
Student Engagement Survey Report 2020-21

Anoka-Hennepin
School District

Prepared by the Department of
Research, Evaluation, and Testing



ANOKA-HENNEPIN
SCHOOLS
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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 3rd, 5th, 7th, 9th, and 11th grade students to provide feedback on their experiences in school. Students' perceptions of their educational experiences are useful for systems improvement. These summaries will also 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 eighth year in which the Student Engagement Survey was administered. For the first time this year, the survey was taken online. Due to the differences in learning models because of the pandemic, all students in the selected grades were given the chance to take the survey instead of random sampling students. Teachers were instructed to administer the survey during their class between December 7th, 2020 and January 22nd, 2021 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 each item.

Also new this year, the ethnicity categories were changed to the seven federal options plus an 'Other' option for students to choose from. The options now consist of American Indian, Asian, Hispanic, Black, Native Hawaiian, White, Two or more races (which was previously listed as multi-racial) and Other.

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 7,414 students who completed the survey, there was approximately 89% student engagement. This percentage is based on an average of responses to all 40 items. This is at an all-time high since the inception of the survey. The 2020-21 level of engagement is just over 4% higher than the level of engagement in 2019-20 (85%) and just about 1% higher than the next highest engagement rate 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 (93%), middle school students had the next highest (86%), and high school students had the lowest level (82%). In general, overall engagement increased since last year at all levels, with the greatest increase seen in high school (3%).
- The percent of male and female students engaged overall was about the same (89%), whereas students who chose the ‘Prefer not to answer’ option reported being slightly less engaged overall (87%). Students who reported their gender as “other” reported 62% overall engagement.
- 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 (95% and 94%, respectively) and students selecting Native Hawaiian students reported the lowest level (91%). At the secondary level, Asian and White students showed the highest level of engagement (85%) and Native Hawaiian students reported the lowest level of engagement though there were very few respondents in this student group (73%). Therefore, the gap between the highest and lowest level of engagement for student groups at the secondary level is greater than the gap at the elementary level, 12% and 4%, respectively.
 - Overall, the greatest difference in engagement was between American Indian students and students who chose ‘Two or more races’, at 5%.
 - 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 lower student group counts.
- Consistent with previous years, the students’ future goals dimensions showed the highest level of overall engagement (92%) while the school’s culture and climate dimension had the lowest level (87%). Despite the culture and climate dimension having the lowest overall engagement, this is still up 6% from last year.
- 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 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*, *I participate in at least one activity at my school*, and *I feel comfortable asking questions in class*.
 - Three items from two different dimensions, the teaching and learning and future goals dimensions, were again in the top 5 across all items at both the elementary and secondary levels, which 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 7,414 students in grades 3, 5, 7, 9 and 11 completed the survey. All teachers were asked to administer the survey, while in previous years only a sample of classes in grades 3, 5, 9 and 11 and all classes in grade 7 were asked to respond. These students represented all schools who administered the survey in the district. The gender distribution was almost equal between males and females, with 45% of respondents indicating they identified as female and 44% of respondents indicating they identified as male. About 9% of students chose ‘Prefer not to answer’ while 1% chose ‘Other’ and 1% of students chose not to respond to this item at all.

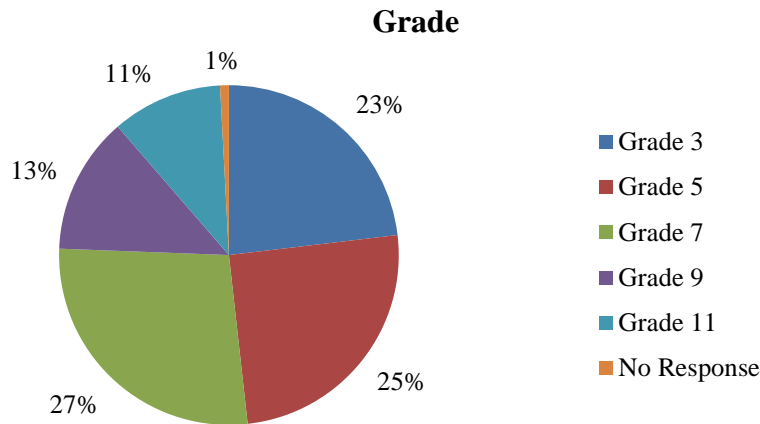


Figure 1. Percent of respondents by grade level.

Participants who completed the survey indicated their racial/ethnic background as follows: 3% American Indian, 8% Asian, 3% Hispanic, 11% Black, 0.3% Native Hawaiian, 61% White, 7% ‘Two or more races’, and 7% selected ‘Other’. Additionally, 1% of students did not respond to this item.

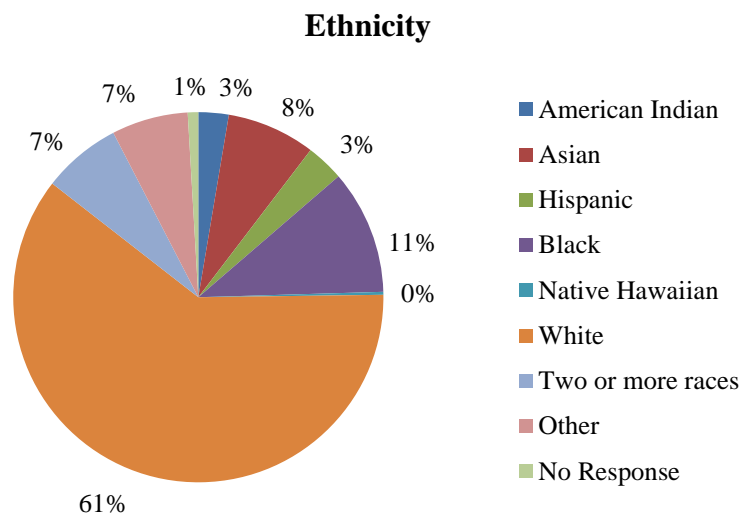


Figure 2. Percent of respondents by federal ethnicity.

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.

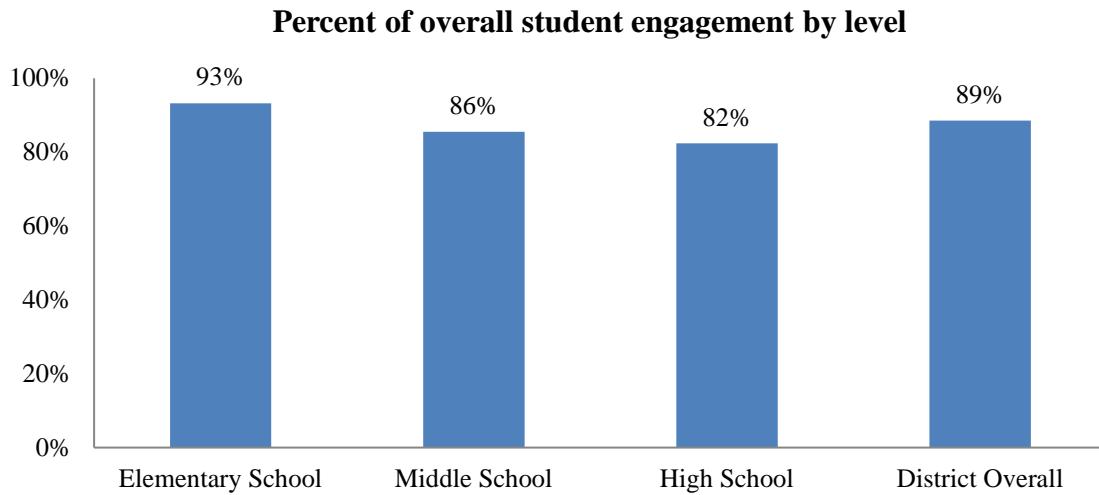


Figure 3. Percent of overall student engagement at the elementary, middle, and high school levels with comparison to district overall.

Overall student engagement decreased steadily as grade level increased. Grades 3 and 5 students were reported as having the highest level of engagement at 93%. Grade 11 students were the least engaged, with an overall 81% agreement with the items. There was an unequal representation across levels showing greater participation at the elementary and middle school levels, which impacted the overall engagement rate. The elementary level consisted of about 50% of the participation rate in the survey.

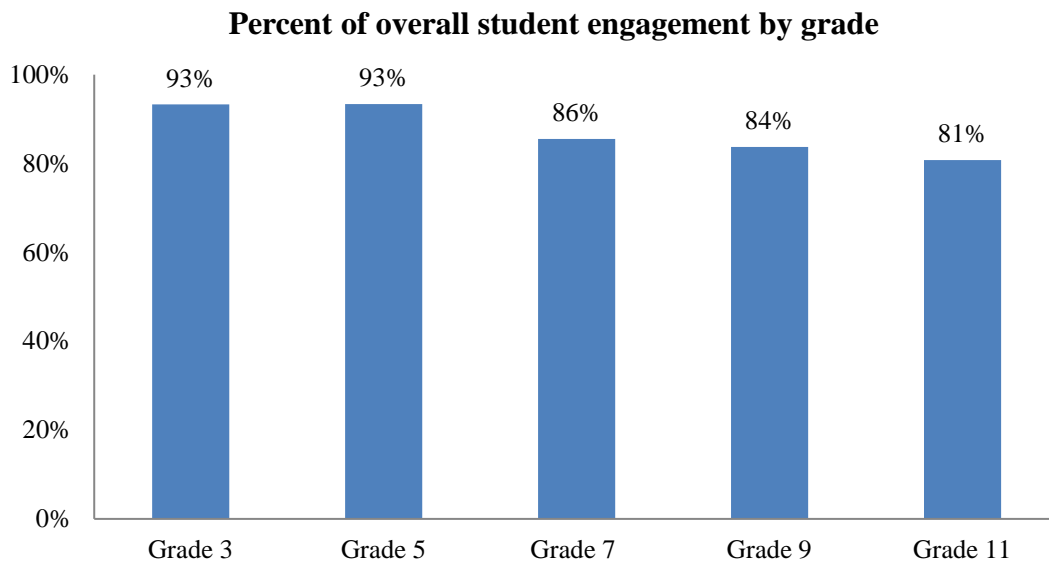


Figure 4. Percent of overall student engagement in grades 3, 5, 7, 9, and 11.

