Student Attitude, Engagement and Achievement

The Centre for Assessment and Monitoring

Established in 1999 based at University of Canterbury

- 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.

Pascarella & Terenzini. (2005). How college affects students: A third decade of research

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
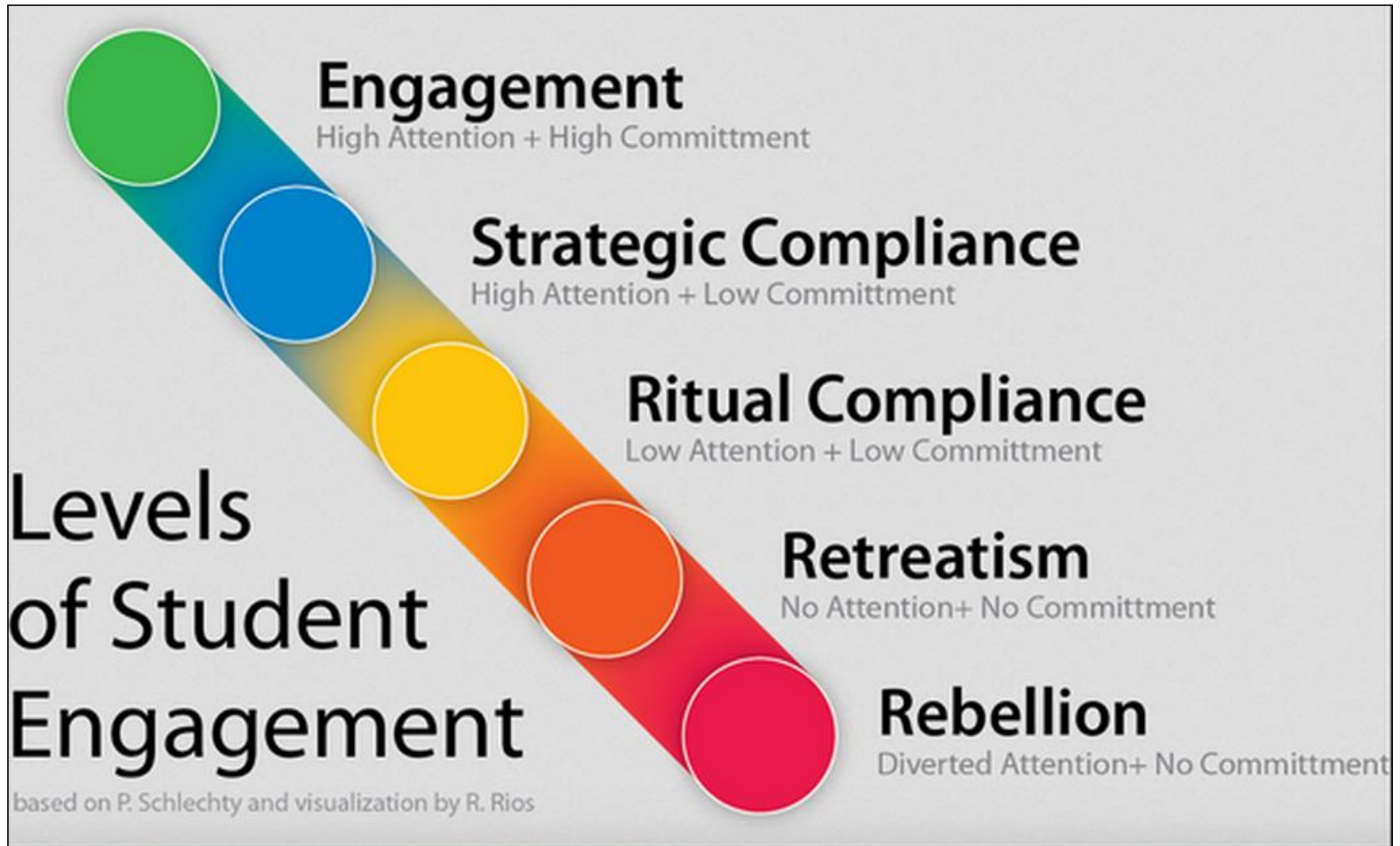
Evidence based decision making
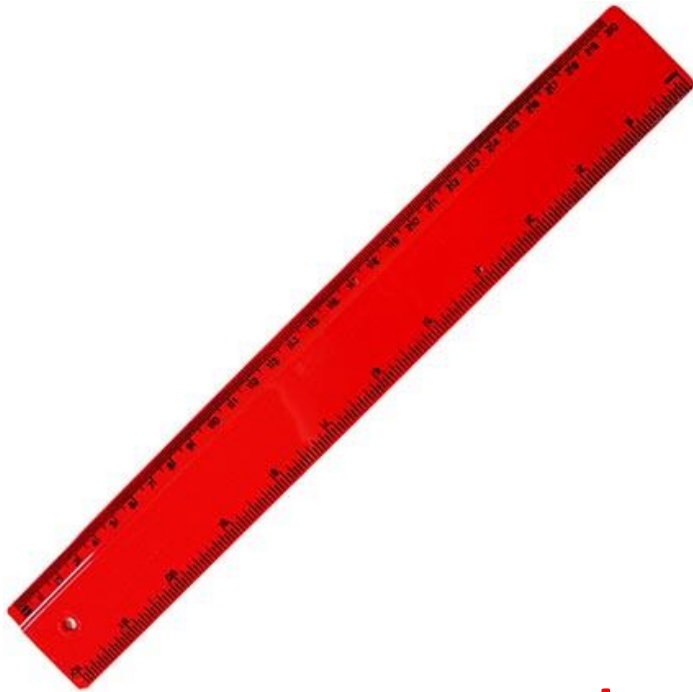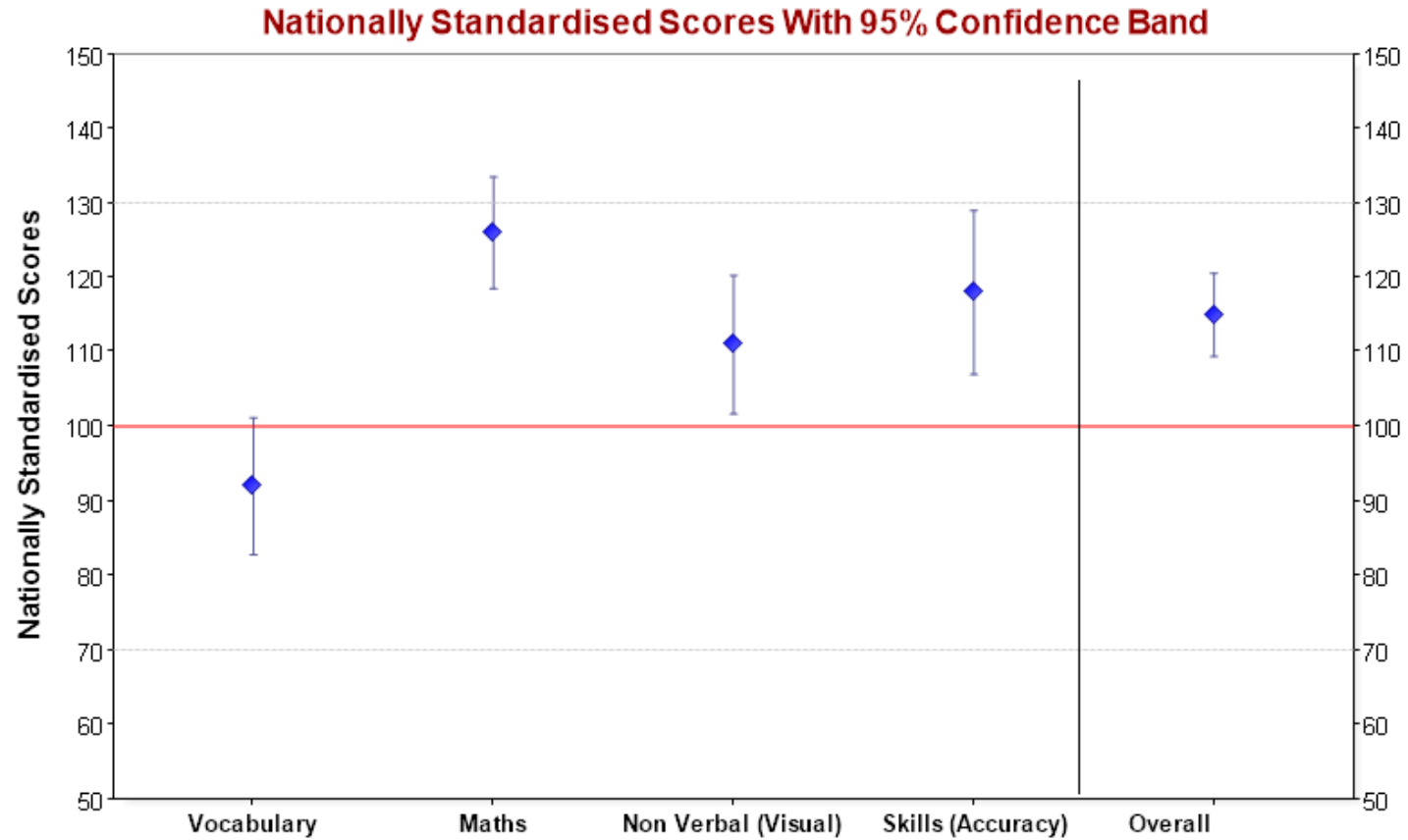
Measure student achievement *and* engagement

