**School Quality Measures**

Student and Educator Surveys

This document provides an overview of the questions that make up the survey component of the School Quality Measures (SQM). It is organized by the five major categories that make up the SQM framework: (1) Teachers and Leadership, (2) School Culture, (3) Resources, (4) Academic Learning, and (5) Community and Wellbeing. Please note that SQM data collection incorporates publicly-available school administrative data items, which are not included in this document. Safeguarding data privacy is foundational to the work of the School Quality Measures project. Student data is displayed at the school level and can only be disaggregated for sub-groups of ten or more. Teacher data is only visible in the aggregate at each school.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Survey** | **Audience** | **Estimated Completion Time** | **Description & Preview** | **Available Languages** |
| **Student Standard Survey** | Students in grades 5-12 | 20-25 minutes | The original and most robust School Quality Measures student survey.[Student Standard Preview](https://umassamherst.co1.qualtrics.com/jfe/preview/previewId/7a3772b5-bb59-411e-96af-10ee004a7205/SV_9ELONhGlSx0vxbM?Q_CHL=preview&Q_SurveyVersionID=current) | 9 Languages[[1]](#footnote-1) |
| **Student Short Survey** | Students in grades 3-5 | 15-20minutes | An abbreviated version of the standard student survey.[Student Short Preview](https://umassamherst.co1.qualtrics.com/jfe7/preview/previewId/f8a99689-b608-4ddb-a0c2-ca717a0b0400/SV_0k9jskJrDF3MaGy?Q_CHL=preview&Q_SurveyVersionID=current) | 9 Languages[[2]](#footnote-2) |
| **Early Education Survey** | Students in grades K-4 | 15-20minutes | A survey designed for younger students that uses visual responses and is taken in two sittings.[Part A Survey Preview](https://umassamherst.co1.qualtrics.com/jfe/preview/previewId/32dcbfba-f531-4a03-bb70-b482dae74c30/SV_eWM1ZX8bL1CUHAy?Q_CHL=preview)[Part B Survey Preview](https://umassamherst.co1.qualtrics.com/jfe/preview/previewId/d4dfdd73-f0b3-49e3-bb1b-fb54f46bc774/SV_1Mwx56ZiKkAhR78?Q_CHL=preview) | 5 Languages[[3]](#footnote-3) |
| **Educator Survey** | Classroom teachers, other licensed educators, and para educators | 15-20minutes | A survey to help understand school quality from the educator perspective.[Educator Survey Preview](https://umassamherst.co1.qualtrics.com/jfe/preview/previewId/8c961be1-731e-406e-bb95-51c686c4cf7b/SV_0qC79Gq18pmAKNg?Q_CHL=preview) | English |

1 – Teachers and Leadership

**1A - Teachers and the Teaching Environment**

1A-i Professional Qualifications[[4]](#footnote-4) (Teachers)

* How confident are you in working with the student body at your school?
* Given your preparation for teaching how comfortable are you teaching at the grade-level you have been assigned?
* How prepared are you for teaching the topics that you are expected to teach in your assignment?

1A-ii Effective Practices[[5]](#footnote-5) (Students)

* Overall, how much have you learned from your teacher?
* For this class, how clearly does your teacher present the information that you need to learn?
* When you need extra help, how good is your teacher at giving you that help?
* How well can your teacher tell whether or not you understand a topic?
* How interesting does your teacher make the things you are learning?
* How good is your teacher at helping you learn?
* How confident are you in your ability to present material clearly?
* How confident are you in your ability to identify gaps in student understanding?
* How confident are you in your ability to provide extra help to students who need it?
* How confident are you in your ability to make material interesting for students?

1A- iii Professional Community[[6]](#footnote-6) (Teachers)

* How many teachers in this school feel responsible for helping each other do their best?
* How many teachers in this school take responsibility for improving the school?
* This year, how often have you had conversations with your colleagues about what helps students learn?
* As a faculty, how well do you do talking through views, opinions, and values?
* This year, how often have you had colleagues observe your classroom?

**1B – Leadership**

1B-i Effective Leadership[[7]](#footnote-7) (Teachers)

* To what extent do you trust your principal at his or her word?
* At your school, how comfortable are you raising concerns with the principal?
* How much do you trust your principal to stand up for you in disagreements with parents?
* How effectively does your principal communicate a clear vision of teaching and learning?
* How effectively does your principal press teachers to engage in good pedagogical practice?
* How much does your principal know about what’s going on in teachers’ classrooms?

