FBISD
INSPIRE • EQUIP • IMAGINE

Student Engagement In FBISD

Behavioral Engagement

Emotional Engagement

Cognitive Engagement

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

DISTRICT

Administered April 2022

About This Report

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

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

Interpreting Comparisons in this Report

The mean comparisons in this report illustrate the statistical significance and effect size of the relationship between the values. Effect size can help to illustrate the practical importance of the data, the larger the effect size, the stronger the relationship between the two variables. For this report, the individual item means for the elementary grades were compared to each other using a One way ANOVA to compare between third, fourth, and fifth grade groups. On the last table of the chart, student groups were compared to the district average for statistical significance and effect size. Effect size indicates what percent of the variation you can see in the mean that can be attributed to the variable you chose. So, for the individual item questions, an ▲ symbol, indicates that over 20% of the difference in the (grade level, student group, etc.) averages could be due to the grade level of the student. On the student group dimension breakdown, the ▲ symbol indicates that over 20% of the difference in the student (group/district) averages could be due to that attribute.

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

How Engagement Scores are Calculated

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

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

Student Demographic Data Reporting

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

Report Sections

Overview of Report	p. 1-2	Displays how to use the document to explore and compare student responses between elementary grade 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. 10-31	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:

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

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

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

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

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CST Components	p.32-36	Detailed views of student engagement survey responses that connect to the Campus Support Team process are provided including individual item analysis and connections to the CST observational tool.
Comparison of Engagement Dimensions by Student Groups	p. 37-38	Comparisons with student average scores for each dimension and factor are included for various student groups with tests for significance and effect size included.
Demographic Question Breakdown	p. 39	Questions were selected based on variation in student responses to explore if there were differences between the student responses in different student groups. Those comparisons are shown on the chart.
Other Student Academic Interests	p. 40-41	Some student items are not included in the dimension or factor scores but may be useful for informing other decisions.
Student Retention Perceptions	p. 42-43	Analysis of student responses to questions about if students have considered transferring to another school and why.

Introduction to Student Engagement in FBISD

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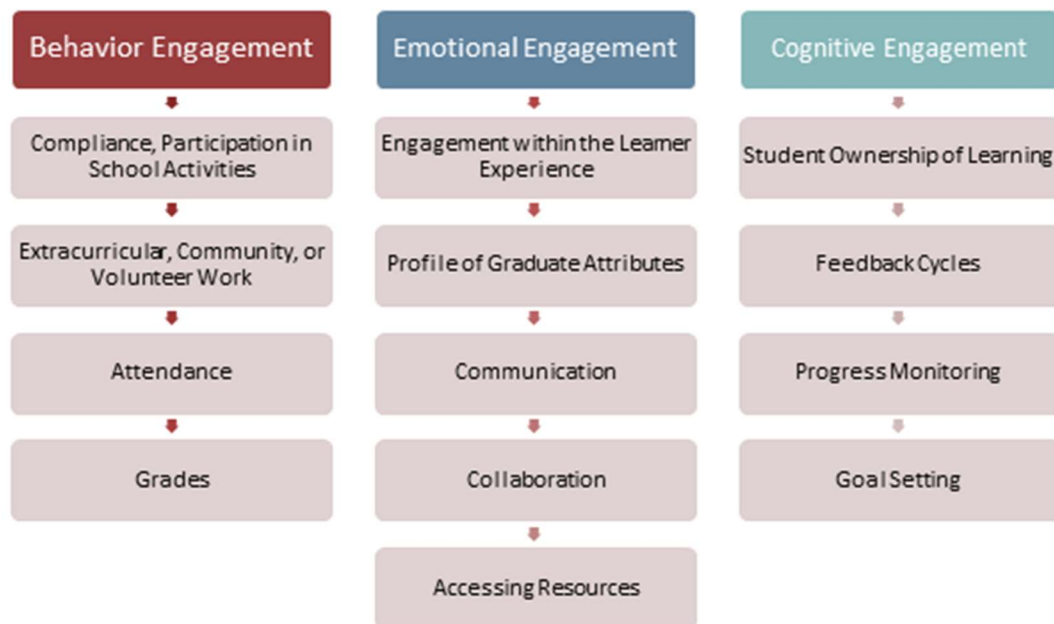
Multiple Components of Student Engagement

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

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

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

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

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

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

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

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

Student Engagement Indicators: Overview

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

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

Mean Comparisons   Statistical Comparison

		District	3rd Grade		4th Grade		5th Grade	
Engagement Category	*Engagement Indicator*	*Mean*	*Mean*	*Effect Size*	*Mean*	*Effect Size*	*Mean*	*Effect Size*
Behavioral Engagement	**Overall Behavioral Engagement Dimension**	2.42	2.41 --		2.42 --		2.42 --	
	Overall Emotional Engagement Dimension	3.30	3.34 ***	△	3.31 ***	△	3.25 ***	▽
Emotional Engagement	*Teacher Student Relationships*	3.29	3.36 ***	▲	3.31 ***	▲	3.21 **	▼
	Peer Support for Learning	3.14	3.15 ***	△	3.13 *	▽	3.10 *	▽
	Family Support for Learning	3.58	3.55 *	▽	3.59 --		3.57 --	
	Disaffection	3.06	3.09 --		3.06 --		3.03 ***	△
Cognitive Engagement	**Overall Cognitive Engagement Dimension**	3.40	3.41 --		3.41 --		3.38 *	▽
	Future Goals and Aspirations	3.64	3.63 --		3.64 --		3.62 --	
	Intrinsic Motivation	3.50	3.48 --		3.54 ***	△	3.47 --	

Statistical Significance between grade levels

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

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

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

About this Report: Explanation of Frequencies and Statistical Comparisons Pages

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

1. **Student Engagement Dimension/Section**

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

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

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

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

FBISD SSES Item Frequencies and Statistical Comparisons
Campus Support Team Elements: Individual Item Breakdown

6. **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.

7. **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

Instruments to Measure Student Engagement

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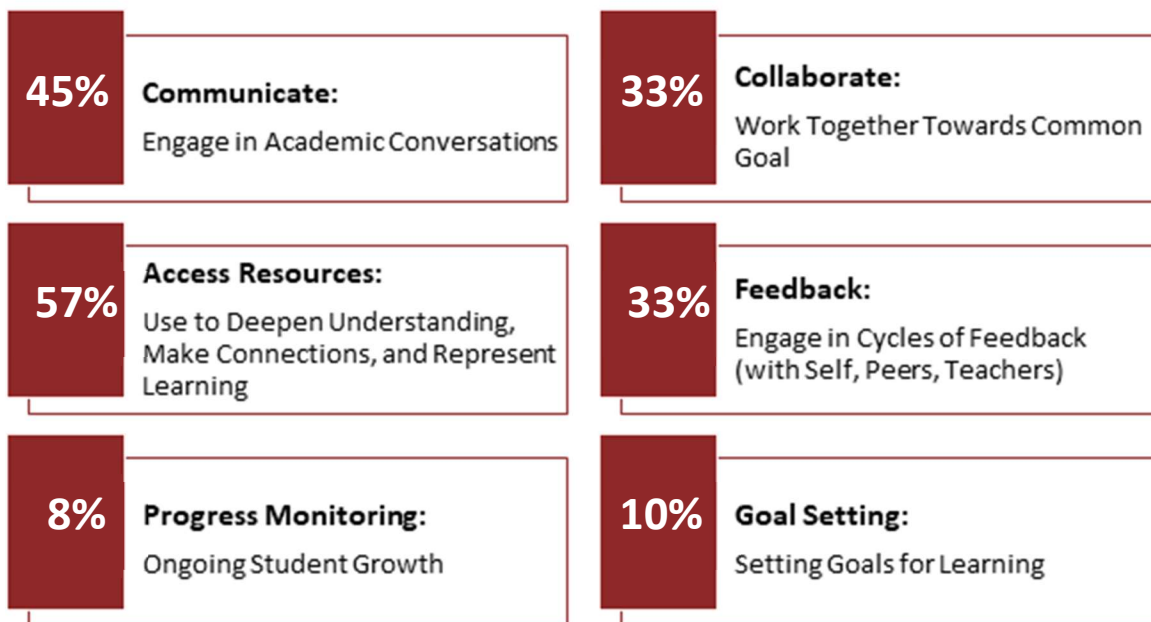
Survey Evidence

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

> The University of Indiana was contacted and permissioned our use of the HSSSE & MSSSE so that we could see the results of the student engagement survey prior to July 2022. These permissions included the adaptation and addition of some questions and language to collect information specifically aligned to our instructional practices (CST and AB Block) without altering the reliability of the survey. By collecting and analyzing the data ourselves, we were able to more deeply understand the student responses and customize the result views to highlight connections to district priorities. As a result, with the survey administration finished by 4/15, we were able to prepare our preliminary results by 5/15 to be included in the district improvement planning process.

> **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 instruments are not able to be used. After a review of several elementary engagement instruments, the SEI instrument was selected 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 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.

Campus Support Team (CST) Evidence

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

45%	**Communicate:** Engage in Academic Conversations	**33%**	**Collaborate:** Work Together Towards Common Goal
57%	**Access Resources:** Use to Deepen Understanding, Make Connections, and Represent Learning	**33%**	**Feedback:** Engage in Cycles of Feedback (with Self, Peers, Teachers)
8%	**Progress Monitoring:** Ongoing Student Growth	**10%**	**Goal Setting:** Setting Goals for Learning

*Note: These percentages represent the percentage of time observed in classroom during CST walks from September 2021-May 2022 for all elementary campuses.

Triangulating Student Engagement Evidence
In addition to the quantitative evidence from the student engagement survey, CST walk, and instructional implementation, students have had an opportunity to voice their thoughts and feelings around the impact of all the instructional and social-emotional changes this year in student focus groups. As we review and calibrate this data, we will be able to construct a more holistic picture of student engagement in FBISD to inform future planning and campus/district level decision making.

Analysis of Evidence

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

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

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

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

District Level:
- Identify district-wide professional learning around instructional practices that engage students and promote growth
- Inform Comprehensive District Needs Assessment for the planning and development of District Improvement Plan (DIP) and identify metrics and milestones for instructional priorities

- Determine districtwide support needed for social-emotional learning
- Identify gaps in the engagement of different student groups to target district level support

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

Future Implications

The evidence collected on secondary student engagement through the combination of the survey instrument, focus groups, and CST 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 not have a more complete picture of student engagement across all campus levels.

