

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

**DISTRICT**

**Administered April 2023**

## 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	<ul style="list-style-type: none"><li>No individual factors</li></ul>
Emotional Engagement	<ul style="list-style-type: none"><li>Teacher Student Relationships</li><li>Peer Support for Learning</li><li>Family Support for Learning</li><li>Disaffection</li></ul>
Cognitive Engagement	<ul style="list-style-type: none"><li>Future Goals and Aspirations</li><li>Intrinsic Motivation</li></ul>

## 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 2022 results. On the last table of the chart, student groups were compared to the district average for statistical significance and effect size. 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, student group, 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

<b>Overview of Report</b>	p. 1-2	Displays how to use the document to explore and compare student responses between elementary grade students to the district average.
<b>Introduction to Engagement</b>	p. 3-9	Provides background information about how student engagement is defined in FBISD and other evidence that can be used to triangulate the responses from this survey.
<b>Engagement Dimensions &amp; Factors</b>	p. 10-30	<p>Detailed views of the student engagement dimensions and factors are provided for students within the district and can offer insights into student perceptions of learning in FBISD. These views include:</p> <p><b>DESCRIPTIONS</b> A description of the student engagement dimensions, factors and relative connections in FBISD are provided.</p> <p><b>SCORES</b> The average scores for each dimension and factor are provided based on the 4-point scale. Student scores ranged from very low (1), to high (4) levels of engagement.</p> <p><b>MEAN COMPARISONS</b> 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)</p> <p><b>INDIVIDUAL ITEM BREAKDOWNS</b> Responses to each item are included that shows the values and frequency distribution of student responses for each group.</p>
<b>Learning Walk Components</b>	p.31-35	Detailed views of student engagement survey responses that connect to the Learning Walk Team process are provided including individual item analysis and connections to the Learning Walk observational tool.
<b>Comparison of Engagement Dimensions by Student Groups</b>	p. 36-37	Comparisons with student average scores for each dimension and factor are included for various student groups with tests for significance and effect size included.
<b>Health and Wellness *NEW 2023*</b>	p. 38-40	Questions were added this year to explore student perceptions on health and wellness topics including physical activity, healthy habits, lunch, and mental well-being.
<b>Other Student Academic Interests</b>	p. 41-42	Some student items are not included in the dimension or factor scores but may be useful for informing other decisions.
<b>Student Retention Perceptions</b>	p. 43-47	Analysis of student responses to questions about if students have considered transferring to another school and why.

## Introduction to Student Engagement in FBISD

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

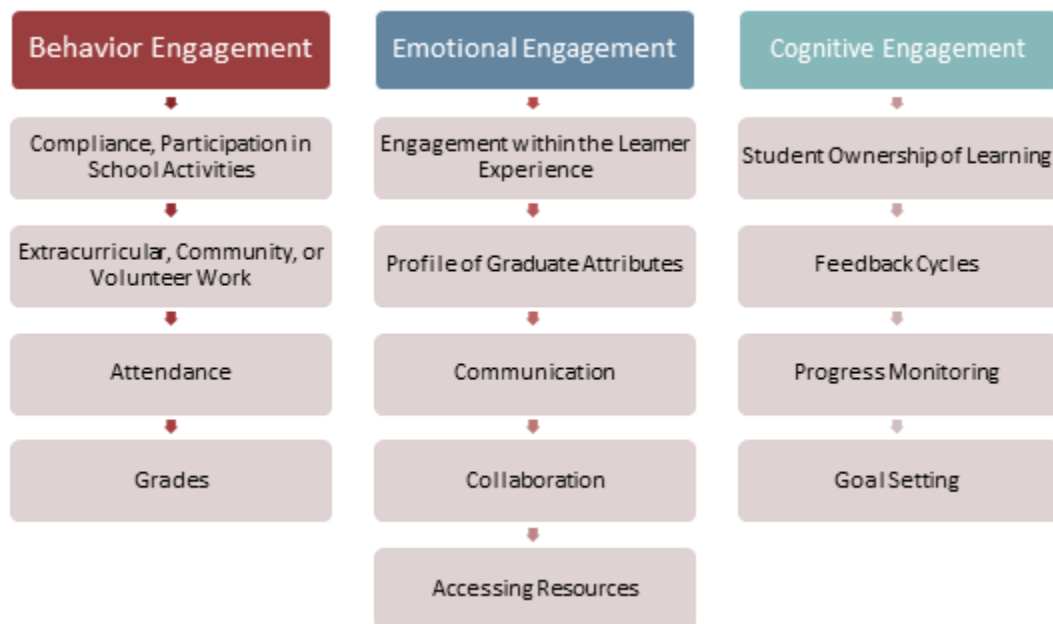
### Multiple Components of Student Engagement

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

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

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

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



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

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

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

## Student Engagement Indicators: Overview

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

### FBISD Student Dimension and Factor Scores

Mean Comparisons		Statistical Comparison						
Engagement Category	Engagement Indicator	District	Statistical comparisons of means between the grade levels					
			3rd Grade		4th Grade		5th Grade	
		Mean	Mean	Effect Size	Mean	Effect Size	Mean	Effect Size
Behavioral Engagement	Overall Behavioral Engagement Dimension	2.41	2.40	--	2.41	--	2.42	--
	Overall Emotional Engagement Dimension	3.29	3.35	*** ▲	3.30	*** ▲	3.24	*** ▼
Emotional Engagement	Teacher Student Relationships	3.25	3.34	*** ▲	3.26	*** ▲	3.15	*** ▼
	Peer Support for Learning	3.17	3.21	* △	3.17	*** ▽	3.14	* ▽
	Family Support for Learning	3.58	3.59	--	3.59	* △	3.57	--
	Disaffection	3.06	3.09	--	3.07	--	3.02	*** ▽
Cognitive Engagement	Overall Cognitive Engagement Dimension	3.58	3.59	--	3.59	--	3.57	* ▽
	Future Goals and Aspirations	3.62	3.63	--	3.62	--	3.60	--
	Intrinsic Motivation	3.50	3.48	--	3.60	--	3.49	--

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$  ; 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 4<sup>th</sup> and 5<sup>th</sup> grade student groups. “\*” indicates that it the least significant relationship was  $p < .05$  compared to either 4<sup>th</sup> or 5<sup>th</sup> 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 grade students with a small 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**  
INSPIRE • EQUIP • IMAGINE

**FBISD SSES 2023 Item Frequencies and Statistical Comparisons**  
**Behavioral Engagement: Individual Item Breakdown**

**Behavioral Engagement**

Item wording or description	Values	Response Options	Frequency Distributions						Statistical Comparison of Mean Composite Scores			
			District	3rd Grade	4th Grade	5th Grade	District	3rd	4th	5th		
			Count	%	Count	%	Count	Mean	Change from 2022	Mean	Mean	
How often do you come to class and find yourself without what you need to do classwork?	1	Usually	582	7%	349	10%	260	7%	173	4%		
	1.75	Often	277	8%	231	6%	236	6%				
	2.5	About half the time	1,018	9%	355	10%	347	9%	316	8%		
	3.25	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%		
		<b>Total</b>	<b>11,120</b>		<b>3,537</b>		<b>3,700</b>		<b>3,883</b>			
Without reading materials.	1	Usually	582	5%	244	7%	192	4%	146	4%		
	1.75	Often	609	5%	232	7%	195	5%	182	5%		
	2.5	About half the time	852	8%	293	8%	271	7%	288	7%		
	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%		
		<b>Total</b>	<b>11,093</b>		<b>3,527</b>		<b>3,688</b>		<b>3,878</b>			
Without your homework done	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%		
	3.25	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%		
		<b>Total</b>	<b>11,051</b>		<b>3,510</b>		<b>3,679</b>		<b>3,862</b>			

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

### 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 emphasize connections, identify gaps, and dig deeper to understand a more complete view of student engagement.

### Survey Evidence

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

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

**Elementary Student Engagement Instrument (SEI-E).** At the elementary level, student engagement is measured through an emphasis on emotional or affective and cognitive engagement. Due to differences in the psychological development of students, the exact same instrument as the secondary level 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 second year of administration at the elementary level, so district and campus leaders will be able to compare results to the prior year.

### Learning Walk Team Evidence

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



and demonstrate how often teams observed students having opportunities within the learner experience. In the survey results, an overview of student perspectives of Learning Walk elements are also included. As a note for the 2022 – 2023 school year, campuses selected a level of engagement in the Learning Walk process that altered the number of learning walks. Campuses engaged in as few as two learning walks and as many as six depending on the level of support designated for that campus.

### **Triangulating Student Engagement Evidence**

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

### **Analysis of Evidence**

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

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

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

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

#### **District Level:**

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

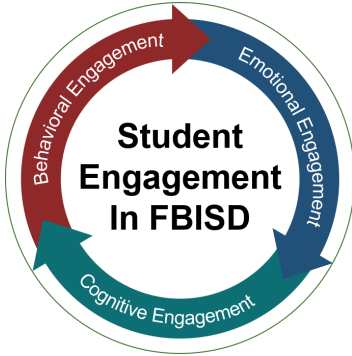
#### **Campus Level:**

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

### **Future Implications**

The evidence collected on 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.

Student Demographics shown below represents the 11,207 students who participated in the survey.

Asian	32.2%	White	16.1%
AA	22.8%	Nat. Am	0.4%
Hisp	23.9%	HI/Pac Isl.	0.2%

SPED	GT	EL	Eco Dis
12.7%	10.1%	24.8%	44.3%

### Students Survey Participation

16,941

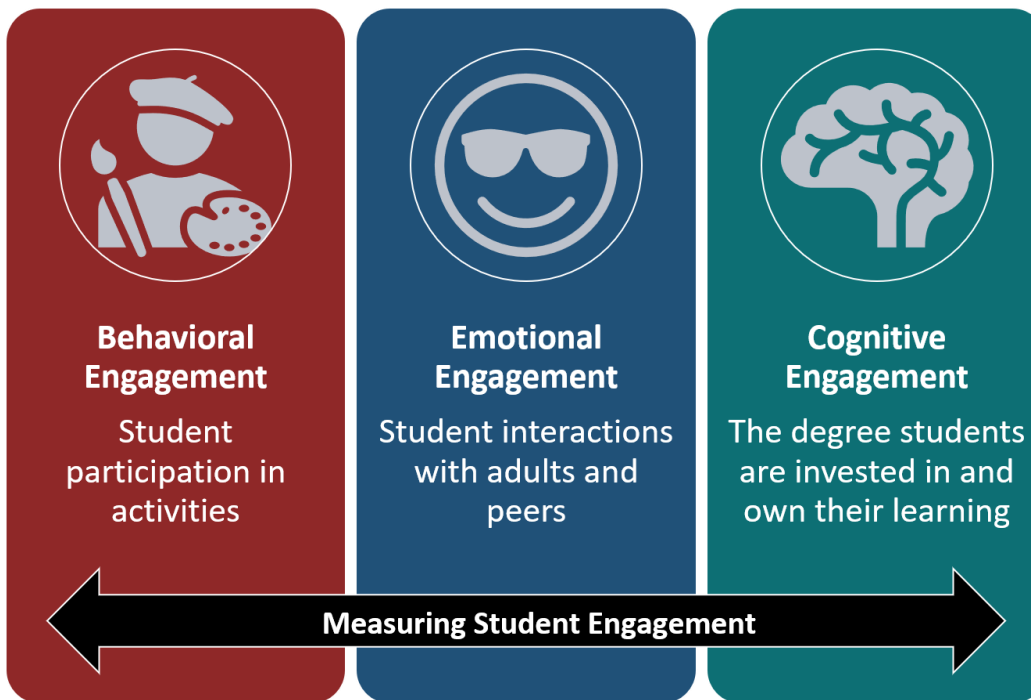
Total Elementary Students in FBISD

11,207

Elementary Students Participated in Survey

88%

Percent of Eligible Students Participated



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 Learning Walk process and other student interests from information in the survey that was not connected to these dimensions directly.

