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2019-20 South Carolina Student Engagement Survey

Survey Results and Reports Training

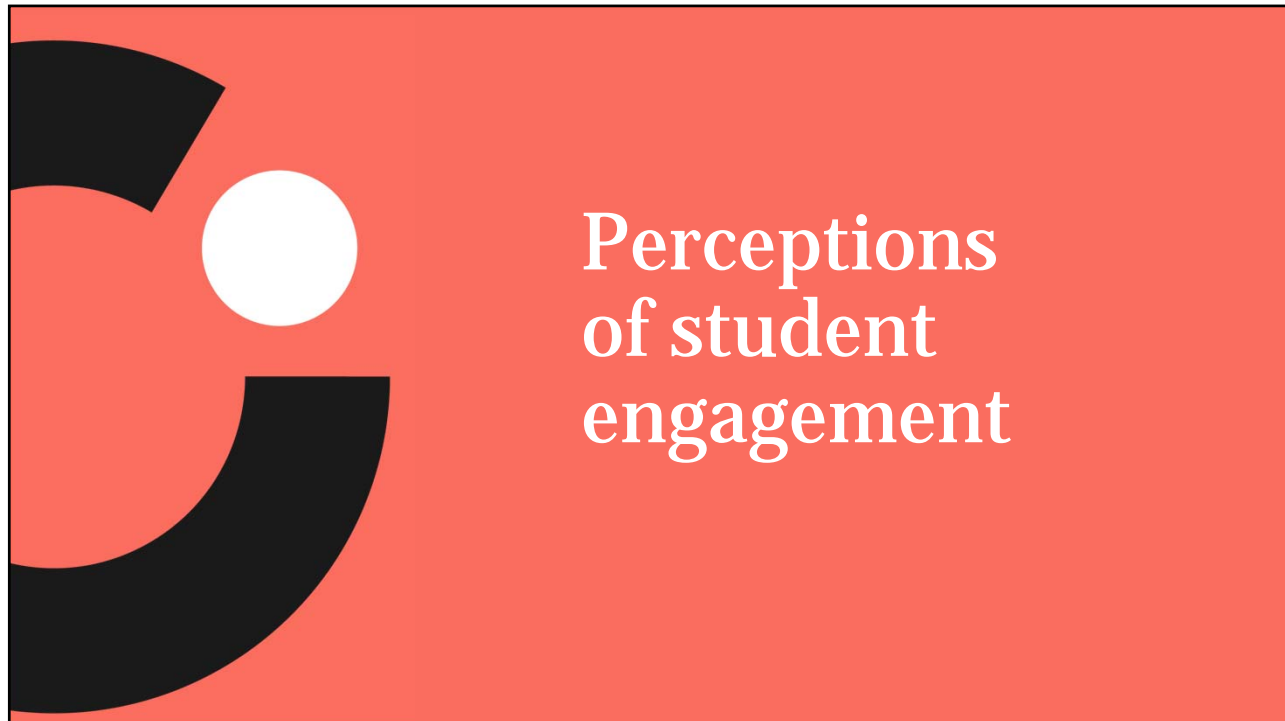for District Administrators and Accountability Coordinators

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Focus

- Review how the student engagement survey is structured
- Gain understanding of how to interpret and analyze student engagement survey results
- Recognize how this data can be used to enhance student engagement in your school

2

Perceptions of student engagement

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Perceptions

Educator perceptions:
- Active
- Following along
- Paying attention
- Listening
- Participating
- Complying
- Working collaboratively
- Behaving

Student perceptions:
- Grades
- Goals
- Negative
- No choice in their learning
- They don't see how it applies to them

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Student engagement is something far different...