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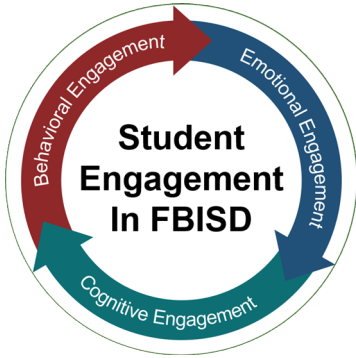
Student engagement is defined as meaningful student involvement throughout the learning environment. It can be understood by analyzing the degree to which students interact within the school community, with adults, peers, the curriculum, and within instruction or the learner experience.

Student Engagement In FBISD

- Behavioral Engagement
- Emotional Engagement
- Cognitive Engagement

Students Survey Participation

16,904	Total Elementary Students in FBISD
12,195	Elementary Students Participated in Survey
85%	Percent of Eligible Students Participated

Student Demographics shown below represents the 16,904 students who participated in the survey.

Asian	27.8%	White	15.1%
AA	25.9%	Nat. Am	0.4%
Hisp	26.3%	HI/Pac Isl.	0.2%

SPED	GT	EL	Eco Dis
15.4%	7.4%	26.6%	48.1%

Behavioral Engagement
Student participation in activities

Emotional Engagement
Student interactions with adults and peers

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

← Measuring Student Engagement →

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

Student Engagment Score Scale

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

The Student Engagement Score Scale to the left, and the significance key below will be helpful as you review items in each of the sections of this report. Average comparisons in this portion of the report were comparing 3rd, 4th, and 5th grade student score averages.

Student Engagement In FBISD

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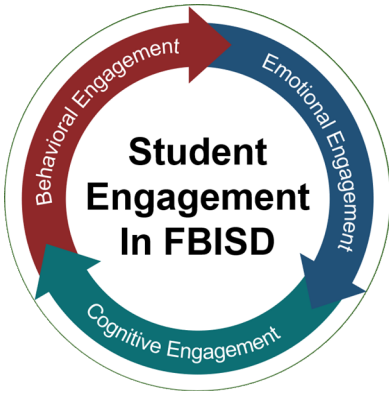
Behavioral Engagement focuses on how students engage in the life of school including the ways students participate in activities that allow them to interact with the school community and outside of instructional time such as social, co-curricular, and extra curricular activities.

In FBISD, this looks like…

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

Student Engagment Score Scale

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

Preparation for Learning

How often students were **never or once in a while** unprepared for various activities associated with learning like having supplies, homework, or reading which shows how prepared student feel for learning.
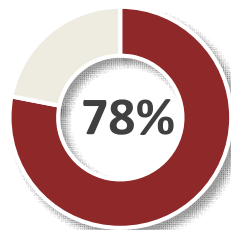
78% Without what you need to do classwork.
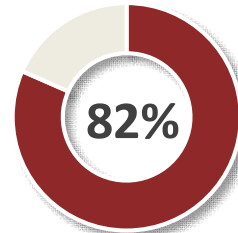
82% Without reading materials.
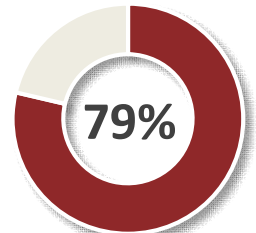
79% Without your homework done.

Investment of Time Outside of School

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

FINISHING HOMEWORK.
- > 8 hours 2%
- 4-7 hours 5%
- 2-3 hours 20%
- < 1 hour 73%

STUDYING FOR TESTS AND QUIZZES.
- > 8 hours 4%
- 4-7 hours 8%
- 2-3 hours 36%
- < 1 hour 52%

PARTICIPATING IN CLUBS OR OTHER SCHOOL ACTIVITIES.
- > 8 hours 5%
- 4-7 hours 9%
- 2-3 hours 29%
- < 1 hour 57%

FBISD ESES 2022 Item Frequencies and Statistical Comparisons

Behavioral Engagement: Individual Item Breakdown

Behavioral Engagement

Frequency Distributions — Statistical Comparison of Mean Composite Scores

Item wording or description	Values	Response Options	District Count	District %	3rd Grade Count	3rd Grade %	4th Grade Count	4th Grade %	5th Grade Count	5th Grade %	District Mean	3rd Mean	4th Mean	5th Mean
How often do you come to class and find yourself:														
Without what you need to do classwork.	1	Usually	853	7%	365	10%	282	7%	206	5%				
	1.75	Often	776	6%	280	7%	279	7%	217	5%				
	2.5	About half the time	1,016	8%	326	9%	379	9%	311	8%	3.19	3.14	3.18	3.27
	1.75	Once in a while	5,182	43%	1,392	37%	1,829	44%	1,961	47%				
	4	Never	4,236	35%	1,409	37%	1,379	33%	1,448	35%				
		Total	**12,063**		**3,772**		**4,148**		**4,143**					
Without reading materials.	1	Usually	633	5%	275	7%	201	5%	157	4%				
	1.75	Often	646	5%	211	6%	236	6%	199	5%				
	2.5	About half the time	924	8%	315	8%	311	8%	298	7%	3.40	3.35	3.41	3.45
	3.25	Once in a while	3,194	27%	884	24%	1,117	27%	1,193	29%				
	4	Never	6,547	55%	2,040	55%	2,247	55%	2,260	55%				
		Total	**11,944**		**3,725**		**4,112**		**4,107**					
Without your homework done.	1	Usually	781	7%	293	8%	265	6%	223	5%				
	1.75	Often	718	6%	229	6%	247	6%	242	6%				
	2.5	About half the time	1,042	9%	306	8%	340	8%	396	10%	3.28	3.27	3.30	3.26
	3.25	Once in a while	4,113	34%	1,138	31%	1,354	33%	1,621	39%				
	4	Never	5,284	44%	1,754	47%	1,905	46%	1,625	40%				
		Total	**11,938**		**3,720**		**4,111**		**4,107**					

FBISD ESES 2022 Item Frequencies and Statistical Comparisons
Behavioral Engagement: Individual Item Breakdown

Behavioral Engagement

Item wording or description	Values	Response Options	Frequency Distributions								Statistical Comparison of Mean Composite Scores			
			District		3rd Grade		4th Grade		5th Grade		District	3rd	4th	5th
			Count	%	Count	%	Count	%	Count	%	Mean	Mean	Mean	Mean
How much time do you spend OUTSIDE of school:														
Fininshing homework.	1	1 hour or less	8,777	73%	2,757	73%	3,039	73%	2,981	72%				
	2	2-3 hours	2,374	20%	686	18%	825	20%	863	21%	1.37	1.39	1.36	1.36
	3	4-7 hours	589	5%	195	5%	173	4%	221	5%				
	4	8 or more hours	296	2%	129	3%	103	2%	64	2%				
		Total	12,036		3,767		4,140		4,129					
Studying for tests and quizzes.	1	1 hour or less	6,234	52%	1,838	49%	2,105	51%	2,291	56%				
	2	2-3 hours	4,253	36%	1,317	35%	1,514	37%	1,422	35%	1.64	1.71	1.64	1.56
	3	4-7 hours	986	8%	357	10%	343	8%	286	7%				
	4	8 or more hours	463	4%	210	6%	147	4%	106	3%				
		Total	11,936		3,722		4,109		4,105					
Participating in clubs or other school activities.	1	1 hour or less	6,794	57%	2,163	59%	2,304	56%	2,327	57%				
	2	2-3 hours	3,391	29%	1,001	27%	1,218	30%	1,172	29%	1.62	1.61	1.62	1.62
	3	4-7 hours	1,078	9%	321	9%	377	9%	380	9%				
	4	8 or more hours	587	5%	208	6%	181	4%	198	5%				
		Total	11,850		3,693		4,080		4,077					
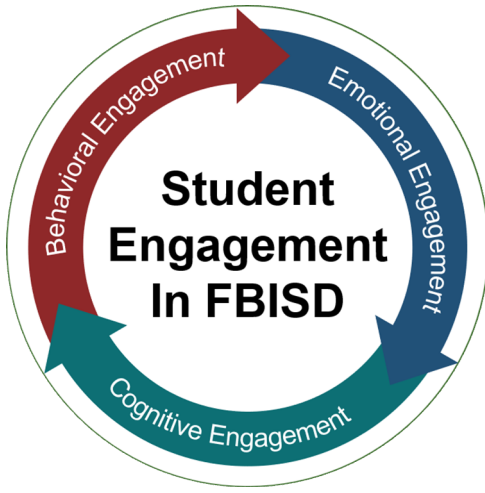
FBISD
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Student Engagement In FBISD

Behavioral Engagement
Emotional Engagement
Cognitive Engagement

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

In FBISD, this looks like…

Engagement within the Learner Experience

Profile of a Graduate Attributes

Communication & Collaboration

Accessing Resources

Overall Emotional Engagement	Student Engagment Score Scale			
	Very Low	Low	Mod	High
3.30	1.0 - 1.75	1.76 - 2.50	2.51 - 3.25	3.26 - 4.0

Teacher Student Relationships	Peer Support of Learning	Family Support of Learning	Dissafection
3.29	**3.14**	**3.58**	**3.06**

Emotional Engagement by Student Groups

AA	H	W	Asian		M	F		ED		SPED	GT	EL
3.23	3.27	3.35	3.36		3.29	3.31		3.25		3.24	3.36	3.28

* Red line represents the overall average score

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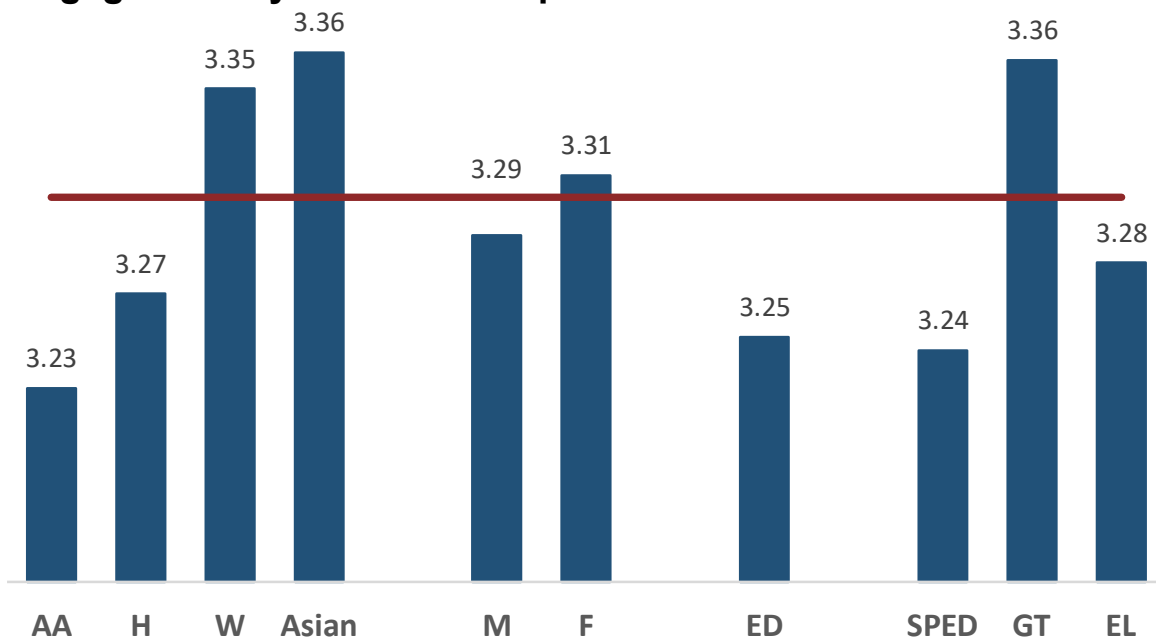
Teacher-Student Relationships

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

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

Treatment of Students

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

84%

Adults at my school listen to the students.

