
Student Engagement Survey Report 2016

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 are 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 fourth 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 7 and December 18, 2015 and students took approximately 30 minutes to complete the anonymous survey. The questionnaire consisted of 40 main items relating to four dimensions:

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

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 8,744 students in the grades sampled who were given the opportunity to respond to the survey. Overall, 7,489 students completed the survey, for a response rate of 85.6%. The number that responded represents 50.2% of students in the grades sampled. Students were evenly distributed across gender and representative of our district's ethnic group breakdown.

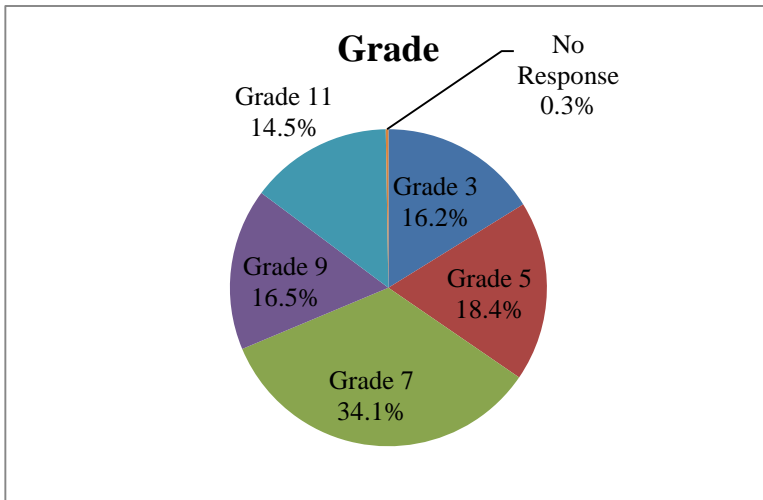
This summary compares aggregate information by level, grade, gender and ethnicity. Next, this report disaggregates student responses by school and item for further comparison. The last portion of the report provides data comparisons across the four years the survey has been given.

Key Messages

Illustrated in the graphs that follow.

- Overall, of the 7,489 students who completed the survey, there was 87% student engagement. This percentage is based on an average of responses to all 40 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 (82%). In general, overall engagement remained steady at the elementary and middle school levels, and decreased slightly at the high school level.
- Consistent with the last two years, female students remain slightly more engaged than the male students at the elementary level, while male students remain slightly more engaged than female students at the secondary level.
 - At the elementary level, male students were significantly more likely to agree to the item *I feel comfortable asking questions in class*. The difference between males and females on that item increased further at the secondary level.
 - At the secondary level, males reported significantly lower engagement than females on six survey items, including the items *Going to school after high school is important* and *I am motivated to do well in school*.
- When disaggregated by ethnicity, overall engagement was relatively consistent across groups.
 - At the elementary level, Asian students had the highest level of engagement (94%) and American Indian students had the lowest level (89%). At the secondary level, Hispanic students showed the highest level of engagement (86%) and Multi-racial students reported the lowest level of engagement (80%).
 - Multi-racial students also showed the largest drop (11%) in engagement between the elementary and secondary levels, followed by Asian students (10%).
 - Looking longitudinally, overall engagement at the district level increased or remained fairly steady for all groups except the Asian student group, which decreased about 3%.
- Consistent with last year, the goals dimensions showed the highest level of overall engagement (95%) and the culture and climate dimension had the lowest level (84%). The teaching and learning dimension had the largest decrease in overall engagement between the elementary (95%) and secondary (87%) levels.
- For individual survey items, the highest and lowest rated items remain fairly stable across the years.
 - Three items from the culture and climate dimension were again rated the lowest across all 40 items at both the elementary and secondary levels: *I feel safe expressing my opinion in class*, *Other students care about what I have to say*, and *All students are treated fairly in my school*.
 - At the elementary level, the highest rated item was *I want to do well in school* (99%). The highest rated item at the secondary level, *I feel that I can be successful in school* (97%), was the second highest item at the elementary level (98%).

Respondent information by grade, gender, and ethnicity



A total of 7,489 students in grades 3, 5, 7, 9 and 11 completed the survey. To balance 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. These students represented each school.

Figure 1. Percent of respondents by grade level.

The gender distribution was equal, with 48.7% of respondents indicating they were female and 49.0% of respondents indicating they were male. About two percent of students chose not to respond to this item.

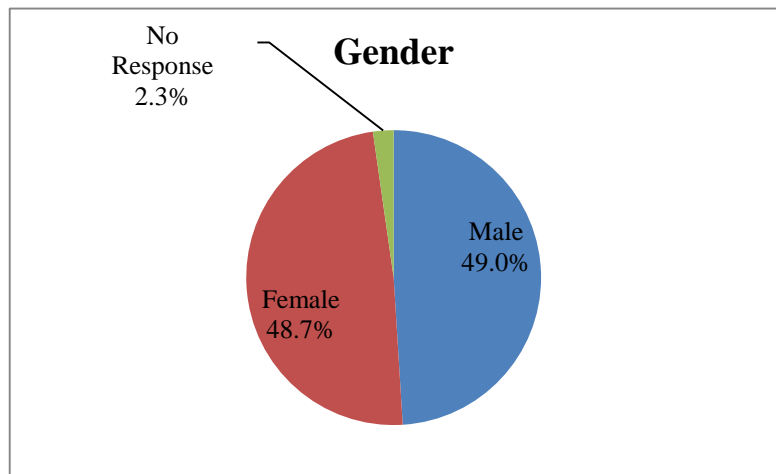
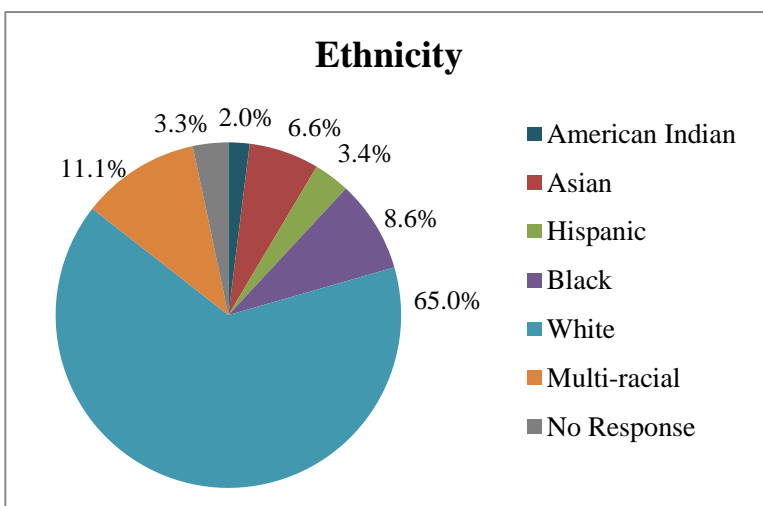


Figure 2. Percent of respondents by gender.



Participants who completed the survey indicated their ethnic background as follows: 2.0% American Indian, 6.6% Asian, 3.4% Hispanic, 8.6% Black, 65.0% White, and 11.1% 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.

Percent of overall student engagement by level

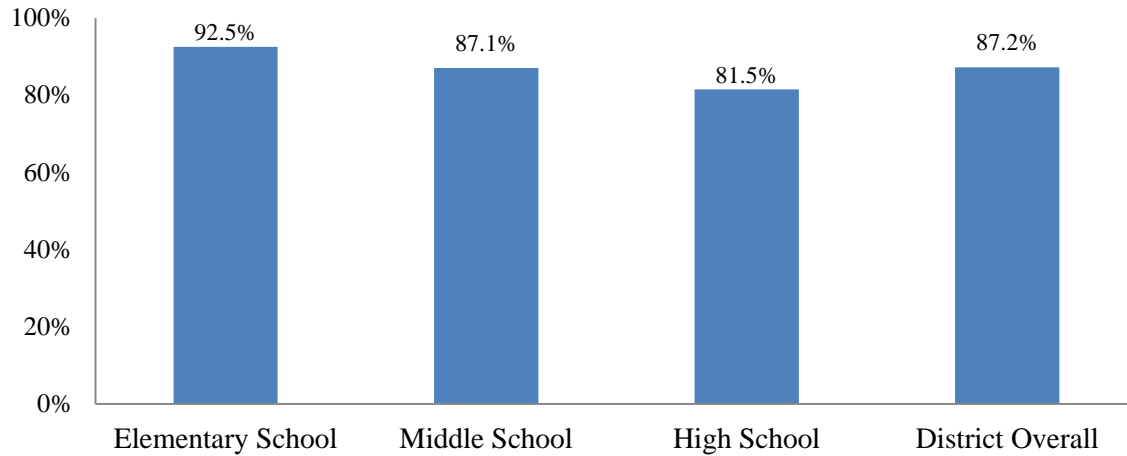


Figure 4. Percent of overall student engagement at the elementary, middle, and high school levels with comparison to district overall.

Overall student engagement decreased after the elementary level. Grade 5 students were the most highly engaged at 92.2%. Grade 11 students were the least engaged, with an overall 79.2% agreement with the items.

