

# 2019-20 North Dakota Student Engagement Survey, Grades 3-5

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run on 12/22/2019



surveys





surveys

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1 survey(s) 50 response(s)

## Report Filters

**School:**  
N/A

**Tag:**  
N/A



## AdvancED Certified Content

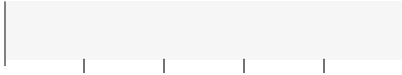
### Report Summary

#### By Survey Section

#### Section Score | Network Average

**Overall Score: N/A**

Network Average: N/A

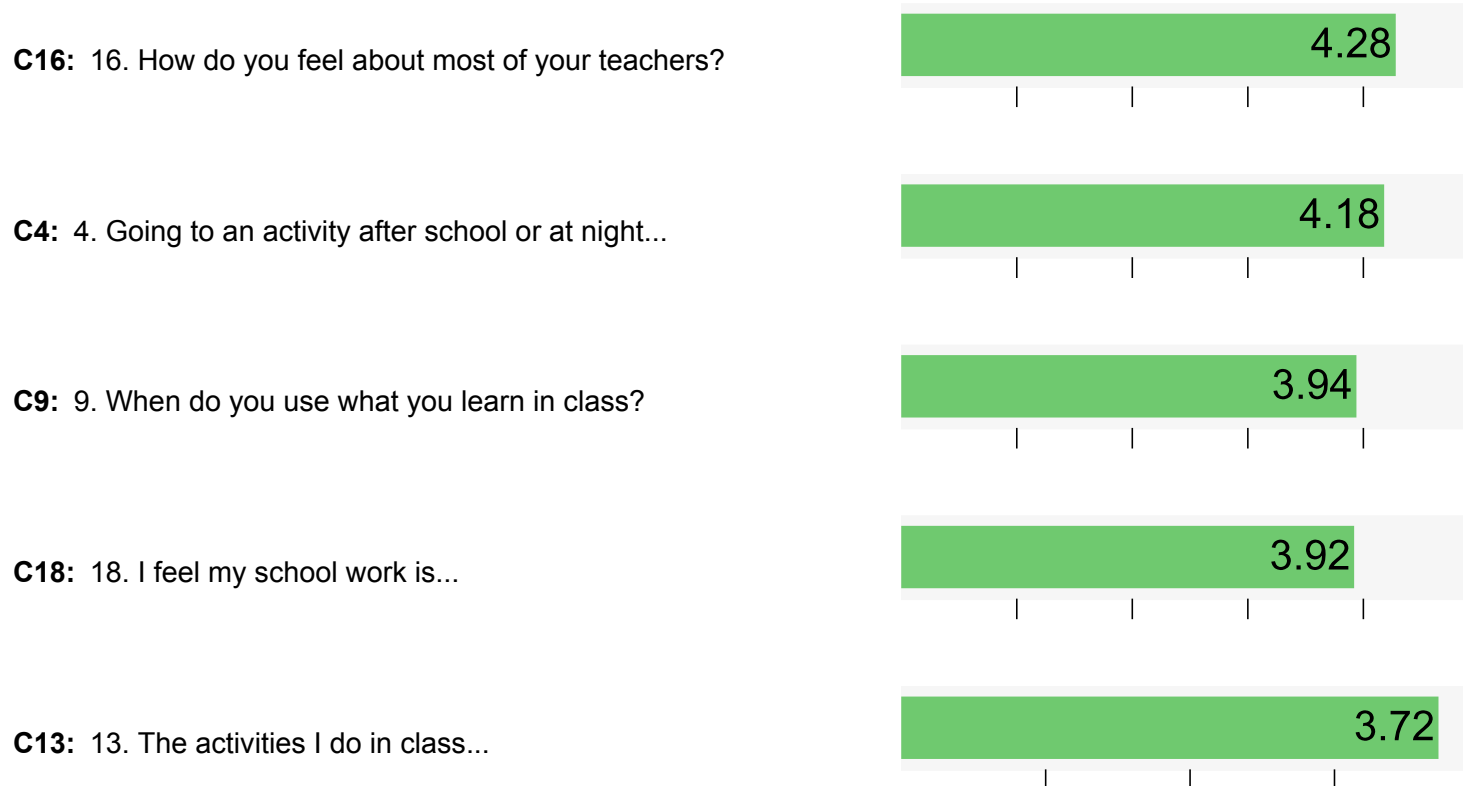


There are no section scores for this survey.