"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). *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
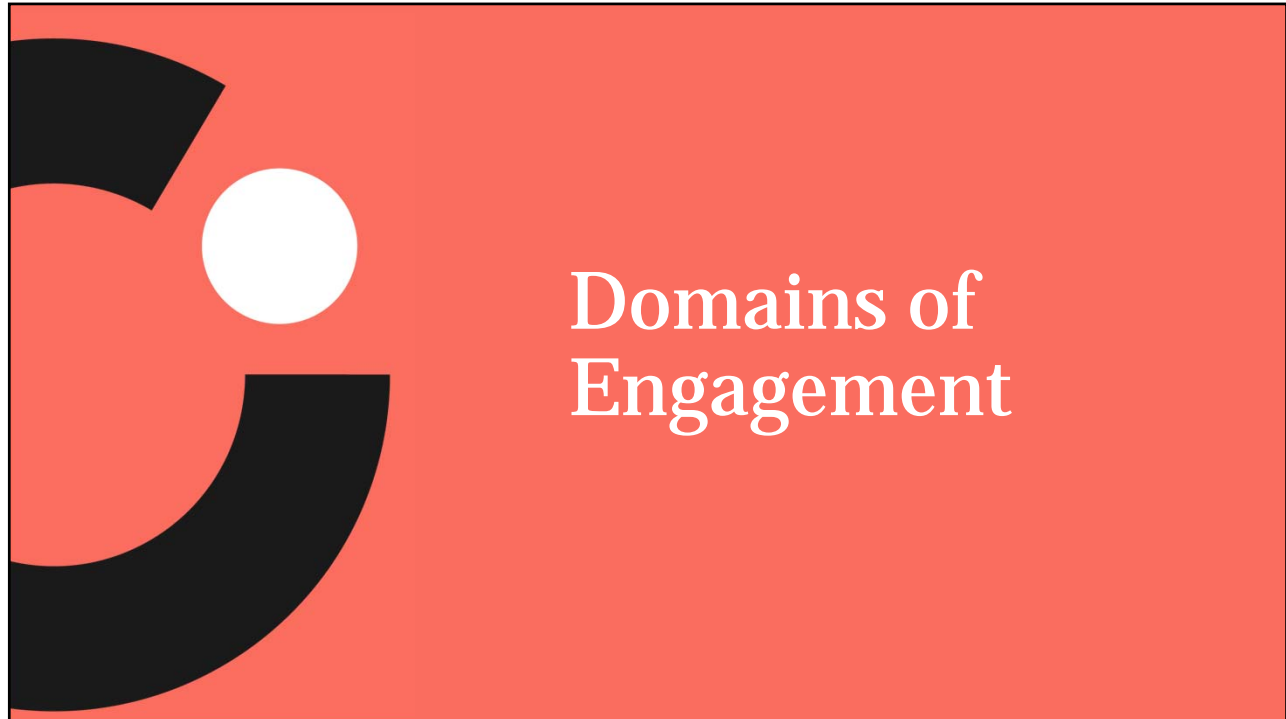
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How do you know if...

Every student is really engaged... *emotionally, behaviorally and cognitively?*

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Domains of Engagement

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Student Engagement Survey

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

Administered to students grades 3 -12
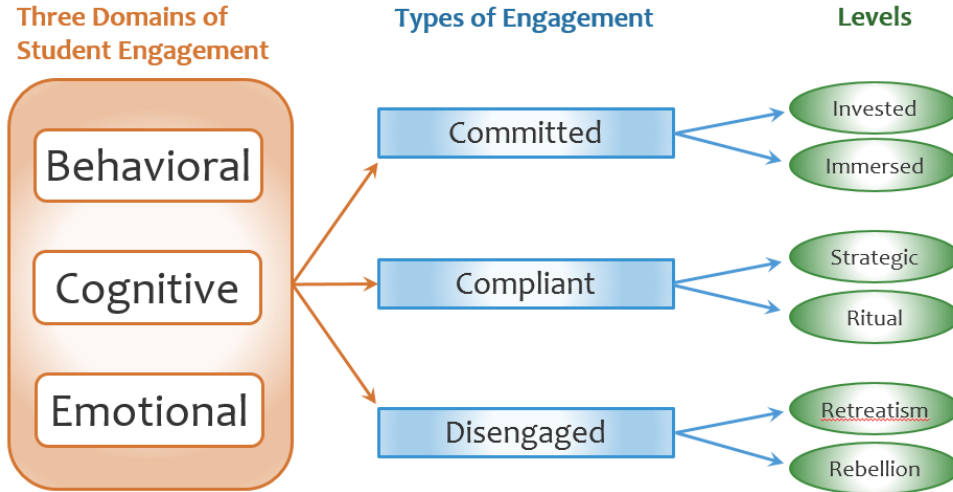• Elementary
• Middle
• High

Design: 20 questions categorized under three domains of engagement
• Behavioral
• Cognitive
• Emotional

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Survey Measures

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Survey Measures

Student Engagement Survey Summary

Engagement Domains	Levels of Engagement							
	Committed		Compliant		Disengaged		Mixed	
	N	%	N	%	N	%	N	%
Behavioral	299875	56.46%	148204	27.90%	53927	10.15%	29141	5.49%
Cognitive	284604	53.58%	204589	38.52%	41954	7.90%		
Emotional	310651	58.49%	114015	21.47%	106481	20.05%		

Total number of students who responded = 531,147

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Report Glossary

Student Engagement Survey Reports

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

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Behavioral Domain: considerations

- **Attitudinal processes** a student brings to class
  - In what way do they participate in class?
  - Are they eager to be a "team player"?
- Identification with academics
  - Is their **motivation intrinsic or extrinsic**?
  - Do they keep trying when the work is hard?
- What happens when the teacher stops talking? Do students **continue the class discussion among themselves?**
- **Behavior or effort in outside the classroom.** Do they talk about what they are learning after school?

