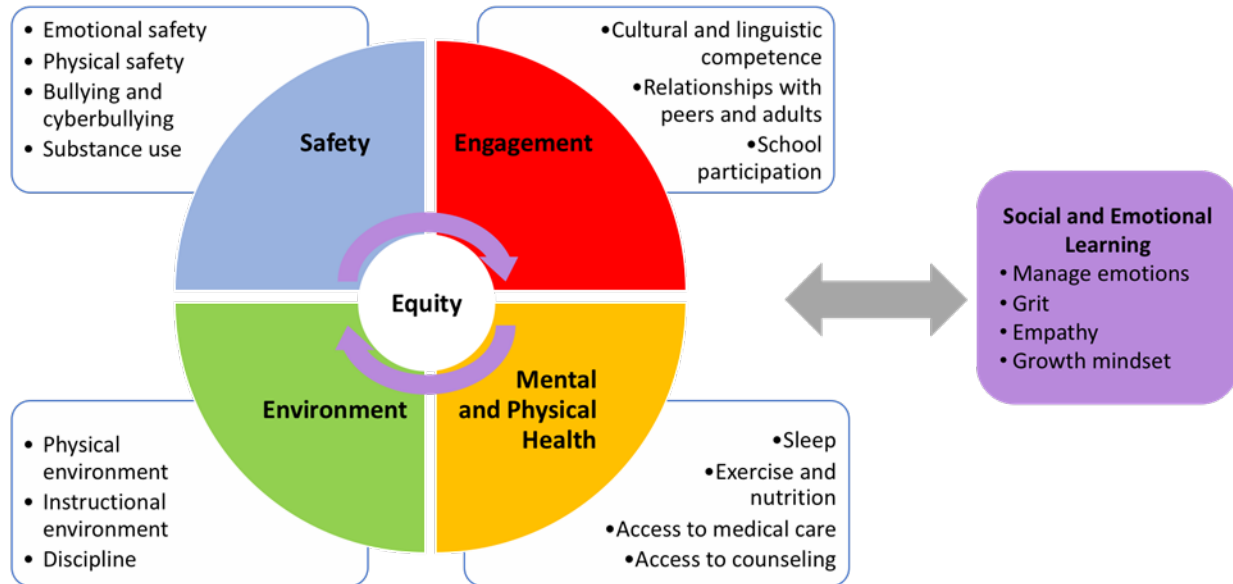6. Summary of Recommendations
7. Next Steps

This paper describes our recommendations for how data should be made available and to whom. Options for how to best ensure data are usable and timely are detailed. The report identifies barriers to participation in a school climate survey and includes recommendations to minimize those barriers and increase school and student representation in data collection efforts.

Last, this paper describes how other school climate efforts have been incorporated into accountability rubrics in other states and presents recommendations for whether school climate information should be incorporated into an accountability rubric in Washington and, if so, how this might best be accomplished.

1. Overview of School Climate

The construct of school climate was first articulated over a century ago with the publication of Arthur Perry's Management of a City School in 1908 [7]. Researchers began to study the effects of school organizational climate in the 1960s [8-10] and, by the 1970s, researchers began to study the relationship between school climate and student achievement [11, 12]. Over the decades since, the conceptualization of school climate has grown increasingly complex, recognizing school climate encompasses diverse aspects of the school environment [13, 14], and research has grown to include facets beyond academic achievement such as aggression and crime [15], engagement and attachment [16], and substance use [17]. These different facets are reflected in the different domains of school climate that are subsequently described in this report, namely safety, engagement, environment, and mental and physical health (Figure 1). Under this conceptualization, equity underlies each of the domains requiring disaggregation of data to look for disparities in school climate data according to such factors as race, gender, sexual identity, and socio-economic status. Social and emotional learning among students may impart unique influences on each domain of school climate, and in turn, each domain may also influence students' social and emotional learning.

The rationale for the focus on school climate is clear – the presence of a positive climate is associated with positive social and emotional development of students, improved behaviors, improved academic achievement, and a positive climate promotes a sense of student safety and wellbeing [18-20].

Figure 1. Key school climate domains as described in this report.

With implementation of the ESSA in 2015, assessment of school climate can be an attractive and effective way of satisfying the federal statute's mandate to include an indicator of "School Quality or Student Success" (apart from academic achievement) into an accountability system [21]. Another important consideration for the assessment of school climate is that climate is intrinsically linked with equity [22]. Demographic changes in the U.S. have created an increasingly diverse student body demanding that "we address school climate from an equity perspective, challenging ourselves to reach beyond the limits of our experience, our own 'bubbles,' to make school a welcoming, engaging place for all young people to learn and grow into caring, responsible citizens" (p. 4 [22]). This imperative requires that efforts to assess school climate integrate equity into implementation, measurement, and evaluation. Two final key features of school climate are its malleability and the opportunities it presents for intervention [4, 23, 24]. Of critical importance, then, in any assessment of school climate is identifying facets of climate that may benefit from improvement. Indeed, a recent report by Washington's Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) specifically recommended assessing school climate as part of an effort to update Washington's School Improvement Framework [25].

2. Domains of School Climate Surveys

Research on school climate recognizes the construct encompasses a variety of different domains. Because of this, the definition of school climate can vary between researchers [4]. Consideration of multiple domains informs efforts to measure what is now acknowledged to be a multifaceted construct and provides guidance on the range of what questions to ask. The U.S. Department of Education's School Climate Survey (EDSCLS) recognizes three broad domains: engagement, safety and environment. Research suggests this 3-factor model of school climate as contained in the EDSCLS can be an efficient and comprehensive measure of school climate [26, 27]. Each of these domains will be considered next with examples from the EDSCLS. Other researchers have proposed additional domains ranging from a 4-domain structure to a 6- or 10-domain structure [7, 14, 28]. In addition to the three domains enumerated in the EDSCLS (i.e., safety, engagement, and environment), we highlight mental and physical health as a domain (Figure 1 above). Equity is an all-encompassing lens through which to approach and evaluate each of these four key domains. Lastly, in this report, we describe the importance of social and emotional learning on school climate.

2.1 Engagement

The engagement domain encompasses the quality of opportunities for students to connect with the school community through personal relationships and activities [27]. Engagement is a broad domain that encompasses a number of topic areas, including:

Cultural and linguistic competence	"This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity"
Relationships with peers and adults	"Students respect one another" "My teachers care about me"
School participation	"At this school, students have lots of chances to help decide things like class activities and rules"

Engagement encompasses feelings of inclusion and a sense of belonging in schools. Engagement measures can identify groups of students that do not feel as connected to schools, permitting efforts to improve their sense of belonging by creating an environment that is accepting and embracing of diversity [29]. Disaggregation of data by subpopulations of interest, when there are sufficient respondents within subgroups to allow meaningful analyses, will be key to identifying differential engagement and readily permit identification of at-risk populations.

Frequently, states utilize attendance or absenteeism as a measure of engagement. For example, a recent report found three-quarters of states added student absenteeism to their accountability systems as part of a school quality and student success indicator in order to satisfy the ESSA requirement [30]. It is true that absenteeism is correlated with school engagement; schools with positive climates tend to have better attendance [14]. However, it would be a mistake to infer that good attendance creates a positive climate. Instead, evidence indicates other dimensions of engagement, as described in this section, help to drive attendance. Absenteeism, because it is easily measurable and satisfies the requirements under ESSA, is frequently assessed but provides little information to schools about how to foster a more positive environment.

Another important facet of engagement involves interactions between the school and students' families. Partnerships between school and family, along with adequate communication, represent the joint engagement between two important developmental contexts [31]. As we describe later in this paper, data collected from students' caregivers can augment data provided by students, thus providing a more complete assessment of school climate.

The relationship between schools and community-based organizations is another important interaction of developmental contexts. A variety of out-of-school mentoring and wrap-around programs can play important roles in a student's life. Student involvement with and connection to community-based organizations are largely omitted from school climate surveys. The closest that the EDSCLS gets to assessing this is in the topic of "participation," although the EDSCLS clearly implies school-based activities (e.g., "There are lots of chances for students at this school to get involved in sports, clubs, and other school activities outside of class"). One potential way to measure this important topic would be to add items that ask students about their involvement with outside groups, clubs, and adults. An example of this type of item pertaining to adults can be found in the 2022 Washington COVID-19 Student Survey [32]. This survey was designed to cast a broader net to identify social support for students that include other adults (e.g., "Are there adults you can turn to for help or support if needed?") and also social support related to activities outside of those sponsored by schools (e.g., "Please indicate which of the following you do to help you deal or cope with stress in your life"). Collaboration with schools

and community organizations may be helpful in identifying relevant organizations and activities to specifically ask about in measures for students.

2.2 Safety

Safety represents the degree of physical and emotional security provided by the school as well as student perceptions of effective, consistent, and fair disciplinary practices [4]. Safety-related components of a positive school climate include norms, values, and expectations that can offer support for students to feel socially, emotionally, and physically safe. As with engagement, information on safety can serve to identify subpopulations at increased risk of feeling less safe and secure. Topic areas commonly included in the safety domain as well as sample items include:

Emotional safety	"I am happy to be at this school"
Physical safety	"Students at this school threaten to hurt other students"
Bullying and cyber-bullying	"Do the teachers and other grown-ups make it clear that bullying is not allowed?" "Students at this school are teased or picked on about their race or ethnicity"
Substance use	"Students at this school think it is okay to get drunk"

2.2.1 Relational Safety

One topic related to physical and emotional safety is relational safety. This concept encompasses both educator-to-student as well as peer-to-peer relationships (e.g., "At this school, many of the students are afraid of other students") [33]. Research has demonstrated students who reported greater teacher-student relational safety reported greater cognitive engagement [34]. That is, those students who felt a greater sense of safety in their relationships with teachers were positioned in an environment that fostered greater learning and were more engaged with their school. Research indicates relational safety fosters trust, promoting self-management and well-being, and students can be provided with resources to counter exposure to trauma and adversity [35].

2.2.2 Bullying

Bullying is a topic of considerable interest and importance given its relationship to school violence [36] and the disproportional impact on students with minoritized racial and ethnic identities, gender and sexual identities, and disability status [37-39]. The link between bullying and school climate is clear – those who perceive greater bullying at school are less committed to school than those who perceive less bullying [40].

Research suggests bullying is an integral concept to school climate and has potentially profound implications for reducing equitable learning opportunities to the extent that different populations experience different levels of bullying. Bullying behavior has substantial consequences for equitable learning as conflicts between majority and minority groups could create a negative climate affecting all students [41]. It is also critical to address school climate indicators that create an environment where bullying can occur. Therefore, items that assess perceptions of tolerance of bullying behaviors, perceptions that a student has help from teachers or others within the school, and perceptions a student can safely report bullying when confronted with the behavior are equally important.

2.2.3 Cyberbullying

Cyberbullying has increased, particularly since the onset of the COVID-19 pandemic as students engaged in greater online interactions with their peers in response to social distancing requirements, and is a topic often assessed in climate surveys. The 2021 Washington COVID-19 Student Survey included two items designed to assess cyberbullying during a period when many students were engaged in distance learning [32]. Items assessed cyberbullying experiences as well as general feelings of safety during distance learning compared to prior feelings during in-person instruction. Research has shown that the prevalence of all forms of bullying except cyberbullying fell following the onset of the COVID-19 pandemic [42]), showing that cyberbullying is an important construct to measure with respect to school safety. Even with a return to in-person instruction, the proliferation of social media and internet connected devices among youth [43, 44] indicate that cyberbullying will remain a significant component of school safety.

2.2.4 Substance Use

Substance use is a topic that is assessed via other surveys across the state (e.g., Washington State Healthy Youth Survey [45]). However, the focus on substance use in the school climate literature is not on measuring students' substance use behaviors but rather on students' perceptions about substance-use-specific attitudes and the link between those attitudes and perceptions of safety. A wealth of research consistently demonstrates perceptions about substance use have a direct impact on substance use behaviors among youth and adolescents [46-49]. Specifically, research indicates adolescents tend to have biased perceptions about peer substance use; adolescents tend to both overestimate the number of peers using substances and overestimate the quantity of substances used. This overestimation can influence individuals to engage in substance use to match the perceived behavior [50]. Pairing normative perceptions of substance use with information about actual substance use behavior has proven to be an effective intervention by correcting the misperception

(overestimation) of peer substance use [51-53]. Further, research shows an inverse association between perceptions of substance use and perceptions of school climate, specifically safety [26, 54]. That is, greater perceptions of substance use are associated with less favorable perceptions of school climate.

2.3 Environment

The environment domain concerns the quality of the structure and supports that surround the physical plant of a school, instructional environment, academic rigor, and discipline [26]. Examples within the environmental domain include:

Physical environment	"The temperature in this school is comfortable all year round"
Instructional environment	"My teachers praise me when I work hard in school" "I am given opportunity to make decisions in my class"
Academic rigor	"Adults at this school encourage me to work hard so I can be successful in college or at the job I choose."
Discipline	"School rules are applied equally to all students"

Physical or institutional environment includes such factors as the availability of resources, adequate technology and instruction materials, building quality and maintenance, class size and even classroom organization and layout [1]. Physical environmental factors are tangible and can directly impact learning in a number of ways. Physical environment includes several sub-domains including environmental adequacy, structural organization, and resource availability [4]. Environmental adequacy refers to physical aspects of schools including appropriate temperature, lighting and sound that can have direct effects on student concentration and teaching effectiveness, restricting effective learning [55]. Structural organization refers to the architectural framework of schools and encompasses school and class size and physical layout [14, 56, 57]. Resource availability refers to access to instructional materials such as texts, technology and other tools that complement instruction [58].

Instructional environments refer to aspects of the classroom environment fashioned by teachers. This includes utilization of responsive and supportive teaching practices, opportunities for teachers to engage in professional development, and academic rigor which includes aspects of high academic standards and performance expectations [1]. A key consideration in the assessment of environment is a determination of whether students have equal access to an adequate learning environment.

Discipline refer to the extent students respect and adhere to school rules and policies as well as to perceptions of consistency and fairness in treatment and discipline [4].

Increased acceptance of rules is associated with greater discipline and order, and in turn, a more positive school climate. Fostering an environment of respect for school rules can reduce punitive disciplinary resolutions such as out of school suspensions that are associated with lower student perceptions of school climate [59].

2.3.1 Mental and Physical Health

While the EDSCLS specifically includes mental health in an environmental domain, poor mental health and suicidality are present at alarming rates among adolescents [60]. Concerns about student mental health and suicidal ideation have only increased since the onset of the COVID-19 pandemic [61, 62]. Given these high rates and impacts on children and adolescents, we consider mental and physical health separately from the environment, which is also an approach employed by other school climate efforts (e.g., Oregon's Student Health Survey [63]). Not only is mental health a significant problem facing our youth, but it is also directly affected by school climate. A number of studies have found a positive association between school climate and both physical and mental health, whereby a more positive school climate goes hand-in-hand with healthier students [14, 26, 64]. Further, research indicates that student mental health and health-related behaviors (e.g., tobacco use) are associated with academic achievement [65]. Given these factors, we find it imperative that students' mental and physical health be assessed in a school climate survey.

One feature of a positive school climate is that it is associated with connecting students with essential physical health, mental health, and other family services that support physical and emotional wellness [66]. These support systems can be assessed by utilizing a more expansive examination of mental and physical health. An example would be to ask questions related to access to and attitudes toward mental health treatment, medical care, physical exercise, nutrition, and sleep (e.g., "Do you think it's okay to seek help and talk to a professional counselor, therapist, or doctor if you've been feeling very sad, hopeless, or suicidal?") [67].

