Sample School
High School Survey of Student Engagement (HSSSE)

Spring 2020 Report

Lisa Simmons Thatcher, M.L.D.
Evaluation Coordinator

Stephen Hiller, M.A.
Evaluation Coordinator

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SCHOOL-SPECIFIC DATA IN THIS SAMPLE REPORT SERVES AS AN EXAMPLE ONLY.
NOT REAL DATA.

HSSSE
High School Survey of Student Engagement

INDIANA UNIVERSITY
OFFICE OF THE VICE PROVOST FOR RESEARCH
Bloomington

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1. Summary of Spring 2020 Respondents

In the spring of 2020, 3,236 students from 17 schools across 11 U.S. states/territories completed the High School Survey of Student Engagement (HSSSE). Participating schools ranged in size from 22 to 1,077 students. The average response rate for schools was 77%. The distribution of participating schools across the U.S. is represented in Image 1, with darker shades indicating a higher number of participants.

Image 1. Distribution of Participating HSSSE Schools Across the U.S.
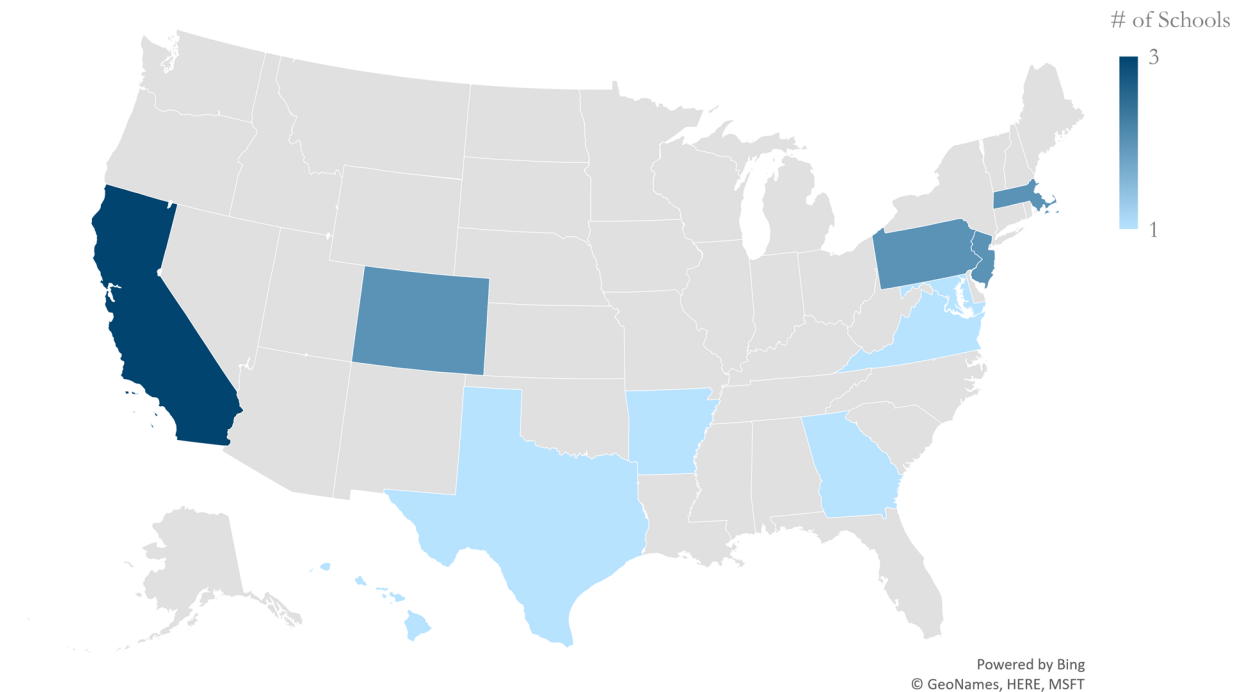
Respondent data provided for comparisons with your school is made up of two groups: all NAIS-member schools (both residential and non-residential private and independent schools) that participated in spring 2020, and HSSSE public school participants. Throughout this report, data is reflective of the number of responses for each question.

2. Respondent Characteristics

Throughout the survey, students were able to self-identify their characteristics. Some questions allow for multiple responses, as such, some totals are greater than 100%.

