Fort Bend Independent School District

Mission Bend-Glen Elementary

2024-2025 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Mission: Mission Bend Glen Elementary exists to nurture a diverse community of life-long learners.

Vision: Mission Bend Glen Elementary will foster a safe and supportive learning environment for all leaders to own and achieve their highest potential.

Mission Bend Elementary opened its doors in 1981 to educate the scholars in the Mission Bend community. As the community grew, Mission Glen Elementary opened its doors in 1986. Both schools maintained a small-town feel with support from the district.

In May 2023, the community voted in favor of the rebuilding of Mission Bend Elementary. In August 2023, Mission Bend and Mission Glen consolidated into Mission Bend Glen Elementary.

MBGE is a consolidated campus consisting of two schools, Mission Bend and Mission Glen. The student population increased from 300 to 515. The enrollment rate decreased and increased throughout the year. The mobility rate is high, but an exact number is underdetermined due to the lack of a PEIMS report for the new consolidated campus.

The attendance rate is 93.42, which is below the district average. The attendance rate directly impacts student achievement. In addition to the attendance concerns, the campus frequently deals with excessive tardies ranging from 8:15 to 9:45.

Student Demographics (2023 - 2024 Fall PEIMS file loaded 01/21/2024)	Count	Percent
Gender		
Female	263	51.57%
Male	247	48.43%
Ethnicity		
Hispanic-Latino	287	56.27%
Race		
American Indian - Alaskan Native	1	0.20%
Asian	43	8.43%
Black - African American	150	29.41%
Native Hawaiian - Pacific Islander	0	0.00%
White	16	3.14%
Two-or-More	13	2.55%

Student Programs (2023 - 2024 Fall PEIMS file loaded 01/21/2024)	Count	Percent
Dyslexia	42	8.24%
Gifted and Talented	12	2.35%

Regional Day School Program for the Deaf	1	0.20%
Section 504	8	1.57%
Special Education (SPED)	99	19.41%
Bilingual/ESL		
Emergent Bilingual (EB)	147	28.82%
Bilingual	1	0.20%
English as a Second Language (ESL)	86	16.86%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	57	11.18%
Title I Part A		
Schoolwide Program	510	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Student Indicators (2023 - 2024 Fall PEIMS file loaded 01/21/2024)	Count	Percent
At-Risk	251	49.22%
Foster Care	4	0.78%
IEP Continuer	0	0.00%
Immigrant	4	0.78%
Intervention Indicator	73	14.31%
Migrant	0	0.00%
Military Connected	9	1.76%
Transfer In Students	1	0.1961%
Unschooled Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	410	80.39%
Free Meals	317	62.16%
Reduced-Price Meals	23	4.51%
Other Economic Disadvantage	70	13.73%
Homeless and Unaccompanied Youth		

Demographics Strengths

- Student growth in Reading is 53.2% among all demographics.
- Student growth in Math is between 62.9% among all demographics.
- CLI growth was consistent in all areas
- MOY STAAR Reading interim assessment had an average of 67% approaching grade level readiness.

- MOY STAAR Math interim assessment had an average of 56%, approaching grade-level readiness.
- PLC occurs weekly for each grade level.
- Staff ethnicities reflect the ethnicities of the student population: Asian, African American, Hispanic, and White.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Low GT identification on campus. **Root Cause:** Low number of teacher/parent nominations

Problem Statement 1: Inconsistency of students receiving differentiated instruction in small groups based on subpopulation needs. **Root Cause:** Teachers need more support in planning differentiated lesson plans.

Problem Statement 2 (Prioritized): Attendance percentage continues to fall below district expectations **Root Cause:** Parents are not aware of the impact of attendance on student achievement.

Problem Statement 3 (Prioritized): Students with disabilities are not passing State assessments and show limited growth in universal screeners. **Root Cause:** Teachers are not trained in differentiation, and more attention is needed on SPED scheduling of services.

Student Learning

Student Learning Summary

All teachers focused on student achievement using small group instruction to close academic gaps. PLC was scheduled weekly for all grade levels to plan instruction. Although the campus has an instructional coach for reading and math, the support was limited this school year due to coach absences. Although growth was made, teachers will continue to work on getting students to perform at or above grade level.

23-24 EOY summative data can be found under the Addendum. The CNA Analysis plan is also included in the addendum.

STAAR

STAAR Summative Mathematics

Grades Tested: **3, 4, 5**

Tests Taken: **230**

Date Last Taken: **04/26/2024**

Percent	**42%**	**32%**	**20%**	**6%**
Count	97	73	47	13

STAAR Alternate 2 RLA

Grades Tested: **3, 4**

Tests Taken: **4**

Date Last Taken: **04/26/2024**

Percent	**50%**	**50%**
Count	2	2

STAAR Alternate 2 Mathematics

Grades Tested: **3, 4**

Tests Taken: **4**

Date Last Taken: **04/26/2024**

Percent	**100%**
Count	4

STAAR Summative Reading Language Arts

Grades Tested: **3, 4, 5**

Tests Taken: **225**

Date Last Taken: **04/19/2024**

Percent	**31%**	**32%**	**25%**	**12%**
Count	69	72	57	27

STAAR Summative Science

Grades Tested: **5**

Tests Taken: **82**

Date Last Taken: **04/18/2024**

Percent	**61%**	**33%**	**5%**	**1%**
Count	50	27	4	1

TELPAS Composite

Grades Tested: **KG, 1, 2, 3, 4, 5**

Tests Taken: **128**

Date Last Taken: **03/28/2024**

Percent	**7%**	**34%**	**34%**	**26%**
Count	9	43	43	33

TELPAS Alternate Composite

Grades Tested: **2, 4**

Tests Taken: **2**

Date Last Taken: **03/28/2024**

Percent	100%
Count	2

TELPAS- Historically, data demonstrates students are not showing growth in speaking versus reading.

Assessment Name	Program	Test Grade	Test Administration	Student Count	Average Score	Performance Distribution	Date Last Taken
TELPAS Kindergarten	TELPAS	KG	TELPAS 2024	11	n/a	Percent 27% 9% 36% 27% Count 3 1 4 3	03/28/2024
TELPAS Grade 5	TELPAS	5	TELPAS 2024	33	n/a	Percent 6% 12% 45% 36% Count 2 4 15 12	03/08/2024
TELPAS Grade 4	TELPAS	4	TELPAS 2024	22	n/a	Percent 5% 41% 32% 23% Count 1 9 7 5	02/26/2024
TELPAS Grade 3	TELPAS	3	TELPAS 2024	28	n/a	Percent 4% 46% 36% 14% Count 1 13 10 4	03/04/2024
TELPAS Grade 2	TELPAS	2	TELPAS 2024	18	n/a	Percent 11% 78% 6% 6% Count 2 14 1 1	02/27/2024
TELPAS Grade 1	TELPAS	1	TELPAS 2024	16	n/a	Percent 13% 38% 50%	03/28/2024

Student Learning Strengths

Data shows that students in the GT category are above expectations. Many of our students are in the lower SES demographic, and they show they are at risk.

Math as a whole campus is stronger based on all grade levels and district assessments. The rate is steady as the school year progresses from BOY to EOY. It is compared to the standard achievement given by the district level vs campus.

Grade Level	Math (BOY/EOY)	ELA (BOY/EOY)
Pre-K	90%/92%	74%/92%
K	51%/80%	Refer to BAS data below
First	69%/74%	59%/68%
Second	33%/67%	39%/42%

Grade Level	Math (BOY/EOY)	ELA (BOY/EOY)
Third	55%/68%	35%/45%
Fourth	51%/64%	38%/53%
Fifth	53%/63%	35%/45%

Based on results from all district assessments, students are stronger and close more gaps in math. ELA must be monitored and focused upon next school year to close gaps and get kids on grade level.

	Ren Reading	Ren Math	BAS
1st Grade	At/Above: 68%	At/Above: 74%	Proficiency: 13%
2nd Grade	At/Above: 49%	At/Above: 67%	Approaching: 28%
3rd Grade	At/Above: 42%	At/Above: 82%	
4th Grade	At/Above: 53%	At/Above: 64%	
5th Grade	At/Above: 45%	At/Above: 68%	

Measure		On Track	Needs Support	Monitor	Out of Range
Rapid Vocabulary	Rapid Vocabulary 3	85%	15%	0%	0%
	Overall Measure	85%	15%	0%	0%
Phonological Awareness	Syllabication	85%	15%	0%	0%
	Onset-Rime	77%	23%	0%	0%
	Alliteration	56%	44%	0%	0%
	Rhyming I	73%	27%	0%	0%
	Overall Measure	92%	8%	0%	0%
Optional PA	Listening	0%	0%	0%	0%
	Words in a Sentence	0%	0%	0%	0%
	Rhyming II	69%	31%	0%	0%
	Overall Measure	0%	0%	0%	0%
Pilot PA Optional 23-24	Pilot Rhyming	•	•	•	•
	Pilot Initial Sound	•	•	•	•
	Pilot Final Sound	•	•	•	•
	Pilot Blending	•	•	•	•
	Pilot Letter-Sound	•	•	•	•
	Overall Measure	•	•	•	•
Math	Rote Counting	81%	19%	0%	0%
	Shape Naming	90%	10%	0%	0%
	Number Discrimination	98%	2%	0%	0%
	Number Naming	90%	10%	0%	0%
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

	Shape Discrimination	94%	6%	0%	0%
	Counting Sets	96%	4%	0%	0%
	Operations	73%	27%	0%	0%
	Overall Measure	92%	8%	0%	0%
Optional Math	Patterns	•	•	•	•
	Real World	•	•	•	•
	Overall Measure	0%	0%	0%	0%
Social Emotional Behaviors	Positive Social Behaviors	•	•	•	•
	Classroom Community and Safety	•	•	•	•
	Emotion and Behavior Regulation	•	•	•	•
	Self-Care	•	•	•	•
	Approaches to Learning	•	•	•	•
	Overall Measure	98%	2%	0%	0%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Increase inappropriate physical contact among students and poor interaction with each other when facing a conflict. **Root Cause:** Teachers need more training on addressing SEL needs of students.

Problem Statement 2 (Prioritized): Inconsistency of students receiving differentiated instruction in small groups. **Root Cause:** Teachers need more support in planning differentiated lesson plans.

Problem Statement 3 (Prioritized): In the last three years, less than 30% of students show mastery of Science STAAR. **Root Cause:** Lack of implementation of hands-on science lessons across grade levels.

Problem Statement 4 (Prioritized): 50% of students moved to the next grade level, not reading or writing on level. **Root Cause:** Teachers inconsistently implemented guided reading groups.

Problem Statement 5 (Prioritized): 30% of students are not performing at grade level for math, and 58% showed mastery of STAAR reading **Root Cause:** Teachers received limited support and resources on how to teach prerequisite skills not obtained for grade-level TEKS

Problem Statement 6 (Prioritized): At-or above-grade-level students are not showing growth **Root Cause:** Lack of a clear enrichment model to enhance high-performing and GT student's skills.

Problem Statement 7: Students with disabilities demonstrated little to no growth in specialized programs (ABC and Resource room setting) **Root Cause:** Missing instructional material/resources and content to address behaviors and academic gaps

School Processes & Programs

School Processes & Programs Summary

Several programs and clubs were offered to MBGE students:

- National Honor Society
- Student Council
- Honor's Choir
- Safety Patrol
- Broadcast Club
- Girls Club

Girls Club: 77% of students surveyed feel like they are in a positive school environment. The data compares groups such as active students in clubs, councils, etc. The groups responded positively and actively participated in all clubs, with high enrollment and participation. Girls Club had 3rd, 4th, and 5th grade students.

The clubs allow students to make real-world connections when given responsible roles in their clubs, such as treasurer, president, and secretary. Students are given opportunities to experience real-world decision-making, which allows them to collaborate with peers.

Students would acknowledge and educate other students on various cultural celebrations. Each month was run by students and was student-led on topics such as AAPI Month, Black History Month, Hispanic Heritage Month, Women's Rights, and Autism Awareness Month. This enabled young adults to reach their full potential to be productive, caring, and responsible members of society. They were taught kindness and how to care for others, and celebrated each other each month with different activities that were hands-on and sentimental. We emphasize support for ED students by allowing all students to join, with no restrictions, providing snacks/food after school, and involving parents with support.

Students received quality instruction in classroom sizes ranging from 16-23.

- Student growth in Reading is 53.2% among all demographics.
- Student growth in Math is between 62.9% among all demographics.
- CLI growth was consistent in all areas
- MOY STAAR Reading interim assessment had an average of 67% approaching grade level readiness.
- MOY STAAR Math interim assessment had an average of 56%, approaching grade-level readiness.
- PLC occurs weekly for each grade level.
- Staff ethnicities reflect the ethnicities of the student population: Asian, African American, Hispanic, and White.

The campus did not have instructional coaching support during the school due to coaches being on leave. The campus principal must develop coaches through feedback and alignment according to campus needs as indicated in campus data. ESF 1.1 will be utilized by the campus principal to create clear roles and responsibilities for instructional coaches, interventionists, counselors, CCCs, and assistant principals.

The campus principal will also need to train the assistant principal, who is new to the role.

School Processes & Programs Strengths

- before and after school clubs
- small classroom sizes
- *We have a 95% staff retention rate with only a 5% turnover rate*
    - **How are we recruiting highly qualified and effective staff?**
    - *District Mentor Program*
    - *Support of Paraprofessionals*
    - *Support of Instructional Specialists (Tier 3 intervention, support for Tier 2, ESL, Coaching)*
    - *Professional Development Consultant partnership with Region 4*
    - *Luncheons*
    - *Friday Spirit Days*
    - *Monthly Theme days to Promote Positive School Culture*
    - *Culture and Climate Committee*
    - *Common Team Planning Time*
    - *Grade-level leadership support for each grade level*
    - *Incentives from Administrators*
    - *Newsletters from the Principal with Staff Recognition*
    - *Monthly staff recognition awards*
    - *"Shout Out" board and emails*
    - *Classroom sizes are closely monitored*
    - *Quality leadership is promoted*
    - *Quality Professional Development/coaching with outside Consultants and MBGE staff Open Labs – for campus-level professional development*
    - *Decision-making opportunities*
    - *Opportunities to lead Professional Development*
    - *PBIS Team Leaders*
    - *CPAC members*
- MBGE staff and student attendance needs to improve. Several staff members were on medical leave throughout the school year.

Staff Information (2023 - 2024 Fall PEIMS file loaded 01/21/2024)	Count	Percent
Administrative Support	13	19.40%
Teacher	42	62.69%
Educational Aide	12	17.91%
Auxiliary	0	0.00%

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Increase in discipline referrals and lack of student ownership of behavior **Root Cause:** Inconsistency in PBIS implementation across grade levels

Problem Statement 2 (Prioritized): Lack of growth among subpopulations (SPED; 504; At-risk) **Root Cause:** Support staff lacks content knowledge to support the differentiation of instruction across various subpopulations

Problem Statement 3 (Prioritized): EB students are performing low in speaking on TELPAS **Root Cause:** Lack of intentional planning for and modeling of academic discourse opportunities for students in the classroom

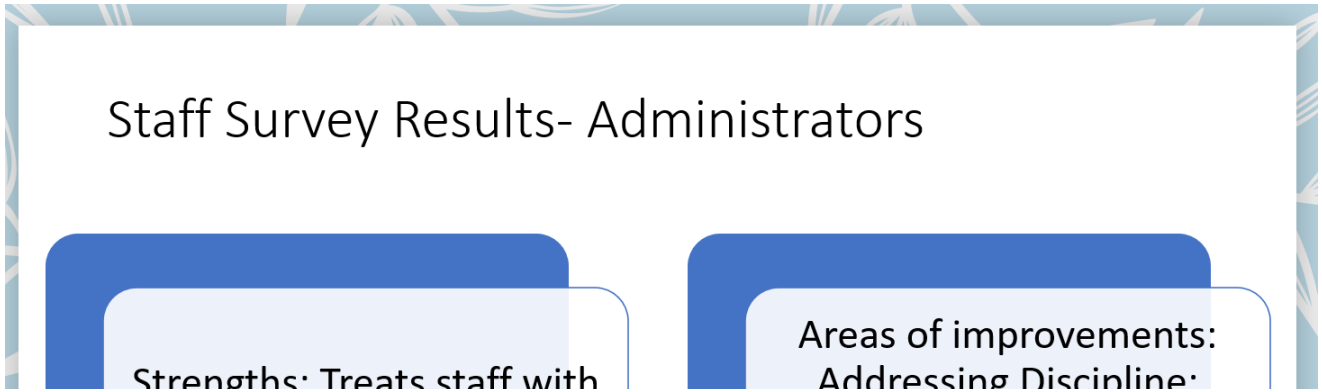
Problem Statement 4 (Prioritized): 38% of students do not understand why they get the grades they do. **Root Cause:** Lack of feedback from teachers using feedback protocols and checklists

Problem Statement 5 (Prioritized): Students feel nervous or not smart when they do not do well in school **Root Cause:** Lack of opportunities for students to engage in goal setting and feedback sessions

Perceptions

Perceptions Summary

	Strength	Concerns
Student Engagement Survey	Peer Support of Learning- All indicators had an increase from 2023. Students built relationship with peers through the campus first year as a consolidated campus. Students feel supported by their families. Students confident in their future past high school. 90% students feel they will learn w/o a reward from their classroom teachers 96% of students feel they have friends at school 90% of students feel their teachers are there for them when they need them	Students feel peers respect what they are saying increased but is still low- 67% (numbers low in 5th grade) 79% feel their teacher cares for them 76% feel safe at school (22% in fifth grade) 69% feel they were never w/o what they needed to do classwork (4.9% decrease from 2023) Teacher -Student/ Peer-Peer Interpersonal relationships 38% of students do not know why they earn a grade 33% of students feel nervous at school 28% of students feel not smart at school when they do not do well. Campus focus shift to more academic vs building student as a whole-child- Need to create a balance



Strengths: Treats staff with support; Communicates Effectively; Visible throughout the building

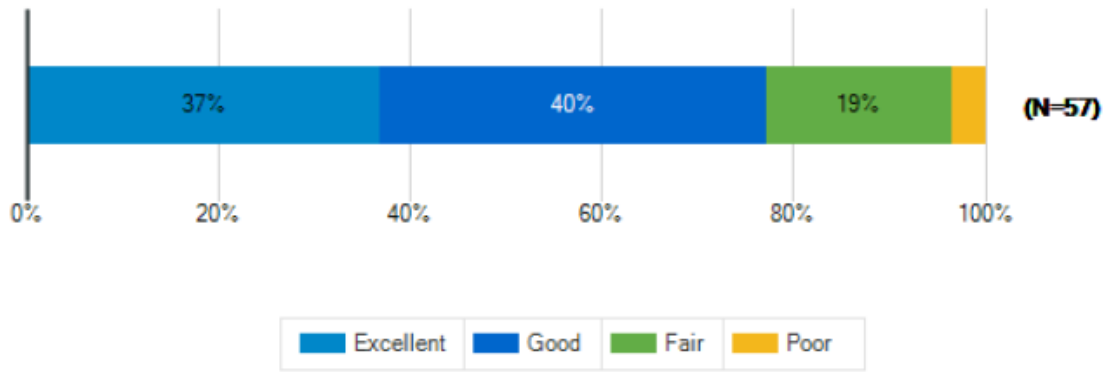
Addressing Discipline; Involve teachers in decision making; recognizes teachers for job well done

Fort Bend ISD

FOR REPORTING 2024 FBISD Parent Culture and Climate Survey

How would you rate the overall quality of Mission Bend-Glen Elementary School ?

