

# 2016 Student Engagement Survey

Results and Analysis

Hays Consolidated Independent School District

February 23 — March 8, 2016



# About the Student Engagement Survey

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The survey was conducted from Feb. 23—March 8. Students in grades 6-12 accessed the survey using their ID numbers. They were informed about the survey via email, and a link was posted on the student portal.

Survey results do not reflect random sampling; therefore, they should not be generalized to the entire student population. Rather, results reflect only the perceptions and opinions of participating students.

Percentages may not add to 100 percent due to rounding.

Recommendations presented at the end of this report come from:

National Association of State Boards of Education, *A State of Engagement* (Alexandria, VA: NASBE, March 2015),  
[http://www.nasbe.org/wp-content/uploads/StudentEngagementStudyGroupReport\\_March-2015\\_FINAL.pdf](http://www.nasbe.org/wp-content/uploads/StudentEngagementStudyGroupReport_March-2015_FINAL.pdf)

# Defining Student Engagement

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Student engagement is the connection that students have with their school and their studies. It is an essential component of successful and effective schools.

K12 *Insight's* Student Engagement Survey is aligned with the latest research, which defines two types of student engagement:

- **Cognitive engagement** is the quality of students' psychological engagement in academic tasks and activities.
- **Social and emotional engagement** is the processes through which students acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Higher scores reflect stronger engagement.

All engagement questions use a four-point frequency scale: Never, Seldom, Often and Always.

# Measuring Student Engagement

The survey measures cognitive engagement through 17 questions on four topics. It measures social and emotional engagement through 42 questions on eight topics.

Taken together, the 58 questions measure overall student engagement.

Cognitive Engagement		Social and Emotional Engagement			
# of Questions		# of Questions		# of Questions	
		<i>Self-Awareness</i>		<i>Social Awareness</i>	
Class Experience	5	Involvement	5	Acceptance	8
Student Experience	3	Persistence	5	Relationship Management	4
Relevance	4	Self-Management	5	Relationships With Peers	6
Academic Support	5	Future Aspirations	6	Relationships With Adults	3
<b>Cognitive Engagement: 17 Questions</b>		<b>Social &amp; Emotional Engagement: 42 Questions</b>			
<b>Overall Engagement: 59 Questions</b>					

# Participation by School

A total of 2,677 students participated in the survey, representing 16 percent of students in grades 6-12.

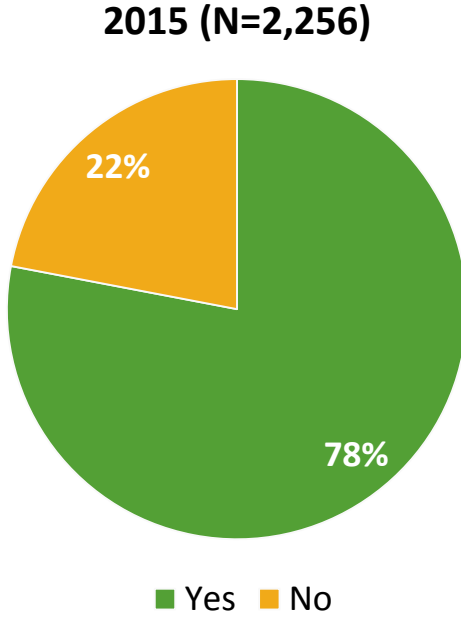
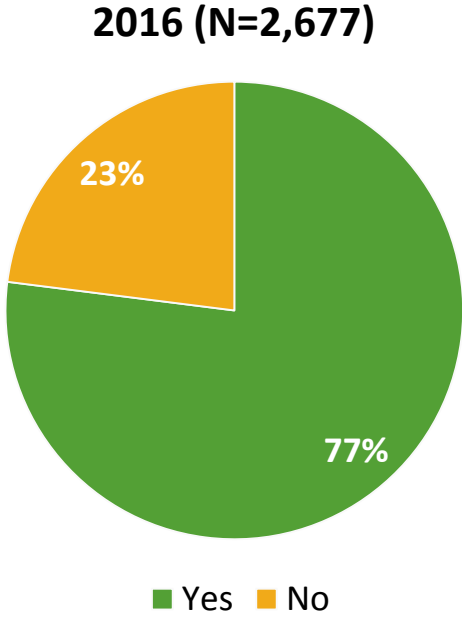
Campus	Number of Participants	Number of Students	Participation Rate
Barton Middle School	563	1029	55%
Chapa Middle School	366	739	50%
Dahlstrom Middle School	312	963	32%
Hays High School	561	2581	22%
JJAEP	0	3	0%
Lehman High School	190	2396	8%
Live Oak Academy	102	166	61%
Simon Middle School	296	628	47%
Wallace Middle School	287	962	30%
<b>2016 Total Responses</b>	<b>2,677</b>	<b>9,467</b>	<b>28%</b>
<b>2015 Total Responses</b>	<b>2,656</b>	<b>8,947</b>	<b>30%</b>