The percent of male students engaged overall was slightly greater than the percent of female students engaged overall; however, there were differences between levels. At the elementary level, the average engagement level of female students was more than 1% greater than male students, whereas at the secondary level (middle and high school grades), male students reported about 3% higher engagement than female students.

Percent of overall student engagement by gender

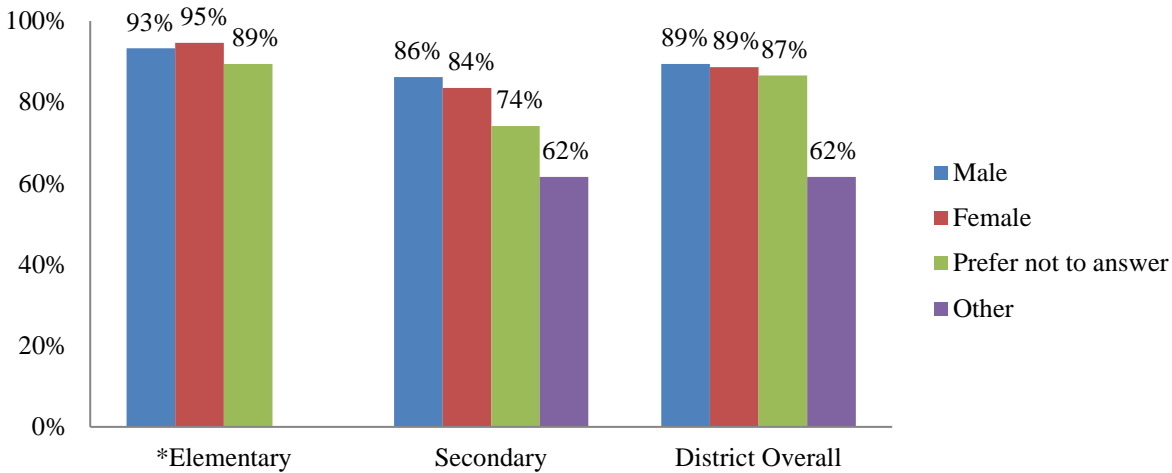


Figure 5. Percent of overall student engagement of each gender disaggregated by level with district comparison.
* 'Other' was not a response option on the elementary survey.

Districtwide, students' overall engagement was approximately 89%. When disaggregated by ethnicity, the overall engagement across all ethnicities was higher than the district average at the elementary level and lower at the secondary level. The 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 91% to 95% at the elementary level, 73% to 85% at the secondary level, and 85% to 90% overall, indicating our greatest gaps exist at the secondary level.

Percent of overall student engagement by ethnicity

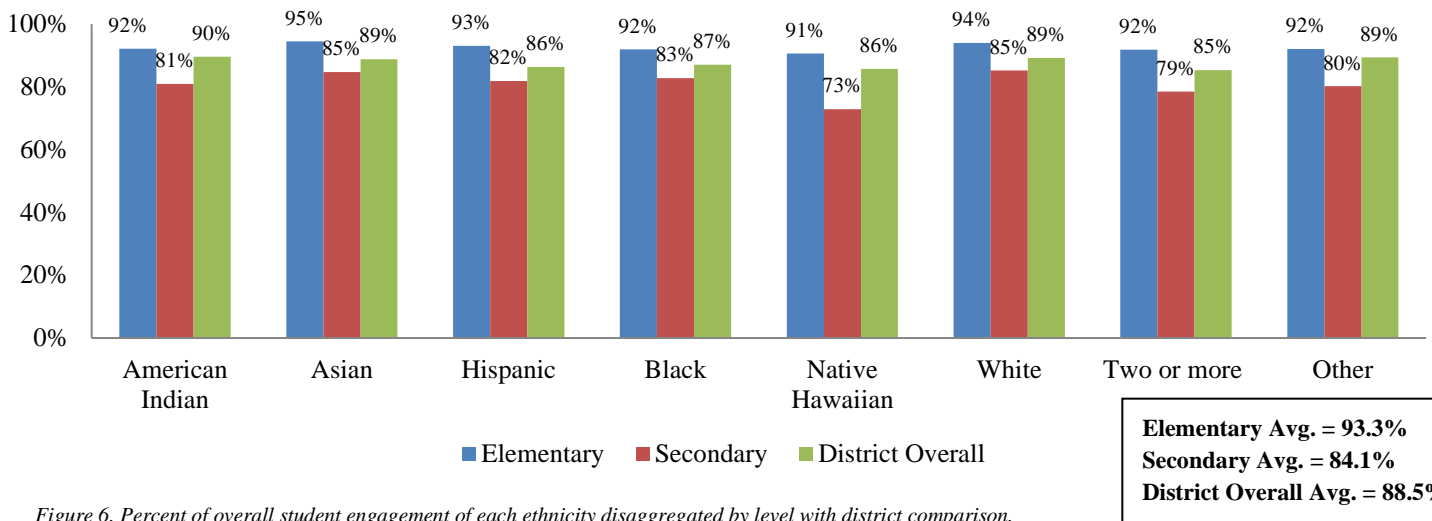


Figure 6. Percent of overall student engagement of each ethnicity disaggregated by level with district comparison.

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 percentage 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 Monroe and Sunrise Elementary students reporting the highest levels of overall engagement. Adams, Dayton, and Hamilton Elementary students reported the lowest levels of overall engagement, which were just slightly lower than the district overall average.

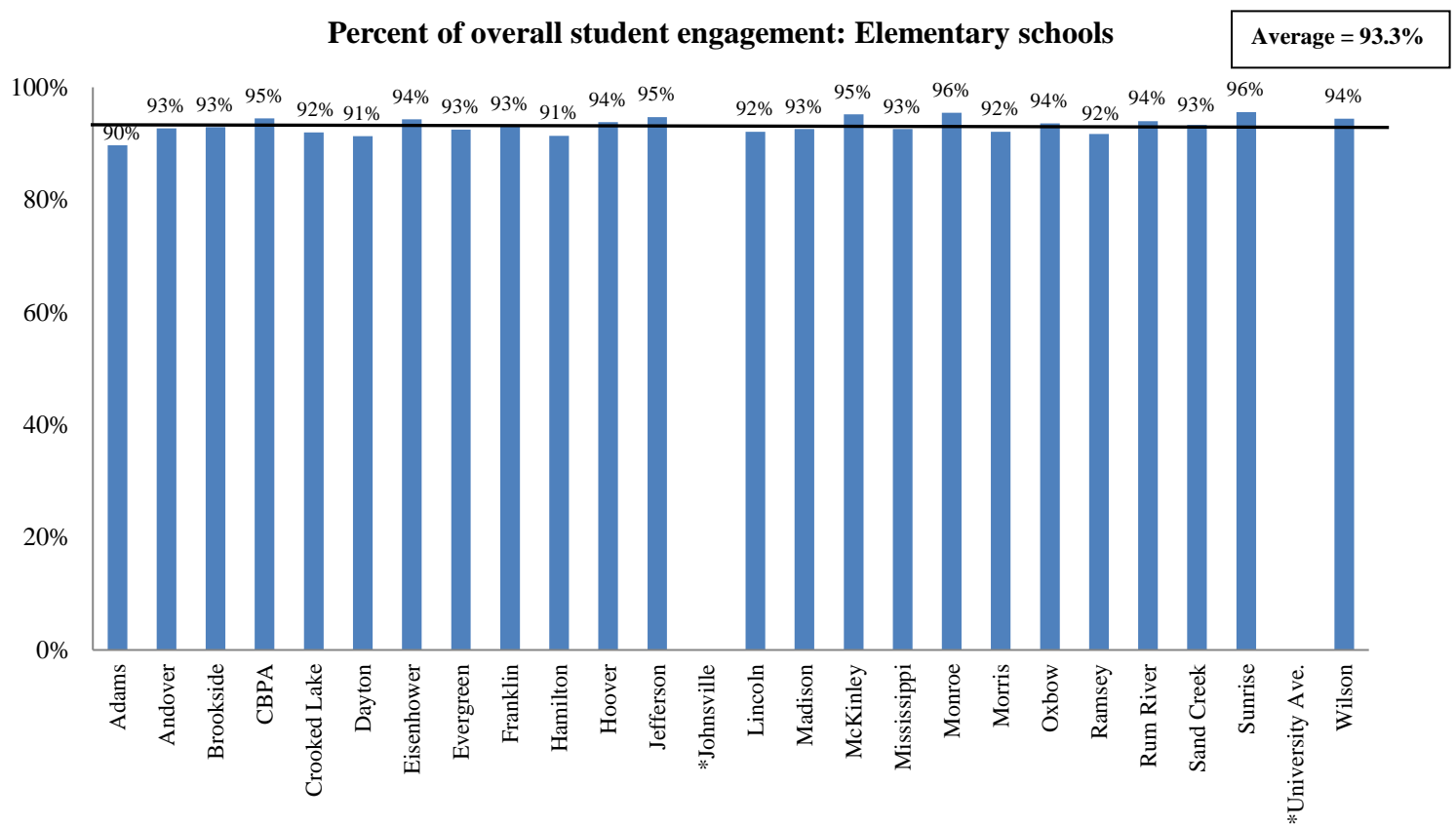


Figure 7. Percent of overall student engagement at each elementary school compared to the district average.

