
Student Engagement Survey Report 2022-23

Anoka-Hennepin School District

Prepared by the Department of
Research, Evaluation, and Testing



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Introduction

This report highlights students' responses to the Student Engagement Survey. The objective of the Student Engagement Survey is to provide an opportunity for students in grades 3, 5, 7, 9, and 11 to provide feedback on their experiences in school. Students' perceptions of their educational experiences are used for systems improvement. This report will also be shared with the Superintendent, Associate Superintendents, K-12 Curriculum and Instruction personnel, building level administration and staff, and other district constituents.

This survey has been administered annually beginning in 2012-13. A random sample of classrooms in grades 3, 5, 9, and 11, and all grade 7 students were given a chance to respond. Teachers were asked to administer the survey during their class November 28th, 2022 through December 22nd, 2022. The anonymous survey took students approximately 30 minutes to complete. The questionnaire is comprised of 40 main items relating to four dimensions:

- Teaching and learning
- Students' future goals
- School's culture and climate
- Creativity and individuality

Response options for the items include agree, somewhat agree, somewhat disagree, or disagree. For the purposes of this report, engagement was measured and defined as the sum of the agree and somewhat agree response options.

This report compares aggregate information by level, grade, gender, and ethnicity. Next, this report disaggregates student responses by school then by item for further comparison. The last portion of the report provides trend data comparisons across the past four years.

Key messages

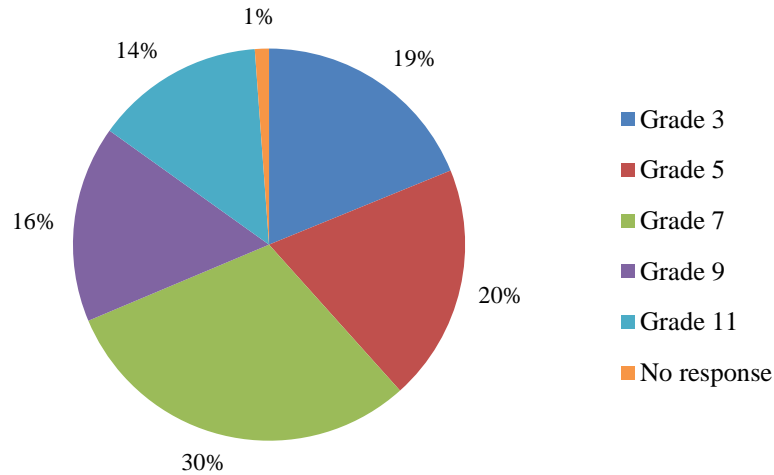
Illustrated in the graphs that follow.

- Overall, of the 6,882 students who completed the survey, there was approximately 86% student engagement. This percentage is based on an average of responses to all 40 items. The 2022-23 level of engagement is about 1% higher than the level of engagement in 2021-22 (85%).
- As is typical, overall engagement decreased as grade level increased. Elementary school students reported the highest level of overall engagement (91%), middle school students reported the next highest (86%), and high school students reported the lowest level (81%). Increases from last year were seen at the middle and high school levels (1% each), while the elementary level remained constant.
- The percentage of female and male students engaged overall was approximately the same (87% each), whereas students who reported their gender as 'I prefer not to answer' reported 84% overall engagement. Students who reported their gender as 'I identify with an option not listed' reported being less engaged overall (66%).
- When disaggregated by ethnicity, overall engagement was relatively consistent across groups ranging from 84% to 89%.
 - At the elementary level, American Indian, Asian, and White students reported the highest level of engagement (92% each). Students who selected Black, 'Two or more races', and 'Ethnicity not listed' reported the lowest level of engagement (89% each).
 - At the secondary level, Asian students reported the highest level of engagement (87%) and 'Ethnicity not listed' reported the lowest (77%).
 - The range in overall engagement across ethnicities ranged from 89% to 92% at the elementary level and 77% to 87% at the secondary level, indicating our greatest gaps exist at the secondary level.
 - Looking longitudinally overall as well as at the elementary and secondary levels, the rank of each ethnic group in terms of those most highly engaged compared to those reporting the lowest levels of engagement remains fairly consistent. However, the American Indian student group experiences greater fluctuation due to lower student group counts.
- Consistent with previous years, the students' future goals dimension showed the highest level of overall engagement (91%) while the school's culture and climate dimension had the lowest level (84%).
- For individual survey items, the highest and lowest rated items remain fairly stable across the years.
 - Four items from the culture and climate dimension were rated in the bottom 5 across all 40 items at both the elementary and secondary levels: *All students are treated fairly in my school*, *I feel safe expressing my opinion in class*, *The school rules are fair*, and *Other students care about what I have to say*.
 - Three items from two different dimensions, the teaching and learning and future goals dimensions, were in the top 5 across all items at both the elementary and secondary levels: *An adult in my life cares about my future*, *I feel that I can be successful in school*, and *My teachers believe that I can be successful*.

Respondent demographics

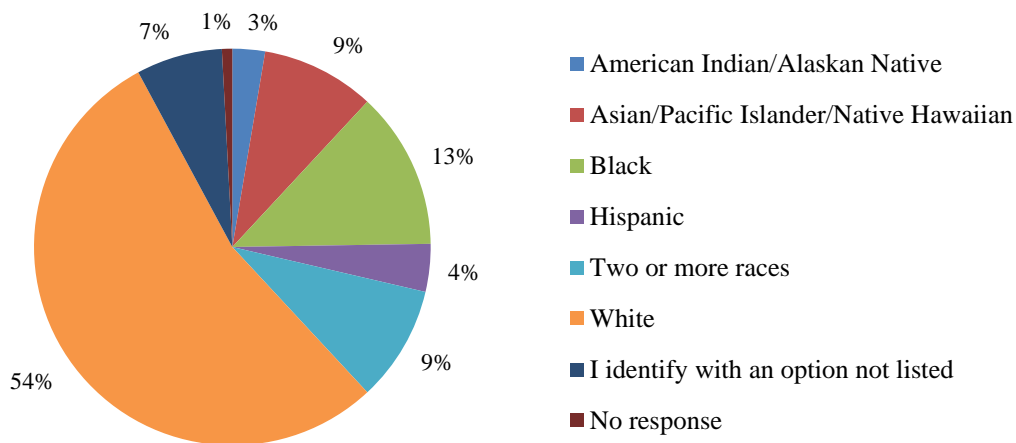
A total of 6,882 students in grades 3, 5, 7, 9, and 11 completed the survey. To balance the representation across the elementary, middle, and high school levels, all students in grade 7 were asked to complete the survey, while only a sample of classes in the other grades were asked to respond. The gender distribution was almost equal between students who identify as females and males, with 44% of respondents indicating they identified as female and 45% of respondents indicating they identified as male. About 9% of students chose 'Prefer not to answer', 2% chose 'I identify with an option not listed' (an option on the secondary survey only), and about 1% chose not to respond to this item at all.

Percentage of respondents by grade



Participants who completed the survey indicated their racial/ethnic background as follows: 3% American Indian, 9% Asian, 13% Black, 4% Hispanic, 9% 'Two or more races', 54% White, and 7% selected 'I identify with an option not listed'. About 1% of students did not respond to this item.

Percentage of respondents by ethnicity

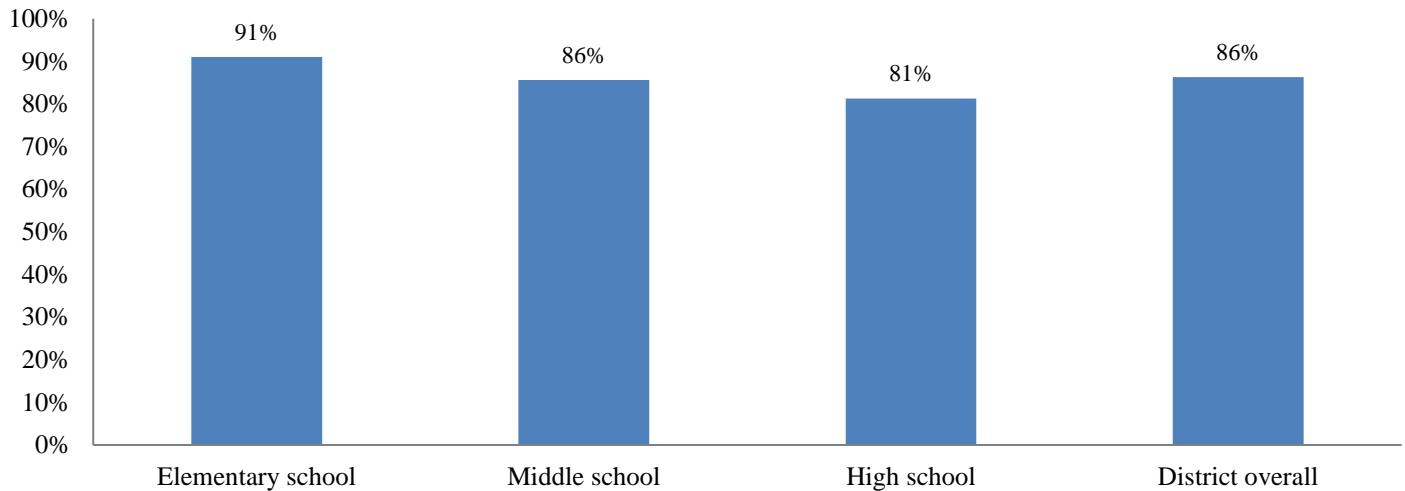


Note: 'American Indian/Alaska Native' is abbreviated as 'American Indian' and 'Asian/Pacific Islander/Native Hawaiian' is abbreviated as 'Asian' throughout this report.

