

# Technical Brief: Student Engagement Survey, Cognia Improvement Network 2020-21

V1.0., January 4, 2022

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## 1. Introduction

This report provides a technical overview of the Cognia™ Student Engagement Survey (SES) of elementary-school, middle-school, and high-school students from members of the Cognia Improvement Network. The survey was administered from July 2020 through June 2021.

The SES collects feedback directly from students about their learning experiences. Survey results provide a useful summary of the insights gained from student responses and provide schools and districts with the opportunity to understand student engagement in greater detail. These insights enable schools, districts, states, and education organizations to engage in more collaborative conversations with institution stakeholders to better respond to the needs of their students.

## 2. Instrument Overview

Student engagement is generally measured in four ways: self-report surveys, teacher reporting, interviews, and observations. The SES is a research-based instrument that collects direct feedback from students regarding their engagement in the learning process.

The SES measures student engagement in elementary school (grades 3–5), middle school (grades 6–8), and high school (grades 9–12) through students' responses to 21 items about their learning experiences. A version of the survey was created for each of the three grade spans with age-appropriate item text.

Each SES item is designed to measure engagement in three domains: Behavioral, Cognitive, and Emotional. Behavioral engagement refers to a student's efforts in the classroom (e.g., attendance, participation); Cognitive engagement examines a student's investment in learning (e.g., engaging in class activities); and Emotional engagement measures a student's emotions or feelings about the classroom and school in general (e.g., connectedness with school).

Response options for each item across the three domains are categorized according to three engagement types: Committed, Compliant, and Disengaged. Additionally, each engagement type consists of two distinct levels: levels in the Committed type are Invested and Immersed; the Compliant types are Strategic and Ritual; the Disengaged type levels are Retreatism and Rebellion. Individual student engagement within each domain is categorized based on the most frequent and highest engagement type selected across items in that domain. For example, a student who answers four or more items with Committed values within the Behavioral domain would be categorized as Committed for that domain. The relationship between engagement type and engagement level is presented in Table 1.

**Table 1. Student Engagement Domain Type and Level Descriptions**

Engagement Types		Engagement Levels	
<b>Committed</b>	Student finds personal meaning and value in tasks	Invested	<i>Student leader, exceeds expectations, and invests time in improvement</i>
		Immersed	<i>Performs constantly at high level, and possesses deep conceptual understanding</i>
<b>Compliant</b>	Meets expectations, follows rules, actively avoids consequences	Strategic	<i>Allocates necessary energy and resources and is reward driven</i>
		Ritual	<i>Minimal attention, easily distracted</i>
<b>Disengaged</b>	Unmotivated, low participation, actively avoids completing tasks	Retreatism	<i>Not attentive to work, distracts others, conceals lack of involvement</i>
		Rebellion	<i>Refusal to comply with requirements, actively rejects tasks</i>

### 3. Participation

Results described in this report are based on completed responses from 347,248 students in grades 3–12 from schools in the Cognia Improvement Network. The majority of survey responses were provided by students in U.S. schools (94%; 1,533 schools), while the remainder were from students in international schools (6%; 101 schools).

Responses were approximately evenly distributed across each grade within grade spans with slightly more results from high school students. Table 2 displays a summary of complete responses according to grade and region. Detailed breakdowns of completed responses are provided in Table C in Appendix C.

**Table 2. Number of Completed Surveys by Grade and Region**

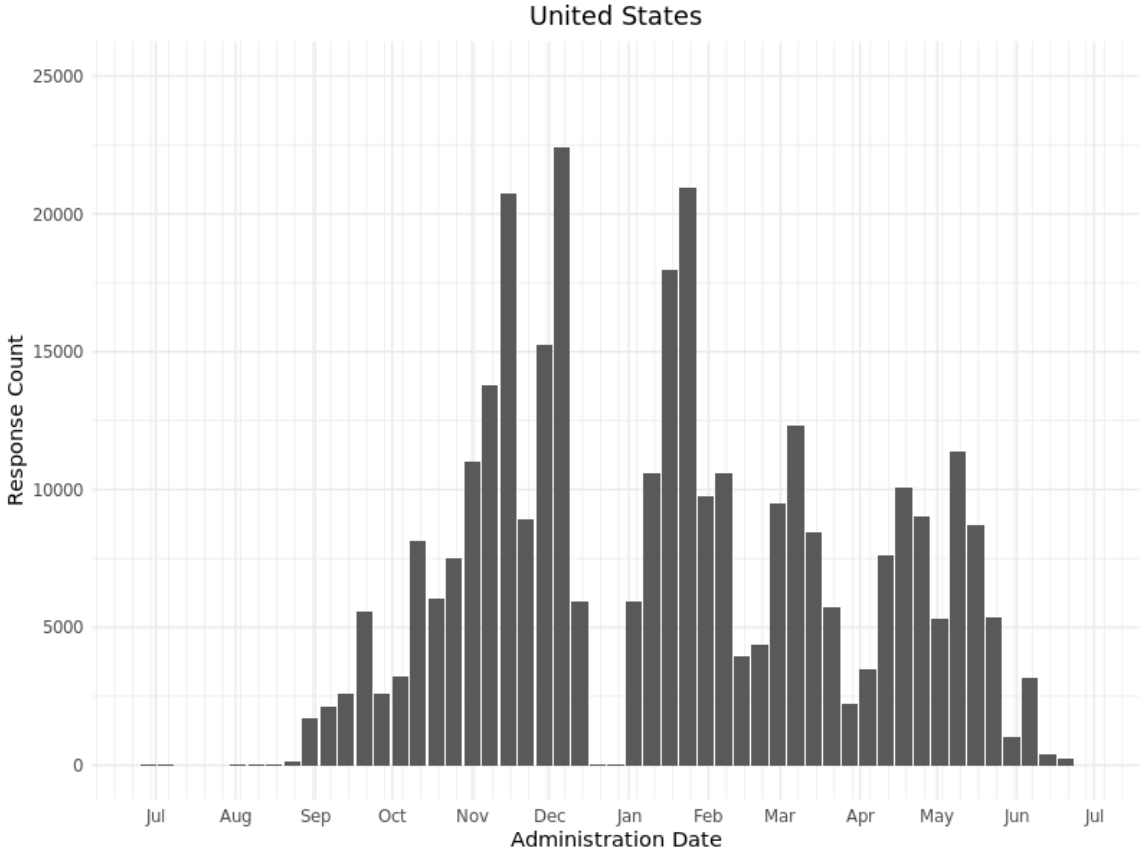
SES Survey Version		Elementary School (Grades 3-5)	Middle School (Grades 6-8)	High School (Grades 9-12)
United States	Number	93,384	95,245	137,363
	Percentage	29%	29%	42%
International	Number	5,640	7,285	8,331
	Percentage	27%	34%	39%

