

Student Engagement Monitoring & Tracking Tools Manual

Student Engagement Check-in Tool and Student Engagement Survey Results Tools

This manual includes step-by-step instructions for using the Student Engagement Check-in Tool and the Student Engagement Survey Results Tools. To access the tools, visit Tools for Schools at <https://communitiesinschools.org/k12/>. If you have any questions or issues accessing the tools, please contact Michael Huang, Vice President of Learning and Practice, at K12Opportunities@cisnet.org.

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Student Check-In Tool Instructions

This tool was designed by Communities In Schools (CIS) and the American Institutes for Research (AIR) to help you collect and organize information about student engagement in school across four domains of engagement: emotional, social, behavioral, and cognitive. The process varies slightly based on students' grade level. For middle/high school students, you should directly ask them the questions about engagement. For elementary students, you should use your best judgement to determine if it is best to ask the questions of a parent/guardian on behalf of their child or you can ask the questions directly of the child. The remainder of this document provides step-by-step instructions for each tab of the student check-in tool.

Introduction

Welcome

The first tab of this tool is the Welcome tab, which provides brief overview of the tool and a description of each tab.

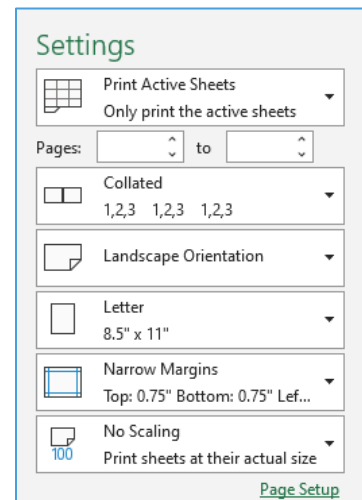
Check-In Questions and Probes

This tab contains the questions and probes you will use to conduct student check-ins. Each domain of engagement contains a couple of general check-in questions followed by probing questions to gain a deeper understanding of the student's engagement.

This tab can be printed if you would like to have a hard copy version of the questions on hand. To print the check-in questions and probes, be sure to select "Landscape Orientation."

Student Rating Ruler Visual

The Student Rating Ruler provides a visual representation of the rating scale students will use to respond to the check-in questions. This tab can be printed or downloaded if you would like to share it with students to help them understand how you would like them to respond.



Entering Check-In Data

Data Entry

Please use this tab to record your student check-in data. At the top of the tab, you will find instructions for entering the student and facilitator ratings, as well as the questions and probes for each domain.

Step 1: Prior to the check-in with your student, fill out the student information section.

STUDENT INFORMATION								
Student Name	Student ID	Student Grade	Student DOB (month/day/year)	Student Gender (dropdown)	Student Race/Ethnicity (dropdown)	Student Ethnicity (dropdown)	Check-in Date (month/day/year)	Responding Parent (NA for Grades 5 and up)
Sample A	12345	3	1/1/2011	Female	Asian	No	9/4/2020	Name (Mother)
Sample B	23456	9	2/3/2006	Male	Black/African American	No	10/6/2020	NA
Sample C	34567	1	5/12/2014	Male	White	Hispanic, Latino, Spanish	11/2/2020	Name (Grandfather)

Is it your first check-in?

Yes

- Please fill out the student's name, ID, and date of birth.
- For the student's gender and race/ethnicity, click on the down arrow next to the cell and select a choice from the dropdown menu.
- Finally, indicate the date of the check-in (formatted as month/day/year) and whom you met with (i.e., the parent/guardian name for students in Grades 4 and below).

Student Gender (dropdown)	Student Race/Ethnicity (dropdown)	Student Ethnicity (dropdown)
Female	Asian	No
Female	Black/African American	No
Female	White	Hispanic, Latino, Spanish

No

- For any subsequent check-ins with the same student, use a new row and enter a new record. (Do not enter over any older entries. Data from all check-ins will be used to show you results over time.)
- Copy and paste the student's demographic information from a prior meeting.
- Then, indicate the date of the check-in (formatted as month/day/year) and whom you met with (i.e., the parent/guardian name for elementary students if completing for the child).

Step 2: Check in with your student by using the questions and probes in each domain.

For each of the four domains, you will record ratings and notes.

- Enter the student/parent rating in the yellow column for each domain.
- After you have gathered all the information you need to assess student engagement, enter your facilitator rating in the orange column.
- Fill out the Notes column as needed.

EMOTIONAL ENGAGEMENT DOMAIN		
Student/ Parent Rating ▼	Facilitator Rating ▼	Notes
5	5	
3	4	

Note: Please do not alter the formulas in the following columns:

1. The column on the far left of this image populates the student's global need of support for engagement.
2. The black columns auto populate the student's level of engagement for each individual domain (four total).

STUDENT GLOBAL NEED OF SUPPORT FOR ENGAGEMENT (BASED ON DOMAIN RATINGS) ▼	EMOTIONAL ENGAGEMENT DOMAIN			Emotional Engagement Category ▼	SOCIAL ENGAGEMENT DOMAIN			Social Engagement Category ▼
	Student/ Parent Rating ▼	Facilitator Rating ▼	Notes		Student/ Parent Rating ▼	Facilitator Rating ▼	Notes	
Lower Need of Support for Engagement	5	5		Ready to Engage	5	4		Ready to Engage
Higher Need of Support for Engagement	3	4		Ready to Engage	3	2		At Risk of Disengagement
Higher Need of Support for Engagement	1	1		At Risk of Disengagement	3	3		Some Support May Be Needed
Moderate Need of Support for Engagement	3	3		Some Support May Be Needed	3	3		Some Support May Be Needed

