



An Audit of 21st Century Learning in Sample School District: District Report

June 2008

*Metiri Group
600 Corporate Pointe
Suite 1180
Culver City, CA 90230*

*Cheryl Lemke
310.945.5155
clemke@metiri.com*

METIRI
Group

Table of Contents

Executive Summary	i
Dimension 21 Findings	1
Dimension 1: Forward-Thinking, Share Vision	2
Dimension 2: Systems Thinking.....	6
Dimension 3: 21 st Century Skills and Learning Approaches	12
Dimension 4: 21 st Century Learning Environments	18
Dimension 5: Teacher Proficiency with 21 st Century Skills and Technology	27
Dimension 6: Access and Infrastructure.....	33
Dimension 7: Accountability and Results	41
Appendix A	
Classroom Visitation Summary Results	51
Appendix B	
School Engagement Factors	59
Appendix C	
Student Engagement	73
Appendix D	
Technology Review	82
(Not included in Sample)	



Executive Summary: 21st Century Learning in Sample School District
by Metiri Group

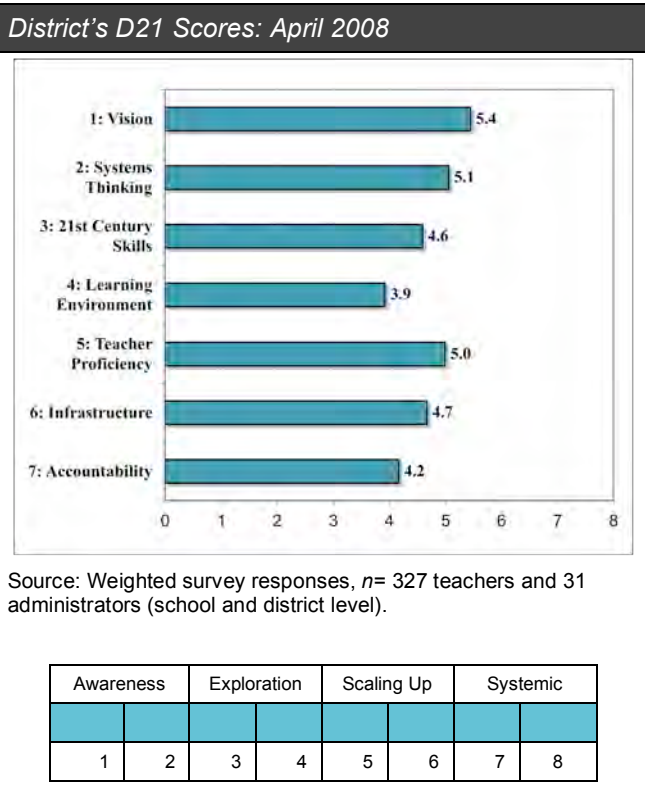
The Sample School District commissioned the Metiri Group to conduct a 21st Century learning and technology audit in January 2008. While the impetus for the audit was the new infusion of funding for technology, the research questions that drove the audit all linked back to student outcomes. The District was interested in understanding the intersection between academic achievement, 21st Century learning, and digital innovations – in particular, what the current status of the District was in the effective use of digital technologies to augment and extend 21st Century learning and technology, and how well they were staged to advance innovations in those arenas.

The Metiri Dimensions21 framework provided a lens through which that current status and staging could be viewed.

The dual focus in this audit on 21st Century learning and technology should be recognized. The Sample School District is somewhat unusual in comparison to other districts in the U.S., in that its focus on 21st Century learning leads its investment in instructional technology.

The chart at the right represents the current status of the Sample School District in each of the Dimensions of the framework on a scale of 1 to 8. (See scale explanation below the chart.)

A District report and individual reports for each school were based on surveys of all teachers, school administrators, and District administrators, plus engagement surveys of students. Site visitations at each school were conducted by Sample personnel and local consultants (using Metiri’s protocol).



While the District and school reports provide a wealth of detailed information, there are generally seven findings and recommendations to the Sample School District.

Finding 1: Vision/21st Century Skills

The District has been a national pioneer in establishing a forward thinking, 21st Century vision (i.e., the District Outcomes and Indicators). Most educators in the District are aware of the vision and use a common vocabulary for describing student outcomes and instructional strategies for achieving such outcomes. One component of the vision that is underdeveloped is the vision for how students should be learning through digital innovations.

Recommendations: Revisit the Sample vision through the lens of the Partnership for 21st Century learning, and update, at a minimum, to include digital innovations. Consider expanding the Classroom 10 model into a District 10 to convey the idea that this type of change doesn't happen classroom by classroom, but rather systemically through a community of practice. Extend that awareness campaign to the community through a recasting of the vision in simpler language. Continue to communicate and build awareness around the Sample vision for 21st Century learning – with the added dimension of digital innovations – among staff. The awareness campaign should include an envisioning of what 21st Century learning “looks like” in practice in classrooms.

Finding 2: Systems Thinking and 21st Century Skills/Learning Strategies

The District leadership team is well grounded in research and best practice from the field and has a tremendous depth of understanding in the alignment of this research and policy into practice. This “systems thinking” is exemplified through the curriculum units that provide teachers and school leaders with the roadmap for translating the vision into practice, the piloting of the laptop program with Endeavor, the systematic use of document camera to extend visualization, the modeling of new communication tools like blogging and pod casting by the superintendent and other leaders, and other many other new initiatives. Currently, the untapped potential lies in the lack of integration of digital innovations as a design element in all leadership decisions.