* Johnsville and University Avenue Elementary did not participate.

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 86.0%.

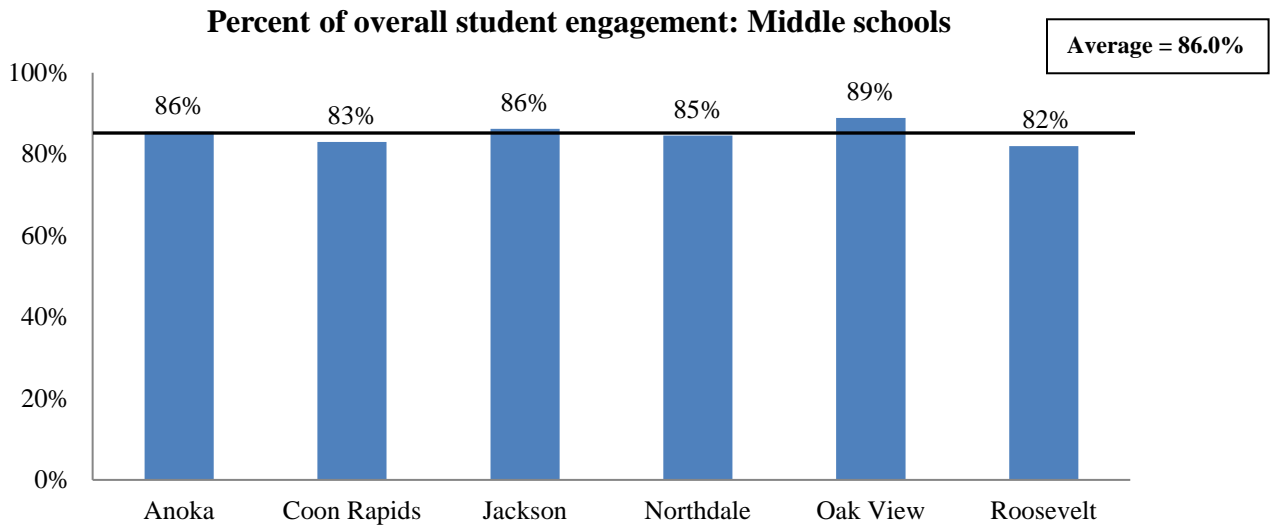


Figure 8. Percent of overall student engagement at each middle school compared to the district average.

For high school, overall engagement was fairly consistent among most of the traditional high schools. The horizontal black line represents the district high school average 82.4%. Andover High School students reported the highest levels of overall student engagement.

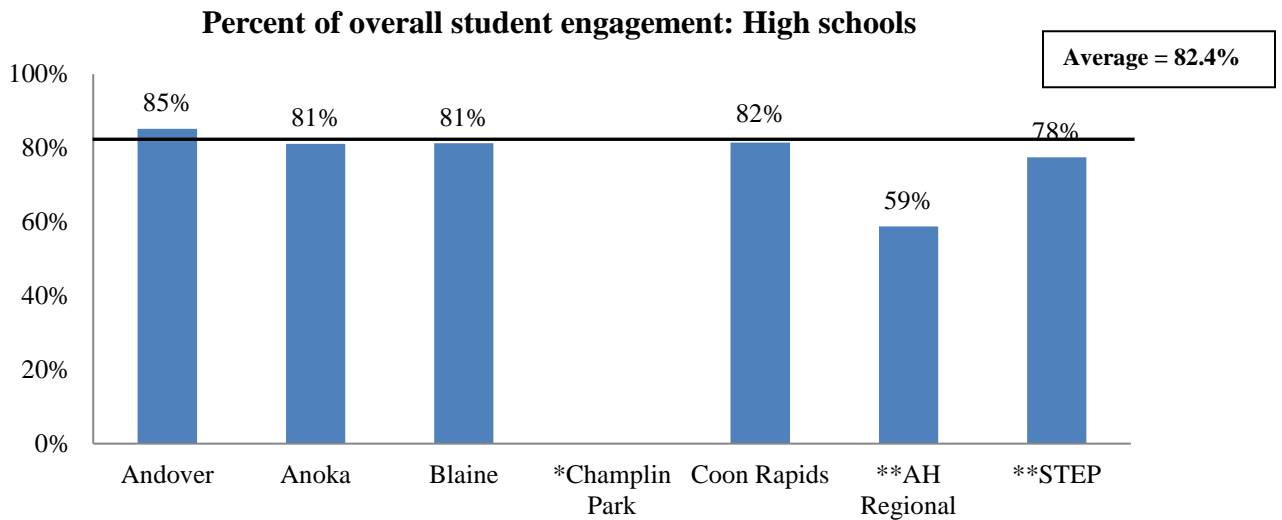


Figure 9. Percent of overall student engagement at each high school compared to the district average.

* Champlin Park High School did not participate.

**Caution should be taken when interpreting alternate site data due to low response rates.

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.

The teaching and learning dimension was made up of 15 items such as *My teachers enjoy teaching* and *My teachers teach things in a way that helps me learn*. The culture and climate dimension 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 in the future goals dimension and the lowest was the culture and climate dimension. The overall average engagement was 88.5%.

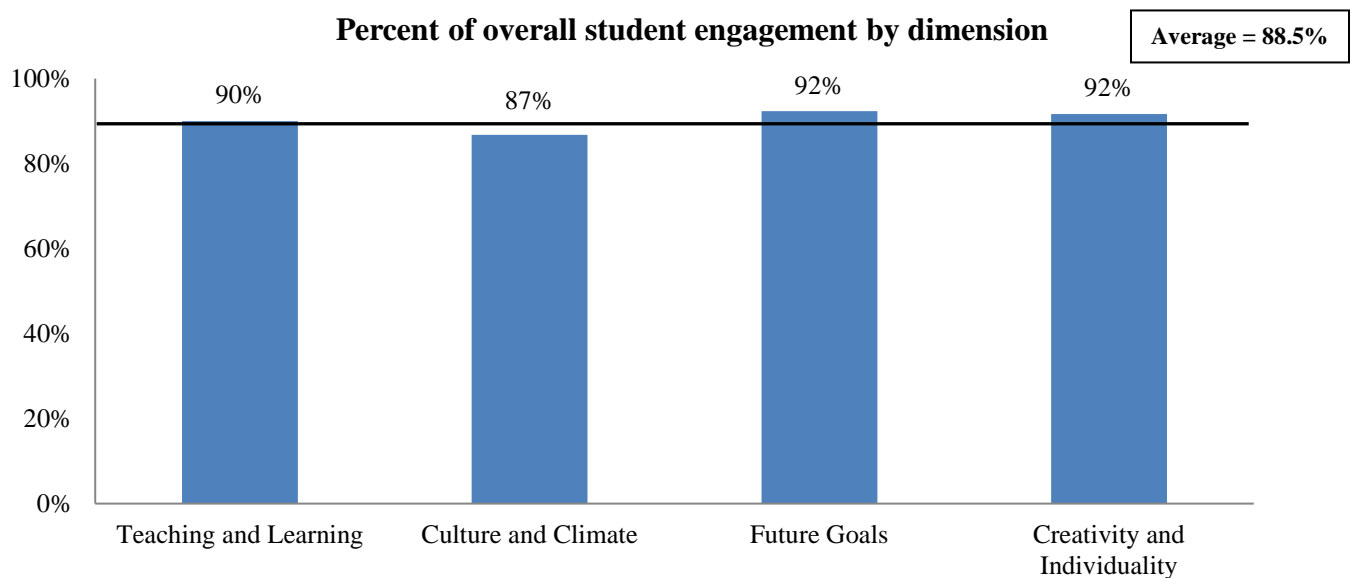


Figure 10. Percent of overall student engagement within each of the dimensions that make up engagement.

The dimensions at the elementary level were very similar, varying by only 4% across dimensions; whereas at the secondary level it varied 7% across dimensions. The difference between elementary and secondary student engagement was greatest for the teaching and learning dimension and the culture and climate dimension, with secondary reporting a lower level of engagement by 10% for each. Engagement levels on the future goals and creativity and individuality items were the most similar across levels, with secondary 7% less engaged in each dimension.