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Sample Behavioral Engagement Question

**Complete this sentence:**

When I'm in class…

- I ask questions and contribute to discussions.
- I do just enough to be recognized by my teacher.
- I get so involved in my work I lose track of time.
- My mind wanders.
- I do not try at all.

*Each of these responses maps to a **type of engagement** (Committed, Compliant or Disengaged) which maps to a **level of engagement** (Immersed, Invested, Strategic, Ritual, Retreatism or Rebellion).

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

Behavioral

5.49%
10.15%

- Committed
- Compliant
- Disengaged
- Mixed

27.90%
56.46%
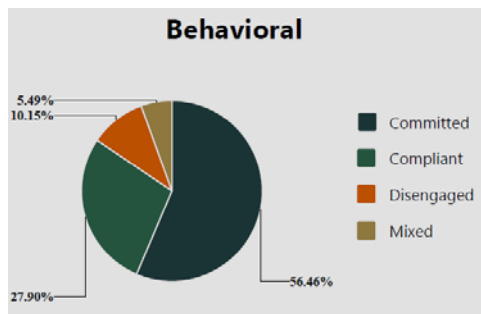
- Actively participate in class discussions and activities
- Complete assignments (attitude toward learning)

- High levels of attendance
- Complete challenging work

N = 531,147

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Cognitive Domain: Considerations

- Does the **student set learning goals?**
- Do they **self-regulate** their own behavior?
- Does the student desire to **go beyond minimum requirements?**
- Is the student **invested** in learning?
- How **much time do they spend** on task?
- Do they **complete homework assignments**?
- Are students **engaging** in class activities that **promote deeper understanding?**
- Do activities allow students to utilize **flexible thinking skills?**
- Is schoolwork relevant/related to **student learning**?

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Sample Cognitive Engagement Question

Complete this sentence:

The skills I am learning in class…

- Change the way I think about things.
- Make my homework easier.
- Help me pass the course.
- Will not help me in the future.
- Make no sense to me.

*Each of these responses maps to a **type of engagement** (Committed, Compliant or Disengaged) which maps to a **level of engagement** (Immersed, Invested, Strategic, Ritual, Retreatism or Rebellion).