Viewing Results

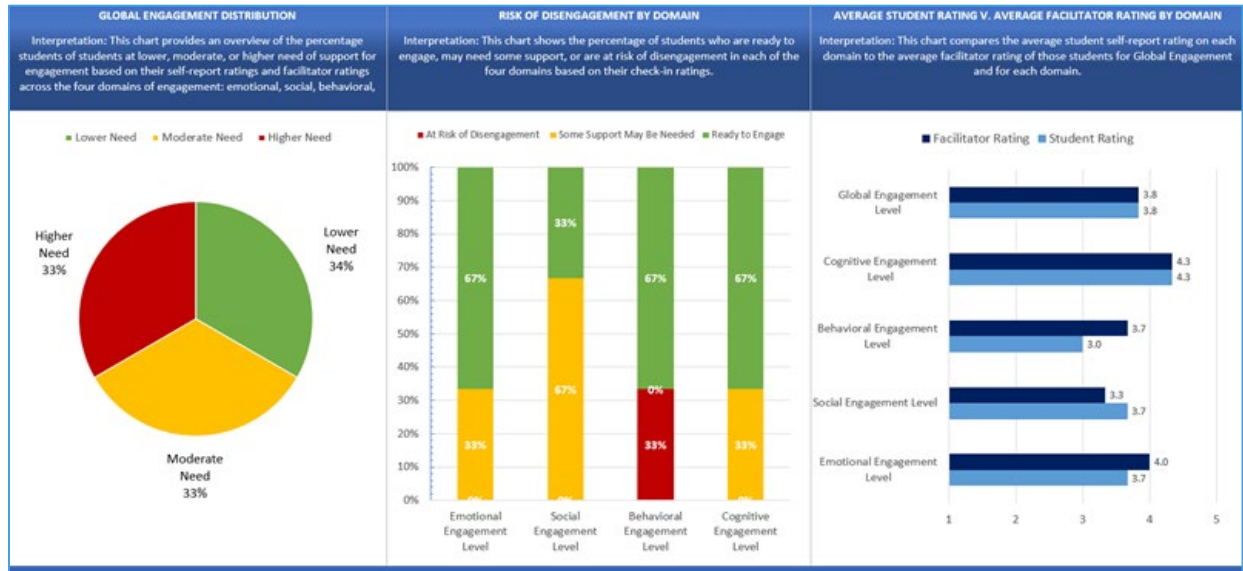
Results

After you have entered scores into the Data Entry tab, the Results tab will update automatically, so you will not need to input or change anything in this tab.

The Results tab provides an overview of students' engagement levels through three data visualizations.

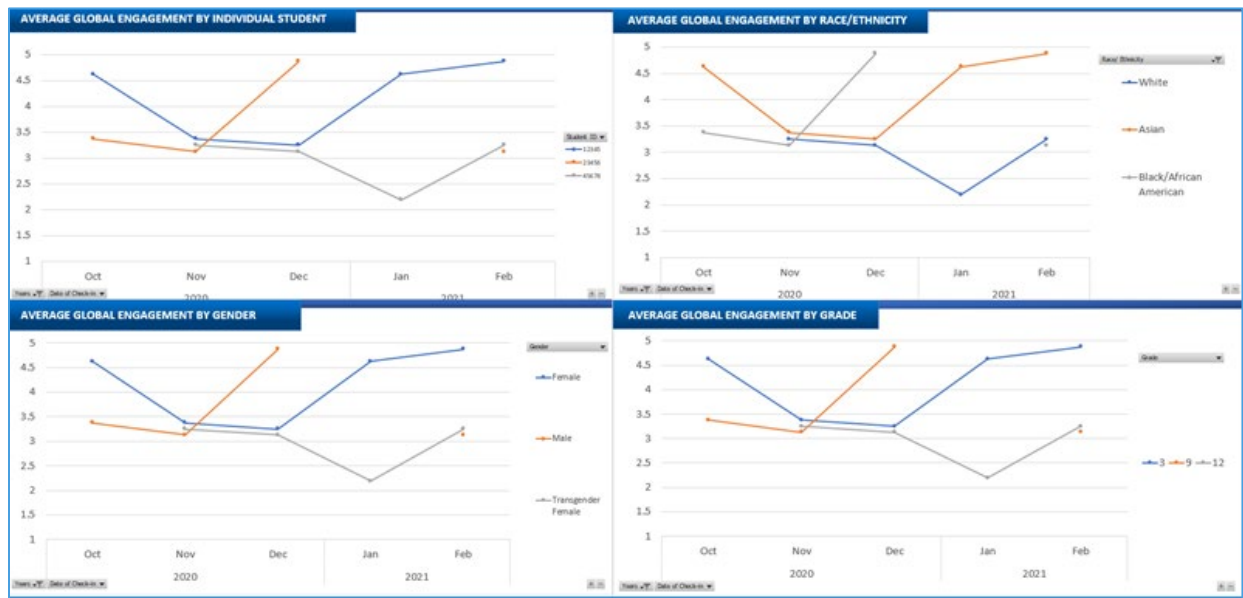
1. **Global engagement distribution.** The global engagement distribution pie chart shows the percentage of students at lower, moderate, and higher need of support for engagement across all of the engagement domains.
2. **Risk of disengagement by domain.** This chart shows the percentage of students by risk level, separated by engagement domain.

3. Average student rating versus average facilitator rating by domain. This chart shows the average student/parent rating versus the average facilitator rating at the global level and by domain.



Longitudinal Results

The Longitudinal Results tab shows how global engagement changes over time by student characteristics. Unlike the data visualizations in the other results tabs, the longitudinal charts must be manually refreshed any time new data are entered in the Data Entry tab. Once the data is refreshed, you can filter the charts by time (month) and by student information: (a) individual student, (b) race/ethnicity, (c) gender, and (d) grade. There is one chart with averages for all students for reference to compare groups and individual students to the overall averages.



