Student Engagement Results

This *Student Engagement Summary Report* presents key findings from your school's Cognia 2020-21 Idaho Student Engagement Survey, Grades 3-5. 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 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.

Student engagement is characterized by engagement across three 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 student engagement results by domain, Cognia also reports on the type of engagement: committed, compliant, and disengaged. The types of engagement are defined as:

- **Committed** – The student shows persistence even when the task is difficult and finds personal meaning and value in the learning.
- **Compliant** – The student spends only as much time, energy and resources as are required to get the reward offered or designed.
- **Disengaged** – The student does nothing and when forced through direct supervision to do the task, either engages in compliance or rebellion.

A more detailed description of each domain, types, and levels and a section on how percentages are calculated are included at the end of this report.

Student Engagement Survey Summary

Engagement Domains	Engagement Types					
	Committed		Compliant		Disengaged	
	N	%	N	%	N	%
Behavioral	87	67.97%	31	24.22%	10	7.81%
Cognitive	73	57.03%	44	34.38%	11	8.59%
Emotional	81	63.28%	15	11.72%	32	25.00%

Total number of students who responded = 128

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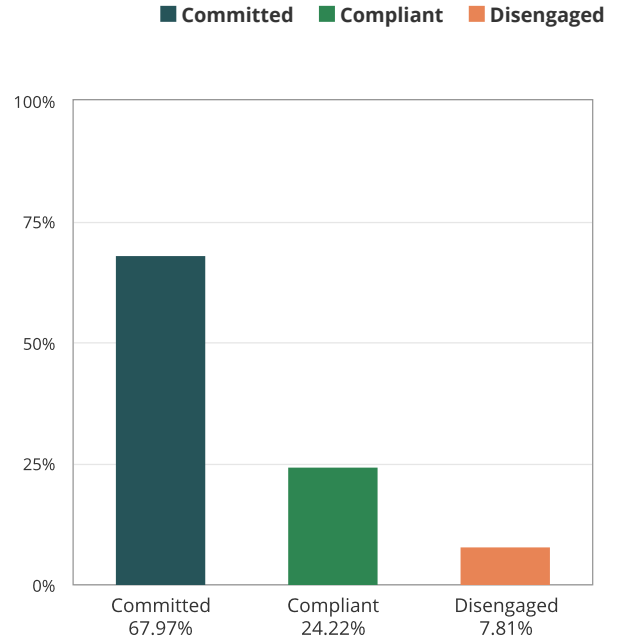
Engagement Profile by Domain

Behavioral

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

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

N	Committed	%
20	Invested	22.99%
67	Immersed	77.01%

N	Compliant	%
21	Strategic	67.74%
10	Ritual	32.26%

N	Disengaged	%
5	Retreatism	50.00%
5	Rebellion	50.00%

Committed 67.97% — Compliant 24.22% — Disengaged 7.81%

Cognitive

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

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

N	Committed	%
29	Invested	39.73%
44	Immersed	60.27%

N	Compliant	%
31	Strategic	70.45%
13	Ritual	29.55%

N	Disengaged	%
7	Retreatism	63.64%
4	Rebellion	36.36%

Committed 57.03% — Compliant 34.38% — Disengaged 8.59%
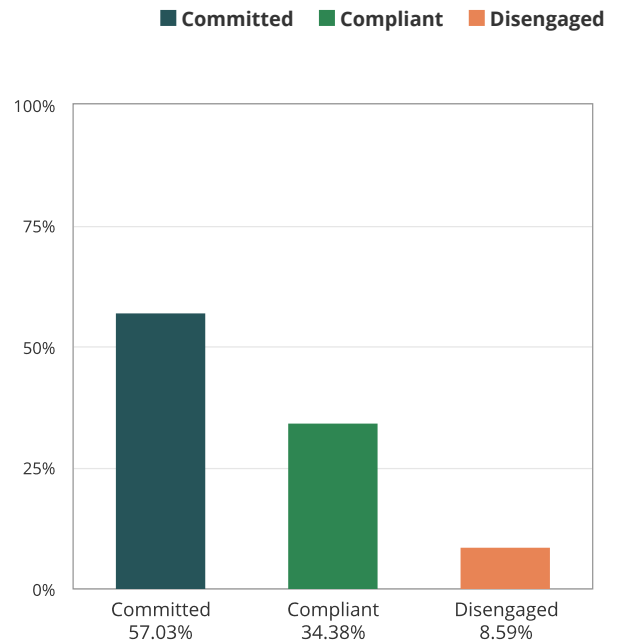
Engagement Profile by Domain

Emotional

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

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

N	Committed	%
50	Invested	61.73%
31	Immersed	38.27%

N	Compliant	%
5	Strategic	33.33%
10	Ritual	66.67%

N	Disengaged	%
24	Retreatism	75.00%
8	Rebellion	25.00%
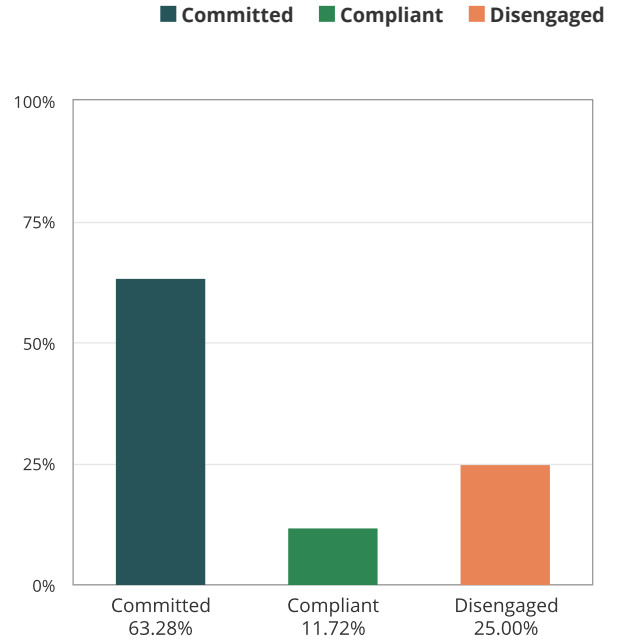
Cognia Student Engagement Survey

Glossary

1. **Engagement Domains** - The sets of items are grouped into three engagement domains:
   - **Behavior** – A student's behavior or effort in the learning environment.
     - 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 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 he/she finds personal meaning and value in the task.**
     - 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.**
     - 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 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.
     - 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.**
    - 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.

How Percentages Are Calculated

The Student Engagement Survey was specifically designed to provide a useful summary of the detailed information represented in your students' responses. There are a total of 21 questions categorized under the three engagement domains (behavior, cognitive, and emotional). These domains are then broken down further by three types of engagement – committed, compliant, and disengaged. Finally, each type is aligned to two levels. Thus, the committed engagement type has an "invested" or "immersed" level; the compliant engagement type has a "strategic or "ritual" level; and the disengaged engagement type has a "retreatism" or "rebellion" level.

A respondent who finishes the survey will be categorized as committed, compliant, or disengaged for each of the three domains. This category is based on how the student responds to the majority of the items within each domain. The percentages reported for engagement types are calculated by counting the number of respondents by engagement type for each domain out of the total number of survey respondents.