
Student Engagement Survey Report 2015

Anoka-Hennepin
School District

Prepared by the Department of
Research, Evaluation, and Testing



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Introduction

This summary highlights students' responses to the Student Engagement Survey. The objective of the Student Engagement Survey is to provide an opportunity for a sample of 3rd, 5th, 7th, 9th, and 11th grade students to provide feedback on their experiences in school. Students' perception of their educational experiences is useful for systems improvement and summaries will be shared with the Superintendent, Associate Superintendents, K-12 Curriculum and Instruction personnel, building level administration and staff, and other district constituents.

This was the third year in which the Student Engagement Survey was administered. A random sample of classrooms in 3rd, 5th, 7th, 9th, and 11th grade were given a chance to respond. Teachers were instructed to administer the survey during their class between December 2 and December 17, 2014 and students took approximately 30 minutes to complete the anonymous survey. The questionnaire consisted of 35 main items relating to three dimensions:

- teaching and learning
- students' future goals
- school's culture and climate

The item statements allowed for response options of agree, somewhat agree, somewhat disagree, or disagree. For purposes of this report, engagement was defined as having agreed or somewhat agreed with the item.

There were 7,281 students in the grades sampled who were given the opportunity to respond to the survey. Approximately 6,457 students completed the survey, for a response rate of 88.7%. The number that responded represents 45.6% of students in the grades sampled. Students were evenly distributed across gender and representative of our district's ethnic group breakdown.

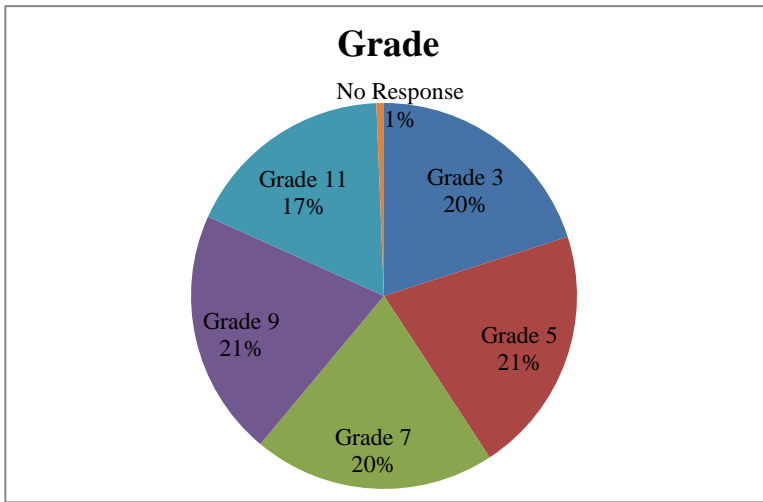
This summary compares aggregate information by level, grade, gender and ethnicity. Next, this report disaggregates student responses by school and item for further comparison. The last portion of the report provides data comparisons across the three years the survey has been given.

Key Messages

Illustrated in the graphs that follow.

- Overall, of the 6,457 students who completed the survey, there was 88% student engagement. This percentage is based on an average of responses to all 35 items.
- While overall student engagement was high at every level, overall engagement decreased as grade levels went up. Elementary school students had the highest level of overall engagement (93%), middle school students had the next highest (87%), and high school students had the lowest level (83%). In general, overall engagement is trending upward at every level over time.
- Female students were slightly more engaged than the male students at the elementary level, whereas male students were slightly more engaged than female students at the secondary level. Over time, overall engagement of male students has increased, whereas female engagement has remained stable.
 - At the elementary level, there were no items where the females reported significantly lower engagement. At the secondary level, while male students averaged higher levels of engagement, there were three items where male students reported significantly lower overall engagement than the overall survey average engagement level, including: *I am motivated to do well in school*, *All students are expected to do well in my classes*, and *Going to school after high school is important*.
- When disaggregated by ethnicity, overall engagement was fairly consistent across ethnic groups, with the greatest gap between American Indian students (84%) and Asian students (90%). The percent of overall engagement is trending upward over the three years of administration for Asian, White, and Multi-racial students, whereas it is fluctuating for American Indian, Hispanic, and Black students.
- Consistent with previous years, of the three dimensions that were assessed in order to gauge student engagement, students had the highest level of engagement in the area of goals (95%). The next highest dimension was teaching and learning (91%), and, although still at a high level of student engagement, culture and climate had the lowest level of student engagement (84%).
- Looking at individual survey items, the highest and lowest items remain consistent year to year.
 - Elementary
 - Lowest items: *All students are treated fairly* (79%), *Other students care about what I have to say* (79%), and *I feel safe expressing my opinion in class* (83%)
 - Highest items: *I want to do well in school* (99%), *My teachers believe that I can be successful* (98%), and *An adult in my life cares about what happens to me when I get older* (98%)
 - Secondary
 - Lowest items: *All students are treated fairly* (62%), *Other students care about what I have to say* (71%), and *I feel safe expressing my opinion in class* (72%)
 - Highest items: *I feel that I can be successful in school* (98%), *An adult in my life cares about what happens to me when I get older* (97%), and *I am hopeful about my future* (96%)

Respondent information by grade, gender, and ethnicity



A total of 6,457 students in grades 3, 5, 7, 9 and 11 completed the survey.

These students represented each school.

Figure 1. Percent of respondents by grade level.

The gender distribution was equal, with 49% of respondents indicating they were female and 49% of respondents indicating they were male. Two percent of students chose not to respond to this item.

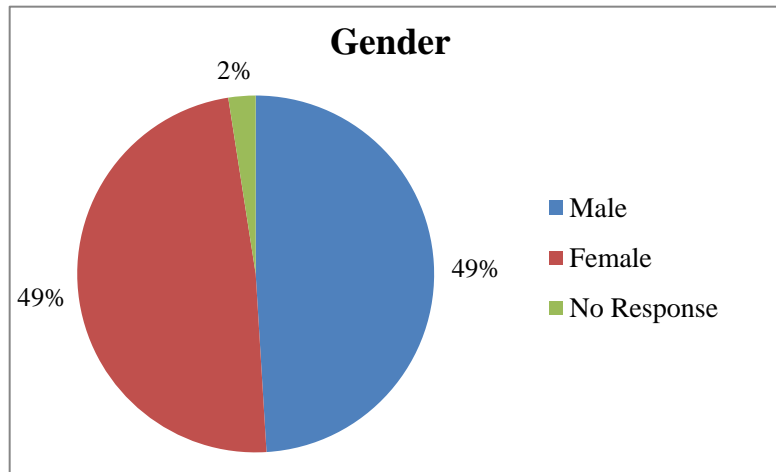
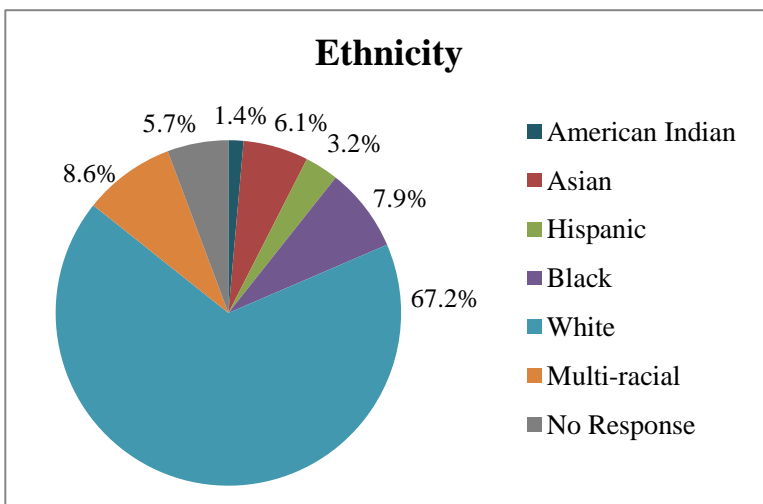


Figure 2. Percent of respondents by gender.



Participants who completed the survey indicated their ethnic background as follows: 1.4% American Indian, 6.1% Asian, 3.2% Hispanic, 7.9% Black, and 67.2% White, and 8.6% Multi-racial.

Figure 3. Percent of respondents by ethnicity.

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

Students at the elementary school level reported higher levels of engagement than middle or high school students.