# Main Findings

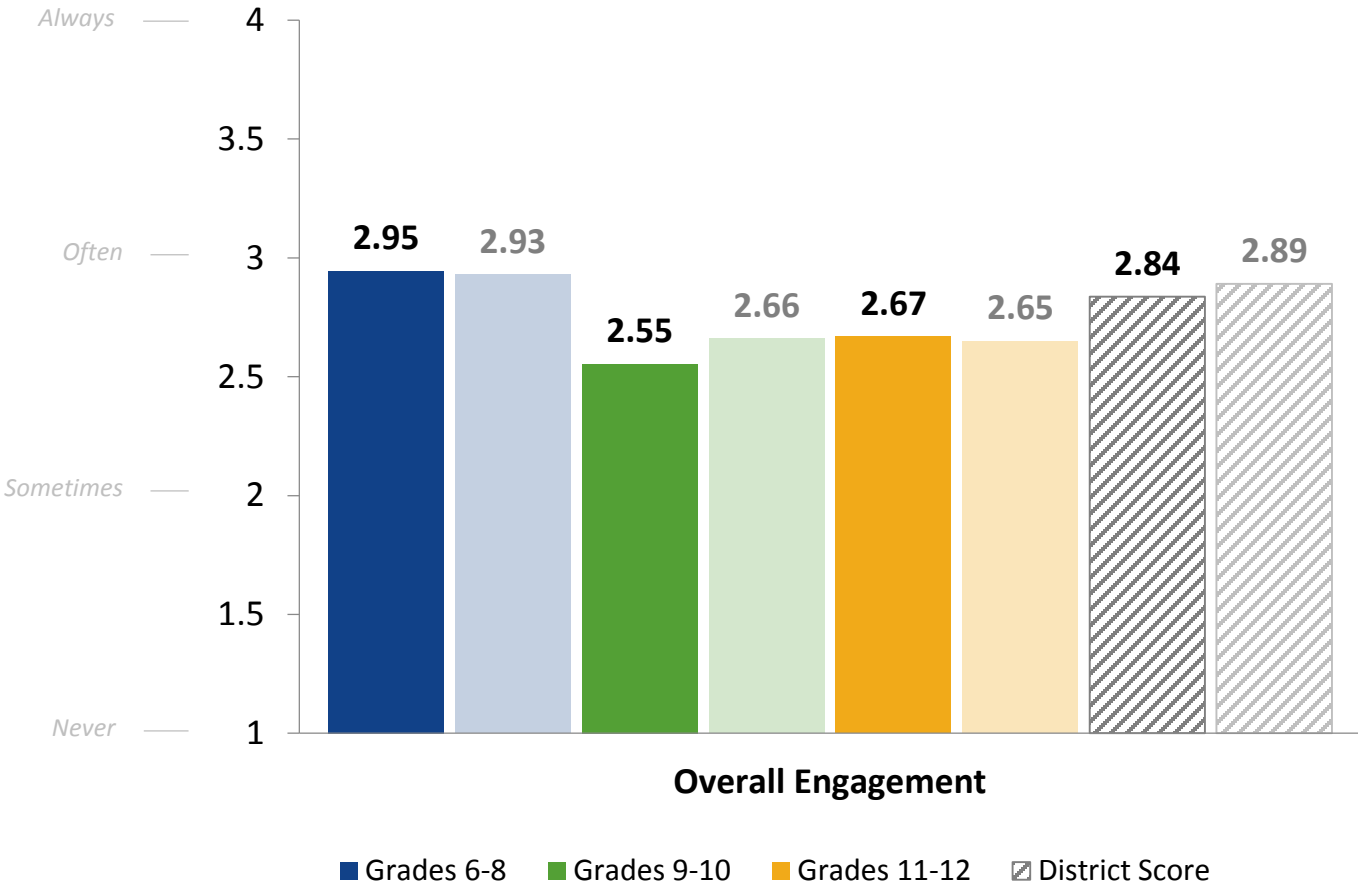
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# Feelings About School

I like my school.



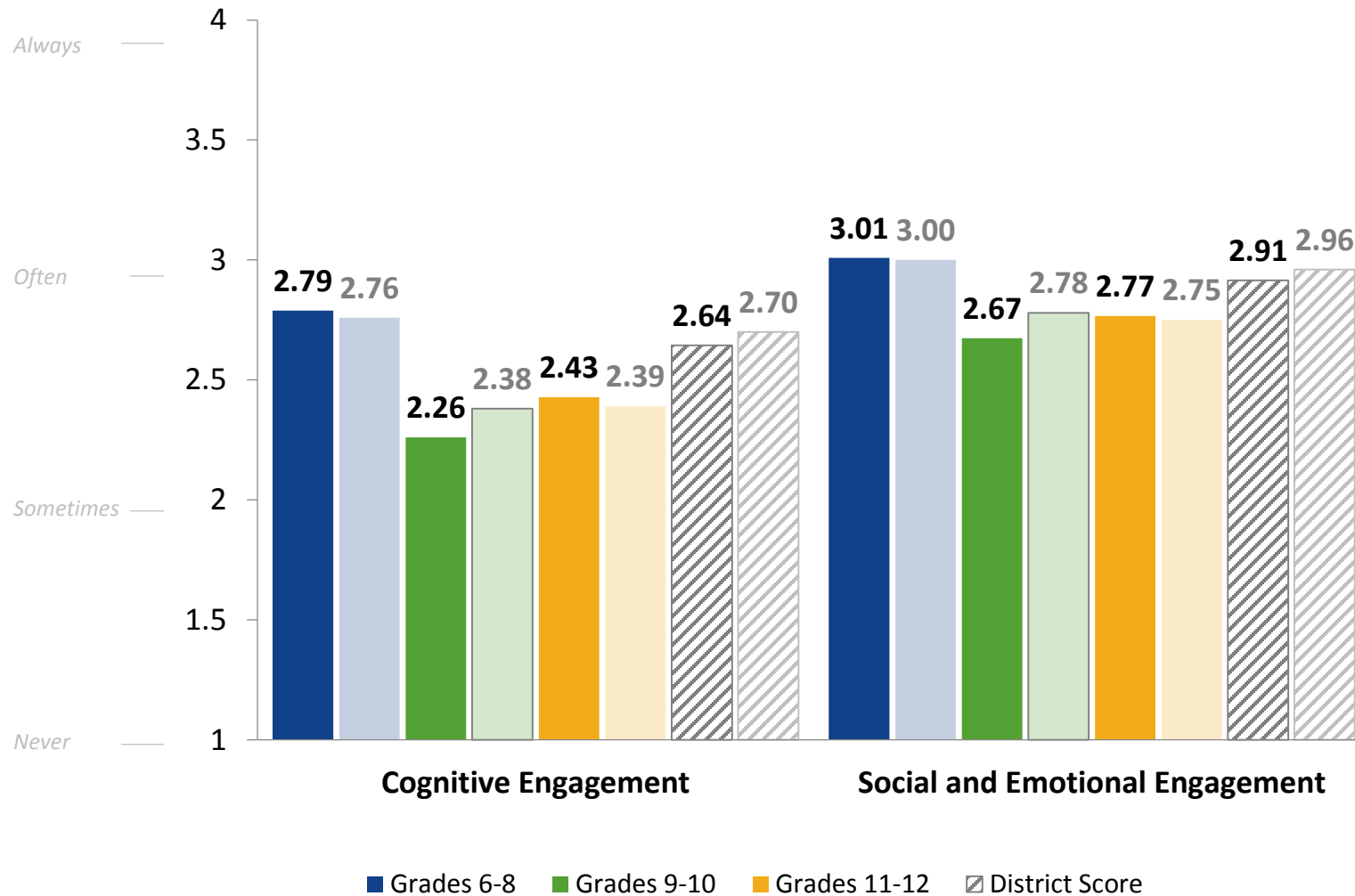
# Overall Engagement by Grade-Level Clusters



