

# Engagement and Hope Positively Influence Student Outcomes

## Key Findings From Gallup's Student Poll Analysis in Texas

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In recent years, increased emphasis on the importance of student academic growth and achievement outcomes, as well as postsecondary preparedness, has created a need for further research to learn what factors can positively affect these crucial academic measures.<sup>1</sup>

Gallup researchers have embarked on a journey to help our clients in education tackle this challenge. Based on our study of research literature and our consulting experience, we hypothesize that student engagement<sup>2</sup> and student hope<sup>3</sup> positively influence student academic performance. To test this hypothesis, Gallup conducted a school-level study of students from a 2015 Gallup Student Poll (GSP). This study included GSP data from the fall of 2015, Texas student achievement data from the Texas Education Agency (TEA) reporting of the State of Texas Assessment of Academic Readiness (STAAR) outcomes reflecting the 2015-2016 school year, and 2014-2015 school demographic data from the National Center for Education Statistics (NCES) Common Core of Data. Gallup was able to study 128 schools across 34 districts in Texas that served over 113,800 students<sup>4</sup> in grades five through 12.

#### KEY STUDY FINDINGS

- 1 STUDENT ENGAGEMENT**  
IS SIGNIFICANTLY POSITIVELY RELATED TO TYPES OF STUDENT ACADEMIC PROGRESS (GROWTH) AND POSTSECONDARY READINESS (PROFICIENCY AT THE END OF SECONDARY COURSES) AT THE SCHOOL LEVEL.<sup>5</sup>
- 2 STUDENT HOPE**  
IS SIGNIFICANTLY POSITIVELY RELATED TO TYPES OF STUDENT ACADEMIC PROGRESS (GROWTH) AND POSTSECONDARY READINESS (PROFICIENCY AT THE END OF SECONDARY COURSES) AT THE SCHOOL LEVEL.

1 ESSA, 2016 - <http://www2.ed.gov/documents/essa-act-of-1965.pdf>

2 Student Engagement is defined by Gallup as "the involvement in and enthusiasm for school"

3 Student Hope is defined by Gallup as "the ideas and energy students have for the future"

4 As reported by TEA in the 2015-2016 academic year (Texas Academic Performance Report Campus dataset)

5 STAAR Progress Measures Questions and Answers - <http://tea.texas.gov/WorkArea/linkit.aspx?LinkIdIdentifier=id&ItemID=25769811321&libID=25769811338>

# Key Study Findings

- 1 Student engagement is significantly positively related to student academic progress (growth) and postsecondary readiness (proficiency at the end of secondary courses) at the **school level**.

STAAR ASSESSMENT	CORRELATION ALPHA	NUMBER OF SCHOOLS
<b>Campus 2015-2016 STAAR Postsecondary Readiness:</b> Rate of students meeting level 2 requirement for <u>Math</u> -All Rate	0.298**	n=123
<b>Campus 2015-2016 STAAR Postsecondary Readiness:</b> Rate of students meeting level 2 requirement for <u>Writing</u> -All Rate	0.287**	n=86
<b>Campus 2015-2016:</b> Index 2 Percent Exceeded Progress for <u>All Subjects</u> for All Students	0.591**	n=122
<b>Campus 2015-2016:</b> Index 2 Percent Met or Exceeded Progress for <u>All Subjects</u> for All Students	0.552**	n=122
<b>Campus 2015-2016:</b> Index 2 Percent Exceeded Progress for <u>Math</u> for All Students	0.253**	n=120
<b>Campus 2015-2016:</b> Index 2 Percent Met or Exceeded Progress for <u>Math</u> for All Students	0.609**	n=120
<b>Campus 2015-2016:</b> Index 2 Percent Exceeded Progress for <u>Reading</u> for All Students	0.568**	n=103
<b>Campus 2015-2016:</b> Index 2 Percent Met or Exceeded Progress for <u>Reading</u> for All Students	0.207*	n=103
* significance at the .05 level		
** significance at the .01 level		

## 2 Student hope is significantly positively related to student academic progress (growth) and postsecondary readiness (proficiency at the end of secondary courses) at the **school level**.

STAAR ASSESSMENT	CORRELATION ALPHA	NUMBER OF SCHOOLS
<b>Campus 2015-2016 STAAR Postsecondary Readiness:</b> Rate of students meeting level 2 requirement for <u>Math</u> -All Rate	0.347**	n=123
<b>Campus 2015-2016 STAAR Postsecondary Readiness:</b> Rate of students meeting level 2 requirement for <u>Writing</u> -All Rate	0.417**	n=86
<b>Campus 2015-2016:</b> Index 2 Percent Exceeded Progress for <u>All Subjects</u> for All Students	0.460**	n=122
<b>Campus 2015-2016:</b> Index 2 Percent Met or Exceeded Progress for <u>All Subjects</u> for All Students	0.399**	n=122
<b>Campus 2015-2016:</b> Index 2 Percent Exceeded Progress for <u>Math</u> for All Students	0.308**	n=120
<b>Campus 2015-2016:</b> Index 2 Percent Met or Exceeded Progress for <u>Math</u> for All Students	0.407**	n=120
<b>Campus 2015-2016:</b> Index 2 Percent Exceeded Progress for <u>Reading</u> for All Students	0.386**	n=103
<b>Campus 2015-2016:</b> Index 2 Percent Met or Exceeded Progress for <u>Reading</u> for All Students	0.252*	n=103
* significance at the .05 level		
** significance at the .01 level		



