

# Student Engagement Survey

## Results and Analysis

Hays Consolidated Independent School District  
February 16 – March 6, 2015



# Defining Student Engagement

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

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

**Cognitive engagement** is the quality of students' psychological engagement in academic tasks and activities.

**Social and emotional engagement** involves 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.

# Measuring Student Engagement

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The survey measures cognitive engagement through 16 questions on four topics. It measures social and emotional engagement through 42 questions on eight topics.

Taken together, all 56 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                   | 4 | Future Aspirations                          | 6 | Relationships with Adults | 3 |
| Cognitive Engagement: 16 Questions |   | Social & Emotional Engagement: 42 Questions |   |                           |   |
| Overall Engagement: 56 Questions   |   |   |   |                           |   |

# Higher scores reflect stronger engagement.

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All engagement questions use a 4-point frequency scale: **Never**, **Sometimes**, **Often**, **Always**.

The online survey requires participants to answer all questions. The survey introduction instructs participants to select **Skip** if they did not want to answer the question. **Skip** responses are excluded from calculations.

Engagement scores are computed by weighting responses in each answer category for the total number of responses:

Engagement scores are weighted by multiplying the number of responses by 1, 2, 3 or 4, then dividing by the total number of responses for all 56 engagement questions or for a specified subset of questions:

$$[ (\text{Never responses} * 1) + (\text{Sometimes responses} * 2) + (\text{Often responses} * 3) + (\text{Always responses} * 4) ] / N$$

# Details of the Hays CISD Study

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The Hays CISD Student Engagement Survey asked for feedback on a variety of topics that influence student engagement.

The survey was conducted from February 16 to March 6, 2015. Students in grades 6 through 12 took the survey using their student IDs as their access codes.

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 those students who participated in the survey.

The findings for each item in the report do not include participants who chose to skip a question.

# Participation

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| Responding Group | Number of Students (NMax) | Number of Participants (N) | Participation Rate |
|------------------|---------------------------|----------------------------|--------------------|
| Grades 6-8       | 4,186                     | 2,236                      | 53%                |
| Grades 9-10      | 2,589                     | 219                        | 8%                 |
| Grades 11-12     | 2,172                     | 201                        | 9%                 |
| <b>Overall</b>   | <b>8,947</b>              | <b>2,656</b>               | <b>30%</b>         |

# Areas of Strength and Concern: Cognitive Engagement

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| Responding Group | Weakest Engagement  | Strongest Engagement                                      |
|------------------|---|---|
| Grades 6-8       | Class Experience: My classes allow me to be creative.               | Academic Support: My teachers encourage me to do my best. |
| Grades 9-10      | Relevance: I see how what I'm learning relates to the "real" world. | Academic Support: My teachers encourage me to do my best. |
| Grades 11-12     | Relevance: I see how what I'm learning relates to the "real" world. | Academic Support: My teachers encourage me to do my best. |

# Areas of Strength and Concern: Social & Emotional Engagement

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| Responding Group | Weakest Engagement   | Strongest Engagement  |
|------------------|--|---|
| Grades 6-8       | Acceptance: I am recognized for contributing to this school. | Self-Management: I am nice to my teacher(s).                                  |
| Grades 9-10      | Acceptance: I am recognized for contributing to this school. | Future Aspirations: I believe I will continue my education after high school. |
| Grades 11-12     | Acceptance: I am recognized for contributing to this school. | Self-Management: I am nice to my teacher(s).                                  |



# Student Profiles

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# Overall Engagement by Demographic Groups

|  | Never     | Sometimes  | Often      | Always     |
|--|-----------|------------|------------|------------|
| <b>OVERALL</b>                         | <b>8%</b> | <b>30%</b> | <b>27%</b> | <b>35%</b> |
| <b>Gender</b>                          |           |            |            |            |
| Female (N=1,333)                       | 8%        | 30%        | 26%        | 36%        |
| Male (N=1,323)                         | 8%        | 29%        | 29%        | 34%        |
| <b>Race/Ethnicity</b>                  |           |            |            |            |
| White (N=816)                          | 9%        | 29%        | 29%        | 33%        |
| Hispanic/Latino (N=1,436)              | 8%        | 30%        | 27%        | 35%        |
| Other Race/Ethnicity (N=404)           | 9%        | 28%        | 26%        | 37%        |
| <b>Eligibility for Subsidized Meal</b> |           |            |            |            |
| Yes (N=1,368)                          | 8%        | 31%        | 27%        | 35%        |
| No (N=1,288)                           | 9%        | 28%        | 28%        | 35%        |

**Note:** This table illustrates differences in engagement across different groups of students. Differences in favorable responses (Often or Always) of 5 percentage points or more between student groups are highlighted.

