



# High School Survey of Student Engagement

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**National Survey of  
Student Engagement**  
*(pronounced “nessie”)*



**HSSSE builds on the  
National Survey of Student  
Engagement that has been  
administered to more than  
900,000 four-year college  
student students since  
2000.**

# Student Engagement

## ◆ What students do

- time and energy devoted to educationally purposeful activities



## ◆ What schools do

- using effective educational practices to induce students to do the right things



# Research on High School Student Engagement

Students with increased engagement in school learning are less alienated from their schools and have higher levels of academic achievement.

(Norris, Pignal, & Lipps, 2003)



# Research on High School Student Engagement

- ◆ Promotes persistence
- ◆ Fosters integration into school culture and participation in extracurricular activities
- ◆ Nurtures school climate supportive of achieving educational goals
- ◆ Serves as process indicators of various student outcomes



# Why a High School Survey of Student Engagement?

**High School Survey of Student Engagement 2005**

This survey asks questions about your high school experience – how you spend your time, what you have gained so far from your classes, your interactions with friends and teachers, and various activities. The information you provide will help teachers, administrators, and others improve conditions that contribute to your learning and development during high school. Thank you for your thoughtful responses.

**Instructions: Please mark your answers in dark ink or pencil. Fill in the bubbles completely: ●**

**1. What is your grade in school?**  
 9th  10th  11th  12th

**2. In what grade did you start attending this high school?**  
 9th  10th  11th  12th

**3. How old are you today?**  
 13 or younger  15  17  19  
 14  16  18  20+

**4. Are you**  Male  Female

**5. What is your racial or ethnic identification? (Mark all that apply)**  
 Hispanic, Latino, or Spanish origin  
 American Indian or other Native American  
 Asian American or Pacific Islander  
 Black/African American  
 White  
 Other, specify: \_\_\_\_\_  
 Prefer not to respond

**6. Is English the main language used in your home?**  
 Yes  No

**7. What have most of your high school grades been? (Mark one response only)**  
 Mostly As  Mixed Cs and Ds  
 Mixed As and Bs  Mostly Ds  
 Mostly Bs  Below D  
 Mixed Bs and Cs  Grades not used  
 Mostly Cs  Don't know

**8. On average, how many hours do you sleep per night? (Round to the nearest hour)**  
 Less than 5  5  6  7  8  9  10+

**9. Which category represents most of your classes? (Mark one response only)**  
 General/Regular  Honors/College Prep  
 Special Education  Career/Vocational  
 Courses for College Credit  Don't know

**10. Do you have a computer with Internet access at home?**  
 Yes  No

**11. How far do you think you will go in school? (Mark one response only)**  
 Will not finish high school  
 Certificate of completion without a diploma  
 High school diploma  
 2-year college degree (Associate's)  
 4-year college degree (Bachelor's)  
 Master's degree  
 PhD or other advanced professional degree (law, medicine, etc.)  
 Don't know

**12. What is the highest level of education that your parent(s) or guardian(s) completed? (Mark one response per column)**

Father	Mother
<input type="radio"/>	<input type="radio"/> Did not finish high school
<input type="radio"/>	<input type="radio"/> High school diploma or GED
<input type="radio"/>	<input type="radio"/> 2-year college degree (Associate's)
<input type="radio"/>	<input type="radio"/> 4-year college degree (Bachelor's)
<input type="radio"/>	<input type="radio"/> Master's degree
<input type="radio"/>	<input type="radio"/> PhD or other advanced professional degree (law, medicine, etc.)
<input type="radio"/>	<input type="radio"/> Don't know

- ◆ Enhance school improvement efforts
- ◆ Identify process indicators that lead to desired outcomes
- ◆ Supplement high stakes test results
- ◆ Add a new dimension to the school's assessment strategies
- ◆ Compile systematic national data on good educational practices

# HSSSE Administration

- ◆ Anonymous survey in 9<sup>th</sup>-12<sup>th</sup> grades
- ◆ Administered by teachers (homeroom or extended class period)
- ◆ Average administration time 20 minutes
- ◆ Returned to IU for scanning and analysis
- ◆ Customized school reports distributed to schools

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 Courses for College Credit  Don't know

**10. Do you have a computer with Internet access at home?**  
 Yes  No

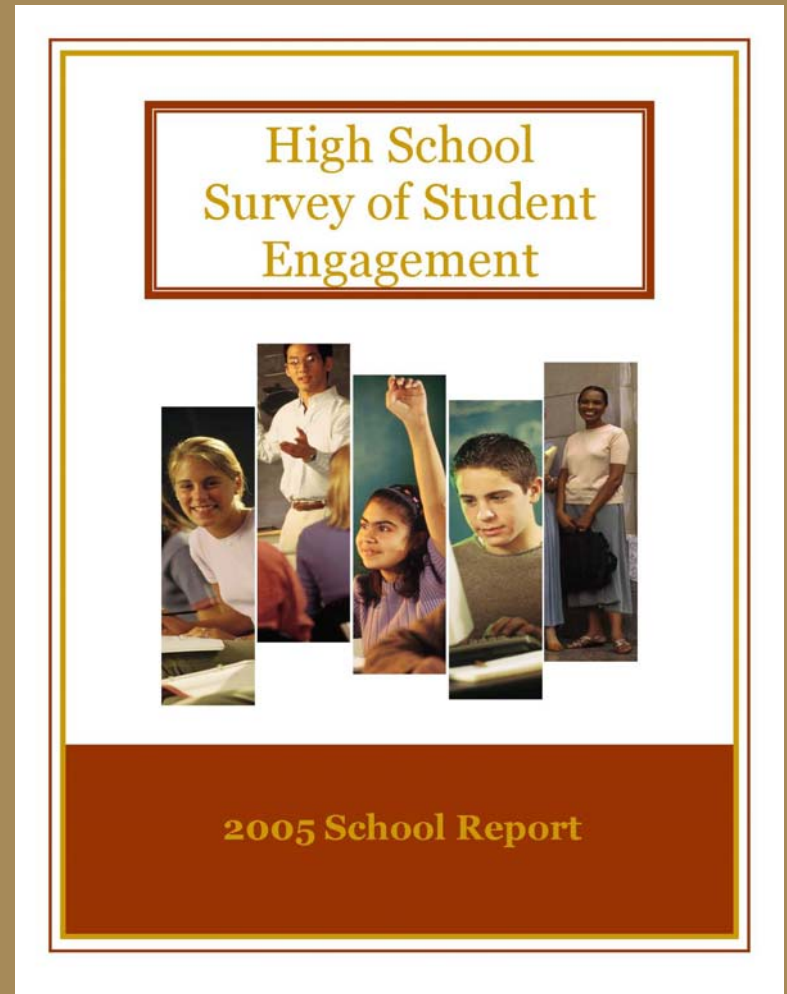
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<input type="radio"/>	<input type="radio"/> PhD or other advanced professional degree (law, medicine, etc.)
<input type="radio"/>	<input type="radio"/> Don't know

