Ector County Independent School District - Middle Schools - "Overall School Experience" District Report - November 2017

KEY RATINGS

YOUR REPORT INCLUDES THE FOLLOWING SECTIONS:

KEY RATINGS

EXECUTIVE SUMMARY

STUDENT ENGAGEMENT

ACADEMIC RIGOR

RELATIONSHIPS WITH TEACHERS

RELATIONSHIPS WITH PEERS

SCHOOL CULTURE

STRENGTHS & AREAS FOR IMPROVEMENT

*STUDENT LEARNING STYLES

*PROJECT-BASED LEARNING

*STEM EDUCATION

*GENERAL HEALTH

*NUTRITION & EXERCISE

*DRUGS & ALCOHOL

*EMOTIONAL & MENTAL HEALTH

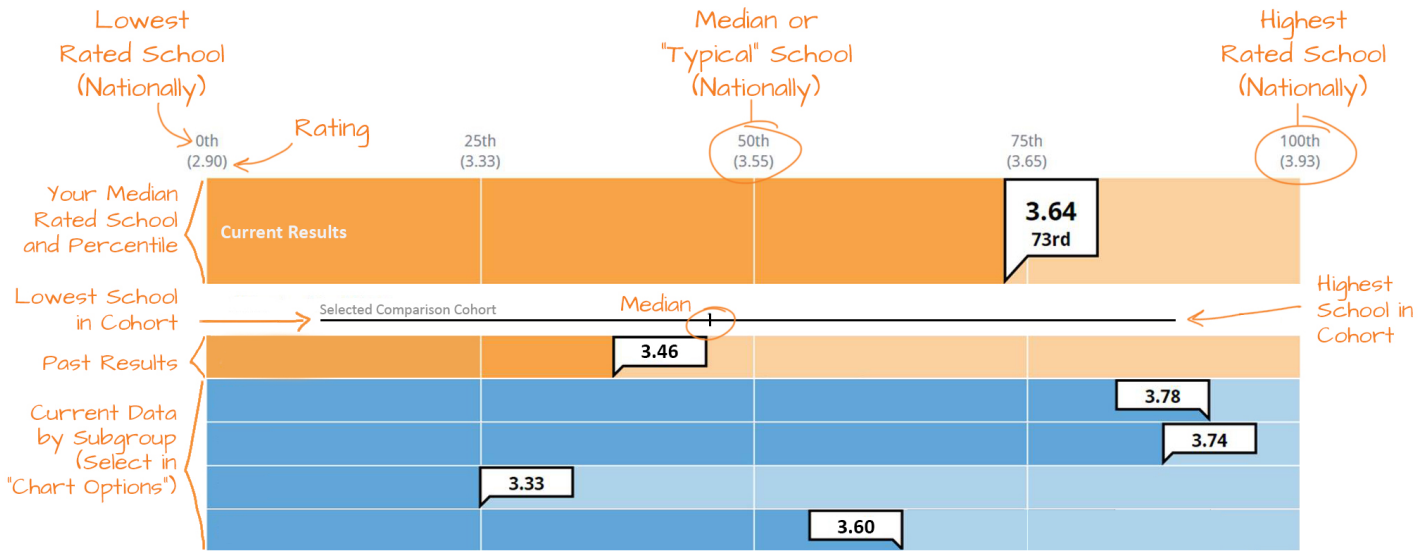
***SCHOOL SAFETY**

***STUDENT VOICE & LEADERSHIP**

***STUDENT MOTIVATION**

APPENDIX

*IF APPLICABLE



Key Measures	Average Rating	Percentile Rank
Student Engagement	3.52	29th
Academic Rigor	3.74	14th
Relationships with Teachers	3.39	35th
Relationships with Peers	3.22	14th
School Culture	3.01	21st

EXECUTIVE SUMMARY

Students at Ector County Independent School District middle schools were surveyed in November 2017 about their perceptions of their school in terms of Student Engagement, Academic Rigor, Relationships with Teachers, Relationships with Peers, and School Culture. In addition, students provided feedback about Student Motivation. These results are detailed later in the report.

On an **absolute** basis, students at the typical Ector County Independent School District middle school provided the highest ratings on **Academic Rigor** and **Student Engagement**, while the lowest rated topics were **School Culture** and **Relationships with Peers**.

In order to put student feedback into context, this report compares Ector County Independent School District students' ratings to the ratings from students at **183** other middle schools across the country. The median, or "typical," middle school in your district will serve as the primary point of comparison to other participating schools. The "typical" school will always be the median-rated school for that specific measure. You can view results for specific middle schools as well as for subgroups based on grade-level, race/ethnicity, and gender in charts throughout the report.

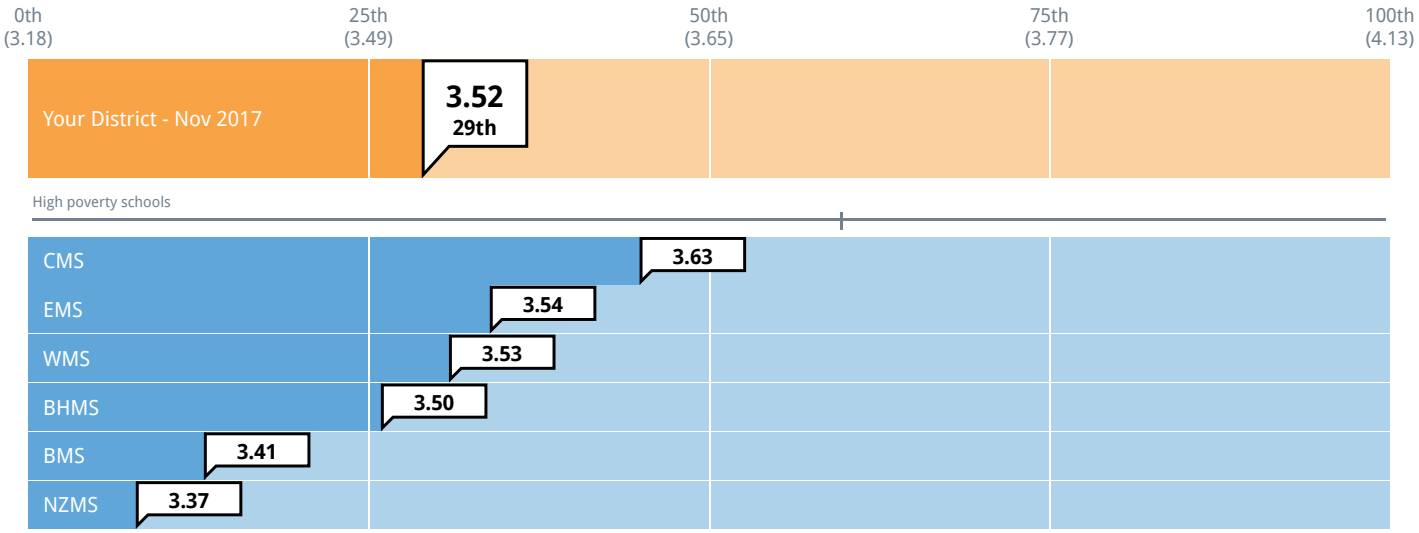
On a **relative** basis, Ector County Independent School District students gave **less** favorable feedback on:

- Student Engagement
- Academic Rigor
- Relationships with Teachers
- Relationships with Peers
- School Culture

The response rate for this round of surveying at Ector County Independent School District was **76%**. Please refer to the Appendix section for more information about the demographics of the respondents.

STUDENT ENGAGEMENT SUMMARY MEASURE

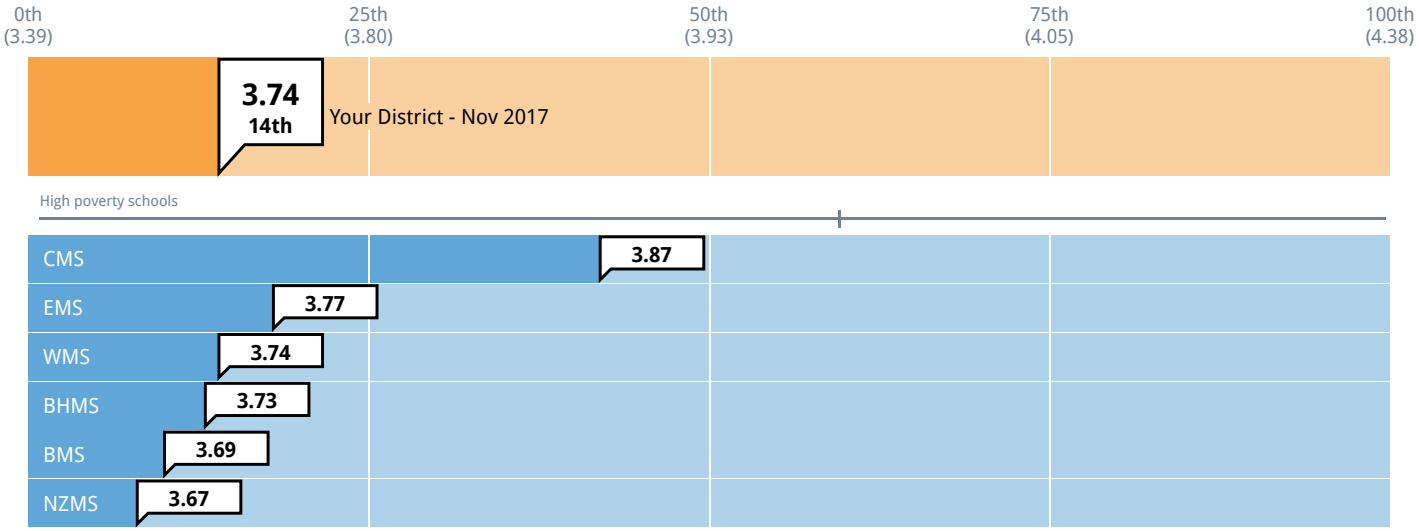
This summary measure describes the degree to which students perceive themselves as engaged with their school and their education.



Cohort: High poverty schools ▼ Past results: On Off Subgroup: School ▼

ACADEMIC RIGOR SUMMARY MEASURE

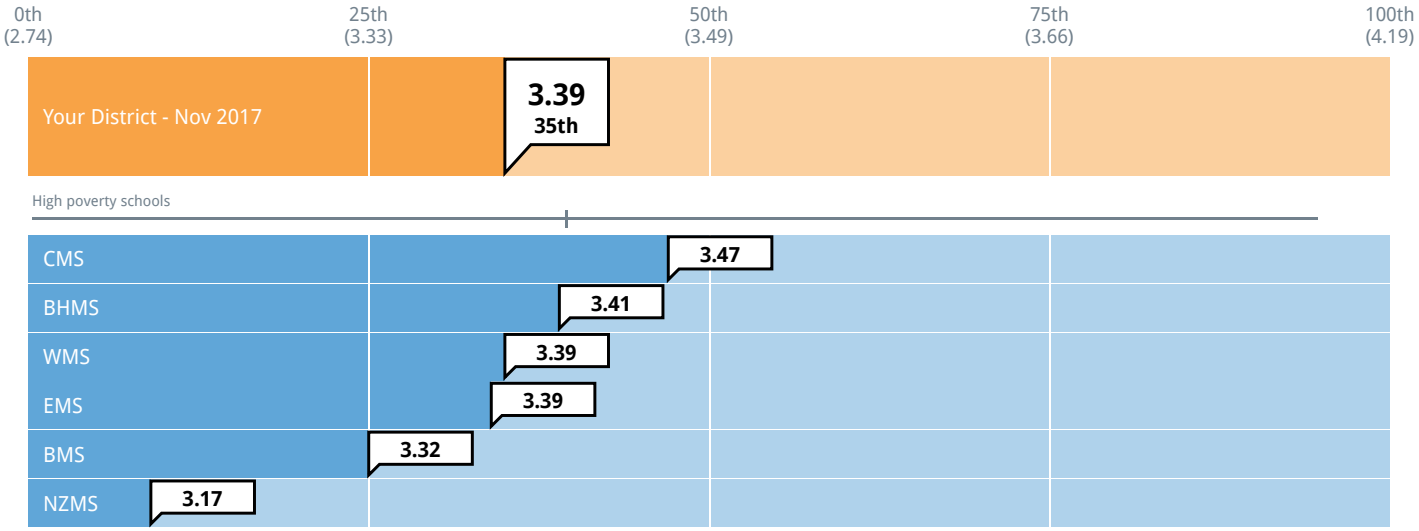
This summary measure describes the rigor of students' academic experiences and their preparation for the future.



