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# Student Engagement Survey Report 2017

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Anoka-Hennepin  
School District

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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 3<sup>rd</sup>, 5<sup>th</sup>, 7<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> 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 fifth year in which the Student Engagement Survey was administered. A random sample of classrooms in 3<sup>rd</sup>, 5<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> grade, and all 7<sup>th</sup> grade students were given a chance to respond. Teachers were instructed to administer the survey during their class between November 28 and December 16, 2016 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 9,094 students in the grades sampled who were given the opportunity to respond to the survey. Overall, 8,189 students completed the survey, for a response rate of 90.0%. The number that responded represents 54.2% of students in the grades sampled. Students were evenly distributed across gender and representative of our district's ethnic group breakdown.

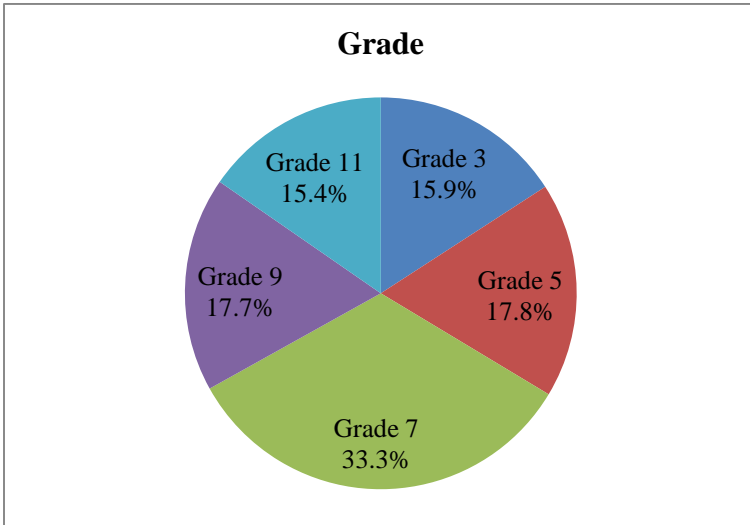
This summary compares aggregate information by level, grade, gender and ethnicity. Next, this report disaggregates student responses by school and item for further comparison. The last portion of the report provides data comparisons across the last four years the survey has been given.

## Key Messages

Illustrated in the graphs that follow.

- Overall, of the 8,189 students who completed the survey, there was 87% student engagement. This percentage is based on an average of responses to all 40 items and remained steady from 2015-16.
- 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 (92%), middle school students had the next highest (88%), and high school students had the lowest level (83%). In general, overall engagement remained steady at all levels.
- 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, female students reported significantly higher engagement than all students on 25 of the 40 survey items. Of these items, the two with the greatest difference in agreement between male and female students were *The school rules are fair* and *I have a good relationship with my teachers*.
  - At the secondary level, males reported significantly higher engagement than all students on 14 survey items. Of these items, the two with the greatest difference in agreement between male and female students were *I feel comfortable asking questions in class* and *I feel safe expressing my opinion in class*.
- When disaggregated by ethnicity, overall engagement was relatively consistent across groups.
  - At the elementary level, Asian students had the highest level of engagement (93%) and American Indian students had the lowest level (87%). At the secondary level, Asian students showed the highest level of engagement (87%) and multi-racial students reported the lowest level of engagement (81%).
  - Multi-racial students also showed the largest difference (8%) in engagement between the elementary and secondary levels, closely followed by Hispanic and Black students (7%).
  - Looking longitudinally, overall engagement for each student group increased or remained fairly steady.
- 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 again 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.
  - Four items from the culture and climate dimension were again rated in the bottom 5 across all 40 items at both the elementary and secondary levels: *The school rules are fair*, *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*.

### Respondent information by grade, gender, and ethnicity



A total of 8,189 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 in the district.

Figure 1. Percent of respondents by grade level.

The gender distribution was almost equal, with 48.1% of respondents indicating they were female and 49.4% of respondents indicating they were male. About two percent of students chose not to respond to this item.

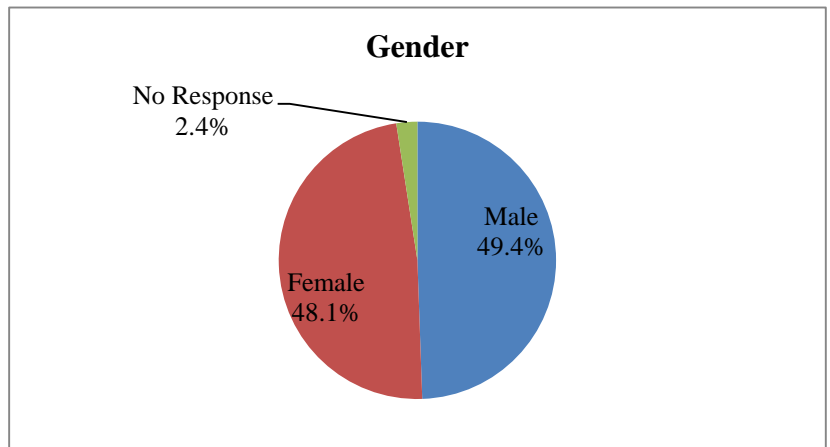
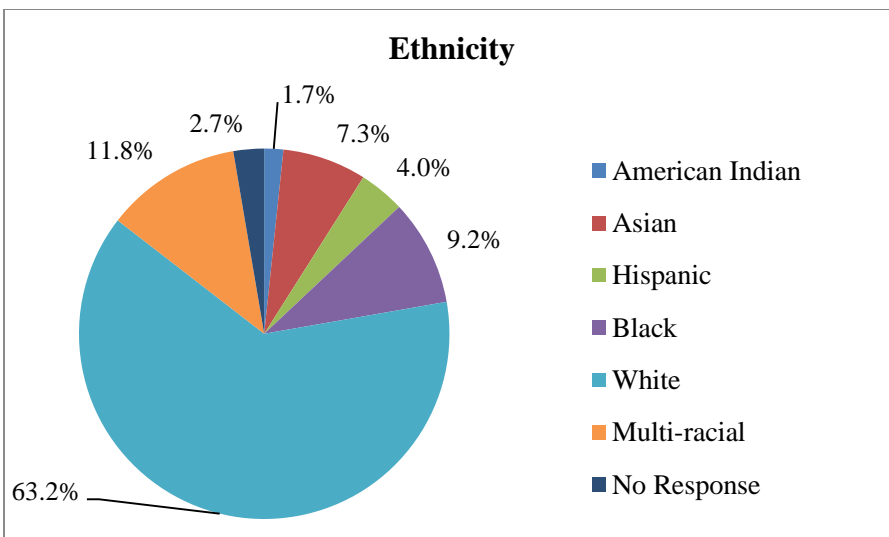


Figure 2. Percent of respondents by gender.



Participants who completed the survey indicated their ethnic background as follows: 1.7% American Indian, 7.3% Asian, 4.0% Hispanic, 9.2% Black, 63.2% White, and 11.8% 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

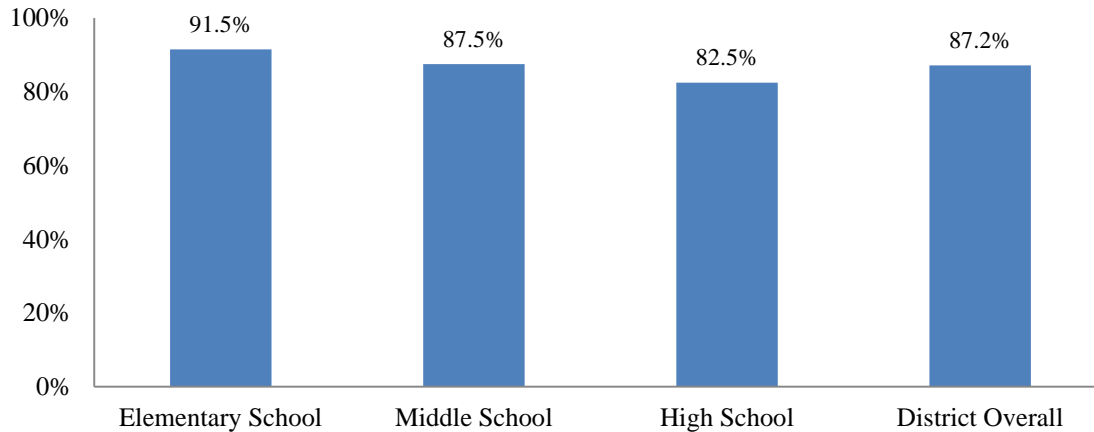


Figure 4. Percent of overall student engagement at the elementary, middle, and high school levels with comparison to district overall.

Overall student engagement decreased steadily as grade level increased. Grade 3 students were the most highly engaged at 91.9%. Grade 11 students were the least engaged, with an overall 79.2% agreement with the items.

