

2021-22 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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“ 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**

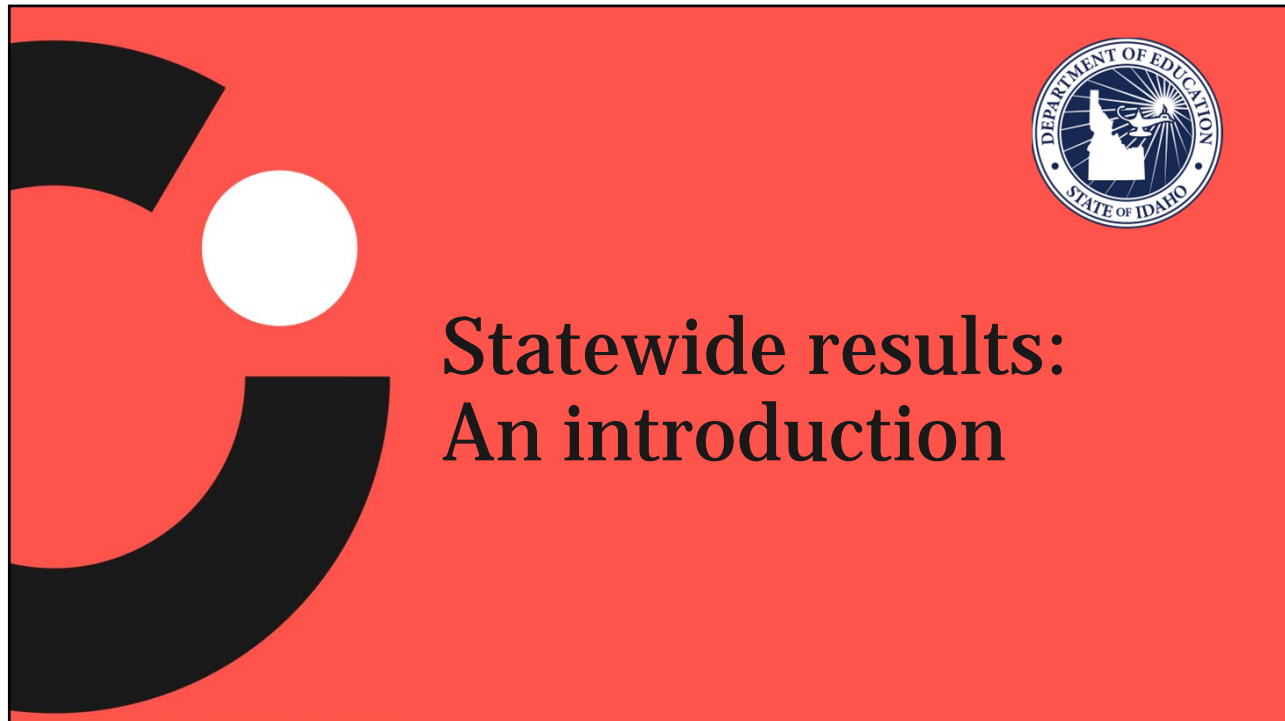
- Elementary
- Middle
- High

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


- Behavioral
- Cognitive
- Emotional

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Statewide results:
An introduction



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Survey measures

Student Engagement Summary Report

Engagement Domains	Engagement					
	Committed		Compliant		Disengaged	
	N	%	N	%	N	%
Behavioral	100334	52.49%	72578	37.97%	18246	9.54%
Cognitive	78416	41.02%	94954	49.67%	17788	9.31%
Emotional	82006	42.90%	67362	35.24%	41790	21.86%

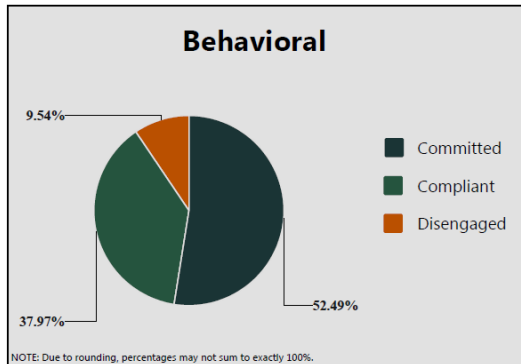
Total number of students who responded = 191,158