94%
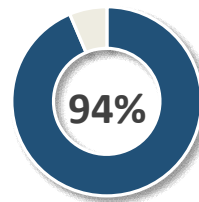
My teachers are honest with me.

% of Students who Strongly Agree		
3rd	4th	5th
64%	58%	47%

Support from Teachers

The degree to which students **agreed or strongly agreed** that they feel teachers and other adults support the needs of students.
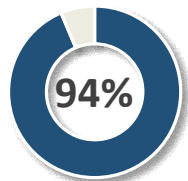
94%

My teachers are there for me when I need them
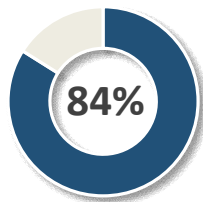
88%
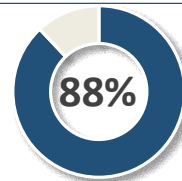
Most teachers care about me as a person, not just as a student

% of Students who Strongly Agree		
3rd	4th	5th
45%	43%	36%

Perceptions of Fairness and Safety

The degree to which students **agreed or strongly agreed** that they feel that teachers and adults at school treat students fairly and help them to feel safe at school.
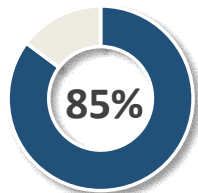
85%

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

81%
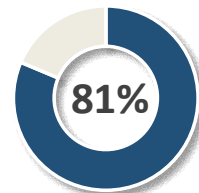
The rules at my school are fair

% of Students who Strongly Agree		
3rd	4th	5th
49%	35%	25%

86%

I feel safe at school

% of Students who Strongly Agree		
3rd	4th	5th
50%	43%	36%

15

Teacher-Student Relationships

Frequency Distributions

Statistical Comparison of Mean Composite Scores

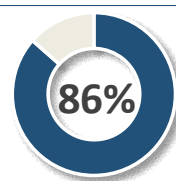| Item wording or description	Values	Response Options	District Count	District %	3rd Grade Count	3rd Grade %	4th Grade Count	4th Grade %	5th Grade Count	5th Grade %	District Mean	3rd Mean	4th Mean	5th Mean
How much do you agree or disagree with the following statements														
My teachers are there for me when I need them	1	Strongly Disagree	200	2%	63	2%	62	1%	75	2%	3.40	3.46	3.42	3.34
	2	Disagree	569	5%	148	4%	200	5%	221	5%				
	3	Agree	5,446	45%	1,539	41%	1,832	44%	2,075	50%				
	4	Strongly Agree	5,842	48%	2,010	53%	2,063	50%	1,769	43%				
		Total	**12,057**		**3,760**		**4,157**		**4,140**					
Adults at my school listen to the students	1	Strongly Disagree	626	5%	260	7%	191	5%	175	4%	3.15	3.14	3.18	3.12
	2	Disagree	1,305	11%	410	11%	411	10%	484	12%				
	3	Agree	5,743	48%	1,599	43%	1,991	48%	2,153	52%				
	4	Strongly Agree	4,330	36%	1,463	39%	1,550	37%	1,317	32%				
		Total	**12,004**		**3,732**		**4,143**		**4,129**					
The rules at my school are fair	1	Strongly Disagree	725	6%	173	5%	274	7%	278	7%	3.12	3.32	3.09	2.95
	2	Disagree	1,504	13%	280	8%	515	12%	709	17%				
	3	Agree	5,395	45%	1,435	39%	1,886	46%	2,074	51%				
	4	Strongly Agree	4,331	36%	1,836	49%	1,451	35%	1,044	25%				
		Total	**11,955**		**3,724**		**4,126**		**4,105**					
Most teachers care about me as a person, not just as a student	1	Strongly Disagree	393	3%	147	4%	127	3%	119	3%	3.26	3.30	3.29	3.19
	2	Disagree	1,055	9%	288	8%	326	8%	441	11%				
	3	Agree	5,619	47%	1,615	43%	1,899	46%	2,105	51%				
	4	Strongly Agree	4,963	41%	1,699	45%	1,797	43%	1,467	36%				
		Total	**12,030**		**3,749**		**4,149**		**4,132**					

FBISD ESES 2022 Item Frequencies and Statistical Comparisons
Emotional Engagement: Individual Item Breakdown

Teacher-Student Relationships

			Frequency Distributions								Statistical Comparison of Mean Composite Scores			
			District		3rd Grade		4th Grade		5th Grade		District	3rd	4th	5th
Item wording or description	*Values*	*Response Options*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Mean*	*Mean*	*Mean*	*Mean*
How much do you agree or disagree with the following statements														
My teachers are honest with me	1	Strongly Disagree	210	2%	63	2%	78	2%	69	2%	3.48	3.57	3.50	3.38
	2	Disagree	548	5%	122	3%	181	4%	245	6%				
	3	Agree	4,483	38%	1,158	31%	1,481	36%	1,844	45%				
	4	Strongly Agree	6,710	56%	2,382	64%	2,380	58%	1,948	47%				
		Total	**11,951**		**3,725**		**4,120**		**4,106**					
Adults at my school are fair towards students most of the time	1	Strongly Disagree	512	4%	158	4%	169	4%	185	4%	3.12	3.19	3.14	3.04
	2	Disagree	1,260	11%	328	9%	414	10%	518	13%				
	3	Agree	6,462	54%	1,889	51%	2,213	54%	2,360	57%				
	4	Strongly Agree	3,738	31%	1,351	36%	1,332	32%	1,055	26%				
		Total	**11,972**		**3,726**		**4,128**		**4,118**					
I like talking to the teachers here	1	Strongly Disagree	307	3%	101	3%	112	3%	94	2%	3.39	3.40	3.40	3.36
	2	Disagree	822	7%	239	6%	268	6%	315	8%				
	3	Agree	4,822	40%	1,464	39%	1,609	39%	1,749	42%				
	4	Strongly Agree	6,075	51%	1,947	52%	2,155	52%	1,973	48%				
		Total	**12,026**		**3,751**		**4,144**		**4,131**					
I feel safe at school	1	Strongly Disagree	554	5%	171	5%	195	5%	188	5%	3.24	3.33	3.24	3.17
	2	Disagree	1,078	9%	290	8%	387	9%	401	10%				
	3	Agree	5,256	44%	1,429	38%	1,783	43%	2,044	50%				
	4	Strongly Agree	5,129	43%	1,870	50%	1,781	43%	1,478	36%				
		Total	**12,017**		**3,760**		**4,146**		**4,111**					

Teacher-Student Relationships

Frequency Distributions

Statistical Comparison of Mean Composite Scores

| Item wording or description	Values	Response Options	District		3rd Grade		4th Grade		5th Grade		District	3rd	4th	5th
			Count	%	Count	%	Count	%	Count	%	Mean	Mean	Mean	Mean
How much do you agree or disagree with the following statements														
Teachers at my school care about the students	1	Strongly Disagree	199	2%	60	2%	62	1%	77	2%	3.48	3.57	3.51	3.36
	2	Disagree	459	4%	120	3%	150	4%	189	5%				
	3	Agree	4,734	39%	1,180	32%	1,551	37%	2,003	49%				
	4	Strongly Agree	6,605	55%	2,385	64%	2,376	57%	1,844	45%				
		Total	**11,997**		**3,745**		**4,139**		**4,113**					

Peer Support of Learning

Questions in this dimension factor explore different elements of peer-to-peer relationships like how students treat, support, and interact with each other. These questions have similarities with the Positive Relationships with Other Students category in the Secondary Student Survey.
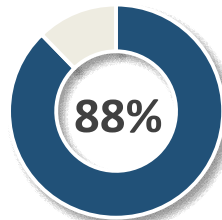
*Questions in the blue box are further broken down to look at the percentage of students who specifically responded that they "**strongly agree**" with the question statement by grade level.*

Peer Treatment

The degree to which students **agreed or strongly agreed** that they feel that other students value and care about them.
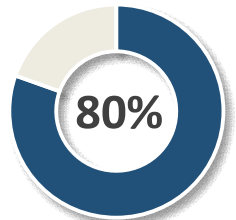
80%

Other students here like me the way I am.

88%

% of Students who Strongly Agree		
3rd	**4th**	**5th**
45%	41%	35%

I enjoy talking to the students here.

Support from Students

The degree to which students **agreed or strongly agreed** that they feel their peers care and support them when needed.
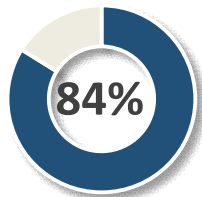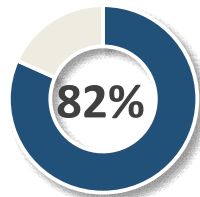
84%

Other students care about me.

82%

% of Students who Strongly Agree		
3rd	**4th**	**5th**
33%	28%	27%

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

Perceptions of Respect and Belonging

The degree to which students **agreed or strongly agreed** that they feel included in peer groups, respected by their peers, or connected to their peers.
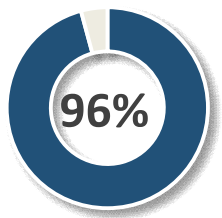
96%

I have friends at school.

71%

% of Students who Strongly Agree		
3rd	**4th**	**5th**
22%	17%	16%

Students here respect what I have to say.