**Note:** Lighter bars show 2015 data.



# Cognitive, Social & Emotional Engagement by Grade-Level Clusters



**Note:** Lighter bars show 2015 data.

# Average Engagement Scores by Demographics

	Overall Engagement	Cognitive Engagement	Social & Emotional Engagement
<b>Overall</b>	<b>2.84</b>	<b>2.64</b>	<b>2.91</b>
<b>Gender</b>			
Male (N=1,339)	2.82	2.66	2.88
Female (N=1,338)	2.86	2.63	2.95
<b>Race/Ethnicity</b>			
American Indian/Alaskan Native (N=4)	2.50	2.44	2.52
Asian (N=31)	2.89	2.71	2.96
Black or African American (N=76)	2.88	2.64	2.97
Hispanic/Latino (N=1,539)	2.84	2.69	2.90
Two or more races (N=50)	2.66	2.43	2.75
White (N=976)	2.83	2.58	2.93

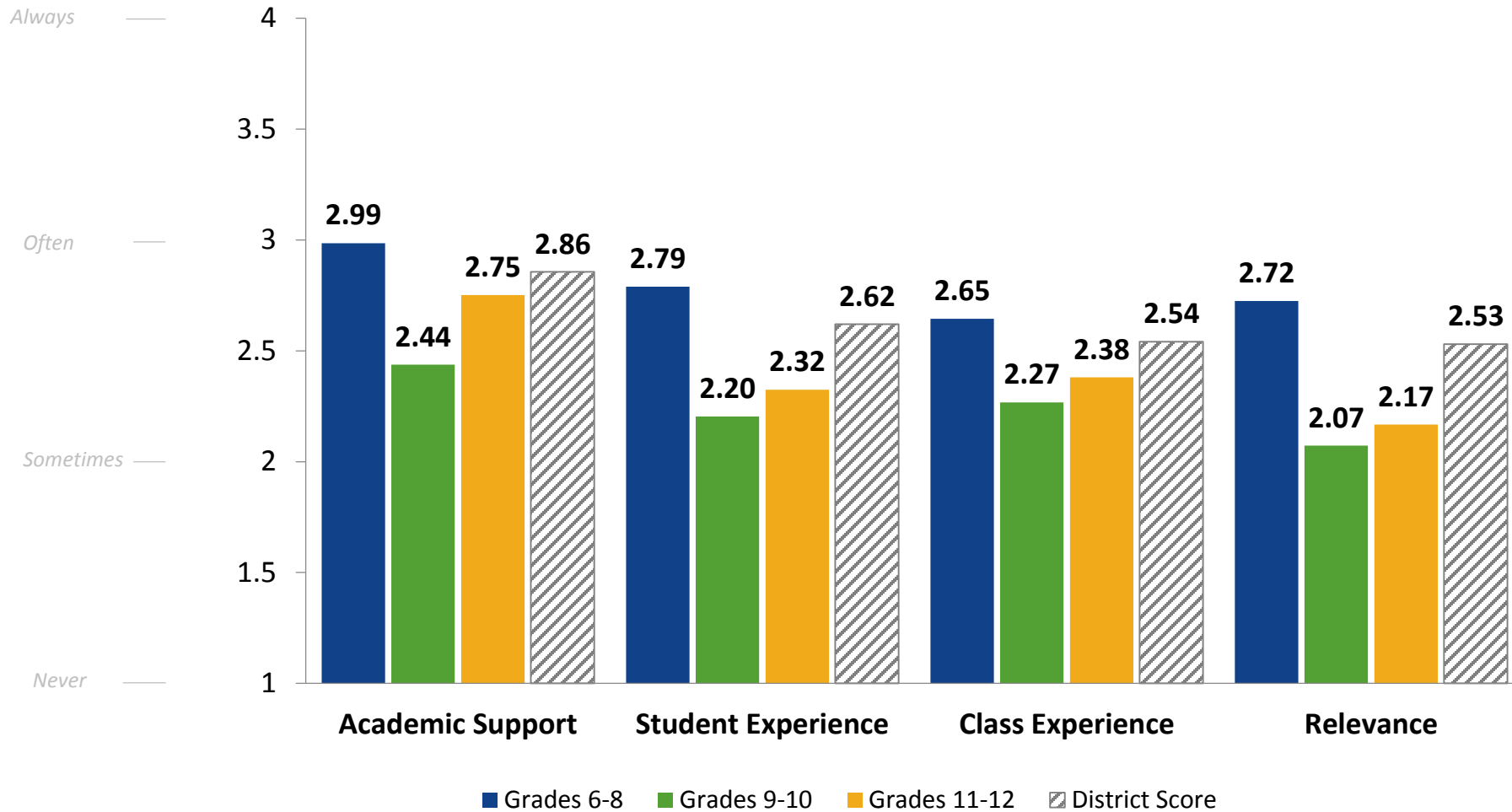
# Average Engagement Scores by Instructional Program

