

2025 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).



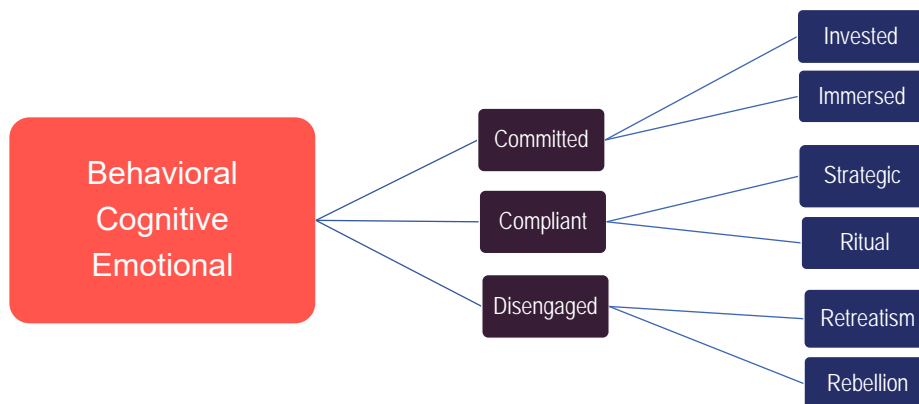
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Student Engagement Survey

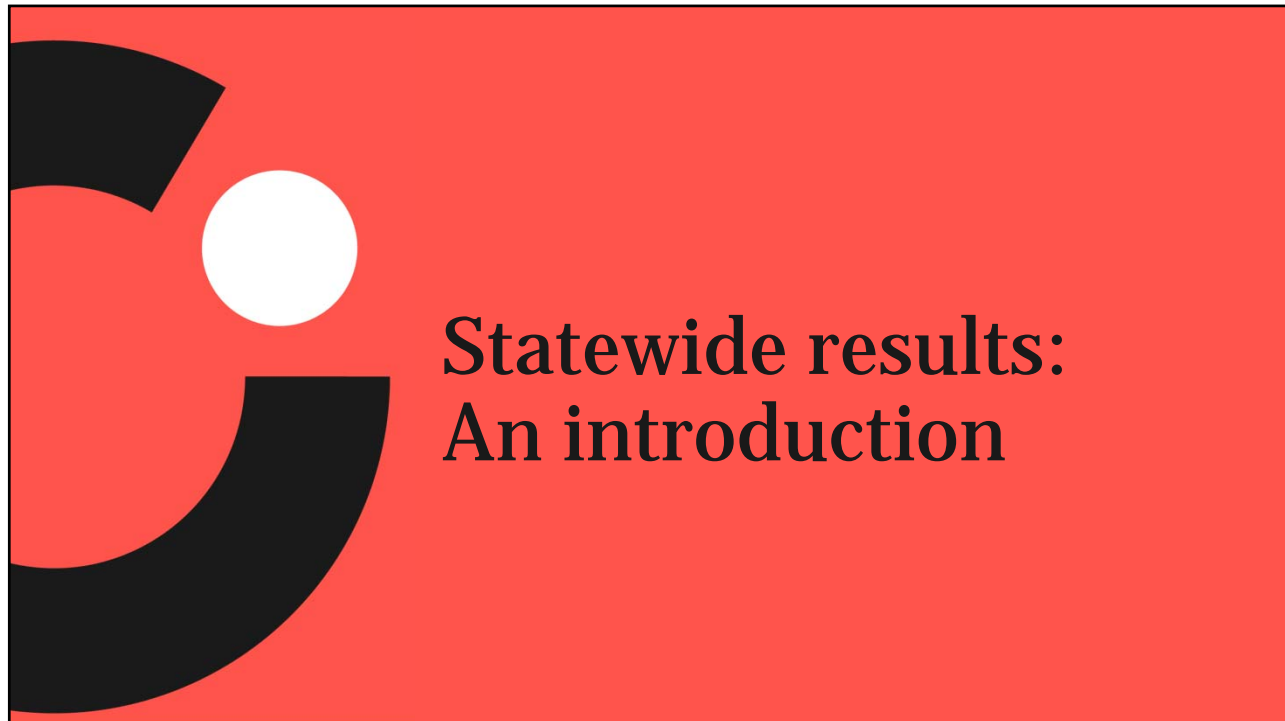
Purpose: To measure student engagement through student opinions about their learning experiences.

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

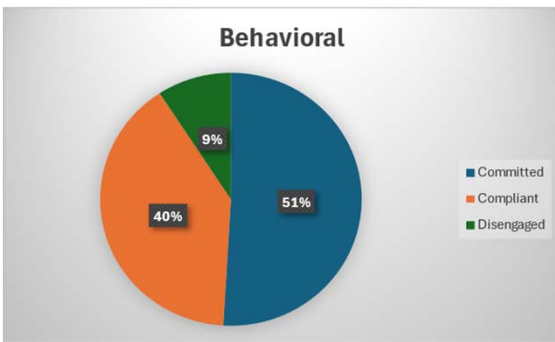
	Levels of Engagement					
	Committed		Compliant		Disengaged	
<i>Engagement Domains</i>	N	%	N	%	N	%
Behavioral	40857	50.93%	31997	39.89%	7360	9.18%
Cognitive	31266	38.98%	41710	52%	7238	9.02%
Emotional	34273	42.73%	28748	35.84%	17193	21.43%

