
Student Engagement Survey Report 2021-22

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 tenth 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 January 4th, 2022 and January 28th, 2022 and students took approximately 30 minutes to complete the anonymous survey. The questionnaire is comprised 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 allow for response options of agree, somewhat agree, somewhat disagree, or disagree. For purposes of this report, engagement was measured and defined as the sum of the agree and somewhat agree response options.

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

Key messages

Illustrated in the graphs that follow.

- Overall, of the 7,423 students who completed the survey, there was approximately 85% student engagement. This percentage is based on an average of responses to all 40 items. The 2021-22 level of engagement is about 4% lower than the level of engagement in 2020-21 (89%).
- 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 (85%), and high school students had the lowest level (80%). In general, overall engagement decreased since last year at all levels, with the greatest decreases seen at the elementary and high school levels (2% each).
- The percentage of female and male students engaged overall was about the same (85% and 86%, respectively), whereas students who reported their gender as “I identify with an option not listed” reported 71% overall engagement. Students who reported their gender as “I prefer not to answer” reported being slightly less engaged overall (82%).
- When disaggregated by ethnicity, overall engagement was relatively consistent across groups ranging from 82% to 86%.
 - At the elementary level, Asian, Hispanic and White students reported the highest level of engagement at about 92% each. Students who selected American Indian, Black, Two or more races and Ethnicity not listed reported the lowest level of engagement at 89% each.
 - At the secondary level, Hispanic and White students showed the highest level of engagement (84% and 83%, respectively) and Ethnicity not listed reported the lowest (74%). 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, 10% and 3%, respectively.
 - 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 dimension showed the highest level of overall engagement (91%) while the school’s culture and climate dimension had the lowest level (82%). The creativity and individuality dimension had the lowest drop in overall engagement when compared to the previous year (4%).
- 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 rated in the bottom 5 across all 40 items at both the elementary and secondary levels: *All students are treated fairly in my school*, *I feel safe expressing my opinion in class* and *Other students care about what I have to say*.
 - Two 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* and *My teachers believe that I can be successful*.

Respondent demographics

A total of 7,423 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. All respondents represented every school who administered the survey in the district. The gender distribution was almost equal between females and males, with 43% of respondents indicating they identified as female and 45% of respondents indicating they identified as male. About 9% of students chose ‘Prefer not to answer’, 2% chose ‘I identify with an option not listed’ and about 1% chose not to respond to this item at all.

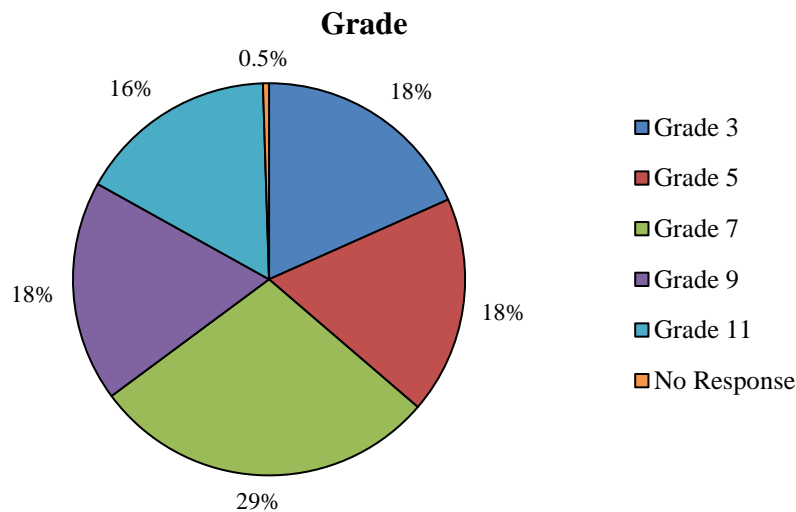


Figure 1. Percentage of respondents by grade level.

Participants who completed the survey indicated their racial/ethnic background as follows: 2% American Indian, 9% Asian, 4% Hispanic, 12% Black, 55% White, 9% ‘Two or more races’, and 7% selected ‘I identify with an option not listed’. About 1% of students did not respond to this item.

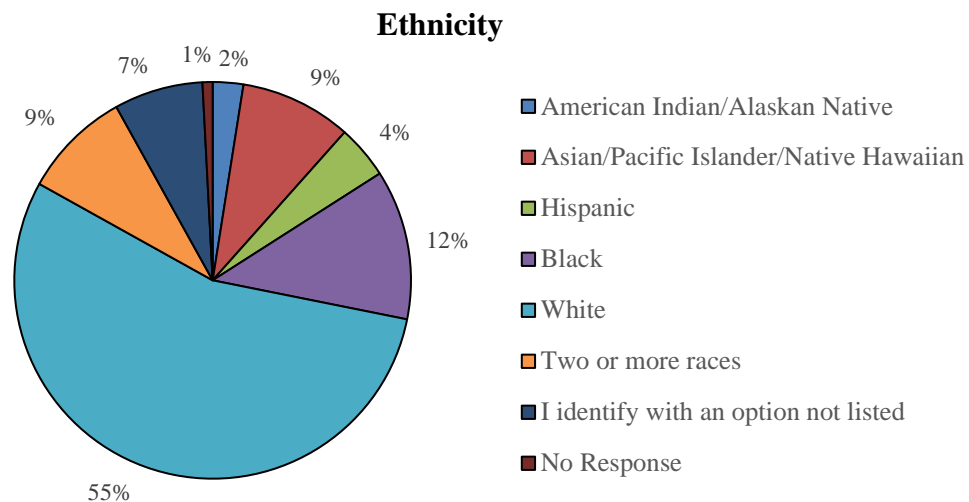


Figure 2. Percentage of respondents by ethnicity.

Percentage 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. The representation across levels was mostly equal with the elementary and high school levels consisting of 36% and 34% of the participation rate, respectively. Seventh grade contributed 29% of the participation rate.

Percentage of overall student engagement by level

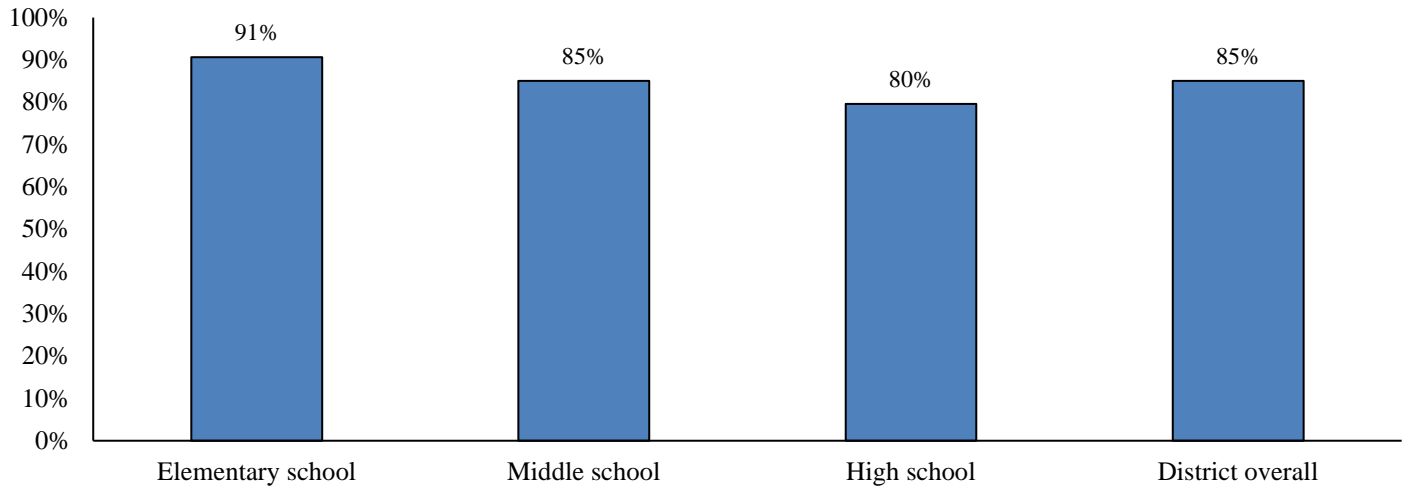


Figure 3. Percentage of overall student engagement at the elementary, middle, and high school levels with a comparison to the district overall.

Overall student engagement decreased steadily as grade level increased. Grades 3 and 5 students were reported as having the highest level of engagement at 91%. Grade 11 students were the least engaged, with 78% overall agreement with the items.

Percentage of overall student engagement by grade

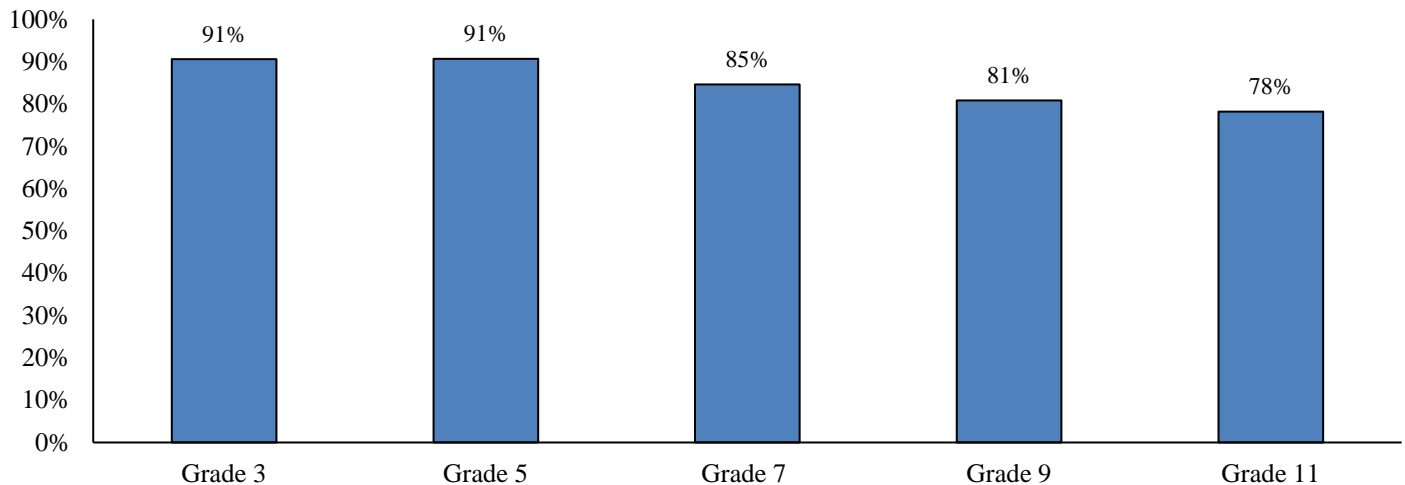


Figure 4. Percentage of overall student engagement in grades 3, 5, 7, 9, and 11.