### Percent overall student engagement by grade

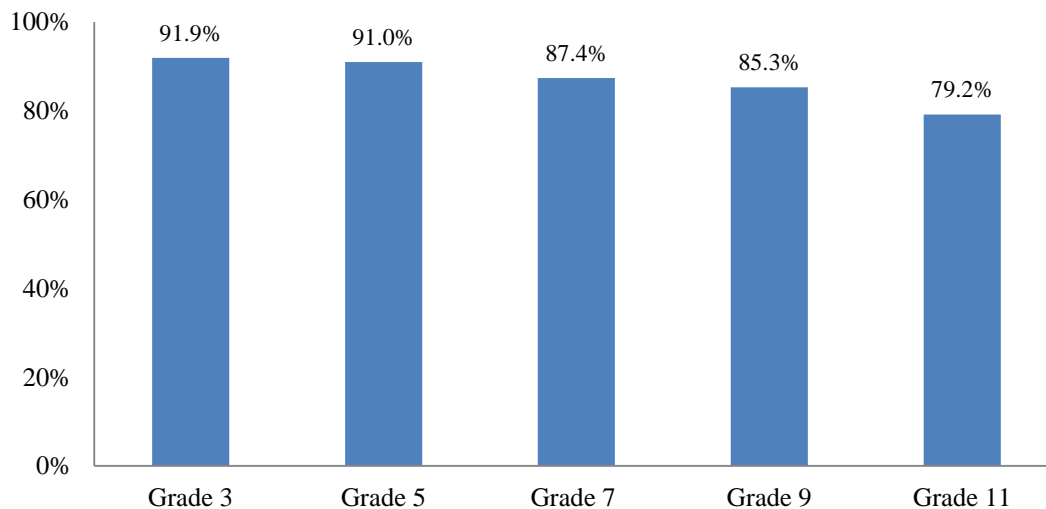


Figure 5. Percent of overall student engagement in grades 3, 5, 7, 9, and 11.

The percent of female students engaged overall was about equal to the percent of male students engaged overall; however, there were slight differences between levels. 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**

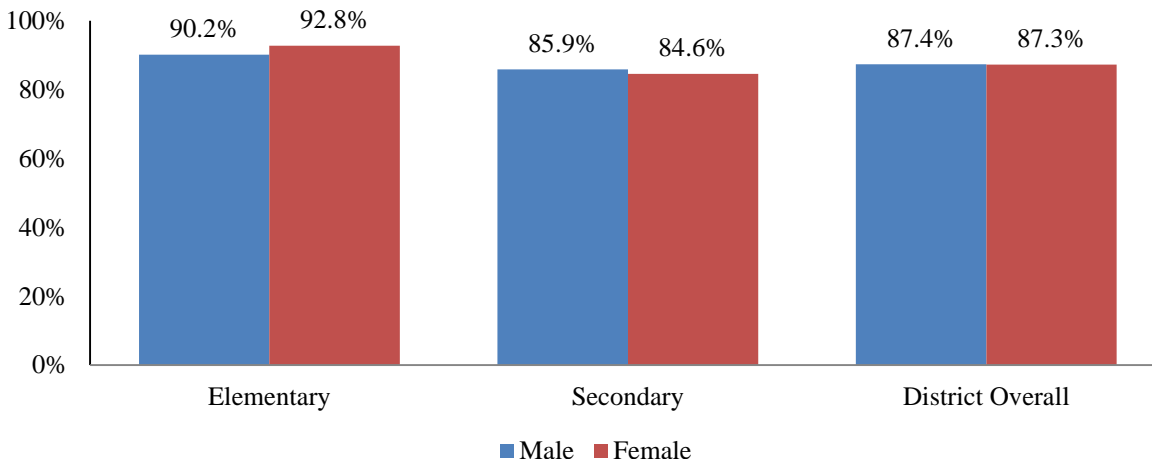


Figure 6. Percent of overall student engagement of each gender disaggregated by level with district comparison.

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 ranged from 87% to 93% at the elementary level, 81% to 87% at the secondary level, and 85% to 88% overall.

**Percent of overall student engagement by ethnicity**

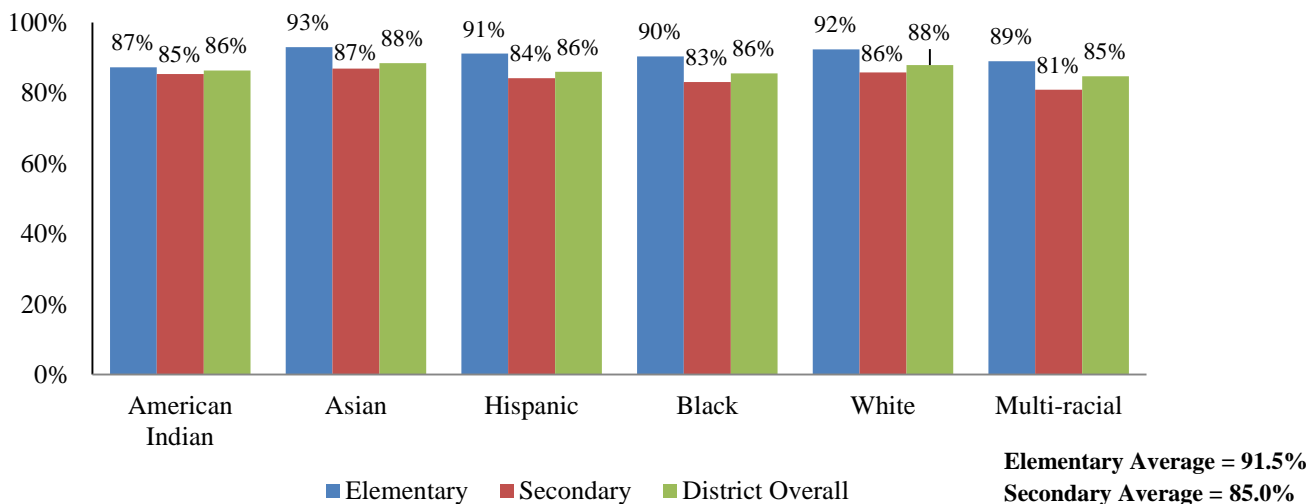


Figure 7. Percent of overall student engagement of each ethnicity disaggregated by level with district comparison.

### 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 school. 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 most elementary schools with Dayton Elementary students reporting the highest level of overall engagement. Hamilton Elementary School students reported the lowest levels of overall engagement.

**Percent of overall student engagement: Elementary schools**

Average = 91.5%

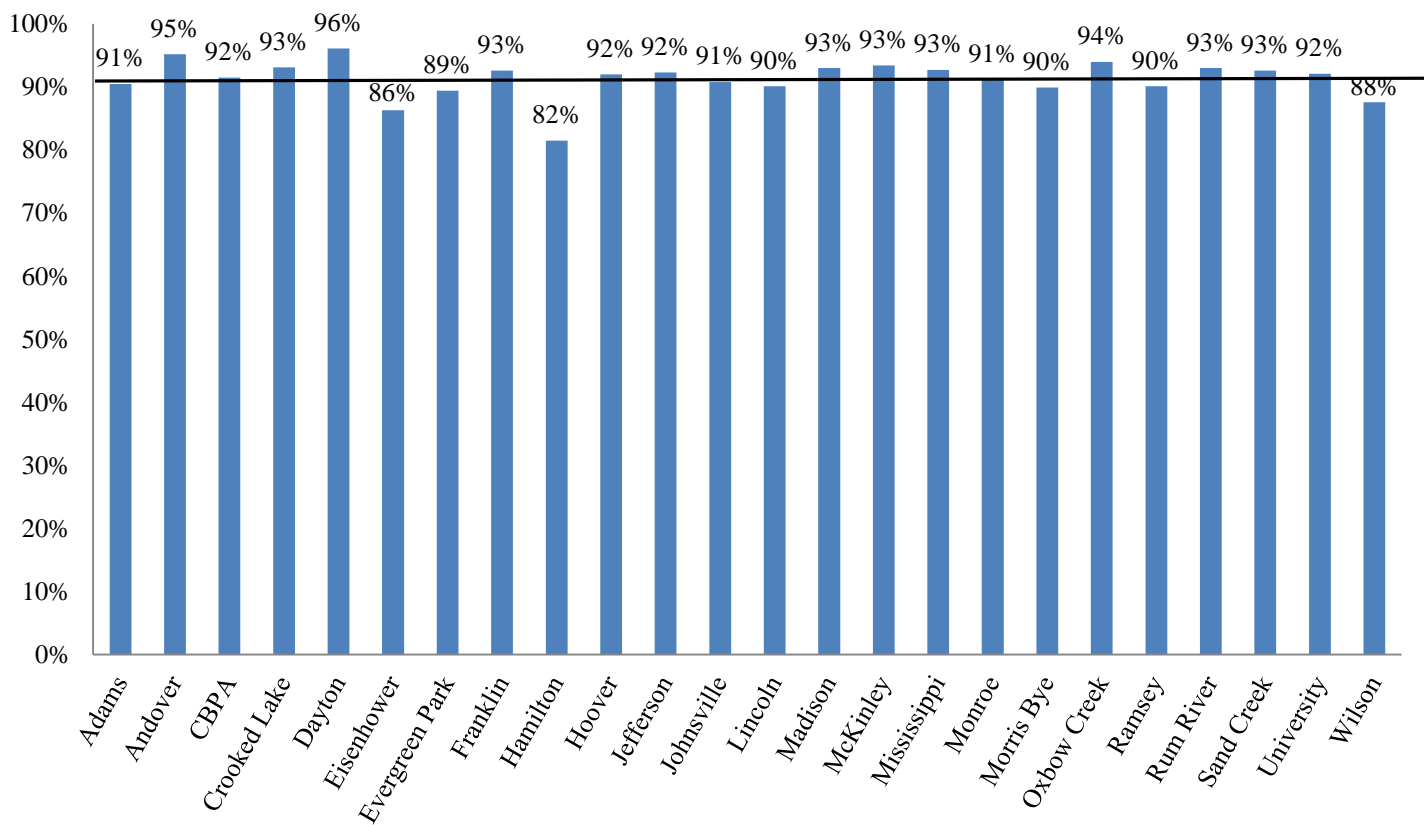


Figure 8. Percent of overall student engagement at each elementary school compared to the district average.



