



# 2021-22 Idaho Student Engagement Survey Results: Part 2

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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## How do you know if...

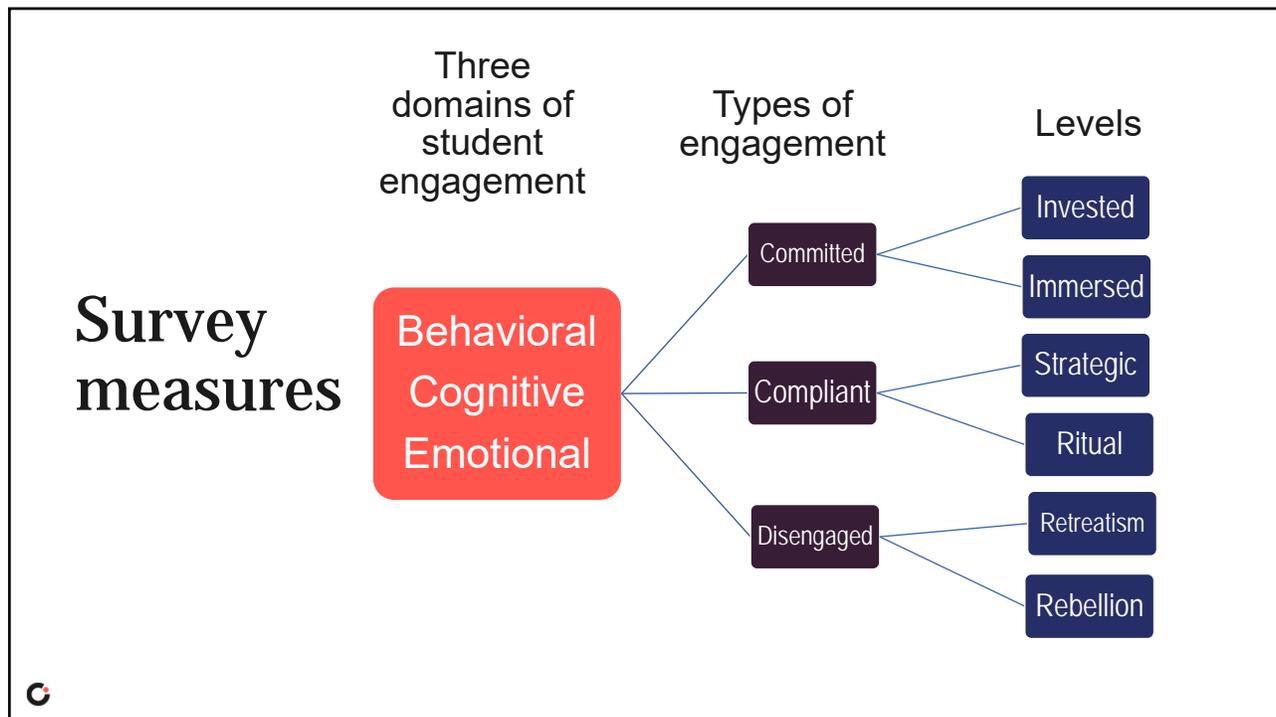
Every student is really engaged...  
Behaviorally, cognitively, and  
emotionally?

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## Domains of engagement

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## Behavioral domain: Considerations

- Attitudes:
  - In what way do they participate in class?
  - Are they eager to be a “team player?”
- Motivation:
  - 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?

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## Sample behavioral engagement question

**Complete this sentence:  
During class, I...**

- find it easy to stay on task.
- stay on task like my teacher says to do.
- get busy with my work and forget what time it is.
- look like I am working.
- pay attention to other things.
- do the work I have to do.

\*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).



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## Cognitive domain: Considerations

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



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## Sample cognitive engagement question

**Complete this sentence:**

**The skills I learn in class...**

- help me think in new ways.
- help me do my work.
- help me get to the next grade.
- I won't use when I am older.
- I do not care about.
- help me outside of school too.