The percentage of male students engaged overall was slightly greater than the percentage 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 2% greater than male students, whereas at the secondary level (middle and high school grades), male students reported about 3% higher engagement than female students.

Percentage of overall student engagement by gender

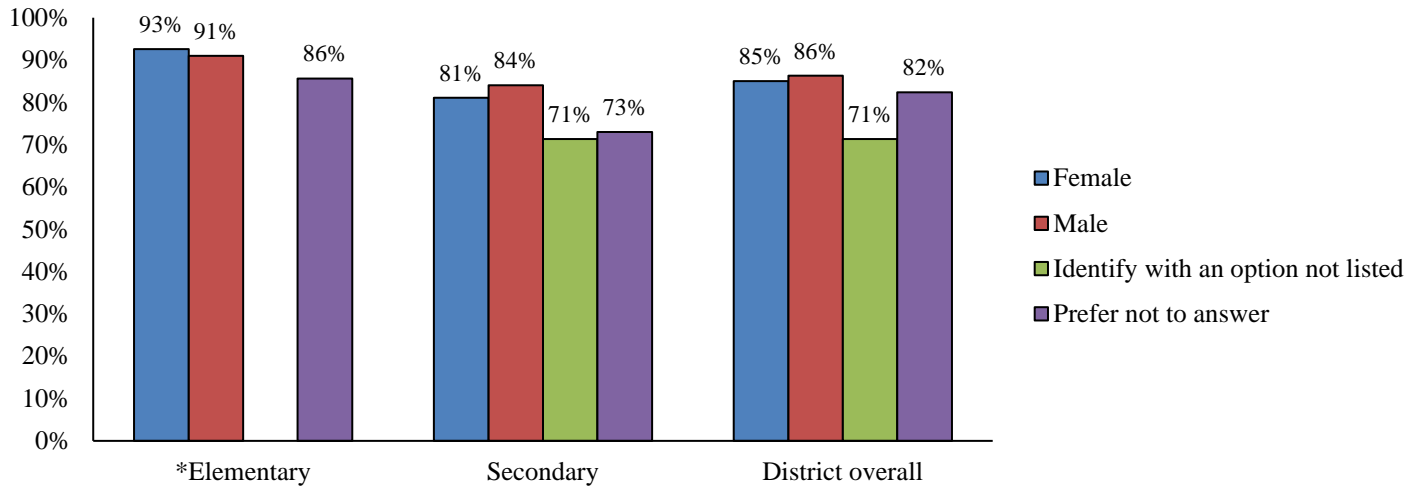


Figure 5. Percentage of student engagement by each gender option disaggregated by level with a comparison to the district overall. (*) 'I identify with an option not listed' was not a response option on the elementary survey.

Districtwide, students' overall engagement was 85%. When disaggregated by ethnicity, reported overall engagement across all ethnicities was higher than the district average at the elementary level and reported at the secondary level. Overall engagement was highest for elementary level students who reported their ethnicities as Asian, Hispanic, and White. Secondary level students who classified themselves as Hispanic or White reported the highest levels of overall engagement. The difference between ethnicities ranged from 89% to 92% at the elementary level, 74% to 84% at the secondary level, and 82% to 86% overall, indicating our greatest gaps exist at the secondary level.

Percentage of overall student engagement by ethnicity

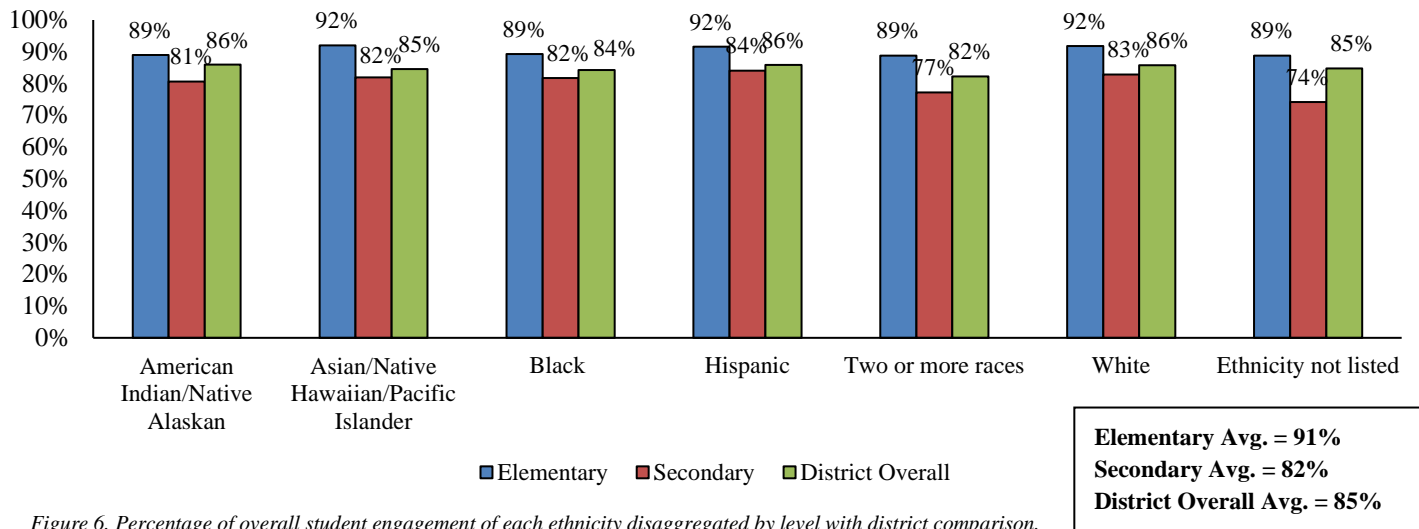


Figure 6. Percentage of overall student engagement of each ethnicity disaggregated by level with district comparison.

Percentage of overall student engagement by level and school

This section disaggregates the percentage 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 percentage of overall student engagement was high and fairly consistent across most elementary schools with Dayton and Elementary Virtual Academy students reporting the highest levels of overall engagement. Franklin, Evergreen Park, and Lincoln Elementary students reported the lowest levels of overall engagement.

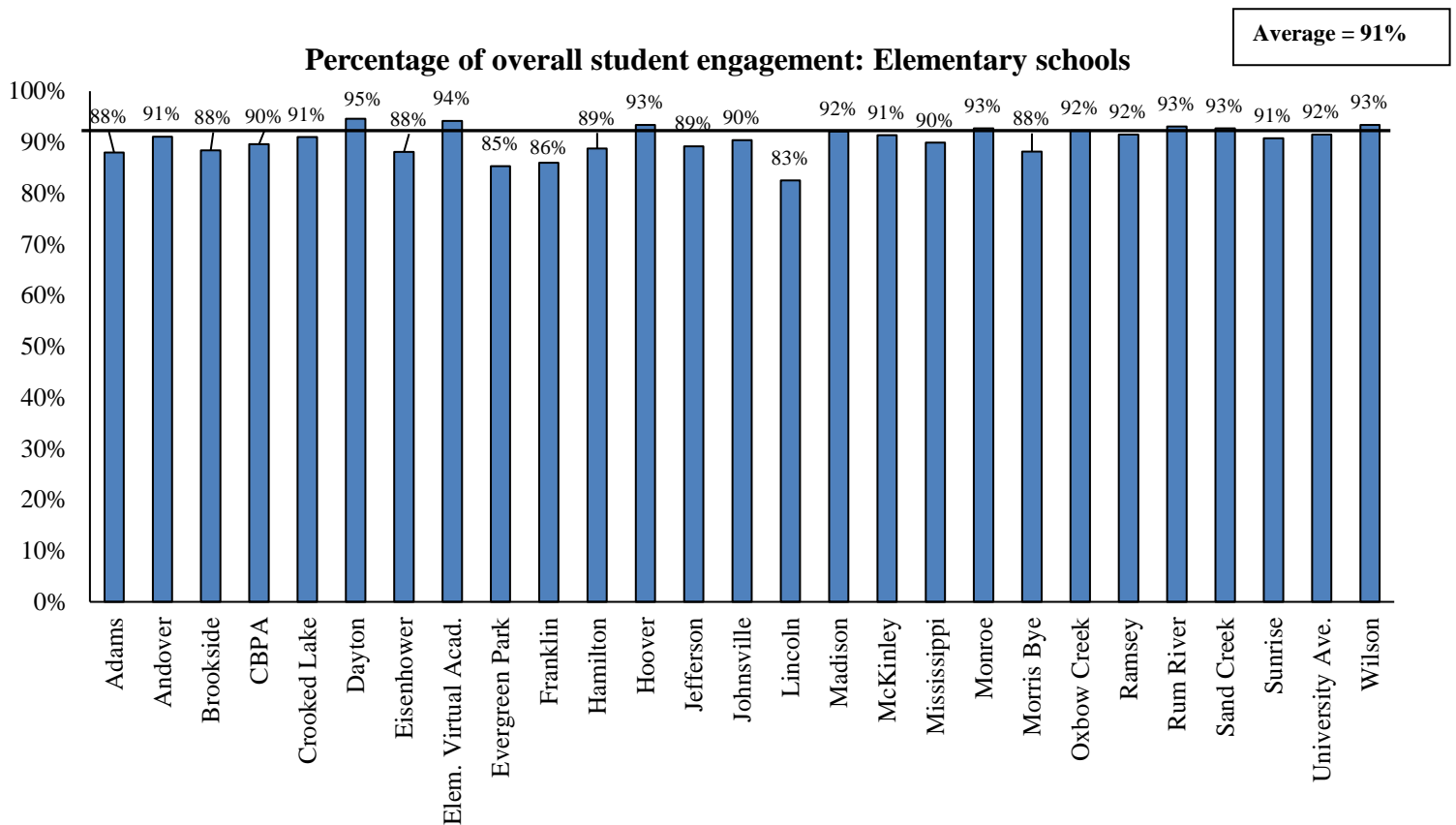


Figure 7. Percentage of overall student engagement at each elementary school compared to the district average.
 * RTLC data was suppressed due to low cell size.

