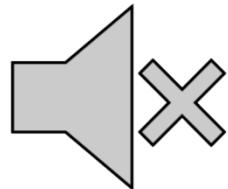
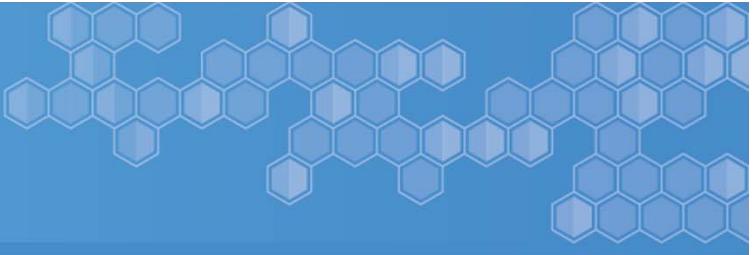


Using Non-Assessment Data for School Improvement: Student Engagement

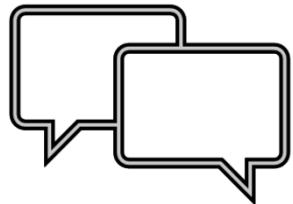
School Improvement & Planning
Dropout Prevention & Student Re-engagement

March 4, 2021

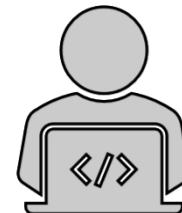
Housekeeping



Please keep
yourself muted.



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



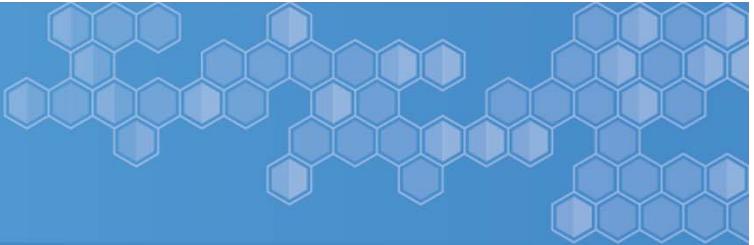
Please keep your
camera on to
support session
engagement

Winter Webinar Series: Presenters & Introductions

- Dr. Ashley Idrees, Director
 - Dropout Prevention & Student Re-engagement Unit
- Dr. Dan Jorgensen, Accountability Support Manager
 - School Improvement & Planning Unit

Name, Title, District/Organization

Session Agenda



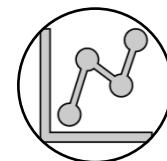
Description & Desired Outcomes



Overview of Student Engagement



Measuring Student Engagement



New Data Considerations



Next Steps & Resources

Session Description

This session will explore student engagement measures including how they may be used to support improved instruction and improvement planning work. We will discuss several measures including attendance and perception data. We will also discuss six key considerations to support the adoption of new student engagement data measures within your school or district.



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.

