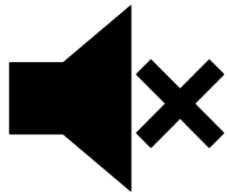


Understanding Student Engagement for  
Improvement Planning:  
Charter Webinar Series

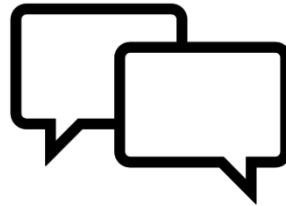
**School Improvement & Planning**  
**Dropout Prevention & Student Re-engagement**  
**School of Choice Unit**

**May 12, 2021**

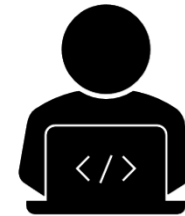
# Housekeeping



Please keep yourself muted.



If you have a question for the group, please add it to the chat.



Please keep your camera on to support session engagement

# Winter Webinar Series: Presenters & Introductions

- Amy Werpy
  - Expelled and At-Risk Student Services Program
- Dr. Dan Jorgensen, Accountability Support Manager
  - School Improvement & Planning Unit

Name, Title, District/Organization

# Session Agenda



**Description & Desired Outcomes**



Overview of Student Engagement



Measuring Student Engagement



New Data Considerations



Next Steps & Resources

# Session Description

This session will explore the concept of student engagement including how it may be used to support improved instruction and improvement planning work in charter schools. We will discuss several engagement measures including attendance and perception data. We will also share key data considerations to support the adoption of student engagement data sources within your Unified improvement Plan(s) and reporting systems.



# Session Objectives



Reflect upon the concept of student engagement and engage in a related activity



Be aware of notable statewide trends related to attendance and perception data



Build an understanding of student engagement metrics and be able to apply a clear process for adopting new data.

