

# YouthTruth

— STUDENT SURVEY —

A NATIONAL NONPROFIT

2023-2024

## Student Survey Questions

YouthTruth harnesses student and stakeholder perceptions to help educators accelerate improvements. Through validated survey instruments and tailored advisory services, YouthTruth partners with schools and districts to enhance learning for all students.

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## Student Survey – High School

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The high school student survey asks questions about students' overall school experience and takes on average about 15 minutes to complete (additional topic modules add about 5 minutes each in survey length and are limited to 2). Administrators receive comprehensive reports, along with indexed qualitative comments.

### Strengths & Areas for Improvement

- What do you **like** most about your school? (Please check one.) *(My school inspires me to do my best; I have supportive teachers who care about me and help me; Students and staff treat each other with respect and fairness; My classes challenge me to think critically; My school is getting me ready for college or my career; Something else not listed; Nothing – I can't think of anything I like about my school)*
- What do you **dislike** most about your school? (Please check one.) *(My school does not do enough to inspire me to do my best; I don't have enough supportive teachers who care about me and help me; Students and staff don't treat each other with enough respect and fairness; My classes don't do enough to challenge me to think critically; My school does not do enough to get me ready for college or my future career; Something else not listed; Nothing – I can't think of anything I dislike about my school)*

Students are invited to expand upon their answers to the above two questions in their own words via open text.

Is there anything else you would like to tell us about your school? Please provide any comments that you'd like to share below. *(Open text)*

Open-ended comments to the above three questions are anonymously shared in an indexed table, categorized by theme and grade-level.

**Engagement** – Describes the degree to which students perceive themselves as engaged with their school and their education.

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- What I learn in class helps me outside of school.
- My teachers' expectations make me want to do my best.
- I try to do my best in school.
- I take pride in my schoolwork.
- I enjoy school most of the time.
- I am getting a high-quality education at this school.
- I am able to motivate myself to do schoolwork.
- I am able to focus on my schoolwork.
- I am able to create goals for my own learning (for example, which skills to improve).

Have you ever seriously considered dropping out of high school? *(Yes; No; I don't know)*

*(If respondent answered yes to the dropping out question) Did you consider dropping out for any of the following reasons? (Yes; No; I don't know)*

- I did not feel safe at school.
- I did not feel safe going to and from school.
- I did not feel like anyone cared if I stayed in school or not.
- I did not see how the work I was doing would help me in my life.
- I failed state or other standardized tests.
- I had fallen behind in school and felt like I couldn't catch up.
- I needed to work and make money instead of spending most of my day in school.
- I had personal problems at home.
- I had problems with other students at school.
- I was discouraged by an adult(s) at school.
- Other (please specify)

**Academic Challenge** – Describes the degree to which students feel they are challenged by their coursework and teachers.

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- \*The work that I do for my classes makes me really think.
- In most of my classes, we learn a lot almost every day.
- Most of my teachers want me to explain my answers – why I think what I think.
- \*My teachers give me assignments that help me to better understand the subject.
- Most of my teachers don't let people give up when the work gets hard.
- In most of my classes, we learn to correct our mistakes.
- Most of my teachers want us to use our thinking skills, not just memorize things.
- \*In order to receive a good grade, I have to work hard in my classes.
- \*My teachers explain things in a way that I understand.

*\* Students are asked the four academic challenge questions noted above in the core survey in relation to their overall school experience. To dig deeper, the survey can be customized to ask variations of these same four questions about the following core subjects: English, math, science, and/or social studies. The optional subject specific add-on questions are as follows:*

### **Optional Add-on Questions: Academic Challenge: English**

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- In order to receive a good grade in my English class, I have to work hard.
- My English teacher gives me assignments that help me to better understand the subject.
- The work that I do for my English class makes me really think.
- My English teacher explains things in a way that I understand.

### **Optional Add-on Questions: Academic Challenge: Math**

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- In order to receive a good grade in my math class, I have to work hard.

- My math teacher gives me assignments that help me to better understand the subject.
- The work that I do for my math class makes me really think.
- My math teacher explains things in a way that I understand.

### **Optional Add-on Questions: Academic Challenge: Science**

How strongly do you agree or disagree with the following statements? (1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)

- In order to receive a good grade in my science class, I have to work hard.
- My science teacher gives me assignments that help me to better understand the subject.
- The work that I do for my science class makes me really think.
- My science teacher explains things in a way that I understand.

### **Optional Add-on Questions: Academic Challenge: Social Studies**

How strongly do you agree or disagree with the following statements? (1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)

- In order to receive a good grade in my social studies class, I have to work hard.
- My social studies teacher gives me assignments that help me to better understand the subject.
- The work that I do for my social studies class makes me really think.
- My social studies teacher explains things in a way that I understand.

**Relationships** – Describes the degree to which students feel they receive support and personal attention from their teachers.

How many of your teachers . . . (1 = None; 2 = A few; 3 = Some; 4 = Many; 5 = All)

- . . . make an effort to understand what your life is like outside of school.
- . . . are not just satisfied if you pass, they care if you're really learning.
- . . . connect what you're learning in class with your life outside of school.
- . . . try to be fair.
- . . . believe that you can get a good grade if you try.
- . . . are willing to give extra help on schoolwork if you need it.

Is there an adult from school... (Yes; No; I don't know)

- . . . who would be willing to help you with a personal problem.
- . . . you could ask to write you a recommendation for a job, program, scholarship, or college.

When I'm feeling upset, stressed, or having problems, there is an adult from school who I can talk to about it. (1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)

**Belonging & Peer Collaboration** – Describes the degree to which students have supportive, collaborative relationships with their classmates.

How strongly do you agree or disagree with the following statements? (1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)

- Most students are friendly to me.
- I really feel like part of my school's community.
- I can usually be myself around other students.

How often do you work with other students for your classes . . . (1= *Very rarely*; 2= *Somewhat Rarely*; 3= *Sometimes*; 4=*Somewhat often*; 5=*Very often*)

- . . . because your teachers ask or tell you to.
- . . . even when your teacher doesn't ask or tell you to.

