

---

# Student Engagement Survey Report 2023-24

---

Anoka-Hennepin School District

---

Prepared by the Department of  
Research, Evaluation, and Testing

---



ANOKA-HENNEPIN  
SCHOOLS  
*A future without limit*

# Contents

Introduction.....	2
Key messages.....	3
Respondent demographics .....	4
Percentage of overall student engagement disaggregated by level, grade, gender, and ethnicity.....	5
Percentage of overall student engagement by level and school .....	7
Overall student engagement by dimension .....	9
Agreement by item: Elementary .....	10
Agreement by item: Middle .....	11
Agreement by item: High.....	12
Trend data: Percentage of overall student engagement disaggregated by level, grade, gender, and ethnicity .....	13
Trend data: Elementary school items by dimension .....	17
Trend data: Middle school items by dimension .....	20
Trend data: High school items by dimension.....	23

## Introduction

This report highlights students' responses to the Student Engagement Survey. The objective of the Student Engagement Survey is to give students in grades 3, 5, 7, 9, and 11 an opportunity to provide feedback on their experiences in school. Students' perceptions of their educational experiences are used for systems improvement. This report 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 survey has been administered annually beginning in 2012-13. A random sample of classrooms in grades 3, 5, 9, and 11, and all grade 7 students were given a chance to respond. Teachers were asked to administer the survey during their class from November 27<sup>th</sup>, 2023 to December 22<sup>nd</sup>, 2023. The anonymous survey took students approximately 30 minutes to complete. 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

Response options for the items include agree, somewhat agree, somewhat disagree, and disagree. For the purposes of this report, engagement was measured and defined as the sum of the agree and somewhat agree response options.

This report 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

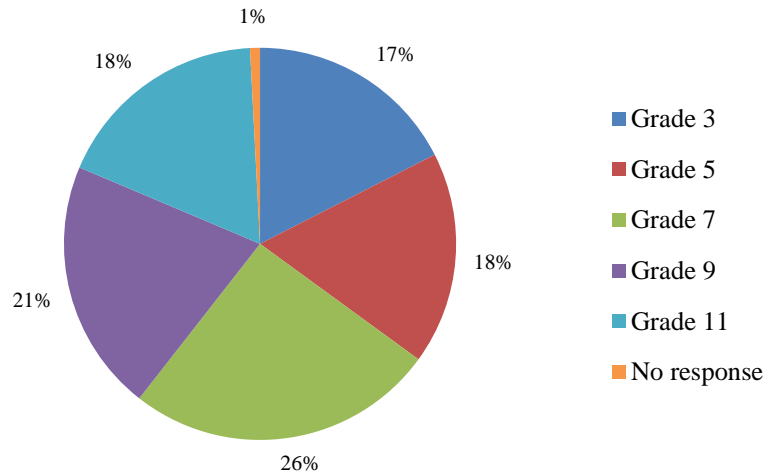
Illustrated in the graphs that follow.

- Overall, of the 7,943 students who completed the survey, there was approximately 87% student engagement. This percentage is based on an average of responses to all 40 items. The 2023-24 level of engagement is about 1% higher than the level of engagement in 2022-23 (86%).
- As is typical, overall engagement was highest at the elementary level (90%). Historically, it has been typical to see a decline as grade level increases. However, in the current year, middle and high school students both reported an engagement rate of 85%. Engagement decreased by 1% each at the elementary and middle school levels and increased by 4% at the high school level.
- The percentage of female and male students engaged overall was approximately the same (87% each), whereas students who reported their gender as ‘I prefer not to answer’ reported 84% overall engagement. Students who reported their gender as ‘I identify with an option not listed,’ an option only available to secondary students, reported being less engaged overall (74%), but showed an increase of 7% over last year.
- When disaggregated by ethnicity, overall engagement was relatively consistent across groups ranging from 82% to 88%.
  - At the elementary level, Asian and White students reported the highest level of engagement (91% each). Students who selected American Indian, Hispanic, or ‘Two or more races’, reported the lowest level of engagement (87%).
  - At the middle school level, Hispanic students reported the highest level of engagement (88%) and students who indicated that their ethnicity was not listed or students who identify with two or more races reported the lowest (80%).
  - At the high school level, American Indian students reported the highest level of engagement (89%) and students who identify with an ethnicity that was not listed reported the lowest (73%).
  - The range in overall engagement across ethnicities ranged from 87% to 91% at the elementary level, 80% to 88% at the middle school level, and 73% to 89% at the high school level, indicating our greatest gaps exist at the high school level.
  - 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, with students identifying as White being consistently one of the highest ranked groups and students identifying with ‘Two or more races’ being one of the lowest ranked groups.
- Consistent with previous years, the students’ future goals dimension showed the highest level of overall engagement (92%) 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 rated in the bottom four across all 40 items at the elementary, middle, and high school 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*.
  - Four items were in the top five across all items at both the middle and high school levels: *I am hopeful about my future*, *I feel that I can be successful in school*, *I have friends at school*, and *An adult in my life cares about my future*. At the elementary level, the item *An adult in my life cares about what happens to me when I get older*, which is the elementary phrasing of the last item in the previous list, was also in the top five. The item *My teachers believe that I can be successful* was in the top five items at both the elementary and high school levels, and was the sixth highest rated item at the middle school level.

## Respondent demographics

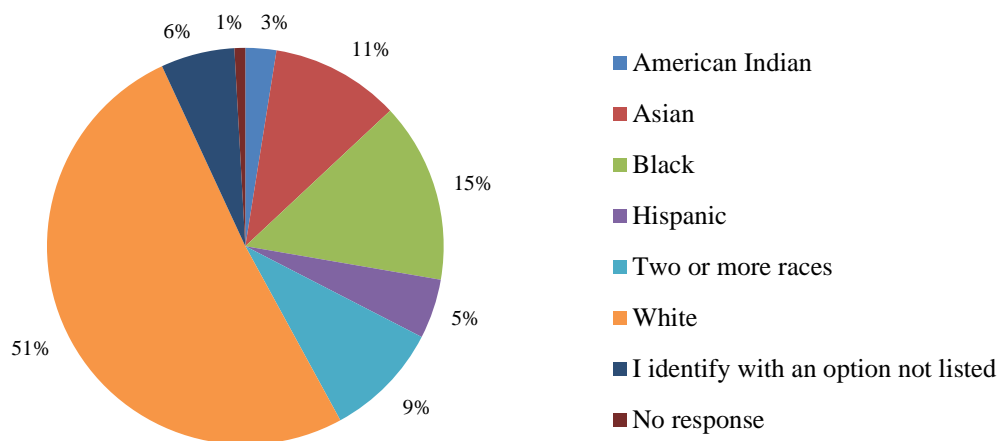
A total of 7,943 students in grades 3, 5, 7, 9, and 11 completed the survey. In an attempt to balance the representation across the elementary, middle, and high school levels, all students in grade 7 were asked to complete the survey, while only a sample of classes in the other grades were asked to respond. The gender distribution was almost equal between students who identify as females and males, with 45% of respondents indicating they identified as female and 46% of respondents indicating they identified as male. About 7% of students chose 'Prefer not to answer', 1% chose 'I identify with an option not listed' (an option on the secondary survey only), and about 1% chose not to respond to this item at all.

Percentage of respondents by grade



Participants who completed the survey indicated their racial/ethnic background as follows: 3% American Indian, 11% Asian, 15% Black, 5% Hispanic, 9% 'Two or more races', 51% White, and 6% selected 'I identify with an option not listed', which is a slight under representation of Hispanic and White students, compared to overall district demographics. About 1% of students did not respond to this item.

Percentage of respondents by ethnicity

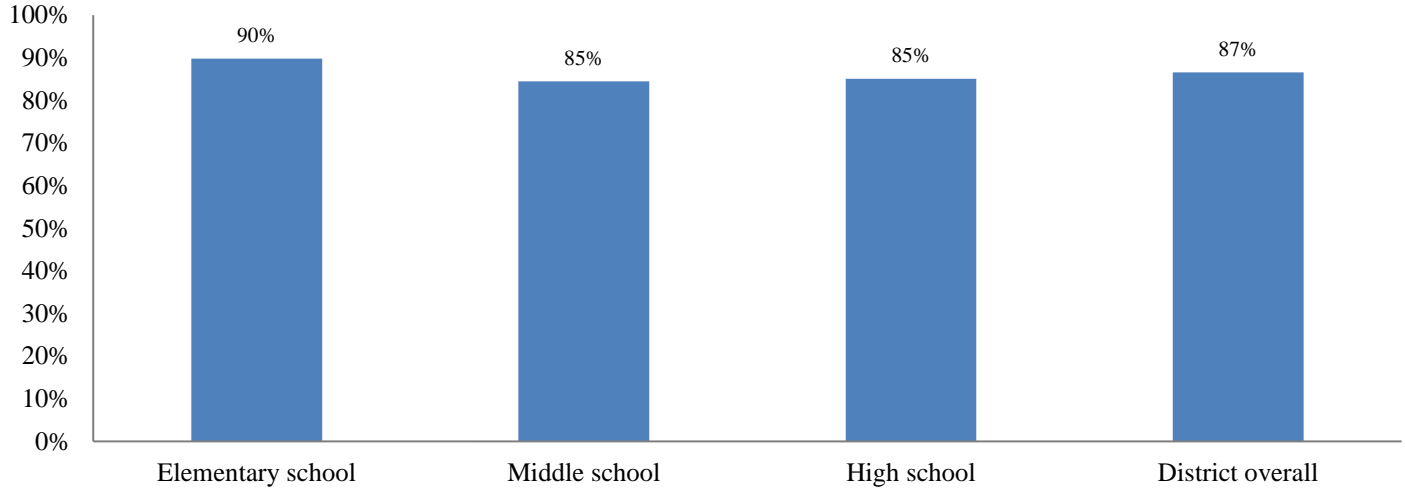


Note: 'American Indian/Alaska Native' is abbreviated as 'American Indian' and 'Asian/Pacific Islander/Native Hawaiian' is abbreviated as 'Asian' throughout this report.

## Percentage of overall student engagement disaggregated by level, grade, gender, and ethnicity

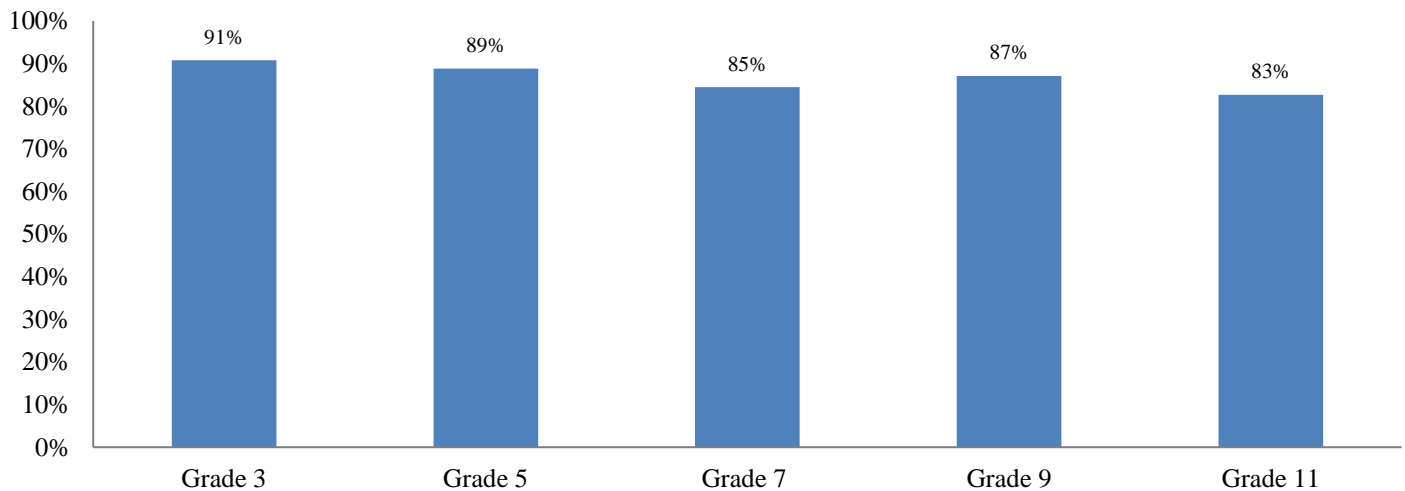
Students at the elementary school level reported higher levels of engagement than secondary students, whose engagement level was 85% across middle and high school levels.