### 4. Administration

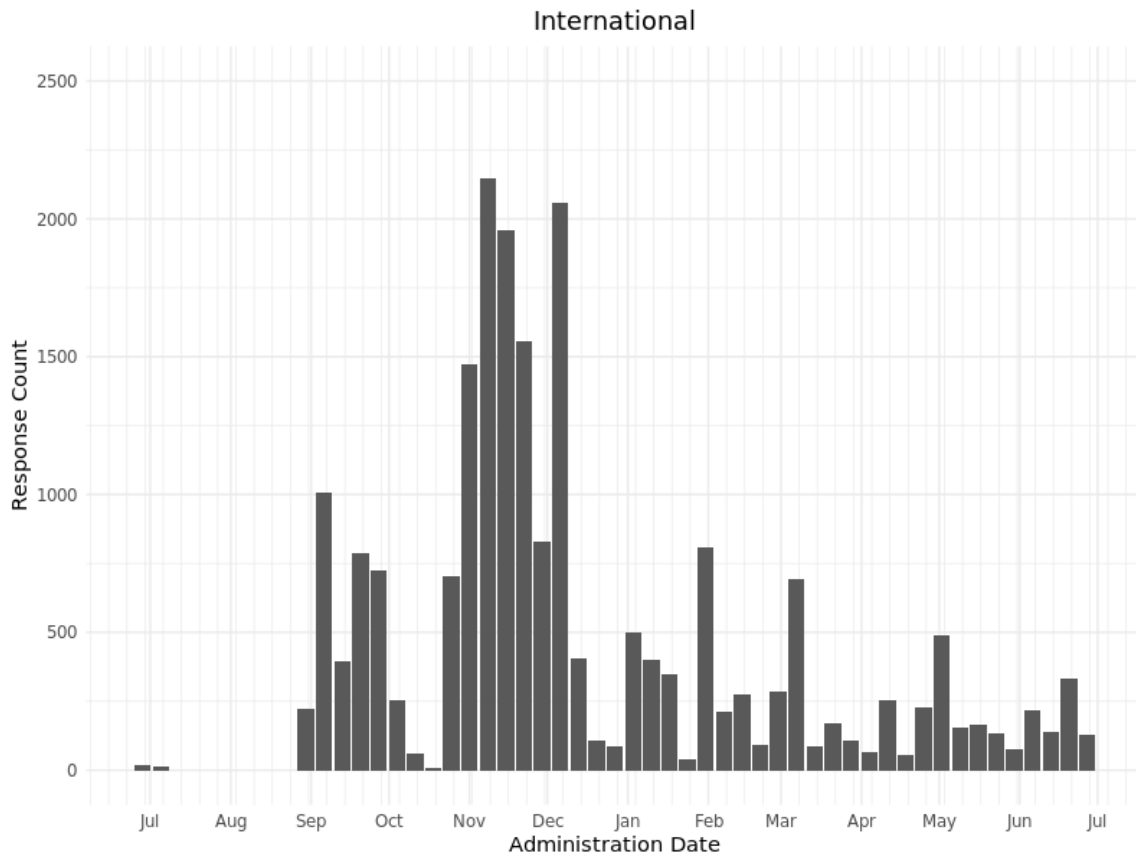
Cognia offers year-round access to the survey, and members can choose to administer SES at any point they consider appropriate. In the 2020-21 administration, the distribution of administration dates

differed between U.S. schools and international schools. Many U.S. schools administered the SES in late fall and early spring, as shown in Figure 1. International schools, however, presented a different pattern: popular administration months were November and December, followed by September (Figure 2).

**Figure 1: Distribution of Survey Responses Throughout the Year for U.S. Schools**



**Figure 2: Distribution of Survey Responses Throughout the Year for International Schools**



## 5. Item Analysis

Across all three versions of the SES—elementary school, middle school, and high school—the survey consists of items categorized by three domains of engagement: Behavioral (items 1–7), Cognitive (items 8–14), and Emotional (items 15–21). Each item response is scored on a six-point scale (0–5). Point values correspond to the six engagement levels described previously.

Tables A1 to A3 in Appendix A provide item statistics according to grade span, including means (average response to an item), standard deviations (dispersion of scores; how “spread out” the scores are for that item), and item correlations (relationship between item score and total domain scores). Item text for each survey version can be found in Appendix B. Note that “Q” followed by a number indicates item number.

### Notable Findings

Elementary-school version:

- Item averages were the highest for Q9 (3.86) and Q17 (3.82), while Q21 (2.60) and Q16 (2.87) had the lowest means.

- The majority of survey items (19 out of 21) were moderately to strongly correlated ( $r > 0.4$ ) with the domain total score (e.g., the Behavioral domain total score was the sum of Q1 through Q7).

Middle-school version:

- Item averages were highest for items Q10 (3.61) and Q2 (3.52); the lowest averages were observed for items Q16 (2.37) and Q7 (2.66).
- All survey items (21 out of 21) were moderately to strongly correlated to the total domain score.

High-school version:

- Students generally rated Q6 (3.40) and Q12 (3.34) the highest and Q1 (2.06) and Q7 (2.45) the lowest.
- All 21 items were moderately or strongly correlated to the total domain score.

Across grade-span versions of the SES:

- The average for Q16 was the lowest for middle-school students and the second to the lowest for elementary-school students. This item asks students to identify their feelings at the end of the school day.
- The item averages decline as grade span increases (elementary = 3.38; middle = 3.08; high = 2.93).
- In elementary school, the Cognitive domain demonstrated the lowest item averages; in middle school, the Emotional domain was lowest; and in high school, the Behavioral domain was the lowest.
- The Behavioral domain had the highest item averages in elementary school and middle school, while the Cognitive domain was the highest rated in high school. The Emotional domain did not demonstrate the highest item averages for any version.