Percentage of overall student engagement disaggregated by level, grade, gender, and ethnicity

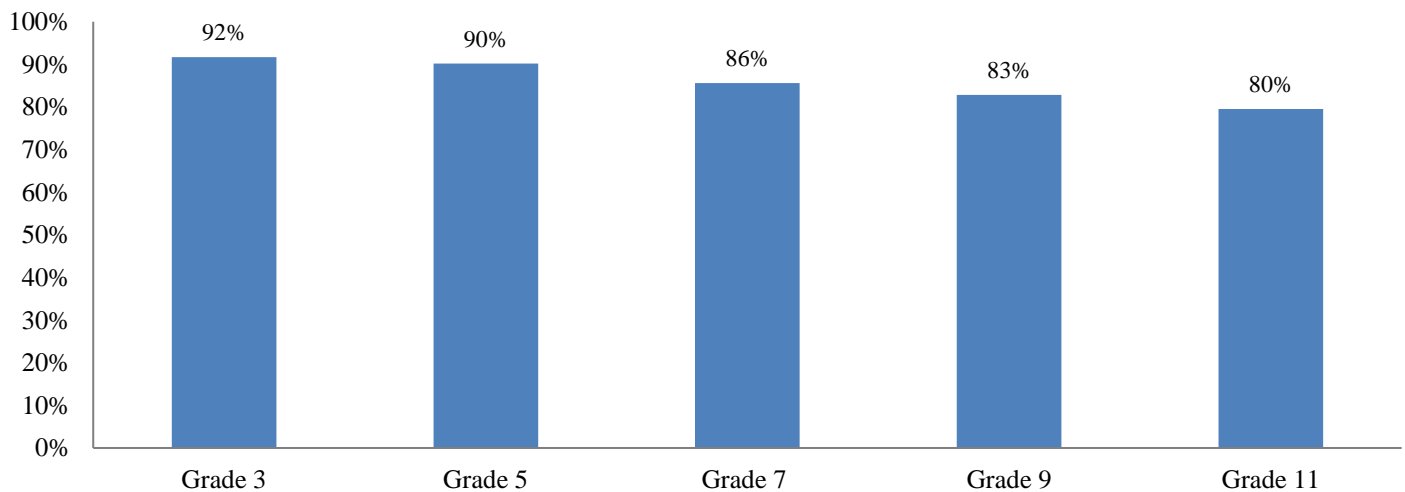
Students at the elementary school level reported higher levels of engagement than middle or high school students. The representation across middle and high schools was consistent at the secondary level, each making up 30% of the participants. Elementary students represented 39% of all responses.

Percentage of overall student engagement by level



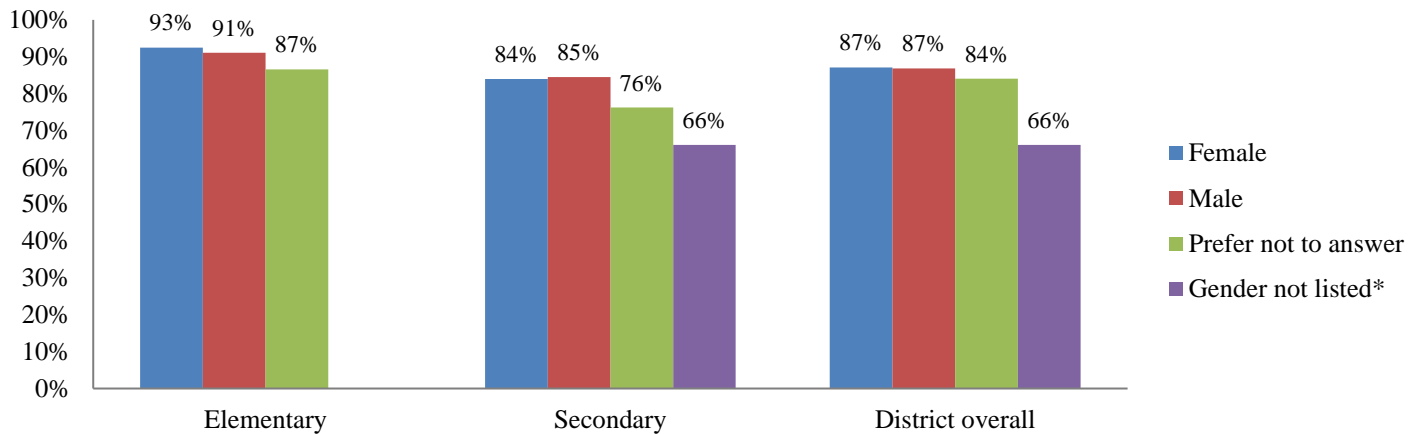
Consistent with previous years, overall student engagement decreased steadily as grade level increased. Students in grades 3 and 5 reported having the highest level of engagement at 92% and 90%, respectively. Grade 11 students were the least engaged, with 80% overall agreement with the items.

Percentage of overall student engagement by grade



Students who identify as female and male reported the same level of engagement overall; however, there were differences across levels. At the elementary level, the average engagement level of students who identify as female was almost 2% greater than students who identify as male, whereas at the secondary level (middle and high school grades), students who identify as male reported slightly higher engagement than students who identify as female.

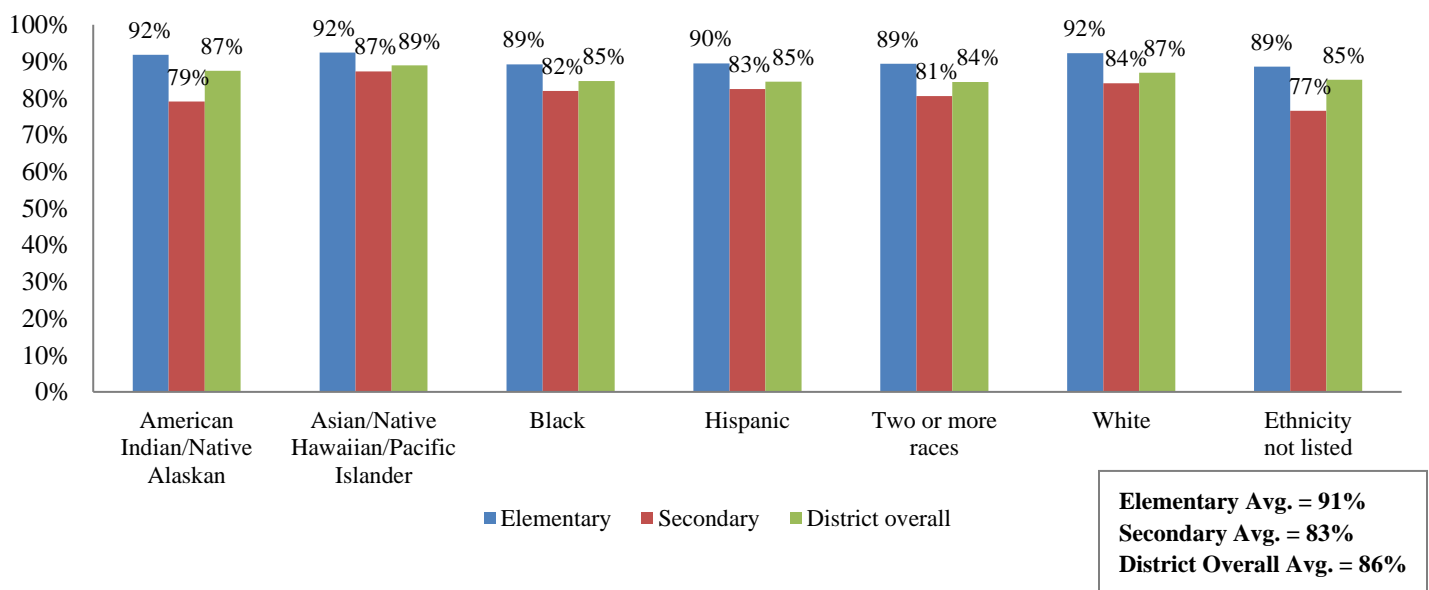
Percentage of overall student engagement by gender



* 'I identify with an option not listed' is not a response option on the elementary survey.

Districtwide, students' overall engagement was 86%. When disaggregated by ethnicity, reported overall engagement across all ethnicities at the elementary level was higher than this district average. At the secondary level, overall engagement across ethnicities was lower than the district average except for the Asian and White student groups who reported slightly higher overall engagement than the district average of 86%. Overall engagement was highest for elementary level students who reported their ethnicities as American Indian, Asian, and White. Secondary students who identified themselves as Asian reported the highest levels of overall engagement. The range in overall engagement across ethnicities ranged from 89% to 92% at the elementary level, 77% to 87% at the secondary level, and 84% to 89% overall, indicating our greatest gaps exist at the secondary level.

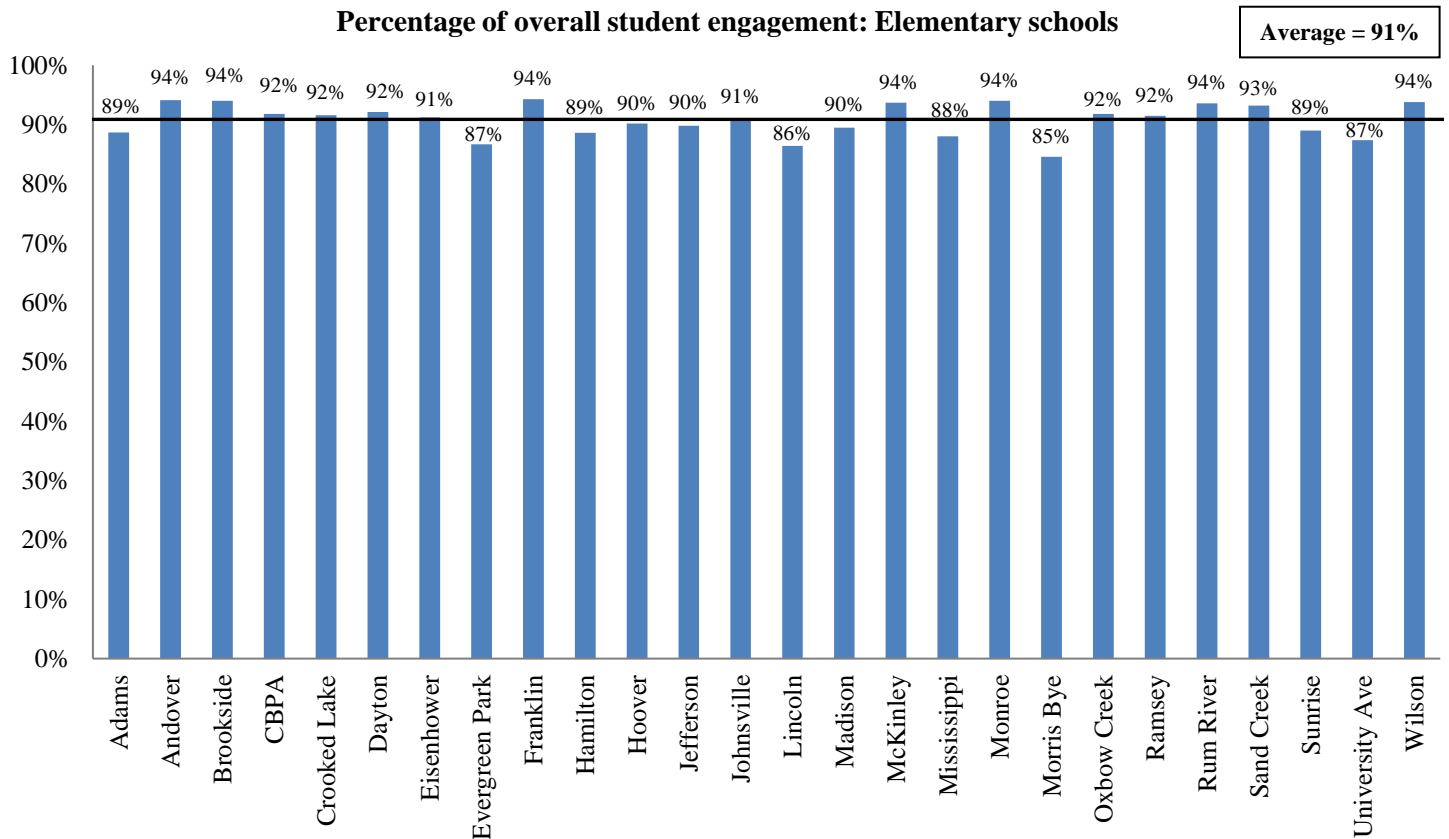
Percentage of overall student engagement by ethnicity