# Overall Engagement by Demographic Groups (Continued)

|  | Never     | Sometimes  | Often      | Always     |
|--|-----------|------------|------------|------------|
| <b>OVERALL</b>                                   | <b>8%</b> | <b>30%</b> | <b>27%</b> | <b>35%</b> |
| <b>English Language Learner</b>                  |           |            |            |            |
| Yes (N=501)                                      | 7%        | 32%        | 26%        | 36%        |
| No (N=2,155)                                     | 9%        | 29%        | 28%        | 34%        |
| <b>Extracurricular Activities</b>                |           |            |            |            |
| Yes (N=1,852)                                    | 7%        | 28%        | 29%        | 37%        |
| No (N=804)                                       | 12%       | 33%        | 25%        | 30%        |
| <b>Gifted, Advanced Placement or Dual Degree</b> |           |            |            |            |
| Yes (N=1,197)                                    | 7%        | 27%        | 29%        | 37%        |
| No (N=1,459)                                     | 9%        | 32%        | 26%        | 33%        |

**Note:** This table illustrates differences in engagement across different groups of students. Differences in favorable responses (Often or Always) of 5 percentage points or more between student groups are highlighted.

# Overall Engagement by Demographic Groups (Continued)

|  | Never     | Sometimes  | Often      | Always     |
|--|-----------|------------|------------|------------|
| <b>OVERALL</b>                         | <b>8%</b> | <b>30%</b> | <b>27%</b> | <b>35%</b> |
| <b>Enrollment in Special Education</b> |           |            |            |            |
| Yes (N=219)                            | 8%        | 30%        | 23%        | 40%        |
| No (N=2,437)                           | 8%        | 30%        | 28%        | 34%        |
| <b>Eligible for 504 Services</b>       |           |            |            |            |
| Yes (N=311)                            | 7%        | 29%        | 28%        | 35%        |
| No (N=2,345)                           | 8%        | 30%        | 27%        | 35%        |

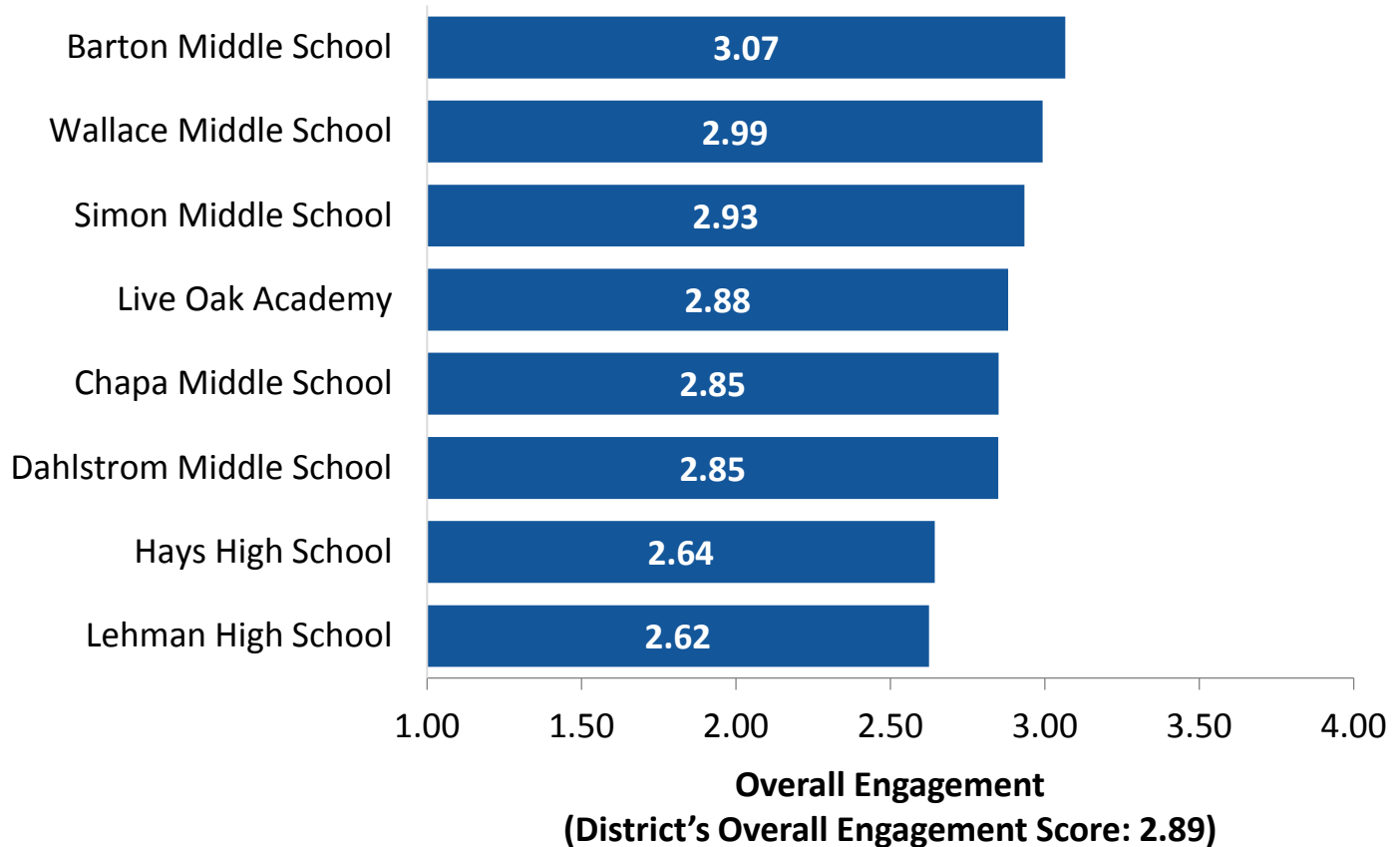
**Note:** This table illustrates differences in engagement across different groups of students. Differences in favorable responses (Often or Always) of 5 percentage points or more between student groups are highlighted.