The percent of middle school students that were engaged was fairly consistent across individual schools, with Coon Rapids Middle School, Jackson Middle School, and Northdale Middle School slightly below the district average. Roosevelt Middle School students reported the highest levels of engagement. The horizontal black line represents the district middle school average of 87.5%.

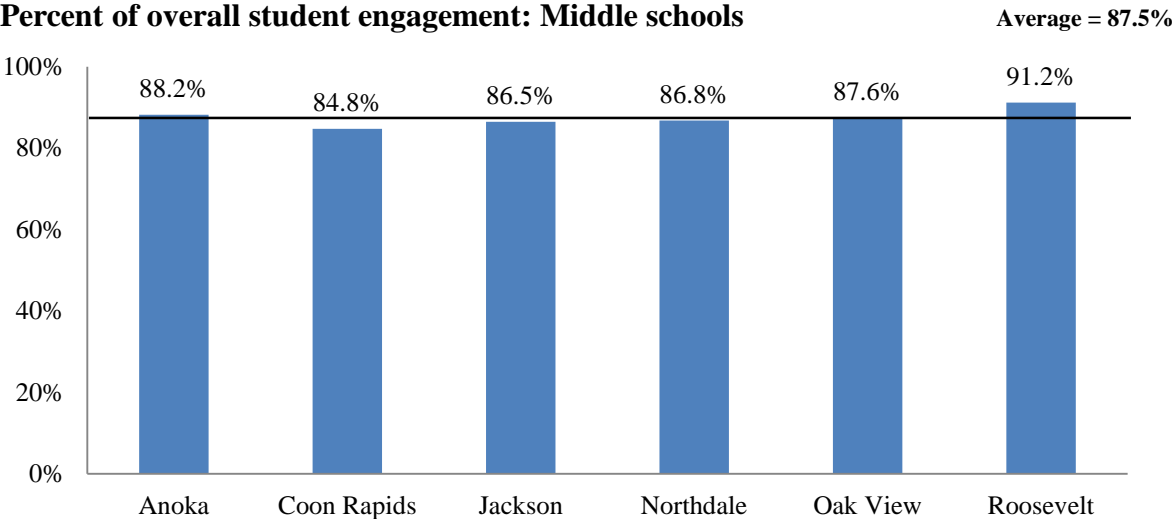


Figure 9. Percent of overall student engagement at each middle school compared to the district average.

For high school, overall engagement was consistent among most of the high schools. The horizontal black line represents the district high school average 82.5%. Andover High School students reported the highest level of overall student engagement. Coon Rapids High School had the lowest overall student engagement.

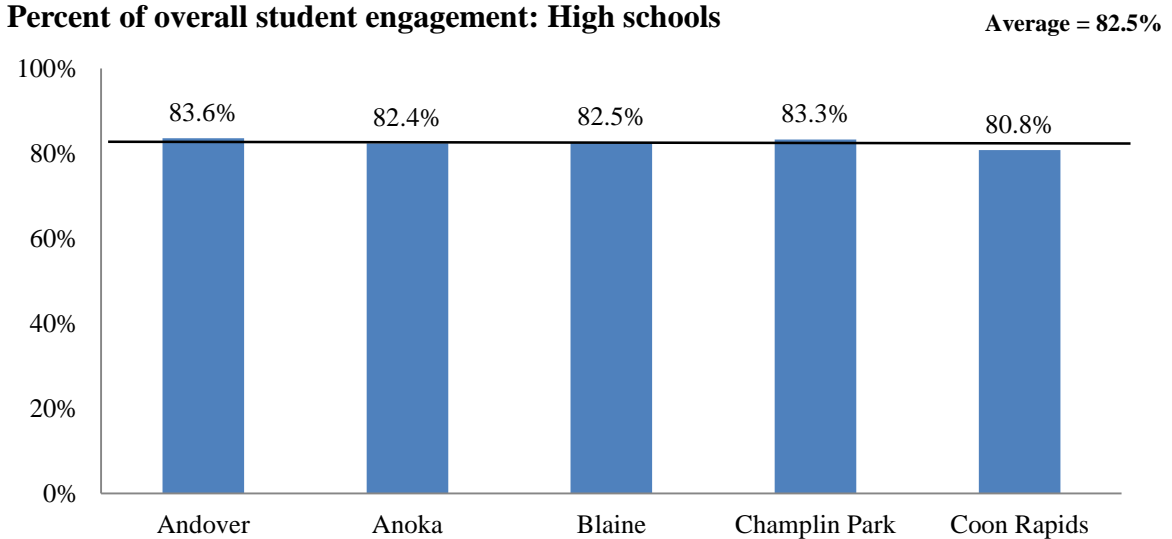


Figure 10. Percent of overall student engagement at each high school compared to the district average.

## 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 was 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 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 overall average engagement was 87.2%, lower than all dimensions except culture and climate.

### Percent of overall student engagement by dimension

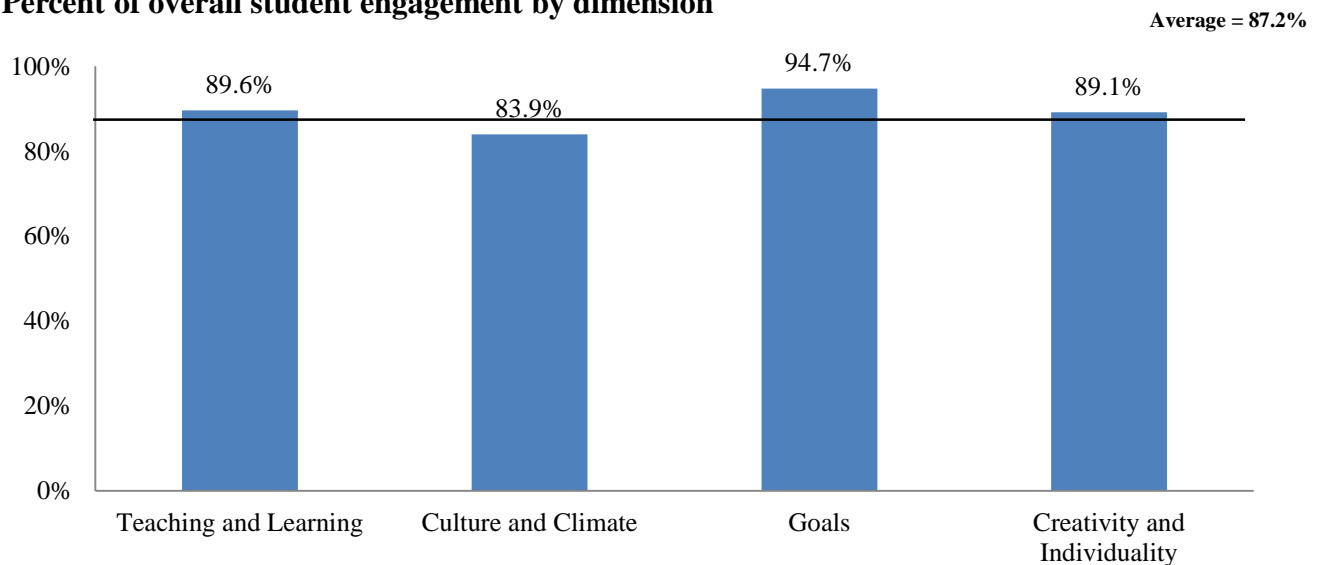


Figure 11. Percent of overall student engagement within each of the dimensions that make up engagement.

The difference between elementary and secondary 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 7.4%. Engagement levels on the goals items were the most similar across levels, with secondary only 2.9% less engaged.

