



**New Visions
for Public Schools**

NSI TOOLKIT

STUDENT PERCEPTION SURVEYS

Version I

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Improving Student Outcomes with Student Perception Data



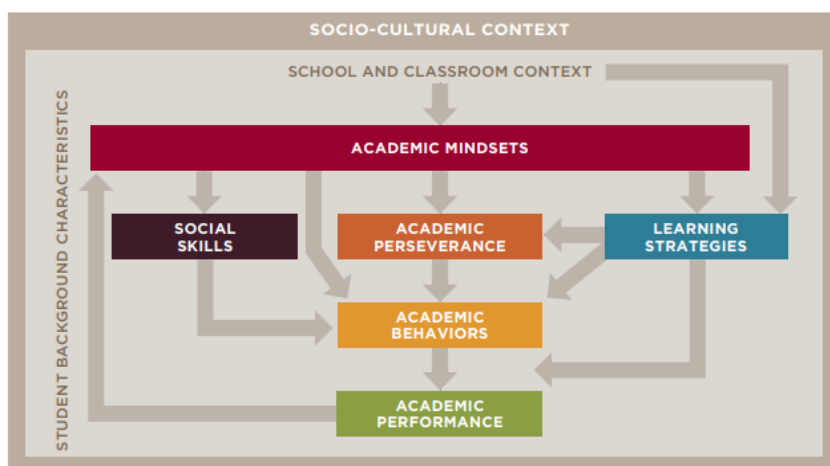
With the launch of the College Readiness Network for School Improvement (CR NSI) during the 2018-2019 school year, New Visions for Public Schools supports data-driven efforts that will increase the number of low-income students of color graduating from high school on-time and prepared to succeed in college and careers. The goals for CR NSI are threefold:

1. **Achieve Regents scores that exempt them from remedial coursework at CUNY**
2. **Maintain a competitive GPA throughout high school**
3. **Attempt and succeed in college-level coursework during high school.**

This year, a number of CR NSI schools individually created and administered student surveys to identify approaches that would help realize these goals. The following toolkit utilizes a framework from the UChicago Consortium on School Research to present a set of featured questions that schools can leverage to (1) identify root causes preventing students from accomplishing college and career readiness and (2) monitor changes to student perceptions pre- or post-implementation of a given strategy. While the toolkit highlights a choice number of survey items for a concise read, our team also provides a link to the full survey bank of organized CR NSI-generated and externally-generated survey items on the Additional Resources page.

We utilize the UChicago research as an organizing frame for multiple reasons:

- Of the research we examined, we found it to be the most comprehensive interdisciplinary literature review for understanding the complex confluence of “noncognitive factors”. Noncognitive factors broadly capture the *what else* students need to succeed in school other than academic content knowledge: the behaviors, skills, attitudes, and strategies that are not easily measured in a test.
- Using their review of empirical research, the researchers map causal relationships between noncognitive factors and performance. These relationships, as depicted in the figure below, help practitioners understand how strategies influence academic performance directly and/or indirectly.
- Finally, using this research would allow us to use a common language across other research-based resources we have developed, such as the [Study Skills Toolkit](#).



To access the full UChicago report, click [here](#).

To access a summarized version of the report created by New Visions, click [here](#).

In the following sections, we further describe this organizing framework and highlight **Featured Survey Items** aligned to noncognitive categories.

A Brief Overview of Methodology

1. Review of CR NSI workbooks and surveys to construct a shared understanding of context
2. Initial codebook development using UChicago's research and commonly found themes across CR NSI's documentation
3. Initial coding where two research team members separately coded a sample of survey items and normed on categorizations and definitions
4. Continued line-by-line coding, examining each data point and assigning finalized qualitative codes
5. Review of qualitative codes to collapse redundant codes and create additional codes, where necessary
6. Codification of final qualitative codes into organizing framework for survey items
7. For featuring in this toolkit, selection of representative school-generated items aligned to framework as well as psychometrically tested externally-developed items.

Defining the Organizing Framework for Categorizing Student Survey Items



This section defines the organizing framework we utilized to categorize all survey items. The framework largely draws on UChicago’s research, which describes noncognitive factors in five categories: **academic behaviors**, **academic perseverance**, **academic mindsets**, **learning strategies**, and **social skills**. In addition to these five categories, we also include an category titled **home and school context**, which includes students’ background characteristics and home and school supports.