Recommendations: Consider a leadership endeavor that would investigate and document the potential of a range of technologies (i.e., visualization, simulations, communication/social technologies, data analysis, productivity tools, etc.). In particular, see how these technologies would augment and extend the District's Classroom 10 learning environment, specifically its Outcomes and Indicators, and Habits of Mind. Use those key foundational understandings of how digital innovations augment the Classroom 10 model as design elements in decision making at the district and school levels. From there, annual goals should be established district wide and within schools to zero in on specific gaps and targets. For example, if one of the key understandings that emerges from the endeavor is a recognition of the power of interactive, guided digital interactions (blogs, text messaging, collaborative wikispaces, etc.) for the district outcomes related to students as complex thinkers, effective communicators, and collaborative workers, then the District would take actions to ensure that digital communications were accessible, integrated into curricular units, and an integral component of professional development.

Finding 3: 21st Century Skills and Learning Strategies

Most teachers in the District are incorporating some aspects of the Classroom 10 model in their practice, but few are at the Classroom 10 level, and most do not yet see how technology fits into that model.

Recommendation: The District should make a conscious effort to move deliberately from the awareness stage with Classroom 10, to the implementation stage. Key aspects of that shift would be strategies to ensure that teams of teachers envision their classrooms as Classroom 10 environments. This would be accomplished in part through the strategic use of digital innovations

Pages iii – v not included.



An Audit: 21st Century Learning in Sample School District

by Metiri Group

Introduction

The Sample School District (SD) commissioned the Metiri Group to conduct an audit of 21st Century learning and educational technology in early January 2008. The purpose of the audit is to establish a current baseline from which to report trends, analyze progress, and inform strategies for improvements in the two topic areas. A few years ago the school district established district outcomes and indicators related to 21st Century learning. Integrated into the Classroom 10 concept, they included a vision of students as complex thinkers, collaborative workers, self-directed learners, effective communicators, community contributors, and quality producers. Classroom 10 embeds these outcomes in the context of the state academic standards, habits of mind, and high tech, authentic work.

Dimensions 21 (D21)

Dimensions 21 provides schools with insights into the elements required to translate 21st Century learning in action. The 7 dimensions represent the divergent and innovative thinking it takes to ground schools in emergent cognitive, social, and neuroscience. Metiri Group developed metrics that gauge a school or district's progress in establishing 21st Century systems of learning.

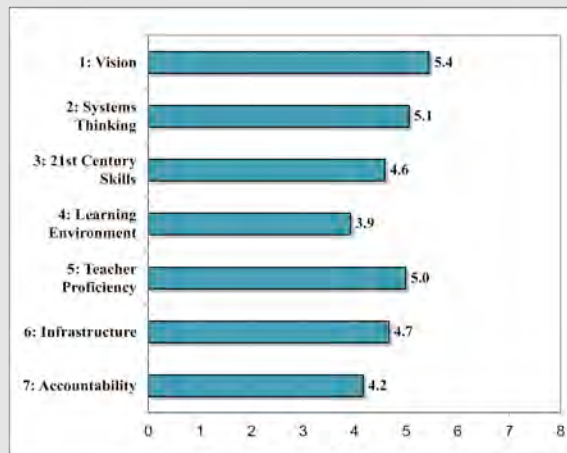
Each dimension is calibrated on an 8-point scale:

Awareness		Exploration		Scaling Up		Systemic	
1	2	3	4	5	6	7	8

Fast Facts

<i>Location:</i>	Sample Citn
<i>Size:</i>	10,800 students
<i>Demographics:</i>	10% free/reduced lunch, 78% Caucasian, 8% Hispanic, 2% African American.
<i>Timeframe:</i>	January – March 2008
<i>Accomplishment:</i>	The Sample school district ranks in the top 10% of all schools on the state performance test in 2004

District's D21 Scores: April 2008



Source: Weighted survey responses, n= 327 teachers and 31 administrators (school and district level).

A Dimension 4 report is included here as a sample.

Dimension 4: 21st Century Learning Environments

“Schools cannot be made great by great teacher performances. They will only be made great by great student performance.”

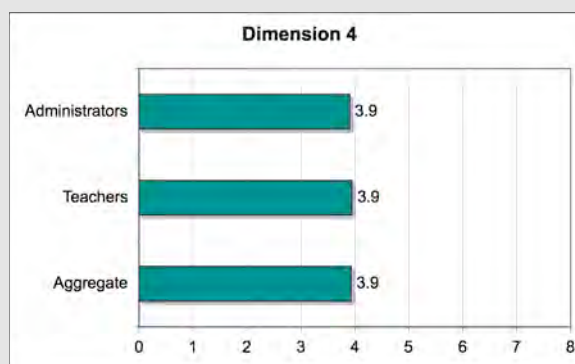
-Phil Schlechty

The learning environment is where the vision becomes a reality, where 21st Century learning comes to life.

- **Alignment with 21st Century Vision.** Does the district content, instruction, and assessment align to 21st Century learning and academic content standards?
- **Informed Practice.** Are educators establishing learning environments that are structured as respectful classroom communities where students can work creatively and productively, places that motivate, interest, and scaffold students to think critically?
- **Culture of Innovation, Engagement, and Collaboration.** Are professional learning teams working together to design and facilitate collaborative 21st Century learning activities with students? Are activities evidence-based? Are students producing high-quality work that is valued by peers, parents, and community?
- **Resources Aligned to 21st Century Learning.** Do students have access to a wide variety of multimodal resources? Are these sources accessible inside and outside the school environment?
- **Digital Tools: Range of Use.** Do students have the opportunity to use a range of technologies (e.g., productivity tools, visualization tools, research and communication tools, etc.) to support 21st Century learning and academic achievement?
- **Assessment for Learning.** Is assessment systematically used to inform practice? Do students set learning goals based on standards? Are they actively engaged in monitoring their own progress toward those goals?
- **Local and Global Connections.** Are there formal, technology-based structures that engage stakeholders and learners in meaningful exchanges, interactions, and partnerships at the local and global levels?