### Percentage of overall student engagement by level



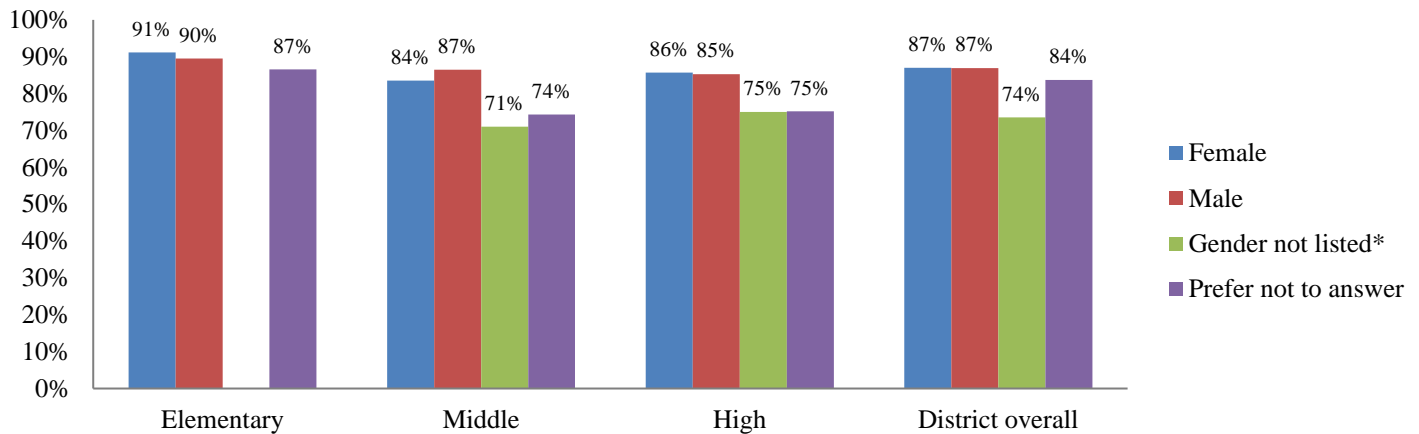
Consistent with previous years, overall student engagement generally decreased steadily as grade level increased, except for grade 9 students who reported a rate slightly higher than grade 7 students. Students in grades 3 and 5 reported having the highest level of engagement at 91% and 89%, respectively. Grade 11 students were the least engaged, with 83% overall agreement with the items.

### Percentage of overall student engagement by grade



Students who identify as female and male reported the same level of engagement overall; however, there were differences across levels. At the elementary and high school levels, the average engagement level of students who identify as female was slightly higher than students who identify as male, whereas at the middle school level, students who identify as male reported a 3% higher engagement level than students who identify as female.

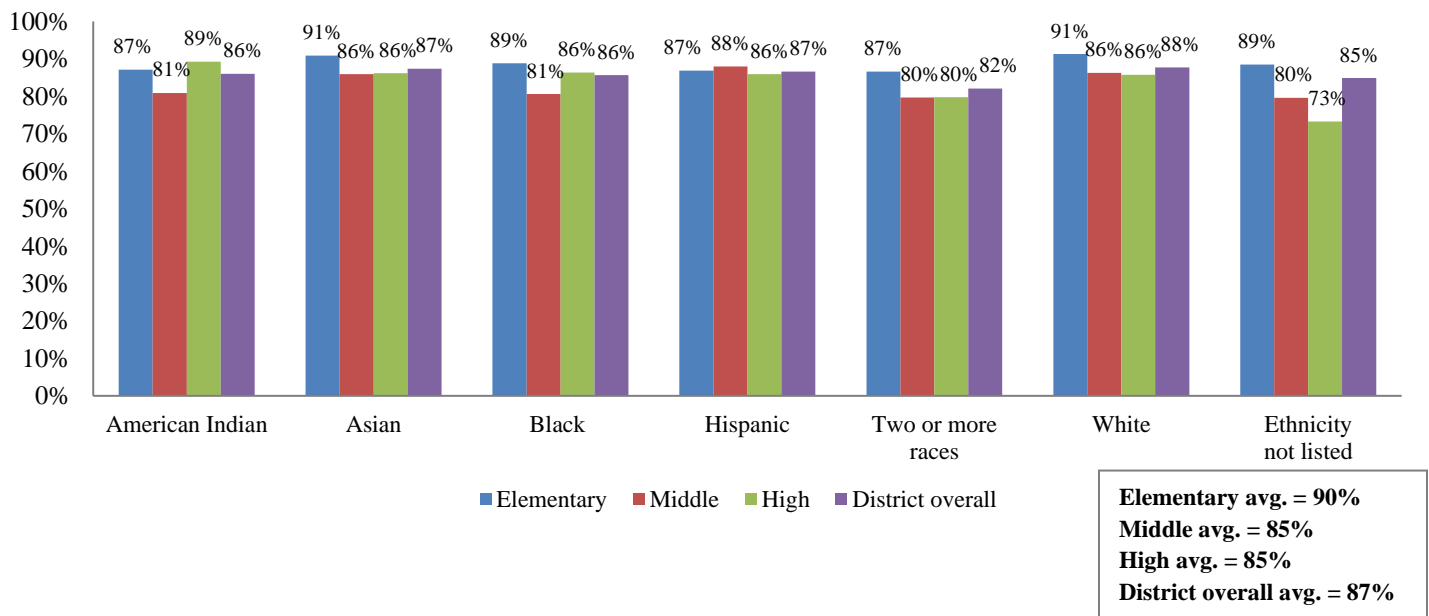
**Percentage of overall student engagement by gender**



\* 'I identify with an option not listed' is not a response option on the elementary survey.

When disaggregated by ethnicity, reported overall engagement across all ethnicities at the elementary level ranged from 87% to 91% at the elementary level, 80% to 88% at the middle level, 73% to 89% at the high school level, and 82% to 88% at the district level. This indicates that the largest gaps are at the high school level, with students selecting the ethnicity not listed option reporting the lowest (73%) engagement and students identifying as American Indian reporting the highest (89%) engagement at the high school level.

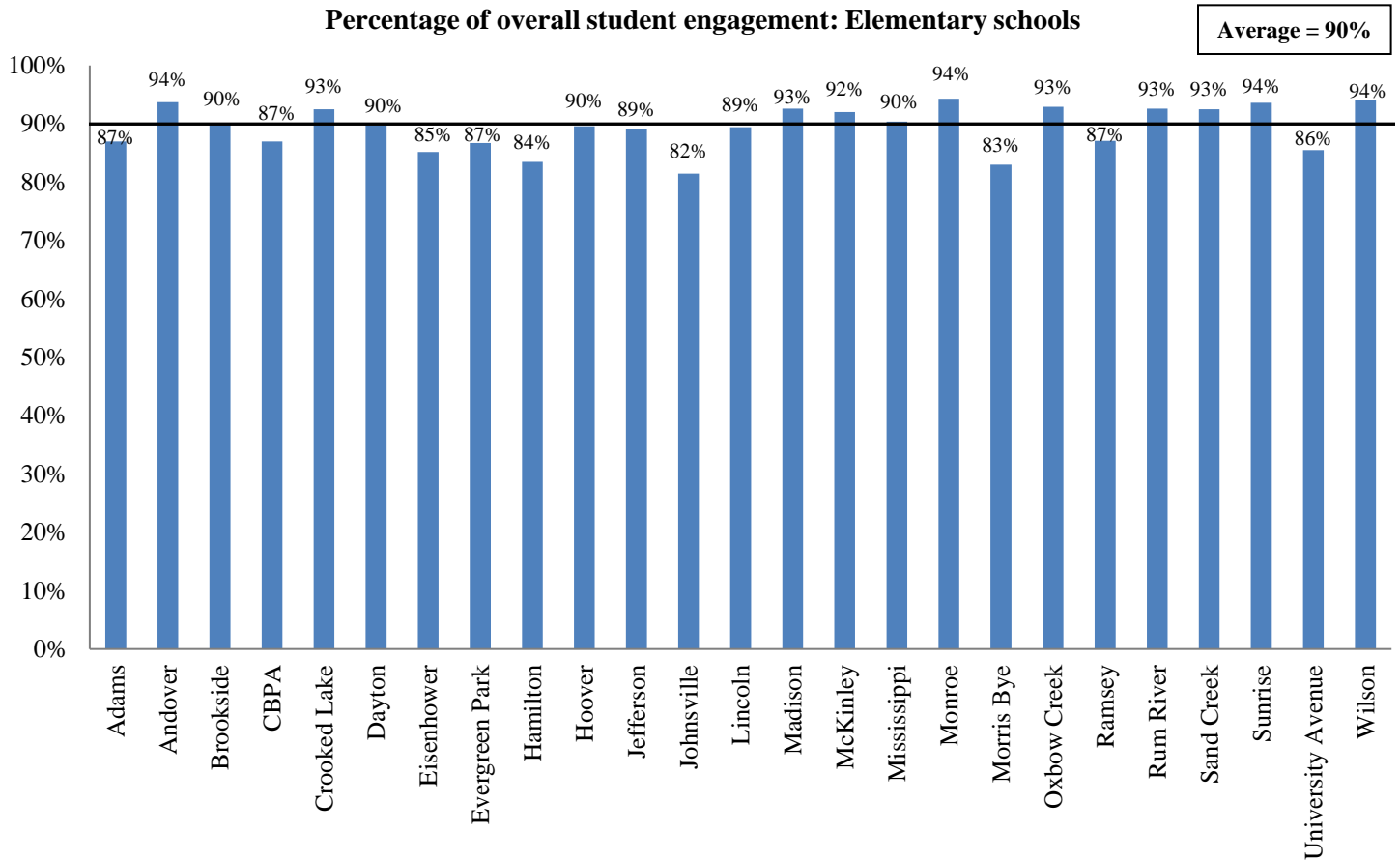
**Percentage of overall student engagement by ethnicity**



## Percentage of overall student engagement by level and school

This section disaggregates and graphs the percentage of overall student engagement by school for each level (elementary, middle, and high school). The horizontal black lines represent the level overall average. The bars represent each school's overall engagement as an average of all of the item responses.

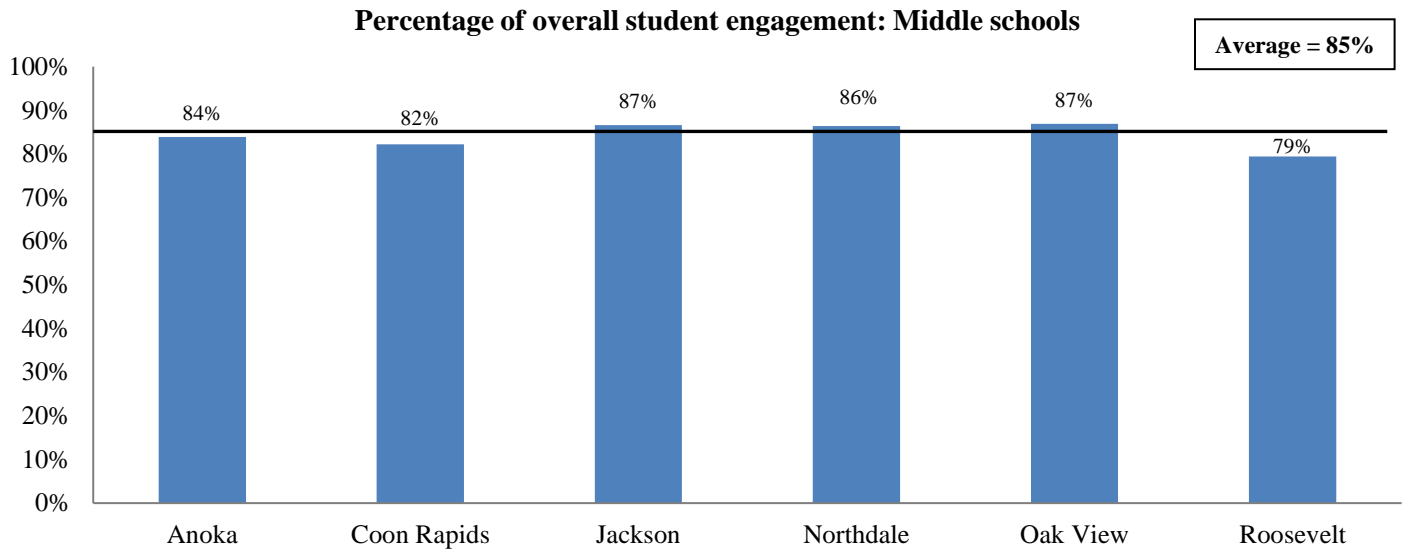
The percentage of overall student engagement ranged from 82% to 94% across elementary schools. Ten of the twenty-five elementary schools had an overall engagement rate two or more percentage points greater than the elementary average of 90%, while nine schools had a rate two or more percentage points lower than that average.



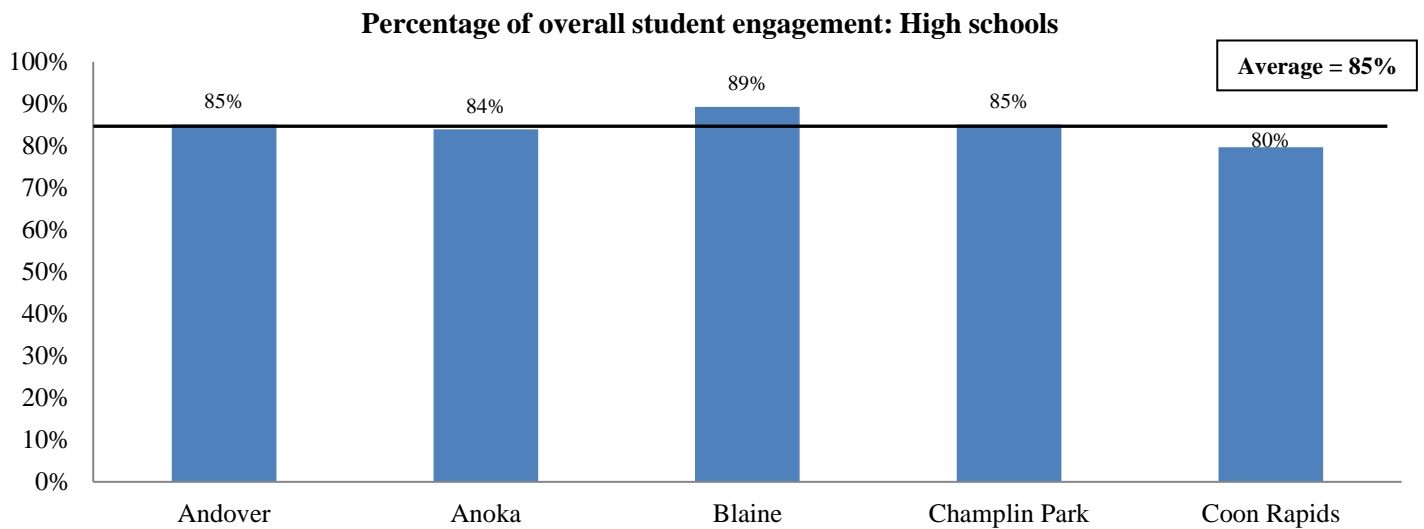
*Note: RTLC data were suppressed due to low cell size.*



The horizontal black line represents the district middle school average of 85%, about 1% lower than last year. The percentage of middle school students who were engaged ranged from 79% to 87% across sites. Jackson and Oak View Middle School students reported the highest levels of engagement with Roosevelt Middle School students reporting the lowest.



