
Student Engagement Survey Report 2017-18

Anoka-Hennepin
School District

Prepared by the Department of
Research, Evaluation and Testing



Contents

Introduction.....	2
Key Messages	3
Respondent information by grade, gender, and ethnicity	4
Percent of overall student engagement disaggregated by level, gender, grade and ethnicity.....	5
Percent of overall student engagement by level and school	7
Overall student engagement by dimension	9
Agreement by item: Elementary	11
Agreement by item: Secondary.....	12
Trend data: Percent of overall student engagement disaggregated by level, gender, grade and ethnicity.....	13
Agreement by item: Elementary trend	15
Agreement by item: Secondary trend	18

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 sixth year in which the Student Engagement Survey was administered. A random sample of classrooms in 3rd, 5th, 9th, and 11th grade, and all 7th grade students were given a chance to respond. Teachers were instructed to administer the survey during their class between December 4 and December 22, 2017 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.

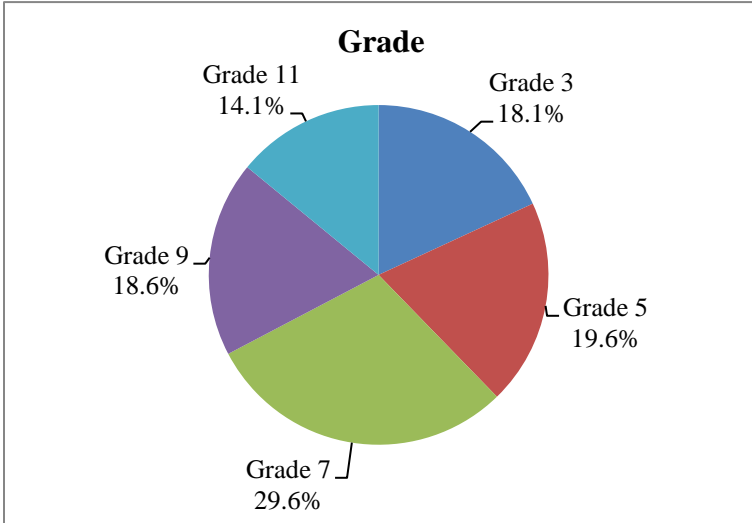
This summary compares aggregate information by level, grade, gender and ethnicity. Next, this report disaggregates student responses by school then item for further comparison. The last portion of the report provides data comparisons across the last four years.

Key Messages

Illustrated in the graphs that follow.

- Overall, of the 9,101 students who completed the survey, there was 86% student engagement. This percentage is based on an average of responses to all 40 items. This is a slight decrease from the 2016-17 level of engagement of 87%.
- 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 (91%), middle school students had the next highest (86%), and high school students had the lowest level (81%). In general, overall engagement remained steady or declined slightly at all levels.
- Consistent with the last two years, female students remain more engaged than the male students at the elementary level, while male students are slightly more engaged than female students at the secondary level.
- When disaggregated by ethnicity, overall engagement was relatively consistent across groups.
 - At the elementary level, Asian, Hispanic, and White students had the highest level of engagement (92%) and Black students had the lowest level (88%). At the secondary level, Asian students showed the highest level of engagement (85%) and American Indian students reported the lowest level of engagement (78%).
 - American Indian students showed the largest difference (12%) in engagement between the elementary and secondary levels, closely followed by multi-racial students (11%).
 - Looking longitudinally, overall engagement for each student group has remained fairly steady.
- Consistent with previous years, the goals dimensions showed the highest level of overall engagement (94%) and the culture and climate dimension had the lowest level (83%).
- 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 9,101 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. These students represented each school in the district.

Figure 1. Percent of respondents by grade level.

The gender distribution was almost equal, with 48.5% of respondents indicating they were female and 48.8% of respondents indicating they were male. About three percent of students chose not to respond to this item.

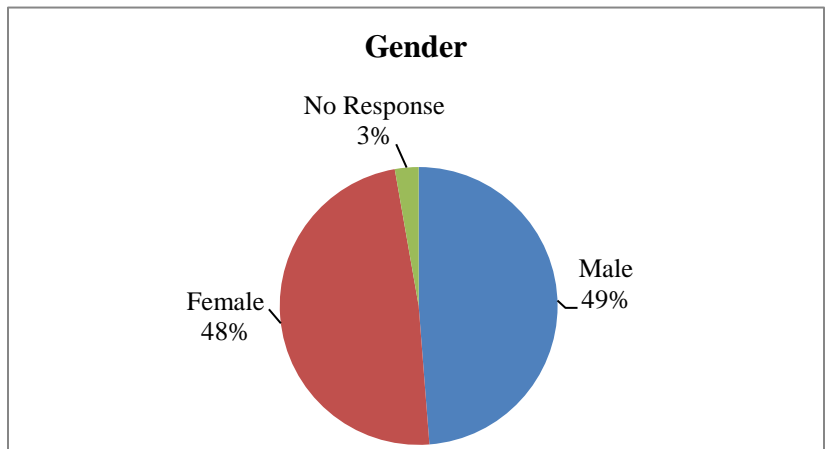
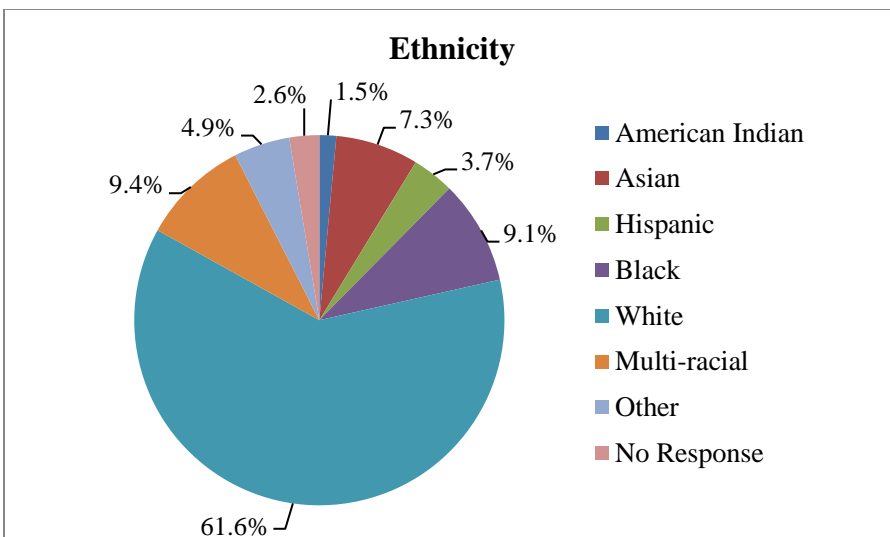


Figure 2. Percent of respondents by gender.



Participants who completed the survey indicated their ethnic background as follows: 1.5% American Indian, 7.3% Asian, 3.7% Hispanic, 9.1% Black, 61.6% White, 9.4% multi-racial, and 4.9% who selected other.

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.

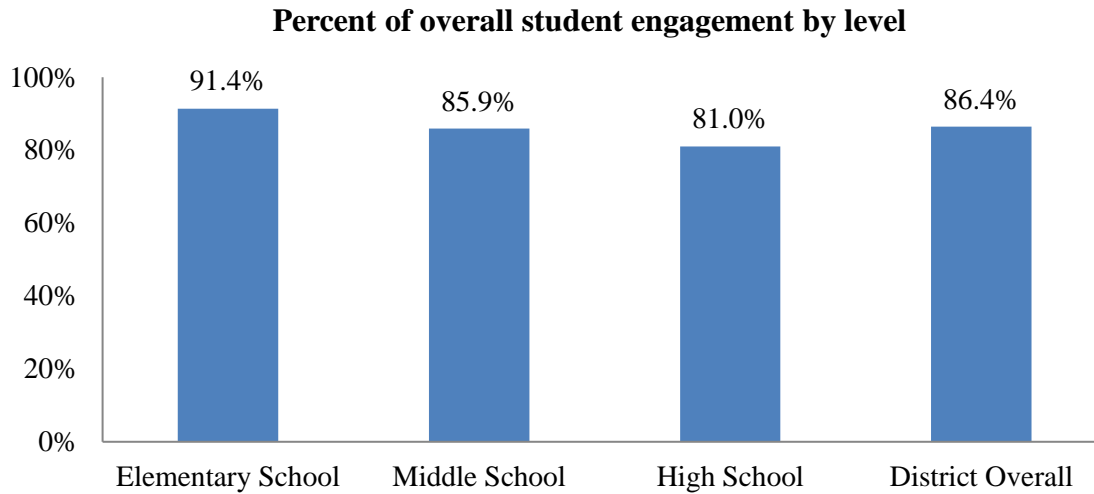


Figure 4. Percent of overall student engagement at the elementary, middle, and high school levels with comparison to district overall.