## 6. Item Response Distribution

This section describes the distribution of SES item response across the three grade span versions, elementary school, middle school, and high school.

Elementary-school version:

- The largest proportion of Committed responses are demonstrated by Q18 (78%) and Q1 (74%).
- The two items with the largest proportion of Disengaged were Q18 (12%) and Q16 (12%).
- Q18 had the highest Committed proportion and the highest Disengaged proportion at the same time.

Middle-school version:

- The largest proportion of Committed responses were observed for Q10 (69%) and Q6 (63%).
- The largest proportion of Disengaged responses were for Q18 (25%) and Q16 (23%).

High-school version:

- The top two Committed items were Q4 (67%) and Q6 (67%).

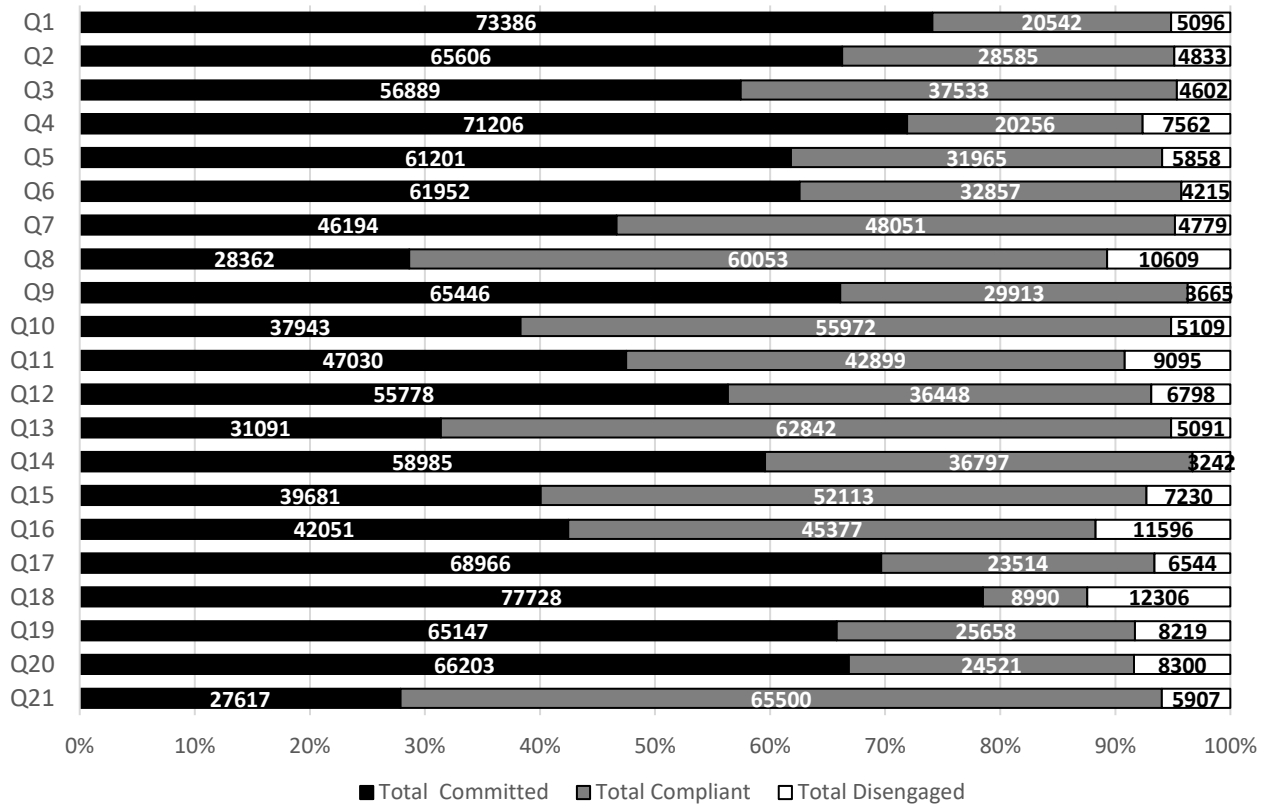
- In Contrast to Elementary school, Q1 (33%) and Q18 (31%) received the largest proportion of Disengaged responses.

Overall:

- Students selected the full range of available responses across the versions, with respondents selecting the option associated with the middle engagement type (Compliant) or above for most items.
- Q6 was among the top two highest-scoring items (scored as Committed) for middle-school and high-school students. This item captures students' behavior when given a task.
- Q20 was the second-highest-scoring item (scored as Committed) for middle-school (62%) and high-school (59%) versions of the survey. This item captures students' feelings towards school activities.
- Q12 was among the top five highest-scoring items for middle-school (56%) and high-school (57%) students. This item captures strategies students apply when teachers ask a question.
- Q18 was among the top two highest frequency of Disengaged scores across grade spans (12%, 25%, and 31%, respectively). This item reflects students' feelings about their school.

