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

QUAIL VALLEY MIDDLE SCHOOL

Administered April 2022

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	• No individual factors
Emotional Engagement	• *Motivation for Learning* • *Emotional Engagement with the School* • *Positive Relationships with Adults in School* • *Positive Relationships with Other Students*
Cognitive Engagement	• *Cognitive Growth through Personal Skill Development* • *Levels of Effort in Academic Pursuit* • *Attitude Toward Learning* • *Cognitive 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

DESCRIPTIONS
A description of the student engagement dimensions, factors and relative connections in FBISD are provided.

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.

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)

INDIVIDUAL ITEM BREAKDOWNS
Responses to each item are included that shows the values and frequency distribution of student responses for each group.

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)
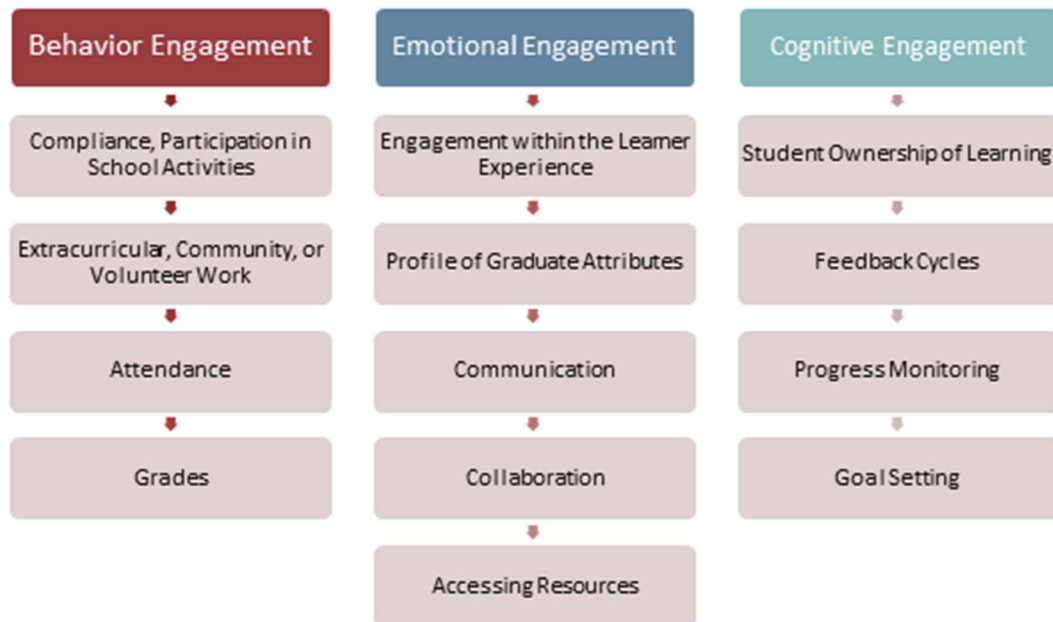
Multiple Components of Student Engagement

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.

Behavior Engagement	Emotional Engagement	Cognitive Engagement
Compliance, Participation in School Activities	Engagement within the Learner Experience	Student Ownership of Learning
Extracurricular, Community, or Volunteer Work	Profile of Graduate Attributes	Feedback Cycles
Attendance	Communication	Progress Monitoring
Grades	Collaboration	Goal Setting
	Accessing Resources	

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 FBSID, 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.

Important Note: Learning Model Changes from 20-21 to 21-22

In the 2021 administration of the secondary student engagement survey, FBISD was running two concurrent learning models in online and face to face classrooms. An important note in this survey is that the online learning model was discontinued for the 21-22 school year and all students reported face-to-face. This transition back to the classroom could explain some of the changes seen in the different dimension and factor scores, as well as student responses. For reference, you will see the comparison of the online and face to face learning results from the survey last year. The 20-21 survey represented approximately 22,278 students with 8,876 student responses from face-to-face classrooms and 13,402 student responses from online classrooms.

2021 Student Engagement Dimensions Learning Model Comparison

		Mean Comparisons	Statistical Comparison			
			Statistical Significance between Online/F2F			
		District	Online		Face to Face	
Engagement Category	*Engagement Indicator*	*Mean*	*Mean*	*Effect Size*	*Mean*	*Effect Size*
Behavioral Engagement	**Overall Behavioral Engagement Dimension**	2.85	2.85 --		2.85 --	
	Overall Emotional Engagement Dimension	2.99	3.02 ***	△	2.95 ***	▽
Emotional Engagement	*Motivation for Learning*	2.97	3.01 ***	△	2.92 ***	▽
	Emotional Engagement with School	2.89	2.93 ***	▲	2.84 ***	▼
	Positive Relationships with Adults in School	2.96	2.95 --		2.97 --	
	Positive Relationships with Other Students	3.19	3.23 ***	▲	3.13 ***	▼
	Overall Cognitive Engagement Dimension	2.92	2.95 ***	△	2.88 ***	▽
Cognitive Engagement	*Cognitive Growth through Personal Skill Development*	3.02	3.05 ***	△	2.98 ***	▽
	Level of Effort in Academic Pursuits	2.90	2.93 ***	△	2.86 ***	▽
	Attitude Towards Learning	2.95	2.99 ***	▲	2.89 ***	▼
	Cognitive Engagement with Academic Goals, Future Plans, and Aspirations	2.68	2.68 --		2.68 --	

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	▲	▼
Emotional Engagement	Overall Dimension	△	▽
	Motivation for Learning	▲	▼
	Emotional Engagement with the School	△	▽
	Positive Relationships with Adults in School	▲	▼
	Positive Relationships with Other Students	▽	△
Cognitive Engagement	Overall Dimension	△	▽
	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.

1. **Student Engagement Dimension/Section Name**

2. **Question:** As it was displayed on the student surveys.

3. **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.

4. **Values and Response Options:** Number values used to calculate the mean scores. Response options indicate what value each student response held.

5. **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.*

6. **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.

7. **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

8. **Change from 2021.** This column illustrates the % change in the mean scores when compared to 2021. 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 emphasis connections, identify gaps, and dig deeper to understand a more complete view of student engagement.
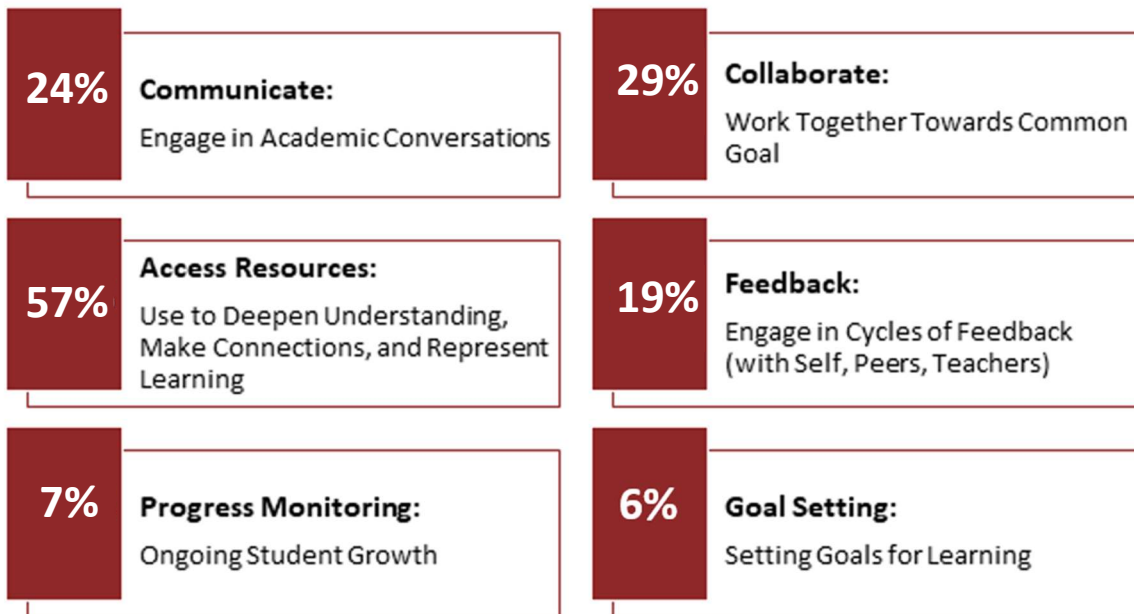
Survey Evidence

> **Secondary HSSSE/MSSSE.** The National Survey of Student Engagement (NSES) 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 prior to July 2022. These permissions included the adaptation and addition of some questions and language to collect information specifically aligned to our instructional practices (CST and AB Block) without altering the reliability of the survey. By collecting and analyzing the data ourselves, we were able to more deeply understand the student responses and customize the result views to highlight connections to district priorities. As a result, with the survey administration finished by 4/15, we were able to prepare our preliminary results by 5/15 to be included in the district improvement planning process.

> **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 instruments are not able to be used. After a review of several elementary engagement instruments, the SEI instrument was selected 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 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.

Campus Support Team (CST) Evidence

In addition to student survey instruments, the CST 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 CST walks from the student perspective. Additional questions with language aligning to the CST observational tool were added to the survey. Current evidence related to these levels of engagement from the CST process are provided below and demonstrate how often teams observed students having opportunities within the learner experience. In the survey results, an overview of student perspectives of CST elements are also included.

24%	**Communicate:** Engage in Academic Conversations	29%	**Collaborate:** Work Together Towards Common Goal
57%	**Access Resources:** Use to Deepen Understanding, Make Connections, and Represent Learning	19%	**Feedback:** Engage in Cycles of Feedback (with Self, Peers, Teachers)
7%	**Progress Monitoring:** Ongoing Student Growth	6%	**Goal Setting:** Setting Goals for Learning

Note: These percentages represent the percentage of time observed in classroom during CST walks from September 2021-May 2022 for all secondary levels.

Triangulating Student Engagement Evidence
In addition to the quantitative evidence from the student engagement survey, CST walk, and instructional implementation, students have had an opportunity to voice their thoughts and feelings around the impact of all the instructional and social-emotional changes this year in student focus groups. 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 CST 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 2022 SSES Dimension Statistical Comparisons
Overall Dimensions and Factor Scores

Mean Comparisons

| | | District | Campus | | MS | | HS | |
| | | | | | | | Statistical Significance between MS/HS | |
Engagement Category	Engagement Indicator	Mean	Mean	Change from 2021	Mean	Effect Size	Mean	Effect Size
Behavioral Engagement	**Overall Behavioral Engagement Dimension**	2.95	3.03	↑6.6%	3.00 ***	▲	2.91 ***	▼
Emotional Engagement	**Overall Emotional Engagement Dimension**	2.87	2.92	↓2.3%	2.90 ***	△	2.85 ***	▽
	Motivation for Learning	2.92	3.05	↑2.5%	2.92 ***	▲	2.86 ***	▼
	Emotional Engagement with School	2.71	2.74	↓5.3%	2.75 ***	△	2.68 ***	▽
	Positive Relationships with Adults in School	2.89	2.97	↑0.6%	2.95 ***	▲	2.85 ***	▼
	Positive Relationships with Other Students	3.02	2.98	↓6.6%	2.97 ***	▽	3.06 ***	△
Cognitive Engagement	**Overall Cognitive Engagement Dimension**	2.91	3.00	↑2.7%	2.92 ***	△	2.90 ***	▽
	Cognitive Growth through Personal Skill Development	2.95	3.06	↑1.2%	3.00 ***	▲	2.91 ***	▼
	Level of Effort in Academic Pursuits	2.95	3.07	↑5.8%	2.94 --		2.95 --	
	Attitude Towards Learning	2.89	3.03	↑2.8%	2.92 ***	△	2.87 ***	▽
	Cognitive Engagement with Academic Goals, Future Plans, and Aspirations	2.71	2.67	↓0.2%	2.67 ***	▽	2.75 ***	△

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

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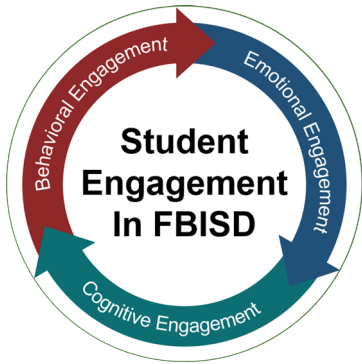
Student engagement is defined as meaningful student involvement throughout the learning environment. It can be understood by analyzing the degree to which students interact within the school community, with adults, peers, the curriculum, and within instruction or the learner experience.

Student Demographics shown below represents the 23,363 students who participated in the survey.

Student Engagement In FBISD — Behavioral Engagement, Emotional Engagement, Cognitive Engagement

Students Survey Participation

43,909	Total Secondary Students in FBISD
23,363	Secondary Students Participated in Survey
86%	Percent of Eligible Students Participated

% Out of 23,363 Participating Students
55% MS
45% HS

Asian	44%	White	11%
AA	25%	Native Am.	0.5%
Hispanic	16%	HI/Pac. Isl.	#REF!

SPED	GT	EL
5.7%	59.9%	4.6%

Behavioral Engagement
Student participation in activities

Emotional Engagement
Student interactions with adults and peers

Cognitive Engagement
The degree students are invested in and own their learning

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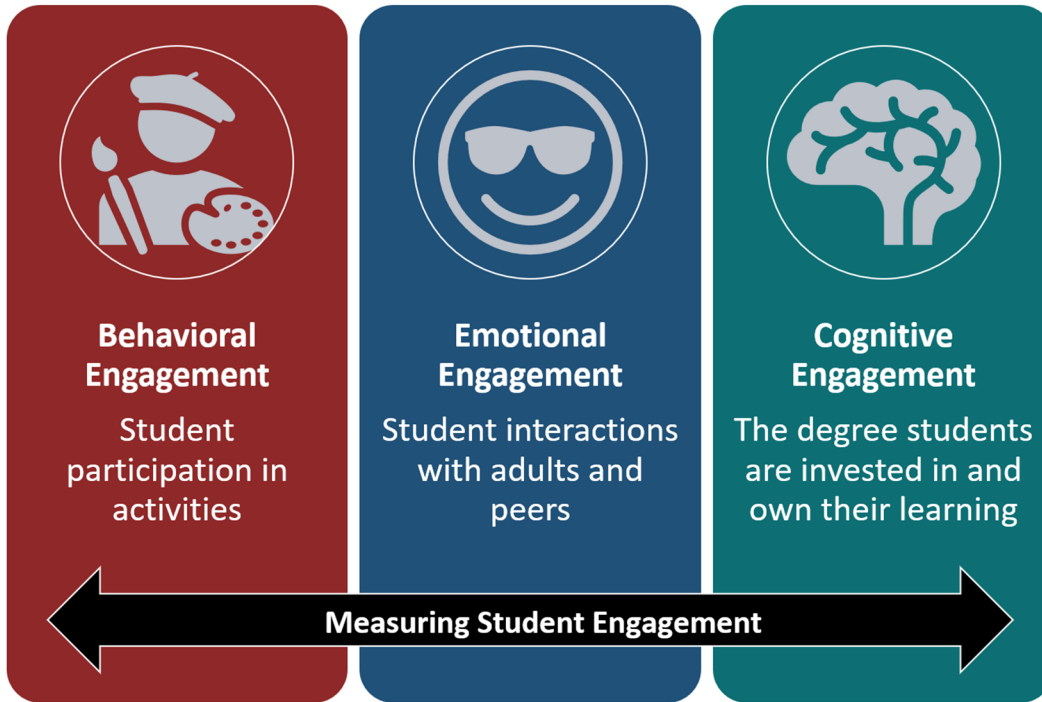
Student engagement is measured in the student survey results through three dimensions and eight factors. These results will be reported in each section that corresponds to each dimension: Behavioral, Emotional, and Cognitive Engagement. In addition to these pieces, we will also share connections to the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

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

↑**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 2021 results.

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.

BEHAVIORAL ENGAGEMENT DIMENSION OVERVIEW

FBISD
INSPIRE • EQUIP • IMAGINE

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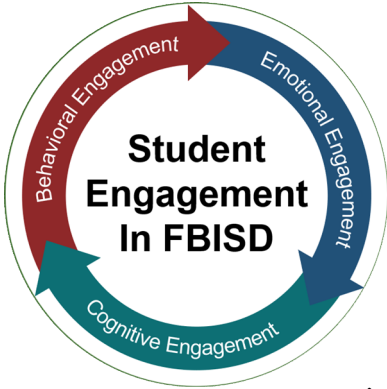
Behavioral Engagement focuses on how students engage in the life of school including the ways students participate in activities that allow them to interact with the school community and outside of instructional time such as social, co-curricular, and extra curricular activities.

In FBISD, this looks like…

Compliance, Participation in School/District Activities

Extracurricular, Community, or Volunteer Work

Attendance

Grades

↑6.9%

Behavioral Engagement Dimension Score
3.03

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

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.
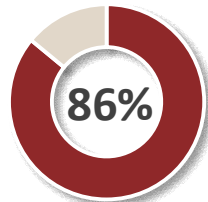
86%
Working well with others to complete a task
↑3.2%
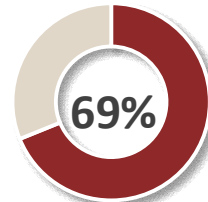
69%
Learning what life is like for other people in your community
↑5.6%
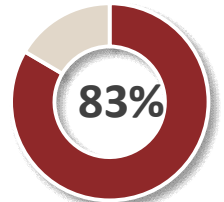
83%
Treating people with respect
↓2.3%

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.

