NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.
COMMISSION ON PUBLIC SCHOOLS

Opinion Surveys

Student Survey

Welcome to the New England Association of Schools and Colleges, Commission on Public Schools Survey.

The purpose of this survey is to gather student opinions about how well your school is meeting your needs. The survey is confidential, and results will be used to help improve your school. Please answer all questions as accurately and honestly as possible. Thank you for your time.

Note: questions with an asterisk (*****) are required.

Note: Once you begin the survey, you cannot restart. Please complete the entire survey in one session.

Terms of use for this survey are available for review here: NEASC Survey Terms of Use

GDPR Privacy Statement

How often does the following happen at this school?
People treat students from different backgrounds with respect.
I treat the adults with respect, even if I don't know them.
I feel safe.
People like me feel welcome.
I trust the teachers, even if I don't have them.
I trust other students, even if I don't know them.
I feel valued.
I feel connected to other students.
How familiar are you with this school's core values and beliefs about learning?
How familiar are you with this school's vision of the graduate?
How true are the following statements at this school?
All adults seem to take responsibility for the academic well-being of all students (not just the students they teach)?
All adults seem to take responsibility for the social and emotional well-being of all students (not just the students they teach)?
All adults seem to take responsibility for getting to know all students (not just the students they teach)?
At least one caring adult knows me well.
I am given important leadership opportunities.
I learn about current social issues.
I make contributions to the community.
I take responsibility for my own actions.
I learn that mistakes are part of my learning process.

I am taught to respect the views of others—even when they disagree with me.
I am encouraged to try new things or experiment.
The principal, and other school leaders, ask students like me how to make this school better.
This school has a clear vision about the skills and knowledge I need to develop to be successful in life.
I receive feedback on the progress I am making in achieving the skills and knowledge I need to be successful in life.
This school sets high standards for academic performance.
Adults notice when someone needs help.
Adults do something when someone needs help.
I know who to go to if I need social or emotional help.
I use the academic supports available when I need them.
I use the social and emotional supports available when I need them.
A counselor is available when I need help.
If I need to improve academically, my counselor helps me find ways to do it.
If I need help with social or emotional issues, my counselor helps me figure things out.
If I need help with career decisions, my counselor helps me figure things out.
The nurse is available when I need help.
I use the library/information services to support my learning.
I can use the library when I need to, including before or after school.
I receive the services and supports I need.
This school is clean and well-maintained.
The building and/or grounds support my learning.
We have enough money and resources for athletic activities.
We have enough money and resources for co-curricular activities.
I have access to all the learning materials I need (books, supplies, equipment).
I know what to do when there is a crisis.
How often do you meet with your counselor, either individually or in a group?
For the questions below, please think about your first class of the day this Monday. If you did not have a class first period this Monday or that class was a study hall, think of your second period class. **How true are the following statements?**
I like the ways we learn in this class.
My teacher makes lessons interesting.
My teacher makes learning enjoyable.
My teacher in this class makes me feel that s/he really cares about me.
My teacher really tries to understand how students feel about things.
My teacher seems to know if something is bothering me.

In this class, my teacher accepts nothing less than our full effort.
My teacher makes us explain our answers -- why we think what we think.
My teacher wants us to use our thinking skills, not just memorize things.
If you don't understand something, my teacher explains it another way.
My teacher has several good ways to explain each topic that we cover in this class.
My teacher explains difficult things clearly.
My classmates behave the way my teacher wants them to.
Our class stays busy and doesn't waste time.
Students in this class treat the teacher with respect.
My teacher wants us to share our thoughts.
Students speak up and share their ideas about class work.
My teacher gives us time to explain our ideas.
My teacher asks questions to be sure we are following along when s/he is teaching.
My teacher takes the time to summarize what we learn each day.
In this class, we learn a lot almost every day.
In this class, I can suggest ideas about how my teacher can assess what we have learned.
In this class, my teacher allows me to make choices about my learning.
In this class, my teacher provides opportunities for students to pursue their own interests.
In this class, I can suggest ideas about what we learn about or how we learn.
In this class, the teacher provides opportunities for me to revise my assignments to improve my grades.
In this class, I am given multiple opportunities to show what I know about the themes we are learning.
In this class, I regularly reflect on my learning.
In this class, I use technology to learn.
In this class, my teacher asks me how he/she can improve his/her teaching.
My teacher works with my parents to support my learning.
This class is challenging for me.
This class meets my learning needs.
The students in this class are as diverse as the students in this school.
There are students of all ability levels in this class.
In this class, how often do you:
work on a project in the community?
tutor or teach other students?
do an activity such as a role-play, demonstration, debate, or game?