1B- ii Support for Development/Growth[[8]](#footnote-8) (Teachers)

* To what extent has your professional development included enough time to explore new ideas?
* How much would you say that your professional development has been sustained/consistent (rather than discontinuous)?
* To what extent has your professional development been connected to the topics you teach?
* Overall, how strong has support for your professional growth been?
* How often do teachers here work together to plan curriculum and instruction?
* How hard do teachers here work to coordinate their teaching with instruction at other grade levels?
* How often do teachers here collaborate to make the school run effectively?

2 - School Culture

**2A - Safety**

2A-i Student Physical Safety[[9]](#footnote-9) (Students)

* How often do you worry about violence at your school?
* How often do students get into physical fights at your school?
* Overall, how physically safe do you feel at school?
* How often do you feel like you might be harmed by someone at school?

2A-ii Student Emotional Safety[[10]](#footnote-10)

2A-ii Emotional Safety (Students)

* How often are students unkind to each other at this school?
* How often are students at this school unkind to each other online?
* How much bullying occurs at this school?

2A-ii Peer Victimization (Teachers)

* Overall, how unkind are students to each other?
* How often are students bullied at school?
* How often are students bullied because of who they are?

**2B- Relationships**

2B-i Student Sense of Belonging[[11]](#footnote-11)

Sense of Belonging (Students)

* At your school, how accepted do you feel by the other students?
* Overall, how much do you feel like you belong at your school?
* How well do people at your school understand you?
* How much respect do students in your school show you?
* How connected do you feel to the adults at your school?

Peer Support[[12]](#footnote-12) (Teachers)

* How much do students at this school care about each other?
* How often do students at this school help each other learn?
* How well do students at this school get along with each other?
* At this school, how respectful are students to each other?

2B-ii Student-Teacher Relationships

Teacher Interest in Students (Students)

* When your [science/math/English/social studies] teacher asks how you are doing, how often do you feel that he/she is really interested in your answer?
* How interested is your [science/math/English/social studies] teacher in what you do outside of class?
* If you walked into class upset, how concerned would your [science/math/English/social studies] teacher be?
* If you came back to visit class three years from now, how excited would your [science/math/English/social studies] teacher be to see you?
* If you had something on your mind, how carefully would your [science/math/English/social studies] teacher listen to you?

**2C - Academic Orientation**

2C-i Valuing of Learning[[13]](#footnote-13)

Valuing of Learning (Students)

* Overall, how important is school to you?
* How curious are you to learn more about things you talked about in school?
* How much do you enjoy learning in school?
* How much do you see yourself as a learner?

2C-ii Academic Challenge[[14]](#footnote-14)

Academic Press (Students)

* How much does your [science/math/English/social studies] teacher encourage you to do your best?
* When you feel like giving up on a difficult task, how likely is it that your [science/math/English/social studies] teacher will help you keep trying?
* How often does your [science/math/English/social studies] teacher ask you to explain your answers?
* How often does your [science/math/English/social studies] teacher take time to make sure you understand the material?

Academic Rigor (Teachers)

* How well does your school foster academic challenge for all students?
* How effectively does your school challenge students who are struggling academically?
* How effectively does your school challenge students who are thriving academically?

3 – Resources

**3A - Facilities and Personnel**

3A-i Physical Space/Materials[[15]](#footnote-15)

Access/Quality Resources (Teachers)

* How adequate is your access to the materials you need to effectively teach?
* How adequate is your access to the technology you need to effectively teach?
* How adequate is the support you receive for using technology?
* How sufficient is the physical space for school activities?
* How well-maintained are school facilities?

3A-ii Content Specialists/Support[[16]](#footnote-16)

Support Staff (Students)

* When you are hurt, sad, or just need to talk to someone, is there an adult at school other than your teacher you can go to?
* When you need help learning something, is there an adult at school other than your teacher who can work with you?

Support Staff (Teachers)

* How often are non-teaching support staff available for students with non-academic issues?
* Overall, how effective is the support students receive from non-teaching staff?
* How adequate is the number of non-teaching support staff?
* How often are non-teaching support staff available for students who are struggling academically?

**3B - Learning Resources**

3B-i Curricular Strength/Variety[[17]](#footnote-17)

Curricular Strength/Variety (Teachers)

* Overall, how rigorous is the curriculum that you are expected to teach?
* If one of your students transferred to another district with a challenging assortment of courses, how well prepared would he or she be?
* How well-rounded is the curriculum that you and your colleagues teach?
* How coherent is the curriculum that you are expected to teach?