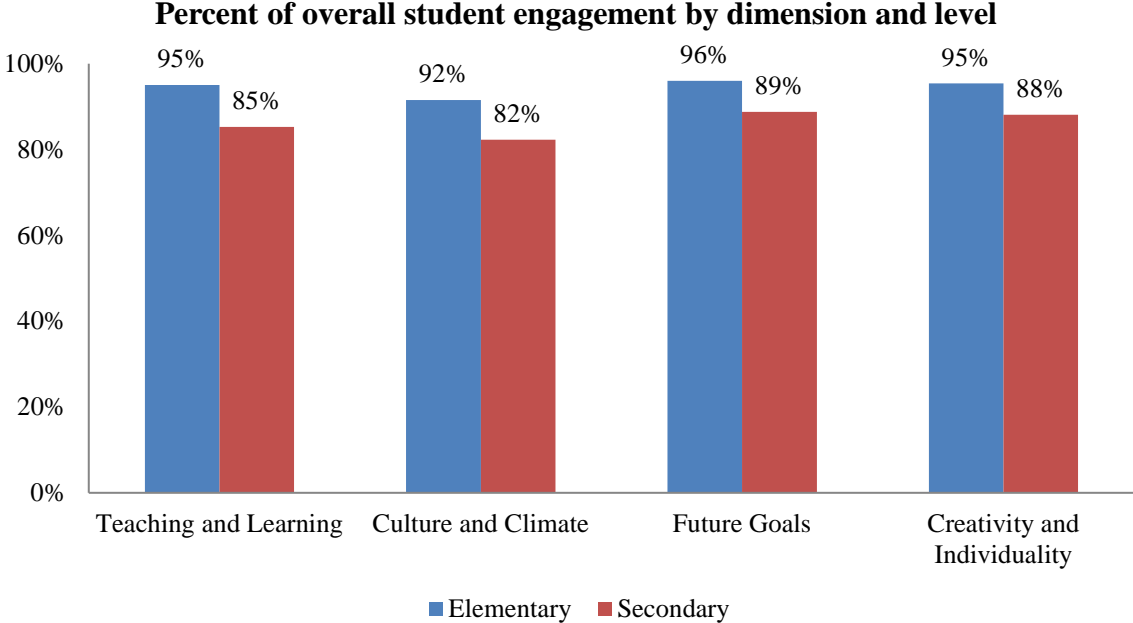


Figure 11. Percent of overall student engagement within each of the dimensions disaggregated by level.

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.

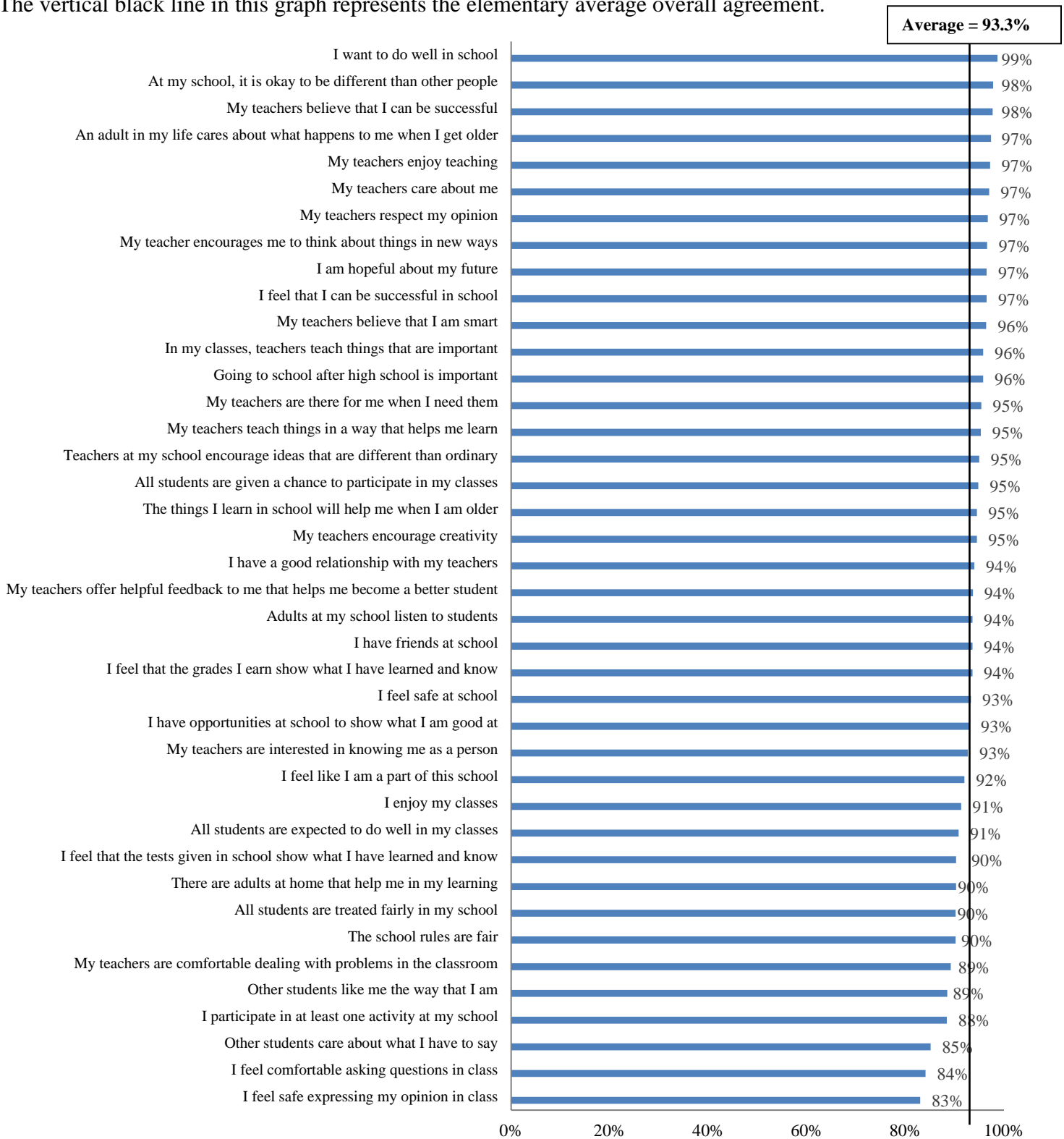


Figure 12. Percent of students who agreed or somewhat agreed with each of the survey items at the elementary level.

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.

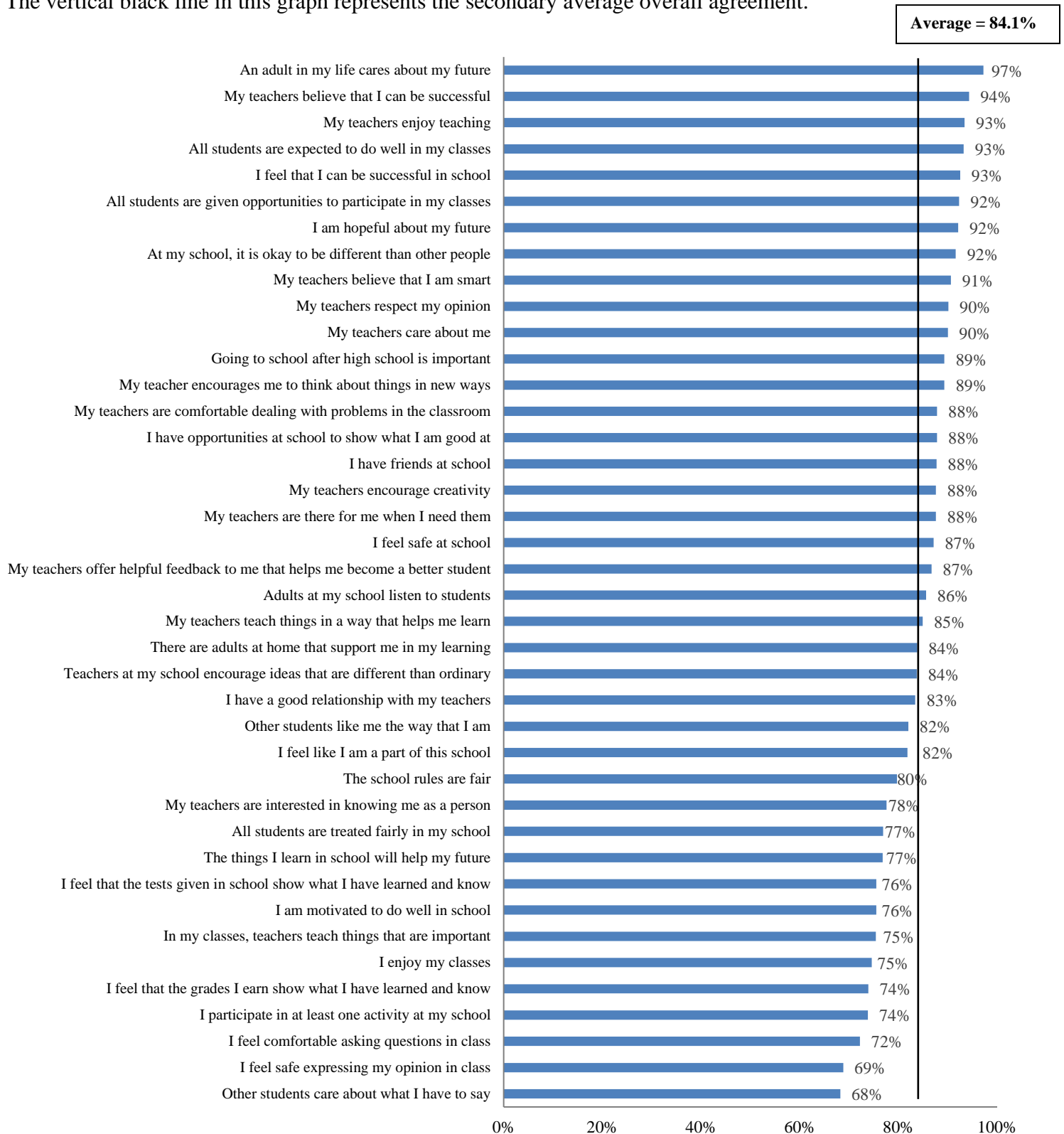


Figure 13. Percent of students who agreed or somewhat agreed with each of the survey items at the secondary level.

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

Districtwide, the overall level of student engagement had slowly declined from 2017-18 to 2019-20, but this year it increased by about 4%. Engagement at the elementary level stayed about the same from 2017-18 to 2019-20 but experienced a slight increase this year. The middle school level had decreased steadily from 2017-18 to 2019-20, but for 2020-21 there was a slight increase. The high school level has fluctuated over time, but increased 3% in the latest year.

