

Student Engagement Survey — Grades 5-12

Results and Analysis

Dexter Community Schools

Survey Year: 2018



About the Survey

The Dexter Community Schools 2018 Student Engagement Survey was conducted from Feb. 19 to March 9.

Email invitations with unique survey links were sent to students in grades 5-12.

Survey results do not reflect random sampling; therefore, they should not be generalized to all Dexter Community Schools students in grades 5-12. Rather, results reflect only the perceptions and opinions of survey participants.

Defining Student Engagement

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 three types of student engagement:

- **Cognitive engagement** is the quality of students' psychological engagement in academic tasks and activities.
- **Self-Awareness** is how connected students are to their school and how well they are able to manage themselves.
- **Social Awareness** is the connection students have to other students and adults in their school.

Higher scores reflect stronger engagement.

All engagement questions use a 4-point frequency scale: Rarely or Never, Seldom, Often, and Almost Always.

Measuring Student Engagement

The survey measures cognitive engagement through 16 questions on four topics. It measures social and emotional engagement through 41 questions on eight topics.

Taken together, the 57 questions measure overall student engagement.

Cognitive Engagement		Self-Awareness		Social Awareness	
# of Questions		# of Questions		# of Questions	
Class Experience	5	Involvement	5	Acceptance	7
Student Experience	3	Persistence	5	Relationship Management	7
Relevance	4	Self-Management	5	Relationships With Peers	3
Academic Support	4	Future Aspirations	6	Relationships With Adults	3
Cognitive Engagement: 16 Questions		Self-Awareness: 21 Questions		Social Awareness: 20 Questions	
Overall Engagement: 57 Questions					

Note: Additional questions were added by the district. These questions are not included in the numerical calculations.

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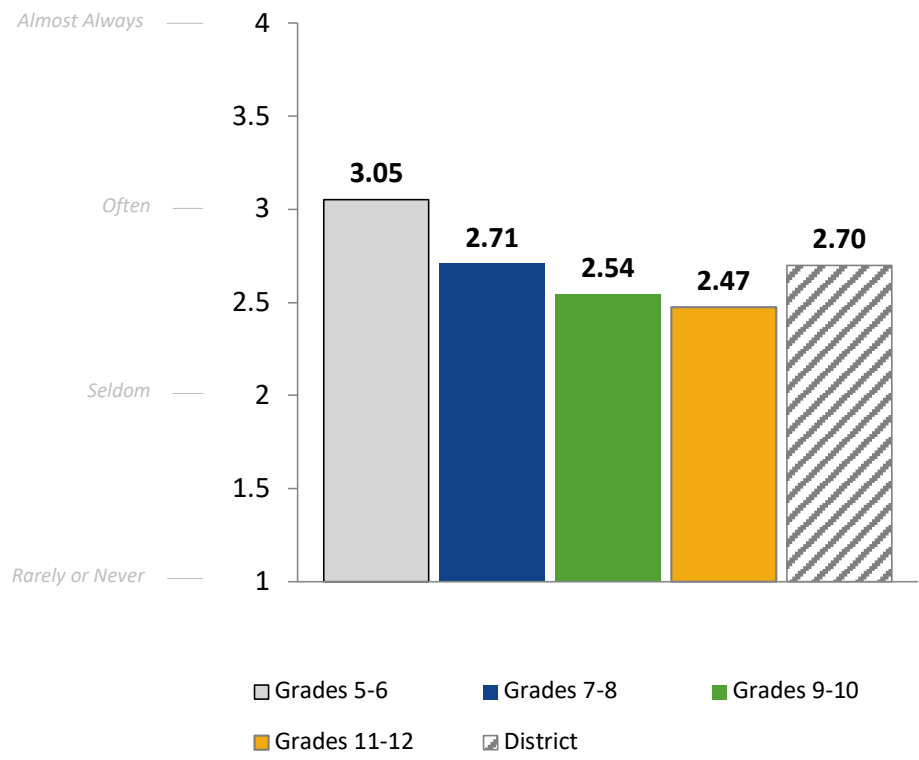
Participation by School-Level Cluster

School-Level Cluster	Number of Students	Number of Participants	Participation Rate
Grades 5-6	551	483	88%
Grades 7-8	594	527	89%
Grades 9-10	587	473	81%
Grades 11-12	567	416	73%
Overall	2,299	1,899	83%