Percentage of overall student engagement by level and school

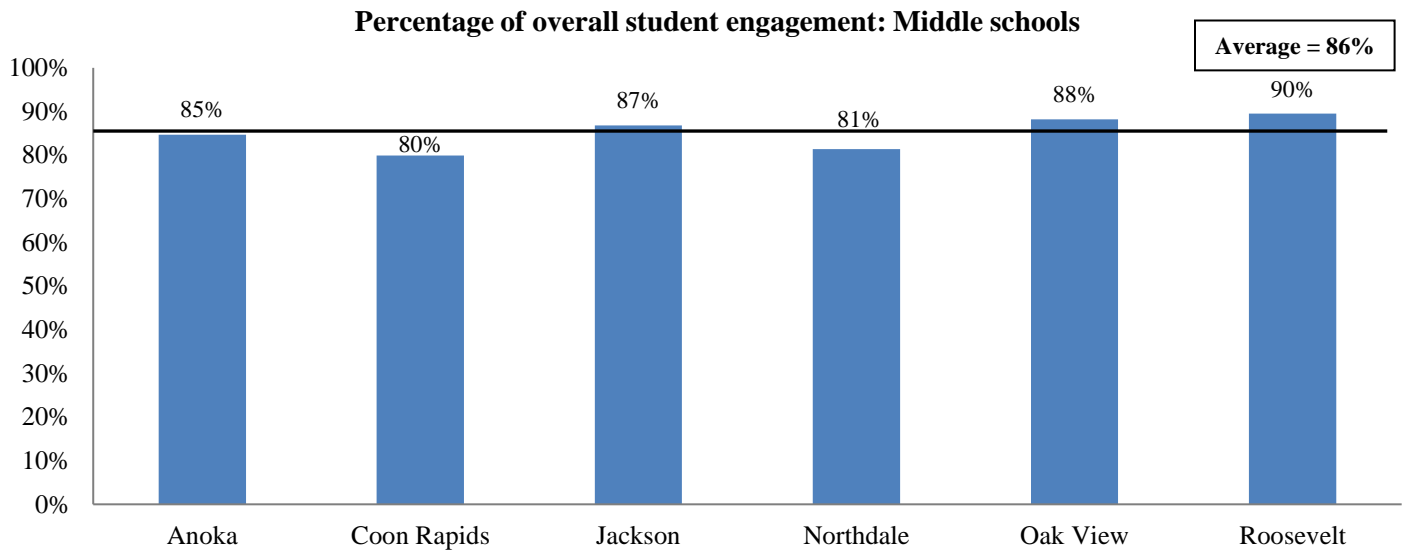
This section disaggregates the percentage of overall student engagement by level (elementary, middle, and high school) and by school. The graphs below display the percentage of students who were engaged by school for each level. The horizontal black lines represent the level overall average. The bars represent each school's overall engagement as an average of all of the item responses.

The percentage of overall student engagement was high and fairly consistent across most elementary schools. Fifteen of the twenty-six elementary schools showed overall engagement rates higher than the elementary average. The highest level of engagement (94%) was achieved by several elementary schools while Morris Bye Elementary School students reported the lowest level of engagement (85%).

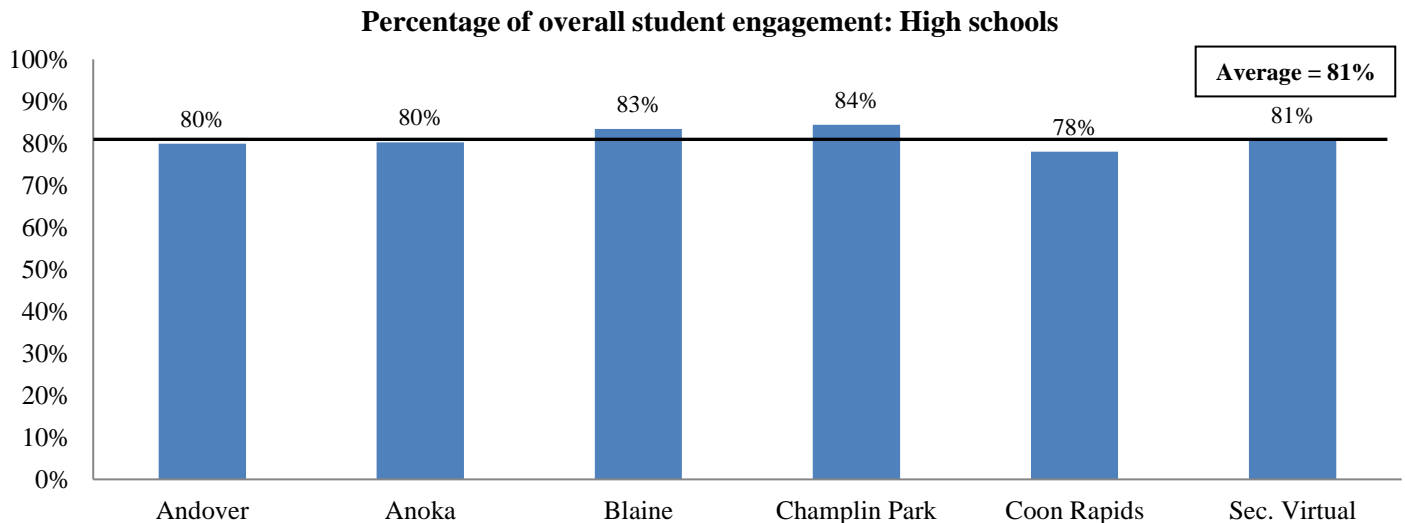


Note: RTLC data were suppressed due to low cell size.

The percentage of middle school students who were engaged ranged from 80% to 90% across sites. Roosevelt Middle School students reported the highest levels of engagement with Coon Rapids Middle School students reporting the lowest. The horizontal black line represents the district middle school average of 86%, about 1% higher than last year.



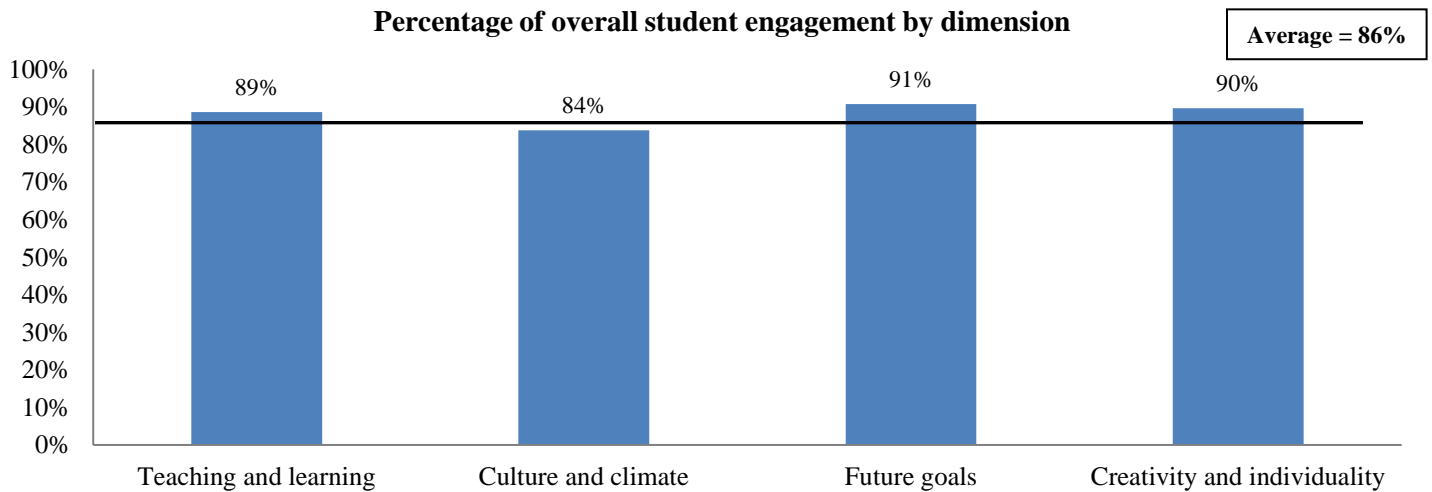
For high school, overall engagement was fairly consistent among most of the traditional high schools, ranging from 78% to 84%. The horizontal black line represents the district high school average of 81%, 1% higher than last year. Champlin Park High School students reported the highest level of overall student engagement and Coon Rapids High School students indicated the lowest level of engagement.