		Overall Engagement	Cognitive Engagement	Social & Emotional Engagement
<b>Overall</b>		<b>2.84</b>	<b>2.64</b>	<b>2.91</b>
<b>Special Education</b>				
	No (N=2,503)	2.83	2.62	2.91
	Yes (N=174)	3.00	2.94	3.03
<b>Extracurricular Activities</b>				
	No (N=810)	2.68	2.58	2.73
	Yes (N=1,867)	2.90	2.67	3.00
<b>Enrollment in Gifted, AP or Dual Degree Course</b>				
	No (N=1,374)	2.80	2.64	2.87
	Yes (N=1,303)	2.87	2.65	2.96

# Cognitive Engagement Results

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# Engagement by Dimensions and Grade-Level Clusters



# Class Experience

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	2015 Engagement Score	2016 Engagement Score
I learn a lot in my classes.	3.04	2.93
My classes are challenging.	2.55	2.56
My classes are interesting.	2.50	2.48
My classes are fun.	2.42	2.39
My classes allow me to be creative.	2.34	2.33

# Student Experience

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	2015 Engagement Score	2016 Engagement Score
School helps me discover my skills that need improvement.	2.83	2.79
I feel what I'm learning in school helps me to become a better student.	2.72	2.62
School helps me discover my strongest skills.	2.52	2.45

# Relevance

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	2015 Engagement Score	2016 Engagement Score
I think what I'm learning in school is important.	2.97	2.85
I see how what I'm learning in school could relate to my future.	2.70	2.55
I see how subjects relate to each other.	2.57	2.52
I see how what I'm learning in school relates to the "real" world.	2.36	2.20



# Academic Support

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	2015 Engagement Score	2016 Engagement Score
My teachers encourage me to do my best.	3.20	3.13
My teachers do not give up on me.	3.09	3.10
I can count on my teachers to help me if I have difficulty in school.	3.03	2.99
My teachers include me in classroom discussions.	2.66	2.65
My teacher talks to me about my progress	2.44	2.42

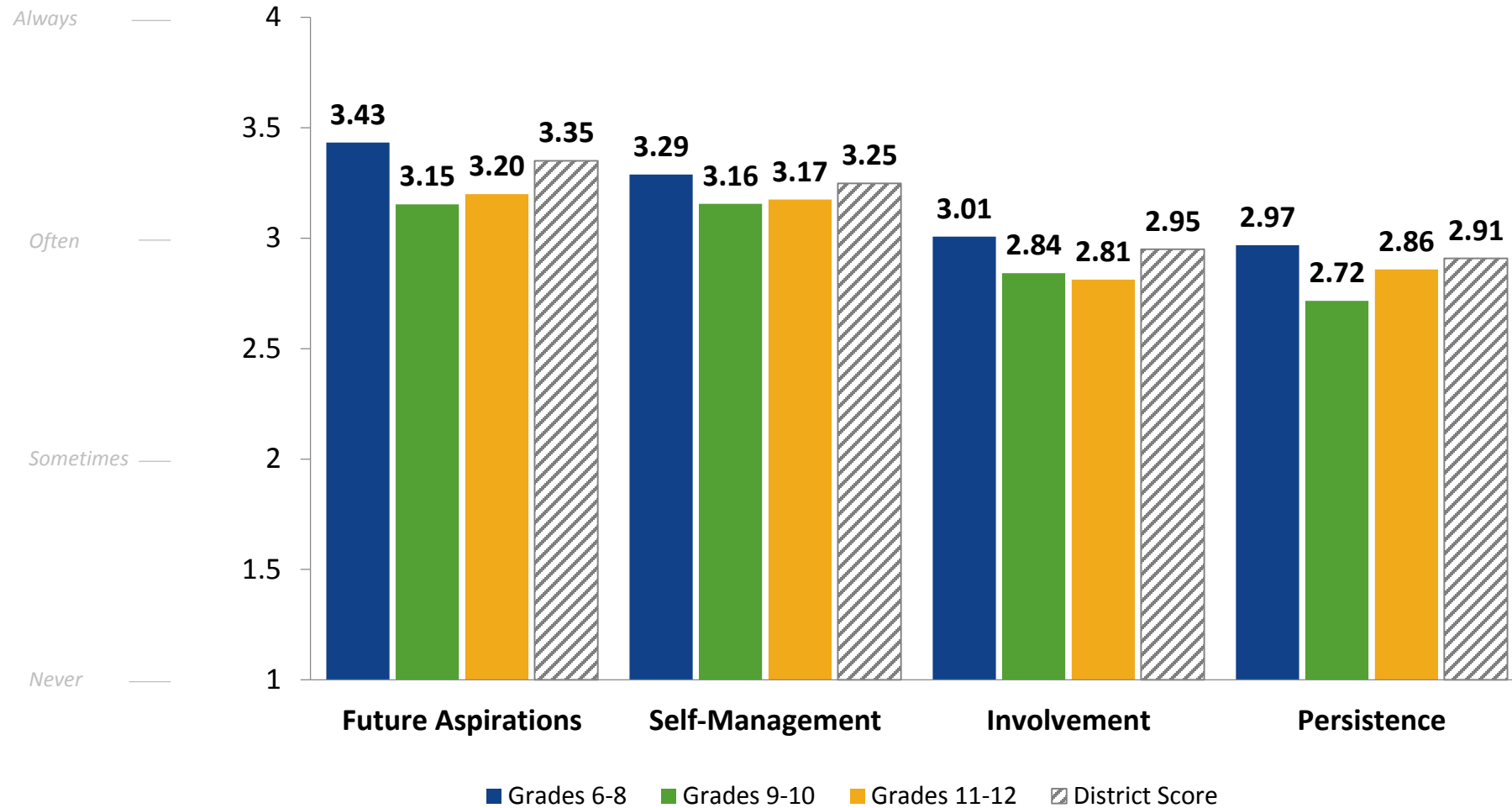
# Social & Emotional Engagement Results

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# *Self-Awareness*

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# Engagement by Dimensions and Grade-Level Clusters