Dimension 4 Scores

Summary of weighted scores from teacher and school administrator surveys (2008)



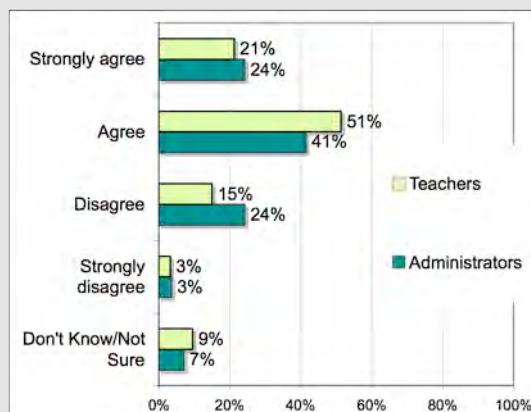
N = 327 teachers, 31 administrators

The site reviewer score for Dimensions 4 was 4.1 (scale 1-8).

Awareness		Exploration		Scaling Up		Systemic	
1	2	3	4	5	6	7	8

Dimension 4 Findings

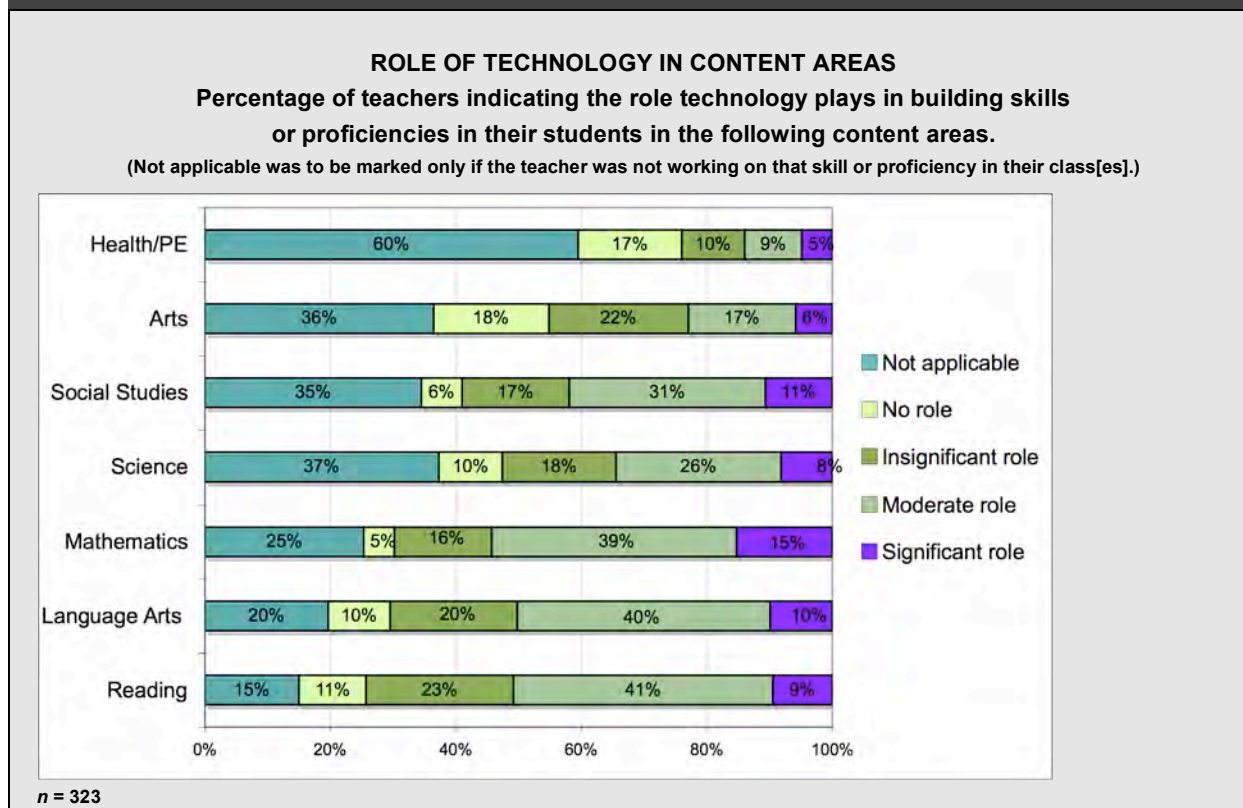
Percentage of teachers and administrators indicating agreement with the statement: Teachers in my school are clear about what the students are to do to demonstrate attainment of the District Outcomes and Indicators.



n = 323 teachers, 31 administrators

The majority of teachers district wide indicated that technology did have a moderate to significant role to play in mathematics, reading, and language arts. However, in science, arts, and health/PE, the majority of all teachers indicated technology played an insignificant role, no role, or it was not applicable to the topic. In social studies, the elementary and secondary teachers' opinions differed, with nearly half of the elementary teachers (49%), but only 36% of secondary teachers reporting a moderate to significant role for technology in social studies. Similarly, the percentage of elementary teachers (64%) reporting a moderate to significant role for technology in mathematics was higher than that of secondary teachers (46%). Low percentages of elementary teachers (37%) and secondary teachers (34%) reported that technology played a moderate or significant role in science.