Additional Background Questions

What grade are you in? (Select one choice.)	5, 6, 7, 8, 9, 10, 11, 12
What is your race/ethnicity? (Please mark all that apply)	Hispanic/Latino Black/African American White/Caucasian Native American (Indian) Asian Pacific Islander Arab/Middle Eastern West Indian/Caribbean South Asian Other

Thank You!

Thank you for taking our survey. Your responses are very important to us.

Family Survey

Welcome to the New England Association of Schools and Colleges, Commission on Public Schools Survey.

The purpose of this survey is to gather your opinions about how well your child's school is meeting your and your child's needs. The survey is confidential, and results will be used to help improve your school. Please answer all questions as accurately and honestly as possible. Thank you for your time.

Note: questions with an asterisk (*****) are required.

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How often do any of the following happen at this school?
People treat students from different backgrounds with respect.
People like me feel welcome.
I treat school staff with respect, even if I don't know them.
Staff treat me with respect, even if they don't know me.
The school feels safe.
Parents and school staff treat each other respectfully.
How true are the following statements at this school?
Teachers seem eager to try new ideas.
My child learns that mistakes are part of the learning process.
I am given important leadership opportunities.
The principal, and other school leaders, ask parents like me how to make this school better.
My child is taught to take responsibility for his/her own actions.
All adults seem to take responsibility for the academic well-being of my child (even if they do not teach him/her).
All adults seem to take responsibility for the social and emotional well-being of my child (even if they do not teach him/her).
My child feels valued at this school.
My child feels connected to other students at this school.
A caring adult knows my child well.
This school has a clear vision of the skills and knowledge my child needs to develop to be successful in life.
I know what my child is learning at school.
I receive feedback on the progress my child is making in achieving the skills and knowledge he/she needs to be successful in life.
This school sets high standards for my child's academic performance.
My child's teachers ask me how my child learns best.
Teachers allow my child to revise assignments to improve his/her grades.
Teachers provide my child with useful and timely feedback on his/her assignments.
Technology helps my child learn.

This school often provides opportunities to learn from community members or community programs (parents, local businesses, local colleges and universities, etc.).
The classes my child takes are challenging.
This school places a high priority on engaging me as a partner in helping my child learn.
I know who to go to in this school if my child needs academic help.
I know who to go to in this school if my child needs social or emotional help.
If my child needs services or supports, this school has a clear and timely referral process.
A nurse is available when my child needs help.
Health staff effectively support my child's well-being.
A counselor is available when my child needs help.
The counseling services meet my child's college and/or career needs.
My child is receiving appropriate services and supports.
This school is clean and well-maintained.
This school has enough money and resources for athletic activities.
This school has enough money and resources for other kinds of co-curricular activities.
My child has access to all the learning materials he/she needs (books, supplies, equipment, technology).
I am familiar with the school's crisis procedures.
Adults know what to do when there is a crisis.