2.3.2 Equity Lens

Equity is concerned with fairness and justice. Within the scope of school climate, equity refers to the allocation of and access to resources and opportunities according to need as a way to enable the success of all individuals. Concepts of equity are embedded within the domains listed above. Equity and fairness are a prerequisite for a healthy school climate [19]. School climate assessment needs to be culturally responsive and consistent across student subpopulations (i.e., a survey item is perceived to have the same meaning for all individuals), so that any discrepancies among groups reflect actual differences in experiences rather than interpretation artifacts [1]. Respect for equity and diversity is specifically measured in the California's Healthy Kids Survey (e.g., "The books and lessons in my classes include examples of my race or ethnic background"), and this could serve as a
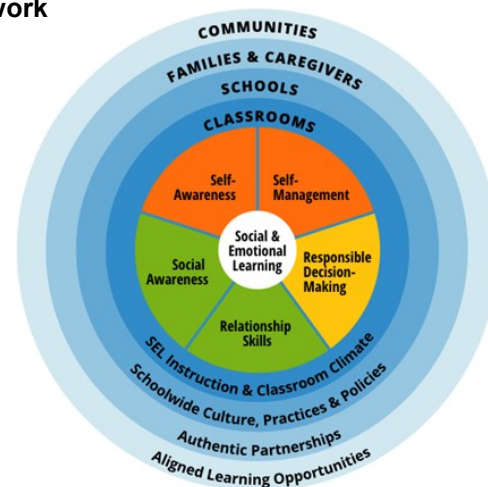
roadmap for Washington State's efforts to explicitly measure this concept [68]. It is key, then, that throughout school climate reporting, data be made available by subpopulations of interest. Making results available for different populations can help determined whether different groups are impacted similarly (or differently) by school climate.

2.3.2 Social and Emotional Learning

Social and Emotional Learning (SEL) refers to a variety of skills, attitudes and behaviors that involve children's ability to learn about and manage their own emotions and interactions. SEL directly contributes to student success [69]. SEL skills and processes include such commonly used concepts as grit (the tendency to persevere and sustain long-term motivation toward a goal [70]), empathy (experiencing the same or similar emotion as the other [71]), and a growth mindset (belief that intelligence evolves from experience and develops throughout life [72]). While distinct from school climate, SEL directly supports and contributes to a positive school climate. SEL and academic skills are interdependent, developing and operating together [73]. That is, SEL skills create conditions for school climate to improve while, at the same time, a positive school climate creates conditions that permit SEL to occur. One way to conceptualize the interplay between SEL and school climate can be found in the Collaborative for Academic and Social and Emotional Learning framework (CASEL) [74]. Here, SEL is viewed as developing within a series of concentric rings representing different levels of behavioral ecology (see **Figure 2**) [75], the most proximal of which is the classroom and classroom climate.

As of 2020, Washington State has adopted Social and Emotional Learning Standards and Benchmarks [76], suggesting inclusion of an SEL component in a school climate survey is consistent with and would complement Washington's existing efforts. Guidance from OSPI's SEL Advisory Committee as well as a recent review of the SEL assessment literature [77] suggest the assessment of systemic whole school implementation of SEL, but not of SEL skills, because of the difficulty in assessing in a way that is culturally and developmentally appropriate.

Figure 2. CASEL's social and emotional learning framework

3. Existing Measurement Efforts and Publicly Available Surveys

3.1 Efforts within Washington State

According to data provided by the Washington State Board of Education, most school districts (86.4%) within Washington State report having made some efforts to evaluate school climate during the 2021-2022 school year. The most common response, reported by nearly half (43.7%) of all school districts, was that their sole source of school climate information was the Healthy Youth Survey (HYS). The remaining 42.7% of districts that reported efforts to assess school climate reported using the HYS in combination with another measure. We describe the HYS below but it is important to note here that the HYS is not designed nor intended to assess school climate. By far the most commonly cited sources of information specific to school climate were through the Center for Educational Effectiveness (CEE), reported by 15.3% of all school districts, and through Panorama, reported by 12.5% of all school districts. All other school climate surveys were reported by only 4.7% of all school districts and only the Youth Truth Survey [78] and the Washington State COVID-19 Student Survey (CSS) [67] were cited by more than one school district.

3.1.1 Healthy Youth Survey

Although not specific to the assessment of school climate, the Healthy Youth Survey (HYS) is a longstanding and large-scale assessment of youth health and risk behaviors in Washington State. The HYS was launched in the 1990s through a collaboration between the Washington State Office of the Superintendent of Public Instruction, the Department of Health, the Health Care Authority's Division of Behavioral Health and Recovery, and the Liquor and Cannabis Board [79]. The HYS is limited to 6, 8, 10, and 12th graders and is administered in the fall of every other year with reports and data publicly available as far back as 2002 [79]. Although the survey does not include a comprehensive set of indicators of school climate, the HYS samples items from a number of topics, largely within the school safety domain. Topics assessed span the following examples:

School safety	"I feel safe during school."
Bullying and harassment	"In the last 30 days, how often have you been bullied?" "During the past 30 days, have you received sexually suggestive or revealing messages, images, photos, or videos via text, app, or social media?"
Community and school risk and protective factors	"There are lots of chances for students in my school to talk with a teacher one-on-one."
Mental Health	"If you feel sad or hopeless almost every day for two weeks or more in a row, to whom would you most likely turn for help?"
Alcohol and other drug use	"Does your school provide a counselor, intervention specialist, or other school staff member for students to discuss problems with alcohol, tobacco, or other drugs?"

The HYS provides excellent data permitting an examination of student health and safety behaviors and related risk and protective factors. That said, the measure does not permit a meaningful analysis of school climate. The included school climate items are simply a snapshot of a complex and multidimensional construct and do not reflect validated scales of school climate domains. Amending the HYS to adequately measure school climate is not a feasible option. Doing so would fundamentally transform the instrument – the instrument would either become too long to be practicable with students or it would reduce its ability to measure the health behaviors that have been assessed for decades. The fact that the HYS is cited by districts as the most used measure of school climate points to the fact that, for many districts, an adequate measure has not been identified.

3.1.2 Center for Educational Effectiveness

The Center for Educational Effectiveness (CEE) [80] developed a set of Educational Effectiveness Surveys in the early 2000's that are utilized by 45 school districts across Washington. The CEE Educational Effectiveness Surveys (EES) are meant for implementation across multiple key stakeholder levels. The surveys evaluate "organizational effectiveness, student engagement and motivation, social-emotional learning, as well as parent/community involvement" [80]. Specifically, the CEE Surveys include the EES Student, Family, and Staff versions. The theoretical approach behind the CEE surveys is to apply principles of organizational effectiveness to school effectiveness in a meaningful way that bridges these two research areas. CEE offers a primary student product that collects data from students as young as those in grades K-3. **Appendix A.1** presents the domains included in the core survey for the EES Student, Staff, and Family Surveys as well as the optional modules available for assessment.

3.1.3 Panorama

Panorama Education, an independent education technology company, developed a set of survey tools to assess school climate in 2014. The survey questions cover 19 topics grouped into two overarching domains: 1) About the Classroom and Teaching and 2) About the School. See **Appendix A.2** for a list of 19 topics within the domains. The Student Survey is available free of charge to download and use. Questions are deemed appropriate for grades 3-5 and 6-12. Access to information and downloading the survey can be found here: https://www.panoramaed.com/panorama-student-survey.
Panorama also has 6 other surveys available to download free of charge: 1) Panorama Teacher Survey, 2) Social-Emotional Learning Survey, 3) Equity and Inclusion Survey, 4) Family-School Relationship Survey, 5) Well-Being Survey and 6) Student-Check-ins Question Bank. Panorama provides paid options for survey administration and online reports for schools and districts. Panorama has been used in 37 school districts within Washington, including Seattle, Edmonds, Everett, and Spokane Public School Districts.

3.1.4 Washington State COVID-19 Student Survey

Recently, researchers at the University of Washington partnered with the Washington Office of Superintendent of Public Instruction (OSPI), the Washington State Department of Health and Washington's Health Care Authority to administer a survey to students in grades 6-12 asking about students' thoughts, feelings, and behaviors during the COVID-19 pandemic [67]. The Washington State COVID-19 Student Survey (CSS) was an anonymous web-based survey offered in six languages identified as most frequently spoken by students: English, Spanish, Russian, Ukrainian, Vietnamese and Somali. The first CSS was administered in March 2021 when instruction had been largely virtual and the second, funded by OSPI, was administered in February 2022 when instruction had returned to in-person.

The CSS was designed to check in on how students were doing during the COVID-19 pandemic and provide schools, districts and Washington State agencies with rapid feedback to permit schools to identify areas of need and plan for the following year. While the primary focus of CSS was not on school climate, items assessed a number of domains of school climate including school engagement, health and safety, mental health, social support, and alcohol and other drug use. Academic items included the extent to which students enjoyed school, thought their classes were interesting, how much they thought they had learned this year in comparison to the previous year, as well as days absent. Items also assessed whether teachers or adults at their school checked in to see how they were doing, let them know they were available if they needed help, and/or expressed interest in their wellbeing. Belongingness, friend/classmate support, and other adult support were also assessed. Mental health items included depression, suicidality, and mental health service access/perceptions. Finally, substance use items included alcohol, cigarette, e-cigarette, and marijuana use.

3.2 Other State's Efforts to Assess School Climate

In recent years, an increasing number of states have implemented school climate/student engagement surveys to satisfy ESSA requirements. The exact number of states appears to be in some question. The National Association of State Boards of Education, relying upon 2019 data, indicated that 35 states either encouraged or required districts to administer school climate surveys to assess learning conditions in schools [81]. Another study found the number of states to be markedly smaller, finding that 13 states (with another 3 states piloting surveys) have elected to measure school climate to satisfy the ESSA requirement to include non-academic factors in assessing school quality [30]).

In our own review of efforts across all 50 states we found that 28 states conduct some form of school climate survey. This analysis obtained data from state websites, state statutes, and contacts with department of education officials. We describe each state's efforts in table form in **Appendix B** and provide an indicator of whether or not each assess school climate and, if so, provide an overview of how this is done. This table is intended to provide the reader with an assessment of efforts outside of Washington and provide links for additional information should that be desired. We note that some states indicate that they study school climate (e.g., school engagement) but closer examination reveals that efforts were limited to assessing chronic absences. For the purposes of this table, states that only reported school absences were not categorized as having assessed school climate.

3.3 Publicly Available Surveys and Survey Systems

Among states that have previous or existing efforts to assess school climate, there is variability in the focus and scope of the domains assessed and what questions and/or data are publicly available. We provide a comprehensive table listing surveys or systems of surveys that have at least a subset of measures that examine an aspect of school climate in **Appendix C.**

Having examples of measures and surveys can provide insight on the various ways to ask about the different domains of school climate and can provide talking points for stakeholders on which specific items may be most valuable for the state, district, or school.

> **An option for Washington State is to use or adapt one of these efforts to assess school climate.**

Appendix C provides key information that should be considered when examining each of these survey efforts, such as the domains assessed and components that are freely available.

Specifically, **Appendix C** provides the following information about publicly available school climate surveys:

Survey Name(s)	The name or names of the survey or survey system.
Survey Description	There is a wide variability in both the labeling and types of domains that surveys list they assessed. This section describes the instrument(s) as labeled by the survey or survey system.
Domains Discussed in Paper	We indicate our assessment on whether each survey listed is assessing the 3 DOE domains of school climate (Engagement, Safety, and Environment) as well as other constructs described in this report (Equity, SEL).
Versions Publicly Available	Some efforts provide complete surveys, some provide a subset of measures, or just list the domains assessed. Also detailed (when available) is the type of survey (e.g., student, parent, staff), grade ranges, and languages available.
Aspects Available for Free	Efforts range from full free use with attribution to surveys only available to view.
Additional Aspects Available for Fee	Several efforts have a range of fee services. These may include helping set up and administer the survey, scoring surveys, providing cloud or server space for collecting survey data, providing a dashboard or reports of survey results, and workshops or trainings for teachers for school climate improvement.
Estimated Costs for Fee Aspects	Most efforts that have fee-based services would need a consultation to provide an estimate. This section provides all available information on pricing and URLs to how consultations can be requested.
Additional Comments	This section provides any additional information that may be helpful when considering use of a survey or survey system.

One difficulty in comparing these survey efforts is that questions or topics may be comparable across surveys but may be listed under different domains or labels in each survey. For example, bullying may be listed as its own domain in a survey, under the domain of "safety," or included with safety under the domain of "environment." Therefore, we provide a list of the domains the survey creators offer followed by whether each of the domains and constructs detailed earlier are assessed (i.e., Engagement, Safety, Environment, Equity, and SEL).

Another difficulty in using or adapting one of these survey options is that items may only be available to view for free but not to administer for free, or only a subset of the items/measures may be provided. Understandably, price-point is an important consideration, which is why we provide information specifically on what is available for free, what is available for a fee, and (when provided by outside parties or companies) what estimated costs are. Important price-based questions to consider are:

Costs	Are all the survey measures and items free to use? If not, is the cost for use under a license agreement or per survey/school/district?

	Does the cost include:
	    Programming the surveys for online use?
	    Paper-based version(s) (and mailing)?
	    Cloud or server space to store survey data?
	    Administration of the survey (e.g., emailing and/or in-person administration and reminders)?
	    Tracking of survey completions?
	    Scoring of survey items?
	    Creation of reports on scoring and completion at the State, District, School, Teacher, Student level?
	    Training and workshops?
	    Troubleshooting and IT support?

Resources	What types of resources are needed to administer, score, and interpret the survey (e.g., staff, server space, statistical software, IT knowledge etc.)?
	What can be customized and how much does customizing cost?
	What is the length of services (e.g., are you able to use survey items indefinitely or only for one year)?
Access	How many people can access data, dashboard, reports etc.?
	Are there customizable access controls available for varying levels?

The surveys described in this report illustrate the wide variety of measures and items available for use.

We recommend Washington crafts the content of its survey effort from these available items in collaboration with administrators and educators, to ensure relevant domains are assessed with valid and reliable measures.

These items would form a core survey that would be available statewide. In addition, an item bank of additional items could be generated and made available to districts that may wish to tailor the survey to their specific needs. These and other implementation considerations are detailed in the following section.

4. Implementation Considerations

In addition to decisions about the content of climate surveys, as reviewed in detail previously, decisions must be made with respect to procedural considerations for how to implement a climate survey. We will review the following areas related to implementation: types of respondents; age-appropriateness of survey content; language selection; frequency and timing; school selection; whether or not to offer anonymity; mode of administration; and whether or not to offer a uniform or tailored item set. Each area will be discussed, including an overview of what has typically been done as well as recommendations to aid in planning a climate survey.

4.1 Types of Respondents

When assessing school climate, a key question is "Who should be assessed and provide data on school climate?" Typically, assessment of school climate relies on three different groups of respondents: students, teachers and school staff, and caregivers. Although other methods of data collection are possible (e.g., interviews or focus groups), most common measures of school climate rely on survey data that is self-reported from members of the target population. Students are most often the survey respondents since many aspects of school climate are subjective experiences that require student feedback. However, there are specific considerations and best practices for how student responses can be collected; primary among them is that efforts ensure all students have equitable access to the survey. Additional factors will be elaborated further below.

Teachers, staff, and administrators experience and contribute to school climate and can offer additional information about school climate [82]. For example, teachers may be better positioned to address perceptions across classrooms, dynamics within the faculty, what happens outside of class (e.g., in hallways between classes), and even after school (e.g., extracurricular activities and sports, what is happening as students are picked up or wait for the bus) [83]. Teachers can also provide information about ways to improve the curriculum, utilization of special programs a school may offer, impact of class size, ways to improve student-teacher relationships, perceptions of safety for both themselves and students, and perceptions of the support and resources received from the administration as well as methods for improving support for teachers [4].