N = Number of participants
% = Percentage of Participants by Category



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



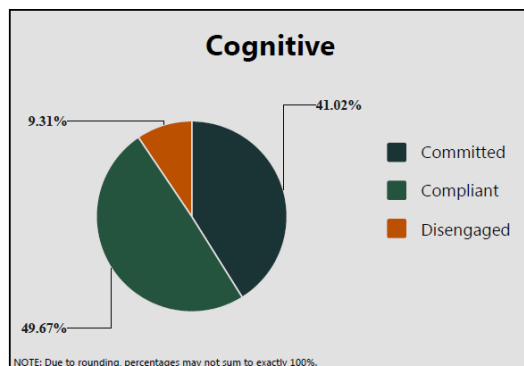
- Actively participate in class discussions and activities
- Are “team players” during group work
- Complete challenging work
- Talk about what they learn

N = 191,158

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



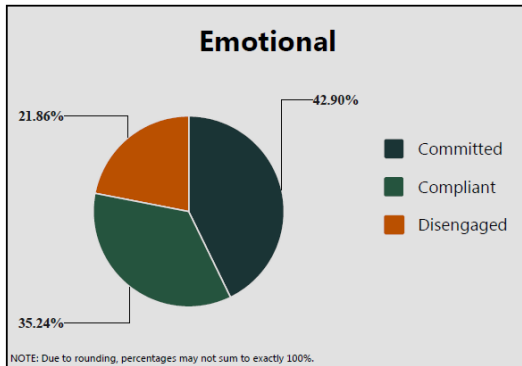
- Work on real-life problems
- Set learning goals
- Utilize flexible thinking skills
- Complete meaningful homework

N = 191,158

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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 = 191,158

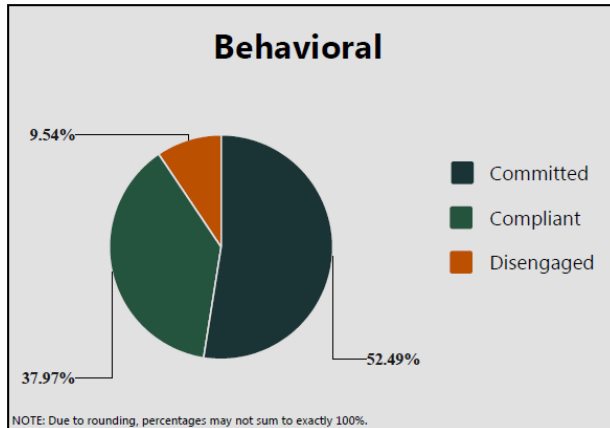
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**Statewide results:
In detail**

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Behavioral Engagement

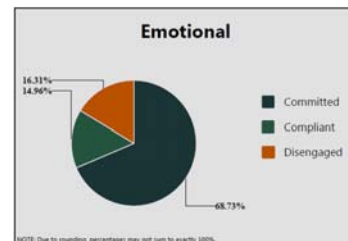
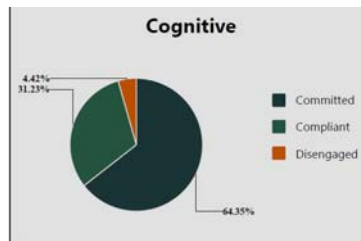
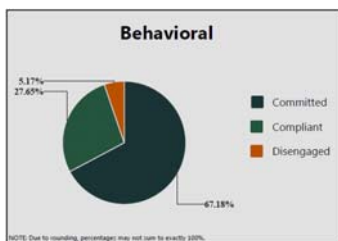


BEHAVIORAL ENGAGEMENT	
Committed	Percent
Invested	36.09%
Immersed	63.91%
Compliant	Percent
Strategic	62.84%
Ritual	37.16%
Disengaged	Percent
Retreatism	80.69%
Rebellion	19.31%