### Percent of overall student engagement by dimension and level

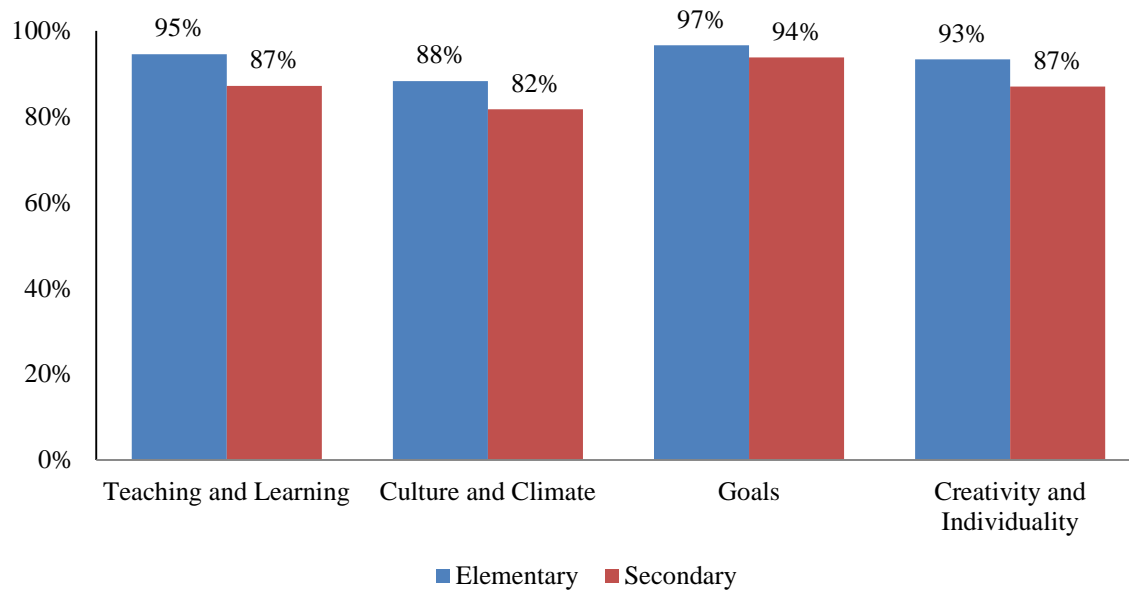


Figure 12. Percent of overall student engagement within each of the dimensions that make up engagement disaggregated by level.

## 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 overall agreement.

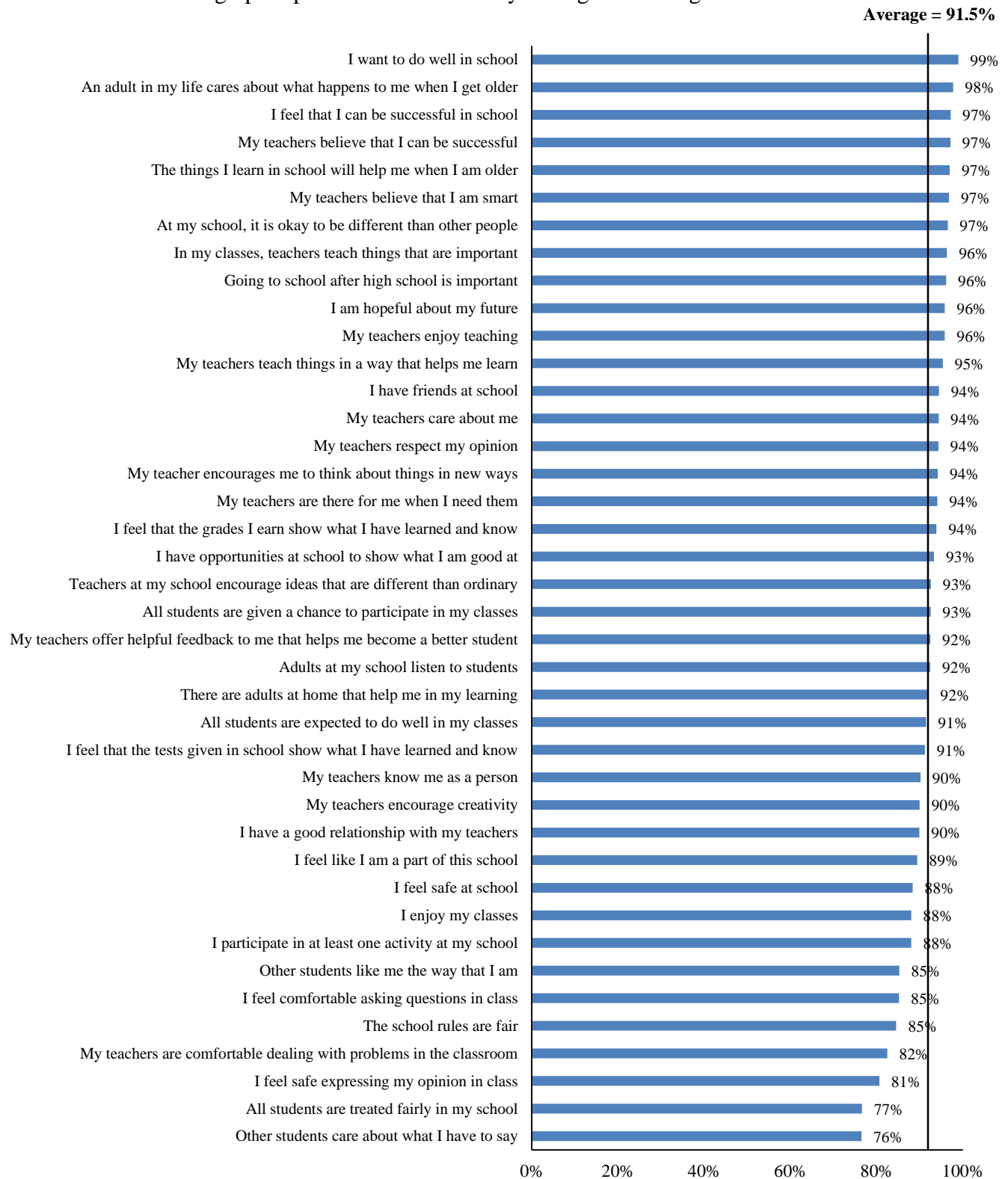


Figure 13. Percent of students who agreed or somewhat agreed with each of the survey items at the elementary level.

## 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 overall agreement.

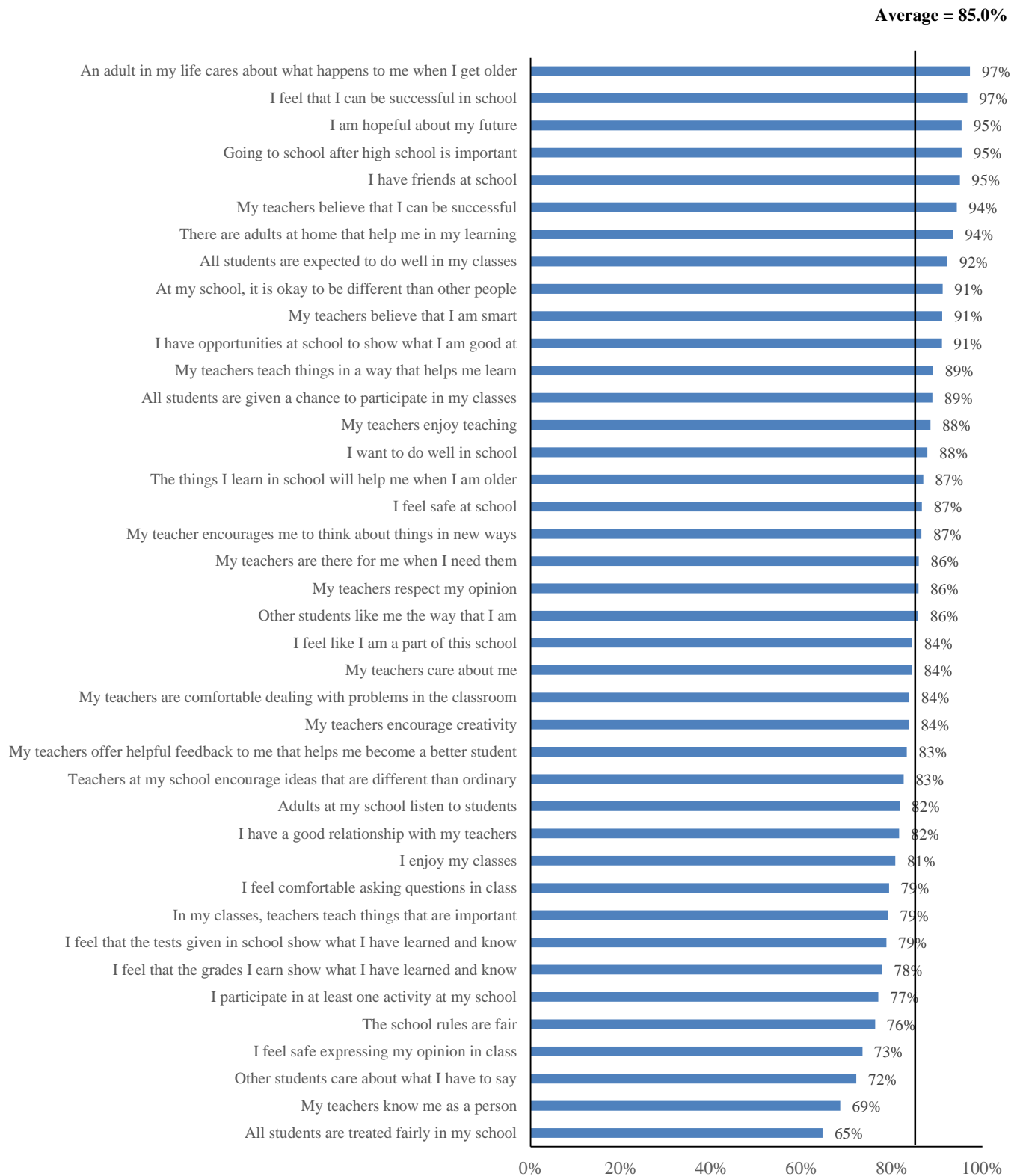


Figure 14. Percent of students who agreed or somewhat agreed with each of the survey items at the secondary level.