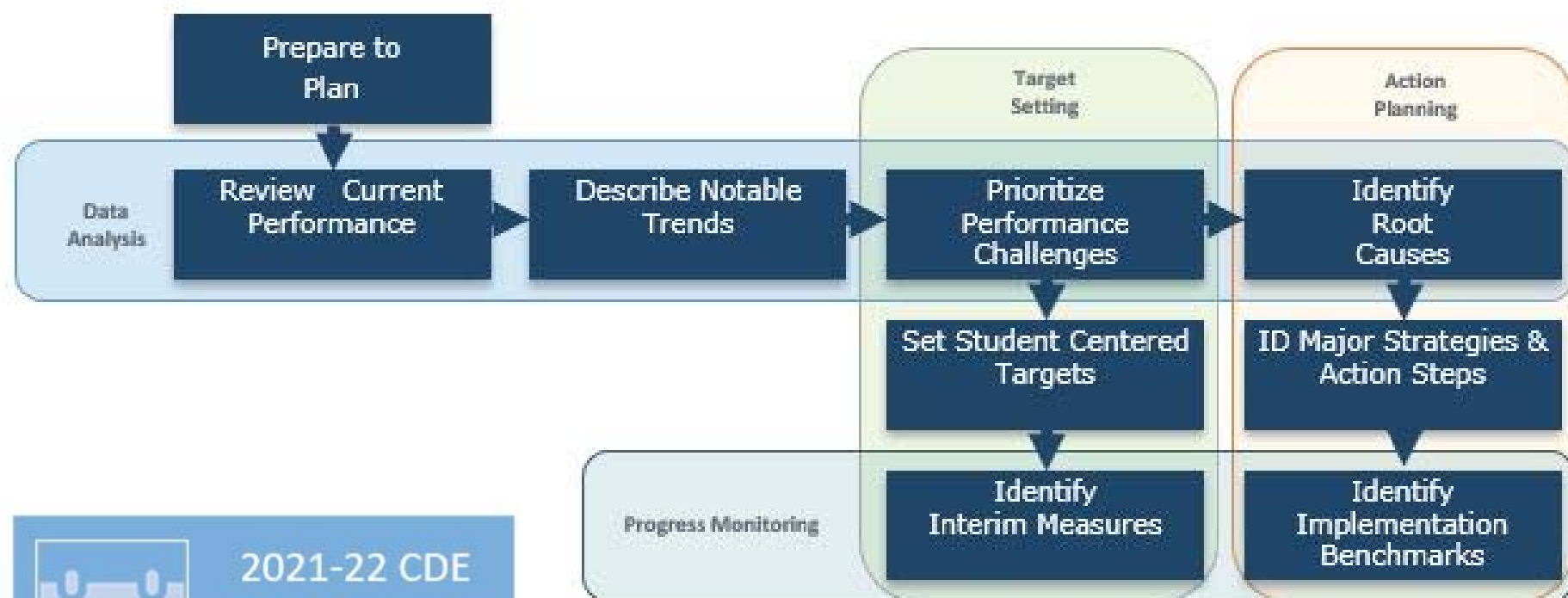


Share recommendations from the Office of Student Engagement and Dropout Prevention



Provide additional resources and support opportunities related to student engagement and data literacy.

# UIP Planning: Where is the Student Engagement Data?



 2021-22 CDE transitioning to October 15<sup>th</sup> submission

# Session Agenda



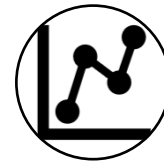
Description & Desired Outcomes



**Overview of Student Engagement**



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Next Steps & Resources



# STUDENT ENGAGEMENT



## Activity Time

Please have a piece of paper available to you.



# Colorado Department of Education Office of Student Engagement and Dropout Prevention

*Identifying and recommending best practices and effective strategies to reduce student dropout rates and increase student engagement and re-engagement*



# Student Engagement and Relationships

The school community

The adults at school

The student's peers

The instruction

The curriculum

# Multidimensional and Multifaceted Construct



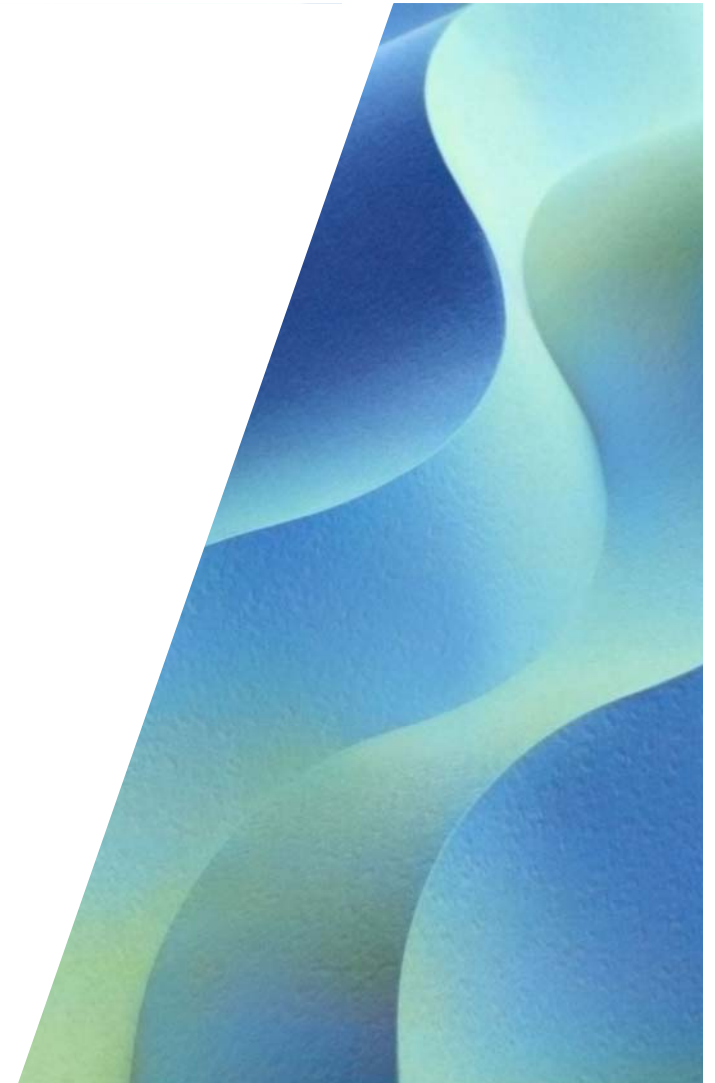
***Behavioral engagement***, focusing on participation in academic, social, and co-curricular activities