# HSSSE School Report

- ◆ Overview of 2005 Results
- ◆ Using HSSSE Data
- ◆ Respondents at a glance
- ◆ Five frequency reports on your school's results compared with all other HSSSE respondents
  - Overall
  - By grade level
  - By instructional track
  - By race
  - By gender
- ◆ Means on all items comparing your data with national means
- ◆ CD with school data and code book for additional analyses





# HSSSE and School Improvement Efforts



The HSSSE data  
pertain to school features  
that can be altered.

# Promoting Student Engagement

With data on the extent that students are engaged in educationally purposeful activities compared to national averages . . .

**Educators can identify strategies to increase the most valued activities**



**HSSSE reports will not identify specific schools or districts.**

**HSSSE results are not intended to replace performance test data.**

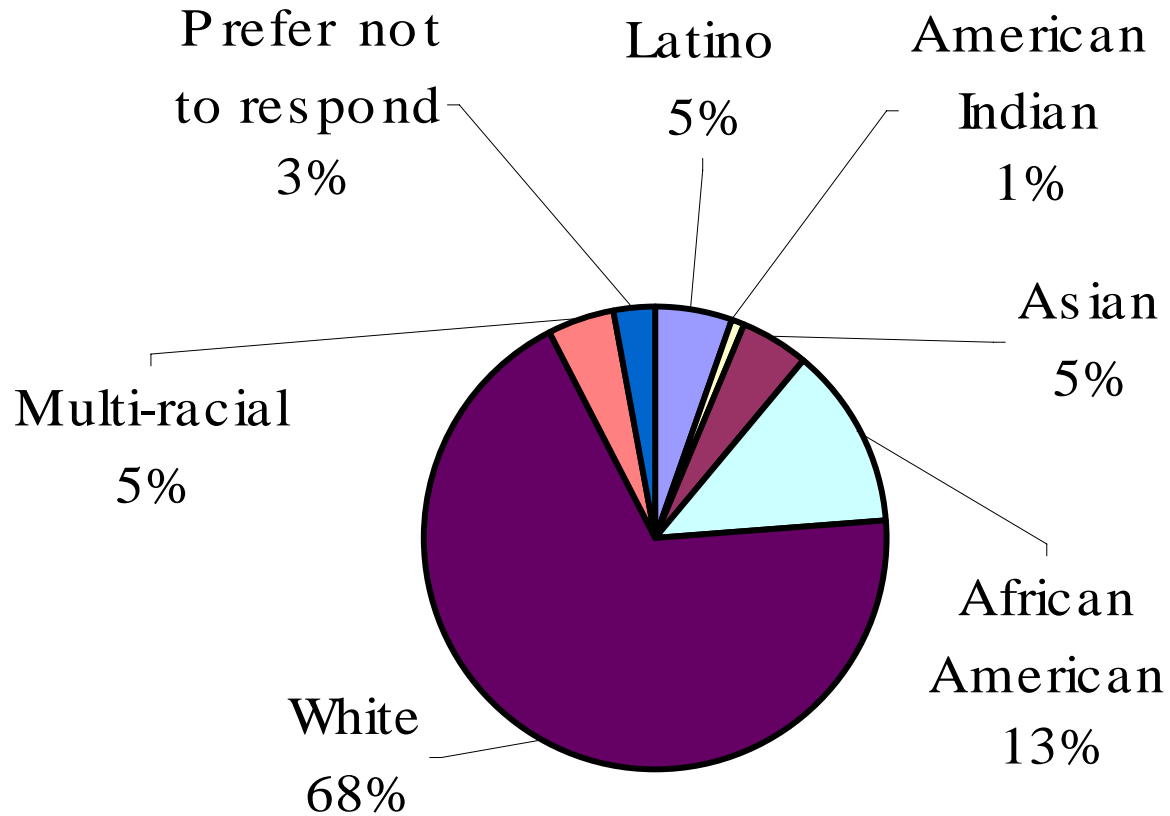


# **HSSSE 2005: Selected Findings**

## Respondents by Type of School District

Location	HSSSE Respondents
<i>Large City (&gt;250,000 pop.)</i>	12%
<i>Mid-size City (&lt;250,000 pop.)</i>	13%
<i>Urban fringe, large city</i>	37%
<i>Urban fringe, mid-size city</i>	18%
<i>Large town (&gt;25,000 pop.)</i>	1%
<i>Small town (&lt;25,000 pop.)</i>	5%
<i>Rural</i>	14%

