

**Secondary 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 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 approximately 100 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">• <i>Motivation for Learning</i>• <i>Emotional Engagement with the School</i>• <i>Positive Relationships with Adults in School</i>• <i>Positive Relationships with Other Students</i>
Cognitive Engagement	<ul style="list-style-type: none">• <i>Cognitive Growth through Personal Skill Development</i>• <i>Levels of Effort in Academic Pursuit</i>• <i>Attitude Toward Learning</i>• <i>Cognitive Engagement with Academic Goals, Future Plans, and Aspirations</i>

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. 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.

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>
Other Student Academic Interests	p. 42-43	Some student items are not included in the dimension or factor scores but may be useful for informing other decisions.
Health and Wellness	p. 44-46	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. 47-49	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)

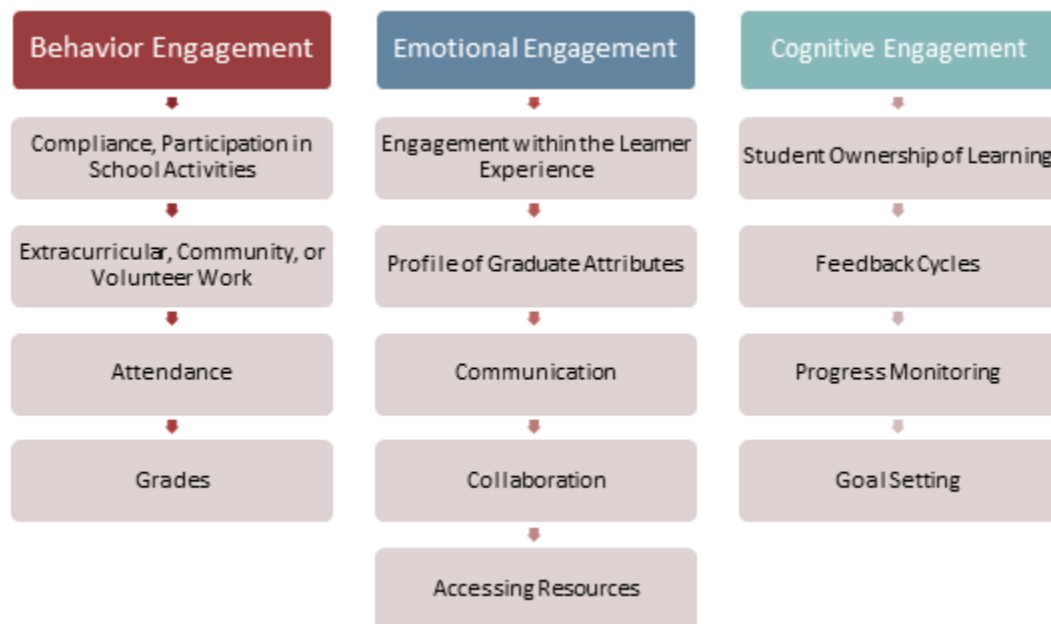
Multiple Components of Student Engagement

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	▽	△
	Overall Dimension	▽	△

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

“The emotional engagement of high school students was statistically significantly higher than middle school students with a small effect size of less than a 0.2. meaning that less than 20% of the difference between those groups is due to the campus grade level and other factors may better explain the difference.”

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	MS		HS
Item wording or description	Response Values	Count	%	Count	%	Count	%	Mean	Change from 2021	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 2023.** This column illustrates the % change in the mean scores when compared to 2023. 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 (Student Interests 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 June 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 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 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 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 2024 SSES Dimension Statistical Comparisons

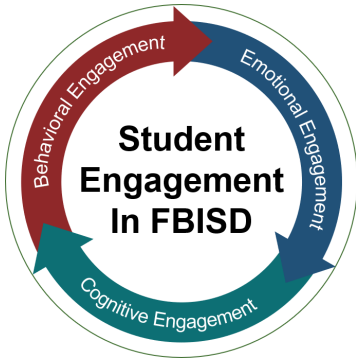
Overall Dimensions and Factor Scores

Mean Comparisons

		Statistical Significance between MS/HS					
Engagement Category	Engagement Indicator	District		MS		HS	
		Mean	Change from 2023	Mean	Effect Size	Mean	Effect Size
Behavioral Engagement	Overall Behavioral Engagement Dimension	2.85	↑2.7%	2.86 --		2.85 --	
	Overall Emotional Engagement Dimension	2.90	↑3.0%	2.88 ***	▽	2.91 ***	△
Emotional Engagement	<i>Motivation for Learning</i>	3.00	↑3.8%	3.01 **	△	2.98 **	▽
	<i>Emotional Engagement with School</i>	2.73	↑2.4%	2.71 ***	▽	2.74 ***	△
	<i>Positive Relationships with Adults in School</i>	2.90	↑2.3%	2.93 ***	△	2.88 ***	▽
	<i>Positive Relationships with Other Students</i>	3.00	↑2.8%	2.90 ***	▼	3.09 ***	▲
	Overall Cognitive Engagement Dimension	2.98	↑3.7%	2.96 *	▽	2.99 *	△
Cognitive Engagement	<i>Cognitive Growth through Personal Skill Development</i>	3.01	↑4.1%	3.02 ***	△	2.99 ***	▽
	<i>Level of Effort in Academic Pursuits</i>	3.02	↑3.3%	3.00 ***	▽	3.04 ***	△
	<i>Attitude Towards Learning</i>	2.95	↑3.0%	2.93 --		2.95 --	
	<i>Cognitive Engagement with Academic Goals, Future Plans, and Aspirations</i>	2.84	↑4.4%	2.78 ***	▽	2.90 ***	△

* $p < .05$, ** $p < .01$, *** $p < .001$; 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 21,900 students who participated in the survey.

Asian	33.2%	White	14.9%
AA	23.8%	Nat. Am	0.4%
Hisp	23.6%	HI/Pac Isl.	0.2%

SPED	GT	EL	Eco Dis
9.0%	9.7%	13.8%	43.1%

Students Survey Participation

45,099

Total Secondary Students in FBISD

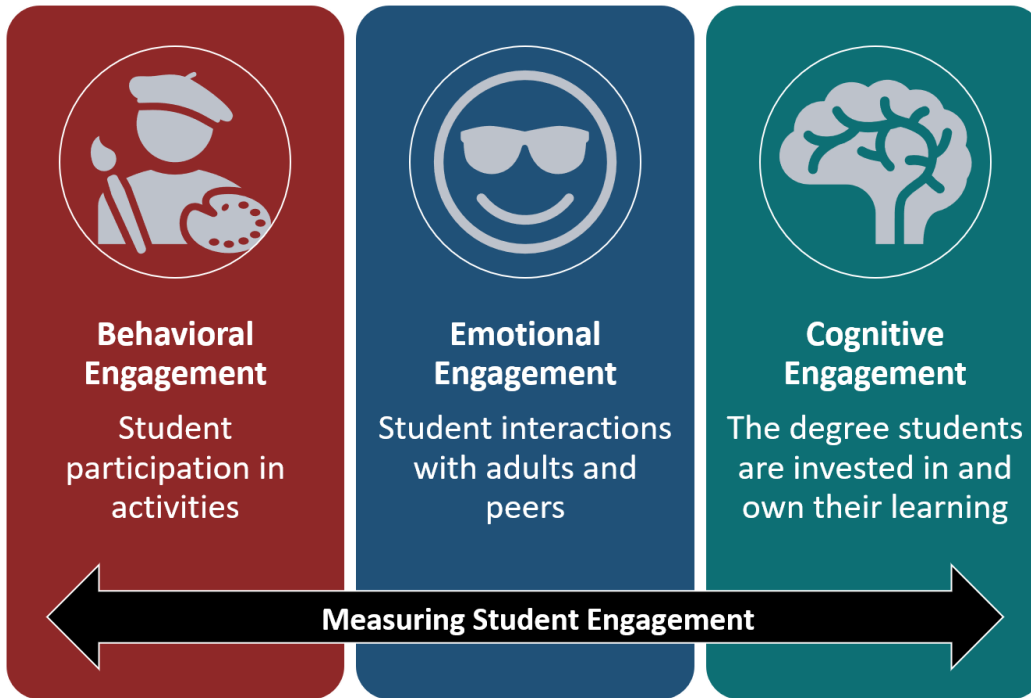
21,900

Secondary Students Participated in Survey

60%

Percent of Eligible Students Participated

% Out of 21,990 Participating Students
48% MS
52% HS



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 Health & Wellness and other student interests from information in the survey that was not connected to these dimensions directly.

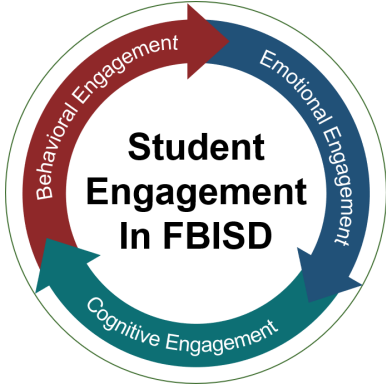
Student Engagement Score Scale

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%

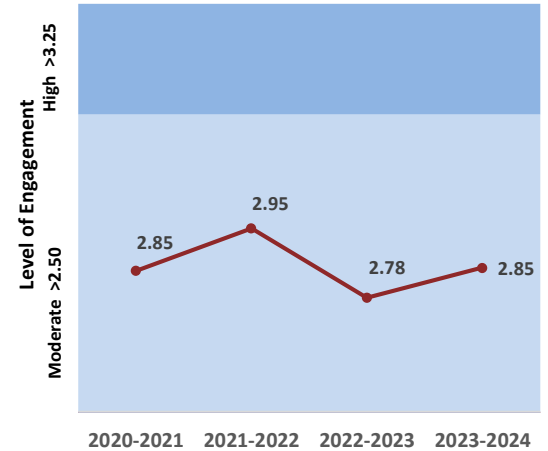
Throughout the overview pages, you will see this icon with an up or down arrow next to individual items, this corresponds to the percent change compared to the 2023 results.