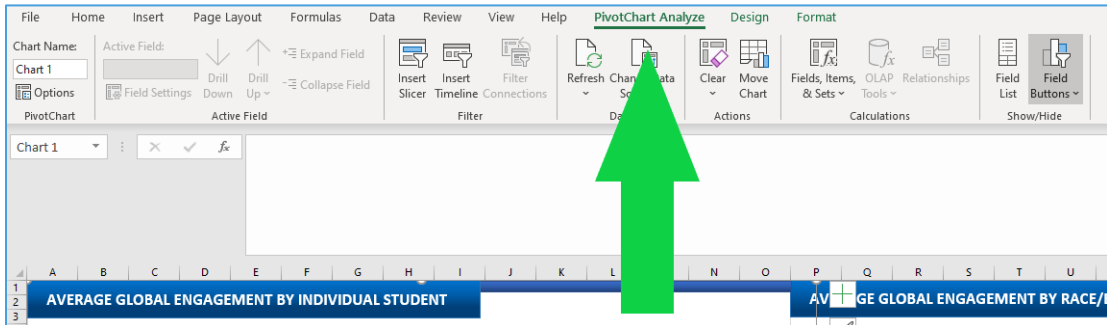
To refresh the longitudinal charts, use one of the two options below:

OPTION 1

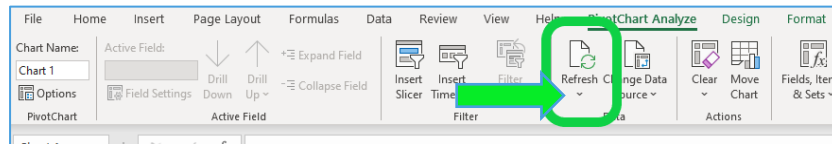
- Click on any cell. Then click and hold the CTRL, ALT, and F5 keys on your keyboard.

OPTION 2

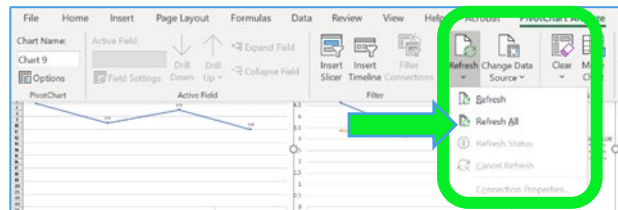
- Click on any chart, and then navigate to the top tool bar. Click on “PivotChart Analyze.”



- Click on the arrow below “Refresh.”



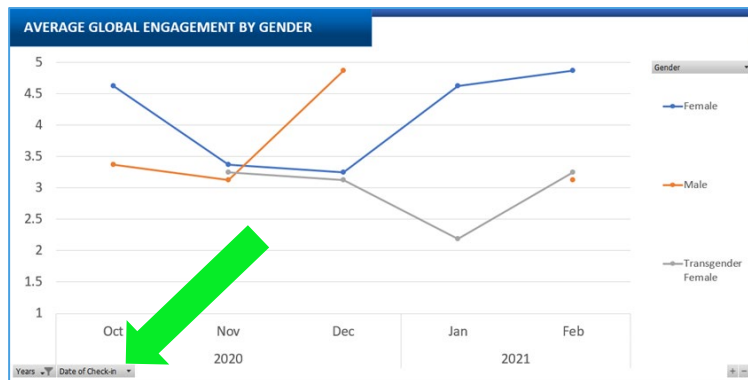
- In the drop-down menu, click on “Refresh All.”



Now you are ready to change and filter the four interactive charts.

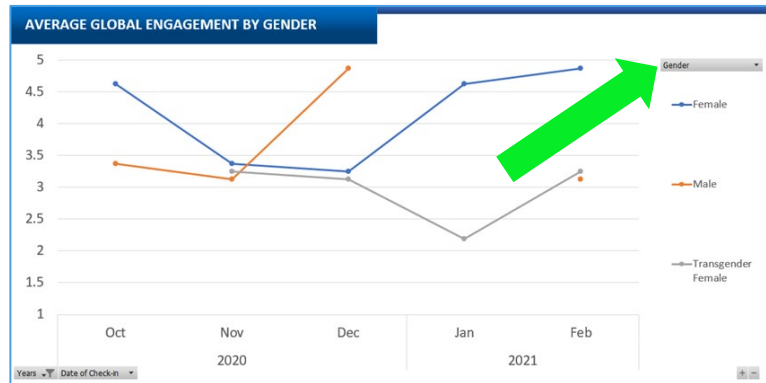
To filter by time:

- Click the box in the bottom left-hand corner labeled “Date of Check-In.” A pop-up window will allow you to choose which months to include in the chart. To keep this chart working properly, there are two placeholders included in the list: “0” and “(blank).” If you see those categories in your chart, you can uncheck these options when filtering the chart.



To filter by more granular student information:

- Click the subgroup box (e.g., “Gender”) in the top right-hand corner of the chart. A pop-up window will allow you to choose the subgroups to highlight in the chart. To keep this chart working properly, there are two placeholders included in the list: “0” and “(blank).” If you see those categories in your chart, you can uncheck these options when filtering the chart.



Student Engagement Survey Instructions

In response to the recent shifts in learning, Communities In Schools (CIS®) and the American Institutes for Research (AIR) partnered to develop the Engagement Monitoring & Support Tools, a set of tools to understand engagement at the individual, classroom, and school levels. One of these tools is a brief set of survey items for elementary/middle/high school in any learning environment (virtual and distance, hybrid, or in person) to report how they (or their children if completed by a parent/guardian for elementary students) are engaging in school. These items allow schools to monitor the students' global engagement levels and identify areas for additional supports to meet the students where they are in the moment.