**Culture** – Describes the degree to which students believe that their school fosters a culture of respect and fairness.

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- Discipline in this school is fair.
- My classmates want to do well in school.

Think about the students and adults from your school that you interact with (in class, over email, etc.)

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- Adults at my school treat students with respect.
- Students from my school treat adults with respect.
- Adults at my school respect people from different backgrounds (for example, people of different races, ethnicities, and genders).
- I feel safe during school.

Are you part of school clubs, teams, or other groups (for example, sports, music, art, etc.)? (Yes; No)

Outside of school, are you part of clubs, sports teams, church/religious activities, or other groups? (Yes; No)

**Obstacles to Learning** – Describes the degree to which students experience barriers to their learning.

Do any of the following make it hard for you to do your best in school? (Yes, *this makes it hard to do my best*; No, *this does not apply to me or does not keep me from doing my best*; I don't know)

- Limited or no internet access
- Not feeling safe at home
- Not feeling safe at school
- Limited or no access to a computer or device
- Distractions at home and family responsibilities
- Feeling depressed, stressed, or anxious
- My health or the health of my family members
- Extracurricular commitments
- My job
- Not having an adult to help me with my schoolwork
- Getting picked on or bullied
- My personal relationships
- Other (please specify)

**College & Career Readiness** – Describes the degree to which students feel equipped to pursue college and careers.

How strongly do you agree or disagree with the following statements? (*1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree*)

- My school has helped me develop the skills and knowledge I will need for college-level classes.
- My school has helped me understand the steps I need to take in order to apply to college.
- My school has helped me figure out which careers match my interests and abilities.
- My school has helped me understand the steps I need to take in order to have the career that I want.

Do you want to go to college? (*Yes; No; I don't know*)

After you finish high school, what do you expect to do next? (*Join the military; Work full time at a job; Attend a 2-year college; Attend a 4-year college; Attend a trade/technical school; I don't know; Other [please specify]*)

This year, have you participated in any of the following services from your school? (*Yes; No; I don't know*)

- Help choosing classes needed to graduate
- College entrance exam preparation (SAT/ACT)
- Counseling about how to pay for college
- Counseling about how to apply to college
- Counseling about admissions requirements for different types of colleges
- Counseling about future career possibilities

(*If respondent answered yes to any of the above services*) You said you have participated in the following service(s) from your school this year. How helpful has each service been to you? (*1 = Not at all helpful; 2 = Not very helpful; 3 = Somewhat helpful; 4 = Helpful 5 = Very helpful*)

**Bullying Questions** – Questions about bullying are included as part of Belonging & Peer Collaboration in YouthTruth reports.

In the past year, have other students bullied or harassed you? (*Yes; No; I don't know; Prefer not to say*)

Were you bullied . . . (*Yes; No; I don't know*)

- . . . **physically**? (For example, pushed, tripped, or hit you; taken or broken your belongings on purpose)
- . . . **verbally**? (For example, called you names or made fun of you; threatened you; made inappropriate comments to you)
- . . . **socially**? (For example, tried to get other students not to be friends with you; spread rumors or told secrets about you; embarrassed you in front of others)
- . . . through **cyberbullying**? (For example, mean text messages or emails; rumors sent by email or posted on social networking sites; pictures, videos, websites, or fake profiles)
- Other (please specify)

*(If respondent answered yes to the bullying question)* Students bully each other for a lot of reasons- and being bullied is not your fault. To help your school understand the problem, do you think it happened for any of the following reasons? *(Yes; No; I don't know; Prefer not to say)*

- Your sex or gender
- Your race or skin color
- Where your family is from
- How you look
- Your religion
- Because people assume your sexual orientation
- How much money your family has
- A disability that you have
- Other reasons (please specify)

*(If respondent answered yes to the bullying question)* When you were bullied, did you tell . . . *(Yes; No; I don't know)*

- . . . an adult from school?
- . . . an adult at home?
- . . . a friend or classmate?
- I did not tell anyone.
- Someone else (please specify)

**Civic Readiness** – Describes the degree to which students feel prepared to actively participate in civic life and contribute to their communities and society as a whole.

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- Helping others is important to me.
- In school I have learned how to make my school, my community, or the world a better place.
- In school I have learned how to evaluate the evidence that backs up people's opinions.
- Being actively involved in national, state, or local issues is important to me.
- It is important to vote.
- It is important to work with people with backgrounds and experiences that are different from mine.
- I can make a difference in my school, my community, or the world.
- I work with others to solve problems in my school or community.
- I have helped change things for the better in my school, my community, or the world.

*(If respondent answered disagree or strongly disagree to "I have helped change things for the better in my school, my community, or the world")* What has kept you from helping to change things for the better in your school, your community, or the world? (Did you want to get involved? What happened? What challenges did you face?) *(Open text)*

*(If respondent answered neither agree nor disagree, agree, or strongly agree to "I have helped change things for the better in my school, my community, or the world")* Think about a time when you helped to



change things for the better in your school, your community, or the world. (What made you want to get involved? What did you do? What challenges did you face?) (*Open text*)

*Students are shown the following language in the survey to clarify that if a student is in crisis, leaving a comment in the survey is not the place to get help:*

Sometimes taking a survey can bring up feelings or topics that are hard to talk about. If you need to talk to someone, here are some places you can get help right now:

- Suicide & Crisis Lifeline: Call or text 988
- Crisis Text Line: Text HOME to 741741
- Sexual assault hotline: Call 1-800-656-HOPE (4673)
- Domestic violence hotline: Call 1-800-799-SAFE (7233)

If you'd like to talk to someone at your school, please reach out to your teacher, guidance counselor, or principal.

