



Survey Options

Name of Survey	Overview	What it Measures?	Logistics of the Survey	Contact information
The 5 Essentials Survey (Chicago, Illinois)	<p>5Essentials is an evidence-based system designed to drive improvement in schools nationwide— The 5Essentials system is based on more than 20 years of research by the University of Chicago Consortium on Chicago School Research on five components found to be critical for school success:</p> <p>Effective Leaders: The principal works with teachers to implement a clear and strategic vision for school success.</p> <p>Collaborative Teachers: Teachers collaborate to promote professional growth..</p> <p>Involved Families: The entire school staff builds strong relationships with families and communities to support learning.</p> <p>Supportive Environment: The school is safe and orderly. Teachers have high expectations for students and support students to realize their goals. Classmates also support one another.</p> <p>Ambitious Instruction: Classes are academically demanding and engage students by emphasizing the application of knowledge.</p>	<p>This survey reliably measures changes in a school organization and provides individualized, actionable Reports for each school. The 5Essentials Report includes a breakdown of teacher and student responses and, most importantly, provides a comprehensive picture of the school environment based on five essential areas critical for school improvement in a meaningful context of similar and successful schools.</p>	<ul style="list-style-type: none"> • Taken by all pre-Kindergarten through 12th-grade teachers • Taken by all sixth- through 12th-grade students • Usually requires no more than 30 minutes to complete. • All survey items are multiple choice questions. • There are no open-ended responses. • The 5Essentials Student Survey asks questions about students’ experiences, attitudes, and activities in school. • The 5Essentials Teacher Survey asks questions about a variety of topics, including instruction, professional development, and the school as a workplace. • The parent survey supplement asks questions about the parent’s overall relationship with the school. 	<p>Email Client Services: 5essentials@uchicago.edu or 1.866.440.1874</p> <p>http://help.5-essentials.org/customer/portal/articles/2593319-2016-2017-5essentials-survey-questions</p>
Talent Development Secondary Diagnostic Survey for Teachers/Students	<p>Talent Development Secondary (TDS), in its continued work toward increasing each student’s success in attendance, behavior, and course performance, created a new non-cognitive diagnostic survey tool designed in coordination with research staff at Johns Hopkins University. The survey tool includes assessments of several factors that promote student success (e.g., purpose and goal-setting, growth mindset) or hinder student success (e.g., shame, trauma). Rather than identifying individual students who are at risk, the survey is intended to assess overall strengths and needs at the school.</p>	<p>The goal for this new survey tool is to provide information about:</p> <ol style="list-style-type: none"> 1. Where students in a school stand on these non-cognitive factors as a group, 2. any gaps that exist between teachers’ perceptions and students’ experiences. Results from the survey can be used to inform school improvement planning, especially student interventions and community partnerships, as well as potential work on social-emotional learning. 	<ul style="list-style-type: none"> • The focus of the diagnostic tool will be the transition years of 6th and 9th grade. • The survey will only be given once at the beginning of the school year to serve as a planning tool for the entire year. • Students will access a link to the student survey, and teachers will access a link to the teacher survey. • Approximately 45 questions 	<p>Emily Clark: email: eclark@jhu.edu</p>
Authoritative School Climate Survey	<p>Schools can examine their levels of Structure and Support to identify areas for improvement. Authoritative schools score above the median on overall Structure and Support. An authoritative school climate is linked to less teasing and bullying, better student behavior toward teachers, fewer discipline problems, and higher student achievement. Like a good parent, school staff members should be authoritative rather than authoritarian: holding high expectations for their students and at the same time communicating care and respect for them.</p>	<p>The ASCS is designed to measure the degree to which a school has authoritative characteristics such as fair discipline, supportive teachers, and high academic expectations, as well as associated characteristics such as low rates of bullying and high student engagement.</p>	<ul style="list-style-type: none"> • The survey is appropriate for any school with grades 7-12. • Provides feedback on dimensions of school climate labeled Structure (7 items) and Support (8 items) 	<p>http://curry.virginia.edu/research/projects/virginia-secondary-school-climate-study</p>
Effective School Battery	<p>The Effective School Battery (ESB) was developed to provide schools with needed information about themselves. For the students, constructs include safety, respect for students, planning and action,</p>	<p>In assessing school climate, students and teachers answer questions about their school, and these answers are analyzed by a computer. The computer analysis produces a profile of the school that</p>	<p>The materials required for school climate assessment with the Effective School Battery (ESB) include two inventory booklets (one for students and one for teachers), two answer sheets (one for students and</p>	<p>University of Maryland 3214 Benjamin Building College Park, MD 20742 Tele: 301-405-2858</p>