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

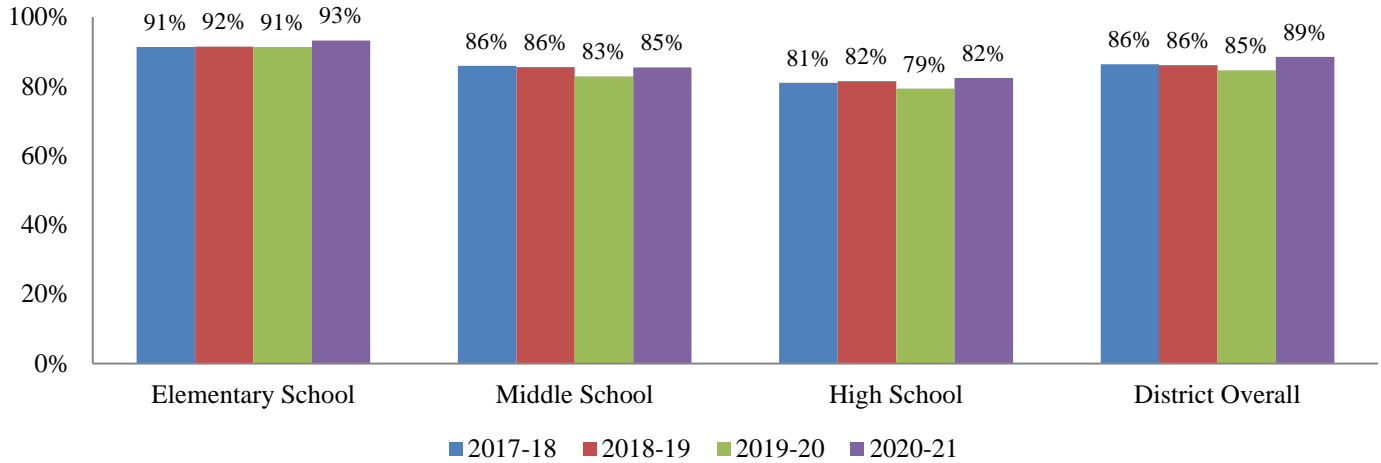


Figure 14. Percent of overall student engagement at the elementary, middle, and high school levels with comparison to district overall.

All surveyed grades have shown an increase from 2019-20 to 2020-21, but the previous three years of data have been trending downward over time. Grades 3 and 5 represent the smallest increase in engagement with an approximate 1% increase for grade 3 and roughly a 2% increase in grade 5. Grade 9 experienced the largest single year change from 2019-20 to 2020-21, increasing by about 4%.

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

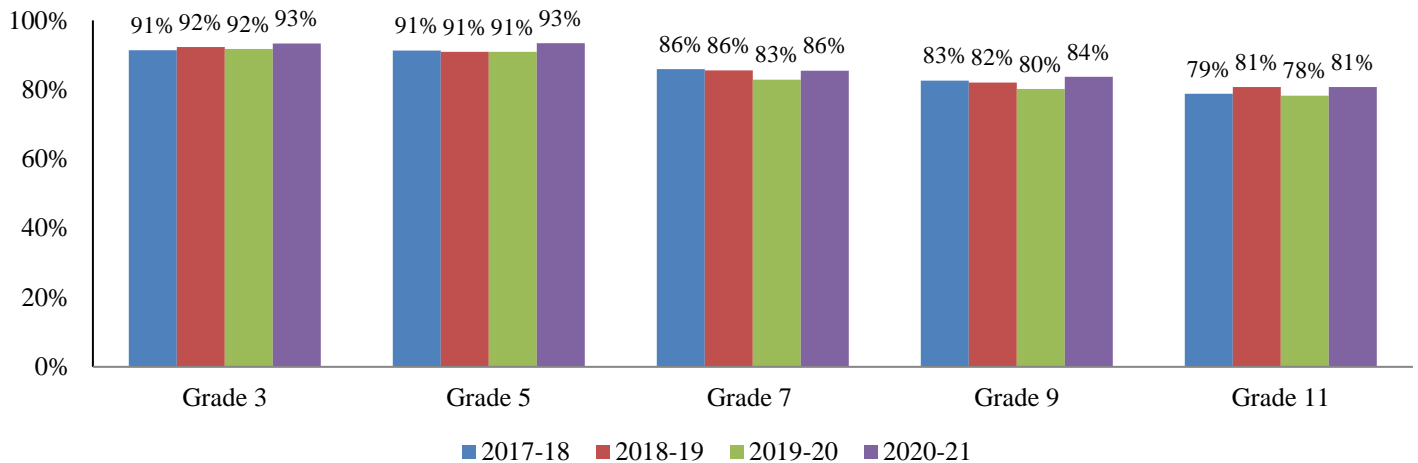


Figure 15. Percent of overall student engagement in grades 3, 5, 7, 9, and 11.

At the elementary level, engagement has stayed relatively consistent over the past three years for both male and female students but experienced an increase in 2020-21 for both groups. At the secondary level, engagement increased for both male and female students, though the jump for male students was greater with an increase by about 5%. This was the first year ‘Prefer not to answer’ and ‘Other’ was made available as an option on the secondary survey. The ‘Prefer not to answer’ was made available on both elementary and secondary surveys.

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

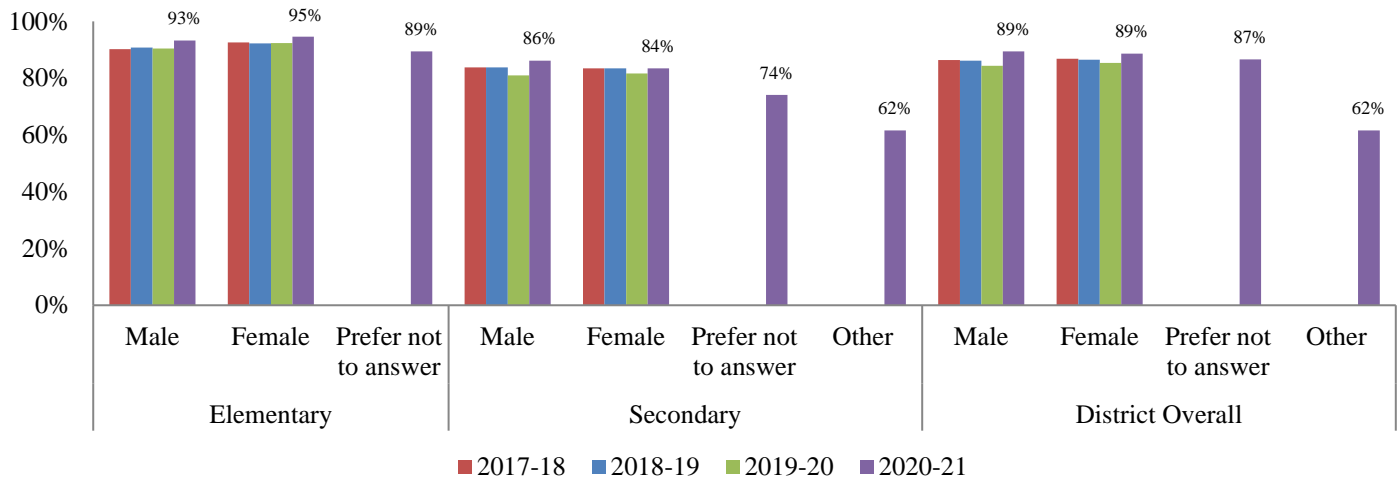


Figure 16. Percent of overall student engagement of each gender disaggregated by level with district comparison.

When disaggregated by ethnicity, this year showed an increase in engagement for all student groups. In general, over the last three years, prior to 2020-21, overall engagement had shown a slight decreasing trend for all student groups. American Indian students experienced the highest increase in 2020-21 at about 8% followed closely by the ‘Other’ group showing an increase of about 6%. Starting this year, all federal ethnicity categories were represented as options on the survey.

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

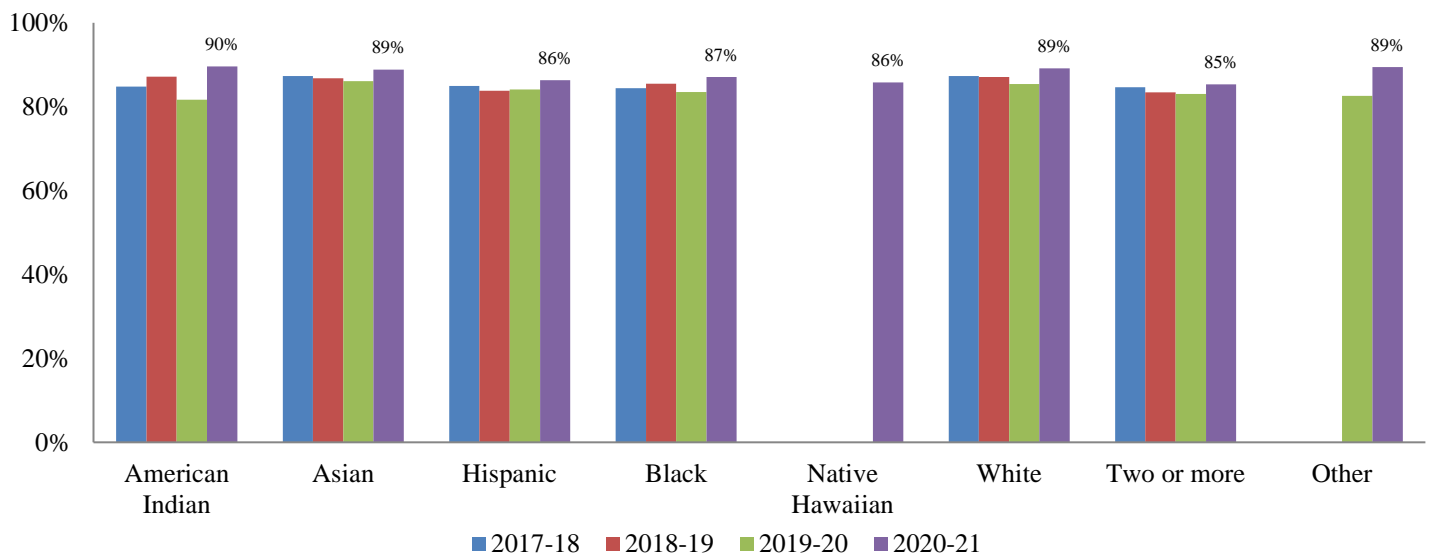


Figure 17. Percent of overall student engagement for each federal ethnicity.