## Demographics

- What grade are you in? (*9th; 10th; 11th; 12th; Other*)  
\*Gender identity:
  - *Option 1 (recommended): How do you describe yourself? (Please check one) (Boy/Man; Girl/Woman; Non-binary or gender non-conforming; Prefer to self-describe/identify [optional, please describe]; Prefer not to say)*
  - *Option 2: How do you describe yourself? (Please check one) (Boy/Man; Girl/Woman; Prefer to self-describe/identify [optional, please describe]; Prefer not to say)*
- How would you describe your race and/or ethnicity? (Please check one) (*American Indian; Alaska Native or Indigenous; Asian or Asian American; Black or African American; Hispanic or Latina/o/x; Middle Eastern or North African; Multi-racial and/or Multi-ethnic; Native Hawaiian or Pacific Islander; White; Race or ethnicity not included above [optional, please describe]; Prefer not to say*)
- Do you identify as a person of color? (*Yes; No; Prefer not to say*)
- Choose the letter grade that corresponds with your cumulative grade point average (GPA) for all subjects in high school. (If your school does not grade on a scale using As, Bs, Cs, Ds and Fs, please choose the answer that you think best matches the grades you get at your school.) (*A+; A; A-; B+; B; B-; C+; C; C-; D+; D; D-; E/F; Prefer not to say*)
- Remember, other students will not know how you answer, and your answer will be combined with those of other students before being shared with adults at your school. Do you receive special education services or have a 504 or IEP (individualized education plan)? This means that you receive extra support with your learning or school assignments. (For example, you might: a) have a special teacher that works with just you or a small group of students, b) get special changes to your work in class that not all students get.) (*Yes; No; I don't know; Prefer not to say*)
- An English language learner (ELL) is a student whose first language is not English but who is learning English. English Language Learners usually participate in English language classes at school, like ELD/ESL/ESOL classes, or other language programs or services to learn English. Are you an English Language Learner? (*Yes; No; I don't know; Prefer not to say*)

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- We will ask you about the main caregiver(s) in your home. These include parents, guardians, grandparents, etc. Think about your most educated caregiver. What is their level of education? *(Elementary or middle school; Some high school; High school graduate or equivalent (GED); Some college; Associate's degree or technical certificate; Finished college/bachelor's degree; Graduate degree; I don't know; Prefer not to say)*
- \*\*At school, are you able to receive lunch for free or at a lower price? *(Yes; No; I don't know; Prefer not to say)*
- \*\*\*Do you consider yourself to be . . . (Please check one) *(Bisexual\*; Gay or Lesbian, Heterosexual or straight; Another identity not included above [optional, please describe]; I don't know; Prefer not to say)* \*A person who is attracted to both people of their own gender and other genders.
- \*\*\*Do you identify as a member of the LGBTQ+ (lesbian, gay, bisexual, transgender, queer) community? (Please check one) *(Yes; No; Prefer not to say)*
- \*\*\*Are you transgender? (Please check one) *(Yes; No; Prefer not to say)*

*\* Clients choose their preferred gender survey question version prior to surveying.*

*\*\*Districts or networks with fully implemented free lunch programs are invited to exclude this question.*

*\*\*\*These demographic questions are optional. Many districts choose to include these questions for high school students/some districts choose to include these questions for middle school students.*

## Student Survey – Middle School

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The middle school student survey asks questions about students' overall school experience and takes on average about 15 minutes to complete (additional topic modules add about 5 minutes each in survey length and are limited to 2). Administrators receive comprehensive reports, along with indexed qualitative comments.

### Strengths & Areas for Improvement

- What do you **like** most about your school? (Please check one.) *(My school inspires me to do my best; I have supportive teachers who care about me and help me; Students and staff treat each other with respect and fairness; My classes challenge me to think critically; My school is getting me ready for high school; Something else not listed; Nothing – I can't think of anything I like about my school)*
- What do you **dislike** most about your school? (Please check one.) *(My school does not do enough to inspire me to do my best; I don't have enough supportive teachers who care about me and help me; Students and staff don't treat each other with enough respect and fairness; My classes don't do enough to challenge me to think critically; My school does not do enough to get me ready for high school; Something else not listed; Nothing – I can't think of anything I dislike about my school)*

*Students are invited to expand upon their answers to the above two questions in their own words via open text.*

Is there anything else you would like to tell us about your school? Please provide any comments that you'd like to share below. *(Open text)*

*Open-ended comments to the above three questions are anonymously shared in an indexed table, categorized by theme and grade-level.*

**Engagement** – Describes the degree to which students perceive themselves as engaged with their school and their education.

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- I enjoy school most of the time.
- I take pride in my schoolwork.
- What I learn in class helps me outside of school.

Think about your time at school. *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- I am getting a high-quality education at this school.
- I am able to motivate myself to do schoolwork.
- I am able to focus on my schoolwork.
- I am able to create goals for my own learning (For example, which skills to improve).
- My teachers' expectations make me want to do my best.

- I try to do my best in school.

**Academic Challenge** – Describes the degree to which students feel they are challenged by their coursework and teachers.

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- \*My teachers explain things in a way that I understand.
- In most of my classes, we learn a lot almost every day.
- \*The work that I do for my classes makes me really think.
- Most of my teachers don't let people give up when the work gets hard.
- \*My teachers give me assignments that really help me learn.
- In most of my classes, we learn to correct our mistakes.
- Most of my teachers want me to explain my answers – why I think what I think.
- Most of my teachers want us to use our thinking skills, not just memorize things.
- \*In order to get a good grade, I have to work hard in my classes.
- I feel like I will be ready for high school classes when I finish middle school.

*\* Students are asked the four academic challenge questions noted above in the core survey in relation to their overall school experience. To dig deeper, the survey can be customized to ask variations of these same four questions about the following core subjects: English, math, science, and/or social studies. The optional subject specific add-on questions are as follows:*

**Optional Add-on Questions: Academic Challenge: English/Language Arts**

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- The work that I do for my English/Language Arts class makes me really think.
- In order to get a good grade in my English/Language Arts class, I have to work hard.
- My English/Language Arts teacher gives me assignments that really help me learn.
- My English/Language Arts teacher explains things in a way that I understand.

**Optional Add-on Questions: Academic Challenge: Math**

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- The work that I do for my math class makes me really think.
- In order to get a good grade in my math class, I have to work hard.
- My math teacher gives me assignments that really help me learn.
- My math teacher explains things in a way that I understand.