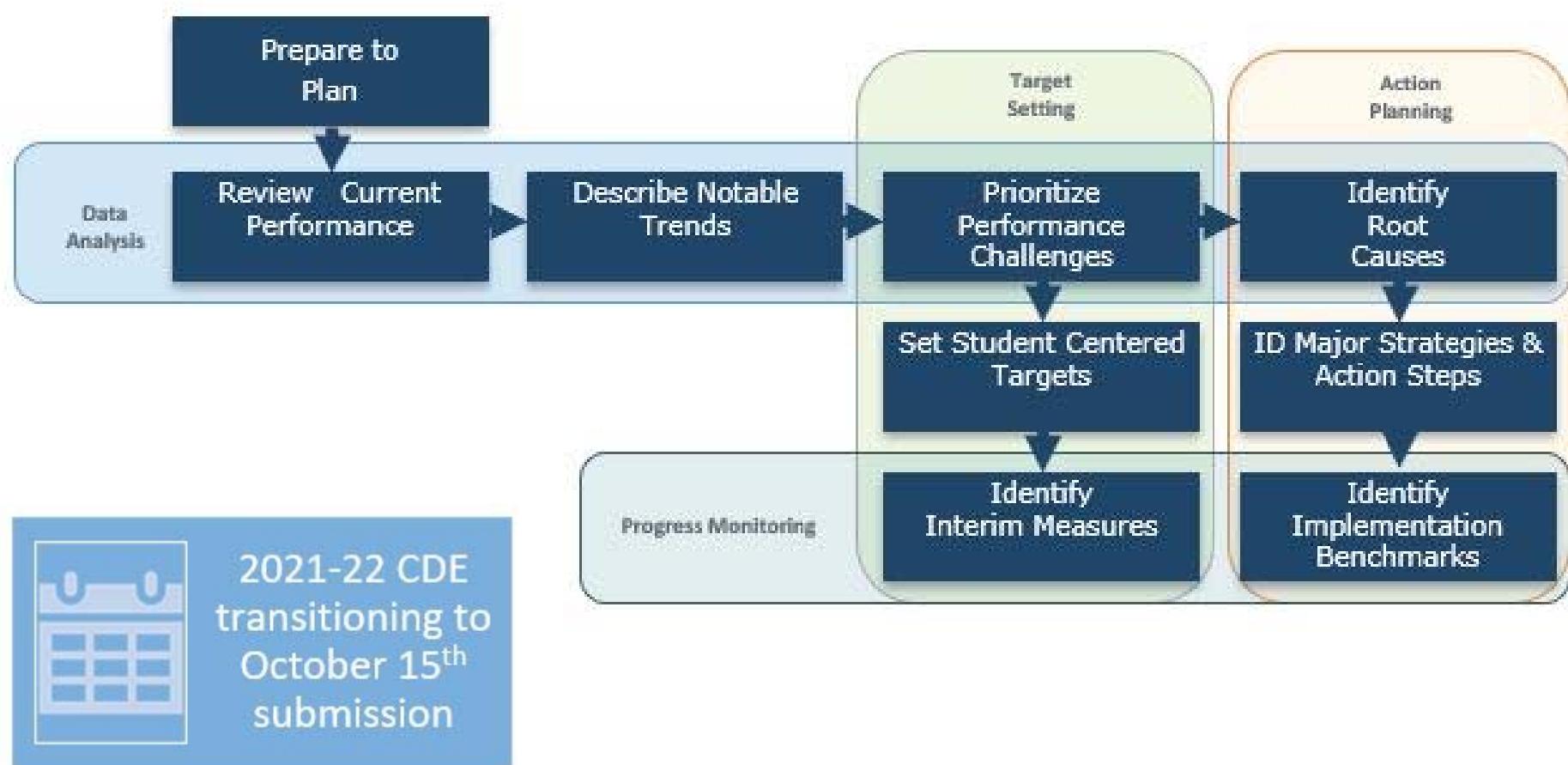


Share recommendations from the Office of Student Engagement and Dropout Prevention

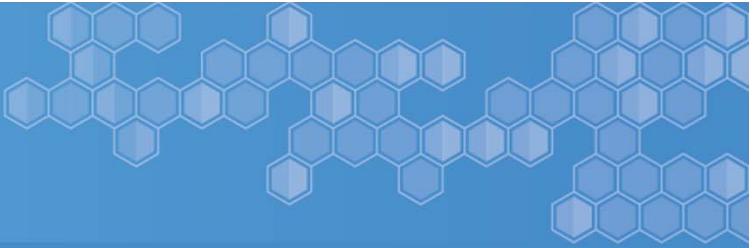


Provide additional resources and support opportunities related to student engagement and data literacy.

UIP Planning: Where is the Non-Assessment Data?