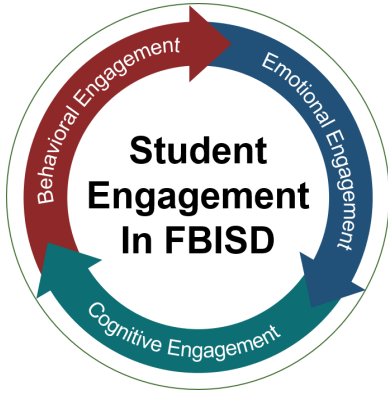
### Student Engagment Score Scale

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

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 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.

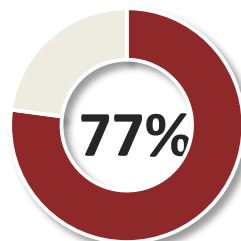
### In FBIISD, this looks like...



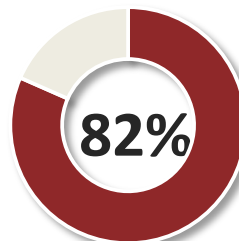
Student Engagement Score Scale			
Very Low	Low	Mod	High
1.0 - 1.75	1.76 - 2.50	2.51 - 3.25	3.26 - 4.0

### Preparation for Learning

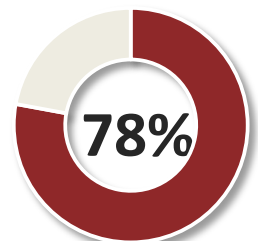
How often students were **never or once in a while** unprepared for various activities associated with learning like having supplies, homework, or reading which shows how prepared student feel for learning.



Without what you need to do classwork.  
↓1.0%



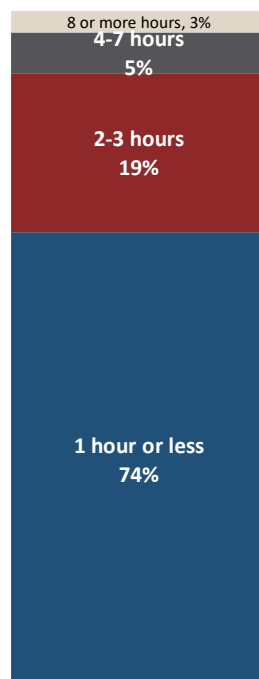
Without reading materials.  
↑0.0%



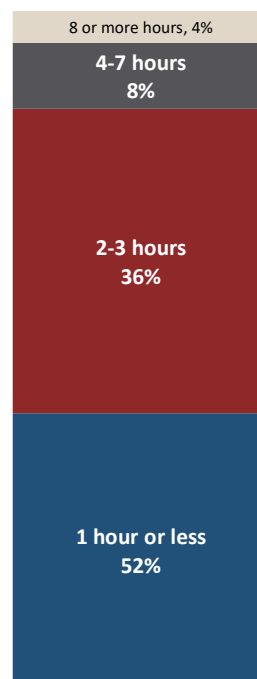
Without your homework done.  
↓0.8%

### Investment of Time Outside of School

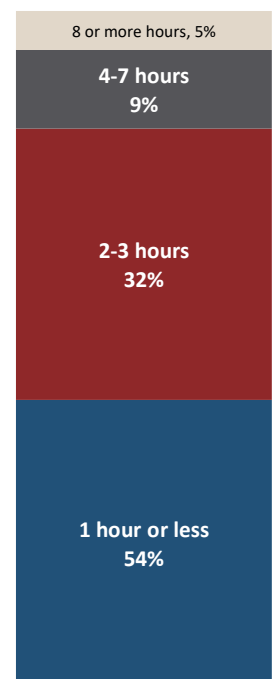
Students described how long outside of the school day that participated in various activities such as finishing homework, studying and participating in clubs or school activities during the course of one school week.



FINISHING HOMEWORK.



STUDYING FOR TESTS AND QUIZZES.



PARTICIPATING IN CLUBS OR OTHER SCHOOL ACTIVITIES<sub>10</sub>

# FBISD SSES 2023 Item Frequencies and Statistical Comparisons

## Behavioral Engagement: Individual Item Breakdown

### Behavioral Engagement

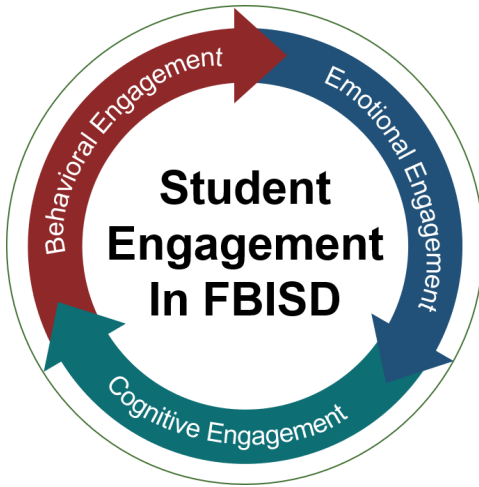
			Frequency Distributions								Statistical Comparison of Mean Composite Scores				
			District		3rd Grade		4th Grade		5th Grade		District		3rd	4th	5th
Item wording or description	Values	Response Options	Count	%	Count	%	Count	%	Count	%	Mean	Change from 2022	Mean	Mean	Mean
<b>How often do you come to class and find yourself:</b>															
Without what you need to do classwork.	1	Usually	782	7%	349	10%	260	7%	173	4%	3.17	↓0.8%	3.09	3.17	3.23
	1.75	Often	744	7%	277	8%	231	6%	236	6%					
	2.5	About half the time	1,018	9%	355	10%	347	9%	316	8%					
	3.25	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%					
	<b>Total</b>		<b>11,120</b>		<b>3,537</b>		<b>3,700</b>		<b>3,883</b>						
Without reading or materials.	1	Usually	582	5%	244	7%	192	5%	146	4%	3.39	↓0.4%	3.33	3.41	3.43
	1.75	Often	609	5%	232	7%	195	5%	182	5%					
	2.5	About half the time	852	8%	293	8%	271	7%	288	7%					
	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%					
	<b>Total</b>		<b>11,093</b>		<b>3,527</b>		<b>3,688</b>		<b>3,878</b>						
Without your homework done.	1	Usually	689	6%	216	6%	230	6%	243	6%	3.27	↓0.4%	3.27	3.28	3.25
	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%					
	3.25	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%					
	<b>Total</b>		<b>11,051</b>		<b>3,510</b>		<b>3,679</b>		<b>3,862</b>						

# FBISD SSES 2023 Item Frequencies and Statistical Comparisons

## Behavioral Engagement: Individual Item Breakdown

### Behavioral Engagement

			Frequency Distributions								Statistical Comparison of Mean Composite Scores				
			District		3rd Grade		4th Grade		5th Grade		District		3rd	4th	5th
Item wording or description	Values	Response Options	Count	%	Count	%	Count	%	Count	%	Mean	Change from 2022	Mean	Mean	Mean
<b>How much time do you spend OUTSIDE of school:</b>															
Finishing homework.	1	1 hour or less	8,212	74%	2,695	76%	2,815	76%	2,702	69%	1.36	↓0.6%	1.34	1.34	1.40
	2	2-3 hours	2,093	19%	571	16%	611	17%	911	23%					
	3	4-7 hours	539	5%	163	5%	177	5%	199	5%					
	4	8 or more hours	279	3%	105	3%	96	3%	78	2%					
	<b>Total</b>		<b>11,123</b>		<b>3,534</b>		<b>3,699</b>		<b>3,890</b>						
Studying for tests and quizzes.	1	1 hour or less	5,806	52%	1,765	50%	1,940	53%	2,101	54%	1.63	↓0.5%	1.69	1.62	1.59
	2	2-3 hours	3,999	36%	1,292	37%	1,329	36%	1,378	36%					
	3	4-7 hours	864	8%	281	8%	275	7%	308	8%					
	4	8 or more hours	420	4%	187	5%	141	4%	92	2%					
	<b>Total</b>		<b>11,089</b>		<b>3,525</b>		<b>3,685</b>		<b>3,879</b>						
Participating in clubs or other school activities.	1	1 hour or less	5,961	54%	1,877	54%	2,017	55%	2,067	54%	1.65	↑1.8%	1.67	1.63	1.64
	2	2-3 hours	3,544	32%	1,101	31%	1,147	31%	1,296	34%					
	3	4-7 hours	1,031	9%	348	10%	352	10%	331	9%					
	4	8 or more hours	508	5%	179	5%	161	4%	168	4%					
	<b>Total</b>		<b>11,044</b>		<b>3,505</b>		<b>3,677</b>		<b>3,862</b>						



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 FBIISD, this looks like...

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

↓0.3%

Overall Emotional Engagement  
**3.29**

#### Student Engagement Score Scale

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

↓1.4%

Teacher Student Relationships  
**3.25**

↑1.1%

Peer Support of Learning  
**3.17**

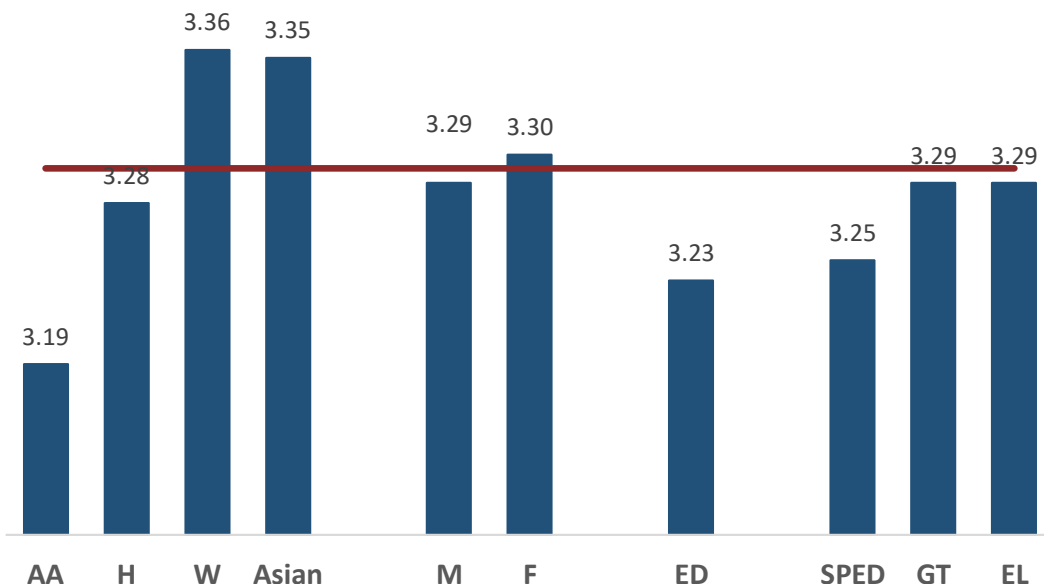
↑0.2%

Family Support of Learning  
**3.58**

↓0.1%

Dissatisfaction  
**3.06**

### Emotional Engagement by Student Groups



Change in Mean from 2022	
AA	↓1.2%
Hispanic	↑0.3%
White	↑0.3%
Asian	↓0.3%
Male	↓0.1%
Female	↓0.4%
ED	↓0.4%
SPED	↑0.1%
GT	↓2.2%
EL	↑0.3%

\* Red line represents the overall average score

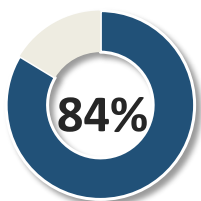
### Teacher-Student Relationships

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.

