

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

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

Interpreting Comparisons in this Report

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

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

How Engagement Scores are Calculated

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

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

Student Demographic Data Reporting

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

Report Sections

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

Introduction to Student Engagement in FBISD

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

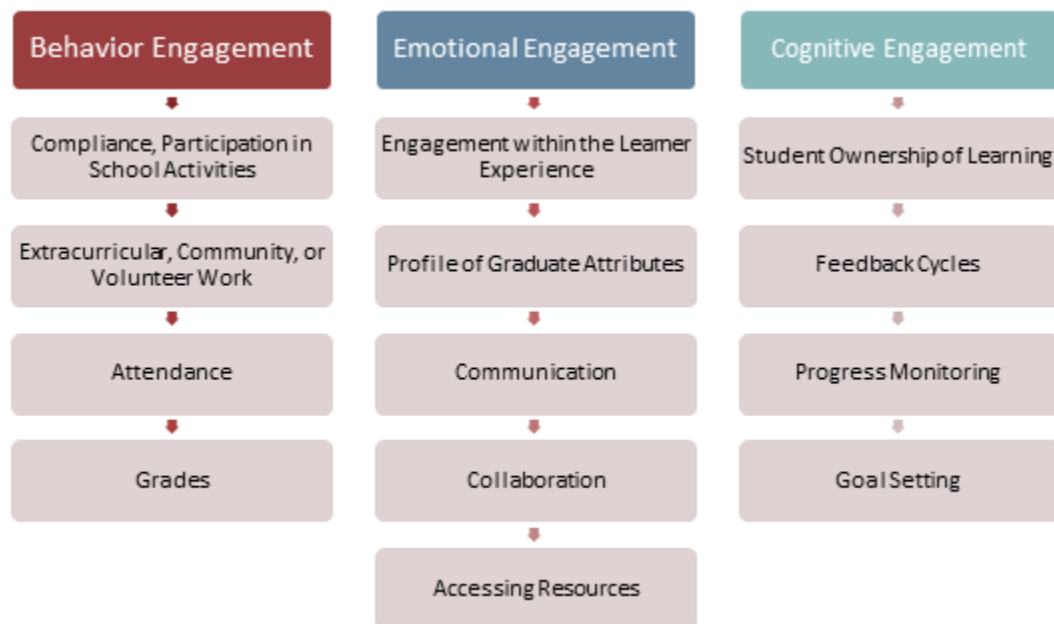
Multiple Components of Student Engagement

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

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

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

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



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

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

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

Student Engagement Indicators: Overview

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

Use the following key to compare student scores:

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

FBISD Student Dimension and Factor Scores

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

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

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

About this Report: Explanation of Frequencies and Statistical Comparisons Pages

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

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

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

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

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

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

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

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

Instruments to Measure Student Engagement

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

Survey Evidence

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

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

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

Learning Walk Team Evidence

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

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

Triangulating Student Engagement Evidence

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

Analysis of Evidence

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

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

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

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

District Level:

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

Campus Level:

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

Future Implications

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

FBISD 2023 SSES Dimension Statistical Comparisons

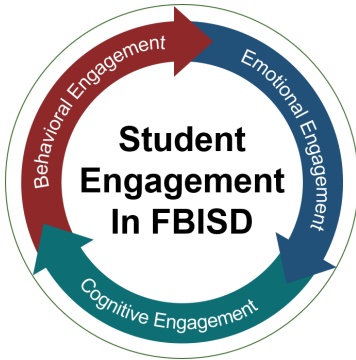
Overall Dimensions and Factor Scores

Mean Comparisons

Engagement Category	Engagement Indicator	District		Statistical Significance between MS/HS			
		Mean	Change from 2022	MS		HS	
				Mean	Effect Size	Mean	Effect Size
Behavioral Engagement	Overall Behavioral Engagement Dimension	2.78	↓5.8%	2.82 ***	△	2.74 ***	▽
Emotional Engagement	Overall Emotional Engagement Dimension	2.82	↓1.9%	2.83 ***	△	2.80 ***	▽
	<i>Motivation for Learning</i>	2.89	↓1.1%	2.94 ***	△	2.84 ***	▽
	<i>Emotional Engagement with School</i>	2.66	↓1.8%	2.69 ***	△	2.64 ***	▽
	<i>Positive Relationships with Adults in School</i>	2.84	↓2.0%	2.89 ***	△	2.79 ***	▽
	<i>Positive Relationships with Other Students</i>	2.92	↓3.4%	2.84 ***	▼	2.99 ***	▲
Cognitive Engagement	Overall Cognitive Engagement Dimension	2.87	↓1.1%	2.89 ***	△	2.86 ***	▽
	<i>Cognitive Growth through Personal Skill Development</i>	2.89	↓1.9%	2.93 ***	△	2.85 ***	▽
	<i>Level of Effort in Academic Pursuits</i>	2.92	↓0.8%	2.92 --		2.92 --	
	<i>Attitude Towards Learning</i>	2.86	↓1.2%	2.88 ***	△	2.84 ***	▽
	<i>Cognitive Engagement with Academic Goals, Future Plans, and Aspirations</i>	2.73	↑0.5%	2.68 ***	▽	2.76 ***	△

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

Overview of Survey Results



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

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

Students Survey Participation

44,790

Total Secondary Students in FBISD

24,319

Secondary Students Participated in Survey

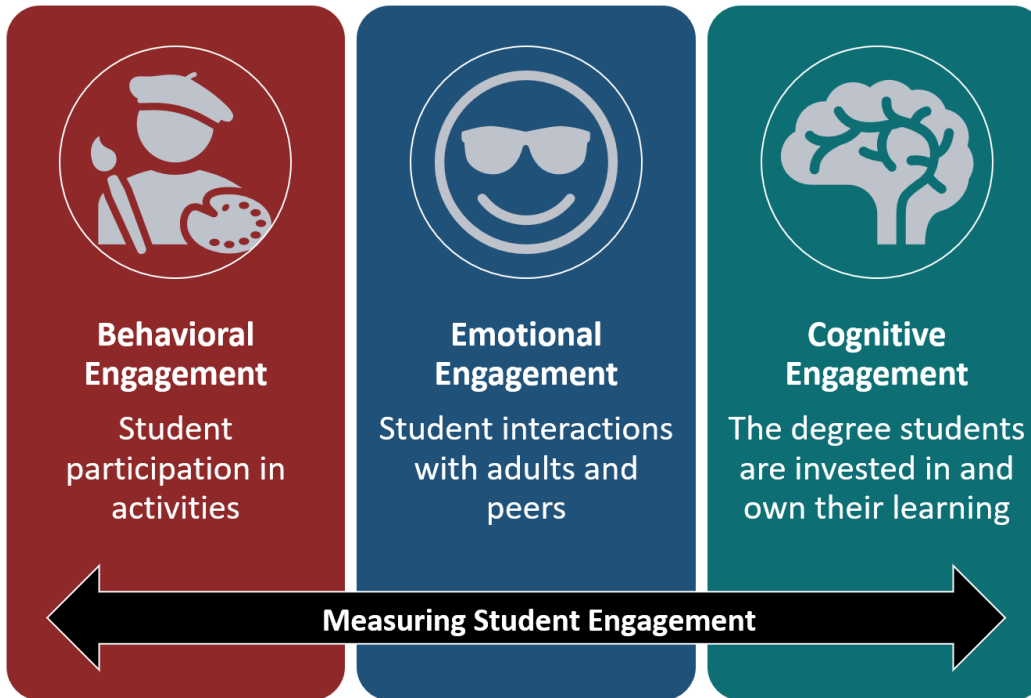
69%

Percent of Eligible Students Participated

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

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

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



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

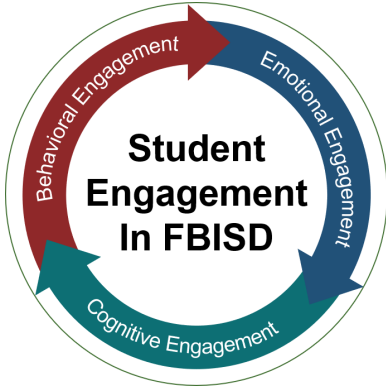
Student Engagement Score Scale

Very Low 1.0 - 1.75	Low 1.76 - 2.50	Mod 2.51 - 3.25	High 3.26 - 4.0
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The Student Engagement Score Scale above will be helpful as you review items in each of the sections of this report. Average comparisons in this portion of the report were comparing MS and HS student averages.

↑3.7%

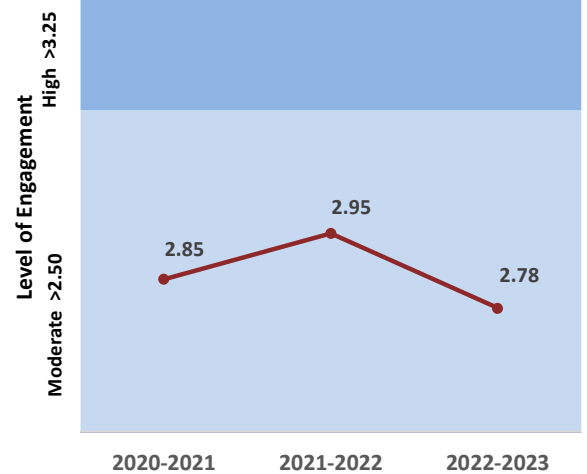
Throughout the overview pages, you will see this icon with an up or down arrow next to individual items, this corresponds to the percent change compared to the 2022 results.



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

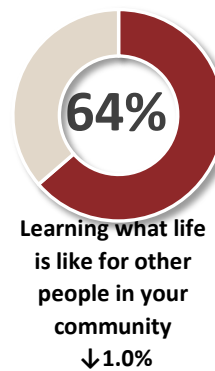
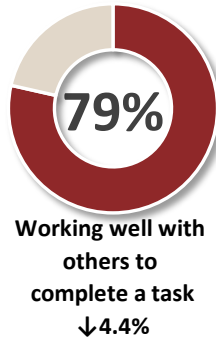
Student Engagement Score Scale			
Very Low	Low	Mod	High
1.0 - 1.75	1.76 - 2.50	2.51 - 3.25	3.26 - 4.0

Beh. Engagement 3 Year Trend



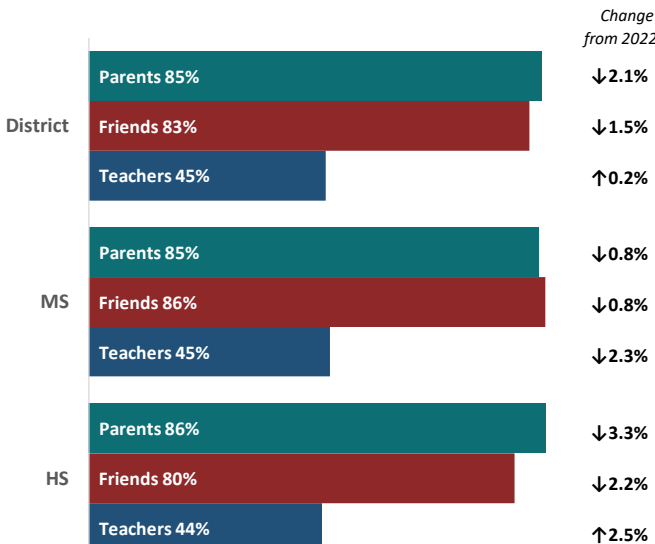
Developing Skills to Work with Others

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



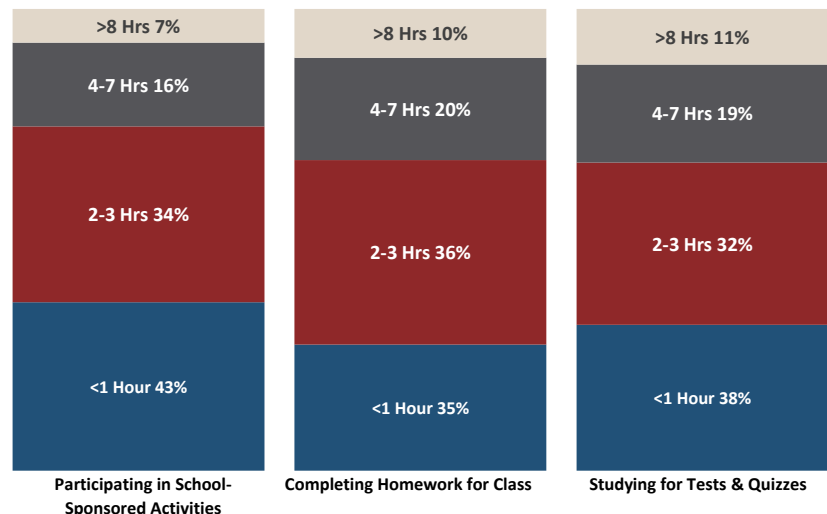
School Attendance Influences

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



Engagement in Activities

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



FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Behavioral Engagement: Individual Item Breakdown

Behavioral Engagement

Frequency Distributions

											Statistical Significance between MS/HS					
Item wording or description	Values	Response Options	District		MS		HS		District	Change from 2022	MS		HS			
			Count	%	Count	%	Count	%	Mean		Mean	Effect Size	Mean	Effect Size		
How much has your experience at school contributed to your development in the following areas?																
Working well with others to complete a task	1	Not at All	1,432	6%	697	6%	735	6%	3.02	↓3.2%	3.06 ***	△	2.98 ***	▽		
	2	Very Little	3,637	15%	1,727	15%	1,910	16%								
	3	Some	11,543	49%	5,174	45%	6,369	52%								
	4	Very Much	7,004	30%	3,821	33%	3,183	26%								
	Total	23,616		11,419		12,197										
Learning what life is like for other people in your community outside of school	1	Not at All	3,309	14%	1,493	13%	1,816	15%	2.70	↓1.0%	2.76 ***	△	2.65 ***	▽		
	2	Very Little	5,277	22%	2,514	22%	2,763	23%								
	3	Some	10,167	43%	4,702	41%	5,465	45%								
	4	Very Much	4,883	21%	2,723	24%	2,160	18%								
	Total	23,636		11,432		12,204										
Treating people with respect	1	Not at All	1,583	7%	691	6%	892	7%	3.09	↓4.6%	3.19 ***	▲	3.00 ***	▼		
	2	Very Little	3,045	13%	1,330	12%	1,715	14%								
	3	Some	10,598	45%	4,529	40%	6,069	50%								
	4	Very Much	8,349	35%	4,849	43%	3,500	29%								
	Total	23,575		11,399		12,176										
In a typical 7 day week during the school year, how many hours do you do the following OUTSIDE of school? (Number of hours per week)																
Participate in school sponsored activities (clubs, athletics, community theatre, church-related activities, or other personal interests)	1	1 Hr or less	9,132	38%	4,833	42%	4,299	35%	2.02	↓23.9%	1.95 ***	▽	2.09 ***	△		
	2	2-3 Hours	7,521	32%	3,566	31%	3,955	32%								
	3	4-7 Hours	4,535	19%	1,983	17%	2,552	21%								
	4	8 or more Hours	2,577	11%	1,131	10%	1,446	12%								
	Total	23,765		11,513		12,252										