# Engagement by School

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# Overall Student Engagement

**Overall engagement is determined from an aggregate score across all survey items. Higher scores reflect stronger engagement.**

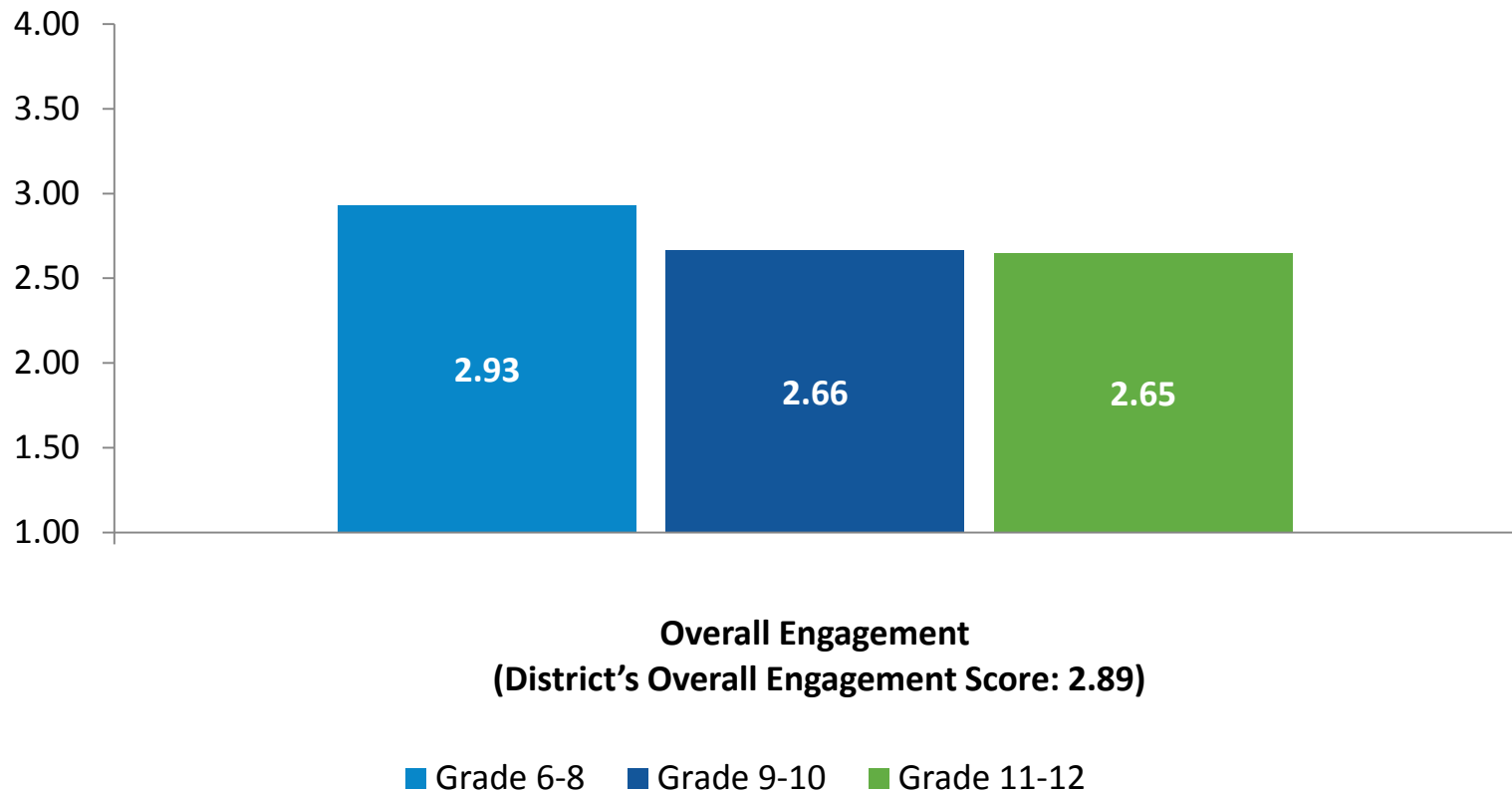


# Engagement by Grade Level

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# Overall Student Engagement