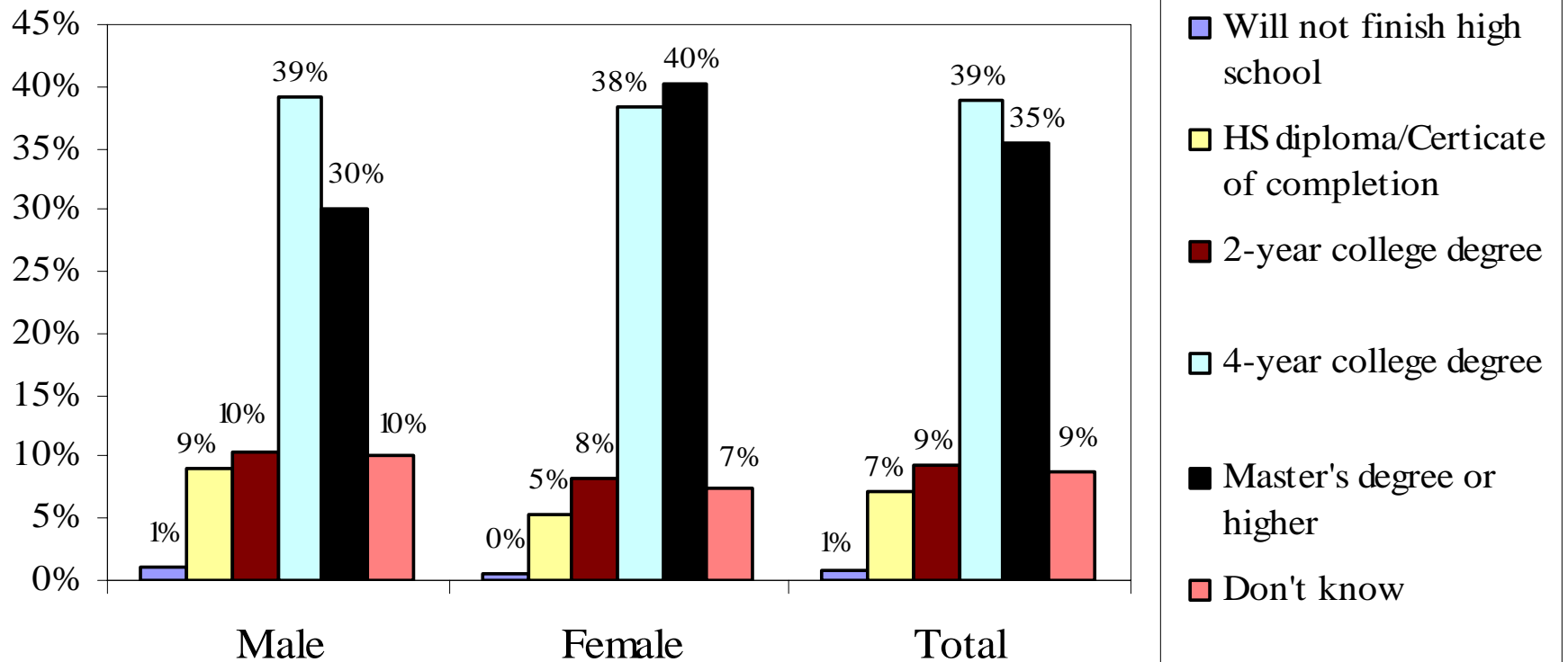
## Respondents by Race/Ethnicity

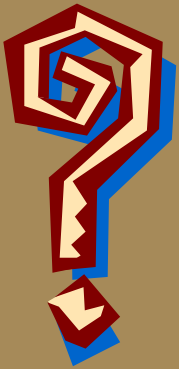


## Instructional Track of Respondents by Race/Ethnicity

	<i>General/ Regular</i>	<i>Special Education</i>	<i>Courses for College Credit</i>	<i>Honors/ College Prep</i>	<i>Career/ Vocational</i>	<i>Don't know</i>
<i>Latino</i>	<b>65%</b>	<b>4%</b>	<b>3%</b>	<b>13%</b>	<b>2%</b>	<b>14%</b>
<i>American Indian</i>	<b>54%</b>	<b>11%</b>	<b>3%</b>	<b>16%</b>	<b>5%</b>	<b>11%</b>
<i>Asian</i>	<b>46%</b>	<b>1%</b>	<b>6%</b>	<b>38%</b>	<b>1%</b>	<b>7%</b>
<i>African American</i>	<b>68%</b>	<b>3%</b>	<b>4%</b>	<b>16%</b>	<b>2%</b>	<b>6%</b>
<i>White</i>	<b>58%</b>	<b>2%</b>	<b>3%</b>	<b>30%</b>	<b>2%</b>	<b>5%</b>
<i>Multiracial</i>	<b>62%</b>	<b>3%</b>	<b>4%</b>	<b>23%</b>	<b>1%</b>	<b>7%</b>
<i>Prefer not to respond</i>	<b>46%</b>	<b>4%</b>	<b>3%</b>	<b>29%</b>	<b>2%</b>	<b>16%</b>
<i>Total respondents</i>	<b>59%</b>	<b>2%</b>	<b>3%</b>	<b>27%</b>	<b>2%</b>	<b>6%</b>

## Educational Aspirations of Respondents by Gender





What percent of students **come to class with readings or assignments completed?**

Very often 50 %

Often 31 %

Sometimes 16 %

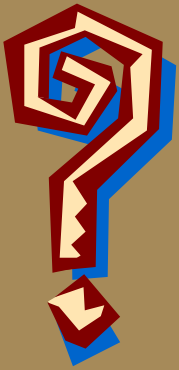
Never 3 %

*Coming to class with assignments prepared* is the behavior most highly correlated with a number of positive attitudes, such as

- ◆ taking pride in school work,
- ◆ valuing school rewards,
- ◆ putting forth a great deal of effort at school, and
- ◆ placing a high value on learning.



Students feel prepared for their high school classes, but are they prepared for success in college or the workplace?

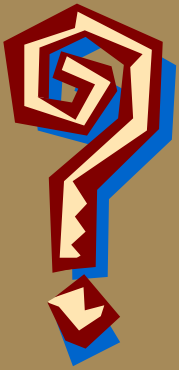


What percent of students **spend 3 hours or less a week reading?**

Assigned 80 %

Personal  
-Print 77 %

Personal  
-Online 84 %

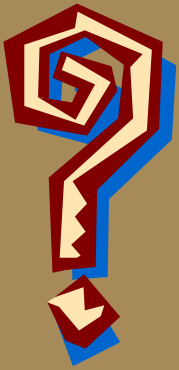


What percent of students **have written no papers** during the school year?

