

## Resilient Schools

### Student Success Survey- Mid-Year Assessment (Christian et al., 2025)

*We have enjoyed the collaboration this fall and look forward to your valuable feedback through the Student Success Mid-Year Survey.*

*This survey will take approximately 10 minutes to complete and is designed for the full school leadership team, which may include an expanded group beyond the Resilient Schools implementation team. The purpose of this mid-year touch point is to gather insights from each team member as you reflect on your implementation goals for the first semester. Your input will help your team celebrate successes, identify opportunities for growth, and ensure alignment as we move into the second half of the school year.*

*Thank you for your time and commitment to student success!*

**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. Core values and expectations are communicated in clear, concise, and positive ways.  

**1**
**2**
**3**
**4**
3. General and special educators consider the role that trauma may be playing in learning difficulties at school.  

**1**
**2**
**3**
**4**
4. Restorative practices are routinely used in our school.  

**1**
**2**
**3**
**4**
5. Discipline policies balance accountability with an understanding of trauma.  

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

6. 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**
7. Opportunities exist for confidential discussion about students.
- 1                      2                      3                      4**
8. 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**
9. 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**
10. Access exists to trauma-competent services for prevention, early intervention, treatment, and crisis intervention.
- 1                      2                      3                      4**
11. Protocols exist for helping students transition back to school from other placements.
- 1                      2                      3                      4**
12. Students' strengths and interests are evaluated and incorporated into student behavior contracts.
- 1                      2                      3                      4**
13. Mental health services are linguistically appropriate and culturally competent.
- 1                      2                      3                      4**
14. 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**
15. When possible, school and community agencies leverage funding to increase the array of supports available.
- 1                      2                      3                      4**
16. We have positive traditions in place.
- 1                      2                      3                      4**
17. We have activities that celebrate students in place.
- 1                      2                      3                      4**
18. We have activities that celebrate faculty and staff in place.
- 1                      2                      3                      4**
19. What additional professional learning would you like included to support your role?

\*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. (2025). *Resilient schools mid-year student success instrument*. East Tennessee State University, Johnson City. TN.