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

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

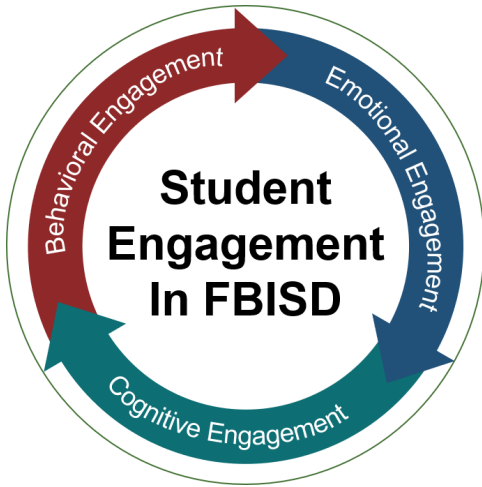
Behavioral Engagement: Individual Item Breakdown

Behavioral Engagement

Frequency Distributions

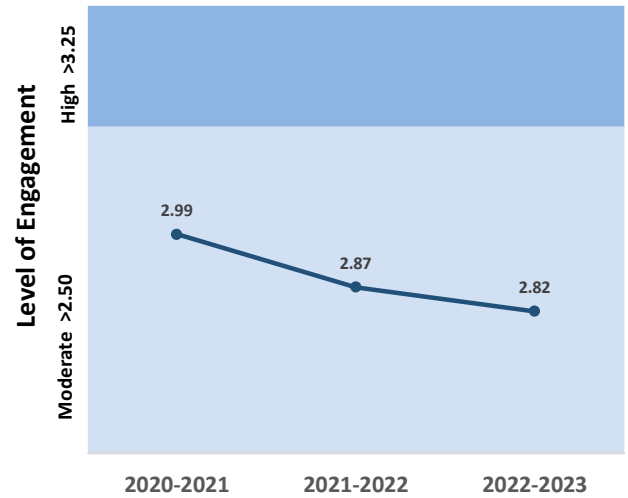
										Statistical Significance between MS/HS					
Item wording or description Values			District		MS		HS		District		MS		HS		
			Count	%	Count	%	Count	%	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size	
To what extent do you agree or disagree with the following statements?															
I go to school because of my teachers	1	Strongly Disagree	4,344	19%	2,108	19%	2,236	19%	2.34	↓0.4%	2.36 ***	△	2.32 ***	▽	
	2	Disagree	8,370	37%	3,940	36%	4,430	37%							
	3	Agree	8,294	36%	3,883	35%	4,411	37%							
	4	Strongly Agree	1,915	8%	1,127	10%	788	7%							
	Total		22,923		11,058		11,865								
I go to school because of my friends	1	Strongly Disagree	1,428	6%	574	5%	854	7%	3.14	↓2.0%	3.27 ***	▲	3.03 ***	▼	
	2	Disagree	2,511	11%	995	9%	1,516	13%							
	3	Agree	10,315	45%	4,365	39%	5,950	50%							
	4	Strongly Agree	8,693	38%	5,130	46%	3,563	30%							
	Total		22,947		11,064		11,883								
I go to school because of my parents/guardians	1	Strongly Disagree	1,116	5%	1,123	5%	529	4%	3.18	↓2.2%	3.21 ***	△	3.15 ***	▽	
	2	Disagree	2,271	10%	1,123	10%	1,148	10%							
	3	Agree	10,962	48%	4,712	43%	6,250	53%							
	4	Strongly Agree	8,590	37%	4,652	42%	3,938	33%							
	Total		22,939		11,074		11,865								

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

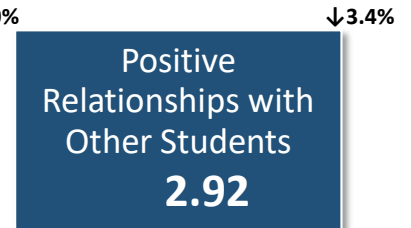
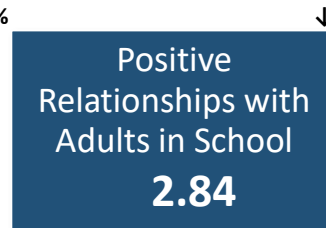
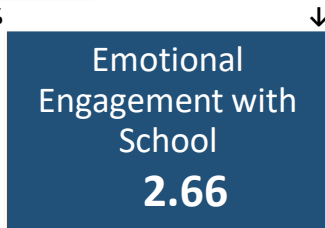
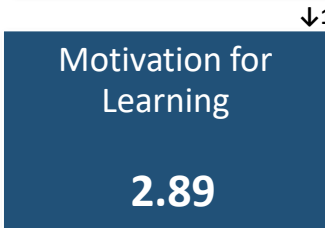


Emotional Engagement emphasizes how a student's engagement in school impacts their feelings about their current school situation, the attitudes they have towards the people they interact with, their feelings about school structures, and affective reactions. Below you will see the average scores for each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

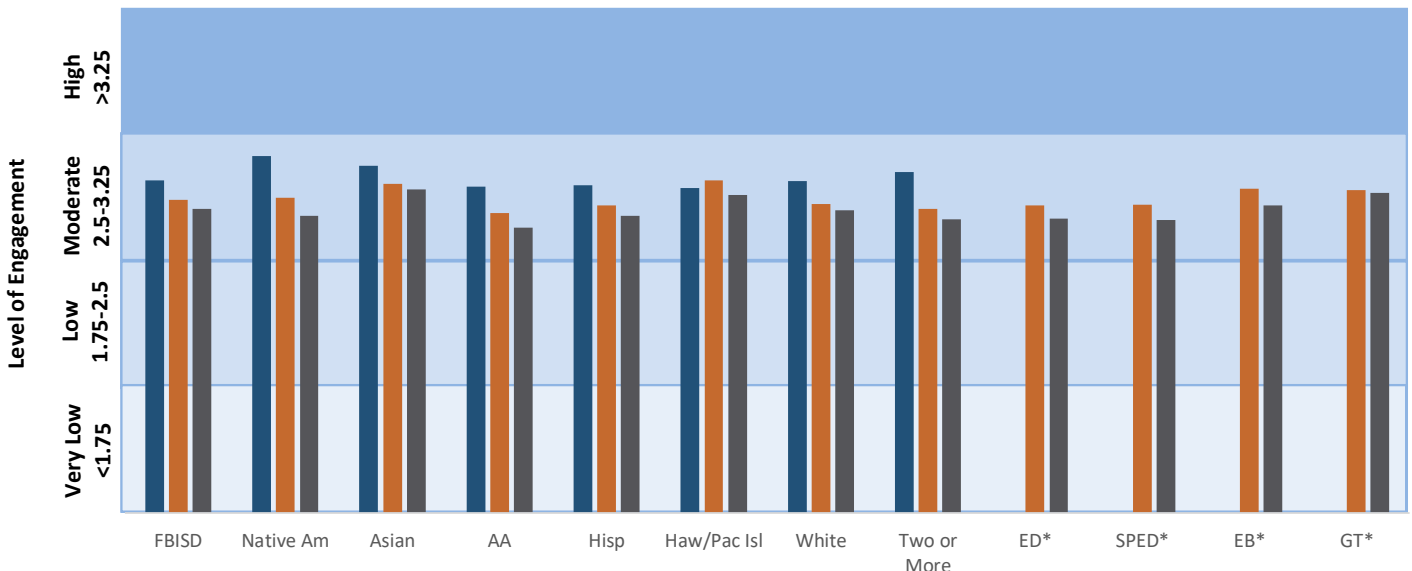
Emo. Engagement 3 Year Trend



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



Emotional Engagement by Student Groups: Trends Over 3 Years



EMOTIONAL ENGAGEMENT: Motivation for Learning

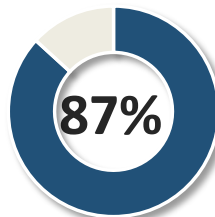
Motivation for Learning:

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



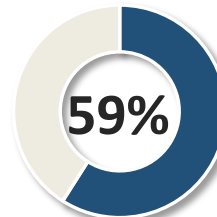
Academic Motivation

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



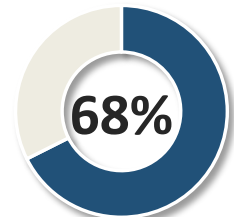
Desire to get good grades

↓2.5%



In general I am excited about my classes

↑2.1%

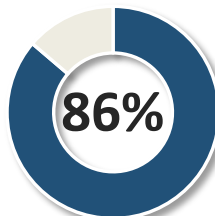


Desire to learn

↑0.2%

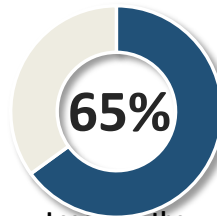
Future Goals Motivation

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



Desire to succeed in world outside of school

↓2.8%

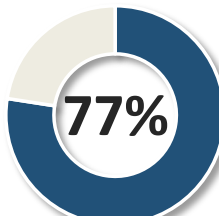


I see how the work I am doing will help me after high school

↑1.4%

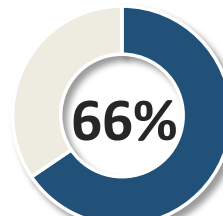
Intra/Interpersonal Motivation

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



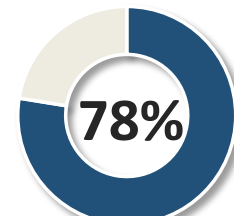
I feel good about how I am as a student

↓2.2%



By teachers who encourage me

↓2.0%



I take pride in the quality of my school work

↓1.8%

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Motivation for Learning

Frequency Distributions

Item wording or description		Values	Response Options	Statistical Significance between MS/HS											
				District		MS		HS		District	Change from 2022	MS		HS	
				Count	%	Count	%	Count	%	Mean		Mean	Effect Size	Mean	Effect Size
How much do you agree or disagree with the following statements															
I am motivated by my desire to learn	1	Strongly Disagree	2,191	10%	1,042	9%	1,149	10%	2.78	↓0.2%	2.81 ***	△	2.74 ***	▽	
	2	Disagree	5,230	23%	2,460	22%	2,770	23%							
	3	Agree	11,000	48%	5,123	46%	5,877	50%							
	4	Strongly Agree	4,476	20%	2,444	22%	2,032	17%							
	Total		22,897		11,069		11,828								
I am motivated by my desire to get good grades	1	Strongly Disagree	1,080	5%	508	5%	572	5%	3.21	↓2.7%	3.27 ***	△	3.16 ***	▽	
	2	Disagree	1,950	9%	869	8%	1,081	9%							
	3	Agree	10,870	47%	4,830	44%	6,040	51%							
	4	Strongly Agree	8,998	39%	4,867	44%	4,131	35%							
	Total		22,898		11,074		11,824								
I am motivated by teachers who encourage me.	1	Strongly Disagree	2,565	11%	1,291	12%	1,274	11%	2.73	↓1.4%	2.77 ***	△	2.7 ***	▽	
	2	Disagree	5,337	23%	2,450	22%	2,887	24%							
	3	Agree	10,628	46%	4,896	44%	5,732	48%							
	4	Strongly Agree	4,384	19%	2,447	22%	1,937	16%							
	Total		22,914		11,084		11,830								
I am motivated by my desire to succeed in the world outside of school	1	Strongly Disagree	1,114	5%	575	5%	539	5%	3.20	↓2.5%	3.23 ***	△	3.17 ***	▽	
	2	Disagree	2,040	9%	995	9%	1,045	9%							
	3	Agree	10,932	48%	4,834	44%	6,098	52%							
	4	Strongly Agree	8,830	39%	4,678	42%	4,152	35%							
	Total		22,916		11,082		11,834								

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

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Motivation for Learning

Frequency Distributions

Item wording or description			Frequency Distributions								Statistical Significance between MS/HS			
			District		MS		HS		District	Change from 2022	MS		HS	
			Count	%	Count	%	Count	%	Mean		Mean	Effect Size	Mean	Effect Size
How much do you agree or disagree with the following statements														
I take pride in the quality of my school work	1	Strongly Disagree	1,513	7%	745	7%	768	6%	2.96	↓1.3%	2.99 ***	△	2.93 ***	▽
	2	Disagree	3,630	16%	1,688	15%	1,942	16%						
	3	Agree	11,997	52%	5,534	50%	6,463	55%						
	4	Strongly Agree	5,762	25%	3,101	28%	2,661	22%						
	Total		22,902		11,068		11,834							
In general, I am excited about my classes	1	Strongly Disagree	3,260	14%	1,525	14%	1,735	15%	2.60	↑1.4%	2.64 ***	△	2.56 ***	▽
	2	Disagree	6,116	27%	2,861	26%	3,255	28%						
	3	Agree	10,114	44%	4,761	43%	5,353	45%						
	4	Strongly Agree	3,390	15%	1,909	17%	1,481	13%						
	Total		22,880		11,056		11,824							
I see how the work I am doing now will help me after high school	1	Strongly Disagree	3,168	14%	1,333	12%	1,835	16%	2.69	↑0.5%	2.79 ***	△	2.61 ***	▽
	2	Disagree	4,841	21%	2,162	20%	2,679	23%						
	3	Agree	10,688	47%	5,108	46%	5,580	47%						
	4	Strongly Agree	4,188	18%	2,459	22%	1,729	15%						
	Total		22,885		11,062		11,823							
I feel good about how I am as a student	1	Strongly Disagree	1,850	8%	862	8%	988	8%	2.94	↓2.1%	3.01 ***	△	2.88 ***	▽
	2	Disagree	3,308	14%	1,428	13%	1,880	16%						
	3	Agree	12,074	53%	5,544	50%	6,530	55%						
	4	Strongly Agree	5,628	25%	3,213	29%	2,415	20%						
	Total		22,860		11,047		11,813							

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

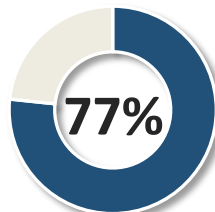
EMOTIONAL ENGAGEMENT: Emotional Engagement with School

Emotional Engagement with School:

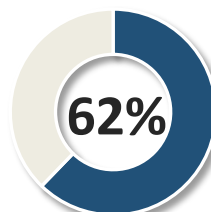
In this emotional engagement factor, students responded to questions about how included they felt in their school community and their general sense of well-being. Questions also asked students to consider how they felt about the rules and application of those rules at their school.