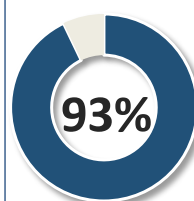
#### Treatment of Students

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.

↓0.2%



My teachers are honest with me.

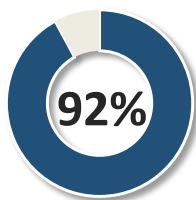
↓0.8%

% of Students who Strongly Agree

3rd	4th	5th
65%	56%	47%

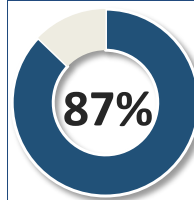
#### Support from Teachers

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

↓1.5%



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

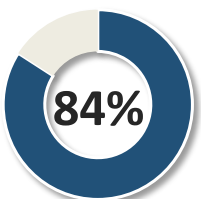
↓0.8%

% of Students who Strongly Agree

3rd	4th	5th
49%	43%	38%

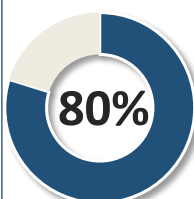
#### Perceptions of Fairness and Safety

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

↓1.1%

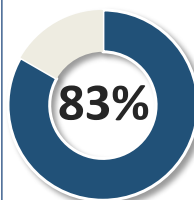


The rules at my school are fair

↓1.5%

% of Students who Strongly Agree

3rd	4th	5th
45%	33%	22%



I feel safe at school

↓3.1%

% of Students who Strongly Agree

3rd	4th	5th
49%	41%	33%

# FBISD SSES 2023 Item Frequencies and Statistical Comparisons

## Emotional Engagement: Individual Item Breakdown

### Teacher-Student Relationships

Frequency Distributions											Statistical Comparison of Mean Composite Scores				
Item wording or description	Values	Response Options	District		3rd Grade		4th Grade		5th Grade		District		3rd	4th	5th
			Count	%	Count	%	Count	%	Count	%	Mean	Change from 2022	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	229	2%	64	2%	76	2%	89	2%	3.37	↓1.0%	3.47	3.36	3.28
	2	Disagree	649	6%	130	4%	221	6%	298	8%					
	3	Agree	5,042	45%	1,435	41%	1,685	46%	1,922	49%					
	4	Strongly Agree	5,196	47%	1,910	54%	1,705	46%	1,581	41%					
	Total		11,116		3,539		3,687		3,890						
Adults at my school listen to the students	1	Strongly Disagree	593	5%	238	2%	171	2%	184	2%	3.14	↓0.3%	3.12	3.20	3.09
	2	Disagree	1,222	11%	398	4%	350	3%	474	4%					
	3	Agree	5,364	48%	1,609	14%	1,735	16%	2,020	18%					
	4	Strongly Agree	3,936	35%	1,300	12%	1,430	13%	1,206	11%					
	Total		11,115		3,545		3,686		3,884						
The rules at my school are fair	1	Strongly Disagree	688	6%	174	5%	224	6%	290	7%	3.07	↓1.6%	3.25	3.07	2.89
	2	Disagree	1,550	14%	362	10%	476	13%	712	18%					
	3	Agree	5,198	47%	1,411	40%	1,775	48%	2,012	52%					
	4	Strongly Agree	3,651	33%	1,582	45%	1,199	33%	870	22%					
	Total		11,087		3,529		3,674		3,884						
Most teachers care about me as a person, not just as a student	1	Strongly Disagree	381	3%	137	4%	110	3%	134	3%	3.27	↑0.3%	3.33	3.28	3.21
	2	Disagree	1,049	9%	293	8%	339	9%	417	11%					
	3	Agree	4,903	44%	1,398	39%	1,653	45%	1,852	48%					
	4	Strongly Agree	4,811	43%	1,725	49%	1,596	43%	1,490	38%					
	Total		11,144		3,553		3,698		3,893						



# FBISD SSES 2023 Item Frequencies and Statistical Comparisons

## Emotional Engagement: Individual Item Breakdown

### Teacher-Student Relationships

			Frequency Distributions								Statistical Comparison of Mean Composite Scores				
			District		3rd Grade		4th Grade		5th Grade		District		3rd	4th	5th
Item wording or description	Values	Response Options	Count	%	Count	%	Count	%	Count	%	Mean	Change from 2022	Mean	Mean	Mean
<b>How much do you agree or disagree with the following statements</b>															
My teachers are honest with me	1	Strongly Disagree	236	2%	80	2%	64	2%	92	2%	3.46	↓0.5%	3.56	3.47	3.36
	2	Disagree	554	5%	136	4%	181	5%	237	6%					
	3	Agree	4,128	37%	1,022	29%	1,377	38%	1,729	45%					
	4	Strongly Agree	6,148	56%	2,280	65%	2,046	56%	1,822	47%					
	<b>Total</b>		<b>11,066</b>		<b>3,518</b>		<b>3,668</b>		<b>3,880</b>						
Adults at my school are fair towards students most of the time	1	Strongly Disagree	530	5%	165	5%	152	4%	213	5%	3.11	↓0.4%	3.20	3.13	3.01
	2	Disagree	1,237	11%	300	8%	405	11%	532	14%					
	3	Agree	5,833	52%	1,744	49%	1,937	52%	2,152	55%					
	4	Strongly Agree	3,516	32%	1,326	38%	1,198	32%	992	26%					
	<b>Total</b>		<b>11,116</b>		<b>3,535</b>		<b>3,692</b>		<b>3,889</b>						
I like talking to the teachers here	1	Strongly Disagree	387	3%	112	3%	120	3%	155	4%	3.18	↓6.1%	3.25	3.20	3.10
	2	Disagree	1,196	11%	323	9%	388	10%	485	12%					
	3	Agree	5,584	50%	1,690	48%	1,830	49%	2,064	53%					
	4	Strongly Agree	3,972	36%	1,417	40%	1,361	37%	1,194	31%					
	<b>Total</b>		<b>11,139</b>		<b>3,542</b>		<b>3,699</b>		<b>3,898</b>						
I feel safe at school	1	Strongly Disagree	648	6%	195	6%	220	6%	233	6%	3.18	↓1.9%	3.30	3.17	3.09
	2	Disagree	1,202	11%	298	8%	437	12%	467	12%					
	3	Agree	4,709	43%	1,306	37%	1,522	41%	1,881	49%					
	4	Strongly Agree	4,515	41%	1,733	49%	1,495	41%	1,287	33%					
	<b>Total</b>		<b>11,074</b>		<b>3,532</b>		<b>3,674</b>		<b>3,868</b>						

# FBISD SSES 2023 Item Frequencies and Statistical Comparisons

## Emotional Engagement: Individual Item Breakdown

### Teacher-Student Relationships

			Frequency Distributions								Statistical Comparison of Mean Composite Scores				
			District		3rd Grade		4th Grade		5th Grade		District		3rd	4th	5th
Item wording or description	Values	Response Options	Count	%	Count	%	Count	%	Count	%	Mean	Change from 2022	Mean	Mean	Mean
<b>How much do you agree or disagree with the following statements</b>															
Teachers at my school care about the students	1	Strongly Disagree	227	2%	57	2%	75	2%	95	2%	3.45	↓0.7%	3.58	3.46	3.34
	2	Disagree	508	5%	124	4%	160	4%	224	6%					
	3	Agree	4,370	39%	1,077	30%	1,440	39%	1,853	48%					
	4	Strongly Agree	6,016	54%	2,279	64%	2,018	55%	1,719	44%					
		<b>Total</b>	<b>11,121</b>		<b>3,537</b>		<b>3,693</b>		<b>3,891</b>						

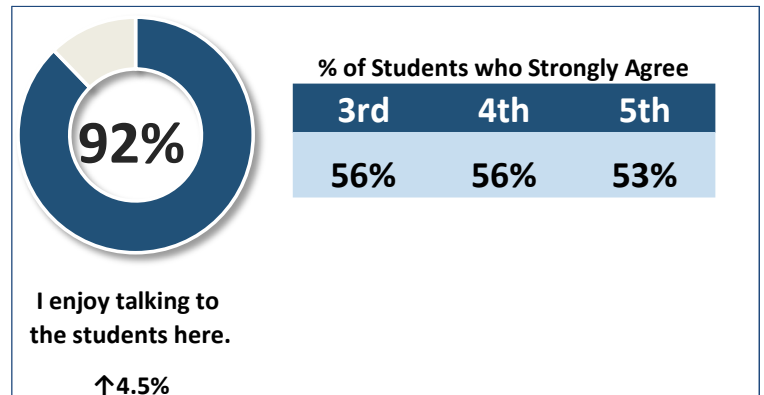
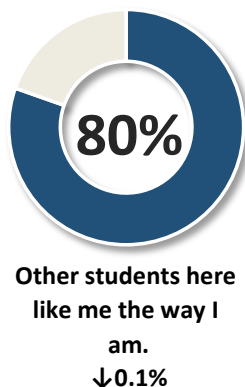
## Peer Support of Learning

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.

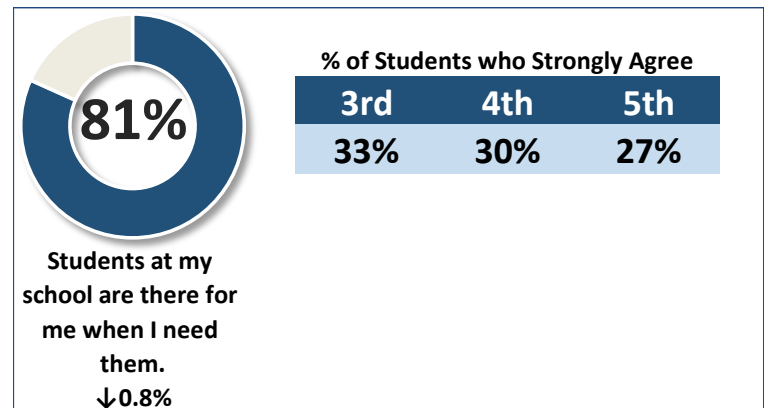
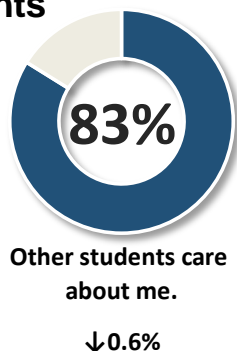
### Peer Treatment