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	<p>fairness of rules, clarity of rules, and student influence. Constructs for the teachers include safety, morale, planning and action, smooth administration, resources for instruction, good race relations, parent and community involvement, student influence, and avoidance of grades as sanction. This information is essential to improve the performance of any organization. The feedback provided can be used to reinforce progress in organizations, bolster staff who have undertaken new initiatives, and can serve to evaluate improvement programs.</p>	<p>describes the school using a set of "scales." The scales of the ESB summarize information about the school's climate in an organized and easy to interpret fashion.</p>	<p>one for teachers), and a survey coordinator's manual. The student inventory is an eight-page booklet designed for use with an optically scanned answer sheet. Students answer questions about themselves and the school using multiple-choice, agree-disagree, or true-false formats. The teacher inventory is an eight-page booklet also designed to be used with an optically scanned answer sheet. Teachers answer questions about themselves and the school using the same formats used by the students.</p>	<p>https://safesupportivelearning.ed.gov/survey/effective-school-battery</p>
<p>Devereux Student Strengths Assessment (DESSA)</p>	<p>The DESSA is a thorough assessment of social-emotional competencies that provides a variety of tools to chart and communicate results, monitor progress, and evaluate outcomes. The DESSA Comprehensive System is a two-part system designed to help school and after-school program staff promote the healthy social-emotional development of all children. A school can use the universal screener, the DESSA-mini, to evaluate all children. If needed, the school can then administer the DESSA to those children identified as at risk for social-emotional difficulties.</p>	<ul style="list-style-type: none"> • The DESSA-mini provides one score, the Social-Emotional Total, which summarizes a student's overall social emotional competence. Use this for initial screening for all children in your classroom/school. • The DESSA measures eight key social-emotional competencies identified in the research literature as essential to a child's success in school and life: self-awareness, social awareness, self-management, relationship skills, goal-directed behavior, personal responsibility, decision making, and optimistic thinking. 	<ul style="list-style-type: none"> • DESSA-mini: includes 4 different 8-item forms given to students • Children who receive low scores on the mini will be assessed using the DESSA, which includes 72 items (can be re-administered and pre-post tested to compare progress) • Available in English and Spanish • Paper or on-line format • Manual includes information on administration, scoring, and interpreting • Grades K-8 	<p>800-438-0162</p> <p>www.apperson.com</p>
<p>Comprehensive School Climate Inventory (CSCI)</p>	<p>A nationally-recognized school climate survey that provides an in-depth profile of your school community's particular strengths and needs. With the CSCI, you can quickly and accurately assess student, parent, and school personnel perceptions, and get the detailed information you need to make informed decisions for lasting improvement.</p>	<p>The CSCI measures the nationally-recognized 13 essential traits within:</p> <ul style="list-style-type: none"> • Safety • Teaching & Learning • Interpersonal Relationships • Institutional Environment • Leadership & Professional Relationships • Social Media 	<ul style="list-style-type: none"> • Paper or online • English or Spanish (further translations available) • Student, Staff, and Parent Surveys • 15-20 minutes to complete • Comprehensive, customized reports within 2 weeks of survey completion • Graphics and explanatory text • Sub-group information (grade level, gender, race, etc.) • Recommended guidelines and action charts for your action planning 	<p>Email: dfaster@schoolclimate.org</p> <p>Website: http://schoolclimate.org</p>
<p>US Department of Education School Climate Survey (EDSCLS)</p>	<p>The U.S. Department of Education (ED) is dedicated to helping keep students safe and improving their learning environments. The EDSCLS allows States, local districts, and schools to collect and act on reliable, nationally-validated school climate data in real-time.</p>	<ul style="list-style-type: none"> • Students - Engagement (cultural and linguistic competence, relationships, school participation); Safety (emotional safety, physical safety, bullying/cyberbullying, substance abuse); Environment (physical environment, instructional environment, mental health, discipline) • Staff - Engagement (cultural and linguistic competence, relationships, school participation); Safety (emotional safety, physical safety, bullying/cyberbullying, substance abuse); 	<ul style="list-style-type: none"> • On-line • Grades 5-12 • Downloadable administration user guide, survey item lists, platform, and code book • Free 	<p>Survey website- https://safesupportivelearning.ed.gov/edscls/administration</p> <p>Help Desk: 866-730-6835 between 9-5 Eastern</p>



