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Student Engagement In FBISD

Behavioral Engagement

Emotional Engagement

Cognitive Engagement

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

DISTRICT

Administered April 2024

About This Report

Student engagement indicators are summarized in this report based on the student responses in the Elementary Student Engagement Survey (an adapted form of the Student Engagement Instrument- Elementary SEI-E survey) that included three dimensions, six factors, and individual student responses for 35 items. The dimensions and factors used in this report are shown in the chart to the right. The combination of these dimension and factors scores, coupled with individual student responses, provides insight into student perspectives of engagement in FBISD.

DIMENSIONS	FACTORS
Behavioral Engagement	• No individual factors
Emotional Engagement	• *Teacher Student Relationships* • *Peer Support for Learning* • *Family Support for Learning* • *Disaffection*
Cognitive Engagement	• *Future Goals and Aspirations* • *Intrinsic Motivation*

Interpreting Comparisons in this Report

The mean comparisons in this report illustrate the statistical significance and effect size of the relationship between the values. Effect size can help to illustrate the practical importance of the data, the larger the effect size, the stronger the relationship between the two variables. For this report, the individual item means for the elementary grades were compared to the district and each grade level and the change in the mean score for each item compared to the 2023 results. Effect size indicates what percent of the variation you can see in the mean that can be attributed to the variable you chose. So, for the individual item questions, an ▲ symbol, indicates that over 20% of the difference in the (grade level, etc.) averages could be due to the grade level of the student.

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

How Engagement Scores are Calculated

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

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

Student Demographic Data Reporting

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

Report Sections

Overview of Report	p. 1-2	Displays how to use the document to explore and compare student responses between elementary grade students to the district average.
Introduction to Engagement	p. 3-8	Provides background information about how student engagement is defined in FBISD and other evidence that can be used to triangulate the responses from this survey.
Engagement Dimensions & Factors	p. 9-30	Detailed views of the student engagement dimensions and factors are provided for students within the district and can offer insights into student perceptions of learning in FBISD. These views include:

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

SCORES
The average scores for each dimension and factor are provided based on the 4-point scale. Student scores ranged from very low (1), to high (4) levels of engagement.

MEAN COMPARISONS
Comparisons of average scores are made between the overall district average and the grade level of students with tests for significance and effect size indicated as included. (see below)

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

Other Student Academic Interests	p. 31-32	Some student items are not included in the dimension or factor scores but may be useful for informing other decisions.
Health and Wellness	p. 33-35	Questions were added this year to explore student perceptions on health and wellness topics including physical activity, healthy habits, lunch, and mental well-being.
Student Retention Perceptions	p. 36-39	Analysis of student responses to questions about if students have considered transferring to another school and why.

Introduction to Student Engagement in FBISD

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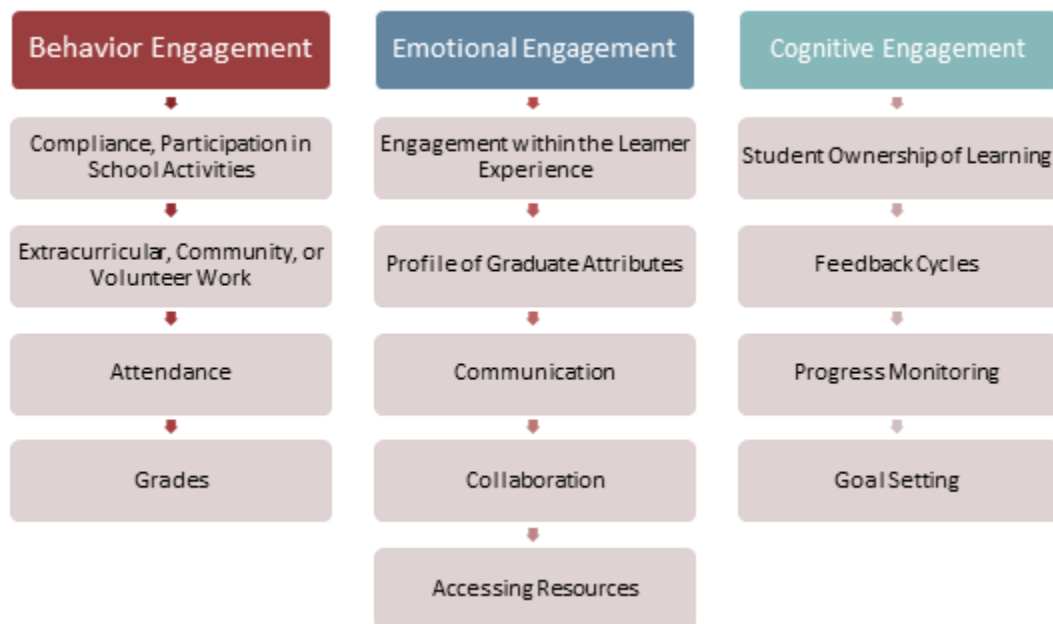
Multiple Components of Student Engagement

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

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

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

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

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

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

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

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

Student Engagement Indicators: Overview

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

FBISD Student Dimension and Factor Scores

Mean Comparisons				Statistical Comparison					
				Statistical comparisons of means between the grade levels					
		District		3rd Grade		4th Grade		5th Grade	
Engagement Category	*Engagement Indicator*	*Mean*	*Change from 2023*	*Mean*	*Effect Size*	*Mean*	*Effect Size*	*Mean*	*Effect Size*
Behavioral Engagement	**Overall Behavioral Engagement Dimension**	2.54	↑**5.4%**	2.50 --		2.56 --		2.57 --	
	Overall Emotional Engagement Dimension	3.30	↑**0.3%**	3.38 ***	▲	3.33 ***	▼	3.22 ***	▼
Emotional Engagement	*Teacher Student Relationships*	3.24	↓**0.2%**	3.37 ***	△	3.27 ***	▽	3.1 ***	▽
	Peer Support for Learning	3.19	↑**0.7%**	3.24 **	▲	3.20 **	▼	3.15 **	▼
	Family Support for Learning	3.61	↑**0.8%**	3.61 --		3.63 --		3.59 --	
	Disaffection	3.06	↑**0.2%**	3.10 *	△	3.07 *	▽	3.03 *	▽
Cognitive Engagement	**Overall Cognitive Engagement Dimension**	3.62	↑**1.0%**	3.63 --		3.63 --		3.60 --	
	Future Goals and Aspirations	3.62	↓**0.1%**	3.64 --		3.63 --		3.58 --	
	Intrinsic Motivation	3.62	↑**3.7%**	3.59 --		3.65 --		3.64 --	

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

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

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

About this Report: Explanation of Frequencies and Statistical Comparisons Pages

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

1. **Student Engagement Dimension/Section**

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

3. **Item Wording:** Survey items are worded the same way they appeared on the instrument but may be out of order as they are grouped by dimension and/or factor.

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

5. **Counts and Percentages:** The "*Counts*" indicates the number of students who selected that response value. The "*%*" column represents the percentage of students who responded to that option out of the total number of students who responded to that question. *Note: Students who did not respond were not included in the percentage calculation so total numbers of students may vary for each item.*

6. **Change from 2023.** This column illustrates the % change in the mean scores when compared to 2022. This was only calculated for the overall district average. Individual campus reports will reflect the change related to their campus.

7. **Effect sizes (not pictured here):** Effect size is a way to see levels of practical significance. It measures the magnitude of the impact of the grouping on the student responses. See the key below to reference what each symbol indicates.

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

Instruments to Measure Student Engagement

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

Survey Evidence

> **Secondary HSSSE/MSSSE.** The National Survey of Student Engagement (NSES) was created by the Center for Evaluation Policy, Research (CEPR) at the University of Indiana and has been used by over 1600 public colleges and universities to measure engagement through the Cognitive, Emotional and Behavioral dimensions. Over 6 million college students have participated in the NSSE since 2000. The CEPR adapted the instruments to collect similar data in the form of the High School Survey of Student Engagement (HSSSE) and the Middle School Survey of Student Engagement (MSSSE) which have been used in over 40 states to collect evidence of student engagement. The HSSSE and MSSSE measure the three domains of student engagement (Cognitive, Emotional, and Behavioral) through Likert-based survey items which takes 15-20 minutes for the average student to complete.
>
> The University of Indiana was contacted and permissioned our use of the HSSSE & MSSSE so that we could see the results of the student engagement survey in real time. These permissions included the adaptation and addition of some questions and language to collect information specifically aligned to our instructional practices (Learning Walks and Health & Wellness) without altering the reliability of the survey. By collecting and analyzing the data ourselves, we were able to understand the student responses and customize the result views to highlight connections to district priorities more deeply. As a result, with the survey administration finished by 4/15, we were able to prepare our preliminary results by 5/19 to be included in the district and campus improvement planning processes. This year represent the fourth consecutive year of administration at the secondary level enhancing our ability to view trends and patterns over time.
>
> **Elementary Student Engagement Instrument (SEI-E).** At the elementary level, student engagement is measured through an emphasis on emotional or affective and cognitive engagement. Due to differences in the psychological development of students, the exact same instrument as the secondary level are not able to be used. After a review of several elementary engagement instruments, the SEI instrument was selected in 2022 as the instrument that is most closely aligned to the secondary survey instrument. The SEI was originally developed in 2006 as a 6-12 instrument to connect student engagement to intervention strategies through the University of Minnesota and Check & Connect. The survey was later refined to include elementary students in grades 3-5. This survey has been utilized in numerous research studies and several states as a way to explore student engagement in school and is available to use for free in schools. Given the differences between elementary and secondary school structures, behavioral engagement is not measured directly through the SEI survey elements. We will include some behavioral questions for elementary students to be able to anecdotally compare student results across all three engagement dimensions. Teachers read each item to all students to ensure that reading skill level is not a factor in student completion of the survey tool. This in the third year of administration at the elementary level, so district and campus leaders will be able to compare results to the prior two years.