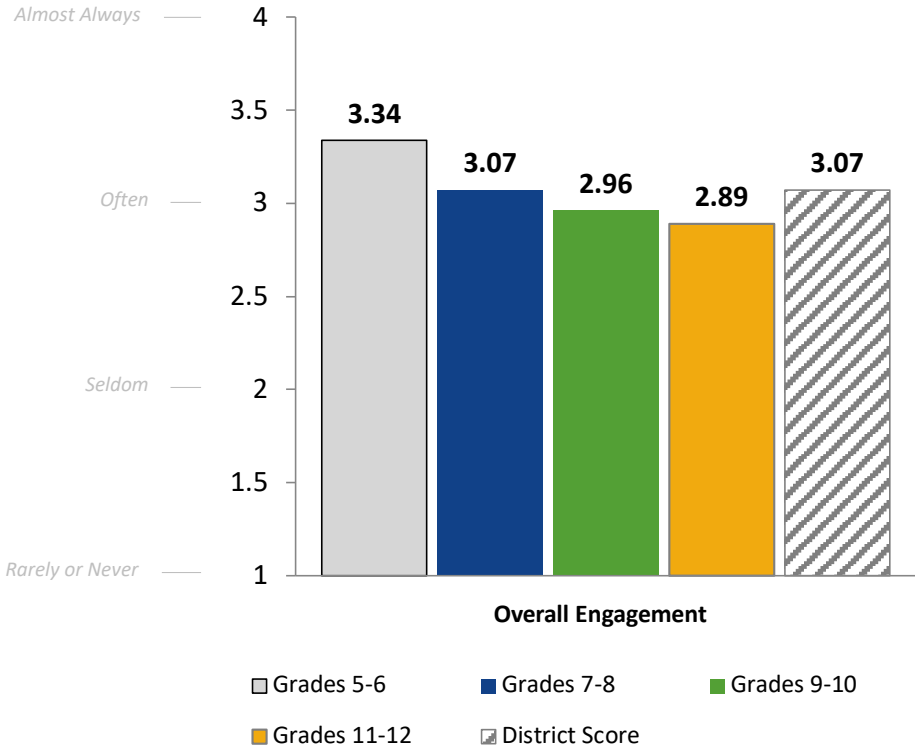
Main Findings

Feelings About School

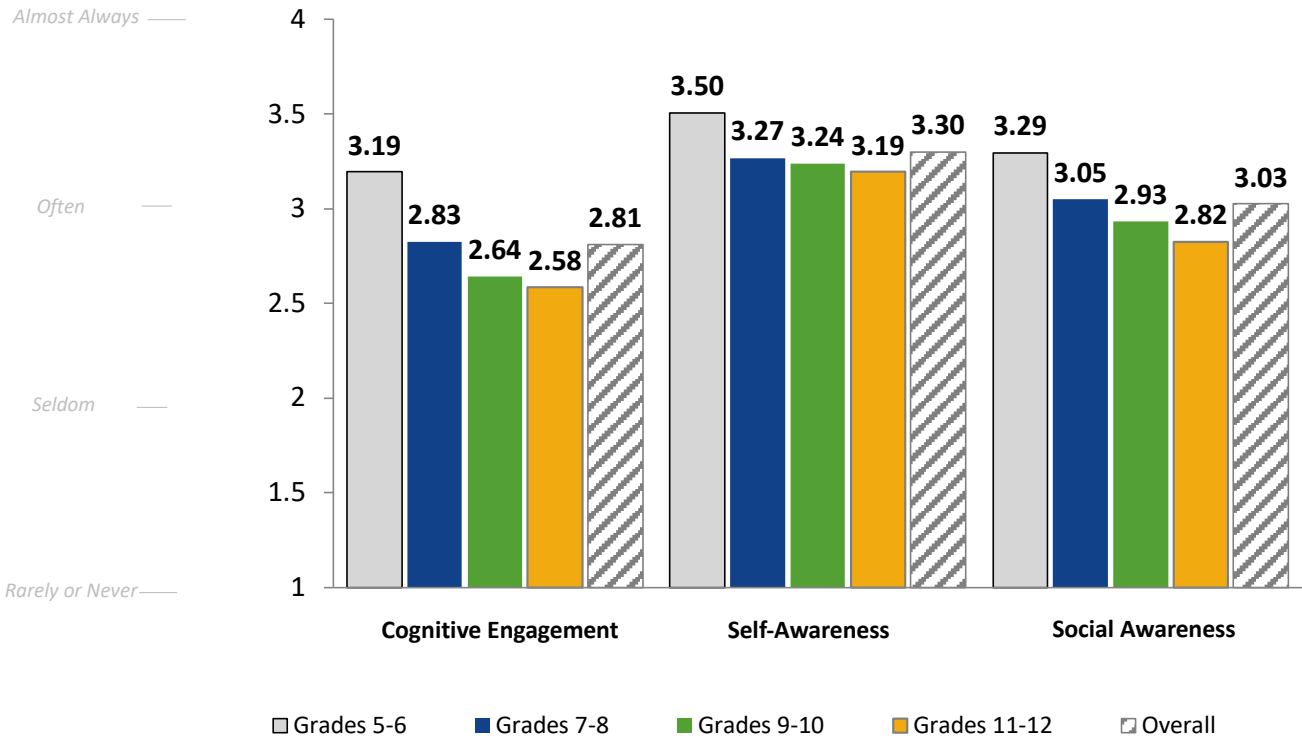
Generally, I like school.