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 (11 out of 15) increased or stayed the same from 2019-20 to 2020-21. Of the items within the teaching and learning dimension, two of them increased by more than 2% compared to last year: *My teachers encourage creativity* and *My teachers encourage me to think about things in new ways*. No items decreased by more than 1% from 2019-20 to 2020-21.

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

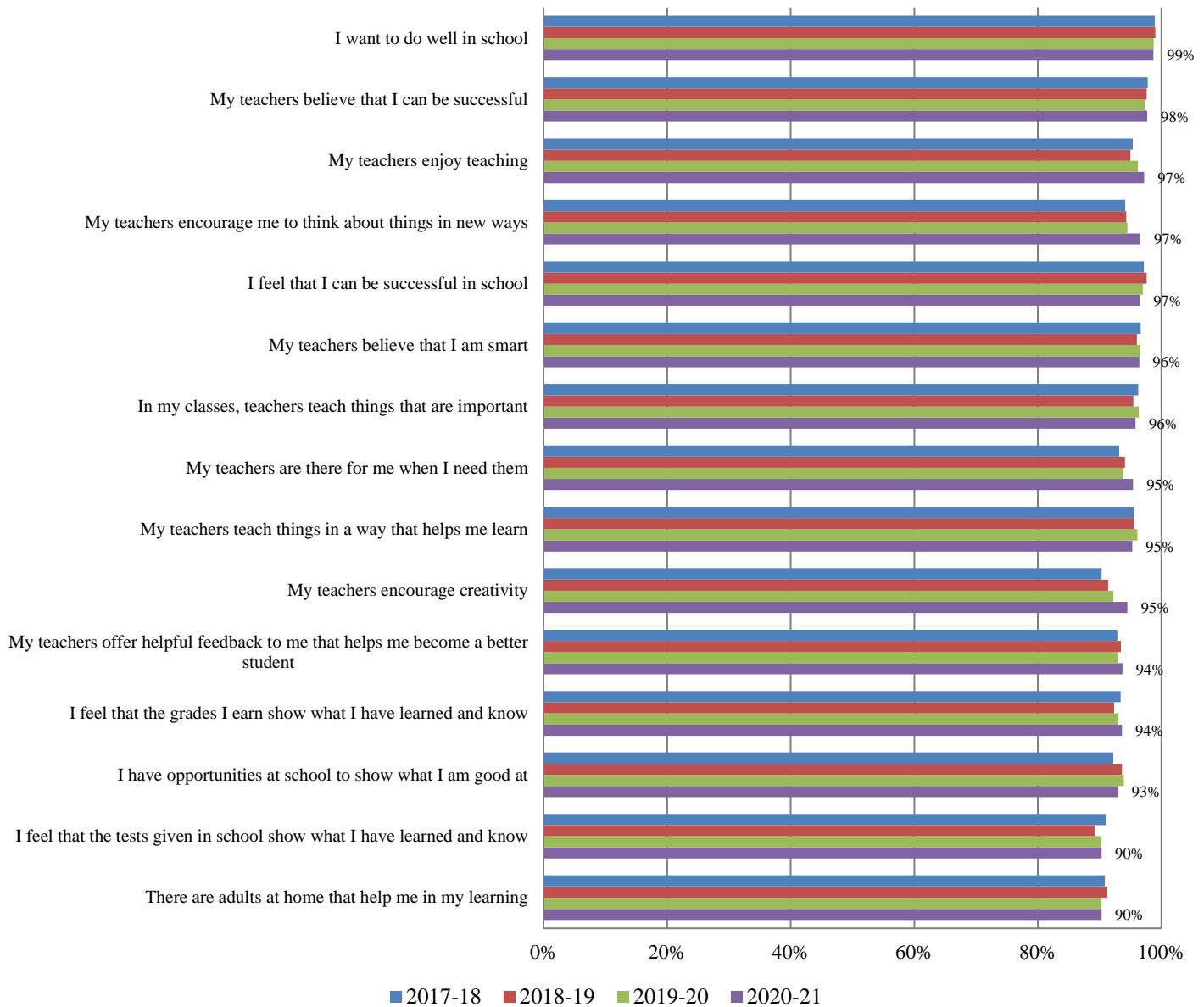


Figure 18. Percent of students who agreed or somewhat agreed with each of the survey items in the teaching and learning dimension at the elementary level.

Of the 21 culture and climate items, all items increased from 2019-20 to 2020-21 except one (*I have friends at school*). Ten items increased more than 3% from 2019-20 to 2020-21, including two items increasing more than 8%: *All students are treated fairly in my school* and *Other students care about what I have to say*.

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

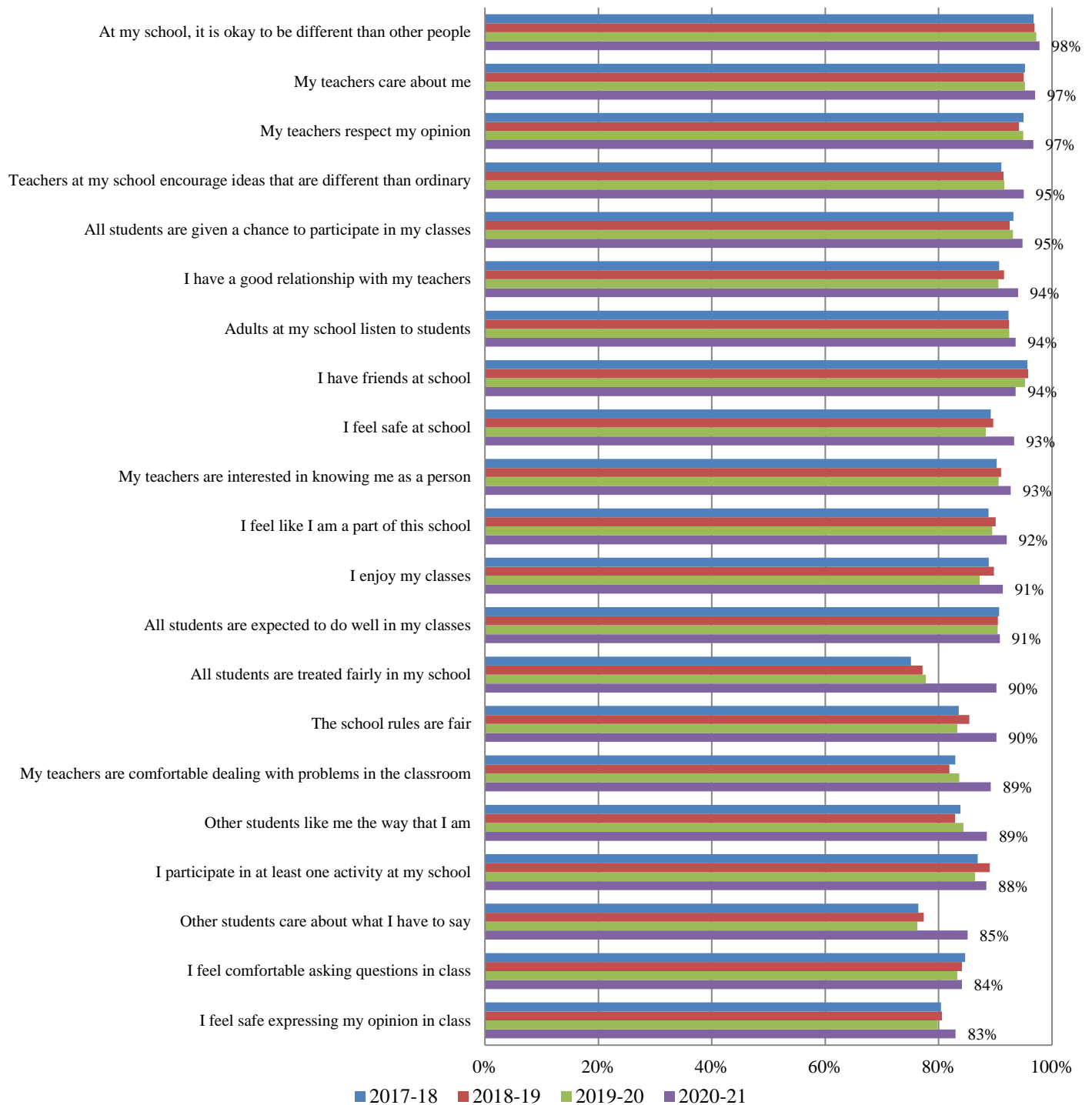


Figure 19. Percent of students who agreed or somewhat agreed with each of the survey items in the culture and climate dimension at the elementary level.

