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# Student Engagement Survey Report 2019-20

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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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ANOKA-HENNEPIN  
SCHOOLS  
*A future without limit*

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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 seventh 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 December 9<sup>th</sup> and January 17<sup>th</sup>, 2019 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 8,598 students who completed the survey, there was approximately 85% student engagement. This percentage is based on an average of responses to all 40 items. This is at an all-time low since the inception of the survey. The 2019-20 level of engagement is just under 2% lower than the previous low in 2018-19 (86%) and just over 3% lower than the all-time high in 2014-15 (88%).
- As is typical, overall engagement decreased as the grade level increased. Elementary school students had the highest level of overall engagement (91%), middle school students had the next highest (83%), and high school students had the lowest level (79%). In general, overall engagement decreased since last year at all levels, with the greatest decrease seen in middle school (almost 3%).
- The percent of female students engaged overall was slightly greater than the percent of male students engaged overall.
- When disaggregated by ethnicity, overall engagement was relatively consistent across groups.
  - At the elementary level, Asian and White students reported the highest level of engagement (92%) and students selecting ‘Other’ ethnicity reported the lowest level (89%). At the secondary level, Asian students showed the highest level of engagement (83%) and American Indian students reported the lowest level of engagement (74%). Therefore, the gap between student groups at the secondary level is greater than the gap at the elementary level, 9% and 3%, respectively.
  - Overall, the greatest difference in engagement was between Asian and American Indian students, at 4%.
  - Looking longitudinally overall as well as at the elementary and secondary levels, 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, the American Indian student group experiences greater fluctuation due to their representation being lower than other student groups.
- Consistent with previous years, the students’ future goals dimensions showed the highest level of overall engagement (91%) while the school’s culture and climate dimension had the lowest level (81%).
- 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*.
  - Three 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*, and *My teachers believe that I can be successful*.

## Respondent demographics

A total of 8,598 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. The gender distribution was almost equal, with 48% of respondents indicating they were female and 49% of respondents indicating they were male. About three percent of students chose not to respond to this item.

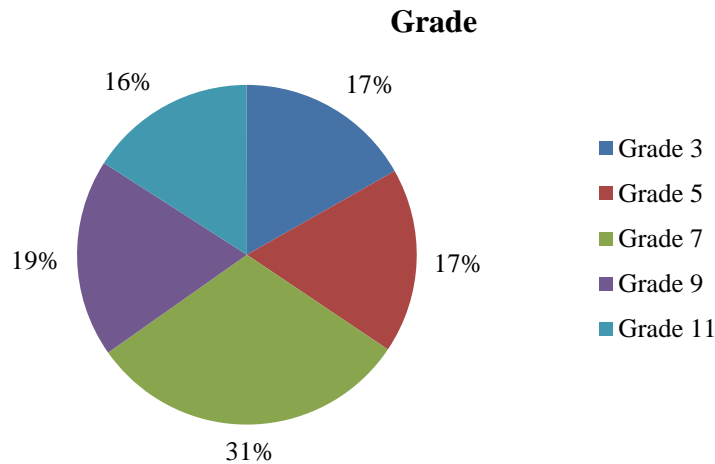


Figure 1. Percent of respondents by grade level.

Participants who completed the survey indicated their racial/ethnic background as follows: 1% American Indian, 8% Asian, 4% Hispanic, 11% Black, 59% White, 10% Multi-racial, and 5% selected 'Other'. Additionally, 3% of students did not respond to this item.

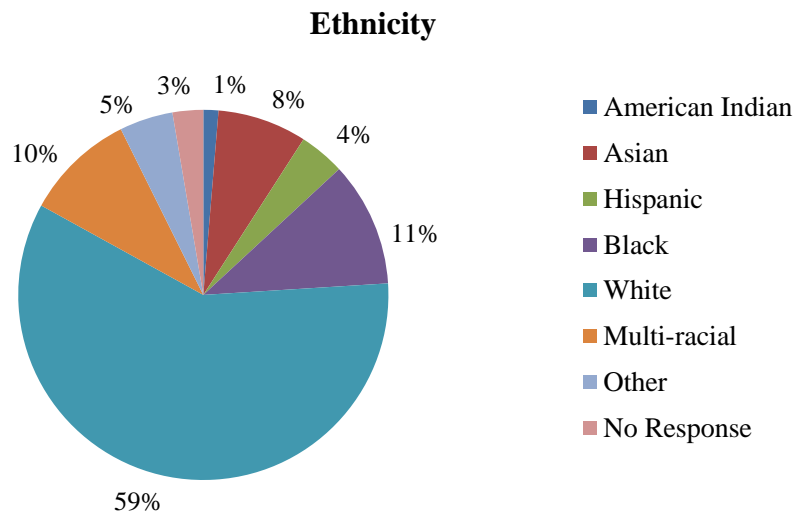


Figure 2. Percent of respondents by ethnicity.

## 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.

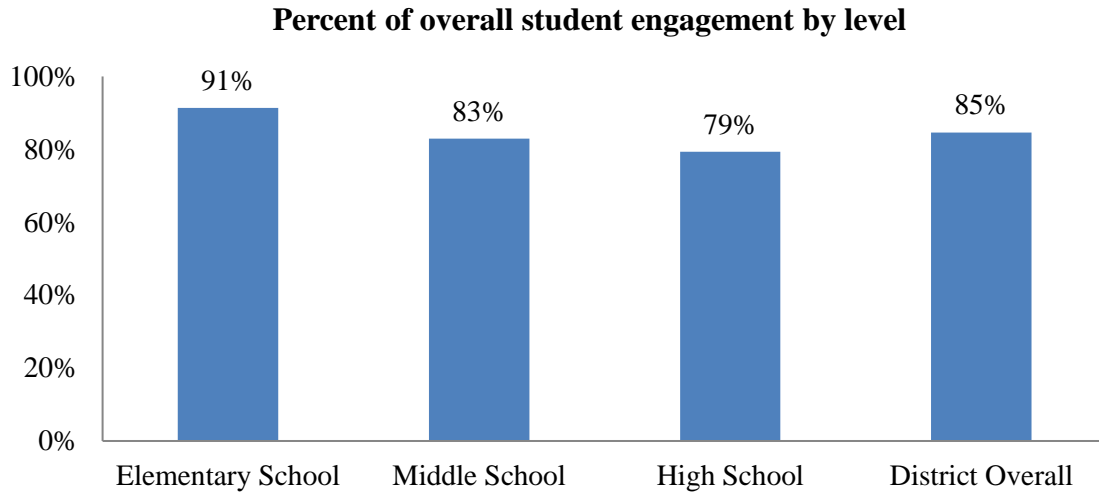


Figure 3. Percent of overall student engagement at the elementary, middle, and high school levels with comparison to district overall.

Overall student engagement decreased steadily as grade level increased. Grade 3 students were the most highly engaged at 92%. Grade 11 students were the least engaged, with an overall 78% agreement with the items.

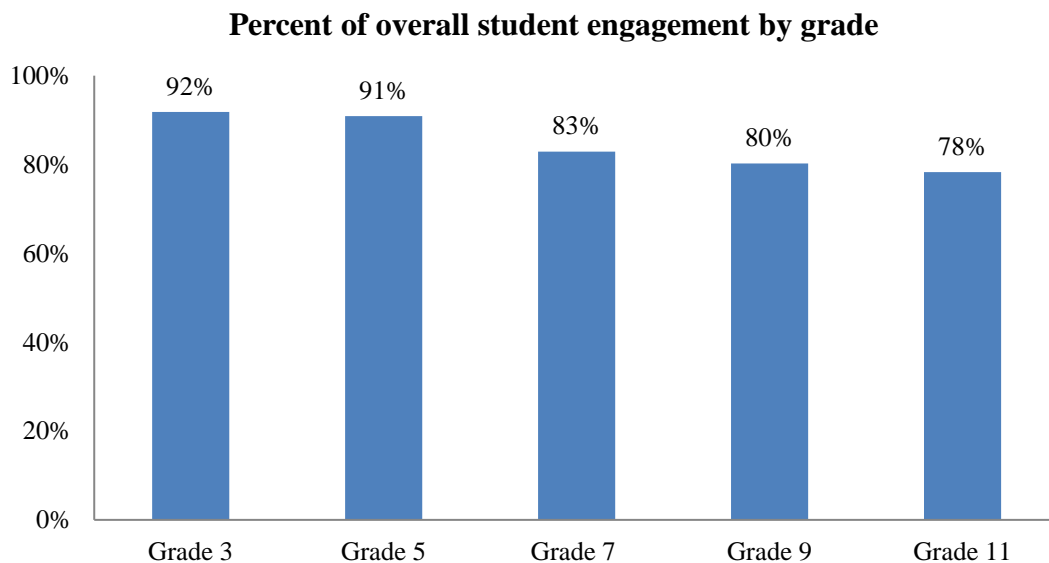


Figure 4. Percent of overall student engagement in grades 3, 5, 7, 9, and 11.

The percent of female students engaged overall was slightly greater than the percent of male students engaged overall; however, there were differences between levels. At the elementary level, the average engagement level of female students was 2% greater than male students, whereas at the secondary level (middle and high school grades), female and male students reported similar levels of engagement.