***Emotional engagement***, focusing on the extent and nature of positive and negative reactions to teachers, classmates, academics, and school



***Cognitive engagement***, focusing on students' levels of investment in learning



# Student Engagement & Re-engagement

More than 10,000 Colorado students leave prior to completing high school

On average, 30% of those will re-enroll in school

In 2018-2019, 30.8% of students (3,135 students) who dropped out in the previous school year (2017-2018), re-enrolled in school

Re-engagement rate was 50%

Historically, the other 50% dropout known as dropout recidivism

# Effective Engagement



Requires identifying and understanding the challenges



Reconnecting to high quality educational opportunities, postsecondary education, and careers

# Session Agenda



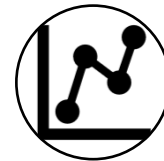
Description & Desired Outcomes



Overview of Student Engagement



**Measuring Student Engagement**



New Data Considerations



Next Steps & Resources

# Student Engagement Data

## QUANTITATIVE



ATTENDANCE



CONTACT DOCUMENT



GRADES

## QUALITATIVE



STUDENT  
CONVERSATIONS



AUDIO/VIDEO  
RECORDED LESSON



STUDENTS' WRITTEN  
REFLECTIONS AND  
SURVEYS



# Student Engagement Measures

- Communication
  - Texting, Zoom, Online platform, social media
- Student Engagement Tracker
  - Contact log
  - Every student is paired with a trusted adult
- Student self-report measures
- Observational measures
- Wellness checks
- Time spent in online learning spaces
- Student/Family Engagement Surveys

