



# 2024 North Dakota 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).



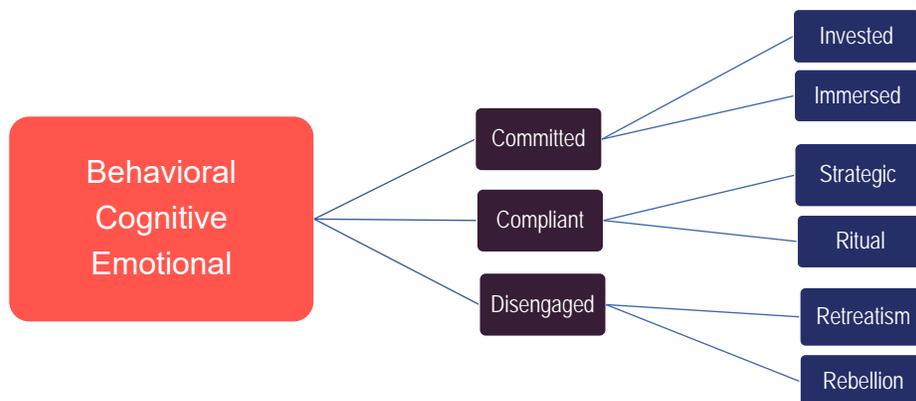
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## Student Engagement Survey

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

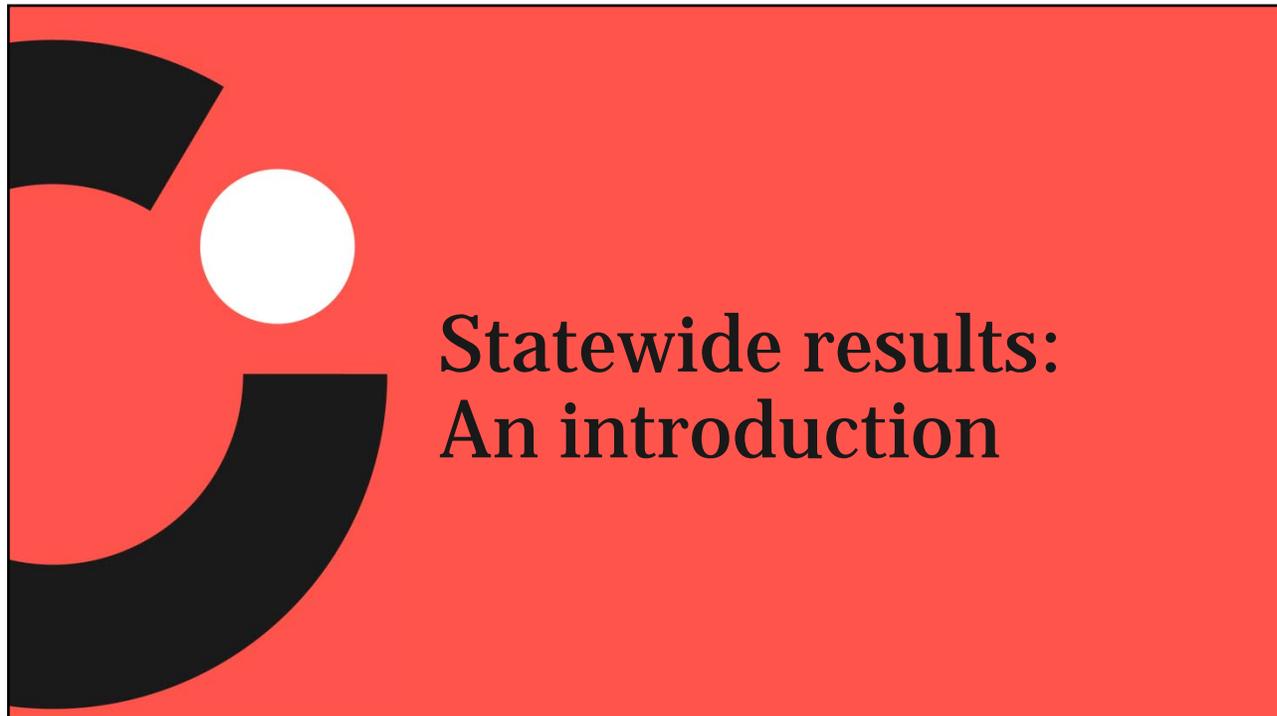
**Design:** 21 questions, under 3 domains of engagement