Domains of Engagement

The set of survey items covers four key domains of engagement: emotional, social, behavioral, and cognitive.

- **Emotional engagement** (items 2–3) captures students' positive and negative feelings about school and feelings of belonging (e.g., "I feel like I am part of my school.").
- **Social engagement** (items 4–7) addresses how students are connecting with teachers and other school adults (e.g., "There is an adult at my school I can talk to when I am upset.") as well as friends (e.g., "I regularly talk to or connect with friends from school.").
- **Behavioral engagement** (items 8–11) measures how involved students are in school or how they are participating (e.g., "When given the chance, I participate in class discussions or activities.").
- **Cognitive engagement** (items 12–14) refers to students' attention to and excitement about what they are learning (e.g., "At least one of the topics I am studying is interesting and challenging to me.").

There is also one item regarding the learning setting (in person, virtual from home, or hybrid).

Survey Item Sources

Most of the items included in the student engagement surveys were adapted from other well-established and validated school climate surveys. The sources are listed below (in alphabetical order):

- Alaska School Climate and Connectedness Survey (SCCS)—<https://aasb.org/wp-content/uploads/SCCS-2016-Statewide-Report-7Nov.pdf>
- American Institutes for Research Conditions for Learning (CFL) Surveys—<https://supportiveschooldiscipline.org/resources/air-conditions-learning-surveys>
- Authoritative School Climate Survey (ASCS)—<https://curry.virginia.edu/authoritative-school-climate-survey-and-school-climate-bullying-survey>
- Community and Youth Collaborative Institute (CAYCI) School Experience Surveys—<http://cayci.osu.edu/surveys>

- REACH Survey from the Search Institute—<http://www.search-institute.org/sites/default/files/a/REACH-Survey-Tech-Summary.pdf>
- U.S. Department of Education School Climate Surveys (EDSCLS)—<https://safesupportivelearning.ed.gov/edscls>

Programming Survey Items

Each item in the engagement survey is a multiple-choice item, and respondents should only be able to select one option per item. When programming the survey for use with the Student Engagement Survey Results Tools, the survey items should be programmed to have numeric codes associated with each response. For example, if a respondent selects “strongly disagree,” the value for that item number is 1. *Note: Do not include the numbers with the text responses when you program the survey; that is, make sure the respondent cannot see the numeric value associated with each response.*

Responses to item 1 on student learning experience should be programmed with the following numeric codes:

During the past 30 days, has your child been learning mostly:

- In person, at school (value of 1)
- At home, through distance learning (value of 2)
- Both in-school and at home (hybrid) (value of 3)

All the remaining items have four response options. Each response option is assigned a numeric value; more positive responses receive higher numeric values compared with less positive responses, as specified below. Again, only one response is permitted per item.

Responses should be coded as follows:

- Strongly agree (value of 4)
- Agree (value of 3)
- Disagree (value of 2)
- Strongly disagree (value of 1)

Additional Items Needed to Use Student Survey Results Tools

The Student Engagement Survey Results Tools are designed for teachers and other school staff to review survey responses, obtain student-level scores, and view results in aggregate and over time. To use the tool, you will need six critical student-level identifiers and demographic data in addition to responses to the engagement survey items. We have included these items in this order at the beginning of the survey, before the engagement survey items, to make it easier to copy and paste the data into the results tool.

A. Student ID: This is a numeric ID, such as district/school ID or another unique ID, to link responses to individual students. This information can be pre-programmed if you are using individualized links or you can ask respondents to enter their ID.

B. Grade: The grade response options are different between the two surveys, as follows:

Elementary School Survey

In what grade is your child/are you?

- Kindergarten (value of 0)
- Grade 1 (value of 1)
- Grade 2 (value of 2)
- Grade 3 (value of 3)
- Grade 4 (value of 4)
- Grade 5 (value of 5)

Middle/High School Survey

What grade are you in?

- Grade 6 (Value of 6)
- Grade 7 (Value of 7)
- Grade 8 (Value of 8)
- Grade 9 (Value of 9)
- Grade 10 (Value of 10)
- Grade 11 (Value of 11)
- Grade 12 (Value of 12)

The next three items have the same response options between the elementary and the middle/high school survey. There are slight differences in the wording of the survey item itself. Below, we include the wording variation in brackets []. The words for the elementary survey are listed first followed by a backslash / and then the words for the middle/high school students version of the survey. Generally, the items in the elementary survey ask about the child of the parent/guardian and the middle/high school student survey items ask about the student themselves.

C. Race

Which of the following best describes [your child/you]?

- American Indian/Alaska Native (Value of 1)
- Asian (Value of 2)
- Native Hawaiian/Pacific Islander (Value of 3)
- Black/African American (Value of 4)
- White (Value of 5)
- Other (Value of 6)

- Two or more races (Value of 7)
- Unknown/I'd prefer not to answer (Value of 8)

D. Hispanic/Latino Origin

[Is your child/Are you] Hispanic/Latino?

- Yes (Value of 1)
- No (Value of 2)

E. Gender

Which of the following best describes [your child's/your] gender?

- Male (Value of 1)
- Female (Value of 2)
- Transgender Male (Value of 3)
- Transgender Female (Value of 4)
- Non-binary (Value of 5)
- Other (Value of 6)
- Unknown/I'd prefer not to answer (Value of 7)

Note: You do not have to use all of the response options listed above, as long as those you use have the same numeric value as listed above. For example, if you do not use "Other" (value of 6) for gender, make sure that "Unknown" still has the value of 7 in the output.