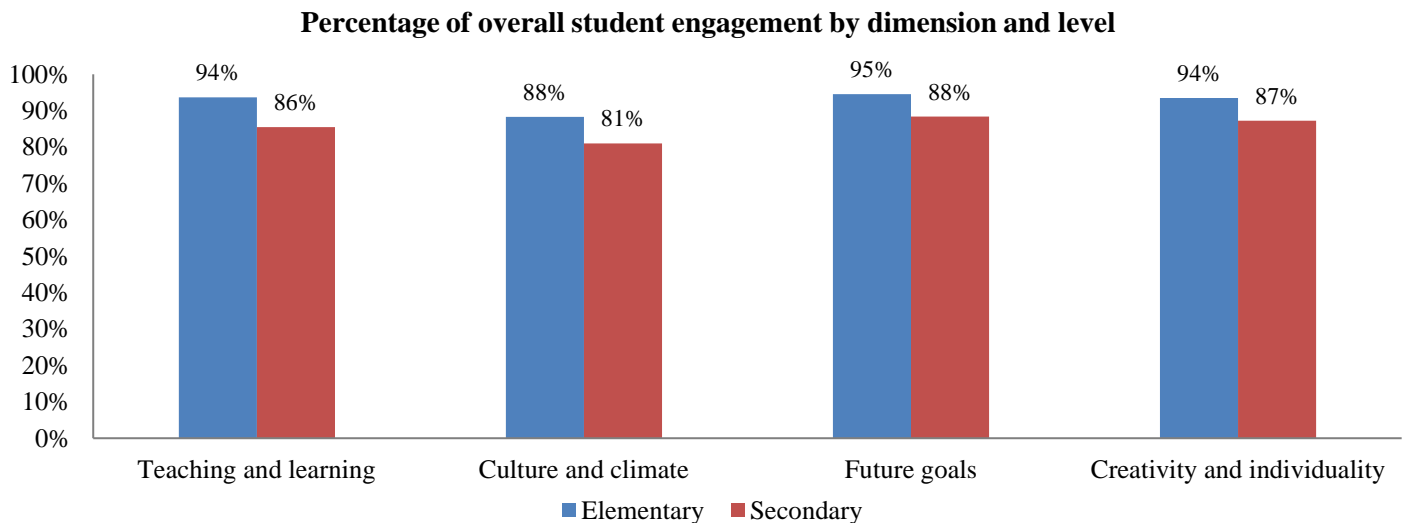
Overall student engagement by dimension

This section disaggregates the overall engagement by the four dimensions that make up the survey. Each of the 40 main items address one or two of the four dimensions: teaching and learning, culture and climate, future goals, and/or creativity and individuality. The creativity and individuality dimension was added to the 2015-16 survey and is comprised of five survey items. All items in the creativity and individuality dimension are also included in either the teaching and learning or culture and climate dimension.

The teaching and learning dimension is made up of 15 items such as *My teachers enjoy teaching* and *My teachers teach things in a way that helps me learn*. The culture and climate dimension includes 21 items such as *I feel comfortable asking questions in class* and *I have friends at school*. The future goals dimension includes four items such as *Going to school after high school is important* and *I am hopeful about my future*. Creativity and individuality is made up of five items that also align to the other domains such as *My teachers encourage creativity* and *At my school, it is okay to be different than other people*. The percentage of student engagement was highest in the future goals dimension and the lowest in the culture and climate dimension.

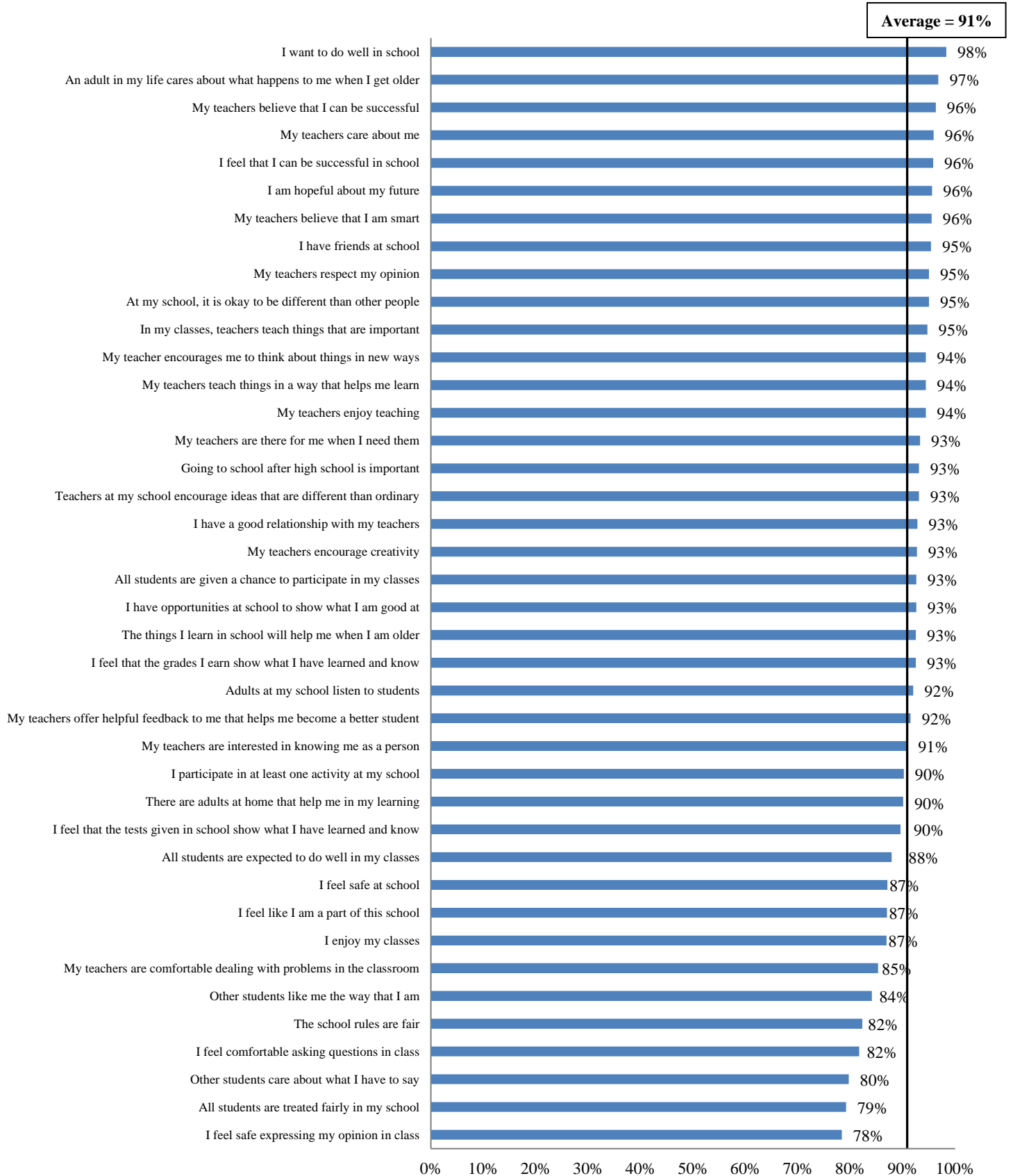


Within each level, the overall dimension agreement varied by 7% across dimensions. The difference between elementary and secondary student engagement was greatest within the teaching and learning dimension, with secondary reporting a lower level of engagement by 8%. Elementary engagement levels on the culture and climate, future goals, and creativity and individuality items were each 7% higher than secondary engagement levels.



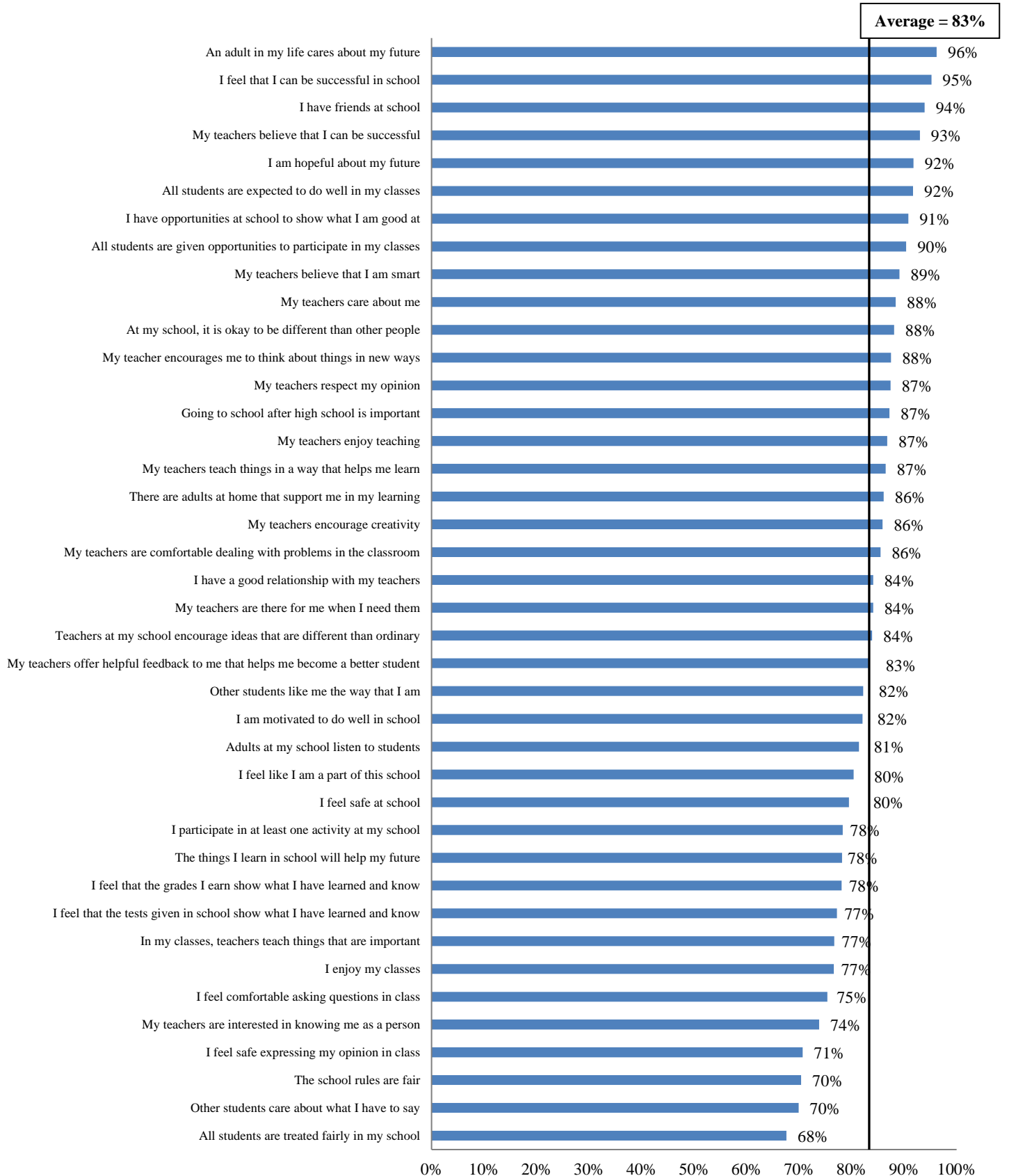
Agreement by item: Elementary

The graph below illustrates the percentage of elementary students who responded agree or somewhat agree to each item. The vertical black line in this graph represents the overall average of agreement at the elementary level.



