
Student Engagement Survey Report 2018-19

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 seventh 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 4th and December 21st, 2018 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.

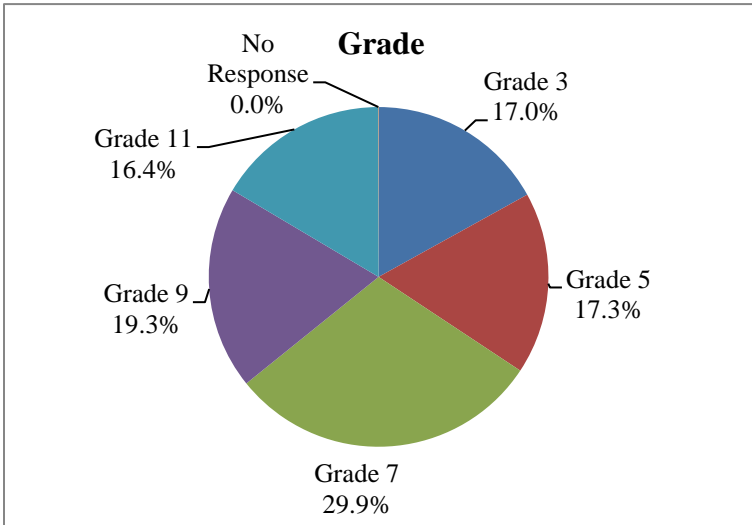
This summary compares aggregate information by level, grade, gender and ethnicity. Next, this report disaggregates student responses by school then item for further comparison. The last portion of the report provides data comparisons across the last four years.

Key Messages

Illustrated in the graphs that follow.

- Overall, of the 8,923 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 consistent with the 2017-18 level of engagement.
- While overall student engagement was high at every level, overall engagement decreased as the grade level increased. Elementary school students had the highest level of overall engagement (92%), middle school students had the next highest (86%), and high school students had the lowest level (82%). In general, overall engagement remained fairly consistent with last year at all levels.
- Consistent with the last few years, female students remain more engaged than male students at the elementary level, while male students are engaged at rates similar to female students at the secondary level.
- When disaggregated by ethnicity, overall engagement was relatively consistent across groups.
 - At the elementary level, Asian students reported the highest level of engagement (93%) and Multi-racial students reported the lowest level (89%). At the secondary level, American Indian and White students showed the highest level of engagement (85%) and Multi-racial students reported the lowest level of engagement (80%).
 - Asian, Hispanic, and Multi-racial students showed the largest difference (each at a 9% difference) in engagement between the elementary and secondary levels.
 - Looking longitudinally, 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, American Indian and Black student groups are experiencing a slightly increasing trend, while the other ethnic groups are trending downward.
- Consistent with previous years, the students' future goals dimensions showed the highest level of overall engagement (93%) while the school's 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.
 - Three 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: *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*. This last item was rated lowest by both elementary and secondary students.
 - Four items from two different dimensions, the teaching and learning and future goals dimensions, in the top 5 across all items at both the elementary and secondary levels include: *An adult in my life cares about what happens to me when I get older*, *I feel that I can be successful in school*, *My teachers believe that I can be successful*, and *I am hopeful about my future*.

Respondent information by grade, gender, and ethnicity



A total of 8,923 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 47.9% of respondents indicating they were female and 49.0% of respondents indicating they were male. About three percent of students chose not to respond to this item.

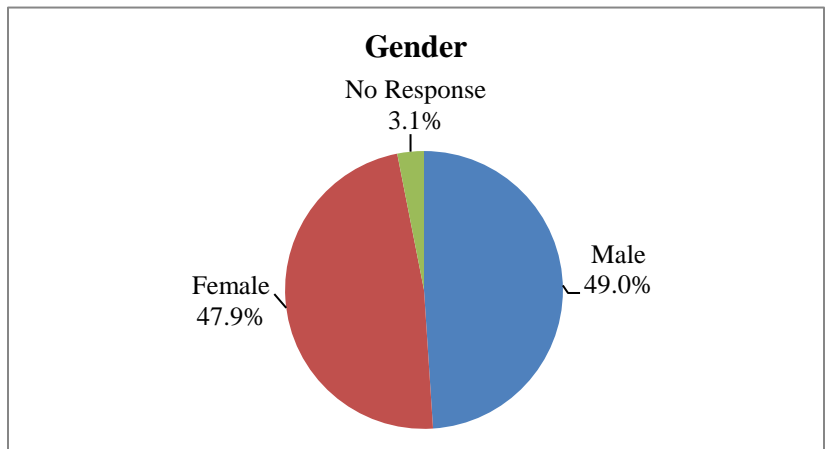
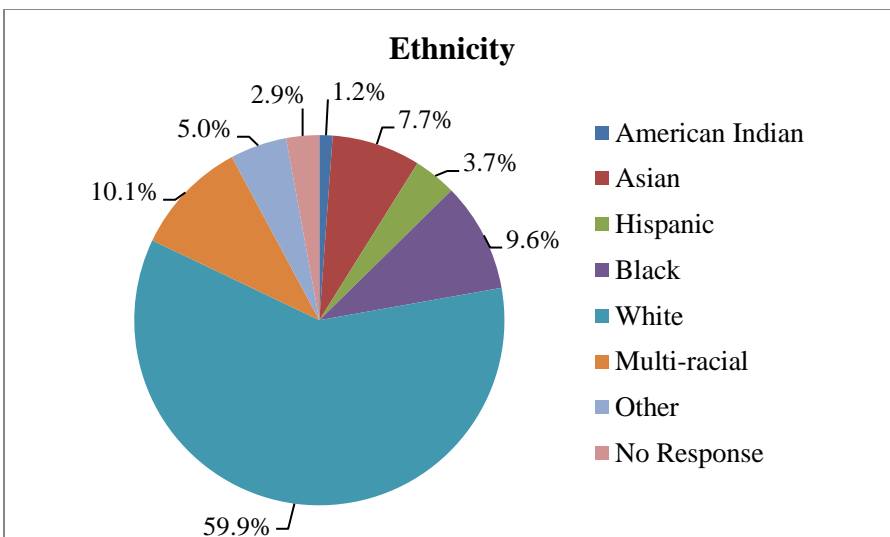


Figure 2. Percent of respondents by gender.



Participants who completed the survey indicated their ethnic background as follows: 1.2% American Indian, 7.7% Asian, 3.7% Hispanic, 9.6% Black, 59.9% White, 10.1% Multi-racial, and 5.0% who selected 'Other'. Additionally, 2.9% of students did not respond to this item.

Figure 3. Percent of respondents by ethnicity.

Percent 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.

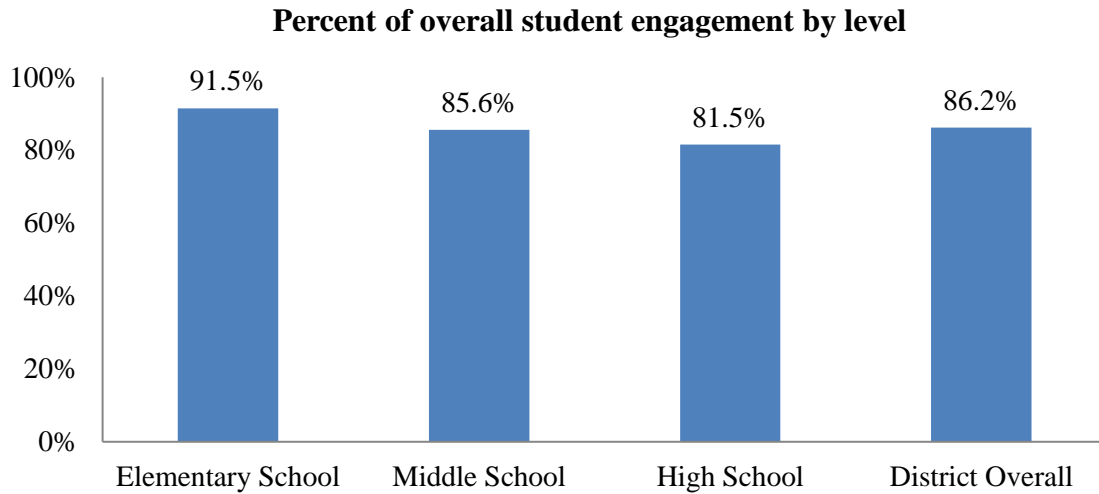


Figure 4. Percent of overall student engagement at the elementary, middle, and high school levels with comparison to district overall.

Overall student engagement decreased steadily as grade level increased. Grade 3 students were the most highly engaged at 92.3%. Grade 11 students were the least engaged, with an overall 80.8% agreement with the items.