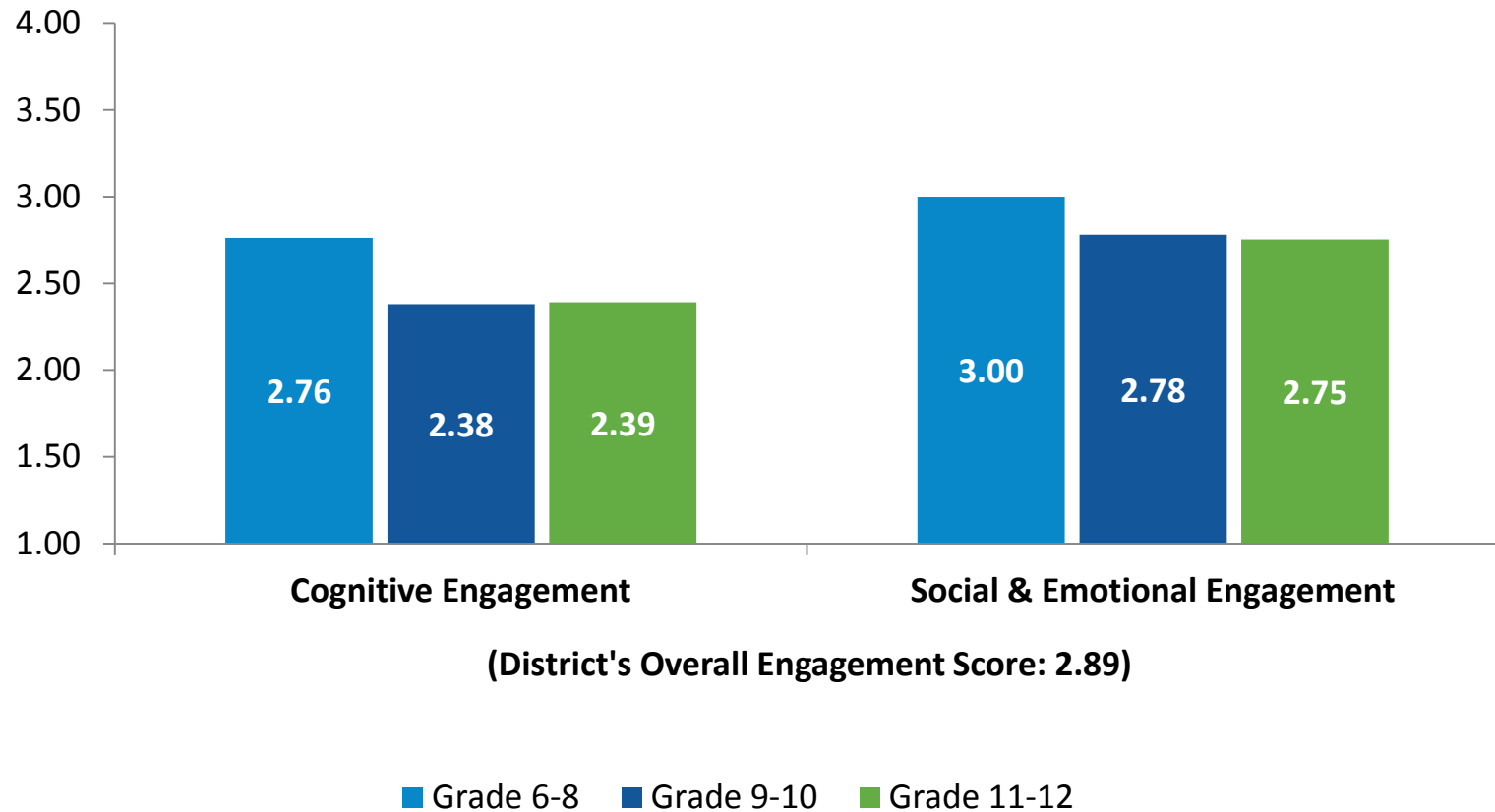
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# Engagement by Construct