The percentage of middle school students who were engaged was fairly consistent across individual schools. Secondary Virtual Academy students at the middle school level reported the highest levels of engagement with Northdale Middle School being the lowest. The horizontal black line represents the district middle school average of 85%, about 1% lower than the previous year.

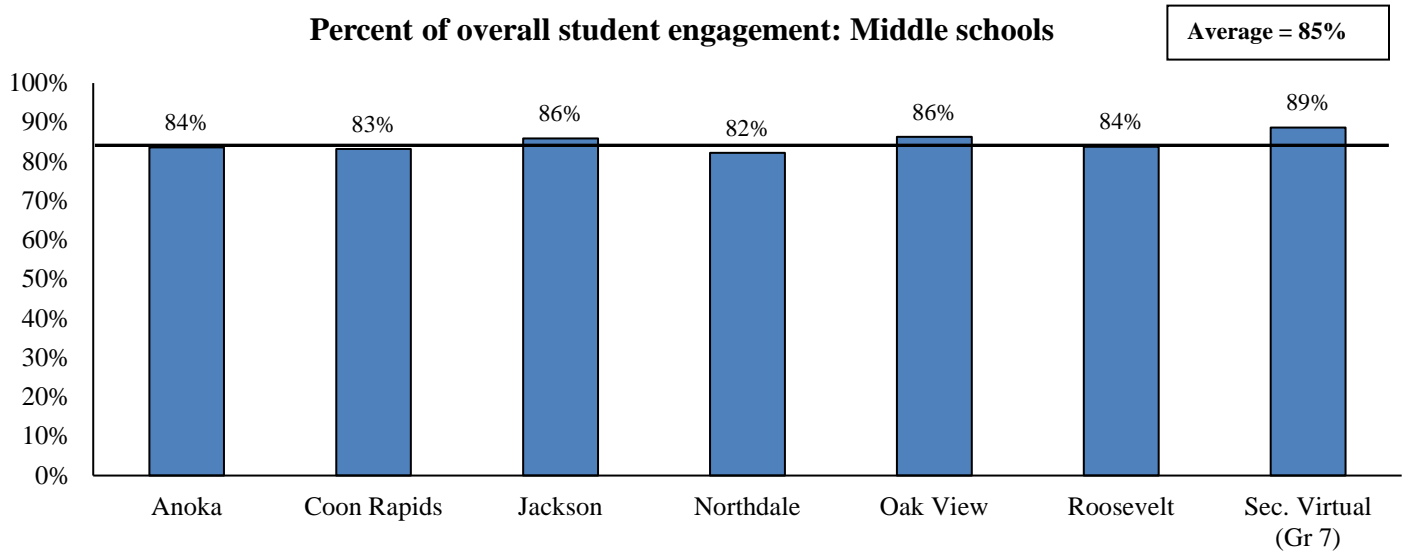


Figure 8. Percentage of overall student engagement at each middle school compared to the district average.

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 of 80%, almost 3% lower than the year prior. Blaine High School students reported the highest levels of overall student engagement and Coon Rapids High School indicated the lowest.

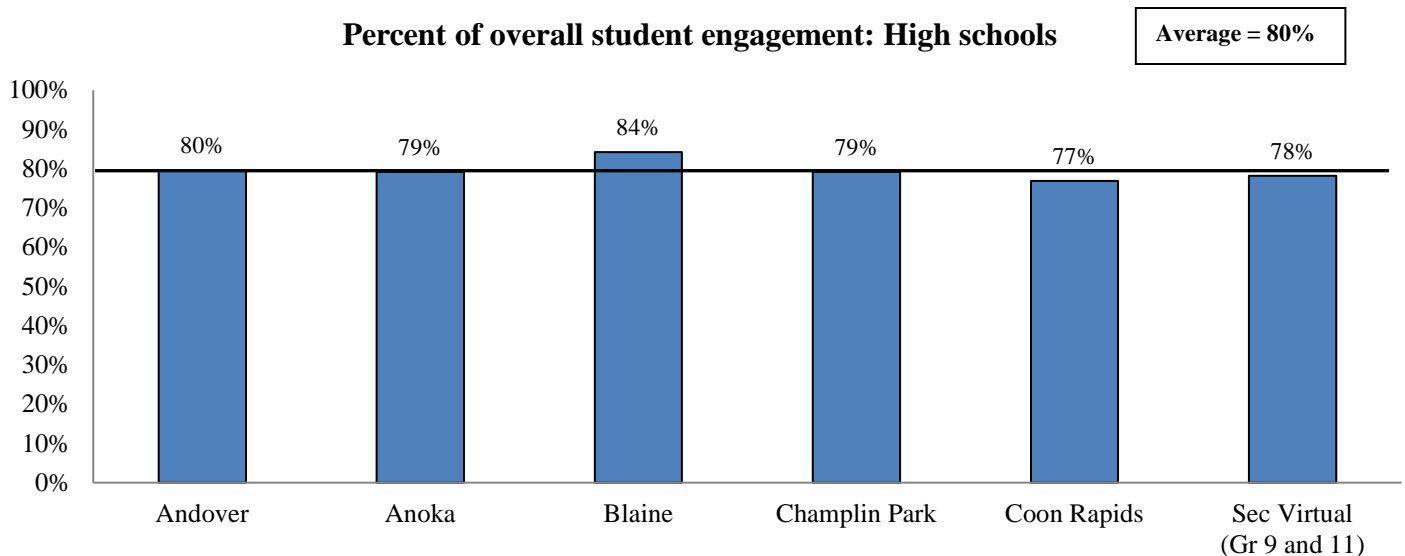


Figure 9. Percentage of overall student engagement at each high school compared to the district average.

Overall student engagement by dimension

This section disaggregates the overall engagement by the four dimensions that make up the survey. Each of the 40 main items address one or two of the four dimensions: teaching and learning, culture and climate, future goals, and/or creativity and individuality.

The creativity and individuality dimension was added to the 2015-16 survey and is comprised of five survey items. All 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 is 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 includes 21 items such as *I feel comfortable asking questions in class* and *I have friends at school*. The future goals dimension includes four items such as *Going to school after high school is important* and *I am hopeful about my future*. Creativity and individuality is 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 percentage of student engagement was highest in the future goals dimension and the lowest in the culture and climate dimension. The overall average for student engagement was 85%.

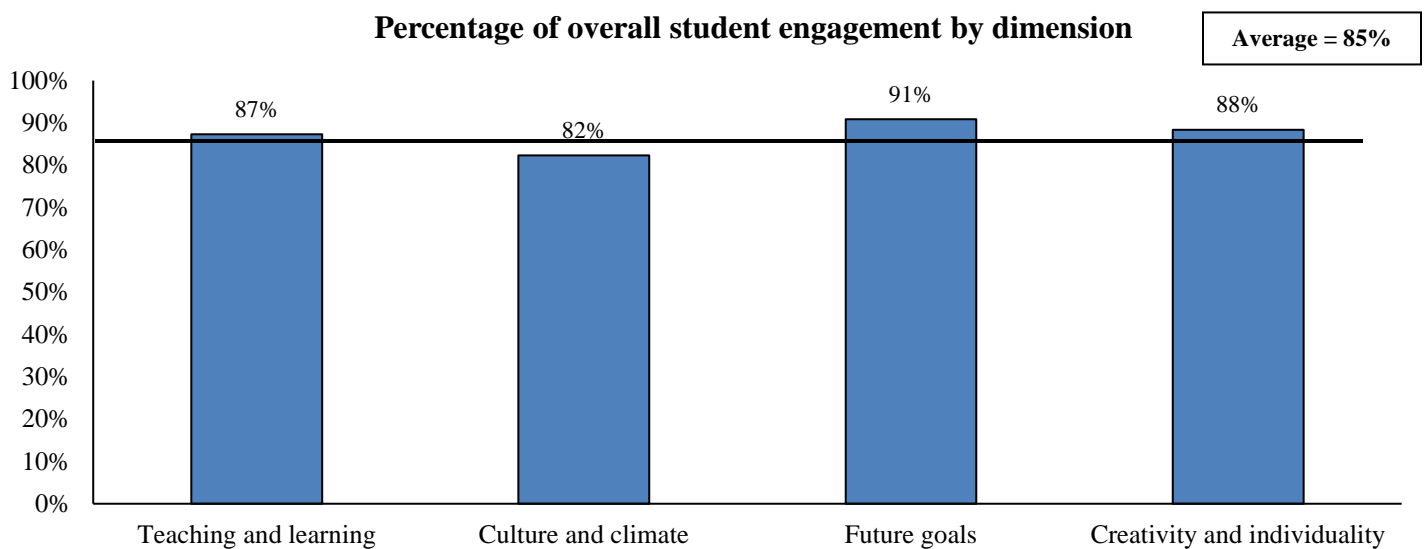


Figure 10. Percentage of overall student engagement within each of the dimensions that make up engagement.

The dimensions at the elementary level were very similar, varying by only 7% across dimensions, whereas at the secondary level agreement varied 10% 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% and 9%, respectively. Engagement levels on the future goals and creativity and individuality items were the more similar across levels, with secondary being less engaged in each dimension (6% and 7%, respectively.)