# Involvement

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	2015 Engagement Score	2016 Engagement Score
I do my best in school.	3.33	3.30
I come to school prepared.	3.15	3.14
I participate in class activities and discussions.	2.98	2.94
I participate in extracurricular activities.	2.72	2.72
I attend school activities.	2.71	2.65

# Persistence

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	2015 Engagement Score	2016 Engagement Score
I finish activities that I start.	3.04	3.03
I continue to try, even when an activity is difficult.	3.04	2.99
I seek additional information when I don't understand something.	2.89	2.89
I'm willing to try new activities.	2.93	2.88
I'm patient when trying new activities.	2.76	2.75

# Self-Management

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	2015 Engagement Score	2016 Engagement Score
I am nice to my teacher(s).	3.55	3.54
I follow classroom rules.	3.32	3.32
I follow school rules.	3.33	3.31
I am nice to my classmates.	3.30	3.28
When I need to, I put schoolwork before other activities, such as my social life.	2.76	2.78

# Future Aspirations

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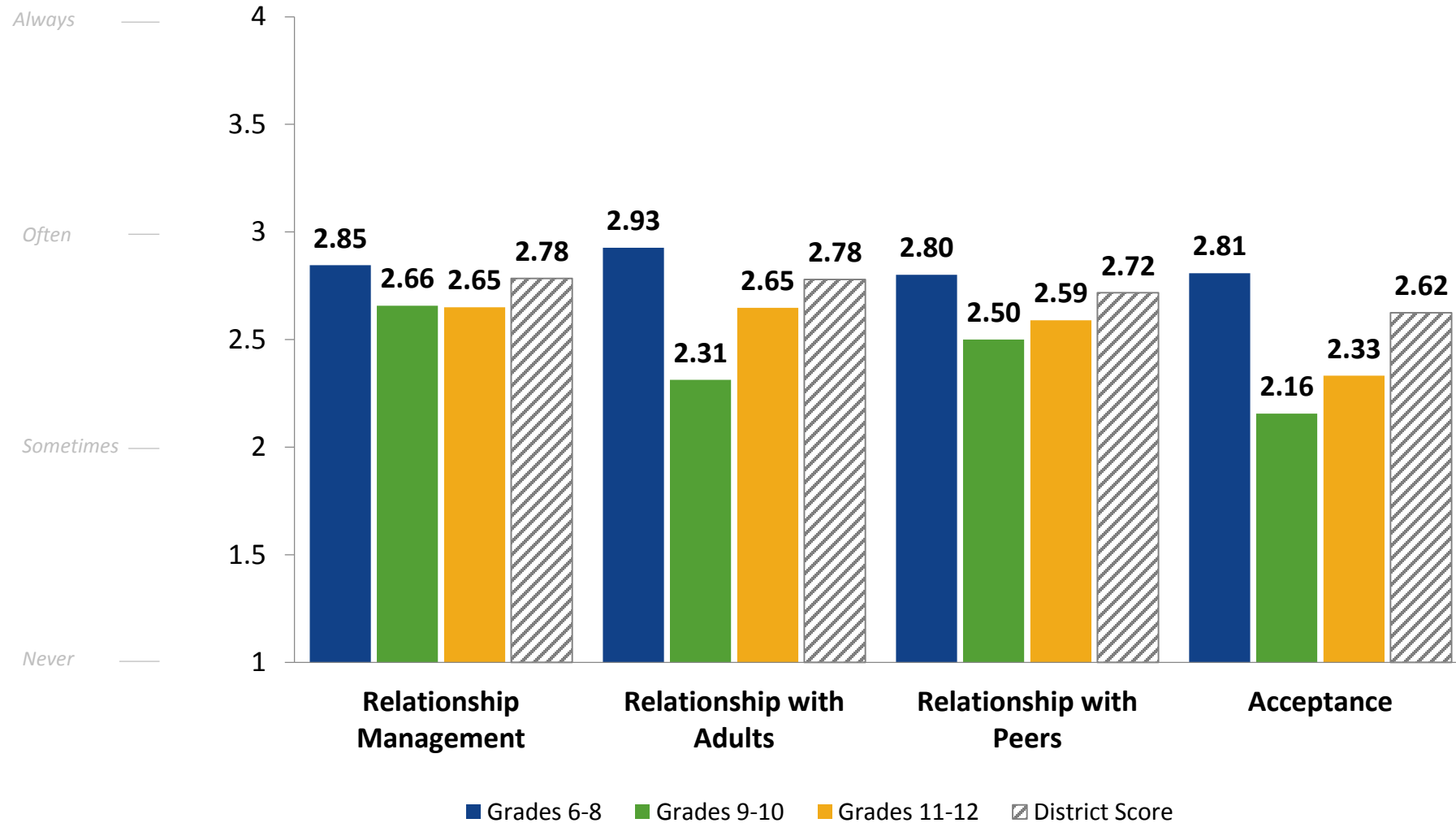
	2015 Engagement Score	2016 Engagement Score
I believe that I will continue my education after high school.	3.51	3.49
I believe that I will complete my education after high school.	3.48	3.46
I believe that I will be successful in a career that interests me.	3.50	3.46
I believe that I will have a career that interests me.	3.51	3.45
I feel good about my future success.	3.22	3.15
I feel good about my future opportunities.	3.17	3.10



# *Social Awareness*

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# Engagement by Dimensions and Grade-Level Clusters



