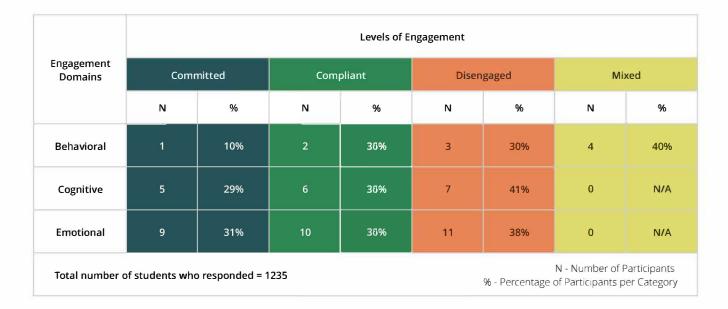## Student Engagement Results

This *Student Engagement Profile* presents key findings from your school's Cognia Student Engagement Survey 2019 administration. The information and visual representations provided in this report highlight students' responses to the survey. The survey provides your students an opportunity to express their school experiences and indicate the level and nature of their engagement. Students' perceptions are key to improvement and can be used for meaningful conversation and for guidance in the progression of your Continuous Improvement Journey.

The quality of student engagement comprises three key domains. The first is **behavioral engagement** which measures observable actions or participation while at school exhibited by a student's positive conduct, effort, and participation. The second is **cognitive engagement** which includes a student's investment in school and learning. The third is **emotional engagement** which includes a student's feelings toward school, learning, teachers, and peers. In addition to providing your state with the quality of student engagement results, Cognia also reports on the engagement as it relates to commitment, compliance, and disengagement.

A glossary that describes the engagement domains and levels in more detail and a section on how percentages are calculated is included at the end of this report.

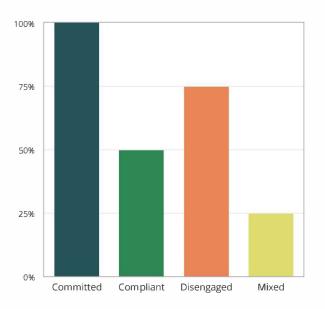## Student Engagement Survey Summary

Engagement Domains	Levels of Engagement							
	Committed		Compliant		Disengaged		Mixed	
	N	%	N	%	N	%	N	%
Behavioral	1	10%	2	30%	3	30%	4	40%
Cognitive	5	29%	6	30%	7	41%	0	N/A
Emotional	9	31%	10	30%	11	38%	0	N/A

Total number of students who responded = 1235
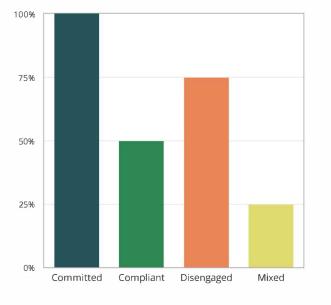
N - Number of Participants
% - Percentage of Participants per Category

Engagement Profile by Domain Over All

Behavioral

N - Number of Participants
% - Percentage of Participants per Category

■ Committed ■ Compliant ■ Disengaged ■ Mixed

N	Level of Commitment	%
1	Invested	33%
2	Immersed	67%

N	Level of Compliance	%
3	Strategic	43%
4	Ritual	57%

N	Level of Disengagement	%
5	Retreatism	45%
6	Rebellion	55%

Cognitive

N - Number of Participants
% - Percentage of Participants per Category

■ Committed ■ Compliant ■ Disengaged ■ Mixed

N	Level of Commitment	%
1	Invested	33%
2	Immersed	67%

N	Level of Compliance	%
1	Strategic	33%
2	Ritual	67%

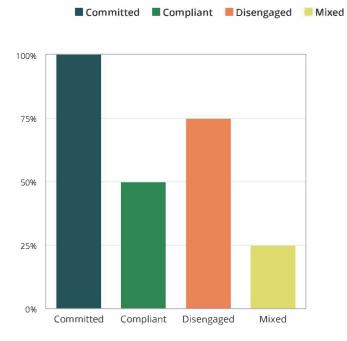| N	Level of Disengagement	%
1	Retreatism	33%
2	Rebellion	67%

Engagement Profile by Domain Over All

Emotional

N - Number of Participants
% - Percentage of Participants per Category

■ Committed ■ Compliant ■ Disengaged ■ Mixed

N	Level of Commitment	%
1	Invested	33%
2	Immersed	67%

N	Level of Compliance	%
1	Strategic	33%
2	Ritual	67%

N	Level of Disengagement	%
1	Retreatism	33%
2	Rebellion	67%

This domain has demographics that do not appear in this report due to no data or a data set that does not meet minimum data requirements for reporting.

