

Fort Bend CBAS

Quail Valley Middle School

2023-2024 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	5
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	10
Goals	12
Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students	12
Goal 2: FBISD will provide a safe and supportive environment for learning and working	23
Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff	30
Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community	37
Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement	41
State Compensatory	45
Budget for Quail Valley Middle School	45
Personnel for Quail Valley Middle School	45
Campus Funding Summary	46
Addendums	49

Comprehensive Needs Assessment

Demographics

Demographics Summary

Quail Valley Middle School is located in Missouri City, Texas and serves approximately 1,100 students. The student enrollment at QVMS includes 50% enrollment from the community/neighborhood and 50% enrollment from across Fort Bend ISD in the Gifted and Talented Academy (GTA). The campus as a whole is approximately 41% economically disadvantaged and is about 67% economically disadvantaged within the community/neighborhood enrollment and about 20% economically disadvantaged within the GTA. QVMS serves a diverse student population representing many cultures and languages. QVMS has a Special Education enrollment of approximately 10% and provides three speciality programs--SAILS, ABC and BSS. QVMS has a growing population of English Bilingual learners, which make up over 5% of the student population. While QVMS serves diverse sets of needs, we strive to build a cohesive and collaborative culture within the school for the benefit of our students, staff and community. We are as a family sharing one building, one budget, and common resources. We impact each other and serve as a microcosm of the challenges and opportunities our capitalistic republic society presents. We have a unique opportunity to show how we can care for and respect each other, even when there are diverse needs.

Demographics Strengths

- QVMS is economically and culturally diverse and has a wide variety of academic and social-emotional needs.
- QVMS has a rich set of Fine Arts/CTE/Elective offerings for students.
- QVMS is building out the AVID Schoolwide model and is becoming an Accountable Talk campus (starting with Social Studies) this year.
- QVMS offers approximately 50 student clubs and organizations permitting students to explore their talents, interests, gifts and leadership.
- QVMS has strong support and engagement from PTO parents.
- QVMS represents a microcosm of the world and nation and represents an opportunity to learn about and grow with each other.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): QVMS serves two sets of academic programming within the school and there are times the two act at odds with each other. **Root Cause:** Beliefs and mindsets impact how we best serve the needs of each student group while working together as a school family with shared facilities, courses, and resources.

Problem Statement 2 (Prioritized): QVMS is serving an increasing number of Emergent Bilingual, Special Education and 504 students. **Root Cause:** Learning gaps have widened since the impact of COVID and more diverse families are choosing to enroll and finding a home at QVMS.

Problem Statement 3: QVMS is striving to increase attendance to at least 95% or better, consistently. Attendance has fluctuated from 94% to over 96% throughout the past couple of years. **Root Cause:** Illnesses, cultural/religious observations and travel, along with some demonstrated lack of regard/consideration for the importance of attendance exists with a few students/families.

Problem Statement 4 (Prioritized): Student behaviors and student engagement survey data indicate QVMS needs to close social emotional learning and behavioral gaps exacerbated during COVID. **Root Cause:** With changes in instructional methods and modes over the last few years, students have experienced a lack of structure layered over years that help

mature students in their thinking and behaviors.

Student Learning

Student Learning Summary

Quail Valley Middle School earned a state accountability score of 89/100 or a B rating for 2022. Ratings for 2023 have not yet been released, as the format of the test changed substantially, as did the formulas for determining a school rating. In the last several years, QVMS has out-performed the district and state. REN data represents similar patterns. In August 2023, TEA released preliminary STAAR data that indicated whether students "Likely Did Not Pass," were in the "Zone of Uncertainty," or "Likely Passed." The performance data for QVMS is detailed below. More than 50% of the QVMS population is enrolled in GT services. About 50% of the school enrollment is students who are GT and attend the GT Academy. Additionally, QVMS has some GT students identified from the community who determined they would not pursue enrollment in the GTA. Because of the high population of GT students, QVMS also looks at other indicators of success, such as percentage of students taking and passing high school credit courses, performance on PSAT, etc.

STAAR Preliminary Data June 2023

6 th Grade			
	Likely Did Not Pass	Zone of Uncertainty	Likely Passed
Reading/English Language Arts	13 students; 4%	52 students; 15%	274 students; 81%
Mathematics	14 students; 5%	113 students; 37%	179 students; 58%

7 th Grade			
	Likely Did Not Pass	Zone of Uncertainty	Likely Passed
Reading/English Language Arts	5 students; 1%	39 students; 11%	301 students; 87%
Mathematics	15 students; 4%	95 students; 28%	235 students; 68%

8 th Grade			
	Likely Did Not Pass	Zone of Uncertainty	Likely Passed
Reading/English Language Arts	6 students; 2%	43 students; 13%	291 students; 86%
Mathematics	20 students; 10%	99 students; 48%	87 students; 42%
Science	8 students; 2%	86 students; 26%	237 students; 72%
Social Studies	61 students; 18%	113 students; 33%	168 students; 49%

Fall 2022 PSAT Score Summary for 8th Grade

Group	Number of Test Takers	# Test Takers Met Both Benchmarks	% Test Takers Met Both Benchmarks	# Test Takers Met ERW Benchmark	% Test Takers Met ERW Benchmark	# Test Takers Met Math Benchmark	% Test Takers Met Math Benchmark	# Test Takers Met No Benchmarks	% Test Takers Met No Benchmarks
QVMS	339	178	53%	222	65%	189	56%	106	31%
District	5847	2251	38%	3465	59%	2534	43%	2099	36%
State	124762	36643	29%	58676	47%	45973	37%	56756	45%
Total Group	390984	113298	29%	199517	51%	135293	35%	169472	43%

Student Learning Strengths

- On the new STAAR, over 80% of QVMS students likely passed in 6th Reading/ELA (81%), 7th Reading/ELA (87%), and 8th Reading/ELA (86%).
- On the PSAT, QVMS outperformed the district and state, with 53% of test takers meeting benchmarks in both ERW and Math, 65% of test takers meeting the benchmark for ERW and 56% of test takers meeting the benchmark for Math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Preliminary Spring 2023 scores indicate only 58% of 6th graders, 68% of 7th graders and 42% of 8th graders are likely to pass STAAR Math.

Root Cause: Students have gaps in their learning of mathematical concepts. Instruction is not occurring at the required rigor of the TEKS. Student engagement in learning needs to increase. Will analyze subcategories of skills.

Problem Statement 2 (Prioritized): Preliminary Spring 2023 scores indicate 49% of 8th grade students are likely to pass STAAR Social Studies. **Root Cause:** Students have gaps in their learning of social studies concepts. Instruction is not occurring at the required rigor of the TEKS. Student engagement in learning needs to increase. Will analyze subcategories of skills.

Problem Statement 3 (Prioritized): Preliminary Spring 2023 scores indicate 72% of 8th grade students are likely to pass STAAR Science. **Root Cause:** Students have gaps in their learning of social studies concepts. Instruction is not occurring at the required rigor of the TEKS. Student engagement in learning needs to increase. Will analyze subcategories of skills.

School Processes & Programs

School Processes & Programs Summary

K-12 Family and Staff Engagement:

- Staff and parents have indicated a need for timely, two-way communication.
- Parents wish to know more about what their students are learning, so they may partner with us at home.

School Processes & Programs Strengths

Strengths:

- Faculty/staff and parent engagement survey data indicates students are being prepared well for college, career and life.
- Students overall perform at or above the district and state on the STAAR assessment
- A large percentage of QVMS students participate in the PSAT to help prep them for high school
- Most students at QVMS participate in clubs/activities to pursue areas of talent, interest or gifts and leadership

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student behaviors at QVMS indicate a need to close social emotional learning gaps exacerbated during COVID. **Root Cause:** With changes in instructional methods and modes over the last few years, students have experienced a lack of structure layered over years that help mature students in their thinking and behaviors.

Problem Statement 2 (Prioritized): Students indicate a need to feel safe at school. **Root Cause:** There is chaotic behavior in the halls and transitions; disruptive behaviors in the classroom; social media effects broader involvement in conflict; fear is spread from national, state and local events

Perceptions

Perceptions Summary

K12 Family Engagement Strengths:

- Welcomed and encouraged to participate in school
- Academic Support
- Work is meaningful
- Informed of child's progress on grades
- Child takes interest in extracurricular activities and programs

K-12 Family Engagement Areas for Growth:

- Need to be informed about what child is learning
- Need for frequent, two-way communication between school and families

K-12 Staff Engagement Strengths:

- Students take interest in extracurricular activities, programs, fine arts, athletics, clubs/organizations
- Aware of safety and security procedures at school
- There is a caring adult to whom a student may go with a school or personal problem

K-12 Staff Engagement Areas for Growth:

- Need for consistent enforcement of discipline
- Need for decisions that are in best interest of students
- Need for school leaders to show they care about all staff members
- Need to be informed about community organizations that support students at this school

Student Engagement Survey Strengths:

Cognitive Engagement:

- Talked with an adult about how to apply for college
- Talked with an adult about career goals
- Challenge to fulfill full academic potential
- Talking with teacher about classwork and progress
- Working on a paper/project requiring research outside of assigned text
- Working on paper/project that requires interaction with other people
- Connecting ideas from one class to another

Student Engagement Survey Areas for Growth:

Behavioral Engagement:

- Need to feel safe at school
- Opportunity to be creative in class assignments and projects

- Applying school based knowledge to everyday life
- Understanding why what you learn in school is important in life

Perceptions Strengths

K12 Family Engagement Strengths:

- Welcomed and encouraged to participate in school
- Academic Support
- Work is meaningful
- Informed of child's progress on grades
- Child takes interest in extracurricular activities and programs

K-12 Staff Engagement Strengths:

- Students take interest in extracurricular activities, programs, fine arts, athletics, clubs/organizations
- Aware of safety and security procedures at school
- There is a caring adult to whom a student may go with a school or personal problem

Student Engagement Survey Strengths:

Cognitive Engagement:

- Talked with an adult about how to apply for college
- Talked with an adult about career goals
- Challenge to fulfill full academic potential
- Talking with teacher about classwork and progress
- Working on a paper/project requiring research outside of assigned text
- Working on paper/project that requires interaction with other people
- Connecting ideas from one class to another

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Families are needing frequent two-way communication, including communication about what students are learning. **Root Cause:** Modes of communication have changed to include various forms of electronic communication/social media; Expectations for communication to families have increased; Need to be clear about the expectation for communication in a timely manner; Need for protocols and guidance on how best to communicate for staff and families; No regular communication is occurring about what students are learning (staff)

Problem Statement 2 (Prioritized): Staff indicate a need for consistent enforcement of discipline and decisions that are in the best interest of students and staff. **Root Cause:** There are varying perceptions of what discipline is and what it should look like; There is a need for more consistent implementation of best practices for student engagement and positive and progressive behavior management strategies.

Problem Statement 3 (Prioritized): Students indicate a need to see better connections between what they are learning in school and life and opportunities to be creative in their assignments and projects. **Root Cause:** There is a need to be clear with students about why they are learning what they are learning (Learning Intentions); Students needs field experiences connected to the curriculum; Students need to see learning as the process of problem-solving, thinking, understanding others, etc. (Learning Dispositions)

Priority Problem Statements

Problem Statement 1: QVMS serves two sets of academic programming within the school and there are times the two act at odds with each other.

Root Cause 1: Beliefs and mindsets impact how we best serve the needs of each student group while working together as a school family with shared facilities, courses, and resources.

Problem Statement 1 Areas: Demographics

Problem Statement 2: QVMS is serving an increasing number of Emergent Bilingual, Special Education and 504 students.

Root Cause 2: Learning gaps have widened since the impact of COVID and more diverse families are choosing to enroll and finding a home at QVMS.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Student behaviors and student engagement survey data indicate QVMS needs to close social emotional learning and behavioral gaps exacerbated during COVID.

Root Cause 3: With changes in instructional methods and modes over the last few years, students have experienced a lack of structure layered over years that help mature students in their thinking and behaviors.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Preliminary Spring 2023 scores indicate 49% of 8th grade students are likely to pass STAAR Social Studies.

Root Cause 4: Students have gaps in their learning of social studies concepts. Instruction is not occurring at the required rigor of the TEKS. Student engagement in learning needs to increase. Will analyze subcategories of skills.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Preliminary Spring 2023 scores indicate only 58% of 6th graders, 68% of 7th graders and 42% of 8th graders are likely to pass STAAR Math.

Root Cause 5: Students have gaps in their learning of mathematical concepts. Instruction is not occurring at the required rigor of the TEKS. Student engagement in learning needs to increase. Will analyze subcategories of skills.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Preliminary Spring 2023 scores indicate 72% of 8th grade students are likely to pass STAAR Science.

Root Cause 6: Students have gaps in their learning of social studies concepts. Instruction is not occurring at the required rigor of the TEKS. Student engagement in learning needs to increase. Will analyze subcategories of skills.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Student behaviors at QVMS indicate a need to close social emotional learning gaps exacerbated during COVID.

Root Cause 7: With changes in instructional methods and modes over the last few years, students have experienced a lack of structure layered over years that help mature students in

their thinking and behaviors.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Students indicate a need to feel safe at school.

Root Cause 8: There is chaotic behavior in the halls and transitions; disruptive behaviors in the classroom; social media effects broader involvement in conflict; fear is spread from national, state and local events

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Families are needing frequent two-way communication, including communication about what students are learning.

Root Cause 9: Modes of communication have changed to include various forms of electronic communication/social media; Expectations for communication to families have increased; Need to be clear about the expectation for communication in a timely manner; Need for protocols and guidance on how best to communicate for staff and families; No regular communication is occurring about what students are learning (staff)

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Staff indicate a need for consistent enforcement of discipline and decisions that are in the best interest of students and staff.

Root Cause 10: There are varying perceptions of what discipline is and what it should look like; There is a need for more consistent implementation of best practices for student engagement and positive and progressive behavior management strategies.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: Students indicate a need to see better connections between what they are learning in school and life and opportunities to be creative in their assignments and projects.

Root Cause 11: There is a need to be clear with students about why they are learning what they are learning (Learning Intentions); Students need field experiences connected to the curriculum; Students need to see learning as the process of problem-solving, thinking, understanding others, etc. (Learning Dispositions)

Problem Statement 11 Areas: Perceptions

Goals

Revised/Approved: September 11, 2023

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Key Question 1: 1.1 To what degree do students take responsibility for and ownership of their learning and behavior?

1.2 To what degree do schools ensure students experience success in learning?

1.3 To what degree do our students develop student smartness profiles that refine deficits and build upon strengths?

1.4 To what degree do educators provide learning experiences appropriate to student needs?

1.5 To what degree are educators equipped to support all students through learning progressions from a content, pedagogical, and sociological perspective?

1.6 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of EFFECTIVE COMMUNICATOR (Profile of a Graduate)?

1.7 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of CRITICAL THINKER (Profile of a Graduate)?

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: By June 2024, QVMS educators will impact student ownership of behavior, social emotional learning and campus culture by implementing PBIS protocols and procedures, as demonstrated through evidence of success indicators.</p> <p>Indicators of Success: Formative Results:</p> <ul style="list-style-type: none"> *Percentage of faculty/staff awarding PBIS points (100%). *Documentation by 100% of teachers on intervention and support strategies in PBIS Rewards *Percentage of students by grade level earning and utilizing PBIS points (100%). *Percentage of classroom demonstrating posting and implementation of schoolwide expectations throughout the school (Classroom Expectations, Respect Agreements, Learning Intentions and Success Criteria) (100%) *Patterns of data from CST and classroom walks demonstrating alignment to scope and sequence, rigor and instructional practices (85%+) *Number and percentage of students placed in ISS, OSS and DAEP by grade level. (decrease) * Calendar and implementation of PBIS events/activities for students to utilize points *Percentage of students utilizing PBIS points *Implementation of student PBIS store on a weekly basis. *Implementation of teacher PBIS store at faculty/staff meetings and PD sessions. *Tracking of data each three weeks, term and semester by action, action reason and location from BOY to EOY for all students and each student group to reduce the percentage of student in ISS, OSS and DAEP from EOY 22-23 to 23-24 with follow-up actions. *Gain 100% commitment to Tier I PBIS strategies in the classroom as evidenced through PBIS learning walks *Tracking of attendance data every three weeks and by term, semester and year with follow-up actions. *Tracking of grade data every three weeks, by term, semester and year with follow-up actions. <p>Summative Results:</p> <ul style="list-style-type: none"> *Reduce RDA disproportionality rate to below 2.0 for African American students *Improve attendance rates to 97% or higher for all students *Gain 100% commitment to Tier I PBIS strategies in the classroom as evidence through learning walks *Reduce total number of ISS, OSS and DAEP placements *Improve student engagement survey results focused on learning environment *Improve parent engagement survey results focused on learning environment *Improve faculty/staff engagement survey results focused on learning environment <p>Staff Responsible: Teachers and QVMS Leadership Team</p> <p>Problem Statements: Demographics 1, 4 - School Processes & Programs 2 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
	On Track	On Track		
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>Continue/Modify</div> <div>Discontinue</div> </div>				

Strategy 1: Train and support teachers through professional development and PLCs to deepen implementation of campus priorities, including Student Ownership of Learning through effective Tier I Instructional Practices focused on feedback (including AVID Schoolwide strategies and Accountable Talk); Student Ownership of Behavior through effective implementation of PBIS; and building a cohesive and collaborative school culture.

Intended Audience: QVMS Teachers and Students

Provider / Presenter / Person Responsible: QVMS Leadership Team, Teachers, Teaching Learning Alliance

Date(s) / Timeframe: August 2023-May 2024

Collaborating Departments: Teaching and Learning, Organizational Development and Department of School Leadership

Delivery Method: In Person and Virtual

Staff Responsible: QVMS Leadership Team

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

Funding Sources: - 199 General Fund - \$10,000

Strategy 2: Active and frequent monitoring, coaching and actionable feedback to faculty/staff on alignment to scope and sequence, rigor and instructional practices, centered on clarity and implementation of Learning Intentions and Success Criteria, student engagement and feedback practices and effective PLCs protocols, along with PBIS practices (walks each term with PLC/Department Leads, 3 CST walks with district leaders, Accountable Talk with SS Team, and informal/formal observations).

Intended Audience: QVMS Teachers and Students

Provider / Presenter / Person Responsible: QVMS Leadership Team; QVMS Teacher Leadership Team

Date(s) / Timeframe: August 2023-May 2024

Collaborating Departments: Teaching and Learning; Department of School Leadership; Organizational Development

Delivery Method: In Person

Staff Responsible: QVMS Leadership Team

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

Funding Sources: - 199 General Fund - \$2,000

Key Question 1 Problem Statements:

Demographics
Problem Statement 1: QVMS serves two sets of academic programming within the school and there are times the two act at odds with each other. Root Cause: Beliefs and mindsets impact how we best serve the needs of each student group while working together as a school family with shared facilities, courses, and resources.
Problem Statement 4: Student behaviors and student engagement survey data indicate QVMS needs to close social emotional learning and behavioral gaps exacerbated during COVID. Root Cause: With changes in instructional methods and modes over the last few years, students have experienced a lack of structure layered over years that help mature students in their thinking and behaviors.

School Processes & Programs
Problem Statement 2: Students indicate a need to feel safe at school. Root Cause: There is chaotic behavior in the halls and transitions; disruptive behaviors in the classroom; social media effects broader involvement in conflict; fear is spread from national, state and local events
Perceptions
Problem Statement 2: Staff indicate a need for consistent enforcement of discipline and decisions that are in the best interest of students and staff. Root Cause: There are varying perceptions of what discipline is and what it should look like; There is a need for more consistent implementation of best practices for student engagement and positive and progressive behavior management strategies.

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Key Question 2: 2.1 To what degree are we preparing students for post-secondary success, including college, career, or military?

2.2 To what degree are we equipping students with SKILLS FOR LIFE (Profile of a Graduate)?

2.3 To what degree do students demonstrate the requisite skills necessary to approach learning in the next course, grade, or level?

2.4 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of SERVANT LEADER (Profile of a Graduate)?

2.5 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of COMPASSIONATE CITIZEN (Profile of a Graduate)?

2.6 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of LIFE-LONG LEARNER (Profile of a Graduate)?

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: By June 2024, QVMS will impact student ownership of learning and behavior by implementing an effective intervention system for students who are not on grade level/on track in core content areas and providing enrichment for students who are on track or accelerated, as demonstrated on indicators of success.</p> <p>Indicators of Success: Formative Results:</p> <ul style="list-style-type: none"> *Training, monitoring, coaching and support of effective Tier 1 strategies including Accountable Talk and AVID Schoolwide strategies to increase student engagement and feedback. *Demonstrated growth for students enrolled in Literacy and Intervention classes for Reading and Mathematics *Implementation of tutoring by all QVMS teachers to support students who are struggling with concepts and/or grades *Tracking of attendance, behavior and grade data with follow-up actions every three weeks *Scheduling of students who demonstrate need into intervention courses or IEP-based coursework *Increase in percentage of students passing courses *Increase in percentage of students demonstrating growth on REN <p>Summative Results:</p> <ul style="list-style-type: none"> *Increase in percentage of students passing courses *Increase in percentage of students demonstrating growth on REN *Increase in percentage of students demonstrating growth on STAAR *Increase in percentage of students successfully completing TSPS projects *Increase in percentage of students achieving high school credit *Increase in percentage of students taking and successfully complete AAC courses *Increase in percentage of students meeting benchmarks on PSAT <p>Staff Responsible: QVMS Leadership Team and Teachers</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 2, 3 - Perceptions 1, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
	On Track	On Track		



No Progress



Accomplished



Continue/Modify



Discontinue

Strategy 1: Train, support, guide and monitor teachers in implementation of effective Tier I formative assessment, in class supports, teacher tutorials and before/after school interventions; through PLCs, informal/formal observations, student work samples, CST and campus walks, lesson plans, grades, etc.

Intended Audience: QVMS Teachers and Students

Provider / Presenter / Person Responsible: QVMS Leadership Team

Date(s) / Timeframe: August 2023-May 2024

Collaborating Departments: Teaching and Learning; Department of School Leadership

Delivery Method: In Person

Staff Responsible: QVMS Leadership Team

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

Funding Sources: - 199 General Fund - \$5,000

Strategy 2: Ensure all students needing Math and Reading interventions are enrolled and making progress in Literacy and/or Math Intervention or Special Education/504/ESL classes, and before/after school interventions to address specific areas of need.

Intended Audience: QVMS Teachers and Students

Provider / Presenter / Person Responsible: QVMS Leadership Team

Date(s) / Timeframe: August 2023-May 2024

Collaborating Departments: Teaching and Learning; Department of School Leadership

Delivery Method: In Person; Monitoring of Grades, Attendance and Assessment Results

Staff Responsible: QVMS Leadership Team

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

- Equity Plan

Funding Sources: - 199 General Fund SCE - \$10,000

Strategy 3: Ensure all GT students are enrolled and progressing in an Advisory class that supports development of the TPSP projects and social-emotional

developmental needs of GT students.

Intended Audience: QVMS Teachers and Students

Provider / Presenter / Person Responsible: QVMS Leadership Team

Date(s) / Timeframe: August 2023-May 2024

Collaborating Departments: Teaching and Learning: Department of School Leadership

Delivery Method: In Person

Staff Responsible: QVMS Leadership team

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

Strategy 4: Train and support Reading intervention teachers with implementation of the Fountas and Pinnell Leveled Literacy Intervention System and Benchmark Assessment System to improve Reading and Writing Skills of our neediest students.

Intended Audience: QVMS Teachers and Students

Provider / Presenter / Person Responsible: QVMS Leadership Team

Date(s) / Timeframe: August 2023-May 2024

Collaborating Departments: Teaching and Learning; Student Support Services

Delivery Method: In Person

Staff Responsible: QVMS Leadership Team

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math

Funding Sources: - 199 General Fund SCE - \$2,500

Key Question 2 Problem Statements:

Demographics
Problem Statement 2: QVMS is serving an increasing number of Emergent Bilingual, Special Education and 504 students. Root Cause: Learning gaps have widened since the impact of COVID and more diverse families are choosing to enroll and finding a home at QVMS.
Student Learning
Problem Statement 1: Preliminary Spring 2023 scores indicate only 58% of 6th graders, 68% of 7th graders and 42% of 8th graders are likely to pass STAAR Math. Root Cause: Students have gaps in their learning of mathematical concepts. Instruction is not occurring at the required rigor of the TEKS. Student engagement in learning needs to increase. Will analyze subcategories of skills.

Student Learning

Problem Statement 2: Preliminary Spring 2023 scores indicate 49% of 8th grade students are likely to pass STAAR Social Studies. **Root Cause:** Students have gaps in their learning of social studies concepts. Instruction is not occurring at the required rigor of the TEKS. Student engagement in learning needs to increase. Will analyze subcategories of skills.

Problem Statement 3: Preliminary Spring 2023 scores indicate 72% of 8th grade students are likely to pass STAAR Science. **Root Cause:** Students have gaps in their learning of social studies concepts. Instruction is not occurring at the required rigor of the TEKS. Student engagement in learning needs to increase. Will analyze subcategories of skills.

Perceptions

Problem Statement 1: Families are needing frequent two-way communication, including communication about what students are learning. **Root Cause:** Modes of communication have changed to include various forms of electronic communication/social media; Expectations for communication to families have increased; Need to be clear about the expectation for communication in a timely manner; Need for protocols and guidance on how best to communicate for staff and families; No regular communication is occurring about what students are learning (staff)

Problem Statement 3: Students indicate a need to see better connections between what they are learning in school and life and opportunities to be creative in their assignments and projects. **Root Cause:** There is a need to be clear with students about why they are learning what they are learning (Learning Intentions); Students need field experiences connected to the curriculum; Students need to see learning as the process of problem-solving, thinking, understanding others, etc. (Learning Dispositions)

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Key Question 3: 3.1 To what degree do learning experiences engage students in meaningful and relevant work?

3.2 To what degree do students take responsibility for and exhibit ownership of their overall development and future well-being?

3.3 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of SKILLS FOR LIFE (Profile of a Graduate)?

3.4 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of COLLABORATIVE TEAM MEMBER (Profile of a Graduate)?

Initial Status: Major Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>System Response 1: By June 2024, QVMS will impact student ownership of learning by developing and implementing a consistent plan for monitoring and supporting Tier I instruction through conducting classroom walks to guide and support teachers and students in implementing engaging work and feedback protocols, including Accountable Talk and AVID Schoolwide strategies, and alignment to scope and sequence, instructional practices and rigor, as demonstrated by indicators of success.</p> <p>Indicators of Success: Formative Results:</p> <ul style="list-style-type: none">* Participation rates of teachers in training on Accountable Talk and AVID Schoolwide strategies*Improving patterns in classroom walk data demonstrating alignment to scope and sequence, rigor and instructional practices*Enrollment of students in interventions for Math and Reading*Participation in at least 3 campus and district CST walks and follow-up actions to improve results*Development and implementation of a Teacher Playbook for Tier I, II and III instructional expectations*Monitoring of teacher-provided interventions through Tier I instruction, teacher tutorials, implementation of accommodations and behavior plans*Implementation of assessment plan and monitoring of data every 3 weeks for students requiring interventions*Improving performance and growth on REN360 from BOY to MOY to EOY*Monitoring and follow-up actions related to grade performance each 3 weeks, including term, semester and year*Improved consistency in daily posting and implementation of Learning Intentions and Success Criteria <p>Summative Results:</p> <ul style="list-style-type: none">*Improving passing percentages and growth rates on STAAR*Improving performance and growth rates on REN 360*Improving grades and passing rates; reduced retention rates <p>Staff Responsible: QVMS Leadership Team</p> <p>Problem Statements: Demographics 2, 4 - Student Learning 1, 2, 3 - Perceptions 3</p>	Adjustments Taking Place	On Track		



No Progress



Accomplished



Continue/Modify



Discontinue

Strategy 1: Plan and implement a system of Tier I, II and II monitoring and support, with guidance and feedback, including PLCs, informal and formal classroom observations, 3 campus and district CST walks, and walks each term with each PLC/Department Lead and Appraiser.

Intended Audience: QVMS Teachers

Provider / Presenter / Person Responsible: QVMS Leadership Team, QVMS Teacher Leadership Team

Date(s) / Timeframe: August 2023-May 2024

Collaborating Departments: Teaching and Learning; Department of School Leadership

Delivery Method: In Person

Staff Responsible: QVMS Leadership Team; QVMS Teacher Leadership Team

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

Funding Sources: - 199 General Fund - \$2,000

Strategy 2: Provide choice and consistency in professional development and PLC offerings focused on the campus priorities of Student Ownership of Learning and Behavior through Tier I Instructional Practices including clarity, student dialogue and processing and feedback, effective implementation of PBIS; and support of a strong and cohesive school culture.

Intended Audience: QVMS Faculty/Staff

Provider / Presenter / Person Responsible: QVMS Leadership Team

Date(s) / Timeframe: August 2023-May 2024

Collaborating Departments: Teaching and Learning; Department of School Leadership

Delivery Method: In Person and Virtual

Staff Responsible: QVMS Leadership Team

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

Funding Sources: - 199 General Fund - \$20,000

Strategy 3: Evaluate and provide current and effective instructional materials, equipment and resources necessary to support quality instructional practices and

rigor, in the classroom and on field experiences which are tied to the curriculum, including Tier I, II and III instruction, intervention and enrichment.

Intended Audience: QVMS Teachers and Students

Provider / Presenter / Person Responsible: QVMS Leadership Team

Date(s) / Timeframe: August 2023-May 2024

Collaborating Departments: Teaching and Learning

Delivery Method: Purchases

Staff Responsible: QVMS Leadership Team

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

Key Question 3 Problem Statements:

Demographics
Problem Statement 2: QVMS is serving an increasing number of Emergent Bilingual, Special Education and 504 students. Root Cause: Learning gaps have widened since the impact of COVID and more diverse families are choosing to enroll and finding a home at QVMS.
Problem Statement 4: Student behaviors and student engagement survey data indicate QVMS needs to close social emotional learning and behavioral gaps exacerbated during COVID. Root Cause: With changes in instructional methods and modes over the last few years, students have experienced a lack of structure layered over years that help mature students in their thinking and behaviors.
Student Learning
Problem Statement 1: Preliminary Spring 2023 scores indicate only 58% of 6th graders, 68% of 7th graders and 42% of 8th graders are likely to pass STAAR Math. Root Cause: Students have gaps in their learning of mathematical concepts. Instruction is not occurring at the required rigor of the TEKS. Student engagement in learning needs to increase. Will analyze subcategories of skills.
Problem Statement 2: Preliminary Spring 2023 scores indicate 49% of 8th grade students are likely to pass STAAR Social Studies. Root Cause: Students have gaps in their learning of social studies concepts. Instruction is not occurring at the required rigor of the TEKS. Student engagement in learning needs to increase. Will analyze subcategories of skills.
Problem Statement 3: Preliminary Spring 2023 scores indicate 72% of 8th grade students are likely to pass STAAR Science. Root Cause: Students have gaps in their learning of social studies concepts. Instruction is not occurring at the required rigor of the TEKS. Student engagement in learning needs to increase. Will analyze subcategories of skills.
Perceptions
Problem Statement 3: Students indicate a need to see better connections between what they are learning in school and life and opportunities to be creative in their assignments and projects. Root Cause: There is a need to be clear with students about why they are learning what they are learning (Learning Intentions); Students needs field experiences connected to the curriculum; Students need to see learning as the process of problem-solving, thinking, understanding others, etc. (Learning Dispositions)

Goal 2: FBISD will provide a safe and supportive environment for learning and working

Key Question 1: 7.1 To what degree do students and staff feel safe and secure at school? To what degree are students and staff safe and secure at school?

Initial Status: Minor Change

System Response 1 Details	Reviews			
System Response 1: By June 2024, QVMS will impact student ownership of behavior by implementing consistent and effective use of PBIS protocols and rewards by all (100%) teachers and recording of teacher interventions, supports and points awarded to students through PBIS Rewards, as demonstrated on the indicators of success. Indicators of Success: Formative Results: *Improved percentage of teachers present and monitoring at doorways and assigned duty areas *Improved guidance and feedback from Leadership Team to teachers to support improved relationship-building and presence at doorways and duty areas *Percentage of teachers utilizing PBIS Rewards *Decreased number of ISS, OSS, DAEP; improved equity/disproportionality *Improved campus walk data demonstrating posting and implementation of classroom expectations and respect agreements Summative Results: *Improving Student engagement survey results related to safety *Improving Faculty/Staff engagement survey results related to safety *Improving Parent engagement survey results related to safety *Decreasing numbers of ISS, OSS and DAEP; improved equity/disproportionality Staff Responsible: QVMS Teachers and Leadership Team Problem Statements: Demographics 4 - School Processes & Programs 1, 2 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
	On Track	On Track		
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div>				

Strategy 1: Permit teachers/staff opportunity to sign up for duty areas and times and monitor and guide teachers to ensure commitment to be present, supervising and building relationships with students, while reducing negative and unsafe behaviors.

Intended Audience: QVMS Faculty/Staff
Provider / Presenter / Person Responsible: QVMS Leadership Team
Date(s) / Timeframe: August 2023-May 2024
Delivery Method: In Person, Email

Staff Responsible: QVMS Leadership Team

TEA Priorities:

Recruit, support, retain teachers and principals
- **Results Driven Accountability - Equity Plan**

Funding Sources: - 199 General Fund - \$5,000

Strategy 2: Provide PBIS Rewards system and train and guide teachers to utilize it well to record interventions and supports and to award points to students in alignment with the campus core values.

Intended Audience: QVMS Faculty/Staff

Provider / Presenter / Person Responsible: QVMS Leadership Team

Date(s) / Timeframe: August 2023-May 2024

Delivery Method: In Person and Virtual

Staff Responsible: QVMS Leadership team

TEA Priorities:

Recruit, support, retain teachers and principals
- **Results Driven Accountability - Equity Plan**

Funding Sources: - 199 General Fund - \$5,000

Strategy 3: Set clear expectations and increase presence of QVMS Leadership Team in classrooms, hallways, outside, and events and conduct prevention and intervention support groups on a weekly basis with students to improve behaviors.

Intended Audience: QVMS Leadership Team

Provider / Presenter / Person Responsible: QVMS Leadership team

Date(s) / Timeframe: August 2023-May 2024

Delivery Method: In Person

Staff Responsible: QVMS LeadershipTeam

TEA Priorities:

Recruit, support, retain teachers and principals
- **Results Driven Accountability - Equity Plan**

Funding Sources: - 199 General Fund - \$2,000

Strategy 4: Promote positive mental health and wellness by providing social emotional learning through Advisory and Raider Time. Provide supports in and

out of class through teachers, guidance counselors and administrative team, and connect students and families with mental health supports through district and community resources.

Intended Audience: Students and Families; QVMS Faculty/Staff
Provider / Presenter / Person Responsible: Various
Date(s) / Timeframe: August 2023-May 2024
Collaborating Departments: Social Emotional Learning Division
Delivery Method: In Person and Virtual
Staff Responsible: QVMS Leadership Team

TEA Priorities:
Recruit, support, retain teachers and principals
- **Results Driven Accountability - Equity Plan**

Funding Sources: - 199 General Fund - \$500

Strategy 5: Monitor and act on behavior, attendance, grade and assessment data at least each three weeks to positively impact student outcomes, promoting success, reducing dropout rates, increasing promotion rates, etc.

Intended Audience: QVMS Students
Provider / Presenter / Person Responsible: QVMS Leadership Team
Date(s) / Timeframe: August 2023-May 2024
Delivery Method: In Person
Staff Responsible: QVMS Leadership Team

TEA Priorities:
Connect high school to career and college

Funding Sources: - 199 General Fund - \$500

Key Question 1 Problem Statements:

Demographics
Problem Statement 4: Student behaviors and student engagement survey data indicate QVMS needs to close social emotional learning and behavioral gaps exacerbated during COVID. Root Cause: With changes in instructional methods and modes over the last few years, students have experienced a lack of structure layered over years that help mature students in their thinking and behaviors.

School Processes & Programs

Problem Statement 1: Student behaviors at QVMS indicate a need to close social emotional learning gaps exacerbated during COVID. **Root Cause:** With changes in instructional methods and modes over the last few years, students have experienced a lack of structure layered over years that help mature students in their thinking and behaviors.

Problem Statement 2: Students indicate a need to feel safe at school. **Root Cause:** There is chaotic behavior in the halls and transitions; disruptive behaviors in the classroom; social media effects broader involvement in conflict; fear is spread from national, state and local events

Perceptions

Problem Statement 2: Staff indicate a need for consistent enforcement of discipline and decisions that are in the best interest of students and staff. **Root Cause:** There are varying perceptions of what discipline is and what it should look like; There is a need for more consistent implementation of best practices for student engagement and positive and progressive behavior management strategies.

Goal 2: FBISD will provide a safe and supportive environment for learning and working

Key Question 2: 7.2 To what degree does the school cultivate a positive culture and supportive climate?

Goal 2: FBISD will provide a safe and supportive environment for learning and working

Key Question 3: 7.3 To what degree do our schools support the physical and social-emotional needs of students?

Initial Status: Minor Change

Goal 2: FBISD will provide a safe and supportive environment for learning and working

Key Question 4: 7.4 To what degree do we develop compassionate citizens?

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Key Question 1: 5.1 To what degree does staff cultivate a love for learning among students?

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Key Question 2: 5.2 To what degree are we fostering and developing a culture of learning and implementation among all staff?

Initial Status: Minor Change

System Response 1 Details	Reviews			
System Response 1: By June 2024, QVMS will impact the culture of QVMS by providing a system of responsive training, guidance, coaching and support to meet the needs of all faculty/staff and to encourage connectivity, collaboration and a sense of common belonging, as demonstrated on the indicators of success. Indicators of Success: Formative Results: *Percentage of faculty/staff joining PTO *Percentage of faculty/staff joining Funshine *Attendance rate of faculty/staff *Percentage of staff attending culture-building events Summative Results: *Improved results on faculty/staff engagement survey results *Attendance rate of faculty/staff Staff Responsible: QVMS Leadership Team Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
	Adjustments Taking Place	Adjustments Taking Place		
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

Strategy 1: Recruit faculty/staff to join PTO, Funshine Committee and culture-building events and implement events to encourage participation.

Intended Audience: QVMS Faculty/Staff

Provider / Presenter / Person Responsible: QVMS Leadership Team, PTO

Date(s) / Timeframe: August 2023-May 2024

Delivery Method: In Person

Staff Responsible: QVMS Leadership Team and PTO

TEA Priorities:
Recruit, support, retain teachers and principals

Funding Sources: - 199 General Fund - \$500

Strategy 2: Monitor, guide, encourage and incentivize strong attendance and engagement with faculty/staff.

- Intended Audience:** QVMS Faculty/Staff
- Provider / Presenter / Person Responsible:** QVMS Leadership Team
- Date(s) / Timeframe:** August 2023-May 2024
- Delivery Method:** In Person, Email, etc.
- Staff Responsible:** QVMS Leadership Team
- TEA Priorities:**
Recruit, support, retain teachers and principals
- Funding Sources:** - 199 General Fund - \$500

Key Question 2 Problem Statements:

Demographics
Problem Statement 1: QVMS serves two sets of academic programming within the school and there are times the two act at odds with each other. Root Cause: Beliefs and mindsets impact how we best serve the needs of each student group while working together as a school family with shared facilities, courses, and resources.

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Key Question 3: 5.3 To what degree do we build leaders (capacity) within the organization?

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Key Question 4: 5.4 To what degree do we equip and empower our staff to meet the needs of the whole child?

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Key Question 5: 5.5 To what degree does the organization attract, recruit, develop and retain high-quality staff that is highly engaged, productive, and dedicated in order to improved student outcomes?

Initial Status: Minor Change

System Response 1 Details	Reviews			
System Response 1: By June 2024, QVMS will impact Tier I, II and III instruction by providing a system of training and support to coach and guide new teachers to QVMS, and will increase the number/percentage of teachers earning GT and ESL certification, as demonstrated on the indicators of success. Indicators of Success: Formative Results: *Percentage of new teachers to QVMS attending monthly support meetings *Number of staff completing teacher certification, GT and ESL certification Summative Results: *Number of staff completing teacher certification, GT and ESL certification *Faculty/staff engagement survey results Staff Responsible: QVMS Leadership team Problem Statements: Demographics 2 - Student Learning 1, 2, 3 - Perceptions 3	Formative			Summative
	Nov	Jan	Mar	June
	On Track	On Track		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Strategy 1: Encourage and recruit staff to add GT and ESL certification and provide access to training and support through the certification process.

Intended Audience: Teachers

Provider / Presenter / Person Responsible: Various

Date(s) / Timeframe: August 2023-May 2024

Collaborating Departments: Teaching and Learning

Delivery Method: In Person and Virtual

Staff Responsible: QVMS Leadership Team

TEA Priorities:
Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools
- Results Driven Accountability - Equity Plan

Funding Sources: - 199 General Fund - \$2,500

Strategy 2: Conduct monthly new teacher to QVMS training and support meetings focused on topics of need.

Intended Audience: New Teachers to QVMS

Provider / Presenter / Person Responsible: Various

Date(s) / Timeframe: August 2023-May 2024

Delivery Method: In Person

Staff Responsible: QMVS Leadership Team

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Funding Sources: - 199 General Fund - \$500

Key Question 5 Problem Statements:

Demographics
Problem Statement 2: QVMS is serving an increasing number of Emergent Bilingual, Special Education and 504 students. Root Cause: Learning gaps have widened since the impact of COVID and more diverse families are choosing to enroll and finding a home at QVMS.
Student Learning
Problem Statement 1: Preliminary Spring 2023 scores indicate only 58% of 6th graders, 68% of 7th graders and 42% of 8th graders are likely to pass STAAR Math. Root Cause: Students have gaps in their learning of mathematical concepts. Instruction is not occurring at the required rigor of the TEKS. Student engagement in learning needs to increase. Will analyze subcategories of skills.
Problem Statement 2: Preliminary Spring 2023 scores indicate 49% of 8th grade students are likely to pass STAAR Social Studies. Root Cause: Students have gaps in their learning of social studies concepts. Instruction is not occurring at the required rigor of the TEKS. Student engagement in learning needs to increase. Will analyze subcategories of skills.
Problem Statement 3: Preliminary Spring 2023 scores indicate 72% of 8th grade students are likely to pass STAAR Science. Root Cause: Students have gaps in their learning of social studies concepts. Instruction is not occurring at the required rigor of the TEKS. Student engagement in learning needs to increase. Will analyze subcategories of skills.
Perceptions
Problem Statement 3: Students indicate a need to see better connections between what they are learning in school and life and opportunities to be creative in their assignments and projects. Root Cause: There is a need to be clear with students about why they are learning what they are learning (Learning Intentions); Students needs field experiences connected to the curriculum; Students need to see learning as the process of problem-solving, thinking, understanding others, etc. (Learning Dispositions)

Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

Key Question 1: 4.1 To what degree is there a reciprocal relationship between the community and our schools to enrich the learning experience?

Initial Status: Minor Change

System Response 1 Details	Reviews			
System Response 1: By June 2024, QVMS will improve collaboration and partnership with stakeholders, by communicating opportunities and recruiting parents to serve on CPAC, PTO, and advisory committees and encouraging them to attend Parent University and campus events and to volunteer to support student experiences, as demonstrated on the indicators of success. Indicators of Success: *Increased percentage of parents on campus committees/organizations and volunteering-- Overall, GTA and Community *Increased percentage of parents attending parent university seminars, Open House/IFest and volunteering Staff Responsible: QVMS Leadership Team Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
	On Track	On Track		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Strategy 1: Conduct Parent University seminars on topics of interest to parents and invite parents to participate in events such as Open House, IFest, Homecoming, field experiences, etc.

Intended Audience: Parents/Guardians

Provider / Presenter / Person Responsible: Various

Date(s) / Timeframe: September 2023 to May 2024

Collaborating Departments: Campus. District and Community Presenter

Delivery Method: Virtual, In-Person

Staff Responsible: QVMS Leadership Team

Results Driven Accountability - Equity Plan

Funding Sources: - 199 General Fund - \$1,000

Key Question 1 Problem Statements:

Perceptions
Problem Statement 1: Families are needing frequent two-way communication, including communication about what students are learning. Root Cause: Modes of communication have changed to include various forms of electronic communication/social media; Expectations for communication to families have increased; Need to be clear about the expectation for communication in a timely manner; Need for protocols and guidance on how best to communicate for staff and families; No regular communication is occurring about what students are learning (staff)

Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

Key Question 2: 4.2 To what degree are schools partnering with one another to support student learning experiences?

Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

Key Question 3: 4.3 To what degree do students engage in community partnerships to support their own learning goals while demonstrating COMPASSION and SERVANT LEADERSHIP (Profile of a Graduate)?

Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

Key Question 1: 6.1 To what degree does the organization manage financial, human, physical and technological resources in a way that enables and enhances transparency, accountability, integrity, efficiency, and innovation in all operations to support improved student outcomes?

Initial Status: Maintain

Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

Key Question 2: 6.2 To what degree does the organization leverage various sources of evidence in a strategic, responsible way to optimize resources that can be utilized in advancing the District's goals to improve student outcomes?

Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

Key Question 3: 6.3 To what degree does the organization promote a responsive, accessible and multi-channeled communication plan with internal and external stakeholders while delivering courteous, quality customer service to improve student outcomes?

Initial Status: Minor Change

System Response 1 Details	Reviews			
System Response 1: By June 2024, QVMS will impact stakeholder engagement by creating a system of communication that is responsive to the needs of parents, students and staff and open up two-way communication, as demonstrated by the indicators of success. Indicators of Success: * Improvement in parent engagement survey results regarding communication * Improvement in staff engagement survey results regarding communication Staff Responsible: QVMS Leadership Team Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
	On Track	On Track		
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

Strategy 1: Provide weekly parent and student newsletter through Blackboard and Twitter and postings on the QVMS website, and conduct periodic communications through Blackboard.

Intended Audience: Parents and Students
Provider / Presenter / Person Responsible: QVMS Leadership Team
Date(s) / Timeframe: August 2022 through May 2023
Delivery Method: Blackboard, Twitter, Website
Staff Responsible: QVMS Leadership
Funding Sources: - 199 General Fund - \$500

Strategy 2: Develop and implement weekly faculty/staff newsletter to support staff with important information and reminders.

Intended Audience: QVMS Faculty/Staff
Provider / Presenter / Person Responsible: QVMS Leadership Team

Date(s) / Timeframe: September 2023-May 2024

Delivery Method: Smore, Email

Staff Responsible: QVMS Leadership team

TEA Priorities:
Recruit, support, retain teachers and principals

Funding Sources: - 199 General Fund - \$500

Key Question 3 Problem Statements:

Perceptions
Problem Statement 1: Families are needing frequent two-way communication, including communication about what students are learning. Root Cause: Modes of communication have changed to include various forms of electronic communication/social media; Expectations for communication to families have increased; Need to be clear about the expectation for communication in a timely manner; Need for protocols and guidance on how best to communicate for staff and families; No regular communication is occurring about what students are learning (staff)

State Compensatory

Budget for Quail Valley Middle School

Total SCE Funds: \$9,631.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

QVMS provides a system of interventions and supports to meet the needs of all identified At-Risk students by providing: *Strong Tier I instruction with small group and individual interventions, tutorials, in-class supports, accommodations, and behavior tracking as needed to support our students *Tier II and II intervention through Literacy and Math Intervention Labs and before/after school supplemental instruction and student support services through Tier I general education, resource and self-contained classes, ESL instruction through ELA and supplemental ESL classes for identified Emergent Bilingual students *Use of Leveled Literacy Intervention for reading/writing instruction, including training and support for teachers *Use of DreamBox to Math intervention instruction, including training/support for teachers *Assessment through BAS, REN360, as well as grades, to monitor progress of students *Training of designated intervention classroom teachers in LLI , BAS and REN360 *Training of Special Education Resource ELA teachers in Project Read *Monitoring and guidance every 3 weeks based on grades, discipline, attendance and assessment data *Student Support Team processes in grade level team meetings and monthly meetings of the campus SST *Implementation of attendance interventions as assessment by the campus attendance committee *Implementation of PBIS supports for students with behavioral needs *Communications with families to support growth and address factors that may impact continued enrollment in school (decrease withdrawal and dropout rates)

Personnel for Quail Valley Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Evangelina Escudero	Math Intervention Teacher	1
Kim Pleasant	Reading/Dyslexia Instruction	1
Sandra Surginer	SpEd Resource Reading/ELA Intervention	1
Stephanie Williams	ELA/Reading Intervention	1

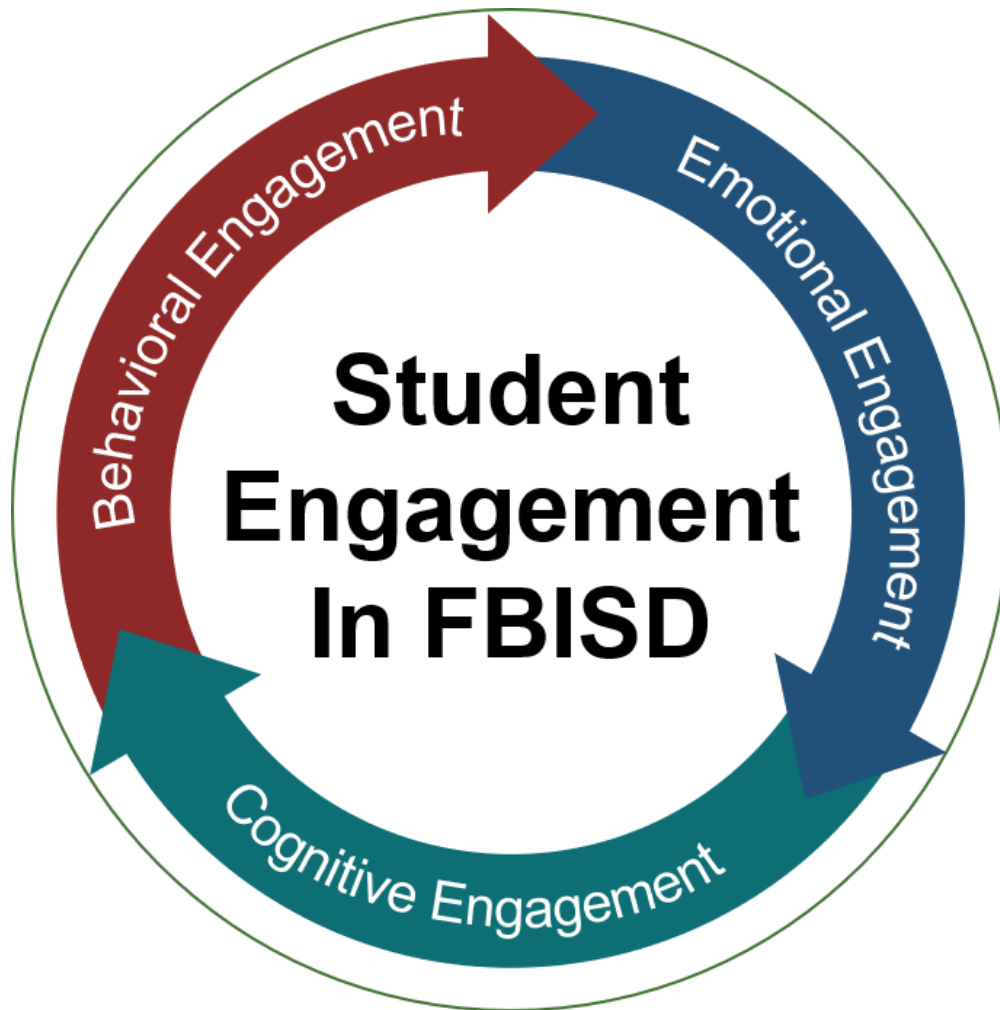
Campus Funding Summary

199 General Fund						
Goal	Key Question	System Response	Strategy	Resources Needed	Account Code	Amount
1	1	1	1			\$10,000.00
1	1	1	2			\$2,000.00
1	2	1	1			\$5,000.00
1	3	1	1			\$2,000.00
1	3	1	2			\$20,000.00
2	1	1	1			\$5,000.00
2	1	1	2			\$5,000.00
2	1	1	3			\$2,000.00
2	1	1	4			\$500.00
2	1	1	5			\$500.00
3	2	1	1			\$500.00
3	2	1	2			\$500.00
3	5	1	1			\$2,500.00
3	5	1	2			\$500.00
4	1	1	1			\$1,000.00
5	3	1	1			\$500.00
5	3	1	2			\$500.00
Sub-Total						\$58,000.00
Budgeted Fund Source Amount						\$129,000.00
+/- Difference						\$71,000.00
199 General Fund SCE						
Goal	Key Question	System Response	Strategy	Resources Needed	Account Code	Amount
1	2	1	2			\$10,000.00
1	2	1	4			\$2,500.00
Sub-Total						\$12,500.00
Budgeted Fund Source Amount						\$10,000.00

199 General Fund SCE						
Goal	Key Question	System Response	Strategy	Resources Needed	Account Code	Amount
						+/- Difference
						-\$2,500.00
211 Title I-A						
Goal	Key Question	System Response	Strategy	Resources Needed	Account Code	Amount
						\$0.00
						Sub-Total
						\$0.00
						Budgeted Fund Source Amount
						\$0.00
						+/- Difference
						\$0.00
224 IDEA B						
Goal	Key Question	System Response	Strategy	Resources Needed	Account Code	Amount
						\$0.00
						Sub-Total
						\$0.00
						Budgeted Fund Source Amount
						\$0.00
						+/- Difference
						\$0.00
255 Title II-A						
Goal	Key Question	System Response	Strategy	Resources Needed	Account Code	Amount
						\$0.00
						Sub-Total
						\$0.00
						Budgeted Fund Source Amount
						\$0.00
						+/- Difference
						\$0.00
263 Title III						
Goal	Key Question	System Response	Strategy	Resources Needed	Account Code	Amount
						\$0.00
						Sub-Total
						\$0.00
						Budgeted Fund Source Amount
						\$0.00
						+/- Difference
						\$0.00
289 Title IV						
Goal	Key Question	System Response	Strategy	Resources Needed	Account Code	Amount
						\$0.00
						Sub-Total
						\$0.00
						Budgeted Fund Source Amount
						\$0.00

289 Title IV						
Goal	Key Question	System Response	Strategy	Resources Needed	Account Code	Amount
+/- Difference						\$0.00
244 Perkins						
Goal	Key Question	System Response	Strategy	Resources Needed	Account Code	Amount
						\$0.00
Sub-Total						\$0.00
Budgeted Fund Source Amount						\$0.00
+/- Difference						\$0.00
199 Special Education						
Goal	Key Question	System Response	Strategy	Resources Needed	Account Code	Amount
						\$0.00
Sub-Total						\$0.00
Budgeted Fund Source Amount						\$0.00
+/- Difference						\$0.00
Grand Total Budgeted						\$139,000.00
Grand Total Spent						\$70,500.00
+/- Difference						\$68,500.00

Addendums



**Secondary Student Engagement Survey
Report & Findings:**

QUAIL VALLEY MIDDLE SCHOOL

Administered April 2023

About This Report

Student engagement indicators are summarized in this report based on the student responses in the Secondary Student Engagement Survey (an adapted form of the MSSSE and HSSSE survey administered by the CEEP at the University of Indiana) that included three dimensions, eight factors, and individual student responses for 128 items. The dimensions and factors used in this report are shown in the chart to the right. The combination of these dimension and factors scores, coupled with individual student responses, provides insight into student perspectives of engagement in FBISD.

DIMENSIONS	FACTORS
Behavioral Engagement	<ul style="list-style-type: none">• No individual factors
Emotional Engagement	<ul style="list-style-type: none">• <i>Motivation for Learning</i>• <i>Emotional Engagement with the School</i>• <i>Positive Relationships with Adults in School</i>• <i>Positive Relationships with Other Students</i>
Cognitive Engagement	<ul style="list-style-type: none">• <i>Cognitive Growth through Personal Skill Development</i>• <i>Levels of Effort in Academic Pursuit</i>• <i>Attitude Toward Learning</i>• <i>Cognitive Engagement with Academic Goals, Future Plans, and Aspirations</i>

Interpreting Comparisons in this Report

The mean comparisons in this report illustrate the statistical significance and effect size of that relationship. Effect size can help to illustrate the practical importance of the data, the larger the effect size, the stronger the relationship between the two variables. For this report, the individual item means for the middle school and high school were compared to each other using a two-tailed independent t-test. On the last table of the chart, student groups were compared to the district average for statistical significance and effect size. Effect size indicate what percent of the variation you can see in the mean can be attributed to the variable you chose. So for the individual item questions, an ▲ symbol, indicates that over 20% of the difference in the (MS/HS) averages could be due to the campus level of the student. On the student group dimension breakdown, the ▲ symbol indicates that over 20% of the difference in the student (group/district) averages could be due to that attribute.

Statistical significance is not the same thing as practical significance of the average scores which will need to be interpreted by the user. A limitation of this view is that student responses may differ from each other and be statistically significant but may be controlled or influenced by factors other than those which were measured in this survey. This report should be used as a launching point to develop exploratory questions and inform next steps to increase student engagement in FBISD.

How Engagement Scores are Calculated

Each survey item is scored on a 4-point scale. To generate an average score, each response is given a numerical value (between 1 and 4) and is then averaged with the other items in that dimension or factor. Higher average scores indicate a higher level of engagement within that specific dimension and factor. An average score of 1.0 would indicate very low levels of engagement, where an average score of 4.0 would indicate very high levels of engagement. For the purposes of this report, use the chart to the right to help guide your interpretation of average scores.

Average Scores	Level of Engagement
1.00-1.75	Very Low Engagement
1.76-2.50	Low Engagement
2.51-3.25	Moderate Engagement
3.26-4.00	High Engagement

Student Demographic Data Reporting

Student demographic data was pulled from OnPoint to accurately describe the different student populations and student groups. The exception here is the reporting for one category under Gender, “prefer not to answer”, student responses were included but may also be part of the male/female categories.

Report Sections

Overview of Report	p. 1-2	Displays how to use the document to explore and compare student responses between middle and high school students to the district average.
Introduction to Engagement	p. 3-9	Provides background information about how student engagement is defined in FBISD and other evidence that can be used to triangulate the responses from this survey.
Engagement Dimensions & Factors	p. 10-42	<p>Detailed views of the student engagement dimensions and factors are provided for students within the district and can offer insights into student perceptions of learning in FBISD. These views include:</p> <p>DESCRIPTIONS A description of the student engagement dimensions, factors and relative connections in FBISD are provided.</p> <p>SCORES The average scores for each dimension and factor are provided based on the 4-point scale. Student scores ranged from very low (1), to high (4) levels of engagement.</p> <p>MEAN COMPARISONS Comparisons of average scores are made between the overall district average and middle or high school students with tests for significance and effect size indicated. (see below)</p> <p>INDIVIDUAL ITEM BREAKDOWNS Responses to each item are included that shows the values and frequency distribution of student responses for each group.</p>
Learning Walk Components	p.43-49	Detailed views of student engagement survey responses that connect to the Learning Walk process are provided including individual item analysis and connections to the Learning Walk observational tool.
Comparison of Engagement Dimensions by Student Groups	p. 50-51	Comparisons with student average scores for each dimension and factor are included for various student groups with tests for significance and effect size included.
Other Student Academic Interests	p. 52-53	Some student items are not included in the dimension or factor scores but may be useful for informing other decisions.
Health and Wellness *New 2023*	p. 54-57	Questions were added this year to explore student perceptions on health and wellness topics including physical activity, eating habits, and mental well-being.
Student Retention Perceptions	p. 58-60	Analysis of student responses to questions about if students have considered transferring to another school and why.

Introduction to Student Engagement in FBISD

Student engagement is defined as meaningful student involvement throughout the learning environment. It can be understood by analyzing the degree to which students interact within the school community, with adults, peers, the curriculum, and within instruction or the learner experience. (NAIS)

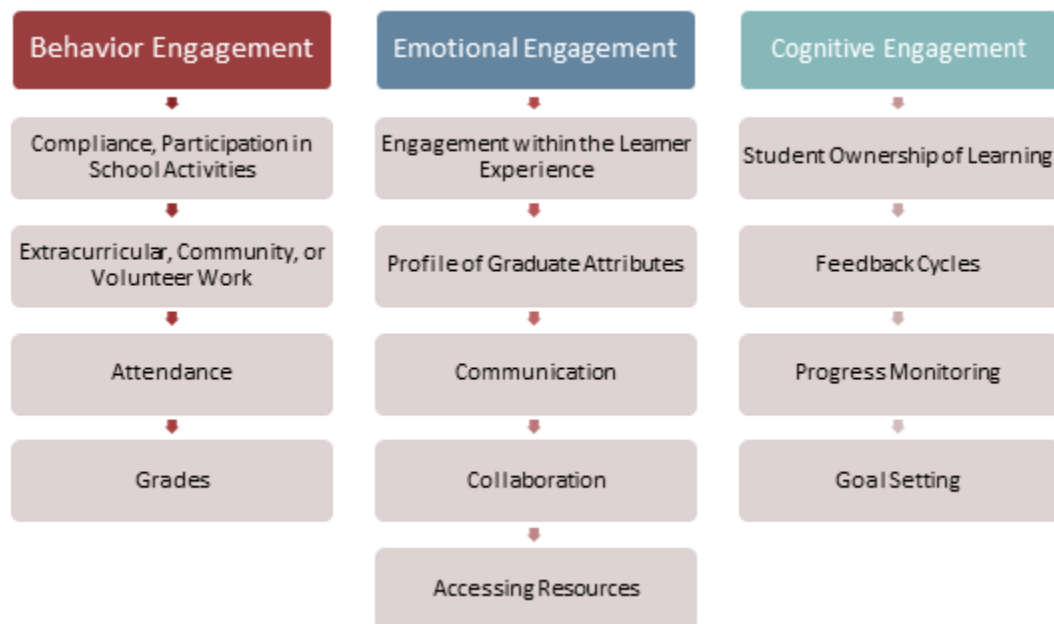
Multiple Components of Student Engagement

Student engagement is described on multiple levels by educational researchers. Schlechty defines engagement levels with the lowest being *rebellion* and the highest level being *authentic engagement*. (Schlechty) For individual students, student engagement is multidimensional and can be described in these ways:

- Behavioral engagement which focuses on participation in activities,
- Emotional engagement which focuses on the interaction of students with adults and their peers, and
- Cognitive engagement which shifts to focus on the degree to which students invest in and own their learning.

In addition to these individual levels of engagement, there are strategies that schools, leaders, and teachers can use to engage students within the school. These include relational strategies and opportunities to engage in support and/or enrichment activities.

In FBISD, we track each of the dimensions of student engagement through the opportunities students have to engage in learner experiences that include opportunities to collaborate, communicate, access and use resources for learning, engage in feedback cycles, monitor progress, and set goals. Each of these opportunities align to the dimensions of student engagement illustrated in the graphic and explained below.



Behavioral Engagement focuses on how students engage in the life of school. This includes the wide variety of ways that students can participate in activities that allow them to interact within the school community and outside of instructional time such as social, co-curricular, and extracurricular activities. In FBISD, other avenues that can be used to monitor student behavioral engagement includes student attendance at school and events, as well as grades.

Emotional Engagement emphasizes how a student's engagement in school impacts their feelings about their current school situation, the attitudes they have towards the people they interact with, their feelings about school structures, and affective reactions. To explore this dimension of engagement in FBISD, we can assess how students engage in a variety of learner experiences, opportunities to demonstrate the Profile of a Graduate Attributes, ways that students **communicate** and **collaborate** with a variety of audiences, and how students are able to access resources.

Cognitive Engagement places the emphasis on the engagement of the mind in school. This could include how much time, effort, or investment students put into learning, the types of strategies students enjoy, the ways they do their work, and how their levels of engagement connect to instructional time. In FBISD, these cognitive components can be illustrated through our instructional practices in Student Ownership of Learning, Feedback, Progress Monitoring, and Goal Setting.

Student Engagement Indicators: Overview

Student engagement indicators represent a summary of the item responses and questions that are organized based on the three dimensions: Behavioral Engagement, Emotional Engagement, and Cognitive Engagement. These indicators are broken down further into the factors within each dimension. The table below compares the average scores for students at middle school and high school campuses.

Use the following key to compare student scores:

- ▲ Student average score was significantly higher than the compared average, with an effect size greater than 0.2
- △ Student average score was significantly higher than the compared average, with an effect size less than 0.2
- No significant difference between the groups
- ▽ Student average score was significantly lower than the compared average, with an effect size less than 0.2
- ▼ Student average score was significantly lower than the compared average, with an effect size greater than 0.2

FBISD Student Dimension and Factor Scores

Dimension	Engagement Factor	FBISD MS averages compared to HS averages	FBISD HS averages compared to MS averages
Behavioral Engagement	Overall Dimension	△	▽
	Overall Dimension	△	▽
Emotional Engagement	Motivation for Learning	△	▽
	Emotional Engagement with the School	△	▽
	Positive Relationships with Adults in School	△	▽
	Positive Relationships with Other Students	▼	▲
	Overall Dimension	△	
Cognitive Engagement	Cognitive Growth through Personal Skill Development	△	▽
	Levels of Effort in Academic Pursuits	--	--
	Attitude Toward Learning	△	▽
	Cognitive Engagement with Academic Goals, Future Plans, and Aspirations	▽	△

An example of how to interpret the data in this chart:

“The behavioral engagement of middle school students was statistically significantly higher than high school students with a small effect size of less than a 0.2.”

About this Report: Explanation of Frequencies and Statistical Comparisons Pages

These pages in the report present individual items and the student responses that allow you to compare how students in the different groups responded. Items are grouped by dimension and factor. The key below will help you understand all the information presented on these pages.

- Student Engagement Dimension/Section Name**
- Question:** As it was displayed on the student surveys.
- Item Wording:** Survey items are worded the same way they appeared on the instrument but may be out of order as they are grouped by dimension and/or factor.
- Values and Response Options:** Number values used to calculate the mean scores. Response options indicate what value each student response held.
- Counts and Percentages:** The “Counts” indicates the number of students who selected that response value. The “%” column represents the percentage of students who responded to that option out of the total number of students who responded to that question. **Note:** Students who did not respond were not included in the percentage calculation so total numbers of students may vary for each item.

Campus Support Team Items		Frequency Distributions						Statistical Comparison						
		District		MS		HS		District	Change from 2021	MS		HS		
		Count	%	Count	%	Count	%			Mean	Effect Size	Mean	Effect Size	
Item wording or description	Response Values	Options												
Communicate														
During the school year, about how often have you done each of the following?														
Engaged in academic conversations with teachers	1	Never	2,001	25%	1,106	11%	895	8%	2.77	↑ 1.9%	2.72 ***	▽	2.82 ***	△
	2	Rarely	5,311	25%	2,618	26%	2,693	23%						
	3	Sometimes	5,726	45%	4,121	42%	5,605	48%						
	4	Often	4,452	21%	2,059	21%	2,393	21%						
	Total		21,490		9,904		11,586							
Engaged in academic conversations with peers	1	Never	1,538	7%	826	8%	712	6%	2.93	↑ 6.3%	2.89 ***	▽	2.97 ***	△
	2	Rarely	4,195	20%	2,090	21%	2,105	18%						
	3	Sometimes	9,910	46%	4,292	44%	5,618	49%						
	4	Often	5,782	27%	2,648	27%	3,134	27%						
	Total		21,425		9,856		11,569							
Access Resources														
During the school year, about how often have you done each of the following?														
Use resources to deepen understanding, make connections, and represent learning	1	Never	1,320	6%	686	7%	634	5%	2.92	↓ 0.7%	2.89 ***	△	2.95 ***	▽
	2	Rarely	4,230	20%	2,147	22%	2,083	18%						
	3	Sometimes	10,708	50%	4,597	47%	6,111	53%						
	4	Often	5,193	24%	2,453	25%	2,740	24%						
	Total		21,451		9,883		11,568							

- Statistical Comparisons:** Items with mean differences that are larger than would be expected by chance are noted with asterisks that indicate three significance levels (* $p < .05$, ** $p < .01$, *** $p < .001$). Significance indicates the probability that the differences between the mean scores are due to chance. A $p < .05$ indicates there is a 1 : 20 probability that the results are due to chance, $p < .01$ represents a 1 : 100, and $p < .001$ indicates a 1 : 1000 probability the differences are due to chance. Items without an asterisk present demonstrate a higher likelihood the differences were caused by chance.

Note: Statistical significance is not the same as practical significance. Users will need to review the overall data to determine the meaning behind the values.

- Effect sizes:** Effect size is a way to see levels of practical significance. It measures the magnitude of the impact of the grouping on the student responses. See the key below to reference what each symbol indicates.

▲	Student average score was significantly higher than the compared average, with an effect size greater than 0.2
△	Student average score was significantly higher than the compared average, with an effect size less than 0.2
--	No significant difference between the groups
▽	Student average score was significantly lower than the compared average, with an effect size less than 0.2
▼	Student average score was significantly lower than the compared average, with effect size greater than 0.2

- Change from 2022.** This column illustrates the % change in the mean scores when compared to 2022. This was only calculated for the overall district average. Individual campus reports will reflect the change related to their campus.

Instruments to Measure Student Engagement

A review of strategies to monitor student engagement also includes student voice. Schools across the nation access student voice via survey to identify how students feel about their learner experience as it relates to the behavioral, emotional, and cognitive dimensions. This is an important next step in evidence collection to ensure that the right next steps are identified to support student success. Evidence collected from survey data can then be compared to student and staff focus groups to emphasize connections, identify gaps, and dig deeper to understand a more complete view of student engagement.

Survey Evidence

Secondary HSSSE/MSSSE. The National Survey of Student Engagement (NSSE) was created by the Center for Evaluation Policy, Research (CEPR) at the University of Indiana and has been used by over 1600 public colleges and universities to measure engagement through the Cognitive, Emotional and Behavioral dimensions. Over 6 million college students have participated in the NSSE since 2000. The CEPR adapted the instruments to collect similar data in the form of the High School Survey of Student Engagement (HSSSE) and the Middle School Survey of Student Engagement (MSSSE) which have been used in over 40 states to collect evidence of student engagement. The HSSSE and MSSSE measure the three domains of student engagement (Cognitive, Emotional, and Behavioral) through Likert-based survey items which takes 15-20 minutes for the average student to complete.

The University of Indiana was contacted and permissioned our use of the HSSSE & MSSSE so that we could see the results of the student engagement survey in real time. These permissions included the adaptation and addition of some questions and language to collect information specifically aligned to our instructional practices (Learning Walks and Health & Wellness) without altering the reliability of the survey. By collecting and analyzing the data ourselves, we were able to understand the student responses and customize the result views to highlight connections to district priorities more deeply. As a result, with the survey administration finished by 4/15, we were able to prepare our preliminary results by 5/19 to be included in the district and campus improvement planning processes. This year represent the third consecutive year of administration at the secondary level enhancing our ability to view trends and patterns over time.

Elementary Student Engagement Instrument (SEI-E). At the elementary level, student engagement is measured through an emphasis on emotional or affective and cognitive engagement. Due to differences in the psychological development of students, the exact same instrument as the secondary level is not able to be used. After a review of several elementary engagement instruments, the SEI instrument was selected in 2022 as the instrument that is most closely aligned to the secondary survey instrument. The SEI was originally developed in 2006 as a 6-12 instrument to connect student engagement to intervention strategies through the University of Minnesota and Check & Connect. The survey was later refined to include elementary students in grades 3-5. This survey has been utilized in numerous research studies and several states as a way to explore student engagement in school and is available to use for free in schools. Given the differences between elementary and secondary school structures, behavioral engagement is not measured directly through the SEI survey elements. We will include some behavioral questions for elementary students to be able to anecdotally compare student results across all three engagement dimensions. Teachers read each item to all students to ensure that reading skill level is not a factor in student completion of the survey tool. This in the second year of administration at the elementary level, so district and campus leaders will be able to compare results to the prior year.

Learning Walk Team Evidence

In addition to student survey instruments, the Learning Walk process offers an opportunity to collect observational evidence on the engagement of students within the learner experience. Connecting these elements can help to draw a link between observed practices and student perception to help identify systemic learning and practices that are needed. The student engagement survey was used to collect some additional information regarding the instructional practices that are observed during Learning Walks from the student perspective. Additional questions with language aligning to the Learning Walk observational tool were added to the survey. Current evidence related to these levels of engagement from the Learning Walk process are included on the page results and demonstrate how often teams observed students having opportunities within the learner experience. In the survey

results, an overview of student perspectives of Learning Walk elements are also included. As a note for the 2022 – 2023 school year, campuses selected a level of engagement in the Learning Walk process that altered the number of learning walks. Campuses engaged in as few as two learning walks and as many as six depending on the level of support designated for that campus.

Triangulating Student Engagement Evidence

In addition to the quantitative evidence from the student engagement survey, Learning Walks, and instructional implementation, students have had an opportunity to voice their thoughts and feelings through open-ended response questions. As we review and calibrate this data, we will be able to construct a more holistic picture of student engagement in FBISD to inform future planning and campus/district level decision making.

Analysis of Evidence

Student responses are given a score value based on their responses, and a composite score was calculated for each of the three dimensions of student engagement: Cognitive, Behavioral, and Emotional Engagement. The responses are compared across grade levels, student groups, and campuses to identify trends and patterns within the district.

Specific question items in the survey instrument help us to answer questions based on self-reported evidence such as:

- How do students feel about being in FBISD schools?
- What types of activities are students doing that interest/engage them?
- What types of learner skills do students feel like we focus on?
- What role does their school play in developing them as a learner?
- How often do they complete specific tasks in school and the community?
- How do students feel about learning?
- What motivates students to go to school?

This evidence can be used to identify trends and patterns to provide insight for data-driven decisions at multiple levels of the organization including:

District Level:

- Identify district-wide professional learning around instructional practices that engage students and promote growth
- Inform Comprehensive District Needs Assessment for the planning and development of District Improvement Plan (DIP) and identify metrics and milestones for instructional priorities
- Determine districtwide support needed for social-emotional learning
- Identify gaps in the engagement of different student groups to target district level support

Campus Level:

- Inform Comprehensive Needs Assessment (CNA) to drive development of Campus Improvement Plan (CIP)
- Identify and develop campus specific professional learning needs around student engagement (instruction, social-emotional)
- Determine gaps in engagement in student groups, target campus level interventions/support,
- Use evidence to explore community partnerships to expand student engagement.

Future Implications

The evidence collected on secondary student engagement through the combination of the survey instrument, focus groups, and Learning Walks will provide a comprehensive window into what student engagement currently looks like in FBISD. This evidence can be used not only to monitor future student engagement levels but can be used to target supports for specific groups or campuses to help them reach their goals. Additionally, with this process expanded to collect student engagement evidence from elementary students, we will now have a more complete picture of student engagement across all campus levels.

FBISD 2023 SSES Dimension Statistical Comparisons

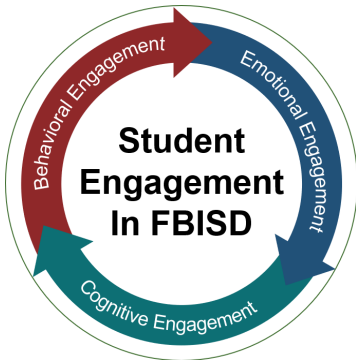
Overall Dimensions and Factor Scores

Mean Comparisons

Engagement Category		Engagement Indicator		District	Campus	Change from 2022	Statistical Significance between MS/HS			
							MS		HS	
							Mean	Effect Size	Mean	Effect Size
Behavioral Engagement	Overall Behavioral Engagement Dimension			2.78	2.87	↓5.4%	2.82 ***	△	2.74 ***	▽
Emotional Engagement	Overall Emotional Engagement Dimension			2.82	2.89	↓1.0%	2.83 ***	△	2.80 ***	▽
	Motivation for Learning			2.89	3.00	↓1.6%	2.94 ***	△	2.84 ***	▽
	Emotional Engagement with School			2.66	2.72	↓0.5%	2.69 ***	△	2.64 ***	▽
	Positive Relationships with Adults in School			2.84	2.94	↓1.0%	2.89 ***	△	2.79 ***	▽
	Positive Relationships with Other Students			2.92	2.89	↓2.9%	2.84 ***	▼	2.99 ***	▲
Cognitive Engagement	Overall Cognitive Engagement Dimension			2.87	3.00	↑0.1%	2.89 ***	△	2.86 ***	▽
	Cognitive Growth through Personal Skill Development			2.89	3.03	↓0.9%	2.93 ***	△	2.85 ***	▽
	Level of Effort in Academic Pursuits			2.92	3.07	↑0.1%	2.92 --		2.92 --	
	Attitude Towards Learning			2.86	2.98	↓1.5%	2.88 ***	△	2.84 ***	▽
	Cognitive Engagement with Academic Goals, Future Plans, and Aspirations			2.73	2.73	↑2.1%	2.68 ***	▽	2.76 ***	△

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About This Report** section for the key to triangle symbols.

Overview of Survey Results



Student engagement is defined as meaningful student involvement throughout the learning environment. It can be understood by analyzing the degree to which students interact within the school community, with adults, peers, the curriculum, and within instruction or the learner experience.

Student Demographics shown below represents the 24,319 students who participated in the survey.

Asian	33.5%	White	14.8%
AA	23.7%	Nat. Am	0.4%
Hisp	23.8%	HI/Pac Isl.	0.1%

SPED	GT	EL	Eco Dis
8.2%	10.7%	14.5%	43.5%

Students Survey Participation

44,790

Total Secondary Students in FBISD

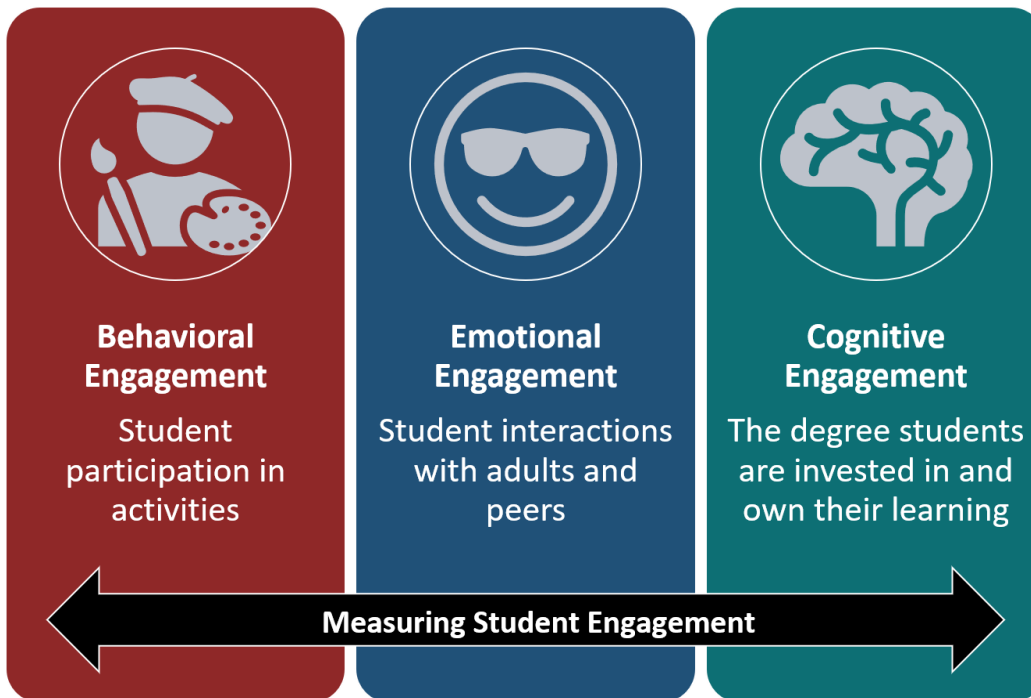
24,319

Secondary Students Participated in Survey

69%

Percent of Eligible Students Participated

% Out of 24,319 Participating Students
48% MS
52% HS



Student engagement is measured in the student survey results through three dimensions and eight factors. These results will be reported in each section that corresponds to each dimension: Behavioral, Emotional, and Cognitive Engagement. In addition to these pieces, we will also share connections to the Learning Walks, Health & Wellness, and other student interests from information in the survey that was not connected to these dimensions directly.

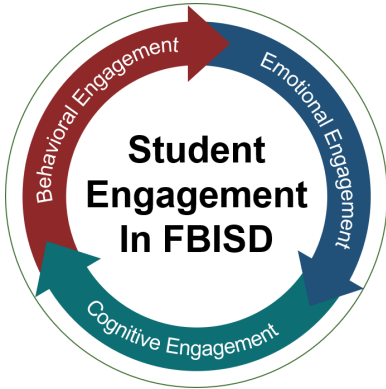
Student Engagement Score Scale

Very Low 1.0 - 1.75	Low 1.76 - 2.50	Mod 2.51 - 3.25	High 3.26 - 4.0
-------------------------------	---------------------------	---------------------------	---------------------------

The Student Engagement Score Scale above will be helpful as you review items in each of the sections of this report. Average comparisons in this portion of the report were comparing MS and HS student averages.

↑3.7%

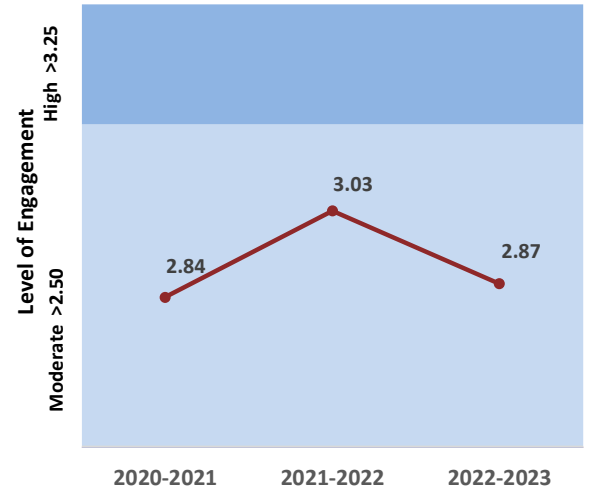
Throughout the overview pages, you will see this icon with an up or down arrow next to individual items, this corresponds to the percent change compared to the 2022 results.



Behavioral Engagement focuses on how students engage in the life of school including the ways students participate in activities that allow them to interact with the school community and outside of instructional time such as social, co-curricular, and extra curricular activities.

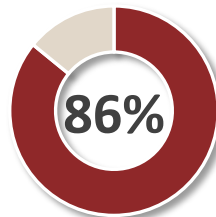
Student Engagement Score Scale			
Very Low	Low	Mod	High
1.0 - 1.75	1.76 - 2.50	2.51 - 3.25	3.26 - 4.0

Beh. Engagement 3 Year Trend

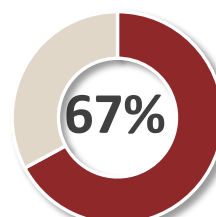


Developing Skills to Work with Others

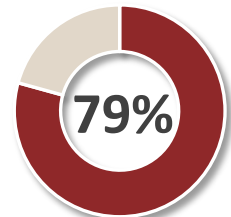
The degree to which students **agreed or strongly agreed** that their school helps them to develop or learn about working with others.



Working well with others to complete a task
↓0.0%



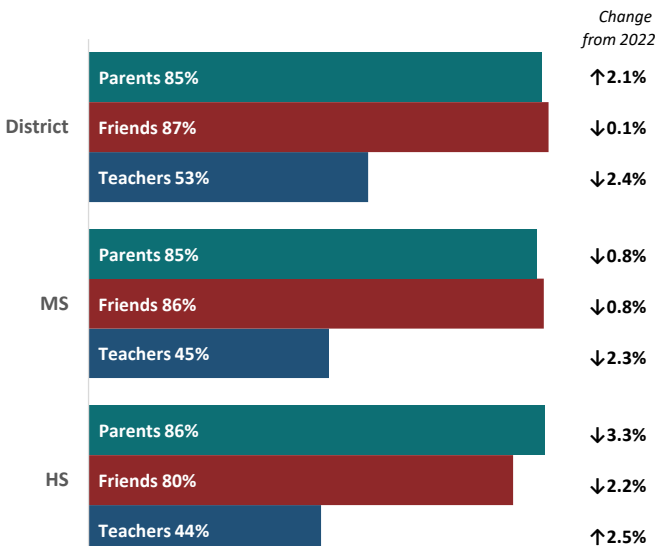
Learning what life is like for other people in your community
↓1.7%



Treating people with respect
↓4.2%

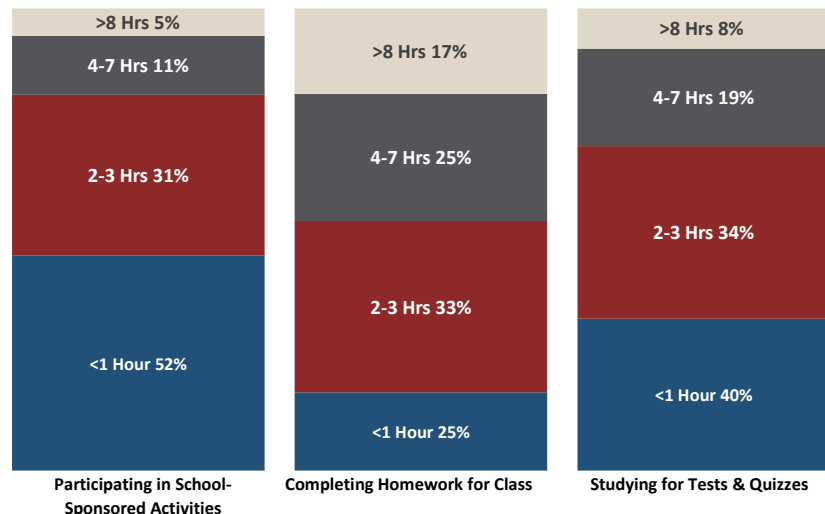
School Attendance Influences

The degree to which students **agreed or strongly agreed** that various groups motivated them to go to school or attend school which could inform dropout prevention strategies.



Engagement in Activities

Stacked bar graph represents the percent of students who spend ranges of time OUTSIDE of school hours in each activity in a typical school week.



FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Behavioral Engagement: Individual Item Breakdown

Behavioral Engagement

Frequency Distributions

													Statistical Significance between MS/HS				
Item wording or description	Values	Response Options	District		Campus		MS		HS		District	Campus		MS		HS	
			Count	%	Count	%	Count	%	Count	%	Mean	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size
How much has your experience at school contributed to your development in the following areas?																	
Working well with others to complete a task	1	Not at All	1,432	6%	34	6%	697	6%	735	6%	3.02	3.20	↓2.1%	3.06 ***	△	2.98 ***	▽
	2	Very Little	3,637	15%	52	9%	1,727	15%	1,910	16%							
	3	Some	11,543	49%	279	46%	5,174	45%	6,369	52%							
	4	Very Much	7,004	30%	243	40%	3,821	33%	3,183	26%							
	Total		23,616		608		11,419		12,197								
Learning what life is like for other people in your community outside of school	1	Not at All	3,309	14%	70	11%	1,493	13%	1,816	15%	2.70	2.82	↓2.0%	2.76 ***	△	2.65 ***	▽
	2	Very Little	5,277	22%	131	21%	2,514	22%	2,763	23%							
	3	Some	10,167	43%	247	40%	4,702	41%	5,465	45%							
	4	Very Much	4,883	21%	163	27%	2,723	24%	2,160	18%							
	Total		23,636		611		11,432		12,204								
Treating people with respect	1	Not at All	1,583	7%	36	6%	691	6%	892	7%	3.09	3.12	↓3.9%	3.19 ***	▲	3.00 ***	▼
	2	Very Little	3,045	13%	90	15%	1,330	12%	1,715	14%							
	3	Some	10,598	45%	245	40%	4,529	40%	6,069	50%							
	4	Very Much	8,349	35%	237	39%	4,849	43%	3,500	29%							
	Total		23,575		608		11,399		12,176								
In a typical 7 day week during the school year, how many hours do you do the following OUTSIDE of school? (Number of hours per week)																	
Participate in school sponsored activities (clubs, athletics, community theatre, church-related activities, or other personal interests)	1	1 Hr or less	9,132	38%	242	40%	4,833	42%	4,299	35%	2.02	1.95	↓23.5%	1.95 ***	▽	2.09 ***	△
	2	2-3 Hours	7,521	32%	205	34%	3,566	31%	3,955	32%							
	3	4-7 Hours	4,535	19%	116	19%	1,983	17%	2,552	21%							
	4	8 or more Hours	2,577	11%	48	8%	1,131	10%	1,446	12%							
	Total		23,765		611		11,513		12,252								

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

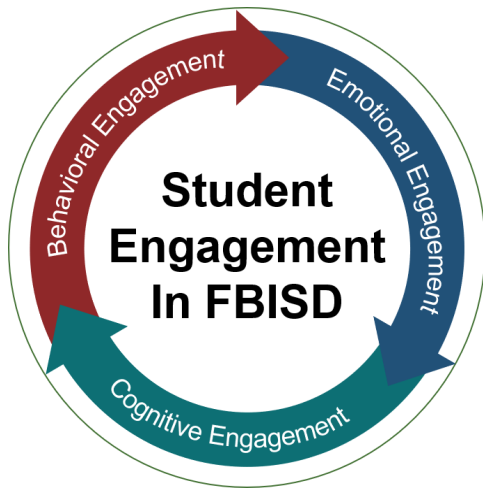
Behavioral Engagement: Individual Item Breakdown

Behavioral Engagement

Frequency Distributions

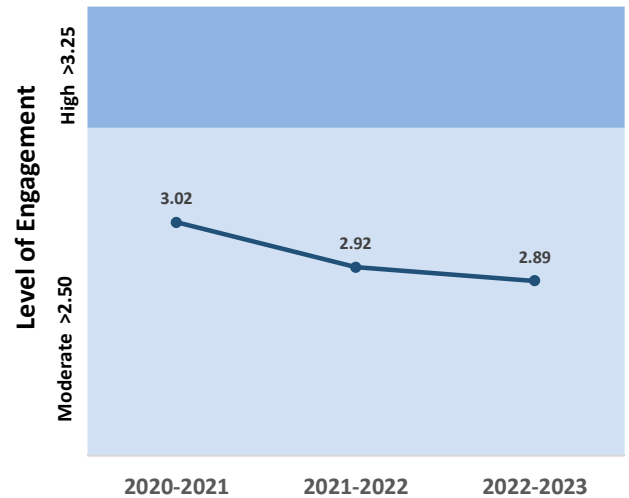
													Statistical Significance between MS/HS				
Item wording or description		Response Options	District		Campus		MS		HS		District	Campus		MS		HS	
			Count	%	Count	%	Count	%	Count	%				Mean	Mean	Change from 2022	Mean
To what extent do you agree or disagree with the following statements?																	
I go to school because of my teachers	1	Strongly Disagree	4,344	19%	91	15%	2,108	19%	2,236	19%	2.34	2.50	↓1.5%	2.36 ***	△	2.32 ***	▽
	2	Disagree	8,370	37%	190	32%	3,940	36%	4,430	37%							
	3	Agree	8,294	36%	236	40%	3,883	35%	4,411	37%							
	4	Strongly Agree	1,915	8%	77	13%	1,127	10%	788	7%							
	Total		22,923		594		11,058		11,865								
I go to school because of my friends	1	Strongly Disagree	1,428	6%	22	4%	574	5%	854	7%	3.14	3.31	↓0.3%	3.27 ***	▲	3.03 ***	▼
	2	Disagree	2,511	11%	57	10%	995	9%	1,516	13%							
	3	Agree	10,315	45%	230	39%	4,365	39%	5,950	50%							
	4	Strongly Agree	8,693	38%	286	48%	5,130	46%	3,563	30%							
	Total		22,947		595		11,064		11,883								
I go to school because of my parents/guardians	1	Strongly Disagree	1,116	5%	32	5%	1,123	5%	529	4%	3.18	3.22	↓0.9%	3.21 ***	△	3.15 ***	▽
	2	Disagree	2,271	10%	54	9%	1,123	10%	1,148	10%							
	3	Agree	10,962	48%	260	44%	4,712	43%	6,250	53%							
	4	Strongly Agree	8,590	37%	247	42%	4,652	42%	3,938	33%							
	Total		22,939		593		11,074		11,865								

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

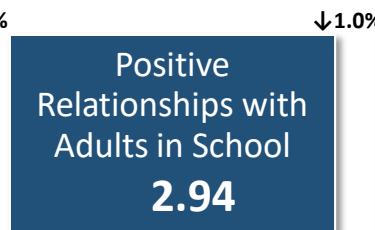
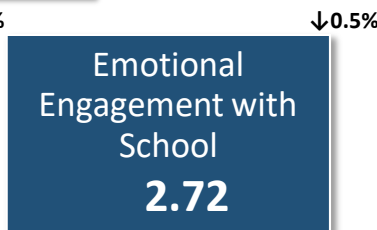
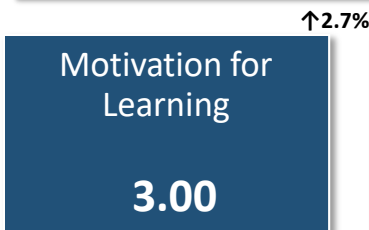


Emotional Engagement emphasizes how a student's engagement in school impacts their feelings about their current school situation, the attitudes they have towards the people they interact with, their feelings about school structures, and affective reactions. Below you will see the average scores for each dimension/factor.

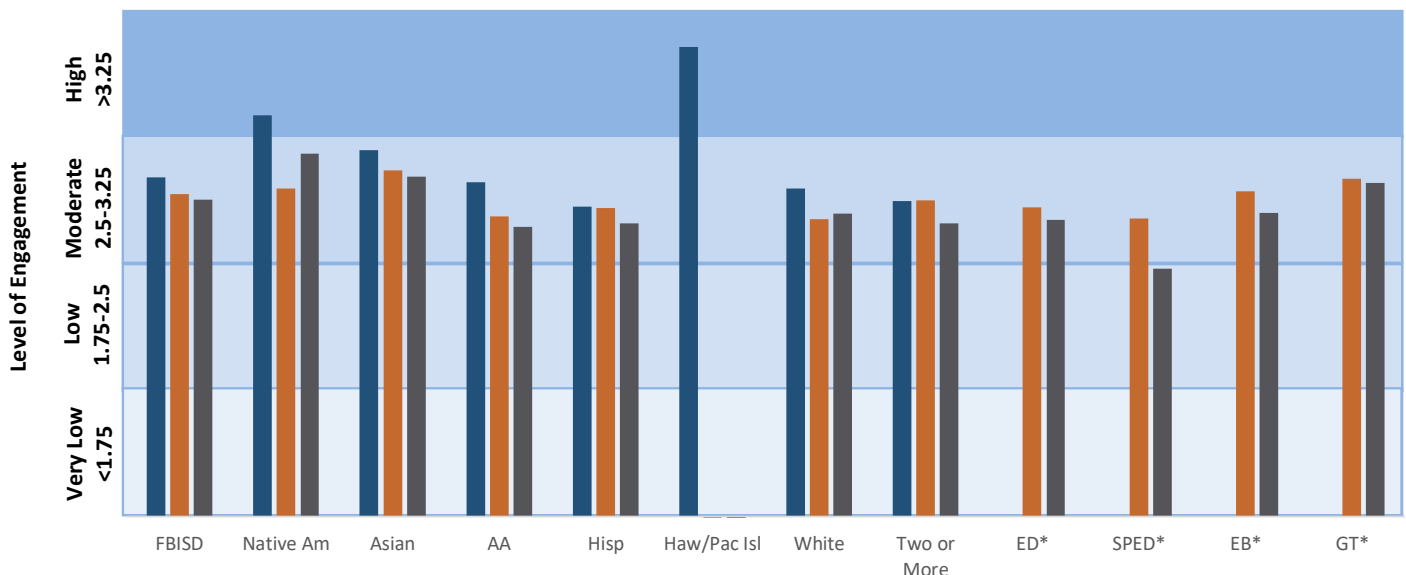
Emo. Engagement 3 Year Trend



Student Engagement Score Scale			
Very Low	Low	Mod	High
1.0 - 1.75	1.76 - 2.50	2.51 - 3.25	3.26 - 4.0



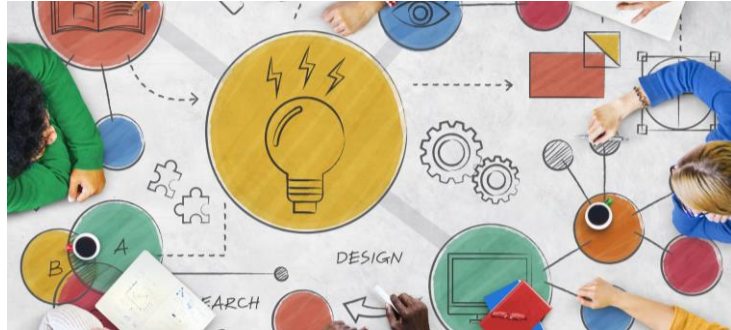
Emotional Engagement by Student Groups: Trends Over 3 Years



EMOTIONAL ENGAGEMENT: Motivation for Learning

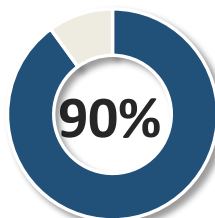
Motivation for Learning:

Questions in this dimension factor explore different elements to understand what motivates students to learn. This can be helpful for leaders to understand what they can do to keep students engaged in the learning experiences.



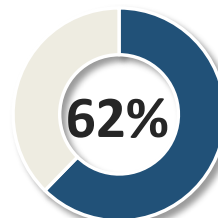
Academic Motivation

The degree to which students **agreed or strongly agreed** that they feel like academic achievement and performance were a motivation for learning.



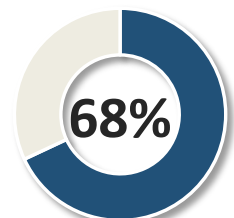
Desire to get good grades

↓1.1%



In general I am excited about my classes

↓0.0%

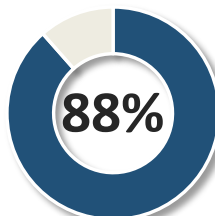


Desire to learn

↓1.3%

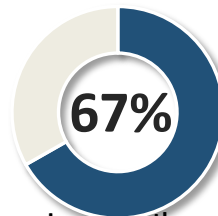
Future Goals Motivation

The degree to which students **agreed or strongly agreed** that success post-secondary or in future careers were a motivation for learning.



Desire to succeed in world outside of school

↓1.4%

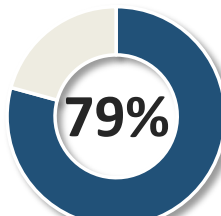


I see how the work I am doing will help me after high school

↓2.6%

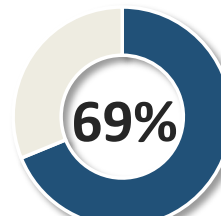
Intra/Interpersonal Motivation

The degree to which students **agreed or strongly agreed** that personal connections are what motivated them to learn.



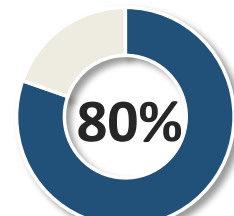
I feel good about how I am as a student

↓2.5%



By teachers who encourage me

↓2.1%



I take pride in the quality of my school work

↓1.7%

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Motivation for Learning

Frequency Distributions

													Statistical Significance between MS/HS							
Item wording or description		Values	Response Options	District		Campus		MS		HS		District	Campus		MS		HS			
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size		
How much do you agree or disagree with the following statements																				
I am motivated by my desire to learn	1	Strongly Disagree	2,191	10%	62	10%	1,042	9%	1,149	10%	2.78	2.84	↓1.7%	2.81 ***	△	2.74 ***	▽			
	2	Disagree	5,230	23%	129	22%	2,460	22%	2,770	23%										
	3	Agree	11,000	48%	247	41%	5,123	46%	5,877	50%										
	4	Strongly Agree	4,476	20%	160	27%	2,444	22%	2,032	17%										
	Total		22,897		598		11,069		11,828											
I am motivated by my desire to get good grades	1	Strongly Disagree	1,080	5%	18	3%	508	5%	572	5%	3.21	3.37	↓2.7%	3.27 ***	△	3.16 ***	▽			
	2	Disagree	1,950	9%	42	7%	869	8%	1,081	9%										
	3	Agree	10,870	47%	238	40%	4,830	44%	6,040	51%										
	4	Strongly Agree	8,998	39%	301	50%	4,867	44%	4,131	35%										
	Total		22,898		599		11,074		11,824											
I am motivated by teachers who encourage me.	1	Strongly Disagree	2,565	11%	66	11%	1,291	12%	1,274	11%	2.73	2.84	↓1.5%	2.77 ***	△	2.7 ***	▽			
	2	Disagree	5,337	23%	121	20%	2,450	22%	2,887	24%										
	3	Agree	10,628	46%	256	43%	4,896	44%	5,732	48%										
	4	Strongly Agree	4,384	19%	157	26%	2,447	22%	1,937	16%										
	Total		22,914		600		11,084		11,830											
I am motivated by my desire to succeed in the world outside of school	1	Strongly Disagree	1,114	5%	25	4%	575	5%	539	5%	3.20	3.32	↓1.5%	3.23 ***	△	3.17 ***	▽			
	2	Disagree	2,040	9%	44	7%	995	9%	1,045	9%										
	3	Agree	10,932	48%	245	41%	4,834	44%	6,098	52%										
	4	Strongly Agree	8,830	39%	285	48%	4,678	42%	4,152	35%										
	Total		22,916		599		11,082		11,834											

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Motivation for Learning

Frequency Distributions

Item wording or description			Values		Response Options		Statistical Significance between MS/HS														
							District		Campus		MS		HS		District	Campus	Change from 2022	MS		HS	
							Count	%	Count	%	Count	%	Count	%				Mean	Mean	Mean	Effect Size
How much do you agree or disagree with the following statements																					
I take pride in the quality of my school work	1	Strongly Disagree	1,513	7%	42	7%	745	7%	768	6%	2.96	3.09	↓1.1%	2.99 ***	△	2.93 ***	▽				
	2	Disagree	3,630	16%	76	13%	1,688	15%	1,942	16%											
	3	Agree	11,997	52%	271	45%	5,534	50%	6,463	55%											
	4	Strongly Agree	5,762	25%	211	35%	3,101	28%	2,661	22%											
	Total	22,902	600	11,068	11,834																
In general, I am excited about my classes	1	Strongly Disagree	3,260	14%	73	12%	1,525	14%	1,735	15%	2.60	2.72	↑1.4%	2.64 ***	△	2.56 ***	▽				
	2	Disagree	6,116	27%	153	26%	2,861	26%	3,255	28%											
	3	Agree	10,114	44%	242	40%	4,761	43%	5,353	45%											
	4	Strongly Agree	3,390	15%	132	22%	1,909	17%	1,481	13%											
	Total	22,880	600	11,056	11,824																
I see how the work I am doing now will help me after high school	1	Strongly Disagree	3,168	14%	75	13%	1,333	12%	1,835	16%	2.69	2.78	↓3.0%	2.79 ***	△	2.61 ***	▽				
	2	Disagree	4,841	21%	124	21%	2,162	20%	2,679	23%											
	3	Agree	10,688	47%	255	43%	5,108	46%	5,580	47%											
	4	Strongly Agree	4,188	18%	145	24%	2,459	22%	1,729	15%											
	Total	22,885	599	11,062	11,823																
I feel good about how I am as a student	1	Strongly Disagree	1,850	8%	45	8%	862	8%	988	8%	2.94	3.03	↓2.6%	3.01 ***	△	2.88 ***	▽				
	2	Disagree	3,308	14%	79	13%	1,428	13%	1,880	16%											
	3	Agree	12,074	53%	288	48%	5,544	50%	6,530	55%											
	4	Strongly Agree	5,628	25%	185	31%	3,213	29%	2,415	20%											
	Total	22,860	597	11,047	11,813																

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

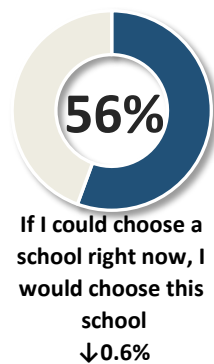
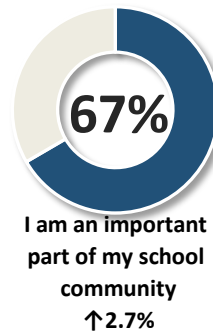
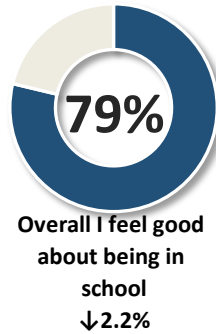
EMOTIONAL ENGAGEMENT: Emotional Engagement with School

Emotional Engagement with School:

In this emotional engagement factor, students responded to questions about how included they felt in their school community and their general sense of well-being. Questions also asked students to consider how they felt about the rules and application of those rules at their school.

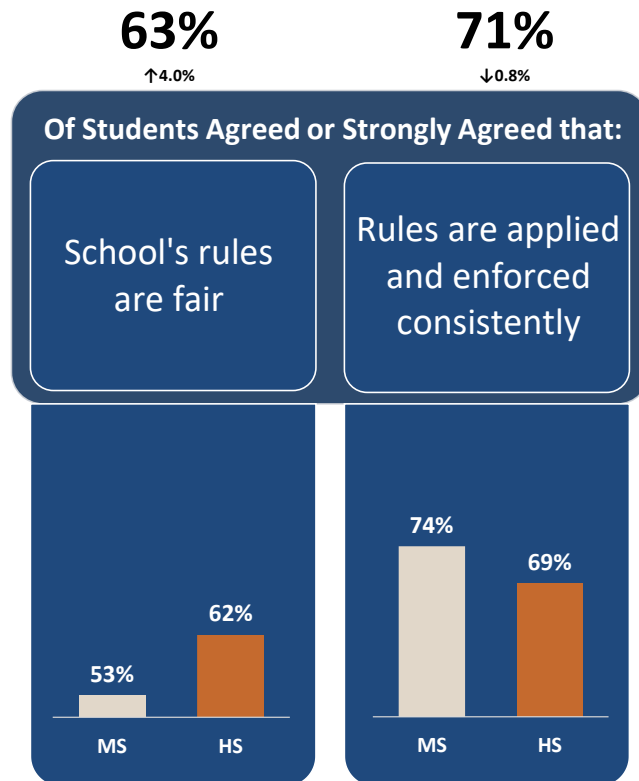
Inclusion in School Community

The degree to which students **agreed or strongly agreed** that they felt like part of the community and would choose to go to this school if they were able to choose.



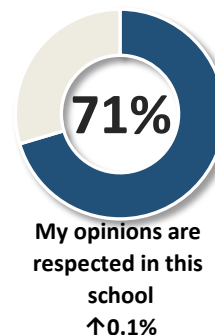
Perceptions on School Rules

The degree to which students **agreed or strongly agreed** that school rules were fair and enforced consistently.



Connection to the School

The degree to which students **agreed or strongly agreed** that they felt a personal connection to their school.



FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Emotional Engagement with the School

Frequency Distributions

Item wording or description			Response Options		District		Campus		MS		HS		District		Campus	Change from 2022	Statistical Significance between MS/HS			
					MS		HS		Mean	Mean	Mean	Effect Size	Mean	Effect Size						
					Count	%	Count	%							Count		%	Count	%	
To what extent do you agree or disagree with the following statements related to your school																				
Overall, I feel good about being in school	1	Strongly Disagree	1,629	7%	38	6%	780	7%	849	7%	2.83	2.93	↓1.8%	2.88 ***	△	2.78 ***	▽			
	2	Disagree	4,007	17%	96	15%	1,796	15%	2,211	18%										
	3	Agree	15,431	64%	368	58%	7,236	62%	8,195	66%										
	4	Strongly Agree	3,084	13%	128	20%	1,902	16%	1,182	10%										
	Total		24,151		630		11,714		12,437											
I care about this school	1	Strongly Disagree	2,040	8%	53	8%	1,013	9%	1,027	8%	2.72	2.75	↓0.4%	2.77 ***	△	2.68 ***	▽			
	2	Disagree	5,227	22%	139	22%	2,306	20%	2,921	24%										
	3	Agree	14,227	59%	345	55%	6,764	58%	7,463	60%										
	4	Strongly Agree	2,586	11%	91	14%	1,611	14%	975	8%										
	Total		24,080		628		11,694		12,386											
My opinions are respected in this school	1	Strongly Disagree	2,093	9%	53	8%	1,184	10%	909	7%	2.68	2.75	↓0.6%	2.65 ***	▽	2.71 ***	△			
	2	Disagree	5,632	23%	132	21%	2,979	26%	2,653	21%										
	3	Agree	14,220	59%	362	58%	6,264	54%	7,956	64%										
	4	Strongly Agree	2,090	9%	81	13%	1,230	11%	860	7%										
	Total		24,035		628		11,657		12,378											
I am an important part of my school community	1	Strongly Disagree	2,759	11%	62	10%	1,365	12%	1,394	11%	2.61	2.71	↑0.1%	2.63 ***	△	2.59 ***	▽			
	2	Disagree	6,308	26%	147	23%	2,973	26%	3,335	27%										
	3	Agree	12,544	52%	329	53%	5,875	51%	6,669	54%										
	4	Strongly Agree	2,400	10%	88	14%	1,415	12%	985	8%										
	Total		24,011		626		11,628		12,383											

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Emotional Engagement with the School

Frequency Distributions

Item wording or description			Values		Response Options		Frequency Distributions										Statistical Significance between MS/HS				
							District		Campus		MS		HS		District	Campus	Change from 2022	MS		HS	
							Count	%	Count	%	Count	%	Count	%	Mean	Mean		Mean	Effect Size	Mean	Effect Size
To what extent do you agree or disagree with the following statements related to your school																					
This school's rules are fair	1	Strongly Disagree	3,472	14%	76	12%	1,975	17%	1,497	12%	2.51	2.63	↑2.3%	2.46 ***	▽	2.56 ***	△				
	2	Disagree	6,747	28%	156	25%	3,488	30%	3,259	26%											
	3	Agree	11,884	49%	316	50%	5,017	43%	6,867	55%											
	4	Strongly Agree	1,925	8%	79	13%	1,162	10%	763	6%											
	Total	24,028	627	11,642	12,386																
This school's rules are applied and enforced consistently	1	Strongly Disagree	2,199	9%	68	11%	982	8%	1,217	10%	2.77	2.82	↓1.0%	2.86 ***	△	2.69 ***	▽				
	2	Disagree	4,620	19%	116	19%	1,997	17%	2,623	21%											
	3	Agree	13,687	57%	305	49%	6,313	54%	7,374	60%											
	4	Strongly Agree	3,483	15%	138	22%	2,312	20%	1,171	9%											
	Total	23,989	627	11,604	12,385																
If I could choose a school right now, I would choose this school	1	Strongly Disagree	4,149	17%	120	19%	2,007	17%	2,142	17%	2.53	2.50	↓0.4%	2.57 ***	△	2.50 ***	▽				
	2	Disagree	5,715	24%	158	25%	2,741	23%	2,974	24%											
	3	Agree	11,400	47%	265	42%	5,243	45%	6,157	50%											
	4	Strongly Agree	2,793	12%	83	13%	1,680	14%	1,113	9%											
	Total	24,057	626	11,671	12,386																

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

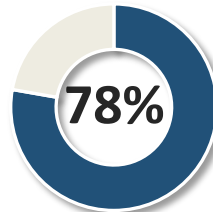
EMOTIONAL ENGAGEMENT: Positive Relationships with Adults in School

Positive Relationships with Adults in School

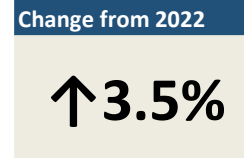
Students interact with a variety of adults throughout each day at school. Students responded to questions in this factor about how supported they felt by adults in different roles.

Personal Connections with Adults on Campus

The degree to which students **agreed or strongly agreed** that they felt like an adult knew them well.

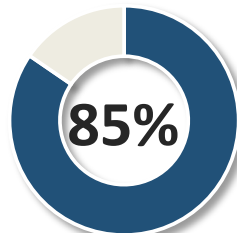


There is at least one adult in this school who knows me well

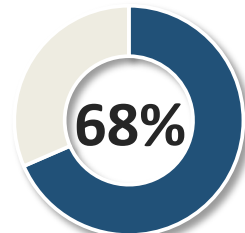


Support from Instructional Staff

The degree to which students **agreed or strongly agreed** that they felt supported by instructional staff such as teachers and administrators.

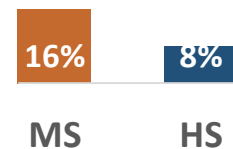
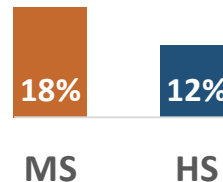


Teachers at their school
↓3.6%



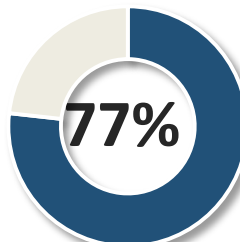
Administrators at their school
↑2.2%

% of Students who "Strongly Agree" by Campus Level

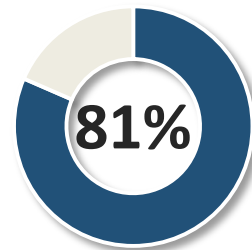


Support from Other Adults

The degree to which students **agreed or strongly agreed** that they felt supported by other staff members or adults on campus.

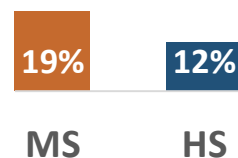
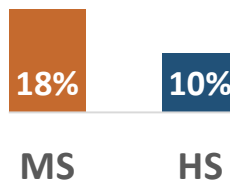


Career or School Counselors
↓1.5%



Other Adults at their school
↓0.6%

% of Students who "Strongly Agree" by Campus Level



FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Positive Relationship with Adults in School

Frequency Distributions

											Statistical Significance between MS/HS							
			District		Campus		MS		HS		District	Campus		MS		HS		
Item wording or description	Values	Response Options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size	
To what extent do you agree or disagree with the following statements related to your school																		
There is at least one adult in this school who knows me well	1	Strongly Disagree	2,143	9%	37	6%	1,043	9%	1,100	9%	2.88	3.05	↑1.4%	2.94 ***	△	2.83 ***	▽	
	2	Disagree	4,294	18%	103	16%	2,031	17%	2,263	18%								
	3	Agree	11,890	49%	279	44%	5,242	45%	6,648	54%								
	4	Strongly Agree	5,791	24%	210	33%	3,386	29%	2,405	19%								
	Total		24,118		629		11,702		12,416									
I feel supported by teachers at this school	1	Strongly Disagree	1,248	5%	26	4%	686	6%	562	5%	2.90	3.05	↓3.1%	2.92 **	△	2.89 **	▽	
	2	Disagree	3,476	14%	71	11%	1,723	15%	1,753	14%								
	3	Agree	15,777	65%	375	60%	7,158	61%	8,619	69%								
	4	Strongly Agree	3,596	15%	156	25%	2,118	18%	1,478	12%								
	Total		24,097		628		11,685		12,412									
I feel supported by administrators (principal, dean of instruction, assistant/associate principal)	1	Strongly Disagree	2,219	9%	52	8%	1,040	9%	1,179	10%	2.72	2.75	↓0.1%	2.78 ***	△	2.66 ***	▽	
	2	Disagree	5,225	22%	145	23%	2,374	20%	2,851	23%								
	3	Agree	13,793	57%	336	54%	6,425	55%	7,368	59%								
	4	Strongly Agree	2,856	12%	92	15%	1,852	16%	1,004	8%								
	Total		24,093		625		11,691		12,402									
I feel supported by career or school counselors at this school	1	Strongly Disagree	1,820	8%	52	8%	819	7%	1,001	8%	2.82	2.87	↓2.1%	2.88 ***	△	2.75 ***	▽	
	2	Disagree	4,162	17%	94	15%	1,828	16%	2,334	19%								
	3	Agree	14,716	61%	364	58%	6,937	59%	7,779	63%								
	4	Strongly Agree	3,368	14%	118	19%	2,085	18%	1,283	10%								
	Total		24,066		628		11,669		12,397									
I feel supported by other adults (secretaries, librarians, coaches, etc.) at this school	1	Strongly Disagree	1,546	6%	29	5%	740	6%	806	7%	2.87	2.99	↓1.0%	2.92 ***	△	2.82 ***	▽	
	2	Disagree	3,792	16%	87	14%	1,749	15%	2,043	16%								
	3	Agree	15,005	62%	370	59%	6,918	59%	8,087	65%								
	4	Strongly Agree	3,724	15%	141	22%	2,263	19%	1,461	12%								
	Total		24,067		627		11,670		12,397									

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

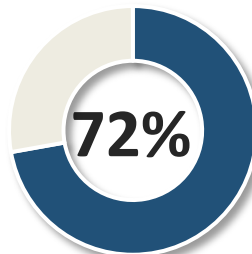
EMOTIONAL ENGAGEMENT: Positive Relationships with Other Students

Positive Relationships with Other Students

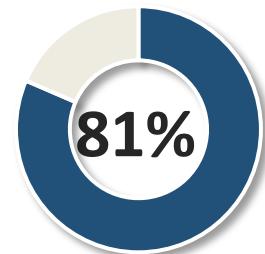
Other than teachers, the primary daily contacts for students in school are other students. Questions in this factor explored how students interacted and felt about those interactions with other students on campuses.

Student Interactions

The degree to which students **agreed or strongly agreed** that they felt supported by other students on campus, and the ability to be themselves around other students.



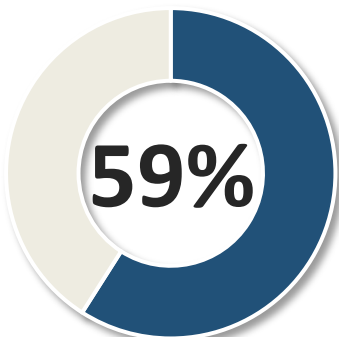
I am comfortable
being myself at this
school
↓4.5%



I feel supported by
other students
↓1.7%

Feelings of Safety

The degree to which students **agreed or strongly agreed** that they felt safe at school.

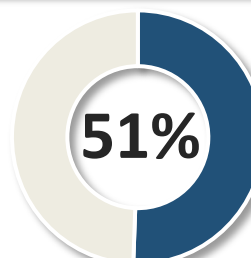


I feel safe in
this school
↓7.0%

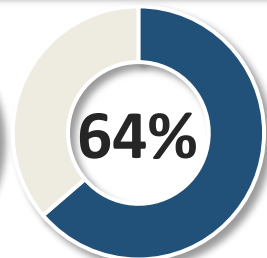
Perceptions on Bullying

These questions look at the frequency that students reported **rarely, sometimes, and often** experiencing or witnessing acts of bullying.