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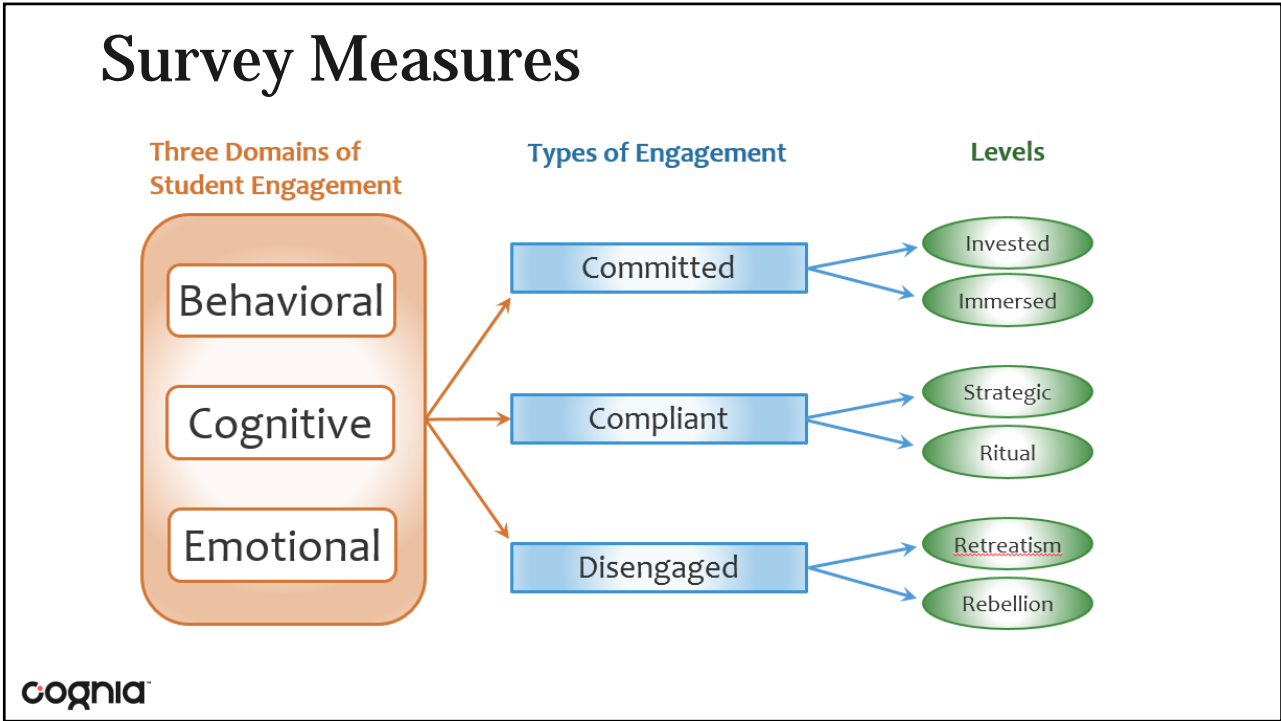# Students are more likely to be *Cognitively Engaged* when they:
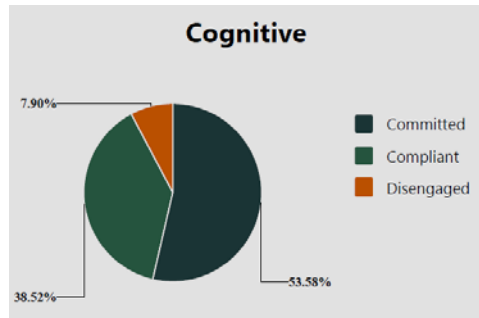
- Work on real-life problems
- Receive specific feedback about their work
- Receive acknowledgement and/or praise for their strengths or accomplishments
- Complete meaningful homework

N = 531,147

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Emotional Domain: Considerations

- How does the **student feel toward school, learning, teachers and peers?** Does the student **feel he/she can be successful in school?**
- Does the student have an **enjoyment of and sense of belonging** to a school?
- Does the student **identify with school? Do they feel connected?**

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Sample Emotional Engagement Question

- **How do you feel when voicing your opinion in class?**

  - Like it's what my teacher wants to hear.
  - Comfortable, if my opinion is the same as others in the class.
  - Like it might influence the opinion of others.
  - Like no one is listening to me.
  - I never voice my opinion.

  *Each of these responses maps to a **type of engagement** (Committed, Compliant or Disengaged) which maps to a **level of engagement** (Immersed, Invested, Strategic, Ritual, Retreatism or Rebellion).