Inclusion in School Community

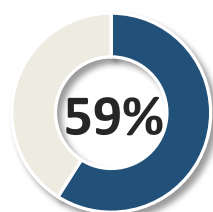
The degree to which students **agreed or strongly agreed** that they felt like part of the community and would choose to go to this school if they were able to choose.



Overall I feel good about being in school
↓1.3%



I am an important part of my school community
↓0.0%



If I could choose a school right now, I would choose this school
↓1.7%

Perceptions on School Rules

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

57%

↓2.1%

72%

↓2.6%

Of Students Agreed or Strongly Agreed that:

School's rules are fair

Rules are applied and enforced consistently

53%

62%

MS

HS

74%

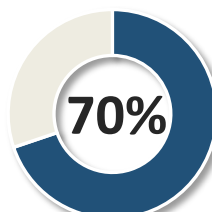
69%

MS

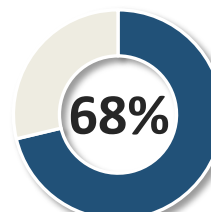
HS

Connection to the School

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



I care about my school
↓3.7%



My opinions are respected in this school
↓3.4%

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Emotional Engagement with the School

Frequency Distributions

										Statistical Significance between MS/HS						
Item wording or description		Values	Response Options	District		MS		HS		District	Change from 2022	MS		HS		
				Count	%	Count	%	Count	%	Mean		Mean	Effect Size	Mean	Effect Size	
To what extent do you agree or disagree with the following statements related to your school																
Overall, I feel good about being in school	1	Strongly Disagree	1,629	7%	780	7%	849	7%	2.83	↓1.1%	2.88 ***	△	2.78 ***	▽		
	2	Disagree	4,007	17%	1,796	15%	2,211	18%								
	3	Agree	15,431	64%	7,236	62%	8,195	66%								
	4	Strongly Agree	3,084	13%	1,902	16%	1,182	10%								
	Total		24,151		11,714		12,437									
I care about this school	1	Strongly Disagree	2,040	8%	1,013	9%	1,027	8%	2.72	↓2.5%	2.77 ***	△	2.68 ***	▽		
	2	Disagree	5,227	22%	2,306	20%	2,921	24%								
	3	Agree	14,227	59%	6,764	58%	7,463	60%								
	4	Strongly Agree	2,586	11%	1,611	14%	975	8%								
	Total		24,080		11,694		12,386									
My opinions are respected in this school	1	Strongly Disagree	2,093	9%	1,184	10%	909	7%	2.68	↓2.1%	2.65 ***	▽	2.71 ***	△		
	2	Disagree	5,632	23%	2,979	26%	2,653	21%								
	3	Agree	14,220	59%	6,264	54%	7,956	64%								
	4	Strongly Agree	2,090	9%	1,230	11%	860	7%								
	Total		24,035		11,657		12,378									
I am an important part of my school community	1	Strongly Disagree	2,759	11%	1,365	12%	1,394	11%	2.61	↓0.8%	2.63 ***	△	2.59 ***	▽		
	2	Disagree	6,308	26%	2,973	26%	3,335	27%								
	3	Agree	12,544	52%	5,875	51%	6,669	54%								
	4	Strongly Agree	2,400	10%	1,415	12%	985	8%								
	Total		24,011		11,628		12,383									

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

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Emotional Engagement with the School

Frequency Distributions

										Statistical Significance between MS/HS					
Item wording or description			District		MS		HS		District		MS		HS		
			Count	%	Count	%	Count	%	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size	
To what extent do you agree or disagree with the following statements related to your school															
This school's rules are fair	1	Strongly Disagree	3,472	14%	1,975	17%	1,497	12%	2.51	↓1.8%	2.46 ***	▽	2.56 ***	△	
	2	Disagree	6,747	28%	3,488	30%	3,259	26%							
	3	Agree	11,884	49%	5,017	43%	6,867	55%							
	4	Strongly Agree	1,925	8%	1,162	10%	763	6%							
	Total		24,028		11,642		12,386								
This school's rules are applied and enforced consistently	1	Strongly Disagree	2,199	9%	982	8%	1,217	10%	2.77	↓2.2%	2.86 ***	△	2.69 ***	▽	
	2	Disagree	4,620	19%	1,997	17%	2,623	21%							
	3	Agree	13,687	57%	6,313	54%	7,374	60%							
	4	Strongly Agree	3,483	15%	2,312	20%	1,171	9%							
	Total		23,989		11,604		12,385								
If I could choose a school right now, I would choose this school	1	Strongly Disagree	4,149	17%	2,007	17%	2,142	17%	2.53	↓2.2%	2.57 ***	△	2.50 ***	▽	
	2	Disagree	5,715	24%	2,741	23%	2,974	24%							
	3	Agree	11,400	47%	5,243	45%	6,157	50%							
	4	Strongly Agree	2,793	12%	1,680	14%	1,113	9%							
	Total		24,057		11,671		12,386								

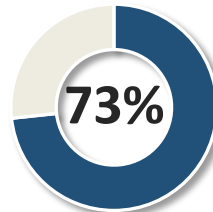
* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

Positive Relationships with Adults in School

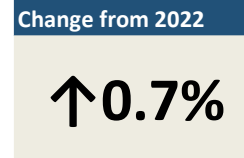
Students interact with a variety of adults throughout each day at school. Students responded to questions in this factor about how supported they felt by adults in different roles.

Personal Connections with Adults on Campus

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

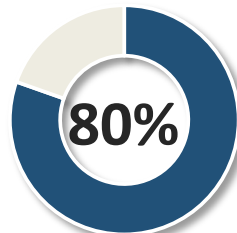


There is at least one adult in this school who knows me well

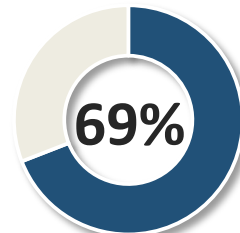


Support from Instructional Staff

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

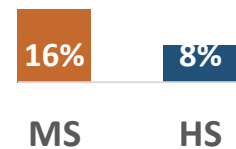
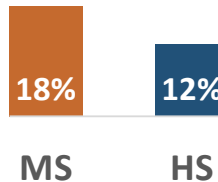


Teachers at their school
↓3.7%



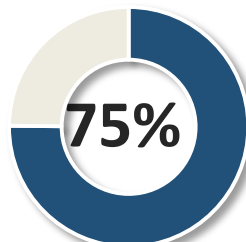
Administrators at their school
↓2.7%

% of Students who "Strongly Agree" by Campus Level

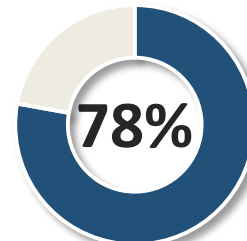


Support from Other Adults

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

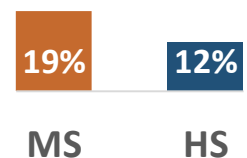
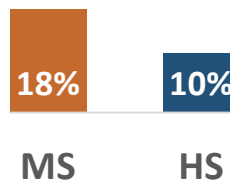


Career or School Counselors
↓1.5%



Other Adults at their school
↓3.1%

% of Students who "Strongly Agree" by Campus Level



FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Positive Relationship with Adults in School

Frequency Distributions

										Statistical Significance between MS/HS					
Item wording or description		Response Options	District		MS		HS		District	Change from 2022	MS		HS		
			Count	%	Count	%	Count	%	Mean		Mean	Effect Size	Mean	Effect Size	
To what extent do you agree or disagree with the following statements related to your school															
There is at least one adult in this school who knows me well	1	Strongly Disagree	2,143	9%	1,043	9%	1,100	9%	2.88	↓1.1%	2.94 ***	△	2.83 ***	▽	
	2	Disagree	4,294	18%	2,031	17%	2,263	18%							
	3	Agree	11,890	49%	5,242	45%	6,648	54%							
	4	Strongly Agree	5,791	24%	3,386	29%	2,405	19%							
	Total		24,118		11,702		12,416								
I feel supported by teachers at this school	1	Strongly Disagree	1,248	5%	686	6%	562	5%	2.90	↓2.8%	2.92 **	△	2.89 **	▽	
	2	Disagree	3,476	14%	1,723	15%	1,753	14%							
	3	Agree	15,777	65%	7,158	61%	8,619	69%							
	4	Strongly Agree	3,596	15%	2,118	18%	1,478	12%							
	Total		24,097		11,685		12,412								
I feel supported by administrators (principal, dean of instruction, assistant/associate principal)	1	Strongly Disagree	2,219	9%	1,040	9%	1,179	10%	2.72	↓2.2%	2.78 ***	△	2.66 ***	▽	
	2	Disagree	5,225	22%	2,374	20%	2,851	23%							
	3	Agree	13,793	57%	6,425	55%	7,368	59%							
	4	Strongly Agree	2,856	12%	1,852	16%	1,004	8%							
	Total		24,093		11,691		12,402								
I feel supported by career or school counselors at this school	1	Strongly Disagree	1,820	8%	819	7%	1,001	8%	2.82	↓1.5%	2.88 ***	△	2.75 ***	▽	
	2	Disagree	4,162	17%	1,828	16%	2,334	19%							
	3	Agree	14,716	61%	6,937	59%	7,779	63%							
	4	Strongly Agree	3,368	14%	2,085	18%	1,283	10%							
	Total		24,066		11,669		12,397								
I feel supported by other adults (secretaries, librarians, coaches, etc.) at this school	1	Strongly Disagree	1,546	6%	740	6%	806	7%	2.87	↓2.4%	2.92 ***	△	2.82 ***	▽	
	2	Disagree	3,792	16%	1,749	15%	2,043	16%							
	3	Agree	15,005	62%	6,918	59%	8,087	65%							
	4	Strongly Agree	3,724	15%	2,263	19%	1,461	12%							
	Total		24,067		11,670		12,397								

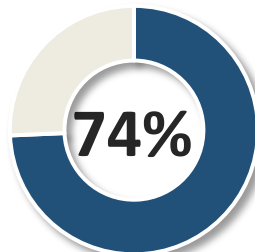
* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

Positive Relationships with Other Students

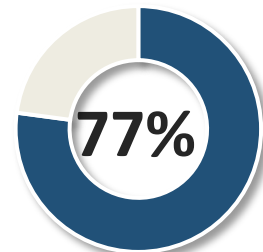
Other than teachers, the primary daily contacts for students in school are other students. Questions in this factor explored how students interacted and felt about those interactions with other students on campuses.

Student Interactions

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



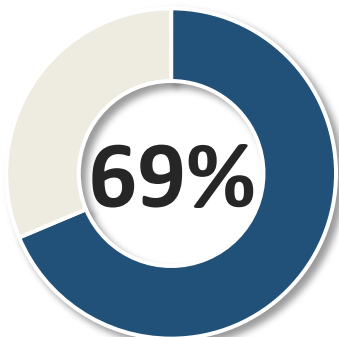
I am comfortable
being myself at this
school
↓2.0%



I feel supported by
other students
↓3.8%

Feelings of Safety

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

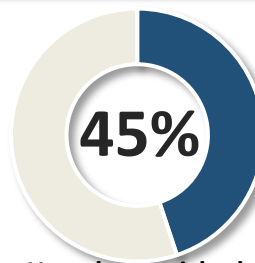


I feel safe in
this school
↓6.9%

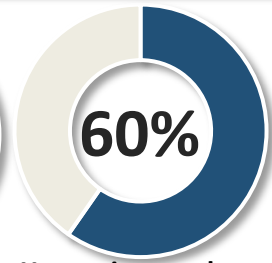
Perceptions on Bullying

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

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



Have been picked
on or bullied by
another student
↑8.1%



Have witnessed an
act of bullying
↑5.6%

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

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

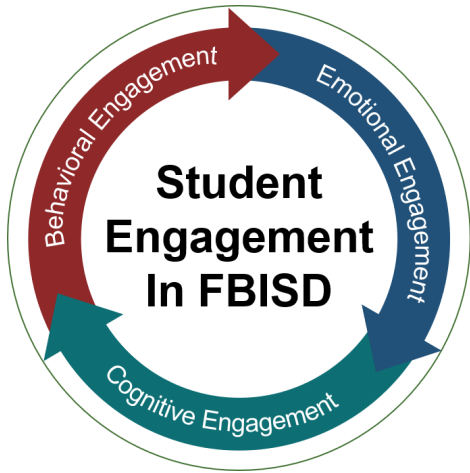
Emotional Engagement: Individual Item Breakdown