Responses	Count	%
Excellent	21	37%
Good	23	40%
Fair	11	19%
Poor	2	4%
Total Responses	**57**	



MOU N/A

Community Partnerships

Brighter Bites served 100 families this year on our campus

PERCEPTION COMMUNITY ENGAGMENT

- Fort Bend County Libraries attended events like open house and ice cream social
- Cycle Houston (literacy promotion 2nd grade)
- HEB donations-staff appreciation
- Looking towards next year- Fort Bend Ag Extension (community classes) Dominos Pizza reading program

Specialized SPED programs need more support and training in replacing behaviors that impede student growth.

As indicated in the student engagement survey, all teachers need training on building a community of learners to support students' sense of belonging.

Campus morale was low for the 23-24 school year. See the chart below for areas of improvement based on principal survey results:

Lowest 3 Indicators (combined Strongly Agree and Agree	1st: Q6 (51.02%)- The administrator involves teachers in decision-making and problem solving in a variety of ways. EOY- 63%	1st: Q6- (63%)- Involves teachers in decision-making. MOY- 51.02%
	2nd: Q7 (26.353%)- The campus morale is high	2nd: Q7 (42%)- The campus morale is high
	3rd: Q11 (54.17%)- The administrator addresses discipline and safety issues in a timely and equitable manner. EOY- 81%	3rd: Q9- 70%- The Administrator often recognizes teachers for a job well done. MOY-63.26%

Perceptions Strengths

- Staff and students felt safe on the campus.
- Parents felt welcome on campus
- Counselor conducts Tuesday Community building activities weekly

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Behaviors and attendance interfere with classroom instruction. **Root Cause:** Teachers need more training on building a culture of learners.

Problem Statement 2 (Prioritized): Campus morale is low. **Root Cause:** Consolidation of two campuses with limited opportunities for team building.

Problem Statement 3: Behaviors in specialized programs are keeping students from showing growth on state assessments **Root Cause:** Lack of sensory materials to create a classroom for students to regulate behaviors and learn.

Priority Problem Statements

Problem Statement 1: Low GT identification on campus.
Root Cause 1: Low number of teacher/parent nominations
Problem Statement 1 Areas: Demographics

Problem Statement 2: Attendance percentage continues to fall below district expectations
Root Cause 2: Parents are not aware of the impact of attendance on student achievement.
Problem Statement 2 Areas: Demographics

Problem Statement 3: Students with disabilities are not passing State assessments and show limited growth in universal screeners.
Root Cause 3: Teachers are not trained in differentiation, and more attention is needed on SPED scheduling of services.
Problem Statement 3 Areas: Demographics

Problem Statement 4: Increase inappropriate physical contact among students and poor interaction with each other when facing a conflict.
Root Cause 4: Teachers need more training on addressing SEL needs of students.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: Inconsistency of students receiving differentiated instruction in small groups.
Root Cause 5: Teachers need more support in planning differentiated lesson plans.
Problem Statement 5 Areas: Student Learning

Problem Statement 6: In the last three years, less than 30% of students show mastery of Science STAAR.
Root Cause 6: Lack of implementation of hands-on science lessons across grade levels.
Problem Statement 6 Areas: Student Learning

Problem Statement 7: 50% of students moved to the next grade level, not reading or writing on level.
Root Cause 7: Teachers inconsistently implemented guided reading groups.
Problem Statement 7 Areas: Student Learning

Problem Statement 8: 30% of students are not performing at grade level for math, and 58% showed mastery of STAAR reading
Root Cause 8: Teachers received limited support and resources on how to teach prerequisite skills not obtained for grade-level TEKS

Problem Statement 8 Areas: Student Learning

Problem Statement 9: At-or above-grade-level students are not showing growth
Root Cause 9: Lack of a clear enrichment model to enhance high-performing and GT student's skills.
Problem Statement 9 Areas: Student Learning

Problem Statement 10: Increase in discipline referrals and lack of student ownership of behavior
Root Cause 10: Inconsistency in PBIS implementation across grade levels
Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Lack of growth among subpopulations (SPED; 504; At-risk)
Root Cause 11: Support staff lacks content knowledge to support the differentiation of instruction across various subpopulations
Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: EB students are performing low in speaking on TELPAS
Root Cause 12: Lack of intentional planning for and modeling of academic discourse opportunities for students in the classroom
Problem Statement 12 Areas: School Processes & Programs

Problem Statement 13: Campus morale is low.
Root Cause 13: Consolidation of two campuses with limited opportunities for team building.
Problem Statement 13 Areas: Perceptions

Problem Statement 14: Behaviors and attendance interfere with classroom instruction.
Root Cause 14: Teachers need more training on building a culture of learners.
Problem Statement 14 Areas: Perceptions

Problem Statement 15: 38% of students do not understand why they get the grades they do.
Root Cause 15: Lack of feedback from teachers using feedback protocols and checklists
Problem Statement 15 Areas: School Processes & Programs

Problem Statement 16: Students feel nervous or not smart when they do not do well in school
Root Cause 16: Lack of opportunities for students to engage in goal setting and feedback sessions
Problem Statement 16 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

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

Performance Objective 1: By May 2025, Mission Bend Glen Elementary will improve the effectiveness of Tier I instruction in ELAR, math, and science through alignment to the curriculum, data-driven instruction, and student ownership of learning practices, as evident through the indicators of success.

High Priority

HB3 Goal

Indicators of Success: STAAR, BAS, CLI, TELPAS, Attendance, REN, Benchmarks, Interim Assessments, Checkpoints

By May 2025, MBGE will increase students' performance at or above grade level by at least 30% from the REN BOY to REN EOY assessment.

Indicators of Success:
Formative Evidence
By December 2024, the instruction alignment to the instruction models for reading, math, and science will reflect 70% or higher on CST and instructional walkthroughs.
From the BOY to MOY, students performing at or above grade level will increase by 30% in literacy and 30% in math on REN. (ELA __ to __ %, Math __% to __%)

Summative Evidence:
By May 2025, MBGE will increase the percentage of students showing growth on STAAR from a 57 scale score to a 71 scale score.
By May 2025, MBGE will increase the percentage of students performing on or above grade level in REN reading and math from 30% to 40%.
By May 2025, MBGE will increase the percentage of students demonstrating proficiency in science assessment from BOY- ___ % on the level to __% on the level by EOY.
By May 2025, MBGE will increase the percentage of students showing growth in ELAR REN from __% to __%.
By May 2025, MBGE will increase the percentage of students showing growth in Math REN from __% to __%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: All teachers, including special education teachers, will provide small group instruction to all students 2-3 times a week while providing small groups to at-risk students four times a week for reading and math. **Strategy's Expected Result/Impact:** STAAR, BAS, CLI, TELPAS, Attendance, REN, Benchmarks, Interim Assessments, Checkpoints By May 2024, MBGE will increase students' performance at or above grade level by at least 30% from the BOY to EOY assessment. Indicators of Success: Formative Evidence By December 2024, the instruction alignment to the instruction models for reading, math, and science will reflect 70% or higher on CST and instructional walkthroughs. By December 2024, fidelity checks and instructional walks will reflect 85% of teachers facilitating small group instruction as outlined by the master schedule. From the BOY to MOY, students performing at or above grade level will increase by 30% in literacy and 30% in math on REN. (ELA __% to __ %, Math ___% to ___%) Summative Evidence: By May 2025, the instruction alignment to the instruction models for reading and math will reflect 80% or higher on CST and instructional walkthroughs. By May 2025, MBGE will increase the percentage of students showing growth on STAAR from __ scale score to __ scale score. By May 2025, MBGE will increase the percentage of students performing on or above grade level in REN reading and math from 30% to 40%. By May 2025, MBGE will increase the percentage of students demonstrating proficiency in science assessment from BOY- __% on the level to __% on the level by EOY. By May 2025, MBGE will increase the percentage of students showing growth in ELAR REN from __% to __%. By May 2025, MBGE will increase the percentage of students showing growth in Math REN from __% to __%. **Staff Responsible for Monitoring:** Admin, Instructional coaches and ESL Specialist, Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 2, 3, 4, 5, 6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2: All science teachers will integrate science explorations at least once a week aligned with the 5E model to give all students hands-on experiences with science concepts. **Strategy's Expected Result/Impact:** Formative Evidence: By December 2024, 100% of science teachers will use the 5E model, as observed through CST and instructional walkthroughs. Summative: By May 2025, MBGE will increase the percentage of students performing at approaching or higher by 15%. **Staff Responsible for Monitoring:** Admin, Instructional coaches and ESL Specialist, Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 3: All teachers will integrate sheltered instructional strategies daily across content to improve language development for all students. **Strategy's Expected Result/Impact:** By December 2024, 100% of teachers will utilize blended learning, providing students with opportunities to engage in discourse and peer feedback, as observed through CST and instructional walkthroughs. From BOY to MOY, it will increase from 33% to 50%. Students will articulate what they are learning, why they are learning, and what success looks like, as demonstrated by CST CC6. From the BOY to MOY, 70% of student writing would improve, as evident in writing samples scored with rubrics. Summative: By May 2024, CST data will increase from 33 % to 70% and, as demonstrated by CST CC6. Students will articulate what they are learning, why, and what success looks like. From the MOY to EOY, 80% of student writing would improve, as evident in writing samples scored with rubrics. **Staff Responsible for Monitoring:** Admin, Instructional coaches and ESL Specialist, Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 2, 3 - Student Learning 3, 4, 5 - School Processes & Programs 3				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 4: Using the DDI model, Admin, Instructional Coaches, and ESL specialists will provide TIER I instructional support through PLC practices, team planning, and support with necessary resources. **Strategy's Expected Result/Impact:** Formative: By October 2024, all instructional support staff will be fully trained on implementing the DDI model. By December 2024, all Instructional leaders will know their roles and responsibilities for observation feedback, coaching, and PLC support. By December 2024, all team leaders would have completed one round of DDI coaching with the assigned coach. Summative: By May 2025, Kn- 5th-grade team leaders would facilitate DDI PLCs. By May 2025, ILT will have conducted weekly meetings focused on PLC, student achievement data, and highest leverage action items for each member to improve TIER I instruction. By May 2025, 80% of staff will implement aggressive monitoring during Do Nows in ELAR, Math, and Science, assessing students' needs to create guided and flexible groups. By May 2025, KN-5th grade teachers conducted four sessions of flexible grouping intervention during enrichment time. By May 2025, ILT will have conducted weekly meetings focused on PLC, student achievement data, and highest leverage action items for each member to improve TIER I instruction. **Staff Responsible for Monitoring:** Admin, Instructional coaches, Interventionists, Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3, 4, 5 - School Processes & Programs 2				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 5: All teachers will provide TIER II and TIER III intervention using various strategies, online intervention platforms, tutorials, and hands-on learning to at-risk, EB students. SPED, and GT students. **Strategy's Expected Result/Impact:** Formative Indicators of Success: * By October 2024, 100% of GT teachers will have received professional learning on developing individualized GT Learning Plans. * By December 2024, 100% of identified GT students will have an academic and effective co-constructed SMART goal in their GT Learning Plan. * By February 2025, 100% of the GT teachers will have identified and begun implementing five or more individualized instructional interventions using The Gifted Learning Plan Programming Services/Instructional Intervention Rubric *From the BOY to MOY, student growth will increase by 15% in literacy and 15% in math on REN. (ELA% to %, Math % to %) * HB4545 students identified and assigned to an interventionist for additional support during the enrichment block Summative *By May 2025, GT students will have maintained or increased their performance to mastery. Summative Eviden5. MBGE will increase the percentage of students performing at Meets on STAAR from 19-25% to 35%. By May 2025, MBGE will increase the percentage of students performing on or above grade level in REN reading and math from % to % (Add BOY data). By May 2025, MBGE will increase the percentage of students demonstrating proficiency in science assessment by 15% from BOY to EOY. By April 2025, All HB4545 students will meet SGP expectations for reading, math, or both, depending on targeted content for intervention. **Staff Responsible for Monitoring:** Counselor, Admin, Teachers, Leadership Team **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - Student Learning 2, 3, 4, 5, 6 - School Processes & Programs 3				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 6: All students will participate in at least one field trip and one assembly supporting well-rounded education and student ownership of behavior and academics. **Strategy's Expected Result/Impact:** From BOY to MOY, all grade levels will plan a field trip center on reading, math, or science to build vocabulary and schema. From BOY to EOY, all grade levels will attend a field trip center on reading, math, or science to build vocabulary and schema **Staff Responsible for Monitoring:** Teachers; Admin; Counselor; Parent Educato **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3, 4, 5 - School Processes & Programs 1				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 7: Students will take ownership of their learning through goal-setting, data tracking, and feedback protocols taught and implemented by all classroom teachers. **Strategy's Expected Result/Impact:** Using a checklist and feedback, students will meet the goal of making a 1-year growth. CWT tool will reflect implementation growth by 15% from BOY to EOY in categories Feedback and Goal Setting **Staff Responsible for Monitoring:** Classroom teachers, interventionists, and administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 4, 5				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Attendance percentage continues to fall below district expectations **Root Cause**: Parents are not aware of the impact of attendance on student achievement.

Problem Statement 3: Students with disabilities are not passing State assessments and show limited growth in universal screeners. **Root Cause**: Teachers are not trained in differentiation, and more attention is needed on SPED scheduling of services.

Student Learning

Problem Statement 1: Increase inappropriate physical contact among students and poor interaction with each other when facing a conflict. **Root Cause**: Teachers need more training on addressing SEL needs of students.

Problem Statement 2: Inconsistency of students receiving differentiated instruction in small groups. **Root Cause**: Teachers need more support in planning differentiated lesson plans.

Problem Statement 3: In the last three years, less than 30% of students show mastery of Science STAAR. **Root Cause**: Lack of implementation of hands-on science lessons across grade levels.

Problem Statement 4: 50% of students moved to the next grade level, not reading or writing on level. **Root Cause**: Teachers inconsistently implemented guided reading groups.

Problem Statement 5: 30% of students are not performing at grade level for math, and 58% showed mastery of STAAR reading **Root Cause**: Teachers received limited support and resources on how to teach prerequisite skills not obtained for grade-level TEKS

Problem Statement 6: At-or above-grade-level students are not showing growth **Root Cause**: Lack of a clear enrichment model to enhance high-performing and GT student's skills.

School Processes & Programs

Problem Statement 1: Increase in discipline referrals and lack of student ownership of behavior **Root Cause**: Inconsistency in PBIS implementation across grade levels

Problem Statement 2: Lack of growth among subpopulations (SPED; 504; At-risk) **Root Cause**: Support staff lacks content knowledge to support the differentiation of instruction across various subpopulations

Problem Statement 3: EB students are performing low in speaking on TELPAS **Root Cause**: Lack of intentional planning for and modeling of academic discourse opportunities for students in the classroom

Problem Statement 4: 38% of students do not understand why they get the grades they do. **Root Cause**: Lack of feedback from teachers using feedback protocols and checklists

Problem Statement 5: Students feel nervous or not smart when they do not do well in school **Root Cause**: Lack of opportunities for students to engage in goal setting and feedback sessions

Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working.

Performance Objective 1: By June 2025, Mission Bend Glen Elementary will improve student ownership of behavior practices through PBIS and restorative practices. This will be demonstrated by empowering students to set and meet personal goals, implementing campus-wide positive behavioral systems, and establishing a Campus Wellness Committee to monitor progress toward implementing the District Wellness Policy FFA(LOCAL) to develop the whole child so students are equipped to be academically successful.

High Priority

Indicators of Success: Formative: *Provide quarterly professional development opportunities that focus on Student Ownership and Feedback
*BOY to MOY office referrals will decrease by 40%
*At least 80% of students will participate in PBIS celebrations
*From BOY to MOY, MBE will increase teacher modeling feedback from 9% to 15%, as demonstrated by the CST F2.
*From BOY to MOY will increase from 2% to 10%. Students will engage in giving or receiving feedback using tools.
*Increase student attendance to maintain an average at or above the district goal.
*Increase the percentage of students receiving monthly CATCH lessons to 100%
* BOY to MOY- The Wellness committee met twice with community members

Summative *By EOY, MBE will increase the teacher modeling to 50%, as demonstrated by the CST F2.
By EOY, there will be a 50% decrease in office referrals
By EOY, *At least 90% of students will participate in PBIS celebrations
*By EOY, 20% of students will engage in giving or receiving feedback using tools.
*Increase student attendance to maintain an average at or above the district goal.
*Increase the number of families participating in Brighter Bites from the first to the second semester by 5%.
By the end of the year, the campus wellness committee meets at least four times a year and includes parents, students, school nurses, cafeteria manager/cafeteria staff, staff, students, and community members who oversee school wellness programs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: Provide positive incentives to students and set goals with students and parents to increase student attendance at MBGE and meet district attendance goals. **Strategy's Expected Result/Impact:** Increase in student attendance average of over 95%; improvement in academic growth **Staff Responsible for Monitoring:** Teachers; Admin; ADA: Parent Educators; Social Worker **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Student Learning 3, 4, 5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2: Train staff on SEL and restorative practices to meet the needs of all students **Strategy's Expected Result/Impact:** Teachers will note a decrease in behaviors and an increase in student achievement. **Staff Responsible for Monitoring:** AP, PBIS facilitator, Social Worker, Counselor, Teachers, and paraprofressionals **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 3, 4, 5, 6 - School Processes & Programs 1 - Perceptions 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 3: Implement a PBIS framework to improve the culture and climate for all students and staff. **Strategy's Expected Result/Impact:** Decrease in office referrals; increase in students participating in PBIS events. **Staff Responsible for Monitoring:** Teachers, Assistant Principal; Counselor; PBIS Committee **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1, 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 4: Promote and encourage social-emotional learning with students, staff, and the community. (Brighter Bites, Whole Child Health Initiatives/Events, WCH Webinars, POG Tool Kit, Other Campus Wellness Events/Opportunities, Parent Education) **Strategy's Expected Result/Impact:** Students make healthier food choices, and students indicate self-belonging to the school community on the spring student survey. Decrease in time students spend outside of the classroom (nurse and counselor visits) **Staff Responsible for Monitoring:** Campus Principal, Campus Assistant Principal, School Counselor, Campus Wellness Committee Leader, Parent Educator, and classroom teachers **Title I:** 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1, 2				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Attendance percentage continues to fall below district expectations **Root Cause**: Parents are not aware of the impact of attendance on student achievement.

Student Learning
Problem Statement 1: Increase inappropriate physical contact among students and poor interaction with each other when facing a conflict. **Root Cause**: Teachers need more training on addressing SEL needs of students.
Problem Statement 3: In the last three years, less than 30% of students show mastery of Science STAAR. **Root Cause**: Lack of implementation of hands-on science lessons across grade levels.
Problem Statement 4: 50% of students moved to the next grade level, not reading or writing on level. **Root Cause**: Teachers inconsistently implemented guided reading groups.
Problem Statement 5: 30% of students are not performing at grade level for math, and 58% showed mastery of STAAR reading **Root Cause**: Teachers received limited support and resources on how to teach prerequisite skills not obtained for grade-level TEKS
Problem Statement 6: At-or above-grade-level students are not showing growth **Root Cause**: Lack of a clear enrichment model to enhance high-performing and GT student's skills.
School Processes & Programs
Problem Statement 1: Increase in discipline referrals and lack of student ownership of behavior **Root Cause**: Inconsistency in PBIS implementation across grade levels
Perceptions
Problem Statement 1: Behaviors and attendance interfere with classroom instruction. **Root Cause**: Teachers need more training on building a culture of learners.
Problem Statement 2: Campus morale is low. **Root Cause**: Consolidation of two campuses with limited opportunities for team building.