Change from 2021

Campus
- Parents 83% — ↓2.4%
- Friends 87% — ↑8.3%
- Teachers 55% — ↓3.0%

MS
- Parents 85% — ↓0.5%
- Friends 87% — ↑7.9%
- Teachers 48% — ↓10.3%

HS
- Parents 89% — ↑14.2%
- Friends 82% — ↑32.2%
- Teachers 41% — ↓33.7%
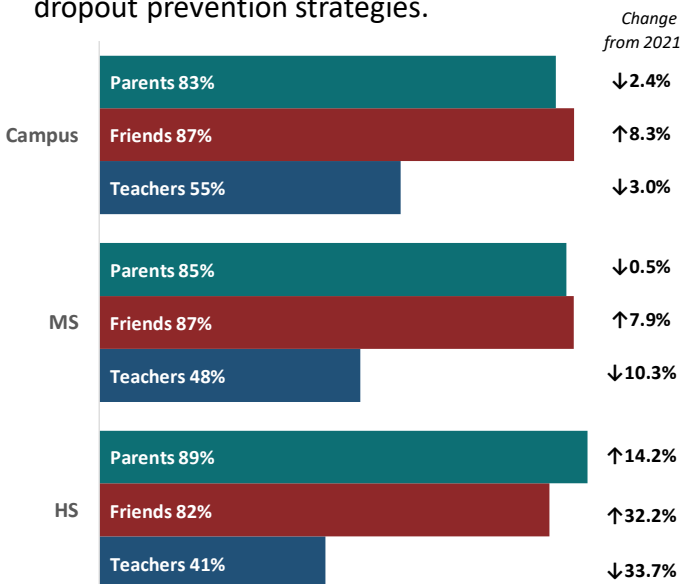
Engagement in Activities

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.

Participating in School-Sponsored Activities
- >8 Hrs 12%
- 4-7 Hrs 22%
- 2-3 Hrs 66%

Completing Homework for Class
- >8 Hrs 22%
- 4-7 Hrs 31%
- 2-3 Hrs 46%

Studying for Tests & Quizzes
- >8 Hrs 15%
- 4-7 Hrs 25%
- 2-3 Hrs 60%

Behavioral Engagement

Frequency Distributions

| | | | 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 2021	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	1,028	5%	30	5%	500	5%	528	5%	3.12	3.27	↑3.2%	3.16 ***	△	3.08 ***	▽
	2	Very Little	2,643	12%	57	9%	1,182	12%	1,461	13%							
	3	Some	10,580	49%	245	40%	4,487	45%	6,093	53%							
	4	Very Much	7,280	34%	285	46%	3,818	38%	3,462	30%							
		Total	21,531		617		9,987		11,544								
Learning what life is like for other people in your community outside of school	1	Not at All	2,829	13%	69	11%	1,149	12%	1,680	15%	2.73	2.88	↑4.4%	2.81 ***	△	2.66 ***	▽
	2	Very Little	4,777	22%	122	20%	2,124	21%	2,653	23%							
	3	Some	9,305	43%	235	38%	4,178	42%	5,127	44%							
	4	Very Much	4,633	22%	187	31%	2,527	25%	2,106	18%							
		Total	21,544		613		9,978		11,566								
Treating people with respect	1	Not at All	1,092	5%	37	6%	470	5%	622	5%	3.24	3.25	↓1.6%	3.32 ***	▲	3.16 ***	▼
	2	Very Little	2,094	10%	64	10%	843	8%	1,251	11%							
	3	Some	8,928	41%	220	36%	3,639	36%	5,289	46%							
	4	Very Much	9,408	44%	291	48%	5,022	50%	4,386	38%							
		Total	21,522		612		9,974		11,548								
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									2.66	2.55	↑64.5%	2.59 ***	▽	2.71 ***	△
	2	2-3 Hours	6,102	53%	186	60%	2,817	57%	3,285	50%							
	3	4-7 Hours	3,244	28%	77	25%	1,352	27%	1,892	29%							
	4	8 or more Hours	2,182	19%	47	15%	802	16%	1,380	21%							
		Total	11,528		310		4,971		6,557								

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

Behavioral Engagement

Frequency Distributions

Statistical Significance between MS/HS

Item wording or description	Values	Response Options	District Count	District %	Campus Count	Campus %	MS Count	MS %	HS Count	HS %	District Mean	Campus Mean	Change from 2021	MS Mean	MS Effect Size	HS Mean	HS 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	3,582	17%	94	16%	1,590	16%	1,992	18%	2.35	2.54	↓5.1%	2.41 ***	△	2.29 ***	▽
	2	Disagree	7,844	38%	170	29%	3,468	36%	4,376	40%							
	3	Agree	7,431	36%	235	40%	3,634	38%	3,797	35%							
	4	Strongly Agree	1,661	8%	89	15%	971	10%	690	6%							
		Total	20,518		588		9,663		10,855								
I go to school because of my friends	1	Strongly Disagree	1,095	5%	27	5%	425	4%	670	6%	3.21	3.32	↑5.4%	3.30 ***	▲	3.13 ***	▼
	2	Disagree	2,127	10%	51	9%	865	9%	1,262	12%							
	3	Agree	8,711	42%	217	37%	3,756	39%	4,955	46%							
	4	Strongly Agree	8,595	42%	295	50%	4,620	48%	3,975	37%							
		Total	20,528		590		9,666		10,862								
I go to school because of my parents/guardians	1	Strongly Disagree	768	4%	21	4%	438	5%	330	3%	3.25	3.25	↓0.7%	3.24 **	▽	3.26 **	△
	2	Disagree	1,825	9%	77	13%	980	10%	845	8%							
	3	Agree	9,450	46%	228	39%	4,110	42%	5,340	49%							
	4	Strongly Agree	8,509	41%	265	45%	4,152	43%	4,357	40%							
		Total	20,552		591		9,680		10,872								

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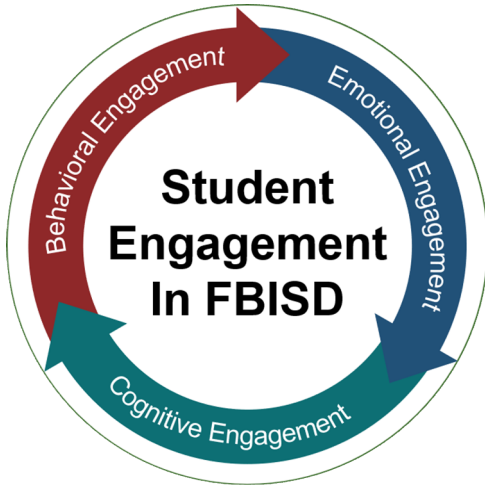
FBISD
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Student Engagement In FBISD

Behavioral Engagement · Emotional Engagement · Cognitive Engagement

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.

In FBISD, this looks like…

- **Engagement within the Learner Experience**
- **Profile of a Graduate Attributes**
- **Communication & Collaboration**
- **Accessing Resources**

Overall Emotional Engagement Average Score
↓4.9%
2.87

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

Motivation for Learning ↓3.6%	Emotional Engagement with School ↓6.7%	Positive Relationships with Adults in School ↓3.4%	Positive Relationships with Other Students ↓5.7%
2.92	2.71	2.89	3.02
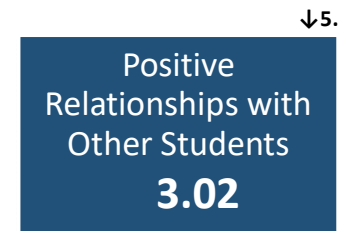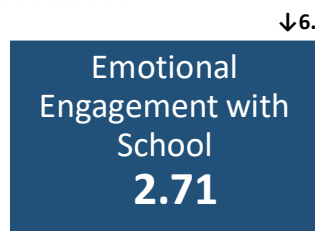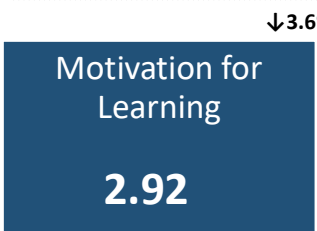
Emotional Engagement by Student Groups

Chart values: AA 2.79, Hispanic 2.84, White 2.77, Asian (above line), Male 2.91, Female 2.93, ED 2.84, SPED 2.78, GT (above line), EL 2.94
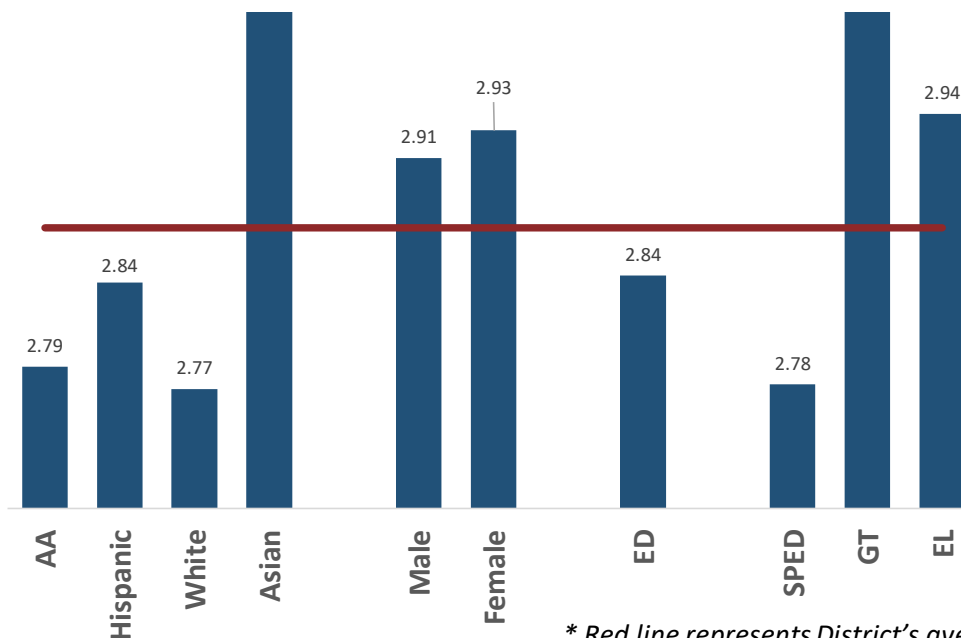
Change in Mean from 2021	
AA	↓6.8%
Hispanic	↓0.3%
White	↓6.2%
Asian	↓3.7%
Male	↓4.2%
Female	↓3.9%
ED	↓3.7%
SPED	↓6.9%
GT	↓3.5%

* Red line represents District's average score

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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.
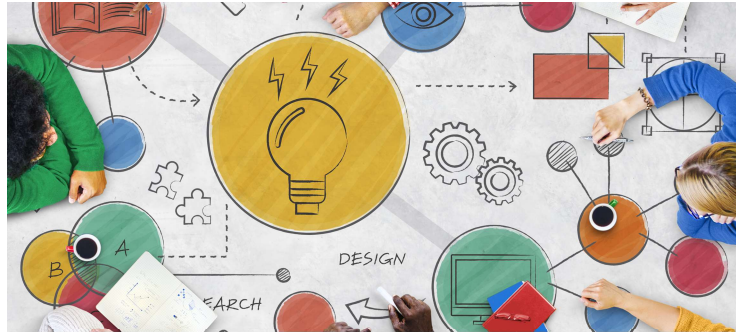
Academic Motivation

The degree to which students **agreed or strongly agreed** that they feel like academic achievement and performance were a motivation for learning.
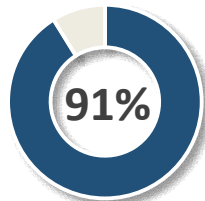
91%
Desire to get good grades
↑0.9%
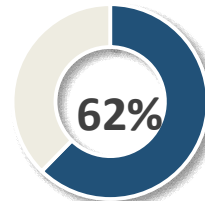
62%
In general I am excited about my classes
↑0.5%
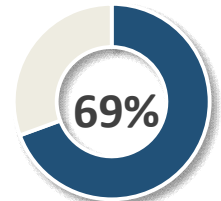
69%
Desire to learn
↓0.1%

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.
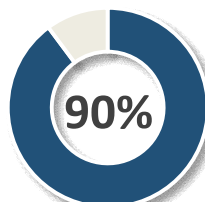
90%
Desire to succeed in world outside of school
↑1.7%
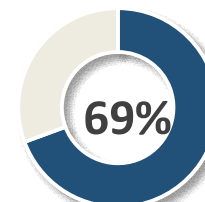
69%
I see how the work I am doing will help me after high school
↓0.3%

Intra/Interpersonal Motivation

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

82%
I feel good about how I am as a student
↑0.2%

71%
By teachers who encourage me
↑1.5%

82%
I take pride in the quality of my school work
↑1.1%

Motivation for Learning

Frequency Distributions

| | | | 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 2021	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	1,756	9%	57	10%	725	7%	1,031	9%	2.78	2.89	↑0.2%	2.84 ***	△	2.73 ***	▽
	2	Disagree	4,972	24%	125	21%	2,170	22%	2,802	26%							
	3	Agree	9,919	48%	236	40%	4,730	49%	5,189	47%							
	4	Strongly Agree	3,978	19%	176	30%	2,067	21%	1,911	17%							
		Total	20,625		594		9,692		10,933								
I am motivated by my desire to get good grades	1	Strongly Disagree	685	3%	18	3%	271	3%	414	4%	3.30	3.47	↑1.7%	3.35 ***	△	3.26 ***	▽
	2	Disagree	1,516	7%	35	6%	631	7%	885	8%							
	3	Agree	9,255	45%	193	32%	4,195	43%	5,060	46%							
	4	Strongly Agree	9,142	44%	349	59%	4,585	47%	4,557	42%							
		Total	20,598		595		9,682		10,916								
I am motivated by teachers who encourage me.	1	Strongly Disagree	1,957	10%	61	10%	857	9%	1,100	10%	2.77	2.88	↑0.4%	2.83 ***	△	2.72 ***	▽
	2	Disagree	4,731	23%	110	19%	2,080	21%	2,651	24%							
	3	Agree	9,943	48%	254	43%	4,618	48%	5,325	49%							
	4	Strongly Agree	3,952	19%	164	28%	2,121	22%	1,831	17%							
		Total	20,583		589		9,676		10,907								
I am motivated by my desire to succeed in the world outside of school	1	Strongly Disagree	702	3%	16	3%	344	4%	358	3%	3.28	3.37	↑0.9%	3.29 --		3.28 --	
	2	Disagree	1,554	8%	44	7%	744	8%	810	7%							
	3	Agree	9,608	47%	237	40%	4,389	45%	5,219	48%							
	4	Strongly Agree	8,736	42%	296	50%	4,204	43%	4,532	42%							
		Total	20,600		593		9,681		10,919								

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

Motivation for Learning

Frequency Distributions

Statistical Significance between MS/HS

Item wording or description	Values	Response Options	District Count	District %	Campus Count	Campus %	MS Count	MS %	HS Count	HS %	District Mean	Campus Mean	Change from 2021	MS Mean	MS Effect Size	HS Mean	HS 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	1,025	5%	33	6%	457	5%	568	5%	3.00	3.12	↑0.6%	3.05 ***	△	2.95 ***	▽
	2	Disagree	3,232	16%	73	12%	1,351	14%	1,881	17%							
	3	Agree	11,046	54%	274	46%	5,099	53%	5,947	54%							
	4	Strongly Agree	5,299	26%	210	36%	2,781	29%	2,518	23%							
		Total	20,602		590		9,688		10,914								
In general, I am excited about my classes	1	Strongly Disagree	2,859	14%	80	14%	1,234	13%	1,625	15%	2.56	2.68	↑0.9%	2.64 ***	△	2.49 ***	▽
	2	Disagree	5,948	29%	141	24%	2,524	26%	3,424	32%							
	3	Agree	8,990	44%	251	43%	4,366	45%	4,624	43%							
	4	Strongly Agree	2,666	13%	115	20%	1,515	16%	1,151	11%							
		Total	20,463		587		9,639		10,824								
I see how the work I am doing now will help me after high school	1	Strongly Disagree	2,776	14%	71	12%	987	10%	1,789	16%	2.68	2.87	↑0.7%	2.84 ***	▲	2.54 ***	▼
	2	Disagree	4,688	23%	110	19%	1,852	19%	2,836	26%							
	3	Agree	9,352	46%	235	40%	4,581	47%	4,771	44%							
	4	Strongly Agree	3,697	18%	175	30%	2,239	23%	1,458	13%							
		Total	20,513		591		9,659		10,854								
I feel good about how I am as a student	1	Strongly Disagree	1,363	7%	42	7%	601	6%	1,789	7%	3.00	3.11	↓1.1%	3.09 ***	▲	2.92 ***	▼
	2	Disagree	2,786	14%	65	11%	1,097	11%	1,689	16%							
	3	Agree	10,689	52%	267	46%	4,722	49%	5,967	55%							
	4	Strongly Agree	5,539	27%	212	36%	3,184	33%	2,355	22%							
		Total	20,377		586		9,604		10,773								

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

![FBISD Logo - INSPIRE • EQUIP • IMAGINE]

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.
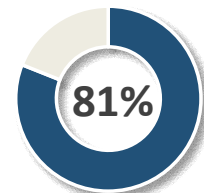
81%
Overall I feel good about being in school
↓1.8%
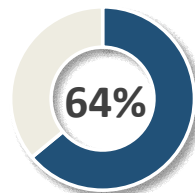
64%
I am an important part of my school community
↓1.4%
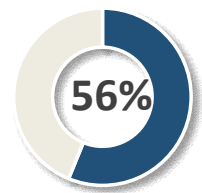
56%
If I could choose a school right now, I would choose this school
↓13.0%