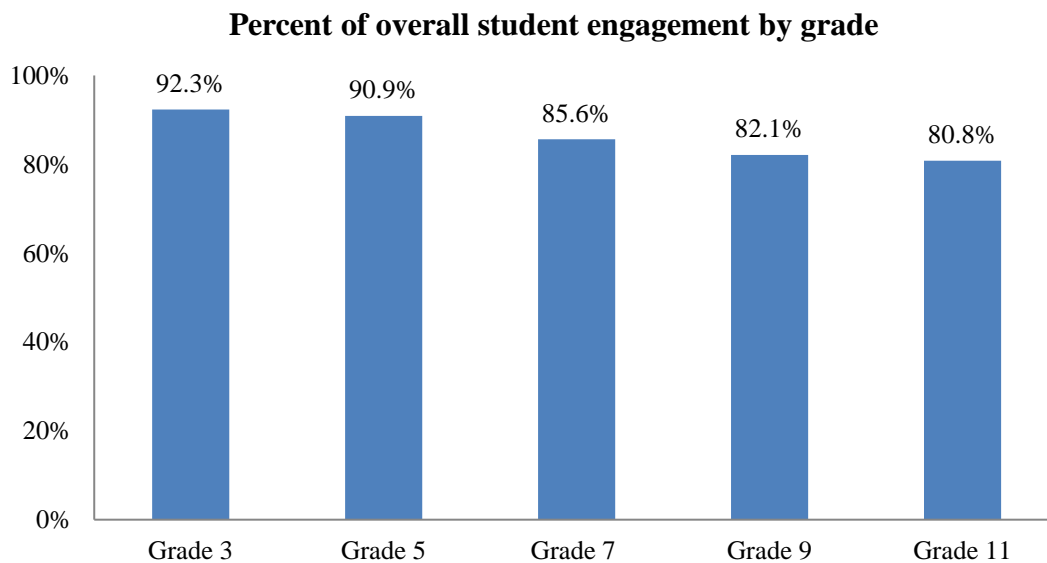


Figure 5. Percent of overall student engagement in grades 3, 5, 7, 9, and 11.

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.

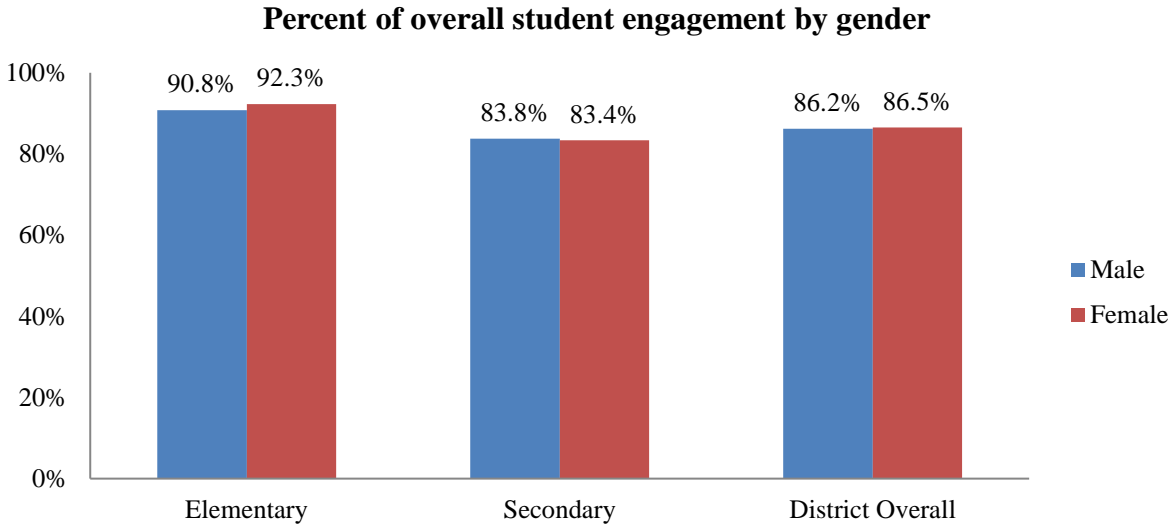


Figure 6. Percent of overall student engagement of each gender disaggregated by level with district comparison.

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 or White reported the highest levels of overall engagement. The difference between ethnicities ranged from 89% to 93% at the elementary level, 80% to 85% at the secondary level, and 83% to 87% overall.

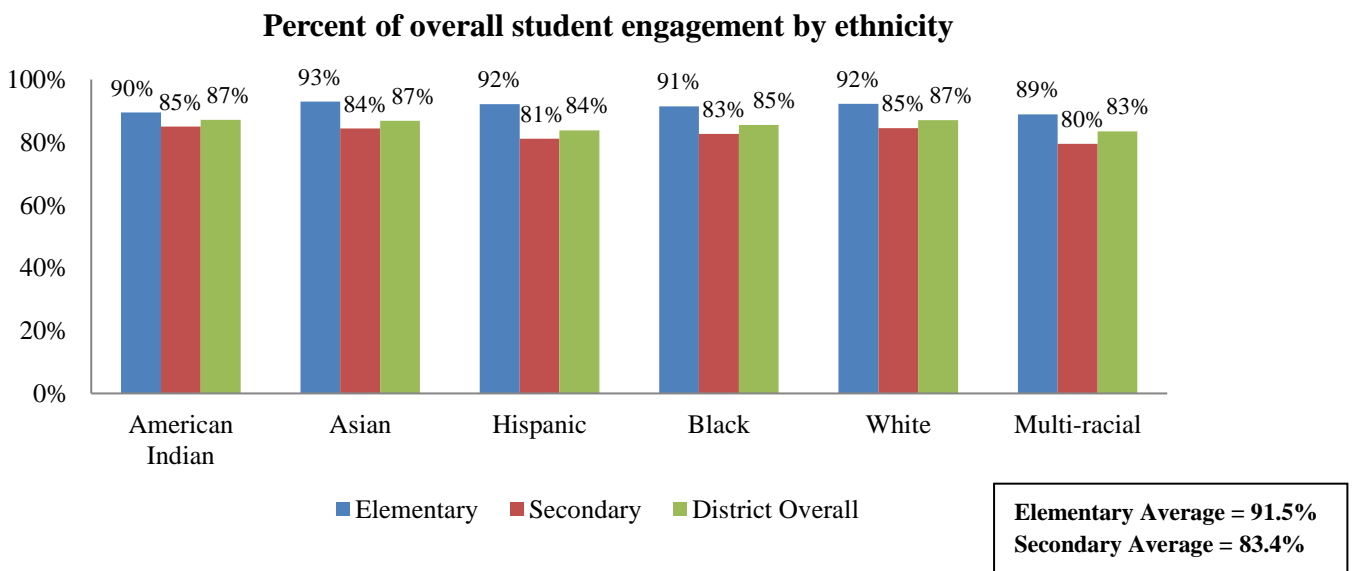


Figure 7. Percent of overall student engagement of each ethnicity disaggregated by level with district comparison.

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 Dayton and McKinley Elementary students reporting the highest levels of overall engagement. Evergreen Park and Lincoln Elementary students reported the lowest levels of overall engagement.

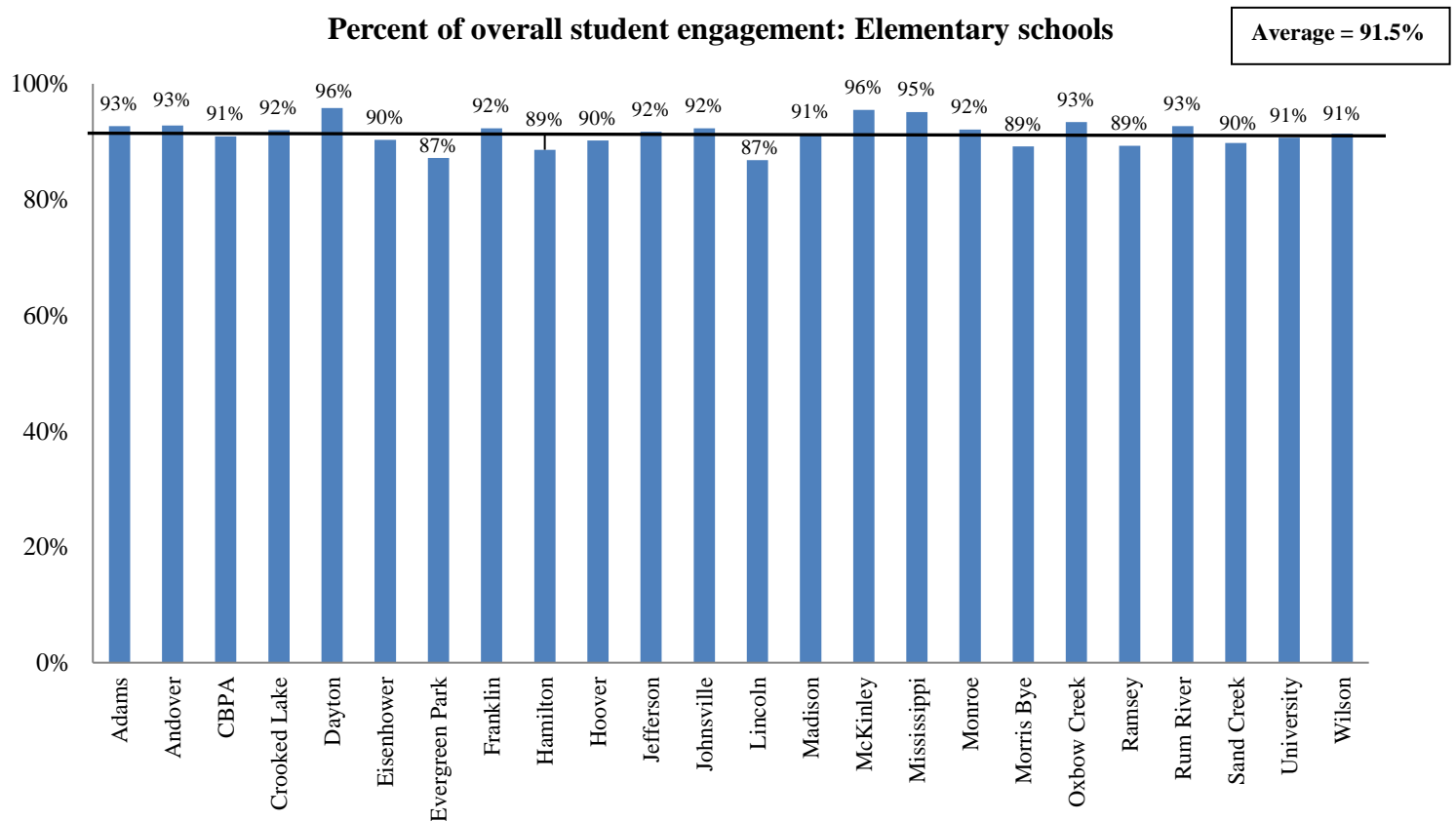


Figure 8. Percent of overall student engagement at each elementary school compared to the district average.