F. Date of Survey

Finally, please include an item that asks the respondent for the date of the survey in the following format: MM/DD/YYYY. This item should appear after the gender item and is necessary to use the longitudinal charts in the tool.

OPTIONAL ITEMS. In addition to these items, you can include up to five more items PRIOR to these items in the survey. In the Student Engagement Survey Results Tool, we have placeholders for Responding Parent (for the elementary survey completed by parents), School Name, Teacher Name, Student First Name, and Student Last Name. If you need additional information for tracking purposes, you can add these items to the survey but be sure to add them BEFORE the required demographic items to make it easier to copy and paste for the tool.

Student Engagement Survey Results Tool Instructions

This tool was designed by Communities In Schools (CIS) and the American Institutes for Research (AIR) to help you collect and organize information about student engagement in school across four domains of engagement: emotional, social, behavioral, and cognitive.

This tool has two versions:

- one for elementary schools (Grades K–5) and
- one for middle and high schools (Grades 6 –12).

Note that for the elementary school tool, you may have a mix of surveys of parents/guardians or other adult (for lower elementary grades) and students (for upper elementary grades). The data can all be in the same file, though, because the items vary only in wording and the responses are scored the same between the two versions.

The remainder of this document provides step-by-step instructions for each tab of the student engagement survey results tools. Please note that these instructions apply to both the elementary school (Grades K–5) and the middle/high school (Grades 6–12) versions.

Entering Survey Data

Data Entry Tab

This is where you will enter responses from the Student Engagement Survey. The columns in this tab align with the survey questions provided in the previous section. If you add additional questions to the student survey, then you will need to add corresponding columns to the Student Engagement Survey Results Tool. Please ensure that the order of the survey items matches the order of the Results Tool columns prior to entering survey data.

To enter survey results:

- First, open the spreadsheet of student engagement survey output that you received from your survey platform. As mentioned in the previous section, you should export the survey output as numeric data only.
- Second, make sure the survey data file is set up so that the required demographic items and engagement survey items (Q1–Q14) are in the following columns:

Column F: Student ID	Column L: Q1	Column S: Q8
Column G: Grade	Column M: Q2	Column T: Q9
Column H: Race	Column N: Q3	Column U: Q10
Column I: Ethnicity	Column O: Q4	Column V: Q11
Column J: Gender	Column P: Q5	Column W: Q12
Column K: Date of Survey	Column Q: Q6	Column X: Q13
	Column R: Q7	Column Y: Q14

F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y
Student ID	Grade	Race	Ethnicity	Gender	Date of Survey	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14
123	5	1	1	2	9/10/2020	1	4	4	4	2	3	4	3	4	2	4	3	4	1
456	6	2	2	2	9/10/2020	2	4	4	2	3	2	3	3	4	1	3	1	2	4
789	7	3	2	3	9/10/2020	3	1	1	4	1	2	2	3	2	1	1	2	2	4
234	8	4	1	1	9/10/2020	3	1	1	4	4	4	2	4	3	4	4	1	3	1
345	9	5	2	1	9/10/2020	2	4	4	3	1	4	2	4	3	2	1	2	2	2
678	10	6	1	2	9/10/2020	1	3	3	3	4	1	2	4	1	3	4	3	2	3
567	12	7	1	2	9/10/2020	3	1	1	2	4	2	1	2	4	1	4	2	4	4

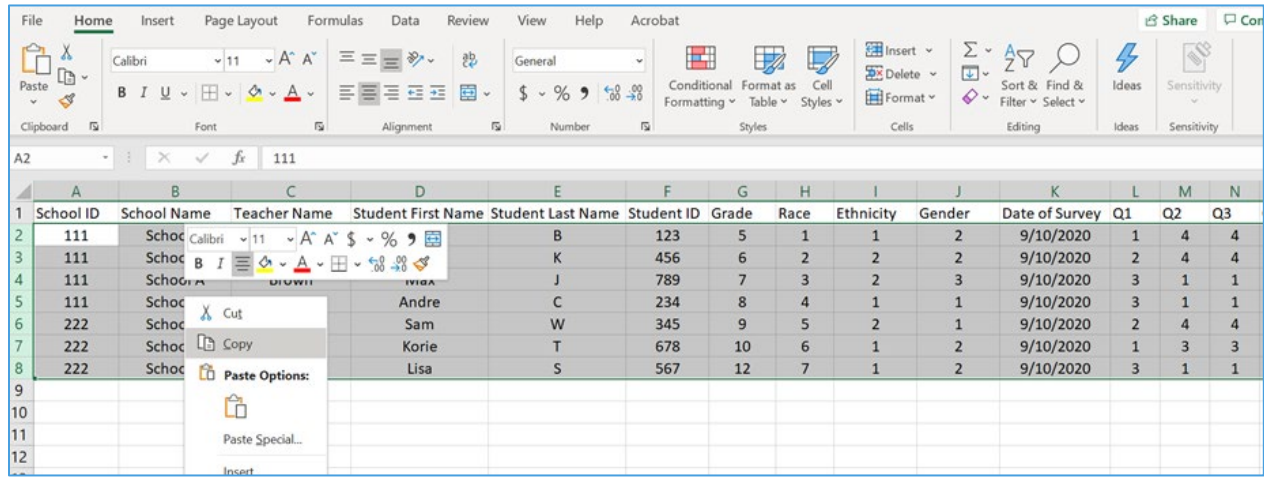
- The five optional demographic information you included (if applicable) should be in Columns A–E.