Demographics

What is your child's race/ethnicity? (Please mark all that apply).	pb_a1: White pb_a2: Black or African American pb_a3: Hispanic, Latino, or Spanish pb_a4: Asian pb_a5: Native Hawaiian or Other Pacific Islander pb_a6: American Indian or Alaskan Native pb_a7: Middle Eastern or North African pb_a8: Some Other Race, Ethnicity, or Origin pb_a9: No Response
Does your child have any of the following or get any of the following services? (Check all that apply)	pb_c1: IEP pb_c2: 504 pb_c3: ELL pb_c4: None pb_c5: Don't Know
How many children do you have currently attending the school?	

Thank You! Thank you for taking our survey. Your responses are very important to us.

Faculty Survey

Welcome to the New England Association of Schools and Colleges, Commission on Public Schools Survey.

The purpose of this survey is to gather faculty opinions about how well your school is meeting students' and your needs. The survey is confidential, and results will be used to help improve your school. Please answer all questions as accurately and honestly as possible. Thank you for your time.

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Questions
At this school, people treat students from different backgrounds with respect.
At this school, students treat me with respect, even if they don't know me.
At this school, I feel safe.
At this school, teachers and administrators treat each other respectfully.
How familiar are you with this school's core values and beliefs about learning?
How familiar are you with this school's vision of the graduate?
How true are the following statements?
The school's core values and beliefs about learning influence teacher professional development.
This school's core values and beliefs about learning influence the way teachers and administrators design the school's academic program.
At this school, the principal and other administrators lead in ways that are consistent with the school's core values, beliefs about learning, and vision of the graduate.
At this school, I am given important leadership opportunities.
At this school, the principal, and other school leaders, ask educators like me how to make this school better.
At this school, I teach students that mistakes are part of the learning process.
At this school, I teach students to respect the views of others, even when they disagree.
At this school, I encourage students to try new things or experiment.
This school is clear about the skills and knowledge students need to be successful in life.
At this school, we provide feedback on the progress students are making in achieving the skills and knowledge they need to be successful in life.
This school sets high standards for academic performance.
At this school, there is a consistent curriculum that includes transferable skills and dispositions.
At this school, there is a consistent curriculum that embeds the school's vision of the graduate.
At this school, there is a consistent curriculum that is regularly reviewed and revised.
At this school, I help develop school improvement plans.
I am familiar with this school's improvement plan.
I have a role in implementing this school's improvement plan.

At this school, I generally ask students for feedback to improve my teaching (or my practice as an educator).
At this school, all students have learning opportunities that involve community members or programs (parents, local businesses, local colleges and universities, etc.)
I work hard to build trusting relationships with parents.
I place a high priority on engaging parents as partners in helping children to learn.
I communicate with parents to let them know what goes on in my class or at our school.
I notice when a student needs help.
I do something when a student needs help.
In this school, there is a system in place to find the right supports (academic, social-emotional, health, after school, etc.) for students who need them.
I am familiar with the steps I need to take to ensure my students receive the extra supports they need.
I am confident that in this school we have strategies in place to support the needs of students.
At this school, if a student needs any additional services or supports, staff follow a clear and timely referral process.
At this school, a counselor is available when a student needs help.
At this school, the counseling services meet students' academic needs.
At this school, the counseling services meet students' social and emotional needs.
At this school, the counseling services meet students' college and/or career-related needs.
At this school, a nurse is available when students need help.
At this school, the nurse effectively supports students' social and emotional well-being.
At this school, the nurse effectively supports students' physical well-being.
At this school, library/information services effectively support students' learning.
At this school, students can use the library/media when they need to, including before or after school.
At this school, library/information services are integrated into the curriculum.
At this school, students with IEPs and 504 plans receive appropriate services and supports.
At this school, English Language Learners receive appropriate services and supports.
At this school, special education students are appropriately included in in-school and after school activities.
At this school, English Language Learners are appropriately included in in-school and after school activities.
This school is clean and well-maintained.
At this school, the building and/or grounds support student learning.
At this school, sufficient funding is available for professional development.
At this school, an appropriate amount of time is provided for professional development.
At this school, how often is there time built into your schedule to collaborate with other teachers?
At this school, we have enough money for co-curricular learning programs (e.g. field trips, after-school, educational events, etc.).
This school/district has short-term and long-term plans to address the capital and maintenance needs of the school.
At this school, I know what to do if there is a crisis.
At this school, we have clear policies and procedures for managing crisis situations.