Dimension 4 Findings



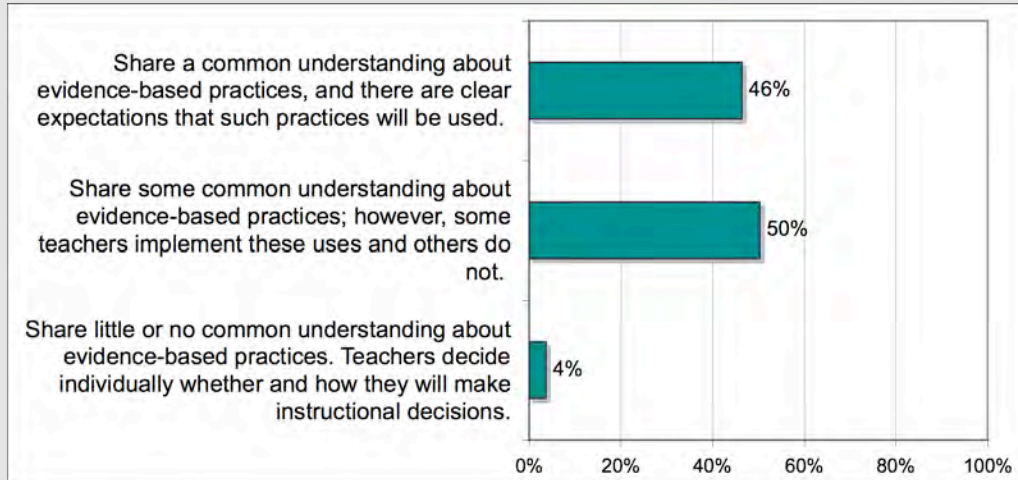
One of the keys to students' access to equitable educational opportunity is systemic implementation of evidence-based practices. The following chart indicates that 46% of teachers report there are clear expectations of such systemic implementation. However, 50% of teachers report that while a common understanding of evidence-based practices exists, some teachers implement them and others do not.

In secondary schools the percentage of teachers reporting clear expectations that evidence-based practices would be used was 43% while at the elementary school level it was 50%. At the secondary school level 54% of teachers said that while some common understanding of evidence-based practices existed, some teachers implemented those uses and others did not. The percentage of elementary teachers in that latter category was slightly lower at 45%. See chart on next page.

Dimension 4 Findings

SYSTEMIC IMPLEMENTATION

Percentage of teachers that reported, In my school teachers in the same grade or subject areas:



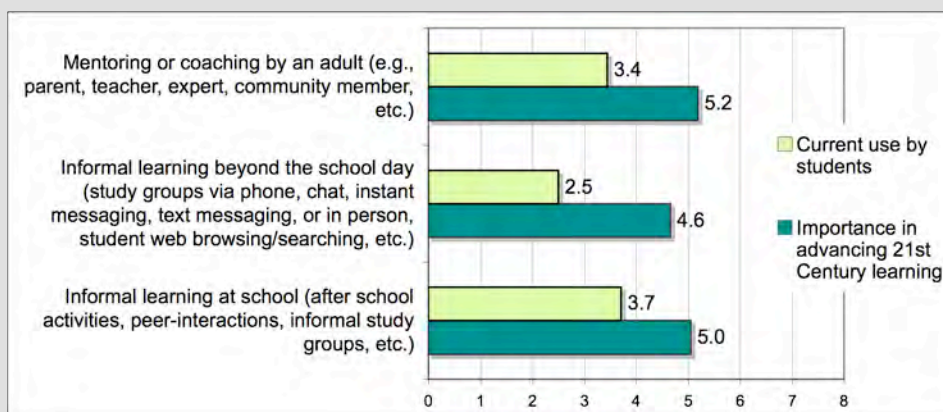
n = 323

As the use of technology extends to mainstream American, more and more students have extensive access to informal learning outside the school day. Teachers were asked about the current use of informal learning by students and the teachers' perception of the importance of such learning to the advancement of 21st Century learning. While teachers rated the current use in all three categories of informal learning as relatively low, they ranked all three of moderate importance to 21st Century learning. There is a significant gap between current and future use.

Dimension 4 Findings

INFORMAL LEARNING

Teachers' ratings (scale 1-8) related to informal learning strategies.