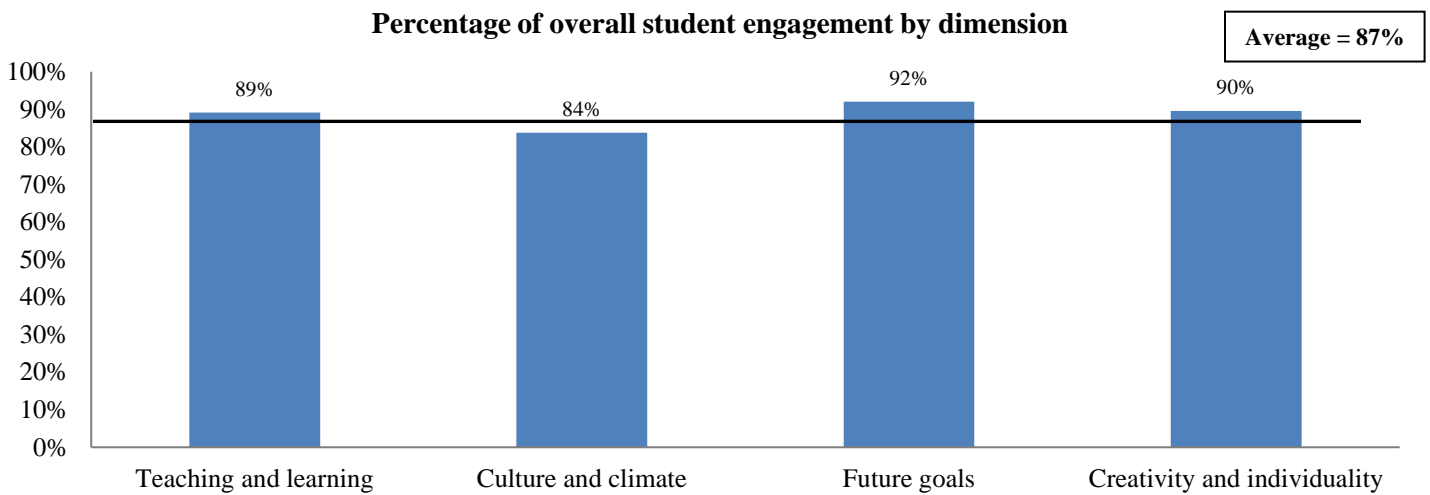
The horizontal black line represents the district high school average of 85%, 4% higher than last year. For high school, overall engagement among the traditional high schools ranged from 80% to 89%. Blaine High School students reported the highest level of overall student engagement and Coon Rapids High School students indicated the lowest level of engagement.



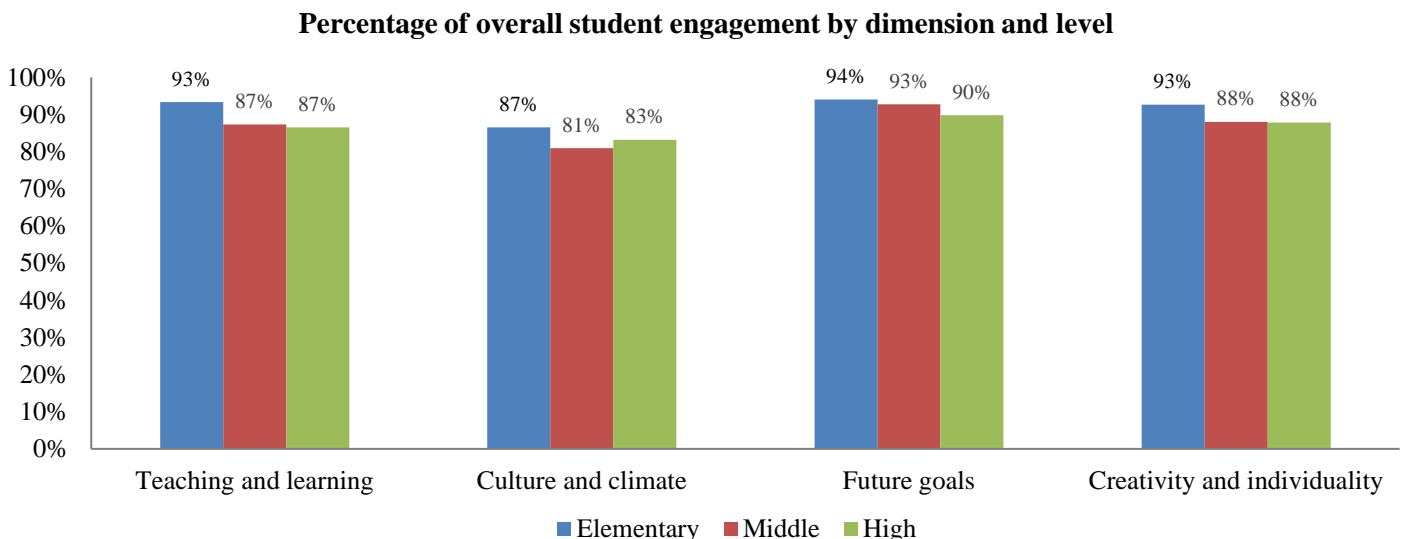
## Overall student engagement by dimension

This section disaggregates 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. 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*. Consistent with prior years, the percentage of student engagement was highest in the future goals dimension and the lowest in the culture and climate dimension.

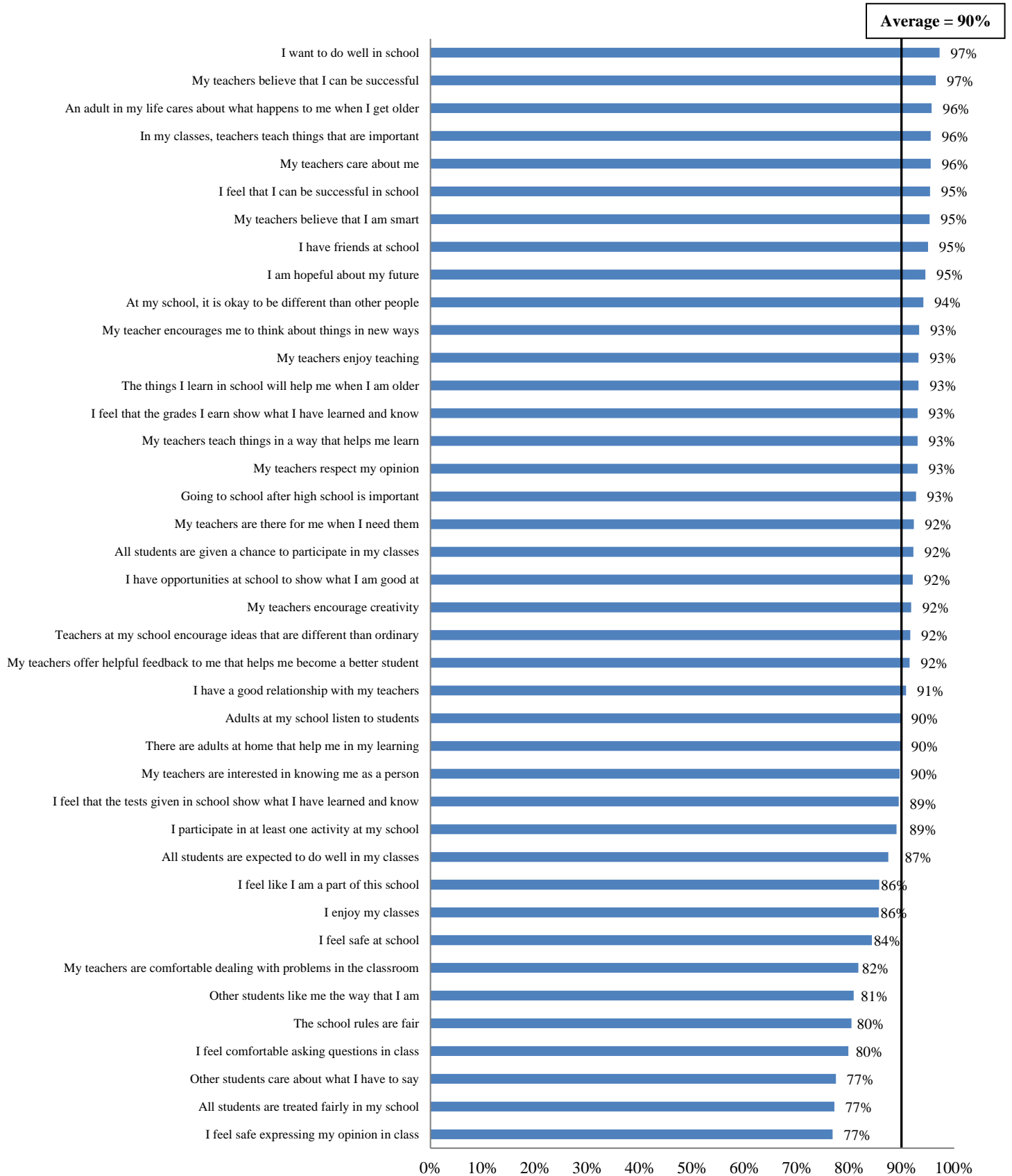


Looking within each level, the overall dimension agreement varied by 7% at the elementary level, 12% at the middle level, and 7% at the high school level. Within a dimension, the greatest differences among levels were in the teaching and learning dimension and the culture and climate dimension, with a 6% spread between the highest and lowest levels.



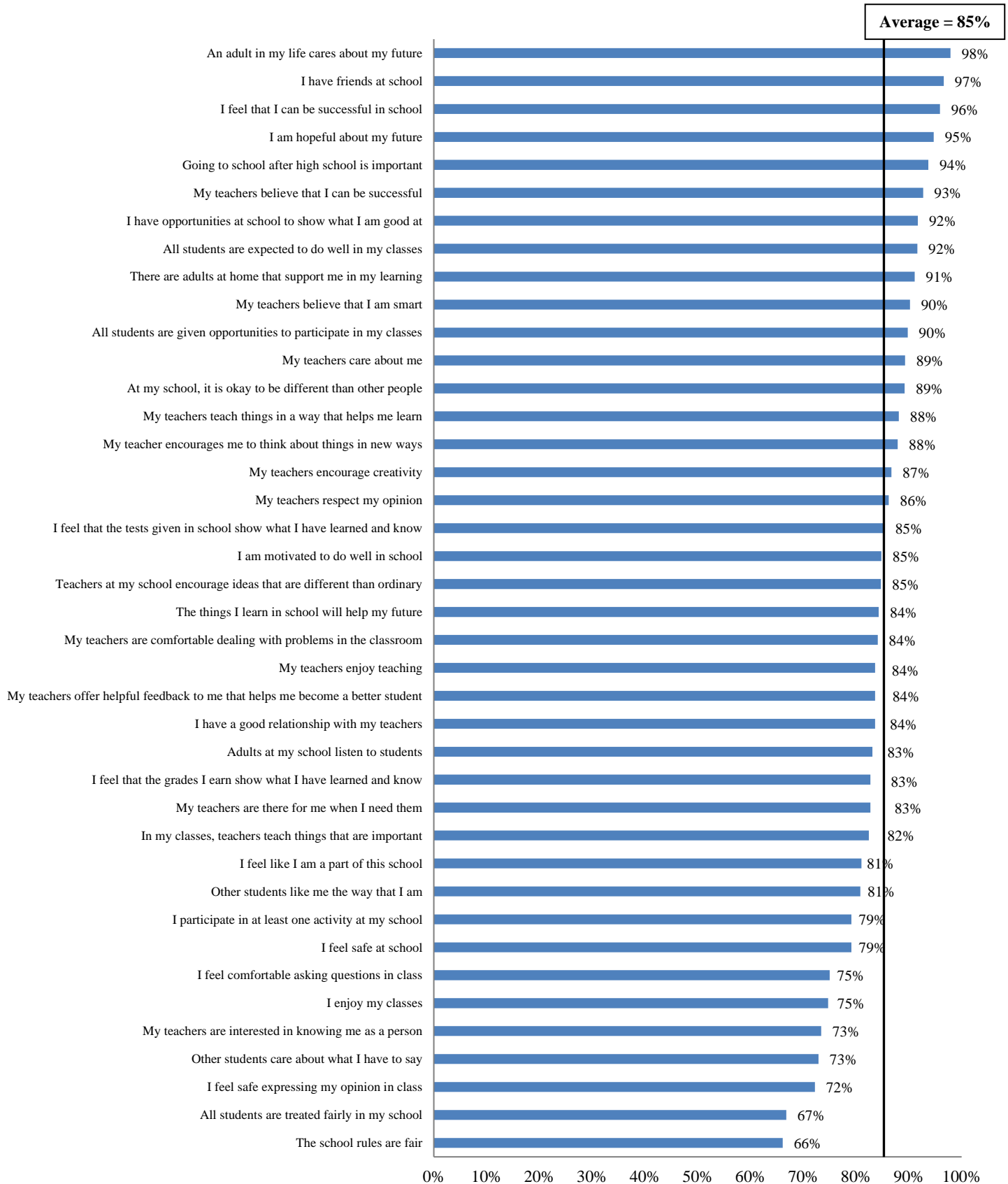
## Agreement by item: Elementary

The graph below 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.