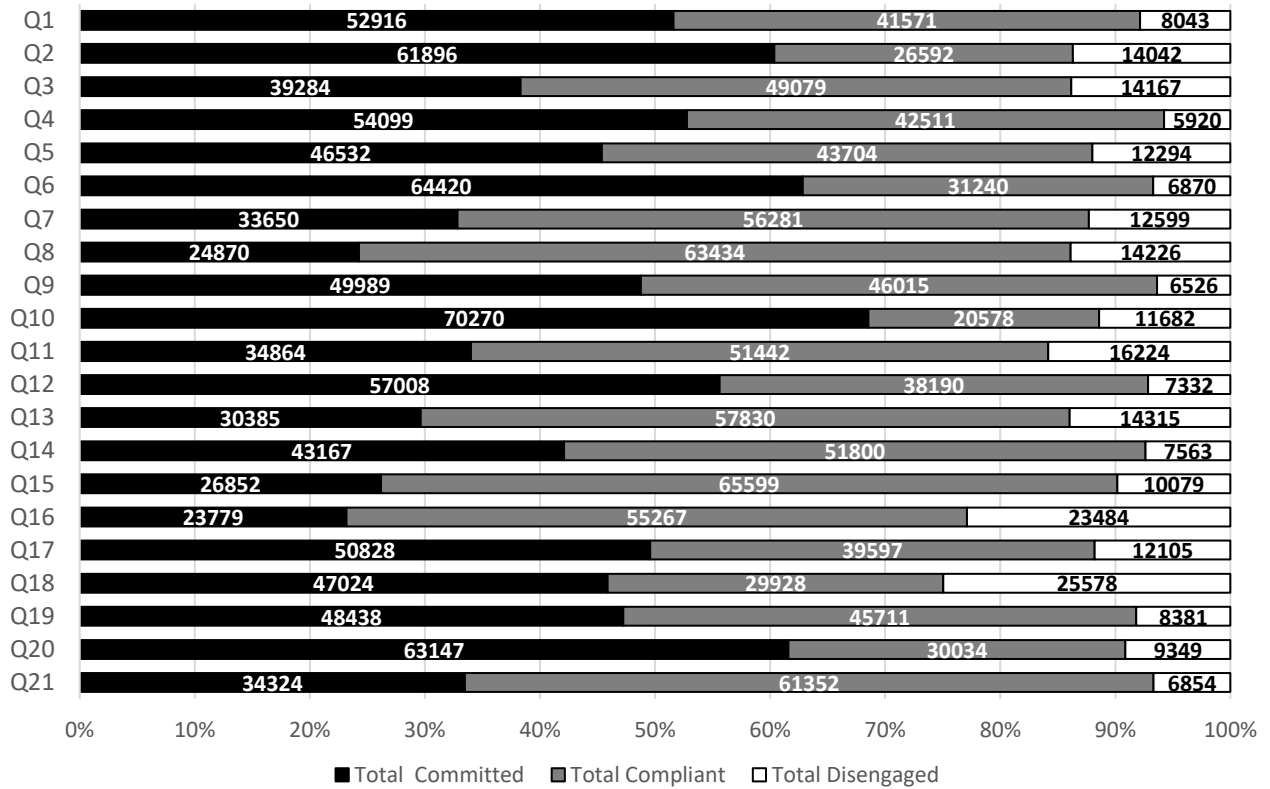
Figures 3–5 display the number of student responses within each engagement type (Committed, Compliant, Disengaged). For more information on item response percentages by engagement type, see Tables A4 to A6 in Appendix A.

**Figure 3: Elementary-School Response Frequencies, by Engagement Type**



Note: Full item text available in Appendix B

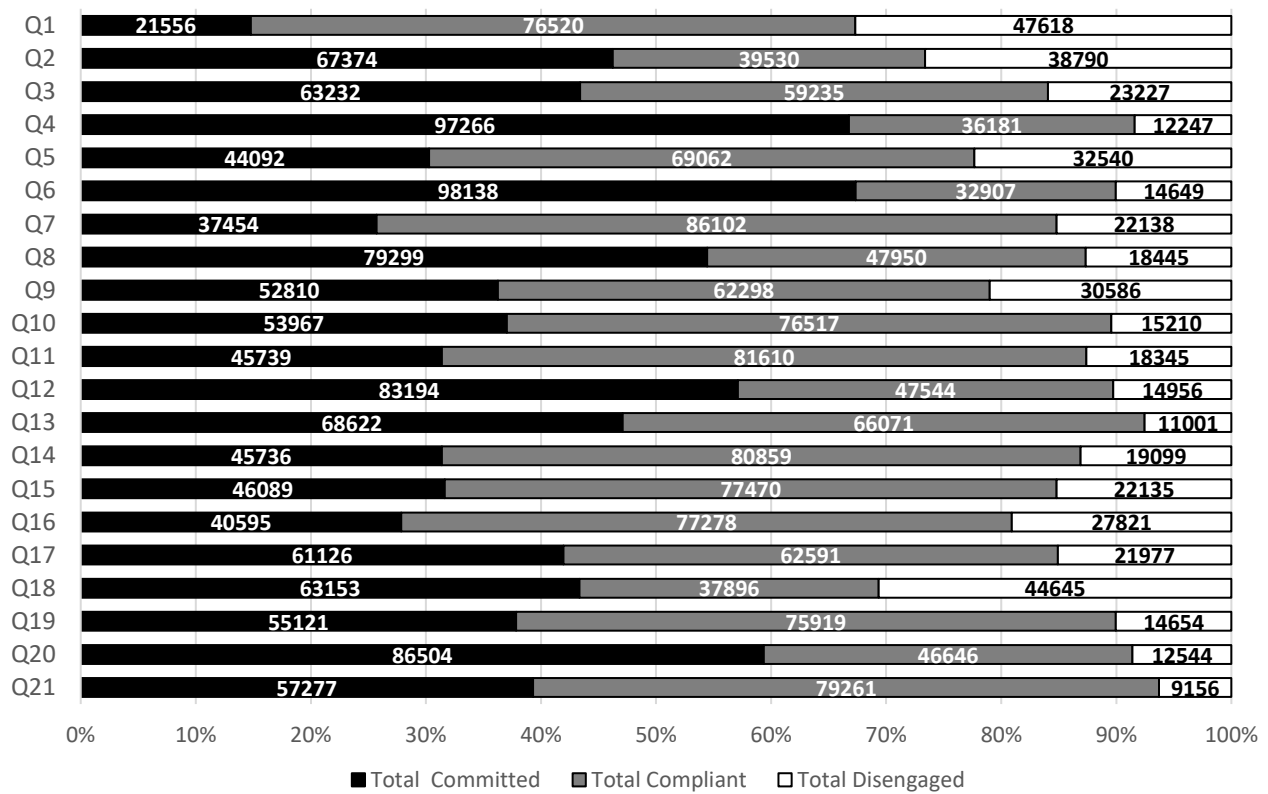
**Figure 4: Middle-School Response Frequencies, by Engagement Type**



Note: Full item text available in Appendix B



**Figure 5: High-School Response Frequencies, by Engagement Type**



Note: Full item text available in Appendix B

## 7. Domain Classification

For each of the Behavioral, Cognitive, and Emotional domains, student engagement is categorized as Committed, Compliant, or Disengaged based on the most frequent engagement type selected within the domain. By domain and version, the frequencies of engagement types are provided below to describe student engagement.