Percent of overall student engagement by grade

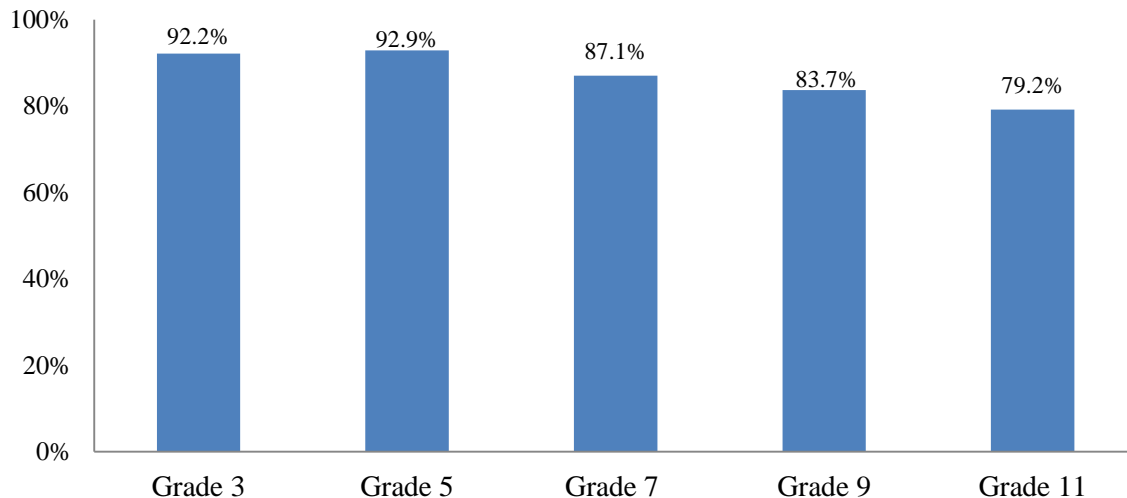


Figure 5. Percent of overall student engagement in grades 3, 5, 7, 9, and 11.

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 (middle and high school grades), male students were slightly more engaged than female students.

Percent of overall student engagement by gender

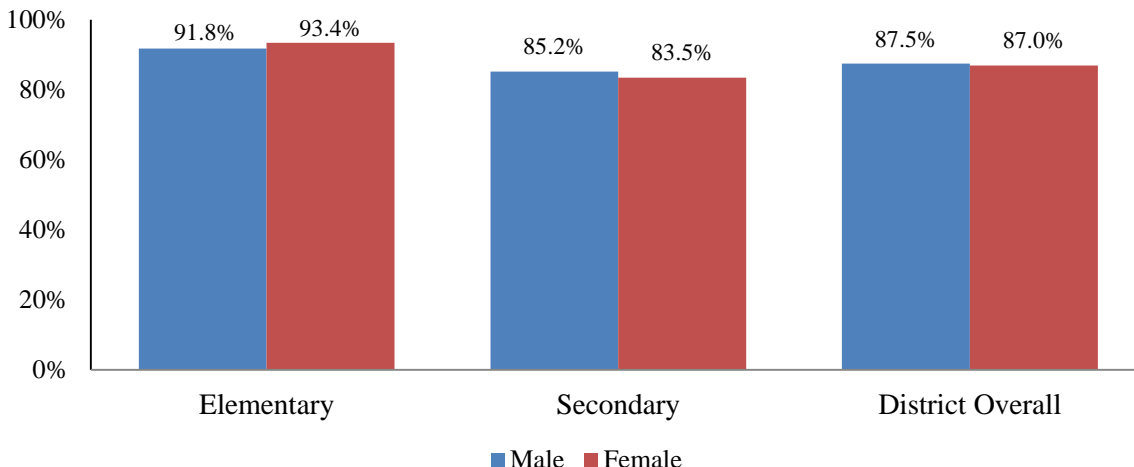


Figure 6. Percent of overall student engagement of each gender disaggregated by level with district comparison.

Districtwide, students’ overall engagement was approximately 87%. When disaggregated by ethnicity, the percent of overall engagement of students across all ethnicities was higher than the district average at the elementary level and lower at the secondary level. The percent of overall engagement was highest for elementary level students of Asian, Hispanic and White ethnicities. Secondary level students who classified themselves as multi-racial reported the lowest level of overall engagement. The difference between ethnicities was minimal, ranging from 89% to 94% at the elementary level, 80% to 86% at the secondary level, and 85% to 88% overall.

Percent of overall student engagement by ethnicity

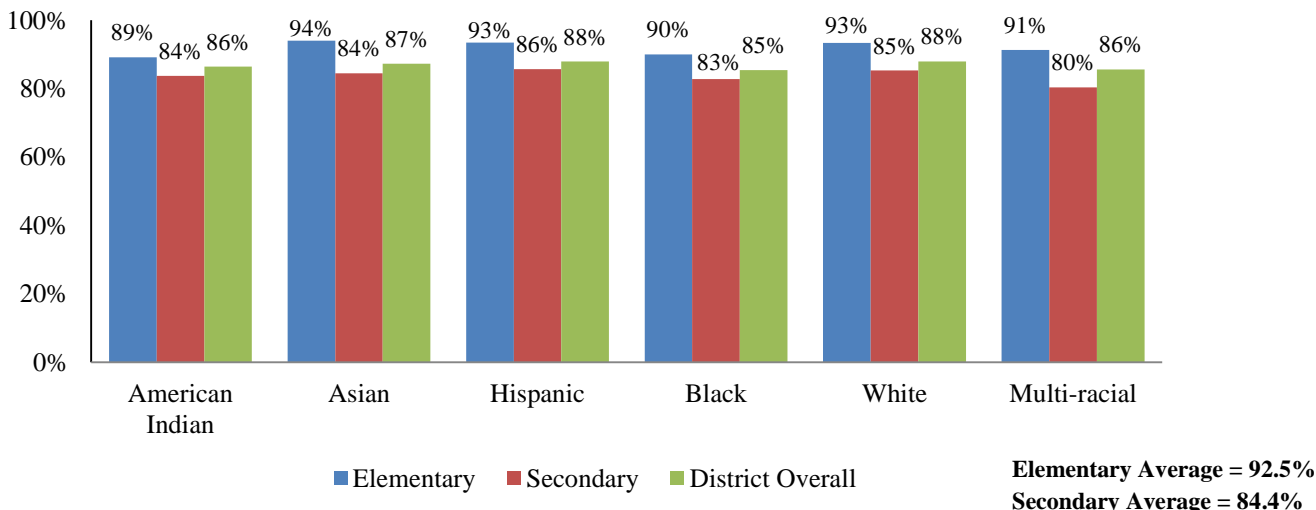


Figure 7. Percent of overall student engagement of each ethnicity disaggregated by level with district comparison.

Percent of overall student engagement by level and school

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 Dayton Elementary students reporting the highest level of overall engagement and Hamilton Elementary School students reporting the lowest levels of overall engagement.

