




Where Measures of SEL and School Climate Might Fit in an Accountability System

An April 2017 report from the Learning Policy Institute (Hanna Melnick, Channa M. Cook-Harvey, and Linda Darling-Hammond) looks at various SEL indicators and asks how they might be used for various purposes. The table below gives an overview of these measures and where each might fit in a multitiered accountability system.

	FEDERAL INDICATORS , used for federal and state accountability	STATE-REPORTED INDICATORS , used for state and local information and improvement	STATE-SUPPORTED INDICATORS , used for local information and improvement	LOCALLY SELECTED INDICATORS , used for local information and improvement
 STUDENTS' SOCIAL-EMOTIONAL COMPETENCIES				
Student surveys of their own social-emotional competencies		★	✓	✓
Teachers' observations of students' social-emotional competencies			✓	✓
Performance assessment of students' social-emotional competencies			✓	✓
 SCHOOL CLIMATE AND SUPPORTS FOR SEL				
Student surveys of school climate, learning opportunities, and support for SEL	✓	✓	✓	✓
Teacher and/or parent surveys of school climate and conditions		✓	✓	✓
Observations of teacher practices			✓	✓
School quality reviews examining school practices		✓	✓	✓
SEL implementation rubrics			✓	✓
 STUDENT OUTCOMES RELATED TO SCHOOL CLIMATE AND SUPPORTS				
Suspension rates	✓	✓	✓	✓
Chronic absenteeism rates	✓	✓	✓	✓

★ A state may choose to implement a statewide survey of school climate and learning supports that includes questions about students' social-emotional competencies. We recommend that data on these constructs be used for local information, not state accountability.

Source: Learning Policy Institute, <http://tinyurl.com/lwhx4mv>