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

Analysis of Evidence

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

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

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

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

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

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

Future Implications

The evidence collected on elementary student engagement through the combination of the survey instruments, trends over time, Learning Walks, and open-end responses will provide a more comprehensive window into what student engagement currently looks like in FBISD.   This evidence can be used not only to monitor future student engagement levels but can be used to target supports for specific groups or campuses to help them reach their goals. Additionally, with this process expanded to collect student engagement evidence from elementary students over multiple years, we will now have a more complete picture of student engagement across all campus levels. Student responses will also be triangulated with parent and staff responses to the culture and climate survey to examine districtwide trends across stakeholder groups.

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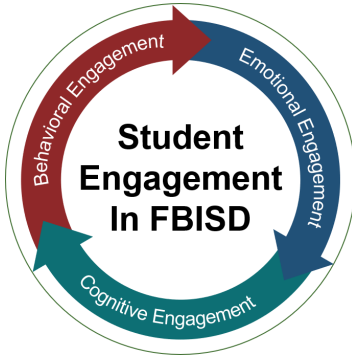
Student engagement is defined as meaningful student involvement throughout the learning environment. It can be understood by analyzing the degree to which students interact within the school community, with adults, peers, the curriculum, and within instruction or the learner experience.

Student Engagement In FBISD

Behavioral Engagement · Emotional Engagement · Cognitive Engagement

Students Survey Participation

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

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

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

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

Behavioral Engagement
Student participation in activities

Emotional Engagement
Student interactions with adults and peers

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

Measuring Student Engagement

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

Student Engagment Score Scale

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

↑**3.7%**

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

The Student Engagement Score Scale shown above will be helpful as you review items in each of the sections of this report. Average comparisons in this portion of the report were comparing 3rd, 4th, and 5th grade student response averages.

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BEHAVIORAL ENGAGEMENT DIMENSION OVERVIEW

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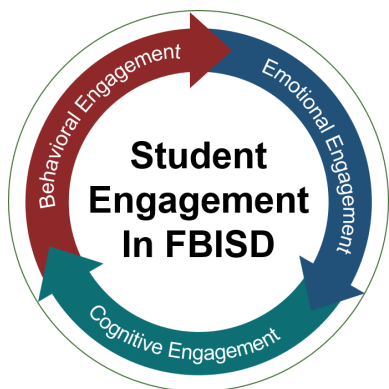
Behavioral Engagement focuses on how students engage in the life of school including the ways students participate in activities that allow them to interact with the school community and outside of instructional time such as social, co-curricular, and extra curricular activities.

In FBISD, this looks like...

Compliance, Participation in School/District Activities

Extracurricular, Community, or Volunteer Work

Attendance

Grades

Student Engagment Score Scale

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

Preparation for Learning

How often students were **never or once in a while** unprepared for various activities associated with learning like having supplies, homework, or reading which shows how prepared student feel for learning.
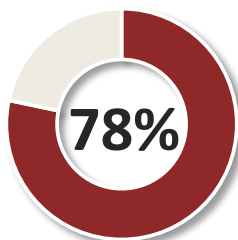
78%
Without what you need to do classwork.
↑1.2%
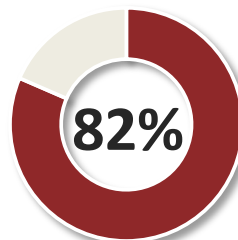
82%
Without reading materials.
↓0.1%
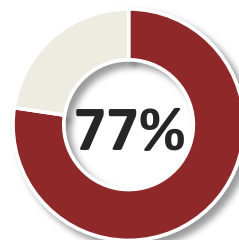
77%
Without your homework done.
↓0.5%

Investment of Time Outside of School

Students described how long outside of the school day that participated in various activities such as finishing homework, studying and participating in clubs or school activities during the course of one school week.
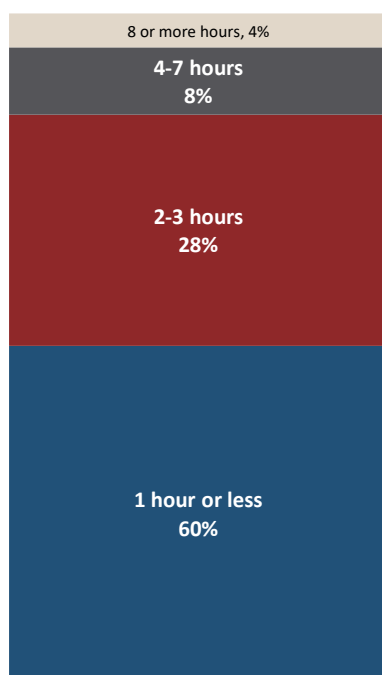
COMPLETING SCHOOLWORK (LIKE HOMEWORK AND STUDYING)
- 8 or more hours, 4%
- 4-7 hours 8%
- 2-3 hours 28%
- 1 hour or less 60%

PARTICIPATING IN CLUBS OR OTHER SCHOOL ACTIVITIES.
- 8 or more hours, 5%
- 4-7 hours 8%
- 2-3 hours 30%
- 1 hour or less 57%

Behavioral Engagement

			Frequency Distributions								Statistical Comparison of Mean Composite Scores				
			District		3rd Grade		4th Grade		5th Grade		District		3rd	4th	5th
Item wording or description	Values	Response Options	Count	%	Count	%	Count	%	Count	%	Mean	Change from 2023	Mean	Mean	Mean
How often do you come to class and find yourself:															
Without what you need to do classwork.	1	Usually	718	6%	338	10%	215	6%	165	4%	3.20	↑1.1%	3.13	3.23	3.24
	1.75	Often	667	6%	240	7%	211	6%	216	5%					
	2.5	About half the time	1,059	9%	330	9%	342	9%	387	10%					
	3.25	Once in a while	4,988	44%	1,373	39%	1,646	44%	1,969	49%					
	4	Never	3,834	34%	1,253	35%	1,298	35%	1,283	32%					
		Total	**11,266**		**3,534**		**3,712**		**4,020**						
Without reading materials.	1	Usually	568	5%	249	7%	161	4%	158	4%	3.40	↑0.3%	3.34	3.43	3.43
	1.75	Often	577	5%	214	6%	193	5%	170	4%					
	2.5	About half the time	925	8%	312	9%	300	8%	313	8%					
	3.25	Once in a while	3,069	27%	846	24%	965	26%	1,258	32%					
	4	Never	6,053	54%	1,890	54%	2,069	56%	2,094	52%					
		Total	**11,192**		**3,511**		**3,688**		**3,993**						
Without your homework done.	1	Usually	715	6%	286	8%	214	6%	215	5%	3.23	↓0.9%	3.18	3.27	3.25
	1.75	Often	685	6%	232	7%	206	6%	247	6%					
	2.5	About half the time	1,129	10%	391	11%	352	10%	386	10%					
	3.25	Once in a while	4,225	38%	1,193	34%	1,429	39%	1,603	40%					
	4	Never	4,415	40%	1,397	40%	1,480	40%	1,538	39%					
		Total	**11,169**		**3,499**		**3,681**		**3,989**						

