



Non-Academic Measures Examples | CEI Summit Session 2016

	Content	Respondents	Purpose	Sample Item(s)
Climate Surveys	Perceptions of learning environments: <ul style="list-style-type: none"> • Safety and discipline • Expectations • Relationships • Overall culture 	<ul style="list-style-type: none"> • Students • Teachers • Parents • Sometimes school leaders 	Providing feedback on how members of the school community are experiencing the school's environment	Student survey¹: <ul style="list-style-type: none"> • <i>Students in my school can be trusted.</i> • <i>My school is a good place to be.</i> • <i>Teachers and staff in my school usually get along with students.</i> Staff survey: <ul style="list-style-type: none"> • <i>How much of a problem is students picking fights with other students?</i> • <i>This is a pretty close-knit school where everyone looks out for one another.</i>
Perception Surveys & 360 Surveys	Perceptions of teachers and school leaders: <ul style="list-style-type: none"> • Behaviors • Expectations • Relationships 	<ul style="list-style-type: none"> • Students • Teachers • Sometimes school leaders 	Providing feedback on instructional behaviors and leadership	Colorado Student Perception Survey (SPS): <ul style="list-style-type: none"> • <i>My teacher makes sure that we think hard about things we read and write.</i> • <i>My teacher teaches us to respect people's differences.</i> Colorado Teacher Perception Survey (TPS): <ul style="list-style-type: none"> • <i>My principal encourages instructional collaboration among teachers.</i> • <i>My principal draws on the strengths of teachers in my school.</i>
Non-Cognitive and Social-Emotional Surveys & Assessments	Non-cognitive student outcomes, such as: <ul style="list-style-type: none"> • Social behaviors and skills • Motivation • Persistence and grit • Growth mindset 	<ul style="list-style-type: none"> • Students (for self-assessments) • Teachers (for rubrics about students) 	Measuring attainment of important non-academic outcomes	Growth mindset (student survey)²: <ul style="list-style-type: none"> • <i>Whether a person does well or poorly in school may depend on a lot of different things. You may feel that some of these things are easier for you to change than others. In school, how possible is it for you to change: (a) Your level of intelligence? (b) Giving a lot of effort? (c) Liking the subjects you are studying?</i>
Health & Wellness Instruments	<ul style="list-style-type: none"> • Health behaviors (Healthy Kids) • Health and wellness policies and practices (Smart Source) 	<ul style="list-style-type: none"> • Secondary students (Healthy Kids) • Teachers or school leaders (Smart Source) 	<ul style="list-style-type: none"> • Understanding students' health behaviors (Healthy Kids) • Inventorying school health and wellness policies and practices for reflection and improvement (Smart Source) 	Healthy Kids Colorado student survey: <ul style="list-style-type: none"> • <i>Have you ever been bullied on school property?</i> • <i>Have you ever been in a physical fight?</i> • <i>Have you ever had a drink of alcohol, other than a few sips?</i> Smart Source school assessment: <ul style="list-style-type: none"> • <i>Does your school have a procedure to follow up on students with chronic absenteeism?</i> • <i>Does your school provide in-school supports, services, and/or make referrals for harassment and bullying (including cyber bullying)?</i>

¹ The climate survey sample items (both student and staff versions) are pulled from The Colorado Trust Bullying Prevention Survey.

² This sample item is from California CORE Districts' non-cognitive survey scales.