FBISD ESES 2022 Item Frequencies and Statistical Comparisons
Emotional Engagement: Individual Item Breakdown

Peer Support for Learning

Frequency Distributions

Statistical Comparison of Mean Composite Scores

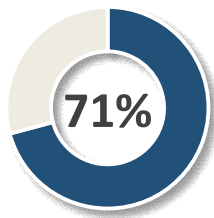| Item wording or description	Values	Response Options	District Count	District %	3rd Grade Count	3rd Grade %	4th Grade Count	4th Grade %	5th Grade Count	5th Grade %	District Mean	3rd Mean	4th Mean	5th Mean
How much do you agree or disagree with the following statements														
Other students here like me the way I am.	1	Strongly Disagree	736	6%	237	6%	261	6%	238	6%	3.02	3.05	3.01	3.01
	2	Disagree	1,615	13%	495	13%	567	14%	553	13%				
	3	Agree	6,272	52%	1,831	49%	2,167	52%	2,274	55%				
	4	Strongly Agree	3,360	28%	1,168	31%	1,137	28%	1,055	26%				
		Total	11,983		3,731		4,132		4,120					
Other students care about me.	1	Strongly Disagree	546	5%	185	5%	202	5%	159	4%	3.05	3.07	3.03	3.05
	2	Disagree	1,406	12%	442	12%	498	12%	466	11%				
	3	Agree	7,019	58%	2,065	55%	2,418	58%	2,536	61%				
	4	Strongly Agree	3,110	26%	1,078	29%	1,044	25%	988	24%				
		Total	12,081		3,770		4,162		4,149					
Students at my school are there for me when I need them.	1	Strongly Disagree	536	4%	169	5%	194	5%	173	4%	3.06	3.11	3.04	3.04
	2	Disagree	1,661	14%	490	13%	595	14%	576	14%				
	3	Agree	6,317	53%	1,849	49%	2,196	53%	2,272	55%				
	4	Strongly Agree	3,504	29%	1,238	33%	1,165	28%	1,101	27%				
		Total	12,018		3,746		4,150		4,122					
Students here respect what I have to say.	1	Strongly Disagree	989	8%	291	8%	334	8%	364	9%	2.81	2.87	2.80	2.77
	2	Disagree	2,507	21%	722	19%	897	22%	888	22%				
	3	Agree	6,309	53%	1,906	51%	2,181	53%	2,222	54%				
	4	Strongly Agree	2,193	18%	819	22%	723	17%	651	16%				
		Total	11,998		3,738		4,135		4,125					

Peer Support for Learning

			Frequency Distributions								Statistical Comparison of Mean Composite Scores			
			District		3rd Grade		4th Grade		5th Grade		District	3rd	4th	5th
Item wording or description	*Values*	*Response Options*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Mean*	*Mean*	*Mean*	*Mean*
How much do you agree or disagree with the following statements														
I enjoy talking to the students here.	1	Strongly Disagree	391	3%	115	3%	123	3%	153	4%				
	2	Disagree	1,086	9%	292	8%	333	8%	461	11%	3.25	3.32	3.27	3.16
	3	Agree	5,737	48%	1,647	44%	1,993	48%	2,097	51%				
	4	Strongly Agree	4,847	40%	1,712	45%	1,704	41%	1,431	35%				
		Total	**12,061**		**3,766**		**4,153**		**4,142**					
I have friends at school.	1	Strongly Disagree	194	2%	76	2%	61	1%	57	1%				
	2	Disagree	312	3%	92	2%	120	3%	100	2%	3.62	3.63	3.63	3.60
	3	Agree	3,363	28%	970	26%	1,112	27%	1,281	31%				
	4	Strongly Agree	8,136	68%	2,608	70%	2,845	69%	2,683	65%				
		Total	**12,005**		**3,746**		**4,138**		**4,121**					

Family Support of Learning

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

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

Family Support of Learning   The degree to which students **agreed or strongly agreed** that they feel that their family supports them in their education.
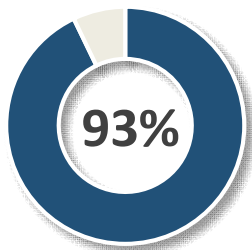
93%

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

97%
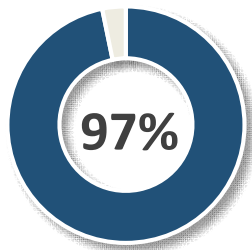
Agree	Strongly Agree
31%	66%

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

94%

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

97%

Agree	Strongly Agree
26%	71%

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

Family Support for Learning

Item wording or description	Values	Response Options	District Count	District %	3rd Grade Count	3rd Grade %	4th Grade Count	4th Grade %	5th Grade Count	5th Grade %	District Mean	3rd Mean	4th Mean	5th Mean
How much do you agree or disagree with the following statements														
My family/ guardian(s) are there for me when I need them.	1	Strongly Disagree	85	1%	41	1%	25	1%	19	0%	3.62	3.59	3.64	3.63
	2	Disagree	306	3%	101	3%	96	2%	109	3%				
	3	Agree	3,747	31%	1,229	32%	1,255	30%	1,263	30%				
	4	Strongly Agree	8,009	66%	2,420	64%	2,810	67%	2,779	67%				
		Total	12,147		3,791		4,186		4,170					
My family/ guardian(s) want to know when something good happens at school.	1	Strongly Disagree	182	2%	68	2%	61	1%	53	1%	3.52	3.52	3.53	3.50
	2	Disagree	495	4%	149	4%	162	4%	184	4%				
	3	Agree	4,288	36%	1,302	35%	1,452	35%	1,534	37%				
	4	Strongly Agree	7,069	59%	2,237	60%	2,470	60%	2,362	57%				
		Total	12,034		3,756		4,145		4,133					
When I have problems at school, my family/ guardian(s) are ready to help me.	1	Strongly Disagree	253	2%	98	3%	79	2%	76	2%	3.50	3.46	3.53	3.51
	2	Disagree	607	5%	216	6%	201	5%	190	5%				
	3	Agree	4,068	34%	1,313	35%	1,322	32%	1,433	35%				
	4	Strongly Agree	7,112	59%	2,127	57%	2,550	61%	2,435	59%				
		Total	12,040		3,754		4,152		4,134					
My family/ guardian(s) want me to keep trying when things are tough at school.	1	Strongly Disagree	123	1%	51	1%	51	1%	21	1%	3.66	3.66	3.66	3.67
	2	Disagree	258	2%	89	2%	80	2%	89	2%				
	3	Agree	3,156	26%	947	25%	1,078	26%	1,131	27%				
	4	Strongly Agree	8,494	71%	2,668	71%	2,942	71%	2,884	70%				
		Total	12,031		3,755		4,151		4,125					

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Disaffection

Questions in this dimension factor explore the degree in which students feel disconnected from the learning and feelings of success. These questions are framed in the negative and are scored used reversed values.
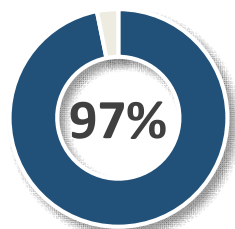
Questions in the blue box are further broken down to look at the percentage of students who specifically responded that they "STRONGLY DISAGREE" with the question statement by grade level.

Disaffection

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

71%

I don't understand why I get the grades I do.

81%
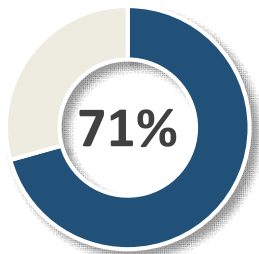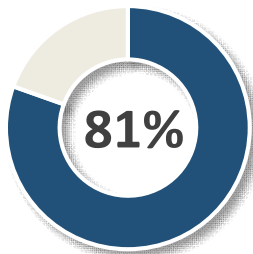
If I don't do well in school it's because I'm not smart.

% of Students who Strongly DISAGREE		
3rd	**4th**	**5th**
45%	**42%**	**37%**

66%

I feel nervous when I'm at school.

87%
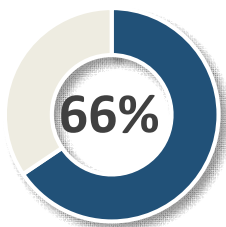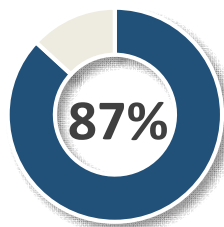
I don't pay attention during class.

% of Students who Strongly DISAGREE		
3rd	**4th**	**5th**
52%	**47%**	**41%**

FBISD ESES 2022 Item Frequencies and Statistical Comparisons
Emotional Engagement: Individual Item Breakdown

Disaffection

Frequency Distributions

Statistical Comparison of Mean Composite Scores

| Item wording or description	Values	Response Options	District Count	%	3rd Grade Count	%	4th Grade Count	%	5th Grade Count	%	District Mean	3rd Mean	4th Mean	5th Mean
How much do you agree or disagree with the following statements														
If I don't do well in school it's because I'm not smart.	4	Strongly Disagree	4,999	41%	1,703	45%	1,757	42%	1,539	37%	3.16	3.22	3.17	3.10
	3	Disagree	4,739	39%	1,400	37%	1,603	38%	1,736	42%				
	2	Agree	1,665	14%	474	13%	556	13%	635	15%				
	1	Strongly Agree	690	6%	198	5%	248	6%	244	6%				
		Total	**12,093**		**3,775**		**4,164**		**4,154**					
I don't pay attention during class.	4	Strongly Disagree	5,579	47%	1,955	52%	1,932	47%	1,692	41%	3.31	3.35	3.31	3.26
	3	Disagree	4,827	40%	1,265	34%	1,675	41%	1,887	46%				
	2	Agree	1,236	10%	364	10%	423	10%	449	11%				
	1	Strongly Agree	337	3%	140	4%	104	3%	93	2%				
		Total	**11,979**		**3,724**		**4,134**		**4,121**					
I feel nervous when I'm at school.	4	Strongly Disagree	3,577	30%	1,208	32%	1,258	30%	1,111	27%	2.83	2.84	2.84	2.81
	3	Disagree	4,281	36%	1,208	32%	1,474	36%	1,599	39%				
	2	Agree	2,635	22%	831	22%	887	21%	917	22%				
	1	Strongly Agree	1,486	12%	478	13%	517	13%	491	12%				
		Total	**11,979**		**3,725**		**4,136**		**4,118**					
I don't understand why I get the grades I do.	4	Strongly Disagree	4,236	35%	1,404	38%	1,470	36%	1,362	33%	2.95	2.96	2.94	2.94
	3	Disagree	4,249	35%	1,215	33%	1,447	35%	1,587	39%				
	2	Agree	2,171	18%	689	18%	738	18%	744	18%				
	1	Strongly Agree	1,340	11%	429	11%	484	12%	427	10%				
		Total	**11,996**		**3,737**		**4,139**		**4,120**					
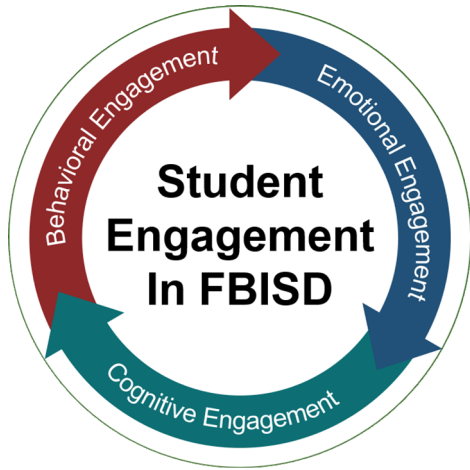
FBISD
INSPIRE • EQUIP • IMAGINE