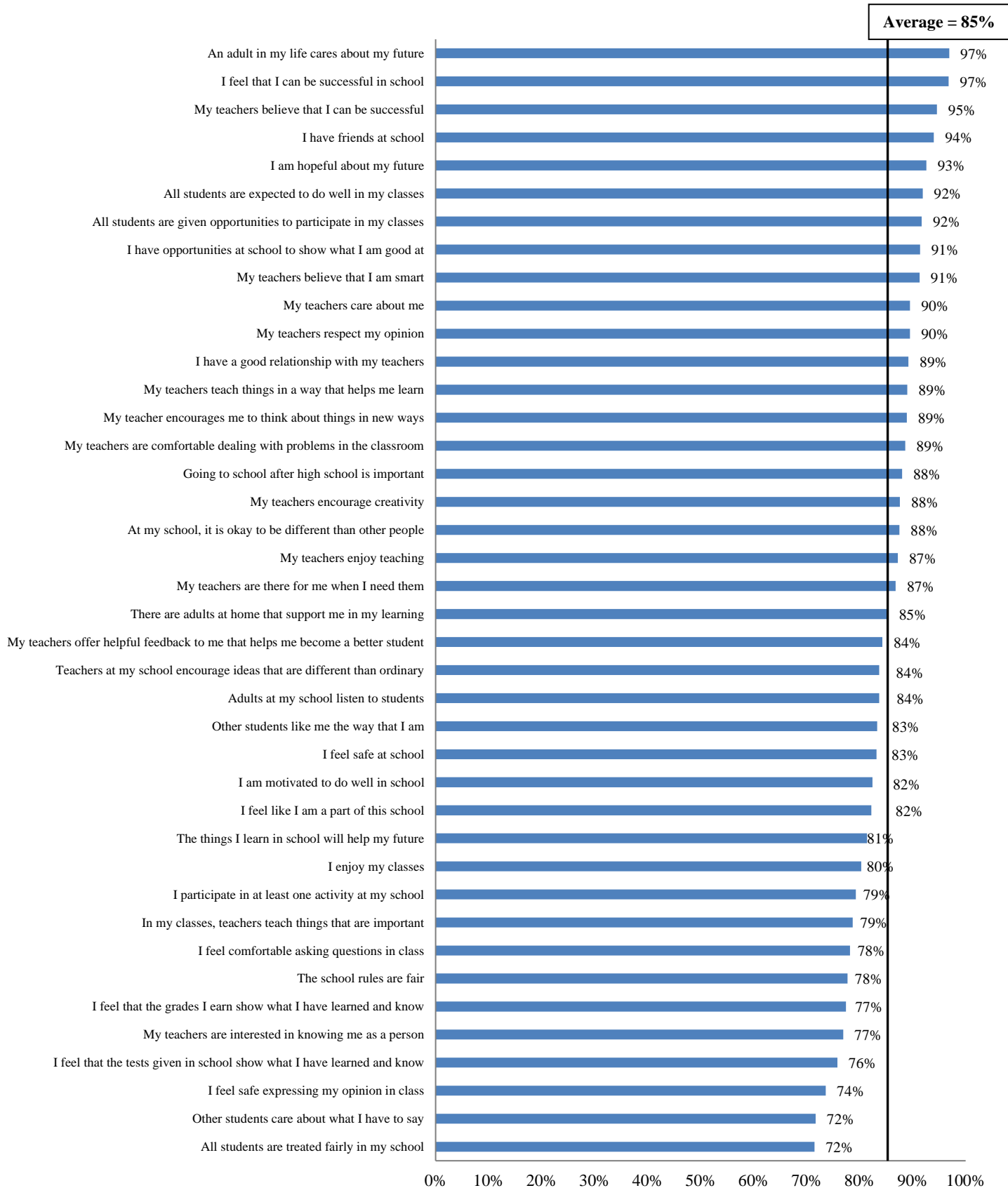
## Agreement by item: Middle

The graph below displays the percentage of middle school students who responded agree or somewhat agree to each item. The vertical black line in this graph represents the middle school average overall agreement.



## Agreement by item: High

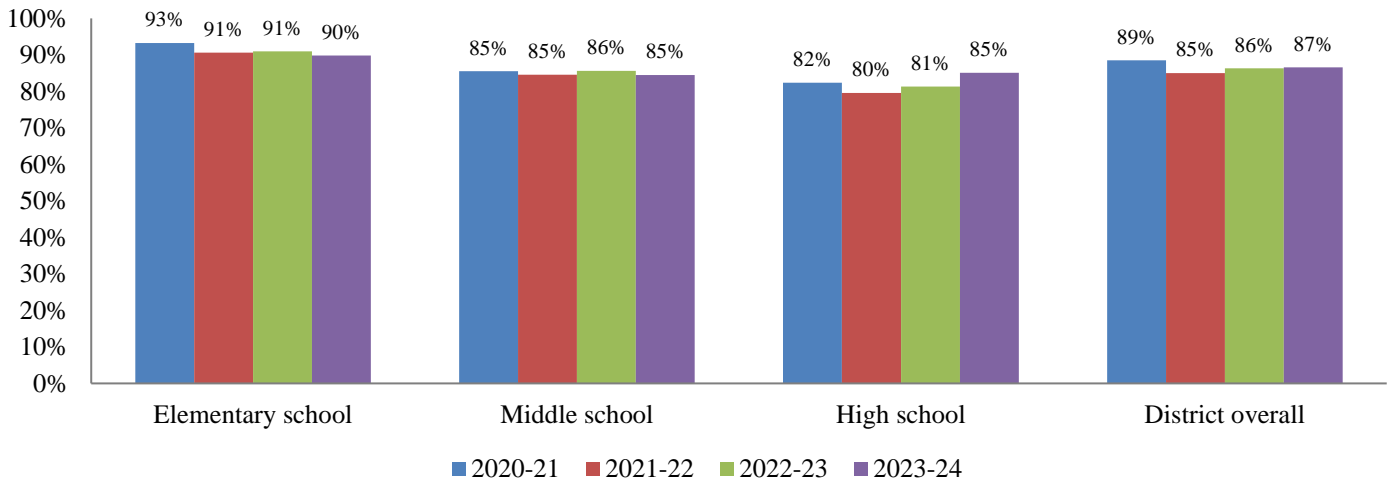
The graph below displays the percentage of high school students who responded agree or somewhat agree to each item. The vertical black line in this graph represents the high school average overall agreement.



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

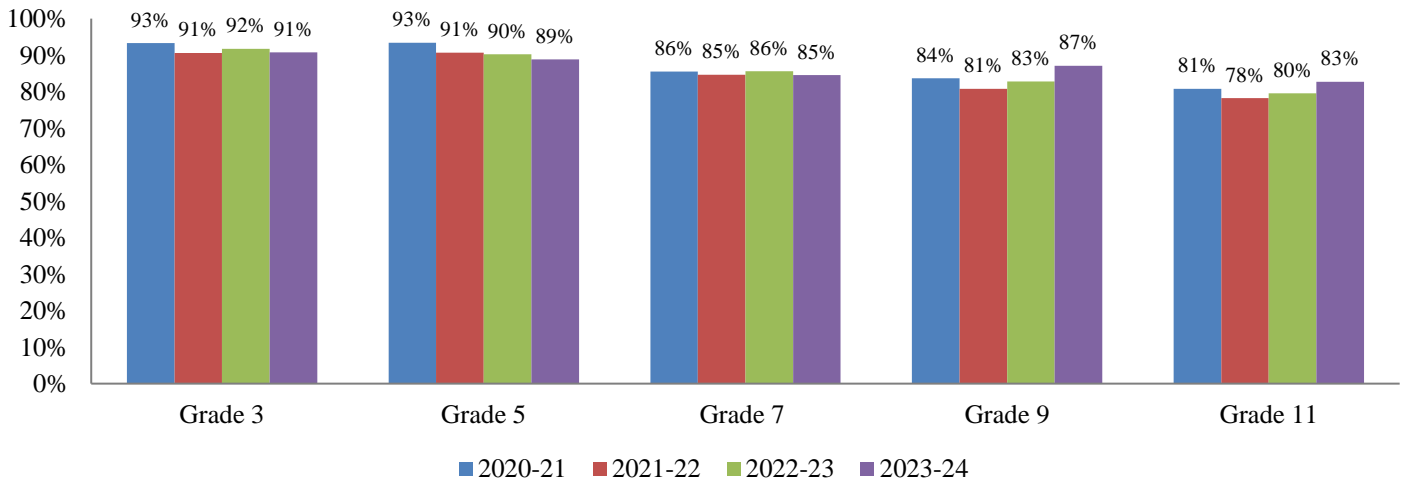
After the level of overall student engagement decreased across all levels from 2020-21 to 2021-22, there was an increase across all levels in 2022-23, and this year, there was an increase again at the high school level and districtwide. However, there was a slight decrease at the elementary and middle levels. Over the past three years, student engagement at the elementary and middle levels has remained fairly stable, while there has been an increase year over year at the high school and district overall levels.

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



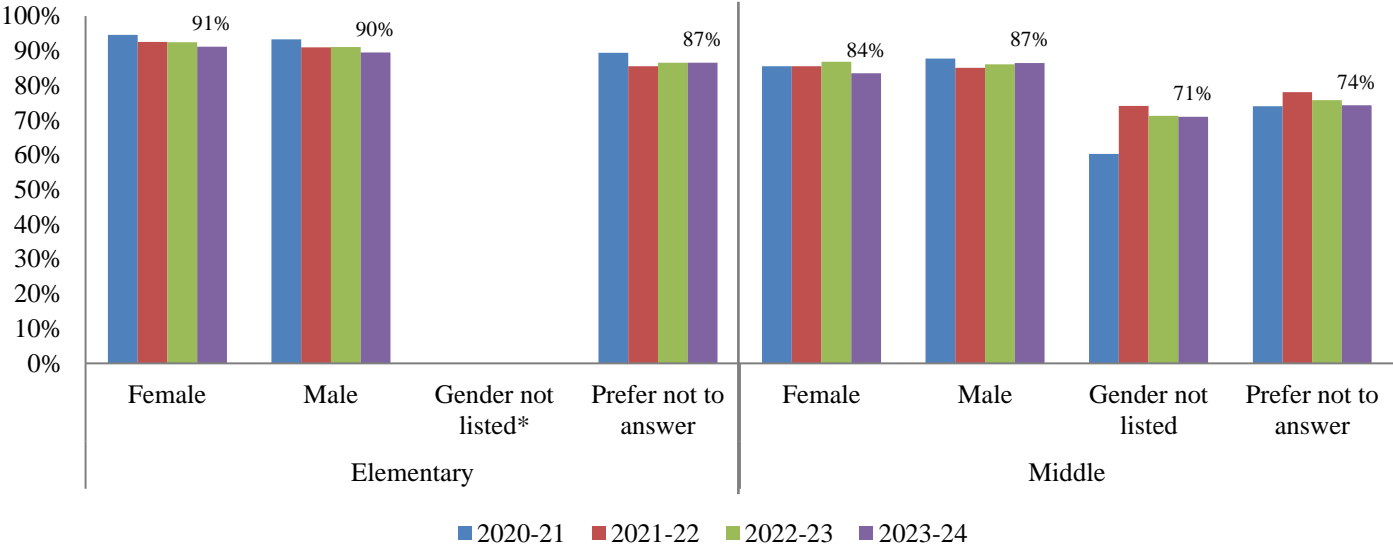
In 2023-24, grade 9 experienced an increase in engagement of approximately 4% and grade 11 experienced an increase of about 3%. Grades 3, 5, and 7 each saw decreases of approximately 1% from the previous year.