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

Emotional

- 20.05%
- 21.47%
- 58.48%

Committed
Compliant
Disengaged

NOTE: Due to rounding, percentages may not sum to exactly 100%.
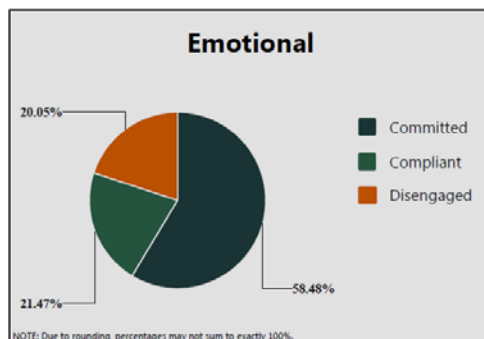
- Receive acknowledgement and/or praise for their strengths
- Receive specific feedback about their work
- Work on real-life problems
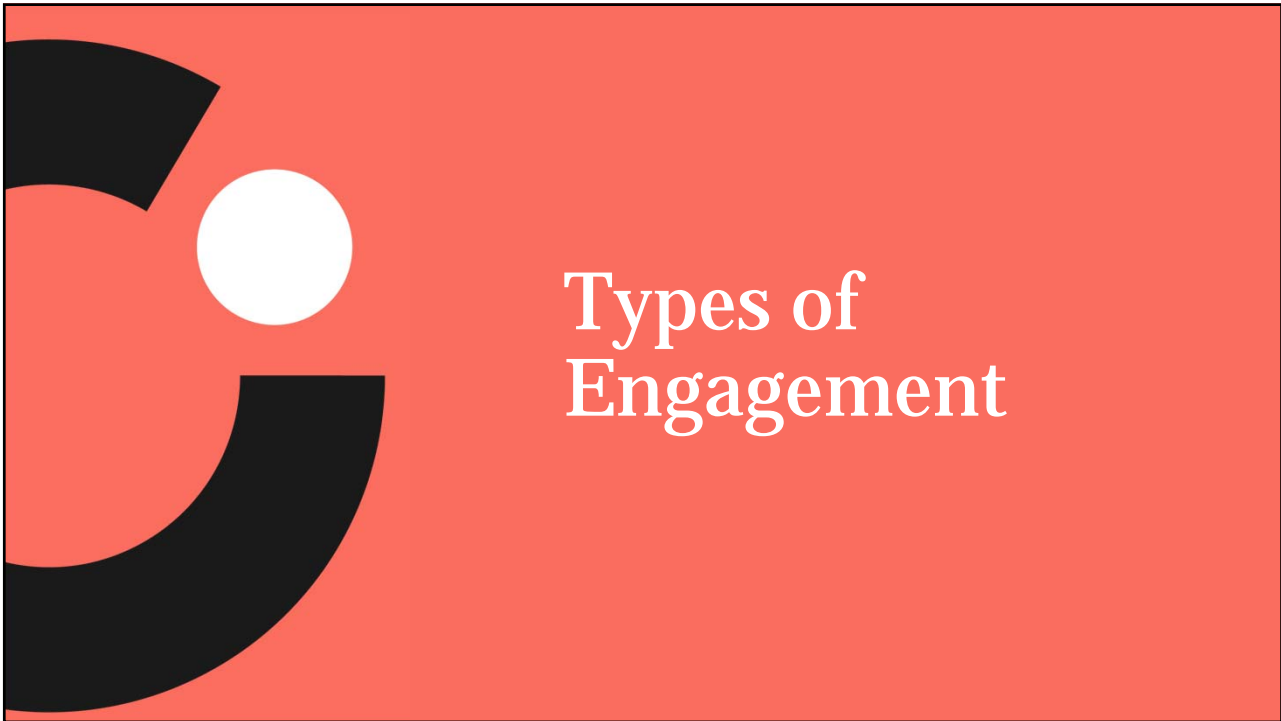- Complete assignments that meet their personal learning needs

N = 531,147

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Survey Measures

Three Domains of Student Engagement	Types of Engagement	Levels
Behavioral	Committed	Invested, Immersed
Cognitive	Compliant	Strategic, Ritual
Emotional	Disengaged	Retreatism, Rebellion

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Types of Engagement

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Committed (Highest Type)

Invested – Level 1
- Recognized as a leader
- Consistently submit stellar work
- Exceed teacher expectations, and invest time and talent in improving
- Clearly committed to their education
- They see the challenges as opportunities and not obstacles
- Apply their learning

Immersed – Level 2
- Recognized as extremely knowledgeable
- Oftentimes turns in stellar work
- Consistently performs at a high level
- See the value of what they learn

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Compliant

Strategic Compliance – Level 1
- Allocates only as much time, energy, and resources as required
- Attentive to task because he/she perceives some desired extrinsic reward
- Persists with task only up to the point of ensuring that desired reward is offered
- Abandons task even though he/she may not be personally satisfied the work is quality