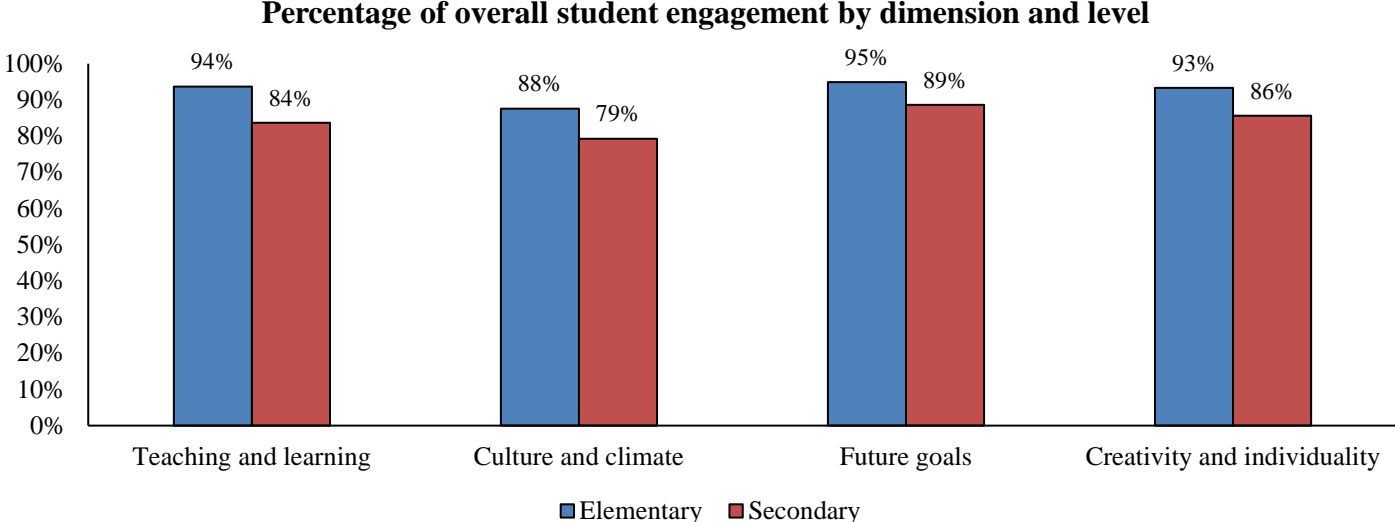


Figure 11. Percentage of overall student engagement within each of the dimensions disaggregated by level.

Agreement by item: Elementary

Figure 12 illustrates the percentage of elementary students who responded agree or somewhat agree to each item. The vertical black line in this graph represents the overall average of agreement at the elementary level.

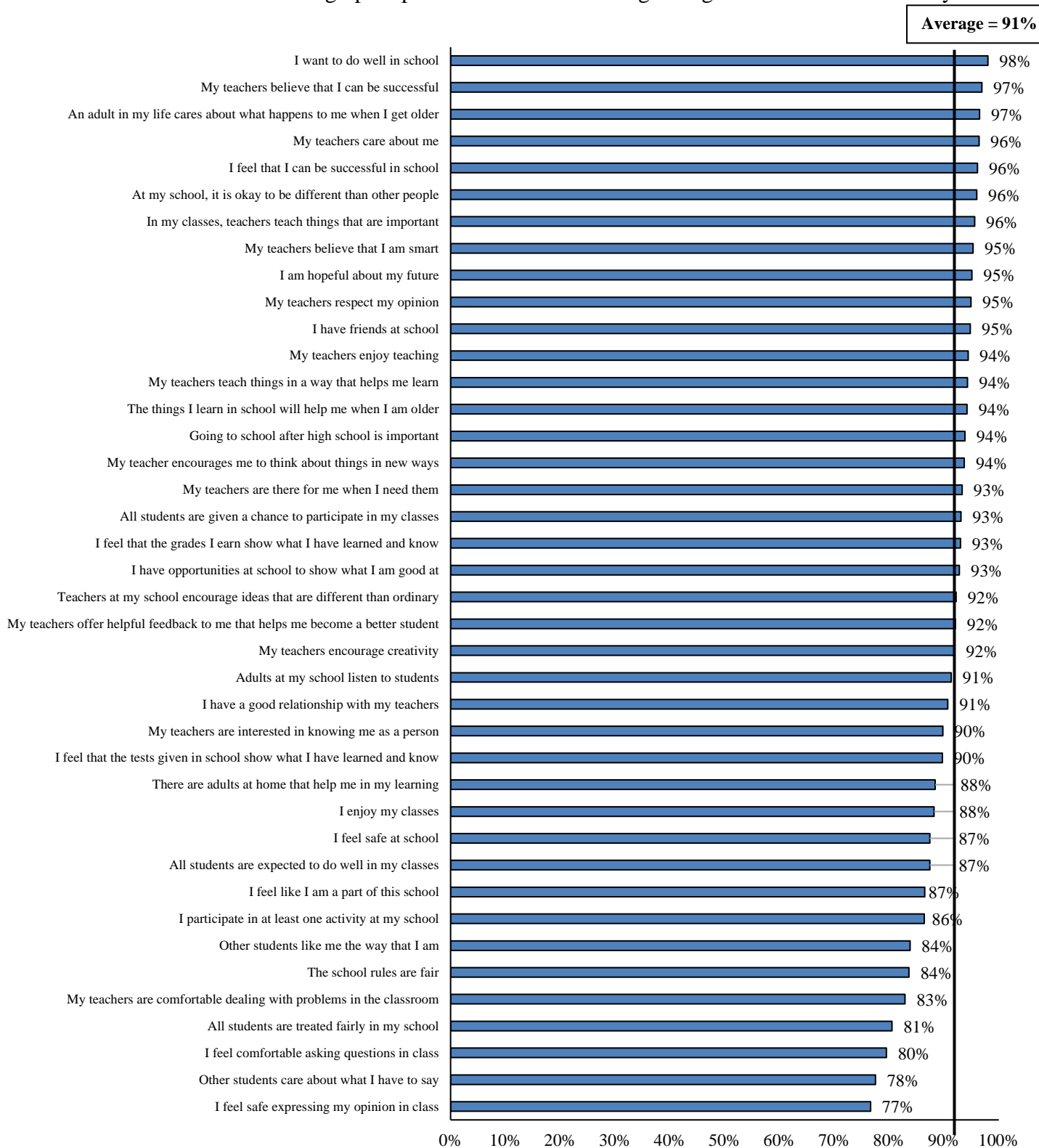


Figure 12. Percentage of students who agreed or somewhat agreed with each of the survey items at the elementary level.

Agreement by item: Secondary

Figure 13 illustrates the percentage 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.

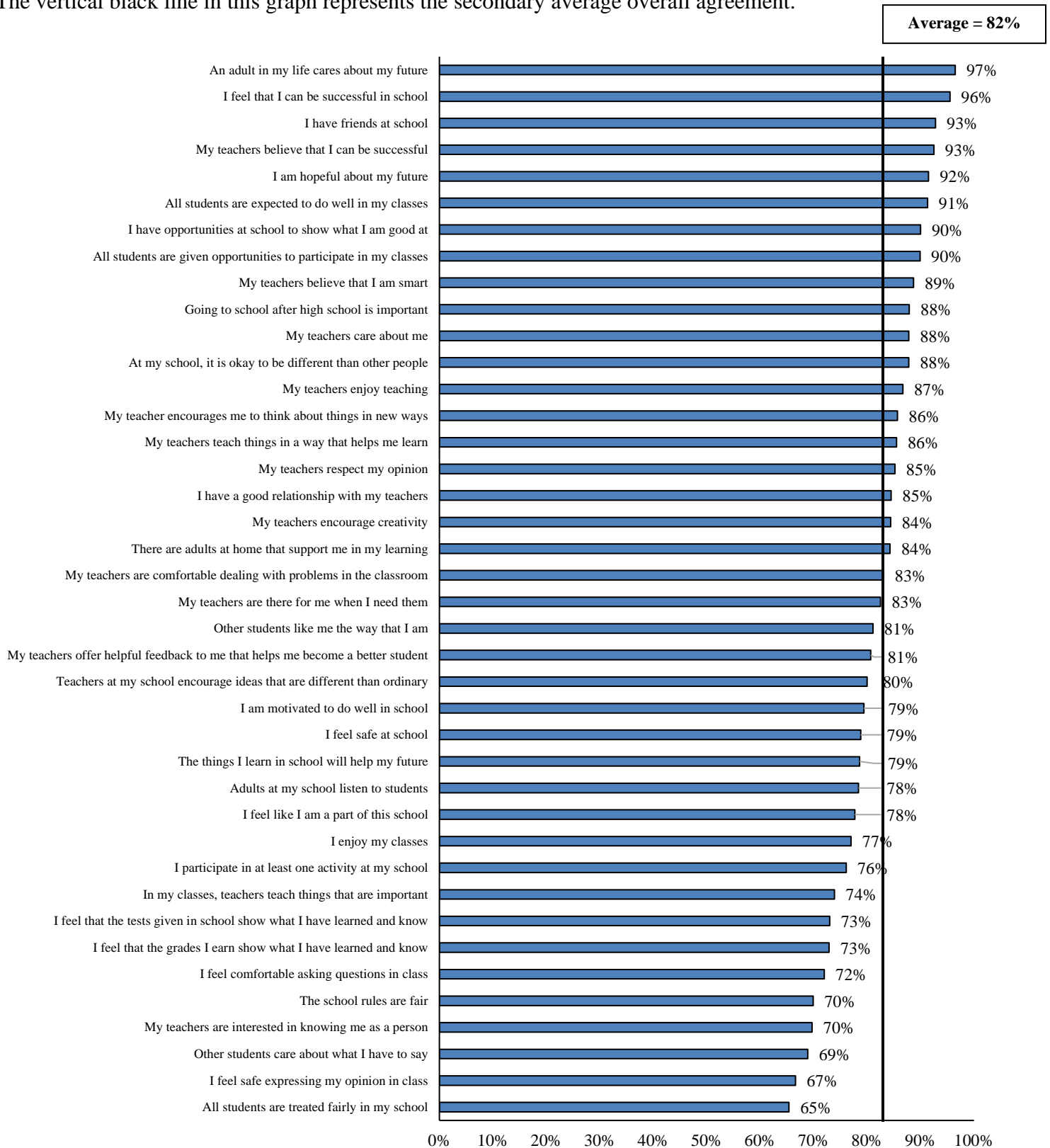


Figure 13. Percentage of students who agreed or somewhat agreed with each of the survey items at the secondary level.