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



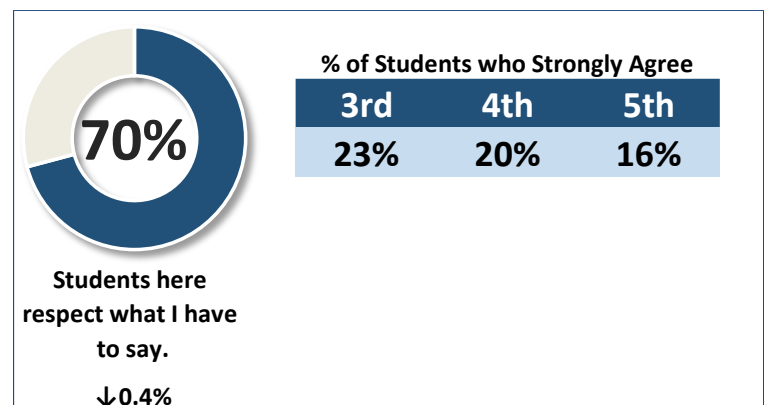
### Support from Students

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



### 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.



# FBISD SSES 2023 Item Frequencies and Statistical Comparisons

## Emotional Engagement: Individual Item Breakdown

### Peer Support for Learning

Frequency Distributions											Statistical Comparison of Mean Composite Scores				
Item wording or description	Values	Response Options	District		3rd Grade		4th Grade		5th Grade		District		3rd	4th	5th
			Count	%	Count	%	Count	%	Count	%	Mean	Change from 2022	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	673	6%	215	6%	243	7%	215	6%	3.02	↑0.0%	3.06	3.02	2.99
	2	Disagree	1,517	14%	488	14%	488	13%	541	14%					
	3	Agree	5,804	52%	1,722	49%	1,904	52%	2,178	56%					
	4	Strongly Agree	3,117	28%	1,115	31%	1,051	29%	951	24%					
	Total		11,111		3,540		3,686		3,885						
Other students care about me.	1	Strongly Disagree	521	5%	159	4%	176	5%	186	5%	3.05	↓0.1%	3.08	3.04	3.02
	2	Disagree	1,347	12%	429	12%	436	12%	482	12%					
	3	Agree	6,351	57%	1,916	54%	2,138	58%	2,297	59%					
	4	Strongly Agree	2,924	26%	1,042	29%	952	26%	930	24%					
	Total		11,143		3,546		3,702		3,895						
Students at my school are there for me when I need them.	1	Strongly Disagree	499	4%	156	4%	163	4%	180	5%	3.06	↓0.1%	3.10	3.06	3.02
	2	Disagree	1,626	15%	496	14%	529	14%	601	15%					
	3	Agree	5,727	51%	1,734	49%	1,915	52%	2,078	53%					
	4	Strongly Agree	3,293	30%	1,159	33%	1,039	30%	1,039	27%					
	Total		11,145		3,545		3,702		3,898						
Students here respect what I have to say.	1	Strongly Disagree	954	9%	295	8%	323	9%	336	9%	2.81	↑0.2%	2.88	2.82	2.75
	2	Disagree	2,329	21%	656	19%	762	21%	911	23%					
	3	Agree	5,656	51%	1,767	50%	1,869	51%	2,020	52%					
	4	Strongly Agree	2,169	20%	817	23%	736	20%	616	16%					
	Total		11,108		3,535		3,690		3,883						

# FBISD SSES 2023 Item Frequencies and Statistical Comparisons

## Emotional Engagement: Individual Item Breakdown

### Peer Support for Learning

Frequency Distributions											Statistical Comparison of Mean Composite Scores				
Item wording or description  Values Response Options			District		3rd Grade		4th Grade		5th Grade		District		3rd	4th	5th
			Count	%	Count	%	Count	%	Count	%	Mean	Change from 2022	Mean	Mean	Mean
How much do you agree or disagree with the following statements															
I enjoy talking to the students here.	1	Strongly Disagree	283	3%	85	2%	92	2%	106	3%	3.45	↑6.1%	3.47	3.45	3.42
	2	Disagree	580	5%	158	4%	201	5%	221	6%					
	3	Agree	4,161	37%	1,308	37%	1,350	36%	1,503	39%					
	4	Strongly Agree	6,120	55%	1,992	56%	2,057	56%	2,071	53%					
		Total	11,144		3,543		3,700		3,901						
I have friends at school.	1	Strongly Disagree	179	2%	58	2%	56	2%	65	2%	3.64	↑0.7%	3.68	3.64	3.61
	2	Disagree	314	3%	93	3%	104	3%	117	3%					
	3	Agree	2,784	25%	766	22%	940	25%	1,078	28%					
	4	Strongly Agree	7,842	71%	2,613	74%	2,598	70%	2,631	68%					
		Total	11,119		3,530		3,698		3,891						

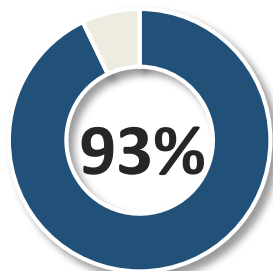
## Family Support of Learning

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.

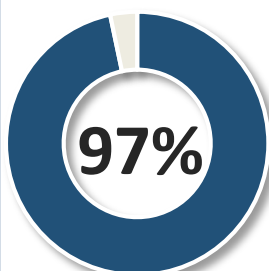
### Family Support of Learning

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.

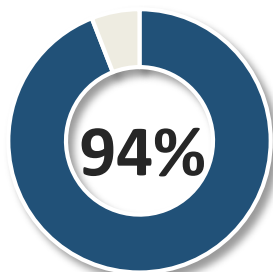
↓0.0%



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

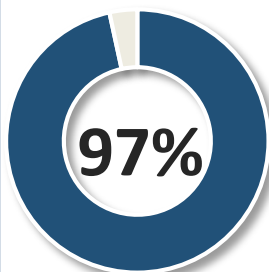
↓0.1%

Agree	Strongly Agree
29%	67%



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

↓0.3%



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

↓0.2%

Agree	Strongly Agree
27%	70%

# FBISD SSES 2023 Item Frequencies and Statistical Comparisons

## Emotional Engagement: Individual Item Breakdown

### Family Support for Learning

			Frequency Distributions								Statistical Comparison of Mean Composite Scores				
			District		3rd Grade		4th Grade		5th Grade		District		3rd	4th	5th
Item wording or description	Values	Response Options	Count	%	Count	%	Count	%	Count	%	Mean	Change from 2022	Mean	Mean	Mean
<b>How much do you agree or disagree with the following statements</b>															
My family/guardian(s) are there for me when I need them.	1	Strongly Disagree	91	1%	37	1%	25	1%	29	1%	3.63	↑0.3%	3.62	3.63	3.64
	2	Disagree	279	2%	99	3%	84	2%	96	2%					
	3	Agree	3,279	29%	1,049	29%	1,110	30%	1,120	29%					
	4	Strongly Agree	7,520	67%	2,371	67%	2,486	67%	2,663	68%					
	<b>Total</b>		<b>11,169</b>		<b>3,556</b>		<b>3,705</b>		<b>3,908</b>						
My family/guardian(s) want to know when something good happens at school.	1	Strongly Disagree	168	2%	64	2%	47	1%	57	1%	3.53	↑0.3%	3.55	3.53	3.50
	2	Disagree	492	4%	138	4%	156	4%	198	5%					
	3	Agree	3,771	34%	1,120	32%	1,267	34%	1,384	36%					
	4	Strongly Agree	6,716	60%	2,230	63%	2,227	60%	2,259	58%					
	<b>Total</b>		<b>11,147</b>		<b>3,552</b>		<b>3,697</b>		<b>3,898</b>						
When I have problems at school, my family/guardian(s) are ready to help me.	1	Strongly Disagree	237	2%	83	2%	69	2%	85	2%	3.52	↑0.5%	3.51	3.53	3.51
	2	Disagree	559	5%	192	5%	186	5%	181	5%					
	3	Agree	3,563	32%	1,114	31%	1,154	31%	1,295	33%					
	4	Strongly Agree	6,769	61%	2,149	61%	2,282	62%	2,338	60%					
	<b>Total</b>		<b>11,128</b>		<b>3,538</b>		<b>3,691</b>		<b>3,899</b>						
My family/guardian(s) want me to keep trying when things are tough at school.	1	Strongly Disagree	105	1%	38	1%	39	1%	28	1%	3.65	↓0.3%	3.67	3.64	3.64
	2	Disagree	276	2%	91	3%	86	2%	99	3%					
	3	Agree	3,008	27%	872	25%	1,027	28%	1,109	28%					
	4	Strongly Agree	7,768	70%	2,553	72%	2,554	69%	2,661	68%					
	<b>Total</b>		<b>11,157</b>		<b>3,554</b>		<b>3,706</b>		<b>3,897</b>						

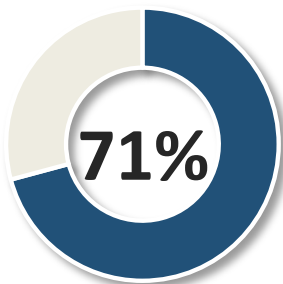
## Disaffection

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 using reversed values.

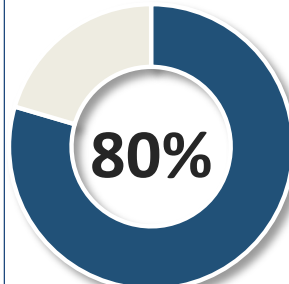
Questions in the blue box are further broken down to look at the percentage of students who specifically responded that they “**STRONGLY DISAGREE**” with the question statement by grade level.

## 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.



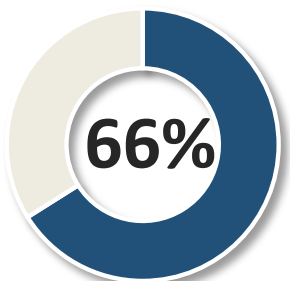
I don't understand  
why I get the grades  
I do.  
↑0.1%



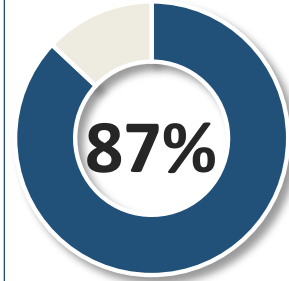
If I don't do well in  
school it's because  
I'm not smart.  
↓1.0%

% of Students who Strongly DISAGREE

3rd	4th	5th
47%	41%	33%



I feel nervous when  
I'm at school.  
↑0.5%



I don't pay attention  
during class.  
↑0.1%

% of Students who Strongly DISAGREE

3rd	4th	5th
51%	48%	42%

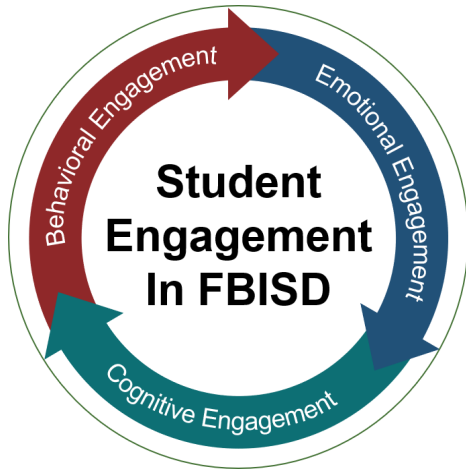


## FBISD SSES 2023 Item Frequencies and Statistical Comparisons

### Emotional Engagement: Individual Item Breakdown

#### Disaffection

Frequency Distributions											Statistical Comparison of Mean Composite Scores				
Item wording or description  Values Response Options			District		3rd Grade		4th Grade		5th Grade		District		3rd	4th	5th
			Count	%	Count	%	Count	%	Count	%	Mean	Change from 2022	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	4,473	40%	1,663	47%	1,509	41%	1,301	33%	3.14	↓0.8%	3.23	3.16	3.03
	3	Disagree	4,399	39%	1,253	35%	1,475	40%	1,671	43%					
	2	Agree	1,606	14%	423	12%	521	14%	662	17%					
	1	Strongly Agree	677	6%	210	6%	199	5%	268	7%					
	Total		11,155		3,549		3,704		3,902						
I don't pay attention during class.	4	Strongly Disagree	5,227	47%	1,803	51%	1,775	48%	1,649	42%	3.31	↑0.1%	3.33	3.33	3.27
	3	Disagree	4,448	40%	1,233	35%	1,454	39%	1,761	45%					
	2	Agree	1,131	10%	381	11%	361	10%	389	10%					
	1	Strongly Agree	318	3%	119	3%	103	3%	96	2%					
	Total		11,124		3,536		3,693		3,895						
I feel nervous when I'm at school.	4	Strongly Disagree	3,385	30%	1,185	34%	1,130	31%	1,070	27%	2.84	↑0.5%	2.89	2.84	2.80
	3	Disagree	3,964	36%	1,197	34%	1,308	35%	1,459	37%					
	2	Agree	2,428	22%	742	21%	795	22%	891	23%					
	1	Strongly Agree	1,346	12%	412	12%	461	12%	473	12%					
	Total		11,123		3,536		3,694		3,893						
I don't understand why I get the grades I do.	4	Strongly Disagree	3,957	36%	1,289	36%	1,323	35%	1,345	35%	2.95	↑0.1%	2.91	2.97	2.97
	3	Disagree	3,922	35%	1,102	31%	1,340	38%	1,480	38%					
	2	Agree	1,982	18%	691	20%	608	18%	683	18%					
	1	Strongly Agree	1,263	11%	457	13%	419	10%	387	10%					
	Total		11,124		3,539		3,690		3,895						