## AdvancED Certified Content

### Highest Scoring Items





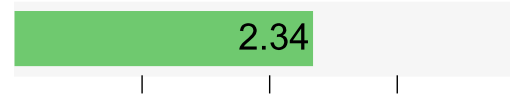
## AdvancED Certified Content

### Lowest Scoring Items

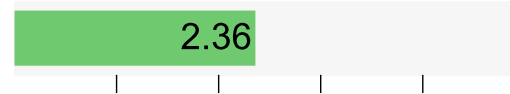
**C17:** 17. What do you like most about your school?



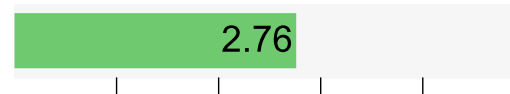
**C14:** 14. How do you feel when you say something in front of the class?



**C11:** 11. When I don't know something, I...



**C20:** 20. What makes you feel good as a student?



**C3:** 3. Doing the same kind of work every day in class...





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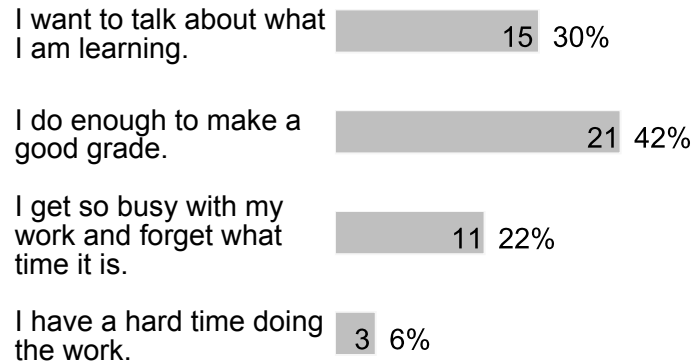


**AdvancED Certified Content**

**AdvancED Certified Content**

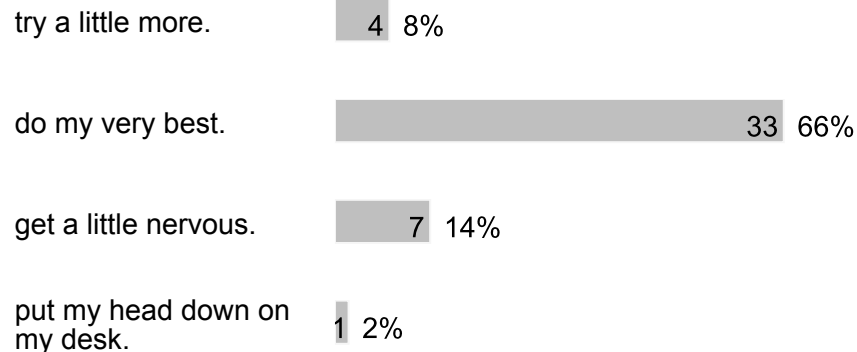
## C. Questions

### 1. 1. When I'm in class...



50 respondents

### 2. 2. If the classwork is hard to do, I...



need to think better. 5 10%

50 respondents

3. 3. Doing the same kind of work every day in class...

is okay with me. 25 50%

makes me want to ask if we can do something different. 13 26%

does not keep my attention. 4 8%

keeps me on task. 8 16%

50 respondents

4. 4. Going to an activity after school or at night...