# Session Agenda



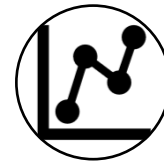
Description & Desired Outcomes



Overview of Student Engagement



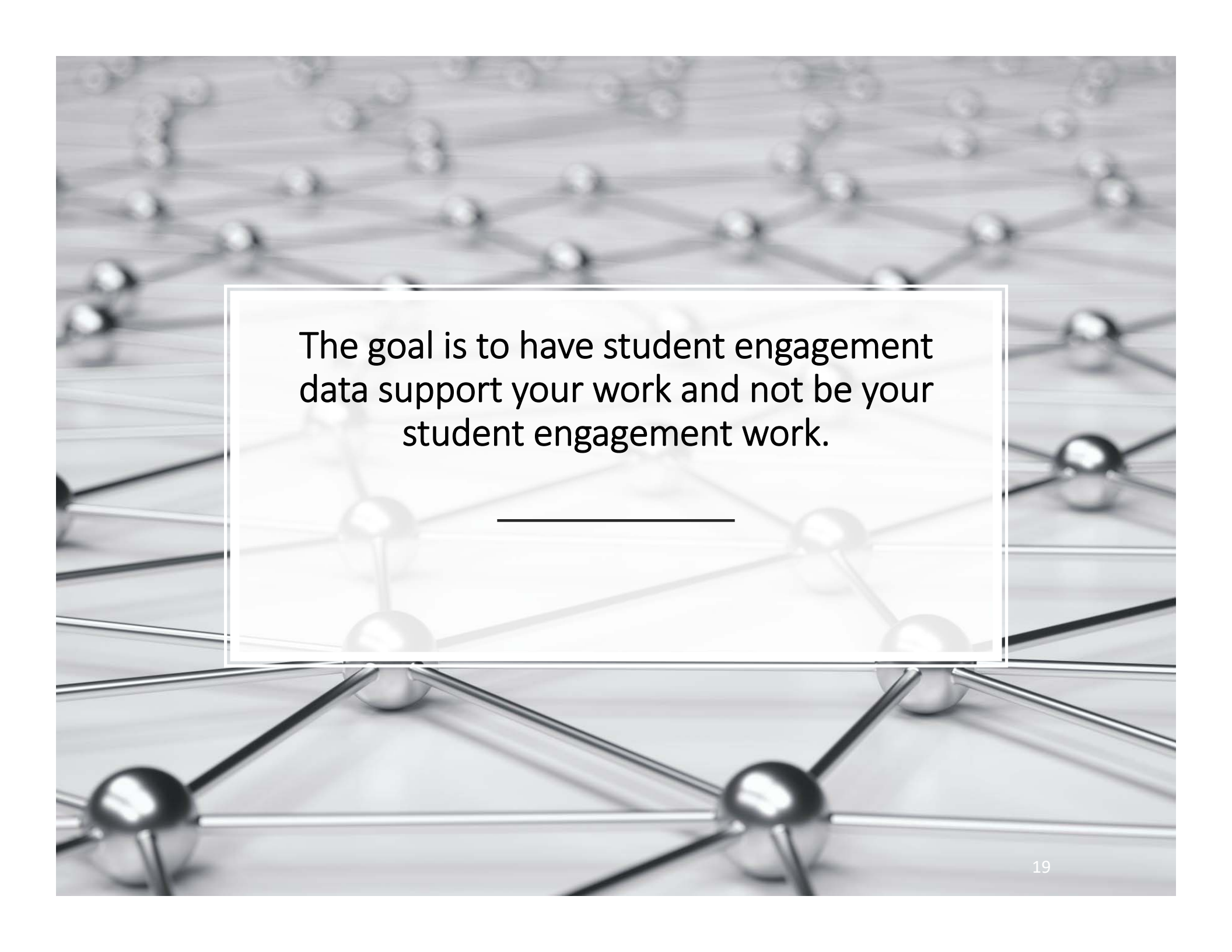
Measuring Student Engagement



**New Data Considerations**



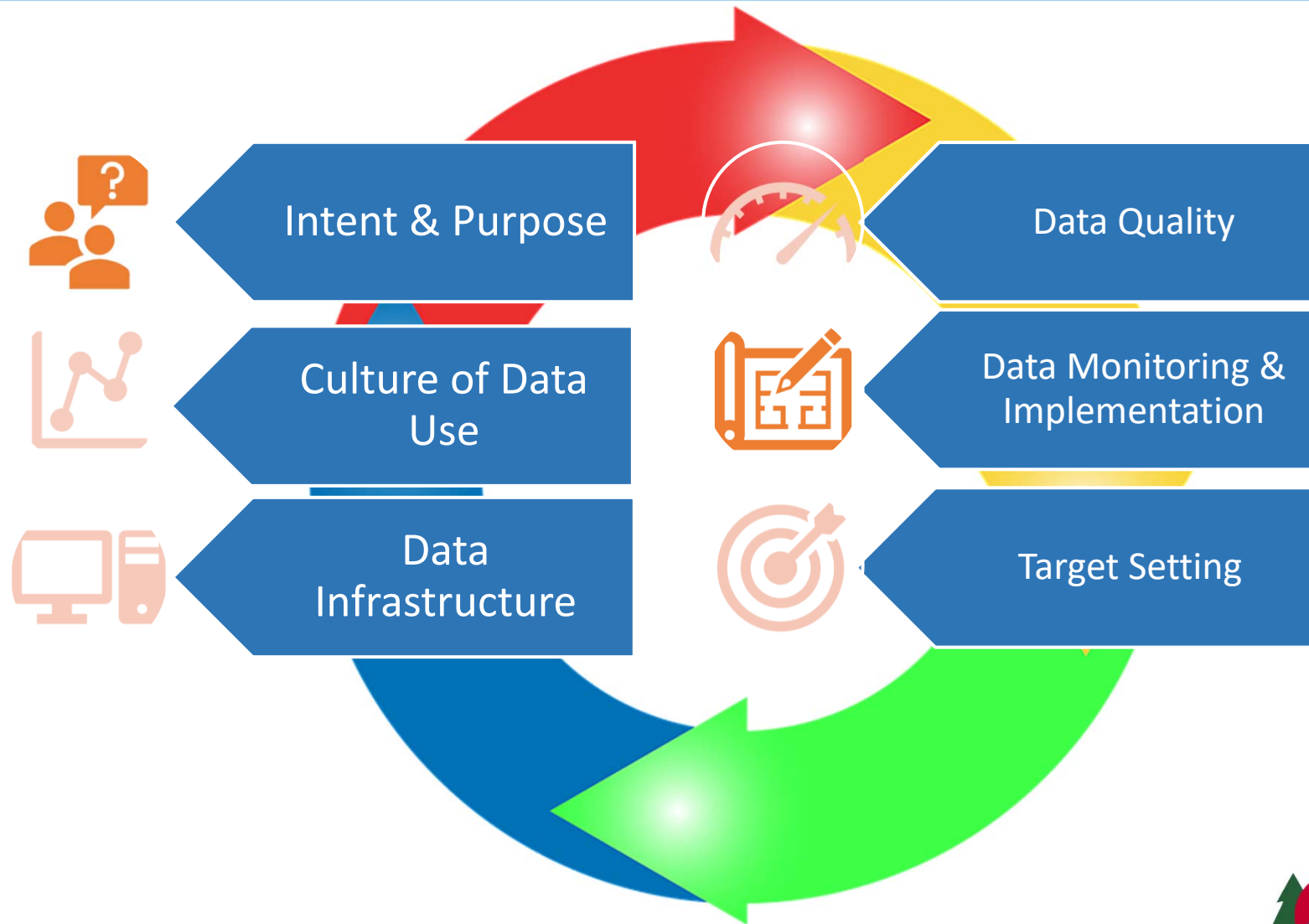
Next Steps & Resources



The goal is to have student engagement data support your work and not be your student engagement work.

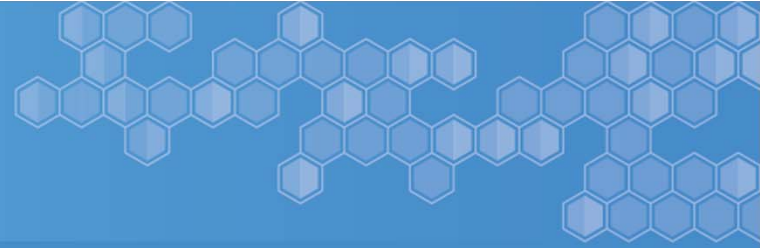
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# Considerations for Data Use





## 1) Intent & Purpose



*The intent and purpose of the data being considered for use should be clear*

Reflect and jot down:

- What is one engagement measure that you would like to consider for use?
  - Does it align to the behavioral, emotional and/or cognitive description of Engagement that was described?
- Why are you going to collect and use this data? What will be measured?
- What are possible benefits, limitations and risks associated with the use of the data?

- 
- **Small Groups:** share any ah-ha's? challenges? And/or anything unexpected that you believe might coincide with the adoption of this data.



# 1) Intent & Purpose

## Student Engagement: Self-Report Measures

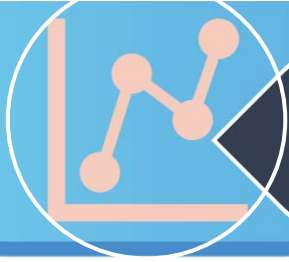
**Table 37.2** Self-report subscales with sample items

Name of measure	Subscales	Sample items
Attitudes Toward Mathematics Survey (ATM)	Self-regulation (12 items)	"Before a quiz or exam, I plan out how to study the material"
	Deep cognitive strategy use (9 items)	"I work several examples of the same type of problem when studying mathematics so I can understand the problems better"
	Shallow cognitive strategy use (5 items) Persistence (9 items)	"I find reviewing previously solved problems to be a good way to study for a test" "If I have trouble understanding a problem, I go over it again until I understand it"
Engagement vs. Disaffection with Learning (EvsD)	Behavioral engagement (5 items)	"When I am in class, I listen very carefully"
	Behavioral disaffection (5 items)	"When I am in class, I just act like I am working"