Perceptions on School Rules

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

59%
↓14.8%

71%
↓5.7%

Of Students Agreed or Strongly Agreed that:

School's rules are fair

Rules are applied and enforced consistently

School's rules are fair:
- MS: 56%
- HS: 62%

Rules are applied and enforced consistently:
- MS: 78%
- HS: 71%
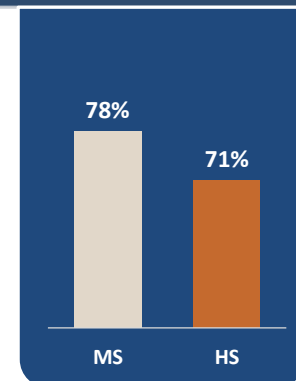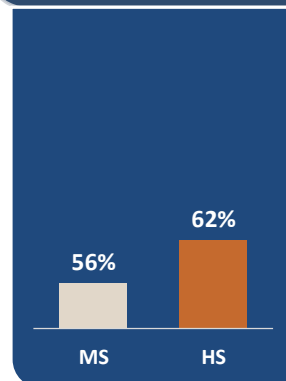
Connection to the School

The degree to which students **agreed or strongly agreed** that they felt a personal connection to their school.
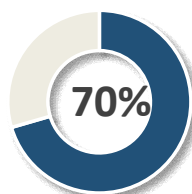
70%
I care about my school
↓9.1%

70%
My opinions are respected in this school
↓8.8%

Emotional Engagement with the School

Frequency Distributions

Statistical Significance between MS/HS

| Item wording or description	Values	Response Options	District Count	District %	Campus Count	Campus %	MS Count	MS %	HS Count	HS %	District Mean	Campus Mean	Change from 2021	MS Mean	MS Effect Size	HS Mean	HS 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	1,382	6%	27	4%	559	5%	823	7%	2.86	2.98	↓1.8%	2.92 ***	△	2.81 ***	▽
	2	Disagree	3,648	16%	95	15%	1,481	14%	2,167	17%							
	3	Agree	14,629	64%	379	59%	6,590	63%	8,039	65%							
	4	Strongly Agree	3,148	14%	139	22%	1,748	17%	1,400	11%							
		Total	**22,807**		**640**		**10,378**		**12,429**								
I care about this school	1	Strongly Disagree	1,482	7%	52	8%	620	6%	862	7%	2.79	2.76	↓7.7%	2.86 ***	△	2.73 ***	▽
	2	Disagree	4,506	20%	136	21%	1,794	17%	2,712	22%							
	3	Agree	13,838	61%	359	56%	6,280	61%	7,558	62%							
	4	Strongly Agree	2,749	12%	90	14%	1,624	16%	1,125	9%							
		Total	**22,575**		**637**		**10,318**		**12,257**								
My opinions are respected in this school	1	Strongly Disagree	1,587	7%	48	8%	799	8%	788	6%	2.74	2.77	↓5.5%	2.72 ***	△	2.75 ***	▽
	2	Disagree	4,876	22%	139	22%	2,420	24%	2,456	20%							
	3	Agree	13,931	62%	357	56%	5,935	58%	7,996	65%							
	4	Strongly Agree	2,099	9%	88	14%	1,118	11%	981	8%							
		Total	**22,493**		**632**		**10,272**		**12,221**								
I am an important part of my school community	1	Strongly Disagree	2,286	10%	65	10%	1,048	10%	1,238	10%	2.63	2.70	↓1.7%	2.67 ***	△	2.60 ***	▽
	2	Disagree	6,137	27%	162	26%	2,639	26%	3,498	29%							
	3	Agree	11,523	52%	296	47%	5,226	51%	6,297	52%							
	4	Strongly Agree	2,385	11%	106	17%	1,311	13%	1,074	9%							
		Total	**22,331**		**629**		**10,224**		**12,107**								

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

Emotional Engagement with the School

Frequency Distributions

Statistical Significance between MS/HS

Item wording or description	Values	Response Options	District Count	District %	Campus Count	Campus %	MS Count	MS %	HS Count	HS %	District Mean	Campus Mean	Change from 2021	MS Mean	MS Effect Size	HS Mean	HS 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	2,814	13%	88	14%	1,544	15%	1,270	11%	2.56	2.57	↓9.5%	2.52 ***	▽	2.59 ***	△
	2	Disagree	6,198	28%	170	27%	2,924	29%	3,274	27%							
	3	Agree	11,309	51%	294	47%	4,618	45%	6,691	56%							
	4	Strongly Agree	1,946	9%	78	12%	1,128	11%	818	7%							
		Total	22,267		630		10,214		12,053								
This school's rules are applied and enforced consistently	1	Strongly Disagree	1,509	7%	57	9%	621	6%	888	7%	2.83	2.85	↓4.9%	2.94 ***	▲	2.74 ***	▼
	2	Disagree	6,198	19%	170	19%	1,633	16%	2,620	22%							
	3	Agree	11,309	58%	294	49%	5,657	55%	7,382	61%							
	4	Strongly Agree	1,946	16%	78	22%	2,312	23%	1,197	10%							
		Total	22,267		630		10,223		12,087								
If I could choose a school right now, I would choose this school	1	Strongly Disagree	1,509	15%	57	18%	1,453	14%	1,814	15%	2.59	2.51	↓10.7%	2.64 ***	△	2.55 ***	▽
	2	Disagree	4,253	25%	122	26%	2,421	24%	3,091	26%							
	3	Agree	13,039	48%	309	44%	4,778	47%	5,919	49%							
	4	Strongly Agree	3,509	13%	140	13%	1,601	16%	1,277	11%							
		Total	22,310		628		10,253		12,101								

*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.

74%
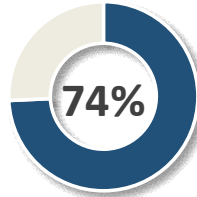
There is at least one adult in this school who knows me well

Change from 2021

↑**8.4%**

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.

88%
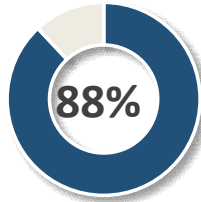
Teachers at their school

↓**0.3%**

66%
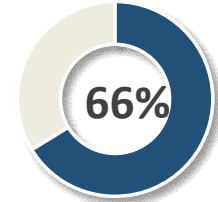
Administrators at their school

↓**7.5%**

% of Students who "Strongly Agree" by Campus Level

22%	14%	18%	10%
MS	HS	MS	HS
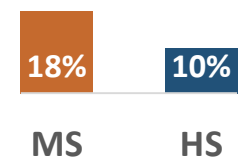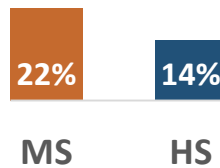
Support from Other Adults

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

78%
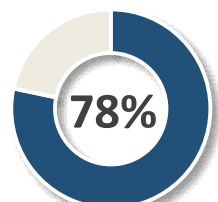
Career or School Counselors

↓**5.3%**

82%
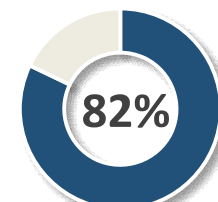
Other Adults at their school

↓**3.5%**

% of Students who "Strongly Agree" by Campus Level
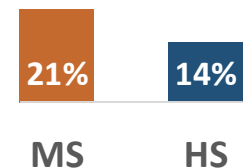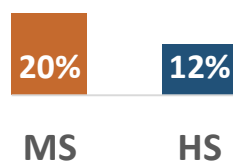
20%	12%	21%	14%
MS	HS	MS	HS

Positive Relationship with Adults in School

Frequency Distributions

Statistical Significance between MS/HS

Item wording or description	Values	Response Options	District Count	District %	Campus Count	Campus %	MS Count	MS %	HS Count	HS %	District Mean	Campus Mean	Change from 2021	MS Mean	MS Effect Size	HS Mean	HS 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	1,902	8%	54	8%	862	8%	1,040	8%	2.92	3.01	↑5.4%	2.96 ***	△	2.88 ***	▽
	2	Disagree	4,276	19%	110	17%	1,905	18%	2,371	19%							
	3	Agree	10,217	45%	249	39%	4,366	42%	5,851	48%							
	4	Strongly Agree	6,193	27%	224	35%	3,205	31%	2,988	24%							
		Total	22,588		637		10,338		12,250								
I feel supported by teachers at this school	1	Strongly Disagree	745	3%	23	4%	375	4%	370	3%	2.98	3.15	↓1.2%	3.02 ***	△	2.95 ***	▽
	2	Disagree	2,825	13%	52	8%	1,267	12%	1,558	13%							
	3	Agree	14,966	67%	364	58%	6,420	62%	8,546	70%							
	4	Strongly Agree	3,945	18%	192	30%	2,226	22%	1,719	14%							
		Total	22,481		631		10,288		12,193								
I feel supported by administrators (principal, dean of instruction, assistant/ associate principal)	1	Strongly Disagree	1,685	7%	53	8%	709	7%	976	8%	2.78	2.75	↓4.4%	2.85 ***	△	2.71 ***	▽
	2	Disagree	4,667	21%	161	25%	1,949	19%	2,718	22%							
	3	Agree	13,194	58%	311	49%	5,833	57%	7,361	60%							
	4	Strongly Agree	3,012	13%	110	17%	1,832	18%	1,180	10%							
		Total	22,558		635		10,323		12,235								
I feel supported by career or school counselors at this school	1	Strongly Disagree	1,427	6%	43	7%	527	5%	900	7%	2.86	2.93	↓2.7%	2.94 ***	△	2.79 ***	▽
	2	Disagree	3,815	17%	94	15%	1,599	16%	2,216	18%							
	3	Agree	13,754	61%	354	56%	6,159	60%	7,595	62%							
	4	Strongly Agree	3,494	16%	139	22%	2,008	20%	1,486	12%							
		Total	22,490		630		10,293		12,197								
I feel supported by other adults (secretaries, librarians, coaches, etc.) at this school	1	Strongly Disagree	958	4%	24	4%	408	4%	550	5%	2.94	3.02	↓1.0%	3.00 ***	△	2.89 ***	▽
	2	Disagree	3,324	15%	89	14%	1,380	13%	1,944	16%							
	3	Agree	14,351	64%	366	58%	6,332	61%	8,019	66%							
	4	Strongly Agree	3,856	17%	152	24%	2,188	21%	1,668	14%							
		Total	22,489		631		10,308		12,181								

*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.

77%
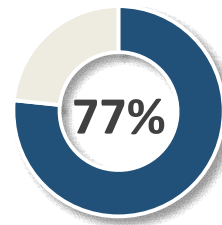
I am comfortable being myself at this school
↓0.7%

83%
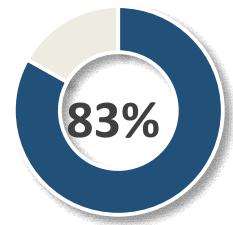
I feel supported by other students
↑0.4%

Feelings of Safety

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

66%
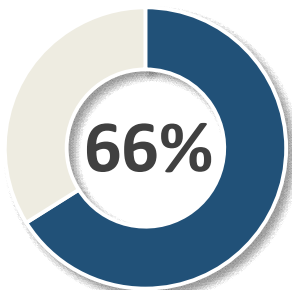
I feel safe in this school
↓14.8%

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:

43%
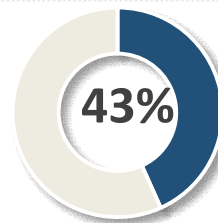
Have been picked on or bullied by another student
↑15.6%

61%
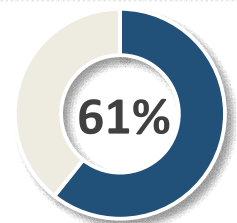
Have witnessed an act of bullying
↑24.0%

Percent of students responding rarely, sometimes or often

Positive Relationships with Other Students

Frequency Distributions

Statistical Significance between MS/HS

Item wording or description	Values	Response Options	District Count	District %	Campus Count	Campus %	MS Count	MS %	HS Count	HS %	District Mean	Campus Mean	Change from 2021	MS Mean	MS Effect Size	HS Mean	HS 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	1,269	6%	42	7%	680	7%	589	5%	2.82	2.71	↓9.2%	2.80 *	△	2.83 *	▽
	2	Disagree	4,200	19%	171	27%	2,073	20%	2,127	17%							
	3	Agree	14,310	64%	340	54%	6,058	59%	8,252	68%							
	4	Strongly Agree	2,646	12%	75	12%	1,423	14%	1,223	10%							
		Total	22,425		628		10,234		12,191								
I feel supported by other students	1	Strongly Disagree	1,151	5%	38	6%	623	6%	528	4%	2.95	3.08	↑0.1%	2.96 --		2.95 --	
	2	Disagree	3,120	14%	69	11%	1,543	15%	1,577	13%							
	3	Agree	13,732	61%	331	52%	5,694	55%	8,038	66%							
	4	Strongly Agree	4,396	20%	196	31%	2,406	23%	1,990	16%							
		Total	22,399		634		10,266		12,133								
I am comfortable being myself at this school	1	Strongly Disagree	1,591	7%	48	8%	866	8%	725	6%	2.87	2.93	↓1.6%	2.86 --		2.88 --	
	2	Disagree	3,720	17%	100	16%	1,806	18%	1,914	16%							
	3	Agree	13,061	58%	334	53%	5,447	53%	7,614	63%							
	4	Strongly Agree	4,026	18%	152	24%	2,144	21%	1,882	16%							
		Total	22,398		634		10,263		12,135								
During the school year how often have you																	
Been picked on or bullied by another student?	1	Often	1,097	5%	42	7%	693	7%	404	3%	3.42	3.31	↓7.7%	3.27 ***	▼	3.54 ***	▲
	2	Sometimes	2,491	12%	74	12%	1,384	14%	1,107	10%							
	3	Rarely	4,375	20%	149	24%	2,455	25%	1,920	17%							
	4	Never	13,676	63%	348	57%	5,474	55%	8,202	71%							
		Total	21,639		613		10,006		11,633								
Witnessed an act of bullying?	1	Often	1,097	10%	42	13%	1,219	12%	879	8%	3.08	2.91	↓15.1%	2.97 ***	▼	3.18 ***	▲
	2	Sometimes	2,491	18%	74	23%	1,907	19%	1,824	16%							
	3	Rarely	4,375	26%	149	25%	2,645	27%	2,852	26%							
	4	Never	13,676	46%	348	39%	4,022	41%	5,595	50%							
		Total	21,639		613		9,793		11,150								

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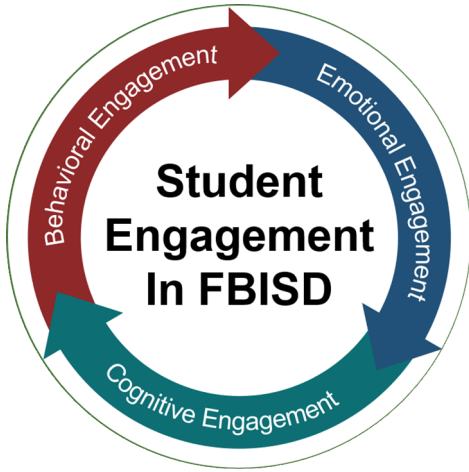
Student Engagement In FBISD

Behavioral Engagement
Emotional Engagement
Cognitive Engagement

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.

In FBISD, this looks like...

- Student Ownership of Learning
- Feedback Cycles
- Progress Monitoring
- Goal Setting

↓1.6%

Overall Cognitive Engagement Average Score
2.91

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*

↓4.2%	↓0.7%	↓4.2%	↑5.5%
Cognitive Growth with Personal Skill Development	Levels of Effort in Academic Pursuits	Attitudes Towards Learning	Academic Goals, Future Plans, and Aspirations
2.95	**2.95**	**2.89**	**2.71**

Cognitive Engagement by Student Groups

Group	Score
AA	2.92
Hispanic	2.83
White	2.95
Asian	3.13
Male	2.98
Female	3.04
ED	2.91
SPED	2.87
GT	3.09
EL	2.80

* Red line represents District's average score
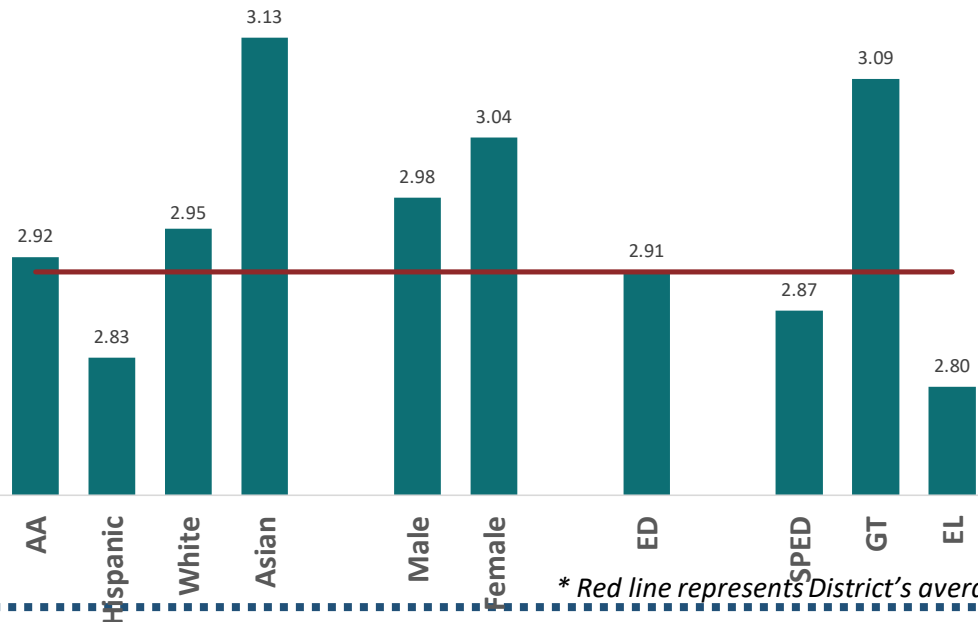
Change in Mean from 2021	
AA	↓1.4%
Hispanic	↑4.0%
White	↑1.5%
Asian	↑2.0%
Male	↑1.2%
Female	↑1.5%
ED	↓0.4%
SPED	↓2.9%
GT	↑1.5%

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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.