Overall student engagement decreased steadily as grade level increased. Grade 3 students were the most highly engaged at 91.4%. Grade 11 students were the least engaged, with an overall 78.8% agreement with the items.

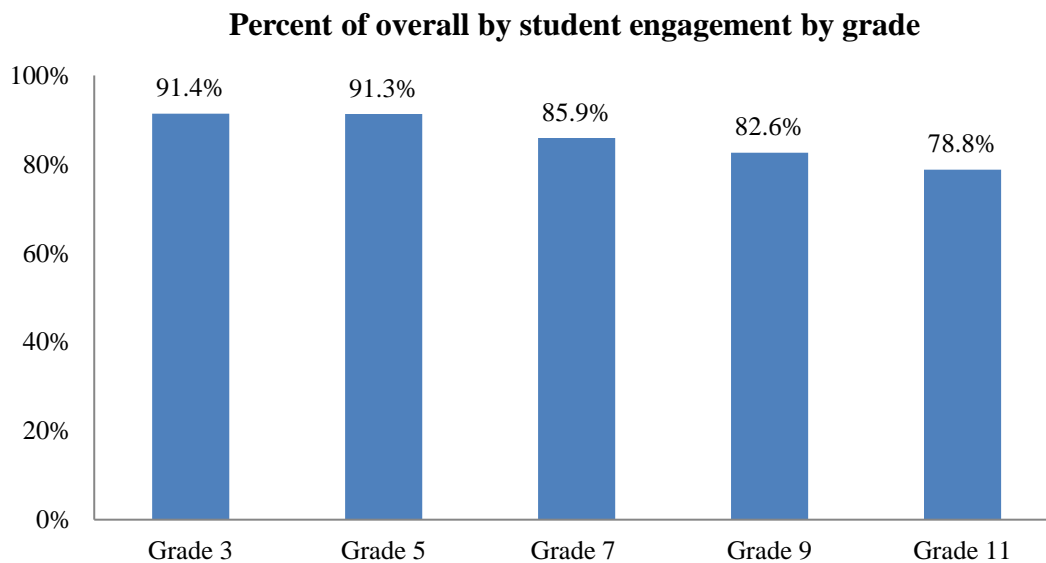


Figure 5. Percent of overall student engagement in grades 3, 5, 7, 9, and 11.

The percent of female students engaged overall was about equal to the percent of male students engaged overall; however, there were differences between levels. At the elementary level, female students were more engaged than male students, whereas at the secondary level (middle and high school grades), male students were slightly more engaged than female students.

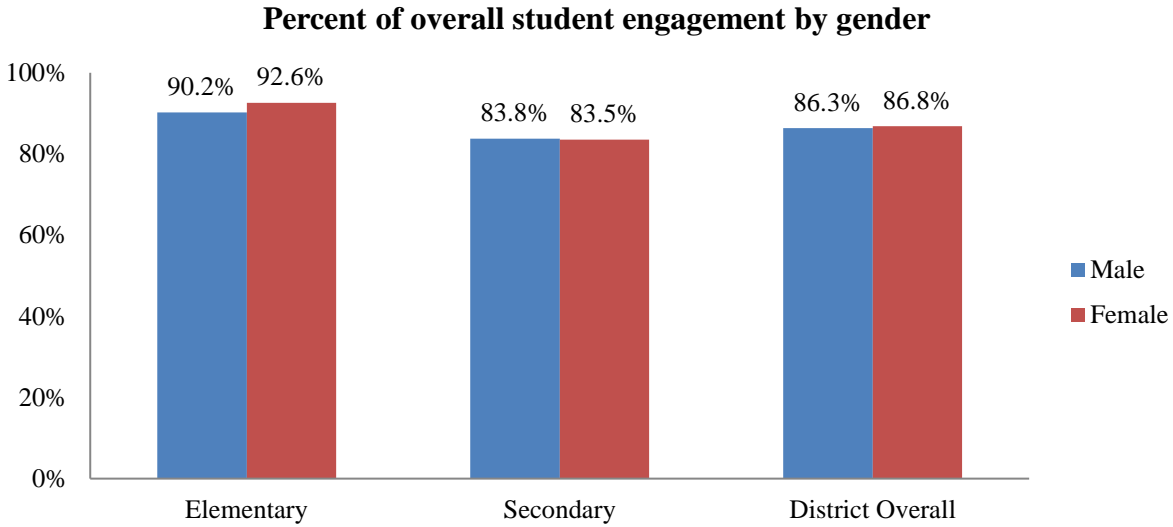


Figure 6. Percent of overall student engagement of each gender disaggregated by level with district comparison.

Districtwide, students’ overall engagement was approximately 86%. When disaggregated by ethnicity, the percent of overall engagement 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 American Indian reported the lowest level of overall engagement. The difference between ethnicities ranged from 88% to 92% at the elementary level, 78% to 85% at the secondary level, and 84% to 87% overall.

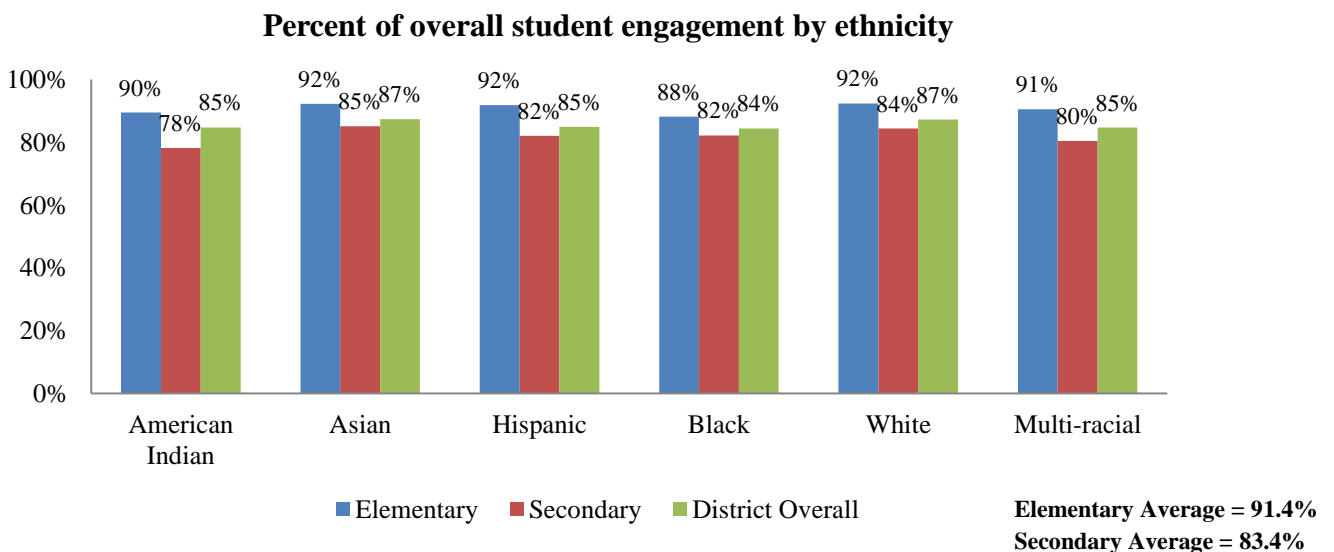


Figure 7. Percent of overall student engagement of each ethnicity disaggregated by level with district comparison.

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 high and fairly consistent across most elementary schools with McKinley Elementary students reporting the highest level of overall engagement. Evergreen Park Elementary School students reported the lowest levels of overall engagement.