Positive Relationships with Other Students

Frequency Distributions

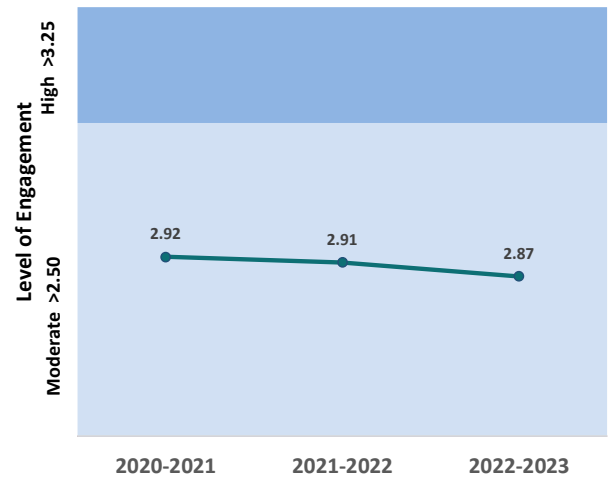
Item wording or description			Response Options		Statistical Significance between MS/HS											
					District		MS		HS		District	Change from 2022	MS		HS	
					Count	%	Count	%	Count	%	Mean		Mean	Effect Size	Mean	Effect Size
To what extent do you agree or disagree with the following statements related to your school																
I feel safe in this school	1	Strongly Disagree	2,048	9%	1,142	10%	906	7%	2.70	↓4.2%	2.69 --		2.71 --			
	2	Disagree	5,481	23%	2,758	24%	2,723	22%								
	3	Agree	14,182	59%	6,335	54%	7,847	63%								
	4	Strongly Agree	2,319	10%	1,412	12%	907	7%								
	Total		24,030		11,647		12,383									
I feel supported by other students	1	Strongly Disagree	1,792	7%	1,009	9%	783	6%	2.87	↓3.0%	2.86 --		2.87 --			
	2	Disagree	3,712	15%	1,933	17%	1,779	14%								
	3	Agree	14,467	60%	6,414	55%	8,053	65%								
	4	Strongly Agree	4,088	17%	2,321	20%	1,767	14%								
	Total		24,059		11,677		12,382									
I am comfortable being myself at this school	1	Strongly Disagree	2,138	9%	1,206	10%	932	8%	2.81	↓2.1%	2.8 --		2.82 --			
	2	Disagree	4,043	17%	2,103	18%	1,940	16%								
	3	Agree	14,136	59%	6,148	53%	7,988	64%								
	4	Strongly Agree	3,749	16%	2,204	19%	1,545	12%								
	Total		24,066		11,661		12,405									
During the school year how often have you																
Been picked on or bullied by another student?	1	Often	1,322	6%	943	8%	379	3%	3.28	↓4.0%	3.11 *** ▼		3.43 *** ▲			
	2	Sometimes	3,703	16%	2,078	19%	1,625	14%								
	3	Rarely	5,396	23%	2,965	27%	2,431	20%								
	4	Never	12,782	55%	5,200	46%	7,582	63%								
	Total		23,203		11,186		12,017									
Witnessed an act of bullying?	1	Often	2,486	11%	1,711	15%	775	6%	2.97	↓3.7%	2.78 *** ▼		3.14 *** ▲			
	2	Sometimes	5,160	22%	2,698	24%	2,462	21%								
	3	Rarely	6,186	27%	3,098	28%	3,088	26%								
	4	Never	9,336	40%	3,671	33%	5,665	47%								
	Total		23,168		11,178		11,990									

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



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

Cog. Engagement 3 Year Trend



Overall Cognitive Engagement Average Score

2.87

↓1.1%

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

Cognitive Growth with Personal Skill Development

2.89

↓1.8%

Levels of Effort in Academic Pursuits

2.92

↓2.8%

Attitudes Towards Learning

2.86

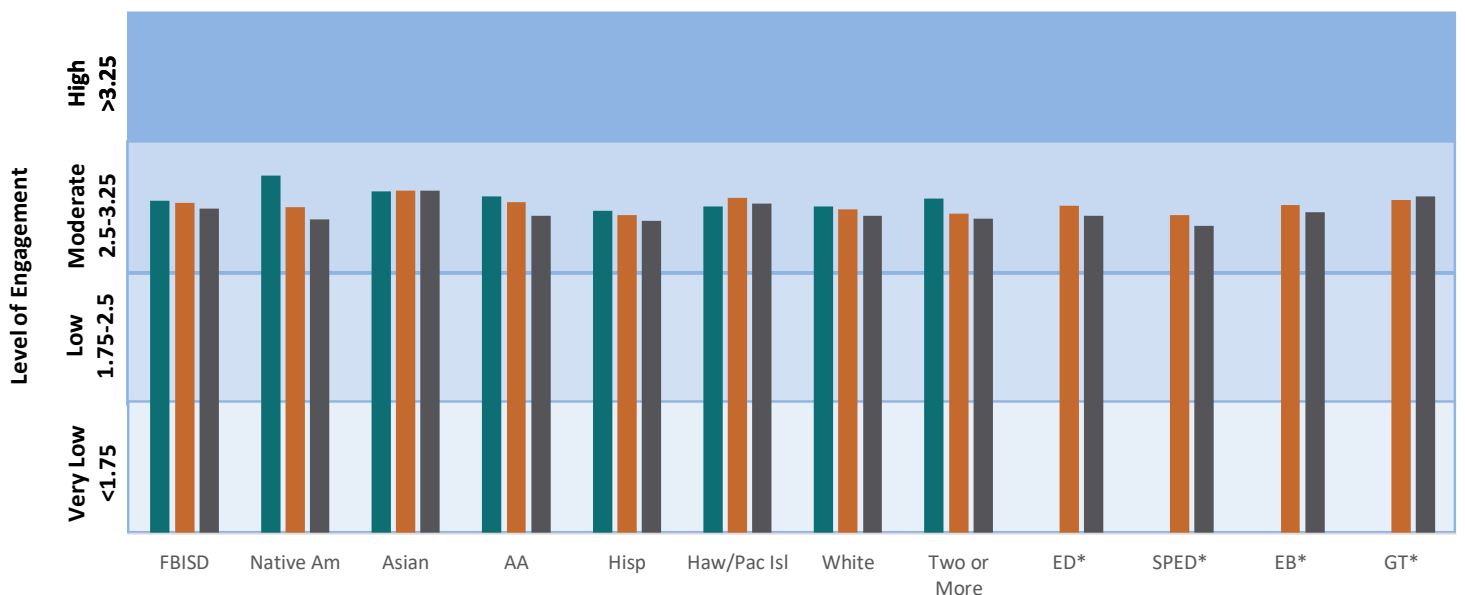
↓1.8%

Academic Goals, Future Plans, and Aspirations

2.73

↑0.5%

Cognitive Engagement by Student Groups: Trends Over 3 Years



2020-2021 2021-2022 2022-2023

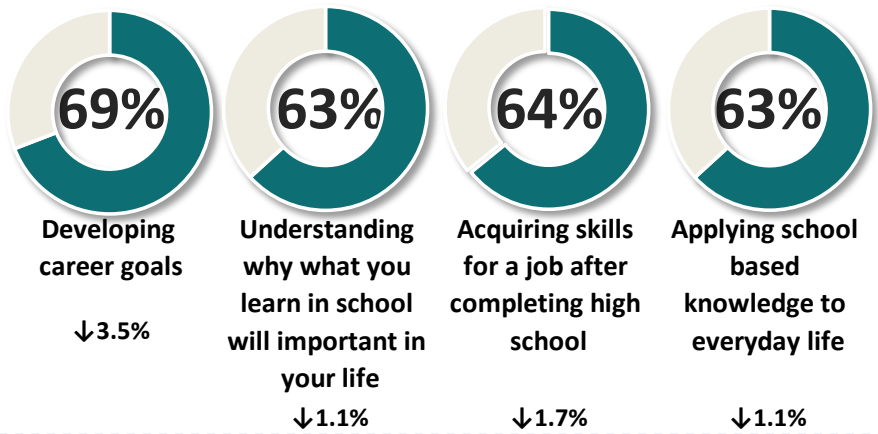
* Student group data not collected during 2020-21

Cognitive Growth and Personal Skill Development (CGPSD)

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

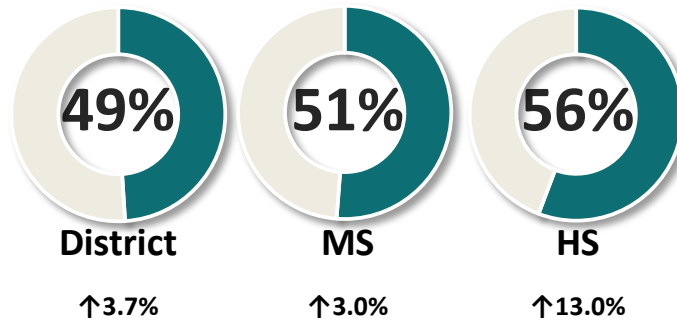
Academic Skill Development

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



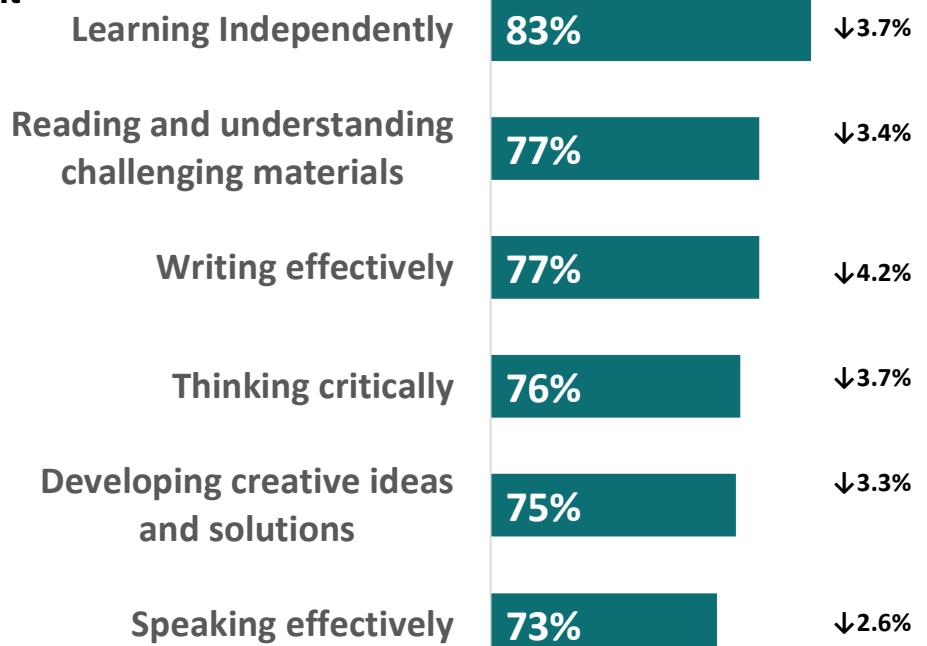
Perceptions of Academic Challenge

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



Applications of Skill Development

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



FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Cognitive Growth through Personal Skill Development

Frequency Distributions

											Statistical Significance between MS/HS			
Item wording or description	Values	Response Options	District		MS		HS		District		MS		HS	
			Count	%	Count	%	Count	%	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size
To what extent do you agree or disagree with the following statements related to your school?														
Teachers try to engage me in a classroom discussion	1	Strongly Disagree	1,074	4%	520	4%	554	4%	2.93	↓2.1%	2.96 ***	△	2.90 ***	▽
	2	Disagree	3,118	13%	1,570	13%	1,548	13%						
	3	Agree	16,315	68%	7,458	64%	8,857	72%						
	4	Strongly Agree	3,534	15%	2,112	18%	1,422	11%						
	Total		24,041		11,660		12,381							
I can be creative in classroom assignments and projects	1	Strongly Disagree	1,038	4%	465	4%	573	5%	3.03	↓2.1%	3.10 ***	▲	2.95 ***	▼
	2	Disagree	2,537	11%	1,164	10%	1,373	11%						
	3	Agree	15,224	63%	6,725	58%	8,499	69%						
	4	Strongly Agree	5,233	22%	3,296	28%	1,937	16%						
	Total		24,032		11,650		12,382							
How much has your experience at this school contributed to your development in the following areas?														
Acquiring skills for a job after completing high school	1	Not at All	3,140	13%	1,441	13%	1,699	14%	2.71	↓1.8%	2.78 ***	△	2.64 ***	▽
	2	Very Little	5,356	23%	2,412	21%	2,944	24%						
	3	Some	10,523	44%	4,840	42%	5,683	46%						
	4	Very Much	4,670	20%	2,774	24%	1,896	16%						
	Total		23,689		11,467		12,222							
Writing effectively	1	Not at All	1,436	6%	758	7%	678	6%	3.00	↓2.5%	3.01 --		2.99 --	
	2	Very Little	3,905	17%	1,943	17%	1,962	16%						
	3	Some	11,585	49%	5,225	46%	6,360	52%						
	4	Very Much	6,736	28%	3,524	31%	3,212	26%						
	Total		23,662		11,450		12,212							

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

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Cognitive Growth through Personal Skill Development

Frequency Distributions

Item wording or description			Response Options		Statistical Significance between MS/HS											
					District		MS		HS		District	Change from 2022	MS		HS	
					Count	%	Count	%	Count	%	Mean		Mean	Effect Size	Mean	Effect Size
How much has your experience at this school contributed to your development in the following areas?																
Speaking effectively	1	Not at All	1,856	8%	1,038	9%	818	7%	2.91	↓2.3%	2.90	--	2.91	--		
	2	Very Little	4,472	19%	2,253	20%	2,219	18%								
	3	Some	11,224	48%	4,876	43%	6,348	52%								
	4	Very Much	6,006	25%	3,219	28%	2,787	23%								
	Total	23,558	11,386	12,172												
Thinking critically (reasoning, asking "Why?")	1	Not at All	1,713	7%	877	8%	836	7%	2.97	↓2.8%	3.00	***	△	2.94	***	▽
	2	Very Little	4,076	17%	1,946	17%	2,130	17%								
	3	Some	11,028	47%	4,901	43%	6,127	50%								
	4	Very Much	6,819	29%	3,711	32%	3,108	25%								
	Total	23,636	11,435	12,201												
Developing creative ideas and solutions	1	Not at All	1,765	7%	850	7%	915	8%	2.95	↓2.3%	3.00	***	△	2.90	***	▽
	2	Very Little	4,122	17%	1,906	17%	2,216	18%								
	3	Some	11,321	48%	5,078	44%	6,243	51%								
	4	Very Much	6,407	27%	3,593	31%	2,814	23%								
	Total	23,615	11,427	12,188												
Reading and understanding challenging materials	1	Not at All	1,486	6%	762	7%	724	6%	2.99	↓2.0%	3.01	*	△	2.98	*	▽
	2	Very Little	3,837	16%	1,880	16%	1,957	16%								
	3	Some	11,723	50%	5,328	47%	6,395	52%								
	4	Very Much	6,592	28%	3,468	30%	3,124	26%								
	Total	23,638	11,438	12,200												

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

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Cognitive Growth through Personal Skill Development