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



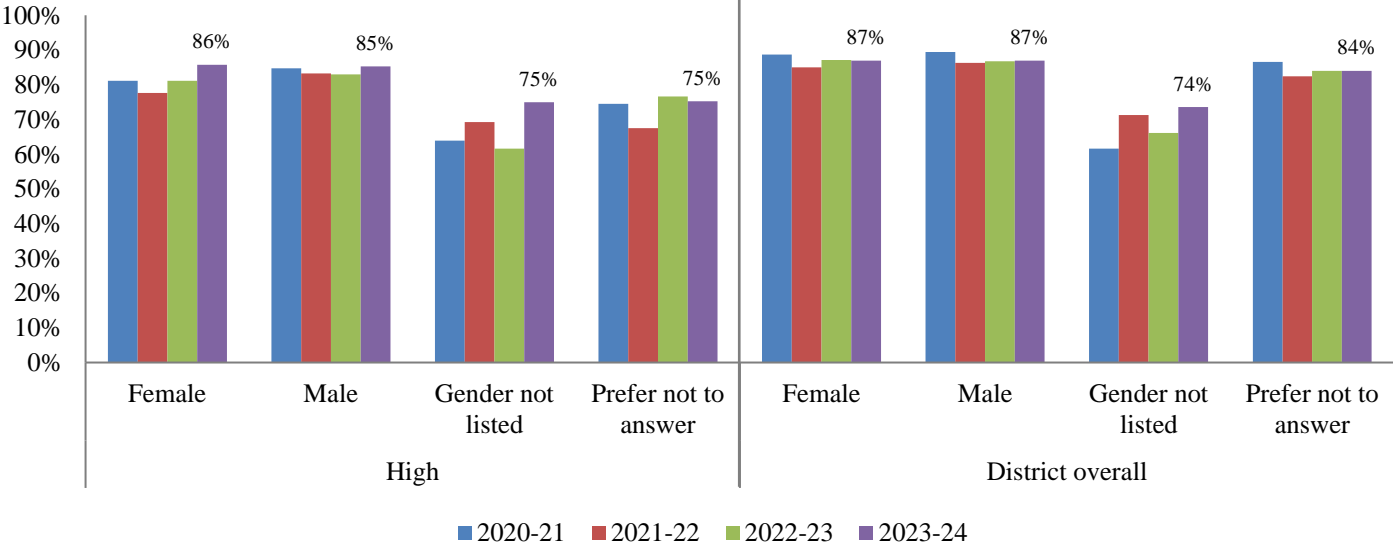
At the elementary level, engagement has decreased slightly for students who identify as male and remained within 1% of last year’s rate for students who identify as female or chose the ‘Prefer not to answer’ response option. At the middle school level, engagement decreased by 3% for students who identify as female and remained within 1% of last year’s rate for students who identify as male or chose the ‘I identify with an option not listed’ or the ‘Prefer not to answer’ response options. At the high school level, since 2022-23, there was an increase of 5% for students identifying as female, 2% for students identifying as male, and 13% for students identifying with an option not listed. There was a 2% decrease in student engagement for high school students preferring not to answer the gender question. Districtwide, engagement stayed about the same for students identifying as male, female, or those preferring not to answer the gender question, and increased 7% for students who identify with an option not listed.

**Percentage of overall student engagement by gender: Four-year trend**



Note: Data labels reflect current year data. \*‘I identify with an option not listed’ is not a response option on the elementary survey.

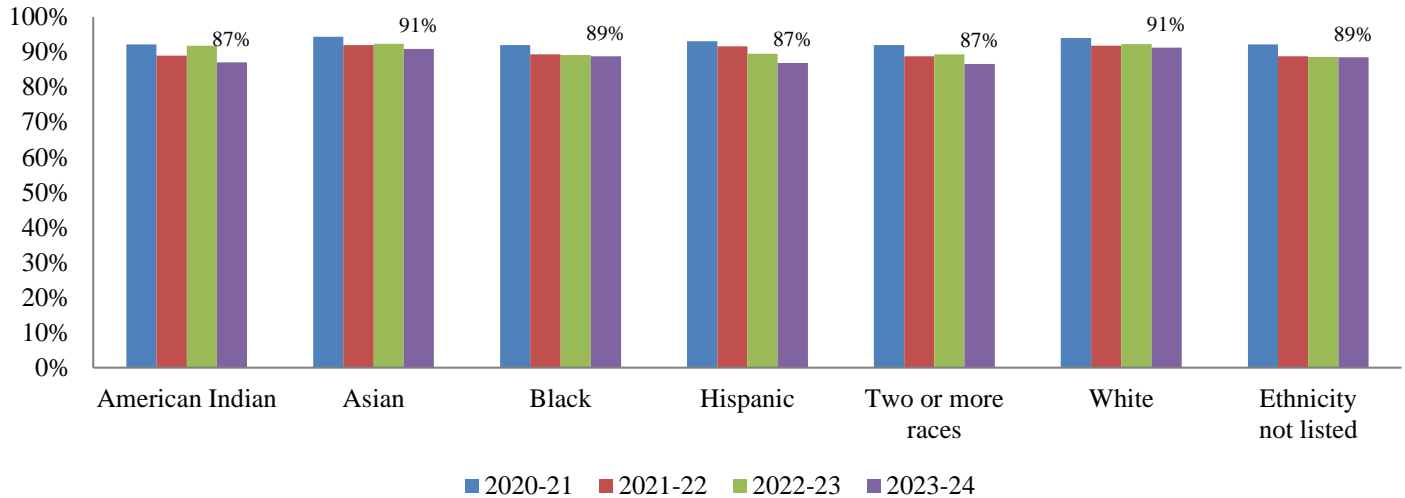
**Percentage of overall student engagement by gender: Four-year trend**



Note: Data labels reflect current year data.

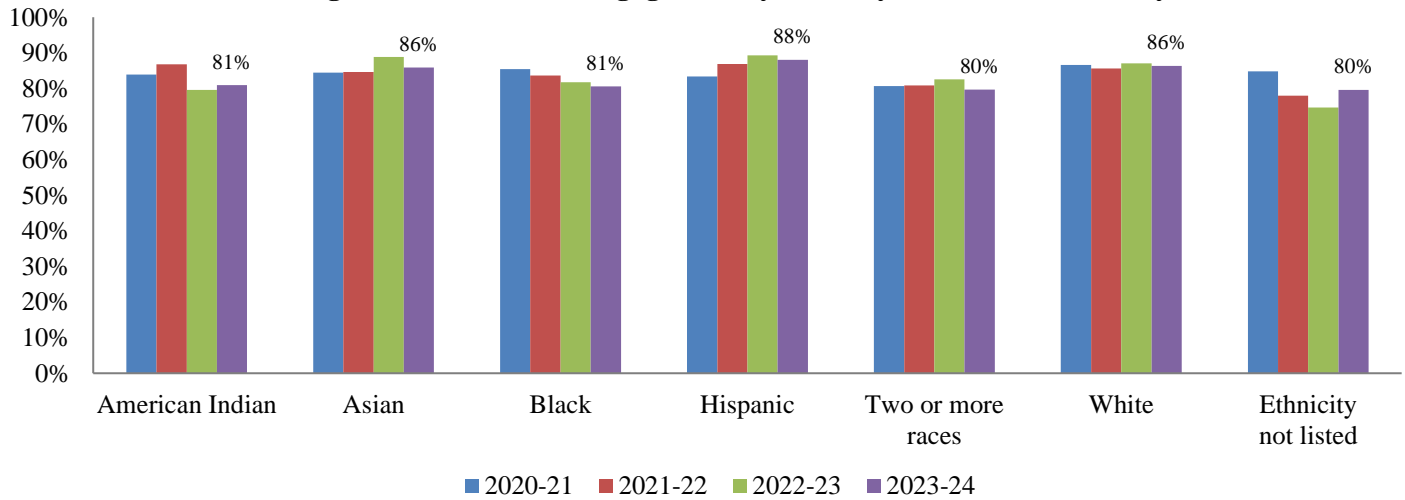
When disaggregated by ethnicity, there was a decrease from last year across all ethnicities at the elementary level, with the largest decrease being for students who identify as American Indian (92% in 2022-23 to 87% in 2023-24). At the middle school level, there was a decrease across all reported ethnicities from 2022-23 to 2023-24, except for American Indian (increased 1%) and students who identify with an ethnicity not listed (increased 5%). The largest decreases at the middle school level were for students who identify as Asian or two or more races.

**Percentage of overall student engagement by ethnicity: Elementary school four-year trend**



Note: Data labels reflect current year data.

**Percentage of overall student engagement by ethnicity: Middle school four-year trend**

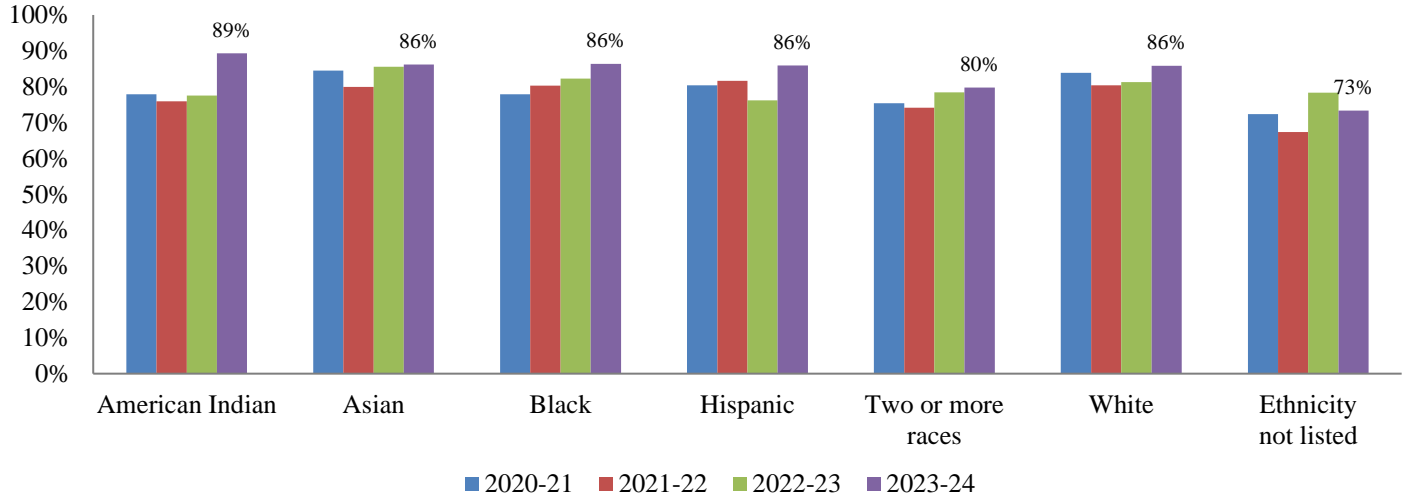


Note: Data labels reflect current year data.



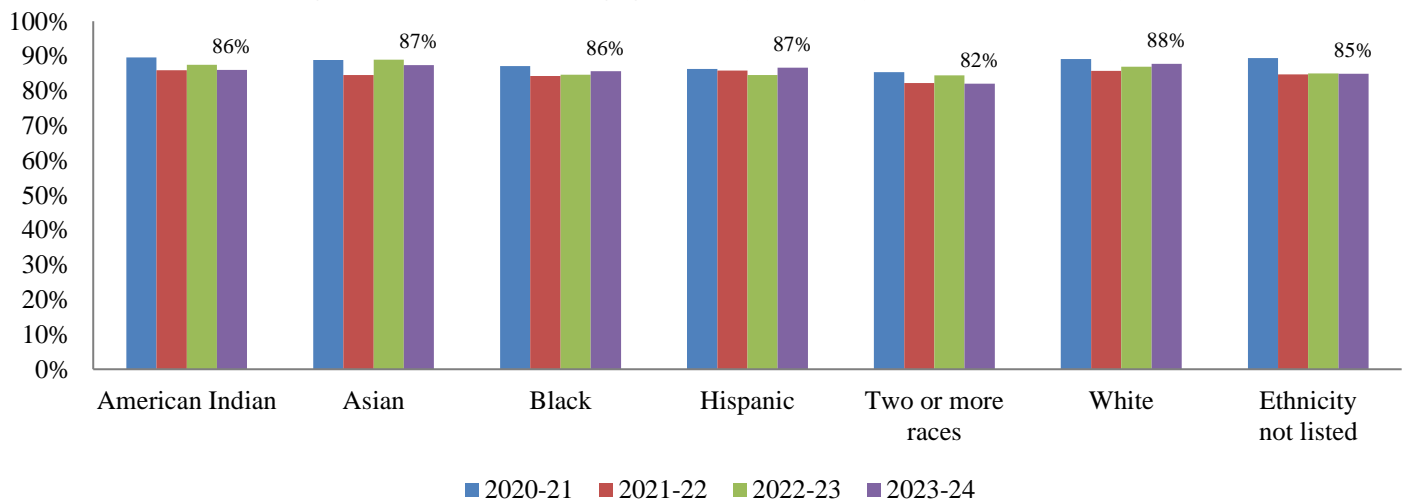
At the high school level, there was an increase across all ethnicities, except for students who identify with an ethnicity option not listed. The largest increase was for students who identify as American Indian (12% increase) or Hispanic (10% increase). At the district level, students who identified as Hispanic increased in student engagement by 2% since 2022-23 and students who identified as Asian or two or more races decreased by 2% since last year. All other racial/ethnic groups remained within 1% of the 2022-23 rates.