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

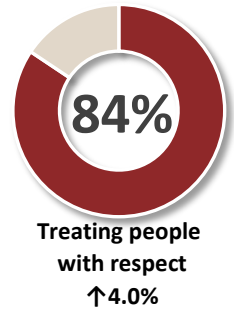
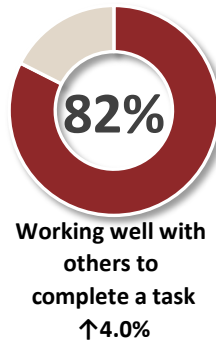
Student Engagement Score Scale			
Very Low	Low	Mod	High
1.0 - 1.75	1.76 - 2.50	2.51 - 3.25	3.26 - 4.0

District Beh. Engagement 4 Year Trend



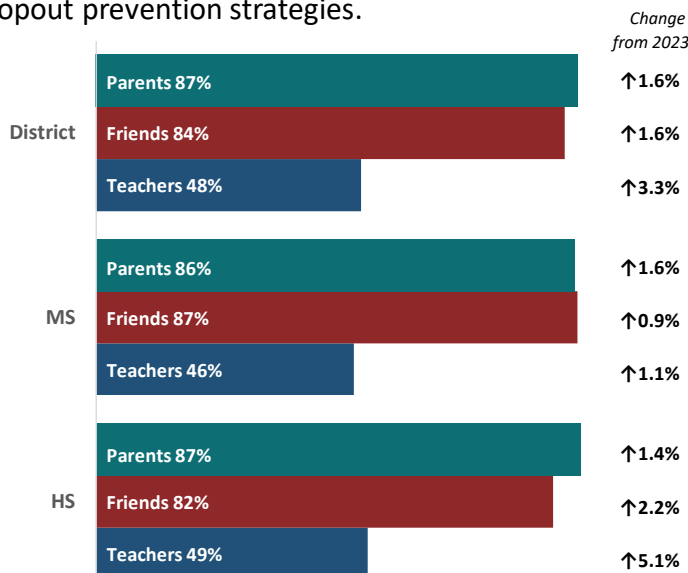
Developing Skills to Work with Others

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



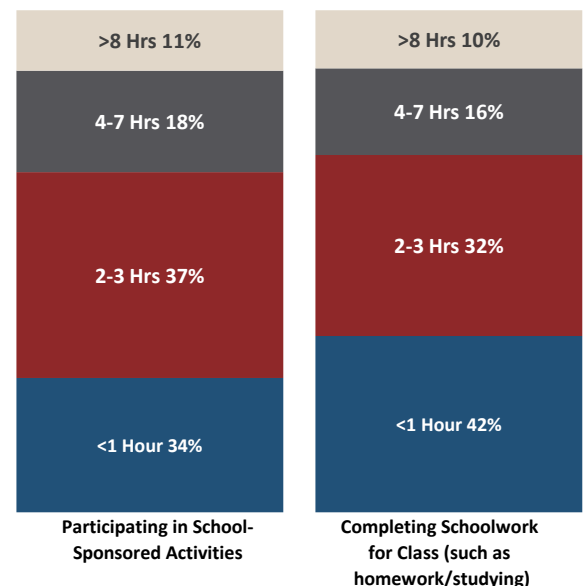
School Attendance Influences

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 2024 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 2023	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	1,205	6%	576	6%	629	6%	3.14	↑3.9%	3.14	--	3.14	--		
	2	Very Little	2,560	12%	1,360	13%	1,200	11%								
	3	Some	9,780	46%	4,460	43%	5,320	48%								
	4	Very Much	7,905	37%	3,929	38%	3,976	36%								
	Total		21,450		10,325		11,125									
Learning what life is like for other people in your community outside of school	1	Not at All	2,717	13%	1,272	12%	1,445	13%	2.83	↑4.6%	2.81	--	2.84	--		
	2	Very Little	4,093	19%	2,132	21%	1,961	18%								
	3	Some	8,786	41%	4,116	40%	4,670	42%								
	4	Very Much	5,790	27%	2,766	27%	3,024	27%								
	Total		21,386		10,286		11,100									
Treating people with respect	1	Not at All	1,289	6%	556	5%	733	7%	3.24	↑4.9%	3.32	***	△	3.17	***	▽
	2	Very Little	2,058	10%	917	9%	1,141	10%								
	3	Some	8,245	39%	3,529	34%	4,716	42%								
	4	Very Much	9,804	46%	5,296	51%	4,508	41%								
	Total		21,396		10,298		11,098									
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	8,923	42%	4,776	46%	4,147	37%	1.95	↓3.7%	1.83	***	▼	2.05	***	▲
	2	2-3 Hours	6,969	32%	3,336	32%	3,633	33%								
	3	4-7 Hours	3,332	16%	1,400	14%	1,932	17%								
	4	8 or more Hours	2,238	10%	826	8%	1,412	13%								
	Total		21,462		10,338		11,124									

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

FBISD SSES 2024 Item Frequencies and Statistical Comparisons

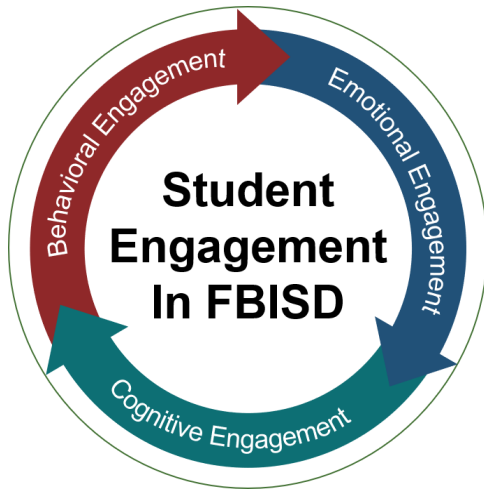
Behavioral Engagement: Individual Item Breakdown

Behavioral Engagement

Frequency Distributions

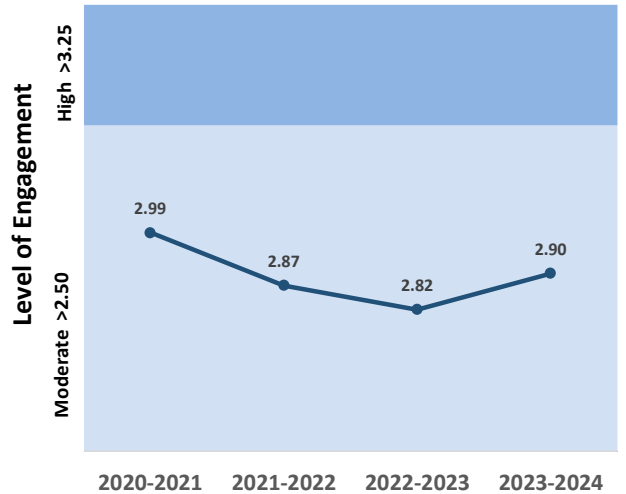
Item wording or description											Statistical Significance between MS/HS				
			District		MS		HS		District		MS		HS		
			Count	%	Count	%	Count	%	Mean	Change from 2023	Mean	Effect Size	Mean	Effect Size	
To what extent do you agree or disagree with the following statements?															
I go to school because of my teachers	1	Strongly Disagree	3,987	19%	1,924	19%	2,063	19%	2.40	↑2.8%	2.39	--	2.42	--	
	2	Disagree	7,065	33%	3,525	35%	3,540	32%							
	3	Agree	7,639	36%	3,528	35%	4,111	37%							
	4	Strongly Agree	2,444	12%	1,189	12%	1,255	11%							
	Total		21,135		10,166		10,969								
I go to school because of my friends	1	Strongly Disagree	1,412	7%	547	5%	865	8%	3.20	↑1.9%	3.30	***	▲	3.11	*** ▼
	2	Disagree	1,889	9%	808	8%	1,081	10%							
	3	Agree	8,826	42%	3,843	38%	4,983	45%							
	4	Strongly Agree	9,039	43%	4,977	49%	4,062	37%							
	Total		21,166		10,175		10,991								
I go to school because of my parents/guardians	1	Strongly Disagree	1,155	5%	538	5%	617	6%	3.23	↑1.8%	3.26	***	△	3.21	*** ▽
	2	Disagree	1,641	8%	863	8%	778	7%							
	3	Agree	9,458	45%	4,209	41%	5,249	48%							
	4	Strongly Agree	8,890	42%	4,548	45%	4,342	40%							
	Total		21,144		10,158		10,986								

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

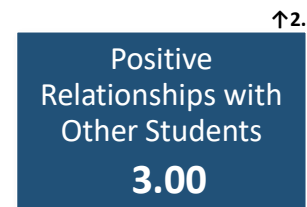
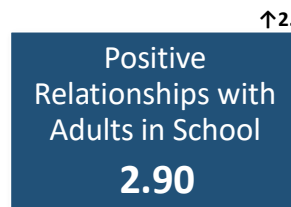
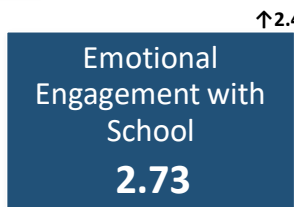
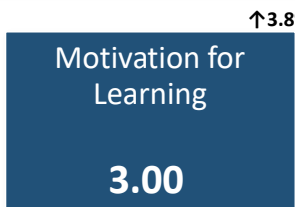


Emotional Engagement emphasizes how a student's engagement in school impacts their feelings about their current school situation, the attitudes they have towards the people they interact with, their feelings about school structures, and affective reactions. Below you will see the average scores for each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

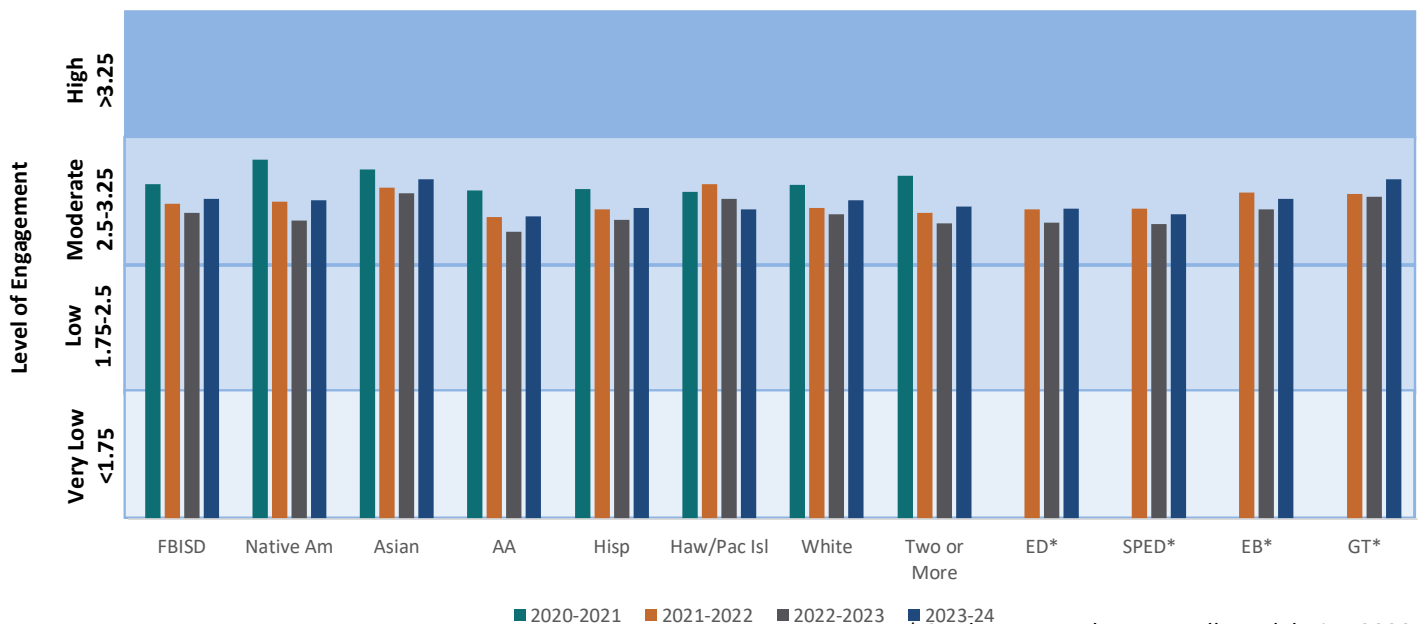
District Emo. Engagement 4 Year Trend



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: District Trends Over 4 Years



* Student group data not collected during 2020-21

EMOTIONAL ENGAGEMENT: Motivation for Learning

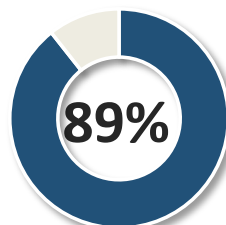
Motivation for Learning:

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.