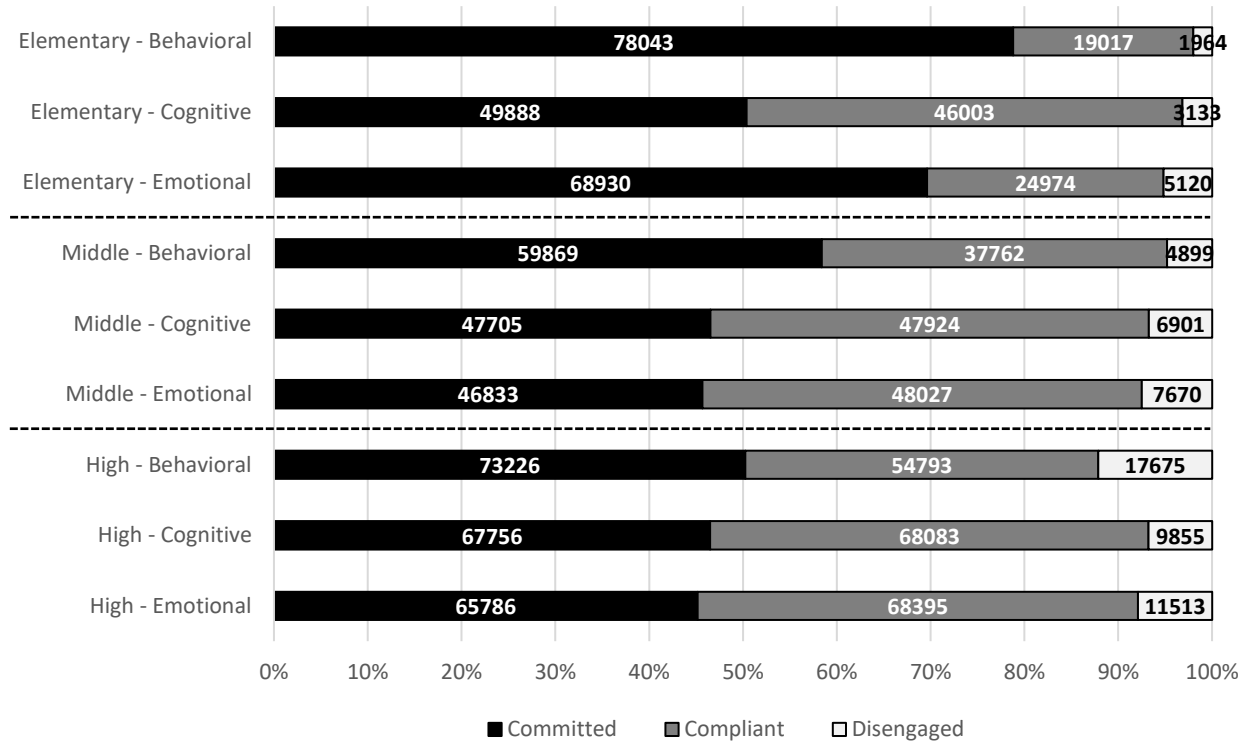
### Notable findings:

- Elementary-school students had high percentages of Committed responses for Behavioral (79%), Emotional (70%), and Cognitive (50%) domains. Fewer than 10% of students reported Disengaged responses for all three domains.
- Middle-school students' highest percentage of Committed responses were in the Behavioral domain (58%), while student responses were nearly evenly split between Committed and Compliant for the Cognitive (47%, 47%) and Emotional (46%, 47%) domains, respectively. Fewer than 10% of students reported Disengaged responses for all three domains.
- High-school students demonstrated the highest percentage of Committed responses in the Behavioral domain (50%). Student responses were nearly evenly split between Committed and

Compliant for the Cognitive (47%, 47%) and Emotional (45%, 47%) domains, respectively. Fewer than 10% of students reported Disengaged responses for Cognitive and Emotional domains, while the Behavioral domain showed 12% of students as Disengaged.

Figure 6 depicts student engagement responses broken out by grade span and domains.

**Figure 6: Engagement Classification Type by Grade Span and Engagement Domains**



## 8. Reliability and Validity Evidence

### Internal Consistency Reliability

Survey responses were used to investigate the evidence for the internal consistency reliability across the three grade-span versions of the survey. Reliability was calculated according to Cronbach's Alpha ( $\alpha$ ) and McDonald's omega ( $\omega$ )<sup>1</sup>. All three versions demonstrate  $\alpha$  values of 0.79 and higher, and  $\omega$  values of 0.81 and higher (see Table 4). These values provide evidence that the SES demonstrates sufficient reliability to make decisions about groups of students<sup>2</sup>.

**Table 4. Convergent and Discriminant Validity of Domains, by Grade Span**

Grade Span	Domain	Behavioral	Cognitive	Emotional
Elementary School ( $\omega = 0.81, \alpha = 0.79$ )	Behavioral	<b>0.538</b>		
	Cognitive	0.453	<b>0.647</b>	
	Emotional	0.499	0.568	<b>0.727</b>
Middle School ( $\omega = 0.87, \alpha = 0.85$ )	Behavioral	<b>0.647</b>		
	Cognitive	0.611	<b>0.722</b>	
	Emotional	0.586	0.664	<b>0.745</b>
High School ( $\omega = 0.86, \alpha = 0.85$ )	Behavioral	<b>0.607</b>		
	Cognitive	0.585	<b>0.777</b>	
	Emotional	0.553	0.633	<b>0.725</b>

### Validity Evidence

Validity evidence for the measurement of Behavioral, Cognitive, and Emotional domains of engagement on the SES is also presented in Table 4, as correlations between domains within each of the grade-span versions. Specifically, correlations of responses across domains are presented in the off-diagonal cells and represent discriminant validity evidence (indicating the degree to which domains are separate and distinct from one another), while convergent validity evidence is presented in the cells along the diagonal as reliability (i.e.,  $\omega$ ; indicating the consistency of measurement within the domain).

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<sup>1</sup> Though Cronbach's Alpha is widely used and understood as a measure of reliability, McDonald's omega is a distinct reliability coefficient with the advantage of considering the strength of association between items, leading to a stronger measurement of the scale's internal consistency.

<sup>2</sup> Salvia, J., & Ysseldyke, J. E. (2004). *Assessment in special and inclusive education* (9th ed.). Boston: Houghton Mifflin.