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

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

Performance Objective 1: By June 2025, As evident from the indicators of success, Mission Bend Glen Elementary will improve community engagement by implementing family-content events, partnerships with businesses and organizations, and collaboration with the community through various campus events that support the learning environment and student ownership of learning.

High Priority

Indicators of Success: STAAR, BAS, CLI, TELPAS, Attendance, REN, Benchmarks, Interim Assessments, Checkpoints

Each month, parent participation in monthly PRC meetings will increase, as evident in sign-in sheets.

By June 2025, MBGE will increase parent and community engagement by at least 10% on the end-of-the-year Title I survey.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: Host monthly parent engagement activities through content nights and weekly classes that empower our parents as their child's first teacher. **Strategy's Expected Result/Impact:** Monthly activities and opportunities to participate at MBGE. **Staff Responsible for Monitoring:** Parent Educators, ADMIN, all instructional staff **Title I:** 4.2 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Student Learning 3, 4, 5 - School Processes & Programs 2, 3 - Perceptions 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2: The Wellness Committee will coordinate quarterly activities to improve the overall health and wellness of staff, students, and the community. **Strategy's Expected Result/Impact:** Improvement in the overall health of all stakeholders **Staff Responsible for Monitoring:** Wellness committee, parent educators, teachers, administrators **Title I:** 2.5, 2.6, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Student Learning 1 - Perceptions 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Attendance percentage continues to fall below district expectations **Root Cause**: Parents are not aware of the impact of attendance on student achievement.

Student Learning
Problem Statement 1: Increase inappropriate physical contact among students and poor interaction with each other when facing a conflict. **Root Cause**: Teachers need more training on addressing SEL needs of students.
Problem Statement 3: In the last three years, less than 30% of students show mastery of Science STAAR. **Root Cause**: Lack of implementation of hands-on science lessons across grade levels.
Problem Statement 4: 50% of students moved to the next grade level, not reading or writing on level. **Root Cause**: Teachers inconsistently implemented guided reading groups.
Problem Statement 5: 30% of students are not performing at grade level for math, and 58% showed mastery of STAAR reading **Root Cause**: Teachers received limited support and resources on how to teach prerequisite skills not obtained for grade-level TEKS

School Processes & Programs
Problem Statement 2: Lack of growth among subpopulations (SPED; 504; At-risk) **Root Cause**: Support staff lacks content knowledge to support the differentiation of instruction across various subpopulations
Problem Statement 3: EB students are performing low in speaking on TELPAS **Root Cause**: Lack of intentional planning for and modeling of academic discourse opportunities for students in the classroom

Perceptions
Problem Statement 1: Behaviors and attendance interfere with classroom instruction. **Root Cause**: Teachers need more training on building a culture of learners.
Problem Statement 2: Campus morale is low. **Root Cause**: Consolidation of two campuses with limited opportunities for team building.

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

State Compensatory

Budget for Mission Bend-Glen Elementary

Total SCE Funds: $5,769.00
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

At-risk students will receive before- and after-school tutorials based on HB4545 requirements, REN data, and teacher input.

Personnel for Mission Bend-Glen Elementary

Name	Position	FTE
Allison Bell	Reading Coach	1
Brandy Sharber	Math Coach	1

Addendums

Comprehensive Needs Assessment 2023-24 Checklist

CNA Review Team Members/Role Dates Team Met: May 21, 2024

Members Present:

Member:	Title:
Veronica Roberson	Principal
Candus Jack	Assistant Principal
Gloria Ramirez	Prek teacher
Shannon Tran	Kinder teacher
Angela Lea	1st Grade teacher
Lennox Jones	2nd Grade teacher
Sascha Gordon	3rd Grade teacher
Cynthia Smith	4th Grade teacher
Jenae Victor	5th Grade teacher
Beth Schumacher-Bonilla	Math Interventionist/SCR

Agenda: Comprehensive Needs Assessment

- ☐ Review Evidence from all Categories
  - Safety & Well-being
  - Demographics
  - Student Learning & Progress
  - Student Readiness
  - Engaged, Well-Rounded Students
  - Community Engagement
  - Professional Learning & Quality Staff
  - Culture
- ☐ Record Strengths and Areas of Focus
  - Be sure to review data and identify trends for student groups including SPED, GT, EL, and At-Risk Students

When entering your categories they will be group in the following way in Plan4Learning

CNA Section In Plan4Learning	Sections from CNA Tool to include
Demographics	• Demographics
Student Learning	• Student Learning & Progress • Student Readiness
School Processes & Programs	• Engaged, Well-Rounded Students • Professional Learning & Quality Staff
Perceptions	• Community Engagement • Culture • Safety& Well Being

This guide provides reflective questions for you and your CPAC team to consider when reviewing your data sources. At the end of this guide, you will find a more detailed compliance checklist.

Demographics

Ensure understanding of system data. Observing trends in system data that impacts student outcomes such as enrollment, mobility, and attendance.

District Areas of Focus:

- Systems for Analysis of Evidence
- Attendance

Potential Evidence Sources:

- Attendance
- At Risk
- CCMR Enrollment
- Campus Enrollment/Mobility
- Staffing Ratios
- PLC structures/frequency
- Use of PLC protocols
- Dropout/Graduation rate

Evidence Sources Reviewed by CPAC Team:

- Attendance
- Campus Enrollment/Mobility
- Staffing Ratios
- PLC Structures/frequency
- PLC protocols

Questions to Consider

Enrollment Considerations

- How has the enrollment changed over the past three years?
  MBGE is a consolidated campus consisting of two schools, Mission Bend and Mission Glen. The student population increased from 300 to the 500s. The enrollment rate decreased and increased throughout the year. The mobility rate is high, but an exact number is underdetermined at the moment due to lack of PEIMS report for the new consolidated campus.
- What is the breakdown by ethnicity, gender, or other category?

Ethnicity represented at MBGE

Count of Eth / Race	Column Labels			
Row Labels	3	4	5	Grand Total
Asian	7	5	7	19
Black or African American	23	26	28	77
Hispanic/Latino	48	38	53	139
Two or More Races	2	1	1	4
White	4	3	1	8
Grand Total	**84**	**73**	**90**	**247**

Table shows the breakdown of ethnicity groups at MBGE. The student count represents 3rd- 5th current student population.

Attendance Considerations

- Attendance rate is 93.42, which is below the district average. Attendance rate directly impacts student achievement. In addition to the attendance concerns, the campus deals frequently with excessive tardies ranging from 8:15-9:45 arrivals.

Systems for Analysis of Evidence Considerations

- What PLC structures: Each team meet weekly to plan for assessments and the learner's experiences.
- How are PLC protocols used by different teams? Where does analyzing student work fit in to the PLC process? District personnel worked with ILT with the progression of implementation of PLC per grade level. Based on the progression level of the team, support was provided.

Student Learning: Student Learning & Progress

Ensure academic success for all students, including but not limited to English language learners, special education students, recent immigrants, students with emotional and behavioral issues.

District Areas of Focus:

- Development of instructional practices to cultivate student ownership of learning and behavior
- Closing gaps in performance for all student groups
- Literacy performance
- Mathematics performance
- Social Studies performance
- Science performance

Potential Evidence Sources:

- Ren360/Circle/TxKea/BAS
- STAAR
- AP
- CCMR Indicators
- GT Report Card
- District Learning Assessments
- TELPAS
- TSI evidence
- RDA
- EL Report Card

Evidence Sources Reviewed by CPAC Team:

- REN
- Circle
- DLA
- TxKEA
- BAS
- TELPAS

Questions to Consider

- How is student achievement data disaggregated? By subjects, time periods such as BOY/MOY/EOY to track growth, and which areas need improvement based on results. Enrichment groups are then rearranged and taught based upon students' needs.
- How does student achievement data compare from one data source to another? They measure different areas that students are being tested on such as TEKS and content area. They also show us different benchmarks. BAS: reading level. REN: content based.
- What does the data indicate when disaggregated by ethnicity, gender, socioeconomic status, special program (SPED, GT, EL), or other category such as At-Risk? It shows that students who are in the GT category are above expectations. A big portion of our students are in the lower SES demographic, and they show that they are right at/at risk.
- In which areas are we showing growth? At what rate? Compared to which standard of achievement? Math as a whole campus is stronger based on all grade levels and district assessments. The rate is steady as the progression of the school year goes from BOY to EOY. It is compared to the standard achievement given by the district level vs campus.
- Which student groups are making progress? Why?

Grade Level	Math (BOY/EOY)	ELA (BOY/EOY)
Pre-K	90%/92%	74%/92%
K	51%/80%	Refer to BAS data below
First	69%/74%	59%/68%
Second	33%/67%	39%/42%
Third	55%/68%	35%/45%
Fourth	51%/64%	38%/53%
Fifth	53%/63%	35%/45%

Pre-K Data Math

Pre-K Data Reading

Student Scores - 23-24 EOY Kindergarten BAS

									23-24 EOY Kindergarten BAS								
What was the student's total reading comprehension score? Level				What was the fluency score?	What was the fluency score? Level												
Not Proficient	Limited Proficiency	Approaching Proficiency	Proficient		Not Proficient	Limited Proficiency	Approaching Proficiency	Proficient	Not Assessed	Pre-A	A	B	C	D	E	F	G
23.4%	0%	36.17%	40.43%	1.55	23.4%	6.38%	61.7%	8.51%	0%	21.28%	10.64%	4.26%	8.51%	29.79%	6.38%	10.64%	4.26
26.19%	0%	35.71%	38.1%	1.48	26.19%	7.14%	59.52%	7.14%	0%	23.81%	11.9%	4.76%	9.52%	28.57%	7.14%	9.52%	2.38
0%	0%	50%	50%	2.50	0%	0%	50%	50%	0%	0%	0%	0%	0%	0%	0%	50%	50
21.43%	0%	35.71%	42.86%	1.50	28.57%	0%	64.29%	7.14%	0%	21.43%	14.29%	14.29%	0%	21.43%	0%	21.43%	7.14
27.59%	0%	34.48%	37.93%	1.48	24.14%	10.34%	58.62%	6.9%	0%	24.14%	10.34%	0%	10.34%	37.93%	6.9%	3.45%	0
0%	0%	50%	50%	2	0%	0%	100%	0%	0%	0%	0%	0%	50%	0%	50%	0%	0
18.18%	0%	36.36%	45.45%	1.73	18.18%	9.09%	54.55%	18.18%	0%	18.18%	9.09%	0%	27.27%	18.18%	9.09%	9.09%	9.09
50%	0%	20%	30%	1.20	40%	10%	40%	10%	0%	40%	10%	10%	0%	30%	0%	0%	10

- What does the data reflect within and among content areas? Students are stronger and closed more gaps in math based on results from all district assessments. ELA needs to be monitored and focused upon next school year to close gaps to get kids on grade level.

Student Learning: Student Readiness

Ensure students are well prepared for their next level of education at every point in their education and most notably for post-secondary success, including career readiness, college readiness, and military readiness.

District Areas of Focus:

- Students meeting College, Career, and Military Readiness Indicators (CCMR)
- PK Enrollment & Kindergarten Readiness

Potential Evidence Sources:

- CCMR Enrollment and achievement indicators
- REN/STAAR
- Advanced course enrollment
- Intervention/RTI data
- PK enrollment
- REN/Circle/BAS/TxKea
- CST data

Evidence Sources Reviewed by CPAC Team:

	Ren Reading	Ren Math	BAS
1st Grade	At/Above: 68%	At/Above: 74%	Proficiency: 13%
2nd Grade	At/Above: 49%	At/Above: 67%	Approaching: 28%
3rd Grade	At/Above: 42%	At/Above: 82%	
4th Grade	At/Above: 53%	At/Above: 64%	
5th Grade	At/Above: 45%	At/Above: 68%	

Questions to Consider

- What does the data indicate regarding student readiness for kindergarten, Middle School, High School?

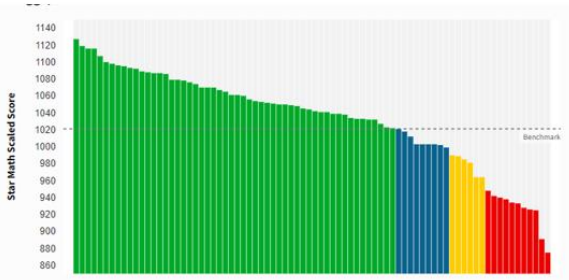
The data regarding student readiness:

Kindergarten: Phonological Awareness: 92% on track and Math: 92% on track for Kindergarten.

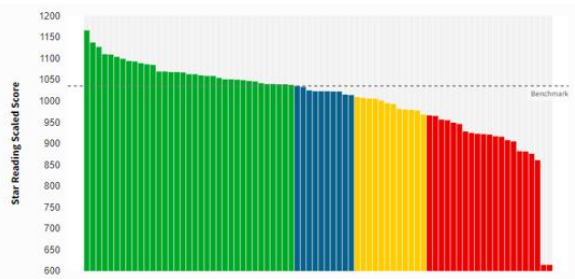
Measure		On Track	Needs Support	Monitor	Out of Range
Rapid Vocabulary	Rapid Vocabulary 3	85%	15%	0%	0%
	Overall Measure	85%	15%	0%	0%
Phonological Awareness	Syllabication	85%	15%	0%	0%
	Onset-Rime	77%	23%	0%	0%
	Alliteration	56%	44%	0%	0%
	Rhyming I	73%	27%	0%	0%
	Overall Measure	92%	8%	0%	0%
Optional PA	Listening	0%	0%	0%	0%
	Words in a Sentence	0%	0%	0%	0%
	Rhyming II	69%	31%	0%	0%
	Overall Measure	0%	0%	0%	0%
Pilot PA Optional 23-24	Pilot Rhyming	•	•	•	•
	Pilot Initial Sound	•	•	•	•
	Pilot Final Sound	•	•	•	•
	Pilot Blending	•	•	•	•
	Pilot Letter-Sound	•	•	•	•
	Overall Measure	•	•	•	•
Math	Rote Counting	81%	19%	0%	0%
	Shape Naming	90%	10%	0%	0%
	Number Discrimination	98%	2%	0%	0%
	Number Naming	90%	10%	0%	0%
	Shape Discrimination	94%	6%	0%	0%
	Counting Sets	96%	4%	0%	0%
	Operations	73%	27%	0%	0%
	Overall Measure	92%	8%	0%	0%
Optional Math	Patterns	•	•	•	•
	Real World	•	•	•	•
	Overall Measure	0%	0%	0%	0%
Social Emotional Behaviors	Positive Social Behaviors	•	•	•	•
	Classroom Community and Safety	•	•	•	•
	Emotion and Behavior Regulation	•	•	•	•
	Self-Care	•	•	•	•
	Approaches to Learning	•	•	•	•
	Overall Measure	98%	2%	0%	0%

5th Grade: Less than 50% of students are At/Above Benchmark for Reading and 68% of students are At/Above Benchmark for Math.

5th Grade Ren 360 Data



Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 1021	At/Above 40 PR	54	68%
Category Total			**54**	**68%**
Below Benchmark				
On Watch	Below 1021	At/Below 39 PR	9	11%
Intervention	Below 998	At/Below 24 PR	6	8%
Urgent Intervention	Below 956	At/Below 9 PR	11	14%
Category Total			**26**	**33%**



Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 1035	At/Above 40 PR	35	45%
Category Total			**35**	**45%**
Below Benchmark				
On Watch	Below 1035	At/Below 39 PR	10	13%
Intervention	Below 1007	At/Below 24 PR	12	15%
Urgent Intervention	Below 967	At/Below 9 PR	21	27%
Category Total			**43**	**55%**

- **What does the data indicate on student access and success in dual credit and advanced placement courses (as appropriate)?**

N/A, Mission Bend Glen is an Elementary.

- **What does the data indicate on CCMR indicators by student group? Are there specific patterns and trends by student group?**

N/A, Mission Bend Glen is an Elementary.

- **How did different student groups perform to demonstrate readiness? What differences do you see among student groups (Ethnicity, At-Risk, ED, SPED, GT, EL)?**

Refer to STAAR Data for 5th Grade.

- **What interventions are we currently using across the campus? Can we gather them and analyze via campus and grade level? Are students coded in Skyward who are receiving intervention and with what intervention they are receiving?**

Interventions include: I-Ready (Reading and Math), DreamBox (Math), Learning A-Z (reading), IXL, Small groups, Tutorials after school, Targeted instruction during Campus wide designated Enrichment time.

IR custom forms are kept in Skyward for those in different Tiers.

- **What evidence exists (ex. CST data) to determine that the curriculum is clearly linked to the TEKS and other standards for student learning?**

Campus CST Data 2023-2024			
Elementary Campuses	Rigor (70%)	S&S (85%)	IM (75%)
Overall District	53%	65%	71%
Mission Bend Glen	52%	68%	63%

Learning Walk DATA

In terms of rigor MBGE is on percentage with the district: MBGE 52%/District 53%, but still below the goal of 70%.

In regards, to Scope and Sequence MBGE is at/or above the district: MBGE 68%/District 65%, but still below the goal of 85%.

Instructional Model the campus was below level compared to the District's 75%: District71%/MBGE 63%

School Processes & Programs: Engaged & Well-Rounded Students

Engage students in a way that contributes to their overall development and future well-being.

District Areas of Focus:

- Student participation in extracurricular activities and school/learning (Behavioral Engagement)
- Shifting focus from grades to success criteria in goal setting for learning (Cognitive Engagement)
- Student engagement in programming and differentiated learning opportunities

Potential Evidence Sources:

- Club Data
- CST
- Student Engagement Survey
- GT data
- STEM enrollment
- Dual Credit/AP/AVID/Ptech
- PLC unit/concept plans

Evidence Sources Reviewed by CPAC Team:

- Girls Club
  - National Honor Society
  - Student Council
  - Honor's Choir
  - Safety Patrol
  - Broadcast Club

Questions to Consider

- How do students and staff describe attitudes, respect, relationships, belonging, support, etc.? How does this data compare across groups? Which groups respond in which manner? 77% of students surveyed feel like they are in a positive school environment. The data compares groups such as students being active in clubs, councils, etc. The groups respond in a positive manner and are active participants in all clubs with high enrollment and participation. Girls Club; had 3rd, 4th, and 5th grade students.
- How does instructional design and delivery maximize student engagement, a positive learning climate, higher order thinking skills, problem solving, critical thinking, etc.? It

allows students to make real word connections when they are given responsible roles in their clubs such as treasurer, president, and secretary. Students are given opportunities to experience real world decision making and allows them to collaborate with peers.

- What does the data show about the degree to which students are engaged in their learning at high levels (refer to engagement measures)? It shows that active students in these clubs have a higher education achievement rate. Students are made to be held accountable for their actions, decisions, and tasks to be carried out in each committee.
- How are different groups of students engaging in activities on campus? What does this engagement look like for different student groups? How are you emphasizing support for economically disadvantaged and at risk students? Students would acknowledge and educate other students on various cultural celebrations. Each month was run by students and were student led on topics such as AAPI Month, Black History Month, Hispanic Heritage Month, Women's Rights, and Autism Awareness Month. This enabled young adults to reach their full potential to be productive, caring, and responsible members of society. They were taught kindness, how to care for others, and celebrated each other each month with different activities that were hands on and sentimental. We emphasize support for ED students by allowing all students to be able to join, with no restrictions, provide snacks/foods after school, and involve parents with support.