The percent of middle school students that were engaged was fairly consistent across individual schools. Oak View Middle School students reported the highest levels of engagement. The horizontal black line represents the district middle school average of 85.6%.

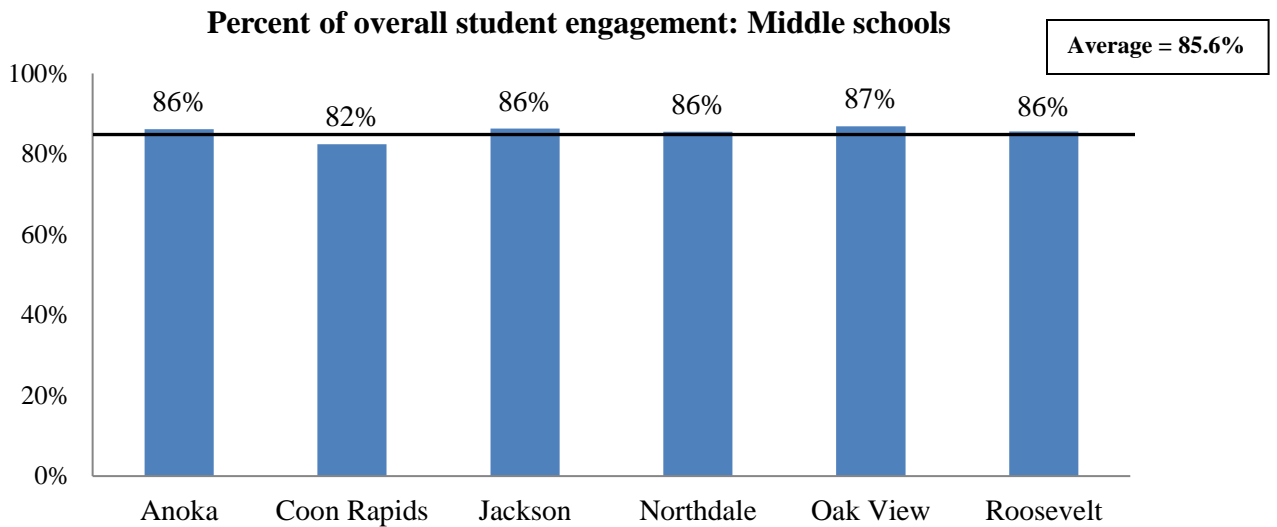


Figure 9. Percent of overall student engagement at each middle school compared to the district average.

For high school, overall engagement was consistent among most of the high schools. The horizontal black line represents the district high school average 81.5%. Andover and Blaine High School students reported the highest levels of overall student engagement.

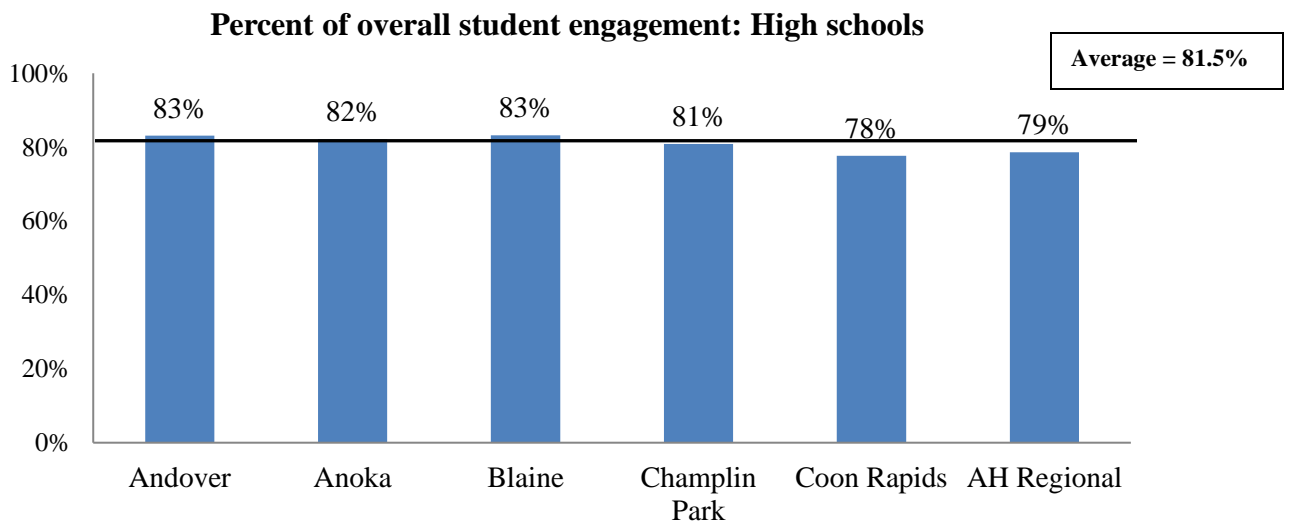


Figure 10. Percent of overall student engagement at each high school compared to the district average.

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, future goals, or creativity and individuality.

The creativity and individuality dimension was added to the 2015-16 survey and is comprised of five 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 dimension.

Teaching and learning was made up of 15 items such as *My teachers enjoy teaching* and *My teachers teach things in a way that helps me learn*. Culture and climate, including 21 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 future goals dimension included four 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 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 percent of overall student engagement was highest on the future goals items. The overall average engagement was 86.2%.

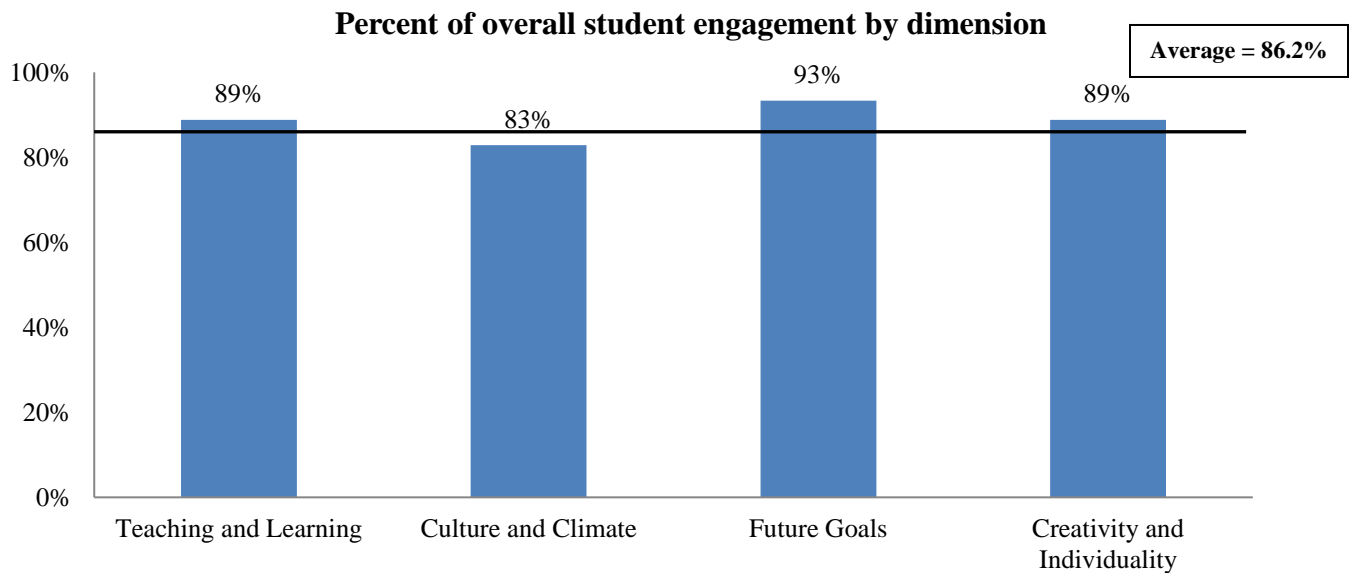


Figure 11. Percent of overall student engagement within each of the dimensions that make up engagement.

The difference between elementary and secondary student engagement was greatest for the culture and climate dimension, with secondary having a lower level of engagement by 9%, followed by the teaching and learning and creativity and individuality dimensions with a difference of 8%. Engagement levels on the future goals items were the most similar across levels, with secondary only 5% less engaged.

