

# Student Attitude, Engagement and Achievement



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# *The Centre for Evaluation and Monitoring*



Established in 1999 based at Canterbury University

- Value added assessments to monitor student achievement and progress
- Entrance Tests in mathematics, English and Reasoning Skills.
- Student attitude and engagement surveys
- Involves 350 NZ schools and 70 000 annually

# *Today's session*

- Using data to improve teaching and learning
- What is student engagement?
- Why use student and teacher attitude and engagement survey?
- What the research says
- Value added assessment
- SATIS, SAES



*What would it take to optimise achievement for every student, at every year level and in every subject area?*



# *The research is unequivocal*



## **Engagement!**

It is important for schools to focus on academic, pastoral and extracurricular offerings to encourage student engagement and optimise achievement.

# *What is Student Engagement?*

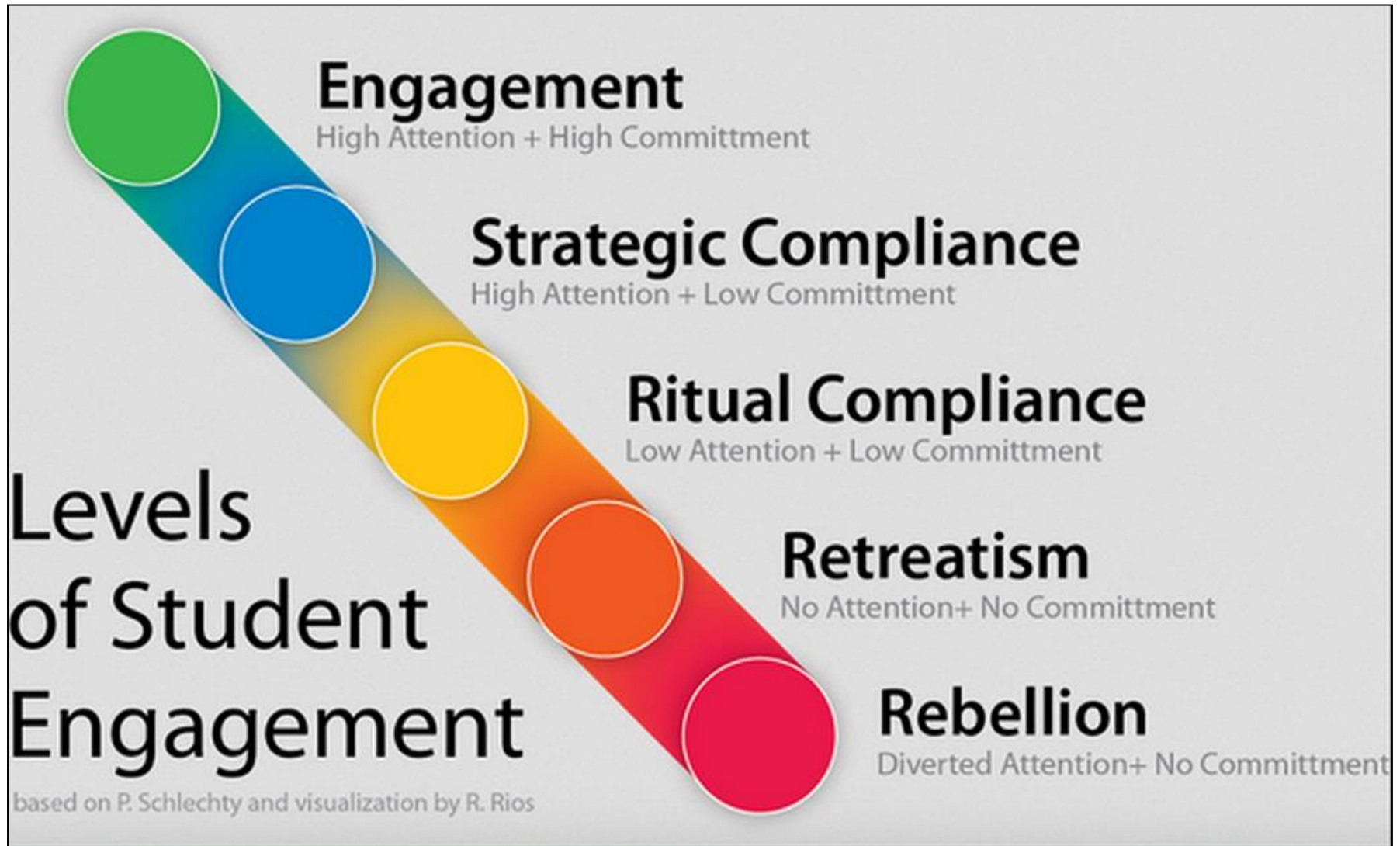
Students are engaged when they are involved in their work, persist despite challenges and obstacles, and take visible delight in accomplishing their work.