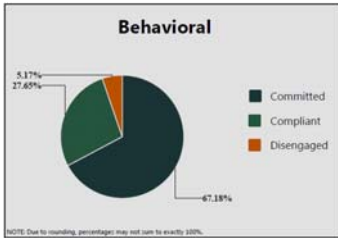
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Engagement within elementary grade span

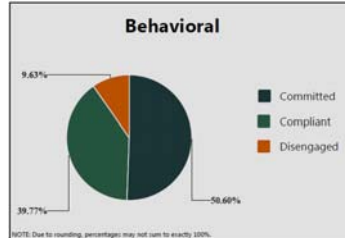


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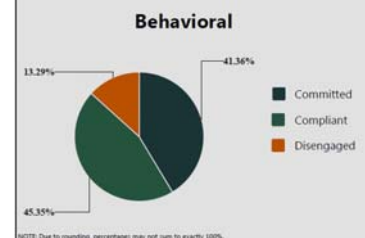
Behavioral Engagement across grade spans



Elementary



Middle

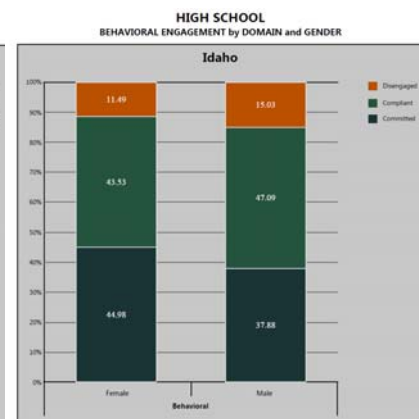
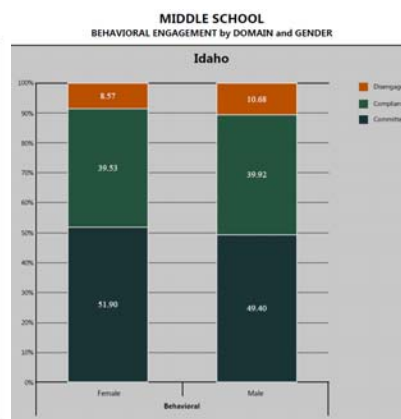
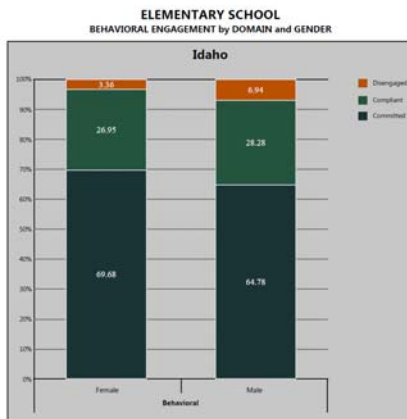


High



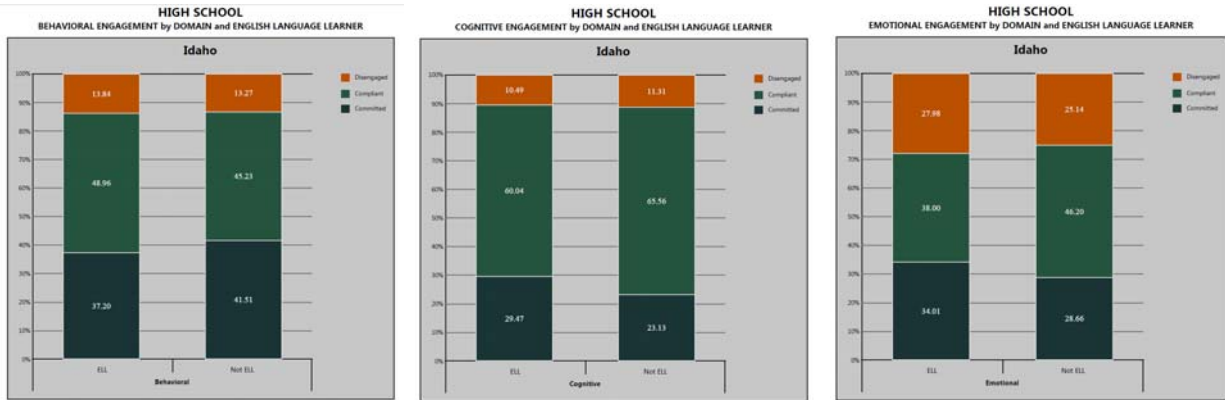
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Behavioral Engagement by grade span