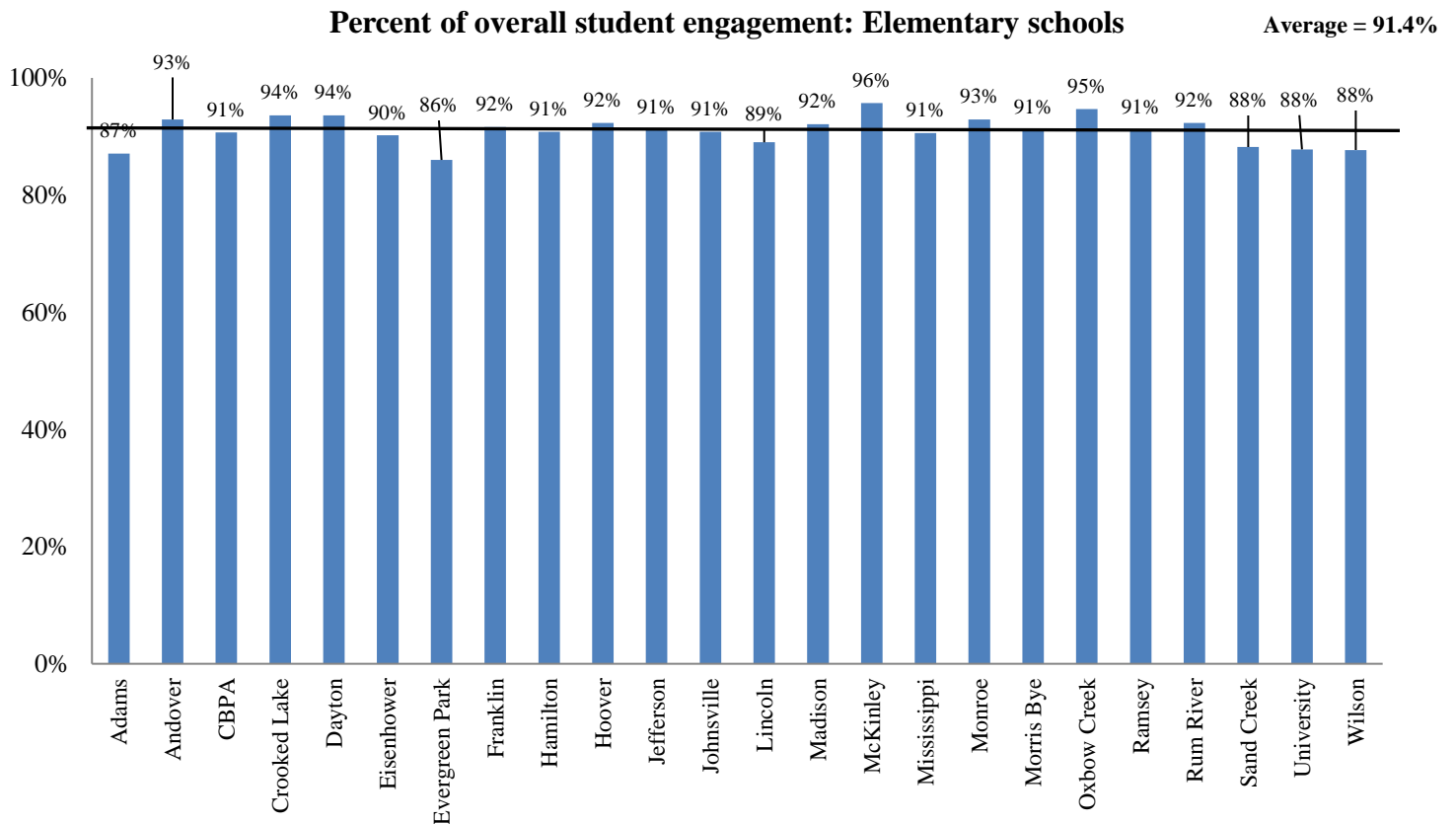


Figure 8. Percent of overall student engagement at each elementary school compared to the district average.

The percent of middle school students that were engaged was fairly consistent across individual schools. Roosevelt Middle School students reported the highest levels of engagement. The horizontal black line represents the district middle school average of 85.9%.

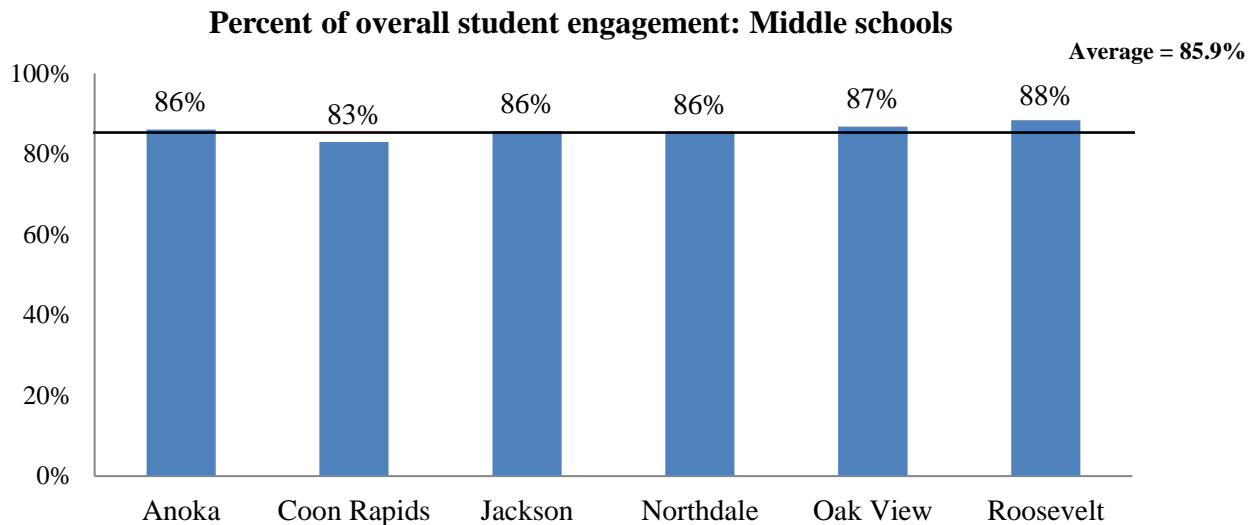


Figure 9. Percent of overall student engagement at each middle school compared to the district average.

For high school, overall engagement was consistent among most of the high schools. The horizontal black line represents the district high school average 81.0%. Champlin Park High School students reported the highest level of overall student engagement.

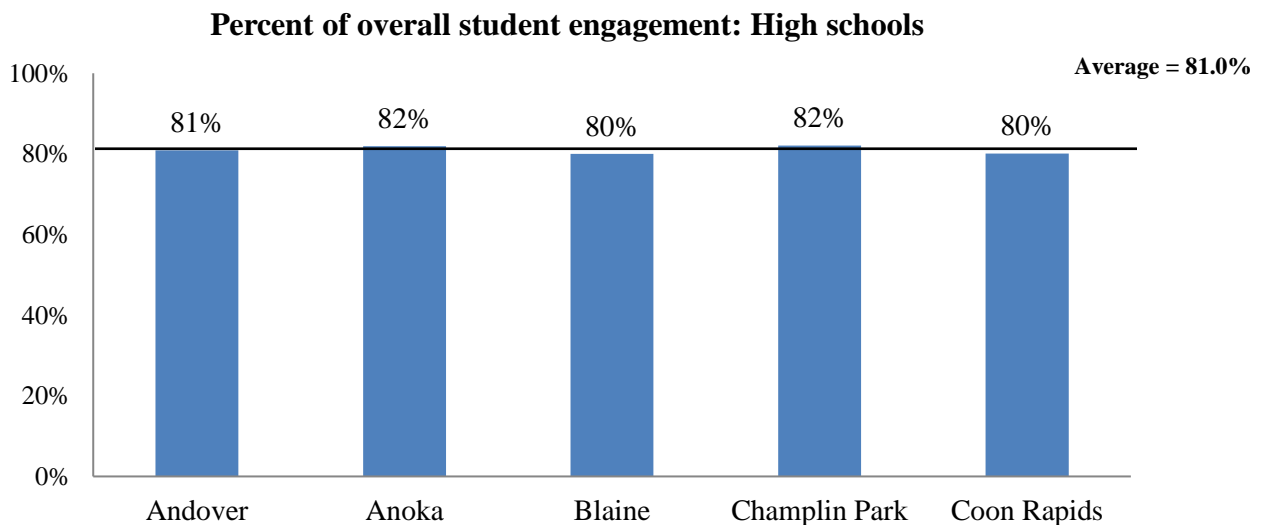


Figure 10. Percent of overall student engagement at each high school compared to the district average.

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.

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. The goals dimension included items such as, *Going to school after high school is important* and *I am hopeful about my future*. 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 percent of overall student engagement was highest on the goals items. The overall average engagement was 86.4%.

