How to Meet Students' Social-Emotional and Academic Needs When Schools Reopen

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Educators are planning for a back to school season like no other in our nation's history. Students will return with different social-emotional and academic needs depending on their individual experiences during their time away from classrooms. Crafting an empathetic and effective way to meet those needs will take every ounce of educators' ingenuity and expertise.

The coronavirus pandemic amplified and exacerbated longstanding inequities in education, health care, and the economy. Black and Latino families were less likely to have the connectivity and devices necessary for distance learning. They were more likely to experience financial distress, food insecurity, and grief for loved ones lost to the virus.

Parents were already worried about how the crisis and school closures were affecting their children's social-emotional and academic development.[2] Then George Floyd was murdered by a Minneapolis police officer, laying bare the longstanding anti-Black racism that underpins many of the country's inequities.

Support for significant positive change seems to be growing. Even so, many Black Americans, including children and adolescents, do not know who they can trust with their physical and emotional safety. This has had a crushing effect on the mental health of many students and families.

Teachers and school leaders have experienced these crises in their own homes and communities as well, all while standing up emergency distance learning for their students. Now as they grapple with how to reopen schools safely, the operational, cultural, and instructional considerations are massive and complex. Educators taking on this challenge are looking for ideas and support as they design approaches to address students' individual social-emotional and academic needs, whatever format schooling takes this fall.

This Insight Brief shares four lessons educators can use this fall to accelerate students' academic learning by focusing on specific school culture factors and social-emotional competencies.

At NewSchools, we fund teams of educators who create new innovative district and charter schools around the country. They are committed to building strong school cultures and supporting students' social-emotional and academic needs in an integrated way.[3] In 2016, we partnered with Transforming Education (TransformEd) on a research project to follow a common set of school culture and social-emotional indicators along with measures of academic growth and proficiency.[4] Our main purpose is to provide our schools with formative data and technical assistance to help them improve their work with students. We also share insights from the data widely each year to help other educators learn from these schools.

This year, we decided to narrow the lessons to a few things that have the strongest correlations to academic outcomes. We know many things matter. But if you are working with colleagues to plan for the reopening of school—whether in-person, online, or some combination of the two— our data suggests that prioritizing a few aspects of school culture and social-emotional development will create a supportive environment for your students and reinforce your efforts to address their academic needs. (See sidebar for suggested instructional planning resources.)

Three clear findings from our 2018—2019 school year data suggest that students learn more when they:

- **feel physically and emotionally safe,**
- **believe their abilities and skills can grow with effort, and**
- **develop ways to cope with their stress, emotions, feelings, and behaviors in different situations.**

INSTRUCTIONAL PLANNING RESOURCES

TNTP: Learning Acceleration Guide

Instruction Partners: Reentry Toolkit

These lessons are consistent with findings we shared in previous Insight Briefs in 2018 and 2019.[5] This year, we were able to conduct additional analysis with a longitudinal sample that revealed larger effects on learning from two **"power pairs."**[6] **This analysis suggests that the relationship with academic outcomes is larger when students:**

- **believe their abilities and skills can grow with effort and feel physically *and* emotionally safe, or**
- **believe their abilities and skills can grow with effort *and* feel their teachers expect a lot from them in terms of effort, persistence, and learning.**

A growing body of knowledge suggests that schools can deliberately nurture school culture and social-emotional learning that matters for academic success.[7] This brief describes the three culture and social-emotional indicators and two power pairs most highly correlated with academic results in schools we fund. We also share examples from schools in our portfolio to provide educators with ideas for how to use these findings in their own contexts. We chose to highlight schools in which Black and Latino students reported positive perceptions of their social-emotional competencies and the culture of their schools so the examples will be relevant to other schools that serve large numbers of students of color.

Students who feel physically and emotionally safe tend to do better academically.

As schools reopen this fall, ensuring students feel physically and emotionally safe will be more important than ever. With schools shuttered for months this past spring because they were not safe for students' and teachers' health, many students and families are worried about returning to school buildings.[8] At the same time, students of color, especially Black boys, are questioning whom they can trust,[9] a situation made more acute by recent violence against Black Americans. Because our national teaching force remains more than 80 percent white,[10] it is imperative that this aspect of student safety receives deep and focused attention in reopening plans.