Analyse to optimise

Measuring value added achievement

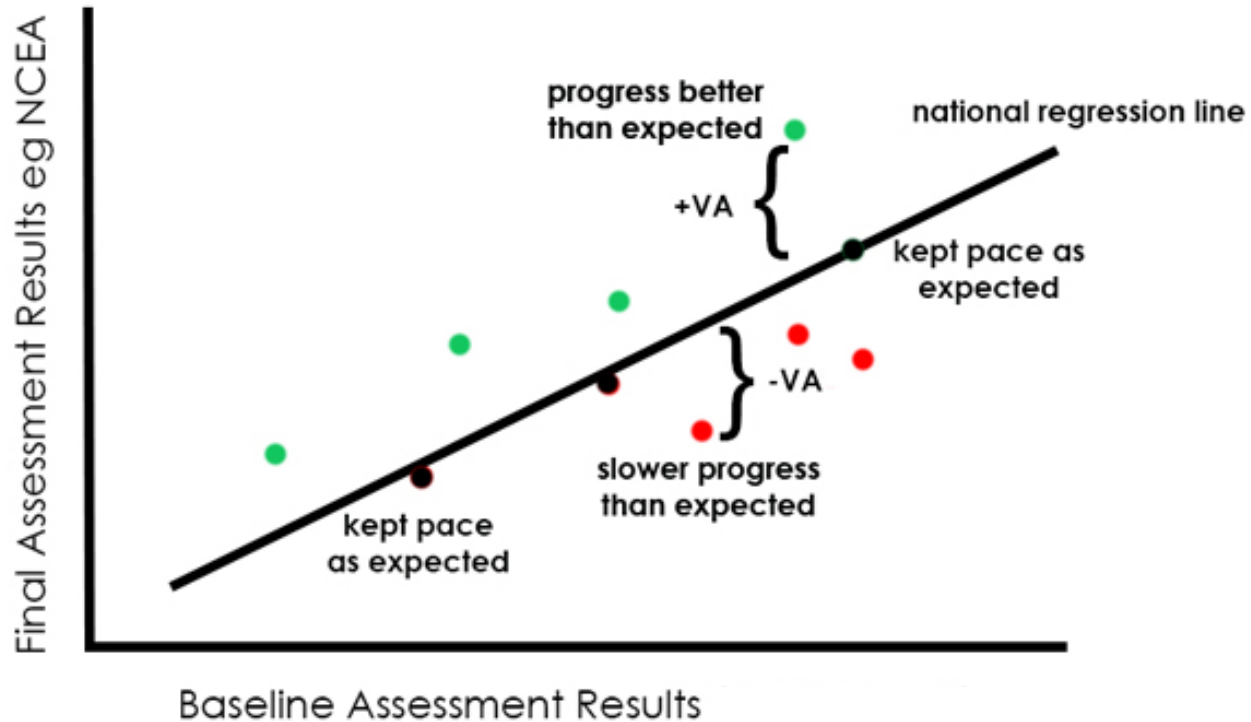# *Baseline data*

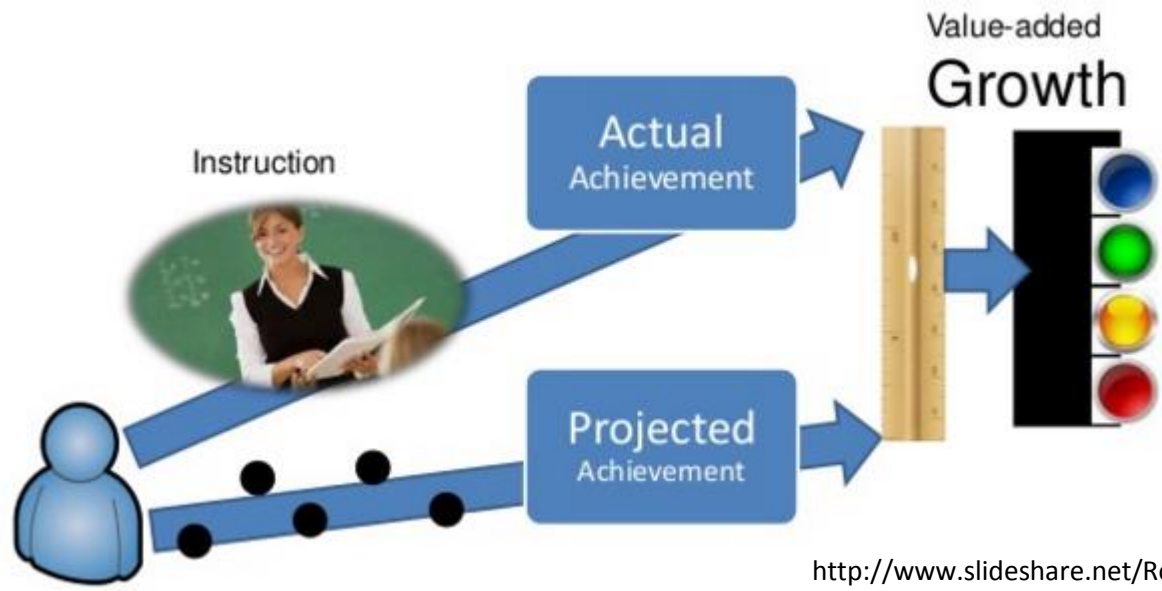**Nationally Standardised Scores With 95% Confidence Band**