73%
Developing career goals
↑3.1%

70%
Understanding why what you learn in school will important in your life
↑2.5%

66%
Acquiring skills for a job after completing high school
↓1.4%

70%
Applying school based knowledge to everyday life
↑2.5%
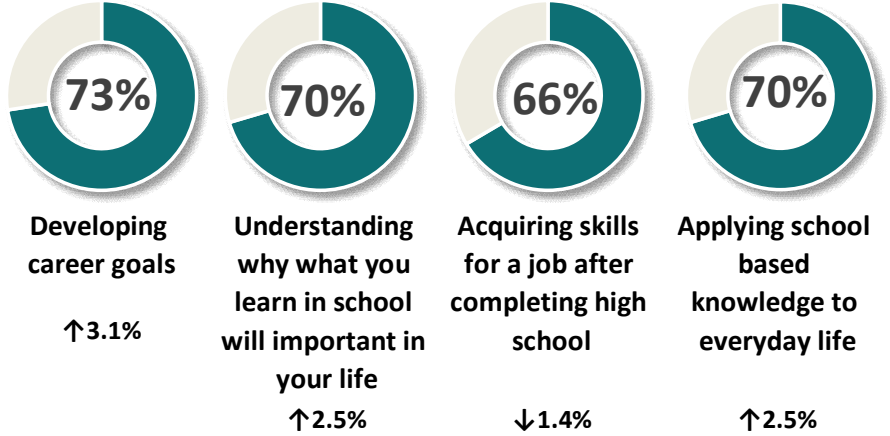
Perceptions of Academic Challenge

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

50%
Campus
↓9.9%

48%
MS
↓11.9%

43%
HS
↓32.3%
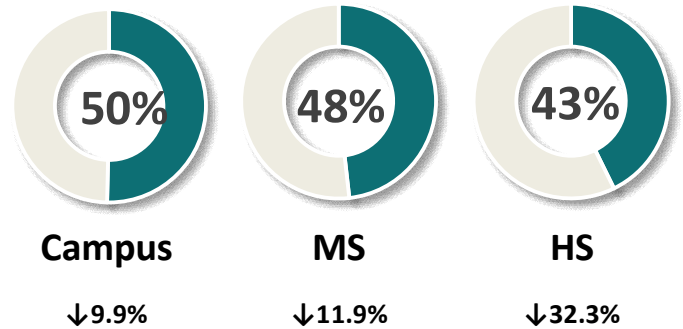
Applications of Skill Development

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.

Learning Independently	86%	↓2.6%
Reading and understanding challenging materials	81%	↓3.2%
Writing effectively	83%	↑0.6%
Thinking critically	81%	↓2.3%
Developing creative ideas and solutions	80%	↓3.4%
Speaking effectively	75%	↓3.8%

Cognitive Growth through Personal Skill Development

Frequency Distributions

Statistical Significance between MS/HS

Item wording or description	Values	Response Options	District Count	%	Campus Count	%	MS Count	%	HS Count	%	District Mean	Campus Mean	Change from 2021	MS Mean	Effect Size	HS 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	625	3%	19	3%	278	3%	347	3%	2.99	3.12	↓3.2%	3.02 ***	△	2.96 ***	▽
	2	Disagree	2,612	12%	59	9%	1,222	12%	1,390	11%							
	3	Agree	15,556	69%	386	61%	6,751	66%	8,805	72%							
	4	Strongly Agree	3,649	16%	170	27%	2,016	20%	1,633	13%							
		Total	22,442		634		10,267		12,175								
I can be creative in classroom assignments and projects	1	Strongly Disagree	672	3%	16	3%	289	3%	383	3%	3.09	3.29	↑1.9%	3.18 ***	▲	3.02 ***	▼
	2	Disagree	2,303	10%	45	7%	902	9%	1,401	12%							
	3	Agree	13,748	61%	311	49%	5,748	56%	8,000	66%							
	4	Strongly Agree	5,702	25%	260	41%	3,330	32%	2,372	20%							
		Total	22,425		632		10,269		12,156								
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	2,641	12%	79	13%	1,066	11%	1,575	13%	2.76	2.78	↑0.1%	2.85 ***	▲	2.68 ***	▼
	2	Very Little	4,856	22%	130	21%	1,995	20%	2,861	24%							
	3	Some	9,664	44%	260	42%	4,434	44%	5,230	44%							
	4	Very Much	4,768	22%	154	25%	2,593	26%	2,175	18%							
		Total	21,929		623		10,088		11,841								
Writing effectively	1	Not at All	1,062	5%	26	4%	547	5%	515	4%	3.07	3.18	↑0.2%	3.07 --		3.08 --	
	2	Very Little	2,919	13%	76	12%	1,464	15%	1,455	13%							
	3	Some	10,995	51%	276	45%	4,776	48%	6,219	54%							
	4	Very Much	6,651	31%	239	39%	3,228	32%	3,423	29%							
		Total	21,627		617		10,015		11,612								

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

Cognitive Growth through Personal Skill Development
Frequency Distributions

Statistical Significance between MS/HS

Item wording or description	Values	Response Options	District Count	%	Campus Count	%	MS Count	%	HS Count	%	District Mean	Campus Mean	Change from 2021	MS Mean	Effect Size	HS 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	1,535	7%	48	8%	787	8%	748	6%							
	2	Very Little	3,684	17%	103	17%	1,748	18%	1,936	17%	2.98	3.02	↓2.4%	2.98	--	2.97	--
	3	Some	10,070	47%	248	41%	4,261	43%	5,809	50%							
	4	Very Much	6,246	29%	212	35%	3,159	32%	3,087	27%							
		Total	21,535		611		9,955		11,580								
Thinking critically (reasoning, asking "Why?")	1	Not at All	1,220	6%	32	5%	566	6%	654	6%							
	2	Very Little	3,291	15%	86	14%	1,529	15%	1,762	15%	3.06	3.18	↓0.7%	3.09 ***	△	3.03 ***	▽
	3	Some	10,204	47%	237	38%	4,400	44%	5,804	50%							
	4	Very Much	6,932	32%	264	43%	3,532	35%	3,400	29%							
		Total	21,647		619		10,027		11,620								
Developing creative ideas and solutions	1	Not at All	1,300	6%	33	5%	555	6%	745	6%							
	2	Very Little	3,369	16%	91	15%	1,488	15%	1,881	16%	3.02	3.15	↓2.2%	3.08 ***	△	2.96 ***	▽
	3	Some	10,628	49%	239	39%	4,559	46%	6,069	52%							
	4	Very Much	6,324	29%	252	41%	3,405	34%	2,919	25%							
		Total	21,621		615		10,007		11,614								
Reading and understanding challenging materials	1	Not at All	1,046	5%	29	5%	502	5%	544	5%							
	2	Very Little	3,092	14%	85	14%	1,489	15%	1,603	14%	3.05	3.16	↓3.1%	3.07 ***	△	3.03 ***	▽
	3	Some	11,224	52%	255	42%	4,830	48%	6,394	55%							
	4	Very Much	6,277	29%	241	40%	3,192	32%	3,085	27%							
		Total	21,639		610		10,013		11,626								

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

Cognitive Growth through Personal Skill Development
Frequency Distributions

Statistical Significance between MS/HS

Item wording or description	Values	Response Options	District Count	District %	Campus Count	Campus %	MS Count	MS %	HS Count	HS %	District Mean	Campus Mean	Change from 2021	MS Mean	MS Effect Size	HS Mean	HS 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	834	4%	23	4%	395	4%	439	4%	3.22	3.36	↓0.9%	3.23 **	△	3.21 **	▽
	2	Very Little	2,217	10%	55	9%	1,104	11%	1,113	10%							
	3	Some	9,920	46%	219	35%	4,283	43%	5,637	49%							
	4	Very Much	8,662	40%	321	52%	4,238	42%	4,424	38%							
		Total	21,633		618		10,020		11,613								
Learning Independently	1	Not at All	882	4%	26	4%	469	5%	413	4%	3.25	3.31	↓1.0%	3.23 ***	▽	3.27 ***	△
	2	Very Little	2,023	9%	59	10%	1,088	11%	935	8%							
	3	Some	9,470	44%	227	37%	4,112	41%	5,358	46%							
	4	Very Much	9,124	42%	300	49%	4,292	43%	4,832	42%							
		Total	21,499		612		9,961		11,538								
Applying school-based knowledge to everyday life	1	Not at All	2,674	12%	72	12%	1,037	10%	1,637	14%	2.73	2.91	↑1.2%	2.84 ***	▲	2.64 ***	▼
	2	Very Little	5,026	23%	110	18%	2,120	21%	2,906	25%							
	3	Some	9,255	43%	237	39%	4,112	42%	5,048	44%							
	4	Very Much	4,621	21%	196	32%	4,292	26%	1,995	17%							
		Total	21,576		615		9,961		11,586								
Developing career goals	1	Not at All	1,888	9%	63	10%	814	8%	1,074	9%	2.91	2.95	↑1.5%	2.98 ***	△	2.85 ***	▽
	2	Very Little	3,963	19%	104	17%	1,714	17%	2,249	20%							
	3	Some	9,648	45%	243	40%	4,205	42%	5,443	47%							
	4	Very Much	5,900	28%	199	33%	3,189	32%	2,711	24%							
		Total	21,399		609		9,922		11,477								

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

Cognitive Growth through Personal Skill Development

Frequency Distributions

Statistical Significance between MS/HS

Item wording or description	Values	Response Options	District Count	District %	Campus Count	Campus %	MS Count	MS %	HS Count	HS %	District Mean	Campus Mean	Change from 2021	MS Mean	MS Effect Size	HS Mean	HS Effect Size
How much has your experience at this school contributed to your development in the following areas?																	
Understanding why	1	Not at All	3,329	16%	82	13%	1,262	13%	2,067	18%	2.72	2.88	↑2.1%	2.85 ***	△	2.60 ***	▽
what you learn in	2	Very Little	4,377	20%	101	16%	1,842	19%	2,535	22%							
school will be	3	Some	8,808	41%	241	39%	3,979	40%	4,829	42%							
important for your life	4	Very Much	4,934	23%	189	31%	2,858	29%	2,076	18%							
		Total	**21,448**		**613**		**9,941**		**11,507**								
About how many of your classes…																	
Challenge you to your	1	None	1,427	7%	43	7%	662	7%	765	7%	2.49	2.56	↓6.1%	2.53 ***	△	2.45 ***	▽
full academic	2	Some	9,945	48%	253	42%	4,368	45%	5,577	50%							
potential	3	Most	7,265	35%	221	37%	3,523	36%	3,742	34%							
	4	All	2,155	10%	79	13%	1,165	12%	990	9%							
		Total	**20,792**		**596**		**9,718**		**11,074**								

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

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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.
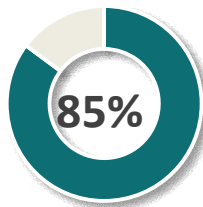
85%
Received feedback from teachers on assignments or other class work
↑2.0%
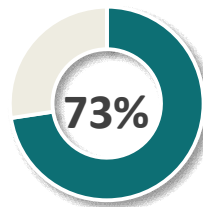
73%
Talked to a teacher about your class work
↑9.1%
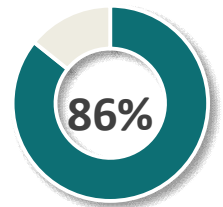
86%
Worked with other students on projects or assignments
↑6.4%

Engagement with Tasks

The degree to which students feel they **sometimes or often** engaged in specific classroom activities.
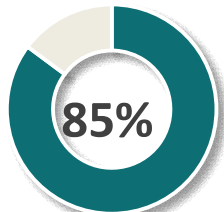
85%
Asked or answered a question in class

↑3.8%
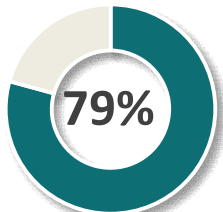
79%
Made a class presentation
↑12.0%
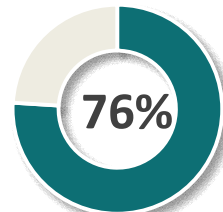
76%
Prepared a draft of a paper or assignment before turning it in
↑5.0%
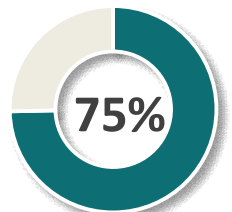
75%
Completed a creative writing assignment

↑4.5%

Effort Applied in Learning

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

69%
Give your maximum effort
↓5.1%

15%
Put forth very little effort
↑2.9%

Levels of Effort in Academic Pursuits

Frequency Distributions

Statistical Significance between MS/HS

Item wording or description	Values	Response Options	District Count	%	Campus Count	%	MS Count	%	HS Count	%	District Mean	Campus Mean	Change from 2021	MS Mean	Effect Size	HS 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	646	3%	14	2%	270	3%	376	3%	3.10	3.22	↑3.6%	3.13 ***	△	3.07 ***	▽
	2	Rarely	4,069	19%	104	17%	1,831	18%	2,238	19%							
	3	Sometimes	9,558	44%	235	38%	4,265	42%	5,293	45%							
	4	Often	7,585	35%	268	43%	3,727	37%	3,858	33%							
		Total	21,858		621		10,093		11,765								
Talked to a teacher about your class work	1	Never	852	4%	39	6%	485	5%	367	3%	3.06	2.98	↑5.0%	2.99 ***	▽	3.11 ***	△
	2	Rarely	4,176	19%	129	21%	2,222	22%	1,954	17%							
	3	Sometimes	9,460	44%	252	41%	4,234	42%	5,226	45%							
	4	Often	7,066	33%	193	31%	3,055	31%	4,011	35%							
		Total	21,554		613		9,996		11,558								
Make a class presentation	1	Never	1,315	6%	28	5%	877	9%	438	4%	2.88	3.14	↑9.4%	2.77 ***	▼	2.97 ***	▲
	2	Rarely	5,319	25%	99	16%	2,825	28%	2,494	22%							
	3	Sometimes	9,540	44%	245	40%	3,991	40%	5,549	48%							
	4	Often	5,324	25%	242	39%	2,282	23%	3,042	26%							
		Total	21,498		614		9,975		11,523								
Prepared a draft of a paper or assignment before turning it in	1	Never	1,308	6%	37	6%	691	7%	617	5%	3.03	3.11	↑3.4%	2.99 ***	▽	3.06 ***	△
	2	Rarely	3,942	18%	110	18%	1,981	20%	1,961	17%							
	3	Sometimes	9,128	42%	213	35%	4,056	41%	5,072	44%							
	4	Often	7,152	33%	252	41%	3,252	33%	3,900	34%							
		Total	21,530		612		9,980		11,550								

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

Levels of Effort in Academic Pursuits

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 2021		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	1,503	22%	42	19%	647	6%	856	7%	2.93	3.06	↑2.7%		2.96 ***	△	2.90 ***	▽
	2	Rarely	4,636	22%	114	19%	2,117	21%	2,519	22%								
	3	Sometimes	9,294	43%	228	37%	4,214	42%	5,080	44%								
	4	Often	6,128	28%	232	38%	3,030	30%	3,098	27%								
		Total	21,561		616		10,008		11,553									
Received feedback from teachers on assignments or other class work	1	Never	814	4%	23	4%	406	4%	408	4%	3.09	3.25	↑0.6%		3.09 --		3.09 --	
	2	Rarely	3,645	17%	68	11%	1,776	18%	1,869	16%								
	3	Sometimes	9,781	45%	254	41%	4,294	43%	5,487	48%								
	4	Often	7,259	34%	270	44%	3,502	35%	3,757	33%								
		Total	21,499		615		9,978		11,521									
Attended class with all assignments completed	1	Never	577	3%	18	3%	260	3%	317	3%	3.38	3.44	↓1.0%		3.38 --		3.39 --	
	2	Rarely	1,960	9%	52	8%	947	10%	1,013	9%								
	3	Sometimes	7,545	35%	183	30%	3,462	35%	4,083	36%								
	4	Often	11,343	53%	359	59%	5,273	53%	6,070	53%								
		Total	21,425		612		9,942		11,483									
Worked on a paper or project that required you to do research outside of assigned text	1	Never	762	4%	27	4%	428	4%	334	3%	3.10	3.17	↑0.3%		3.06 ***	▽	3.14 ***	△
	2	Rarely	3,313	15%	91	15%	1,751	18%	1,562	14%								
	3	Sometimes	10,362	48%	246	40%	4,581	46%	5,781	50%								
	4	Often	7,004	33%	249	41%	3,194	32%	3,810	33%								
		Total	21,441		613		9,954		11,487									