Ritual Compliance – Level 2
- Does only those things that must be done
- Does little or nothing outside the context of direct supervision by the teacher
- Pays minimal attention to work, easily distracted, constantly seeks alternative activities to pursue
- Easily discouraged from completing tasks and regularly tries to avoid tasks
- Tries to get requirements of work waived or compromised
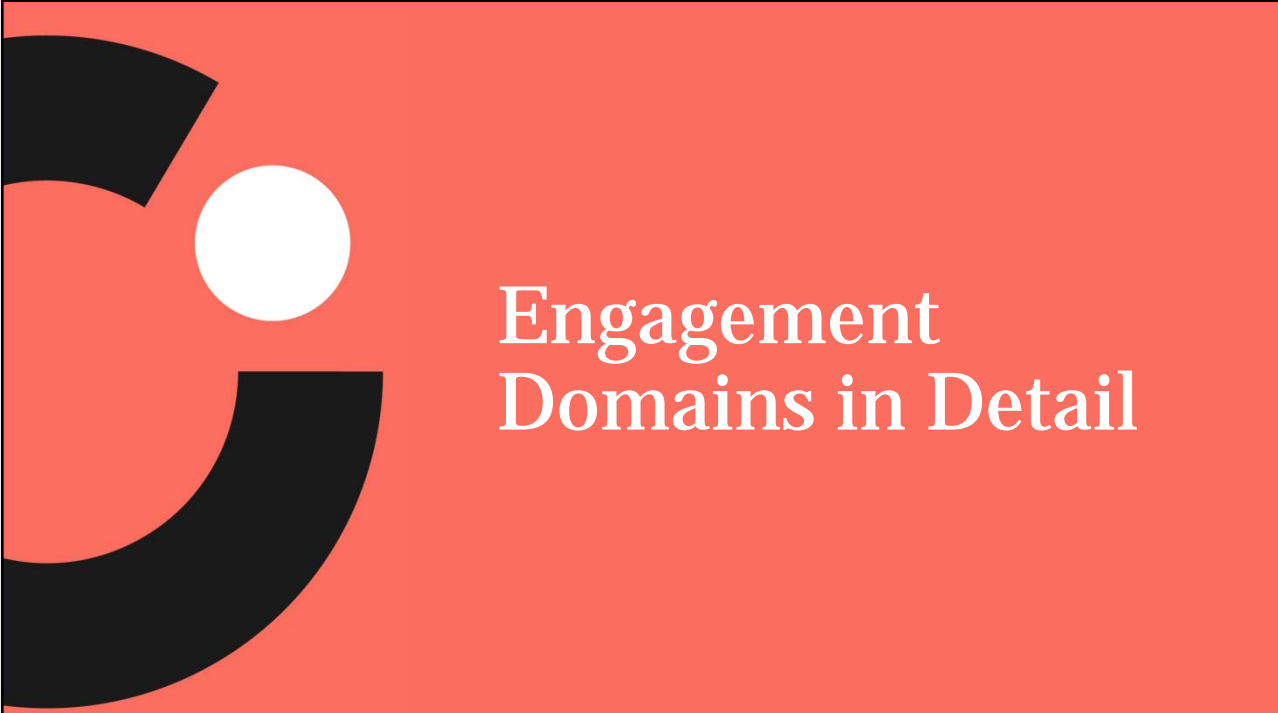
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Disengaged

Retreat-ism – Level 1

- Does nothing
- Engages in ritual behavior or rebellion when forced through direct supervision
- Does not attend to the work
- Does not engage in the activities that distract others
- Employs strategies to conceal his/her lack of involvement

Rebellion – Level 2

- Overtly refuses to comply with the requirement of the task
- May cheat, refuse to do the work, or even do other work in place of what is expected
- Alienation rather than commitment is evident
- Tries to sabotage the work and build negative coalitions of other students
- Rejects values the work suggests

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Engagement Domains in Detail

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Behavioral Engagement

Behavioral

- Committed
- Compliant
- Disengaged
- Mixed

5.49%
10.15%
27.90%
56.46%

NOTE: Due to rounding, percentages may not sum to exactly 100%.
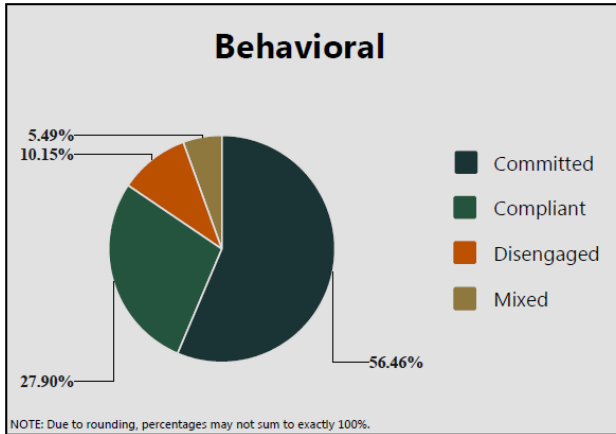
BEHAVIORAL ENGAGEMENT	
Level of Commitment	Percent
Invested	43.59%
Immersed	56.41%
Level of Compliance	Percent
Strategic	64.57%
Ritual	35.43%
Level of Disengagement	Percent
Retreatism	84.17%
Rebellion	15.83%

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Engagement within Elementary Grade Span