Total number of students who responded = 80,214

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



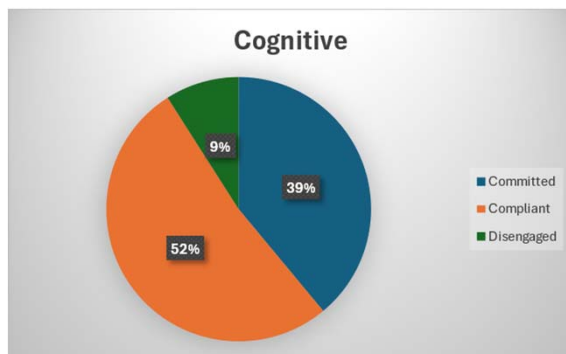
- Actively participate in class discussions and activities
- Are “team players” during group work
- Complete challenging work
- Talk about what they learn

N = 80,214



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



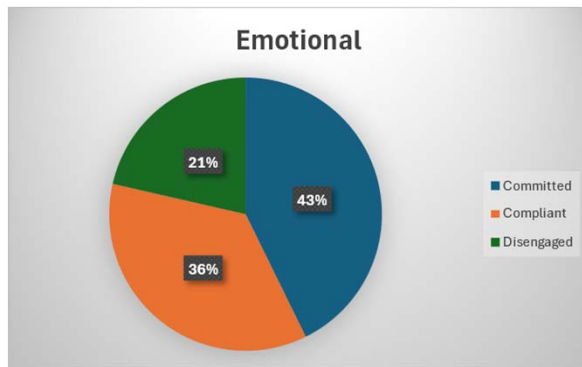
- Work on real-life problems
- Set learning goals
- Utilize flexible thinking skills
- Complete meaningful homework

N = 80,214



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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 = 80,214



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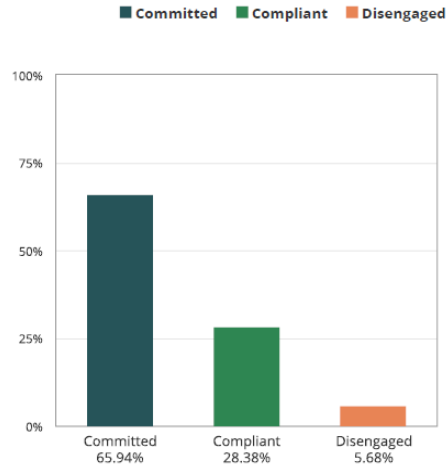
Behavioral Engagement - Elementary

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

Committed		
N		%
3,941	Invested	23.80%
12,615	Immersed	76.20%

Compliant		
N		%
3,783	Strategic	53.09%
3,342	Ritual	46.91%

Disengaged		
N		%
947	Retreatism	66.41%
479	Rebellion	33.59%



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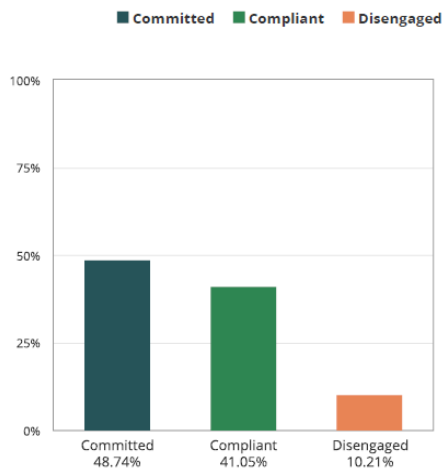
Behavioral Engagement - Middle

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

Committed		
N		%
5,224	Invested	43.05%
6,912	Immersed	56.95%

Compliant		
N		%
7,235	Strategic	70.78%
2,987	Ritual	29.22%

Disengaged		
N		%
2,269	Retreatism	89.26%
273	Rebellion	10.74%



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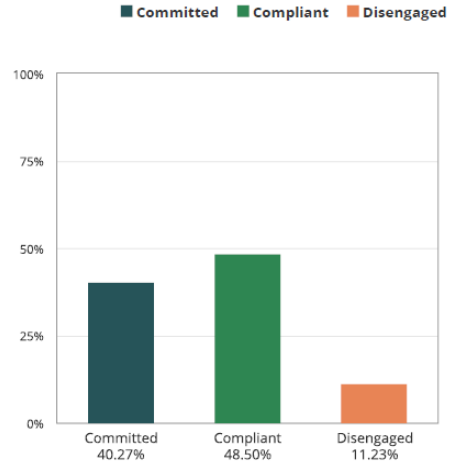
Behavioral Engagement - High

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

Committed		
N		%
4,579	Invested	37.64%
7,586	Immersed	62.36%

Compliant		
N		%
9,339	Strategic	63.75%
5,311	Ritual	36.25%

Disengaged		
N		%
2,704	Retreatism	79.72%
688	Rebellion	20.28%



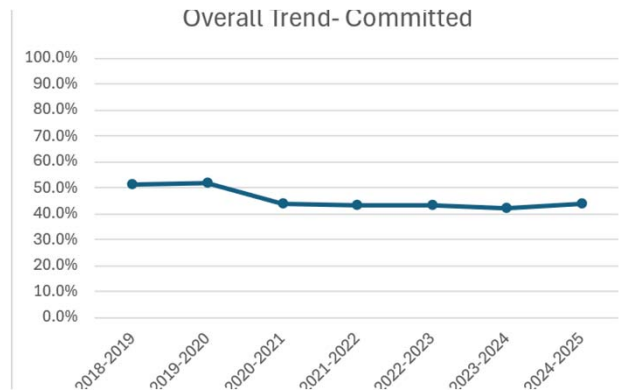
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How does NDDPI use your results?

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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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Thank you!



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