For three years in a row, the extent to which students report feeling physically and emotionally safe in school is the strongest school culture factor correlated with academic performance. This relationship is especially pronounced among elementary school students. To get beyond basic correlations, this year we also conducted mediation analyses to understand more deeply the links between culture, students' social-emotional competencies and math and reading outcomes.[11]

This additional analysis revealed that all seven school culture factors we measure have an effect on social-emotional learning.[12] However, student safety is the only one with a statistically significant positive effect on academic outcomes after controlling for students' social-emotional competencies. When students rate their school highly on our safety scale, we estimate the difference in their academic performance to be similar to moving from the 50th to the 56th percentile on nationally normed assessments.

How are teachers and school leaders creating a sense of safety for students? Below are two examples of the approaches taken by schools with high safety ratings from students, followed by suggested resources and some questions for educators to consider as they plan for school reopening.

At Statesmen Preparatory Academy for Boys in Washington D.C., establishing warm, caring, and trusted relationships is central to their model so that students feel emotionally safe and know that they belong. When adults see behaviors that are not aligned with the school's core values, their first response is to tell a student, "You belong to me; you are not going to get suspended; you are not going to leave school." They then work out agreements for what to do differently moving forward. Students participate in a daily advisory session where they learn social-emotional skills. And both students and teachers participate in morning and end-of-day check-ins on how they are feeling and whether they have what they need for learning. The school provides mental health support for its teaching staff, predominantly Black men, through Georgetown University, so they can process their own trauma to better support students.

When Statesmen moved to distance learning in March, the team immediately focused on maintaining strong relationships with students. They mapped which faculty member had the strongest connection with each student and assigned every staff member five students to check in with during planned advisory sessions and by phone. Every student had at least two touch points daily from a staff member. The full school community continued to come together online twice each day for morning meetings and end of day check-ins, just as they did before the pandemic. Over 95 percent of students logged into learning activities every day during distance learning.

At University Charter School in Livingston, Alabama, the team implemented the Peer Helpers program in the middle school grades.[13] Peer Helpers is a national program that trains students in a set of core skills that empower them to assist fellow students with emotional, social, behavioral, and educational challenges. At University, a group of middle school students have been trained as peer helpers and support other students when conflict or challenging situations arise. This has particular impact in situations in which students do not feel comfortable going to an adult. At any point in the day, students can go to peer helpers to ask for

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support in resolving difficult situations and peer helpers know what to do, oftentimes without the assistance of an adult. Any student can apply to be a peer helper and selection is based on the strength of applicants' social-emotional competencies. Peer helpers for the 2019-20 school year were selected before distance learning began and students could continue to reach out to them virtually for support after the school building closed.

Helpful Resources: The National Association of School Psychologists worked with many partner organizations to develop the Framework for Safe and Successful Schools, which includes guidance on all aspects of student and school safety.[14] A supplemental guide for district and school leaders offers considerations and action steps for implementation.[15]

Key Planning Questions for School Reopening:

- How have you communicated with students and their families about your plan to keep them physically and emotionally safe? How might you create opportunities to hear and respond to feedback from students and families about the plan and how it is working?

- Does your school already have support groups and counseling services available on-campus? If not, how might you create them as part of your reopening plan? If so, did your students access these resources and trust the adults who administer them before the transition to distance learning? If not, how might you strengthen them going forward?

- How might you gather student perceptions of safety and monitor changes in this data over time? How will your team respond to trends in the data?

When students believe their abilities and skills can grow with effort, they are more likely to have higher learning outcomes.

Getting better at something—whether playing the piano or learning geometry—requires persistent, focused practice. Students are more likely to stay motivated and persist in their learning when they believe their knowledge and skills can improve with effort and that mistakes are a learning opportunity, not a sign of failure.

With so much time away from school, many students are likely to need extra support for nurturing this belief, known as *growth mindset.* Though some will have had positive experiences with distance learning, many other students will

have experienced difficulty and frustration. At the same time, educators are being asked to frame the reopening challenge as addressing "learning loss." If this framing seeps into the explicit or implicit messages students receive about their learning potential, it could have a negative effect on their belief that they can grow and sustain their learning with effort.

This concept of growth mindset is widespread in K-12 education.[16] Some studies have yielded mixed evidence about its importance and the effectiveness of practices schools can use to foster it.[17] Yet for three consecutive years in our national dataset of innovative public schools, there is a consistent pattern whereby students with strong perceptions of their growth mindset also achieve significantly higher math and reading outcomes.