**Percentage of overall student engagement by ethnicity: High school four-year trend**



*Note: Data labels reflect current year data.*

**Percentage of overall student engagement by ethnicity: Districtwide four-year trend**

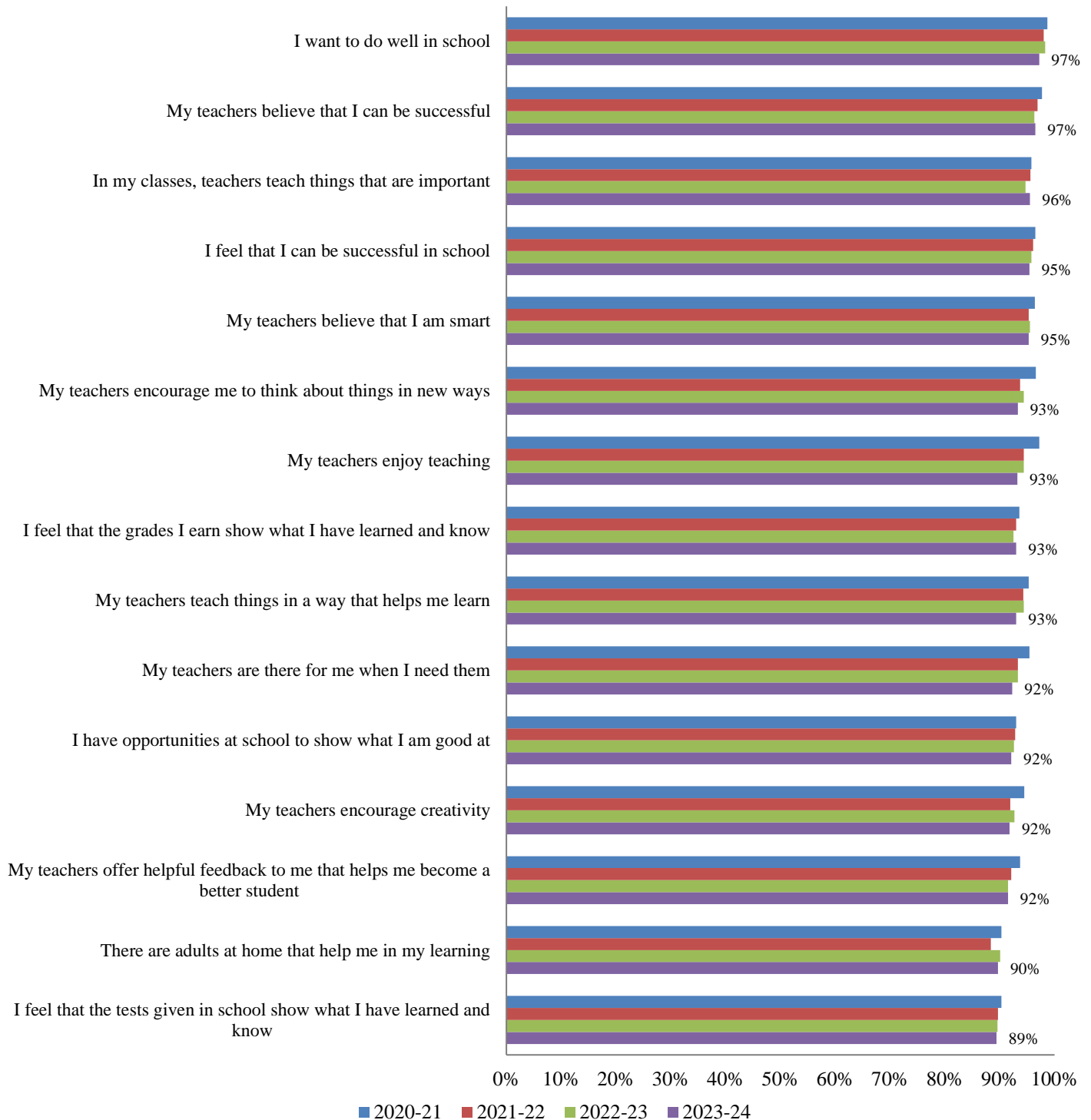


*Note: Data labels reflect current year data.*

## Trend data: Elementary school items by dimension

The following graphics represent the percentage of students who responded agree or somewhat agree to each item by dimension over the last four years at the elementary level. All of the items within the teaching and learning dimension remained fairly consistent from 2022-23 to 2023-24, within about 1%. Items in the lowest and highest rated spots have also remained about the same since last year.

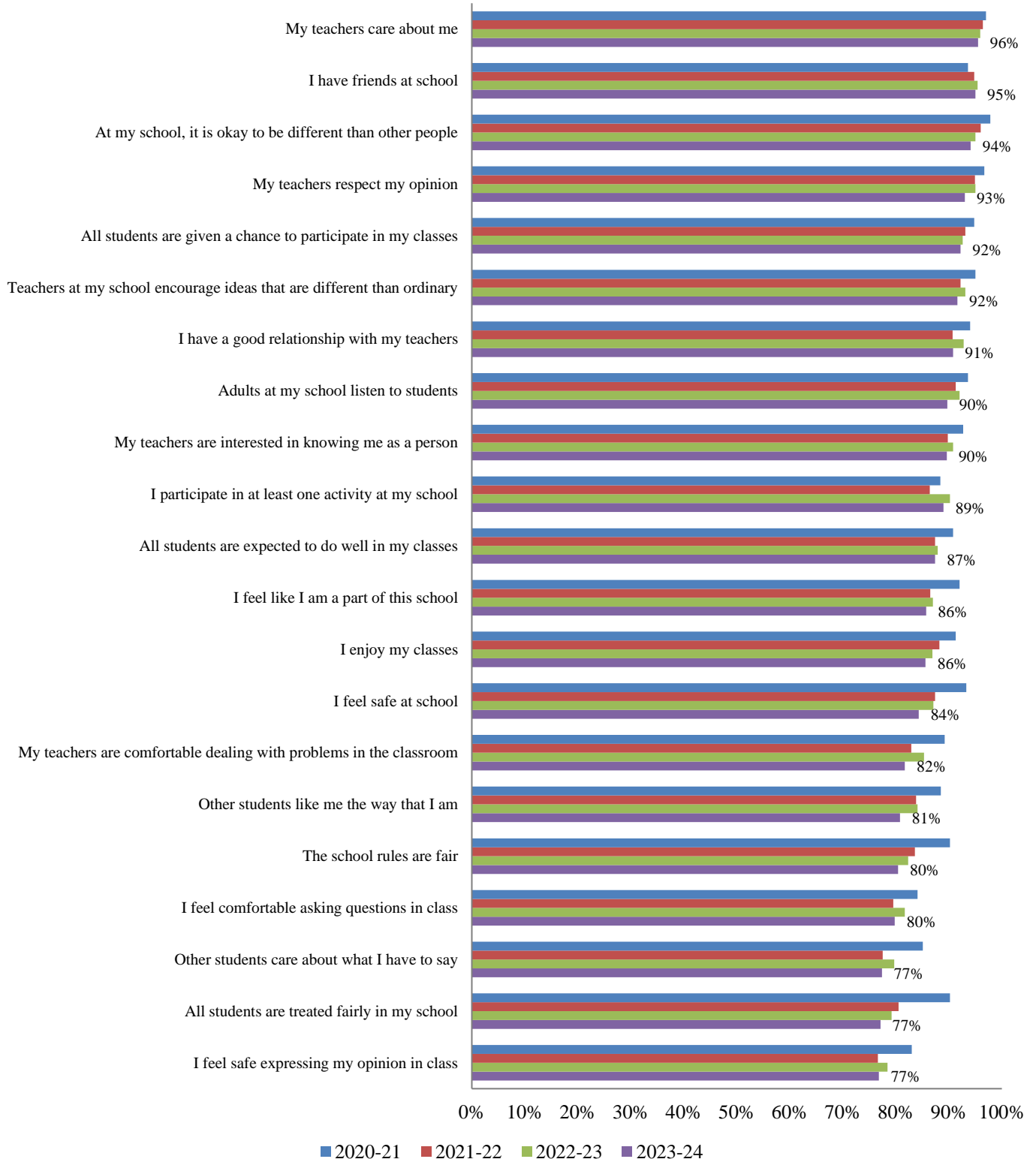
### Items in teaching and learning dimension: Four-year elementary school comparison



*Note: Data labels reflect current year data.*

The culture and climate dimension seemed to be particularly impacted by the Covid-19 pandemic, which may have yielded the unique results shown in the 2020-21 school year. Of the 21 culture and climate items, eleven items either maintained the same rate as 2022-23 or decreased by 1% while ten items decreased beyond 1%, four of which decreased by 3%. The item that decreased the most since last year was *My teachers are comfortable dealing with problems in the classroom*.

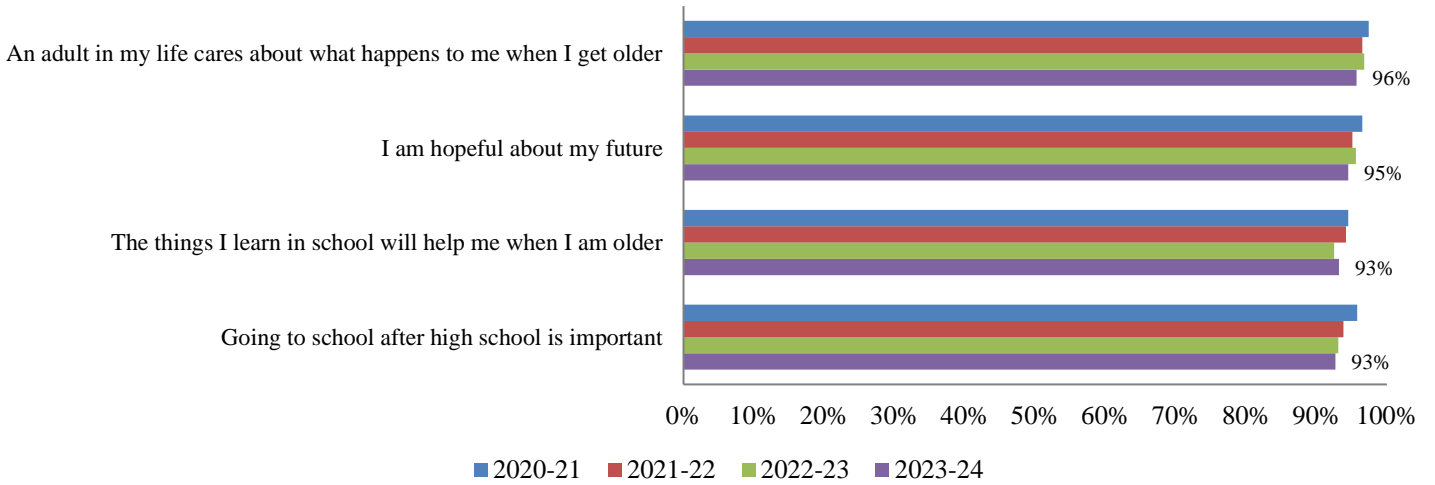
### Items in culture and climate dimension: Four-year elementary school comparison



Note: Data labels reflect current year data.

Two items in the future goals dimension, *Going to school after high school is important* and *The things I learn in school will helped me when I'm older*, changed by less than 1% since last year. The other two items, *I am hopeful about my future* and *An adult in my life cares about what happens to me when I get older*, decreased by 1%.

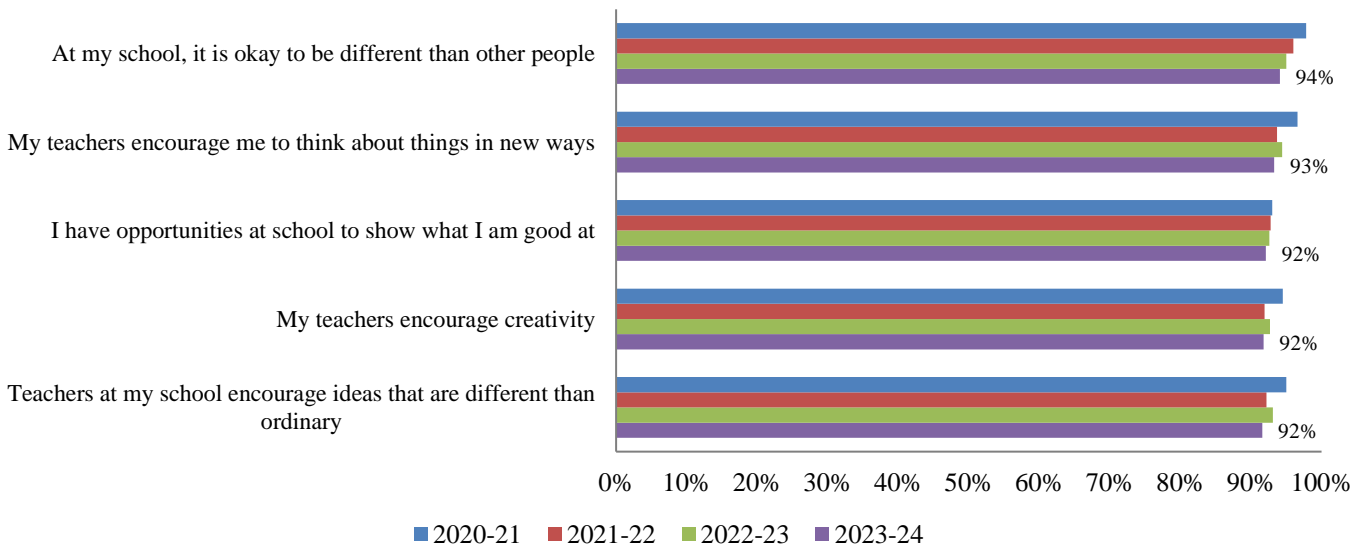
**Items in future goals dimension: Four-year elementary school comparison**



Note: Data labels reflect current year data.