At the subject level

Value Added Progress

The concept of Value Added

Beyond Expectation +ve Value-Added
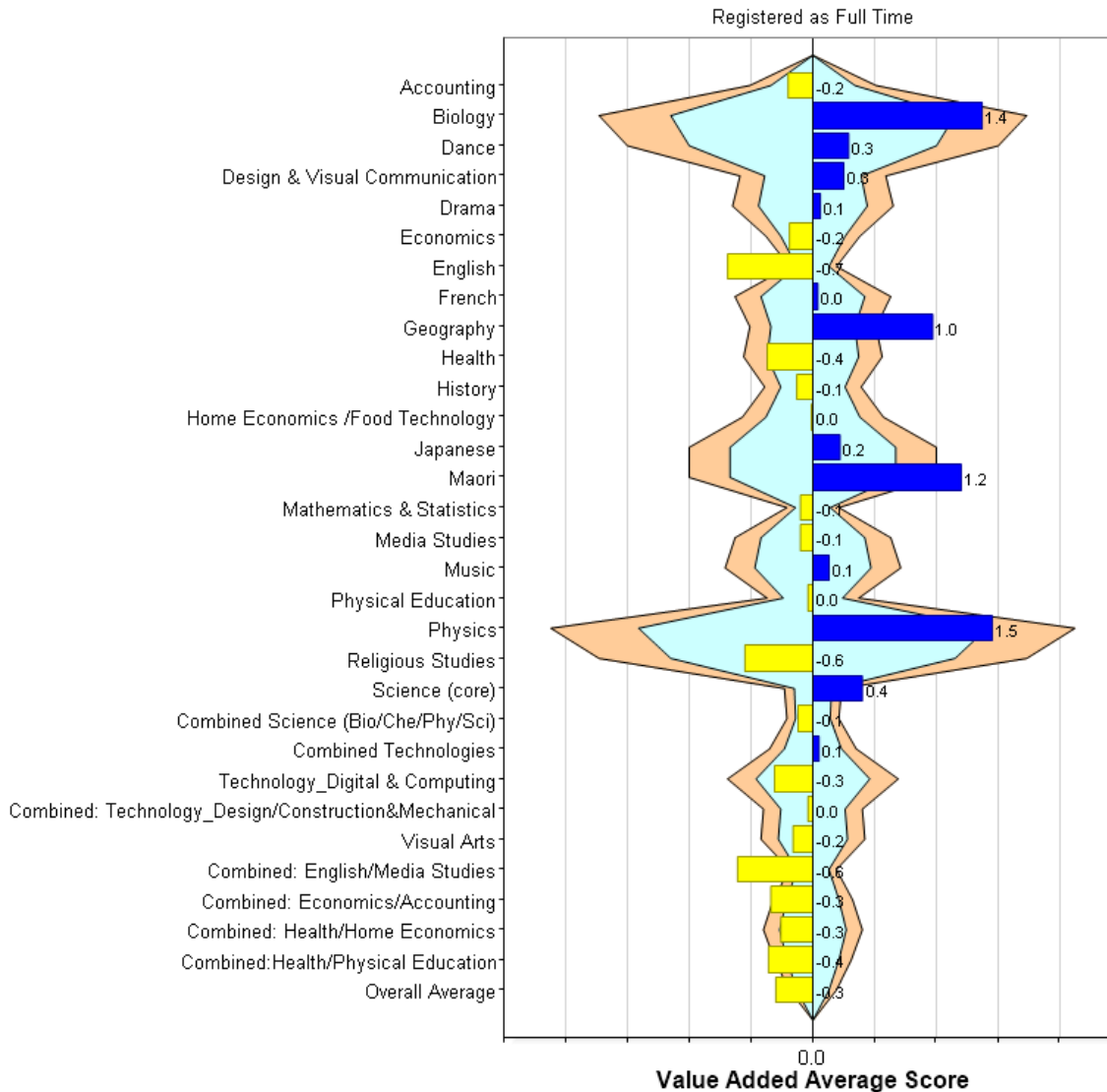
In line with Expectation 0 Value-Added