makes my parents happy. 1 2%

is something I do if I have to. 2 4%

is something I like to do. 22 44%

is something I do not like. 2 4%

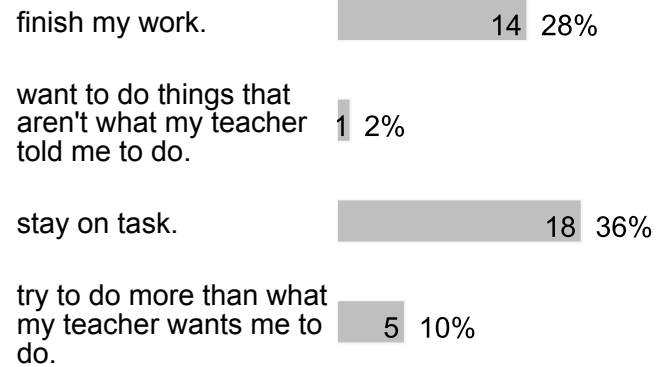
is fun because I see my friends and teachers. 23 46%

50 respondents

5. 5. When I use a computer, I...

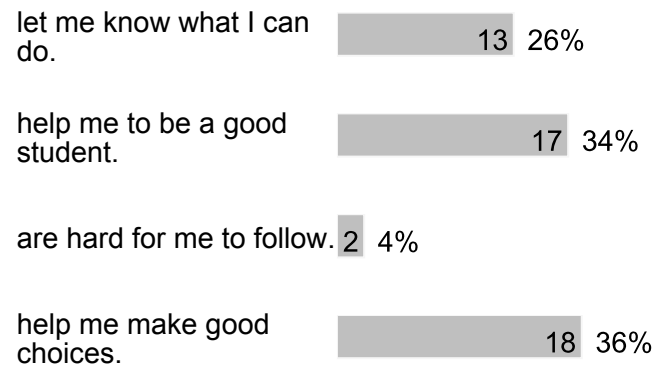
am excited about learning. 12 24%





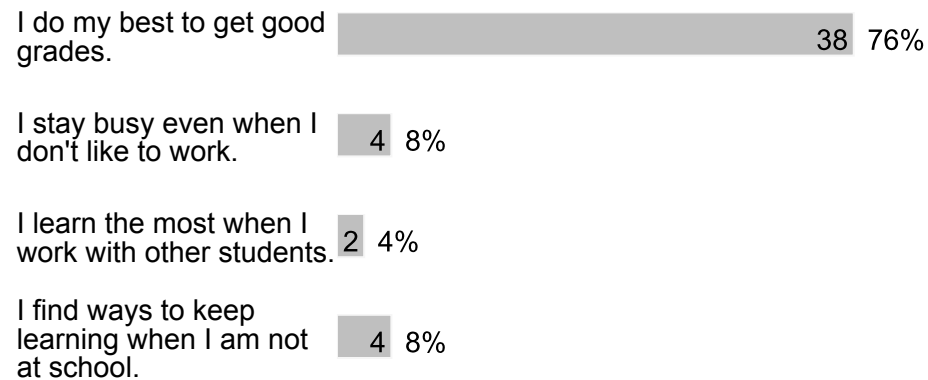
50 respondents

#### 6. 6. School rules...



50 respondents

#### 7. 7. As a student...



I do my work if the teacher says I have to. 2 4%

50 respondents

8. 8. Choose one you agree with the most.

I raise my hand to do things that are new or easy. 15 30%

I use words I've learned when my teacher asks me to. 5 10%

I finish my work so that I can help others. 18 36%

Sometimes I do not know why I have to do the work. 4 8%

What I learn is not something I might not use outside of school. 8 16%

50 respondents

9. 9. When do you use what you learn in class?