Student Engagement In FBISD

Behavioral Engagement
Emotional Engagement
Cognitive Engagement

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

In FBISD, this looks like…

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

Overall Cognitive Engagement 3.40	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

Future Goals 3.64	Intrinsic Motivation 3.50

Cognitive Engagement by Student Groups

Group	Score
AA	3.39
H	3.29
W	3.44
Asian	3.46
M	3.40
F	3.40
ED	3.32
SPED	3.22
GT	3.53
EL	3.31
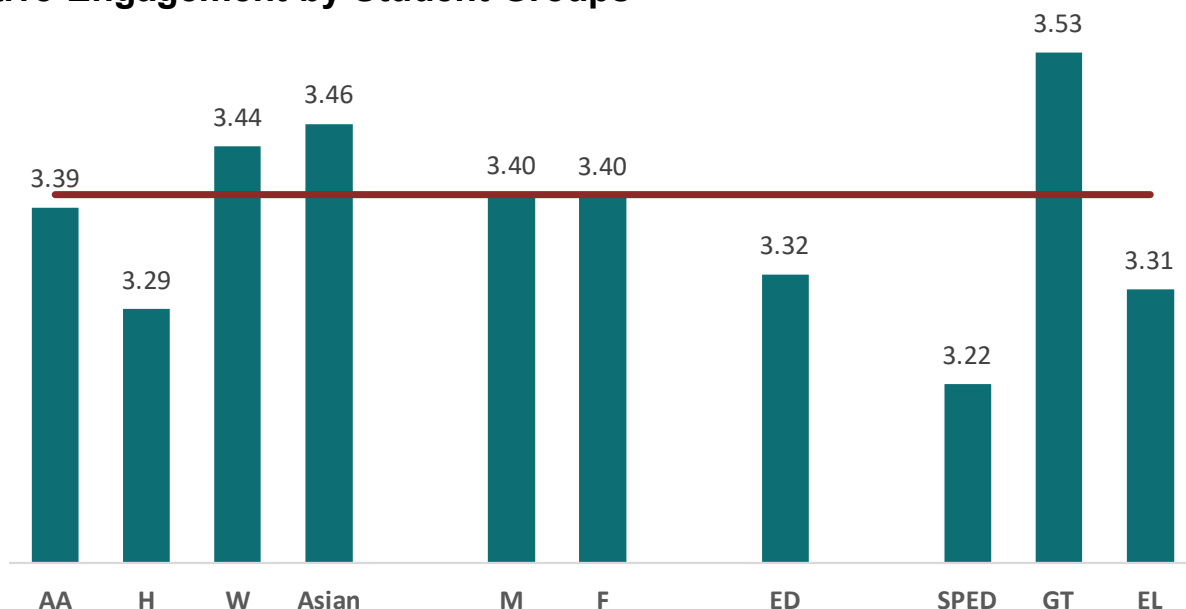
* Red line represents the overall average score

Future Goals and Aspirations

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

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

Post-High School Plans

The degree to which students **agreed or strongly agreed** that they feel that continuing education after high school in important
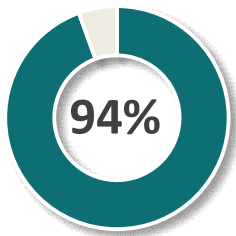
94%

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

97%
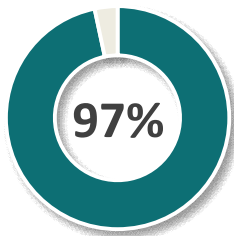
Continuing to learn after high school is important.

% of Students who Strongly Agree		
3rd	**4th**	**5th**
71%	**69%**	**67%**

Future Goals

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

95%

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

95%

I am hopeful about my future.

97%
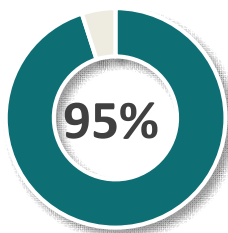
School is important for reaching my future goals.

% of Students who Strongly Agree		
3rd	**4th**	**5th**
67%	**70%**	**71%**

Future Goals and Aspirations

Frequency Distributions / Statistical Comparison of Mean Composite Scores

Item wording or description	Values	Response Options	District Count	District %	3rd Grade Count	3rd Grade %	4th Grade Count	4th Grade %	5th Grade Count	5th Grade %	District Mean	3rd Mean	4th Mean	5th Mean
How much do you agree or disagree with the following statements														
My education will create many chances for me to reach my future goals.	1	Strongly Disagree	162	1%	56	1%	63	2%	43	1%	3.61	3.62	3.61	3.60
	2	Disagree	476	4%	160	4%	162	4%	154	4%				
	3	Agree	3,264	27%	936	25%	1,106	27%	1,222	30%				
	4	Strongly Agree	8,121	68%	2,598	69%	2,816	68%	2,707	66%				
		Total	12,023		3,750		4,147		4,126					
Continuing to learn after high school is important.	1	Strongly Disagree	123	1%	46	1%	36	1%	41	1%	3.65	3.67	3.66	3.62
	2	Disagree	274	2%	74	2%	92	2%	108	3%				
	3	Agree	3,324	28%	963	26%	1,141	27%	1,220	29%				
	4	Strongly Agree	8,352	69%	2,691	71%	2,887	69%	2,774	67%				
		Total	12,073		3,774		4,156		4,143					
I plan to go to college after I graduate from high school.	1	Strongly Disagree	224	2%	94	2%	67	2%	63	2%	3.62	3.58	3.64	3.65
	2	Disagree	446	4%	143	4%	151	4%	152	4%				
	3	Agree	2,991	25%	1,009	27%	1,010	24%	972	23%				
	4	Strongly Agree	8,424	70%	2,532	67%	2,933	70%	2,959	71%				
		Total	12,085		3,778		4,161		4,146					
School is important for reaching my future goals.	1	Strongly Disagree	135	1%	47	1%	48	1%	40	1%	3.68	3.69	3.69	3.65
	2	Disagree	272	2%	87	2%	75	2%	110	3%				
	3	Agree	2,893	24%	842	23%	962	23%	1,089	26%				
	4	Strongly Agree	8,644	72%	2,761	74%	3,011	74%	2,872	70%				
		Total	11,944		3,737		4,096		4,111					

Future Goals and Aspirations

Frequency Distributions

Statistical Comparison of Mean Composite Scores

Item wording or description	Values	Response Options	District Count	District %	3rd Grade Count	3rd Grade %	4th Grade Count	4th Grade %	5th Grade Count	5th Grade %	District Mean	3rd Mean	4th Mean	5th Mean
How much do you agree or disagree with the following statements														
I am hopeful about my future.	1	Strongly Disagree	163	1%	58	2%	65	2%	40	1%				
	2	Disagree	433	4%	117	3%	142	3%	174	4%	3.61	3.61	3.61	3.59
	3	Agree	3,395	28%	1,058	28%	1,124	27%	1,213	29%				
	4	Strongly Agree	8,053	67%	2,531	67%	2,815	68%	2,707	65%				
		Total	**12,044**		**3,764**		**4,146**		**4,134**					

Intrinsic Motivation

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

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

Impact of Rewards

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

91%
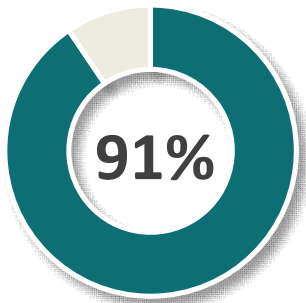
I will learn only if my teachers give me a reward.

% of Students who Strongly Disagree

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

91%
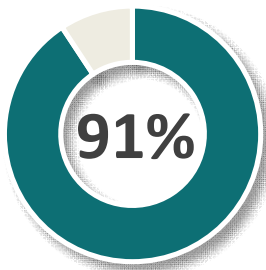
I will learn only if my parent/ guardian(s) give me a reward.

% of Students who Strongly Disagree

3rd	4th	5th
66%	67%	60%

Intrinsic Motivation

Frequency Distributions

Statistical Comparison of Mean Composite Scores

Item wording or description	Values	Response Options	District Count	District %	3rd Grade Count	3rd Grade %	4th Grade Count	4th Grade %	5th Grade Count	5th Grade %	District Mean	3rd Mean	4th Mean	5th Mean
How much do you agree or disagree with the following statements														
I will learn only if my teachers give me a reward.	1	Strongly Agree	428	4%	185	5%	131	3%	112	3%				
	2	Agree	710	6%	256	7%	225	5%	229	6%	3.49	3.48	3.53	3.45
	3	Disagree	3,425	29%	862	23%	1,100	27%	1,463	35%				
	4	Strongly Disagree	7,443	62%	2,440	65%	2,678	65%	2,325	56%				
		Total	**12,006**		**3,743**		**4,134**		**4,129**					
I will learn only if my parent/guardian(s) give me a reward.	1	Strongly Agree	480	4%	207	6%	140	3%	133	3%				
	2	Agree	634	5%	241	6%	194	5%	199	5%	3.51	3.48	3.56	3.49
	3	Disagree	3,192	27%	842	22%	1,033	25%	1,317	32%				
	4	Strongly Disagree	7,714	64%	2,465	66%	2,775	67%	2,474	60%				
		Total	**12,020**		**3,755**		**4,142**		**4,123**					

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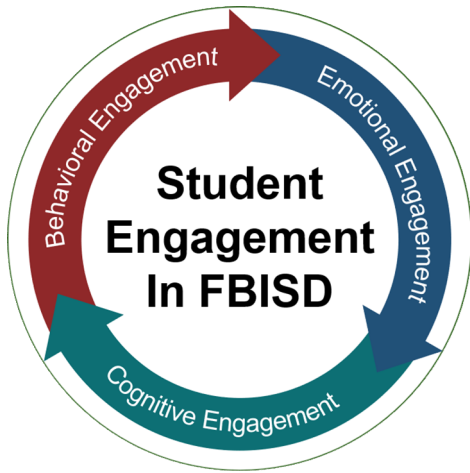
Campus Support Teams exist as a collaborative structure to support student outcomes and teacher instructional practice through a shared responsibility and partnership with district and campus leaders. The CST process uses the Leading Improvement Framework as a way to ensure alignment between setting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

Leading Improvement Framework
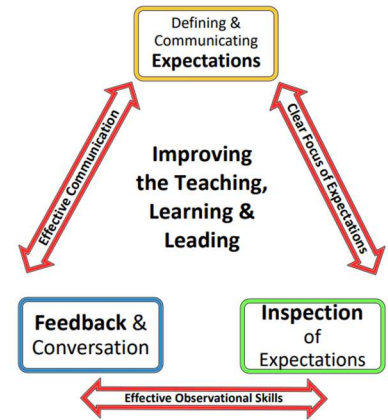
© 2019 Borstel

Alignment to Instructional Priorities

Through the Campus Support Team process, FBISD has been able to monitor the degree of alignment to instructional priorities. The three areas of focus from 2018-2022 were alignment to the rigor of standard, the alignment to the District's Scope and Sequence from the curriculum, and alignment to the instructional models for each content areas.