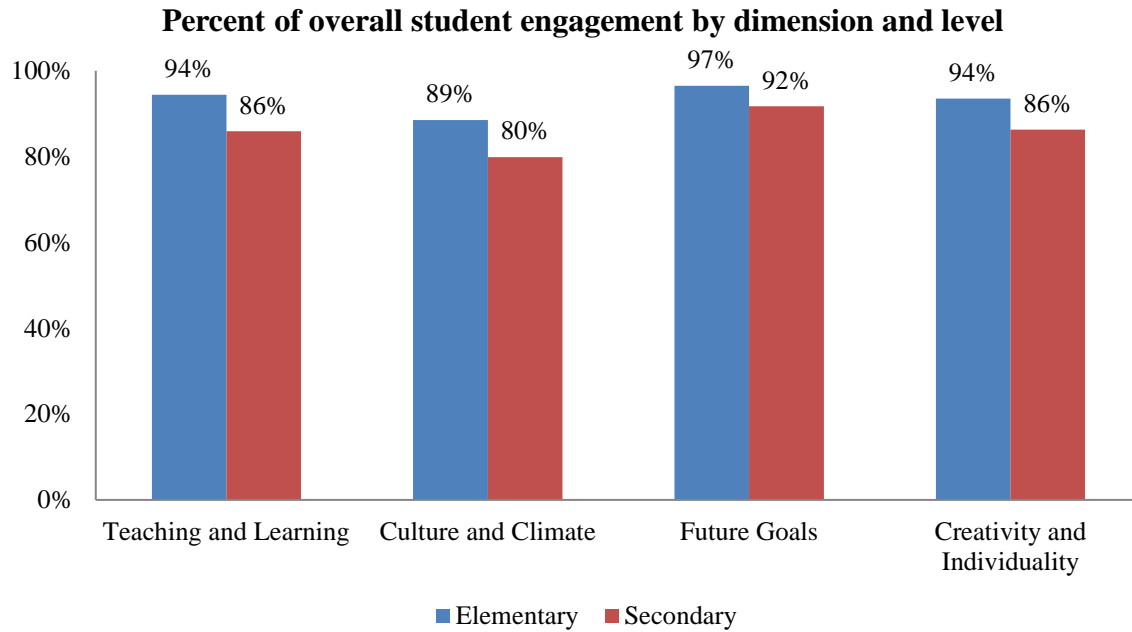


Figure 12. Percent of overall student engagement within each of the dimensions disaggregated by level.

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.

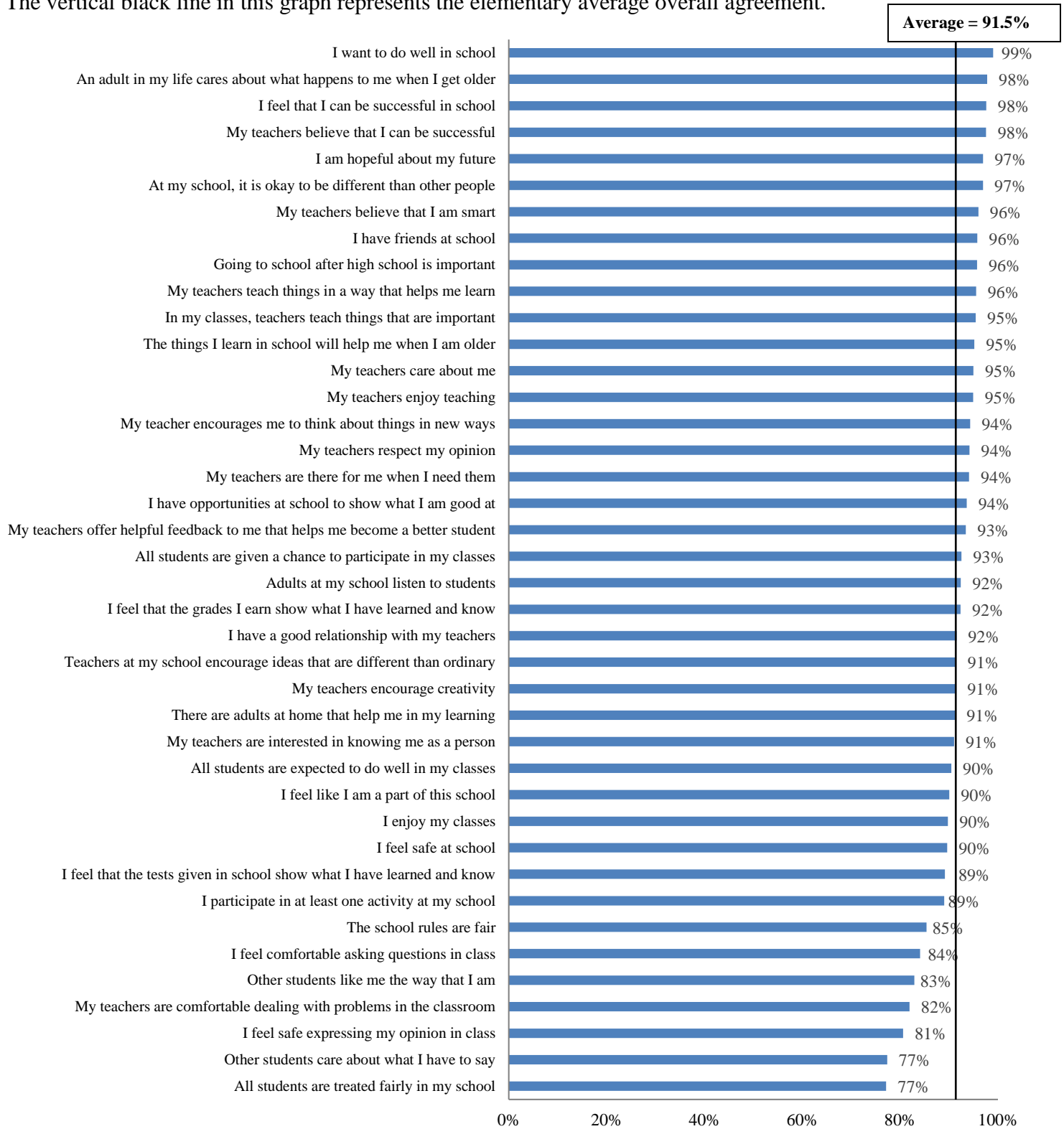


Figure 13. Percent of students who agreed or somewhat agreed with each of the survey items at the elementary level.

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.

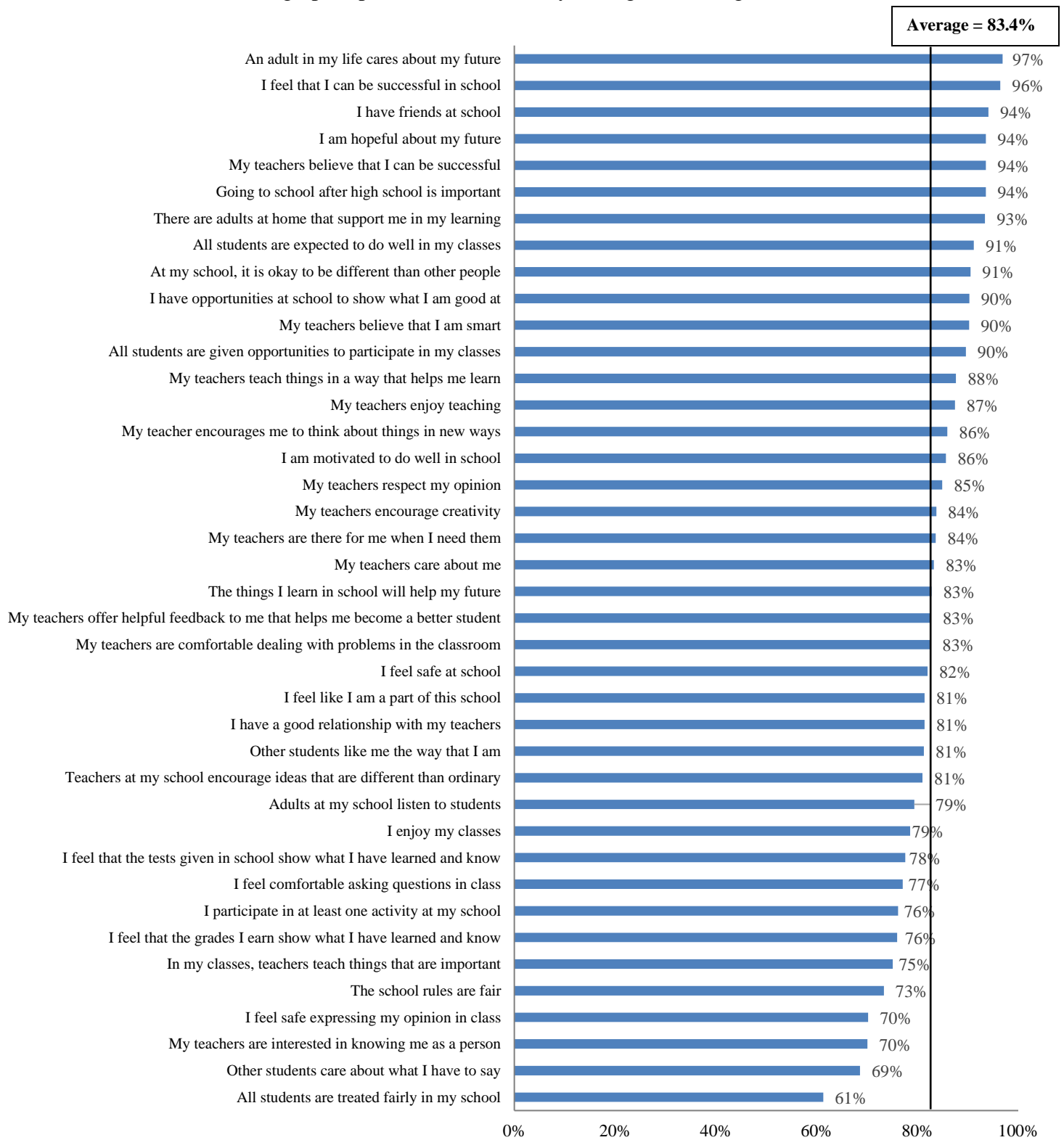


Figure 14. Percent of students who agreed or somewhat agreed with each of the survey items at the secondary level.