3B-ii Cultural Responsiveness[[18]](#footnote-18)

Cultural Relevance (Students)

* In your classes, how often do you see people like you represented in what you study?
* How valued do you think all students' home cultures and languages are in the school curriculum?
* In your classes, how often do you see many different kinds of people represented in what you study?
* How valued do you think your home culture and language are in the school curriculum?

Cultural Responsiveness (Teachers)

* How able are you to integrate material from different cultures into your class?
* How often do you integrate culturally diverse content into your teaching?
* How often do you use teaching strategies to facilitate learning among culturally diverse students?
* How motivated are you to integrate culturally diverse content in your classroom?

**3C - Community Support**

3C-i Family-School Relationships[[19]](#footnote-19)

Parental Engagement (Teachers)

* How often do you connect with parents at your school?
* How involved have parents been in fundraising efforts at your school?
* How involved have parents been with parent groups at your school?
* How often does the average parent help out at your school?

3C-ii Community Involvement, External Partners[[20]](#footnote-20)

Community Engagement (Teachers)

* How effectively does this school connect with immigrant parents, providing translation when necessary?
* How effectively does this school respond to the needs and values the surrounding community?
* To what extent are all groups of parents represented in the governance of the school?
* Overall, how effectively does this school connect with the community?

4 - Academic Learning

**4A – Performance**

4A-ii Overall Performance[[21]](#footnote-21)

Student achievement (Teachers)

* Relative to what you know of students this age, how academically able are your students?
* If student work from your classes was compared with work from "average" Massachusetts classes of the same grades/subjects, how do you think an objective observer would rate the work?
* If an observer sat in on one of your classes for a week, how would s/he rate your students?

**4B - Student Commitment to Learning**

4B-i Engagement in School

Student Engagement[[22]](#footnote-22) (Students)

* Overall, how interested are you in this class?
* How excited are you about going to this class?
* How often do you get so focused on class activities that you lose track of time?

**4C - Critical Thinking**

4C-i Problem Solving Emphasis[[23]](#footnote-23)

Problem Solving (Teachers)

* How often do students at your school come up with their own interpretations of material?
* How often do students apply ideas they have learned to new situations?
* How often do students collaborate in class to solve complex problems?

5 - Community and Wellbeing

**5A - Civic Engagement**

5A-i Appreciation for Diversity

Social Perspective Taking[[24]](#footnote-24) (Students)

* In general, how often do you try to understand how other people see things?
* How often do you try to think of more than one explanation for why someone else acted as they did?
* Overall, how often do you try to understand the point of view of other people?
* How often do you try to figure out what motivates others to behave as they do?

5A-ii Civic Participation[[25]](#footnote-25)

Civic Participation (Students)

* How important is it to you to take action when something in society needs changing?
* How much do you believe that being concerned with national, state, and local issues is everyone's responsibility?
* How important is it to you to get involved in improving your community?
* How important is it to you to actively challenge inequalities in society?

**5B - Work Ethic**

5B-i Perseverance and Determination[[26]](#footnote-26)

Grit (Students)

* If you face a problem while working towards an important goal, how well can you keep working?
* How important is it to you to finish things you start?
* How confident are you that you can remain focused on what you are doing, even when there are distractions?
* If you fail to reach an important goal, how likely are you to try again?

5B-ii Growth Mindset[[27]](#footnote-27)

Growth Mindset (Students)

* How much do you think that being bad at math is something someone can change?
* How much do you think you can change your own intelligence?
* How much do you think that struggling as a writer is something someone can change?
* How much do you think that intelligence is something that can be changed?

**5C - Creative and Performing Arts**

5C-i Participation in Creative and Performing Arts[[28]](#footnote-28)

Exposure to Arts (Students)

* In a typical week, how much time do you spend in creative arts instruction or activities?

Exposure to Arts (Teachers)

* In a typical week at your school, what is the average amount of time students spend in creative arts instruction or activities?
* In a typical week at your school, what is the maximum amount of time a student could spend in creative arts instruction or activities?

5C-ii Valuing Creative and Performing Arts[[29]](#footnote-29)

Appreciation for Arts (Students)

* How interested are you in visual art—street murals, museum paintings, sculptures, etc.?
* If your friends or family wanted to go to hear people play music, how interested would you be in going?
* How interested are you in performance art—dance performances, plays in the park, going to the theater, etc.?