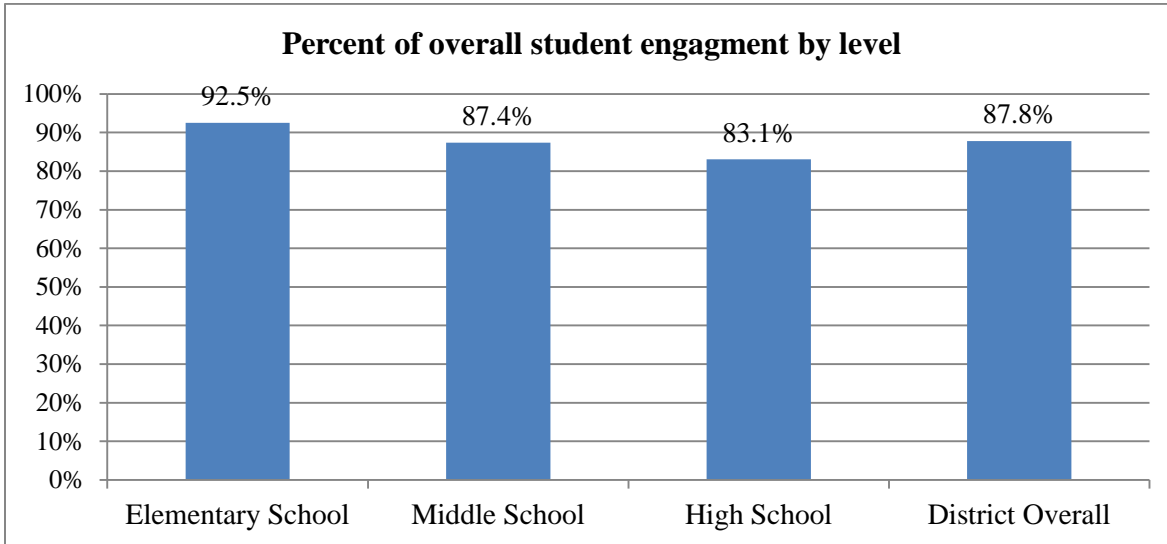


Figure 4. Percent of overall student engagement at the elementary, middle, and high school levels with comparison to district overall.

As grade level increased, overall student engagement decreased. Grade 3 students were the most highly engaged at 93.4%. Grade 11 students were the least engaged, with an overall 81.5% agreement with the items.

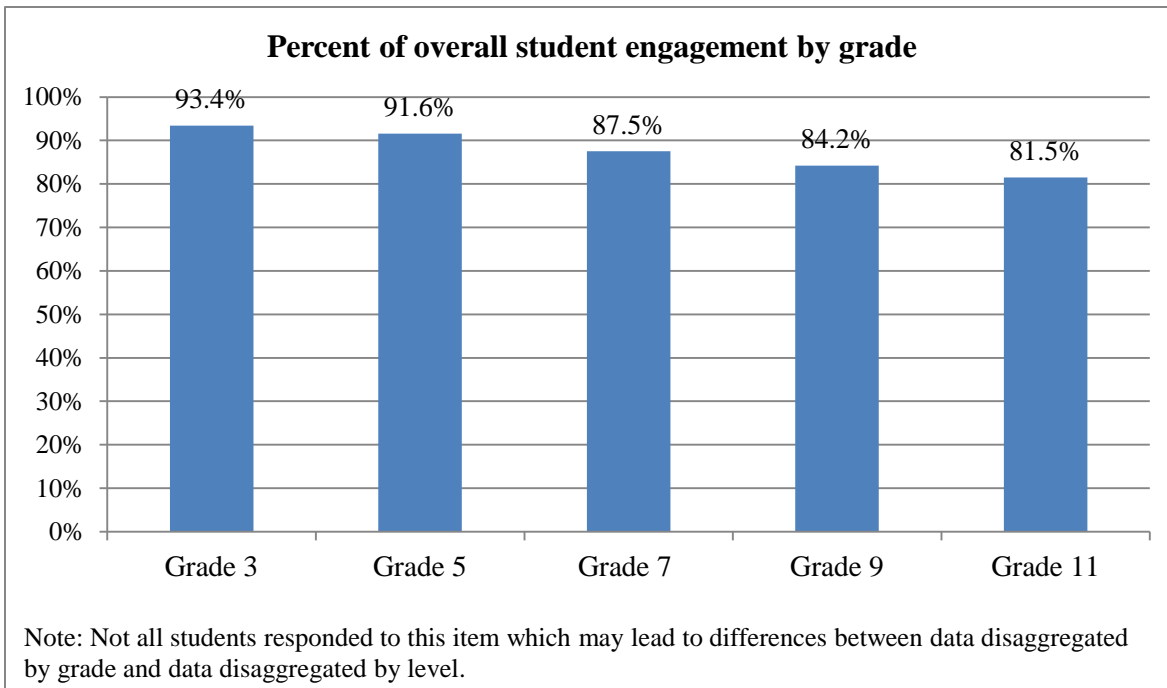


Figure 5. Percent of overall student engagement in grades 3, 5, 7, 9, and 11.

The percent of female students engaged overall was about equal to the percent of male students engaged overall. At the elementary level, female students were slightly more engaged than male students, whereas at the secondary level, male students were slightly more engaged than female students.

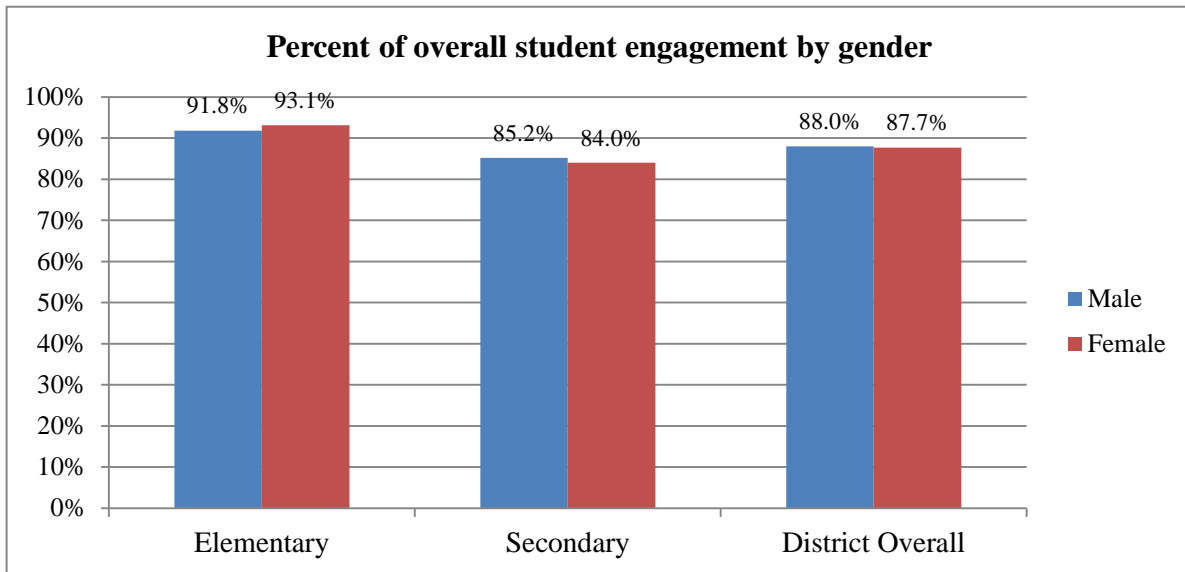


Figure 6. Percent of overall student engagement of each gender disaggregated by level with district comparison.

Districtwide, students’ overall engagement was at approximately 88%. When disaggregated by ethnicity, the percent of overall engagement of students who are Asian, was slightly higher than the district overall engagement. The percent of overall engagement of students who are American Indian, Hispanic, Black, White, and Multi-racial, were less than or equal to the district overall engagement.

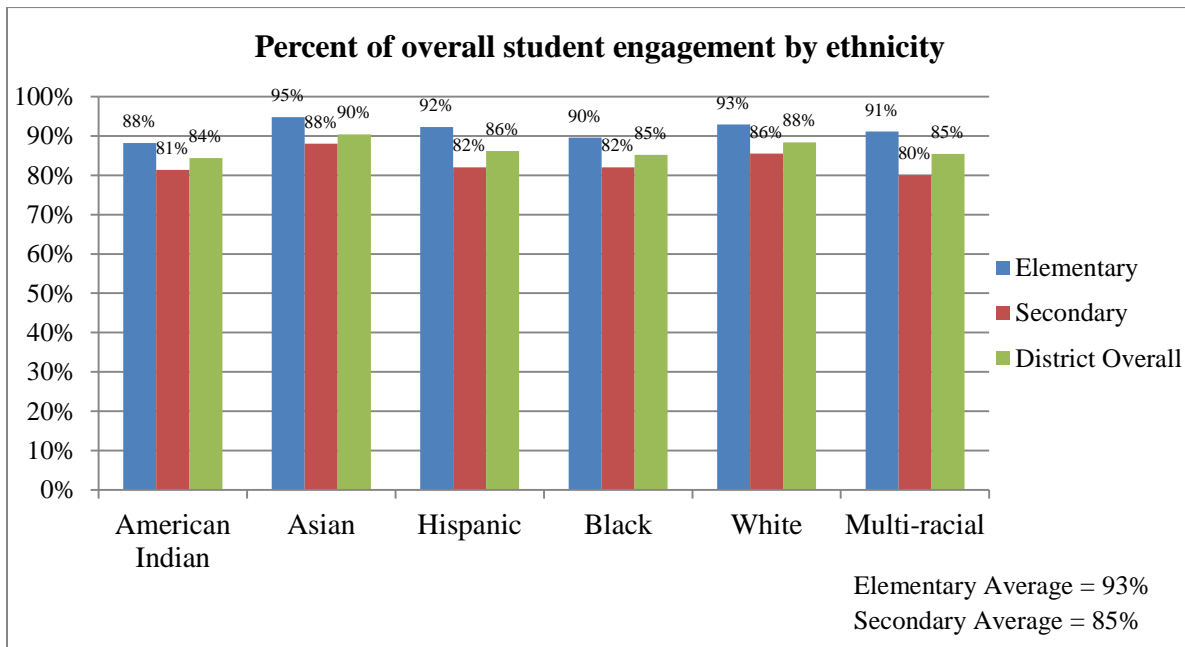


Figure 7. Percent of overall student engagement of each ethnicity disaggregated by level with district comparison.