Session Agenda



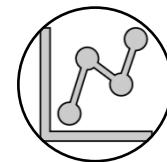
Description & Desired Outcomes



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New Data Considerations



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

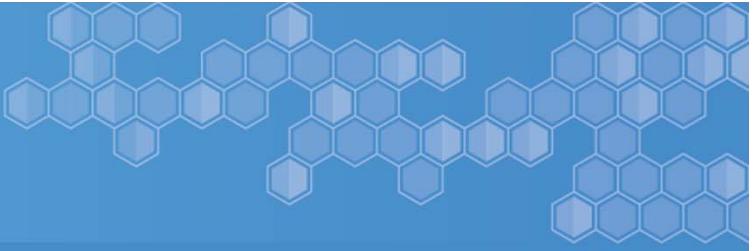


Requires identifying
and understanding the
challenges



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

Session Agenda



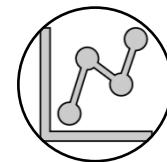
Description & Desired Outcomes



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New Data Considerations



Next Steps & Resources

Student Engagement Data

QUANTITATIVE



ATTENDANCE



CONTACT DOCUMENT



GRADES

QUALITATIVE



STUDENT
CONVERSATIONS



AUDIO/VIDEO
RECORDED LESSON



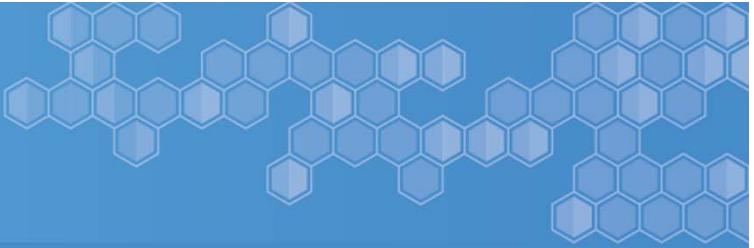
STUDENTS' WRITTEN
REFLECTIONS AND
SURVEYS