Sex/Gender

Figure 1 shows the distribution of respondents by self-reported sex at birth[1]. Figure 2 shows the distribution of respondents' self-reported gender identity by their sex at birth.
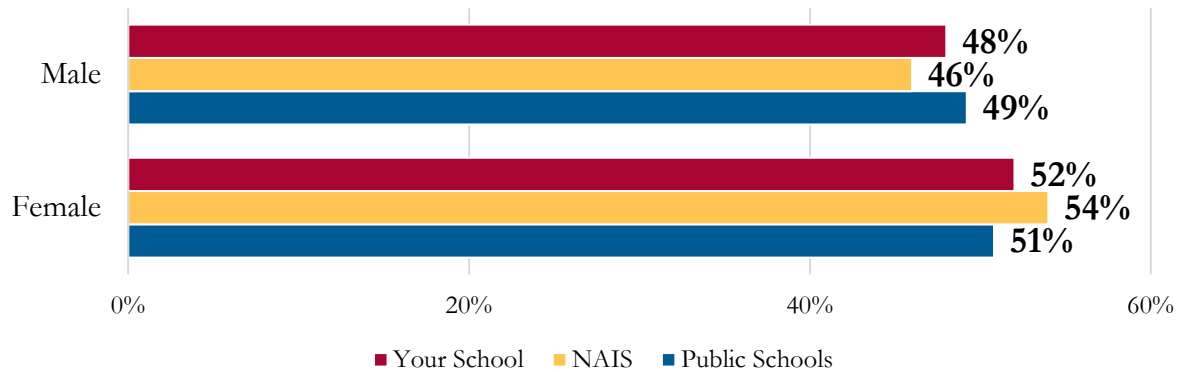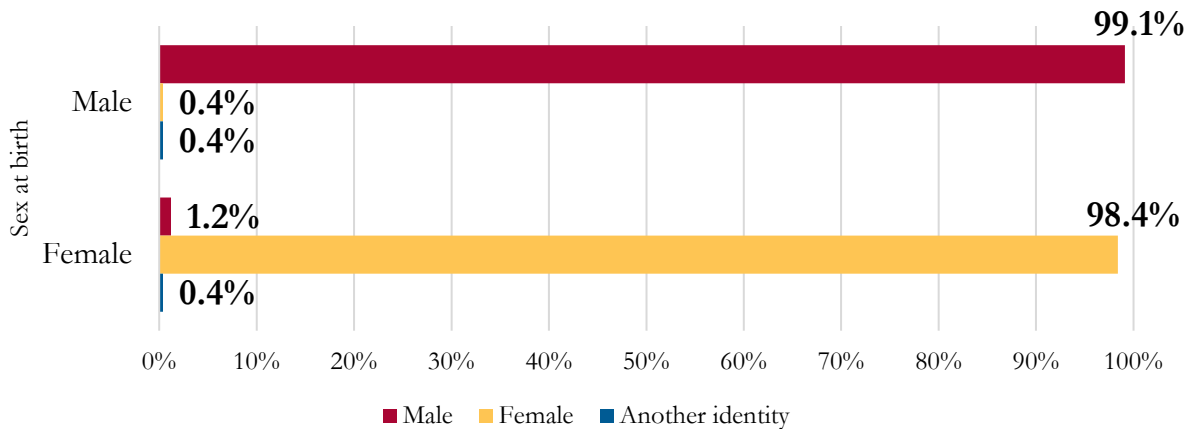
Figure 1. Respondents by sex

Figure 2. Respondent gender identity

Free or Reduced Lunch

Students replied "Yes" 5% of the time to receiving free or reduced lunch, while 4% of other Spring

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[1] Figure 1 NAIS comparison includes both schools that opted for new sex/gender identity questions and those retaining the standard question.

2020 NAIS students replied the same.

Grade Level
Figure 3 shows the distribution of respondents by their self-reported grade. Most respondents are in the 9th grade.