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**

**Overall Cognitive Engagement**  
**3.58**

↑5.3%

### Student Engagement Score Scale

**Very Low**

1.0 - 1.75

**Low**

1.76 - 2.50

**Mod**

2.51 - 3.25

**High**

3.26 - 4.0

**Future Goals**

**3.62**

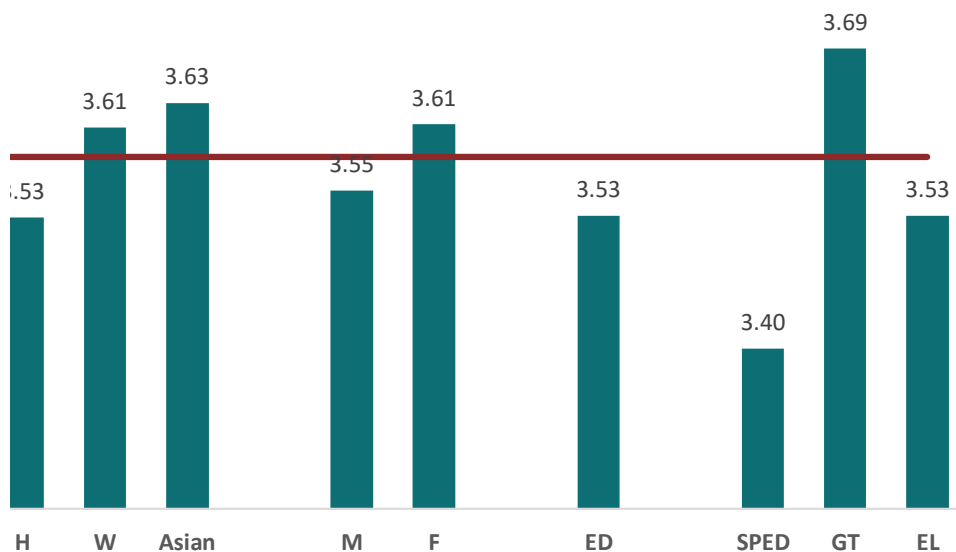
↓0.5%

**Intrinsic Motivation**

**3.50**

↓0.2%

### Cognitive Engagement by Student Groups



Change in Mean from 2022	
AA	↑5.0%
Hispanic	↑7.2%
White	↑4.9%
Asian	↑4.9%
Male	↑4.5%
Female	↑6.4%
ED	↑6.2%
SPED	↑5.7%
GT	↑4.4%
EL	↑6.6%

\* Red line represents the overall average score

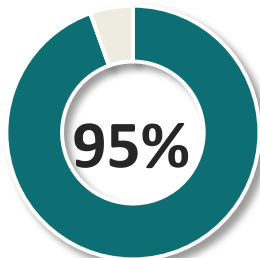
## Future Goals and Aspirations

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

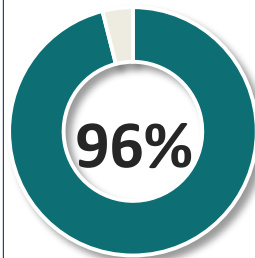
*Questions in the blue box are further broken down to look at the percentage of students who specifically responded that they “strongly agree” with the question statement by grade level.*

### Post-High School Plans

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



I plan to go to college after I graduate from high school.  
↑0.1%



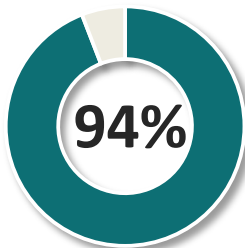
Continuing to learn after high school is important.  
↓0.7%

% of Students who Strongly Agree

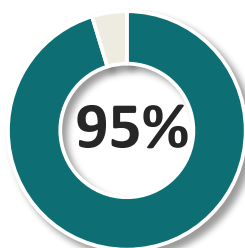
3rd	4th	5th
71%	68%	66%

### Future Goals

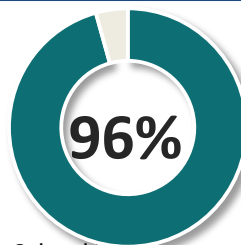
The degree to which students **agree or strongly agree** that they feel their education will help them to be successful in future goals.



My education will create many chances for me to reach my future goals.  
↓0.6%



I am hopeful about my future.  
↑0.2%



School is important for reaching my future goals.  
↓0.9%

% of Students who Strongly Agree

3rd	4th	5th
69%	70%	72%

# FBISD SSES 2023 Item Frequencies and Statistical Comparisons

## Cognitive Engagement: Individual Item Breakdown

### Future Goals and Aspirations

Frequency Distributions											Statistical Comparison of Mean Composite Scores				
Item wording or description	Values	Response Options	District		3rd Grade		4th Grade		5th Grade		District		3rd	4th	5th
			Count	%	Count	%	Count	%	Count	%	Mean	Change from 2022	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	191	2%	75	2%	60	2%	56	1%	3.57	↓1.1%	3.59	3.57	3.55
	2	Disagree	465	4%	140	4%	155	4%	170	4%					
	3	Agree	3,295	30%	947	27%	1,090	30%	1,258	32%					
	4	Strongly Agree	7,185	65%	2,379	67%	2,389	65%	2,417	62%					
	Total		11,136		3,541		3,694		3,901						
Continuing to learn after high school is important.	1	Strongly Disagree	101	1%	42	1%	38	1%	21	1%	3.63	↓0.4%	3.66	3.62	3.62
	2	Disagree	340	3%	96	3%	116	3%	128	3%					
	3	Agree	3,087	28%	874	25%	1,045	28%	1,168	30%					
	4	Strongly Agree	7,607	68%	2,531	71%	2,494	68%	2,582	66%					
	Total		11,135		3,543		3,693		3,899						
I plan to go to college after I graduate from high school.	1	Strongly Disagree	203	2%	71	2%	76	2%	56	1%	3.63	↑0.2%	3.62	3.63	3.64
	2	Disagree	408	4%	127	4%	114	3%	167	4%					
	3	Agree	2,702	24%	893	25%	921	25%	888	23%					
	4	Strongly Agree	7,832	70%	2,455	69%	2,586	70%	2,791	72%					
	Total		11,145		3,546		3,697		3,902						
School is important for reaching my future goals.	1	Strongly Disagree	142	1%	52	1%	47	1%	43	1%	3.64	↓1.0%	3.67	3.65	3.61
	2	Disagree	340	3%	97	3%	107	3%	136	3%					
	3	Agree	2,861	26%	800	23%	944	26%	1,117	29%					
	4	Strongly Agree	7,765	70%	2,580	73%	2,592	70%	2,593	67%					
	Total		11,108		3,529		3,690		3,889						

## FBISD SSES 2023 Item Frequencies and Statistical Comparisons

### Cognitive Engagement: Individual Item Breakdown

#### Future Goals and Aspirations

Frequency Distributions												Statistical Comparison of Mean Composite Scores				
Item wording or description			District		3rd Grade		4th Grade		5th Grade		District		3rd	4th	5th	
			Count	%	Count	%	Count	%	Count	%	Mean	Change from 2022	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%	54	2%	50	1%	51	1%	3.62	↑0.4%	3.63	3.64	3.59	
	2	Disagree	371	3%	91	3%	116	3%	164	4%						
	3	Agree	3,027	27%	960	27%	969	26%	1,098	28%						
	4	Strongly Agree	7,587	68%	2,441	69%	2,569	69%	2,577	66%						
	Total		11,140		3,546		3,704		3,890							

## 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 or teachers for students to learn.



I will learn only if my teachers give me a reward.  
↓0.1%

% of Students who Strongly Disagree

3rd	4th	5th
66%	63%	59%



I will learn only if my parent/ guardian(s) give me a reward.  
↓0.2%

% of Students who Strongly Disagree

3rd	4th	5th
66%	66%	62%

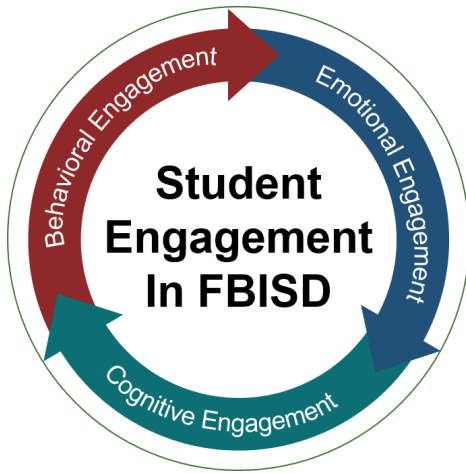
# FBISD SSES 2023 Item Frequencies and Statistical Comparisons

## Cognitive Engagement: Individual Item Breakdown

### Intrinsic Motivation

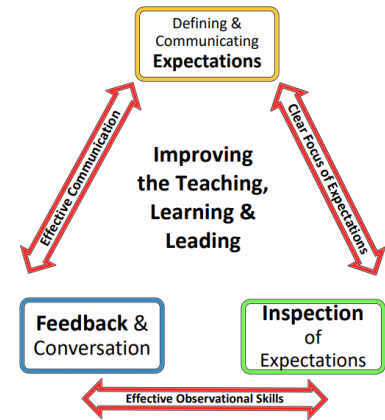
			Frequency Distributions								Statistical Comparison of Mean Composite Scores				
			District		3rd Grade		4th Grade		5th Grade		District		3rd	4th	5th
Item wording or description	Values	Response Options	Count	%	Count	%	Count	%	Count	%	Mean	Change from 2022	Mean	Mean	Mean
<b>How much do you agree or disagree with the following statements</b>															
I will learn only if my teachers give me a reward.	1	Strongly Agree	442	4%	182	5%	143	4%	117	3%	3.49	↑0.0%	3.49	3.50	3.48
	2	Agree	622	6%	218	6%	197	5%	207	5%					
	3	Disagree	3,097	28%	804	23%	1,023	28%	1,270	33%					
	4	Strongly Disagree	6,964	63%	2,331	66%	2,333	63%	2,300	59%					
	Total		11,125		3,535		3,696		3,894						
I will learn only if my parent/guardian(s) give me a reward.	1	Strongly Agree	515	5%	223	6%	159	4%	133	3%	3.50	↓0.2%	3.47	3.53	3.50
	2	Agree	545	5%	209	6%	159	4%	177	5%					
	3	Disagree	2,894	26%	784	22%	932	25%	1,178	30%					
	4	Strongly Disagree	7,186	65%	2,329	66%	2,451	66%	2,406	62%					
	Total		11,140		3,545		3,701		3,894						

## Learning Walk Elements Overview



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

## Leading Improvement Framework

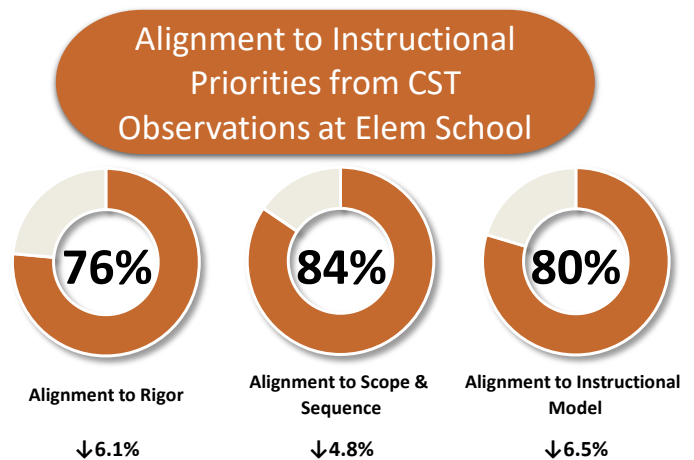


© 2019 Borstel

## Alignment to Instructional Priorities

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

The diagram to the right illustrates the observed alignment of the current year for elementary campuses.