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



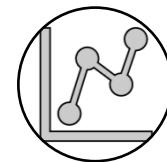
Description & Desired Outcomes



Overview of Student Engagement



Measuring Student Engagement



New Data Considerations

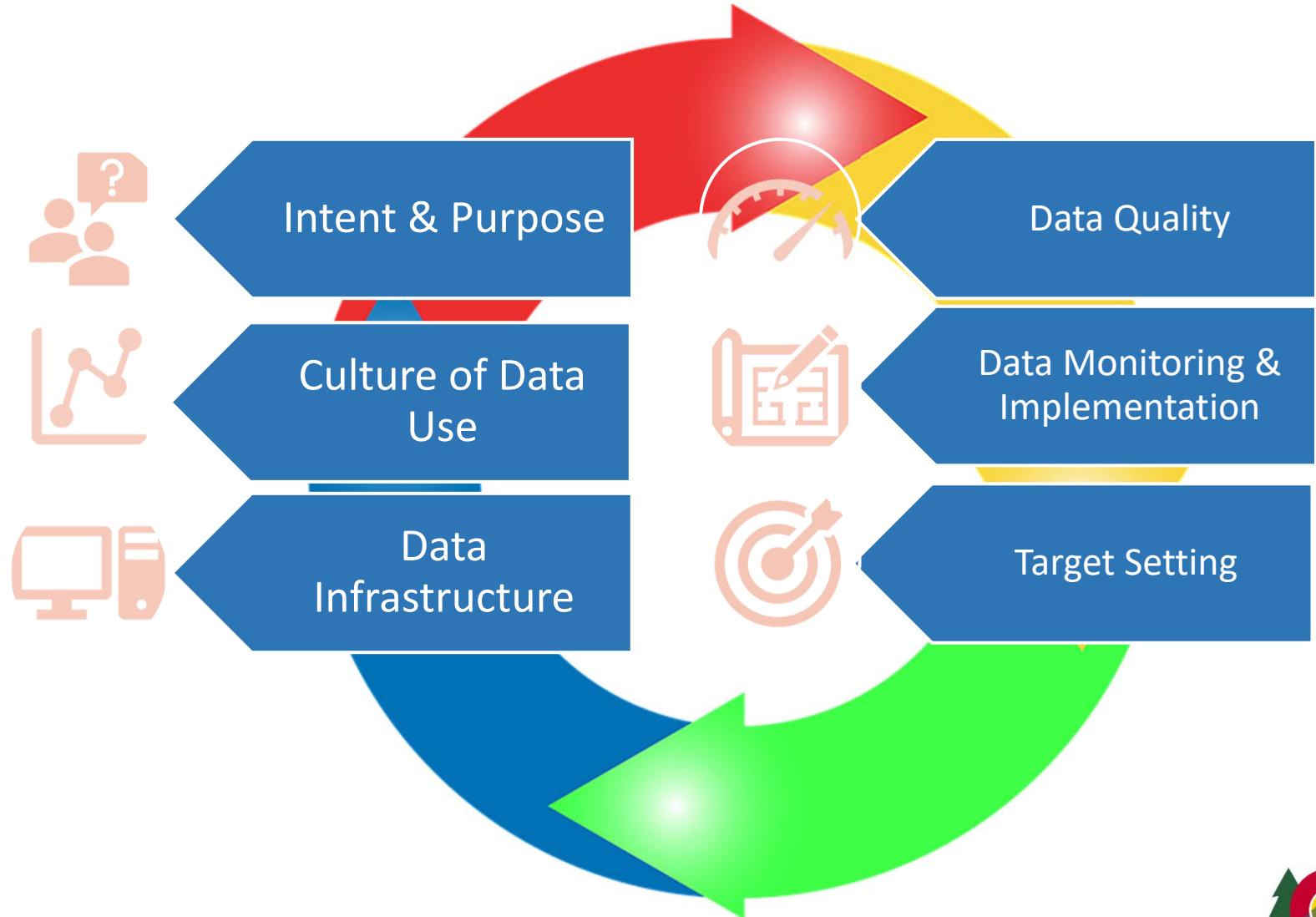


Next Steps & Resources



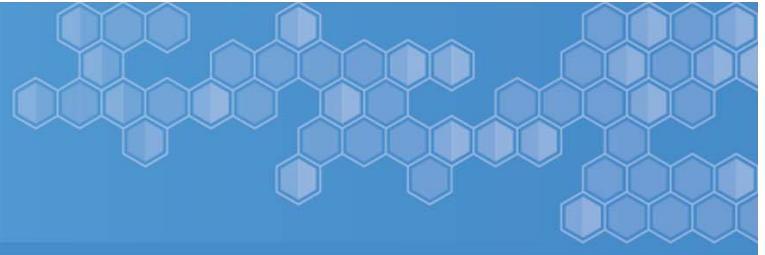
Our goal is to have data support our work and not be our work.

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

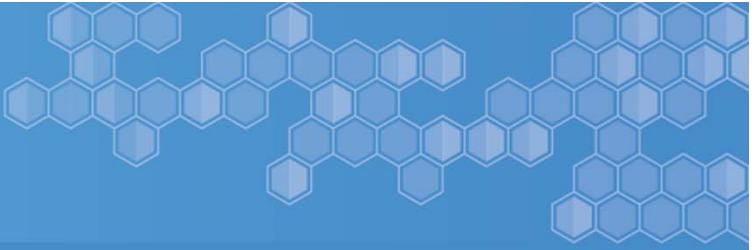
Name of measure	Subscales	Sample items	Name of measure	Subscales	Sample items
Attitudes Toward Mathematics Survey (ATM)	Self-regulation (12 items)	"Before a quiz or exam, I plan out how to study the material"	Research Assessment Package for Schools (RAPS)	Ongoing engagement (5 items)	"I work hard on my schoolwork"
	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"		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"
	Shallow cognitive strategy use (5 items)	"I find reviewing previously solved problems to be a good way to study for a test"		School	"I pay attention in class"
	Persistence (9 items)	"If I have trouble understanding a problem, I go over it again until I understand it"		Engagement Measure (SEM)-MacArthur	"I am interested in the work at school"
Engagement vs. Disaffection with Learning (EvsD)	Behavioral engagement (5 items)	"When I am in class, I listen very carefully"	School Engagement Scale/Questionnaire (SEQ)	Emotional engagement (6 items)	"When I read a book, I ask myself questions to make sure I understand what it is about"
	Behavioral disaffection (5 items)	"When I am in class, I just act like I am working"		Cognitive engagement (8 items)	"How much time do you put into homework each week, including reading assignments?"
	Emotional engagement (5 items)	"I enjoy learning new things in class"		School Success Profile (SSP)	"I find school fun and exciting"