This section disaggregates the percent of overall student engagement by level (elementary, middle, and high school) and by school.

Figure 8 illustrates the percent of students who were engaged disaggregated by individual elementary schools. The horizontal black line in this graph represents the elementary average. The bars represent each school's overall engagement as an average of all of the item responses.

The percent of overall student engagement was fairly consistent across elementary schools with Lincoln Elementary students reporting the highest level of overall engagement and Eisenhower Elementary, Madison Elementary, and Wilson Elementary school students reporting the lowest levels of overall engagement.

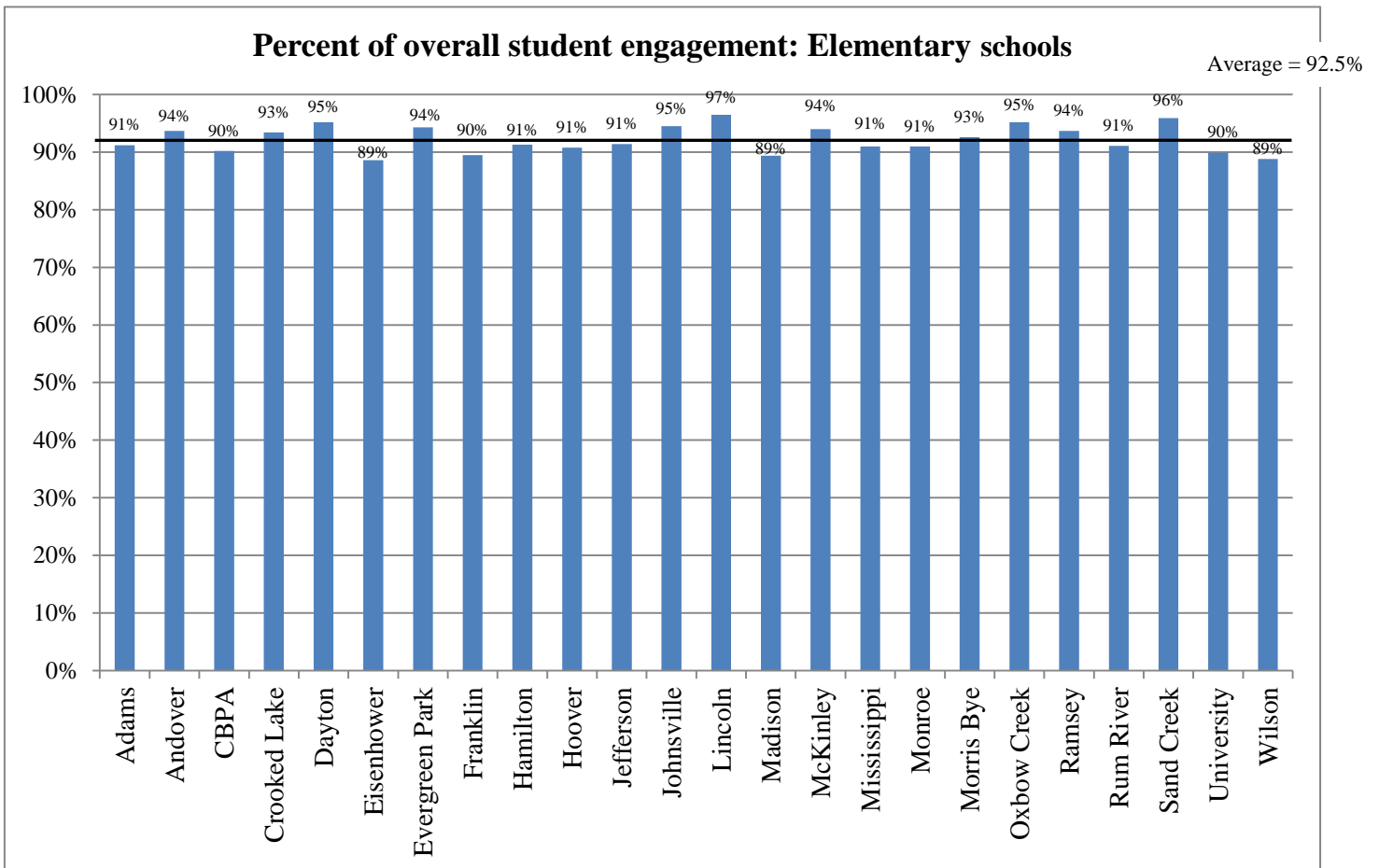


Figure 8. Percent of overall student engagement at each elementary school compared to the district average.

The percent of middle school students that were engaged was fairly consistent across individual schools, with Coon Rapids Middle School and Roosevelt Middle School slightly below the district average. Oak View Middle School and Anoka Middle School students reported the highest levels of engagement. The horizontal black line represents the district middle school average.

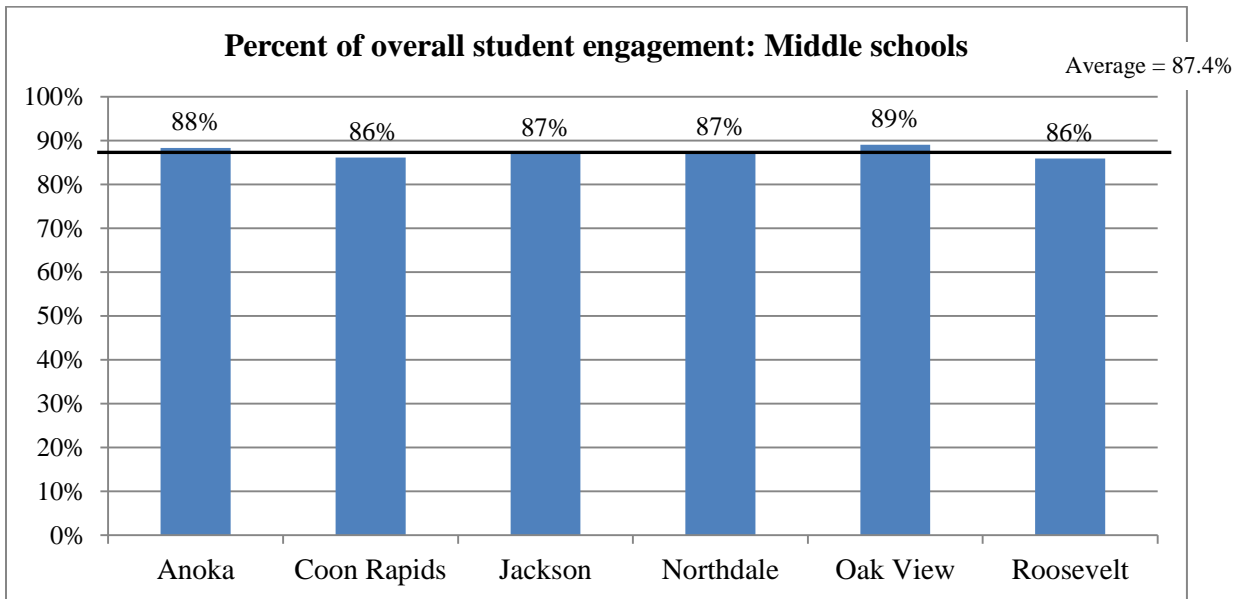


Figure 9. Percent of overall student engagement at each middle school compared to the district average.

For high school, overall engagement was consistent among most of the high schools. The horizontal black line represents the district high school average. Blaine High School and Coon Rapids High School students responded slightly below the district average. Anoka High School had the highest overall student engagement reported with Andover High School close behind.

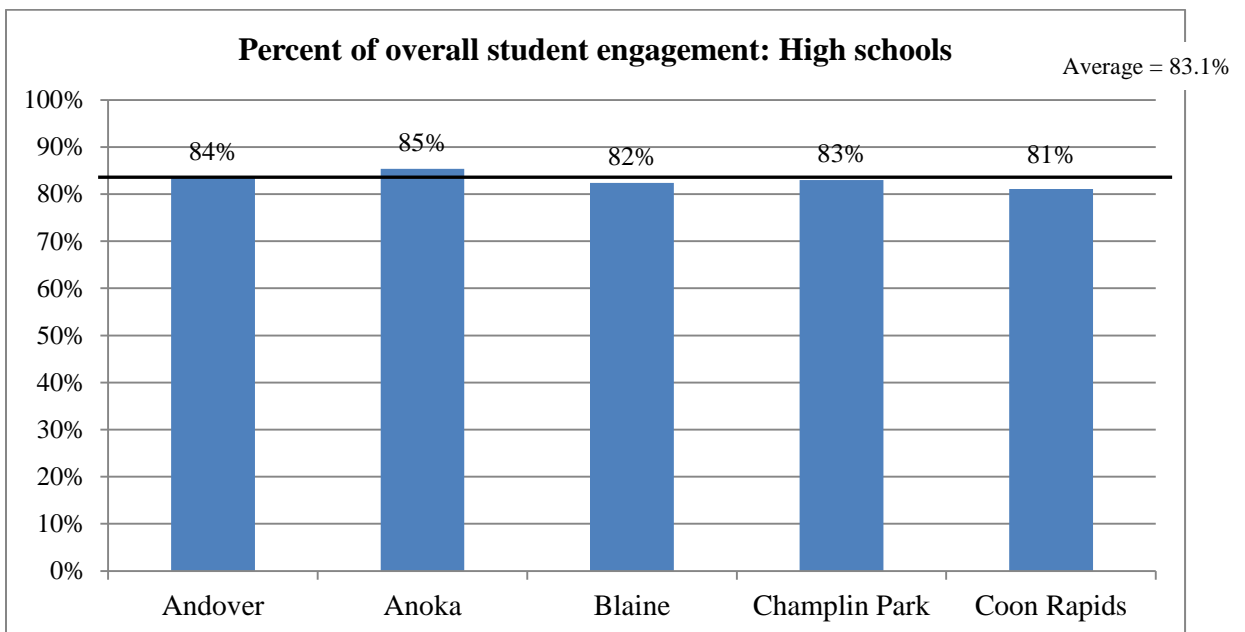


Figure 10. Percent of overall student engagement at each high school compared to the district average.