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

FBISD SSES 2022 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	
Item wording or description	Values	*Response Options*	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Change from 2021		Mean	Effect Size	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	5,699	27%	138	23%	2,922	29%	2,777	24%	2.35	2.46	↑14.6%		2.30 ***	▽	2.39 ***	△
	2	Rarely	5,817	27%	181	30%	2,667	27%	3,150	27%								
	3	Sometimes	6,650	31%	164	27%	2,815	28%	3,835	33%								
	4	Often	3,302	15%	129	21%	1,566	16%	1,736	15%								
		Total	21,468		612		9,970		11,498									
Worked with other students on projects/assignments	1	Never	610	3%	22	4%	342	3%	268	2%	3.17	3.33	↑4.8%		3.15 *	▽	3.18 *	△
	2	Rarely	2,873	13%	65	11%	1,470	15%	1,403	12%								
	3	Sometimes	10,286	48%	211	34%	4,471	45%	5,815	51%								
	4	Often	7,664	36%	314	51%	3,672	37%	3,992	35%								
		Total	21,433		612		9,955		11,478									
Discussed questions in class that have no clear answers	1	Never	1,522	7%	51	8%	780	8%	742	6%	2.84	2.89	↑6.5%		2.81 ***	▽	2.86 ***	△
	2	Rarely	5,109	13%	143	11%	2,551	26%	2,558	22%								
	3	Sometimes	9,994	47%	239	39%	4,322	44%	5,672	49%								
	4	Often	4,756	22%	179	29%	2,269	23%	2,487	22%								
		Total	21,381		612		9,922		11,459									
Connected ideas or concepts from one class (or subject area) to another classroom	1	Never	1,749	8%	46	8%	847	9%	902	8%	2.78	2.96	↑5.1%		2.77 --		2.79 --	
	2	Rarely	5,271	25%	120	20%	2,546	26%	2,725	24%								
	3	Sometimes	10,156	48%	256	42%	4,519	46%	5,637	49%								
	4	Often	4,158	19%	189	31%	1,982	20%	2,176	19%								
		Total	21,334		611		9,894		11,440									

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

Levels of Effort in Academic Pursuits

Frequency Distributions

			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 2021	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	3,074	14%	81	13%	1,423	14%	1,651	14%	2.65	2.75	↑6.0%	2.65 --		2.64 --	
	2	Rarely	5,464	26%	143	23%	2,639	27%	2,825	25%							
	3	Sometimes	8,772	41%	231	38%	3,845	39%	4,927	43%							
	4	Often	4,047	19%	155	25%	2,023	20%	2,024	18%							
		Total	**21,357**		**610**		**9,930**		**11,427**								
In about how many of your classes do you..																	
Give your maximum effort?	1	None	1,235	6%	34	6%	433	4%	802	7%	2.80	2.97	↓2.9%	2.91 ***	▲	2.69 ***	▼
	2	Some	6,790	33%	150	25%	2,746	28%	4,044	37%							
	3	Most	7,741	37%	210	35%	3,794	39%	3,947	36%							
	4	All	5,029	24%	203	34%	2,760	28%	2,269	21%							
		Total	**20,795**		**597**		**9,733**		**11,062**								
Put forth very little effort	1	All	905	5%	31	6%	441	5%	464	5%	3.13	3.28	↓2.3%	3.19 ***	△	3.06 ***	▽
	2	Most	2,692	14%	54	10%	1,122	12%	1,570	16%							
	3	Some	8,405	44%	204	36%	3,796	42%	4,609	47%							
	4	None	6,908	37%	271	48%	3,781	41%	3,127	32%							
		Total	**18,910**		**560**		**9,140**		**9,770**								

*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.

69%
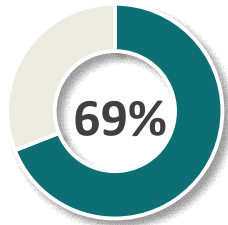
I enjoy working on tasks that require a lot of thinking and mental effort
↑1.8%

88%
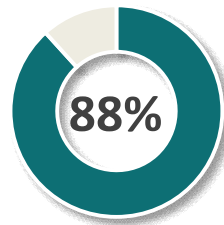
I enjoy being creative in school
↑2.7%

Strongly Agree	
MS	HS
37%	28%

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.

94%
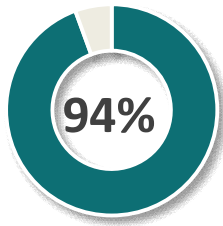
I have the skills and ability to complete my work.
↑1.9%

87%
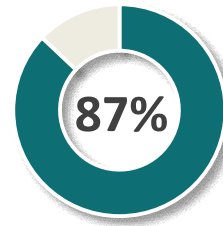
I put forth a great deal of effort when doing my school work
↑3.1%

66%
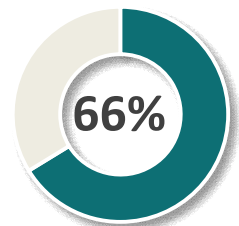
I like discussions in which there are no clear answers
↑1.3%

Impact of Learning

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

69%
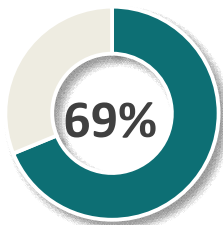
My school work makes me curious to learn new things.
↑1.0%

61%

I go to school because of what I learn in classes.
↓10.5%

Strongly Agree	
MS	HS
15%	9%

FBISD SSES 2022 Item Frequencies and Statistical Comparisons
Cognitive Engagement: Individual Item Breakdown

Attitude Toward Learning

Frequency Distributions

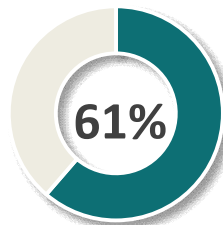|			District		Campus		MS		HS		District	Campus		*Statistical Significance between MS/HS*			
														MS		HS	
Item wording or description	*Values*	*Response Options*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Mean*	*Mean*	*Change from 2021*	*Mean*	*Effect Size*	*Mean*	*Effect Size*
How much do you agree or disagree with the following statements																	
I have the skills and ability to complete my work	1	Strongly Disagree	663	3%	17	3%	289	3%	374	3%	3.30	3.47	↑2.0%	3.31 *	▽	3.29 *	△
	2	Disagree	1,050	5%	17	3%	529	5%	521	5%							
	3	Agree	10,838	51%	234	39%	4,905	50%	5,933	52%							
	4	Strongly Agree	8,632	41%	338	56%	4,127	42%	4,505	40%							
		Total	21,183		606		9,850		11,333								
I put forth a great deal of effort when doing my school work	1	Strongly Disagree	651	3%	20	3%	268	3%	383	4%	3.12	3.23	↑1.2%	3.17 ***	△	3.09 ***	▽
	2	Disagree	2,418	12%	57	10%	974	10%	1,444	13%							
	3	Agree	11,230	55%	282	48%	5,300	55%	5,930	54%							
	4	Strongly Agree	6,282	31%	233	39%	3,138	32%	3,144	29%							
		Total	20,581		592		9,680		10,901								
I have worked harder than I expected to in school	1	Strongly Disagree	1,092	5%	33	6%	477	5%	615	6%	2.96	3.05	↑1.9%	3.01 ***	△	2.92 ***	▽
	2	Disagree	4,176	20%	109	18%	1,792	19%	2,384	22%							
	3	Agree	9,701	47%	244	41%	4,529	47%	5,172	47%							
	4	Strongly Agree	5,598	27%	207	35%	2,865	30%	2,733	25%							
		Total	20,567		593		9,663		10,904								
I like discussions in which there are no clear answers	1	Strongly Disagree	2,419	12%	68	12%	1,323	14%	1,096	10%	2.71	2.81	↑0.9%	2.67 ***	▽	2.75 ***	△
	2	Disagree	5,126	25%	131	22%	2,517	26%	2,609	24%							
	3	Agree	9,006	44%	235	40%	3,886	40%	5,120	47%							
	4	Strongly Agree	3,994	19%	155	26%	1,931	20%	2,063	19%							
		Total	20,545		589		9,657		10,888								

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

Attitude Toward Learning

Frequency Distributions

			District		Campus		MS		HS		District	Campus		MS		HS	
														Statistical Significance between MS/HS			
														MS		HS	
Item wording or description	Values	Response Options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Change from 2021	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	870	4%	24	4%	416	4%	454	4%	3.12	3.30	↑1.4%	3.17 ***	△	3.08 ***	▽
	2	Disagree	2,319	11%	45	8%	1,061	11%	1,258	12%							
	3	Agree	10,726	52%	252	43%	4,607	48%	6,119	56%							
	4	Strongly Agree	6,573	32%	269	46%	3,563	37%	3,010	28%							
		Total	20,488		590		9,647		10,841								
I enjoy working on tasks that require a lot of thinking and mental effort	1	Strongly Disagree	2,414	12%	69	12%	1,250	13%	1,164	11%	2.67	2.85	↑1.3%	2.67 --		2.68 --	
	2	Disagree	5,452	27%	114	19%	2,542	26%	2,910	27%							
	3	Agree	9,080	44%	244	41%	3,993	41%	5,087	47%							
	4	Strongly Agree	3,593	17%	164	28%	1,886	20%	1,707	16%							
		Total	20,539		591		9,671		10,868								
My school work makes me curious to learn other things	1	Strongly Disagree	2,068	10%	68	12%	965	10%	1,103	10%	2.72	2.83	↓0.4%	2.77 ***	△	2.67 ***	▽
	2	Disagree	5,177	25%	116	20%	2,259	23%	2,918	27%							
	3	Agree	9,781	48%	258	44%	4,502	47%	5,279	49%							
	4	Strongly Agree	3,481	17%	149	25%	1,926	20%	1,555	14%							
		Total	20,507		591		9,652		10,855								
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	2,949	14%	75	13%	1,213	13%	1,736	16%	2.53	2.68	↓7.7%	2.63 ***	▲	2.45 ***	▼
	2	Disagree	6,076	30%	154	26%	2,576	27%	3,500	32%							
	3	Agree	9,093	44%	246	42%	4,412	46%	4,681	43%							
	4	Strongly Agree	2,420	12%	116	20%	1,467	15%	953	9%							
		Total	20,538		591		9,668		10,870								

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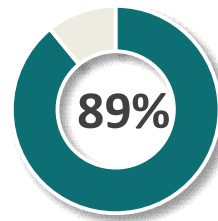
Questions in the box are further broken down to look at the percentage of students who specifically responded as shown in the box by campus level (MS or HS).

Motivations to Succeed

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

94%
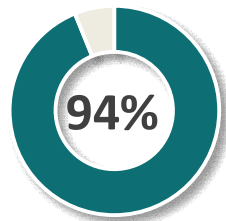
Graduate and go to college

↑18.9%

89%

Learn skills to get a job

↓1.8%

Strongly Agree	
MS	HS
49%	37%

Connections with Adults

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

51%
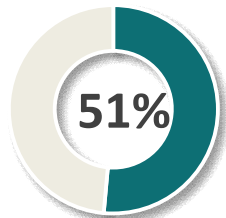
Discussed grades with a teacher

↑26.5%

40%
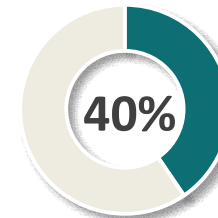
Talked to an adult in school about career goals

↓9.5%

33%
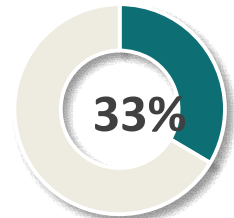
Talked to an adult in school about applying to college

↓16.5%

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.

36%

Career Goals

↑35.5%

51%

Applying to College

↑50.7%

Never	
MS	HS
46%	34%

FBISD SSES 2022 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

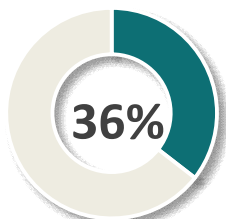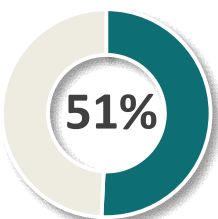| Item wording or description	Values	Response Options	District Count	District %	Campus Count	Campus %	MS Count	MS %	HS Count	HS %	District Mean	Campus Mean	Change from 2021	MS Mean	MS Effect Size	HS Mean	HS Effect Size
During the school year, about how often have you done each of the following?																	
Discussed grades with a teacher	1	Never	2,197	10%	107	18%	1,417	14%	780	7%	2.78	2.57	↑4.5%	2.64 ***	▼	2.91 ***	▲
	2	Rarely	5,441	26%	189	31%	2,868	29%	2,573	23%							
	3	Sometimes	8,433	40%	173	28%	3,478	35%	4,955	43%							
	4	Often	5,235	25%	141	23%	2,143	22%	3,092	27%							
		Total	21,306		610		9,906		11,400								
Discussed ideas from readings or classes with teachers outside of class	1	Never	5,344	25%	164	27%	2,609	26%	2,735	24%	2.36	2.37	↑9.8%	2.32 **	▽	2.39 **	△
	2	Rarely	5,995	28%	173	28%	2,918	30%	3,077	27%							
	3	Sometimes	7,048	33%	158	26%	2,975	30%	4,073	36%							
	4	Often	2,933	14%	117	19%	1,382	14%	1,551	14%							
		Total	21,320		612		9,884		11,436								
Talked to an adult in the school about career goals	1	Never	5,638	26%	216	36%	2,989	30%	2,649	23%	2.36	2.21	↑7.5%	2.29 ***	▽	2.42 ***	△
	2	Rarely	5,643	26%	146	24%	2,570	26%	3,073	27%							
	3	Sometimes	6,847	32%	148	24%	2,848	29%	3,999	35%							
	4	Often	3,205	15%	98	16%	1,502	15%	1,703	15%							
		Total	21,333		608		9,909		11,424								
Talked to an adult in the school about how to apply to college	1	Never	8,427	40%	306	51%	4,515	46%	3,912	34%	2.12	1.97	↑11.2%	2.00 ***	▼	2.22 ***	▲
	2	Rarely	4,627	22%	95	16%	2,040	21%	2,587	23%							
	3	Sometimes	5,543	26%	114	19%	2,141	22%	3,402	30%							
	4	Often	2,708	13%	88	15%	1,204	12%	1,504	13%							
		Total	21,305		603		9,900		11,405								

*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
Frequency Distributions

			District		Campus		MS		HS		District	Campus		MS		HS	
Item wording or description	*Values*	*Response Options*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Mean*	*Mean*	*Change from 2021*	*Mean*	*Effect Size*	*Mean*	*Effect Size*
To what extent do you agree or disagree with the following statements?																	
I go to school because I want to graduate and go to college	1	Strongly Disagree	611	3%	12	2%	301	3%	310	3%	3.43	3.55	↑1.8%	3.44 --		3.43 --	
	2	Disagree	1,028	5%	24	4%	522	5%	506	5%							
	3	Agree	7,762	38%	183	31%	3,473	36%	4,289	39%							
	4	Strongly Agree	11,147	54%	369	63%	5,384	56%	5,763	53%							
		Total	**20,548**		**588**		**9,680**		**10,868**								
I go to school because I want to learn skills to get a good job	1	Strongly Disagree	958	5%	27	5%	388	4%	570	5%	3.24	3.40	↓0.9%	3.34 *** ▲		3.16 *** ▼	
	2	Disagree	1,828	9%	37	6%	681	7%	1,147	11%							
	3	Agree	8,973	44%	198	34%	3,881	40%	5,092	47%							
	4	Strongly Agree	8,762	43%	327	56%	4,716	49%	4,046	37%							
		Total	**20,521**		**589**		**9,666**		**10,855**								

Statistical Significance between MS/HS

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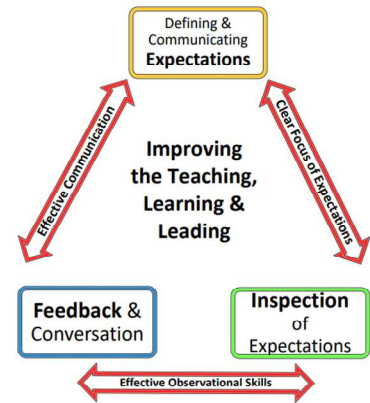
CST Elements Overview

Student Engagement In FBISD

Behavioral Engagement · Emotional Engagement · Cognitive Engagement
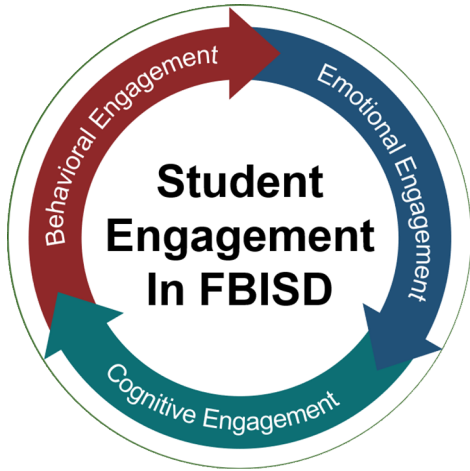
Campus Support Teams (CST) exist as a collaborative structure to support student outcomes and teacher instructional practice through a shared responsibility and partnership with district and campus leaders. The CST process uses the Leading Improvement Framework as a way to ensure alignment between setting and inspecting expectations, and the ongoing feedback process.