A	B	C	D	E	F	G	H	I	J	K	L	M	N
School ID	School Name	Teacher Name	Student First Name	Student Last Name	Student ID	Grade	Race	Ethnicity	Gender	Date of Survey	Q1	Q2	Q3
111	School A	Nelson	Chrissy	B	123	5	1	1	2	9/10/2020	1	4	4
111	School A	Nelson	Tonya	K	456	6	2	2	2	9/10/2020	2	4	4
111	School A	Brown	Max	J	789	7	3	2	3	9/10/2020	3	1	1
111	School A	Brown	Andre	C	234	8	4	1	1	9/10/2020	3	1	1
222	School B	Garcia	Sam	W	345	9	5	2	1	9/10/2020	2	4	4
222	School B	Garcia	Korie	T	678	10	6	1	2	9/10/2020	1	3	3
222	School B	Garcia	Lisa	S	567	12	7	1	2	9/10/2020	3	1	1

- If you included fewer than five optional demographic information items in your survey, insert blank columns in their place so that the required demographic and survey items appear in the designated columns listed above.

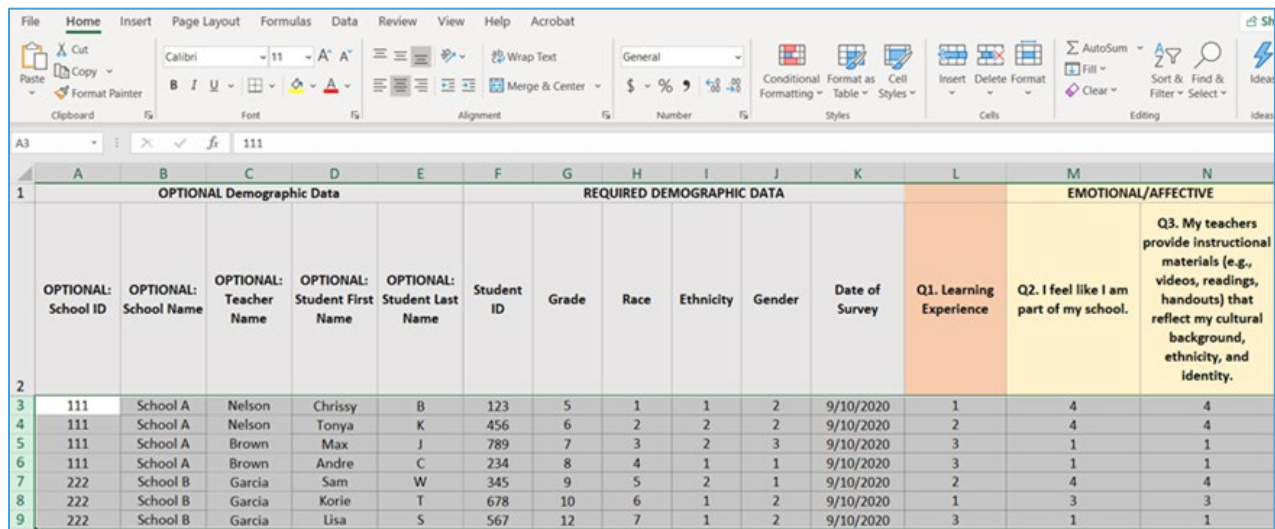
A	B	C	D	E	F	G	H	I	J	K	L	M	N
					Student ID	Grade	Race	Ethnicity	Gender	Date of Survey	Q1	Q2	Q3
					123	5	1	1	2	9/10/2020	1	4	4
					456	6	2	2	2	9/10/2020	2	4	4
					789	7	3	2	3	9/10/2020	3	1	1
					234	8	4	1	1	9/10/2020	3	1	1
					345	9	5	2	1	9/10/2020	2	4	4
					678	10	6	1	2	9/10/2020	1	3	3
					567	12	7	1	2	9/10/2020	3	1	1

- Then, select the rows of survey data that you would like to copy into the Data Entry tab. Do not select the column headers; just the rows with survey responses. Select the entire row by clicking the cell farthest to the left, then drag your cursor all the way over to the last column of data (Q14—farthest to the right). Then, right click on the selection and click “Copy.”



School ID	School Name	Teacher Name	Student First Name	Student Last Name	Student ID	Grade	Race	Ethnicity	Gender	Date of Survey	Q1	Q2	Q3
111	School A	Nelson	Chrissy	B	123	5	1	1	2	9/10/2020	1	4	4
111	School A	Nelson	Tonya	K	456	6	2	2	2	9/10/2020	2	4	4
111	School A	Brown	Max	J	789	7	3	2	3	9/10/2020	3	1	1
111	School A	Brown	Andre	C	234	8	4	1	1	9/10/2020	3	1	1
222	School B	Garcia	Sam	W	345	9	5	2	1	9/10/2020	2	4	4
222	School B	Garcia	Korie	T	678	10	6	1	2	9/10/2020	1	3	3
222	School B	Garcia	Lisa	S	567	12	7	1	2	9/10/2020	3	1	1

- After you have copied the rows from the survey output file, you will paste them into the Data Entry tab. To do this, go to column A in the Data Entry tab and find the first empty cell. Right click the cell and then select "Paste." The rows from the survey output file should then appear in the Data Entry tab.