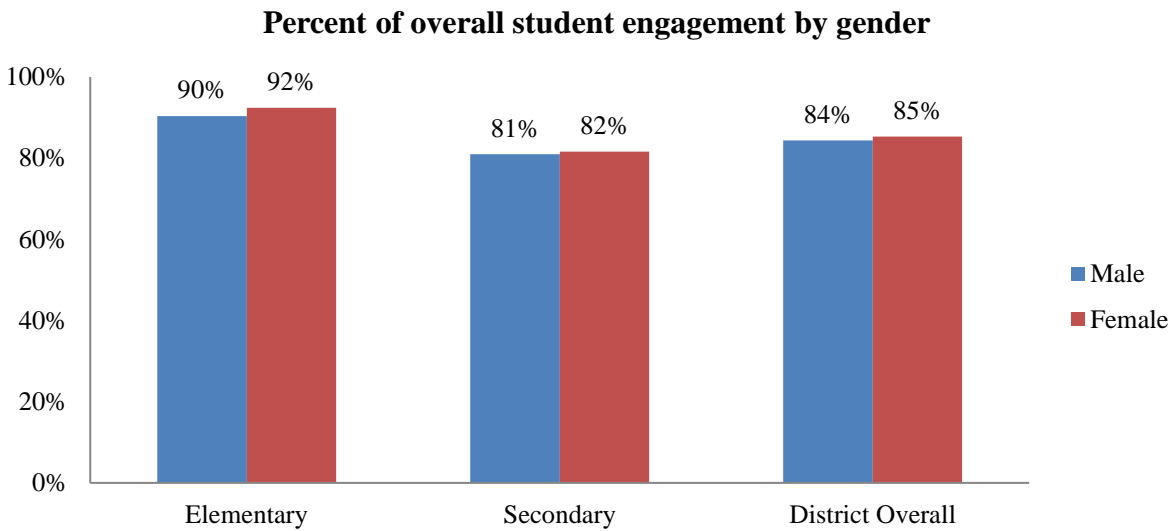


Figure 5. Percent of overall student engagement of each gender disaggregated by level with district comparison.

Districtwide, students’ overall engagement was approximately 85%. 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 who reported their ethnicities as Asian, Hispanic and White. Secondary level students who classified themselves as Asian or White reported the highest levels of overall engagement. The difference between ethnicities ranged from 89% to 92% at the elementary level, 74% to 83% at the secondary level, and 82% to 86% overall, indicating our greatest gaps exist at the secondary level.

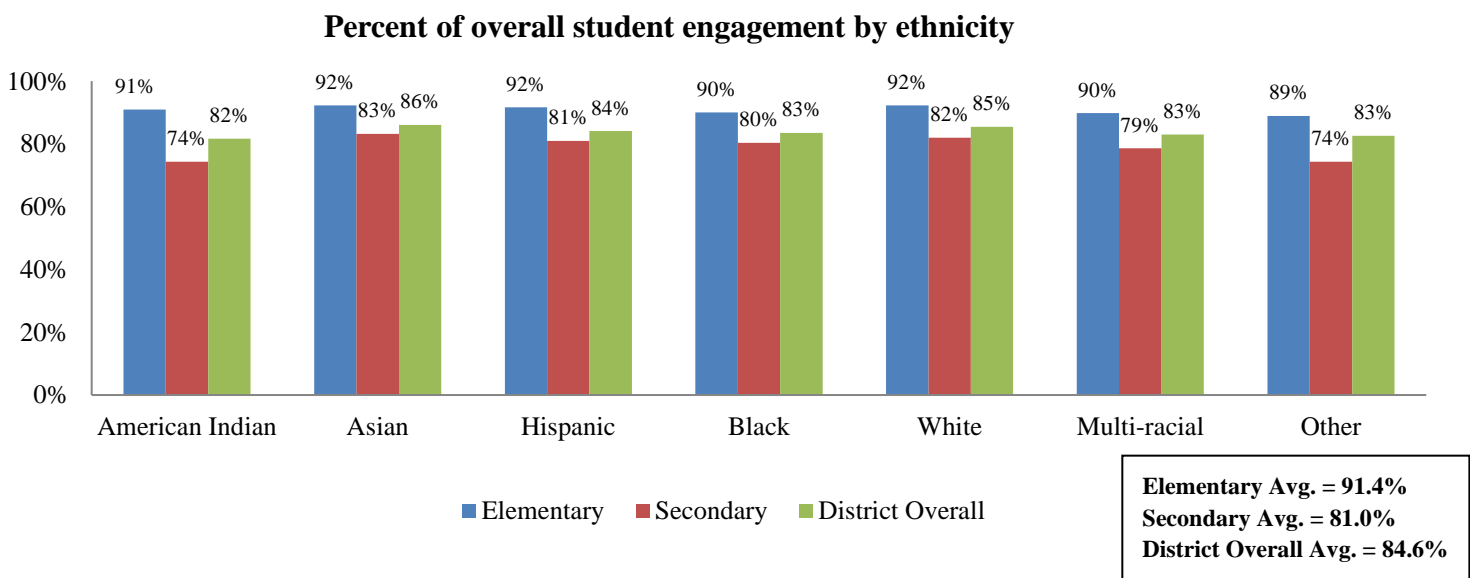


Figure 6. Percent of overall student engagement of each ethnicity disaggregated by level with district comparison.

## 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 7 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 Sunrise Elementary students reporting the highest levels of overall engagement. Evergreen Park, Lincoln, and Wilson Elementary students reported the lowest levels of overall engagement.

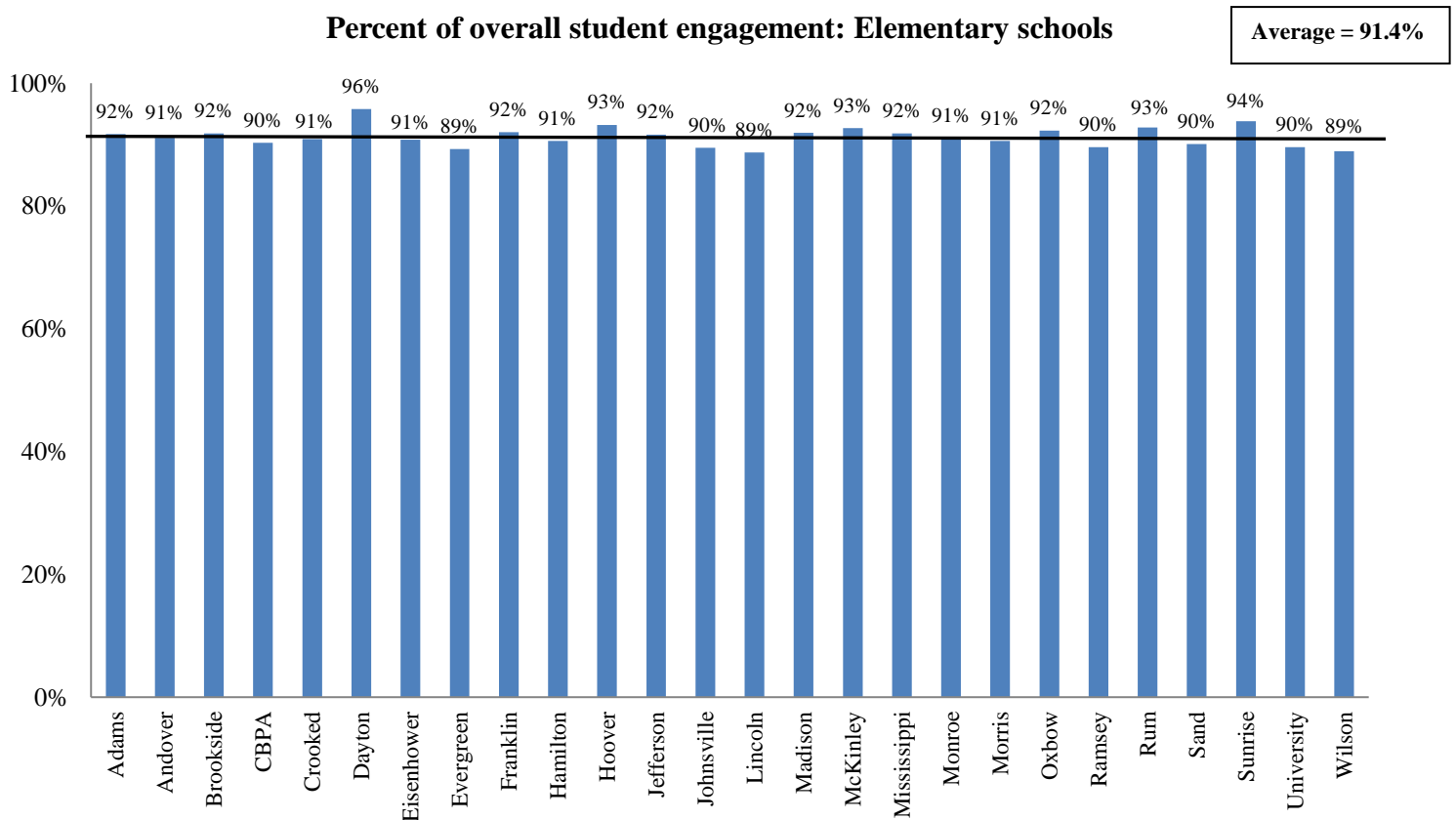


Figure 7. Percent of overall student engagement at each elementary school compared to the district average.



The percent of middle school students that were engaged was fairly consistent across individual schools. Jackson Middle School students reported the highest levels of engagement. The horizontal black line represents the district middle school average of 82.9%.