	Emotional disaffection (7 items)	"When we work on something in class, I feel discouraged"		Trouble avoidance (11 items)	"I turned in a homework assignment late or not at all"
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?	Student Engagement Instrument (SEI)	Affective engagement: teacher-student relationships (9 items)	"Adults at my school listen to the students"
		(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		Affective engagement: peer support for learning (6 items)	"I have some friends at school"
	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		Affective engagement: family support for learning (4 items)	"My family/guardian(s) are there for me when I need them"
	Emotional engagement (39 items)	How do you feel about the following statements related to your high school?		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"
Identification with School Questionnaire (ISQ)	Belongingness (9 items)	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		Cognitive engagement: future aspirations and goals (5 items)	"I am hopeful about my future"
	Valuing of school (7 items)	"School is one of my favorite places to be"			
Motivated Strategy and Learning Use Questionnaire (MSLQ)	Self-regulation (9 items)	"Most of the things we learn in class are useless"			
	Cognitive strategy use (13 items)	"I outline the chapters in my book to help me study"			
Motivation and Engagement Scale (MES)	Self-belief (4 items)	"I ask myself questions to make sure I know the material that I have been studying"			
	Learning focus (4 items)	"If I try hard I believe I can do my schoolwork well"			
	Valuing school (4 items)	"I feel very happy with myself when I really understand what I am taught at school"			
	Persistence (4 items)	"Learning at school is important"			
	Planning (4 items)	"If I cannot understand my schoolwork, I keep trying until I do"			
	Study management (4 items)	"Before I start a project, I plan out how I am going to do it"			
		"When I do homework, I usually do it where I can concentrate best"			