**Optional Add-on Questions: Academic Challenge: Science**

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- The work that I do for my science class makes me really think.
- In order to get a good grade in my science class, I have to work hard.
- My science teacher gives me assignments that really help me learn.
- My science teacher explains things in a way that I understand.

## **Optional Add-on Questions: Academic Challenge: Social Studies**

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- The work that I do for my social studies class makes me really think.
- In order to get a good grade in my social studies class, I have to work hard.
- My social studies teacher gives me assignments that really help me learn.
- My social studies teacher explains things in a way that I understand.

Do you want to go to college one day? (*Yes; No; I don't know*)

**Culture** – Describes the degree to which students believe that their school fosters a culture of respect and fairness.

Are you part of clubs, teams, or other groups (for example, sports, music, art, etc.)? (*Yes, No*)

Outside of school, are you part of clubs, sports, teams, church/religious activities, or other groups? (*Yes, No*)

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- Discipline in this school is fair.
- I think my classmates want to do well in school.

Think about the students and adults from your school that you interact with (in class, over email, etc.).

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- Adults at my school treat students with respect.
- Students from my school treat adults with respect.
- Adults at my school respect people from backgrounds (for example, people of different races, ethnicities, and genders).
- I feel safe during school.

**Obstacles to Learning** – Describes the degree to which students experience barriers to their learning.

Do any of the following make it hard for you to do your best in school? (*Yes, this makes it hard to do my best; No, this does not apply to me or does not keep me from doing my best; I don't know*)

- Limited or no internet access
- Not feeling safe at home
- Not feeling safe at school
- Limited or no access to a computer or device
- Distractions at home and family responsibilities
- Feeling depressed, stressed, or anxious
- My health or the health of my family members
- Extracurricular commitments

- Changing from elementary to middle school
- Not having an adult to help me with my schoolwork
- Getting picked on or bullied
- My personal relationships
- Other (please specify)

**Belonging & Peer Collaboration** – Describes the degree to which students feel welcome at their school and have collaborative relationships with their classmates.

How strongly do you agree or disagree with the following statements? (*1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree*)

- I can usually be myself around other students.
- Most students are friendly to me.
- I really feel like a part of my school's community.

How often do you work with other students for your classes . . . (*1 = Very rarely; 2 = Somewhat Rarely; 3 = Sometimes; 4 = Somewhat often; 5 = Very often*)

- . . . because your teachers ask or tell you to?
- . . . even when your teacher doesn't ask or tell you to?

**Relationships** – Describes the degree to which students feel they receive support and personal attention from their teachers.

How many of your teachers . . . (*1 = None; 2 = A few; 3 = Some; 4 = Many; 5 = All*)

- . . . are willing to give extra help on schoolwork if you need it?
- . . . try to understand what your life is like outside of school?
- . . . are not just satisfied if you pass, they care if you're really learning?
- . . . believe that you can get a good grade if you try?
- . . . try to be fair?
- . . . connect what you're learning in class with your life outside of school?

Is there an adult from school who would be willing to help you with a personal problem? (*Yes; No; I don't know*)

When I'm feeling upset, stressed, or having problems, there is an adult from school who I can talk to about it. (*1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree*)

**Bullying Questions** – Questions about bullying are included as part of Belonging & Peer Collaboration in YouthTruth reports.

In the past year, have other students bullied or harassed you? (*Yes; No; I don't know; Prefer not to say*)

Were you bullied . . . (*Yes; No; I don't know*)

- . . . **physically**? (For example, pushed, tripped, or hit you; taken or broken your belongings on purpose)

- . . . **verbally**? (For example, called you names or made fun of you; threatened you; made inappropriate comments to you)
- . . . **socially**? (For example, tried to get other students not to be friends with you; spread rumors or told secrets about you; embarrassed you in front of others)
- . . . through **cyberbullying**? (For example, mean text messages or emails; rumors sent by email or posted on social networking sites; pictures, videos, websites, or fake profiles)
- Other (please specify)

*(If respondent answered yes to the bullying question)* Students bully each other for a lot of reasons- and being bullied is not your fault. To help your school understand the problem, do you think it happened for any of the following reasons: *(Yes; No; I don't know; Prefer not to say)*

- Your sex or gender
- Your race or skin color
- Where your family is from
- How you look
- Your religion
- Because people assume your sexual orientation
- How much money your family has
- A disability that you have
- Other reasons (please specify)

*(If respondent answered yes to the bullying question)* When you were bullied did you tell . . . *(Yes; No; I don't know)*

- . . . an adult from school?
- . . . an adult at home?
- . . . a friend or classmate?
- I did not tell anyone.
- Someone else (please specify)

**Civic Readiness** – Describes the degree to which students feel prepared to actively participate in civic life and contribute to their communities and society as a whole.

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- Helping others is important to me.
- In school I have learned how to make my school, my community, or the world a better place.
- It is important to vote.
- I can make a difference in my school, my community, or the world.
- I work with others to solve problems in my school or community.
- I have helped change things for the better in my school, my community, or the world.

*(If respondent answered disagree or strongly disagree to "I have helped change things for the better in my school, my community, or the world")* What has kept you from helping to change things for the better in your school, your community, or the world? (Did you want to get involved? What happened? What challenges did you face?) *(Open text)*

*(If respondent answered neither agree or disagree, agree, or strongly agree to “I have helped change things for the better in my school, my community, or the world”) Think about a time when you helped to change things for the better in your school, your community, or the world. (What made you want to get involved? What did you do? What challenges did you face?) (Open text)*

*Students are shown the following language in the survey to clarify that if a student is in crisis, leaving a comment in the survey is not the place to get help:*

Sometimes taking a survey can bring up feelings or topics that are hard to talk about. If you need to talk to someone, here are some places you can get help right now:

- Suicide & Crisis Lifeline: Call or text 988
- Crisis Text Line: Text HOME to 741741
- Sexual assault hotline: Call 1-800-656-HOPE (4673)
- Domestic violence hotline: Call 1-800-799-SAFE (7233)

If you'd like to talk to someone at your school, please reach out to your teacher, guidance counselor, or principal.