**Survey levels:** Elementary (grades 3-5); Middle (grades 6-8); and high (grades 9-12)



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## Survey measures

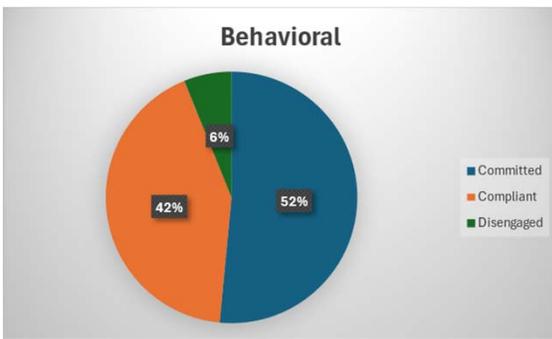
Engagement Domains	Levels of Engagement					
	Committed		Compliant		Disengaged	
	N	%	N	%	N	%
<b>Behavioral</b>	39,271	49.24%	32,301	40.50%	4,670	5.86%
<b>Cognitive</b>	30,174	37.84%	41,680	52.26%	7,896	9.90%
<b>Emotional</b>	32,551	40.08%	29,191	36.60%	18,008	22.58%

Total number of students who responded: 79,750

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



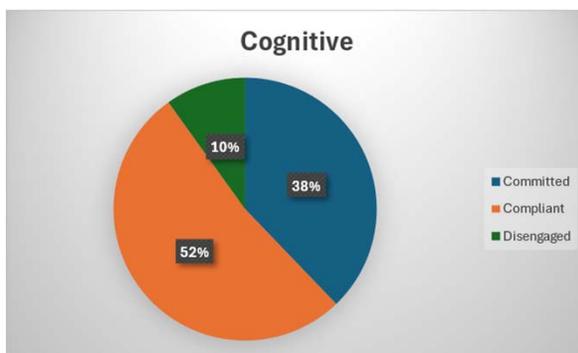
- Actively participate in class discussions and activities
- Are “team players” during group work
- Complete challenging work
- Talk about what they learn

N = 79,750

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



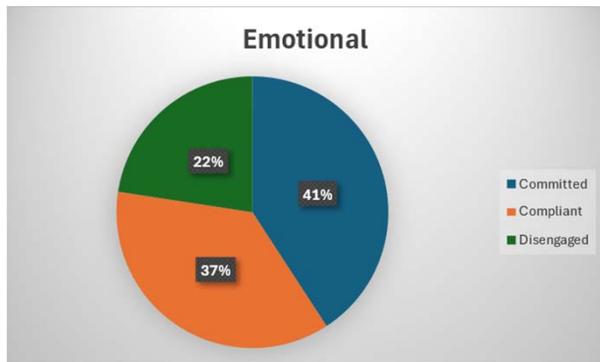
- Work on real-life problems
- Set learning goals
- Utilize flexible thinking skills
- Complete meaningful homework

N = 79,750

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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 = 79,750

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# Behavioral Engagement - Elementary

N - Number of Participants  
% - Percentage of Participants per Engagement Type

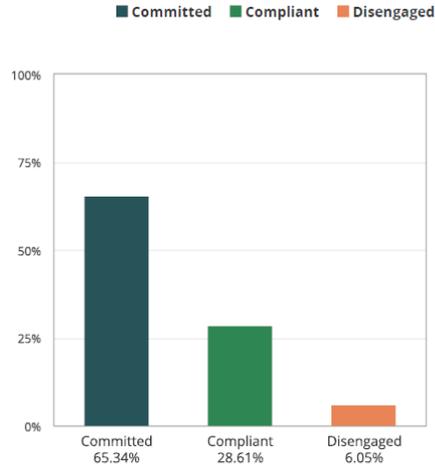
Committed		
N		%
3,978	Invested	23.81%
12,729	Immersed	76.19%

Compliant		
N		%
3,885	Strategic	53.11%
3,430	Ritual	46.89%

Disengaged		
N		%
1,049	Retreatism	67.76%
499	Rebellion	32.24%



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# Behavioral Engagement – Middle

Number of Participants  
Percentage of Participants per Engagement Type

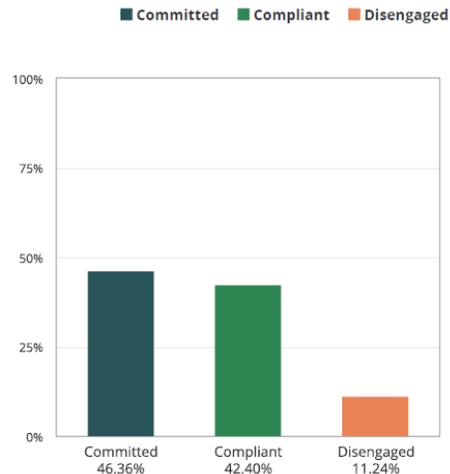
Committed		
N		%
4,956	Invested	43.96%
6,319	Immersed	56.04%

Compliant		
N		%
7,227	Strategic	70.10%
3,083	Ritual	29.90%

Disengaged		
N		%
2,438	Retreatism	89.21%
295	Rebellion	10.79%



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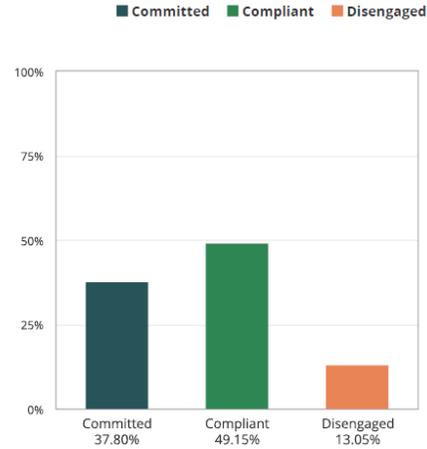
# Behavioral Engagement - High