Overall student engagement by dimension

This section disaggregates the percent of overall engagement by the three dimensions that make up the survey. Each of the 35 main items addressed one of three dimensions: teaching and learning, culture and climate, or goals.

The percent of overall student engagement was highest on the goals items. The goals dimension included items such as, *Going to school after high school is important* and *I am hopeful about my future*. Culture and climate, including items such as *I feel comfortable asking questions in class* and *I have friends at school*, had the lowest level of overall student engagement. Teaching and learning was made up of items such as *My teachers enjoy teaching* and *My teachers teach things in a way that helps me learn*.

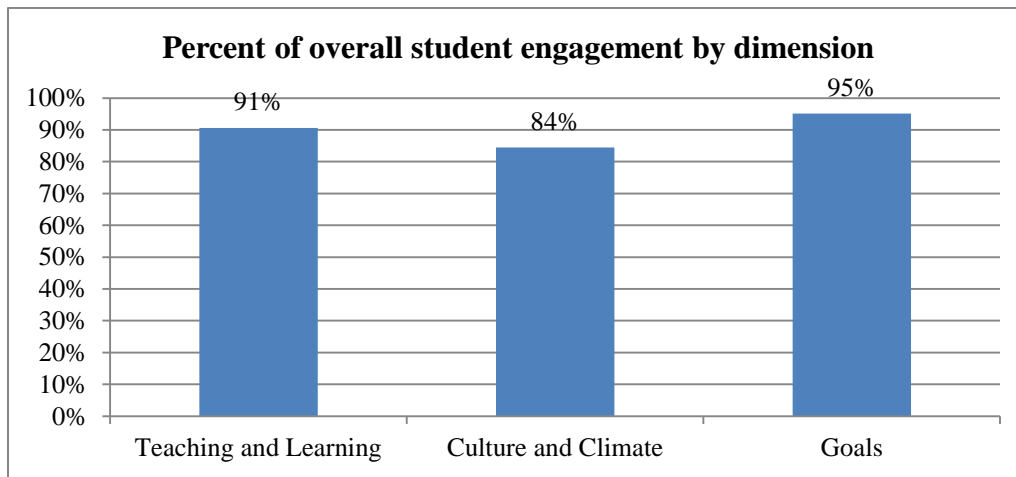


Figure 11. Percent of overall student engagement within each of the dimensions that make up engagement.

The difference between elementary and secondary overall student engagement was greatest for the teaching and learning dimension, with secondary having a lower level of engagement by 9%. Engagement levels on the goals items were the most similar across levels, with secondary only 3% less engaged.

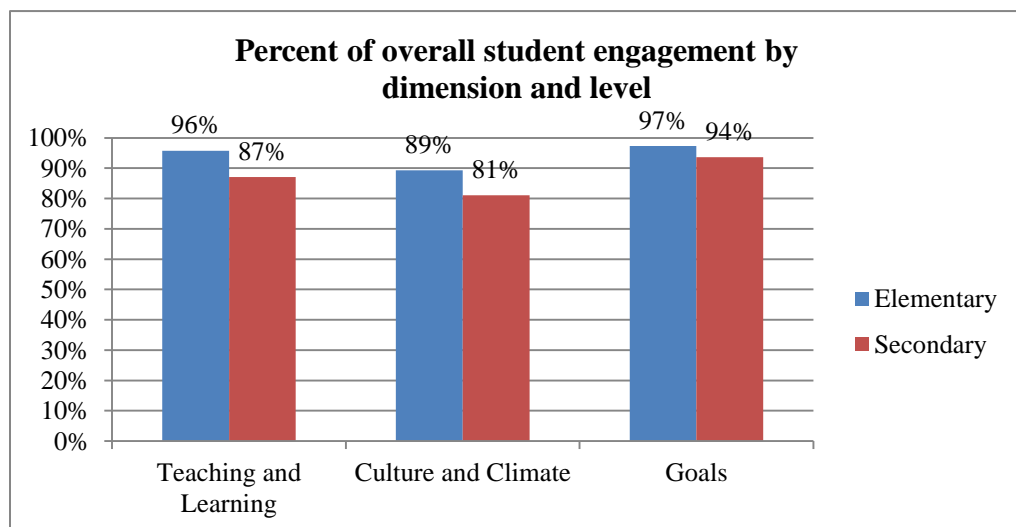


Figure 12. Percent of overall student engagement within each of the dimensions that make up engagement disaggregated by level.

Agreement by item: Elementary

Figure 13 illustrates the percent of students who responded agree or somewhat agree to each item. The vertical black line in this graph represents the elementary average.

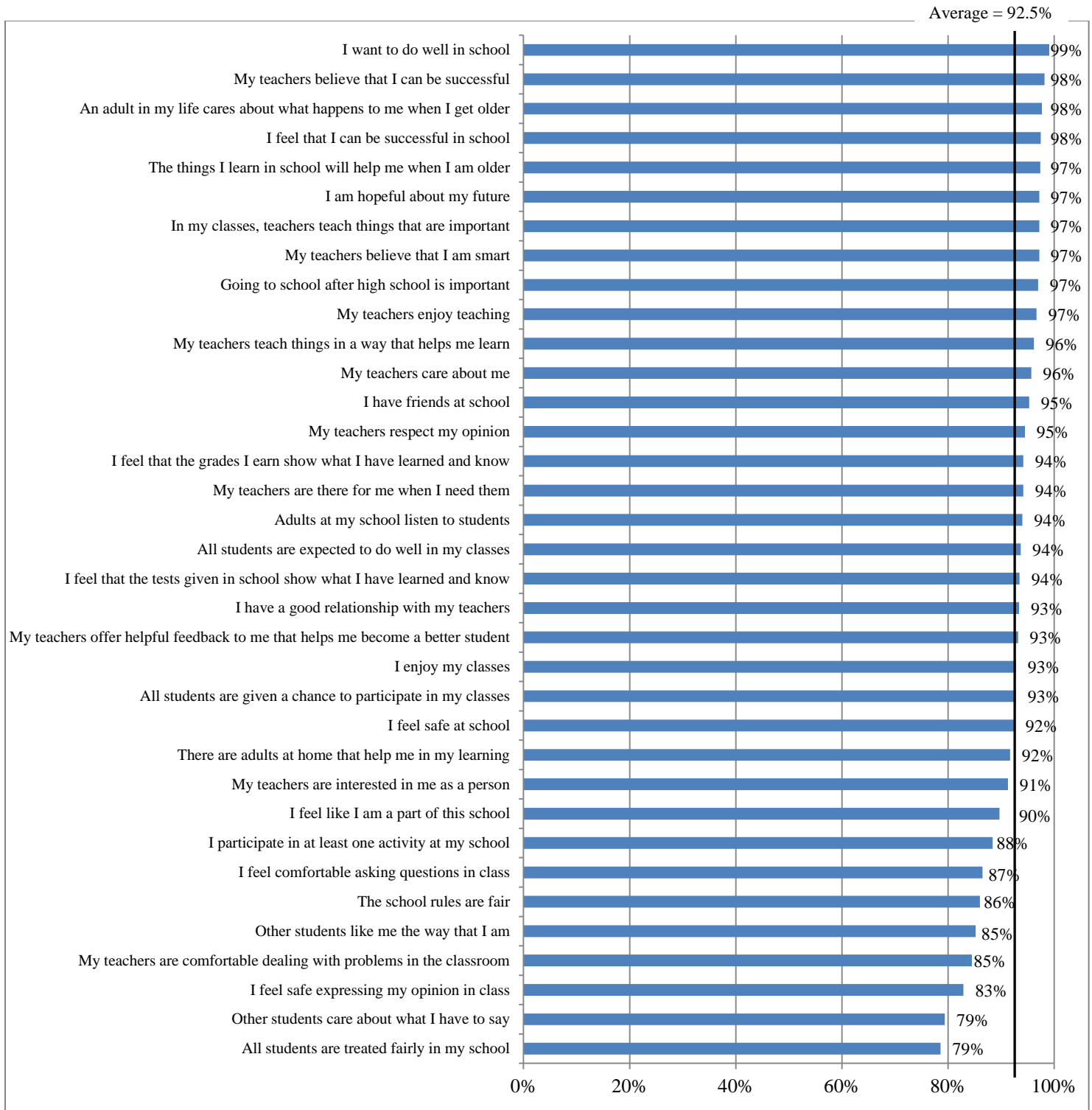


Figure 13. Percent of students who agreed or somewhat agreed with each of the survey items at the elementary level.