Cohort: High poverty schools ▼ Past results: On Off Subgroup: School ▼

RELATIONSHIPS WITH TEACHERS SUMMARY MEASURE

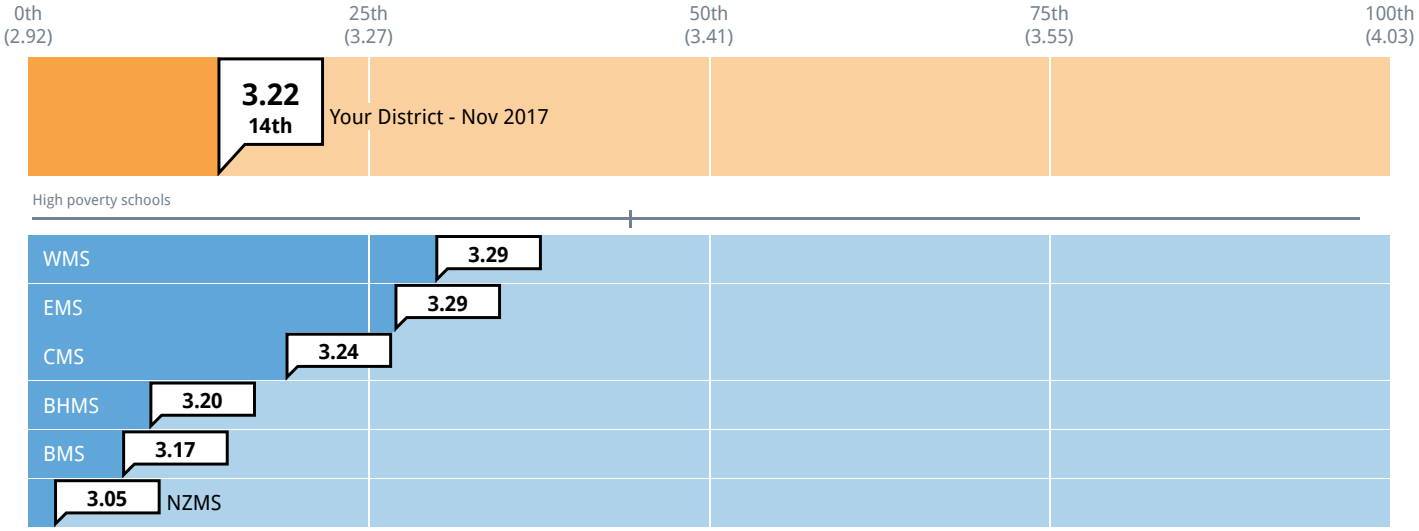
This summary measure describes the degree to which students feel they receive support and personal attention from their teachers.



Cohort: High poverty schools ▼ Past results: On Off Subgroup: School ▼

RELATIONSHIPS WITH PEERS SUMMARY MEASURE

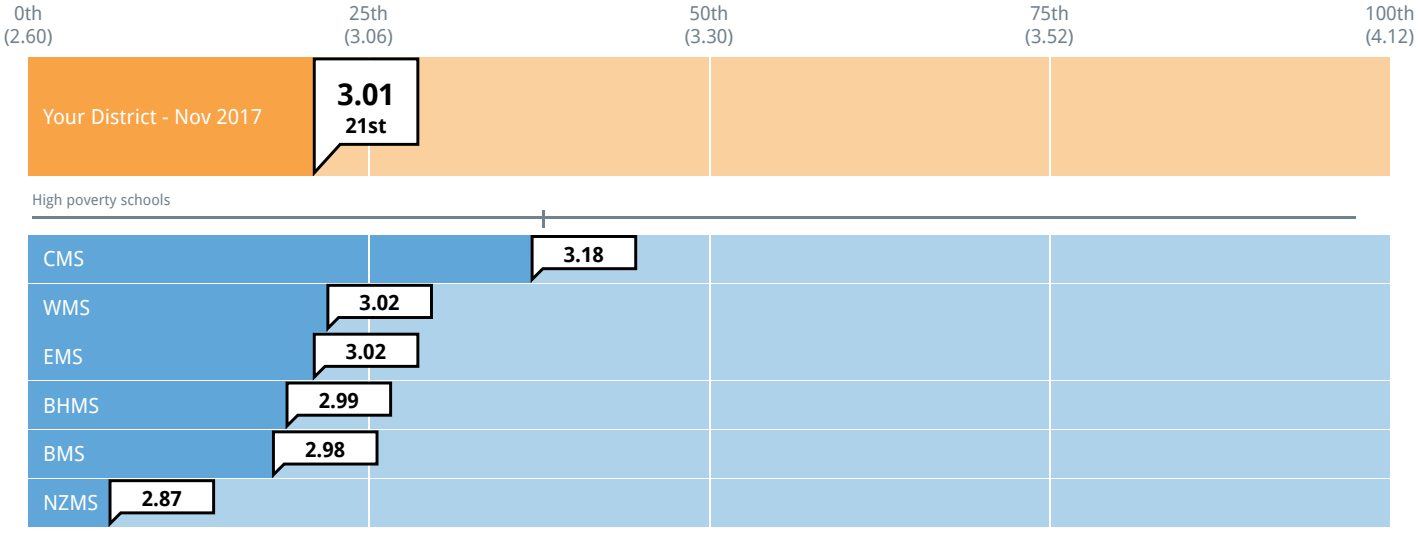
This summary measure describes the degree to which students have supportive, collaborative relationships with their classmates.



Cohort: High poverty schools ▼ Past results: On Off Subgroup: School ▼

SCHOOL CULTURE SUMMARY MEASURE

This summary measure describes the degree to which students believe that their school fosters a culture of respect and fairness.



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Proportion of Positive Ratings

Summary Measure	Typical School in Ector County Independent School District	Typical School Nationally
Student Engagement	54%	59%
Academic Rigor	64%	71%
Relationships with Teachers	42%	49%
Relationships with Peers	35%	48%
School Culture	25%	39%

Note: The percent of positive ratings includes the proportion of students whose average rating across the related questions was greater than 3.5 out of 5.

STUDENT ENGAGEMENT

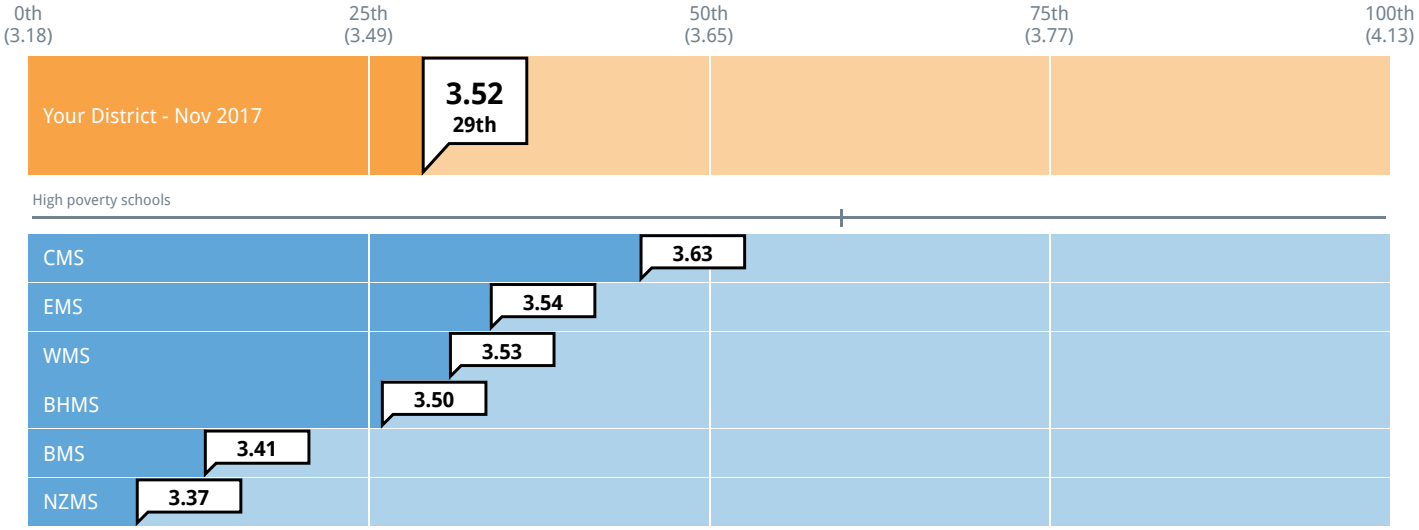
Overall, students at the typical Ector County Independent School District middle school rate their level of engagement **lower** than students do at other participating middle schools.

On a **relative** basis, Ector County Independent School District students agree **less** strongly that:

- They enjoy coming to school most of the time
- They take pride in their school work
- What they learn in class helps them outside of school

STUDENT ENGAGEMENT SUMMARY MEASURE

This summary measure describes the degree to which students perceive themselves as engaged with their school and their education.



Cohort: High poverty schools ▼ Past results: On Off Subgroup: School ▼

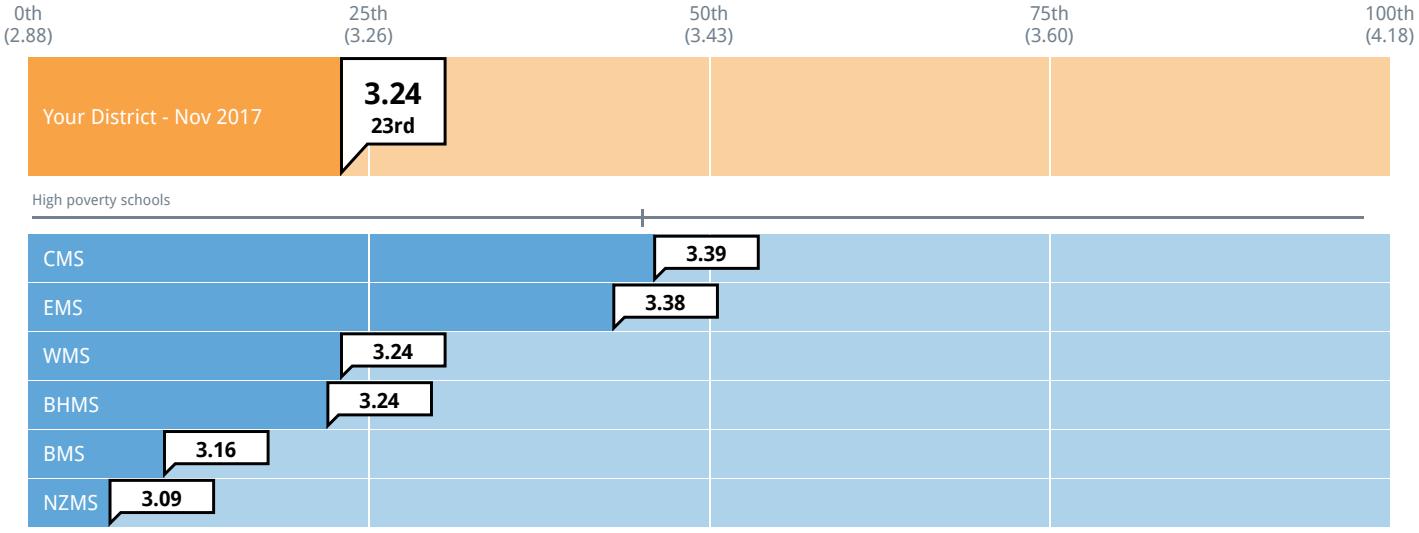
Student Engagement Questions

Proportion of Positive Ratings (4 or 5)

Question	Typical School in Ector County Independent School District	Typical School Nationally
They enjoy coming to school most of the time	50%	55%
They take pride in their school work	70%	72%
What they learn in class helps them outside of school	53%	53%

I enjoy coming to school most of the time.