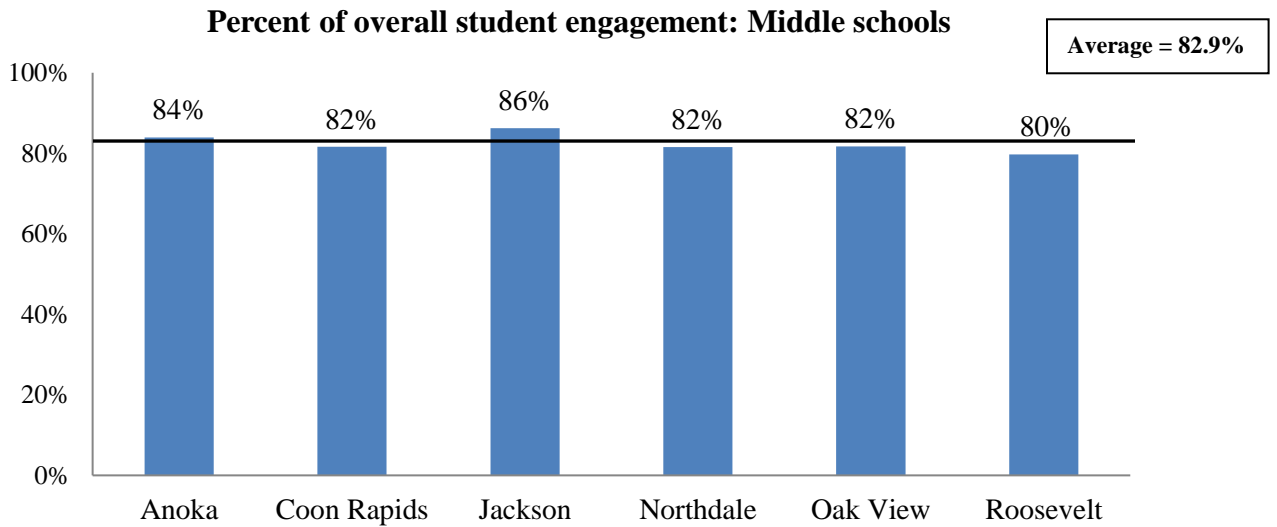


Figure 8. Percent of overall student engagement at each middle school compared to the district average.

For high school, overall engagement was consistent among most of the high schools. The horizontal black line represents the district high school average 79.3%. Anoka and Blaine High School students reported the highest levels of overall student engagement.

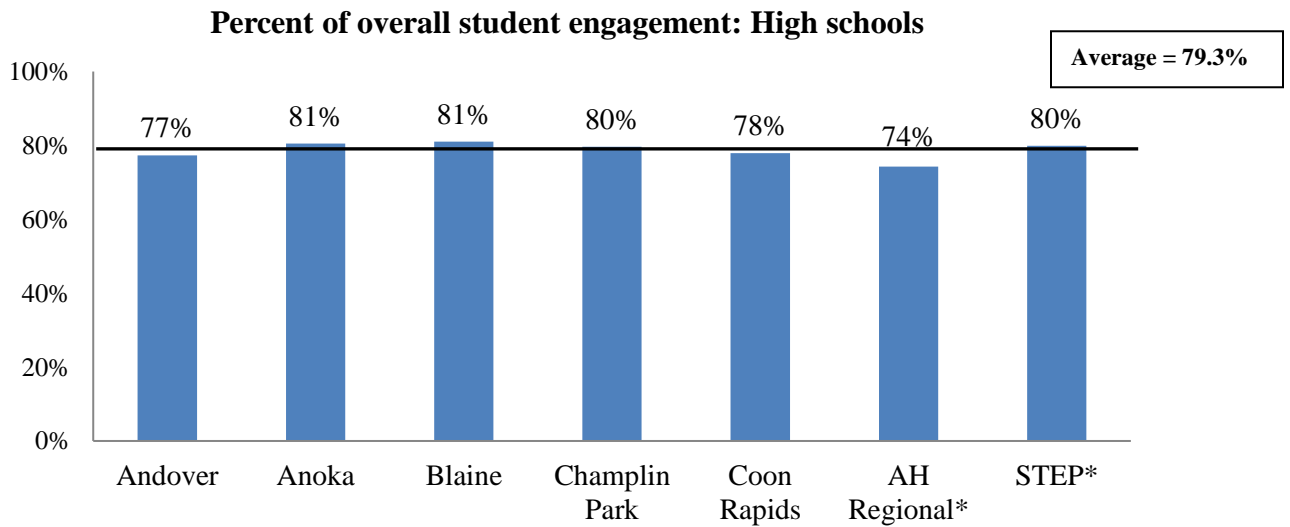


Figure 9. Percent of overall student engagement at each high school compared to the district average.

\*Caution should be taken when interpreting alternate site data due to low cell sizes.

## 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, included 21 items such as *I feel comfortable asking questions in class* and *I have friends at school*. 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 and lowest on the culture and climate items. The overall average engagement was 84.6%.

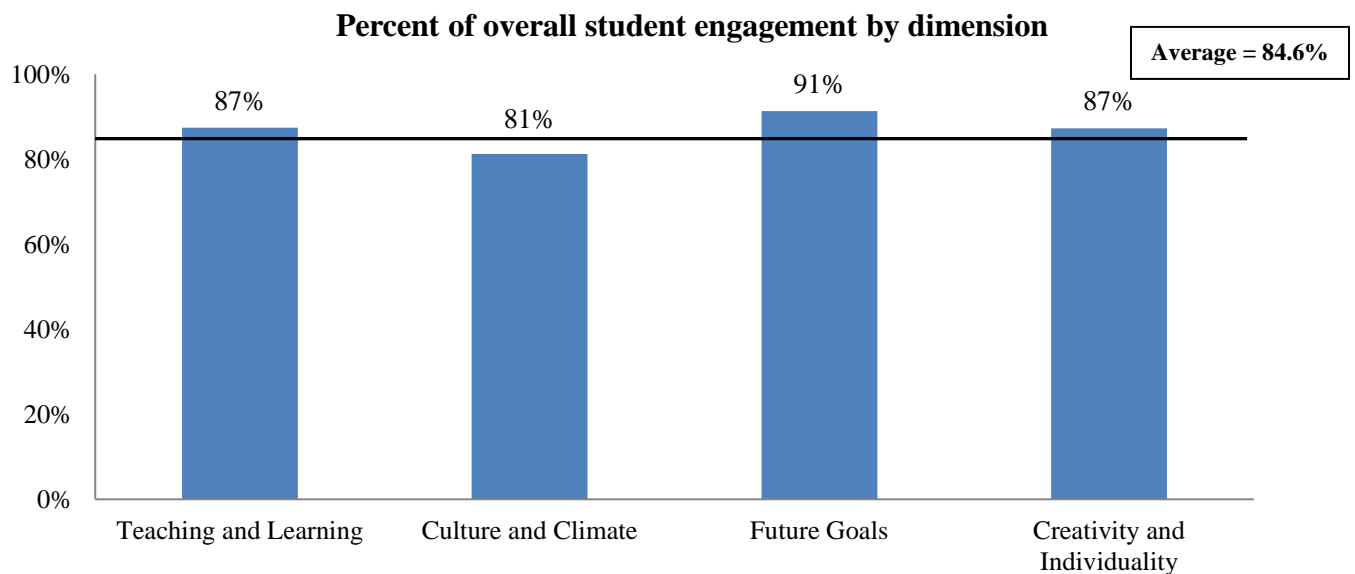


Figure 10. Percent of overall student engagement within each of the dimensions that make up engagement.

The difference between elementary and secondary student engagement was greatest for the teaching and learning dimension, with secondary reporting a lower level of engagement by 11%. The culture and climate and creativity and individuality dimensions were close behind with a difference of 10% each. Engagement levels on the future goals items were the most similar across levels, with secondary 7% less engaged.

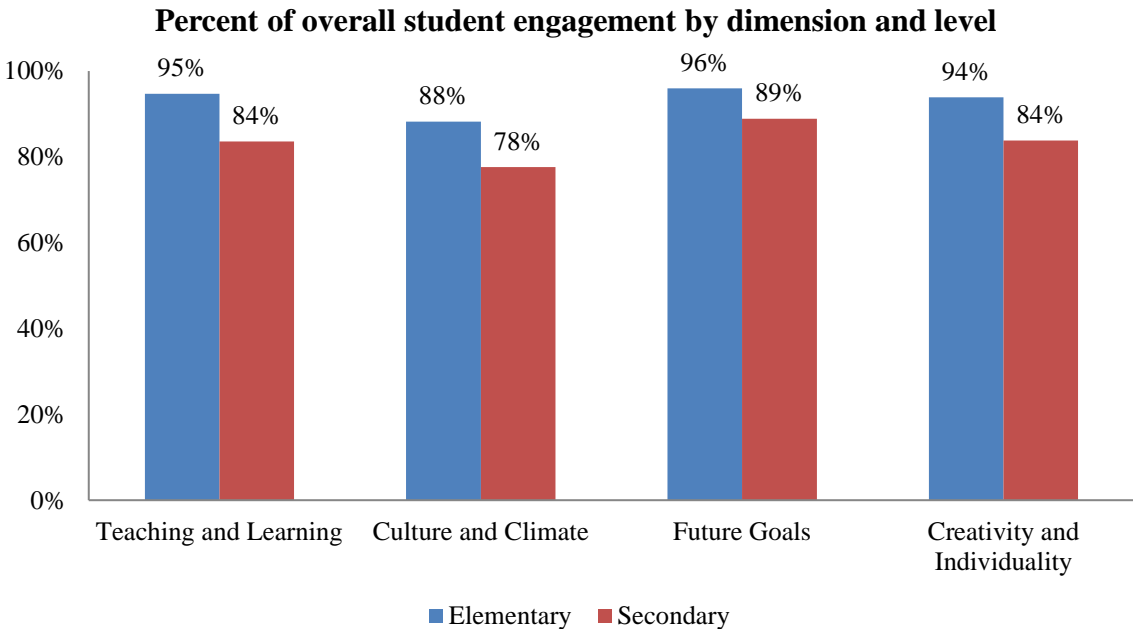


Figure 11. Percent of overall student engagement within each of the dimensions disaggregated by level.