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

Districtwide, the overall level of student engagement had declined slightly from 2018-19 to 2019-20, but in 2020-21 there was an increase at all levels. This year, 2021-22, the overall district average decreased by about 4% compared to last year. Engagement at all levels saw a decline from the year prior but looking at the trend across years it appears that this year's rates are back to where they were or slightly above where they were in 2019-20.

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

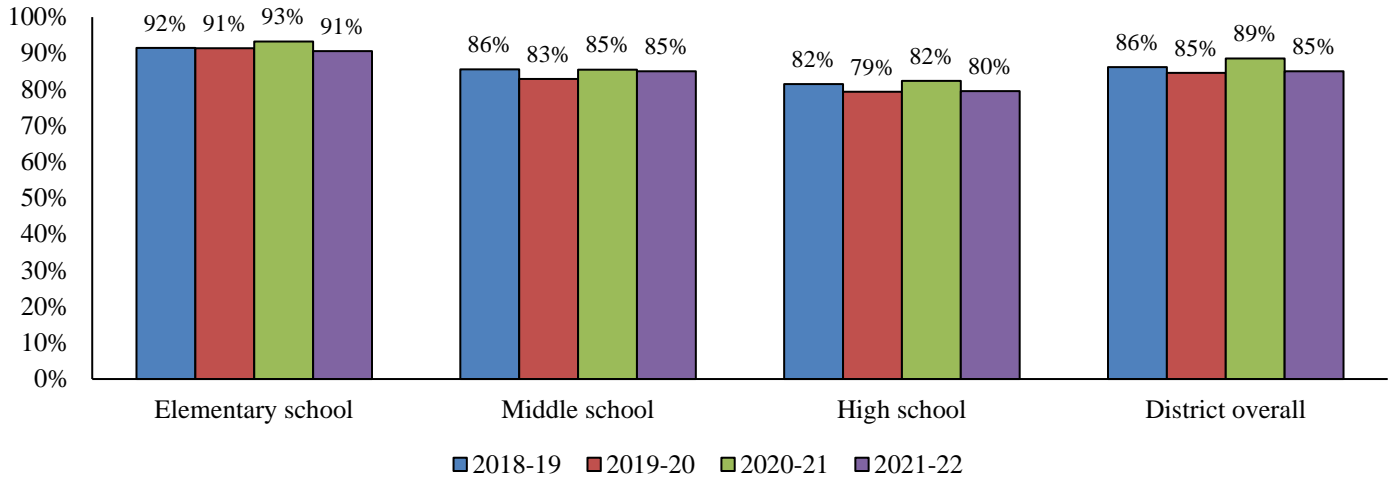


Figure 14. Percentage of overall student engagement at the elementary, middle, and high school levels with comparison to district overall.

All surveyed grades have seen a consistent trend over time, with the exception of the 2020-21 school year. In 2021-22, grades 3 and 5 experienced a decrease in engagement of approximately 2%. Grade 7 saw the smallest single year change in engagement, a 1% decline from the previous year. Grades 9 and 11 experienced the greatest single year change from 2020-21 to 2021-22, decreasing by about a 3%.

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

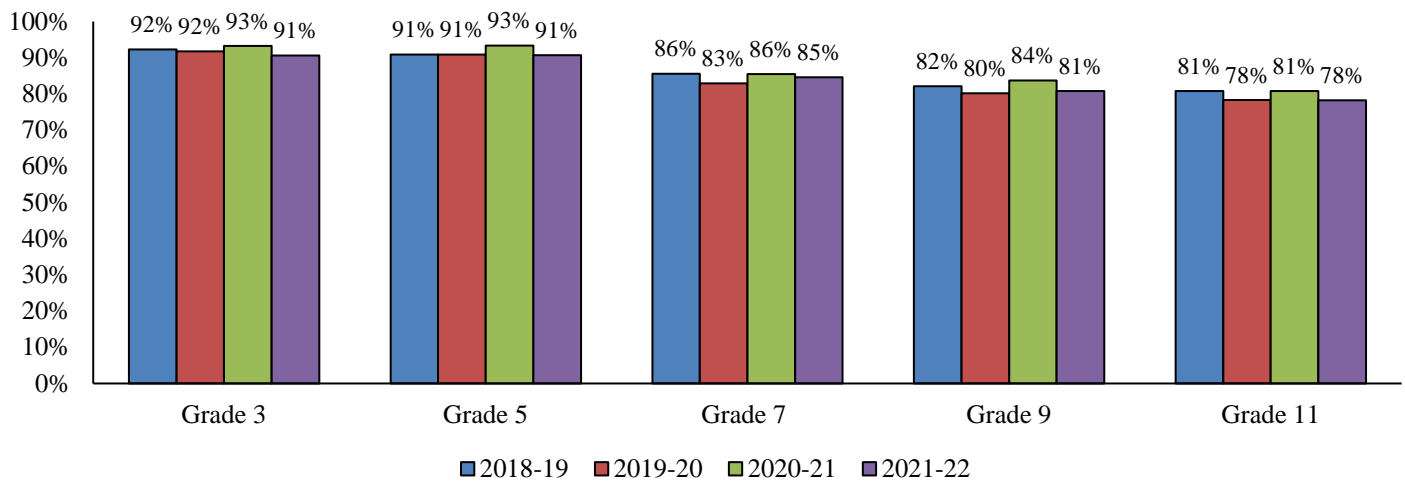


Figure 15. Percentage of overall student engagement in grades 3, 5, 7, 9, and 11.

At the elementary level, engagement has dropped by 2% for both male and female students and 3% for students who chose the 'Prefer not to answer' response option. At the secondary level, engagement decreased for all students except for students who chose the 'I identify with an option not listed' response option; this group of students saw a 9% increase since last year. This year the 'Other' response option was replaced with 'I identify with an option not listed' on the secondary survey. In 2020-21, the 'Prefer not to answer' response option was made available for both elementary and secondary students.

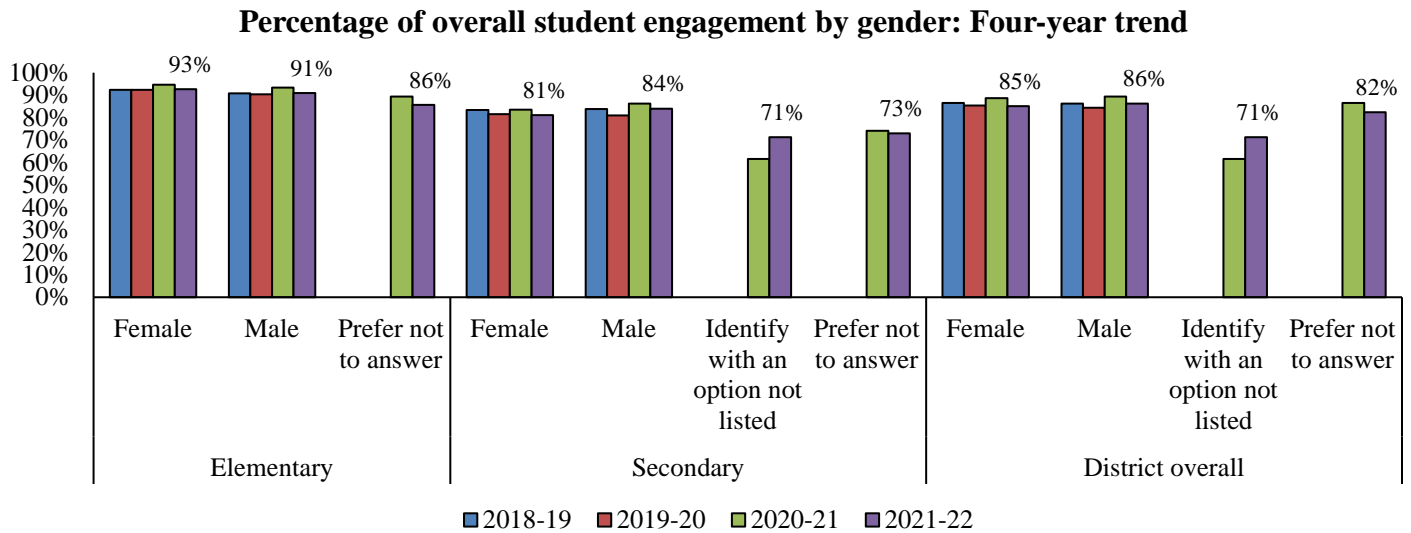


Figure 16. Percentage of overall student engagement of each gender disaggregated by level with district comparison. Data labels reflect 2021-22 data.

When disaggregated by ethnicity, all student groups saw a decrease in engagement. Students who chose the 'Ethnicity not listed' response option saw the biggest drop in engagement from last year followed by Asian students (4% each). Starting in 2020-21, all federal ethnicity categories were represented in the options on the survey. Also, this year the 'Other' response option was replaced with 'I identify with an option not listed' on the secondary survey.