*(Schlechty, P. (1994). "Increasing Student Engagement." Missouri Leadership Academy. p. 5.)*

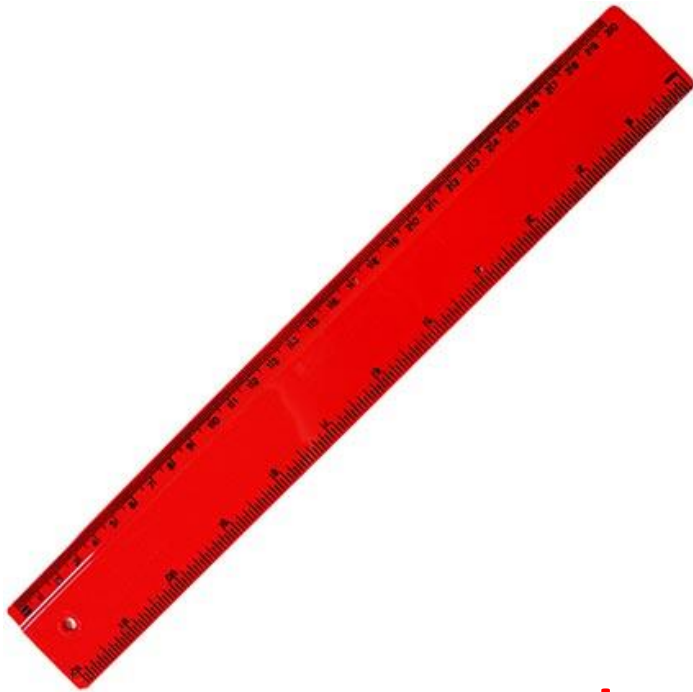
Student engagement is a "student's willingness, need, desire and compulsion to participate, and be successful in, the learning process promoting higher level thinking for enduring understanding."

*(Bomia, L., Beluzo, L., Demeester, D., Elander, K., Johnson, M., & Sheldon, B. (1997). "The impact of teaching strategies on intrinsic motivation." Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education. p. 294.)*