Percent of overall student engagement: Elementary schools

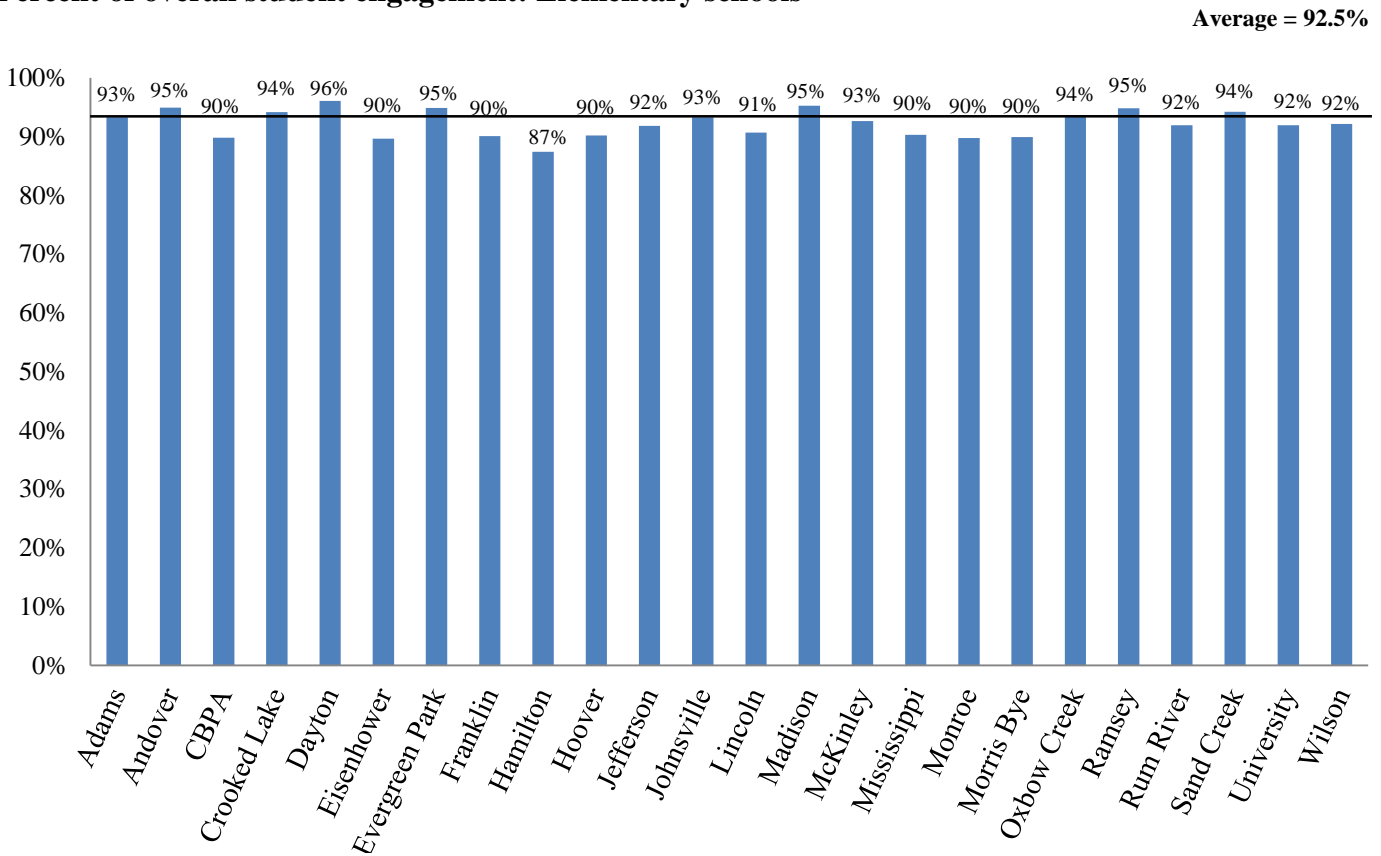


Figure 8. Percent of overall student engagement at each elementary school compared to the district average.

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. Anoka Middle School students reported the highest levels of engagement. The horizontal black line represents the district middle school average of 87.1%.

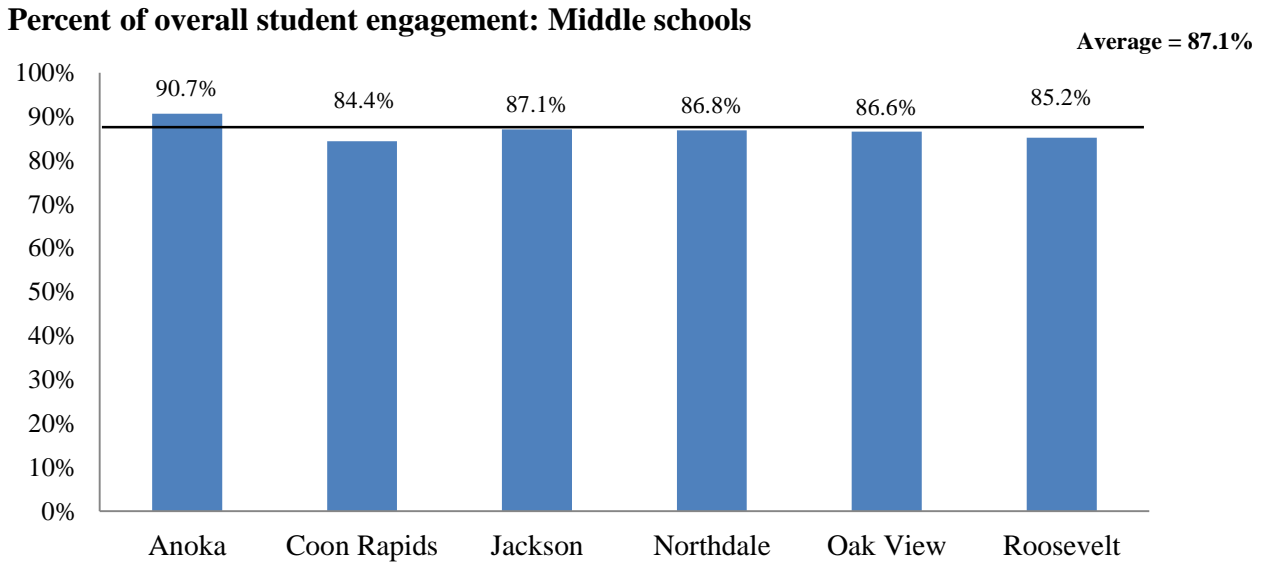


Figure 9. Percent of overall student engagement at each middle school compared to the district average.

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

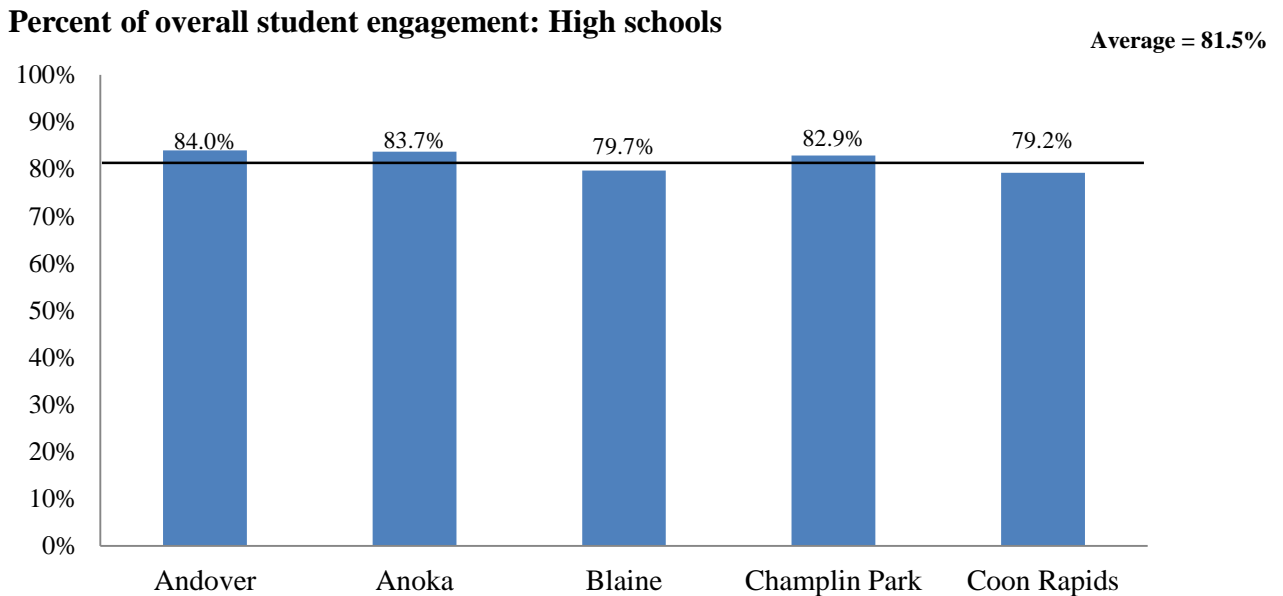


Figure 10. Percent of overall student engagement at each high school compared to the district average.

Overall student engagement by dimension

This section disaggregates the percent of overall engagement by the four dimensions that make up the survey. Each of the 40 main items addressed one or two of the four dimensions: teaching and learning, culture and climate, goals, or creativity and individuality.

The creativity and individuality dimension was added to the 2015-16 survey and is comprised of 5 new survey items. All of the items in the creativity and individuality dimension are also included in either the teaching and learning or culture and climate dimensions.

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*. 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*. 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. Creativity and individuality was made up of items from the other domains such as *My teachers encourage creativity* and *At my school, it is okay to be different than other people*. The overall average engagement was 87.2%, lower than all dimensions except culture and climate.

Percent of overall student engagement by dimension

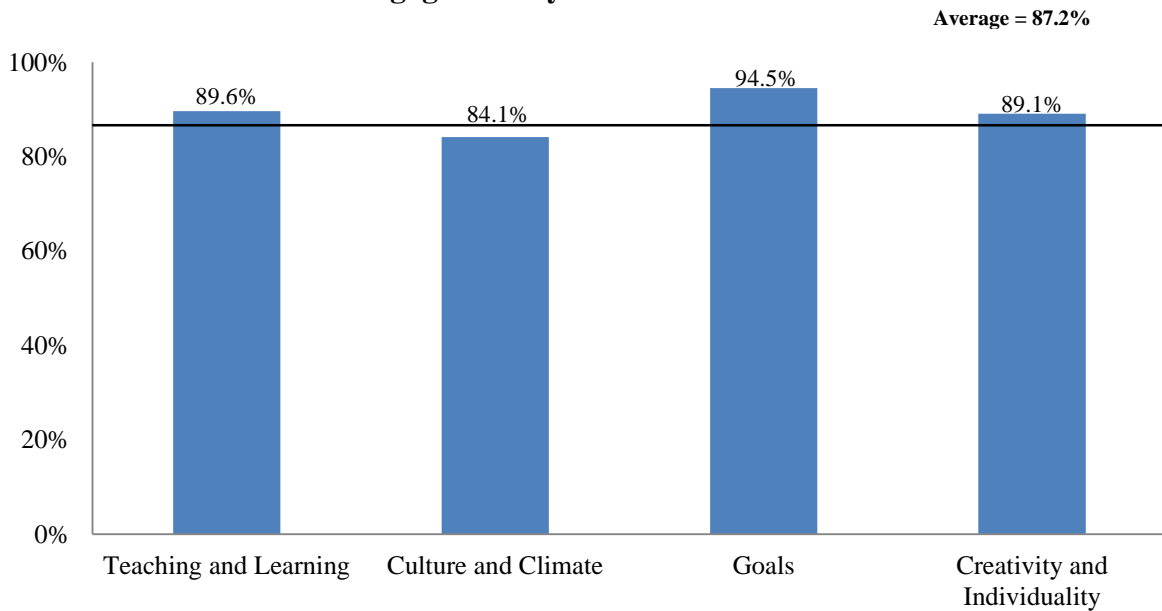


Figure 11. Percent of overall student engagement within each of the dimensions that make up engagement.