\*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).



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## Emotional domain: Considerations

- How do the students feel toward school, learning, teachers and peers?
- Do they feel they can be successful in school?
- Do they have sense of belonging to a school?
- Do they identify with school? Do they feel connected?



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## Sample emotional engagement question

Complete this sentence:

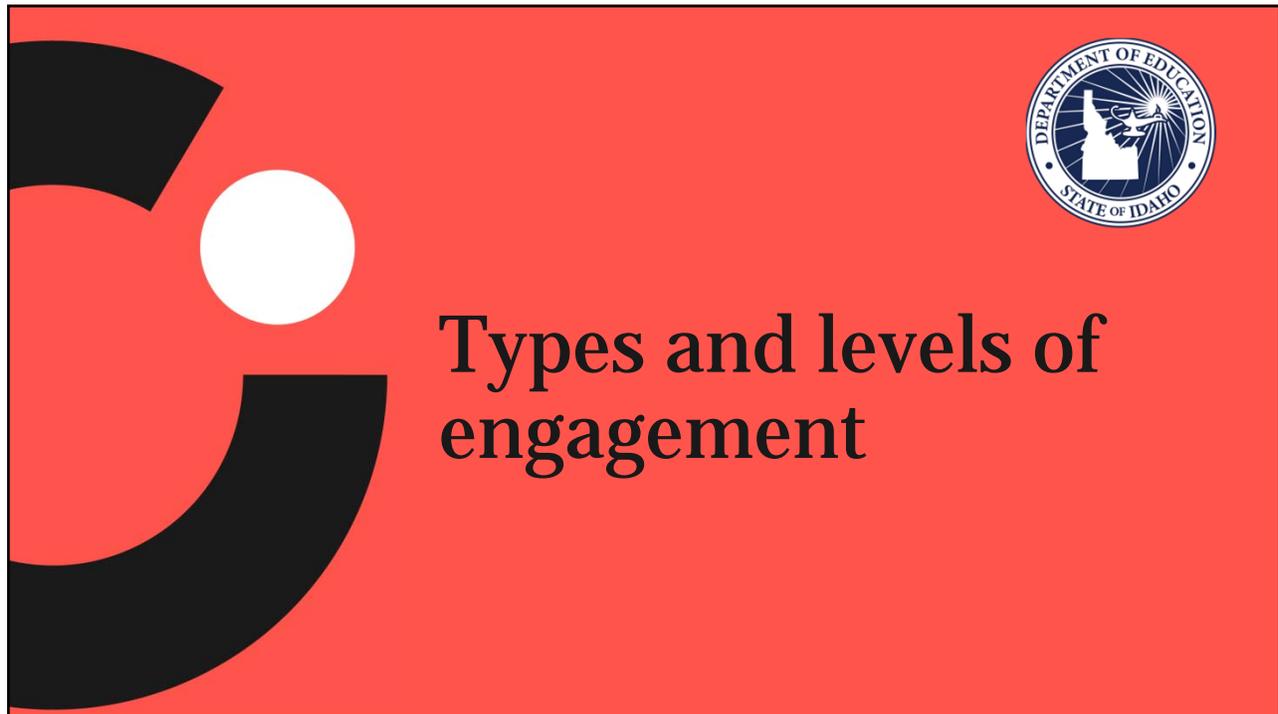
I feel my schoolwork is...

- important.
- something that makes me proud.
- something every kid has to do.
- boring.
- something that makes me feel like I am not smart.
- something I have to do to please others.

\*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).



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## Types and levels of engagement

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## 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

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



### IMMERSED – LEVEL 2



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## Compliant

### STRATEGIC – 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

- 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



### RITUAL – LEVEL 2



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# Disengaged

## RETREATISM – 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

- 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



## REBELLION – LEVEL 2



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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 Valerie Steffen at the SDE at [vsteffen@sde.idaho.gov](mailto:vsteffen@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&UID=cd552309df47d734b197ab1649df3869>



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Thank you!

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