Behavioral Engagement

Frequency Distributions | Statistical Comparison of Mean Composite Scores

Item wording or description	Values	Response Options	District Count	%	3rd Grade Count	%	4th Grade Count	%	5th Grade Count	%	District Mean	Change from 2023	3rd Mean	4th Mean	5th Mean
How much time do you spend OUTSIDE of school:															
Completing schoolwork (like homework or studying)	1	1 hour or less	6,769	60%	2,201	62%	2,291	62%	2,277	57%	1.56	↑14.7%	1.56	1.54	1.58
	2	2-3 hours	3,115	28%	861	24%	990	27%	1,264	31%					
	3	4-7 hours	912	8%	295	8%	274	7%	343	9%					
	4	8 or more hours	453	4%	171	5%	153	4%	129	3%					
		Total	**11,249**		**3,528**		**3,708**		**4,013**						
Participating in clubs or other school activities.	1	1 hour or less	6,374	57%	2,083	60%	2,060	56%	2,231	56%	1.60	↓2.9%	1.57	1.62	1.61
	2	2-3 hours	3,345	30%	982	28%	1,117	31%	1,246	31%					
	3	4-7 hours	905	8%	248	7%	308	8%	349	9%					
	4	8 or more hours	502	5%	170	5%	173	5%	159	4%					
		Total	**11,126**		**3,483**		**3,658**		**3,985**						
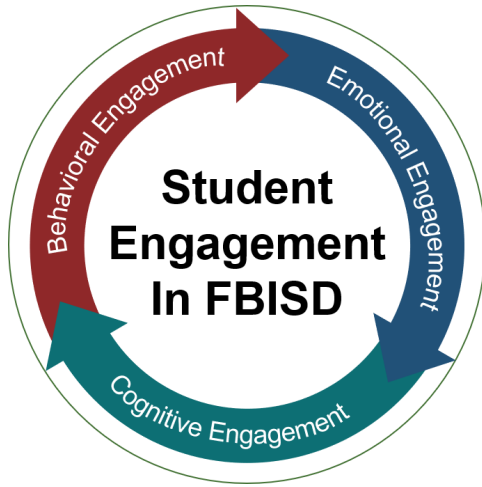
EMOTIONAL ENGAGEMENT DIMENSION OVERVIEW

Student Engagement In FBISD

Behavioral Engagement

Emotional Engagement

Cognitive Engagement

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

In FBISD, this looks like…

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

↑0.3%

Overall Emotional Engagement
3.30

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

↓0.2% ↑0.7% ↑0.8% ↑0.2%

Teacher Student Relationships	Peer Support of Learning	Family Support of Learning	Dissafection
3.24	**3.19**	**3.61**	**3.06**

Emotional Engagement by Student Groups

Bar chart values:
- AA: 3.21
- H: 3.28
- W: 3.36
- Asian: 3.37
- M: 3.29
- F: 3.32
- ED: 3.24
- SPED: 3.25
- GT: 3.29
- EL: 3.29
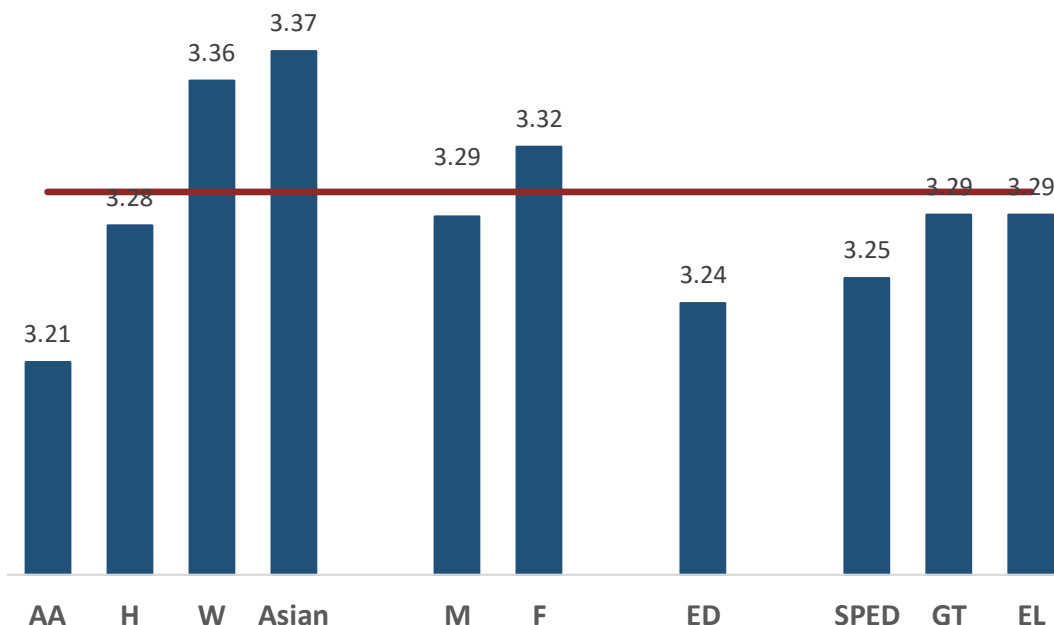
Change in Mean from 2023	
AA	↑0.6%
Hispanic	↑0.2%
White	↑0.0%
Asian	↑0.6%
Male	↑0.0%
Female	↑0.7%
ED	↑0.2%
SPED	↑0.3%
GT	↑0.1%
EL	↑0.1%

* Red line represents the overall average score

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Teacher-Student Relationships

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

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

Treatment of Students

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

83%
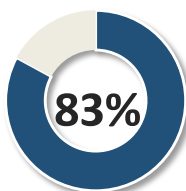
Adults at my school listen to the students.
↓0.8%

92%
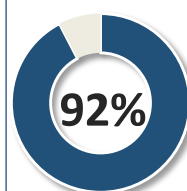
My teachers are honest with me.
↓0.5%

% of Students who Strongly Agree		
3rd	4th	5th
68%	58%	45%

Support from Teachers

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

92%
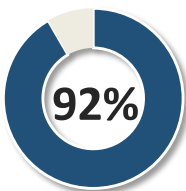
My teachers are there for me when I need them
↓0.5%

87%
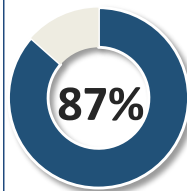
Most teachers care about me as a person, not just as a student
↓0.6%

% of Students who Strongly Agree		
3rd	4th	5th
49%	43%	35%

Perceptions of Fairness and Safety

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

83%
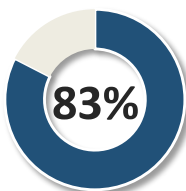
Adults at my school are fair towards students most of the time
↓1.6%

78%

The rules at my school are fair
↓1.8%

% of Students who Strongly Agree		
3rd	4th	5th
46%	34%	22%

85%

I feel safe at school
↑1.9%

% of Students who Strongly Agree		
3rd	4th	5th
54%	45%	34%

Teacher-Student Relationships

			Frequency Distributions								Statistical Comparison of Mean Composite Scores				
			District		3rd Grade		4th Grade		5th Grade		District		3rd	4th	5th
Item wording or description	*Values*	*Response Options*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Mean*	*Change from 2023*	*Mean*	*Mean*	*Mean*
How much do you agree or disagree with the following statements															
My teachers are there for me when I need them	1	Strongly Disagree	239	2%	52	1%	65	2%	122	3%	3.35	↓0.4%	3.47	3.39	3.21
	2	Disagree	696	6%	145	4%	204	6%	347	9%					
	3	Agree	5,121	46%	1,408	40%	1,630	44%	2,083	52%					
	4	Strongly Agree	5,136	46%	1,905	54%	1,789	49%	1,442	36%					
		Total	**11,192**		**3,510**		**3,688**		**3,994**						
Adults at my school listen to the students	1	Strongly Disagree	591	5%	222	2%	146	1%	223	2%	3.13	↓0.3%	3.17	3.19	3.04
	2	Disagree	1,316	12%	386	3%	372	3%	558	5%					
	3	Agree	5,321	48%	1,480	13%	1,784	16%	2,057	18%					
	4	Strongly Agree	3,937	35%	1,409	13%	1,376	12%	1,152	10%					
		Total	**11,165**		**3,497**		**3,678**		**3,990**						
The rules at my school are fair	1	Strongly Disagree	868	8%	192	6%	300	8%	376	9%	3.04	↓1.0%	3.26	3.05	2.83
	2	Disagree	1,592	14%	336	10%	470	13%	786	20%					
	3	Agree	4,984	45%	1,340	38%	1,675	45%	1,969	49%					
	4	Strongly Agree	3,731	33%	1,618	46%	1,241	34%	872	22%					
		Total	**11,175**		**3,486**		**3,686**		**4,003**						
Most teachers care about me as a person, not just as a student	1	Strongly Disagree	428	4%	119	3%	133	4%	176	4%	3.25	↓0.7%	3.34	3.27	3.14
	2	Disagree	1,088	10%	298	8%	323	9%	467	12%					
	3	Agree	5,010	45%	1,370	39%	1,650	44%	1,990	49%					
	4	Strongly Agree	4,731	42%	1,738	49%	1,602	43%	1,391	35%					
		Total	**11,257**		**3,525**		**3,708**		**4,024**						