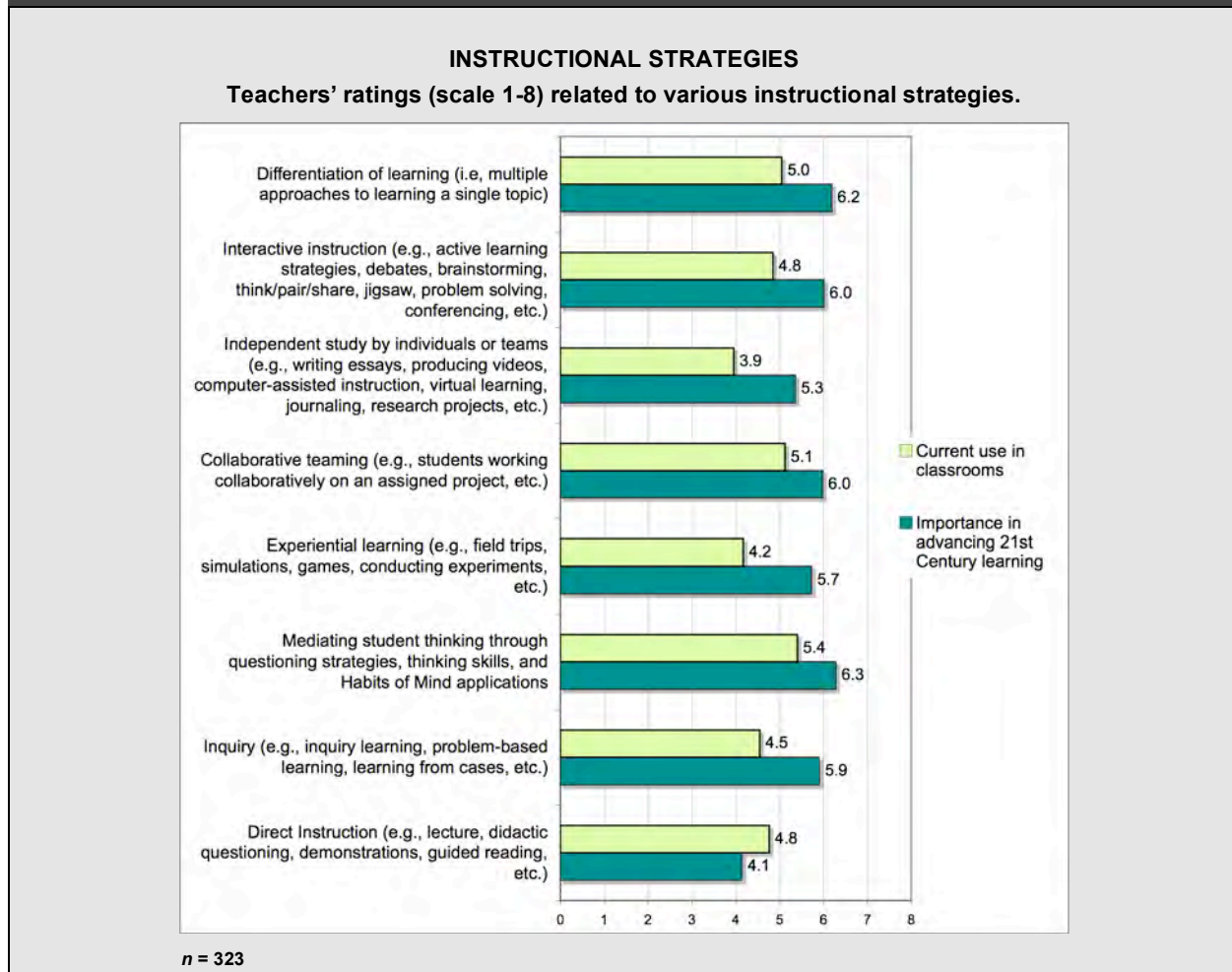
n = 323

Sample Report

Teachers were asked to report their current use of a range of instructional strategies and their perceptions of the importance of such strategies to the advancement of 21st Century learning. The highest reported usages were in mediating student thinking through questioning strategies, thinking skills, and Habits of Mind; collaborative learning; and differentiation of learning. The lowest reported usages were in independent study by individuals or teams and in experiential learning (e.g., field trips, simulations, games, conducting experiments, etc.). No significant differences were reported in this category between elementary and secondary schools.

In terms of teachers' perceptions of the importance of such strategies to 21st Century learning, all were perceived as important with the top ratings going to differentiation of learning and mediating student thinking. The reader will note that these two were rated as in the top three current uses as well. The lowest scores were marked for independent study by individuals or teams.

Dimension 4 Findings



The next chart warrants careful study. It indicates that few classrooms require students to use technology tools in learning in the Sample School District and fewer still explicitly teach students to use such tools for that purpose. However, many teachers (district wide, between 21% to 49%) expressed interest in increasing use in their classrooms. There was extremely high interest in interactive white boards, especially by elementary teachers (54%). Elementary teachers also expressed high interest in digital tools to access audio and video content (38%), simulations (37%), and technologies specific to your field (34%). The highest interest expressed by secondary teachers was in interactive whiteboards (45%),

Sample Report

podcasting (38%), digital tools to access audio or video content (38%), simulations (34%), blogging (34%), and technologies specific to your field (33%).

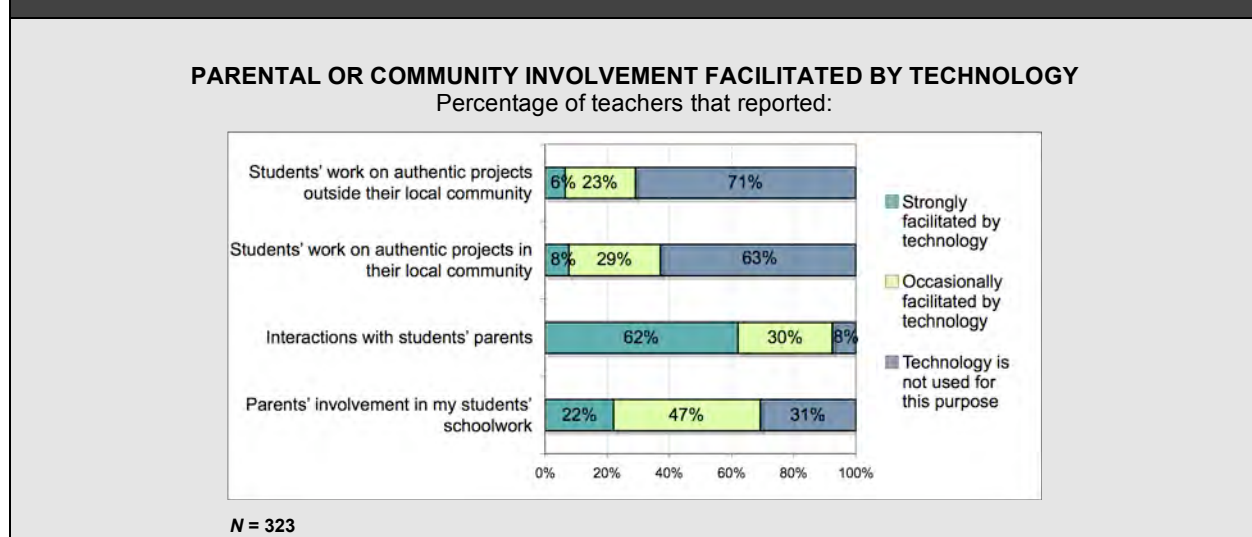
Dimension 4 Findings

TYPE OF TECHNOLOGY USE					
Percentage of teachers reporting that, in their classrooms, the use of this technology is:	Required of students in your class(es)	Explicitly taught to students in your class(es)	Routinely available to your students for homework assignments and projects	Student proficiency explicitly assessed in your class(es)	Technologies for which you want to increase use in your class(es)
Word processing/document processing	35%	23%	37%	8%	26%
Spreadsheets	3%	5%	10%	3%	28%
Student email and Web browsers	11%	4%	19%	3%	21%
Technologies specific to your field	6%	9%	10%	3%	34%
Interactive white boards to engage students	3%	3%	3%	1%	49%
Blogs	2%	2%	5%	1%	31%
Digital tools to access audio or video content	4%	5%	11%	3%	38%
Podcasts	2%	2%	7%	1%	34%
Simulations	5%	4%	7%	2%	35%
Learning Objects	2%	3%	6%	2%	28%

