2019-20 Idaho Student Engagement Survey

Survey Results and Reports Training for District Administrators and Accountability Coordinators

Focus

- Review how the student engagement survey is structured
- Gain understanding of how to interpret and analyze student engagement survey results
- Recognize how this data can be used to enhance student engagement in your school
Perceptions of student engagement

Perceptions

Educator perceptions:
- Active
- Following along
- Paying attention
- Listening
- Participating
- Complying
- Working collaboratively
- Behaving

Student perceptions:
- Grades
- Goals
- Negative
- No choice in their learning
- They don’t see how it applies to them
Student engagement is something far different...

“Student engagement occurs when young people have invested themselves, their energy and their commitment to the learning environment, both within and outside the classroom. They willingly put forward the required effort to find a level of personal success academically, socially and emotionally. They care about others’ successes... they contribute meaningfully to the school and classroom climate. They understand that their presence matters.”


How do you know if...

Every student is really engaged... emotionally, behaviorally and cognitively?
Domains of Engagement

Student Engagement Survey

**Purpose:** Designed to measure student engagement through student opinions about their learning experiences.

**Administered to students grades 3 - 12**
- Elementary
- Middle
- High

**Design:** 20 questions categorized under three domains of engagement
- Behavioral
- Cognitive
- Emotional
### Survey Measures

#### Three Domains of Student Engagement
- Behavioral
- Cognitive
- Emotional

#### Types of Engagement
- Committed (Invested, Immersed)
- Compliant (Strategic, Ritual)
- Disengaged (Retreatism, Rebellion)

### Student Engagement Survey Summary

<table>
<thead>
<tr>
<th>Engagement Domains</th>
<th>Levels of Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Committed</td>
</tr>
<tr>
<td><strong>N</strong></td>
<td><strong>%</strong></td>
</tr>
<tr>
<td>Behavioral</td>
<td>77785</td>
</tr>
<tr>
<td>Cognitive</td>
<td>73789</td>
</tr>
<tr>
<td>Emotional</td>
<td>76353</td>
</tr>
</tbody>
</table>

Total number of students who responded = 152,703
Behavioral Domain: considerations

- **Attitudinal processes** a student brings to class
  - In what way do they participate in class?
  - Are they eager to be a “team player”?

- **Identification with academics**
  - Is their motivation intrinsic or extrinsic?
  - Do they keep trying when the work is hard?

- What happens when the teacher stops talking? Do students continue the class discussion among themselves?

- **Behavior or effort in outside the classroom.** Do they talk about what they are learning after school?
Sample Behavioral Engagement Question

Complete this sentence:

When I’m in class...

- I ask questions and contribute to discussions.
- I do just enough to be recognized by my teacher.
- I get so involved in my work I lose track of time.
- My mind wanders.
- I do not try at all.

*Each of these responses maps to a type of engagement (Committed, Compliant or Disengaged) which maps to a level of engagement (Immersed, Invested, Strategic, Ritual, Retreatism or Rebellion).

Students are more likely to be Behaviorally Engaged when they:

- Actively participate in class discussions and activities
- Complete assignments (attitude toward learning)
- High levels of attendance
- Complete challenging work

N = 151,703
Cognitive Domain: Considerations

- Does the student set learning goals?
- Do they self-regulate their own behavior?
- Does the student desire to go beyond minimum requirements?
- Is the student invested in learning?
- How much time do they spend on task?
- Do they complete homework assignments?
- Are students engaging in class activities that promote deeper understanding?
- Do activities allow students to utilize flexible thinking skills?
- Is schoolwork relevant/related to student learning?

Sample Cognitive Engagement Question

Complete this sentence:

The skills I am learning in class...

- Change the way I think about things.
- Make my homework easier.
- Help me pass the course.
- Will not help me in the future.
- Make no sense to me.

*Each of these responses maps to a type of engagement (Committed, Compliant or Disengaged) which maps to a level of engagement (Immersed, Invested, Strategic, Ritual, Retreatism or Rebellion).
Students are more likely to be *Cognitively Engaged* when they:

- Work on real-life problems
- Receive specific feedback about their work
- Receive acknowledgement and/or praise for their strengths or accomplishments
- Complete meaningful homework

N = 151,703

**Emotional Domain: Considerations**

- How does the student feel toward school, learning, teachers and peers? Does the student feel he/she can be successful in school?
- Does the student have an enjoyment of and sense of belonging to a school?
- Does the student identify with school? Do they feel connected?
Sample Emotional Engagement Question

- How do you feel when voicing your opinion in class?
  - Like it’s what my teacher wants to hear.
  - Comfortable, if my opinion is the same as others in the class.
  - Like it might influence the opinion of others.
  - Like no one is listening to me.
  - I never voice my opinion.