Note. From Fredericks & McColskey, 2012





2) Culture of Data Use



The district and/or school needs to cultivate a positive culture of data use for continuous improvement.

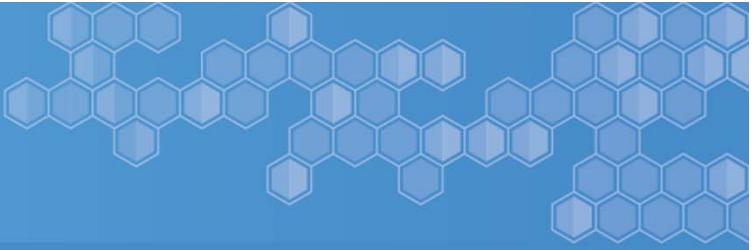
- Without a data-driven culture, it is much more likely that changes and/or efforts related to the use of new data will be poorly received and may even undermine improvement efforts. This may be especially true with student engagement data.

Let's discuss the following:

- What might be the largest 'data culture' challenge related to your use of engagement data?
- How might your district support the use of the data? How might you reduce concerns?
- 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

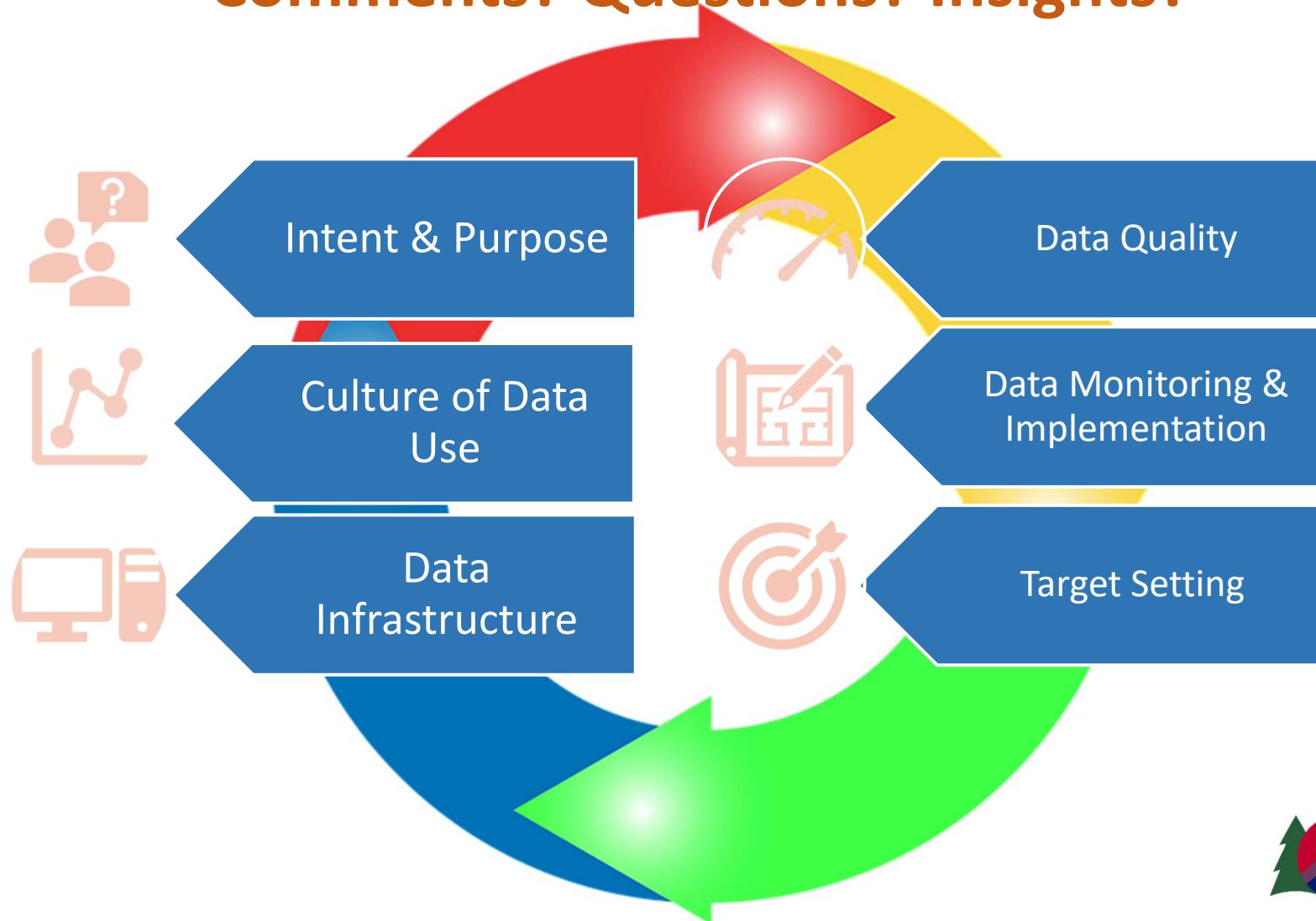
Define: this is where you should personalize your inquiry, start to detail your roll out plan, and determine appropriate next steps to support the future use of any new student engagement data.

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

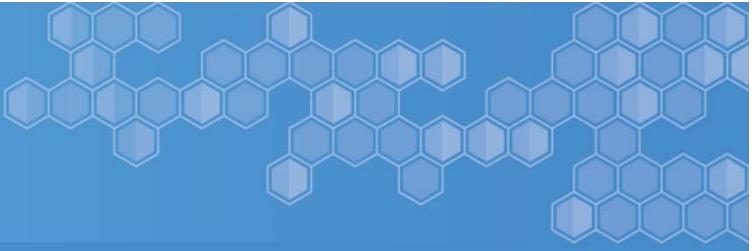
- Who needs to be involved?
- What resources are required?
- What are your immediate next steps?
- When do you want the data to be collected and used?
- Briefly chat in small groups about these questions and be sure to share any unique circumstances that you believe may be related to the data adoption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

Considerations for Data Use: Summary

Comments? Questions? Insights?



Session Agenda



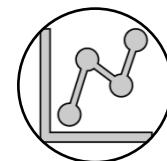
Description & Desired Outcomes



Overview of Student Engagement



Measuring Student Engagement



New Data Considerations



Next Steps & Resources

Recommended Next Steps



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



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



Complete the note catcher that is posted in Google¹ to initiate your work.



If you're interested in early warning systems and/or social emotional learning data be sure to sign-up for our upcoming sessions

¹. Link will be emailed to session participants.

Using Non-assessment Data: Upcoming Webinars

Topic	Date/Time
Early Warning Systems	Thursday, March 18th, 10-11:30
Social Emotional Learning	Wednesday, March 31st, 10-11:30



To register, please visit:
www.cde.state.co.us/uip/uip_training

Dropout Prevention | Student Re-Engagement

- Please contact us for support, training and technical assistance
 - Ashely Idrees at: 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
- 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



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](#)