## Demographics

- What grade are you in? *(5th; 6th; 7th; 8th; Other)*
- \*Gender Identity:
  - *Option 1 (recommended): How do you describe yourself? (Please check one.) (Boy/Man; Girl/Woman; Non-binary or gender non-conforming; Prefer to self-describe/identify [optional, please describe]; Prefer not to say)*
  - *Option 2: How do you describe yourself? (Please check one.) (Boy/Man; Girl/Woman; Prefer to self-describe/identify [optional, please describe]; Prefer not to say)*
- How would you describe your race and/or ethnicity? (Please check one.) *(American Indian, Alaska Native or Indigenous; Asian or Asian American; Black or African American; Hispanic or Latina/o/x; Middle Eastern or North African; Multi-racial and/or Multi-ethnic; Native Hawaiian or Pacific Islander; White; Race or ethnicity not included above [optional, please describe]; Prefer not to say)*
- Do you identify as a person of color? *(Yes; No; Prefer not to say)*
- In your current classes, what have most of your grades been? (If your school does not grade on a scale using As, Bs, Cs, Ds and Fs, please choose the answer that you think best matches the grades you get at your school.) *(Mostly As; Mostly Bs; Mostly Cs; Mostly Ds or below; I don't know; Prefer not to say)*
- Remember, other students will not know how you answer, and your answer will be combined with those of other students before being shared with adults at your school. Do you receive special education services or have a 504 or IEP (individualized education plan)? This means that you receive extra support with your learning or school assignments. (For example, you might: a) have a special teacher that works with just you or a small group of students, b) get special changes to your work in class that not all students get.) *(Yes; No; I don't know; Prefer not to say)*
- An English language learner (ELL) is a student whose first language is not English but who is learning English. English Language Learners usually participate in English language classes at



school, like ELD/ESL/ESOL classes, or other language programs or services to learn English. Are you an English Language Learner? *(Yes; No; I don't know; Prefer not to say)*

- We will ask you about the main caregiver(s) in your home. These include parents, guardians, grandparents, etc. Think about your most educated caregiver. What is their level of education? *(Elementary or middle school; Some high school; High school graduate or equivalent (GED); Some college; Associate's degree or technical certificate; Finished college/bachelor's degree; Graduate degree; I don't know; Prefer not to say)*
- \*\*At school, are you able to receive lunch for free or at a lower price? *(Yes; No; I don't know; Prefer not to say)*
- \*\*\*Do you consider yourself to be: (Please check one) *(Bisexual\*; Gay or Lesbian, Heterosexual or straight; Another identity not included above [optional, please describe]; I don't know; Prefer not to say)* \*A person who is attracted to both people of their own gender and other genders.
- \*\*\*Do you identify as a member of the LGBTQ+ (lesbian, gay, bisexual, transgender, queer) community? (Please check one) *(Yes; No; Prefer not to say)*
- \*\*\*Are you transgender? (Please check one) *(Yes; No; Prefer not to say)*

*\* Clients choose their preferred gender survey question version prior to surveying.*

*\*\*Districts or networks with fully implemented free lunch programs are invited to exclude this question.*

*\*\*\*These demographic questions are optional. Many districts choose to include these questions for high school students/some districts choose to include these questions for middle school students.*

## Secondary Student Survey Additional Topics

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Additional topic modules on a variety of subjects can be added to customize the core middle and/or high school surveys. Each additional topic module adds about 5 minutes in survey length. To keep surveys a manageable length, the maximum number of additional topic modules that can be added is 2.

**Project-Based Learning** – Describes students’ experiences collaborating on, improving, and presenting projects. Themes include the frequency of real-world discussions, and the integration of PBL across subject areas.

During the **past month**, how often have you done the following? (1 = *Very rarely*; 2 = *Somewhat rarely*; 3 = *Sometimes*; 4 = *Somewhat often*; 5 = *Very often*)

- Discussed real-world issues that need solutions with other students
- Discussed real-world issues that need solutions with your teacher
- Worked with other students to design a solution to a real-world problem
- Revised a project with other students to make it better
- Revised a project with your teacher to make it better
- Shared or presented your project(s)

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- In school, I can find solutions to problems that I haven’t been taught how to solve.
- Outside of school, I think about how to solve problems using lessons I learned in class.
- The projects that we do in school help prepare me for careers that interest me.
- The projects that we do in school help prepare me for college.
- I care more about what I’m learning when I feel like I’m solving a real-world problem.
- I learn lessons more deeply with projects than with other types of assignments.
- I have learned how to work well with other students by participating in group projects.
- Doing projects makes me a better student (for example, I get better grades; I understand the subject better).

Are projects the main way you learn in the following subjects? (*Yes; No; I don’t know*)

- Math
- English/Language Arts
- Science
- Social Studies or History

**STEM** – Describes students’ experiences applying lessons from science, technology, engineering, and mathematics. Themes include future aspirations in STEM fields, collaboration, and technology use in and outside of school.

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- In the future, I see myself becoming a scientist, engineer, mathematician, or working with technology.

- I would choose to take additional courses in math or science even if they were not required.
- My teachers make connections between what I learn in my math, English, social studies, and science classes.
- I will use what I learn in math and science classes once I've graduated from high school.
- My school has made me more interested in pursuing a career in math, science, technology or engineering.
- I understand how math, science, technology and engineering are used in various careers.