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Culture of Excellence & Ethics Assessment (CEEA)-High/Middle School Student Survey	Culture of Excellence & Ethics Assessment® surveys have been in development since 2005 (previous versions named CREE) and have been utilized by K-12 education organizations and educational researchers in the U.S. and across the world, including Kenya, Singapore, Mongolia, Costa Rica, South Africa, China, Mexico, Canada, Chile, Africa, India, and the Philippines.	Environment (physical environment, instructional environment, physical health, mental health, discipline) CEEA student and faculty/staff surveys measure: <ul style="list-style-type: none"> • whether the school climate is safe; • whether faculty and staff are intentional in fostering an academically rigorous and socially engaging environment for students; • whether students hold positive norms about learning and school behavior; • whether students experience positive relationships with peers and staff; • whether faculty and staff engage in supportive collegial relationships; and • the extent to which the school engages student families in support of student learning and social development. CEEA parent survey measures: <ul style="list-style-type: none"> • parent perceptions of school climate and culture; • parent support for their child/children's learning at home; and • parent support for their child/children's social development at home 	<ul style="list-style-type: none"> • Secondary version for grades 7-12 • Elementary version for grades 4-6 • Faculty/Staff versions • School and District Level-no individual student information 	Vlad Khmelkov at vkhmelkov@excellenceandethics.org for more information about this survey. http://excellenceandethics.org/assess/ceea-samples.php
PBIS School Climate Survey	The School Climate Survey Suite is a set of multidimensional surveys to measure student perceptions of school climate. <ul style="list-style-type: none"> • School Climate Survey: Elementary • School Climate Survey: Middle/High The surveys are brief, reliable, and valid for assessing perceived school climate among students in Grades 3-12. Teams can use each survey separately or in combination to assess perceptions. Each survey includes a set of demographic questions about the participant and a number of questions related to school climate with Likert-type response option.	The School Climate Survey is a set of multi-dimensional surveys to measure student perceptions of school climate.	<ul style="list-style-type: none"> • Grades 3-12 • Multiple response survey • Elementary has 11 items and takes about 10-15 minutes to complete • Secondary has 9 items and takes about 10 minutes to complete • Online or paper 	https://www.pbisapps.org/About-Us/Pages/Announcing-the-School-Climate-Survey.aspx
Scholar Centric - Success Highways	These assessments provide educators with insight into the root causes of frequent absences, poor behavior, and low grades. Students' academic and behavioral problems are often a symptom of deeper social and emotional issues. When educators are empowered with data about students' resiliency, they can specifically target underlying issues and improve academic performance, attendance, behavior, and graduation rates.	The Success Highways Resiliency Assessments measure students' aptitude in six resiliency areas that have been shown by research to dramatically impact academic achievement. These areas are valuing education, academic confidence, connectedness to teacher, stress, health and well-being, and intrinsic motivation.	<ul style="list-style-type: none"> • Assessments for grades 3-5 and 6-10 • Secondary assessment reports include an Academic Risk Index™ that identifies students at risk of failure as early as three years before warning signs appear • About a 30 minute survey • On-line • Resiliency curriculum available in addition to survey • English and Spanish (secondary only) 	Tele: 800-995-8779 www.scholarcentric.com



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Tripod Student Survey	Dr. Ronald F. Ferguson of Harvard University created the first Tripod surveys with teachers in Ohio in 2001. Tripod began as a bridge from research to practice for teachers working to raise achievement levels and narrow gaps. Tripod has evolved since 2001 into the most trusted product of its kind and is widely used around the nation. The survey can be used as a professional development tool and a diagnostic tool. Results come as robust suite of analysis. Tripod was the only student survey studied and validated by the Measures of Effective Teaching (MET) project sponsored by the Bill & Melinda Gates Foundation and completed in 2013.	Tripod is built on the 7Cs: a set of teaching practices that peer-reviewed research has linked to student engagement (effort and behavior) and achievement (gains on standardized tests). The 7Cs framework of effective teaching describes the extent to which teachers: care, confer, captivate, clarify, consolidate, challenge, and classroom management. There are multiple survey modules available that look at a subset of the above and teacher surveys as well, to capture feedback to administrators.	<ul style="list-style-type: none">• Available for grades K - 12 (different versions for three grade bands)• Online or paper (K-2 version is paper only)• Should take 15-20 minutes to complete• Can be given up to 3 times/year• Per student cost	Website: http://tripoded.com/