Leading Improvement Framework

Defining & Communicating **Expectations**

Improving the Teaching, Learning & Leading

Effective Communication · Clear Focus of Expectations

Feedback & Conversation · **Inspection of Expectations**

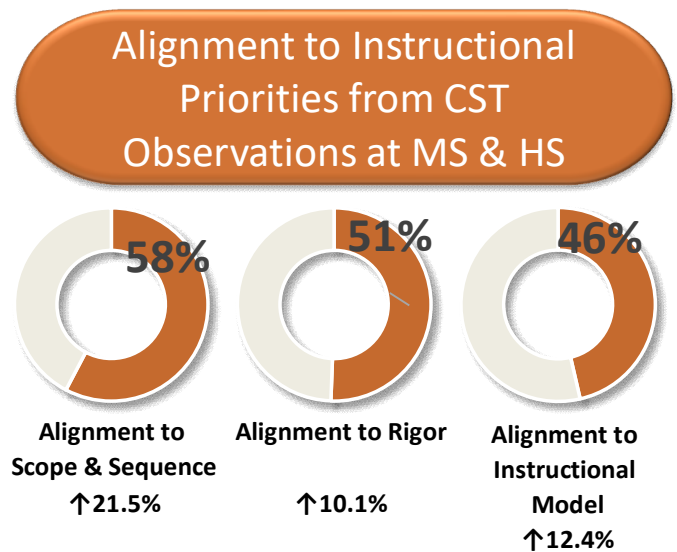Effective Observational Skills

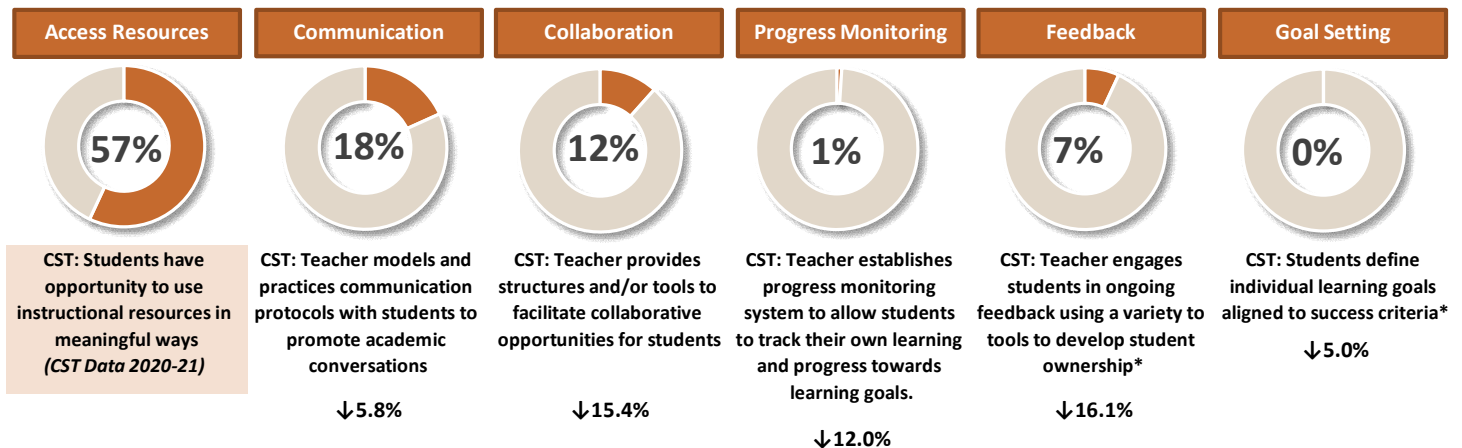© 2019 Borstel

Alignment to Instructional Priorities

Through the Campus Support Team process, FBISD has been able to monitor the degree of alignment to instructional priorities. The three areas of focus from 2018-2022 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.
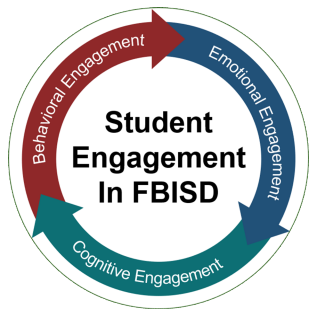
The diagram to the right illustrates the observed alignment of the current year for middle school and high school campuses.

Alignment to Instructional Priorities from CST Observations at MS & HS

58%
Alignment to Scope & Sequence
↑21.5%

51%
Alignment to Rigor
↑10.1%

46%
Alignment to Instructional Model
↑12.4%

CST Instructional Alignment

Six elements from the instructional priorities have been included in the CST learning walks and the observational evidence from each category is shown below. While engaging in a CST 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
57%	**18%**	**12%**	**1%**	**7%**	**0%**
CST: Students have opportunity to use instructional resources in meaningful ways *(CST Data 2020-21)*	CST: Teacher models and practices communication protocols with students to promote academic conversations	CST: Teacher provides structures and/or tools to facilitate collaborative opportunities for students	CST: Teacher establishes progress monitoring system to allow students to track their own learning and progress towards learning goals.	CST: Teacher engages students in ongoing feedback using a variety to tools to develop student ownership*	CST: Students define individual learning goals aligned to success criteria*
	↓5.8%	↓15.4%	↓12.0%	↓16.1%	↓5.0%

CST Elements: Student Engagement Survey

Student Engagement In FBISD

Behavioral Engagement · Emotional Engagement · Cognitive Engagement

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 CST responses from District staff members collected during the observational walks.
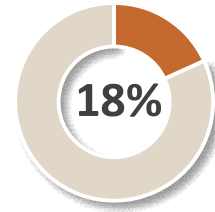
Communicate:

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

68%
Engaged in academic conversations with teachers
↑9.2%
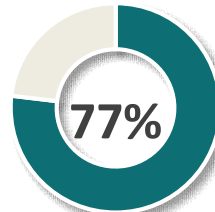
77%
**Engaged in academic conversations with peers**
↑10.4%

18%
CST: Teacher models and practices communication protocols with students to promote academic conversations
↓5.8%

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 CST walks.
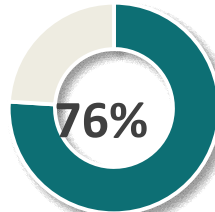
76%
Used resources to deepen understanding, make connections, and represent learning
↑5.5%
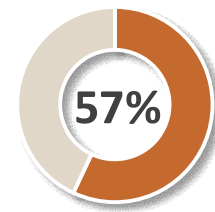
57%
CST: Students have opportunity to use instructional resources in meaningful ways
(CST Data 2020-21)

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 CST walks.
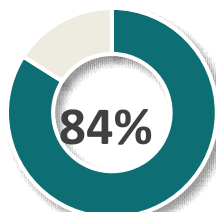
84%
Worked together with peers towards a common goal
↑11.1%
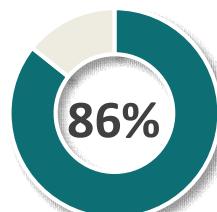
86%
Worked with other students on projects or assignments
↑7.9%
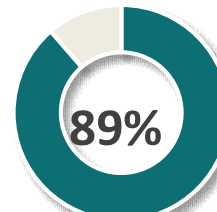
89%
Opportunities to collaborate with peers in class
↑3.2%
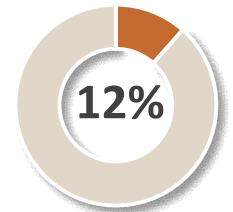
12%
CST: Teacher provides structures and/or tools to facilitate collaborative opportunities for students
↓15.4%

CST 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 CST walks.
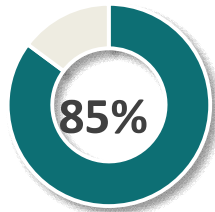
85%
Received feedback from teachers on assignments or class work
↑2.4%
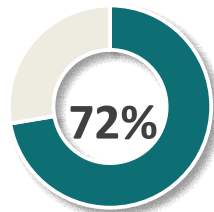
72%
Received feedback from your peers on assignment or class work
↑11.8%
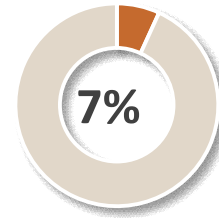
7%
CST: Teacher engages students in ongoing feedback using a variety to tools to develop student ownership*
↓16.1%
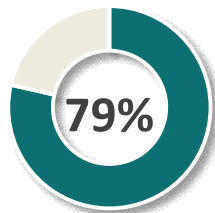
79%
Used teacher or peer feedback to make changes to final version of an assignment
↑8.0%
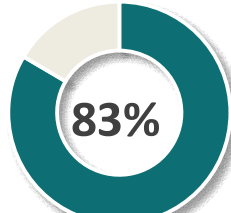
83%
Engaging in feedback with other students on work
↓0.9%

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 CST walk process.
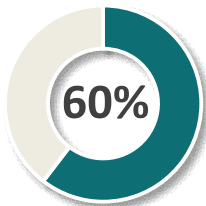
60%
Used tools other than grades to monitor progress on learning
↑14.9%
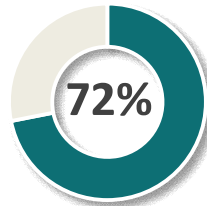
72%
Engaged in self-reflection on their work
↑9.0%
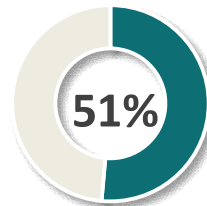
51%
Discussed grades with teachers
↑7.7%
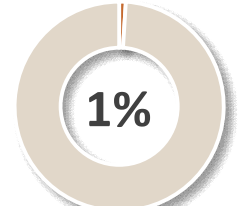
1%
CST: Teacher establishes progress monitoring system to allow students to track their own learning and progress towards learning goals.
↓12.0%

Goal Setting:

The degree to which students **sometimes or often** engage in goal setting activities compared to the frequency observed in CST walks
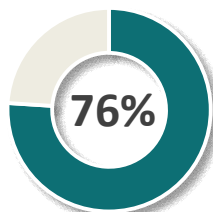
76%
Setting learning goals throughout the year
↓3.0%
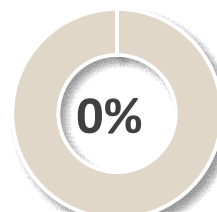
0%
CST: Students define individual learning goals aligned to success criteria*
↓5.0%

FBISD SSES 2022 Item Frequencies and Statistical Comparisons
Campus Support Team Elements: Individual Item Breakdown

Campus Support 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 2021	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	1,979	9%	69	11%	1,095	11%	884	8%	2.77	2.83	↑3.8%	2.72 *** ▽		2.82 *** △	
	2	Rarely	5,259	25%	124	20%	2,607	26%	2,652	23%							
	3	Sometimes	9,622	45%	254	42%	4,111	42%	5,511	48%							
	4	Often	4,406	21%	159	26%	2,055	21%	2,351	21%							
		Total	**21,266**		**606**		**9,868**		**11,398**								
Engaged in academic conversations with peers	1	Never	1,520	7%	45	7%	821	8%	699	6%	2.93	3.04	↑5.2%	2.89 *** ▽		2.97 *** △	
	2	Rarely	4,152	20%	95	16%	2,077	21%	2,075	18%							
	3	Sometimes	9,797	46%	254	42%	4,277	44%	5,520	48%							
	4	Often	5,733	27%	211	35%	2,645	27%	3,088	27%							
		Total	**21,202**		**605**		**9,820**		**11,382**								
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	1,301	6%	37	6%	679	7%	622	5%	2.92	3.01	↑2.4%	2.89 *** △		2.95 *** ▽	
	2	Rarely	4,190	20%	108	18%	2,136	22%	2,054	18%							
	3	Sometimes	10,597	50%	269	45%	4,586	47%	6,011	53%							
	4	Often	5,141	24%	190	31%	2,447	25%	2,694	24%							
		Total	**21,229**		**604**		**9,848**		**11,381**								

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

FBISD SSES 2022 Item Frequencies and Statistical Comparisons
Campus Support Team Elements: Individual Item Breakdown

Campus Support Team Items			Frequency Distributions								Statistical Comparison						
														Statistical Significance between MS/HS			
			District		Campus		MS		HS		District	Campus		MS		HS	
Item wording or description	Values	sponse Option	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Change from 2021	Mean	Effect Size	Mean	Effect Size
Collaborate																	
How much do each of the following classroom activities and assignments interest or engage you?																	
Group Projects	1	Not at All	2,040	9%	31	5%	771	8%	1,269	11%	3.01	3.23	↑8.1%	3.13 *** ▲		2.92 *** ▼	
	2	Very Little	3,271	15%	77	12%	1,362	13%	1,909	16%							
	3	Some	9,008	41%	228	37%	3,793	38%	5,215	44%							
	4	Very Much	7,659	35%	282	46%	4,172	41%	3,487	29%							
		Total	21,978		618		10,098		11,880								
How much does your school emphasize each of the following																	
Opportunities to collaborate with peers in class	1	Not at All	735	3%	17	3%	390	4%	345	3%	3.10	3.30	↑1.0%	3.09 * ▽		3.11 * △	
	2	Very Little	2,787	13%	53	9%	1,480	15%	1,307	11%							
	3	Some	11,664	54%	274	44%	4,978	50%	6,686	57%							
	4	Very Much	6,531	30%	272	44%	3,205	32%	3,326	29%							
		Total	21,717		616		10,053		11,664								
During the school year, how much have you done the following?																	
Worked with other students on projects/assignments	1	Never	618	3%	23	4%	345	3%	273	2%	3.17	3.33	↑4.8%	3.15 ** ▽		3.18 ** △	
	2	Rarely	2,898	13%	65	11%	1,474	15%	1,424	12%							
	3	Sometimes	10,402	48%	213	35%	4,488	45%	5,914	51%							
	4	Often	7,738	36%	314	51%	3,683	37%	4,055	35%							
		Total	21,656		615		9,990		11,666								
During the school year, about how often have you done each of the following?																	
Worked together with peers towards a common goal	1	Never	1,281	6%	28	5%	697	3%	584	2%	3.01	3.18	↑4.5%	2.98 *** ▽		3.03 *** △	
	2	Rarely	3,438	16%	69	11%	1,744	15%	1,694	12%							
	3	Sometimes	10,396	49%	275	45%	4,506	45%	5,890	51%							
	4	Often	6,142	29%	234	39%	2,910	37%	3,232	35%							
		Total	21,257		606		9,857		11,400								

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

FBISD SSES 2022 Item Frequencies and Statistical Comparisons
Campus Support Team Elements: Individual Item Breakdown

Campus Support 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 2021	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	1,018	5%	29	5%	509	5%	509	4%		2.99	3.13	↓0.8%	3.00 *	△	2.98 *	▽
	2	Very Little	3,676	17%	73	12%	1,773	18%	1,903	16%								
	3	Some	11,612	54%	300	49%	4,982	50%	6,630	57%								
	4	Very Much	5,395	25%	214	35%	2,764	28%	2,631	23%								
		Total	21,701		616		10,028		11,673									
During the school year, how much have you done the following?																		
Received feedback from teachers on assignments or other class work	1	Never	814	4%	23	4%	406	4%	408	4%		3.09	3.25	↑0.6%	3.092 --		3.09 --	
	2	Rarely	3,645	17%	68	11%	1,776	18%	1,869	16%								
	3	Sometimes	9,781	45%	254	41%	4,294	43%	5,487	48%								
	4	Often	7,259	34%	270	44%	3,502	35%	3,757	33%								
		Total	21,499		615		9,978		11,521									
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	1,458	7%	46	7%	663	7%	795	7%		2.83	2.95	↑7.2%	2.87 ***	△	2.79 ***	▽
	2	Rarely	5,298	25%	124	20%	2,310	23%	2,988	26%								
	3	Sometimes	10,388	48%	259	42%	4,658	47%	5,730	49%								
	4	Often	4,441	21%	185	30%	2,340	23%	2,101	18%								
		Total	21,585		614		9,971		11,614									
Used teacher or peer feedback to make changes to the final version of an assignment	1	Never	1,091	5%	35	6%	554	6%	537	5%		3.03	3.10	↑3.4%	3.03 --		3.02 --	
	2	Rarely	3,553	17%	95	16%	1,693	17%	1,860	16%								
	3	Sometimes	10,356	49%	252	42%	4,512	46%	5,844	51%								
	4	Often	6,276	29%	224	37%	3,125	32%	3,151	28%								
		Total	21,276		606		9,884		11,392									