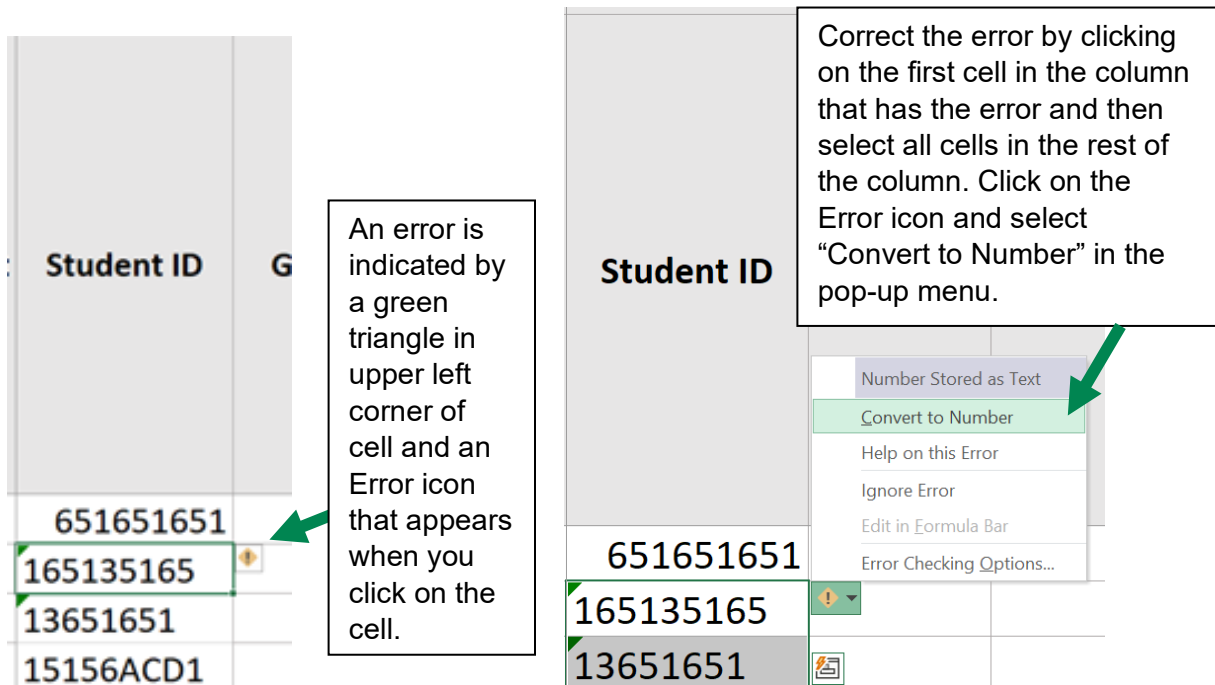
OPTIONAL Demographic Data					REQUIRED DEMOGRAPHIC DATA						EMOTIONAL/AFFECTIVE		
OPTIONAL: School ID	OPTIONAL: School Name	OPTIONAL: Teacher Name	OPTIONAL: Student First Name	OPTIONAL: Student Last Name	Student ID	Grade	Race	Ethnicity	Gender	Date of Survey	Q1. Learning Experience	Q2. I feel like I am part of my school.	Q3. My teachers provide instructional materials (e.g., videos, readings, handouts) that reflect my cultural background, ethnicity, and identity.
111	School A	Nelson	Chrissy	B	123	5	1	1	2	9/10/2020	1	4	4
111	School A	Nelson	Tonya	K	456	6	2	2	2	9/10/2020	2	4	4
111	School A	Brown	Max	J	789	7	3	2	3	9/10/2020	3	1	1
111	School A	Brown	Andre	C	234	8	4	1	1	9/10/2020	3	1	1
222	School B	Garcia	Sam	W	345	9	5	2	1	9/10/2020	2	4	4
222	School B	Garcia	Korie	T	678	10	6	1	2	9/10/2020	1	3	3
222	School B	Garcia	Lisa	S	567	12	7	1	2	9/10/2020	3	1	1

- Finally, make sure the values in the Student ID column are stored as Numbers and not as Text. If the values are stored as Text, you will have an Error message on the affected cells. The Error message is indicated by a green triangle in the upper left corner of the cell, and an Error icon that pops up when you click on the cell (see left image below). When you click on the Error icon, the first message in the pop-up menu will say "Number Stored as Text." If this does not appear in the menu or there is no error message in any of the cells in the Student ID column, you can skip the next steps.

To convert the values from text to numbers, click on the first cell in the Student ID column that has the error. Then select all remaining cells in the column (whether they

have the error or not) by holding down your mouse button and dragging it down to the bottom of the column (to the last row of data).

Then, with all of the cells highlighted, go back to the first cell and click on the Error icon and select “Convert to Number” in the pop-up menu to fix the issue in all of the other affected cells in the column.



An error is indicated by a green triangle in upper left corner of cell and an Error icon that appears when you click on the cell.

Correct the error by clicking on the first cell in the column that has the error and then select all cells in the rest of the column. Click on the Error icon and select “Convert to Number” in the pop-up menu.

Student ID	G
651651651	
165135165	
13651651	
15156ACD1	

Viewing Results

Individual Results

The Individual Results tab shows each student’s average score for the four domains of engagement (emotional, social, behavioral, and cognitive) and their corresponding engagement categories (lower, moderate, or higher engagement). The global engagement score (columns V and W) shows each student’s overall engagement using the average of their scores across the four domains. The results in this tab are linked directly to the data entered in the previous tab. Do not edit this tab.

Results by Student Subgroup

The next few tabs display the number and percentage of students at each level of engagement according to demographic subgroups. These tabs are Overall Results, Results by Grade, Results by Learning Exp., Results by Race, Results by Ethnicity, and Results by Gender. Do not make any changes to these tabs. These tabs have three types of charts:

1. **Global engagement distribution.** This chart provides an overview of the percentage of students who were determined to be at lower, moderate, or higher levels of global engagement.

2. **Engagement by domain.** This chart illustrates the percentage of students who were determined to be at lower, moderate, or higher levels of engagement across the four domains (emotional, social, behavioral, and cognitive).
3. **Average global engagement scores.** The chart in the Overall Results tab compares the overall global engagement scores with scores across the different domains. In the other Results tabs, this chart compares average global engagement scores for different demographic groups.