Overall Engagement



Cognitive Engagement and Social and Emotional Engagement



Average Engagement Scores by Demographics

	Overall Engagement	Cognitive Engagement	Self-Awareness	Social Awareness
Overall	3.07	2.81	3.30	3.03
Gender				
Male (N=921)	3.03	2.80	3.23	3.00
Female (N=978)	3.11	2.84	3.37	3.06
Race/Ethnicity				
Asian (N=38)	3.14	2.97	3.28	3.11
Black or African American (N=25)	2.91	2.76	3.18	2.73
Hispanic or Latino (N=34)	3.22	3.11	3.40	3.12
White (N=1,792)	3.07	2.81	3.30	3.03

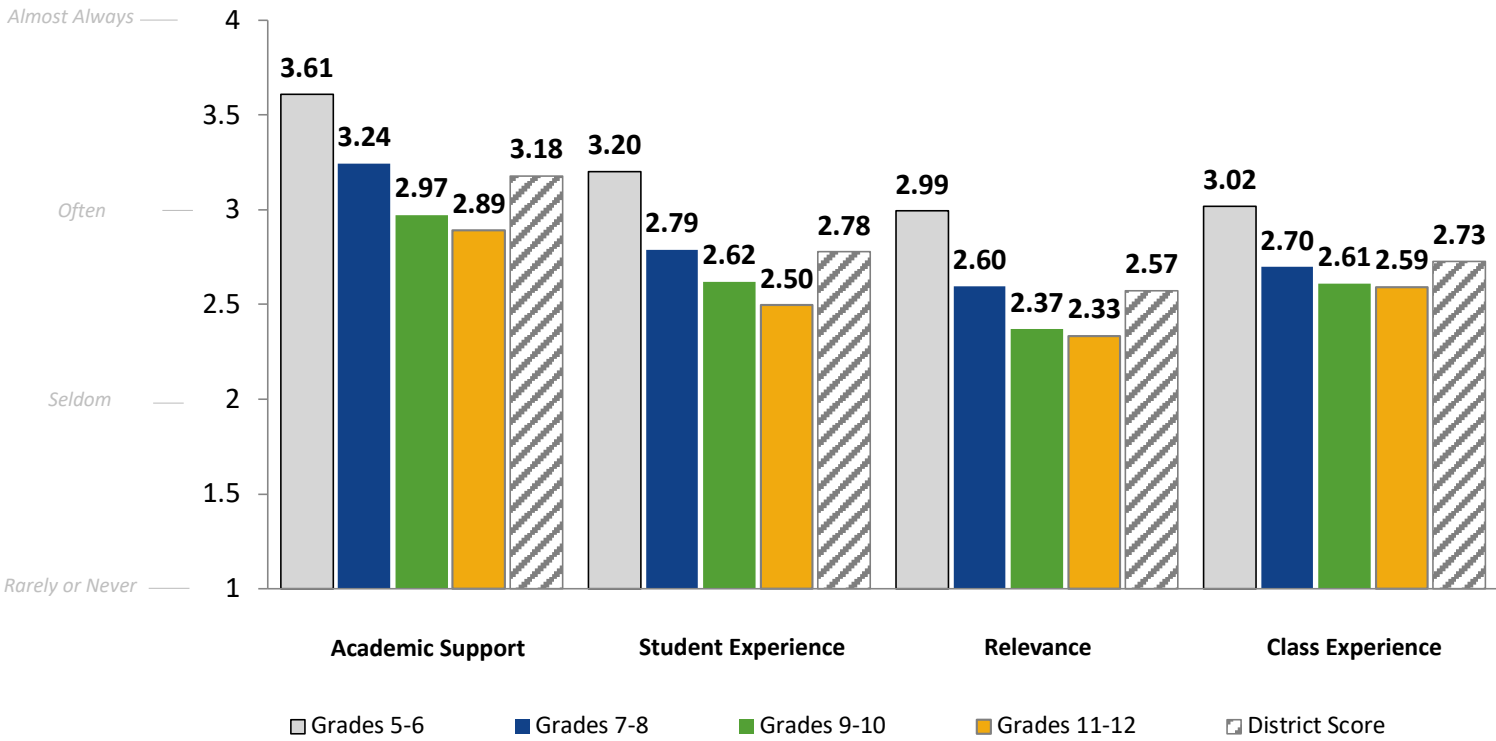
11 *Note: Data for American Indian or Alaskan Native or Pacific Islander is not included, because there were fewer than 10 responses.*

Average Engagement Scores by Demographics (Continued)

	Overall Engagement	Cognitive Engagement	Self-Awareness	Social Awareness
Free or Reduced-Price Lunch				
No (N=1,738)	3.08	2.82	3.31	3.05
Yes (N=161)	3.00	2.84	3.23	2.90
English Language Learner				
No (N=1,877)	3.07	2.82	3.30	3.03
Yes (N=22)	3.22	3.12	3.35	3.17
Special Education				
No (N=1,699)	3.09	2.83	3.33	3.05
Yes (N=200)	2.91	2.73	3.10	2.87

Cognitive Engagement Results

Dimensions of Cognitive Engagement



Academic Support

	Engagement Score				
	District	Grades 5-6	Grades 7-8	Grades 9-10	Grades 11-12
My teachers encourage me to do my best.	3.32	3.76	3.41	3.07	2.99
My teachers do not give up on me.	3.25	3.72	3.34	3.00	2.87
I can count on my teachers to help me if I have difficulty in school.	3.16	3.55	3.17	2.99	2.89
My teachers include me in classroom discussions.	3.03	3.40	3.05	2.83	2.81

¹⁵ Note: All engagement questions use a 4-point frequency scale: Rarely or Never, Seldom, Often, and Almost Always.