## Learning Walk Instructional Alignment

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

Access Resources

Communication

Collaboration

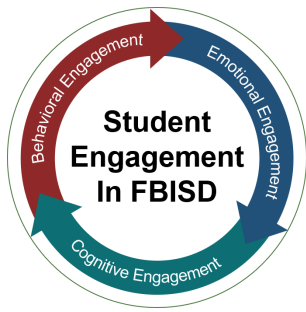
Progress Monitoring

Feedback

Goal Setting



## Learning Walk Elements: Student Engagement Survey



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

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

### Communicate:

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



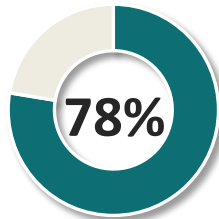
Talked to your teachers about what you are learning  
↓2.7%



Talked to other students about what you are learning  
↓3.2%

### Access Resources:

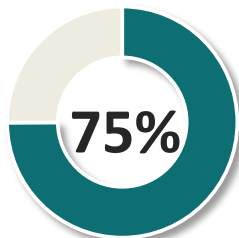
The degree to which students **sometimes or often** are able to access resources needed to engage in the learning compared to the frequency observed in Learning Walks.



Use things in class to help you learn more or connect to what you already learned  
↓0.4%

### Collaborate:

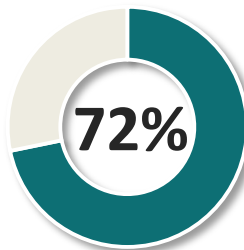
The degree to which students **sometimes or often** are able to work together with peers on a learning task compared to the frequency observed during Learning Walks.



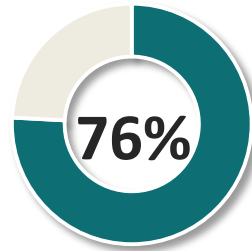
Worked together towards a common goal  
↓1.8%

## Feedback:

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



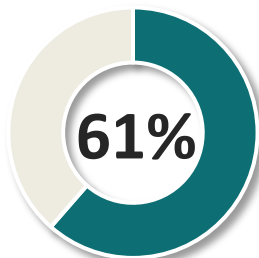
Got feedback from  
your peers on class  
work  
↓2.3%



Used feedback to  
make changes to  
your work  
↓0.9%

## Progress Monitoring:

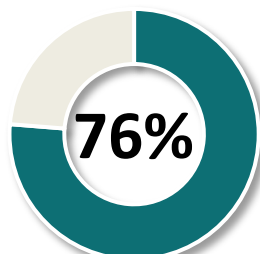
The degree to which students **sometimes or often** engage in activities that help student to track learning progress compared to what was observed during the Learning Walk process.



Use tools other than  
grades to monitor  
progress on learning  
↓1.1%

## Goal Setting:

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



Reflected on your  
own work

↓1.3%

## FBISD SSES 2023 Item Frequencies and Statistical Comparisons

### Campus Support Team: Individual Item Breakdown

#### Campus Support Team Connections

Frequency Distributions											Statistical Comparison of Mean Composite Scores				
Item wording or description	Values	Response Options	District		3rd Grade		4th Grade		5th Grade		District		3rd	4th	5th
			Count	%	Count	%	Count	%	Count	%	Mean	Change from 2022	Mean	Mean	Mean
During the school year, how often have you done each of the following?															
Feedback															
Got feedback from your peers on class work	1	Never	832	7%	382	11%	245	7%	205	5%	2.89	↓1.9%	2.81	2.94	2.93
	2	Rarely	2,309	21%	741	21%	738	20%	830	21%					
	3	Sometimes	5,194	47%	1,577	45%	1,720	46%	1,897	49%					
	4	Often	2,801	25%	836	24%	999	27%	966	25%					
		Total	11,136		3,536		3,702		3,898						
Used feedback to make changes to your work	1	Never	846	8%	370	10%	249	7%	227	6%	3.07	↓0.7%	2.97	3.12	3.12
	2	Rarely	1,840	17%	629	18%	585	16%	626	16%					
	3	Sometimes	4,094	37%	1,279	36%	1,321	36%	1,494	38%					
	4	Often	4,340	39%	1,255	36%	1,537	42%	1,548	40%					
		Total	11,120		3,533		3,692		3,895						
Communication															
Talked to your teachers about what you are learning	1	Never	1,790	16%	576	16%	601	16%	613	16%	2.62	↓2.0%	2.64	2.61	2.61
	2	Rarely	3,097	28%	949	27%	1,022	28%	1,126	29%					
	3	Sometimes	3,743	34%	1,147	33%	1,271	34%	1,325	34%					
	4	Often	2,477	22%	850	24%	798	22%	829	21%					
		Total	11,107		3,522		3,692		3,893						
Talked to other students about what you are learning	1	Never	2,283	21%	839	24%	769	21%	675	17%	2.50	↓2.4%	2.43	2.47	2.60
	2	Rarely	3,098	28%	963	27%	1,077	29%	1,058	27%					
	3	Sometimes	3,611	32%	1,090	31%	1,203	32%	1,318	34%					
	4	Often	2,138	19%	642	18%	653	18%	843	22%					
		Total	11,130		3,534		3,702		3,894						

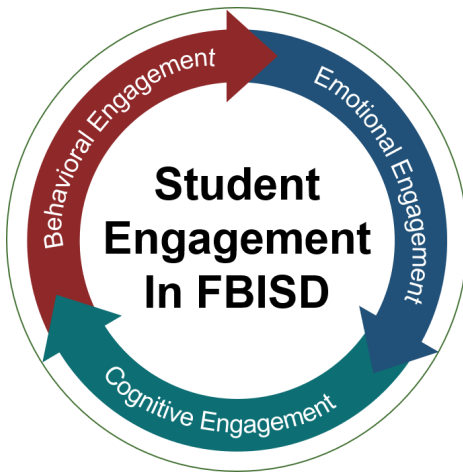
# FBISD SSES 2023 Item Frequencies and Statistical Comparisons

## Campus Support Team: Individual Item Breakdown

### Campus Support Team Connections

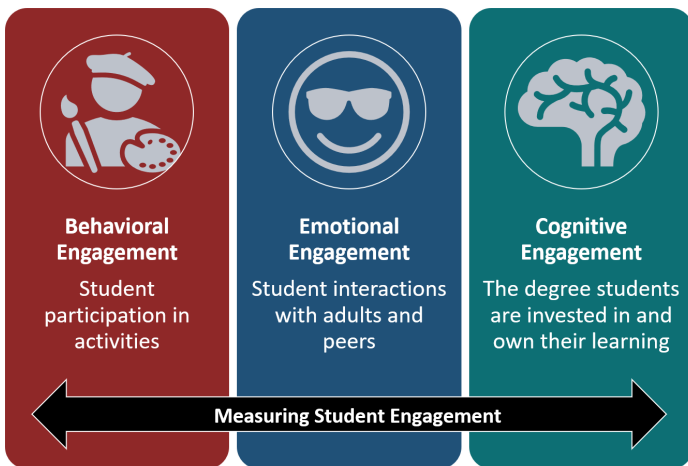
Frequency Distributions											Statistical Comparison of Mean Composite Scores				
Item wording or description	Values	Response Options	District		3rd Grade		4th Grade		5th Grade		District		3rd	4th	5th
			Count	%	Count	%	Count	%	Count	%	Mean	Change from 2022	Mean	Mean	Mean
During the school year, how often have you done each of the following?															
Collaboration															
Worked together towards a common goal	1	Never	841	8%	336	10%	265	7%	240	6%	3.02	↓1.8%	2.94	3.04	3.07
	2	Rarely	1,946	18%	665	19%	655	18%	626	16%					
	3	Sometimes	4,456	40%	1,384	39%	1,430	39%	1,642	42%					
	4	Often	3,873	35%	1,140	32%	1,346	36%	1,387	36%					
		Total	11,116		3,525		3,696		3,895						
Access Resources															
Use things in class to help you learn more or connect to what you already learned	1	Never	599	5%	221	6%	192	5%	186	5%	3.12	↓0.3%	3.10	3.13	3.12
	2	Rarely	1,895	17%	620	18%	607	16%	668	17%					
	3	Sometimes	4,208	38%	1,261	36%	1,408	38%	1,539	40%					
	4	Often	4,421	40%	1,428	40%	1,490	40%	1,503	39%					
		Total	11,123		3,530		3,697		3,896						
Goal Setting															
Reflected on your own work	1	Never	727	7%	294	8%	221	6%	212	5%	3.08	↓0.9%	2.99	3.11	3.13
	2	Rarely	1,900	17%	669	19%	609	17%	622	16%					
	3	Sometimes	4,185	38%	1,299	37%	1,398	38%	1,488	38%					
	4	Often	4,261	38%	1,239	35%	1,458	40%	1,564	40%					
		Total	11,073		3,501		3,686		3,886						
Progress Monitoring															
Use tools other than grades to monitor progress on learning	1	Never	1,562	14%	562	16%	499	14%	501	13%	2.73	↓0.7%	2.69	2.75	2.74
	2	Rarely	2,695	24%	814	23%	889	24%	992	26%					
	3	Sometimes	4,002	36%	1,268	36%	1,326	36%	1,408	36%					
	4	Often	2,785	25%	857	24%	953	26%	975	25%					
		Total	11,044		3,501		3,667		3,876						

## 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:

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

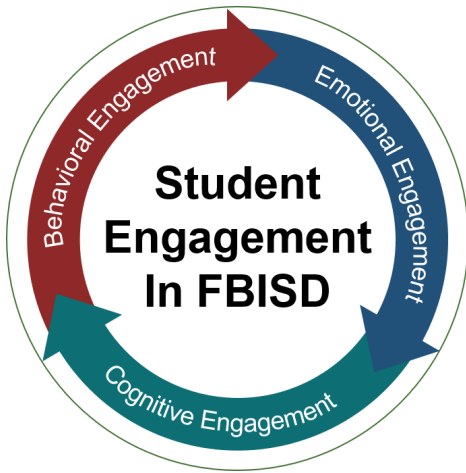
Student Engagement Score Scale			
Very Low	Low	Mod	High
1.0 - 1.75	1.76 - 2.50	2.51 - 3.25	3.26 - 4.0