Agreement by item: Secondary

Figure 14 illustrates the percent of students who responded agree or somewhat agree to each item. The vertical black line in this graph represents the secondary average.

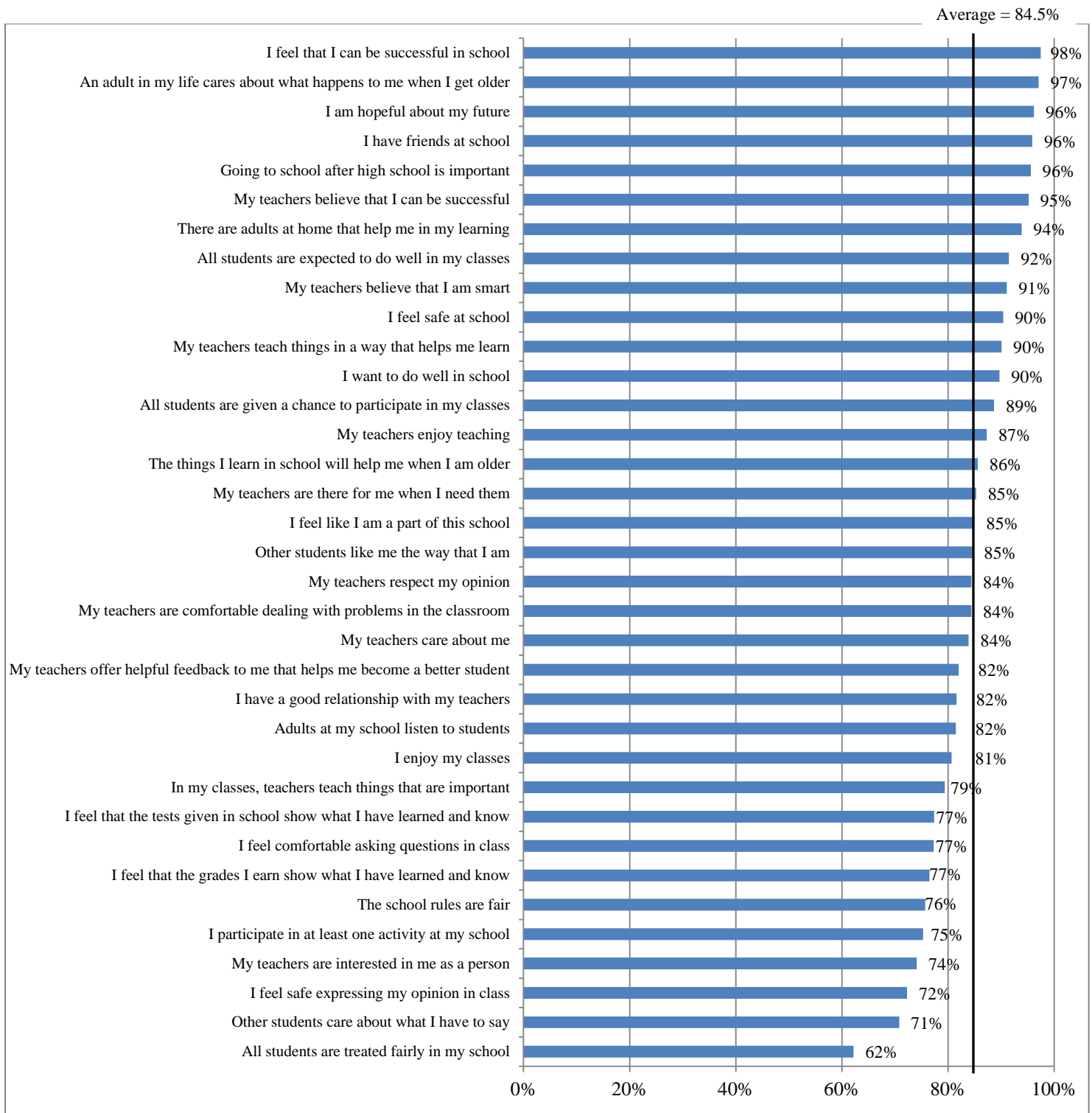


Figure 14. Percent of students who agreed or somewhat agreed with each of the survey items at the secondary level.

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

Districtwide, the overall level of student engagement is trending upward. The middle school level was the only level that did not increase from 2013-14 to 2014-15.

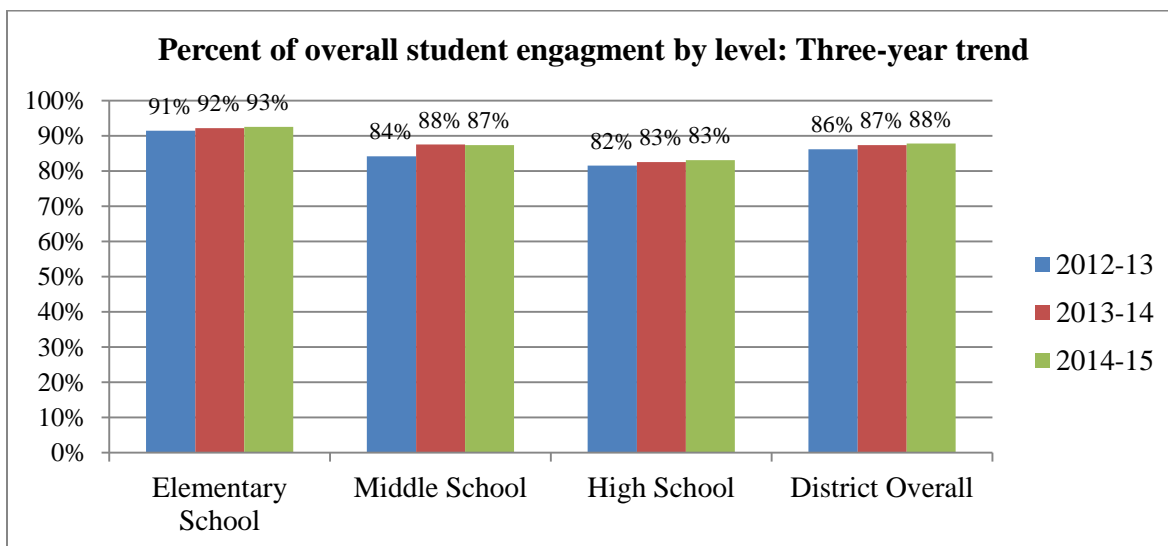


Figure 15. Percent of overall student engagement at the elementary, middle, and high school levels with comparison to district overall.

Every grade level either increased or stayed about the same in 2014-15 in overall student engagement. Grade 5 had the smallest increase in engagement, remaining relatively stable.

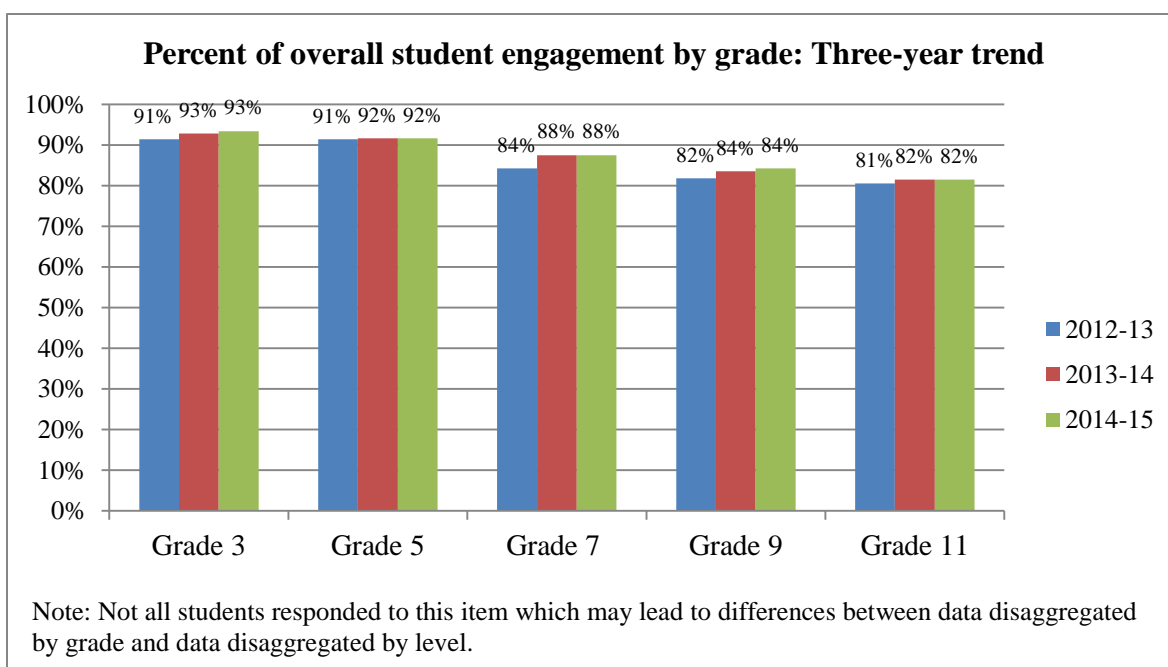


Figure 16. Percent of overall student engagement in grades 3, 5, 7, 9, and 11.