I talk about it at home. 11 22%

I use it to help me learn other things. 33 66%

I only use it to get a good grade. 3 6%

I don't think about how to use what I learn. 1 2%

I don't use it. 2 4%

50 respondents

10. 10. Before I have a test, I...

study a lot. 19 38%

learn what is needed to pass. 14 28%

think about it just before it is time to take the test. 7 14%

read extra things to help me with the test. 6 12%

don't study. 4 8%

50 respondents

11. 11. When I don't know something, I...

talk about it with other students to get help. 6 12%

read the directions again and try to get it right. 19 38%

work on what I can do. 3 6%

find something else to do. 1 2%

ask my teacher for help. 21 42%

50 respondents

12. 12. The things I learn in school...

help me think about new ways to do things. 19 38%

help me do my homework. 11 22%

help me make good grades. 19 38%

I do not care about. 1 2%

50 respondents

13. 13. The activities I do in class...

are ones I like. 45 90%

are done because my teacher makes me. 2 4%

are not fun, but I do them anyway. 3 6%

50 respondents

14. 14. How do you feel when you say something in front of the class?

Good, if my teacher likes it. 16 32%

Okay, if it is the same as what other students say. 3 6%

Special, like my words are important. 15 30%

Not special, because no one cares what I say. 3 6%

I don't often talk in front of the class. 13 26%

50 respondents

15. 15. At the end of the school day, I feel...

that going to school is something I have to do. 3 6%

excited about tomorrow's school day. 17 34%

very happy that I learned something. 12 24%

like the day was very long. 8 16%

that I wish I could stay home tomorrow. 10 20%

50 respondents

16. 16. How do you feel about most of your teachers?

I feel that they help me to learn. 18 36%

I feel that they care about me. 30 60%

I feel that they only want me to do my work and be quiet. 2 4%

50 respondents

17. 17. What do you like most about your school?

I like using technology. 10 20%

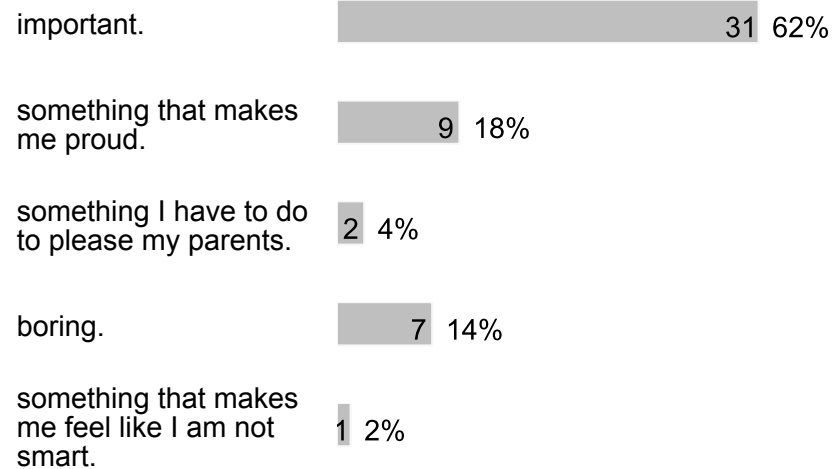
I like fun times, like lunch and recess. 14 28%

I like not having to work very hard to get good grades. 2 4%

I like seeing my friends. 24 48%

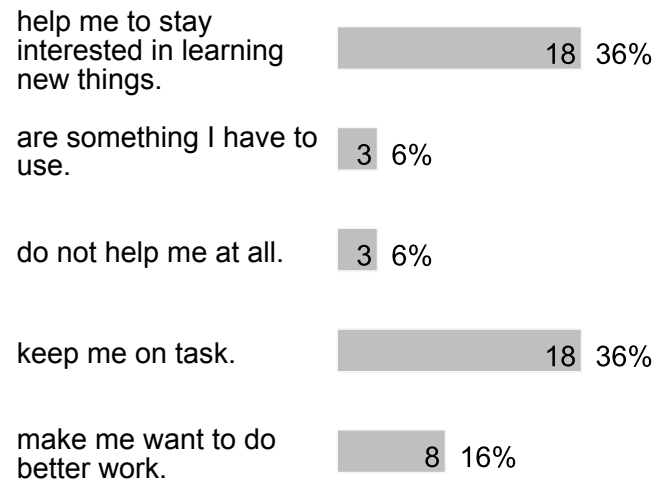
50 respondents

18. 18. I feel my school work is...