	Emotional engagement (5 items)	"I enjoy learning new things in class"
	Emotional disaffection (7 items)	"When we work on something in class, I feel discouraged"
High School Survey of Student Engagement (HSSSE)	Cognitive/intellectual/academic engagement (65 items)	Thinking about this school year, how often have you done each of the following? (A) Asked questions in class; (B) contributed to class discussions; (C) made a class presentation; (D) prepared a draft of a paper or assignment before turning it in; (E) received prompt feedback from teachers on assignments or other class work
	Social/behavioral/participatory engagement (17 items)	Thinking about this school year, how often have you done each of the following? (a) had conversations or worked on a project with at least one student of a race or ethnicity different from your own; (b) picked on or bullied another student
	Emotional engagement (39 items)	How do you feel about the following statements related to your high school? Overall, (a) I feel good about being in this school; (b) I care about this school; (c) I feel safe in this school; (d) I have a voice in classroom and/or school decisions
Identification with School Questionnaire (ISQ)	Belongingness (9 items)	"School is one of my favorite places to be"
	Valuing of school (7 items)	"Most of the things we learn in class are useless"
Motivated Strategy and Learning Use Questionnaire (MSLQ)	Self-regulation (9 items)	"I outline the chapters in my book to help me study"
	Cognitive strategy use (13 items)	"I ask myself questions to make sure I know the material that I have been studying"
Motivation and Engagement Scale (MES)	Self-belief (4 items)	"If I try hard I believe I can do my schoolwork well"
	Learning focus (4 items)	"I feel very happy with myself when I really understand what I am taught at school"
	Valuing school (4 items)	"Learning at school is important"
	Persistence (4 items)	"If I cannot understand my schoolwork, I keep trying until I do"
	Planning (4 items)	"Before I start a project, I plan out how I am going to do it"
	Study management (4 items)	"When I do homework, I usually do it where I can concentrate best"