5 pages or longer 36 %

3-5 pages 12 %

less than 3 pages 4 %



What percent of students **have written more than 3 papers** during the school year?

5 pages or longer 17 %

3-5 pages 39 %

less than 3 pages 69 %

## Number of Papers More Than 5 Pages Long Written by Respondents by Grade Level

<i>Number of written papers</i>	<i>Grade level</i>				<i>Total respondents</i>
	<i>9th</i>	<i>10th</i>	<i>11th</i>	<i>12th</i>	
<i>0</i>	<b>44%</b>	<b>40%</b>	<b>30%</b>	<b>24%</b>	<b>36%</b>
<i>1</i>	<b>21%</b>	<b>22%</b>	<b>25%</b>	<b>25%</b>	<b>23%</b>
<i>2-3</i>	<b>19%</b>	<b>22%</b>	<b>26%</b>	<b>29%</b>	<b>24%</b>
<i>4-5</i>	<b>7%</b>	<b>8%</b>	<b>9%</b>	<b>11%</b>	<b>8%</b>
<i>6-7</i>	<b>3%</b>	<b>3%</b>	<b>4%</b>	<b>4%</b>	<b>4%</b>
<i>8-10</i>	<b>2%</b>	<b>2%</b>	<b>2%</b>	<b>3%</b>	<b>2%</b>
<i>11-14</i>	<b>1%</b>	<b>1%</b>	<b>1%</b>	<b>1%</b>	<b>1%</b>
<i>15-19</i>	<b>0%</b>	<b>0%</b>	<b>1%</b>	<b>1%</b>	<b>0%</b>
<i>20+</i>	<b>2%</b>	<b>2%</b>	<b>1%</b>	<b>2%</b>	<b>2%</b>

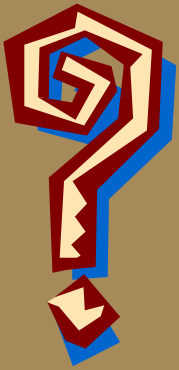
Comparing HSSSE results to data from college surveys reveals that high school students are reading and writing far less than will be expected in college; yet most high school students say they will enroll in some type of higher education.

## Time Spent Per Week in Selected Activities

<i>Activities</i>	<i>Percentage of respondents devoting 0 to 20+ hours per week</i>								
	<i>0</i>	<i>1</i>	<i>2</i>	<i>3-4</i>	<i>5-7</i>	<i>8-10</i>	<i>11-15</i>	<i>16-19</i>	<i>20+</i>
<i>Preparing for class</i>	<b>6%</b>	<b>14%</b>	<b>12%</b>	<b>18%</b>	<b>20%</b>	<b>13%</b>	<b>10%</b>	<b>2%</b>	<b>4%</b>
<i>Doing volunteer work</i>	<b>54%</b>	<b>17%</b>	<b>11%</b>	<b>10%</b>	<b>5%</b>	<b>2%</b>	<b>1%</b>	<b>0%</b>	<b>1%</b>
<i>Working for pay</i>	<b>40%</b>	<b>6%</b>	<b>6%</b>	<b>10%</b>	<b>9%</b>	<b>7%</b>	<b>8%</b>	<b>3%</b>	<b>10%</b>
<i>Watching television</i>	<b>5%</b>	<b>9%</b>	<b>10%</b>	<b>19%</b>	<b>20%</b>	<b>15%</b>	<b>11%</b>	<b>2%</b>	<b>9%</b>
<i>Participating in school-sponsored activities</i>	<b>36%</b>	<b>8%</b>	<b>7%</b>	<b>9%</b>	<b>10%</b>	<b>10%</b>	<b>12%</b>	<b>3%</b>	<b>5%</b>
<i>Chatting or "surfing" online</i>	<b>22%</b>	<b>15%</b>	<b>11%</b>	<b>14%</b>	<b>14%</b>	<b>10%</b>	<b>7%</b>	<b>2%</b>	<b>6%</b>
<i>Socializing with friends</i>	<b>5%</b>	<b>5%</b>	<b>6%</b>	<b>14%</b>	<b>20%</b>	<b>18%</b>	<b>14%</b>	<b>4%</b>	<b>13%</b>
<i>Playing video games</i>	<b>49%</b>	<b>13%</b>	<b>8%</b>	<b>9%</b>	<b>8%</b>	<b>5%</b>	<b>3%</b>	<b>1%</b>	<b>4%</b>
<i>Exercising</i>	<b>17%</b>	<b>15%</b>	<b>13%</b>	<b>18%</b>	<b>18%</b>	<b>9%</b>	<b>5%</b>	<b>1%</b>	<b>3%</b>
<i>Talking on the phone</i>	<b>14%</b>	<b>23%</b>	<b>13%</b>	<b>14%</b>	<b>13%</b>	<b>8%</b>	<b>6%</b>	<b>2%</b>	<b>7%</b>

## Time Spent Per Week Working for Pay

<i>Grade level</i>	<i>Percentage of respondents devoting 0 to 20+ hours per week</i>								
	<i>0</i>	<i>1</i>	<i>2</i>	<i>3-4</i>	<i>5-7</i>	<i>8-10</i>	<i>11-15</i>	<i>16-19</i>	<i>20+</i>
<i>9th</i>	46%	9%	9%	13%	11%	6%	3%	1%	3%
<i>10th</i>	44%	7%	7%	10%	10%	7%	6%	2%	6%
<i>11th</i>	35%	5%	5%	8%	9%	8%	11%	5%	14%
<i>12th</i>	29%	3%	3%	6%	7%	8%	13%	6%	24%
<i>Total respondents</i>	40%	6%	6%	10%	9%	7%	8%	3%	10%



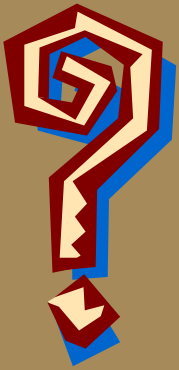
What percent of students are **not involved in any school-related activities?**