Agreement by item: Secondary

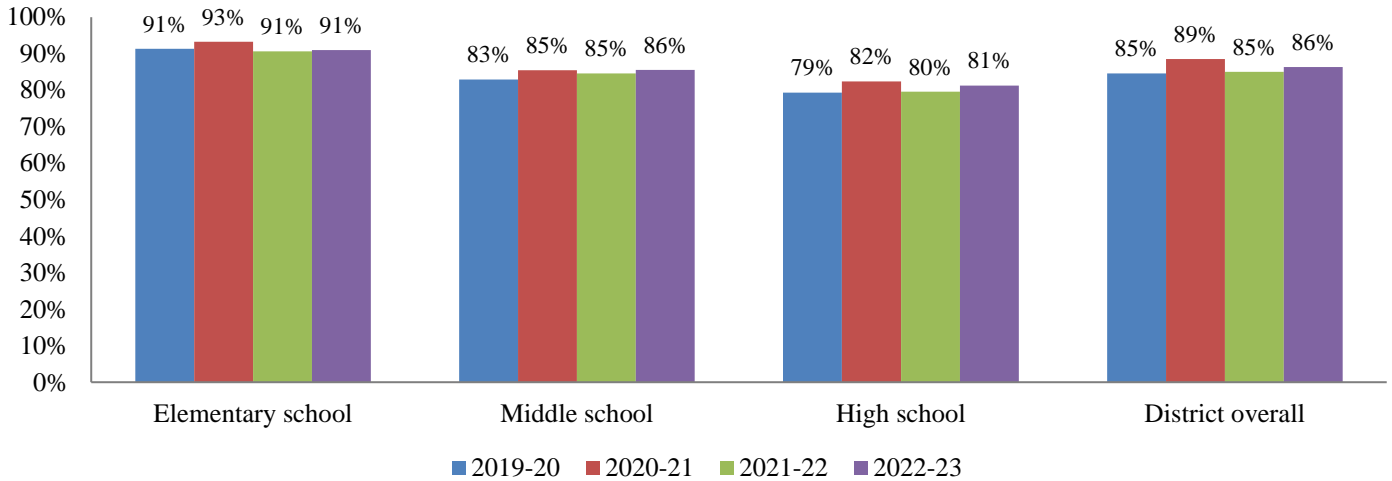
The graph below displays the percentage of secondary students who responded agree or somewhat agree to each item. The vertical black line in this graph represents the secondary average overall agreement.



Trend data: Percentage of overall student engagement disaggregated by level, grade, gender, and ethnicity

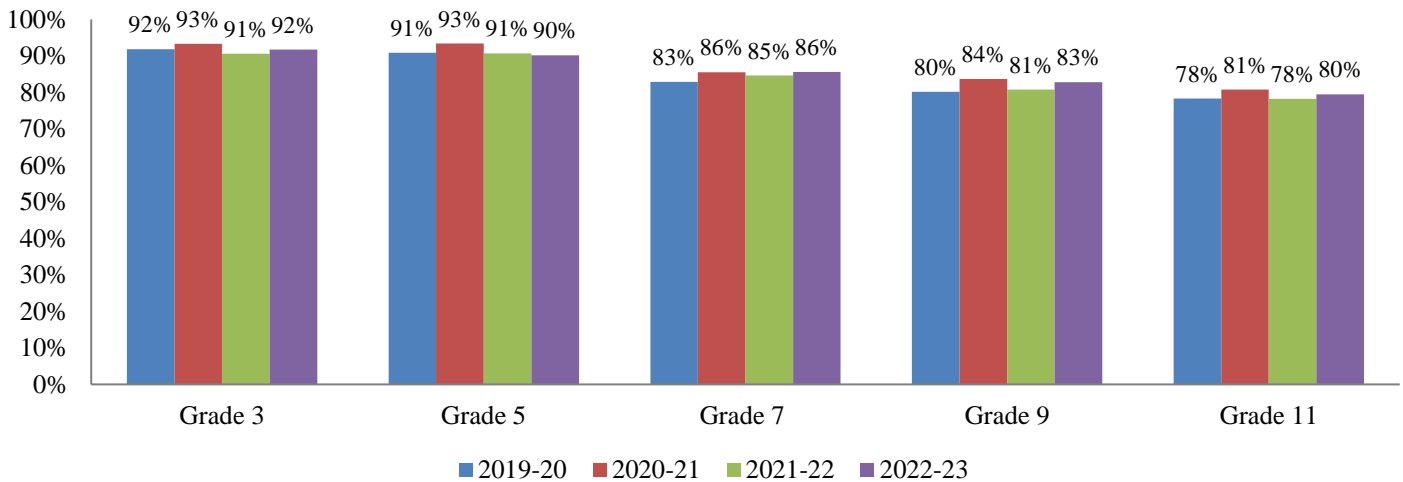
Districtwide, after the level of overall student engagement increased from 2019-20 to 2020-21, the following year experienced decreases at all levels. This year, the overall district average increased by about 1% compared to last year. Engagement at all levels saw a slight increase from the year prior. With the exception of the 2020-21 school year showing higher levels of engagement, examination of the last four years of data show an increasing trend at the secondary level, whereas elementary has remained quite stable.

Percentage of overall student engagement by level: Four-year trend



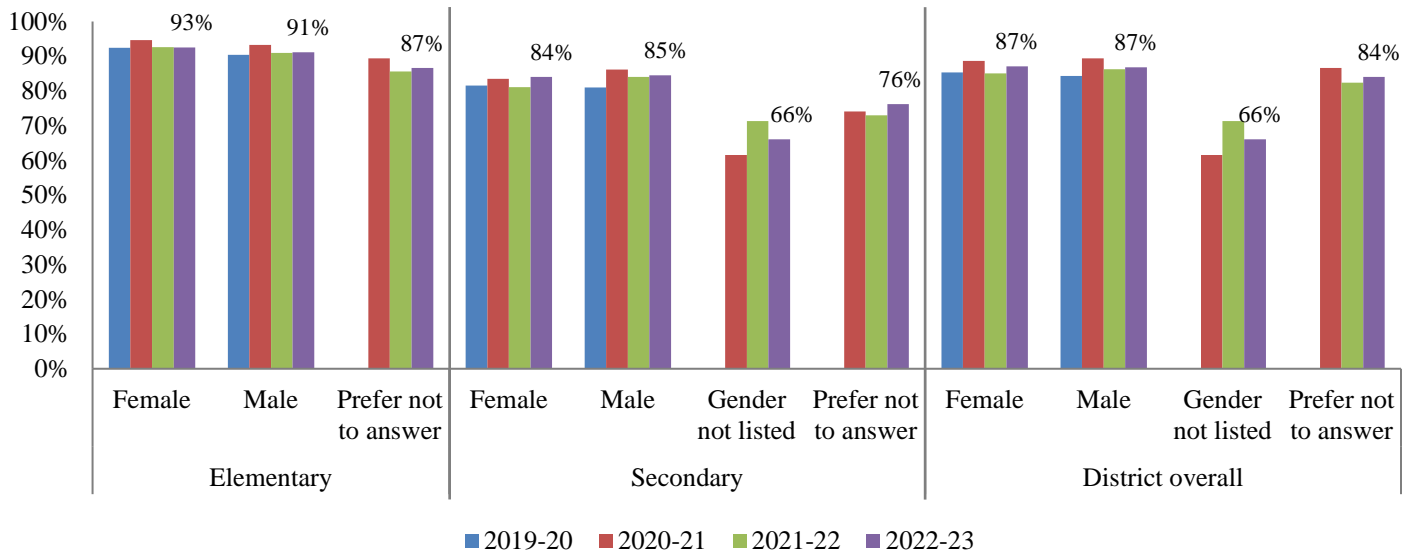
In 2022-23, grades 9 and 11 experienced an increase in engagement of approximately 2%. Grades 3, 5, and 7 saw slight shifts in engagement, increasing or decreasing by approximately 1% each from the previous year.

Percentage of overall student engagement by grade: Four-year trend



At the elementary level, engagement has remained consistent for students who identify as female or male and increased slightly for students who chose the ‘Prefer not to answer’ response option. At the secondary level, engagement increased 3% for students who identify as female as well as for students who chose the ‘Prefer not to answer’ response option, while students who identify as male remained engaged at levels similar to last year. Students who chose the ‘I identify with an option not listed’ response option experienced a 5% decrease since last year, though their engagement is still higher than where it was two years ago. In 2020-21, the ‘Prefer not to answer’ response option was added for both elementary and secondary students, and the ‘I identify with an option not listed’ option was made available for secondary students.

