2019-20 North Dakota Student Engagement Survey, Grades 6-8

run on 12/22/2019

surveys

AdvancED®

2019-20 North Dakota Student
Engagement Survey, Grades 6-8

Date(s): 12/31/1969 - 12/31/1969

1 survey(s) 59 response(s)

Report Filters

School:
N/A

Tag:
Cognitive
Behavioral

Emotional
Student Engagement

2019-20 North Dakota Student
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AdvancED Certified Content

Report Summary

By Survey Section
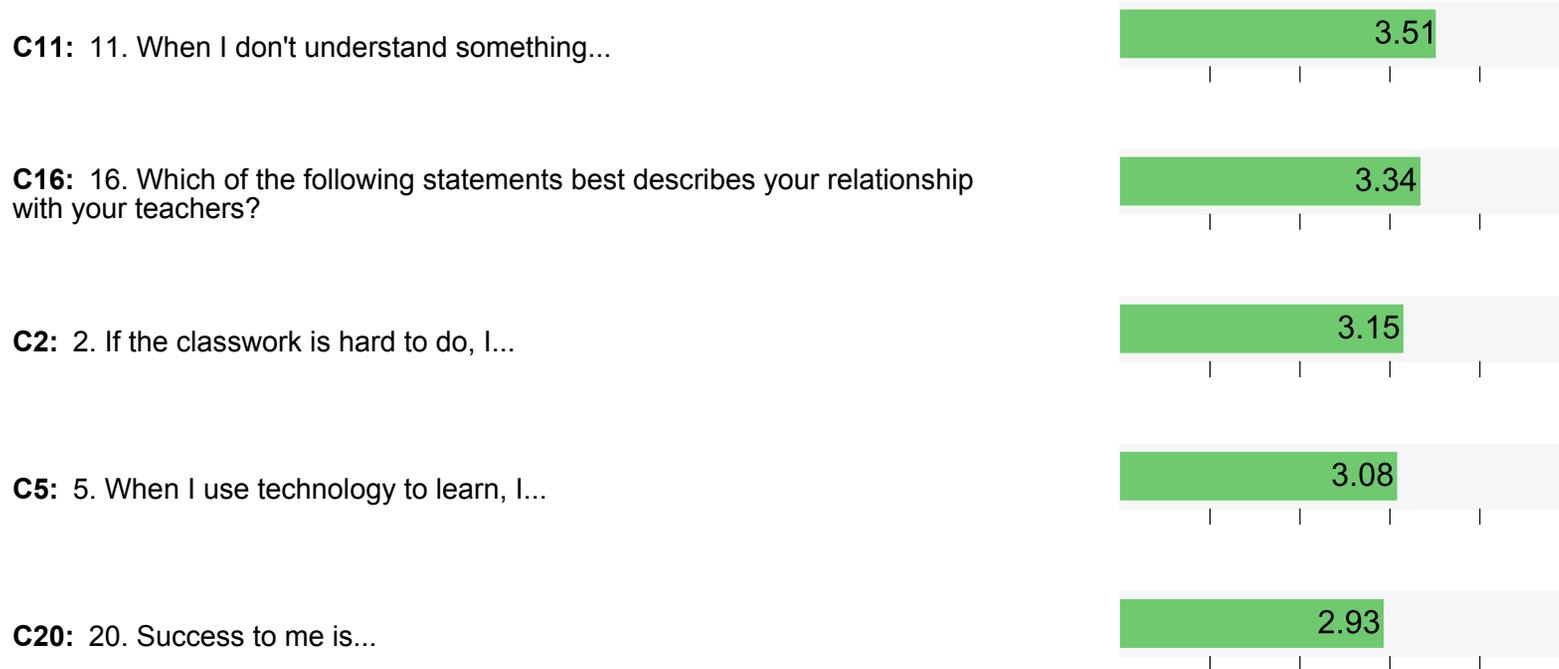
Section Score | Network Average

Overall Score: N/A

Network Average: N/A

There are no section scores for this survey.

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Highest Scoring Items

C11: 11. When I don't understand something...

3.51

C16: 16. Which of the following statements best describes your relationship with your teachers?

3.34

C2: 2. If the classwork is hard to do, I...

3.15

C5: 5. When I use technology to learn, I...

3.08

C20: 20. Success to me is...