Teacher-Student Relationships

Frequency Distributions | Statistical Comparison of Mean Composite Scores

Item wording or description	Values	Response Options	District Count	District %	3rd Grade Count	3rd Grade %	4th Grade Count	4th Grade %	5th Grade Count	5th Grade %	District Mean	Change from 2023	3rd Mean	4th Mean	5th Mean
How much do you agree or disagree with the following statements															
My teachers are honest with me	1	Strongly Disagree	268	2%	64	2%	74	2%	130	3%	3.46	↓0.0%	3.61	3.49	3.31
	2	Disagree	588	5%	121	3%	176	5%	291	7%					
	3	Agree	4,046	36%	944	27%	1,298	35%	1,804	45%					
	4	Strongly Agree	6,310	56%	2,378	68%	2,147	58%	1,785	45%					
		Total	11,212		3,507		3,695		4,010						
Adults at my school are fair towards students most of the time	1	Strongly Disagree	609	5%	161	5%	179	5%	269	7%	3.09	↓0.7%	3.21	3.11	2.96
	2	Disagree	1,348	12%	337	10%	414	11%	597	15%					
	3	Agree	5,689	51%	1,619	46%	1,920	52%	2,150	54%					
	4	Strongly Agree	3,563	32%	1,397	40%	1,180	32%	986	25%					
		Total	11,209		3,514		3,693		4,002						
I like talking to the teachers here	1	Strongly Disagree	434	4%	105	3%	126	3%	203	5%	3.20	↑0.6%	3.30	3.24	3.07
	2	Disagree	1,118	10%	288	8%	336	9%	494	12%					
	3	Agree	5,511	49%	1,590	45%	1,787	48%	2,134	53%					
	4	Strongly Agree	4,229	37%	1,557	44%	1,474	40%	1,198	30%					
		Total	11,292		3,540		3,723		4,029						
I feel safe at school	1	Strongly Disagree	588	5%	160	5%	181	5%	247	6%	3.24	↑1.8%	3.38	3.26	3.09
	2	Disagree	1,085	10%	233	7%	338	9%	514	13%					
	3	Agree	4,657	41%	1,232	35%	1,538	41%	1,887	47%					
	4	Strongly Agree	4,953	44%	1,912	54%	1,663	45%	1,378	34%					
		Total	11,283		3,537		3,720		4,026						

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FBISD SSES 2024 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Teacher-Student Relationships

			Frequency Distributions								Statistical Comparison of Mean Composite Scores				
			District		3rd Grade		4th Grade		5th Grade		District		3rd	4th	5th
Item wording or description	*Values*	*Response Options*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Mean*	*Change from 2023*	*Mean*	*Mean*	*Mean*
How much do you agree or disagree with the following statements															
Teachers at my school care about the students	1	Strongly Disagree	300	3%	66	2%	92	2%	142	4%	3.42	↓0.9%	3.58	3.46	3.25
	2	Disagree	562	5%	122	3%	150	4%	290	7%					
	3	Agree	4,471	40%	1,043	30%	1,424	39%	2,004	50%					
	4	Strongly Agree	5,905	53%	2,299	65%	2,031	55%	1,575	39%					
		Total	**11,238**		**3,530**		**3,697**		**4,011**						

Peer Support of Learning

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

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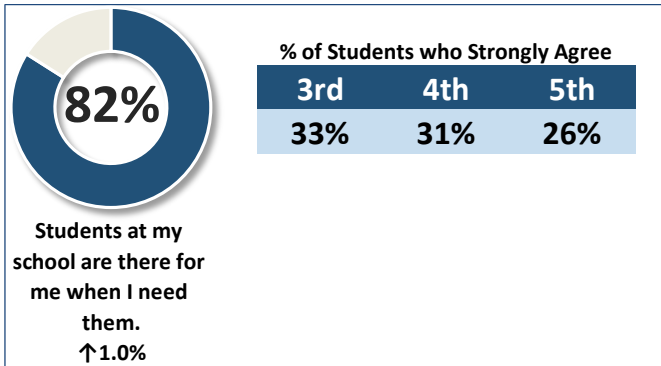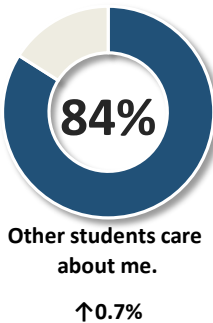
Peer Treatment

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

81%

Other students here like me the way I am.
↑1.1%

93%

I enjoy talking to the students here.
↑0.4%

% of Students who Strongly Agree		
3rd	4th	5th
59%	58%	53%
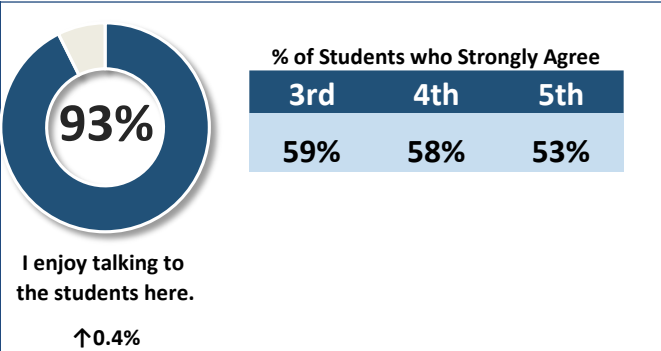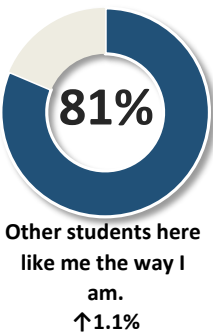
Support from Students

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

84%

Other students care about me.
↑0.7%

82%

Students at my school are there for me when I need them.
↑1.0%

% of Students who Strongly Agree		
3rd	4th	5th
33%	31%	26%

Perceptions of Respect and Belonging

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

96%

I have friends at school.
↑0.7%

72%

Students here respect what I have to say.
↑1.3%

% of Students who Strongly Agree		
3rd	4th	5th
23%	19%	16%

Peer Support for Learning

Frequency Distributions

Statistical Comparison of Mean Composite Scores

Item wording or description	Values	Response Options	District		3rd Grade		4th Grade		5th Grade		District		3rd	4th	5th
			Count	%	Count	%	Count	%	Count	%	Mean	Change from 2023	Mean	Mean	Mean
How much do you agree or disagree with the following statements															
Other students here like me the way I am.	1	Strongly Disagree	624	6%	183	5%	217	6%	224	6%	3.06	↑1.2%	3.10	3.05	3.03
	2	Disagree	1,463	13%	448	13%	484	13%	531	13%					
	3	Agree	5,741	51%	1,700	48%	1,880	51%	2,161	54%					
	4	Strongly Agree	3,380	30%	1,178	34%	1,111	30%	1,091	27%					
		Total	**11,208**		**3,509**		**3,692**		**4,007**						
Other students care about me.	1	Strongly Disagree	526	5%	142	4%	190	5%	194	5%	3.08	↑0.9%	3.13	3.07	3.03
	2	Disagree	1,273	11%	397	11%	406	11%	470	12%					
	3	Agree	6,250	56%	1,835	52%	2,058	56%	2,357	59%					
	4	Strongly Agree	3,181	28%	1,136	32%	1,050	28%	995	25%					
		Total	**11,230**		**3,510**		**3,704**		**4,016**						
Students at my school are there for me when I need them.	1	Strongly Disagree	536	5%	154	4%	183	5%	199	5%	3.07	↑0.4%	3.12	3.08	3.02
	2	Disagree	1,499	13%	450	13%	485	13%	564	14%					
	3	Agree	5,843	52%	1,752	50%	1,899	51%	2,192	55%					
	4	Strongly Agree	3,368	30%	1,176	33%	1,058	31%	1,058	26%					
		Total	**11,246**		**3,532**		**3,701**		**4,013**						
Students here respect what I have to say.	1	Strongly Disagree	925	8%	270	8%	274	7%	381	9%	2.83	↑0.5%	2.90	2.84	2.75
	2	Disagree	2,251	20%	633	18%	740	20%	878	22%					
	3	Agree	5,899	53%	1,796	51%	1,973	53%	2,130	53%					
	4	Strongly Agree	2,157	19%	819	23%	710	19%	628	16%					
		Total	**11,232**		**3,518**		**3,697**		**4,017**						

Peer Support for Learning

Frequency Distributions

Statistical Comparison of Mean Composite Scores

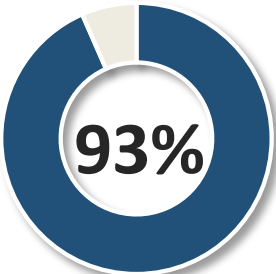| Item wording or description	Values	Response Options	District Count	District %	3rd Grade Count	3rd Grade %	4th Grade Count	4th Grade %	5th Grade Count	5th Grade %	District Mean	Change from 2023	3rd Mean	4th Mean	5th Mean
How much do you agree or disagree with the following statements															
I enjoy talking to the students here.	1	Strongly Disagree	253	2%	68	2%	79	2%	106	3%					
	2	Disagree	578	5%	174	5%	179	5%	225	6%					
	3	Agree	4,060	36%	1,217	34%	1,299	35%	1,544	38%	3.47	↑0.7%	3.50	3.49	3.43
	4	Strongly Agree	6,371	57%	2,070	59%	2,153	58%	2,148	53%					
		Total	**11,262**		**3,529**		**3,710**		**4,023**						
I have friends at school.	1	Strongly Disagree	139	1%	51	1%	51	1%	37	1%					
	2	Disagree	285	3%	94	3%	96	3%	95	2%					
	3	Agree	2,680	24%	743	21%	829	22%	1,108	28%	3.67	↑0.8%	3.69	3.68	3.65
	4	Strongly Agree	8,156	72%	2,646	75%	2,730	74%	2,780	69%					
		Total	**11,260**		**3,534**		**3,706**		**4,020**						