African Americans	41 %
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Asians	33 %
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Whites	34 %
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Latinos	51 %
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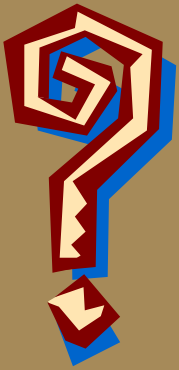
What percent of students **work with other students on projects/assignments outside of class?**

Very often 6 %

Often 15 %

Sometimes 47 %

Never 33 %



What percent of students said they **receive prompt feedback from teachers on assignments?**

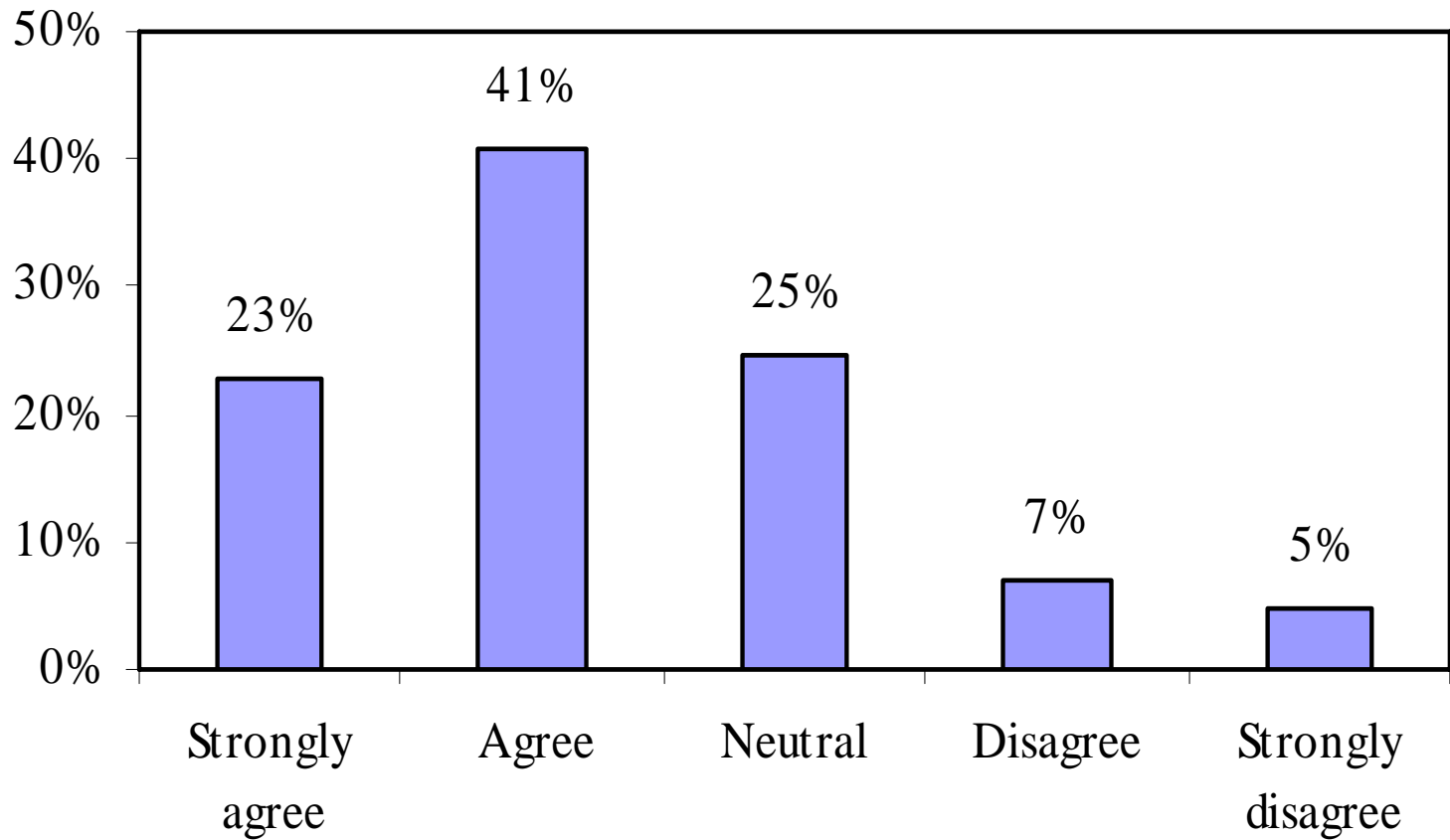
Very often 17 %

Often 33 %

Sometimes 41 %

Never 9 %

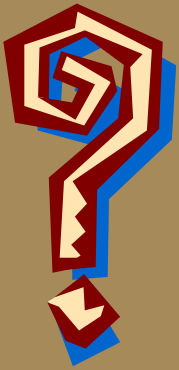
## Responses to "I Feel Supported and Respected by Teachers"



Respondents who strongly agreed (23%) that they are supported and respected by teachers differed in many respects from the students who strongly disagreed (5%). Those strongly agreeing were far more likely to say:

- ◆ they take pride in their school work (86% compared to 28%),
- ◆ what they learn at school is useful (75% to 19%),
- ◆ they have opportunities to ask teachers questions about their school work (89% to 25%), and
- ◆ they are challenged to do their best work at school (75% to 18%).

Two thirds of the students who *strongly disagreed* that they are supported and respected by teachers were males.