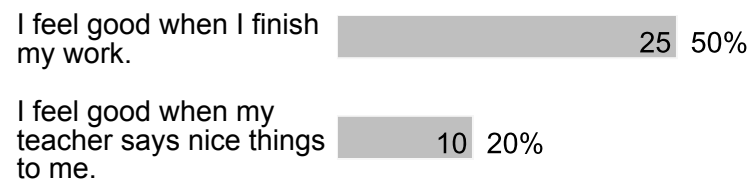
50 respondents

**19. 19. Learning goals...**



50 respondents

**20. 20. What makes you feel good as a student?**



I do not feel good very often. 1 2%

I feel good when I do extra work because I want to. 1 2%

I feel good when I do not give up. 13 26%

50 respondents

2019-20 North Dakota Student Engagement Survey, Grades 3-5

**Student Engagement Survey Results**

This *Student Engagement Profile* presents key findings from your school's Cognia Student Engagement Survey 2019 administration. The information and visual representations provided in this report highlight students' responses to the survey. The survey provides your students an opportunity to express their school experiences and indicate the level and nature of their engagement. Students' perceptions are key to improvement and can be used for meaningful conversation and for guidance in the progression of your Continuous Improvement Journey.

The quality of student engagement comprises three key domains. The first is **behavioral engagement** which measures observable actions or participation while at school exhibited by a student's positive conduct, effort, and participation. The second is **cognitive engagement** which includes a student's investment in school and learning. The third is **emotional engagement** which includes a student's feelings toward school, learning, teachers, and peers. In addition to providing your state with the quality of student engagement results, Cognia also reports on the engagement as it relates to commitment, compliance, and disengagement.

A glossary that describes the engagement domains and levels in more detail and a section on how percentages are calculated is included at the end of this report.

**Student Engagement Survey Summary**

Engagement Domains	Levels of Engagement							
	Committed		Compliant		Disengaged		Mixed	
	N	%	N	%	N	%	N	%
Behavioral	37	74.00%	11	22.00%	1	2.00%	1	2.00%
Cognitive	35	70.00%	13	26.00%	2	4.00%	N/A	N/A
Emotional	40	80.00%	8	16.00%	2	4.00%	N/A	N/A
Total number of students who responded = 50						N - Number of Participants % - Percentage of Participants per Category		