Caregivers of children attending the school can provide important perspectives for a school climate survey that complement information provided by their student; this means caregivers are often asked questions similar to those asked of students [30]. Caregivers may report positive influences on their child and be aware of difficulties their child experiences, which the child or teen may not report. It may also be more appropriate to include certain content in a school climate survey geared toward caregivers rather than a younger school-aged child. For example, caregivers can start participating in surveys when their children are too young to provide valid school climate data [84]. Further, caregivers can offer insight about potential caregiver-based programs that may be useful for schools to support and offer in the interest of ensuring a positive school climate. Moreover, caregivers' perceptions of school climate can impact children's perceptions and attitudes toward [85-87] and engagement with the school [88]. Parents or guardians can be a key part of school climate itself. For example, family engagement can have a direct impact on climate and, in turn, engagement can be impacted by the quality of communication from the school. California's parent survey attempts to get at engagement by examining a number of items including parental attendance at events (e.g., "…has any adult in your child's household… Attended a school or class event, such as a play, dance, sports event, or science fair?") and parental volunteering and service (e.g., "…has any adult in your child's household… Served on a school committee?") Similarly, how welcome parents feel at school is important information that can inform schools on whether and how they need to reach out to build stronger school and family partnerships [89].

In addition to students, school staff, and caregivers who typically provide information about school climate, community-based organizations that provide learning, mentoring, and care services to the student population could also be assessed. Elevate Washington [90] is one organization that provides a searchable tool listing community-based organizations available for before and after-school care and extended learning in a variety of fields. Mentor Washington [91] is an example of another organization that includes a provider finder for mentoring. While not frequently included in school climate surveys, community-based organizations may provide another valuable perspective. Community-based organizations often partner closely with schools and may be valuable sources of information about school climate, particularly given that staff for these organizations are not directly affiliated with schools and may form close ties with students, particularly those in high school.

> **We recommend school climate surveys are administered to each of these various types of respondents: students, teachers, staff and administrators, caregivers, and community-based organizations serving the schools.**

By obtaining perspectives from these different sources, it is possible to gain a multifaceted perspective that can allow for a more comprehensive view of school climate and also enables the identification of areas in which discrepant views exist, such that for example students' perceptions about safety may differ in certain ways from teachers' perceptions. Budgetary and administrative burden may play a role in determining how to prioritize survey administration from various respondents.

4.2 Age-Appropriateness of Survey Content

As noted above, students are the primary respondents for assessing school climate. While school climate can validly be assessed across grade levels [92], developmental considerations need to be observed. Within student populations, it is imperative that survey developers are cognizant of age-appropriate content, especially given significant developmental differences among youth across grade levels. These considerations include, but are not limited to, subject matter (i.e., whether or not to assess each topic for a particular age group), terminology (i.e., use of age-appropriate language for all topics assessed as tailored to a particular age group), and survey length [93]. Children under the age of 11 are at risk for satisficing or using simple heuristic techniques to provide a response instead of going through a formal question-answer process when surveys are too long and fail to hold their attention [94]. Decisions about whether or not to assess certain topics, like substance use and dating violence, and the types of questions asked will vary by age.

Furthermore, survey implementation must take into account equal access in conjunction with the 1990 Americans with Disabilities Act (ADA) and the 2008 Americans with Disabilities Act Amendments Act (ADAAA), making appropriate accommodations for those who need them.

Beyond survey content, the survey scope and number of survey items have direct implications for survey length, which will vary by respondent age (i.e., shorter surveys for younger respondents). Survey format and optimal scale choices will also very by age, such that simpler formats may be preferred for younger ages (e.g., use of images, simpler text and simplified Likert-type choices). These choices are guided by a solid body of research about young children's ability to respond to survey research [94]. For example, research has demonstrated children below the age of six are unable to validly self-report health outcome measures and children under age eight tend to think dichotomously, making survey items with more than two choices problematic [95]. Other research with second and third grade students examining attachment to school indicated that two-point Likert-type scales were simply not as valid as those responses to three and four-point Likert-type scales [96]. This suggests that conducting surveys with children under grade 3 is problematic – administering a survey with more easily understood dichotomous choices will likely produce less valid responses and providing additional choices may prove difficult for these younger children. In addition, limitations of reading levels

make surveying younger children more challenging and may necessitate accommodations like Audio-Computer Assisted Self-Interview (ACASI) assessment with use of headphones. Taken together, this body of research suggests that meaningful and valid student responses to school climate surveys might decrease in populations below grade three.

> **Accordingly, we recommend school climate surveys focus on students in grades three and up.**

4.3 Language

A broader consideration for developing a climate survey is to determine the preferred language(s) of the populations of interest. For instance, do student or parent surveys need to be written and available in Spanish, Mandarin, or other languages in addition to English? In order to obtain accurate and reliable results, it is imperative that survey respondents be able to complete the survey in the language they are most comfortable reading. Offering the survey in multiple languages may also increase response rates and expand the reach of the survey to populations that, because of language barriers, may not have been included. Schools are knowledgeable about what language assistance is needed for the families they serve, and it would be relatively easy to identify the most commonly spoken languages; affordable translation services mean that the survey can be made available in each. Further, the use of online survey instruments facilitates survey administration in the preferred language. This was demonstrated in the recently completed 2022 Washington State Covid-19 Student Survey. A broader discussion of the advantages and disadvantages of survey delivery method are discussed below.

4.4 Frequency and Timing

Numerous procedural decisions regarding implementation must be considered when devising or fielding a school climate survey. The frequency and timing of measurement is an important consideration and should be determined in collaboration with key stakeholders to optimize participation and utility. Survey assessments should occur frequently enough to be sensitive to changes in school climate over time (e.g., annual efforts are considered optimal; [97]), but not too frequently as to present unnecessary costs or place undue burden on the respondents—students, school staff, and caregivers alike. Concerns about over measuring school climate were echoed in interviews we conducted with administrators and in surveys of district superintendents. A recently completed interview with administrators in one Washington school district revealed they conducted two climate surveys during the school year. Participation in the second effort fell off significantly among students, families, and staff, supporting the notion this was too frequent. A similar experience was noted during an interview with another district that conducted three surveys during the school year.

Another important consideration involves the timing of school climate surveys during the school year. When determining the timing of school climate surveys, it is important to consider how the information will be utilized in a timely fashion and to be sensitive to the specific demands of the school calendar on students, teachers and administrators. In interviews with district administrators and school principals, concern was voiced about conducting the surveys early in the year as this might not give students sufficient time to provide informed data on climate constructs. When asked, principals and administrators alike voiced a preference for surveys in March or April, cautioning against administering too close to the end of the year as the last few months were heavily scheduled for students and staff alike. Administration of the survey in spring offers the additional advantage of affording ample time for survey data to be analyzed and reports disseminated to stakeholders ahead of the new school year.

4.5 Anonymous or Identifiable

Another key consideration is whether individual survey responses will be anonymous or identifiable, and this is applicable for all types of respondents (students, school staff, parents/caregivers, and community partners). Identifiable surveys are actually offered in some commercial products (e.g., Panorama) and may offer the advantage of being able to follow up with students who need extra support or caregivers or school staff and community partners with innovative ideas for fostering a positive school climate. However, privacy concerns weigh heavily against making surveys identifiable. Lack of anonymity may deter certain individuals from reporting openly and honestly and may contribute to a lower response rate and/or less accurate information.

> **For these reasons, we recommend against making responses identifiable on an individual level.**

4.6 Mode of Administration

The mode of survey administration (paper and pencil or web-based) must be appropriate for the respondent population, and each mode has special features to consider. When undergoing a large-scale survey effort, online or web-based surveys can offer significant advantages that recommend their use over paper and pencil efforts. Paper and pencil surveys require data entry which can be costly and time consuming, while web-based surveys do not because survey respondents fill in their own responses. Another advantage of web-based method is that it allows for ACASI and therefore accommodates a wider range of reading and comprehension levels. Paper and pencil responses would need to be handed out to students (or school staff) during school hours and accommodations may need to be made to allow students not in attendance the chance to take the survey. Students who are more frequently absent may be struggling in school or at home, and therefore it would be

important to provide students who are not present an opportunity to complete the survey. As with survey content and terminology, survey procedures should also be age appropriate. With regard to surveys collected from parents and community partners, paper and pencil versions would need to be mailed and then returned (possible postage cost), and this could impact survey response rates; alternatively, information for a web-based survey could be mailed or emailed.

Conversely, several districts mentioned during interviews that pen and paper data collection from parents was more easily obtained, particularly when combined with on-site activities requiring parent attendance (e.g., parent-teacher conferences). Utilizing these or other parent events held at schools could be effective in attaining high response rates, particularly when offered in conjunction with an incentive (e.g., pizza, school information) or accommodation (e.g., on-site childcare) is provided. It may be necessary to have multiple modes of administration available for certain types of respondents in order to increase representativeness and response rates and to obtain the most complete and accurate information. While analyses would need to be conducted to ensure responses do not systematically differ by delivery method if multiple methods are employed, research indicates both online and paper and pencil methodologies can produce valid and reliable results [98, 99].

4.7 Uniform or Tailored Item Set

Survey administrators should consider whether the survey will be uniform (e.g., same survey for all 5th graders) or have the option of tailoring. Tailoring could come in the form of a core set of items that everyone receives in addition to a menu of additional constructs that schools or districts may or may not opt in to select. Uniformity can potentially ease administrative burden. However, tailoring surveys has the option of assessing a broader range of topics (each from a subset of respondents) and can give school administrators flexibility to select topics that are of utmost importance to their schools, with the potential of increasing participation rates and buy-in among school staff. Survey length should also be considered with respect to deciding between uniformity (same length for a given population) and tailoring (length varies and is dependent upon on the decision points used for tailoring). Tailoring could also be programmed so follow-up items are presented when students select a certain response, and this type of tailoring is more easily programmed with web-based surveys compared to paper and pencil.

> **In summary, school climate surveys entail a series of decision points (respondent, timing, mode of administration), each of which has implications for others and must be considered simultaneously during the process of survey creation. Furthermore, survey creation must be done while keeping in mind how results will be used in order to maximize ease of use.**

4.8 Usability/Accessibility of Data

An important implementation consideration is ensuring data are available and usable in a way that is easily accessible and that reports of the data communicate the desired information in a clear and straightforward way. With this goal in mind, gaining input from those who will be utilizing the information (e.g., board members, superintendents, principals) on the content, level of detail, and desired functionality of the website used for reporting/querying summary data is at the core of this approach [100]. Further, utilizing a multidisciplinary team including education experts, researchers, and custom programmers is recommended to reach the shared goal of building a data presentation interface that is intuitive, easy to use, and designed to minimize users' cognitive load, which allows users to be more attuned to the content presented [101]. When these principles are applied to data collected from a school climate survey, it is crucial for a platform to allow authorized users at all levels, including the state, district, school, grade-level, and classroom to query the system for summary data at each of the pertinent levels. The queries should allow for broad summary information, allowing for a "big picture" look at the data, down to results at the item level so that detailed information can be queried and evaluated.

Results must also reflect that different school districts have different resources and capacities to analyze and evaluate the information, so care must be exercised in ensuring reports are written at a level that enhances accessibility. Information can further be summarized using Executive Summary Reports, State Reports, District Reports, School Reports, Topic Summaries, and Advanced Reports (e.g., sortable online query). In addition, Comparison Reports can be utilized to present outcomes across years of assessment to track trends in relevant outcomes over time, allowing the user to see where improvements have been made and where further resources and attention are needed.

Data should also be made available swiftly (e.g., within the academic year) so attention and resources can be allocated where needed. Last, data in reports should be disaggregated by relevant sub-populations to identify if and where different populations of students experience school climate differently. This will be valuable information to help focus attention and resources and should be undertaken in a manner to ensure consistency with other data collection efforts and compliance with legislative mandates [102]. EOGOAC advocates for data disaggregation to be aligned with student categories collected in the Comprehensive Education Data and Research System (CEDARS).

4.9 Barriers to Participation

An important consideration regarding the potential launch of a school climate survey is what barriers to participation might exist at the level of the district, school, and individual. As part of our key stakeholder interview effort, we sent invitations to all Washington State superintendents inviting them to complete an anonymous online survey asking for feedback regarding a potential statewide effort to collect school climate survey data.

Table 1 presents a subset of the items and anonymous responses that were collected. We received feedback from superintendents who indicated their district was small (33%) and larger (67%); urban/suburban (23%) and rural (72%). However, participation in the anonymous survey we offered was low, likely due in part to timing of the survey (i.e., July 2022), and only a third of respondents indicated their district had assessed school climate. Accordingly, caution should be exercised as responses may not reflect consensus opinions.

Nevertheless, numerous observations were provided by respondents regarding potential barriers to participation and buy-in for a school climate survey. First, schools and/or districts may already be utilizing a climate survey and may be apprehensive about signing onto a statewide climate survey effort either in addition to what they are already doing or instead of their established survey.

In contrast, some school staff may not see the value in expending resources to complete data collection for a school climate survey. Districts indicated uncertainty in how to interpret results and act on them. Further, school staff may be reluctant to provide honest responses if they feel there may be punitive actions taken against them or their school [30]. This fear was expressed succinctly by one of the participating superintendents who, despite placing a high value on climate surveys and being receptive to a statewide effort to assess this, stated that they would want survey data to be kept local and not published and to "not [be] punitive."

In addition, superintendents' concerns about participation rates among parents were also raised. Thus, providing strategies and resources for increasing participation rates, representation and input from key stakeholders at all levels, as well as clear communication is crucial for gaining buy-in for a statewide undertaking. The following section reviews the use of data as well as potential implications of implementing a state-wide climate survey.

Table 1. Anonymous Open-ended Responses of Superintendent Key Stakeholders on Survey of Statewide Effort to Collect Climate Survey Data

Survey Question	Selected Anonymous Responses
Please tell us your thoughts about assessing school climate.	*"My thoughts are that anything that improves student learning is helpful... anything that distracts from students learning and takes us away from our lane of educating students will not be used."*
	"It is extremely important to students feeling emotionally safe. Learning will not happen if they do not feel safe."
What steps could be taken to get high participation from districts?	*"There would have to be trust between districts and the state in order to get high participation. How would the state plan to use the data? There is some distrust about statewide surveys being used in a punitive or judgmental way."*
What are the potential benefits you foresee with assessing school climate?	*"Once we had some data on school climate we could make appropriate changes and improvements. There are tremendous benefits."*
	"None- I need a good reading assessment and support with instruction. Climate surveys will take away instructional time."
What are the potential barriers to assessing school climate?	*"It always comes down to time and money. Can we afford it and will my staff be willing to administer it with fidelity."*
What barriers have you faced assessing school climate?	*"Family participation rates vary."*
	"It's really hard to have the time to analyze the results and put improvements in place."
	"Some families may not have internet available without coming to the school. Some may think the survey is not anonymous...have had a few students tell me that. They were then encouraged to know that is exactly why we are surveying them. What they have to say matters and it is a safe space for them to help our school and teachers be the best they can be."
	"Challenging to get families to complete them. Difficult for young students to read the questions."
	"Getting people to be honest without fear from retribution from their colleagues."
How would you want information collected from a school climate survey to be used?	*"The actual staff of those surveyed, whether that be parents/students/community members, need to see, reflect and analyze the results. That is a whole other issue in making staff feel safe to hear feedback, one way or the other. All need to hear the message that whatever we think is exactly that...it is just our own perspective. If we want to get better and ensure we are meeting students' needs then we have to hear from them and those that care about them in their respective homes."*
	"Not at all. It would end up that we would all use a similar tool that works for 3-4 districts only (Seattle, Tacoma, Spokane) and the rest of us would be ignored and not cared for on how it helps or impacts us."

5. Data Use Considerations

The following section pertains to plans and considerations for use of data collected in school climate surveys and related efforts. Data collected from students, staff/teachers, caregivers and other stakeholders often require a substantial amount of investment in terms of time and effort from both the respondents completing the surveys and those collecting the data. Therefore, a thorough plan for data usage is a key step towards ensuring all collected data has a purpose and will be able to sufficiently address pertinent questions. Additionally, a plan for who will have access to the data (e.g., school officials) and at what level (e.g., summary-level vs. individual-level) is necessary to manage expectations and maximize the value of data collected. Further, as we highlight below related to data access, there are ethical considerations in regard to ensuring participants' responses can remain confidential or anonymous.