The percent of engagement of female students decreased at both the elementary and secondary levels from 2013-14 to 2014-15 after increasing the year prior, whereas the percent of male students engaged increased at both levels.

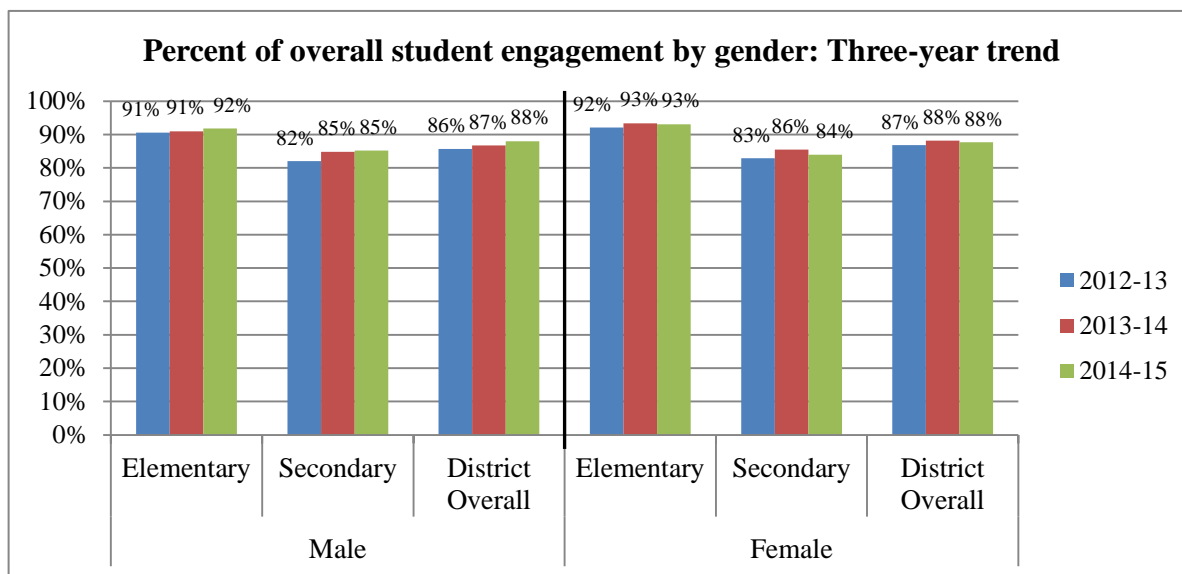


Figure 17. Percent of overall student engagement of each gender disaggregated by level with district comparison.

When disaggregated by ethnicity, the percent of overall engagement of all ethnic student groups except Black students increased or stayed about the same from last year to this year. The percent of overall engagement of Black students decreased from 2013-14 to 2014-15. Overall engagement from Asian, White, and Multi-racial student groups is trending upward.

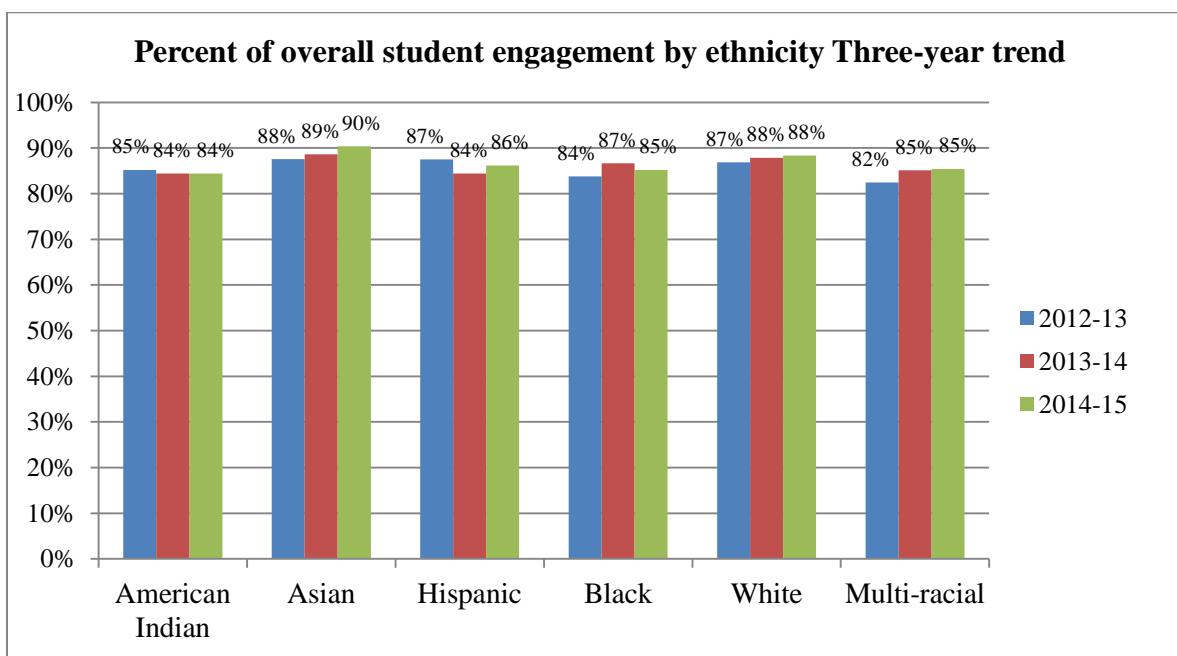


Figure 18. Percent of overall student engagement of each ethnicity disaggregated by level.

Agreement by item: Elementary trend

Figures 19, 20 and 21 illustrate the percent of students who responded agree or somewhat agree to each item by dimension at the elementary level. Of the 12 items within the teaching and learning dimension, 7 items increased or remained about the same from 2013-14 to 2014-15. The goals dimension remains the most consistent across the years with the highest levels of engagement.

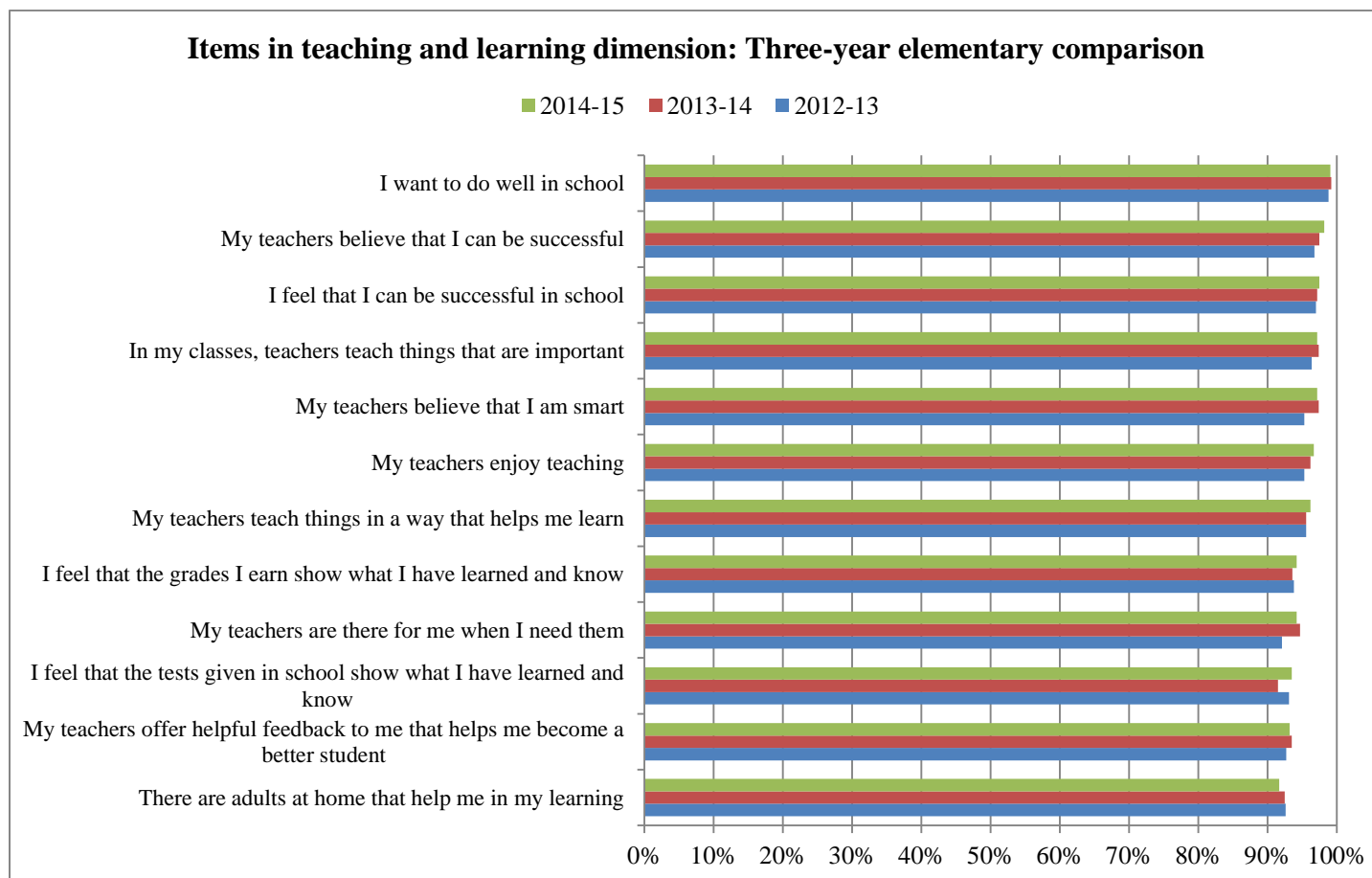


Figure 19. Percent of students who agreed or somewhat agreed with each of the survey items in the teaching and learning dimension at the elementary level.

