

2023 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).



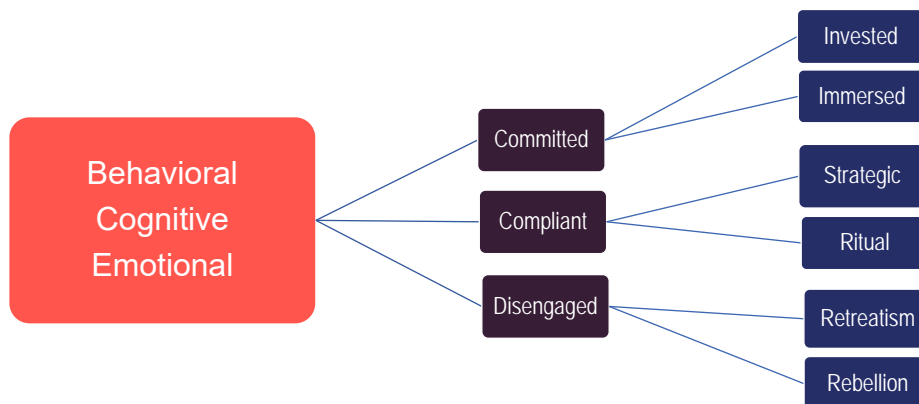
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Student Engagement Survey

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

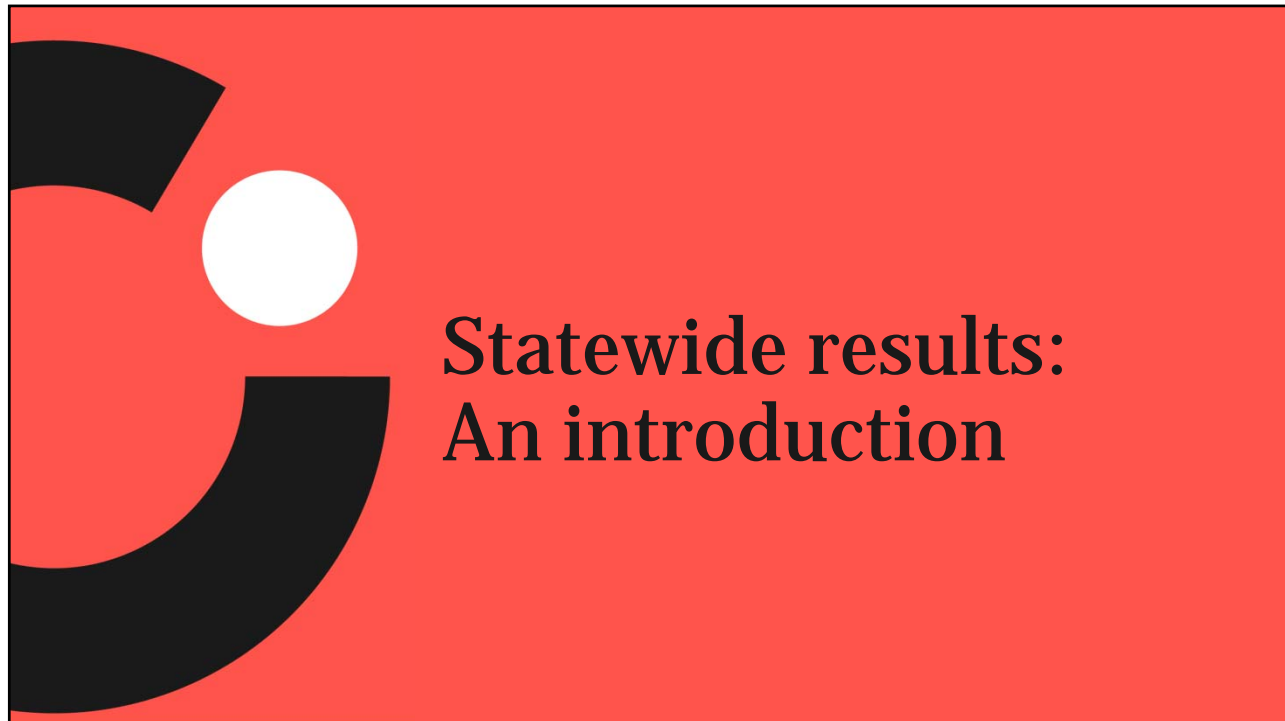
Design: 21 questions, under 3 domains of engagement