5.1 Data Usage

At the root of efforts to improve school climate is the ability to measure a school's climate accurately and reliably. Using school climate indicators to create a school climate index that quantifies climate can enable schools to establish a baseline to which future measurements can be compared in order to assess progress toward a more positive school climate. Although state agencies and individual districts or schools may decide upon goals or

thresholds pertaining to these school climate scores, it is emphasized that these scores should not be used to directly compare or rank schools to one another [103] as each school faces unique circumstances. Instead, scores are encouraged to primarily be used internally by school stakeholders to identify areas for improvement and to track progress toward that improvement over time. This continual and multi-pronged process of measuring and tracking school climate over time, implementing changes, and then measuring again are key components of accountability.

5.2 Accountability

Accountability refers to systems or rubrics that reflect policies and practices put in place to measure student well-being, with the purpose of holding schools and districts responsible for ensuring responsibilities to students are met [104]. School climate represents a nonacademic component of student functioning and wellbeing that can have profound impacts on student health and achievement and, as such, can be included in an accountability rubric [14]. The inclusion of school climate in accountability systems is seen in several other states and can serve to hold districts and schools responsible for achieving desirable standards and identify areas for improvement. Utilizing school climate scores in this manner, however, directly contradicts the guidance above that indicates scores should not be used to rank or compare schools. If Washington determines that it must use school climate scores for accountability purposes, we suggest one option for handling this dilemma is to consider how these scores are weighted if included in accountability rubrics. Accountability could arguably be more effectively served through use of participation scores. To evaluate the extent to which a school or district is making progress toward creating a school climate that optimizes student learning, quantitative benchmarks must be established. This requires careful consideration of what indicators comprise this construct and how these indicators are operationalized, assessed, computed, and interpreted.

1. **School climate scores at a given level must be derived from data that adequately represent the population of interest.** The most thorough way to ensure representative data is to collect survey responses from as many individuals in the population as possible (i.e., a large sample). For example, with respect to the student sample, all school districts and eligible schools and all students in the target grades are invited and encouraged to participate with the goal of surveying at least 70% of all eligible students. Further, efforts must be made to ensure that the demographic characteristics of participants match closely to that of the school populations. For general guidance, Washington's long running HYS [79] suggests to schools that with 70% or greater participation, results are likely representative of students in a given school/grade, 40-69% participation rate may be representative of students in a given school/grade, and that <40% participation yields results that are likely not representative, but do reflect perspectives of students who provided valid responses to the survey. Research in the college domain utilizing web-based surveys suggests that data obtained with lower response rates may still be representative, provided there is not a

systematic difference between respondents and non-respondents with respect to the goals or items on the survey [105]. It is reasonable that this notion will hold in samples of public-school students as well. To minimize bias, sampling procedures must give all students an equal opportunity to participate. Some level of variability in participation rates is unavoidable, but systematic sampling error can be minimized through strategic planning of data collection efforts and by increasing the sample size. In addition, sampling options other than the "whole-grade" option are also possible. For example, a random sample option could be made available to schools to allow some flexibility in the level of assessment comprehensiveness and the demand on resources. Such an option would be accompanied with comprehensive instructions for student selection and for tailoring of the sample size depending on the enrollment in a given grade to maximize the representativeness of the random sample.

2. **Weighting school climate survey into accountability rubrics.** If, against our recommendations, school climate data is going to be included into an accountability score, then a decision about how much weight is to be assigned to school climate must be determined. Looking to efforts in other states that have opted to include school climate into their accountability rubric, school climate typically constitutes a relatively small (5-10%) portion of overall accountability scores [30]. The purpose for this is not to minimize the importance of school climate, but rather to ensure that incentives to "game the results" by excluding high-needs students or encouraging positive bias in responses are minimized, ensuring accurate and actionable data are collected.

3. **Participation vs. Accountability Scores.** An alternative to creating an accountability score based upon school climate survey data is to create a participation score for schools. Under this paradigm, schools that participate fully in administering school climate surveys are given equal credit on their accountability rubric, regardless of what their climate survey data indicate. Data would still be available to permit monitoring of changes over time and to recognize strengths and areas for improvement. Illinois is one state that adopted this strategy (see Appendix B). By including survey results into a state report card, Illinois still allows for parents and other interested parties to monitor how students are doing at an aggregate level (e.g., school or grade). An advantage to this method is that it incentivizes participation and minimizes potential concerns about providing full and accurate data. This methodology also minimizes concerns that particular districts may, because of factors related to their environment that are outside of their control, be at a disadvantage when compared to other districts, increasing the equitable nature of the data collection effort.

4. **Domains of School Climate.** School climate is multifaceted in that it comprises numerous components/dimensions (See Domains of School Climate Surveys, above) and, while each domain reflects a valuable indicator in its own right, scores on these components can be used to create an overall school

climate accountability score. Although an overall score may lack detail, it can be a useful indicator as an overview of a school's climate. Thus, the overall score should reflect each of the components that it comprises, but perhaps not consider each component equally [104]. For example, student safety may be a more salient component of school climate than participation in extracurricular activities, even though both are important aspects of school climate. Thus, one of the initial steps for any efforts to measure school climate is to determine (a) what specific domains of school climate factor into an overall score, and (b) how much weight each of those domains should be given towards the overall score [106].

5. **Phased Approach.** Implementation of a new data collection effort can create methodological artifacts that bias results (see "Response Shifts" below) as well as other challenges for fidelity in implementation. Therefore, if data from school climate surveys are going to be used as a component of accountability scores, it is recommended that a phased approach be adopted whereby schools are given the opportunity to familiarize themselves with the implementation of the survey. By placing an early emphasis on participation rather than expectation for achieving certain scores, districts will be given an opportunity to acclimate to a new and important data collection tool without fear that scores will adversely affect personnel evaluations and can help to ensure accurate data are collected.

5.3 Pros and Cons of Quantitatively Assessing School Climate

Survey methodologies with quantitative roots have numerous strengths that should be considered alongside their limitations.

5.4 Measurement Challenges

Measurement in psychosocial research fields is viewed as an ongoing process of assessing reliability and validity and then refining the assessment accordingly. Indeed, it is our hope that the way school climate is measured today will not be the same as it is measured 10 years from now; as progress is made in how we assess the domains of school climate, the measurement of these key outcomes will need to adapt. In the short-term, several key challenges related to the accuracy (validity) and consistency (reliability) of measurement must be addressed:

- **Content Validity:** What is meant by school climate often varies depending on who you ask. Thus, an initial challenge is working toward a definition / operationalization of school climate that is agreed upon by the range of stakeholders for whom these data are intended. Then, the next task is designing items that adequately capture the definition of this construct through the selection or creation of psychometrically valid measures, including the potential for subdomain scores (e.g., physical environment score and instructional environment score). Finally, pilot testing the items must be conducted with potential end-users to ensure the items are understood as intended and answered in a way that is useful to the end-user.

- **Perverse Incentives:** Requiring participation or using school climate data for high stakes accountability efforts has the potential to create perverse incentives whereby survey results may be compromised. For example, applying a large weight to school climate scores may have the unintended consequence of reducing participation as schools may be reluctant to have some students take the survey for fear their responses will reflect badly upon their staff or school. In this example, results will lack validity as certain students who are

PROS	CONS
✓ Ease of administration (relatively quick and easily administered surveys).	✗ Assessment is limited to what the designers of the survey believed is important to assess.
✓ Data can be collected from relatively large samples that are more likely to be representative of the student population.	✗ Limited response options preclude in-depth responding.
✓ Standardized assessments can be administered to all students and stakeholders across different schools and over time.	✗ Participants may respond inaccurately or dishonestly, though this can be minimized by adding attention checks and other quality control strategies (as discussed below).
✓ Numerical metrics can be obtained to assess change over time.	
✓ Data collection efforts can be tailored to be developmentally appropriate permitting school climate to be assessed across a wide range of grade levels.	

perceived as providing less desirable responses will be excluded from the data collection efforts. Understandably, states have struggled with this issue, worrying that placing too high a value on results will lead to these metrics being "gamed." We have suggested several methods for reducing these pressures but acknowledge this remains a concern for this type of survey research that requires vigilance and fidelity to implementation procedures.

- *Favorable and Unfavorable Comparisons:* Another issue that measurement efforts may encounter is that survey respondents may inherently make comparisons to other schools/districts when responding to items, rather than simply responding based on their own subjective assessment. Comparative responding is not explicit in the survey responses. Comparative responding could entail favorable comparisons, such as a teacher who believes their school's climate is relatively poor, but thinks it is better than the neighboring school and thus reports more favorable scores for their own school. Conversely, respondents may engage in unfavorable comparisons, such as a student who thinks their school is overall fairly safe, but thinks it's not quite as safe as another school across town and then reports that they think their own school is not very safe (but only by an unspecified comparison). Some potential concern with comparative responding can be ameliorated by instructing respondents to only consider their own school, but some level of comparison may be unavoidable.

- *Response Shifts:* Another potential response bias that may be challenging is survey respondents shifting their views of their school's climate. These shifts can occur for a number of reasons, such as increasing awareness of potential issues with one's school leading to lower ratings over time even in the presence of general improvements. Similarly, repeated assessments of a school's climate (e.g., each year) may elicit an expectation that the climate should be improving more rapidly than it is, resulting in poor response ratings out of frustration, even though the school's climate may have indeed improved.

- *Quality Control:* Some respondents, particularly students, may not view the survey as important or will not take the task very seriously. Additionally, some respondents may speed through the survey and not respond accurately to items. To ameliorate some of these concerns, the analyst is encouraged to use a systematic method for checking the quality of each response, and deciding upon rules to exclude potentially spurious responses. One step entails including attention check items that all respondents who are taking the survey seriously should answer correctly. For example, an item can ask the respondents to select a certain response; those who answer incorrectly are likely providing poor-quality responses (and data can be removed). Other quality control checks may entail a rule for answering two (or more) similar or identical items the same way during the course of the survey. Finally, surveys programmed for administration online have software that can automatically record how long a respondent took to complete the survey, from which the

analysts can decide a minimum length of time required to generate an accurate response. Removing potentially spurious responses using systematic procedures such as these can help ensure data are high quality.

5.5 Improvements and Reporting

Ongoing (e.g., annual) assessment of school climate gives staff, teachers, and administrators an objective metric to gauge their own improvements or declines (i.e., internal evaluations). Assessment can provide a roadmap for areas that are defined as central to a school's climate on which stakeholders can focus their efforts. Then, through annual assessments, relative improvements in specific areas can be gauged and acted upon. Moreover, schools can implement new policies that pertain to improving school climate and then examine their data to see if the new policy is associated with expected improvements in relevant domains of school climate. Similarly, a school may be considering a policy change they think could improve one aspect of the school's performance metrics, but fear the policy could have unintended adverse impacts on other aspects of the school climate. In such instances, they can look to their own school data to see if a policy change did in fact have an adverse effect on school climate and adjust accordingly.

The external perspective on relative improvements is that administrators at higher levels (e.g., District, State) can gauge a school's relative improvements in climate indices over time. This opportunity for standardized annual scrutiny may potentially place schools under a certain level of stress, but ultimately allows for oversight of important climate indices and their trajectories over time.

5.6 Data Availability

It is important to have a plan in place for who will have access to the data and at what level of specificity (e.g., summary-level data vs. raw individual-level data) ahead of any climate survey data collection, in order to manage expectations of every party involved. Ultimately, the data belong to each individual school from which the data was collected, but best practices would argue that the data be managed by the research team for the sake of ethics and respondent confidentiality. The research team also has the task of aggregating school-level data up to various levels (e.g., district, state) to make inferences at a variety of levels. There may be considerable variability between schools and districts in their capacity to utilize these data. Therefore, the data shared with schools must be shared with an eye toward usability (see Usability/Accessibility of Data, above) to support enhancement of the learning environment.

5.6.1 Data Cleaning

Prior to any distribution of data, the analysts perform intensive data cleaning procedures. As a concise overview, this step entails removing irrelevant data

columns, removing potential participant identifiers, inspecting for any duplication or other structural errors in the data, ensuring missing data are scored systematically, calculating meaningful scores from the raw data (e.g., scale scores from a series of individual items), and examining responses for quality control (i.e., potentially removing responses deemed to be spurious).

5.6.2 Raw Data

When we refer to raw data, this typically means data that have already been through the data cleaning procedures described above, but still contain an individual row for each respondent. Raw data are the basis for all inferential and summary statistics, but are often not made available to those outside the data analysis team for a number of reasons. First, raw data are difficult to make sense of without advanced training in data analytic techniques and are thus prone to misinterpretation. Second, raw data are potentially a threat to the anonymous nature of survey research in that it may be possible to deduce individuals' responses. For example, a school administrator may see a response and piece together an individual student's identity based on the responses, even by accident. Thus, although schools 'own' their data in most cases, it is best practice for raw data to be withheld. It should be noted that some who engage in community-based participatory research would disagree and would prefer or insist upon access to raw data. In these instances, the researchers are tasked with removing any possible links to identifiers and ensuring variables such as demographics are not sufficient to make any one individual identifiable, and may require the suppression of certain information if intersectionality would yield individuals identifiable in small communities.

5.6.3 Summary Data

Summary data are used to summarize a set of observations to communicate the largest amount of information as simply as possible. Summary data often entail aggregate-level results (e.g., 8th grade students in a given school) presented as means/averages or as percentages – sometimes provided in figures or tables for ease of interpretation. In most cases, summary data are the most valuable to stakeholders and the primary format in which data are shared and acted upon. Summary data can be aggregated and disaggregated by a number of respondent categories; for example, safety metrics may be displayed at the school level, but can also be broken down by factors such as grade level, by respondent gender identities, race/ethnicity, etc. However, similar to the confidentiality risks of raw data, some discretion is needed to avoid drilling down too deeply to the point at which individual responses are potentially identifiable (see **Suppression Rules**).

5.6.4 Suppression Rules

Suppression rules refer to the various methods or restrictions that are applied to summary data to limit the disclosure of information about individual respondents and to reduce the number of estimates with unacceptable levels of statistical reliability. Summary data are only provided when there are enough respondents to a given item or scale that it is not possible to deduce individual responses. Thus, the data team creates rules for suppressing results to accomplish these goals. For example, school level summary data are often suppressed if there are less than 10 responses in a given cell. In addition to protecting anonymity, suppression rules are put in place to ensure that statistics based on a very small subsample are not interpreted as equally representative as those based on sufficiently larger subsamples.

5.6.5 Internal Review Board (IRB)

Many times, external researchers may wish to access the raw data to conduct secondary analyses to address research questions beyond the scope of the initial efforts. Such analyses are typically beneficial and increase the value of the data being collected but require additional steps to ensure data are being used responsibly. Typically, external research efforts must pass through an IRB review process in which a detailed plan for how the data will be used is approved and continually monitored.

5.6.6 Online Query Tools

Summary data are of great value to stakeholders, but there may be specific requests of the data that are not provided in the initial summary data reports. For example, a state agency may be interested in safety metrics for a specific subgroup of students and need the data aggregated by a specific indicator. Online query tools enable those with appropriate access to aggregate summary statistics by specific categories (e.g., gender), assuming the request complies with suppression rules. Such tools typically provide cross-tabulation data by drawing upon the raw data and returning the requested values to the user.

5.7 Incorporating Real-Time Prevention

One promising possibility stemming from statewide annual climate surveys would be the opportunity for schools to act rapidly on results of the survey. Schools can receive annual reports of their climate survey findings (summary data), which serve as a key tool for informing their prevention and intervention efforts. Having access to annual data specific to their school shows strengths and areas for further improvement. These summary-level data can be shared with school staff and even students so they are able to see their own school's data, which may not only increase buy-in and participation, but provide an opportunity to see these data in action. If a school makes a policy change or other shifts, they can directly cite the school-level data as the rationale when unrolling new changes. Particularly with online surveys, there are also opportunities for providing automated feedback or resources to students in real-time based on their responses, without needing to identify the student. These opportunities can readily be implemented into a survey effort with minimal cost of time and effort to participants and can serve to immediately identify and address

potential problems or difficulties experienced by survey participants.

5.8 Student and Teacher Expectations

Those who participate in school climate survey research should expect their responses to be anonymous and that their time spent contributing to this effort will be of value to improving their school's climate.

