

Measuring Math Engagement

This handout shows the responses of 1,111 Black or Latino/a students who responded to a survey about engagement in math conducted in Spring 2024.

Most students felt that their teachers provided examples of how to complete their work, and most students tried their best to get an A, B or C.

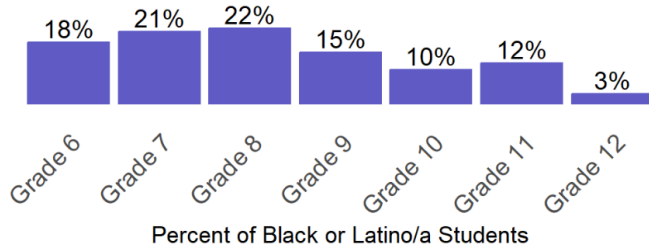
Question	Percent Agreeing
My math teacher shows examples of how to complete work.	98%
I try my best to get an A, B, or C.	96%
My math teacher encourages me to do my best.	96%
I feel successful when I understand math.	95%
I have the supplies that I need to learn in math class.	95%
I try to learn the new math skills being taught.	95%
I listen to what the teacher says.	94%
My math teacher helps me understand how I can get better at math.	94%
My math teacher is nice.	94%
I am treated as if I am able to do math.	93%
My math teacher answers my questions.	93%
My math teacher helps me complete my work.	93%
My math teacher provides clear instructions on how to complete work.	93%
I feel successful when I solve hard math problems.	92%
I like my math teacher.	92%
I want to understand what we are learning in class.	92%
I am treated fairly.	91%
I feel safe.	91%
I try to understand my mistakes when I get something wrong.	91%
My math teacher uses a variety of activities to help me learn.	91%
I can be myself.	89%

Question	Percent Agreeing
People in my life: Tell me that I can do math.	89%
I am treated with the same amount of respect as others.	88%
My math teacher is patient.	88%
My math teacher shows me that I matter to them.	88%
People in my life: Support me in math.	88%
I stay focused during group work time.	87%
When I'm given time to complete work in class, I use it.	87%
I complete work that is assigned.	86%
I check my work to make sure it is right.	85%
I stay focused when new math skills are being taught.	85%
I try to understand how other students solve math problems.	85%
I understand what I am learning in math.	85%
People in my life: Motivate me to do well in math.	85%
I have study sheets and notes to help me learn math.	84%
I think about different ways to solve a problem.	84%
I have other students I can turn to for help in my math class.	83%
I stay focused during individual work time.	82%
People in my life: Tell me how important doing well in math will be for my future.	82%
I answer questions that my teacher asks.	79%
People in my life: Help me with math.	79%
I think about how learning math can help me go to college.	78%
People in my life: Talk to me about how things are going in my math class.	78%
I try to help other students who are struggling.	76%
People who look like me can be successful at math.	76%
I see myself as someone who can be successful at math.	75%
I think about how I will use the math I learn.	75%
I ask questions.	73%

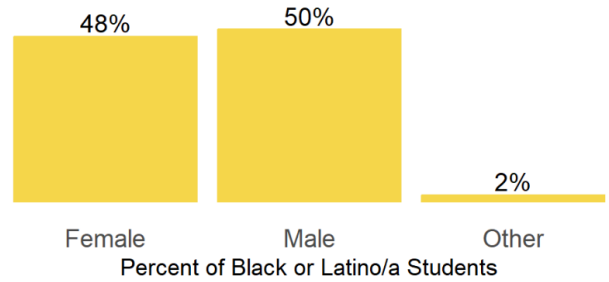
Question	Percent Agreeing
I think about how learning math can help me get a good job.	73%
Others see me as someone who can be successful at math.	73%
My math teacher lets me decide how I want to learn.	71%
People in my life: Praise me for my math grades.	71%
My math teacher talks to me about my future to support my success.	68%
I look forward to math class.	67%
Learning math matters to my everyday life.	65%
My teacher lectures through most of the math class.	65%
I feel tired when I get to math class.	60%
I feel hungry when I get to math class.	55%
There are multiple adults in my math classroom to help me learn.	55%
I use online tools (for example, YouTube, Khan Academy) to help me learn math.	54%
My after-school commitments make it hard to find time to work on math.	43%
I feel frustrated.	41%
I do other things when I am supposed to be paying attention.	38%
My math teacher is strict.	36%
I have too much math homework to complete in a week.	31%
I use artificial intelligence tools (for example, ChatGPT, Photomath) to help me learn math.	26%
It is too disruptive for me to learn.	23%
If I don't understand, I give up right away.	21%
I attend an afterschool program where I get help with math.	20%
I don't care about learning math.	16%

60% of respondents were middle school students

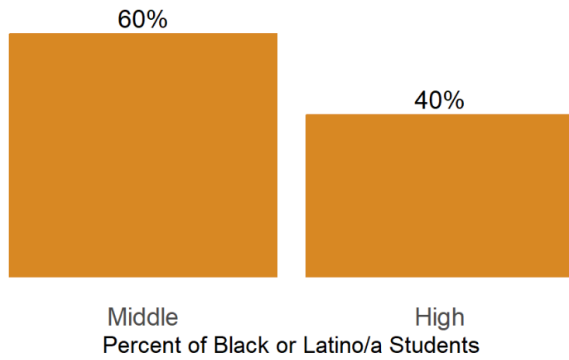
Grade



Gender



School Level



Race or Ethnicity