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

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

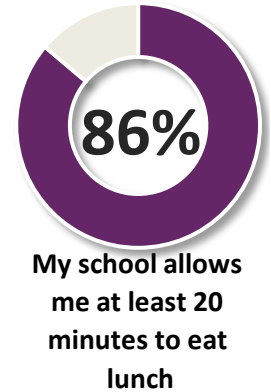
*\* Student group scores are compared to **district** mean. Refer to the About **this Report** section for key to triangle symbol*

## Perceptions on Health and Wellness



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

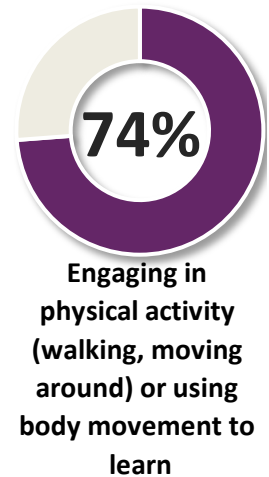
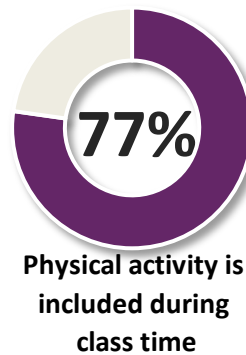
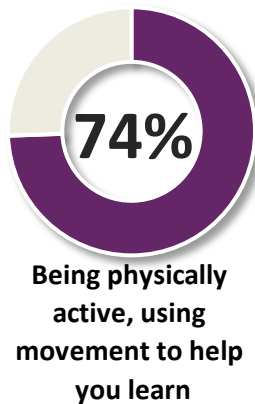
*% of Students responding they "Sometimes" or "Often":*



### Physical Activity

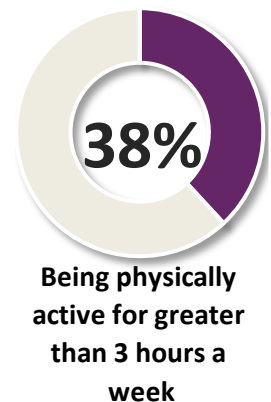
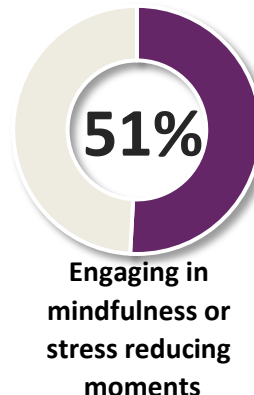
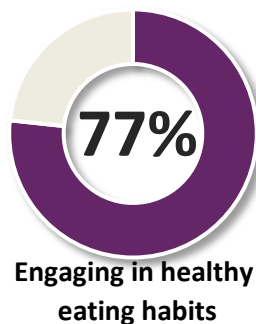
Students were asked to describe the degree to which their school emphasizes specific practices, their level of interest, and how long they engage in physical activity outside the school day.

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



### 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



## FBISD SSES 2023 Item Frequencies and Statistical Comparisons

### Health and Wellness: Individual Item Breakdown

#### Health and Wellness Questions

to be healthy (exercise, eat right, brush teeth, sleep well, think positive thoughts).2

			District		3rd Grade		4th Grade		5th Grade	
Item wording or description	Values	Response Options	Count	%	Count	%	Count	%	Count	%
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	401	4%	157	4%	106	3%	138	4%
	2	Disagree	1,132	10%	358	10%	363	10%	411	11%
	3	Agree	4,554	41%	1,323	37%	1,509	41%	1,722	44%
	4	Strongly Agree	5,071	45%	1,717	48%	1,726	47%	1,628	42%
	Total		11,158		3,555		3,704		3,899	
Physical activity is included during class time (brain breaks, movement activities)	1	Strongly Disagree	738	7%	161	5%	203	5%	374	10%
	2	Disagree	1,794	16%	440	12%	601	16%	753	19%
	3	Agree	4,966	45%	1,605	45%	1,687	46%	1,674	43%
	4	Strongly Agree	3,628	33%	1,333	38%	1,204	33%	1,091	28%
	Total		11,126		3,539		3,695		3,892	
My school allows me at least 20 minutes to eat lunch	1	Strongly Disagree	588	5%	229	6%	216	6%	143	4%
	2	Disagree	957	9%	357	10%	327	9%	273	7%
	3	Agree	3,606	32%	1,094	31%	1,190	32%	1,322	34%
	4	Strongly Agree	5,987	54%	1,866	53%	1,958	53%	2,163	55%
	Total		11,138		3,546		3,691		3,901	
In a typical 7 day week during the school year, how many hours do you do the following OUTSIDE of school? (Num										
Being physically active (exercise, sports, walking, running, playing outside)	1	1 Hr or less	2,679	24%	928	26%	913	25%	838	22%
	2	2-3 Hours	4,203	38%	1,276	36%	1,371	37%	1,556	40%
	3	4-7 Hours	2,452	22%	728	21%	839	23%	885	23%
	4	8 or more Hours	1,785	16%	602	17%	571	15%	612	16%
	Total		11,119		3,534		3,694		3,891	



## FBISD SSES 2023 Item Frequencies and Statistical Comparisons

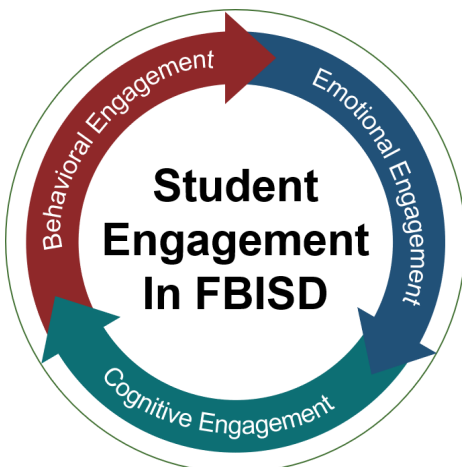
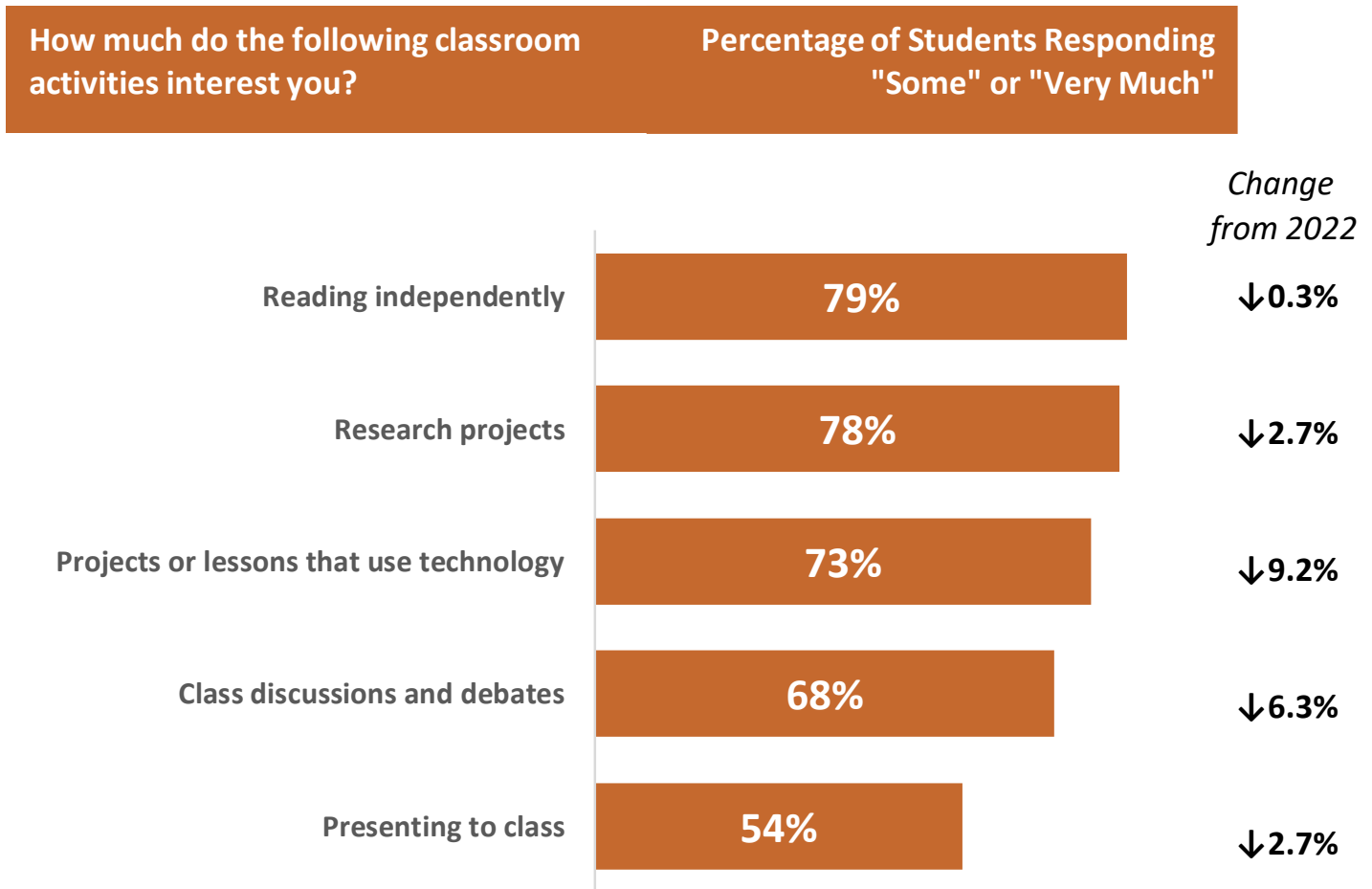
### Health and Wellness Questions: Individual Item Breakdown

#### Health and Wellness Questions

			District		3rd Grade		4th Grade		5th Grade	
Item wording or description	Values	Response Options	Count	%	Count	%	Count	%	Count	%
<b>How much do each of the following classroom activities and assignments interest or engage you?</b>										
Being physically active,	1	Not at All	919	8%	314	9%	309	8%	296	8%
using movement to help	2	Very Little	1,905	17%	617	18%	599	16%	689	18%
you learn	3	Some	3,590	33%	1,127	32%	1,170	32%	1,293	33%
	4	Very Much	4,631	42%	1,449	41%	1,577	43%	1,605	41%
		<b>Total</b>	<b>11,045</b>		<b>3,507</b>		<b>3,655</b>		<b>3,883</b>	
<b>How much does your school emphasize the following?</b>										
Engaging in physical	1	Not at All	721	7%	221	6%	234	6%	266	7%
activity (walking, moving	2	Very Little	2,181	20%	636	18%	680	19%	865	22%
around) or using body	3	Some	3,987	36%	1,216	35%	1,363	37%	1,408	36%
movement to learn	4	Very Much	4,187	38%	1,440	41%	1,394	38%	1,353	35%
		<b>Total</b>	<b>11,076</b>		<b>3,513</b>		<b>3,671</b>		<b>3,892</b>	
Engaging in healthy	1	Not at All	671	6%	203	6%	222	6%	246	6%
eating habits (eating	2	Very Little	1,915	17%	526	15%	582	16%	807	21%
breakfast/lunch, eating a	3	Some	3,977	36%	1,171	33%	1,345	37%	1,461	38%
variety of foods)	4	Very Much	4,534	41%	1,624	46%	1,529	42%	1,381	35%
		<b>Total</b>	<b>11,097</b>		<b>3,524</b>		<b>3,678</b>		<b>3,895</b>	
Engaging in mindfulness	1	Not at All	1,314	12%	405	11%	432	12%	477	12%
or stress reducing	2	Very Little	4,135	37%	1,273	36%	1,403	38%	1,459	38%
moments	3	Some	2,670	24%	795	23%	854	23%	1,021	26%
	4	Very Much	2,972	27%	1,056	30%	985	27%	931	24%
		<b>Total</b>	<b>11,091</b>		<b>3,529</b>		<b>3,674</b>		<b>3,888</b>	