> **This means it is important that the state make resources available that can address any deficits identified by the school climate survey, making it clear that the survey results are actionable.**

If schools cite the climate survey data when making changes, staff and students will see their efforts completing the survey as more worthwhile and meaningful. In other cases, expectations should be managed so that staff and students are aware of what they will and will not have access to. For example, a teacher may think they will be able to access individual student data which would not be the case. Making such points clear from the outset will be important in managing expectations of those participating in a school climate survey.

6. Summary and Recommendations

The purpose of this paper was to critically review the current state of school climate research and formulate recommendations for how Washington State should proceed with implementing their own statewide effort. We believe the evidence shows that properly measuring school climate can enhance learning and assist schools to meet the challenges of providing an equitable learning environment for students. We examined how districts have assessed school climate in Washington State and describe efforts made across the country in order to inform how Washington might best move forward to implement a statewide effort. Evidence shows that Washington State would be well-served by assessing school climate through a student survey.

6.1 How Washington Can Proceed

While school climate surveys hold tremendous potential to be an effective tool for promoting more efficacious and equitable learning environments, it is clear that specific communities, here defined as school districts, need to understand the value of school climate surveys and embrace their use in order to maximize participation and generate the most useful data possible. Further, school districts need to be willing and able to use the data to improve school climate. To that end, school districts should be provided with adequate resources to implement the survey with fidelity, to interpret the results and to act to remedy identified challenges. Last, districts should be given options to tailor the survey so that the

effort can be most relevant and address specific needs of their schools.

In addition to making surveys relevant and responsive to specific school's needs, we recommend preparing for the survey effort with trainings and presentations about the construct of school climate as well as about the survey itself. Opportunities for dialogue and questions can serve to enhance school engagement and enthusiasm for the assessment of school climate. The Community Readiness Model, developed at the Tri-Ethnic Center at Colorado State University, rests upon the idea that in order for an effort like a climate survey to be successful it is essential that it be matched to a community's level of readiness to change [107]. This model highlights the importance of assessing a district's readiness to change, tailoring school climate efforts to match, and taking the time to promote consideration of change or commitment to change when indicated. In fact, Liddle and colleagues (2002) note that a barrier to implementing evidence-based approaches can be unreasonable expectations or insufficient buy-in [108], leading to the recommendation that adequate time spent working with administrators and districts prior to implementation could be essential to success [109].

It's clear from the feedback we received on the anonymous survey of school superintendents that some district leadership is unaware or dismissive of research that shows a positive school climate is associated with improved student outcomes and school quality. Education efforts that effectively disseminate and highlight sound research on school climate, as well as identification and incorporation of locally relevant domains, may serve to increase a school or district's readiness to change. Similarly, implementing the school climate effort with an in-state team may reduce apprehension that the survey is not locally relevant. Last, clearly linking survey results with resources that allow schools to act on them may further empower schools and illustrate the value of school climate surveys.

Below, we present key decisions that need to be made and offer our recommendations for how to best implement an assessment of school climate.

6.2 A Statewide Assessment Offers Significant Benefits

Currently, the decision of whether to ask about school climate and what to ask about school climate is left up to individual school districts. This has led to school districts taking a variety of different approaches. Currently, a majority of districts (57.3%) report either not assessing school climate at all or relying solely on an instrument (i.e., Healthy Youth Survey) that was not designed to assess school climate. Implementation of a statewide assessment program, if well-designed and supported by Washington State, will help to ensure that a comprehensive and valid assessment of school climate is achieved regardless of the size or resources of a school district. For districts who are already undertaking school climate surveys, a statewide effort may be welcomed as relieving them of the burdens of conducting their own assessments. For others, the challenge will be to demonstrate that a statewide effort can adequately replace their existing efforts and can offer significant advantages to them. Our initial interviews with stakeholders in various districts have highlighted some of the features that stakeholders appreciate about their current efforts (e.g., "quick turnaround on reports;" "reports easy to read") as well as frustrations (e.g., "difficult to understand what to do with data").

> **We recommend continuing to reach out to those districts who are already undertaking school climate surveys to examine what is most appreciated and useful so that a statewide effort can incorporate those features.**

6.3 Requiring vs. Incentivizing Participation May be Necessary to Reach a Broad Audience

Our survey of superintendents indicated a range of enthusiasm for school climate research. As described above, those who are supportive of its assessment may be invested in their own efforts. Those who do not see utility in the assessment of school climate indicated resistance toward participation. In order to promote equitable learning across the state, students from all districts must be given a chance to weigh in on their school climate.

> **We recommend that, in order for a statewide school climate survey to be administered widely, Washington consider requiring or incentivizing districts to participate.**

6.4 School Climate is an Important and Multifaceted Construct Requiring Its Own Dedicated Measurement Tool

School climate is a complex construct that would benefit from a methodologically rigorous approach using validated measures and implemented in a manner to promote survey fidelity. A statewide effort that standardizes the survey approach will be more likely to produce valid results.

> **We recommend that Washington select and use psychometrically sound measures, like those described in this paper.**

This is necessary to adequately describe school climate and enable schools to address issues and reinforce strengths.

6.5 School Climate Should Be Measured Regularly

School climate is a malleable construct that is responsive to efforts to address deficits and promote strengths. Schools would derive utility from regularly monitoring different facets of school climate and utilizing timely school-specific reports to identify and address areas of concern.

> **Best practices suggest and we recommend conducting surveys annually in the spring or, if not feasible, every other year.**

This is necessary to adequately track trends and changes in school climate over time.

6.6 Surveys Need to Be Developmentally Appropriate

Provided that efforts are made to ensure survey items are developmentally appropriate, students from grades 3 to 12 can provide valid data to inform schools about the quality of school climate experienced.

> **We recommend administering school climate surveys to students from grade 3 to grade 12.**

6.7 Student Surveys Would Be Enhanced by Parent and Teacher Data

Data from students can be supplemented and augmented by including the perspectives of caregivers, teachers, and other school staff in separate survey efforts. In fact, data from these additional sources may be particularly important for younger students. The utility of administering school climate surveys to community organizations that work closely with students and schools should be considered and has potential to present a valuable contribution.

> **We recommend developing a family, teacher and school staff survey and exploring the possibility of conducting a survey of community organizations.**

6.8 Core Domains Can Be Enhanced by Other Measures

At minimum, a core survey examining engagement, safety, and environment is necessary to accurately reflect school climate. Measurement may be enhanced by the inclusion of other domains described and recommended in this report. One potentially attractive way of packaging this to schools would be to make additional survey components available to schools that desire them and providing districts with options from which they can decide what best meets their needs and expectations.

> **We recommend developing a core survey and exploring options for enhancing a statewide effort by offering additional optional survey components.**

In addition to helping to make a statewide effort locally relevant, this can aid in overcoming potential resistance among both those invested in their local climate efforts as well as those less interested in traditional school climate measures.

6.9 Accessibility of the Survey is Key to Equitable Assessment

Efforts must be made to ensure school climate surveys are accessible to every student willing to participate. This means that, at a minimum, surveys must be available in a student's primary language and reasonable accommodations made to ensure students who are visually impaired or have difficulty reading are able to participate. Administration of web-based surveys can readily mitigate many of these potential barriers to access. Efforts need to be undertaken to ensure the survey is made available to all students, so survey results do not just reflect the voices of those who are loudest. This means meeting students and families where they are. For example, we heard from several key stakeholders that providing information or surveys during family nights, where meals and childcare are made available, can broaden the outreach to parents.

> **We recommend that, at a minimum, school climate surveys be made available to all students in their primary language.**

Further, in the event family surveys are conducted, efforts to reach out to families must be creative to ensure all families are reached, not just those who participate in school activities.

6.10 Implementation Strategies Should be Employed to Overcome Resistance at District Levels

Interviews and anonymous surveys of district superintendents reveal a range of potential barriers to participation in school climate surveys. While a number of districts are enthusiastic about assessing school climate and cite its relevance to learning outcomes, other districts

are skeptical or have evinced a level of hostility toward the subject. Among those voices who spoke against looking at school climate in our survey of district superintendents, we identified several themes ranging from a skepticism of state-led efforts to doubts about relevance to their district.

> **Efforts must be made to reach school administrations who are reluctant or opposed to participation to ensure equitable access.**

As mentioned above, incentivizing or requiring participation may be key. In addition, identifying products or reports derived from the survey that meet specific needs could potentially be attractive for reluctant districts. One theme that emerged from districts who have already embraced school climate efforts as well as those who have not was that there was a lack of understanding as to how these results could be leveraged to help the district act. Identifying products or action steps that address areas of concern should be made available to districts that may not be sure what to do once they receive their survey results. Finally, a web-based school climate survey presents a valuable opportunity to provide students with real-time feedback on their responses or resources that may be tailored to their responses that has proven effective in other contexts. This provides immediate value not only to the student but to the school to the extent that this positively influences student outcomes.

6.11 Caution Should Be Exercised in Using School Climate in Accountability Rubrics

The state is faced with decisions regarding whether and how to incorporate school climate scores into an accountability rubric. We would urge caution in doing so for several reasons. This approach can reduce participation by discouraging schools from participating at all or reducing efforts to encourage participation by students who may be struggling, as there may be concerns that a low score will reflect poorly on the school. Similarly, this approach may encourage schools to "game" the system and produce less valid, but more positive results.

> **We recommend basing any contribution of climate surveys to an accountability score on participation or, if necessary, applying a relatively small weight to school climate scores to better ensure scores accurately reflect student, caregiver, and teacher/staff perceptions.**

6.12 Data Should be Safeguarded by Research Team

Data collected may ultimately be of most relevance to the specific schools from which responses are gathered, and care must be taken in how data are shared to safeguard

the anonymity of responses. Best practices suggest that individual-level data not be shared with schools and that steps be taken when sharing aggregated data to ensure responses are not identifiable (e.g., suppressing subgroups with few respondents).

> **We recommend all data be managed by a research team in accordance with all IRB best practices to protect respondents.**

7. Next Steps

Implementation of a statewide assessment of school climate is an ambitious undertaking but has the potential to provide tremendous enhancement of student learning and school quality. Funding was allocated to the State Board of Education for fiscal year 2023 to "identify, develop, or purchase a school climate tool or other assessment options, and work with the office of the superintendent of public instruction and school districts to develop a statewide implementation plan" [110]. Given the complex nature of creating and delivering a statewide school climate survey, we believe that the next step should involve a **pilot effort** where the state develops and implements an online survey for students and generates report templates. Development of a pilot program will serve as an important step and efficient method of developing a larger, statewide, assessment. A pilot program would provide feedback on aspects of the survey that work well and identify those areas that need revision. **Table 2** identifies three distinct phases of a pilot effort from creation of survey content through creation of report templates and lists how these different steps map on to select recommendations in this paper. We summarize these three phases below.

1. **We recommend that the first phase of a pilot effort focus on creation of survey content**.

    Specific tasks include the final selection and/or development of a core survey bank of measures and items to be administered, identification and development of supplemental measures and items, and iterative development of an item bank with metadata fields (e.g., measure length, estimated time required, domains included).

    The next set of tasks in Phase 1 focuses on the **design, procedural flow and technical specifications for the website that allows for both data collection and administrative processing.** Specific tasks here include development of content for a website for a user interface through a dashboard (e.g., developing a procedure for schools to sign up, process to select school-specific measures, and access and instructions for how to implement the climate survey).

    The last set of tasks during Phase 1 focus on the **development of implementation procedures**. Specifically, this would require establishing recommended timelines for survey implementation and development of long-term frequency of implementation. Procedures to recruit schools and districts for the survey need to be established. A plan to offer webinar content, virtual townhall programs, and other trainings to inform school administrators of the purpose and utility of the school climate survey needs to be developed.

    Last, a decision must be reached with SBE and OSPI whether to incentivize or mandate participation. Language must be adopted for the website and trainings to reflect this decision.

2. **The second phase focuses on the programming and actual development of the website (including administrative dashboard and climate survey).** This phase requires working with a developer to program a website and administrative dashboard for onboarding districts and schools according to specifications and technical notes. It also includes extensive testing to identify potential issues and bugs with programming. Last, this phase proposes to use focus groups to collect feedback from front end users (e.g., school administrators) to provide input to increase accessibility and usability of the website.

3. **The final phase focuses on conducting the pilot study and analyzing participation in the pilot.** This involves piloting the survey with students from different grades as well as analyses and initial psychometric work of the survey instruments. Initial draft reports can then be developed using feedback obtained via focus groups and rapid prototyping interviews with intended report recipients to ensure the reports reflect the identified needs of districts and schools. Rapid prototyping refers to an iterative process that efficiently incorporates feedback into a design for additional feedback to quickly arrive at a template that meets the goals of the intended audience [111, 112].

Table 2. Mapping of Piloting Tasks to Specific School Climate Recommendations

Pilot Task	Guiding Principles and Considerations for a Statewide Survey				
	Valid / Reliable Measurement	Developmentally Appropriate	Equitable Access	Overcome Resistance	Data Safeguards
Phase 1					
Creation of Survey Content					
Creation of expert panel	✓	✓	✓	✓	
Core survey	✓	✓	✓	✓	
Additional measures	✓	✓	✓	✓	
Item bank metadata	✓	✓	✓	✓	
Design and specification of website and user interface					
Website content				✓	
User interface	✓		✓		
Specifications and technical documentation			✓		✓
Development of Implementation Procedures					
Timing of survey administration			✓	✓	
Recruitment procedures for onboarding schools			✓	✓	
Trainings for administrators and staff			✓	✓	
Incentives/mandate recommendations and/or procedures			✓	✓	
Phase 2					
Development of Online, Website, User Dashboard, Survey Instrument					
Programming website and survey		✓	✓		✓
Extensive testing of website and survey		✓	✓		✓
Focus groups with front end users		✓	✓	✓	
Phase 3					
Analyzing Participation					
Piloting survey with students					
Analysis of participation data	✓	✓	✓		✓
Developing Reports					
Development of report content and template mockups				✓	✓
Focus groups of report content				✓	
Rapid prototyping interviews for report templates				✓	
Recommend survey areas for refinement based on feedback					

Note. ✓ indicates pilot tasks that map on to the specific recommendations outlined in this report.

Below, we describe key steps in piloting a school climate survey in greater detail.

7.1 Selection of Valid, Reliable and Relevant Measures of School Climate

Measures should be selected in consultation with relevant stakeholders. This paper has described and reviewed a number of psychometrically sound measures but best practice for selection of questions depends in large part upon aspects of school climate that stakeholders are interested in, usability characteristics (e.g., time to administer), and resources available [113]. We recommend the domains of safety, engagement and environment be measured in any core survey developed. We recognize that additional domains such as student health may also be of interest as may be assessment of related constructs like social and emotional learning. The measures described in this paper provide a menu of options for the state that can be winnowed based upon state and local preferences in accordance with implementation guidance provided in this document. Where available, established measures that have been shown to yield reliable and valid scores are preferable; however, if novel, unique, or recent domains are of interest, or if the impression is that an item can be edited to better meet the needs of those in Washington, experts in child and adolescent development and measurement can generate items and/or measures that can be piloted and subsequently implemented. The benefits to piloting and developing measures statewide is that it provides an opportunity for more students to be assessed with that measure, permitting a more equitable assessment than may be possible relying solely upon efforts that are undertaken by specific districts.

7.2 Development of Implementation Procedures

Key to successful implementation of a new survey effort is the development of a comprehensive set of implementation guidelines and procedures. These should be developed in conjunction with relevant stakeholders and experts in the field of student health and survey research. Development of sound implementation procedures can increase the validity of the survey effort and assist with overcoming potential resistance. A number of implementation decisions and recommendations are outlined in this report (e.g., frequency and timing of assessment) and can guide key decisions. Other implementation considerations (e.g., district recruitment) should be developed in accordance with needs and may reflect demands made by other decisions (e.g., mandatory vs. incentivized participation). Successful statewide efforts like HYS and CSS can serve as guidance for some of these implementation decisions.

