

## Resilient Schools

### Student Success Survey- Mid-Year Assessment (Christian et al., 2021)

*The school leadership team will complete a mid-year survey during year 1 and year 2. The expectation is during the fall of the third-year is that educational assistants and teachers will complete the survey with the leadership team.*

**School name:**

**Mid-Year Assessment** \_\_\_\_\_

**Please complete the checklist below. Use the following scale to assess each element at your school:**

- 1- Element is **not at all** in place
- 2- Element is **partially** in place
- 3- Element is **mostly** in place
- 4- Element is **fully** in place

Circle the number that best fits the elements you have in place at your school for each question.

1. School contains predictable and safe environments (including classrooms, hallways, playgrounds, and school bus) that are attentive to transitions and sensory needs.

1                      2                      3                      4

2. General and special educators consider the role that trauma may be playing in learning difficulties at school.

1                      2                      3                      4

3. Discipline policies balance accountability with an understanding of trauma.

1                      2                      3                      4

4. Support for staff is available on a regular basis, including supervision and/or consultation with a trauma expert, classroom observations, and opportunities for teamwork.

1                      2                      3                      4

5. Opportunities exist for confidential discussion about students.

1                      2                      3                      4

6. School participates in safety planning, including enforcement of court orders, transferring records safely, restricting access to student-record information, and sensitive handling of reports of suspected incidents of abuse or neglect.

1                      2                      3                      4

7. Policies describe how, when, and where to refer families for mental health supports; and staff actively facilitate and follow through in supporting families' access to trauma-competent mental health services.

**1**                      **2**                      **3**                      **4**

8. Access exists to trauma-competent services for prevention, early intervention, treatment, and crisis intervention.

**1**                      **2**                      **3**                      **4**

9. Protocols exist for helping students transition back to school from other placements.

**1**                      **2**                      **3**                      **4**

10. Mental health services are linguistically appropriate and culturally competent.

**1**                      **2**                      **3**                      **4**

11. School develops and maintains ongoing partnerships with state human service agencies and with community-based agencies to facilitate access to resources.

**1**                      **2**                      **3**                      **4**

12. When possible, school and community agencies leverage funding to increase the array of supports available.

**1**                      **2**                      **3**                      **4**

\*TVAAS literacy is the statistical analysis measure that provides information on literacy, comparing student literacy growth compared to peers across the state. TVAAS Numeracy is a statistical analysis measure that provides information on growth in numeracy, comparing student numeracy to peers across the state. These are both measures that are required by the Tennessee Department of Education to be reported by schools for annual school report card data.

\*This survey instrument was developed in partnership with the Educational Leadership and Policy Analysis Department and Strong BRAIN Institute at East Tennessee State University. If you would like to use this survey instrument, we invite you to share your findings with the Resilient Schools Project research team.

#### Citation

Christian, G., Quinn, M., Haas, R., & Foley, V. (2021). *Resilient schools mid-year student success instrument*. East Tennessee State University, Johnson City. TN.