Within-domain reliabilities range from 0.54 to 0.78, demonstrating sufficient and strong convergent validity evidence. Across-domain correlations are moderate to strong and range from 0.45 to 0.66; however, the across-domain reliabilities (i.e., discriminant validity evidence) are consistently lower than the associated within-domain reliabilities. These results indicate that the SES consistently measures student engagement within each of the three domains, which are related to each other, but demonstrate sufficient independence as to be considered separate traits or constructs.

## Confirmatory Factor Analysis

Additional validity evidence for Cognia's SES is demonstrated using statistical techniques to evaluate the underlying theoretical structure, or latent factor model. The relationship among items, domains (Behavioral, Cognitive, and Emotional), and overall engagement can be represented according to two latent factor models for each grade-span version. The Unidimensional Models conceive student performance on items as simply correlated to general engagement; the First-Order Models suggest that student performance on each item is correlated with a specific domain and those domains are correlated with each other.

Confirmatory Factor Analysis (CFA) is the statistical technique used to evaluate whether the Unidimensional Model or the First-Order Model fits the data best and to confirm that the target model fits the data well. Model comparison is conducted according to a Likelihood-Ratio Test, with significant differences indicating that the more complex (i.e., First-Order) model fits best; model evaluation is conducted by comparing standard model fit statistics (RMSEA and  $\chi^2/df$ ) against critical values in an empirical sampling distribution that was generated according to a bootstrap resampling procedure (replications = 100;  $\alpha = 0.05$ ).

The model evaluation found that RMSEA and  $\chi^2/df$  values did not exceed the empirically determined significance values; therefore, the models all fit the data sufficiently well to enable further comparison and interpretation<sup>3</sup>. Model comparison according to the results of Likelihood-Ratio Tests between the Unidimensional Models and First-Order Models found in all instances that First-Order Models fit significantly better than the Unidimensional Models. Together, these results provide evidence supporting measurement and reporting of Cognia's Student Engagement Survey results according to the Behavioral, Cognitive, and Emotional domains.

Model evaluation and comparison results are summarized by version in Table 5.

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<sup>3</sup> Kline, R. B. (2013). *Beyond significance testing: Statistics reform in the behavioral sciences, 2<sup>nd</sup> Edition*. Washington, DC: American Psychological Association.

**Table 5. Confirmatory Factor Analysis Model Summary, by Grade Span**

Grade-Span	Model	N	df	RMSEA	$\chi^2/df$	Notes
Elementary School	Uni	99,024	189	0.034	115.89	
	First	99,024	186	0.033	108.08	*
Middle School	Uni	102,530	189	0.029	87.54	
	First	102,530	186	0.028	78.90	*
High School	Uni	145,694	189	0.031	138.87	
	First	145,694	186	0.027	109.28	*

\* Preferred model based on LRT results

## For Additional Information

Please contact Cognia’s Research & Analytics group at [research\\_analytics@cognia.org](mailto:research_analytics@cognia.org) with additional questions about this study. You may also directly contact the authors:

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# Appendix A

## Item Descriptive Statistics

Table A1. Elementary-School Item Descriptive Statistics

Elementary School (n = 99,024)							
	Mean	SD	Min	Max	Corr w/ Behavioral Total	Corr w/ Cognitive Total	Corr w/ Emotional Total
Q1	3.64	0.94	0	5	0.48		
Q2	3.79	1.29	0	5	0.48		
Q3	3.49	1.20	0	5	0.52		
Q4	3.81	1.39	0	5	0.59		
Q5	3.49	1.20	0	5	0.50		
Q6	3.55	1.28	0	5	0.49		
Q7	3.08	1.17	0	5	0.40		
Q8	3.13	1.26	0	5		0.51	
Q9	3.86	1.41	0	5		0.59	
Q10	2.94	1.27	0	5		0.52	
Q11	3.08	1.25	0	5		0.54	
Q12	3.30	1.18	0	5		0.48	
Q13	2.99	1.13	0	5		0.51	
Q14	3.43	0.94	0	5		0.55	
Q15	3.14	1.41	0	5			0.57
Q16	2.87	1.25	0	5			0.62
Q17	3.82	1.33	0	5			0.64
Q18	3.78	1.44	0	5			0.64
Q19	3.82	1.43	0	5			0.68
Q20	3.40	1.07	0	5			0.56
Q21	2.60	1.15	0	5			0.34

Table A2. Middle-School Item Descriptive Statistics

Middle School (n = 102,530)							
	Mean	SD	Min	Max	Corr w/ Behavioral Total	Corr w/ Cognitive Total	Corr w/ Emotional Total
Q1	3.20	1.08	0	5	0.49		
Q2	3.52	1.47	0	5	0.48		
Q3	2.94	1.46	0	5	0.54		
Q4	3.45	1.43	0	5	0.61		
Q5	2.97	1.32	0	5	0.54		
Q6	3.46	1.34	0	5	0.53		
Q7	2.66	1.25	0	5	0.52		
Q8	2.96	1.24	0	5		0.52	
Q9	3.36	1.44	0	5		0.61	
Q10	3.61	1.47	0	5		0.70	
Q11	2.73	1.42	0	5		0.61	
Q12	3.46	1.30	0	5		0.50	
Q13	2.68	1.28	0	5		0.62	
Q14	3.04	1.10	0	5		0.65	
Q15	2.74	1.45	0	5			0.53
Q16	2.37	1.28	0	5			0.64
Q17	3.10	1.52	0	5			0.68
Q18	2.83	1.63	0	5			0.68
Q19	3.31	1.51	0	5			0.71
Q20	3.29	1.12	0	5			0.56
Q21	2.93	1.12	0	5			0.47