Have you taken part in any of the following experiences? *(Yes; No; I don't know)*

- Participating in an internship
- Hearing from professionals in the science, technology, engineering, and math fields
- Having a professional mentor
- Attending field trips or summer camp
- Participating in science, technology, engineering or math competitions or fairs

*(If respondent answered yes to the experiences question.)* If so, how helpful have these experiences been to you in understanding how math, science, technology, and engineering are used in various careers? *(1 = Not at all helpful; 2 = Not very helpful; 3 = moderately helpful; 4 = Helpful 5 = Very helpful)*

During this school year, how frequently have you engaged in the following activities either in or out of school? *(1 = Very rarely; 2 = Somewhat rarely; 3 = Sometimes; 4 = Somewhat often; 5 = Very often)*

- Participated in group projects that involve building or designing
- Worked with a group to design a solution to a problem
- Independently found a solution to a problem that I haven't been taught how to solve
- Applied lessons I've learned in class to solving a problem
- Worked with students and community groups to address issues in my community

I use technology during school to do the following activities: *(1 = Very rarely; 2 = Somewhat rarely; 3 = Sometimes; 4 = Somewhat often; 5 = Very often)*

- Create a digital portfolio
- Conduct simulations
- Analyze data
- Design solutions to problems
- Conduct research
- Share ideas, questions, and issues with other students online
- Other (please specify)

I use technology outside of school to do the following activities: *(1 = Very rarely; 2 = Somewhat rarely; 3 = Sometimes; 4 = Somewhat often; 5 = Very often)*

- Create a digital portfolio
- Conduct simulations
- Analyze data
- Design solutions to problems
- Conduct research
- Share ideas, questions, and issues with other students online
- Other (please specify)

**Student Voice and Leadership** – Describes how students share their ideas and make a difference at school. Themes include comfort level speaking up about school issues, and whether adults in school listen to students' recommendations.

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- I've seen adults in my school listen to the voices and ideas of youth when making decisions.
- I feel comfortable speaking up about school issues with students at my school.
- I feel comfortable speaking up about school issues with adults at my school.
- I feel like I can make a difference at my school.
- I think I have what it takes to be a leader in my school.
- I participate in activities, groups, or clubs to help make my school a better place.
- I would like to work with adults to improve my school.
- I speak up about school issues to help make my school a better place.

**School Safety** – Describes students' level of perceived safety while on campus, in the community, and at home. Themes include drivers of conflict at school and responses to bullying and harassment.

How strongly do you agree or disagree with the following statements? (1 = *Not at all*; 2 = *Not Very Much*; 3 = *Somewhat*; 4 = *A moderate amount*; 5 = *Very much*) I feel safe from harm . . .

- . . . during my classes.
- . . . in the hallways, bathrooms, and locker rooms at my school.
- . . . on school property outside my school building.
- . . . going to and from school (for example, on the school bus/public transportation, walking to and from school).
- . . . in the neighborhood I live in.
- . . . in my home.

During school, how often do the following happen? (1 = *Never or almost never*; 2 = *Somewhat rarely*; 3 = *Sometimes*; 4 = *Somewhat often*; 5 = *Always or almost always*)

- Students go out of their way to treat other students badly.
- There is conflict based on race, culture, religion, sexual orientation, gender, or disabilities.
- Students get into physical fights.
- I must be ready to fight to defend myself.

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- In my school, there are clear rules against hurting other people (for example, hitting, pushing, or tripping).
- Adults at my school try to stop bullying/harassment.
- I usually try to help other students who are being bullied/harassed.

*Note: Questions about bullying are included as part of the core student survey.*

**Drugs and Alcohol** – Describes recent usage of intoxicants or substances. Examples include cigarettes, alcohol, and marijuana.

During the past month, how often did you . . . *(Never; 1-3 times a month; About once a week; 2-3 days a week; 4-5 days a week; 6-7 days a week)*

- . . . smoke cigarettes or chew tobacco?
- . . . use electronic cigarettes, hookah pens, vape pens or other vaping devices?
- . . . have at least one drink of alcohol (One drink = one beer, one shot, one mixed drink)?
- . . . use marijuana (pot, weed, hash)?
- . . . misuse a medicine (for example, cough syrup, Ritalin, painkillers) to get high?
- . . . use any other illegal drug or pill to get high?
- . . . misuse any other legal substance (for example, paint or glue) to get high?

**Emotional and Mental Health** – Describes signs of depression, as well as students’ consideration of suicide. Themes include students’ approaches to coping and ability to find help at school.

In the last twelve months, have you . . . *(Yes; No; I can’t remember)*

- . . . talked to a school counselor, a therapist, or a psychologist because you were upset, stressed, or having problems?
- . . . ever felt so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?
- . . . seriously considered attempting suicide?

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)* When I’m feeling upset, stressed, or having problems . . .

- . . . I know someone outside of school who I can talk to about it.
- . . . my school has programs or services that can help me.
- . . . I know some ways to make myself feel better or cope with it.

Think about your life lately. How happy have you been feeling this week? *(1 = Never happy; 2 = Rarely happy; 3 = Sometimes happy; 4 = Often happy; 5 = Happy all the time)*

Think about your life lately. How relaxed have you been feeling this week? *(1 = Never relaxed; 2 = Rarely relaxed; 3 = Sometimes relaxed; 4 = Often relaxed; 5 = Relaxed all the time)*

Think about your life lately. How sad have you been feeling this week? *(1 = Never sad; 2 = Rarely sad; 3 = Sometimes sad; 4 = Often sad; 5 = Sad all the time)*

Think about your life lately. How stressed have you been feeling this week? *(1 = Never stressed; 2 = Rarely stressed; 3 = Sometimes stressed; 4 = Often stressed; 5 = Stressed all the time)*

Overall, how do you feel about your life? *(Five point sad to happy emoticon scale)*

**Inclusion** – Assesses students’ school experiences through the lens of value. It is recommended to pair the Inclusion module with the Diversity module (below). Equity is introduced when school and district partners act on the experience gaps that are revealed in the survey data from these two modules.

I feel like I can talk to **students** from my school about . . . (1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)

- . . . my religion, faith, or spiritual beliefs.
- . . . my sexual orientation (for example, gay, straight, bisexual, etc.).
- . . . a disability I have.
- . . . my gender.
- . . . how much money my family has.
- . . . my race and/or ethnicity.
- . . . where my family is from.

I feel like I can talk to **adults** at my school about . . . (1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)

- . . . my religion, faith, or spiritual beliefs.
- . . . my sexual orientation (for example, gay, straight, bisexual, etc.).
- . . . a disability I have.
- . . . my gender.
- . . . how much money my family has.
- . . . my race and/or ethnicity.
- . . . where my family is from.