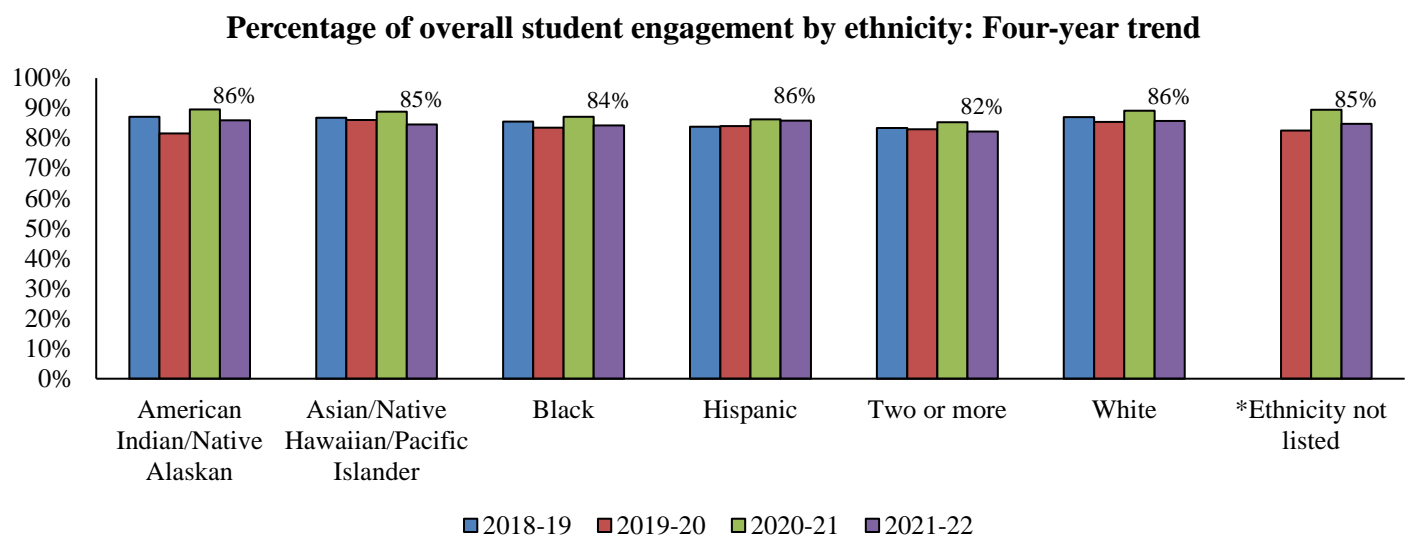


Figure 17. Percentage of overall student engagement for each federal ethnicity. Data labels reflect 2021-22 data. In 2021-22 the Native Hawaiian ethnicity response option was combined with Asian prior to 2020-21. (*) 'I identify with an option not listed' was not a response option on the elementary survey.

Agreement by item: Elementary trend

Figures 18 through 21 illustrate the percentage of students who responded agree or somewhat agree to each item by dimension at the elementary level. All of the items within the teaching and learning dimension decreased from 2020-21 to 2021-22. Of these items, five of them decreased by more than 2% compared to last year: *My teachers encourage me to think about things in new ways*, *My teachers enjoy teaching*, *My teachers encourage creativity*, *My teachers are there for me when I need them*, and *There are adults at home that help me in my learning*.

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

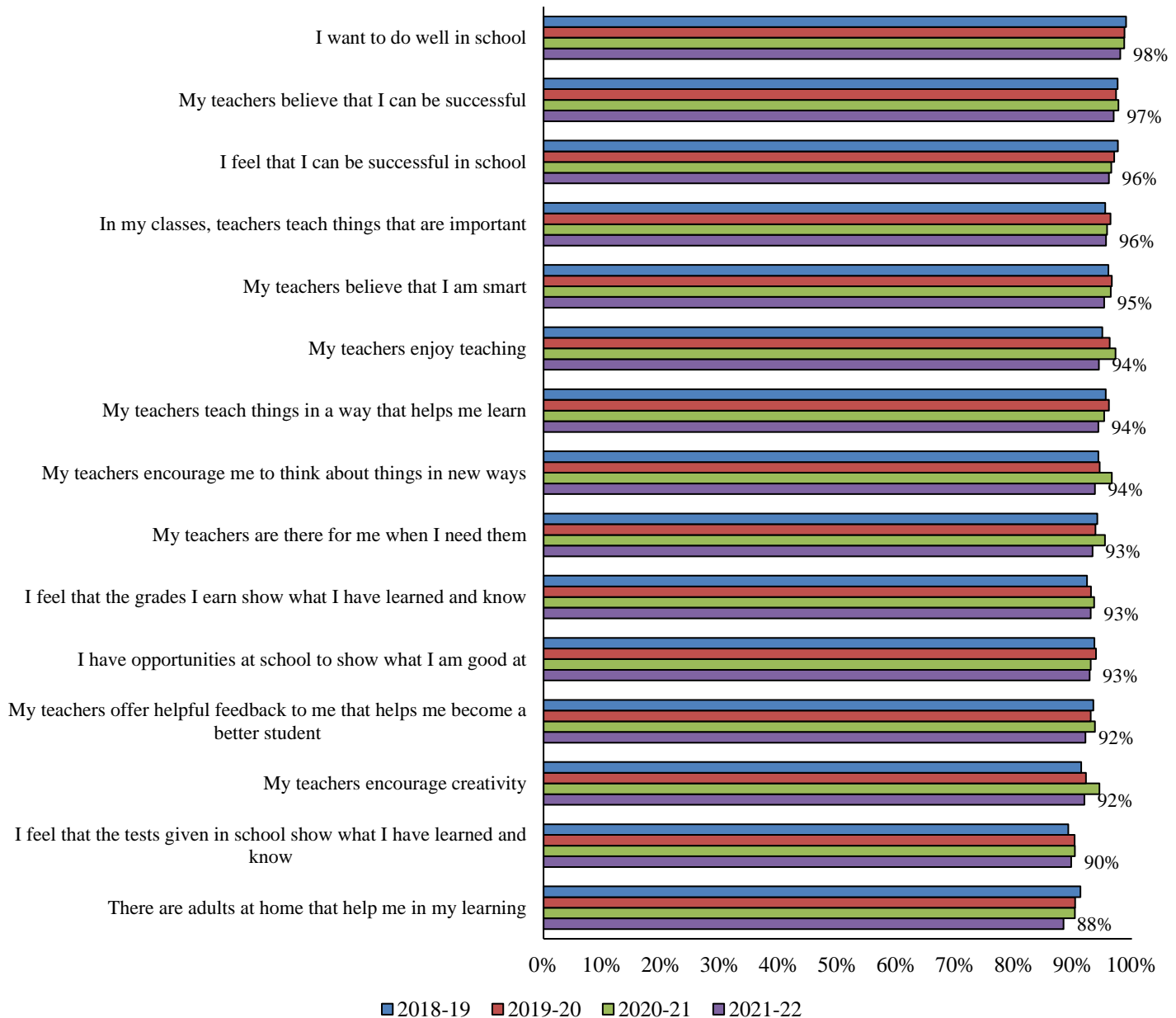


Figure 18. Percentage of students who agreed or somewhat agreed with each of the survey items in the teaching and learning dimension at the elementary level. Data labels reflect 2021-22 data.

Of the 21 culture and climate items, all items decreased from 2020-21 to 2021-22. When considering the Covid-19 pandemic, the 2020-21 school year was a unique year. Ten of the 21 items from this year (2021-22) were found to be equal to or greater than the 2019-20 school year indicating that the rates are more in line with previous years.

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

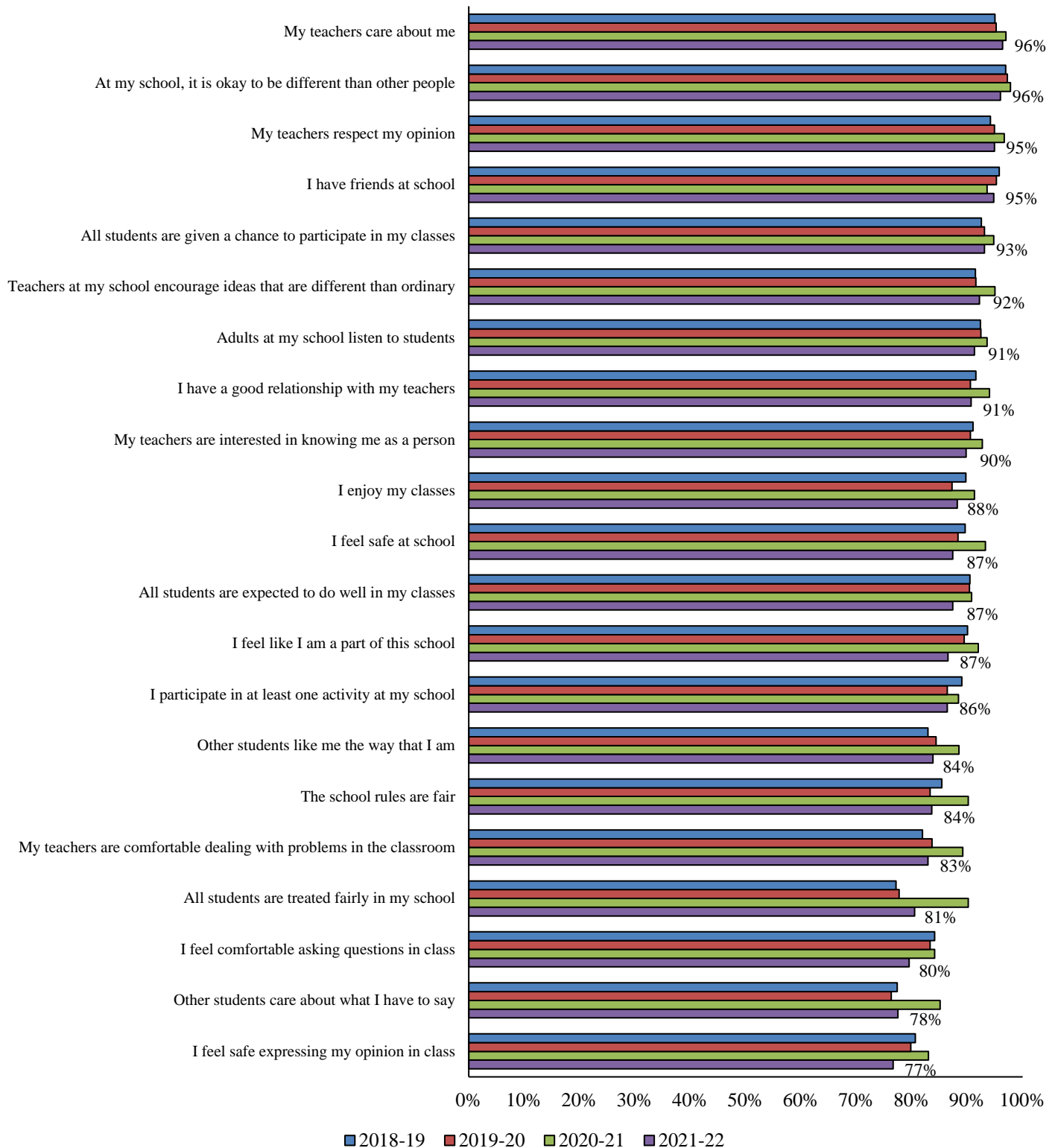


Figure 19. Percentage of students who agreed or somewhat agreed with each of the survey items in the culture and climate dimension at the elementary level. Data labels reflect 2021-22 data.