## Agreement by item: Elementary

Figure 12 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.

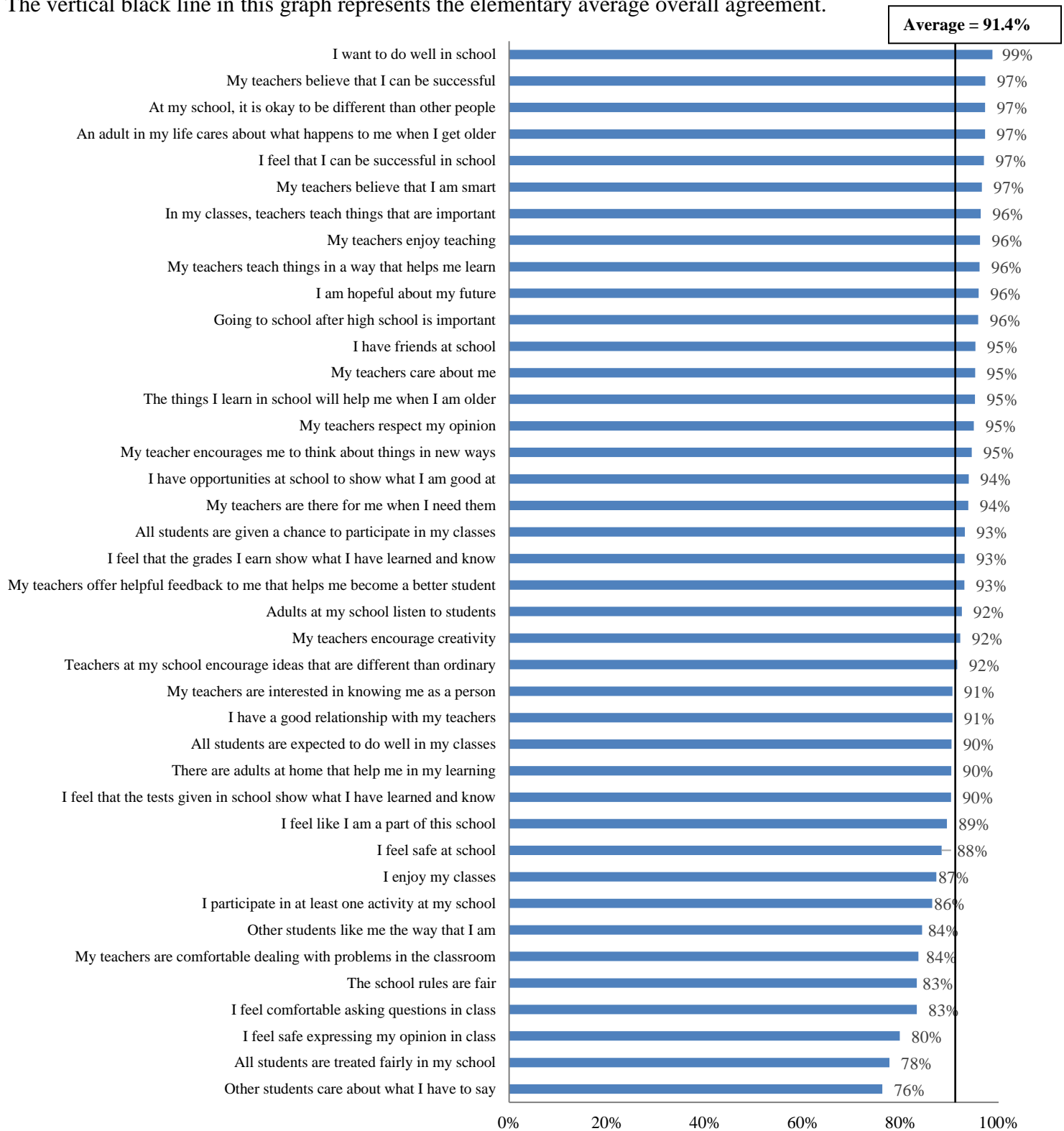


Figure 12. Percent of students who agreed or somewhat agreed with each of the survey items at the elementary level.

## Agreement by item: Secondary

Figure 13 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.

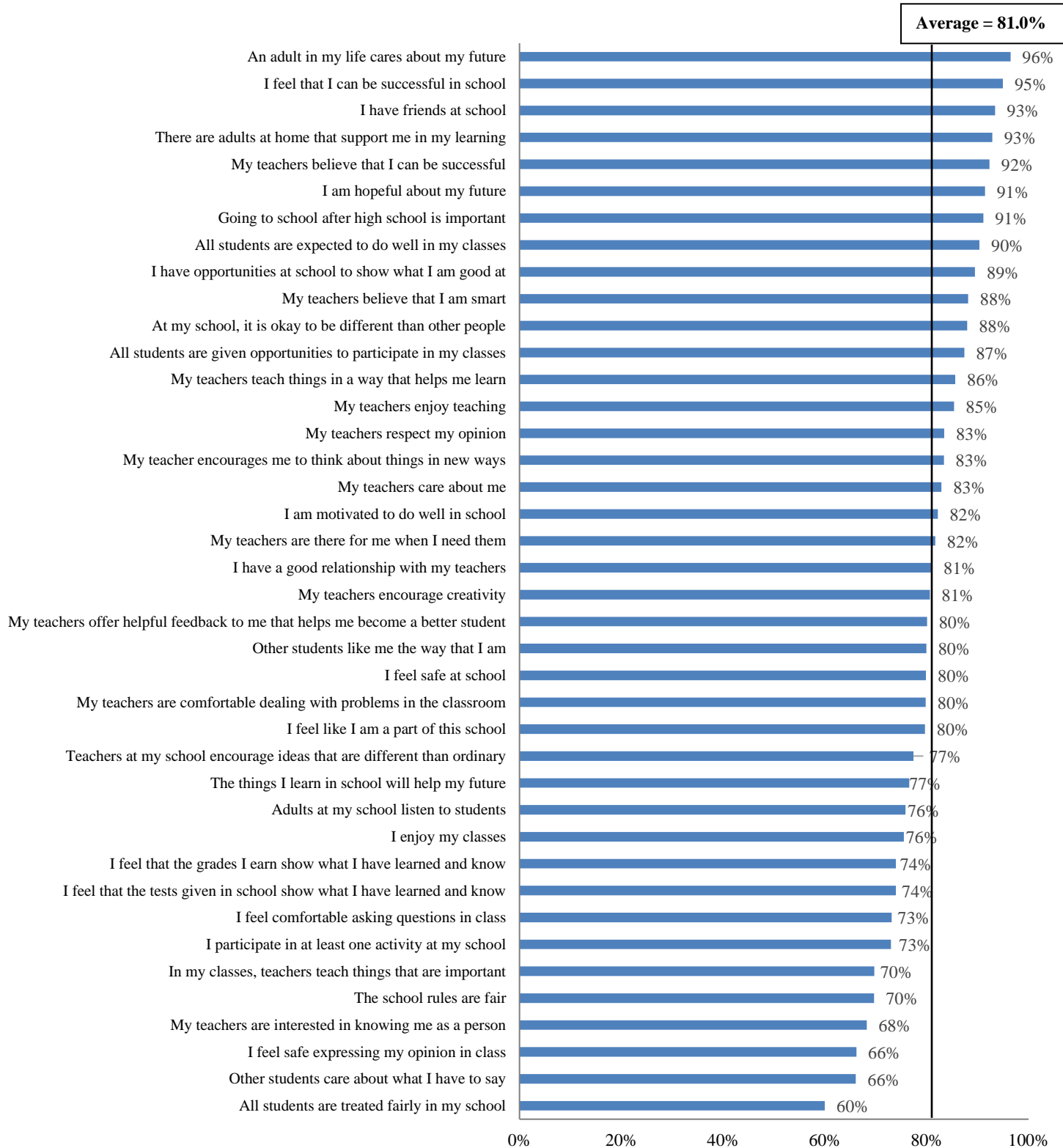


Figure 13. Percent of students who agreed or somewhat agreed with each of the survey items at the secondary level.

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

Districtwide, the overall level of student engagement has slowly declined over the past 4 years. Engagement at the elementary level stayed about the same from 2016-17 to 2019-20. The middle school level has decreased steadily since 2016-17. The high school level has fluctuated over time, but decreased 3% in the latest year and has had an overall downward trend since 2016-17.