Name of measure	Subscales	Sample items
Research Assessment Package for Schools (RAPS)	Ongoing engagement (5 items)	"I work hard on my schoolwork"
	Reaction to challenge (6 items)	"When something bad happens to me in school, I say the teacher did not cover the things on the test"
School Engagement Measure (SEM)-MacArthur	Behavioral engagement (5 items)	"I pay attention in class"
	Emotional engagement (6 items)	"I am interested in the work at school"
	Cognitive engagement (8 items)	"When I read a book, I ask myself questions to make sure I understand what it is about"
School Engagement Scale/Questionnaire (SEQ)	School engagement scale (4 items in 3 subject areas)	"How much time do you put into homework each week, including reading assignments?"
School Success Profile (SSP)	School engagement (3 items)	"I find school fun and exciting"
	Trouble avoidance (11 items)	"I turned in a homework assignment late or not at all"
Student Engagement Instrument (SEI)	Affective engagement: teacher-student relationships (9 items)	"Adults at my school listen to the students"
	Affective engagement: peer support for learning (6 items)	"I have some friends at school"
	Affective engagement: family support for learning (4 items)	"My family/guardian(s) are there for me when I need them"
	Cognitive engagement: control and relevance of schoolwork (9 items)	"The tests in my classes do a good job of measuring what I am able to do"
	Cognitive engagement: future aspirations and goals (5 items)	"I am hopeful about my future"

**Note.** From Fredericks & McColskey, 2012





## 2) Culture of Data Use

*The charter school needs to cultivate a positive culture of data use for continuous improvement.*

- Without a data-driven culture, it is much more likely that changes and/or efforts related to the use of new data will be poorly received and may even undermine improvement efforts. This may be especially true with student engagement data.

**Let's discuss the following:**

1. What might be the largest 'data culture' challenge related to your use of engagement data?
2. How might your school support the use of the data? How might you reduce concerns?
3. What might you recommend to help build a culture of data use related to student engagement measures?



### 3) Data Infrastructure

*When you decide to collect student engagement data, make sure you know how you'll organize it and make it easy to use.*

- Develop a plan and anticipate special considerations that may go with the adoption of student engagement data. **Hint:** Quantitative vs. Qualitative Data





# Example of Data Infrastructure Process



**CURRENT**  
**TEACHER COLLECTS  
ATTENDANCE DATA ON  
SPREADSHEETS**



DETERMINE WHAT DATA  
TOOLS YOU HAVE  
AVAILABLE (E.G., REPORTS  
IN IC, SPREADSHEETS,  
ETC.).



IF TOOLS AREN'T  
AVAILABLE, DEVELOP A  
PROCESS AND SYSTEM  
FOR COLLECTING AND  
RECORDING DATA



TRAIN STAFF AND  
COMMUNICATE  
EXPECTATIONS  
REGARDING COLLECTION,  
ANALYSIS, AND USE.