The items in the future goals dimension remain consistently high across the years at the elementary level. However, all four items saw decreases this year. The item, *Going to school after high school is important*, experienced the greatest decrease from 2020-21 to 2021-22 (2%).

Items in future goals dimension: Four-year elementary comparison

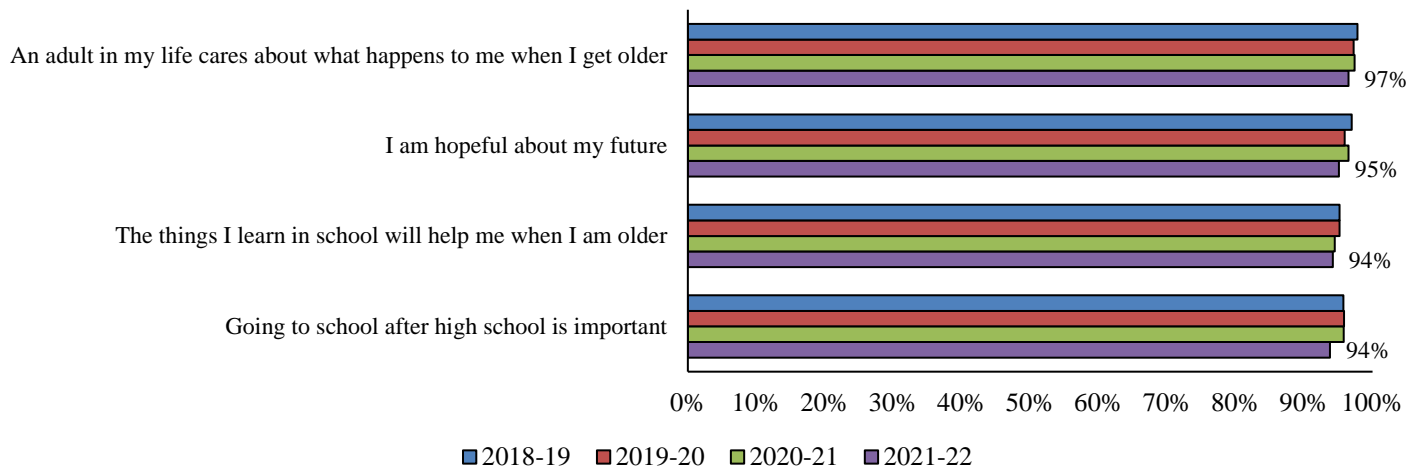


Figure 20. Percentage of students who agreed or somewhat agreed with each of the survey items in the future goals dimension at the elementary level. Data labels reflect 2021-22 data.

Despite the creativity and individuality dimension showing a high level of engagement at the elementary level, all items decreased from last year. Three of the four items, *Teachers at my school encourage ideas that are different than ordinary*, *My teachers encourage creativity* and *My teachers encourage me to think about things in new ways* showed a decrease of about 3% from 2020-21 to 2021-22.

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

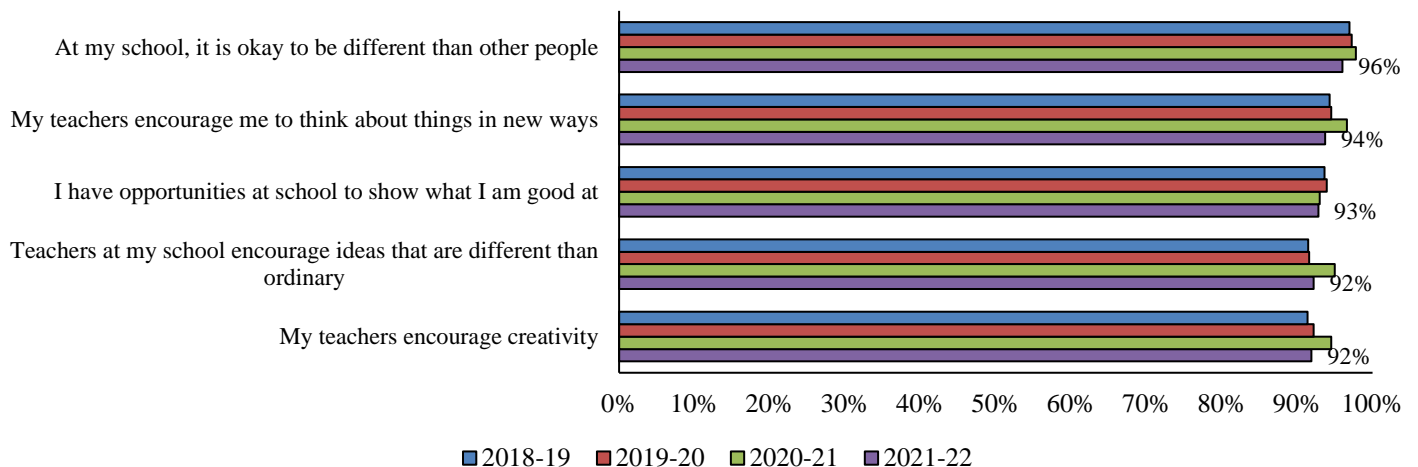


Figure 21. Percentage of students who agreed or somewhat agreed with each of the survey items in the creativity and individuality dimension at the elementary level. Data labels reflect 2021-22 data.

Agreement by item: Secondary trend

Figures 22 through 25 illustrate the percentage of students who responded agree or somewhat agree to each item by dimension at the secondary level. From 2020-21 to 2021-22, two-thirds of the items in this dimension decreased. Of the 15 items, three items decreased by more than 5%: *My teachers offer helpful feedback to me that helps me become a better student*, *My teachers are there for me when I need them* and *My teachers enjoy teaching*. From 2019-20 to 2021-22, the item *There are adults at home that help me in my learning* decreased 9%. Ten of the 21 items from this year (2021-22) were found to be equal to or greater than the 2019-20 school year indicating that the rates are more in line with previous years.

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

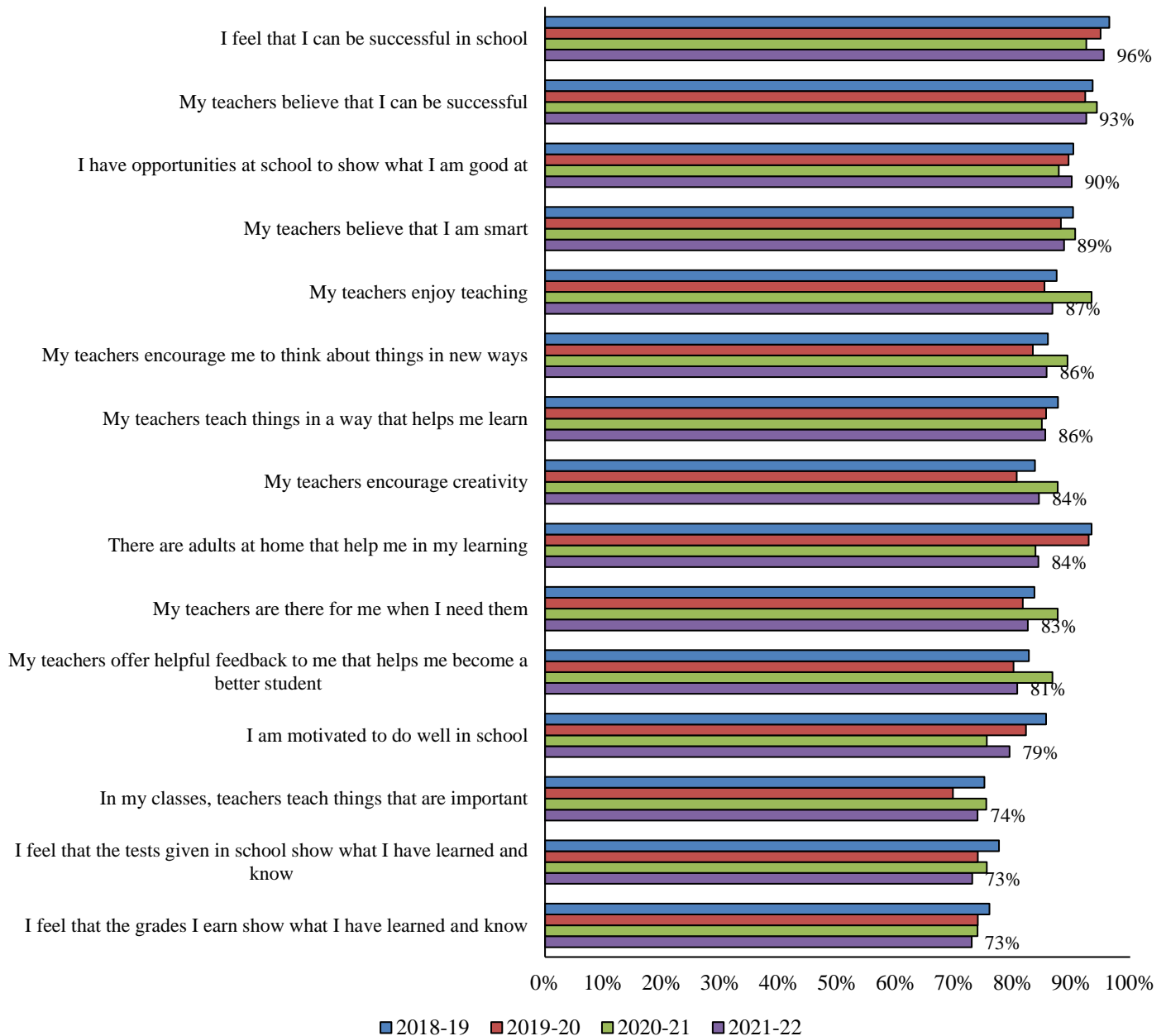


Figure 22. Percent of students who agreed or somewhat agreed with each of the survey items in the teaching and learning dimension at the secondary level. Data labels reflect 2021-22 data.

