

2021-22 North Dakota Student Engagement Survey, Grades 6-8

Student Engagement Survey

This *Student Engagement Survey* provides your students an opportunity to express their school experiences and indicate the type or degree of their engagement. Students' perceptions are key to improving their learning experiences and development, and the results should be used for instructional improvement and guidance for your school's continuous improvement.

The survey contains 21 questions with 6 response options each which characterize engagement across three domains. The first domain is **Behavioral engagement** which measures observable actions or participation while at school exhibited by a student's positive conduct, effort, and participation. **Cognitive engagement**, the second domain, measures 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 institution with student engagement results by domain, results within each domain are reported by type of engagement: **Committed**, **Compliant**, and **Disengaged**. Each of these types are further broken down into two levels.

More detailed descriptions of each domain, type, and level are included at the end of this report.

Student Engagement Summary Report

The Student Engagement Summary Report presents key findings from your school's Cognia Student Engagement Survey 2021–2022 administration. The information and visual representations provided in this report highlight students' responses to the survey.

Students who finish the survey are categorized as Committed, Compliant, or Disengaged for each of the three domains. This category is based on how the student responded to the majority of the questions within each domain. The percentages reported for engagement types are calculated by counting the number of students by engagement type for each domain out of the total number of students surveyed at your institution.

Student Engagement Survey Summary

Engagement Domains	Engagement Types					
	Committed		Compliant		Disengaged	
	N	%	N	%	N	%
Behavioral	31	38.75%	37	46.25%	12	15.00%
Cognitive	22	27.50%	49	61.25%	9	11.25%
Emotional	18	22.50%	35	43.75%	27	33.75%
Total number of students who responded = 80				N - Number of Participants % - Percentage of Participants per Engagement Type		

Engagement Profile by Domain

Behavioral

N - Number of Participants

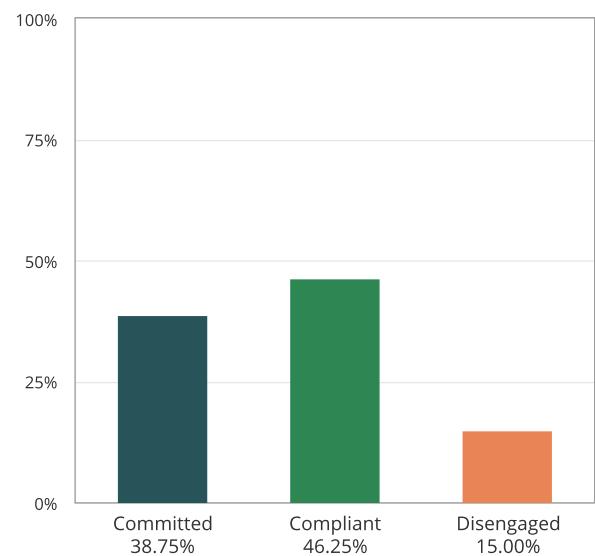
% - Percentage of Participants per Engagement Type