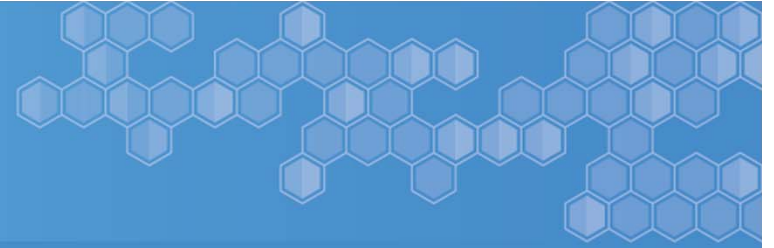
DEVELOP DATA  
REPORTING PLAN



**FULL IMPLEMENTATION**  
**SYSTEM USED FOR  
COLLECTING,  
INTERPRETING, AND  
REPORTING DATA**



## 4) Data Quality



*What is the quality and utility of the proposed data?*

Related	Quality/Utility
<i>Does the data tell us what we want to know?</i>	Face validity
<i>Does the data provide consistent results?</i>	Reliability
<i>Is the data meaningful to stakeholders?</i>	Meaningfulness
<i>How often is the data available? Does that meet our needs?</i>	Frequency of Availability
<i>Does the data represent all students or only certain groups of students?</i>	Comprehensiveness
<i>Is the quality of the data appropriate for the level of decision-making?</i>	High/Low Stakes Decisions
<i>Will the data be useful? Does it serve an end?</i>	Utility



## 5) Data Monitoring & Implementation



## 6) Target Setting

*Data should be available as a continuous source of monitoring to provide a measure of the effectiveness of program implementation.*

The adoption and use of data should be action oriented. How the data could be used as part of school improvement efforts should be considered prior to adoption.

*The use of data that allows for target setting in a variety of ways is preferred.*

Consider collecting data that allows for comparison to state targets, comparison to cut-points associated with available normative data, outcome-based growth targets, and/or a determination of targets based on some defined standard (e.g., on-track target).

## Summary Process Design Activity: Define the Work

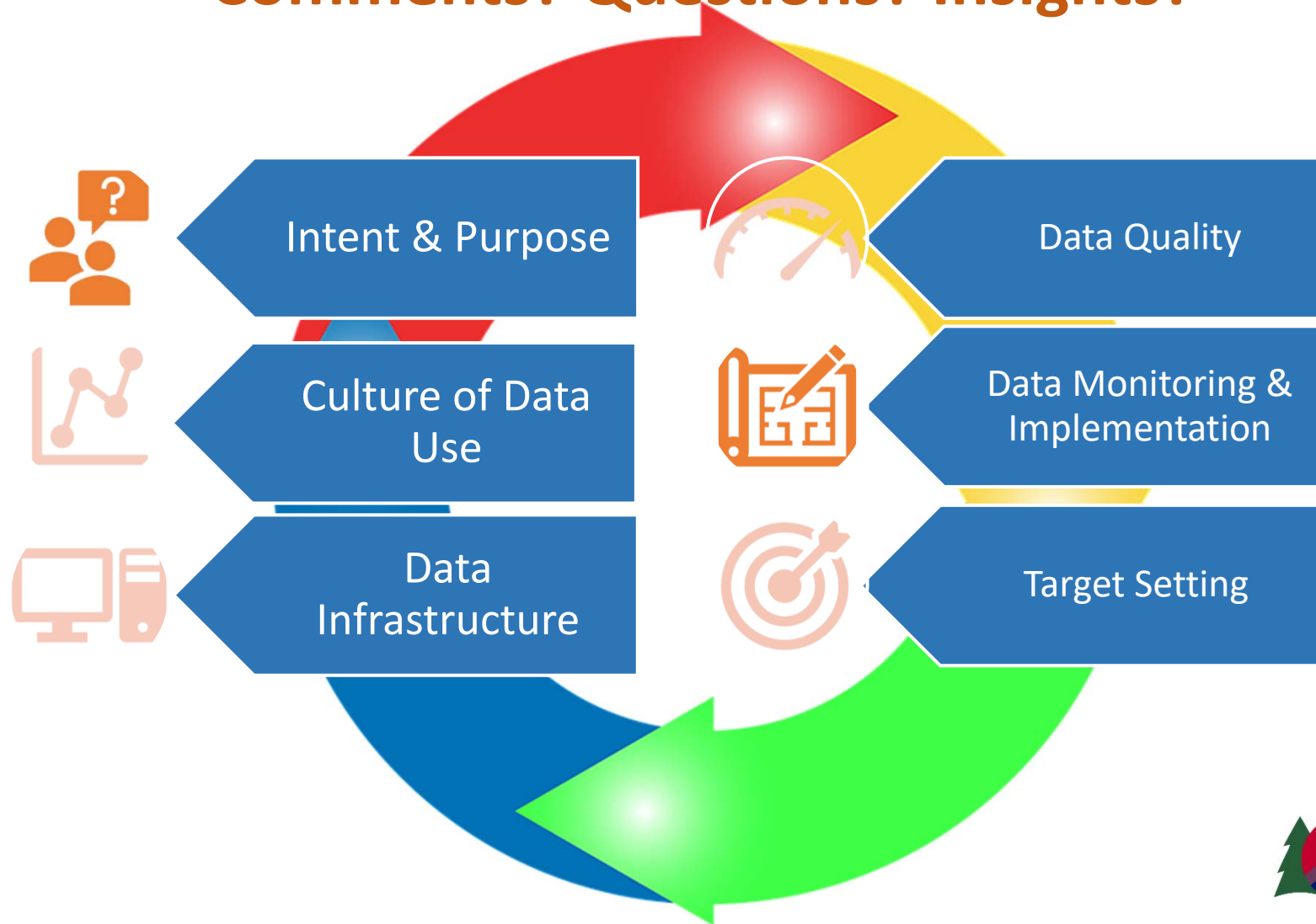
**Define:** this is where you should personalize your inquiry, start to detail your roll out plan, and determine appropriate next steps to support the future use of any new student engagement data.