Glossary

1. **Engagement Domains** - The sets of items are grouped into three engagement components.

   ◦ **Behavior** – A student's behavior or effort in the classroom.
      ▪ Attendance, suspension, participating in school activities, being on time, etc.
   ◦ **Cognitive** – A student's investment in learning.
      ▪ Time on task, homework completion, engaging in class activities, relevance of schoolwork, value of learning, etc.
   ◦ **Emotional** – A student's emotions or feelings about the classroom and school; a student's enjoyment of and sense of belonging to a school.
      ▪ Identification with school, school connectedness.

2. **Components of Engagement**

   ◦ **Committed – the student is attentive to the task because he/she finds personal meaning and value in the task.**
      ▪ Level 1: Invested – The student is recognized as a leader in the school. They consistently submit stellar work, exceed teacher expectations, and invest time and talent in improving. They are clearly committed to their education and continually seek higher standards of performance. These students not only learn at high levels but they retain what they learn and have a profound conceptual understanding. They immediately look for connections. When they approach a new concept for the first time they connect with what they learn, take what they are learning, and apply it to their life. They are so engaged in their tasks that they see the challenges as opportunities and not obstacles.
      ▪ Level 2: Immersed – The student is recognized as extremely knowledgeable and oftentimes turns in stellar work. They rise above others by consistently performing at a high level. They retain most of what they learn and have a deep conceptual understanding. These students connect with what they learn, take what they are learning, and apply it to their life. They see the value of what they are learning and how it will affect their future.
   ◦ **Compliant:**
      ▪ Level 1: Strategic Compliance – The student allocates only as much time, energy, and resources as are required to get the reward offered or desired. The student is attentive to the task because he/she perceives the receipt of some desired extrinsic reward which is conditionally available to those who pay attention to the task and do what is required of them. The student persists with the task only up to the point of ensuring that the desired reward is offered, and the student is willing to accept the reward, but is also willing to abandon the task even though he/she may not be personally satisfied that the work done is the quality that he/she could produce.
      ▪ Level 2: Ritual Compliance – The student does only those things that must be done and does little or nothing outside the context of direct supervision by the teacher. The student pays minimal attention to the work, is easily distracted, and is constantly seeking alternative activities to pursue. For example, it appears that texting has now become a favorite pastime for those who are ritually compliant. The student is easily discouraged from completing the task and regularly tries to avoid the task or get the requirements of the work waived or compromised.

- **Disengaged:**
  - Level 1: Retreatism – The student does nothing and, when forced through direct supervision to do the task, either engages in ritual behavior or rebellion. The student does not attend to the work, but does not engage in the activities that distract others. The student employs strategies to conceal his/her lack of involvement – sleeping with eyes wide open and smiling from time to time.
  - Level 2: Rebellion – The student overtly refuses to comply with the requirement of the task. This refusal may involve cheating, refusing to do the work, or even doing other work in place of what is expected. Alienation rather than commitment is evident. Unlike the retreaters, students who rebel are likely to be active in their rejection of the task, up to and including efforts to sabotage the work, cheat, and build negative coalitions of other students around the work and around the rejection of the values the work suggests.
- **Mixed:**
  - In the behavior domain, a student's responses are equally divided across two or more components (committed, compliant, and disengaged).

How Percentages are calculated

The Student Engagement Survey was specifically designed to provide a useful summary of the detailed information represented in your students' responses and to provide information relative to a benchmark. There are a total of 20 questions categorized under the three domains of engagement (behavior, cognitive and emotional). These domains are then broken down further by three components of engagement – committed, compliant and disengaged. Finally, each component is aligned to two levels. Thus, the committed component has an "invested" or "immersed" level; the compliant component has a "strategic" or "ritual" level; and the disengaged component has a "retreatism" or "rebellion" level.

A respondent who finishes the survey will be labeled as Committed, Compliant, or Disengaged for each of the three domains. This label is based on which component of engagement the respondent answers the majority of the time within each factor. It should be noted that the Behavioral domain has six items which means it is possible that a respondent has an even number of responses across two or more components. In these cases, the respondent would be labeled as having a Mixed engagement type. The percentage reported for each domain is calculated by counting the number of respondents in each domain's component of engagement out of the total number of respondents taking part in the survey. The percentage reported for each component of engagement is calculated by counting the number of respondents in each component's level out of the total number of respondents in each component.

Results are not displayed for any demographic category (e.g., Disability, Race or Poverty) with fewer than 20 students but responses are included in the overall calculations.