



# 2020-21 Idaho Student Engagement Survey Results: Part 1



Survey Results and Reports Training for District Administrators and Accountability Coordinators

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# 2020-21 Idaho Student Engagement Survey Results: Part 1

Survey Results and Reports Training for District Administrators and Accountability Coordinators

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## Focus

- **Webinar 1: Review the statewide Student Engagement Survey data**
- Webinar 2: Learn how to interpret and analyze the Student Engagement Survey results
- Webinar 3: Recognize how this data can be used to enhance student engagement in your school



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LP1

## 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.**”

Dary, T., Pickeral, T., Shumer, R., & Williams, A. (2016). *Weaving student engagement into the core practices of schools: A National Dropout Prevention Center/Network position paper*. Clemson, SC: National Dropout Prevention Center/Network. Retrieved from [www.dropoutprevention.org/resources/major-research-reports/student-engagement/student-engagement-2016-09.pdf](http://www.dropoutprevention.org/resources/major-research-reports/student-engagement/student-engagement-2016-09.pdf)



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## Slide 4

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**LP1** see next slide for suggested change

Lisa Pringle, 5/18/2021

“ 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.”

Dary, T., Pickeral, T., Shumer, R., & Williams, A. (2016).



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## Student Engagement Survey

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

**Administered to students  
grades 3-12**

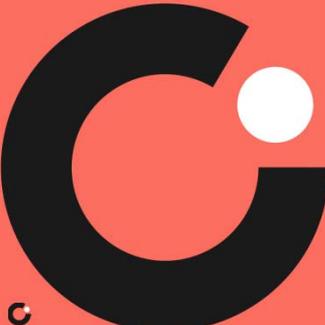
- Elementary
- Middle
- High

**Design: 21 questions  
categorized under three  
domains of engagement**

- Behavioral
- Cognitive
- Emotional

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# Statewide Results: An Introduction

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# Statewide results: An introduction

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# Survey measures

## Student Engagement Survey Summary

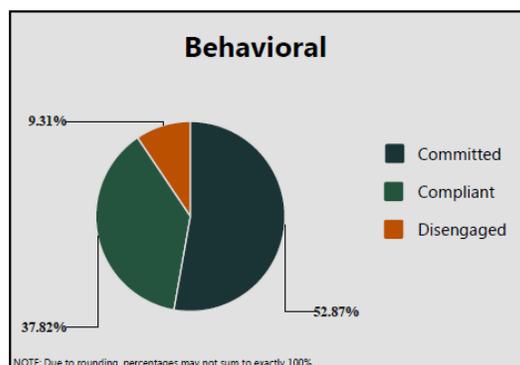
Engagement Domains	Engagement					
	Committed		Compliant		Disengaged	
	N	%	N	%	N	%
Behavioral	97928	52.87%	70045	37.82%	17246	9.31%
Cognitive	75830	40.94%	92722	50.06%	16667	9.00%
Emotional	80323	43.37%	65709	35.48%	39187	21.16%

Total number of students who responded = 185,219

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## Students are more likely to be *Behaviorally Engaged* when they:



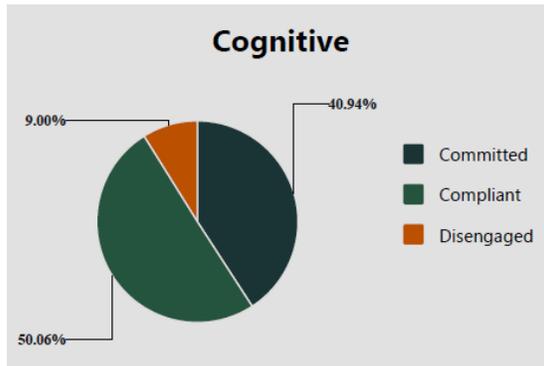
- Actively participate in class discussions and activities
- Are “team players” during group work
- Complete challenging work
- Talk about what they learn

N = 185,219

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## Students are more likely to be *Cognitively Engaged* when they:



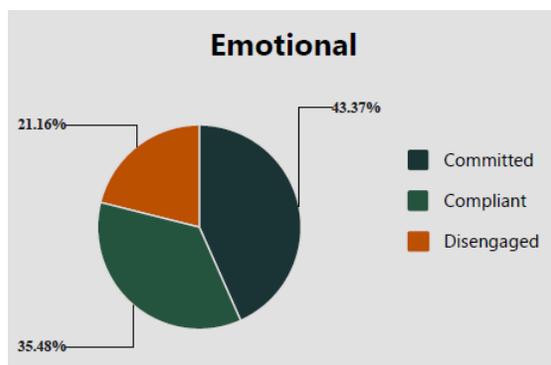
- Work on real-life problems
- Set learning goals
- Utilize flexible thinking skills
- Complete meaningful homework