## Interest in Learning Experiences

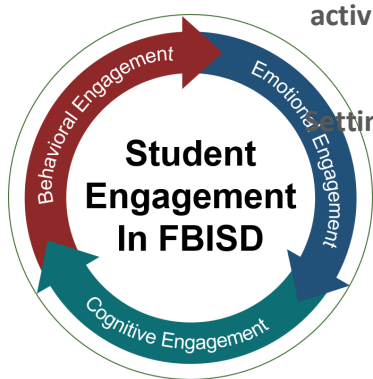
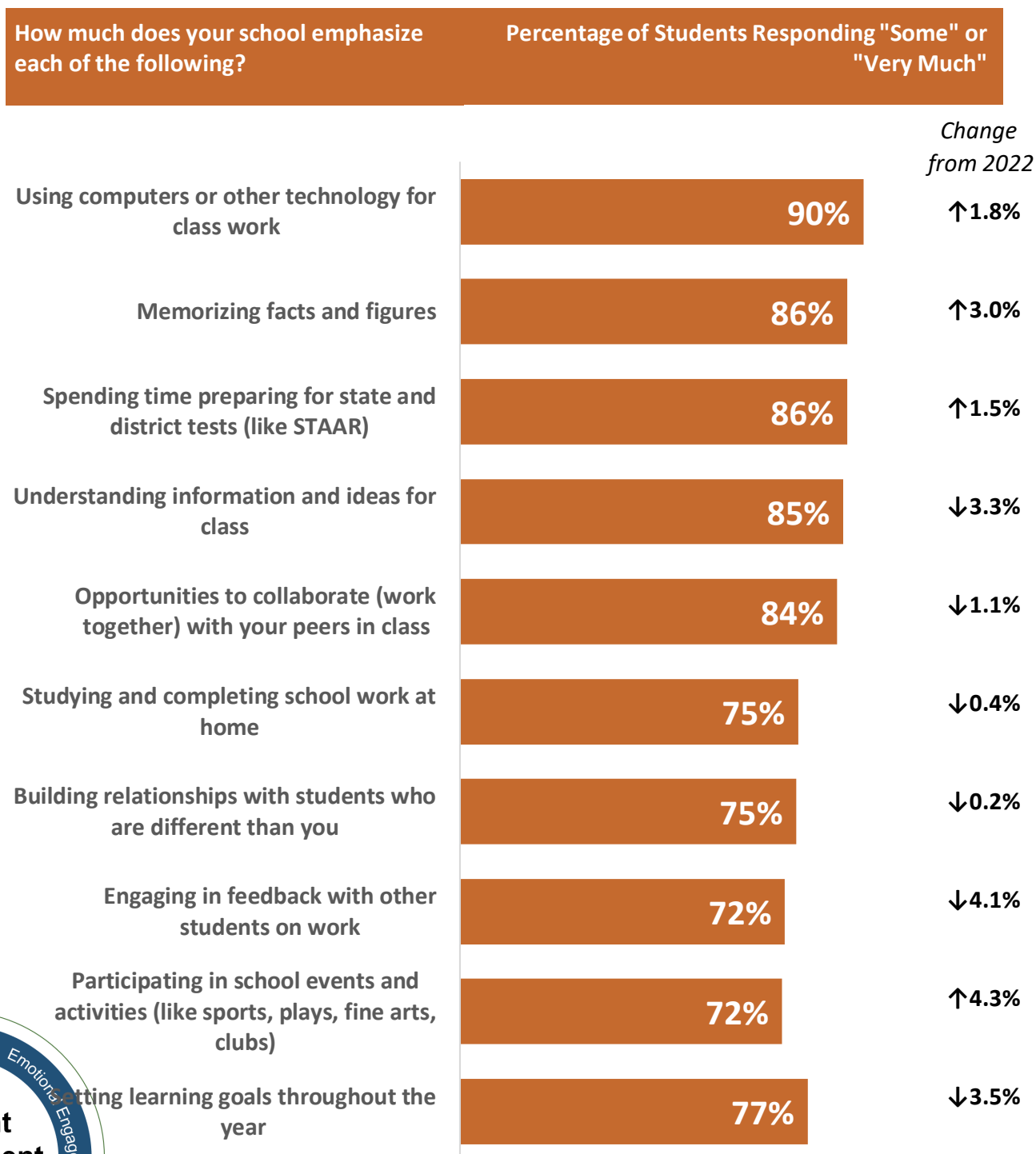
Teachers use a variety of methods to engage students in learning experiences. Some of the student items asked how different activities engaged or interested students in learning. This information could be helpful for teachers to see to design meaningful learning experiences.



## 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.

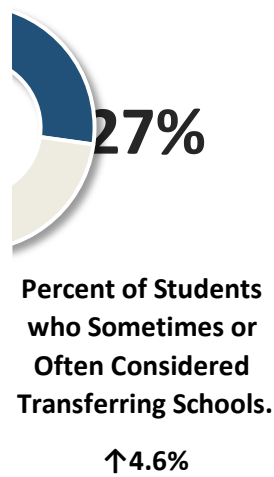


## Student Retention

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.



Breakdown Student Responses			
Never	Rarely	Sometimes	Often
55%	17%	17%	10%

## 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	48%
Burton	48%
Heritage Rose	46%
Seguin	43%
Dulles Elem	41%

## Student Response Qualitative Analysis

Over 2,900 open ended student responses were analyzed and thematically coded to determine themes and sub-themes for reasons why students would want to transfer schools. The chart on the right displays the percentage of student responses that fit into each theme, some student responses may have contained more than one reason and not all students who responded that they **rarely, sometimes, or often** consider transferring provided a reason. The data reported here represents District level themes.

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

Themes Students Reported Reasons	% of Student Responses (N= 2,964 )
<b>People</b>	<b>40%</b>
<b>Personal</b>	<b>25%</b>
<b>School</b>	<b>12%</b>
<b>Safety</b>	<b>13%</b>
<b>Instruction</b>	<b>5%</b>
<b>Programs</b>	<b>2%</b>
<b>Policies</b>	<b>3%</b>

<b>People</b>	<b>40%</b>
Sub Themes & Percent of Student Responses in Theme	
<i>Issues with Students</i>	30%
<i>General</i>	26%
<i>Want to be with Friends</i>	22%
<i>Issues with Teachers</i>	21%

<b>Personal</b>	<b>25%</b>
Sub Themes & Percent of Student Responses in Theme	
<i>Want to meet new people</i>	30%
<i>Wanting a change/new experience</i>	25%
<i>Mental Health</i>	22%
<i>Fresh Start</i>	8%

<b>School</b>	<b>12%</b>
Sub Themes & Percent of Student Responses in Theme	
<i>Environment</i>	31%
<i>Location of campus</i>	28%
<i>Dislike specific campus</i>	17%
<i>Want fewer people/smaller school</i>	2%

<b>Safety</b>	<b>13%</b>
Sub Themes & Percent of Student Responses in Theme	
<i>Bullying</i>	84%
<i>Violence or Fighting</i>	16%

<b>Instruction</b>	<b>5%</b>
Sub Themes & Percent of Student Responses in Theme	
<i>Quality of Learning</i>	66%
<i>Learning not challenging enough/too easy</i>	23%
<i>Boring</i>	10%

<b>Programs</b>	<b>2%</b>
Sub Themes & Percent of Student Responses in Theme	
<i>Want different/more options</i>	60%
<i>Access or Quality of Extracurricular</i>	40%

<b>Policies</b>	<b>3%</b>
Sub Themes & Percent of Student Responses in Theme	
<i>Rules too strict</i>	59%
<i>Rules Enforced Differently</i>	33%
<i>Dress Code</i>	8%

## 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	43%	9%	28%	20%	75	48%
Burton	35%	17%	30%	18%	105	48%
Heritage Rose	39%	14%	28%	19%	271	46%
Seguin	40%	17%	27%	16%	261	43%
Dulles Elem	35%	24%	22%	20%	158	41%
Holley	45%	14%	31%	10%	154	41%
Palmer	49%	11%	24%	15%	207	40%
Hunters Glen	49%	11%	21%	18%	71	39%
Mission Glen	48%	13%	25%	14%	110	39%
Quail Valley Elem	41%	20%	23%	16%	122	39%
Jordan	55%	8%	23%	15%	120	38%
Briargate	51%	13%	20%	17%	160	37%
Blue Ridge	49%	15%	22%	14%	94	36%
Armstrong	48%	17%	20%	15%	86	35%
Mission Bend	55%	11%	22%	12%	85	34%
Mission West	53%	13%	20%	14%	136	34%
Oakland	49%	18%	21%	12%	290	33%
Lantern Lane	48%	19%	5%	29%	21	33%
Townewest	50%	18%	19%	13%	157	32%
Jones	50%	18%	26%	5%	148	32%
Barrington Place	55%	13%	21%	11%	167	32%
Sugar Mill	49%	21%	19%	11%	115	30%
Austin Parkway	51%	19%	19%	11%	275	30%
Ridgemont	58%	13%	18%	12%	111	30%
Patterson	57%	13%	18%	12%	108	30%
Parks	52%	19%	15%	15%	48	29%
Fleming	54%	17%	17%	13%	127	29%
Schiff	52%	20%	18%	10%	377	28%
Oyster Creek	51%	22%	17%	10%	231	27%
Ridgegate	65%	9%	13%	13%	23	26%

# 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
Lexington Creek	61%	13%	16%	10%	178	26%
Goodman	60%	14%	21%	5%	152	26%
Leonetti	53%	21%	15%	10%	361	25%
Settlers Way	53%	22%	15%	10%	317	25%
Yousafzai	55%	20%	16%	9%	366	25%
Scanlan Oaks	58%	17%	19%	6%	335	25%
Neill	61%	15%	15%	9%	420	24%
Colony Meadows	59%	18%	15%	8%	291	23%
Brazos Bend	59%	18%	15%	8%	248	23%
Drabek	58%	20%	16%	7%	199	22%
Sullivan	58%	20%	14%	8%	514	22%
Pecan Grove	63%	16%	12%	8%	233	21%
Colony Bend	57%	24%	10%	9%	119	19%
Meadows	64%	16%	13%	6%	152	19%
Walker Station	65%	17%	13%	5%	292	18%
Cornerstone	62%	21%	12%	6%	409	17%
Madden	60%	23%	10%	7%	374	17%
Lakeview	66%	17%	16%	1%	82	17%
Sienna Crossing	71%	14%	11%	5%	400	16%
Highlands	63%	22%	14%	2%	207	15%
Commonwealth	70%	16%	10%	4%	420	13%
Grand Total	56%	18%	17%	10%	10489	27%