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 8.6%, followed by the culture and climate dimension with a difference of 8.4%. Engagement levels on the goals items were the most similar across levels, with secondary only 4.1% less engaged.

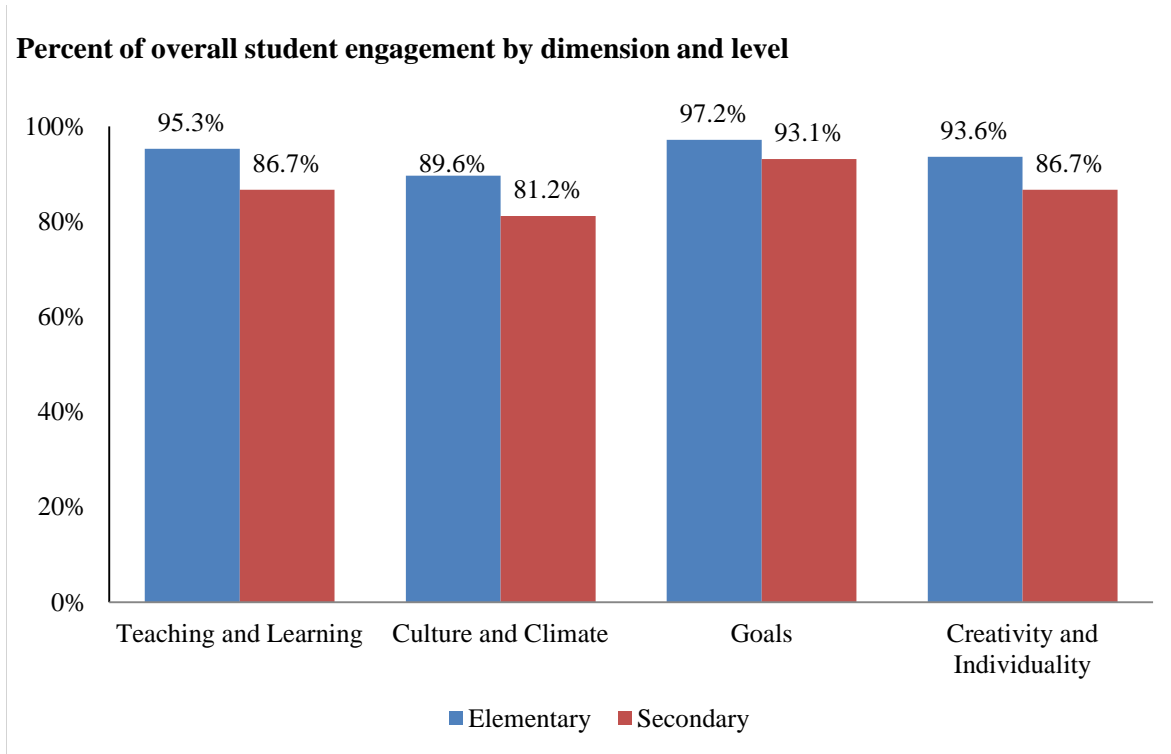


Figure 12. Percent of overall student engagement within each of the dimensions that make up engagement disaggregated by level.

Agreement by item: Elementary

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

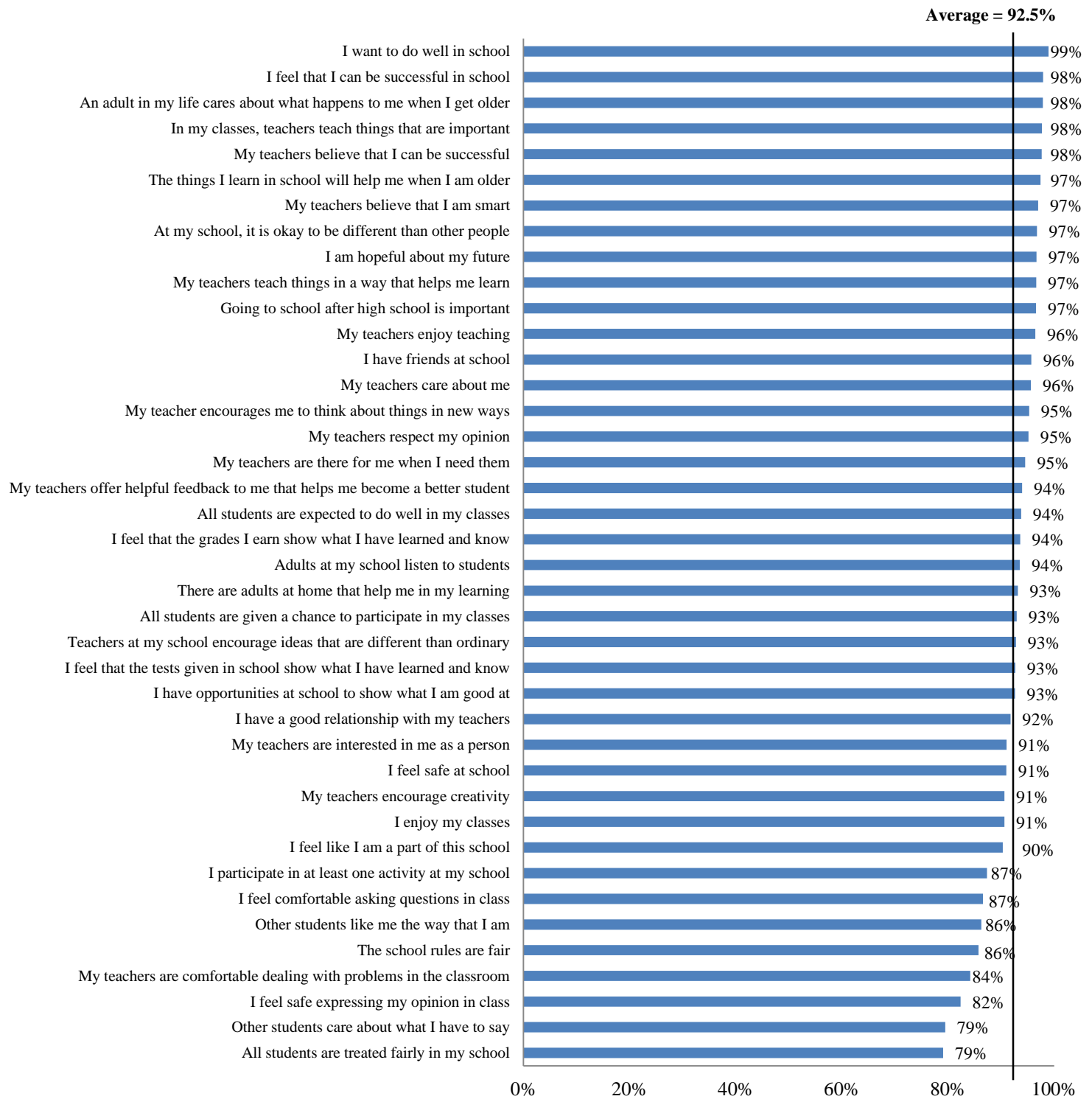


Figure 13. Percent of students who agreed or somewhat agreed with each of the survey items at the elementary level.

Agreement by item: Secondary

Figure 14 illustrates the percent of secondary 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

District wide, the overall level of student engagement has remained relatively stable over the past 4 years. The elementary and middle school levels remain about the same as last year. The high school level decreased 1.6% from the 2014-15 to 2015-16 school years.