When asked about their experience during the school year, students* responded that:



Have been picked
on or bullied by
another student
↑7.4%



Have witnessed an
act of bullying
↑3.0%

**Percent of students responding rarely, sometimes or often*

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

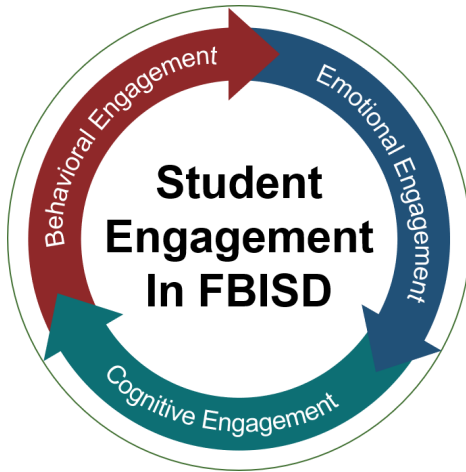
Emotional Engagement: Individual Item Breakdown

Positive Relationships with Other Students

Frequency Distributions

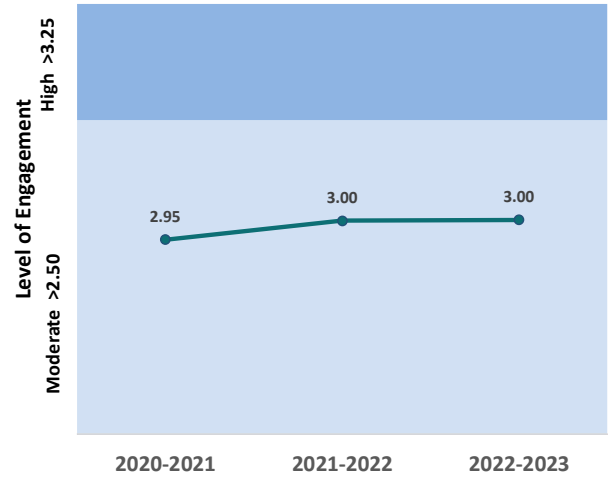
													Statistical Significance between MS/HS				
Item wording or description		Response Options	District		Campus		MS		HS		District	Campus		MS		HS	
			Count	%	Count	%	Count	%	Count	%				Mean	Mean	Change from 2022	Mean
To what extent do you agree or disagree with the following statements related to your school																	
I feel safe in this school	1	Strongly Disagree	2,048	9%	64	10%	1,142	10%	906	7%	2.70	2.56	↓5.5%	2.69 --		2.71 --	
	2	Disagree	5,481	23%	192	31%	2,758	24%	2,723	22%							
	3	Agree	14,182	59%	321	51%	6,335	54%	7,847	63%							
	4	Strongly Agree	2,319	10%	48	8%	1,412	12%	907	7%							
	Total		24,030		625		11,647		12,383								
I feel supported by other students	1	Strongly Disagree	1,792	7%	40	6%	1,009	9%	783	6%	2.87	3.02	↓1.9%	2.86 --		2.87 --	
	2	Disagree	3,712	15%	76	12%	1,933	17%	1,779	14%							
	3	Agree	14,467	60%	341	54%	6,414	55%	8,053	65%							
	4	Strongly Agree	4,088	17%	169	27%	2,321	20%	1,767	14%							
	Total		24,059		626		11,677		12,382								
I am comfortable being myself at this school	1	Strongly Disagree	2,138	9%	66	11%	1,206	10%	932	8%	2.81	2.84	↓3.1%	2.8 --		2.82 --	
	2	Disagree	4,043	17%	108	17%	2,103	18%	1,940	16%							
	3	Agree	14,136	59%	313	50%	6,148	53%	7,988	64%							
	4	Strongly Agree	3,749	16%	139	22%	2,204	19%	1,545	12%							
	Total		24,066		626		11,661		12,405								
During the school year how often have you																	
Been picked on or bullied by another student?	1	Often	1,322	6%	42	7%	943	8%	379	3%	3.28	3.21	↓3.1%	3.11 *** ▼		3.43 *** ▲	
	2	Sometimes	3,703	16%	88	15%	2,078	19%	1,625	14%							
	3	Rarely	5,396	23%	173	29%	2,965	27%	2,431	20%							
	4	Never	12,782	55%	296	49%	5,200	46%	7,582	63%							
	Total		23,203		599		11,186		12,017								
Witnessed an act of bullying?	1	Often	2,486	11%	88	15%	1,711	15%	775	6%	2.97	2.87	↓1.2%	2.78 *** ▼		3.14 *** ▲	
	2	Sometimes	5,160	22%	117	20%	2,698	24%	2,462	21%							
	3	Rarely	6,186	27%	176	29%	3,098	28%	3,088	26%							
	4	Never	9,336	40%	217	36%	3,671	33%	5,665	47%							
	Total		23,168		598		11,178		11,990								

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.



Cognitive Engagement places the emphasis on the engagement of the mind in school. This could include how much time, effort, or investment students put into learning, what types of strategies students enjoy engaging in, the types of and ways they do their work, and how their levels of engagement connect to instructional time. Below you will find average scores for each dimension/factor.

Cog. Engagement 3 Year Trend



↑3.2%

Overall Cognitive Engagement
Average Score

3.00

Student Engagment Score Scale

Very Low

1.0 - 1.75

Low

1.76 - 2.50

Mod

2.51 - 3.25

High

3.26 - 4.0

↑2.7%

Cognitive Growth
with Personal Skill
Development

3.03

↑4.1%

Levels of Effort in
Academic Pursuits

3.07

↑3.1%

Attitudes Towards
Learning

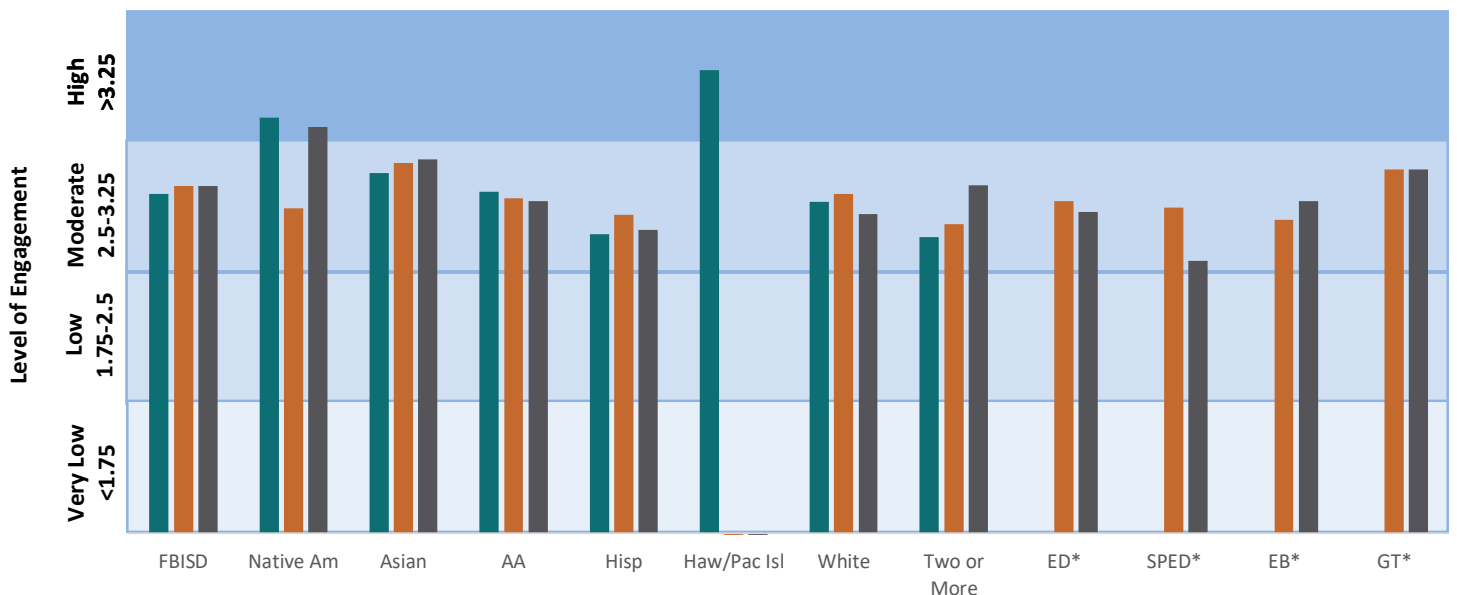
2.98

↑0.6%

Academic Goals,
Future Plans, and
Aspirations

2.73

Cognitive Engagement by Student Groups: Trends Over 3 Years



2020-2021 2021-2022 2022-2023

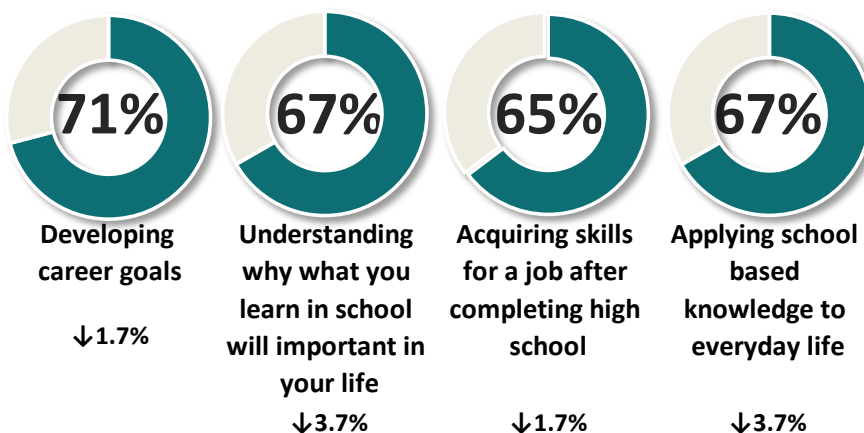
* Student group data not collected during 2020-21

Cognitive Growth and Personal Skill Development (CGPSD)

Items in this factor examined how much students felt that their schools contributed to the development of a variety of learning skills, how their skills would impact future goals, and how challenging they found their work.

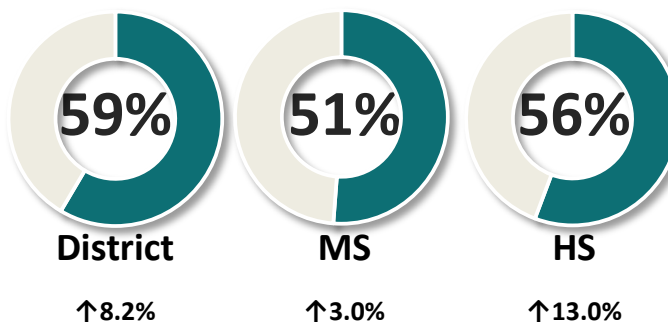
Academic Skill Development

The degree to which students feel their school has contributed **some or very much** to develop skills used in an academic setting.



Perceptions of Academic Challenge

The degree to which students feel **most or all their classes** challenged them to their full academic potential.



Applications of Skill Development

The degree to which students feel their school has contributed **some or very much** to the development of skills that will be used in real world applications, in their careers, or in the world outside of school.



FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Cognitive Growth through Personal Skill Development

Frequency Distributions

													Statistical Significance between MS/HS				
Item wording or description	Values	Response Options	District		Campus		MS		HS		District	Campus		MS		HS	
			Count	%	Count	%	Count	%	Count	%				Mean	Mean	Change from 2022	Mean
To what extent do you agree or disagree with the following statements related to your school?																	
Teachers try to engage me in a classroom discussion	1	Strongly Disagree	1,074	4%	18	3%	520	4%	554	4%	2.93	3.12	↑0.2%	2.96 ***	△	2.90 ***	▽
	2	Disagree	3,118	13%	53	8%	1,570	13%	1,548	13%							
	3	Agree	16,315	68%	389	62%	7,458	64%	8,857	72%							
	4	Strongly Agree	3,534	15%	165	26%	2,112	18%	1,422	11%							
	Total		24,041		625		11,660		12,381								
I can be creative in classroom assignments and projects	1	Strongly Disagree	1,038	4%	29	5%	465	4%	573	5%	3.03	3.19	↓3.2%	3.10 ***	▲	2.95 ***	▼
	2	Disagree	2,537	11%	54	9%	1,164	10%	1,373	11%							
	3	Agree	15,224	63%	314	50%	6,725	58%	8,499	69%							
	4	Strongly Agree	5,233	22%	228	36%	3,296	28%	1,937	16%							
	Total		24,032		625		11,650		12,382								
How much has your experience at this school contributed to your development in the following areas?																	
Acquiring skills for a job after completing high school	1	Not at All	3,140	13%	75	12%	1,441	13%	1,699	14%	2.71	2.77	↓0.6%	2.78 ***	△	2.64 ***	▽
	2	Very Little	5,356	23%	141	23%	2,412	21%	2,944	24%							
	3	Some	10,523	44%	247	40%	4,840	42%	5,683	46%							
	4	Very Much	4,670	20%	149	24%	2,774	24%	1,896	16%							
	Total		23,689		612		11,467		12,222								
Writing effectively	1	Not at All	1,436	6%	32	5%	758	7%	678	6%	3.00	3.11	↓2.1%	3.01 --		2.99 --	
	2	Very Little	3,905	17%	86	14%	1,943	17%	1,962	16%							
	3	Some	11,585	49%	273	45%	5,225	46%	6,360	52%							
	4	Very Much	6,736	28%	218	36%	3,524	31%	3,212	26%							
	Total		23,662		609		11,450		12,212								

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Cognitive Growth through Personal Skill Development

Frequency Distributions

Item wording or description			Response Options												Statistical Significance between MS/HS					
					District		Campus		MS		HS		District	Campus		MS		HS		
					Count	%	Count	%	Count	%	Count	%	Mean	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size	
How much has your experience at this school contributed to your development in the following areas?																				
Speaking effectively	1	Not at All	1,856	8%	42	7%	1,038	9%	818	7%	2.91	3.00	↓0.8%	2.90	--	2.91	--			
	2	Very Little	4,472	19%	107	18%	2,253	20%	2,219	18%										
	3	Some	11,224	48%	272	45%	4,876	43%	6,348	52%										
	4	Very Much	6,006	25%	189	31%	3,219	28%	2,787	23%										
	Total		23,558		610		11,386		12,172											
Thinking critically (reasoning, asking "Why?")	1	Not at All	1,713	7%	41	7%	877	8%	836	7%	2.97	3.11	↓2.4%	3.00	***	△	2.94	***	▽	
	2	Very Little	4,076	17%	77	13%	1,946	17%	2,130	17%										
	3	Some	11,028	47%	264	43%	4,901	43%	6,127	50%										
	4	Very Much	6,819	29%	225	37%	3,711	32%	3,108	25%										
	Total		23,636		607		11,435		12,201											
Developing creative ideas and solutions	1	Not at All	1,765	7%	36	6%	850	7%	915	8%	2.95	3.14	↓0.5%	3.00	***	△	2.90	***	▽	
	2	Very Little	4,122	17%	80	13%	1,906	17%	2,216	18%										
	3	Some	11,321	48%	256	42%	5,078	44%	6,243	51%										
	4	Very Much	6,407	27%	236	39%	3,593	31%	2,814	23%										
	Total		23,615		608		11,427		12,188											
Reading and understanding challenging materials	1	Not at All	1,486	6%	34	6%	762	7%	724	6%	2.99	3.13	↓1.0%	3.01	*	△	2.98	*	▽	
	2	Very Little	3,837	16%	75	12%	1,880	16%	1,957	16%										
	3	Some	11,723	50%	278	46%	5,328	47%	6,395	52%										
	4	Very Much	6,592	28%	222	36%	3,468	30%	3,124	26%										
	Total		23,638		609		11,438		12,200											

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Cognitive Growth through Personal Skill Development

Frequency Distributions

													Statistical Significance between MS/HS					
			District		Campus		MS		HS		District	Campus		MS		HS		
Item wording or description	Values	Response Options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size	
How much has your experience at this school contributed to your development in the following areas?																		
Using technology to gather and communicate information	1	Not at All	1,264	5%	27	4%	593	5%	671	5%	3.12	3.32	↓1.1%	3.16 ***	△	3.08 ***	▽	
	2	Very Little	3,039	13%	54	9%	1,491	13%	1,548	13%								
	3	Some	10,978	46%	226	37%	4,867	43%	6,111	50%								
	4	Very Much	8,367	35%	302	50%	4,489	39%	3,878	32%								
	Total		23,648		609		11,440		12,208									
Learning Independently	1	Not at All	1,224	5%	29	5%	644	6%	580	5%	3.15	3.22	↓2.8%	3.17 **	△	3.13 **	▽	
	2	Very Little	2,854	12%	65	11%	1,422	12%	1,432	12%								
	3	Some	10,741	45%	261	43%	4,762	42%	5,979	49%								
	4	Very Much	8,805	37%	256	42%	4,598	40%	4,207	34%								
	Total		23,624		611		11,426		12,198									
Applying school-based knowledge to everyday life	1	Not at All	3,167	13%	68	11%	1,439	13%	1,728	14%	2.70	2.82	↓3.1%	2.77 ***	△	2.64 ***	▽	
	2	Very Little	5,522	23%	134	22%	2,538	22%	2,984	24%								
	3	Some	10,098	43%	247	41%	4,632	41%	5,466	45%								
	4	Very Much	4,828	20%	158	26%	2,808	25%	2,020	17%								
	Total		23,615		607		11,417		12,198									
Developing career goals	1	Not at All	2,413	10%	55	9%	1,069	9%	1,344	11%	2.84	2.90	↓1.7%	2.90 ***	△	2.77 ***	▽	
	2	Very Little	4,865	21%	122	20%	2,283	20%	2,582	21%								
	3	Some	10,506	45%	261	43%	4,754	42%	5,752	47%								
	4	Very Much	5,817	25%	170	28%	3,313	29%	2,504	21%								
	Total		23,601		608		11,419		12,182									

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Cognitive Growth through Personal Skill Development

Frequency Distributions

													Statistical Significance between MS/HS				
			District		Campus		MS		HS		District	Campus		MS		HS	
Item wording or description	Values	Response Options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size
How much has your experience at this school contributed to your development in the following areas?																	
Understanding why	1	Not at All	3,715	16%	83	14%	1,635	14%	2,080	17%	2.68	2.76	↓3.9%	2.77 ***	△	2.60 ***	▽
what you learn in	2	Very Little	5,076	22%	134	22%	2,339	21%	2,737	22%							
school will be	3	Some	9,786	42%	233	38%	4,475	39%	5,311	44%							
important for your life	4	Very Much	4,997	21%	157	26%	2,941	26%	2,056	17%							
Total			23,574		607		11,390		12,184								
About how many of your classes...																	
Challenge you to your	1	None	1,665	7%	39	7%	845	8%	820	7%	2.52	2.67	↑4.0%	2.57 ***	△	2.48 ***	▽
full academic	2	Some	10,102	44%	209	35%	4,579	41%	5,523	46%							
potential	3	Most	8,875	38%	262	44%	4,232	38%	4,643	39%							
	4	All	2,423	11%	88	15%	1,463	13%	960	17%							
Total			23,065		598		11,119		11,946								

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

COGNITIVE ENGAGEMENT: Levels of Effort In Academic Pursuits

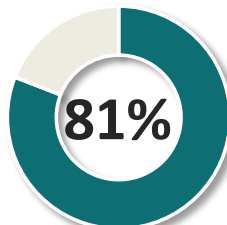
Levels of Effort in Academic Pursuits (LEAP)

In this cognitive engagement factor, students were asked about the frequency of specific instructional practices and learning experiences that students may have engaged with throughout the school year. In addition to these elements students were also asked about how much effort they felt like they put into their classes.

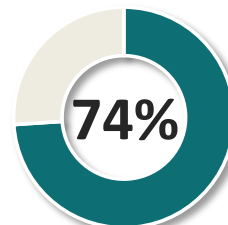


Engagement with Others in Learning

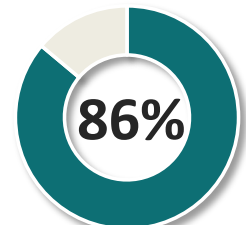
The degree to which students feel they **sometimes or often** engage with others about their work through feedback, collaboration, or conversations.



Received feedback from teachers on assignments or other class work
↓4.3%



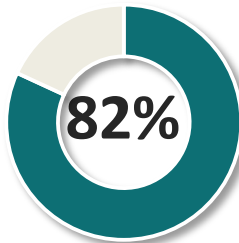
Talked to a teacher about your class work
↑1.4%



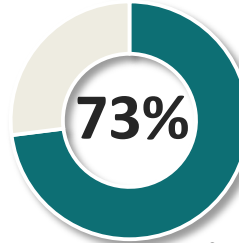
Worked with other students on projects or assignments
↑0.3%

Engagement with Tasks

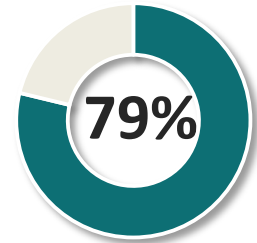
The degree to which students feel they **sometimes or often** engaged in specific classroom activities.



Asked or answered a question in class
↑0.9%



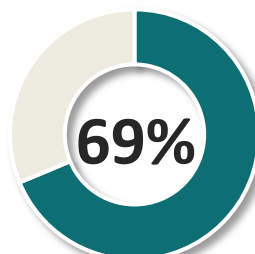
Prepared a draft of a paper or assignment before turning it in
↓3.0%



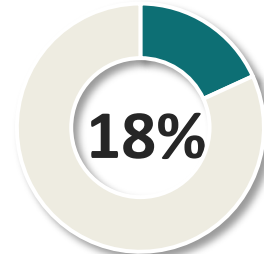
Completed a creative writing assignment
↑4.1%

Effort Applied in Learning

The degree to which students feel they gave varying degrees of effort in **all or most of their** classes.



Give your maximum effort
↓0.5%



Put forth very little effort
↑3.0%

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Levels of Effort in Academic Pursuits

Frequency Distributions

													Statistical Significance between MS/HS				
Item wording or description	Values	Response Options	District		Campus		MS		HS		District	Campus	Change from 2022	MS		HS	
			Count	%	Count	%	Count	%	Count	%				Mean	Mean	Mean	Effect Size
During the School year, about how often have you done each of the following?																	
Asked or answered a question in class	1	Never	923	4%	16	3%	437	4%	486	4%	3.04	3.22	↓0.1%	3.08 ***	△	3.01 ***	▽
	2	Rarely	4,512	19%	94	15%	2,096	18%	2,416	20%							
	3	Sometimes	10,759	46%	240	40%	4,989	44%	5,770	47%							
	4	Often	7,390	31%	257	42%	3,885	34%	3,505	29%							
	Total	23,584	607	11,407	12,177												
Talked to a teacher about your class work	1	Never	1,031	4%	26	4%	593	5%	438	4%	3.00	3.03	↑1.8%	2.95 ***	▽	3.04 ***	△
	2	Rarely	4,870	21%	131	22%	2,622	23%	2,248	18%							
	3	Sometimes	10,797	46%	244	40%	4,972	44%	5,825	48%							
	4	Often	6,837	29%	202	33%	3,193	28%	3,644	30%							
	Total	23,535	603	11,380	12,155												
Prepared a draft of a paper or assignment before turning it in	1	Never	1,706	7%	46	8%	938	8%	768	6%	2.93	2.99	↓4.1%	2.90 ***	▽	2.96 ***	△
	2	Rarely	4,942	21%	117	19%	2,547	22%	2,395	20%							
	3	Sometimes	10,181	43%	241	40%	4,656	41%	5,525	45%							
	4	Often	6,703	28%	200	33%	3,234	28%	3,469	29%							
	Total	23,532	604	11,375	12,157												

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Levels of Effort in Academic Pursuits

Frequency Distributions

Item wording or description			Response Options												Statistical Significance between MS/HS				
					District		Campus		MS		HS		District	Campus		MS		HS	
					Count	%	Count	%	Count	%	Count	%	Mean	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size
During the School year, about how often have you done each of the following?																			
Completed a creative writing assignment (reflections, journaling, short stories, poetry)	1	Never	1,675	7%	29	5%	843	7%	832	7%	2.93	3.11	↑1.9%	2.94 --			2.92 --		
	2	Rarely	4,941	21%	99	16%	2,413	21%	2,528	21%									
	3	Sometimes	10,227	43%	250	41%	4,661	41%	5,566	46%									
	4	Often	6,678	28%	225	37%	3,446	30%	3,232	27%									
	Total	23,521		603		11,363		12,158											
Received feedback from teachers on assignments or other class work	1	Never	1,185	5%	20	3%	662	6%	523	4%	3.00	3.15	↓3.3%	2.96 ***	▽	3.03 ***	△		
	2	Rarely	4,621	20%	95	16%	2,424	21%	2,197	18%									
	3	Sometimes	10,767	46%	264	44%	4,929	43%	5,838	48%									
	4	Often	6,930	29%	223	37%	3,340	29%	3,590	30%									
	Total	23,503		602		11,355		12,148											
Attended class with all assignments completed	1	Never	898	4%	15	2%	435	4%	463	4%	3.26	3.38	↓1.7%	3.26 ***	△	3.23 ***	▽		
	2	Rarely	2,765	12%	64	11%	1,309	12%	1,456	12%									
	3	Sometimes	9,197	39%	198	33%	4,200	37%	4,997	41%									
	4	Often	10,638	45%	326	54%	5,417	48%	5,221	43%									
	Total	23,498		603		11,361		12,137											
Worked on a paper or project that required you to do research outside of assigned text	1	Never	963	4%	21	3%	505	4%	458	4%	3.08	3.27	↑3.0%	3.08 --			3.08 --		
	2	Rarely	3,829	16%	61	10%	1,908	17%	1,921	16%									
	3	Sometimes	11,124	47%	260	43%	5,140	45%	5,984	49%									
	4	Often	7,586	32%	264	44%	3,803	33%	3,783	31%									
	Total	23,502		606		11,356		12,146											

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to **About this Report** section for key to triangle symbols.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Levels of Effort in Academic Pursuits

Frequency Distributions

Item wording or description			Response Options		Statistical Significance between MS/HS														
					District		Campus		MS		HS		District	Campus	Change from 2022	MS		HS	
					Count	%	Count	%	Count	%	Count	%				Mean	Mean	Mean	Effect Size
During the School year, about how often have you done each of the following?																			
Worked on a paper or project that required you to interact with people	1	Never	4,966	21%	95	16%	2,596	23%	2,370	20%	2.52	2.67	↑8.5%	2.48 ***	▽	2.55 ***	△		
	2	Rarely	5,881	25%	164	27%	2,920	26%	2,961	24%									
	3	Sometimes	8,140	35%	191	32%	3,597	32%	4,543	37%									
	4	Often	4,521	19%	156	26%	2,253	20%	2,268	19%									
	Total	23,508	606	11,366	12,142														
Worked with other students on projects/assignments	1	Never	912	4%	21	3%	511	5%	401	3%	3.10	3.29	↓1.4%	3.10 --		3.10 --			
	2	Rarely	3,637	15%	63	10%	1,804	16%	1,833	15%									
	3	Sometimes	11,158	48%	240	40%	5,109	45%	6,049	50%									
	4	Often	7,771	33%	280	46%	3,925	35%	3,846	32%									
	Total	23,478	604	11,349	12,129														
Discussed questions in class that have no clear answers	1	Never	1,971	8%	38	6%	1,025	9%	946	8%	2.81	2.98	↑3.1%	2.78 ***	▽	2.83 ***	△		
	2	Rarely	5,830	25%	119	20%	2,978	26%	2,852	24%									
	3	Sometimes	10,385	44%	261	43%	4,752	42%	5,633	46%									
	4	Often	5,266	22%	184	31%	2,573	23%	2,693	22%									
	Total	23,452	602	11,328	12,124														
Connected ideas or concepts from one class (or subject area) to another classroom	1	Never	1,965	8%	28	5%	1,000	9%	965	8%	2.82	3.08	↑4.1%	2.80 ***	▽	2.83 ***	△		
	2	Rarely	5,526	24%	106	18%	2,809	25%	2,717	22%									
	3	Sometimes	10,814	46%	258	43%	4,997	44%	5,817	48%									
	4	Often	5,149	22%	212	35%	2,531	22%	2,618	22%									
	Total	23,454	604	11,337	12,117														

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Levels of Effort in Academic Pursuits

Frequency Distributions														Statistical Significance between MS/HS			
Item wording or description		Response Options	District		Campus		MS		HS		District	Campus	Change from 2022	MS		HS	
			Count	%	Count	%	Count	%	Count	%				Mean	Effect Size	Mean	Effect Size
During the School year, about how often have you done each of the following?																	
Discussed ideas from readings or classes with others outside of class (friends, family members, etc.)	1	Never	3,298	14%	76	13%	1,730	15%	1,568	13%	2.67	2.76	↑0.4%	2.66 --		2.68 --	
	2	Rarely	5,853	25%	144	24%	2,835	25%	3,018	25%							
	3	Sometimes	10,814	41%	258	38%	4,375	39%	5,268	43%							
	4	Often	4,673	20%	154	26%	2,406	21%	2,267	19%							
		Total	23,467		603		11,346		12,121								
In about how many of your classes do you..																	
Give your maximum effort?	1	None	1,317	6%	26	4%	573	5%	744	6%	2.75	2.88	↓3.1%	2.86 ***	▲	2.66 ***	▼
	2	Some	7,665	33%	161	27%	3,222	29%	4,443	37%							
	3	Most	9,372	41%	268	45%	4,451	40%	4,921	41%							
	4	All	4,658	20%	143	24%	2,839	26%	1,819	15%							
		Total	23,012		598		11,085		11,927								
Put forth very little effort	1	All	1,171	5%	28	5%	702	6%	469	4%	3.05	3.19	↓2.6%	3.08 ***	△	3.01 ***	▽
	2	Most	4,014	18%	79	13%	1,738	16%	2,276	19%							
	3	Some	10,193	45%	233	40%	4,506	41%	5,687	48%							
	4	None	7,382	32%	248	42%	4,000	37%	3,382	29%							
		Total	22,760		588		10,946		11,814								

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

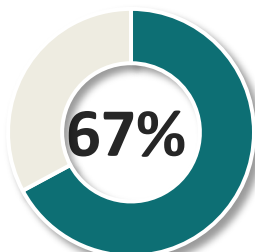
Attitudes Toward Learning:

Items in this factor asked students to consider what they believe about their abilities and beliefs around learning.

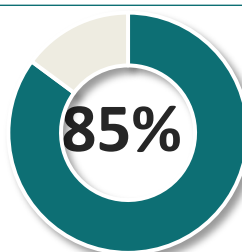
Questions inside the box are further broken down to look at the percentage of students who specifically responded as shown in the box by campus level (MS or HS).

Enjoyment in Learning

The degree to which students **agree or strongly agree** with statements around enjoying different aspects of their learning or activities at school.



I enjoy working on tasks that require a lot of thinking and mental effort
↓1.9%



I enjoy being creative in school
↓3.2%

Strongly Agree

MS

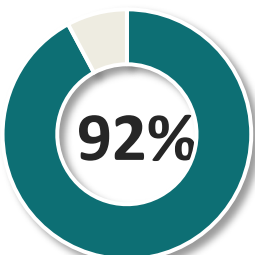
HS

34%

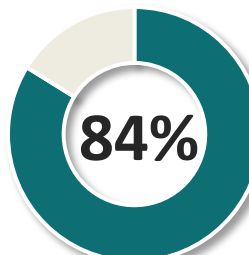
26%

Self-Efficacy in Learning

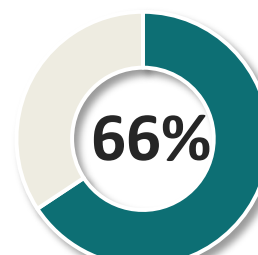
The degree to which students **agree or strongly agree** that they feel confident in their skills as a learner or have confidence in their own abilities.



I have the skills and ability to complete my work.
↓2.2%



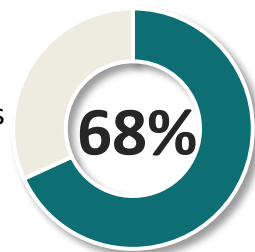
I put forth a great deal of effort when doing my school work
↓3.2%



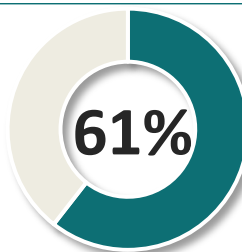
I like discussions in which there are no clear answers
↓0.5%

Impact of Learning

The degree to which students **agree or strongly agree** on the impact various learning activities have on their beliefs about learning.



My school work makes me curious to learn new things.
↓0.7%



I go to school because of what I learn in classes.
↓0.7%

Strongly Agree

MS

HS

15%

9%

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Attitude Toward Learning

Frequency Distributions

Item wording or description			Response Options		District		Campus		MS		HS		District		Campus		Statistical Significance between MS/HS			
													District			MS		HS		
					Count	%	Count	%	Count	%	Count	%	Mean	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size	
How much do you agree or disagree with the following statements																				
I have the skills and ability to complete my work	1	Strongly Disagree	790	3%	18	3%	413	4%	377	3%	3.23	3.36	↓3.2%	3.25 ***	△	3.21 ***	▽			
	2	Disagree	1,343	6%	29	5%	674	6%	669	6%										
	3	Agree	12,579	55%	270	45%	5,696	51%	6,883	58%										
	4	Strongly Agree	8,235	36%	282	47%	4,313	39%	3,922	33%										
	Total		22,947		599		11,096		11,851											
I put forth a great deal of effort when doing my school work	1	Strongly Disagree	960	4%	25	4%	453	4%	507	4%	3.07	3.14	↓2.7%	3.11 ***	△	3.04 ***	▽			
	2	Disagree	2,797	12%	72	12%	1,256	11%	1,541	13%										
	3	Agree	12,692	55%	294	49%	5,941	54%	6,751	57%										
	4	Strongly Agree	6,422	28%	208	35%	3,415	31%	3,007	25%										
	Total		22,871		599		11,065		11,806											
I have worked harder than I expected to in school	1	Strongly Disagree	1,469	6%	43	7%	707	6%	762	6%	2.94	3.02	↓1.1%	2.97 ***	△	2.91 ***	▽			
	2	Disagree	4,308	19%	106	18%	2,025	18%	2,283	19%										
	3	Agree	11,224	49%	246	41%	5,200	47%	6,024	51%										
	4	Strongly Agree	5,898	26%	205	34%	3,144	28%	2,754	23%										
	Total		22,899		600		11,076		11,823											
I like discussions in which there are no clear answers	1	Strongly Disagree	3,247	14%	72	12%	1,788	16%	1,459	12%	2.68	2.81	↓0.1%	2.63 ***	▽	2.73 ***	△			
	2	Disagree	5,261	23%	133	22%	2,766	25%	2,495	21%										
	3	Agree	9,908	43%	232	39%	4,280	39%	5,628	48%										
	4	Strongly Agree	4,476	20%	161	27%	2,234	20%	2,242	19%										
	Total		22,892		598		11,068		11,824											

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Attitude Toward Learning

Frequency Distributions

Item wording or description			Response Options		District		Campus		MS		HS		District		Campus		Change from 2022	Statistical Significance between MS/HS			
																		MS		HS	
					Count	%	Count	%	Count	%	Count	%	Mean	Mean	Mean	Effect Size		Mean	Effect Size		
How much do you agree or disagree with the following statements																					
I enjoy being creative in school	1	Strongly Disagree	1,372	6%	32	5%	678	6%	694	6%	3.05	3.21	↓2.6%	3.10 ***	△	3.01 ***	▽				
	2	Disagree	2,931	13%	57	10%	1,358	12%	1,573	13%											
	3	Agree	11,721	51%	260	43%	5,225	47%	6,496	55%											
	4	Strongly Agree	6,849	30%	249	42%	3,796	34%	3,053	26%											
	Total	22,873		598		11,057		11,816													
I enjoy working on tasks that require a lot of thinking and mental effort	1	Strongly Disagree	2,899	13%	60	10%	1,611	15%	1,288	11%	2.70	2.84	↓0.3%	2.67 ***	▽	2.72 ***	△				
	2	Disagree	5,376	23%	137	23%	2,654	24%	2,722	23%											
	3	Agree	10,395	45%	241	40%	4,569	41%	5,826	49%											
	4	Strongly Agree	4,219	18%	162	27%	2,228	20%	1,991	17%											
	Total	22,889		600		11,062		11,827													
My school work makes me curious to learn other things	1	Strongly Disagree	2,826	12%	64	11%	1,406	13%	1,420	12%	2.70	2.81	↓0.4%	2.72 **	△	2.67 **	▽				
	2	Disagree	5,354	23%	127	21%	2,520	23%	2,834	24%											
	3	Agree	10,672	47%	266	44%	4,932	45%	5,740	49%											
	4	Strongly Agree	4,037	18%	143	24%	2,213	20%	1,824	15%											
	Total	22,889		600		11,071		11,818													
To what extent do you agree or disagree with the following statements?																					
I go to school because of what I learn in classes	1	Strongly Disagree	3,441	15%	74	12%	1,550	14%	1,891	16%	2.54	2.68	↓0.2%	2.61 ***	△	2.48 ***	▽				
	2	Disagree	6,355	28%	161	27%	2,849	26%	3,506	30%											
	3	Agree	10,394	45%	244	41%	4,987	45%	5,407	46%											
	4	Strongly Agree	2,762	12%	117	20%	1,684	15%	1,078	9%											
	Total	22,952		596		11,070		11,882													

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

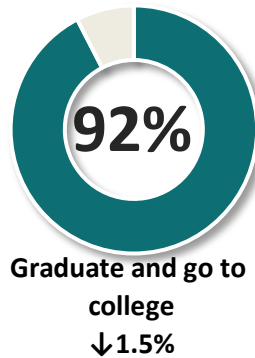
Cognitive Engagement with Academic Goals, Future Plans, and Aspirations

This engagement factor focused on how students engage in plans for post-secondary life. In FBISD, campuses have personnel dedicated to engaging students in conversations around career and college readiness.

Questions in the box are further broken down to look at the percentage of students who specifically responded as shown in the box by campus level (MS or HS).

Motivations to Succeed

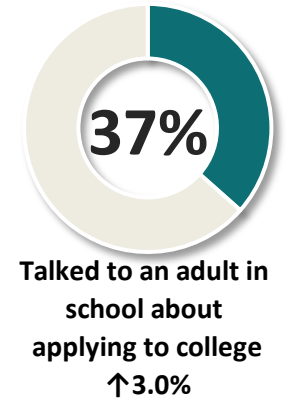
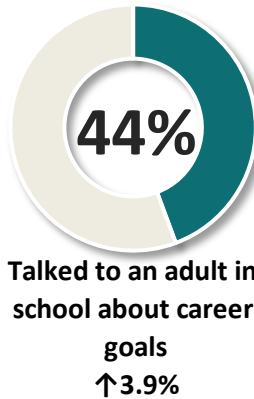
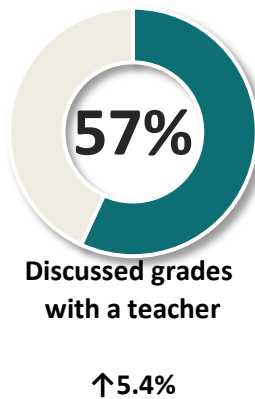
The degree to which students **agree or strongly agree** about why they go to school related to plans after high school.



Strongly Agree	
MS	HS
46%	32%

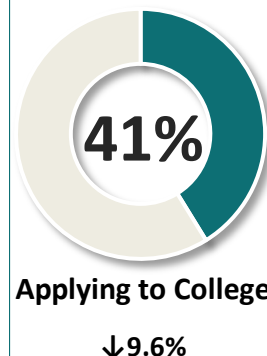
Connections with Adults

The degree to which students feel they **sometimes or often** engage with adults in various conversations around college and career goals.



Lack of Conversations with Adults

The degree to which students feel they have **NEVER** spoken to an adult in school about college or career goals.



Never	
MS	HS
42%	27%

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Cognitive Engagement with Academic Goals, Future Plans, and Aspirations

Frequency Distributions

													Statistical Significance between MS/HS				
Item wording or description Values Response Options			District		Campus		MS		HS		District	Campus	Change from 2022	MS		HS	
			Count	%	Count	%	Count	%	Count	%	Mean	Mean		Mean	Effect Size	Mean	Effect Size
During the school year, about how often have you done each of the following?																	
Discussed grades with a teacher	1	Never	2,526	11%	70	12%	1,592	14%	934	8%	2.76	2.68	↑4.4%	2.65 *** ▼	2.86 *** ▲		
	2	Rarely	5,942	25%	191	32%	3,164	28%	2,778	23%							
	3	Sometimes	9,592	41%	204	34%	4,173	37%	5,419	45%							
	4	Often	5,436	23%	140	23%	2,429	21%	3,007	25%							
	Total		23,496		605		11,358		12,138								
Discussed ideas from readings or classes with teachers outside of class	1	Never	5,066	22%	130	22%	2,752	24%	2,314	19%	2.46	2.51	↑5.7%	2.40 *** ▽	2.52 *** △		
	2	Rarely	6,237	27%	157	26%	3,121	28%	3,116	26%							
	3	Sometimes	8,295	35%	194	32%	3,601	32%	4,694	39%							
	4	Often	3,818	16%	121	20%	1,843	16%	1,975	16%							
	Total		23,416		602		11,317		12,099								
Talked to an adult in the school about career goals	1	Never	5,701	24%	174	29%	3,259	29%	2,442	20%	2.42	2.34	↑5.8%	2.33 *** ▽	2.50 *** △		
	2	Rarely	6,062	26%	161	27%	2,893	26%	3,169	26%							
	3	Sometimes	7,841	33%	156	26%	3,345	29%	4,496	37%							
	4	Often	3,864	16%	111	18%	1,844	16%	2,020	17%							
	Total		23,468		602		11,341		12,127								
Talked to an adult in the school about how to apply to college	1	Never	7,998	34%	248	41%	4,710	42%	3,288	27%	2.23	2.10	↑6.3%	2.09 *** ▼	2.37 *** ▲		
	2	Rarely	5,281	23%	134	22%	2,385	21%	2,896	24%							
	3	Sometimes	6,833	29%	133	22%	2,721	24%	4,112	34%							
	4	Often	3,328	14%	87	14%	1,511	13%	1,817	15%							
	Total		23,440		602		11,327		12,113								

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

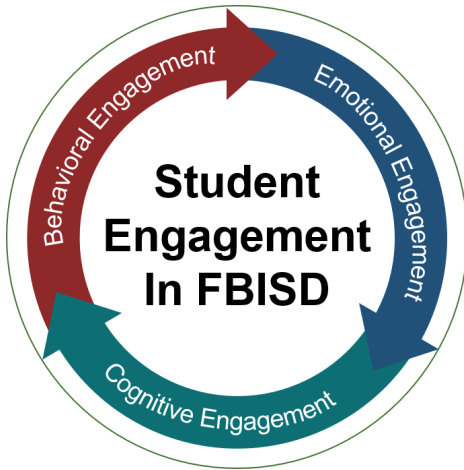
Cognitive Engagement with Academic Goals, Future Plans, and Aspirations

Frequency Distributions

													Statistical Significance between MS/HS				
Item wording or description Values Response Options			District		Campus		MS		HS		District	Campus		MS		HS	
			Count	%	Count	%	Count	%	Count	%	Mean	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size
To what extent do you agree or disagree with the following statements?																	
I go to school	1	Strongly Disagree	947	4%	21	4%	465	4%	482	4%	3.33	3.47	↓2.2%	3.38 ***	△	3.29 ***	▽
because I want to	2	Disagree	1,506	7%	24	4%	670	6%	836	7%							
graduate and go to	3	Agree	9,424	41%	205	35%	4,122	37%	5,302	45%							
college	4	Strongly Agree	11,088	48%	342	58%	5,815	53%	5,273	44%							
Total			22,965		592		11,072		11,893								
I go to school	1	Strongly Disagree	1,442	6%	29	5%	598	5%	844	7%	3.16	3.30	↓3.1%	3.27 ***	▲	3.05 ***	▼
because I want to	2	Disagree	2,345	10%	48	8%	891	8%	1,454	12%							
learn skills to get a	3	Agree	10,271	45%	235	40%	4,448	40%	5,823	49%							
good job	4	Strongly Agree	8,866	39%	282	47%	5,117	46%	3,749	32%							
Total			22,924		594		11,054		11,870								

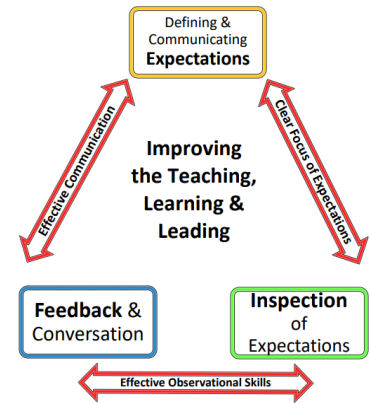
* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

Learning Walk Elements Overview



Learning Walk Teams exist as a collaborative structure to support student outcomes and teacher instructional practice through a shared responsibility and partnership with district and campus leaders. The Learning Walk process uses the Leading Improvement Framework as a way to ensure alignment between setting and inspecting expectations, and the ongoing feedback process.

Leading Improvement Framework

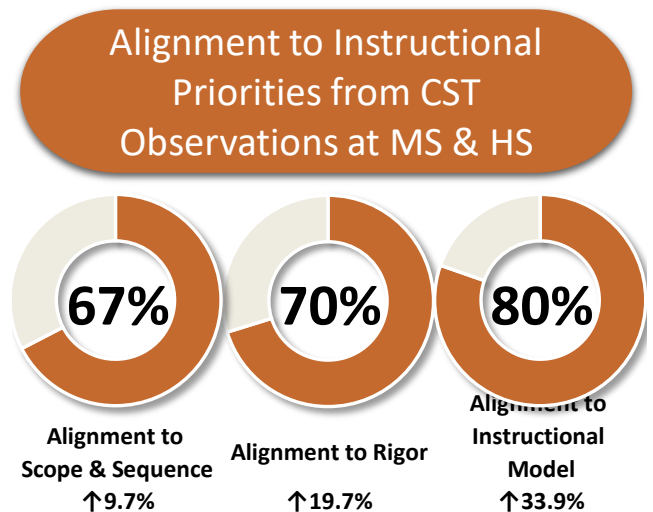


© 2019 Borstel

Alignment to Instructional Priorities

Through the Learning Walk Team process, FBISD has been able to monitor the degree of alignment to instructional priorities. The three areas of focus from 2018-2023 were alignment to the rigor of standard, the alignment to the District's Scope and Sequence from the curriculum, and alignment to the instructional models for each content areas.

The diagram to the right illustrates the observed alignment of the current year for middle school and high school campuses.



Learning Walk Instructional Alignment

Six elements from the instructional priorities have been included in the Learning Walks and the observational evidence from each category is shown below. While engaging in a Learning Walk, team members observe a variety of classrooms for 10 minutes and notate overall instructional activities and those relating to the campus focus which are recorded through a survey tool. The student engagement survey item questions that correspond to each element are broken down on the next two pages.

Access Resources

Communication

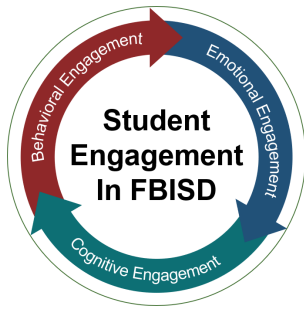
Collaboration

Progress Monitoring

Feedback

Goal Setting

Learning Walk Elements: Student Engagement Survey

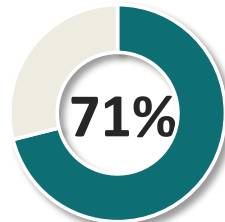


This process strives to cultivate a culture of collaborative inquiry as teams engage in learning walks and reflective conversations to make evidence-based leadership decisions as part of a cycle of continuous improvement. This process is used as a tool to measure alignment to instructional priorities.

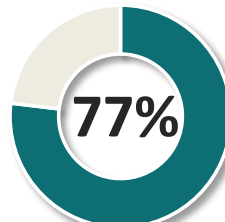
The green graphics represent student survey responses, the orange graphics represent Learning Walk responses from District staff members collected during the observational walks.

Communicate:

The degree to which students **sometimes or often** were able to engage in academic conversations in different contexts compared to the frequency observed in Learning Walks.



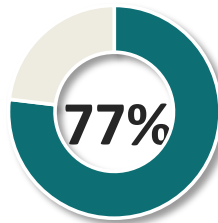
Engaged in academic conversations with teachers
↑2.9%



Engaged in academic conversations with peers
↑0.0%

Access Resources:

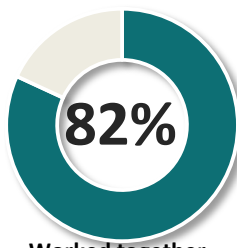
The degree to which students **sometimes or often** are able to access resources needed to engage in the learning compared to the frequency observed in Learning Walks.



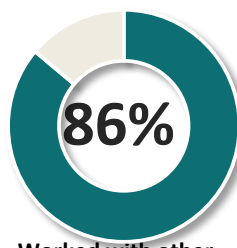
Used resources to deepen understanding, make connections, and represent learning
↑0.9%

Collaborate:

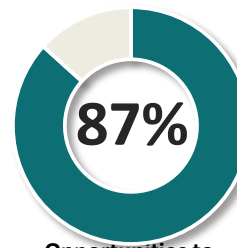
The degree to which students **sometimes or often** are able to work together with peers on a learning task compared to the frequency observed during Learning Walks.



Worked together with peers towards a common goal
↓2.1%



Worked with other students on projects or assignments
↑0.4%

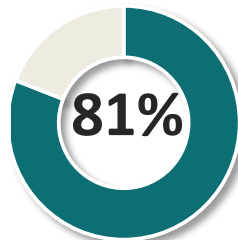


Opportunities to collaborate with peers in class
↓2.0%

Learning Walk Elements: Student Engagement Survey

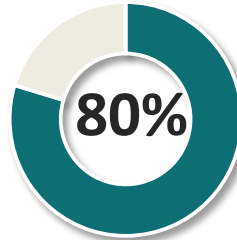
Feedback:

The degree to which students **sometimes or often** have engaged or that their campus emphasizes feedback opportunities with different school members compared to the frequency observed in Learning Walks.



Received feedback from teachers on assignments or class work

↓4.3%



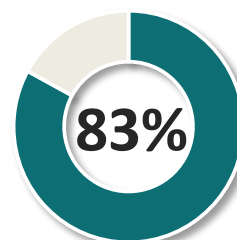
Received feedback from your peers on assignment or class work

↑7.4%



Used teacher or peer feedback to make changes to final version of an assignment

↑1.7%

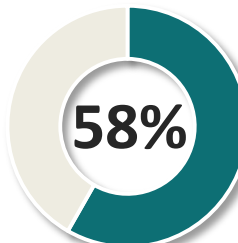


Engaging in feedback with other students on work

↓0.5%

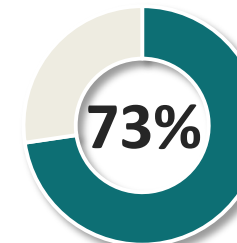
Progress Monitoring:

The degree to which students **sometimes or often** engage in activities that help student to track learning progress compared to what was observed during the Learning Walk process.



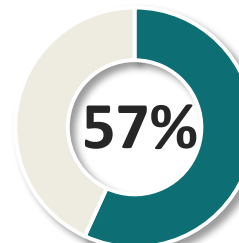
Used tools other than grades to monitor progress on learning

↓2.2%



Engaged in self-reflection on their work

↑0.8%

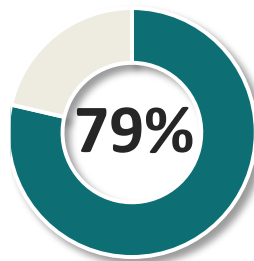


Discussed grades with teachers

↑5.4%

Goal Setting:

The degree to which students **sometimes or often** engage in goal setting activities compared to the frequency observed in Learning Walks



Setting learning goals throughout the year

↑2.5%

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Learning Walk Elements: Individual Item Breakdown

Learning Walk Team Items			Frequency Distributions								Statistical Comparison								
Item wording or description	Values	Response Options	District		Campus		MS		HS		District	Campus	Change from 2022	Statistical Significance between MS/HS		MS		HS	
			Count	%	Count	%	Count	%	Count	%				Mean	Mean	Mean	Effect Size	Mean	Effect Size
Communicate																			
During the school year, about how often have you done each of the following?																			
Engaged in academic conversations with teachers	1	Never	2,318	10%	38	6%	1,304	12%	1,014	8%	2.76	2.96	↑4.5%	2.71 ***	▽	2.80 ***	△		
	2	Rarely	5,878	25%	134	23%	2,976	27%	2,902	24%									
	3	Sometimes	10,152	44%	239	40%	4,544	41%	5,608	47%									
	4	Often	4,843	21%	184	31%	2,349	21%	2,494	21%									
	Total	23,191		595		11,173		12,018											
Engaged in academic conversations with peers	1	Never	1,871	8%	35	6%	1,037	9%	834	7%	2.88	3.09	↑1.5%	2.85 ***	▽	2.91 ***	△		
	2	Rarely	4,899	21%	102	17%	2,458	22%	2,441	20%									
	3	Sometimes	10,562	46%	231	39%	4,817	43%	5,745	48%									
	4	Often	5,830	25%	225	38%	2,843	25%	2,987	25%									
	Total	23,162		593		11,155		12,007											
Access Resources																			
During the school year, about how often have you done each of the following?																			
Use resources to deepen understanding, make connections, and represent learning	1	Never	1,719	7%	39	7%	927	8%	792	7%	2.86	3.02	↑0.1%	2.84 ***	▽	2.88 ***	△		
	2	Rarely	5,101	22%	99	17%	2,557	23%	2,544	21%									
	3	Sometimes	11,051	48%	273	46%	5,097	46%	5,954	50%									
	4	Often	5,296	23%	186	31%	2,577	23%	2,719	23%									
	Total	23,167				11,158		12,009											

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Learning Walk Elements: Individual Item Breakdown

Learning Walk Team Items

Frequency Distributions

Statistical Comparison

													Statistical Significance between MS/HS						
			District		Campus		MS		HS		District	Campus		MS		HS			
Item wording or description	Values	Response Options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size		
Collaborate																			
How much does your school emphasize each of the following																			
Opportunities to collaborate with peers in class	1	Not at All	1,092	5%	19	3%	587	5%	505	4%	3.04	3.27	↑1.1%	3.03	--	3.04	--		
	2	Very Little	3,655	15%	63	10%	1,906	17%	1,749	14%									
	3	Some	12,400	52%	267	43%	5,577	48%	6,823	56%									
	4	Very Much	6,680	28%	266	43%	3,478	30%	3,202	26%									
	Total		23,827		615		11,548		12,279										
During the school year, how much have you done the following?																			
Worked with other students on projects/assignments	1	Never	912	4%	21	3%	511	5%	401	3%	3.10	3.29	↓0.3%	3.10	--	3.10	--		
	2	Rarely	3,637	15%	63	10%	1,804	16%	1,833	15%									
	3	Sometimes	11,158	48%	240	40%	5,109	45%	6,049	50%									
	4	Often	7,771	33%	280	46%	3,925	35%	3,846	32%									
	Total		23,478		604		11,349		12,129										
During the school year, about how often have you done each of the following?																			
Worked together with peers towards a common goal	1	Never	1,554	7%	25	4%	866	8%	688	6%	2.95	3.17	↓0.4%	2.93	**	▽	2.97	**	△
	2	Rarely	4,271	18%	83	14%	2,127	19%	2,144	18%									
	3	Sometimes	11,148	48%	255	43%	5,103	46%	6,045	50%									
	4	Often	6,191	27%	233	39%	3,060	27%	3,131	26%									
	Total		23,164		596		11,156		12,008										

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Learning Walk Elements: Individual Item Breakdown

Learning Walk Team Items

Frequency Distributions

Statistical Comparison

													Statistical Significance between MS/HS						
			District		Campus		MS		HS		District	Campus		MS		HS			
Item wording or description	Values	Response Options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size		
Feedback																			
How much does your school emphasize each of the following																			
Engaging in feedback with other students on work	1	Not at All	1,326	6%	24	4%	710	6%	616	5%	2.95	3.20	↑1.9%	2.95	--	2.94	--		
	2	Very Little	4,456	19%	80	13%	2,239	19%	2,217	18%									
	3	Some	12,184	51%	259	42%	5,429	47%	6,755	55%									
	4	Very Much	5,810	24%	247	40%	3,136	27%	2,674	22%									
Total			23,776		610		11,514		12,262										
During the school year, how much have you done the following?																			
Received feedback from teachers on assignments or other class work	1	Never	1,185	5%	20	3%	662	6%	523	4%	3.00	3.15	↓3.3%	2.96	***	▽	3.03	***	
	2	Rarely	4,621	20%	95	16%	2,424	21%	2,197	18%									
	3	Sometimes	10,767	46%	264	44%	4,929	43%	5,838	48%									
	4	Often	6,930	29%	223	37%	3,340	29%	3,590	30%									
Total			23,503		602		11,355		12,148										
During the school year, about how often have you done each of the following?																			
Received feedback from your peers on an assignment or other class work	1	Never	1,631	7%	28	5%	825	4%	806	3%	2.83	3.08	↑4.3%	2.86	***	△	2.81	***	
	2	Rarely	5,487	24%	94	16%	2,573	11%	2,914	13%									
	3	Sometimes	11,328	49%	282	47%	5,187	22%	6,141	26%									
	4	Often	4,824	21%	196	33%	2,620	11%	2,204	9%									
Total			23,270		600		11,205		12,065										
Used teacher or peer feedback to make changes to the final version of an assignment	1	Never	1,468	6%	27	5%	746	7%	722	6%	2.94	3.13	↑0.9%	2.95	--	2.94	--		
	2	Rarely	4,526	19%	91	15%	2,220	20%	2,306	19%									
	3	Sometimes	11,063	48%	260	43%	5,092	46%	5,971	50%									
	4	Often	6,161	27%	220	37%	3,132	28%	3,029	25%									
Total			23,218		598		11,190		12,028										

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

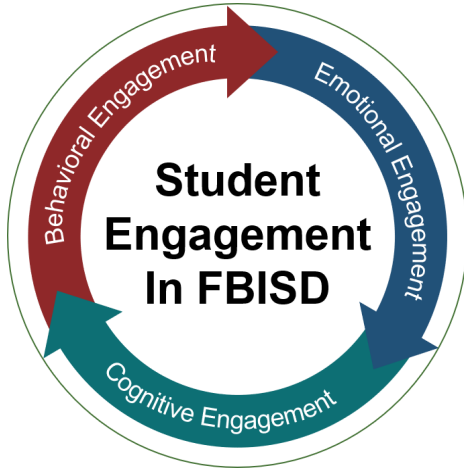
FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Learning Walk Elements: Individual Item Breakdown

Learning Walk Team Items			Frequency Distributions								Statistical Comparison							
			District		Campus		MS		HS		District	Campus		Statistical Significance between MS/HS				
														MS		HS		
Item wording or description	Values	Response Options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size	
Progress Monitoring																		
During the school year, about how often have you done each of the following?																		
Discussed grades with teachers	1	Never	2,526	11%	70	12%	1,592	14%	934	8%	2.76	2.68	↑4.4%	2.65 ***	▼	2.86 ***	▲	
	2	Rarely	5,942	25%	191	32%	3,164	28%	2,778	23%								
	3	Sometimes	9,592	41%	204	34%	4,173	37%	5,419	45%								
	4	Often	5,436	23%	140	23%	2,429	21%	3,007	25%								
	Total		23,496		605		11,358		12,138									
Engage in self-reflection on their work	1	Never	1,904	8%	40	7%	1,012	9%	892	7%	2.83	2.95	↑1.3%	2.82 *	▽	2.85 *	△	
	2	Rarely	5,237	23%	122	21%	2,598	23%	2,639	22%								
	3	Sometimes	10,830	47%	259	44%	4,946	44%	5,884	49%								
	4	Often	5,165	22%	172	29%	2,590	23%	2,575	21%								
	Total		23,136		593		11,146		11,990									
Use tools other than grades to monitor progress on learning	1	Never	3,698	16%	73	12%	1,765	16%	1,933	16%	2.62	2.70	↓0.2%	2.64 *	△	2.60 *	▽	
	2	Rarely	5,732	25%	174	29%	2,777	25%	2,955	25%								
	3	Sometimes	9,343	41%	204	34%	4,316	39%	5,027	42%								
	4	Often	4,291	19%	141	24%	2,258	20%	2,033	17%								
	Total		23,064		592		11,116		11,948									
Goal Setting																		
How much does your school emphasize each of the following																		
Setting learning goals throughout the year	1	Not at All	1,838	8%	35	6%	869	8%	969	8%	2.90	3.09	↑1.8%	2.96 ***	△	2.84 ***	▽	
	2	Very Little	4,726	20%	96	16%	2,145	19%	2,581	21%								
	3	Some	11,165	47%	260	42%	5,052	44%	6,113	50%								
	4	Very Much	6,058	25%	221	36%	3,457	30%	2,601	21%								
	Total		23,787		612		11,523		12,264									

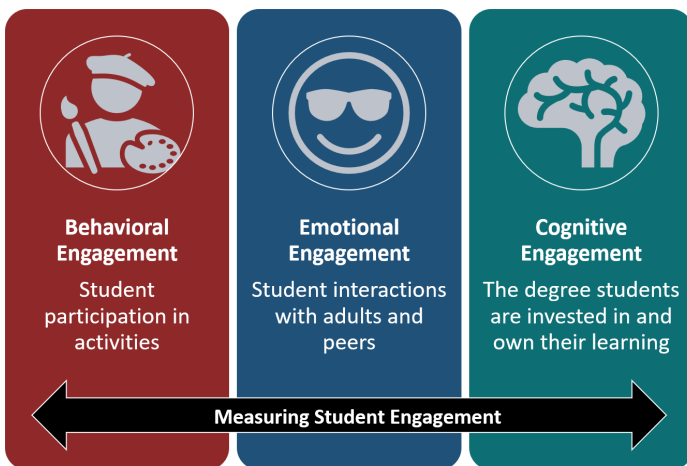
* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols

STUDENT GROUPS: Other Interests, Engagement Dimensions & Factors



Student engagement is defined as meaningful student involvement throughout the learning environment. It can be understood by analyzing the degree to which students interact within the school community, with adults, peers, the curriculum, and within instruction or the learner experience.

In this section of the report, we will explore what the responses looked like across student groups in FBISD in all the dimensions and factors. We will also review other survey items that were not part of the engagement dimension scoring, but that can provide further insights into how and what students think about learning in FBISD.



In this section you will find:

- Engagement Dimensions and Factors broken down by student groups to explore trends,
- Areas of Student Academic and Instructional Interests,
- Student Perceptions of Health & Wellness
- Student Retention Information

Student Engagement Score Scale

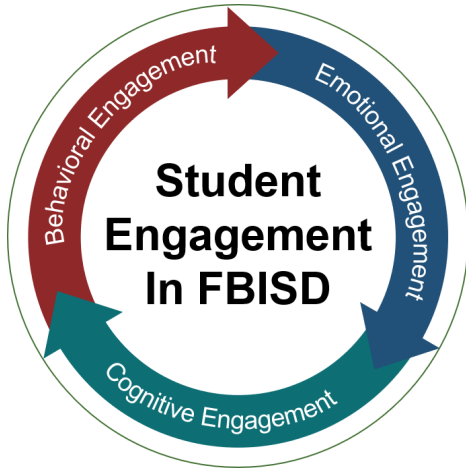
Very Low	Low	Mod	High
1.0 - 1.75	1.76 - 2.50	2.51 - 3.25	3.26 - 4.0

The Student Engagement Score Scale above, and the significance key below will be helpful as you review items in the next section of this report. The student engagement scale gives you a perspective on the levels of engagement that students expressed within each dimension. In this section of the report, the student group average scores were compared to the **DISTRICT** averages with the significance key below used to show statistical relationships. There is a difference between statistical significance and practical significance, but this data could help inform future explorations and information we collect from students.

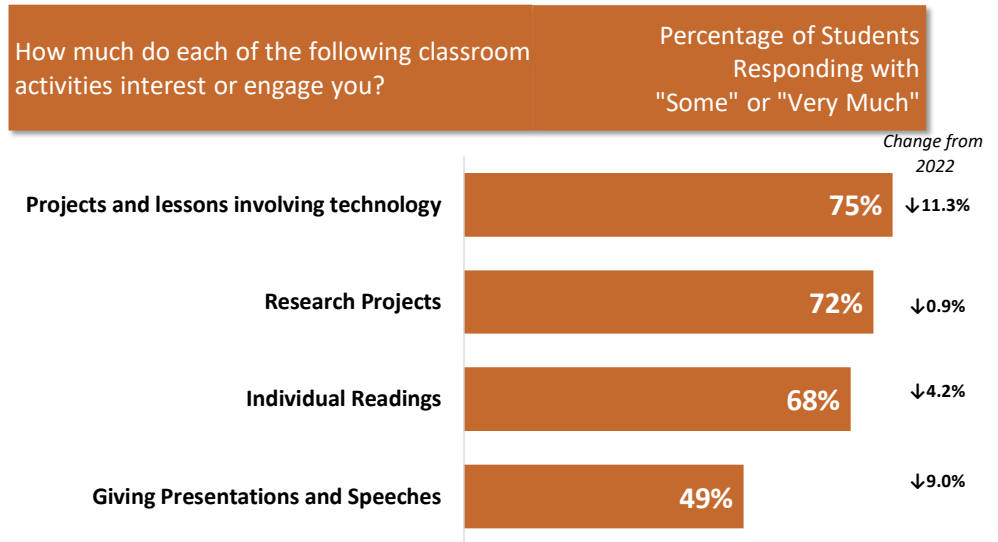
- ▲ Student average score was significantly higher than the district average, with an effect size greater than 0.2
- △ Student average score was significantly higher than the district average, with an effect size less than 0.2
- No significant difference between the groups
- ▽ Student average score was significantly lower than the district average, with an effect size less than 0.2
- ▼ Student average score was significantly lower than the district average, with an effect size greater than 0.2

* Student group scores are compared to **district** mean. Refer to the **About this Report** section for key to triangle symbols.

Interest in Learning Experiences



Teachers use a variety of methods to engage students in learning experiences. Some of the student items asked how different activities engaged or interested students in learning. This information could be helpful for teachers to provide input on designing meaningful learning experiences for students.



92%

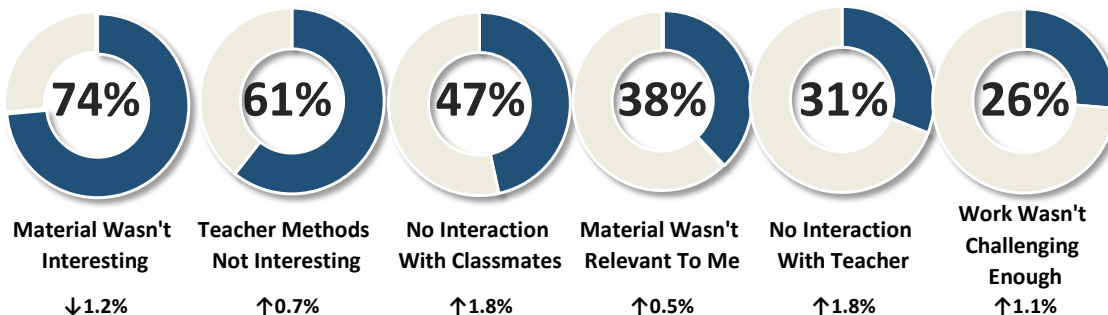
Of FBISD students reported being bored in class

Never	Rarely	Sometimes	Often
8%	8%	35%	49%

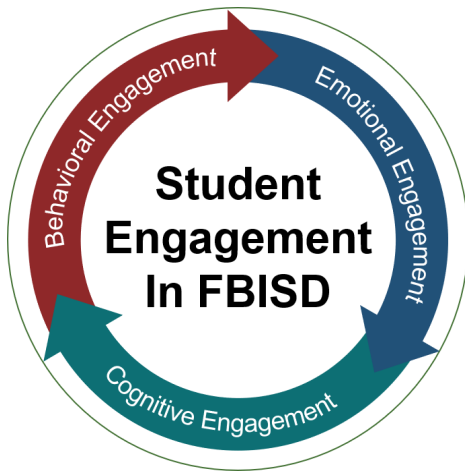
Change from 2022
↑0.0%

REASONS*

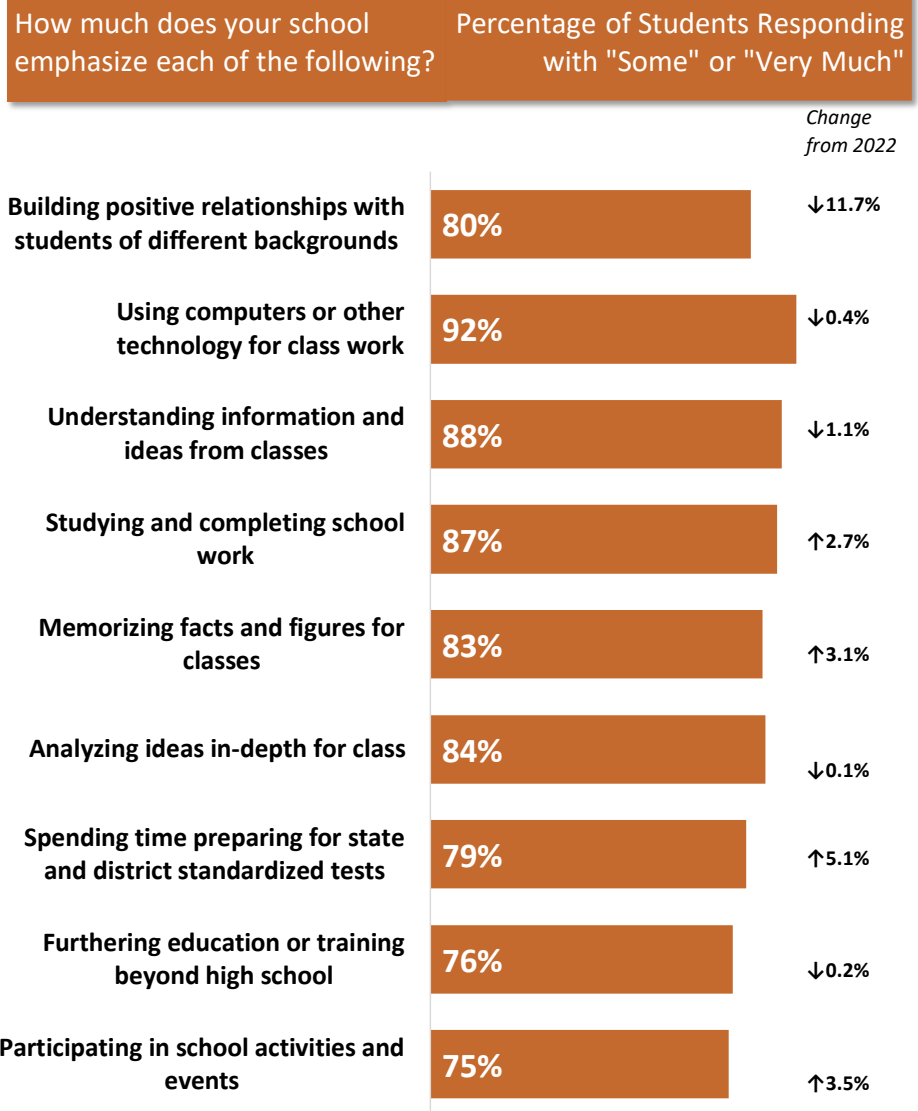
*Out of 21,682 FBISD students responding "Rarely", "Sometimes", or "Often"



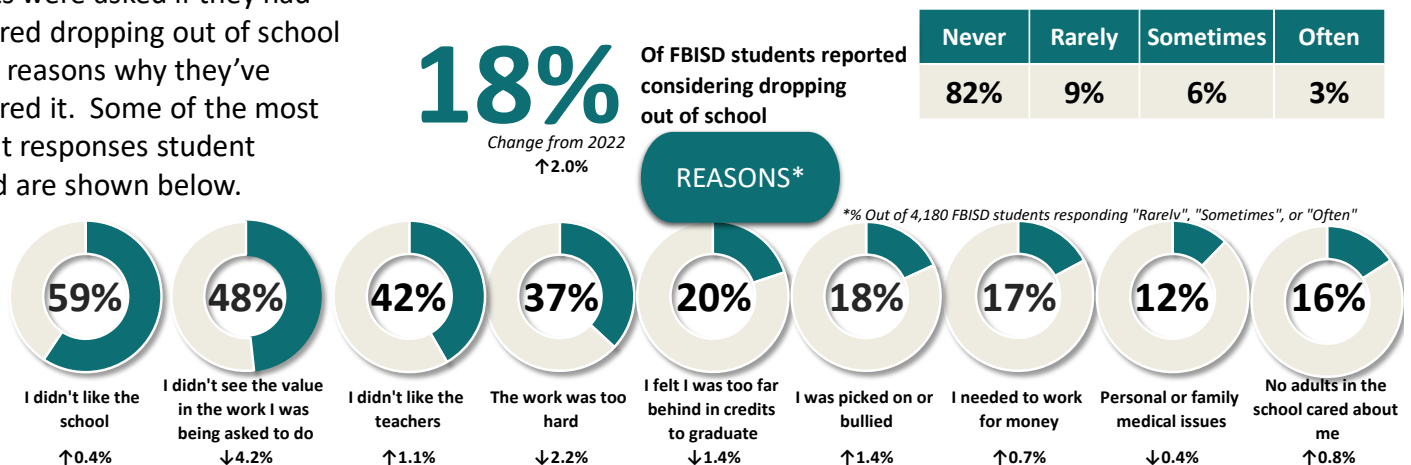
Impacts of School Focus



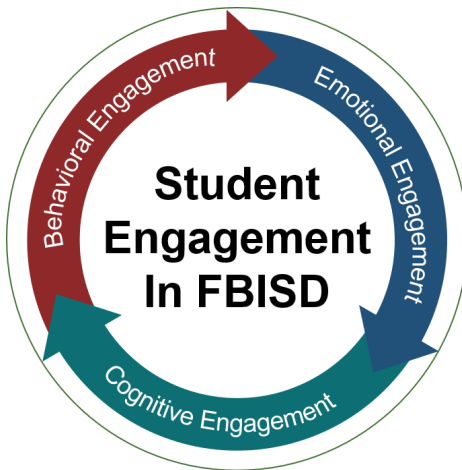
Each campus within FBISD selects a campus instructional focus that aligns with our Progressions of Practice or the Learning Framework components. Students responded to items when asked how much they felt like their school emphasized different practices.



Students were asked if they had considered dropping out of school and the reasons why they've considered it. Some of the most frequent responses student selected are shown below.



Perceptions on Health and Wellness



Current challenges in education include those related to the social, emotional, and physical well-being of students. In addition to questions from the emotional and behavioral engagement categories, questions were added this year, to better understand student perceptions of healthy habits and how district and campus activities impact those perceptions.

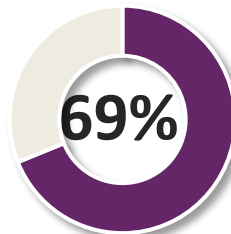
% of Students responding they "Sometimes" or "Often":



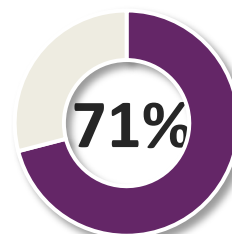
Physical Activity

Students were asked to describe the degree to which their school emphasizes specific practices, their level of interest, and how long they engage in physical activity outside the school day.

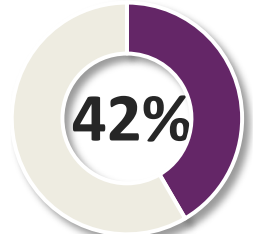
% of Students responding their school emphasizes the following "Some" or "Very Much":



Engaging in physical activity (walking, moving around) or using body movement to learn



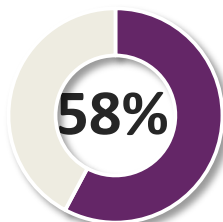
Being physically active, using movement to help you learn interests me some/very much



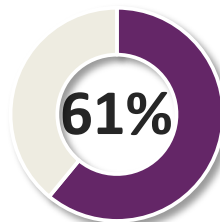
Physically active for greater than 3 hours a week

Healthy Habits

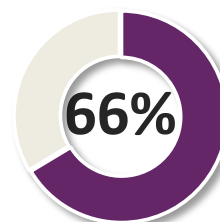
The degree to which students felt their campus put **some or very much** of an emphasis on some wellness practices, as well as the degree to which students agreed or strongly agreed that they get at least 20 minutes to eat lunch



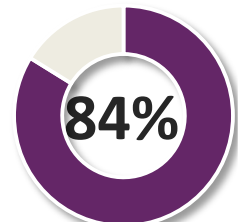
Engaging in healthy eating habits



Engaging in mindfulness or stress reducing moments



Using/Discussing drug and alcohol prevention strategies



My school allows me at least 20 minutes to eat lunch

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Perceptions of Health and Wellness: Individual Item Breakdown

Health and Wellness Questions

Frequency Distributions

Item wording or description			Response Options		District		Campus		MS		HS		Statistical Significance between MS/HS					
					Count	%	Count	%	Count	%	Count	%	District	Campus	MS		HS	
															Mean	Mean	Mean	Effect Size
How much do each of the following classroom activities and assignments interest or engage you?																		
Being physically active, using movement to help you learn	1	Not at All	2,332	10%	62	10%	1,056	9%	1,276	10%	2.92	2.93	2.97 ***	△	2.86 ***	▽		
	2	Very Little	4,518	19%	119	19%	2,083	18%	2,435	20%								
	3	Some	9,839	41%	245	39%	4,559	39%	5,280	43%								
	4	Very Much	7,173	30%	198	32%	3,873	33%	3,300	27%								
	Total	23,862	624	11,571	12,291													
During the school year, about how often have you done each of the following?																		
Got enough sleep to feel rested	1	Never	3,952	17%	75	12%	1,539	14%	2,413	20%	2.62	2.80	2.78 ***	▲	2.48 ***	▼		
	2	Rarely	5,769	25%	136	23%	2,450	22%	3,319	27%								
	3	Sometimes	8,928	38%	225	37%	4,351	38%	4,577	38%								
	4	Often	4,790	20%	167	28%	2,993	26%	1,797	15%								
	Total	23,439	603	11,333	12,106													
How much do you agree or disagree with the following statements?																		
My school allows me at least 20 minutes to eat lunch	1	Strongly Disagree	1,405	6%	32	5%	791	7%	614	5%	3.13	3.23	3.12 --		3.14 --			
	2	Disagree	2,295	10%	65	11%	1,236	11%	1,059	9%								
	3	Agree	11,033	48%	237	40%	4,891	44%	6,142	52%								
	4	Strongly Agree	8,142	36%	264	44%	4,145	37%	3,997	34%								
	Total	22,875	598	11,063	11,812													
In a typical 7 day week during the school year, how many hours do you do the following OUTSIDE of school? (Number of hours per week)																		
Being physically active (exercise, sports, walking, running, biking, playing outside)	1	1 Hr or less	5,131	22%	145	24%	2,271	20%	2,860	23%	2.42	2.35	2.50 ***	△	2.35 ***	▽		
	2	2-3 Hours	8,055	34%	212	35%	3,823	33%	4,232	35%								
	3	4-7 Hours	6,019	25%	152	25%	2,849	25%	3,170	26%								
	4	8 or more Hours	4,548	19%	102	17%	2,581	22%	1,967	16%								
	Total	23,753	611	11,524	12,229													

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Perceptions of Health and Wellness: Individual Item Breakdown

Health and Wellness Questions

Frequency Distributions																
			Statistical Significance between MS/HS													
			District		Campus		MS		HS		District	Campus	MS		HS	
Item wording or description	Values	Response Options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Mean	Effect Size	Mean	Effect Size
How much does your school emphasize the following?											2.81	2.86	2.96 ***	▲	2.67 ***	▼
Engaging in physical activity (walking, moving around) or using body movement	1	Not at All	2,530	11%	57	9%	964	8%	1,566	13%						
	2	Very Little	5,250	22%	135	22%	2,174	19%	3,076	25%						
	3	Some	10,252	43%	260	42%	4,821	42%	5,431	44%						
	4	Very Much	5,784	24%	165	27%	3,583	31%	2,201	18%						
		Total	23,816		617		11,542		12,274							
Engaging in healthy eating habits	1	Not at All	3,485	15%	100	16%	1,503	13%	1,982	16%	2.65	2.64	2.74 ***	△	2.56 ***	▽
	2	Very Little	5,838	25%	160	26%	2,579	22%	3,259	27%						
	3	Some	10,029	42%	217	35%	4,803	42%	5,226	43%						
	4	Very Much	4,426	19%	139	23%	2,635	23%	1,791	15%						
		Total	23,778		616		11,520		12,258							
Engaging in mindfulness or stress reducing moments	1	Not at All	4,205	18%	79	13%	1,886	16%	2,319	19%	2.57	2.72	2.64 ***	△	2.51 ***	▽
	2	Very Little	5,903	25%	159	26%	2,761	24%	3,142	26%						
	3	Some	9,415	40%	225	37%	4,394	38%	5,021	41%						
	4	Very Much	4,188	18%	147	24%	2,433	21%	1,755	14%						
		Total	23,711		610		11,474		12,237							
Using/Discussing drug and alcohol prevention strategies	1	Not at All	3,941	17%	82	13%	1,866	16%	2,075	17%	2.67	2.82	2.77 ***	△	2.57 ***	▽
	2	Very Little	5,155	22%	125	20%	2,134	19%	3,021	25%						
	3	Some	9,465	40%	229	37%	4,294	37%	5,171	42%						
	4	Very Much	5,152	22%	180	29%	3,208	28%	1,944	16%						
		Total	23,713		616		11,502		12,211							

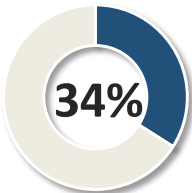
* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols

Student Retention

During the administration of the survey, students were asked questions about if they have considered transferring to another school, would they select their school if they could, and why have they considered transferring. This allowed us to collect quantitative and qualitative data on the student responses. There were over 6,500 open ended secondary student responses that were collected, and thematically coded to look for trends and patterns into why students have considered transferring from their school. You will find a summary of that analysis on this page.

Perceptions in Student Retention

Students were asked, and the graphics illustrate the frequency to which students have considered transferring as well as where they considered transferring to.



Percent of Students who Sometimes or Often Considered Transferring Schools.

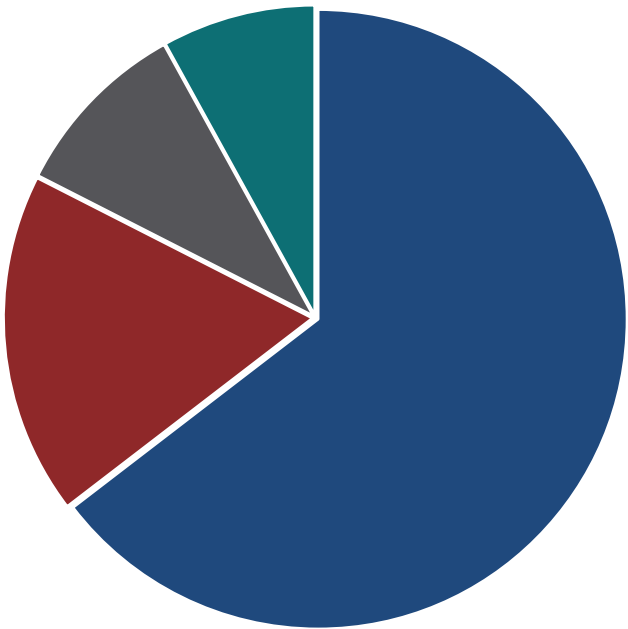
↑8.8%

Breakdown of Student Responses			
Never	Rarely	Sometimes	Often
50%	16%	20%	14%

I would choose to go to a....

Public School	59%
Private School	16%
Online School	9%
Home School	7%

** Out of Students who selected Rarely, Sometimes, or Often Considered Transferring*



Campus Highlights

The table to the right highlights the five FBISD campuses with the highest percentage of students responding to the survey that indicated they sometimes or often consider transferring schools.

Name of Campus	Percent of Students Responding Sometimes or Often
Lake Olympia Middle School	51%
McAuliffe Middle School	43%
Hightower High School	43%
Dulles Middle School	39%
Crockett Middle School	39%

Student Response Qualitative Analysis

Over 5,800 open ended student responses were analyzed and thematically coded to determine themes and sub-themes for reasons why students would want to transfer schools. The chart on the right displays the percentage of student responses that fit into each theme, some student responses may have contained more than one reason and not all students who responded that they rarely, sometimes, or often consider transferring provided a reason. The data reported here represents District level themes.

The tables below break down each theme into the most common sub-themes and show the percent of student responses within that theme.

Themes Students Reported Reasons	% of 2023 Student Responses
School	37%
People	26%
Instruction	15%
Personal	12%
Programs	3%
Safety	8%
Policies	#REF!

School	37%
Sub Themes & Percent of Student Responses in Theme	
<i>Dislike specific campus</i>	41%
<i>Environment</i>	22%
<i>Location of campus</i>	13%
<i>Spirit/Sense of Community</i>	10%
<i>Want fewer people/smaller school</i>	#REF!

People	26%
Sub Themes & Percent of Student Responses in Theme	
<i>General</i>	21%
<i>Want to be with Friends</i>	39%
<i>Issues with Students</i>	23%
<i>Issues with Teachers</i>	14%
<i>Issues with Administrators</i>	4%

Instruction	15%
Sub Themes & Percent of Student Responses in Theme	
<i>Quality of Learning</i>	43%
<i>Boring</i>	39%
<i>Like online school better</i>	12%
<i>Learning not challenging/too easy</i>	6%

Personal	12%
Sub Themes & Percent of Student Responses in Theme	
<i>Wanting a change/new experience</i>	34%
<i>Mental Health</i>	35%
<i>Wanting a fresh start</i>	15%
<i>Want to meet new people</i>	5%

Programs	3%
Sub Themes & Percent of Student Responses in Theme	
<i>Want different/more options</i>	55%
<i>Access or Quality of Extracurricular</i>	45%

Safety	8%
Sub Themes & Percent of Student Responses in Theme	
<i>Violence or Fighting</i>	75%
<i>Bullying</i>	25%

Policies	#REF!
Sub Themes & Percent of Student Responses in Theme	
<i>Rules too strict</i>	#REF!
<i>Rules Enforced Differently</i>	#REF!
<i>Dress Code</i>	#REF!

FBISD SSES 2023 Item Frequencies

Student Retention: Individual Campus Breakdown

Question: Have you ever considered transferring from this school? Student Responses by Campus

Campus	% Never	% Rarely	% Sometimes	% Often	Total Number of Students Responding In Survey	Percentage of Total Students Participating Who Responded Sometimes or Often
Lake Olympia Middle School	32%	16%	25%	26%	437	51%
McAuliffe Middle School	41%	16%	24%	19%	452	43%
Hightower High School	43%	14%	24%	19%	1,336	43%
Dulles Middle School	46%	15%	22%	17%	1,111	39%
Crockett Middle School	42%	19%	19%	20%	579	39%
Sugar Land Middle School	46%	17%	22%	15%	622	37%
Hodges Bend Middle School	49%	15%	21%	15%	507	36%
Bush High School	52%	13%	20%	15%	773	35%
Marshall High School	53%	12%	19%	15%	163	34%
Quail Valley Middle School	50%	16%	20%	14%	585	34%
Thornton Middle School	51%	16%	19%	15%	850	34%
Willowridge High School	55%	11%	19%	15%	372	34%
Missouri City Middle School	46%	20%	20%	14%	390	34%
Dulles High School	54%	13%	21%	12%	1,147	33%
Clements High School	60%	12%	17%	12%	1,826	28%
Kempner High School	61%	11%	17%	11%	592	28%
Elkins High School	61%	12%	18%	9%	1,084	27%
Bowie Middle School	56%	17%	15%	12%	963	27%
Travis High School	61%	12%	15%	12%	1,147	26%
Austin High School	65%	11%	15%	10%	1,341	25%
First Colony Middle School	61%	16%	14%	8%	796	23%
Garcia Middle School	65%	13%	12%	11%	800	23%
Ridge Point High School	68%	10%	13%	9%	1,518	22%
Baines Middle School	63%	15%	15%	7%	714	22%
Fort Settlement Middle School	72%	11%	11%	6%	1,170	17%
Sartartia Middle School	75%	12%	7%	5%	989	13%
District	57%	14%	17%	12%	22,310	29%

2022-2023 Climate and Culture Survey: Quail Valley Middle School

Results

2022-2023



Overview of the Study

The Fort Bend Independent School District (ISD) School Climate and Culture Survey asked parents/guardians and staff members for feedback on various aspects of the school environment. District staff members were also asked questions about employee engagement. Results will be used to better understand what schools and the district do well and to identify opportunities for improvement. K12 Insight partnered with district team members to develop the survey, which addressed the following topics:

- Overall School Quality
- Academic Support
- Student Support
- School Leadership
- Family Involvement
- Safety and Behavior
- School/District Recommendation
- District Perceptions
- Feedback
- Employee Engagement (staff only)

The survey was open from March 27 to April 10.

Email invitations with unique survey links were sent to parents/guardians and staff members. Reminders were sent throughout the survey window. Parents/guardians with children attending more than one district school could take the survey again. The parent survey was translated into Spanish and Vietnamese.

Understanding the Results

This report summarizes district-level survey results and breaks them down by parents/guardians and all staff/campus-based staff. School-level reports were provided separately.

K12 Insight uses census sampling, which provides data reflective of all voices in the community. While all Fort Bend ISD parents/guardians and staff were invited to take the survey, not all participated. Statistical tests designed to infer the perceptions of a larger population from a smaller sample size are not appropriate; rather, descriptive statistics provide the most accurate representation of the data. Therefore, the findings herein cannot be generalized beyond the participants. Nevertheless, this study offers valuable insights about the perceptions of parents/guardians and staff.

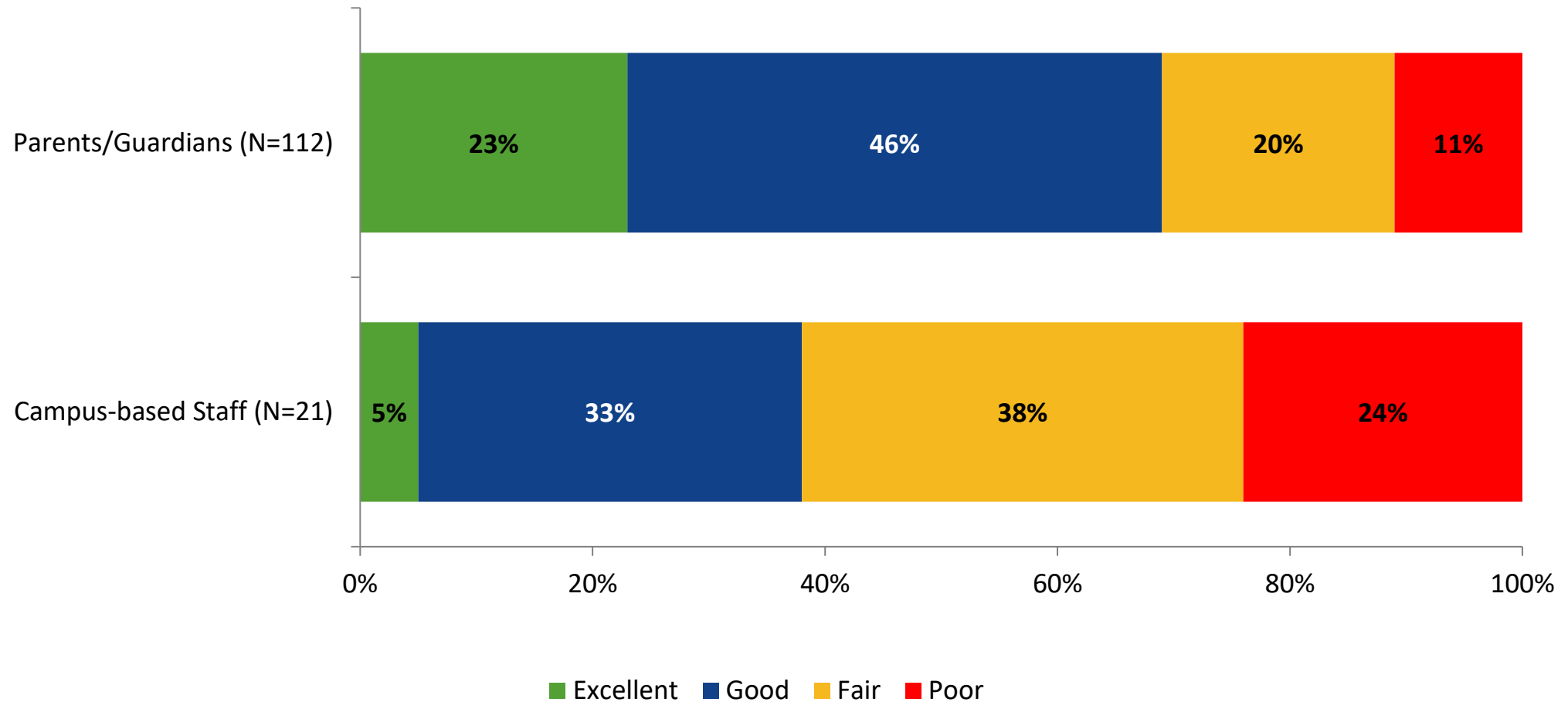
This report includes the thematic analysis of one open-ended survey question. Responses from the question were closely analyzed and coded to identify similarities and dissimilarities within the data. Pattern coding was then utilized to identify and categorize similarly coded data to develop the major themes.

Findings for each item in the report exclude participants who did not answer. In charts and graphs, data labels less than 5 percent are not shown. Percentages may not total 100 due to rounding.

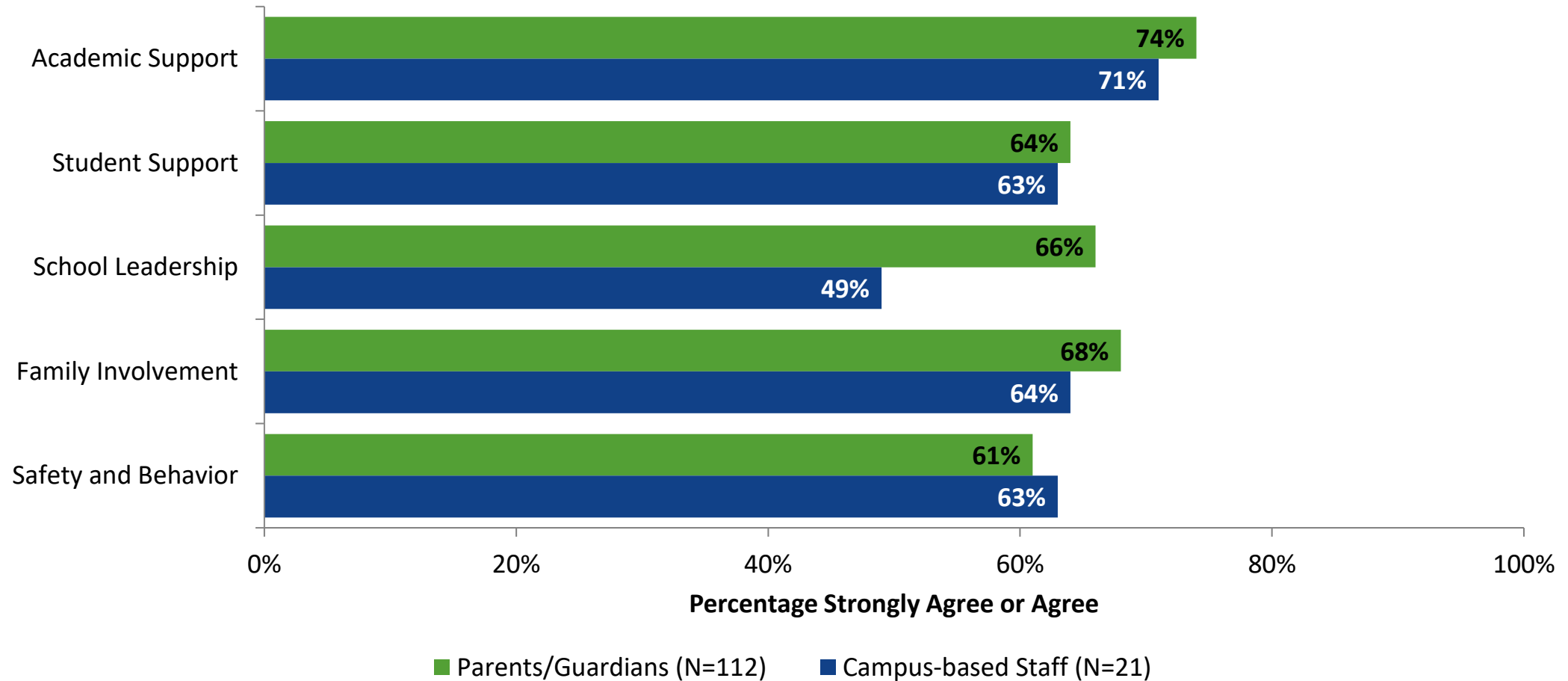
School Quality

Overall School Quality: Comparison by Respondent Type

How would you rate the overall quality of your child's/your school?



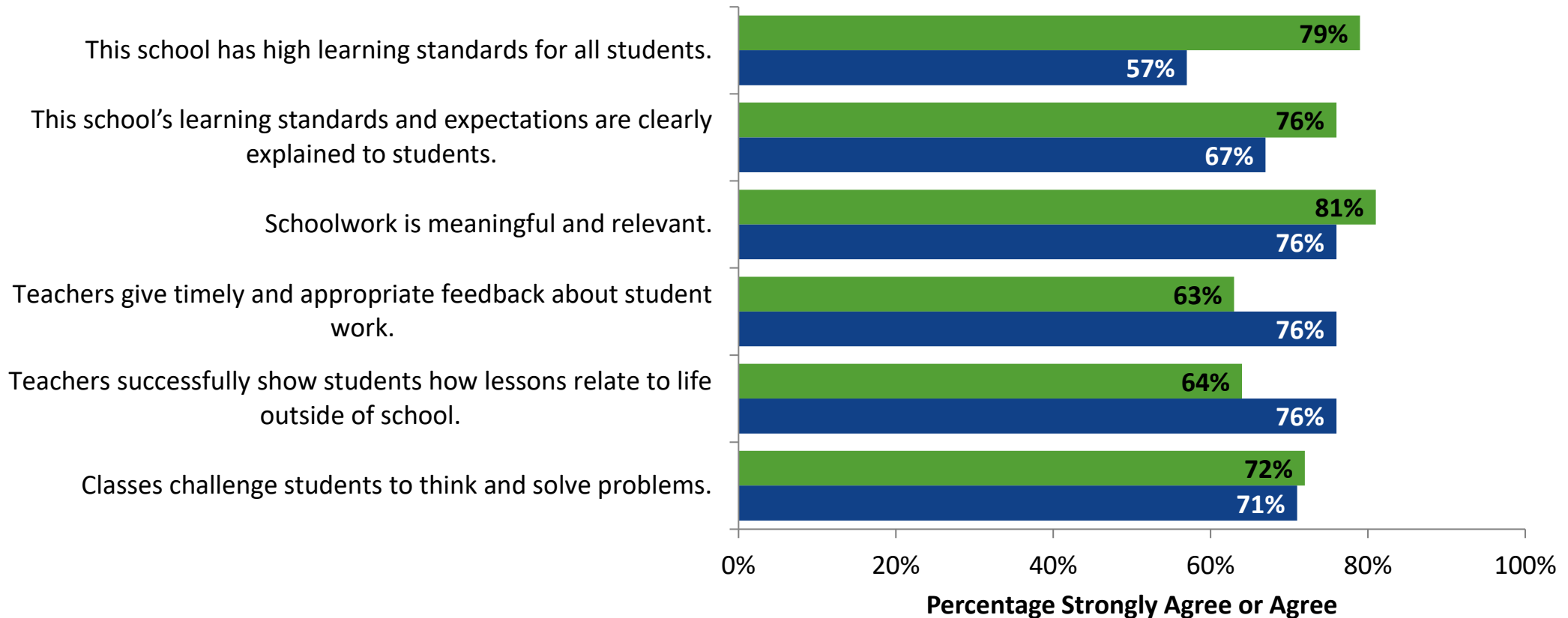
Dimension Scores: Comparison by Respondent Type



Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know
Note: This graph shows Strongly Agree or Agree responses for all items within each dimension.

Academic Support: Comparison by Respondent Type

How strongly do you disagree or agree with the following statements?



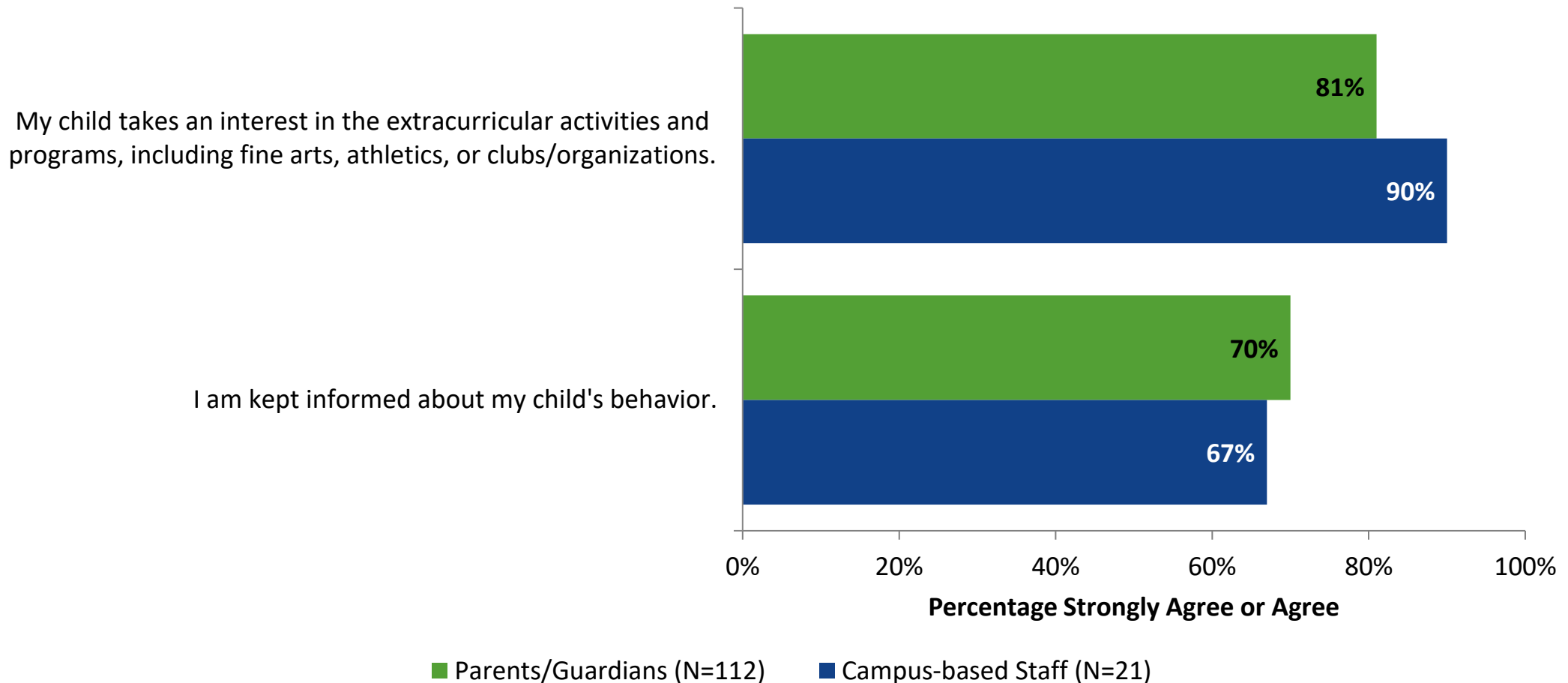
■ Parents/Guardians (N=112) ■ Campus-based Staff (N=21)

Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know

Notes: Wording varied slightly between participant groups. Wording displayed is from the parent/guardian survey.

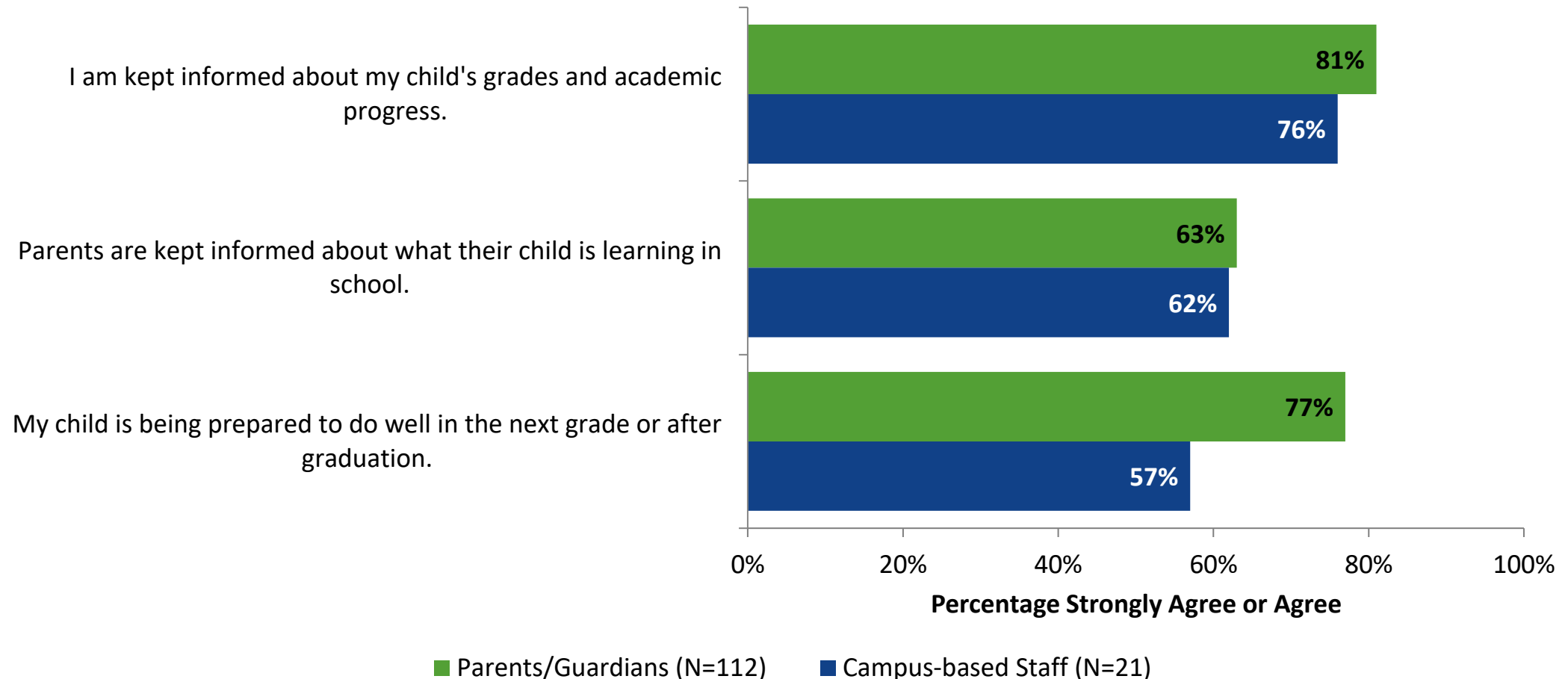
Academic Support: Comparison by Respondent Type (Continued)

How strongly do you disagree or agree with the following statements?



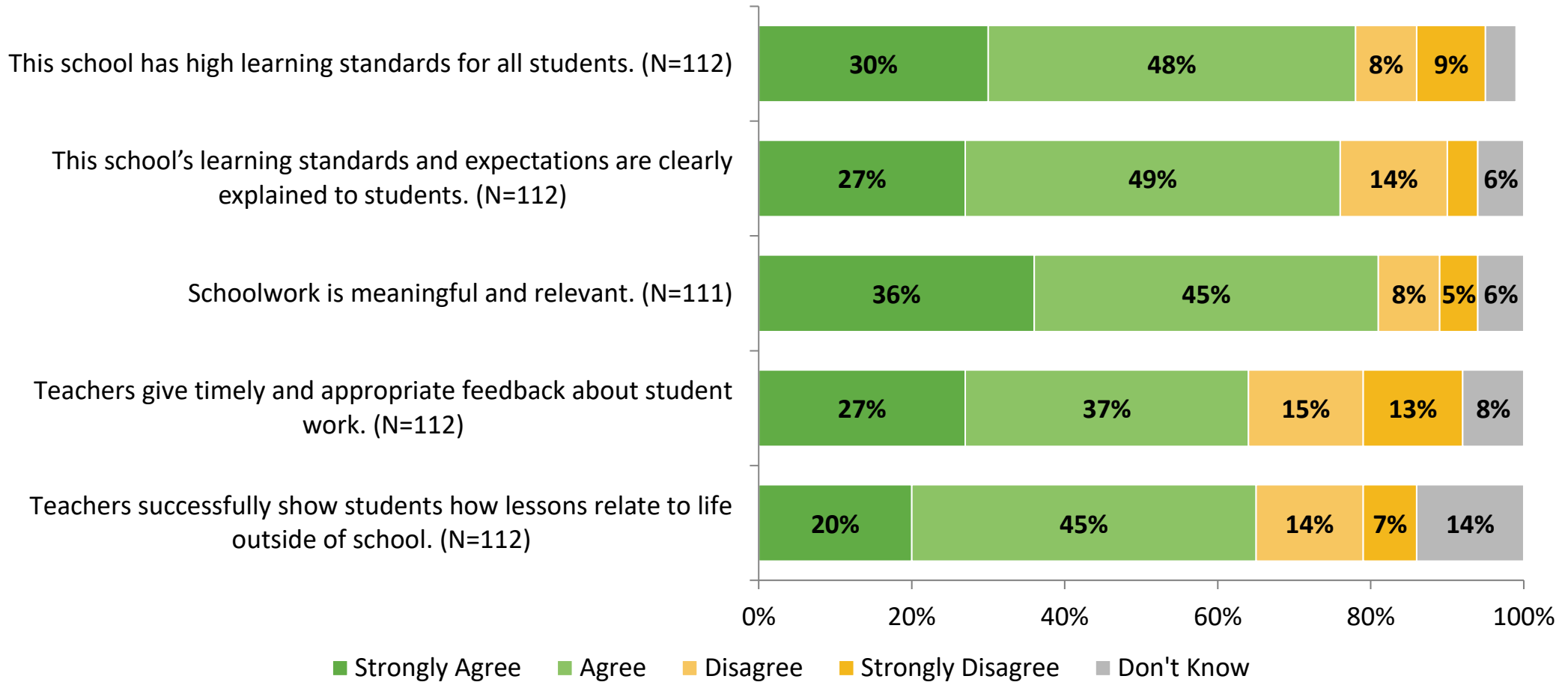
Academic Support: Comparison by Respondent Type (Continued)

How strongly do you disagree or agree with the following statements?



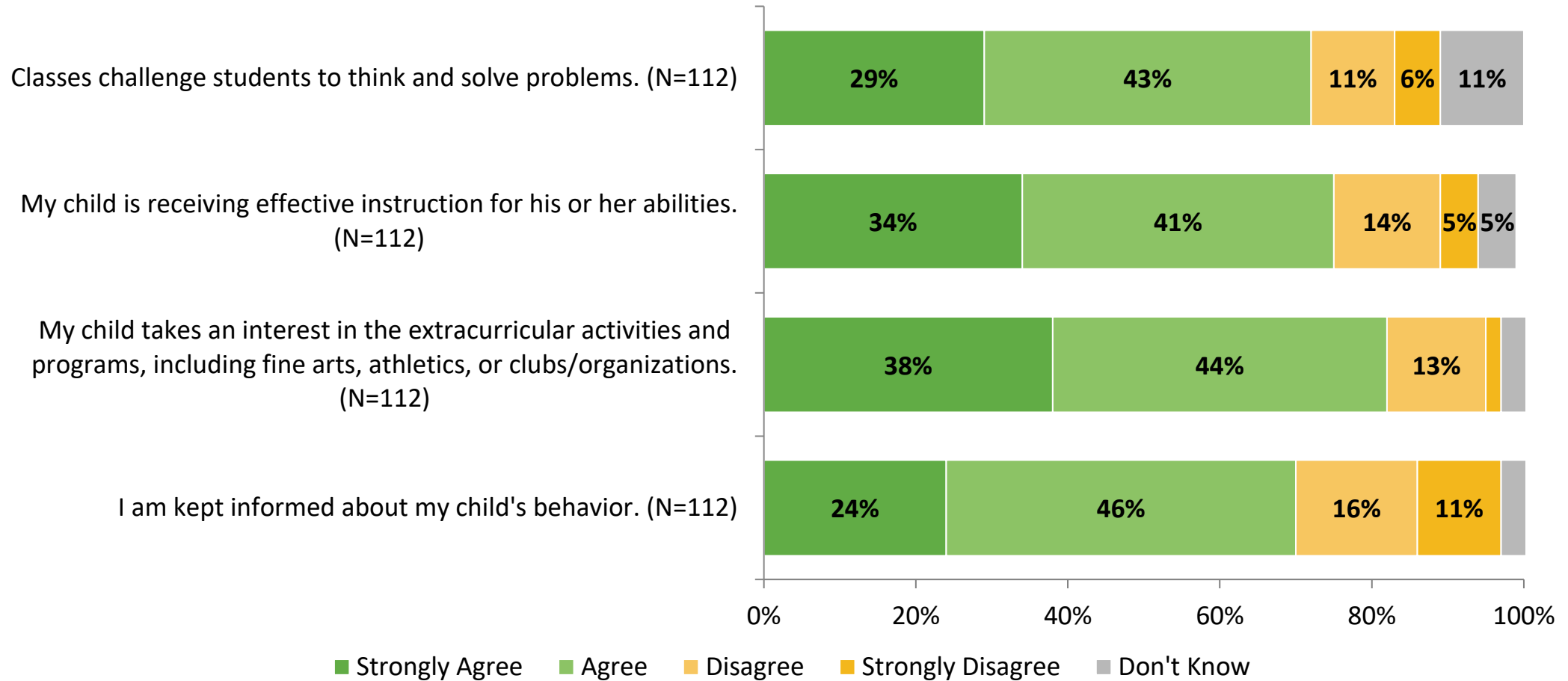
Academic Support

How strongly do you disagree or agree with the following statements?



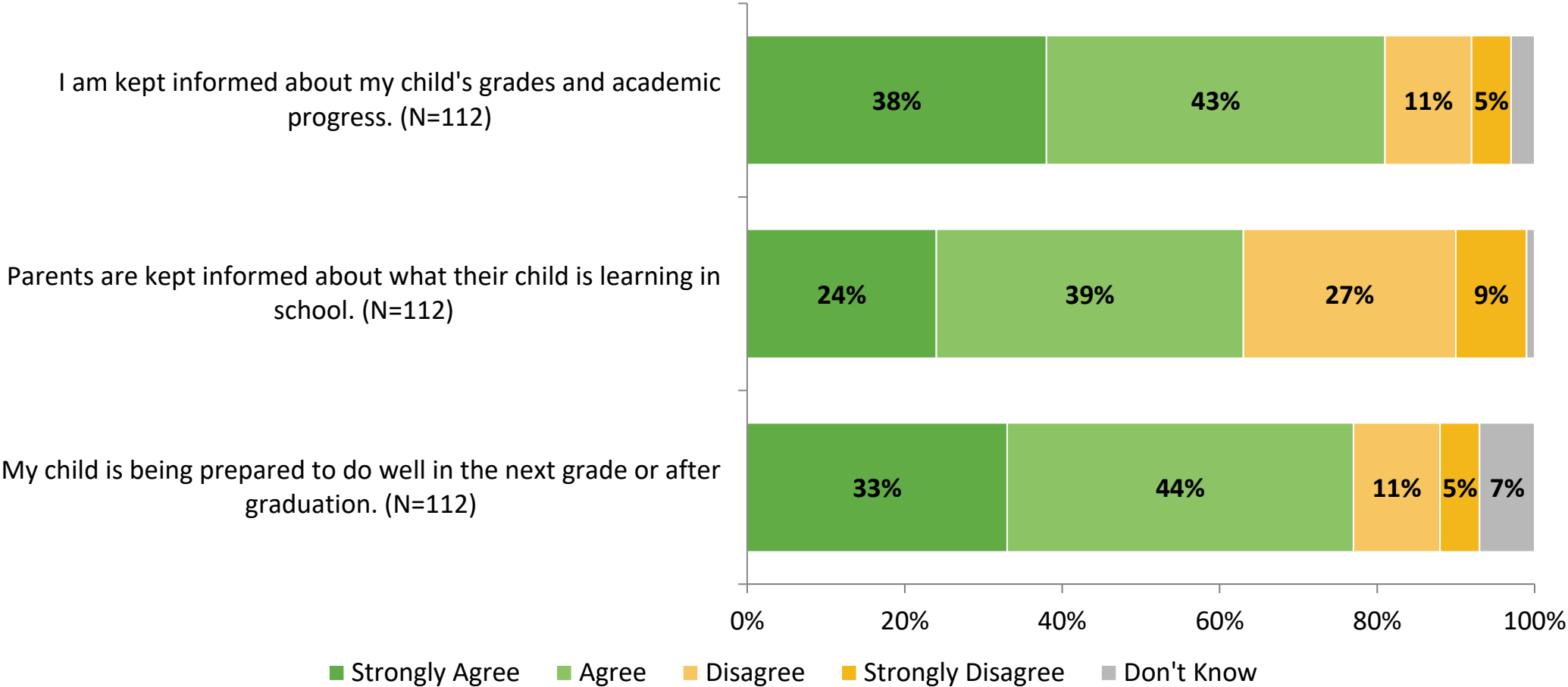
Academic Support (Continued)

How strongly do you disagree or agree with the following statements?



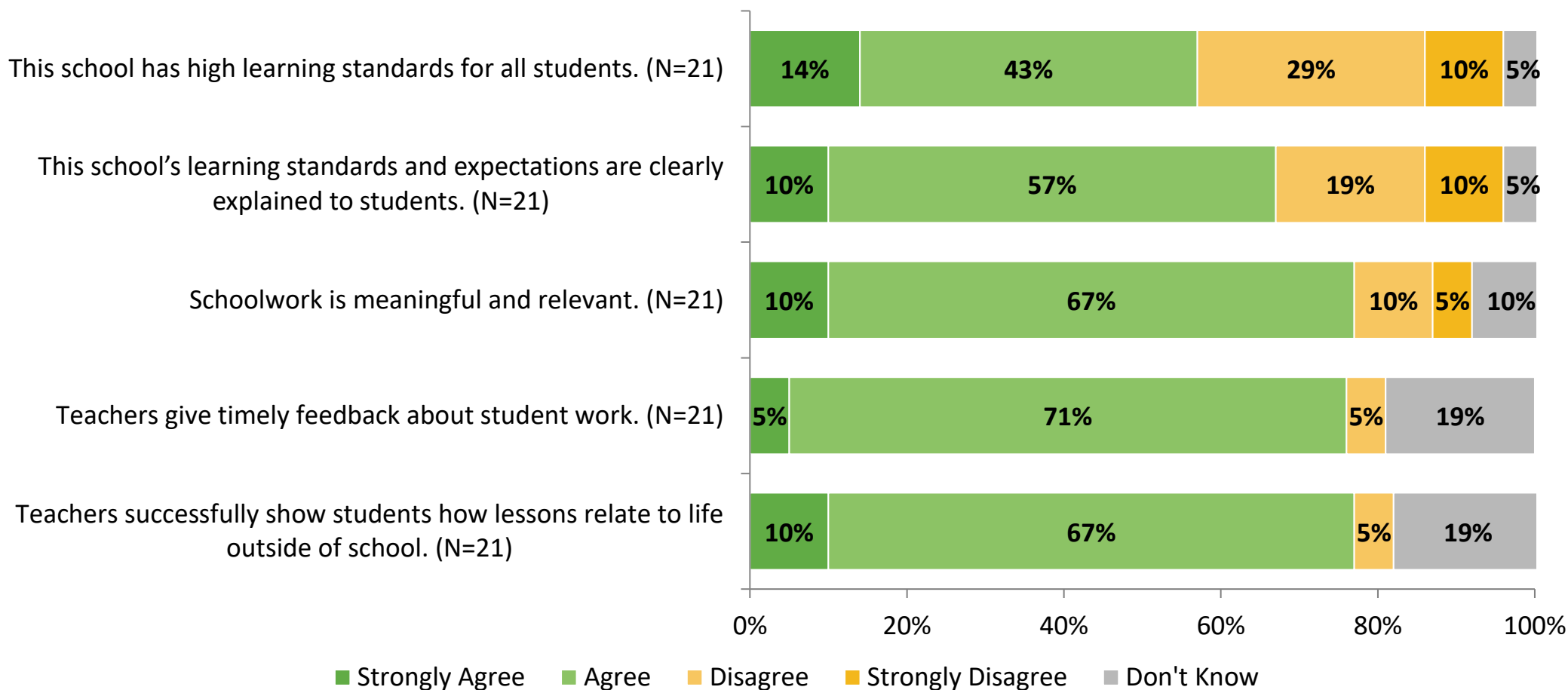
Academic Support (Continued)

How strongly do you disagree or agree with the following statements?