2.93

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Lowest Scoring Items

C15: 15. Which response best describes how you feel at the end of the school day?
`1.31`

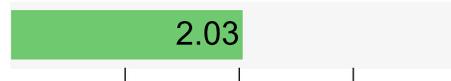**C17:** 17. What do you enjoy most about your school?
`1.49`

C3: 3. Doing the same type of activity every day...
`1.68`

C8: 8. Which statement do you agree with the most?
`2.03`

C14: 14. How do you feel when you say something in front of the class?
`2.03`

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C. Questions

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

I work as hard as I can.		26	44%
I just act like I'm working.		4	7%
I get excited about what I'll learn next.		3	5%
my mind wanders.		26	44%

59 respondents

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

work harder.		6	10%
try my very best.		35	59%
get nervous and scared.		4	7%

don't do the work. | 8 14%

realize I need to be a
better thinker and not just
memorize the
information. | 6 10%

59 respondents

3. 3. Doing the same type of activity every day...

lets me know what to
expect. | 23 39%

does not give me
opportunities to be a
leader. | 2 3%

keeps me out of trouble. | 1 2%

is boring. | 28 47%

keeps me on task. | 5 8%

59 respondents

4. 4. Participating in before or after school clubs is...

something I do because
my teacher, parents, or
friends expect me to do
so. | 4 7%

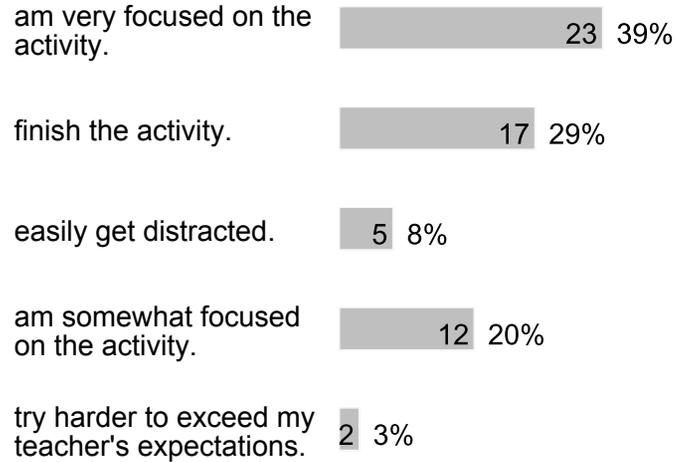something I do when it is
strongly encouraged. | 6 10%

something I look forward
to doing. | 20 34%

not interesting to me, so I
do not participate. | 28 47%
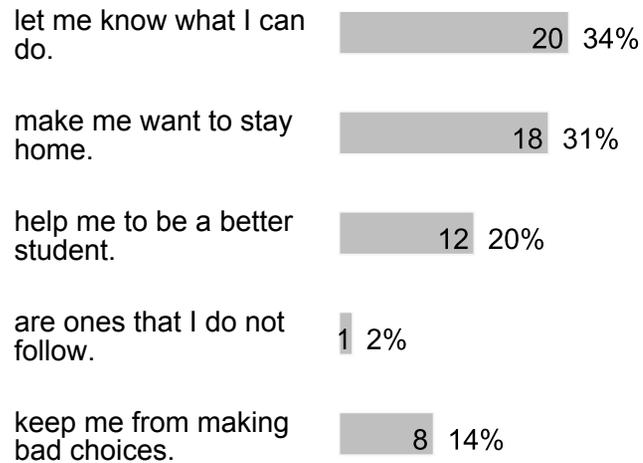
another way I feel
connected to the school. | 1 2%

5. 5. When I use technology to learn, I...

am very focused on the activity.
23 39%

finish the activity.
17 29%

easily get distracted.
5 8%

am somewhat focused on the activity.
12 20%

try harder to exceed my teacher's expectations.
2 3%

59 respondents

6. 6. The rules at my school...

let me know what I can do.
20 34%

make me want to stay home.
18 31%

help me to be a better student.
12 20%

are ones that I do not follow.
1 2%

keep me from making bad choices.
8 14%

59 respondents

7. 7. Which response best describes how you see yourself as a student?

I participate in activities to get good grades.
24 41%

The activities don't really interest me, but I keep myself busy during class. — 12 20%

I enjoy learning with my peers and from my teachers. — 10 17%

I work outside of the classroom to help me learn more about my lessons. — 4 7%

I only participate if my teacher makes me. — 9 15%

59 respondents

8. 8. Which statement do you agree with the most?

I seek learning activities that make me think. — 10 17%

I use vocabulary words in class when it is required. — 9 15%

I complete the activities so I can help others. — 10 17%

Sometimes I don't know why I have to do the activity. — 12 20%

I don't think what I'm learning connects to real life. — 18 31%

59 respondents

9. 9. How do you use the information you learn in class?