■ Committed ■ Compliant ■ Disengaged

N	Committed	%
12	Invested	38.71%
19	Immersed	61.29%

N	Compliant	%
22	Strategic	59.46%
15	Ritual	40.54%

N	Disengaged	%
10	Retreatism	83.33%
2	Rebellion	16.67%



Engagement Profile by Domain

Cognitive

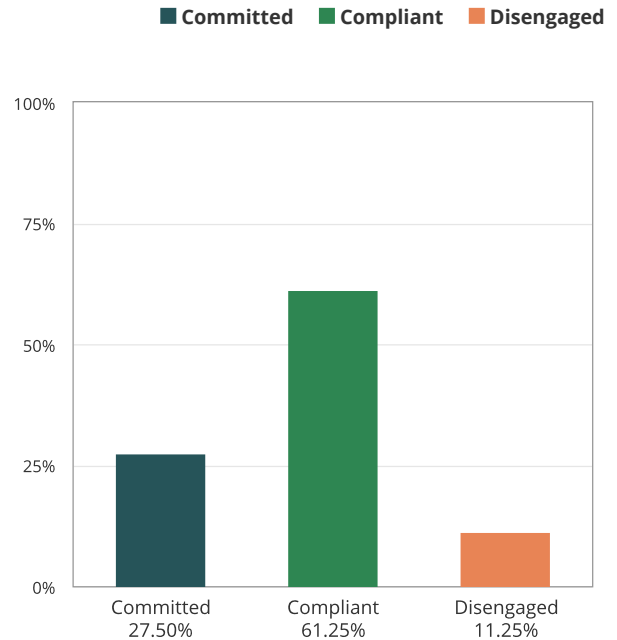
N - Number of Participants

% - Percentage of Participants per Engagement Type

N	Committed	%
7	Invested	31.82%
15	Immersed	68.18%

N	Compliant	%
27	Strategic	55.10%
22	Ritual	44.90%

N	Disengaged	%
2	Retreatism	22.22%
7	Rebellion	77.78%



Emotional

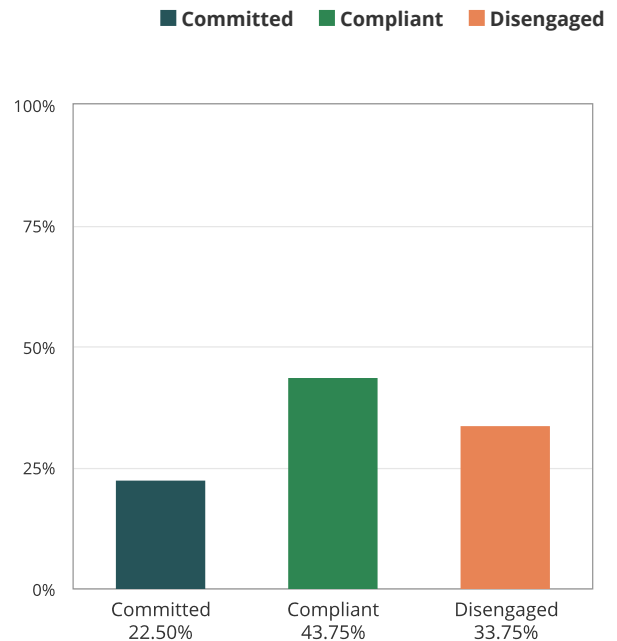
N - Number of Participants

% - Percentage of Participants per Engagement Type

N	Committed	%
3	Invested	16.67%
15	Immersed	83.33%

N	Compliant	%
8	Strategic	22.86%
27	Ritual	77.14%

N	Disengaged	%
14	Retreatism	51.85%
13	Rebellion	48.15%



Definitions and Descriptions

1. Engagement Domains – The sets of items are grouped into three engagement domains:

- **Behavioral Domain** – A student's behavior or effort in the learning environment.
 - Attendance, suspension, participating in school activities, being on time, etc.
- **Cognitive Domain** – A student's investment in learning.
 - Time on task, homework completion, engaging in class activities, relevance of schoolwork, value of learning, etc.
- **Emotional Domain** – 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 the classroom and school; their feeling of connectedness.

2. Engagement Types – The levels or ways in which a student responds to the learning at hand:

- **Committed – the students are attentive to the task because they find personal meaning and value in the task. There are two levels associated with Committed engagement:**
 - **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.
 - **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 – the students are willing to complete the task because of their desire to follow directions or rules. There are two levels associated with Compliant engagement:**
 - **Strategic** – The student allocates only as much time, energy, and resources as required to get the reward offered or desired. The student is attentive to the task because the student 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 is willing to accept the reward, but is also willing to abandon the task even though the student may not be personally satisfied that the work done is the quality that the student could produce.
 - **Ritual** – 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 – the students are non-compliant and choose not to be involved in the learning at hand. There are two levels associated with Disengaged engagement:**
 - **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.
 - **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.