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

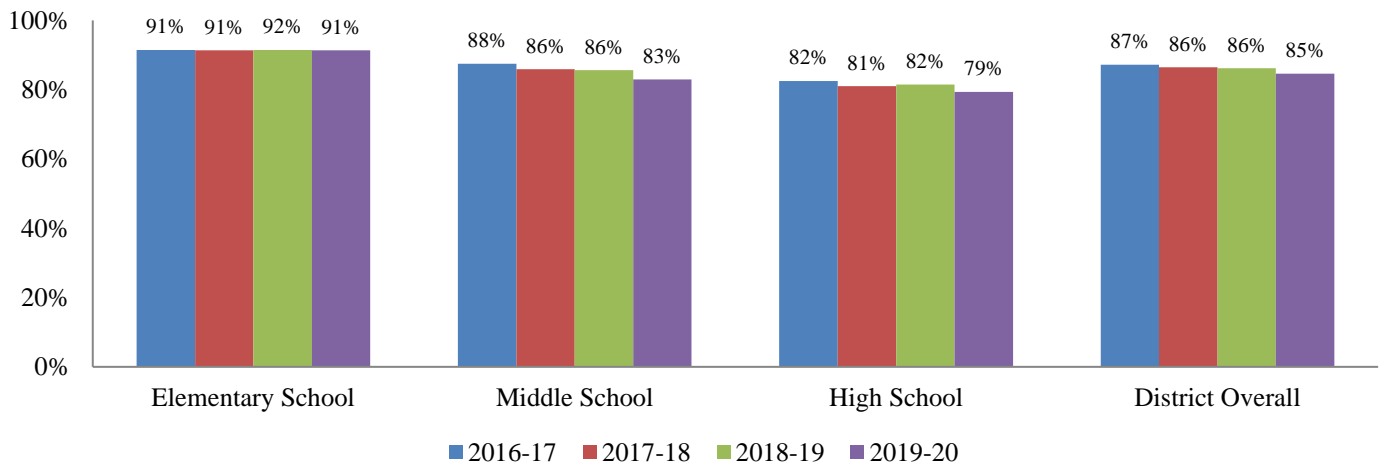


Figure 14. Percent of overall student engagement at the elementary, middle, and high school levels with comparison to district overall.

Grades 7, 9, and 11 decreased from 2018-19 to 2019-20 and are trending downward over time. Grades 3 and 5 both stayed about the same. Grades 7 and 11 both experienced the largest single year change from 2018-19 to 2019-20, decreasing by 3% each. Grade 9 has shown the largest declines since 2016-17, decreasing by 5%, followed closely by grade 7, demonstrating a 4% decrease over that time frame.

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

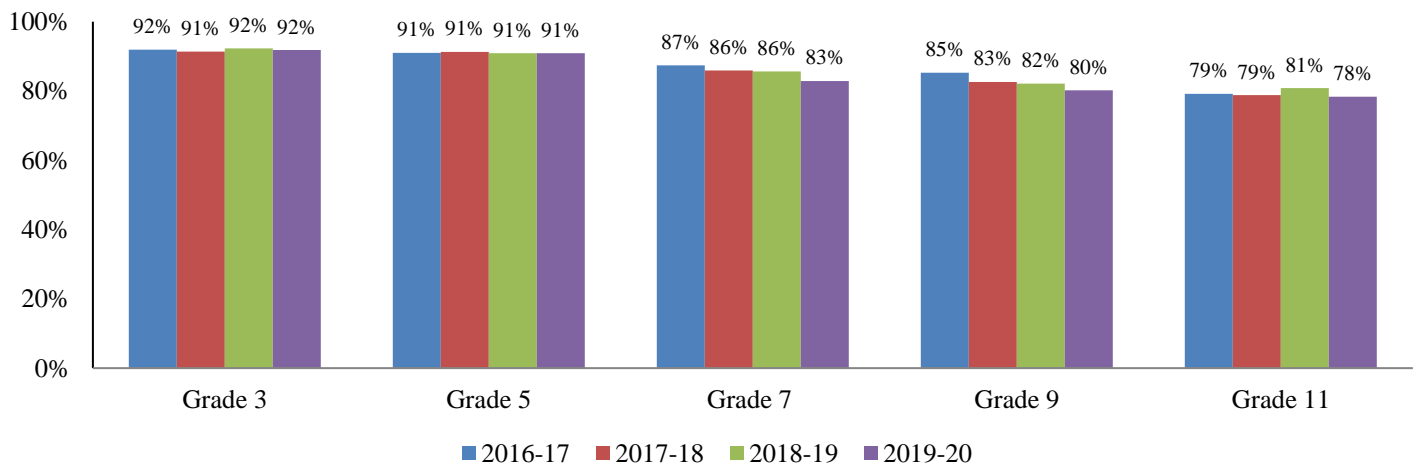


Figure 15. Percent of overall student engagement in grades 3, 5, 7, 9, and 11.

At the elementary level, engagement stayed relatively consistent this year for both female and male students. At the secondary level, engagement decreased for both female and male students, though the drop for male students was greater.

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

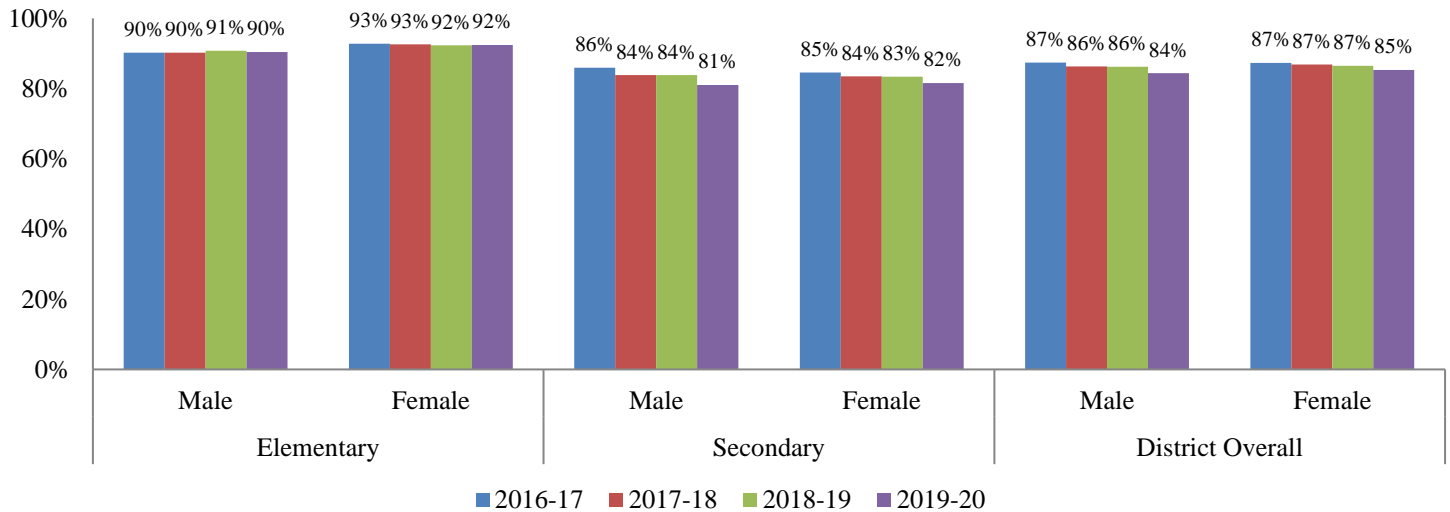


Figure 16. Percent of overall student engagement of each gender disaggregated by level with district comparison.

When disaggregated by ethnicity, there were not large differences between student groups overall. In general, over the last four years, overall engagement has shown a slight decreasing trend for all student groups.

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

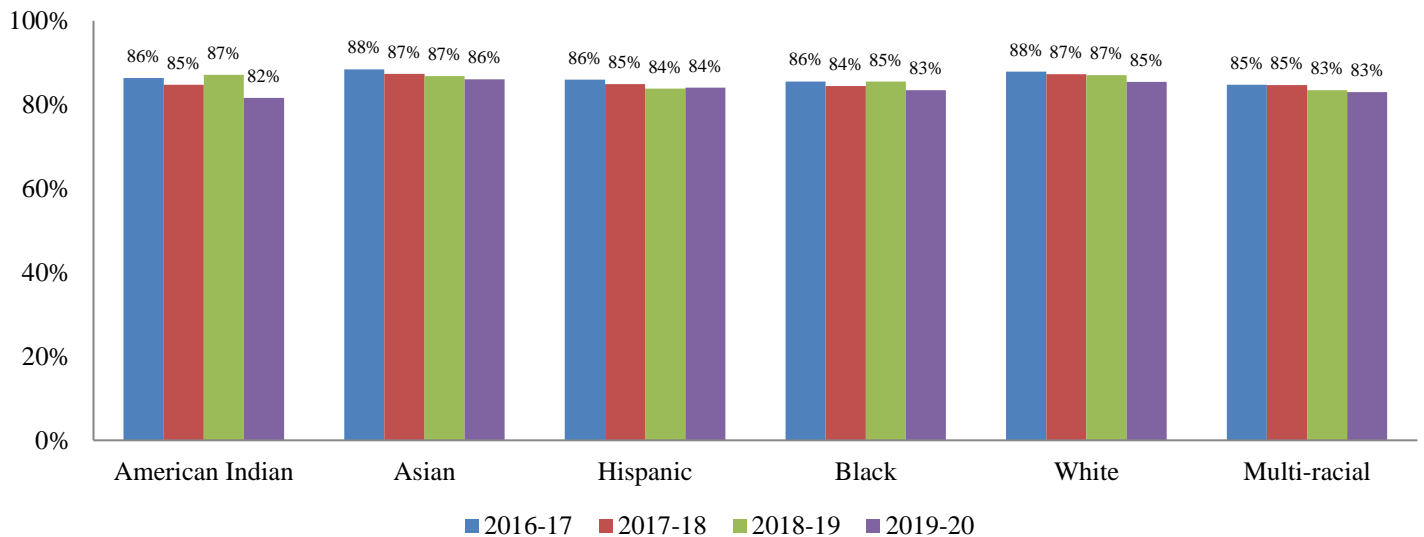


Figure 17. Percent of overall student engagement of each ethnicity.