I talk with friends and family about what I learn in class. — 7 12%

I use information from some classes to help in other classes. — 28 47%

I use information when I am trying to impress the teacher. — 4 7%

I never use the information we go over in class. | 12 | 20%

The information we go over in class is not important to me. | 8 | 14%

10. 10. How do you study for a test?

I participate in study groups outside of school. | 5 | 8%

I memorize only the facts and information I need for a test. | 16 | 27%

I look over my notes right before the test. | 16 | 27%

I study my notes after class every day. | 10 | 17%

I don't study for a test. | 12 | 20%

11. 11. When I don't understand something...

I talk with other students outside of class so they can help me. | 4 | 7%

I try to figure it out on my own. | 14 | 24%

I move on to what I do understand. | 2 | 3%

I ask my teacher for help during class. | 34 | 58%

I don't worry about it. | 5 | 8%

12. 12. My classes are teaching me skills that...

help me think about things differently.
`████████████` 17 29%

help me do my homework.
`██████` 10 17%

I need to know to get a good grade.
`████████` 14 24%

I will never use in real life.
`███████` 13 22%

I do not want to learn.
`██` 5 8%

59 respondents

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

connect to what interest me.
`████` 9 15%

are hard for me to finish, but my teachers expect me to.
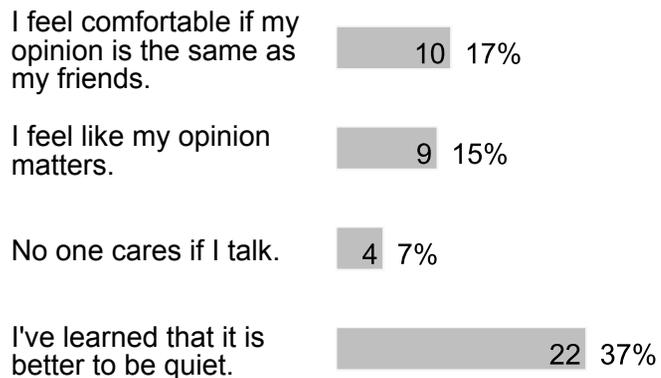`███` 6 10%

are not always fun, but I have to participate.
`█████████████████` 31 53%

are boring and do not apply to me.
`████` 8 14%

are things I wish we did not have to do.
`██` 5 8%

59 respondents

14. 14. How do you feel when you say something in front of the class?
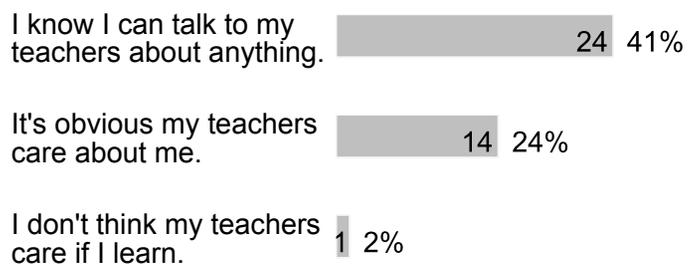
I feel good if my teacher likes it.
`████████` 14 24%

I feel comfortable if my opinion is the same as my friends. 10 17%

I feel like my opinion matters. 9 15%

No one cares if I talk. 4 7%

I've learned that it is better to be quiet. 22 37%

59 respondents

15. 15. Which response best describes how you feel at the end of the school day?

I feel like it is another day that I went to school. 16 27%

I can't wait to be at school tomorrow. 2 3%

I want to talk about what I learned. 3 5%

I count the days until the year is over. 16 27%

I feel like I want the day to go faster. 22 37%
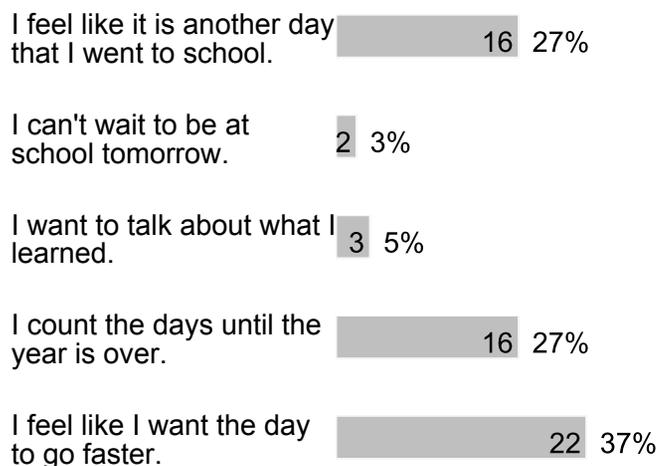
59 respondents

16. 16. Which of the following statements best describes your relationship with your teachers?