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

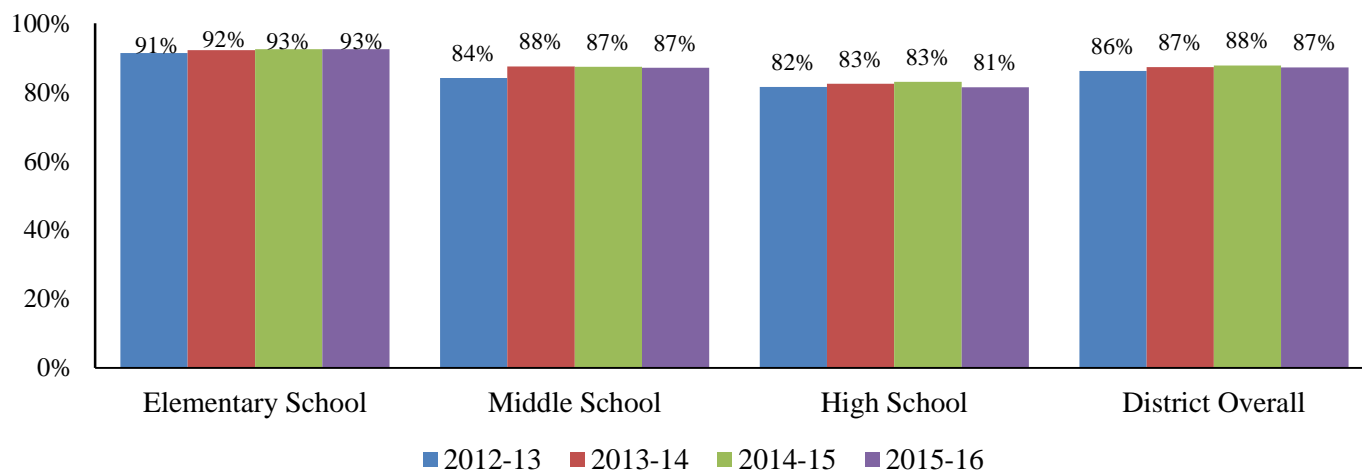


Figure 15. Percent of overall student engagement at the elementary, middle, and high school levels with comparison to district overall.

Grade 5 increased slightly in 2015-16. All other grades decreased slightly, with the largest decrease occurring in Grade 11. All grades except Grade 11 have shown increased overall engagement since the survey was first administered in 2012-13.

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

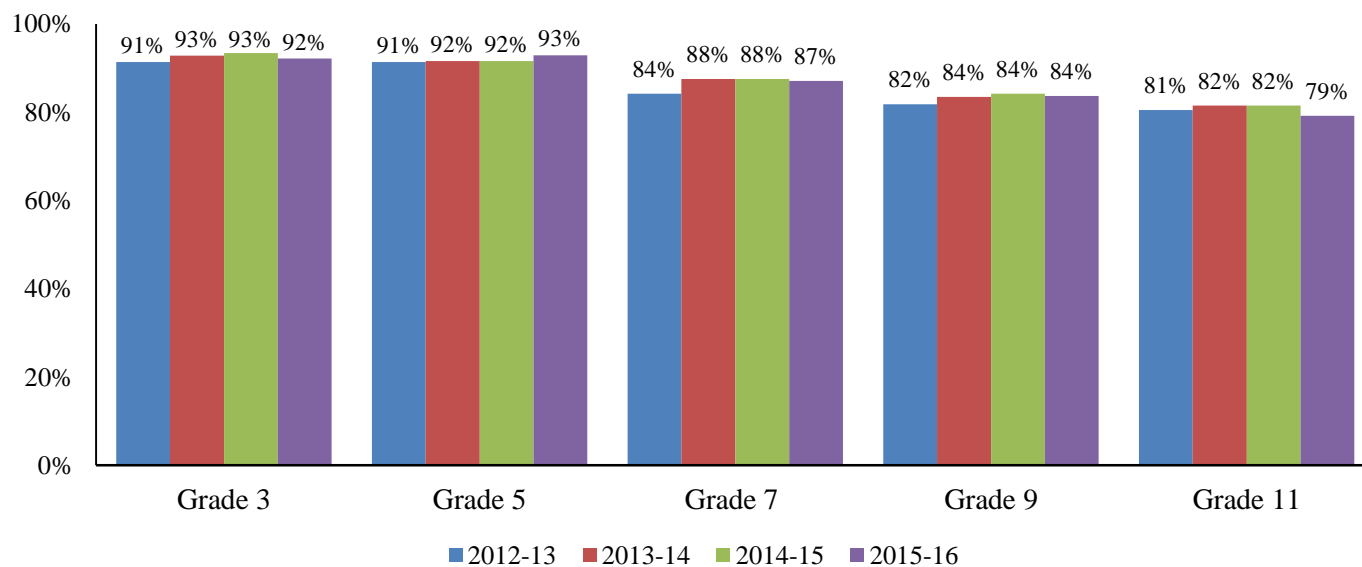


Figure 16. Percent of overall student engagement in grades 3, 5, 7, 9, and 11.

The percent of engagement remained about the same for both male and female groups from the 2014-15 to 2015-16 school years. Female students were slightly more engaged at the elementary level, and male students were slightly more engaged at the secondary level.

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

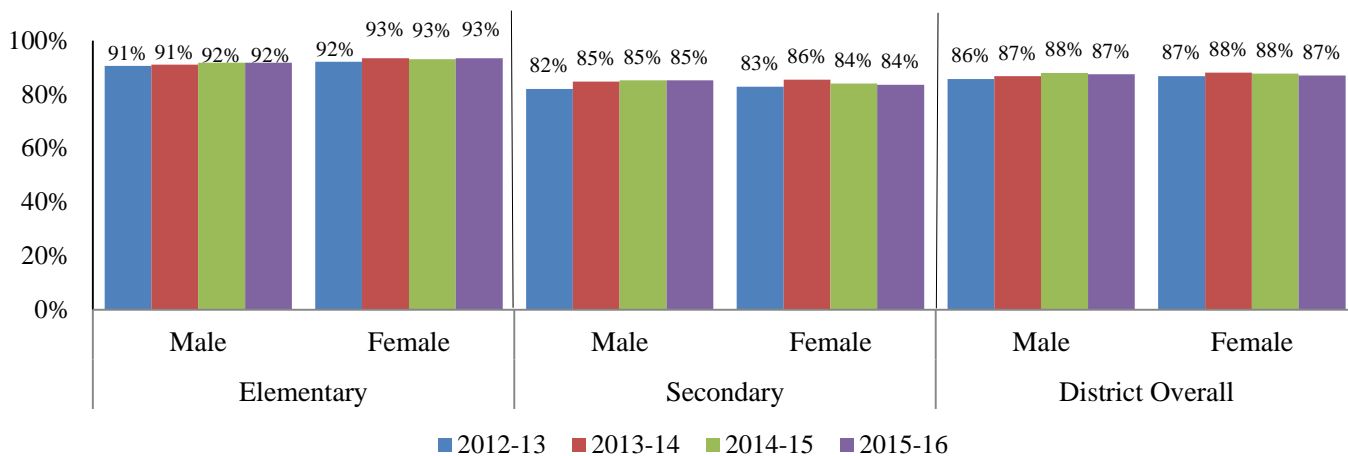


Figure 17. Percent of overall student engagement of each gender disaggregated by level with district comparison.

When disaggregated by ethnicity, there are not large differences between student groups. Looking longitudinally, the percent of overall engagement of increased for American Indian, Hispanic and Multi-racial students over the last year. Overall engagement decreased for Asian students and remained relatively stable for both Black and White student groups.

Percent of overall student engagement by ethnicity Four-year trend

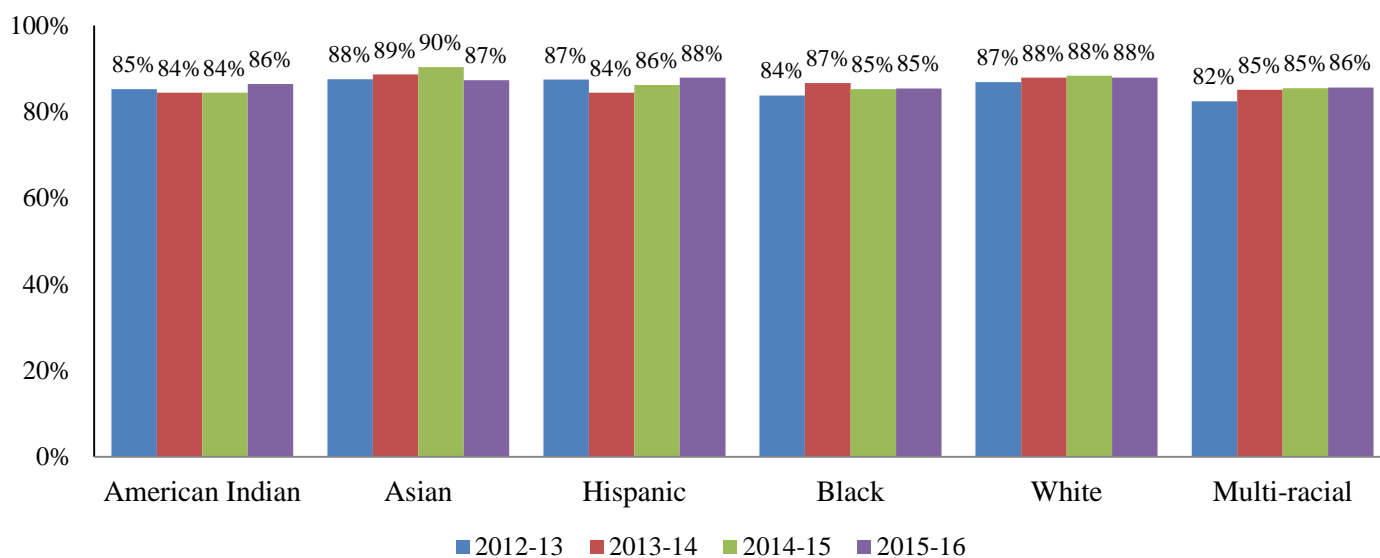


Figure 18. Percent of overall student engagement of each ethnicity disaggregated by level.