## Agreement by item: Elementary trend

Figures 18 through 21 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 or stayed the same from 2018-19 to 2019-20. Of the 15 items within the teaching and learning dimension, two items increased by more than 1% compared to last year, including, *I feel that the tests given in school show what I have learned and know* and *My teachers enjoy teaching*. No items decreased by more than 1% from 2018-19 to 2019-20.

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

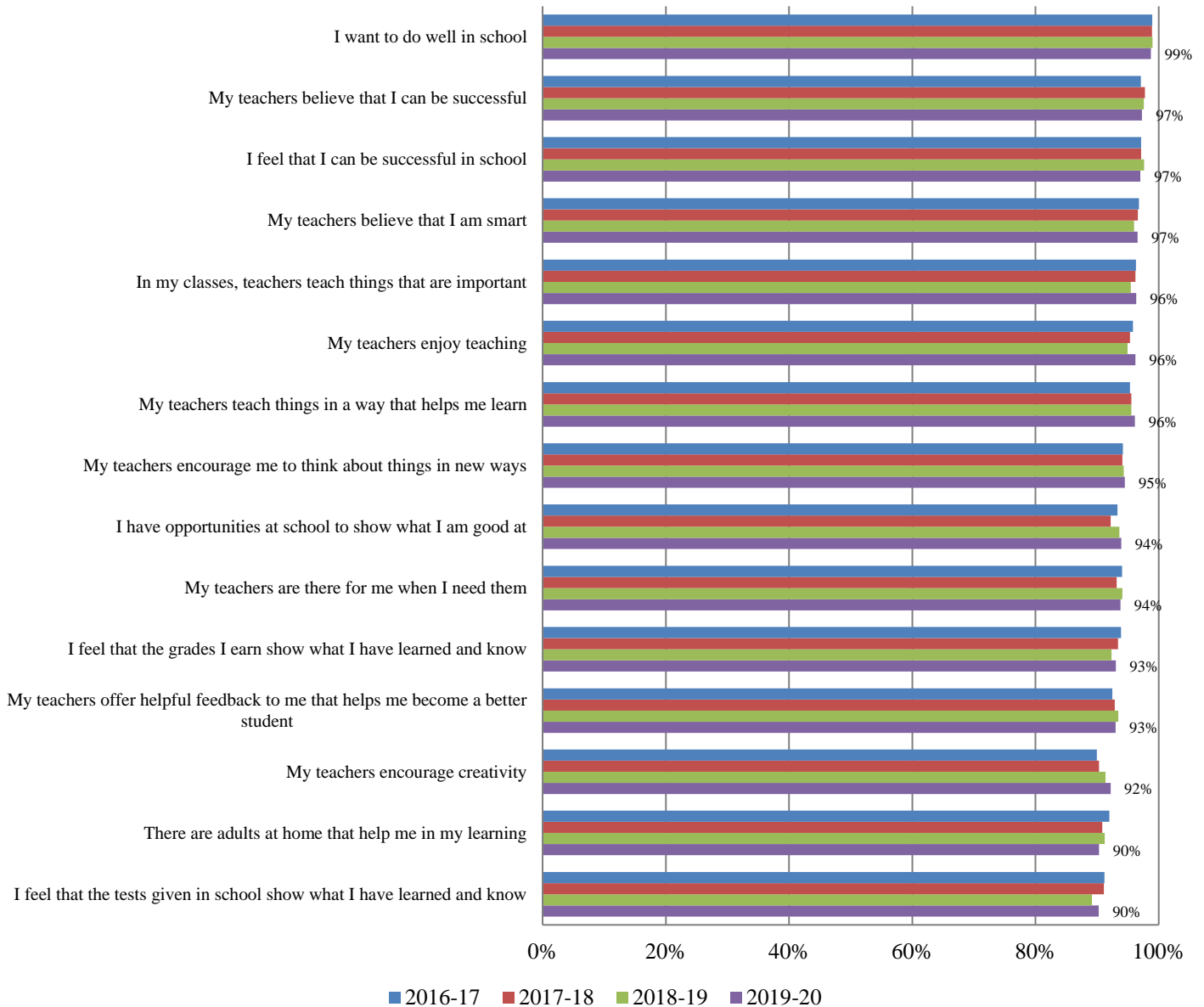


Figure 18. Percent of students who agreed or somewhat agreed with each of the survey items in the teaching and learning dimension at the elementary level.



Of the 21 culture and climate items, two items increased more than 1% from 2018-19 to 2019-20, including, *My teachers are comfortable dealing with problems in the classroom* and *Other students like me the way that I am*. Five items decreased by more than 1% from 2018-19 to 2019-20, with three items decreasing more than 2%, including *The school rules are fair*, *I participate in at least one activity at my school*, and *I enjoy my classes*.

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

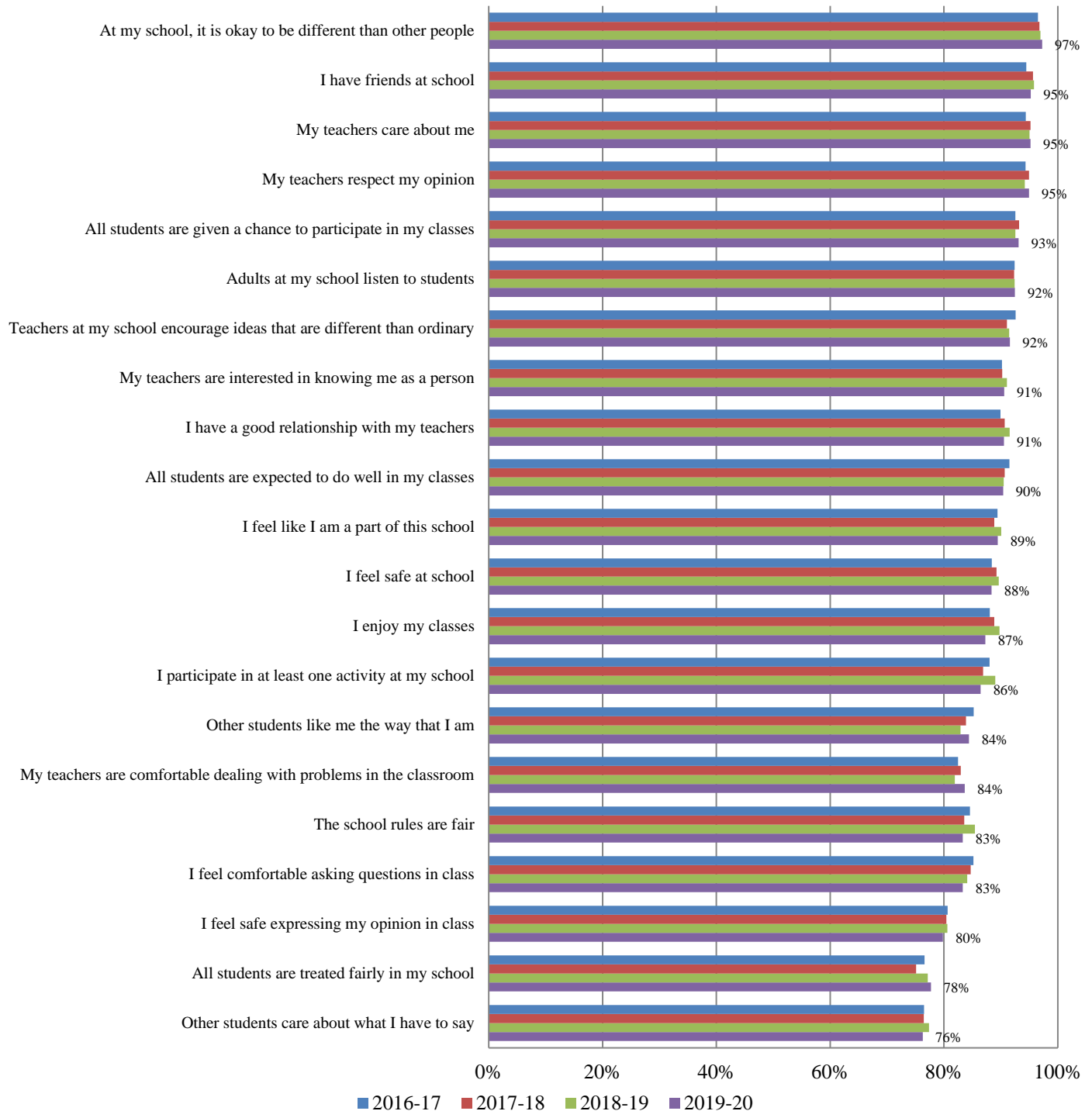


Figure 19. Percent of students who agreed or somewhat agreed with each of the survey items in the culture and climate dimension at the elementary level.