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Example: Subgroup comparison within high school grade span



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Subgroup demographics

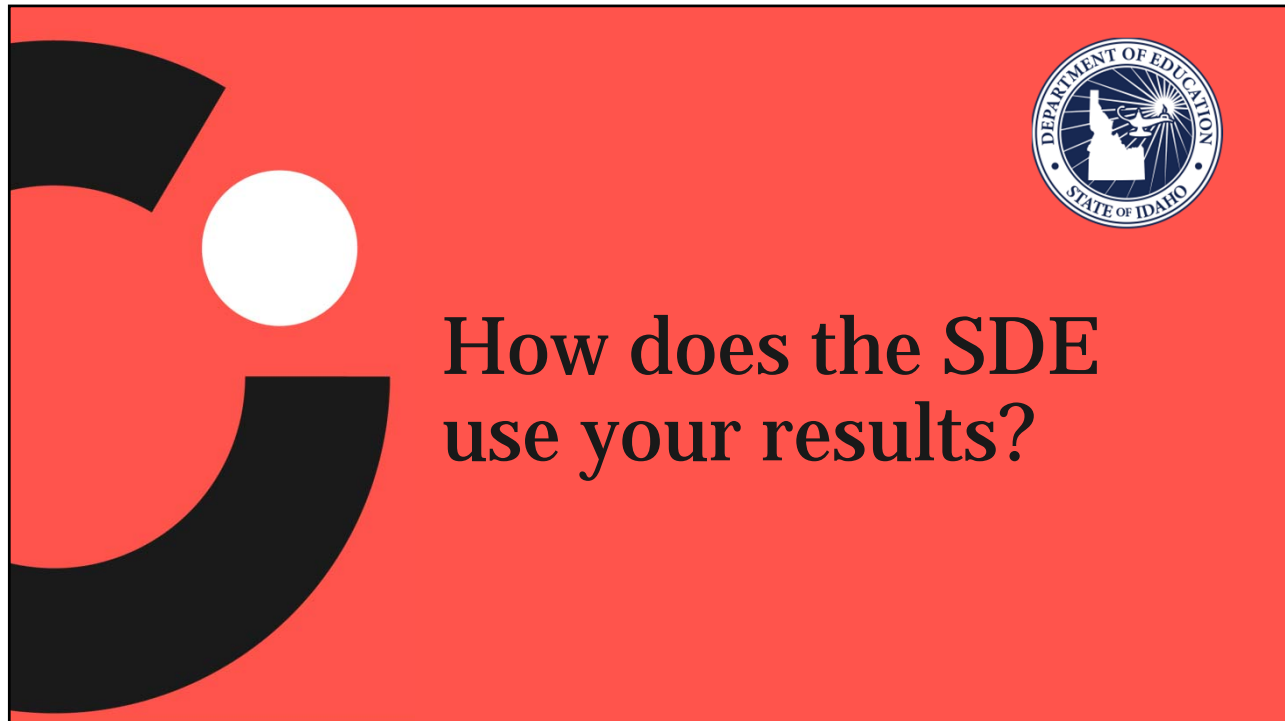
(*All graphs presented within school/grade level span)

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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Results

<p>2017-18, 2018-19, 2021-22</p> <ul style="list-style-type: none"> • 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 	<p>2019-20 and 2020-21</p> <ul style="list-style-type: none"> • Results were not reported on the School Report Card, and were for local use only • Results were not used as a school quality and student success indicator due to an accountability waiver
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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
- The Idaho Cognia Regional Office is also available for assistance. Contact Dale Kleinert at dale.kleinert@cognia.org
- For questions about the survey and its use in school accountability or policy questions, contact Valerie Steffen at the SDE at vsteffen@sde.idaho.gov



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Resources

- Himmele, P. & Himmele W. (2017). *Total Participation Techniques-Making Every Student as Active Learner, 2nd 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
- 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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