# Acceptance

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	2015 Engagement Score	2016 Engagement Score
I feel good about myself at school.	2.86	2.77
I feel good about going to this school.	2.87	2.76
I feel accepted at this school.	2.82	2.73
I am proud to go to this school.	2.88	2.73
I feel like I belong at this school.	2.75	2.64
I feel respected at this school.	2.67	2.58
I have a lot in common with other students at this school.	2.65	2.57
I am recognized for contributing to this school.	2.32	2.21

# Relationship Management

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	2015 Engagement Score	2016 Engagement Score
I spend time with at least one friend at lunchtime.	3.48	3.44
I spend time with at least one friend from school outside of school hours.	3.03	3.00
In class, I work with students other than my friends.	2.41	2.36
Outside of class, I interact with students other than my friends.	2.38	2.33

# Relationship With Peers

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	2015 Engagement Score	2016 Engagement Score
I can talk to a friend from school about a personal or social problem.	3.01	2.98
I am comfortable being myself around other students.	2.92	2.84
My friends try their best in school.	2.85	2.83
I feel supported by other students.	2.73	2.66
My friends take school seriously.	2.61	2.65
My friends like school.	2.36	2.34

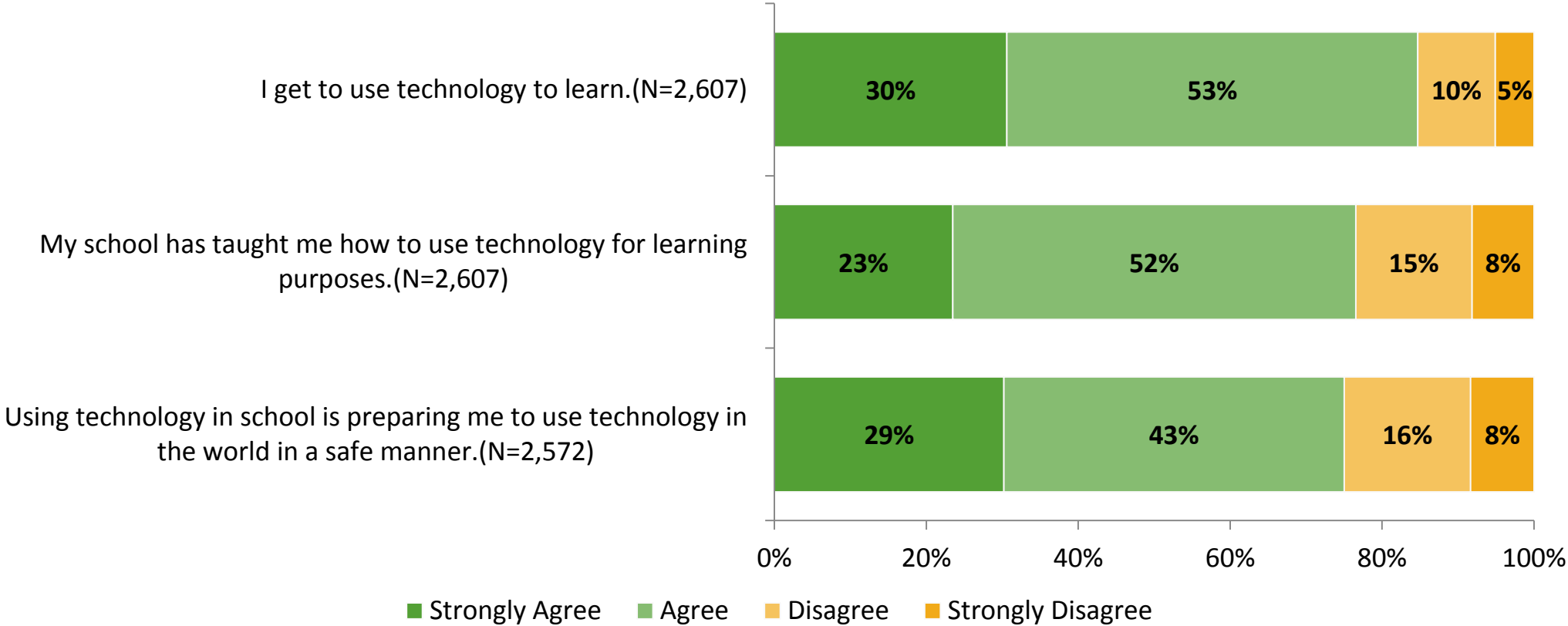
# Relationships With Adults

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	2015 Engagement Score	2016 Engagement Score
I feel supported by my teachers.	3.00	2.92
I feel supported by other adults who work at this school.	2.82	2.74
I am comfortable being myself around adults at this school.	2.76	2.68