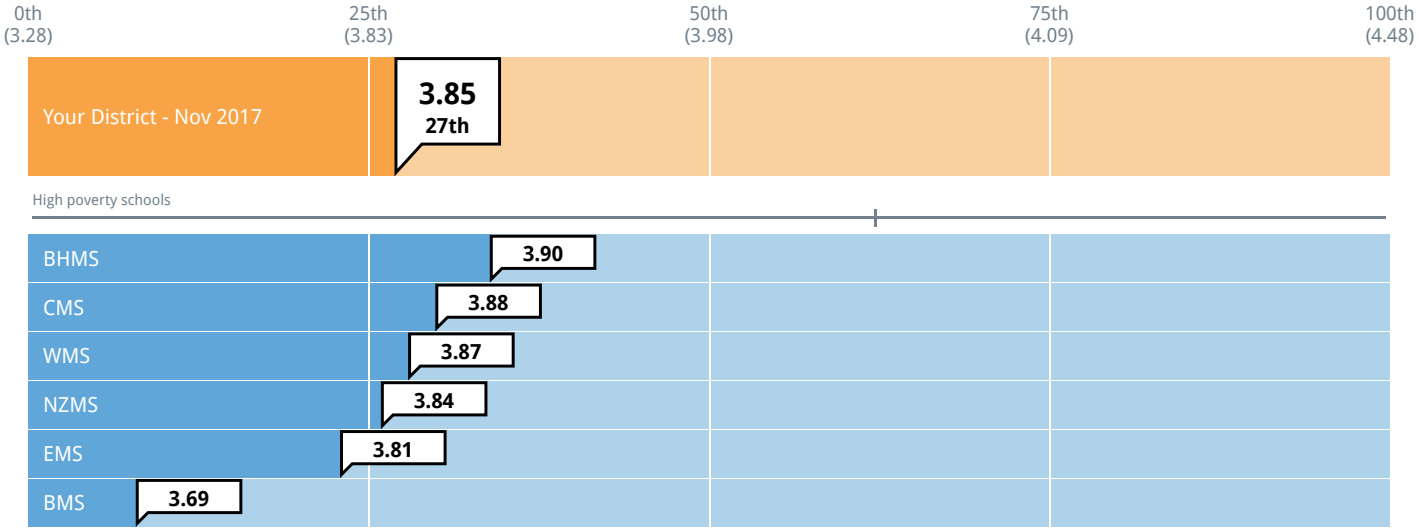
1 = Strongly disagree **3** = Neither agree nor disagree **5** = Strongly agree



Cohort: High poverty schools ▼ **Past results:** On Off **Subgroup:** School ▼

I take pride in my school work.

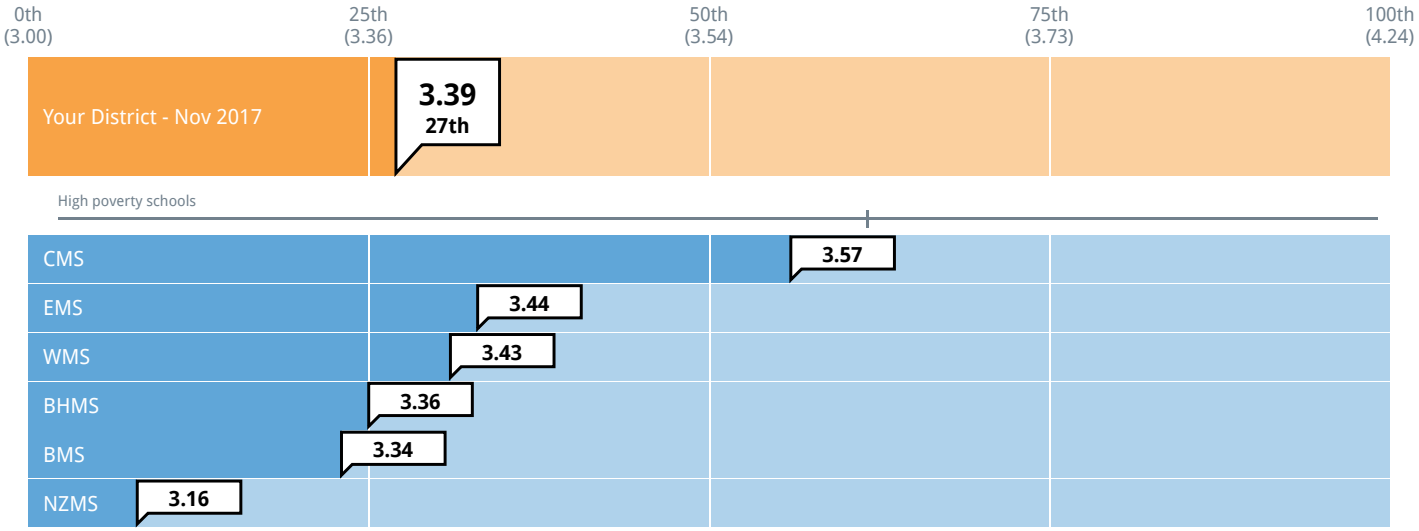
1 = Strongly disagree **3** = Neither agree nor disagree **5** = Strongly agree



Cohort: High poverty schools ▼ **Past results:** On Off **Subgroup:** School ▼

What I learn in class helps me outside of school.

1 = Strongly disagree **3** = Neither agree nor disagree **5** = Strongly agree



Cohort: High poverty schools ▼ **Past results:** On Off **Subgroup:** School ▼

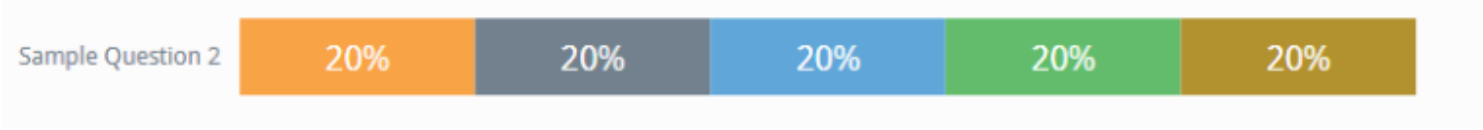
Student Engagement Response Distribution

Response Distribution charts show the proportion of students who chose each response option for questions on a scale of 1 to 5, where 1 is the most negative and 5 is the most positive response (known as a likert question). A variety of different response distributions can result in the same average rating, so this breakdown can help provide additional context.

For example, two very different response distributions could both have an average rating of '3'.

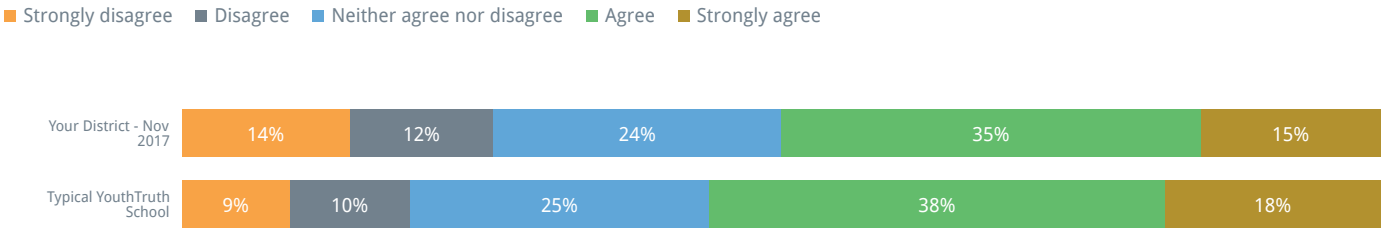
In sample question 1 below, the majority of students (70%) feel neutral about the question, with a handful of students having a more negative or more positive experience.

In sample question 2 below, there is a much greater variation in student experience.

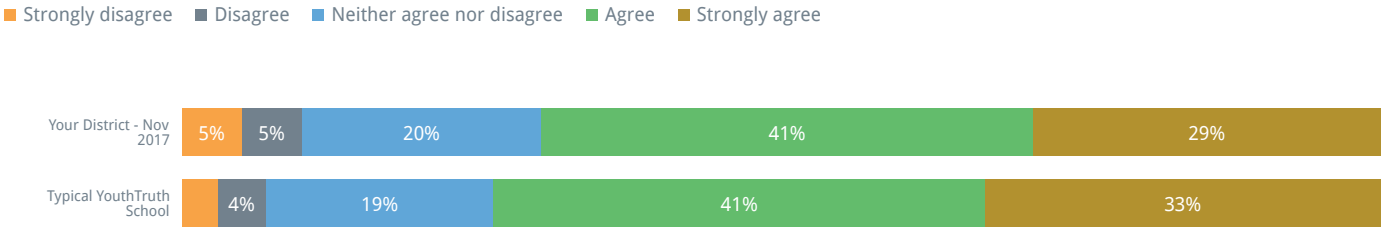


Continue scrolling to see your data.

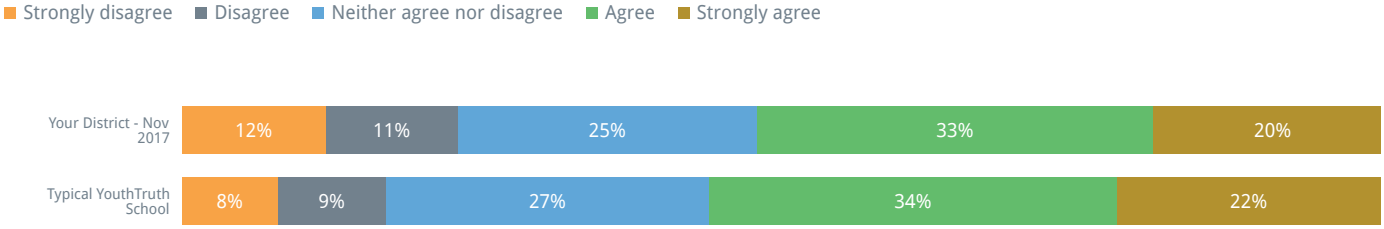
I enjoy coming to school most of the time.



I take pride in my school work.



What I learn in class helps me outside of school.