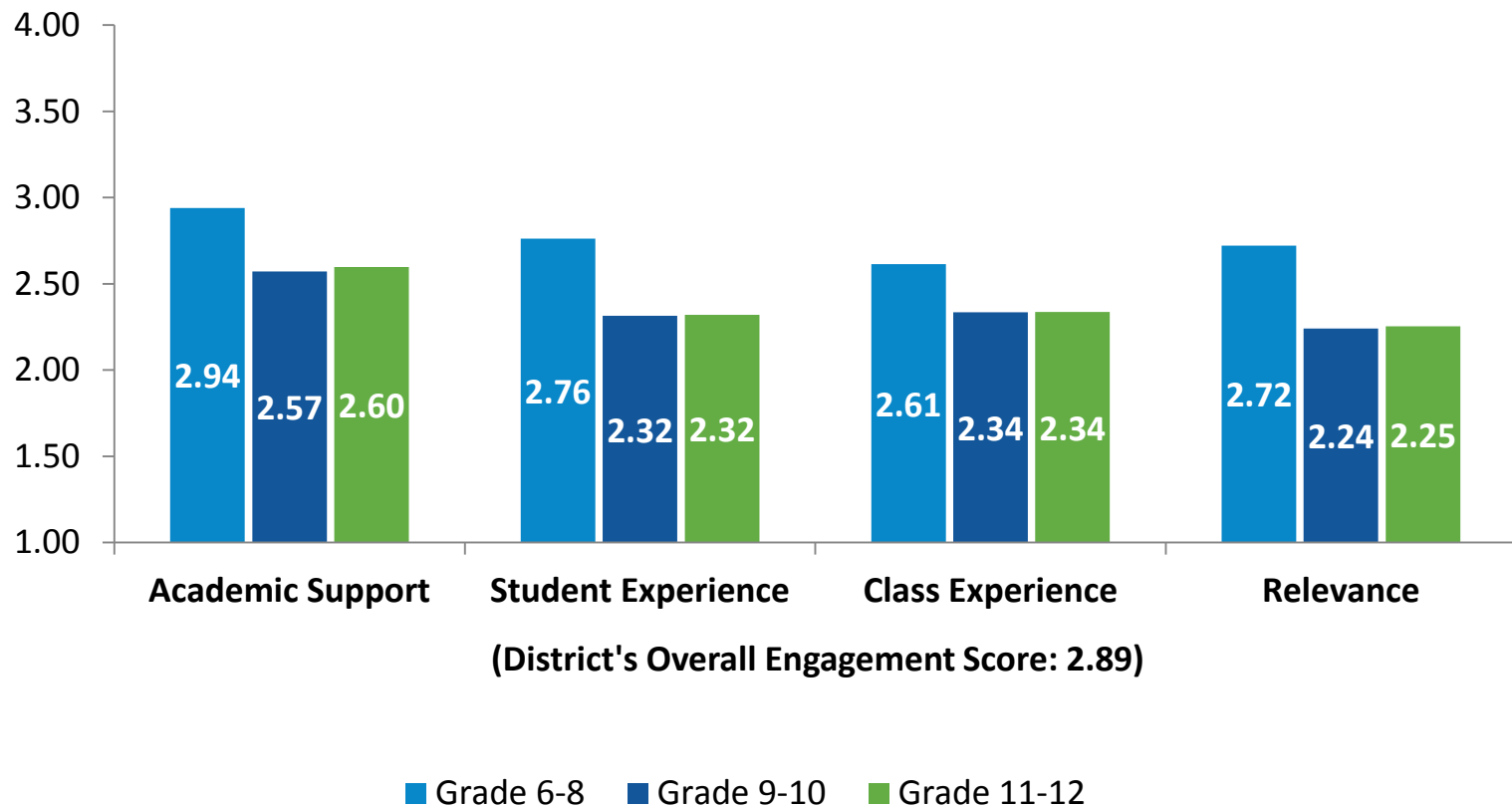
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# Cognitive Engagement

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# Dimensions of Cognitive Engagement



**Note:** The dimensions are ordered from highest to lowest as determined by the aggregate scores.

# Class Experience

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|                                | Grades 6-8       | Grades 9-10 | Grades 11-12 |
|--------------------------------|------------------|-------------|--------------|
|                                | Engagement Score |             |              |
| My classes are fun.            | 2.47             | 2.17        | 2.20         |
| My classes are interesting.    | 2.54             | 2.32        | 2.28         |
| My classes are challenging.    | 2.54             | 2.55        | 2.64         |
| My classes let me be creative. | 2.40             | 2.01        | 2.03         |
| I learn a lot in my classes.   | 3.12             | 2.63        | 2.53         |

**Note:** The highest and lowest items are highlighted.

# Student Experience

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|   | Grades 6-8       | Grades 9-10 | Grades 11-12 |
|---|------------------|-------------|--------------|
|   | Engagement Score |             |              |
| School helps me discover my strongest skills.                           | 2.58             | 2.18        | 2.15         |
| School helps me discover my skills that need work.                      | 2.88             | 2.57        | 2.59         |
| I feel what I'm learning in school helps me to become a better student. | 2.82             | 2.19        | 2.23         |

**Note:** The highest and lowest items are highlighted.

# Relevance

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|   | Grades 6-8       | Grades 9-10 | Grades 11-12 |
|---|------------------|-------------|--------------|
|   | Engagement Score |             |              |
| I see how what I'm learning in school relates to the outside world. | 2.46             | 1.79        | 1.86         |
| I see how what I'm learning in school could relate to my future.    | 2.78             | 2.29        | 2.22         |
| I see how subjects relate to other subjects.                        | 2.59             | 2.39        | 2.49         |
| I think what I'm learning in school is important.                   | 3.06             | 2.50        | 2.46         |