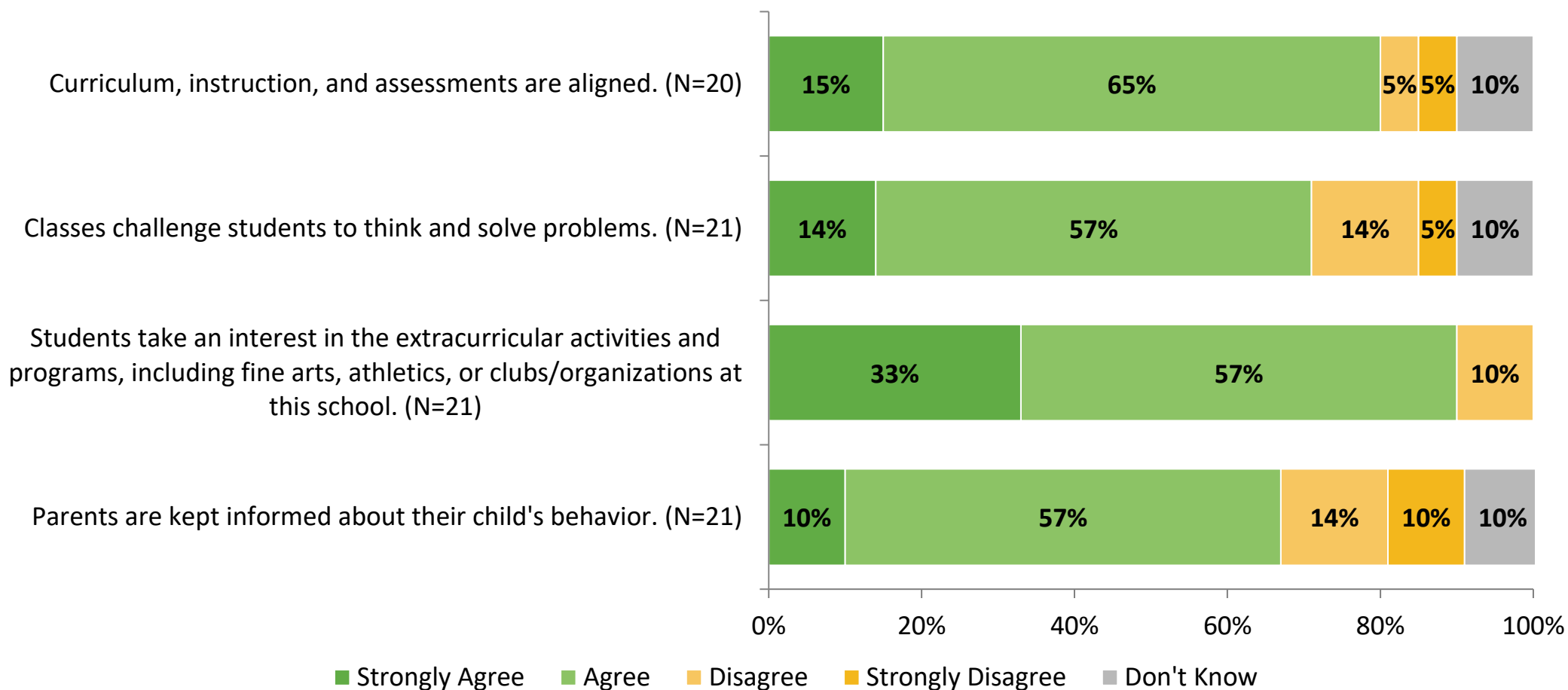
Academic Support

How strongly do you disagree or agree with the following statements?



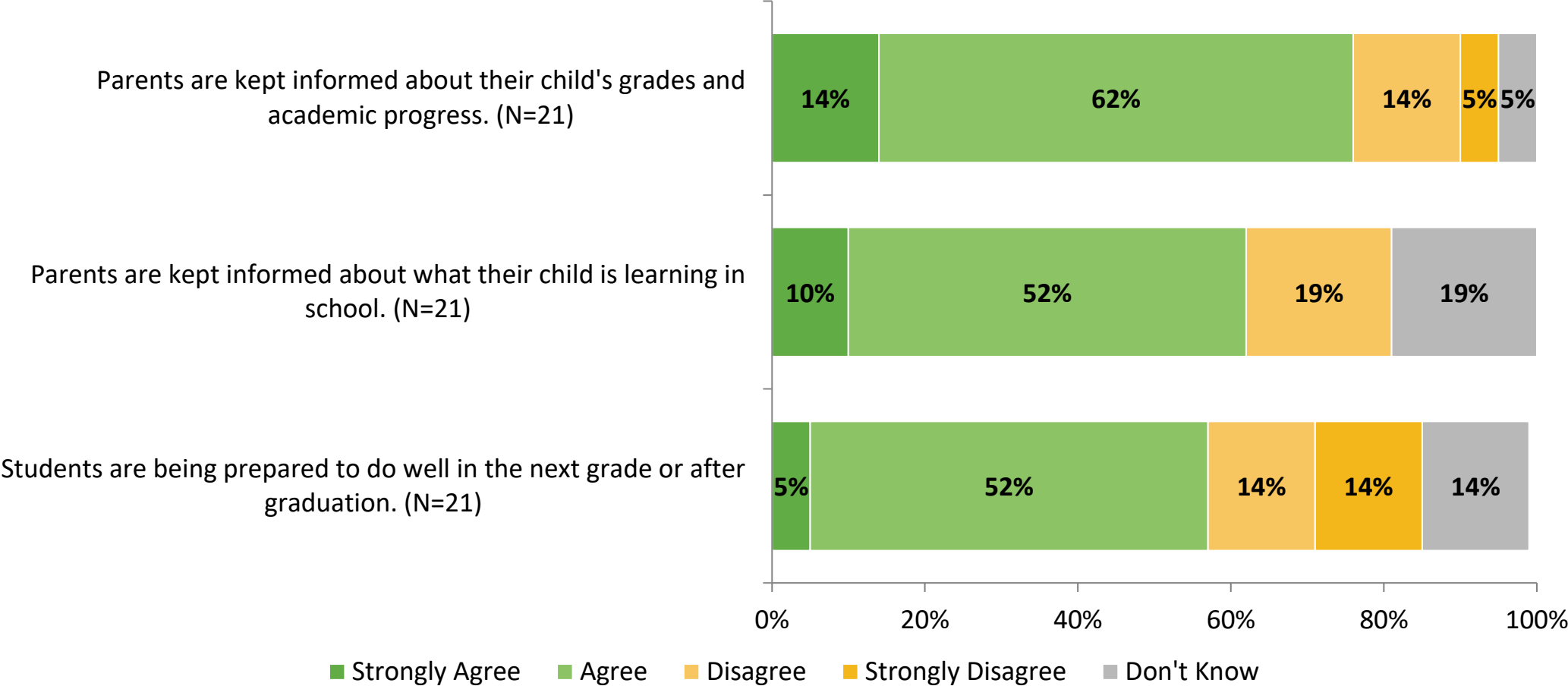
Academic Support (Continued)

How strongly do you disagree or agree with the following statements?



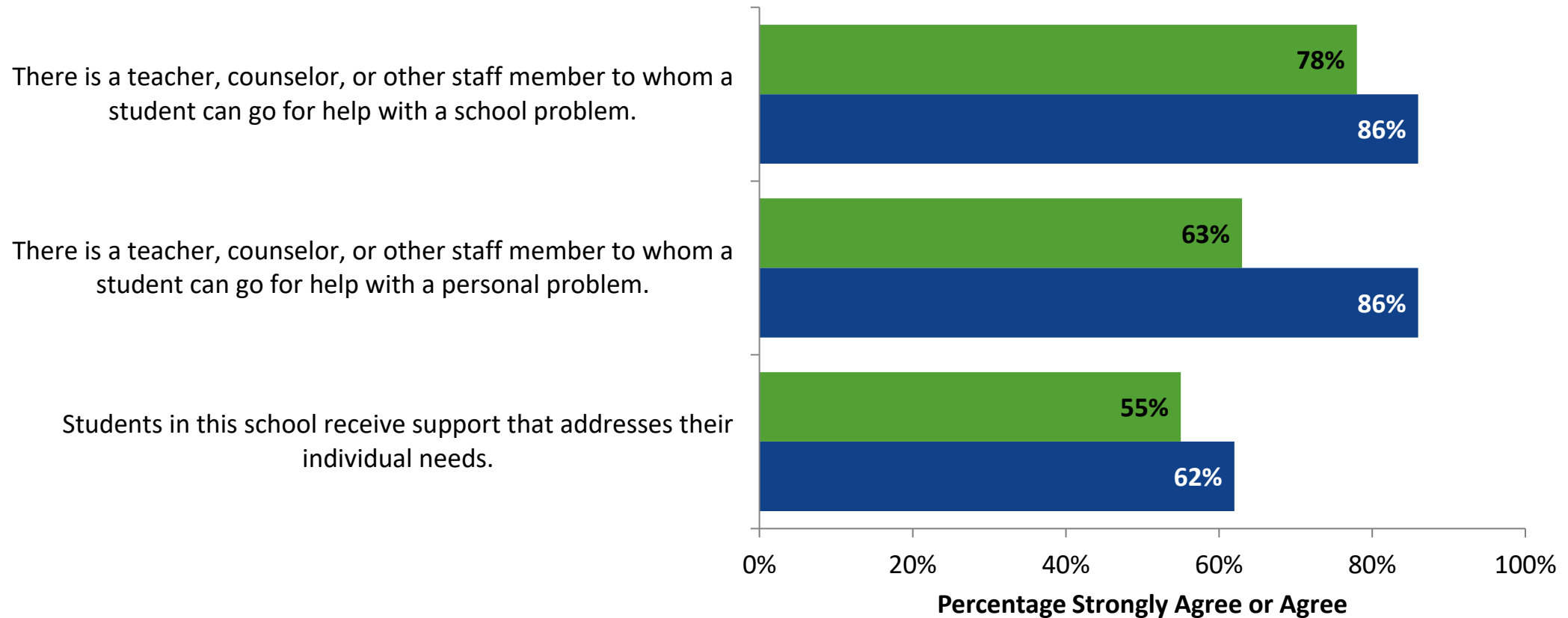
Academic Support (Continued)

How strongly do you disagree or agree with the following statements?



Student Support: Comparison by Respondent Type

How strongly do you disagree or agree with the following statements?



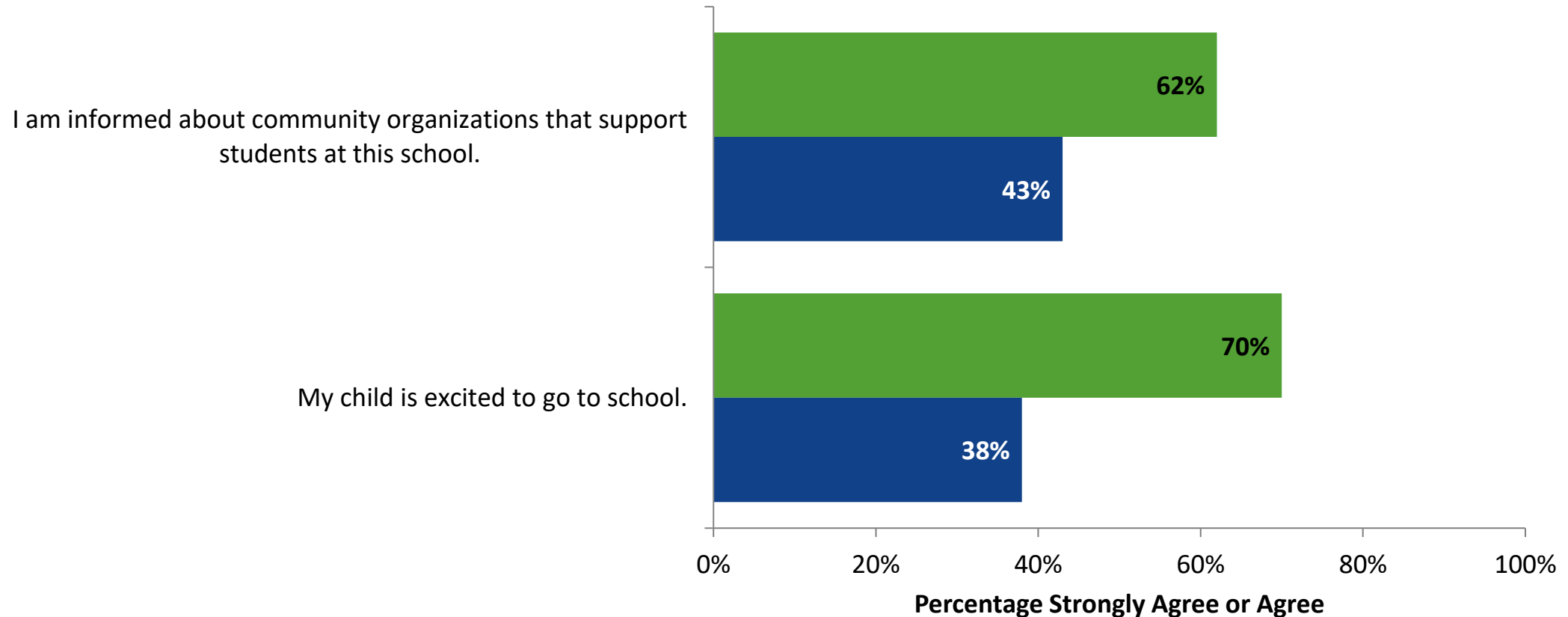
■ Parents/Guardians (N=112) ■ Campus-based Staff (N=21)

Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know

Notes: Wording varied slightly between participant groups. Wording displayed is from the parent/guardian survey.

Student Support: Comparison by Respondent Type (Continued)

How strongly do you disagree or agree with the following statements?



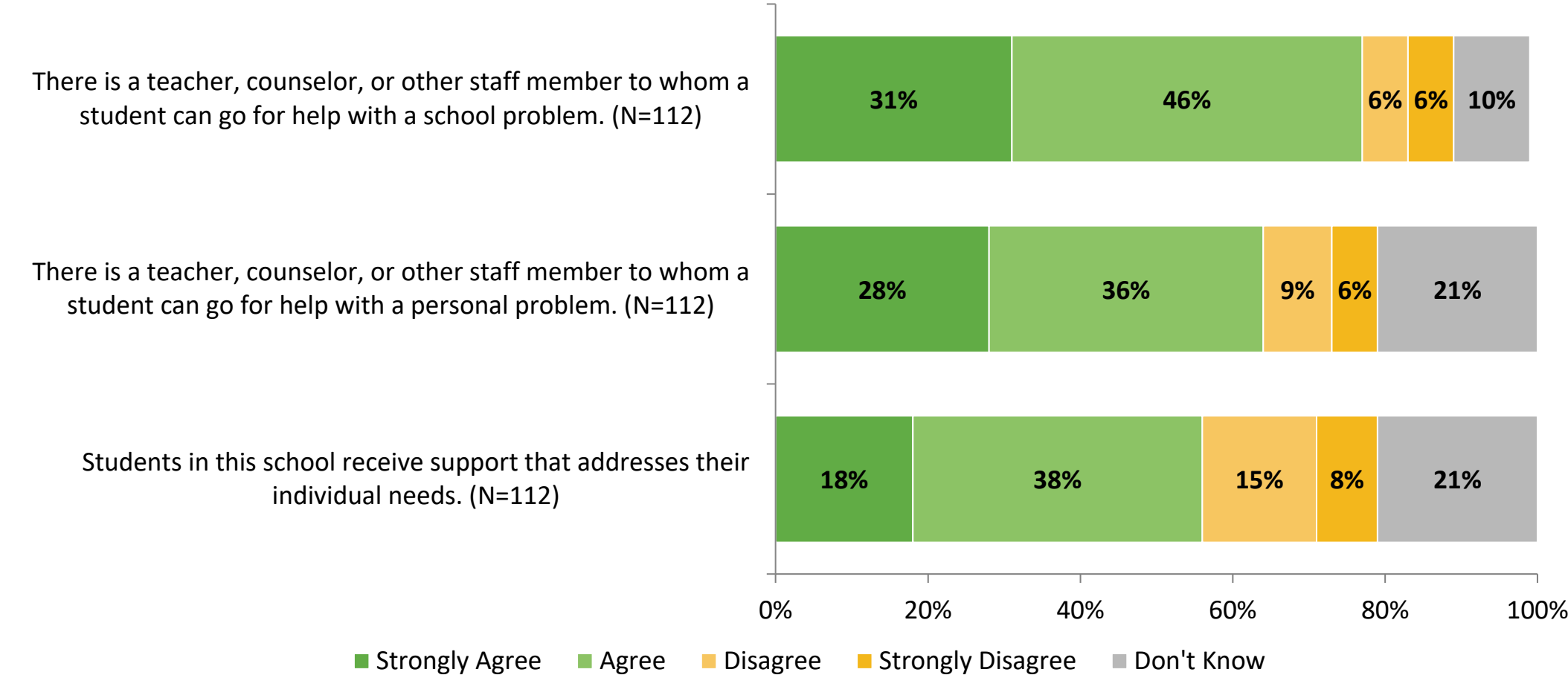
■ Parents/Guardians (N=112) ■ Campus-based Staff (N=21)

Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know

Notes: Wording varied slightly between participant groups. Wording displayed is from the parent/guardian survey.

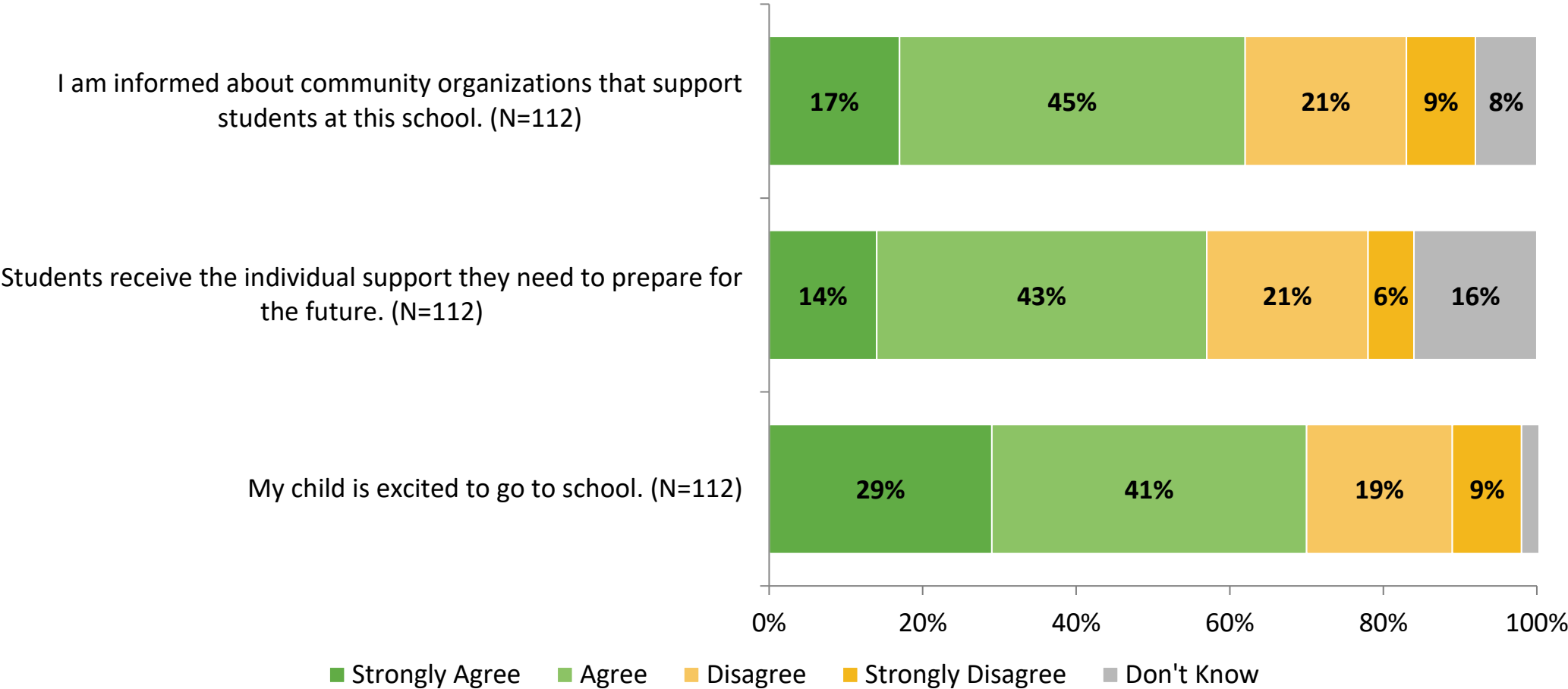
Student Support

How strongly do you disagree or agree with the following statements?



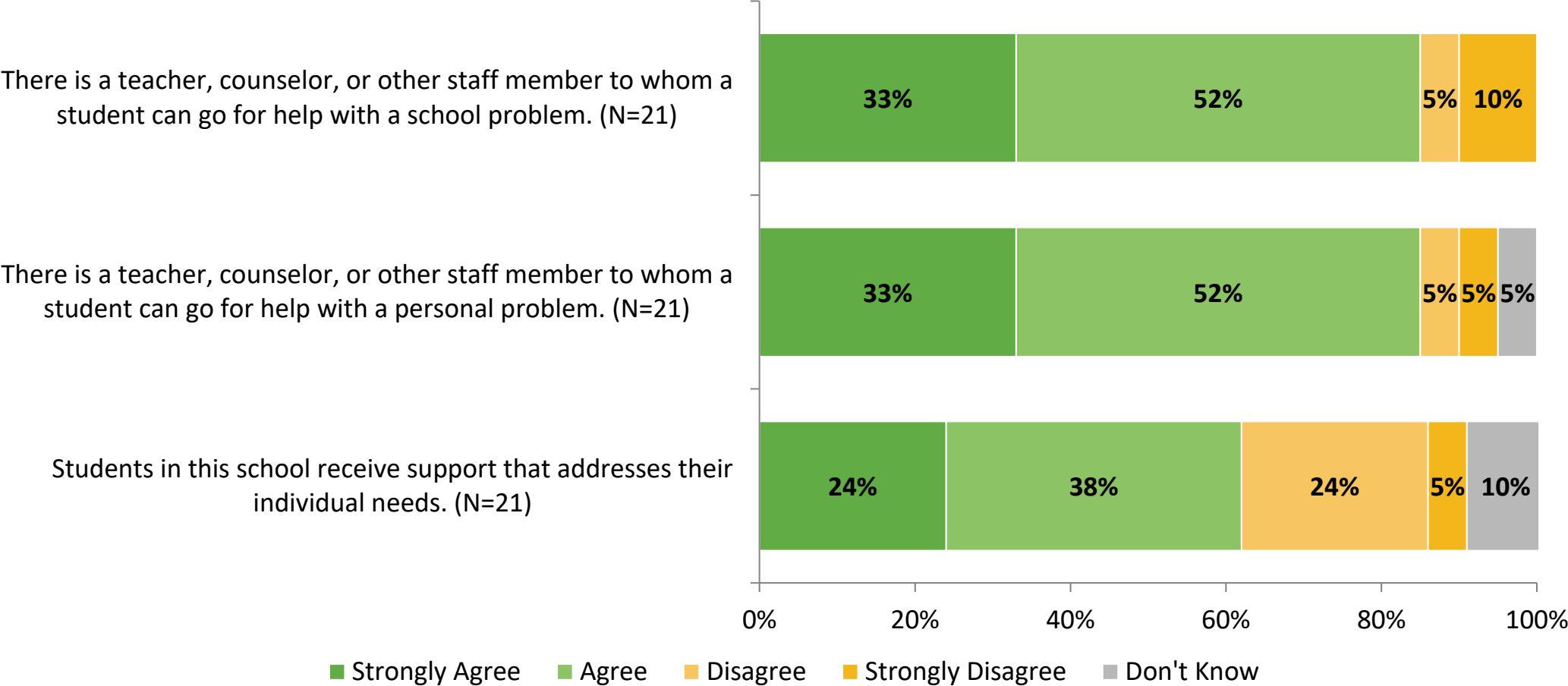
Student Support (Continued)

How strongly do you disagree or agree with the following statements?



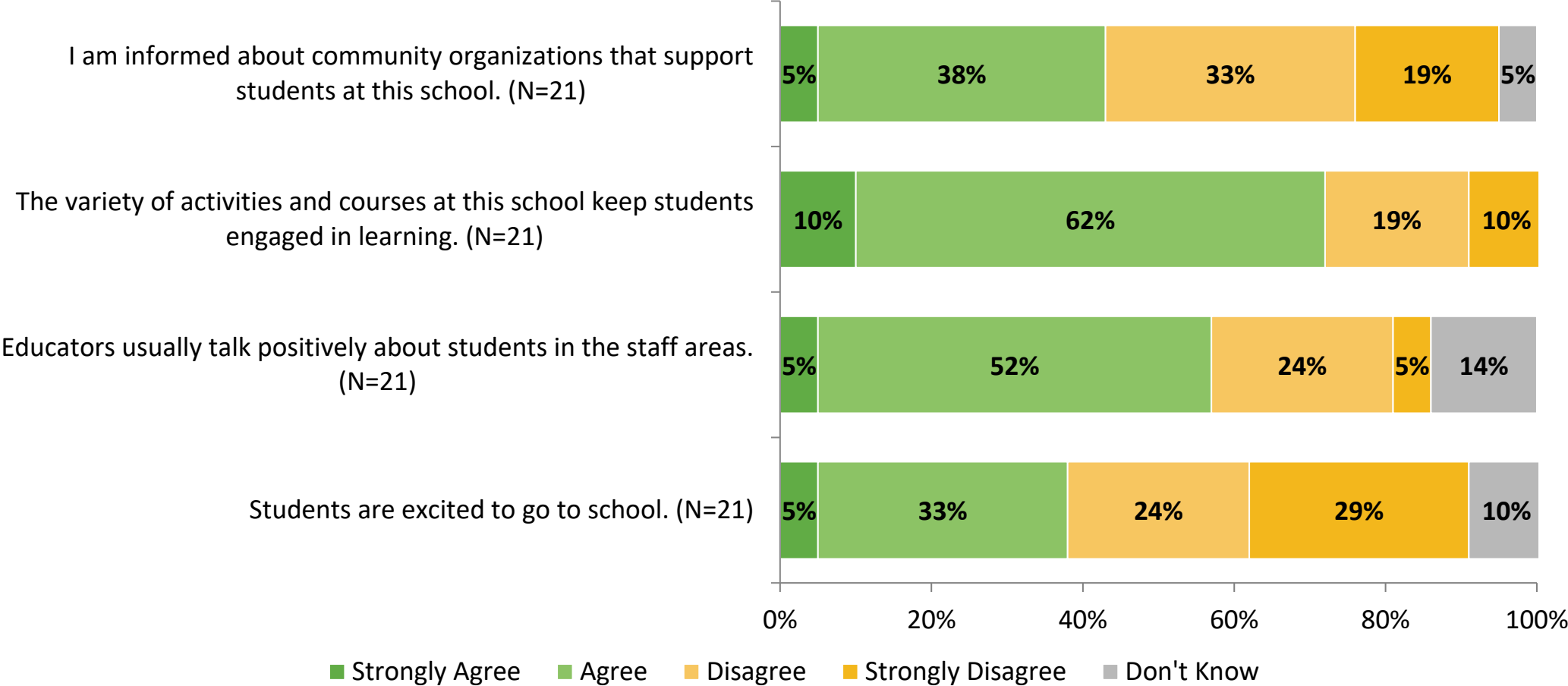
Student Support

How strongly do you disagree or agree with the following statements?



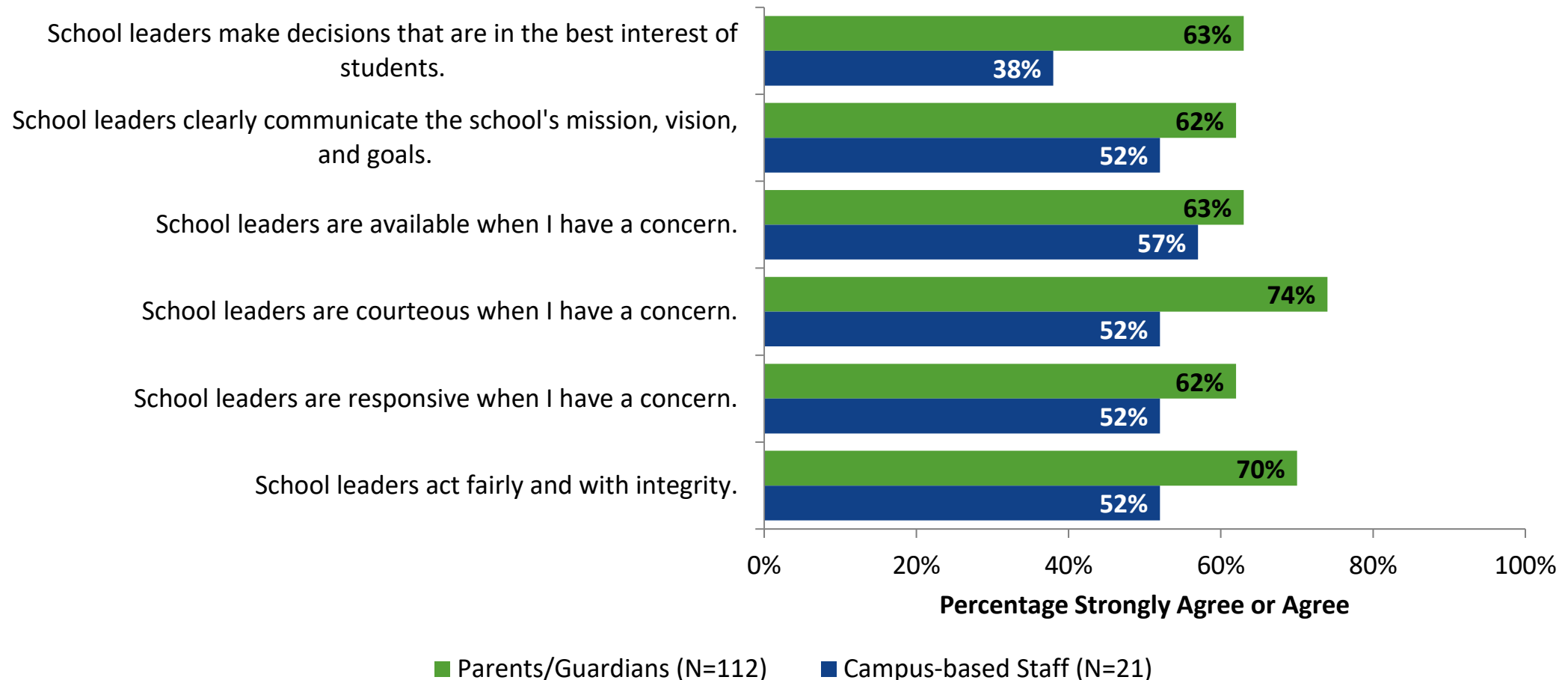
Student Support (Continued)

How strongly do you disagree or agree with the following statements?



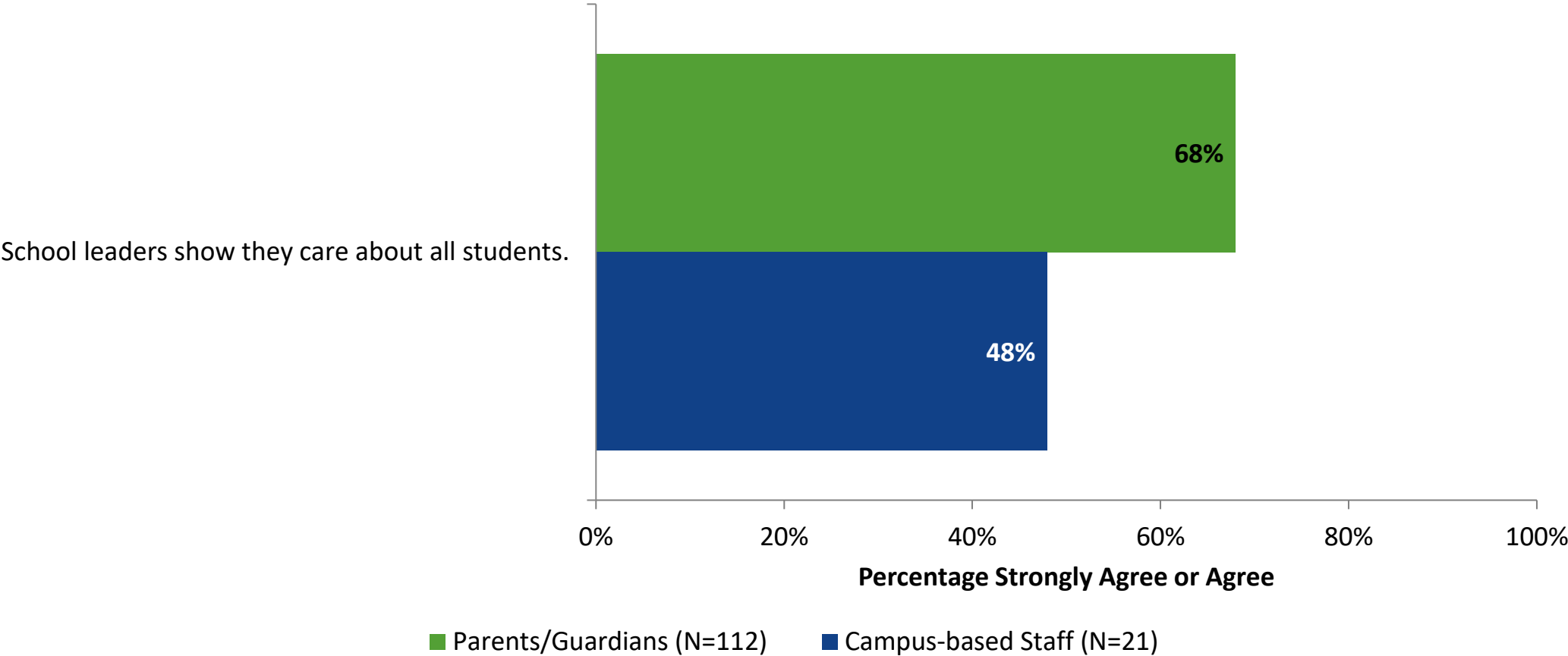
School Leadership: Comparison by Respondent Type

How strongly do you disagree or agree with the following statements?



School Leadership: Comparison by Respondent Type (Continued)

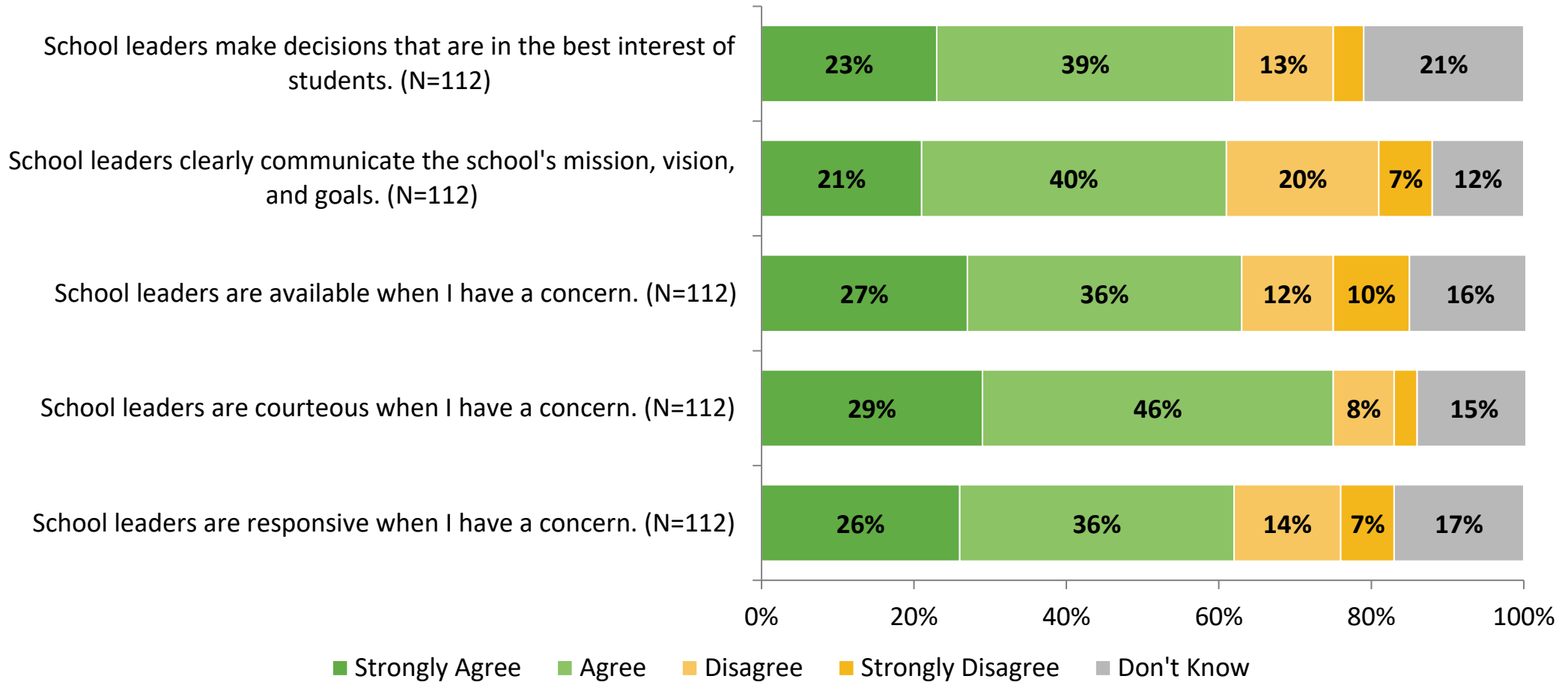
How strongly do you disagree or agree with the following statements?



Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know
Notes: Wording varied slightly between participant groups. Wording displayed is from the parent/guardian survey.

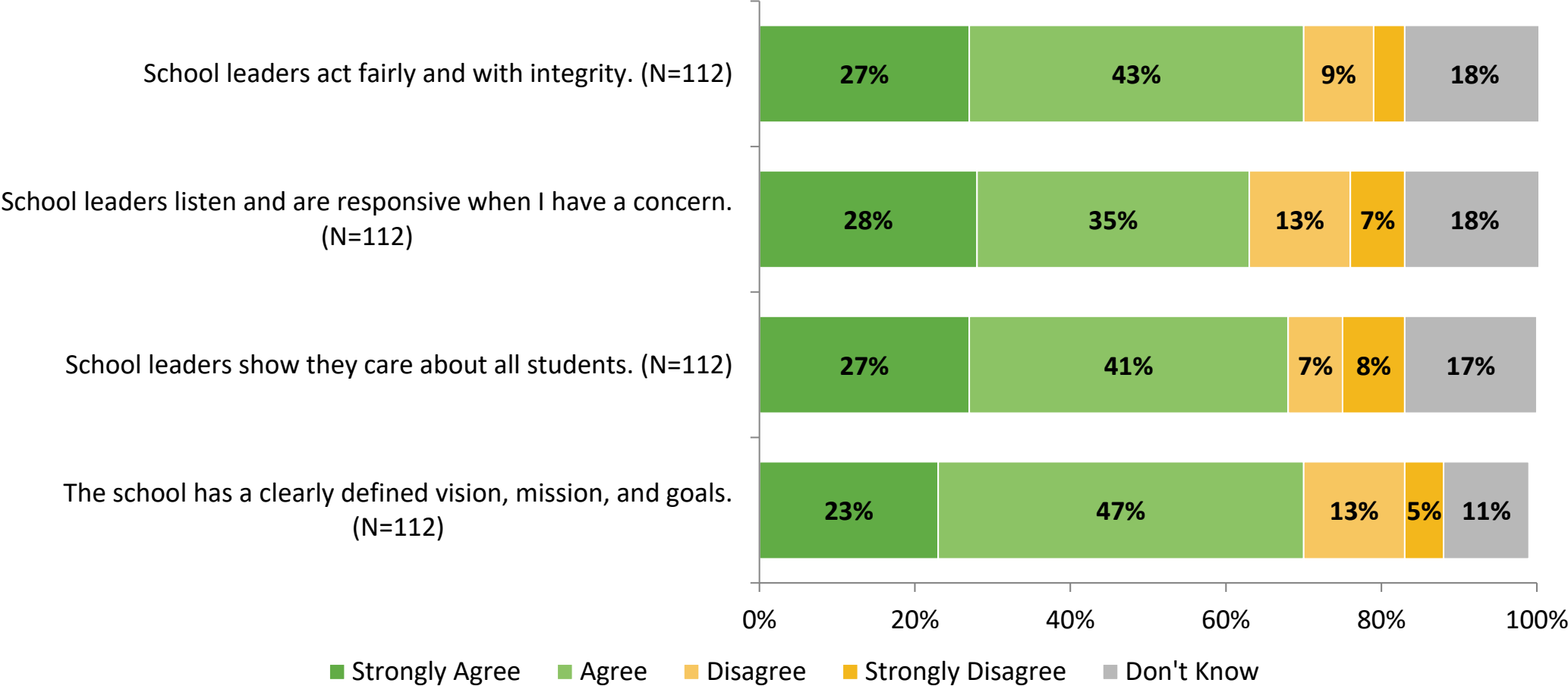
School Leadership

How strongly do you disagree or agree with the following statements?



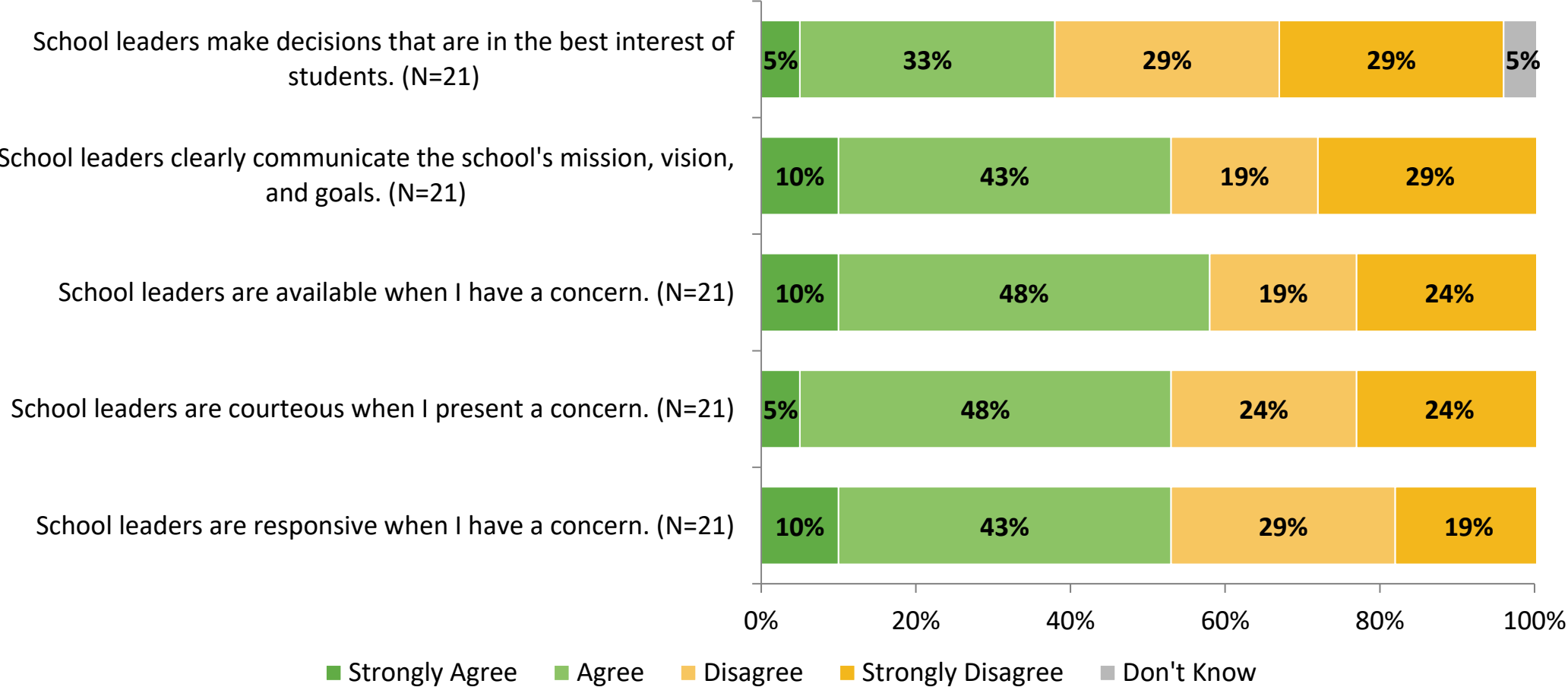
School Leadership (Continued)

How strongly do you disagree or agree with the following statements?



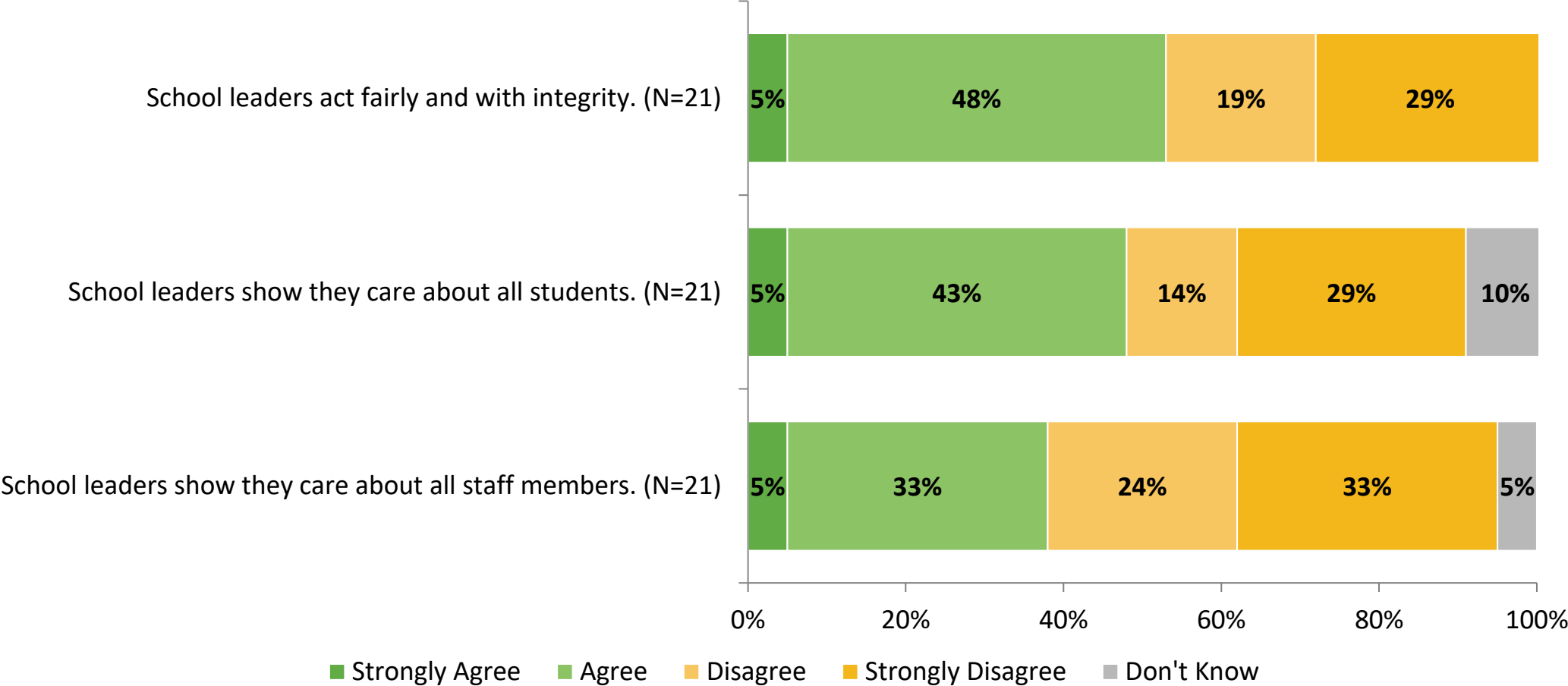
School Leadership

How strongly do you disagree or agree with the following statements?



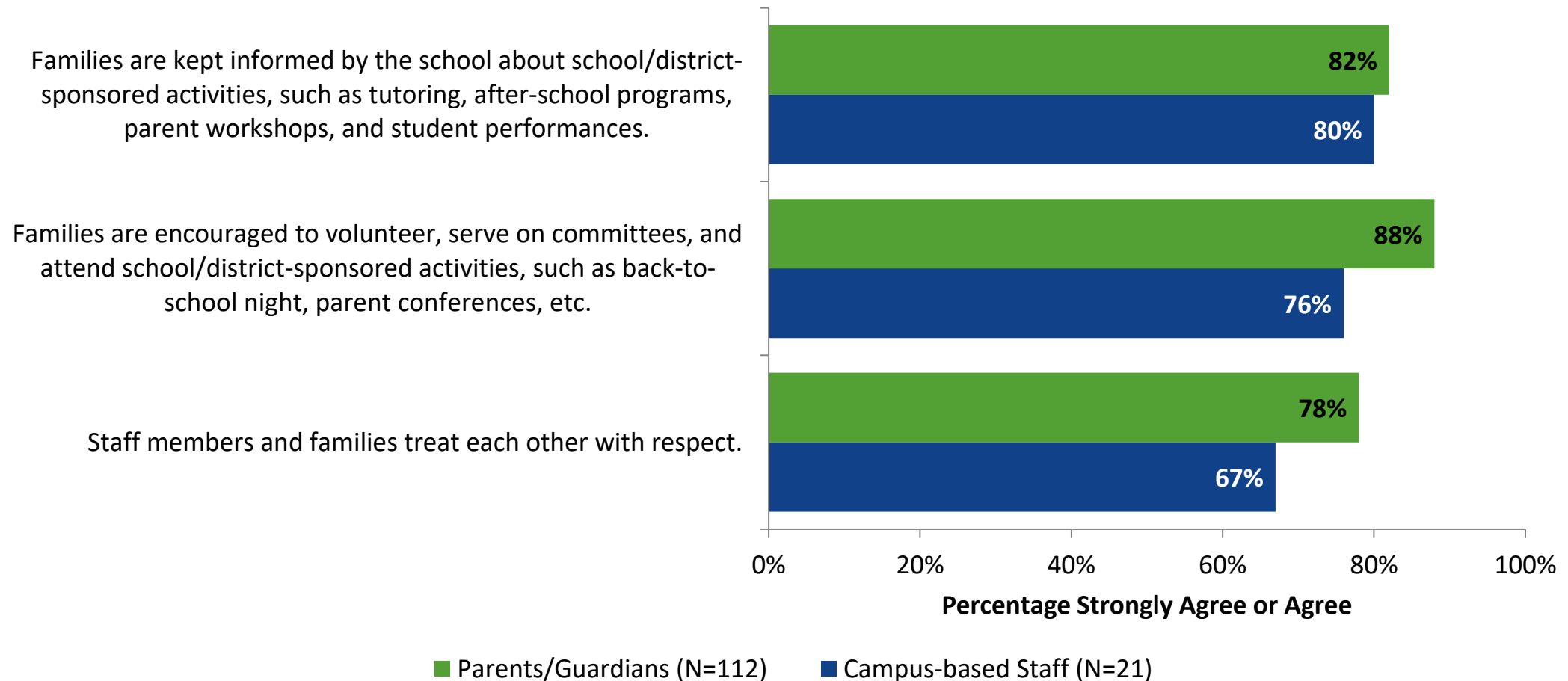
School Leadership (Continued)

How strongly do you disagree or agree with the following statements?



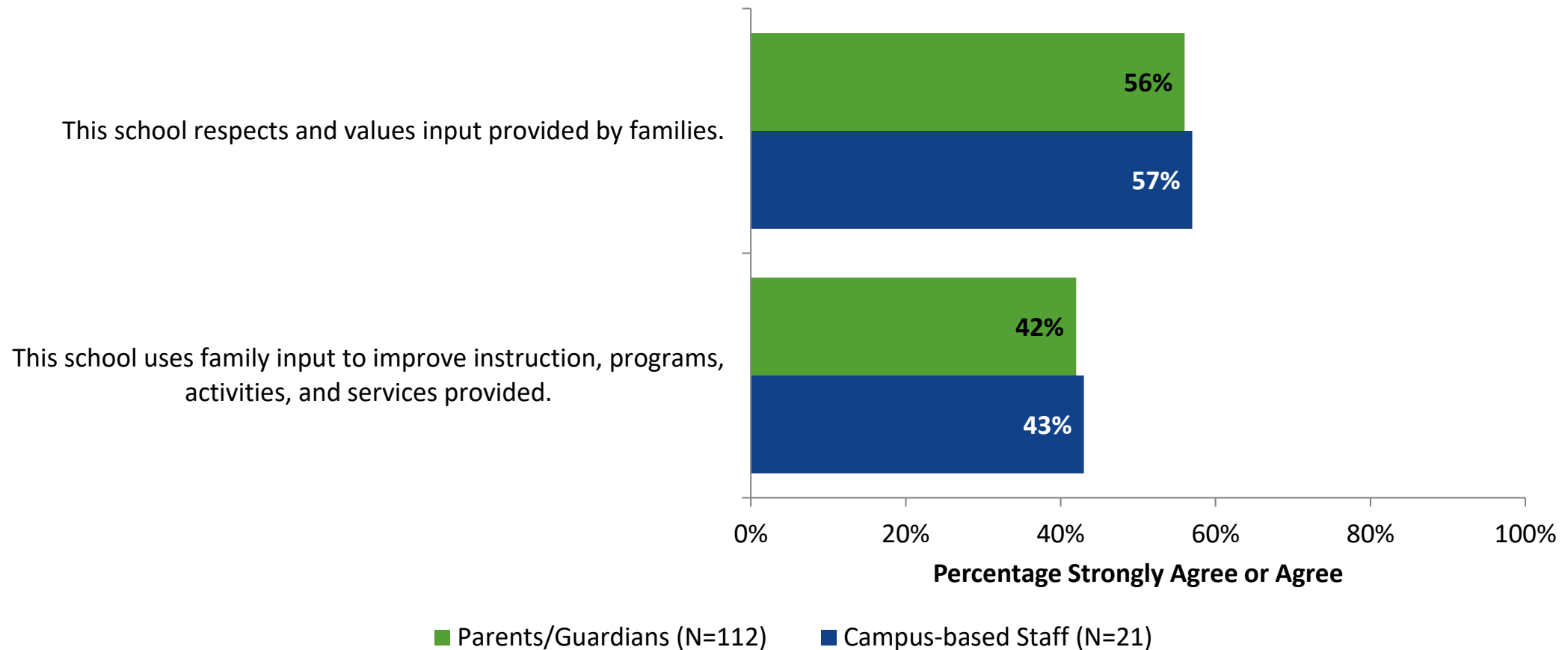
Family Involvement: Comparison by Respondent Type

How strongly do you disagree or agree with the following statements?



Family Involvement: Comparison by Respondent Type (Continued)

How strongly do you disagree or agree with the following statements?

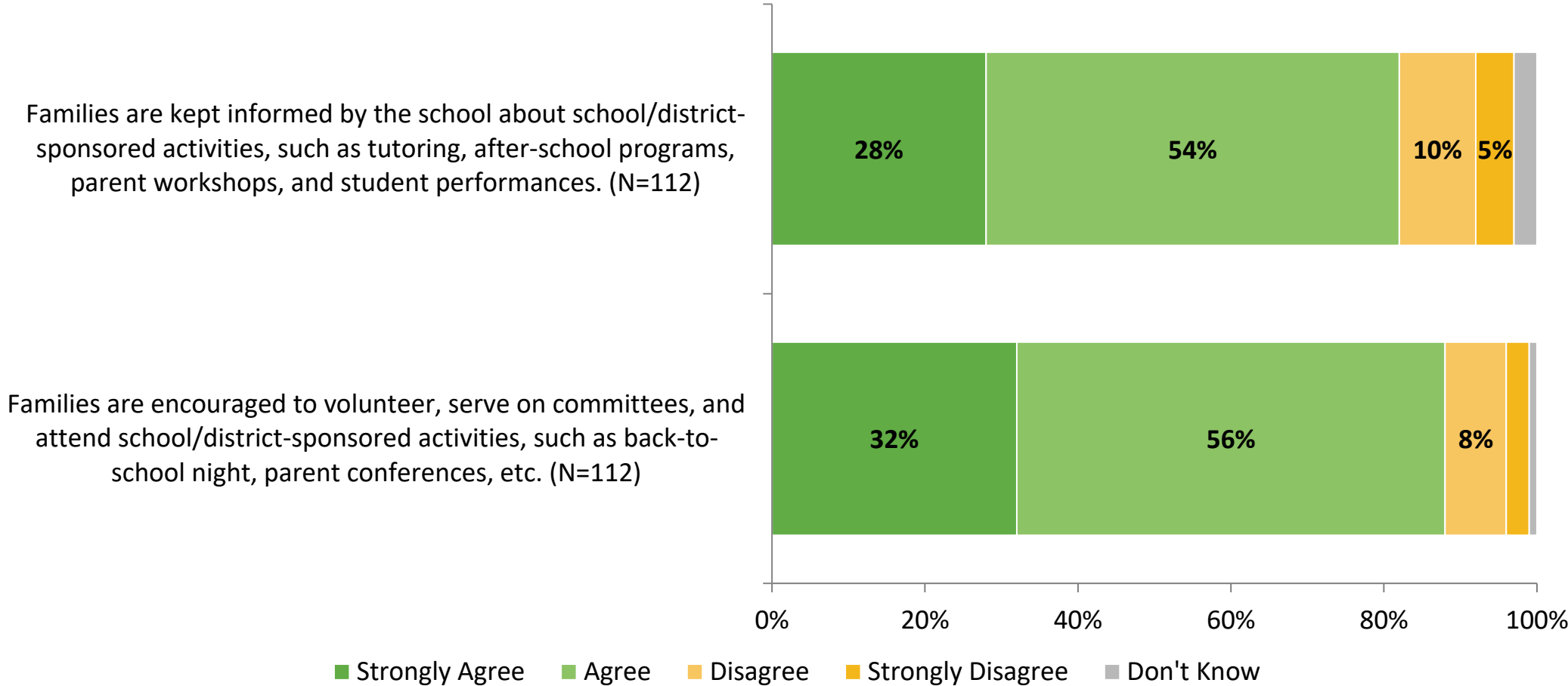


Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know

Notes: Wording varied slightly between participant groups. Wording displayed is from the parent/guardian survey.

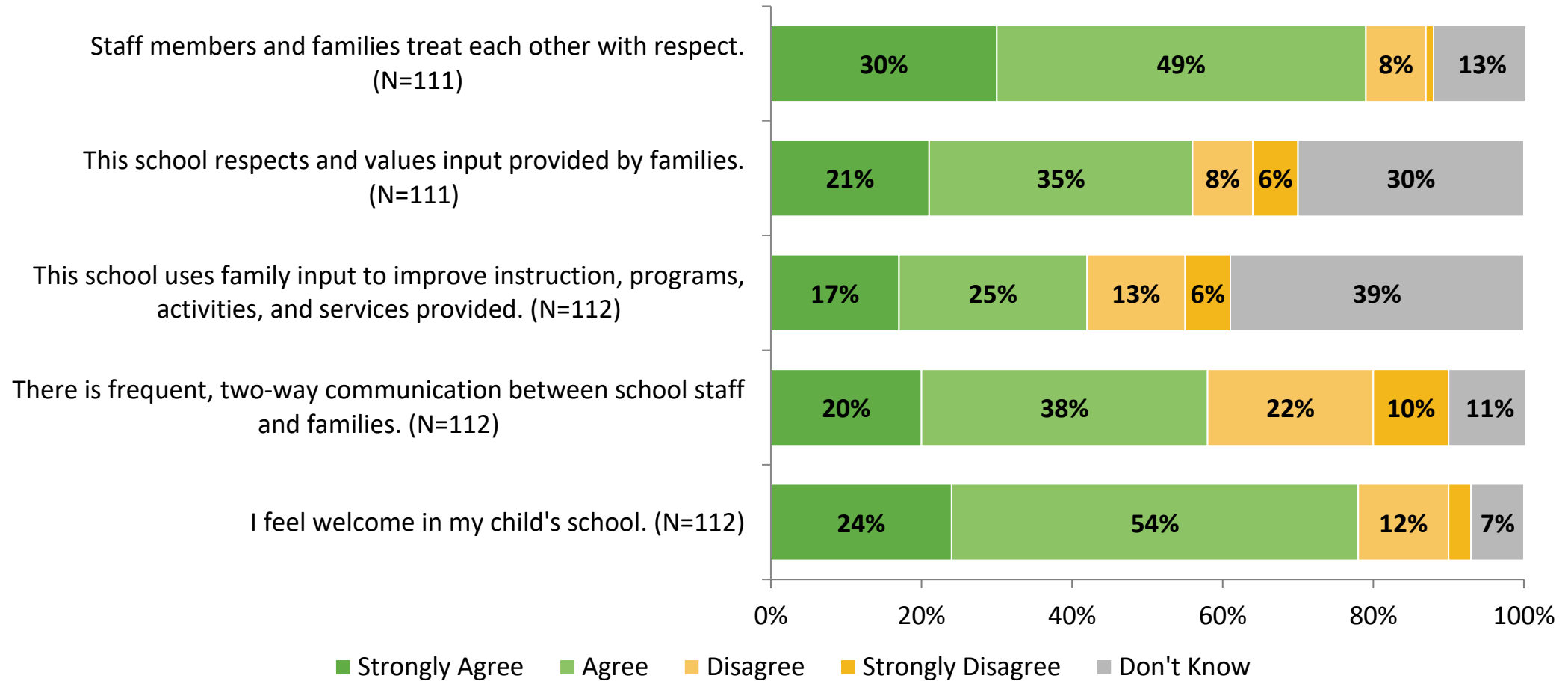
Family Involvement

How strongly do you disagree or agree with the following statements?



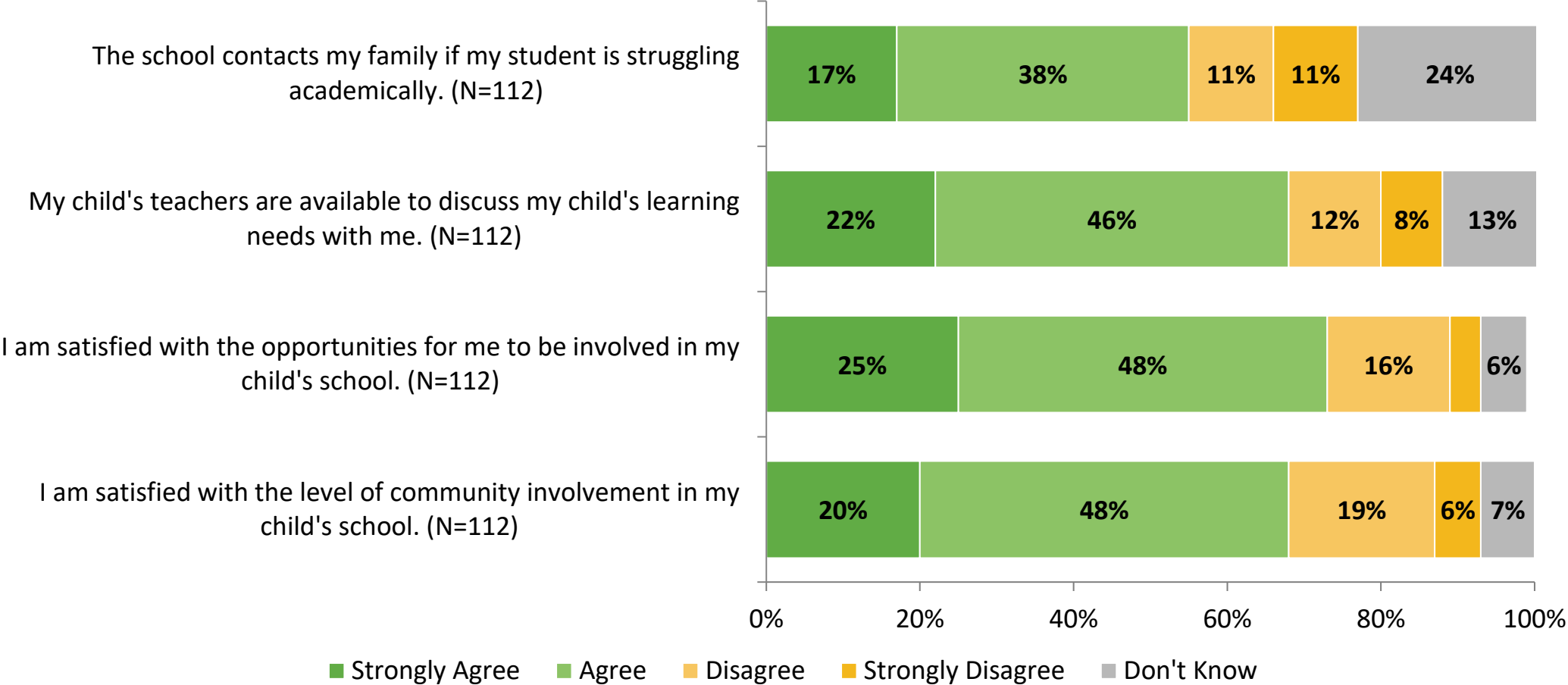
Family Involvement (Continued)

How strongly do you disagree or agree with the following statements?



Family Involvement (Continued)

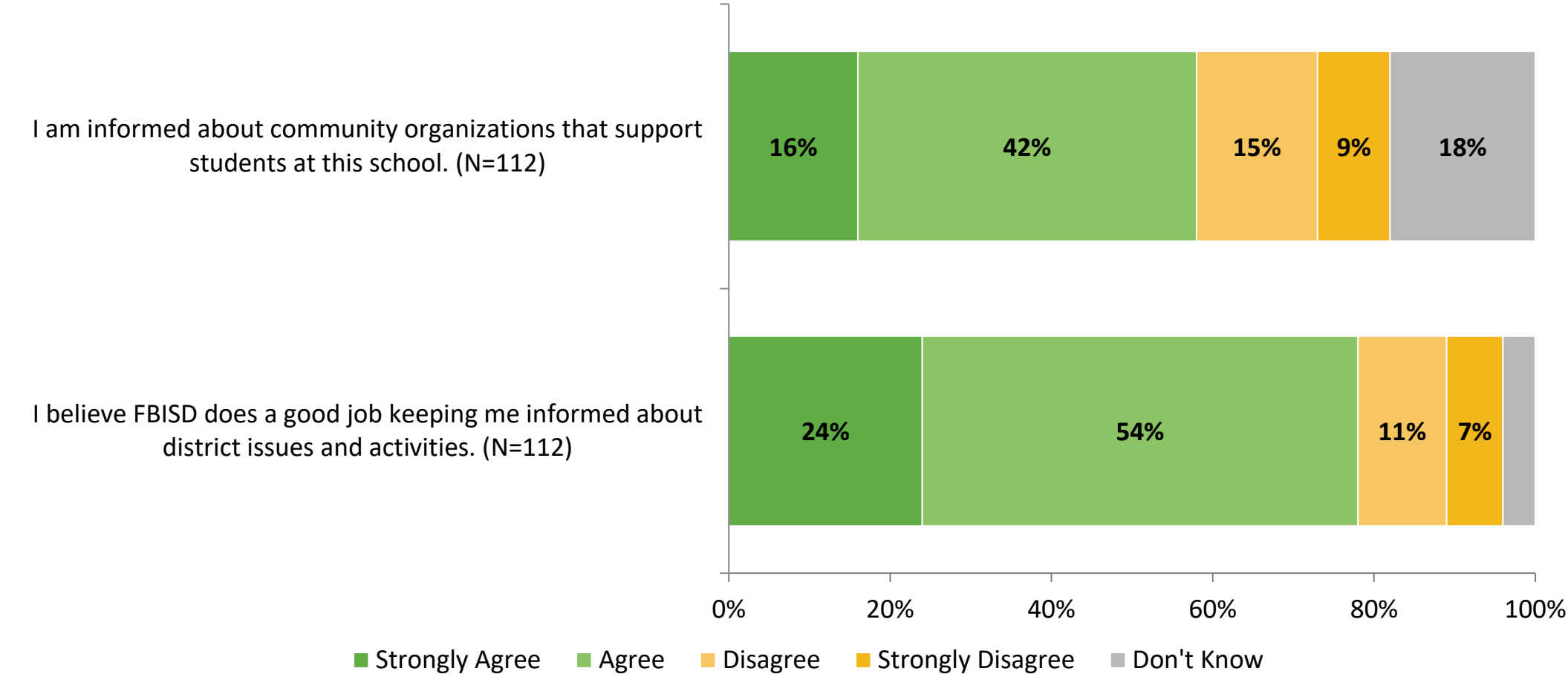
How strongly do you disagree or agree with the following statements?



Note: These items were only asked to parents/guardians.

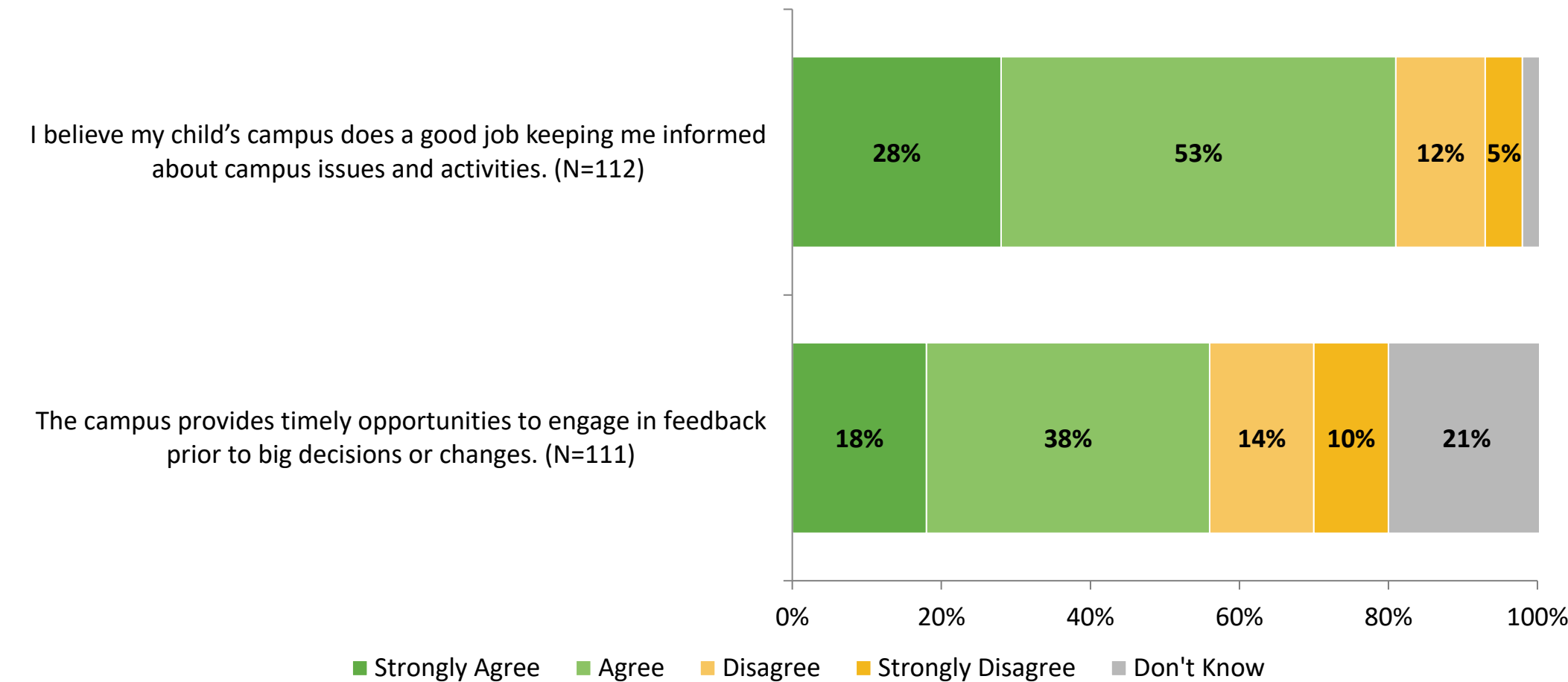
Family Involvement (Continued)

How strongly do you disagree or agree with the following statements?



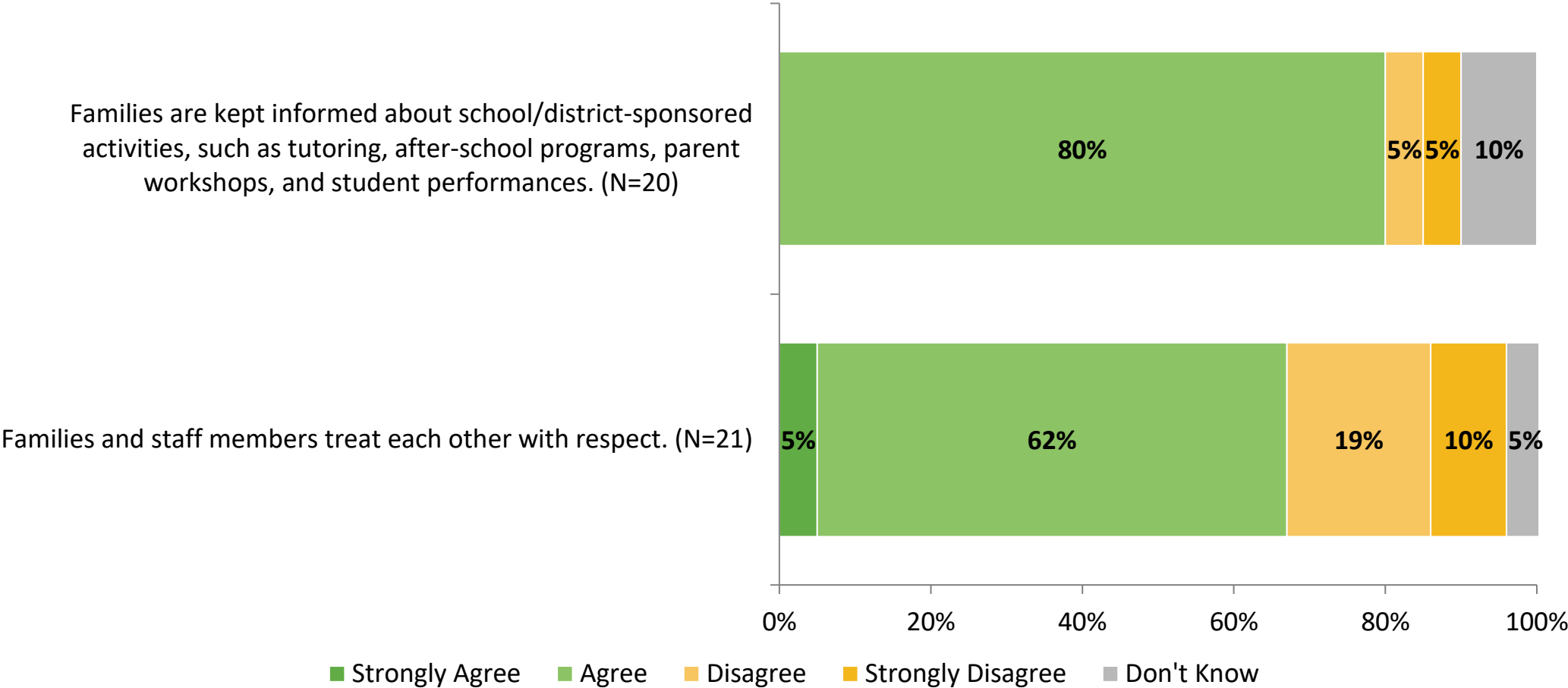
Family Involvement (Continued)

How strongly do you disagree or agree with the following statements?



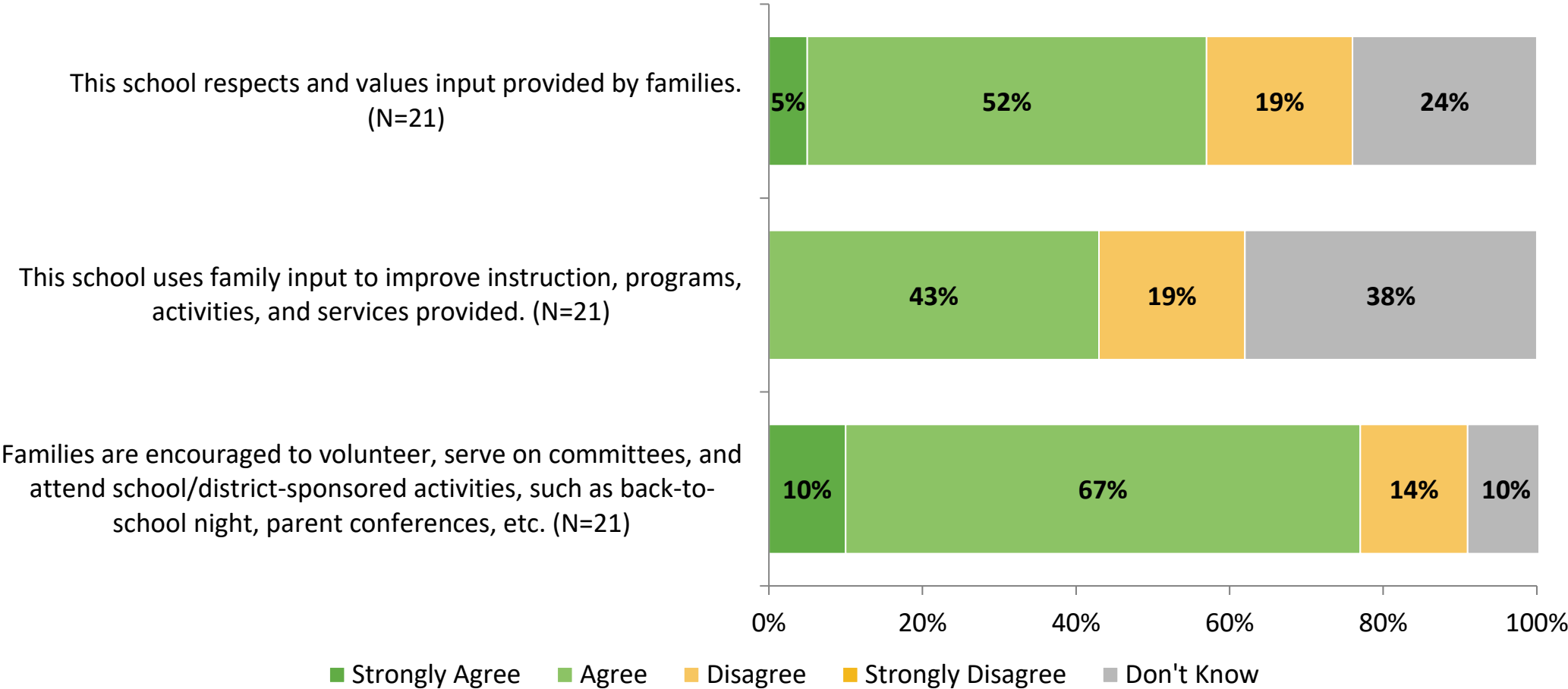
Family Involvement

How strongly do you disagree or agree with the following statements?



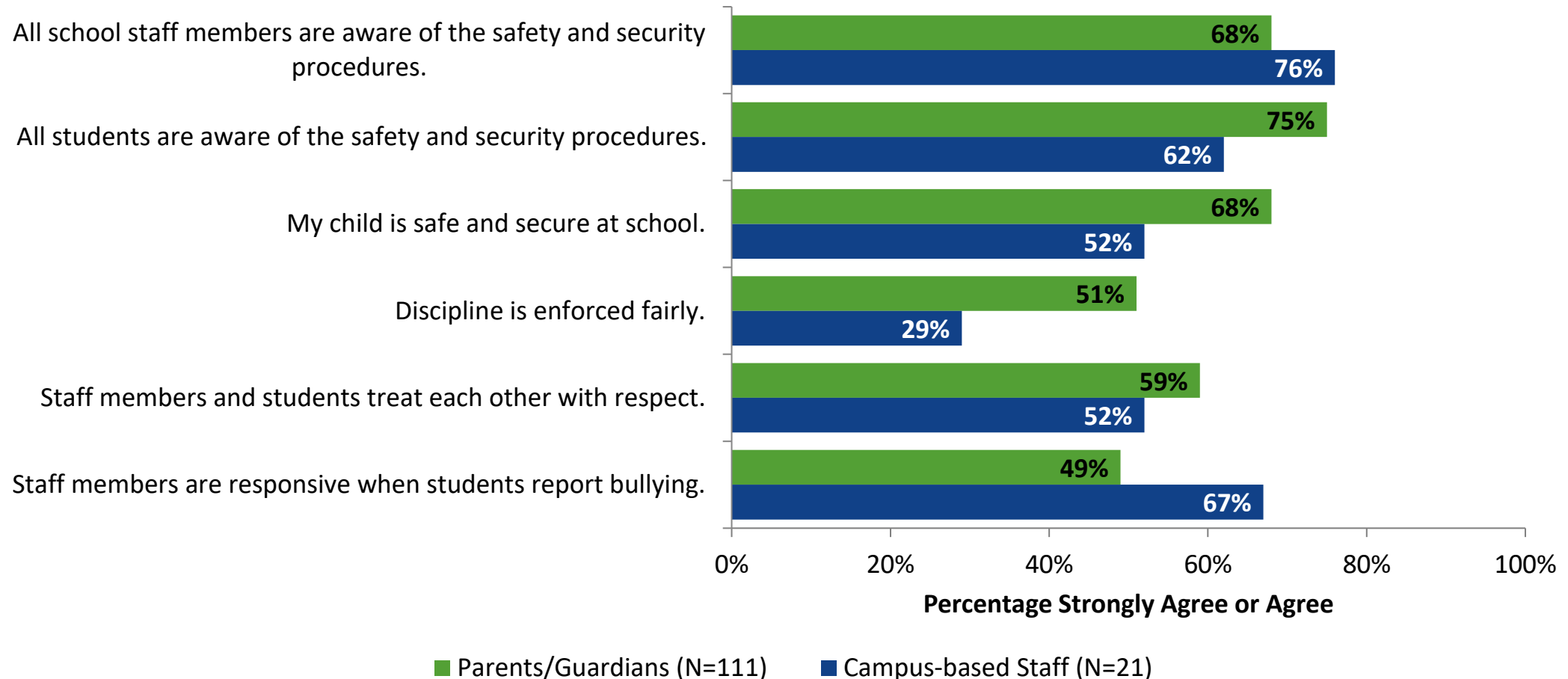
Family Involvement (Continued)

How strongly do you disagree or agree with the following statements?



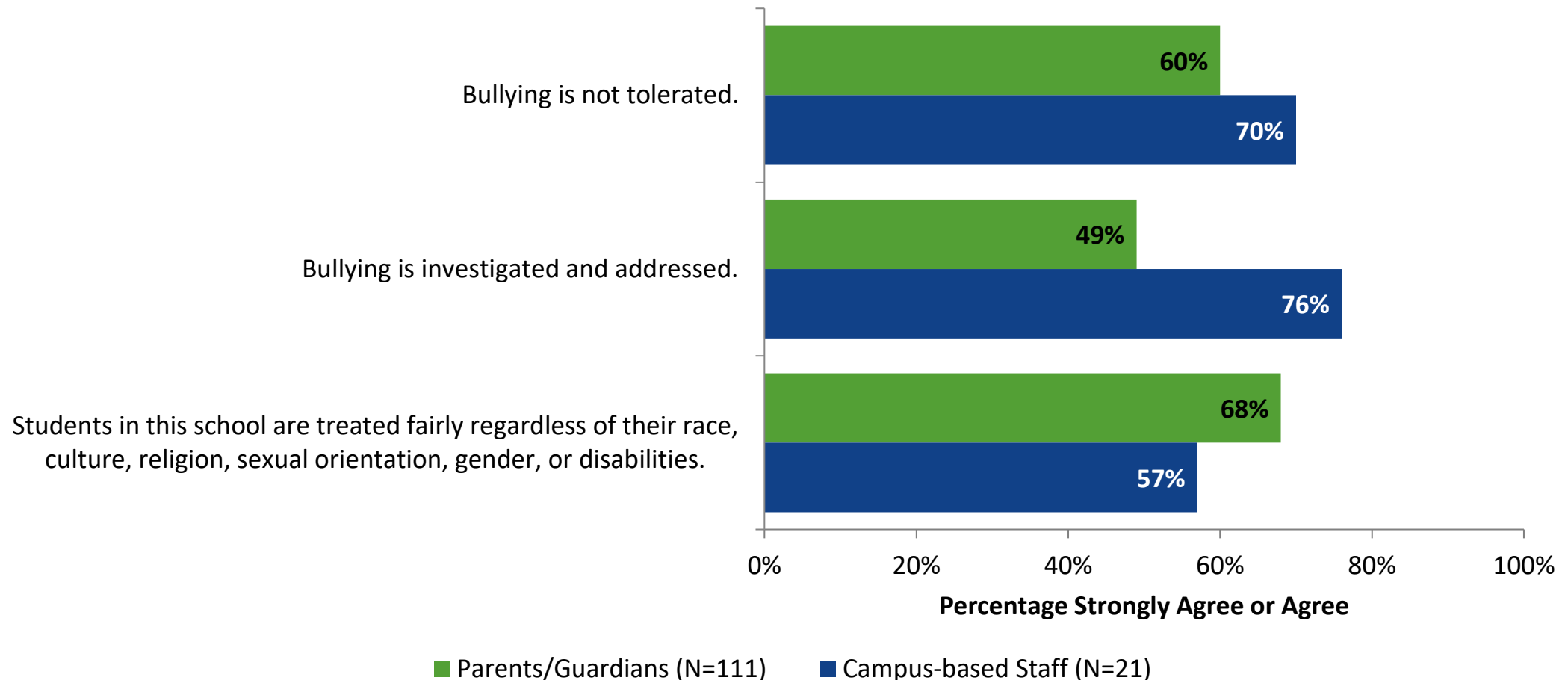
Safety and Behavior: Comparison by Respondent Type

How strongly do you disagree or agree with the following statements?



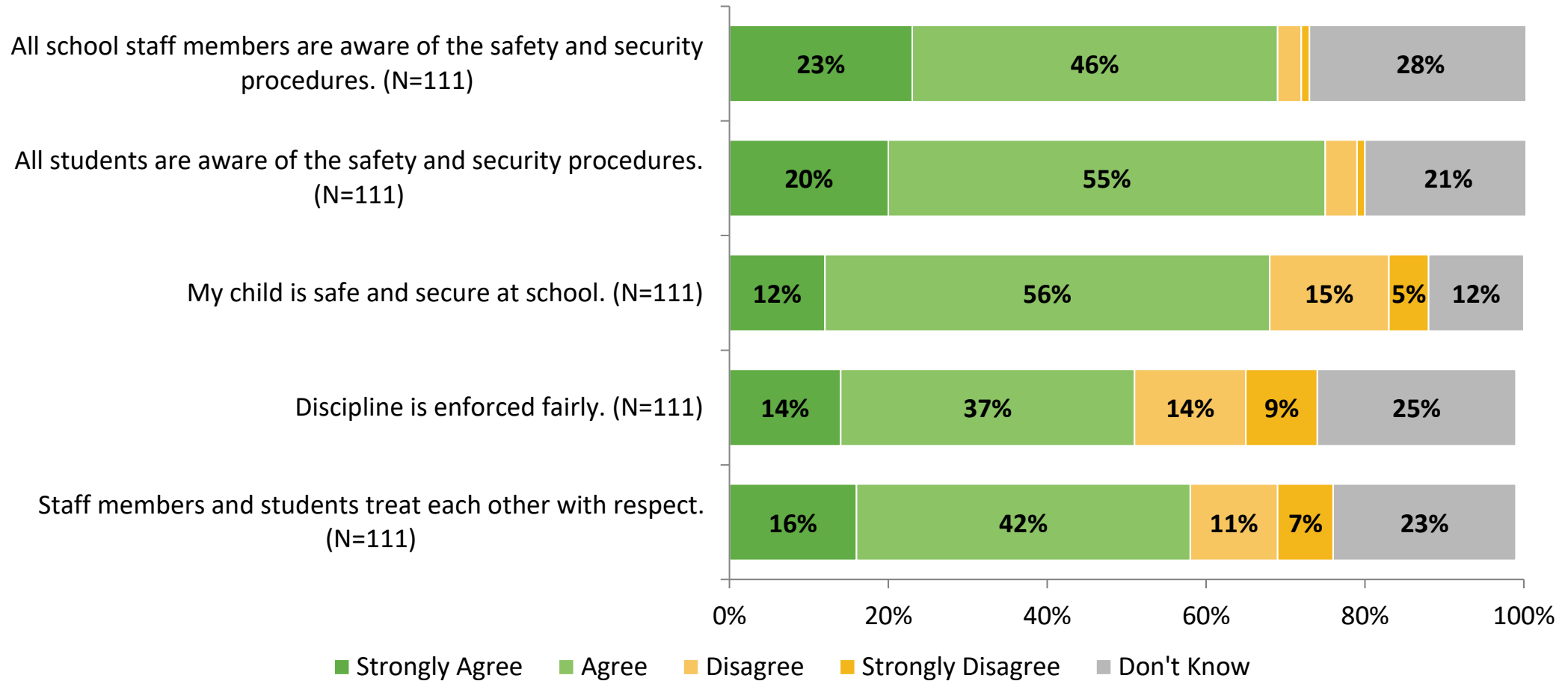
Safety and Behavior: Comparison by Respondent Type (Continued)

How strongly do you disagree or agree with the following statements?



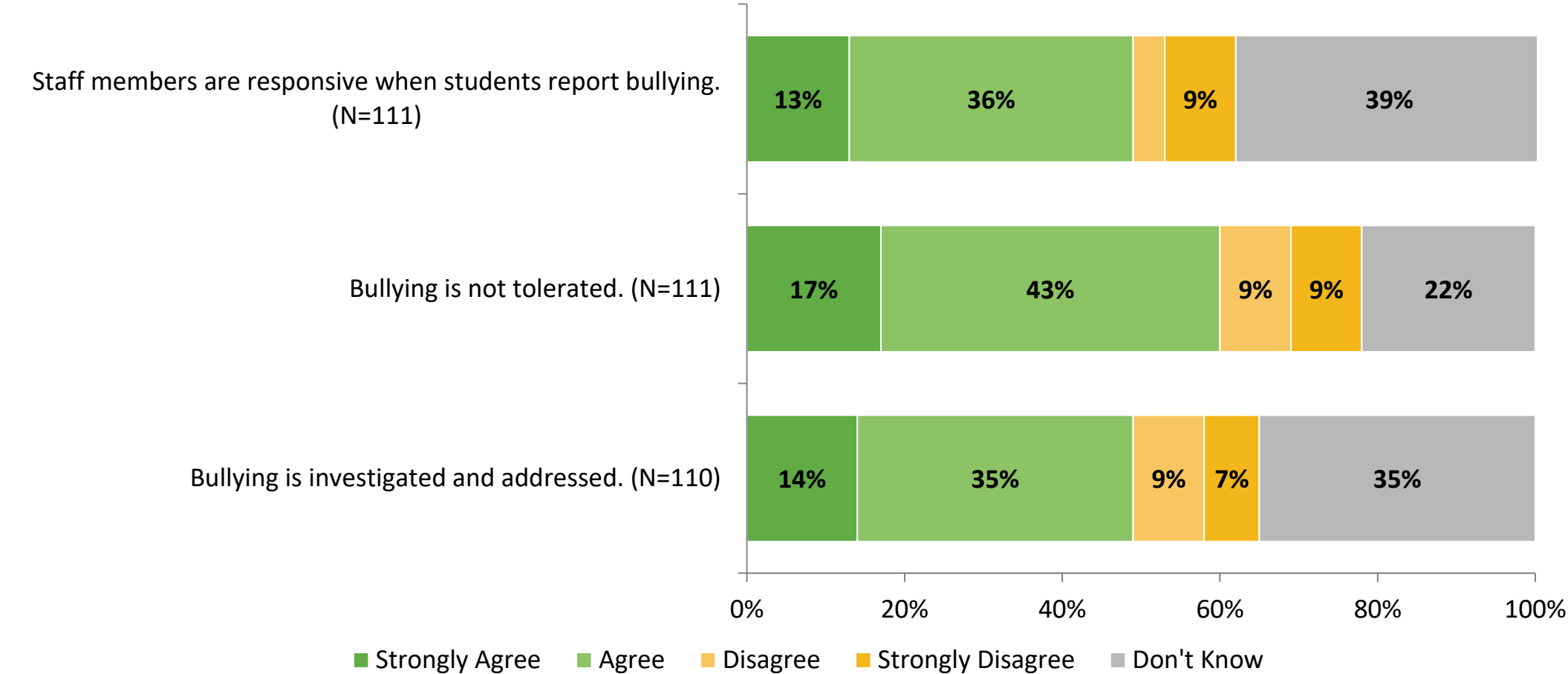
Safety and Behavior

How strongly do you disagree or agree with the following statements?



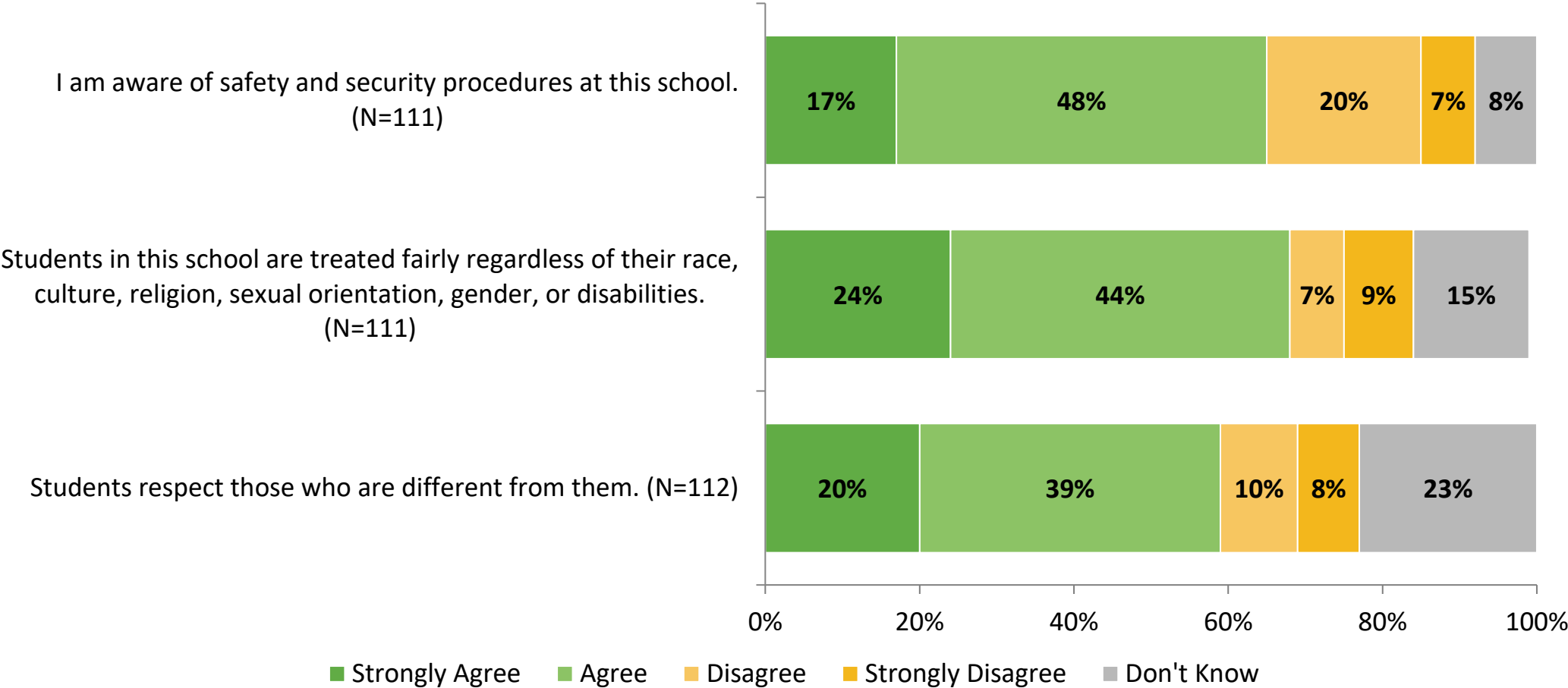
Safety and Behavior (Continued)

How strongly do you disagree or agree with the following statements?



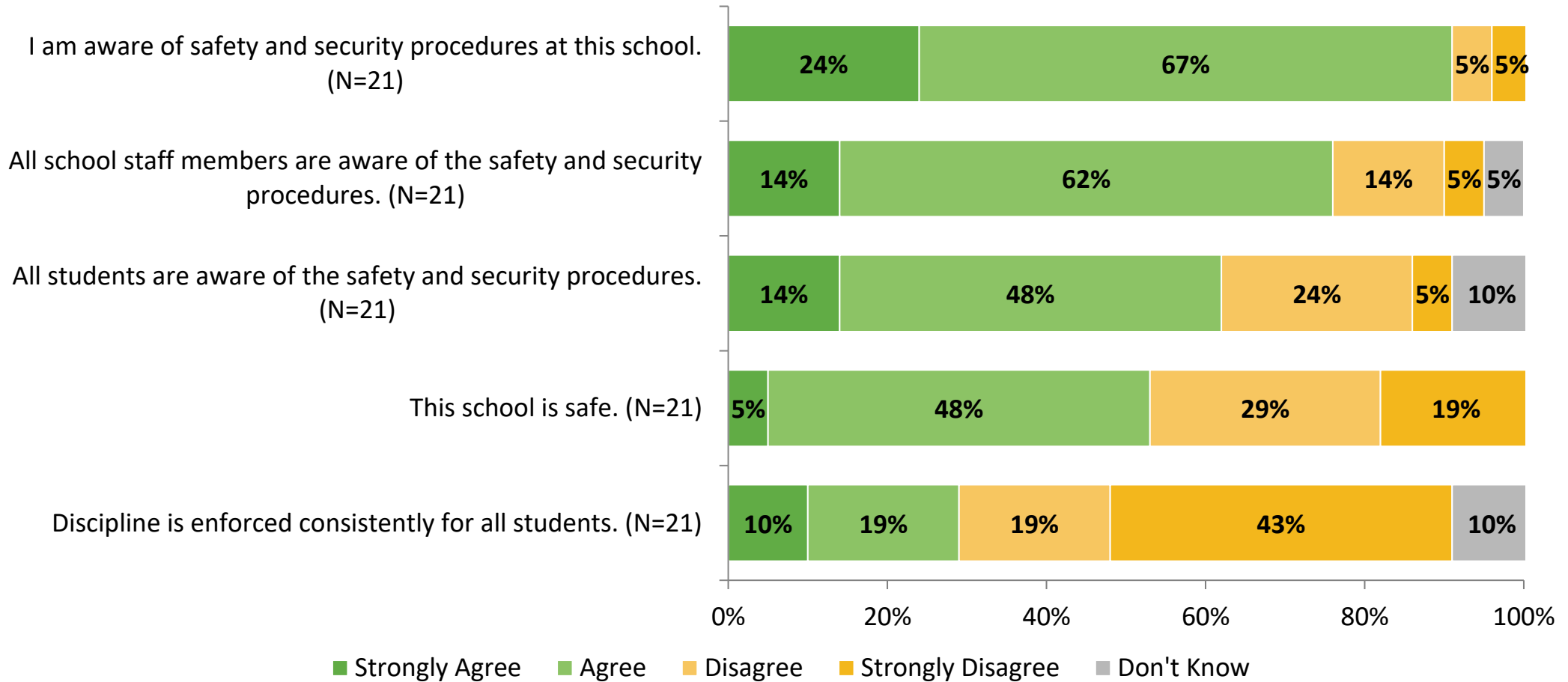
Safety and Behavior (Continued)

How strongly do you disagree or agree with the following statements?



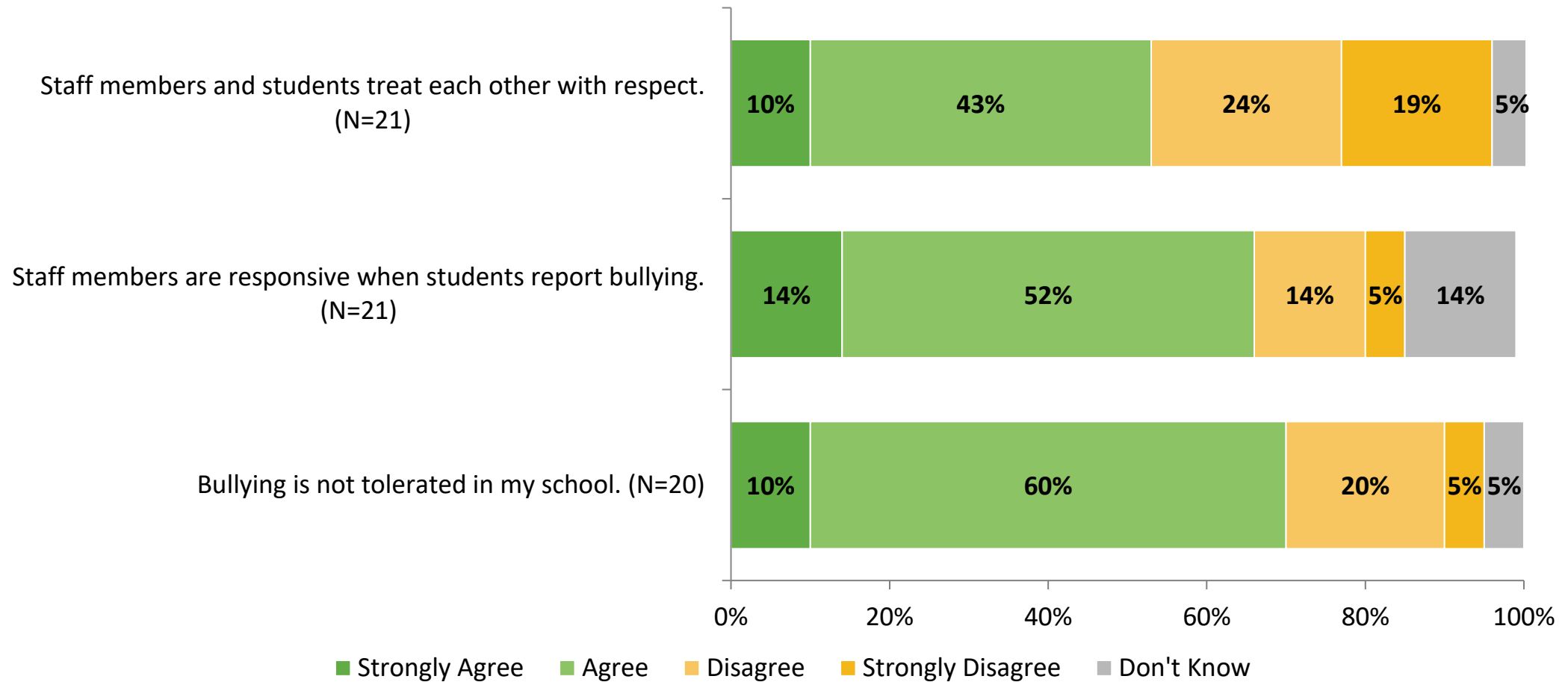
Safety and Behavior

How strongly do you disagree or agree with the following statements?



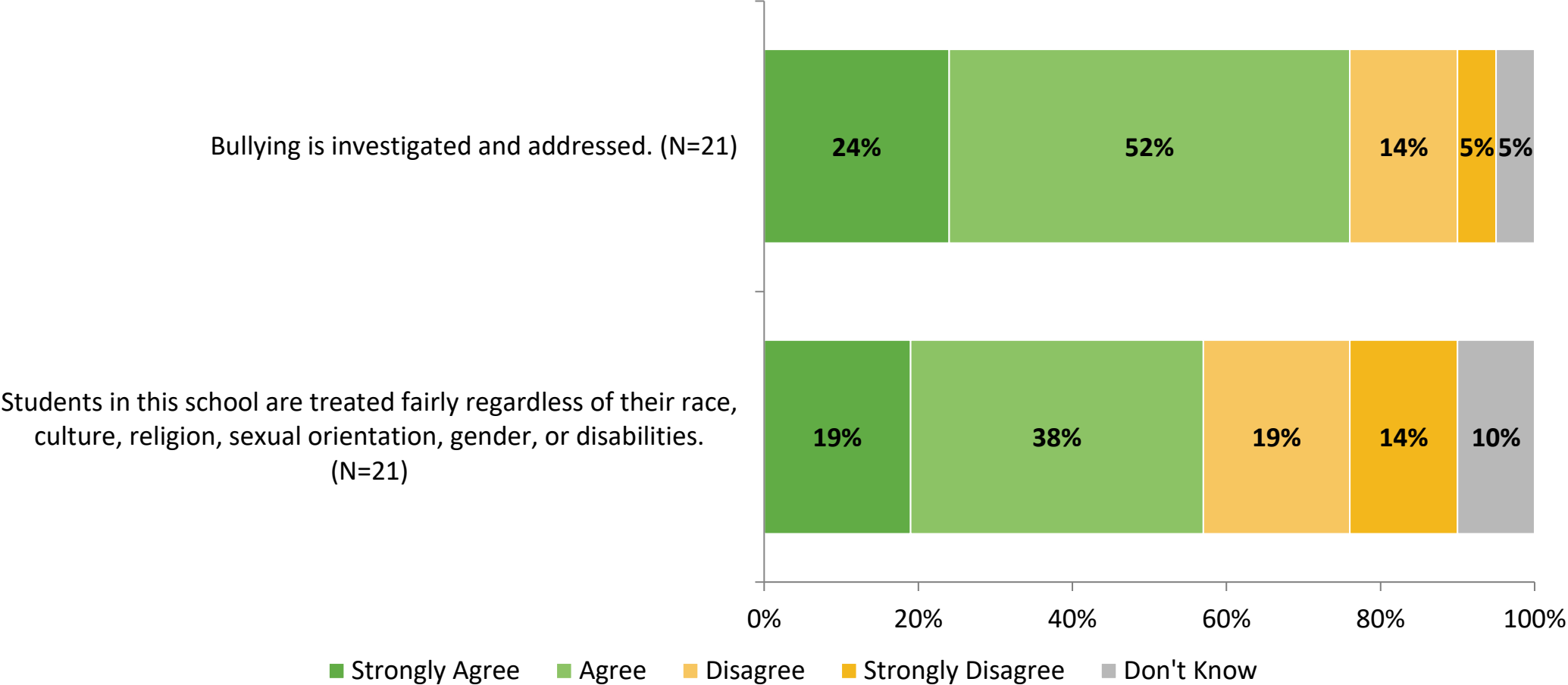
Safety and Behavior (Continued)

How strongly do you disagree or agree with the following statements?



Safety and Behavior (Continued)

How strongly do you disagree or agree with the following statements?



Highest- and Lowest-ranking Indicators

Highest-ranking Indicators

Survey Item	Percentage Strongly Agree or Agree (%)	Dimension
Families are encouraged to volunteer, serve on committees, and attend school/district-sponsored activities, such as back-to-school night, parent conferences, etc.	88%	Family Involvement
Families are kept informed by the school about school/district-sponsored activities, such as tutoring, after-school programs, parent workshops, and student performances.	82%	Family Involvement
Schoolwork is meaningful and relevant.	81%	Academic Support
My child takes an interest in the extracurricular activities and programs, including fine arts, athletics, or clubs/organizations.	81%	Academic Support
I am kept informed about my child's grades and academic progress.	81%	Academic Support

Lowest-ranking Indicators

Survey Item	Percentage Strongly Disagree or Disagree (%)	Dimension
Parents are kept informed about what their child is learning in school.	36%	Academic Support
There is frequent, two-way communication between school staff and families.	32%	Family Involvement
I am informed about community organizations that support students at this school.	30%	Student Support
Teachers give timely and appropriate feedback about student work.	29%	Academic Support
My child is excited to go to school.	28%	Student Support

Highest-ranking Indicators

Survey Item	Percentage Strongly Agree or Agree (%)	Dimension
Students take an interest in the extracurricular activities and programs, including fine arts, athletics, or clubs/organizations at this school.	90%	Academic Support
I am aware of safety and security procedures at this school.	90%	Safety and Behavior
There is a teacher, counselor, or other staff member to whom a student can go for help with a school problem.	86%	Student Support
There is a teacher, counselor, or other staff member to whom a student can go for help with a personal problem.	86%	Student Support
Curriculum, instruction, and assessments are aligned.	80%	Academic Support

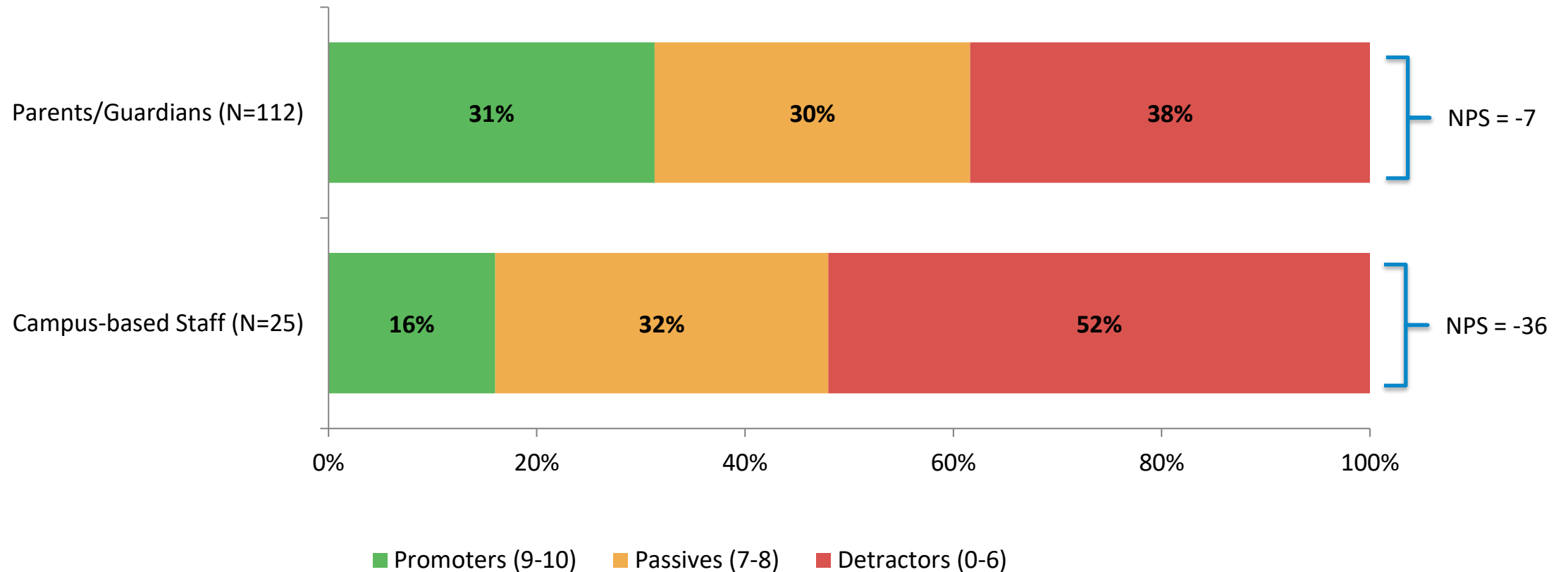
Lowest-ranking Indicators

Survey Item	Percentage Strongly Disagree or Disagree (%)	Dimension
Discipline is enforced consistently for all students.	62%	Safety and Behavior
School leaders make decisions that are in the best interest of students.	57%	School Leadership
School leaders show they care about all staff members.	57%	School Leadership
I am informed about community organizations that support students at this school.	52%	Student Support
Students are excited to go to school.	52%	Student Support

Net Promoter Scores

School Net Promoter Score: Comparison by Respondent Type

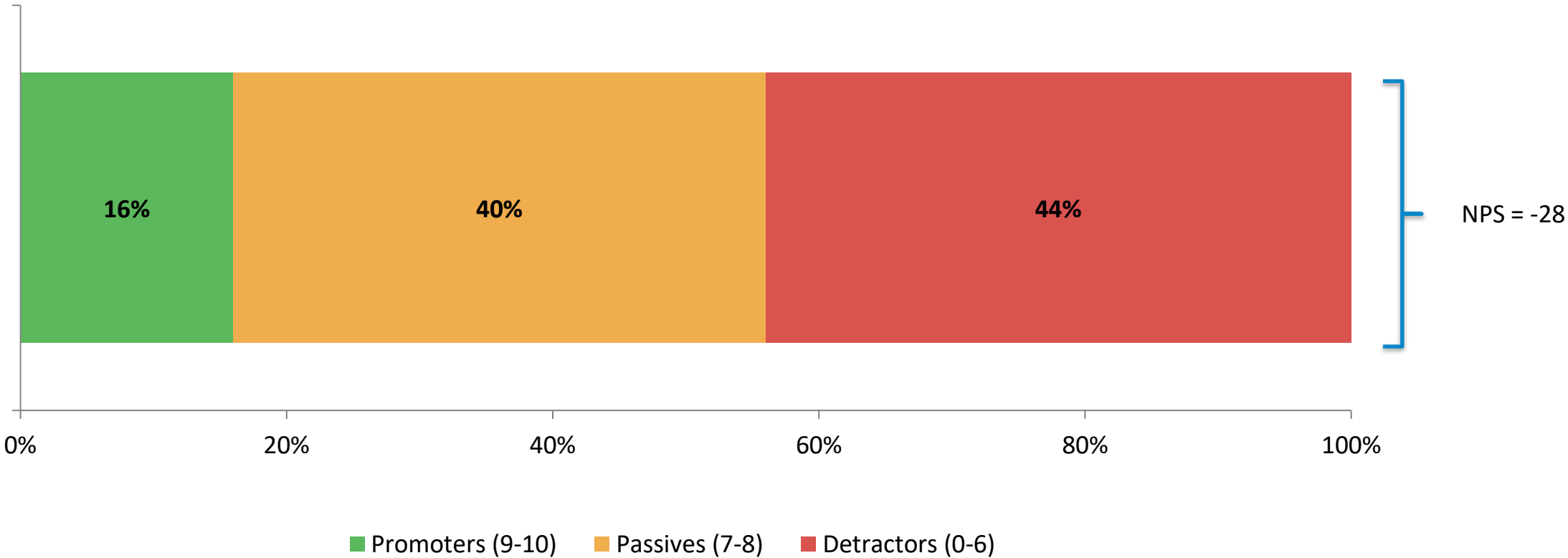
How likely are you to recommend your child's/your school to a friend or colleague?



Notes: The Net Promoter Score® (NPS) serves as a proxy for public confidence in a school/the district and can potentially be connected to district growth. It is calculated by subtracting the percentage of detractors from the percentage of promoters, which gives a value between -100 and 100. A positive score means there are more people promoting a school/the district than detracting from it. Passives represent individuals who do not have an unequivocal opinion about their school or the district.

District Net Promoter Score

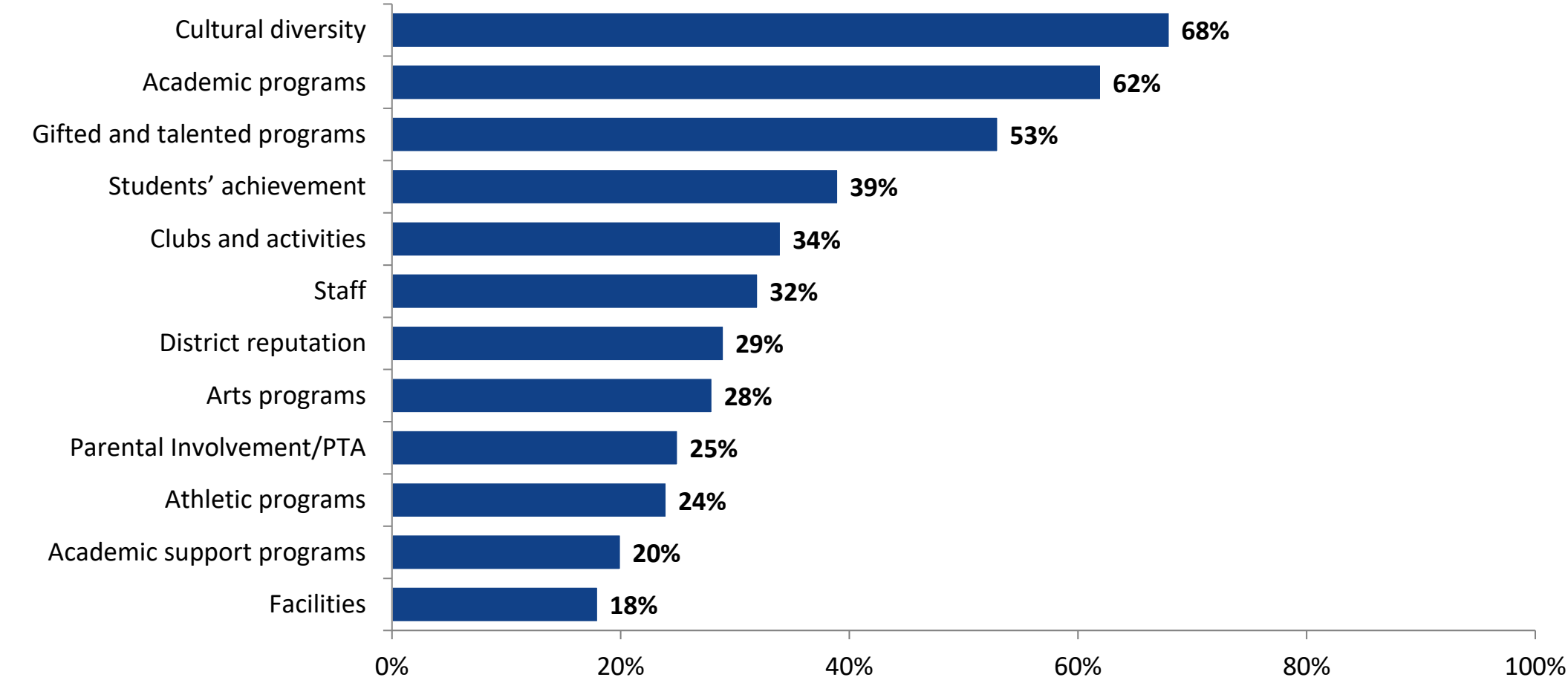
How likely are you to recommend Fort Bend ISD to a friend or colleague? (N=25)



Notes: Only staff were asked this question. The Net Promoter Score® (NPS) serves as a proxy for public confidence in a school/the district and can potentially be connected to district growth. It is calculated by subtracting the percentage of detractors from the percentage of promoters, which gives a value between -100 and 100. A positive score means there are more people promoting a school/the district than detracting from it. Passives represent individuals who do not have an unequivocal opinion about their school or the district.