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

Districtwide, the overall level of student engagement has remained relatively stable over the past 4 years. The elementary decreased just over 1%. The middle school and high school levels both increased slightly from 2015-16 (0.43% and 0.99%, respectively).

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

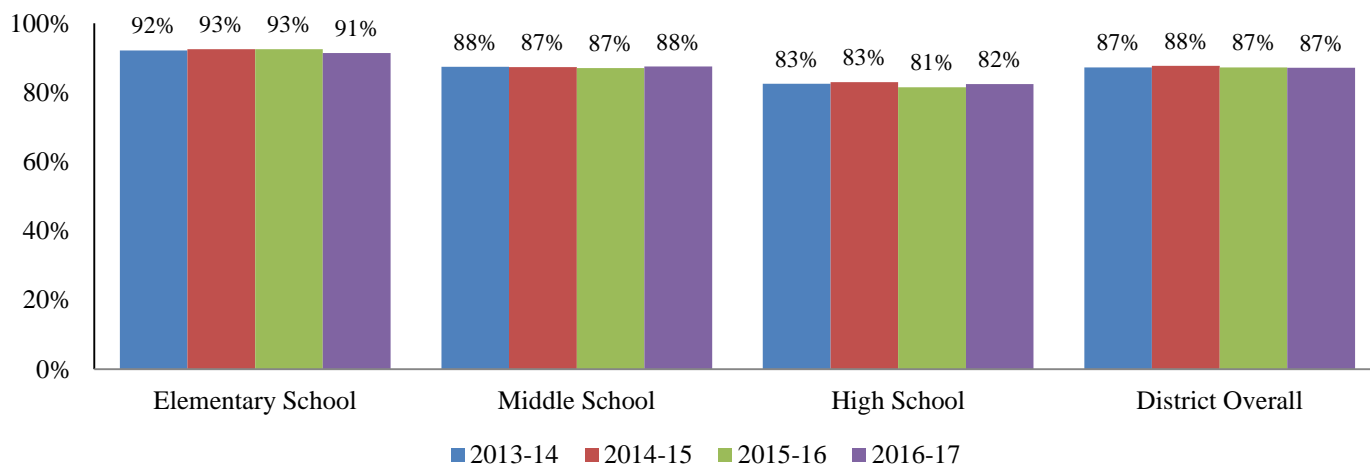


Figure 15. Percent of overall student engagement at the elementary, middle, and high school levels with comparison to district overall.

Grades 3 and 5 overall student engagement decreased slightly in 2016-17. All secondary grades increased slightly, with the largest increase occurring in Grade 9. Grade 9 has shown a gradual increase over the last 4 years, while the other grades have shown a slight decrease.

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

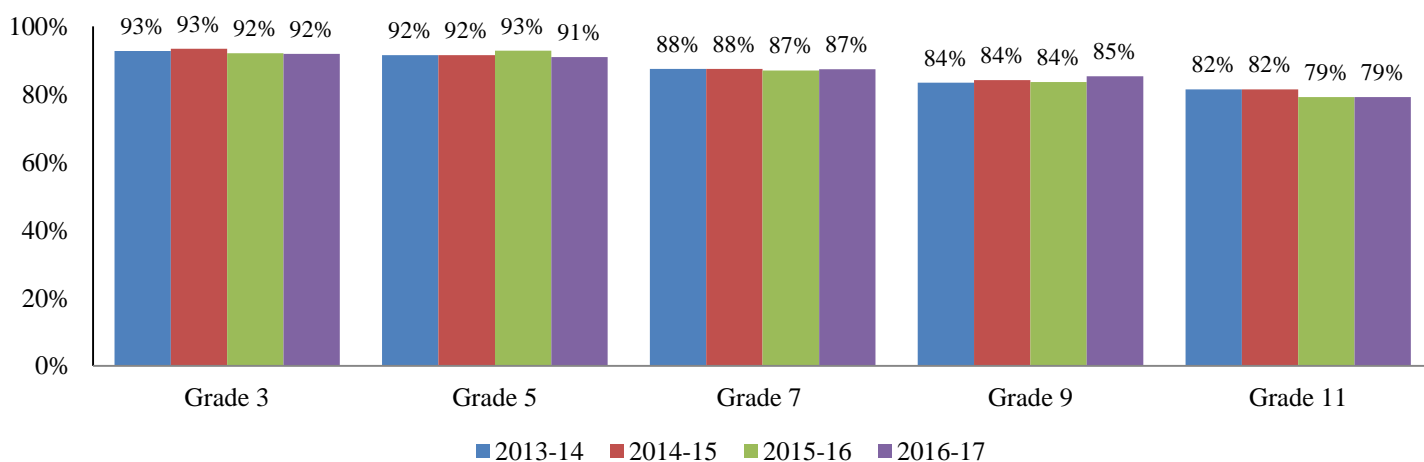


Figure 16. Percent of overall student engagement in grades 3, 5, 7, 9, and 11.

The percent of engagement remained about the same for both male and female student groups from the 2015-16 to 2016-17 school years. Female students continue to be slightly more engaged at the elementary level, and male students are slightly more engaged at the secondary level.

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

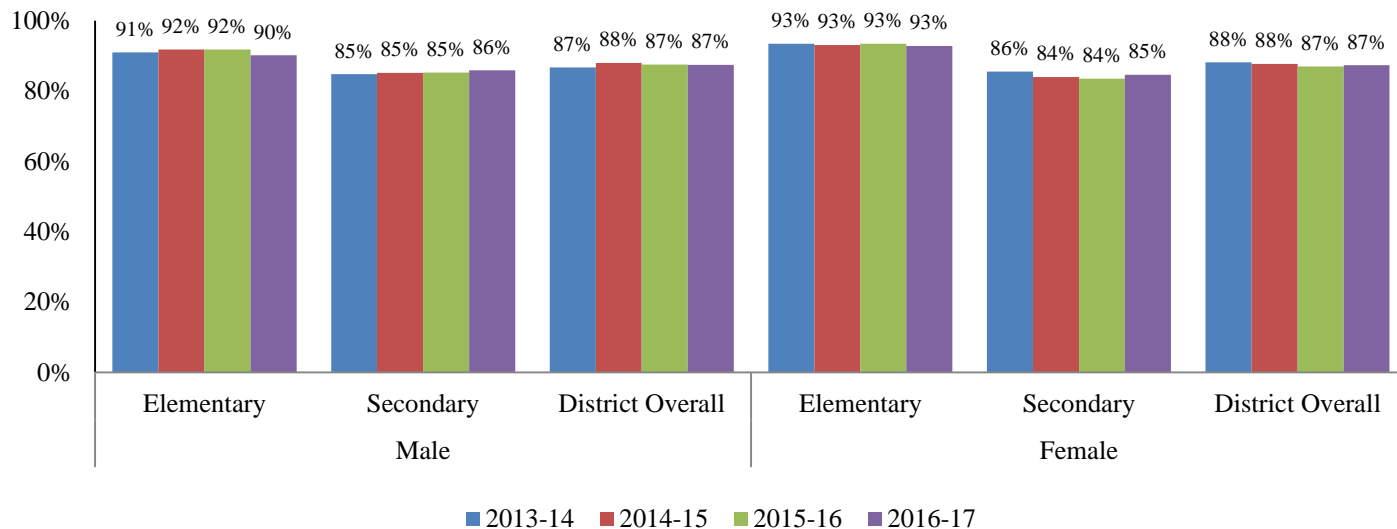


Figure 17. Percent of overall student engagement of each gender disaggregated by level with district comparison.

When disaggregated by ethnicity, there are not large differences between student groups. Looking longitudinally, the percent of overall engagement of increased for Asian and Black students from 2015-16. Overall engagement decreased for Hispanic and Multi-racial students, and remained relatively stable for both American-Indian and White student groups.