**Note:** The highest and lowest items are highlighted.

# Academic Support

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|   | Grades 6-8       | Grades 9-10 | Grades 11-12 |
|---|------------------|-------------|--------------|
|   | Engagement Score |             |              |
| My teachers include me in classroom discussions.                      | 2.68             | 2.55        | 2.48         |
| My teachers encourage me to do my best.                               | 3.27             | 2.87        | 2.87         |
| My teachers do not give up on me.                                     | 3.14             | 2.76        | 2.83         |
| I can count on my teachers to help me if I have difficulty in school. | 3.09             | 2.67        | 2.71         |
| My teacher talks to me about my progress.                             | 2.51             | 2.01        | 2.10         |

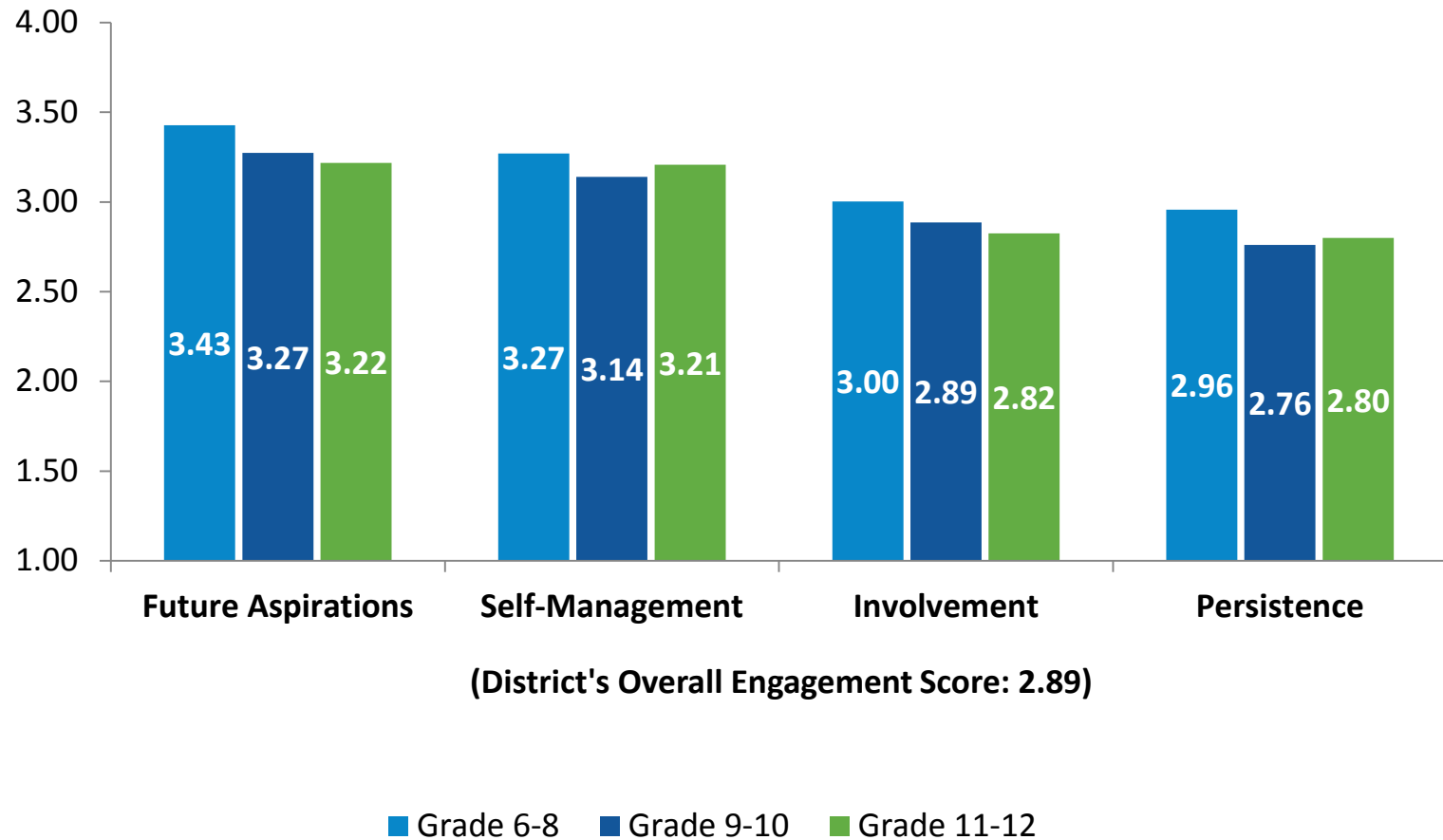
**Note:** The highest and lowest items are highlighted.