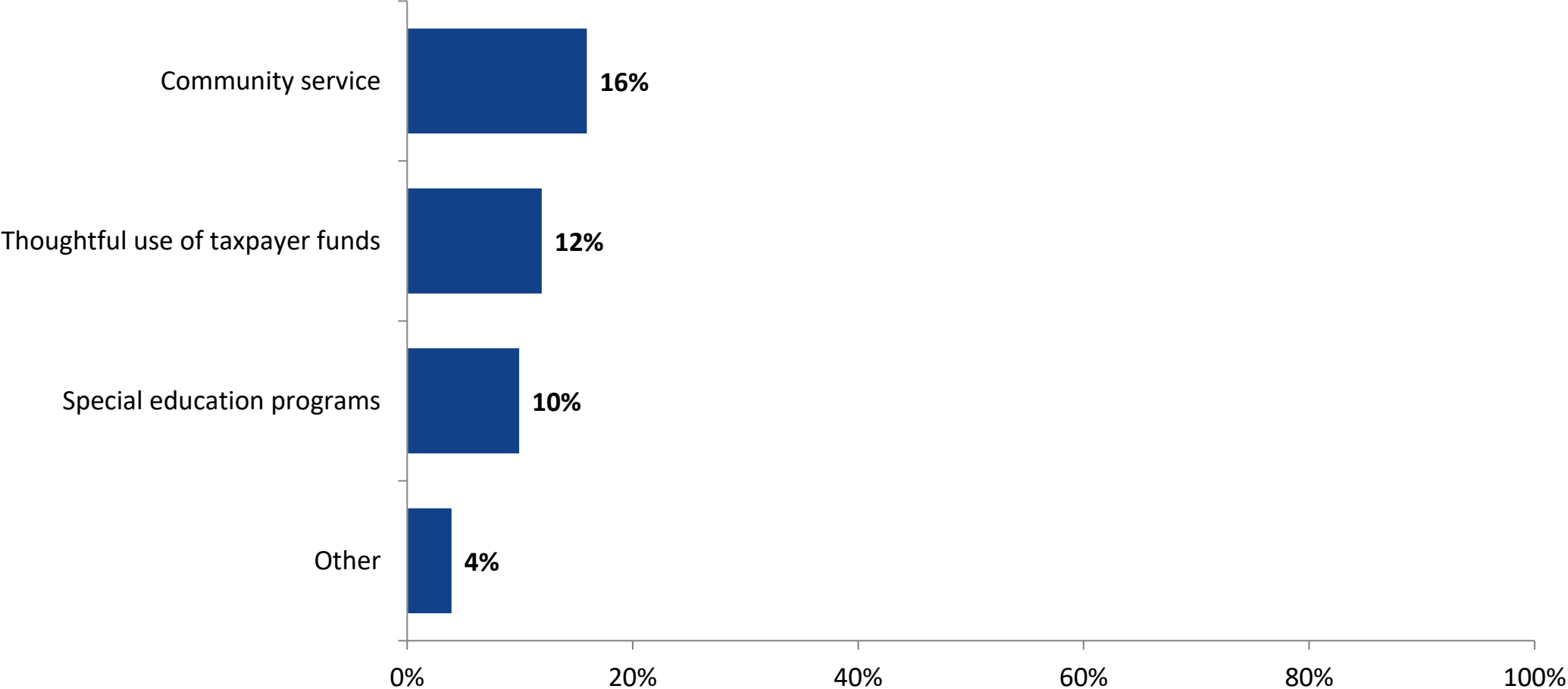
District Pride

What are you proud of when you think of Fort Bend ISD? (N=106)



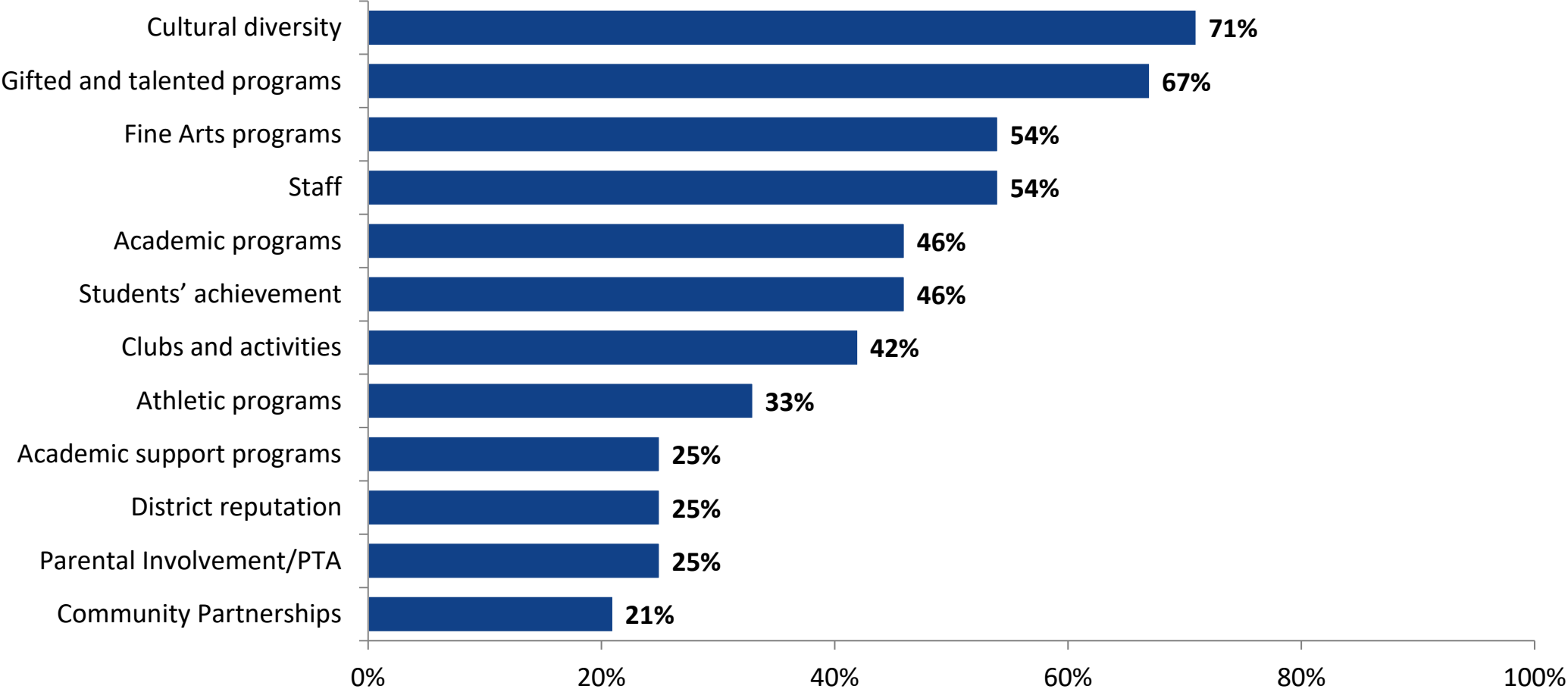
District Pride (Continued)

What are you proud of when you think of Fort Bend ISD? (N=106)



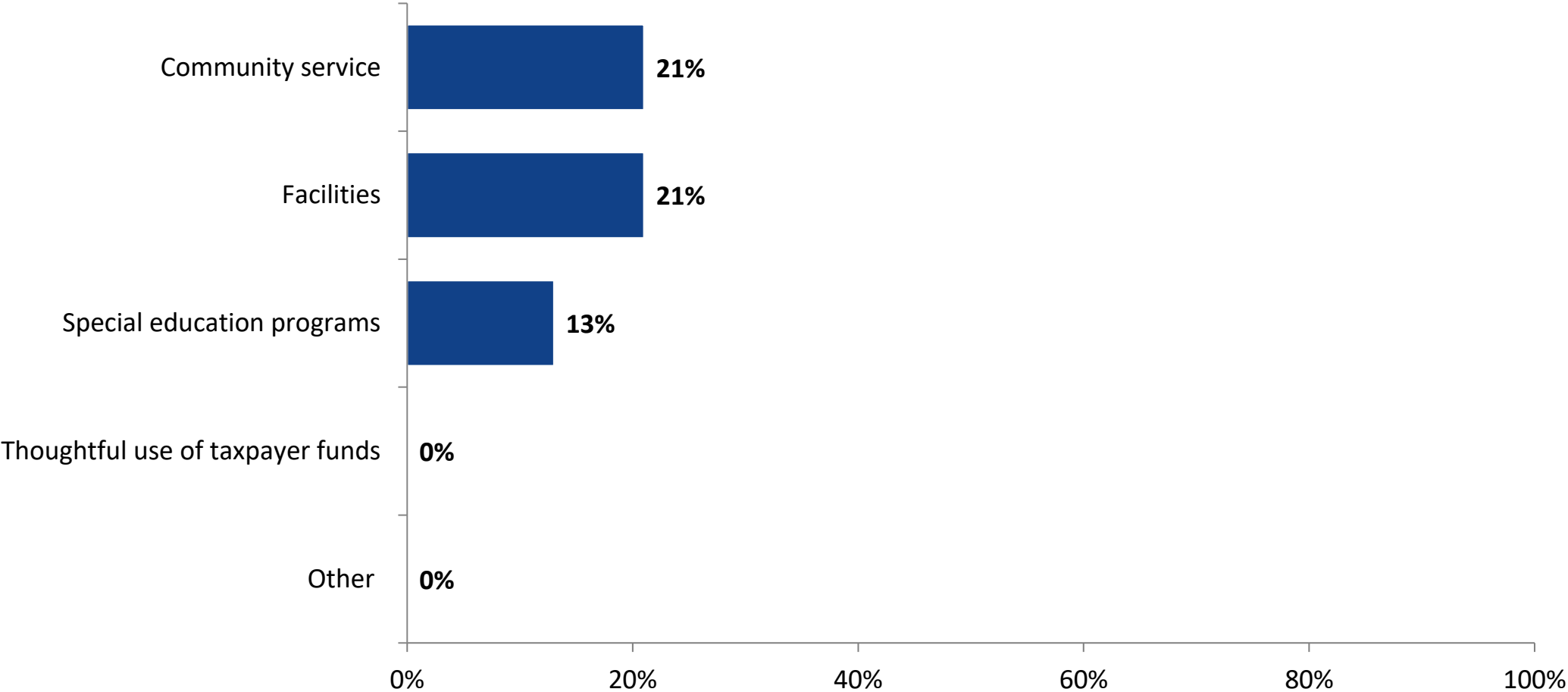
District Pride

What are you proud of when you think of Fort Bend ISD? (N=24)



District Pride (Continued)

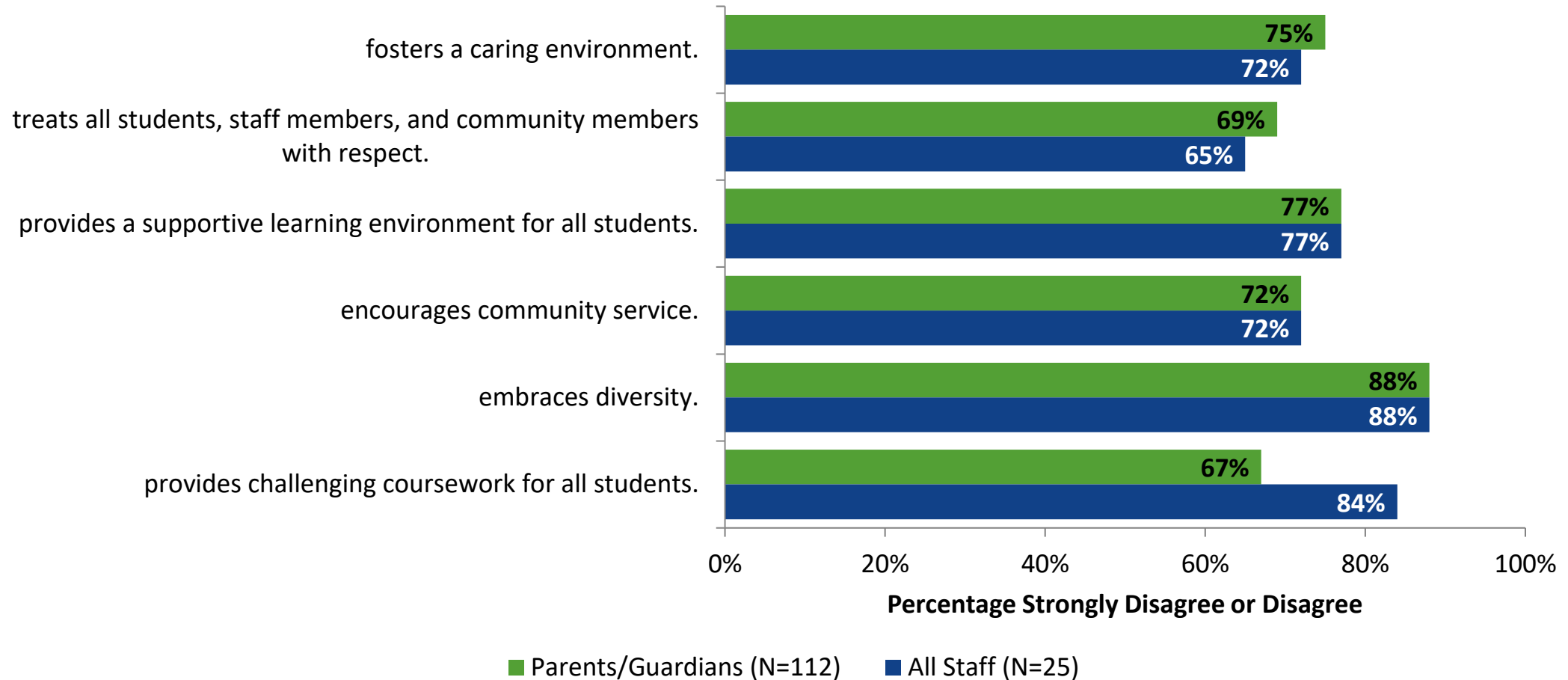
What are you proud of when you think of Fort Bend ISD? (N=24)



Community Perceptions: Comparison by Respondent Type

How strongly you agree or disagree with the following statements?

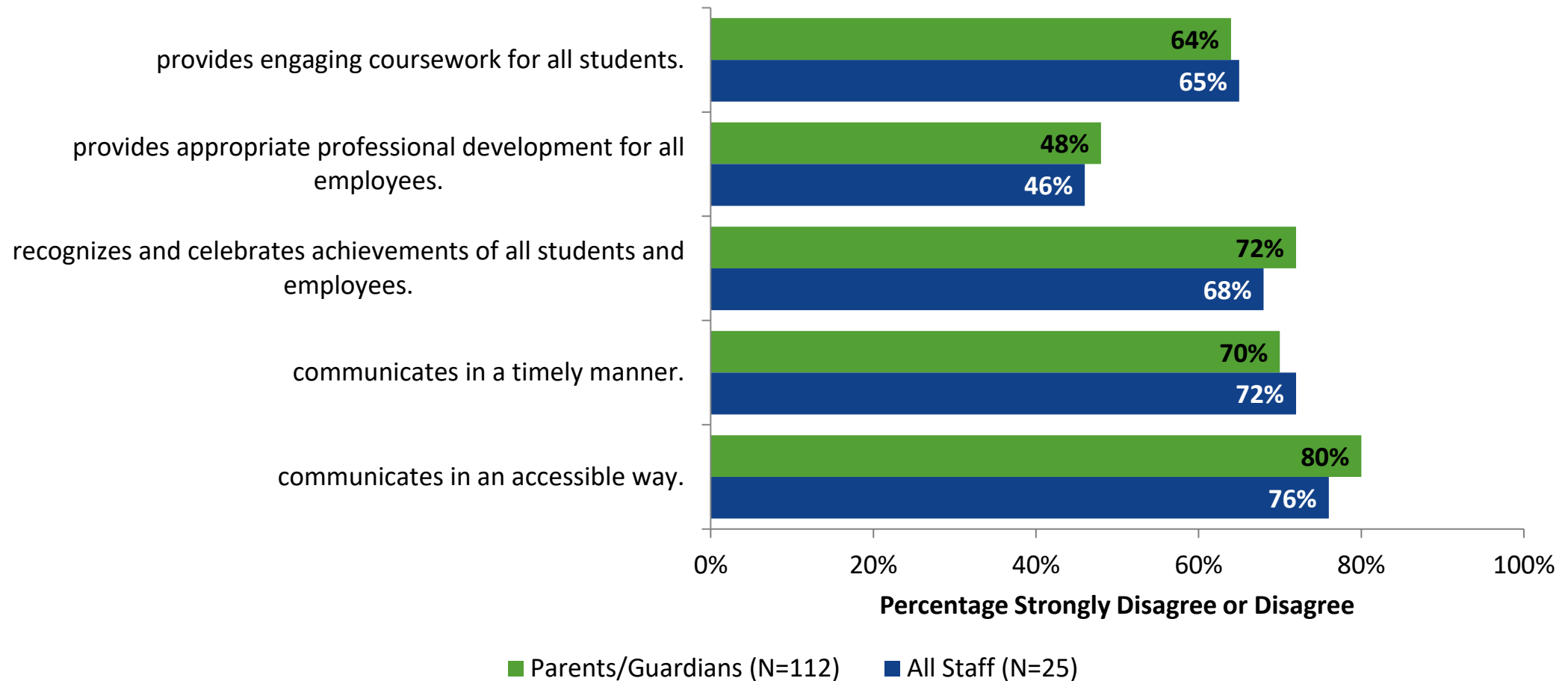
The school district...



Community Perceptions: Comparison by Respondent Type (Continued)

How strongly you agree or disagree with the following statements?

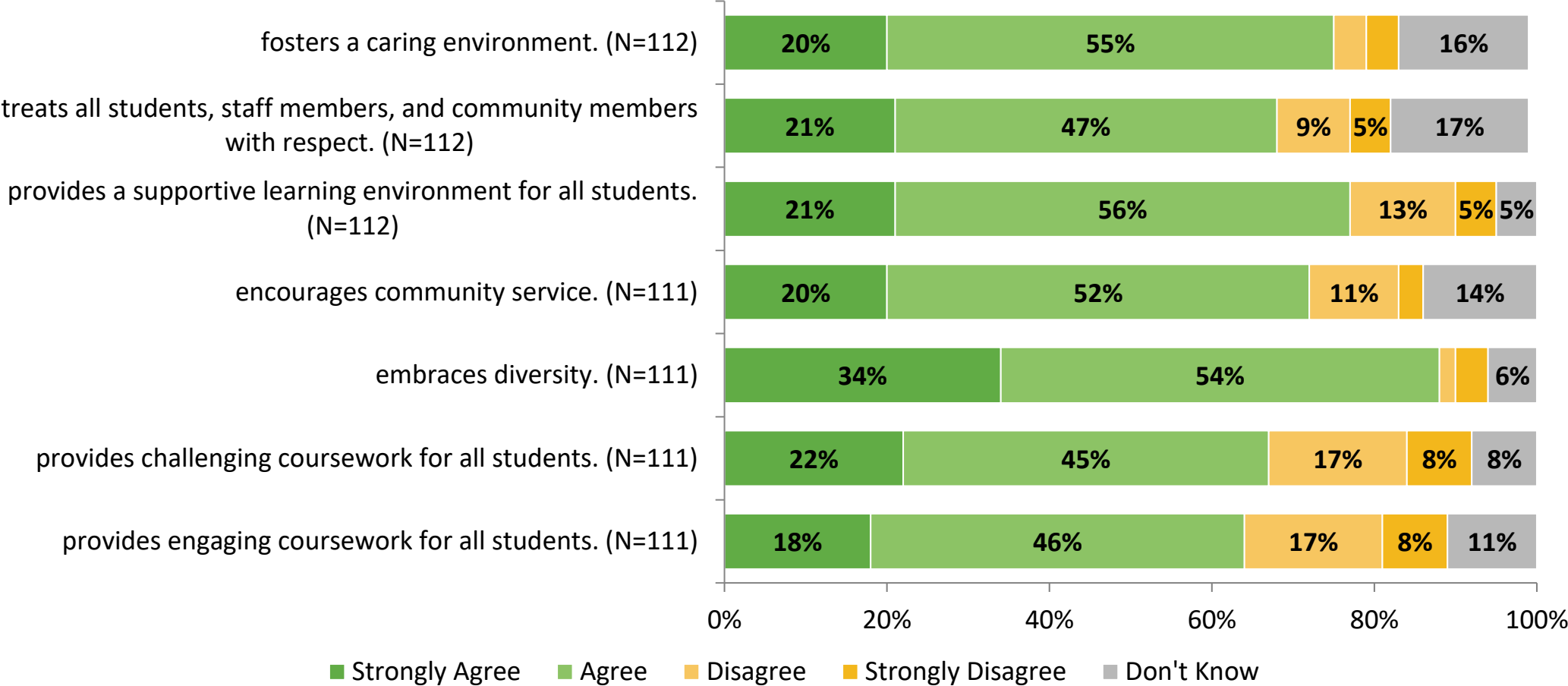
The school district...



Community Perceptions

How strongly you agree or disagree with the following statements?

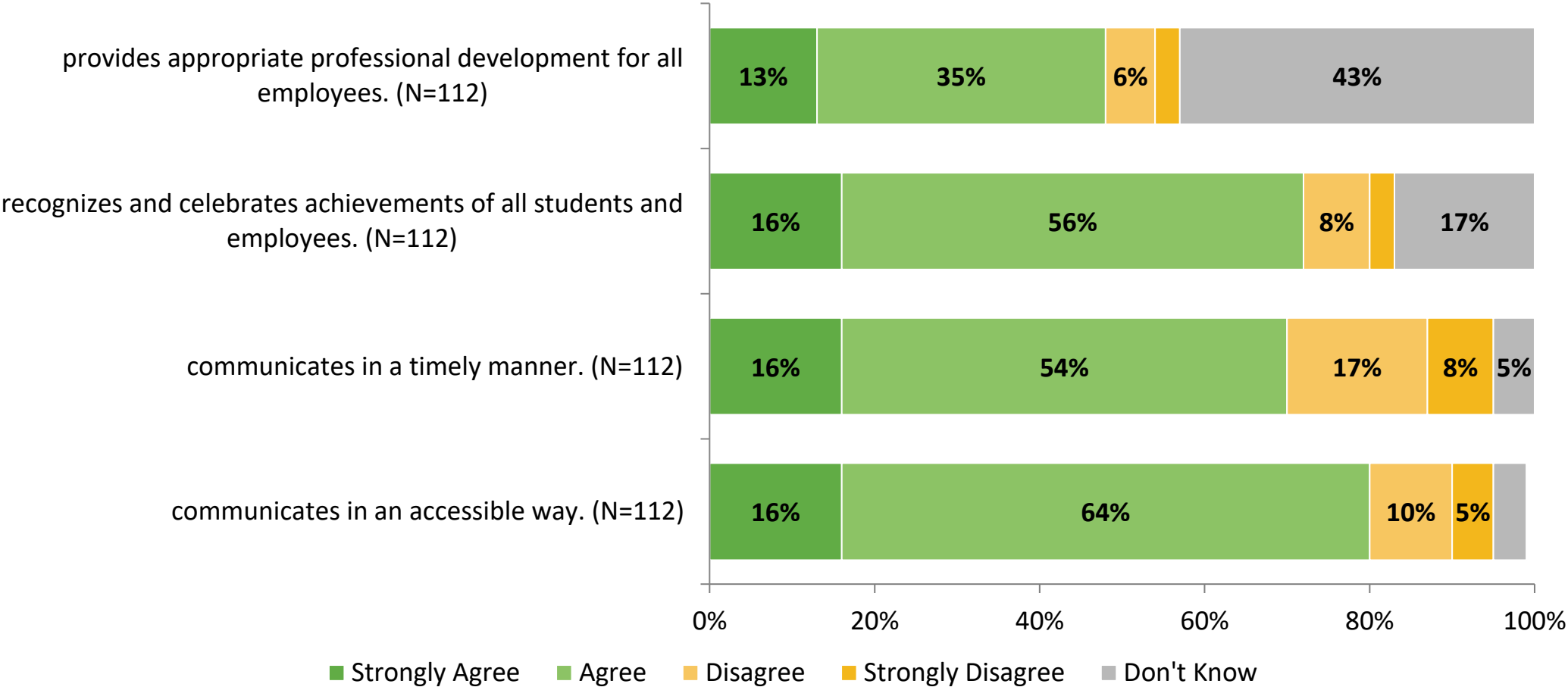
The school district...



Community Perceptions (Continued)

How strongly you agree or disagree with the following statements?

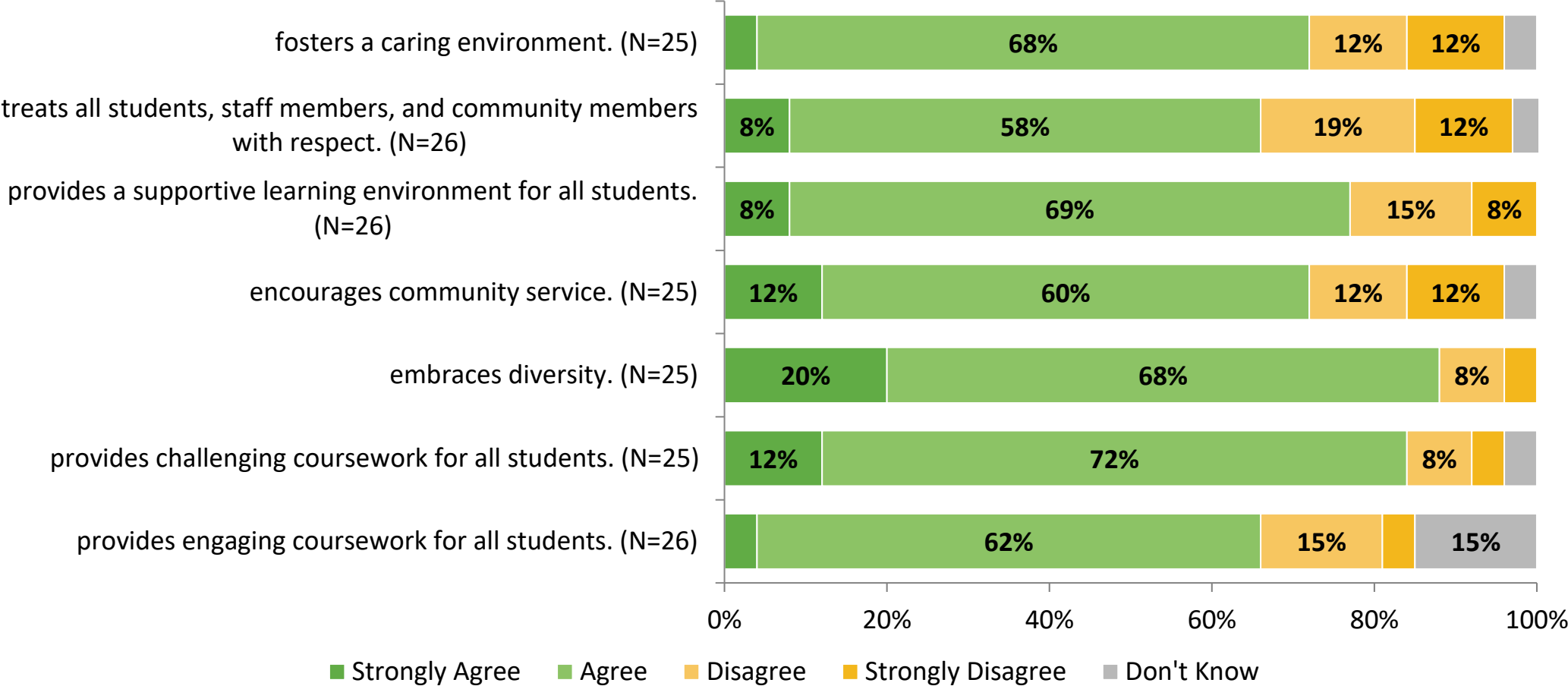
The school district...



Community Perceptions

How strongly you agree or disagree with the following statements?

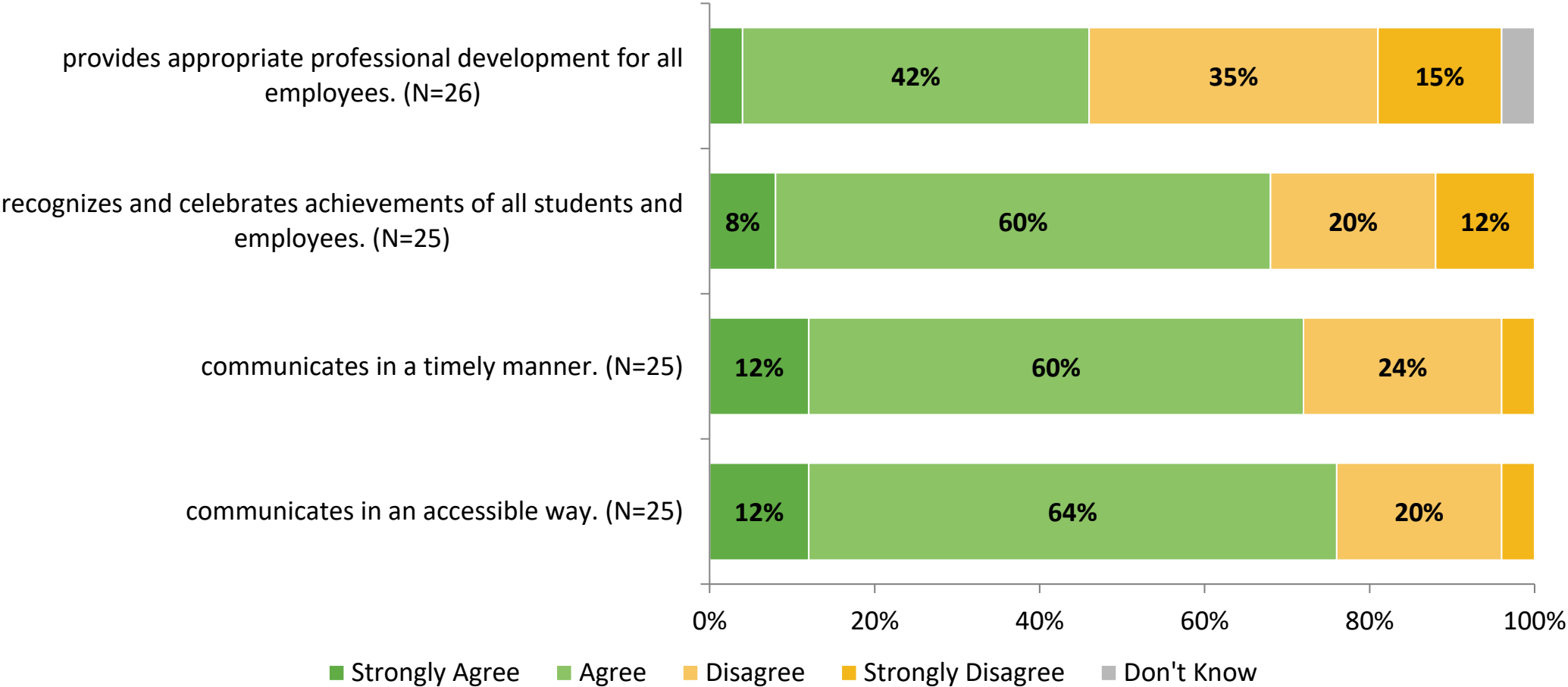
The school district...



Community Perceptions (Continued)

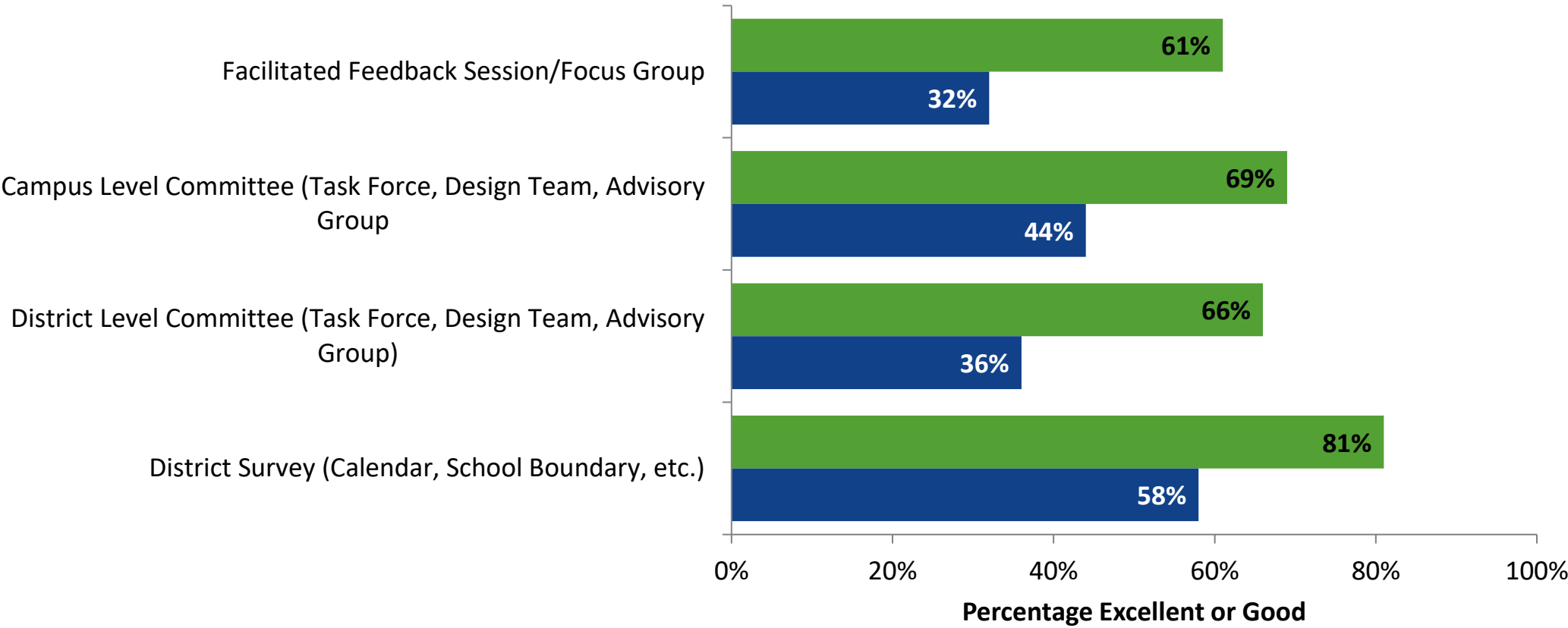
How strongly you agree or disagree with the following statements?

The school district...



Rating Feedback Opportunities: Comparison by Respondent Type

How would you rate the following feedback opportunities you have engaged in during the 2022-23 school year?

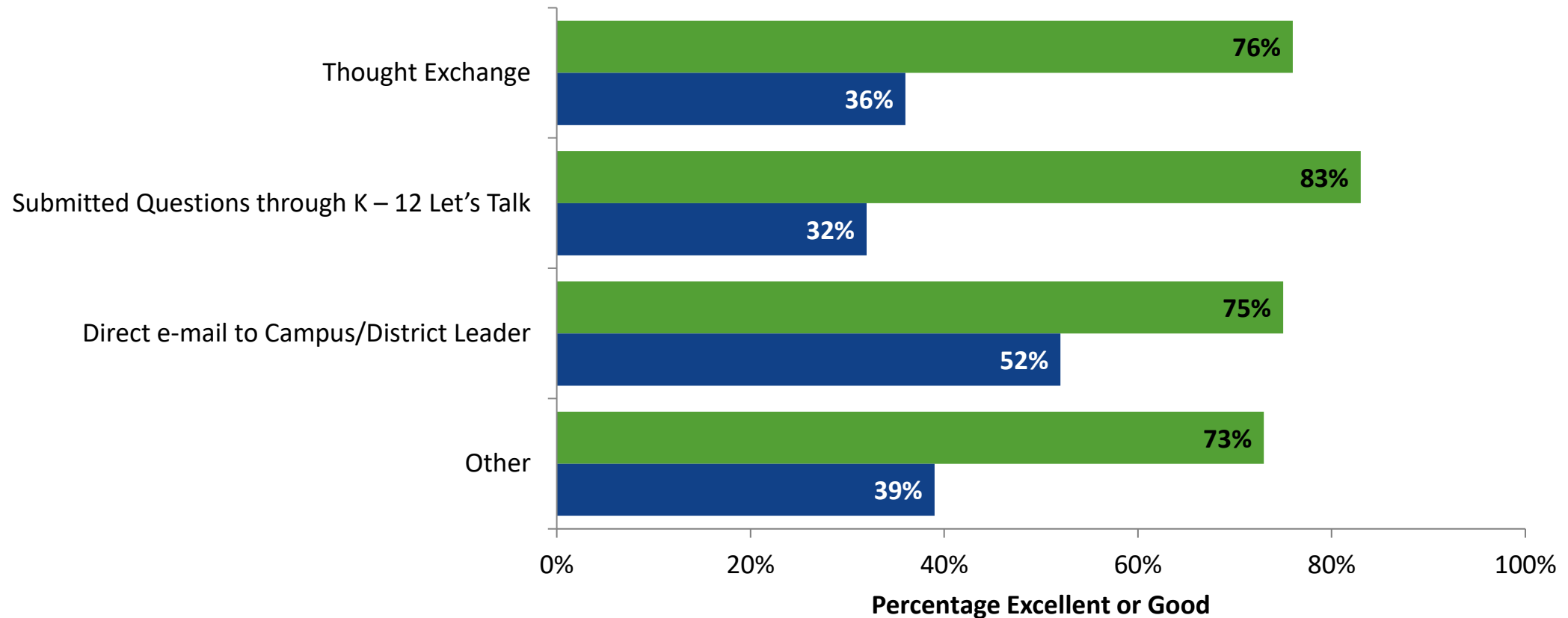


■ Parents/Guardians (N=45) ■ All Staff (N=24)

Answer Options: Excellent, Good, Fair, Poor
Not Applicable responses have been excluded from calculations.

Rating Feedback Opportunities: Comparison by Respondent Type (Continued)

How would you rate the following feedback opportunities you have engaged in during the 2022-23 school year?

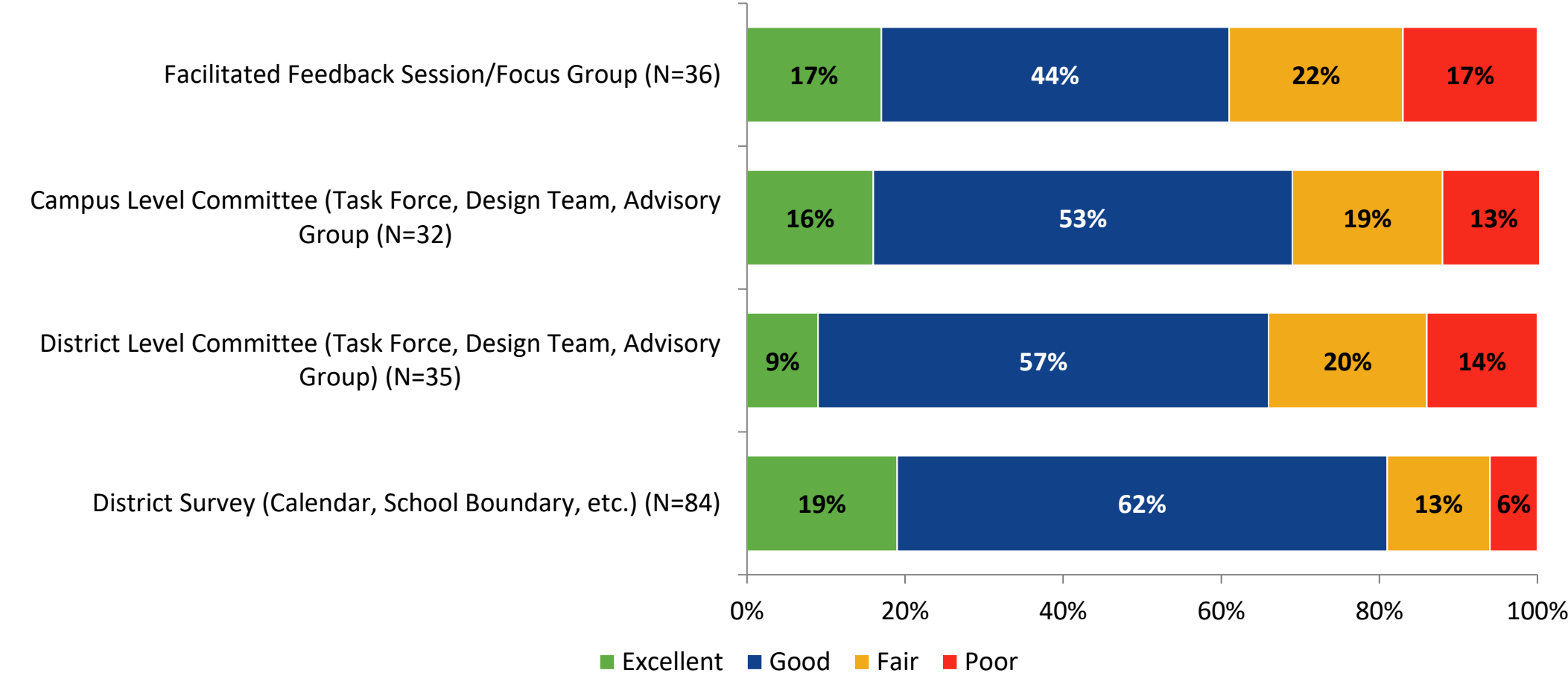


■ Parents/Guardians (N=45) ■ All Staff (N=24)

Answer Options: Excellent, Good, Fair, Poor
Not Applicable responses have been excluded from calculations.

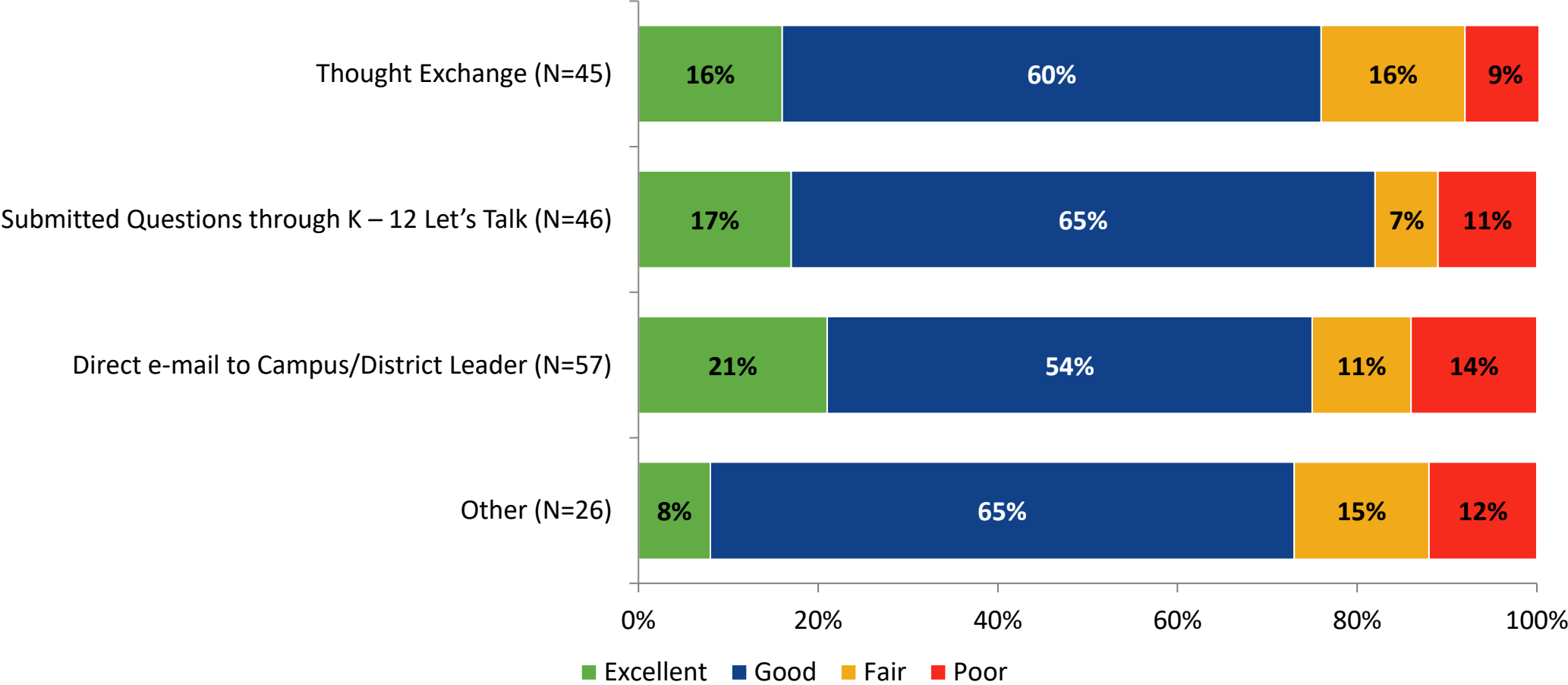
Rating Feedback Opportunities

How would you rate the following feedback opportunities you have engaged in during the 2022-23 school year?



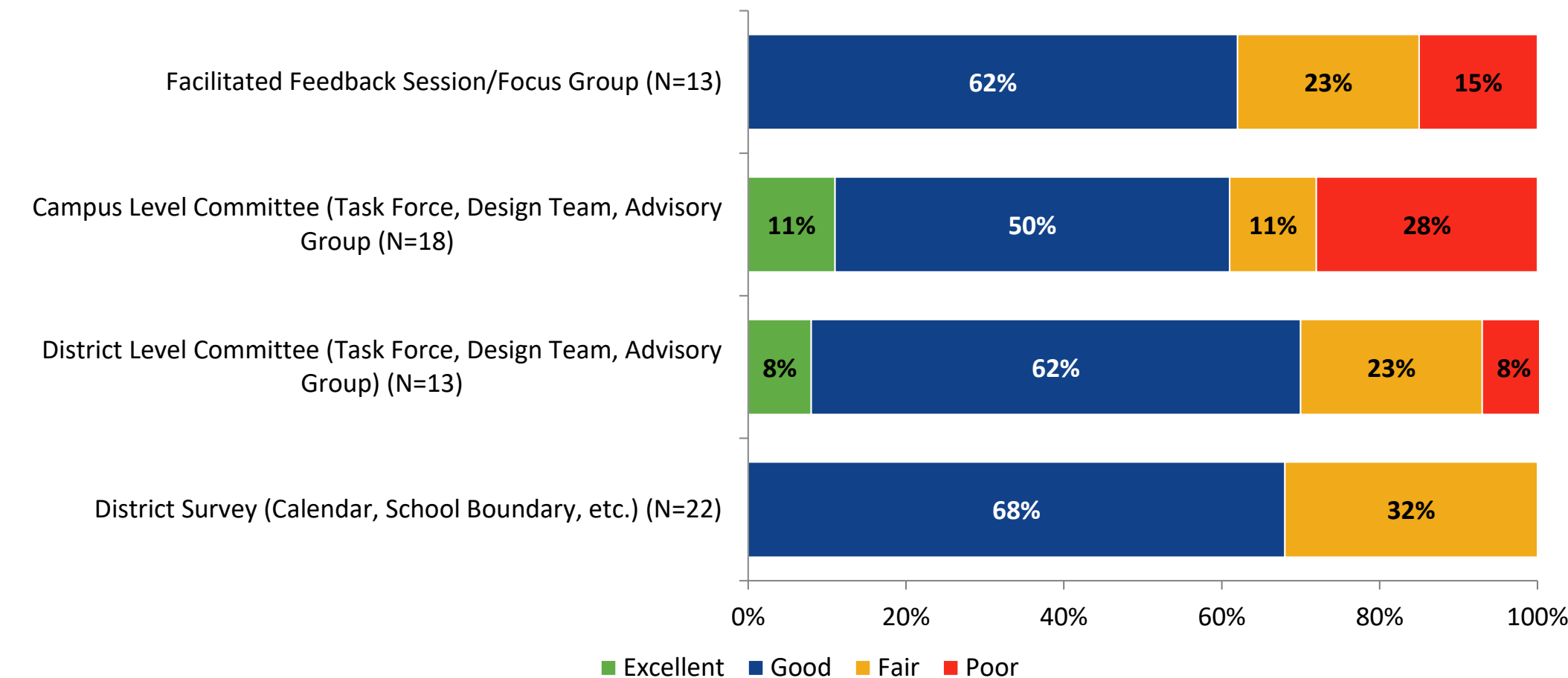
Rating Feedback Opportunities (Continued)

How would you rate the following feedback opportunities you have engaged in during the 2022-23 school year?



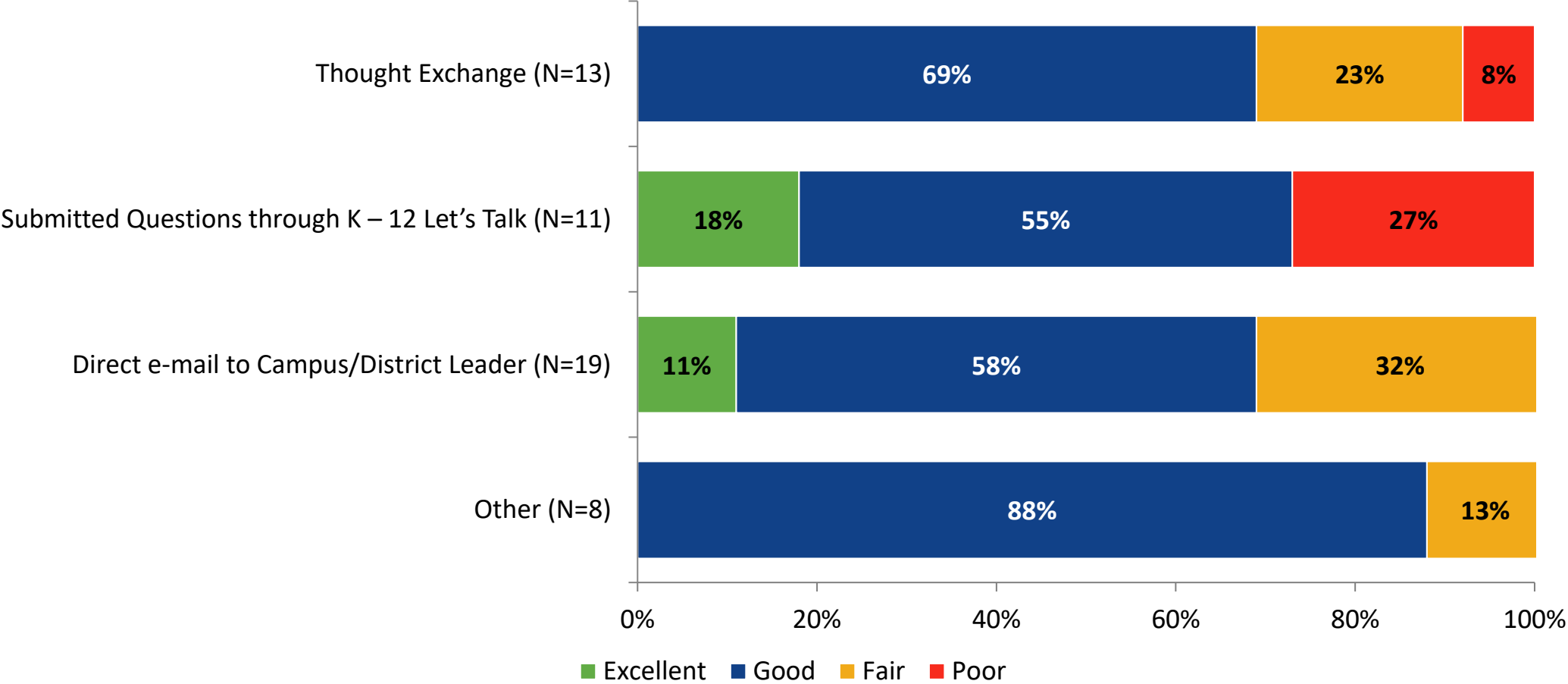
Rating Feedback Opportunities

How would you rate the following feedback opportunities you have engaged in during the 2022-23 school year?



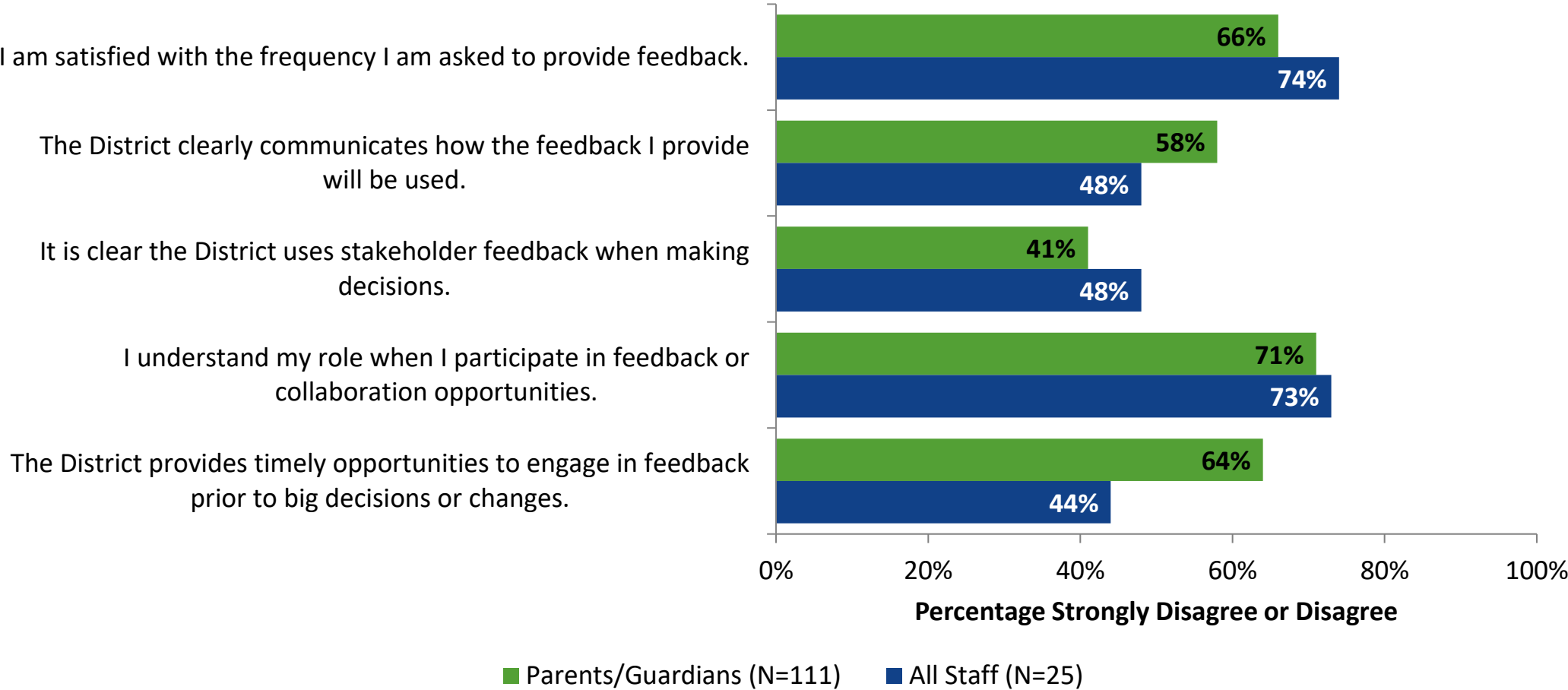
Rating Feedback Opportunities (Continued)

How would you rate the following feedback opportunities you have engaged in during the 2022-23 school year?



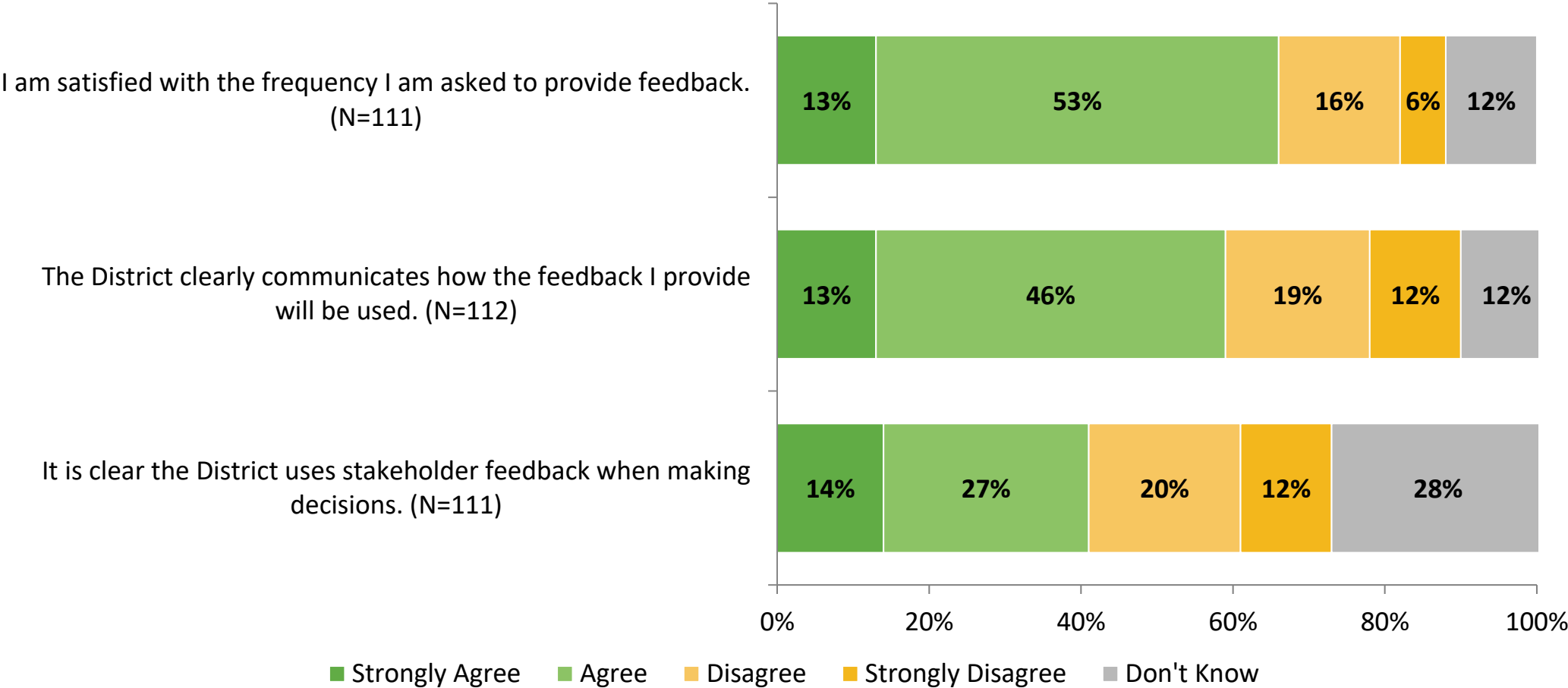
Feedback Opportunities: Comparison by Respondent Type (Continued)

How strongly do you agree or disagree with the following statements?



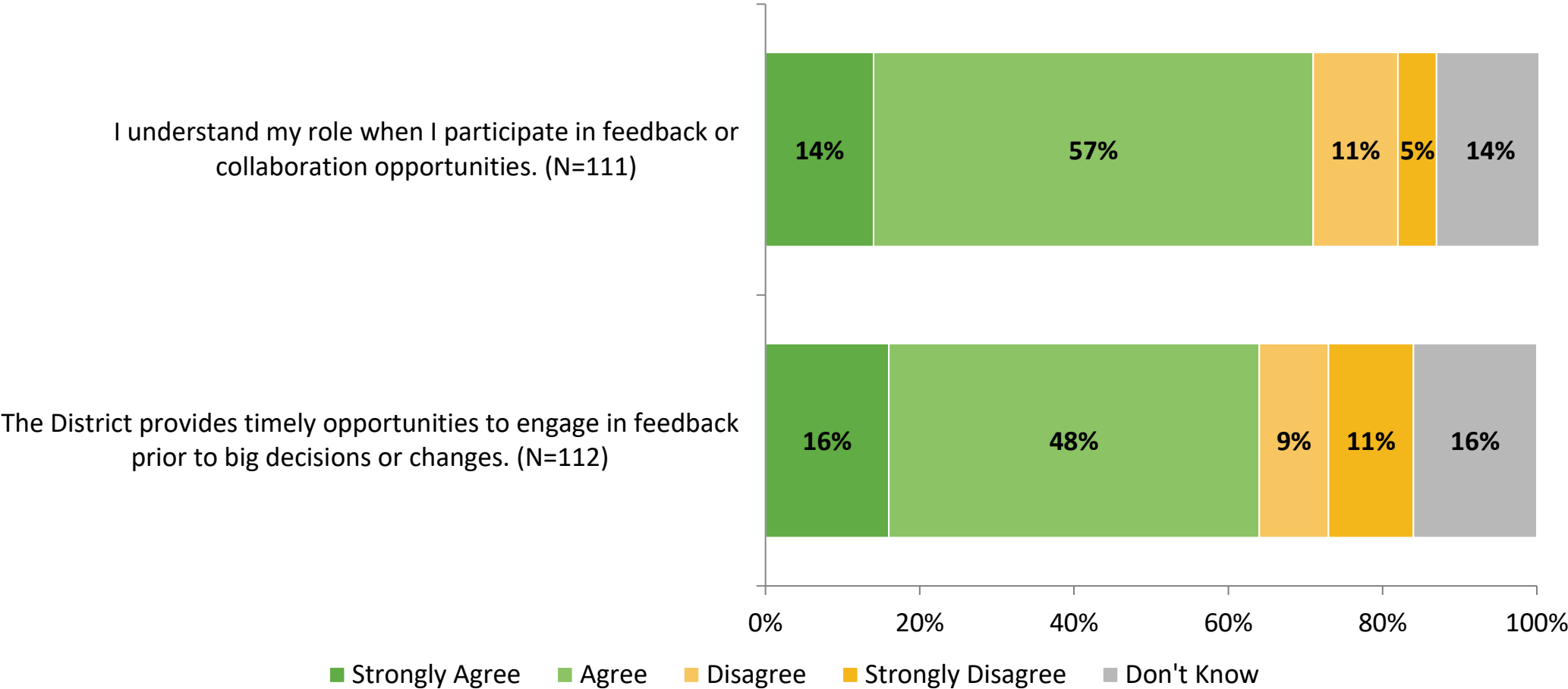
Feedback Opportunities

How strongly do you agree or disagree with the following statements?



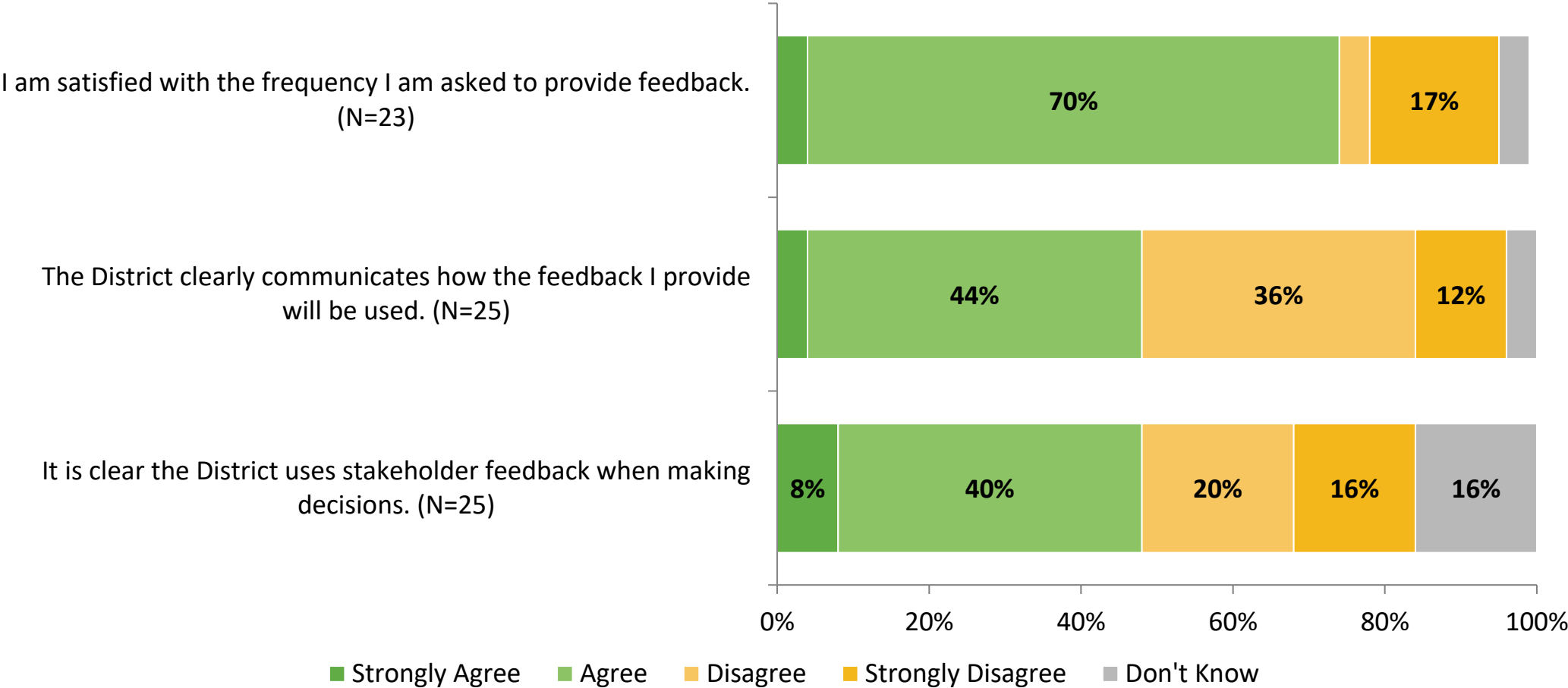
Feedback Opportunities (Continued)

How strongly do you agree or disagree with the following statements?



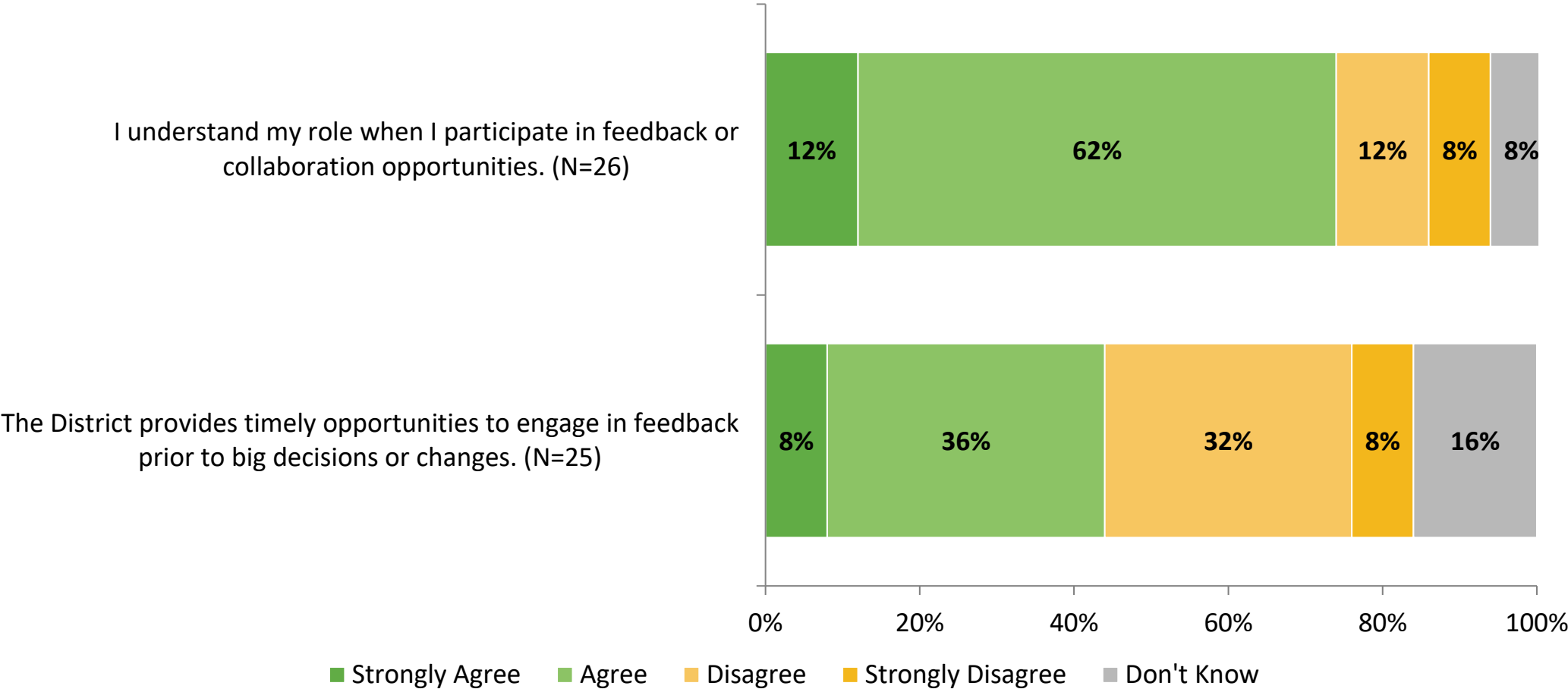
Feedback Opportunities

How strongly do you agree or disagree with the following statements?



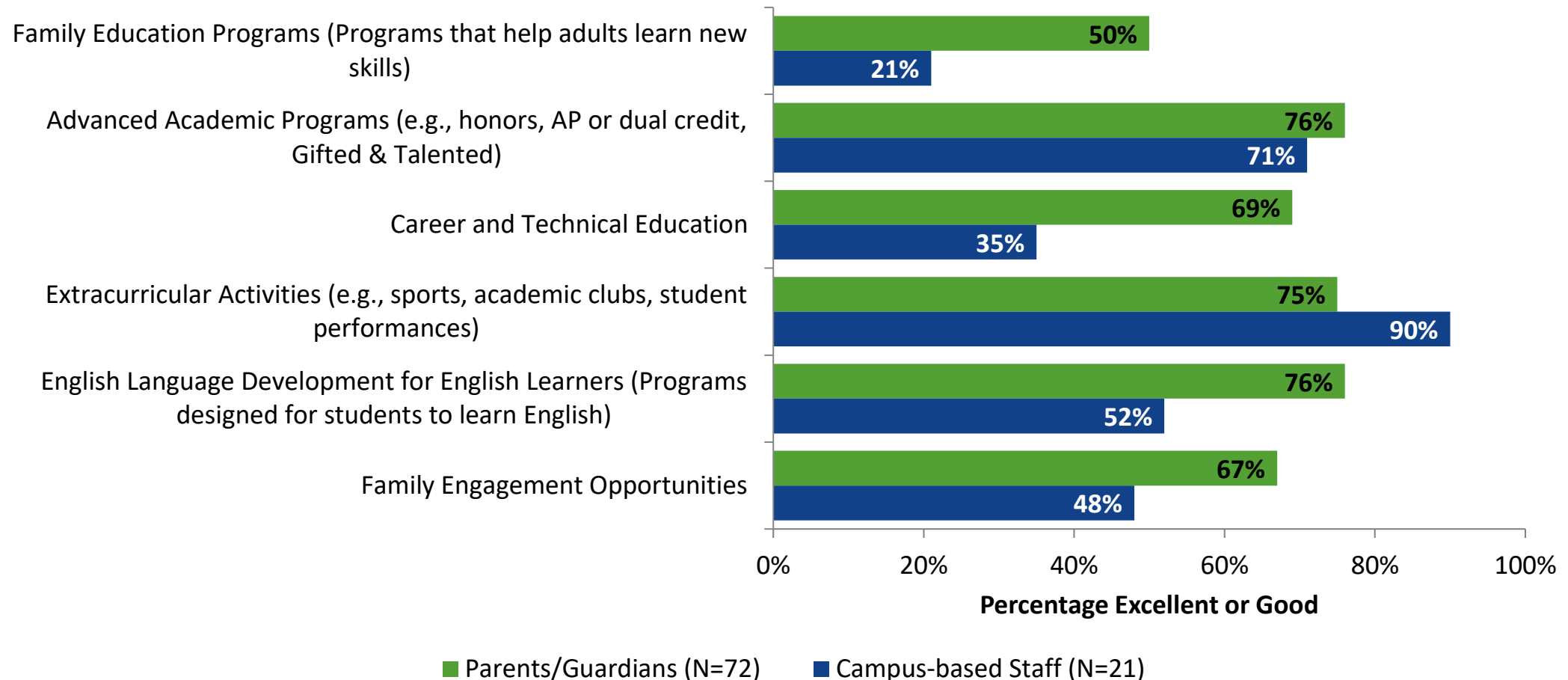
Feedback Opportunities (Continued)

How strongly do you agree or disagree with the following statements?



Quality of Programs: Comparison by Respondent Type

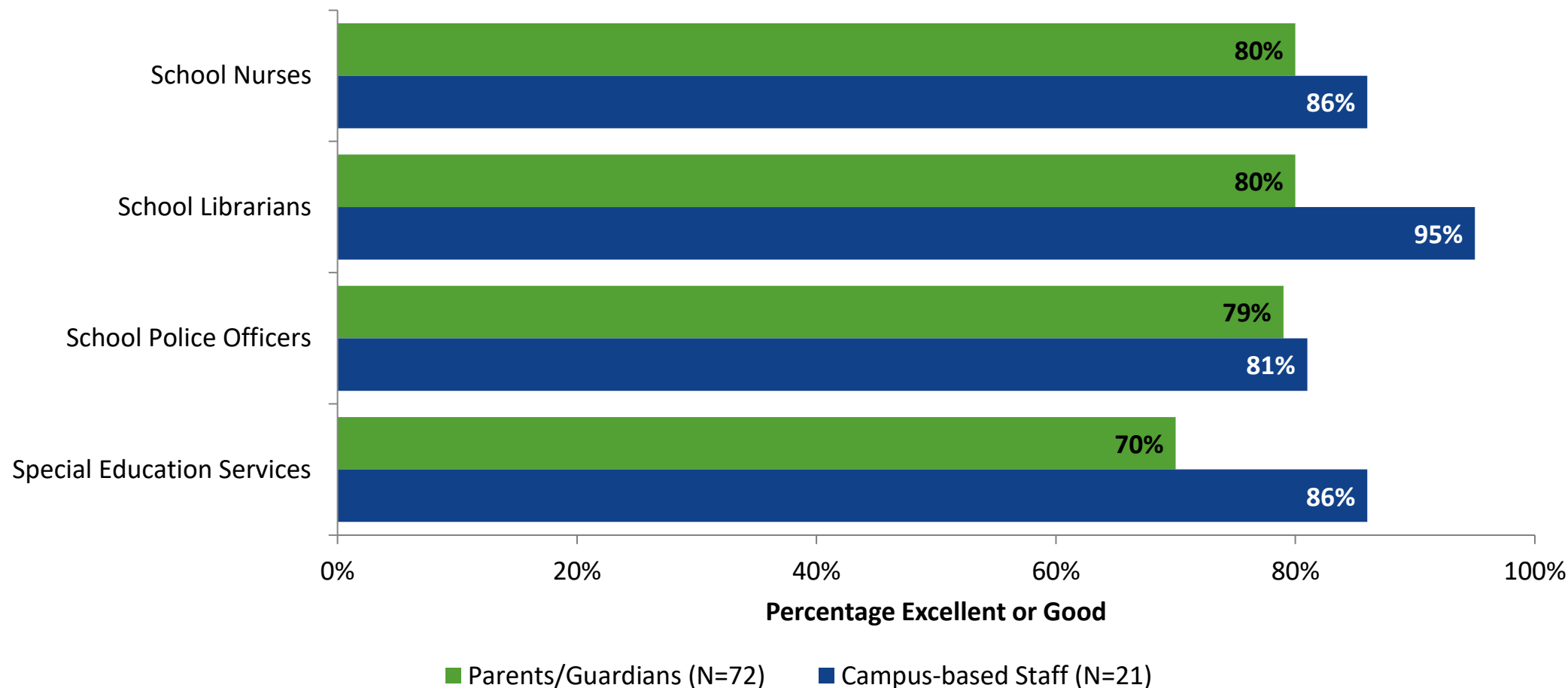
Please rate the overall quality of the following programs, services, or personnel, based on your experiences this school year.



Answer options: Excellent, Good, Fair, Poor, Don't Know/Not Applicable
Don't Know/Not Applicable responses have been excluded from calculations.

Quality of Programs: Comparison by Respondent Type (Continued)

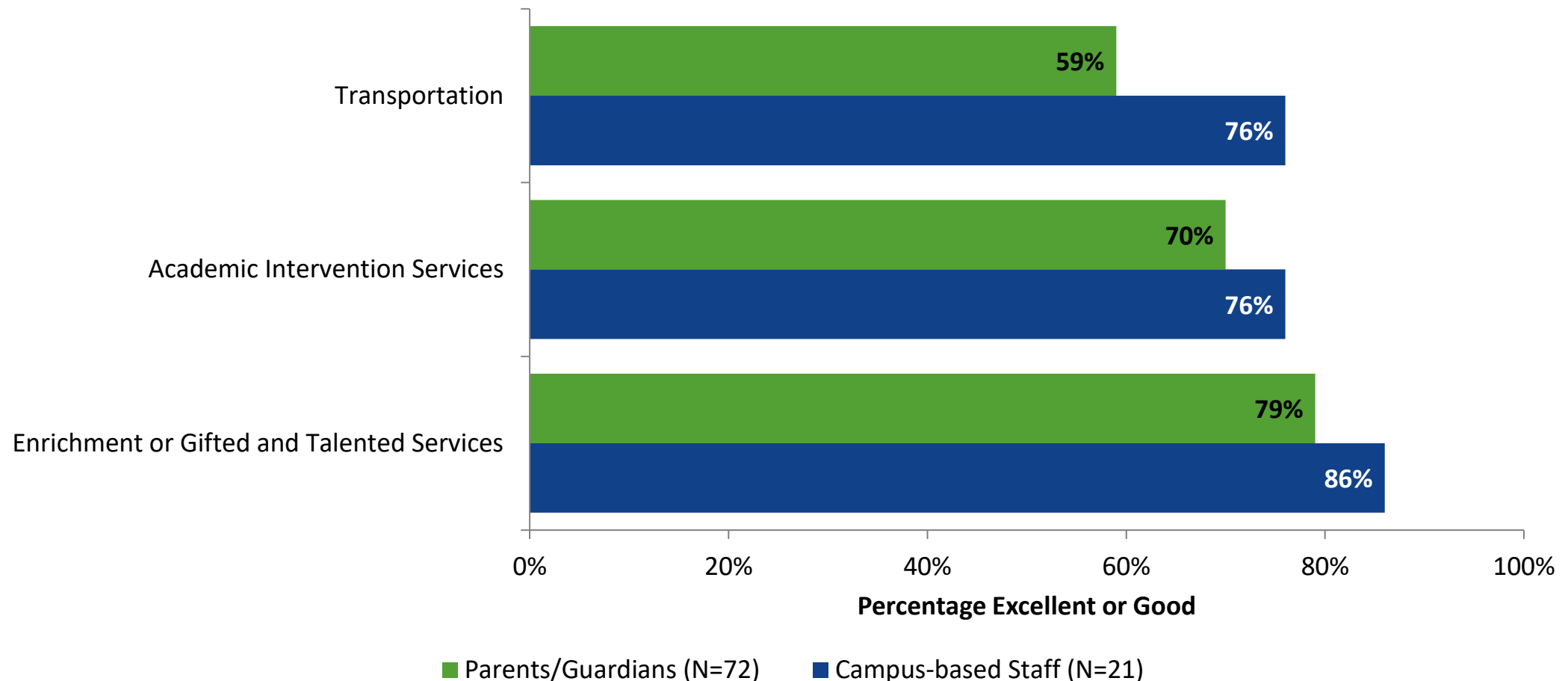
Please rate the overall quality of the following programs, services, or personnel, based on your experiences this school year.



Answer options: Excellent, Good, Fair, Poor, Don't Know/Not Applicable
Don't Know/Not Applicable responses have been excluded from calculations.

Quality of Programs: Comparison by Respondent Type (Continued)

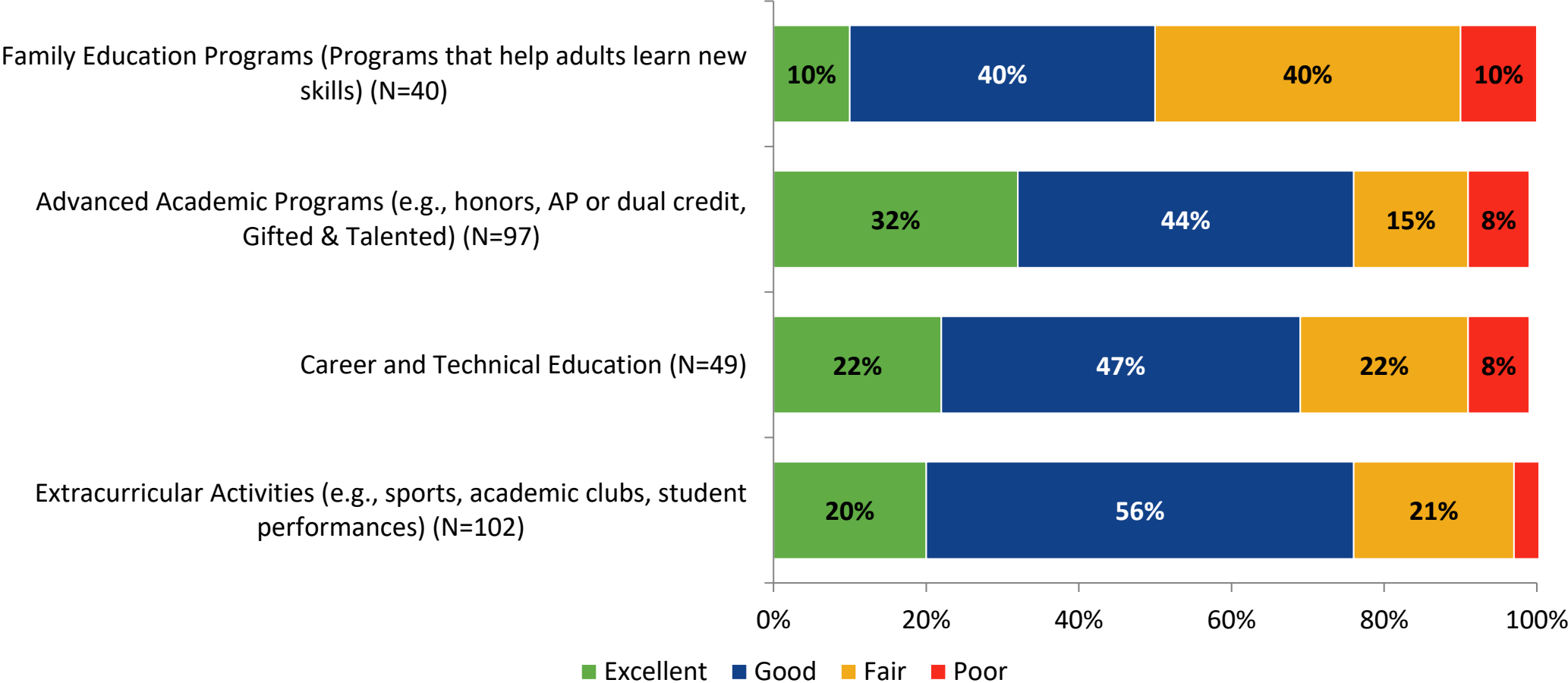
Please rate the overall quality of the following programs, services, or personnel, based on your experiences this school year.



Answer options: Excellent, Good, Fair, Poor, Don't Know/Not Applicable
Don't Know/Not Applicable responses have been excluded from calculations.

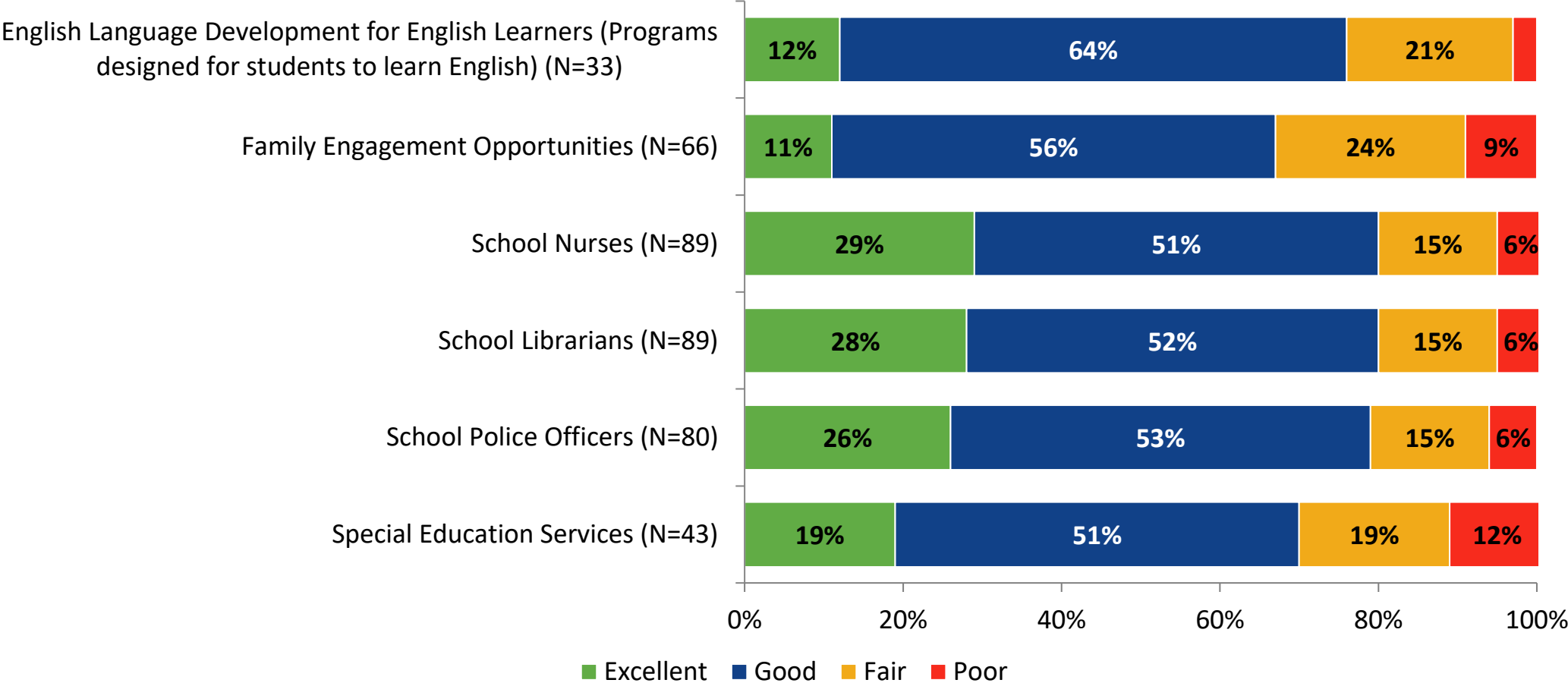
Quality of Programs

Please rate the overall quality of the following programs, services, or personnel, based on your experiences this school year.



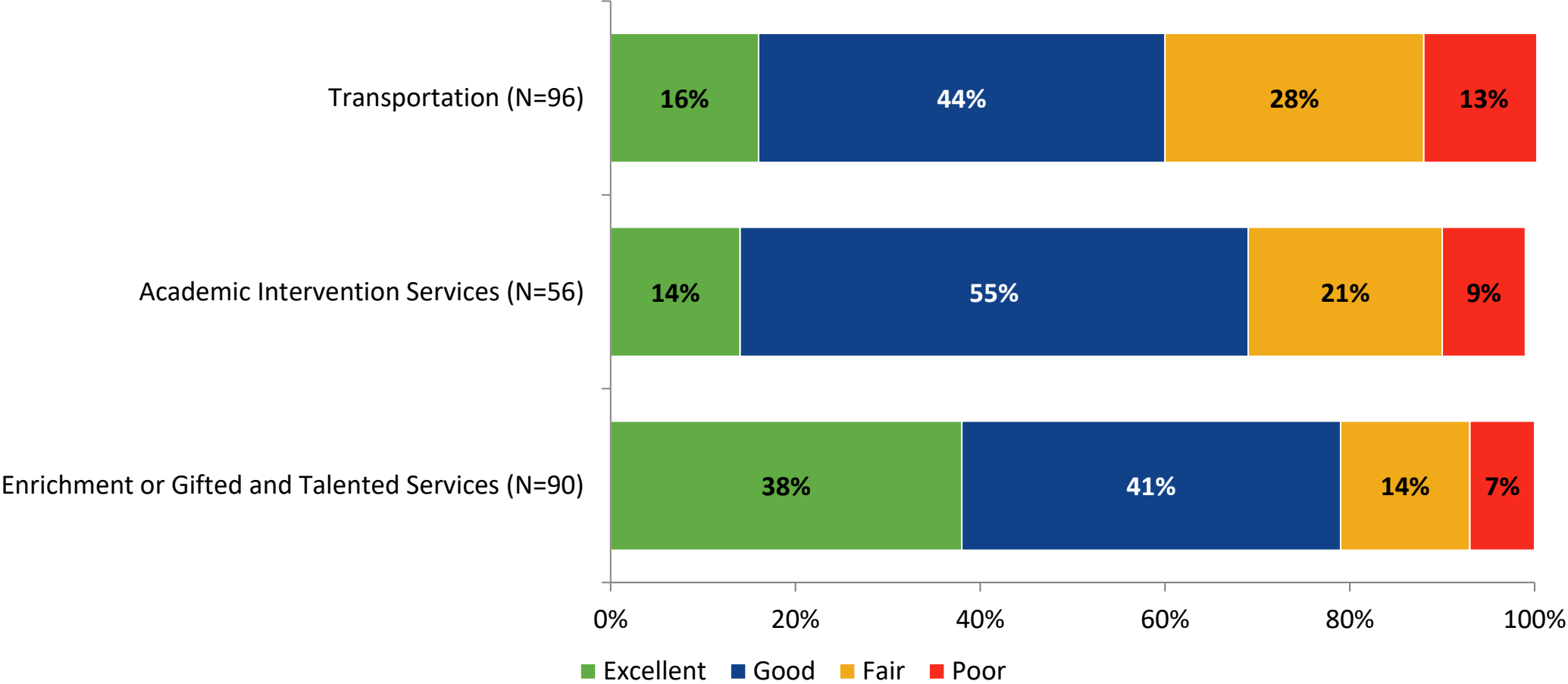
Quality of Programs (Continued)

Please rate the overall quality of the following programs, services, or personnel, based on your experiences this school year.



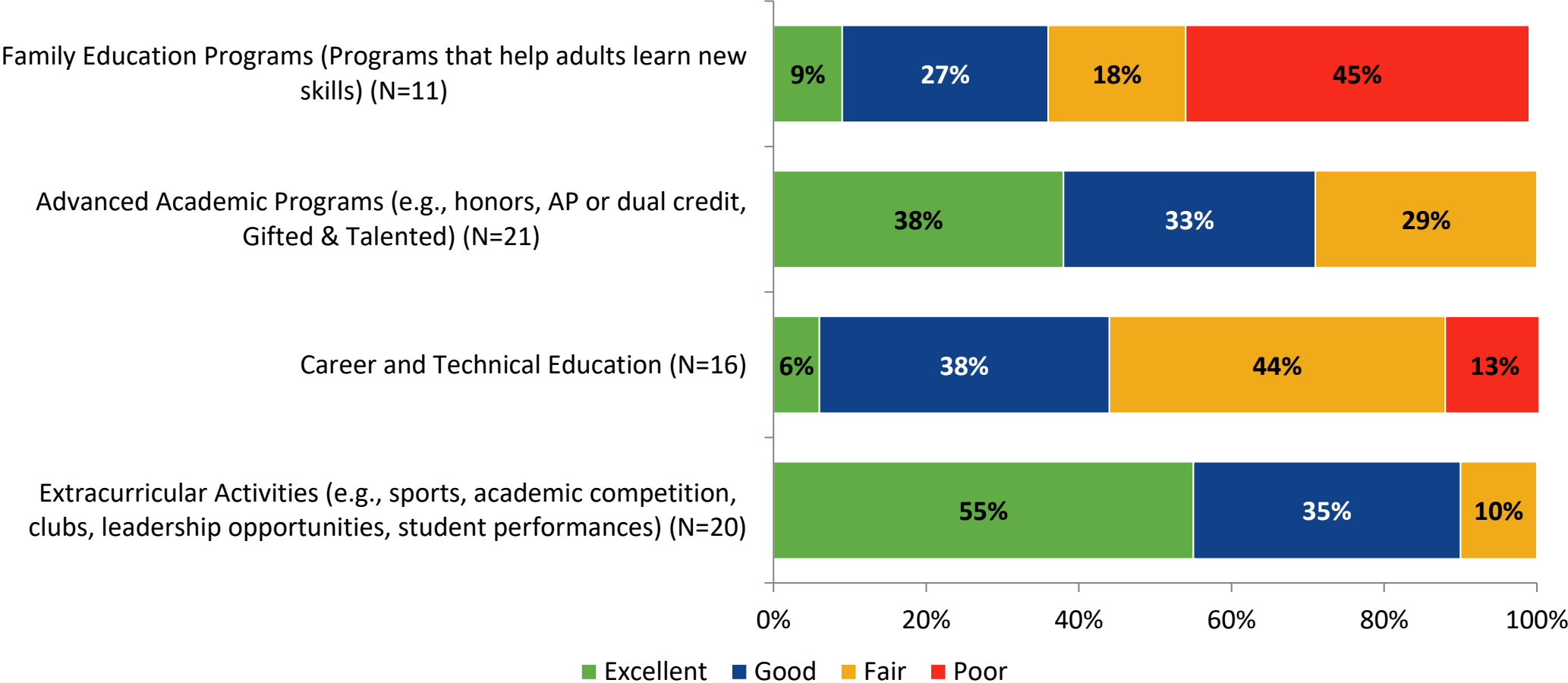
Quality of Programs (Continued)

Please rate the overall quality of the following programs, services, or personnel, based on your experiences this school year.



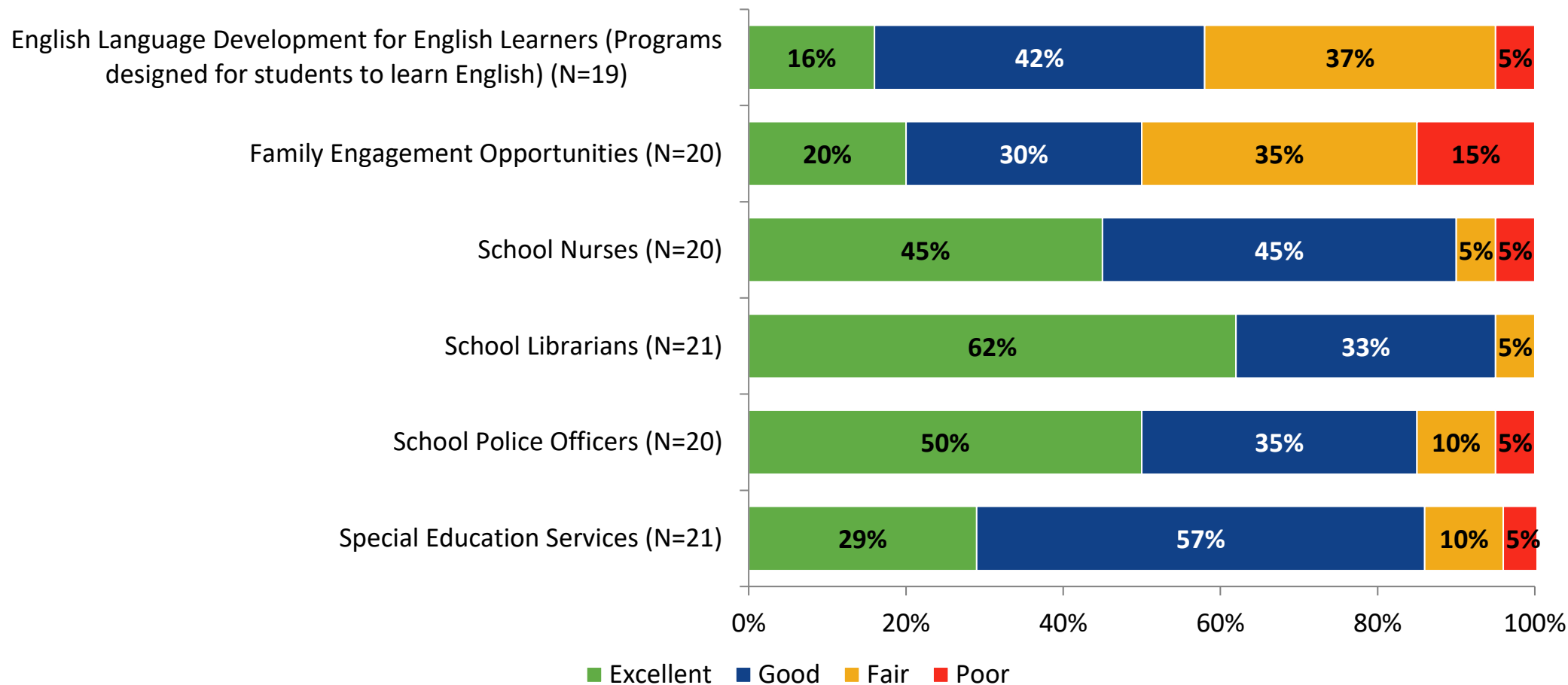
Quality of Programs

Please rate the overall quality of the following programs, services, or personnel, based on your experiences this school year.



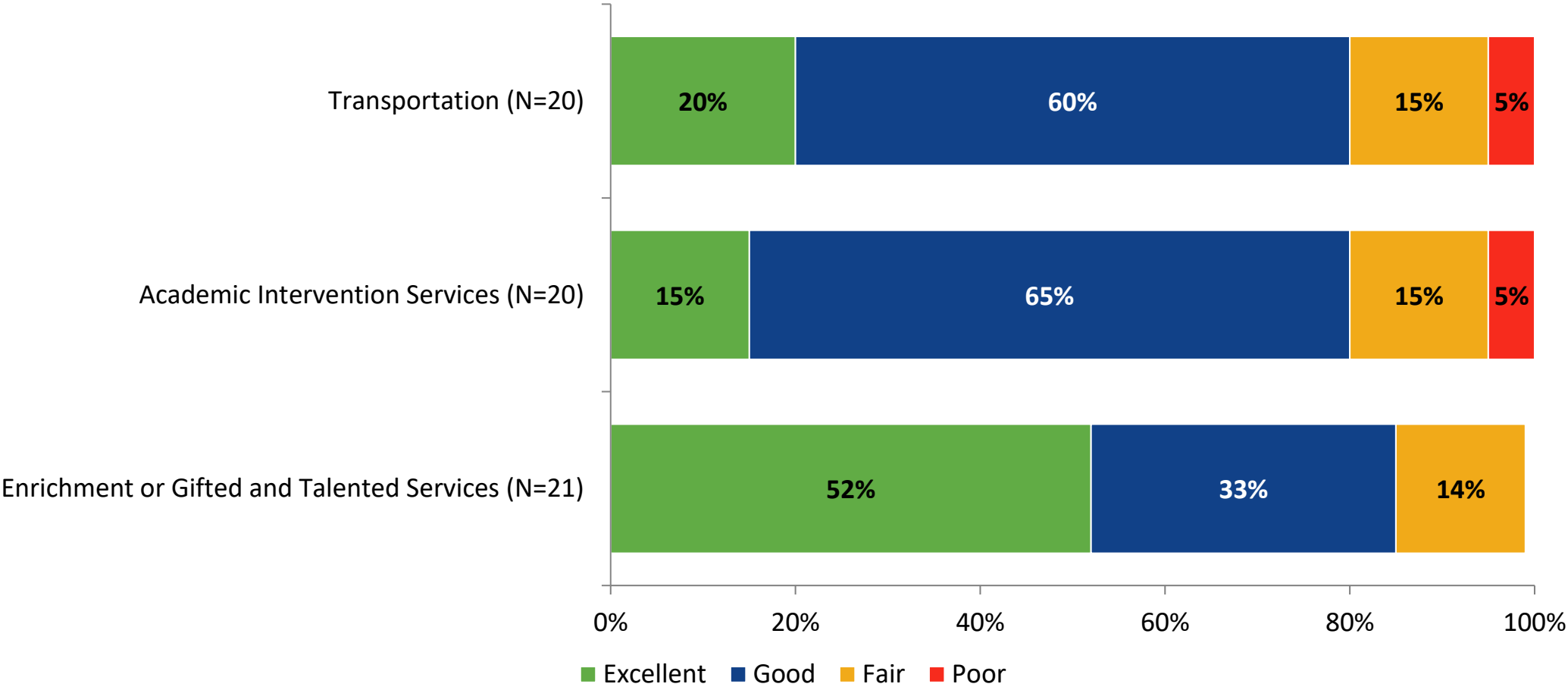
Quality of Programs (Continued)

Please rate the overall quality of the following programs, services, or personnel, based on your experiences this school year.



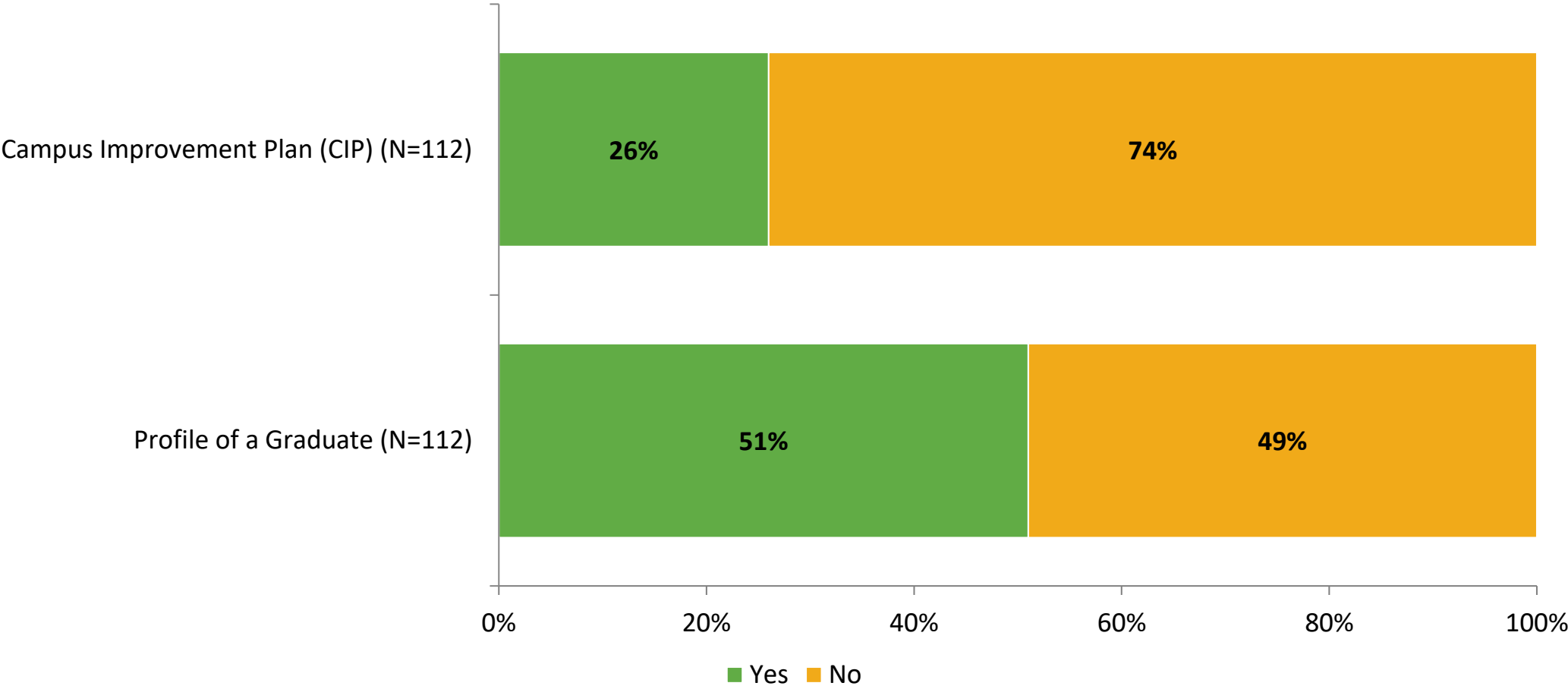
Quality of Programs (Continued)

Please rate the overall quality of the following programs, services, or personnel, based on your experiences this school year.



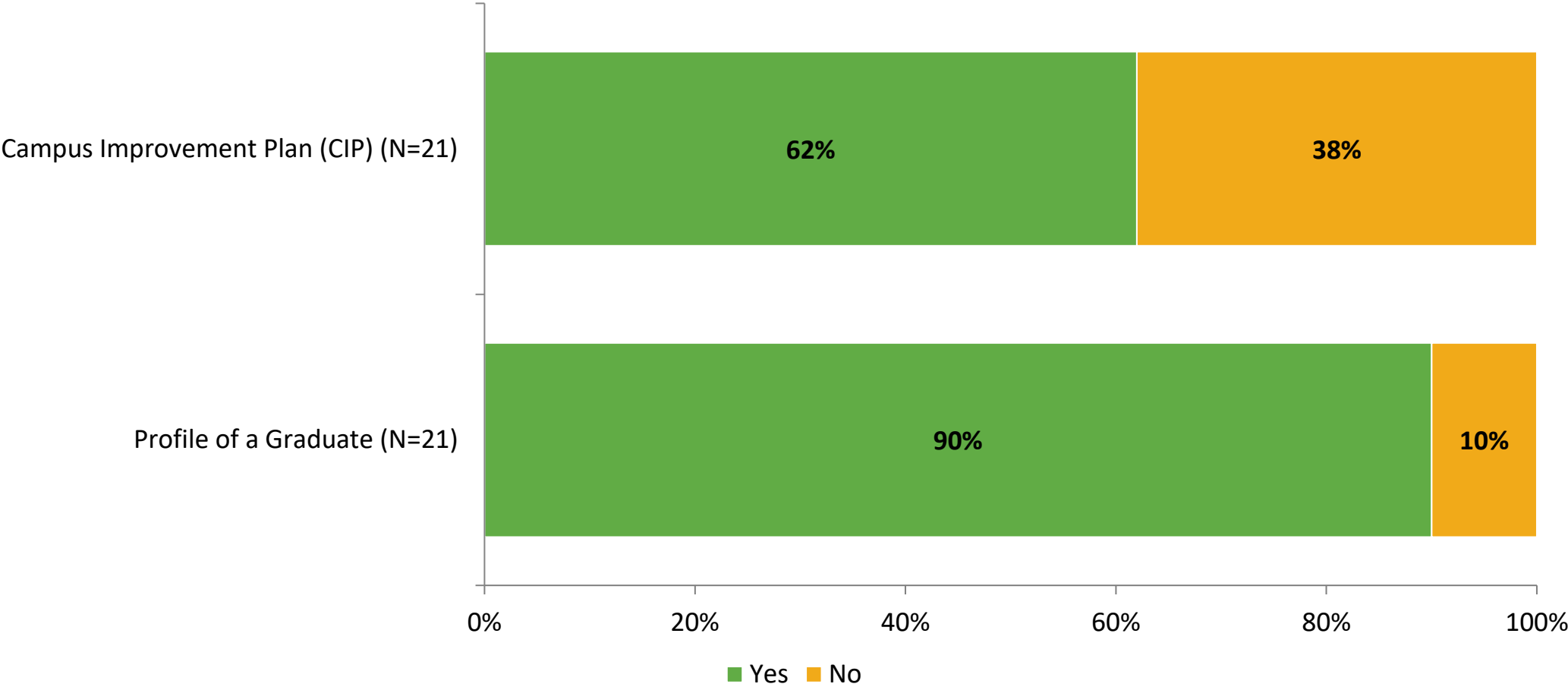
Additional Questions

Are you aware of the following...



Additional Questions

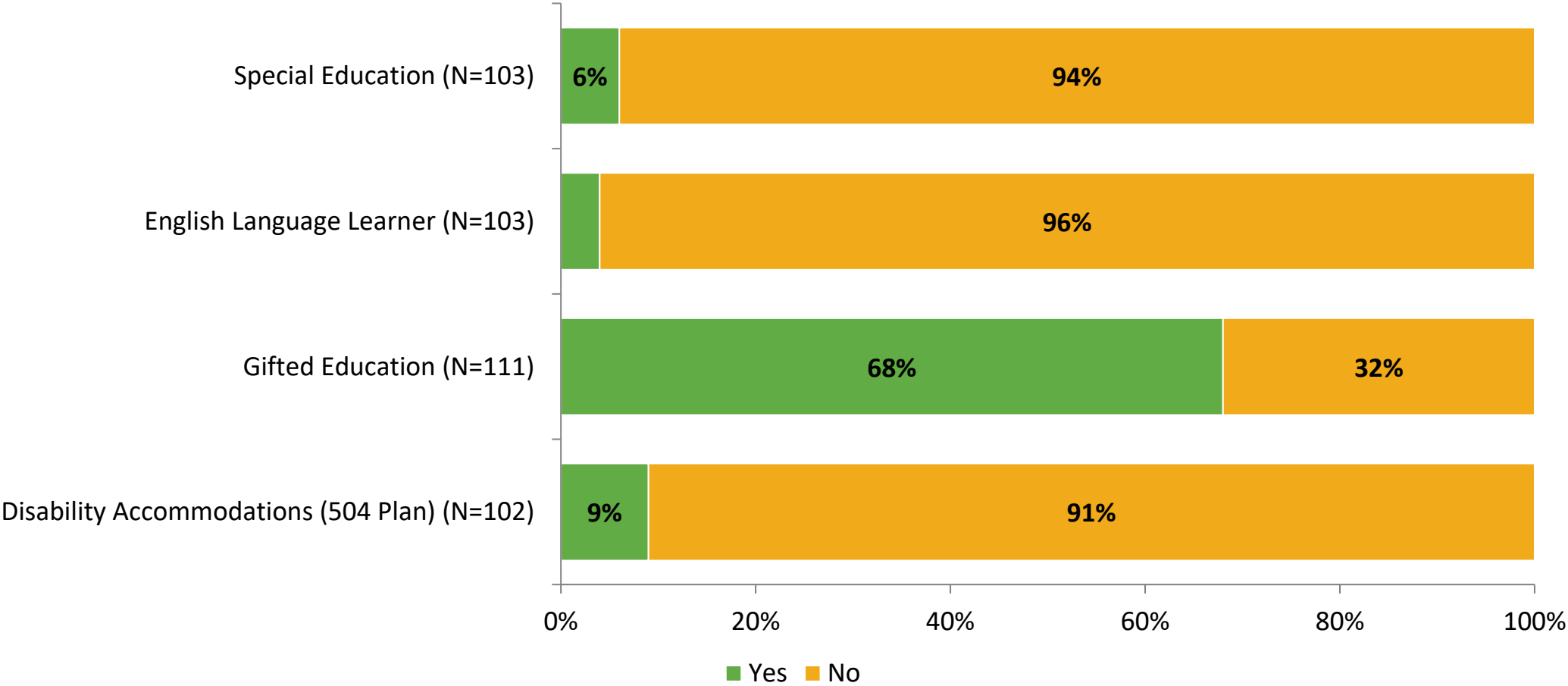
Are you aware of the following...



Additional Questions for Parents/Guardians

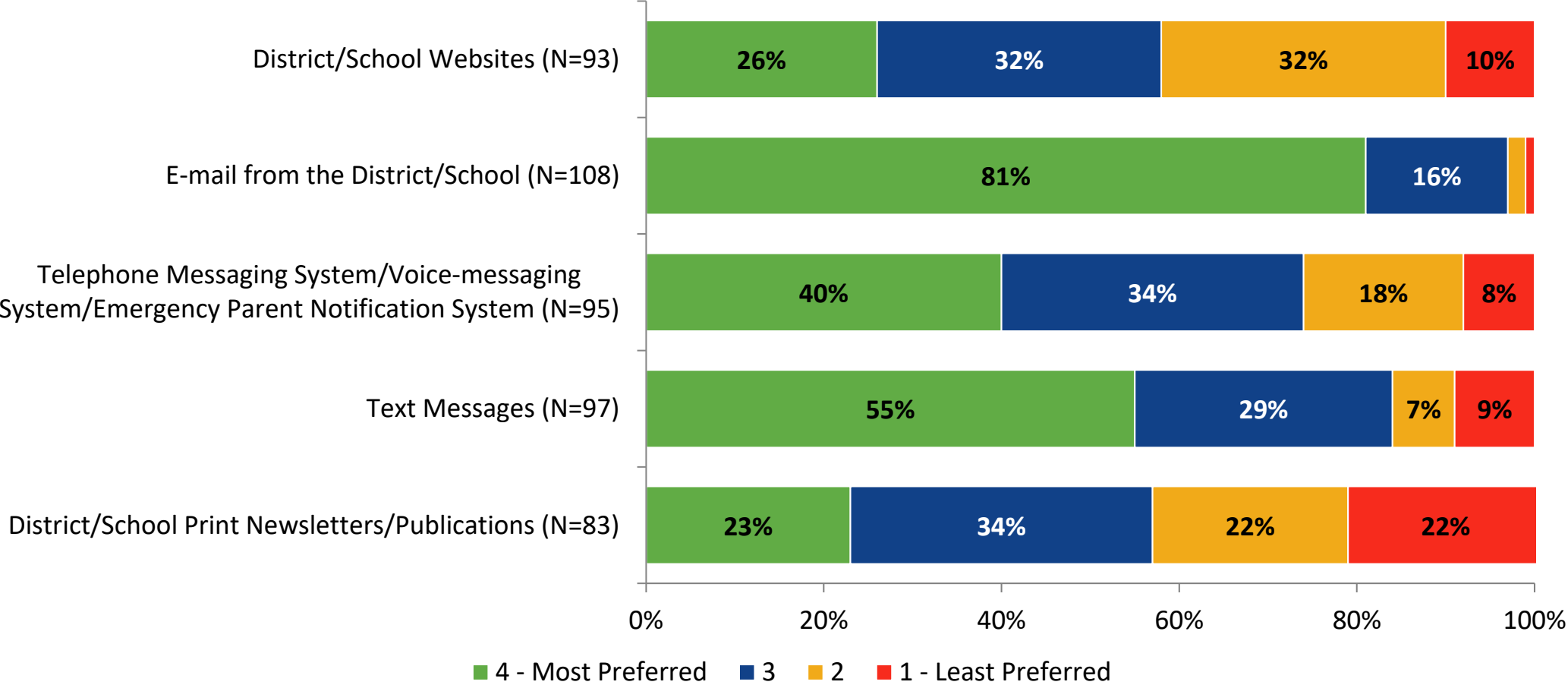
Student Services

Does your child receive any of the following services?



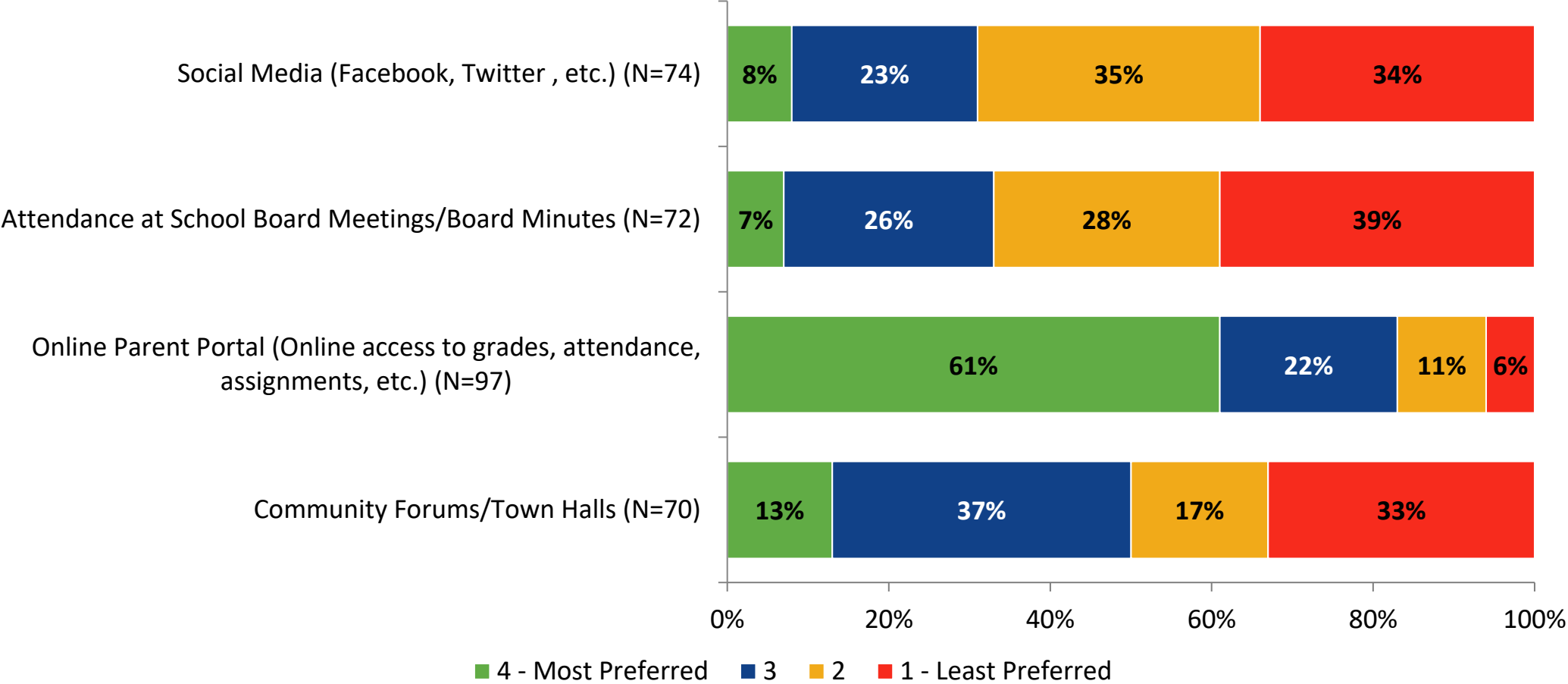
Communication Preferences

What are your communication preferences?



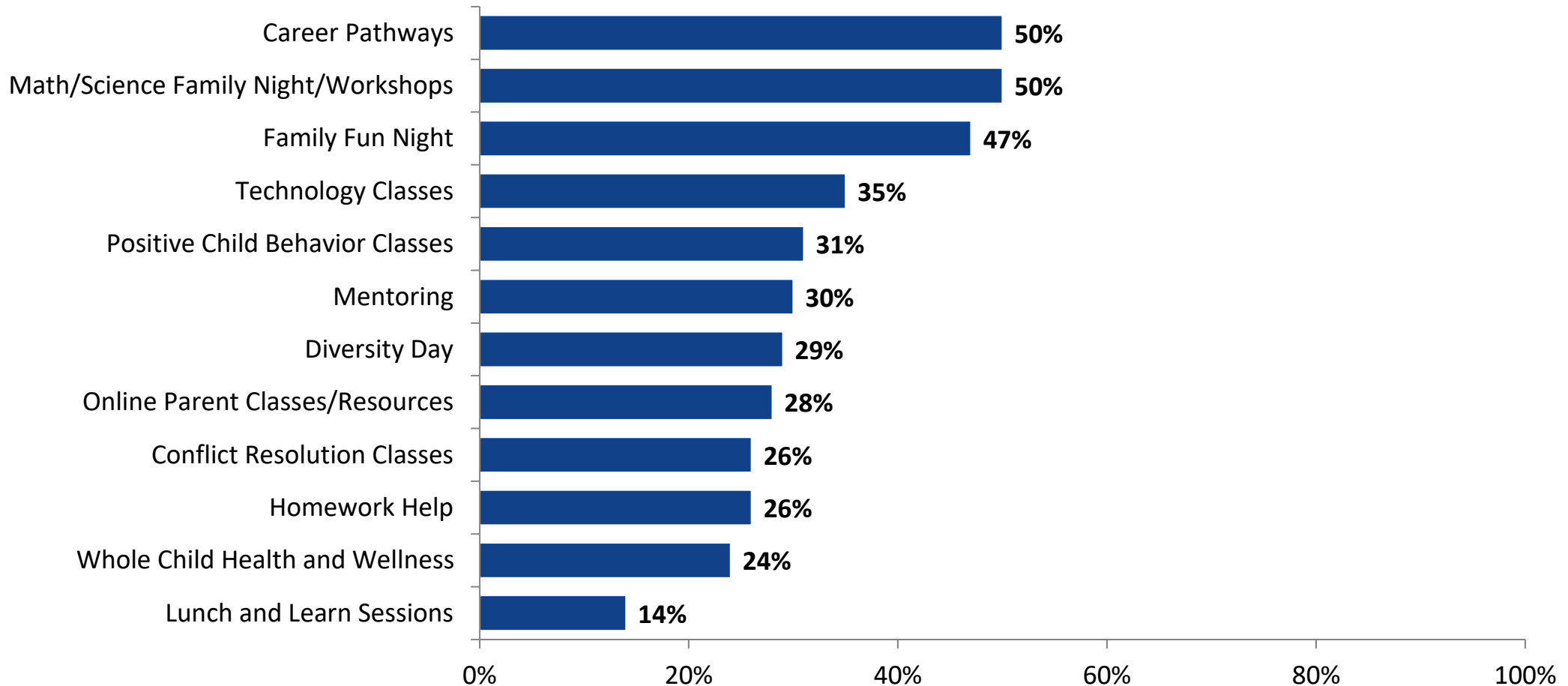
Communication Preferences (Continued)

What are your communication preferences?