N = 323

Nationally, schools are concerned about the number of students reporting disengagement from today's schools. To remedy this situation, schools are seeking to make learning more relevant to students through authentic learning and linkages to the local community and the home.

Dimension 4 Findings



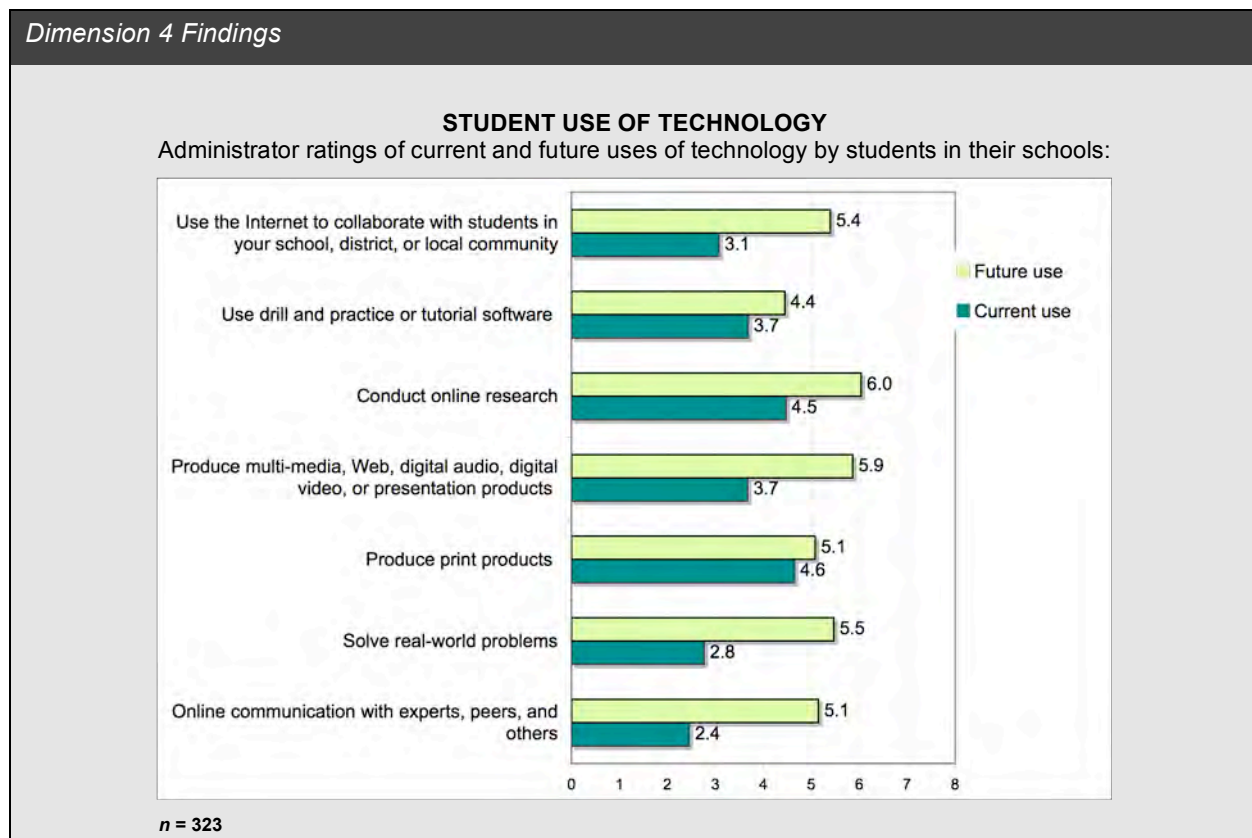
Sample Report

Less than 10% of teachers reported that technology was facilitating authentic learning within or outside their communities, with another 23-29% reporting occasional facilitation. However, over 62% of teachers said interactions with parents were strongly facilitated through technology, and 22% reported strong technology facilitation of parental involvement in students' schoolwork. Significantly higher percentages of secondary versus elementary teachers reported both authentic work and parental involvement was facilitated by technology.

Administrators were asked to rate the level of current and future student uses of technology as outlined in the chart below. When asked about the current use of technology by students, administrators reported that the highest uses were in production of print products and online research. The lowest rankings were in online communication with experts, peers, and others; and in solving real-world problems. The ratings among elementary and secondary administrators were similar except in one category of current use: using the Internet to collaborate with students in the school, district, or local community. The elementary rating was 2.7 and secondary was 3.9 (both out of 8 possible points).

Administrators predicted future student uses of technology as well, using the same list. They indicated that all categories would be moderately high (between 4.4 and 6.0). The categories with the highest predicted use were online research (6.0) and production of multimedia/presentation products (5.9). The lowest category was drill and practice/tutorial at 4.1. Administrators across all levels agreed on the ratings of future use categories. See chart on following page for more detail.