School Processes & Programs: Professional Learning & Quality Staff

Ensure that every student has quality teachers and adults in the schools that care about students, their learning, and their well-being.

District Areas of Focus:

- Quality staff- retention and development
- Recruiting and Placement of staff (teachers, leaders)

Potential Evidence Sources:

- Teacher certification data
- HR data
- CST
- Staff surveys
- TTESS evaluations

Evidence Sources Reviewed by CPAC Team:

Teacher Certification

2- Instructional Apprentice

1- New teacher

2- non-ESL certified

27 Fully certified staff

6 Instructional Leadership Support Members

ELEMENTARY ENROLLMENT FORM 2023-2024

CAMPUS NAME: Mission Bend Glen Elementary **DATE:** 05-21-2024

List Teachers by Name and Number of Students in Each Class

Grade - PreK	# of Students	Grade 1-Reg		Grade 3-Reg	# of Students	Grade 5-Reg	# of Students
Amy Penney, Dante	16	Cooper, Antoinette	16	Davis, Nova	20	Burns, Grace	21
Leal, Gaco	16	Garcia, Sara	14	Gordon, Sacha	22	Cuming, Jamie	23
Ramirez, Gloria	16	Lee, Angela	17	Merritte, Ariel	18	Mikid, Asma	18
		Winclear, Tenilesse	15	Pickens, Allison	20	Victor, Jessie	21
		Agina, Emily (ABC)	2	Agina, Emily (ABC)	1	Agina, Emily (ABC)	
TOTAL Grade 1 Reg	48	TOTAL Grade 1 Reg	60	TOTAL Grade 3 Reg	81	TOTAL Grade 5 Reg	83
		men					

Kinder	# of Students	Grade 2 Reg	# of Students	Grade 4 Reg	# of Students
Bordabehere, Zulma	14	Batoag, Anita	17	Bonito, Agnes	18
Neal, Teal	15	Chab, Chenda	19	Schlottman, Kimberly	18
Tran, Shannon	16	Jones, Lennox	19	Shalamanov, Ivan	16
		Maule, Cambria	19	Smith, Cynthia	16
Agina, Emily (ABC)	3	Agina, Emily (ABC)	1	Agina, Emily (ABC)	3
TOTAL Kinder-Reg	50	TOTAL Grade 2-Reg	75	TOTAL Grade 4-Reg	71
ECSE (PPCD) FD	# of Students	ECSE (PPCD) AM	# of Students	ECSE (PPCD) PM	# of Students
TOTAL Full Day	0	TOTAL 1/2 DAY AM	0	TOTAL 1/2 Day PM	0

Early Childhood (speech)	1
TOTAL ENROLLMENT	409

Questions to Consider

- **What are the teacher qualifications, certifications, etc.? Paraprofessionals?** *MBGE is a Highly Qualified campus, 84% of staff are fully certified with an additional 6 Certified Instructional Leaders and 11 certified Paraprofessionals.*

- **What does the general data reflect regarding teacher quality on the campus?**
  Students receive quality instruction from Highly Qualified staff.

- **How are we recruiting highly qualified and effective staff?**

- *District Mentor Program*
- *Support of Paraprofessionals*
- *Support of Instructional Specialists (Tier 3 intervention, support for Tier 2, ESL, Coaching)*
- *Professional Development Consultant partnership with Region 4*
- *Luncheons*
- *Friday Spirit Days*
- *Monthly Theme days to Promote Positive School Culture*
- *Culture and Climate Committee*
- *Common Team Planning Time*
- *Grade level leadership support for each grade level*
- *Incentives from Administrators*
- *Newsletters from Principal with Staff Recognition*
- *Monthly staff recognition awards*
- *"Shout Out" board and emails*
- *Classroom sizes are closely monitored*
- *Quality leadership is promoted*
- *Quality Professional Development/coaching with outside Consultants and MBGE staff Open Labs – for campus level professional development*
- *Decision-making opportunities*
- *Opportunities to lead Professional Development*
- *PBIS Team Leaders*
- *CPAC members*

- **What is our staff attendance rate? Retention rate? Turnover rate?**
  MBGE has an attendance rate of 57% including 10 staff members out on medical leave.
  We have a 95% staff retention rate with only a 5% turnover rate.

- **How is highly effective staff assigned to work with the highest need students? (number of years, TTESS, certifications)**
  Students are evaluated based on tests given, Tier levels, and other needs, and are assigned to work with highly effective staff targeting specific individual needs.

- **What is the impact/effect of our teacher mentor program?**

- *The TAPP Mentor/Mentee program provides new teachers with guidance and support with professional development like classroom/time management, whole group and small group instruction, and other needs in specific areas.*

- **How are new staff supported? What feedback do they provide?**

How do you align professional learning for the needs of your campus in supporting all students including those with diverse needs? (SPED, GT, EL, At Risk, Eco Dis, etc.)?

New staff is supported through campus administration, campus instructional coaches, and colleagues through professional development, PLC, and planning.

Meaningful and purposeful feedback is provided through conferences and meetings.

Perceptions: Safety & Well-being

Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning. This includes both physical safety as well as the social emotional needs of each student.

District Areas of Focus:

- Disproportionality in Discipline & Threat Assessments
- Mental Health Supports
- Social Emotional Learning & Emotional Engagement
- Student Health & Safety

Potential Evidence Sources:

- PBIS Discipline Data
- Student Wellness Survey Data
- Pride Survey
- Student Focus Groups
- Staff Surveys

Evidence Sources Reviewed by CPAC Team:

- PBIS Meetings
- PBIS PDs

- Safety Drills
- PTO Commitee
- Parent Center
- Parent Surveys
- Counselor Corner

Questions to Consider

- What does the data reflect regarding student behaviors, discipline, PBIS, and interventions etc.? Discipline referrals increased in the 2nd semester.
- To what degree do students and staff feel physically safe? Students and staff had security guards on campus and exterior fencing added during the Fall semester.
- What does the data reflect regarding gang, substance abuse, weapons, and other safe schools areas? Who are the students involved? What do we know about these students? What services have these students received? All DAEP placements involved student vaping incidents. (All sped population)
- What are the students' and staffs' perceptions of facilities and the physical environments? What is the impact of the facilities on the culture and climate? The impact of the facilities added as stated above helped create a safe environment. An added layer of security and communication with parents during school emergencies. We practiced all safety drills such as lockdowns, fire drills, and weather drills every semester. Students and staff were well eqipped with the rules and regulations.
- What is the role of your campus wellness committee and how do they support physical, mental, and social health for all students and staff? The counselor had students participate in Tuesday Community Lunch to increase involvement. She also checked in with students that needed extra support to start their day off on the right footing. As well as having lunch with a handful of students. The PBIS Gator Store was also available for students to earn their rewards to increase morale and reward positive behavior.
- What is student/staff perception of mental health and resources/supports available? The district wellness coordinator came out during the beginning of the year to speak to staff about covered therapy sessions for staff, up to 6-7 sessions per employee.

Perceptions: Community Engagement

Ensure that local citizens are a meaningful, integral part of a school community and can and will support their local public schools.

District Areas of Focus:

- Community partnerships

Potential Evidence Sources:

- MOUs
- Number/Type of partnerships
- Parent Night/Event agendas
- Community event sign-ins

Evidence Sources Reviewed by CPAC Team:

- MOUs- N/A
  - Types of partnerships see PP
  - Event Agenda example see PP
  - Event Sign In example see PP
  - Questions to Consider

Questions to Consider

- What type of community involvement exists to support families and students? Brighter Bites and Fort Bend Libraries are examples of community involvement that work to support our families through nutrition education, food donations, the library provides homework help and the Teachers in the Library Program.
- What types of services are available to support students and families? The Family Engagement Center provides resources and workshops on a variety of topics such as technology, parenting skills, health and wellness and ESL.
- How does the campus communicate in languages other than English? Our website and Class Dojo can be translated into preferred languages.
- Which parents and community members are involved? What trends and patterns do we observe? PTO is very involved in many aspects of our campus from student events to being a part of TPAC. Our Hispanic families seek out Adult ESL classes.
- How are families and the community members involved in campus decisions? What type of stakeholder engagement opportunities exist? Families are encouraged to participate by volunteering on campus and volunteering to be a part of committees like CPAC, TPAC, LPAC etc...
- What does your parent and family engagement policy look like? How do you see evidence of it in practice? How do you target at risk families or support families of students with diverse needs? Please see PP slide for Family Engagement Policy. Campus Compacts are also included. Our policy specifies that we will take campus needs into consideration for workshops, events and classes.

Perceptions: Culture

Culture in FBISD is the organizational energy, norms, values, beliefs and behavior centered around a common desire to improve outcomes for all students grounded in the hopes and dreams of the community and aligned to the mission, vision, core beliefs and goals of the District.

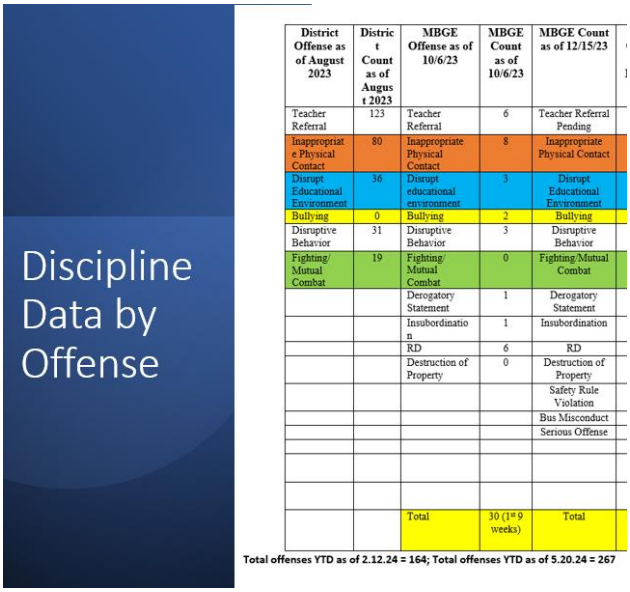
District Areas of Focus:

- Employee Wellness
- Stakeholder Feedback Processes

Potential Evidence Sources:

- PBIS Discipline Data
- Student climate and culture survey
- Staff Surveys
- Staff/Student attendance

Evidence Sources Reviewed by CPAC Team:



District Offense as of August 2023	District Count as of August 2023	MBGE Offense as of 10/6/23	MBGE Count as of 10/6/23	MBGE Count as of 12/15/23
Teacher Referral	123	Teacher Referral	6	Teacher Referral Pending
Inappropriate Physical Contact	80	Inappropriate Physical Contact	8	Inappropriate Physical Contact
Disrupt Educational Environment	36	Disrupt educational environment	3	Disrupt Educational Environment
Bullying	0	Bullying	2	Bullying
Disruptive Behavior	31	Disruptive Behavior	3	Disruptive Behavior
Fighting/ Mutual Combat	19	Fighting/ Mutual Combat	0	Fighting/Mutual Combat
		Derogatory Statement	1	Derogatory Statement
		Insubordination	1	Insubordination
		RD	6	RD
		Destruction of Property	0	Destruction of Property
				Safety Rule Violation
				Bus Misconduct
				Serious Offense
		Total	30 (1st 9 weeks)	Total

Total offenses YTD as of 2.12.24 = 164; Total offenses YTD as of 5.20.24 = 267

- _____
- _____
- _____
- _____
- _____
- _____

Questions to Consider

- **How do students describe the school climate? How does this compare to staff?**
- **What evidence is there that leaders are collectively aligned with the vision and mission of the district/campus?**

- **To what degree do students and staff feel physically safe? To what degree are students and staff safe?**

- **Which students are most satisfied with the school's culture and climate? How does this compare to students' attendance, tardies, and other behaviors?**

- **How do leaders have a voice in decision making and campus policies?**

- **Do campus committees and decision-making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn, for all groups to be part of solutions to identified problems?**

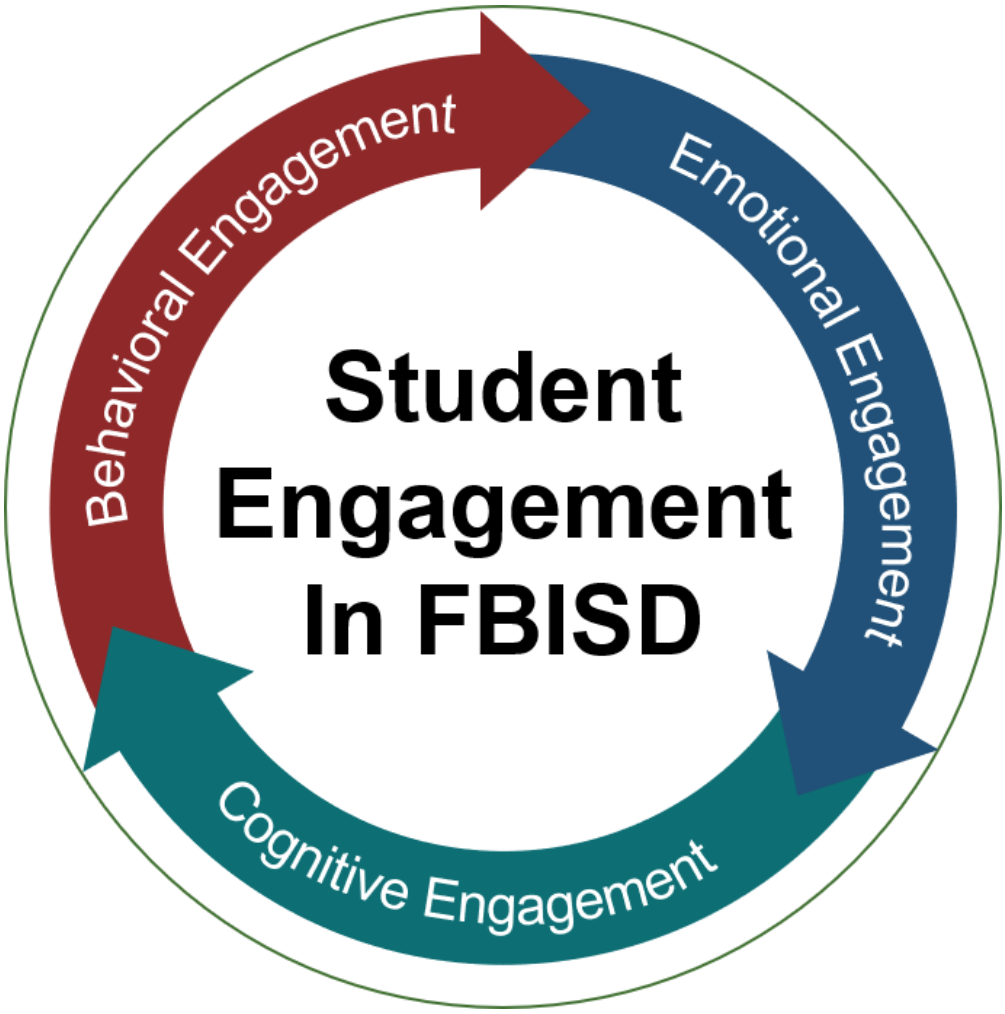
- **What are the students', parents' and community perceptions of the campus?**
  Waiting for

Detailed CNA Compliance Checklist

Comprehensive Needs Assessment	Checkbox for Completion
Campus Vision/Mission Statement Visible	
Dates & Team Members Included (CPAC by name and role including parents, district, campus members)	
Written Description of CNA Process & CNA Minutes	
Multiple data sources are listed and includes relevant achievement data	
Evidence related to various students groups reviewed:	
GT	
SPED	
EB/EL	
ED	
At Risk (including potential dropout)	
CPAC Met at least twice?	
Parent and Family Engagement Policy information updated and includes: distribution method, languages distributed in, availability of policy, description of flexible meeting times)	
Includes summaries of areas of strength that align to evidence and provides visuals/charts as appropriate	

Includes summaries of areas of focus/need that align to evidence and provides visual/charts as appropriate	
Problem statements and root causes align to evidence presented in summaries	
CNA describes the top prioritized needs of all students including at-risk (buzz words: all, at-risk, well-rounded, etc.)	
*Title 1: Addresses the needs of students failing or at risk of failing	

FBISD
INSPIRE • EQUIP • IMAGINE



Elementary Student Engagement Survey Report & Findings:

MISSION BEND-GLEN ELEMENTARY SCHOOL

Administered April 2024

About This Report

Student engagement indicators are summarized in this report based on the student responses in the Elementary Student Engagement Survey (an adapted form of the Student Engagement Instrument- Elementary SEI-E survey) that included three dimensions, six factors, and individual student responses for 35 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	• *Teacher Student Relationships* • *Peer Support for Learning* • *Family Support for Learning* • *Disaffection*
Cognitive Engagement	• *Future Goals and Aspirations* • *Intrinsic Motivation*

Interpreting Comparisons in this Report

The mean comparisons in this report illustrate the statistical significance and effect size of the relationship between the values. 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 elementary grades were compared to the district and each grade level and the change in the mean score for each item compared to the 2023 results. Effect size indicates what percent of the variation you can see in the mean that 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 (grade level, etc.) averages could be due to the grade level of the student.

Statistical significance is not the same thing as the 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 and matched to student responses to accurately describe the different student populations and student groups. The exception here is the reporting for one category under Gender, “prefer not to answer”, student responses were included but may also be part of the male/female categories.

Report Sections

Overview of Report	p. 1-2	Displays how to use the document to explore and compare student responses between elementary grade students to the district average.
Introduction to Engagement	p. 3-8	Provides background information about how student engagement is defined in FBISD and other evidence that can be used to triangulate the responses from this survey.
Engagement Dimensions & Factors	p. 9-30	Detailed views of the student engagement dimensions and factors are provided for students within the district and can offer insights into student perceptions of learning in FBISD. These views include: **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 the grade level of students with tests for significance and effect size indicated as included. (see below) **INDIVIDUAL ITEM BREAKDOWNS** Responses to each item are included that shows the values and frequency distribution of student responses for each group.
Other Student Academic Interests	p. 31-32	Some student items are not included in the dimension or factor scores but may be useful for informing other decisions.
Health and Wellness	p. 33-35	Questions were added this year to explore student perceptions on health and wellness topics including physical activity, healthy habits, lunch, and mental well-being.
Student Retention Perceptions	p. 36-39	Analysis of student responses to questions about if students have considered transferring to another school and why.