Student Experience

	Engagement Score				
	District	Grades 5-6	Grades 7-8	Grades 9-10	Grades 11-12
School helps me discover my skills that need work.	2.96	3.29	2.98	2.85	2.69
I feel what I learn in school helps me become a better student.	2.80	3.28	2.77	2.62	2.48
School helps me discover my strongest skills.	2.60	3.05	2.62	2.39	2.32

¹⁶ Note: All engagement questions use a 4-point frequency scale: Rarely or Never, Seldom, Often, and Almost Always.

Relevance

	Engagement Score				
	District	Grades 5-6	Grades 7-8	Grades 9-10	Grades 11-12
I think what I'm learning in school is important.	2.81	3.39	2.82	2.54	2.44
I see how subjects relate to one another.	2.69	2.90	2.70	2.57	2.55
I see how what I'm learning in school relates to my future.	2.54	2.92	2.59	2.34	2.26
I see how what I'm learning in school relates to the outside world.	2.29	2.76	2.28	2.02	2.07

¹⁷ Note: All engagement questions use a 4-point frequency scale: Rarely or Never, Seldom, Often, and Almost Always.

Class Experience

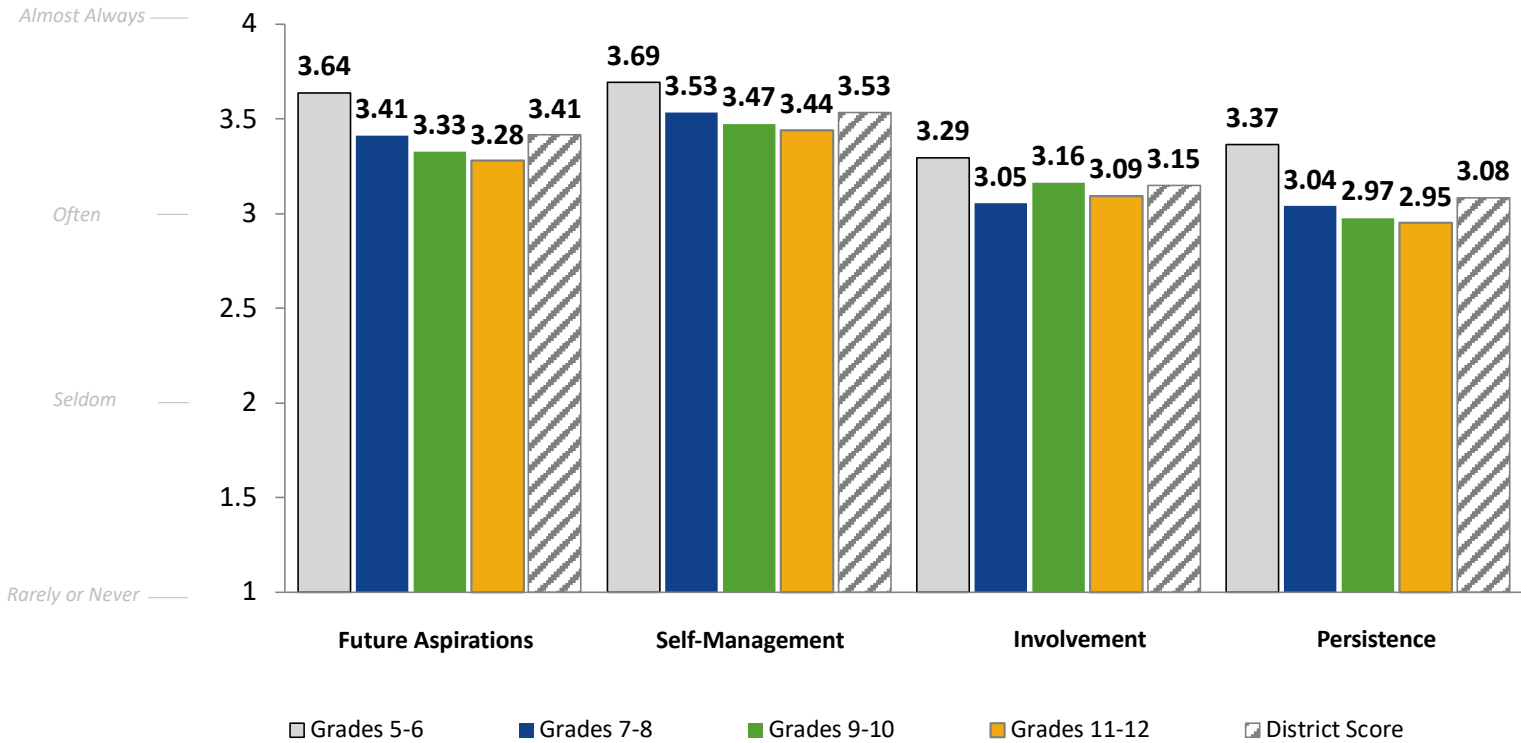
	Engagement Score				
	District	Grades 5-6	Grades 7-8	Grades 9-10	Grades 11-12
I learn a lot in my classes.	3.03	3.44	2.98	2.95	2.73
My classes are challenging.	2.81	2.69	2.77	2.84	2.96
My classes are interesting.	2.68	2.99	2.62	2.54	2.55
My classes are fun.	2.66	3.09	2.61	2.45	2.46
My classes let me be creative.	2.49	2.87	2.50	2.27	2.27