The items in the future goals dimension remain consistently high across the years at the elementary level. However, the item, *The things I learn in school will help me when I am older*, experienced a decrease of about 1% from 2019-20 to 2020-21 whereas the other items stayed the same or increased.

Items in future goals dimension: Four-year elementary comparison

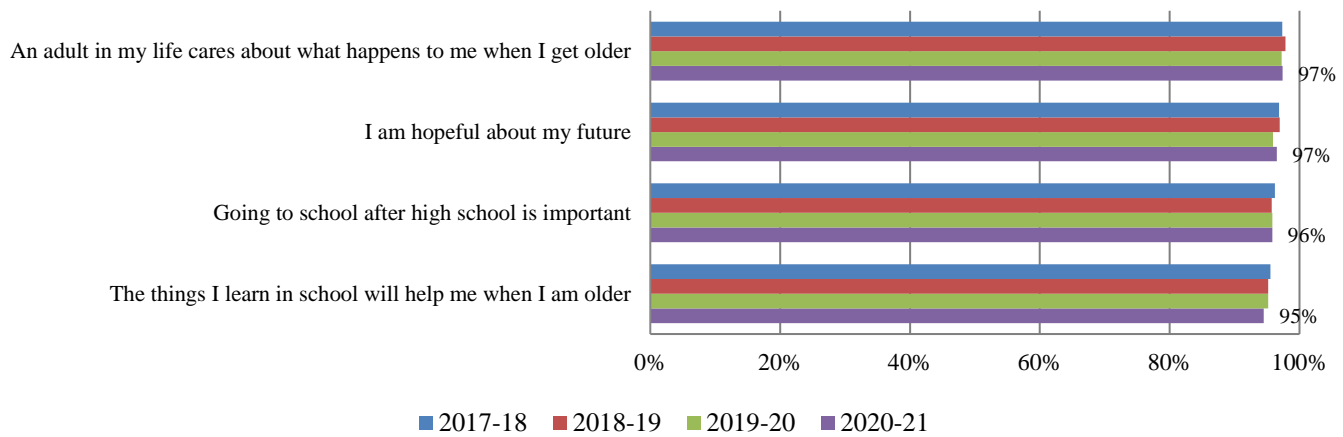


Figure 20. Percent of students who agreed or somewhat agreed with each of the survey items in the future goals dimension at the elementary level.

The creativity and individuality dimension shows a high level of engagement at the elementary level. All items increased from last year except the item, *I have opportunities at school to show what I am good at*, which decreased less than 1%. One item, *Teachers at my school encourage ideas that are different than ordinary*, showed an increase of over 3% from 2019-20 to 2020-21.

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

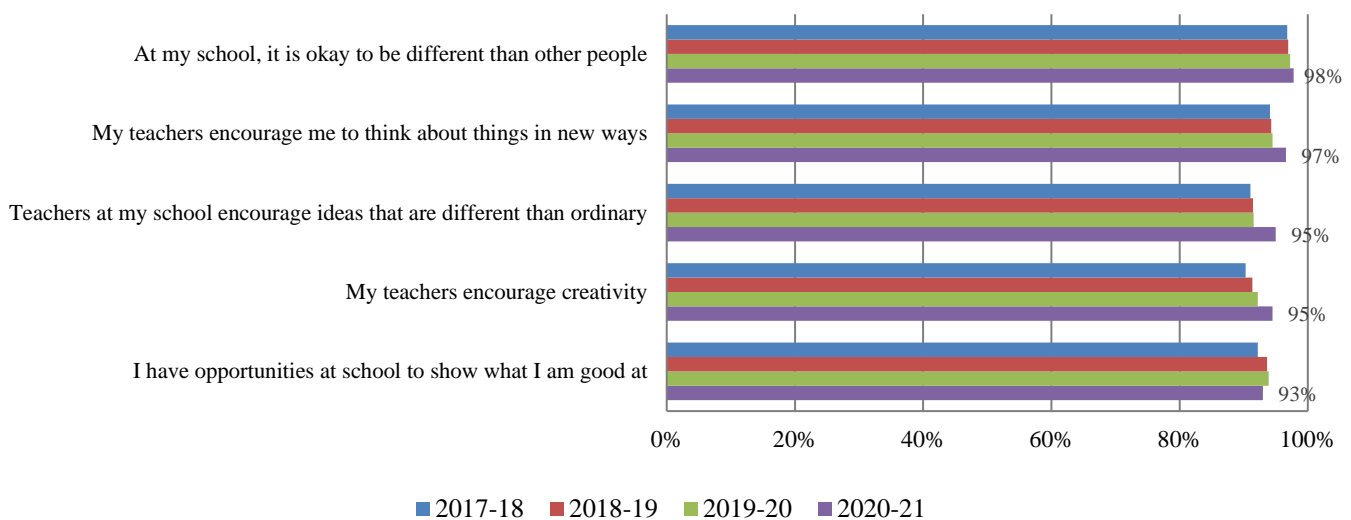


Figure 21. Percent of students who agreed or somewhat agreed with each of the survey items in the creativity and individuality dimension at the elementary level.

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. From 2019-20 to 2020-21, two-thirds of the items increased. Of the 15 items in this dimension, six items increased by more than 5%, with one specific item increasing by 8%, *My teachers enjoy teaching*, the greatest increase in this dimension. Two items in this dimension decreased by more than 6%: *I am motivated to do well in school* and *There are adults at home that help me in my learning*.

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

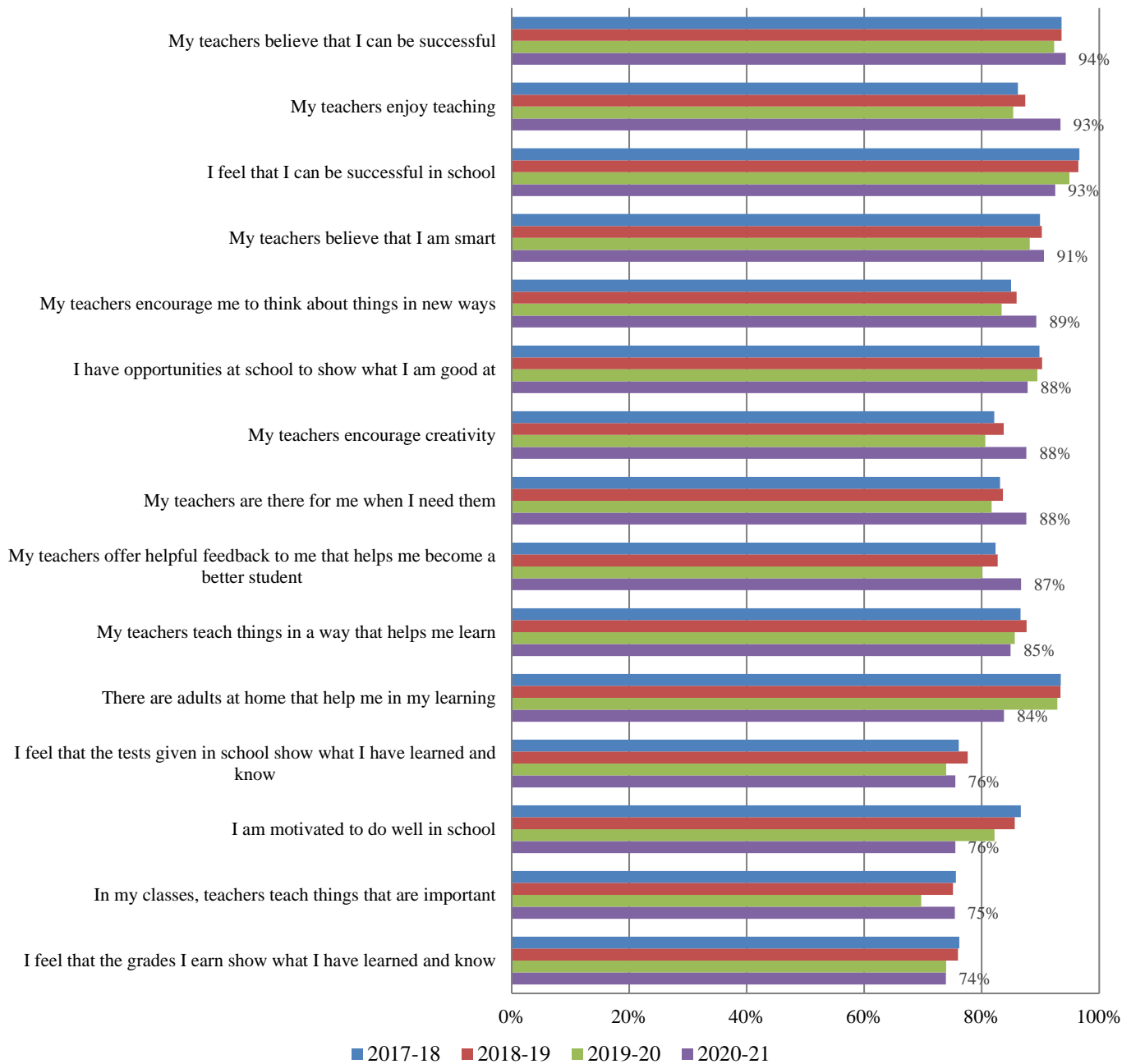


Figure 22. Percent of students who agreed or somewhat agreed with each of the survey items in the teaching and learning dimension at the secondary level.