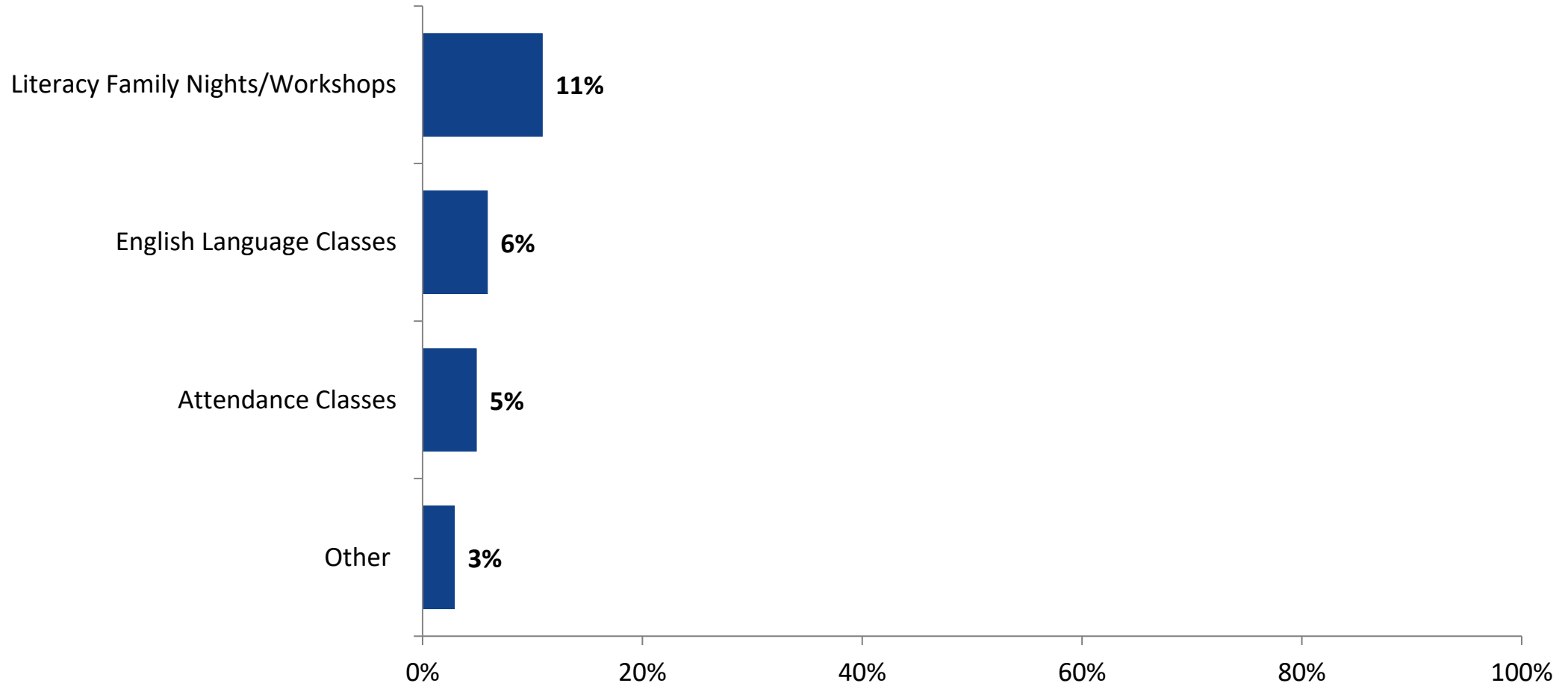
Community Workshops

Please select possible workshops and events that you would be interested in attending. (N=100)



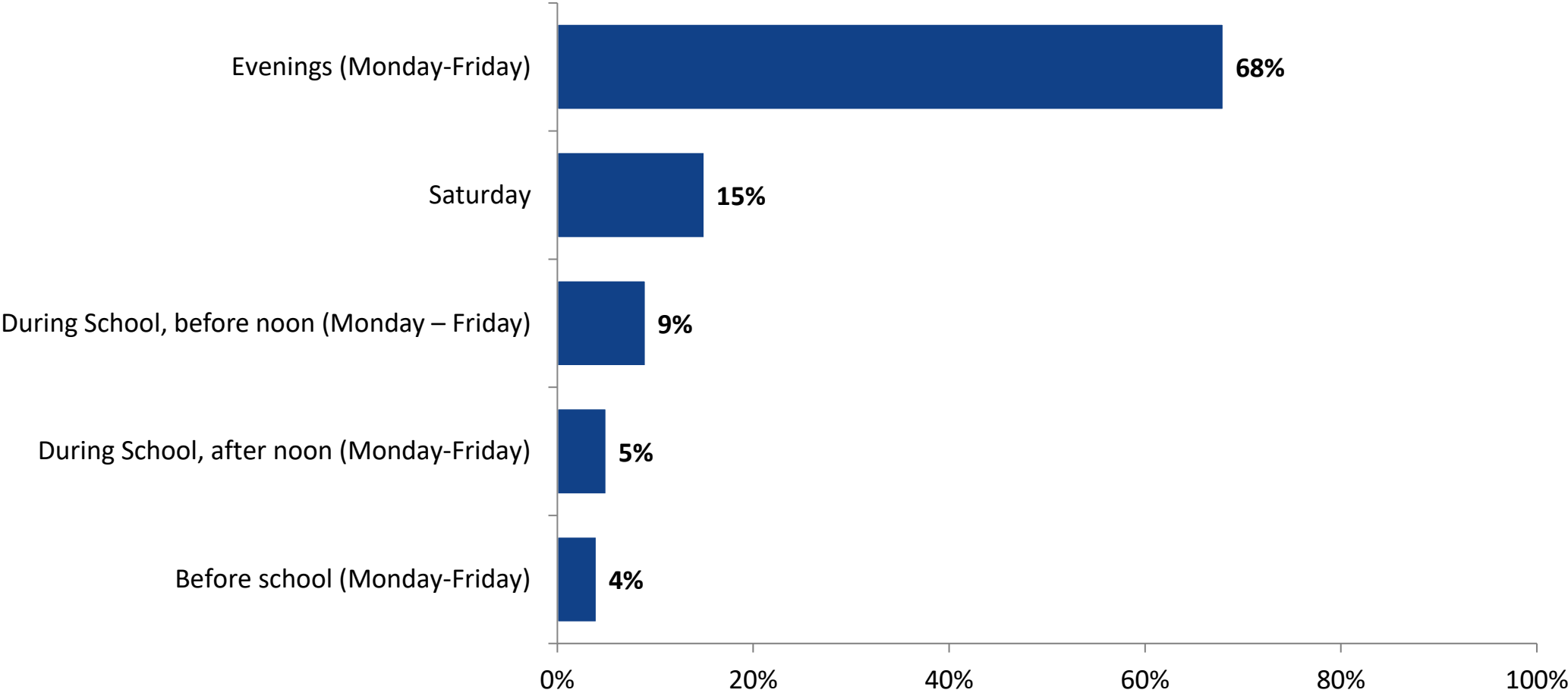
Community Workshops (Continued)

Please select possible workshops and events that you would be interested in attending. (N=100)



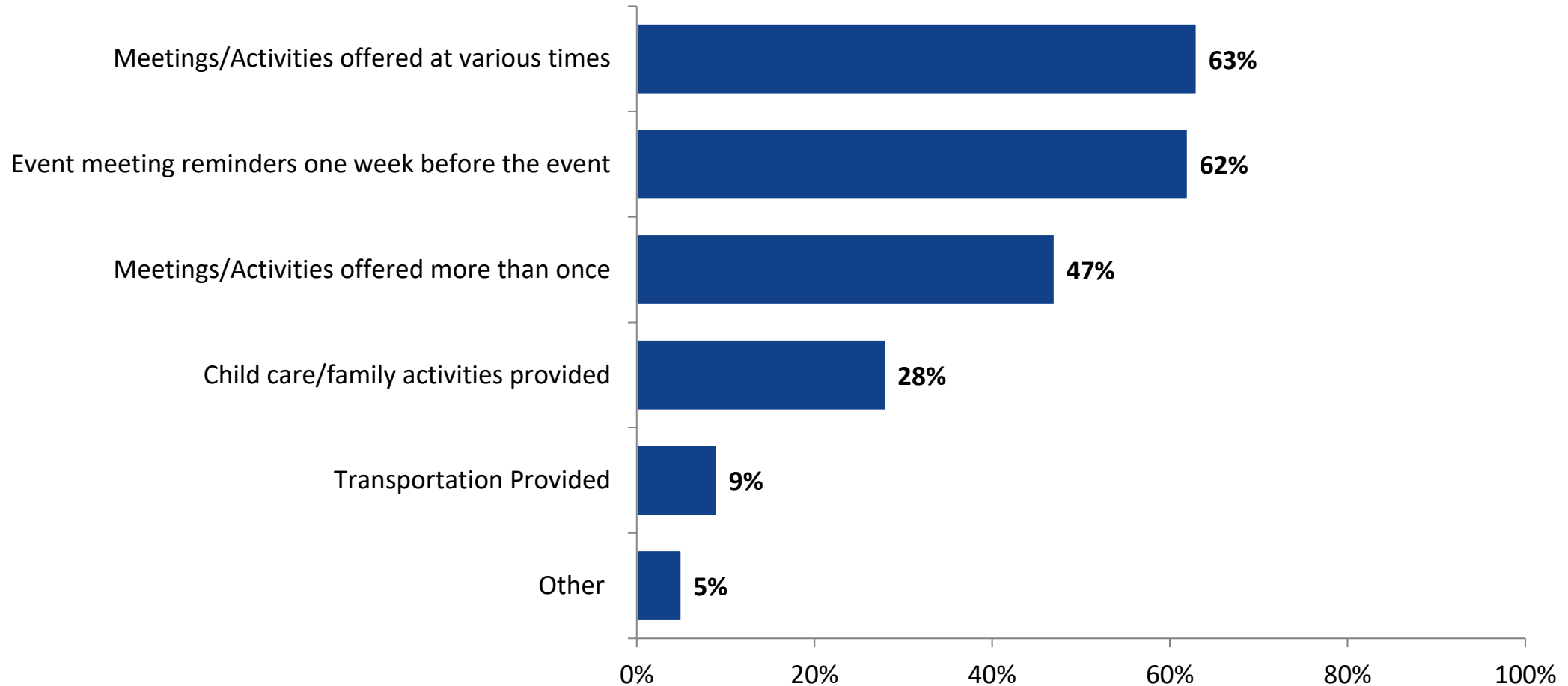
Event Attendance

When is the best time for you to attend a school event for parents? (N=108)



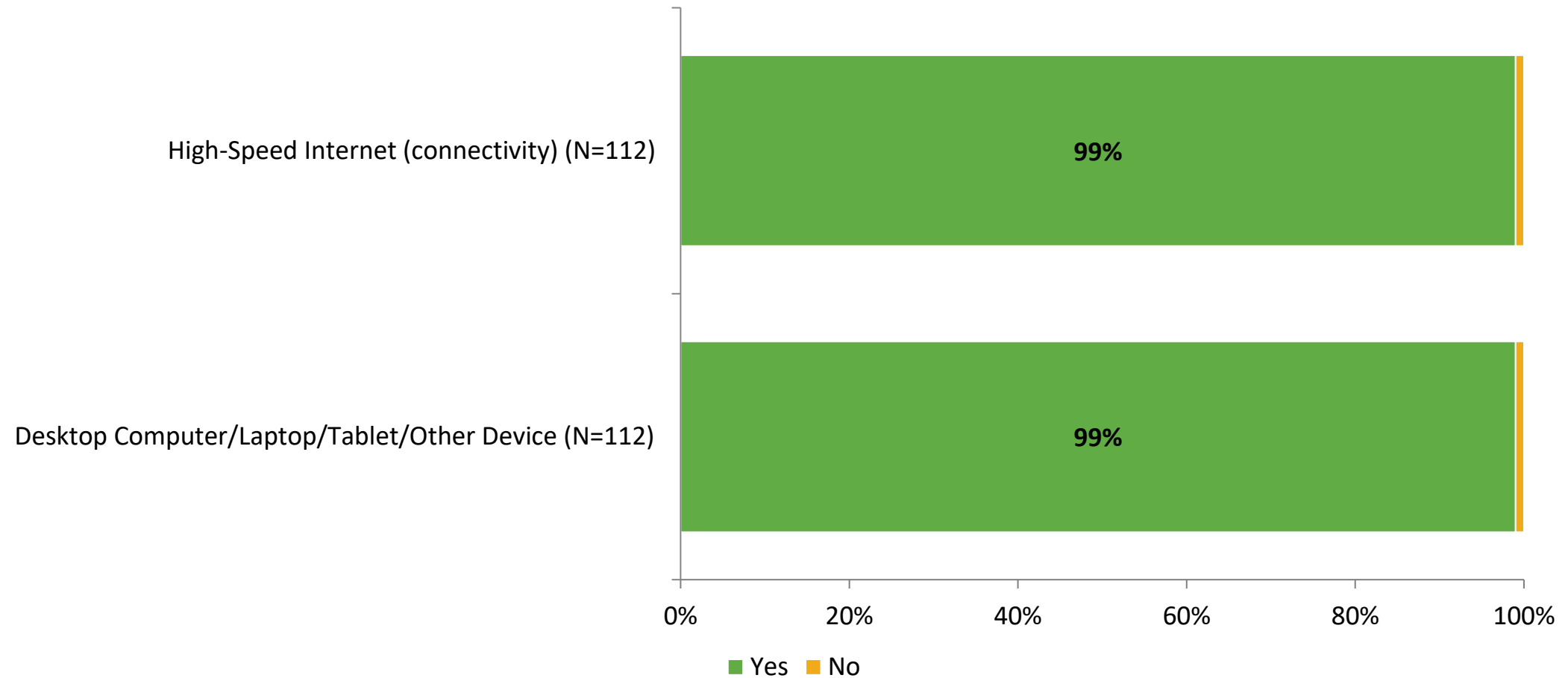
Event Attendance (Continued)

Which of the following would help you participate in more school functions? (N=101)



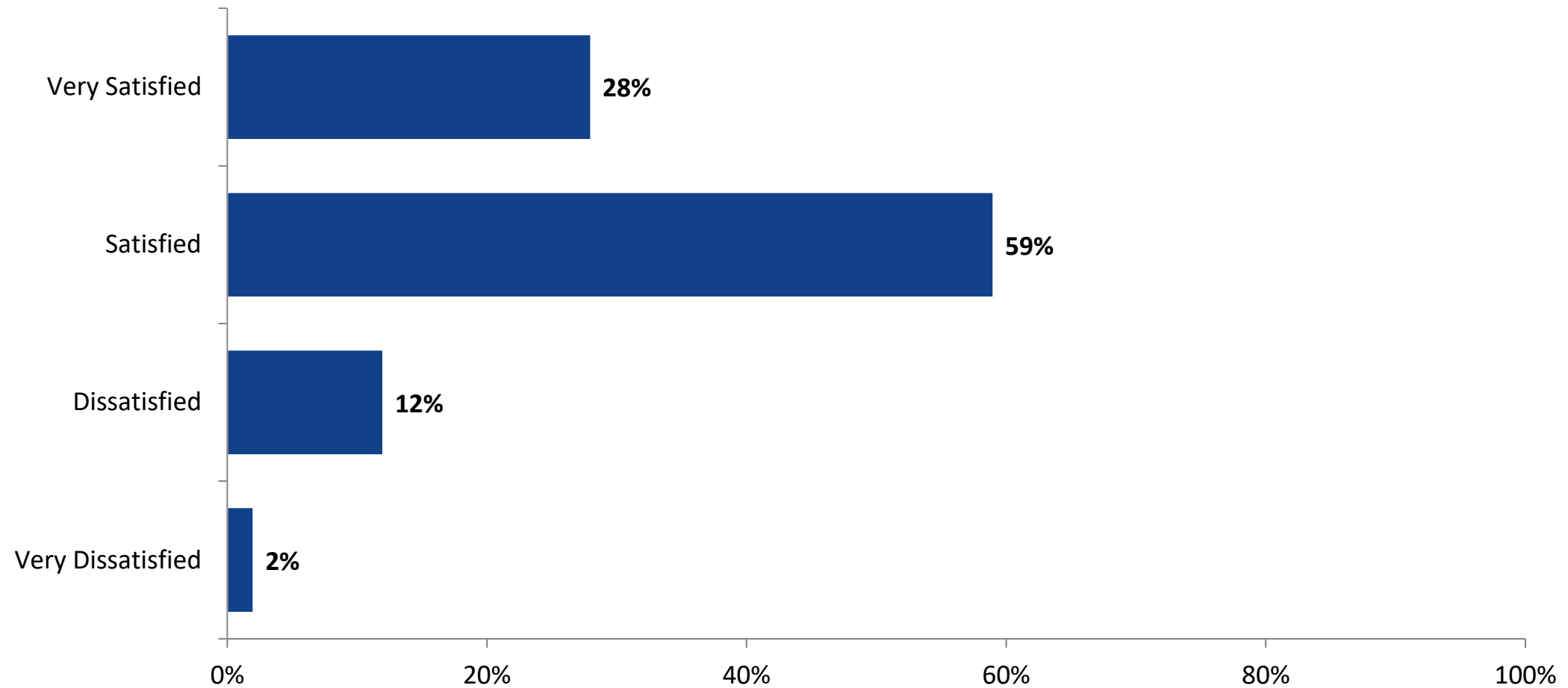
Technology

Please indicate if you have access to the following technology at home.



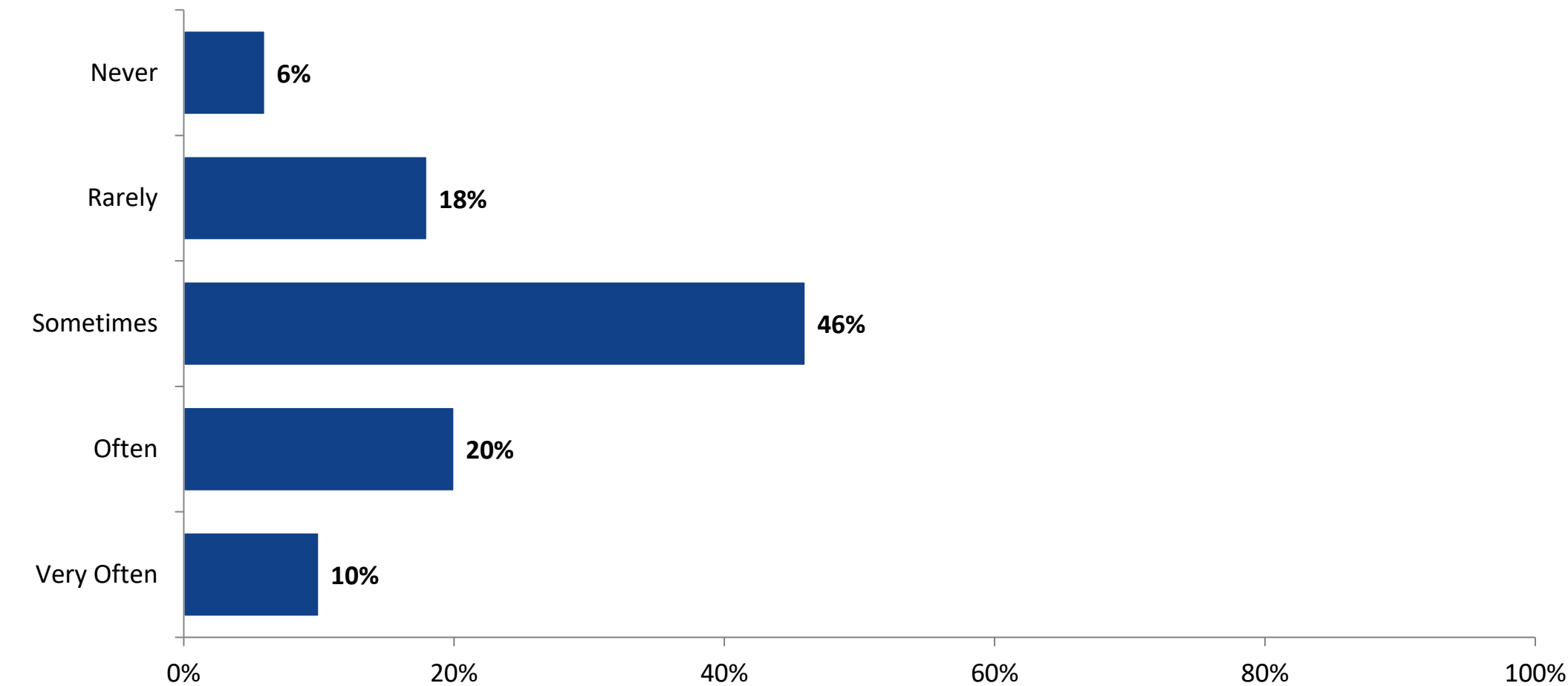
Technology

How satisfied are you with your child's access to technology at school? (N=112)



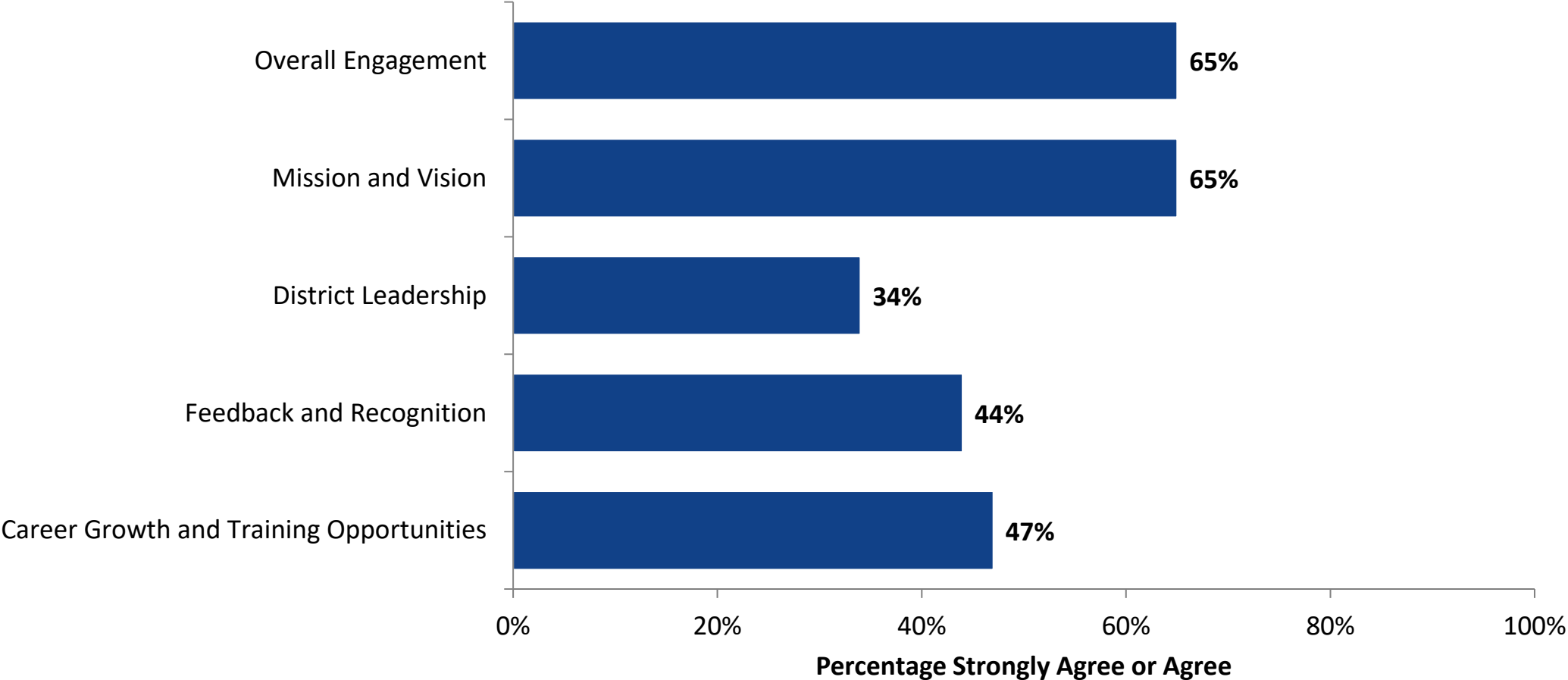
School Visitation

How frequent are your visits to your child's school this year? (N=111)



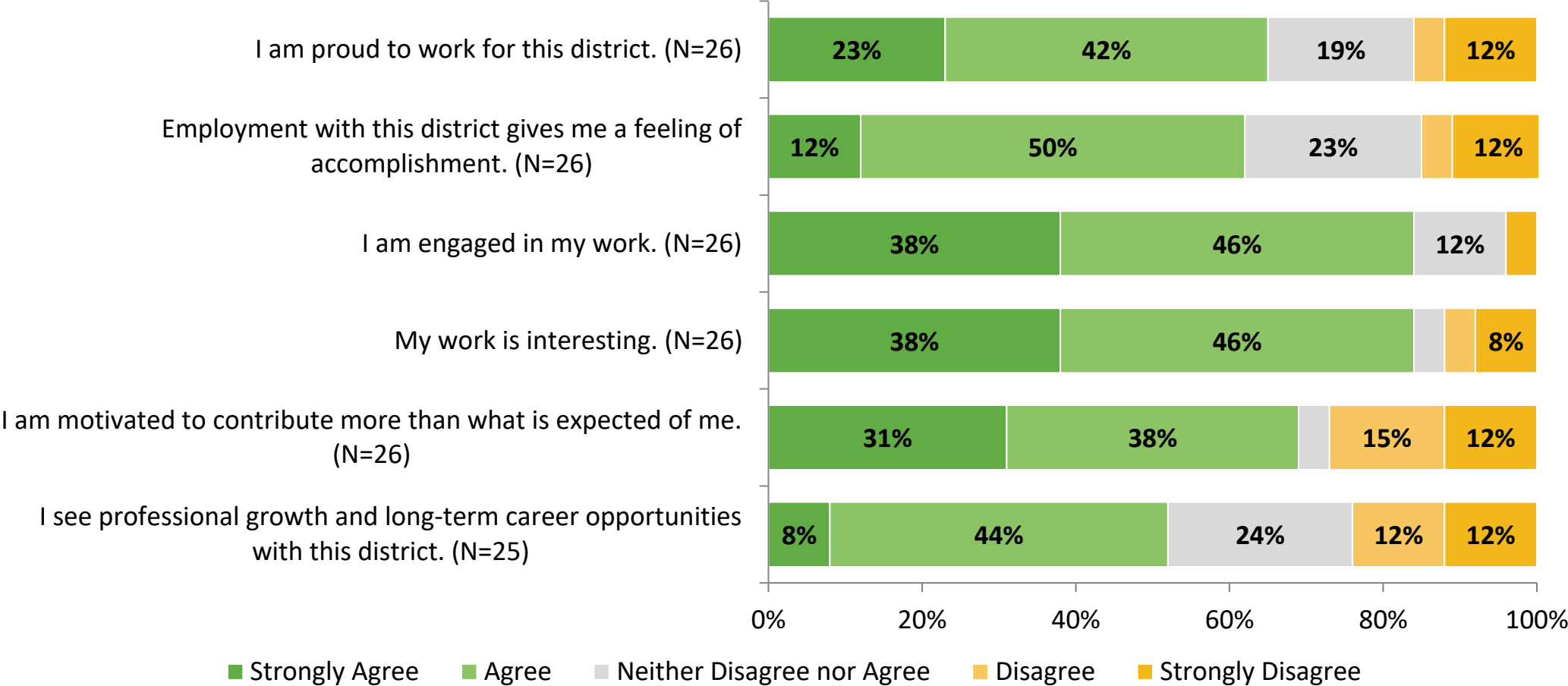
Employee Engagement

Employee Engagement Dimension Scores



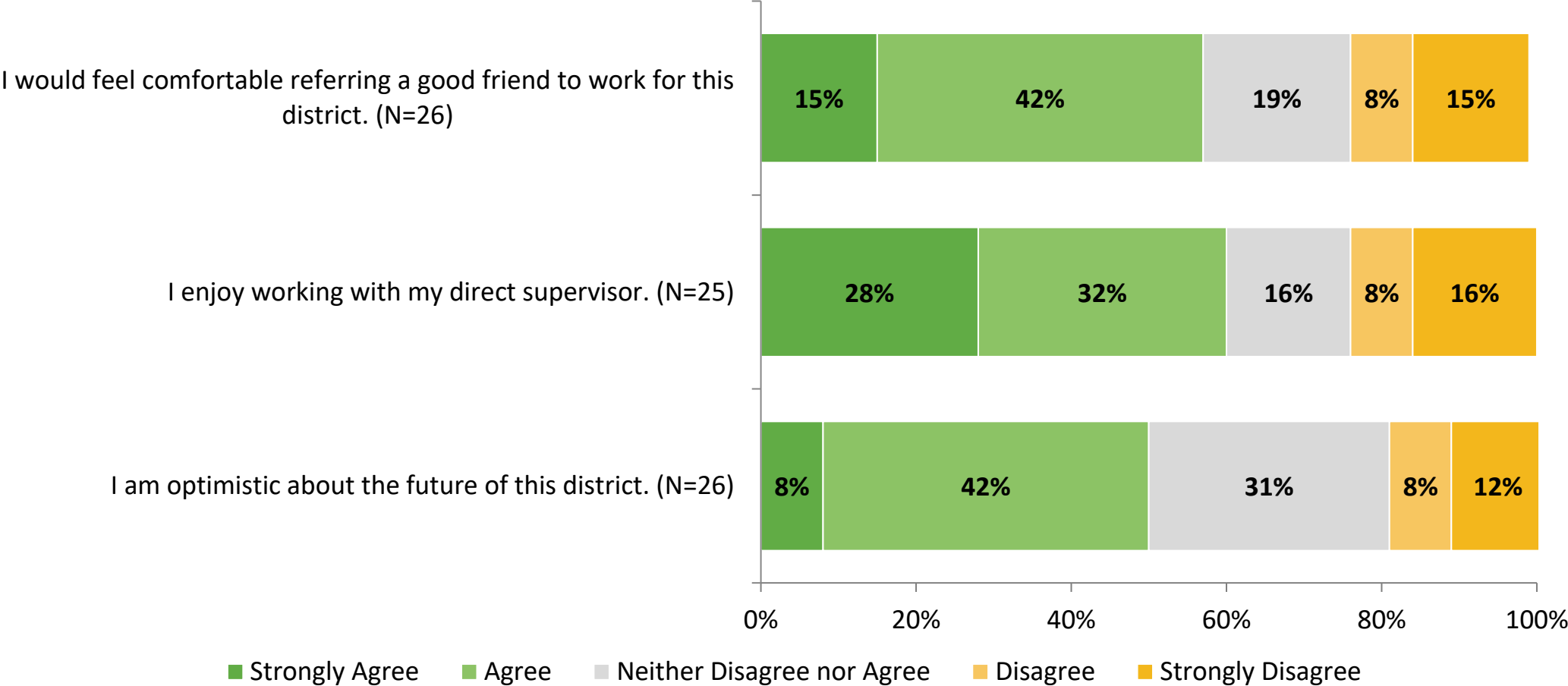
Overall Engagement

How strongly do you agree or disagree with the following statements?



Overall Engagement (Continued)

How strongly do you agree or disagree with the following statements?



Calculating and Classifying Engagement Scores

Each participant's engagement score is the average of their responses to nine engagement questions (EQ). Those average scores are then classified on a scale of highly engaged (>4.5), engaged (3.5 to 4.5), and less engaged (<3.5).

	Engagement Questions								
	EQ1	EQ2	EQ3	EQ4	EQ5	EQ6	EQ7	EQ8	Average
Participant A	4	5	3	4	2	4	3	3	3.50
Participant B	5	4	3	3	4	4	5	5	4.13
⋮									
Participant Z	3	3	4	4	4	3	4	4	3.63
	Average for all participants:								3.75
	> 4.5 Highly Engaged			3.5 to 4.5 Engaged			< 3.5 Less Engaged		

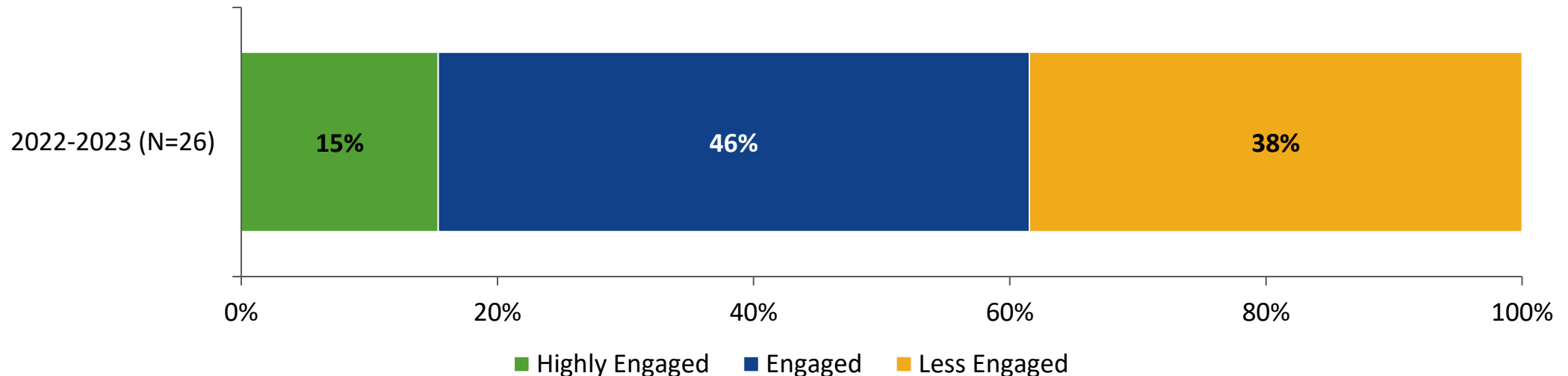
Note: This graphic contains sample data for example purposes only.

Overall Engagement

Responses to the nine engagement items were averaged to calculate an engagement score for each participant. To calculate the engagement score, each response option was assigned a numerical value:

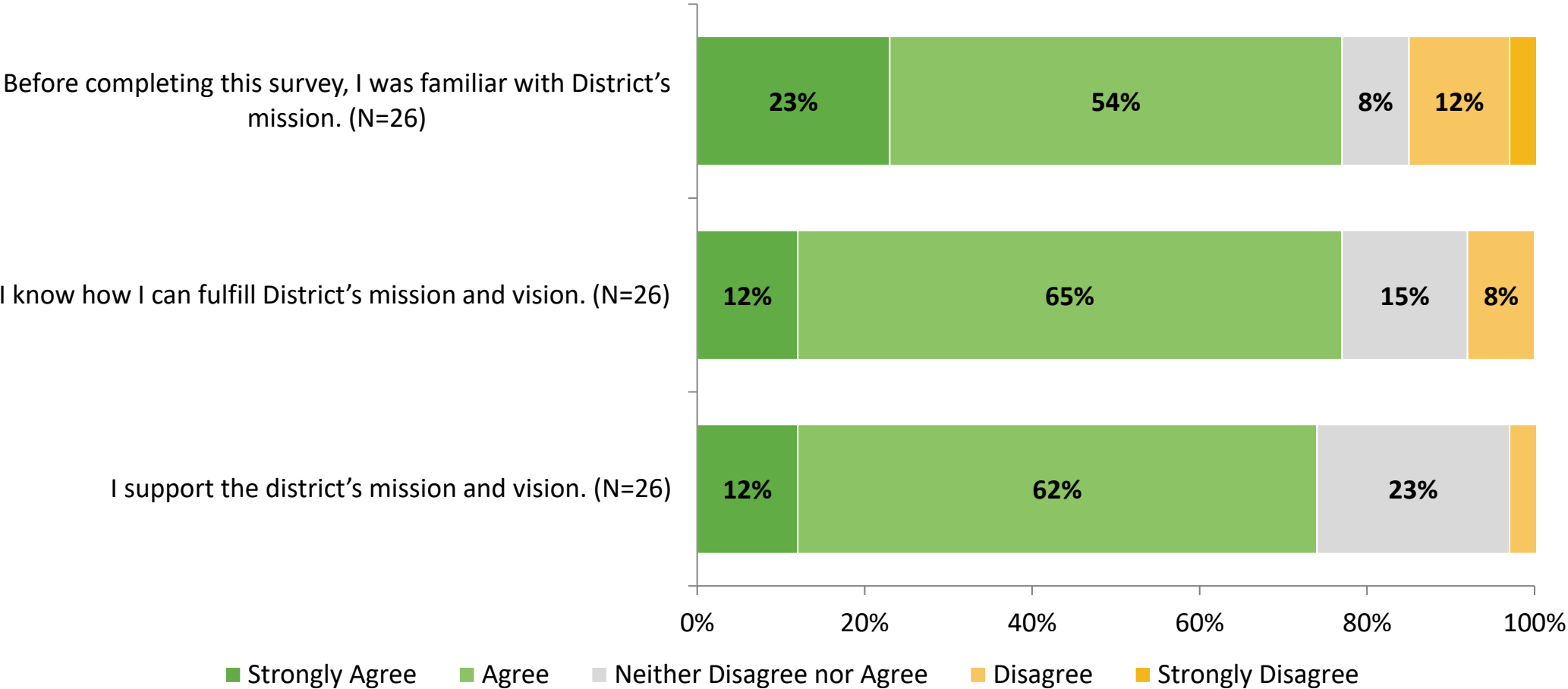
- Strongly Disagree = 1
- Disagree = 2
- Neither Disagree nor Agree = 3
- Agree = 4
- Strongly Agree = 5

Average scores were classified into three levels: **Less Engaged** (<3.5), **Engaged** (3.5 to 4.5), and **Highly Engaged** (>4.5).



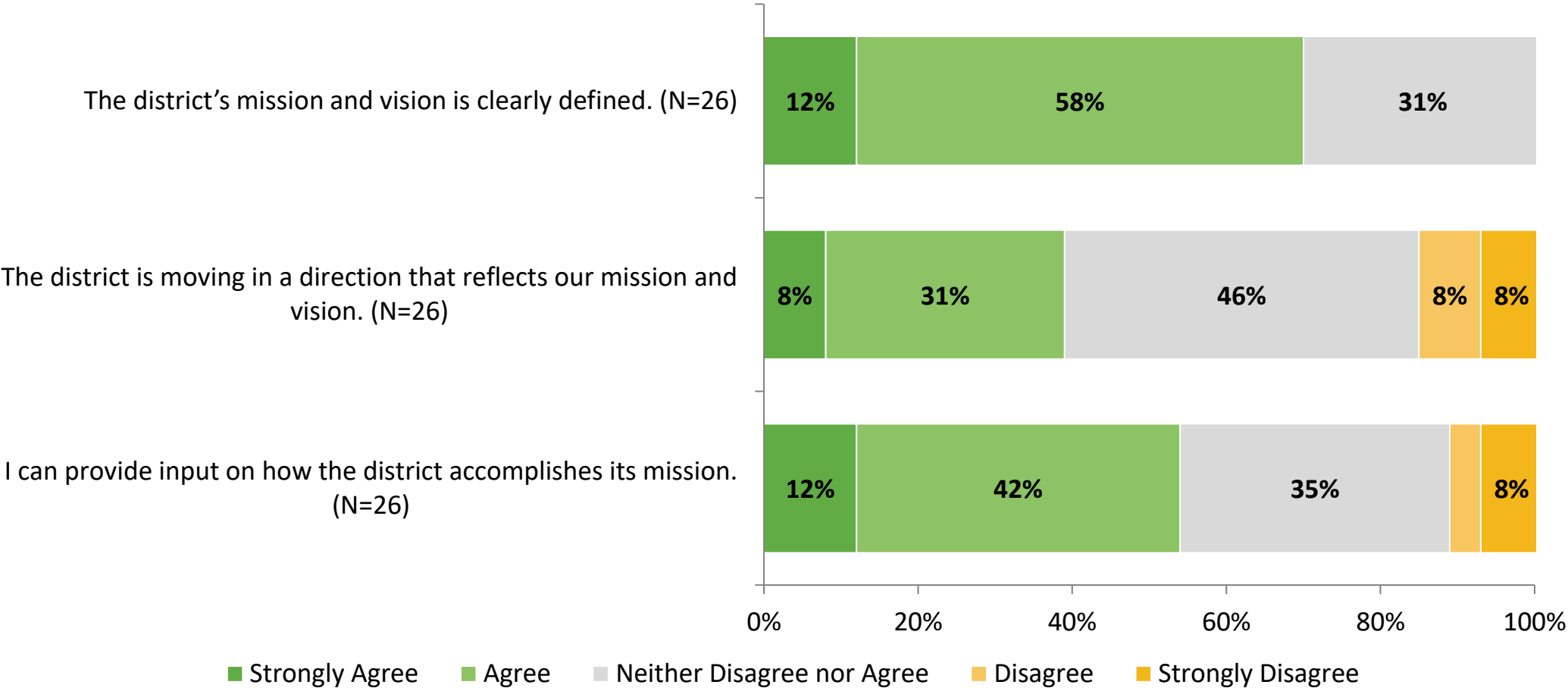
Mission and Vision

How strongly do you agree or disagree with the following statements?



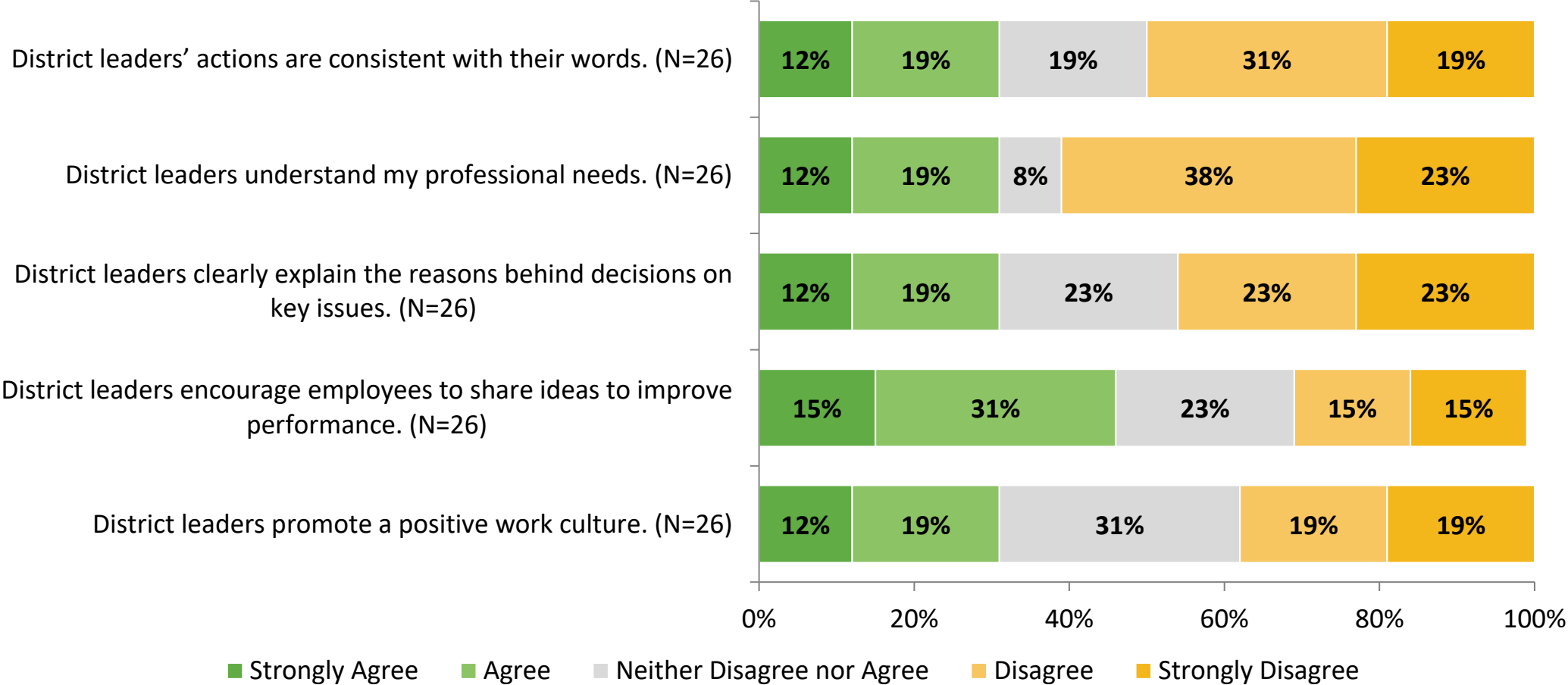
Mission and Vision (Continued)

How strongly do you agree or disagree with the following statements?



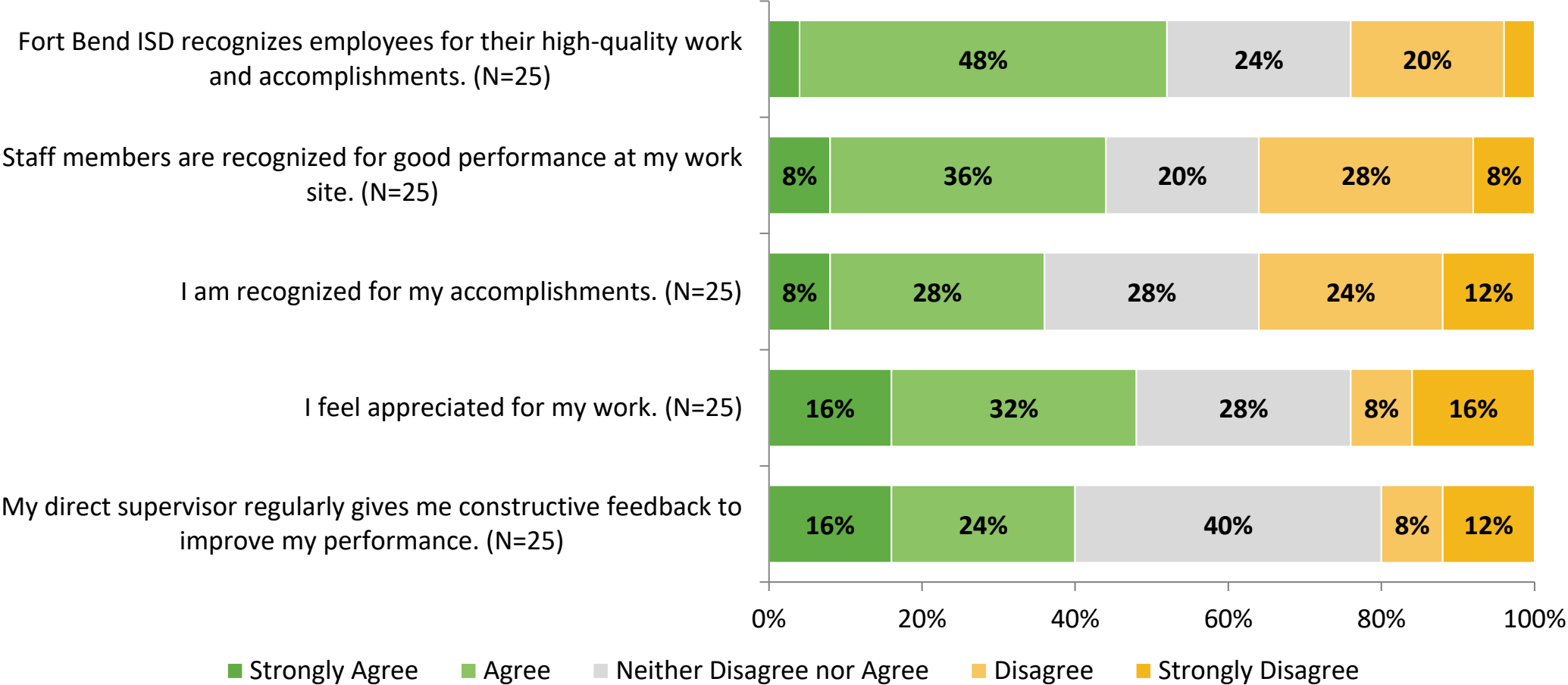
District Leadership

How strongly do you agree or disagree with the following statements?



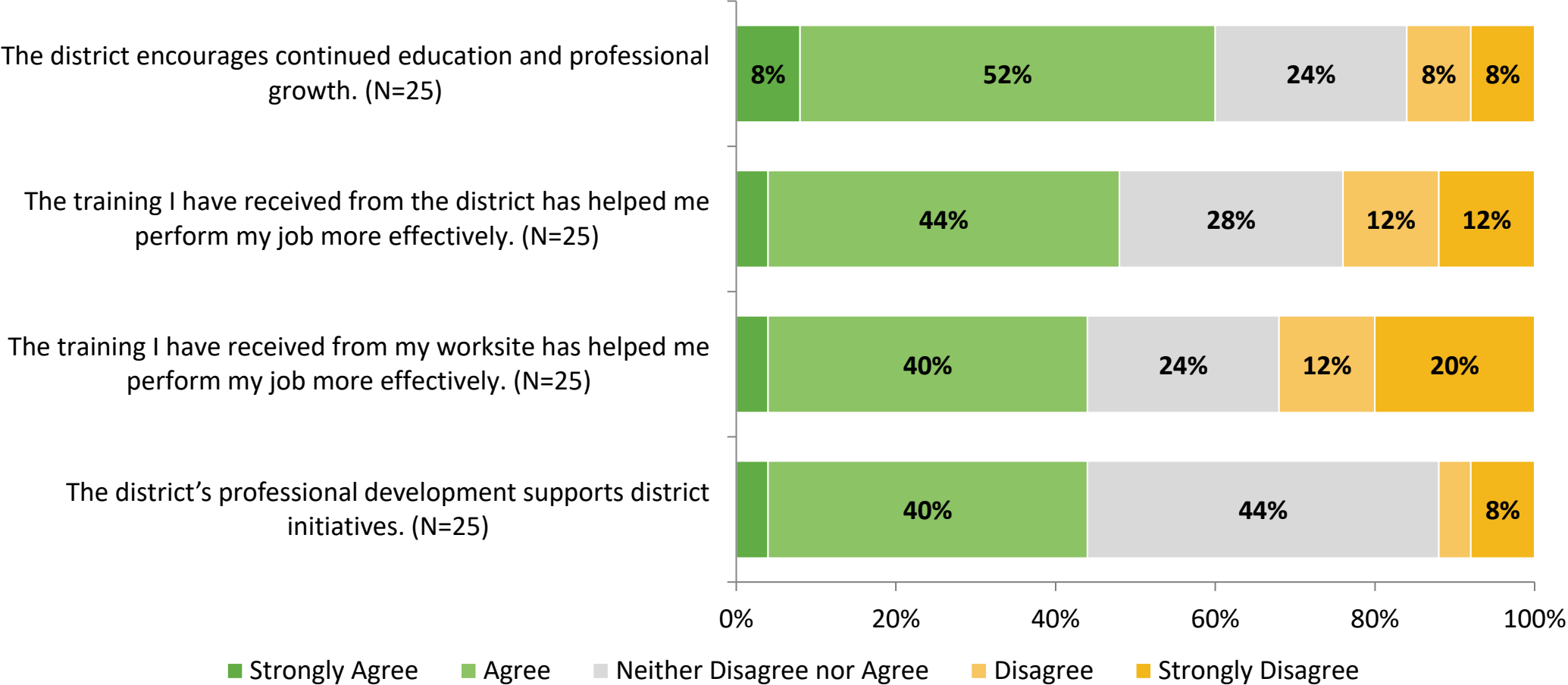
Feedback and Recognition

How strongly do you agree or disagree with the following statement?



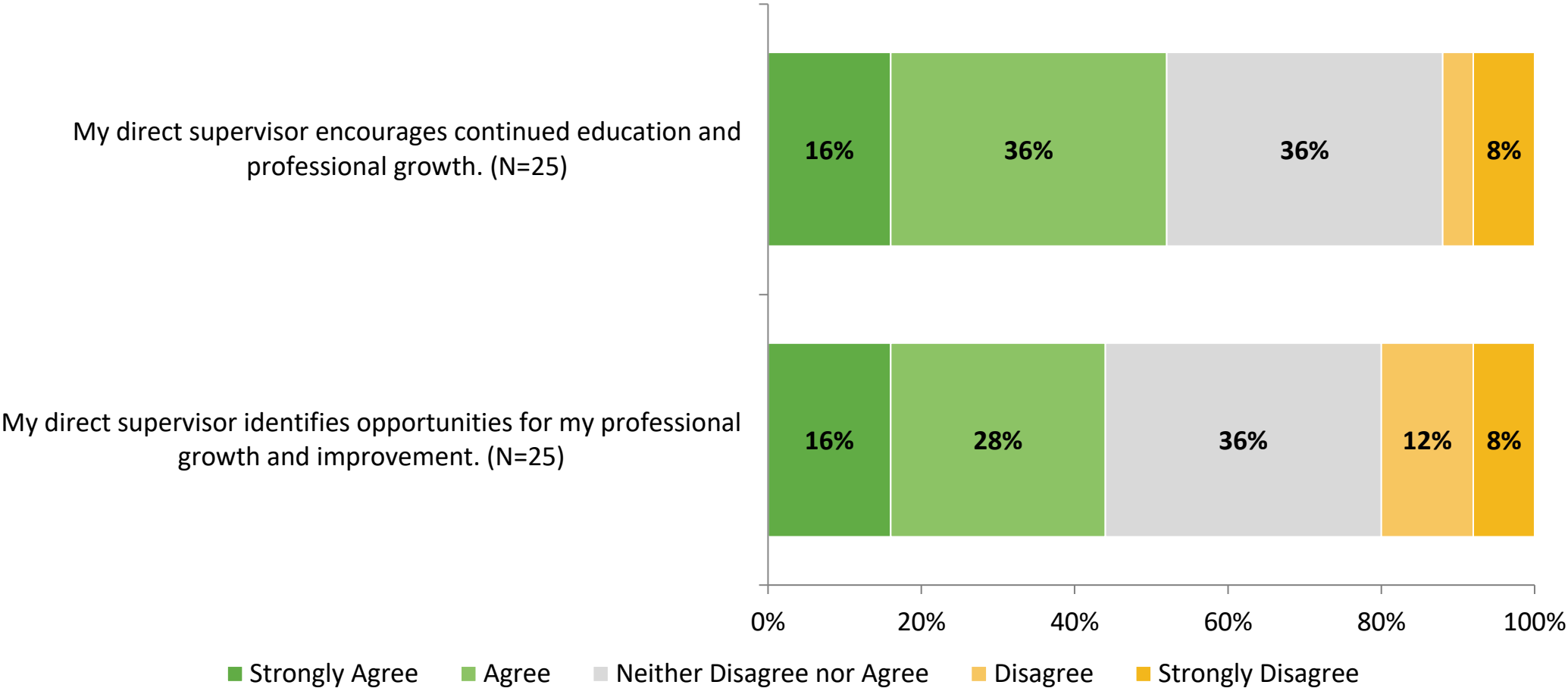
Career Growth and Training Opportunities

How strongly do you agree or disagree with the following statements?



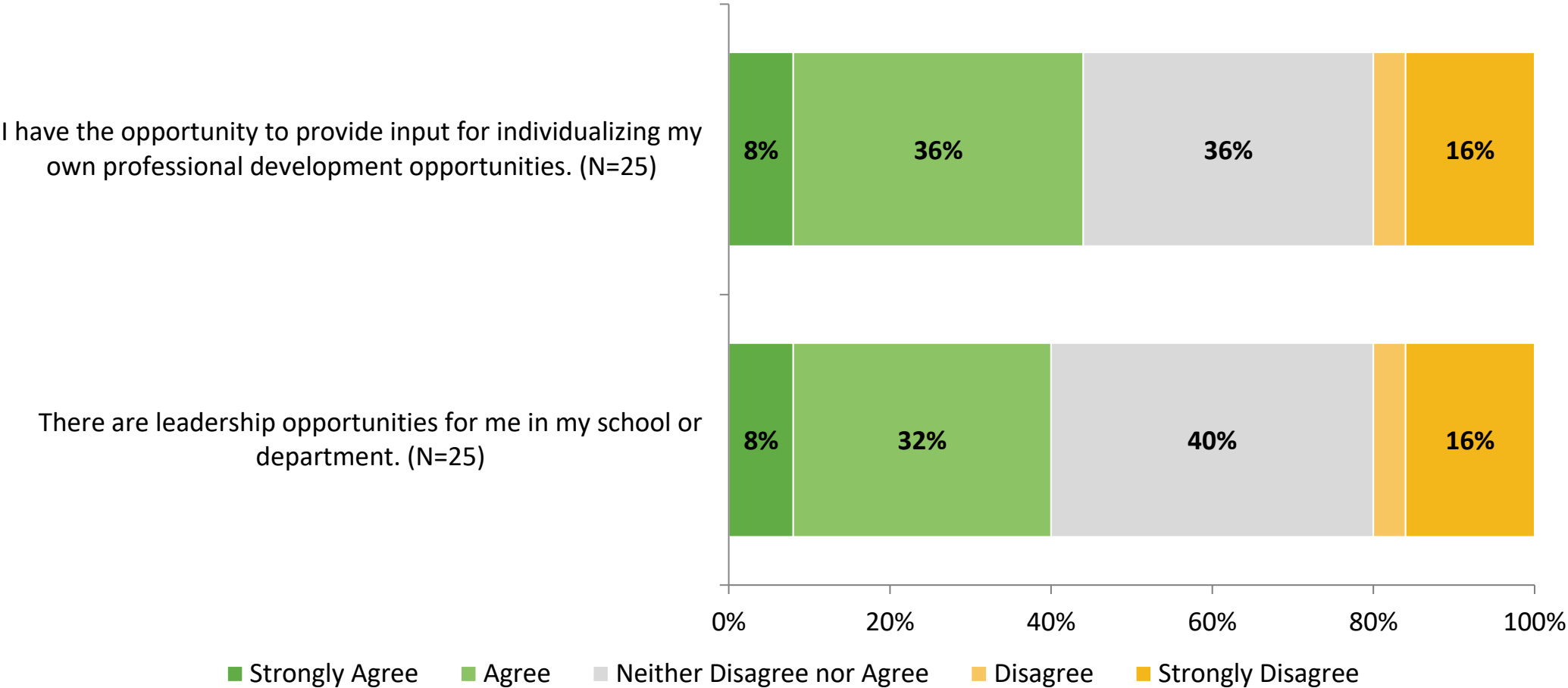
Career Growth and Training Opportunities (Continued)

How strongly do you agree or disagree with the following statements?



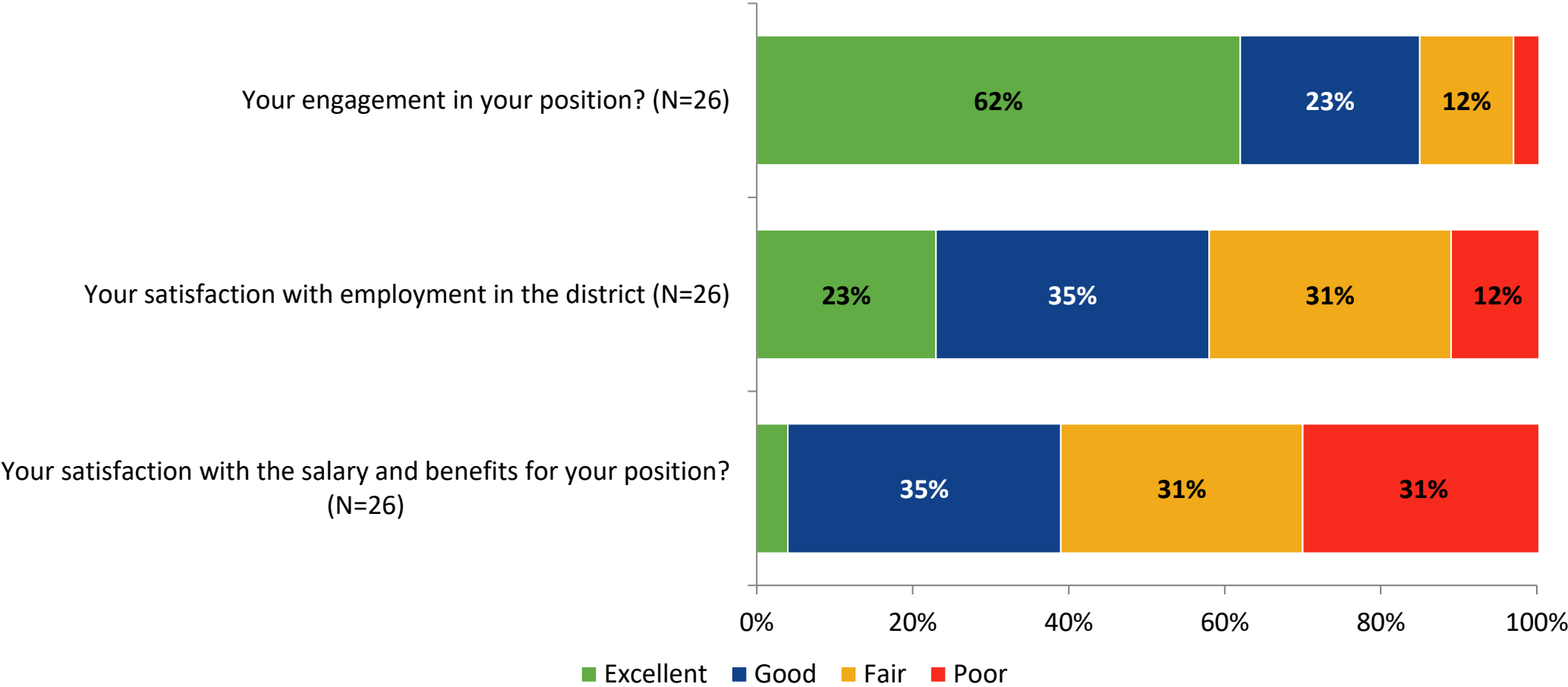
Career Growth and Training Opportunities (Continued)

How strongly do you agree or disagree with the following statements?



Overall Satisfaction

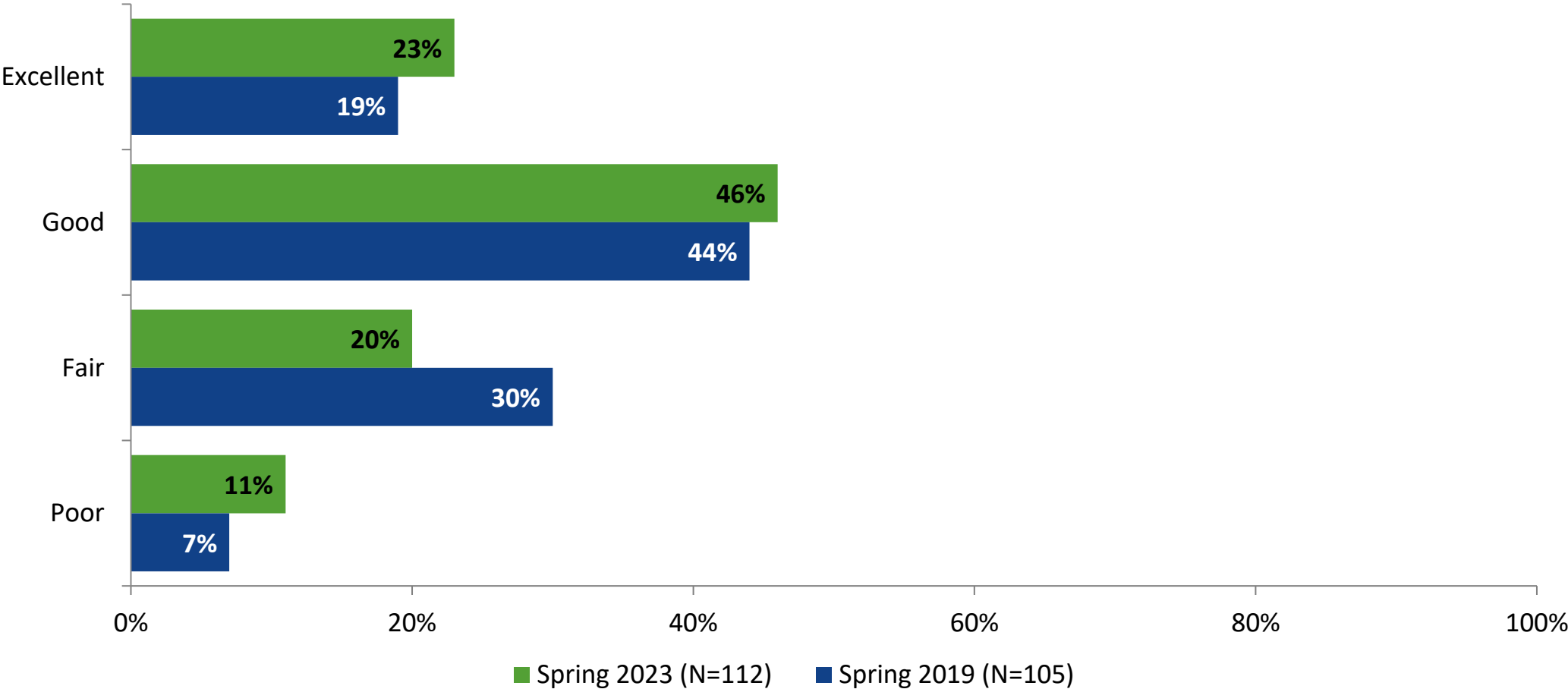
Overall, how would you rate the following:



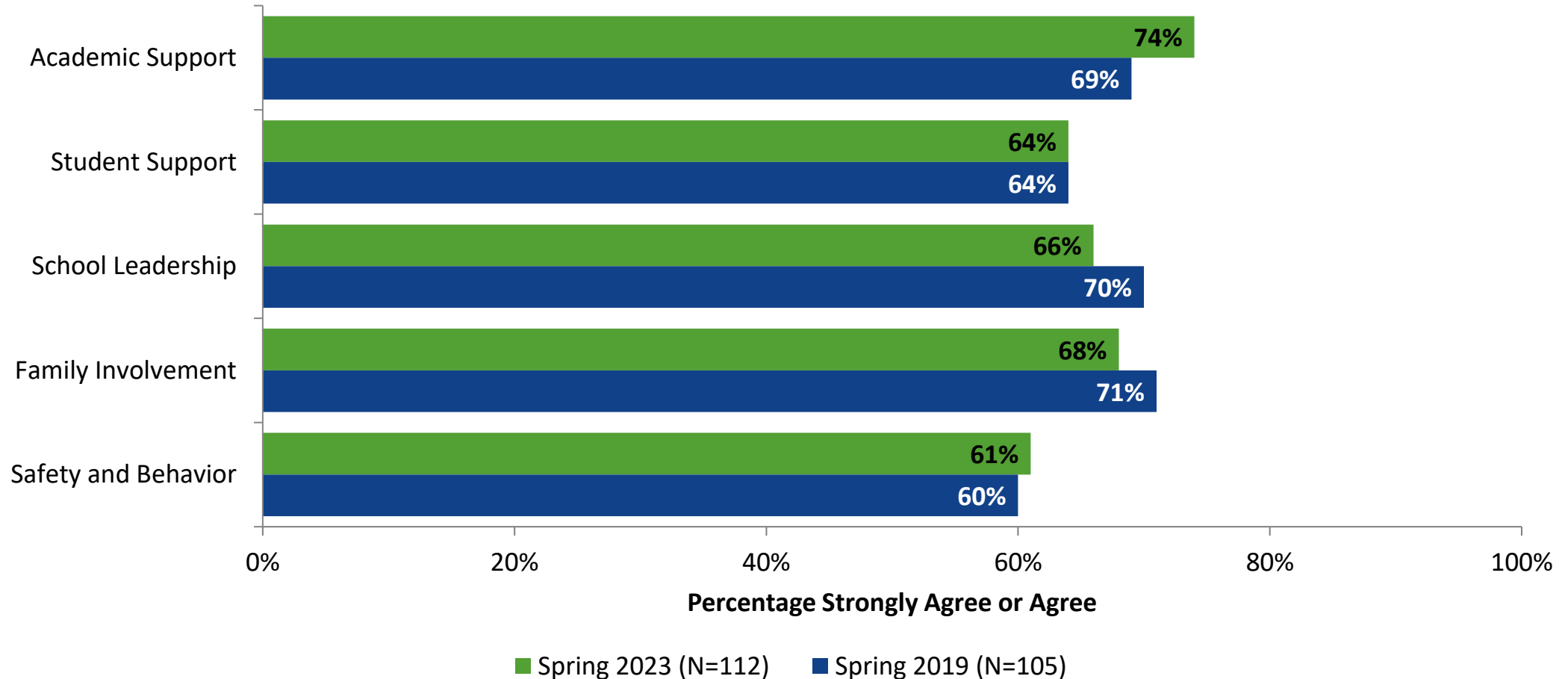
Trending Data

School Quality: Comparison Over Time

How would you rate the overall quality of your school?



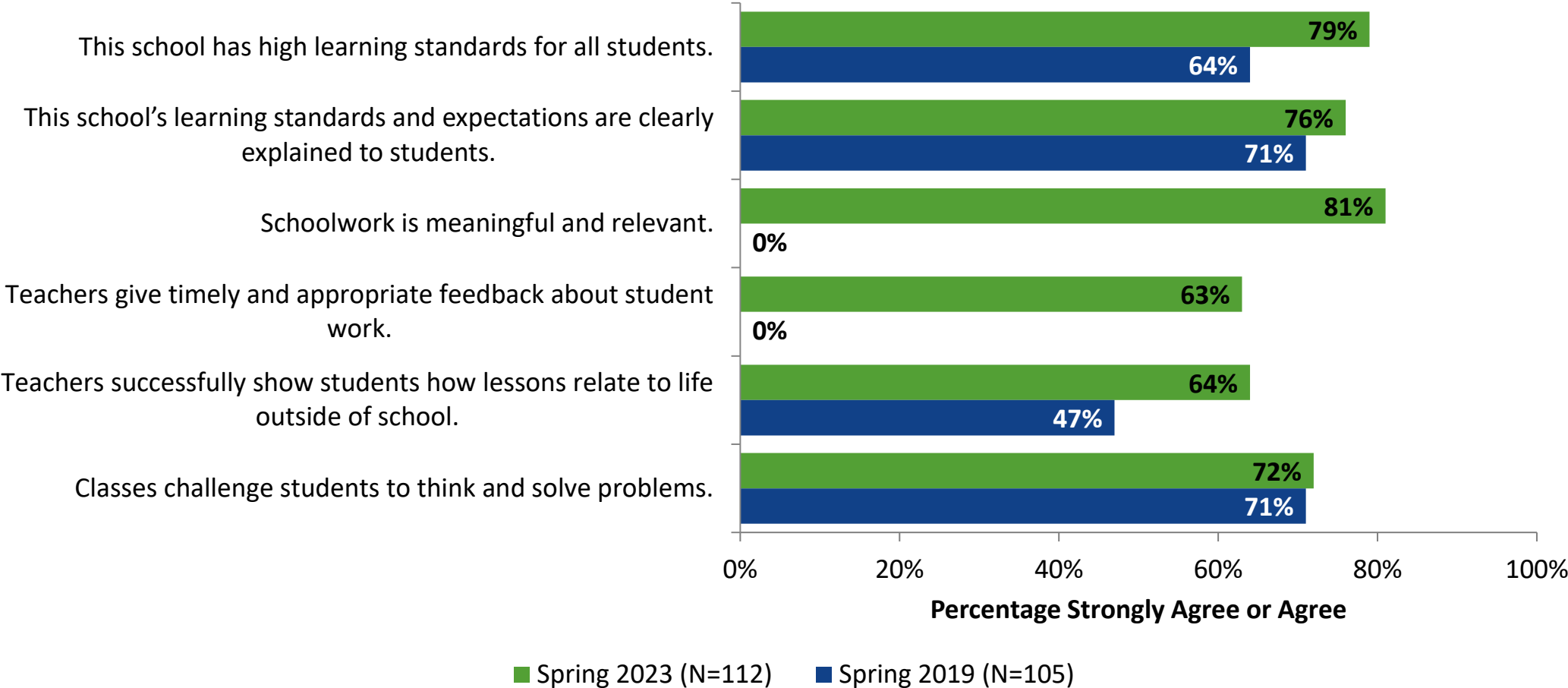
Dimension Scores: Comparison Over Time



Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know
Note: This graph shows Strongly Agree or Agree responses for all items within each dimension.

Academic Support: Comparison Over Time

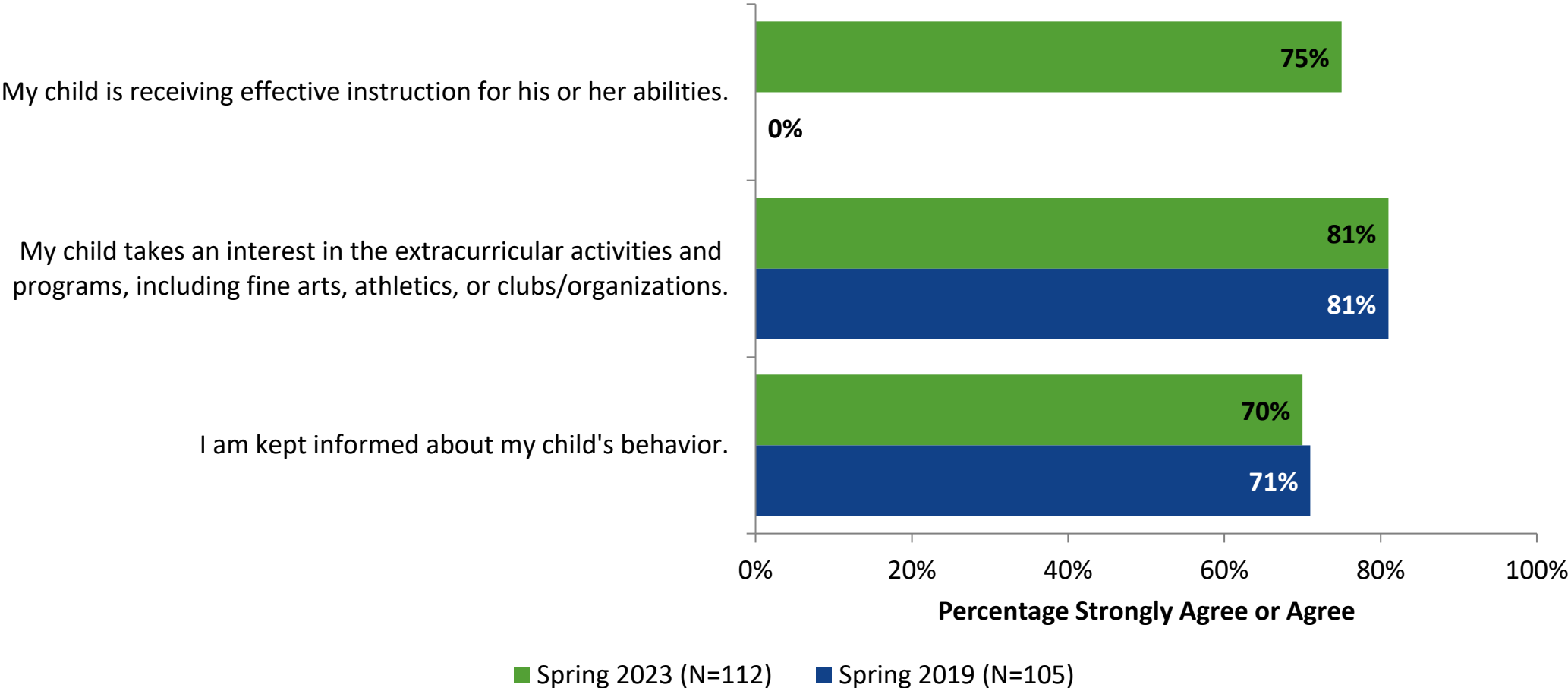
How strongly do you disagree or agree with the following statements?



Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know
Note: 0% indicates the item was not asked last survey administration.

Academic Support: Comparison Over Time (Continued)

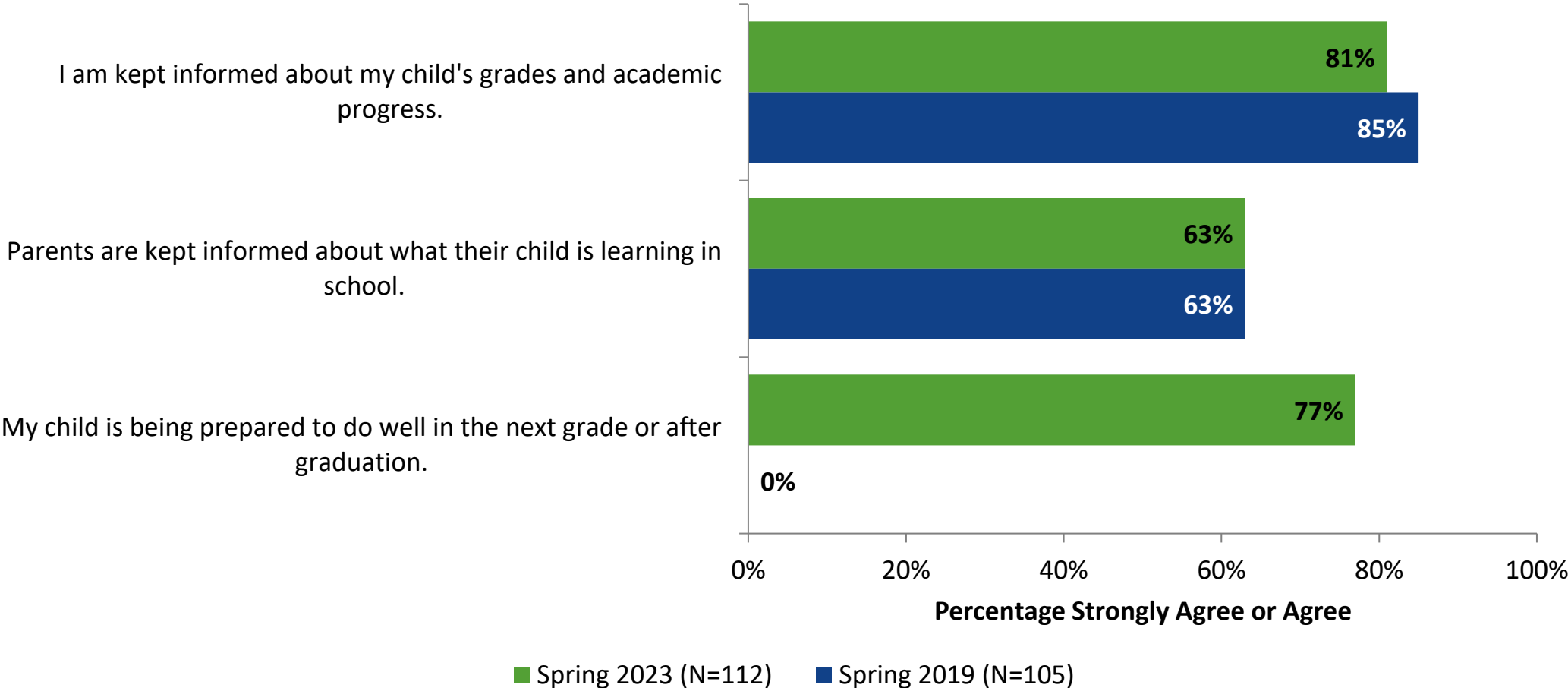
How strongly do you disagree or agree with the following statements?



Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know
Note: 0% indicates the item was not asked last survey administration.

Academic Support: Comparison Over Time (Continued)

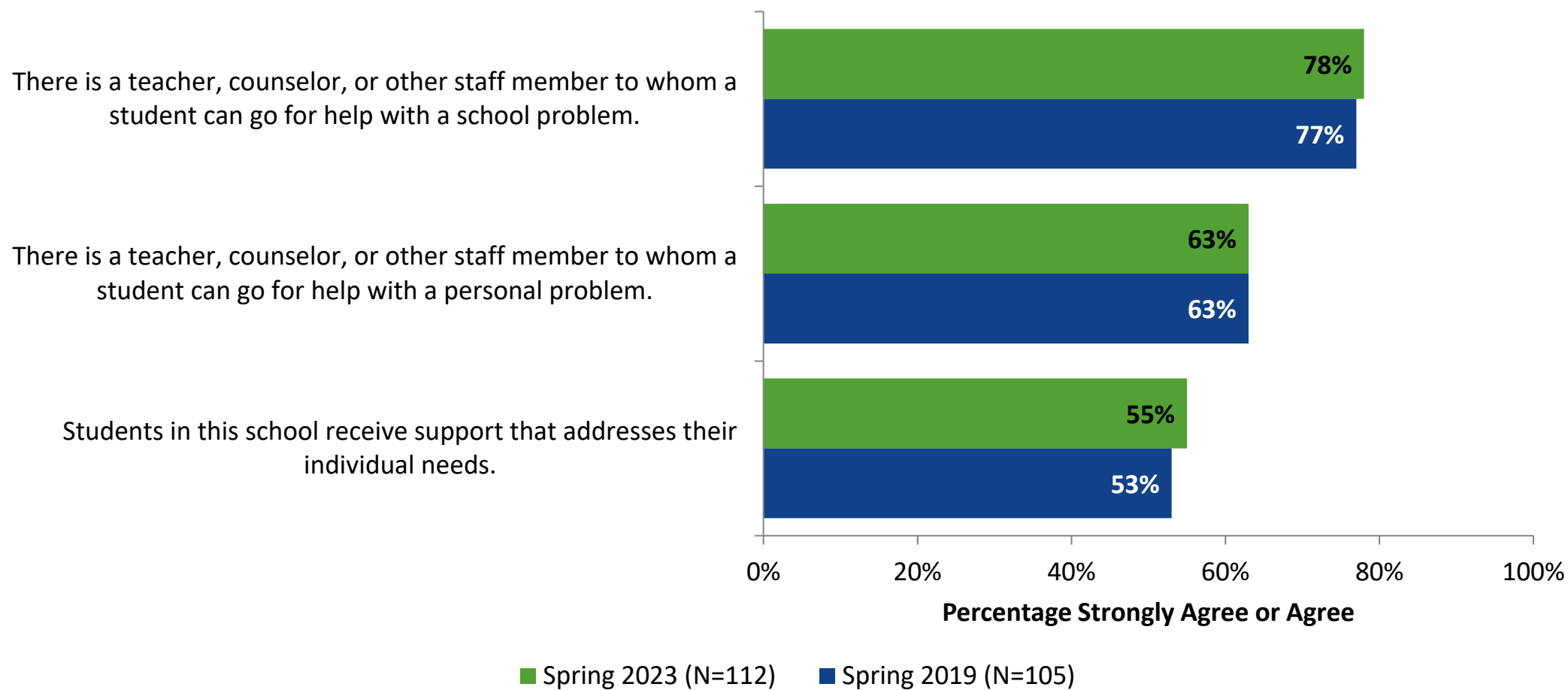
How strongly do you disagree or agree with the following statements?



Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know
Note: 0% indicates the item was not asked last survey administration.

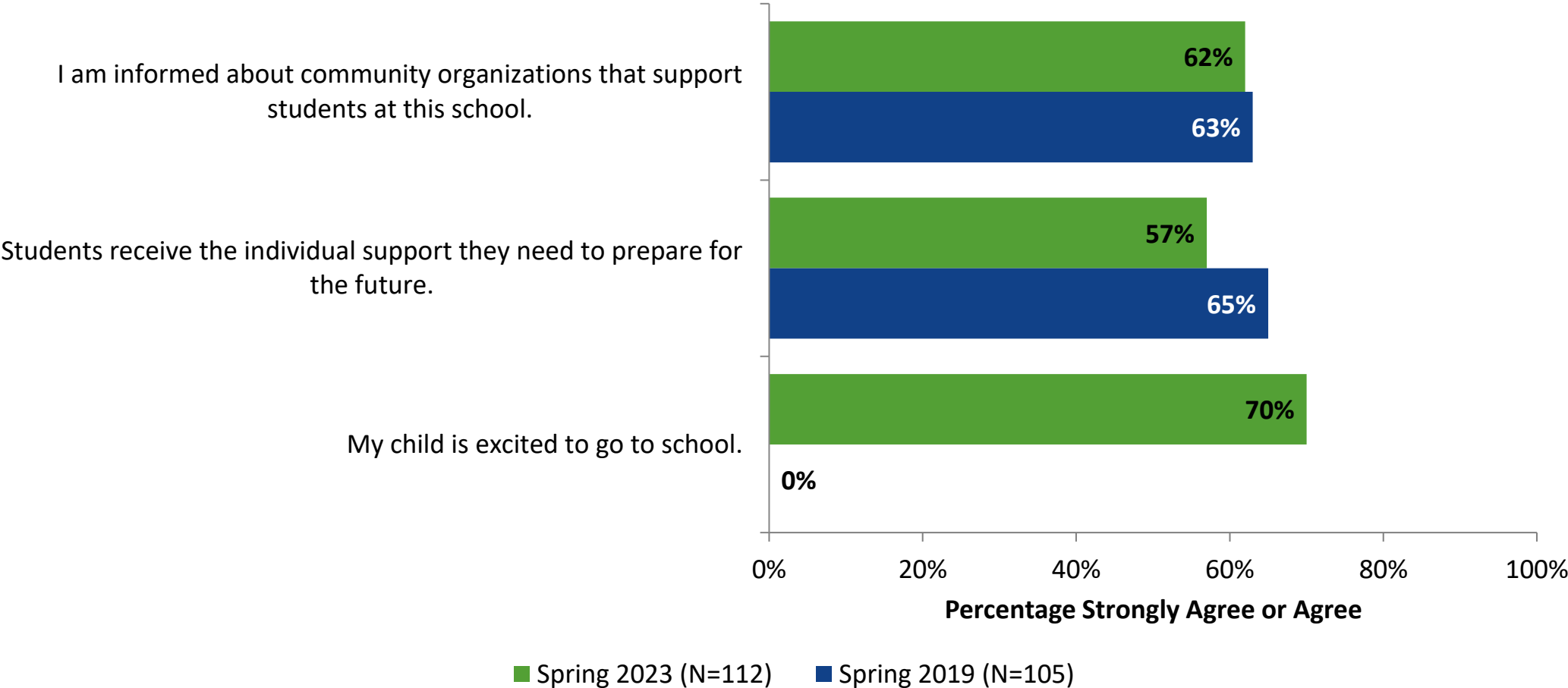
Student Support: Comparison Over Time

How strongly do you disagree or agree with the following statements?



Student Support: Comparison Over Time (Continued)

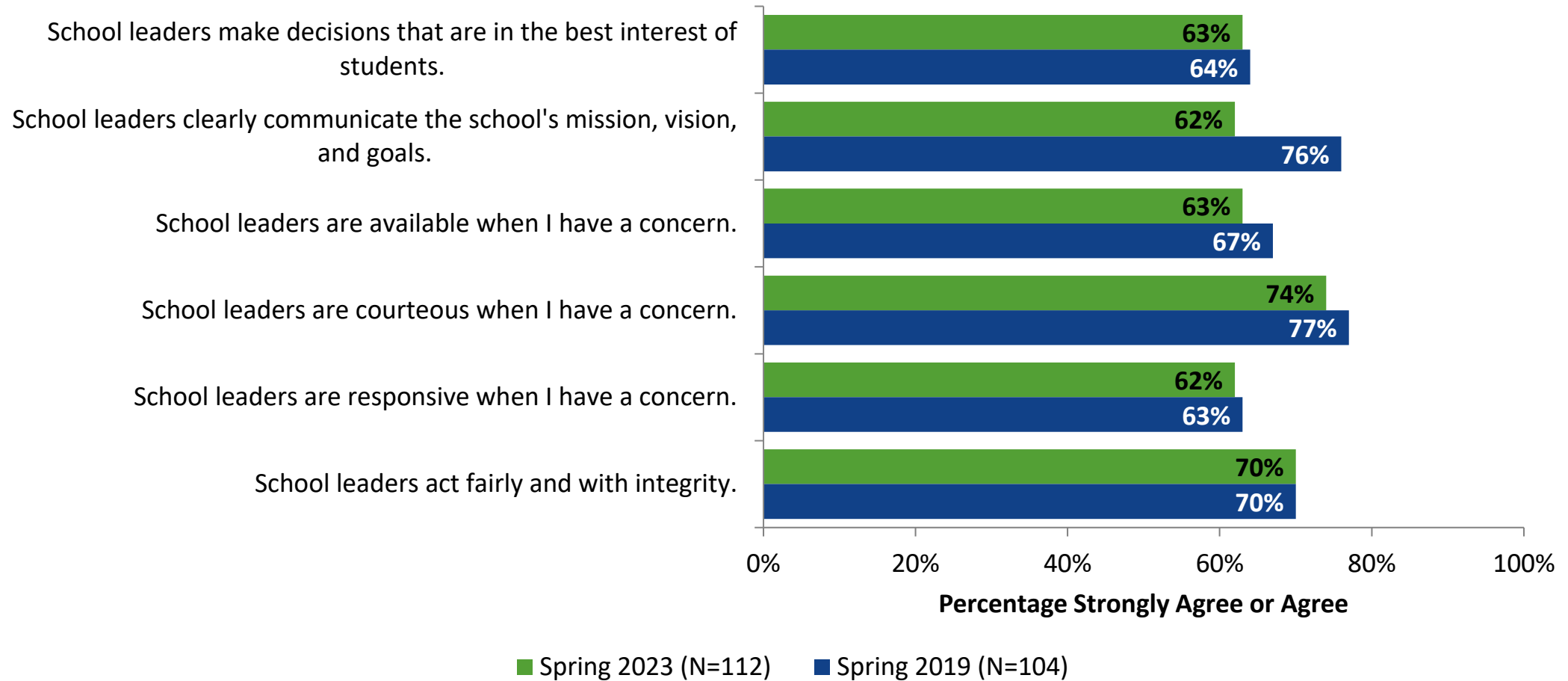
How strongly do you disagree or agree with the following statements?



Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know
Note: 0% indicates the item was not asked last survey administration.

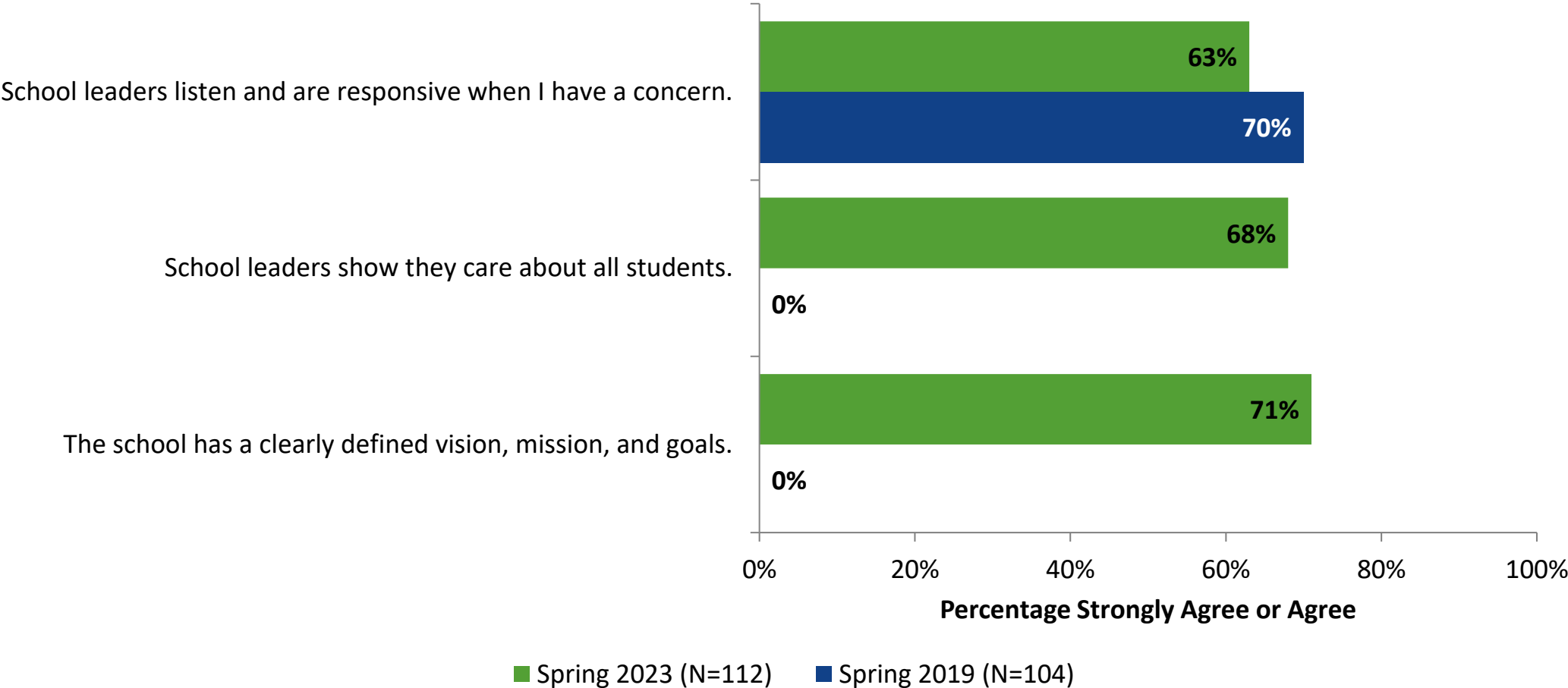
School Leadership: Comparison Over Time

How strongly do you disagree or agree with the following statements?



School Leadership: Comparison Over Time (Continued)

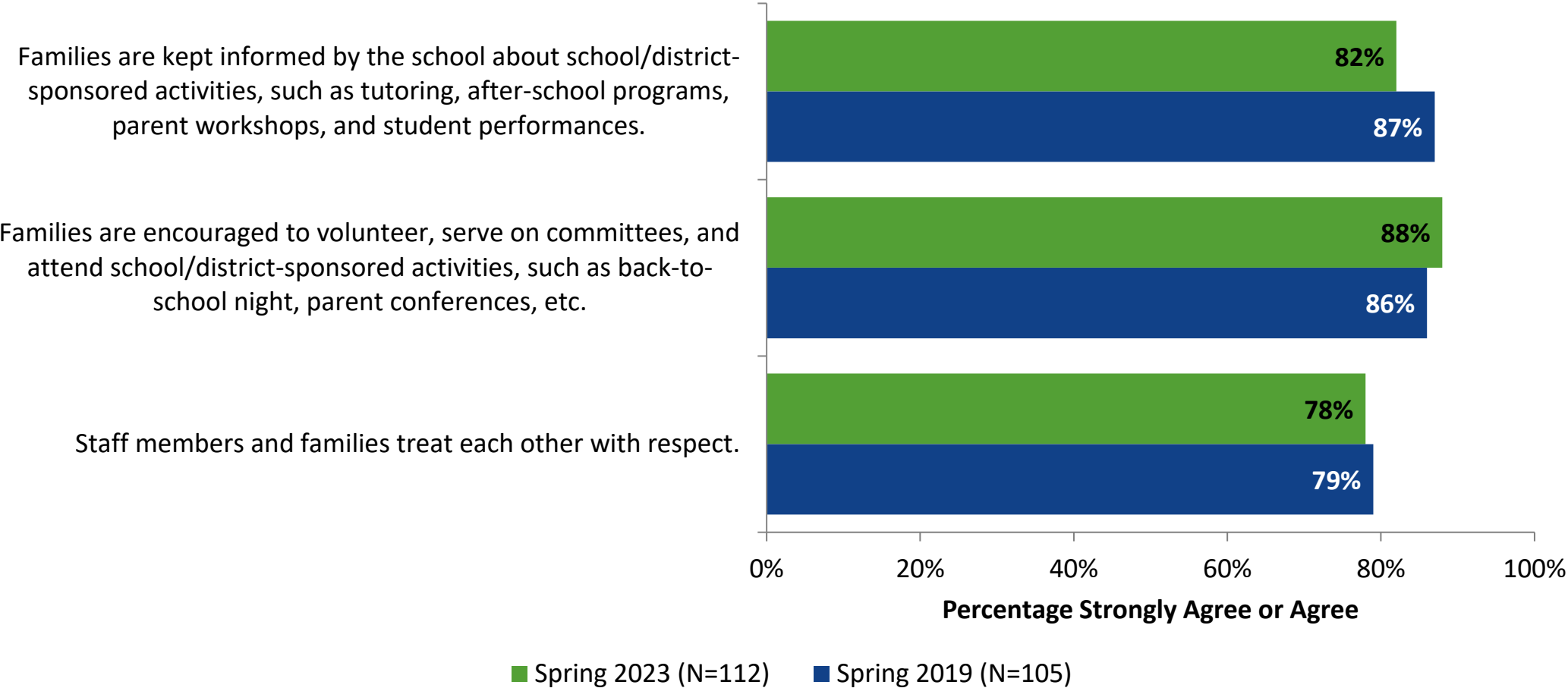
How strongly do you disagree or agree with the following statements?



Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know
Note: 0% indicates the item was not asked last survey administration.

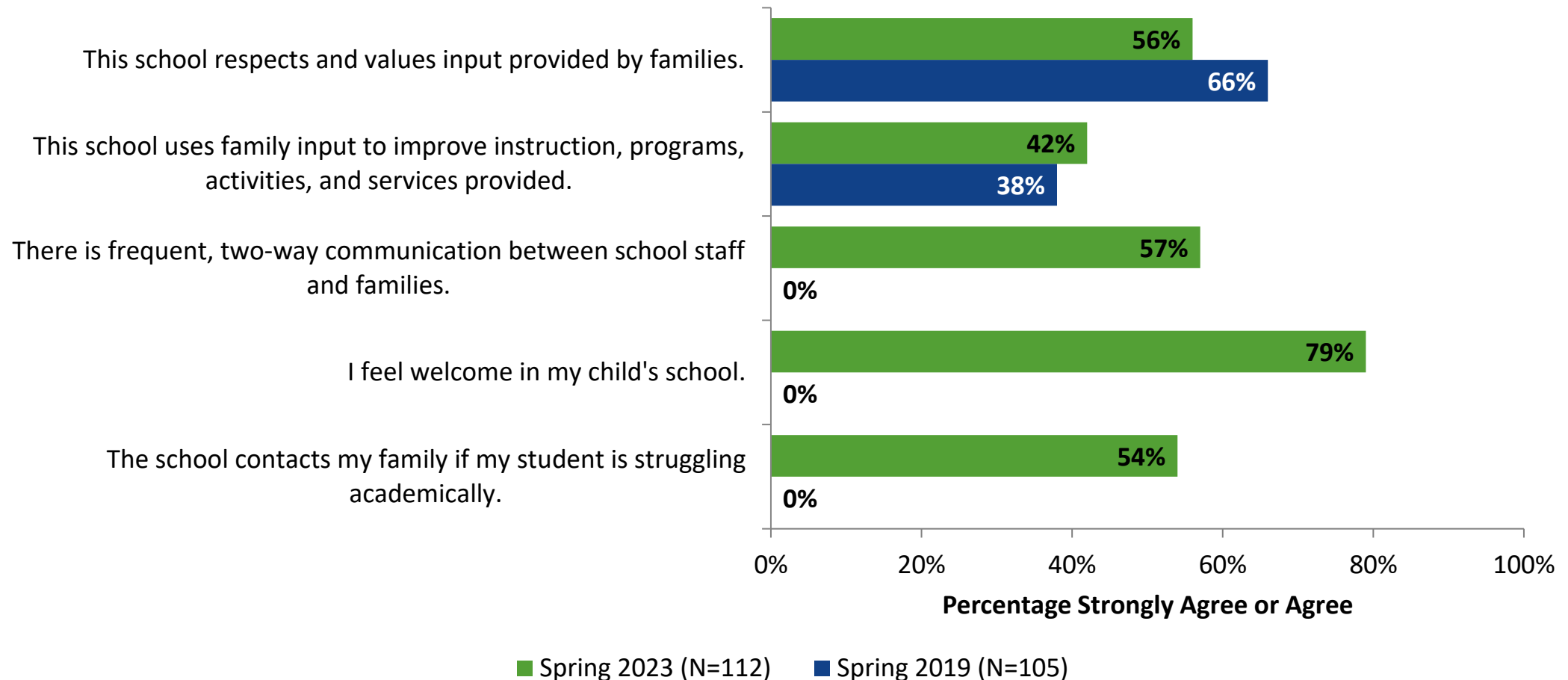
Family Involvement: Comparison Over Time

How strongly do you disagree or agree with the following statements?



Family Involvement: Comparison Over Time (Continued)

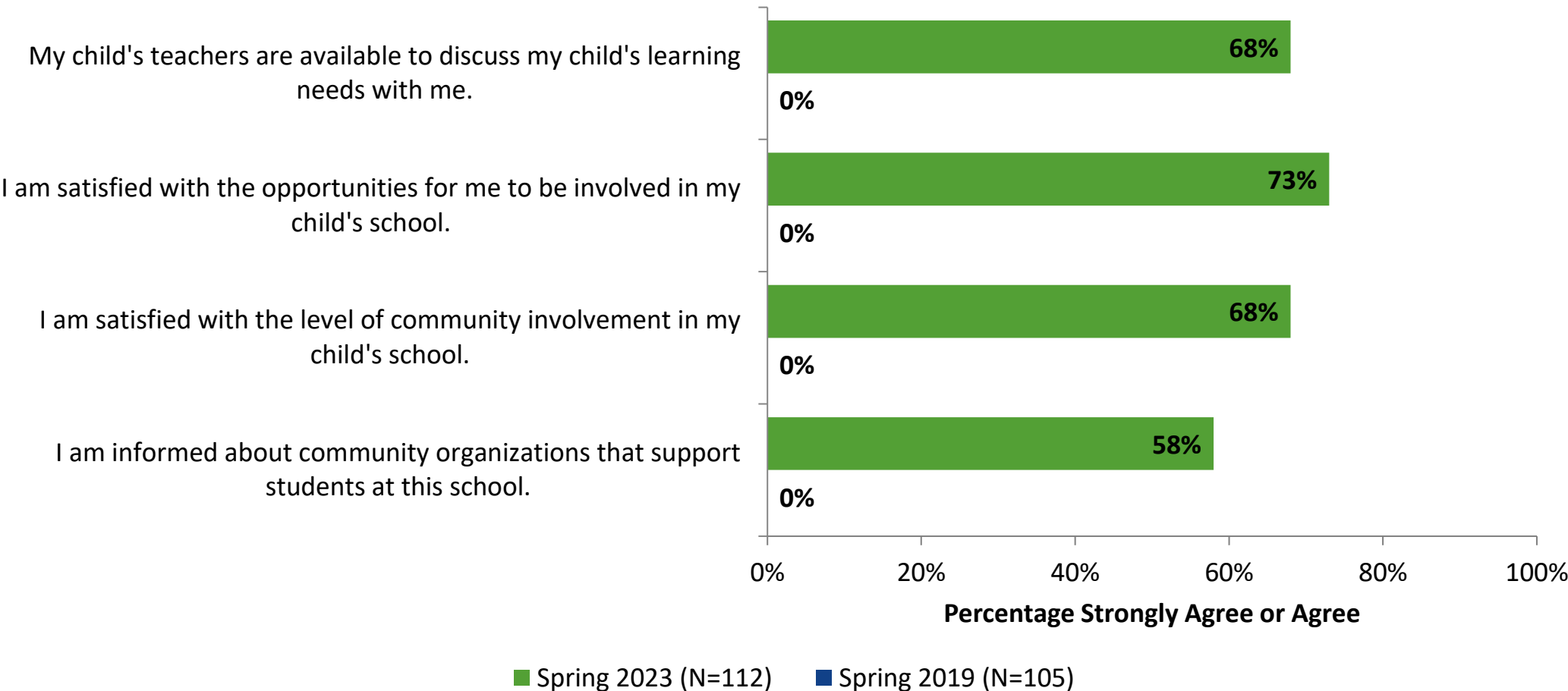
How strongly do you disagree or agree with the following statements?



Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know
Note: 0% indicates the item was not asked last survey administration.

Family Involvement: Comparison Over Time (Continued)

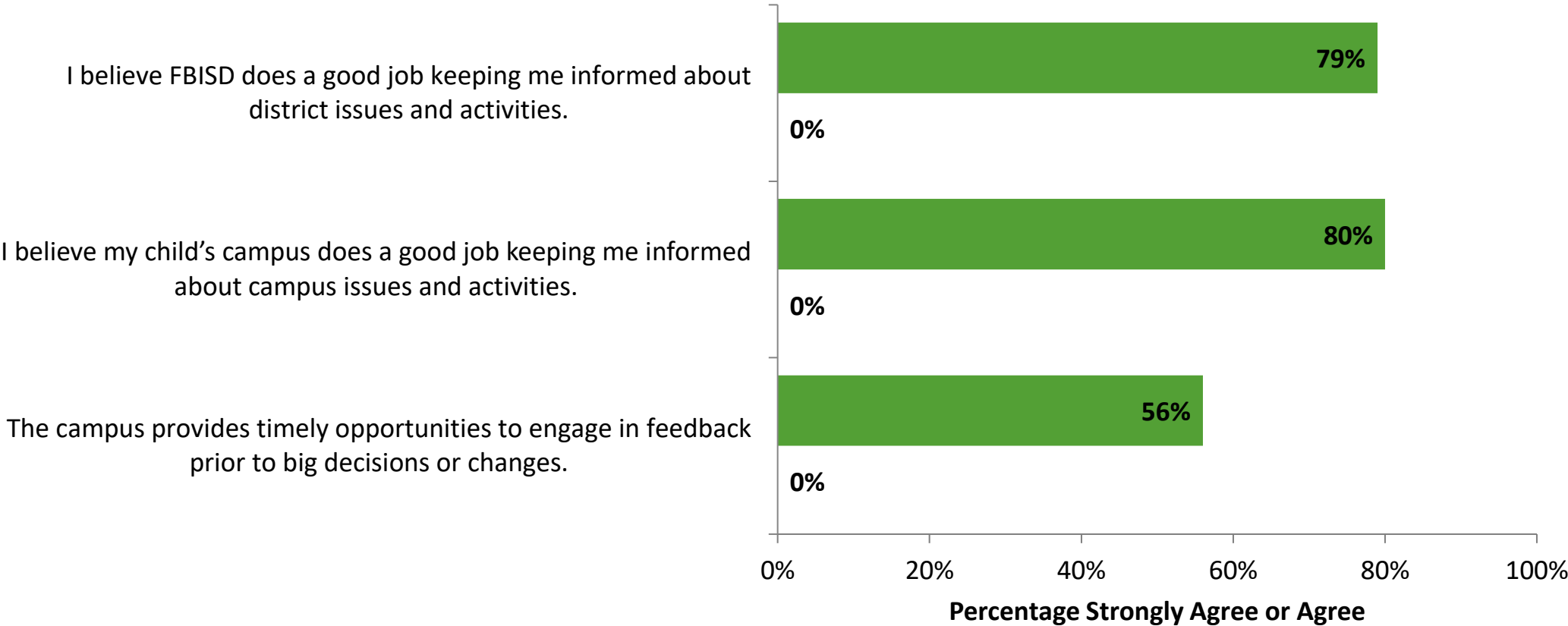
How strongly do you disagree or agree with the following statements?



Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know
Note: 0% indicates the item was not asked last survey administration.

Family Involvement: Comparison Over Time (Continued)

How strongly do you disagree or agree with the following statements?

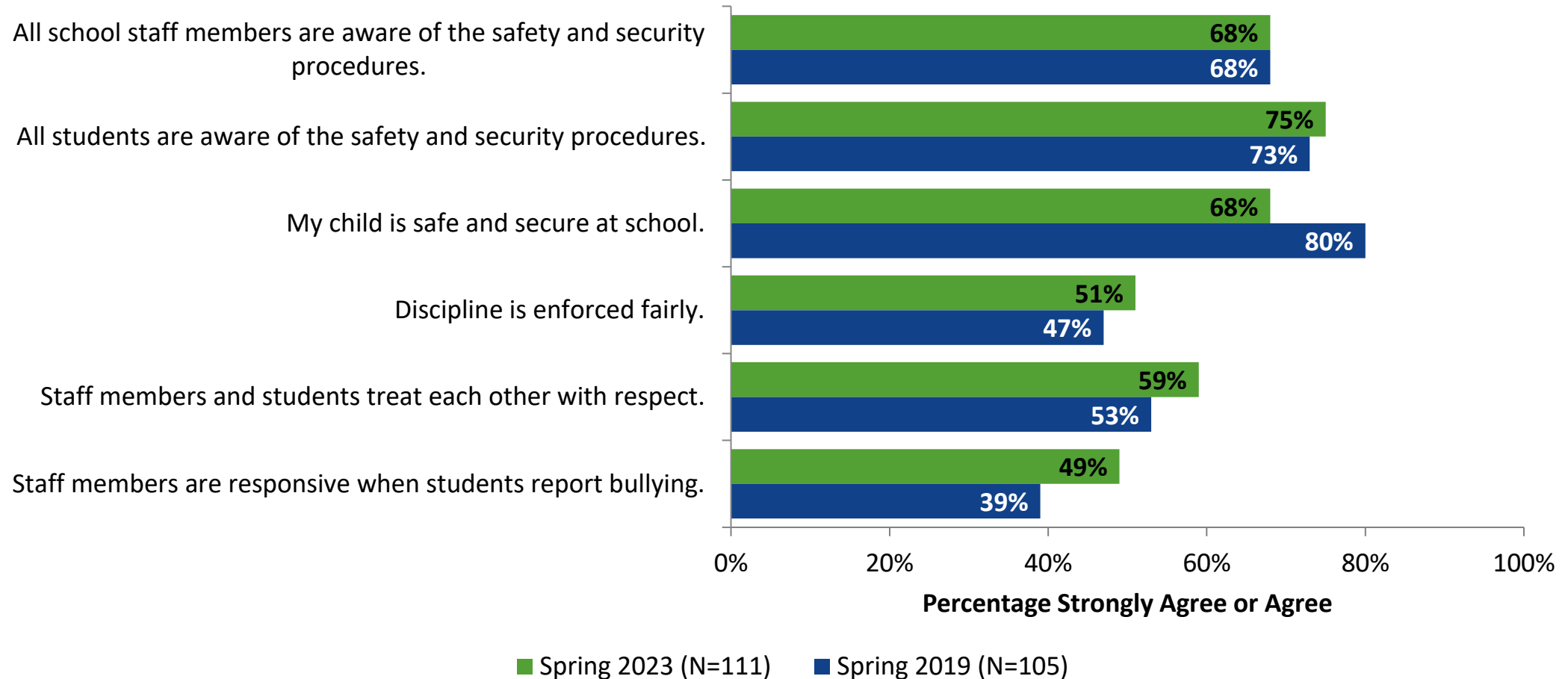


■ Spring 2023 (N=112) ■ Spring 2019 (N=105)

Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know
Note: 0% indicates the item was not asked last survey administration.

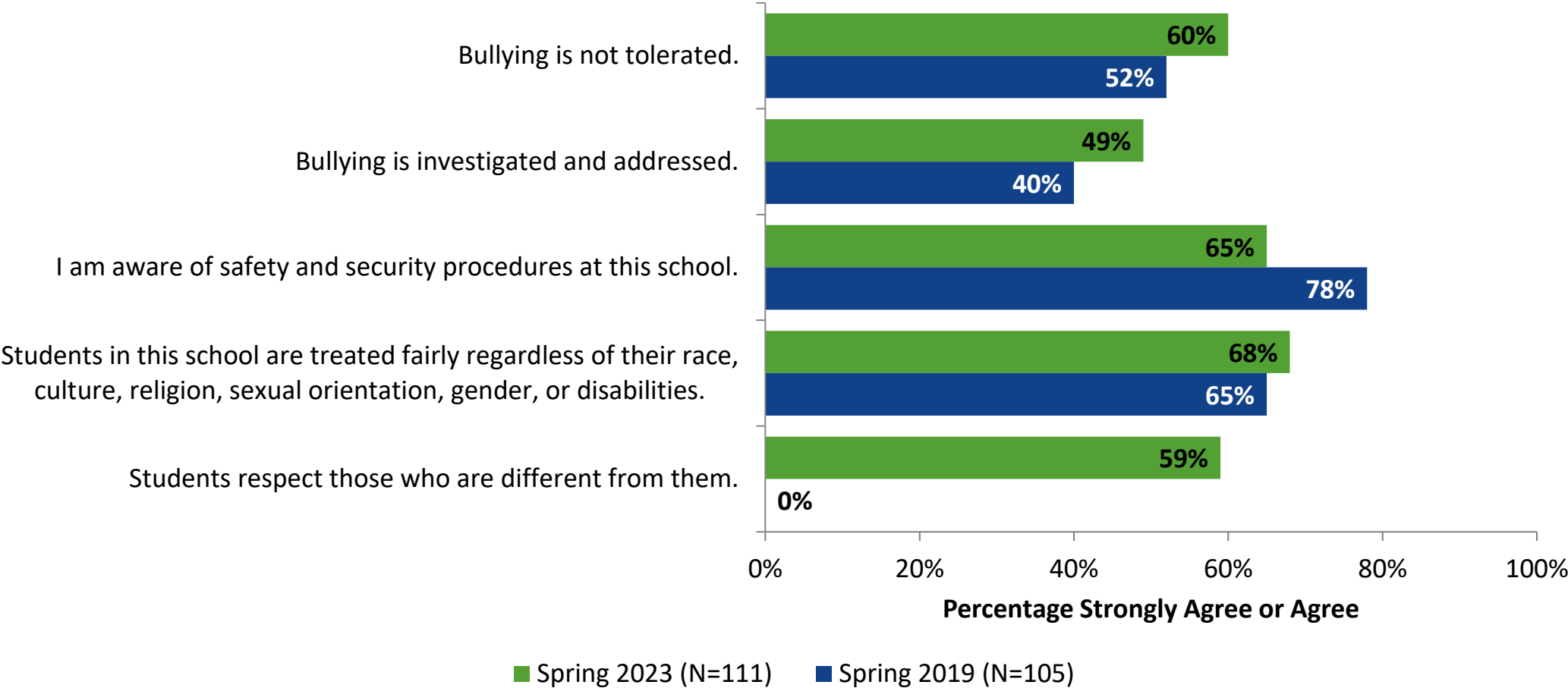
Safety and Behavior: Comparison Over Time

How strongly do you disagree or agree with the following statements?



Safety and Behavior: Comparison Over Time (Continued)

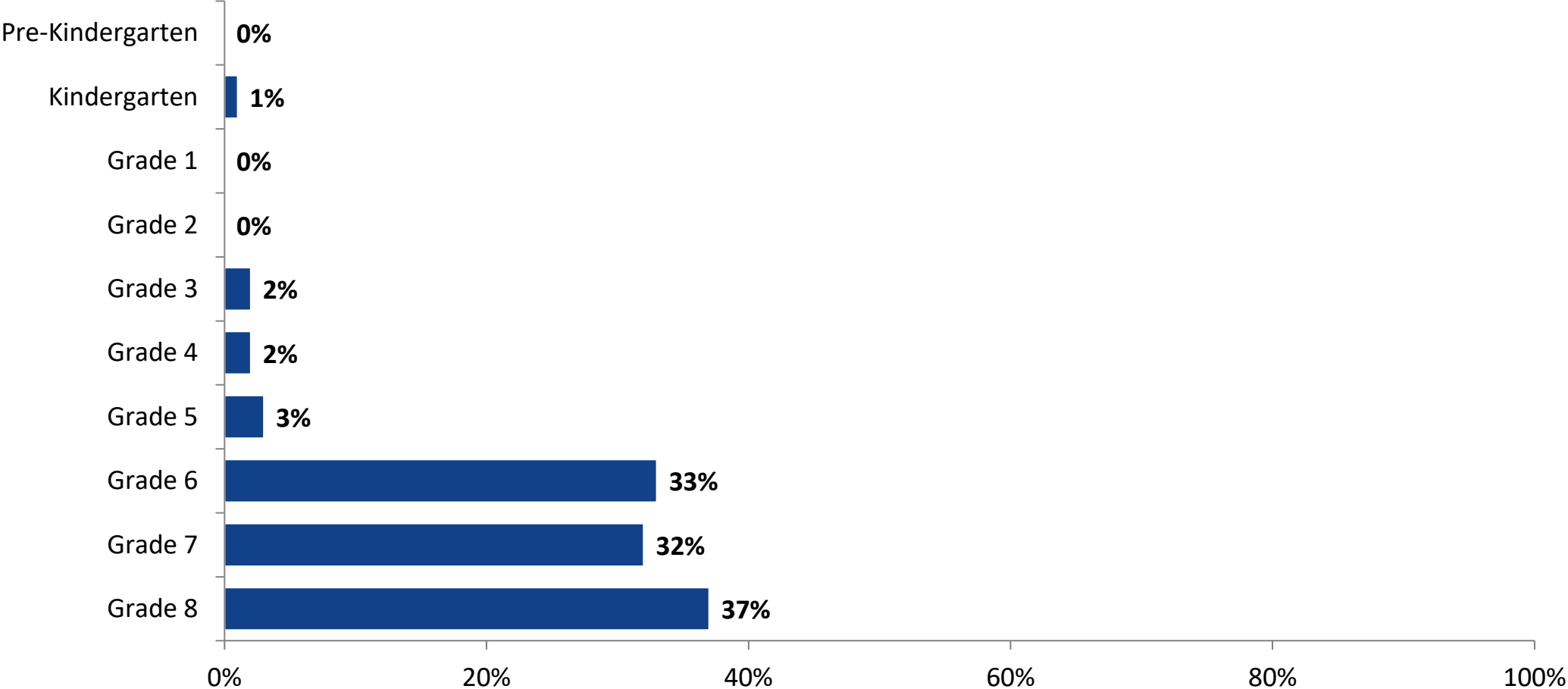
How strongly do you disagree or agree with the following statements?