Frequency Distributions

											Statistical Significance between MS/HS			
Item wording or description	Values	Response Options	District		MS		HS		District		MS		HS	
			Count	%	Count	%	Count	%	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size
How much has your experience at this school contributed to your development in the following areas?														
Using technology to gather and communicate information	1	Not at All	1,264	5%	593	5%	671	5%	3.12	↓3.2%	3.16 ***	△	3.08 ***	▽
	2	Very Little	3,039	13%	1,491	13%	1,548	13%						
	3	Some	10,978	46%	4,867	43%	6,111	50%						
	4	Very Much	8,367	35%	4,489	39%	3,878	32%						
	Total		23,648		11,440		12,208							
Learning Independently	1	Not at All	1,224	5%	644	6%	580	5%	3.15	↓3.1%	3.17 **	△	3.13 **	▽
	2	Very Little	2,854	12%	1,422	12%	1,432	12%						
	3	Some	10,741	45%	4,762	42%	5,979	49%						
	4	Very Much	8,805	37%	4,598	40%	4,207	34%						
	Total		23,624		11,426		12,198							
Applying school-based knowledge to everyday life	1	Not at All	3,167	13%	1,439	13%	1,728	14%	2.70	↓1.1%	2.77 ***	△	2.64 ***	▽
	2	Very Little	5,522	23%	2,538	22%	2,984	24%						
	3	Some	10,098	43%	4,632	41%	5,466	45%						
	4	Very Much	4,828	20%	2,808	25%	2,020	17%						
	Total		23,615		11,417		12,198							
Developing career goals	1	Not at All	2,413	10%	1,069	9%	1,344	11%	2.84	↓2.7%	2.90 ***	△	2.77 ***	▽
	2	Very Little	4,865	21%	2,283	20%	2,582	21%						
	3	Some	10,506	45%	4,754	42%	5,752	47%						
	4	Very Much	5,817	25%	3,313	29%	2,504	21%						
	Total		23,601		11,419		12,182							

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

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Cognitive Growth through Personal Skill Development

Frequency Distributions

											Statistical Significance between MS/HS			
			District		MS		HS		District		MS		HS	
Item wording or description	Values	Response Options	Count	%	Count	%	Count	%	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size
How much has your experience at this school contributed to your development in the following areas?														
Understanding why what you learn in school will be important for your life	1 2 3 4	Not at All Very Little Some Very Much	3,715 5,076 9,786 4,997	16% 22% 42% 21%	1,635 2,339 4,475 2,941	14% 21% 39% 26%	2,080 2,737 5,311 2,056	17% 22% 44% 17%	2.68	↓1.3%	2.77 ***	△	2.60 ***	▽
Total			23,574		11,390		12,184							
About how many of your classes...														
Challenge you to your full academic potential	1 2 3 4	None Some Most All	1,665 10,102 8,875 2,423	7% 44% 38% 11%	845 4,579 4,232 1,463	8% 41% 38% 13%	820 5,523 4,643 960	7% 46% 39% 17%	2.52	↑1.4%	2.57 ***	△	2.48 ***	▽
Total			23,065		11,119		11,946							

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

COGNITIVE ENGAGEMENT: Levels of Effort In Academic Pursuits

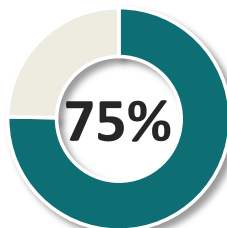
Levels of Effort in Academic Pursuits (LEAP)

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

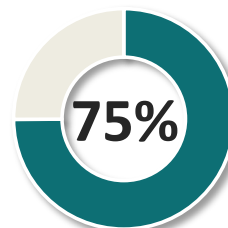


Engagement with Others in Learning

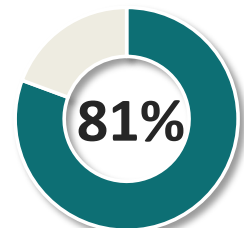
The degree to which students feel they **sometimes or often** engage with others about their work through feedback, collaboration, or conversations.



Received feedback from teachers on assignments or other class work
↓4.0%



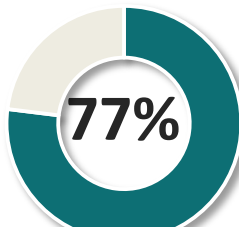
Talked to a teacher about your class work
↓1.7%



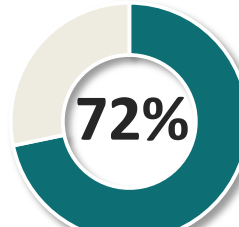
Worked with other students on projects or assignments
↓3.1%

Engagement with Tasks

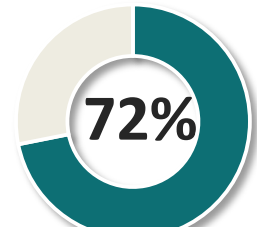
The degree to which students feel they **sometimes or often** engaged in specific classroom activities.



Asked or answered a question in class
↓1.5%



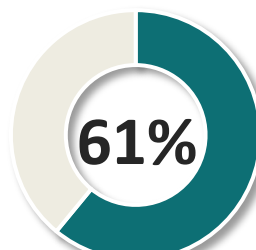
Prepared a draft of a paper or assignment before turning it in
↓3.9%



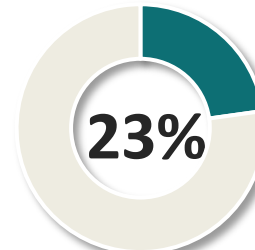
Completed a creative writing assignment
↑0.3%

Effort Applied in Learning

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



Give your maximum effort
↓0.4%



Put forth very little effort
↑3.8%

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Levels of Effort in Academic Pursuits

Frequency Distributions

											Statistical Significance between MS/HS			
Item wording or description	Values	Response Options	District		MS		HS		District		MS		HS	
			Count	%	Count	%	Count	%	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size
During the School year, about how often have you done each of the following?														
Asked or answered a question in class	1	Never	923	4%	437	4%	486	4%	3.04	↓1.9%	3.08 ***	△	3.01 ***	▽
	2	Rarely	4,512	19%	2,096	18%	2,416	20%						
	3	Sometimes	10,759	46%	4,989	44%	5,770	47%						
	4	Often	7,390	31%	3,885	34%	3,505	29%						
	Total	23,584	11,407	12,177										
Talked to a teacher about your class work	1	Never	1,031	4%	593	5%	438	4%	3.00	↓1.9%	2.95 ***	▽	3.04 ***	△
	2	Rarely	4,870	21%	2,622	23%	2,248	18%						
	3	Sometimes	10,797	46%	4,972	44%	5,825	48%						
	4	Often	6,837	29%	3,193	28%	3,644	30%						
	Total	23,535	11,380	12,155										
Prepared a draft of a paper or assignment before turning it in	1	Never	1,706	7%	938	8%	768	6%	2.93	↓3.2%	2.90 ***	▽	2.96 ***	△
	2	Rarely	4,942	21%	2,547	22%	2,395	20%						
	3	Sometimes	10,181	43%	4,656	41%	5,525	45%						
	4	Often	6,703	28%	3,234	28%	3,469	29%						
	Total	23,532	11,375	12,157										

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

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Levels of Effort in Academic Pursuits

Frequency Distributions

										Statistical Significance between MS/HS					
Item wording or description		Values	Response Options	District		MS		HS		District	Change from 2022	MS		HS	
				Count	%	Count	%	Count	%	Mean		Mean	Effect Size	Mean	Effect Size
During the School year, about how often have you done each of the following?										2.93	↑0.1%	2.94 --		2.92 --	
Completed a creative writing assignment (reflections, journaling, short stories, poetry)	1	Never	1,675	7%	843	7%	832	7%							
	2	Rarely	4,941	21%	2,413	21%	2,528	21%							
	3	Sometimes	10,227	43%	4,661	41%	5,566	46%							
	4	Often	6,678	28%	3,446	30%	3,232	27%							
		Total	23,521		11,363		12,158								
Received feedback from teachers on assignments or other class work	1	Never	1,185	5%	662	6%	523	4%	3.00	↓3.1%	2.96 ***	▽	3.03 ***	△	
	2	Rarely	4,621	20%	2,424	21%	2,197	18%							
	3	Sometimes	10,767	46%	4,929	43%	5,838	48%							
	4	Often	6,930	29%	3,340	29%	3,590	30%							
		Total	23,503		11,355		12,148								
Attended class with all assignments completed	1	Never	898	4%	435	4%	463	4%	3.26	↓3.7%	3.26 ***	△	3.23 ***	▽	
	2	Rarely	2,765	12%	1,309	12%	1,456	12%							
	3	Sometimes	9,197	39%	4,200	37%	4,997	41%							
	4	Often	10,638	45%	5,417	48%	5,221	43%							
		Total	23,498		11,361		12,137								
Worked on a paper or project that required you to do research outside of assigned text	1	Never	963	4%	505	4%	458	4%	3.08	↓0.7%	3.08 --		3.08 --		
	2	Rarely	3,829	16%	1,908	17%	1,921	16%							
	3	Sometimes	11,124	47%	5,140	45%	5,984	49%							
	4	Often	7,586	32%	3,803	33%	3,783	31%							
		Total	23,502		11,356		12,146								

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

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Levels of Effort in Academic Pursuits

Frequency Distributions

										Statistical Significance between MS/HS					
Item wording or description	Values	Response Options	District		MS		HS		District	Change from 2022	MS		HS		
			Count	%	Count	%	Count	%	Mean		Mean	Effect Size	Mean	Effect Size	
During the School year, about how often have you done each of the following?															
Worked on a paper or project that required you to interact with people	1	Never	4,966	21%	2,596	23%	2,370	20%	2.52	↑7.1%	2.48 ***	▽	2.55 ***	△	
	2	Rarely	5,881	25%	2,920	26%	2,961	24%							
	3	Sometimes	8,140	35%	3,597	32%	4,543	37%							
	4	Often	4,521	19%	2,253	20%	2,268	19%							
	Total	23,508	11,366	12,142											
Worked with other students on projects/assignments	1	Never	912	4%	511	5%	401	3%	3.10	↓2.2%	3.10 --		3.10 --		
	2	Rarely	3,637	15%	1,804	16%	1,833	15%							
	3	Sometimes	11,158	48%	5,109	45%	6,049	50%							
	4	Often	7,771	33%	3,925	35%	3,846	32%							
	Total	23,478	11,349	12,129											
Discussed questions in class that have no clear answers	1	Never	1,971	8%	1,025	9%	946	8%	2.81	↓1.2%	2.78 ***	▽	2.83 ***	△	
	2	Rarely	5,830	25%	2,978	26%	2,852	24%							
	3	Sometimes	10,385	44%	4,752	42%	5,633	46%							
	4	Often	5,266	22%	2,573	23%	2,693	22%							
	Total	23,452	11,328	12,124											
Connected ideas or concepts from one class (or subject area) to another classroom	1	Never	1,965	8%	1,000	9%	965	8%	2.82	↑1.2%	2.80 ***	▽	2.83 ***	△	
	2	Rarely	5,526	24%	2,809	25%	2,717	22%							
	3	Sometimes	10,814	46%	4,997	44%	5,817	48%							
	4	Often	5,149	22%	2,531	22%	2,618	22%							
	Total	23,454	11,337	12,117											

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

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Levels of Effort in Academic Pursuits

Frequency Distributions

										Statistical Significance between MS/HS				
Item wording or description	Values	Response Options	District		MS		HS		District	Change from 2022	MS		HS	
			Count	%	Count	%	Count	%	Mean		Mean	Effect Size	Mean	Effect Size
During the School year, about how often have you done each of the following?									2.67	↑0.9%	2.66 --		2.68 --	
Discussed ideas from readings or classes	1	Never	3,298	14%	1,730	15%	1,568	13%						
with others outside of class (friends, family members, etc.)	2	Rarely	5,853	25%	2,835	25%	3,018	25%						
	3	Sometimes	10,814	41%	4,375	39%	5,268	43%						
	4	Often	4,673	20%	2,406	21%	2,267	19%						
		Total	23,467		11,346		12,121							
In about how many of your classes do you..									2.75	↓1.5%	2.86 *** ▲		2.66 *** ▼	
Give your maximum effort?	1	None	1,317	6%	573	5%	744	6%						
	2	Some	7,665	33%	3,222	29%	4,443	37%						
	3	Most	9,372	41%	4,451	40%	4,921	41%						
	4	All	4,658	20%	2,839	26%	1,819	15%						
		Total	23,012		11,085		11,927							
Put forth very little effort	1	All	1,171	5%	702	6%	469	4%	3.05	↓2.6%	3.08 *** △		3.01 *** ▽	
	2	Most	4,014	18%	1,738	16%	2,276	19%						
	3	Some	10,193	45%	4,506	41%	5,687	48%						
	4	None	7,382	32%	4,000	37%	3,382	29%						
		Total	22,760		10,946		11,814							

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

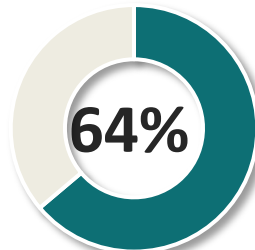
Attitudes Toward Learning:

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

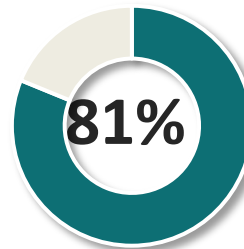
Questions inside the box are further broken down to look at the percentage of students who specifically responded as shown in the box by campus level (MS or HS).

Enjoyment in Learning

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



I enjoy working on tasks that require a lot of thinking and mental effort
↓2.1%

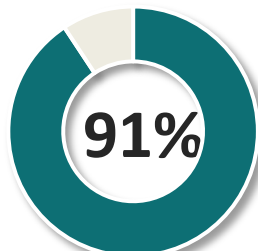


I enjoy being creative in school
↓3.2%

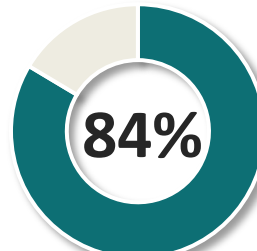
Strongly Agree	
MS	HS
34%	26%

Self-Efficacy in Learning

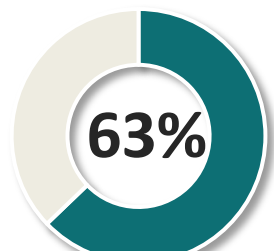
The degree to which students **agree or strongly agree** that they feel confident in their skills as a learner or have confidence in their own abilities.