7.3 Programming and Testing Survey Instrument

We have recommended that a statewide survey of school climate be administered online. We believe the advantages in this delivery system far outweigh any potential drawbacks. If Washington elects to go with online instruments, piloting the survey will require that the survey be programmed and tested to ensure the online presentation of the survey items appears as intended, any skip patterns work as designed and the length of the survey is feasible. Focus groups with students of different ages and backgrounds can serve to identify any issues that may limit accessibility and use.

7.4 Analyzing Survey Participation

Once an online survey has been finalized, it is important to administer the survey to a sample of students. Piloting can be done with a small but developmentally representative sample of students from elementary, middle and high school levels. Item analyses should be conducted to ensure that students across different populations are responding to all items, that surveys are not too long and are being completed, and that measures and scales are psychometrically sound.

7.5 Development and Testing of Report Content

Pilot data also present an opportunity to develop and test report templates with schools, district administrators, and state-level administrators to ensure the feedback is meeting the needs of these stakeholders and is presented in a way that is clear, useful, and enhances buy-in. Reports could be iteratively developed with participating districts to arrive at documents that include relevant content and are presented in accessible and actionable manner.

Conclusion

Washington students are required to spend a large number of their formative hours during childhood and adolescence in school. This is a key period of social, physical, emotional and cognitive development. Research consistently indicates that the academic mission of schools is enhanced by a positive school climate. The development and implementation of a statewide school climate survey is consistently supported by empirical studies. Further, school climate surveys would support the mandate under the ESSA that states provide a nonacademic measure of student success and reflects the priorities of the Washington Constitution that specifies education is "the paramount duty" of the state. Given these factors, the key question for Washington State is not whether to study school climate but rather how best to implement this effort. This report provides a review of school climate research and existing survey efforts. Recommendations supported by empirical evidence are provided. Development of a school climate survey will provide local and state stakeholders with valuable information about schools that may need additional support. In addition, a climate survey would provide valuable insight into how students are doing and areas of strength as well as areas for potential growth. Further, a robust school climate survey can be used for a real-time, wide reaching and empirically supported intervention for those students who may be struggling.

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Appendix A.1 Center for Educational Effectiveness Core Survey Domains and Optional Modules

Survey/Domain	Subdomain(s) / Description	Survey Target/ # of items
Core Survey	• Clear and Shared Focus • High Standards and Expectations • Effective School Leadership • Collaboration and Communication • Supportive Learning Environment • Parent & Community Involvement • Monitor Teaching and Learning • High Quality Curriculum, Instruction, and Assessment • Focused Professional Development, and Readiness to Benefit	Student – 67 items Staff – 73 items Family – 44 items
Diversity, Equity and Inclusion	• Academics • Belongingness • Commitment to Dismantling Racism and Oppression • Diversity	Student – 16 items Staff – 20 items Family – 12 items
Employee Wellness and Satisfaction	• School Organization • Job Demands • Work Resources • Social & Emotional Competence	Staff – 24 items
Multi-Tiered System of Supports (MTSS) Implementation	• Academic Assessment & Instruction • Behavioral Assessment & Instruction • Progress Monitoring • Data-Based Decision Making • Infrastructure & Supports • Leadership • Collaboration • Parent & Community Involvement	Staff – 38 items
CharacterStrong®	• SEL Competencies • Character development	Student – 32 items Staff – 21 items Family – 17 items
Safety	"This survey supports district planning by surfacing areas to improve student's feelings of physical and emotional safety"	Student – 2 matrices
Technology Readiness	"With districts at various stages of 1:1 instructional technology use, assessing where teaching staff are on their comfort level and readiness for additional change is essential. This survey provides the feedback districts need on the relative capacity of the organization for further change"	Student – 3 items Staff – 9 items Family – 5 items
Instructional Technology Effectiveness	"This survey is designed to assess how often and effective your students are at utilizing technology to support and amplify their learning and how well-prepared staff are to use technology"	Student – 8 items Staff – 10 items Family – 4 items
High School Pathways	"These survey items target middle and high school students to identify their supports, beliefs, and outcomes relative to the diverse options now available for graduation and beyond."	Student – 10 items

Survey/Domain	Subdomain(s) / Description	Survey Target/ # of items
Customer Satisfaction	"This module will provide insight into the absolute and relative support and responsiveness staff feel they are receiving from departments within the district."	Staff – 6 part matrix per Dept Family – 6 part matrix per Dept
Title I Family Supplement	Overall family and community involvement in the areas of: • Parenting • Communication • Volunteering • Learning at home • Decision making • Community collaboration	Family – 18 items
Distance Learning	"As school districts have had to shift their instructional models due to the pandemic, they seek to monitor these impacts. This module gathers student and family perceptions on the impact and effectiveness of remote and hybrid learning models. It also focuses on staff wellbeing and health as they work through the changing instructional landscape"	Student – 16 items Staff – 29 items Family – 23 items

Appendix A.2. Domains and Topics within the Panorama Student Survey

Domain	Topic	Number of Items
About the Classroom and Teaching	Pedagogical Effectiveness	Grades 3-5: 7 Grades 6-12: 8
	Classroom Climate	Grades 3-5: 4 Grades 6-12: 5
	Classroom Rigorous Expectations	5
	Classroom Engagement	5
	Classroom Teacher-Student Relationships	Grades 3-5: 4 Grades 6-12: 5
	Classroom Belonging	Grades 3-5: 4 Grades 6-12: 5
	Valuing of Subject	Grades 3-5: 4 Grades 6-12: 5
	Classroom Learning Strategies	Grades 3-5: 4 Grades 6-12: 5
	Classroom Mindset	6
About the School	School Climate	Grades 3-5: 4 Grades 6-12: 5
	School Rigorous Expectations	5
	School Engagement	5
	School Teacher-Student Relationships	Grades 3-5: 4 Grades 6-12: 5
	School Belonging	Grades 3-5: 4 Grades 6-12: 5
	Valuing of School	Grades 3-5: 4 Grades 6-12: 5
	School Learning Strategies	Grades 3-5: 4 Grades 6-12: 5
	School Mindset	6
	Grit	Grades 3-5: 4 Grades 6-12: 5
	School Safety	Grades 3-5: 5 Grades 6-12: 6

Appendix B. School Climate Survey Efforts by State

State	Description	Assess School Climate?	Source
Alabama	• AL does not assess school climate. To satisfy the ESSA, AL includes "Chronic Absenteeism" and "College and Career Readiness" as two of six indicators within the Alabama Accountability System.		https://www.alabamaachieves.org/ https://www.alabamaachieves.org/wp-content/uploads/2021/10/Navigating-the-Alabama-Education-Report-Card.pdf
Alaska	• AK does not assess school climate. To satisfy the ESSA, AK includes "Chronic Absenteeism" as an indicator within AK's, 5-indicator "System for School Success" accountability system. Chronic Absenteeism is weighted as 10% of a school's accountability score.		https://education.alaska.gov/akaccountability
Arizona	• AZ relies upon chronic absenteeism as a measure of school quality of student success. • Spoke with representative who was unaware of any efforts.		https://www.azed.gov/accountability-research
Arkansas	• AR includes a measure of "student engagement" as one of the 11 components in the School Quality and Student Success (SQSS) indicator. Student engagement is operationalized as chronic absences.		https://dese.ade.arkansas.gov/Files/2023_Business_Rules_for_Calculating_ESSA_School_Index_PSA.pdf
California	• CA requires all schools/districts to measure school climate at least once every 2 years using locally selected student surveys. • Schools must incorporate evidence from these surveys into continuous improvement plans. • For schools identified for improvement and support, California will provide more rigorous support and intervention through its continuous improvement system process. This process focuses on the development of positive school climates as one of its priorities. • The California School Climate, Health, and Learning Survey was developed for and is supported by the California Department of Education to help local school districts collect school climate data.	X	Kostyo, Cardichon, & Darling-Hammond, 2018 https://calschls.org/ https://www.future-ed.org/wpcontent/uploads/2019/12/FutureEdSchoolClimateReport.pdf

State	Description	Assess School Climate?	Source
	o CA Healthy Kids Survey-The largest statewide student survey of resiliency, protective factors, risk behaviors, and school climate in the nation. o CA School Staff Survey-CSSS provides a means to confidentially obtain staff perceptions about learning and teaching conditions. o CA School Parent Survey-Designed to provide teachers, administrators, and other school staff with information directly from parents. • Surveys have been offered to districts since 1997 in grades 5, 7, 9,and 11. • Domains include engagement, academic expectations and mindsets, positive interpersonal relationships, social emotional & physical safety, clarity of rules and behavioral expectations, mental and physical health, social-emotional development, respect for diversity and equity, and school physical environment.		
Colorado	• Currently, a School Climate Transformation Grant from the U.S. Department of Education funds school climate improvement efforts for eight school districts utilizing Colorado's Multi-Tiered System of Supports, a comprehensive screening and assessment system. • Under CO's final ESSA State Plan (approved March 7, 2018), state will Colorado will consider integrating measures of climate (to include school safety, parent, student, and educator satisfaction, and other engagement indicators) and/or social-emotional learning as future accountability indicators. • Colorado Revised Statutes 22-102-106 requires evaluation of pilot program prior to September 1, 2023.		https://www.cde.state.co.us/schoolclimate/coloradosschoolclimateapproach https://www.cde.state.co.us/fedprograms/co-consolidatedstateplan-final-websitepdf
Connecticut	• CT State General Assembly mandates that all school districts must administer a School Climate Survey biennially. • The School Climate Survey was developed by the Connecticut State Department of Education (SDE), and includes collects information in a	X	http://cas.casciac.org/?p=19311 https://www.cga.ct.gov/2021/rpt/pdf/2021-R-0212.pdf

State	Description	Assess School Climate?	Source
	variety of areas such as school practices, safe environment, family/community partnership, and more. Three separate surveys are available, "Early Elementary" (grades K-3); "Upper Elementary/Middle" (grades 4-8); and, "Middle/High School" (grades 9-12). • Districts are required to submit a safe school climate plan to the State Department of Education for approval. • For schools identified for support and improvement, Connecticut will measure school culture and climate to inform the school's improvement framework in addition to providing support through the state-level tiered intervention model.		http://whschools.ss4.sharpschool.com/parents___students/school_climate_surveys
Delaware	• DE does not include a school climate indicator in its Delaware Report Card. However, DE does administer the Delaware School Climate Surveys for the purpose of continuous improvement. • Two separate students are administered, one for students in grades 3 to 5 and another for students in grades 6 to 12. • A Teacher/Staff survey and a Home survey are also administered and are appropriate for all grade levels. • Surveys are available to be administered on an annual basis in the spring. • The climate survey measures perceptions of relationships among the school community members (e.g., teacher-student relationships, teacher-parent relationships, and student relationships), school safety, and fairness and clarity of rules and behavioral expectations. The surveys include a supplemental scale to measure positive and punitive disciplinary techniques and techniques targeting social-emotional competencies. • Data used to determine areas of focus for training, coaching, and resource allocation; school teams receive technical assistance for data interpretation and use in improvement planning; each school receives longitudinal data reports and a data interpretation guide.	X	Kostyo, Cardichon, & Darling-Hammond, 2018 http://www.delawarepbs.org/school-climate/administration-of-survey/ https://www.doe.k12.de.us/site/Default.aspx?PageID=3927

State	Description	Assess School Climate?	Source
Florida	• FL does not assess school climate but includes in its state report card an index of absenteeism, discipline, arrests and violence.		https://www.fldoe.org/core/fileparse.php/18534/urlt/SchoolGradesCalcGuide22.pdf https://www.fldoe.org/core/fileparse.php/14196/urlt/FL-ESSA-StatePlan.pdf https://edudata.fldoe.org/ReportCards/Schools.html?school=0000&district=00
Georgia	• The School Climate Star Rating is calculated using data from the Georgia Student Health Survey, Georgia School Personnel Survey, Georgia Parent Survey, student discipline data and attendance records for students, teachers, staff and administrators. • The School Climate Star Rating provides school-level data on four equally weighted components: survey, student discipline, attendance, and safe and substance-free learning environment. • Survey domains include school connectedness, social support from peers and adults, cultural acceptance, social/civil learning, physical environment, school safety, peer victimization, drug and alcohol use, and mental health. • All schools in Georgia receive this rating. It is a component of GA's academic accountability system, the College and Career Ready Performance Index. Schools can use the information, regardless of identification status, to support continuous improvement. • For the schools identified for support and improvement, Georgia will use information from their School Climate Star Rating, which serves as a school climate diagnostic tool, to determine their plans for improvement.	X	Kostyo, Cardichon, & Darling-Hammond, 2018 https://www.gadoe.org/wholechild/Pages/School-Climate-Star-Rating.aspx https://www.future-ed.org/wpcontent/uploads/2019/12/FutureEdSchoolClimateReport.pdf

State	Description	Assess School Climate?	Source
	• Schools have access to a comprehensive report which will allow them to identify areas in need of improvement, and plan targeted student interventions to improve achievement for all students		
Hawaii	• HI's Educator Effectiveness Survey (EES) is an evaluation system designed to provide teachers with feedback and includes the Panorama Student Survey, available to all students in grades 3-12. The student survey contains two categories of scales: (1) perceptions of teaching and learning in a particular classroom; and, (2) perceptions of teaching and learning at the school in general. Students in grades 3 to 5 are administered a 38-item survey and students in grades 6 to 12 are given a 44-item instrument. In addition, students are asked to respond to the School Quality Survey (SQS), a 6-item measure of school safety. State and school reports (STRIVE HI) include one item based upon the Panorama survey, "How do students feel about their school?" and includes the percentage who reported a positive school climate.	X	https://www.hawaiipublicschools.org/TeachingAndLearning/EducatorEffectiveness/EducatorEffectivenessSystem/Pages/Panorama.aspx
Idaho	• All public schools in Idaho must administer satisfaction and engagement surveys to students in grades 3-12, school staff members, and the parents of the students they serve. Idaho currently administers these surveys via Cognia's delivery platform. The Cognia Student Engagement Survey collects direct feedback from students regarding their learning experiences and the results help leaders and teachers understand what students need for their success. • As part of its system to identify schools for support and improvement, Idaho uses data from a satisfaction and engagement survey administered to students in grades 3–8. • The Idaho State Department of Education also uses the student engagement survey in school accountability by reporting the results for all schools on IdahoSchools.org and using the measure as a 'School Quality and Success Indicator' for K-8 schools. • Grades 3-8 (9-12 will be surveyed but not for accountability). Domains include behavioral, cognitive and emotional engagement.	X	Kostyo, Cardichon, &Darling-Hammond, 2018 https://www.sde.idaho.gov/assessment/surveys/ https://www.future-ed.org/wpcontent/uploads/2019/12/FutureEdSchoolClimateReport.pdf

State	Description	Assess School Climate?	Source
Illinois	• As part of its system to identify schools for support and improvement, Illinois will use the grades 6–12 student response data from the 5 Essentials survey administered to parents, teachers, and administrators in grades 6–12. • All schools in Illinois can use the information, regardless of identification status, to support continuous improvement. • The 5Essentials Survey identifies five indicators that lead to improved outcomes for all students, including improved attendance and larger test score gains. The five indicators that positively affect school success are effective leaders, collaborative teachers, involved families, supportive environments and ambitious instruction. • The survey allows districts and the state to share data as a means to inform parents and community members about the school's learning environment. • The Illinois 5Essentials Survey is administered online by Chicago Impact at the University of Chicago.	X	Kostyo, Cardichon, &Darling-Hammond, 2018 https://www.isbe.net/Pages/5Essentials-Survey.aspx
Indiana	• Indiana plans to pilot a school climate survey for possible future use in the accountability and improvement system. (*Note: As of August 2022, no updated information is publicly available on the Indiana DOE website*.) • The 5 Essentials model focuses on five qualities that strong schools share — effective leaders, collaborative teachers, involved families, supportive environment, and ambitious instruction. The Indiana Department of Education has built its own evaluation around these attributes. • It will be included in school improvement plans required for every school. • Domains include: engagement; school environment including fairness, grading, and discipline; responsibility; perceptions about school staff and leadership; school climate; professional development; resource availability and usefulness.		Kostyo, Cardichon, &Darling-Hammond, 2018 https://in.chalkbeat.org/2018/9/4/21105695/indiana-officials-didn-t-have-to-go-far-to-find-a-new-model-for-improving-schools https://www.future-ed.org/wpcontent/uploads/2019/12/FutureEdSchoolClimateReport.pdf