A number of reflection question should be considered along with the six principles that were presented. This includes:

- Who needs to be involved?
  - What resources are required?
  - What are your immediate next steps?
  - When do you want the data to be collected and used?
- 
- Briefly chat in small groups about these questions and be sure to share any unique circumstances that you believe may be related to the data adoption process in your district.

# Considerations for Student Engagement Data Use: Summary

## Comments? Questions? Insights?



# Session Agenda



Description & Desired Outcomes



Overview of Student Engagement



Measuring Student Engagement



New Data Considerations



**Next Steps & Resources**

# Recommended Next Steps

Consider

Consider what student engagement measures might be worth including in your improvement planning work.



Examine

Examine your chosen measure(s) against the six data use recommendations discussed in this session.



Complete

Complete the note catcher that will be sent to participants (along with other materials) to initiate your work.

# Dropout Prevention | Student Re-Engagement

- Please contact us for support, training and technical assistance
  - Ashely Idrees at: [Idrees\\_A@cde.state.co.us](mailto:Idrees_A@cde.state.co.us)
  - Office Hours available every Monday/Wednesday from 1:00-2:00pm

- Additional Student Engagement Resources:

[FAQ: Student Engagement, Mobility, Dropout Prevention, and Transition Support during COVID-19](#)

[Dropout Prevention Framework](#)

[Evidence-based strategies and methods](#)

- ✓ <http://www.cde.state.co.us/dropoutprevention>





# Accountability | Improvement Planning Support

- Please contact us for support, training and technical assistance
  - Dan Jorgensen at: [Jorgensen\\_d@cde.state.co.us](mailto:Jorgensen_d@cde.state.co.us)
- We can provide **personalized assistance** for your **school and district accountability and support needs** regarding:
  - ❖ School and District Performance Frameworks
  - ❖ Request to Reconsider Process
  - ❖ Alternative Education Campuses
  - ❖ Student Achievement and Growth
  - ❖ Data Literacy
  - ❖ Improvement Planning
  - ❖ Board Governance



✓ [http://www.cde.state.co.us/uip/uip\\_training](http://www.cde.state.co.us/uip/uip_training)



## Additional Resources: Data Literacy & Student Engagement

- Using Non-Assessment Data for School Improvement Guide:  
<http://www.cde.state.co.us/uip/using-non-assessment-data-09-09-2020>
- Major Improvement Strategy Guides  
<http://www.cde.state.co.us/uip/strategyguide>
- How to assess Student Engagement  
<https://www.classcraft.com/blog/assessing-student-engagement/>
- How do we know when Students are engaged?  
<https://www.edutopia.org/blog/student-engagement-definition-ben-johnson>
- The Measurement of Student Engagement  
[link](#)