I have the skills and ability to complete my work.
↓1.2%



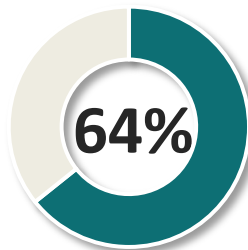
I put forth a great deal of effort when doing my school work
↓1.5%



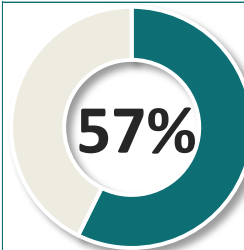
I like discussions in which there are no clear answers
↓0.4%

Impact of Learning

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



My school work makes me curious to learn new things.
↓0.4%



I go to school because of what I learn in classes.
↑1.3%

Strongly Agree	
MS	HS
15%	9%

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Attitude Toward Learning

Frequency Distributions

										Statistical Significance between MS/HS					
Item wording or description		Values	Response Options	District		MS		HS		District		MS		HS	
				Count	%	Count	%	Count	%	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size
How much do you agree or disagree with the following statements															
I have the skills and ability to complete my work	1	Strongly Disagree	790	3%	413	4%	377	3%	3.23	↓1.9%	3.25 ***	△	3.21 ***	▽	
	2	Disagree	1,343	6%	674	6%	669	6%							
	3	Agree	12,579	55%	5,696	51%	6,883	58%							
	4	Strongly Agree	8,235	36%	4,313	39%	3,922	33%							
	Total		22,947		11,096		11,851								
I put forth a great deal of effort when doing my school work	1	Strongly Disagree	960	4%	453	4%	507	4%	3.07	↓1.6%	3.11 ***	△	3.04 ***	▽	
	2	Disagree	2,797	12%	1,256	11%	1,541	13%							
	3	Agree	12,692	55%	5,941	54%	6,751	57%							
	4	Strongly Agree	6,422	28%	3,415	31%	3,007	25%							
	Total		22,871		11,065		11,806								
I have worked harder than I expected to in school	1	Strongly Disagree	1,469	6%	707	6%	762	6%	2.94	↓0.7%	2.97 ***	△	2.91 ***	▽	
	2	Disagree	4,308	19%	2,025	18%	2,283	19%							
	3	Agree	11,224	49%	5,200	47%	6,024	51%							
	4	Strongly Agree	5,898	26%	3,144	28%	2,754	23%							
	Total		22,899		11,076		11,823								
I like discussions in which there are no clear answers	1	Strongly Disagree	3,247	14%	1,788	16%	1,459	12%	2.68	↓1.0%	2.63 ***	▽	2.73 ***	△	
	2	Disagree	5,261	23%	2,766	25%	2,495	21%							
	3	Agree	9,908	43%	4,280	39%	5,628	48%							
	4	Strongly Agree	4,476	20%	2,234	20%	2,242	19%							
	Total		22,892		11,068		11,824								

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

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Attitude Toward Learning

Frequency Distributions

Item wording or description		Values	Response Options	District		MS		HS		District	Change from 2022	Statistical Significance between MS/HS			
				Count	%	Count	%	Count	%	Mean		MS		HS	
												Mean	Effect Size	Mean	Effect Size
How much do you agree or disagree with the following statements															
I enjoy being creative in school	1	Strongly Disagree	1,372	6%	678	6%	694	6%	3.05	↓2.3%	3.10 ***	△	3.01 ***	▽	
	2	Disagree	2,931	13%	1,358	12%	1,573	13%							
	3	Agree	11,721	51%	5,225	47%	6,496	55%							
	4	Strongly Agree	6,849	30%	3,796	34%	3,053	26%							
	Total	22,873		11,057		11,816									
I enjoy working on tasks that require a lot of thinking and mental effort	1	Strongly Disagree	2,899	13%	1,611	15%	1,288	11%	2.70	↑0.8%	2.67 ***	▽	2.72 ***	△	
	2	Disagree	5,376	23%	2,654	24%	2,722	23%							
	3	Agree	10,395	45%	4,569	41%	5,826	49%							
	4	Strongly Agree	4,219	18%	2,228	20%	1,991	17%							
	Total	22,889		11,062		11,827									
My school work makes me curious to learn other things	1	Strongly Disagree	2,826	12%	1,406	13%	1,420	12%	2.70	↓0.7%	2.72 **	△	2.67 **	▽	
	2	Disagree	5,354	23%	2,520	23%	2,834	24%							
	3	Agree	10,672	47%	4,932	45%	5,740	49%							
	4	Strongly Agree	4,037	18%	2,213	20%	1,824	15%							
	Total	22,889		11,071		11,818									
To what extent do you agree or disagree with the following statements?															
I go to school because of what I learn in classes	1	Strongly Disagree	3,441	15%	1,550	14%	1,891	16%	2.54	↑0.3%	2.61 ***	△	2.48 ***	▽	
	2	Disagree	6,355	28%	2,849	26%	3,506	30%							
	3	Agree	10,394	45%	4,987	45%	5,407	46%							
	4	Strongly Agree	2,762	12%	1,684	15%	1,078	9%							
	Total	22,952		11,070		11,882									

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

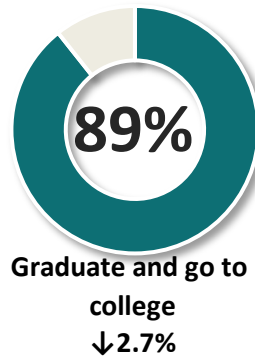
Cognitive Engagement with Academic Goals, Future Plans, and Aspirations

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

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

Motivations to Succeed

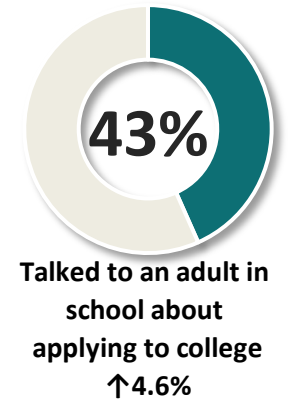
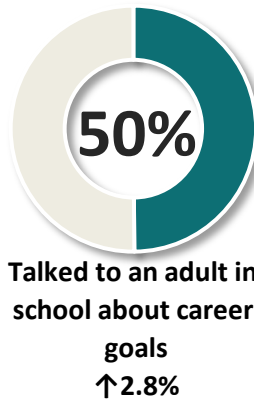
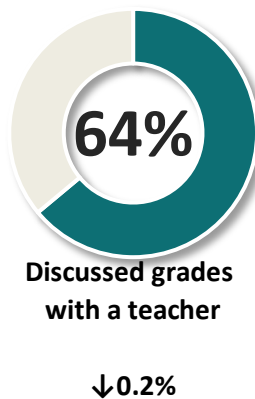
The degree to which students **agree or strongly agree** about why they go to school related to plans after high school.



Strongly Agree	
MS	HS
46%	32%

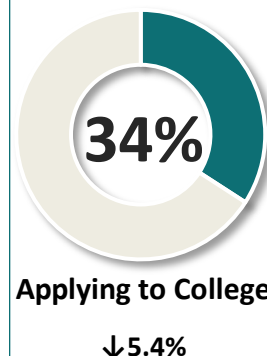
Connections with Adults

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



Lack of Conversations with Adults

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



Never	
MS	HS
42%	27%

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Cognitive Engagement with Academic Goals, Future Plans, and Aspirations

Frequency Distributions

Item wording or description			Response Options		Statistical Significance between MS/HS											
					District		MS		HS		District	Change from 2022	MS		HS	
					Count	%	Count	%	Count	%	Mean		Mean	Effect Size	Mean	Effect Size
During the school year, about how often have you done each of the following?																
Discussed grades with a teacher	1	Never	2,526	11%	1,592	14%	934	8%	2.76	↓0.7%	2.65 *** ▼	2.86 *** ▲				
	2	Rarely	5,942	25%	3,164	28%	2,778	23%								
	3	Sometimes	9,592	41%	4,173	37%	5,419	45%								
	4	Often	5,436	23%	2,429	21%	3,007	25%								
	Total	23,496	11,358	12,138												
Discussed ideas from readings or classes with teachers outside of class	1	Never	5,066	22%	2,752	24%	2,314	19%	2.46	↑4.6%	2.40 *** ▽	2.52 *** △				
	2	Rarely	6,237	27%	3,121	28%	3,116	26%								
	3	Sometimes	8,295	35%	3,601	32%	4,694	39%								
	4	Often	3,818	16%	1,843	16%	1,975	16%								
	Total	23,416	11,317	12,099												
Talked to an adult in the school about career goals	1	Never	5,701	24%	3,259	29%	2,442	20%	2.42	↑2.7%	2.33 *** ▽	2.50 *** △				
	2	Rarely	6,062	26%	2,893	26%	3,169	26%								
	3	Sometimes	7,841	33%	3,345	29%	4,496	37%								
	4	Often	3,864	16%	1,844	16%	2,020	17%								
	Total	23,468	11,341	12,127												
Talked to an adult in the school about how to apply to college	1	Never	7,998	34%	4,710	42%	3,288	27%	2.23	↑5.4%	2.09 *** ▼	2.37 *** ▲				
	2	Rarely	5,281	23%	2,385	21%	2,896	24%								
	3	Sometimes	6,833	29%	2,721	24%	4,112	34%								
	4	Often	3,328	14%	1,511	13%	1,817	15%								
	Total	23,440	11,327	12,113												

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

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

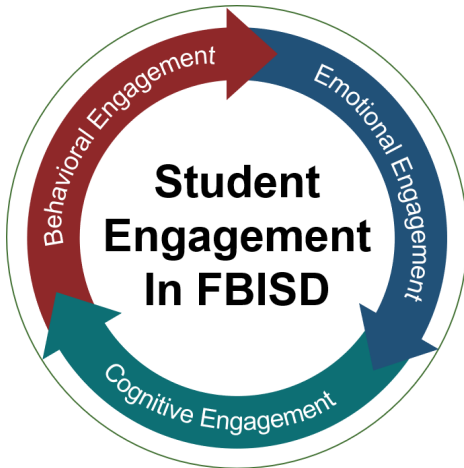
Cognitive Engagement with Academic Goals, Future Plans, and Aspirations

Frequency Distributions

										Statistical Significance between MS/HS				
Item wording or description			District		MS		HS		District	Change from 2022	MS		HS	
			Count	%	Count	%	Count	%	Mean		Mean	Effect Size	Mean	Effect Size
To what extent do you agree or disagree with the following statements?														
I go to school	1	Strongly Disagree	947	4%	465	4%	482	4%	3.33	↓2.9%	3.38 ***	△	3.29 ***	▽
because I want to	2	Disagree	1,506	7%	670	6%	836	7%						
graduate and go to	3	Agree	9,424	41%	4,122	37%	5,302	45%						
college	4	Strongly Agree	11,088	48%	5,815	53%	5,273	44%						
Total			22,965		11,072		11,893							
I go to school	1	Strongly Disagree	1,442	6%	598	5%	844	7%	3.16	↓2.6%	3.27 ***	▲	3.05 ***	▼
because I want to	2	Disagree	2,345	10%	891	8%	1,454	12%						
learn skills to get a	3	Agree	10,271	45%	4,448	40%	5,823	49%						
good job	4	Strongly Agree	8,866	39%	5,117	46%	3,749	32%						
Total			22,924		11,054		11,870							

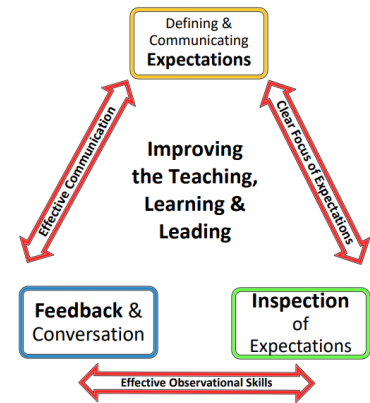
* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

Learning Walk Elements Overview



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

Leading Improvement Framework

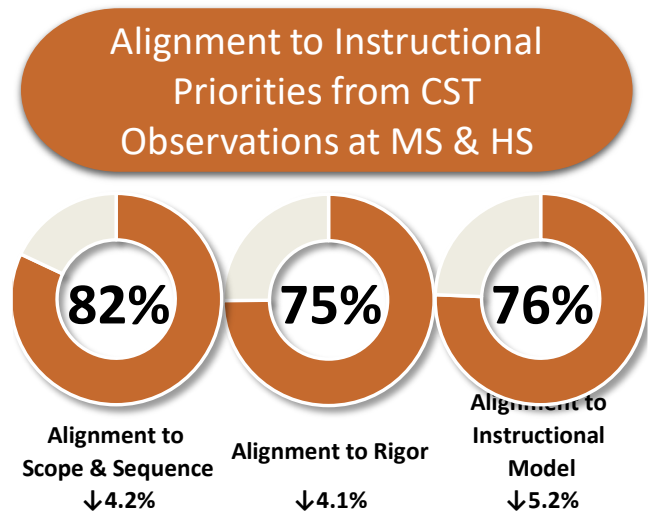


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Alignment to Instructional Priorities

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

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



Learning Walk Instructional Alignment

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

Access Resources

Communication

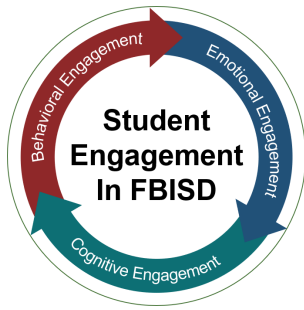
Collaboration

Progress Monitoring

Feedback

Goal Setting

Learning Walk Elements: Student Engagement Survey

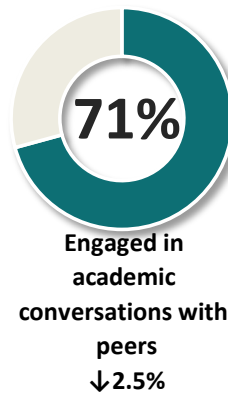
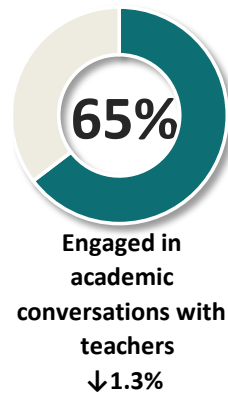


This process strives to cultivate a culture of collaborative inquiry as teams engage in learning walks and reflective conversations to make evidence-based leadership decisions as part of a cycle of continuous improvement. This process is used as a tool to measure alignment to instructional priorities.