Introduction to Student Engagement in FBISD

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

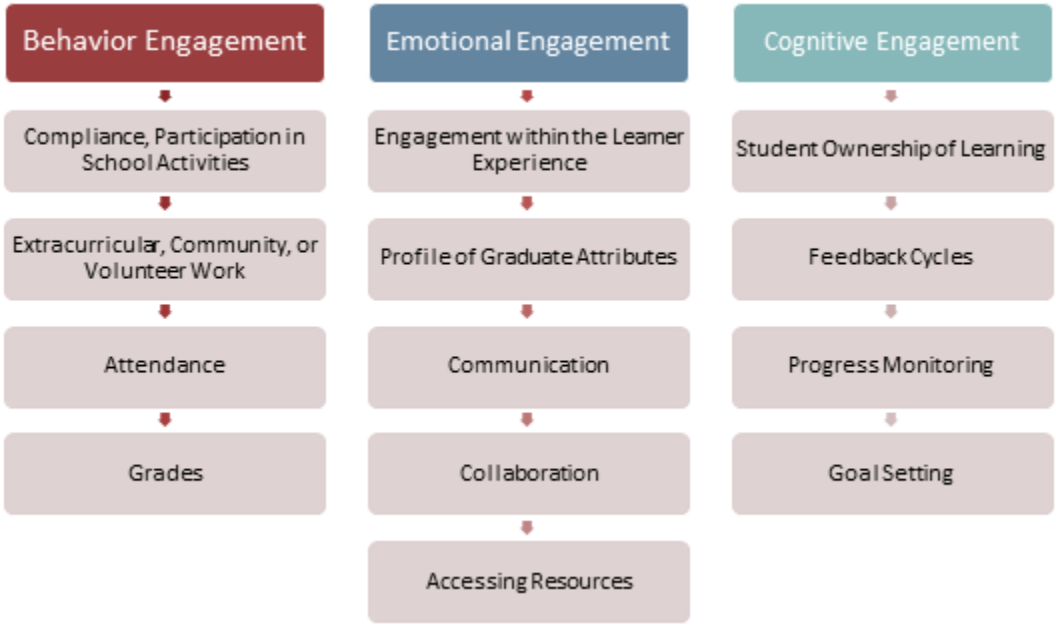
Multiple Components of Student Engagement

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

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

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

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



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

Emotional Engagement emphasizes how a student's engagement in school impacts their feelings about their current school situation, the attitudes they have towards the people they interact with, their feelings about school structures, and affective reactions. To explore this dimension of engagement in 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.

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 elementary campuses.

FBISD Student Dimension and Factor Scores

Mean Comparisons | **Statistical Comparison**

					Statistical comparisons of means between the grade levels					
		District	Campus		3rd Grade		4th Grade		5th Grade	
Engagement Category	*Engagement Indicator*	*Mean*	*Mean*	*Change from 2023*	*Mean*	*Effect Size*	*Mean*	*Effect Size*	*Mean*	*Effect Size*
Behavioral Engagement	**Overall Behavioral Engagement Dimension**	2.54	2.39	↓0.8%	2.22 --		2.56 --		2.42 --	
Emotional Engagement	**Overall Emotional Engagement Dimension**	3.30	3.22	↓2.3%	3.37 ***	▲	3.33 ***	▼	3.07 ***	▼
	Teacher Student Relationships	3.24	3.11	↓4.3%	3.33 ***	△	3.30 ***	▽	2.87 ***	▽
	Peer Support for Learning	3.19	3.15	↓0.7%	3.25 **	▲	3.14 **	▼	3.09 **	▼
	Family Support for Learning	3.61	3.58	↓0.1%	3.64 --		3.68 --		3.49 --	
	Disaffection	3.06	2.94	↓4.0%	2.92 *	△	3.05 *	▽	2.89 *	▽
Cognitive Engagement	**Overall Cognitive Engagement Dimension**	3.62	3.55	↓1.0%	3.63 --		3.61 --		3.46 --	
	Future Goals and Aspirations	3.62	3.53	↓2.4%	3.67 --		3.59 --		3.42 --	
	Intrinsic Motivation	3.62	3.58	↑2.4%	3.50 --		3.68 --		3.58 --	

**p< .05, **p< .01, ***p< .001 ; In this chart, statistical significance is compared to two groups with the least level of significance shown. For instance. Third grade Family Support of Learning was compared to 4th and 5th grade student groups. "*" indicates that it the least significant relationship was p<.05 compared to either 4th or 5th grade.*

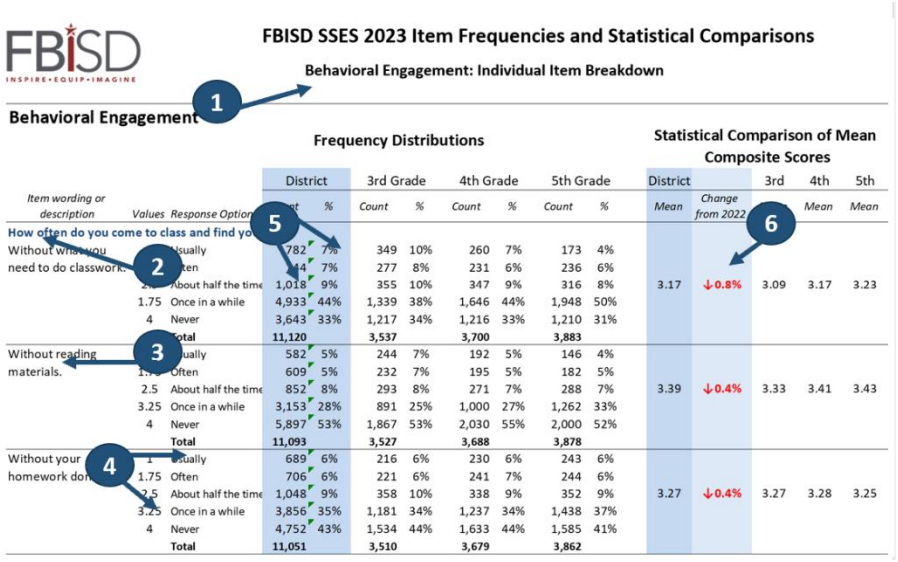
An example of how to interpret the data in this chart:

"The emotional engagement of third grade students was statistically significantly higher than fourth and fifth grade students with a larger effect size."

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**
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.*



FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Behavioral Engagement: Individual Item Breakdown

Behavioral Engagement

Item wording or description	Values	Response Option	District Count	District %	3rd Grade Count	3rd Grade %	4th Grade Count	4th Grade %	5th Grade Count	5th Grade %	District Mean	Change from 2022	3rd Mean	4th Mean	5th Mean
How often do you come to class and find yo															
Without what you need to do classwork.		Usually	782	7%	349	10%	260	7%	173	4%					
		Often	44	7%	277	8%	231	6%	236	6%					
	2.5	About half the time	1,018	9%	355	10%	347	9%	316	8%	3.17	↓0.8%	3.09	3.17	3.23
	1.75	Once in a while	4,933	44%	1,339	38%	1,646	44%	1,948	50%					
	4	Never	3,643	33%	1,217	34%	1,216	33%	1,210	31%					
		Total	11,120		3,537		3,700		3,883						
Without reading materials.		Usually	582	5%	244	7%	192	5%	146	4%					
		Often	609	5%	232	7%	195	5%	182	5%					
	2.5	About half the time	852	8%	293	8%	271	7%	288	7%	3.39	↓0.4%	3.33	3.41	3.43
	3.25	Once in a while	3,153	28%	891	25%	1,000	27%	1,262	33%					
	4	Never	5,897	53%	1,867	53%	2,030	55%	2,000	52%					
		Total	11,093		3,527		3,688		3,878						
Without your homework don	1	Usually	689	6%	216	6%	230	6%	243	6%					
	1.75	Often	706	6%	221	6%	241	7%	244	6%					
	2.5	About half the time	1,048	9%	358	10%	338	9%	352	9%	3.27	↓0.4%	3.27	3.28	3.25
	3.25	Once in a while	3,856	35%	1,181	34%	1,237	34%	1,438	37%					
	4	Never	4,752	43%	1,534	44%	1,633	44%	1,585	41%					
		Total	11,051		3,510		3,679		3,862						

6. **Change from 2023.** This column illustrates the % change in the mean scores when compared to 2022. This was only calculated for the overall district average. Individual campus reports will reflect the change related to their campus.
7. **Effect sizes (not pictured here):** 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

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

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

Triangulating Student Engagement Evidence

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

Analysis of Evidence

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

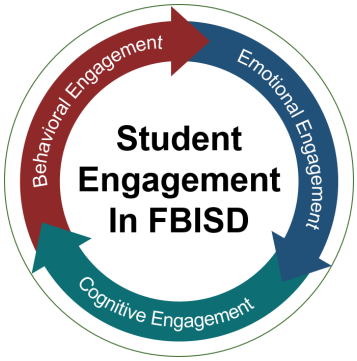
Campus Level:

- 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 elementary student engagement through the combination of the survey instruments, trends over time, Learning Walks, and open-end responses will provide a more 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 over multiple years, we will now have a more complete picture of student engagement across all campus levels. Student responses will also be triangulated with parent and staff responses to the culture and climate survey to examine districtwide trends across stakeholder groups.

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.

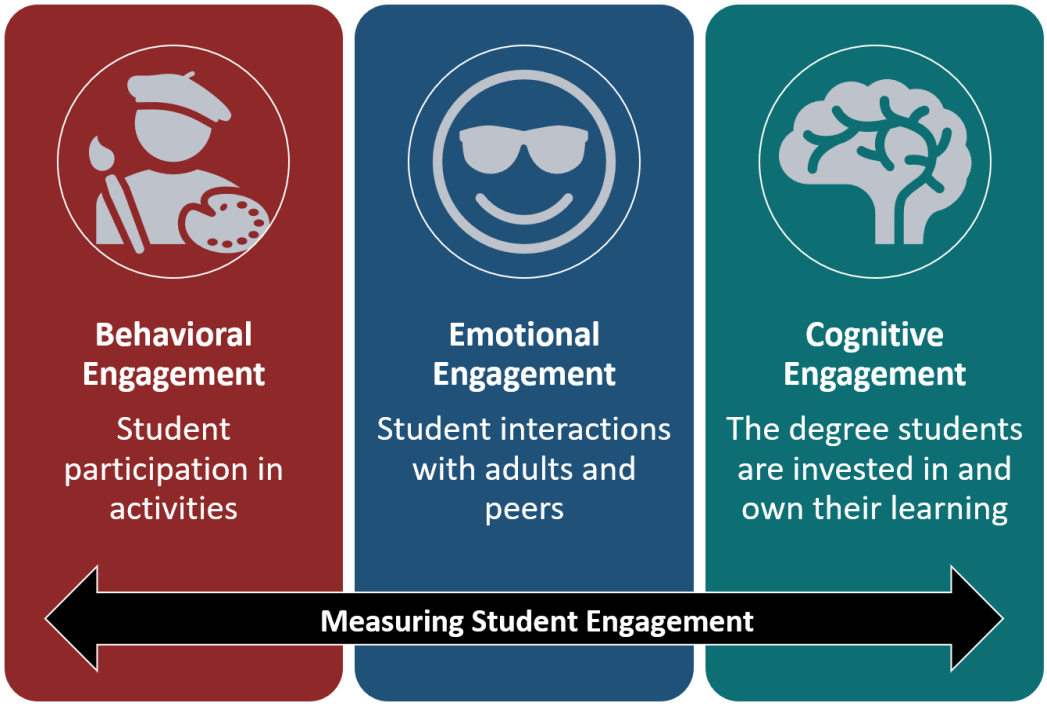
Students Survey Participation

17,229	Total Elementary Students in FBISD
11,359	Elementary Students Participated in Survey
91%	Percent of Eligible Students Participated

Student Demographics shown below represents the 11,359 students who participated in the survey.

Asian	31.0%	White	15.3%
AA	24.4%	Nat. Am	0.4%
Hisp	24.2%	HI/Pac Isl.	0.1%

SPED	GT	EL	Eco Dis
15.1%	11.2%	23.5%	44.3%



Student engagement is measured in the student survey results through three dimensions and six 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 other student interests from information in the survey that was not connected to these dimensions directly.

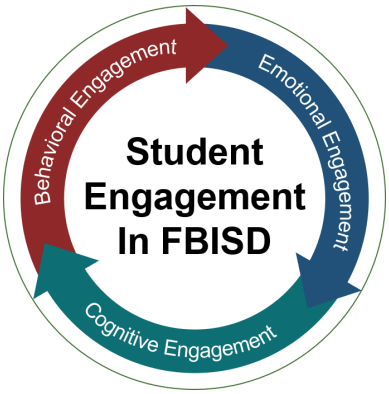
Student Engagment Score Scale			
Very Low	**Low**	**Mod**	**High**
1.0 - 1.75	*1.76 - 2.50*	*2.51 - 3.25*	*3.26 - 4.0*

The Student Engagement Score Scale shown 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 3rd, 4th, and 5th grade student response averages.

↑3.7%

Throughout the overview pages, you will see this icon with an up or down arrow next to individual items, this corresponds to the percent change compared to the 2023 results.

BEHAVIORAL ENGAGEMENT DIMENSION OVERVIEW



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.

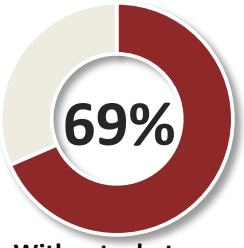
In FBISD, this looks like…

- Compliance, Participation in School/District Activities
- Extracurricular, Community, or Volunteer Work
- Attendance
- Grades

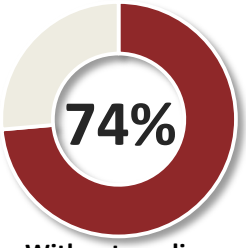
Student Engagment Score Scale			
Very Low	Low	Mod	High
1.0 - 1.75	*1.76 - 2.50*	*2.51 - 3.25*	*3.26 - 4.0*

Preparation for Learning

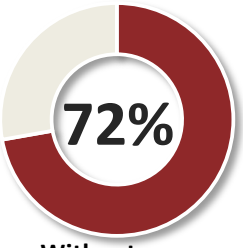
How often students were **never or once in a while** unprepared for various activities associated with learning like having supplies, homework, or reading which shows how prepared student feel for learning.



Without what you need to do classwork.
↓4.9%



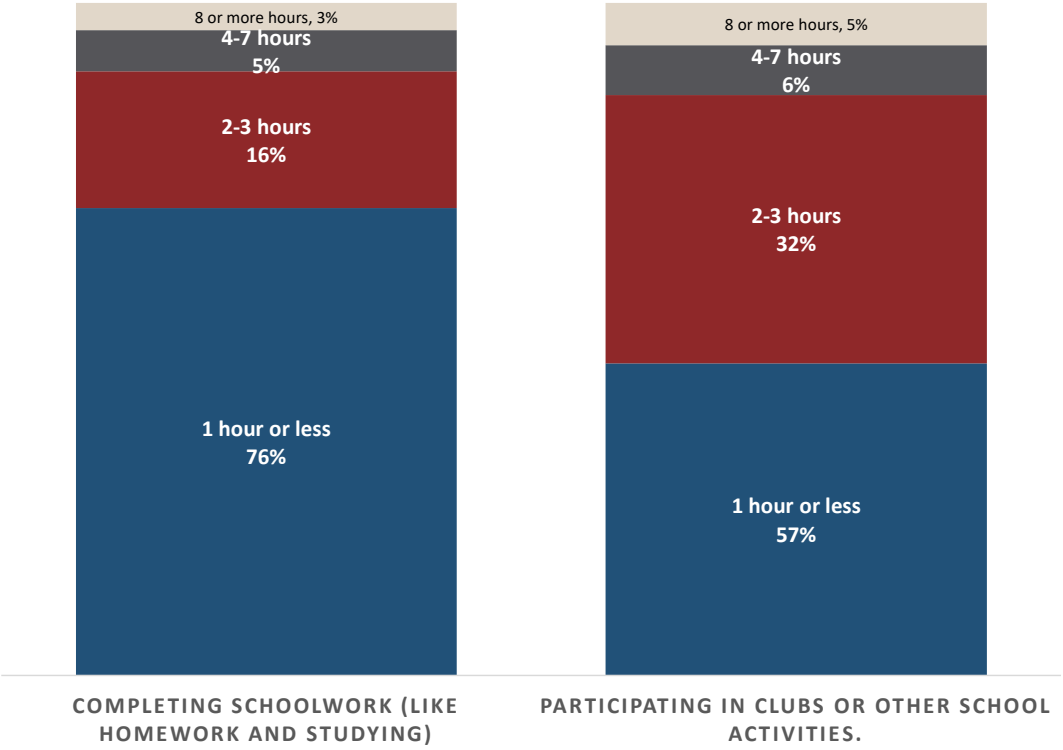
Without reading materials.
↓0.2%



Without your homework done.
↓1.1%

Investment of Time Outside of School

Students described how long outside of the school day that participated in various activities such as finishing homework, studying and participating in clubs or school activities during the course of one school week.



FBISD SSES 2024 Item Frequencies and Statistical Comparisons

Behavioral Engagement: Individual Item Breakdown

Behavioral Engagement

			Frequency Distributions										Statistical Comparison of Mean Composite Scores					
			District		Campus		3rd Grade		4th Grade		5th Grade		District	Campus		3rd	4th	5th
Item wording or description	*Values*	*Response Options*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Mean*	*Mean*	*Change from 2023*	*Mean*	*Mean*	*Mean*
How often do you come to class and find yourself:																		
Without what you need to do classwork.	1	Usually	718	6%	17	13%	10	26%	3	10%	4	7%						
	1.75	Often	667	6%	12	9%	2	5%	5	17%	5	8%						
	2.5	About half the time	1,059	9%	11	9%	7	18%	0	0%	4	7%	3.20	2.97	↓4.7%	2.72	3.05	3.10
	3.25	Once in a while	4,988	44%	48	38%	5	13%	11	37%	32	54%						
	4	Never	3,834	34%	39	31%	14	37%	11	37%	14	24%						
		Total	**11,266**		**127**		**38**		**30**		**59**							
Without reading materials.	1	Usually	568	5%	15	12%	11	29%	1	3%	3	5%						
	1.75	Often	577	5%	10	8%	4	11%	2	7%	4	7%						
	2.5	About half the time	925	8%	8	6%	1	3%	2	7%	5	9%	3.40	3.14	↓4.0%	2.68	3.48	3.26
	3.25	Once in a while	3,069	27%	38	30%	9	24%	7	23%	22	39%						
	4	Never	6,053	54%	54	43%	13	34%	18	60%	23	40%						
		Total	**11,192**		**125**		**38**		**30**		**57**							
Without your homework done.	1	Usually	715	6%	19	15%	11	29%	1	3%	7	12%						
	1.75	Often	685	6%	9	7%	3	8%	1	3%	5	9%						
	2.5	About half the time	1,129	10%	7	6%	2	5%	1	3%	4	7%	3.23	3.08	↓4.8%	2.74	3.65	3.00
	3.25	Once in a while	4,225	38%	38	30%	7	18%	5	17%	26	45%						
	4	Never	4,415	40%	53	42%	15	39%	22	73%	16	28%						
		Total	**11,169**		**126**		**38**		**30**		**58**							

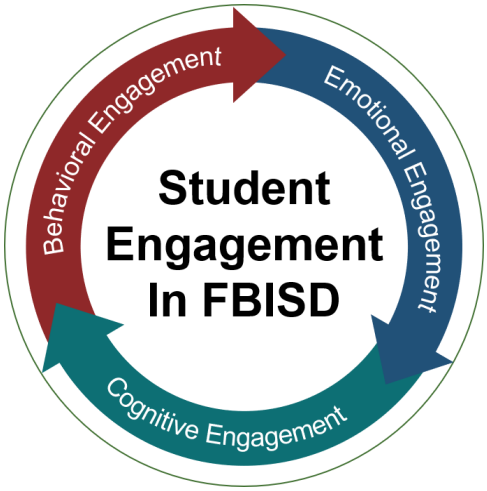
FBISD SSES 2024 Item Frequencies and Statistical Comparisons

Behavioral Engagement: Individual Item Breakdown

Behavioral Engagement

Item wording or description	Values	Response Options	Frequency Distributions: District Count	District %	Campus Count	Campus %	3rd Grade Count	3rd Grade %	4th Grade Count	4th Grade %	5th Grade Count	5th Grade %	Statistical Comparison of Mean Composite Scores: District Mean	Campus Mean	Change from 2023	3rd Mean	4th Mean	5th Mean
How much time do you spend OUTSIDE of school:																		
Completing schoolwork (like homework or studying)	1	1 hour or less	6,769	60%	93	76%	25	68%	23	77%	45	80%	1.56	1.36	↑2.7%	1.57	1.37	1.21
	2	2-3 hours	3,115	28%	20	16%	6	16%	4	13%	10	18%						
	3	4-7 hours	912	8%	6	5%	3	8%	2	7%	1	2%						
	4	8 or more hours	453	4%	4	3%	3	8%	1	3%	0	0%						
		Total	**11,249**		**123**		**37**		**30**		**56**							
Participating in clubs or other school activities.	1	1 hour or less	6,374	57%	68	57%	18	51%	18	60%	32	59%	1.60	1.59	↓0.3%	1.69	1.50	1.57
	2	2-3 hours	3,345	30%	38	32%	13	37%	9	30%	16	30%						
	3	4-7 hours	905	8%	7	6%	1	3%	3	10%	3	6%						
	4	8 or more hours	502	5%	6	5%	3	9%	0	0%	3	6%						
		Total	**11,126**		**119**		**35**		**30**		**54**							

EMOTIONAL ENGAGEMENT DIMENSION OVERVIEW



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.