Participant Profile

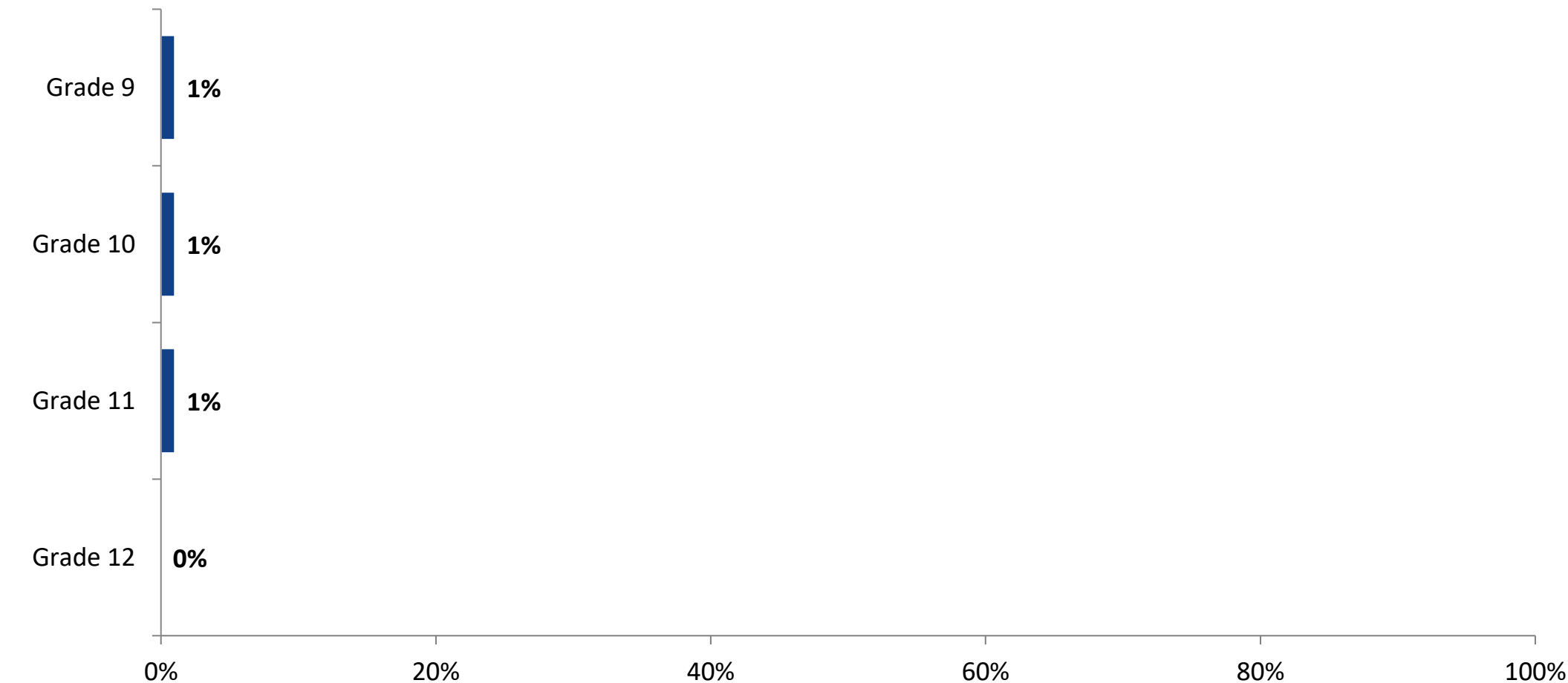
Participation by Grade

What is your child's grade? (N=112)



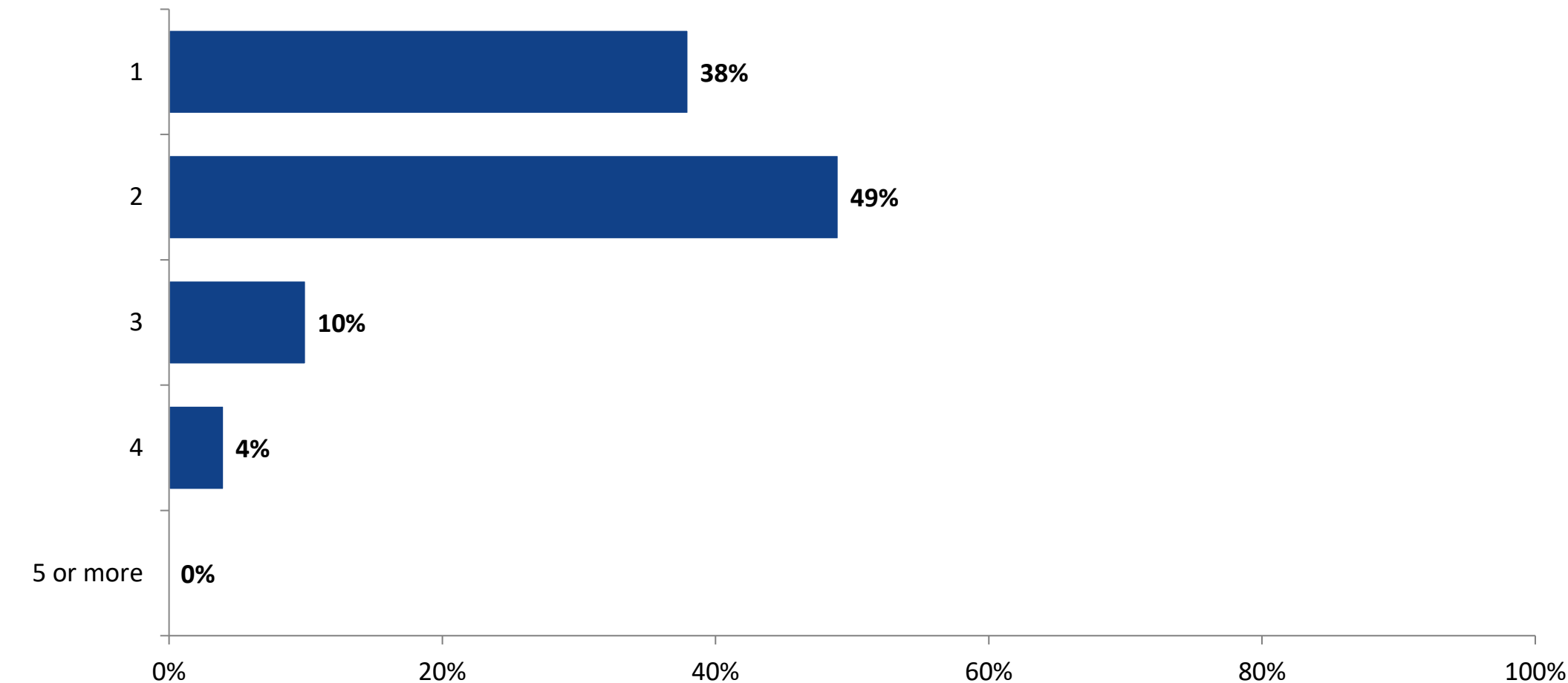
Participation by Grade (Continued)

What is your child's grade? (N=112)



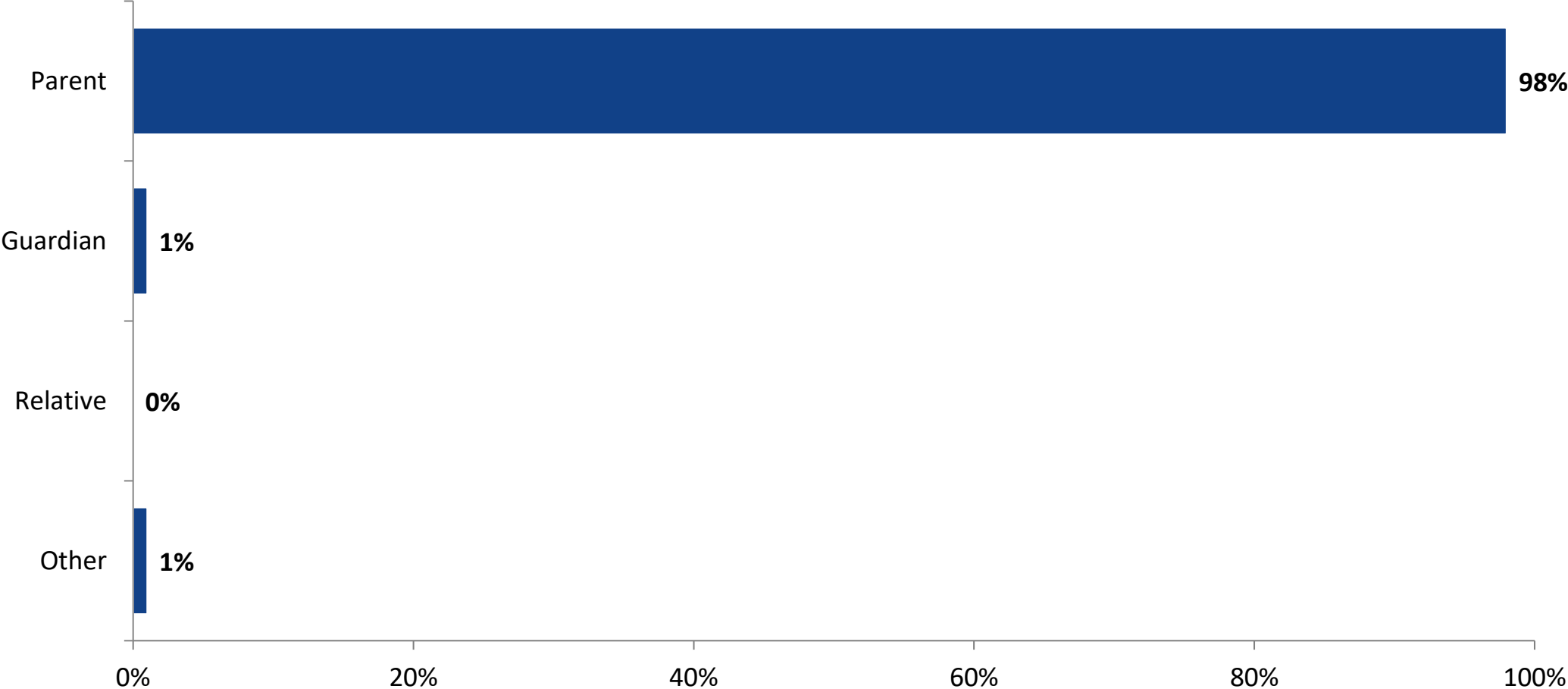
Children at Fort Bend ISD

How many of your children currently attend Fort Bend ISD? (N=112)



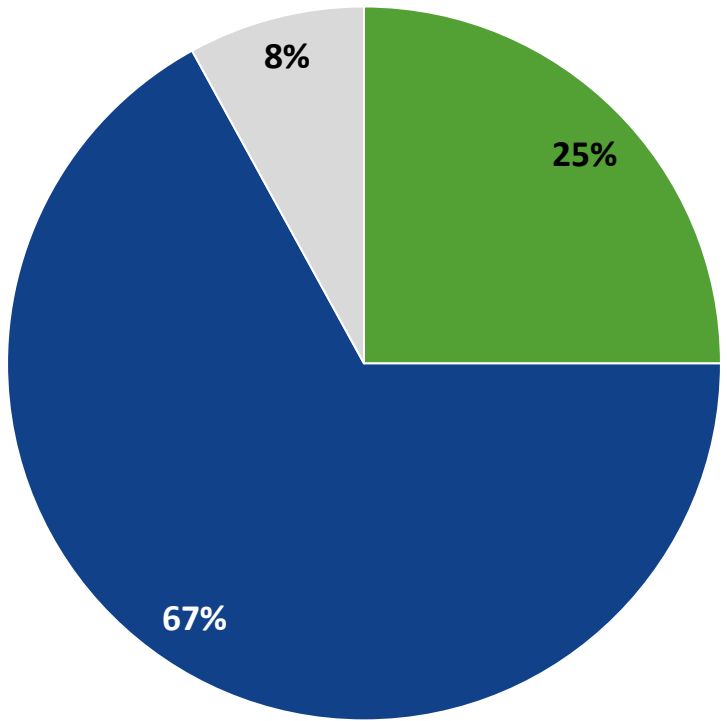
Relationship to Student

What is your relationship to your child in this school? (N=111)



Gender

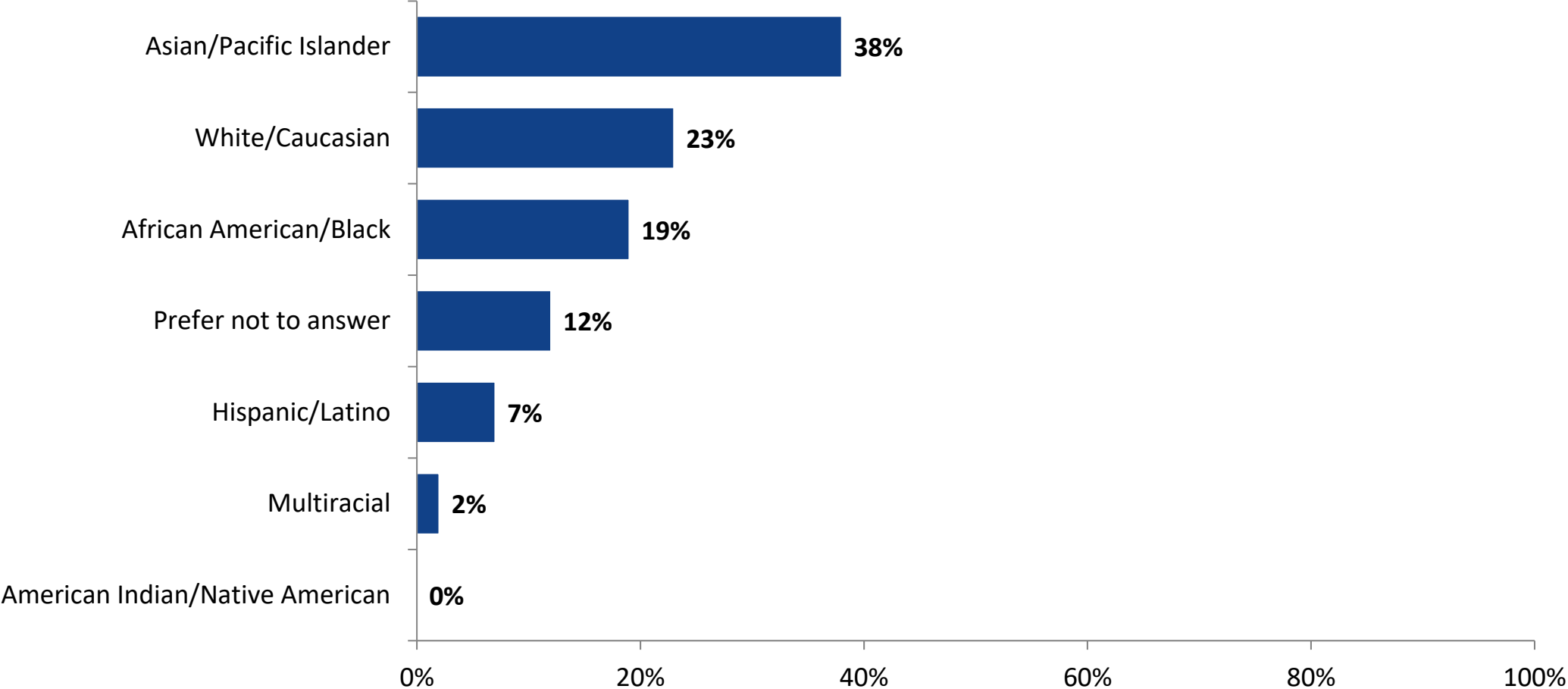
Please select your gender. (N=112)



Male Female Prefer not to answer

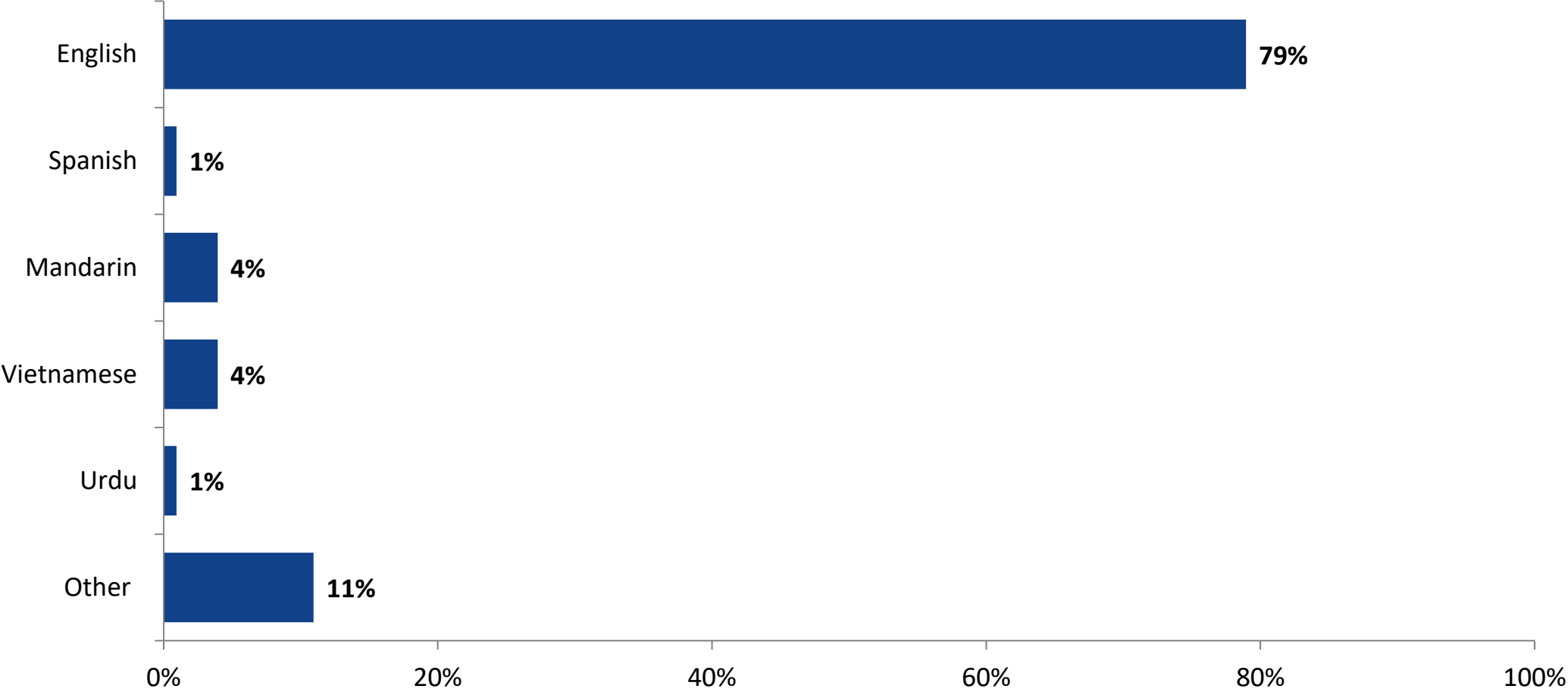
Race/Ethnicity

Please select your race/ethnicity. (N=112)



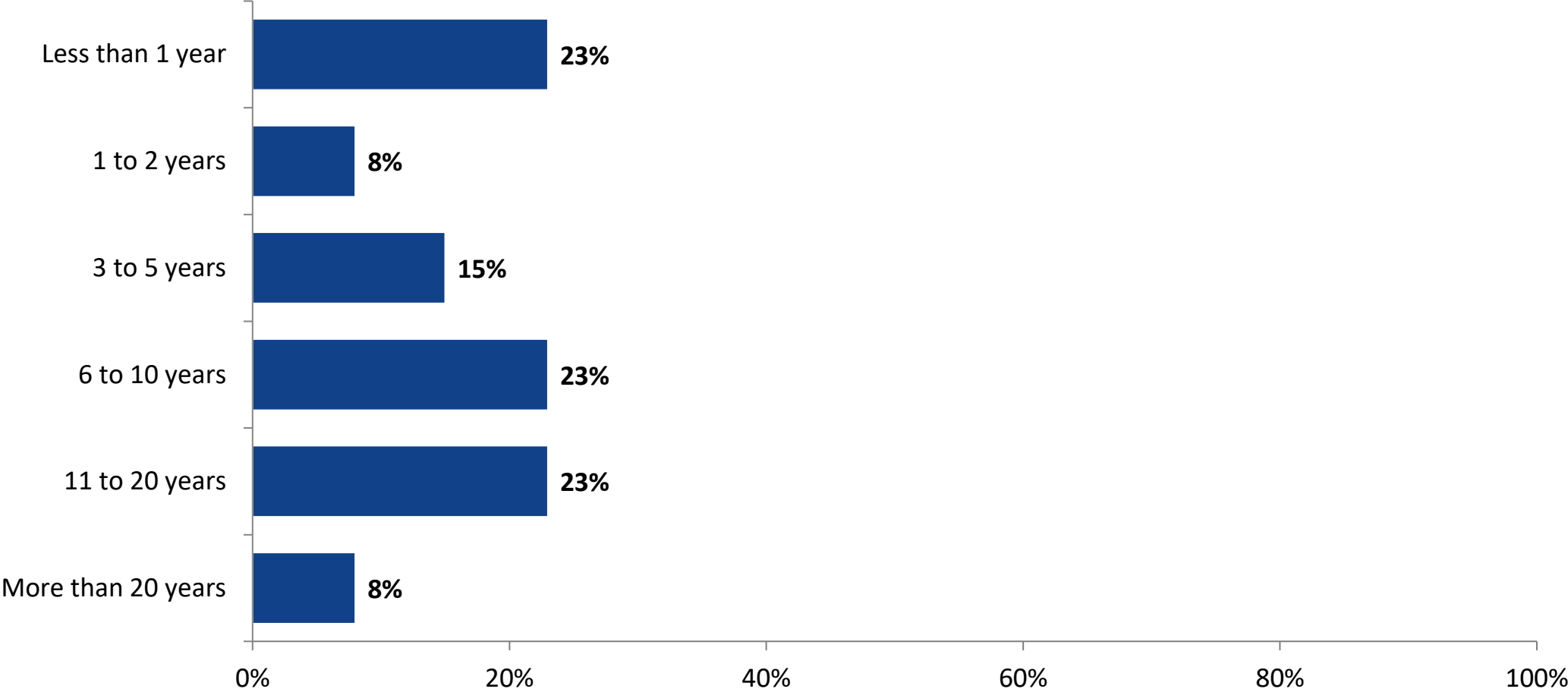
Primary Language

What language do you speak most often at home? (N=112)



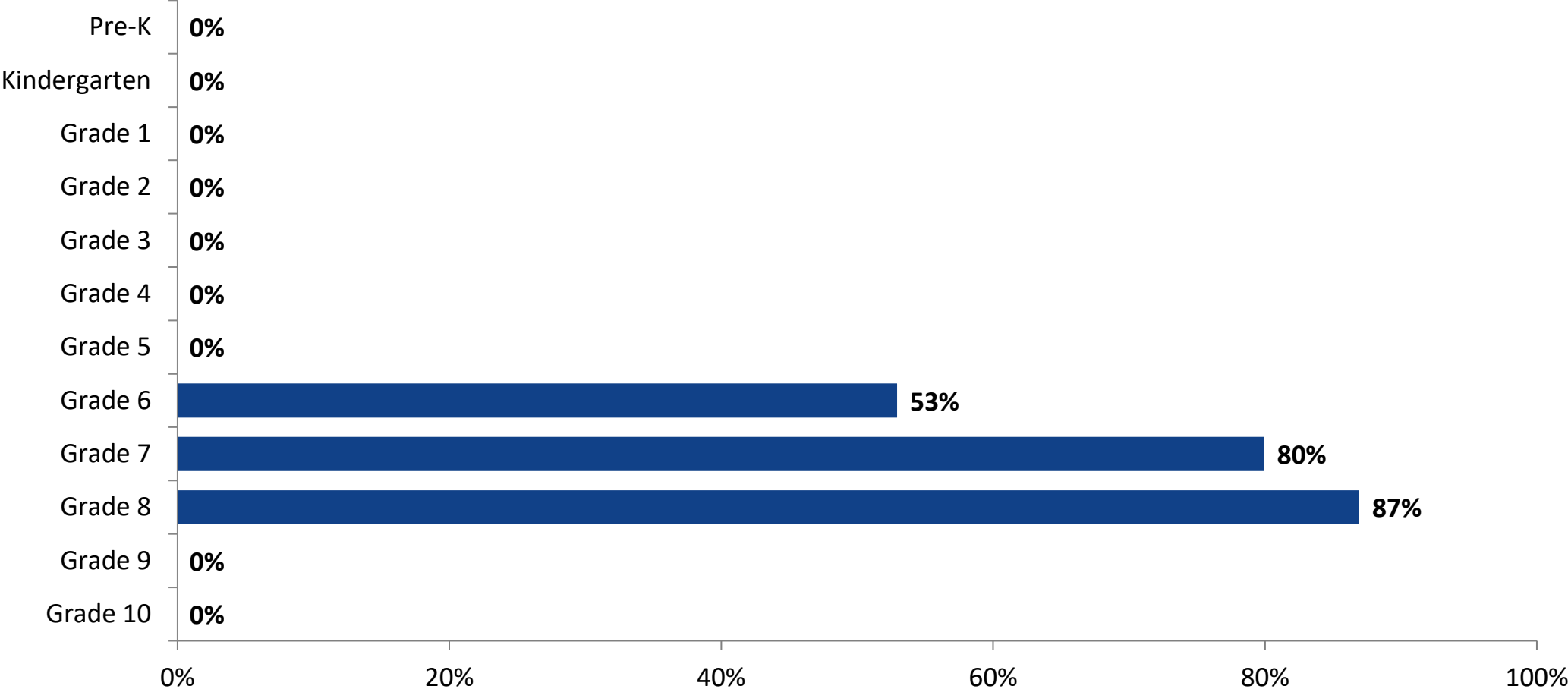
Years at District

How long have you worked in the district? (N=26)



Participation by Grade

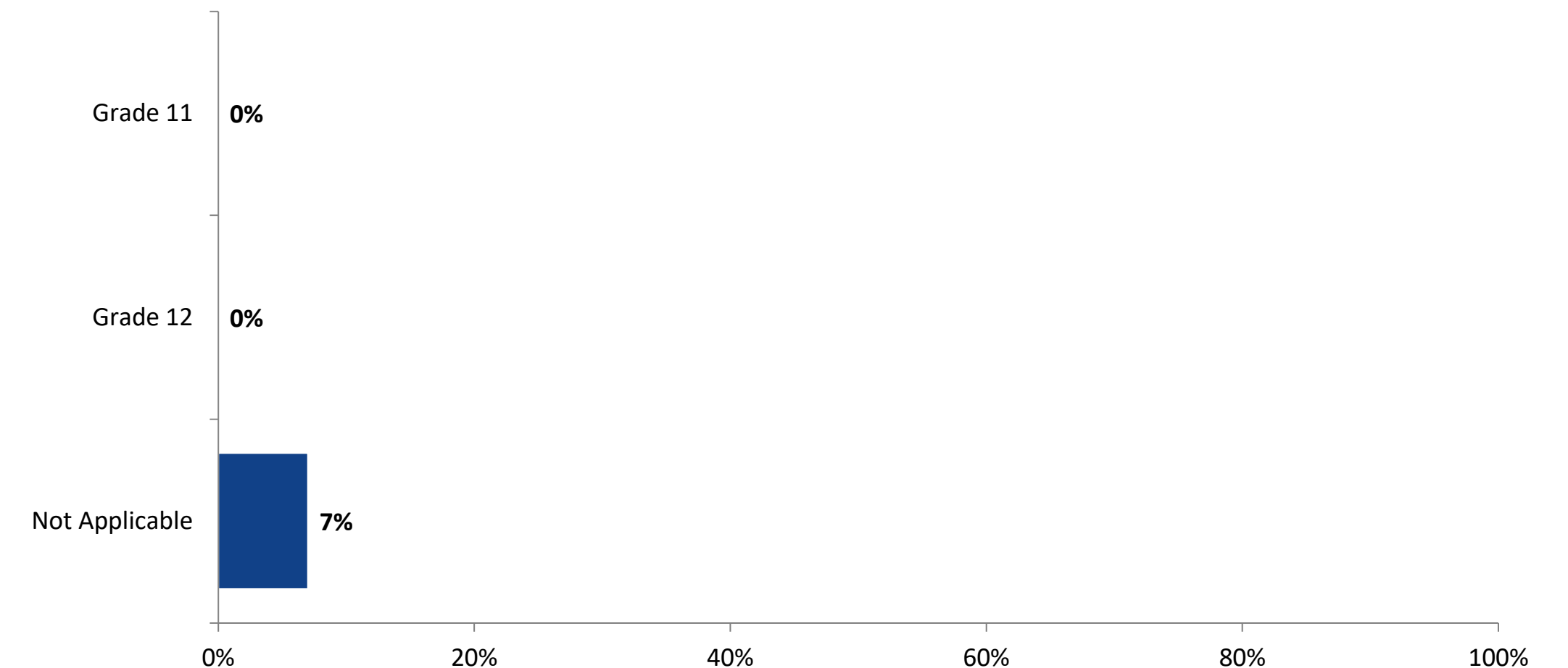
What grade(s) do you teach? (N=15)



Percentages added may exceed 100 since a participant may select more than one answer for this question.
Note: This question was only asked to Instructional Staff.

Participation by Grade (Continued)

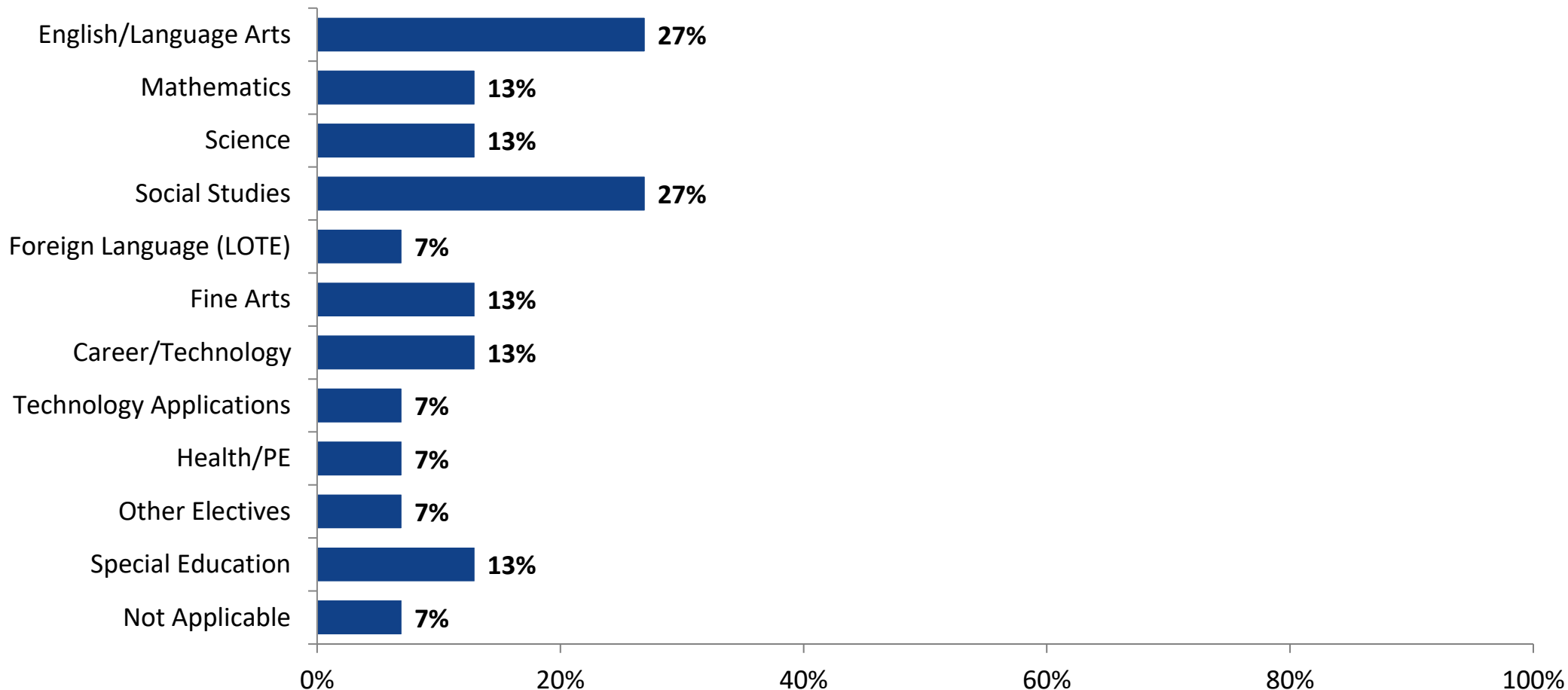
What grade(s) do you teach? (N=15)



Percentages added may exceed 100 since a participant may select more than one answer for this question.
Note: This question was only asked to Instructional Staff.

Participation by Subject Taught

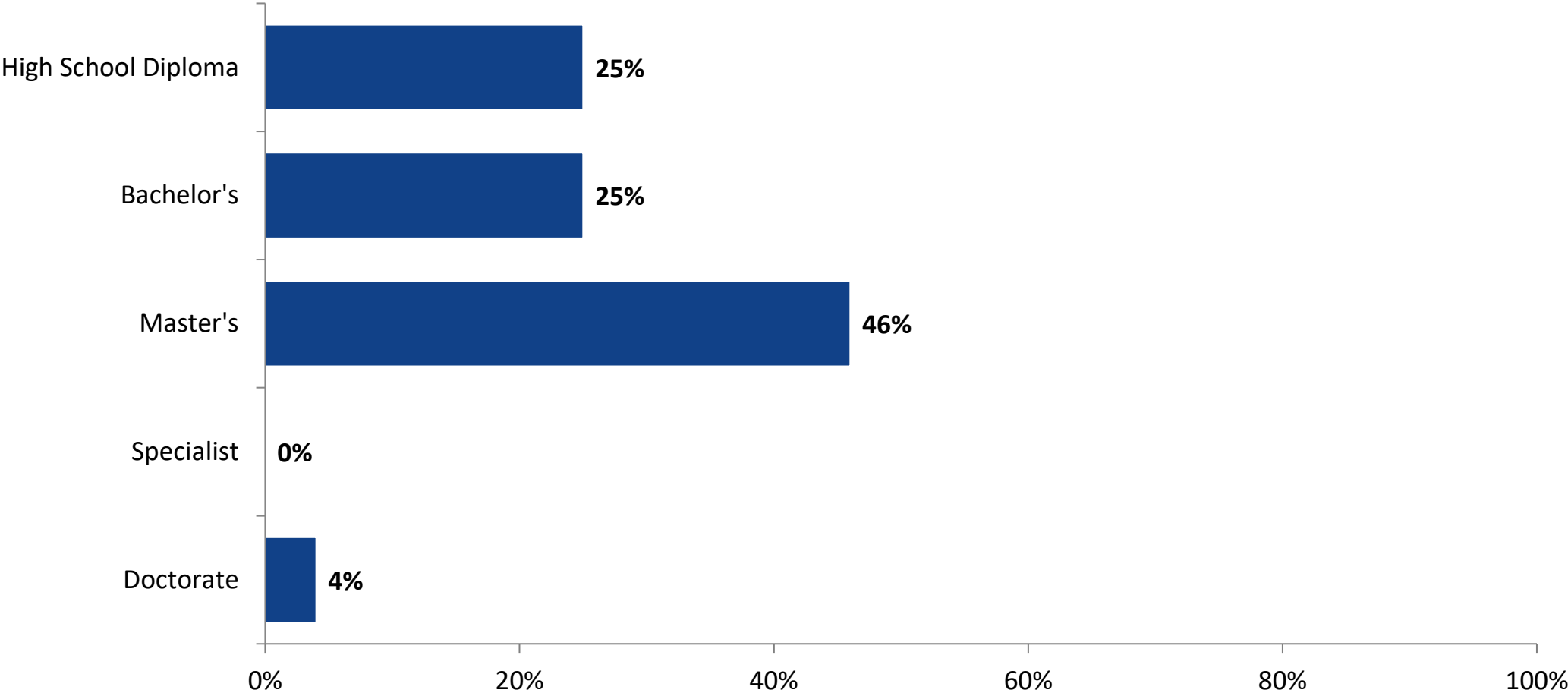
What subject areas do you teach? (N=15)



Percentages added may exceed 100 since a participant may select more than one answer for this question.
Note: This question was only asked to Instructional Staff.

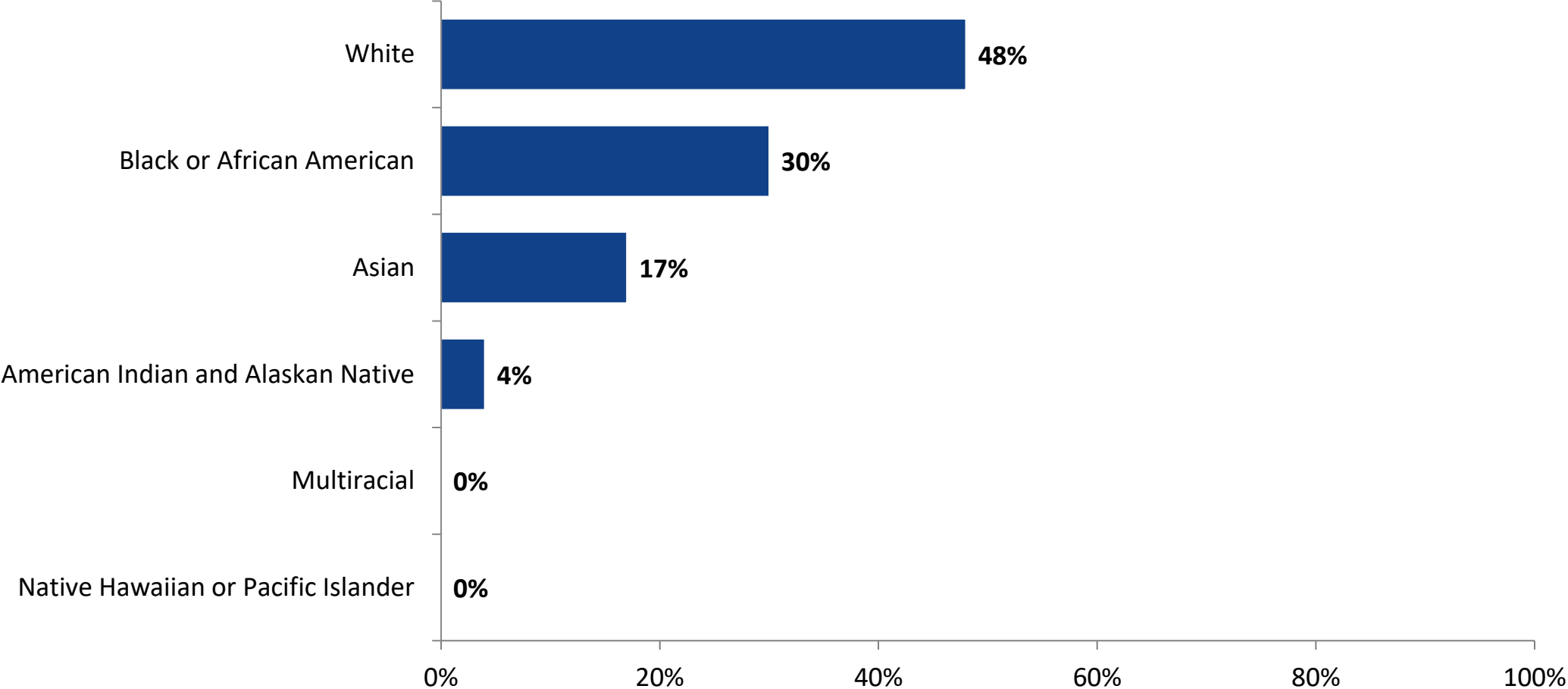
Degree Earned

What is the highest degree you have earned? (N=24)



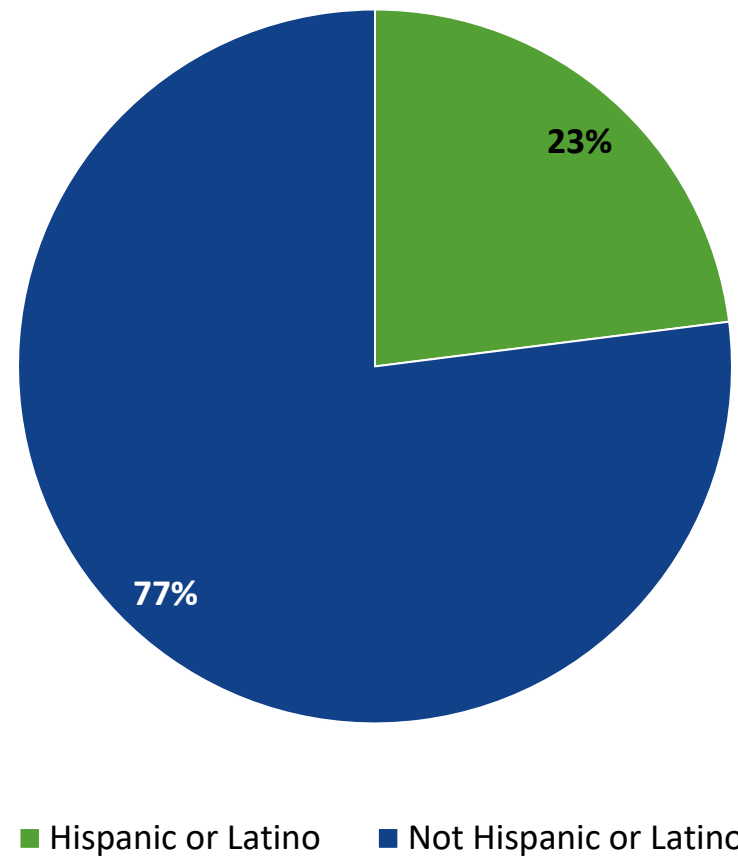
Race

Which of the following best describes your race? (N=23)



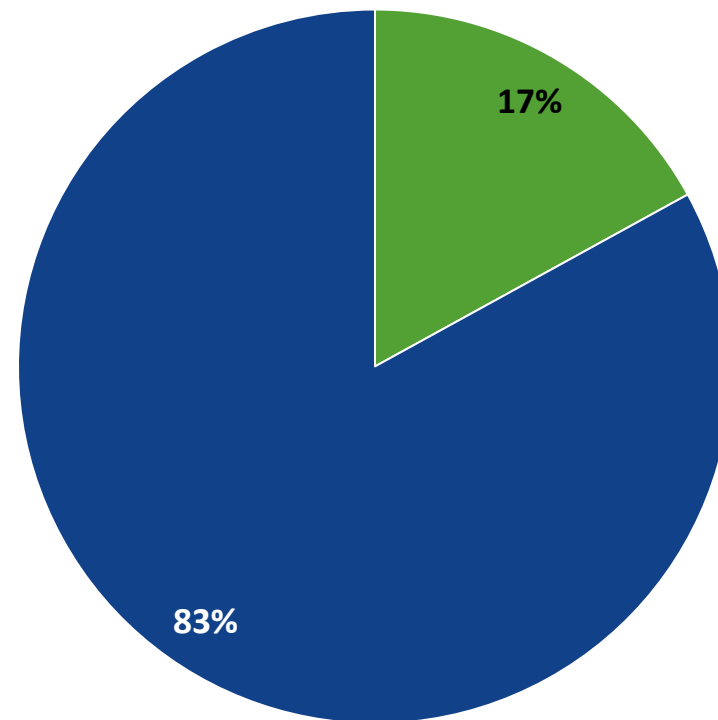
Ethnicity

Which of the following best describes your ethnicity? (N=22)



Gender

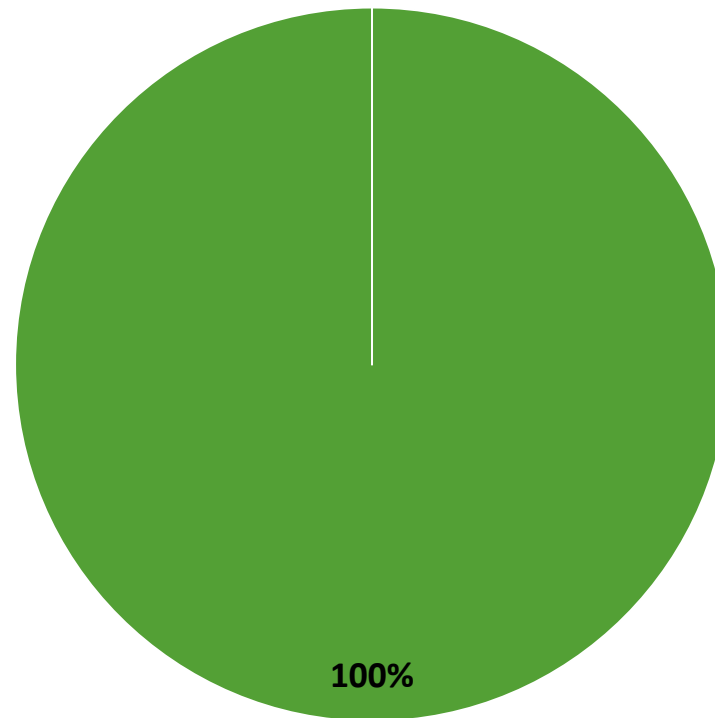
Which of the following best describes you gender? (N=23)



■ Male ■ Female ■ Other (Please specify)

Employment Status

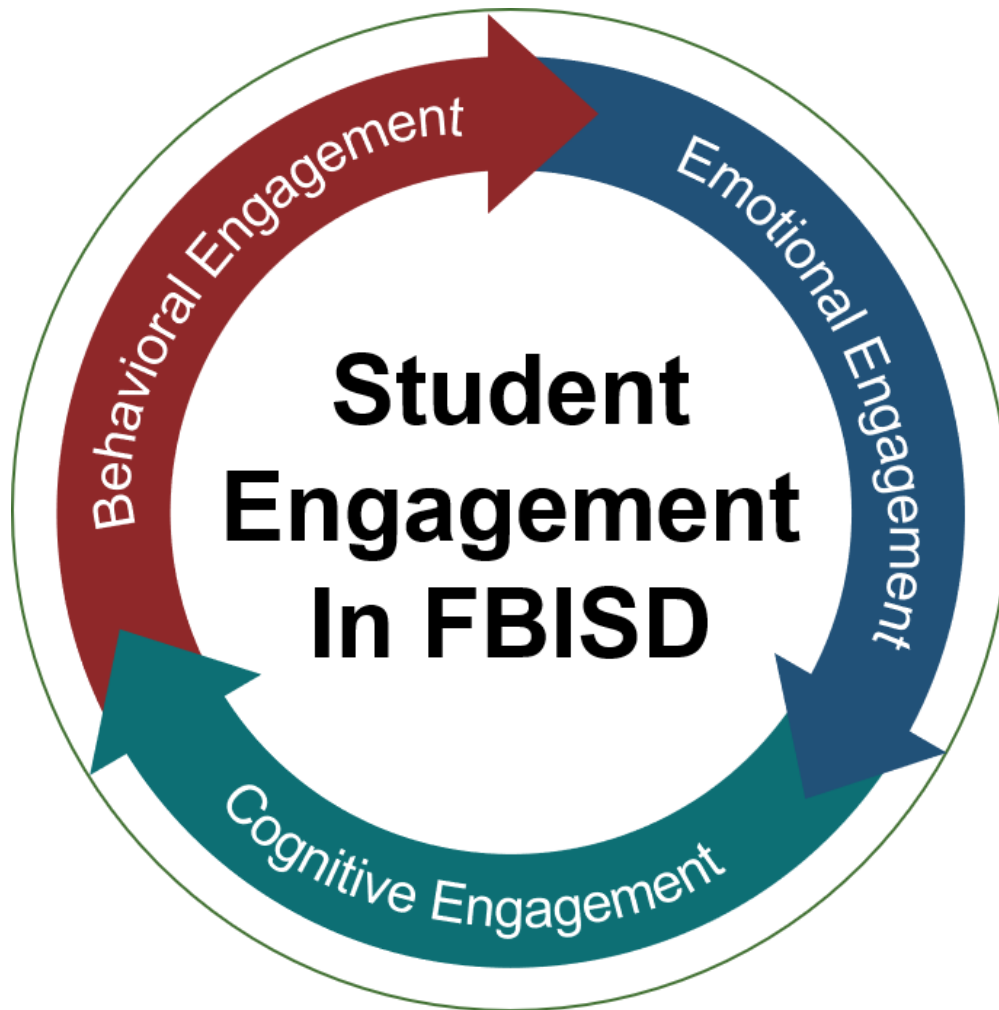
Please select your employment status. (N=24)



■ Full-Time ■ Part-Time



Follow us on Twitter: @k12insight
www.k12insight.com



**Secondary Student Engagement Survey
Report & Findings:**

**QUAIL VALLEY MIDDLE SCHOOL:
NON-GT ACADEMY STUDENTS**

Administered April 2023

About This Report

Student engagement indicators are summarized in this report based on the student responses in the Secondary Student Engagement Survey (an adapted form of the MSSSE and HSSSE survey administered by the CEEP at the University of Indiana) that included three dimensions, eight factors, and individual student responses for 128 items. The dimensions and factors used in this report are shown in the chart to the right. The combination of these dimension and factors scores, coupled with individual student responses, provides insight into student perspectives of engagement in FBISD.

DIMENSIONS	FACTORS
Behavioral Engagement	<ul style="list-style-type: none">No individual factors
Emotional Engagement	<ul style="list-style-type: none">Motivation for LearningEmotional Engagement with the SchoolPositive Relationships with Adults in SchoolPositive Relationships with Other Students
Cognitive Engagement	<ul style="list-style-type: none">Cognitive Growth through Personal Skill DevelopmentLevels of Effort in Academic PursuitAttitude Toward LearningCognitive Engagement with Academic Goals, Future Plans, and Aspirations

Interpreting Comparisons in this Report

The mean comparisons in this report illustrate the statistical significance and effect size of that relationship. Effect size can help to illustrate the practical importance of the data, the larger the effect size, the stronger the relationship between the two variables. For this report, the individual item means for the middle school and high school were compared to each other using a two-tailed independent t-test. On the last table of the chart, student groups were compared to the district average for statistical significance and effect size. Effect size indicate what percent of the variation you can see in the mean can be attributed to the variable you chose. So for the individual item questions, an ▲ symbol, indicates that over 20% of the difference in the (MS/HS) averages could be due to the campus level of the student. On the student group dimension breakdown, the ▲ symbol indicates that over 20% of the difference in the student (group/district) averages could be due to that attribute.

Statistical significance is not the same thing as practical significance of the average scores which will need to be interpreted by the user. A limitation of this view is that student responses may differ from each other and be statistically significant but may be controlled or influenced by factors other than those which were measured in this survey. This report should be used as a launching point to develop exploratory questions and inform next steps to increase student engagement in FBISD.

How Engagement Scores are Calculated

Each survey item is scored on a 4-point scale. To generate an average score, each response is given a numerical value (between 1 and 4) and is then averaged with the other items in that dimension or factor. Higher average scores indicate a higher level of engagement within that specific dimension and factor. An average score of 1.0 would indicate very low levels of engagement, where an average score of 4.0 would indicate very high levels of engagement. For the purposes of this report, use the chart to the right to help guide your interpretation of average scores.

Average Scores	Level of Engagement
1.00-1.75	Very Low Engagement
1.76-2.50	Low Engagement
2.51-3.25	Moderate Engagement
3.26-4.00	High Engagement

Student Demographic Data Reporting

Student demographic data was pulled from OnPoint to accurately describe the different student populations and student groups. The exception here is the reporting for one category under Gender, “prefer not to answer”, student responses were included but may also be part of the male/female categories.

Report Sections

Overview of Report	p. 1-2	Displays how to use the document to explore and compare student responses between middle and high school students to the district average.
Introduction to Engagement	p. 3-9	Provides background information about how student engagement is defined in FBISD and other evidence that can be used to triangulate the responses from this survey.
Engagement Dimensions & Factors	p. 10-42	<p>Detailed views of the student engagement dimensions and factors are provided for students within the district and can offer insights into student perceptions of learning in FBISD. These views include:</p> <p>DESCRIPTIONS A description of the student engagement dimensions, factors and relative connections in FBISD are provided.</p> <p>SCORES The average scores for each dimension and factor are provided based on the 4-point scale. Student scores ranged from very low (1), to high (4) levels of engagement.</p> <p>MEAN COMPARISONS Comparisons of average scores are made between the overall district average and middle or high school students with tests for significance and effect size indicated. (see below)</p> <p>INDIVIDUAL ITEM BREAKDOWNS Responses to each item are included that shows the values and frequency distribution of student responses for each group.</p>
Learning Walk Components	p.43-49	Detailed views of student engagement survey responses that connect to the Learning Walk process are provided including individual item analysis and connections to the Learning Walk observational tool.
Comparison of Engagement Dimensions by Student Groups	p. 50-51	Comparisons with student average scores for each dimension and factor are included for various student groups with tests for significance and effect size included.
Other Student Academic Interests	p. 52-53	Some student items are not included in the dimension or factor scores but may be useful for informing other decisions.
Health and Wellness *New 2023*	p. 54-57	Questions were added this year to explore student perceptions on health and wellness topics including physical activity, eating habits, and mental well-being.
Student Retention Perceptions	p. 58-60	Analysis of student responses to questions about if students have considered transferring to another school and why.

Introduction to Student Engagement in FBISD

Student engagement is defined as meaningful student involvement throughout the learning environment. It can be understood by analyzing the degree to which students interact within the school community, with adults, peers, the curriculum, and within instruction or the learner experience. (NAIS)

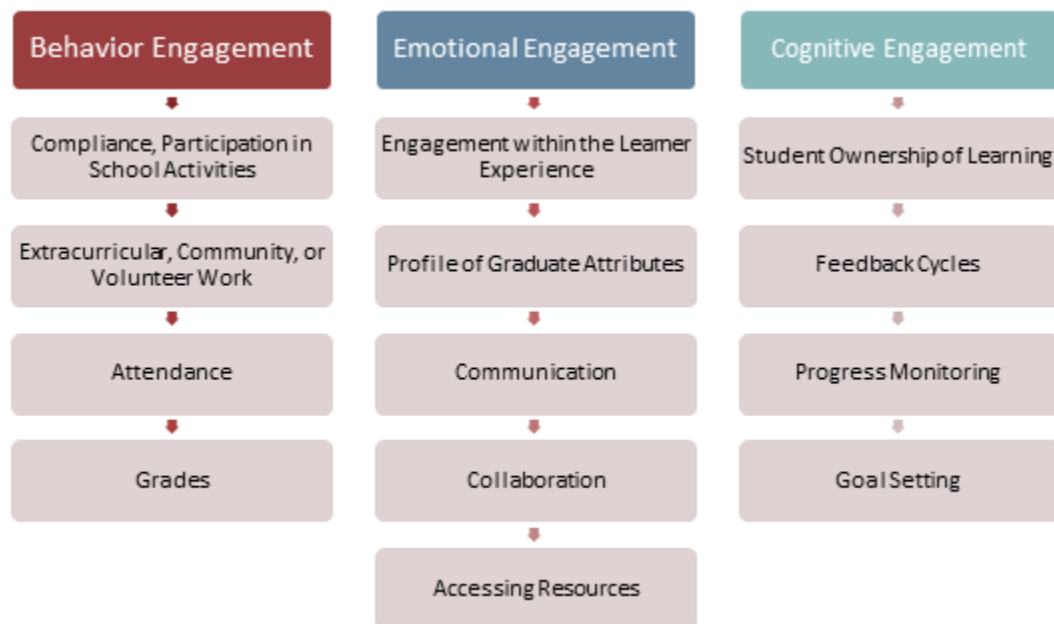
Multiple Components of Student Engagement

Student engagement is described on multiple levels by educational researchers. Schlechty defines engagement levels with the lowest being *rebellion* and the highest level being *authentic engagement*. (Schlechty) For individual students, student engagement is multidimensional and can be described in these ways:

- Behavioral engagement which focuses on participation in activities,
- Emotional engagement which focuses on the interaction of students with adults and their peers, and
- Cognitive engagement which shifts to focus on the degree to which students invest in and own their learning.

In addition to these individual levels of engagement, there are strategies that schools, leaders, and teachers can use to engage students within the school. These include relational strategies and opportunities to engage in support and/or enrichment activities.

In FBISD, we track each of the dimensions of student engagement through the opportunities students have to engage in learner experiences that include opportunities to collaborate, communicate, access and use resources for learning, engage in feedback cycles, monitor progress, and set goals. Each of these opportunities align to the dimensions of student engagement illustrated in the graphic and explained below.



Behavioral Engagement focuses on how students engage in the life of school. This includes the wide variety of ways that students can participate in activities that allow them to interact within the school community and outside of instructional time such as social, co-curricular, and extracurricular activities. In FBISD, other avenues that can be used to monitor student behavioral engagement includes student attendance at school and events, as well as grades.

Emotional Engagement emphasizes how a student's engagement in school impacts their feelings about their current school situation, the attitudes they have towards the people they interact with, their feelings about school structures, and affective reactions. To explore this dimension of engagement in FBISD, we can assess how students engage in a variety of learner experiences, opportunities to demonstrate the Profile of a Graduate Attributes, ways that students **communicate** and **collaborate** with a variety of audiences, and how students are able to access resources.

Cognitive Engagement places the emphasis on the engagement of the mind in school. This could include how much time, effort, or investment students put into learning, the types of strategies students enjoy, the ways they do their work, and how their levels of engagement connect to instructional time. In FBISD, these cognitive components can be illustrated through our instructional practices in Student Ownership of Learning, Feedback, Progress Monitoring, and Goal Setting.

Student Engagement Indicators: Overview

Student engagement indicators represent a summary of the item responses and questions that are organized based on the three dimensions: Behavioral Engagement, Emotional Engagement, and Cognitive Engagement. These indicators are broken down further into the factors within each dimension. The table below compares the average scores for students at middle school and high school campuses.

Use the following key to compare student scores:

- ▲ Student average score was significantly higher than the compared average, with an effect size greater than 0.2
- △ Student average score was significantly higher than the compared average, with an effect size less than 0.2
- No significant difference between the groups
- ▽ Student average score was significantly lower than the compared average, with an effect size less than 0.2
- ▼ Student average score was significantly lower than the compared average, with an effect size greater than 0.2

FBISD Student Dimension and Factor Scores

Dimension	Engagement Factor	FBISD MS averages compared to HS averages	FBISD HS averages compared to MS averages
Behavioral Engagement	Overall Dimension	△	▽
	Overall Dimension	△	▽
Emotional Engagement	Motivation for Learning	△	▽
	Emotional Engagement with the School	△	▽
	Positive Relationships with Adults in School	△	▽
	Positive Relationships with Other Students	▼	▲
	Overall Dimension	△	
Cognitive Engagement	Cognitive Growth through Personal Skill Development	△	▽
	Levels of Effort in Academic Pursuits	--	--
	Attitude Toward Learning	△	▽
	Cognitive Engagement with Academic Goals, Future Plans, and Aspirations	▽	△

An example of how to interpret the data in this chart:

“The behavioral engagement of middle school students was statistically significantly higher than high school students with a small effect size of less than a 0.2.”

About this Report: Explanation of Frequencies and Statistical Comparisons Pages

These pages in the report present individual items and the student responses that allow you to compare how students in the different groups responded. Items are grouped by dimension and factor. The key below will help you understand all the information presented on these pages.

- Student Engagement Dimension/Section Name**
- Question:** As it was displayed on the student surveys.
- Item Wording:** Survey items are worded the same way they appeared on the instrument but may be out of order as they are grouped by dimension and/or factor.
- Values and Response Options:** Number values used to calculate the mean scores. Response options indicate what value each student response held.
- Counts and Percentages:** The “Counts” indicates the number of students who selected that response value. The “%” column represents the percentage of students who responded to that option out of the total number of students who responded to that question. **Note:** Students who did not respond were not included in the percentage calculation so total numbers of students may vary for each item.

Campus Support Team Items		Frequency Distributions						Statistical Comparison			
		District		MS		HS		District	MS		HS
Item wording or description	Response Values	Count	%	Count	%	Count	%	Mean	Change from 2021	Mean	Effect Size
Communicate											
During the school year, about how often have you done each of the following?											
Engaged in academic conversations with teachers	1 Never	2,001	25%	1,106	11%	895	8%	2.77	↑ 1.9%	2.72 ***	▽ 2.82 ***
	2 Rarely	5,311	25%	2,618	26%	2,693	23%				
	3 Sometimes	5,726	45%	4,121	42%	5,605	48%				
	4 Often	4,452	21%	2,059	21%	2,393	21%				
	Total	21,490		9,904		11,586					
Engaged in academic conversations with peers	1 Never	1,538	7%	826	8%	712	6%	2.93	↑ 6.3%	2.89 ***	▽ 2.97 ***
	2 Rarely	4,195	20%	2,090	21%	2,105	18%				
	3 Sometimes	9,910	46%	4,292	44%	5,618	49%				
	4 Often	5,782	27%	2,648	27%	3,134	27%				
	Total	21,425		9,856		11,569					
Access Resources											
During the school year, about how often have you done each of the following?											
Use resources to deepen understanding, make connections, and represent learning	1 Never	1,320	6%	686	7%	634	5%	2.92	↓ 0.7%	2.89 ***	△ 2.95 ***
	2 Rarely	4,230	20%	2,147	22%	2,083	18%				
	3 Sometimes	10,708	50%	4,597	47%	6,111	53%				
	4 Often	5,193	24%	2,453	25%	2,740	24%				
	Total	21,451		9,883		11,568					

- Statistical Comparisons:** Items with mean differences that are larger than would be expected by chance are noted with asterisks that indicate three significance levels (*p < .05, **p < .01, ***p < .001). Significance indicates the probability that the differences between the mean scores are due to chance. A p < .05 indicates there is a 1 : 20 probability that the results are due to chance, p < .01 represents a 1 : 100, and p < .001 indicates a 1 : 1000 probability the differences are due to chance. Items without an asterisk present demonstrate a higher likelihood the differences were caused by chance.

Note: Statistical significance is not the same as practical significance. Users will need to review the overall data to determine the meaning behind the values.

- Effect sizes:** Effect size is a way to see levels of practical significance. It measures the magnitude of the impact of the grouping on the student responses. See the key below to reference what each symbol indicates.

▲	Student average score was significantly higher than the compared average, with an effect size greater than 0.2
△	Student average score was significantly higher than the compared average, with an effect size less than 0.2
--	No significant difference between the groups
▽	Student average score was significantly lower than the compared average, with an effect size less than 0.2
▼	Student average score was significantly lower than the compared average, with effect size greater than 0.2

- Change from 2022.** This column illustrates the % change in the mean scores when compared to 2022. This was only calculated for the overall district average. Individual campus reports will reflect the change related to their campus.

Instruments to Measure Student Engagement

A review of strategies to monitor student engagement also includes student voice. Schools across the nation access student voice via survey to identify how students feel about their learner experience as it relates to the behavioral, emotional, and cognitive dimensions. This is an important next step in evidence collection to ensure that the right next steps are identified to support student success. Evidence collected from survey data can then be compared to student and staff focus groups to emphasize connections, identify gaps, and dig deeper to understand a more complete view of student engagement.

Survey Evidence

Secondary HSSSE/MSSSE. The National Survey of Student Engagement (NSSE) was created by the Center for Evaluation Policy, Research (CEPR) at the University of Indiana and has been used by over 1600 public colleges and universities to measure engagement through the Cognitive, Emotional and Behavioral dimensions. Over 6 million college students have participated in the NSSE since 2000. The CEPR adapted the instruments to collect similar data in the form of the High School Survey of Student Engagement (HSSSE) and the Middle School Survey of Student Engagement (MSSSE) which have been used in over 40 states to collect evidence of student engagement. The HSSSE and MSSSE measure the three domains of student engagement (Cognitive, Emotional, and Behavioral) through Likert-based survey items which takes 15-20 minutes for the average student to complete.

The University of Indiana was contacted and permissioned our use of the HSSSE & MSSSE so that we could see the results of the student engagement survey in real time. These permissions included the adaptation and addition of some questions and language to collect information specifically aligned to our instructional practices (Learning Walks and Health & Wellness) without altering the reliability of the survey. By collecting and analyzing the data ourselves, we were able to understand the student responses and customize the result views to highlight connections to district priorities more deeply. As a result, with the survey administration finished by 4/15, we were able to prepare our preliminary results by 5/19 to be included in the district and campus improvement planning processes. This year represent the third consecutive year of administration at the secondary level enhancing our ability to view trends and patterns over time.

Elementary Student Engagement Instrument (SEI-E). At the elementary level, student engagement is measured through an emphasis on emotional or affective and cognitive engagement. Due to differences in the psychological development of students, the exact same instrument as the secondary level is not able to be used. After a review of several elementary engagement instruments, the SEI instrument was selected in 2022 as the instrument that is most closely aligned to the secondary survey instrument. The SEI was originally developed in 2006 as a 6-12 instrument to connect student engagement to intervention strategies through the University of Minnesota and Check & Connect. The survey was later refined to include elementary students in grades 3-5. This survey has been utilized in numerous research studies and several states as a way to explore student engagement in school and is available to use for free in schools. Given the differences between elementary and secondary school structures, behavioral engagement is not measured directly through the SEI survey elements. We will include some behavioral questions for elementary students to be able to anecdotally compare student results across all three engagement dimensions. Teachers read each item to all students to ensure that reading skill level is not a factor in student completion of the survey tool. This in the second year of administration at the elementary level, so district and campus leaders will be able to compare results to the prior year.

Learning Walk Team Evidence

In addition to student survey instruments, the Learning Walk process offers an opportunity to collect observational evidence on the engagement of students within the learner experience. Connecting these elements can help to draw a link between observed practices and student perception to help identify systemic learning and practices that are needed. The student engagement survey was used to collect some additional information regarding the instructional practices that are observed during Learning Walks from the student perspective. Additional questions with language aligning to the Learning Walk observational tool were added to the survey. Current evidence related to these levels of engagement from the Learning Walk process are included on the page results and demonstrate how often teams observed students having opportunities within the learner experience. In the survey

results, an overview of student perspectives of Learning Walk elements are also included. As a note for the 2022 – 2023 school year, campuses selected a level of engagement in the Learning Walk process that altered the number of learning walks. Campuses engaged in as few as two learning walks and as many as six depending on the level of support designated for that campus.

Triangulating Student Engagement Evidence

In addition to the quantitative evidence from the student engagement survey, Learning Walks, and instructional implementation, students have had an opportunity to voice their thoughts and feelings through open-ended response questions. As we review and calibrate this data, we will be able to construct a more holistic picture of student engagement in FBISD to inform future planning and campus/district level decision making.

Analysis of Evidence

Student responses are given a score value based on their responses, and a composite score was calculated for each of the three dimensions of student engagement: Cognitive, Behavioral, and Emotional Engagement. The responses are compared across grade levels, student groups, and campuses to identify trends and patterns within the district.

Specific question items in the survey instrument help us to answer questions based on self-reported evidence such as:

- How do students feel about being in FBISD schools?
- What types of activities are students doing that interest/engage them?
- What types of learner skills do students feel like we focus on?
- What role does their school play in developing them as a learner?
- How often do they complete specific tasks in school and the community?
- How do students feel about learning?
- What motivates students to go to school?

This evidence can be used to identify trends and patterns to provide insight for data-driven decisions at multiple levels of the organization including:

District Level:

- Identify district-wide professional learning around instructional practices that engage students and promote growth
- Inform Comprehensive District Needs Assessment for the planning and development of District Improvement Plan (DIP) and identify metrics and milestones for instructional priorities
- Determine districtwide support needed for social-emotional learning
- Identify gaps in the engagement of different student groups to target district level support

Campus Level:

- Inform Comprehensive Needs Assessment (CNA) to drive development of Campus Improvement Plan (CIP)
- Identify and develop campus specific professional learning needs around student engagement (instruction, social-emotional)
- Determine gaps in engagement in student groups, target campus level interventions/support,
- Use evidence to explore community partnerships to expand student engagement.

Future Implications

The evidence collected on secondary student engagement through the combination of the survey instrument, focus groups, and Learning Walks will provide a comprehensive window into what student engagement currently looks like in FBISD. This evidence can be used not only to monitor future student engagement levels but can be used to target supports for specific groups or campuses to help them reach their goals. Additionally, with this process expanded to collect student engagement evidence from elementary students, we will now have a more complete picture of student engagement across all campus levels.

FBISD 2023 SSES Dimension Statistical Comparisons

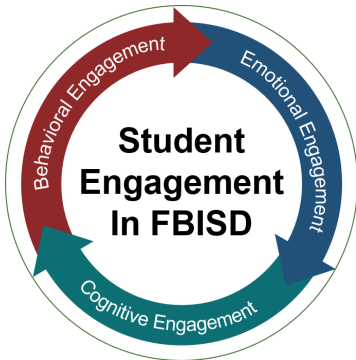
Overall Dimensions and Factor Scores

Mean Comparisons

Engagement Category		Engagement Indicator	Statistical Significance between MS/HS						
			District	Campus		MS		HS	
			Mean	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size
Behavioral Engagement	Overall Behavioral Engagement Dimension		2.78	2.70	↓10.8%	2.82 ***	△	2.74 ***	▽
Emotional Engagement	Overall Emotional Engagement Dimension		2.82	2.66	↓8.8%	2.83 ***	△	2.80 ***	▽
	Motivation for Learning		2.89	2.79	↓8.7%	2.94 ***	△	2.84 ***	▽
	Emotional Engagement with School		2.66	2.46	↓10.1%	2.69 ***	△	2.64 ***	▽
	Positive Relationships with Adults in School		2.84	2.78	↓6.6%	2.89 ***	△	2.79 ***	▽
	Positive Relationships with Other Students		2.92	2.67	↓10.4%	2.84 ***	▼	2.99 ***	▲
Cognitive Engagement	Overall Cognitive Engagement Dimension		2.87	2.80	↓6.7%	2.89 ***	△	2.86 ***	▽
	Cognitive Growth through Personal Skill Development		2.89	2.83	↓7.2%	2.93 ***	△	2.85 ***	▽
	Level of Effort in Academic Pursuits		2.92	2.85	↓7.2%	2.92 --		2.92 --	
	Attitude Towards Learning		2.86	2.75	↓9.4%	2.88 ***	△	2.84 ***	▽
	Cognitive Engagement with Academic Goals, Future Plans, and Aspirations		2.73	2.66	↓0.5%	2.68 ***	▽	2.76 ***	△

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About This Report** section for the key to triangle symbols.

Overview of Survey Results



Student engagement is defined as meaningful student involvement throughout the learning environment. It can be understood by analyzing the degree to which students interact within the school community, with adults, peers, the curriculum, and within instruction or the learner experience.

Student Demographics shown below represents the 24,319 students who participated in the survey.

Asian	33.5%	White	14.8%
AA	23.7%	Nat. Am	0.4%
Hisp	23.8%	HI/Pac Isl.	0.1%

SPED	GT	EL	Eco Dis
8.2%	10.7%	14.5%	43.5%

Students Survey Participation

44,790

Total Secondary Students in FBISD

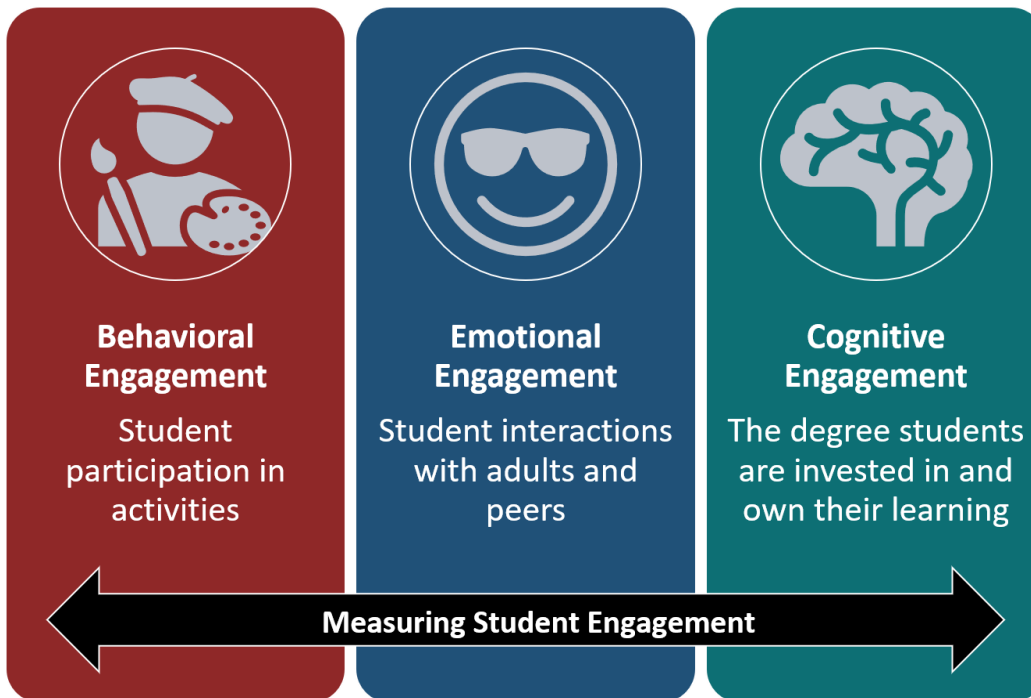
24,319

Secondary Students Participated in Survey

69%

Percent of Eligible Students Participated

% Out of 24,319 Participating Students
48% MS
52% HS



Student engagement is measured in the student survey results through three dimensions and eight factors. These results will be reported in each section that corresponds to each dimension: Behavioral, Emotional, and Cognitive Engagement. In addition to these pieces, we will also share connections to the Learning Walks, Health & Wellness, and other student interests from information in the survey that was not connected to these dimensions directly.

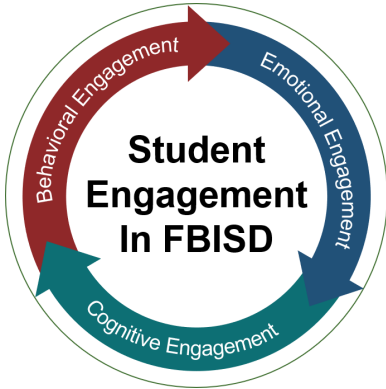
Student Engagement Score Scale

Very Low 1.0 - 1.75	Low 1.76 - 2.50	Mod 2.51 - 3.25	High 3.26 - 4.0
-------------------------------	---------------------------	---------------------------	---------------------------

The Student Engagement Score Scale above will be helpful as you review items in each of the sections of this report. Average comparisons in this portion of the report were comparing MS and HS student averages.

↑3.7%

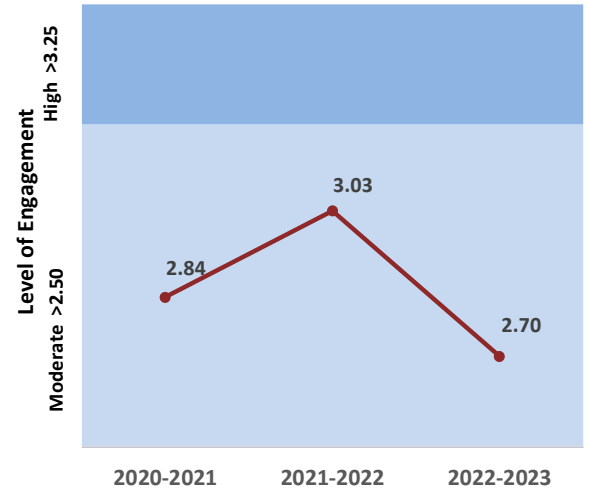
Throughout the overview pages, you will see this icon with an up or down arrow next to individual items, this corresponds to the percent change compared to the 2022 results.



Behavioral Engagement focuses on how students engage in the life of school including the ways students participate in activities that allow them to interact with the school community and outside of instructional time such as social, co-curricular, and extra curricular activities.

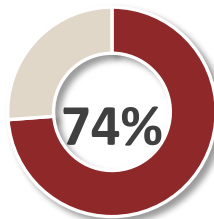
Student Engagement Score Scale			
Very Low	Low	Mod	High
1.0 - 1.75	1.76 - 2.50	2.51 - 3.25	3.26 - 4.0

Beh. Engagement 3 Year Trend

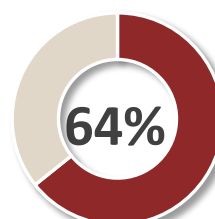


Developing Skills to Work with Others

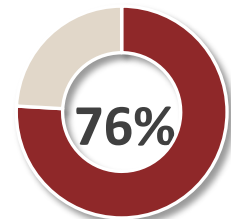
The degree to which students **agreed or strongly agreed** that their school helps them to develop or learn about working with others.



Working well with others to complete a task
↓12.1%



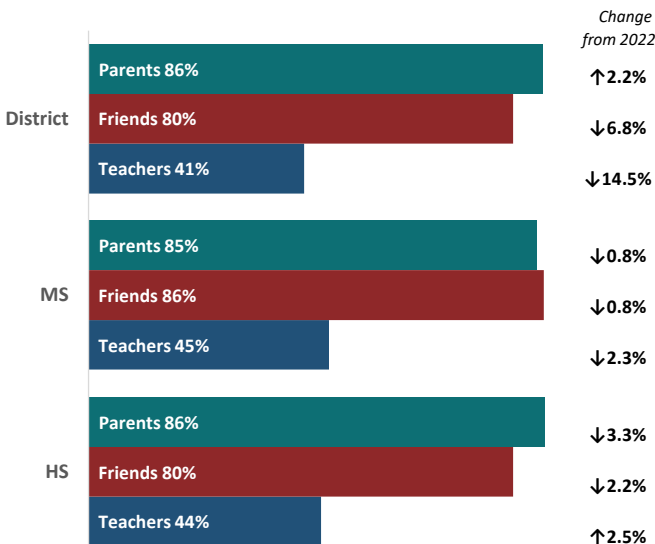
Learning what life is like for other people in your community
↓4.6%



Treating people with respect
↓7.6%

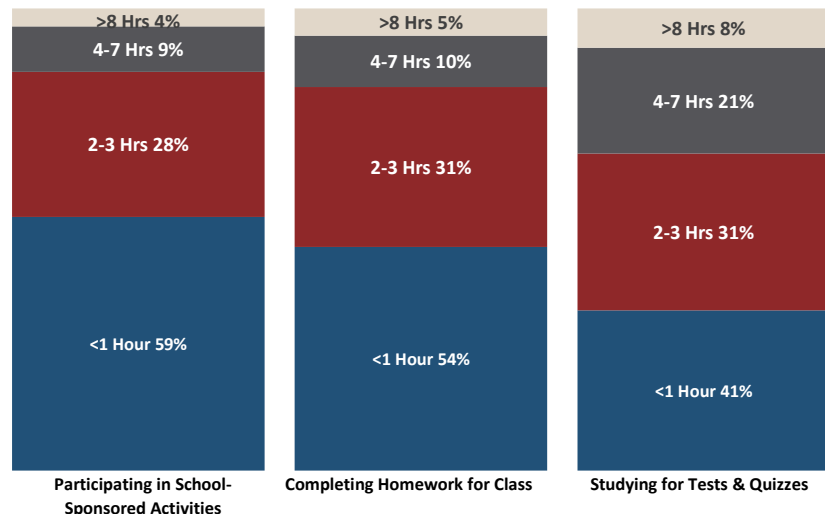
School Attendance Influences

The degree to which students **agreed or strongly agreed** that various groups motivated them to go to school or attend school which could inform dropout prevention strategies.



Engagement in Activities

Stacked bar graph represents the percent of students who spend ranges of time OUTSIDE of school hours in each activity in a typical school week.



FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Behavioral Engagement: Individual Item Breakdown

Behavioral Engagement

Frequency Distributions

													Statistical Significance between MS/HS				
Item wording or description	Values	Response Options	District		Campus		MS		HS		District	Campus		MS		HS	
			Count	%	Count	%	Count	%	Count	%	Mean	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size
How much has your experience at school contributed to your development in the following areas?																	
Working well with others to complete a task	1	Not at All	1,432	6%	18	11%	697	6%	735	6%	3.02	2.86	↓12.5%	3.06 ***	△	2.98 ***	▽
	2	Very Little	3,637	15%	26	15%	1,727	15%	1,910	16%							
	3	Some	11,543	49%	85	51%	5,174	45%	6,369	52%							
	4	Very Much	7,004	30%	39	23%	3,821	33%	3,183	26%							
	Total	23,616		168		11,419		12,197									
Learning what life is like for other people in your community outside of school	1	Not at All	3,309	14%	21	13%	1,493	13%	1,816	15%	2.70	2.72	↓5.6%	2.76 ***	△	2.65 ***	▽
	2	Very Little	5,277	22%	39	23%	2,514	22%	2,763	23%							
	3	Some	10,167	43%	74	44%	4,702	41%	5,465	45%							
	4	Very Much	4,883	21%	34	20%	2,723	24%	2,160	18%							
	Total	23,636		168		11,432		12,204									
Treating people with respect	1	Not at All	1,583	7%	12	7%	691	6%	892	7%	3.09	3.01	↓7.5%	3.19 ***	▲	3.00 ***	▼
	2	Very Little	3,045	13%	28	17%	1,330	12%	1,715	14%							
	3	Some	10,598	45%	73	44%	4,529	40%	6,069	50%							
	4	Very Much	8,349	35%	53	32%	4,849	43%	3,500	29%							
	Total	23,575		166		11,399		12,176									
In a typical 7 day week during the school year, how many hours do you do the following OUTSIDE of school? (Number of hours per week)																	
Participate in school sponsored activities (clubs, athletics, community theatre, church-related activities, or other personal interests)	1	1 Hr or less	9,132	38%	70	41%	4,833	42%	4,299	35%	2.02	1.95	↓23.7%	1.95 ***	▽	2.09 ***	△
	2	2-3 Hours	7,521	32%	52	31%	3,566	31%	3,955	32%							
	3	4-7 Hours	4,535	19%	35	21%	1,983	17%	2,552	21%							
	4	8 or more Hours	2,577	11%	13	8%	1,131	10%	1,446	12%							
	Total	23,765		170		11,513		12,252									

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

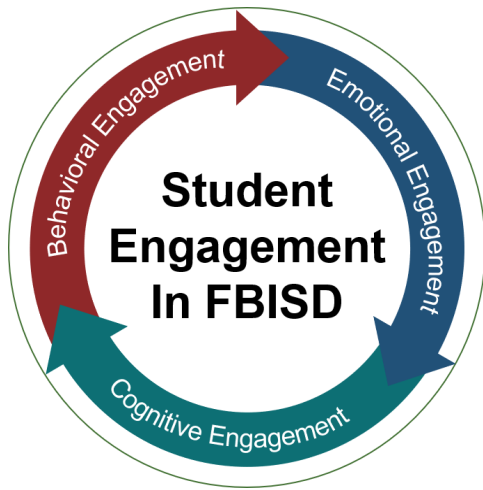
Behavioral Engagement: Individual Item Breakdown

Behavioral Engagement

Frequency Distributions

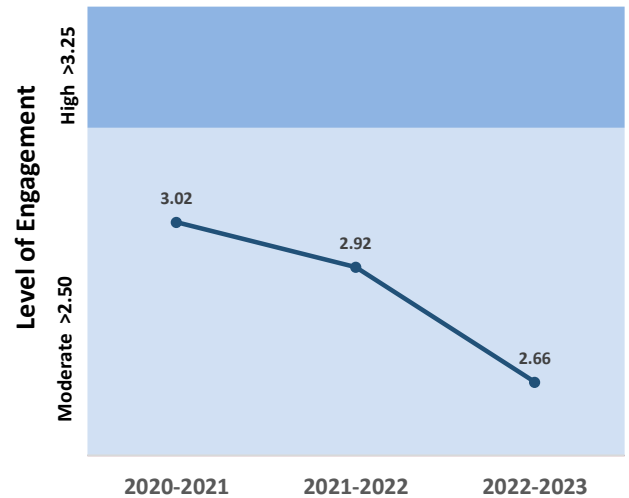
													Statistical Significance between MS/HS				
Item wording or description		Response Options	District		Campus		MS		HS		District	Campus		MS		HS	
			Count	%	Count	%	Count	%	Count	%				Mean	Mean	Change from 2022	Mean
To what extent do you agree or disagree with the following statements?																	
I go to school because of my teachers	1	Strongly Disagree	4,344	19%	33	21%	2,108	19%	2,236	19%	2.34	2.26	↓11.3%	2.36 ***	△	2.32 ***	▽
	2	Disagree	8,370	37%	62	39%	3,940	36%	4,430	37%							
	3	Agree	8,294	36%	56	35%	3,883	35%	4,411	37%							
	4	Strongly Agree	1,915	8%	9	6%	1,127	10%	788	7%							
	Total		22,923		160		11,058		11,865								
I go to school because of my friends	1	Strongly Disagree	1,428	6%	8	5%	574	5%	854	7%	3.14	3.09	↓7.1%	3.27 ***	▲	3.03 ***	▼
	2	Disagree	2,511	11%	24	15%	995	9%	1,516	13%							
	3	Agree	10,315	45%	74	46%	4,365	39%	5,950	50%							
	4	Strongly Agree	8,693	38%	54	34%	5,130	46%	3,563	30%							
	Total		22,947		160		11,064		11,883								
I go to school because of my parents/guardians	1	Strongly Disagree	1,116	5%	6	4%	1,123	5%	529	4%	3.18	3.18	↓2.0%	3.21 ***	△	3.15 ***	▽
	2	Disagree	2,271	10%	17	11%	1,123	10%	1,148	10%							
	3	Agree	10,962	48%	79	49%	4,712	43%	6,250	53%							
	4	Strongly Agree	8,590	37%	58	36%	4,652	42%	3,938	33%							
	Total		22,939		160		11,074		11,865								

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

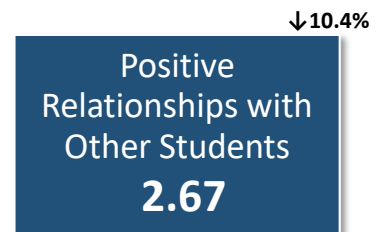
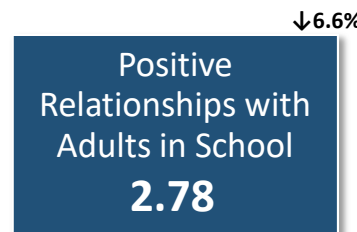
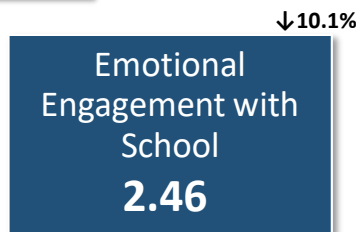
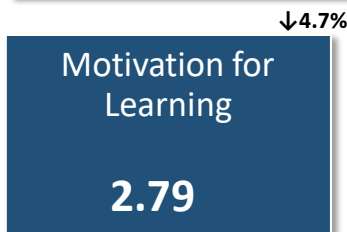


Emotional Engagement emphasizes how a student's engagement in school impacts their feelings about their current school situation, the attitudes they have towards the people they interact with, their feelings about school structures, and affective reactions. Below you will see the average scores for each dimension/factor.

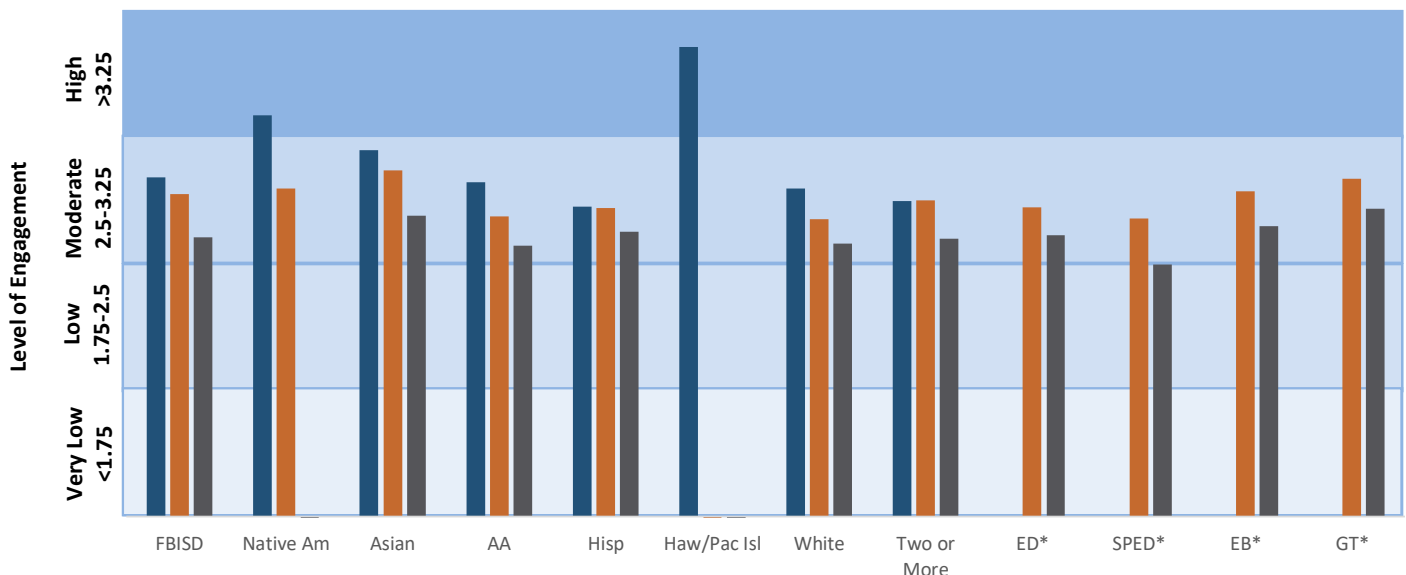
Emo. Engagement 3 Year Trend



Student Engagement Score Scale			
Very Low	Low	Mod	High
1.0 - 1.75	1.76 - 2.50	2.51 - 3.25	3.26 - 4.0



Emotional Engagement by Student Groups: Trends Over 3 Years



EMOTIONAL ENGAGEMENT: Motivation for Learning

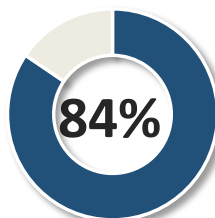
Motivation for Learning:

Questions in this dimension factor explore different elements to understand what motivates students to learn. This can be helpful for leaders to understand what they can do to keep students engaged in the learning experiences.



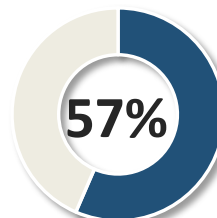
Academic Motivation

The degree to which students **agreed or strongly agreed** that they feel like academic achievement and performance were a motivation for learning.



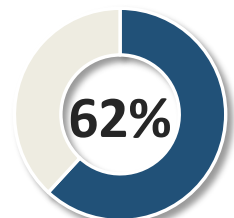
Desire to get good grades

↓6.6%



In general I am excited about my classes

↓5.8%

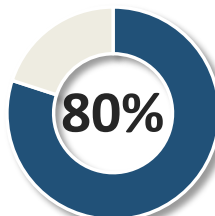


Desire to learn

↓7.5%

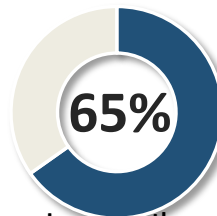
Future Goals Motivation

The degree to which students **agreed or strongly agreed** that success post-secondary or in future careers were a motivation for learning.



Desire to succeed in world outside of school

↓9.9%

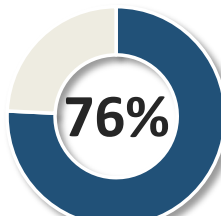


I see now the work I am doing will help me after high school

↓4.2%

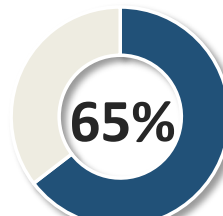
Intra/Interpersonal Motivation

The degree to which students **agreed or strongly agreed** that personal connections are what motivated them to learn.



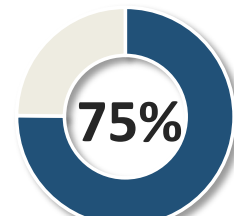
I feel good about how I am as a student

↓6.0%



By teachers who encourage me

↓6.4%



I take pride in the quality of my school work

↓6.9%

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Motivation for Learning

Frequency Distributions

													Statistical Significance between MS/HS							
Item wording or description	Values	Response Options	District		Campus		MS		HS		District	Campus		MS		HS				
			Count	%	Count	%	Count	%	Count	%				Mean	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size
How much do you agree or disagree with the following statements																				
I am motivated by my desire to learn	1	Strongly Disagree	2,191	10%	21	13%	1,042	9%	1,149	10%	2.78	2.62	↓9.5%	2.81 ***	△	2.74 ***	▽			
	2	Disagree	5,230	23%	40	25%	2,460	22%	2,770	23%										
	3	Agree	11,000	48%	78	49%	5,123	46%	5,877	50%										
	4	Strongly Agree	4,476	20%	21	13%	2,444	22%	2,032	17%										
	Total		22,897		160		11,069		11,828											
I am motivated by my desire to get good grades	1	Strongly Disagree	1,080	5%	8	5%	508	5%	572	5%	3.21	3.06	↓11.9%	3.27 ***	△	3.16 ***	▽			
	2	Disagree	1,950	9%	17	11%	869	8%	1,081	9%										
	3	Agree	10,870	47%	94	58%	4,830	44%	6,040	51%										
	4	Strongly Agree	8,998	39%	42	26%	4,867	44%	4,131	35%										
	Total		22,898		161		11,074		11,824											
I am motivated by teachers who encourage me.	1	Strongly Disagree	2,565	11%	23	14%	1,291	12%	1,274	11%	2.73	2.66	↓7.8%	2.77 ***	△	2.7 ***	▽			
	2	Disagree	5,337	23%	34	21%	2,450	22%	2,887	24%										
	3	Agree	10,628	46%	79	49%	4,896	44%	5,732	48%										
	4	Strongly Agree	4,384	19%	25	16%	2,447	22%	1,937	16%										
	Total		22,914		161		11,084		11,830											
I am motivated by my desire to succeed in the world outside of school	1	Strongly Disagree	1,114	5%	11	7%	575	5%	539	5%	3.20	3.03	↓10.1%	3.23 ***	△	3.17 ***	▽			
	2	Disagree	2,040	9%	21	13%	995	9%	1,045	9%										
	3	Agree	10,932	48%	80	50%	4,834	44%	6,098	52%										
	4	Strongly Agree	8,830	39%	48	30%	4,678	42%	4,152	35%										
	Total		22,916		160		11,082		11,834											

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Motivation for Learning

Frequency Distributions

													Statistical Significance between MS/HS				
Item wording or description Values Response Options			District		Campus		MS		HS		District	Campus		MS		HS	
			Count	%	Count	%	Count	%	Count	%	Mean	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size
How much do you agree or disagree with the following statements																	
I take pride in the quality of my school work	1	Strongly Disagree	1,513	7%	14	9%	745	7%	768	6%	2.96	2.87	↓8.0%	2.99 ***	△	2.93 ***	▽
	2	Disagree	3,630	16%	26	16%	1,688	15%	1,942	16%							
	3	Agree	11,997	52%	88	55%	5,534	50%	6,463	55%							
	4	Strongly Agree	5,762	25%	33	20%	3,101	28%	2,661	22%							
	Total		22,902		161		11,068		11,834								
In general, I am excited about my classes	1	Strongly Disagree	3,260	14%	26	16%	1,525	14%	1,735	15%	2.60	2.52	↓6.2%	2.64 ***	△	2.56 ***	▽
	2	Disagree	6,116	27%	44	27%	2,861	26%	3,255	28%							
	3	Agree	10,114	44%	73	45%	4,761	43%	5,353	45%							
	4	Strongly Agree	3,390	15%	18	11%	1,909	17%	1,481	13%							
	Total		22,880		161		11,056		11,824								
I see how the work I am doing now will help me after high school	1	Strongly Disagree	3,168	14%	20	12%	1,333	12%	1,835	16%	2.69	2.66	↓7.1%	2.79 ***	△	2.61 ***	▽
	2	Disagree	4,841	21%	36	22%	2,162	20%	2,679	23%							
	3	Agree	10,688	47%	83	52%	5,108	46%	5,580	47%							
	4	Strongly Agree	4,188	18%	22	14%	2,459	22%	1,729	15%							
	Total		22,885		161		11,062		11,823								
I feel good about how I am as a student	1	Strongly Disagree	1,850	8%	13	8%	862	8%	988	8%	2.94	2.87	↓7.7%	3.01 ***	△	2.88 ***	▽
	2	Disagree	3,308	14%	26	16%	1,428	13%	1,880	16%							
	3	Agree	12,074	53%	91	57%	5,544	50%	6,530	55%							
	4	Strongly Agree	5,628	25%	31	19%	3,213	29%	2,415	20%							
	Total		22,860		161		11,047		11,813								

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

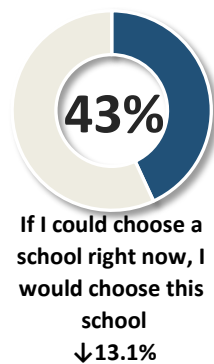
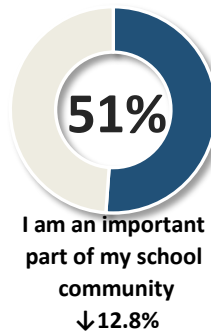
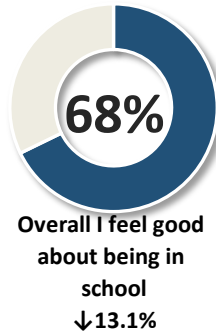
EMOTIONAL ENGAGEMENT: Emotional Engagement with School

Emotional Engagement with School:

In this emotional engagement factor, students responded to questions about how included they felt in their school community and their general sense of well-being. Questions also asked students to consider how they felt about the rules and application of those rules at their school.

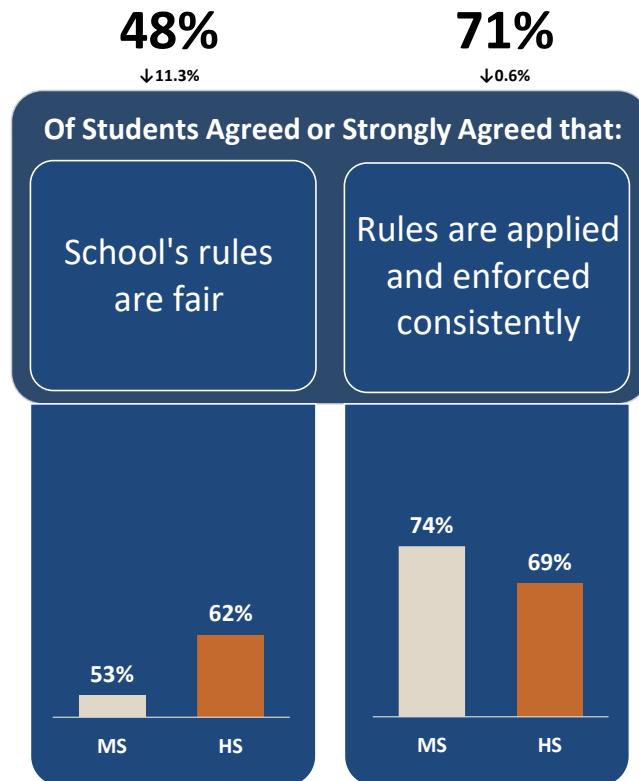
Inclusion in School Community

The degree to which students **agreed or strongly agreed** that they felt like part of the community and would choose to go to this school if they were able to choose.



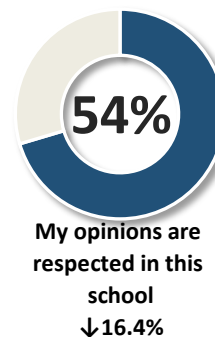
Perceptions on School Rules

The degree to which students **agreed or strongly agreed** that school rules were fair and enforced consistently.



Connection to the School

The degree to which students **agreed or strongly agreed** that they felt a personal connection to their school.



FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Emotional Engagement with the School

Frequency Distributions

Item wording or description			Response Options		District		Campus		MS		HS		District		Campus	Change from 2022	Statistical Significance between MS/HS			
					MS		HS		Mean	Mean	Mean	Effect Size	Mean	Effect Size						
					Count	%	Count	%							Count		%	Count	%	
To what extent do you agree or disagree with the following statements related to your school																				
Overall, I feel good about being in school	1	Strongly Disagree	1,629	7%	17	10%	780	7%	849	7%	2.83	2.64	↓11.4%	2.88 ***	△	2.78 ***	▽			
	2	Disagree	4,007	17%	40	23%	1,796	15%	2,211	18%										
	3	Agree	15,431	64%	109	62%	7,236	62%	8,195	66%										
	4	Strongly Agree	3,084	13%	11	6%	1,902	16%	1,182	10%										
	Total		24,151		177		11,714		12,437											
I care about this school	1	Strongly Disagree	2,040	8%	19	11%	1,013	9%	1,027	8%	2.72	2.55	↓7.7%	2.77 ***	△	2.68 ***	▽			
	2	Disagree	5,227	22%	51	29%	2,306	20%	2,921	24%										
	3	Agree	14,227	59%	96	55%	6,764	58%	7,463	60%										
	4	Strongly Agree	2,586	11%	10	6%	1,611	14%	975	8%										
	Total		24,080		176		11,694		12,386											
My opinions are respected in this school	1	Strongly Disagree	2,093	9%	25	14%	1,184	10%	909	7%	2.68	2.46	↓11.1%	2.65 ***	▽	2.71 ***	△			
	2	Disagree	5,632	23%	56	32%	2,979	26%	2,653	21%										
	3	Agree	14,220	59%	84	48%	6,264	54%	7,956	64%										
	4	Strongly Agree	2,090	9%	11	6%	1,230	11%	860	7%										
	Total		24,035		176		11,657		12,378											
I am an important part of my school community	1	Strongly Disagree	2,759	11%	29	17%	1,365	12%	1,394	11%	2.61	2.40	↓11.2%	2.63 ***	△	2.59 ***	▽			
	2	Disagree	6,308	26%	56	32%	2,973	26%	3,335	27%										
	3	Agree	12,544	52%	79	45%	5,875	51%	6,669	54%										
	4	Strongly Agree	2,400	10%	10	6%	1,415	12%	985	8%										
	Total		24,011		174		11,628		12,383											

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Emotional Engagement with the School

Frequency Distributions

													Statistical Significance between MS/HS				
Item wording or description			District		Campus		MS		HS		District	Campus		MS		HS	
			Count	%	Count	%	Count	%	Count	%	Mean	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size
To what extent do you agree or disagree with the following statements related to your school																	
This school's rules are fair	1	Strongly Disagree	3,472	14%	36	21%	1,975	17%	1,497	12%	2.51	2.32	↓9.8%	2.46 ***	▽	2.56 ***	△
	2	Disagree	6,747	28%	55	32%	3,488	30%	3,259	26%							
	3	Agree	11,884	49%	74	43%	5,017	43%	6,867	55%							
	4	Strongly Agree	1,925	8%	9	5%	1,162	10%	763	6%							
	Total		24,028		174		11,642		12,386								
This school's rules are applied and enforced consistently	1	Strongly Disagree	2,199	9%	20	11%	982	8%	1,217	10%	2.77	2.71	↓4.9%	2.86 ***	△	2.69 ***	▽
	2	Disagree	4,620	19%	31	18%	1,997	17%	2,623	21%							
	3	Agree	13,687	57%	104	59%	6,313	54%	7,374	60%							
	4	Strongly Agree	3,483	15%	20	11%	2,312	20%	1,171	9%							
	Total		23,989		175		11,604		12,385								
If I could choose a school right now, I would choose this school	1	Strongly Disagree	4,149	17%	48	28%	2,007	17%	2,142	17%	2.53	2.19	↓12.6%	2.57 ***	△	2.50 ***	▽
	2	Disagree	5,715	24%	51	29%	2,741	23%	2,974	24%							
	3	Agree	11,400	47%	69	40%	5,243	45%	6,157	50%							
	4	Strongly Agree	2,793	12%	6	3%	1,680	14%	1,113	9%							
	Total		24,057		174		11,671		12,386								

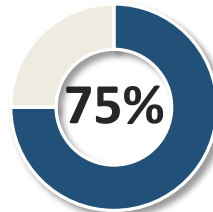
* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

Positive Relationships with Adults in School

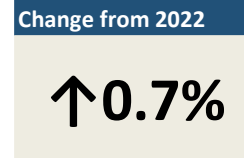
Students interact with a variety of adults throughout each day at school. Students responded to questions in this factor about how supported they felt by adults in different roles.

Personal Connections with Adults on Campus

The degree to which students **agreed or strongly agreed** that they felt like an adult knew them well.

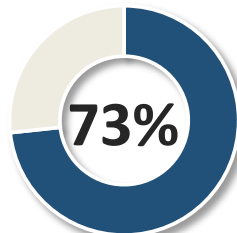


There is at least one adult in this school who knows me well

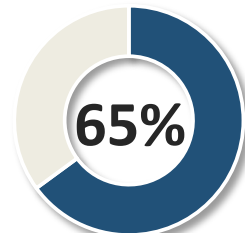


Support from Instructional Staff

The degree to which students **agreed or strongly agreed** that they felt supported by instructional staff such as teachers and administrators.

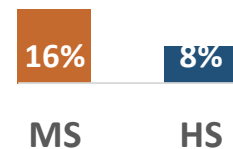
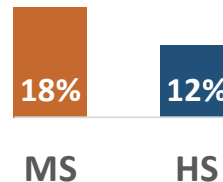


Teachers at their school
↓14.8%



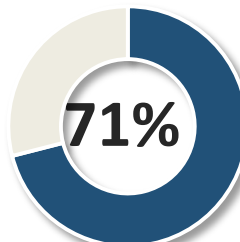
Administrators at their school
↓1.4%

% of Students who "Strongly Agree" by Campus Level

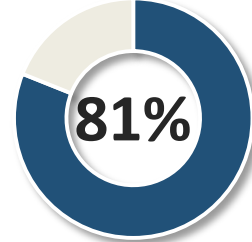


Support from Other Adults

The degree to which students **agreed or strongly agreed** that they felt supported by other staff members or adults on campus.

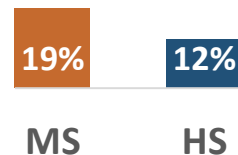
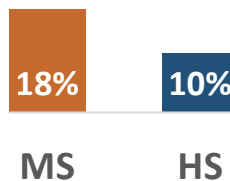


Career or School Counselors
↓7.2%



Other Adults at their school
↓1.1%

% of Students who "Strongly Agree" by Campus Level



FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Positive Relationship with Adults in School

Frequency Distributions

													Statistical Significance between MS/HS					
Item wording or description		Response Options	District		Campus		MS		HS		District	Campus		MS		HS		
			Count	%	Count	%	Count	%	Count	%				Mean	Effect Size	Mean	Effect Size	
To what extent do you agree or disagree with the following statements related to your school																		
There is at least one adult in this school who knows me well	1	Strongly Disagree	2,143	9%	13	7%	1,043	9%	1,100	9%	2.88	2.93	↓2.8%	2.94 ***	△	2.83 ***	▽	
	2	Disagree	4,294	18%	31	18%	2,031	17%	2,263	18%								
	3	Agree	11,890	49%	88	50%	5,242	45%	6,648	54%								
	4	Strongly Agree	5,791	24%	44	25%	3,386	29%	2,405	19%								
	Total		24,118		176		11,702		12,416									
I feel supported by teachers at this school	1	Strongly Disagree	1,248	5%	15	9%	686	6%	562	5%	2.90	2.73	↓13.4%	2.92 **	△	2.89 **	▽	
	2	Disagree	3,476	14%	32	18%	1,723	15%	1,753	14%								
	3	Agree	15,777	65%	115	65%	7,158	61%	8,619	69%								
	4	Strongly Agree	3,596	15%	14	8%	2,118	18%	1,478	12%								
	Total		24,097		176		11,685		12,412									
I feel supported by administrators (principal, dean of instruction, assistant/associate principal)	1	Strongly Disagree	2,219	9%	19	11%	1,040	9%	1,179	10%	2.72	2.62	↓4.8%	2.78 ***	△	2.66 ***	▽	
	2	Disagree	5,225	22%	42	24%	2,374	20%	2,851	23%								
	3	Agree	13,793	57%	99	57%	6,425	55%	7,368	59%								
	4	Strongly Agree	2,856	12%	14	8%	1,852	16%	1,004	8%								
	Total		24,093		174		11,691		12,402									
I feel supported by career or school counselors at this school	1	Strongly Disagree	1,820	8%	24	14%	819	7%	1,001	8%	2.82	2.70	↓7.8%	2.88 ***	△	2.75 ***	▽	
	2	Disagree	4,162	17%	27	15%	1,828	16%	2,334	19%								
	3	Agree	14,716	61%	102	58%	6,937	59%	7,779	63%								
	4	Strongly Agree	3,368	14%	23	13%	2,085	18%	1,283	10%								
	Total		24,066		176		11,669		12,397									
I feel supported by other adults (secretaries, librarians, coaches, etc.) at this school	1	Strongly Disagree	1,546	6%	13	7%	740	6%	806	7%	2.87	2.90	↓4.0%	2.92 ***	△	2.82 ***	▽	
	2	Disagree	3,792	16%	20	11%	1,749	15%	2,043	16%								
	3	Agree	15,005	62%	112	64%	6,918	59%	8,087	65%								
	4	Strongly Agree	3,724	15%	29	17%	2,263	19%	1,461	12%								
	Total		24,067		174		11,670		12,397									

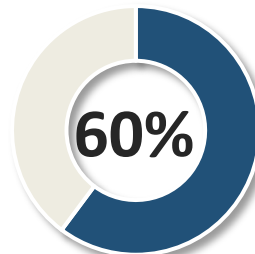
* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

Positive Relationships with Other Students

Other than teachers, the primary daily contacts for students in school are other students. Questions in this factor explored how students interacted and felt about those interactions with other students on campuses.

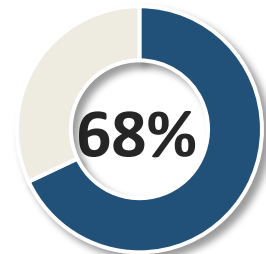
Student Interactions

The degree to which students **agreed or strongly agreed** that they felt supported by other students on campus, and the ability to be themselves around other students.



I am comfortable
being myself at this
school

↓16.4%

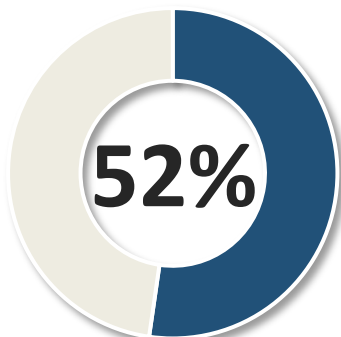


I feel supported by
other students

↓15.1%

Feelings of Safety

The degree to which students **agreed or strongly agreed** that they felt safe at school.



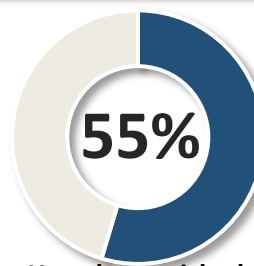
I feel safe in
this school

↓13.8%

Perceptions on Bullying

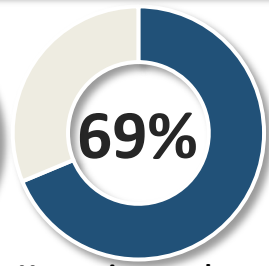
These questions look at the frequency that students reported **rarely, sometimes, and often** experiencing or witnessing acts of bullying.

When asked about their experience during the school year, students* responded that:



Have been picked
on or bullied by
another student

↑11.4%



Have witnessed an
act of bullying

↑8.0%

**Percent of students responding rarely, sometimes or often*

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

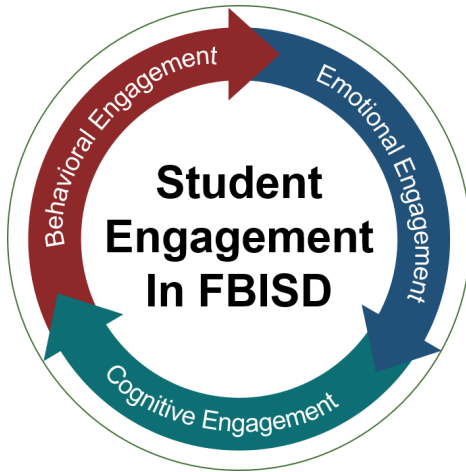
Emotional Engagement: Individual Item Breakdown

Positive Relationships with Other Students

Frequency Distributions

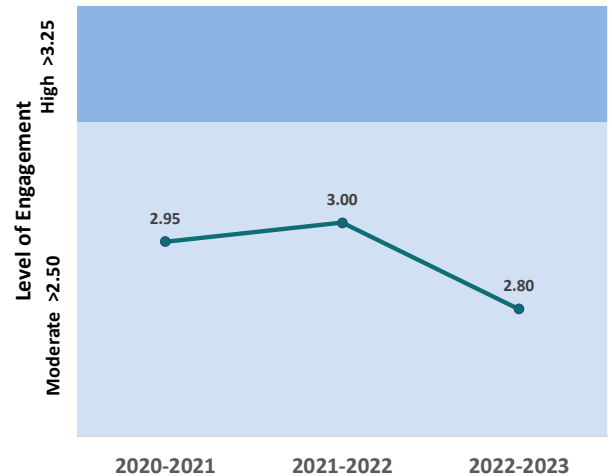
													Statistical Significance between MS/HS				
Item wording or description		Response Options	District		Campus		MS		HS		District	Campus		MS		HS	
			Count	%	Count	%	Count	%	Count	%				Mean	Mean	Change from 2022	Mean
To what extent do you agree or disagree with the following statements related to your school																	
I feel safe in this school	1	Strongly Disagree	2,048	9%	30	17%	1,142	10%	906	7%	2.70	2.40	↓11.7%	2.69 --		2.71 --	
	2	Disagree	5,481	23%	53	30%	2,758	24%	2,723	22%							
	3	Agree	14,182	59%	83	48%	6,335	54%	7,847	63%							
	4	Strongly Agree	2,319	10%	8	5%	1,412	12%	907	7%							
	Total		24,030		174		11,647		12,383								
I feel supported by other students	1	Strongly Disagree	1,792	7%	21	12%	1,009	9%	783	6%	2.87	2.69	↓12.8%	2.86 --		2.87 --	
	2	Disagree	3,712	15%	35	20%	1,933	17%	1,779	14%							
	3	Agree	14,467	60%	97	55%	6,414	55%	8,053	65%							
	4	Strongly Agree	4,088	17%	22	13%	2,321	20%	1,767	14%							
	Total		24,059		175		11,677		12,382								
I am comfortable being myself at this school	1	Strongly Disagree	2,138	9%	32	18%	1,206	10%	932	8%	2.81	2.52	↓14.1%	2.8 --		2.82 --	
	2	Disagree	4,043	17%	38	22%	2,103	18%	1,940	16%							
	3	Agree	14,136	59%	89	51%	6,148	53%	7,988	64%							
	4	Strongly Agree	3,749	16%	17	10%	2,204	19%	1,545	12%							
	Total		24,066		176		11,661		12,405								
During the school year how often have you																	
Been picked on or bullied by another student?	1	Often	1,322	6%	17	11%	943	8%	379	3%	3.28	3.09	↓6.5%	3.11 *** ▼		3.43 *** ▲	
	2	Sometimes	3,703	16%	24	15%	2,078	19%	1,625	14%							
	3	Rarely	5,396	23%	47	29%	2,965	27%	2,431	20%							
	4	Never	12,782	55%	73	45%	5,200	46%	7,582	63%							
	Total		23,203		161		11,186		12,017								
Witnessed an act of bullying?	1	Often	2,486	11%	26	16%	1,711	15%	775	6%	2.97	2.78	↓4.3%	2.78 *** ▼		3.14 *** ▲	
	2	Sometimes	5,160	22%	33	21%	2,698	24%	2,462	21%							
	3	Rarely	6,186	27%	51	32%	3,098	28%	3,088	26%							
	4	Never	9,336	40%	50	31%	3,671	33%	5,665	47%							
	Total		23,168		160		11,178		11,990								

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.



Cognitive Engagement places the emphasis on the engagement of the mind in school. This could include how much time, effort, or investment students put into learning, what types of strategies students enjoy engaging in, the types of and ways they do their work, and how their levels of engagement connect to instructional time. Below you will find average scores for each dimension/factor.

Cog. Engagement 3 Year Trend



↓3.8%

Overall Cognitive Engagement Average Score

2.80

Student Engagement Score Scale

Very Low

1.0 - 1.75

Low

1.76 - 2.50

Mod

2.51 - 3.25

High

3.26 - 4.0

↓3.8%

Cognitive Growth with Personal Skill Development

2.83

↓3.4%

Levels of Effort in Academic Pursuits

2.85

↓5.1%

Attitudes Towards Learning

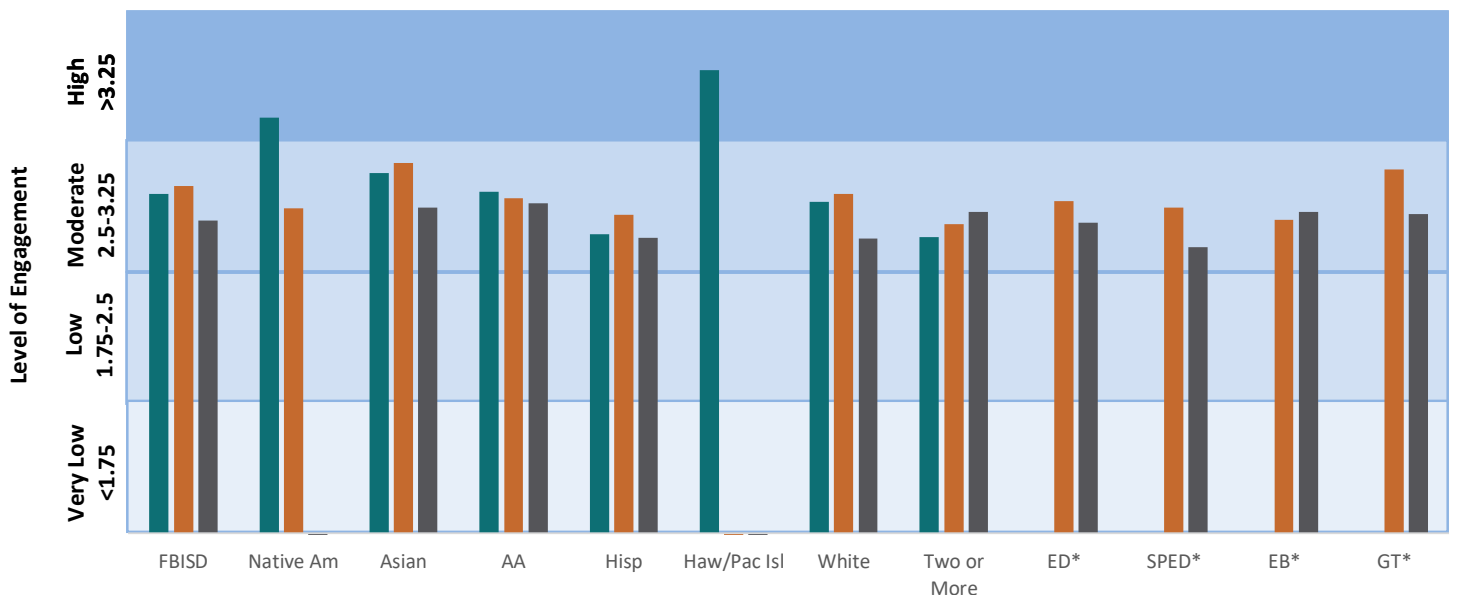
2.75

↓2.0%

Academic Goals, Future Plans, and Aspirations

2.66

Cognitive Engagement by Student Groups: Trends Over 3 Years



2020-2021 2021-2022 2022-2023

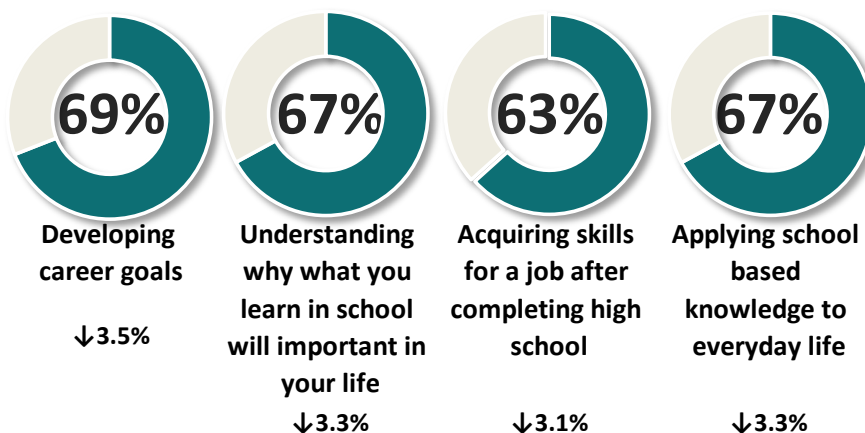
* Student group data not collected during 2020-21

Cognitive Growth and Personal Skill Development (CGPSD)

Items in this factor examined how much students felt that their schools contributed to the development of a variety of learning skills, how their skills would impact future goals, and how challenging they found their work.

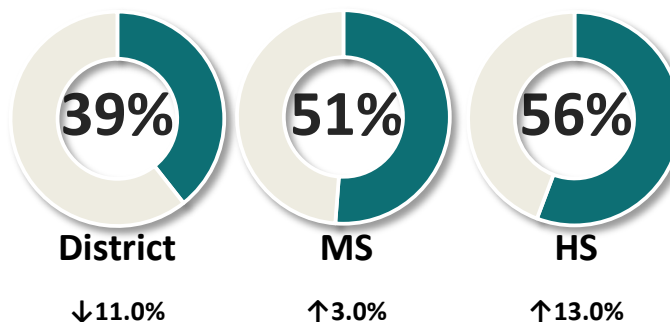
Academic Skill Development

The degree to which students feel their school has contributed **some or very much** to develop skills used in an academic setting.