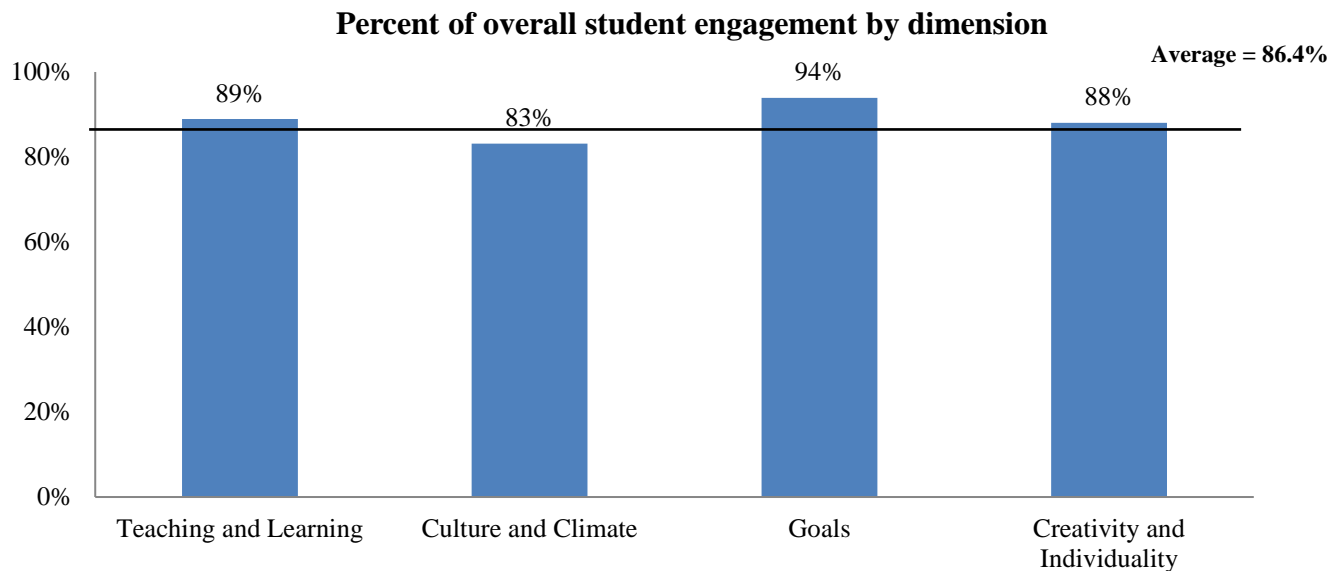


Figure 11. Percent of overall student engagement within each of the dimensions that make up engagement.

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 9%, followed by the culture and climate and creativity and individuality dimensions with a difference of 8%. Engagement levels on the goals items were the most similar across levels, with secondary only 4% less engaged.

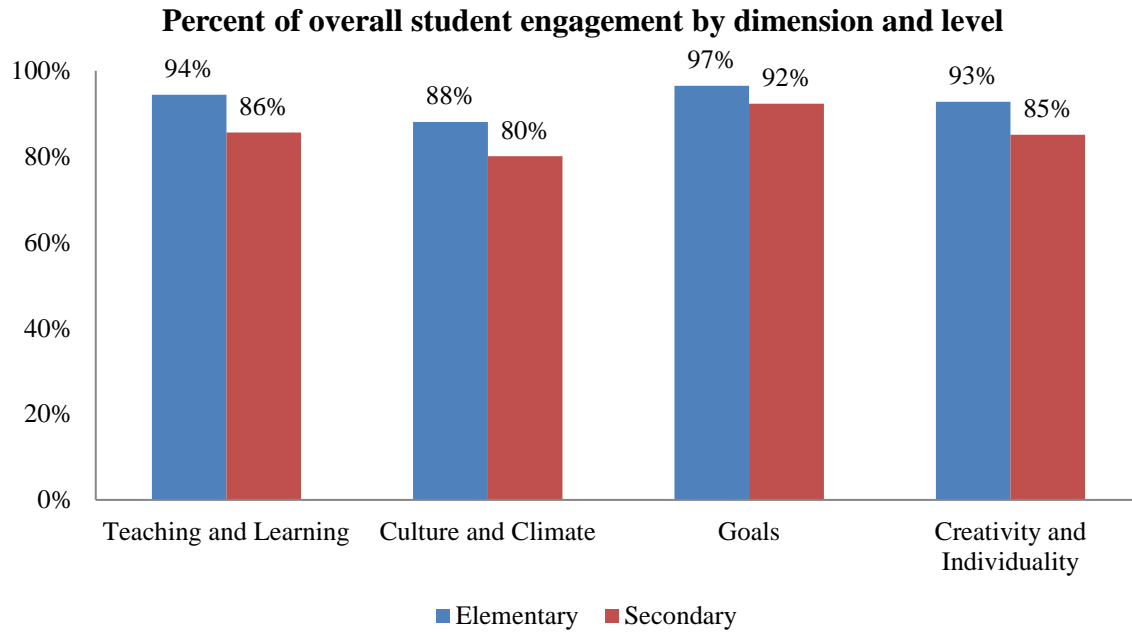


Figure 12. Percent of overall student engagement within each of the dimensions disaggregated by level.

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.

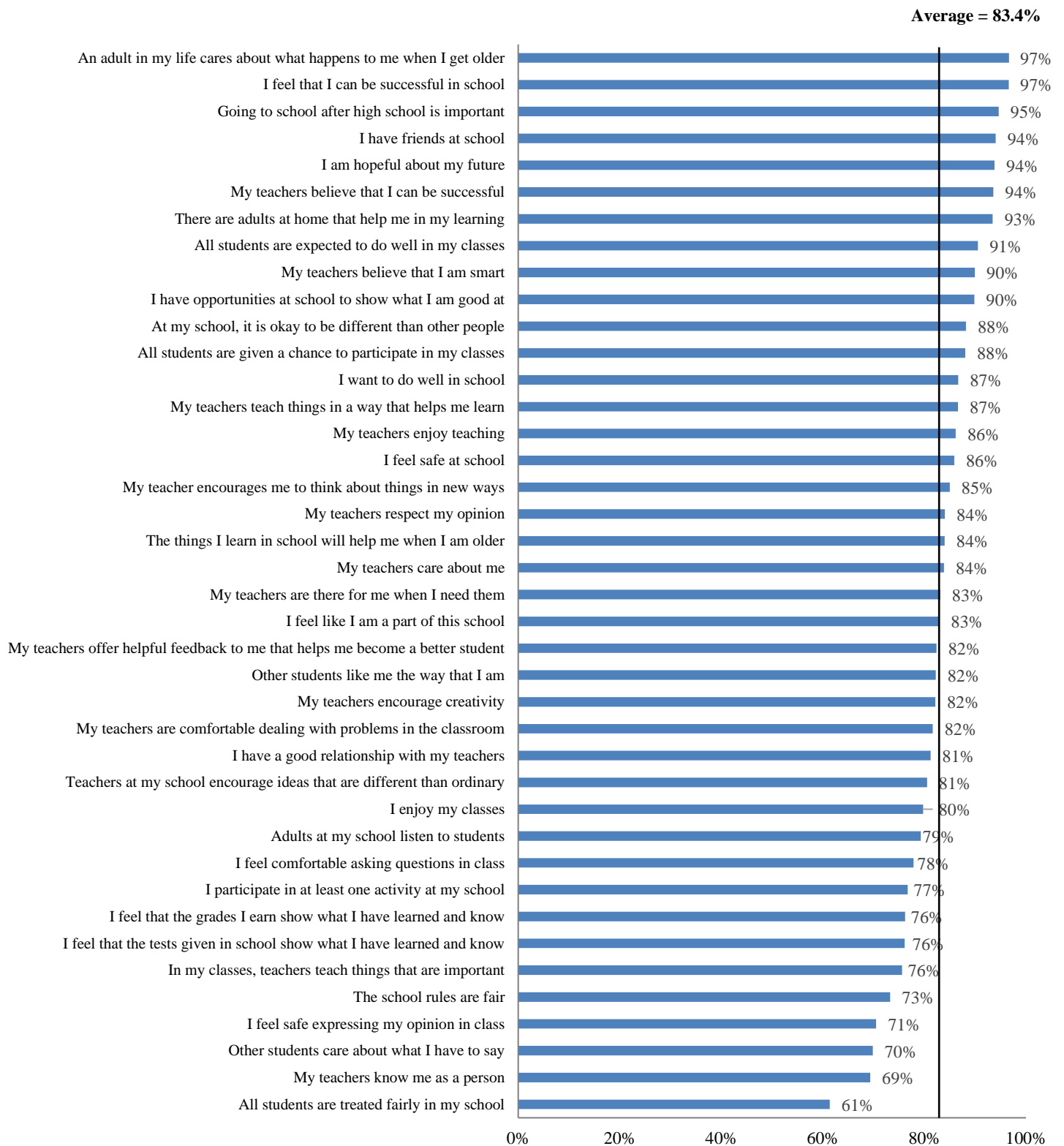


Figure 14. Percent of students who agreed or somewhat agreed with each of the survey items at the secondary level.

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

Districtwide, the overall level of student engagement has declined marginally over the past 4 years. Engagement at the elementary level remained flat from 2016-17 to 2017-18. The middle school and high school levels both decreased slightly from 2016-17.