Our findings this year reinforced the importance of growth mindset. We estimate that students with well-developed perceptions of their own growth mindset experience a difference in academic outcomes similar to moving from the 50th to the 63rd percentile on nationally normed assessments. The magnitude of this finding is large enough that the What Works Clearinghouse run by the Institute for Education Sciences would consider it "substantively important."[18]

Below we describe some of the steps taken by schools whose students report particularly strong perceptions of their growth mindset. The examples are followed by two suggested resources about fostering growth mindset and some questions to consider as you develop your school reopening plans.

McClure Health Science High School is a district public school in Gwinnett County, Georgia. Growth mindset is coded into the school's DNA through structures and systems that help students and staff embody it daily. Through a weekly advisory session, students learn about growth mindset and how to challenge negative beliefs that are self- or societally imposed. Advisory lessons are paired with weekly health science seminars in which students see growth mindset

personified in representative role models who come to the school to share their own journeys and experiences. Students hear directly from health leaders about how persistent effort enables them to grow their abilities and skills and become more successful leaders.

Growth mindset is a team sport at McClure. The school community believes that they are only successful when 100% of students are successful. As a result, the team recognizes students who help others grow. They celebrate growth mindset daily and feature students and staff on Instagram and other platforms when they show great examples of growth mindset.

Comp Sci High in the South Bronx also works explicitly to develop students' growth mindset. Students spend the first week of ninth grade in an orientation where they are encouraged to think deeply about how they might grow into the learner they want to be. The Comp Sci team then helps students understand they can make decisions, take risks, reflect on their choices, and make adjustments as they grow.

As they plan for school reopening in the fall, the team intends to make it easier for students to track, manage, and drive their learning through focused, directed effort. Comp Sci High will start the fall with 27- to 33-day personalized "mini-mesters" for students. These will range from in-person, small-group sessions for students far below grade level to mostly distance learning for students who have mastered 75 percent of grade-level competencies in the prior year.

These mini-mesters will provide each student with support based on their specific academic and social-emotional needs that might have emerged during distance learning. By reinforcing that their abilities and skills can grow with focused effort and support, the team intends to help each student be ready to resume the full Comp Sci learning experience at the end of the mini-mesters.

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Helpful Resources: The Mindset Kit contains useful guidance and tools for fostering growth mindset in students for both teachers and parents.[19] The kit was developed by PERTS (Project for Education Research that Scales), an applied research organization founded at Stanford University that equips educators with practical, evidence-informed strategies to help all learners thrive. Additional practices and interventions are available in the Building Equitable Learning Environments Library.[20]

Key Planning Questions for School Reopening:

- How might you support teachers to try out and evaluate evidence-informed classroom interventions and practices for fostering growth mindset, such as those suggested in our recommended resources?

- What steps can you take to create an environment in which teachers feel comfortable reflecting on aspects of their instruction that might inhibit students' development of a growth mindset?

- Have you adopted a common framework to help educators understand growth mindset through an equity lens?

Students who develop ways to cope with stress, emotions, feelings, and behaviors in different situations are likely to do better academically.

Learning to cope with stress is a normal part of healthy development. But excessive, prolonged stress can be debilitating. With so many students of color handling high levels of stress created by the perfect storm of Covid-19 and persistent racism, it's more important than ever that schools help them develop ways to cope with their own stress, emotions, feelings, and behaviors.

In our schools, students' perceptions of their self-management skills are associated with higher math and reading outcomes. Our analysis shows that when students rate them highly, the difference in their learning is similar to moving from the 50th to the 59th percentile on nationally normed assessments of reading and math.

Below we share examples from two schools whose students report particularly strong perceptions of their self-management skills along with a toolkit with resources for helping students develop them. We also provide some relevant questions to consider as you develop your school reopening plans.

At Zeta Charter Schools, a network currently serving early elementary students in New York City, teachers conduct lessons on social-emotional learning twice a week and students share how they have lived these lessons each Friday during circle time. The first lesson of the year is focused on "how to identify your feelings", based on the belief that if students are unable to identify and name their feelings, they will not know how to respond to them appropriately. Every classroom also has a "zen den" with sensory materials and other tools to support students when they need additional help coping with their emotions. Students also use "Mood Meters", developed by the Yale Center for Emotional Intelligence, to show their teachers and fellow students how they are feeling, which they can update throughout the day.