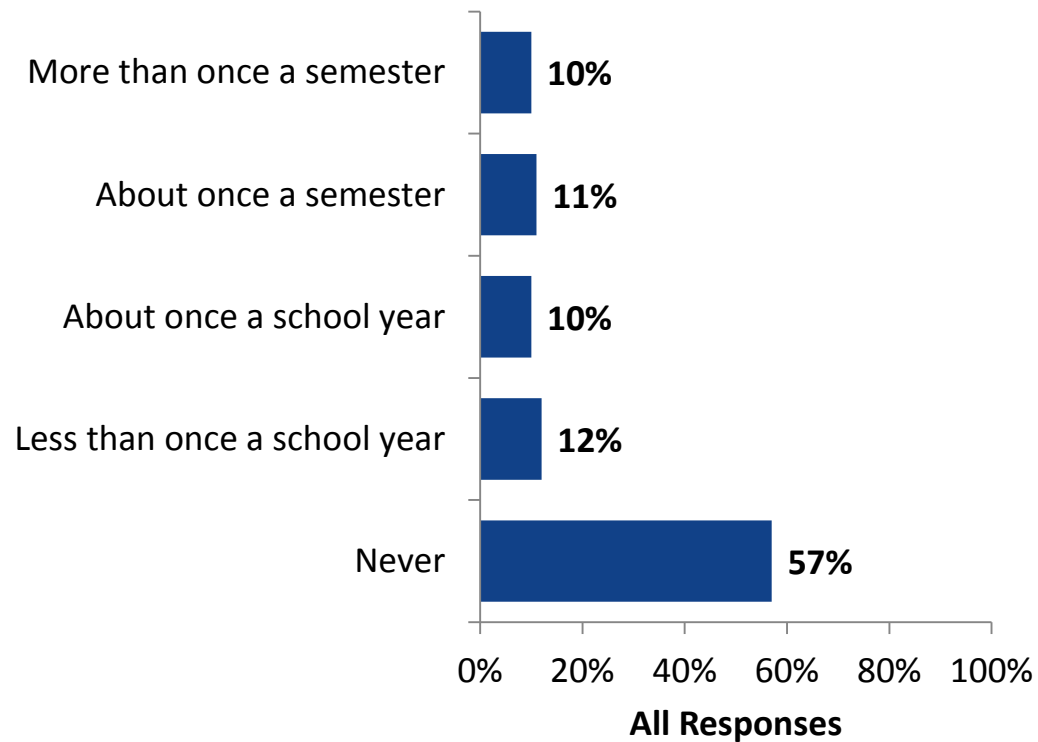
# Technology

How strongly do you agree or disagree with the following statements?

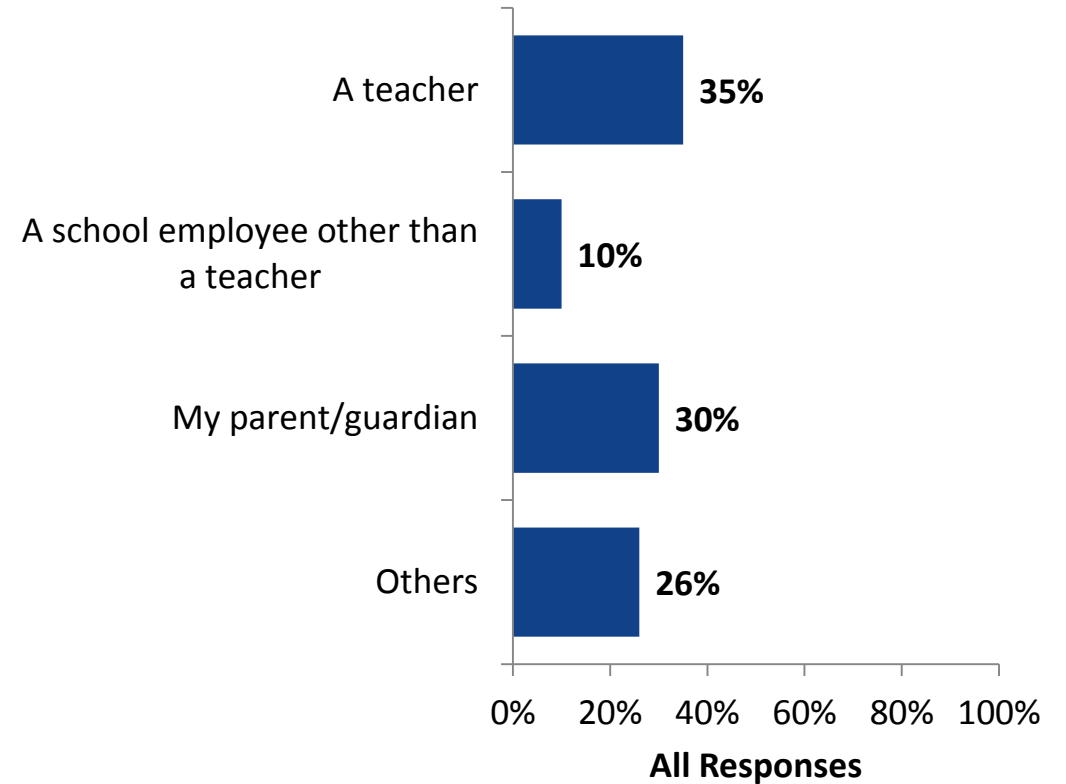


# Guidance Counseling

How often have you used counseling services at your campus? (N=2,658)



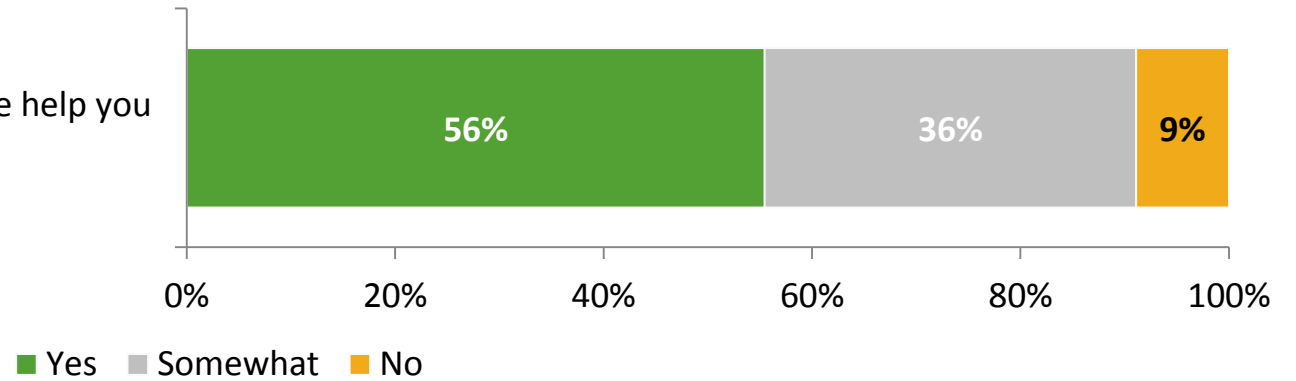
Who referred you to the counselor? (N=1,131)