# *Levels of Student Engagement*



# *Evidence based decision making*



Measure student  
achievement *and*  
engagement

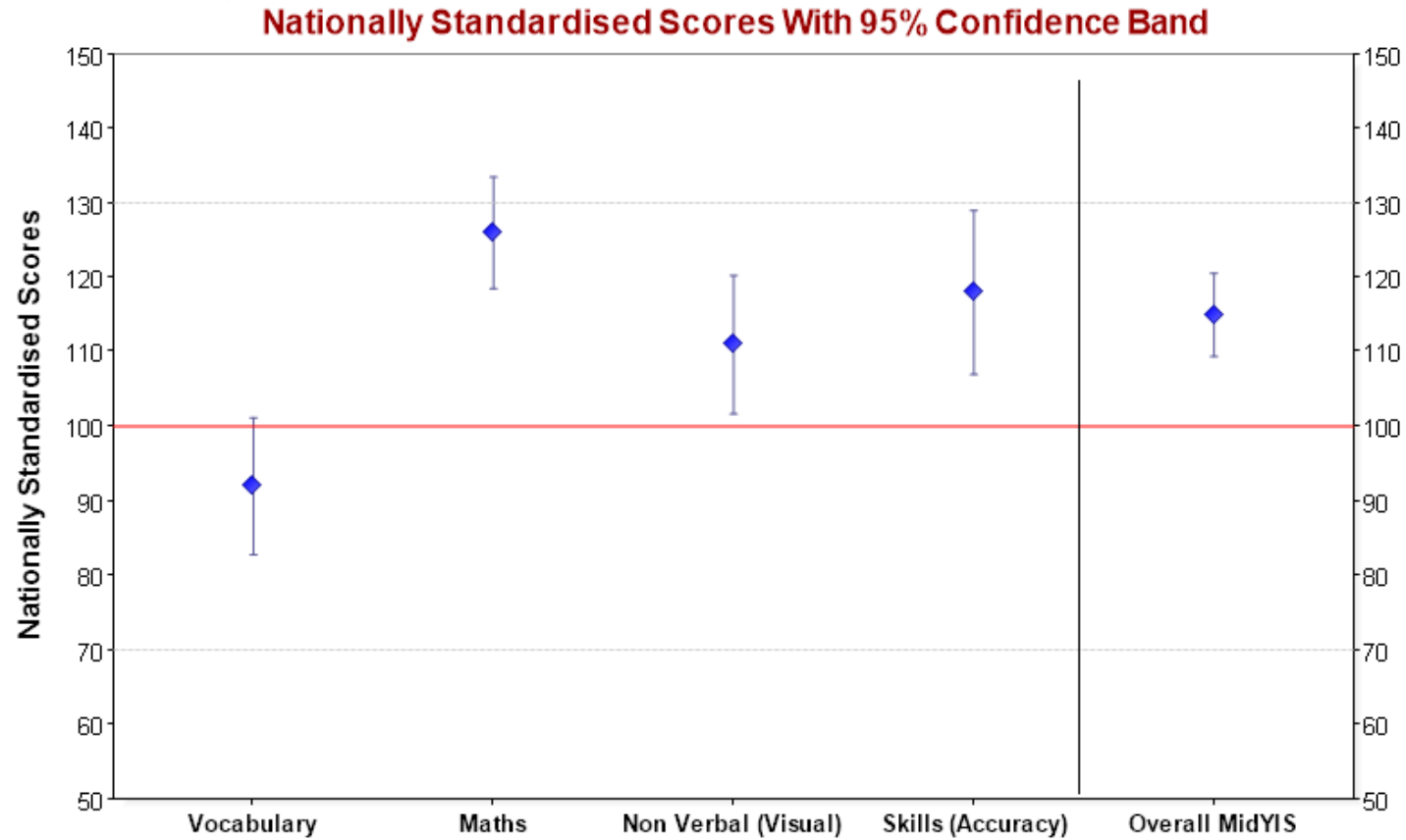
Analyse to optimise



# *Measuring value added achievement*

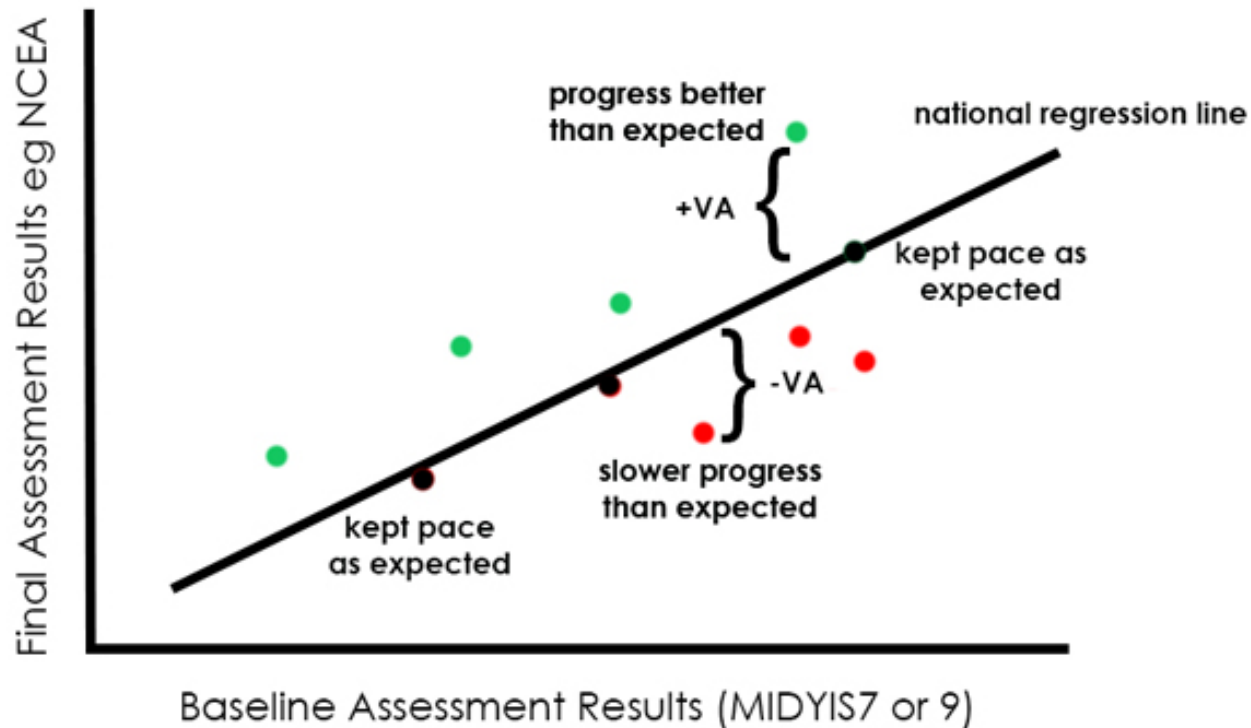


# Baseline data

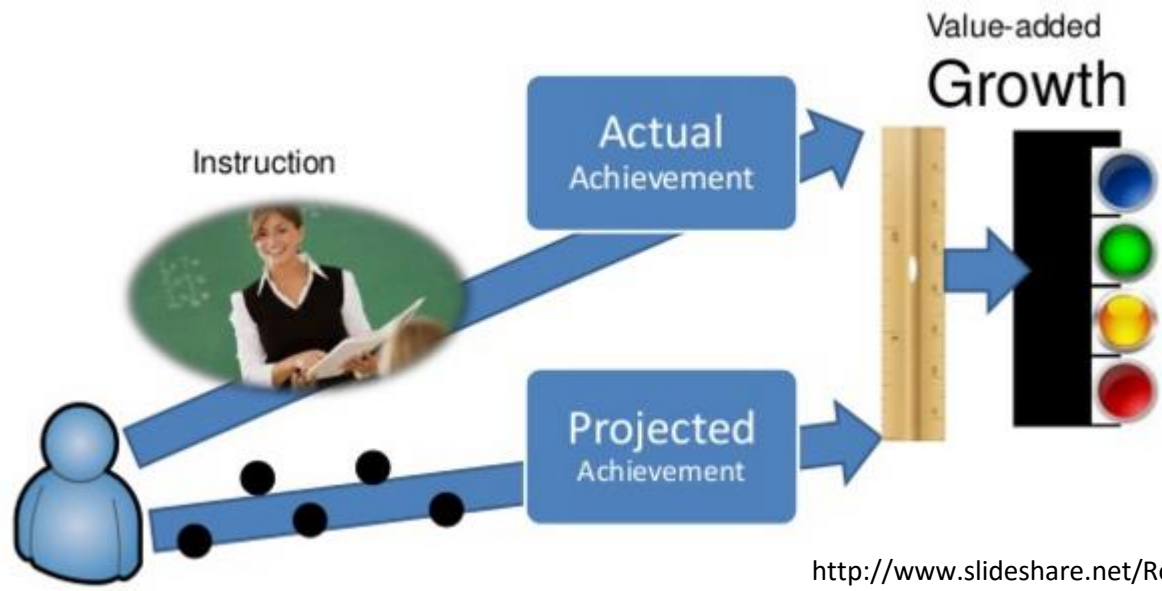


# At the subject level

## Value Added Progress



# *The concept of Value Added*



<http://www.slideshare.net/RobertLeneway/ac-curinstassess>

**Beyond  
Expectation  
+ve Value-  
Added**

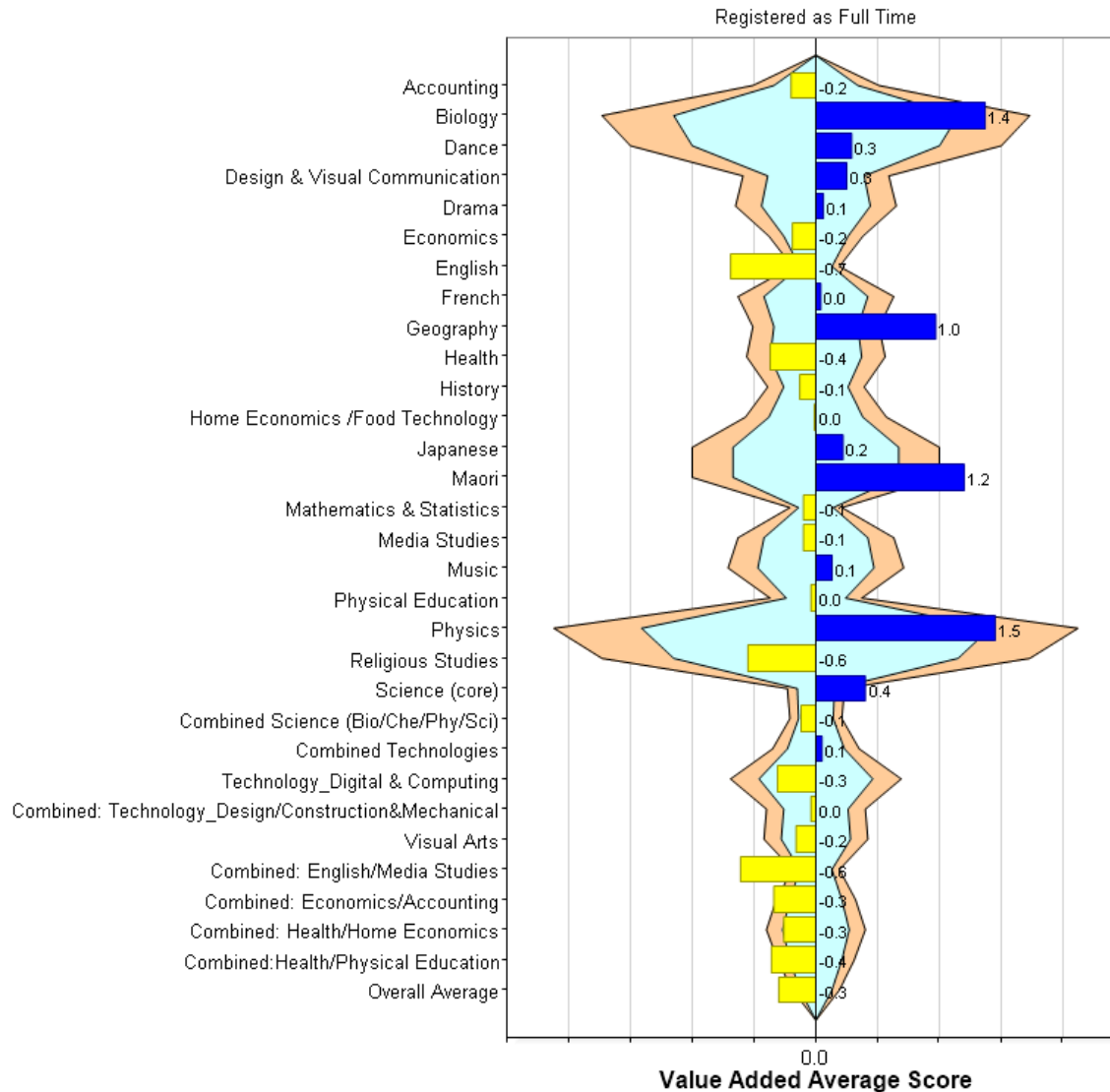
**In line with  
Expectation  
0 Value-Added**

**Below  
Expectation  
-ve Value-Added**



# School wide

## Year 11 Average Value Added Scores



# *What accounts for these differences in value added?*

Can we identify best practice and make it common practice?



# *What the research says...*

- Survey data interpreted in conjunction with Value Added Assessment data is a powerful tool for reflection to improve teaching and learning at the student, subject and school wide level.
- Student Attitude and Engagement survey results are correlated highly to student achievement gains.

**SATIS**

**SAES**

*Bill and Melinda Gates Foundation (2012). Asking students about teaching: Student perception surveys and their implementation. (MET Project Policy and Practice Brief). Retrieved from [http://www.metproject.org/downloads/Asking\\_Students\\_Practitioner\\_Brief.pdf](http://www.metproject.org/downloads/Asking_Students_Practitioner_Brief.pdf)*  
*Wiggins, G. (2011). Giving students a voice: The power of feedback to improve teaching. Education Horizons, 89(3), 23-26.*

# *Attitude and Engagement Surveys?*

- Provide actionable feedback that schools and teachers can use to inform practice.
- Student and teachers are in a unique position to contribute to a comprehensive view of classroom practice because they experience it more than anyone else in the education system.
- The data can offer a big-picture view of what is happening in the classroom, subjects and school wide trends.