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

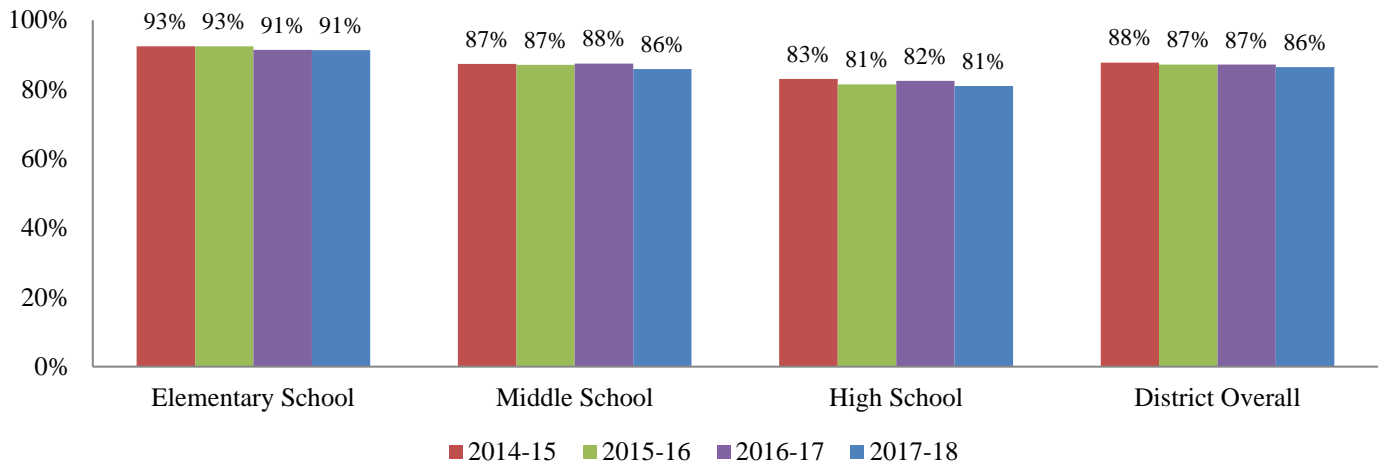


Figure 15. Percent of overall student engagement at the elementary, middle, and high school levels with comparison to district overall.

All grades have lower engagement in 2017-18 than they did four years ago. Grade 9 had the largest single year change from 2016-17 to 2017-18, decreasing by 2%.

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

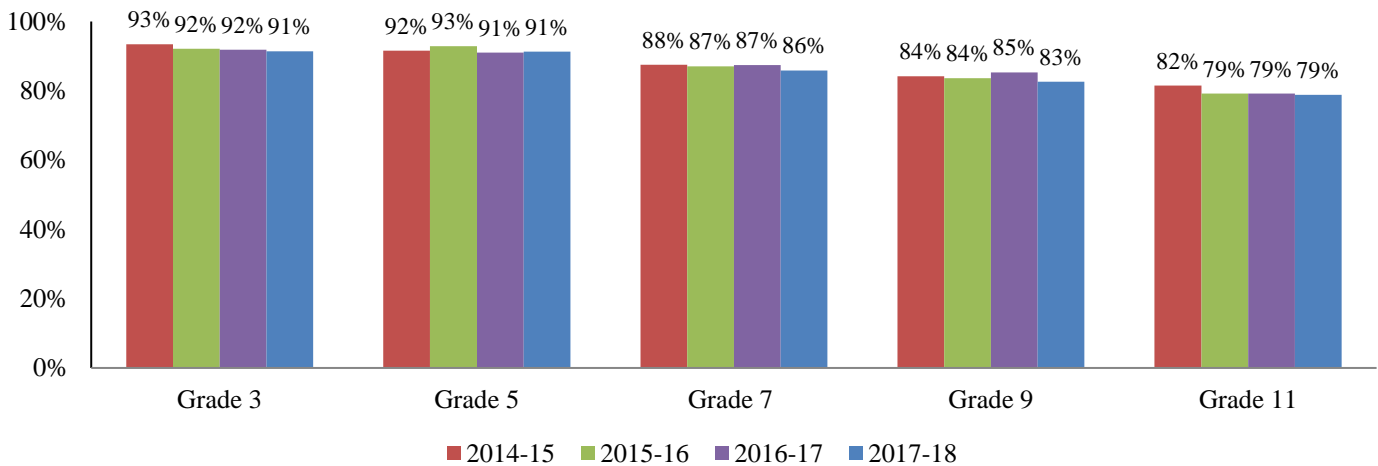


Figure 16. Percent of overall student engagement in grades 3, 5, 7, 9, and 11.

Engagement for male students dropped off slightly in 2017-18 compared to 2016-17, particular at the secondary level. For females, engagement has remained fairly stable across the four years.

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

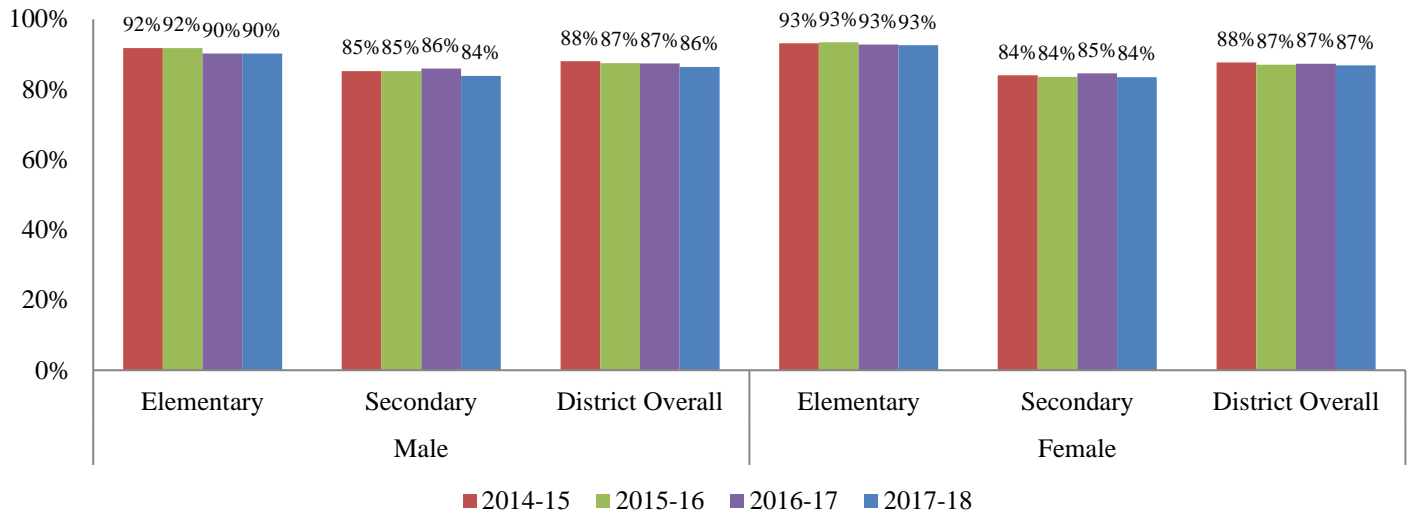


Figure 17. Percent of overall student engagement of each gender disaggregated by level with district comparison.

When disaggregated by ethnicity, there are not large differences between student groups. Overall engagement declined slightly for all demographic groups from 2016-17 to 2017-18.

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

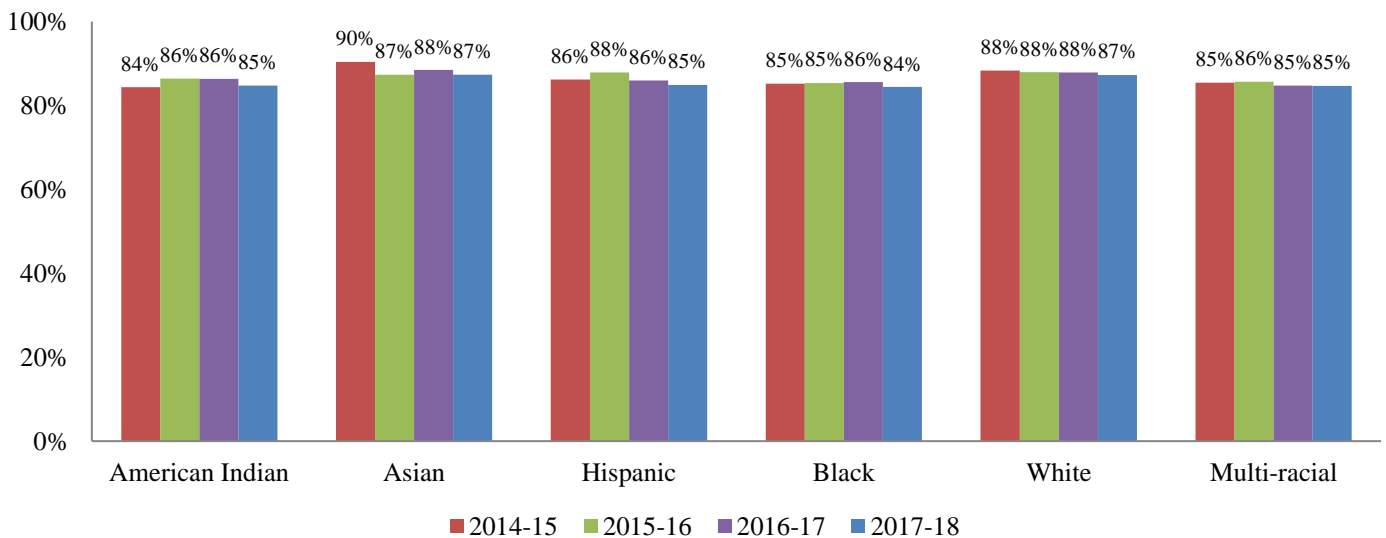


Figure 18. Percent of overall student engagement of each ethnicity.