State	Description	Assess School Climate?	Source
Iowa	• As part of its system to identify schools for support and improvement, Iowa uses grades 5–12 student data from its Conditions for Learning survey. • The state began including additional survey data from students in grades 3 and 4 in its accountability system starting in the 2019–20 school year. • Beginning in 2020, staff and parent surveys available as optional supplement. • Iowa school students from 3rd through the 12th grade participate in the Conditions for Learning survey meant to gauge school climate and culture. • The Conditions for Learning measure looks at student performance more holistically, from being engaged in the classroom to feeling safe at school. • The survey provides aggregated information that may be used by a school building to identify strengths and weaknesses, and serves as a foundation on which to build an action plan for improving the learning environment for all students. • The information will also help to determine the level of support needed by schools, and the resources they may need to provide an optimal learning environment for all learners. • Information is provided to schools each fall as part of the ESSA Accountability Index.	X	Kostyo, Cardichon, &Darling-Hammond, 2018 https://educateiowa.gov/pk-12/every-student-succeeds-act/conditions-learning-cfl
Kansas	• Kansans Can Start Recognition Program includes social-emotional growth as an indicator that districts can apply to have measured. • Intent is that program will be implemented districtwide as a systemic, prevention-focused, responsive strategy rather than an intervention for a subgroup of students.	X	https://www.ksde.org/Agency/Fiscal-and-Administrative-Services/Communications-and-Recognition-Programs/Vision-Kansans-Can/Kansans-Can-Star-Recognition

State	Description	Assess School Climate?	Source
			https://www.ksde.org/Portals/0/Communications/Rubrics/Social-Emotional%20Growth%20Artifacts%202020-12-4%20(Table%20Format).pdf?ver=2020-12-04-090638-193
Kentucky	• Beginning in the 2020-2021 school year, KY's School Report Card added a 34 item Quality of School Climate and Safety Survey. • Website sparse. Email sent requesting additional information.	X	https://www.kyschoolreportcard.com/organization/20/school_safety/quality_of_school_climate_and_safety_survey/elementary_school?year=2021
Louisiana	• LA successfully applied for a waiver for accountability requirements on September 27, 2021 and, as part of the waiver, agreed to make publicly available chronic absenteeism data.		https://louisianabelieves.com/resources/about-us/every-student-succeeds-act-(essa)
Maine	• ME does not assess school climate, relying upon chronic absenteeism as a school quality and student success indicator within the state's accountability model, Maine's Model of School Support. • ME publicly reports school safety measures (e.g., bullying, behavior, restraint and seclusion) but do not include these in their model. • ME is considering adding career and technical education, diploma completion and school climate but have yet to do so.		https://www.maine.gov/doe/home https://www.maine.gov/doe/index.php/Testing_Accountability/MECAS
Maryland	• To identify schools for support and improvement, Maryland uses data from a school climate survey that is administered to students and educators in all grades. • These data are available to all schools, regardless of identification status, to support a system of continuous improvement. • The Maryland School Survey collects information in four domains: relationships, engagement, the school environment, and safety. Students in grades 5-11 and all instructional staff participate in the survey.	X	Kostyo, Cardichon, &Darling-Hammond, 2018 https://www.hcpss.org/scta/measures/climate-survey/ https://safesupportivelearning.ed.gov/survey/maryland-s3-climate-survey

State	Description	Assess School Climate?	Source
	o Safety (perceived safety, bullying and aggression, general drug use) o Engagement (connection to teachers, student connectedness, academic engagement, whole-school connectedness, culture of equity, parent engagement) o Environment (rules consequences, physical comfort, support, disorder)		

Massachusetts	• Views of Climate and Learning (VOCAL) is an annual web-based survey sponsored by the Massachusetts DOE. It is administered to students in grade 4, grade 5, grade 8, and grade 10.
	• VOCAL is based on the conceptual framework of the U.S. Department of Education's School Climate Surveys, which focuses on measuring students' perception of three dimensions of school climate: engagement, safety, and environment. Each of these three dimensions is in turn composed of three topics.
	    o Engagement: cultural and linguistic competence, relationships, and participation in class and school life
	    o Safety: emotional safety, physical safety, and bullying/cyber-bullying
	    o Environment: instructional environment, discipline environment, and mental health environment
	• Student, School, and District participation is voluntary.
	• The data are used to better identify resources and supports for Massachusetts educators to help improve local school climates. The surveys also help the state to meet related requirements included in Massachusetts' 2014 Act Relative to Bullying in Schools.
		X	https://www.doe.mass.edu/research/vocal/2021/

Michigan	• Michigan does not utilize a school climate survey as an indicator of student success. Instead, this indicator is made up of five subcomponents to represent school quality/student success. • The subcomponents used are dependent on the school's grade configuration.		https://www.michigan.gov/mde/-/media/Project/Websites/mde/Year/2017/12/08/MichiganESSAPlan_111517

State	Description	Assess School Climate?	Source
	o Schools with 11th and/or 12th grades: ▪ Chronic Absenteeism ▪ 11-12 Advanced Coursework: AP/IB/Dual Enrollment/CTE Program Completer ▪ Postsecondary Enrollment o Schools without 11th and/or 12th grades: ▪ Chronic Absenteeism ▪ Access to Arts/Physical Education • Access to a Librarian/Media Specialist		
Minnesota	• Minnesota does not utilize a school climate survey as an indicator of student success. Instead, consistent attendance (individual student attendance of 90% or higher) is used as the indicator for this component.		https://education.mn.gov/MDE/dse/ESSA/Imp/MDE072612
Mississippi	• Mississippi does not utilize a school climate survey as an indicator of school quality or student success. They have elected to use science and social studies proficiency as components of this indicator. o Science proficiency is measured by the Mississippi Science Test in grades 5 and 8 and by the Biology I end-of-course exam in high school. • Social studies proficiency in high school is measured by the U.S. History end-of-course exam.		https://www.mdek12.org/sites/default/files/Offices/MDE/SSE/mississippi-essa-consolidated-state-plan-usde-v6-2019.09-submitted-clean.pdf
Missouri	• Missouri does not currently utilize a school climate survey as an indicator of school quality or student success. Instead, consistent attendance (individual student attendance of 90% or higher) is used as the indicator for this component. Three years of data will be averaged to determine the percent of students attending school at least 90% of the time. • However, the Institute of Public Policy at the University of Missouri recently received funding to assist the Missouri Department of Elementary and Secondary Education (DESE) with developing the Missouri School Climate and Culture Survey (MSCCS), which will be		https://dese.mo.gov/quality-schools/essa-federal-accountability https://truman.missouri.edu/institute-public-policy/project/school-climate-survey

State	Description	Assess School Climate?	Source
	used to gather the perceptions of students, parents, and certificated school staff regarding the quality and character of school experiences, including academic, social, and safety domains. This information is planned to be used for school improvement process.		
Montana	• Montana utilizes a School Survey, which accounts for 5% of their accountability score. • They School Survey measures "health risk behaviors such as alcohol, tobacco, and other drug use and school dropout, delinquency, and violence that can result in injury and/or impede positive development among Montana youth. The survey also includes questions about risk and protective factors, which include attitudes and opinions that research has shown to predict involvement in these negative health risk behaviors." • The survey is offered to all public schools and all students in the 8th, 10th, and 12th grade levels will be surveyed at each participating school. Schools will also have the option to have all students in 7, 9, and 11 participate if they so choose. School participation is not mandatory.	X	https://dphhs.mt.gov/assets/PreventionResources/2022MontanaSchoolSurveyFAQSheet2021.pdf https://opi.mt.gov/Portals/182/ESSA/ESSAPlan.pdf?ver=2020-07-21-174024-567
Nebraska	• Nebraska includes chronic absenteeism, science, and the Evidence-Based Analysis as the indicators for school quality or student success.		https://www.education.ne.gov/wp-content/uploads/2018/06/Nebraska_ESSA_Final.pdf
Nevada	• This survey is administered The NV-SCSEL asks students questions about the environment and conditions for learning in their schools. • Since 2015, the Nevada School Climate/Social Emotional Learning Survey (NV-SCSEL) has been administered to students across the state each spring by the American Institutes for Research (AIR) on behalf of the Nevada Department of Education. The survey is used by schools to measure and understand their students' perceptions of key school climate topic areas, including physical and emotional safety, relationships, and cultural and linguistic competence, as well as students' perceptions of their social and emotional competencies.	X	https://www.nevadaschoolclimate.org/ https://www.air.org/project/nevada-school-climate-social-emotional-learning-survey

State	Description	Assess School Climate?	Source
New Hampshire	• As its additional indicator of student success in the elementary and middle school model, NH will be using an indicator designed to focus additional attention on the growth of the lowest achieving students in each school. This indicator is designed to emphasize competency-based learning and the importance of not letting students fall behind. This indicator will prioritize the mean Student Growth Percentiles (MGP) for the lowest quartile of achievers in the school as measured by the prior years' content assessments. By comparing the MGPs of the lowest performing students on the prior years' assessments to the remaining 75 percent of student, this indicator is intended to incentivize schools to focus additional attention on providing supports and interventions for the school's lowest achieving students. • For high schools, the additional indicator of student success is a career and college readiness (CCR) indicator. All grade 12 continuously enrolled students will be eligible for counting as postsecondary ready by meeting any two of the following eleven requirements11: o Completion of a NH Scholars program of study o A grade of C or better in a dual- or concurrent - enrollment course o SAT scores meeting or exceeding the college and career ready benchmark (480 in Evidence-Based Reading and Writing and 530 in Mathematics). o ACT scores meeting or exceeding the college and career ready benchmark (18 in English, 22 in Mathematics, 22 in Reading, and 23 in Science). o A score of 3, 4, or 5 on an AP exam o A score of 4, 5, 6, or 7 on an IB exam o Earning a CTE or other industry-recognized credential o Completion of career pathway program of study o Scoring at least Level III on components of the ASVAB that comprise the Armed Forces Qualifying Test (AFQT)		https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/sonh/essa-consolidated-state-plan.pdf

State	Description	Assess School Climate?	Source
	o Completion of the ACT National Career Readiness Certificate o Completion of an approved apprenticeship program per NH RSA 27812 ▪ The total number of continuously enrolled grade 12 students meeting at least two of these requirements will be divided by the total number of students in the cohort to form the career- and college-ready index for schools.		
New Jersey	• Though New Jersey utilizes rate of chronic absenteeism as their school quality or student success indicator, districts do have the option of administering the New Jersey School Climate Improvement (NJ SCI) Survey, which was developed by the School Climate Transformation Project (SCTP) via a collaboration between Rutgers University and the New Jersey Department of Education (NJDOE). • The NJ SCI Survey is a comprehensive instrument designed to help schools identify school climate strengths and needs, and use these data to create strategic plans to improve conditions for teaching and learning. • The New Jersey SCI Survey will not only help schools to understand school climate needs and strengths from the perspectives of students, families, and staff, but will also provide insight into a school community's relationships, safety, sense of connectedness, teaching and learning, and measures of an equitable and supportive learning environment, including supports for social and emotional learning.	X	Kostyo, Cardichon, &Darling-Hammond, 2018 https://www.state.nj.us/education/students/safety/behavior/njscs/ https://njschoolclimate.org/
New Mexico	• To identify schools for support and improvement, New Mexico uses student and family response data from an Opportunity to Learn Survey that includes measures of a positive school climate and is administered to students in grades 3–12 and their parents by Cognia.	X	Kostyo, Cardichon, &Darling-Hammond, 2018 https://newmexicoschools.com/state/999999/student-satisfaction?lang=en

State	Description	Assess School Climate?	Source
New York	• New York utilizes chronic absenteeism as their indicator of school quality and student success at the elementary, middle, and high school levels. Additionally, at the high school level, New York State will initially use a College, Career, and Civic Readiness Index as a measure of school quality and student success. • However, New York began piloting the U.S. Department of Education school climate surveys to students, parents, and staff in approximately 100 school districts in the 2018-19 school year.	X	http://www.nysed.gov/common/nysed/files/07232020-revised-nysed-essa-plan-clean2-version.pdf https://p12.nysed.gov/sss/ssae/schoolsafety/school-climate-survey-pilot
North Carolina	• North Carolina does not have an identified school climate indicator reported statewide, but it is currently considering developing a school climate indicator for accountability and improvement purposes. • For public elementary and secondary schools that are not high schools, the School Quality or Student Success Indicator for all grade spans and all schools is growth. Measured by EVAAS, a value-added growth model that includes student performance on the English language arts/reading (ELA), mathematics, and science assessments, which results in a composite growth value. • For all high schools, the following School Quality or student Success indicators are included: (1) performance on the biology end-of-course assessment, (2) math course rigor: the percent of students passing the NC 41 Math 3 course, (3) ACT: the percent of students meeting the University of North Carolina (UNC) minimum admission requirement of a composite score of 17or ACT WorkKeys: the percent of students who achieve a silver or higher designation.		Kostyo, Cardichon, &Darling-Hammond, 2018 https://www.dpi.nc.gov/media/8459/download https://www.dpi.nc.gov/news/press-releases/2022/09/22/survey-seeks-input-model-measuring-school-quality
North Dakota	• To identify schools for support and improvement, North Dakota uses data from a school climate and engagement survey that is administered to students in all grades. • These data are available to all schools and can be used to support continuous improvement efforts related to school climate across these schools.	X	Kostyo, Cardichon, &Darling-Hammond, 2018 https://www.nd.gov/dpi/districtsschools/essa/accountability/student-engagement

State	Description	Assess School Climate?	Source
	• Schools in North Dakota will measure student engagement with a survey provided by Cognia. • The Cognia Student Engagement Survey (SES) measures three types of engagement: engaged, compliant, and not engaged. • Schools will only receive accountability points for 'committed engagement' and will not be penalized if they do not reach the 95% participation goal.		https://www.nd.gov/dpi/sites/www/files/documents/Division%20of%20SS%26I/ESSA/Accessible%20Plan%20with%20Appendices.pdf
Ohio	• Ohio does not have an identified school climate indicator reported statewide. • Chronic Absenteeism, Prepared for Success, the Gap Closing component, and science and social studies achievement are considered additional indicators of student success for ESSA purposes. Each of these indicators will measure performance for all students and separately for each subgroup of students. • Ohio's Gap Closing component annually measures the graduation rate for all students and subgroups of students. • Prepared for Success applies to high schools and includes the students in the four-year and five-year graduation cohorts (all students, not just graduates). Additionally, Ohio includes performance on state science and social studies tests as additional school quality/student success indicators. These are included in relevant Ohio Achievement and Progress components.		https://education.ohio.gov/getattachment/Topics/Every-Student-Succeeds-Act-ESSA/OH_ESSA_SUBMISSION.pdf.aspx
Oklahoma	• Oklahoma does not have an identified school climate indicator reported statewide. • Oklahoma uses chronic absenteeism as the indicator of school quality or student success. • The Oklahoma State Department of Education was awarded a School Climate Transformation Grant to provide training and technical assistance to schools and districts to implement a multi-tiered system of supports to improve school climate, however it is unclear whether a climate survey is part of this effort.		https://indd.adobe.com/view/278915bb-1f2b-46c7-a354-22e2a02681a8 https://sde.ok.gov/school-climate-transformation-grant