Perceptions of Academic Challenge

The degree to which students feel **most or all their classes** challenged them to their full academic potential.



Applications of Skill Development

The degree to which students feel their school has contributed **some or very much** to the development of skills that will be used in real world applications, in their careers, or in the world outside of school.



FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Cognitive Growth through Personal Skill Development

Frequency Distributions

													Statistical Significance between MS/HS				
Item wording or description	Values	Response Options	District		Campus		MS		HS		District	Campus		MS		HS	
			Count	%	Count	%	Count	%	Count	%	Mean	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size
To what extent do you agree or disagree with the following statements related to your school?																	
Teachers try to engage me in a classroom discussion	1	Strongly Disagree	1,074	4%	10	6%	520	4%	554	4%	2.93	2.87	↓7.9%	2.96 ***	△	2.90 ***	▽
	2	Disagree	3,118	13%	23	13%	1,570	13%	1,548	13%							
	3	Agree	16,315	68%	121	70%	7,458	64%	8,857	72%							
	4	Strongly Agree	3,534	15%	20	11%	2,112	18%	1,422	11%							
	Total		24,041		174		11,660		12,381								
I can be creative in classroom assignments and projects	1	Strongly Disagree	1,038	4%	16	9%	465	4%	573	5%	3.03	2.86	↓13.1%	3.10 ***	▲	2.95 ***	▼
	2	Disagree	2,537	11%	25	14%	1,164	10%	1,373	11%							
	3	Agree	15,224	63%	102	58%	6,725	58%	8,499	69%							
	4	Strongly Agree	5,233	22%	32	18%	3,296	28%	1,937	16%							
	Total		24,032		175		11,650		12,382								
How much has your experience at this school contributed to your development in the following areas?																	
Acquiring skills for a job after completing high school	1	Not at All	3,140	13%	20	12%	1,441	13%	1,699	14%	2.71	2.72	↓2.3%	2.78 ***	△	2.64 ***	▽
	2	Very Little	5,356	23%	42	25%	2,412	21%	2,944	24%							
	3	Some	10,523	44%	72	43%	4,840	42%	5,683	46%							
	4	Very Much	4,670	20%	35	21%	2,774	24%	1,896	16%							
	Total		23,689		169		11,467		12,222								
Writing effectively	1	Not at All	1,436	6%	12	7%	758	7%	678	6%	3.00	2.89	↓9.1%	3.01 --		2.99 --	
	2	Very Little	3,905	17%	34	20%	1,943	17%	1,962	16%							
	3	Some	11,585	49%	80	48%	5,225	46%	6,360	52%							
	4	Very Much	6,736	28%	40	24%	3,524	31%	3,212	26%							
	Total		23,662		166		11,450		12,212								

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Cognitive Growth through Personal Skill Development

Frequency Distributions

													Statistical Significance between MS/HS						
Item wording or description	Values	Response Options	District		Campus		MS		HS		District	Campus	Change from 2022	MS		HS			
			Count	%	Count	%	Count	%	Count	%				Mean	Effect Size	Mean	Effect Size		
How much has your experience at this school contributed to your development in the following areas?																			
Speaking effectively	1	Not at All	1,856	8%	12	7%	1,038	9%	818	7%	2.91	2.90	↓4.1%	2.90	--	2.91	--		
	2	Very Little	4,472	19%	37	22%	2,253	20%	2,219	18%									
	3	Some	11,224	48%	75	45%	4,876	43%	6,348	52%									
	4	Very Much	6,006	25%	44	26%	3,219	28%	2,787	23%									
	Total		23,558		168		11,386		12,172										
Thinking critically (reasoning, asking "Why?")	1	Not at All	1,713	7%	15	9%	877	8%	836	7%	2.97	2.95	↓7.5%	3.00	***	△	2.94	***	▽
	2	Very Little	4,076	17%	23	14%	1,946	17%	2,130	17%									
	3	Some	11,028	47%	83	50%	4,901	43%	6,127	50%									
	4	Very Much	6,819	29%	44	27%	3,711	32%	3,108	25%									
	Total		23,636		165		11,435		12,201										
Developing creative ideas and solutions	1	Not at All	1,765	7%	14	8%	850	7%	915	8%	2.95	2.79	↓11.4%	3.00	***	△	2.90	***	▽
	2	Very Little	4,122	17%	40	24%	1,906	17%	2,216	18%									
	3	Some	11,321	48%	77	47%	5,078	44%	6,243	51%									
	4	Very Much	6,407	27%	34	21%	3,593	31%	2,814	23%									
	Total		23,615		165		11,427		12,188										
Reading and understanding challenging materials	1	Not at All	1,486	6%	14	8%	762	7%	724	6%	2.99	2.88	↓8.9%	3.01	*	△	2.98	*	▽
	2	Very Little	3,837	16%	29	17%	1,880	16%	1,957	16%									
	3	Some	11,723	50%	87	52%	5,328	47%	6,395	52%									
	4	Very Much	6,592	28%	37	22%	3,468	30%	3,124	26%									
	Total		23,638		167		11,438		12,200										

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Cognitive Growth through Personal Skill Development

Frequency Distributions

													Statistical Significance between MS/HS					
Item wording or description	Values	Response Options	District		Campus		MS		HS		District	Campus		MS		HS		
			Count	%	Count	%	Count	%	Count	%	Mean	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size	
How much has your experience at this school contributed to your development in the following areas?																		
Using technology to gather and communicate information	1	Not at All	1,264	5%	11	7%	593	5%	671	5%	3.12	3.02	↓10.1%	3.16 ***	△	3.08 ***	▽	
	2	Very Little	3,039	13%	26	16%	1,491	13%	1,548	13%								
	3	Some	10,978	46%	79	47%	4,867	43%	6,111	50%								
	4	Very Much	8,367	35%	51	31%	4,489	39%	3,878	32%								
	Total		23,648		167		11,440		12,208									
Learning Independently	1	Not at All	1,224	5%	12	7%	644	6%	580	5%	3.15	3.04	↓8.1%	3.17 **	△	3.13 **	▽	
	2	Very Little	2,854	12%	23	14%	1,422	12%	1,432	12%								
	3	Some	10,741	45%	79	47%	4,762	42%	5,979	49%								
	4	Very Much	8,805	37%	54	32%	4,598	40%	4,207	34%								
	Total		23,624		168		11,426		12,198									
Applying school-based knowledge to everyday life	1	Not at All	3,167	13%	17	10%	1,439	13%	1,728	14%	2.70	2.78	↓4.3%	2.77 ***	△	2.64 ***	▽	
	2	Very Little	5,522	23%	37	23%	2,538	22%	2,984	24%								
	3	Some	10,098	43%	75	46%	4,632	41%	5,466	45%								
	4	Very Much	4,828	20%	35	21%	2,808	25%	2,020	17%								
	Total		23,615		164		11,417		12,198									
Developing career goals	1	Not at All	2,413	10%	12	7%	1,069	9%	1,344	11%	2.84	2.84	↓3.7%	2.90 ***	△	2.77 ***	▽	
	2	Very Little	4,865	21%	40	24%	2,283	20%	2,582	21%								
	3	Some	10,506	45%	79	47%	4,754	42%	5,752	47%								
	4	Very Much	5,817	25%	37	22%	3,313	29%	2,504	21%								
	Total		23,601		168		11,419		12,182									

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Cognitive Growth through Personal Skill Development

Frequency Distributions

													Statistical Significance between MS/HS						
			District		Campus		MS		HS		District	Campus		MS		HS			
Item wording or description	Values	Response Options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size		
How much has your experience at this school contributed to your development in the following areas?													2.68	2.75	↓4.3%	2.77 ***	△	2.60 ***	▽
Understanding why	1	Not at All	3,715	16%	23	14%	1,635	14%	2,080	17%									
what you learn in	2	Very Little	5,076	22%	34	20%	2,339	21%	2,737	22%									
school will be	3	Some	9,786	42%	70	42%	4,475	39%	5,311	44%									
important for your life	4	Very Much	4,997	21%	39	23%	2,941	26%	2,056	17%									
Total			23,574		166		11,390		12,184										
About how many of your classes...													2.52	2.39	↓6.6%	2.57 ***	△	2.48 ***	▽
Challenge you to your	1	None	1,665	7%	13	8%	845	8%	820	7%									
full academic	2	Some	10,102	44%	84	53%	4,579	41%	5,523	46%									
potential	3	Most	8,875	38%	50	31%	4,232	38%	4,643	39%									
	4	All	2,423	11%	13	8%	1,463	13%	960	17%									
Total			23,065		160		11,119		11,946										

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

COGNITIVE ENGAGEMENT: Levels of Effort In Academic Pursuits

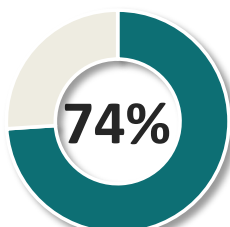
Levels of Effort in Academic Pursuits (LEAP)

In this cognitive engagement factor, students were asked about the frequency of specific instructional practices and learning experiences that students may have engaged with throughout the school year. In addition to these elements students were also asked about how much effort they felt like they put into their classes.

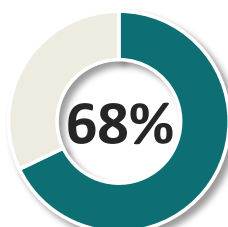


Engagement with Others in Learning

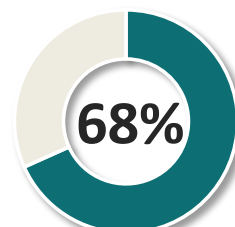
The degree to which students feel they **sometimes or often** engage with others about their work through feedback, collaboration, or conversations.



Received feedback from teachers on assignments or other class work
↓11.3%



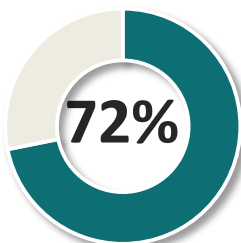
Talked to a teacher about your class work
↓4.7%



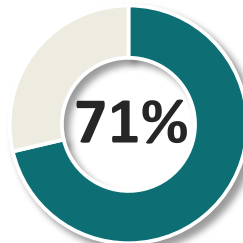
Worked with other students on projects or assignments
↓17.5%

Engagement with Tasks

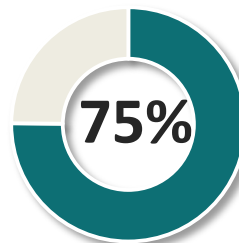
The degree to which students feel they **sometimes or often** engaged in specific classroom activities.



Asked or answered a question in class
↓9.1%



Prepared a draft of a paper or assignment before turning it in
↓4.6%



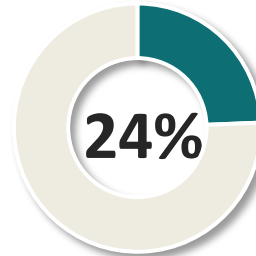
Completed a creative writing assignment
↑0.5%

Effort Applied in Learning

The degree to which students feel they gave varying degrees of effort in **all or most of their** classes.



Give your maximum effort
↓18.9%



Put forth very little effort
↑9.2%

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Levels of Effort in Academic Pursuits

Frequency Distributions

Item wording or description			Response Options		Frequency Distributions										Statistical Significance between MS/HS				
					District		Campus		MS		HS		District	Campus	Change from 2022	MS		HS	
					Count	%	Count	%	Count	%	Count	%	Mean	Mean		Mean	Effect Size	Mean	Effect Size
During the School year, about how often have you done each of the following?																			
Asked or answered a question in class	1	Never	923	4%	6	4%	437	4%	486	4%	3.04	2.98	↓7.4%	3.08 ***	△	3.01 ***	▽		
	2	Rarely	4,512	19%	41	25%	2,096	18%	2,416	20%									
	3	Sometimes	10,759	46%	70	42%	4,989	44%	5,770	47%									
	4	Often	7,390	31%	50	30%	3,885	34%	3,505	29%									
	Total		23,584		167		11,407		12,177										
Talked to a teacher about your class work	1	Never	1,031	4%	11	7%	593	5%	438	4%	3.00	2.87	↓3.5%	2.95 ***	▽	3.04 ***	△		
	2	Rarely	4,870	21%	42	25%	2,622	23%	2,248	18%									
	3	Sometimes	10,797	46%	69	42%	4,972	44%	5,825	48%									
	4	Often	6,837	29%	43	26%	3,193	28%	3,644	30%									
	Total		23,535		165		11,380		12,155										
Prepared a draft of a paper or assignment before turning it in	1	Never	1,706	7%	15	9%	938	8%	768	6%	2.93	2.87	↓7.7%	2.90 ***	▽	2.96 ***	△		
	2	Rarely	4,942	21%	32	20%	2,547	22%	2,395	20%									
	3	Sometimes	10,181	43%	76	46%	4,656	41%	5,525	45%									
	4	Often	6,703	28%	41	25%	3,234	28%	3,469	29%									
	Total		23,532		164		11,375		12,157										

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Levels of Effort in Academic Pursuits

Frequency Distributions

Item wording or description			Response Options		District		Campus		MS		HS		District		Campus		Statistical Significance between MS/HS			
					Count	%	Count	%	Count	%	Count	%	Mean	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size	
During the School year, about how often have you done each of the following?																				
Completed a creative writing assignment (reflections, journaling, short stories, poetry)	1	Never	1,675	7%	10	6%	843	7%	832	7%	2.93	3.01	↓1.4%	2.94 --		2.92 --				
	2	Rarely	4,941	21%	31	19%	2,413	21%	2,528	21%										
	3	Sometimes	10,227	43%	71	43%	4,661	41%	5,566	46%										
	4	Often	6,678	28%	53	32%	3,446	30%	3,232	27%										
	Total	23,521		165		11,363		12,158												
Received feedback from teachers on assignments or other class work	1	Never	1,185	5%	8	5%	662	6%	523	4%	3.00	2.95	↓9.3%	2.96 ***	▽	3.03 ***	△			
	2	Rarely	4,621	20%	35	21%	2,424	21%	2,197	18%										
	3	Sometimes	10,767	46%	79	48%	4,929	43%	5,838	48%										
	4	Often	6,930	29%	43	26%	3,340	29%	3,590	30%										
	Total	23,503		165		11,355		12,148												
Attended class with all assignments completed	1	Never	898	4%	7	4%	435	4%	463	4%	3.26	3.05	↓11.3%	3.26 ***	△	3.23 ***	▽			
	2	Rarely	2,765	12%	34	21%	1,309	12%	1,456	12%										
	3	Sometimes	9,197	39%	67	41%	4,200	37%	4,997	41%										
	4	Often	10,638	45%	57	35%	5,417	48%	5,221	43%										
	Total	23,498		165		11,361		12,137												
Worked on a paper or project that required you to do research outside of assigned text	1	Never	963	4%	9	5%	505	4%	458	4%	3.08	3.01	↓5.0%	3.08 --		3.08 --				
	2	Rarely	3,829	16%	25	15%	1,908	17%	1,921	16%										
	3	Sometimes	11,124	47%	87	52%	5,140	45%	5,984	49%										
	4	Often	7,586	32%	45	27%	3,803	33%	3,783	31%										
	Total	23,502		166		11,356		12,146												

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to **About this Report** section for key to triangle symbols.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Levels of Effort in Academic Pursuits

Frequency Distributions

Item wording or description			Response Options												Statistical Significance between MS/HS					
					District		Campus		MS		HS		District	Campus	Change from 2022	MS		HS		
					Count	%	Count	%	Count	%	Count	%				Mean	Mean	Mean	Effect Size	Mean
During the School year, about how often have you done each of the following?																				
Worked on a paper or project that required you to interact with people	1	Never	4,966	21%	37	22%	2,596	23%	2,370	20%	2.52	2.54	↑2.9%	2.48 *** ▽	2.55 *** △					
	2	Rarely	5,881	25%	38	23%	2,920	26%	2,961	24%										
	3	Sometimes	8,140	35%	56	34%	3,597	32%	4,543	37%										
	4	Often	4,521	19%	35	21%	2,253	20%	2,268	19%										
	Total	23,508		166		11,366		12,142												
Worked with other students on projects/assignments	1	Never	912	4%	10	6%	511	5%	401	3%	3.10	2.85	↓14.6%	3.10 --	3.10 --					
	2	Rarely	3,637	15%	42	26%	1,804	16%	1,833	15%										
	3	Sometimes	11,158	48%	75	46%	5,109	45%	6,049	50%										
	4	Often	7,771	33%	37	23%	3,925	35%	3,846	32%										
	Total	23,478		164		11,349		12,129												
Discussed questions in class that have no clear answers	1	Never	1,971	8%	11	7%	1,025	9%	946	8%	2.81	2.78	↓3.7%	2.78 *** ▽	2.83 *** △					
	2	Rarely	5,830	25%	47	29%	2,978	26%	2,852	24%										
	3	Sometimes	10,385	44%	70	43%	4,752	42%	5,633	46%										
	4	Often	5,266	22%	34	21%	2,573	23%	2,693	22%										
	Total	23,452		162		11,328		12,124												
Connected ideas or concepts from one class (or subject area) to another classroom	1	Never	1,965	8%	12	7%	1,000	9%	965	8%	2.82	2.79	↓5.9%	2.80 *** ▽	2.83 *** △					
	2	Rarely	5,526	24%	45	27%	2,809	25%	2,717	22%										
	3	Sometimes	10,814	46%	74	45%	4,997	44%	5,817	48%										
	4	Often	5,149	22%	34	21%	2,531	22%	2,618	22%										
	Total	23,454		165		11,337		12,117												

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Levels of Effort in Academic Pursuits

Frequency Distributions

													Statistical Significance between MS/HS				
Item wording or description Values			District		Campus		MS		HS		District	Campus		MS		HS	
			Count	%	Count	%	Count	%	Count	%				Mean	Effect Size	Mean	Effect Size
During the School year, about how often have you done each of the following?																	
Discussed ideas from readings or classes with others outside of class (friends, family members, etc.)	1	Never	3,298	14%	23	14%	1,730	15%	1,568	13%	2.67	2.68	↓2.8%	2.66 --		2.68 --	
	2	Rarely	5,853	25%	44	27%	2,835	25%	3,018	25%							
	3	Sometimes	10,814	41%	74	37%	4,375	39%	5,268	43%							
	4	Often	4,673	20%	37	23%	2,406	21%	2,267	19%							
	Total		23,467		164		11,346		12,121								
In about how many of your classes do you..																	
Give your maximum effort?	1	None	1,317	6%	10	6%	573	5%	744	6%	2.75	2.57	↓13.6%	2.86 ***	▲	2.66 ***	▼
	2	Some	7,665	33%	70	43%	3,222	29%	4,443	37%							
	3	Most	9,372	41%	60	37%	4,451	40%	4,921	41%							
	4	All	4,658	20%	21	13%	2,839	26%	1,819	15%							
	Total		23,012		161		11,085		11,927								
Put forth very little effort	1	All	1,171	5%	9	6%	702	6%	469	4%	3.05	2.98	↓9.0%	3.08 ***	△	3.01 ***	▽
	2	Most	4,014	18%	29	19%	1,738	16%	2,276	19%							
	3	Some	10,193	45%	74	47%	4,506	41%	5,687	48%							
	4	None	7,382	32%	44	28%	4,000	37%	3,382	29%							
	Total		22,760		156		10,946		11,814								

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

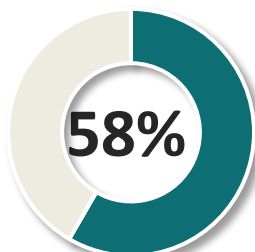
Attitudes Toward Learning:

Items in this factor asked students to consider what they believe about their abilities and beliefs around learning.

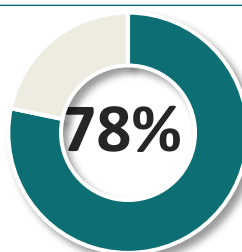
Questions inside the box are further broken down to look at the percentage of students who specifically responded as shown in the box by campus level (MS or HS).

Enjoyment in Learning

The degree to which students **agree or strongly agree** with statements around enjoying different aspects of their learning or activities at school.



I enjoy working on tasks that require a lot of thinking and mental effort
↓10.7%



I enjoy being creative in school
↓10.0%

Strongly Agree

MS

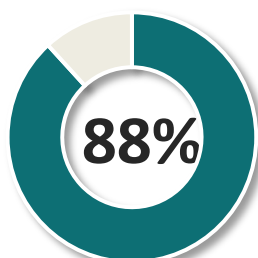
HS

34%

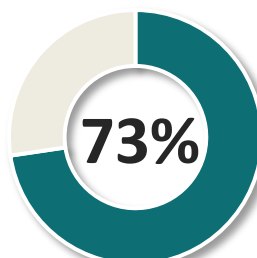
26%

Self-Efficacy in Learning

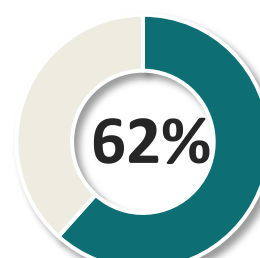
The degree to which students **agree or strongly agree** that they feel confident in their skills as a learner or have confidence in their own abilities.



I have the skills and ability to complete my work.
↓6.2%



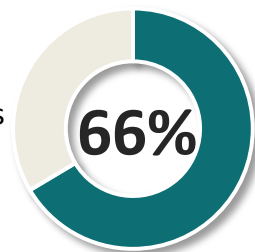
I put forth a great deal of effort when doing my school work
↓14.3%



I like discussions in which there are no clear answers
↓4.6%

Impact of Learning

The degree to which students **agree or strongly agree** on the impact various learning activities have on their beliefs about learning.



My school work makes me curious to learn new things.
↓2.4%



I go to school because of what I learn in classes.
↓11.6%

Strongly Agree

MS

HS

15%

9%

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Attitude Toward Learning

Frequency Distributions

Item wording or description			Response Options		District		Campus		MS		HS		District		Campus		Statistical Significance between MS/HS			
																	MS		HS	
					Count	%	Count	%	Count	%	Count	%	Mean	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size	
How much do you agree or disagree with the following statements																				
I have the skills and ability to complete my work	1	Strongly Disagree	790	3%	7	4%	413	4%	377	3%	3.23	3.12	↓10.2%	3.25 ***	△	3.21 ***	▽			
	2	Disagree	1,343	6%	12	7%	674	6%	669	6%										
	3	Agree	12,579	55%	97	60%	5,696	51%	6,883	58%										
	4	Strongly Agree	8,235	36%	45	28%	4,313	39%	3,922	33%										
	Total		22,947		161		11,096		11,851											
I put forth a great deal of effort when doing my school work	1	Strongly Disagree	960	4%	12	7%	453	4%	507	4%	3.07	2.81	↓13.1%	3.11 ***	△	3.04 ***	▽			
	2	Disagree	2,797	12%	32	20%	1,256	11%	1,541	13%										
	3	Agree	12,692	55%	92	57%	5,941	54%	6,751	57%										
	4	Strongly Agree	6,422	28%	25	16%	3,415	31%	3,007	25%										
	Total		22,871		161		11,065		11,806											
I have worked harder than I expected to in school	1	Strongly Disagree	1,469	6%	13	8%	707	6%	762	6%	2.94	2.81	↓7.9%	2.97 ***	△	2.91 ***	▽			
	2	Disagree	4,308	19%	30	19%	2,025	18%	2,283	19%										
	3	Agree	11,224	49%	92	57%	5,200	47%	6,024	51%										
	4	Strongly Agree	5,898	26%	26	16%	3,144	28%	2,754	23%										
	Total		22,899		161		11,076		11,823											
I like discussions in which there are no clear answers	1	Strongly Disagree	3,247	14%	18	11%	1,788	16%	1,459	12%	2.68	2.65	↓5.5%	2.63 ***	▽	2.73 ***	△			
	2	Disagree	5,261	23%	43	27%	2,766	25%	2,495	21%										
	3	Agree	9,908	43%	74	47%	4,280	39%	5,628	48%										
	4	Strongly Agree	4,476	20%	24	15%	2,234	20%	2,242	19%										
	Total		22,892		159		11,068		11,824											

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Attitude Toward Learning

Frequency Distributions

Item wording or description			Response Options		District		Campus		MS		HS		District		Campus		Change from 2022	Statistical Significance between MS/HS			
																		MS		HS	
					Count	%	Count	%	Count	%	Count	%	Mean	Mean	Mean	Effect Size		Mean	Effect Size		
How much do you agree or disagree with the following statements																					
I enjoy being creative in school	1	Strongly Disagree	1,372	6%	11	7%	678	6%	694	6%	3.05	2.96	↓10.4%	3.10 ***	△	3.01 ***	▽				
	2	Disagree	2,931	13%	24	15%	1,358	12%	1,573	13%											
	3	Agree	11,721	51%	87	54%	5,225	47%	6,496	55%											
	4	Strongly Agree	6,849	30%	39	24%	3,796	34%	3,053	26%											
	Total		22,873		161		11,057		11,816												
I enjoy working on tasks that require a lot of thinking and mental effort	1	Strongly Disagree	2,899	13%	18	11%	1,611	15%	1,288	11%	2.70	2.60	↓8.9%	2.67 ***	▽	2.72 ***	△				
	2	Disagree	5,376	23%	49	30%	2,654	24%	2,722	23%											
	3	Agree	10,395	45%	74	46%	4,569	41%	5,826	49%											
	4	Strongly Agree	4,219	18%	20	12%	2,228	20%	1,991	17%											
	Total		22,889		161		11,062		11,827												
My school work makes me curious to learn other things	1	Strongly Disagree	2,826	12%	17	11%	1,406	13%	1,420	12%	2.70	2.68	↓5.3%	2.72 **	△	2.67 **	▽				
	2	Disagree	5,354	23%	37	23%	2,520	23%	2,834	24%											
	3	Agree	10,672	47%	88	55%	4,932	45%	5,740	49%											
	4	Strongly Agree	4,037	18%	19	12%	2,213	20%	1,824	15%											
	Total		22,889		161		11,071		11,818												
To what extent do you agree or disagree with the following statements?																					
I go to school because of what I learn in classes	1	Strongly Disagree	3,441	15%	29	18%	1,550	14%	1,891	16%	2.54	2.42	↓9.9%	2.61 ***	△	2.48 ***	▽				
	2	Disagree	6,355	28%	52	32%	2,849	26%	3,506	30%											
	3	Agree	10,394	45%	64	40%	4,987	45%	5,407	46%											
	4	Strongly Agree	2,762	12%	16	10%	1,684	15%	1,078	9%											
	Total		22,952		161		11,070		11,882												

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

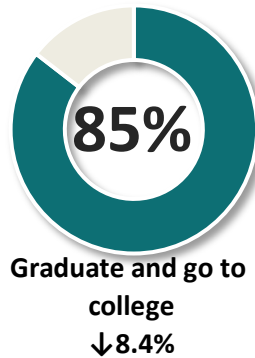
Cognitive Engagement with Academic Goals, Future Plans, and Aspirations

This engagement factor focused on how students engage in plans for post-secondary life. In FBISD, campuses have personnel dedicated to engaging students in conversations around career and college readiness.

Questions in the box are further broken down to look at the percentage of students who specifically responded as shown in the box by campus level (MS or HS).

Motivations to Succeed

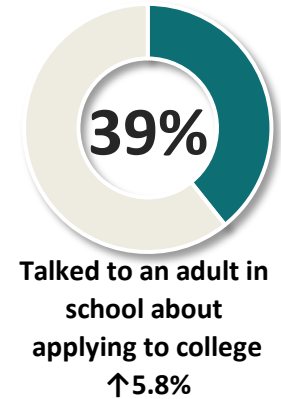
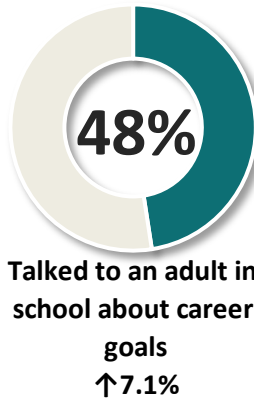
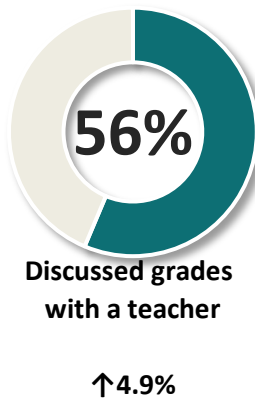
The degree to which students **agree or strongly agree** about why they go to school related to plans after high school.



Strongly Agree	
MS	HS
46%	32%

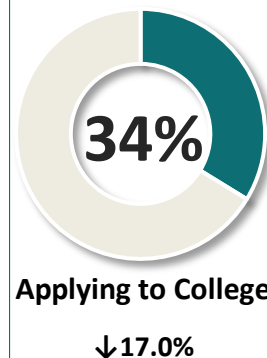
Connections with Adults

The degree to which students feel they **sometimes or often** engage with adults in various conversations around college and career goals.



Lack of Conversations with Adults

The degree to which students feel they have **NEVER** spoken to an adult in school about college or career goals.



Never	
MS	HS
42%	27%

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Cognitive Engagement with Academic Goals, Future Plans, and Aspirations

Frequency Distributions

													Statistical Significance between MS/HS				
Item wording or description Values			District		Campus		MS		HS		District	Campus	Change from 2022	MS		HS	
			Count	%	Count	%	Count	%	Count	%	Mean	Mean		Mean	Effect Size	Mean	Effect Size
During the school year, about how often have you done each of the following?																	
Discussed grades with a teacher	1	Never	2,526	11%	23	14%	1,592	14%	934	8%	2.76	2.65	↑3.3%	2.65 *** ▼	2.86 *** ▲		
	2	Rarely	5,942	25%	49	30%	3,164	28%	2,778	23%							
	3	Sometimes	9,592	41%	55	33%	4,173	37%	5,419	45%							
	4	Often	5,436	23%	38	23%	2,429	21%	3,007	25%							
	Total		23,496		165		11,358		12,138								
Discussed ideas from readings or classes with teachers outside of class	1	Never	5,066	22%	37	23%	2,752	24%	2,314	19%	2.46	2.44	↑2.7%	2.40 *** ▽	2.52 *** △		
	2	Rarely	6,237	27%	46	28%	3,121	28%	3,116	26%							
	3	Sometimes	8,295	35%	52	32%	3,601	32%	4,694	39%							
	4	Often	3,818	16%	28	17%	1,843	16%	1,975	16%							
	Total		23,416		163		11,317		12,099								
Talked to an adult in the school about career goals	1	Never	5,701	24%	39	24%	3,259	29%	2,442	20%	2.42	2.46	↑11.2%	2.33 *** ▽	2.50 *** △		
	2	Rarely	6,062	26%	47	29%	2,893	26%	3,169	26%							
	3	Sometimes	7,841	33%	42	26%	3,345	29%	4,496	37%							
	4	Often	3,864	16%	36	22%	1,844	16%	2,020	17%							
	Total		23,468		164		11,341		12,127								
Talked to an adult in the school about how to apply to college	1	Never	7,998	34%	55	34%	4,710	42%	3,288	27%	2.23	2.21	↑11.9%	2.09 *** ▼	2.37 *** ▲		
	2	Rarely	5,281	23%	44	27%	2,385	21%	2,896	24%							
	3	Sometimes	6,833	29%	39	24%	2,721	24%	4,112	34%							
	4	Often	3,328	14%	25	15%	1,511	13%	1,817	15%							
	Total		23,440		163		11,327		12,113								

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

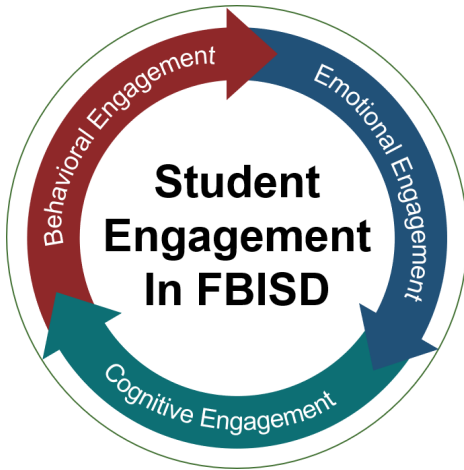
Cognitive Engagement with Academic Goals, Future Plans, and Aspirations

Frequency Distributions

													Statistical Significance between MS/HS				
Item wording or description Values			District		Campus		MS		HS		District	Campus		MS		HS	
			Count	%	Count	%	Count	%	Count	%	Mean	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size
To what extent do you agree or disagree with the following statements?																	
I go to school	1	Strongly Disagree	947	4%	10	6%	465	4%	482	4%	3.33	3.16	↓10.8%	3.38 ***	△	3.29 ***	▽
because I want to	2	Disagree	1,506	7%	13	8%	670	6%	836	7%							
graduate and go to	3	Agree	9,424	41%	76	48%	4,122	37%	5,302	45%							
college	4	Strongly Agree	11,088	48%	59	37%	5,815	53%	5,273	44%							
Total			22,965		158		11,072		11,893								
I go to school	1	Strongly Disagree	1,442	6%	11	7%	598	5%	844	7%	3.16	3.08	↓9.6%	3.27 ***	▲	3.05 ***	▼
because I want to	2	Disagree	2,345	10%	14	9%	891	8%	1,454	12%							
learn skills to get a	3	Agree	10,271	45%	87	54%	4,448	40%	5,823	49%							
good job	4	Strongly Agree	8,866	39%	48	30%	5,117	46%	3,749	32%							
Total			22,924		160		11,054		11,870								

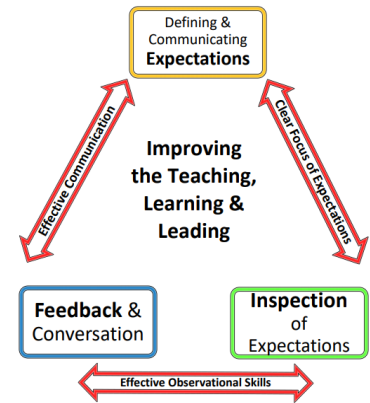
* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

Learning Walk Elements Overview



Learning Walk Teams exist as a collaborative structure to support student outcomes and teacher instructional practice through a shared responsibility and partnership with district and campus leaders. The Learning Walk process uses the Leading Improvement Framework as a way to ensure alignment between setting and inspecting expectations, and the ongoing feedback process.

Leading Improvement Framework

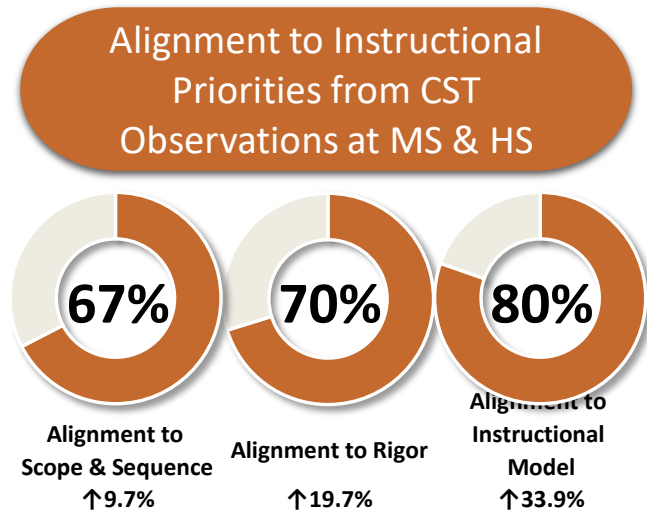


© 2019 Borstel

Alignment to Instructional Priorities

Through the Learning Walk Team process, FBISD has been able to monitor the degree of alignment to instructional priorities. The three areas of focus from 2018-2023 were alignment to the rigor of standard, the alignment to the District's Scope and Sequence from the curriculum, and alignment to the instructional models for each content areas.

The diagram to the right illustrates the observed alignment of the current year for middle school and high school campuses.



Learning Walk Instructional Alignment

Six elements from the instructional priorities have been included in the Learning Walks and the observational evidence from each category is shown below. While engaging in a Learning Walk, team members observe a variety of classrooms for 10 minutes and notate overall instructional activities and those relating to the campus focus which are recorded through a survey tool. The student engagement survey item questions that correspond to each element are broken down on the next two pages.

Access Resources

Communication

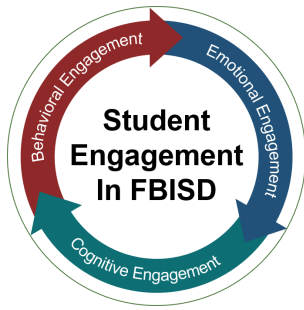
Collaboration

Progress Monitoring

Feedback

Goal Setting

Learning Walk Elements: Student Engagement Survey



This process strives to cultivate a culture of collaborative inquiry as teams engage in learning walks and reflective conversations to make evidence-based leadership decisions as part of a cycle of continuous improvement. This process is used as a tool to measure alignment to instructional priorities.

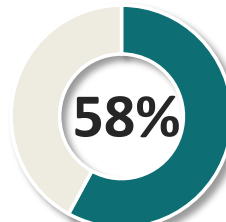
The green graphics represent student survey responses, the orange graphics represent Learning Walk responses from District staff members collected during the observational walks.

Communicate:

The degree to which students **sometimes or often** were able to engage in academic conversations in different contexts compared to the frequency observed in Learning Walks.



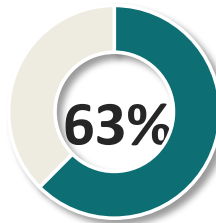
Engaged in academic conversations with teachers
↓8.4%



Engaged in academic conversations with peers
↓18.9%

Access Resources:

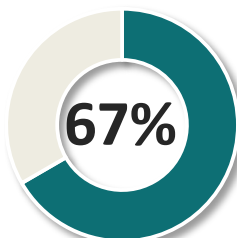
The degree to which students **sometimes or often** are able to access resources needed to engage in the learning compared to the frequency observed in Learning Walks.



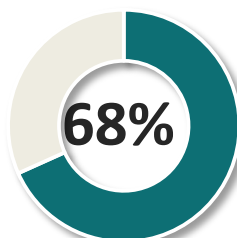
Used resources to deepen understanding, make connections, and represent learning
↓13.5%

Collaborate:

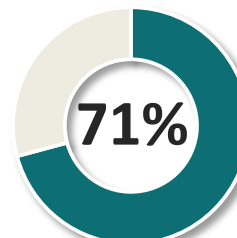
The degree to which students **sometimes or often** are able to work together with peers on a learning task compared to the frequency observed during Learning Walks.



Worked together with peers towards a common goal
↓17.3%



Worked with other students on projects or assignments
↓17.4%

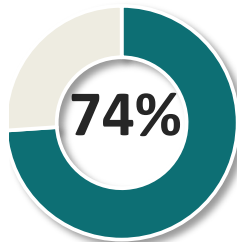


Opportunities to collaborate with peers in class
↓17.8%

Learning Walk Elements: Student Engagement Survey

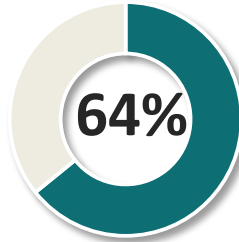
Feedback:

The degree to which students **sometimes or often** have engaged or that their campus emphasizes feedback opportunities with different school members compared to the frequency observed in Learning Walks.



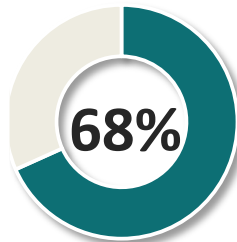
Received feedback from teachers on assignments or class work

↓11.3%



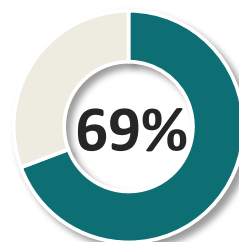
Received feedback from your peers on assignment or class work

↓8.1%



Used teacher or peer feedback to make changes to final version of an assignment

↓10.2%



Engaging in feedback with other students on work

↓14.2%

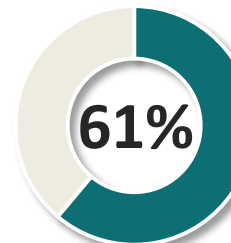
Progress Monitoring:

The degree to which students **sometimes or often** engage in activities that help student to track learning progress compared to what was observed during the Learning Walk process.



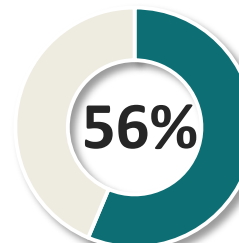
Used tools other than grades to monitor progress on learning

↓4.7%



Engaged in self-reflection on their work

↓10.7%

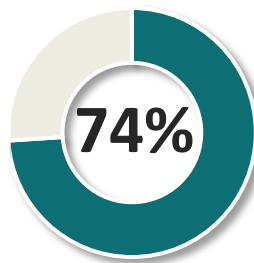


Discussed grades with teachers

↑4.9%

Goal Setting:

The degree to which students **sometimes or often** engage in goal setting activities compared to the frequency observed in Learning Walks



Setting learning goals throughout the year

↓2.1%

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Learning Walk Elements: Individual Item Breakdown

Learning Walk Team Items			Frequency Distributions								Statistical Comparison								
Item wording or description	Values	Response Options	District		Campus		MS		HS		District	Campus	Change from 2022	Statistical Significance between MS/HS		MS		HS	
			Count	%	Count	%	Count	%	Count	%				Mean	Mean	Mean	Effect Size	Mean	Effect Size
Communicate																			
During the school year, about how often have you done each of the following?																			
Engaged in academic conversations with teachers	1	Never	2,318	10%	19	12%	1,304	12%	1,014	8%	2.76	2.65	↓6.2%	2.71 ***	▽	2.80 ***	△		
	2	Rarely	5,878	25%	45	28%	2,976	27%	2,902	24%									
	3	Sometimes	10,152	44%	67	42%	4,544	41%	5,608	47%									
	4	Often	4,843	21%	28	18%	2,349	21%	2,494	21%									
	Total	23,191	159	11,173	12,018														
Engaged in academic conversations with peers	1	Never	1,871	8%	22	14%	1,037	9%	834	7%	2.88	2.59	↓14.8%	2.85 ***	▽	2.91 ***	△		
	2	Rarely	4,899	21%	44	28%	2,458	22%	2,441	20%									
	3	Sometimes	10,562	46%	67	43%	4,817	43%	5,745	48%									
	4	Often	5,830	25%	24	15%	2,843	25%	2,987	25%									
	Total	23,162	157	11,155	12,007														
Access Resources																			
During the school year, about how often have you done each of the following?																			
Use resources to deepen understanding, make connections, and represent learning	1	Never	1,719	7%	22	14%	927	8%	792	7%	2.86	2.64	↓12.5%	2.84 ***	▽	2.88 ***	△		
	2	Rarely	5,101	22%	38	24%	2,557	23%	2,544	21%									
	3	Sometimes	11,051	48%	76	48%	5,097	46%	5,954	50%									
	4	Often	5,296	23%	24	15%	2,577	23%	2,719	23%									
	Total	23,167	11,158	12,009															

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Learning Walk Elements: Individual Item Breakdown

Learning Walk Team Items

Frequency Distributions

Statistical Comparison

Item wording or description Values Response Options											Statistical Significance between MS/HS								
			District		Campus		MS		HS		District	Campus		MS		HS			
			Count	%	Count	%	Count	%	Count	%	Mean	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size		
Collaborate																			
How much does your school emphasize each of the following																			
Opportunities to collaborate with peers in class	1	Not at All	1,092	5%	10	6%	587	5%	505	4%	3.04	2.85	↓11.8%	3.03	--	3.04	--		
	2	Very Little	3,655	15%	39	23%	1,906	17%	1,749	14%									
	3	Some	12,400	52%	85	51%	5,577	48%	6,823	56%									
	4	Very Much	6,680	28%	34	20%	3,478	30%	3,202	26%									
	Total	23,827	168	11,548	12,279														
During the school year, how much have you done the following?																			
Worked with other students on projects/assignments	1	Never	912	4%	10	6%	511	5%	401	3%	3.10	2.85	↓13.7%	3.10	--	3.10	--		
	2	Rarely	3,637	15%	42	26%	1,804	16%	1,833	15%									
	3	Sometimes	11,158	48%	75	46%	5,109	45%	6,049	50%									
	4	Often	7,771	33%	37	23%	3,925	35%	3,846	32%									
	Total	23,478	164	11,349	12,129														
During the school year, about how often have you done each of the following?																			
Worked together with peers towards a common goal	1	Never	1,554	7%	10	6%	866	8%	688	6%	2.95	2.80	↓12.0%	2.93	**	▽	2.97	**	△
	2	Rarely	4,271	18%	43	27%	2,127	19%	2,144	18%									
	3	Sometimes	11,148	48%	75	47%	5,103	46%	6,045	50%									
	4	Often	6,191	27%	31	19%	3,060	27%	3,131	26%									
	Total	23,164	159	11,156	12,008														

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Learning Walk Elements: Individual Item Breakdown

Learning Walk Team Items

Frequency Distributions

Statistical Comparison

													Statistical Significance between MS/HS					
Item wording or description Values Response Options			District		Campus		MS		HS		District	Campus		MS		HS		
			Count	%	Count	%	Count	%	Count	%	Mean	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size	
Feedback																		
How much does your school emphasize each of the following																		
Engaging in feedback with other students on work	1	Not at All	1,326	6%	11	7%	710	6%	616	5%	2.95	2.83	↓9.9%	2.95	--	2.94	--	
	2	Very Little	4,456	19%	40	24%	2,239	19%	2,217	18%								
	3	Some	12,184	51%	82	49%	5,429	47%	6,755	55%								
	4	Very Much	5,810	24%	33	20%	3,136	27%	2,674	22%								
Total			23,776		166		11,514		12,262									
During the school year, how much have you done the following?																		
Received feedback from teachers on assignments or other class work	1	Never	1,185	5%	8	5%	662	6%	523	4%	3.00	2.95	↓9.3%	2.96	***	▽	3.03	***
	2	Rarely	4,621	20%	35	21%	2,424	21%	2,197	18%								
	3	Sometimes	10,767	46%	79	48%	4,929	43%	5,838	48%								
	4	Often	6,930	29%	43	26%	3,340	29%	3,590	30%								
Total			23,503		165		11,355		12,148									
During the school year, about how often have you done each of the following?																		
Received feedback from your peers on an assignment or other class work	1	Never	1,631	7%	15	9%	825	4%	806	3%	2.83	2.72	↓7.9%	2.86	***	△	2.81	***
	2	Rarely	5,487	24%	43	27%	2,573	11%	2,914	13%								
	3	Sometimes	11,328	49%	77	48%	5,187	22%	6,141	26%								
	4	Often	4,824	21%	27	17%	2,620	11%	2,204	9%								
Total			23,270		162		11,205		12,065									
Used teacher or peer feedback to make changes to the final version of an assignment	1	Never	1,468	6%	14	9%	746	7%	722	6%	2.94	2.81	↓9.4%	2.95	--	2.94	--	
	2	Rarely	4,526	19%	37	23%	2,220	20%	2,306	19%								
	3	Sometimes	11,063	48%	76	47%	5,092	46%	5,971	50%								
	4	Often	6,161	27%	34	21%	3,132	28%	3,029	25%								
Total			23,218		161		11,190		12,028									

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

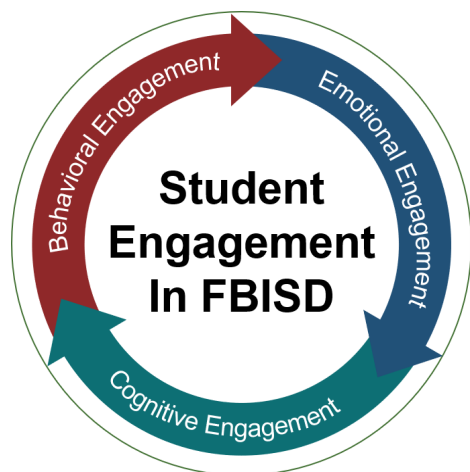
FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Learning Walk Elements: Individual Item Breakdown

Learning Walk Team Items			Frequency Distributions								Statistical Comparison							
			District		Campus		MS		HS		District	Campus		Statistical Significance between MS/HS		MS		HS
Item wording or description	Values	sponse Options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size	
Progress Monitoring																		
During the school year, about how often have you done each of the following?																		
Discussed grades with teachers	1	Never	2,526	11%	23	14%	1,592	14%	934	8%	2.76	2.65	↑3.3%	2.65 ***	▼	2.86 ***	▲	
	2	Rarely	5,942	25%	49	30%	3,164	28%	2,778	23%								
	3	Sometimes	9,592	41%	55	33%	4,173	37%	5,419	45%								
	4	Often	5,436	23%	38	23%	2,429	21%	3,007	25%								
	Total		23,496		165		11,358		12,138									
Engage in self-reflection on their work	1	Never	1,904	8%	19	12%	1,012	9%	892	7%	2.83	2.67	↓8.3%	2.82 *	▽	2.85 *	△	
	2	Rarely	5,237	23%	42	27%	2,598	23%	2,639	22%								
	3	Sometimes	10,830	47%	68	43%	4,946	44%	5,884	49%								
	4	Often	5,165	22%	28	18%	2,590	23%	2,575	21%								
	Total		23,136		157		11,146		11,990									
Use tools other than grades to monitor progress on learning	1	Never	3,698	16%	22	14%	1,765	16%	1,933	16%	2.62	2.58	↓4.7%	2.64 *	△	2.60 *	▽	
	2	Rarely	5,732	25%	48	30%	2,777	25%	2,955	25%								
	3	Sometimes	9,343	41%	63	40%	4,316	39%	5,027	42%								
	4	Often	4,291	19%	25	16%	2,258	20%	2,033	17%								
	Total		23,064		158		11,116		11,948									
Goal Setting																		
How much does your school emphasize each of the following																		
Setting learning goals throughout the year	1	Not at All	1,838	8%	10	6%	869	8%	969	8%	2.90	2.92	↓3.7%	2.96 ***	△	2.84 ***	▽	
	2	Very Little	4,726	20%	34	20%	2,145	19%	2,581	21%								
	3	Some	11,165	47%	84	50%	5,052	44%	6,113	50%								
	4	Very Much	6,058	25%	41	24%	3,457	30%	2,601	21%								
	Total		23,787		169		11,523		12,264									

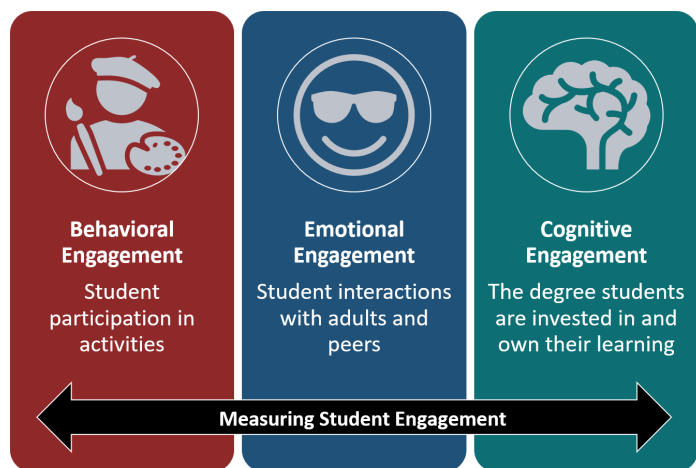
* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols

STUDENT GROUPS: Other Interests, Engagement Dimensions & Factors



Student engagement is defined as meaningful student involvement throughout the learning environment. It can be understood by analyzing the degree to which students interact within the school community, with adults, peers, the curriculum, and within instruction or the learner experience.

In this section of the report, we will explore what the responses looked like across student groups in FBISD in all the dimensions and factors. We will also review other survey items that were not part of the engagement dimension scoring, but that can provide further insights into how and what students think about learning in FBISD.



In this section you will find:

- Engagement Dimensions and Factors broken down by student groups to explore trends,
- Areas of Student Academic and Instructional Interests,
- Student Perceptions of Health & Wellness
- Student Retention Information

Student Engagement Score Scale

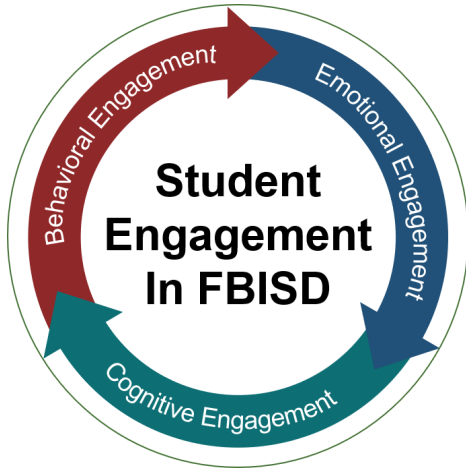
Very Low	Low	Mod	High
1.0 - 1.75	1.76 - 2.50	2.51 - 3.25	3.26 - 4.0

The Student Engagement Score Scale above, and the significance key below will be helpful as you review items in the next section of this report. The student engagement scale gives you a perspective on the levels of engagement that students expressed within each dimension. In this section of the report, the student group average scores were compared to the **DISTRICT** averages with the significance key below used to show statistical relationships. There is a difference between statistical significance and practical significance, but this data could help inform future explorations and information we collect from students.

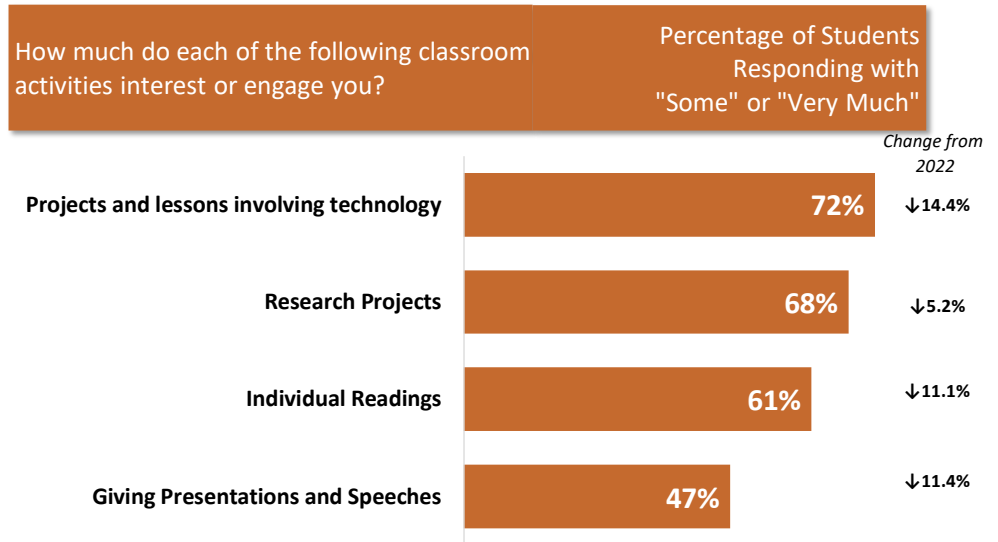
- ▲ Student average score was significantly higher than the district average, with an effect size greater than 0.2
- △ Student average score was significantly higher than the district average, with an effect size less than 0.2
- No significant difference between the groups
- ▽ Student average score was significantly lower than the district average, with an effect size less than 0.2
- ▼ Student average score was significantly lower than the district average, with an effect size greater than 0.2

* Student group scores are compared to **district** mean. Refer to the **About this Report** section for key to triangle symbols.

Interest in Learning Experiences



Teachers use a variety of methods to engage students in learning experiences. Some of the student items asked how different activities engaged or interested students in learning. This information could be helpful for teachers to provide input on designing meaningful learning experiences for students.



92%

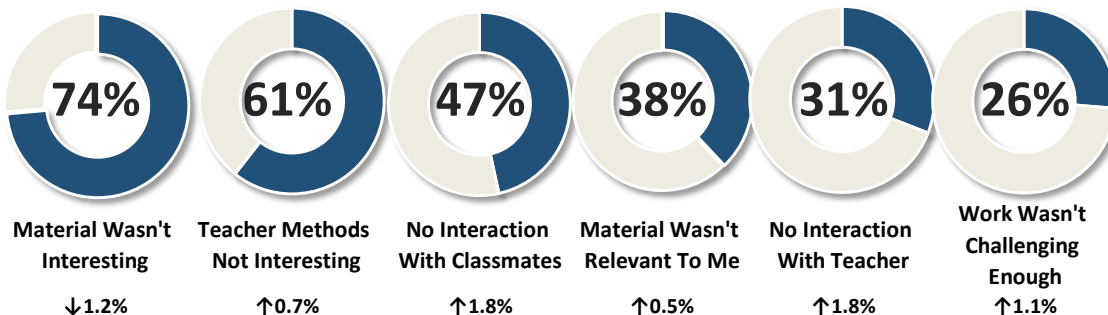
Of FBISD students reported being bored in class

Never	Rarely	Sometimes	Often
8%	8%	35%	49%

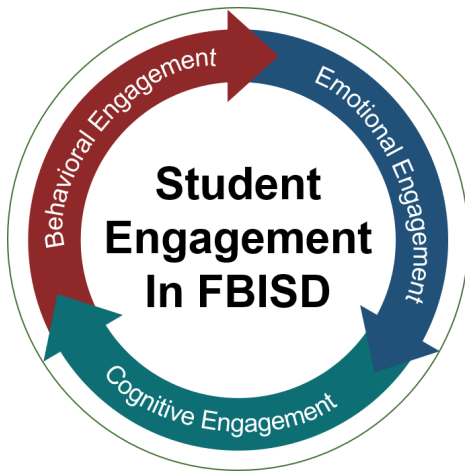
Change from 2022
↑0.0%

REASONS*

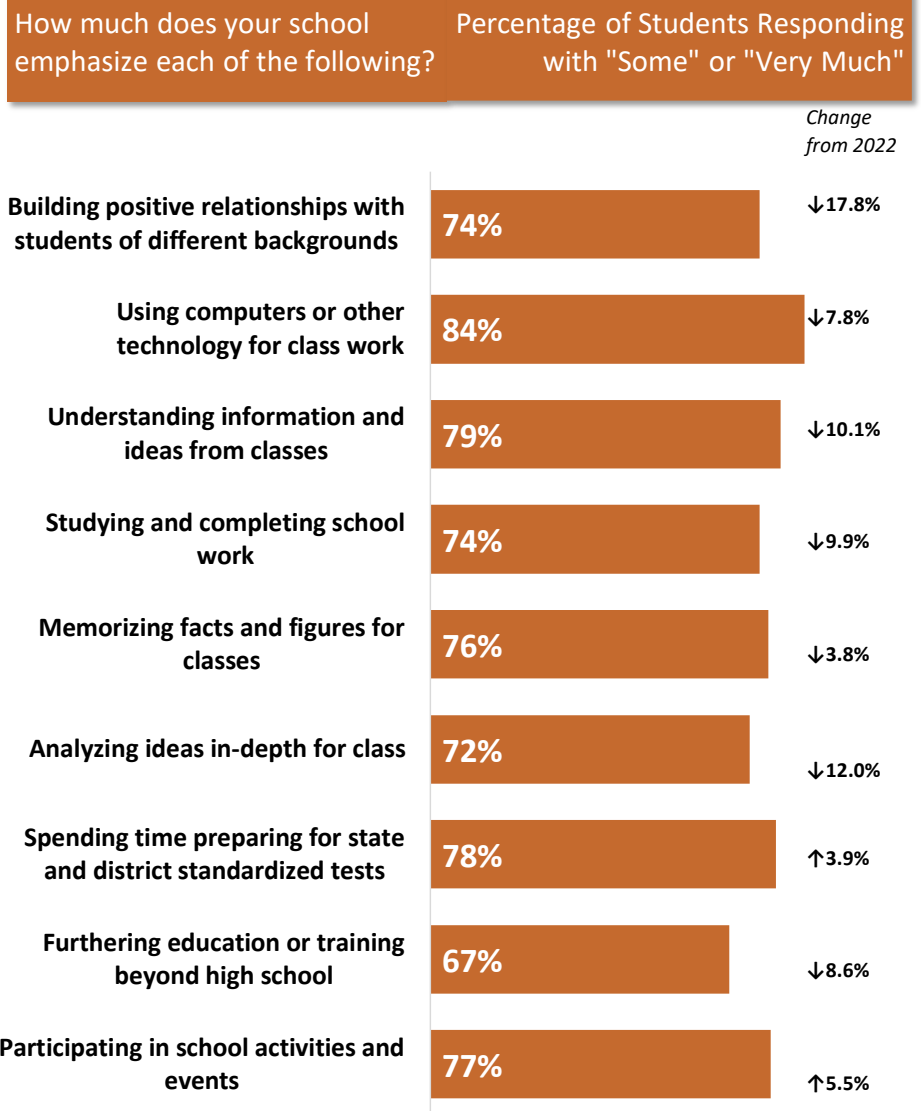
*Out of 21,682 FBISD students responding "Rarely", "Sometimes", or "Often"



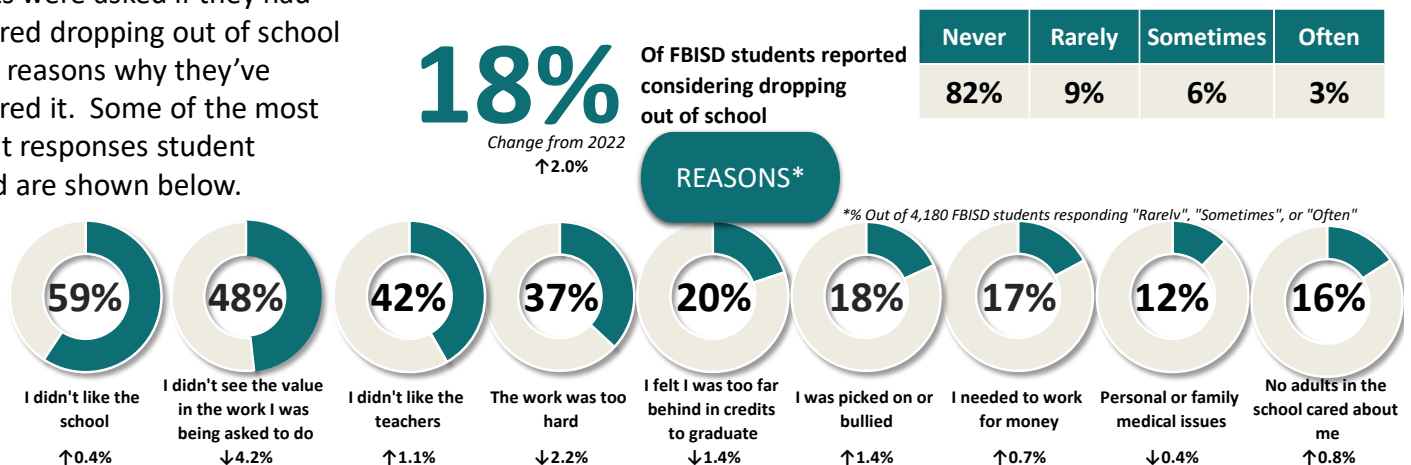
Impacts of School Focus



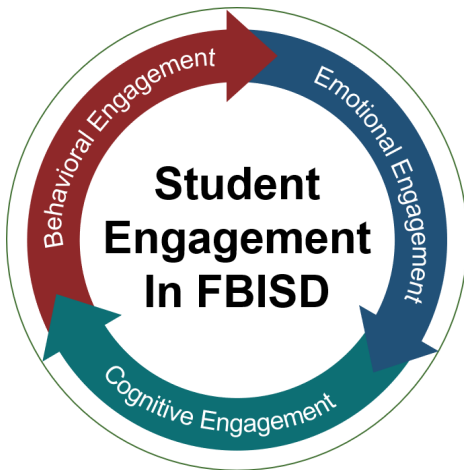
Each campus within FBISD selects a campus instructional focus that aligns with our Progressions of Practice or the Learning Framework components. Students responded to items when asked how much they felt like their school emphasized different practices.



Students were asked if they had considered dropping out of school and the reasons why they've considered it. Some of the most frequent responses student selected are shown below.



Perceptions on Health and Wellness



Current challenges in education include those related to the social, emotional, and physical well-being of students. In addition to questions from the emotional and behavioral engagement categories, questions were added this year, to better understand student perceptions of healthy habits and how district and campus activities impact those perceptions.

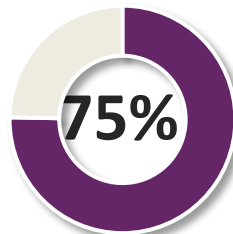
% of Students responding they "Sometimes" or "Often":



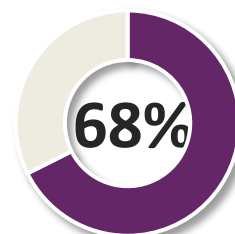
Physical Activity

Students were asked to describe the degree to which their school emphasizes specific practices, their level of interest, and how long they engage in physical activity outside the school day.

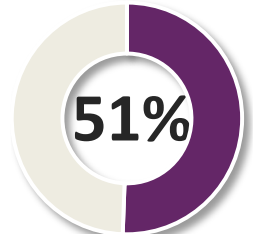
% of Students responding their school emphasizes the following "Some" or "Very Much":



Engaging in physical activity (walking, moving around) or using body movement to learn



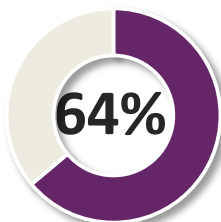
Being physically active, using movement to help you learn interests me some/very much



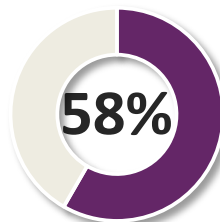
Physically active for greater than 3 hours a week

Healthy Habits

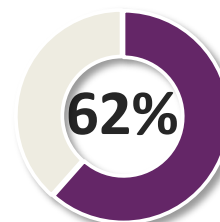
The degree to which students felt their campus put **some or very much** of an emphasis on some wellness practices, as well as the degree to which students agreed or strongly agreed that they get at least 20 minutes to eat lunch



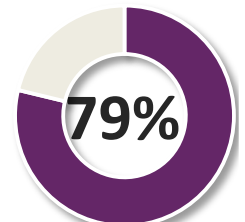
Engaging in healthy eating habits



Engaging in mindfulness or stress reducing moments



Using/Discussing drug and alcohol prevention strategies



My school allows me at least 20 minutes to eat lunch

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Perceptions of Health and Wellness: Individual Item Breakdown

Health and Wellness Questions

Frequency Distributions																
Item wording or description Values Response Options			Statistical Significance between MS/HS													
			District		Campus		MS		HS		District	Campus	MS		HS	
			Count	%	Count	%	Count	%	Count	%	Mean	Mean	Mean	Effect Size	Mean	Effect Size
How much do each of the following classroom activities and assignments interest or engage you?																
Being physically active, using movement to help you learn	1	Not at All	2,332	10%	18	10%	1,056	9%	1,276	10%	2.92	2.91	2.97 ***	△	2.86 ***	▽
	2	Very Little	4,518	19%	38	22%	2,083	18%	2,435	20%						
	3	Some	9,839	41%	59	34%	4,559	39%	5,280	43%						
	4	Very Much	7,173	30%	58	34%	3,873	33%	3,300	27%						
	Total	23,862	173	11,571	12,291											
During the school year, about how often have you done each of the following?																
Got enough sleep to feel rested	1	Never	3,952	17%	21	13%	1,539	14%	2,413	20%	2.62	2.72	2.78 ***	▲	2.48 ***	▼
	2	Rarely	5,769	25%	45	27%	2,450	22%	3,319	27%						
	3	Sometimes	8,928	38%	57	35%	4,351	38%	4,577	38%						
	4	Often	4,790	20%	41	25%	2,993	26%	1,797	15%						
	Total	23,439	164	11,333	12,106											
How much do you agree or disagree with the following statements?																
My school allows me at least 20 minutes to eat lunch	1	Strongly Disagree	1,405	6%	12	8%	791	7%	614	5%	3.13	2.99	3.12 --		3.14 --	
	2	Disagree	2,295	10%	22	14%	1,236	11%	1,059	9%						
	3	Agree	11,033	48%	82	51%	4,891	44%	6,142	52%						
	4	Strongly Agree	8,142	36%	44	28%	4,145	37%	3,997	34%						
	Total	22,875	160	11,063	11,812											
In a typical 7 day week during the school year, how many hours do you do the following OUTSIDE of school? (Number of hours per week)																
Being physically active (exercise, sports, walking, running, biking, playing outside)	1	1 Hr or less	5,131	22%	32	19%	2,271	20%	2,860	23%	2.42	2.50	2.50 ***	△	2.35 ***	▽
	2	2-3 Hours	8,055	34%	52	31%	3,823	33%	4,232	35%						
	3	4-7 Hours	6,019	25%	55	32%	2,849	25%	3,170	26%						
	4	8 or more Hours	4,548	19%	31	18%	2,581	22%	1,967	16%						
	Total	23,753	170	11,524	12,229											

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Perceptions of Health and Wellness: Individual Item Breakdown

Health and Wellness Questions

Frequency Distributions																
			Statistical Significance between MS/HS													
			District		Campus		MS		HS		District	Campus	MS		HS	
Item wording or description	Values	Response Options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Mean	Effect Size	Mean	Effect Size
How much does your school emphasize the following?											2.81	2.91	2.96 ***	▲	2.67 ***	▼
Engaging in physical activity (walking, moving around) or using body movement	1	Not at All	2,530	11%	15	9%	964	8%	1,566	13%						
	2	Very Little	5,250	22%	27	16%	2,174	19%	3,076	25%						
	3	Some	10,252	43%	86	51%	4,821	42%	5,431	44%						
	4	Very Much	5,784	24%	42	25%	3,583	31%	2,201	18%						
		Total	23,816		170		11,542		12,274							
Engaging in healthy eating habits	1	Not at All	3,485	15%	23	14%	1,503	13%	1,982	16%	2.65	2.72	2.74 ***	△	2.56 ***	▽
	2	Very Little	5,838	25%	38	22%	2,579	22%	3,259	27%						
	3	Some	10,029	42%	71	42%	4,803	42%	5,226	43%						
	4	Very Much	4,426	19%	37	22%	2,635	23%	1,791	15%						
		Total	23,778		169		11,520		12,258							
Engaging in mindfulness or stress reducing moments	1	Not at All	4,205	18%	19	11%	1,886	16%	2,319	19%	2.57	2.68	2.64 ***	△	2.51 ***	▽
	2	Very Little	5,903	25%	51	30%	2,761	24%	3,142	26%						
	3	Some	9,415	40%	62	37%	4,394	38%	5,021	41%						
	4	Very Much	4,188	18%	36	21%	2,433	21%	1,755	14%						
		Total	23,711		168		11,474		12,237							
Using/Discussing drug and alcohol prevention strategies	1	Not at All	3,941	17%	29	17%	1,866	16%	2,075	17%	2.67	2.67	2.77 ***	△	2.57 ***	▽
	2	Very Little	5,155	22%	36	21%	2,134	19%	3,021	25%						
	3	Some	9,465	40%	66	39%	4,294	37%	5,171	42%						
	4	Very Much	5,152	22%	38	22%	3,208	28%	1,944	16%						
		Total	23,713		169		11,502		12,211							

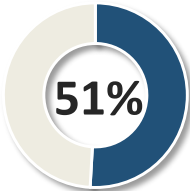
* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols

Student Retention

During the administration of the survey, students were asked questions about if they have considered transferring to another school, would they select their school if they could, and why have they considered transferring. This allowed us to collect quantitative and qualitative data on the student responses. There were over 6,500 open ended secondary student responses that were collected, and thematically coded to look for trends and patterns into why students have considered transferring from their school. You will find a summary of that analysis on this page.

Perceptions in Student Retention

Students were asked, and the graphics illustrate the frequency to which students have considered transferring as well as where they considered transferring to.



Percent of Students who Sometimes or Often Considered Transferring Schools.

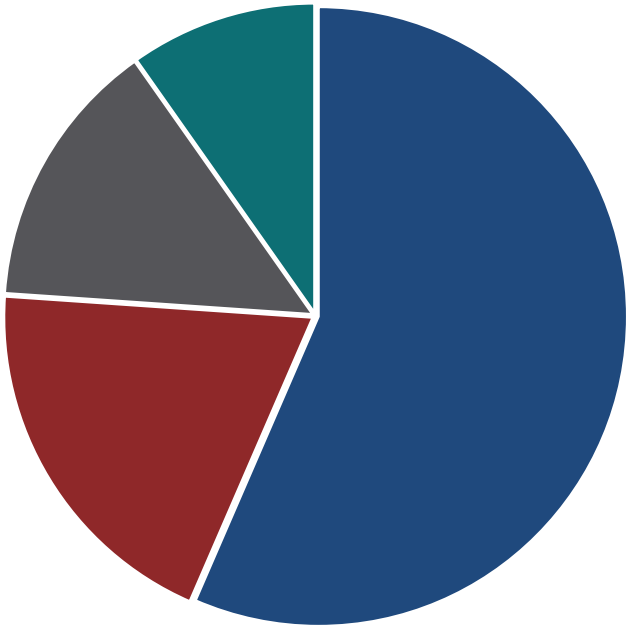
↑ 25.7%

Breakdown of Student Responses			
Never	Rarely	Sometimes	Often
38%	12%	28%	22%

I would choose to go to a....

Public School	51%
Private School	18%
Online School	13%
Home School	9%

** Out of Students who selected Rarely, Sometimes, or Often Considered Transferring*



Campus Highlights

The table to the right highlights the five FBISD campuses with the highest percentage of students responding to the survey that indicated they sometimes or often consider transferring schools.

Name of Campus	Percent of Students Responding Sometimes or Often
Lake Olympia Middle School	51%
McAuliffe Middle School	43%
Hightower High School	43%
Dulles Middle School	39%
Crockett Middle School	39%

Student Response Qualitative Analysis

Over 5,800 open ended student responses were analyzed and thematically coded to determine themes and sub-themes for reasons why students would want to transfer schools. The chart on the right displays the percentage of student responses that fit into each theme, some student responses may have contained more than one reason and not all students who responded that they rarely, sometimes, or often consider transferring provided a reason. The data reported here represents District level themes.

The tables below break down each theme into the most common sub-themes and show the percent of student responses within that theme.

Themes Students Reported Reasons	% of 2023 Student Responses
School	37%
People	26%
Instruction	15%
Personal	12%
Programs	3%
Safety	8%
Policies	#REF!

School	37%
Sub Themes & Percent of Student Responses in Theme	
<i>Dislike specific campus</i>	41%
<i>Environment</i>	22%
<i>Location of campus</i>	13%
<i>Spirit/Sense of Community</i>	10%
<i>Want fewer people/smaller school</i>	#REF!

People	26%
Sub Themes & Percent of Student Responses in Theme	
<i>General</i>	21%
<i>Want to be with Friends</i>	39%
<i>Issues with Students</i>	23%
<i>Issues with Teachers</i>	14%
<i>Issues with Administrators</i>	4%

Instruction	15%
Sub Themes & Percent of Student Responses in Theme	
<i>Quality of Learning</i>	43%
<i>Boring</i>	39%
<i>Like online school better</i>	12%
<i>Learning not challenging/too easy</i>	6%

Personal	12%
Sub Themes & Percent of Student Responses in Theme	
<i>Wanting a change/new experience</i>	34%
<i>Mental Health</i>	35%
<i>Wanting a fresh start</i>	15%
<i>Want to meet new people</i>	5%

Programs	3%
Sub Themes & Percent of Student Responses in Theme	
<i>Want different/more options</i>	55%
<i>Access or Quality of Extracurricular</i>	45%

Safety	8%
Sub Themes & Percent of Student Responses in Theme	
<i>Violence or Fighting</i>	75%
<i>Bullying</i>	25%

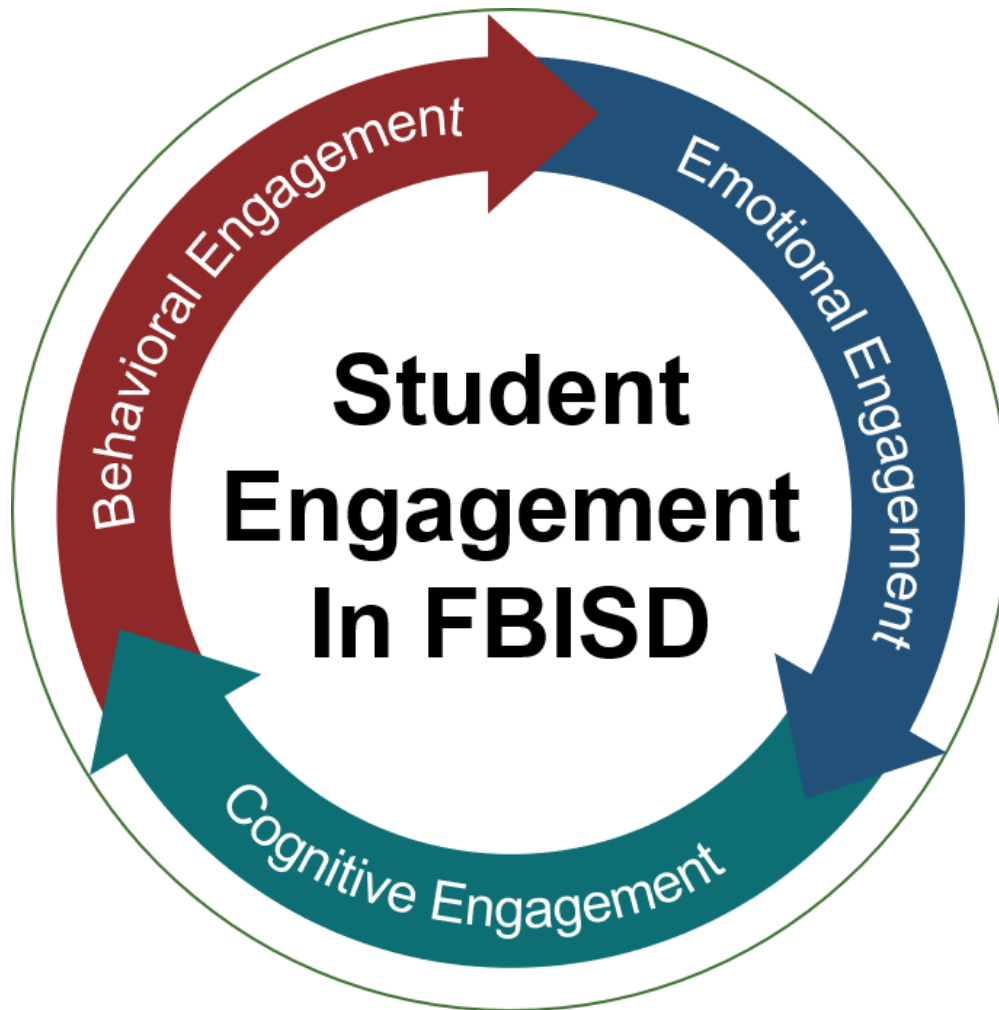
Policies	#REF!
Sub Themes & Percent of Student Responses in Theme	
<i>Rules too strict</i>	#REF!
<i>Rules Enforced Differently</i>	#REF!
<i>Dress Code</i>	#REF!

FBISD SSES 2023 Item Frequencies

Student Retention: Individual Campus Breakdown

Question: Have you ever considered transferring from this school? Student Responses by Campus

Campus	% Never	% Rarely	% Sometimes	% Often	Total Number of Students Responding In Survey	Percentage of Total Students Participating Who Responded Sometimes or Often
Lake Olympia Middle School	32%	16%	25%	26%	437	51%
McAuliffe Middle School	41%	16%	24%	19%	452	43%
Hightower High School	43%	14%	24%	19%	1,336	43%
Dulles Middle School	46%	15%	22%	17%	1,111	39%
Crockett Middle School	42%	19%	19%	20%	579	39%
Sugar Land Middle School	46%	17%	22%	15%	622	37%
Hodges Bend Middle School	49%	15%	21%	15%	507	36%
Bush High School	52%	13%	20%	15%	773	35%
Marshall High School	53%	12%	19%	15%	163	34%
Quail Valley Middle School	50%	16%	20%	14%	585	34%
Thornton Middle School	51%	16%	19%	15%	850	34%
Willowridge High School	55%	11%	19%	15%	372	34%
Missouri City Middle School	46%	20%	20%	14%	390	34%
Dulles High School	54%	13%	21%	12%	1,147	33%
Clements High School	60%	12%	17%	12%	1,826	28%
Kempner High School	61%	11%	17%	11%	592	28%
Elkins High School	61%	12%	18%	9%	1,084	27%
Bowie Middle School	56%	17%	15%	12%	963	27%
Travis High School	61%	12%	15%	12%	1,147	26%
Austin High School	65%	11%	15%	10%	1,341	25%
First Colony Middle School	61%	16%	14%	8%	796	23%
Garcia Middle School	65%	13%	12%	11%	800	23%
Ridge Point High School	68%	10%	13%	9%	1,518	22%
Baines Middle School	63%	15%	15%	7%	714	22%
Fort Settlement Middle School	72%	11%	11%	6%	1,170	17%
Sartartia Middle School	75%	12%	7%	5%	989	13%
District	57%	14%	17%	12%	22,310	29%



**Secondary Student Engagement Survey
Report & Findings:**

**QUAIL VALLEY MIDDLE SCHOOL:
GT ACADEMY STUDENTS**

Administered April 2023

About This Report

Student engagement indicators are summarized in this report based on the student responses in the Secondary Student Engagement Survey (an adapted form of the MSSSE and HSSSE survey administered by the CEEP at the University of Indiana) that included three dimensions, eight factors, and individual student responses for 128 items. The dimensions and factors used in this report are shown in the chart to the right. The combination of these dimension and factors scores, coupled with individual student responses, provides insight into student perspectives of engagement in FBISD.

DIMENSIONS	FACTORS
Behavioral Engagement	<ul style="list-style-type: none">• No individual factors
Emotional Engagement	<ul style="list-style-type: none">• <i>Motivation for Learning</i>• <i>Emotional Engagement with the School</i>• <i>Positive Relationships with Adults in School</i>• <i>Positive Relationships with Other Students</i>
Cognitive Engagement	<ul style="list-style-type: none">• <i>Cognitive Growth through Personal Skill Development</i>• <i>Levels of Effort in Academic Pursuit</i>• <i>Attitude Toward Learning</i>• <i>Cognitive Engagement with Academic Goals, Future Plans, and Aspirations</i>

Interpreting Comparisons in this Report

The mean comparisons in this report illustrate the statistical significance and effect size of that relationship. Effect size can help to illustrate the practical importance of the data, the larger the effect size, the stronger the relationship between the two variables. For this report, the individual item means for the middle school and high school were compared to each other using a two-tailed independent t-test. On the last table of the chart, student groups were compared to the district average for statistical significance and effect size. Effect size indicate what percent of the variation you can see in the mean can be attributed to the variable you chose. So for the individual item questions, an ▲ symbol, indicates that over 20% of the difference in the (MS/HS) averages could be due to the campus level of the student. On the student group dimension breakdown, the ▲ symbol indicates that over 20% of the difference in the student (group/district) averages could be due to that attribute.

Statistical significance is not the same thing as practical significance of the average scores which will need to be interpreted by the user. A limitation of this view is that student responses may differ from each other and be statistically significant but may be controlled or influenced by factors other than those which were measured in this survey. This report should be used as a launching point to develop exploratory questions and inform next steps to increase student engagement in FBISD.

How Engagement Scores are Calculated

Each survey item is scored on a 4-point scale. To generate an average score, each response is given a numerical value (between 1 and 4) and is then averaged with the other items in that dimension or factor. Higher average scores indicate a higher level of engagement within that specific dimension and factor. An average score of 1.0 would indicate very low levels of engagement, where an average score of 4.0 would indicate very high levels of engagement. For the purposes of this report, use the chart to the right to help guide your interpretation of average scores.

Average Scores	Level of Engagement
1.00-1.75	Very Low Engagement
1.76-2.50	Low Engagement
2.51-3.25	Moderate Engagement
3.26-4.00	High Engagement

Student Demographic Data Reporting

Student demographic data was pulled from OnPoint to accurately describe the different student populations and student groups. The exception here is the reporting for one category under Gender, “prefer not to answer”, student responses were included but may also be part of the male/female categories.

Report Sections

Overview of Report	p. 1-2	Displays how to use the document to explore and compare student responses between middle and high school students to the district average.
Introduction to Engagement	p. 3-9	Provides background information about how student engagement is defined in FBISD and other evidence that can be used to triangulate the responses from this survey.
Engagement Dimensions & Factors	p. 10-42	<p>Detailed views of the student engagement dimensions and factors are provided for students within the district and can offer insights into student perceptions of learning in FBISD. These views include:</p> <p>DESCRIPTIONS A description of the student engagement dimensions, factors and relative connections in FBISD are provided.</p> <p>SCORES The average scores for each dimension and factor are provided based on the 4-point scale. Student scores ranged from very low (1), to high (4) levels of engagement.</p> <p>MEAN COMPARISONS Comparisons of average scores are made between the overall district average and middle or high school students with tests for significance and effect size indicated. (see below)</p> <p>INDIVIDUAL ITEM BREAKDOWNS Responses to each item are included that shows the values and frequency distribution of student responses for each group.</p>
Learning Walk Components	p.43-49	Detailed views of student engagement survey responses that connect to the Learning Walk process are provided including individual item analysis and connections to the Learning Walk observational tool.
Comparison of Engagement Dimensions by Student Groups	p. 50-51	Comparisons with student average scores for each dimension and factor are included for various student groups with tests for significance and effect size included.
Other Student Academic Interests	p. 52-53	Some student items are not included in the dimension or factor scores but may be useful for informing other decisions.
Health and Wellness *New 2023*	p. 54-57	Questions were added this year to explore student perceptions on health and wellness topics including physical activity, eating habits, and mental well-being.
Student Retention Perceptions	p. 58-60	Analysis of student responses to questions about if students have considered transferring to another school and why.

Introduction to Student Engagement in FBISD

Student engagement is defined as meaningful student involvement throughout the learning environment. It can be understood by analyzing the degree to which students interact within the school community, with adults, peers, the curriculum, and within instruction or the learner experience. (NAIS)

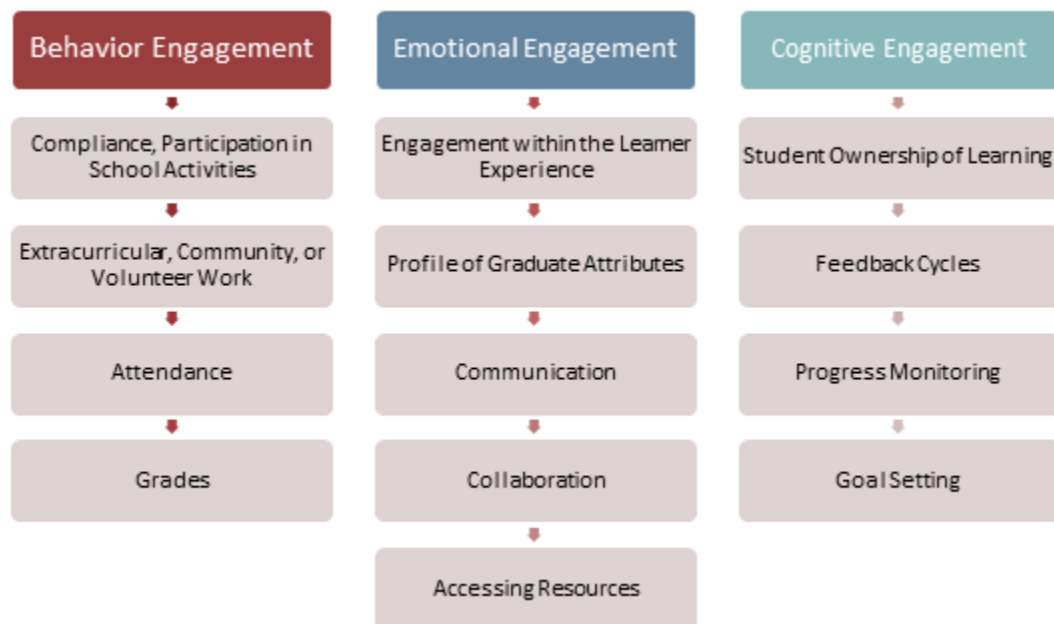
Multiple Components of Student Engagement

Student engagement is described on multiple levels by educational researchers. Schlechty defines engagement levels with the lowest being *rebellion* and the highest level being *authentic engagement*. (Schlechty) For individual students, student engagement is multidimensional and can be described in these ways:

- Behavioral engagement which focuses on participation in activities,
- Emotional engagement which focuses on the interaction of students with adults and their peers, and
- Cognitive engagement which shifts to focus on the degree to which students invest in and own their learning.

In addition to these individual levels of engagement, there are strategies that schools, leaders, and teachers can use to engage students within the school. These include relational strategies and opportunities to engage in support and/or enrichment activities.

In FBISD, we track each of the dimensions of student engagement through the opportunities students have to engage in learner experiences that include opportunities to collaborate, communicate, access and use resources for learning, engage in feedback cycles, monitor progress, and set goals. Each of these opportunities align to the dimensions of student engagement illustrated in the graphic and explained below.



Behavioral Engagement focuses on how students engage in the life of school. This includes the wide variety of ways that students can participate in activities that allow them to interact within the school community and outside of instructional time such as social, co-curricular, and extracurricular activities. In FBISD, other avenues that can be used to monitor student behavioral engagement includes student attendance at school and events, as well as grades.

Emotional Engagement emphasizes how a student's engagement in school impacts their feelings about their current school situation, the attitudes they have towards the people they interact with, their feelings about school structures, and affective reactions. To explore this dimension of engagement in FBISD, we can assess how students engage in a variety of learner experiences, opportunities to demonstrate the Profile of a Graduate Attributes, ways that students **communicate** and **collaborate** with a variety of audiences, and how students are able to access resources.

Cognitive Engagement places the emphasis on the engagement of the mind in school. This could include how much time, effort, or investment students put into learning, the types of strategies students enjoy, the ways they do their work, and how their levels of engagement connect to instructional time. In FBISD, these cognitive components can be illustrated through our instructional practices in Student Ownership of Learning, Feedback, Progress Monitoring, and Goal Setting.

Student Engagement Indicators: Overview

Student engagement indicators represent a summary of the item responses and questions that are organized based on the three dimensions: Behavioral Engagement, Emotional Engagement, and Cognitive Engagement. These indicators are broken down further into the factors within each dimension. The table below compares the average scores for students at middle school and high school campuses.

Use the following key to compare student scores:

- ▲ Student average score was significantly higher than the compared average, with an effect size greater than 0.2
- △ Student average score was significantly higher than the compared average, with an effect size less than 0.2
- No significant difference between the groups
- ▽ Student average score was significantly lower than the compared average, with an effect size less than 0.2
- ▼ Student average score was significantly lower than the compared average, with an effect size greater than 0.2

FBISD Student Dimension and Factor Scores

Dimension	Engagement Factor	FBISD MS averages compared to HS averages	FBISD HS averages compared to MS averages
Behavioral Engagement	Overall Dimension	△	▽
	Overall Dimension	△	▽
Emotional Engagement	Motivation for Learning	△	▽
	Emotional Engagement with the School	△	▽
	Positive Relationships with Adults in School	△	▽
	Positive Relationships with Other Students	▼	▲
	Overall Dimension	△	
Cognitive Engagement	Cognitive Growth through Personal Skill Development	△	▽
	Levels of Effort in Academic Pursuits	--	--
	Attitude Toward Learning	△	▽
	Cognitive Engagement with Academic Goals, Future Plans, and Aspirations	▽	△

An example of how to interpret the data in this chart:

“The behavioral engagement of middle school students was statistically significantly higher than high school students with a small effect size of less than a 0.2.”

About this Report: Explanation of Frequencies and Statistical Comparisons Pages

These pages in the report present individual items and the student responses that allow you to compare how students in the different groups responded. Items are grouped by dimension and factor. The key below will help you understand all the information presented on these pages.

- Student Engagement Dimension/Section Name**
- Question:** As it was displayed on the student surveys.
- Item Wording:** Survey items are worded the same way they appeared on the instrument but may be out of order as they are grouped by dimension and/or factor.
- Values and Response Options:** Number values used to calculate the mean scores. Response options indicate what value each student response held.
- Counts and Percentages:** The “Counts” indicates the number of students who selected that response value. The “%” column represents the percentage of students who responded to that option out of the total number of students who responded to that question. **Note:** Students who did not respond were not included in the percentage calculation so total numbers of students may vary for each item.

Campus Support Team Items		Frequency Distributions						Statistical Comparison			
		District		MS		HS		District	MS		HS
Item wording or description	Response Values	Count	%	Count	%	Count	%	Mean	Change from 2021	Mean	Effect Size
Communicate											
During the school year, about how often have you done each of the following?											
Engaged in academic conversations with teachers	1 Never	2,001	25%	1,106	11%	895	8%	2.77	↑ 1.9%	2.72 ***	▽ 2.82 ***
	2 Rarely	5,311	25%	2,618	26%	2,693	23%				
	3 Sometimes	5,726	45%	4,121	42%	5,605	48%				
	4 Often	4,452	21%	2,059	21%	2,393	21%				
	Total	21,490		9,904		11,586					
Engaged in academic conversations with peers	1 Never	1,538	7%	826	8%	712	6%	2.93	↑ 6.3%	2.89 ***	▽ 2.97 ***
	2 Rarely	4,195	20%	2,090	21%	2,105	18%				
	3 Sometimes	9,910	46%	4,292	44%	5,618	49%				
	4 Often	5,782	27%	2,648	27%	3,134	27%				
	Total	21,425		9,856		11,569					
Access Resources											
During the school year, about how often have you done each of the following?											
Use resources to deepen understanding, make connections, and represent learning	1 Never	1,320	6%	686	7%	634	5%	2.92	↓ 0.7%	2.89 ***	△ 2.95 ***
	2 Rarely	4,230	20%	2,147	22%	2,083	18%				
	3 Sometimes	10,708	50%	4,597	47%	6,111	53%				
	4 Often	5,193	24%	2,453	25%	2,740	24%				
	Total	21,451		9,883		11,568					

- Statistical Comparisons:** Items with mean differences that are larger than would be expected by chance are noted with asterisks that indicate three significance levels (* $p < .05$, ** $p < .01$, *** $p < .001$). Significance indicates the probability that the differences between the mean scores are due to chance. A $p < .05$ indicates there is a 1 : 20 probability that the results are due to chance, $p < .01$ represents a 1 : 100, and $p < .001$ indicates a 1 : 1000 probability the differences are due to chance. Items without an asterisk present demonstrate a higher likelihood the differences were caused by chance.

Note: Statistical significance is not the same as practical significance. Users will need to review the overall data to determine the meaning behind the values.

- Effect sizes:** Effect size is a way to see levels of practical significance. It measures the magnitude of the impact of the grouping on the student responses. See the key below to reference what each symbol indicates.

▲	Student average score was significantly higher than the compared average, with an effect size greater than 0.2
△	Student average score was significantly higher than the compared average, with an effect size less than 0.2
--	No significant difference between the groups
▽	Student average score was significantly lower than the compared average, with an effect size less than 0.2
▼	Student average score was significantly lower than the compared average, with effect size greater than 0.2

- Change from 2022.** This column illustrates the % change in the mean scores when compared to 2022. This was only calculated for the overall district average. Individual campus reports will reflect the change related to their campus.

Instruments to Measure Student Engagement

A review of strategies to monitor student engagement also includes student voice. Schools across the nation access student voice via survey to identify how students feel about their learner experience as it relates to the behavioral, emotional, and cognitive dimensions. This is an important next step in evidence collection to ensure that the right next steps are identified to support student success. Evidence collected from survey data can then be compared to student and staff focus groups to emphasize connections, identify gaps, and dig deeper to understand a more complete view of student engagement.

Survey Evidence

Secondary HSSSE/MSSSE. The National Survey of Student Engagement (NSSE) was created by the Center for Evaluation Policy, Research (CEPR) at the University of Indiana and has been used by over 1600 public colleges and universities to measure engagement through the Cognitive, Emotional and Behavioral dimensions. Over 6 million college students have participated in the NSSE since 2000. The CEPR adapted the instruments to collect similar data in the form of the High School Survey of Student Engagement (HSSSE) and the Middle School Survey of Student Engagement (MSSSE) which have been used in over 40 states to collect evidence of student engagement. The HSSSE and MSSSE measure the three domains of student engagement (Cognitive, Emotional, and Behavioral) through Likert-based survey items which takes 15-20 minutes for the average student to complete.

The University of Indiana was contacted and permissioned our use of the HSSSE & MSSSE so that we could see the results of the student engagement survey in real time. These permissions included the adaptation and addition of some questions and language to collect information specifically aligned to our instructional practices (Learning Walks and Health & Wellness) without altering the reliability of the survey. By collecting and analyzing the data ourselves, we were able to understand the student responses and customize the result views to highlight connections to district priorities more deeply. As a result, with the survey administration finished by 4/15, we were able to prepare our preliminary results by 5/19 to be included in the district and campus improvement planning processes. This year represent the third consecutive year of administration at the secondary level enhancing our ability to view trends and patterns over time.

Elementary Student Engagement Instrument (SEI-E). At the elementary level, student engagement is measured through an emphasis on emotional or affective and cognitive engagement. Due to differences in the psychological development of students, the exact same instrument as the secondary level is not able to be used. After a review of several elementary engagement instruments, the SEI instrument was selected in 2022 as the instrument that is most closely aligned to the secondary survey instrument. The SEI was originally developed in 2006 as a 6-12 instrument to connect student engagement to intervention strategies through the University of Minnesota and Check & Connect. The survey was later refined to include elementary students in grades 3-5. This survey has been utilized in numerous research studies and several states as a way to explore student engagement in school and is available to use for free in schools. Given the differences between elementary and secondary school structures, behavioral engagement is not measured directly through the SEI survey elements. We will include some behavioral questions for elementary students to be able to anecdotally compare student results across all three engagement dimensions. Teachers read each item to all students to ensure that reading skill level is not a factor in student completion of the survey tool. This in the second year of administration at the elementary level, so district and campus leaders will be able to compare results to the prior year.

Learning Walk Team Evidence

In addition to student survey instruments, the Learning Walk process offers an opportunity to collect observational evidence on the engagement of students within the learner experience. Connecting these elements can help to draw a link between observed practices and student perception to help identify systemic learning and practices that are needed. The student engagement survey was used to collect some additional information regarding the instructional practices that are observed during Learning Walks from the student perspective. Additional questions with language aligning to the Learning Walk observational tool were added to the survey. Current evidence related to these levels of engagement from the Learning Walk process are included on the page results and demonstrate how often teams observed students having opportunities within the learner experience. In the survey

results, an overview of student perspectives of Learning Walk elements are also included. As a note for the 2022 – 2023 school year, campuses selected a level of engagement in the Learning Walk process that altered the number of learning walks. Campuses engaged in as few as two learning walks and as many as six depending on the level of support designated for that campus.

Triangulating Student Engagement Evidence

In addition to the quantitative evidence from the student engagement survey, Learning Walks, and instructional implementation, students have had an opportunity to voice their thoughts and feelings through open-ended response questions. As we review and calibrate this data, we will be able to construct a more holistic picture of student engagement in FBISD to inform future planning and campus/district level decision making.

Analysis of Evidence

Student responses are given a score value based on their responses, and a composite score was calculated for each of the three dimensions of student engagement: Cognitive, Behavioral, and Emotional Engagement. The responses are compared across grade levels, student groups, and campuses to identify trends and patterns within the district.

Specific question items in the survey instrument help us to answer questions based on self-reported evidence such as:

- How do students feel about being in FBISD schools?
- What types of activities are students doing that interest/engage them?
- What types of learner skills do students feel like we focus on?
- What role does their school play in developing them as a learner?
- How often do they complete specific tasks in school and the community?
- How do students feel about learning?
- What motivates students to go to school?

This evidence can be used to identify trends and patterns to provide insight for data-driven decisions at multiple levels of the organization including:

District Level:

- Identify district-wide professional learning around instructional practices that engage students and promote growth
- Inform Comprehensive District Needs Assessment for the planning and development of District Improvement Plan (DIP) and identify metrics and milestones for instructional priorities
- Determine districtwide support needed for social-emotional learning
- Identify gaps in the engagement of different student groups to target district level support

Campus Level:

- Inform Comprehensive Needs Assessment (CNA) to drive development of Campus Improvement Plan (CIP)
- Identify and develop campus specific professional learning needs around student engagement (instruction, social-emotional)
- Determine gaps in engagement in student groups, target campus level interventions/support,
- Use evidence to explore community partnerships to expand student engagement.

Future Implications

The evidence collected on secondary student engagement through the combination of the survey instrument, focus groups, and Learning Walks will provide a comprehensive window into what student engagement currently looks like in FBISD. This evidence can be used not only to monitor future student engagement levels but can be used to target supports for specific groups or campuses to help them reach their goals. Additionally, with this process expanded to collect student engagement evidence from elementary students, we will now have a more complete picture of student engagement across all campus levels.

FBISD 2023 SSES Dimension Statistical Comparisons

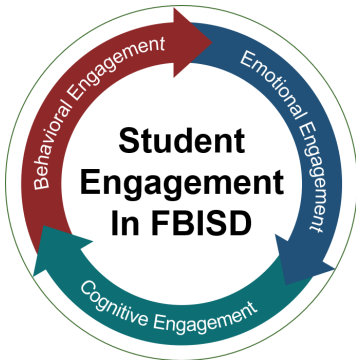
Overall Dimensions and Factor Scores

Mean Comparisons

Engagement Category		Engagement Indicator	Statistical Significance between MS/HS						
			District	Campus	Change from 2022	MS		HS	
			Mean	Mean		Mean	Effect Size	Mean	Effect Size
Behavioral Engagement	Overall Behavioral Engagement Dimension		2.78	2.94	↓3.0%	2.82 ***	△	2.74 ***	▽
Emotional Engagement	Overall Emotional Engagement Dimension		2.82	2.99	↑2.4%	2.83 ***	△	2.80 ***	▽
	Motivation for Learning		2.89	3.10	↑1.5%	2.94 ***	△	2.84 ***	▽
	Emotional Engagement with School		2.66	2.84	↑3.7%	2.69 ***	△	2.64 ***	▽
	Positive Relationships with Adults in School		2.84	3.02	↑1.5%	2.89 ***	△	2.79 ***	▽
	Positive Relationships with Other Students		2.92	2.99	↑0.2%	2.84 ***	▼	2.99 ***	▲
Cognitive Engagement	Overall Cognitive Engagement Dimension		2.87	3.09	↑3.2%	2.89 ***	△	2.86 ***	▽
	Cognitive Growth through Personal Skill Development		2.89	3.12	↑2.0%	2.93 ***	△	2.85 ***	▽
	Level of Effort in Academic Pursuits		2.92	3.17	↑3.3%	2.92 --		2.92 --	
	Attitude Towards Learning		2.86	3.08	↑1.8%	2.88 ***	△	2.84 ***	▽
	Cognitive Engagement with Academic Goals, Future Plans, and Aspirations		2.73	2.77	↑3.7%	2.68 ***	▽	2.76 ***	△

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About This Report** section for the key to triangle symbols.

Overview of Survey Results



Student engagement is defined as meaningful student involvement throughout the learning environment. It can be understood by analyzing the degree to which students interact within the school community, with adults, peers, the curriculum, and within instruction or the learner experience.

Student Demographics shown below represents the 24,319 students who participated in the survey.

Students Survey Participation

44,790

Total Secondary Students in FBISD

24,319

Secondary Students Participated in Survey

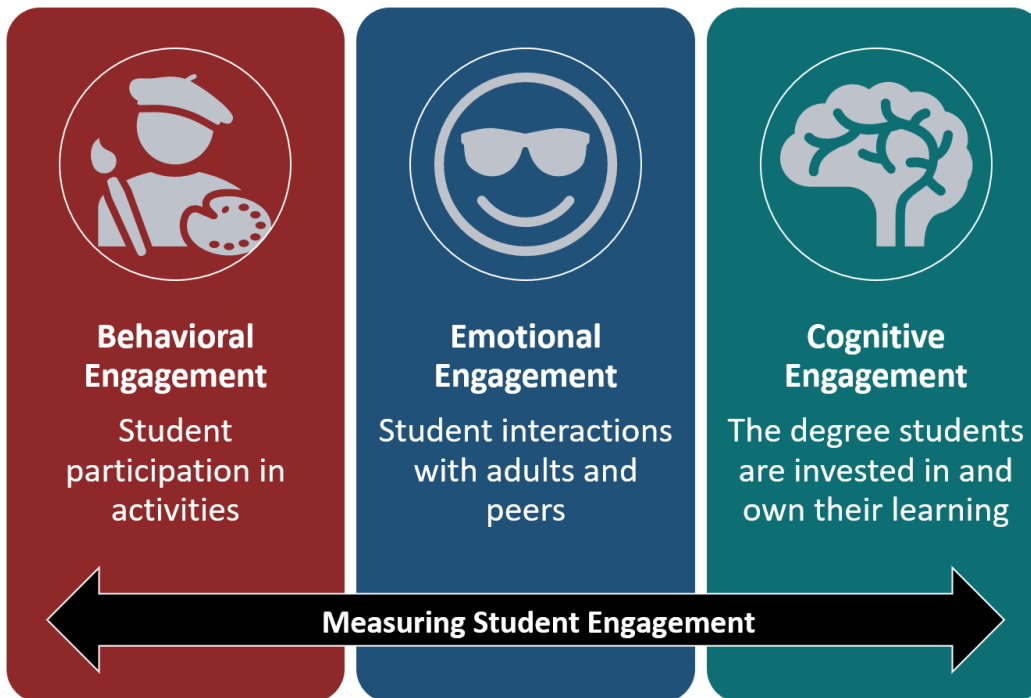
69%

Percent of Eligible Students Participated

% Out of 24,319 Participating Students
48% MS
52% HS

Asian	33.5%	White	14.8%
AA	23.7%	Nat. Am	0.4%
Hisp	23.8%	HI/Pac Isl.	0.1%

SPED	GT	EL	Eco Dis
8.2%	10.7%	14.5%	43.5%



Student engagement is measured in the student survey results through three dimensions and eight factors. These results will be reported in each section that corresponds to each dimension: Behavioral, Emotional, and Cognitive Engagement. In addition to these pieces, we will also share connections to the Learning Walks, Health & Wellness, and other student interests from information in the survey that was not connected to these dimensions directly.

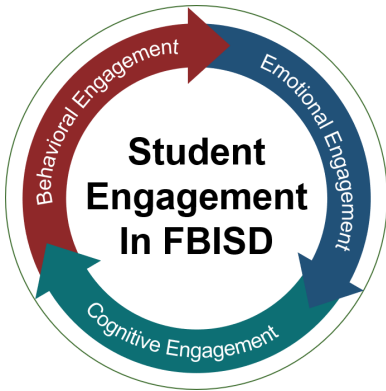
Student Engagement Score Scale

Very Low 1.0 - 1.75	Low 1.76 - 2.50	Mod 2.51 - 3.25	High 3.26 - 4.0
-------------------------------	---------------------------	---------------------------	---------------------------

The Student Engagement Score Scale above will be helpful as you review items in each of the sections of this report. Average comparisons in this portion of the report were comparing MS and HS student averages.

↑3.7%

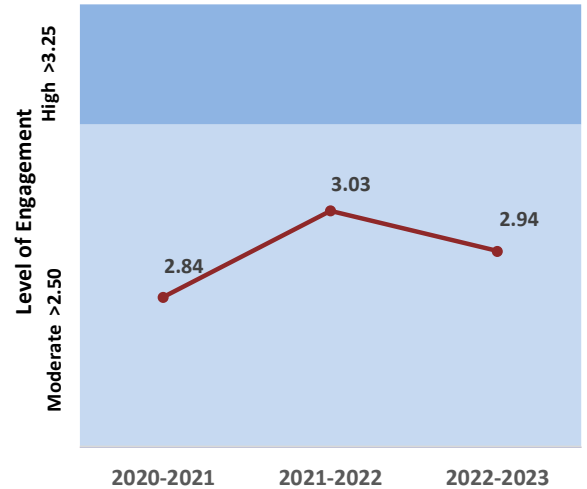
Throughout the overview pages, you will see this icon with an up or down arrow next to individual items, this corresponds to the percent change compared to the 2022 results.



Behavioral Engagement focuses on how students engage in the life of school including the ways students participate in activities that allow them to interact with the school community and outside of instructional time such as social, co-curricular, and extra curricular activities.

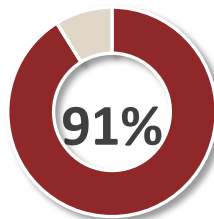
Student Engagement Score Scale			
Very Low	Low	Mod	High
1.0 - 1.75	1.76 - 2.50	2.51 - 3.25	3.26 - 4.0

Beh. Engagement 3 Year Trend

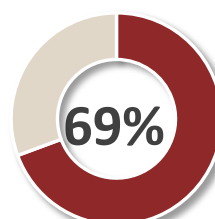


Developing Skills to Work with Others

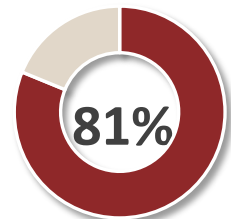
The degree to which students **agreed or strongly agreed** that their school helps them to develop or learn about working with others.



Working well with others to complete a task
↑5.2%



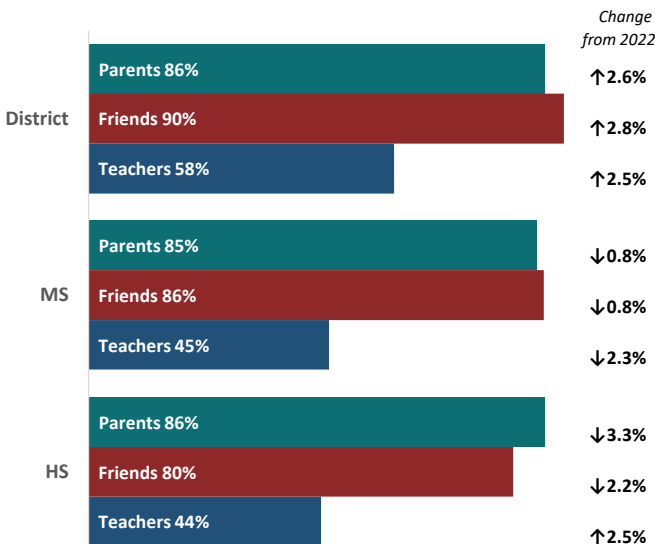
Learning what life is like for other people in your community
↑0.5%



Treating people with respect
↓2.3%

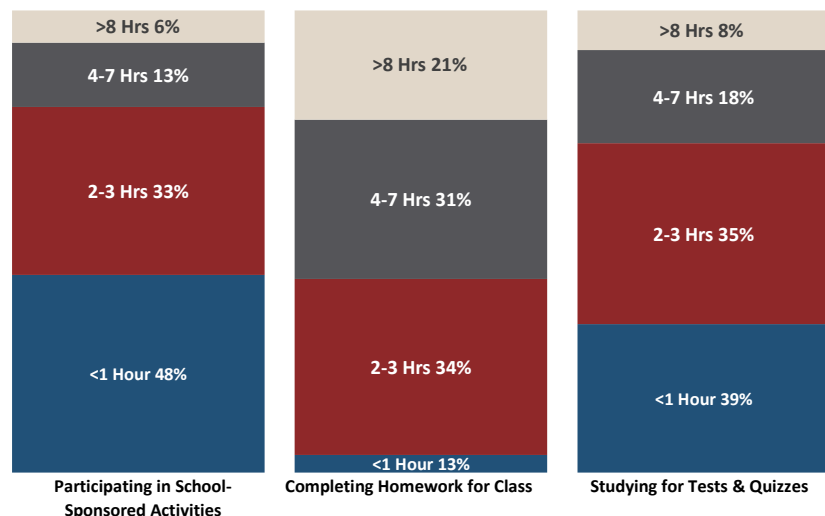
School Attendance Influences

The degree to which students **agreed or strongly agreed** that various groups motivated them to go to school or attend school which could inform dropout prevention strategies.



Engagement in Activities

Stacked bar graph represents the percent of students who spend ranges of time OUTSIDE of school hours in each activity in a typical school week.



FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Behavioral Engagement: Individual Item Breakdown

Behavioral Engagement

Frequency Distributions

													Statistical Significance between MS/HS				
Item wording or description	Values	Response Options	District		Campus		MS		HS		District	Campus		MS		HS	
			Count	%	Count	%	Count	%	Count	%	Mean	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size
How much has your experience at school contributed to your development in the following areas?																	
Working well with others to complete a task	1	Not at All	1,432	6%	14	3%	697	6%	735	6%	3.02	3.35	↑2.4%	3.06 ***	△	2.98 ***	▽
	2	Very Little	3,637	15%	24	6%	1,727	15%	1,910	16%							
	3	Some	11,543	49%	188	44%	5,174	45%	6,369	52%							
	4	Very Much	7,004	30%	202	47%	3,821	33%	3,183	26%							
	Total	23,616		428		11,419		12,197									
Learning what life is like for other people in your community outside of school	1	Not at All	3,309	14%	44	10%	1,493	13%	1,816	15%	2.70	2.89	↑0.2%	2.76 ***	△	2.65 ***	▽
	2	Very Little	5,277	22%	88	20%	2,514	22%	2,763	23%							
	3	Some	10,167	43%	172	40%	4,702	41%	5,465	45%							
	4	Very Much	4,883	21%	127	29%	2,723	24%	2,160	18%							
	Total	23,636		431		11,432		12,204									
Treating people with respect	1	Not at All	1,583	7%	23	5%	691	6%	892	7%	3.09	3.18	↓2.2%	3.19 ***	▲	3.00 ***	▼
	2	Very Little	3,045	13%	58	13%	1,330	12%	1,715	14%							
	3	Some	10,598	45%	168	39%	4,529	40%	6,069	50%							
	4	Very Much	8,349	35%	181	42%	4,849	43%	3,500	29%							
	Total	23,575		430		11,399		12,176									
In a typical 7 day week during the school year, how many hours do you do the following OUTSIDE of school? (Number of hours per week)																	
Participate in school sponsored activities (clubs, athletics, community theatre, church-related activities, or other personal interests)	1	1 Hr or less	9,132	38%	167	39%	4,833	42%	4,299	35%	2.02	1.95	↓23.7%	1.95 ***	▽	2.09 ***	△
	2	2-3 Hours	7,521	32%	151	35%	3,566	31%	3,955	32%							
	3	4-7 Hours	4,535	19%	78	18%	1,983	17%	2,552	21%							
	4	8 or more Hours	2,577	11%	33	8%	1,131	10%	1,446	12%							
	Total	23,765		429		11,513		12,252									

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

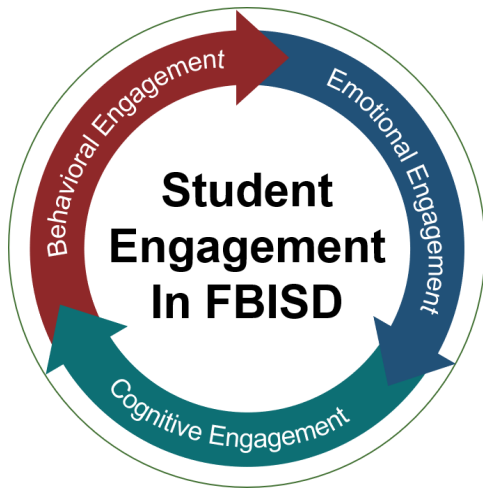
Behavioral Engagement: Individual Item Breakdown

Behavioral Engagement

Frequency Distributions

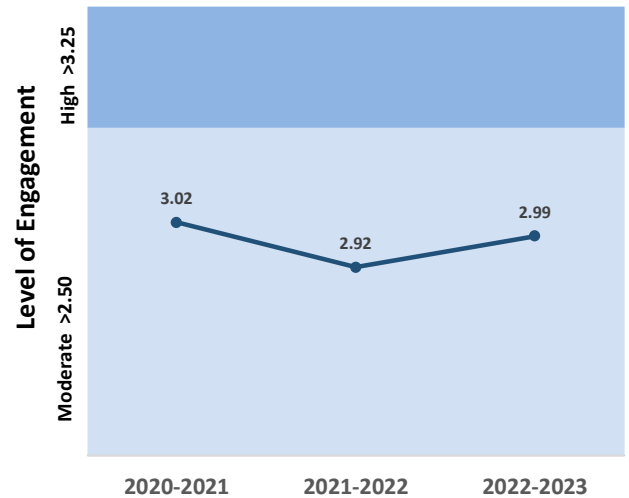
													Statistical Significance between MS/HS				
Item wording or description		Response Options	District		Campus		MS		HS		District	Campus	Change from 2022	MS		HS	
			Count	%	Count	%	Count	%	Count	%	Mean	Mean		Mean	Effect Size	Mean	Effect Size
To what extent do you agree or disagree with the following statements?																	
I go to school because of my teachers	1	Strongly Disagree	4,344	19%	56	13%	2,108	19%	2,236	19%	2.34	2.60	↑2.3%	2.36 ***	△	2.32 ***	▽
	2	Disagree	8,370	37%	123	29%	3,940	36%	4,430	37%							
	3	Agree	8,294	36%	176	42%	3,883	35%	4,411	37%							
	4	Strongly Agree	1,915	8%	67	16%	1,127	10%	788	7%							
	Total		22,923		422		11,058		11,865								
I go to school because of my friends	1	Strongly Disagree	1,428	6%	14	3%	574	5%	854	7%	3.14	3.40	↑2.3%	3.27 ***	▲	3.03 ***	▼
	2	Disagree	2,511	11%	30	7%	995	9%	1,516	13%							
	3	Agree	10,315	45%	152	36%	4,365	39%	5,950	50%							
	4	Strongly Agree	8,693	38%	227	54%	5,130	46%	3,563	30%							
	Total		22,947		423		11,064		11,883								
I go to school because of my parents/guardians	1	Strongly Disagree	1,116	5%	24	6%	1,123	5%	529	4%	3.18	3.25	↓0.0%	3.21 ***	△	3.15 ***	▽
	2	Disagree	2,271	10%	35	8%	1,123	10%	1,148	10%							
	3	Agree	10,962	48%	176	42%	4,712	43%	6,250	53%							
	4	Strongly Agree	8,590	37%	187	44%	4,652	42%	3,938	33%							
	Total		22,939		422		11,074		11,865								

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

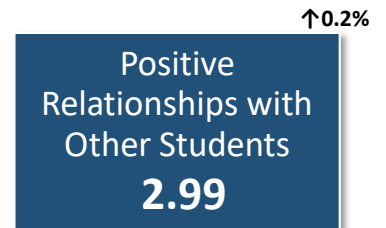
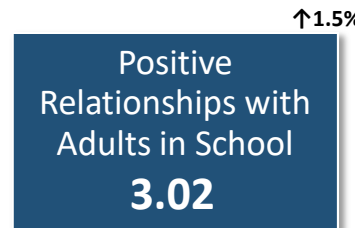
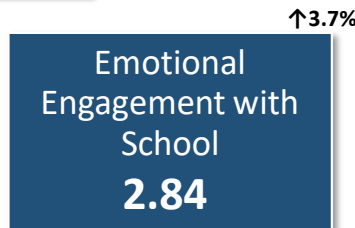
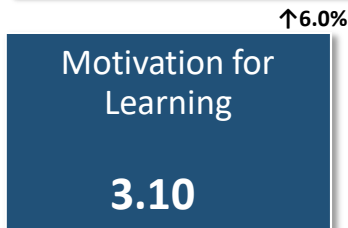


Emotional Engagement emphasizes how a student's engagement in school impacts their feelings about their current school situation, the attitudes they have towards the people they interact with, their feelings about school structures, and affective reactions. Below you will see the average scores for each dimension/factor.