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Family Support of Learning

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

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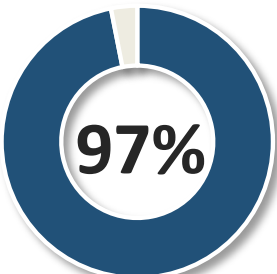
Family Support of Learning

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

93%

When I have problems at school, my family/ guardian(s) are ready to help me.
↑0.6%

97%

Agree	Strongly Agree
27%	70%

My family/ guardian(s) are there for me when I need them.
↑0.2%

95%

My family/ guardian(s) want to know when something good happens at school.
↑1.0%

97%

Agree	Strongly Agree
25%	72%

My family/ guardian(s) want me to keep trying when things are tough at school.
↑0.7%

Family Support for Learning

|			Frequency Distributions								Statistical Comparison of Mean Composite Scores				
			District		3rd Grade		4th Grade		5th Grade		District		3rd	4th	5th
Item wording or description	Values	Response Options	Count	%	Count	%	Count	%	Count	%	Mean	Change from 2023	Mean	Mean	Mean
How much do you agree or disagree with the following statements															
My family/ guardian(s) are there for me when I need them.	1	Strongly Disagree	80	1%	30	1%	28	1%	22	1%	3.66	↑0.8%	3.65	3.67	3.66
	2	Disagree	273	2%	87	2%	92	2%	94	2%					
	3	Agree	3,060	27%	993	28%	956	26%	1,111	28%					
	4	Strongly Agree	7,914	70%	2,446	69%	2,659	71%	2,809	70%					
		Total	11,327		3,556		3,735		4,036						
My family/ guardian(s) want to know when something good happens at school.	1	Strongly Disagree	147	1%	46	1%	46	1%	55	1%	3.58	↑1.3%	3.58	3.60	3.55
	2	Disagree	404	4%	104	3%	132	4%	168	4%					
	3	Agree	3,530	31%	1,127	32%	1,089	29%	1,314	33%					
	4	Strongly Agree	7,181	64%	2,248	64%	2,444	66%	2,489	62%					
		Total	11,262		3,525		3,711		4,026						
When I have problems at school, my family/ guardian(s) are ready to help me.	1	Strongly Disagree	200	2%	66	2%	60	2%	74	2%	3.54	↑0.6%	3.53	3.57	3.51
	2	Disagree	539	5%	167	5%	171	5%	201	5%					
	3	Agree	3,531	31%	1,110	32%	1,068	29%	1,353	34%					
	4	Strongly Agree	6,975	62%	2,179	62%	2,405	65%	2,391	59%					
		Total	11,245		3,522		3,704		4,019						
My family/ guardian(s) want me to keep trying when things are tough at school.	1	Strongly Disagree	91	1%	28	1%	34	1%	29	1%	3.69	↑0.9%	3.70	3.69	3.66
	2	Disagree	210	2%	62	2%	65	2%	83	2%					
	3	Agree	2,839	25%	840	24%	900	24%	1,099	27%					
	4	Strongly Agree	8,102	72%	2,594	74%	2,707	73%	2,801	70%					
		Total	11,242		3,524		3,706		4,012						

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Disaffection

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

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

Disaffection

The degree to which students **DISAGREED OR STRONGLY DISAGREED** that they feel unprepared or unskilled in their education. These questions are framed in the negative so for example 71% of **student DISAGREED OR STRONGLY DISAGREED** that they don't understand the grades they get means that 71% of students DO understand the grades they receive.
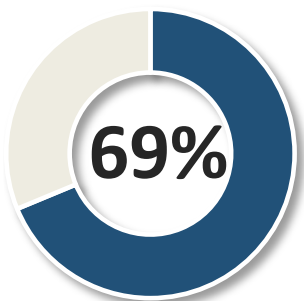
71%
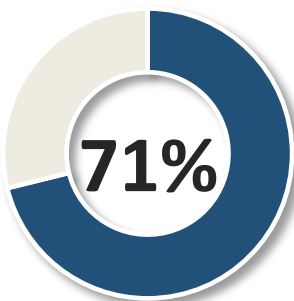
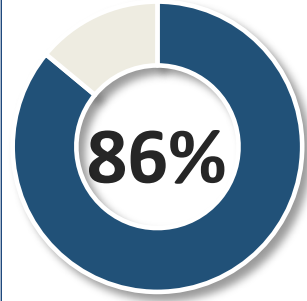I don't understand why I get the grades I do.
↑0.3%

80%
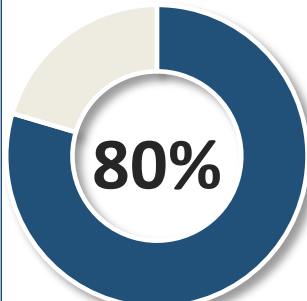
If I don't do well in school it's because I'm not smart.
↑0.0%

% of Students who Strongly DISAGREE

3rd	4th	5th
46%	41%	33%

69%

I feel nervous when I'm at school.
↑2.7%

86%

I don't pay attention during class.
↓1.0%

% of Students who Strongly DISAGREE

3rd	4th	5th
50%	44%	42%

Disaffection

			Frequency Distributions								Statistical Comparison of Mean Composite Scores				
			District		3rd Grade		4th Grade		5th Grade		District		3rd	4th	5th
Item wording or description	Values	Response Options	Count	%	Count	%	Count	%	Count	%	Mean	Change from 2023	Mean	Mean	Mean
How much do you agree or disagree with the following statements															
If I don't do well in school it's because I'm not smart.	4	Strongly Disagree	4,510	40%	1,646	46%	1,516	41%	1,348	33%	3.13	↓0.1%	3.24	3.14	3.04
	3	Disagree	4,472	40%	1,280	36%	1,452	39%	1,740	43%					
	2	Agree	1,622	14%	430	12%	524	14%	668	17%					
	1	Strongly Agree	688	6%	184	5%	235	6%	269	7%					
		Total	11,292		3,540		3,727		4,025						
I don't pay attention during class.	4	Strongly Disagree	5,098	45%	1,769	50%	1,644	44%	1,685	42%	3.28	↓0.8%	3.32	3.27	3.26
	3	Disagree	4,576	41%	1,216	35%	1,533	41%	1,827	45%					
	2	Agree	1,235	11%	410	12%	420	11%	405	10%					
	1	Strongly Agree	340	3%	125	4%	104	3%	111	3%					
		Total	11,249		3,520		3,701		4,028						
I feel nervous when I'm at school.	4	Strongly Disagree	3,575	32%	1,193	34%	1,202	32%	1,180	29%	2.90	↑1.9%	2.91	2.92	2.88
	3	Disagree	4,156	37%	1,192	34%	1,369	37%	1,595	40%					
	2	Agree	2,320	21%	749	21%	758	20%	813	20%					
	1	Strongly Agree	1,193	11%	388	11%	376	10%	429	11%					
		Total	11,244		3,522		3,705		4,017						
I don't understand why I get the grades I do.	4	Strongly Disagree	4,056	36%	1,337	38%	1,347	34%	1,372	34%	2.96	↑0.2%	2.96	2.95	2.96
	3	Disagree	3,950	35%	1,158	33%	1,256	38%	1,536	38%					
	2	Agree	1,950	17%	586	17%	688	17%	676	17%					
	1	Strongly Agree	1,296	12%	445	13%	415	11%	436	11%					
		Total	11,252		3,526		3,706		4,020						
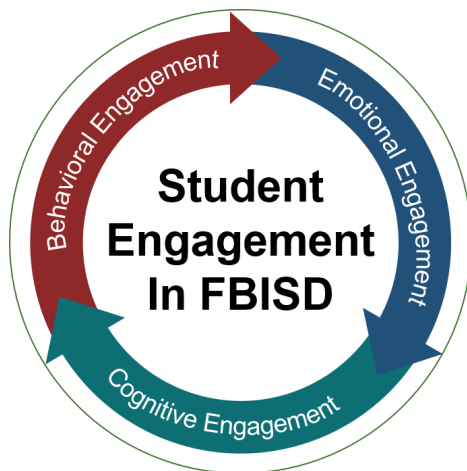
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COGNITIVE ENGAGEMENT DIMENSION OVERVIEW

Student Engagement In FBISD

Behavioral Engagement
Emotional Engagement
Cognitive Engagement

Cognitive Engagement places the emphasis on the engagement of the mind in school. This could include how much time, effort, or investment students put into learning, what types of strategies students enjoy engaging in, the types of and ways they do their work, and how their levels of engagement connect to instructional time.

