



Non-Academic Measures:

Approaches to Using Non-Cognitive Outcome, Student Perception, and Health Data in Colorado Schools

Session Agenda

- What are non-cognitive or non-academic measures?
 - *Different types of measures*
 - *How they differ and complement each other*
- **Panel:** Colorado educators using non-academic data
- **Activity:** Identifying non-academic measures for different problems of practice
- Wrap up and close



WHAT ARE NON- ACADEMIC MEASURES?



Overview of Non-Academic Measures

When we use non-cognitive or non-academic measures, what are we looking for?

- Non-academic factors that affect student outcomes
 - Students' social-emotional and non-cognitive abilities and skills (e.g., social skills, grit, growth mindset)
 - Characteristics of learning environments
 - Teachers
 - School leaders
 - Culture and systems
 - Health and wellness behaviors



Why do non-academic measures matter?

Students who are physically and emotionally well, present, and engaged are better learners.

– CEI, 2015

A successful learner is knowledgeable, emotionally and physically healthy, civically engaged, prepared for economic self-sufficiency, and prepared for the world beyond formal education.

– ASCD, 2011



Why can you learn from non-academic measures?

Understanding the experiences of students, teachers, and parents in schools

Evaluating programs and initiatives

Understanding students better and supporting the whole child



Common Types of Non-Academic Measures

Climate Surveys

- Surveys of educators, students, and/or parents about school culture or working conditions
- **EX:** School or district-created survey, TELL

Perception or 360 Surveys

- Surveys to provide feedback on an individual (e.g., teacher, principal)
- **EX:** CEI's Student Perception Survey (SPS) and Teacher Perception Survey (TPS)

Non-Academic Self-Assessments or Rubrics

- Surveys that ask students to respond about their behaviors OR rubrics that teachers fill out (often focus on social-emotional learning)
- **EX:** Pairin Project: BeReady, Panorama (CORE), DESSA

Health and Wellness Instruments

- Assessments or surveys that ask students to respond about their health behaviors or that ask schools to inventory their policies and practices
- **EX:** Healthy Kids Colorado, Smart Source



How do you know which instruments, tools, and measures to use?

(1) Know your purpose for using the information.

- Does the instrument tell you what you want to know?
- Does it tell you things that don't answer your question?
- Does it gather information from the right people about the right things?

(2) Be realistic about what you can take on.

- Do staff at your school or district have the time to ensure a high-quality process?
- Is the time burden to administer the tool and review/use results worth it?



One instrument to rule them all?



EDUCATOR PANEL

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Emily Leschisin and Sarah Leschisin

Health and Wellness Co-Leaders at Fox Meadow MS, Harrison School District

Nicole Swaggerty

Healthy Schools Coordinator, District 27J

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6th Grade Teacher at Conrad Ball MS, Thompson Public Schools



ACTIVITY: IDENTIFYING MOST USEFUL NON- ACADEMIC MEASURES



Activity: Identifying Most Useful Non-Academic Measures

- At your table, review your “problem of practice”.
- Brainstorm and identify the best measures to address your problem.
 - Use the measure one-pagers on your table!
- Have someone from your group share the measure(s) you identified and why.



Activity: Things to Consider

- Think about what your priorities would be in this situation.
 - What information would be most valuable in addressing the problem?
 - What information would you most be able to use?
- Identify your rationale behind each measure you select.
- Don't just select all of the possible measures!
(Unless they all provide valuable information that you can use.)
- What information beyond the measures presented here would be helpful in addressing this problem?



THANK YOU!



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