**Engagement Profile by Domain Overall**

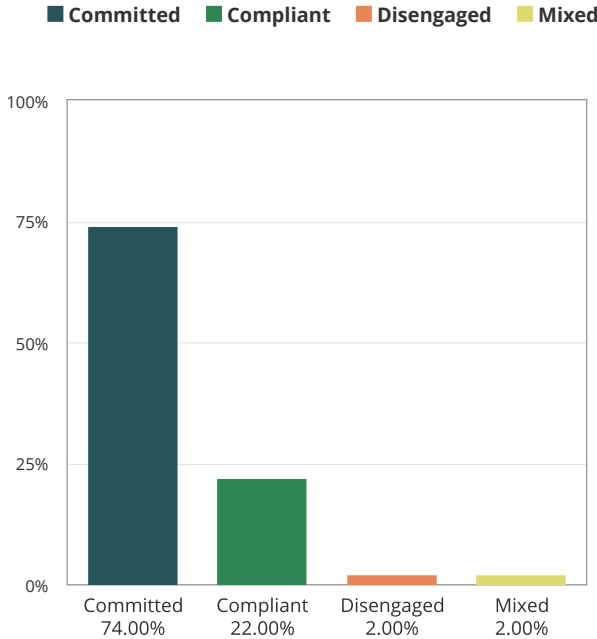
**Behavioral**

N - Number of Participants  
 % - Percentage of Participants per Category

N	Level of Commitment	%
24	Invested	64.86%
13	Immersed	35.14%

N	Level of Compliance	%
4	Strategic	36.36%
7	Ritual	63.64%

N	Level of Disengagement	%
0	Retreatism	0.00%
1	Rebellion	100.00%



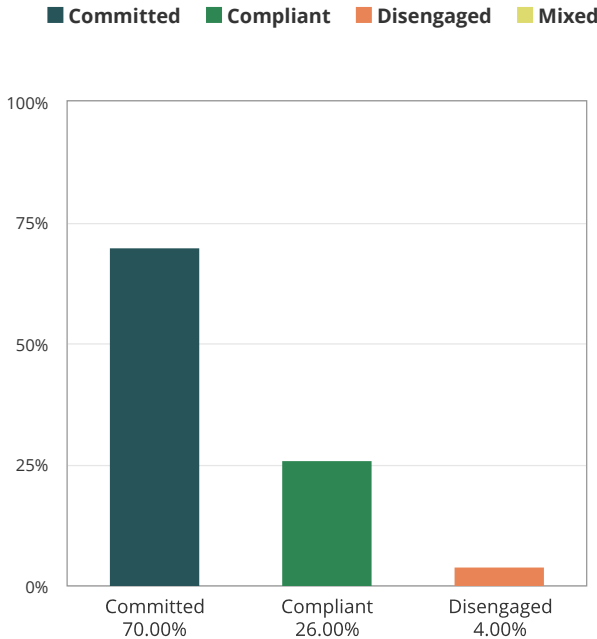
**Cognitive**

N - Number of Participants  
 % - Percentage of Participants per Category

N	Level of Commitment	%
7	Invested	20.00%
28	Immersed	80.00%

N	Level of Compliance	%
12	Strategic	92.31%
1	Ritual	7.69%

N	Level of Disengagement	%
2	Retreatism	100.00%
0	Rebellion	0.00%



**Engagement Profile by Domain Overall**

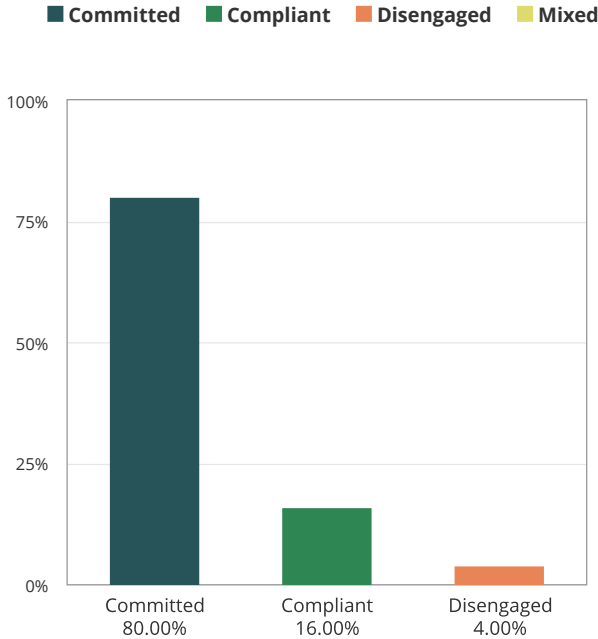
**Emotional**

N - Number of Participants  
 % - Percentage of Participants per Category

N	Level of Commitment	%
16	Invested	40.00%
24	Immersed	60.00%

N	Level of Compliance	%
7	Strategic	87.50%
1	Ritual	12.50%

N	Level of Disengagement	%
1	Retreatism	50.00%
1	Rebellion	50.00%



## Cognia Student Engagement Survey

### Glossary

1. **Engagement Domains** - The sets of items are grouped into three engagement components.

- **Behavior** – A student’s behavior or effort in the classroom.
  - Attendance, suspension, participating in school activities, being on time, etc.
- **Cognitive** – A student’s investment in learning.
  - Time on task, homework completion, engaging in class activities, relevance of schoolwork, value of learning, etc.
- **Emotional** – A student’s emotions or feelings about the classroom and school; a student’s enjoyment of and sense of belonging to a school.
  - Identification with school, school connectedness.