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

Districtwide, the overall level of student engagement has declined marginally over the past 4 years. Engagement at the elementary and high school levels increased slightly from 2017-18 to 2018-19. The middle school level decreased slightly from 2017-18.

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

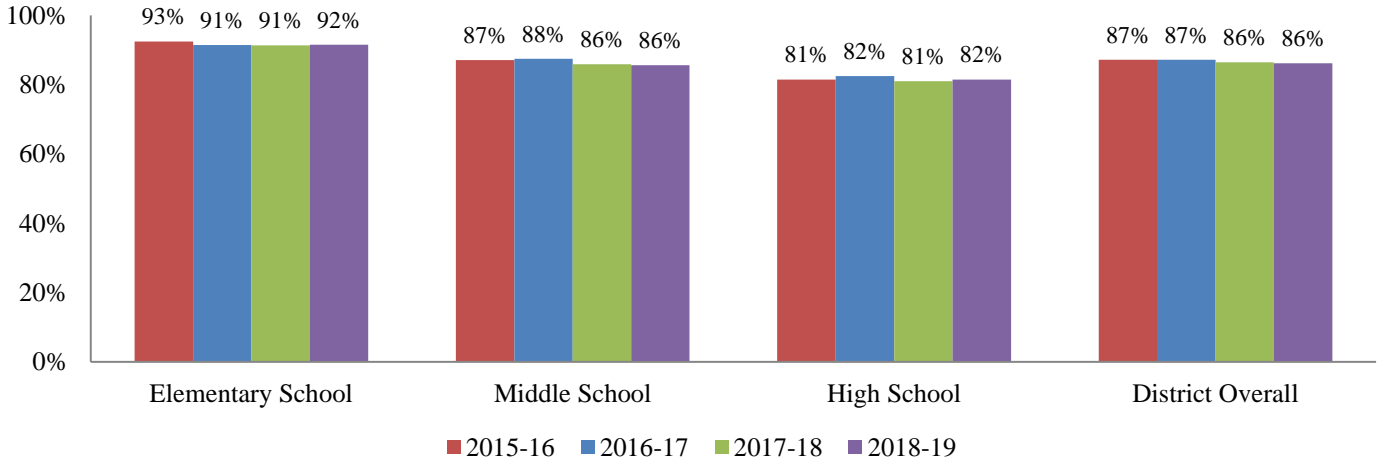


Figure 15. Percent of overall student engagement at the elementary, middle, and high school levels with comparison to district overall.

Grades 5, 7, and 9 decreased from 2017-18 to 2018-19. Grades 3 and 11 both experienced increases this year that put them each at a four-year high for their grade level. Grade 11 had the largest single year change from 2017-18 to 2018-19, increasing by 2%.

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

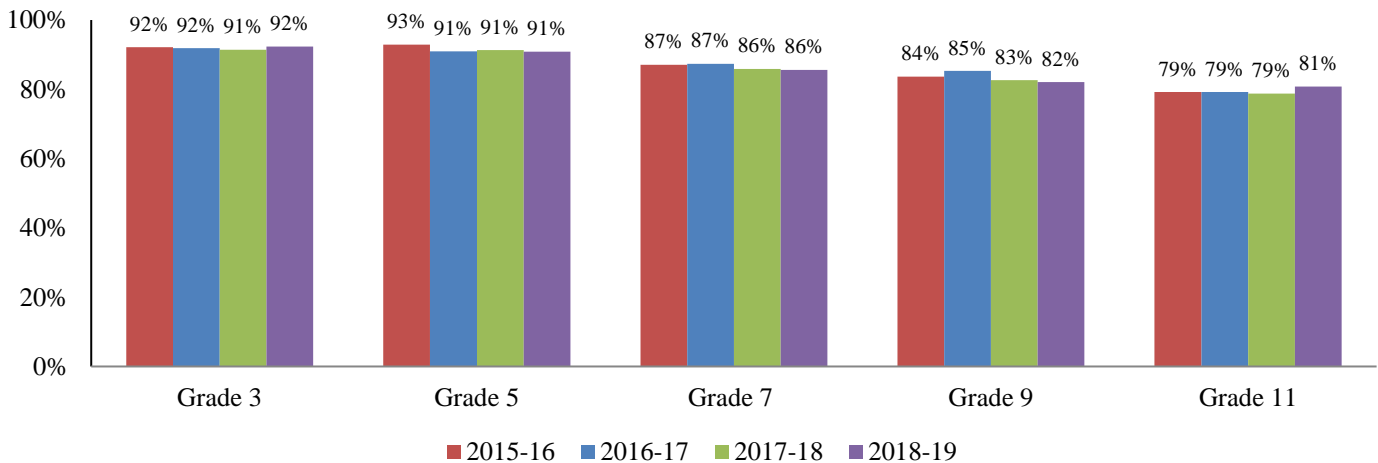


Figure 16. Percent of overall student engagement in grades 3, 5, 7, 9, and 11.

Engagement of female students decreased slightly in 2018-19 compared to 2017-18. For male students, engagement remained consistent with last year, with a slight increase at the elementary level.

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

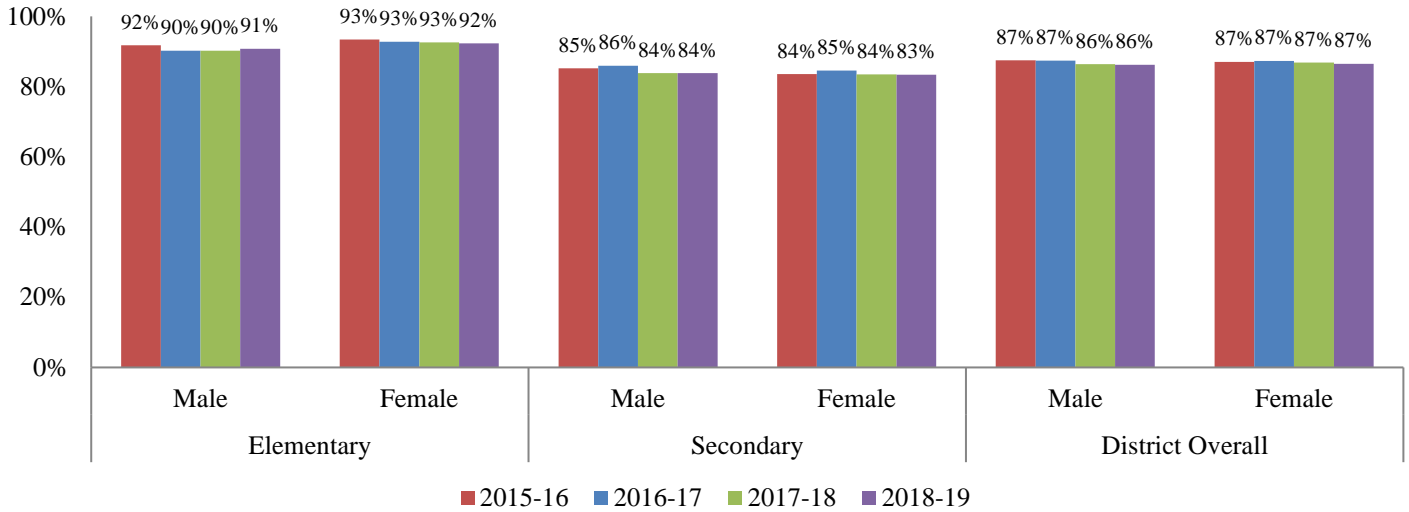


Figure 17. Percent of overall student engagement of each gender disaggregated by level with district comparison.

When disaggregated by ethnicity, there were not large differences between student groups. Over the last four years, overall engagement has shown a slight decreasing trend for Asian, Hispanic, and Multi-racial student groups. American Indian, Black, and White student groups remained fairly consistent across the years.