**Percent of overall student engagement by ethnicity: Four-year trend**

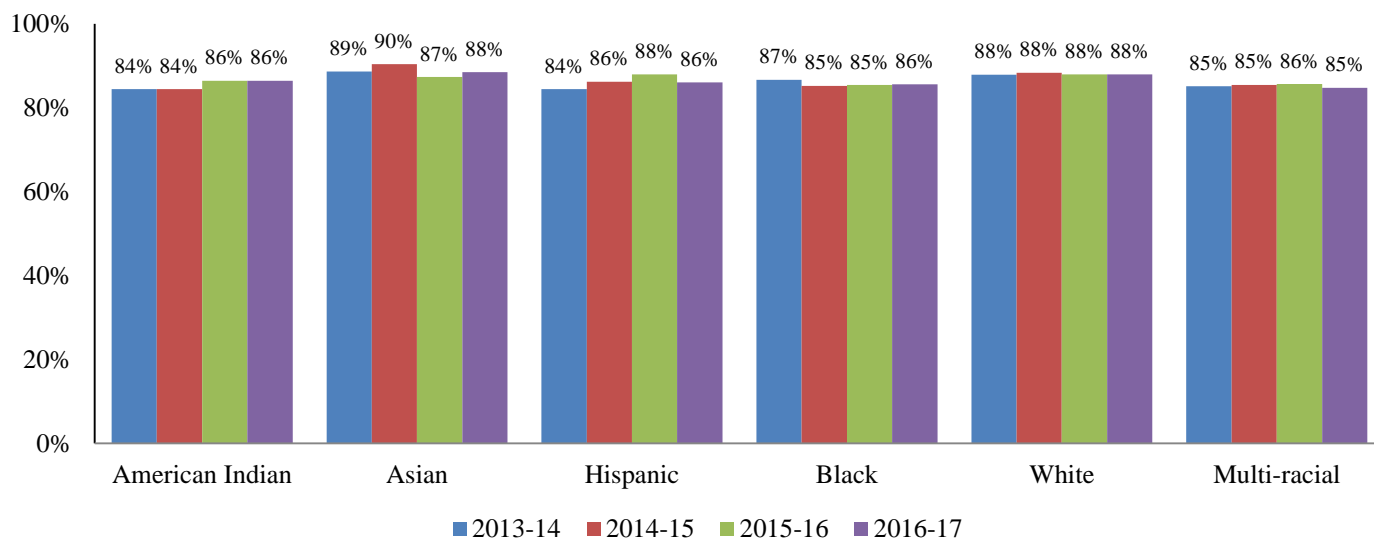


Figure 18. Percent of overall student engagement of each ethnicity disaggregated by level.

### 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. Of the 15 items within the teaching and learning dimension, two items increased from 2015-16 to 2016-17. Two other items remained relatively consistent compared to last year while the remaining items decreased slightly. Three items in this dimension were new in 2015-16 and only have two years of data.

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

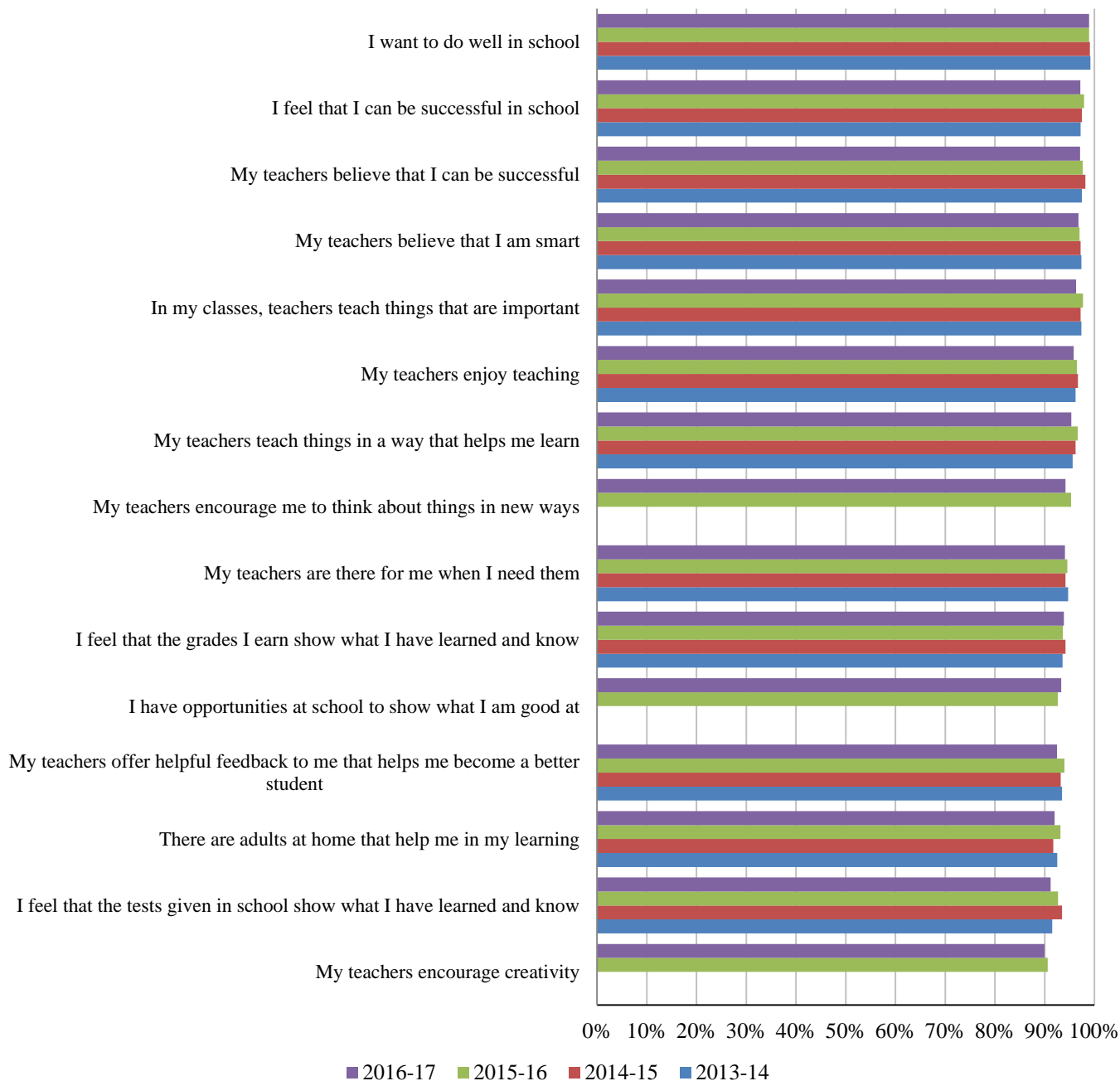


Figure 19. Percent of students who agreed or somewhat agreed with each of the survey items in the teaching and learning dimension at the elementary level.



Of the 21 culture and climate items, one item increased slightly compared to last year, three remained relatively constant, and 17 saw a slight decrease in the level of agreement. Two of the items in this dimension were new in 2015-16 and only have two years of data.