Behavioral

- Committed
- Compliant
- Disengaged
- Mixed

5.49%
10.15%
27.90%
56.46%

Cognitive

- Committed
- Compliant
- Disengaged

7.90%
38.52%
53.58%

Emotional

- Committed
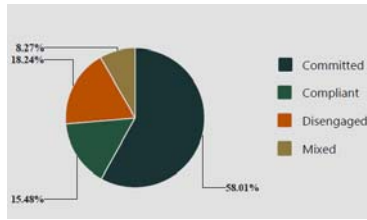- Compliant
- Disengaged

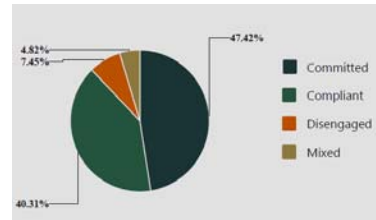20.05%
21.47%
58.48%

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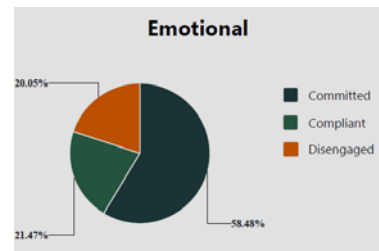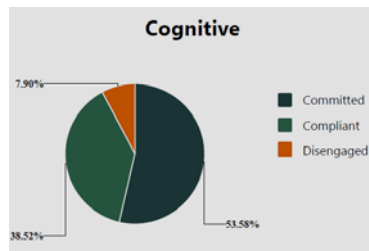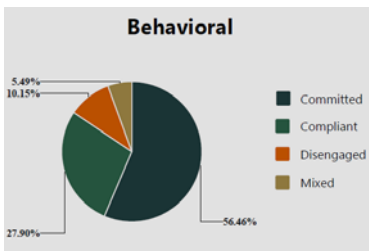
Behavioral Engagement across Grade Spans

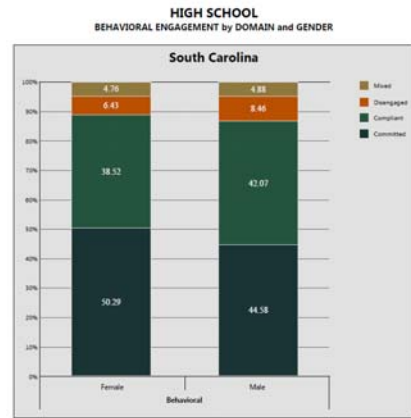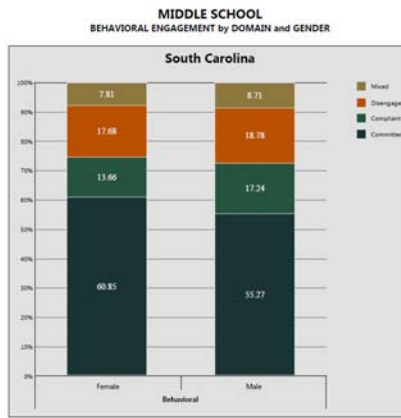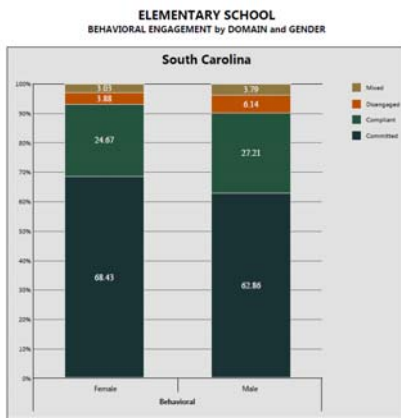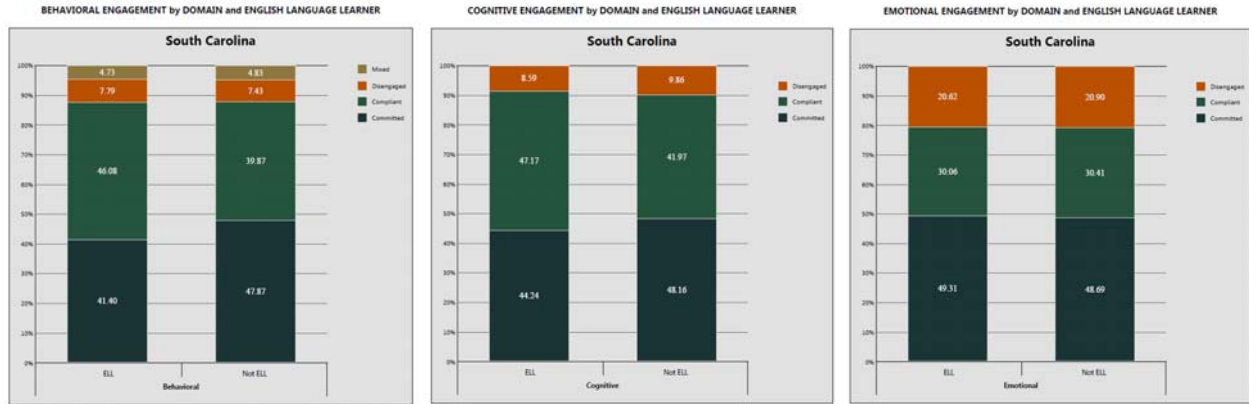Elementary   Middle   High

