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Student Engagement Survey Interpretation Guide

The Student Engagement Survey (SES) is designed to provide students with a voice relative to their engagement in the learning process and school. The purpose of this guidance is to establish the procedures for interpreting the Student Engagement Survey (SES) results by which schools can strengthen student engagement.

The Student Engagement Survey

Research states that student engagement is a key lever for increasing academic achievement and learner outcomes. In K-12 education, the term, student engagement, is generally accepted as "the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education" (The Glossary of Education Reform, 2016).

Student Engagement Results

This report compiles and categorizes student responses by **domains** of engagement, **types** of engagement and **levels** of engagement. Each survey item measures student engagement in one of the following three domains:

- **Cognitive Engagement**: A student's cognitive processing effort brought to academic tasks as well as the amount and type of strategies a student applies (Walker, Greene, & Mansell, 2006).).

- **Behavioral Engagement**: A student's observable actions or participation while in class that is considered through a student's conduct, effort, and participation (Fredricks, Blumenfeld, & Paris, 2004).

- **Emotional Engagement**: A student's feelings toward his school, learning, teachers, and peers (Jimerson, Campos, & Grief, 2003).

Additionally, each item response is aligned to a type of engagement, such as committed, compliant, or disengaged.

- **Committed**: The student persists with the task even when he or she experiences difficulty and does not compromise personal standards for the completion of the task (Schlechty, 2011).

- **Compliant**: The student does only those things that must be done and does little or nothing outside the context of direct supervision by the teacher (Schlechty, 2011).

- **Disengaged**: The student does nothing and when forced through direct supervision to do the task, either engages in compliance or rebellion (Schlechty, 2011).

Lastly, each item response is further aligned to one of the following levels of engagement and each item response is assigned a point-value for data interpretation purposes.

Committed		Assigned Point Value
• Invested	A student who deeply devotes themselves to school with intentional participation of learning through a social process by sharing experiences to seek connections and applications while also developing their learning trajectory of higher standards of performance (Crick, 2012).	5
• Immersed	A student who is dedicated at a personal level in learning and mastery of a topic or task to the best of their capability (Crick, 2012).	4

Compliant			Assigned Point Value
•	Strategic	A student who chooses to participate only because they are motivated by accessible immediate rewards for work, such as grades and teacher and/or family recognition or pressure (Christenson & Reschly, 2012).	3
•	Ritual	A student who takes part in school learning and activities because of a perceived mandate from teacher or family but does so with minimal effort or dedication (Crick, 2012).	2

Disengaged

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•	Retreatism	A student who displays a poor obligation to school learning and activities, does not distract others but does employ strategies of work avoidance and lower achievement (Balfanz, Herzog,& Iver, (2007).	1
•	Rebellion	A student who demonstrates a weak commitment to school, exhibits high levels of misbehavior, and poor achievement (Balfanz, Herzog,& Iver, (2007).	0