In FBISD, this looks like…

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

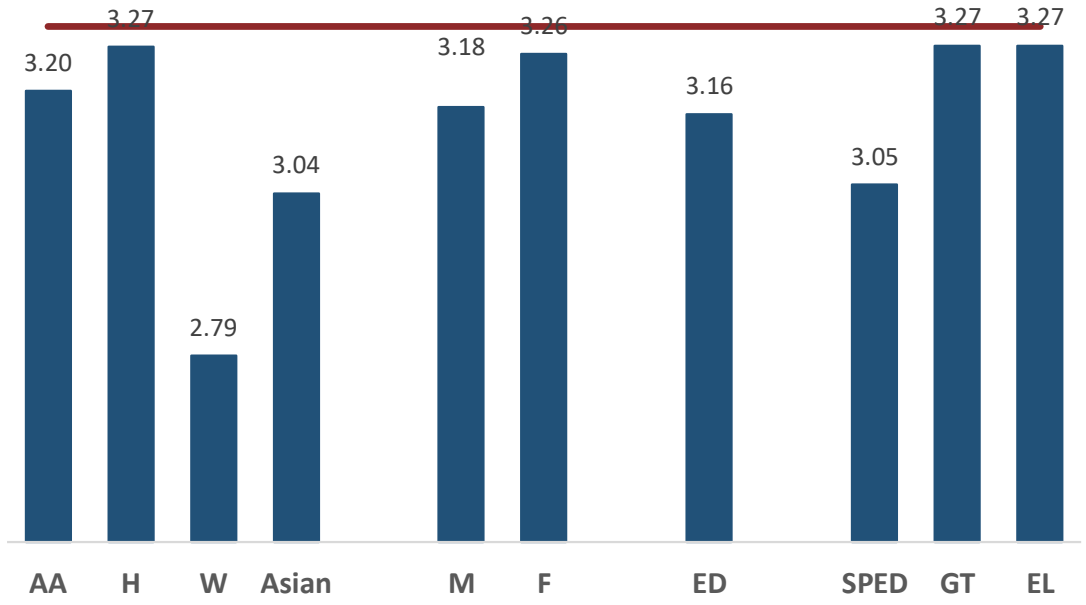
↑0.3%

Overall Emotional Engagement
3.22

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*

↓3.1%	↑4.1%	↑2.2%	↓0.7%
Teacher Student Relationships	**Peer Support of Learning**	**Family Support of Learning**	**Dissafection**
3.11	**3.15**	**3.58**	**2.94**

Emotional Engagement by Student Groups



Change in Mean from 2023	
AA	↑0.3%
Hispanic	↑1.3%
White	↓14.9%
Asian	↓5.0%
Male	↓0.7%
Female	↑1.2%
ED	↓0.3%
SPED	↓3.9%
GT	↑2.1%
EL	↑2.1%

** Red line represents the overall average score*

EMOTIONAL ENGAGEMENT:
Teacher-Student Relationships

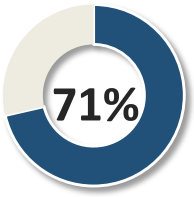
Teacher-Student Relationships

Questions in this dimension factor explore different elements of teacher-student relationships like how students are treated, support, perceptions of fairness and safety. These questions have similarities with the Emotional Engagement with School, and Positive Relationships with Adults category in the Secondary Student Engagement Survey.

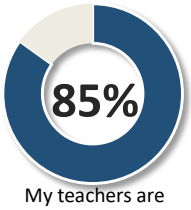
*Questions in the blue box are further broken down to look at the percentage of students who specifically responded that they "**strongly agree**" with the question statement by grade level.*

Treatment of Students

The degree to which students **agreed or strongly agreed** that the teachers and adults value and care about students.



Adults at my school listen to the students.
↓10.5%



My teachers are honest with me.
↓9.6%

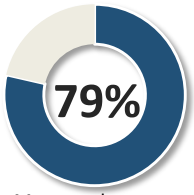
% of Students who Strongly Agree

3rd	4th	5th
73%	53%	29%

Support from Teachers

The degree to which students **agreed or strongly agreed** that they feel teachers and other adults support the needs of students.

My teachers are there for me when I need them
↑0.1%



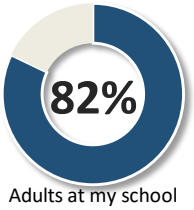
Most teachers care about me as a person, not just as a student
↓6.7%

% of Students who Strongly Agree

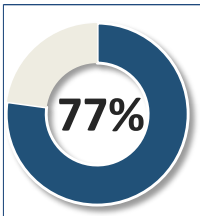
3rd	4th	5th
41%	27%	22%

Perceptions of Fairness and Safety

The degree to which students **agreed or strongly agreed** that they feel that teachers and adults at school treat students fairly and help them to feel safe at school.



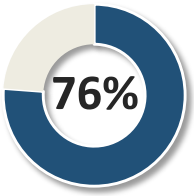
Adults at my school are fair towards students most of the time
↓0.8%



The rules at my school are fair
↓2.1%

% of Students who Strongly Agree

3rd	4th	5th
54%	43%	20%



I feel safe at school
↓3.8%

% of Students who Strongly Agree

3rd	4th	5th
73%	43%	22%

FBISD SSES 2024 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Teacher-Student Relationships

			Frequency Distributions										Statistical Comparison of Mean Composite Scores					
			District		Campus		3rd Grade		4th Grade		5th Grade		District	Campus		3rd	4th	5th
Item wording or description	*Values*	*Response Options*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Mean*	*Mean*	*Change from 2023*	*Mean*	*Mean*	*Mean*
How much do you agree or disagree with the following statements																		
My teachers are there for me when I need them	1	Strongly Disagree	239	2%	3	2%	0	0%	0	0%	3	5%	3.35	3.26	↓2.8%	3.45	3.66	2.95
	2	Disagree	696	6%	9	7%	0	0%	1	3%	8	14%						
	3	Agree	5,121	46%	65	52%	21	55%	8	28%	36	62%						
	4	Strongly Agree	5,136	46%	48	38%	17	45%	20	69%	11	19%						
		Total	**11,192**		**125**		**38**		**29**		**58**							
Adults at my school listen to the students	1	Strongly Disagree	591	5%	11	9%	5	4%	0	0%	6	5%	3.13	2.86	↓6.6%	2.86	3.17	2.69
	2	Disagree	1,316	12%	25	20%	5	4%	4	3%	16	13%						
	3	Agree	5,321	48%	61	48%	17	13%	17	13%	27	21%						
	4	Strongly Agree	3,937	35%	29	23%	10	8%	9	7%	10	8%						
		Total	**11,165**		**126**		**37**		**30**		**59**							
The rules at my school are fair	1	Strongly Disagree	868	8%	11	9%	3	8%	3	10%	5	8%	3.04	3.04	↓0.7%	3.32	3.17	2.80
	2	Disagree	1,592	14%	18	14%	2	5%	2	7%	14	23%						
	3	Agree	4,984	45%	53	42%	12	32%	12	40%	29	48%						
	4	Strongly Agree	3,731	33%	45	35%	20	54%	13	43%	12	20%						
		Total	**11,175**		**127**		**37**		**30**		**60**							
Most teachers care about me as a person, not just as a student	1	Strongly Disagree	428	4%	6	5%	2	5%	0	0%	4	7%	3.25	3.02	↓5.4%	3.19	3.23	2.81
	2	Disagree	1,088	10%	21	17%	4	11%	1	3%	16	27%						
	3	Agree	5,010	45%	63	50%	16	43%	21	70%	26	44%						
	4	Strongly Agree	4,731	42%	36	29%	15	41%	8	27%	13	22%						
		Total	**11,257**		**126**		**37**		**30**		**59**							

FBISD SSES 2024 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Teacher-Student Relationships

			Frequency Distributions										Statistical Comparison of Mean Composite Scores					
			District		Campus		3rd Grade		4th Grade		5th Grade		District	Campus		3rd	4th	5th
Item wording or description	*Values*	*Response Options*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Mean*	*Mean*	*Change from 2023*	*Mean*	*Mean*	*Mean*
How much do you agree or disagree with the following statements																		
My teachers are honest with me	1	Strongly Disagree	268	2%	5	4%	2	5%	0	0%	3	5%	3.46	3.29	↓5.0%	3.54	3.50	3.02
	2	Disagree	588	5%	14	11%	3	8%	1	3%	10	17%						
	3	Agree	4,046	36%	47	37%	5	14%	13	43%	29	49%						
	4	Strongly Agree	6,310	56%	60	48%	27	73%	16	53%	17	29%						
		Total	**11,212**		**126**		**37**		**30**		**59**							
Adults at my school are fair towards students most of the time	1	Strongly Disagree	609	5%	3	2%	1	3%	0	0%	2	4%	3.09	3.07	↑0.0%	3.27	3.13	2.91
	2	Disagree	1,348	12%	19	15%	5	14%	2	7%	12	21%						
	3	Agree	5,689	51%	67	54%	14	38%	22	73%	31	55%						
	4	Strongly Agree	3,563	32%	34	28%	17	46%	6	20%	11	20%						
		Total	**11,209**		**123**		**37**		**30**		**56**							
I like talking to the teachers here	1	Strongly Disagree	434	4%	8	6%	2	5%	2	7%	4	7%	3.20	3.08	↓1.7%	3.30	3.33	2.81
	2	Disagree	1,118	10%	15	12%	2	5%	1	3%	12	20%						
	3	Agree	5,511	49%	62	49%	16	43%	12	40%	34	58%						
	4	Strongly Agree	4,229	37%	41	33%	17	46%	15	50%	9	15%						
		Total	**11,292**		**126**		**37**		**30**		**59**							
I feel safe at school	1	Strongly Disagree	588	5%	11	9%	2	5%	3	10%	6	10%	3.24	3.10	↑2.2%	3.57	3.10	2.80
	2	Disagree	1,085	10%	19	15%	2	5%	4	13%	13	22%						
	3	Agree	4,657	41%	43	34%	6	16%	10	33%	27	46%						
	4	Strongly Agree	4,953	44%	53	42%	27	73%	13	43%	13	22%						
		Total	**11,283**		**126**		**37**		**30**		**59**							

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FBISD SSES 2024 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Teacher-Student Relationships

			Frequency Distributions										Statistical Comparison of Mean Composite Scores					
			District		Campus		3rd Grade		4th Grade		5th Grade		District	Campus		3rd	4th	5th
Item wording or description	*Values*	*Response Options*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Mean*	*Mean*	*Change from 2023*	*Mean*	*Mean*	*Mean*
How much do you agree or disagree with the following statements																		
Teachers at my school care about the students	1	Strongly Disagree	300	3%	4	3%	2	5%	0	0%	2	3%	3.21	3.21	↓7.7%	3.57	3.43	2.88
	2	Disagree	562	5%	17	13%	1	3%	1	3%	15	25%						
	3	Agree	4,471	40%	53	42%	8	22%	15	50%	30	51%						
	4	Strongly Agree	5,905	53%	52	41%	26	70%	14	47%	12	20%						
		Total	**11,238**		**126**		**37**		**30**		**59**							

EMOTIONAL ENGAGEMENT:
Peer Support of Learning

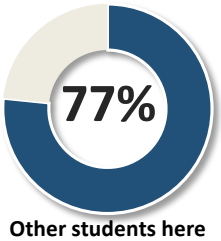
Peer Support of Learning

Questions in this dimension factor explore different elements of peer-to-peer relationships like how students treat, support, and interact with each other. These questions have similarities with the Positive Relationships with Other Students category in the Secondary Student Survey.

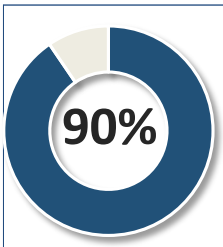
*Questions in the blue box are further broken down to look at the percentage of students who specifically responded that they "**strongly agree**" with the question statement by grade level.*

Peer Treatment

The degree to which students **agreed or strongly agreed** that they feel that other students value and care about them.



Other students here like me the way I am.
↑0.7%



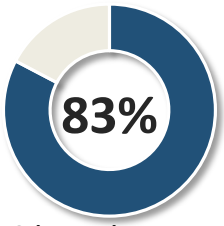
I enjoy talking to the students here.
↑2.0%

% of Students who Strongly Agree

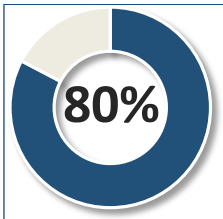
3rd	4th	5th
62%	53%	49%

Support from Students

The degree to which students **agreed or strongly agreed** that they feel their peers care and support them when needed.



Other students care about me.
↑3.3%



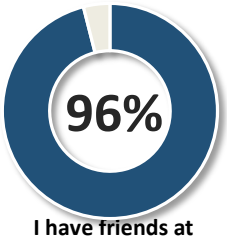
Students at my school are there for me when I need them.
↑5.2%

% of Students who Strongly Agree

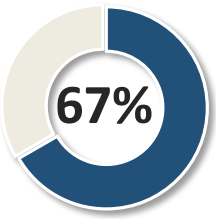
3rd	4th	5th
39%	27%	22%

Perceptions of Respect and Belonging

The degree to which students **agreed or strongly agreed** that they feel included in peer groups, respected by their peers, or connected to their peers.



I have friends at school.
↑1.0%



Students here respect what I have to say.
↑4.9%

% of Students who Strongly Agree

3rd	4th	5th
24%	27%	12%

FBISD SSES 2024 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Peer Support for Learning

			Frequency Distributions										Statistical Comparison of Mean Composite Scores					
			District		Campus		3rd Grade		4th Grade		5th Grade		District	Campus		3rd	4th	5th
Item wording or description	*Values*	*Response Options*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Mean*	*Mean*	*Change from 2023*	*Mean*	*Mean*	*Mean*
How much do you agree or disagree with the following statements																		
Other students here like me the way I am.	1	Strongly Disagree	624	6%	9	7%	2	5%	3	10%	4	7%	3.06	2.95	↑1.5%	2.81	2.93	3.05
	2	Disagree	1,463	13%	20	16%	10	27%	2	7%	8	14%						
	3	Agree	5,741	51%	63	51%	18	49%	18	62%	27	47%						
	4	Strongly Agree	3,380	30%	32	26%	7	19%	6	21%	19	33%						
		Total	**11,208**		**124**		**37**		**29**		**58**							
Other students care about me.	1	Strongly Disagree	526	5%	6	5%	2	5%	2	7%	2	3%	3.08	3.03	↑5.0%	3.16	3.00	2.97
	2	Disagree	1,273	11%	16	13%	3	8%	4	13%	9	15%						
	3	Agree	6,250	56%	73	57%	20	53%	16	53%	37	63%						
	4	Strongly Agree	3,181	28%	32	25%	13	34%	8	27%	11	19%						
		Total	**11,230**		**127**		**38**		**30**		**59**							
Students at my school are there for me when I need them.	1	Strongly Disagree	536	5%	5	4%	1	3%	1	3%	3	5%	3.07	3.04	↑6.1%	3.26	3.00	2.92
	2	Disagree	1,499	13%	21	16%	3	8%	6	20%	12	20%						
	3	Agree	5,843	52%	66	52%	19	50%	15	50%	32	53%						
	4	Strongly Agree	3,368	30%	36	28%	15	39%	13	27%	13	22%						
		Total	**11,246**		**128**		**38**		**30**		**60**							
Students here respect what I have to say.	1	Strongly Disagree	925	8%	14	11%	3	8%	2	7%	9	15%	2.83	2.75	↑4.2%	2.92	2.87	2.58
	2	Disagree	2,251	20%	28	22%	6	16%	8	27%	14	24%						
	3	Agree	5,899	53%	60	48%	19	51%	12	40%	29	49%						
	4	Strongly Agree	2,157	19%	24	19%	9	24%	8	27%	7	12%						
		Total	**11,232**		**126**		**37**		**30**		**59**							

FBISD SSES 2024 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Peer Support for Learning

			Frequency Distributions										Statistical Comparison of Mean Composite Scores					
			District		Campus		3rd Grade		4th Grade		5th Grade		District	Campus		3rd	4th	5th
Item wording or description	*Values*	*Response Options*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Mean*	*Mean*	*Change from 2023*	*Mean*	*Mean*	*Mean*
How much do you agree or disagree with the following statements																		
I enjoy talking to the students here.	1	Strongly Disagree	253	2%	5	4%	1	3%	1	3%	3	5%	3.47	3.40	↑3.1%	3.57	3.37	3.32
	2	Disagree	578	5%	7	6%	0	0%	3	10%	4	7%						
	3	Agree	4,060	36%	46	37%	13	35%	10	33%	23	39%						
	4	Strongly Agree	6,371	57%	68	54%	23	62%	16	53%	29	49%						
		Total	**11,262**		**126**		**37**		**30**		**59**							
I have friends at school.	1	Strongly Disagree	139	1%	1	1%	1	3%	0	0%	0	0%	3.67	3.71	↑4.8%	3.76	3.67	3.69
	2	Disagree	285	3%	4	3%	0	0%	2	7%	2	3%						
	3	Agree	2,680	24%	26	21%	6	16%	6	20%	14	24%						
	4	Strongly Agree	8,156	72%	95	75%	30	81%	22	73%	43	73%						
		Total	**11,260**		**126**		**37**		**30**		**59**							

EMOTIONAL ENGAGEMENT:
Family Support of Learning

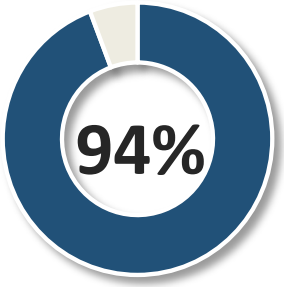
Family Support of Learning

Questions in this dimension factor explore the degree in which students feel supported at home from their parent(s) and/or guardian(s) about school issues and events.

*Questions in the table further break down individual questions to look at the percentage of students who specifically responded that they **"strongly agree" or "agree"** with the question statement.*

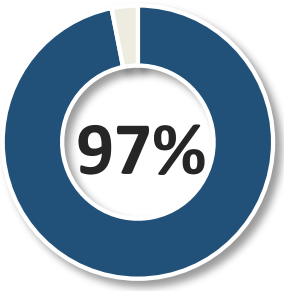
Family Support of Learning

The degree to which students **agreed or strongly agreed** that they feel that their family supports them in their education.