ACADEMIC RIGOR

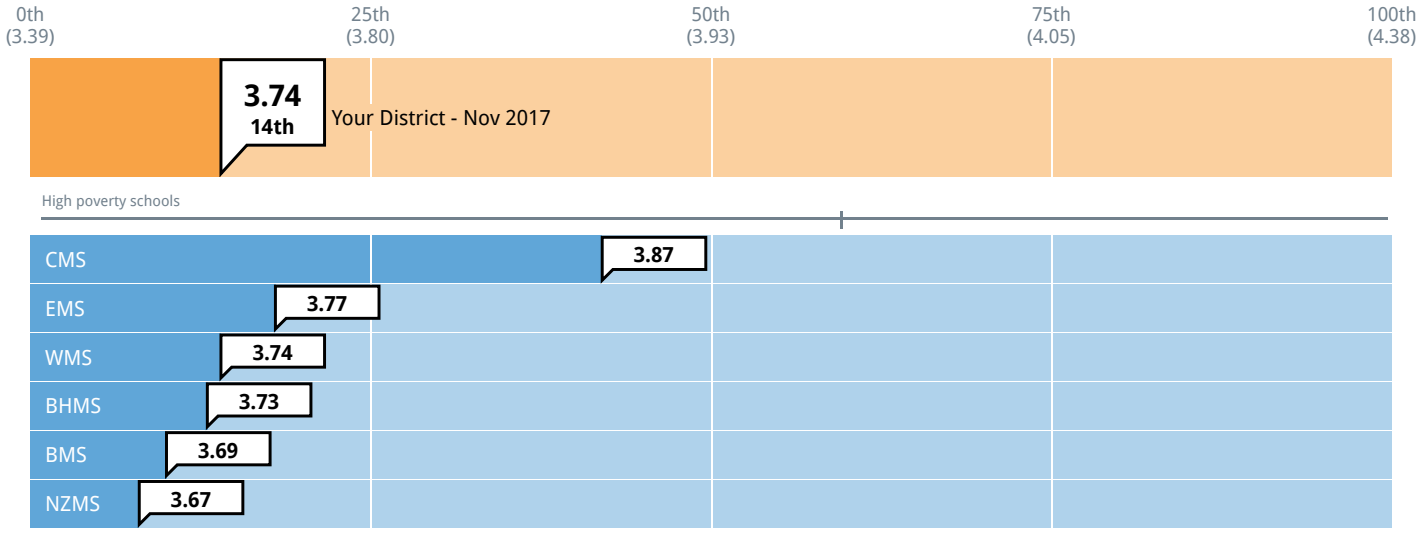
Overall, students at the typical Ector County Independent School District middle school rate the rigor of their classes and instruction **lower** than students do at other participating middle schools. For information from YouthTruth's aggregate data about how academically challenged students feel, please visit www.youthtruthsurvey.org/academic-rigor.

On a **relative** basis, Ector County Independent School District students agree **less** strongly that:

- In order to get a good grade, they have to work hard in their classes
- The work that they do for their classes makes them really think
- Their teachers know how to explain things in a way that they understand
- Their teachers give them assignments that really help them learn

ACADEMIC RIGOR SUMMARY MEASURE

This summary measure describes the rigor of students' academic experiences and their preparation for the future.



Cohort: High poverty schools ▼ Past results: On Off Subgroup: School ▼

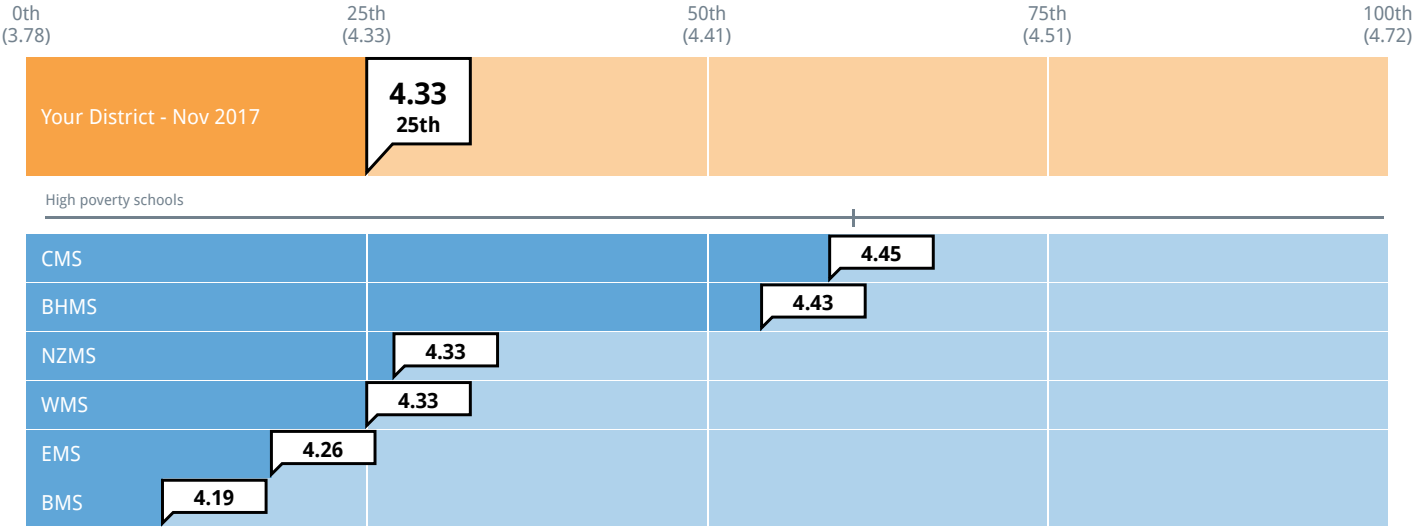
Academic Rigor Questions

Proportion of Positive Ratings (4 or 5)

Question	Typical School in Ector County Independent School District	Typical School Nationally
In order to get a good grade, they have to work hard in their classes	86%	87%
The work that they do for their classes makes them really think	63%	67%
Their teachers know how to explain things in a way that they understand	52%	59%
Their teachers give them assignments that really help them learn	56%	61%

In order to get a good grade, I have to work hard in my classes.

1 = Strongly disagree **3** = Neither agree nor disagree **5** = Strongly agree



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The work that I do for my classes makes me really think.

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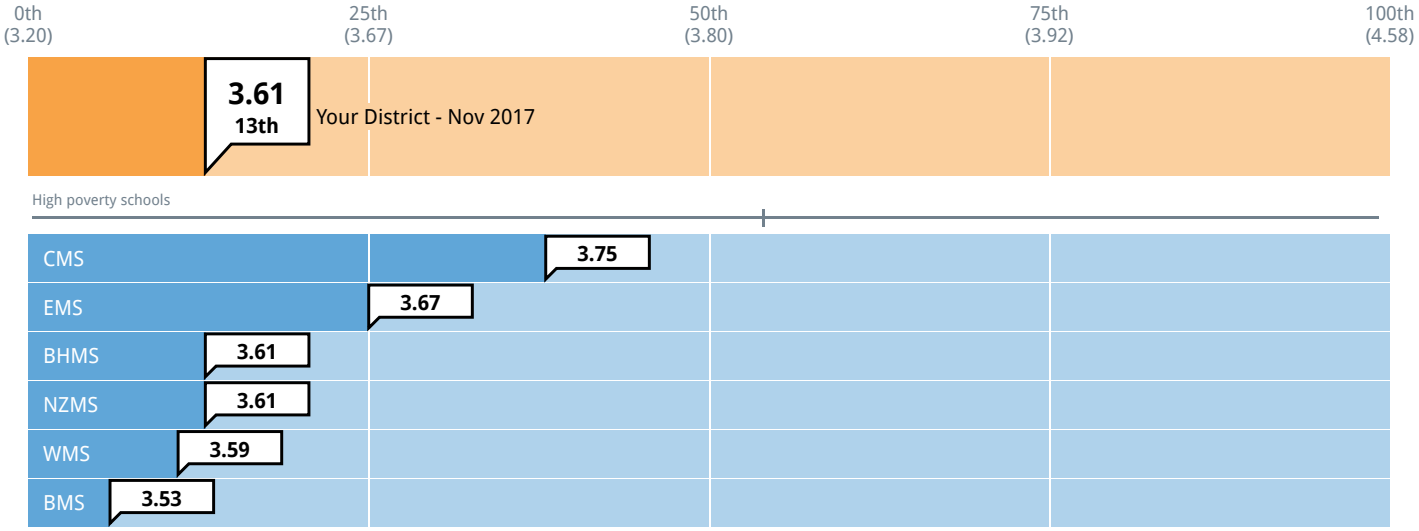

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My teachers explain things in a way that I understand.

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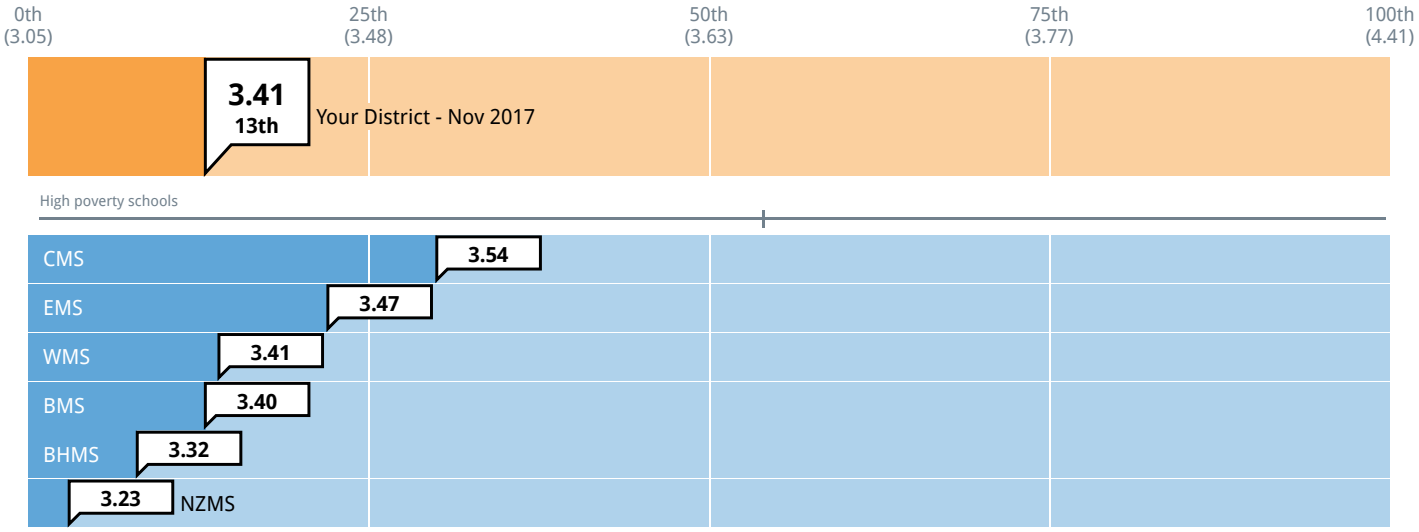

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My teachers give me assignments that really help me learn.

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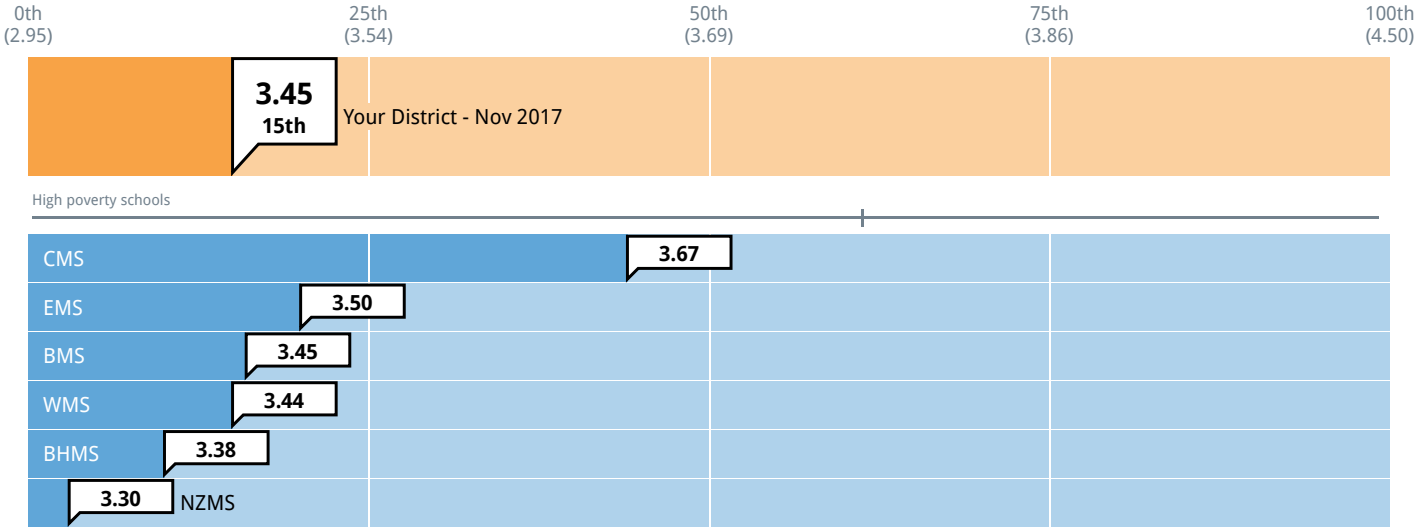

Cohort: High poverty schools ▼ Past results: On Off Subgroup: School ▼

Related Questions

Proportion of Positive Ratings (4 or 5)

Question	Typical School in Ector County Independent School District	Typical School Nationally
Most of their teachers don't let people give up when the work gets hard	64%	69%
Most of their teachers want them to use their thinking skills, not just memorize things	71%	73%
Most of their teachers want them to explain their answers - why they think what they think	71%	78%
In most of their classes, they learn a lot almost every day	62%	66%
In most of their classes, they learn to correct their mistakes	68%	72%

Most of my teachers don't let people give up when the work gets hard.