### 2. Components of Engagement

- **Committed** – the student is attentive to the task because he/she finds personal meaning and value in the task.
  - Level 1: Invested – The student is recognized as a leader in the school. They consistently submit stellar work, exceed teacher expectations, and invest time and talent in improving. They are clearly committed to their education and continually seek higher standards of performance. These students not only learn at high levels but they retain what they learn and have a profound conceptual understanding. They immediately look for connections. When they approach a new concept for the first time they connect with what they learn, take what they are learning, and apply it to their life. They are so engaged in their tasks that they see the challenges as opportunities and not obstacles.
  - Level 2: Immersed – The student is recognized as extremely knowledgeable and oftentimes turns in stellar work. They rise above others by consistently performing at a high level. They retain most of what they learn and have a deep conceptual understanding. These students connect with what they learn, take what they are learning, and apply it to their life. They see the value of what they are learning and how it will affect their future.
- **Compliant:**
  - Level 1: Strategic Compliance – The student allocates only as much time, energy, and resources as are required to get the reward offered or desired. The student is attentive to the task because he/she perceives the receipt of some desired extrinsic reward which is conditionally available to those who pay attention to the task and do what is required of them. The student persists with the task only up to the point of ensuring that the desired reward is offered, and the student is willing to accept the reward, but is also willing to abandon the task even though he/she may not be personally satisfied that the work done is the quality that he/she could produce.
  - Level 2: Ritual Compliance – The student does only those things that must be done and does little or nothing outside the context of direct supervision by the teacher. The student pays minimal attention to the work, is easily distracted, and is constantly seeking alternative activities to pursue. For example, it appears that texting has now become a favorite pastime for those who are ritually compliant. The student is easily discouraged from completing the task and regularly tries to avoid the task or get the requirements of the work waived or compromised.

- **Disengaged:**
  - Level 1: Retreatism – The student does nothing and, when forced through direct supervision to do the task, either engages in ritual behavior or rebellion. The student does not attend to the work, but does not engage in the activities that distract others. The student employs strategies to conceal his/her lack of involvement – sleeping with eyes wide open and smiling from time to time.
  - Level 2: Rebellion – The student overtly refuses to comply with the requirement of the task. This refusal may involve cheating, refusing to do the work, or even doing other work in place of what is expected. Alienation rather than commitment is evident. Unlike the retreaters, students who rebel are likely to be active in their rejection of the task, up to and including efforts to sabotage the work, cheat, and build negative coalitions of other students around the work and around the rejection of the values the work suggests.
- **Mixed:**
  - In the behavior domain, a student's responses are equally divided across two or more components (committed, compliant, and disengaged).

### How Percentages Are Calculated

The Student Engagement Survey was specifically designed to provide a useful summary of the detailed information represented from your students' collective responses and provide information about their opinions regarding their engagement in their learning environments. There is a total of 20 questions categorized under the three domains of engagement (behavior, cognitive and emotional). These domains are then broken down further by three levels of quality of engagement– committed, compliant and disengaged. Finally, each level of quality is aligned to types of engagement, providing the school with granular data to better understand your students' opinions about engagement. Thus, the committed level of engagement is aligned with "invested" and "immersed" types of engagement; compliant is aligned with "strategic" and "ritual"; and the disengaged level of engagement is aligned with "retreatism" and "rebellion" types of engagement.

Data from all of the students' completed surveys are reported at the school level, not by individual students. The school receives data on the percentages of committed, compliant, and disengaged. These categories are based on which level of engagement the students respond the majority of the time within each domain. It should be noted that the Behavioral domain has six items which means it is possible that there is an even number of responses across two or more levels of engagement. In these cases, the school would be categorized as having a Mixed engagement type. The percentage reported for each domain is calculated by counting the number of respondents in each domain's component of engagement out of the total number of respondents taking part in the survey. The percentage reported for each component of engagement is calculated by counting the number of respondents in each component's level out of the total number of respondents in each component.