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

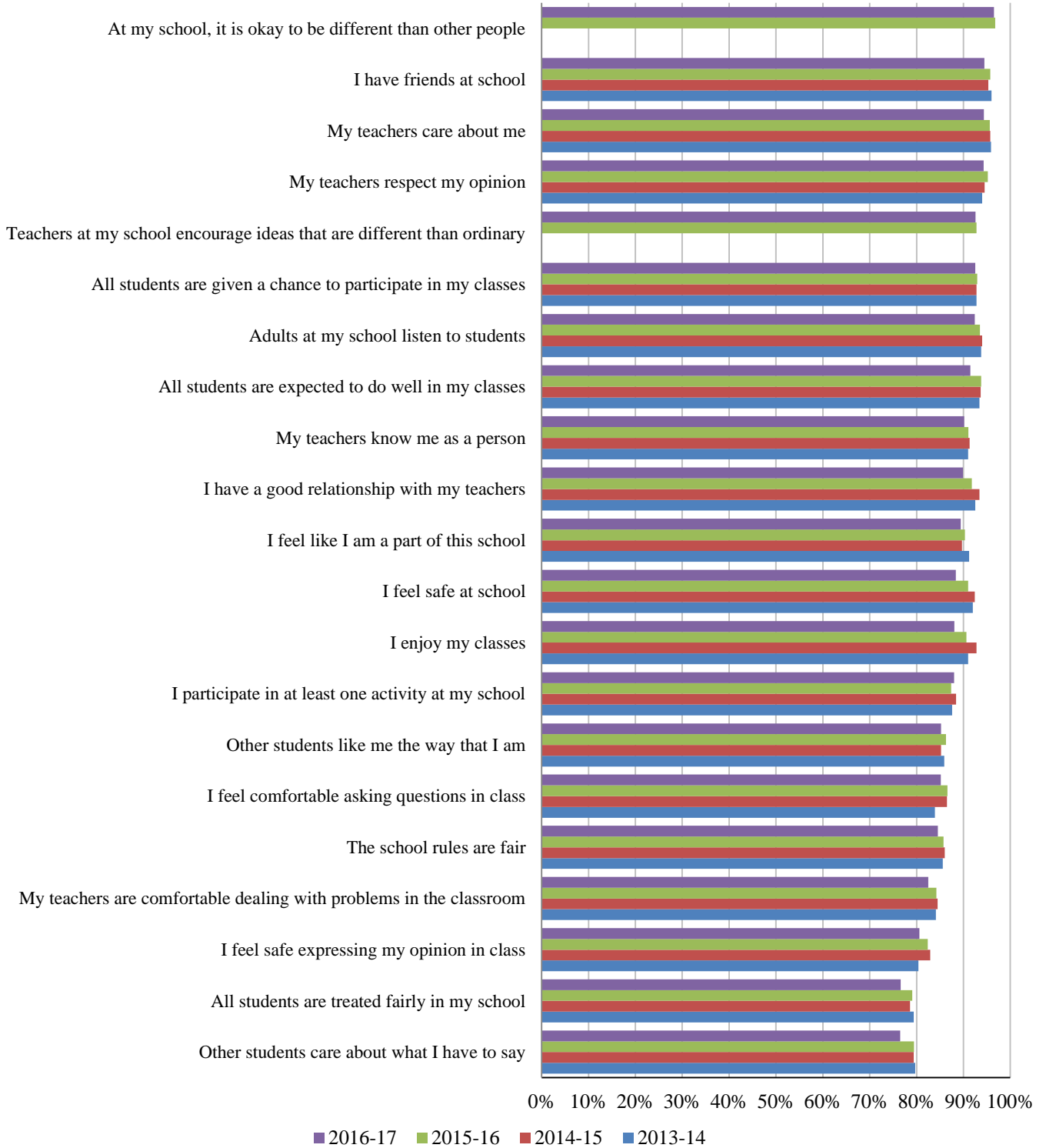


Figure 20. Percent of students who agreed or somewhat agreed with each of the survey items in the culture and climate dimension at the elementary level.

The goals dimension remains the most consistent across the years at the elementary level with the highest levels of engagement, though all items in this dimension decreased slightly from 2015-16.

**Items in goals dimension: Four-year elementary comparison**

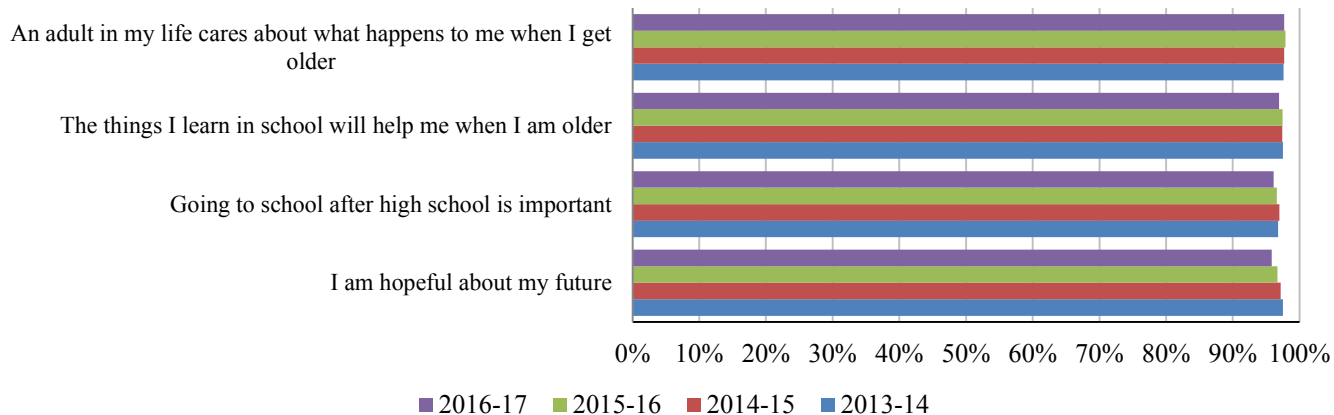


Figure 21. Percent of students who agreed or somewhat agreed with each of the survey items in the goals dimension at the elementary level.

The creativity and individuality dimension was added in 2015-16 and shows a high level of engagement at the elementary level. One item in this dimension increased slightly since last year, while the other items decreased slightly.

**Items in creativity and individuality dimension: Two-year elementary comparison**

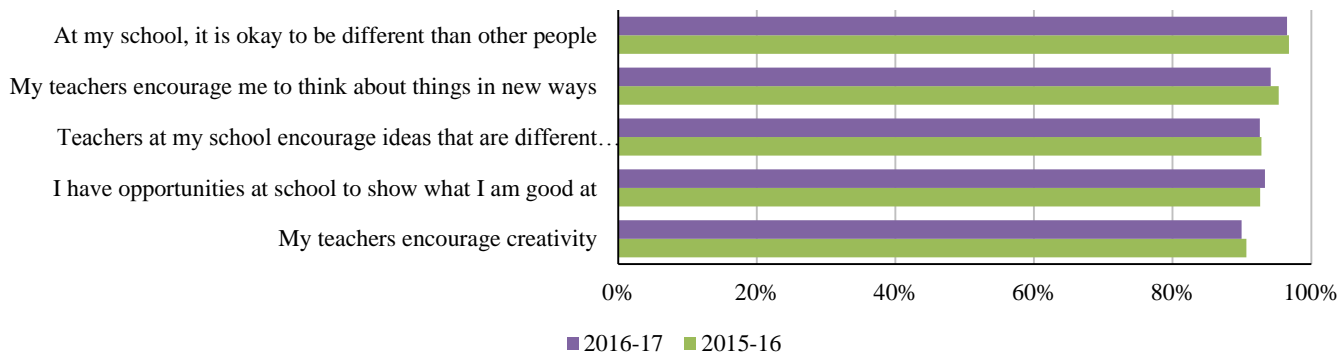


Figure 22. Percent of students who agreed or somewhat agreed with each of the survey items in the creativity and individuality dimension at the elementary level.

### 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. Within the teaching and learning dimension, 12 of the 15 items increased slightly or remained relatively stable from 2015-16 to 2016-17. The other 3 items decreased slightly from 2015-16 to 2016-17. Three of the items in this dimension were new in 2015-16 and only have two years of data.

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

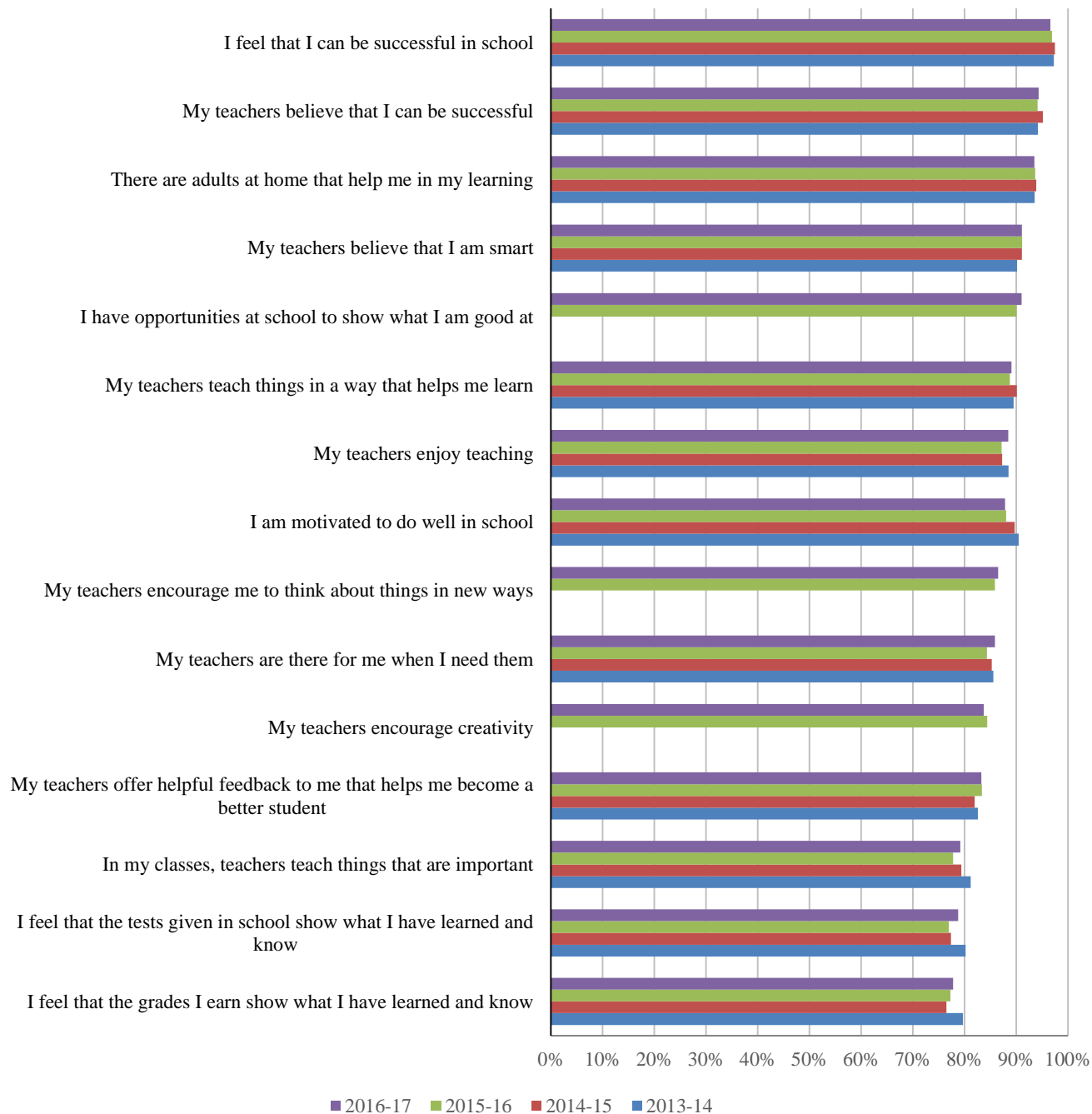


Figure 23. Percent of students who agreed or somewhat agreed with each of the survey items in the teaching and learning dimension at the secondary level.