Figure 3. Respondents by grade level
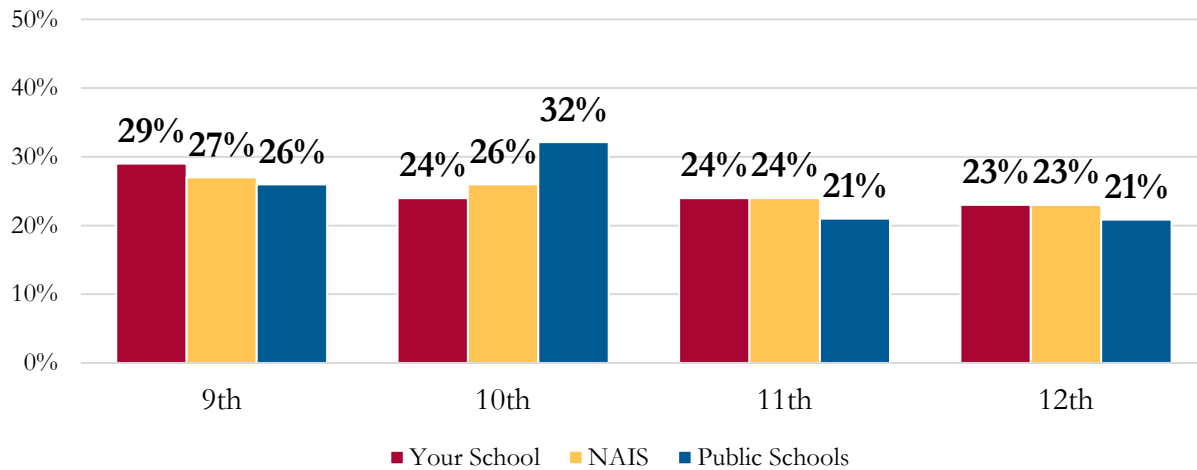
Race/Ethnicty
Respondents self-reported their race/ethnicity (Table 1) and were able to choose more than one option from American Indian/Alaska Native, Asian or Asian American, Native Hawaiian or Pacific Islander, Black or African American, Hispanic, Latino, or Spanish origin, White, Other, or I prefer not to respond.

Table 1. Respondents by Race/Ethnicity			
Race/Ethnicity	Your Site	NAIS	HSSSE Public Schools
White	61.2%	58.4%	64.7%
Black or African American	6.8%	8.2%	4.7%
Hispanic, Latino, or Spanish origin	10.3%	6.1%	5.4%
American Indian/Alaska Native	0.4%	0.5%	1.0%
Asian or Asian American	5.1%	6.0%	3.4%
Native Hawaiian or Pacific Islander	0.1%	0.4%	0.3%
Prefer not to respond	2.2%	4.6%	7.9%
Other	3.0%	2.2%	1.8%
Multiracial	10.9%	13.6%	10.9%

3. Highlighted Means

The HSSSE includes a number of items that are not included in the Dimensions of Engagement measures, but are still considered informative to school staff. This section provides the mean response for skills and motivation items and can provide valuable insight into matters which have an effect on the participation/engagement of students within schools.

Engagement/Interest of Classroom Activities
Students taking the survey were asked to what extent certain classroom activities and assignments interest or engage them (Table 2) (1=Not at all, 2=Very little, 3=Some, 4=Very much).

Table 2. Engagement/Interest of Classroom Activities	
Activity	Mean
Discussions and debates	3.34
Projects and lessons involving technology	3.29
Group projects	3.14
Research projects	3.09
Art, drama activities, and role plays	3.06
Giving presentations and speeches	2..98
Writing projects	2.97
Individual readings	2.95
Teacher lectures	2.51

Time Spent Outside of School
Respondents were asked how many hours they spend in a typical 7-day week during the school year doing selected activities related to school work, commitments, and personal interests. Table 3 highlights the top four activities that respondents in your school indicated spending the most time on, listed by their mean value (1=1 or less, 2=2 to 3, 3= 4 to 7, 4=8 or more hours).

Table 3. Time Spent Outside of School	
Activity	Mean
Using technology for school assignments	3.46
Using technology for personal interest (talking on the phone, texting, and social media)	3.27
Participating in school-sponsored activities	3.06
Completing homework for class	2.87

4. Bullying, Boredom, Transfer, and Drop Out

4.1   Bullying

Students were asked questions about how often they had encountered bullying during this school year (Figure 4), to which 30% indicated they had been bullied by another student and 37% had witnessed an act of bullying.