¹⁸ Note: All engagement questions use a 4-point frequency scale: Rarely or Never, Seldom, Often, and Almost Always.

Social and Emotional Engagement Results

Self-Awareness

Dimensions of Self-Awareness



Future Aspirations

	Engagement Score				
	District	Grades 5-6	Grades 7-8	Grades 9-10	Grades 11-12
I plan to continue my education after high school.	3.67	3.74	3.69	3.62	3.62
I plan to complete my education after high school.	3.59	3.62	3.60	3.58	3.55
I believe that I will have a career that interests me.	3.47	3.69	3.50	3.37	3.31
I believe that I will be successful in a career that interests me.	3.45	3.72	3.47	3.33	3.27
I feel good about my future success.	3.17	3.56	3.12	3.03	2.96
I feel good about my future opportunities.	3.16	3.50	3.10	3.04	2.97

²² Note: All engagement questions use a 4-point frequency scale: Rarely or Never, Seldom, Often, and Almost Always.

Self-Management

	Engagement Score				
	District	Grades 5-6	Grades 7-8	Grades 9-10	Grades 11-12
I am nice to my teacher(s).	3.76	3.89	3.76	3.68	3.67
I follow classroom rules.	3.63	3.77	3.65	3.54	3.56
I follow school rules.	3.63	3.74	3.62	3.58	3.57
I am nice to my classmates.	3.62	3.75	3.64	3.55	3.51
I put schoolwork before other activities when necessary.	3.06	3.32	3.00	3.02	2.88

²³ Note: All engagement questions use a 4-point frequency scale: Rarely or Never, Seldom, Often, and Almost Always.

Persistence

	Engagement Score				
	District	Grades 5-6	Grades 7-8	Grades 9-10	Grades 11-12
I finish activities that I start.	3.19	3.43	3.11	3.11	3.08
I continue to try, even when an activity is difficult.	3.13	3.46	3.08	3.00	2.94
I'm willing to try new activities.	3.09	3.39	3.06	2.94	2.97
I seek additional information when I don't understand something.	3.08	3.35	3.03	3.02	2.92
I'm patient when trying new activities.	2.94	3.20	2.91	2.81	2.84

²⁴ Note: All engagement questions use a 4-point frequency scale: Rarely or Never, Seldom, Often, and Almost Always.