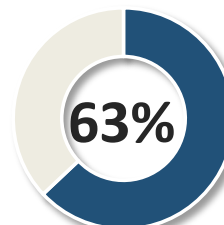
Academic Motivation

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



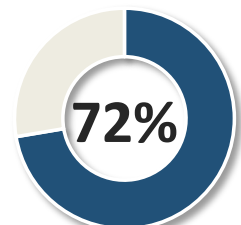
Desire to get good grades

↑2.6%



In general I am excited about my classes

↑4.0%

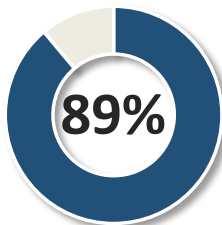


Desire to learn

↑4.8%

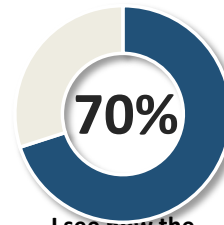
Future Goals Motivation

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

↑2.7%

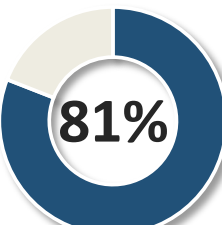


I see now the work I am doing will help me after high school

↑5.1%

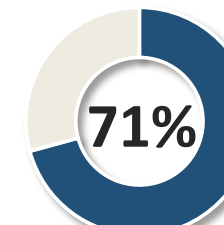
Intra/Interpersonal Motivation

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



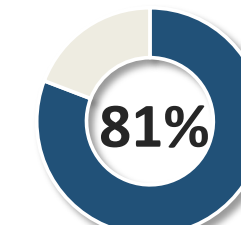
I feel good about how I am as a student

↑3.5%



By teachers who encourage me

↑5.3%



I take pride in the quality of my school work

↑3.3%

FBISD SSES 2024 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Motivation for Learning

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 2023	Mean	Effect Size	Mean	Effect Size
How much do you agree or disagree with the following statements														
I am motivated by my desire to learn	1	Strongly Disagree	1,788	8%	832	8%	956	9%	2.90	↑4.4%	2.90 --		2.90 --	
	2	Disagree	4,062	19%	1,991	20%	2,071	19%						
	3	Agree	9,872	47%	4,760	47%	5,112	47%						
	4	Strongly Agree	5,434	26%	2,588	25%	2,846	26%						
	Total		21,156		10,171		10,985							
I am motivated by my desire to get good grades	1	Strongly Disagree	950	4%	398	4%	552	5%	3.30	↑2.8%	3.35 ***	△	3.26 ***	▽
	2	Disagree	1,301	6%	585	6%	716	7%						
	3	Agree	9,317	44%	4,276	42%	5,041	46%						
	4	Strongly Agree	9,569	45%	4,887	48%	4,682	43%						
	Total		21,137		10,146		10,991							
I am motivated by teachers who encourage me.	1	Strongly Disagree	2,097	10%	1,014	10%	1,083	10%	2.86	↑4.6%	2.85 *	▽	2.87 *	△
	2	Disagree	4,089	19%	2,060	20%	2,029	18%						
	3	Agree	9,682	46%	4,587	45%	5,095	46%						
	4	Strongly Agree	5,290	25%	2,512	25%	2,778	25%						
	Total		21,158		10,173		10,985							
I am motivated by my desire to succeed in the world outside of school	1	Strongly Disagree	963	5%	437	4%	526	5%	3.29	↑3.0%	3.30 --		3.29 --	
	2	Disagree	1,395	7%	737	7%	658	6%						
	3	Agree	9,280	44%	4,336	43%	4,944	45%						
	4	Strongly Agree	9,554	45%	4,678	46%	4,876	44%						
	Total		21,192		10,188		11,004							

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

FBISD SSES 2024 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Motivation for Learning

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 2023	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	1,312	6%	596	6%	716	7%	3.06	↑3.3%	3.07 *	△	3.05 *	▽
	2	Disagree	2,750	13%	1,304	13%	1,446	13%						
	3	Agree	10,485	50%	5,043	50%	5,442	50%						
	4	Strongly Agree	6,615	31%	3,239	32%	3,376	31%						
	Total		21,162		10,182		10,980							
In general, I am excited about my classes	1	Strongly Disagree	2,851	13%	1,420	14%	1,431	13%	2.70	↑3.9%	2.67 **	▽	2.72 **	△
	2	Disagree	4,979	24%	2,463	24%	2,516	23%						
	3	Agree	9,095	43%	4,309	42%	4,786	44%						
	4	Strongly Agree	4,236	20%	1,984	19%	2,252	21%						
	Total		21,161		10,176		10,985							
I see how the work I am doing now will help me after high school	1	Strongly Disagree	2,622	12%	1,124	11%	1,498	14%	2.83	↑5.0%	2.89 ***	△	2.78 ***	▽
	2	Disagree	3,707	18%	1,674	16%	2,033	19%						
	3	Agree	9,468	45%	4,581	45%	4,887	45%						
	4	Strongly Agree	5,334	25%	2,773	27%	2,561	23%						
	Total		21,131		10,152		10,979							
I feel good about how I am as a student	1	Strongly Disagree	1,538	7%	663	7%	875	8%	3.05	↑3.7%	3.09 ***	△	3.01 ***	▽
	2	Disagree	2,493	12%	1,153	11%	1,340	12%						
	3	Agree	10,506	50%	4,972	49%	5,534	50%						
	4	Strongly Agree	6,592	31%	3,378	33%	3,214	29%						
	Total		21,129		10,166		10,963							

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

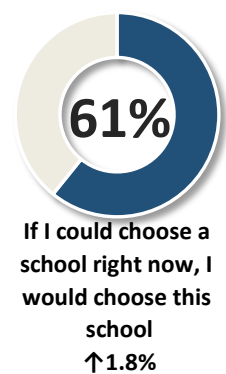
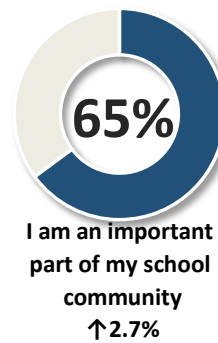
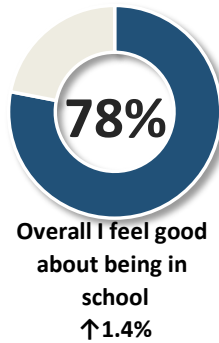
EMOTIONAL ENGAGEMENT: Emotional Engagement with School

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.

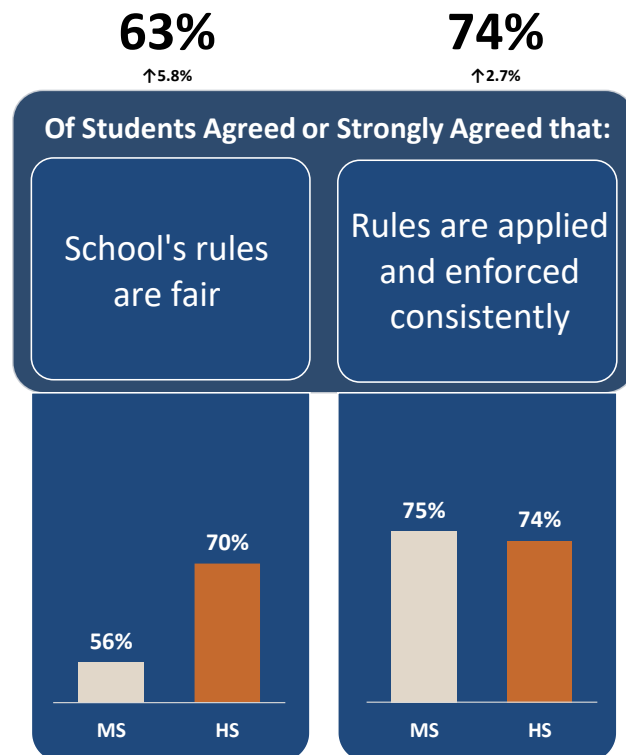
Inclusion in School Community

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.



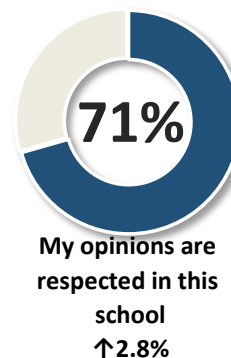
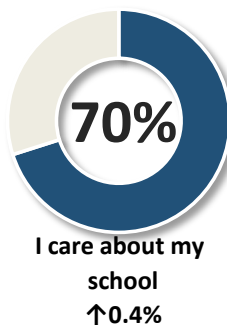
Perceptions on School Rules

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



Connection to the School

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



FBISD SSES 2024 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		MS		HS	
			Count	%	Count	%	Count	%	Mean	Change from 2023	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	1,687	8%	794	8%	893	8%	2.88	↑1.9%	2.89 *	△	2.87 *	▽
	2	Disagree	3,078	14%	1,464	14%	1,614	14%						
	3	Agree	13,063	60%	6,231	60%	6,832	61%						
	4	Strongly Agree	3,868	18%	1,933	19%	1,935	17%						
	Total	21,696		10,422		11,274								
I care about this school	1	Strongly Disagree	1,993	9%	954	9%	1,039	9%	2.75	↑1.1%	2.76 *	△	2.74 *	△
	2	Disagree	4,484	21%	2,158	21%	2,326	21%						
	3	Agree	12,138	56%	5,692	55%	6,446	57%						
	4	Strongly Agree	3,051	14%	1,603	15%	1,448	13%						
	Total	21,666		10,407		11,259								
My opinions are respected in this school	1	Strongly Disagree	1,894	9%	1,023	10%	871	8%	2.74	↑2.5%	2.69 ***	▽	2.79 ***	△
	2	Disagree	4,458	21%	2,428	23%	2,030	18%						
	3	Agree	12,554	58%	5,632	54%	6,922	62%						
	4	Strongly Agree	2,702	13%	1,285	12%	1,417	13%						
	Total	21,608		10,368		11,240								
I am an important part of my school community	1	Strongly Disagree	2,436	11%	1,200	12%	1,236	11%	2.67	↑2.5%	2.66 --		2.68 --	
	2	Disagree	5,132	24%	2,523	24%	2,609	23%						
	3	Agree	11,060	51%	5,181	50%	5,879	52%						
	4	Strongly Agree	2,934	14%	1,446	14%	1,488	13%						
	Total	21,562		10,350		11,212								

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

FBISD SSES 2024 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		MS		HS		
			Count	%	Count	%	Count	%	Mean	Change from 2023	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	2,876	13%	1,716	17%	1,160	10%	2.62	↑4.2%	2.50 ***	▼	2.72 ***	▲	
	2	Disagree	5,061	23%	2,858	28%	2,203	20%							
	3	Agree	11,126	52%	4,647	45%	6,479	58%							
	4	Strongly Agree	2,518	12%	1,141	11%	1,377	12%							
	Total	21,581		10,362		11,219									
This school's rules are applied and enforced consistently	1	Strongly Disagree	1,880	9%	862	8%	1,018	9%	2.83	↑2.3%	2.88 ***	△	2.79 ***	▽	
	2	Disagree	3,642	17%	1,711	17%	1,931	17%							
	3	Agree	12,150	57%	5,522	54%	6,628	59%							
	4	Strongly Agree	3,781	18%	2,182	21%	1,599	14%							
	Total	21,453		10,277		11,176									
If I could choose a school right now, I would choose this school	1	Strongly Disagree	3,616	17%	1,810	17%	1,806	16%	2.59	↑2.4%	2.58 --		2.60 --		
	2	Disagree	4,844	22%	2,419	23%	2,425	22%							
	3	Agree	9,827	46%	4,432	43%	5,395	48%							
	4	Strongly Agree	3,305	15%	1,709	16%	1,596	14%							
	Total	21,592		10,370		11,222									

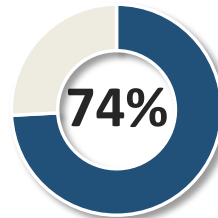
* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

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.



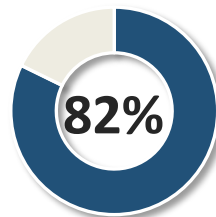
There is at least one adult in this school who knows me well

Change from 2023

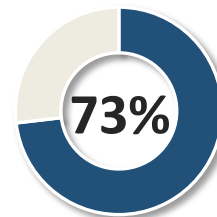
↑0.9%

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.