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



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Survey measures

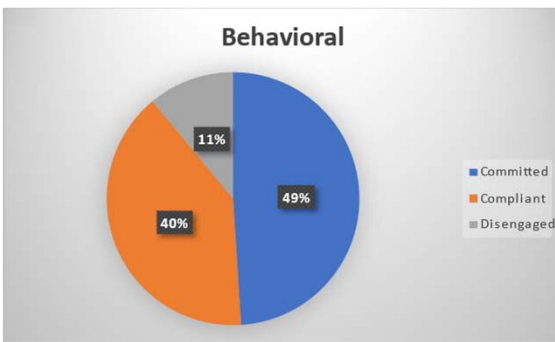
| | Levels of Engagement | | | | | |
|---------------------------|----------------------|--------|-----------|--------|------------|--------|
| | Committed | | Compliant | | Disengaged | |
| <i>Engagement Domains</i> | N | % | N | % | N | % |
| Behavioral | 38786 | 49.44% | 31307 | 39.91% | 8359 | 10.65% |
| Cognitive | 29687 | 37.84% | 40801 | 52.01% | 7964 | 10.15% |
| Emotional | 31626 | 40.31% | 28872 | 36.8% | 17954 | 22.89% |

Total number of students who responded = 78,452

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



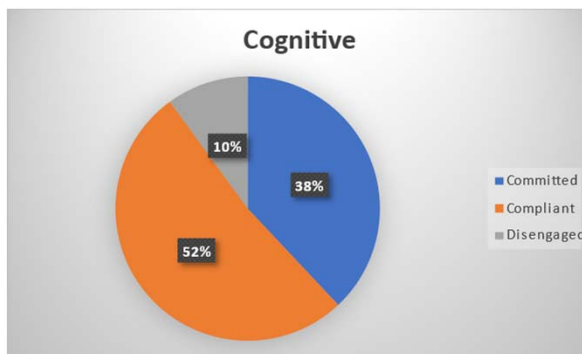
- Actively participate in class discussions and activities
- Are “team players” during group work
- Complete challenging work
- Talk about what they learn

N = 78,452

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



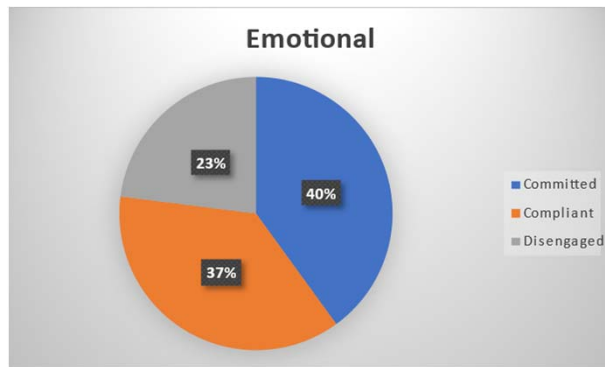
- Work on real-life problems
- Set learning goals
- Utilize flexible thinking skills
- Complete meaningful homework

N = 78,452

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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 = 78,452

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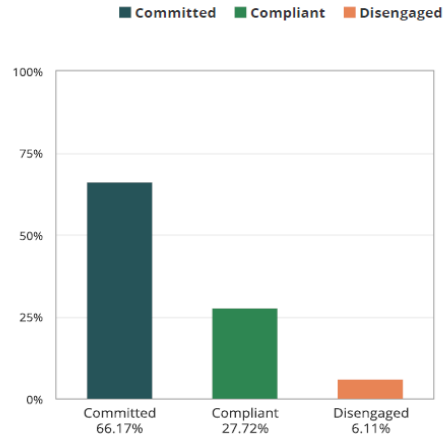
Behavioral Engagement - Elementary