What percent of students agree or strongly agree that they **value the rewards they get at school?**

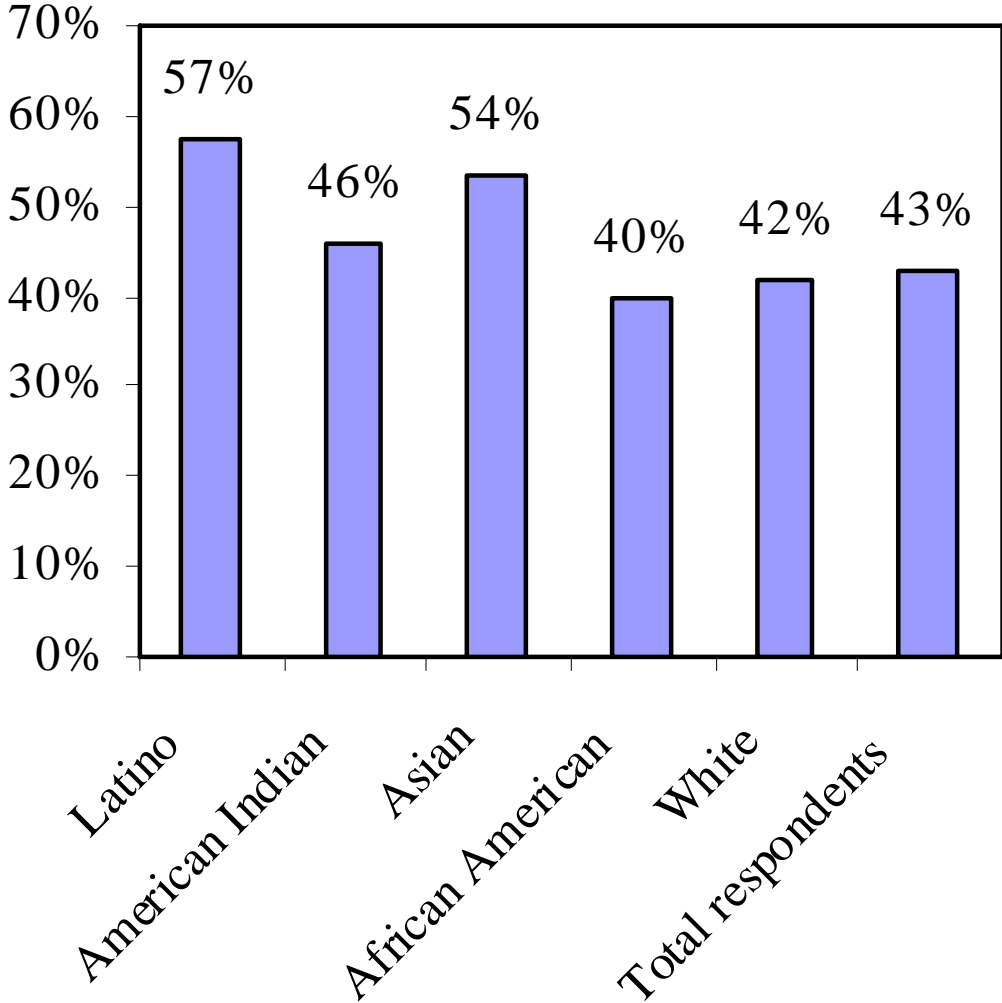
Males	65 %
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Females	78 %
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Regular/ General	69 %
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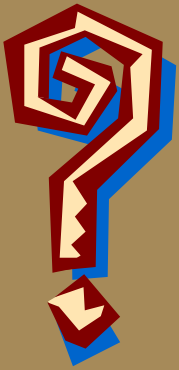
Honors/ College prep	82 %
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# Students by Race Who Never or Only Sometimes Contributed to Class Discussions



Almost half (49%) of all respondents indicated that they have a voice in making classroom decisions. Students who strongly agreed (16%) reflected different attitudes toward their school experience than did students who strongly disagreed (6%) that they have such a voice. Those strongly agreeing were far more likely to indicate that:

- ◆ they are supported and respected by teachers (81% compared to 25%),
- ◆ what they learn at school is useful (73% to 23%),
- ◆ they feel safe at school (69% to 25%),
- ◆ they worked harder than they expected to work in school (59% to 26%),
- ◆ they take pride in their school work (86% to 34%) and
- ◆ they place a high value on learning (90% to 36%).



What percent of students agree or strongly agree that they **put forth a great deal of effort on school work?**

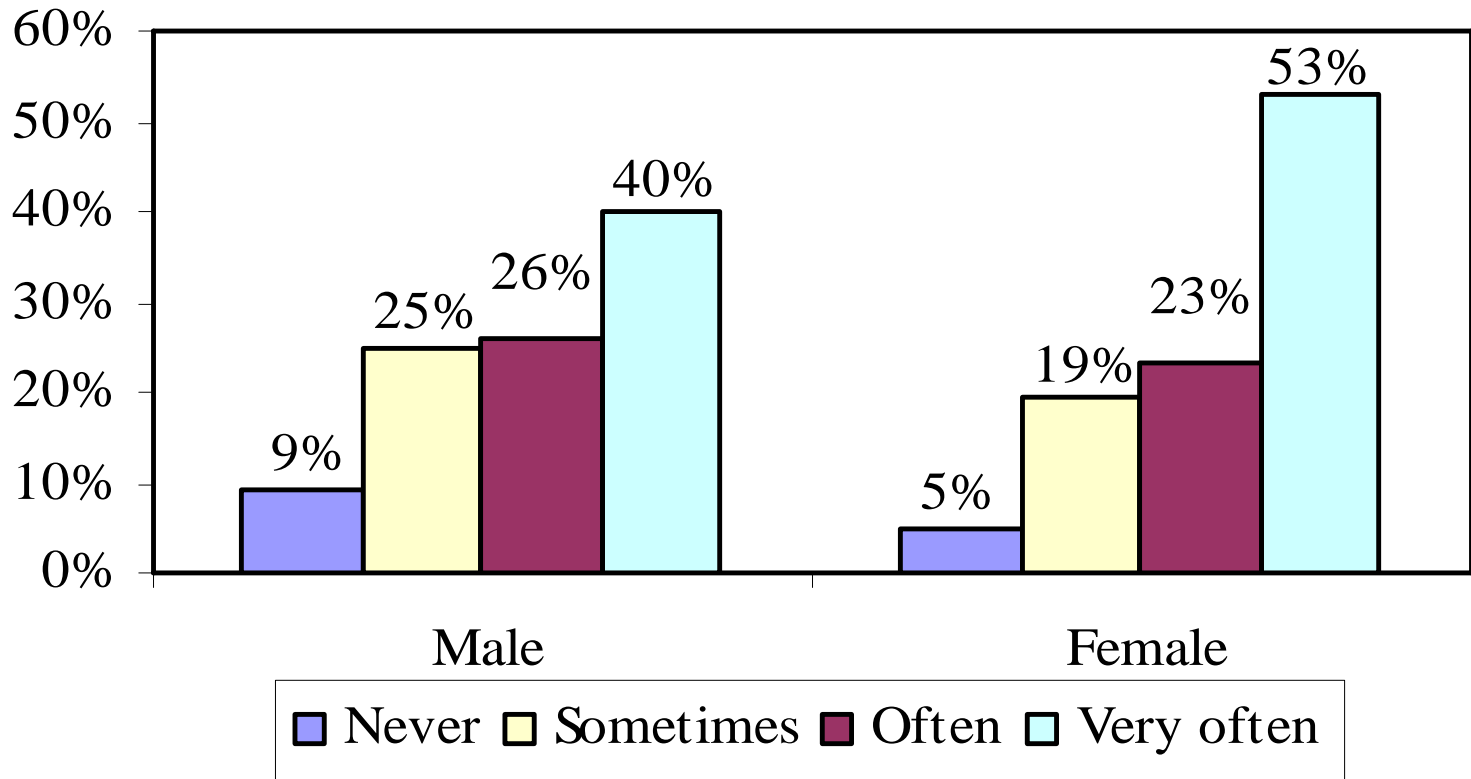
African Americans	60 %
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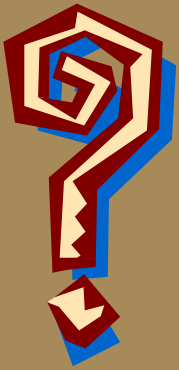
Asians	60 %
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Whites	53 %
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Latinos	52 %
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## Students by Gender Reporting Conversations with Students of a Different Race or Ethnicity