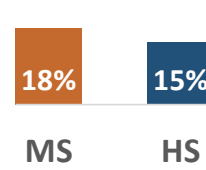
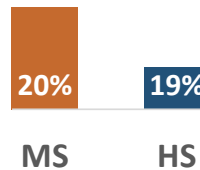


Teachers at their school
↑1.9%



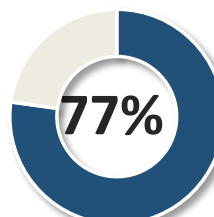
Administrators at their school
↑4.1%

% of Students who "Strongly Agree" by Campus Level

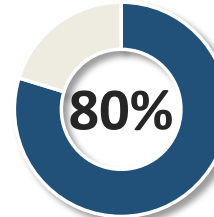


Support from Other Adults

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

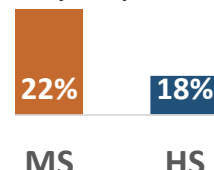
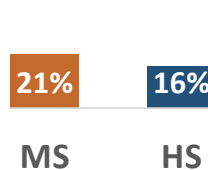


Career or School Counselors
↑2.1%



Other Adults at their school
↑1.9%

% of Students who "Strongly Agree" by Campus Level



FBISD SSES 2024 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	Values	Response Options	District		MS		HS		District		MS		HS	
			Count	%	Count	%	Count	%	Mean	Change from 2023	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	1,998	9%	935	9%	1,063	9%	2.94	↑1.9%	2.97 ***	△	2.91 ***	▽
	2	Disagree	3,602	17%	1,753	17%	1,849	16%						
	3	Agree	9,844	45%	4,446	43%	5,398	48%						
	4	Strongly Agree	6,222	29%	3,269	31%	2,953	26%						
	Total	21,666		10,403		11,263								
I feel supported by teachers at this school	1	Strongly Disagree	1,244	6%	596	6%	648	6%	2.96	↑2.0%	2.95 --		2.96 --	
	2	Disagree	2,601	12%	1,380	13%	1,221	11%						
	3	Agree	13,616	63%	6,351	61%	7,265	65%						
	4	Strongly Agree	4,175	19%	2,065	20%	2,110	19%						
	Total	21,636		10,392		11,244								
I feel supported by administrators (principal, dean of instruction, assistant/associate principal)	1	Strongly Disagree	1,921	9%	878	8%	1,043	9%	2.81	↑3.3%	2.83 ***	△	2.78 ***	▽
	2	Disagree	3,897	18%	1,835	18%	2,062	18%						
	3	Agree	12,318	57%	5,832	56%	6,486	58%						
	4	Strongly Agree	3,527	16%	1,867	18%	1,660	15%						
	Total	21,663		10,412		11,251								
I feel supported by career or school counselors at this school	1	Strongly Disagree	1,636	8%	672	6%	964	9%	2.88	↑2.4%	2.94 ***	△	2.83 ***	▽
	2	Disagree	3,298	15%	1,470	14%	1,828	16%						
	3	Agree	12,675	59%	6,048	58%	6,627	59%						
	4	Strongly Agree	4,013	19%	2,189	21%	1,824	16%						
	Total	21,622		10,379		11,243								
I feel supported by other adults (secretaries, librarians, coaches, etc.) at this school	1	Strongly Disagree	1,427	7%	658	6%	769	7%	2.93	↑2.2%	2.95 ***	△	2.91 ***	▽
	2	Disagree	2,951	14%	1,432	14%	1,519	14%						
	3	Agree	12,926	60%	6,016	58%	6,910	62%						
	4	Strongly Agree	4,285	20%	2,250	22%	2,035	18%						
	Total	21,589		10,356		11,233								

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

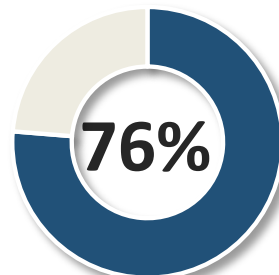
EMOTIONAL ENGAGEMENT: Positive Relationships with Other Students

Positive Relationships with Other Students

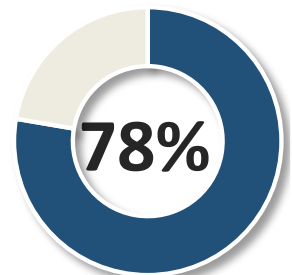
Other than teachers, the primary daily contacts for students in school are other students. Questions in this factor explored how students interacted and felt about those interactions with other students on campuses.

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.



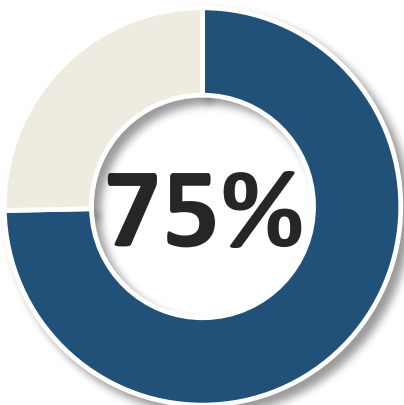
**I am comfortable
being myself at this
school**
↑2.0%



**I feel supported by
other students**
↑0.6%

Feelings of Safety

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

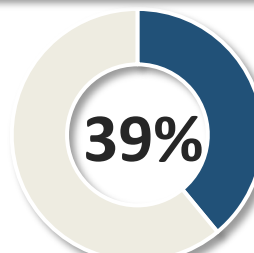


**I feel safe in
this school**
↑6.0%

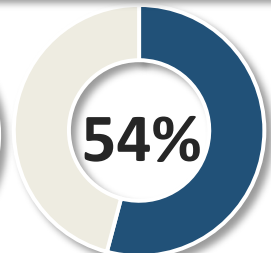
Perceptions on Bullying

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**
↓6.0%



**Have witnessed an
act of bullying**
↓5.6%

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

FBISD SSES 2024 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

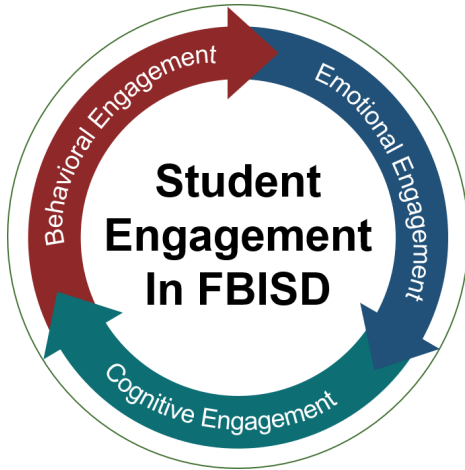
Positive Relationships with Other Students

Frequency Distributions

Item wording or description			Frequency Distributions								Statistical Significance between MS/HS			
			District		MS		HS		District	Change from 2023	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	1,681	8%	897	9%	784	7%	2.81	↑4.2%	2.77 ***	▽	2.85 ***	△
	2	Disagree	3,771	18%	2,038	20%	1,733	15%						
	3	Agree	13,001	60%	5,891	57%	7,110	63%						
	4	Strongly Agree	3,076	14%	1,501	15%	1,575	14%						
	Total		21,529		10,327		11,202							
I feel supported by other students	1	Strongly Disagree	1,694	8%	899	9%	795	7%	2.90	↑1.3%	2.88 ***	▽	2.93 ***	△
	2	Disagree	3,134	14%	1,734	17%	1,400	12%						
	3	Agree	12,390	57%	5,515	53%	6,875	61%						
	4	Strongly Agree	4,408	20%	2,235	22%	2,173	19%						
	Total		21,626		10,383		11,243							
I am comfortable being myself at this school	1	Strongly Disagree	1,863	9%	1,011	10%	852	8%	2.88	↑2.3%	2.84 ***	▽	2.91 ***	△
	2	Disagree	3,260	15%	1,812	17%	1,448	13%						
	3	Agree	12,209	56%	5,389	52%	6,820	61%						
	4	Strongly Agree	4,284	20%	2,163	21%	2,121	19%						
	Total		21,616		10,375		11,241							
During the school year how often have you														
Been picked on or bullied by another student?	1	Often	1,293	6%	839	8%	454	4%	3.36	↑2.6%	3.18 ***	▼	3.53 ***	▲
	2	Sometimes	2,679	13%	1,652	16%	1,027	9%						
	3	Rarely	4,300	20%	2,566	25%	1,734	16%						
	4	Never	12,935	61%	5,121	50%	7,814	71%						
	Total		21,207		10,178		11,029							
Witnessed an act of bullying?	1	Often	2,381	11%	1,542	15%	839	8%	3.05	↑2.9%	2.83 ***	▼	3.25 ***	▲
	2	Sometimes	3,857	18%	2,229	22%	1,628	15%						
	3	Rarely	5,224	25%	2,756	27%	2,468	22%						
	4	Never	9,709	46%	3,626	36%	6,083	55%						
	Total		21,171		10,153		11,018							

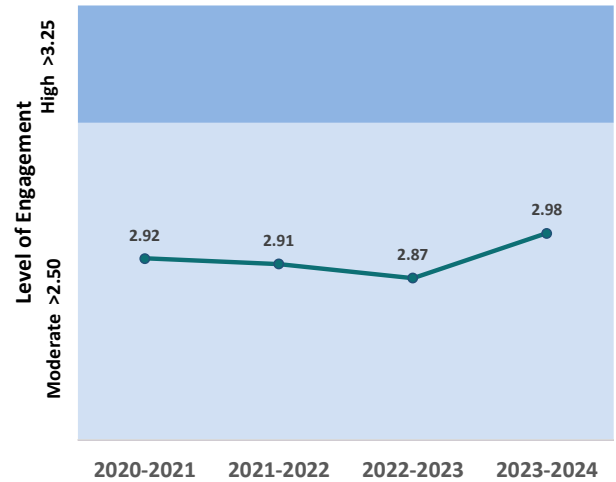
* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

COGNITIVE ENGAGEMENT DIMENSION OVERVIEW

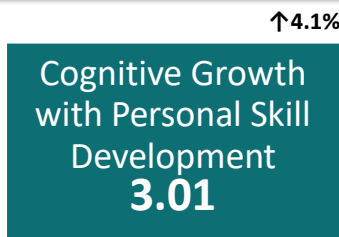


Cognitive Engagement places the emphasis on the engagement of the mind in school. This could include how much time, effort, or investment students put into learning, what types of strategies students enjoy engaging in, the types of and ways they do their work, and how their levels of engagement connect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