# Social & Emotional Engagement: Self-Awareness

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# Dimensions of Self-Awareness



**Note:** The dimensions are ordered from highest to lowest as determined by the aggregate scores.

# Involvement

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|  | Grades 6-8       | Grades 9-10 | Grades 11-12 |
|--|------------------|-------------|--------------|
|  | Engagement Score |             |              |
| I come to school prepared.                         | 3.14             | 3.19        | 3.22         |
| I do my best in school.                            | 3.36             | 3.22        | 3.05         |
| I participate in class activities and discussions. | 3.02             | 2.87        | 2.76         |
| I attend school activities.                        | 2.76             | 2.43        | 2.40         |
| I participate in extracurricular activities.       | 2.72             | 2.71        | 2.68         |

**Note:** The highest and lowest items are highlighted.

# Persistence

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|  | Grades 6-8       | Grades 9-10 | Grades 11-12 |
|--|------------------|-------------|--------------|
|  | Engagement Score |             |              |
| I'm willing to try new activities.                               | 2.97             | 2.66        | 2.75         |
| I'm patient when trying new activities.                          | 2.80             | 2.48        | 2.63         |
| I continue to try, even when an activity is difficult.           | 3.09             | 2.82        | 2.79         |
| I finish activities that I start.                                | 3.06             | 2.90        | 2.88         |
| I seek additional information when I don't understand something. | 2.87             | 2.95        | 2.96         |

**Note:** The highest and lowest items are highlighted.

# Self-Management

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|   | Grades 6-8       | Grades 9-10 | Grades 11-12 |
|---|------------------|-------------|--------------|
|   | Engagement Score |             |              |
| I am nice to my classmates.   | 3.32             | 3.19        | 3.26         |
| I am nice to my teacher(s).   | 3.55             | 3.45        | 3.60         |
| I follow school rules.  | 3.35             | 3.18        | 3.24         |
| I follow classroom rules.   | 3.34             | 3.20        | 3.30         |
| When I need to, I put schoolwork before other activities, such as my social life. | 2.78             | 2.67        | 2.64         |