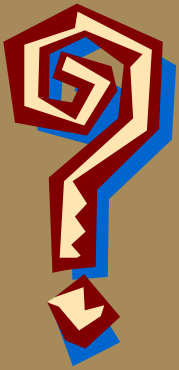
What percent of students said that **views of different races, religions, genders, or political beliefs are considered in class discussions or assignments?**

Very often 12 %

Often 25 %

Sometimes 45 %

Never 18 %



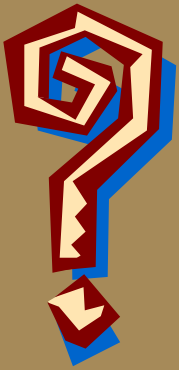
What percent of students agree or strongly agree that **the things they learn at school are useful?**

African Americans	58 %
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Asians	62 %
--------	------

Whites	51 %
--------	------

Latinos	60 %
---------	------

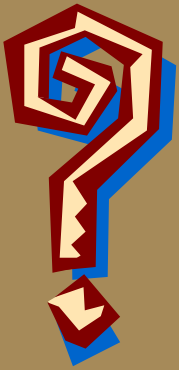


What percent of students agree or strongly agree that **the things they learn at school are useful?**

Regular/ General	51 %
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Honors/ College prep	58 %
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Career/ Vocational	48 %
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What percent of students agree or strongly agree that they **feel safe at school?**

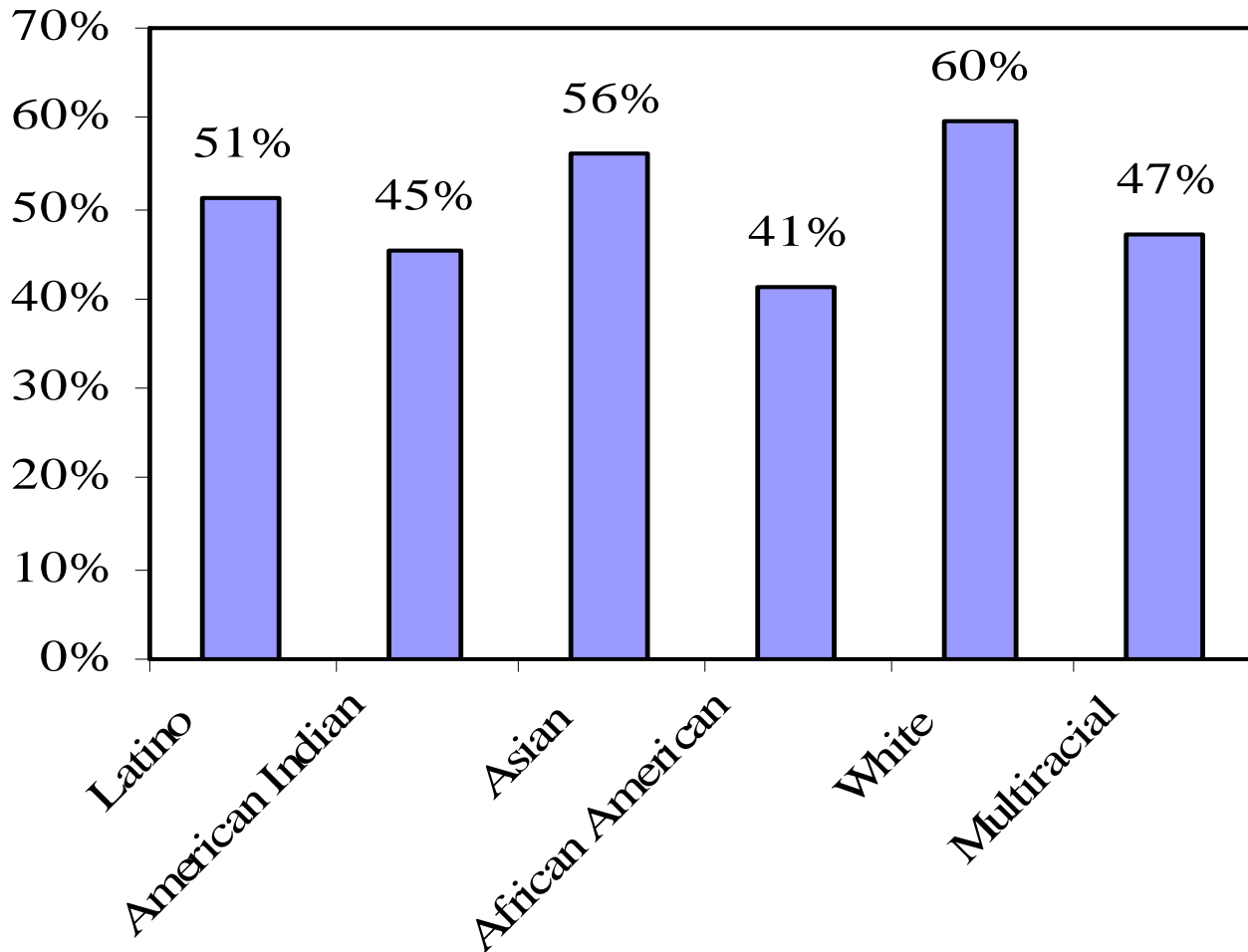
African Americans	41 %
-------------------	------