Underneath each category, we list specific noncognitive factors prominently featured in CR NSI-generated surveys. These categories and their noncognitive factors serve as an organizing taxonomy for the survey items we feature in this toolkit and in the full resource bank.

ACADEMIC BEHAVIORS

Visible, outward signs that a student is engaged and putting in effort to learn

- **Assignment Completion:** Completing homework, make-up work, and/or tests and projects fully and on-time
- **Readiness for Class:** Organizing study materials, classroom supplies, and other materials.
- **Attendance:** Regularly attending class and school on-time; attending additional school programs to make up missing credits/work.

LEARNING STRATEGIES

Awareness of task or performance goals and self-regulating one’s learning towards those goals through applying diverse processes and tactics

Note: Performance goal awareness is one of the factors within learning strategies, but we break this into greater specificity (GPA, Regents, and College/Career) due to how prominently these discrete components appeared in CR NSI school surveys.

- **GPA Awareness:** Knowing what GPA is, how it is calculated, what affects it, and how it affects progress throughout and outside of secondary school
- **Regents Awareness** Having knowledge of exam requirements; preparing ahead of exams; tracking progress in relation to graduation and/or college-ready score requirements
- **College/Career Awareness:** Knowing what factors affect college admissions; planning for postsecondary life, showing definitive career interests
- **Strategies of Study:** Utilizing specific non-cognitive skills to enhance studying techniques; the what, when, where, how often studying occurs
- **Metacognitive Strategies:** Knowing a collection of learning processes and tactics to implement based on the context of a goal or task; setting goals; recognizing (in)correct strategies and self-correcting

SOCIAL SKILLS

Acceptable behaviors that improve social interactions, such as those between peers or between students and teachers

- **Responsibility and Accountability:** Being accountable for actions and one’s academic standings
- **Interpersonal Skills:** Interacting with the school community in a positive way

ACADEMIC PERSEVERANCE

A student's tendency to complete assignments to the best of one's abilities, despite distractions, obstacles, or level of challenge

- **Grit and Tenacity:** The ability of a student to overcome challenges to success; refusal to give up on a task or objective
- **Self Discipline and Self-Control:** The ability of a student to regulate emotions and impulses in order to achieve positive academic results (e.g. overcoming test anxiety)

ACADEMIC MINDSETS

The psycho-social attitudes or beliefs one has about oneself in relation to academic work

- **Academic Value:** Believing one belongs in a school community and has intrinsic value; believing work and activities within school have value
- **Academic Motivation and Drive:** Feeling like one is good at something and can succeed; feeling excited to engage in school

HOME AND SCHOOL CONTEXT

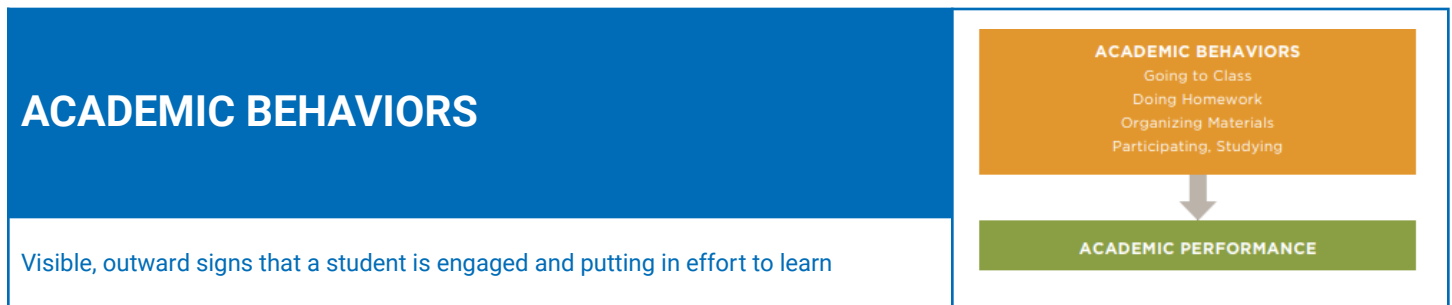
Students' home-level (i.e. background characteristics) and school-level structures and supports that students experience

- **Accessing Academic Supports:** Getting extra help from teachers; going to tutoring; accessing technological tools, connecting to additional academic programs
- **Available Socio-emotional Supports:** Getting intrinsically-fulfilling support from home spaces; families; friends; and/or mentors within and outside of school

Featured Items for Student Perception Surveys



In the following section, we feature **representative survey items** from each of the noncognitive factors described in the organizing framework. **Importantly, survey items can touch on multiple noncognitive factors.** For example, “How often do you wake up late because of staying up too long watching tv or playing games?” touches on attendance (academic behaviors) as well as self-discipline and control (academic perseverance).