State	Description	Assess School Climate?	Source
Oregon	• Student Wellness Survey administration 2010 through 2018. • Student Health Survey, which began in 2020, is an anonymous and voluntary survey of students in grades 6, 8 and 11. • Survey includes: health and safety, mental and behavioral health, school climate and culture, impact of COVID-19	X	https://www.oregon.gov/oha/PH/BIRTHDEATHCERTIFICATES/SURVEYS/Pages/Student-Wellness-Survey.aspx https://www.oregon.gov/oha/PH/BIRTHDEATHCERTIFICATES/SURVEYS/Pages/student-health-survey.aspx
Pennsylvania	• Pennsylvania offers access to a free online survey in order to assist school teams with improvement efforts. The surveys yield an overall school climate score and sub-scores. • The survey covers three domains: Social Emotional Learning, Student Support, and Safe and Respectful School Climate.	X	Kostyo, Cardichon, &Darling-Hammond, 2018 https://www.paschoolclimate.pa.gov/home.aspx
Rhode Island	• Rhode Island uses Panorama • Summary information from Panorama is searchable by urban-rural area type, school type like elementary, district, and school • Report cards available for annual "school climate and culture survey"	X	https://www.ride.ri.gov/informationaccountability/accountability/schooldistrictreportcards.aspx https://www.ride.ri.gov/InformationAccountability/RIEducationData/SurveyWorks.aspx https://secure.panoramaed.com/ride/understand/1314726/summary.
South Carolina	• South Carolina has a School Climate Initiative that includes creation of a School Climate Index that is used to measure the learning environment for schools, districts, and the state. • Surveys are available for students, parents, and teachers. • Surveys are administered through the Ecollect portal.	X	https://ed.sc.gov/districts-schools/school-safety/sc-school-climate-initiative/ https://ed.sc.gov/data/information-systems/accountability-

State	Description	Assess School Climate?	Source
			resources/climate-surveys-ecollect-forms/
South Dakota	• A Report card is available on performance, progress, school environment, safety. • Information is accessible online including specific report card data by school, district, state (most recent year available 2020-2021). • 2021-2022 has accountability manual and calculation guide for public resources. • PIRE Project AWARE grant received from Substance Abuse and Mental Health Services Administration (SAMHSA) to focus on mental health. Annual evaluation conducted. • COVID-specific report also available.		https://doe.sd.gov/reportcard/ https://sdschools.sd.gov/#/home https://doe.sd.gov/publications/ https://doe.sd.gov/mentalhealth/projectaware.aspx https://doe.sd.gov/publications/documents/CovidReport.pdf
Tennessee	• Tennessee offers a school climate survey as a free resource to schools and districts. • Surveys are available for measuring student, parent and teacher perceptions of school climate. • Surveys are administered in grade 3-12 and vary by grade level. • Three domains are assessed: (1) school engagement, (2) school safety, and (3) school environment.	X	https://www.tn.gov/education/health-and-safety/school-climate.html
Texas	• Texas uses a Multi-Tiered System of Supports (MTSS), which is a research-based framework and includes a school climate component and definition. • Each campus should administer an annual school climate survey and also a bullying and cyberbullying survey. • Texas provides links to the School Climate Improvement Resource Package (SCIRP) from the National Center on Safe Supportive Learning Environments has developed • Texas uses Effective Schools Framework (ESF) in relation to school improvement.	X	https://tea.texas.gov/texas-schools/health-safety-discipline/safe-and-supportive-schools https://safesupportivelearning.ed.gov/scirp/about https://texasesf.org/

State	Description	Assess School Climate?	Source
Utah	• Utah assess school climate in all K-12 public schools. • Links are available online to the 2021 questions for K-2, 3-5, and 6-12. There is also a link to the questions for Adults, including administrators, teachers, and parents.	X	https://www.schools.utah.gov/safehealthyschools/statecollaboration/ssc/data
Vermont	• Vermont uses a data collection system and data are used for federal reporting and finance calculations. • In 2019, the rollout of the school climate survey was delayed given limited capacity for an additional data collection.		https://education.vermont.gov/student-support/healthy-and-safe-schools/school-climate https://education.vermont.gov/memos/memo-status-update-slds-data-collection-and-vermont-school-climate-survey
Virginia	• Virginia has a "Virginia School Survey of Climate and Working Conditions." • Links to Word documents of survey items administered to students, staff, and classroom instructors are available online.	X	https://doe.virginia.gov/support/school-climate/index.shtml
Washington	• Plans are underway for a statewide school climate survey, as detailed in this report.		
Washington, D.C.	• SR22-1 recommends that school climate be incorporated into the 2023 accountability system. It is recommended that a validated, research-based school climate survey to be used to measure domains such as student engagement and satisfaction, teacher satisfaction with available support, and family satisfaction.		https://sboe.dc.gov/sites/default/files/dc/sites/sboe/documents/2022-05-16-FINAL-Research%20Chart%20Memo.pdfpdf
West Virginia	• West Virginia schools can participate in a school climate survey; middle and high schools receive a school climate index score. • Surveys available for students, school staff, and parents/caregivers. Student survey for grades 3-5 and 6-12. • At least a portion of the survey are done by Hanover Research. Passive and active Parental Consent forms are available.	X	https://wvde.us/data-analysis-research/wvsles/ https://wvde.us/data-analysis-research/wvsles/west-virginia-school-climate-survey-products/

State	Description	Assess School Climate?	Source
Wisconsin	• Wisconsin has school climate surveys available for students (grades 5 to 12), parents, instructional staff, and non-instructional staff. • Schools may request to have the survey available for administration in their district.	X	https://dpi.wi.gov/slds/climate-survey-information https://dpi.wi.gov/sites/default/files/imce/slds/_files/Climate_Survey_Information_Sheet.pdf
Wyoming	• Wyoming notes that it is transitioning from accountability requirements under No Child Left Behind to ESSA guidelines. Climate and engagement are assessed at alternative schools. • Wyoming Department of Education awarded SAMHSA grant for Project AWARE.		https://statepolicies.nasbe.org/health/categories/social-emotional-climate/school-climate-surveys https://edu.wyoming.gov/wp-content/uploads/2022/05/2021-FAQ-Accountability.pdf

Appendix C. Publicly Available Surveys

Survey Name(s)	Survey Description	Domains Discussed in Paper						Versions Publicly Available	Aspects Available for Free	Additional Available for a Fee Aspects	Estimated Costs for Fee Aspects	Additional comments
		Engagement	Safety	Environment	Equity	Social and Emotional Learning (SEL)	Additional Questions / Domains					
The Authoritative School Climate Survey (ASCS) later titled the Virginia School Survey of Climate and Working Conditions [114]	ASCS: 1) Authoritative Characteristics 2) Bullying 3) Student Engagement Virginia School Survey of Climate and Working Conditions: 1) Teaching and Learning Environment 2) Engagements and Relationships 3) School Supports 4) Safety	YES	YES	YES	YES	YES	•Positive Values Scale •Suspension Questions	ASCS: Student Surveys (2016) with items for grades 4-5 and 6-12 Secondary School Teacher and Staff survey Parent Survey Virginia School Survey of Climate and Working Conditions: Student Survey (2022) for grades 9-12 (English & Spanish) Staff Survey	Survey items are publicly available. Should confirm free availability for use.			-ASCS has been adapted and is now the Virginia School Survey of Climate and Working Conditions.
The Consortium on Chicago School Research Survey of Chicago Public Schools' 5Essentials Survey [115]	1) Peer Support for Academic Work 2) Academic Personalism 3) Safety 4) Student-Teacher Trust 5) School-Wide Future Orientation 6) English Instruction 7) Math Instruction	NO	YES	YES	*	NO	•English Instruction •Math Instruction •Teacher and parent surveys assess additional questions	The 5Essentials Survey has a creative license agreement making it available to access, use, and adapt for noncommercial purposes as long as it is attributed to UChicago. To access the agreement and request the survey go to: https://consortium.uchicago.edu/surveys?sub=826#research Areas	Survey questions as long as agreement is confirmed and they are attributed to Uchicago.	For a fee, the 5Essentials Survey System can provide services for survey administration and reporting, an online reporting site, and leadership coaching.	None provided. Inquiry form can be accessed here: https://www.uchicagoimpact.org/contact-us	
Community and Youth Collaborative Institute (CAYCI) School Experiences Survey [116]	1) Academic and Learning Supports 2) Family Engagement 3) School Climate and Non-Academic Conditions 4) Other Key Measures	YES	YES	YES	YES	YES	•Parental Involvement/Support •Family/Community Connections •Career and College Readiness •Physical Activity •Sports-Related Questions •Social Media Use	Student Survey for grades K-6 and 7-12 Parent/Caregiver Survey Teacher Staff/Survey All available in English and Spanish	Surveys questions available for use as long as CAYCI is emailed and asked permission.	Support in collecting electronic and paper surveys and generation of individual school reports.	Base fee of $350-$550 per school dependent on the number of survey versions being used. Additional costs for hard copies and other services such as $75 for open-ended question and $500 for Full District report. For full list see https://cayci.osu.edu/cayci-surveys/cayci-costs-reports/	

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Delaware School Climate Survey [117]	1) Delaware School Climate Scale 2) Delaware Bullying Victimization Scale 3) Delaware Positive, Punitive, and Social Emotional Learning Techniques Scale 4) Delaware Social and Emotional Competencies Scale	YES	YES	YES	YES	YES		Student Surveys for grades 3-5 and 6-12 Teacher Survey Staff Survey Parent Survey All in English and Spanish	Survey questions	CoVitality App is available for a licensing fee that provides scoring and reports of survey questions.	Not provided. Contact form available at https://covitality.com	An available technical manual provides validity and reliability information on measures and supporting research. The manual also indicates that while all five scales and the student and teacher versions can be used separately, they are designed to work together. Additionally, the authors state the surveys should be used in combination with other assessment data such as discipline-related data (e.g., suspensions) and academic achievements (which the survey does not assess).
U.S. Department of Education (ED) School Climate Surveys (EDSCLS) [106]	1) Engagement 2) Safety 3) Environment	YES	YES	YES	*	NO		Student Survey for grades 5-12 Instructors/Staff Survey Non-Instructional Staff Survey Parent Survey Student and Parent surveys available in both English and Spanish	Surveys questions; Web-based platform that produces reports that can be compared against ED benchmarks and other EDSCLS users	None. However web-based platform may require moderate to advanced IT knowledge and purchase of physical or cloud-based server may be needed.		https://safesupportivelearning.ed.gov/edscls .
National Center on Safe Supportive Learning Environments (NCSSLE) [118]	N/A							Hosts the surveys for EDSCLS and provides a list of K-12 climate surveys and a bank of questions that could be used for assessing school climate	N/A	N/A		
California Healthy Kids Survey [119]	1) Student Connectedness, Learning Engagement/Motivation, and attendance 2) School Climate, Culture, and Conditions 3) School Safety 4) Physical and Mental Well-Being and Social Emotional Learning 5) Student Supports	YES	YES	YES	*	*		Core modules for Middle and High School Students as well as parent and staff surveys are viewable, but not available for use.	None, all CalSCHLS surveys are copyrighted and must gain permission to be used.	Unclear if surveys are available outside of California schools	Rates for different survey usages, report generation, set up fees and custom services can be found at this link: https://calschls.org/docs/22-23_fee_schedule.pdf It is unclear whether this is available only to California schools or to other states.	

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University of Colorado Center for Study of the Prevention of Violence (CSPV) - Safe Communities Safe Schools (SCSS) Survey [120]	1) School Climate (Attitudes and beliefs about being in school, safety, condition, support and relationships) 2) Risk and protective factors 3) Problem behaviors 4) Prosocial behaviors 5) Mental Behavioral Health		YES	YES	YES	YES	•Bonding and Time with Family •Parental Control and Monitoring •Parent Value and Encourage Prosocial Behavior •Value on Health •Moral Disengagement •Inner Drivers and Deepest Interests •Parental Support of Academic Achievement •Involvement in Community Activities •Physical Health Status and Exercise •Uses of Injury Prevention Strategies	Examples of survey questions can be viewed but not available for use	None	Use of surveys, assistance with survey set up, customized electronic report and virtual consultations	Rates vary depending on which surveys schools decide to administer (i.e., elementary, middle, high school, parent, staff) and how much consultation is needed. Noted that also required for administration is access to internet, devices for students to take survey and staff to coordinate and oversee administration. Link provides over of fees: https://cspv.colorado.edu/wp-content/uploads/Climate-Survey-Informational-Materials.pdf	Only available via online.
Alliance for the Study of School Climate [121]	Assesses school climate separately from classroom climate. Secondary Student School climate domains: 1) Physical Appearance 2) Student Interactions 3) Discipline Environment 4) Learning/Assessment 5) Attitude and Culture 6) Community Relations	YES	YES	YES	YES	NO	•Community Relations	Secondary School Climate Survey, Secondary Classroom Climate Survey, Teacher and Staff Survey are available to view, but fee is required to use.	None	Use of surveys, assistance with survey set up, assistants in reporting instrument, facilitating school-based assessment teams, training for teachers and staff for school improvement.	Information not available. Must contact for consultation. Contact information available here: https://web.calstatela.edu/centers/schoolclimate/assc/#contact	
National School Climate Center (NSCC) Comprehensive School Climate Inventory (CSCI) [122]	1) Safety 2)Teaching and Learning 3) Interpersonal Relationships 4) Social Media 5) Institutional Environment	YES	YES	YES	*	YES		Samples of Elementary and Middle School Student Survey, School Personnel Survey and Parent Survey available to view, but require fee to use	None	Online use of surveys, online support site, survey reports, action planning resources.	Base package pricing based on student enrollment. Paper surveys cost an additional $1.75 each to cover printing and scanning fees and includes freight costs. Must contact for inquiry https://schoolclimate.org/services/measuring-school-climate-csci/purchasing-the-csci/	

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Center for Education Effectiveness - Educational Effectiveness Surveys [80]	Student, Staff, and parent surveys collectively assess: 1) Diversity, Equity, and Inclusion 2) Employee Wellness & Satisfaction 3) Staff Support 4) Character Strong (e.g., SEL competencies and Character Development) 5) Safety 6) Technology Readiness 7) Instructional Technology Effectiveness 8) High school Pathways 9) Customer Satisfaction 10) Title I Family Supplement 11) Distance Learning	*	*	*	*	*		None. See **Appendix A.1** or link below for more information on questions assessed. https://static1.squarespace.com/static/6050e383f7f4047a291609c8/t/6126d73213b0f762cf9bd15b/1629935411242/EES+Modules+Summary+Info+Sheet.pdf	None	Use of surveys, survey reports, interactive online dashboard. Also available are consulting, workshops, and Student Universal Wellness Screener.	Information not provided. Must contact for inquiry https://www.effectiveness.org/contact	
Healthy Youth Survey [45]	Student assessment limited to 6th, 8th, 10th, and 12th graders administered every other year. Relevant domains of assessment are: 1) School Safety 2) Bullying and Harassment 3) Community and school risk and protective factors 4) Alcohol and other drug use		YES	YES								

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Panorama [123]	The survey questions cover 19 topics grouped into two overarching domains: 1) About the Classroom and Teaching and 2) About the School.	YES	YES				Pedagogical Effectiveness Classroom Climate Classroom Rigorous Expectations Classroom Engagement Classroom Teacher-Student Relationships Classroom Belonging Valuing of Subject Classroom Learning Strategies Classroom Mindset School Climate School Rigorous Expectations School Engagement School Teacher-Student Relationships School Belonging Valuing of School School Learning Strategies School Mindset Grit School Safety	1) Panorama Teacher Survey 2) Social-Emotional Learning Survey 3) Equity and Inclusion Survey 4) Family-School Relationship Survey 5) Well-Being Survey 6) Student-Check-ins Question Ba See Appendix A.2 for a list of subdomains assessed. https://www.panoramaed.com/panorama-student-survey	Survey questions	Support in collecting electronic surveys and generation of individual school and district reports.	Not provided. Must schedule consultation to get quote. https://www.panoramaed.com/contact	
WA Covid-19 Student Survey [32]	Survey administered to WA State students in grades 6-12 asking about students' thoughts, feelings, and behaviors during the COVID-19 pandemic.	YES	YES				School engagement Health and safety Mental health Social support Alcohol and other drug use					

Notes. * = Unsure. Citations include links to assessment information/content.