Within the culture and climate dimension, 18 out of the 21 items experienced increased or relatively stable levels of agreement. The percent of secondary students who agreed with the statements *All students are treated fairly in my school* and *The school rules are fair* both increased 2.4% in 2016-17. Two of the items in this dimension were new in 2015-16 and only have two years of data.

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

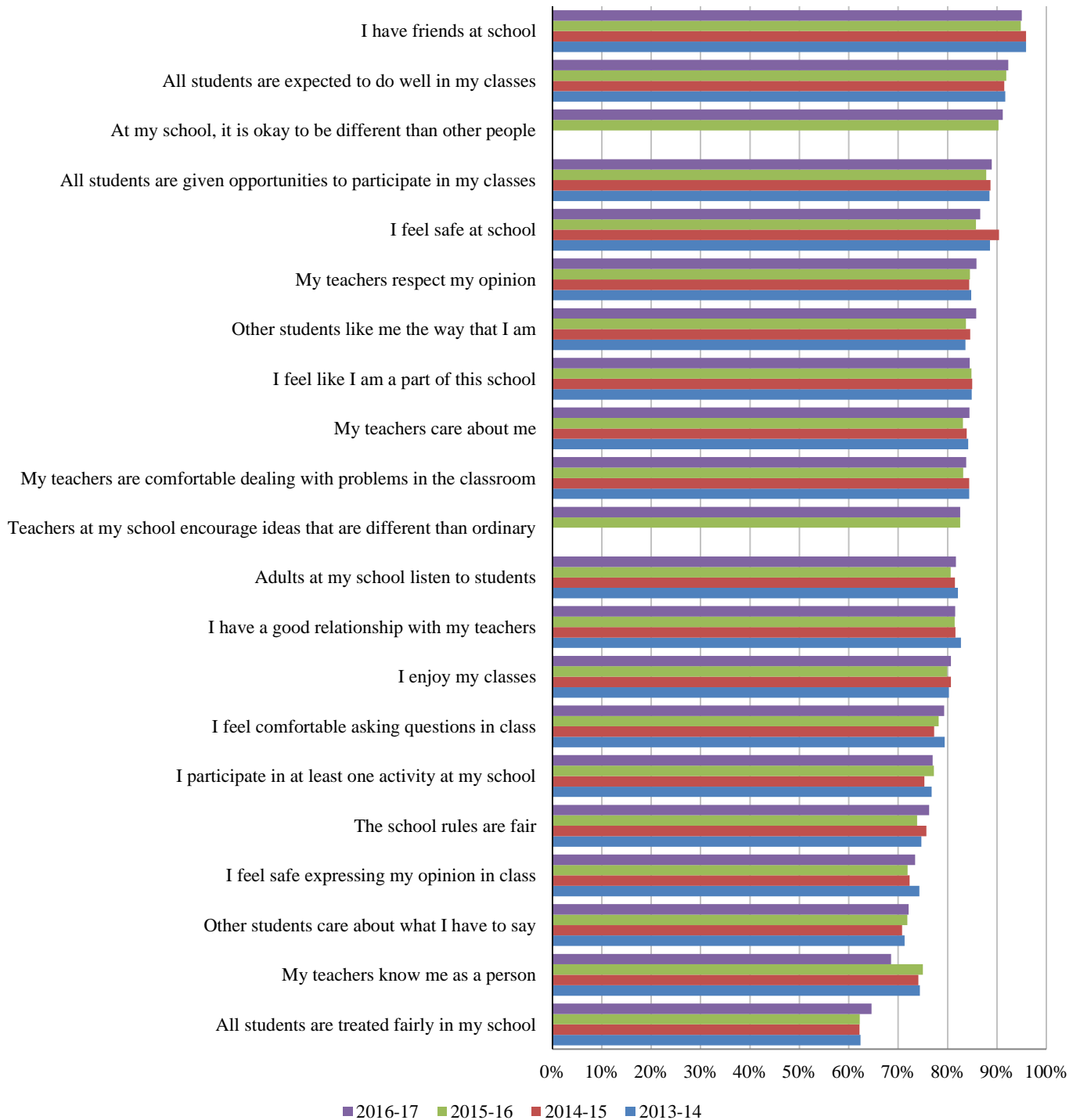


Figure 24. Percent of students who agreed or somewhat agreed with each of the survey items in the culture and climate dimension at the secondary level.

Three of the items in the goals dimension increased from 2015-16 to 2016-17. The remaining item decreased slightly.

**Items in goals dimension: Four-year secondary comparison**

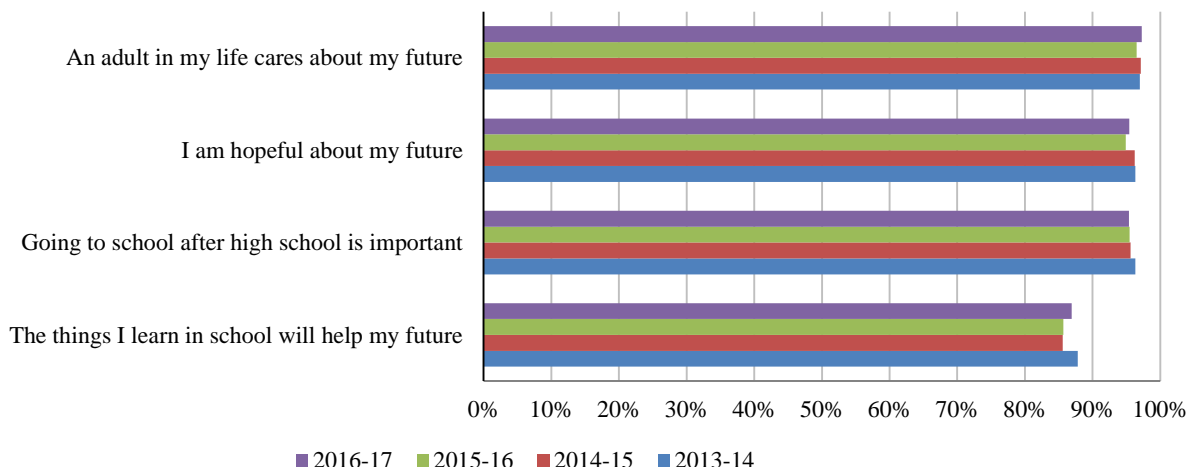


Figure 25. Percent of students who agreed or somewhat agreed with each of the survey items in the goals dimension at the secondary level.

The creativity and individuality dimension was 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*. All but one item in this dimension increased between 2015-16 and 2016-17.

**Items in creativity and individuality dimension: Two-year secondary comparison**

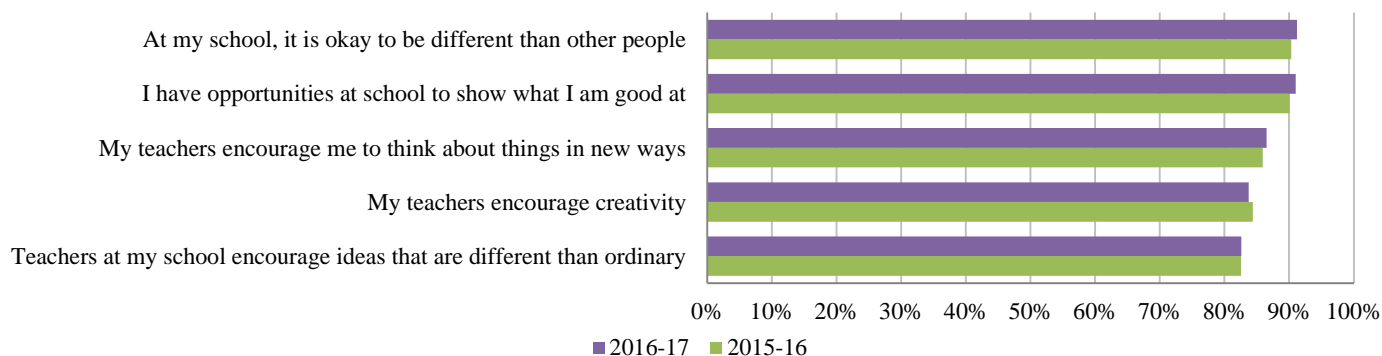


Figure 26. Percent of students who agreed or somewhat agreed with each of the survey items in the creativity and individuality dimension at the secondary level.

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