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

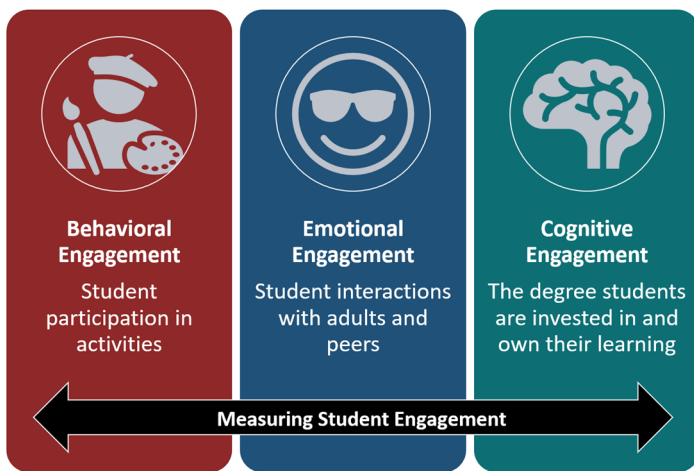| Campus Support Team Items			Frequency Distributions								Statistical Comparison						
			District		Campus		MS		HS		District	Campus		MS		HS	
														Statistical Significance between MS/HS			
Item wording or description	*Values*	*sponse Option*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Mean*	*Mean*	*Change from 2021*	*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	2,197	10%	107	18%	1,417	14%	780	7%	2.78	2.57	↑4.5%	2.64 *** ▼		2.91 *** ▲	
	2	Rarely	5,441	26%	189	31%	2,868	29%	2,573	23%							
	3	Sometimes	8,433	40%	173	28%	3,478	35%	4,955	43%							
	4	Often	5,235	25%	141	23%	2,143	22%	3,092	27%							
		Total	21,306		610		9,906		11,400								
Engage in self-reflection on their work	1	Never	1,488	7%	55	9%	756	8%	732	6%	2.88	2.91	↑2.5%	2.86 *** ▽		2.90 *** △	
	2	Rarely	4,451	21%	115	19%	2,190	29%	2,261	20%							
	3	Sometimes	10,415	49%	263	44%	4,572	46%	5,843	51%							
	4	Often	4,859	23%	171	28%	2,327	24%	2,532	22%							
		Total	21,213		604		9,845		11,368								
Use tools other than grades to monitor progress on learning	1	Never	3,705	17%	97	16%	1,556	16%	2,149	19%	2.58	2.70	↑6.4%	2.63 *** △		2.52 *** ▽	
	2	Rarely	5,346	25%	142	24%	2,488	25%	2,858	25%							
	3	Sometimes	8,401	40%	208	34%	3,782	38%	4,619	41%							
	4	Often	3,757	18%	157	26%	2,007	20%	1,750	15%							
		Total	21,209		604		9,833		11,376								
Goal Setting																	
How much does your school emphasize each of the following																	
Setting learning goals throughout the year	1	Not at All	1,427	7%	43	7%	610	6%	817	7%	2.98	3.04	↓3.3%	3.06 *** △		2.91 *** ▽	
	2	Very Little	3,981	18%	104	17%	1,675	17%	2,306	20%							
	3	Some	9,861	46%	256	42%	4,224	42%	5,637	49%							
	4	Very Much	6,350	29%	212	34%	3,503	35%	2,847	25%							
		Total	21,619		615		10,012		11,607								

*p< .05, **p< .01, ***p< .001 ; Refer to the **About this Report** section for key to triangle symbols*
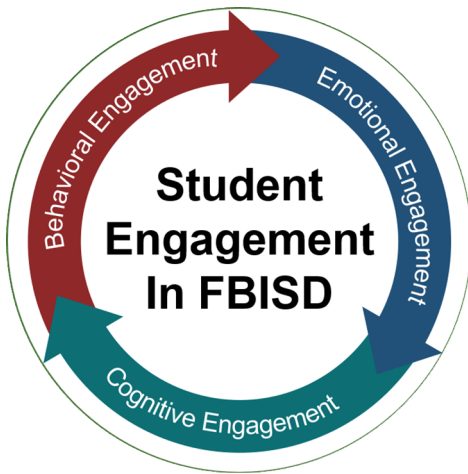
Student engagement is defined as meaningful student involvement throughout the learning environment. It can be understood by analyzing the degree to which students interact within the school community, with adults, peers, the curriculum, and within instruction or the learner experience.

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.

Behavioral Engagement
Student participation in activities

Emotional Engagement
Student interactions with adults and peers

Cognitive Engagement
The degree students are invested in and own their learning

Measuring Student Engagement

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 AB Instructional Block
- Student Retention Information

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

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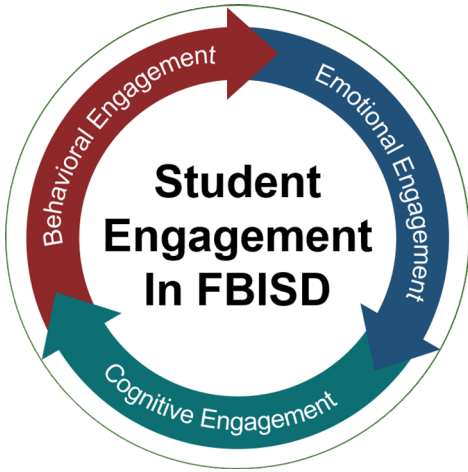
▲	Student average score was significantly higher than the district average, with an effect size greater than 0.2
△	Student average score was significantly higher than the district average, with an effect size less than 0.2
--	No significant difference between the groups
▽	Student average score was significantly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

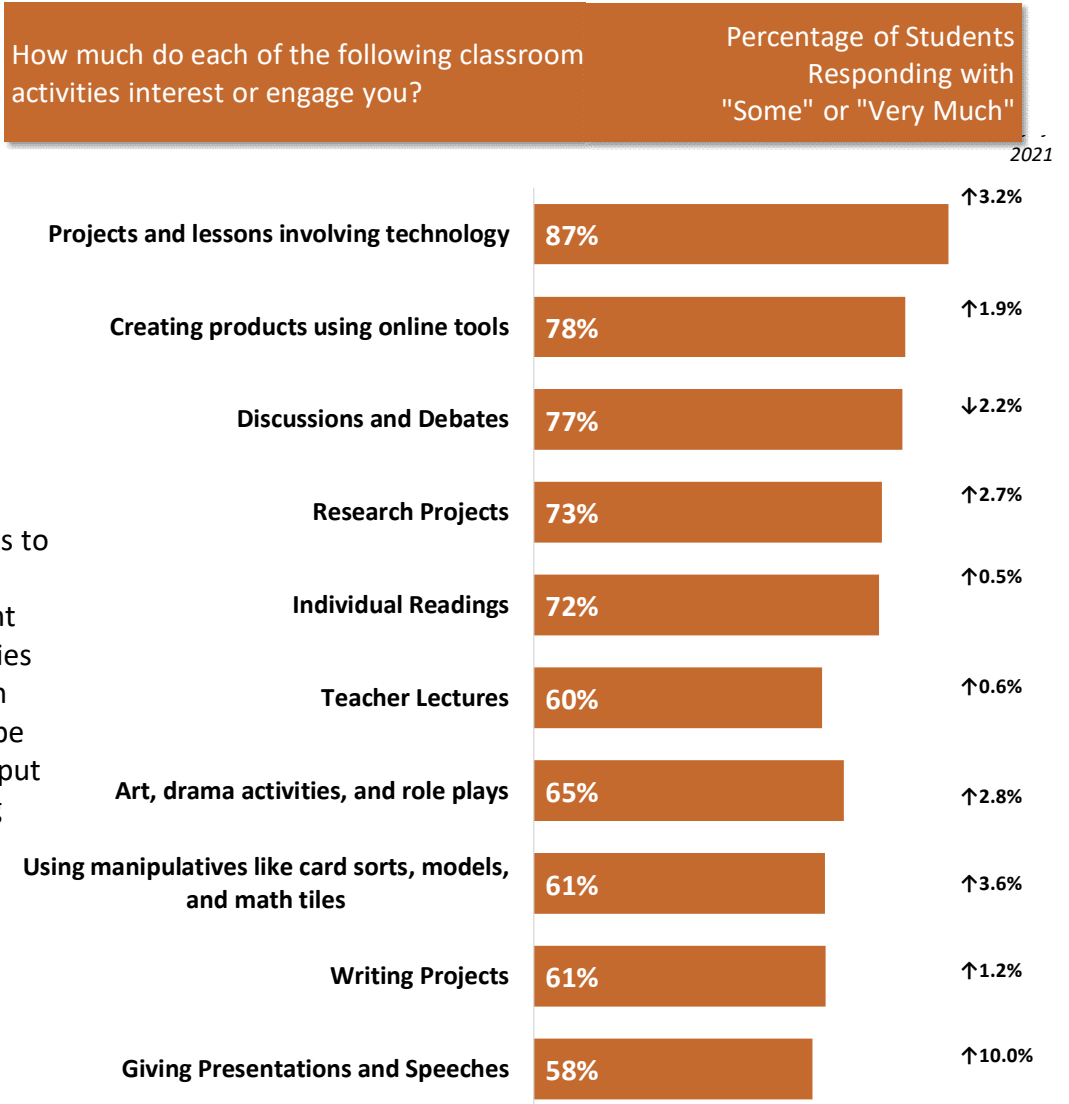# Student Engagement Dimension & Factor Scores Comparison by Student Groups

			Emotional Engagement Factors				Cognitive Engagement Dimension					
	N	Emotional Engagement Dimension	Motivation for Learning	Emotional Engagement with School	Positive Relationships with Adults in School	Positive Relationships with Other Students	Cognitive Engagement Dimension	Cognitive Growth through Personal Skill Development	Level of Effort in Academic Pursuits	Attitude Towards Learning	Academic Goals, Future Plans, and Aspirations	Behavioral Engagement Dimension
		Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean
District	22,971	2.87	2.92	2.71	2.89	3.02	2.91	2.95	2.95	2.89	2.71	2.95
Campus	646	2.92	3.05	2.74	2.97	2.98	3	3.06	3.07	3.03	2.67	3.03
MS	646	2.92	3.05	2.74	2.95	2.97	3.00	3.06	3.07	3.03	2.67	3.03
HS												
Grade Level												
6	198	2.95	3.16	2.79	3.00	2.90	3.04	3.08	3.11	3.11	2.66	3.10
7	216	2.92	3.00	2.78	2.94	3.02	2.99	3.06	3.05	3.01	2.65	2.98
8	232	2.89	3.01	2.66	2.98	3.00	2.97	3.03	3.05	2.98	2.70	3.03
9												
10												
11												
12												
Gender												
Female	248	2.93	3.07	2.74	2.93	3.01	3.04	3.10	3.12	3.05	2.68	3.05
Male	371	2.91	3.03	2.74	3.00	2.96	2.98	3.03	3.05	3.03	2.68	3.02
Pref. Not to Ans.	22	2.57	2.56	2.45	2.65	2.87	2.83	2.95	2.84	2.78	2.34	2.93
Race/Ethnicity												
Native Am.	3	2.95	2.96	2.48	3.00	3.60	2.87	2.93	3.00	2.83	2.44	3.14
Asian	283	3.06	3.23	2.86	3.07	3.12	3.13	3.18	3.22	3.18	2.72	3.13
AA	163	2.79	2.98	2.60	2.88	2.74	2.92	2.98	2.96	2.96	2.72	2.98
Hispanic	104	2.84	2.86	2.68	2.87	3.01	2.83	2.93	2.84	2.85	2.59	2.95
Haw./Pac. Isl.	#REF!	####	####	####	####	####	####	####	####	####	####	####
White	69	2.77	2.82	2.63	2.91	2.88	2.95	3.00	3.09	2.91	2.55	2.95
Two or More	24	2.88	2.87	2.79	3.06	3.00	2.78	2.79	2.96	2.81	2.47	2.82
Age												
10	10	2.95	3.30	2.60	3.10	2.82	3.36	3.27	3.49	3.36	3.18	3.16
11	185	2.96	3.16	2.79	2.99	2.93	3.03	3.07	3.11	3.11	2.63	3.08
12	218	2.94	3.01	2.79	2.96	3.02	2.98	3.06	3.04	3.00	2.65	2.99
13	219	2.87	2.98	2.66	2.96	2.99	2.97	3.04	3.04	2.97	2.70	3.03
14	14	2.83	3.05	2.55	3.21	2.86	2.91	3.02	2.93	3.03	2.71	3.10
15												
16												
17												
18												
19												
Socio-Economic Status												
Eco Dis	230	2.84	3.02	2.66	2.91	2.85	2.91	2.97	2.97	2.96	2.69	2.98
Special Programs												
SPED	37	2.78	3.06	2.63	2.93	2.69	2.87	2.94	3.04	2.91	2.71	3.01
GT	387	3.01	3.13	2.84	3.05	3.08	3.09	3.14	3.20	3.12	2.68	3.10
EL	30	2.94	3.04	2.76	3.03	3.00	2.80	2.88	2.77	2.85	2.68	2.94

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

FBISD
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Interest in Learning Experiences

Student Engagement In FBISD

- Behavioral Engagement
- Emotional Engagement
- Cognitive Engagement

How much do each of the following classroom activities interest or engage you?

Percentage of Students Responding with "Some" or "Very Much"

2021

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.

Activity	%	Change from 2021
Projects and lessons involving technology	87%	↑3.2%
Creating products using online tools	78%	↑1.9%
Discussions and Debates	77%	↓2.2%
Research Projects	73%	↑2.7%
Individual Readings	72%	↑0.5%
Teacher Lectures	60%	↑0.6%
Art, drama activities, and role plays	65%	↑2.8%
Using manipulatives like card sorts, models, and math tiles	61%	↑3.6%
Writing Projects	61%	↑1.2%
Giving Presentations and Speeches	58%	↑10.0%

92% Of FBISD students reported being bored in class

Change from 2021
↑2.0%

REASONS*

Out of 22,263 FBISD students responding "Rarely", "Sometimes", or "Often"

Never	Rarely	Sometimes	Often
8%	8%	33%	50%
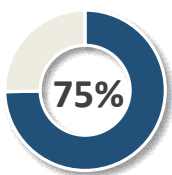
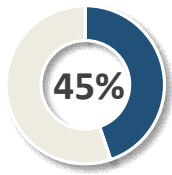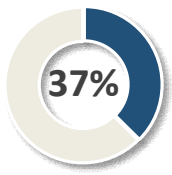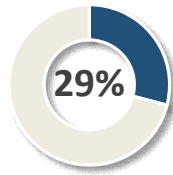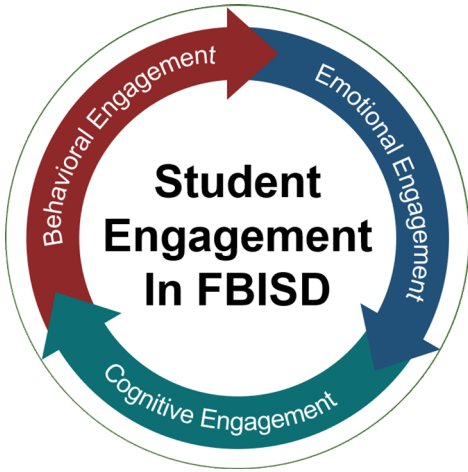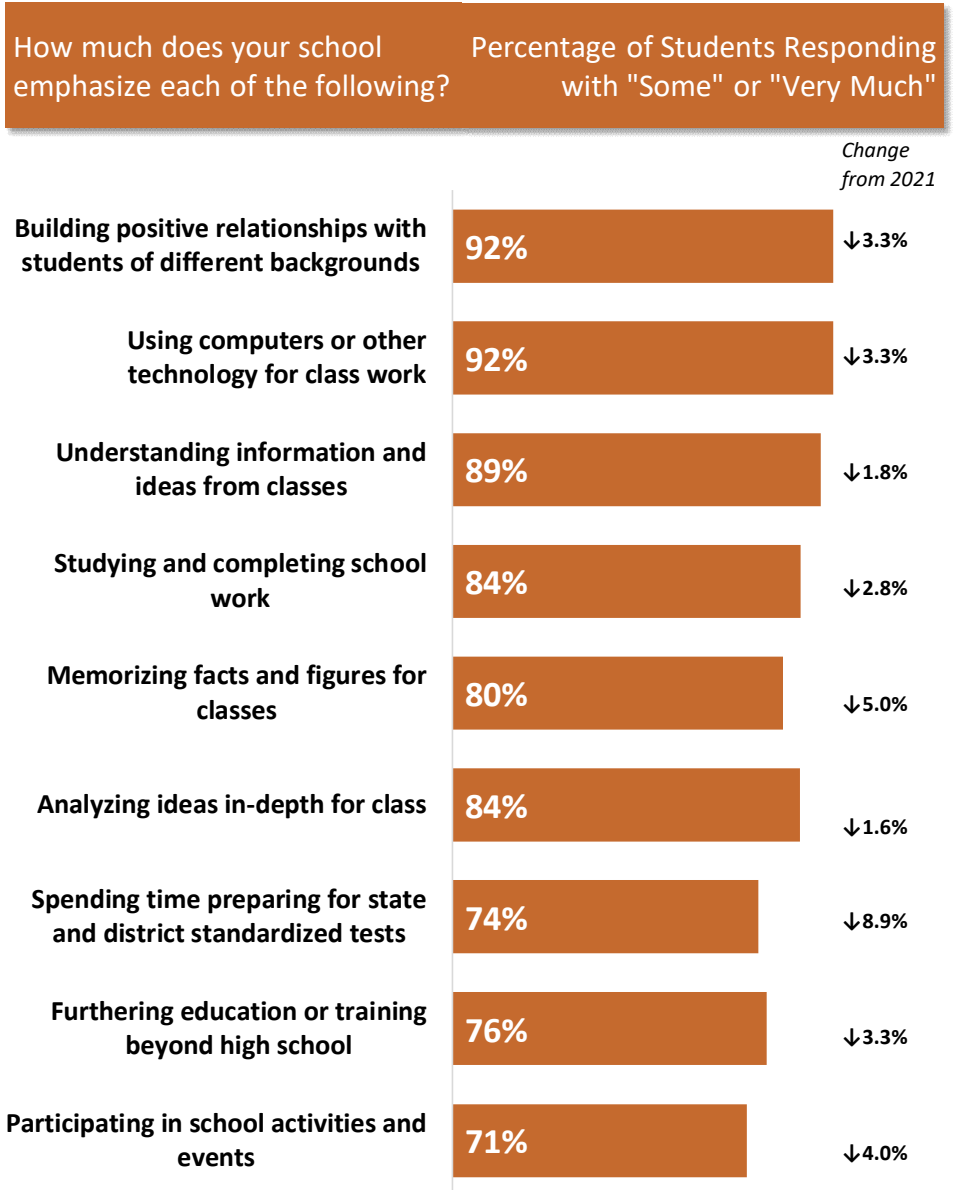| 75%	60%	45%	37%	29%	25%
Material Wasn't Interesting	Teacher Methods Not Interesting	No Interaction With Classmates	Material Wasn't Relevant To Me	No Interaction With Teacher	Work Wasn't Challenging Enough
↑1.5%	↑5.0%	↑2.5%	↑4.7%	↑9.2%	↑5.3%
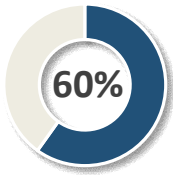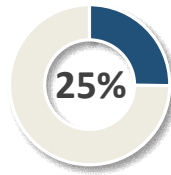
Other Student Academic Interests & Engagement

Impacts of School Focus

Student Engagement In FBISD

Behavioral Engagement
Emotional Engagement
Cognitive Engagement

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.