In FBISD, this looks like...

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

↑1.0%

Overall Cognitive Engagement

3.62

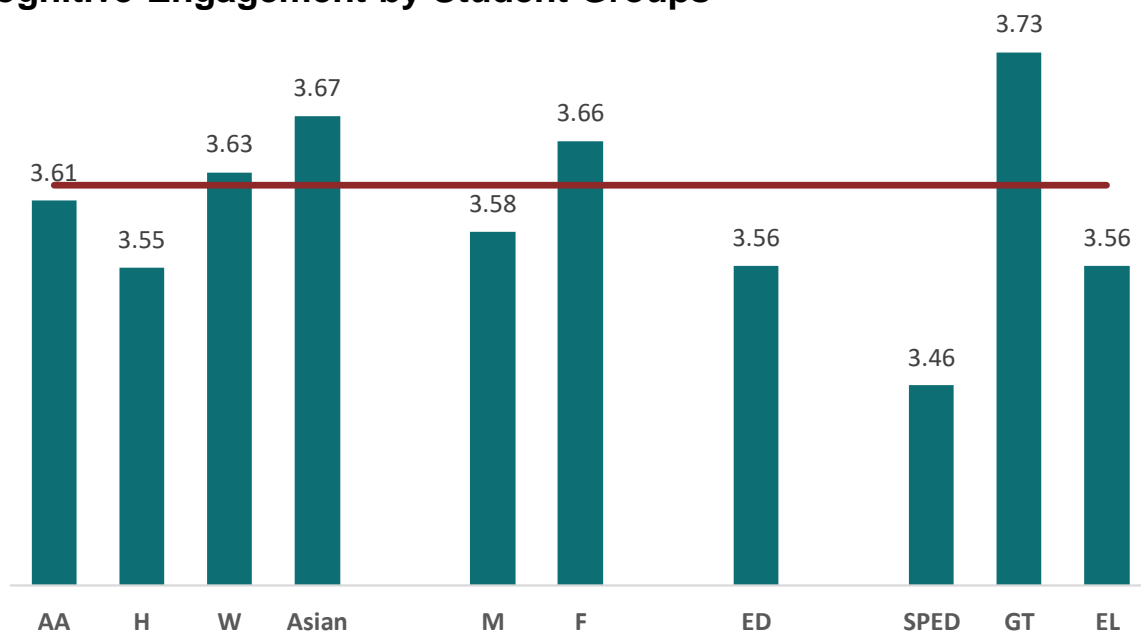| Student Engagment Score Scale			
Very Low	Low	Mod	High
1.0 - 1.75	1.76 - 2.50	2.51 - 3.25	3.26 - 4.0

↓0.1%

Future Goals

3.62

↑3.7%

Intrinsic Motivation

3.62

Cognitive Engagement by Student Groups

	Change in Mean from 2023
AA	↑1.5%
Hispanic	↑0.8%
White	↑0.5%
Asian	↑1.1%
Male	↑0.9%
Female	↑1.1%
ED	↑0.8%
SPED	↑1.7%
GT	↑1.1%
EL	↑0.8%

Bar chart values:
- AA: 3.61
- H: 3.55
- W: 3.63
- Asian: 3.67
- M: 3.58
- F: 3.66
- ED: 3.56
- SPED: 3.46
- GT: 3.73
- EL: 3.56

* Red line represents the overall average score

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Future Goals and Aspirations

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

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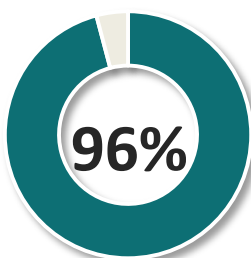
Post-High School Plans

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

94%
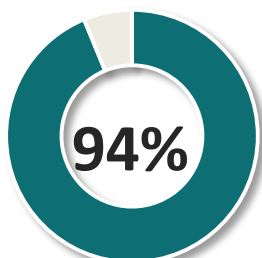
I plan to go to college after I graduate from high school.
↓0.7%

96%

Continuing to learn after high school is important.
↓0.2%

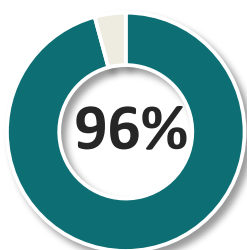| % of Students who Strongly Agree		
3rd	4th	5th
74%	71%	66%

Future Goals

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

93%

My education will create many chances for me to reach my future goals.
↓0.9%

96%

I am hopeful about my future.
↑0.5%

95%

School is important for reaching my future goals.
↓0.4%

% of Students who Strongly Agree		
3rd	4th	5th
70%	71%	71%

Future Goals and Aspirations

Frequency Distributions

Statistical Comparison of Mean Composite Scores

Item wording or description	Values	Response Options	District Count	District %	3rd Grade Count	3rd Grade %	4th Grade Count	4th Grade %	5th Grade Count	5th Grade %	District Mean	Change from 2023	3rd Mean	4th Mean	5th Mean
How much do you agree or disagree with the following statements															
My education will create many chances for me to reach my future goals.	1	Strongly Disagree	200	2%	54	2%	67	2%	79	2%	3.55	↓0.5%	3.59	3.56	3.51
	2	Disagree	565	5%	163	5%	192	5%	210	5%					
	3	Agree	3,313	29%	962	27%	1,042	28%	1,309	33%					
	4	Strongly Agree	7,179	64%	2,353	67%	2,404	65%	2,422	60%					
		Total	**11,257**		**3,532**		**3,705**		**4,020**						
Continuing to learn after high school is important.	1	Strongly Disagree	122	1%	46	1%	41	1%	35	1%	3.65	↑0.4%	3.68	3.66	3.60
	2	Disagree	345	3%	98	3%	93	3%	154	4%					
	3	Agree	2,918	26%	789	22%	943	25%	1,186	29%					
	4	Strongly Agree	7,896	70%	2,601	74%	2,643	71%	2,652	66%					
		Total	**11,281**		**3,534**		**3,720**		**4,027**						
I plan to go to college after I graduate from high school.	1	Strongly Disagree	245	2%	83	2%	92	2%	70	2%	3.62	↓0.2%	3.61	3.63	3.64
	2	Disagree	457	4%	156	4%	137	4%	164	4%					
	3	Agree	2,593	23%	834	24%	838	23%	921	23%					
	4	Strongly Agree	7,990	71%	2,468	70%	2,653	71%	2,869	71%					
		Total	**11,285**		**3,541**		**3,720**		**4,024**						
School is important for reaching my future goals.	1	Strongly Disagree	182	2%	62	2%	55	1%	65	2%	3.63	↓0.4%	3.69	3.64	3.57
	2	Disagree	346	3%	73	2%	122	3%	151	4%					
	3	Agree	2,897	26%	757	22%	932	25%	1,208	30%					
	4	Strongly Agree	7,742	69%	2,604	74%	2,576	70%	2,562	64%					
		Total	**11,167**		**3,496**		**3,685**		**3,986**						

Future Goals and Aspirations

			Frequency Distributions								Statistical Comparison of Mean Composite Scores				
			District		3rd Grade		4th Grade		5th Grade		District		3rd	4th	5th
Item wording or description	*Values*	Response Options	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Mean*	*Change from 2023*	*Mean*	*Mean*	*Mean*
How much do you agree or disagree with the following statements															
I am hopeful about my future.	1	Strongly Disagree	155	1%	36	1%	46	1%	44	1%	3.62	↑0.4%	3.67	3.65	3.60
	2	Disagree	371	3%	95	3%	103	3%	150	4%					
	3	Agree	3,027	27%	867	25%	969	26%	1,190	30%					
	4	Strongly Agree	7,587	68%	2,532	72%	2,589	70%	2,631	66%					
		Total	**11,140**		**3,530**		**3,707**		**4,015**						