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. Most of the items remained relatively steady from 2016-17 to 2017-18. Of the 15 items within the teaching and learning dimension, one item, *My teachers believe that I can be successful*, increased by more than 0.5% from 2016-17 to 2017-18. Three items decreased by more than 0.5%, including *There are adults at home that help me in my learning*, *I have opportunities at school to show what I am good at*, and *My teachers are there for me when I need them*. Three items in this dimension were new in 2015-16 and only have three years of data.

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

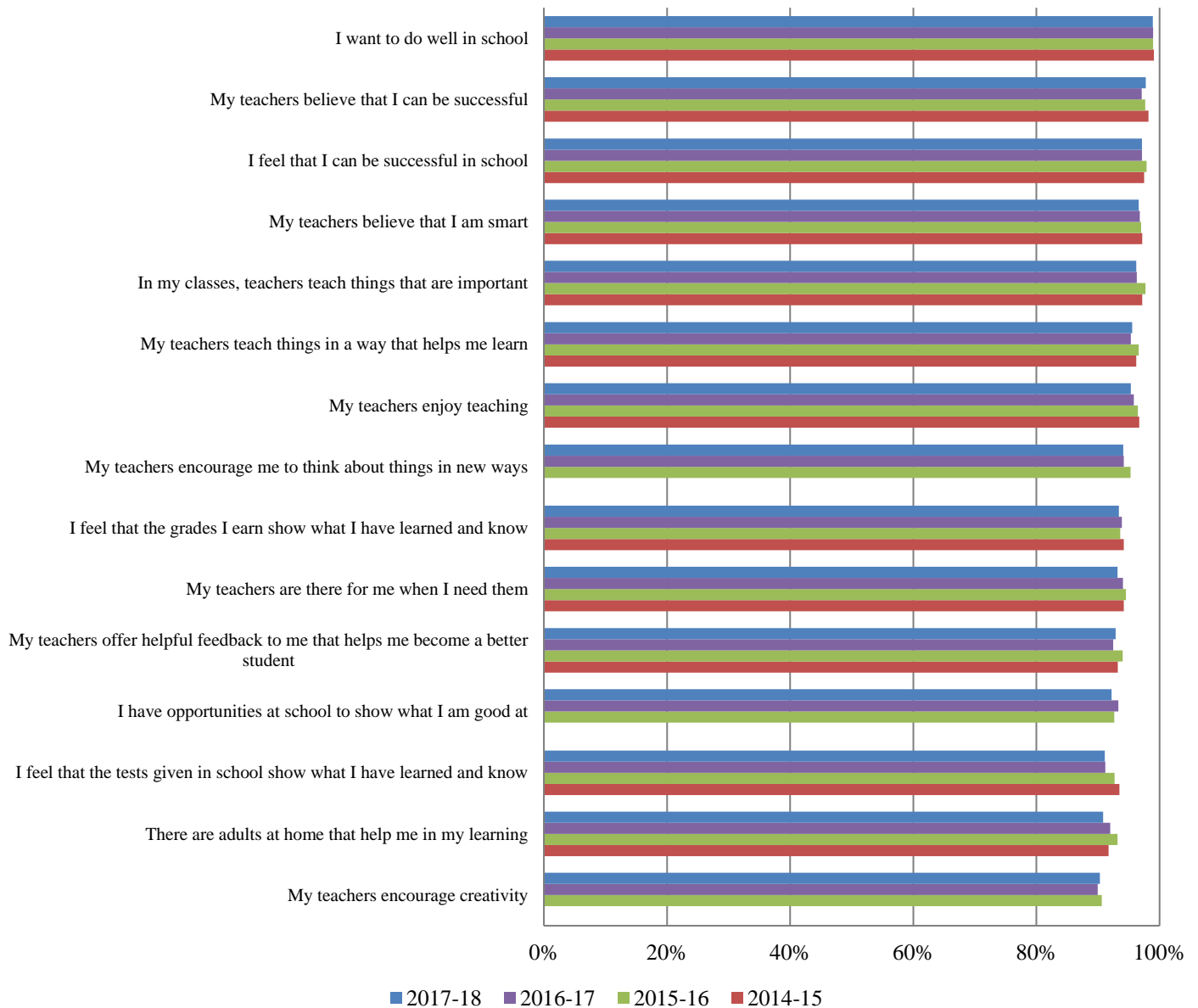


Figure 19. Percent of students who agreed or somewhat agreed with each of the survey items in the teaching and learning dimension at the elementary level.

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

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

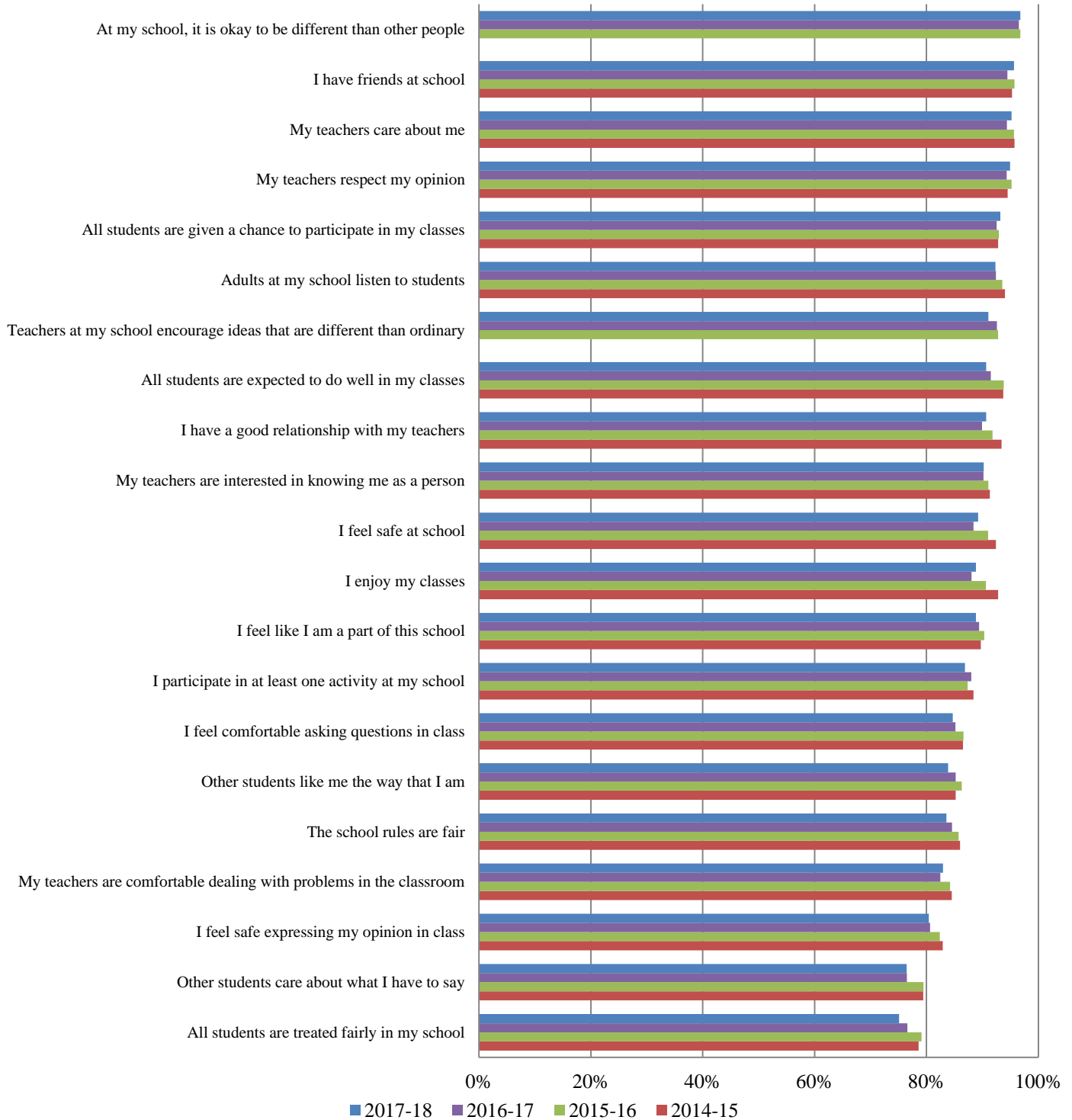


Figure 20. Percent of students who agreed or somewhat agreed with each of the survey items in the culture and climate dimension at the elementary level.