The following is an example of an item on the SES report.
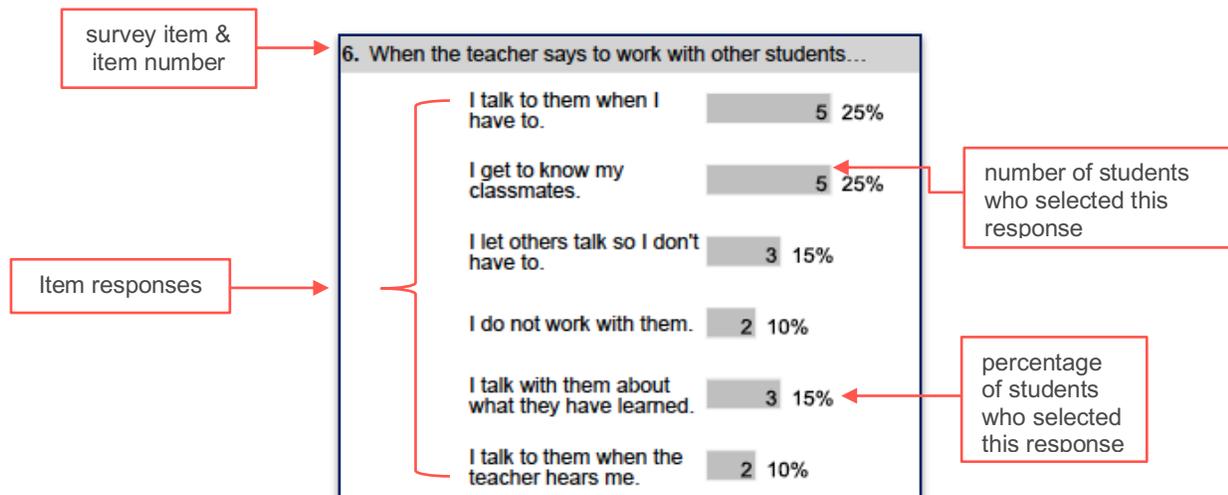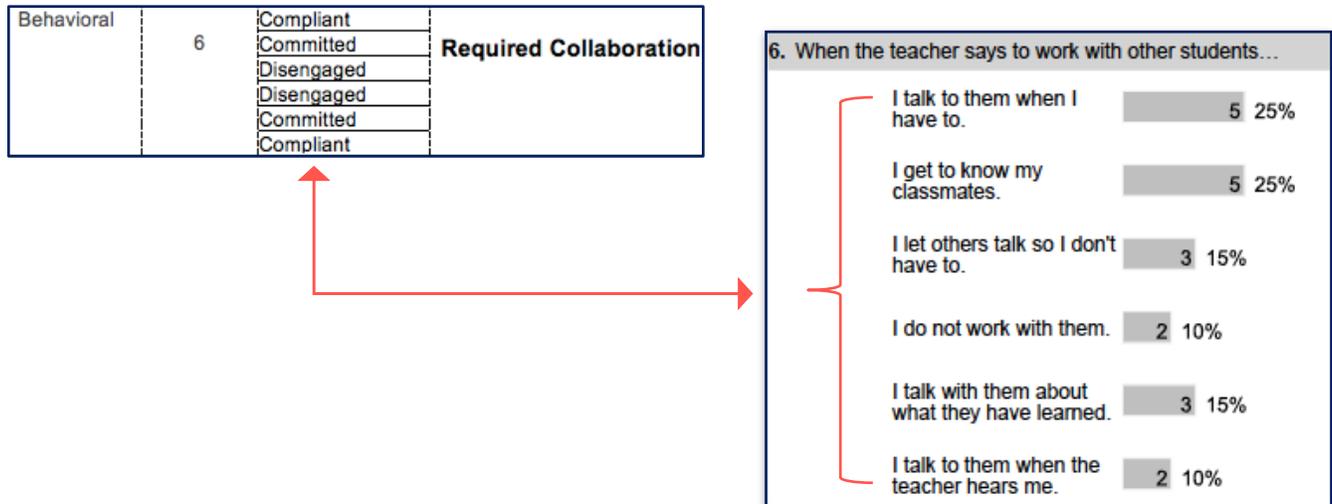

Survey Scoring Guide

The Survey Scoring Guide (see Appendix A) provides key information about each survey item: the engagement domain, quality of engagement, and the item descriptor. The following is an example of an item from the scoring guide.
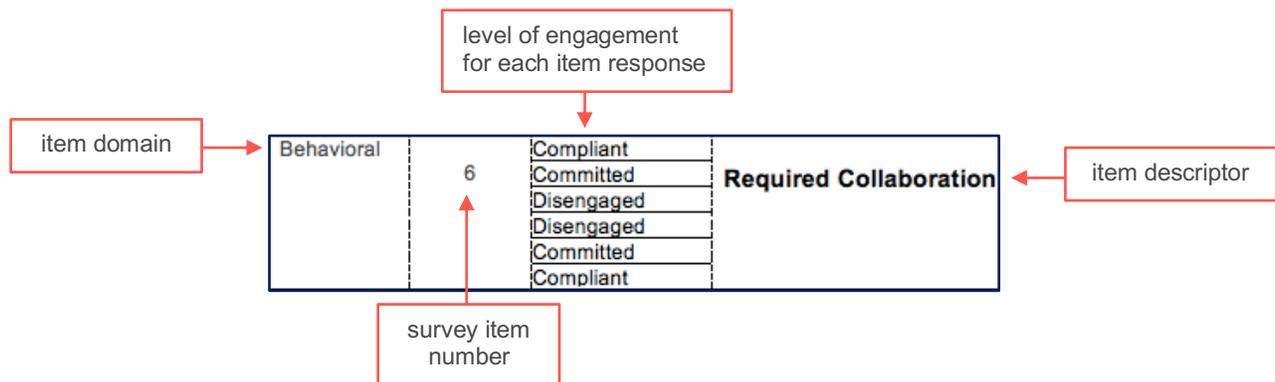
Interpreting Survey Results

To make sense of the survey results on the survey report, the following is recommended:

1. First, align each survey item on the school report to the corresponding survey item on the Survey Scoring Guide (see Appendix A). The following is an example of how to align an item from the survey report to the scoring guide.