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Intrinsic Motivation

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

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

Impact of Rewards

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

90%

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

↓0.4%

% of Students who Strongly Disagree

3rd	4th	5th
88%	90%	91%

90%

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

↓0.3%

% of Students who Strongly Disagree

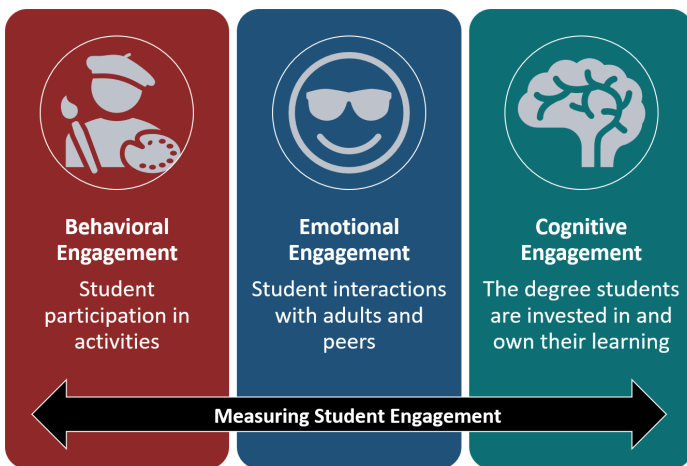| 3rd	4th	5th
66%	66%	62%

Intrinsic Motivation

			Frequency Distributions								Statistical Comparison of Mean Composite Scores				
			District		3rd Grade		4th Grade		5th Grade		District		3rd	4th	5th
Item wording or description	Values	Response Options	Count	%	Count	%	Count	%	Count	%	Mean	Change from 2023	Mean	Mean	Mean
How much do you agree or disagree with the following statements															
I will learn only if my teachers give me a reward.	1	Strongly Agree	445	4%	195	6%	133	4%	117	3%	3.76	↑7.7%	3.71	3.77	3.79
	2	Agree	608	6%	190	6%	205	6%	213	6%					
	3	Disagree	0	0%	0	0%	0	0%	0	0%					
	4	Strongly Disagree	9,499	90%	2,918	88%	3,125	90%	3,456	91%					
		Total	**10,552**		**3,303**		**3,463**		**3,786**						
I will learn only if my parent/guardian(s) give me a reward.	1	Strongly Agree	509	5%	214	7%	147	4%	148	4%	3.50	↓0.2%	3.47	3.53	3.49
	2	Agree	530	5%	177	5%	165	5%	188	5%					
	3	Disagree	2,708	26%	744	23%	866	25%	1,098	29%					
	4	Strongly Disagree	6,794	64%	2,157	66%	2,283	66%	2,354	62%					
		Total	**10,541**		**3,292**		**3,461**		**3,788**						

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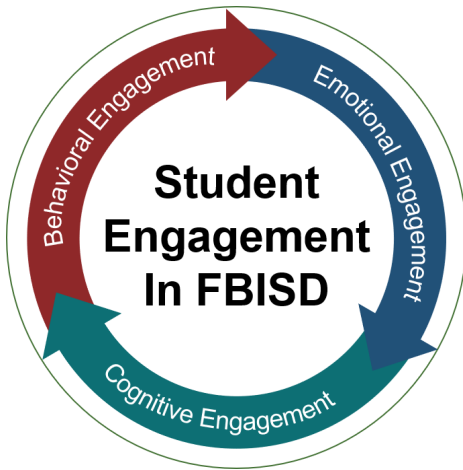
Student engagement is defined as meaningful student involvement throughout the learning environment. It can be understood by analyzing the degree to which students interact within the school community, with adults, peers, the curriculum, and within instruction or the learner experience.

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

Behavioral Engagement
Student participation in activities

Emotional Engagement
Student interactions with adults and peers

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

Measuring Student Engagement
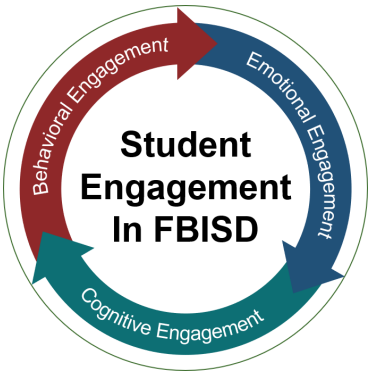
In this section you will find:
- Areas of Student Academic and Instructional Interests,
- Student Retention Information
- Health and Wellness Behaviors

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

Student Engagment Score Scale

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

Other Student Academic Interests & Engagement

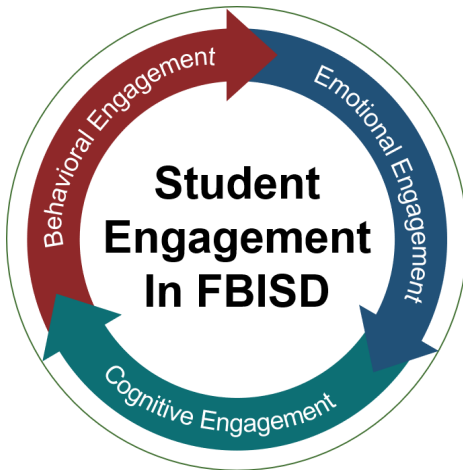**Impacts of School Focus**   Each campus within FBISD selects a campus instructional focus that aligns with our Progressions of Practice or the Learning Framework components. Students responded to items when asked how much they feel like their school emphasized different practices.

How much does your school emphasize each of the following?	Percentage of Students Responding "Some" or "Very Much"	Change from 2023
Memorizing facts and figures	89%	↑2.6%
Spending time preparing for state and district tests (like STAAR)	89%	↑2.5%
Understanding information and ideas for class	88%	↑2.9%
Opportunities to collaborate (work together) with your peers in class	83%	↓0.7%
Building relationships with students who are different than you	75%	↓0.1%
Participating in school events and activities (like sports, plays, fine arts, clubs)	73%	↑1.5%
Setting learning goals throughout the year	79%	↑1.3%

Student Engagement In FBISD

Behavioral Engagement

Emotional Engagement

Cognitive Engagement

Perceptions on Health and Wellness

![Student Engagement In FBISD diagram with Behavioral Engagement, Emotional Engagement, and Cognitive Engagement]

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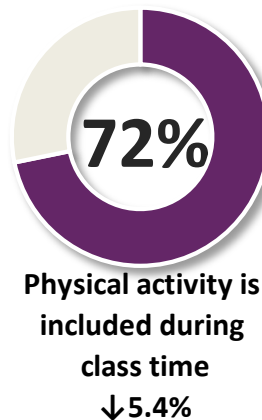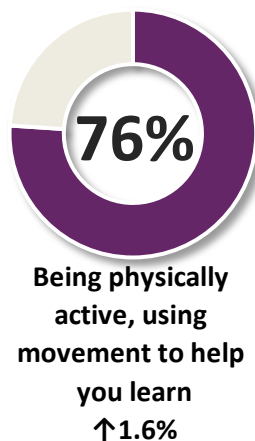
% of Students responding they "Sometimes" or "Often":

86%

My school allows me at least 20 minutes to eat
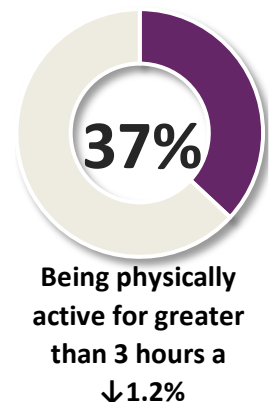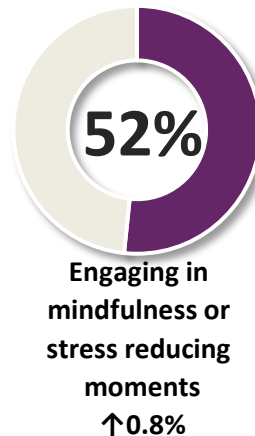↑0.3%
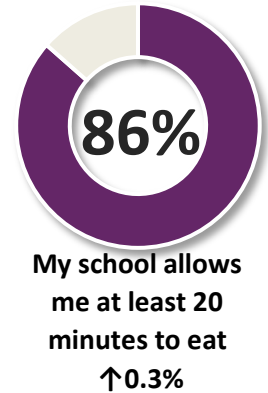
Physical Activity

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":

76%

Being physically active, using movement to help you learn
↑1.6%

72%

Physical activity is included during class time
↓5.4%

76%

Engaging in physical activity (walking, moving around) or using body movement to learn
↓0.9%