**5D - Health**

5D-i Social and Emotional Health

Academic Stress (Students)

* When you take a test, how much do you worry about doing well?
* On a typical day in school, how stressed do you feel about your schoolwork?
* Typically, how anxious do you feel about your grades?

Positive Affect[[30]](#footnote-30) (Students)

* On a normal day in school, how confident do you feel?
* On a regular day at school, how often do you feel relaxed?
* How often are you enthusiastic at school?
* On a normal day in school, how much are you able to concentrate?

5D-ii Physical Health[[31]](#footnote-31)

Physical Activity (Teachers)

* In a typical week at your school, what is the maximum amount of time a student could spend engaged in physical activity?
* In a typical week at your school, what is the average amount of time students spend engaged in physical activity?
1. Cape Verdean Creole, Chinese, English, Haitian Creole, Khmer, Portuguese (Brazil), Somali, Spanish, Vietnamese [↑](#footnote-ref-1)
2. Cape Verdean Creole, Chinese, English, Haitian Creole, Khmer, Portuguese (Brazil), Somali, Spanish, Vietnamese [↑](#footnote-ref-2)
3. English, Khmer, Portuguese (Brazil), Spanish, Vietnamese [↑](#footnote-ref-3)
4. Original SQM scale [↑](#footnote-ref-4)
5. Original SQM scale with support from Hunter Gehlbach [↑](#footnote-ref-5)
6. [University of Chicago Consortium on School Research](https://consortium.uchicago.edu/surveys): *5 Essentials Survey* [↑](#footnote-ref-6)
7. [University of Chicago Consortium on School Research](https://consortium.uchicago.edu/surveys): *5 Essentials Survey* [↑](#footnote-ref-7)
8. [University of Chicago Consortium on School Research](https://consortium.uchicago.edu/surveys): *5 Essentials Survey* [↑](#footnote-ref-8)
9. [University of Chicago Consortium on School Research](https://consortium.uchicago.edu/surveys): *5 Essentials Survey* [↑](#footnote-ref-9)
10. [University of Chicago Consortium on School Research](https://consortium.uchicago.edu/surveys): *5 Essentials Survey* [↑](#footnote-ref-10)
11. [Panorama Student Survey](https://www.panoramaed.com/panorama-student-survey) with revisions and support from Hunter Gelhbach [↑](#footnote-ref-11)
12. [University of Chicago Consortium on School Research](https://consortium.uchicago.edu/surveys): *5 Essentials Survey* [↑](#footnote-ref-12)
13. [Panorama Student Survey](https://www.panoramaed.com/panorama-student-survey) and work by Hunter Gehlbach [↑](#footnote-ref-13)
14. Original SQM scale [↑](#footnote-ref-14)
15. Original SQM scale [↑](#footnote-ref-15)
16. Original SQM scale [↑](#footnote-ref-16)
17. Original SQM scale [↑](#footnote-ref-17)
18. Original SQM scale with support from Hunter Gehlbach [↑](#footnote-ref-18)
19. Original SQM scale [↑](#footnote-ref-19)
20. Original SQM scale [↑](#footnote-ref-20)
21. Original SQM scale [↑](#footnote-ref-21)
22. [Panorama Student Survey](https://www.panoramaed.com/panorama-student-survey) and work by Hunter Gehlbach [↑](#footnote-ref-22)
23. Original SQM scale [↑](#footnote-ref-23)
24. [Panorama Student Survey](https://www.panoramaed.com/panorama-student-survey) and work by Hunter Gehlbach [↑](#footnote-ref-24)
25. [Westheimer & Kahne (2004)](https://digitalcommons.unomaha.edu/cgi/viewcontent.cgi?article=1112&context=slcestgen) [↑](#footnote-ref-25)
26. Original SQM scale with support from Angela Duckworth and David Yeager [↑](#footnote-ref-26)
27. Original SQM scale with support from Carol Dweck and David Yeager [↑](#footnote-ref-27)
28. Original SQM scale [↑](#footnote-ref-28)
29. Original SQM scale with support from Jay P. Greene [↑](#footnote-ref-29)
30. [National Institutes for Health](https://www.healthmeasures.net/explore-measurement-systems/nih-toolbox/intro-to-nih-toolbox/emotion) [↑](#footnote-ref-30)
31. Original SQM scale [↑](#footnote-ref-31)