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

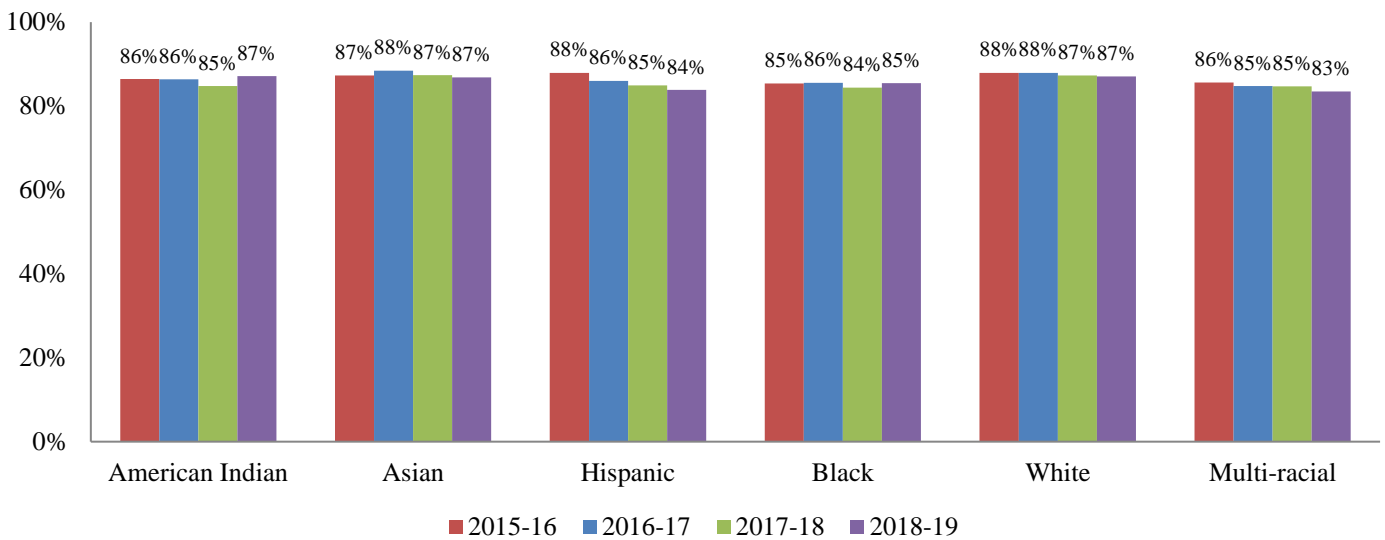


Figure 18. Percent of overall student engagement of each ethnicity.

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. The majority of items increased from 2017-18 to 2018-19. Of the 15 items within the teaching and learning dimension, two items increased by more than 1% compared to last year, including, *My teachers encourage creativity* and *I have opportunities at school to show what I am good at*. There were also two items that decreased by more than 1% from 2017-18 to 2018-19, including, *I feel that the grades I earn show what I have learned and know* and *I feel that the tests given in school show what I have learned and know*.

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

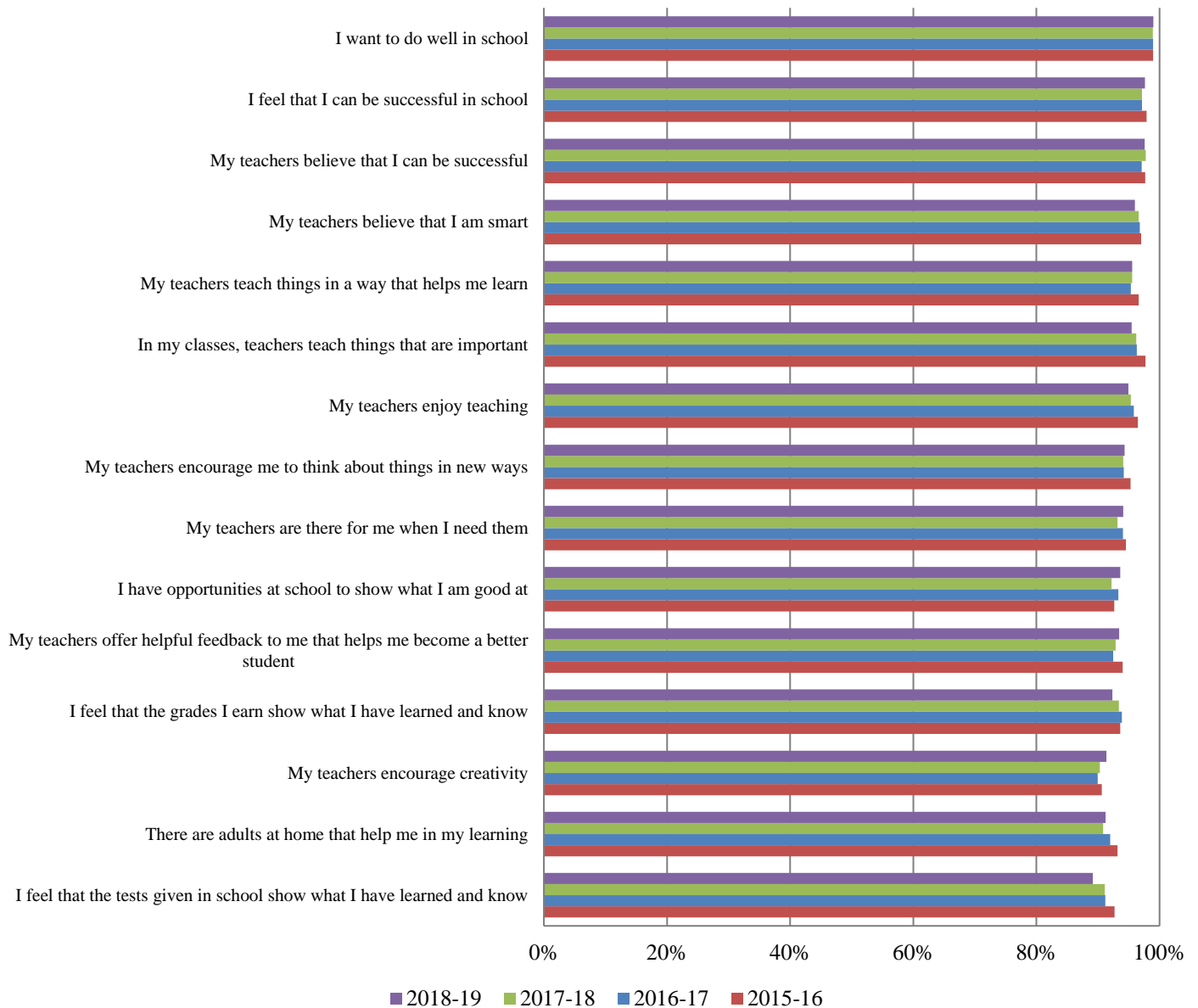


Figure 19. Percent of students who agreed or somewhat agreed with each of the survey items in the teaching and learning dimension at the elementary level.

Of the 21 culture and climate items, eight items increased slightly compared to last year, eight remained relatively constant, and five saw a slight decrease in the level of agreement. Four items in this dimension increased more than 1%, with two items showing the greatest increase of more than 2% from 2017-18 to 2018-19, including, *I participate in at least one activity at my school* and *All students are treated fairly in my school*.

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

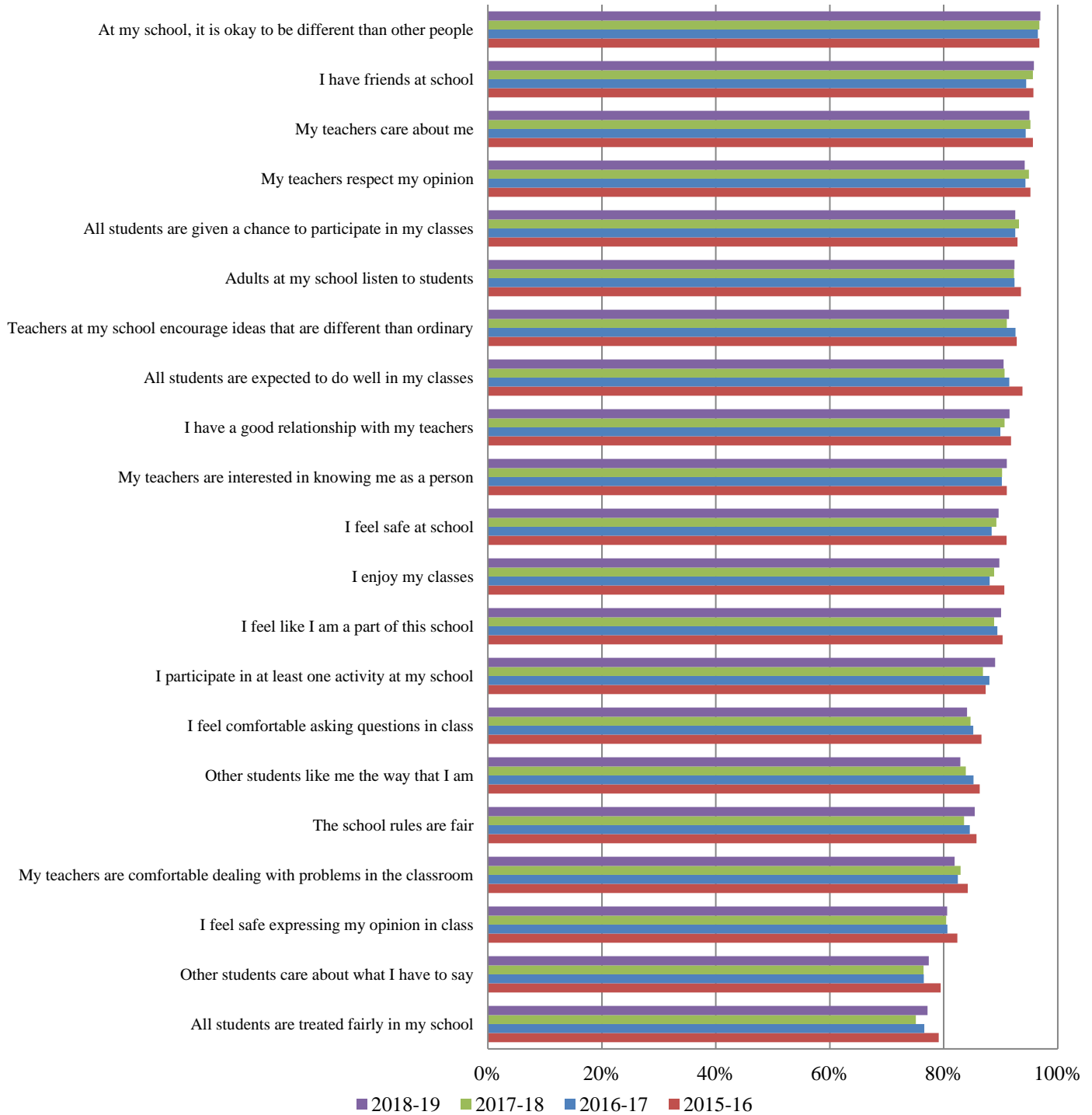


Figure 20. Percent of students who agreed or somewhat agreed with each of the survey items in the culture and climate dimension at the elementary level.