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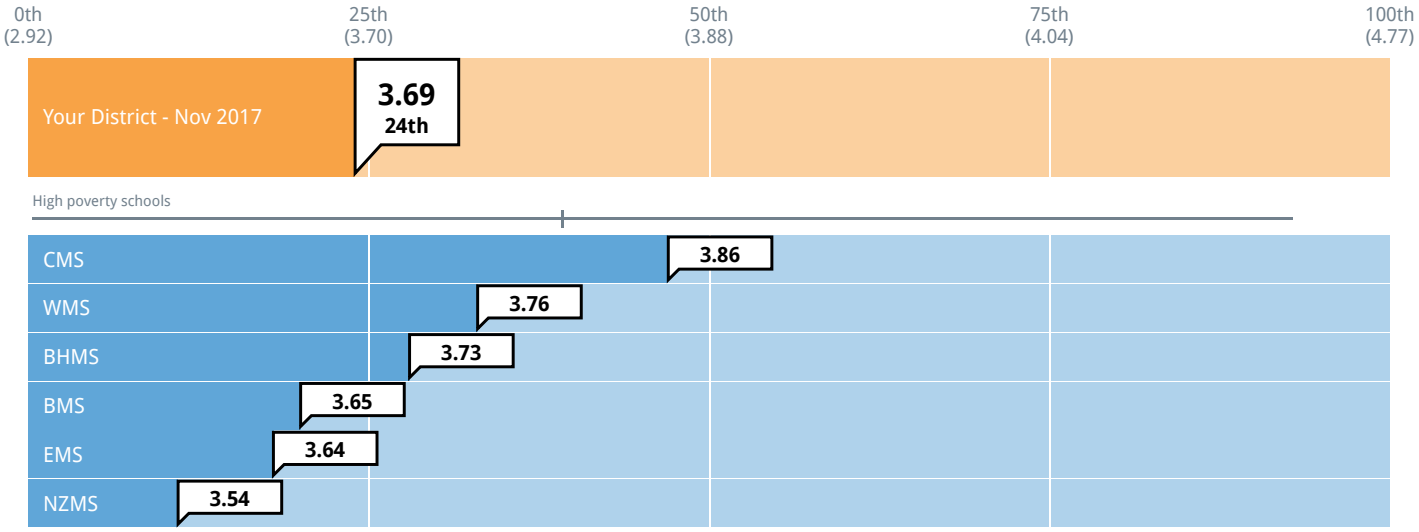

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Most of my teachers want us to use our thinking skills, not just memorize things.

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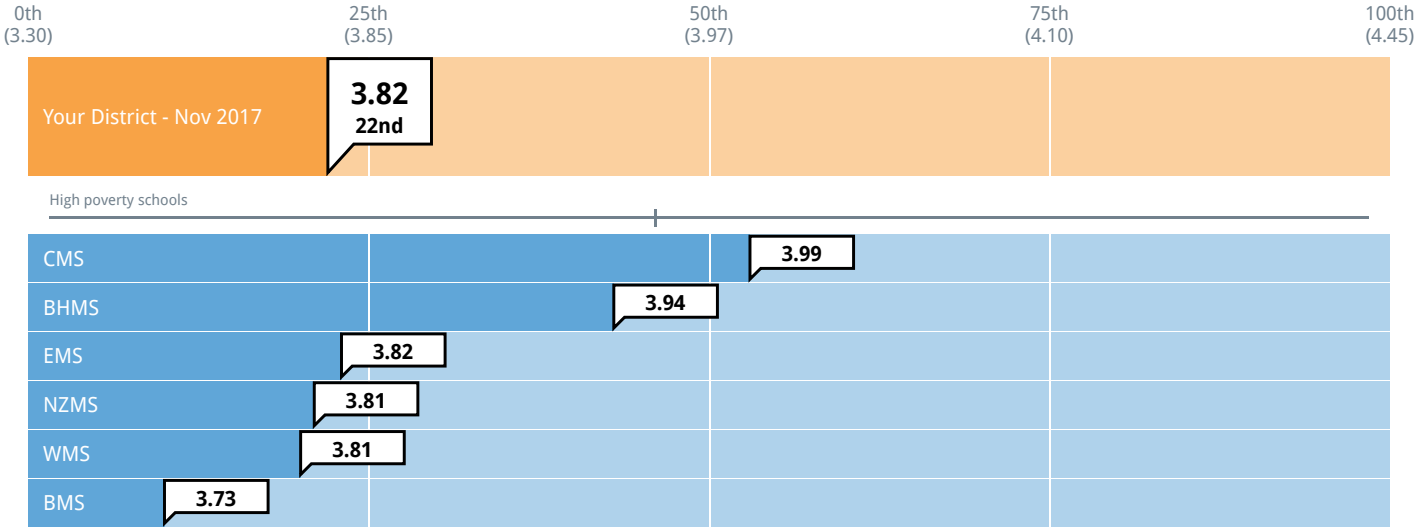

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Most of my teachers want me to explain my answers – why I think what I think.

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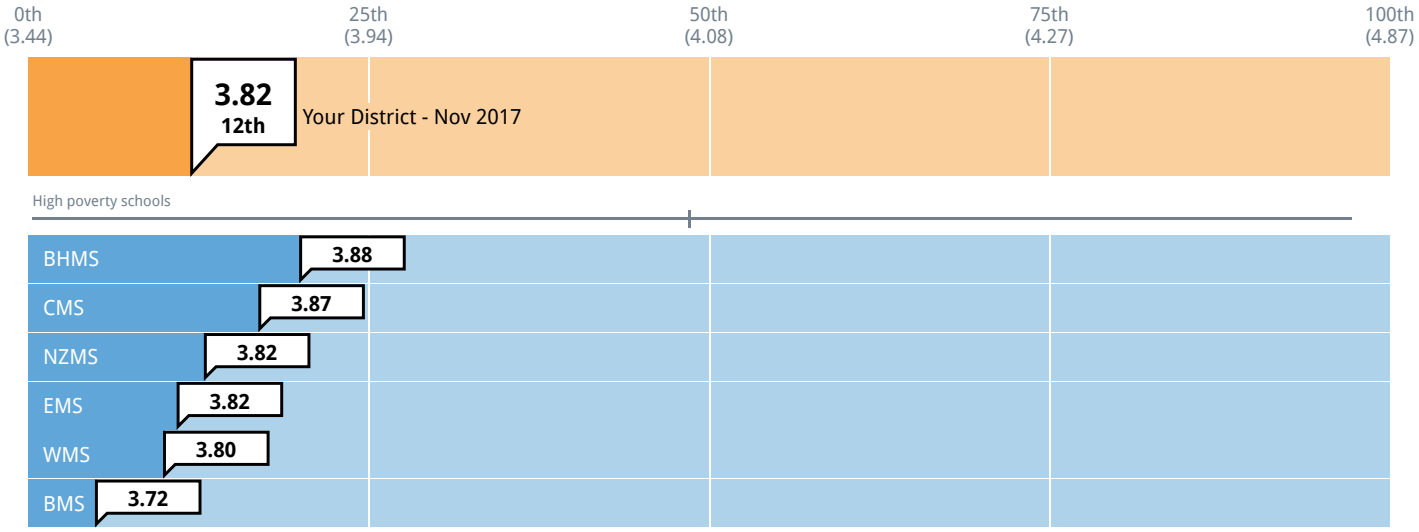

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In most of my classes, we learn a lot almost every day.

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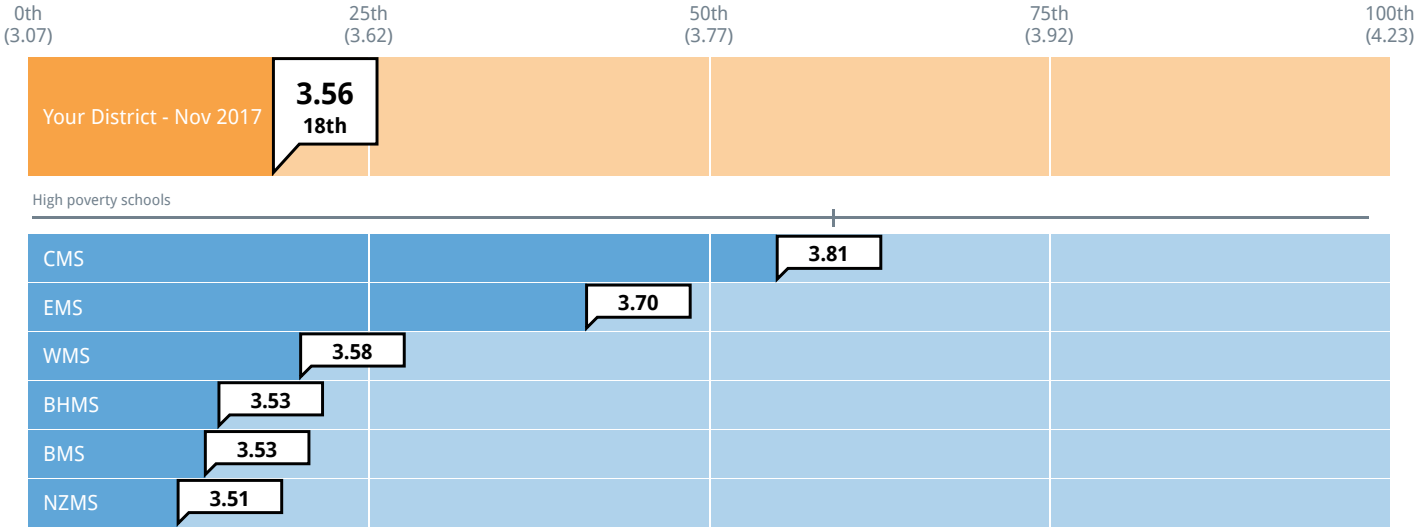

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In most of my classes, we learn to correct our mistakes.