ASSIGNMENT COMPLETION

What do you do when you miss a homework assignment? [CR NSI - WBAFF](#)

- Forget about it (never make it up)
- Seek out a classmate to get what I missed
- Ask Teacher for missing work
- Look in the classroom where missed work is located and figure it out on my own
- Other

How often do you complete homework? [CR NSI - Heritage](#)

- Never
- 1 to 3 times a week
- 3 or more times a week

How often do you attend class with all assignments completed? [Indiana University High School Survey of Student Engagement \(HSSSE\)](#)

- Never
- Rarely
- Sometimes
- Often

READINESS FOR CLASS

What does being prepared for class mean to you? [CR NSI - Heritage](#)

Open Response (Short Answer)

Not being prepared leads to test anxiety [CR NSI - QIRT](#)

Likert Scale 1-5 ; Do Not Agree - Completely Agree

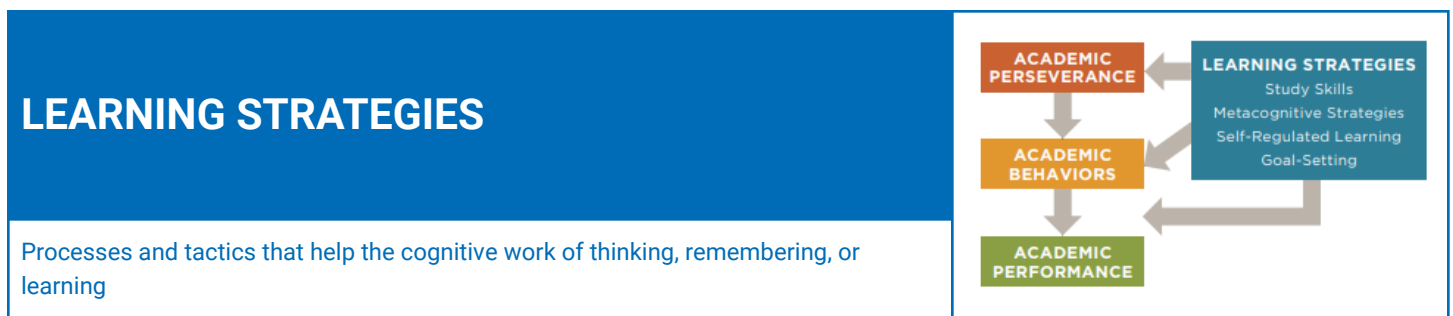
ATTENDANCE

If you are late to school, what are the factors contributing to your lateness? [CR NSI - Heritage](#)

- No alarm clock
- Waking up late
- Going to bed late
- Taking a sibling to school
- Living too far away
- Working late
- Medical reason
- Other

How often do you attend tutoring? [CR NSI - ACTvF](#)

- Every day
- A few times a week
- A few times a month
- Once a month
- Only when my advisor tells me to
- Just at the end of the Marking Period
- Never



METACOGNITIVE STRATEGIES

When you don't understand something in the class, do you ask for support or assistance from the teacher?

[CR NSI - Heritage](#)

- Always
- Sometimes
- Never

To improve my grades, I try: [CR NSI - ACTvF](#)

- Talking with my teachers
- Making goals
- Checking the student portal
- Getting to school and class on time
- Participating in class
- Attending tutoring
- Making up assignments independently
- Revising assignments
- Preparing more for my tests
- Completing my assignments on time
- Other

When you get stuck while learning something new, how likely are you to try a different strategy? [External - Panorama](#)

Likert Scale 1-5; Not at all likely - Extremely Likely

I ask myself questions to make sure I know the material I have been studying. [External - Motivated Strategies for Learning Questionnaire \(MSLQ\)](#)

Likert Scale 1-7; Not At All True of Me - Very True of Me

I make simple charts, diagrams, or tables to summarize material in my courses. [External - Learning and Study Strategies Inventory \(LASSI\)](#)

Likert Scale 1-5; Not at all typical of me to Very much typical of me

STRATEGIES OF STUDY

How many hours did you spend outside of school preparing for your exam? [CR NSI - AFSE](#)

- 0-1 hours per week
- 2-5 hour per week
- 5-10 hours per week
- 10 hours or more per week