The items in the future goals dimension remain consistently high across the years at the elementary level. However, the item, *The things I learn in school will help me when I am older*, has seen a continued downward trend over the last few years.

Items in goals dimension: Four-year elementary comparison

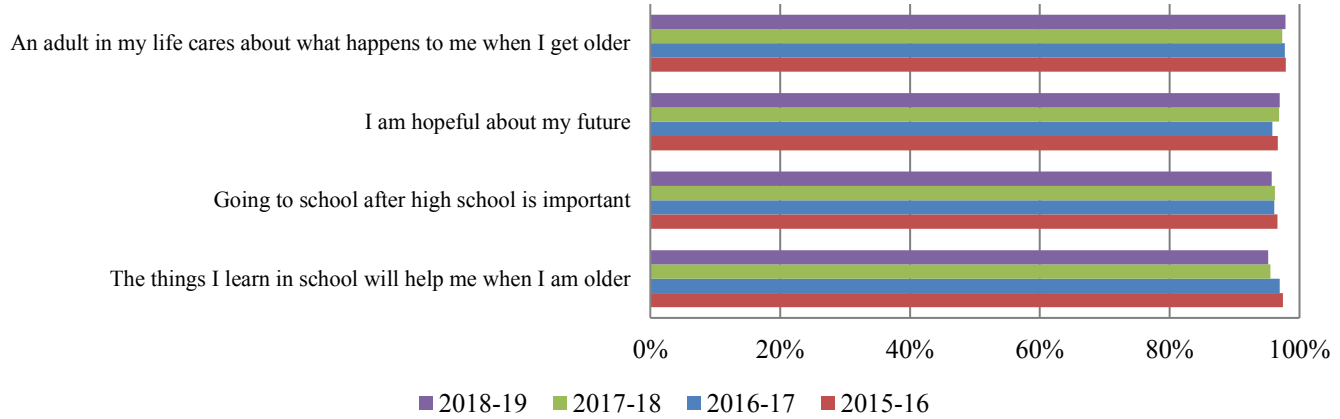


Figure 21. Percent of students who agreed or somewhat agreed with each of the survey items in the goals dimension at the elementary level.

The creativity and individuality dimension shows a high level of engagement at the elementary level. All items increased or remained consistent with last year. Two items in this dimension, *My teachers encourage creativity* and *I have opportunities at school to show what I am good at*, experienced gains of over 1% since last year.

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

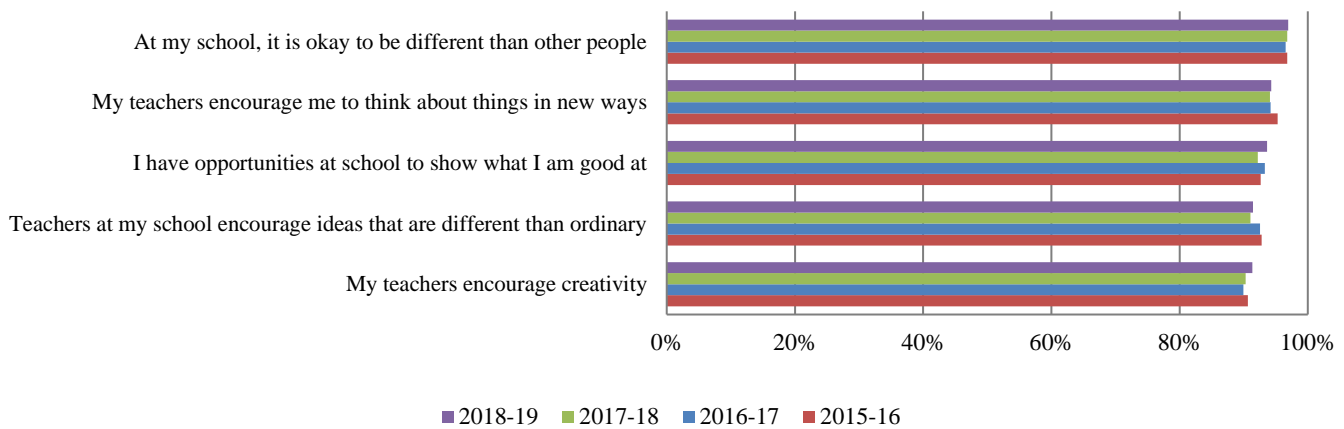


Figure 22. Percent of students who agreed or somewhat agreed with each of the survey items in the creativity and individuality dimension at the elementary level.

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. Almost all of the items within the teaching and learning dimension increased or remained relatively stable from 2017-18 to 2018-19. Only one item, *I am motivated to do well in school*, decreased more than 0.5%.

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

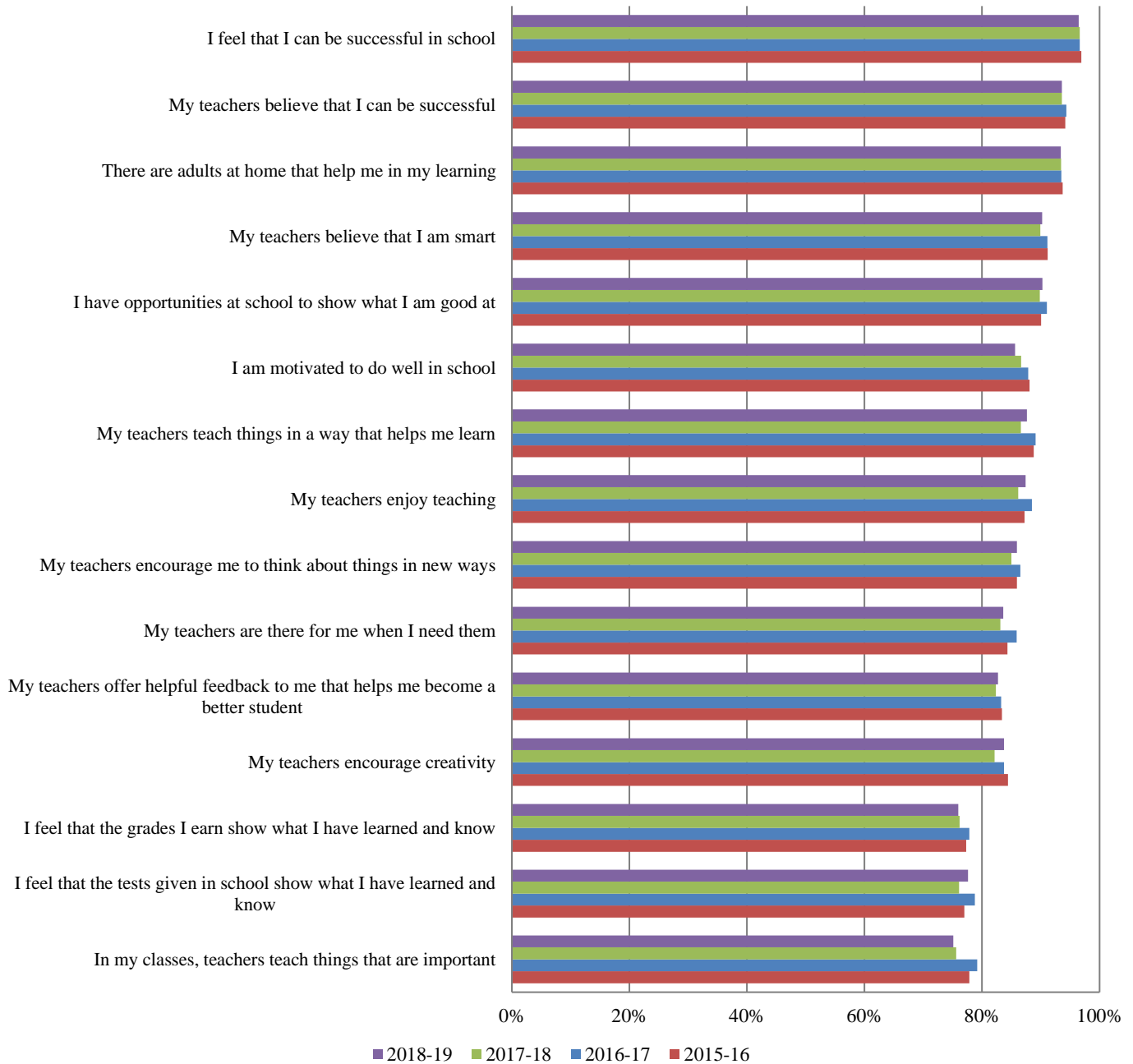


Figure 23. Percent of students who agreed or somewhat agreed with each of the survey items in the teaching and learning dimension at the secondary level.