As Zeta prepares for the reopening of their schools, the team will shift to a shorter daily lesson (10 minutes) —regardless of whether they reopen virtually or in-person— to ensure the focus on social-emotional competencies does not get deprioritized.

Grimmway Academy, in the California Central Valley, helps students set and work toward personal and academic goals using individualized learning plans (ILPs). Starting in 3rd grade, students develop their own ILP and reflect on their progress and habits to support their growth. Each ILP identifies areas of strength and improvement and sets goals to address the areas of growth. For example, in a recent ILP, one student reflected

Indicators Most Highly Correlated With Academic Outcomes	
STUDENT SAFETY	Students' perception of their physical and emotional safety at school
GROWTH MINDSET	The belief that one's abilities and skills can grow with effort
MANAGING SELF	The ability to cope effectively with stress, emotions, feelings and behaviors in different situations
RIGOROUS EXPECTATIONS	Students' perceptions of how much they are held to high expectations for their effort, persistence, and learning

on his difficulty focusing during an assessment. Using this reflection, the student created a plan for future assessments during the same time block and ways he could better prepare.

The ILPs help students develop self-awareness of specific behaviors and actions that may be supporting their progress or creating roadblocks. In developing goals and reflecting on progress, students can see the direct correlation between the actions they take and their progress in school.

Helpful Resource: Self-management Toolkit.[21] This toolkit was developed by Transforming Education, our research partner on this project. It includes useful information about helping students develop self-management skills and professional development resources for teachers.

Key Planning Questions for School Reopening:

- How might you encourage practices that help students identify and verbalize their feelings and emotions and develop multiple techniques for coping with them?[22]

- How might teachers support students in setting learning goals, developing plans for reaching them, and reflecting on their progress?

- What is your district or school's approach to supporting those students and teachers who return to school with heightened anxiety and might need access to mental health services?

Two "Power Pairs" are associated with higher learning outcomes than any single culture factor or social-emotional competency.

Supportive and responsive learning environments that equitably nurture student development include many interdependent elements. Until this year, our analysis helped us understand how individual school culture factors and social-emotional competencies are correlated with academic outcomes. Now that we have three years of data, our research partner was able to take a deeper look at some of the interactions between multiple indicators.

This longitudinal analysis revealed larger effects on learning from two **"power pairs."** Our findings suggest that the relationship with academic outcomes is larger when students:

- believe their abilities and skills can grow with effort *and* feel physically and emotionally safe, or
- believe their abilities and skills can grow with effort *and* feel their teachers expect a lot from them in terms of effort, persistence, and learning.

The effect of rating these indicators highly in tandem (i.e., growth mindset plus safety or rigorous expectations) is associated with even greater academic outcomes than when students rate any single indicator highly.

We estimate that students who rate the power pair of growth mindset and safety highly demonstrate additional learning similar to moving from the 50th to the 67th percentile on nationally normed assessments.

Similarly, students who rate the power pair of growth mindset and rigorous expectations highly demonstrate a boost in learning outcomes that we estimate to be similar to moving from the 50th to the 66th percentile on nationally normed assessments.

At Comp Sci High, students give the culture high marks, report strong social-emotional competencies, and demonstrate outstanding academic outcomes. They rate both power pairs highly, but because we provided examples of growth mindset and student safety earlier in this brief, the following example illustrates the school's approach to rigorous expectations in its school community.

POWER PAIRS

Growth Mindset is correlated more strongly with better academic outcomes when paired with higher perceptions of two school culture factors: safety and rigorous expectations

Indicator (at 1 SD from Mean)	Effect Size[1] on Math and Reading	Percentile Rank in Proficiency
Growth Mindset Alone	.34	63%
Growth Mindset *and* Safety	.44	67%
Growth Mindset *and* Rigorous Expectations	.40	66%

[1]Effect sizes expressed as standard deviation from mean math proficiency, with $p < .001$

The Comp Sci team emphasizes peer transparency about academic results along with an "error as opportunity" approach to learning. This is embedded in the school's four CORE values: *Courage* (I approach obstacles and challenges without fear)*, Ownership* (I am responsible for the success of my community), *Responsibility* (I am responsible for my actions) and *Excellence* (I push myself and my community to stand out).