Agreement by item: Elementary trend

Figures 19 through 22 illustrate the percent of students who responded agree or somewhat agree to each item by dimension at the elementary level. Overall, there were very high levels of agreement, with all item having approximately 80% or higher. Of the 15 items within the teaching and learning dimension, 6 items increased from 2014-15 to 2015-16. Six other items remained relatively consistent compared to last year. Three items in this dimension are new and do not have longitudinal comparison data.

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

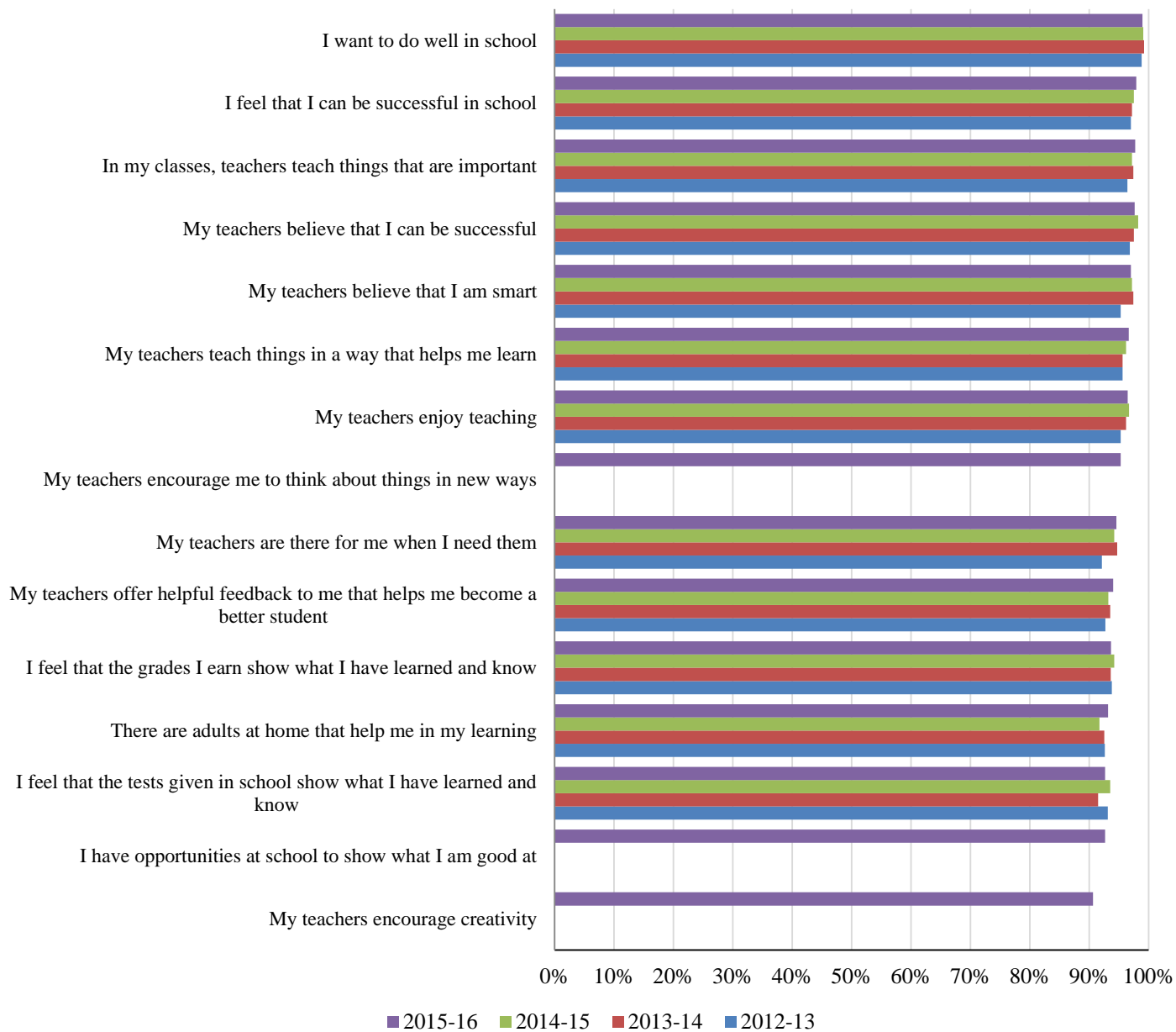


Figure 19. Percent of students who agreed or somewhat agreed with each of the survey items in the teaching and learning dimension at the elementary level.

The item within the culture and climate dimension that had the greatest increase in engagement reported over last year was *Other students like me the way that I am*. Of the 21 culture and climate items, 9 increased slightly compared to last year, while 10 items saw a slight decrease in the level of agreement. Two items in this dimension are new and do not have longitudinal comparison data.

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

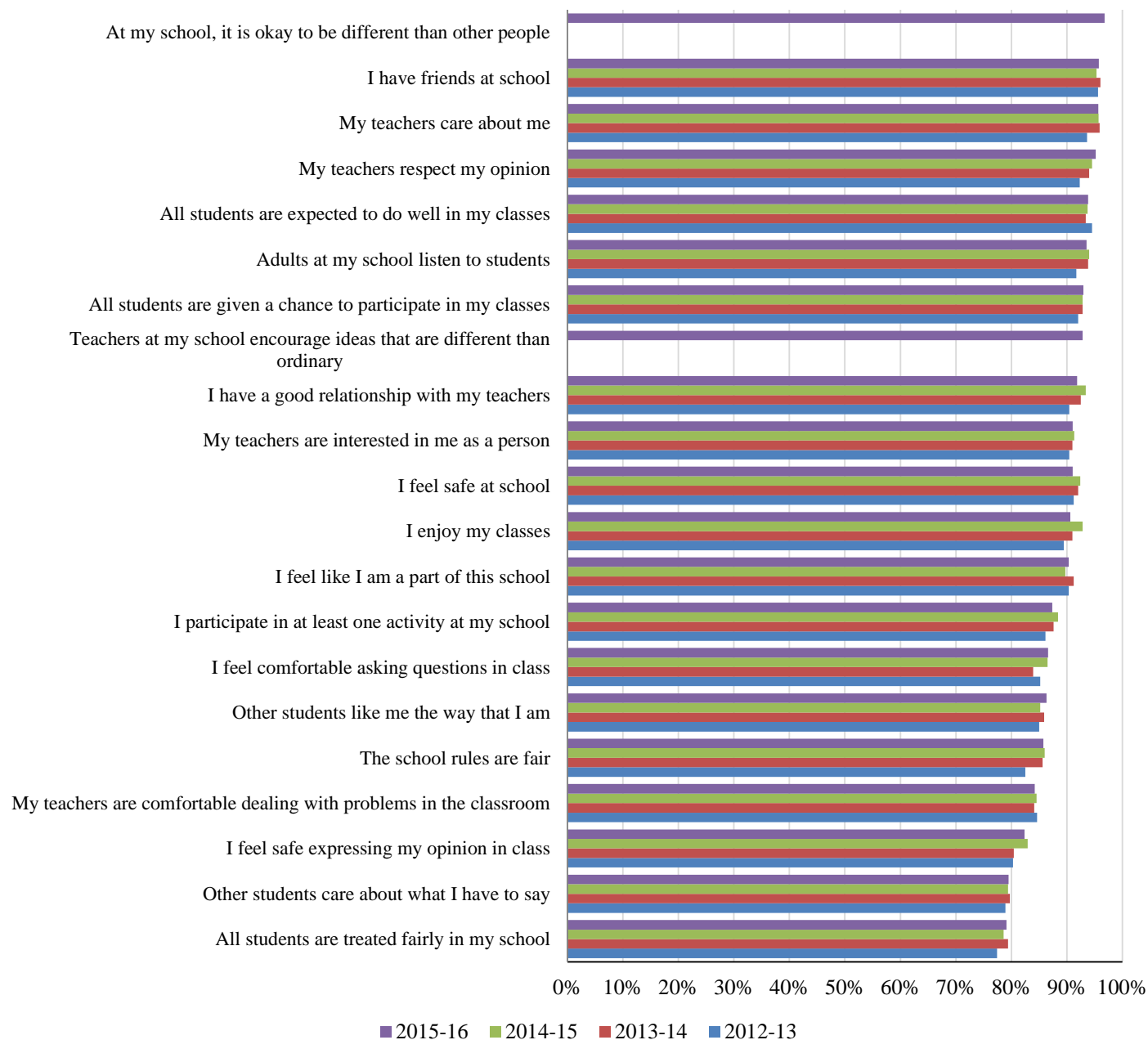


Figure 20. Percent of students who agreed or somewhat agreed with each of the survey items in the culture and climate dimension at the elementary level.