I know I can talk to my teachers about anything. 24 41%

It's obvious my teachers care about me. 14 24%

I don't think my teachers care if I learn. 1 2%

I don't talk to my
teachers very much.   10 17%

I only talk to my teachers
when I have questions   10 17%
about my work.

59 respondents

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

When I use technology.   3 5%

There's not much I enjoy.   8 14%

I enjoy lunch and PE.   14 24%

Being with friends.   34 58%

59 respondents

18. 18. When I think about my school work...

I feel that it has meaning
and purpose.   7 12%

I am proud of the work I
do.   22 37%
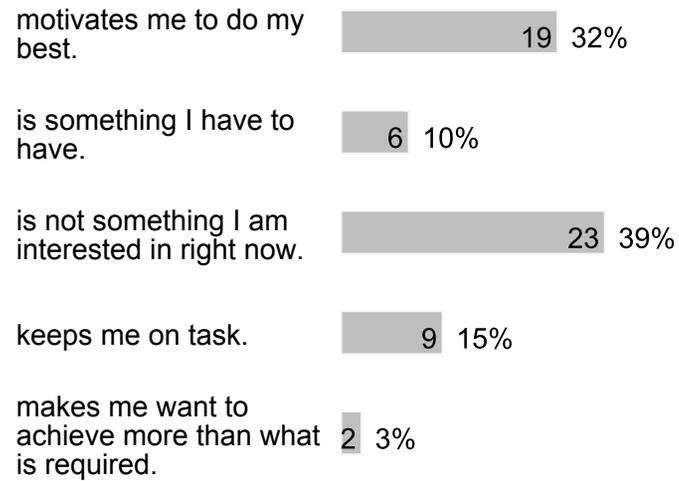
I do it to please others.   7 12%

I think about how boring
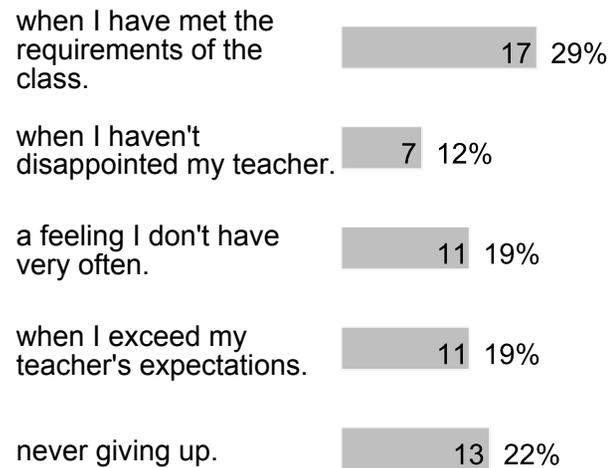it is.   14 24%

I think I am going to fail.   9 15%

59 respondents

19. 19. Having personal learning goals...

motivates me to do my best. 19 32%

is something I have to have. 6 10%

is not something I am interested in right now. 23 39%

keeps me on task. 9 15%

makes me want to achieve more than what is required. 2 3%

59 respondents

20. 20. Success to me is...

when I have met the requirements of the class. 17 29%

when I haven't disappointed my teacher. 7 12%

a feeling I don't have very often. 11 19%

when I exceed my teacher's expectations. 11 19%

never giving up. 13 22%

59 respondents

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	27	45.76%	12	20.34%	15	25.42%	5	8.47%
Cognitive	30	50.85%	20	33.90%	9	15.25%	N/A	N/A
Emotional	25	42.37%	10	16.95%	24	40.68%	N/A	N/A