Within the culture and climate dimension, over three-fourths of the items decreased to some degree from 2020-21 to 2021-22 and only five items increased. The greatest jump occurred for the item *I have friends at school* which increased by 5% since last year. The greatest decline occurred with the item *All students are treated fairly in my school* which decreased by 12%, but this is 5% higher than the previous year's rate for that item as well as the highest it has ever been since the inception of the survey in 2012-13.

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

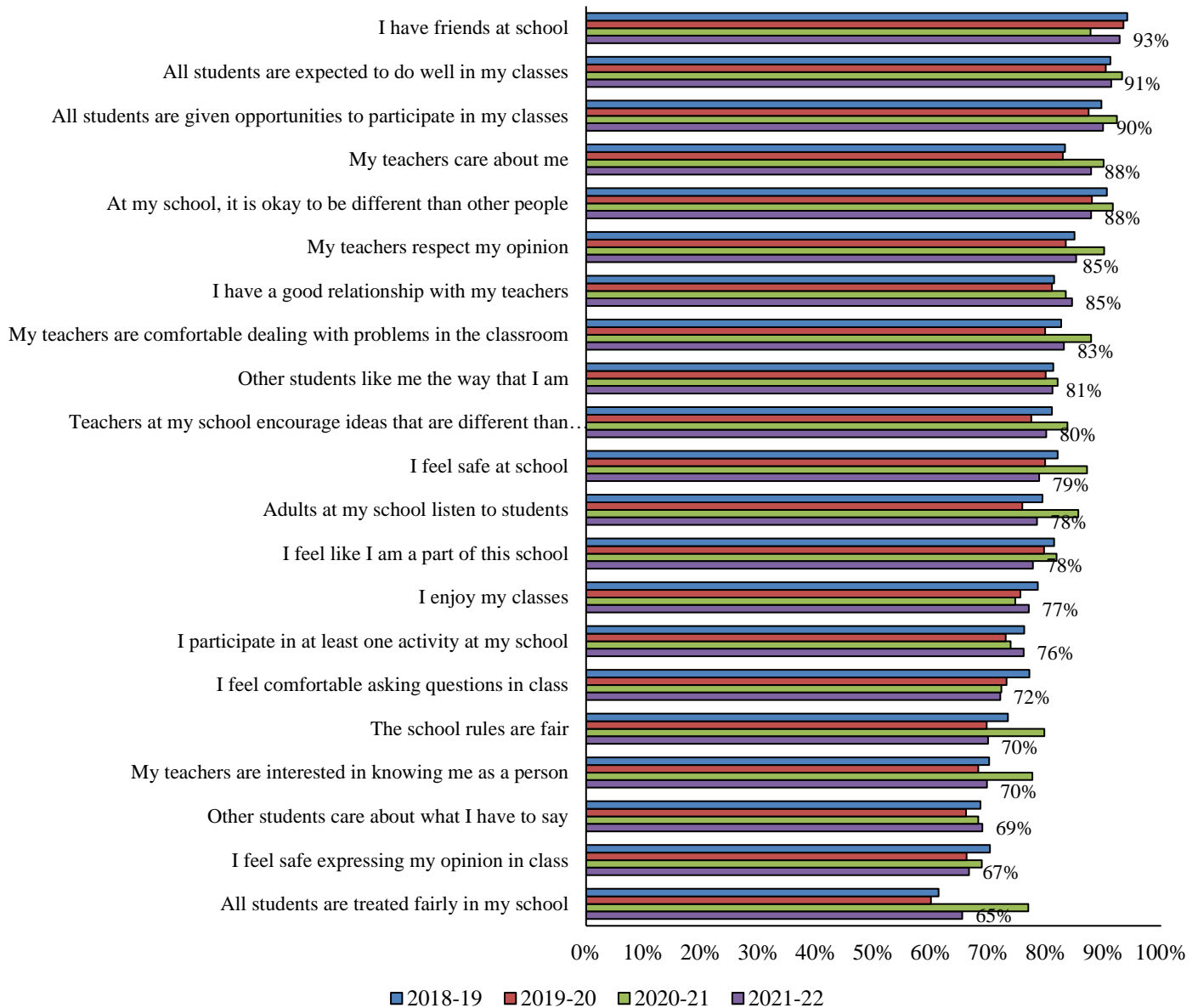


Figure 23. Percentage of students who agreed or somewhat agreed with each of the survey items in the culture and climate dimension at the secondary level. Data labels reflect 2021-22 data.

All four items in the future goals dimension remained about the same from 2020-21 to 2021-22. *The things I learn in school will help my future* showed the biggest change from last year with an increase of about 2%. The item *Going to school after high school is important* has steadily decreased since 2013-14. The item *The things I learn in school will help my future* saw a 2% increase when compared to the 2019-20 year.

Items in future goals dimension: Four-year secondary comparison

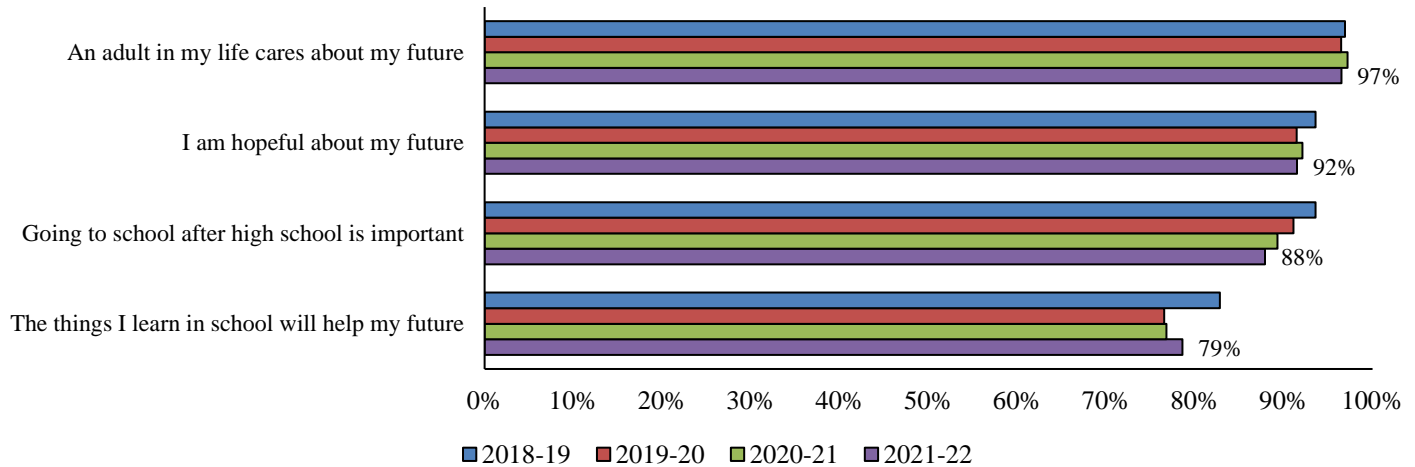


Figure 24. Percentage of students who agreed or somewhat agreed with each of the survey items in the future goals dimension at the secondary level. Data labels reflect 2021-22 data.

All items in the creativity and individuality dimension decreased from last year except for one item; *I have opportunities at school to show what I am good at*. The remaining four of the five items decreased by about 4% since last year with the largest decline coming from the item *At my school, it is okay to be different than other people*. When comparing this year to 2019-20, four of the five items increased.

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

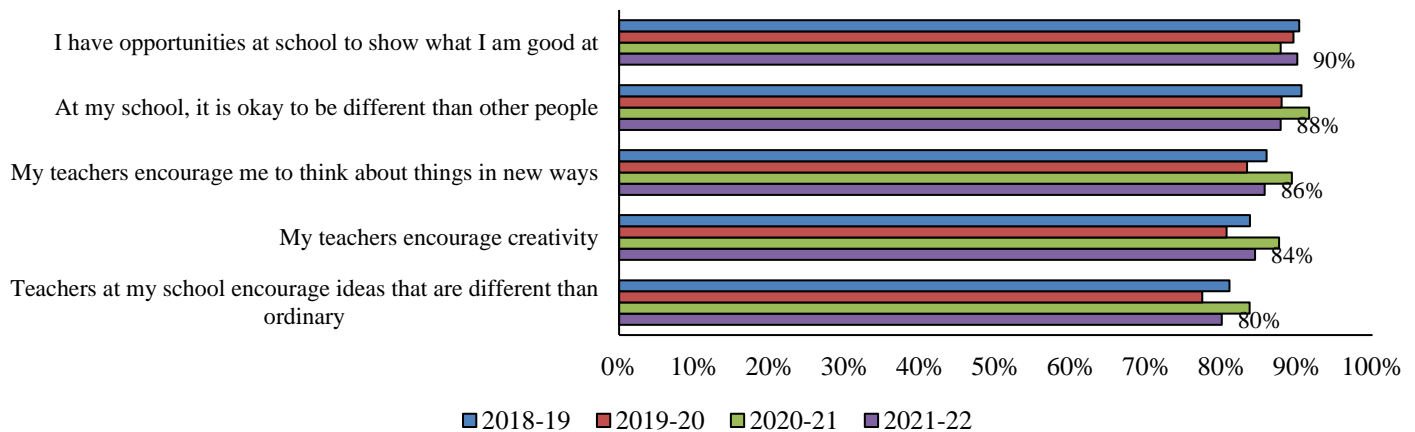


Figure 25. Percentage of students who agreed or somewhat agreed with each of the survey items in the creativity and individuality dimension at the secondary level. Data labels reflect 2021-22 data.

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.