Students from my school value people of different . . . (1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)

- . . . religions, faiths, or spiritual beliefs.
- . . . sexual orientations (for example, gay, straight, bisexual, etc.).
- . . . abilities (for example, people with disabilities).
- . . . genders.
- . . . incomes (for example, how much money someone makes.).
- . . . races and/or ethnicities.
- . . . countries.

Adults at my school value people of different . . . (1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)

- . . . religions, faiths, or spiritual beliefs.
- . . . sexual orientations (for example, gay, straight, bisexual, etc.).
- . . . abilities (for example, people with disabilities).
- . . . genders.
- . . . incomes (for example, how much money someone makes.).
- . . . races and/or ethnicities.
- . . . countries.

**Diversity** – Assesses students’ school experiences through the lens of representation & social justice. It is recommended to pair the Diversity module with the Inclusion module (above). Equity is introduced when school and district partners act on the experience gaps that are revealed in the survey data from these two modules.

Think about your school. How often do you see people of diverse backgrounds . . . (1= *Very rarely*; 2= *Somewhat Rarely*; 3 = *Sometimes*; 4 = *Somewhat often*; 5 = *Very often*)

- . . . in artworks, posters, or pictures?
- . . . in publications (for example, school paper, yearbooks, etc.)?
- . . . in textbooks and other class materials?
- . . . in your classmates' work (for example, their projects or presentations)?
- . . . during school events?

Think about your school. How often do you learn about the lives and experiences of people of different... (1= *Very rarely*; 2= *Somewhat Rarely*; 3 = *Sometimes*; 4 = *Somewhat often*; 5 = *Very often*)

- . . . religions, faiths, or spiritual beliefs?
- . . . sexual orientations (for example, gay, straight, bisexual, etc.)?
- . . . abilities (for example, people with disabilities)?
- . . . genders?
- . . . incomes (for example, how much money someone makes)?
- . . . races and/or ethnicities?
- . . . countries?

My school teaches me about how people have been treated differently because of their. . . (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- . . . religions, faiths, or spiritual beliefs.
- . . . sexual orientations (for example, gay, straight, bisexual, etc.).
- . . . abilities (for example, people with disabilities).
- . . . genders.
- . . . incomes (for example, how much money someone makes).
- . . . races and/or ethnicities.
- . . . countries.

How strongly do you agree or disagree with the following statements: (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- My school makes me interested in getting to know people of diverse backgrounds.
- My school encourages students to speak out against racism.
- My school clearly communicates how to report acts of discrimination.

## Student Survey – Elementary School

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The elementary school student survey (for students in grades 3 and above) asks questions about students' overall school experience and takes on average about 15 minutes to complete (additional topic modules add about 5 minutes each in survey length and are limited to 2). Administrators receive comprehensive reports, along with indexed qualitative comments.

### Strengths & Weaknesses

- What do you **like** most about your school? (Please check one) *(My teacher wants me to try hard and do my best; My teacher cares about me and helps me; Students show respect in class; My class makes me really think; I like the way we learn in class; Something else; Nothing – I can't think of anything I like about my school)*
- What do you **dislike** most about your school? (Please check one) *(My teacher lets me give up and not do my best; My teacher doesn't care about me or help me very much; Students don't show much respect in class; My class doesn't really make me think; I don't like the way we learn in class; Something else; Nothing – I can't think of anything I dislike about my school)*

**Engagement** – Describes the degree to which students perceive themselves as engaged with their school and their education.

Do you like going to school? *(No, hardly ever; Sometimes; Yes, very much)*

Think about your teacher. *(No, hardly ever; Sometimes; Yes, very much)*

- Does your teacher want you to do your best?
- Do you think your teacher wants you to work your hardest?

**Relationships** – Describes the degree to which students report that they have strong supportive relationships with their teachers.

Think about when your teacher helps you with schoolwork. *(No, hardly ever; Sometimes; Yes, very often)*

- Does your teacher ask you to keep trying when the work gets hard?
- Does your teacher give you extra help if you need it?
- Do you like how your teacher treats you when you need help?

Think about your teacher. *(No, hardly ever; Sometimes; Yes, very often)*

- Do you think your teacher cares about you?
- Is your teacher fair to you?
- Does your teacher treat you with respect?
- Does your teacher ask you about your life outside of school?

When you are upset, is there an adult from school you can talk to? *(No; Sometimes; Yes)*



**Culture** – Describes the degree to which students experience an orderly, respectful classroom environment.

Think about students in your class. *(No, hardly ever; Sometimes; Yes, very often)*

- Do students stay busy in class?
- Do students behave in class?
- Do students from your class treat the teacher with respect?

**Academic Challenge** – Describes the degree to which students feel their learning is challenging and relevant.

Think about the work you do in school. *(No, hardly ever; Sometimes; Yes, very often)*

- Do you learn interesting things in school?
- Does what you learn in school help you in your life?
- Does your schoolwork make you really think?
- When you make a mistake, does your teacher help you correct it?

**Instructional Methods** – Describes the strategies and approaches students report their teachers using in class.

Think about when your teacher is helping you. *(No, hardly ever; Sometimes; Yes, very often)*

- Does your teacher let you explain your ideas?
- Does your teacher tell you that you can do well if you try?
- Does your teacher ask you if you understand what you are learning?
- Does your teacher ask you to show your work?

**Belonging** – Describes the degree to which the students feel a sense of belonging at school.

Think about students at your school. *(No, hardly ever; Somewhat; Yes, very often)*

- Can you be yourself with other students?
- Are students friendly to you?

Think about your school.

- Do you feel like an important part of your school? *(No, hardly ever; Somewhat; Yes, very often)*
- Do you feel safe at school? *(No, not very safe; Somewhat; Yes, very safe)*

**Bullying Questions** – Questions about bullying are included as part of Belonging & Peer Collaboration in YouthTruth reports.