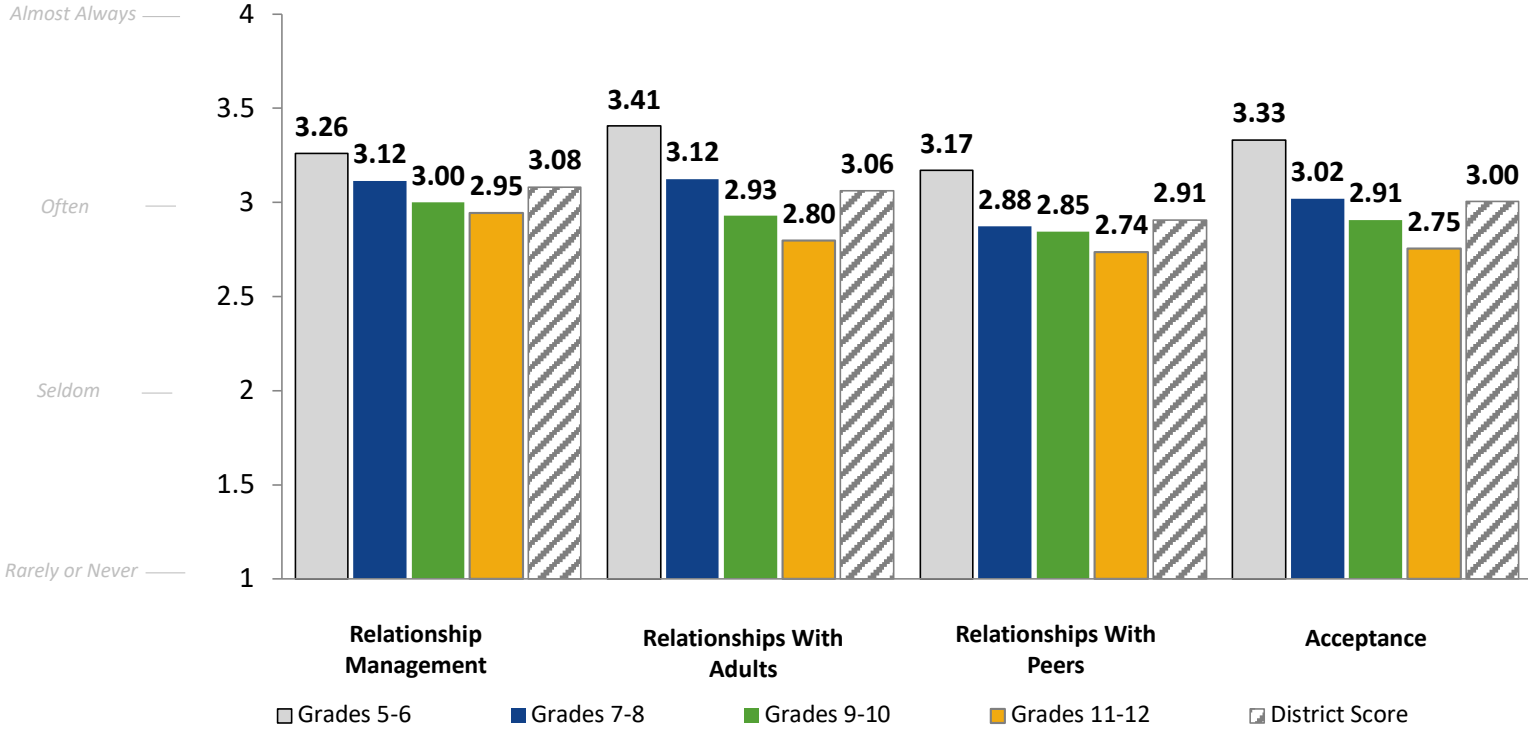
Involvement

	Engagement Score				
	District	Grades 5-6	Grades 7-8	Grades 9-10	Grades 11-12
I try my best in class.	3.43	3.70	3.43	3.37	3.17
I come prepared to every class.	3.41	3.41	3.41	3.48	3.33
I participate in class activities and discussions.	3.10	3.41	3.04	2.99	2.95
I participate in extracurricular activities.	2.99	3.01	2.76	3.11	3.14
I attend school activities.	2.82	2.94	2.62	2.86	2.87

²⁵ Note: All engagement questions use a 4-point frequency scale: Rarely or Never, Seldom, Often, and Almost Always.

Social Awareness

Dimensions of Social Awareness



Relationships With Adults

	Engagement Score				
	District	Grades 5-6	Grades 7-8	Grades 9-10	Grades 11-12
I feel supported by my teachers.	3.27	3.65	3.28	3.11	2.98
I feel supported by other adults who work in this school.	3.04	3.35	3.13	2.90	2.70
I am comfortable being myself around adults at this school.	2.92	3.21	2.96	2.77	2.71

²⁸ Note: All engagement questions use a 4-point frequency scale: Rarely or Never, Seldom, Often, and Almost Always.

Relationship Management

	Engagement Score				
	District	Grades 5-6	Grades 7-8	Grades 9-10	Grades 11-12
I spend time with at least one friend at lunchtime.	3.71	3.85	3.79	3.65	3.50
I spend time with at least one friend from school outside of school.	3.41	3.47	3.42	3.39	3.37
I can talk about problems with my friends from school.	3.10	3.12	3.11	3.10	3.08
I am comfortable being myself around other students.	3.08	3.34	3.15	2.96	2.85
I feel supported by other students.	2.99	3.25	3.03	2.87	2.77
I interact with students other than my friends outside of class.	2.73	3.06	2.73	2.57	2.53
I work in class with students other than my friends.	2.58	2.74	2.58	2.47	2.53

²⁹ Note: All engagement questions use a 4-point frequency scale: Rarely or Never, Seldom, Often, and Almost Always.

Relationships With Peers

	Engagement Score				
	District	Grades 5-6	Grades 7-8	Grades 9-10	Grades 11-12
My friends try their best in school.	3.21	3.48	3.20	3.12	2.99
My friends take school seriously.	3.07	3.24	3.04	3.05	2.93
My friends like school.	2.46	2.79	2.38	2.37	2.29

³⁰ Note: All engagement questions use a 4-point frequency scale: Rarely or Never, Seldom, Often, and Almost Always.