All students share their academic grades and goals transparently with the other students in their advisory group. Each advisory group sets a collective academic goal ("our collective GPA at the end of the first trimester will be …"). Students hold each other accountable for achieving their individual and collective goals through

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the school's peer tutoring program. Students with a certain GPA and demonstrated content mastery can apply to serve as peer tutors. The combination of the advisory groups and peer tutoring program has created a culture where students are comfortable asking each other for help and holding each other accountable for their individual and collective academic progress.

PORTFOLIO CHARACTERISTICS

58 Schools in 25 States and DC
Low-income Students: 71%
Black and Latino Students: 75%
English Language Learners: 18%
Special Education Students: 15%
Black and Latino School Leaders: 43%
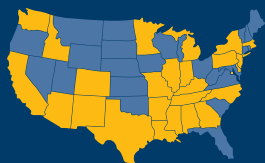
PORTFOLIO COMPARISON

Students' learning growth exceeded national averages by an amount roughly similar to attending a school with average results for an additional 67 days in math and 115 in reading.

67 days in math   115 days in reading

GROWTH

75% of our schools have a majority of students meeting/exceeding growth goals in math; 61% in reading

75% in math   61% in reading

PROFICIENCY

67% of our schools outperform their local districts on math proficiency; 62% in reading

67% in math   62% in reading

How to Use These Insights

Discussing individual school culture factors and social-emotional competencies can seem reductive. Supportive and responsive learning environments have many interdependent attributes that work together to support student learning. Though the examples we shared highlight specific culture and social-emotional indicators and power pairs, it is clear that teachers in those schools take a holistic approach to supporting their students.

We are not suggesting the indicators discussed in this piece are the only ones that matter. Rather, our aim is to highlight those that have persistently shown the strongest associations with academic outcomes in our data, in hopes that educators will find them useful as they plan for the upcoming back to school season. If part of your approach to reopening is to start as simple as possible and then build on that initial foundation over time, the data from our project offers useful insights about where you might begin.

It is important to note that these insights simply provide directional guidance. The findings are correlations – statistically significant with medium to large effect sizes – but correlations, nonetheless. The school vignettes are faithful renderings of practices in schools with high ratings from students on culture and social-emotional indicators, yet they are anecdotal. To date we have not been successful in attracting the resources necessary to commission a mixed methods study to determine connections between our EDSS indicators and certain school design choices, interventions, and practices.

Still, as educators face a back to school season like no other, we believe our findings and the snapshots of some of our schools can provide educators across the country with ideas they can use as they plan to reopen their schools and support the individual academic and social-emotional development of their students.

About This Project

In 2016, NewSchools launched a project in which our innovative school grantees use a set of common instruments to follow indicators of school culture, social-emotional competencies, and academic outcomes. Combined, these three categories make up our *expanded definition of student success* (EDSS).

Since the 2016-2017 school year, we've partnered with TransformEd to provide our schools with data, evidence-based resources and technical assistance to advance EDSS[23]. Our primary goal is to provide educators in our schools with the information and insights they need to support the academic and social-emotional development of each of their students. We also want to advance the state of practice, research, and policy more broadly. That's why we're committed to sharing what we are learning as we go.

This brief is based on data collected and analyzed by TransformEd throughout the 2018-19 school year, the third full year of the project. The full data set includes 12,500 students across 46 schools in 21 states and the District of Columbia. It includes student responses to our EDSS self-report survey and performance on the NWEA MAP Growth assessment. TransformEd conducted several analyses to build an empirical foundation for our insights, including a mediation analyses of a smaller longitudinal sample to estimate the practical impact of rating select social-emotional competencies and school culture factors highly. This statistical approach allows us to convert effect sizes into a metric that may be more familiar to educators, namely the percentile rank of students on nationally normed tests. For more information about the methodological elements of our analyses, please see our accompanying technical memo or reach out to our Director of Research & Learning, Jason Atwood, at jatwood@newschools.org.

Key questions for school reopening plans

STUDENT SAFETY

- How have you communicated with students and their families about your plan to keep them physically and emotionally safe? How might you create opportunities to hear and respond to feedback from students and families about the plan and how it is working?

- Does your school already have support groups and counseling services available on-campus? If not, how might you create them as part of your reopening plan? If so, did your students access these resources and trust the adults who administer them before the transition to distance learning? If not, how might you strengthen them going forward?