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

Alignment to Instructional Priorities from CST Observations at Elem School

83%	**89%**	**86%**
Alignment to Rigor	Alignment to Scope & Sequence	Alignment to Instructional Model
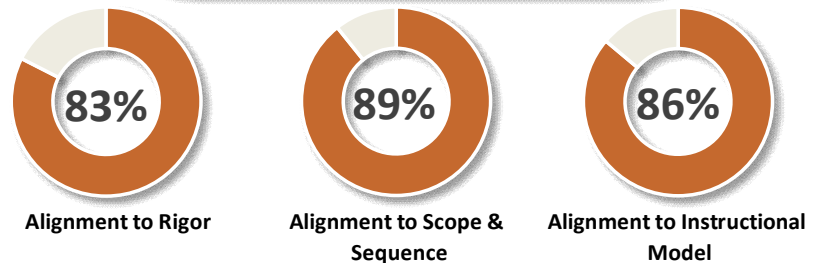
CST Instructional Alignment

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

Access Resources	Communication	Collaboration	Progress Monitoring	Feedback	Goal Setting
57%	**45%**	**44%**	**8%**	**33%**	**10%**
CST: Student have opportunity to use instructional resources in meaningful ways (2020-2021 Data)	CST: Teacher models and practices communication protocols with students to promote academic conversations	CST: Teacher provides structures and/or tools to facilitate collaborative opportunities for students	CST: Teacher establishes progress monitoring system to allow students to track their own learning and progress towards learning goals.	CST: Teacher engages students in ongoing feedback using a variety to tools to develop student ownership*	CST: Students define individual learning goals aligned to success criteria*

* Indicates at least TWO CST components align to this category

CST Elements: Student Engagement Survey

Student Engagement In FBISD

Behavioral Engagement · Emotional Engagement · Cognitive Engagement

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

The green graphics represent student survey responses, the orange graphics represent CST responses from District staff members collected during the observational walks.
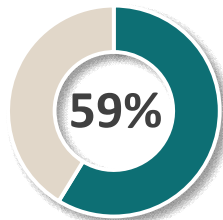
Communicate:

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

59%
Talked to your teachers about what you are learning

55%
Talked to other students about what you are learning
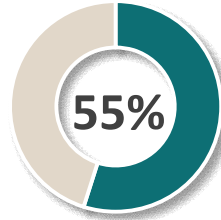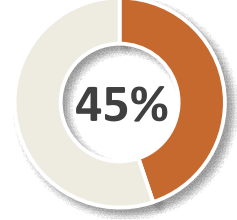
45%
CST: Teacher models and practices communication protocols with students to promote academic conversations

Access Resources:

The degree to which students **sometimes or often** are able to access resources needed to engage in the learning compared to the frequency observed in CST walks.
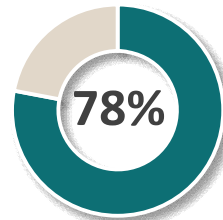
78%
Use things in class to help you learn more or connect to what you already learned
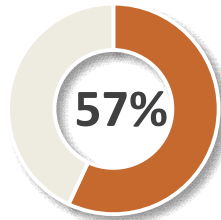
57%
CST: Student have opportunity to use instructional resources in meaningful ways
(2020-2021 Data)

Collaborate:

The degree to which students **sometimes or often** are able to work together with peers on a learning task compared to the frequency observed during CST walks.
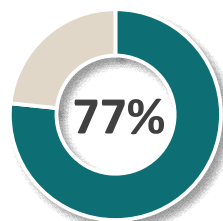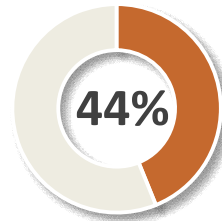
77%
Worked together towards a common goal

44%
CST: Teacher provides structures and/or tools to facilitate collaborative opportunities for students

Feedback:

The degree to which students **sometimes or often** have engaged or that their campus emphasizes feedback opportunities with different school members compared to the frequency observed in CST walks.
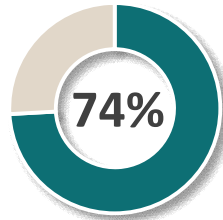
74%

Got feedback from your peers on class work

77%

Used feedback to make changes to your work

33%
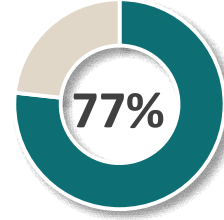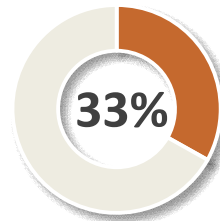
CST: Teacher engages students in ongoing feedback using a variety to tools to develop student ownership*

Progress Monitoring:

The degree to which students **sometimes or often** engage in activities that help student to track learning progress compared to what was observed during the CST walk process.
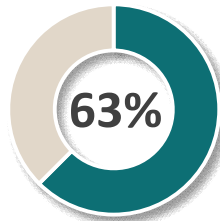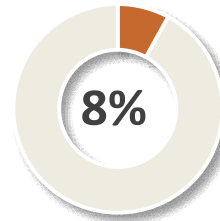
63%

Use tools other than grades to monitor progress on learning

8%

CST: Teacher establishes progress monitoring system to allow students to track their own learning and progress towards learning goals.

Goal Setting:

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

78%

Reflected on your own work

10%

CST: Students define individual learning goals aligned to success criteria*

* Indicates at least TWO CST components align to this category

Campus Support Team Connections

During the school year, how often have you done each of the following?

Item wording or description	Values	Response Options	District Count	District %	3rd Grade Count	3rd Grade %	4th Grade Count	4th Grade %	5th Grade Count	5th Grade %	District Mean	3rd Mean	4th Mean	5th Mean
Feedback														
Got feedback from your peers on class work	1	Never	854	7%	347	9%	286	7%	221	5%				
	2	Rarely	2,277	19%	723	19%	729	18%	825	20%				
	3	Sometimes	5,572	46%	1,673	44%	1,868	45%	2,031	49%	2.95	2.90	2.99	2.95
	4	Often	3,386	28%	1,040	27%	1,278	31%	1,068	26%				
		Total	12,089		3,783		4,161		4,145					
Used feedback to make changes to your work	1	Never	889	7%	371	10%	308	7%	210	5%				
	2	Rarely	1,903	16%	666	18%	613	15%	624	15%				
	3	Sometimes	4,419	37%	1,319	35%	1,448	35%	1,652	40%	3.09	2.99	3.13	3.14
	4	Often	4,797	40%	1,389	37%	1,766	43%	1,642	40%				
		Total	12,008		3,745		4,135		4,128					
Communication														
Talked to your teachers about what you are learning	1	Never	1,733	14%	570	15%	597	14%	566	14%				
	2	Rarely	3,220	27%	930	25%	1,085	26%	1,205	29%				
	3	Sometimes	4,230	35%	1,312	35%	1,487	36%	1,431	35%	2.68	2.70	2.68	2.65
	4	Often	2,809	23%	932	25%	963	23%	914	22%				
		Total	11,992		3,744		4,132		4,116					
Talked to other students about what you are learning	1	Never	2,212	18%	768	21%	812	20%	632	15%				
	2	Rarely	3,191	27%	973	26%	1,112	27%	1,106	27%				
	3	Sometimes	4,165	35%	1,251	33%	1,418	34%	1,496	36%	2.57	2.53	2.53	2.64
	4	Often	2,410	20%	746	20%	781	19%	883	21%				
		Total	11,978		3,738		4,123		4,117					

Campus Support Team Connections

			Frequency Distributions								Statistical Comparison of Mean Composite			
			District		3rd Grade		4th Grade		5th Grade		District	3rd	4th	5th
Item wording or description	Values	Response Options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Mean	Mean
During the school year, how often have you done each of the following?														
Collaboration														
Worked together towards a common goal	1	Never	826	7%	326	9%	290	7%	210	5%	3.08	3.00	3.07	3.15
	2	Rarely	1,967	16%	669	18%	677	16%	621	15%				
	3	Sometimes	4,660	39%	1,421	38%	1,616	39%	1,623	39%				
	4	Often	4,548	38%	1,331	36%	1,549	37%	1,668	40%				
		Total	12,001		3,747		4,132		4,122					
Access Resources														
Use things in class to help you learn more or connect to what you already learned	1	Never	693	6%	264	7%	222	5%	207	5%	3.13	3.08	3.17	3.12
	2	Rarely	1,949	16%	665	18%	619	15%	665	16%				
	3	Sometimes	4,481	37%	1,324	35%	1,500	36%	1,657	40%				
	4	Often	4,862	41%	1,490	40%	1,784	43%	1,588	39%				
		Total	11,985		3,743		4,125		4,117					
Goal Setting														
Reflected on your own work	1	Never	712	6%	282	8%	250	6%	180	4%	3.11	3.05	3.12	3.15
	2	Rarely	1,960	16%	663	18%	635	15%	662	16%				
	3	Sometimes	4,572	38%	1,359	37%	1,594	39%	1,619	39%				
	4	Often	4,687	39%	1,404	38%	1,637	40%	1,646	40%				
		Total	11,931		3,708		4,116		4,107					
Progress Monitoring														
Use tools other than grades to monitor progress on learning	1	Never	1,696	14%	566	15%	558	14%	572	14%	2.74	2.76	2.76	2.71
	2	Rarely	2,776	23%	840	23%	931	23%	1,005	25%				
	3	Sometimes	4,348	36%	1,241	33%	1,565	38%	1,542	38%				
	4	Often	3,117	26%	1,075	29%	1,064	26%	978	24%				
		Total	11,937		3,722		4,118		4,097					
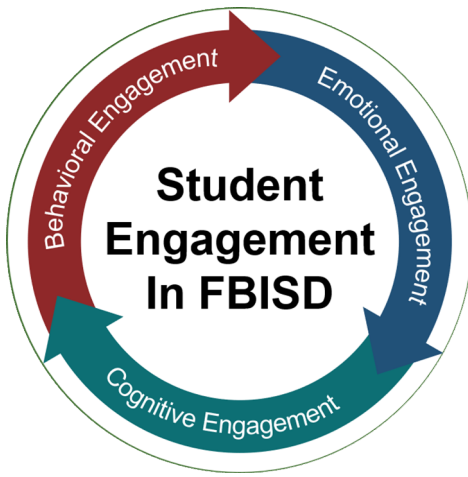
Student engagement is defined as meaningful student involvement throughout the learning environment. It can be understood by analyzing the degree to which students interact within the school community, with adults, peers, the curriculum, and within instruction or the learner experience.