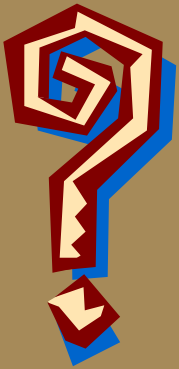
Asians	56 %
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Whites	60 %
--------	------

Latinos	41 %
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## Students by Race/Ethnicity Who Agreed or Strongly Agreed They Feel Safe in School





## How much emphasis does my school place on:

### recognizing academic excellence?

Very much	27 %
Quite a bit	36 %
Some	28 %
Very little	9 %

### recognizing athletic achievement?

Very much	41 %
Quite a bit	31 %
Some	20 %
Very little	9 %

## **Students' Perceptions of School Contributions to Their Knowledge, Skills, and Personal Development in Selected Areas**

	<i>% indicating their school experience contributed substantially (quite a bit or very much) to personal gains</i>
<i>Writing effectively</i>	<b>67%</b>
<i>Learning on your own</i>	<b>65%</b>
<i>Working well with others</i>	<b>64%</b>
<i>Preparing for college</i>	<b>64%</b>
<i>Thinking deeply and critically</i>	<b>61%</b>
<i>Using computing and information technology</i>	<b>61%</b>
<i>Speaking effectively</i>	<b>59%</b>
<i>Developing clear career goals</i>	<b>51%</b>
<i>Developing personal values</i>	<b>50%</b>
<i>Learning work-related skills</i>	<b>50%</b>
<i>Understanding people of other racial and ethnic backgrounds</i>	<b>49%</b>
<i>Understanding yourself</i>	<b>49%</b>
<i>Solving real-world problems</i>	<b>45%</b>
<i>Making your community a better place</i>	<b>34%</b>

You learn from HSSSE data that your students are far below the national average in terms of working with classmates on projects outside class. They also are below the national norm in having serious conversations with classmates of different backgrounds and ideologies (even though your school has a diverse student population).

To address both of these findings, teachers decide to assign more collaborative projects that require students to meet outside of class in groups that reflect diversity based on race, gender, ideology, etc. In addition, before undertaking the group projects, students will receive instruction in communication skills and strategies for effective collaborative work.

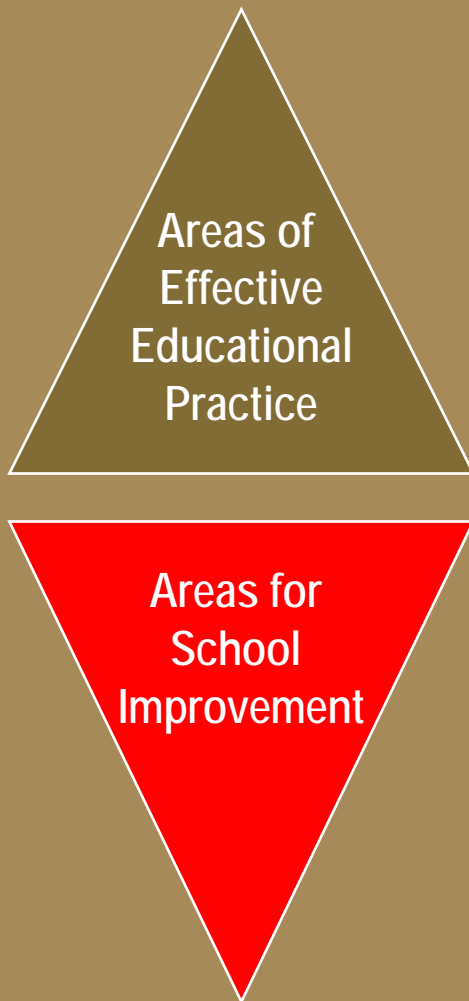
The HSSSE results indicate that almost all students (90%) in your school have Internet access at home, and all have such access at school, but only 30% have communicated with a teacher by email during the school year.

Your staff decides to implement a closed email system in which students can easily communicate with their teachers but not with classmates. Within weeks after implementing the system, 60% of your students are contacting teachers by email to discuss assignments or ideas from their classes.

You find that 55% of your students are spending three hours or less per week preparing for class. Teacher and student groups have brainstormed about this and offered several strategies to increase such preparation time and make it more effective.

Among strategies that will be implemented are: brief quizzes over homework at the beginning of class on a random basis, periodic bonus questions on assigned readings, and a homework hot line (operated by volunteer staff members and National Honor Society students) to provide homework assistance during designated hours each evening.

# Using HSSSE Data



- ◆ Discover current levels of engagement (school, grade level, gender, etc.)
- ◆ Determine if current levels are satisfactory (criterion reference, normative, or peer comparison)
- ◆ Target areas for improvement and modify programs and policies accordingly
- ◆ Teach and reinforce to students what educational processes are required to “succeed”
- ◆ Monitor student and school performance