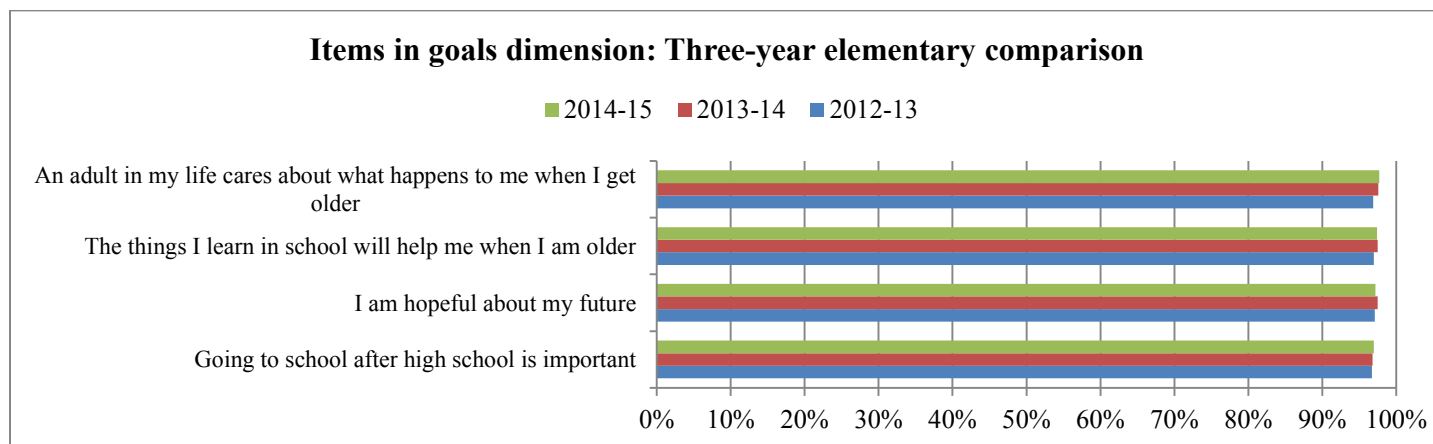


Figure 20. Percent of students who agreed or somewhat agreed with each of the survey items in the goals dimension at the elementary level.

The items within the culture and climate dimension that had the greatest increase in engagement reported over last year, were *I feel comfortable asking questions in class* and *I feel safe expressing my opinion in class*. Of the 19 culture and climate items, 12 increased or remained the same compared to last year, while 7 items saw a decrease in the level of agreement.

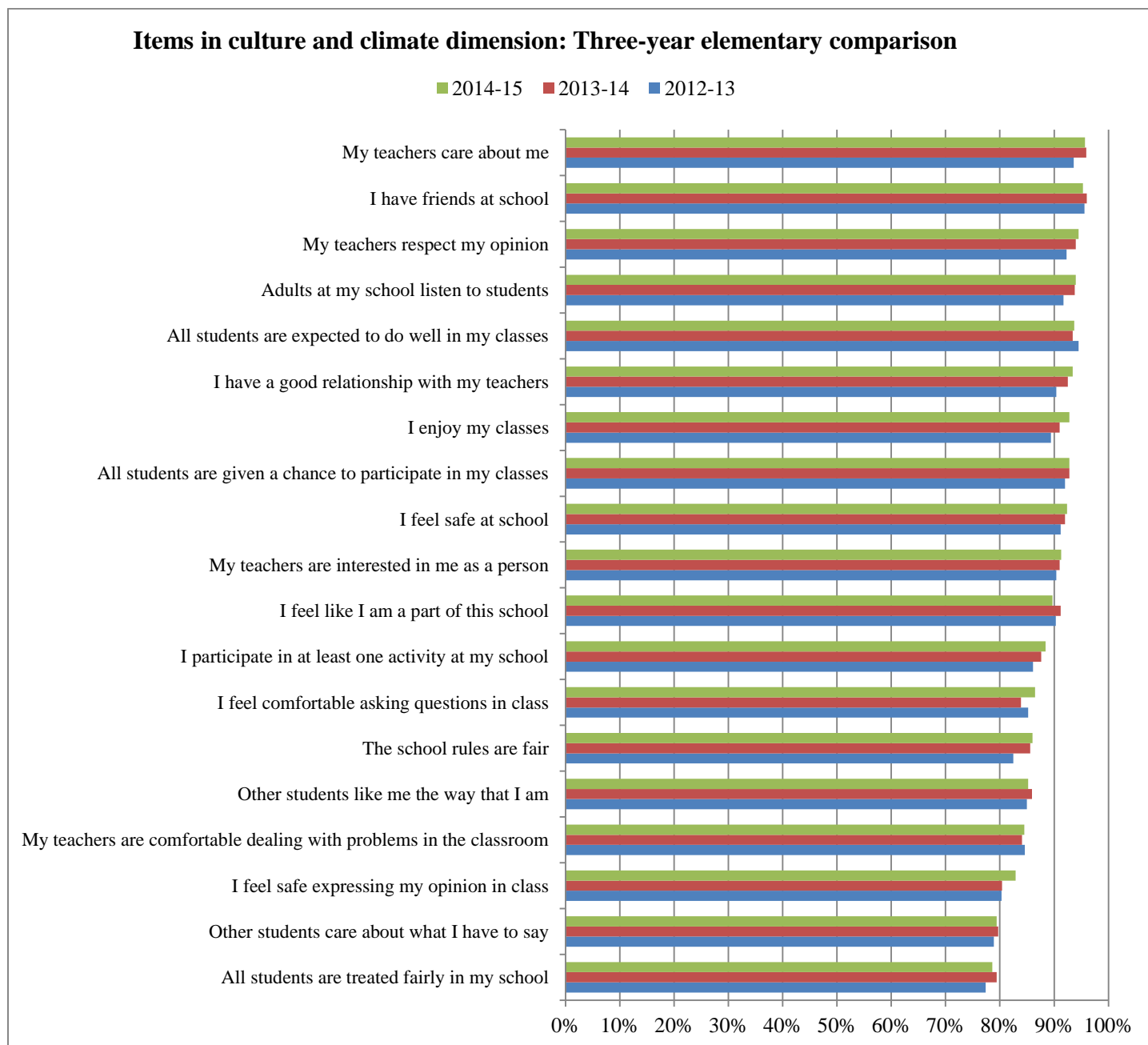


Figure 21. Percent of students who agreed or somewhat agreed with each of the survey items in the culture and climate dimension at the elementary level.

Agreement by item: Secondary trend

Figures 22, 23 and 24 illustrate the percent of students who responded agree or somewhat agree to each item by dimension at the secondary level. Within the teaching and learning dimension, 5 of the 12 items increased from 2013-14 to 2014-15. In general, the items in the goals dimension at the secondary level decreased or stayed about the same from the previous year.