The items in the goals dimension remain consistently high across the years at the elementary level. The item, *The things I learn in school will help me when I am older*, decreased 1% from last year to this year, while the item, *I am hopeful about my future*, increased 1%.

Items in goals dimension: Four-year elementary comparison

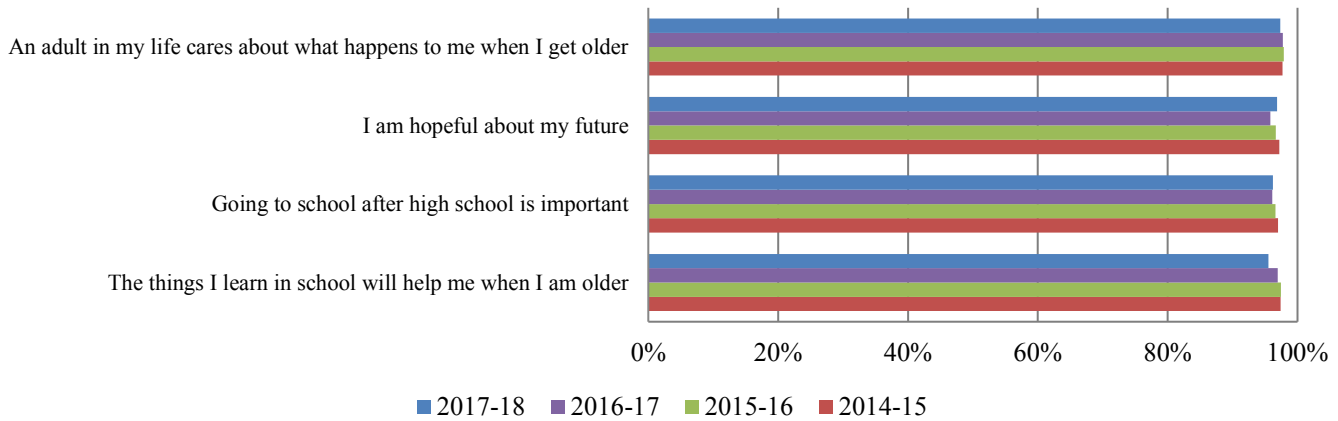


Figure 21. Percent of students who agreed or somewhat agreed with each of the survey items in the goals dimension at the elementary level.

The creativity and individuality dimension was added in 2015-16 and shows a high level of engagement at the elementary level. Two items in this dimension, *Teachers at my school encourage ideas that are different than ordinary* and *I have opportunities at school to show what I am good at*, decreased since last year, while the rest remained consistent.

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

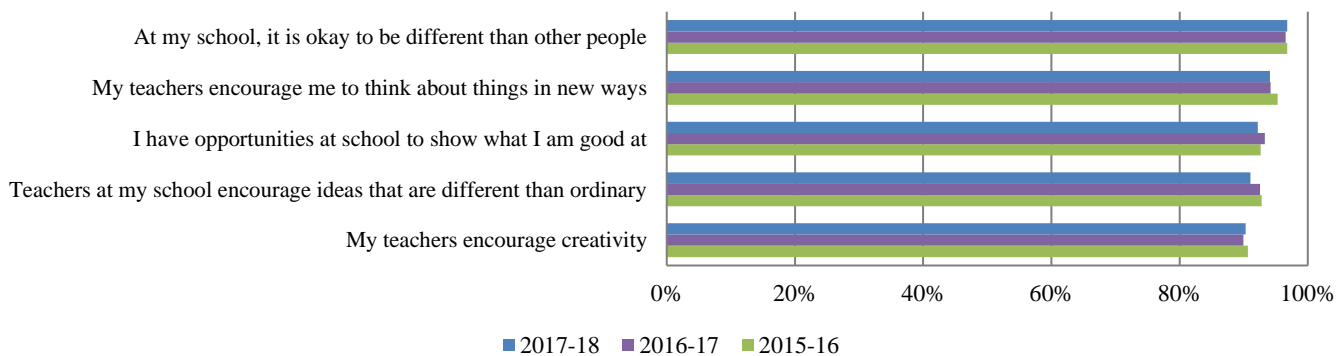


Figure 22. Percent of students who agreed or somewhat agreed with each of the survey items in the creativity and individuality dimension at the elementary level.

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. All of the items within the teaching and learning dimension decreased or remained relatively stable from 2016-17 to 2017-18. The greatest decline occurred with the item, *In my classes, teachers teach things that are important*, which saw a decline of 4%. Three of the items in this dimension were new in 2015-16 and only have three years of data.

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

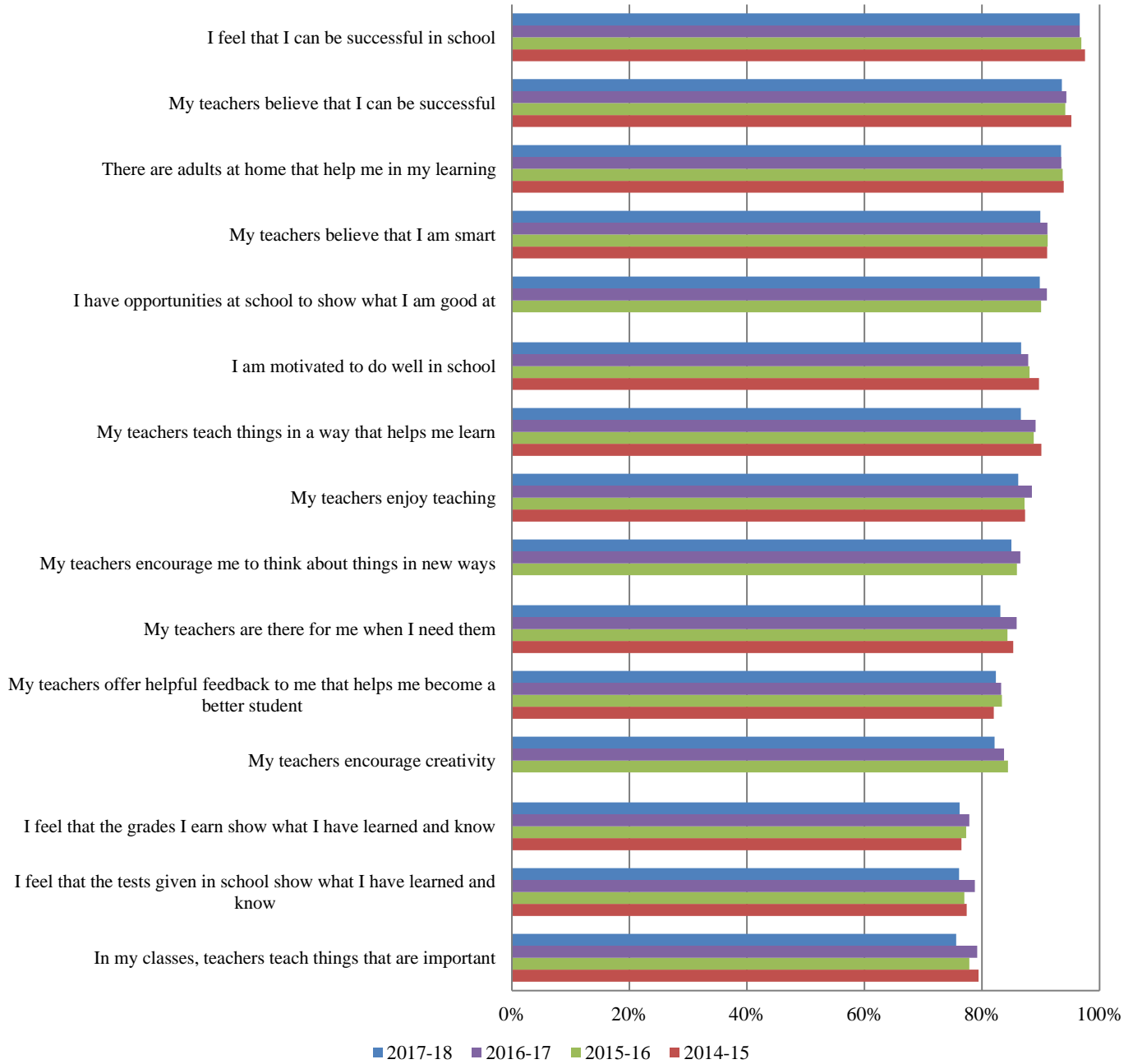


Figure 23. Percent of students who agreed or somewhat agreed with each of the survey items in the teaching and learning dimension at the secondary level.

Within the culture and climate dimension, most items decreased from 2016-17 to 2017-18. The item, *Other students like me the way that I am*, declined the most (almost 4%). Two of the items in this dimension were new in 2015-16 and only have three years of data.