All five items in the creativity and individuality dimension showed decreases of around 1% since 2022-23. The items in this dimension are rated quite similarly, ranging in agreement from 92% to 94% at the elementary level. The item *At my school it is okay to be different than other* has been trending downward, a total of 4% decrease over the past four years.

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

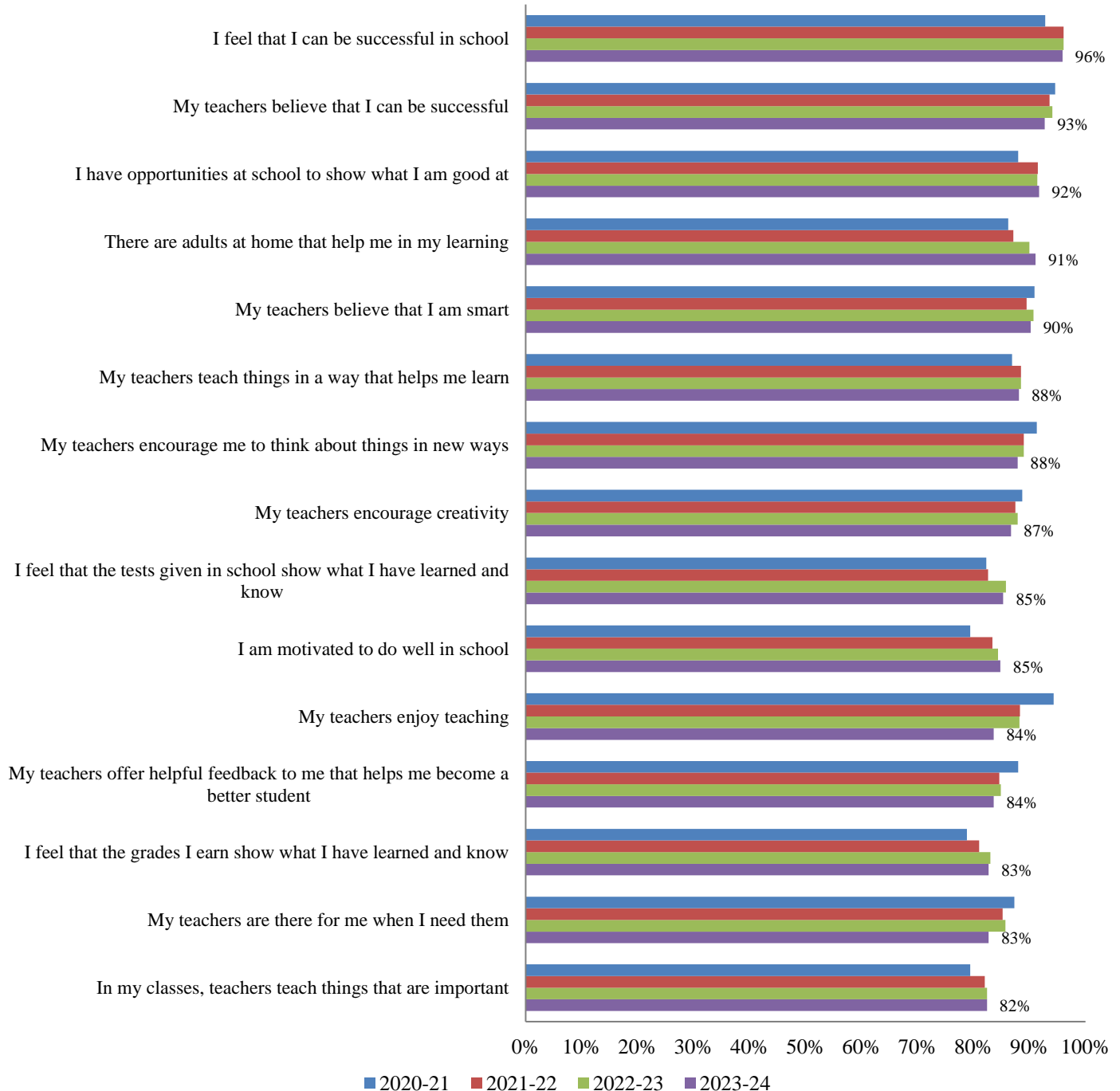


Note: Data labels reflect current year data.

## Trend data: Middle school items by dimension

The following graphics represent the percentage of students who responded agree or somewhat agree to each item by dimension at the middle school level. From 2022-23 to 2023-24, three of the 15 items in the teaching and learning dimension increased by around 1%, and three items maintained the same engagement rate as was reported last year. Seven items decreased by around 1%, and two items decreased beyond 1% with the greatest decrease (4%) being for the item *My teachers enjoy teaching*, followed by *My teachers are there for me when I need them* (3% decrease). This is the lowest agreement rate for the item *My teachers enjoy teaching* in survey history. Since 2020-21, when this item was the second highest rated item at the middle school level, there has been a 10% decrease.

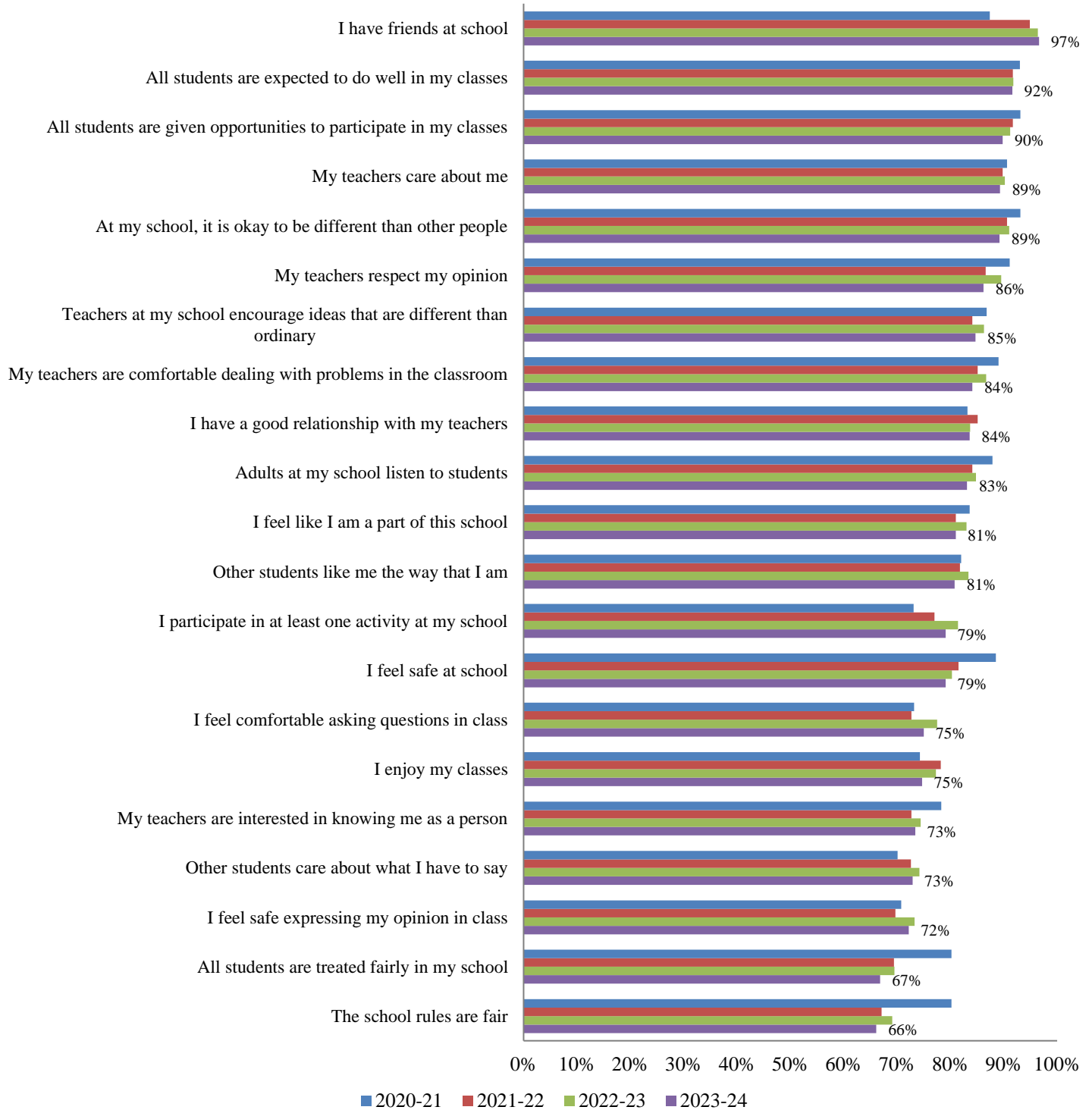
### Items in teaching and learning dimension: Four-year middle school comparison



Note: Data labels reflect current year data.

Within the culture and climate dimension, 11 of the 21 items decreased by more than 1% from 2022-23 to 2023-24, ten of which decreased by 2% or more. Ten items maintained an agreement level within 1% of what was reported last year. The item that showed the greatest decrease since last year was *My teachers respect my opinion* (4% decrease from 90% to 86%).

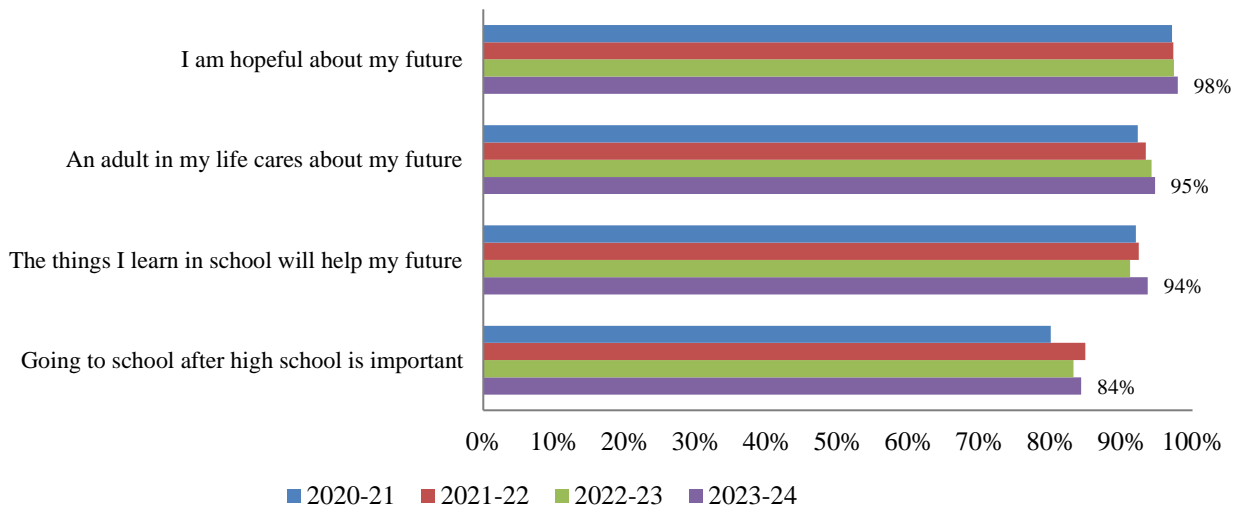
### Items in culture and climate dimension: Four-year middle school comparison



Note: Data labels reflect current year data.

All four items in the future goals dimension increased by 1% or greater from 2022-23 to 2023-24. The greatest increase was for the item *I have opportunities at school to show what I am good at*, which increased by 3%.

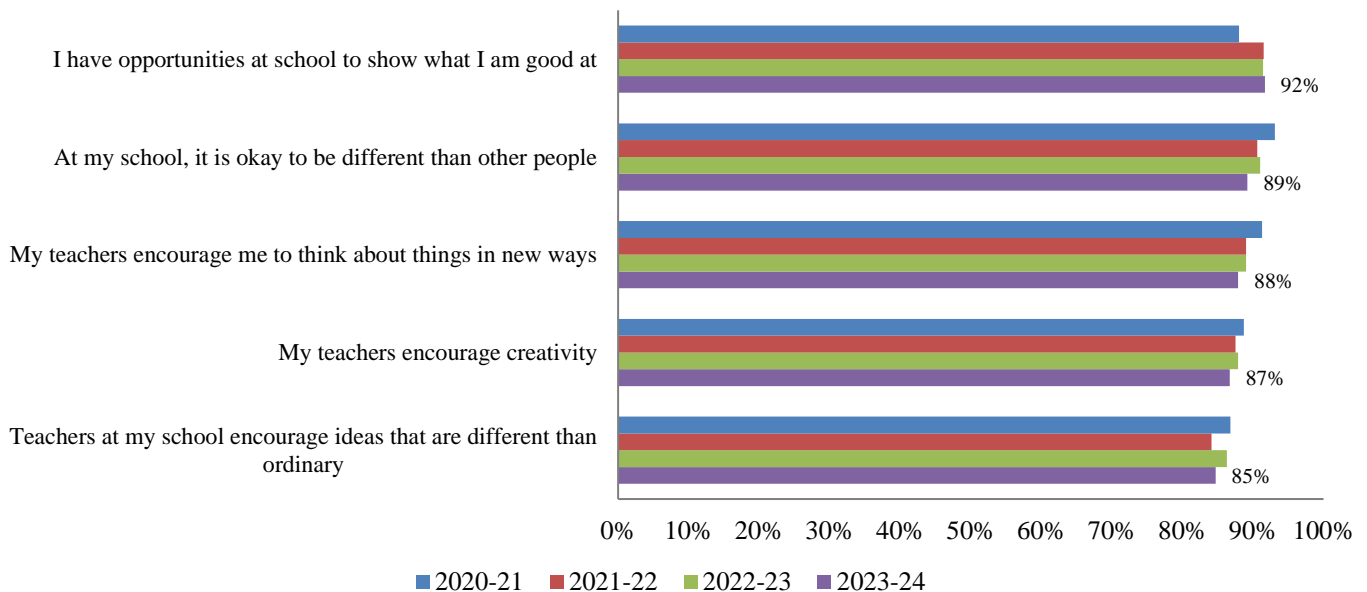
### Items in future goals dimension: Four-year middle school comparison



Note: Data labels reflect current year data.