**Table A3. High-School Item Descriptive Statistics**

High School (n = 145,694)							
	Mean	SD	Min	Max	Corr w/ Behavioral Total	Corr w/ Cognitive Total	Corr w/ Emotional Total
Q1	2.06	1.26	0	5	0.55		
Q2	3.13	1.68	0	5	0.53		
Q3	3.02	1.42	0	5	0.52		
Q4	3.33	1.29	0	5	0.42		
Q5	2.51	1.32	0	5	0.60		
Q6	3.40	1.44	0	5	0.55		
Q7	2.45	1.23	0	5	0.54		
Q8	3.28	1.33	0	5		0.61	
Q9	2.85	1.55	0	5		0.63	
Q10	3.00	1.29	0	5		0.67	
Q11	2.79	1.30	0	5		0.59	
Q12	3.34	1.36	0	5		0.55	
Q13	3.16	1.19	0	5		0.63	
Q14	2.69	1.25	0	5		0.63	
Q15	2.67	1.34	0	5			0.54
Q16	2.75	1.39	0	5			0.64
Q17	2.96	1.51	0	5			0.64
Q18	2.74	1.73	0	5			0.71
Q19	3.02	1.48	0	5			0.67
Q20	3.26	1.14	0	5			0.51
Q21	3.05	1.13	0	5			0.47



## Survey Response Frequencies by Engagement Type

Table A4. Elementary-School Survey Response Frequencies by Engagement Type

Elementary School Response Count and Frequency (n = 99,024)			
	Committed	Compliant	Disengaged
Q1	73386 (74%)	20542 (21%)	5096 (5%)
Q2	65606 (66%)	28585 (29%)	4833 (5%)
Q3	56889 (57%)	37533 (38%)	4602 (5%)
Q4	71206 (72%)	20256 (20%)	7562 (8%)
Q5	61201 (62%)	31965 (32%)	5858 (6%)
Q6	61952 (63%)	32857 (33%)	4215 (4%)
Q7	46194 (47%)	48051 (49%)	4779 (5%)
Q8	28362 (29%)	60053 (61%)	10609 (11%)
Q9	65446 (66%)	29913 (30%)	3665 (4%)
Q10	37943 (38%)	55972 (57%)	5109 (5%)
Q11	47030 (47%)	42899 (43%)	9095 (9%)
Q12	55778 (56%)	36448 (37%)	6798 (7%)
Q13	31091 (31%)	62842 (63%)	5091 (5%)
Q14	58985 (60%)	36797 (37%)	3242 (3%)
Q15	39681 (40%)	52113 (53%)	7230 (7%)
Q16	42051 (42%)	45377 (46%)	11596 (12%)
Q17	68966 (70%)	23514 (24%)	6544 (7%)
Q18	77728 (78%)	8990 (9%)	12306 (12%)
Q19	65147 (66%)	25658 (26%)	8219 (8%)
Q20	66203 (67%)	24521 (25%)	8300 (8%)
Q21	27617 (28%)	65500 (66%)	5907 (6%)

**Table A5. Middle-School Survey Response Frequencies by Engagement Type**

<b>Middle School Response Count and Frequency (n =102,530)</b>			
	<b>Committed</b>	<b>Compliant</b>	<b>Disengaged</b>
<b>Q1</b>	52916 (52%)	41571 (41%)	8043 (8%)
<b>Q2</b>	61896 (60%)	26592 (26%)	14042 (14%)
<b>Q3</b>	39284 (38%)	49079 (48%)	14167 (14%)
<b>Q4</b>	54099 (53%)	42511 (41%)	5920 (6%)
<b>Q5</b>	46532 (45%)	43704 (43%)	12294 (12%)
<b>Q6</b>	64420 (63%)	31240 (30%)	6870 (7%)
<b>Q7</b>	33650 (33%)	56281 (55%)	12599 (12%)
<b>Q8</b>	24870 (24%)	63434 (62%)	14226 (14%)
<b>Q9</b>	49989 (49%)	46015 (45%)	6526 (6%)
<b>Q10</b>	70270 (69%)	20578 (20%)	11682 (11%)
<b>Q11</b>	34864 (34%)	51442 (50%)	16224 (16%)
<b>Q12</b>	57008 (56%)	38190 (37%)	7332 (7%)
<b>Q13</b>	30385 (30%)	57830 (56%)	14315 (14%)
<b>Q14</b>	43167 (42%)	51800 (51%)	7563 (7%)
<b>Q15</b>	26852 (26%)	65599 (64%)	10079 (10%)
<b>Q16</b>	23779 (23%)	55267 (54%)	23484 (23%)
<b>Q17</b>	50828 (50%)	39597 (39%)	12105 (12%)
<b>Q18</b>	47024 (46%)	29928 (29%)	25578 (25%)
<b>Q19</b>	48438 (47%)	45711 (45%)	8381 (8%)
<b>Q20</b>	63147 (62%)	30034 (29%)	9349 (9%)
<b>Q21</b>	34324 (33%)	61352 (60%)	6854 (7%)

Table A6. High-School Survey Response Frequencies by Engagement Type

	High School Response Count and Frequency (n =145,694)		
	Committed	Compliant	Disengaged
Q1	21556 (15%)	76520 (53%)	47618 (33%)
Q2	67374 (46%)	39530 (27%)	38790 (27%)
Q3	63232 (43%)	59235 (41%)	23227 (16%)
Q4	97266 (67%)	36181 (25%)	12247 (8%)
Q5	44092 (30%)	69062 (47%)	32540 (22%)
Q6	98138 (67%)	32907 (23%)	14649 (10%)
Q7	37454 (26%)	86102 (59%)	22138 (15%)
Q8	79299 (54%)	47950 (33%)	18445 (13%)
Q9	52810 (36%)	62298 (43%)	30586 (21%)
Q10	53967 (37%)	76517 (53%)	15210 (10%)
Q11	45739 (31%)	81610 (56%)	18345 (13%)
Q12	83194 (57%)	47544 (33%)	14956 (10%)
Q13	68622 (47%)	66071 (45%)	11001 (8%)
Q14	45736 (31%)	80859 (55%)	19099 (13%)
Q15	46089 (32%)	77470 (53%)	22135 (15%)
Q16	40595 (28%)	77278 (53%)	27821 (19%)
Q17	61126 (42%)	62591 (43%)	21977 (15%)
Q18	63153 (43%)	37896 (26%)	44645 (31%)
Q19	55121 (38%)	75919 (52%)	14654 (10%)
Q20	86504 (59%)	46646 (32%)	12544 (9%)
Q21	57277 (39%)	79261 (54%)	9156 (6%)

## Appendix B: SES Items

Table B1. Cognia’s Elementary-School Student Engagement Survey Item Text

Domain	Position	Elementary School Item Text
<b>Behavioral</b>	01	During class, I...
	02	If a student is upset, I...
	03	If the classwork is hard to do, I...
	04	Following class rules...
	05	When I work in a group, I...
	06	When I am given a task, I...
	07	School rules...
<b>Cognitive</b>	08	Which one is most like you?
	09	In class, I...
	10	Learning goals...
	11	When I have a test, I...
	12	When my teacher asks me a question, I...
	13	The skills I learn in class...
	14	Class activities...
<b>Emotional</b>	15	How do you feel when you say something in class?
	16	At the end of the school day, I feel...
	17	When I need help, I...
	18	How do you feel about your school?
	19	I feel my schoolwork is...
	20	When there is a school activity, I...
	21	What makes you feel good as a student?