*Each of these responses maps to a type of engagement (Committed, Compliant or Disengaged) which maps to a level of engagement (Immersed, Invested, Strategic, Ritual, Retreatism or Rebellion).

Students are more likely to be **Emotionally Engaged** when they:

- Receive acknowledgement and/or praise for their strengths
- Receive specific feedback about their work
- Work on real-life problems
- Complete assignments that meet their personal learning needs

\[ N = 151,703 \]
Survey Measures

Three Domains of Student Engagement

- Behavioral
- Cognitive
- Emotional

Types of Engagement

Committed → Invested → Immersed

Compliant → Strategic → Ritual

Disengaged → Retreatism → Rebellion

Types of Engagement
## Committed (Highest Type)

### Invested – Level 1
- Recognized as a leader
- Consistently submit stellar work
- Exceed teacher expectations, and invest time and talent in improving
- Clearly committed to their education
- They see the challenges as opportunities and not obstacles
- Apply their learning

### Immersed – Level 2
- Recognized as extremely knowledgeable
- Oftentimes turns in stellar work
- Consistently performs at a high level
- See the value of what they learn

## Compliant

### Strategic Compliance – Level 1
- Allocates only as much time, energy, and resources as required
- Attentive to task because he/she perceives some desired extrinsic reward
- Persists with task only up to the point of ensuring that desired reward is offered
- Abandons task even though he/she may not be personally satisfied the work is quality

### Ritual Compliance – Level 2
- Does only those things that must be done
- Does little or nothing outside the context of direct supervision by the teacher
- Pays minimal attention to work, easily distracted, constantly seeks alternative activities to pursue
- Easily discouraged from completing tasks and regularly tries to avoid tasks
- Tries to get requirements of work waived or compromised
### Disengaged

**Retreat-ism – Level 1**

- Does nothing
- Engages in ritual behavior or rebellion when forced through direct supervision
- Does not attend to the work
- Does not engage in the activities that distract others
- Employs strategies to conceal his/her lack of involvement

**Rebellion – Level 2**

- Overtly refuses to comply with the requirement of the task
- May cheat, refuse to do the work, or even do other work in place of what is expected
- Alienation rather than commitment is evident
- Tries to sabotage the work and build negative coalitions of other students
- Rejects values the work suggests

---

**Engagement Domains in Detail**
Behavioral Engagement

**BEHAVIORAL ENGAGEMENT**

<table>
<thead>
<tr>
<th>Level of Commitment</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invested</td>
<td>44.96%</td>
</tr>
<tr>
<td>Immersed</td>
<td>55.04%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level of Compliance</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic</td>
<td>64.37%</td>
</tr>
<tr>
<td>Ritual</td>
<td>35.63%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level of Disengagement</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retreatism</td>
<td>83.58%</td>
</tr>
<tr>
<td>Rebellion</td>
<td>16.42%</td>
</tr>
</tbody>
</table>

Engagement within Elementary Grade Span

**Behavioral**

**Cognitive**

**Emotional**

*NOTE: Due to rounding, percentages may not sum to exactly 100%.*
Behavioral Engagement across Grade Spans

Elementary

Middle

High

Behavioral Engagement by Grade Span

Elementary School

Middle School

High School
Example: Subgroup Comparison within High School Grade Span

Subgroup Demographics
(*All graphs presented within school/grade level span)

Engagement Profile by Domain and:

- Gender
- Ethnicity
- Race
- Disability Status
- ELL Status
- Additional sub-groups: Foster, Homeless, Military, Free & Reduced, Migrant
How should results be used?

As a formative tool...

- Start with predictions
- Disaggregate to understand subgroups
- What domain needs the most attention?
- What conclusions can be made?
- Apply strategies and re-evaluate/re-assess
How does the SDE use your results?

2017-18 and 2018-19 School Years

- Reported at the state, district, and school level on the School Report Card
  - Example: https://idahoschools.org/state/ID/perception
- Used as a school quality and student success indicator for school identification
2019-20 School Year

- Not reported, local use only
- School identification paused

Resources

- Marzano (2001). *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement*
Thank you!