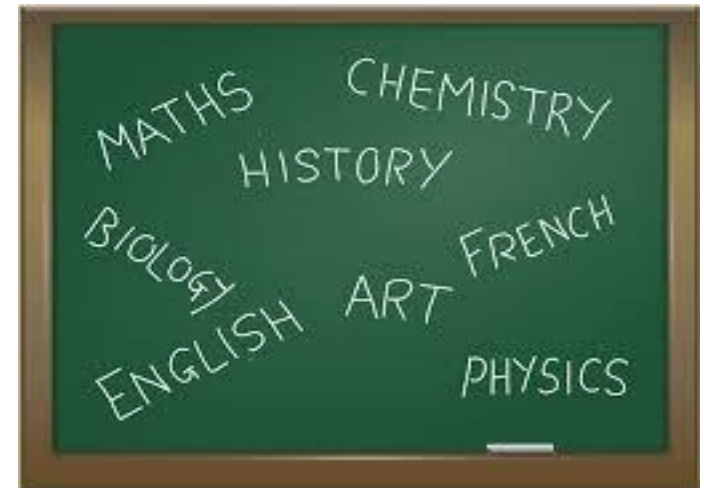


# *CEM Student Attitude and Engagement Surveys*

- SATIS for Year 7-10, SAES for Year 11-13
- Students' perceptions of their school facilities, teachers and the classroom environment
- Students' attitudes to learning, work experience, assignments, coursework and study skills.
- Students' future aspirations and career goals
- Perceptions of subjects, effective teaching practices and barriers to learning

# *About your subjects*

- The lessons in this subject are well planned and organised
- The notes and resources provided by the teacher are helpful for my study
- Homework is set regularly and checked
- The feedback provided for tests and exams is helpful
- The atmosphere in the classroom supports my learning
- The teacher was approachable and supported my learning



# *How effective do you find each of the following to help your learning?*

- Presentation of a topic by the teacher
- Dictation of notes
- Working in pairs
- Working in small groups
- Working individually
- Researching a topic
- Presenting to the class
- Helping another student
- Class discussions
- Worksheets
- Using the Internet
- Practical work
- Experiments
- Reading
- Writing an essay
- Practicing past exam papers



# *How satisfied are you with.....*

- Advice in choosing your subjects
- Help on how to study
- Changing a subject if it was unsuitable
- Help with personal issues
- Advice for future study
- Career guidance
- Explaining NCEA and how you are assessed
- Work experience
- Form teacher



# *Student Survey Data: national trends*

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## **How safe are our schools? Year 9**

Students who feel threatened or bullied by other pupils	32%
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Students who regularly experience cyber or text bullying	35%
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Students upset by comments on social media sites	52%
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Students who hear racist insults at least once a week	31%
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Percentage who say their school successfully stops bullying	66%
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# *Student Survey Data: national trends*

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## **What are our Year 9 students doing?**

Students who have a paid job outside school hours	24%
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Students who regularly visit social media sites outside school hours	93%
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Students who regularly visit social media sites during school hours	69%
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Students who regularly bring cell phone into classroom	94%
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# *Student Survey Data: national trends*

## **Cigarettes, drugs and alcohol use in Year 9**

Students who occasionally or regularly smoke	6%
Students who occasionally or regularly use alcohol	29%
Students who occasionally or regularly use other drugs	6%

# *Student Survey Data: national trends*

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## **How approachable are our teachers? Year 9**

Students who feel they can approach teachers with school work problems	74%
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Students who feel they can approach teachers with personal problems	42%
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Students who discussed traumatic events affecting schoolwork with teacher	13%
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Students who feel most of their teachers listen to them	67%
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# *Using data for school improvement*

- Engage with national and school data
- Analyse demographic, perceptual, student achievement, and survey data
- Compare value added data for each subject
- Identify effective best practice and share
- Identify challenges and create strategies
- Inform and facilitate professional development
- Reflect on department practice and create goals
- Support individual students and set achievement goals

*“In times of change, learners inherit the earth,  
while the learned find themselves beautifully  
equipped to deal with a world that no longer exists”*

***Eric Hoffer***



*To find out more*

[www.cem.canterbury.ac.nz](http://www.cem.canterbury.ac.nz)