N - Number of Participants  
% - Percentage of Participants per Engagement Type

Committed		
N		%
4,238	Invested	37.54%
7,051	Immersed	62.46%

Compliant		
N		%
9,388	Strategic	63.97%
5,288	Ritual	36.03%

Disengaged		
N		%
3,153	Retreatism	80.91%
744	Rebellion	19.09%



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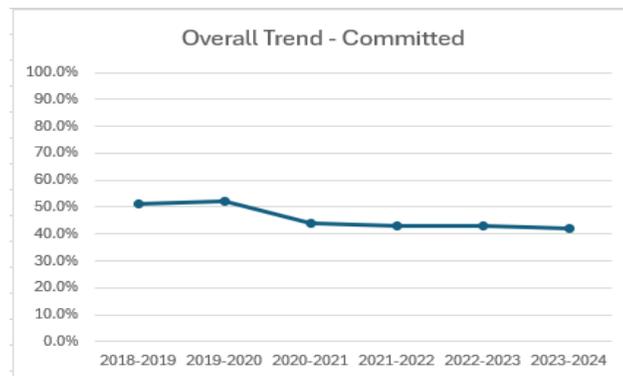
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## How does NDDPI use your results?

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## Results

- Reported at the state, district, and school level on state's Insights page
- Example:  
<https://insights.nd.gov/>
- Used as a school quality and student success indicator for school identification



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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)
- For questions about the survey and its use in school accountability or policy questions, contact Steve Snow at NDDPI at [fsnow@nd.gov](mailto:fsnow@nd.gov)



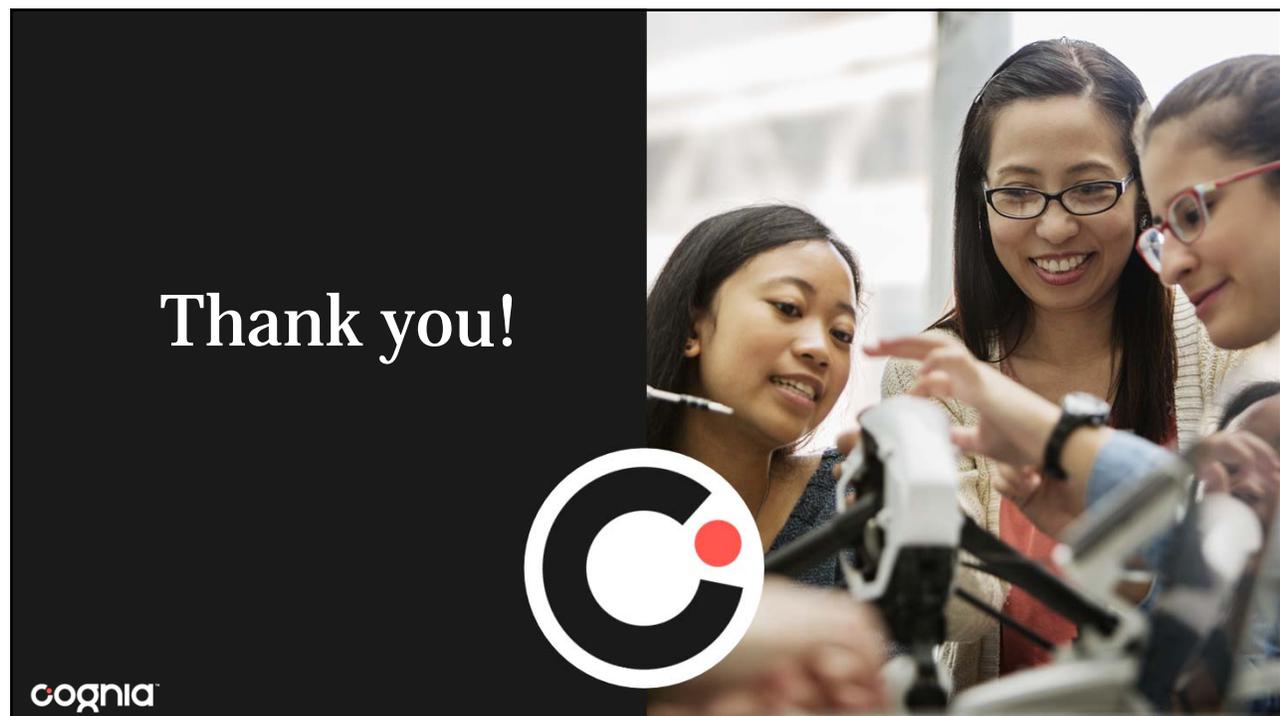
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# Resources

- 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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