2. Second, apply the information on the survey report to the corresponding item on the scoring guide. The following is an example of how to do this.

Engagement Domain	Survey Item Number	Level of Engagement	Student Percentage Response	Survey Results Data		Item Measurement Descriptor
Behavioral	6	Compliant	25%	Committed	40%	Required Collaboration
		Committed	25%			
		Disengaged	15%	Compliant	35%	
		Disengaged	10%			
		Committed	15%	Disengaged	25%	
		Compliant	10%			

3. Third, interpret the results based on alignment of the survey items to the scoring guide. The following is an example of an analysis of one survey item's results from the above alignment.

Based on the above chart, the results from this survey item indicate that 40% of the students are actively engaged in collaborative activities. These students find personal meaning and value learning with their peers. The survey results also reveal that 35% of students are compliant when it comes to collaborating with their peers. Generally, students who responded as "compliant" for this question, are putting in the minimal amount of effort and time to collaborate; just enough not to be disruptive or disobedient. Lastly, 25% of the students responded that they are disengaged. The results for this item can mean that students

are disengaged because they have no interest in the task or relationships with their peers. The challenge for the teacher is that often students who are disengaged withdraw their attention, do nothing at all, or cause a disruption.

Appendix: Survey Scoring Guide

When reviewing the survey results, refer to the chart below that provides key information about each survey item: the engagement domain, quality of engagement, and the item descriptor.

Student Engagement Survey Item Alignment

Engagement Domain	Question	Quality of Engagement	Item Descriptor
Behavioral	1	Committed Compliant Committed Disengaged Disengaged Compliant	**Classroom Behavior**
Behavioral	2	Compliant Committed Disengaged Committed Disengaged Compliant	**Citizenship**
Behavioral	3	Compliant Compliant Committed Disengaged Committed Disengaged	**Interaction with Course Materials**
Behavioral	4	Committed Compliant Disengaged Compliant Committed Disengaged	**Attendance**
Behavioral	5	Compliant Disengaged Committed Disengaged Compliant Committed	**Class Rules**
Behavioral	6	Compliant Committed Disengaged Disengaged Committed Compliant	**Required Collaboration**
Behavioral	7	Committed Compliant Committed Disengaged Disengaged	**Use of unstructured time**

		Compliant	
Cognitive	8	Compliant Compliant Committed Committed Disengaged Disengaged	**Commitment to Task**
Cognitive	9	Committed Compliant Committed Disengaged Disengaged Compliant	**Commitment to Learning**
Cognitive	10	Committed Committed Compliant Disengaged Disengaged Compliant	**Commitment to Learning**
Cognitive	11	Committed Compliant Compliant Committed Disengaged Disengaged	**Commitment to Task (studying context)**
Cognitive	12	Committed Compliant Compliant Committed Disengaged Disengaged	**Commitment to Learning**
Cognitive	13	Committed Compliant Compliant Disengaged Disengaged Committed	**Commitment to Learning**
Cognitive	14	Committed Compliant Compliant Disengaged Disengaged Committed	**Commitment to Learning**
Emotional	15	Compliant Compliant Committed Disengaged Disengaged Committed	**Response to Public Presentation**
Emotional	16	Compliant Committed Committed Disengaged Compliant Disengaged	**Anticipating the Day**

Emotional	17	Committed Committed Disengaged Disengaged Compliant Compliant	**Student to Teacher Relationship**
Emotional	18	Committed Disengaged Compliant Compliant Disengaged Committed	**Affinity for School**
Emotional	19	Committed Committed Compliant Disengaged Disengaged Compliant	**Response to Classwork**
Emotional	20	Committed Compliant Committed Disengaged Disengaged Compliant	**Response to Teacher Criticism**
Emotional	21	Compliant Compliant Disengaged Committed Committed Disengaged	**Response to Feedback**

References

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Schlechty, P. (2011). Engaging students: the next level of working on the work. San Francisco: Jossey-Bass.

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