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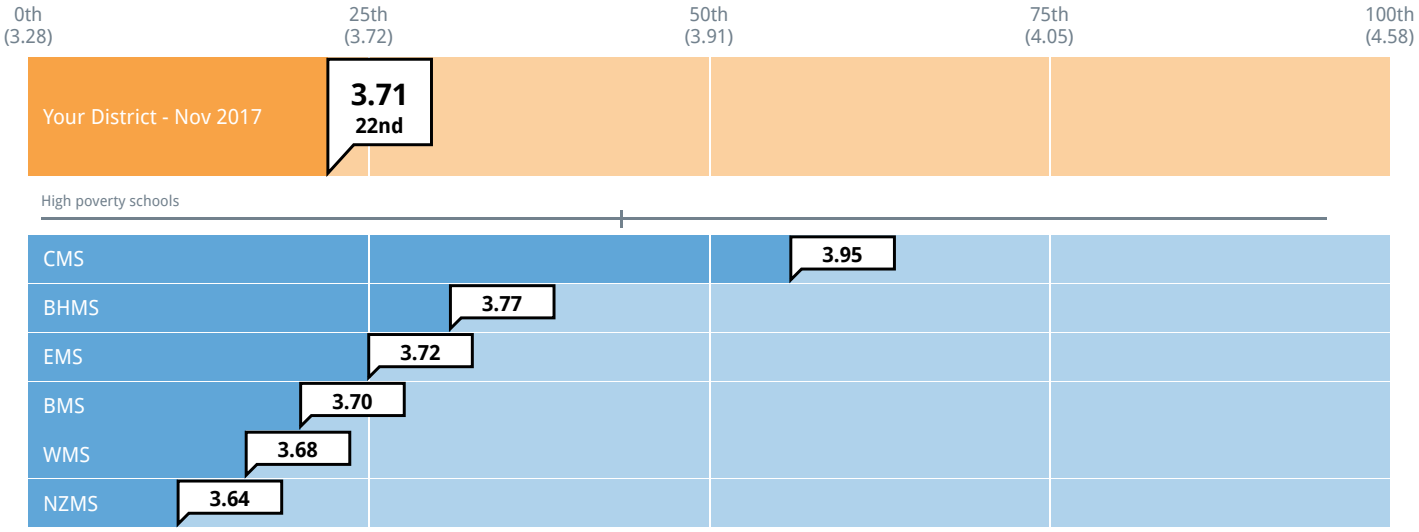


Cohort: High poverty schools ▼ Past results: On Off Subgroup: School ▼

Math Classes

When asked about their math classes...

On a **relative** basis, Ector County Independent School District students agree **less** strongly that:

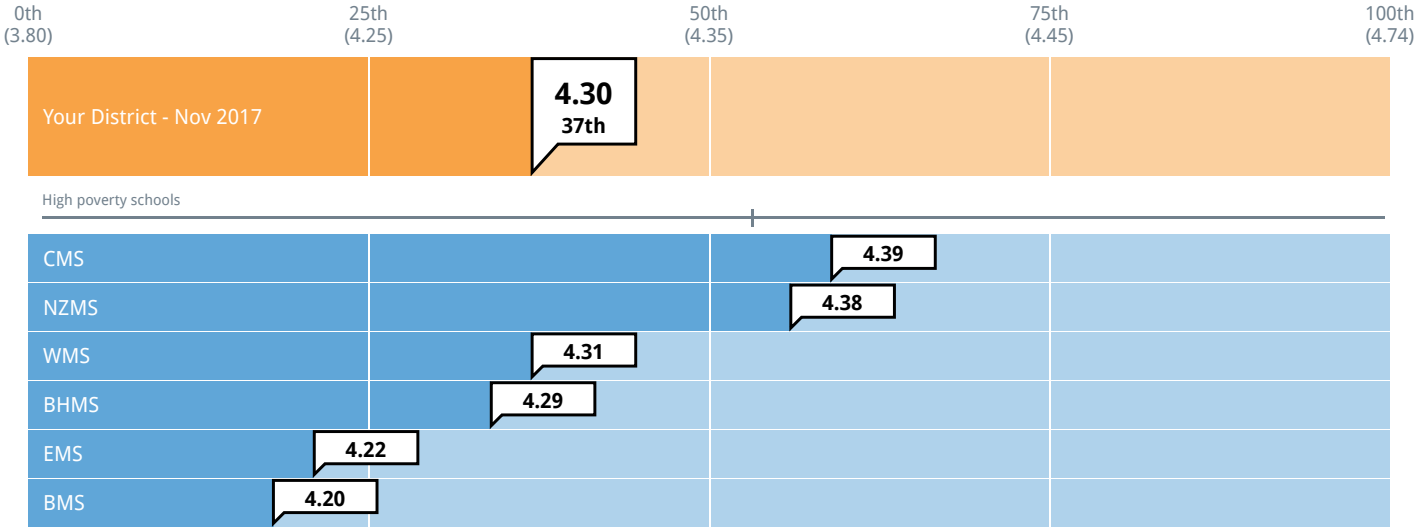
- In order to get a good grade in their math class, they have to work hard
- The work that they do for their math class makes them really think
- Their math teacher knows how to explain things in a way that they understand
- Their math teacher gives them assignments that help them to better understand the subject

Proportion of Positive Ratings (4 or 5)

Question	Typical School in Ector County Independent School District	Typical School Nationally
In order to get a good grade in their math class, they have to work hard	85%	85%
The work that they do for their math class makes them really think	75%	76%
Their math teacher knows how to explain things in a way that they understand	62%	67%
Their math teacher gives them assignments that help them to better understand the subject	68%	71%

In order to get a good grade in my math class, I have to work hard.

1 = Strongly disagree **3** = Neither agree nor disagree **5** = Strongly agree



Cohort: High poverty schools ▼ **Past results:** On Off **Subgroup:** School ▼

The work that I do for my math class makes me really think.

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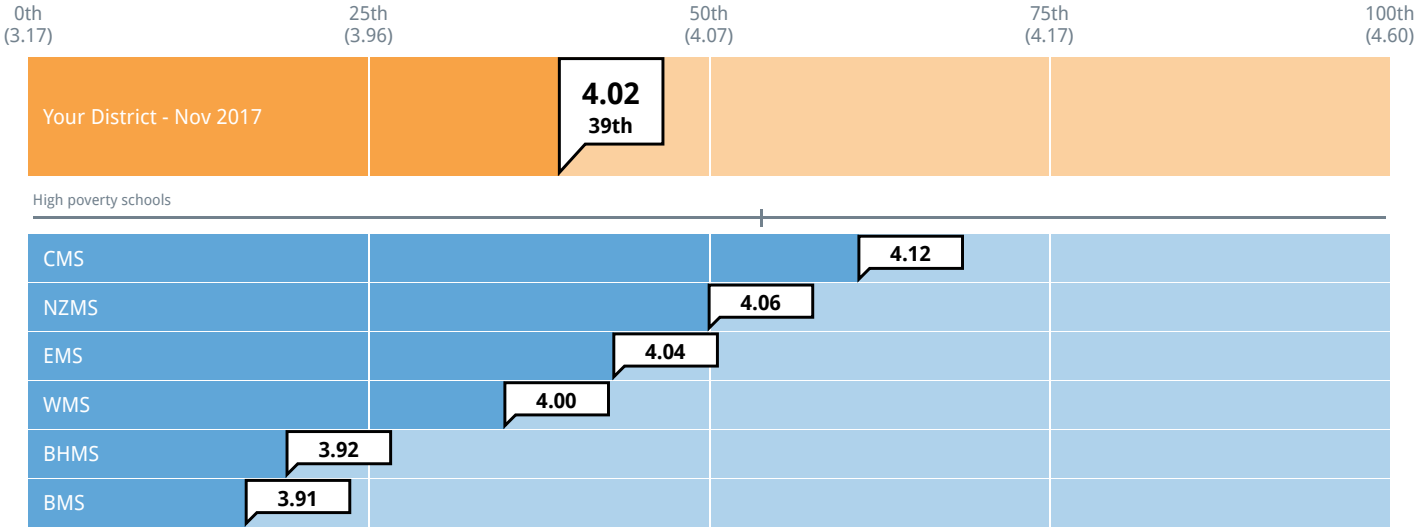

Cohort: High poverty schools ▼ Past results: On Off Subgroup: School ▼

My math teacher knows how to explain things in a way that I understand.

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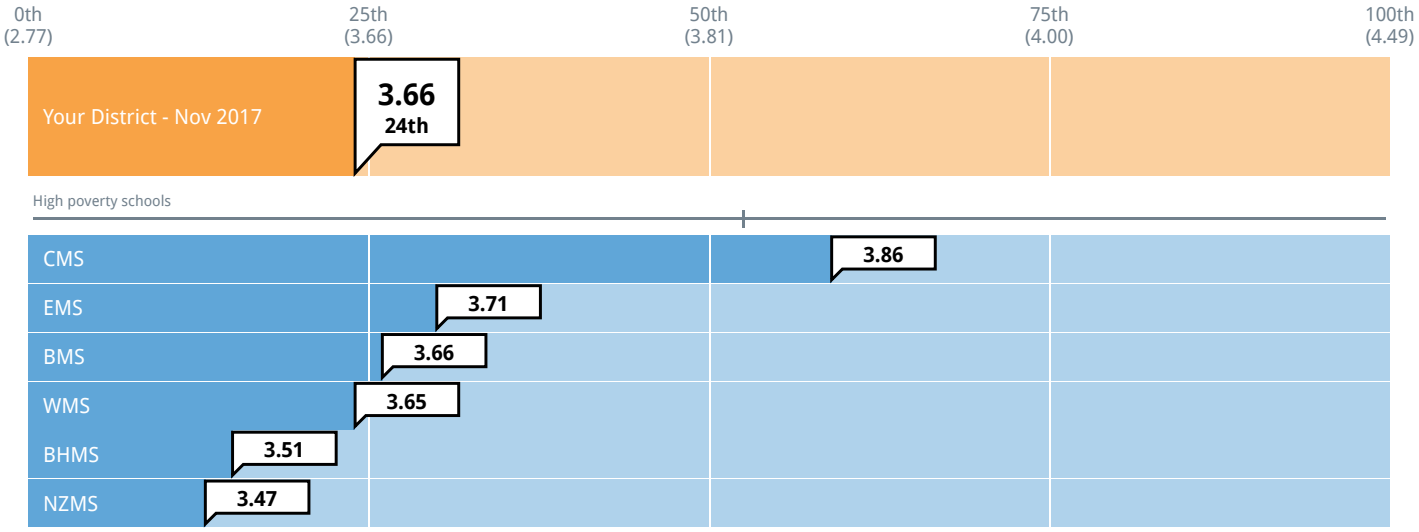

Cohort: High poverty schools ▼ Past results: On Off Subgroup: School ▼

My math teacher gives me assignments that help me to better understand the subject.

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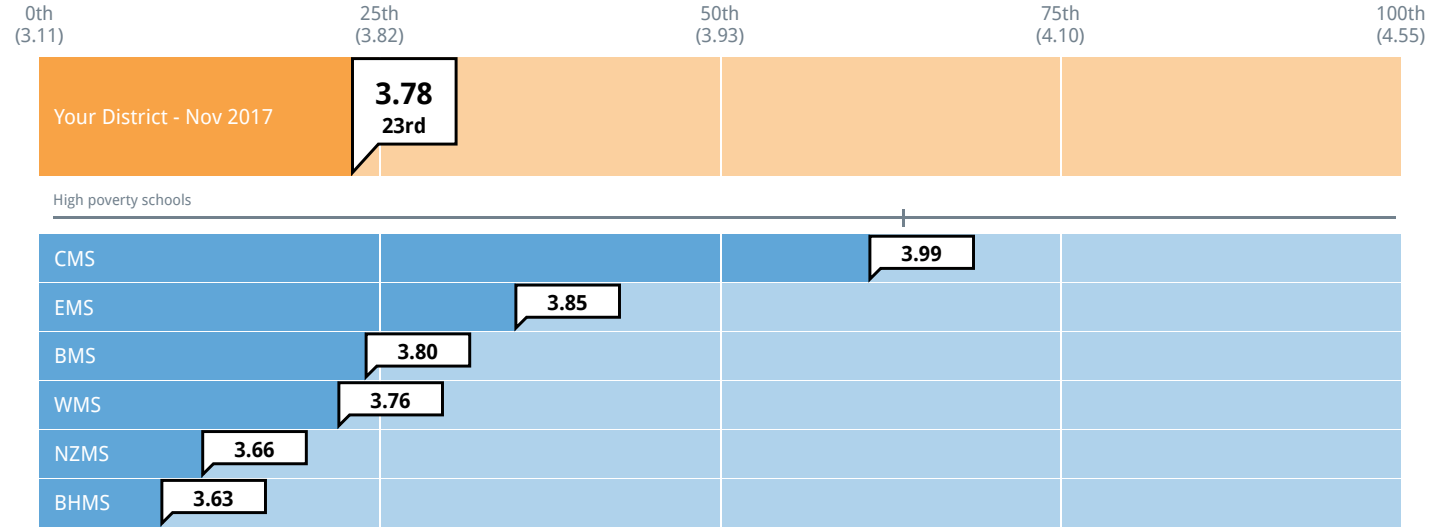


Cohort: High poverty schools ▼ **Past results:** On Off **Subgroup:** School ▼

English Classes

When asked about their English classes...