Dimension 4 Findings



Dimension 4 Findings

Site Reviewer Comments

There are a few schools in the district where teachers are employing a Classroom 10 model. Site reviewers commented on collaborative work in writing and mathematics problem solving that resulted in deep learning. In some cases, where schools are able to provide 1-to-1 computing (laptops/mobile carts) learning is augmented through the use of technology.

Strengths:

In general, there are many signs that Sample Schools are advancing toward 21st Century learning environments. The district has under development several curricular units that embody the District Outcomes, Indicators, and Habits of Mind. The site reviewers in several schools observed consistent evidence of complex thinking and purposeful design of learning to engage students in teaming and collaborative work. In others they cited examples of student choice, creativity, and respectful dialogue. Thematic units were evident as were several examples of positive focus on social/emotional growth. Site observations in several schools indicated school cultures that promoted innovation. Examples included environments where the use of innovative technologies (e.g., wikis, blogs, podcasting, etc.) were modeled and made available. Site observers did identify a range of technologies available in schools including: ActivBoards, document cameras, teacher presentation stations with projectors, United Streaming, Inspiration, APEX, information databases, SWIFT teacher websites, mobile carts of laptops, 1-to-1 laptop programs, etc.

Areas for Growth:

The aggregate score for this dimension is 3.9 out of 8 points, which characterizes the district's efforts to create 21st Century learning environments as exploratory – beyond awareness, but not yet scaling up or systemic. While evident in many classrooms, the District Outcomes, Indicators, and Habits of Mind are not yet systematically included in all lessons, nor are they implemented with the same quality across all classrooms.

While most teachers in the district are familiar with Classroom 10 and/or the District Outcomes, Indicators, and Habits of Mind, the implementation is mixed. In some schools there is strong evidence of active learning strategies that engaged students in deep learning; in others such strategies are not evident. One of the barriers is the limited student access to technology, digital content, digital/ Web 2.0 tools. In other schools observers reported not seeing examples of creativity, teaming, or deep learning. In one case the lack of active learning strategies resulted in a situation where the teachers seemed to be working harder than the students. While many teachers reported that administrators were supportive of innovative instructional approaches, the site observers found limited, albeit some, evidence of innovation in action in classrooms. At the high school level, there is differentiation for students through choice in courses and programs (e.g., designed intervention classes, student support class, running start, SeaTac Occupational Skills Center). However, there was not much evidence of differentiation in classrooms at that level. Site observers reported that at some schools there was strong evidence of differentiation within the classroom, while at others no differentiation was observed.

One of the factors limiting innovation in schools is the lack of adequate student access to technology.

Dimension 4 Recommendations

Recommendation 4.1 – 21C Professional Development

The Sample School District (SSD) should consider professional development or study sessions in which teachers have the opportunity for in-depth research and study on how the use of technology and 21st Century Skills have become critical elements in the workplace and community related to their content areas. Given the lack of importance teachers assigned to the applicability of technology to the core areas of science and social studies, those areas should be emphasized. Another critical area for professional development is in extending the capacity of teachers to expand their range of instructional approaches. While teachers reported fairly extensive use of a range of instructional approaches (e.g., differentiation of learning, interactive learning strategies, etc.), the site observers did not perceive a high percentage of teachers deploying such strategies.

The integration of Web 2.0 tools, videoconferencing, and podcasting into professional learning would build the capacity of the teaching staff to see the power of the technology for their own learning and that of their students. It would lead to more in-depth integration into lesson design and increased modeling by teachers and administrators.

Recommendation 4.2 – Integration of Technology/Web 2.0 into Curriculum Units

Teachers in Sample School District are genuinely interested in advancing learning using contemporary technology tools, yet current use is extremely low. The district should refresh its current curriculum units to incorporate the effective uses of technology, design new units that do the same, and then build the capacity of all teachers to implement such units effectively.

Recommendation 4.3 – Use Technology/Web 2.0 Foundations to Increase Student Productivity

In addition to the infrastructure foundations in Dimension 6, the district should develop common expectations and scaffolds for student and teacher use of technology for deep learning and productivity. For example, should the district emphasize multimedia productivity as an option for students in their completion of major work assignments across the curriculum, a foundation might include: district wide accessibility of podcasting, video production; audio production; common rubrics for high-quality products; processes and standards for collaborative work groups; formal engagement of students in expert consulting and collaboration in work productivity; expertise among staff and students as to assessment of the multimedia process/products; and structures for public display and expert/peer review of products. Foundational development should also occur for the use of electronic concept mapping, online research, authenticity of learning, simulations/gaming, the use of digital content, and electronic community interactions (local and global). This foundational development should be aligned to Recommendation 4.2, Integration of Technology/Web 2.0 into Curriculum Units.

Recommendation 4.3 – Strategic Foci

In order to ensure a systemic approach that permeates entire departments or grade levels, the district should consider a process in which schools identify a series of special annual emphases that includes combinations of 21st Century skills and technology. Much of the 21st Century and technology work in the district has not yet become systemic. The emphases would provide opportunities for students to see consistency of focus throughout the day/year and provide opportunities for teacher collaboration in communities of practice focused on specific areas. For example, a school might embrace an annual focus on self-directed learning in grades 4-6. The professional growth experiences for the year would focus on building the capacity of staff, students, and parents to advance self-direction in all grade 5-6 students in every classroom. In parallel, grades PreK-4 might focus on deepening critical thinking through the use of visualization and concept mapping. An important aspect of this type of strategic approach would be periodic assessments to gauge progress over time. Once the year of emphasis has been completed, a scaling up process would “institutionalize” key aspects of the work, and the building would go on to embrace a new series of emphases. The district might start with their six District Outcomes and Indicators, asking the schools to focus on a specific 21st Century outcome (e.g., effective communicators, collaborative workers, self-directed learners, community contributors, quality producers, or complex thinkers) in combination with the technology/Web 2.0 foundations in Recommendation 4.3.