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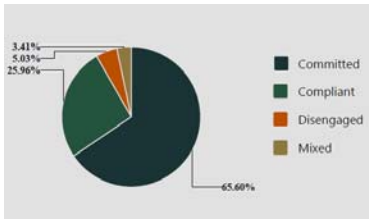
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Behavioral Engagement by Grade Span

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Example: Subgroup Comparison within High School Grade Span

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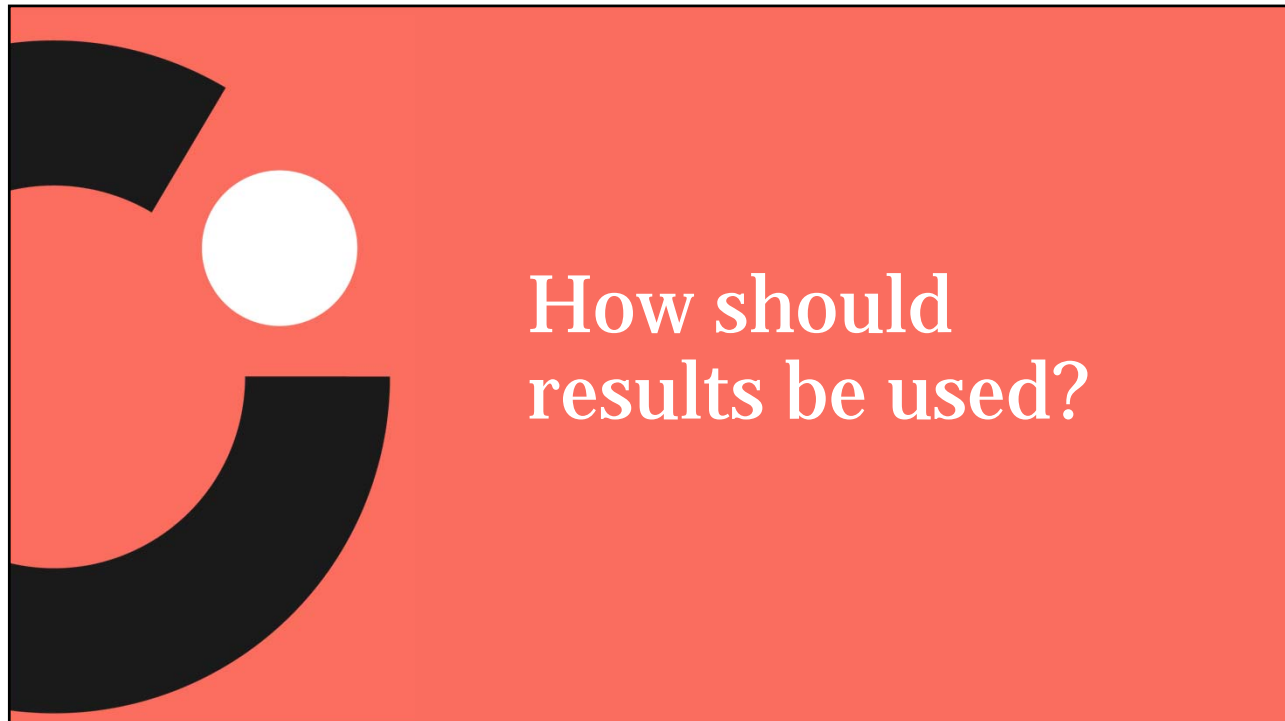31

Subgroup Demographics
(*All graphs presented within school/grade level span)

Engagement Profile by Domain and:

- Gender
- Ethnicity
- Race
- Disability Status
- ELL Status
- Additional sub-groups: Foster, Homeless, Military, Free & Reduced, Migrant

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How should results be used?

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As a formative tool...

- Start with predictions
- Disaggregate to understand subgroups
- What domain needs the most attention?
- What conclusions can be made?
- Apply strategies and re-evaluate/re-assess

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Instructional Strategies to Support Student Engagement

- Anticipatory Guides
- Inside Outside Circle
- Debate Carousel
- Stand Up-Hand Up-Pair Up; Ripple
- Student Note-taking & Summarizing
- Classroom Organization
- Intentional Instructional Planning
- Reflection

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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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