Within the culture and climate dimension, the majority of the items increased to some degree from 2019-20 to 2020-21 and only three items decreased. The greatest jump occurred with the item *All students are treated fairly in my school*, which increased by 17%. The greatest decline occurred for the item, *I have friends at school*, which decreased by 6% since last year.

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

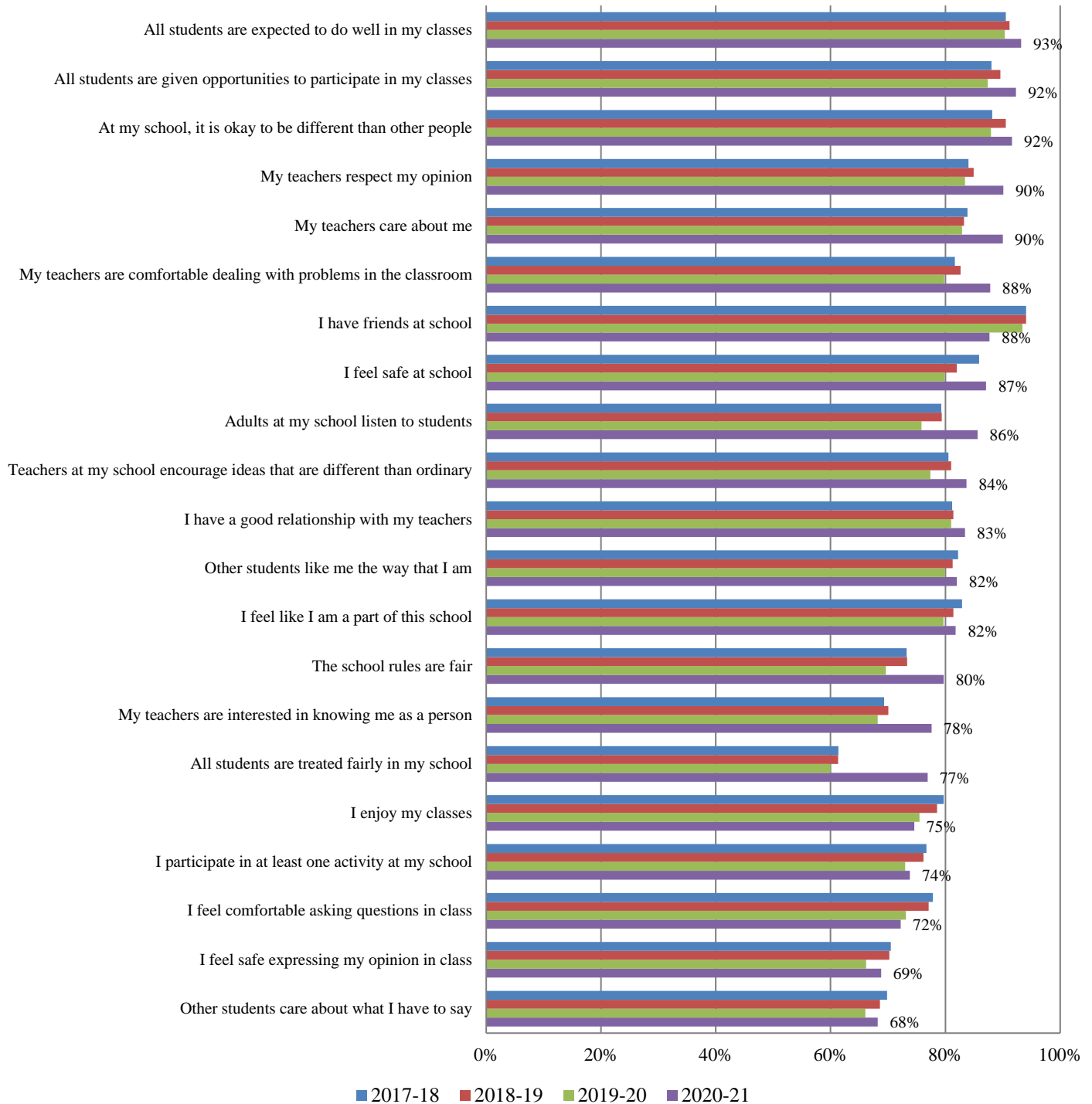


Figure 23. Percent of students who agreed or somewhat agreed with each of the survey items in the culture and climate dimension at the secondary level.

Three of the four items in the future goals dimension remained about the same from 2019-20 to 2020-21. *Going to school after high school is important* showed the biggest change from last year with a decrease of about 2%.

Items in future goals dimension: Four-year secondary comparison

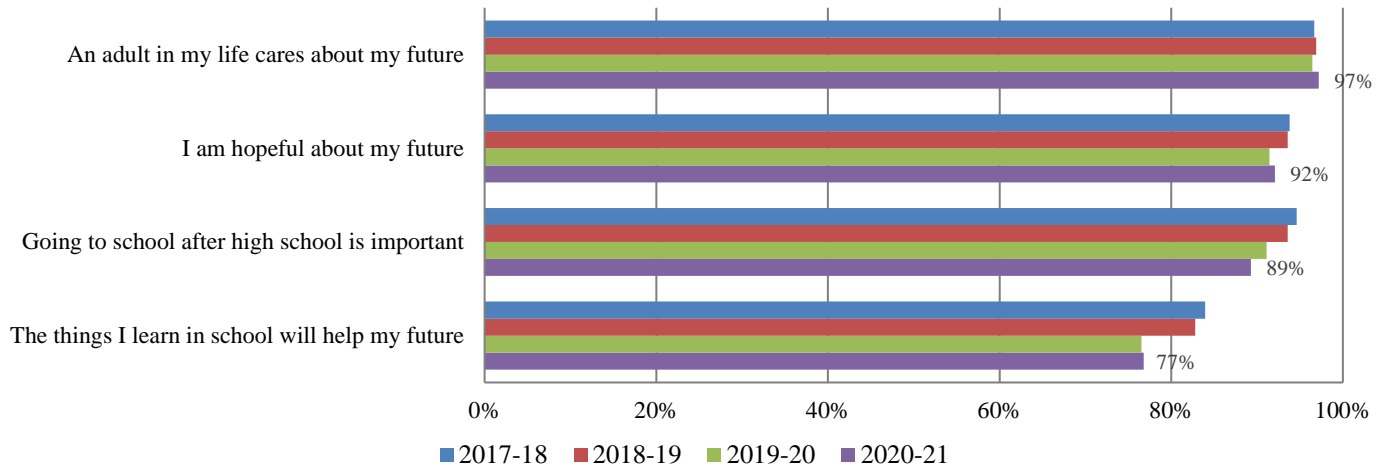


Figure 24. Percent of students who agreed or somewhat agreed with each of the survey items in the future goals dimension at the secondary level.

All items in the creativity and individuality dimension increased from last year except for one item; *I have opportunities at school to show what I am good at*. Of the four items that increased the item, *My teachers encourage creativity*, saw the greatest increase with a jump of 7% from last year.

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

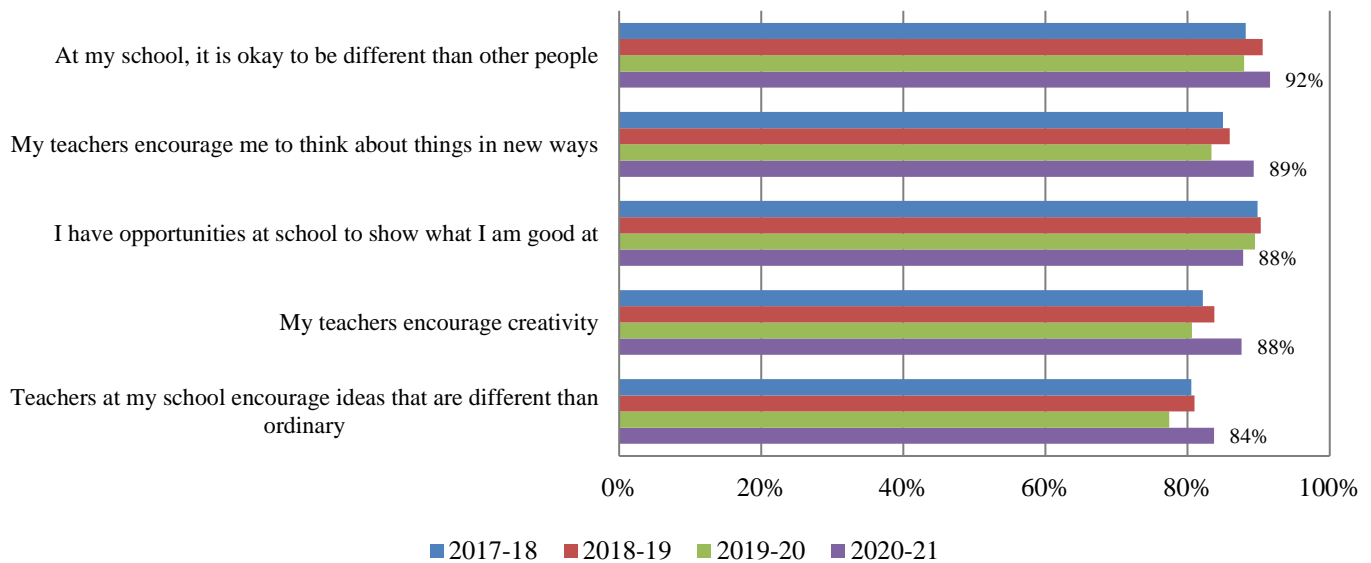


Figure 25. Percent of students who agreed or somewhat agreed with each of the survey items in the creativity and individuality dimension at the secondary level.

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, or call (763) 506-1000 and request the RET department.