Below Expectation -ve Value-Added

School wide

Year 11 Average Value Added Scores

Registered as Full Time

Subject	Value Added Average Score
Accounting	-0.2
Biology	1.4
Dance	0.3
Design & Visual Communication	0.6
Drama	0.1
Economics	-0.2
English	-0.7
French	0.0
Geography	1.0
Health	-0.4
History	-0.1
Home Economics /Food Technology	0.0
Japanese	0.2
Maori	1.2
Mathematics & Statistics	-0.3
Media Studies	-0.1
Music	0.1
Physical Education	0.0
Physics	1.5
Religious Studies	-0.6
Science (core)	0.4
Combined Science (Bio/Che/Phy/Sci)	-0.1
Combined Technologies	0.1
Technology_Digital & Computing	-0.3
Combined: Technology_Design/Construction&Mechanical	0.0
Visual Arts	-0.2
Combined: English/Media Studies	-0.6
Combined: Economics/Accounting	-0.3
Combined: Health/Home Economics	-0.3
Combined:Health/Physical Education	-0.4
Overall Average	-0.3

Value Added Average Score

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
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.

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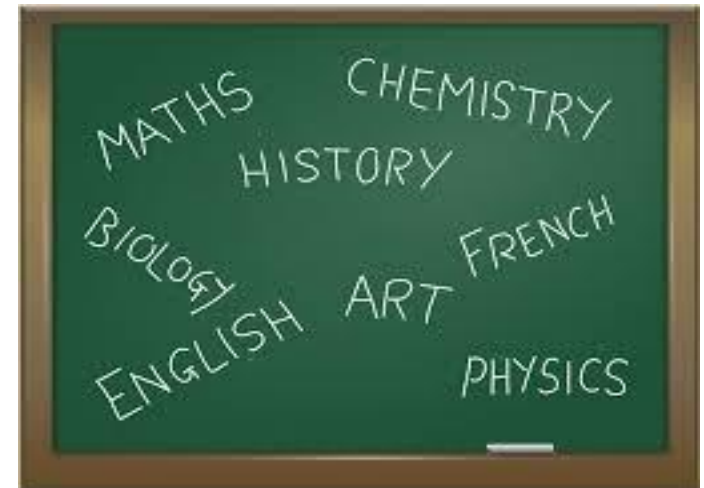
How effective do you find each of the following to help your learning?

- 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

Best Practice

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

How safe are our schools?
Year 9

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

Student Survey Data: National Trends

What are our Year 9 students doing?

Students who have a paid job outside school hours	24%
Students who regularly visit social media sites outside school hours	93%
Students who regularly visit social media sites during school hours	69%
Students who regularly bring cell phone into classroom	94%

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

How approachable are our teachers?
Year 9

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

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

canterbury.ac.nz/cam

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