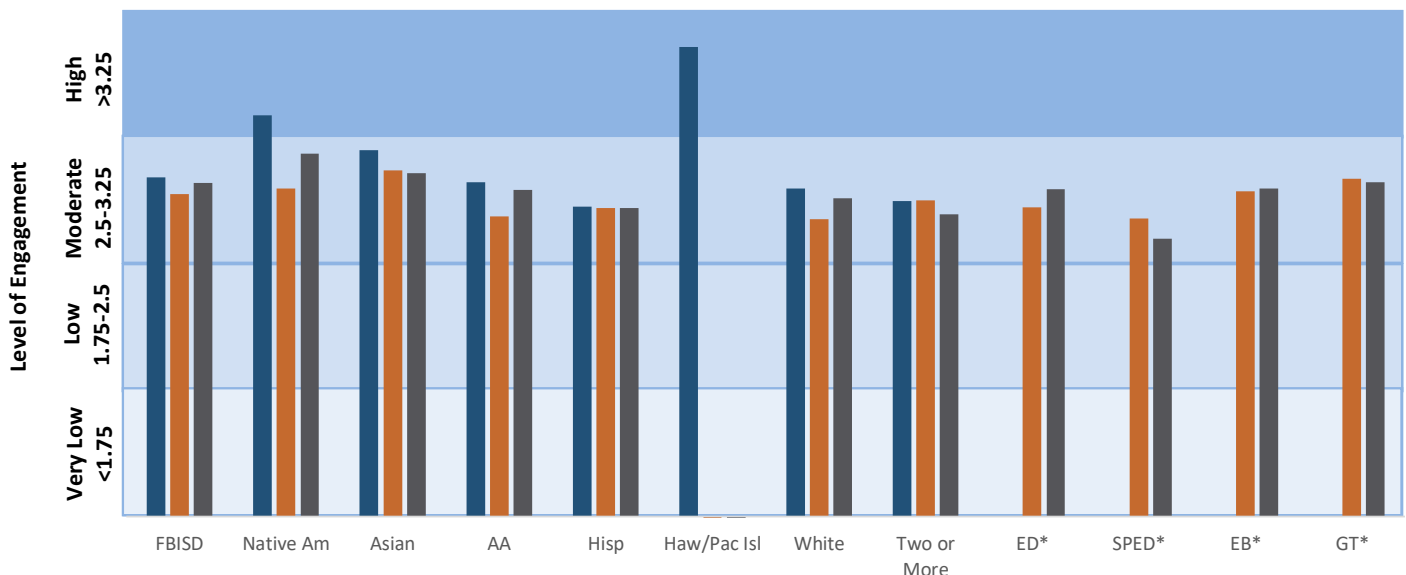
Emo. Engagement 3 Year Trend



Student Engagement Score Scale			
Very Low	Low	Mod	High
1.0 - 1.75	1.76 - 2.50	2.51 - 3.25	3.26 - 4.0



Emotional Engagement by Student Groups: Trends Over 3 Years



EMOTIONAL ENGAGEMENT: Motivation for Learning

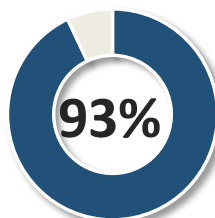
Motivation for Learning:

Questions in this dimension factor explore different elements to understand what motivates students to learn. This can be helpful for leaders to understand what they can do to keep students engaged in the learning experiences.



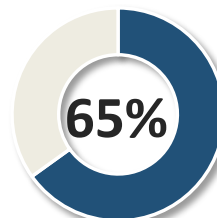
Academic Motivation

The degree to which students **agreed or strongly agreed** that they feel like academic achievement and performance were a motivation for learning.



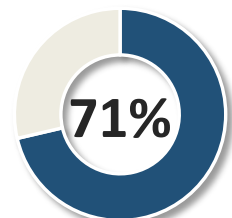
Desire to get good grades

↑1.9%



In general I am excited about my classes

↑2.8%

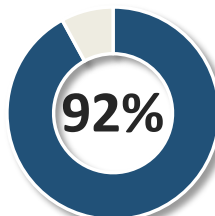


Desire to learn

↑2.0%

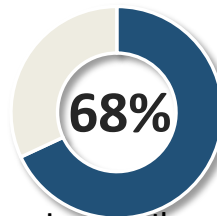
Future Goals Motivation

The degree to which students **agreed or strongly agreed** that success post-secondary or in future careers were a motivation for learning.



Desire to succeed in world outside of school

↑2.2%

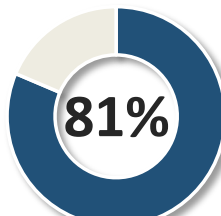


I see how the work I am doing will help me after high school

↓1.3%

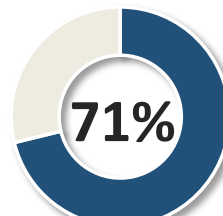
Intra/Interpersonal Motivation

The degree to which students **agreed or strongly agreed** that personal connections are what motivated them to learn.



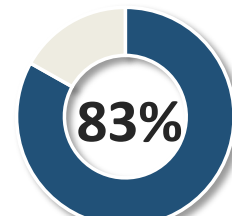
I feel good about how I am as a student

↓0.4%



By teachers who encourage me

↑0.2%



I take pride in the quality of my school work

↑1.1%

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Motivation for Learning

Frequency Distributions

													Statistical Significance between MS/HS						
Item wording or description	Values	Response Options	District		Campus		MS		HS		District	Campus		MS		HS			
			Count	%	Count	%	Count	%	Count	%				Mean	Mean	Change from 2022	Mean	Effect Size	Mean
How much do you agree or disagree with the following statements																			
I am motivated by my desire to learn	1	Strongly Disagree	2,191	10%	38	9%	1,042	9%	1,149	10%	2.78	2.95	↑1.9%	2.81 ***	△	2.74 ***	▽		
	2	Disagree	5,230	23%	84	20%	2,460	22%	2,770	23%									
	3	Agree	11,000	48%	166	39%	5,123	46%	5,877	50%									
	4	Strongly Agree	4,476	20%	138	32%	2,444	22%	2,032	17%									
	Total		22,897		426		11,069		11,828										
I am motivated by my desire to get good grades	1	Strongly Disagree	1,080	5%	9	2%	508	5%	572	5%	3.21	3.51	↑1.3%	3.27 ***	△	3.16 ***	▽		
	2	Disagree	1,950	9%	21	5%	869	8%	1,081	9%									
	3	Agree	10,870	47%	139	33%	4,830	44%	6,040	51%									
	4	Strongly Agree	8,998	39%	257	60%	4,867	44%	4,131	35%									
	Total		22,898		426		11,074		11,824										
I am motivated by teachers who encourage me.	1	Strongly Disagree	2,565	11%	40	9%	1,291	12%	1,274	11%	2.73	2.93	↑1.4%	2.77 ***	△	2.7 ***	▽		
	2	Disagree	5,337	23%	83	19%	2,450	22%	2,887	24%									
	3	Agree	10,628	46%	173	41%	4,896	44%	5,732	48%									
	4	Strongly Agree	4,384	19%	131	31%	2,447	22%	1,937	16%									
	Total		22,914		427		11,084		11,830										
I am motivated by my desire to succeed in the world outside of school	1	Strongly Disagree	1,114	5%	13	3%	575	5%	539	5%	3.20	3.44	↑2.1%	3.23 ***	△	3.17 ***	▽		
	2	Disagree	2,040	9%	21	5%	995	9%	1,045	9%									
	3	Agree	10,932	48%	158	37%	4,834	44%	6,098	52%									
	4	Strongly Agree	8,830	39%	235	55%	4,678	42%	4,152	35%									
	Total		22,916		427		11,082		11,834										

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Motivation for Learning

Frequency Distributions

Item wording or description			Values		Response Options		Statistical Significance between MS/HS														
							District		Campus		MS		HS		District	Campus	Change from 2022	MS		HS	
							Count	%	Count	%	Count	%	Count	%				Mean	Mean	Mean	Effect Size
How much do you agree or disagree with the following statements																					
I take pride in the quality of my school work	1	Strongly Disagree	1,513	7%	27	6%	745	7%	768	6%	2.96	3.18	↑2.0%	2.99 ***	△	2.93 ***	▽				
	2	Disagree	3,630	16%	45	11%	1,688	15%	1,942	16%											
	3	Agree	11,997	52%	178	42%	5,534	50%	6,463	55%											
	4	Strongly Agree	5,762	25%	177	41%	3,101	28%	2,661	22%											
	Total	22,902	427	11,068	11,834																
In general, I am excited about my classes	1	Strongly Disagree	3,260	14%	46	11%	1,525	14%	1,735	15%	2.60	2.81	↑4.7%	2.64 ***	△	2.56 ***	▽				
	2	Disagree	6,116	27%	103	24%	2,861	26%	3,255	28%											
	3	Agree	10,114	44%	164	38%	4,761	43%	5,353	45%											
	4	Strongly Agree	3,390	15%	114	27%	1,909	17%	1,481	13%											
	Total	22,880	427	11,056	11,824																
I see how the work I am doing now will help me after high school	1	Strongly Disagree	3,168	14%	51	12%	1,333	12%	1,835	16%	2.69	2.85	↓0.7%	2.79 ***	△	2.61 ***	▽				
	2	Disagree	4,841	21%	85	20%	2,162	20%	2,679	23%											
	3	Agree	10,688	47%	167	39%	5,108	46%	5,580	47%											
	4	Strongly Agree	4,188	18%	123	29%	2,459	22%	1,729	15%											
	Total	22,885	426	11,062	11,823																
I feel good about how I am as a student	1	Strongly Disagree	1,850	8%	30	7%	862	8%	988	8%	2.94	3.10	↓0.1%	3.01 ***	△	2.88 ***	▽				
	2	Disagree	3,308	14%	49	12%	1,428	13%	1,880	16%											
	3	Agree	12,074	53%	192	45%	5,544	50%	6,530	55%											
	4	Strongly Agree	5,628	25%	153	36%	3,213	29%	2,415	20%											
	Total	22,860	424	11,047	11,813																

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

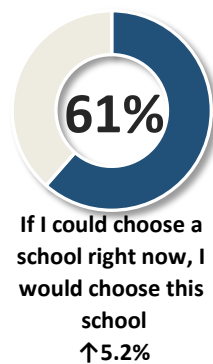
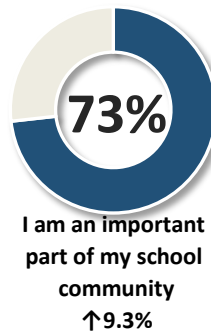
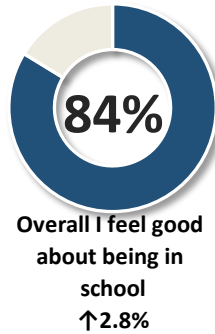
EMOTIONAL ENGAGEMENT: Emotional Engagement with School

Emotional Engagement with School:

In this emotional engagement factor, students responded to questions about how included they felt in their school community and their general sense of well-being. Questions also asked students to consider how they felt about the rules and application of those rules at their school.

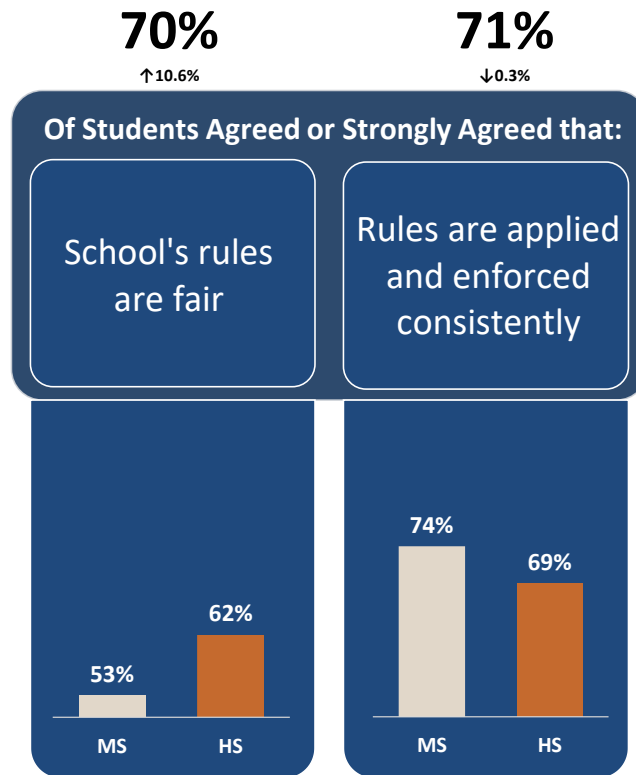
Inclusion in School Community

The degree to which students **agreed or strongly agreed** that they felt like part of the community and would choose to go to this school if they were able to choose.



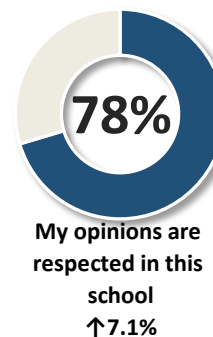
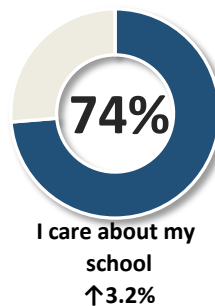
Perceptions on School Rules

The degree to which students **agreed or strongly agreed** that school rules were fair and enforced consistently.



Connection to the School

The degree to which students **agreed or strongly agreed** that they felt a personal connection to their school.



FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Emotional Engagement with the School

Frequency Distributions

													Statistical Significance between MS/HS				
Item wording or description Values			District		Campus		MS		HS		District	Campus		MS		HS	
			Count	%	Count	%	Count	%	Count	%	Mean	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size
To what extent do you agree or disagree with the following statements related to your school																	
Overall, I feel good about being in school	1	Strongly Disagree	1,629	7%	21	5%	780	7%	849	7%	2.83	3.05	↑2.3%	2.88 ***	△	2.78 ***	▽
	2	Disagree	4,007	17%	51	12%	1,796	15%	2,211	18%							
	3	Agree	15,431	64%	254	57%	7,236	62%	8,195	66%							
	4	Strongly Agree	3,084	13%	116	26%	1,902	16%	1,182	10%							
	Total		24,151		442		11,714		12,437								
I care about this school	1	Strongly Disagree	2,040	8%	34	8%	1,013	9%	1,027	8%	2.72	2.84	↑2.8%	2.77 ***	△	2.68 ***	▽
	2	Disagree	5,227	22%	82	19%	2,306	20%	2,921	24%							
	3	Agree	14,227	59%	245	56%	6,764	58%	7,463	60%							
	4	Strongly Agree	2,586	11%	80	18%	1,611	14%	975	8%							
	Total		24,080		441		11,694		12,386								
My opinions are respected in this school	1	Strongly Disagree	2,093	9%	26	6%	1,184	10%	909	7%	2.68	2.87	↑3.8%	2.65 ***	▽	2.71 ***	△
	2	Disagree	5,632	23%	73	17%	2,979	26%	2,653	21%							
	3	Agree	14,220	59%	273	62%	6,264	54%	7,956	64%							
	4	Strongly Agree	2,090	9%	69	16%	1,230	11%	860	7%							
	Total		24,035		441		11,657		12,378								
I am an important part of my school community	1	Strongly Disagree	2,759	11%	32	7%	1,365	12%	1,394	11%	2.61	2.83	↑4.8%	2.63 ***	△	2.59 ***	▽
	2	Disagree	6,308	26%	86	20%	2,973	26%	3,335	27%							
	3	Agree	12,544	52%	246	56%	5,875	51%	6,669	54%							
	4	Strongly Agree	2,400	10%	77	17%	1,415	12%	985	8%							
	Total		24,011		441		11,628		12,383								

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Emotional Engagement with the School

Frequency Distributions

Item wording or description			Values		Response Options		To what extent do you agree or disagree with the following statements related to your school										Statistical Significance between MS/HS				
							District		Campus		MS		HS		District	Campus		MS		HS	
							Count	%	Count	%	Count	%	Count	%	Mean	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size
To what extent do you agree or disagree with the following statements related to your school																					
This school's rules are fair	1	Strongly Disagree	3,472	14%	38	9%	1,975	17%	1,497	12%	2.51	2.77	↑7.6%	2.46 ***	▽	2.56 ***	△				
	2	Disagree	6,747	28%	96	22%	3,488	30%	3,259	26%											
	3	Agree	11,884	49%	238	54%	5,017	43%	6,867	55%											
	4	Strongly Agree	1,925	8%	70	16%	1,162	10%	763	6%											
	Total	24,028	442	11,642	12,386																
This school's rules are applied and enforced consistently	1	Strongly Disagree	2,199	9%	45	10%	982	8%	1,217	10%	2.77	2.87	↑0.9%	2.86 ***	△	2.69 ***	▽				
	2	Disagree	4,620	19%	82	19%	1,997	17%	2,623	21%											
	3	Agree	13,687	57%	198	45%	6,313	54%	7,374	60%											
	4	Strongly Agree	3,483	15%	116	26%	2,312	20%	1,171	9%											
	Total	23,989	441	11,604	12,385																
If I could choose a school right now, I would choose this school	1	Strongly Disagree	4,149	17%	68	15%	2,007	17%	2,142	17%	2.53	2.63	↑5.1%	2.57 ***	△	2.50 ***	▽				
	2	Disagree	5,715	24%	102	23%	2,741	23%	2,974	24%											
	3	Agree	11,400	47%	194	44%	5,243	45%	6,157	50%											
	4	Strongly Agree	2,793	12%	77	17%	1,680	14%	1,113	9%											
	Total	24,057	441	11,671	12,386																

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

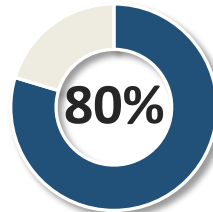
EMOTIONAL ENGAGEMENT: Positive Relationships with Adults in School

Positive Relationships with Adults in School

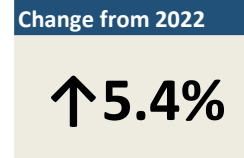
Students interact with a variety of adults throughout each day at school. Students responded to questions in this factor about how supported they felt by adults in different roles.

Personal Connections with Adults on Campus

The degree to which students **agreed or strongly agreed** that they felt like an adult knew them well.

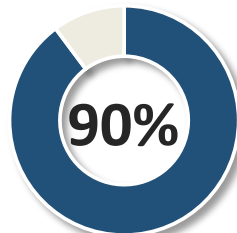


There is at least one adult in this school who knows me well

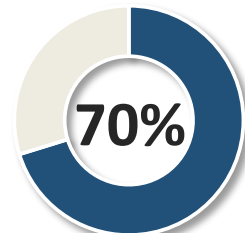


Support from Instructional Staff

The degree to which students **agreed or strongly agreed** that they felt supported by instructional staff such as teachers and administrators.

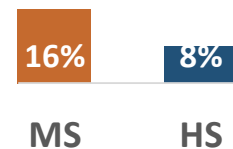
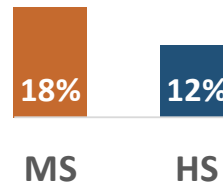


Teachers at their school
↑1.7%



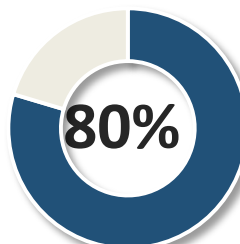
Administrators at their school
↑3.9%

% of Students who "Strongly Agree" by Campus Level

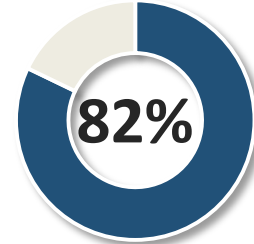


Support from Other Adults

The degree to which students **agreed or strongly agreed** that they felt supported by other staff members or adults on campus.

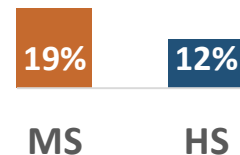
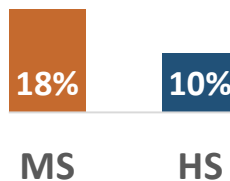


Career or School Counselors
↑1.3%



Other Adults at their school
↑0.0%

% of Students who "Strongly Agree" by Campus Level



FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Positive Relationship with Adults in School

Frequency Distributions

											Statistical Significance between MS/HS							
			District		Campus		MS		HS		District	Campus		MS		HS		
Item wording or description	Values	Response Options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size	
To what extent do you agree or disagree with the following statements related to your school																		
There is at least one adult in this school who knows me well	1	Strongly Disagree	2,143	9%	23	5%	1,043	9%	1,100	9%	2.88	3.11	↑3.4%	2.94 ***	△	2.83 ***	▽	
	2	Disagree	4,294	18%	67	15%	2,031	17%	2,263	18%								
	3	Agree	11,890	49%	189	43%	5,242	45%	6,648	54%								
	4	Strongly Agree	5,791	24%	163	37%	3,386	29%	2,405	19%								
	Total		24,118		442		11,702		12,416									
I feel supported by teachers at this school	1	Strongly Disagree	1,248	5%	10	2%	686	6%	562	5%	2.90	3.20	↑1.5%	2.92 **	△	2.89 **	▽	
	2	Disagree	3,476	14%	35	8%	1,723	15%	1,753	14%								
	3	Agree	15,777	65%	255	58%	7,158	61%	8,619	69%								
	4	Strongly Agree	3,596	15%	141	32%	2,118	18%	1,478	12%								
	Total		24,097		441		11,685		12,412									
I feel supported by administrators (principal, dean of instruction, assistant/associate principal)	1	Strongly Disagree	2,219	9%	31	7%	1,040	9%	1,179	10%	2.72	2.80	↑1.9%	2.78 ***	△	2.66 ***	▽	
	2	Disagree	5,225	22%	100	23%	2,374	20%	2,851	23%								
	3	Agree	13,793	57%	233	53%	6,425	55%	7,368	59%								
	4	Strongly Agree	2,856	12%	76	17%	1,852	16%	1,004	8%								
	Total		24,093		440		11,691		12,402									
I feel supported by career or school counselors at this school	1	Strongly Disagree	1,820	8%	26	6%	819	7%	1,001	8%	2.82	2.95	↑0.4%	2.88 ***	△	2.75 ***	▽	
	2	Disagree	4,162	17%	64	15%	1,828	16%	2,334	19%								
	3	Agree	14,716	61%	258	59%	6,937	59%	7,779	63%								
	4	Strongly Agree	3,368	14%	93	21%	2,085	18%	1,283	10%								
	Total		24,066		441		11,669		12,397									
I feel supported by other adults (secretaries, librarians, coaches, etc.) at this school	1	Strongly Disagree	1,546	6%	15	3%	740	6%	806	7%	2.87	3.04	↑0.4%	2.92 ***	△	2.82 ***	▽	
	2	Disagree	3,792	16%	64	14%	1,749	15%	2,043	16%								
	3	Agree	15,005	62%	253	57%	6,918	59%	8,087	65%								
	4	Strongly Agree	3,724	15%	110	25%	2,263	19%	1,461	12%								
	Total		24,067		442		11,670		12,397									

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

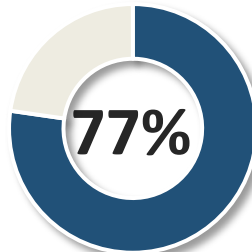
EMOTIONAL ENGAGEMENT: Positive Relationships with Other Students

Positive Relationships with Other Students

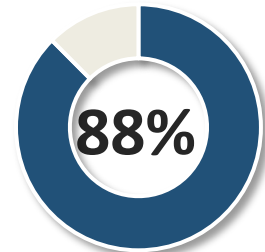
Other than teachers, the primary daily contacts for students in school are other students. Questions in this factor explored how students interacted and felt about those interactions with other students on campuses.

Student Interactions

The degree to which students **agreed or strongly agreed** that they felt supported by other students on campus, and the ability to be themselves around other students.



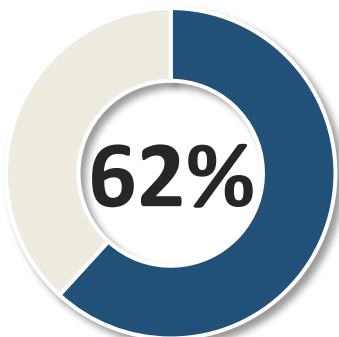
I am comfortable
being myself at this
school
↑0.6%



I feel supported by
other students
↑4.4%

Feelings of Safety

The degree to which students **agreed or strongly agreed** that they felt safe at school.

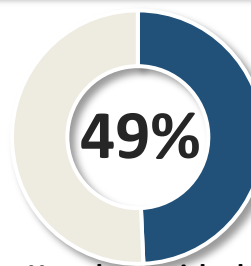


I feel safe in
this school
↓4.3%

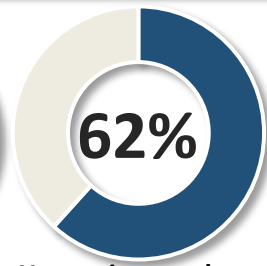
Perceptions on Bullying

These questions look at the frequency that students reported **rarely, sometimes, and often** experiencing or witnessing acts of bullying.

When asked about their experience during the school year, students* responded that:



Have been picked
on or bullied by
another student
↑6.1%



Have witnessed an
act of bullying
↑1.0%

**Percent of students responding rarely, sometimes or often*

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

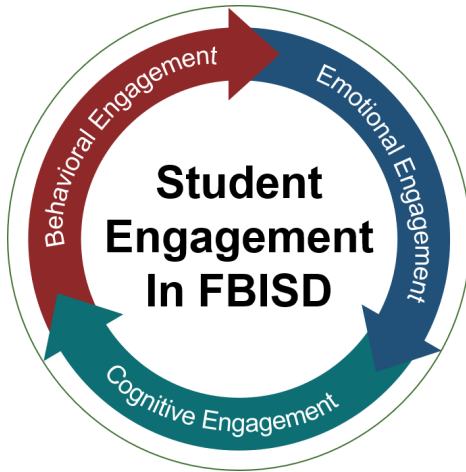
Emotional Engagement: Individual Item Breakdown

Positive Relationships with Other Students

Frequency Distributions

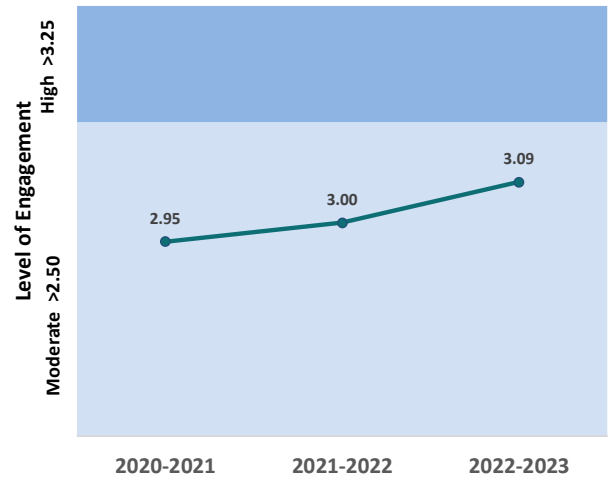
													Statistical Significance between MS/HS				
Item wording or description		Response Options	District		Campus		MS		HS		District	Campus		MS		HS	
			Count	%	Count	%	Count	%	Count	%	Mean	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size
To what extent do you agree or disagree with the following statements related to your school																	
I feel safe in this school	1	Strongly Disagree	2,048	9%	32	7%	1,142	10%	906	7%	2.70	2.63	↓2.9%	2.69 --		2.71 --	
	2	Disagree	5,481	23%	136	31%	2,758	24%	2,723	22%							
	3	Agree	14,182	59%	233	53%	6,335	54%	7,847	63%							
	4	Strongly Agree	2,319	10%	39	9%	1,412	12%	907	7%							
	Total		24,030		440		11,647		12,383								
I feel supported by other students	1	Strongly Disagree	1,792	7%	17	4%	1,009	9%	783	6%	2.87	3.16	↑2.7%	2.86 --		2.87 --	
	2	Disagree	3,712	15%	38	9%	1,933	17%	1,779	14%							
	3	Agree	14,467	60%	241	55%	6,414	55%	8,053	65%							
	4	Strongly Agree	4,088	17%	144	33%	2,321	20%	1,767	14%							
	Total		24,059		440		11,677		12,382								
I am comfortable being myself at this school	1	Strongly Disagree	2,138	9%	32	7%	1,206	10%	932	8%	2.81	2.97	↑1.4%	2.8 --		2.82 --	
	2	Disagree	4,043	17%	68	15%	2,103	18%	1,940	16%							
	3	Agree	14,136	59%	221	50%	6,148	53%	7,988	64%							
	4	Strongly Agree	3,749	16%	119	27%	2,204	19%	1,545	12%							
	Total		24,066		440		11,661		12,405								
During the school year how often have you																	
Been picked on or bullied by another student?	1	Often	1,322	6%	24	6%	943	8%	379	3%	3.28	3.25	↓1.8%	3.11 *** ▼		3.43 *** ▲	
	2	Sometimes	3,703	16%	62	15%	2,078	19%	1,625	14%							
	3	Rarely	5,396	23%	124	29%	2,965	27%	2,431	20%							
	4	Never	12,782	55%	216	51%	5,200	46%	7,582	63%							
	Total		23,203		426		11,186		12,017								
Witnessed an act of bullying?	1	Often	2,486	11%	61	14%	1,711	15%	775	6%	2.97	2.91	↑0.0%	2.78 *** ▼		3.14 *** ▲	
	2	Sometimes	5,160	22%	80	19%	2,698	24%	2,462	21%							
	3	Rarely	6,186	27%	122	29%	3,098	28%	3,088	26%							
	4	Never	9,336	40%	163	38%	3,671	33%	5,665	47%							
	Total		23,168		426		11,178		11,990								

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.



Cognitive Engagement places the emphasis on the engagement of the mind in school. This could include how much time, effort, or investment students put into learning, what types of strategies students enjoy engaging in, the types of and ways they do their work, and how their levels of engagement connect to instructional time. Below you will find average scores for each dimension/factor.

Cog. Engagement 3 Year Trend



↑6.4%



Student Engagment Score Scale			
Very Low	Low	Mod	High
1.0 - 1.75	1.76 - 2.50	2.51 - 3.25	3.26 - 4.0

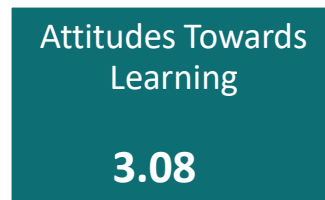
↑5.7%



↑7.5%



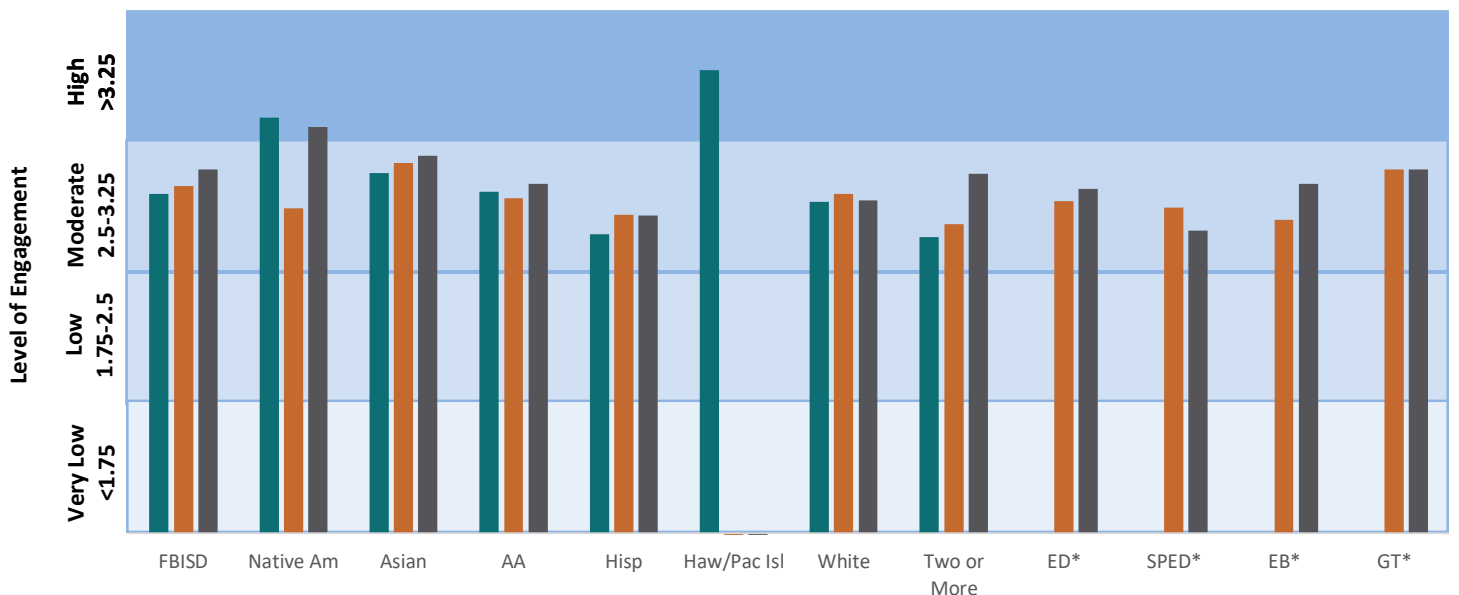
↑6.6%



↑2.1%



Cognitive Engagement by Student Groups: Trends Over 3 Years



2020-2021 2021-2022 2022-2023

* Student group data not collected during 2020-21

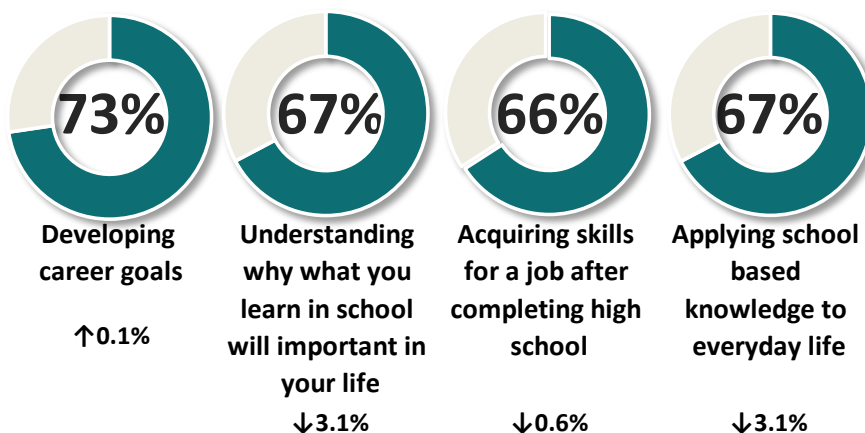
COGNITIVE ENGAGEMENT: Cognitive Growth and Personal Skill Development

Cognitive Growth and Personal Skill Development (CGPSD)

Items in this factor examined how much students felt that their schools contributed to the development of a variety of learning skills, how their skills would impact future goals, and how challenging they found their work.

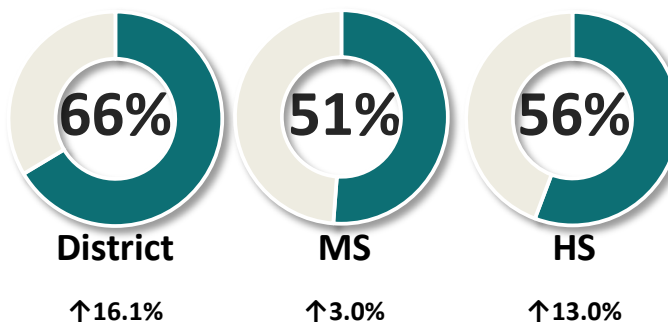
Academic Skill Development

The degree to which students feel their school has contributed **some or very much** to develop skills used in an academic setting.



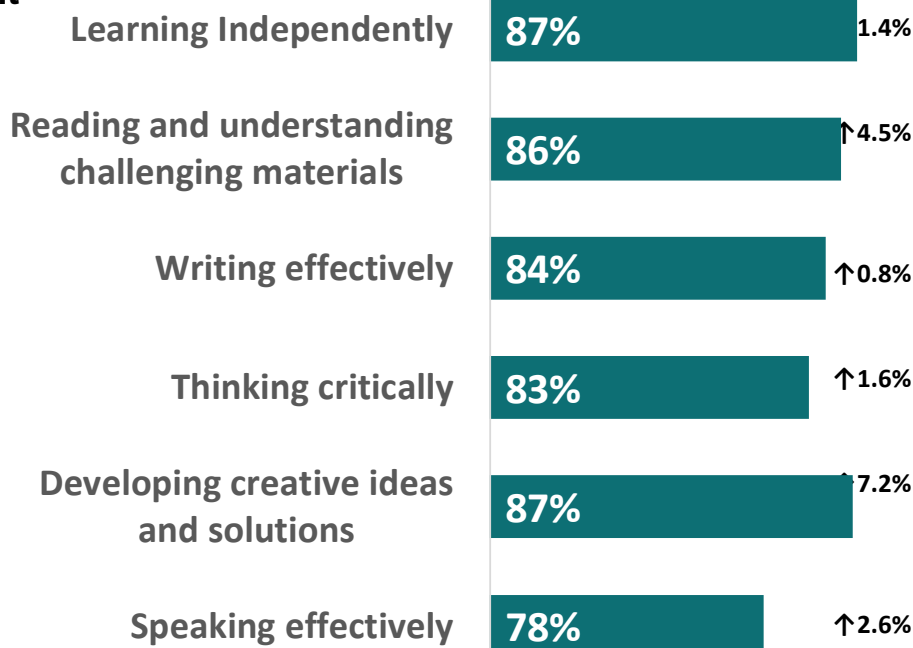
Perceptions of Academic Challenge

The degree to which students feel **most or all their classes** challenged them to their full academic potential.



Applications of Skill Development

The degree to which students feel their school has contributed **some or very much** to the development of skills that will be used in real world applications, in their careers, or in the world outside of school.



FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Cognitive Growth through Personal Skill Development

Frequency Distributions

													Statistical Significance between MS/HS				
Item wording or description	Values	Response Options	District		Campus		MS		HS		District	Campus		MS		HS	
			Count	%	Count	%	Count	%	Count	%	Mean	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size
To what extent do you agree or disagree with the following statements related to your school?																	
Teachers try to engage me in a classroom discussion	1	Strongly Disagree	1,074	4%	8	2%	520	4%	554	4%	2.93	3.23	↑3.7%	2.96 ***	△	2.90 ***	▽
	2	Disagree	3,118	13%	27	6%	1,570	13%	1,548	13%							
	3	Agree	16,315	68%	261	59%	7,458	64%	8,857	72%							
	4	Strongly Agree	3,534	15%	144	33%	2,112	18%	1,422	11%							
	Total		24,041		440		11,660		12,381								
I can be creative in classroom assignments and projects	1	Strongly Disagree	1,038	4%	13	3%	465	4%	573	5%	3.03	3.32	↑1.0%	3.10 ***	▲	2.95 ***	▼
	2	Disagree	2,537	11%	26	6%	1,164	10%	1,373	11%							
	3	Agree	15,224	63%	207	47%	6,725	58%	8,499	69%							
	4	Strongly Agree	5,233	22%	194	44%	3,296	28%	1,937	16%							
	Total		24,032		440		11,650		12,382								
How much has your experience at this school contributed to your development in the following areas?																	
Acquiring skills for a job after completing high school	1	Not at All	3,140	13%	53	12%	1,441	13%	1,699	14%	2.71	2.80	↑0.4%	2.78 ***	△	2.64 ***	▽
	2	Very Little	5,356	23%	94	22%	2,412	21%	2,944	24%							
	3	Some	10,523	44%	172	40%	4,840	42%	5,683	46%							
	4	Very Much	4,670	20%	112	26%	2,774	24%	1,896	16%							
	Total		23,689		431		11,467		12,222								
Writing effectively	1	Not at All	1,436	6%	18	4%	758	7%	678	6%	3.00	3.20	↑0.6%	3.01 --		2.99 --	
	2	Very Little	3,905	17%	50	12%	1,943	17%	1,962	16%							
	3	Some	11,585	49%	191	44%	5,225	46%	6,360	52%							
	4	Very Much	6,736	28%	172	40%	3,524	31%	3,212	26%							
	Total		23,662		431		11,450		12,212								

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Cognitive Growth through Personal Skill Development

Frequency Distributions

													Statistical Significance between MS/HS						
Item wording or description	Values	Response Options	District		Campus		MS		HS		District	Campus	Change from 2022	MS		HS			
			Count	%	Count	%	Count	%	Count	%				Mean	Effect Size	Mean	Effect Size		
How much has your experience at this school contributed to your development in the following areas?																			
Speaking effectively	1	Not at All	1,856	8%	26	6%	1,038	9%	818	7%	2.91	3.05	↑0.9%	2.90	--	2.91	--		
	2	Very Little	4,472	19%	69	16%	2,253	20%	2,219	18%									
	3	Some	11,224	48%	193	45%	4,876	43%	6,348	52%									
	4	Very Much	6,006	25%	142	33%	3,219	28%	2,787	23%									
	Total		23,558		430		11,386		12,172										
Thinking critically (reasoning, asking "Why?")	1	Not at All	1,713	7%	24	6%	877	8%	836	7%	2.97	3.19	↑0.1%	3.00	***	△	2.94	***	▽
	2	Very Little	4,076	17%	51	12%	1,946	17%	2,130	17%									
	3	Some	11,028	47%	176	41%	4,901	43%	6,127	50%									
	4	Very Much	6,819	29%	179	42%	3,711	32%	3,108	25%									
	Total		23,636		430		11,435		12,201										
Developing creative ideas and solutions	1	Not at All	1,765	7%	18	4%	850	7%	915	8%	2.95	3.29	↑4.3%	3.00	***	△	2.90	***	▽
	2	Very Little	4,122	17%	38	9%	1,906	17%	2,216	18%									
	3	Some	11,321	48%	176	41%	5,078	44%	6,243	51%									
	4	Very Much	6,407	27%	199	46%	3,593	31%	2,814	23%									
	Total		23,615		431		11,427		12,188										
Reading and understanding challenging materials	1	Not at All	1,486	6%	18	4%	762	7%	724	6%	2.99	3.24	↑2.6%	3.01	*	△	2.98	*	▽
	2	Very Little	3,837	16%	43	10%	1,880	16%	1,957	16%									
	3	Some	11,723	50%	186	43%	5,328	47%	6,395	52%									
	4	Very Much	6,592	28%	183	43%	3,468	30%	3,124	26%									
	Total		23,638		430		11,438		12,200										

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Cognitive Growth through Personal Skill Development

Frequency Distributions

											Statistical Significance between MS/HS						
			District		Campus		MS		HS		District	Campus		MS		HS	
Item wording or description	Values	Response Options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size
How much has your experience at this school contributed to your development in the following areas?																	
Using technology to gather and communicate information	1	Not at All	1,264	5%	13	3%	593	5%	671	5%	3.12	3.45	↑2.9%	3.16 ***	△	3.08 ***	▽
	2	Very Little	3,039	13%	27	6%	1,491	13%	1,548	13%							
	3	Some	10,978	46%	142	33%	4,867	43%	6,111	50%							
	4	Very Much	8,367	35%	248	58%	4,489	39%	3,878	32%							
	Total		23,648		430		11,440		12,208								
Learning Independently	1	Not at All	1,224	5%	14	3%	644	6%	580	5%	3.15	3.30	↓0.2%	3.17 **	△	3.13 **	▽
	2	Very Little	2,854	12%	40	9%	1,422	12%	1,432	12%							
	3	Some	10,741	45%	179	42%	4,762	42%	5,979	49%							
	4	Very Much	8,805	37%	198	46%	4,598	40%	4,207	34%							
	Total		23,624		431		11,426		12,198								
Applying school-based knowledge to everyday life	1	Not at All	3,167	13%	47	11%	1,439	13%	1,728	14%	2.70	2.84	↓2.1%	2.77 ***	△	2.64 ***	▽
	2	Very Little	5,522	23%	94	22%	2,538	22%	2,984	24%							
	3	Some	10,098	43%	169	39%	4,632	41%	5,466	45%							
	4	Very Much	4,828	20%	121	28%	2,808	25%	2,020	17%							
	Total		23,615		431		11,417		12,198								
Developing career goals	1	Not at All	2,413	10%	41	10%	1,069	9%	1,344	11%	2.84	2.94	↓0.3%	2.90 ***	△	2.77 ***	▽
	2	Very Little	4,865	21%	76	18%	2,283	20%	2,582	21%							
	3	Some	10,506	45%	179	42%	4,754	42%	5,752	47%							
	4	Very Much	5,817	25%	132	31%	3,313	29%	2,504	21%							
	Total		23,601		428		11,419		12,182								

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Cognitive Growth through Personal Skill Development

Frequency Distributions

													Statistical Significance between MS/HS				
			District		Campus		MS		HS		District	Campus		MS		HS	
Item wording or description	Values	Response Options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size
How much has your experience at this school contributed to your development in the following areas?																	
Understanding why	1	Not at All	3,715	16%	58	14%	1,635	14%	2,080	17%	2.68	2.78	↓3.2%	2.77 ***	△	2.60 ***	▽
what you learn in	2	Very Little	5,076	22%	94	22%	2,339	21%	2,737	22%							
school will be	3	Some	9,786	42%	160	37%	4,475	39%	5,311	44%							
important for your life	4	Very Much	4,997	21%	117	27%	2,941	26%	2,056	17%							
Total			23,574		429		11,390		12,184								
About how many of your classes...																	
Challenge you to your	1	None	1,665	7%	25	6%	845	8%	820	7%	2.52	2.78	↑8.3%	2.57 ***	△	2.48 ***	▽
full academic	2	Some	10,102	44%	118	28%	4,579	41%	5,523	46%							
potential	3	Most	8,875	38%	210	49%	4,232	38%	4,643	39%							
	4	All	2,423	11%	73	17%	1,463	13%	960	17%							
Total			23,065		426		11,119		11,946								

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

COGNITIVE ENGAGEMENT: Levels of Effort In Academic Pursuits

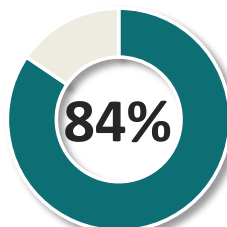
Levels of Effort in Academic Pursuits (LEAP)

In this cognitive engagement factor, students were asked about the frequency of specific instructional practices and learning experiences that students may have engaged with throughout the school year. In addition to these elements students were also asked about how much effort they felt like they put into their classes.

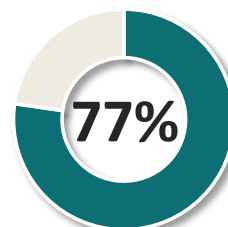


Engagement with Others in Learning

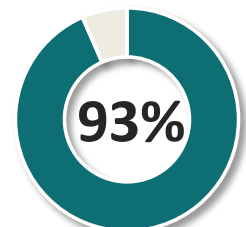
The degree to which students feel they **sometimes or often** engage with others about their work through feedback, collaboration, or conversations.



Received feedback from teachers on assignments or other class work
↓0.7%



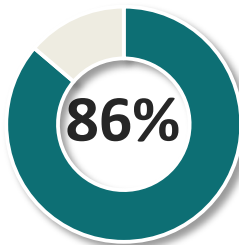
Talked to a teacher about your class work
↑4.7%



Worked with other students on projects or assignments
↑7.7%

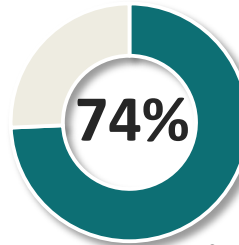
Engagement with Tasks

The degree to which students feel they **sometimes or often** engaged in specific classroom activities.



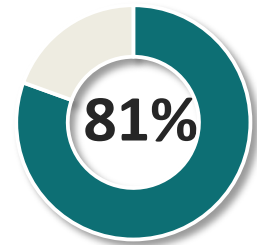
Asked or answered a question in class

↑5.2%



Prepared a draft of a paper or assignment before turning it in

↓1.7%

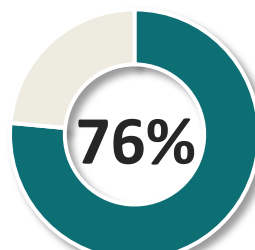


Completed a creative writing assignment

↑5.8%

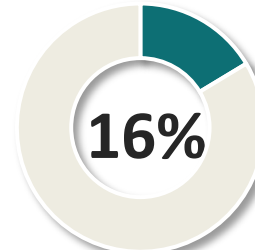
Effort Applied in Learning

The degree to which students feel they gave varying degrees of effort in **all or most of their** classes.



Give your maximum effort

↑7.3%



Put forth very little effort

↑1.2%

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Levels of Effort in Academic Pursuits

Frequency Distributions

													Statistical Significance between MS/HS				
Item wording or description	Values	Response Options	District		Campus		MS		HS		District	Campus	Change from 2022	MS		HS	
			Count	%	Count	%	Count	%	Count	%	Mean	Mean		Mean	Effect Size	Mean	Effect Size
During the School year, about how often have you done each of the following?																	
Asked or answered a question in class	1	Never	923	4%	9	2%	437	4%	486	4%	3.04	3.31	↑2.9%	3.08 ***	△	3.01 ***	▽
	2	Rarely	4,512	19%	50	12%	2,096	18%	2,416	20%							
	3	Sometimes	10,759	46%	167	39%	4,989	44%	5,770	47%							
	4	Often	7,390	31%	202	47%	3,885	34%	3,505	29%							
	Total		23,584		428		11,407		12,177								
Talked to a teacher about your class work	1	Never	1,031	4%	13	3%	593	5%	438	4%	3.00	3.11	↑4.5%	2.95 ***	▽	3.04 ***	△
	2	Rarely	4,870	21%	84	20%	2,622	23%	2,248	18%							
	3	Sometimes	10,797	46%	173	41%	4,972	44%	5,825	48%							
	4	Often	6,837	29%	157	37%	3,193	28%	3,644	30%							
	Total		23,535		427		11,380		12,155								
Prepared a draft of a paper or assignment before turning it in	1	Never	1,706	7%	28	7%	938	8%	768	6%	2.93	3.04	↓2.2%	2.90 ***	▽	2.96 ***	△
	2	Rarely	4,942	21%	82	19%	2,547	22%	2,395	20%							
	3	Sometimes	10,181	43%	162	38%	4,656	41%	5,525	45%							
	4	Often	6,703	28%	156	36%	3,234	28%	3,469	29%							
	Total		23,532		428		11,375		12,157								

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Levels of Effort in Academic Pursuits

Frequency Distributions

Item wording or description			Response Options		District		Campus		MS		HS		District		Campus		Statistical Significance between MS/HS					
																			MS		HS	
					Count	%	Count	%	Count	%	Count	%	Mean	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size			
During the School year, about how often have you done each of the following?																						
Completed a creative writing assignment (reflections, journaling, short stories, poetry)	1	Never	1,675	7%	16	4%	843	7%	832	7%	2.93	3.17	↑3.7%	2.94 --			2.92 --					
	2	Rarely	4,941	21%	67	16%	2,413	21%	2,528	21%												
	3	Sometimes	10,227	43%	172	40%	4,661	41%	5,566	46%												
	4	Often	6,678	28%	171	40%	3,446	30%	3,232	27%												
	Total	23,521		426		11,363		12,158														
Received feedback from teachers on assignments or other class work	1	Never	1,185	5%	10	2%	662	6%	523	4%	3.00	3.24	↓0.4%	2.96 ***	▽	3.03 ***	△					
	2	Rarely	4,621	20%	56	13%	2,424	21%	2,197	18%												
	3	Sometimes	10,767	46%	181	43%	4,929	43%	5,838	48%												
	4	Often	6,930	29%	178	42%	3,340	29%	3,590	30%												
	Total	23,503		425		11,355		12,148														
Attended class with all assignments completed	1	Never	898	4%	7	2%	435	4%	463	4%	3.26	3.52	↑2.3%	3.26 ***	△	3.23 ***	▽					
	2	Rarely	2,765	12%	27	6%	1,309	12%	1,456	12%												
	3	Sometimes	9,197	39%	128	30%	4,200	37%	4,997	41%												
	4	Often	10,638	45%	264	62%	5,417	48%	5,221	43%												
	Total	23,498		426		11,361		12,137														
Worked on a paper or project that required you to do research outside of assigned text	1	Never	963	4%	10	2%	505	4%	458	4%	3.08	3.38	↑6.5%	3.08 --			3.08 --					
	2	Rarely	3,829	16%	34	8%	1,908	17%	1,921	16%												
	3	Sometimes	11,124	47%	169	39%	5,140	45%	5,984	49%												
	4	Often	7,586	32%	215	50%	3,803	33%	3,783	31%												
	Total	23,502		428		11,356		12,146														

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to **About this Report** section for key to triangle symbols.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Levels of Effort in Academic Pursuits

Frequency Distributions

													Statistical Significance between MS/HS							
Item wording or description		Values	Response Options	District		Campus		MS		HS		District	Campus		MS		HS			
				Count	%	Count	%	Count	%	Count	%				Mean	Mean	Change from 2022	Mean	Effect Size	Mean
During the School year, about how often have you done each of the following?																				
Worked on a paper or project that required you to interact with people	1	Never	4,966	21%	53	12%	2,596	23%	2,370	20%	2.52	2.75	↑11.4%	2.48 ***	▽	2.55 ***	△			
	2	Rarely	5,881	25%	122	29%	2,920	26%	2,961	24%										
	3	Sometimes	8,140	35%	134	31%	3,597	32%	4,543	37%										
	4	Often	4,521	19%	119	28%	2,253	20%	2,268	19%										
	Total	23,508		428		11,366		12,142												
Worked with other students on projects/assignments	1	Never	912	4%	8	2%	511	5%	401	3%	3.10	3.47	↑4.1%	3.10 --		3.10 --				
	2	Rarely	3,637	15%	20	5%	1,804	16%	1,833	15%										
	3	Sometimes	11,158	48%	162	38%	5,109	45%	6,049	50%										
	4	Often	7,771	33%	238	56%	3,925	35%	3,846	32%										
	Total	23,478		428		11,349		12,129												
Discussed questions in class that have no clear answers	1	Never	1,971	8%	25	6%	1,025	9%	946	8%	2.81	3.07	↑6.0%	2.78 ***	▽	2.83 ***	△			
	2	Rarely	5,830	25%	68	16%	2,978	26%	2,852	24%										
	3	Sometimes	10,385	44%	189	44%	4,752	42%	5,633	46%										
	4	Often	5,266	22%	146	34%	2,573	23%	2,693	22%										
	Total	23,452		428		11,328		12,124												
Connected ideas or concepts from one class (or subject area) to another classroom	1	Never	1,965	8%	13	3%	1,000	9%	965	8%	2.82	3.22	↑8.6%	2.80 ***	▽	2.83 ***	△			
	2	Rarely	5,526	24%	58	14%	2,809	25%	2,717	22%										
	3	Sometimes	10,814	46%	179	42%	4,997	44%	5,817	48%										
	4	Often	5,149	22%	177	41%	2,531	22%	2,618	22%										
	Total	23,454		427		11,337		12,117												

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Levels of Effort in Academic Pursuits

Frequency Distributions														Statistical Significance between MS/HS					
			District		Campus		MS		HS		District	Campus		MS		HS			
			Count	%	Count	%	Count	%	Count	%	Mean	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size		
Item wording or description	Values	Response Options	During the School year, about how often have you done each of the following?																
Discussed ideas from readings or classes with others outside of class (friends, family members, etc.)	1	Never	3,298	14%	50	12%	1,730	15%	1,568	13%	2.67	2.82	↑2.4%	2.66	--		2.68	--	
	2	Rarely	5,853	25%	94	22%	2,835	25%	3,018	25%									
	3	Sometimes	10,814	41%	179	39%	4,375	39%	5,268	43%									
	4	Often	4,673	20%	117	27%	2,406	21%	2,267	19%									
		Total	23,467		427		11,346		12,121										
In about how many of your classes do you..																			
Give your maximum effort?	1	None	1,317	6%	15	4%	573	5%	744	6%	2.75	3.01	↑1.2%	2.86	***	▲	2.66	***	▼
	2	Some	7,665	33%	85	20%	3,222	29%	4,443	37%									
	3	Most	9,372	41%	205	48%	4,451	40%	4,921	41%									
	4	All	4,658	20%	120	28%	2,839	26%	1,819	15%									
		Total	23,012		425		11,085		11,927										
Put forth very little effort	1	All	1,171	5%	19	5%	702	6%	469	4%	3.05	3.26	↓0.4%	3.08	***	△	3.01	***	▽
	2	Most	4,014	18%	50	12%	1,738	16%	2,276	19%									
	3	Some	10,193	45%	153	36%	4,506	41%	5,687	48%									
	4	None	7,382	32%	199	47%	4,000	37%	3,382	29%									
		Total	22,760		421		10,946		11,814										

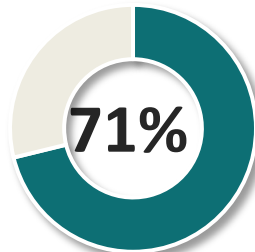
Attitudes Toward Learning:

Items in this factor asked students to consider what they believe about their abilities and beliefs around learning.

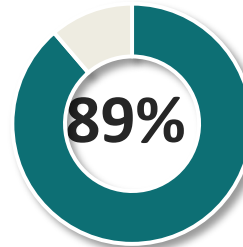
Questions inside the box are further broken down to look at the percentage of students who specifically responded as shown in the box by campus level (MS or HS).

Enjoyment in Learning

The degree to which students **agree or strongly agree** with statements around enjoying different aspects of their learning or activities at school.



I enjoy working on tasks that require a lot of thinking and mental effort
↑2.2%



I enjoy being creative in school
↑0.4%

Strongly Agree

MS

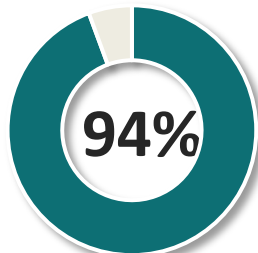
HS

34%

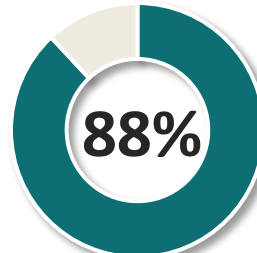
26%

Self-Efficacy in Learning

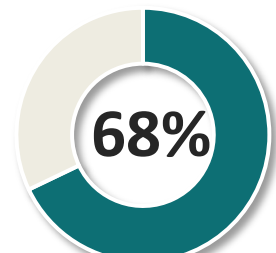
The degree to which students **agree or strongly agree** that they feel confident in their skills as a learner or have confidence in their own abilities.



I have the skills and ability to complete my work.
↓0.0%



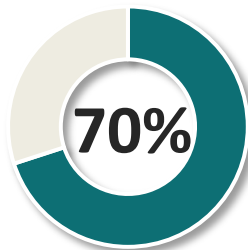
I put forth a great deal of effort when doing my school work
↑1.0%



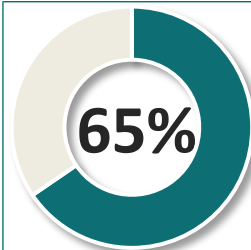
I like discussions in which there are no clear answers
↑1.7%

Impact of Learning

The degree to which students **agree or strongly agree** on the impact various learning activities have on their beliefs about learning.



My school work makes me curious to learn new things.
↑1.2%



I go to school because of what I learn in classes.
↑4.2%

Strongly Agree

MS

HS

15%

9%

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Attitude Toward Learning

Frequency Distributions

Item wording or description			Response Options		District		Campus		MS		HS		District		Campus	Change from 2022	Statistical Significance between MS/HS				
																	MS		HS		
					Count	%	Count	%	Count	%	Count	%	Mean	Mean	Mean		Effect Size	Mean	Effect Size		
How much do you agree or disagree with the following statements																					
I have the skills and ability to complete my work	1	Strongly Disagree	790	3%	10	2%	413	4%	377	3%	3.23	3.47	↓0.1%	3.25 ***	△	3.21 ***	▽				
	2	Disagree	1,343	6%	14	3%	674	6%	669	6%											
	3	Agree	12,579	55%	168	39%	5,696	51%	6,883	58%											
	4	Strongly Agree	8,235	36%	234	55%	4,313	39%	3,922	33%											
	Total		22,947		426		11,096		11,851												
I put forth a great deal of effort when doing my school work	1	Strongly Disagree	960	4%	13	3%	453	4%	507	4%	3.07	3.28	↑1.5%	3.11 ***	△	3.04 ***	▽				
	2	Disagree	2,797	12%	38	9%	1,256	11%	1,541	13%											
	3	Agree	12,692	55%	193	45%	5,941	54%	6,751	57%											
	4	Strongly Agree	6,422	28%	182	43%	3,415	31%	3,007	25%											
	Total		22,871		426		11,065		11,806												
I have worked harder than I expected to in school	1	Strongly Disagree	1,469	6%	29	7%	707	6%	762	6%	2.94	3.11	↑1.9%	2.97 ***	△	2.91 ***	▽				
	2	Disagree	4,308	19%	72	17%	2,025	18%	2,283	19%											
	3	Agree	11,224	49%	148	35%	5,200	47%	6,024	51%											
	4	Strongly Agree	5,898	26%	178	42%	3,144	28%	2,754	23%											
	Total		22,899		427		11,076		11,823												
I like discussions in which there are no clear answers	1	Strongly Disagree	3,247	14%	51	12%	1,788	16%	1,459	12%	2.68	2.87	↑2.3%	2.63 ***	▽	2.73 ***	△				
	2	Disagree	5,261	23%	86	20%	2,766	25%	2,495	21%											
	3	Agree	9,908	43%	156	37%	4,280	39%	5,628	48%											
	4	Strongly Agree	4,476	20%	134	31%	2,234	20%	2,242	19%											
	Total		22,892		427		11,068		11,824												

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Attitude Toward Learning

Frequency Distributions

													Statistical Significance between MS/HS							
Item wording or description		Values	Response Options	District		Campus		MS		HS		District	Campus		MS		HS			
				Count	%	Count	%	Count	%	Count	%				Mean	Mean	Change from 2022	Mean	Effect Size	Mean
How much do you agree or disagree with the following statements																				
I enjoy being creative in school	1	Strongly Disagree	1,372	6%	20	5%	678	6%	694	6%	3.05	3.33	↑0.9%	3.10 ***	△	3.01 ***	▽			
	2	Disagree	2,931	13%	28	7%	1,358	12%	1,573	13%										
	3	Agree	11,721	51%	170	40%	5,225	47%	6,496	55%										
	4	Strongly Agree	6,849	30%	207	49%	3,796	34%	3,053	26%										
	Total	22,873		425		11,057		11,816												
I enjoy working on tasks that require a lot of thinking and mental effort	1	Strongly Disagree	2,899	13%	38	9%	1,611	15%	1,288	11%	2.70	2.95	↑3.5%	2.67 ***	▽	2.72 ***	△			
	2	Disagree	5,376	23%	85	20%	2,654	24%	2,722	23%										
	3	Agree	10,395	45%	164	38%	4,569	41%	5,826	49%										
	4	Strongly Agree	4,219	18%	140	33%	2,228	20%	1,991	17%										
	Total	22,889		427		11,062		11,827												
My school work makes me curious to learn other things	1	Strongly Disagree	2,826	12%	44	10%	1,406	13%	1,420	12%	2.70	2.89	↑2.1%	2.72 **	△	2.67 **	▽			
	2	Disagree	5,354	23%	84	20%	2,520	23%	2,834	24%										
	3	Agree	10,672	47%	176	41%	4,932	45%	5,740	49%										
	4	Strongly Agree	4,037	18%	123	29%	2,213	20%	1,824	15%										
	Total	22,889		427		11,071		11,818												
To what extent do you agree or disagree with the following statements?																				
I go to school because of what I learn in classes	1	Strongly Disagree	3,441	15%	44	10%	1,550	14%	1,891	16%	2.54	2.79	↑3.9%	2.61 ***	△	2.48 ***	▽			
	2	Disagree	6,355	28%	102	24%	2,849	26%	3,506	30%										
	3	Agree	10,394	45%	177	42%	4,987	45%	5,407	46%										
	4	Strongly Agree	2,762	12%	100	24%	1,684	15%	1,078	9%										
	Total	22,952		423		11,070		11,882												

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

Cognitive Engagement with Academic Goals, Future Plans, and Aspirations

This engagement factor focused on how students engage in plans for post-secondary life. In FBISD, campuses have personnel dedicated to engaging students in conversations around career and college readiness.

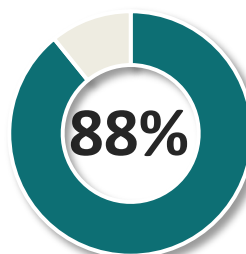
Questions in the box are further broken down to look at the percentage of students who specifically responded as shown in the box by campus level (MS or HS).

Motivations to Succeed

The degree to which students **agree or strongly agree** about why they go to school related to plans after high school.



Graduate and go to college
↑1.6%



Learn skills to get a job
↓0.7%

Strongly Agree

MS	HS
46%	32%

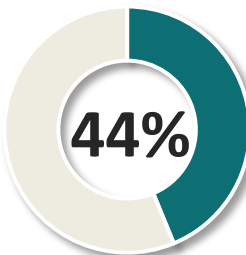
Connections with Adults

The degree to which students feel they **sometimes or often** engage with adults in various conversations around college and career goals.



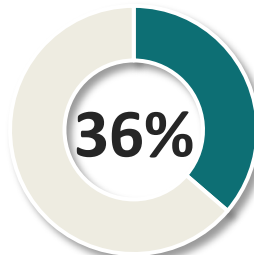
Discussed grades with a teacher

↑6.5%



Talked to an adult in school about career goals

↑3.3%



Talked to an adult in school about applying to college

↑2.8%

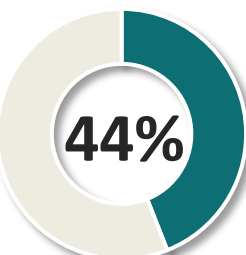
Lack of Conversations with Adults

The degree to which students feel they have **NEVER** spoken to an adult in school about college or career goals.



Career Goals

↓5.5%



Applying to College

↓6.7%

Never

MS	HS
42%	27%

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Cognitive Engagement with Academic Goals, Future Plans, and Aspirations

Frequency Distributions

Item wording or description			Response Options		District		Campus		MS		HS		District		Campus		Statistical Significance between MS/HS		
					Count	%	Count	%	Count	%	Count	%	Mean	Mean	Change from 2022	MS		HS	
																Mean	Effect Size	Mean	Effect Size
During the school year, about how often have you done each of the following?																			
Discussed grades with a teacher	1	Never	2,526	11%	44	10%	1,592	14%	934	8%	2.76	2.71	↑5.5%	2.65 ***	▼	2.86 ***	▲		
	2	Rarely	5,942	25%	136	32%	3,164	28%	2,778	23%									
	3	Sometimes	9,592	41%	147	34%	4,173	37%	5,419	45%									
	4	Often	5,436	23%	101	24%	2,429	21%	3,007	25%									
	Total		23,496		428		11,358		12,138										
Discussed ideas from readings or classes with teachers outside of class	1	Never	5,066	22%	88	21%	2,752	24%	2,314	19%	2.46	2.55	↑7.5%	2.40 ***	▽	2.52 ***	△		
	2	Rarely	6,237	27%	108	25%	3,121	28%	3,116	26%									
	3	Sometimes	8,295	35%	139	33%	3,601	32%	4,694	39%									
	4	Often	3,818	16%	92	22%	1,843	16%	1,975	16%									
	Total		23,416		427		11,317		12,099										
Talked to an adult in the school about career goals	1	Never	5,701	24%	128	30%	3,259	29%	2,442	20%	2.42	2.31	↑4.7%	2.33 ***	▽	2.50 ***	△		
	2	Rarely	6,062	26%	112	26%	2,893	26%	3,169	26%									
	3	Sometimes	7,841	33%	112	26%	3,345	29%	4,496	37%									
	4	Often	3,864	16%	75	18%	1,844	16%	2,020	17%									
	Total		23,468		427		11,341		12,127										
Talked to an adult in the school about how to apply to college	1	Never	7,998	34%	188	44%	4,710	42%	3,288	27%	2.23	2.07	↑4.7%	2.09 ***	▼	2.37 ***	▲		
	2	Rarely	5,281	23%	84	20%	2,385	21%	2,896	24%									
	3	Sometimes	6,833	29%	94	22%	2,721	24%	4,112	34%									
	4	Often	3,328	14%	61	14%	1,511	13%	1,817	15%									
	Total		23,440		427		11,327		12,113										

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

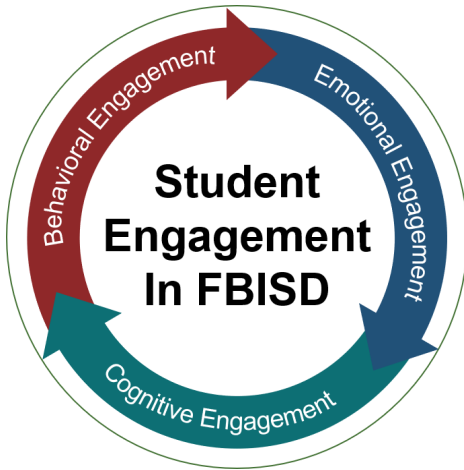
Cognitive Engagement with Academic Goals, Future Plans, and Aspirations

Frequency Distributions

													Statistical Significance between MS/HS				
Item wording or description Values			District		Campus		MS		HS		District	Campus		MS		HS	
			Count	%	Count	%	Count	%	Count	%	Mean	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size
To what extent do you agree or disagree with the following statements?																	
I go to school	1	Strongly Disagree	947	4%	10	2%	465	4%	482	4%	3.33	3.59	↑1.3%	3.38 ***	△	3.29 ***	▽
because I want to	2	Disagree	1,506	7%	9	2%	670	6%	836	7%							
graduate and go to	3	Agree	9,424	41%	124	29%	4,122	37%	5,302	45%							
college	4	Strongly Agree	11,088	48%	279	66%	5,815	53%	5,273	44%							
Total			22,965		422		11,072		11,893								
I go to school	1	Strongly Disagree	1,442	6%	18	4%	598	5%	844	7%	3.16	3.39	↓0.3%	3.27 ***	▲	3.05 ***	▼
because I want to	2	Disagree	2,345	10%	31	7%	891	8%	1,454	12%							
learn skills to get a	3	Agree	10,271	45%	141	33%	4,448	40%	5,823	49%							
good job	4	Strongly Agree	8,866	39%	232	55%	5,117	46%	3,749	32%							
Total			22,924		422		11,054		11,870								

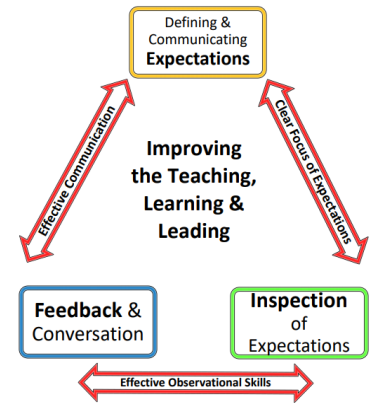
* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

Learning Walk Elements Overview



Learning Walk Teams exist as a collaborative structure to support student outcomes and teacher instructional practice through a shared responsibility and partnership with district and campus leaders. The Learning Walk process uses the Leading Improvement Framework as a way to ensure alignment between setting and inspecting expectations, and the ongoing feedback process.

Leading Improvement Framework

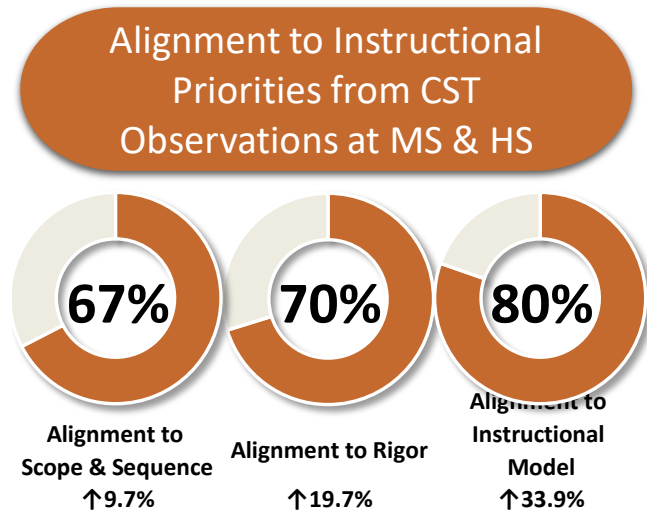


© 2019 Borstel

Alignment to Instructional Priorities

Through the Learning Walk Team process, FBISD has been able to monitor the degree of alignment to instructional priorities. The three areas of focus from 2018-2023 were alignment to the rigor of standard, the alignment to the District's Scope and Sequence from the curriculum, and alignment to the instructional models for each content areas.

The diagram to the right illustrates the observed alignment of the current year for middle school and high school campuses.



Learning Walk Instructional Alignment

Six elements from the instructional priorities have been included in the Learning Walks and the observational evidence from each category is shown below. While engaging in a Learning Walk, team members observe a variety of classrooms for 10 minutes and notate overall instructional activities and those relating to the campus focus which are recorded through a survey tool. The student engagement survey item questions that correspond to each element are broken down on the next two pages.

Access Resources

Communication

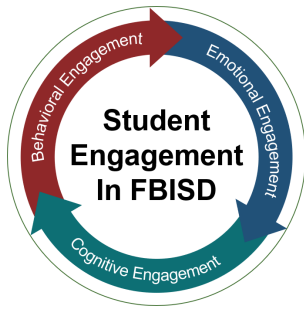
Collaboration

Progress Monitoring

Feedback

Goal Setting

Learning Walk Elements: Student Engagement Survey

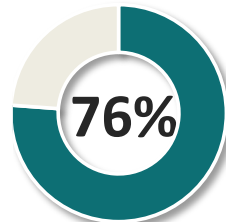


This process strives to cultivate a culture of collaborative inquiry as teams engage in learning walks and reflective conversations to make evidence-based leadership decisions as part of a cycle of continuous improvement. This process is used as a tool to measure alignment to instructional priorities.

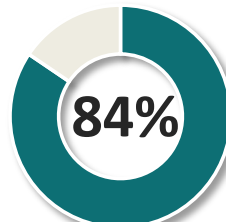
The green graphics represent student survey responses, the orange graphics represent Learning Walk responses from District staff members collected during the observational walks.

Communicate:

The degree to which students **sometimes or often** were able to engage in academic conversations in different contexts compared to the frequency observed in Learning Walks.



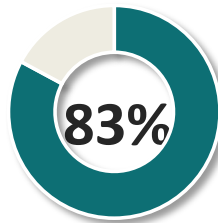
Engaged in academic conversations with teachers
↑8.0%



Engaged in academic conversations with peers
↑7.6%

Access Resources:

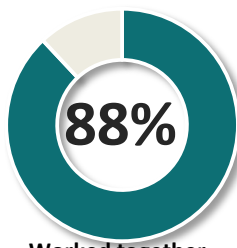
The degree to which students **sometimes or often** are able to access resources needed to engage in the learning compared to the frequency observed in Learning Walks.



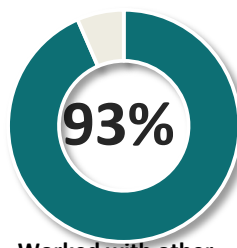
Used resources to deepen understanding, make connections, and represent learning
↑6.8%

Collaborate:

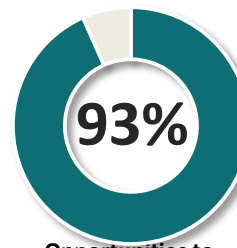
The degree to which students **sometimes or often** are able to work together with peers on a learning task compared to the frequency observed during Learning Walks.



Worked together with peers towards a common goal
↑4.0%



Worked with other students on projects or assignments
↑7.8%

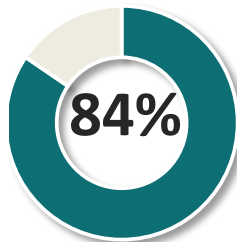


Opportunities to collaborate with peers in class
↑4.7%

Learning Walk Elements: Student Engagement Survey

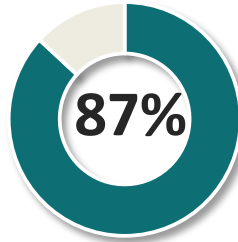
Feedback:

The degree to which students **sometimes or often** have engaged or that their campus emphasizes feedback opportunities with different school members compared to the frequency observed in Learning Walks.



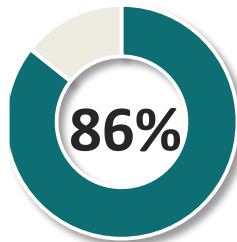
Received feedback from teachers on assignments or class work

↓0.7%



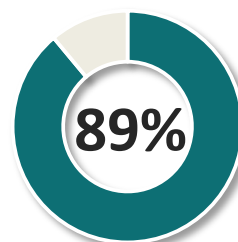
Received feedback from your peers on assignment or class work

↑14.5%



Used teacher or peer feedback to make changes to final version of an assignment

↑7.1%



Engaging in feedback with other students on work

↑5.4%

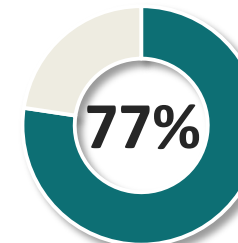
Progress Monitoring:

The degree to which students **sometimes or often** engage in activities that help student to track learning progress compared to what was observed during the Learning Walk process.



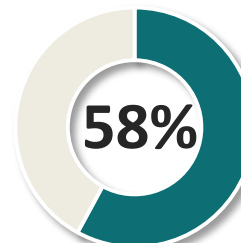
Used tools other than grades to monitor progress on learning

↓0.5%



Engaged in self-reflection on their work

↑5.5%

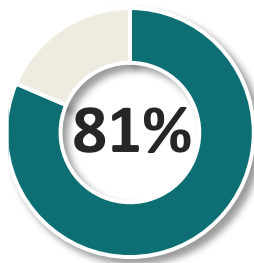


Discussed grades with teachers

↑6.5%

Goal Setting:

The degree to which students **sometimes or often** engage in goal setting activities compared to the frequency observed in Learning Walks



Setting learning goals throughout the year

↑5.3%

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Learning Walk Elements: Individual Item Breakdown

Learning Walk Team Items			Frequency Distributions								Statistical Comparison							
Item wording or description	Values	Response Options	District		Campus		MS		HS		District	Campus	Change from 2022	Statistical Significance between MS/HS				
			Count	%	Count	%	Count	%	Count	%				Mean	Mean	Mean	Effect Size	Mean
Communicate																		
During the school year, about how often have you done each of the following?																		
Engaged in academic conversations with teachers	1	Never	2,318	10%	18	4%	1,304	12%	1,014	8%	2.76	3.09	↑9.1%	2.71 ***	▽	2.80 ***	△	
	2	Rarely	5,878	25%	83	20%	2,976	27%	2,902	24%								
	3	Sometimes	10,152	44%	167	39%	4,544	41%	5,608	47%								
	4	Often	4,843	21%	156	37%	2,349	21%	2,494	21%								
		Total	23,191		424		11,173		12,018									
Engaged in academic conversations with peers	1	Never	1,871	8%	10	2%	1,037	9%	834	7%	2.88	3.29	↑8.0%	2.85 ***	▽	2.91 ***	△	
	2	Rarely	4,899	21%	56	13%	2,458	22%	2,441	20%								
	3	Sometimes	10,562	46%	161	38%	4,817	43%	5,745	48%								
	4	Often	5,830	25%	197	46%	2,843	25%	2,987	25%								
		Total	23,162		424		11,155		12,007									
Access Resources																		
During the school year, about how often have you done each of the following?																		
Use resources to deepen understanding, make connections, and represent learning	1	Never	1,719	7%	13	3%	927	8%	792	7%	2.86	3.18	↑5.4%	2.84 ***	▽	2.88 ***	△	
	2	Rarely	5,101	22%	60	14%	2,557	23%	2,544	21%								
	3	Sometimes	11,051	48%	191	45%	5,097	46%	5,954	50%								
	4	Often	5,296	23%	161	38%	2,577	23%	2,719	23%								
		Total	23,167				11,158		12,009									

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Learning Walk Elements: Individual Item Breakdown

Learning Walk Team Items			Frequency Distributions								Statistical Comparison							
Item wording or description	Values	Response Options	District		Campus		MS		HS		District	Campus	Statistical Significance between MS/HS					
			Count	%	Count	%	Count	%	Count	%	Mean	Mean	Change from 2022	MS		HS		
														Mean	Effect Size	Mean	Effect Size	
Collaborate																		
How much does your school emphasize each of the following																		
Opportunities to collaborate with peers in class	1	Not at All	1,092	5%	8	2%	587	5%	505	4%	3.04	3.44	↑6.6%	3.03	--	3.04	--	
	2	Very Little	3,655	15%	21	5%	1,906	17%	1,749	14%								
	3	Some	12,400	52%	176	40%	5,577	48%	6,823	56%								
	4	Very Much	6,680	28%	230	53%	3,478	30%	3,202	26%								
	Total	23,827	435	11,548	12,279													
During the school year, how much have you done the following?																		
Worked with other students on projects/assignments	1	Never	912	4%	8	2%	511	5%	401	3%	3.10	3.47	↑5.2%	3.10	--	3.10	--	
	2	Rarely	3,637	15%	20	5%	1,804	16%	1,833	15%								
	3	Sometimes	11,158	48%	162	38%	5,109	45%	6,049	50%								
	4	Often	7,771	33%	238	56%	3,925	35%	3,846	32%								
	Total	23,478	428	11,349	12,129													
During the school year, about how often have you done each of the following?																		
Worked together with peers towards a common goal	1	Never	1,554	7%	12	3%	866	8%	688	6%	2.95	3.32	↑4.5%	2.93	**	▽	2.97	**
	2	Rarely	4,271	18%	39	9%	2,127	19%	2,144	18%								
	3	Sometimes	11,148	48%	174	41%	5,103	46%	6,045	50%								
	4	Often	6,191	27%	200	47%	3,060	27%	3,131	26%								
	Total	23,164	425	11,156	12,008													

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Learning Walk Elements: Individual Item Breakdown

Learning Walk Team Items

Frequency Distributions

Statistical Comparison

													Statistical Significance between MS/HS						
Item wording or description		Response Options	District		Campus		MS		HS		District	Campus	Change from 2022	MS		HS			
			Count	%	Count	%	Count	%	Count	%	Mean	Mean		Mean	Effect Size	Mean	Effect Size		
Feedback																			
How much does your school emphasize each of the following																			
Engaging in feedback with other students on work	1	Not at All	1,326	6%	10	2%	710	6%	616	5%	2.95	3.35	↑6.9%	2.95	--	2.94	--		
	2	Very Little	4,456	19%	38	9%	2,239	19%	2,217	18%									
	3	Some	12,184	51%	174	40%	5,429	47%	6,755	55%									
	4	Very Much	5,810	24%	210	49%	3,136	27%	2,674	22%									
	Total	23,776	432	11,514	12,262														
During the school year, how much have you done the following?																			
Received feedback from teachers on assignments or other class work	1	Never	1,185	5%	10	2%	662	6%	523	4%	3.00	3.24	↓0.4%	2.96	***	▽	3.03	***	△
	2	Rarely	4,621	20%	56	13%	2,424	21%	2,197	18%									
	3	Sometimes	10,767	46%	181	43%	4,929	43%	5,838	48%									
	4	Often	6,930	29%	178	42%	3,340	29%	3,590	30%									
	Total	23,503	425	11,355	12,148														
During the school year, about how often have you done each of the following?																			
Received feedback from your peers on an assignment or other class work	1	Never	1,631	7%	9	2%	825	4%	806	3%	2.83	3.24	↑9.9%	2.86	***	△	2.81	***	▽
	2	Rarely	5,487	24%	47	11%	2,573	11%	2,914	13%									
	3	Sometimes	11,328	49%	202	47%	5,187	22%	6,141	26%									
	4	Often	4,824	21%	168	39%	2,620	11%	2,204	9%									
	Total	23,270	426	11,205	12,065														
Used teacher or peer feedback to make changes to the final version of an assignment	1	Never	1,468	6%	10	2%	746	7%	722	6%	2.94	3.27	↑5.4%	2.95	--	2.94	--		
	2	Rarely	4,526	19%	51	12%	2,220	20%	2,306	19%									
	3	Sometimes	11,063	48%	180	42%	5,092	46%	5,971	50%									
	4	Often	6,161	27%	184	43%	3,132	28%	3,029	25%									
	Total	23,218	425	11,190	12,028														

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

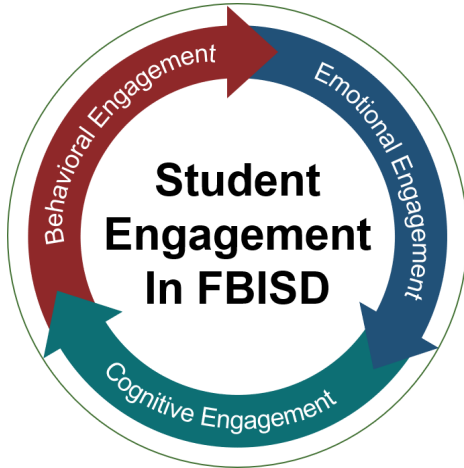
FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Learning Walk Elements: Individual Item Breakdown

Learning Walk Team Items			Frequency Distributions								Statistical Comparison							
			District		Campus		MS		HS		District	Campus		Statistical Significance between MS/HS				
Item wording or description	Values	sponse Options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size	
Progress Monitoring																		
During the school year, about how often have you done each of the following?																		
Discussed grades with teachers	1	Never	2,526	11%	44	10%	1,592	14%	934	8%	2.76	2.71	↑5.5%	2.65 ***	▼	2.86 ***	▲	
	2	Rarely	5,942	25%	136	32%	3,164	28%	2,778	23%								
	3	Sometimes	9,592	41%	147	34%	4,173	37%	5,419	45%								
	4	Often	5,436	23%	101	24%	2,429	21%	3,007	25%								
	Total		23,496		428		11,358		12,138									
Engage in self-reflection on their work	1	Never	1,904	8%	19	4%	1,012	9%	892	7%	2.83	3.07	↑5.3%	2.82 *	▽	2.85 *	△	
	2	Rarely	5,237	23%	77	18%	2,598	23%	2,639	22%								
	3	Sometimes	10,830	47%	185	44%	4,946	44%	5,884	49%								
	4	Often	5,165	22%	143	34%	2,590	23%	2,575	21%								
	Total		23,136		424		11,146		11,990									
Use tools other than grades to monitor progress on learning	1	Never	3,698	16%	46	11%	1,765	16%	1,933	16%	2.62	2.76	↑2.1%	2.64 *	△	2.60 *	▽	
	2	Rarely	5,732	25%	123	29%	2,777	25%	2,955	25%								
	3	Sometimes	9,343	41%	139	33%	4,316	39%	5,027	42%								
	4	Often	4,291	19%	114	27%	2,258	20%	2,033	17%								
	Total		23,064		422		11,116		11,948									
Goal Setting																		
How much does your school emphasize each of the following																		
Setting learning goals throughout the year	1	Not at All	1,838	8%	21	5%	869	8%	969	8%	2.90	3.18	↑4.6%	2.96 ***	△	2.84 ***	▽	
	2	Very Little	4,726	20%	59	14%	2,145	19%	2,581	21%								
	3	Some	11,165	47%	174	40%	5,052	44%	6,113	50%								
	4	Very Much	6,058	25%	177	41%	3,457	30%	2,601	21%								
	Total		23,787		431		11,523		12,264									

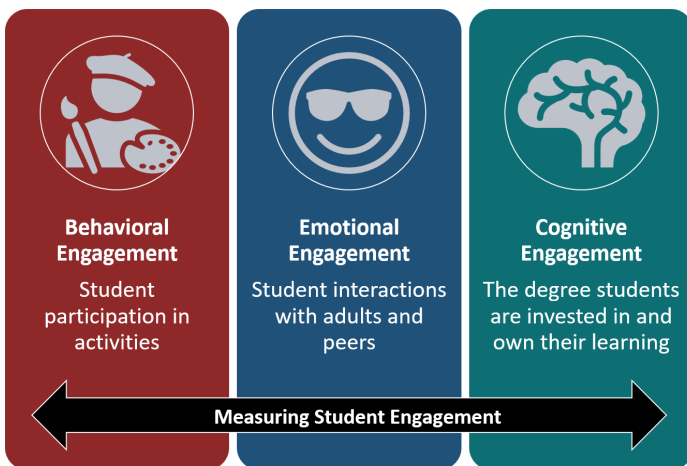
* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols

STUDENT GROUPS: Other Interests, Engagement Dimensions & Factors



Student engagement is defined as meaningful student involvement throughout the learning environment. It can be understood by analyzing the degree to which students interact within the school community, with adults, peers, the curriculum, and within instruction or the learner experience.

In this section of the report, we will explore what the responses looked like across student groups in FBISD in all the dimensions and factors. We will also review other survey items that were not part of the engagement dimension scoring, but that can provide further insights into how and what students think about learning in FBISD.



In this section you will find:

- Engagement Dimensions and Factors broken down by student groups to explore trends,
- Areas of Student Academic and Instructional Interests,
- Student Perceptions of Health & Wellness
- Student Retention Information

Student Engagement Score Scale

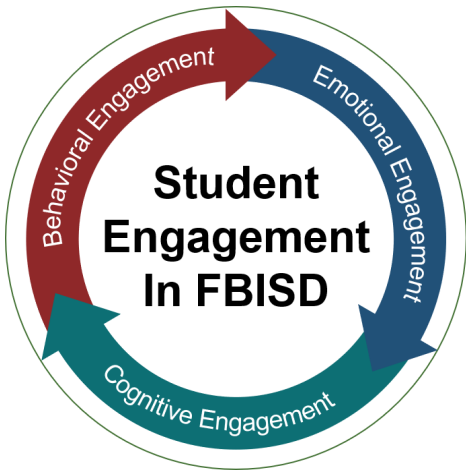
Very Low	Low	Mod	High
1.0 - 1.75	1.76 - 2.50	2.51 - 3.25	3.26 - 4.0

The Student Engagement Score Scale above, and the significance key below will be helpful as you review items in the next section of this report. The student engagement scale gives you a perspective on the levels of engagement that students expressed within each dimension. In this section of the report, the student group average scores were compared to the **DISTRICT** averages with the significance key below used to show statistical relationships. There is a difference between statistical significance and practical significance, but this data could help inform future explorations and information we collect from students.

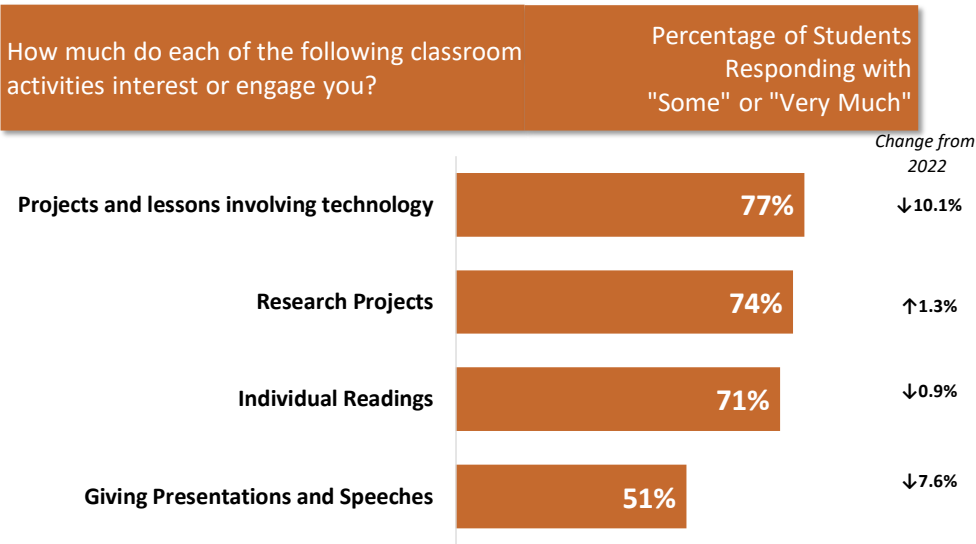
- ▲ Student average score was significantly higher than the district average, with an effect size greater than 0.2
- △ Student average score was significantly higher than the district average, with an effect size less than 0.2
- No significant difference between the groups
- ▽ Student average score was significantly lower than the district average, with an effect size less than 0.2
- ▼ Student average score was significantly lower than the district average, with an effect size greater than 0.2

* Student group scores are compared to **district** mean. Refer to the **About this Report** section for key to triangle symbols.

Interest in Learning Experiences



Teachers use a variety of methods to engage students in learning experiences. Some of the student items asked how different activities engaged or interested students in learning. This information could be helpful for teachers to provide input on designing meaningful learning experiences for students.



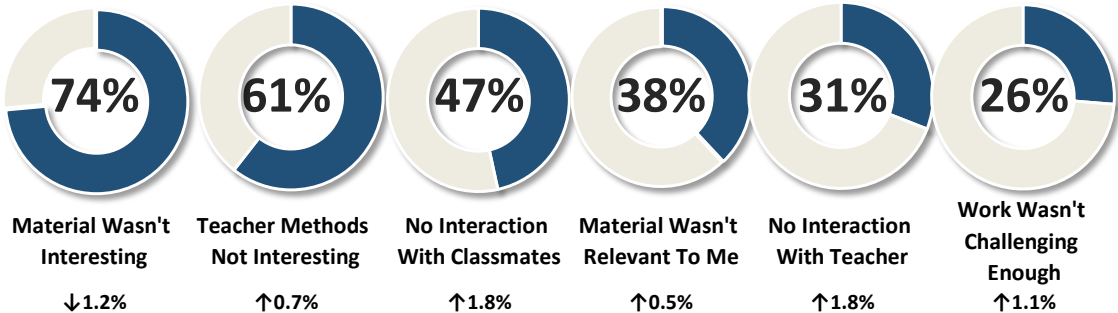
92% Of FBISD students reported being bored in class

Never	Rarely	Sometimes	Often
8%	8%	35%	49%

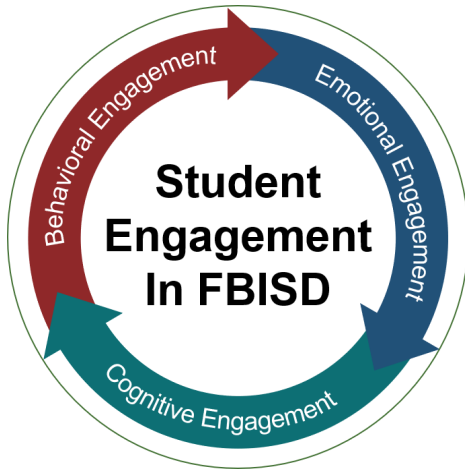
Change from 2022
↑0.0%

REASONS*

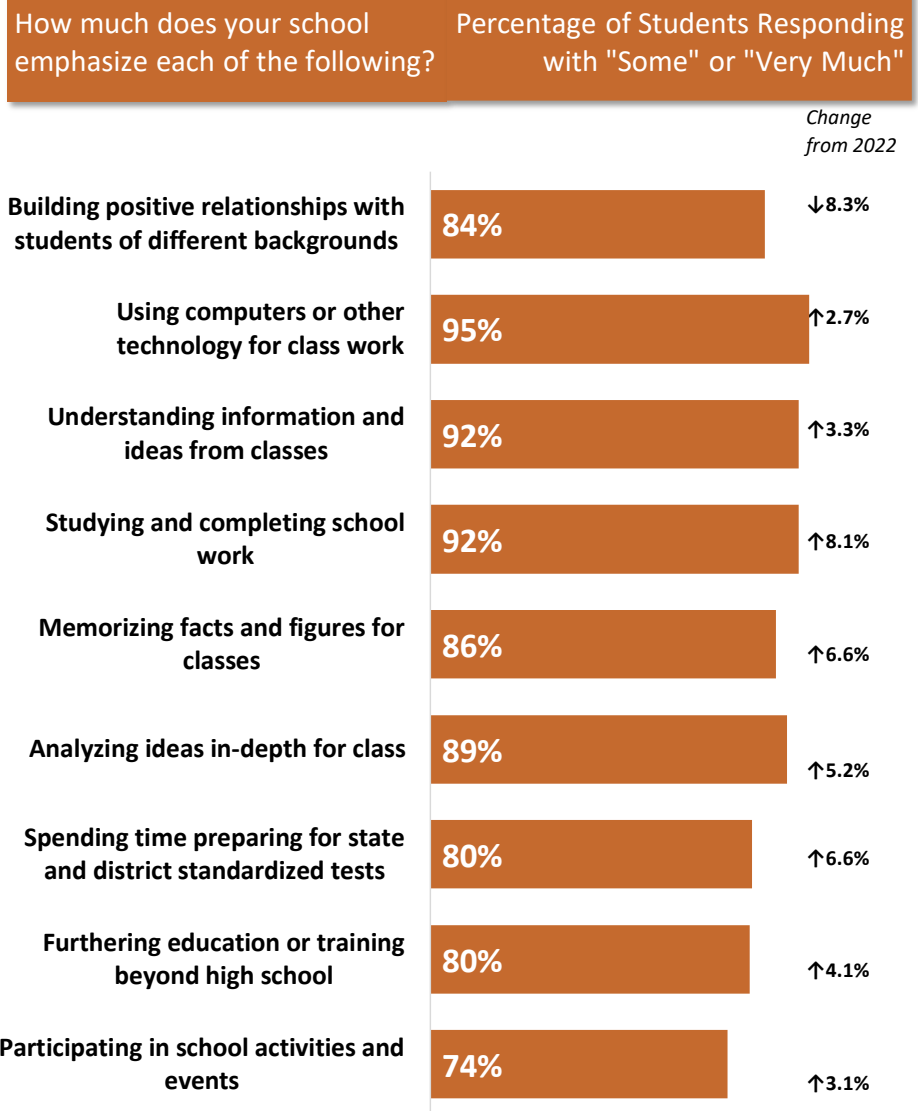
*Out of 21,682 FBISD students responding "Rarely", "Sometimes", or "Often"



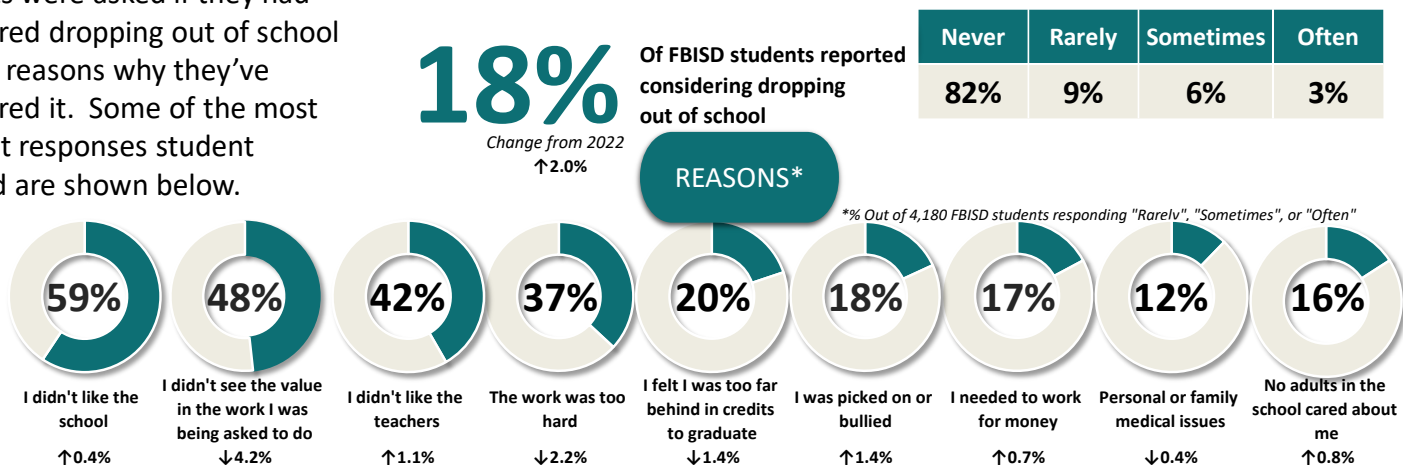
Impacts of School Focus



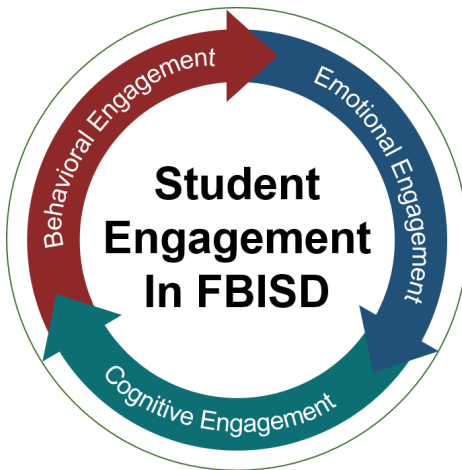
Each campus within FBISD selects a campus instructional focus that aligns with our Progressions of Practice or the Learning Framework components. Students responded to items when asked how much they felt like their school emphasized different practices.



Students were asked if they had considered dropping out of school and the reasons why they've considered it. Some of the most frequent responses student selected are shown below.

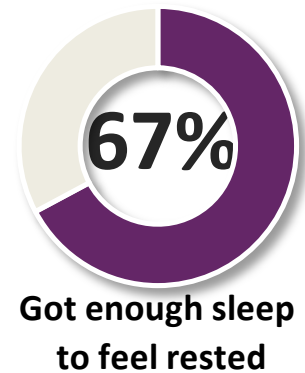


Perceptions on Health and Wellness



Current challenges in education include those related to the social, emotional, and physical well-being of students. In addition to questions from the emotional and behavioral engagement categories, questions were added this year, to better understand student perceptions of healthy habits and how district and campus activities impact those perceptions.

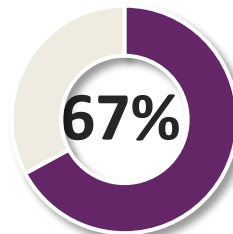
% of Students responding they "Sometimes" or "Often":



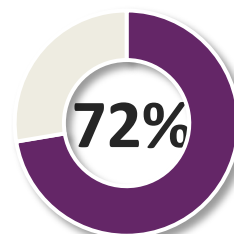
Physical Activity

Students were asked to describe the degree to which their school emphasizes specific practices, their level of interest, and how long they engage in physical activity outside the school day.

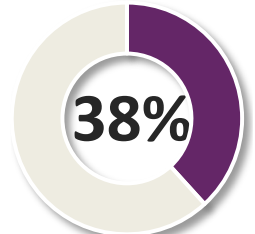
% of Students responding their school emphasizes the following "Some" or "Very Much":



Engaging in physical activity (walking, moving around) or using body movement to learn



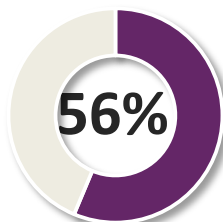
Being physically active, using movement to help you learn interests me some/very much



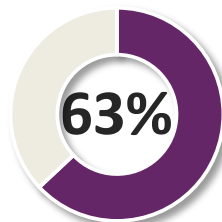
Physically active for greater than 3 hours a week

Healthy Habits

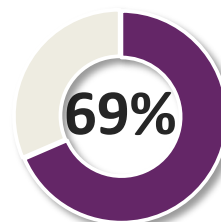
The degree to which students felt their campus put **some or very much** of an emphasis on some wellness practices, as well as the degree to which students agreed or strongly agreed that they get at least 20 minutes to eat lunch



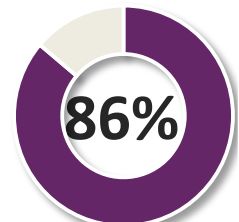
Engaging in healthy eating habits



Engaging in mindfulness or stress reducing moments



Using/Discussing drug and alcohol prevention strategies



My school allows me at least 20 minutes to eat lunch

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Perceptions of Health and Wellness: Individual Item Breakdown

Health and Wellness Questions

Frequency Distributions																
Item wording or description Values Response Options			Statistical Significance between MS/HS													
			District		Campus		MS		HS		District	Campus	MS		HS	
			Count	%	Count	%	Count	%	Count	%	Mean	Mean	Mean	Effect Size	Mean	Effect Size
How much do each of the following classroom activities and assignments interest or engage you?																
Being physically active, using movement to help you learn	1	Not at All	2,332	10%	41	9%	1,056	9%	1,276	10%	2.92	2.94	2.97 ***	△	2.86 ***	▽
	2	Very Little	4,518	19%	80	18%	2,083	18%	2,435	20%						
	3	Some	9,839	41%	182	42%	4,559	39%	5,280	43%						
	4	Very Much	7,173	30%	135	31%	3,873	33%	3,300	27%						
	Total	23,862	438	11,571	12,291											
During the school year, about how often have you done each of the following?																
Got enough sleep to feel rested	1	Never	3,952	17%	51	12%	1,539	14%	2,413	20%	2.62	2.84	2.78 ***	▲	2.48 ***	▼
	2	Rarely	5,769	25%	89	21%	2,450	22%	3,319	27%						
	3	Sometimes	8,928	38%	163	38%	4,351	38%	4,577	38%						
	4	Often	4,790	20%	124	29%	2,993	26%	1,797	15%						
	Total	23,439	427	11,333	12,106											
How much do you agree or disagree with the following statements?																
My school allows me at least 20 minutes to eat lunch	1	Strongly Disagree	1,405	6%	18	4%	791	7%	614	5%	3.13	3.33	3.12 --		3.14 --	
	2	Disagree	2,295	10%	41	10%	1,236	11%	1,059	9%						
	3	Agree	11,033	48%	150	35%	4,891	44%	6,142	52%						
	4	Strongly Agree	8,142	36%	217	51%	4,145	37%	3,997	34%						
	Total	22,875	426	11,063	11,812											
In a typical 7 day week during the school year, how many hours do you do the following OUTSIDE of school? (Number of hours per week)																
Being physically active (exercise, sports, walking, running, biking, playing outside)	1	1 Hr or less	5,131	22%	111	26%	2,271	20%	2,860	23%	2.42	2.28	2.50 ***	△	2.35 ***	▽
	2	2-3 Hours	8,055	34%	154	36%	3,823	33%	4,232	35%						
	3	4-7 Hours	6,019	25%	96	22%	2,849	25%	3,170	26%						
	4	8 or more Hours	4,548	19%	68	16%	2,581	22%	1,967	16%						
	Total	23,753	429	11,524	12,229											

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Perceptions of Health and Wellness: Individual Item Breakdown

Health and Wellness Questions

Frequency Distributions																
			Statistical Significance between MS/HS													
			District		Campus		MS		HS		District	Campus	MS		HS	
Item wording or description	Values	Response Options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Mean	Effect Size	Mean	Effect Size
How much does your school emphasize the following?											2.81	2.86	2.96 ***	▲	2.67 ***	▼
Engaging in physical activity (walking, moving around) or using body movement	1	Not at All	2,530	11%	39	9%	964	8%	1,566	13%						
	2	Very Little	5,250	22%	104	24%	2,174	19%	3,076	25%						
	3	Some	10,252	43%	171	39%	4,821	42%	5,431	44%						
	4	Very Much	5,784	24%	121	28%	3,583	31%	2,201	18%						
		Total	23,816		435		11,542		12,274							
Engaging in healthy eating habits	1	Not at All	3,485	15%	72	17%	1,503	13%	1,982	16%	2.65	2.63	2.74 ***	△	2.56 ***	▽
	2	Very Little	5,838	25%	118	27%	2,579	22%	3,259	27%						
	3	Some	10,029	42%	144	33%	4,803	42%	5,226	43%						
	4	Very Much	4,426	19%	101	23%	2,635	23%	1,791	15%						
		Total	23,778		435		11,520		12,258							
Engaging in mindfulness or stress reducing moments	1	Not at All	4,205	18%	56	13%	1,886	16%	2,319	19%	2.57	2.76	2.64 ***	△	2.51 ***	▽
	2	Very Little	5,903	25%	103	24%	2,761	24%	3,142	26%						
	3	Some	9,415	40%	161	37%	4,394	38%	5,021	41%						
	4	Very Much	4,188	18%	110	26%	2,433	21%	1,755	14%						
		Total	23,711		430		11,474		12,237							
Using/Discussing drug and alcohol prevention strategies	1	Not at All	3,941	17%	50	11%	1,866	16%	2,075	17%	2.67	2.89	2.77 ***	△	2.57 ***	▽
	2	Very Little	5,155	22%	87	20%	2,134	19%	3,021	25%						
	3	Some	9,465	40%	159	37%	4,294	37%	5,171	42%						
	4	Very Much	5,152	22%	139	32%	3,208	28%	1,944	16%						
		Total	23,713		435		11,502		12,211							

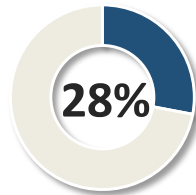
* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols

Student Retention

During the administration of the survey, students were asked questions about if they have considered transferring to another school, would they select their school if they could, and why have they considered transferring. This allowed us to collect quantitative and qualitative data on the student responses. There were over 6,500 open ended secondary student responses that were collected, and thematically coded to look for trends and patterns into why students have considered transferring from their school. You will find a summary of that analysis on this page.

Perceptions in Student Retention

Students were asked, and the graphics illustrate the frequency to which students have considered transferring as well as where they considered transferring to.



Percent of Students who Sometimes or Often Considered Transferring Schools.

↑2.7%

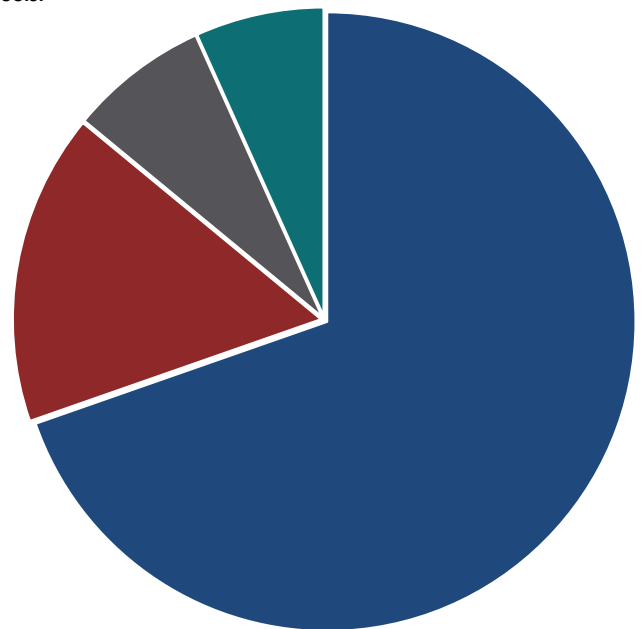
Breakdown of Student Responses

Never	Rarely	Sometimes	Often
55%	17%	16%	12%

I would choose to go to a....

Public School	64%
Private School	15%
Online School	7%
Home School	6%

** Out of Students who selected Rarely, Sometimes, or Often Considered Transferring*



Campus Highlights

The table to the right highlights the five FBISD campuses with the highest percentage of students responding to the survey that indicated they sometimes or often consider transferring schools.

Name of Campus	Percent of Students Responding Sometimes or Often
Lake Olympia Middle School	51%
McAuliffe Middle School	43%
Hightower High School	43%
Dulles Middle School	39%
Crockett Middle School	39%

Student Response Qualitative Analysis

Over 5,800 open ended student responses were analyzed and thematically coded to determine themes and sub-themes for reasons why students would want to transfer schools. The chart on the right displays the percentage of student responses that fit into each theme, some student responses may have contained more than one reason and not all students who responded that they rarely, sometimes, or often consider transferring provided a reason. The data reported here represents District level themes.

The tables below break down each theme into the most common sub-themes and show the percent of student responses within that theme.

Themes Students Reported Reasons	% of 2023 Student Responses
School	37%
People	26%
Instruction	15%
Personal	12%
Programs	3%
Safety	8%
Policies	#REF!

School	37%
Sub Themes & Percent of Student Responses in Theme	
<i>Dislike specific campus</i>	41%
<i>Environment</i>	22%
<i>Location of campus</i>	13%
<i>Spirit/Sense of Community</i>	10%
<i>Want fewer people/smaller school</i>	#REF!

People	26%
Sub Themes & Percent of Student Responses in Theme	
<i>General</i>	21%
<i>Want to be with Friends</i>	39%
<i>Issues with Students</i>	23%
<i>Issues with Teachers</i>	14%
<i>Issues with Administrators</i>	4%

Instruction	15%
Sub Themes & Percent of Student Responses in Theme	
<i>Quality of Learning</i>	43%
<i>Boring</i>	39%
<i>Like online school better</i>	12%
<i>Learning not challenging/too easy</i>	6%

Personal	12%
Sub Themes & Percent of Student Responses in Theme	
<i>Wanting a change/new experience</i>	34%
<i>Mental Health</i>	35%
<i>Wanting a fresh start</i>	15%
<i>Want to meet new people</i>	5%

Programs	3%
Sub Themes & Percent of Student Responses in Theme	
<i>Want different/more options</i>	55%
<i>Access or Quality of Extracurricular</i>	45%

Safety	8%
Sub Themes & Percent of Student Responses in Theme	
<i>Violence or Fighting</i>	75%
<i>Bullying</i>	25%

Policies	#REF!
Sub Themes & Percent of Student Responses in Theme	
<i>Rules too strict</i>	#REF!
<i>Rules Enforced Differently</i>	#REF!
<i>Dress Code</i>	#REF!

FBISD SSES 2023 Item Frequencies

Student Retention: Individual Campus Breakdown

Question: Have you ever considered transferring from this school? Student Responses by Campus

Campus	% Never	% Rarely	% Sometimes	% Often	Total Number of Students Responding In Survey	Percentage of Total Students Participating Who Responded Sometimes or Often
Lake Olympia Middle School	32%	16%	25%	26%	437	51%
McAuliffe Middle School	41%	16%	24%	19%	452	43%
Hightower High School	43%	14%	24%	19%	1,336	43%
Dulles Middle School	46%	15%	22%	17%	1,111	39%
Crockett Middle School	42%	19%	19%	20%	579	39%
Sugar Land Middle School	46%	17%	22%	15%	622	37%
Hodges Bend Middle School	49%	15%	21%	15%	507	36%
Bush High School	52%	13%	20%	15%	773	35%
Marshall High School	53%	12%	19%	15%	163	34%
Quail Valley Middle School	50%	16%	20%	14%	585	34%
Thornton Middle School	51%	16%	19%	15%	850	34%
Willowridge High School	55%	11%	19%	15%	372	34%
Missouri City Middle School	46%	20%	20%	14%	390	34%
Dulles High School	54%	13%	21%	12%	1,147	33%
Clements High School	60%	12%	17%	12%	1,826	28%
Kempner High School	61%	11%	17%	11%	592	28%
Elkins High School	61%	12%	18%	9%	1,084	27%
Bowie Middle School	56%	17%	15%	12%	963	27%
Travis High School	61%	12%	15%	12%	1,147	26%
Austin High School	65%	11%	15%	10%	1,341	25%
First Colony Middle School	61%	16%	14%	8%	796	23%
Garcia Middle School	65%	13%	12%	11%	800	23%
Ridge Point High School	68%	10%	13%	9%	1,518	22%
Baines Middle School	63%	15%	15%	7%	714	22%
Fort Settlement Middle School	72%	11%	11%	6%	1,170	17%
Sartartia Middle School	75%	12%	7%	5%	989	13%
District	57%	14%	17%	12%	22,310	29%

Quail Valley Middle School
STAAR Performance Data Summary (as of June 2023)

6th Grade			
	Likely Did Not Pass	Zone of Uncertainty	Likely Passed
Reading/English Language Arts	<i>13 students; 4%</i>	<i>52 students; 15%</i>	<i>274 students; 81%</i>
Mathematics	<i>14 students; 5%</i>	<i>113 students; 37%</i>	<i>179 students; 58%</i>

7th Grade			
	Likely Did Not Pass	Zone of Uncertainty	Likely Passed
Reading/English Language Arts	<i>5 students; 1%</i>	<i>39 students; 11%</i>	<i>301 students; 87%</i>
Mathematics	<i>15 students; 4%</i>	<i>95 students; 28%</i>	<i>235 students; 68%</i>

8th Grade			
	Likely Did Not Pass	Zone of Uncertainty	Likely Passed
Reading/English Language Arts	<i>6 students; 2%</i>	<i>43 students; 13%</i>	<i>291 students; 86%</i>
Mathematics	<i>20 students; 10%</i>	<i>99 students; 48%</i>	<i>87 students; 42%</i>
Science	<i>8 students; 2%</i>	<i>86 students; 26%</i>	<i>237 students; 72%</i>
Social Studies	<i>61 students; 18%</i>	<i>113 students; 33%</i>	<i>168 students; 49%</i>



QVMS 22-23 ____ Emergent Bilingual Student Data

Emergent Bilingual (EB) Demographics*				
*22-23				
Emergent Bilingual Students	Total: 81	Immigrant (Born in the US) 10	Newcomer (3 years or less in US) 7	Long-Term (5 Years+ in US) 63
Top languages other than English	Spanish 44	Vietnamese 7	Mandarin 6	Arabic 2
Dually Served	SpEd/504 7% (6)		GT 24% (20)	
Economic Disadvantage	28 students			
Met Reclassification	13			

STAAR Results- % Did Not Meet (# of students)

6 th Math	S 22	S 23
EB	52 (12)	24 (8)
Non-EB	17 (54)	19 (60)
Difference	35%	5%

7 th Math	S 22	S 23
EB	58 (11)	29 (7)
Non-EB	27 (95)	17 (59)
Difference	31%	12%

8 th Math	S 22	S 23
EB	65 (11)	37 (7)
Non-EB	41 (96)	24 (50)
Difference	24%	13%

6 th ELA	S 22	S 23
EB	42 (10)	16 (6)
Non-EB	15 (52)	15 (36)
Difference	27%	1%

7 th ELA	S 22	S 23
EB	22 (4)	14 (3)
Non-EB	9 (32)	10 (29)
Difference	13%	4%

8 th ELA	S 22	S 23
EB	39 (7)	24 (5)
Non-EB	8 (33)	7 (20)
Difference	31%	17%

8 th SS	S 22	S 23
EB	72 (13)	43 (9)
Non-EB	28 (113)	29 (101)
Difference	44%	14%

8 th Sci.	S 22	S 23
EB	50 (9)	33 (7)
Non-EB	14 (58)	11 (38)
Difference	36%	22%

TELPAS																
	Reading				Writing				Speaking				Listening			
	B	I	A	AH	B	I	A	AH	B	I	A	AH	B	I	A	AH
2022	2	20	14	24	4	9	17	30	4	22	34	0	1	9	13	37
2023	4	12	23	41	4	21	40	15	9	17	32	22	2	11	24	43
Change	+ 2	- 8	+ 9	+ 17	0	+ 12	+ 23	- 15	+ 5	- 5	- 2	+ 22	+ 1	+ 2	+ 11	+ 6

Top 5 Course Failures (number of EB students)

Fine Arts	Science	Math Science	ELA	Elective
11	10	7	6	1

EBs served through ESL Certified ELA teacher	
ESL Certified	75
on waiver	0
EBs NOT served	6

EB Attendance	
Average Percent in Attendance	96%
Excessive Absences (10+ days)	11

EB Instructional Staff	
ESL Teacher(s)	1
EL Specialist	0

Sheltered Instruction Cadre Participant(s)	2
--	---

2023 Summer PD EB Course Attendance

EB 101 ELL9159	EB Math ELL9164	EB Science ELL9163	EB Social Studies	EB ELA ELL9166	Culturally Responsive ELL9170
1	0	2	N/A	0	0

LOC_DESCR	Location	POS #	POSN_DESCR	MAX HEADC	VACANT	LAST_NAME_SRCH	FIRST_NAME_S	JOBCODE	FTE	Column1	PIC	STATUS	.IDAY_SCHED
QUAIL VALLE 044	QUAIL VALLEY MI	00003871	COOR CAMPUS ASSESSMENT	0.5	0	WILLIAMS	MEAGAN	T00900	1	199.31.1000.00.044.2024.24	24	A	210AUG
QUAIL VALLE 044	QUAIL VALLEY MI	00005763	TEACHER MS ELA	0.14	0	WILLIAMS	STEPHANIE	T00256	1	199.11.1000.00.044.2024.24	24	A	187SEP
QUAIL VALLE 044	QUAIL VALLEY MI	00005764	TEACHER I/DISCIPLINARY STUDIES	0.43	0	PLEASANT	KIMBERLEY	T00122	1	199.11.1000.00.044.2024.24	24	A	187SEP
QUAIL VALLE 044	QUAIL VALLEY MI	00005842	TEACHER MS MATH	0.43	0	WHITE	LATOYA	T00262	1	199.11.1000.00.044.2024.24	24	A	187SEP

L_ADMIN_PLCY_NB	
P7	####
P7	####
P7	####
P7	####