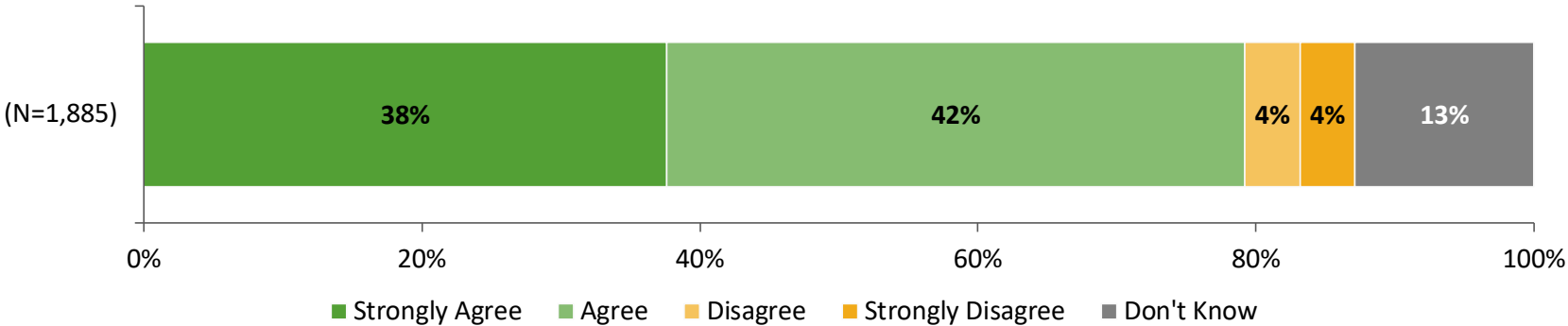
Acceptance

	Engagement Score				
	District	Grades 5-6	Grades 7-8	Grades 9-10	Grades 11-12
I feel accepted in this school.	3.11	3.42	3.11	3.01	2.85
I feel good about going to this school.	3.07	3.45	3.05	2.95	2.77
I am proud to go to this school.	3.03	3.46	2.98	2.93	2.73
I feel like I belong in this school.	3.02	3.38	3.02	2.91	2.73
I feel respected in this school.	2.98	3.23	3.02	2.84	2.78
I feel good about myself at school.	2.97	3.31	2.99	2.82	2.71
I have a lot in common with other students in this school.	2.93	3.09	2.99	2.89	2.70

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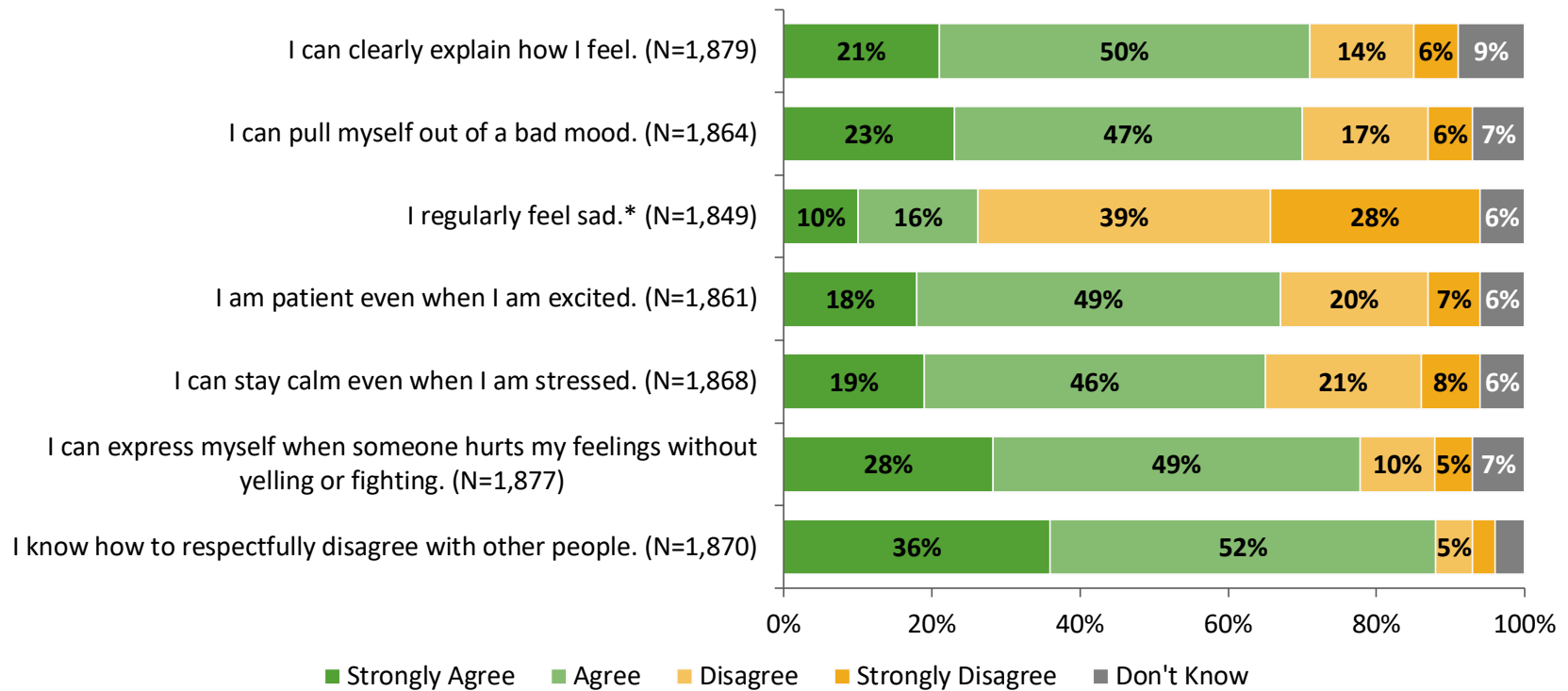
Staff Members

There is a staff member in this school who cares about me.