N = 185,219

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



- Receive acknowledgement and/or praise for their strengths
- Complete assignments that meet their personal learning needs
- Feel a sense of belonging in school
- Feel supported and connected to their school

N = 185,219

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# Statewide Results: In Detail



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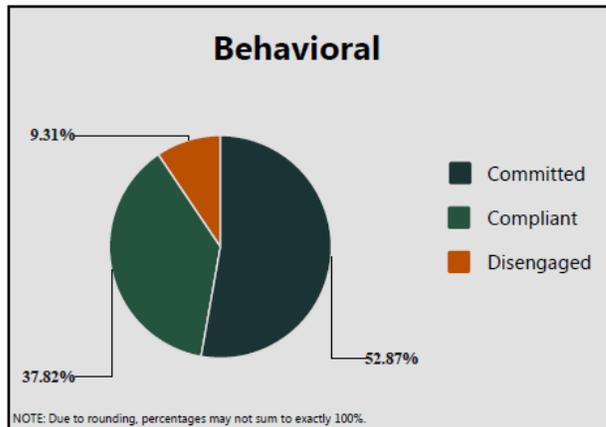


# Statewide results: In detail



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# Behavioral Engagement

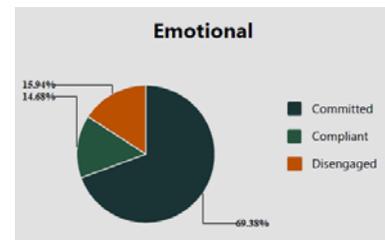
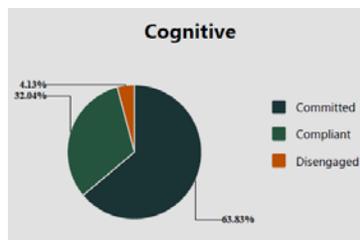
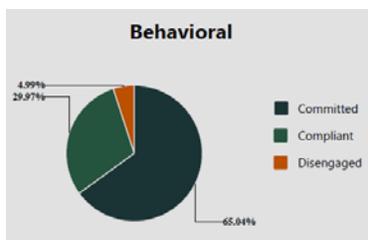


BEHAVIORAL ENGAGEMENT	
<b>Committed</b>	<b>Percent</b>
Invested	36.84%
Immersed	63.16%
<b>Compliant</b>	<b>Percent</b>
Strategic	60.63%
Ritual	39.37%
<b>Disengaged</b>	<b>Percent</b>
Retreatism	82.65%
Rebellion	17.35%



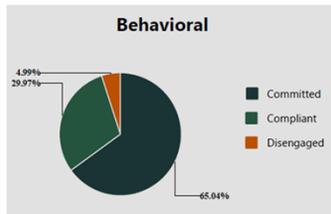
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# Engagement within elementary grade span

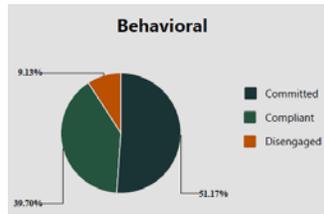


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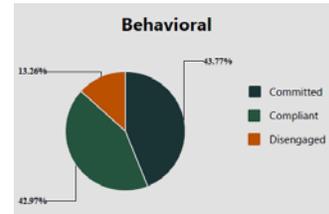
# Behavioral Engagement across grade spans



Elementary



Middle

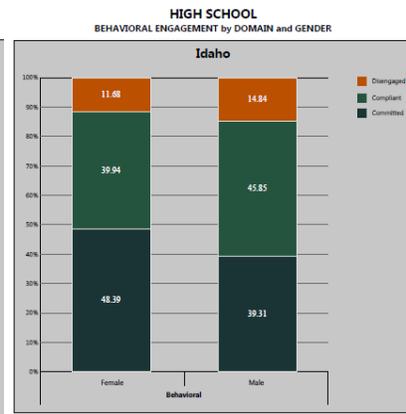
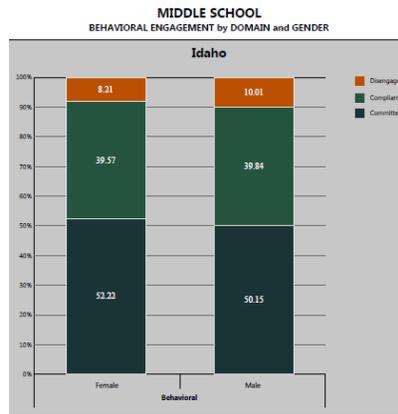
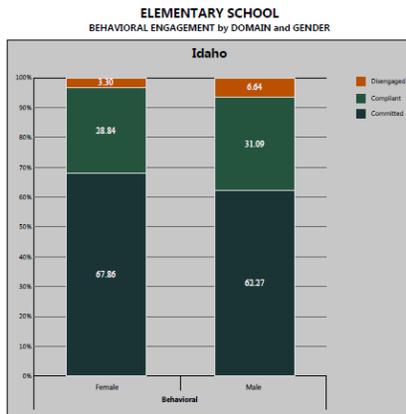