Within the culture and climate dimension, seven items stayed about the same, eight items decreased, and six items increased from 2017-18 to 2018-19. The greatest decline occurred with the item, *I feel safe at school*, which declined almost 4%. The item with the greatest increase was, *At my school, it is okay to be different than other people* (over 2%).

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

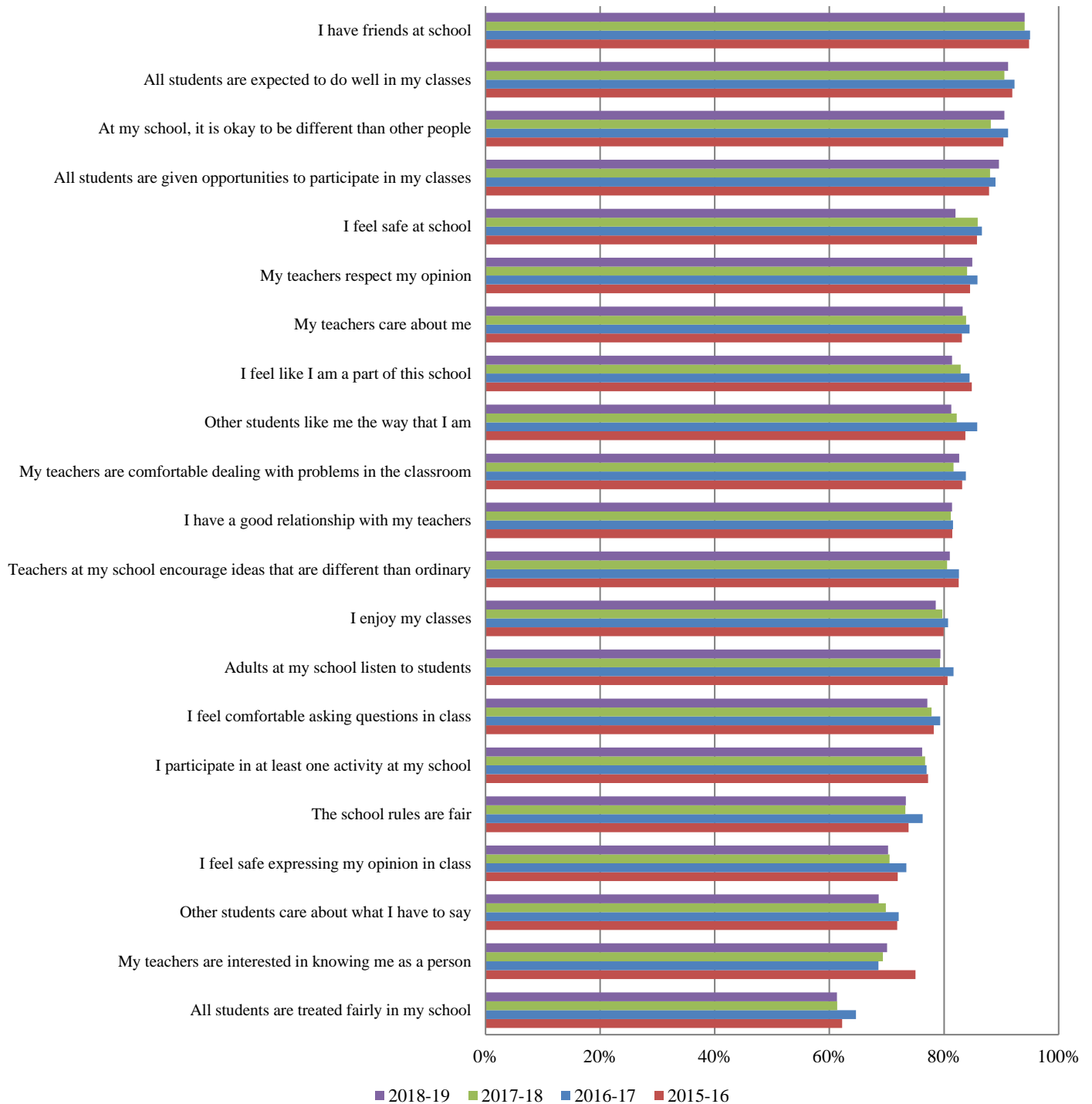


Figure 24. Percent of students who agreed or somewhat agreed with each of the survey items in the culture and climate dimension at the secondary level.

Three of the four items in the future goals dimension decreased from 2017-18 to 2018-19. *An adult in my life cares about my future* stayed about the same.

Items in goals dimension: Four-year secondary comparison

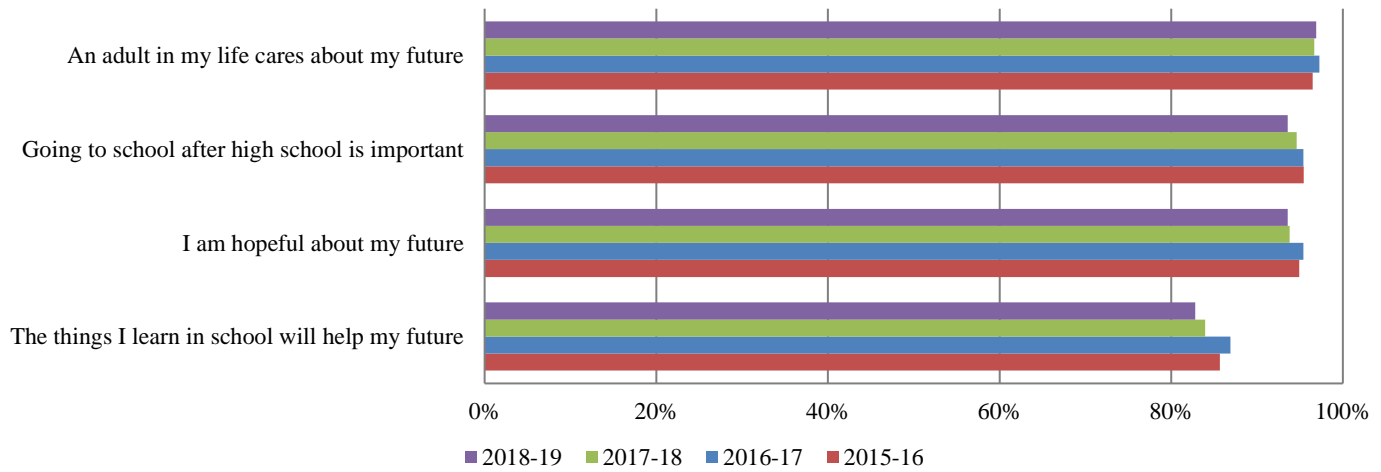


Figure 25. Percent of students who agreed or somewhat agreed with each of the survey items in the goals dimension at the secondary level.

All items in the creativity and individuality dimension increased to some degree this past year after a year of decreases across the board the year prior. The greatest increase occurred with the item, *At my school, it is okay to be different than other people*, which saw an increase of over 2%.

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

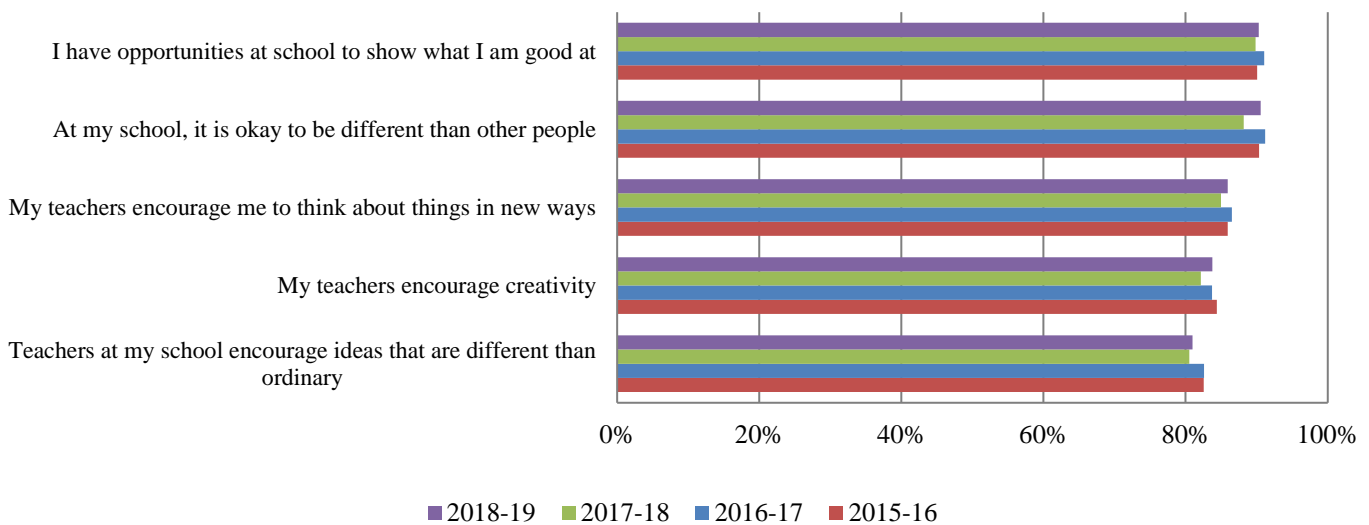


Figure 26. Percent of students who agreed or somewhat agreed with each of the survey items in the creativity and individuality dimension at the secondary level.

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