On a **relative** basis, Ector County Independent School District students agree **less** strongly that:

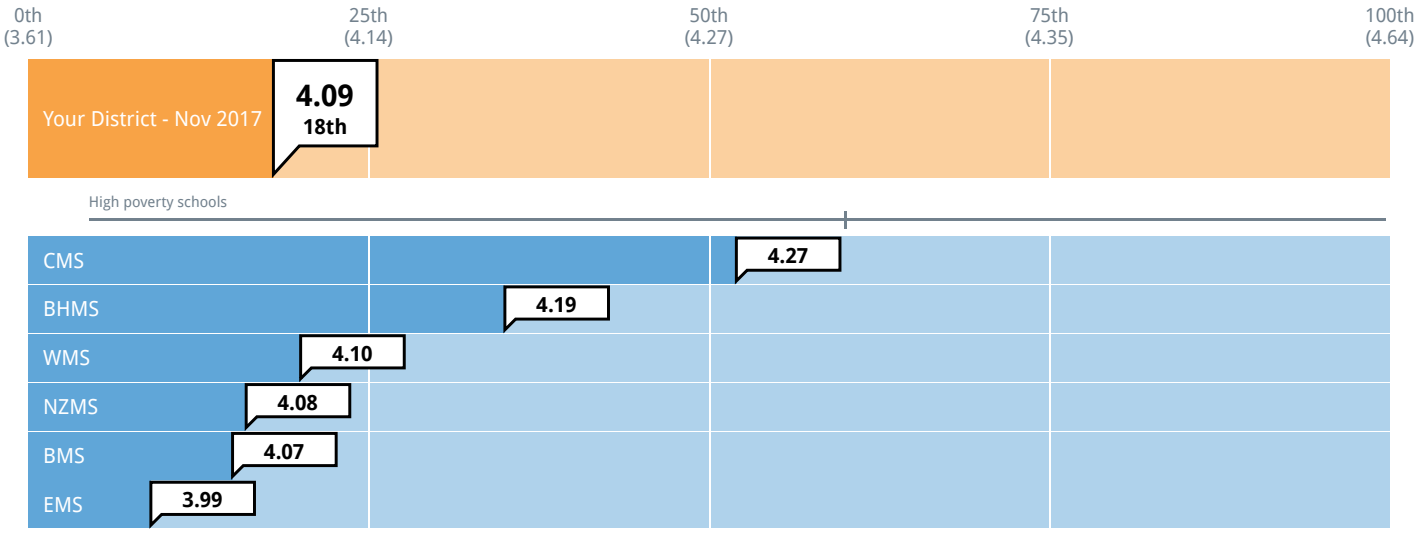
- In order to get a good grade in their English class, they have to work hard
- The work that they do for their English class makes them really think
- Their English teacher knows how to explain things in a way that they understand
- Their English teacher gives them assignments that help them to better understand the subject

Proportion of Positive Ratings (4 or 5)

Question	Typical School in Ector County Independent School District	Typical School Nationally
In order to get a good grade in their English class, they have to work hard	81%	83%
The work that they do for their English class makes them really think	63%	67%
Their English teacher knows how to explain things in a way that they understand	67%	71%
Their English teacher gives them assignments that help them to better understand the subject	62%	66%

In order to get a good grade in my English class, I have to work hard.

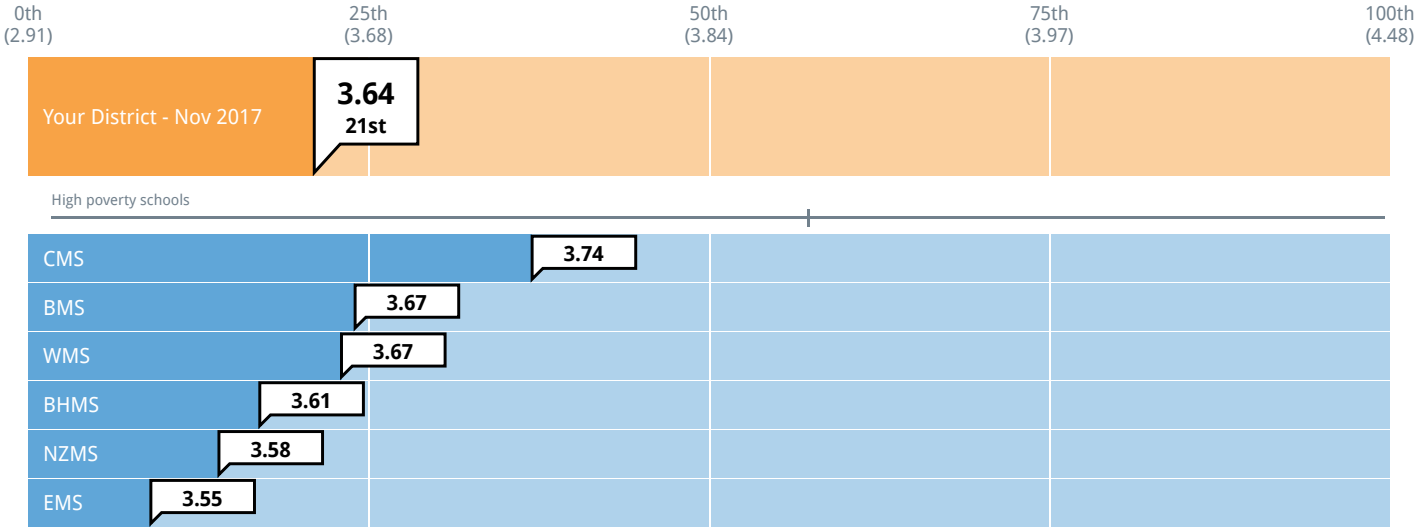
1 = Strongly disagree **3** = Neither agree nor disagree **5** = Strongly agree



Cohort: High poverty schools ▼ Past results: On Off Subgroup: School ▼

The work that I do for my English class makes me really think.

1 = Strongly disagree **3** = Neither agree nor disagree **5** = Strongly agree



Cohort: High poverty schools ▼ Past results: On Off Subgroup: School ▼

My English teacher knows how to explain things in a way that I understand.

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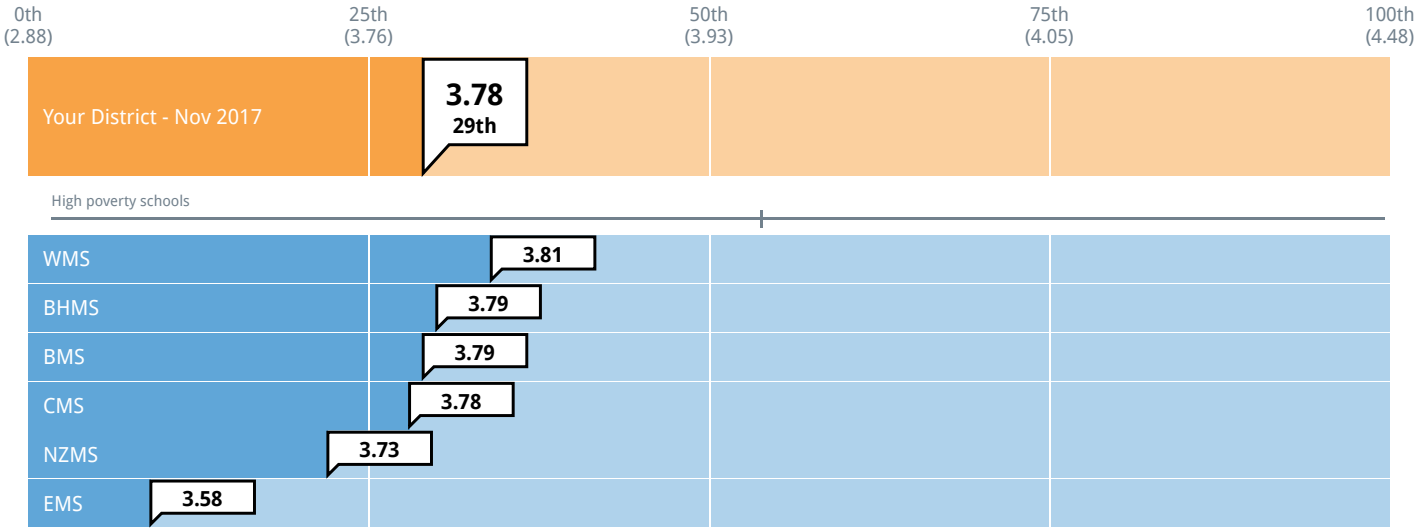

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My English teacher gives me assignments that help me to better understand the subject.

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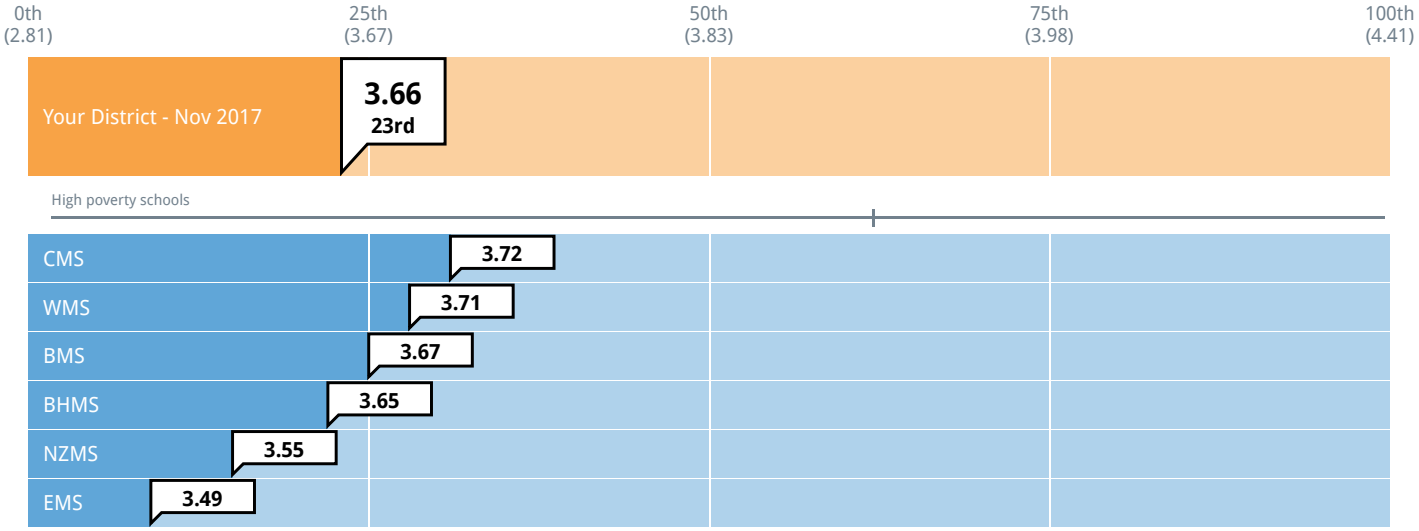