Describe how you study [CR NSI - QIRT](#)

Open Response (Paragraph)

I seldom review except just before tests. [External - Learning and Study Strategies Inventory \(LASSI\)](#)

Likert Scale 1-5; Not at all typical of me to Very much typical of me

When studying for this course, I often set aside time to discuss course material with a group of students from the class. [Motivated Strategies for Learning Questionnaire \(MSLQ\)](#)

Likert Scale 1-7; Not At All True of Me - Very True of Me

GPA AWARENESS

Which of the following can affect your GPA? [CR NSI - Mott Hall](#)

- Late to School
- Late to Class
- Uniform
- Personal Development
- Academics/Grades
- Attendance
- Other

In your honest opinion, what do you consider a "good" GPA for someone to achieve? [CR NSI - ACTvF](#)

- 65-70
- 71-75
- 76-80
- 81-85
- 86-90
- 91-95
- 96+

REGENTS AWARENESS

I know the regents I need to pass to get an advanced regents diploma. [CR NSI - QIRT](#)

Likert Scale 1-5 ; Do Not Agree - Completely Agree

COLLEGE / CAREER AWARENESS

In your opinion, how well do your teachers, guidance counselors or school administrators make you aware of upcoming deadlines and events pertaining to college preparations? [CR NSI - Fort Hamilton](#)

- Not at all
- Slightly
- Somewhat
- Fairly well
- Very well

How often have you discussed career plans with people who support you? [External - New Mexico Public Education Department, Early College High School](#)

- Constantly
- Several times
- Once or Twice
- Never

SOCIAL SKILLS

Acceptable behaviors that improve social interactions, such as those between peers or between students and teachers



RESPONSIBILITY / ACCOUNTABILITY

If you attend tutoring, is it voluntary or does someone suggest it? [CR NSI - Heritage](#)

- Voluntary
- Suggested

What have you tried to do to succeed? [CR NSI - HSSL](#)

- Talk with my teachers
- Make goals
- Check my Student Portal weekly
- Get to school early, participate in class, attend office hours.

INTERPERSONAL SKILLS

How does your peer group influence your study habits (this can be positive or negative)? [CR NSI - ACTvF](#)

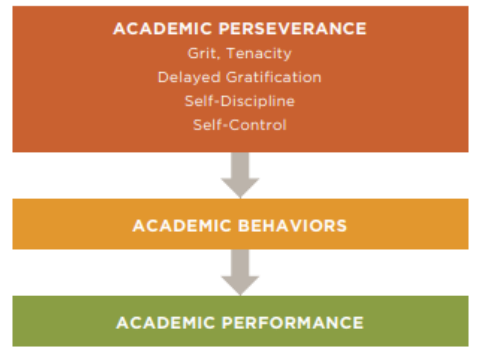
Open Response (paragraph)

When your teacher asks how you are doing, how often do you feel that your teacher is really interested in your answer? [External - Panorama Education](#)

- Almost never
- Once in a while
- Sometimes
- Frequently
- Almost always

ACADEMIC PERSEVERANCE

A student's tendency to complete assignments in timely and thorough manner, to the best of one's abilities, despite distractions, obstacles, or level of challenge



GRIT / TENACITY

Working hard in school always leads to rewards. [CR NSI - QIRT](#)

Likert Scale 1-5; Do Not Agree - Completely Agree

I know the importance of not giving up and sticking through difficult subjects. [External - New Mexico Public Education Department, Early College High School](#)

Likert Scale 1-7; N/A, Very Strongly Disagree-Very Strongly Agree

If you fail to reach an important goal, how likely are you to try again? [External - Panorama Education](#)

Likert Scale 1-5; Not at all likely - Extremely Likely

SELF-DISCIPLINE / SELF-CONTROL

In school, how possible is it for you to change in order to behave well in class? [CR NSI - ACTvF \(also in several external sources, including Panorama Education\)](#)

- Not at all
- A little
- Somewhat
- Quite possible
- Completely possible

When you are working on a project that matters a lot to you, how focused can you stay when there are lots of distractions? [External - Panorama Education](#)

Likert Scale 1-5; Not at all likely - Extremely Likely

When I take a test I think about how poorly I am doing. [Motivated Strategies for Learning Questionnaire \(MSLQ\)](#)

Likert Scale 1-7; Not At All True of Me - Very True of Me

ACADEMIC MINDSETS

The psycho-social attitudes or beliefs one has about oneself in relation to academic work