Total number of students who responded = 59

N - Number of Participants
% - Percentage of Participants per Category
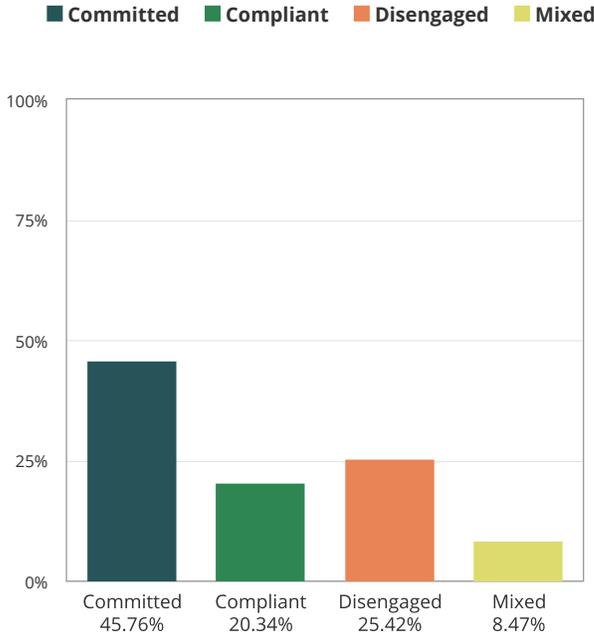
Engagement Profile by Domain Overall

Behavioral

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

N	Level of Commitment	%
6	Invested	22.22%
21	Immersed	77.78%

N	Level of Compliance	%
7	Strategic	58.33%
5	Ritual	41.67%

N	Level of Disengagement	%
14	Retreatism	93.33%
1	Rebellion	6.67%

Committed **Compliant** **Disengaged** **Mixed**

| Committed 45.76% | Compliant 20.34% | Disengaged 25.42% | Mixed 8.47% |

Cognitive

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

N	Level of Commitment	%
2	Invested	6.67%
28	Immersed	93.33%

N	Level of Compliance	%
10	Strategic	50.00%
10	Ritual	50.00%

N	Level of Disengagement	%
5	Retreatism	55.56%
4	Rebellion	44.44%

Committed **Compliant** **Disengaged** **Mixed**

| Committed 50.85% | Compliant 33.90% | Disengaged 15.25% |
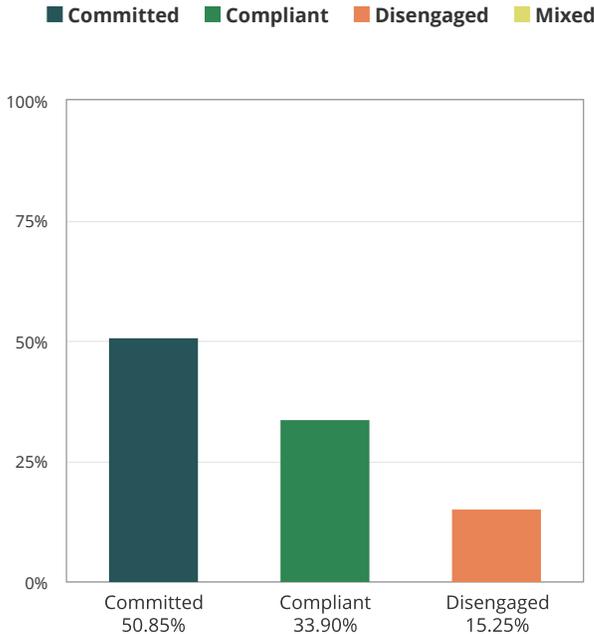
## Engagement Profile by Domain Overall

Emotional

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

■ **Committed**　■ **Compliant**　■ **Disengaged**　■ **Mixed**

N	Level of Commitment	%
5	Invested	20.00%
20	Immersed	80.00%

N	Level of Compliance	%
1	Strategic	10.00%
9	Ritual	90.00%

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

Committed 42.37%　Compliant 16.95%　Disengaged 40.68%
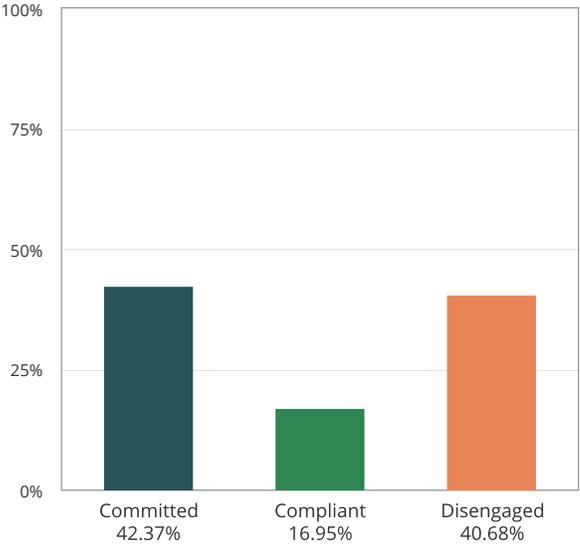
Cognia Student Engagement Survey

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.