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

Communicate:

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



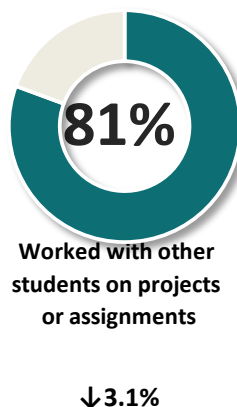
Access Resources:

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.



Collaborate:

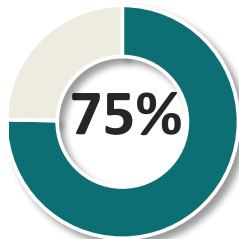
The degree to which students **sometimes or often** are able to work together with peers on a learning task compared to the frequency observed during Learning Walks.



Learning Walk Elements: Student Engagement Survey

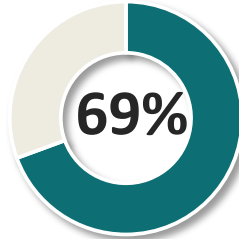
Feedback:

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



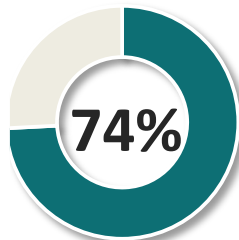
Received feedback from teachers on assignments or class work

↓4.0%



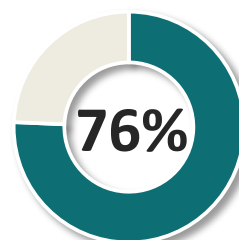
Received feedback from your peers on assignment or class work

↑0.7%



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

↓4.0%

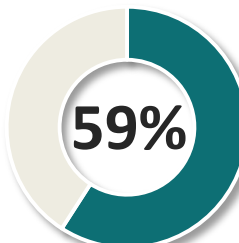


Engaging in feedback with other students on work

↓2.7%

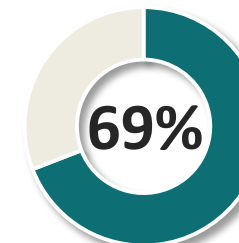
Progress Monitoring:

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



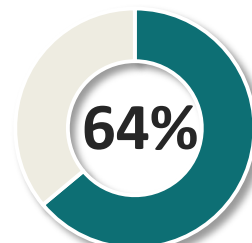
Used tools other than grades to monitor progress on learning

↑1.8%



Engaged in self-reflection on their work

↓2.9%

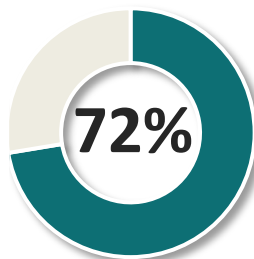


Discussed grades with teachers

↓0.2%

Goal Setting:

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



Setting learning goals throughout the year

↓2.6%

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Learning Walk Elements: Individual Item Breakdown

Learning Walk Team Items			Frequency Distributions						Statistical Comparison					
Item wording or description	Values	Response Options	District		MS		HS		District	Change from 2022	MS		HS	
			Count	%	Count	%	Count	%	Mean		Mean	Effect Size	Mean	Effect Size
Communicate														
During the school year, about how often have you done each of the following?														
Engaged in academic conversations with teachers	1	Never	2,318	10%	1,304	12%	1,014	8%	2.76	↓0.7%	2.71 ***	▽	2.80 ***	△
	2	Rarely	5,878	25%	2,976	27%	2,902	24%						
	3	Sometimes	10,152	44%	4,544	41%	5,608	47%						
	4	Often	4,843	21%	2,349	21%	2,494	21%						
	Total		23,191		11,173		12,018							
Engaged in academic conversations with peers	1	Never	1,871	8%	1,037	9%	834	7%	2.88	↓1.8%	2.85 ***	▽	2.91 ***	△
	2	Rarely	4,899	21%	2,458	22%	2,441	20%						
	3	Sometimes	10,562	46%	4,817	43%	5,745	48%						
	4	Often	5,830	25%	2,843	25%	2,987	25%						
	Total		23,162		11,155		12,007							
Access Resources														
During the school year, about how often have you done each of the following?														
Use resources to deepen understanding, make connections, and represent learning	1	Never	1,719	7%	927	8%	792	7%	2.86	↓2.1%	2.84 ***	▽	2.88 ***	△
	2	Rarely	5,101	22%	2,557	23%	2,544	21%						
	3	Sometimes	11,051	48%	5,097	46%	5,954	50%						
	4	Often	5,296	23%	2,577	23%	2,719	23%						
	Total		23,167		11,158		12,009							

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

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Learning Walk Elements: Individual Item Breakdown

Learning Walk Team Items			Frequency Distributions						Statistical Comparison					
			District		MS		HS		District		Statistical Significance between MS/HS			
Item wording or description	Values	Response Options	Count	%	Count	%	Count	%	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size
Collaborate														
How much does your school emphasize each of the following														
Opportunities to collaborate with peers in class	1	Not at All	1,092	5%	587	5%	505	4%	3.04	↑0.7%	3.03	--	3.04	--
	2	Very Little	3,655	15%	1,906	17%	1,749	14%						
	3	Some	12,400	52%	5,577	48%	6,823	56%						
	4	Very Much	6,680	28%	3,478	30%	3,202	26%						
		Total	23,827		11,548		12,279							
During the school year, how much have you done the following?														
Worked with other students on projects/assignments	1	Never	912	4%	511	5%	401	3%	3.10	↓0.2%	3.10	--	3.10	--
	2	Rarely	3,637	15%	1,804	16%	1,833	15%						
	3	Sometimes	11,158	48%	5,109	45%	6,049	50%						
	4	Often	7,771	33%	3,925	35%	3,846	32%						
		Total	23,478		11,349		12,129							
During the school year, about how often have you done each of the following?														
Worked together with peers towards a common goal	1	Never	1,554	7%	866	8%	688	6%	2.95	↓1.9%	2.93	**	▽	2.97
	2	Rarely	4,271	18%	2,127	19%	2,144	18%						
	3	Sometimes	11,148	48%	5,103	46%	6,045	50%						
	4	Often	6,191	27%	3,060	27%	3,131	26%						
		Total	23,164		11,156		12,008							

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

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Learning Walk Elements: Individual Item Breakdown

Learning Walk Team Items

Frequency Distributions

Statistical Comparison

			Statistical Significance between MS/HS											
Item wording or description	Values	Response Options	District		MS		HS		District		MS		HS	
			Count	%	Count	%	Count	%	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size
Feedback														
How much does your school emphasize each of the following														
Engaging in feedback with other students on work	1	Not at All	1,326	6%	710	6%	616	5%	2.95	↓1.3%	2.95	--	2.94	--
	2	Very Little	4,456	19%	2,239	19%	2,217	18%						
	3	Some	12,184	51%	5,429	47%	6,755	55%						
	4	Very Much	5,810	24%	3,136	27%	2,674	22%						
	Total		23,776		11,514		12,262							
During the school year, how much have you done the following?														
Received feedback from teachers on assignments or other class work	1	Never	1,185	5%	662	6%	523	4%	3.00	↓3.1%	2.96 ***	▽	3.03 ***	△
	2	Rarely	4,621	20%	2,424	21%	2,197	18%						
	3	Sometimes	10,767	46%	4,929	43%	5,838	48%						
	4	Often	6,930	29%	3,340	29%	3,590	30%						
	Total		23,503		11,355		12,148							
During the school year, about how often have you done each of the following?														
Received feedback from your peers on an assignment or other class work	1	Never	1,631	7%	825	4%	806	3%	2.83	↑0.2%	2.86 ***	△	2.81 ***	▽
	2	Rarely	5,487	24%	2,573	11%	2,914	13%						
	3	Sometimes	11,328	49%	5,187	22%	6,141	26%						
	4	Often	4,824	21%	2,620	11%	2,204	9%						
	Total		23,270		11,205		12,065							
Used teacher or peer feedback to make changes to the final version of an assignment	1	Never	1,468	6%	746	7%	722	6%	2.94	↓2.7%	2.95	--	2.94	--
	2	Rarely	4,526	19%	2,220	20%	2,306	19%						
	3	Sometimes	11,063	48%	5,092	46%	5,971	50%						
	4	Often	6,161	27%	3,132	28%	3,029	25%						
	Total		23,218		11,190		12,028							

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

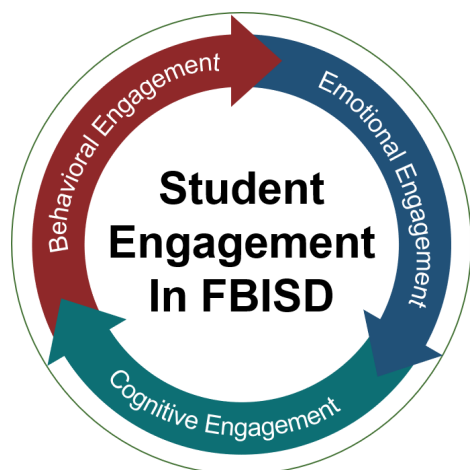
FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Learning Walk Elements: Individual Item Breakdown

Learning Walk Team Items			Frequency Distributions						Statistical Comparison							
Item wording or description	Values	sponse Options	District		MS		HS		District	Change from 2022	Statistical Significance between MS/HS		MS		HS	
			Count	%	Count	%	Count	%	Mean		Mean	Effect Size	Mean	Effect Size		
Progress Monitoring																
During the school year, about how often have you done each of the following?																
Discussed grades with teachers	1	Never	2,526	11%	1,592	14%	934	8%	2.76	↓0.7%	2.65 *** ▼		2.86 *** ▲			
	2	Rarely	5,942	25%	3,164	28%	2,778	23%								
	3	Sometimes	9,592	41%	4,173	37%	5,419	45%								
	4	Often	5,436	23%	2,429	21%	3,007	25%								
	Total		23,496		11,358		12,138									
Engage in self-reflection on their work	1	Never	1,904	8%	1,012	9%	892	7%	2.83	↓1.6%	2.82 * ▽		2.85 * △			
	2	Rarely	5,237	23%	2,598	23%	2,639	22%								
	3	Sometimes	10,830	47%	4,946	44%	5,884	49%								
	4	Often	5,165	22%	2,590	23%	2,575	21%								
	Total		23,136		11,146		11,990									
Use tools other than grades to monitor progress on learning	1	Never	3,698	16%	1,765	16%	1,933	16%	2.62	↑1.6%	2.64 * △		2.60 * ▽			
	2	Rarely	5,732	25%	2,777	25%	2,955	25%								
	3	Sometimes	9,343	41%	4,316	39%	5,027	42%								
	4	Often	4,291	19%	2,258	20%	2,033	17%								
	Total		23,064		11,116		11,948									
Goal Setting																
How much does your school emphasize each of the following																
Setting learning goals throughout the year	1	Not at All	1,838	8%	869	8%	969	8%	2.90	↓2.6%	2.96 *** △		2.84 *** ▽			
	2	Very Little	4,726	20%	2,145	19%	2,581	21%								
	3	Some	11,165	47%	5,052	44%	6,113	50%								
	4	Very Much	6,058	25%	3,457	30%	2,601	21%								
	Total		23,787		11,523		12,264									

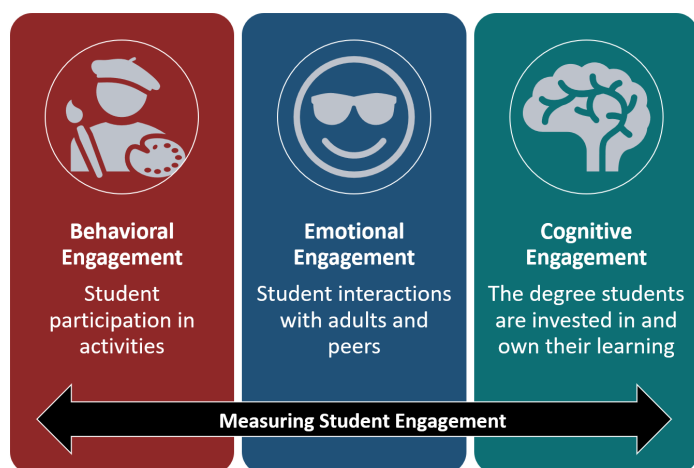
* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols

STUDENT GROUPS: Other Interests, Engagement Dimensions & Factors



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

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



In this section you will find:

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

Student Engagement Score Scale

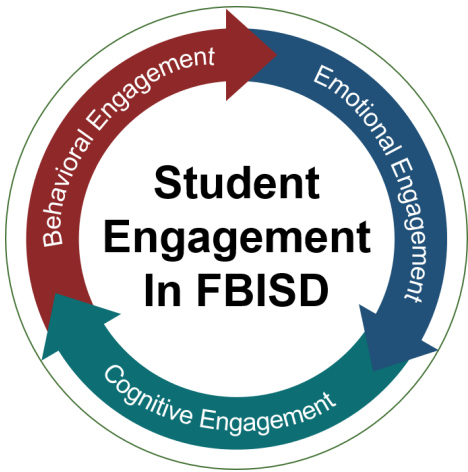
Very Low	Low	Mod	High
1.0 - 1.75	1.76 - 2.50	2.51 - 3.25	3.26 - 4.0

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

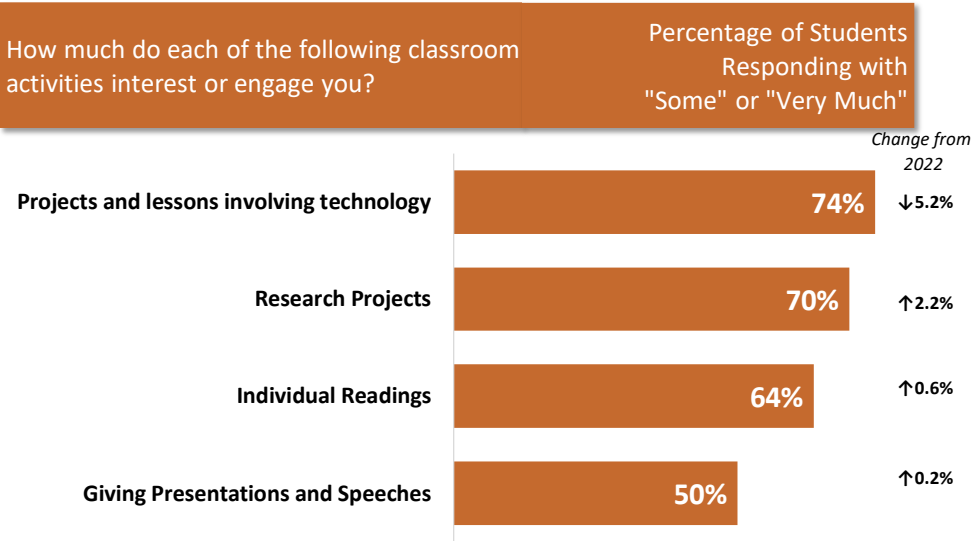
- ▲ Student average score was significantly higher than the district average, with an effect size greater than 0.2
- △ Student average score was significantly higher than the district average, with an effect size less than 0.2
- No significant difference between the groups
- ▽ Student average score was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