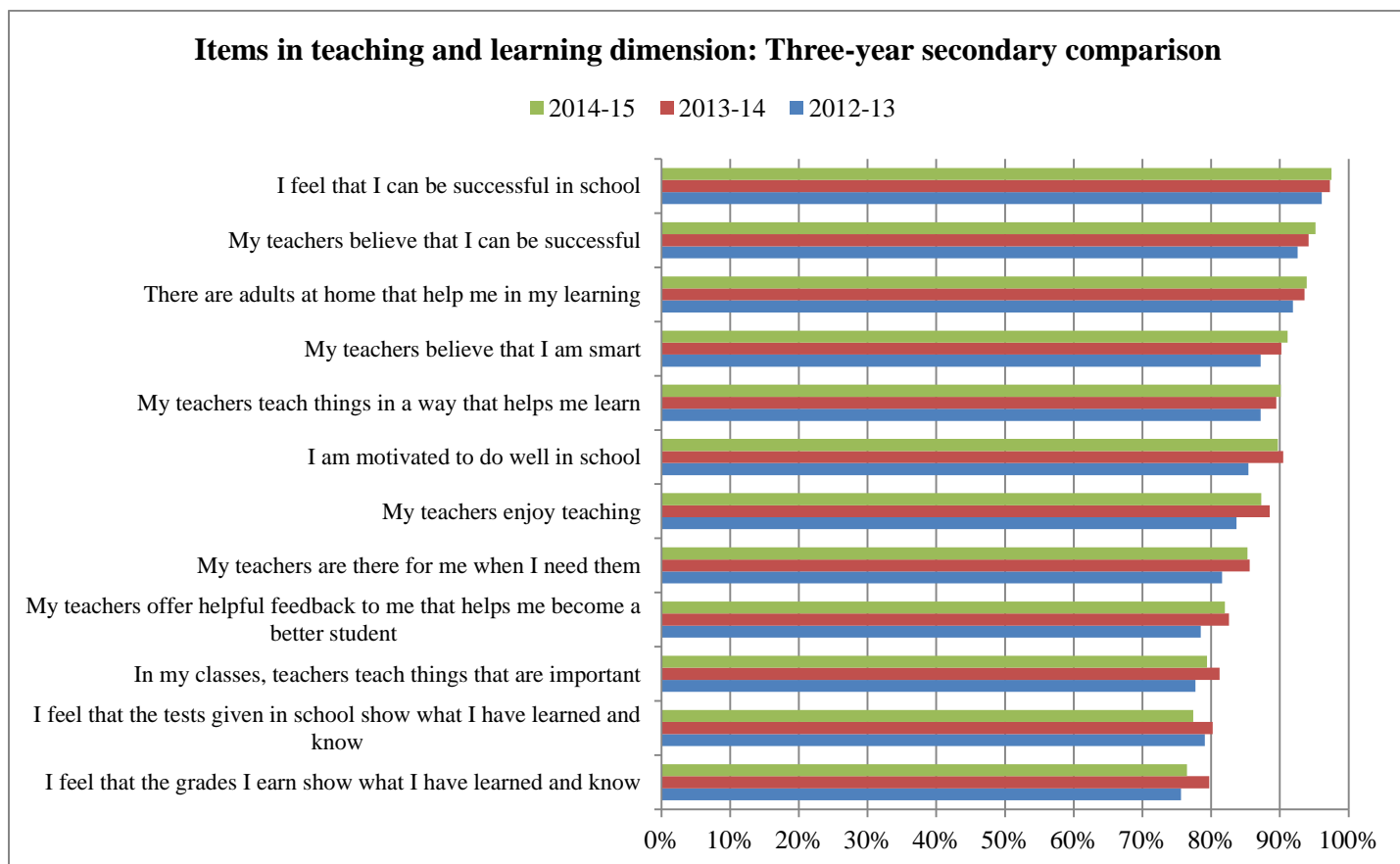


Figure 22. Percent of students who agreed or somewhat agreed with each of the survey items in the teaching and learning dimension at the secondary level.

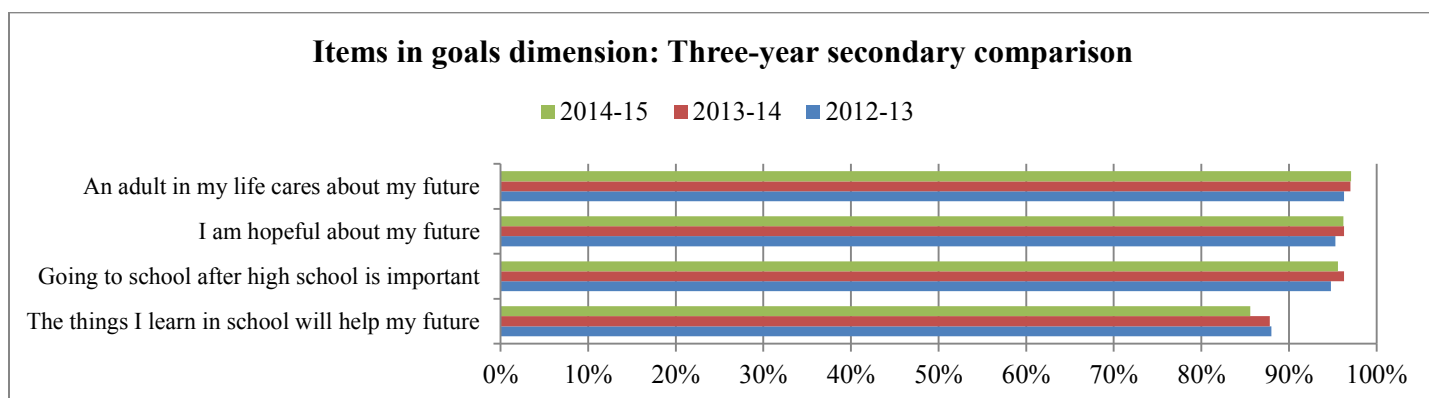


Figure 23. Percent of students who agreed or somewhat agreed with each of the survey items in the goals dimension at the secondary level.

Within the culture and climate dimension, 10 out of the 19 items experienced increased levels or stable levels of agreement. The percent of secondary students who agreed with the statement *I feel safe at school* increased approximately 2% in 2014-15.

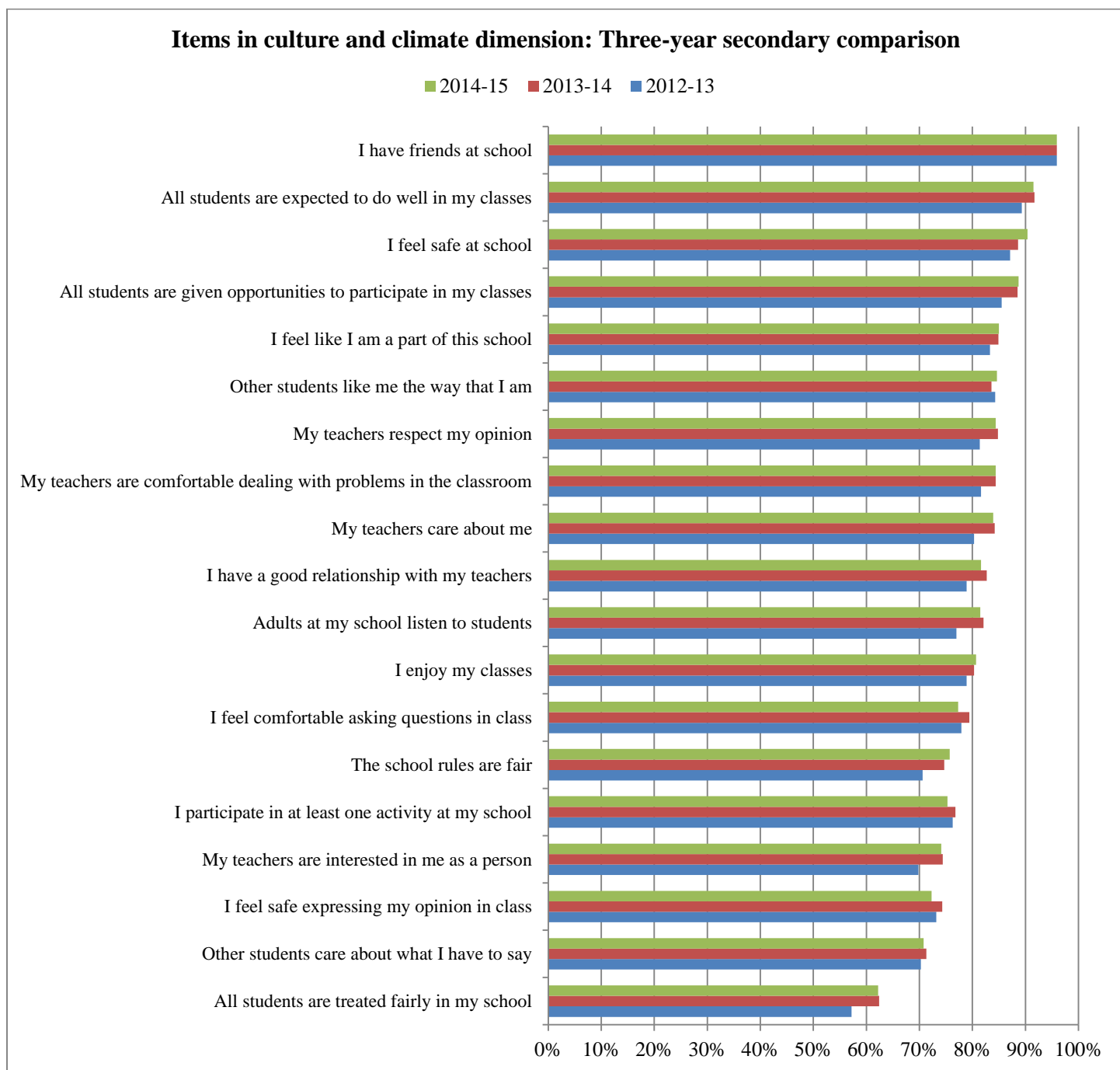


Figure 24. Percent of students who agreed or somewhat agreed with each of the survey items in the culture and climate dimension at the secondary level.

This report was generated by the Research, Evaluation, and Testing department of Anoka-Hennepin School District. For further clarification, please contact RET by clicking on the “Contact RET” link on the Anoka-Hennepin website, www.anoka.k12.mn.us/ret, or calling (763) 506-1000 and requesting the RET department.