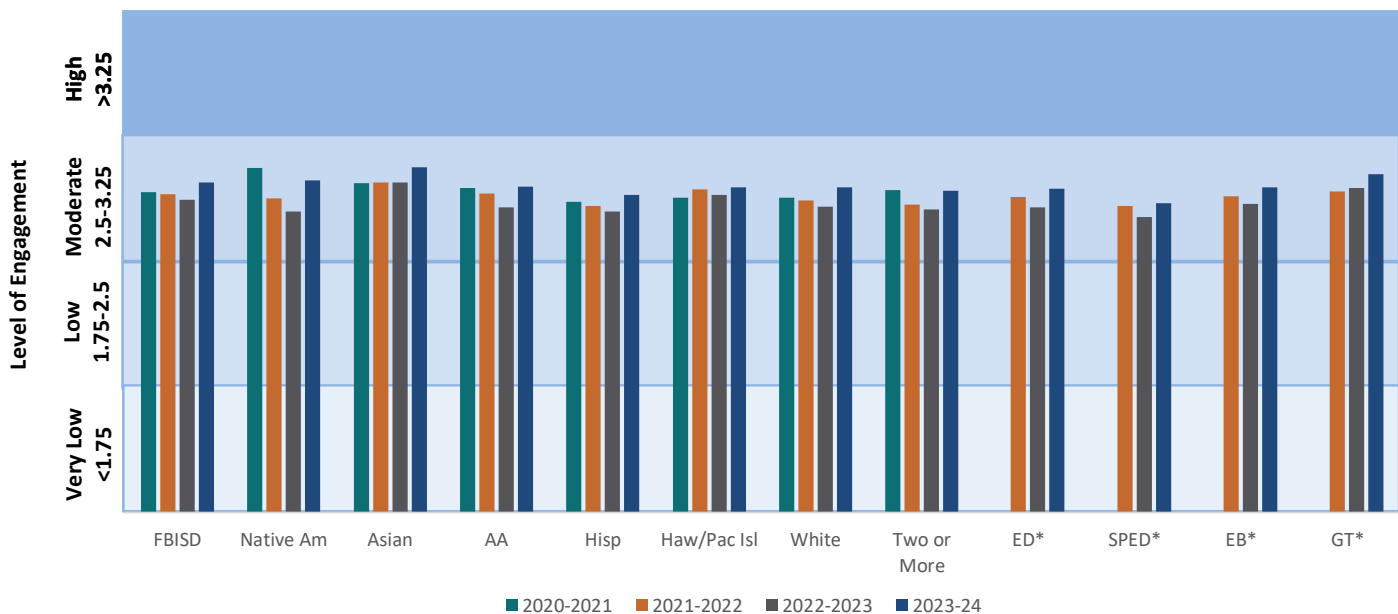
District Cog. Engagement 4 Year Trend



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



Cognitive Engagement by Student Groups: District Trends Over 4 Years



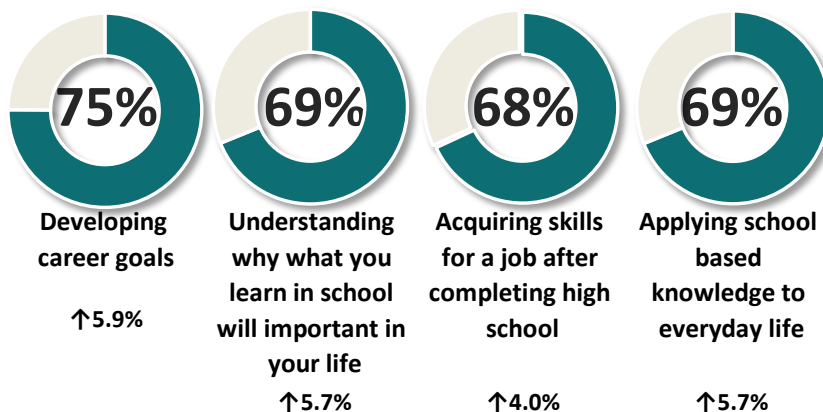
* Student group data not collected during 2020-21

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.

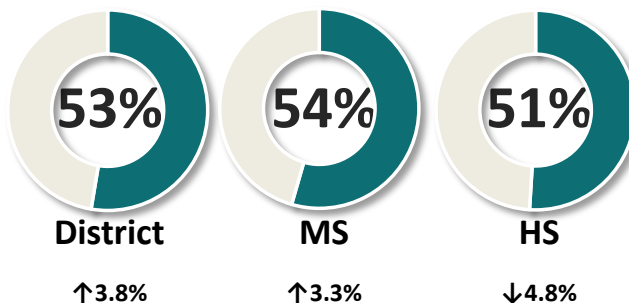
Academic Skill Development

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 2024 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		Response Options	District		MS		HS		District		MS		HS			
			Count	%	Count	%	Count	%	Mean	Change from 2023	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	1,126	5%	520	5%	606	5%	2.96	↑1.2%	2.97	--		2.96	--	
	2	Disagree	2,576	12%	1,353	13%	1,223	11%								
	3	Agree	13,839	64%	6,423	62%	7,416	66%								
	4	Strongly Agree	4,024	19%	2,044	20%	1,980	18%								
	Total	21,565		10,340		11,225										
I can be creative in classroom assignments and projects	1	Strongly Disagree	1,121	5%	483	5%	638	6%	3.07	↑1.4%	3.12	***	△	3.02	***	▽
	2	Disagree	1,991	9%	967	9%	1,024	9%								
	3	Agree	12,802	59%	5,713	55%	7,089	63%								
	4	Strongly Agree	5,690	26%	3,203	31%	2,487	22%								
	Total	21,604		10,366		11,238										
How much has your experience at this school contributed to your development in the following areas?																
Acquiring skills for a job after completing high school	1	Not at All	2,734	13%	1,198	12%	1,536	14%	2.83	↑4.6%	2.89	***	△	2.77	***	▽
	2	Very Little	4,107	19%	1,893	18%	2,214	20%								
	3	Some	8,709	41%	4,043	39%	4,666	42%								
	4	Very Much	5,911	28%	3,186	31%	2,725	24%								
	Total	21,461		10,320		11,141										
Writing effectively	1	Not at All	1,164	5%	545	5%	619	6%	3.15	↑5.0%	3.14	--		3.15	--	
	2	Very Little	2,576	12%	1,397	14%	1,179	11%								
	3	Some	9,650	45%	4,438	43%	5,212	47%								
	4	Very Much	8,052	38%	3,932	38%	4,120	37%								
	Total	21,442		10,312		11,130										

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

FBISD SSES 2024 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		MS		HS	
					Count	%	Count	%	Count	%	Mean	Change from 2023	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	1,395	7%	663	6%	732	7%	3.09	↑6.4%	3.09	--	3.09	--		
	2	Very Little	2,946	14%	1,586	15%	1,360	12%								
	3	Some	9,350	44%	4,193	41%	5,157	46%								
	4	Very Much	7,664	36%	3,819	37%	3,845	35%								
	Total	21,355		10,261		11,094										
Thinking critically (reasoning, asking "Why?")	1	Not at All	1,358	6%	627	6%	731	7%	3.11	↑4.6%	3.11	--	3.10	--		
	2	Very Little	2,831	6%	1,475	14%	1,356	12%								
	3	Some	9,418	44%	4,360	42%	5,058	46%								
	4	Very Much	7,813	36%	3,852	37%	3,961	36%								
	Total	21,420		10,314		11,106										
Developing creative ideas and solutions	1	Not at All	1,394	7%	645	6%	749	7%	3.07	↑4.3%	3.09	***	△	3.05	***	▽
	2	Very Little	2,964	14%	1,452	14%	1,512	14%								
	3	Some	9,776	46%	4,501	44%	5,275	47%								
	4	Very Much	7,291	34%	3,719	36%	3,572	32%								
	Total	21,425		10,317		11,108										
Reading and understanding challenging materials	1	Not at All	1,194	6%	573	6%	621	6%	3.13	↑4.6%	3.11	***	▽	3.15	***	△
	2	Very Little	2,540	12%	1,393	14%	1,147	10%								
	3	Some	10,020	47%	4,688	46%	5,332	48%								
	4	Very Much	7,652	36%	3,643	35%	4,009	36%								
	Total	21,406		10,297		11,109										

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

FBISD SSES 2024 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 2023	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	1,153	5%	548	5%	605	5%	3.20	↑2.8%	3.20	--	3.21	--		
	2	Very Little	2,239	10%	1,202	12%	1,037	9%								
	3	Some	9,108	43%	4,179	41%	4,929	44%								
	4	Very Much	8,926	42%	4,378	42%	4,548	41%								
	Total		21,426		10,307		11,119									
Learning Independently	1	Not at All	1,039	5%	480	5%	559	5%	3.26	↑3.5%	3.25	--	3.27	--		
	2	Very Little	2,024	9%	1,148	11%	876	8%								
	3	Some	8,704	41%	3,965	39%	4,739	43%								
	4	Very Much	9,638	45%	4,694	46%	4,944	44%								
	Total		21,405		10,287		11,118									
Applying school-based knowledge to everyday life	1	Not at All	2,536	12%	1,149	11%	1,387	12%	2.85	↑5.5%	2.87	***	△	2.83	***	▽
	2	Very Little	4,118	19%	2,027	20%	2,091	19%								
	3	Some	8,733	41%	4,129	40%	4,604	41%								
	4	Very Much	5,987	28%	2,970	29%	3,017	27%								
	Total		21,405		10,275		11,099									
Developing career goals	1	Not at All	1,922	9%	847	8%	1,075	10%	2.99	↑5.6%	3.03	***	△	2.96	***	▽
	2	Very Little	3,414	16%	1,663	16%	1,751	16%								
	3	Some	8,964	42%	4,136	40%	4,828	43%								
	4	Very Much	7,113	33%	3,643	35%	3,470	31%								
	Total		21,413		10,289		11,124									

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FBISD SSES 2024 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 2023	Mean	Effect Size	Mean	Effect Size
How much has your experience at this school contributed to your development in the following areas?														
Understanding why	1	Not at All	2,971	14%	1,361	13%	1,610	15%	2.85	↑6.3%	2.88 ***	△	2.82 ***	▽
what you learn in	2	Very Little	3,612	17%	1,776	17%	1,836	17%						
school will be	3	Some	8,501	40%	3,929	38%	4,572	41%						
important for your life	4	Very Much	6,311	29%	3,228	31%	3,083	28%						
Total			21,395		10,294		11,101							
About how many of your classes...														
Challenge you to your	1	None	1,555	7%	725	7%	830	8%	2.61	↑3.3%	2.63 ***	△	2.58 ***	▽
full academic	2	Some	8,504	40%	3,915	38%	4,589	42%						
potential	3	Most	7,966	37%	3,929	39%	4,037	37%						
	4	All	3,223	15%	1,625	16%	1,598	14%						
Total			21,248		10,194		11,054							

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

COGNITIVE ENGAGEMENT: Levels of Effort In Academic Pursuits

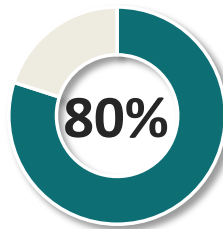
Levels of Effort in Academic Pursuits (LEAP)

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.

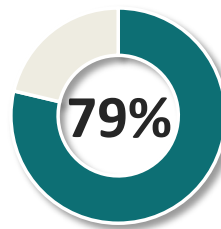


Engagement with Others in Learning

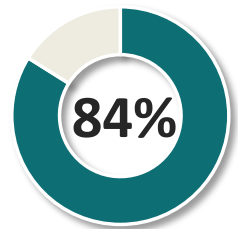
The degree to which students feel they **sometimes or often** engage with others about their work through feedback, collaboration, or conversations.



Received
feedback from
teachers on
assignments or
other class work
↑4.7%



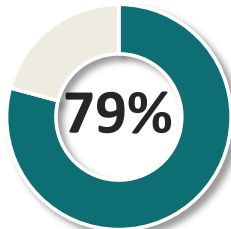
Talked to a
teacher about
your class work
↑3.8%



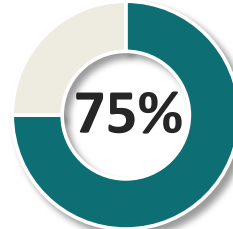
Worked with
other students on
projects or
assignments
↑3.4%

Engagement with Tasks

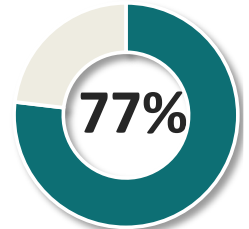
The degree to which students feel they **sometimes or often** engaged in specific classroom activities.