How much does your school emphasize each of the following?

Percentage of Students Responding with "Some" or "Very Much"

Change from 2021

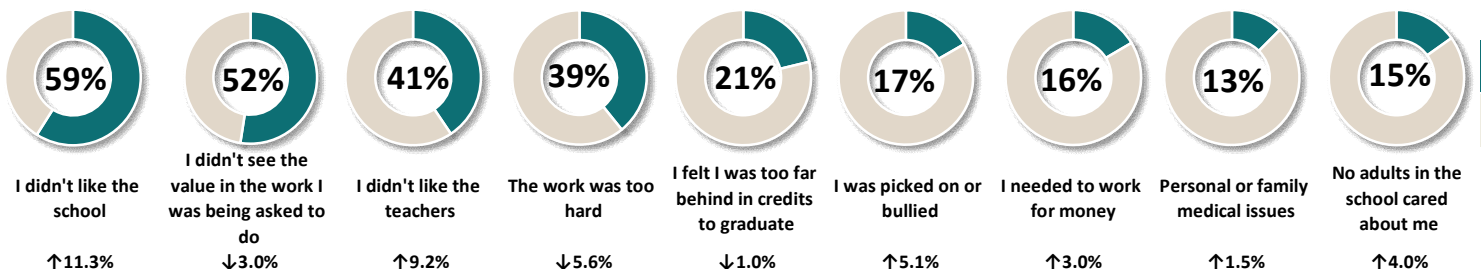| Item	Percentage	Change from 2021
Building positive relationships with students of different backgrounds	92%	↓3.3%
Using computers or other technology for class work	92%	↓3.3%
Understanding information and ideas from classes	89%	↓1.8%
Studying and completing school work	84%	↓2.8%
Memorizing facts and figures for classes	80%	↓5.0%
Analyzing ideas in-depth for class	84%	↓1.6%
Spending time preparing for state and district standardized tests	74%	↓8.9%
Furthering education or training beyond high school	76%	↓3.3%
Participating in school activities and events	71%	↓4.0%

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.

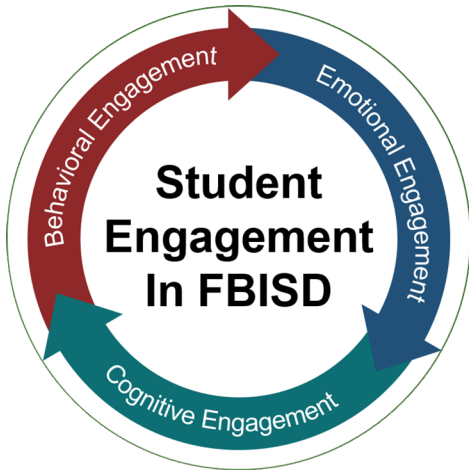**18%** Of FBISD students reported considering dropping out of school

Change from 2021
↑2.0%

REASONS*

Never	Rarely	Sometimes	Often
82%	9%	6%	3%

*% Out of 4,257 FBISD students responding "Rarely", "Sometimes", or "Often"

59%	52%	41%	39%	21%	17%	16%	13%	15%
I didn't like the school	I didn't see the value in the work I was being asked to do	I didn't like the teachers	The work was too hard	I felt I was too far behind in credits to graduate	I was picked on or bullied	I needed to work for money	Personal or family medical issues	No adults in the school cared about me
↑11.3%	↓3.0%	↑9.2%	↓5.6%	↓1.0%	↑5.1%	↑3.0%	↑1.5%	↑4.0%

Perceptions on Impact of A/B Block

![FBISD logo - INSPIRE · EQUIP · IMAGINE]

Student Engagement In FBISD
- Behavioral Engagement
- Emotional Engagement
- Cognitive Engagement

A/B Block is an scheduling design that was piloted at three high school campuses during the 2021-22 school year. Students attending the campuses listed to the right have the opportunity to take eight credit bearing classes based on student needs. Block scheduling has been shown, in some cases, to reduce anxiety by virtue of the smaller number of periods in the school day and extended time to delve into learning and collaborative opportunities.

Campuses Piloting A/B Block

Hightower High School
Marshall High School
Willowridge High School

Access to Interventions

The degree to which students **agree or strongly agree** that their schedule allows them to attend or engage in interventions or tutorials during the school day compared to Non-AB block campuses.
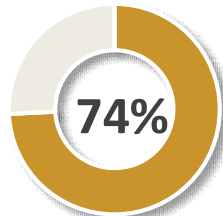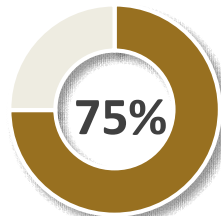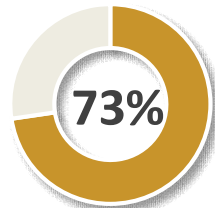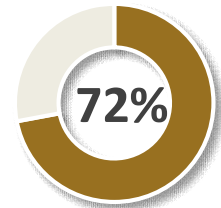
74% DISTRICT **75%** AB BLOCK

HHS	MHS	WHS
73%	76%	74%

My Schedule allows me to attend tutorials or other support sessions.

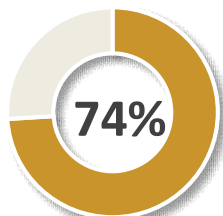**73%** DISTRICT **72%** AB BLOCK

HHS	MHS	WHS
63%	74%	74%

Able to engage with intervention activities during the school day.

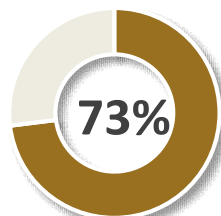## Access to Additional Courses

The degree to which students **agree or strongly agree** that their schedule allows them to select more elective courses compared to Non-AB Block campuses.

74% DISTRICT **73%** AB BLOCK

HHS	MHS	WHS
69%	75%	73%

I feel like I can select more elective courses.

Perceptions on Impact of A/B Block

Support from Instructional Staff

The degree to which students **agree or strongly agree** that they feel supported by instructional staff compared to Non-AB block campuses.
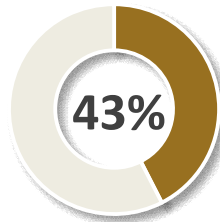
Students Feel Supported By	District	AB Block
Teachers	85%	82%
Admin	69%	71%
Counselors	74%	77%

Frequency of Attendance

The degree to which students were **sometimes or often** able to attend in school or after school tutorials or interventions compared to Non-AB Block campuses.
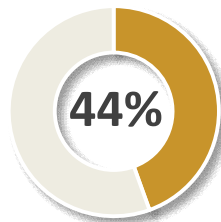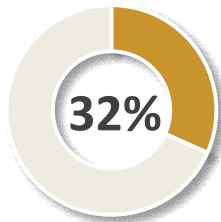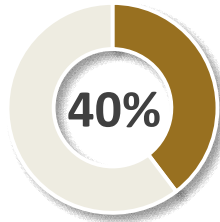
44% DISTRICT — **43% AB BLOCK**

HHS	MHS	WHS
45%	42%	42%

Attended an afterschool tutorial session.

32% DISTRICT — **40% AB BLOCK**

HHS	MHS	WHS
39%	40%	40%

Attended intervention or tutorials during the school day.

Campus Emphasis

The degree to which students felt their campus put **some or very much** of an emphasis on attending tutorials or selecting courses that match student interests compared to Non-AB block campuses.

73% DISTRICT — **71% AB BLOCK**

HHS	MHS	WHS
70%	69%	74%

School emphasizes attending tutorials or support during day.

78% DISTRICT — **79% AB BLOCK**

HHS	MHS	WHS
75%	74%	79%

School emphasizes choosing elective courses that match my interests.

Perceptions of AB Block

			Frequency Distributions					Statistical Comparison							
										Statistical Significance between campus & non-AB block					
			District	AB Block	HHS	MHS	WHS	District	AB Block	HHS		MHS		WHS	
Item wording or description	Values	Response Options	%	%	%	%	%	Mean	Mean	Mean	Effect Size	Mean	Effect Size	Mean	Effect Size
How much do you agree or disagree with the following statements															
My Schedule allows me to attend tutorials or other support sessions.	1	Strongly Disagree	7%	7%	8%	7%	6%	2.79	2.78	2.73 --		2.81 --		2.77 *	▽
	2	Disagree	19%	18%	19%	16%	20%								
	3	Agree	63%	65%	65%	64%	65%								
	4	Strongly Agree	11%	10%	8%	12%	9%								
		Total	6,647	1,185	199	500	496								
Able to engage with intervention activities during the school day.	1	Strongly Disagree	6%	6%	8%	6%	6%	2.74	2.73	2.59 ***	▽	2.77 *	△	2.75 *	△
	2	Disagree	22%	22%	29%	20%	20%								
	3	Agree	66%	65%	58%	65%	67%								
	4	Strongly Agree	7%	7%	4%	9%	7%								
		Total	6,606	1,193	201	498	494								
I feel like I can select more elective courses.	1	Strongly Disagree	7%	8%	9%	7%	8%	2.80	2.77	2.67 ***	▽	2.83 *	△	2.75 ***	▽
	2	Disagree	19%	19%	22%	18%	19%								
	3	Agree	61%	62%	62%	61%	62%								
	4	Strongly Agree	13%	11%	7%	14%	11%								
		Total	6,595	1,185	199	492	494								

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

Perceptions of AB Block

|			Frequency Distributions					Statistical Comparison							
										Statistical Significance between campus & non-AB block					
			District	AB Block	HHS	MHS	WHS	District	AB Block	HHS		MHS		WHS	
Item wording or description	Values	Response Options	%	%	%	%	%	Mean	Mean	Mean	Effect Size	Mean	Effect Size	Mean	Effect Size
How much do you agree or disagree with the following statements															
School emphasizes attending tutorials or support during day.	1	Not at all	8%	10%	11%	12%	7%	2.87	2.83	2.77 *	▽	2.79 --		2.90 --	
	2	Very Little	19%	19%	19%	20%	19%								
	3	Some	52%	50%	52%	47%	52%								
	4	Very Much	21%	21%	18%	22%	22%								
		Total	6,401	1,152	191	481	480								
School emphasizes choosing elective courses that match my interests.	1	Not at all	7%	7%	7%	6%	7%	3.00	3.00	2.91 *	▽	3.05 --		2.98 --	
	2	Very Little	16%	14%	18%	13%	14%								
	3	Some	49%	52%	53%	49%	54%								
	4	Very Much	28%	28%	23%	31%	26%								
		Total	6,387	1,149	191	478	480								
During the School year, about how often have you done the following?															
Attended an afterschool tutorial session.	1	Never	26%	33%	32%	35%	33%	2.30	2.20	2.22 --		2.17 --		2.22 --	
	2	Rarely	29%	24%	23%	24%	25%								
	3	Sometimes	32%	32%	36%	32%	30%								
	4	Often	12%	11%	9%	9%	12%								
		Total	6,261	1,129	184	476	469								
Attended intervention or tutorials during the school day.	1	Never	44%	40%	42%	38%	42%	1.96	2.09	2.06 --		2.11 *	△	2.09 --	
	2	Rarely	24%	20%	19%	23%	19%								
	3	Sometimes	24%	30%	31%	31%	29%								
	4	Often	8%	10%	8%	9%	11%								
		Total	6,258	1,128	183	476	469								

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

Student Retention Information

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.

25%
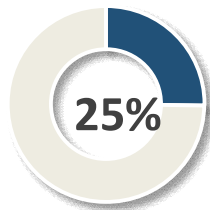
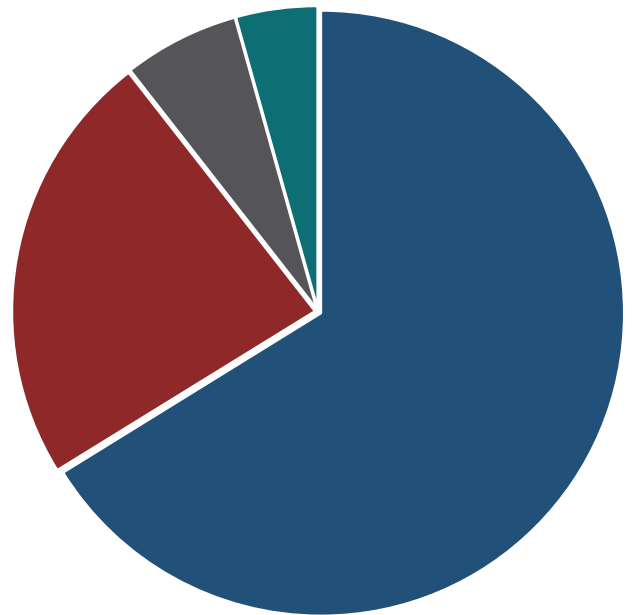**Percent of Students who Sometimes or Often Considered Transferring Schools.**

Breakdown of District Student Responses (N=22,249)

Never	Rarely	Sometimes	Often
55%	20%	15%	11%

I would choose to go to a....

Public School	66%
Private School	23%
Online School	6%
Home School	4%

* 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 Students Responding Sometimes or Often
Lake Olympia Middle School	46%
Crockett Middle School	41%
McAuliffe Middle School	40%
Willowridge High School	35%
Hodges Bend Middle School	34%

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Student Response Qualitative Analysis

Over 6,500 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 Student Responses
School	30%
People	23%
Instruction	19%
Personal	12%
Programs	4%
Safety	11%
Policies	2%

School	30%
Sub Themes & Percent of Student Responses in Theme	
Dislike specific campus	37%
Environment	19%
Location of campus	13%
Spirit/Sense of Community	1%
Want fewer people/smaller school	3%

People	23%
Sub Themes & Percent of Student Responses in Theme	
Want to be with Friends	48%
Issues with Teachers	13%
Issues with Students	21%
General	13%
Issues with Administrators	5%

Instruction	19%
Sub Themes & Percent of Student Responses in Theme	
Quality of Learning	43%
Boring	31%
Like online school better	8%
Difficult/ struggling	16%
Learning not challenging/too easy	2%

Personal	12%
Sub Themes & Percent of Student Responses in Theme	
Wanting a change/new experience	26%
Not specified	29%
Mental Health	16%
Want to meet new people	16%

Programs	4%
Sub Themes & Percent of Student Responses in Theme	
Want different/more options	82%
Access or Quality of Extracurricular	18%

Safety	11%
Sub Themes & Percent of Student Responses in Theme	
Violence or Fighting	55%
Bullying	45%
COVID	0%

Policies	2%
Sub Themes & Percent of Student Responses in Theme	
Rules too strict	25%
Rules Enforced Differently	50%
Dress Code	25%

FBISD SSES 2022 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	36%	18%	24%	22%	412	46%
Crockett Middle School	45%	14%	22%	19%	738	41%
McAuliffe Middle School	42%	18%	22%	17%	367	40%
Willowridge High School	54%	11%	18%	17%	520	35%
Hodges Bend Middle School	50%	15%	22%	12%	442	34%
Bush High School	54%	13%	22%	12%	873	33%
Missouri City Middle School	51%	16%	21%	12%	600	33%
Hightower High School	54%	14%	19%	14%	878	32%
Marshall High School	59%	11%	18%	13%	545	31%
Thornton Middle School	53%	16%	18%	13%	722	31%
Dulles High School	57%	14%	19%	11%	1,293	29%
Kempner High School	60%	11%	17%	11%	831	29%
Dulles Middle School	57%	16%	17%	10%	903	27%
Clements High School	59%	14%	17%	10%	1,626	27%
Elkins High School	61%	13%	15%	11%	1,543	26%
Austin High School	63%	12%	15%	11%	1,556	26%
Sugar Land Middle School	62%	13%	15%	10%	439	26%
Quail Valley Middle School	55%	20%	15%	11%	629	25%
Bowie Middle School	61%	14%	15%	10%	996	25%
Garcia Middle School	62%	16%	13%	9%	649	22%
Ridge Point High School	69%	10%	14%	7%	1,266	21%
Travis High School	66%	14%	12%	8%	1,042	20%
Baines Middle School	67%	14%	12%	8%	752	19%
First Colony Middle School	69%	12%	12%	6%	676	18%
Sartartia Middle School	80%	9%	8%	4%	714	11%
Fort Settlement Middle School	77%	11%	7%	4%	1,177	11%
District	60%	13%	16%	11%	22,249	26%