Has anyone bullied you at school in the last year? *(Yes; No; I don't know; Skip this question)*

*(If respondent answered yes to the bullying question) When you were bullied did someone . . . (Yes; No; I don't know)*

- . . . tell rumors or lies about you?
- . . . call you mean names?

- ... hurt your body?
- ... post something mean about you online?
- Other (please specify)

*(If respondent answered yes to the bullying question) Students bully each other for a lot of reasons – and being bullied is not your fault. Do you think it happened because... (Yes, No, I don't know)*

- ... how you look?
- ... your race or skin color?
- ... you are a boy?
- ... you are a girl?
- ... you are different than most boys?
- ... you are different than most girls?
- ... how much money your family has?
- ... you physically can't do what other kids can do?
- ... you learn differently than other students?
- ... your religion?
- ... where your family is from?
- Other
- Prefer not to say

*(If respondent answered yes to the bullying question) When you were bullied, did you tell... (Yes; No; I don't know)*

- ... a grown-up from school?
- ... a grown-up at home?
- ... a friend or classmate?
- I did not tell anyone.
- Someone else (please specify)

*Students are shown the following language in the survey to clarify that if a student is in crisis, leaving a comment in the survey is not the place to get help: If these questions make you feel sad or scared about anything, please talk to your teacher or a grown up you trust.*

## Demographics

- What grade are you in? (Please check one.) *(3rd; 4th; 5th, Other)*
- \*Gender Identity:
  - *Option 1 (recommended): Are you a ... (Boy; Girl; Something other than a boy or girl [optional, please describe]; Skip this question)*
  - *Option 2: Are you a... (Boy; Girl; Skip this question)*
- What is your race? *(American Indian, Alaska Native or Indigenous; Asian or Asian American; Black or African American; Hispanic or Latina/o/x; Middle Eastern or North African; Native Hawaiian or Pacific Islander; White; Two or more races; Other; I don't know; Skip this question)*

*\* Clients choose their preferred gender survey question version prior to surveying.*

## Elementary Student Survey Additional Topics

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Additional topic modules on a variety of subjects can be added to customize the core elementary school student survey. Each additional topic module adds about 5 minutes in survey length. To keep surveys a manageable length, the maximum number of additional topic modules that can be added is 2.

**Project-Based Learning** – Describes students’ experiences collaborating on, improving, and presenting projects. Themes include the frequency of real-world discussions, and the integration of PBL across subject areas.

These questions ask about projects you do in class. (*No, not at all; Sometimes; Yes, very much*)

- Does what you learn during school help you think about what you want to do when you grow up?
- Can you figure out how to solve problems even if you haven’t been taught how?
- Does your teacher use examples that connect to life outside of school?
- Do group projects make you a better student? (For example, you learn more.)

How much do you do these things during your classes? (*Not very much; Sometimes; A lot*)

- Work on projects with other students
- Present projects to your class
- Choose what kinds of projects you would like to work on
- Think about other ways to solve a problem
- Talk with classmates about problems in the real world
- Work on a first draft of a project to make it better

Additional questions: (*No, not at all; Sometimes; Yes, very much*)

- Do the things that you learn in one subject help you in other subjects?
- Do the things that you learn during class help you outside of school?
- Does your teacher use examples that connect to what you learn in other subjects?

**STEM** – Describes students’ experiences applying lessons from science, technology, engineering, and mathematics. Themes include future aspirations in STEM fields, collaboration, and technology use in and outside of school.

The next questions have to do with math and science at your school: (*Yes; No; I don’t know*)

- Do your teachers connect what you learn in different subjects?
- Do people who use math or science in their jobs visit your school?
- Have you ever worked on a project for a math or science fair?
- Would you learn math and science even if you didn’t have to?
- When you grow up, do you want a job in science, engineering, math, or technology?

Have you learned math or science . . . (*Yes; No; I don’t know*)

- . . . on field trips?
- . . . at summer camps?
- . . . at after-school activities?

How often do you . . . *(Not very much; Sometimes; A lot)*

- . . . do hands-on projects about math or science?
- . . . use things like computers or iPads at your school?
- . . . use things like computers or iPads for schoolwork?

**Emotional and Mental Health** – Describes signs of depression, as well as students’ consideration of suicide. Themes include students’ approaches to coping and ability to find help at school.

When I’m feeling upset . . . *(Yes; Sometimes; No)*

- . . . there is an adult outside of school I can talk to.
- . . . I know some ways to make myself feel better.

How happy have you been feeling this week? *(Never happy; Sometimes happy; Happy all the time)*

How relaxed have you been feeling this week? *(Never relaxed; Sometimes relaxed; Relaxed all the time)*

How sad have you been feeling this week? *(Never sad; Sometimes sad; Sad all the time)*

How stressed have you been feeling this week? *(Never stressed; Sometimes stressed; Stressed all the time)*

Think about your life lately. Overall, how do you feel about your life? *(Sad to happy emoticon scale)*

**School Safety** – Describes students’ level of perceived safety while on campus, in the community, and at home. Themes include drivers of conflict at school and responses to bullying and harassment.

These questions ask you about safety at your school. *(No, not very safe; Somewhat safe; Yes, very safe)*

- Do you feel safe in the hallways of the school?
- Do you feel safe in the bathrooms of the school?
- Do you feel safe on the playground?
- Do you feel safe going to school?

**Diversity, Equity, and Inclusion** – Assesses students’ school experiences through the lens of value and representation.

We are going to ask you about your background. Your background is made up of things about you. For example, it can be your skin color, religion, where your family is from and more. *(No, hardly ever; Sometimes; Yes, very often)*

- Can you talk to **students** from your school about your background?
- Can you talk to **adults** from your school about your background?

Now, we are going to ask you about the backgrounds of others. Someone's background is made up of things about them. For example, it can be their skin color, religion, where their family is from and more. *(No, hardly ever; Sometimes; Yes, very often)*

- Do **students** from your school value people of different backgrounds?

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- Do **adults** from your school value people of different backgrounds?
- Do you see people of different backgrounds in class materials?
- Do you often learn about people of different backgrounds?
- Does your school make you want to get to know students of different backgrounds?