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

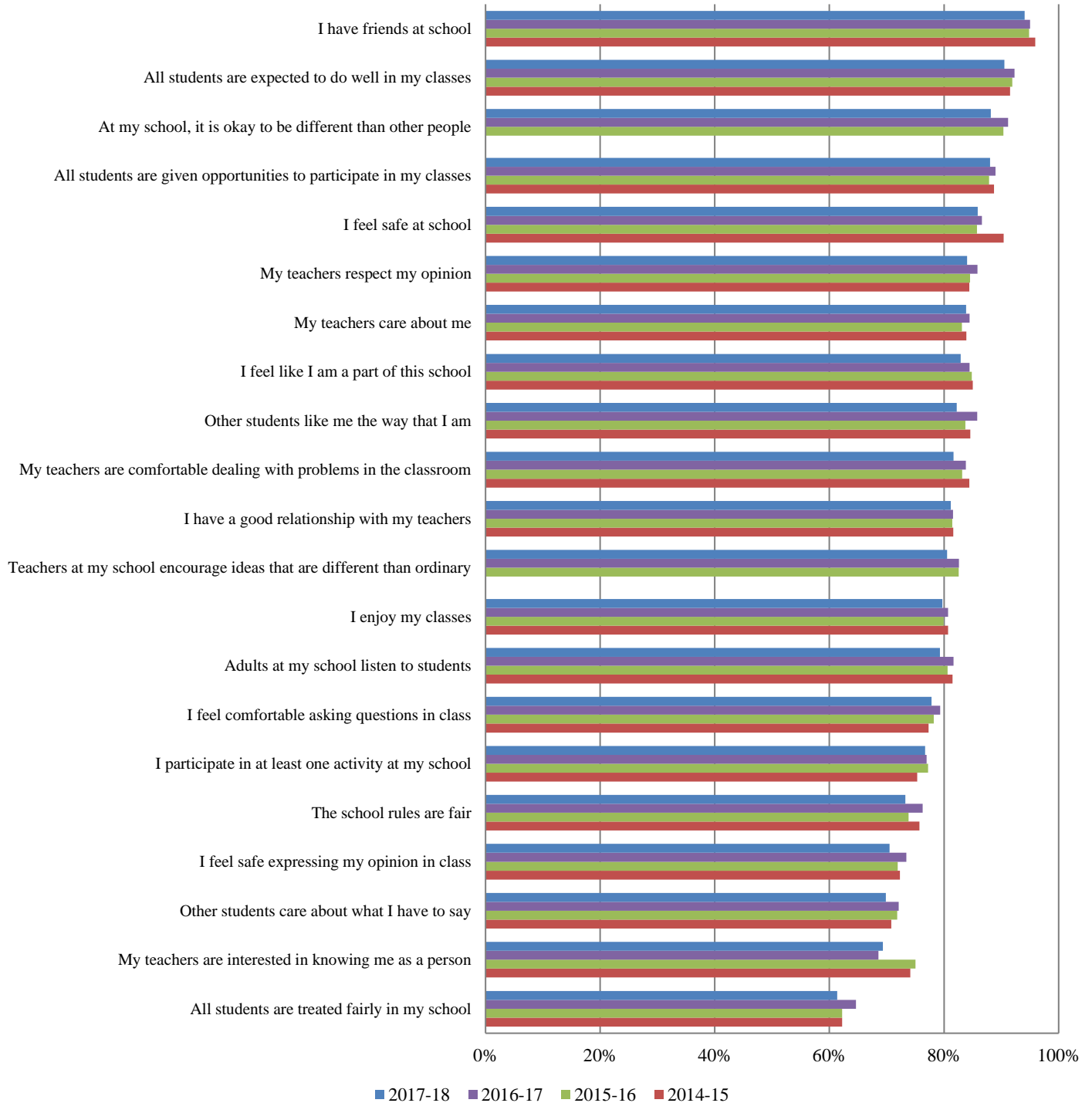


Figure 24. Percent of students who agreed or somewhat agreed with each of the survey items in the culture and climate dimension at the secondary level.

All the items in the goals dimension decreased from 2016-17 to 2017-18. *The things I learn in school will help my future* decreased almost 3%, which was the greatest decrease from last year to this year.

Items in goals dimension: Four-year secondary comparison

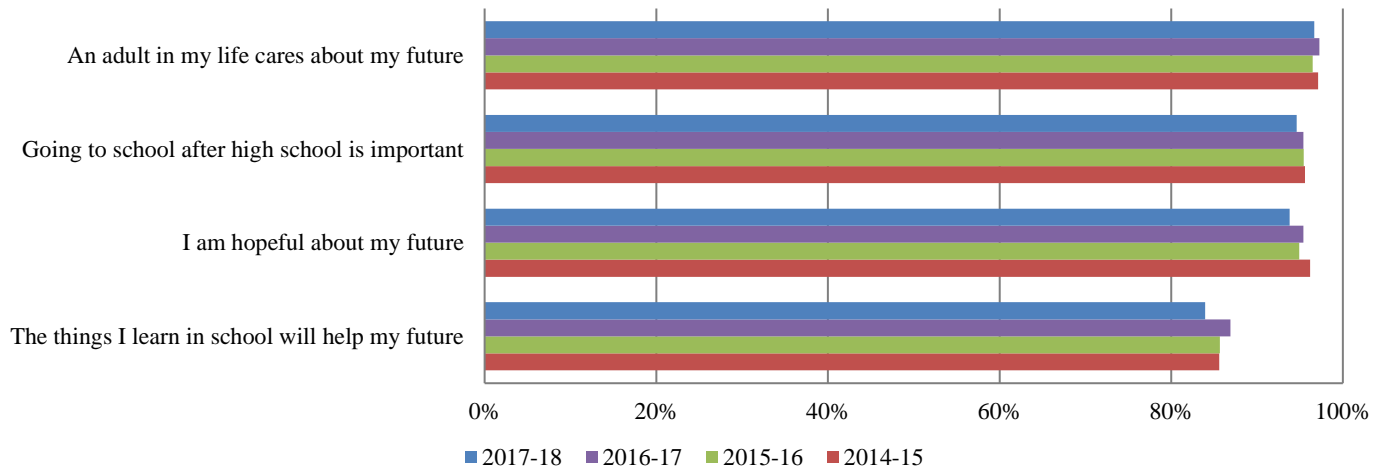


Figure 25. Percent of students who agreed or somewhat agreed with each of the survey items in the goals dimension at the secondary level.

All items in the creativity and individuality dimension decreased between 2016-17 and 2017-18. The greatest decline occurred with the item, *At my school, it is okay to be different than other people*, which saw a decrease of 3%.

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

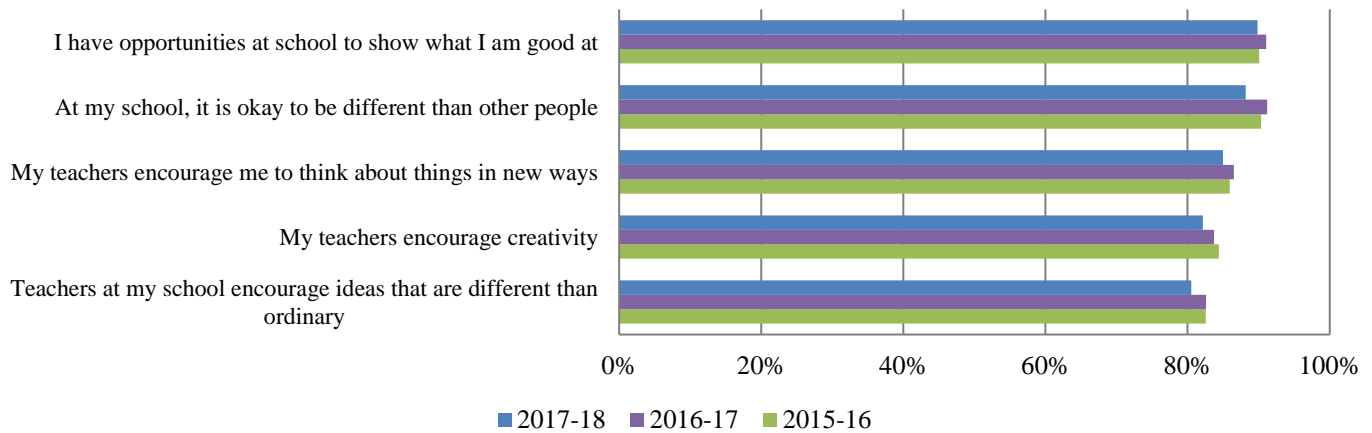


Figure 26. Percent of students who agreed or somewhat agreed with each of the survey items in the creativity and individuality dimension at the secondary level.

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