- How might you gather student perceptions of safety and monitor changes in this data over time? How will your team respond to trends in the data?

GROWTH MINDSET

- How might you support teachers to try out and evaluate evidence-informed classroom interventions and practices for fostering growth mindset?

- What steps can you take to create an environment in which teachers feel comfortable reflecting on aspects of their instruction that might inhibit students' development of a growth mindset?

- Have you adopted a common framework to help educators understand growth mindset through an equity lens?

MANAGING SELF

- How might you encourage practices that help students identify and verbalize their feelings and emotions and develop multiple techniques for coping with them?

- How might teachers support students in setting learning goals, developing plans for reaching them, and reflecting on their progress?

- What is your district or school's approach to supporting those students and teachers who return to school with heightened anxiety and might need access to mental health services?

[1] The authors appreciate our writing partnership with Lynn Olson and the contributions and feedback from NewSchools colleagues Miho Kubagawa and Heather McManus. We wish to thank the educators in the schools highlighted in this piece for their contributions to the insights and the work they do with students every day.

[2] Park., D., & Winchester, H. (2020, May). *Parents 2020: Covid-19 Closures — A redefining moment for students, parents, and schools.* Learning Heroes. https://bealearninghero.org/research/

[3] Our EDSS framework is available for download at https://bit.ly/EDSS-Graphic

[4] An overview of the NewSchools and TransformEd research and practice collaborative can be found at https://www.transformingeducation.org/our-work/with-schools-and-systems/newschools-invent-partnership/

[5] See:
- Atwood, J., & Childress, S. (2018). *Embracing and measuring an expanded definition of student success.* NewSchools Venture Fund Insight Brief. https://bit.ly/EDSSinsightbrief
- Messano, F., Childress, S., Atwood, J., & Kubagawa, M. (2019). *Using expanded measures of student success for school improvement.* NewSchools Venture Fund Insight Brief. http://bit.ly/EDSS2019

[6] Correlations, *p*-values, and sample sizes for headline findings throughout the brief are reported in our accompanying technical memo at https://www.newschools.org/wp-content/uploads/2020/07/EDSS3-Technical-Memo.pdf.

[7] For a summative report on research, practice, and policy about the importance of an expanded definition of student success, see: The Aspen Institute National Commission on Social, Emotional, and Academic Development (2019). *From a nation at risk to a nation at hope: Recommendations from the National Commission on Social, Emotional, & Academic Development.* http://nationathope.org/

[8] See the discussion of parent surveys about the health risks associated with school reopenings at:
- Cain Miller, C., & Sanger-Katz, M. (2020, June). How 132 epidemiologists are deciding when to send their children to school. *The New York Times.* https://www.nytimes.com/2020/06/12/upshot/epidemiologists-decisions-children-school-coronavirus.html
- Lowe, B. (2020, May). *New poll: Two-thirds of parents support keeping schools closed 'until they are certain there is no health risk.'* The 74. https://www.the74million.org/new-poll-two-thirds-of-parents-support-keeping-schools-closed-until-they-are-certain-there-is-no-health-risk/
- National Coalition for Public School Options. (2020, June). *National survey: Significant number of parents not planning to send children to brick and mortar schools due to COVID-19 concerns.* https://publicschooloptions.org/national-survey-significant-number-of-parents-not-planning-to-send-children-to-brick-and-mortar-schools-due-to-covid-19-concerns/1935

[9] Yeager, D., S., Purdie-Vaughns, V., Yang Hooper, S., & Cohen, G. L. (2017). Loss of institutional trust among racial and ethnic minority adolescents: A consequence of procedural justice and a cause of life-span outcomes. *Child Development, 88*(2). https://srcd.onlinelibrary.wiley.com/doi/abs/10.1111/cdev.12697

[10] National Center for Education Statistics (n.d.). *Teacher characteristics and trends.* https://nces.ed.gov/fastfacts/display.asp?id=28

[11] We used a statistical approach called mediation analysis to establish the direction and magnitude of relationships in our EDSS dataset. This approach also allows us to convert effect sizes of certain relationships into a metric that educators might feel is more intuitive and usable, namely the change in percentile rankings on nationally normed academic assessments. See our accompanying technical memo at https://www.newschools.org/wp-content/uploads/2020/07/EDSS3-Technical-Memo.pdf for more details.

