Middle and High School Student Engagement Survey: Students in Grades 6–12

We want to understand how you feel about learning and school in this moment so that we can provide you and other students with the support needed to be successful. Please answer these questions as honestly as you can.

Student Name: _____

School Name: _____

Student ID Number: _____

Age: _____   **Grade:** _____

Gender:
- ☐ Male
- ☐ Female
- ☐ Transgender Male
- ☐ Transgender Female
- ☐ Non-binary
- ☐ Other
- ☐ I'd prefer not to answer

Race (check all that apply):
- ☐ American Indian/Alaska Native
- ☐ Asian
- ☐ Native Hawaiian/Pacific Islander
- ☐ Black/African American
- ☐ White
- ☐ Other
- ☐ Two or more races
- ☐ I'd prefer not to answer

Hispanic (Y/N):
- ☐ Yes
- ☐ No

Please respond to the following questions based on your experience with learning in the last 30 days. Mark one response only.

1. During the past 30 days, have you been learning mostly:
   - o In person, at school
   - o At home, through distance learning
   - o Both in-school and at home (hybrid)

How strongly do you agree or disagree with the following statements? Mark one response only.

2. I feel like I am part of my school.
   - o Strongly disagree
   - o Disagree
   - o Agree
   - o Strongly agree

3. My teachers provide instructional materials (e.g., videos, readings, handouts) that reflect my cultural background, ethnicity, and identity.
   - o Strongly disagree
   - o Disagree
   - o Agree
   - o Strongly agree

4. There is an adult at my school I can talk to when I am upset.
   - o Strongly disagree
   - o Disagree
   - o Agree
   - o Strongly agree

5. I am comfortable asking my teachers or other adults at school for help with my schoolwork.
   - o Strongly disagree
   - o Disagree
   - o Agree
   - o Strongly agree

6. I have friends at school that support and care about me.
   - o Strongly disagree
   - o Disagree
   - o Agree
   - o Strongly agree

7. I regularly talk to/connect with friends from school.
   - o Strongly disagree
   - o Disagree
   - o Agree
   - o Strongly agree

8. When given the chance, I participate in class discussions or activities.
   - o Strongly disagree
   - o Disagree
   - o Agree
   - o Strongly agree

9. I set goals related to my schoolwork and try to reach them.
   - ○ Strongly disagree
   - ○ Disagree
   - ○ Agree
   - ○ Strongly agree

10. I try hard to do well in school.
    - ○ Strongly disagree
    - ○ Disagree
    - ○ Agree
    - ○ Strongly agree

11. I work hard on all assignments even if they won't affect my grade.
    - ○ Strongly disagree
    - ○ Disagree
    - ○ Agree
    - ○ Strongly agree

12. At least one of the topics I am studying is interesting and challenging to me.
    - ○ Strongly disagree
    - ○ Disagree
    - ○ Agree
    - ○ Strongly agree

13. I like the challenges of learning new things in school.
    - ○ Strongly disagree
    - ○ Disagree
    - ○ Agree
    - ○ Strongly agree

14. School is important to me.
    - ○ Strongly disagree
    - ○ Disagree
    - ○ Agree
    - ○ Strongly agree

Scoring Instructions

This section summarizes AIR's recommended approach to scoring the survey items for the Student Engagement Surveys (Version 1.0). This is Version 1.0 in an iterative development process. As we learn more about the surveys' use as measurement tools, we will revise them based on feedback and reviewed data.

The accompanying Student Engagement Survey Results Tools calculate student-level scores and produces aggregate charts of survey results (overall, by subgroup, and over time); for more information about the tools, go to **Tools for Schools** at communitiesinschools.org/k12/.

Response Values

All engagement items have four response options. Each response option is assigned a numeric value; more positive responses receive higher numeric values compared with less positive responses, as specified below. Only one response is permitted per item. Responses should be coded as follows:

- Strongly agree (value of 4)
- Agree (value of 3)
- Disagree (value of 2)
- Strongly disagree (value of 1)

Identifying Which Items to Include in Each Domain

Items are grouped by domain under the appropriate headers. Items to include in each of the four domains are listed below:

- **Emotional Engagement**: items 2–3
- **Social Engagement**: items 4–9
- **Behavioral Engagement**: items 8–11
- **Cognitive Engagement:** items 12–14

Calculating the Global and Domain Scores for Engagement

The process AIR proposes for calculating the Global Engagement Scores and domain scores involves using item means as described next.

- **Within each domain, calculate the average numeric value for the student or parent/guardian's responses to the items.** For example, for Emotional Engagement, there are four items; a student or parent/caregiver who answered *agree* (value of 3), *disagree* (value of 2), *agree* (value of 3) and *strongly agree* (value of 4) would have an Emotional Engagement domain average of 3. *Note: For any skipped item, do not include that item in the calculation.*
- **Then, average the domain averages to obtain the Global Engagement Score.** The scores will range from 1 to 4.

To examine engagement levels in aggregate (i.e., for a group of students), average individuals' scores within areas of interest (e.g., Global Engagement, Emotional Engagement, etc.). Alternatively, review the distribution of scores across categories (e.g., XX% of scores were Higher Global Engagement). See the next section for more information about score categories.

Categorizing Engagement Scores

Because of the low number of items for each domain and the preliminary understanding of the measurement properties of the set of items, we have proposed thresholds for "higher" and "lower" on each domain and for Global Engagement, based on the range of possible scores. These scores can be used to understand the needs of individual students and students in aggregate and inform broader supports for the school community. We propose to flag scores only at the lowest and highest ends of the distribution because (prior to further examination of the data) information is too limited to make distinctions for scores in the middle of the distribution.

- **Higher:** Scores equal to or greater than 3.5
- **Lower:** Scores equal to or less than 1.5

"Lower" scores should then be categorized as "Lower [domain]," such as "Lower Global Engagement" or "Lower Emotional Engagement." "Higher" scores should then be categorized as "Higher [domain]," such as "Higher Global Engagement" or "Higher Emotional Engagement." For practical purposes, scores that are not in these categories can be labeled as "Moderate [domain]," such as "Moderate Global Engagement" or "Moderate Emotional Engagement." As previously noted, as we learn more about the measurement properties of these items, we will release updated guidelines regarding thresholds for "lower," "moderate," and "higher" categories. Note that the domain categorizations are domain-specific, meaning scores can be "lower" or "higher" in one domain, but not others.