Asked or
answered a
question in class
↑2.3%



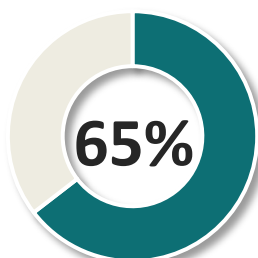
Prepared a draft
of a paper or
assignment
before turning it in
↑3.3%



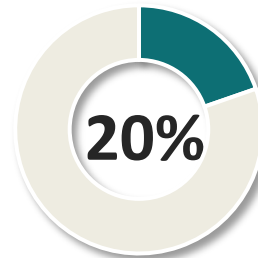
Completed a
creative writing
assignment
↑5.0%

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
↑3.7%



Put forth very
little effort
↓3.1%

FBISD SSES 2024 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Levels of Effort in Academic Pursuits

Frequency Distributions

Item wording or description Values			Response Options		Statistical Significance between MS/HS									
					District		MS		HS		District		MS	
			Count	%	Count	%	Count	%	Mean	Change from 2023	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	934	4%	401	4%	533	5%	3.10	↑1.9%	3.13 ***	△	3.08 ***	▽
	2	Rarely	3,544	16%	1,696	16%	1,848	17%						
	3	Sometimes	9,430	44%	4,429	43%	5,001	45%						
	4	Often	7,572	35%	3,811	37%	3,761	34%						
	Total	21,480	10,337	11,143										
Talked to a teacher about your class work	1	Never	951	4%	489	5%	462	4%	3.09	↑3.3%	3.03 ***	▽	3.15 ***	△
	2	Rarely	3,611	17%	2,092	20%	1,519	14%						
	3	Sometimes	9,341	44%	4,347	42%	4,994	45%						
	4	Often	7,504	35%	3,366	33%	4,138	37%						
	Total	21,407	10,294	11,113										
Prepared a draft of a paper or assignment before turning it in	1	Never	1,529	7%	812	8%	717	6%	3.02	↑3.1%	2.97 ***	▽	3.07 ***	△
	2	Rarely	3,815	18%	2,094	20%	1,721	16%						
	3	Sometimes	8,737	41%	4,005	39%	4,732	43%						
	4	Often	7,291	34%	3,362	33%	3,929	35%						
	Total	21,372	10,273	11,099										

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FBISD SSES 2024 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 2023	Mean	Effect Size	Mean	Effect Size
During the School year, about how often have you done each of the following?														
Completed a creative writing assignment (reflections, journaling, short stories, poetry)	1	Never	1,386	6%	663	6%	723	7%	3.06	↑4.4%	3.05 --		3.06 --	
	2	Rarely	3,563	17%	1,832	18%	1,731	16%						
	3	Sometimes	8,879	41%	4,121	40%	4,758	43%						
	4	Often	7,578	35%	3,686	36%	3,892	35%						
		Total	21,406		10,302		11,104							
Received feedback from teachers on assignments or other class work	1	Never	1,067	5%	539	5%	528	5%	3.11	↑4.0%	3.08 ***	▽	3.15 ***	△
	2	Rarely	3,223	15%	1,766	17%	1,457	13%						
	3	Sometimes	9,289	43%	4,357	42%	4,932	44%						
	4	Often	7,816	37%	3,631	35%	4,185	38%						
		Total	21,395		10,293		11,102							
Attended class with all assignments completed	1	Never	764	4%	337	3%	427	4%	3.35	↑3.0%	3.37 ***	▽	3.34 ***	△
	2	Rarely	1,977	9%	1,004	10%	973	9%						
	3	Sometimes	7,546	35%	3,461	34%	4,085	37%						
	4	Often	11,094	52%	5,477	53%	5,617	51%						
		Total	21,381		10,279		11,102							
Worked on a paper or project that required you to do research outside of assigned text	1	Never	938	4%	465	5%	473	4%	3.20	↑4.0%	3.16 ***	▽	3.23 ***	△
	2	Rarely	2,590	12%	1,505	15%	1,085	10%						
	3	Sometimes	9,135	43%	4,234	41%	4,901	44%						
	4	Often	8,695	41%	4,061	40%	4,634	42%						
		Total	21,358		10,265		11,093							

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

FBISD SSES 2024 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Levels of Effort in Academic Pursuits

Frequency Distributions

Item wording or description			Frequency Distributions								Statistical Significance between MS/HS			
			District		MS		HS		District	Change from 2023	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	4,482	21%	2,425	24%	2,057	19%	2.61	↑3.5%	2.52 ***	▽	2.69 ***	△
	2	Rarely	4,650	22%	2,444	24%	2,206	20%						
	3	Sometimes	7,066	33%	3,106	30%	3,960	36%						
	4	Often	5,208	24%	2,326	23%	2,882	26%						
	Total		21,406		10,301		11,105							
Worked with other students on projects/assignments	1	Never	859	4%	419	4%	440	4%	3.20	↑3.3%	3.18 **	▽	3.21 **	△
	2	Rarely	2,583	12%	1,429	14%	1,154	10%						
	3	Sometimes	9,408	44%	4,340	42%	5,068	46%						
	4	Often	8,515	40%	4,100	40%	4,415	40%						
	Total		21,365		10,288		11,077							
Discussed questions in class that have no clear answers	1	Never	1,741	8%	871	8%	870	8%	2.92	↑4.0%	2.87 ***	▽	2.96 ***	△
	2	Rarely	4,377	21%	2,401	23%	1,976	18%						
	3	Sometimes	9,095	43%	4,181	41%	4,914	44%						
	4	Often	6,127	29%	2,805	27%	3,322	30%						
	Total		21,340		10,258		11,082							
Connected ideas or concepts from one class (or subject area) to another classroom	1	Never	1,857	9%	915	9%	942	9%	2.91	↑3.4%	2.86 ***	▽	2.96 ***	△
	2	Rarely	4,166	20%	2,290	22%	1,876	17%						
	3	Sometimes	9,285	44%	2,290	41%	4,945	45%						
	4	Often	5,972	28%	4,340	26%	3,296	30%						
	Total		21,280		10,221		11,059							

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

FBISD SSES 2024 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			District		MS		HS		District	Change from 2023	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 ideas from readings or classes with others outside of class (friends, family members, etc.)	1	Never	2,918	14%	1,474	14%	1,444	13%	2.77	↑3.9%	2.72 ***	▽	2.82 ***	△	
	2	Rarely	4,559	21%	2,481	22%	2,078	19%							
	3	Sometimes	8,401	39%	3,785	37%	4,616	42%							
	4	Often	5,496	26%	2,542	25%	2,954	27%							
		Total	21,374		10,282		11,092								
In about how many of your classes do you..															
Give your maximum effort?	1	None	1,257	6%	493	5%	764	7%	2.85	↑3.6%	2.94 ***	▲	2.77 ***	▼	
	2	Some	6,267	30%	2,651	26%	3,616	33%							
	3	Most	8,048	38%	3,976	39%	4,072	37%							
	4	All	5,659	27%	3,066	30%	2,593	23%							
		Total	21,231		10,186		11,045								
Put forth very little effort	1	All	1,351	6%	618	6%	733	7%	3.11	↑2.1%	3.16 ***	△	3.06 ***	▽	
	2	Most	2,787	13%	1,228	12%	1,559	14%							
	3	Some	9,096	43%	4,131	41%	4,965	45%							
	4	None	7,778	37%	4,104	41%	3,674	34%							
		Total	21,012		10,081		10,931								

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

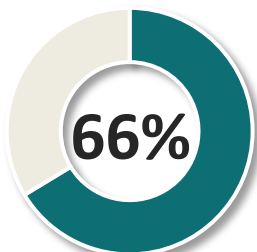
Attitudes Toward Learning:

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

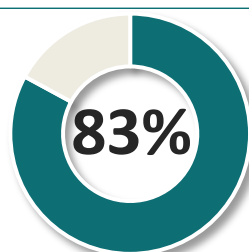
Questions inside the box are further broken down to look at the percentage of students who specifically responded as shown in the box by campus level (MS or HS).

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
↑2.6%



I enjoy being creative in school
↑1.8%

Strongly Agree

MS

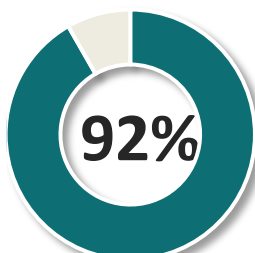
HS

37%

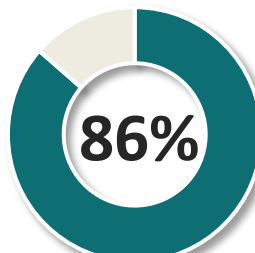
26%

Self-Efficacy in Learning

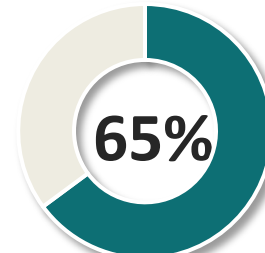
The degree to which students **agree or strongly agree** that they feel confident in their skills as a learner or have confidence in their own abilities.



I have the skills and ability to complete my work.
↑1.1%



I put forth a great deal of effort when doing my school work
↑2.9%



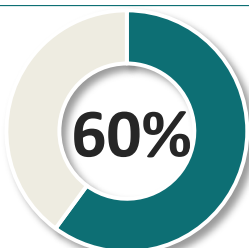
I like discussions in which there are no clear answers
↑2.1%

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.
↑5.3%



I go to school because of what I learn in classes.
↑2.9%

Strongly Agree

MS

HS

18%

25%

FBISD SSES 2024 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 2023	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	839	4%	371	4%	468	4%	3.29	↑1.9%	3.30 --		3.29 --	
	2	Disagree	920	4%	476	5%	444	4%						
	3	Agree	10,681	50%	5,112	50%	5,569	51%						
	4	Strongly Agree	8,775	41%	4,243	42%	4,532	41%						
	Total		21,215		10,202		11,013							
I put forth a great deal of effort when doing my school work	1	Strongly Disagree	906	4%	360	4%	546	5%	3.17	↑3.0%	3.19 **	△	3.15 **	▽
	2	Disagree	1,965	9%	921	9%	1,044	10%						
	3	Agree	10,986	52%	5,357	53%	5,629	51%						
	4	Strongly Agree	7,291	34%	3,525	35%	3,766	34%						
	Total		21,148		10,163		10,985							
I have worked harder than I expected to in school	1	Strongly Disagree	1,303	6%	557	5%	746	7%	3.04	↑3.3%	3.05 --		3.03 --	
	2	Disagree	3,376	16%	1,668	16%	1,708	16%						
	3	Agree	9,750	46%	4,704	46%	5,046	46%						
	4	Strongly Agree	6,739	32%	3,242	32%	3,497	32%						
	Total		21,168		10,171		10,997							
I like discussions in which there are no clear answers	1	Strongly Disagree	2,865	14%	1,596	16%	1,269	12%	2.75	↑2.7%	2.66 ***	▽	2.84 ***	△
	2	Disagree	4,555	22%	2,487	24%	2,068	19%						
	3	Agree	8,643	41%	3,861	38%	4,782	44%						
	4	Strongly Agree	5,069	24%	2,218	22%	2,851	26%						
	Total		21,132		10,162		10,970							

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

FBISD SSES 2024 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Attitude Toward Learning