High



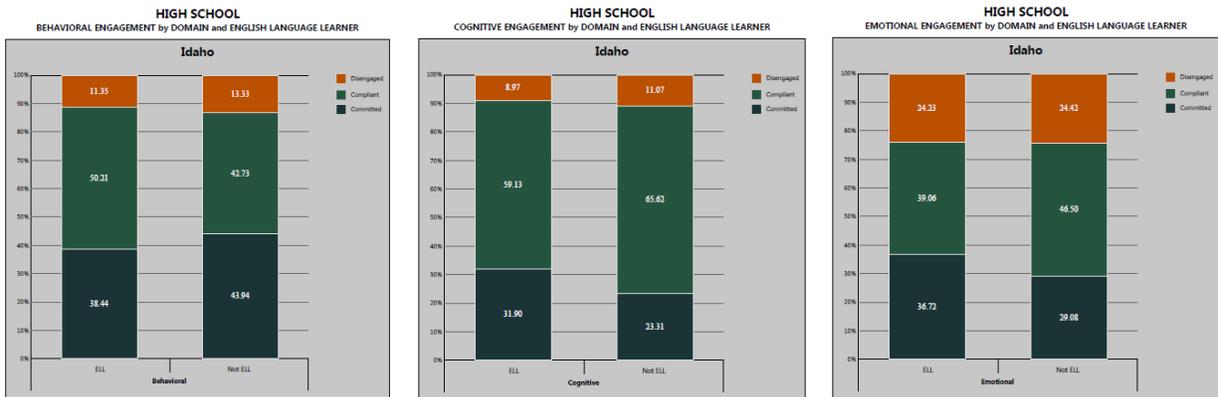
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# Behavioral Engagement by grade span



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## Example: Subgroup comparison within high school grade span



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## 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

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How does the SDE use your results?



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How does the SDE use your results?



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## 2017-18 and 2018-19

- 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

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## 2019-20 and 2020-21

- Results were not reported on the School Report Card in 2019-20, and were for local use only
- Results were not used as a school quality and student success indicator due to an accountability waiver
- **For 2020-21, the state has not yet decided whether results will appear on report cards or not – decision expected this summer**

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## Results

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## Contact us

- If you need technical support regarding accessing your survey results, please contact Cognia Client Care at 888.413.3669 or [clientcare@cognia.org](mailto:clientcare@cognia.org)
- The Idaho Cognia Regional Office is also available for assistance. Contact Dale Kleinert at [dale.kleinert@cognia.org](mailto:dale.kleinert@cognia.org)
- For questions about the survey and its use in school accountability or policy questions, contact Kevin Whitman at the SDE at [kwhitman@sde.idaho.gov](mailto:kwhitman@sde.idaho.gov)



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## Resources

- Himmele, P. & Himmele W. (2017). *Total Participation Techniques-Making Every Student as Active Learner*, 2<sup>nd</sup> Edition
- Marzano (2001). *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement*
- Kagan, S. & Kagan, M. (2015) *Kagan Cooperative Learning*
- Marshall, Kim. "A How-to Plan for Widening the Gap." *Phi Delta Kappan*. May 2009: Volume 90, issue 9. Page(s): 650-655
- Dary, T., Pickeral, T., Shumer, R., & Williams, A. (2016). *Weaving student engagement into the core practices of schools: A National Dropout Prevention Center/Network position paper*. Clemson, SC: National Dropout Prevention Center/Network. Retrieved from [www.dropoutprevention.org/resources/major-research-reports/student-engagement/student-engagement-2016-09.pdf](http://www.dropoutprevention.org/resources/major-research-reports/student-engagement/student-engagement-2016-09.pdf)
- Sparks, S. (2019, March 21). Why teacher-student relationships matter: New findings shed light on best approaches. *Education Week*. Retrieved from <https://www.edweek.org/ew/articles/2019/03/13/why-teacher-student-relationships-matter.html?cmp=eml-enl-eu-news2&M=58780808&U=1301756&UUID=cd552309df47d734b197ab1649df3869>



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