When I have problems at school, my family/ guardian(s) are ready to help me.

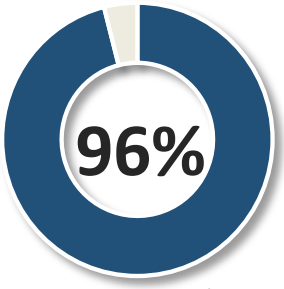
↑3.1%



My family/ guardian(s) are there for me when I need them.

↓1.5%

Agree	Strongly Agree
28%	69%



My family/ guardian(s) want to know when something good happens at school.

↑2.6%

My family/ guardian(s) want me to keep trying when things are tough at school.

↑2.8%

Agree	Strongly Agree
30%	68%

FBISD SSES 2024 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Family Support for Learning

Item wording or description	Values	Response Options	Frequency Distributions: District Count	District %	Campus Count	Campus %	3rd Grade Count	3rd Grade %	4th Grade Count	4th Grade %	5th Grade Count	5th Grade %	Statistical Comparison of Mean Composite Scores: District Mean	Campus Mean	Change from 2023	3rd Mean	4th Mean	5th Mean
How much do you agree or disagree with the following statements																		
My family/ guardian(s) are there for me when I need them.	1	Strongly Disagree	80	1%	2	2%	0	0%	1	3%	1	2%	3.66	3.64	↑1.7%	3.71	3.63	3.60
	2	Disagree	273	2%	2	2%	1	3%	0	0%	1	2%						
	3	Agree	3,060	27%	36	28%	9	24%	8	27%	19	32%						
	4	Strongly Agree	7,914	70%	88	69%	28	74%	21	70%	39	65%						
		Total	**11,327**		**128**		**38**		**30**		**60**							
My family/ guardian(s) want to know when something good happens at school.	1	Strongly Disagree	147	1%	1	1%	1	3%	0	0%	0	0%	3.58	3.56	↑3.4%	3.59	3.60	3.51
	2	Disagree	404	4%	4	3%	0	0%	2	7%	2	3%						
	3	Agree	3,530	31%	45	36%	12	32%	8	27%	25	42%						
	4	Strongly Agree	7,181	64%	76	60%	24	65%	20	67%	32	54%						
		Total	**11,262**		**126**		**37**		**30**		**59**							
When I have problems at school, my family/ guardian(s) are ready to help me.	1	Strongly Disagree	200	2%	2	2%	1	3%	0	0%	1	2%	3.54	3.52	↑2.3%	3.54	3.77	3.39
	2	Disagree	539	5%	5	4%	1	3%	0	0%	4	7%						
	3	Agree	3,531	31%	42	34%	11	31%	7	23%	24	42%						
	4	Strongly Agree	6,975	62%	73	60%	22	63%	23	77%	28	49%						
		Total	**11,245**		**122**		**35**		**30**		**57**							
My family/ guardian(s) want me to keep trying when things are tough at school.	1	Strongly Disagree	91	1%	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	3.69	3.67	↑3.1%	3.76	3.73	3.58
	2	Disagree	210	2%	2	2%	0	0%	0	0%	2	3%						
	3	Agree	2,839	25%	38	30%	9	24%	8	27%	21	36%						
	4	Strongly Agree	8,102	72%	86	68%	28	76%	22	73%	36	61%						
		Total	**11,242**		**126**		**37**		**30**		**59**							

EMOTIONAL ENGAGEMENT:
Disaffection

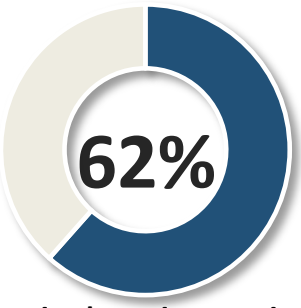
Disaffection

Questions in this dimension factor explore the degree in which students feel disconnected from the learning and feelings of success. These questions are framed in the negative and are scored used reversed values.

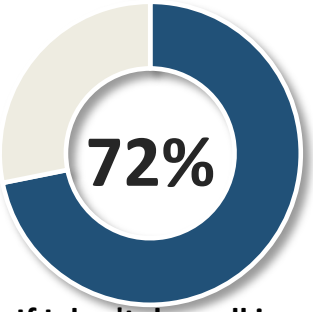
*Questions in the blue box are further broken down to look at the percentage of students who specifically responded that they "**STRONGLY DISAGREE**" with the question statement by grade level.*

Disaffection

The degree to which students **DISAGREED OR STRONGLY DISAGREED** that they feel unprepared or unskilled in their education. These questions are framed in the negative so for example 71% of **student DISAGREED OR STRONGLY DISAGREED** that they don't understand the grades they get means that 71% of students DO understand the grades they receive.



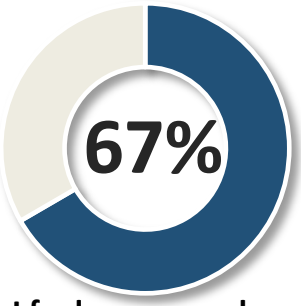
I don't understand why I get the grades I do.
↓3.2%



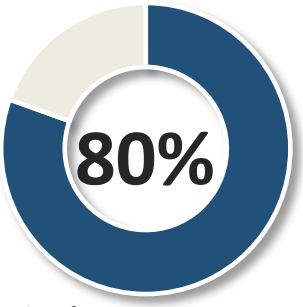
If I don't do well in school it's because I'm not smart.
↓2.2%

% of Students who Strongly DISAGREE

3rd	4th	5th
45%	50%	25%



I feel nervous when I'm at school.
↑3.3%



I don't pay attention during class.
↓5.8%

% of Students who Strongly DISAGREE

3rd	4th	5th
50%	43%	37%

FBISD SSES 2024 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Disaffection

			Frequency Distributions										Statistical Comparison of Mean Composite Scores					
			District		Campus		3rd Grade		4th Grade		5th Grade		District	Campus		3rd	4th	5th
Item wording or description	*Values*	*Response Options*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Mean*	*Mean*	*Change from 2023*	*Mean*	*Mean*	*Mean*
How much do you agree or disagree with the following statements																		
If I don't do well in school it's because I'm not smart.	4	Strongly Disagree	4,510	40%	47	37%	17	45%	15	50%	15	25%	3.13	3.03	↑1.4%	3.13	3.40	2.78
	3	Disagree	4,472	40%	45	35%	11	29%	12	40%	22	37%						
	2	Agree	1,622	14%	29	23%	8	21%	3	10%	18	30%						
	1	Strongly Agree	688	6%	7	5%	2	5%	0	0%	5	8%						
		Total	**11,292**		**128**		**38**		**30**		**60**							
I don't pay attention during class.	4	Strongly Disagree	5,098	45%	54	42%	19	50%	13	43%	22	37%	3.28	3.19	↓0.7%	3.32	3.17	3.12
	3	Disagree	4,576	41%	49	38%	14	37%	9	30%	26	43%						
	2	Agree	1,235	11%	20	16%	3	8%	8	27%	9	15%						
	1	Strongly Agree	340	3%	5	4%	2	5%	0	0%	3	5%						
		Total	**11,249**		**128**		**38**		**30**		**60**							
I feel nervous when I'm at school.	4	Strongly Disagree	3,575	32%	33	26%	6	16%	9	30%	18	31%	2.90	2.81	↑0.6%	2.54	2.93	2.92
	3	Disagree	4,156	37%	51	40%	15	41%	13	43%	23	39%						
	2	Agree	2,320	21%	27	21%	9	24%	5	17%	13	22%						
	1	Strongly Agree	1,193	11%	15	12%	7	19%	3	10%	5	8%						
		Total	**11,244**		**126**		**37**		**30**		**59**							
I don't understand why I get the grades I do.	4	Strongly Disagree	4,056	36%	37	30%	11	31%	7	32%	19	32%	2.96	2.72	↓4.8%	2.69	2.70	2.75
	3	Disagree	3,950	35%	40	32%	10	28%	13	29%	17	29%						
	2	Agree	1,950	17%	24	19%	8	22%	4	20%	12	20%						
	1	Strongly Agree	1,296	12%	24	19%	7	19%	6	19%	11	19%						
		Total	**11,252**		**125**		**36**		**30**		**59**							

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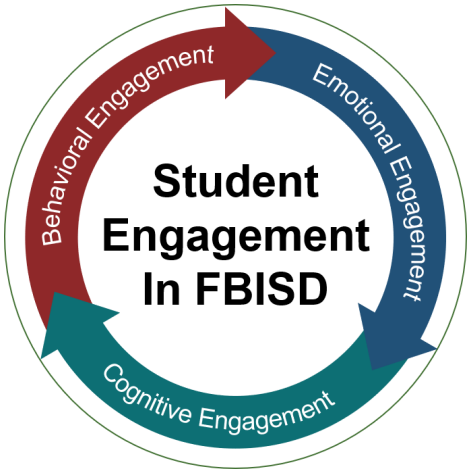
COGNITIVE ENGAGEMENT DIMENSION OVERVIEW



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.

In FBISD, this looks like…

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

↑0.7%

Overall Cognitive Engagement
3.55

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*

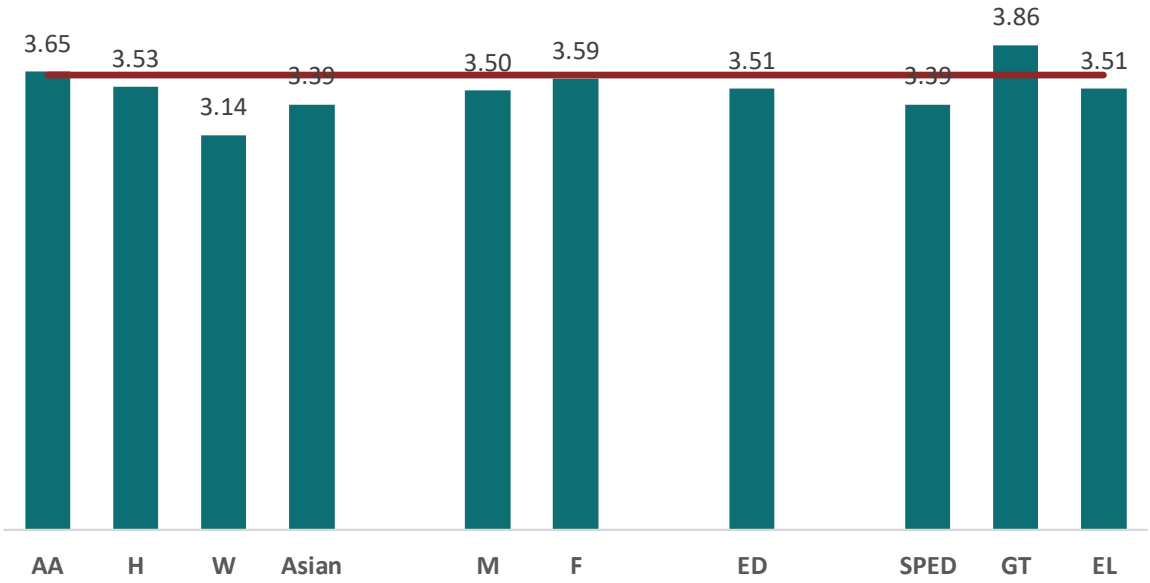
↓0.9%

Future Goals
3.53

↑4.7%

Intrinsic Motivation
3.58

Cognitive Engagement by Student Groups



Change in Mean from 2023	
AA	↑2.1%
Hispanic	↑0.6%
White	↓6.1%
Asian	↓0.6%
Male	↑0.0%
Female	↑1.1%
ED	↑0.4%
SPED	↑1.5%
GT	↑3.1%
EL	↑0.4%

** Red line represents the overall average score*

COGNITIVE ENGAGEMENT:
Future Goals and Aspirations

Future Goals and Aspirations

Questions in this dimension factor explore the degree in which students feel that their education will help them move through education and into life.

*Questions in the blue box are further broken down to look at the percentage of students who specifically responded that they **"strongly agree"** with the question statement by grade level.*

Post-High School Plans

The degree to which students **agreed or strongly agreed** that they feel that continuing education after high school in important

I plan to go to college after I graduate from high school.

↓3.9%

Continuing to learn after high school is important.

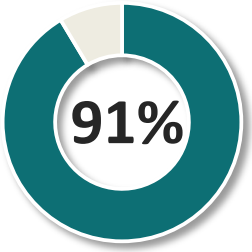
↓5.1%

% of Students who Strongly Agree

3rd	4th	5th
70%	67%	58%

Future Goals

The degree to which students **agree or strongly agree** that they feel their education will help them to be successful in future goals.

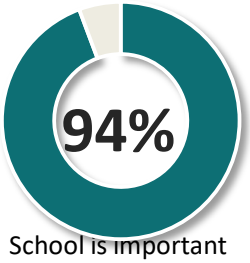


My education will create many chances for me to reach my future goals.

↓2.1%

I am hopeful about my future.

↑2.3%



School is important for reaching my future goals.

↑0.4%

% of Students who Strongly Agree

3rd	4th	5th
68%	73%	54%

FBISD SSES 2024 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Future Goals and Aspirations

			Frequency Distributions										Statistical Comparison of Mean Composite Scores					
			District		Campus		3rd Grade		4th Grade		5th Grade		District	Campus		3rd	4th	5th
Item wording or description	*Values*	*Response Options*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Mean*	*Mean*	*Change from 2023*	*Mean*	*Mean*	*Mean*
How much do you agree or disagree with the following statements																		
My education will create many chances for me to reach my future goals.	1	Strongly Disagree	200	2%	2	2%	1	3%	0	0%	1	2%	3.55	3.49	↓1.6%	3.68	3.47	3.38
	2	Disagree	565	5%	9	7%	0	0%	3	10%	6	10%						
	3	Agree	3,313	29%	41	32%	9	24%	10	33%	22	37%						
	4	Strongly Agree	7,179	64%	76	59%	28	74%	17	57%	31	52%						
		Total	**11,257**		**128**		**38**		**30**		**60**							
Continuing to learn after high school is important.	1	Strongly Disagree	122	1%	4	3%	3	8%	0	0%	1	2%	3.65	3.51	↓1.9%	3.54	3.63	3.42
	2	Disagree	345	3%	8	6%	0	0%	1	3%	7	12%						
	3	Agree	2,918	26%	34	27%	8	22%	9	30%	17	29%						
	4	Strongly Agree	7,896	70%	80	63%	26	70%	20	67%	34	58%						
		Total	**11,281**		**126**		**37**		**30**		**59**							
I plan to go to college after I graduate from high school.	1	Strongly Disagree	245	2%	7	6%	1	3%	1	3%	5	9%	3.62	3.45	↓0.1%	3.54	3.60	3.32
	2	Disagree	457	4%	8	6%	3	8%	2	7%	3	5%						
	3	Agree	2,593	23%	31	25%	8	22%	5	17%	18	32%						
	4	Strongly Agree	7,990	71%	78	63%	25	68%	22	73%	31	54%						
		Total	**11,285**		**124**		**37**		**30**		**57**							
School is important for reaching my future goals.	1	Strongly Disagree	182	2%	4	3%	1	3%	0	0%	3	5%	3.63	3.61	↓1.1%	3.75	3.77	3.44
	2	Disagree	346	3%	3	2%	0	0%	1	3%	2	4%						
	3	Agree	2,897	26%	30	24%	6	17%	5	17%	19	33%						
	4	Strongly Agree	7,742	69%	86	70%	29	81%	24	80%	33	58%						
		Total	**11,167**		**123**		**36**		**30**		**57**							

FBISD SSES 2024 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Future Goals and Aspirations

			Frequency Distributions										Statistical Comparison of Mean Composite Scores					
			District		Campus		3rd Grade		4th Grade		5th Grade		District	Campus		3rd	4th	5th
Item wording or description	*Values*	*Response Options*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Mean*	*Mean*	*Change from 2023*	*Mean*	*Mean*	*Mean*
How much do you agree or disagree with the following statements																		
I am hopeful about my future.	1	Strongly Disagree	155	1%	2	2%	0	0%	1	3%	1	2%	3.62	3.59	↓0.2%	3.81	3.47	3.51
	2	Disagree	371	3%	2	2%	0	0%	0	0%	2	3%						
	3	Agree	3,027	27%	42	33%	7	19%	13	43%	22	37%						
	4	Strongly Agree	7,587	68%	80	63%	30	81%	16	53%	34	58%						
		Total	**11,140**		**126**		**37**		**30**		**59**							

COGNITIVE ENGAGEMENT:
Intrinsic Motivation

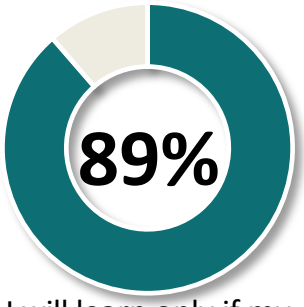
Intrinsic Motivation

In this cognitive engagement factor, students were asked about the impact rewards have on their learning.

*Questions in the blue box are further broken down to look at the percentage of students who specifically responded that they **"strongly DISAGREE"** with the question statement by grade level.*

Impact of Rewards

The degree to which students **DISAGREED or STRONGLY DISAGREED** that rewards were needed from either parents are teachers for students to learn.



I will learn only if my teachers give me a reward.

↓0.2%

% of Students who Strongly Disagree

3rd	4th	5th
92%	93%	84%

I will learn only if my parent/ guardian(s) give me a reward.