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

Interest in Learning Experiences



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



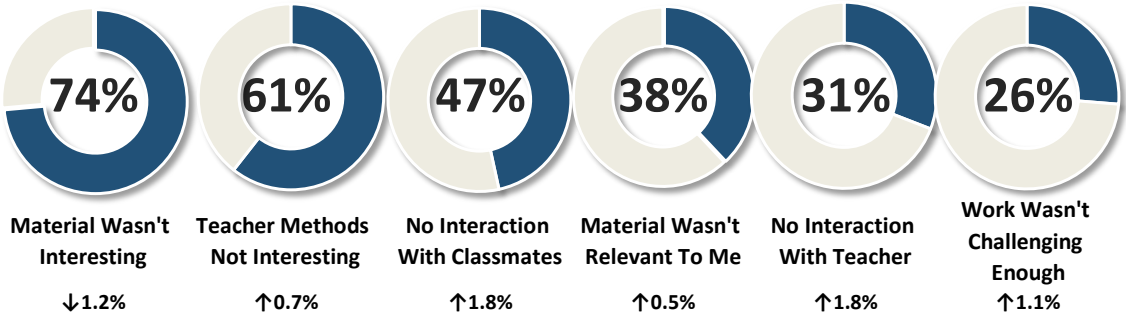
92% Of FBISD students reported being bored in class

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

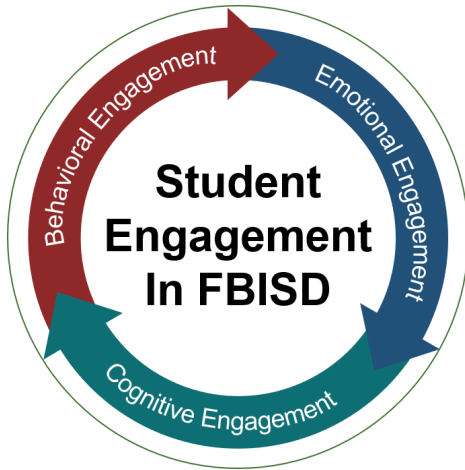
Change from 2022
↑0.0%

REASONS*

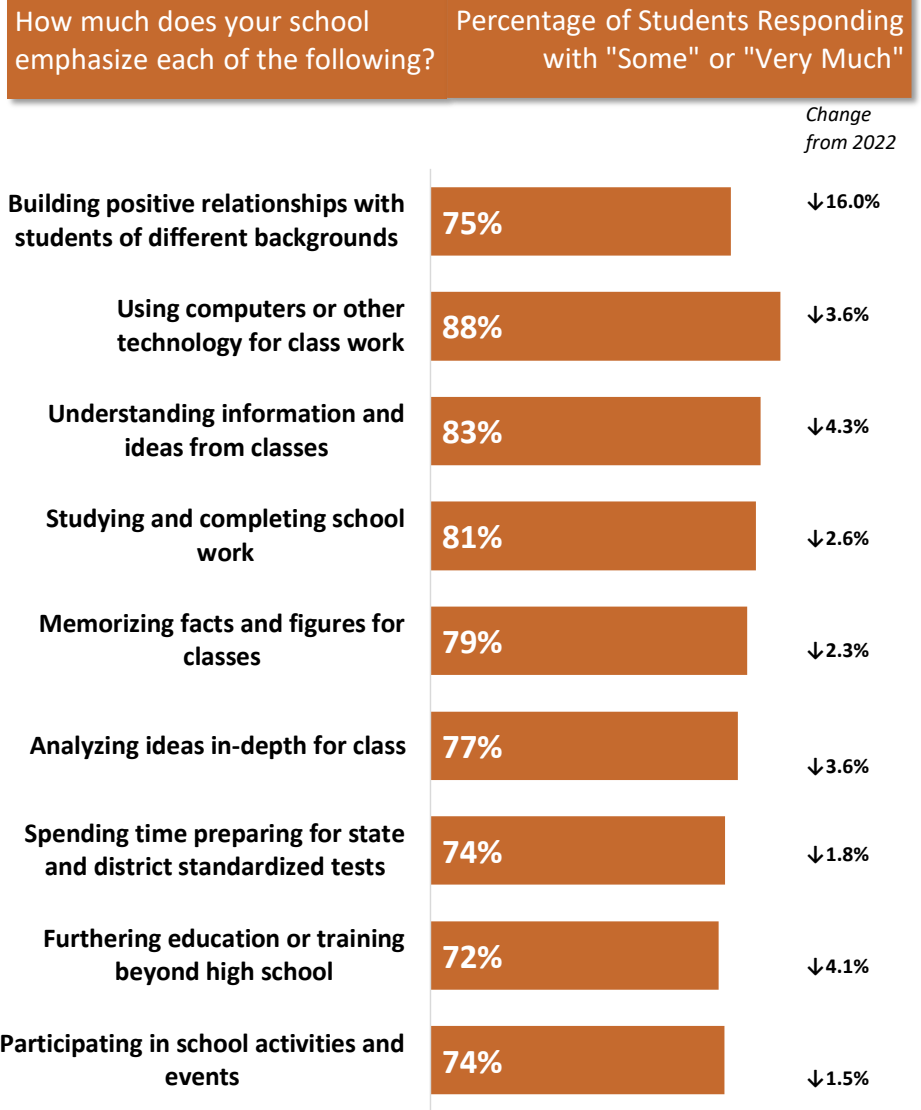
*Out of 21,682 FBISD students responding "Rarely", "Sometimes", or "Often"



Impacts of School Focus



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



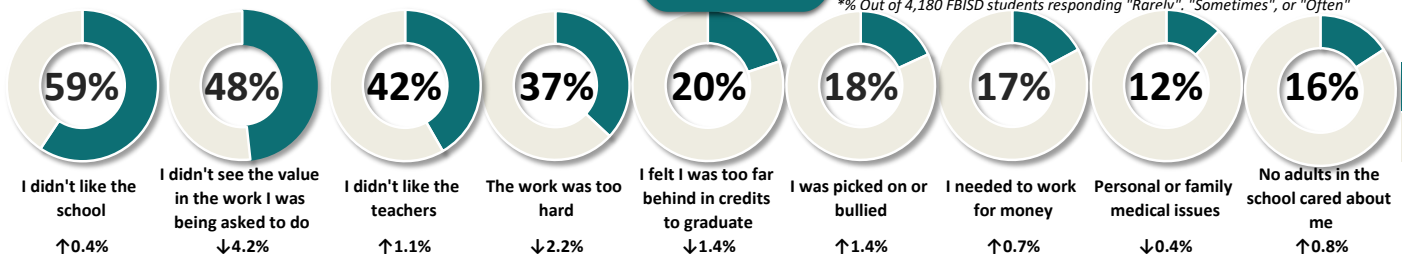
Students were asked if they had considered dropping out of school and the reasons why they've considered it. Some of the most frequent responses student selected are shown below.

18%
Change from 2022
↑ 2.0%

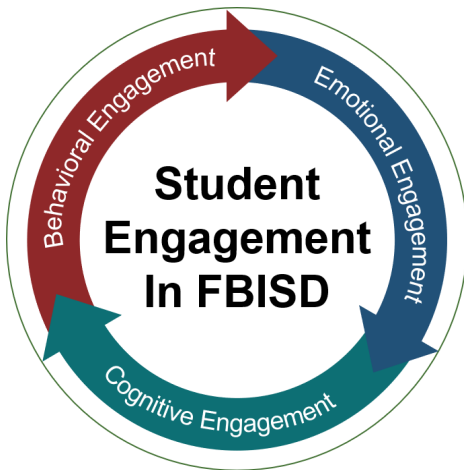
Of FBISD students reported considering dropping out of school

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

REASONS*



Perceptions on Health and Wellness



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

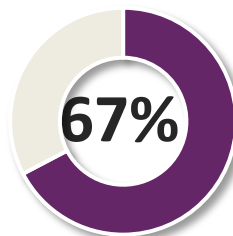
% of Students responding they "Sometimes" or "Often":



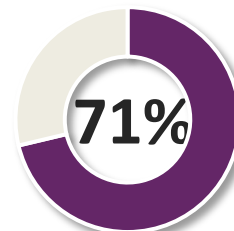
Physical Activity

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

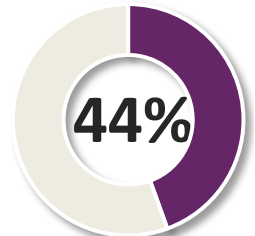
% of Students responding their school emphasizes the following "Some" or "Very Much":



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



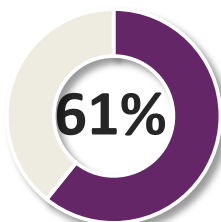
Being physically active, using movement to help you learn interests me some/very much



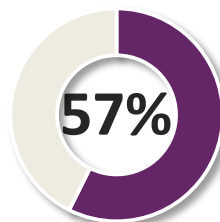
Physically active for greater than 3 hours a week

Healthy Habits

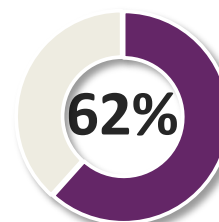
The degree to which students felt their campus put **some or very much** of an emphasis on some wellness practices, as well as the degree to which students agreed or strongly agreed that they get at least 20 minutes to eat lunch



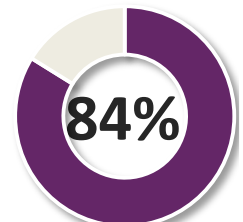
Engaging in healthy eating habits



Engaging in mindfulness or stress reducing moments



Using/Discussing drug and alcohol prevention strategies



My school allows me at least 20 minutes to eat lunch

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Perceptions of Health and Wellness: Individual Item Breakdown

Health and Wellness Questions

Frequency Distributions

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

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

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Perceptions of Health and Wellness: Individual Item Breakdown

Health and Wellness Questions

Frequency Distributions

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

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

Student Retention

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

Perceptions in Student Retention

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



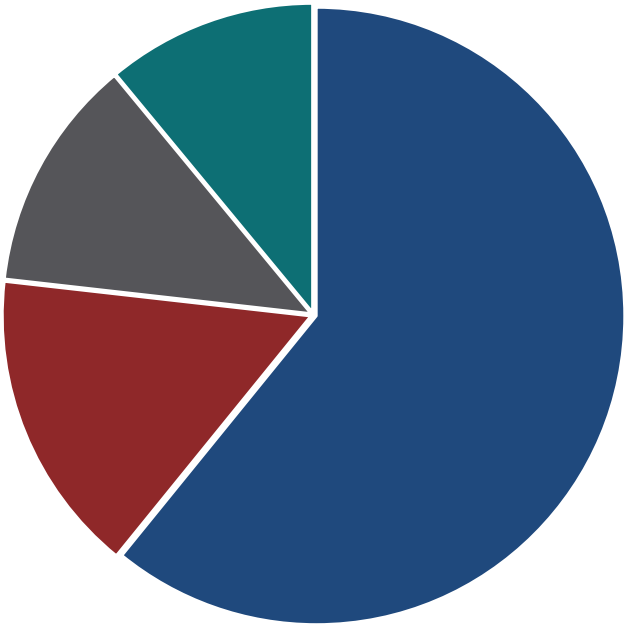
Percent of Students who Sometimes or Often Considered Transferring Schools.

↑3.3%

Breakdown of Student Responses			
Never	Rarely	Sometimes	Often
57%	13%	17%	12%

I would choose to go to a....	
Public School	55%
Private School	14%
Online School	11%
Home School	10%

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



Campus Highlights

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

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

Student Response Qualitative Analysis

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

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

Themes Students Reported Reasons	% of 2023 Student Responses
School	34%
People	22%
Instruction	17%
Personal	11%
Programs	6%
Safety	7%
Policies	2%

School	34%
Sub Themes & Percent of Student Responses in Theme	
<i>Dislike specific campus</i>	42%
<i>Environment</i>	34%
<i>Location of campus</i>	5%
<i>Spirit/Sense of Community</i>	8%
<i>Want fewer people/smaller school</i>	3%

People	22%
Sub Themes & Percent of Student Responses in Theme	
<i>General</i>	27%
<i>Want to be with Friends</i>	26%
<i>Issues with Students</i>	21%
<i>Issues with Teachers</i>	21%
<i>Issues with Administrators</i>	4%

Instruction	17%
Sub Themes & Percent of Student Responses in Theme	
<i>Quality of Learning</i>	34%
<i>Boring</i>	42%
<i>Like online school better</i>	16%
<i>Learning not challenging/too easy</i>	8%

Personal	11%
Sub Themes & Percent of Student Responses in Theme	
<i>Wanting a change/new experience</i>	34%
<i>Mental Health</i>	33%
<i>Wanting a fresh start</i>	11%
<i>Want to meet new people</i>	11%

Programs	6%
Sub Themes & Percent of Student Responses in Theme	
<i>Want different/more options</i>	47%
<i>Access or Quality of Extracurricular</i>	53%

Safety	7%
Sub Themes & Percent of Student Responses in Theme	
<i>Violence or Fighting</i>	63%
<i>Bullying</i>	37%

Policies	2%
Sub Themes & Percent of Student Responses in Theme	
<i>Rules too strict</i>	61%
<i>Rules Enforced Differently</i>	29%
<i>Dress Code</i>	10%

FBISD SSES 2023 Item Frequencies

Student Retention: Individual Campus Breakdown

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

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