Recommendation 4.5 – Scaling Up Faculty Collaboration and Teaming

The district should consider scaling up its formal teaming and collaboration approaches currently represented in some of its specialty programs (e.g., Endeavor). Team teaching would enable teams to build on the strengths of individual staff members to ramp up the Classroom 10 model and the above recommendations more quickly. It models the collaborative work expected of students and provides a formalized community of practice embedded in the daily routine of teaching and learning. SSD has some excellent models upon which to build.

Portion of Appendix C, Student Engagement, included as example.

Appendix C



Student Engagement

Part B of the survey aimed to measure the degree that the students perceive themselves cognitively or affectivity involved with the overall tasks and activities in the class. Building off the research of recent engagement theorists, a taxonomy of student engagement levels was developed to distinguish different types of engagement– engaged, tactically engaged, compliance, withdrawn, and defiant. Similar to the School Engagement Factors survey (SEF), in the Student Engagement survey, students were asked to rate their overall agreement with several statements that were written to reflect one of the five types of engagement. For example, one would expect an engaged student to respond positively to “I like anything I learn about in school.” Similarly, a defiant student would rate a high level of agreement to “I do not go to school activities after school. I like to leave school as soon as I can.” Nine items were written to reflect each of the five levels of engagement for a total of 45 items. However, items written to reflect the fifth and lowest level, defiant, were not included in the elementary-level version of Part B because it was not thought to reflect the behaviors of elementary age students. Therefore, the elementary-level version included 36 items. Table 3. presents a few sample items by engagement scale.

TABLE 3. EXAMPLES OF STATEMENTS WRITTEN FOR THE LEVELS OF STUDENT ENGAGEMENT

Engaged	Tactical	Compliant	Withdrawn	Defiant *
<p>After school, I go to school activities so I can be a good student. I think that kids who do after school activities get better grades.</p> <p>I always know if I did a good job on my schoolwork. When I don't do as well as I like, I think about what I can change for next time.</p>	<p>I keep a list of what I need to do to get a good grade.</p> <p>Learning in school is important to me because my parents want me to get good grades.</p> <p>I want my teachers to know I am a good student so I follow all the school rules. I think this might help me get better grades.</p>	<p>I do just enough work in school to get by.</p> <p>I do not like all of the things I learn about in school. I try to look like I am paying attention.</p> <p>After I finish schoolwork, I usually do not check over my work. I'm just glad to be done!</p>	<p>If I do my schoolwork, I do not care about the grades I get.</p> <p>I am not interested in the things I learn about in school. I'd rather daydream in class.</p> <p>I do not go to school activities after school. I like to leave school as soon as I can.</p>	<p>I would never participate in an extracurricular activity in school. The kids who do are losers and I have better things to do than spend more time in this school.</p> <p>Most of my schoolwork is junk. No one can make me do it.</p>

* Defiant items were not included in the elementary version of Part B.

Based on how students responded to each type of item, they were matched with the engagement level that most matched responses. Some student's responses fit in several non-consecutive levels. In those cases, the level is described as “Mixed” level was created for these respondents. Table 2 shows how the levels differ in level of commitment and attention.

Table 4. Attention and Commitment by engagement levels

	High Attention	Low Attention	No Attention	High Commitment	Low Commitment	No Commitment	Diverted Attention
Engaged	✓			✓			
Tactical	✓				✓		
Compliant		✓			✓		
Withdrawn			✓			✓	
Defiant							✓

The types of engagement are defined in more detail below, as well as the percentage of students identified within each type.

Characteristics of Engaged

- Student sees the activity as personally meaningful.
- The student’s level of interest is sufficiently high that he/she persists in the face of difficulty.
- The student finds the task sufficiently challenging that he/she believes he will accomplish something of worth by doing it.
- The student’s emphasis is on optimum performance and on “getting it right.”

Approximately 54% of the 485 elementary students and 19% of the 3,188 secondary students surveyed were identified as being engaged.

Characteristics of Tactical

- The official reason for the work is not the reason the student does the work—she substitutes her own goals for the goals of the work.
- The substituted goals are instrumental—grades, class rank, college acceptance, parental approval.
- The focus is on what it takes to get the desired personal outcome rather than on the nature of the task itself—satisfactions are extrinsic.
- If the task doesn’t promise to meet the extrinsic goal, the student will abandon it.

Thirty-one percent of elementary students and 51% of secondary students were identified as tactically engaged.

Characteristics of Compliant

- The work has no meaning to the student and is not connected to what does have meaning.
- There are no substitute goals for the student.
- The student seeks to avoid either confrontation or approbation.
- The emphasis is on minimums and exit requirements- “What do I have to do to get this over and get out?”

Eleven percent of elementary students and 21% of secondary students were identified as compliantly engaged.

Characteristics of Withdrawn

- The student is disengaged from current classroom activities and goals. The student is thinking about other things or is emotionally withdrawn from the action.
- The student rejects both the official goals and the official means of achieving the goals.
- The student feels unable to do what is being asked, or is uncertain about what is being asked.

Three percent of elementary students and 5% of secondary students were identified as withdrawn.

Characteristics Defiant

- The student is disengaged from current classroom activities and goals.
- The student is actively engaged in another agenda.
- The student creates her own means and her own goals.
- The student's rebellion is usually seen in acting out—and often in encouraging others to rebel.

Three percent of secondary students were identified as defiant. Defiant items were not included in the elementary survey.

FIGURE 16. PERCENTAGE OF ELEMENTARY STUDENTS COMPARED TO SECONDARY STUDENTS BY LEVEL OF ENGAGEMENT