↑0.2%

% of Students who Strongly Disagree

3rd	4th	5th
61%	57%	58%

FBISD SSES 2024 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Intrinsic Motivation

			Frequency Distributions										Statistical Comparison of Mean Composite Scores				
			District		Campus		3rd Grade		4th Grade		5th Grade		District		3rd	4th	5th
Item wording or description	*Values*	*Response Options*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Mean*	*Change from 2023*	*Mean*	*Mean*	*Mean*
How much do you agree or disagree with the following statements																	
I will learn only if my teachers give me a reward.	1	Strongly Agree	445	4%	5	4%	3	8%	0	0%	2	4%	3.76	↑10.8%	3.75	3.87	3.65
	2	Agree	608	6%	9	7%	0	0%	2	7%	7	12%					
	3	Disagree	0	0%	0	0%	0	0%	0	0%	0	0%					
	4	Strongly Disagree	9,499	90%	109	89%	33	92%	28	93%	48	84%					
		Total	**10,552**		**123**		**36**		**30**		**57**						
I will learn only if my parent/guardian(s) give me a reward.	1	Strongly Agree	509	5%	7	6%	5	14%	1	3%	1	2%	3.50	↓0.8%	3.31	3.50	3.51
	2	Agree	530	5%	3	2%	1	3%	0	0%	2	3%					
	3	Disagree	2,708	26%	42	34%	8	22%	12	40%	22	37%					
	4	Strongly Disagree	6,794	64%	73	58%	22	61%	17	57%	34	58%					
		Total	**10,541**		**125**		**36**		**30**		**59**						

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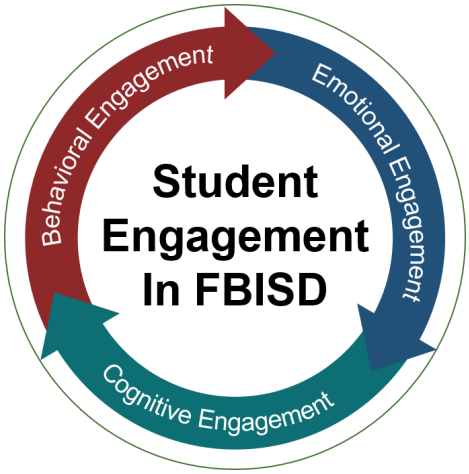
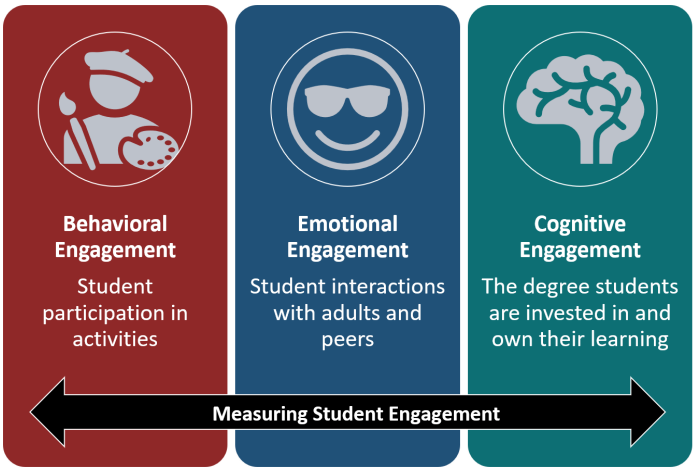
STUDENT GROUPS:
Engagement Dimensions & Factors



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

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



In this section you will find:

- Areas of Student Academic and Instructional Interests,
- Student Retention Information
- Health and Wellness Behaviors

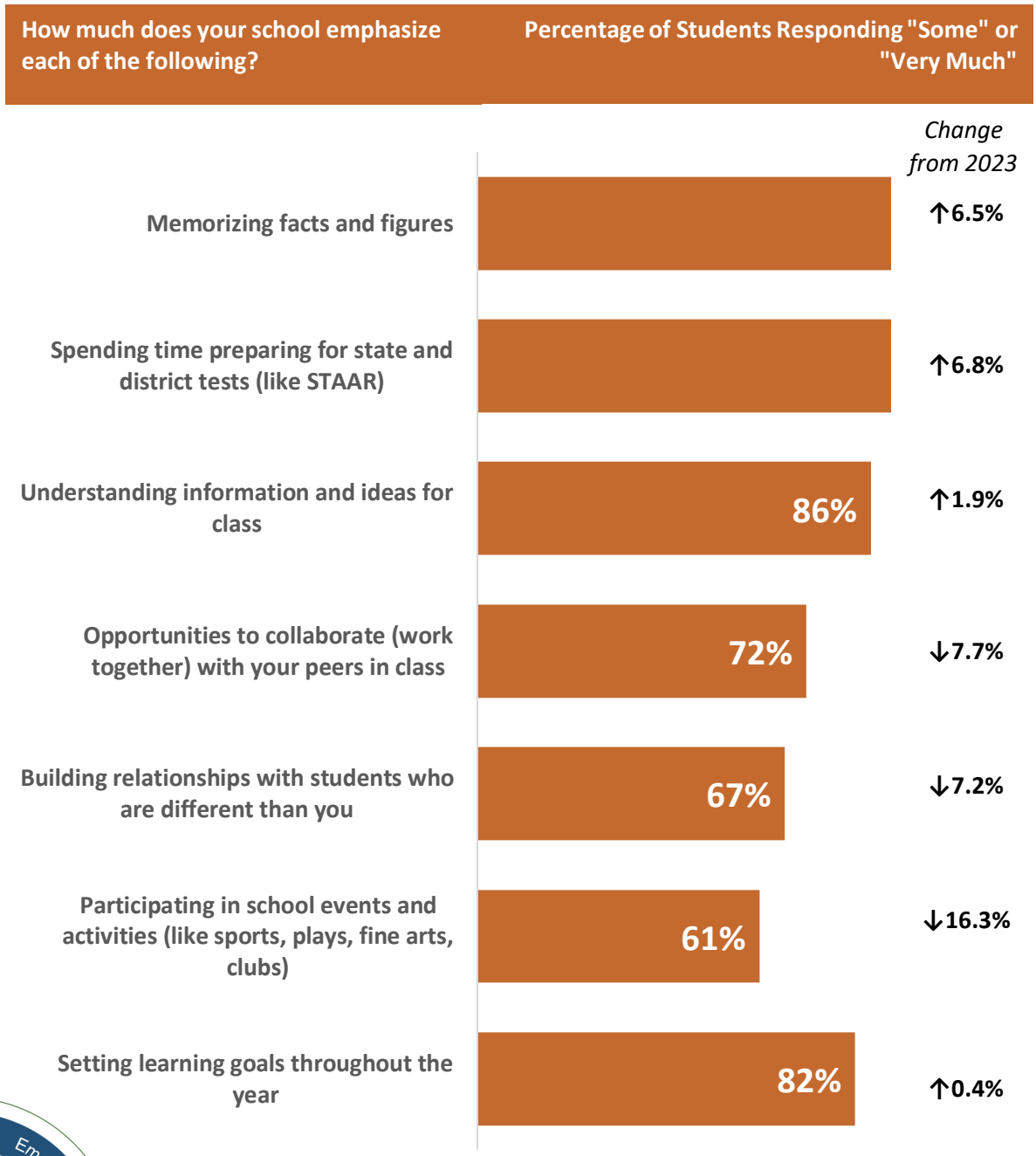
The Student Engagement Score below will be helpful as you review items in the next section of this report. The student engagement scale gives you a perspective on the levels of engagement that students expressed within each dimension

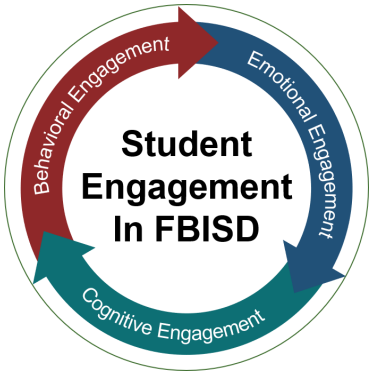
Student Engagment Score Scale			
Very Low	**Low**	**Mod**	**High**
1.0 - 1.75	*1.76 - 2.50*	*2.51 - 3.25*	*3.26 - 4.0*

Other Student Academic Interests & Engagement

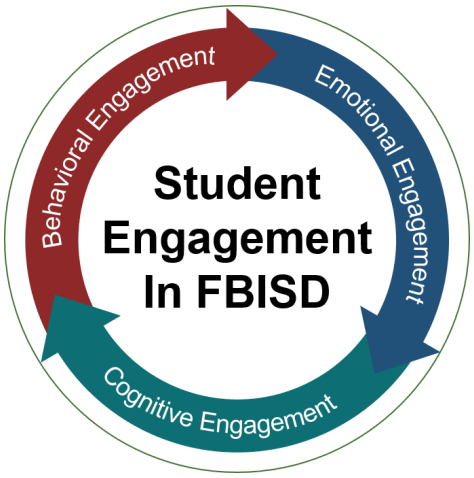
Impacts of School Focus

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



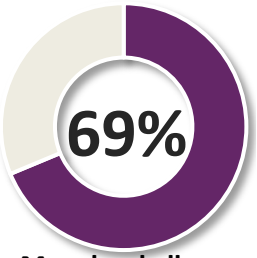


Perceptions on Health and Wellness



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

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

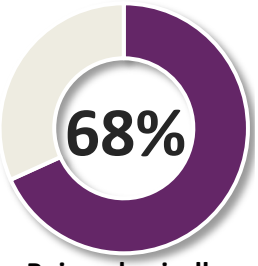


My school allows me at least 20 minutes to eat
↓19.8%

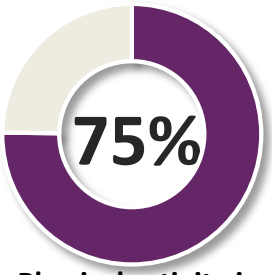
Physical Activity

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

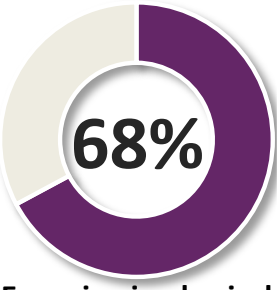
% of Students responding their school emphasizes the following "Some" or "Very Much":



Being physically active, using movement to help you learn
↓8.1%



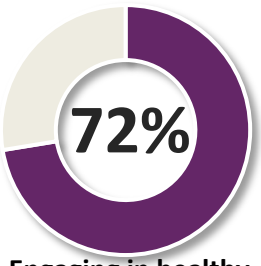
Physical activity is included during class time
↑1.8%



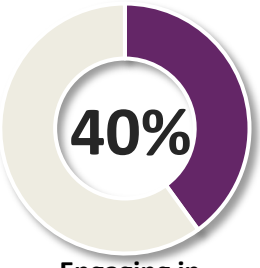
Engaging in physical activity (walking, moving around) or using body movement to learn
↓3.5%

Healthy Habits

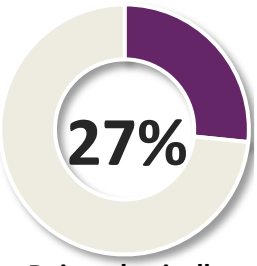
The degree to which students felt their campus put **some or very much** of an emphasis on some wellness practices, as well as the degree to which students agreed or strongly agreed that they get at least 20 minutes to eat lunch



Engaging in healthy eating habits
↓8.0%



Engaging in mindfulness or stress reducing moments
↓10.5%



Being physically active for greater than 3 hours a
↓11.6%

FBISD SSES 2024 Item Frequencies and Statistical Comparisons

Health and Wellness: Individual Item Breakdown

Health and Wellness Questions

Item wording or description	Values	Response Options	District Count	District %	Campus Count	Campus %	3rd Grade Count	3rd Grade %	4th Grade Count	4th Grade %	5th Grade Count	5th Grade %
How much do you agree or disagree with the following statements?												
My school helps me understand how to be healthy (exercise, eat right, brush teeth, sleep well, think positive thoughts	1	Strongly Disagree	487	4%	8	6%	1	3%	0	0%	7	12%
	2	Disagree	1,231	11%	19	15%	3	8%	3	10%	13	22%
	3	Agree	4,624	41%	52	41%	14	37%	11	37%	27	45%
	4	Strongly Agree	4,938	44%	49	38%	20	53%	16	53%	13	22%
		Total	**11,280**		**128**		**38**		**30**		**60**	
Physical activity is included during class time (brain breaks, movement activities)	1	Strongly Disagree	992	9%	15	12%	1	3%	1	3%	13	22%
	2	Disagree	2,166	19%	16	13%	5	14%	0	0%	11	19%
	3	Agree	4,669	42%	52	42%	19	53%	14	47%	19	32%
	4	Strongly Agree	3,376	30%	42	34%	11	31%	15	50%	16	27%
		Total	**11,203**		**125**		**36**		**30**		**59**	
My school allows me at least 20 minutes to eat lunch	1	Strongly Disagree	595	5%	13	10%	2	5%	0	0%	11	18%
	2	Disagree	924	8%	27	21%	6	16%	2	7%	19	32%
	3	Agree	3,537	31%	39	30%	12	32%	8	27%	19	32%
	4	Strongly Agree	6,176	55%	49	38%	18	47%	20	67%	11	18%
		Total	**11,232**		**128**		**38**		**30**		**60**	
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 we												
Being physically active (exercise, sports, walking, running, playing outside)	1	1 Hr or less	2,920	26%	38	31%	19	51%	5	17%	14	25%
	2	2-3 Hours	4,145	37%	53	43%	9	24%	17	57%	27	47%
	3	4-7 Hours	2,377	21%	16	13%	4	11%	2	7%	10	18%
	4	8 or more Hours	1,756	16%	17	14%	5	14%	6	20%	6	11%
		Total	**11,198**		**124**		**37**		**30**		**57**	

FBISD SSES 2024 Item Frequencies and Statistical Comparisons

Health and Wellness Questions: Individual Item Breakdown

Health and Wellness Questions

			District		Campus		3rd Grade		4th Grade		5th Grade	
Item wording or description	*Values*	*Response Options*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*
How much do each of the following classroom activities and assignments interest or engage you?												
Being physically active, using movement to help you learn	1	Not at All	828	7%	17	13%	8	21%	1	3%	8	14%
	2	Very Little	1,859	17%	23	18%	6	16%	5	17%	12	21%
	3	Some	3,599	32%	47	37%	14	37%	12	40%	21	36%
	4	Very Much	4,927	44%	39	31%	10	26%	12	40%	17	29%
		Total	**11,213**		**126**		**38**		**30**		**58**	
How much does your school emphasize the following?												
Engaging in physical activity (walking, moving around) or using body movement to learn	1	Not at All	782	7%	14	11%	6	16%	0	0%	8	14%
	2	Very Little	2,238	20%	27	22%	8	22%	3	10%	16	28%
	3	Some	4,082	37%	55	44%	10	27%	22	73%	23	40%
	4	Very Much	4,023	36%	29	23%	13	35%	5	17%	11	19%
		Total	**11,125**		**125**		**37**		**30**		**58**	
Engaging in healthy eating habits (eating breakfast/lunch, eating a variety of foods)	1	Not at All	681	6%	12	9%	6	16%	0	0%	6	10%
	2	Very Little	1,871	17%	23	18%	3	8%	4	13%	16	27%
	3	Some	4,098	37%	48	38%	12	32%	16	53%	20	34%
	4	Very Much	4,534	41%	44	35%	17	45%	10	33%	17	29%
		Total	**11,184**		**127**		**38**		**30**		**59**	
Engaging in mindfulness or stress reducing moments	1	Not at All	1,278	11%	20	16%	6	16%	0	0%	14	25%
	2	Very Little	4,133	37%	55	44%	16	42%	18	60%	21	37%
	3	Some	2,841	25%	30	24%	9	24%	6	20%	15	26%
	4	Very Much	2,943	26%	20	16%	7	18%	6	20%	7	12%
		Total	**11,195**		**125**		**38**		**30**		**57**	

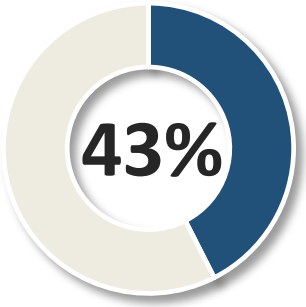
Student Retention Information

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 2,900 open ended elementary 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 to describe the frequency to which students have considered transferring to another school.



Percent of Students who Sometimes or Often Considered Transferring Schools.

↑5.0%

Breakdown Student Responses

Never	Rarely	Sometimes	Often
40%	17%	24%	18%

Campus Highlights

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

Name of Campus	Percent of Students Responding Sometimes or Often
Glover	56%
Burton	51%
Blue Ridge-Briargate	50%
Parks	45%
Patterson	45%

Student Retention Information

Student Response Qualitative Analysis

Over 4,500 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 graphics below highlight common trends and patterns within each of the student response themes and includes student examples for the most common themes for why they wanted to transfer to a different school.

Themes Student Reported Reasons	Percent of 2024 Responses
People	40%
Personal	25%
School	15%
Safety	10%
Instruction	7%
Policies	6%
Programs	3%

People (40%)

Elementary students stated difficulty with interpersonal relationships, particularly with their peers, as reason to transfer.

- *"I get picked on a lot and the school doesn't do anything about it."*
- *"I don't have any friends and feel left out."*
- *"My teacher doesn't like me."*

Personal (25%)

Student responses included reasons unrelated to school such as moving or wanting a new start.

- *"My family is relocating to a new city."*
- *"I just need a change of scenery."*

School (12%)

Some students a general dissatisfaction with the school environment or facilities.

- *"The school is really old and run down."*
- *"There are too many kids in each class."*
- *"The vibe at this school just isn't for me."*

Safety (8%)- Some students expressed concerns around issues with student behavior or violence and a lack of supervision/security.

Instruction (5%)- A few student responses emphasized that the learning experiences were boring, there wasn't enough support, and concerns about teacher knowledge of their subject.

Policies (3%)- Students disagreed school policies (dress code) and felt that the discipline practices were unfair.

Programs (2%)- The most common student responses centered around programs were about the lack of advanced courses offered, and the quality of afterschool activities.

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Student Retention Information

Question:
Have 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
Glover	33%	12%	32%	24%	104	56%
Burton	33%	16%	29%	22%	147	51%
Blue Ridge-Briargate	37%	13%	27%	23%	134	50%
Parks	39%	16%	25%	21%	183	45%
Patterson	38%	17%	25%	20%	187	45%
Heritage Rose	39%	16%	25%	20%	343	45%
Mission Bend-Glen	41%	17%	25%	17%	126	42%
Quail Valley ES	41%	18%	21%	20%	125	41%
Dulles ES	42%	19%	24%	15%	212	39%
Jordan	46%	17%	21%	16%	121	37%
EA Jones	47%	16%	22%	15%	144	37%
Goodman	46%	18%	23%	14%	225	36%
Hunters Glen	47%	16%	24%	12%	97	36%
Fleming	51%	13%	20%	15%	143	36%
Seguin	42%	23%	20%	15%	299	35%
Armstrong*	51%	16%	20%	13%	145	33%
Palmer	45%	22%	21%	12%	249	33%
Holley	51%	16%	20%	13%	158	33%
Townewest	48%	19%	23%	10%	140	33%
Alyssa Ferguson*	50%	18%	22%	11%	243	33%
Ridgemont	57%	11%	20%	12%	114	32%
Barrington Place*	49%	20%	21%	11%	141	31%
Schiff	53%	16%	18%	13%	307	31%
Lexington Creek	56%	15%	22%	8%	171	29%
Leonetti	53%	19%	18%	10%	268	29%
Ridgegate	60%	12%	12%	17%	95	28%
Sugar Mill	46%	26%	18%	10%	182	27%
Mission West	62%	11%	20%	7%	113	27%
Oakland	52%	21%	19%	9%	350	27%
Neill	55%	18%	16%	11%	409	27%

Question:
Have 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
Austin Parkway*	57%	16%	20%	8%	240	27%
Oyster Creek	52%	23%	17%	8%	232	25%
Sonal Bhuchar	53%	23%	16%	8%	226	25%
Sullivan	56%	20%	18%	7%	470	24%
Drabek	57%	19%	16%	8%	158	24%
Colony Meadows+	56%	20%	16%	8%	281	24%
Lantern Lane	60%	17%	10%	14%	84	24%
Malala	61%	16%	17%	6%	379	22%
Settlers Way	57%	22%	13%	8%	246	21%
Pecan Grove	57%	22%	13%	9%	256	21%
Walker Station	61%	18%	14%	7%	311	21%
Highlands	52%	27%	14%	7%	221	21%
Brazos Bend+	59%	20%	15%	5%	240	20%
Colony Bend+	66%	14%	14%	6%	160	20%
Madden	58%	23%	15%	5%	355	19%
Lakeview	60%	21%	14%	5%	101	19%
Scanlan Oaks	64%	19%	10%	7%	311	17%
Sienna Crossing	66%	17%	12%	5%	432	17%
Meadows	65%	18%	10%	7%	153	16%
Commonwealth+	68%	18%	11%	2%	326	14%
Cornerstone	68%	19%	11%	2%	347	13%
FBISD Elementary Total	**54%**	**19%**	**18%**	**10%**	**11208**	**28%**

Notes:
** Indicates that the campus was ranked in top 5 highest number of students responding sometimes or often considering transferring in 2022 – 23.*
+ Indicates that the campus was ranked in the 6-10 range of the highest number of students responding sometimes or often considering transferring in 2022 – 23.