The items in the future goals dimension remain consistently high across the years at the elementary level. However, the item, *I am hopeful about my future* experienced a 1% decrease from 2018-19 to 2019-20.

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

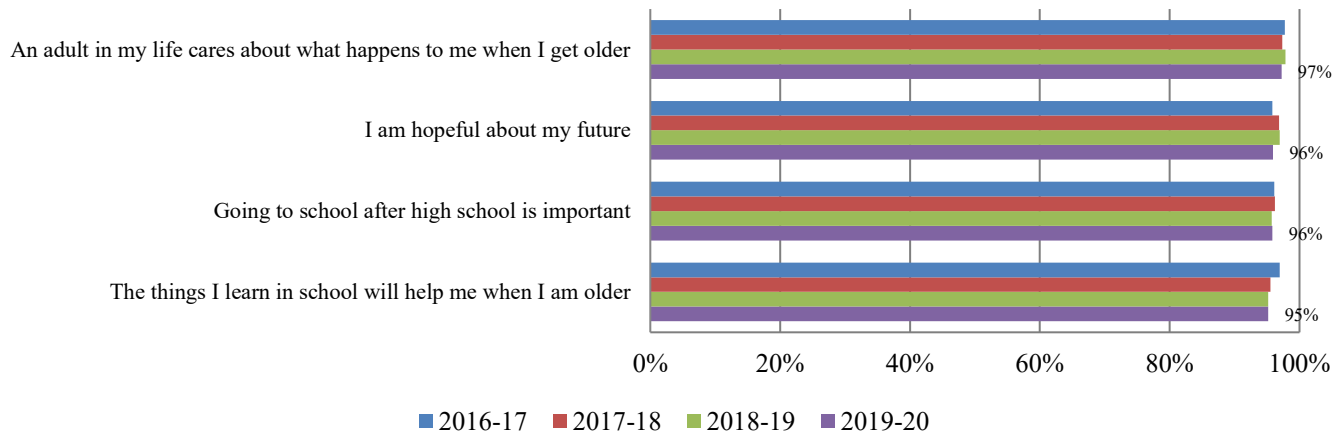


Figure 20. Percent of students who agreed or somewhat agreed with each of the survey items in the goals dimension at the elementary level.

The creativity and individuality dimension shows a high level of engagement at the elementary level. All items increased or remained consistent with last year, however no items in this dimension showed increases greater than 1%.

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

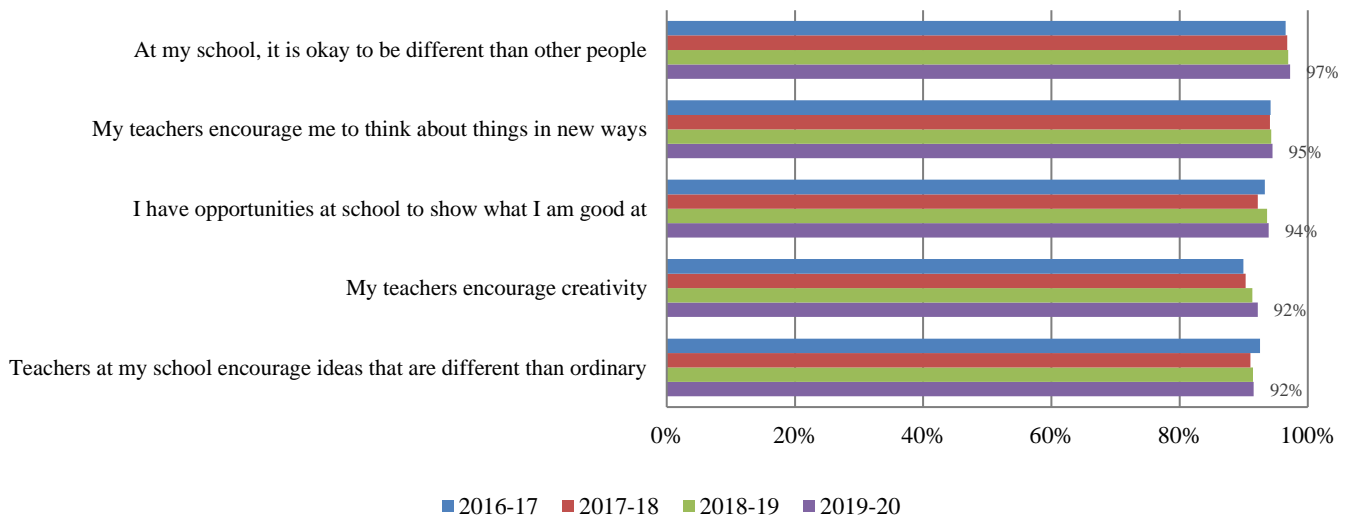


Figure 21. Percent of students who agreed or somewhat agreed with each of the survey items in the creativity and individuality dimension at the elementary level.

## Agreement by item: Secondary trend

Figures 22 through 25 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 to some extent from 2018-19 to 2019-20. One item, *In my classes, teachers teach things that are important*, decreased more than 5%, the greatest decrease in this dimension.

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

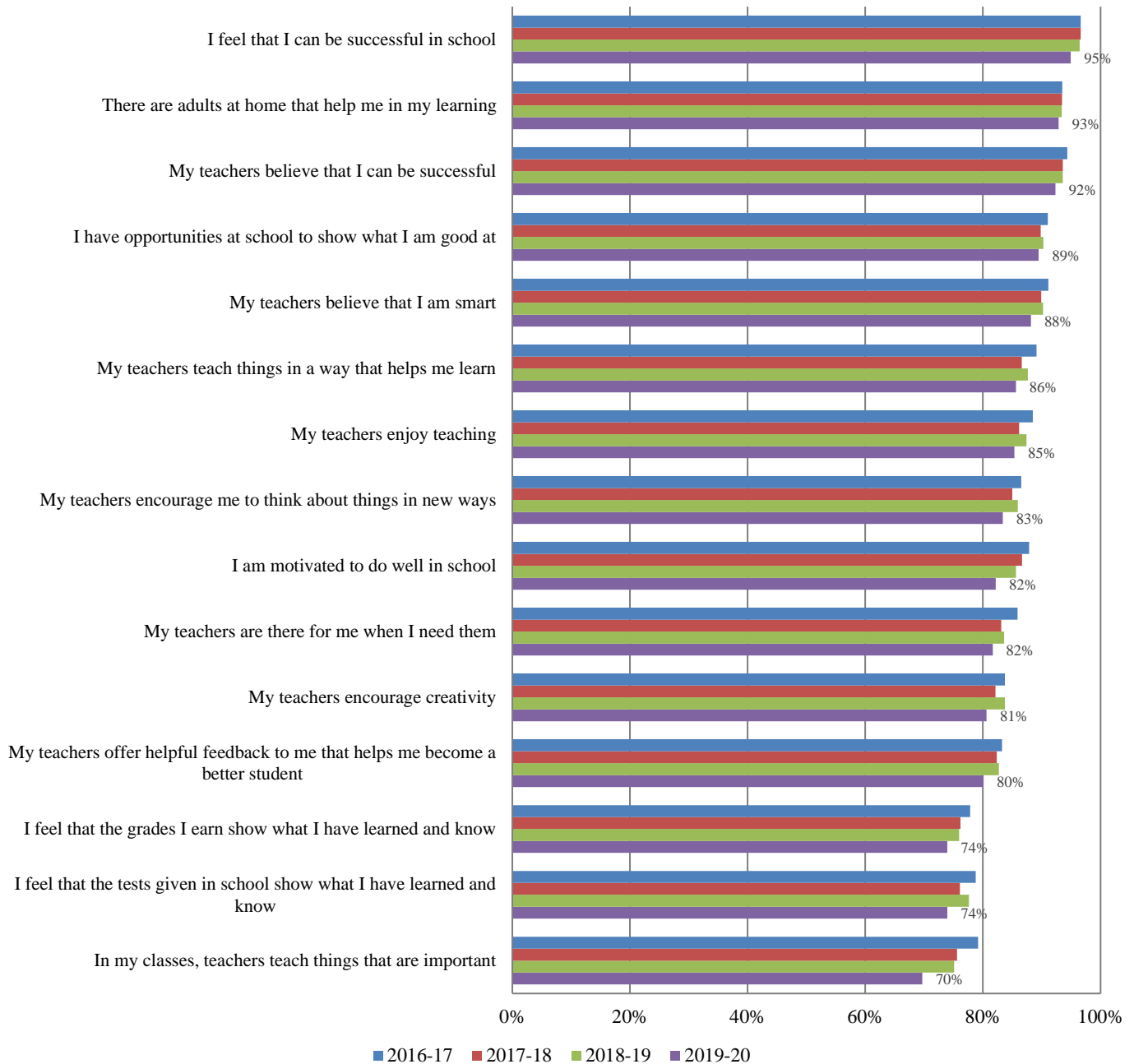


Figure 22. Percent of students who agreed or somewhat agreed with each of the survey items in the teaching and learning dimension at the secondary level.

Within the culture and climate dimension, all items decreased to some degree from 2018-19 to 2019-20. The greatest decline occurred with the item, *I feel safe expressing my opinion in class*, which declined 4%.