One of the five items in the creativity and individuality dimension increased from last year, *I have opportunities at school to show what I am good at*. All other items decreased by 1% or more, with the item *At my school, it is okay to be different than other people* showing the greatest decrease of 2%. The item *Teachers at my school encourage ideas that are different than ordinary* continues to be the lowest ranked item.

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

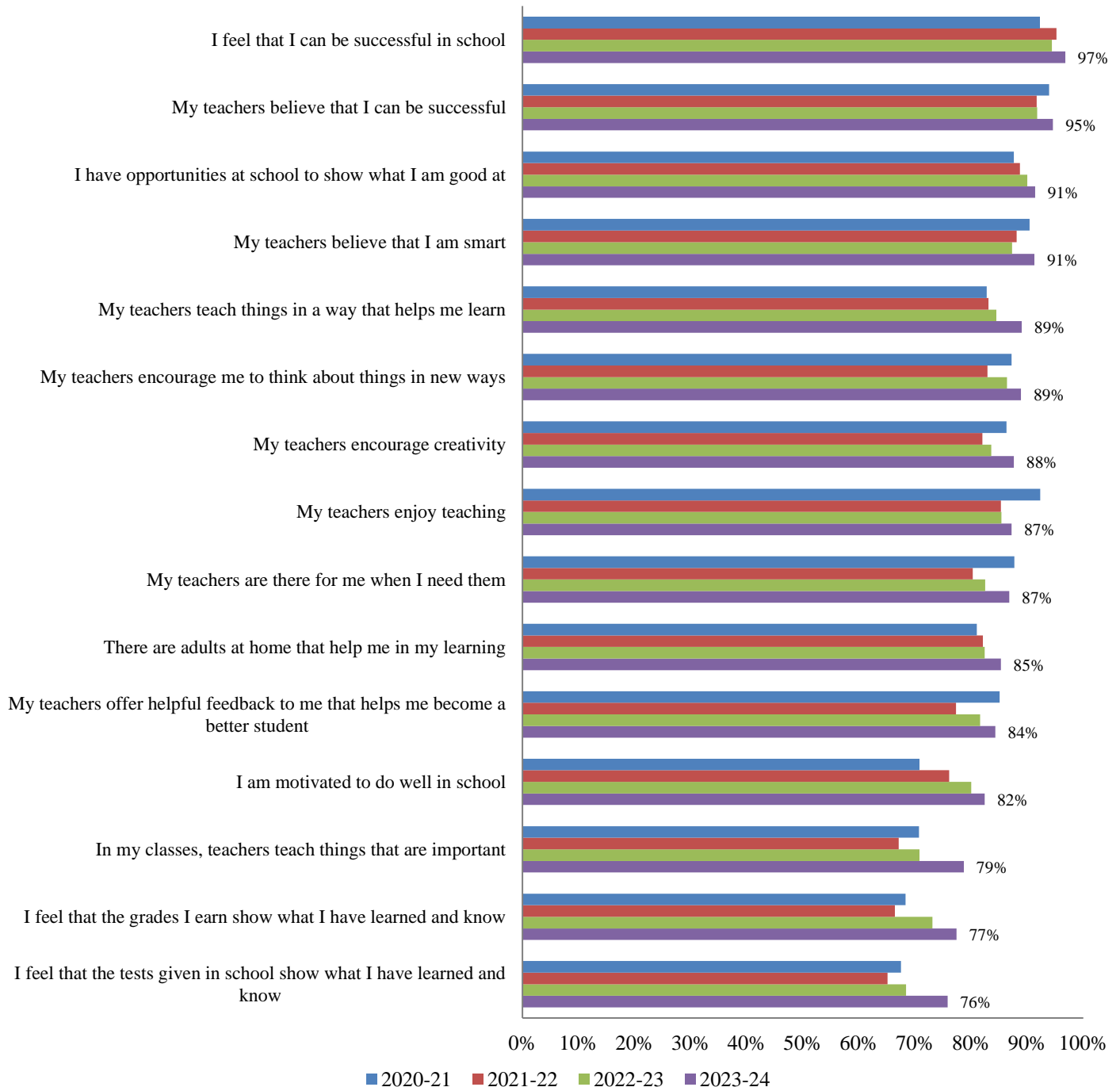


Note: Data labels reflect current year data.

## Trend data: High school items by dimension

The following graphics represent the percentage of students who responded agree or somewhat agree to each item by dimension at the high school level. From 2021-22 to 2022-23, 14 of the 15 items in the teaching and learning dimension increased, and in 2023-24 all 15 items increased, demonstrating an upward trend at the high school level. Eleven items increased by 3% or more. Two of the three lowest rated items experienced the greatest improvement this year, with increases of 8% over last year. These items are *I feel that the tests given in school show what I have learned and know* and *In my classes, teachers teach things that are important*. The item *I feel that I can be successful in school* increased by 3% and remains the highest rated item.

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

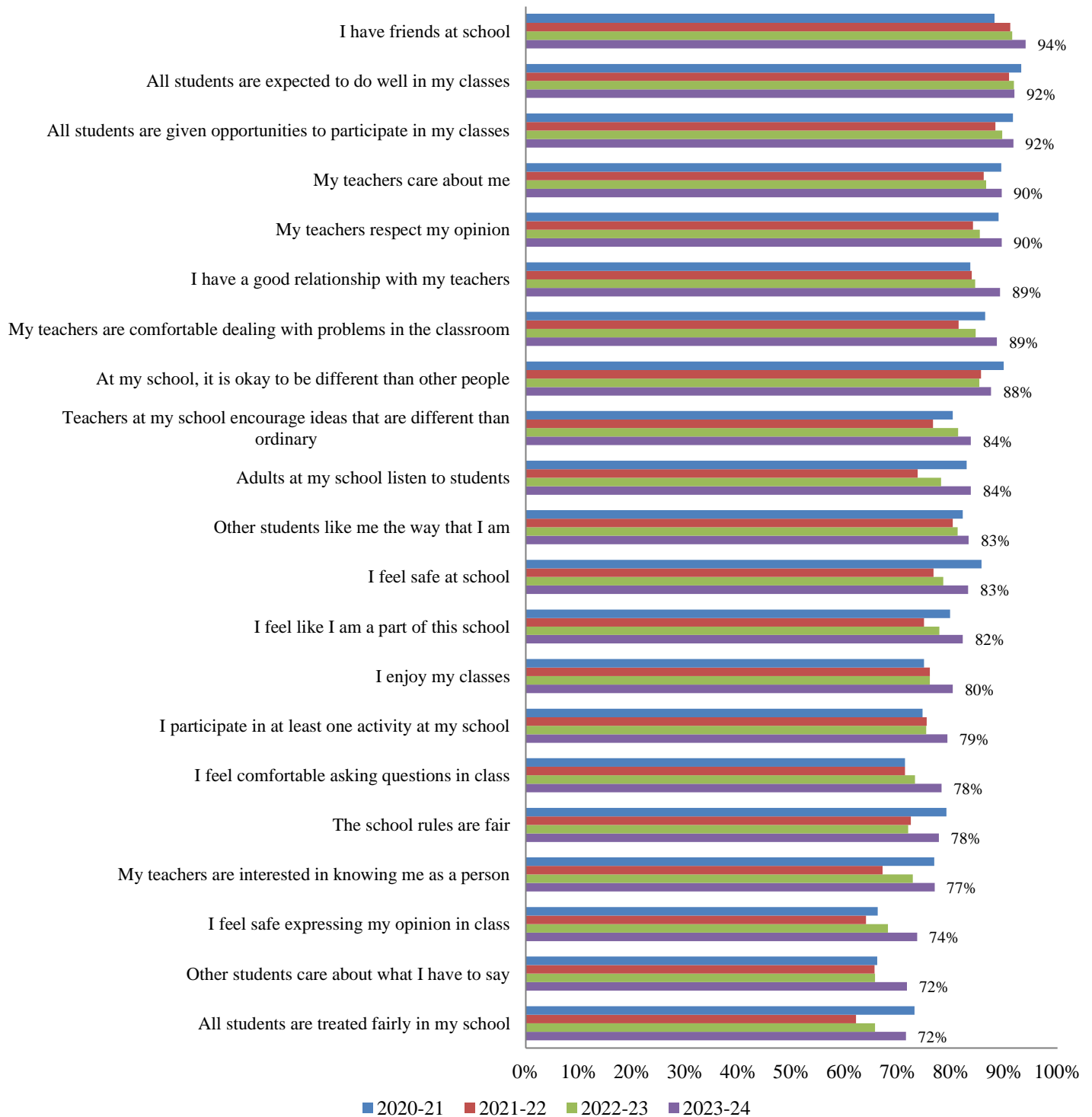


Note: Data labels reflect current year data.



Within the culture and climate dimension, 19 of the 21 items increased to some degree from 2021-22 to 2022-23, and in 2023-24, 20 items increased again. Seventeen items increased by 3% or more. Four of the five lowest rated items experienced a 6% increase since last year. The only item that did not show an increase over last year is *All students are expected to do well in my classes*, which maintained the same engagement rate as last year, and has dropped from the highest rated spot to the second highest rated spot.

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



Note: Data labels reflect current year data.

All four items in the future goals dimension showed an increase of 2% or greater from 2022-23 to 2023-24. The lowest rated items showed the greatest increases, with the item *Going to school after high school is important* increasing by 7% since last year.

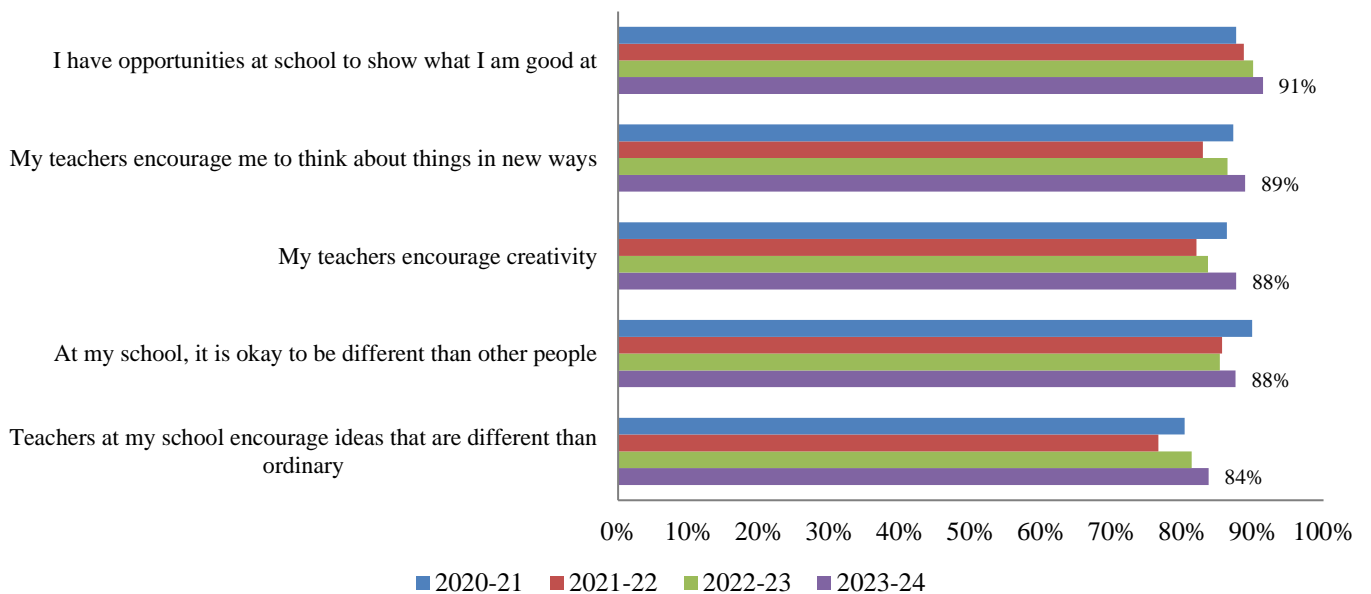
### Items in future goals dimension: Four-year high school comparison



Note: Data labels reflect current year data.

All items in the creativity and individuality dimension increased from last year. The item *My teachers encourage creativity* showed the greatest increase, 4% since 2022-23.

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



Note: Data labels reflect current year 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](http://www.ahschools.us/ret), or call (763) 506-1000 and request the RET department.