# Utility Analysis Findings

1 Student engagement significantly positively affects student growth across six different measures and postsecondary readiness rates in two subjects in STAAR. Compared with bottom-quartile schools, top-quartile schools have:

- 36% higher rate of students achieving the satisfactory requirement for postsecondary readiness in math
- 65% higher rate of students achieving the satisfactory requirement for postsecondary readiness in writing
- 129% higher rate of students exceeding progress in all subjects
- 26% higher rate of students meeting or exceeding progress in all subjects
- 39% higher rate of students exceeding progress in math
- 50% higher rate of students meeting or exceeding progress in math
- 170% higher rate of students exceeding progress in reading
- 8% higher rate of students meeting or exceeding progress in reading

ENGAGEMENT QUARTILES AND STARR RATE			
STAAR ASSESSMENT	BOTTOM QUARTILE OF ENGAGEMENT (3.34-3.75)	TOP QUARTILE OF ENGAGEMENT (4.07-4.38)	PERCENTAGE-POINT DIFFERENCE
Postsecondary Readiness in Math	34.03%	46.36%	+12.33
Postsecondary Readiness in Writing	26.80%	44.23%	+17.43
Exceeded Progress for All Subjects	6.70%	15.36%	+8.66
Met or Exceeded Progress for All Subjects	49.77%	62.76%	+12.99
Exceeded Progress for Math	10.61%	14.76%	+4.15
Met or Exceeded Progress for Math	44.07%	66.06%	+21.99
Exceeded Progress for Reading	5.93%	16.00%	+10.07
Met or Exceeded Progress for Reading	55.07%	59.52%	+4.45



2 Student hope significantly positively affects student growth across six different measures and postsecondary readiness rates in two subjects in STAAR. Compared with bottom-quartile schools, top-quartile schools have:

**40%** higher rate of students achieving the satisfactory requirement for postsecondary readiness in math

**63%** higher rate of students achieving the satisfactory requirement for postsecondary readiness in writing

**73%** higher rate of students exceeding progress in all subjects

**17%** higher rate of students meeting or exceeding progress in all subjects

**46%** higher rate of students exceeding progress in math

**29%** higher rate of students meeting or exceeding progress in math

**49%** higher rate of students exceeding progress in reading

**7%** higher rate of students meeting or exceeding progress in reading

#### HOPE QUANTILES AND STARR RATE

STAAR ASSESSMENT	BOTTOM QUARTILE OF HOPE (3.95-4.19)	TOP QUARTILE OF HOPE (4.07-4.38)	PERCENTAGE- POINT DIFFERENCE
Postsecondary Readiness in Math	35.39%	49.48%	+14.09
Postsecondary Readiness in Writing	30.23%	49.27%	+19.04
Exceeded Progress for All Subjects	9.21%	15.97%	+6.76
Met or Exceeded Progress for All Subjects	54.48%	63.86%	+9.38
Exceeded Progress for Math	10.96%	16.00%	+5.04
Met or Exceeded Progress for Math	52.33%	67.34%	+15.01
Exceeded Progress for Reading	10.75%	16.00%	+5.25
Met or Exceeded Progress for Reading	56.50%	60.41%	+3.91



## Implications Of This Study

The results of this study indicate that student engagement and hope are positively related to student academic growth and postsecondary readiness at a school level. Consequently, this study provides a path for schools to proactively build cultures, classroom instructional methods, and individualized learning and support strategies for students that are linked to positive student academic outcomes.

Findings of this study reach beyond proving the positive relationships of student engagement and hope to student academic growth and achievement. With the goal of the STAAR measures focused on measuring students' ability to learn, understand, and apply subject concepts and skills,<sup>6</sup> the correlative outcomes relating student engagement and hope to STAAR performance measures showcase the potential compounding impact of an engaging and positive school environment. This has created an opportunity for schools to proactively increase outcomes for all students through an engaging and hopeful school culture.

By building a school culture that emphasizes student engagement and hope, schools can provide an atmosphere of positivity that encourages involvement in and enthusiasm for school, while promoting students' ideas and energy for the future. For example, Des Moines Public Schools in Iowa has seen a rise in graduation rates due to their successful and intentional implementation and use of the Gallup Student Poll, student engagement and student hope.<sup>7</sup>

The Gallup Student Poll is a force for amplifying positive school outcomes. To assist schools, principals and teachers in improving student engagement and hope, Gallup offers a Student Poll toolkit with advice and action items related to the Student Poll measures. Through these foundational building blocks, schools will have a measureable intervention to help support principals and teachers in their efforts to increase student academic growth, achievement and postsecondary readiness.

This study of the GSP database involving student engagement and hope in relation to student achievement is the largest conducted to date. Due to the limitations of the aggregated database and isolation to the state of Texas, further studies will need to be conducted to replicate results and extend to the individual and grade levels.

6 TEA Technical Digest 2015-2016, Chapter 4, 4-3 - [http://tea.texas.gov/Student\\_Testing\\_and\\_Accountability/Testing/Student\\_Assessment\\_Overview/Technical\\_Digest\\_2015-2016/](http://tea.texas.gov/Student_Testing_and_Accountability/Testing/Student_Assessment_Overview/Technical_Digest_2015-2016/)

7 Des Moines Public Schools - [http://www.dmschools.org/news\\_release/graduation-rate-increase-of-class-of-2016-at-dmps/](http://www.dmschools.org/news_release/graduation-rate-increase-of-class-of-2016-at-dmps/)