Figure 4. Been bullied or witnessed bullying
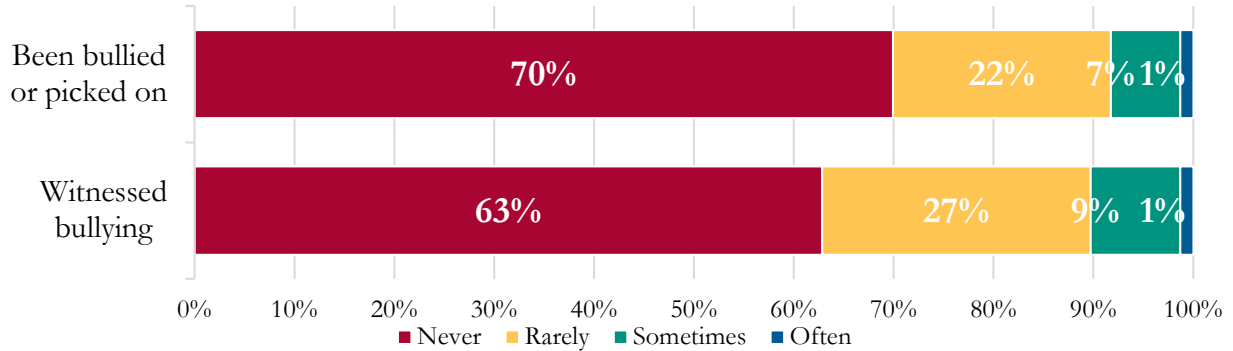
## 4.2   Boredom & Skipping School

Disinterest & School Avoidance
Students were asked how often they had skipped school, faked an illness to stay home, or deliberately came to school late because of disinterest in school (Figure 5), to which 43% stated that they had.

Boredom
Students were asked if they have ever been bored in class (Figure 5), to which 85% indicated they had been bored. Those that said they had been bored were asked to indicate the reasons for boredom (students were allowed to choose more than one option):

- 81% material wasn't interesting
- 72% teaching methods not interesting

Figure 5. Avoided school or been bored in class
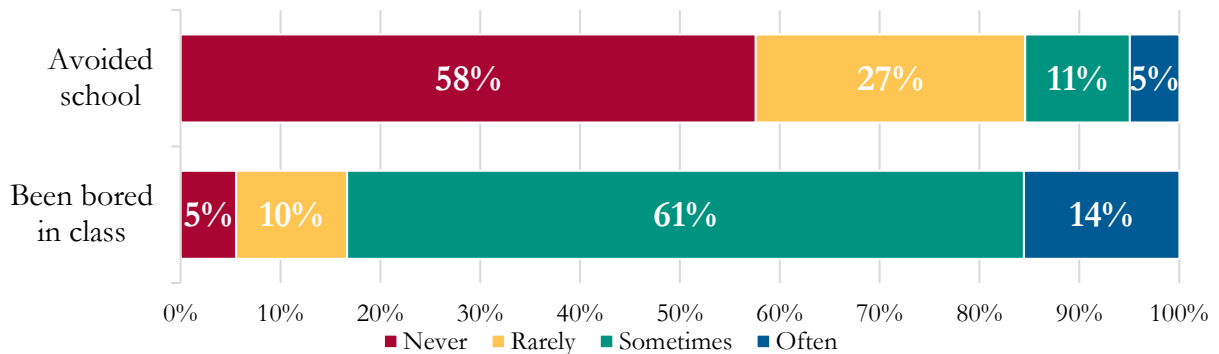
4.3   Desire to Transfer or Drop out of School

Transfer
Students responding to the survey were asked if they have ever considered transferring schools (Figure 6), to which 54% indicated they had thought about it. Students were asked what type of school they would choose instead of their current school (students were allowed to choose more than one option):

- 39% private independent school
- 30% public high school

Drop Out of School
Students were also asked if they had ever considered dropping out of their current school (Figure 6), to which 15% indicated they had thought about it. Students who responded that they had thought about dropping out were asked to choose a reason why (students were allowed to choose more than one option):

- 6% didn't like the school
- 5% didn't see the value in the work they were being asked to do