Frequency Distributions

Item wording or description ValuesResponse Options			Statistical Significance between MS/HS											
			District		MS		HS		District		MS		HS	
			Count	%	Count	%	Count	%	Mean	Change from 2023	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	1,294	6%	623	6%	1,269	12%	3.12	↑2.2%	3.13 **	△	3.10 **	▽
	2	Disagree	2,325	11%	1,133	11%	2,068	19%						
	3	Agree	10,174	48%	4,697	46%	4,782	44%						
	4	Strongly Agree	7,357	35%	3,720	37%	2,851	26%						
	Total		21,150		10,173		10,970							
I enjoy working on tasks that require a lot of thinking and mental effort	1	Strongly Disagree	2,571	12%	1,384	14%	671	6%	2.78	↑3.0%	2.71 ***	▽	2.84 ***	△
	2	Disagree	4,545	21%	2,433	24%	1,192	11%						
	3	Agree	9,063	43%	4,064	40%	5,477	50%						
	4	Strongly Agree	4,967	23%	2,287	22%	3,637	33%						
	Total		21,146		10,168		10,977							
My school work makes me curious to learn other things	1	Strongly Disagree	2,266	11%	1,124	11%	1,187	11%	2.83	↑5.0%	2.81 **	▽	2.85 **	△
	2	Disagree	4,173	20%	2,113	21%	2,112	19%						
	3	Agree	9,575	45%	4,493	44%	4,999	46%						
	4	Strongly Agree	5,133	24%	2,432	24%	2,680	24%						
	Total		21,147		10,162		10,978							
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	3,275	15%	1,430	14%	1,142	10%	2.61	↑2.6%	2.66 ***	△	2.56 ***	▽
	2	Disagree	5,172	24%	2,447	24%	2,060	19%						
	3	Agree	9,272	44%	4,427	44%	5,082	46%						
	4	Strongly Agree	3,441	16%	1,870	18%	2,701	25%						
	Total		21,160		10,174		10,985							

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COGNITIVE ENGAGEMENT: Cognitive Engagement with Academic Goals, Future Plans, and Aspirations

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

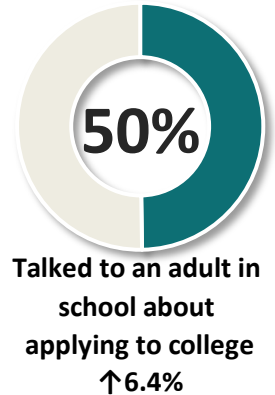
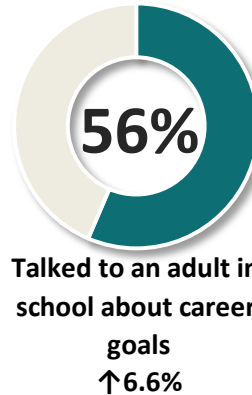
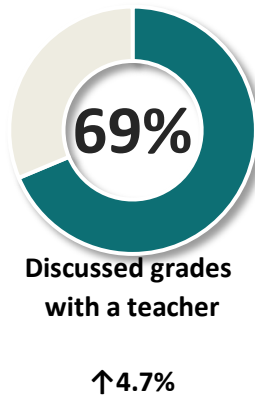
The degree to which students **agree or strongly agree** about why they go to school related to plans after high school.



Strongly Agree	
MS	HS
50%	39%

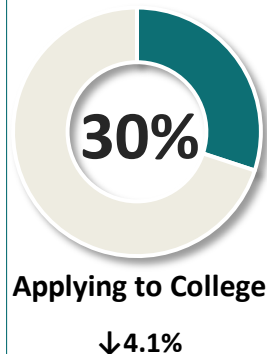
Connections with Adults

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
36%	24%

FBISD SSES 2024 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 Values Response Options			District		MS		HS		District	Change from 2023	Statistical Significance between MS/HS				
			Count	%	Count	%	Count	%	Mean		MS		HS		
											Mean	Effect Size	Mean	Effect Size	
During the school year, about how often have you done each of the following?										2.88	↑4.3%	2.74 ***	▼	3.01 ***	▲
Discussed grades with a teacher	1	Never	2,133	10%	1,303	13%	830	7%							
	2	Rarely	4,565	21%	2,681	26%	1,884	17%							
	3	Sometimes	8,377	39%	3,676	36%	4,701	42%							
	4	Often	6,328	30%	2,634	26%	3,694	33%							
Total			21,403		10,294		11,109								
Discussed ideas from readings or classes with teachers outside of class	1	Never	4,312	20%	2,339	23%	1,973	18%	2.58	↑4.8%	2.48 ***	▽	2.68 ***	△	
	2	Rarely	4,928	23%	2,641	26%	2,287	21%							
	3	Sometimes	7,362	35%	3,222	32%	4,140	37%							
	4	Often	4,655	22%	2,010	20%	2,645	24%							
	Total			21,257		10,212		11,045							
Talked to an adult in the school about career goals	1	Never	4,493	21%	2,519	25%	1,974	18%	2.58	↑6.7%	2.48 ***	▽	2.68 ***	△	
	2	Rarely	4,819	23%	2,489	24%	2,330	21%							
	3	Sometimes	7,153	33%	3,068	30%	4,085	37%							
	4	Often	4,911	23%	2,203	21%	2,708	24%							
	Total			21,376		10,279		11,097							
Talked to an adult in the school about how to apply to college	1	Never	6,417	30%	3,737	36%	2,680	24%	2.40	↑7.4%	2.25 ***	▼	2.54 ***	▲	
	2	Rarely	4,316	20%	2,126	21%	2,190	20%							
	3	Sometimes	6,336	30%	2,552	25%	3,784	34%							
	4	Often	4,294	20%	1,854	18%	2,440	22%							
	Total			21,363		10,269		11,094							

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FBISD SSES 2024 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

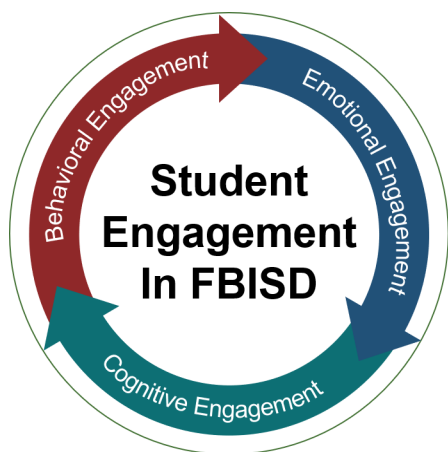
Cognitive Engagement with Academic Goals, Future Plans, and Aspirations

Frequency Distributions

										Statistical Significance between MS/HS					
Item wording or description		Response Options	District		MS		HS		District		MS		HS		
			Count	%	Count	%	Count	%	Mean	Change from 2023	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	980	5%	418	4%	562	5%	3.39	↑1.8%	3.44 ***	△	3.35 ***	▽	
because I want to	2	Disagree	1,104	5%	513	5%	591	5%							
graduate and go to	3	Agree	7,732	37%	3,441	34%	4,291	39%							
college	4	Strongly Agree	11,344	54%	5,796	57%	5,548	50%							
Total			21,160		10,168		10,992								
I go to school	1	Strongly Disagree	1,336	6%	555	5%	781	7%	3.24	↑2.7%	3.33 ***	▲	3.16 ***	▼	
because I want to	2	Disagree	1,644	8%	666	7%	978	9%							
learn skills to get a	3	Agree	8,723	41%	3,816	38%	4,907	45%							
good job	4	Strongly Agree	9,426	45%	5,115	50%	4,311	39%							
Total			21,129		10,152		10,977								

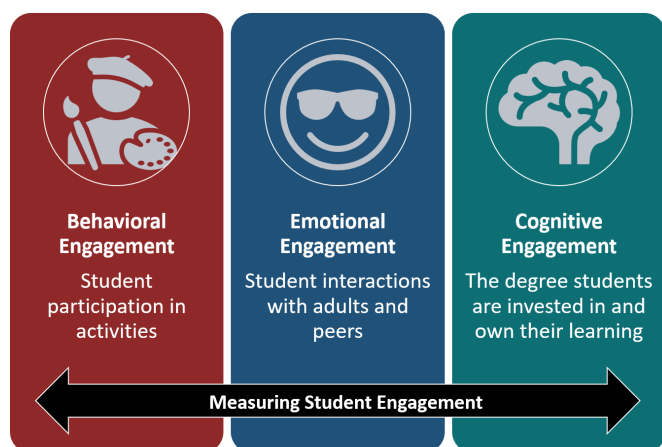
* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

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:

- Areas of Student Academic and Instructional Interests
- Student Perceptions of Health & Wellness
- Student Retention Information

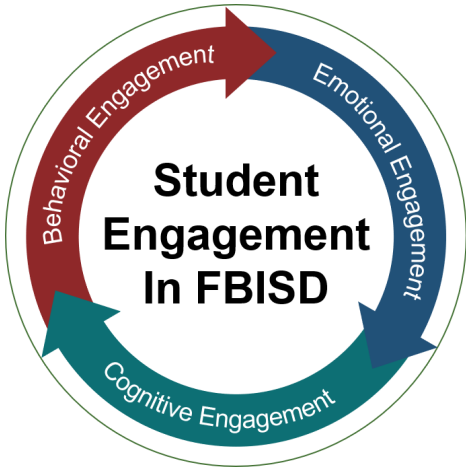
Student Engagement Score Scale

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

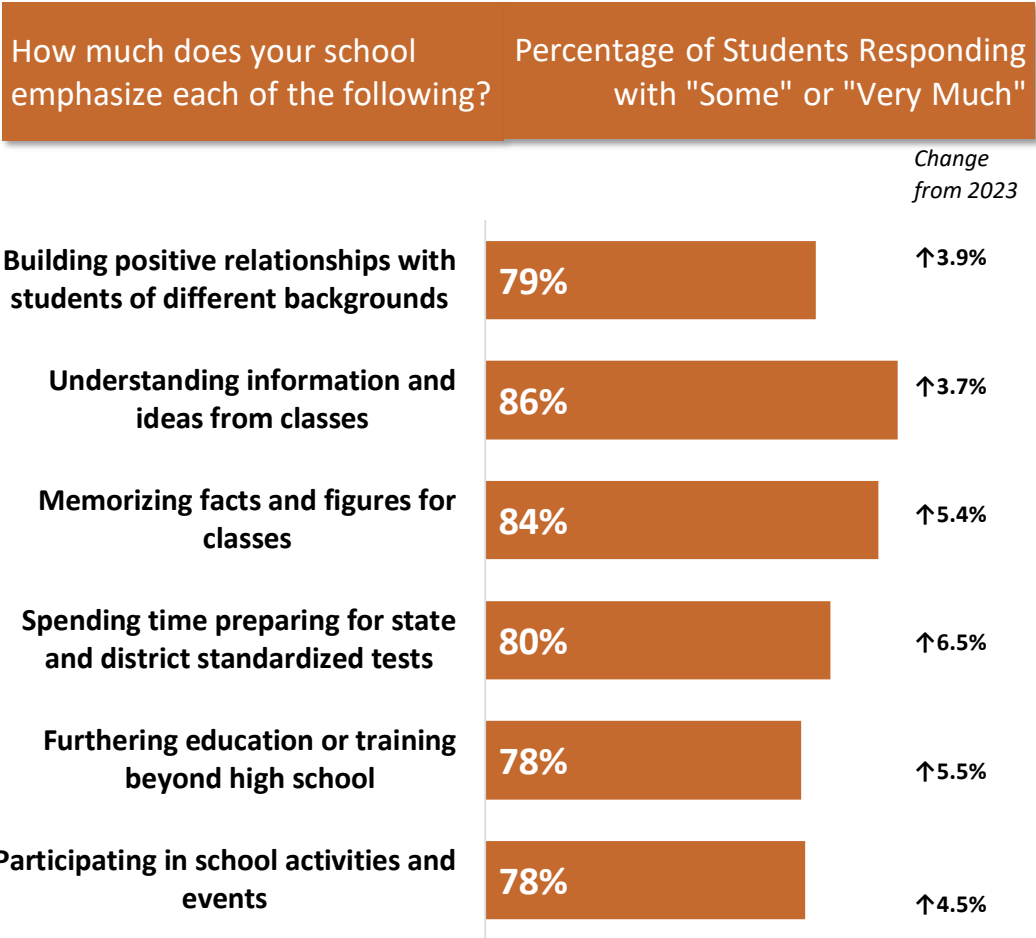
The Student Engagement Score Scale above, and the significance key below will be helpful as you review items in the next section of this report. The student engagement scale gives you a perspective on the levels of engagement that students expressed within each dimension. There is a difference between 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

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.