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

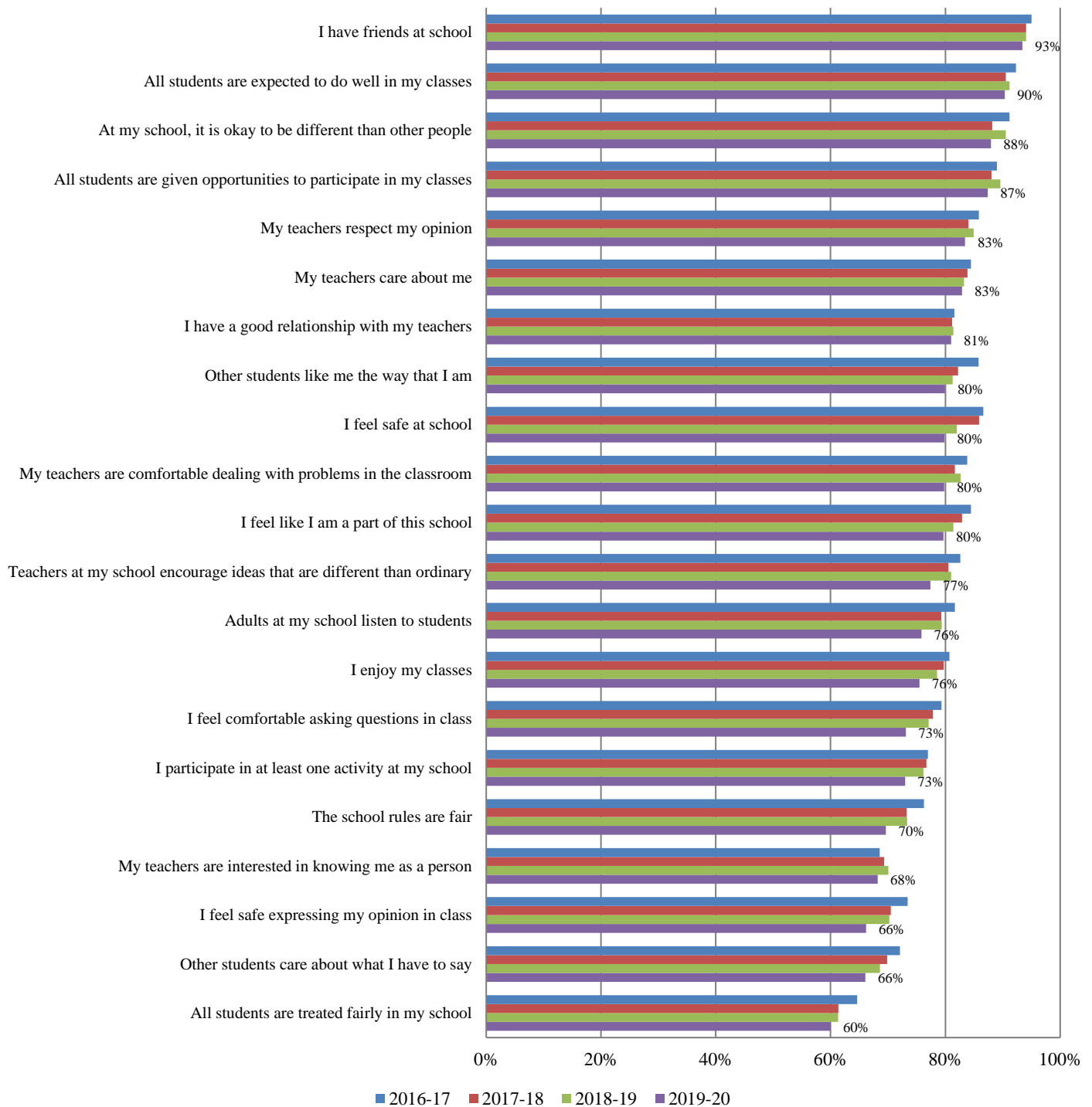


Figure 23. Percent of students who agreed or somewhat agreed with each of the survey items in the culture and climate dimension at the secondary level.

All four items in the future goals dimension decreased from 2018-19 to 2019-20. *An adult in my life cares about my future* showed the smallest decrease, while *The things I learn in school will help my future* decreased the most (more than 6%).

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

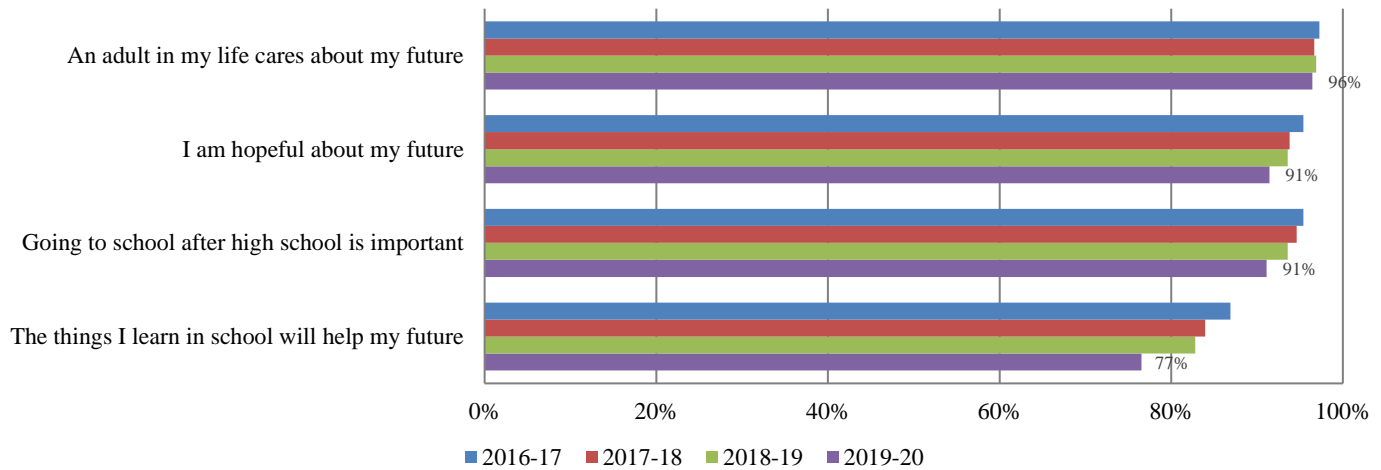


Figure 24. Percent of students who agreed or somewhat agreed with each of the survey items in the goals dimension at the secondary level.

All items in the creativity and individuality dimension decreased to some degree this past year after increases across the board the year prior. The greatest decrease occurred with the item, *Teachers at my school encourage ideas that are different than ordinary*, which saw a decrease of almost 4%.

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

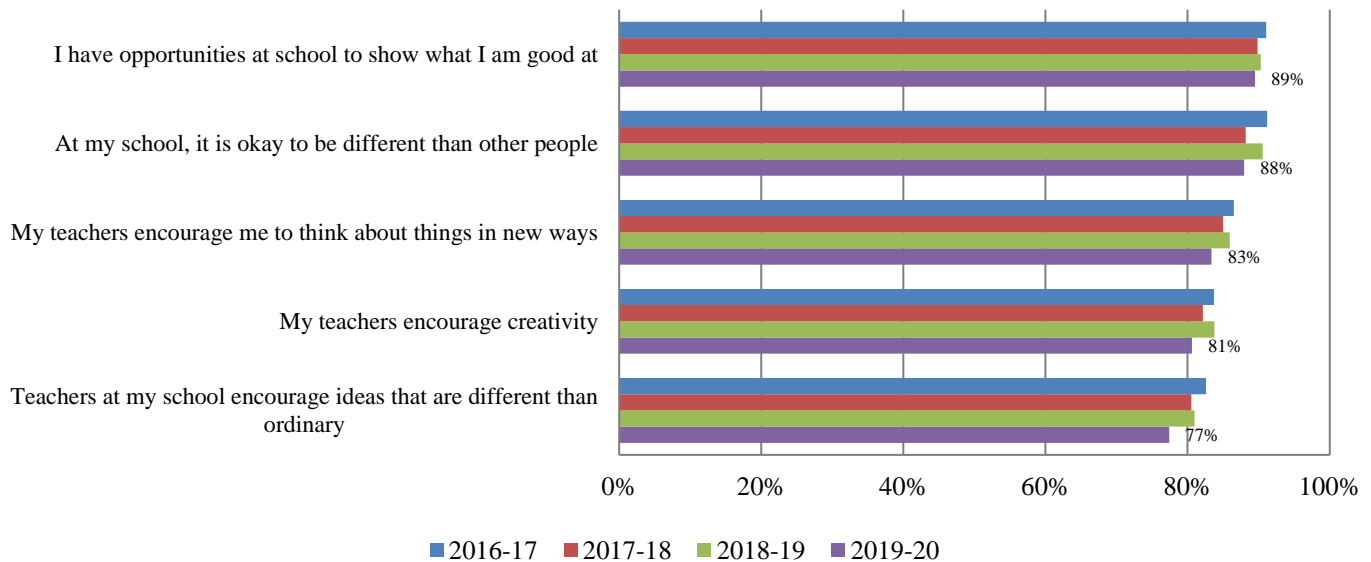


Figure 25. Percent of students who agreed or somewhat agreed with each of the survey items in the creativity and individuality dimension at the secondary level.

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