At this school, how many of your colleagues …
Take responsibility for the academic well-being of all students (not just the students they teach)?
Take responsibility for the social and emotional well-being of all students (not just the students they teach)?
Take responsibility for getting to know all students (not just the students they teach or work with)?
Are open to trying new ideas?
How often do you…
Set concrete improvement goals for your instruction (or improve your practice as an educator).
Develop concrete plans to improve your instruction (or improve your practice as an educator).
Implement concrete plans you developed to improve your instruction (or improve your practice as an educator).
Evaluate your lessons and adjust your teaching accordingly (or evaluate your practice and adjust accordingly).
How much influence do educators have over school policy in each of the areas below?
Planning how school funds should be used.
Determining the content of in-service professional development days.
Setting standards for student behavior.
In the current school year, how much has each of the following helped you improve student learning, achievement, or well-being?
On-site workshops or trainings.
Professional learning community (PLC) meetings.
Collaborative planning time with colleagues (e.g. grade level meetings, department meetings).
Instructional coaching.
Classroom observations with other colleagues at your school.
Question
My primary role in the school is
TEACHER QUESTIONS *(If your role is other than a teacher please skip*)
How true are the following statements? I feel successful with my ability to consistently…
Have my students understand that I care about their individual growth and development.
Help students learn by talking among themselves about key concepts, ideas, and interests.
Get students to treat me and one another respectfully.
Get students to behave in ways that support their learning.
Know how each of my students learns best
Make lessons relevant to students' lives.
Explain the things that students find difficult to understand.
Summarize lessons in ways that help students remember main ideas and concepts.
Get students to think deeply and rigorously, instead of just trying to memorize things.

Teach students about the culture and history of people from different backgrounds.
How true are the following statements?
I allow students to make choices about their learning.
I provide opportunities for students to pursue their own interests.
I allow my students to suggest ideas about what or how they can learn.
I give students opportunities to design their own learning.
I use a variety of assessments to understand student learning.
I allow my students to show what they have learned in different ways, not just tests.
I allow my students to suggest ideas about how I can assess what they have learned.
In my department/grade, teachers use common assessments across classrooms to ensure consistent and equitable learning opportunities.
I use assessments to adjust instruction and meet my students' learning needs.
I provide opportunities for students to revise their assignments to improve their grades.
I give my students multiple opportunities to show what they know about the themes we are learning.
At this school, students regularly reflect on their learning.
I use technology to individualize the pace of learning.
In my class(es), students use technology to collaborate with others.
I have access to the technology I need to support student learning.
I use technology to collaborate with colleagues.
At this school, students have opportunities to learn in ways that combine different subjects (math, English, social studies, art, etc.).
In my department/grade, we make sure that the curriculum is aligned well across different grade levels.
I have sufficient instructional time to meet the learning needs of all students.
I have sufficient access to the instructional materials I need (books, supplies, equipment, technology).
How much influence do educators have over school policy in each of the areas below?
Determining which books and other instructional materials are used in classrooms.
Developing the curriculum.
This school year, how often have you had formal collaboration with colleagues to do the following?
Revise and refine the curriculum.
Design lessons with the right level of challenge for our students.
Design assessments of student learning.
Discuss how to improve instruction.
Discuss what helps students learn the best.
Discuss the goals of this school.
Discuss how to manage classroom behavior.
Discuss how to partner with families to support learning.

Examined student work to make instructional decisions?
End of Teacher only section

Additional Background Questions

How many years have you been a K-12 educator?
For how many years have you worked at this school?

Thank You!

Thank you for taking the survey. Your responses are very important.