ACADEMIC VALUE

How important is going to college for you at this time? [CR NSI - Fort Hamilton](#)

- Not important
- Slightly important
- Important
- Fairly important
- Very important

How much has your experience in your school contributed to the development of your personal beliefs and values? [External - Indiana University High School Survey of Student Engagement \(HSSSE\)](#)

- Never
- Rarely
- Sometimes
- Often

The most important thing for me right now is improving my overall grade point average, so my main concern in this class is getting a good grade. [External - Motivated Strategies for Learning Questionnaire](#)

Likert Scale 1-7; Not at all true of me - Very true of me

ACADEMIC MOTIVATION/DRIVE

I am engaged and excited by my classes. [CR NSI - QIRT](#)

Likert Scale 1-5; Do Not Agree - Completely Agree

I feel motivated to come to my classes. [External - New Mexico Public Education Department, Early College High School](#)

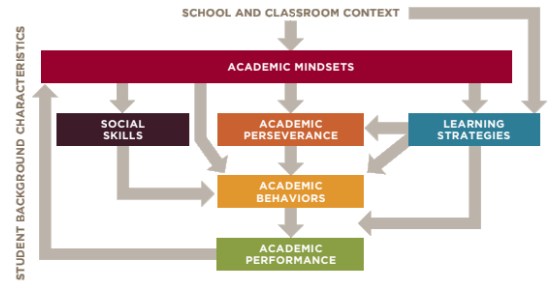
Likert Scale 1-7; N/A, Very Strongly Disagree-Very Strongly Agree

How much do teacher lectures interest or engage you? [External - Indiana University High School Survey of Student Engagement \(HSSSE\)](#)

- Not at all
- Very little
- Some
- Very much

HOME AND SCHOOL CONTEXT

Students' home-level (i.e. background characteristics) and school-level structures and supports that students experience



ACCESSIBLE ACADEMIC SUPPORTS

What types of learning activities make you feel most supported in the classroom? [CR NSI - AMS II](#)

- Think- Pair- Share
- Turn and Talk
- Working in Groups
- Domino Share/ Round Robin
- Class Discussions
- Peer Feedback
- Other

What is one thing your advisor does that helps you continue to do well or improve your grades? [CR NSI - ACTvF](#)

Open Response (Short Answer)

How often do you receive feedback from teachers on homework or other assignments? [External - Indiana University High School Survey of Student Engagement \(HSSSE\)](#)

- Never
- Rarely
- Sometimes
- Often

AVAILABLE SOCIO-EMOTIONAL SUPPORTS

What are the factors or issues outside of school that impact you the most? [CR NSI - Heritage](#)

- Housing
- Family
- Friends
- Romantic Relationships
- Social Media
- Health
- Finances
- Neighborhood/Community
- Current Events
- Other

Who is a staff member that you trust? [CR NSI - Fort Hamilton](#)

Open Response (Short Answer)



Item Bank for Student Perception Surveys. (2019). [Link](#).

Select Items from the Following Externally Produced Surveys Included

- **Indiana University Bloomington.** (2019). About HSSSE & MGSSE. [Link](#).
- **Panorama Education.** (2019). Student Survey. [Link](#).
- **New Mexico Public Education Department.** (2017). New Mexico Early College High Schools: The College and University Perspective. [Link](#).
- **Duncan, T.G. & McKeachie, W.J.** (2005). The Making of the Motivated Strategies for Learning Questionnaire. [Link](#).
- **H&H Publishing Company.** (2000). Learning and Study Skills Inventory (LASSI) Version 1. (*Only select items available for free*). [Link](#).
 - Sample Report [Link](#).

Focus Group Resources

While the purpose of this report was on conducting student surveys, focus groups are also valuable forums for collecting perception data.

- The **Focus Group Fact Sheet** serves as a cheat sheet for strong focus group design. [Link](#).
- The **Focus Group Planning Worksheet** is a template for teams to use in planning the purpose and logistics of a focus group. [Link](#).
- The **Focus Group Protocol Planning Worksheet** is a template for teams to use in planning the flow of the focus group conversation. [Link](#)
- The **Structured Interview for Assessing Student Use of Self-Regulated Learning Strategies** provides a sample “rubric” for teams to use in surfacing themes related to goal-setting, studying, and organizing to learn when examining focus group transcripts. [Link](#).

Related Research

UChicago CCSR. (2012). Teaching Adolescents to Become Learners: The Role of Noncognitive Factors in Shaping School Performance. [Link](#).