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

Behavioral Engagement
Student participation in activities

Emotional Engagement
Student interactions with adults and peers

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

Measuring Student Engagement
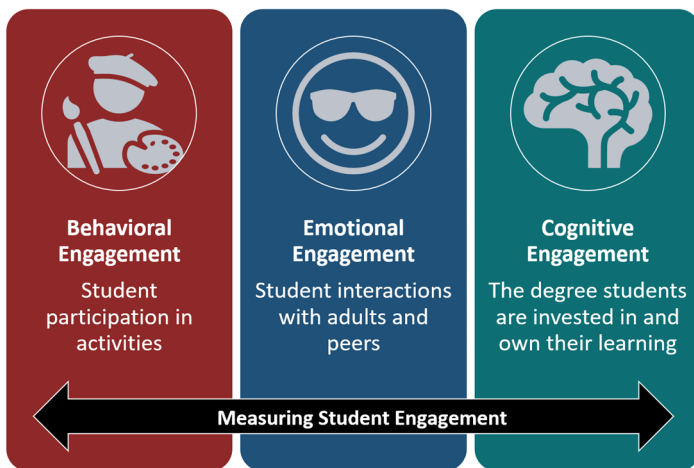
In this section you will find:
- Engagement Dimensions and Factors broken down by student groups to explore trends,
- Student Questions Broken by Demographics,
- Areas of Student Academic and Instructional Interests,
- Student Retention Information

Student Engagment Score Scale

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

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

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

Student Engagement Dimension & Factor Scores Comparison by Student Groups

| | | | Emotional Engagement Factors | | | | | Cognitive Engagement Factors | | |
	N	Emotional Engagement Dimension	Teacher Student Relationships	Peer Support for Learning	Family Support for Learning	Disaffection	Cognitive Engagement Dimension	Future Goals	Intrinsic Motivation	Behavioral Engagement Dimension
		Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean
District	12,019	3.30	3.29	3.14	3.58	3.06	3.4	3.64	3.50	2.42
Grade Level										
3	3,819	3.36 △	3.36 △	3.17 △	3.55 ▽	3.09 △	3.41 --	3.63 --	3.48 --	2.41 △
4	4,194	3.31 --	3.31 △	3.13 --	3.59 △	3.06 --	3.41 △	3.64 --	3.54 △	2.42 --
5	4,181	3.21 ▽	3.21 ▽	3.10 ▽	3.57 --	3.03 ▽	3.38 ▽	3.62 --	3.47 ▽	2.42 --
Gender										
Female	6,019	3.31 --	3.30 --	3.15 --	3.57 --	3.03 ▽	3.40 --	3.64 --	3.52 △	2.46 △
Male	6,176	3.29 --	3.28 --	3.12 --	3.57 --	3.09 △	3.40 --	3.62 --	3.47 ▽	2.38 ▽
Race/Ethnicity										
Native Am.	46	3.27 --	3.24 --	3.10 --	3.60 --	2.99 --	3.40 --	3.70 --	3.47 --	2.50 ▲
Asian	3,674	3.36 △	3.38 △	3.19 △	3.58 --	3.14 △	3.46 △	3.69 △	3.57 △	2.50 △
AA	2,883	3.23 ▽	3.19 ▼	3.05 ▽	3.57 --	3.07 --	3.39 --	3.63 --	3.47 ▽	2.38 ▽
Hispanic	3,041	3.27 ▽	3.26 ▽	3.11 ▽	3.52 ▽	2.91 ▼	3.29 ▼	3.56 ▽	3.38 ▽	2.35 ▽
Haw./Pac. Isl.	22	3.37 --	3.36 --	3.23 --	3.61 --	3.14 --	3.44 --	3.61 --	3.64 --	2.47 --
White	2,002	3.35 △	3.33 △	3.19 △	3.64 △	3.12 △	3.44 △	3.63 --	3.62 △	2.42 --
Two or More	527	3.30 △	3.29 --	3.13 --	3.58 --	3.13 △	3.44 △	3.63 --	3.59 △	2.43 --
Age										
7	55	3.27 --	3.37 --	2.97 ▼	3.51 --	3.24 ▲	3.48 --	3.62 --	3.60 --	2.43 --
8	3,634	3.34 △	3.36 △	3.17 △	3.56 ▽	3.10 △	3.41 △	3.64 --	3.49 --	2.41 --
9	4,124	3.32 △	3.31 △	3.14 --	3.59 △	3.07 --	3.41 △	3.64 --	3.54 △	2.42 --
10	4,067	3.25 ▽	3.21 ▽	3.10 ▽	3.57 --	3.02 ▽	3.38 ▽	3.62 --	3.47 ▽	2.42 --
11	308	3.24 ▽	3.19 ▼	3.11 --	3.53 --	2.90 ▼	3.26 ▼	3.53 ▼	3.30 ▼	2.36 ▽
12	7	3.36 --	3.41 --	3.12 --	3.61 --	2.57 --	3.19 --	3.63 --	3.36 --	2.28 --
Socio-Economic Status										
Eco Dis	5,417	3.25 ▽	3.24 ▽	3.08 ▽	3.53 ▽	2.96 ▼	3.32 ▼	3.59 ▽	3.39 ▽	2.36 △
Special Programs										
SPED	1,442	3.24 ▽	3.25 ▽	3.07 ▽	3.50 ▽	2.88 ▼	3.22 ▼	3.51 ▼	3.19 ▼	2.34 ▽
GT	1,061	3.36 △	3.36 △	3.21 △	3.59 --	3.28 △	3.53 ▲	3.70 △	3.62 △	2.53 ▲
EL	3,184	3.28 ▽	3.30 --	3.10 ▽	3.50 ▽	2.93 ▼	3.31 ▼	3.59 ▽	3.37 ▽	2.37 ▽

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

FBISD ESES 2022 Item Frequencies and Statistical Comparisons
Targeted Student Questions: Individual Item Breakdown by Student Groups

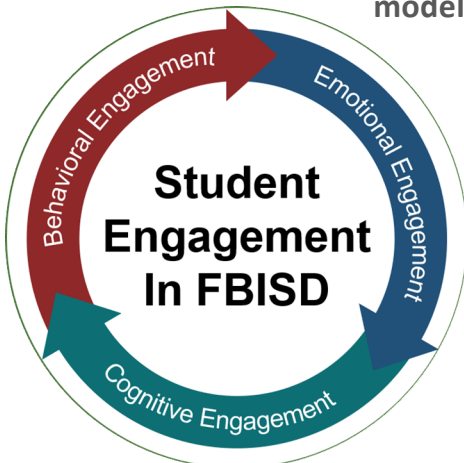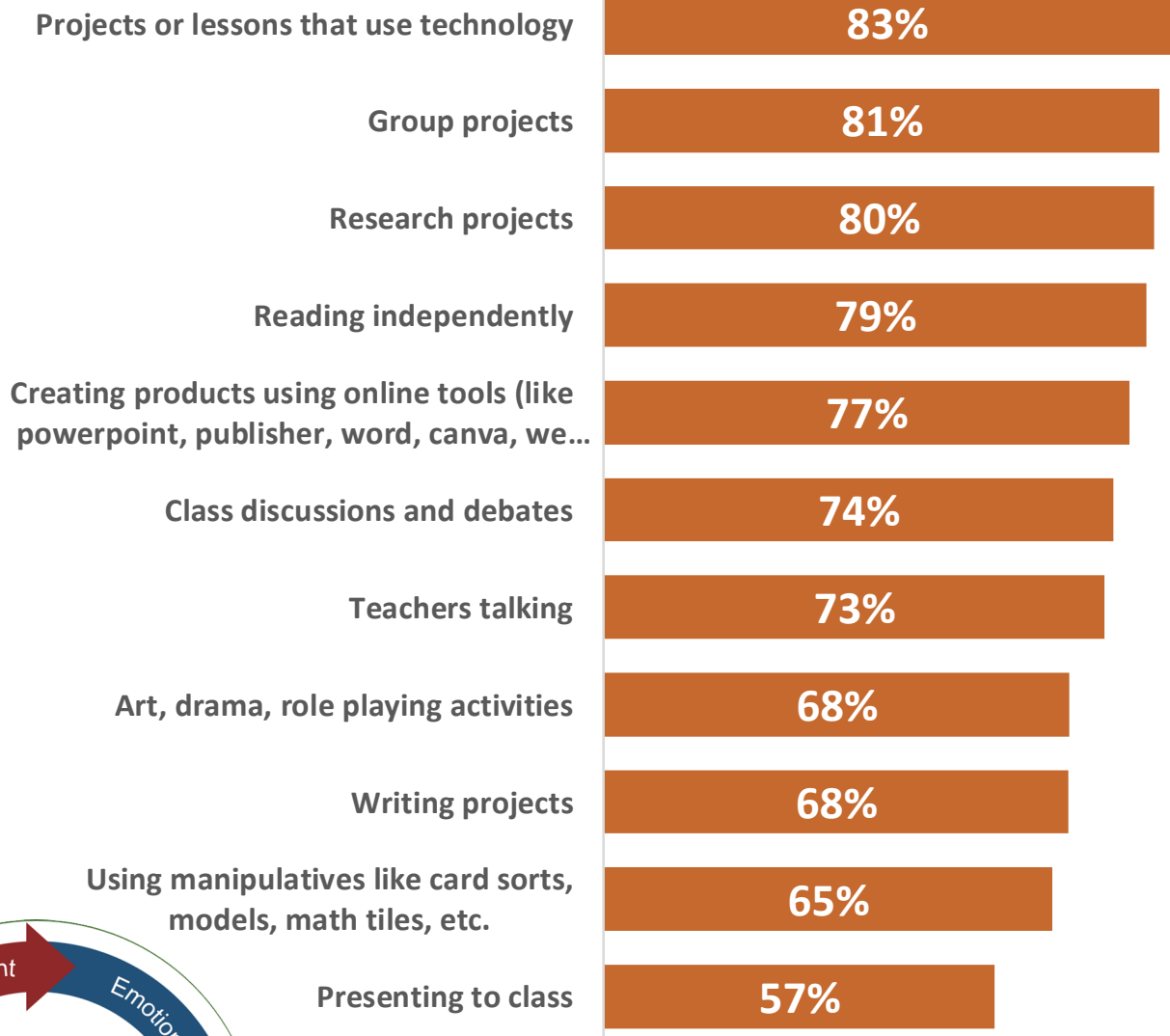## Demographic Breakdowns