The goals dimension remains the most consistent across the years with the highest levels of engagement.

Items in goals dimension: Four-year elementary comparison

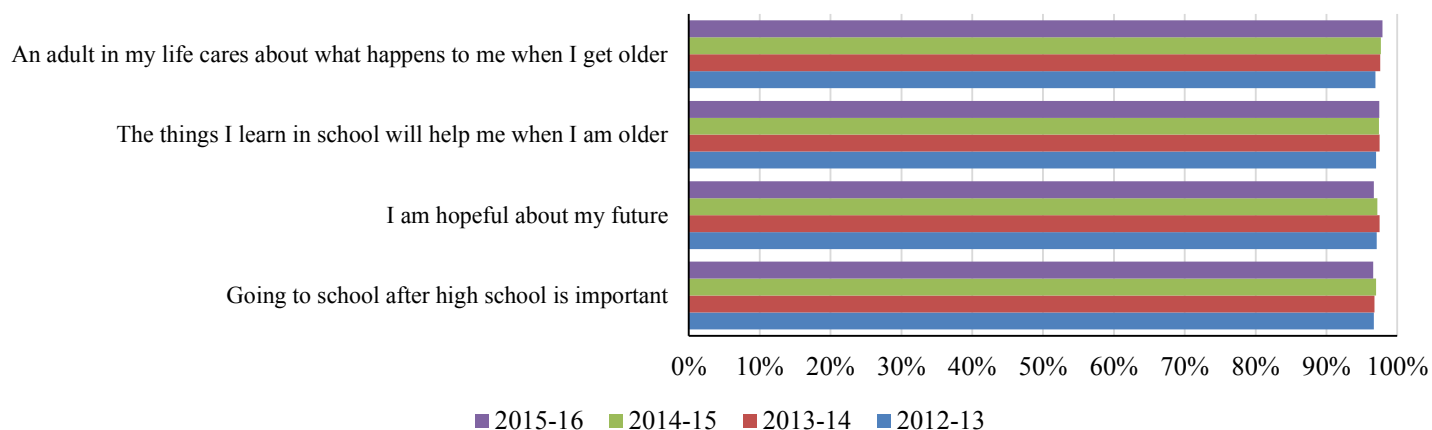


Figure 21. Percent of students who agreed or somewhat agreed with each of the survey items in the goals dimension at the elementary level.

The creativity and individuality dimension is new in 2015-16 and shows a high level of engagement at the elementary level. Longitudinal comparison data will be available starting in 2016-17.

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

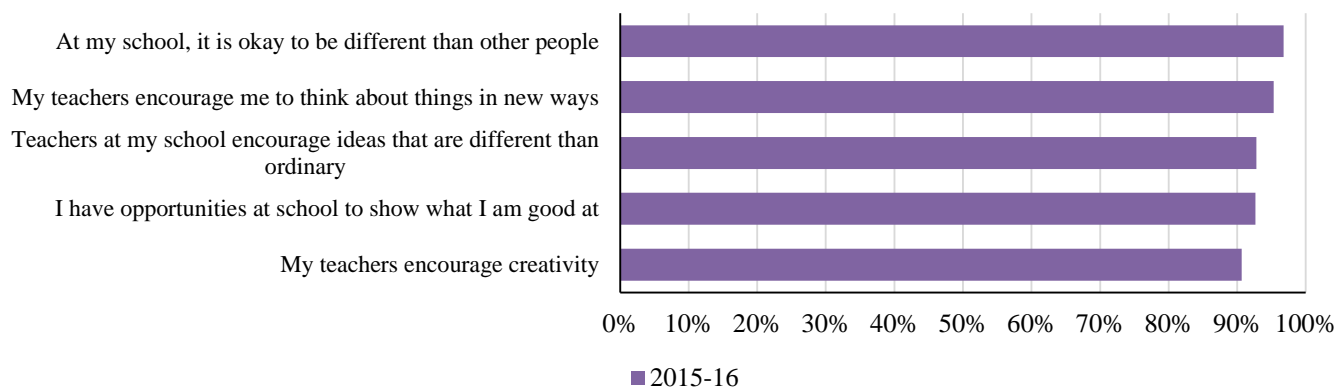


Figure 22. Percent of students who agreed or somewhat agreed with each of the survey items in the creativity and individuality dimension at the elementary level.

Agreement by item: Secondary trend

Figures 23 through 26 illustrate the percent of students who responded agree or somewhat agree to each item by dimension at the secondary level. Overall, these items have a high level of agreement, with all items over 70% of agreement, except for one item in the culture and climate dimension. Within the teaching and learning dimension, 3 of the 15 items increased slightly from 2014-15 to 2015-16. Three items in this dimension are new and do not have longitudinal comparison data. The other 9 items decreased slightly from 2014-15 to 2015-16.

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

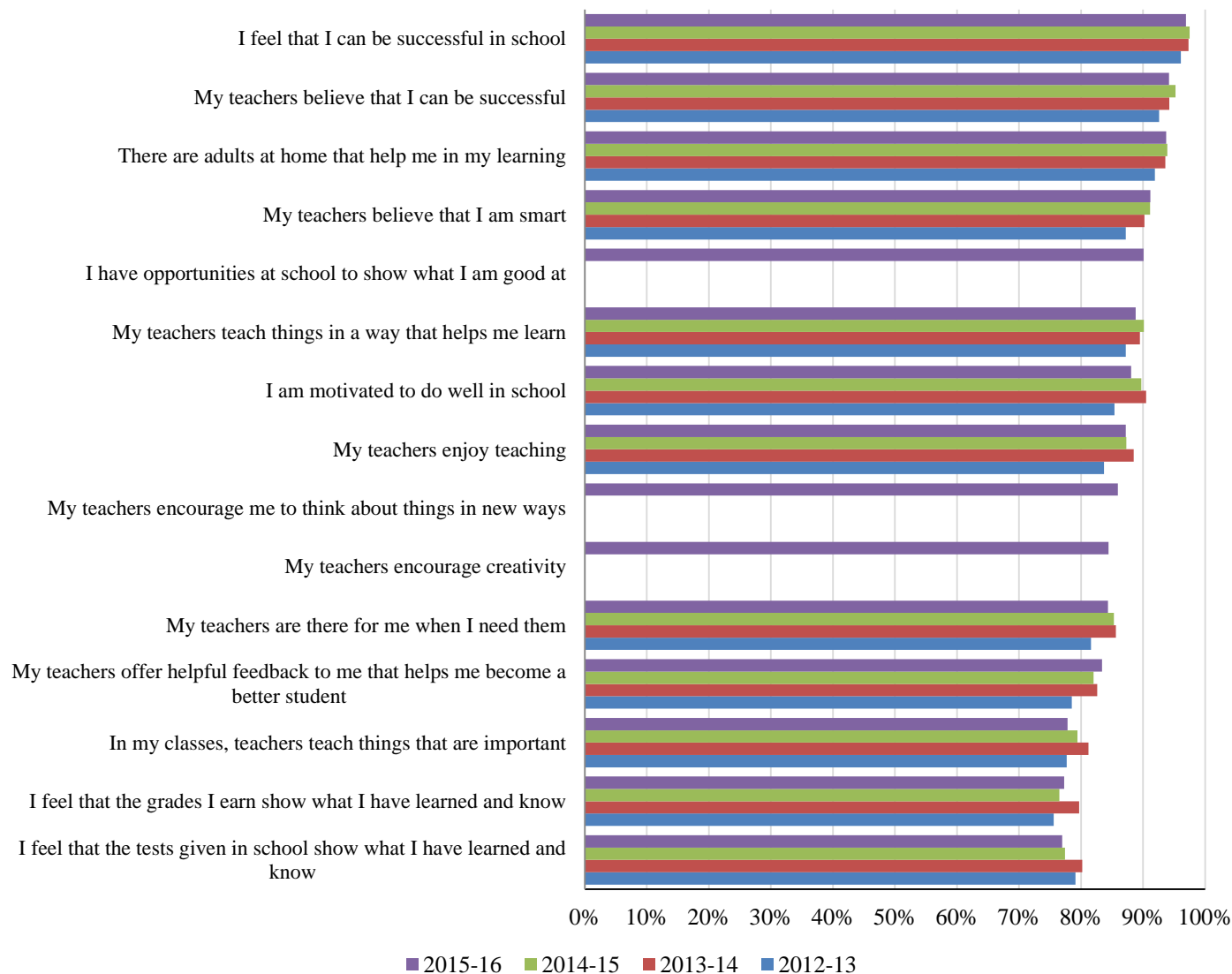


Figure 23. Percent of students who agreed or somewhat agreed with each of the survey items in the teaching and learning dimension at the secondary level.