**Note:** The highest and lowest items are highlighted.

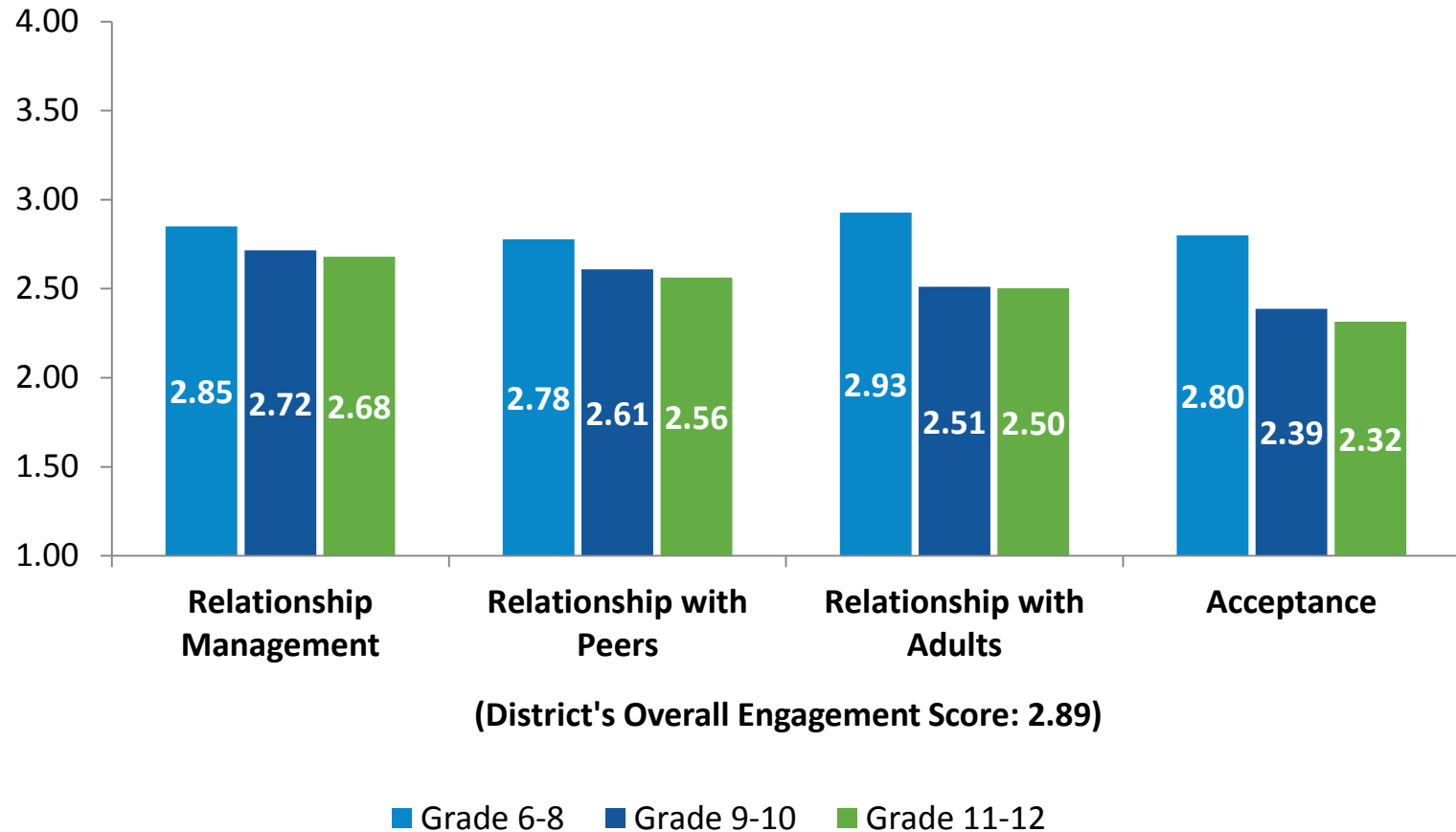
# Future Aspirations

|  | Grades 6-8       | Grades 9-10 | Grades 11-12 |
|--|------------------|-------------|--------------|
|  | Engagement Score |             |              |
| I feel good about my future opportunities.                         | 3.23             | 2.94        | 2.82         |
| I feel good about my future success.                               | 3.28             | 2.98        | 2.92         |
| I believe that I will continue my education after high school.     | 3.52             | 3.49        | 3.49         |
| I believe that I will complete my education after high school.     | 3.48             | 3.49        | 3.42         |
| I believe that I will have a career that interests me.             | 3.54             | 3.34        | 3.34         |
| I believe that I will be successful in a career that interests me. | 3.52             | 3.40        | 3.33         |

**Note:** The highest and lowest items are highlighted.

# Social & Emotional Engagement: Social Awareness

# Dimensions of Social Awareness



**Note:** The dimensions are ordered from highest to lowest as determined by the aggregate scores.

# Acceptance

|  | Grades 6-8       | Grades 9-10 | Grades 11-12 |
|--|------------------|-------------|--------------|
|  | Engagement Score |             |              |
| I have a lot in common with other students at this school. | 2.70             | 2.37        | 2.34         |
| I am recognized for contributing to this school.           | 2.40             | 1.91        | 1.86         |
| I feel respected at this school.                           | 2.73             | 2.37        | 2.34         |
| I feel accepted at this school.                            | 2.88             | 2.55        | 2.49         |
| I feel like I belong at this school.                       | 2.83             | 2.38        | 2.25         |
| I feel good about myself at school.                        | 2.92             | 2.56        | 2.47         |
| I am proud to go to this school.                           | 2.97             | 2.44        | 2.34         |
| I feel good about going to this school.                    | 2.95             | 2.49        | 2.42         |

**Note:** The highest and lowest items are highlighted.



# Relationship Management

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|  | Grades 6-8       | Grades 9-10 | Grades 11-12 |
|--|------------------|-------------|--------------|
|  | Engagement Score |             |              |
| In class, I work with students other than my friends.                      | 2.45             | 2.22        | 2.10         |
| I spend time with at least one friend at lunchtime.                        | 3.49             | 3.43        | 3.46         |
| I spend time with at least one friend from school outside of school hours. | 3.03             | 2.99        | 3.03         |
| Outside of class, I interact with students other than my friends.          | 2.42             | 2.22        | 2.12         |

**Note:** The highest and lowest items are highlighted.

# Relationship with Peers

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|  | Grades 6-8       | Grades 9-10 | Grades 11-12 |
|--|------------------|-------------|--------------|
|  | Engagement Score |             |              |
| My friends take school seriously.                                      | 2.61             | 2.68        | 2.59         |
| My friends try their best in school.                                   | 2.87             | 2.78        | 2.71         |
| My friends like school.  | 2.42             | 2.06        | 2.04         |
| I can talk to a friend from school about a personal or social problem. | 3.01             | 3.01        | 2.96         |
| I feel supported by other students.                                    | 2.78             | 2.46        | 2.39         |
| I am comfortable being myself around other students.                   | 2.97             | 2.66        | 2.70         |

**Note:** The highest and lowest items are highlighted.

# Relationship with Adults

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|   | Grades 6-8       | Grades 9-10 | Grades 11-12 |
|---|------------------|-------------|--------------|
|   | Engagement Score |             |              |
| I feel supported by my teachers.                            | 3.07             | 2.63        | 2.64         |
| I feel supported by other adults who work at this school.   | 2.90             | 2.39        | 2.39         |
| I am comfortable being myself around adults at this school. | 2.81             | 2.5         | 2.48         |

**Note:** The highest and lowest items are highlighted.

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