Figure 6. Considered transferring or dropping out
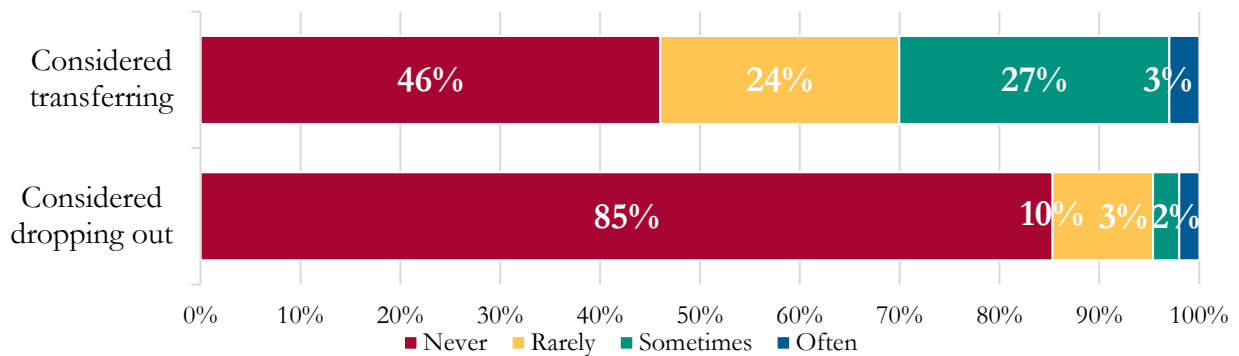
5. Dimensions of Engagement Scores

Dimensions of Engagement

For complete information on dimension scores and means comparisons of engagement dimensions, see the Dimensions of Engagement file. A brief description of each dimension follows, with your school's mean scores compared to all Spring 2020 NAIS schools and HSSSE public schools in Table 4.

Dimension 1: Cognitive/ Academic/ Intellectual Engagement

- Describes students' efforts, investment, and strategies for learning — the work students do and the ways students go about their work. This dimension can be described as "engagement of the mind."
- The minimum score possible for this dimension is 10.75 and the maximum is 43.

Dimension 2: Social/ Behavioral/ Participatory Engagement

- Captures students' actions in social, extracurricular, and non-academic school activities, including interactions with other students — the ways in which students interact within the school community. This dimension can be thought of as "engagement in the life of the school."
- The minimum score possible for this dimension is 1.75 and the maximum is 7.

Dimension 3: Emotional Engagement

- Emphasizes students' feelings of connection (or dis-connection) to their school — how students feel about where they are in school, the ways and workings of the school, and the people within their school. This dimension can be described as "engagement of the heart."
- The minimum score possible for this dimension is 7 and the maximum is 28.

Table 4. Dimensions of Engagement Mean Scores			
Dimension	**Your Site**	**NAIS**	**HSSSE Public Schools**
1: Cognitive/ Academic/ Intellectual Engagement	35.3	33.4	30.9
2: Social/ Behavioral/ Participatory Engagement	5.62	5.39	4.83
3: Emotional Engagement	24.1	21.2	19.8

6. Key Findings

Dimensions of Engagement

This section highlights findings in the data that were considered by HSSSE staff to be strengths and opportunities (Table 5), or weaknesses and threats (Table 6) to student engagement in your school.

These responses differ at a statistically significant level (at p< .05) from the means of all other Spring 2020 NAIS sites. Statistical significance does not guarantee that the result is important for work at any given school, and the lack of statistical significance does not necessarily imply that the result is not important. For more information on means and statistical significance, see the Means Comparisons file.

Table 5. Strengths and Opportunities		
	Your Site	NAIS
Q4f_i. I feel supported by the following people in this school: teachers (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)	3.68	3.39
Q6c. How much does you high school emphasize: Analyzing ideas in depth for classes (1=Not at all, 2=Very little, 3=Some, 4=Very much)	3.51	3.15
Q6i. How much does you high school emphasize: Building positive relationships with students of different backgrounds (1=Not at all, 2=Very little, 3=Some, 4=Very much)	3.27	2.88
Q7j. How much has your experience at this school contributed to: Applying school-based knowledge to everyday life (1=Not at all, 2=Very little, 3=Some, 4=Very much)	3.16	2.92

Table 6. Weaknesses and Threats		
	Your Site	NAIS
Q4h. I can be creative in classroom assignments and projects (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)	2.53	2.94
Q7b. How much has your experience at this school contributed to: Writing effectively (1=Not at all, 2=Very little, 3=Some, 4=Very much)	2.66	2.49
Q7e. How much has your experience at this school contributed to: Developing creative ideas and solutions (1=Not at all, 2=Very little, 3=Some, 4=Very much)	2.62	2.97