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

| Committed | | |
|-----------|----------|--------|
| N | | % |
| 3,913 | Invested | 23.16% |
| 12,982 | Immersed | 76.84% |

| Compliant | | |
|-----------|-----------|--------|
| N | | % |
| 3,719 | Strategic | 52.54% |
| 3,359 | Ritual | 47.46% |

| Disengaged | | |
|------------|------------|--------|
| N | | % |
| 1,043 | Retreatism | 66.82% |
| 518 | Rebellion | 33.18% |



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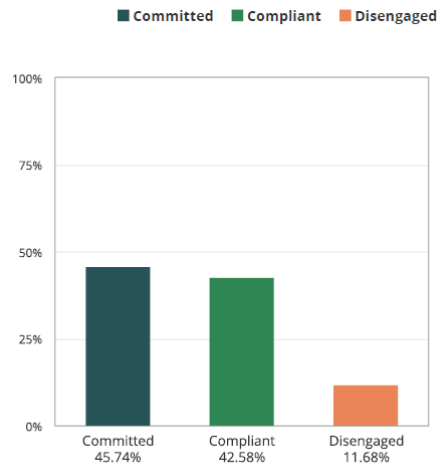
Behavioral Engagement – Middle

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

| Committed | | |
|-----------|----------|--------|
| N | | % |
| 4,903 | Invested | 44.82% |
| 6,037 | Immersed | 55.18% |

| Compliant | | |
|-----------|-----------|--------|
| N | | % |
| 7,054 | Strategic | 69.26% |
| 3,131 | Ritual | 30.74% |

| Disengaged | | |
|------------|------------|--------|
| N | | % |
| 2,495 | Retreatism | 89.30% |
| 299 | Rebellion | 10.70% |



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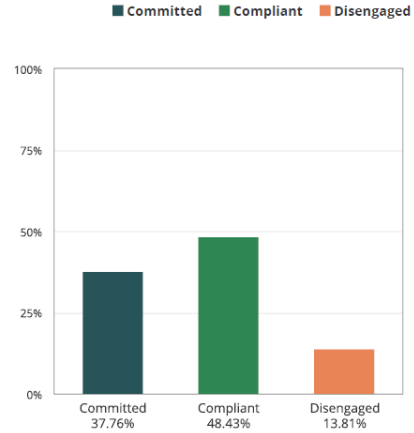
Behavioral Engagement - High

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

| Committed | | |
|-----------|----------|--------|
| N | | % |
| 4,220 | Invested | 38.54% |
| 6,731 | Immersed | 61.46% |

| Compliant | | |
|-----------|-----------|--------|
| N | | % |
| 8,880 | Strategic | 63.23% |
| 5,164 | Ritual | 36.77% |

| Disengaged | | |
|------------|------------|--------|
| N | | % |
| 3,261 | Retreatism | 81.44% |
| 743 | Rebellion | 18.56% |



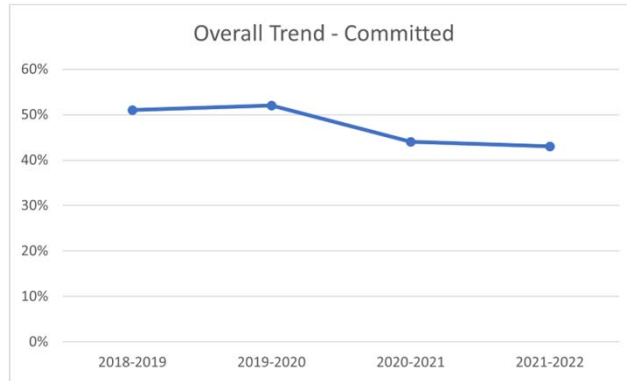
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How does NDDPI use your results?

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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
- For questions about the survey and its use in school accountability or policy questions, contact Steve Snow at NDDPI at fsnow@nd.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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