Frequency Distributions

Item wording or description	Response Options	District %	African American %	American Indian %	Asian %	Hispanic %	Two or More %	White %	Eco Dis %	SPED %	GT %	EB/EL %
How much do you agree or disagree with the following statements												
If I don't do well in school it's because I'm not smart.	Disagree or Strongly Disagree	81%	82%	80%	81%	75%	86%	84%	76%	75%	90%	74%
	Total	**12,094**	**2,835**	**46**	**3,665**	**3,008**	**22**	**1,993**	**5,349**	**1,412**	**1,059**	**3,152**
My teachers are there for me when I need them	Agree or Strongly Agree	94%	90%	87%	96%	93%	94%	95%	92%	75%	94%	95%
	Total	**12,031**	**2,819**	**46**	**3,652**	**2,991**	**517**	**1,984**	**5,327**	**1,412**	**1,052**	**3,138**
The rules at my school are fair	Agree or Strongly Agree	81%	74%	84%	88%	81%	80%	81%	79%	78%	89%	84%
	Total	**11,956**	**2,791**	**45**	**3,631**	**2,970**	**516**	**1,981**	**5,265**	**1,391**	**1,053**	**3,108**
Most teachers care about me as a person, not just as a student.	Agree or Strongly Agree	88%	85%	82%	90%	87%	90%	89%	86%	83%	92%	87%
	Total	**12,031**	**2,815**	**45**	**3,640**	**2,991**	**525**	**1,993**	**5,320**	**1,399**	**1,059**	**3,132**
I plan to go to college after I graduate from high school.	Agree or Strongly Agree	94%	93%	98%	97%	92%	95%	95%	93%	91%	98%	93%
	Total	**12,086**	**2,839**	**46**	**3,653**	**3,014**	**525**	**1,988**	**5,353**	**1,413**	**1,057**	**3,152**
Adults at my school are fair towards students most of the time.	Agree or Strongly Agree	85%	79%	98%	90%	85%	86%	86%	82%	82%	89%	86%
	Total	**11,973**	**2,789**	**46**	**3,633**	**2,977**	**520**	**1,986**	**5,278**	**1,393**	**1,054**	**3,121**
I feel nervous when I'm at school.	Disagree or Strongly Disagree	66%	67%	69%	70%	59%	67%	66%	61%	61%	78%	62%
	Total	**11,980**	**2,790**	**45**	**3,631**	**2,989**	**518**	**1,983**	**5,286**	**1,405**	**1,053**	**3,123**
I feel safe at school	Agree or Strongly Agree	86%	81%	83%	92%	84%	87%	88%	83%	84%	94%	86%
	Total	**12,018**	**2,825**	**46**	**3,631**	**2,995**	**519**	**1,983**	**5,322**	**1,407**	**1,050**	**3,140**
I am hopeful about my future.	Agree or Strongly Agree	95%	95%	98%	96%	94%	95%	95%	95%	92%	95%	95%
	Total	**12,045**	**2,813**	**46**	**3,646**	**3,006**	**520**	**1,992**	**5,317**	**1,405**	**1,054**	**3,143**

Interest in Learning Experiences

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

How much do the following classroom activities interest you?	Percentage of Students Responding "Some" or "Very Much"
Projects or lessons that use technology	83%
Group projects	81%
Research projects	80%
Reading independently	79%
Creating products using online tools (like powerpoint, publisher, word, canva, we…	77%
Class discussions and debates	74%
Teachers talking	73%
Art, drama, role playing activities	68%
Writing projects	68%
Using manipulatives like card sorts, models, math tiles, etc.	65%
Presenting to class	57%

Student Engagement In FBISD

Behavioral Engagement

Emotional Engagement

Cognitive Engagement

Impacts of School Focus

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

How much does your school emphasize each of the following?	Percentage of Students Responding "Some" or "Very Much"
Understanding information and ideas for class	89%
Using computers or other technology for class work	88%
Opportunities to collaborate (work together) with your peers in class	85%
Spending time preparing for state and district tests (like STAAR)	85%
Memorizing facts and figures	83%
Setting learning goals throughout the year	81%
Engaging in feedback with other students on work	77%
Studying and completing school work at home	76%
Building relationships with students who are different than you	75%
Participating in school events and activities (like sports, plays, fine arts, clubs)	68%

Student Engagement In FBISD

Behavioral Engagement

Emotional Engagement

Cognitive Engagement

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 4,300 open ended elementary student responses that were collected, and thematically coded to look for trends and patterns into why students have considered transferring from their school. You will find a summary of that analysis on this page.

Perceptions in Student Retention

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

23%
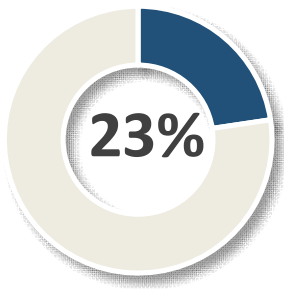
Percent of Students who Sometimes or Often Considered Transferring Schools.

Breakdown of District Student Responses (N=12,193)

Never	Rarely	Sometimes	Often
61%	16%	15%	7%

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 Students Responding Sometimes or Often
Burton Elementary	44%
Briargate Elementary	44%
Lantern Lane Elementary	41%
Blue Ridge Elementary	39%
Parks Elementary	37%

Student Response Qualitative Analysis

Over 4,300 open ended student responses were analyzed and thematically coded to determine themes and sub-themes for reasons why students would want to transfer schools. The chart on the right displays the percentage of student responses that fit into each theme, some student responses may have contained more than one reason and not all students who responded that they **rarely, sometimes, or often** consider transferring provided a reason. The data reported here represents District level themes.

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

Themes Students Reported Reasons	Student Responses (N= 4,411)
People	36%
Personal	31%
School	14%
Safety	9%
Instruction	4%
Programs	4%
Policies	2%

People	36%
Sub Themes & Percent of Student Responses in Theme	
Issues with Students	36%
Want to be with Friends	30%
Issues with Teachers	19%
General	14%

Personal	31%
Sub Themes & Percent of Student Responses in Theme	
Wanting a change/new experience	59%
Want to meet new people	20%
Not specified	11%
Fresh Start	4%
Mental Health	4%

School	14%
Sub Themes & Percent of Student Responses in Theme	
Location of campus	35%
Environment	29%
Dislike specific campus	17%
Want fewer people/smaller school	5%
Food	5%

Safety	9%
Sub Themes & Percent of Student Responses in Theme	
Violence or Fighting	87%
Bullying	12%
COVID	2%

Instruction	4%
Sub Themes & Percent of Student Responses in Theme	
Quality of Learning	46%
Boring	34%
Learning not challenging enough/too easy	13%
Difficult/Struggling	5%

Programs	4%
Sub Themes & Percent of Student Responses in Theme	
Want different/more options	88%
Access or Quality of Extracurricular	12%

Policies	2%
Sub Themes & Percent of Student Responses in Theme	
Rules too strict	55%
Rules Enforced Differently	40%
Dress Code	4%

Student Retention Information

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

Campus	% Never	% Rarely	% Sometimes	% Often	Total Number of Students Responding In Survey	Percentage of Total Students Participating Who Responded Sometimes or Often
Burton	44%	12%	26%	18%	93	44%
Briargate	49%	7%	27%	17%	135	44%
Lantern Lane	38%	20%	29%	12%	99	41%
Blue Ridge	45%	16%	26%	13%	82	39%
Parks	49%	14%	22%	14%	180	37%
Patterson	50%	15%	22%	14%	357	36%
Jones	49%	16%	21%	13%	152	34%
Seguin	55%	12%	22%	11%	188	34%
Quail Valley Elem	50%	19%	18%	14%	137	31%
Mission West	50%	19%	20%	11%	141	31%
Glover	56%	14%	21%	10%	147	31%
Townewest	59%	12%	19%	10%	197	28%
Hunters Glen	61%	11%	17%	11%	128	28%
Heritage Rose	56%	16%	16%	12%	353	28%
Dulles Elem	52%	21%	18%	10%	282	28%
Holley	60%	13%	18%	9%	181	27%
Palmer	56%	17%	18%	9%	248	27%
Lexington Creek	58%	16%	15%	11%	199	26%
Jordan	58%	16%	19%	7%	161	26%
Goodman	61%	14%	18%	8%	200	26%
Oyster Creek	55%	19%	17%	9%	340	26%
Armstrong	62%	13%	17%	9%	117	26%
Ridgegate	68%	7%	21%	5%	239	25%
Mission Glen	55%	20%	18%	7%	84	25%
Sugar Mill	54%	21%	18%	6%	170	25%
Brazos Bend	63%	13%	17%	7%	244	24%
Barrington Place	62%	15%	16%	7%	220	23%
Ridgemont	64%	13%	13%	10%	165	23%
Fleming	63%	15%	17%	6%	107	22%
Settlers Way	58%	20%	16%	6%	385	22%

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

Campus	% Never	% Rarely	% Sometimes	% Often	Total Number of Students Responding In Survey	Percentage of Total Students Participating Who Responded Sometimes or Often
Schiff	61%	17%	14%	8%	379	22%
Yousafzai	61%	17%	14%	7%	398	22%
Neill	59%	20%	15%	7%	399	22%
Madden	60%	19%	16%	6%	318	21%
Austin Parkway	62%	18%	16%	5%	272	21%
Leonetti	61%	19%	14%	7%	417	20%
Colony Bend	66%	14%	12%	8%	164	20%
Pecan Grove	62%	18%	12%	8%	282	20%
Drabek	58%	23%	13%	6%	173	20%
Mission Bend	66%	15%	15%	4%	105	19%
Scanlan Oaks	66%	15%	15%	4%	406	19%
Oakland	61%	21%	12%	6%	292	18%
Highlands	62%	21%	14%	4%	199	17%
Cornerstone	66%	17%	11%	5%	443	17%
Meadows	70%	14%	13%	3%	144	16%
Lakeview	65%	22%	7%	6%	97	13%
Colony Meadows	68%	19%	10%	3%	345	13%
Sienna Crossing	73%	13%	10%	3%	426	13%
Walker Station	73%	14%	10%	3%	315	13%
Sullivan	75%	15%	8%	2%	392	10%
Commonwealth	73%	18%	7%	2%	443	9%
Grand Total	**61%**	**16%**	**15%**	**7%**	**12140**	**23%**