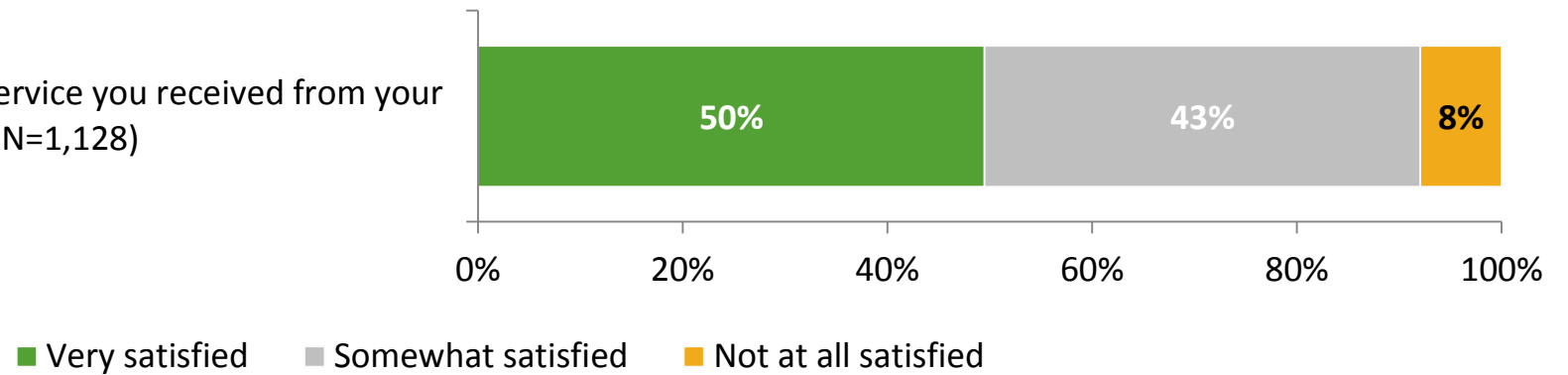


# Guidance Counseling (Continued)

When you visited the counselor, were you able to get the help you needed? (N=1,129)



How satisfied are you with the service you received from your counselor? (N=1,128)



# Where to Focus Efforts

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# Areas of Strength and Concern: Cognitive Engagement

Dimension	Weakest Engagement Score	Strongest Engagement Score
Academic Support	My teacher talks to me about my progress. (2.42)	My teachers encourage me to do my best. (3.13)
Student Experience	School helps me discover my strongest skills. (2.45)	School helps me discover my skills that need improvement. (2.79)
Relevance	I see how what I'm learning in school related to the outside world. (2.36)	I think what I'm learning in school is important. (2.85)
Class Experience	My classes let me be creative. (2.33)	I learn a lot in my classes. (2.93)

# Areas of Strength and Concern: Social & Emotional Engagement

Dimension	Weakest Engagement Score	Strongest Engagement Score
<b>Self-Awareness</b>		
Future Aspirations	I feel good about my future opportunities. (3.17)	I believe that I will continue my education after high school. (3.49)
Self-Management	When I need to, I put schoolwork before other activities, such as my social life. (3.78)	I am nice to my teacher(s). (3.54)
Involvement	I attend school activities. (2.71)	I do my best in school. (3.30)
Persistence	I'm patient when trying new activities. (2.75)	I finish activities that I start. (3.03)

## Areas of Strength and Concern: Social & Emotional Engagement Cont.

Dimension	Weakest Engagement Score	Strongest Engagement Score
<b>Social Awareness</b>		
Relationships with Adults	I am comfortable being myself around adults at this school. (2.76)	I feel supported by my teachers. (3.92)
Relationship Management	Outside of class, I interact with students other than my friends. (2.33)	I spend time with at least one friend at lunchtime. (3.44)
Relationship with Peers	My friends like school. (2.34)	I can talk to a friend from school about a personal or social problem. (2.98)
Acceptance	I am recognized for contributing to this school. (2.21)	I feel good about myself at school. (2.77)

## Additional Key Insights

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- About the same number of students took the survey this year as in 2015, accounting for almost 30 percent of students in grades 6 through 12.
- Engagement scores were relatively unchanged from 2015, except among students in grades 9-10, whose engagement scores were more than a tenth of a point lower in both cognitive engagement and social and emotional engagement.
- Engagement scores were higher among students who receive special education services, those who participate in extracurricular activities, and those enrolled in gifted, AP or dual degree courses.

# Practices That Help Student Engagement

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- Student voice and choice in learning, exercised through work-based, project-based and service learning
- Cognitively challenging tasks
- Culturally appropriate instruction
- Strategic use of technology to enhance rigor, relevance and relationships in student learning
- Multiple meaningful relationships to extend the feeling of belonging
- Safe learning environments where students are allowed to make mistakes

**Note:** Recommendations cited from the National Association of State Boards of Education's 2015 Study Group on Student Engagement.

# All Hands on Deck

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## Peers

Students play a significant role in creating a vibrant learning culture by enthusiastically debating points of view and constructively critiquing each other's work. The feedback students get from one another can affect the emotional and cognitive investment students make in their learning.

## Educators

Educators should ensure students' learning environments help them feel known, cared for and heard. Teachers can support active participation by providing students greater autonomy in their learning, emphasizing the authenticity of learning tasks, and providing time for students to reflect on their learning.

## Schools

Schools should clearly explain learning expectations and ensure students understand the steps to meeting those expectations. If possible, larger schools can be divided into smaller learning communities to enable greater support and personalization.

## Parents and Communities

Parent and community mentors can support positive student behavior by providing a greater sense of belonging and sharing real-world problems as learning opportunities for students. Parental involvement and students' educational aspirations are connected in ways that affect cognitive, social and emotional engagement.

**Note:** Recommendations cited from the National Association of State Boards of Education's 2015 Study Group on Student Engagement.





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