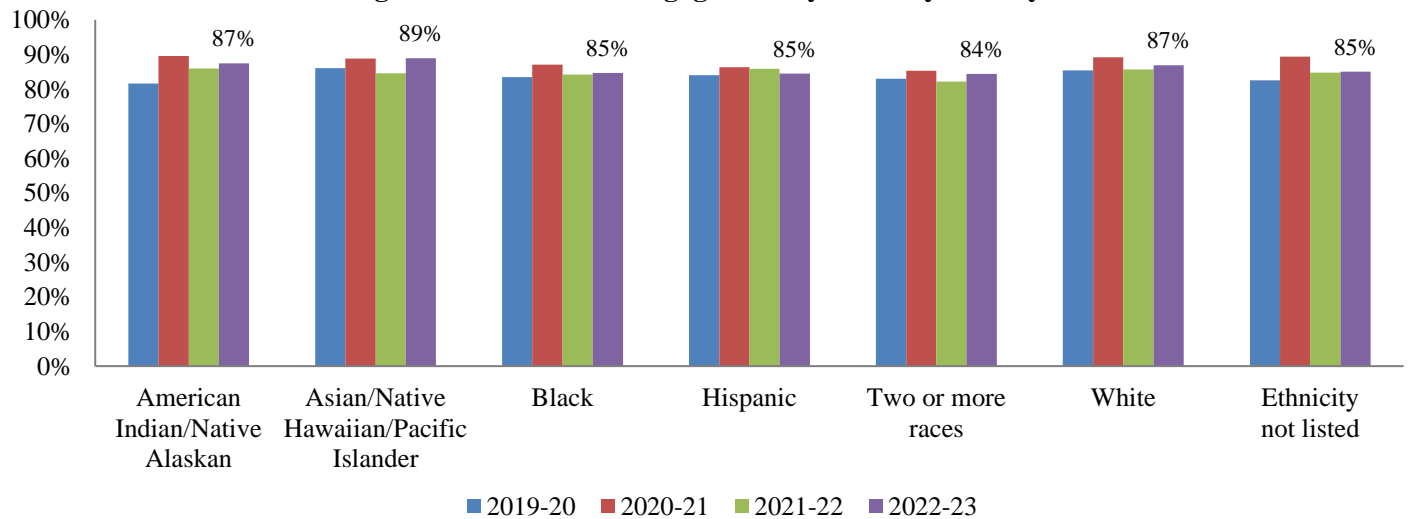
Percentage of overall student engagement by gender: Four-year trend



Note: Data labels reflect current year data.

When disaggregated by ethnicity, all student groups experienced an increase, with the exception of Hispanic students who reported a slight decrease in engagement. Asian students experienced the greatest increase (4%) in engagement from last year followed by students who identify with two or more races (2%).

Percentage of overall student engagement by ethnicity: Four-year trend

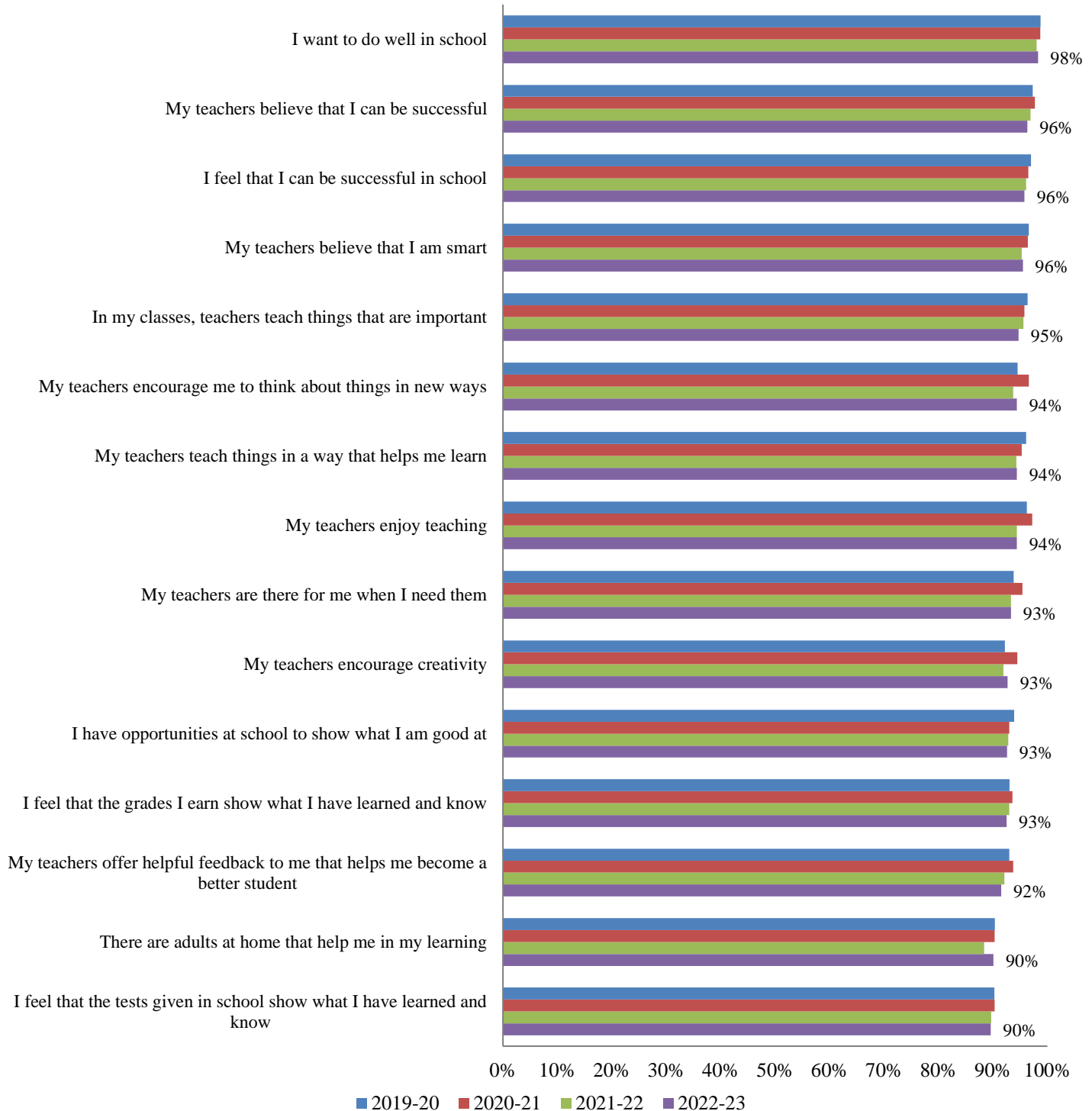


Note: Data labels reflect current year data. Starting in 2020-21, all federal ethnicity categories were represented in the options on the survey. Prior to 2020-21, ‘Native Alaskan,’ ‘Native Hawaiian,’ and ‘Pacific Islander’ were not explicitly listed with any response option.

Agreement by item: Elementary trend

The following graphics represent the percentage of students who responded agree or somewhat agree to each item by dimension at the elementary level. All of the items within the teaching and learning dimension remained fairly consistent from 2021-22 to 2022-23. Only one item showed a change of more than 1% over this time: *There are adults at home that help me in my learning* (up 2%). This increase moved this item out of the lowest rated spot.

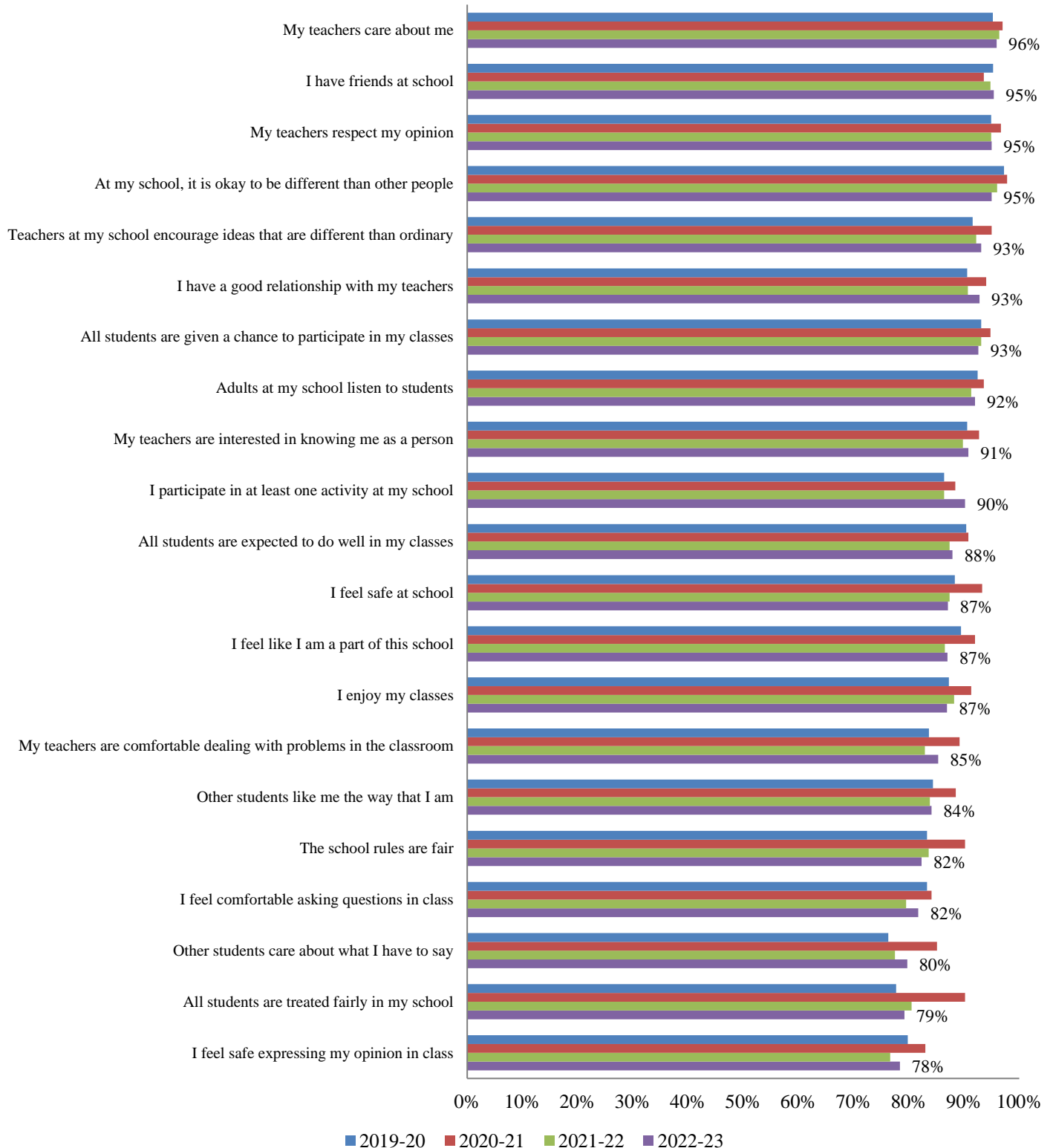
Items in teaching and learning dimension: Four-year elementary comparison



Note: Data labels reflect current year data.

The culture and climate dimension seemed to be particularly impacted by the Covid-19 pandemic, which may have yielded the unique results shown in the 2020-21 school year. Of the 21 culture and climate items, 14 items increased from last year to this year. Of the seven items that decreased from last year to this year, none of them decreased by more than one percentage point. The greatest increase since last year was for the item *I participate in at least one activity at my school*, which increased approximately 4%.