Managing Feelings

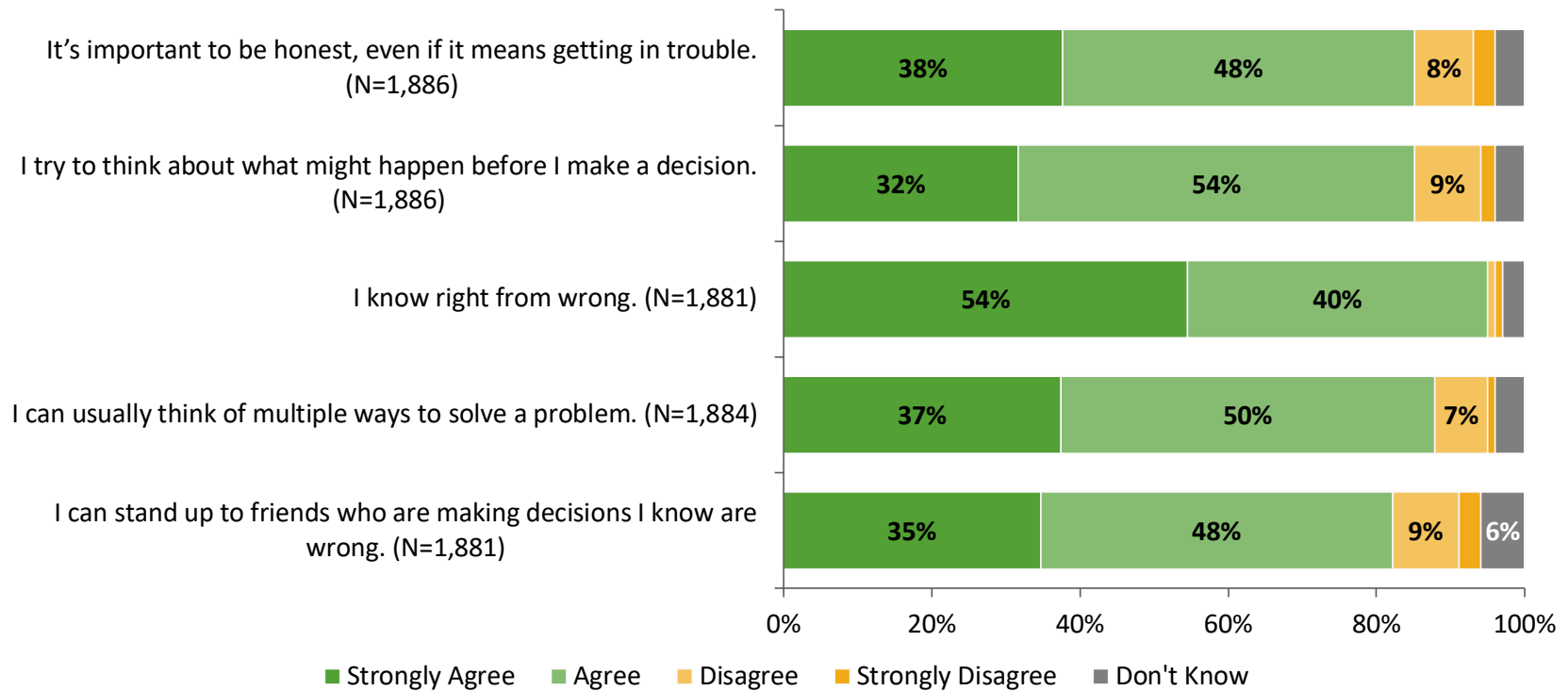
How strongly do you agree or disagree with the following statements?



33 *Disagreement on this item should be interpreted as positive.

Responsible Decision Making

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



Key Insights

- The weighted scores for participating fifth and sixth graders were high than the scores for participating secondary students on feelings about school, cognitive engagement, self-awareness, and social awareness.
- Students receiving ELL services or free or reduced-price lunch had higher cognitive engagement scores than those who did not receive those services. The individualized attention students receive as part of participating in these programs may contribute to increased cognitive engagement.
- Relevance received the lowest scores in the cognitive engagement domain. In the relevance dimension, connecting what students are learning to the outside world received the lowest score, while students recognizing that what they are learning in school is important received the highest score. Providing students with opportunities to observe how the curriculum applies to the outside world may help improve this issue.
- Persistence received the lowest scores in the self-awareness domain. In the persistence dimension, students finishing what they start received the highest score, while students being patient when trying new activities received the lowest score. Rewarding students for continuing with new activities when they are being unsuccessful may help improve engagement in this area.
- Relationships with peers received the lowest score in the social awareness domain. Students thinking their friends try their best in school received the highest score and students thinking their friends like school received the lowest score. However, students self-report on liking school was 0.24 higher than students' perceptions of their friends feelings about school. Having students share what they like about school in a public forum may help students recognize their friends have a better perception of the school.



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