Within the culture and climate dimension, 10 out of the 21 items experienced increased or relatively stable levels of agreement. The percent of secondary students who agreed with the statement *I participate in at least one activity at my school* increased 1.9% in 2015-16.

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

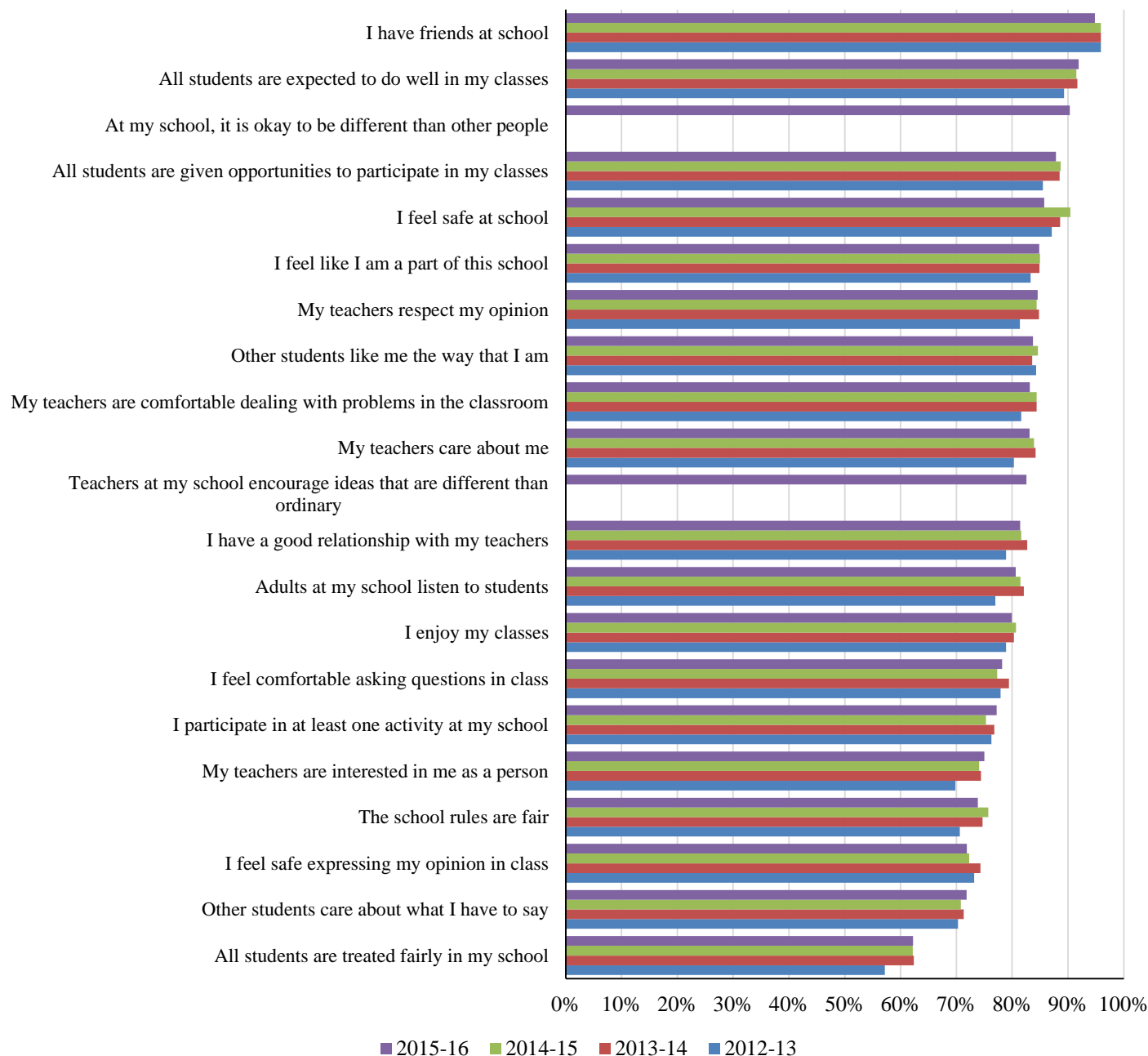


Figure 24. Percent of students who agreed or somewhat agreed with each of the survey items in the culture and climate dimension at the secondary level.

In general, the items in the goals dimension at the secondary level decreased slightly or stayed about the same from the previous year.

Items in goals dimension: Four-year secondary comparison

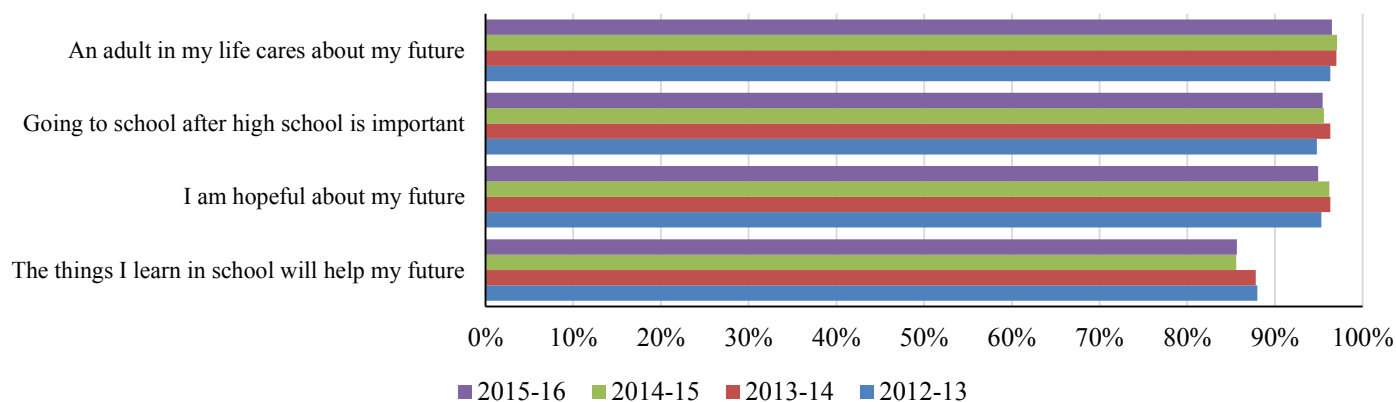


Figure 25. Percent of students who agreed or somewhat agreed with each of the survey items in the goals dimension at the secondary level.

The creativity and individuality dimension is new in 2015-16 and shows a high level of engagement at the secondary level, particularly for the items *At my school, it is okay to be different than other people*, and *I have opportunities at school to show what I am good at*. Longitudinal comparison data will be available starting in 2016-17.

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

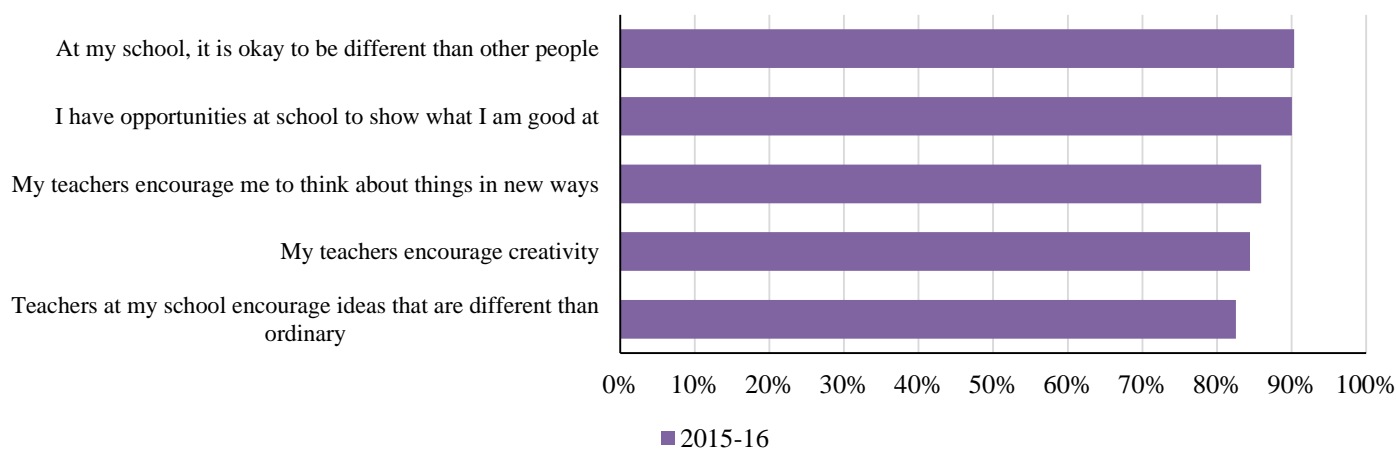


Figure 26. Percent of students who agreed or somewhat agreed with each of the survey items in the creativity and individuality dimension at the secondary level.

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.anoka.k12.mn.us/ret, or call (763) 506-1000 and request the RET department.