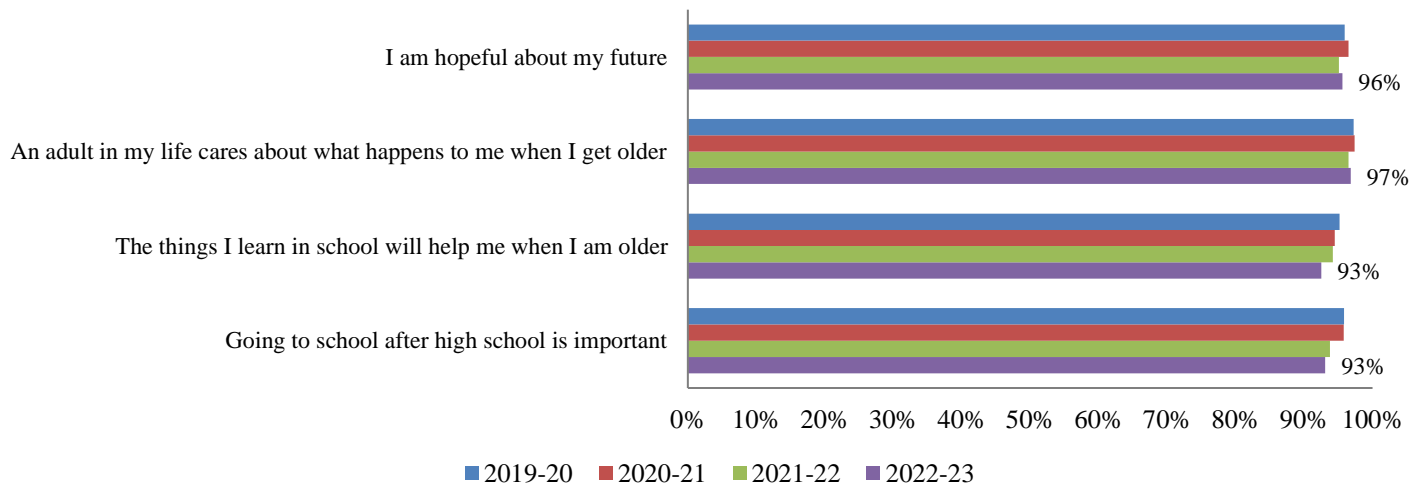
Items in culture and climate dimension: Four-year elementary comparison



Note: Data labels reflect current year data.

The items in the future goals dimension, *I am hopeful about my future* and *An adult in my life cares about what happens to me when I get older*, have remained consistently high across the years at the elementary level. However, the items *The things I learn in school will help me when I am older* and *Going to school after high school is important* have been trending downward over the last few years. The item *The things I learn in school will help me when I am older*, experienced the greatest decrease from 2021-22 to 2022-23 (2%).

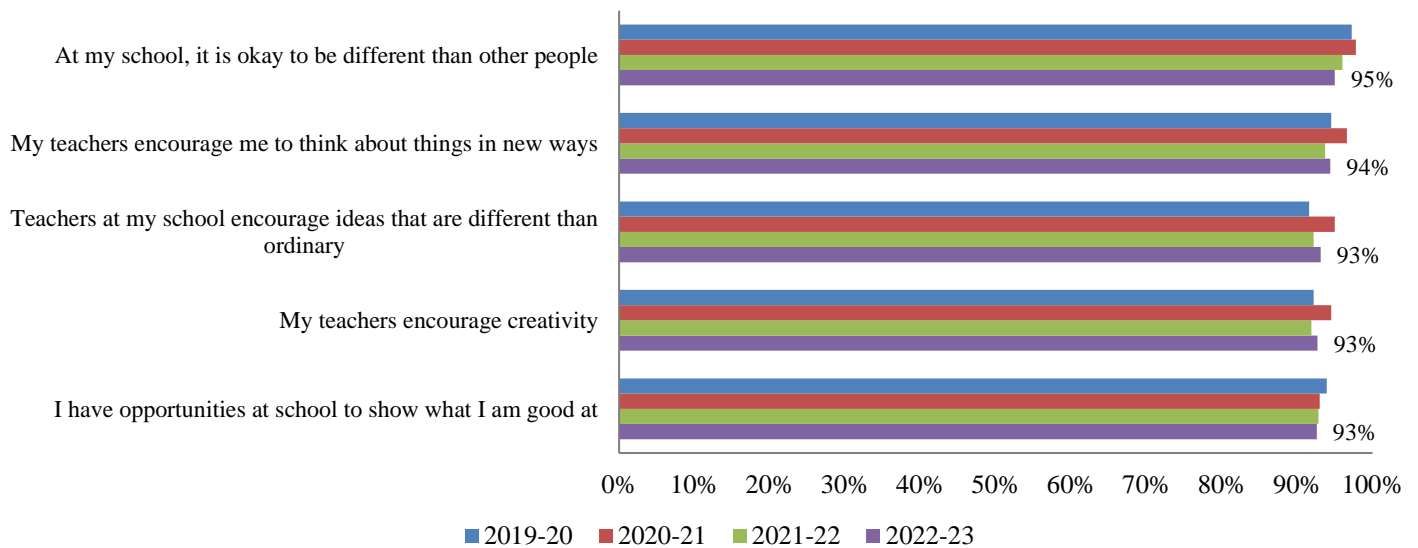
Items in future goals dimension: Four-year elementary comparison



Note: Data labels reflect current year data.

Three of the five items in the creativity and individuality dimension showed increases from last year at the elementary level. Since 2015-16, when these items were added to the survey, the item *At my school, it is okay to be different than other people* has consistently been the highest rated item. This year, however, there was a decrease of 1% in agreement from last year, putting it closer to the other items in the dimension.

Items in creativity and individuality dimension: Four-year elementary comparison

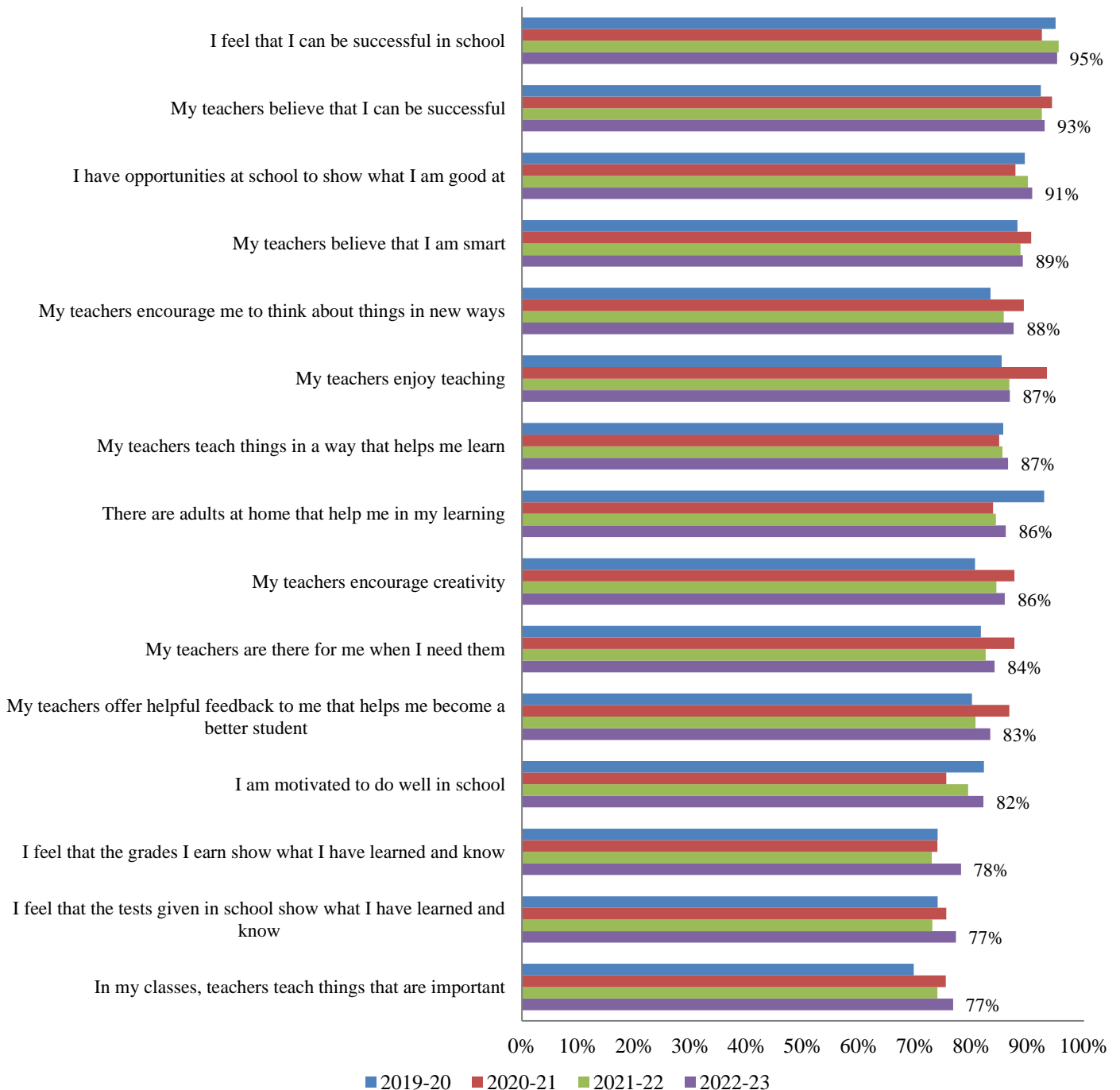


Note: Data labels reflect current year data.

Agreement by item: Secondary trend

The following graphics represent the percentage of students who responded agree or somewhat agree to each item by dimension at the secondary level. From 2021-22 to 2022-23, 14 of the 15 items in the teaching and learning dimension increased. The five lowest rated items in 2021-22 experienced the greatest improvement this year, with increases ranging from 2-5%. The item *I feel that the grades I earn show what I have learned and know*, increased the most from last year to this year. The only item that experienced a decrease in agreement from last year to this year in this dimension was *I feel that I can be successful in school*, which remains the highest rated item.