Longitudinal Results

The Longitudinal Results tab shows how global engagement changes over time by student characteristics. Unlike the data visualizations in the other results tabs, the longitudinal charts must be manually refreshed any time new data are entered in the Data Entry tab. Once the data are refreshed, you can filter the charts by time (month) and by student information: (a) individual student, (b) grade, (c) learning experience, (d) race, (e) ethnicity, and (f) gender. There is also one chart with averages for all students for reference to compare groups and individual students to the overall averages.

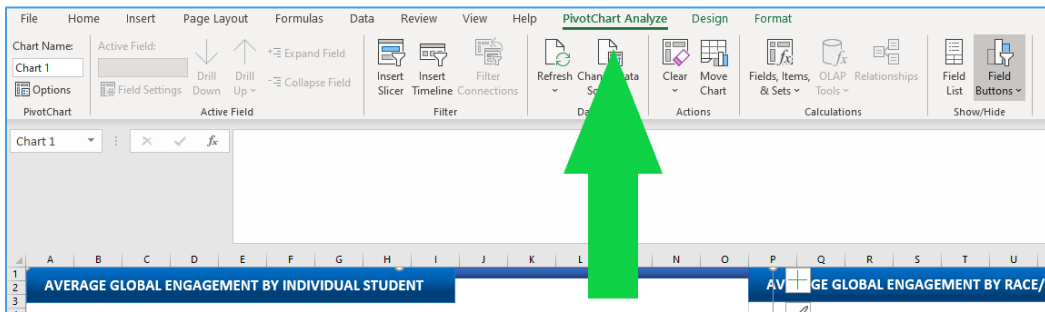
To refresh the longitudinal charts, use one of the two options below:

OPTION 1

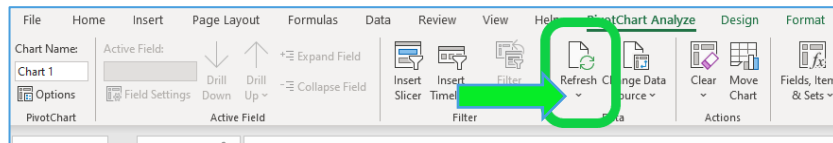
- Click on any cell. Then click and hold the CTRL, ALT, and F5 keys on your keyboard.

OPTION 2

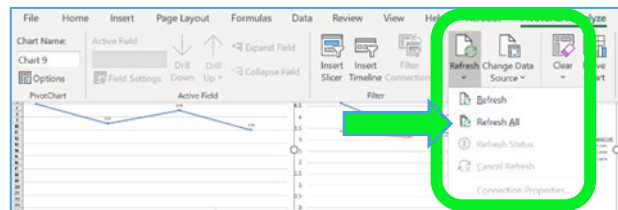
- Click on any chart, and then navigate to the top tool bar. Click on “PivotChart Analyze.”



- Click on the arrow below “Refresh.”



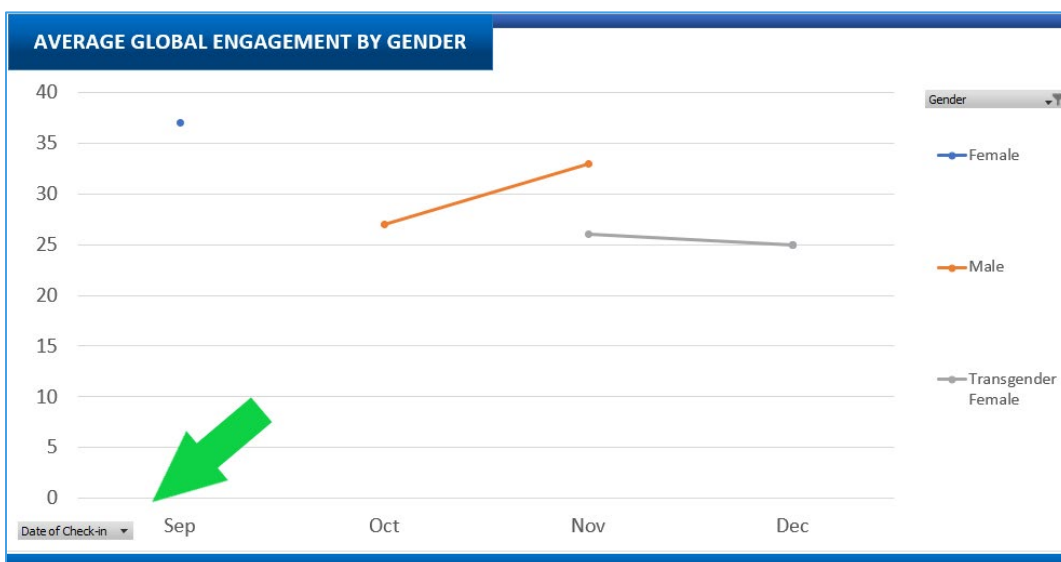
- In the drop-down menu, click on “Refresh All.”



Now you are ready to change and filter the six interactive charts.

To filter by time:

- Click the box in the bottom left-hand corner labeled “Date of Check-In.” A pop-up window will allow you to choose which months to include in the chart. To keep this chart working properly, you may see some placeholders included in the list: “0,” “(blank),” and/or “#N/A.” You can uncheck these options when filtering the chart.



To filter by more granular student information:

- Click the subgroup box (e.g., “Gender”) in the top right-hand corner of the chart. A pop-up window will allow you to choose the subgroups to highlight in the chart. To keep this chart working properly, you may see some placeholders included in the list: “0,” “(blank),” and/or “#N/A.” You can uncheck these options when filtering the chart.