16%

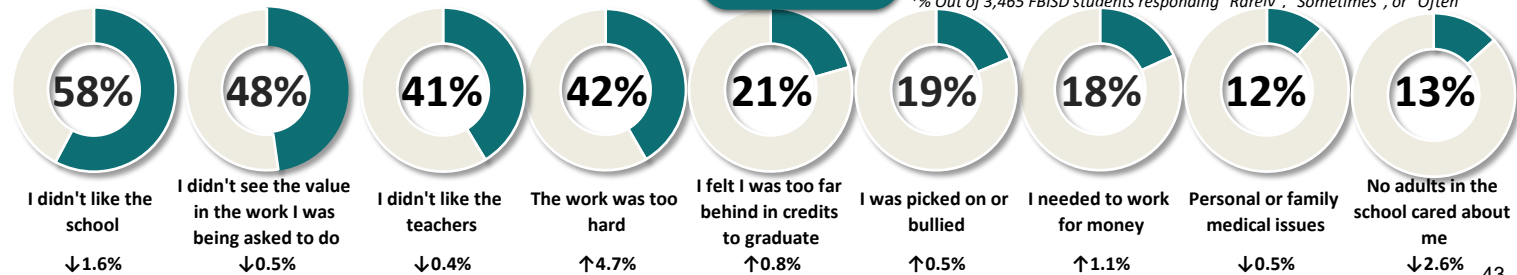
Change from 2023
↓2.0%

Of FBISD students reported considering dropping out of school

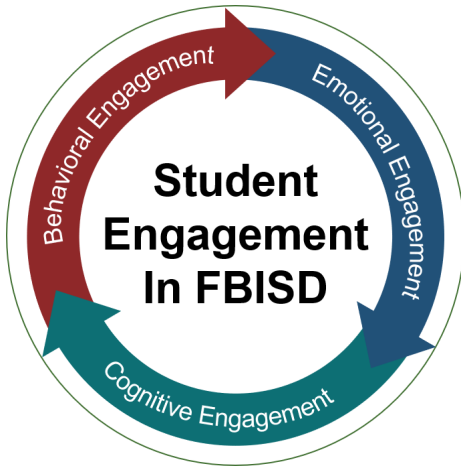
Never	Rarely	Sometimes	Often
84%	8.6%	5.0%	2.5%

REASONS*

*% Out of 3,465 FBISD students responding "Rarely", "Sometimes", or "Often"

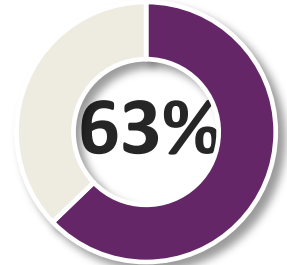


Perceptions on Health and Wellness



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":



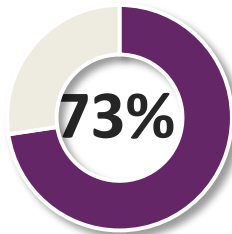
Got enough sleep to feel rested

↑4.3%

Physical Activity

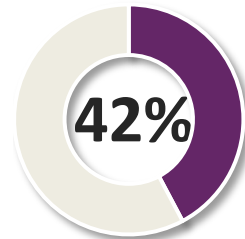
Students were asked to describe the degree to which their school emphasizes specific practices, their level of interest, and how long they engage in physical activity outside the school day.

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



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

↑5.3%

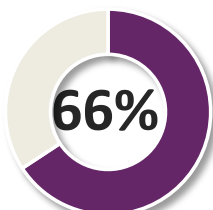


Physically active for greater than 3 hours a week

↓2.3%

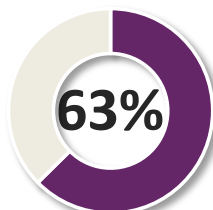
Healthy Habits

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



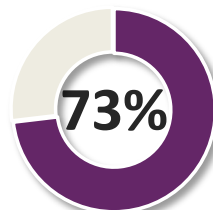
Engaging in healthy eating habits

↑5.0%



Engaging in mindfulness or stress reducing moments

↑5.3%



Using/Discussing drug and alcohol prevention strategies

↑11.6%



My school allows me at least 20 minutes to eat lunch

↑0.9%

FBISD SSES 2024 Item Frequencies and Statistical Comparisons

Perceptions of Health and Wellness: Individual Item Breakdown

Health and Wellness Questions

Frequency Distributions

Item wording or description			Response Options		Statistical Significance between MS/HS											
					District		MS		HS		District		MS		HS	
					Count	%	Count	%	Count	%	Mean	Change from 2023	Mean	Effect Size	Mean	Effect Size
During the school year, about how often have you done each of the following?																
Got enough sleep to feel rested	1	Never	3,239	15%	1,281	12%	1,958	18%	2.74	↑4.5%	2.87 *** ▲	2.62 *** ▼				
	2	Rarely	4,734	22%	2,064	20%	2,670	24%								
	3	Sometimes	7,853	37%	3,682	36%	4,171	38%								
	4	Often	5,616	26%	3,295	32%	2,321	21%								
	Total		21,442		10,322		11,120									
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	1,479	7%	784	8%	695	6%	3.17	↑1.2%	3.14 *** ▽	3.19 *** △				
	2	Disagree	1,773	8%	1,005	10%	768	7%								
	3	Agree	9,639	46%	4,398	43%	5,241	48%								
	4	Strongly Agree	8,272	39%	3,998	39%	4,274	39%								
	Total		21,163		10,185		10,978									
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	4,803	22%	2,053	20%	2,750	25%	2.40	↓0.9%	2.47 *** △	2.33 *** ▽				
	2	2-3 Hours	7,633	35%	3,658	35%	3,975	36%								
	3	4-7 Hours	4,800	22%	2,382	23%	2,418	22%								
	4	8 or more Hours	4,288	20%	2,281	22%	2,007	18%								
	Total		21,524		10,374		11,150									

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

FBISD SSES 2024 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	Change from 2023	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	2,145	10%	762	7%	1,383	12%	2.94	↑4.7%	3.06 *** ▲	2.83 *** ▼		
	2	Very Little	3,737	17%	1,634	16%	2,103	19%						
	3	Some	8,841	41%	4,122	40%	4,719	42%						
	4	Very Much	6,781	32%	3,821	37%	2,960	27%						
	Total		21,504		10,339		11,165							
Engaging in healthy eating habits	1	Not at All	2,841	13%	1,234	12%	1,607	14%	2.76	↑4.3%	2.80 *** △	2.73 *** ▽		
	2	Very Little	4,510	21%	2,206	21%	2,304	21%						
	3	Some	9,066	42%	4,305	42%	4,761	43%						
	4	Very Much	5,052	24%	2,585	25%	2,467	22%						
	Total		21,469		10,330		11,139							
Engaging in mindfulness or stress reducing moments	1	Not at All	3,494	16%	1,591	15%	1,903	17%	2.69	↑4.5%	2.70 --	2.68 --		
	2	Very Little	4,518	21%	2,307	22%	2,211	20%						
	3	Some	8,597	40%	4,053	39%	4,544	41%						
	4	Very Much	4,826	23%	2,360	23%	2,466	22%						
	Total		21,435		10,311		11,124							
Using/Discussing drug and alcohol prevention strategies	1	Not at All	2,593	12%	1,406	14%	1,187	11%	2.94	↑10.2%	2.95 * △	2.92 * ▽		
	2	Very Little	3,170	15%	1,427	14%	1,743	16%						
	3	Some	8,698	41%	3,698	36%	5,000	45%						
	4	Very Much	6,979	33%	3,775	37%	3,204	37%						
	Total		21,440		10,306		11,134							

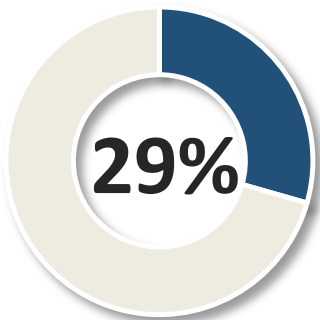
* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols

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 7,500 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 the next two pages.

Perceptions in Student Retention

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



Percent of Students who Sometimes or Often Considered Transferring Schools.

↓0.4%

Breakdown of Student Responses

Never	Rarely	Sometimes	Often
58%	13%	17%	12%

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	55%
Missouri City Middle School	45%
Crawford High School	45%
Hightower High School	44%
Crockett Middle School	42%

Student Response Qualitative Analysis

Over 7,500 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
School	25%
People	25%
Personal	15%
Instruction	10%
Programs	7%
Safety	6%
Policies	3%

School (25%)

Student responses could be characterized as concerns around the school itself including the environment and the school building.

- *"This building is just really old and run-down."*
- *"We don't have enough books, computers, or other materials"*
- *"There's no vision or plan to improve this school."*

People (25%)

Student responses emphasizing people were frequently focused on interpersonal issues with peers and staff.

- *"Some of the teachers are mean and unhelpful."*
- *"A few teachers play favorites and pick on certain students."*
- *"There are too many rude and disrespectful students here."*

Personal (15%)

Some students described reasons to transfer that reflected personal situations or preferences.

- *"My family is moving to another city."*
- *"I just need a new scene and different people around me."*
- *"I'm hoping to turn over a new leaf at a different school."*

Instruction (10%)- Student responses emphasized a lack of quality teaching, ineffective strategies, lack of academic rigor, and/or low expectations.

Programs (7%)- The most common student responses centered around limited academic program and extracurricular opportunities.

Safety (6%)- Some students expressed concerns around incidents of violence, perceived lack of security, and a lack of supervision.

Policies (3%)- Students disagreed school policies and rules (too many) and that they are misaligned with the consequences (too harsh).

FBISD SSES 2024 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	29%	15%	29%	27%	512	55%
Missouri City Middle School	40%	14%	25%	21%	541	45%
Crawford High School	40%	15%	24%	21%	173	45%
Hightower High School	44%	12%	25%	19%	481	44%
Crockett Middle School	44%	14%	24%	18%	876	42%
Bush High School	47%	12%	24%	17%	1,179	41%
Marshall High School	49%	12%	23%	16%	667	39%
McAuliffe Middle School	46%	16%	18%	20%	250	38%
Willowridge High School	53%	11%	20%	16%	398	37%
Dulles Middle School	48%	16%	21%	15%	678	35%
Hodges Bend Middle School	52%	14%	22%	12%	307	34%
Bowie Middle School	52%	16%	18%	15%	922	32%
Sugar Land Middle School	52%	17%	20%	11%	471	31%
Thornton Middle School	52%	18%	17%	13%	765	30%
Quail Valley Middle School	54%	16%	18%	11%	517	30%
Elkins High School	62%	10%	16%	11%	908	28%
Dulles High School	64%	9%	16%	11%	795	27%
Travis High School	63%	11%	17%	9%	1,305	26%
First Colony Middle School	57%	17%	18%	8%	874	26%
Kempner High School	64%	10%	17%	9%	791	26%
Clements High School	62%	12%	15%	10%	1,786	25%
Garcia Middle School	61%	14%	15%	10%	1,090	25%
Baines Middle School	59%	16%	16%	9%	815	25%
Austin High School	66%	10%	14%	10%	1,335	23%
Sartartia Middle School	68%	15%	11%	6%	914	18%
Ridge Point High School	75%	9%	10%	6%	1,351	16%
Fort Settlement Middle School	74%	12%	9%	5%	771	14%
District	58%	13%	17%	12%	21,472	29%