[12] The seven culture climate factors our schools measure are: cultural and linguistic competence, learning strategies, rigorous expectations, student safety, sense of belonging, student engagement, and teacher-student relationships. See the full list of survey items at https://www.newschools.org/wp-content/uploads/2020/06/NSVF-EDSS-Survey-Items-2020.pdf

[13] For more on ThriveWay's Peer Helpers program, visit https://thriveway.com.

[14] Cowan, K. C., Vaillancourt, K., Rossen, E., & Pollitt, K. (2013). *A framework for safe and successful schools.* Bethesda, MD: National Association of School Psychologists. https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/systems-level-prevention/a-framework-for-safe-and-successful-schools

[15] The NASP's supplemental guide to the Safe and Successful Schools Framework is available at https://www.nasponline.org/Documents/Resources%20and%20Publications/Resources/Crisis/Supplemental%20School%20Safety%20Framework%20Guidance_Briefing.pdf.

[16] See, for example, the growing list of articles devoted to the notion of growth mindset in *Education Week* at https://www.edweek.org/topics/growth-mindset/index.html.

[17] Four important resources about the efficacy of mindset interventions:
- Hendricks, C. (2019, March). The growth mindset problem. *Aeon.* https://aeon.co/essays/schools-love-the-idea-of-a-growth-mindset-but-does-it-work
- Sisk, V. F., Burgoyne, A. P., Sun, J., Butler, J. L., & Mcnamara, B. N. (2018). To what extent and under which circumstances are growth mind-sets important to academic achievement? Two meta-analyses. *Psychological Science, 24*(4), 549-571. https://doi.org/10.1177/0956797617739704
- Yeager, D. S., Hanselman, P., Walton, G. M., Murray, J. S., Crosnoe, R., Muller, C., Tipton, E., Schneider, B., Hulleman, C. S., Hinojosa, C. P., Paunesku, D., Romero, C., Flint, K., Roberts, A., Trott, J., Iachan, R., Buontempo, J., Man Yang, S. … Dweck., C. S. (2019). A national experiment reveals where a growth mindset improves achievement. *Nature, 573*, 364-369. https://www.nature.com/articles/s41586-019-1466-y
- Claro, S., & Loeb, S. (2019). *Students with growth mindset learn more in school: Evidence from California's CORE School Districts.* Policy Analysis for California Education: CORE-PACE Research Partnership. https://edpolicyinca.org/publications/mindset-effect-academic-achievement

[18]See the discussion on the magnitude of findings and reporting effect sizes at:

- What Works Clearinghouse. (n.d.). *Procedures and Standards Handbook, Version 3.0*. https://ies.ed.gov/ncee/wwc/Docs/referenceresources/wwc_procedures_v3_0_standards_handbook.pdf

[19]The PERTS mindset kit can be found at https://www.mindsetkit.org.

[20]Read more about the Building Equitable Learning Environments Library and its section on providing feedback for growth at https://equitablelearning.org/books/u5jnk7cH.

[21]The Transforming Education (TransformEd) self-management toolkit can be accessed at https://www.transformingeducation.org/self-management-toolkit/.

[22]See discussion in: Germeroth, C., & Day-Hess, C. (2013). *Self-regulated learning for academic success: How do I help students manage their thoughts, behaviors, and emotions?* ASCD Arias. http://www.ascd.org/Publications/Books/Overview/Self-Regulated-Learning-for-Academic-Success.aspx

[23]An overview of the NewSchools and TransformEd research and practice collaborative can be found at https://www.transformingeducation.org/our-work/with-schools-and-systems/newschools-invent-partnership/. Details of our EDSS student survey — which includes self-report measures of seven social-emotional competencies and seven culture/climate indicators — can be found at https://www.newschools.org/wp-content/uploads/2020/06/NSVF-EDSS-Survey-Items-2020.pdf. This document includes definitions for each of the SEL and culture/climate indicators in our EDSS framework; the survey items and response options; and links to the original research/source of each scale. For more information about the development and psychometric properties of our survey, please see:

- Buckley, K., Subedi, S., Krachman, S, Atwood, J., & Education Analytics (2018). *Working paper: Measurement properties of student social-emotional competency and school culture-climate surveys in the NewSchools Invent cohort.* Transforming Education. https://www.transformingeducation.org/wp-content/uploads/2019/01/NSI-RQ1-Final-Paper-for-website.pdf