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

77%

Engaging in healthy eating habits
↑0.5%

52%

Engaging in mindfulness or stress reducing moments
↑0.8%

37%

Being physically active for greater than 3 hours a
↓1.2%

Health and Wellness Questions

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

Item wording or description	Values	Response Options	District		3rd Grade		4th Grade		5th Grade	
			Count	%	Count	%	Count	%	Count	%
How much do you agree or disagree with the following statements?										
My school helps me understand how to be healthy (exercise, eat right, brush teeth, sleep well, think positive thoughts	1	Strongly Disagree	487	4%	134	4%	167	4%	186	5%
	2	Disagree	1,231	11%	364	10%	363	10%	504	13%
	3	Agree	4,624	41%	1,327	38%	1,489	40%	1,808	45%
	4	Strongly Agree	4,938	44%	1,712	48%	1,699	46%	1,527	38%
		Total	**11,280**		**3,537**		**3,718**		**4,025**	
Physical activity is included during class time (brain breaks, movement activities)	1	Strongly Disagree	992	9%	185	5%	316	9%	491	12%
	2	Disagree	2,166	19%	502	14%	693	19%	971	24%
	3	Agree	4,669	42%	1,529	44%	1,551	42%	1,589	40%
	4	Strongly Agree	3,376	30%	1,294	37%	1,132	31%	950	24%
		Total	**11,203**		**3,510**		**3,692**		**4,001**	
My school allows me at least 20 minutes to eat lunch	1	Strongly Disagree	595	5%	236	7%	191	5%	168	4%
	2	Disagree	924	8%	369	10%	258	7%	297	7%
	3	Agree	3,537	31%	1,030	29%	1,089	29%	1,418	35%
	4	Strongly Agree	6,176	55%	1,884	54%	2,162	58%	2,130	53%
		Total	**11,232**		**3,519**		**3,700**		**4,013**	
In a typical 7 day week during the school year, how many hours do you do the following OUTSIDE of school? (Number										
Being physically active (exercise, sports, walking, running, playing outside)	1	1 Hr or less	2,920	26%	1,006	29%	953	26%	961	24%
	2	2-3 Hours	4,145	37%	1,287	37%	1,358	37%	1,500	37%
	3	4-7 Hours	2,377	21%	669	19%	796	22%	912	23%
	4	8 or more Hours	1,756	16%	542	15%	577	16%	637	16%
		Total	**11,198**		**3,504**		**3,684**		**4,010**	

FBISD SSES 2024 Item Frequencies and Statistical Comparisons
Health and Wellness Questions: Individual Item Breakdown

Health and Wellness Questions

Item wording or description	Values	Response Options	District Count	District %	3rd Grade Count	3rd Grade %	4th Grade Count	4th Grade %	5th Grade Count	5th Grade %
How much do each of the following classroom activities and assignments interest or engage you?										
Being physically active,	1	Not at All	828	7%	260	7%	256	7%	312	8%
using movement to help	2	Very Little	1,859	17%	564	16%	615	17%	680	17%
you learn	3	Some	3,599	32%	1,116	32%	1,214	33%	1,269	32%
	4	Very Much	4,927	44%	1,570	45%	1,614	44%	1,743	44%
		Total	11,213		3,510		3,699		4,004	
How much does your school emphasize the following?										
Engaging in physical	1	Not at All	782	7%	213	6%	265	7%	304	8%
activity (walking, moving	2	Very Little	2,238	20%	626	18%	679	19%	933	23%
around) or using body	3	Some	4,082	37%	1,234	36%	1,371	37%	1,477	37%
movement to learn	4	Very Much	4,023	36%	1,392	40%	1,352	37%	1,279	32%
		Total	11,125		3,465		3,667		3,993	
Engaging in healthy eating	1	Not at All	681	6%	195	6%	207	6%	279	7%
habits (eating	2	Very Little	1,871	17%	517	15%	611	17%	743	19%
breakfast/lunch, eating a	3	Some	4,098	37%	1,123	32%	1,401	38%	1,574	39%
variety of foods)	4	Very Much	4,534	41%	1,646	47%	1,479	40%	1,409	35%
		Total	11,184		3,481		3,698		4,005	
Engaging in mindfulness	1	Not at All	1,278	11%	375	11%	406	11%	497	12%
or stress reducing	2	Very Little	4,133	37%	1,195	34%	1,451	39%	1,487	37%
moments	3	Some	2,841	25%	882	25%	860	23%	1,099	27%
	4	Very Much	2,943	26%	1,038	30%	980	27%	925	23%
		Total	11,195		3,490		3,697		4,008	

Student Retention Information

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Student Retention

During the administration of the survey, students were asked questions about if they have considered transferring to another school, would they select their school if they could, and why have they considered transferring. This allowed us to collect quantitative and qualitative data on the student responses. There were over 2,900 open ended elementary student responses that were collected, and thematically coded to look for trends and patterns into why students have considered transferring from their school. You will find a summary of that analysis on this page.

Perceptions in Student Retention

Students were asked to describe the frequency to which students have considered transferring to another school.

28%
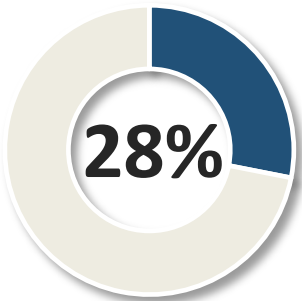
Percent of Students who Sometimes or Often Considered Transferring Schools.

↑0.9%

Breakdown Student Responses

Never	Rarely	Sometimes	Often
53%	18%	18%	10%

Campus Highlights

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

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

Student Response Qualitative Analysis

Over 4,500 open ended student responses were analyzed and thematically coded to determine themes and sub-themes for reasons why students would want to transfer schools. The chart on the right displays the percentage of student responses that fit into each theme, some student responses may have contained more than one reason and not all students who responded that they **rarely, sometimes, or often** consider transferring provided a reason. The data reported here represents District level themes.

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

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

People (40%)

Elementary students stated difficulty with interpersonal relationships, particularly with their peers, as reason to transfer.
- *"I get picked on a lot and the school doesn't do anything about it."*
- *"I don't have any friends and feel left out."*
- *"My teacher doesn't like me."*

School (12%)

Some students a general dissatisfaction with the school environment or facilities.
- *"The school is really old and run down."*
- *"There are too many kids in each class."*
- *"The vibe at this school just isn't for me."*

Personal (25%)

Student responses included reasons unrelated to school such as moving or wanting a new start.
- *"My family is relocating to a new city."*
- *"I just need a change of scenery."*

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

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

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

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

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

Campus	% Never	% Rarely	% Sometimes	% Often	Total Number of Students Responding In Survey	Percentage of Total Students Participating Who Responded Sometimes or Often
Glover	33%	12%	32%	24%	104	56%
Burton	33%	16%	29%	22%	147	51%
Blue Ridge-Briargate	37%	13%	27%	23%	134	50%
Parks	39%	16%	25%	21%	183	45%
Patterson	38%	17%	25%	20%	187	45%
Heritage Rose	39%	16%	25%	20%	343	45%
Mission Bend-Glen	41%	17%	25%	17%	126	42%
Quail Valley ES	41%	18%	21%	20%	125	41%
Dulles ES	42%	19%	24%	15%	212	39%
Jordan	46%	17%	21%	16%	121	37%
EA Jones	47%	16%	22%	15%	144	37%
Goodman	46%	18%	23%	14%	225	36%
Hunters Glen	47%	16%	24%	12%	97	36%
Fleming	51%	13%	20%	15%	143	36%
Seguin	42%	23%	20%	15%	299	35%
Armstrong*	51%	16%	20%	13%	145	33%
Palmer	45%	22%	21%	12%	249	33%
Holley	51%	16%	20%	13%	158	33%
Townewest	48%	19%	23%	10%	140	33%
Alyssa Ferguson*	50%	18%	22%	11%	243	33%
Ridgemont	57%	11%	20%	12%	114	32%
Barrington Place*	49%	20%	21%	11%	141	31%
Schiff	53%	16%	18%	13%	307	31%
Lexington Creek	56%	15%	22%	8%	171	29%
Leonetti	53%	19%	18%	10%	268	29%
Ridgegate	60%	12%	12%	17%	95	28%
Sugar Mill	46%	26%	18%	10%	182	27%
Mission West	62%	11%	20%	7%	113	27%
Oakland	52%	21%	19%	9%	350	27%
Neill	55%	18%	16%	11%	409	27%

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

Campus	% Never	% Rarely	% Sometimes	% Often	Total Number of Students Responding In Survey	Percentage of Total Students Participating Who Responded Sometimes or Often
Austin Parkway*	57%	16%	20%	8%	240	27%
Oyster Creek	52%	23%	17%	8%	232	25%
Sonal Bhuchar	53%	23%	16%	8%	226	25%
Sullivan	56%	20%	18%	7%	470	24%
Drabek	57%	19%	16%	8%	158	24%
Colony Meadows+	56%	20%	16%	8%	281	24%
Lantern Lane	60%	17%	10%	14%	84	24%
Malala	61%	16%	17%	6%	379	22%
Settlers Way	57%	22%	13%	8%	246	21%
Pecan Grove	57%	22%	13%	9%	256	21%
Walker Station	61%	18%	14%	7%	311	21%
Highlands	52%	27%	14%	7%	221	21%
Brazos Bend+	59%	20%	15%	5%	240	20%
Colony Bend+	66%	14%	14%	6%	160	20%
Madden	58%	23%	15%	5%	355	19%
Lakeview	60%	21%	14%	5%	101	19%
Scanlan Oaks	64%	19%	10%	7%	311	17%
Sienna Crossing	66%	17%	12%	5%	432	17%
Meadows	65%	18%	10%	7%	153	16%
Commonwealth+	68%	18%	11%	2%	326	14%
Cornerstone	68%	19%	11%	2%	347	13%
FBISD Elementary Total	54%	19%	18%	10%	11208	28%

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