**Table B2. Cognia’s Middle-School Student Engagement Survey Item Text**

Domain	Position	Middle School Item Text
<b>Behavioral</b>	01	During class...
	02	If I see or hear about another student being picked on, I...
	03	If the classwork is hard to do, I...
	04	Following class rules...
	05	When I work in a group, I...
	06	When given a task, I...
	07	School rules...
<b>Cognitive</b>	08	Which response describes how you best learn?
	09	In class, I...
	10	Having learning goals...
	11	To prepare for a test, I...
	12	When my teacher asks me a question, I...
	13	The skills I am being taught...
	14	The class activities...
<b>Emotional</b>	15	How do you feel when you say something in front of the class?
	16	What response best describes how you feel at the end of the day?
	17	Which statement best describes your relationship with your teachers?
	18	How do you feel about your school?
	19	When I think about my schoolwork, I...
	20	When there is a school activity, I...
	21	What makes you feel successful as a student?

**Table B3. Cognia’s High-School Student Engagement Survey Item Text**

Domain	Position	High School Item Text
<b>Behavioral</b>	01	During class...
	02	If a student is being picked on, I...
	03	If the classwork is hard to do, I...
	04	Following class routines...
	05	When I work in a group, I...
	06	When an assignment is given, I...
	07	School rules...
<b>Cognitive</b>	08	Which response best describes how you see yourself as a student?
	09	When I am in class, I...
	10	Having personal learning goals...
	11	To prepare for a test, I...
	12	When I don’t understand something, I...
	13	The skills I am being taught...
	14	The class activities...
<b>Emotional</b>	15	How do you feel when you say something in front of the class?
	16	Which response best describes how you feel at the end of the day?
	17	Which statement best describes your relationship with your teachers?
	18	What do you like most about your school?
	19	When I think about my schoolwork, I...
	20	When there is a school activity, I...
	21	What makes you feel successful as a student?

## Appendix C: Participating Schools

Table C. Participating Students Breakdown

SES Survey Version	Elementary School (Grades 3-5)	Middle School (Grades 6-8)	High School (Grades 9-12)	
<b>International</b>	<b>21256 (6%)</b>	<b>5640 (27%)</b>	<b>7285 (34%)</b>	<b>8331 (39%)</b>
Brazil	128 (1%)	128		
China	583 (3%)	75	97	411
Colombia	477 (2%)	175	201	101
Costa Rica	361 (2%)	143	115	103
Dominican Republic	302 (1%)	111	110	81
Ecuador	2261 (11%)	425	736	1100
Egypt	3815 (18%)	859	1144	1812
Guam	70 (<1%)	38	32	
Guatemala	460 (2%)	72	142	246
Haiti	173 (1%)	39	66	68
Honduras	359 (2%)	94	118	147
Jordan	379 (2%)		233	146
Korea, South	46 (<1%)	29	17	
Kuwait	1418 (7%)	545	429	444
Lebanon	25 (<1%)			25
Libya	143 (1%)	66	67	10
Mexico	2853 (13%)	948	964	941
Nicaragua	132 (1%)	35	54	43
Northern Mariana Islands	107 (1%)		25	82
Panama	69 (<1%)	28	24	17
Poland	70 (<1%)	22	22	26
Puerto Rico	686 (3%)	98	199	389
Qatar	1211 (6%)	478	449	284
Saudi Arabia	2936 (14%)	572	1290	1074
Spain	562 (3%)	164	170	228
Turkey	788 (4%)	232	275	281
United Arab Emirates	688 (3%)	221	256	211
United Kingdom	38 (<1%)			38
Venezuela	116 (1%)	43	50	23
<b>U.S.</b>	<b>325992 (94%)</b>	<b>93384 (29%)</b>	<b>95245(29%)</b>	<b>137363 (42%)</b>
AK	78 (<1%)			78
AL	57382 (18%)	20931	19046	17405
AZ	13131 (4%)	110	39	12982
CA	1430 (<1%)	253	287	890
CO	75 (<1%)	46	29	

SES Survey Version	Elementary School (Grades 3-5)	Middle School (Grades 6-8)	High School (Grades 9-12)	
DC	185 (<1%)	101	84	
FL	75926 (23%)	25320	25996	24610
GA	70496 (22%)	23535	22602	24359
IL	4226 (1%)	446	625	3155
IN	2646 (1%)	22	836	1788
KS	6988 (2%)	2893	2469	1626
KY	2013 (1%)	508	624	881
LA	8762 (3%)	1856	2511	4395
MI	7104 (2%)	2042	1063	3999
MN	423 (<1%)	82	58	283
MO	624 (<1%)	12	35	577
MS	1569 (<1%)	240	317	1012
MT	1351 (<1%)	115	131	1105
NC	13610 (4%)	3475	2975	7160
ND	1017 (<1%)	415	324	278
NE	6826 (2%)	2107	2145	2574
NJ	4500 (1%)	1509	1799	1192
NM	3222 (1%)	159	286	2777
NV	7300 (2%)	477	463	6360
NY	3926 (1%)	1455	1766	705
OH	137 (<1%)	137		
OK	825 (<1%)	128	170	527
OR	1102 (<1%)	134	174	794
PA	29 (<1%)	11	18	
SC	4988 (2%)	1883	1840	1265
SD	534 (<1%)	172	362	
TN	1771 (1%)	467	181	1123
TX	3413 (1%)	612	418	2383
UT	14432 (4%)	1247	5005	8180
VA	2751 (1%)	259	184	2308
WA	474 (<1%)	56	100	318
WI	686 (<1%)	166	276	244
WV	1 (<1%)			1
WY	39 (<1%)	3	7	29