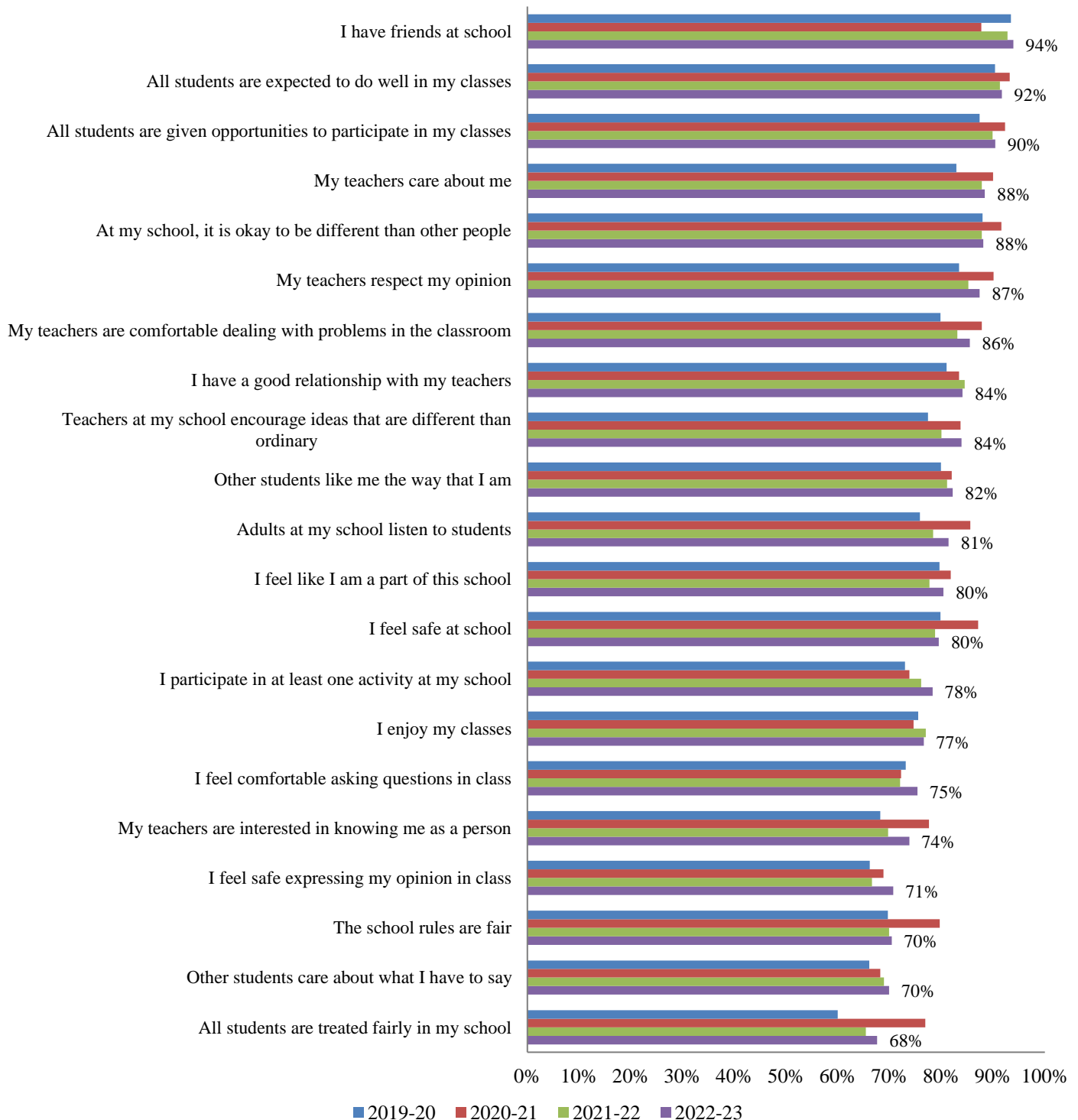
Items in teaching and learning dimension: Four-year secondary comparison



Note: Data labels reflect current year data.

The culture and climate dimension seemed to be particularly impacted by the Covid-19 pandemic, which may have yielded the unique results shown in the 2020-21 school year. Within the culture and climate dimension, 19 of the 21 items increased to some degree from 2021-22 to 2022-23 and only two items decreased slightly. The greatest increases over last year occurred for the items *I feel safe expressing my opinion in class* and *My teachers are interested in knowing me as a person* (4% each). The lowest rated item, *All students are treated fairly in my school*, has been the lowest since the inception of the survey with the exception of the 2020-21 school year, however, increases are narrowing the gap between this item and the next lowest items.

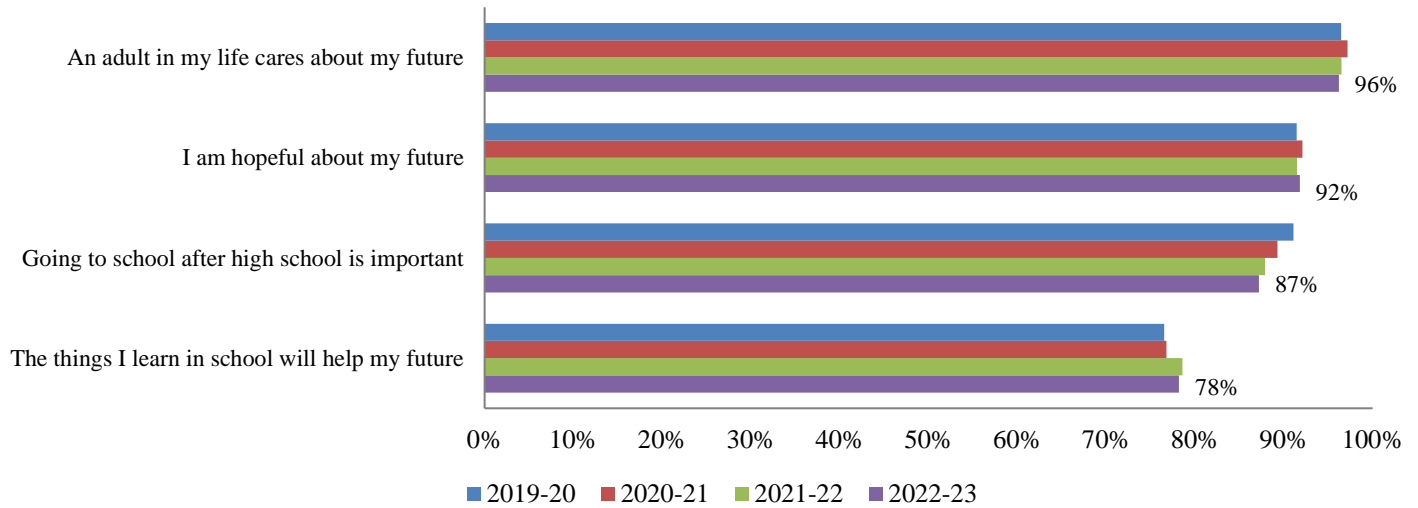
Items in culture and climate dimension: Four-year secondary comparison



Note: Data labels reflect current year data.

All four items in the future goals dimension showed minimal change from 2021-22 to 2022-23. The item *Going to school after high school is important* has steadily decreased since 2013-14 when the item was at its high, with 96% agreement.

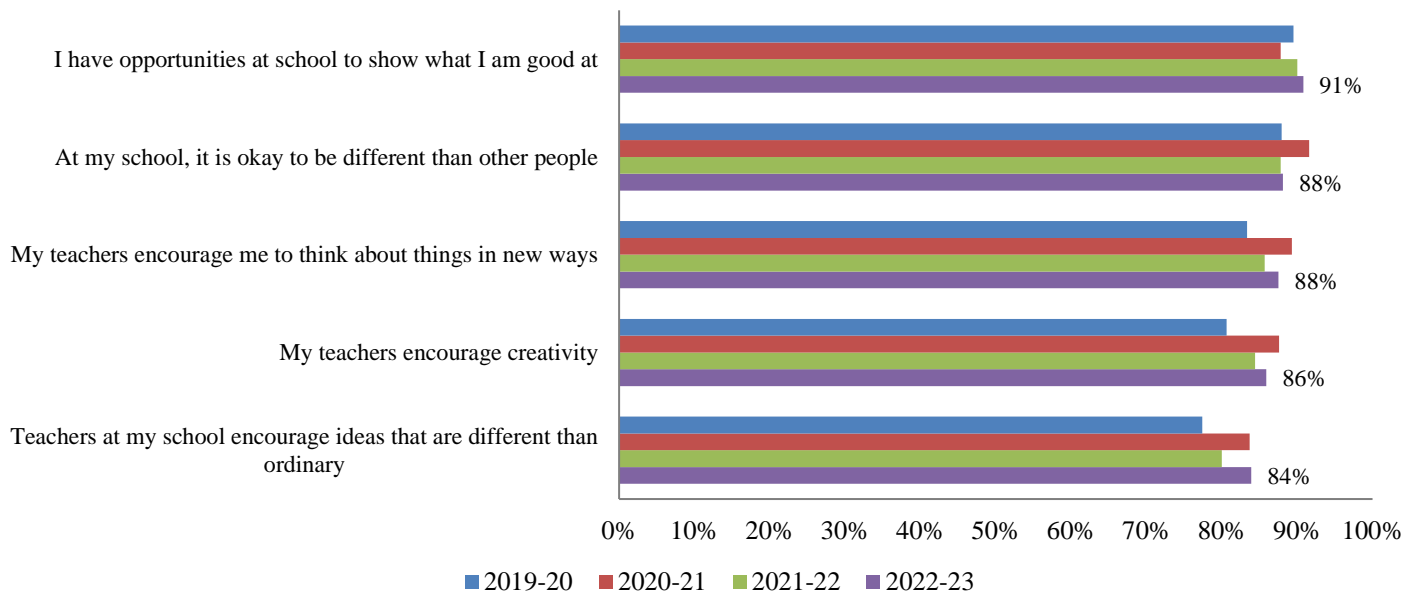
Items in future goals dimension: Four-year secondary comparison



Note: Data labels reflect current year data.

All items in the creativity and individuality dimension increased from last year. The item with the lowest level of agreement, *Teachers at my school encourage ideas that are different than ordinary*, has been the lowest since the inception of the survey, however, this item experienced the greatest increase over last year’s agreement level (an increase of 4%).

Items in the creativity and individuality dimension: Four-year secondary comparison



Note: Data labels reflect current year data.

This report was generated by the Research, Evaluation, and Testing department of the Anoka-Hennepin School District. For further information, please visit the RET website, www.ahschools.us/ret, or call (763) 506-1000 and request the RET department.