Cohort: High poverty schools ▼ **Past results:** On Off **Subgroup:** School ▼

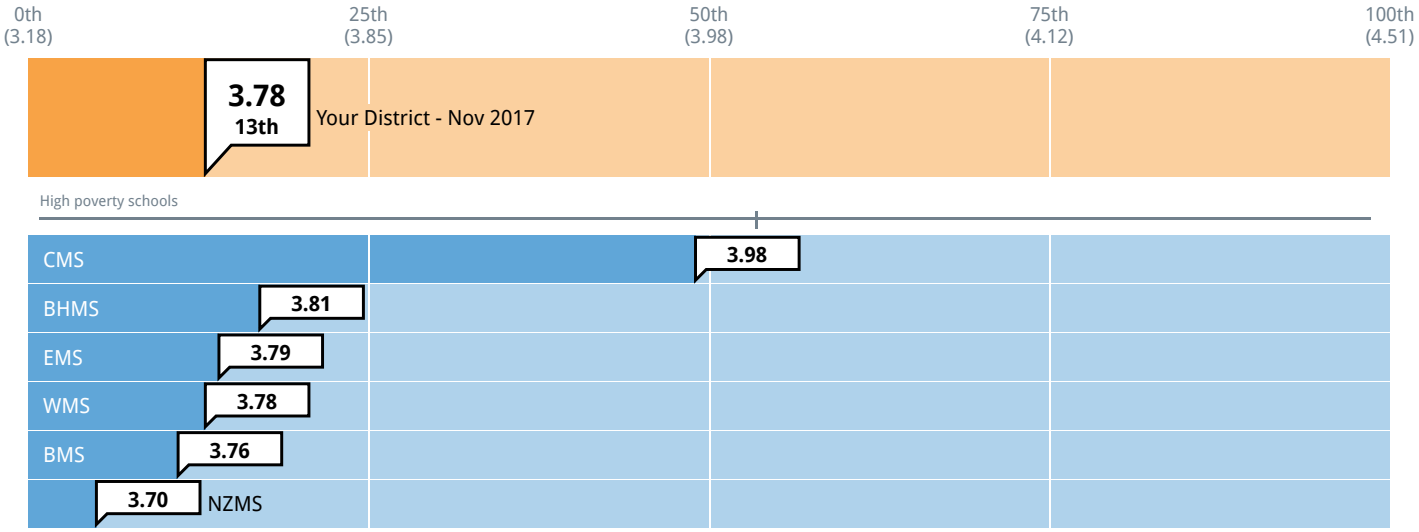
Preparation for High School

Proportion of Positive Ratings (4 or 5)

Question	Typical School in Ector County Independent School District	Typical School Nationally
Their school is helping them learn the material they will need for high school	69%	75%
They feel like they will be ready for high school when they finish middle school	67%	71%

My school is helping me learn the material I will need for high school.

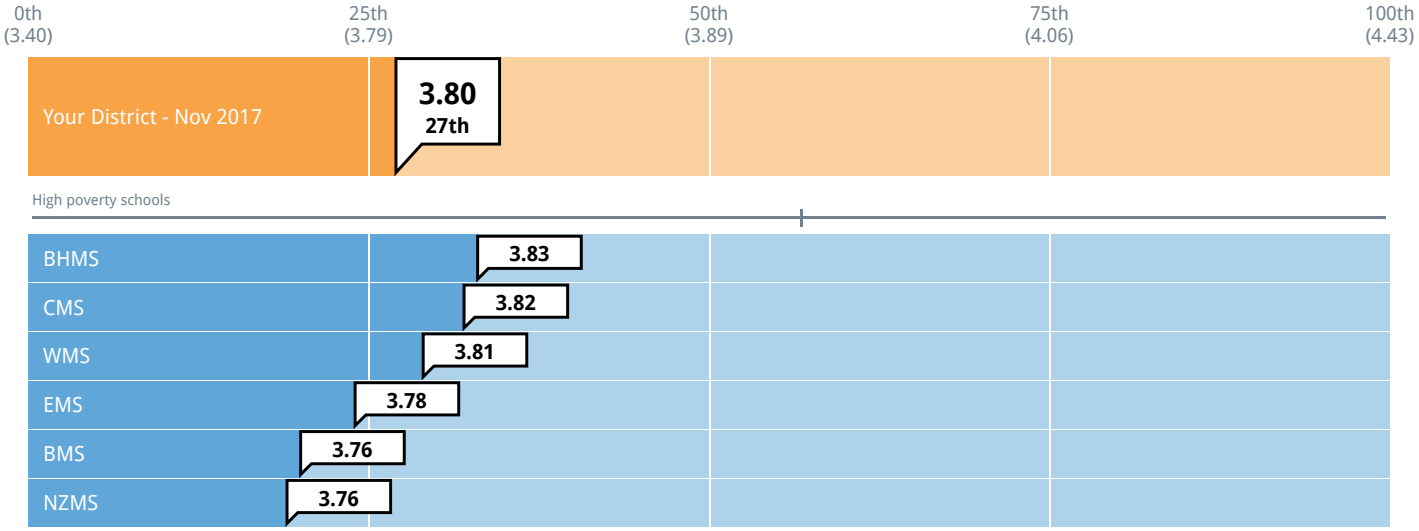
1 = Strongly disagree **3** = Neither agree nor disagree **5** = Strongly agree



Cohort: High poverty schools ▼ Past results: On Off Subgroup: School ▼

I feel like I will be ready for high school when I finish middle school.

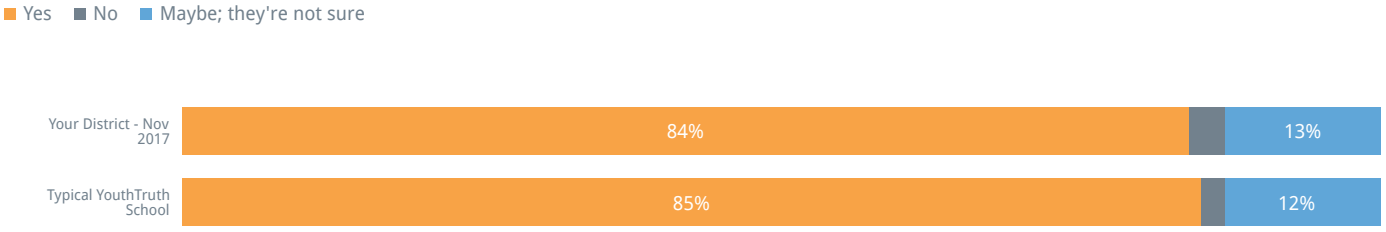
1 = Strongly disagree **3** = Neither agree nor disagree **5** = Strongly agree



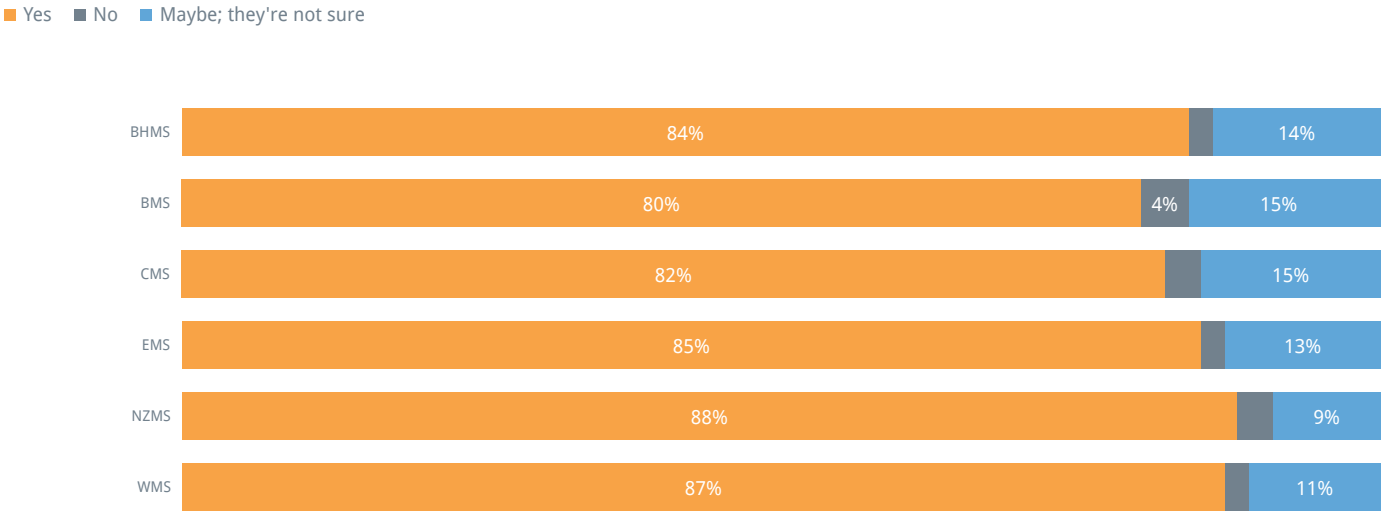
Cohort: High poverty schools ▼ **Past results:** On Off **Subgroup:** School ▼

College Plans

Do you want to go to college one day? - Overall



Do you want to go to college one day? - Schools



Academic Rigor Response Distribution

Response Distribution charts show the proportion of students who chose each response option for questions on a scale of 1 to 5, where 1 is the most negative and 5 is the most positive response (known as a likert question). A variety of different response distributions can result in the same average rating, so this breakdown can help provide additional context.

For example, two very different response distributions could both have an average rating of '3'.

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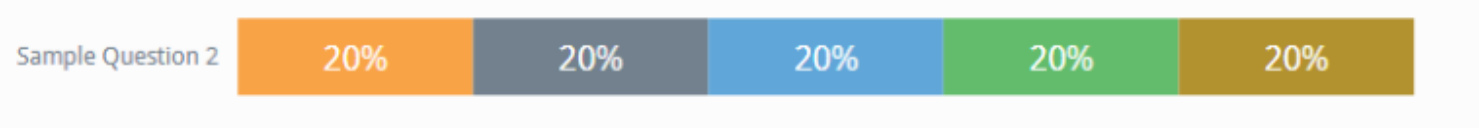
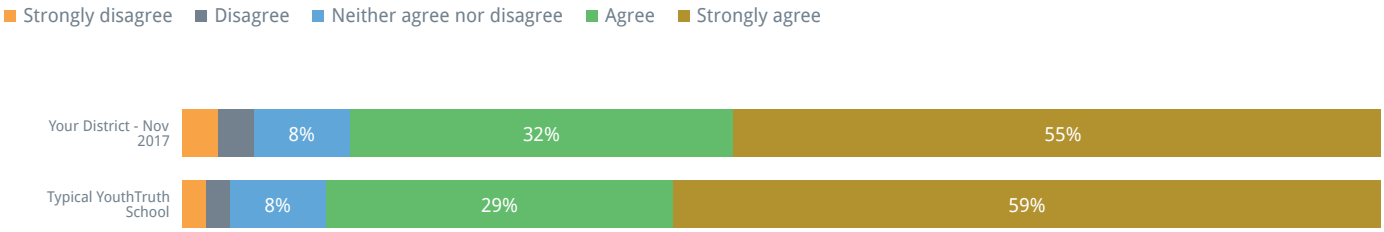
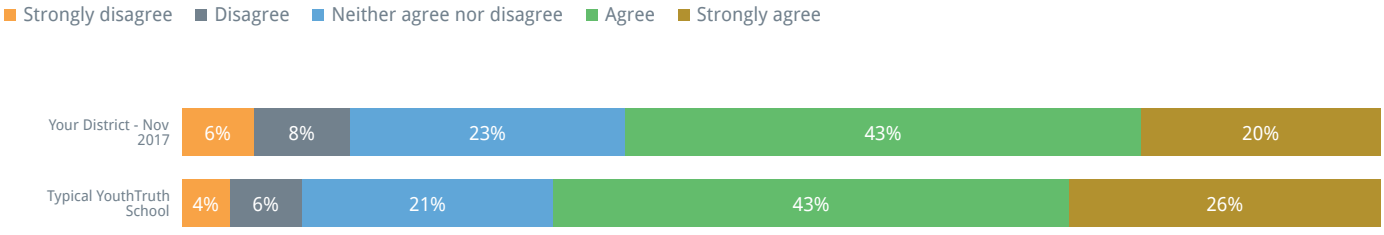


Continue scrolling to see your data.

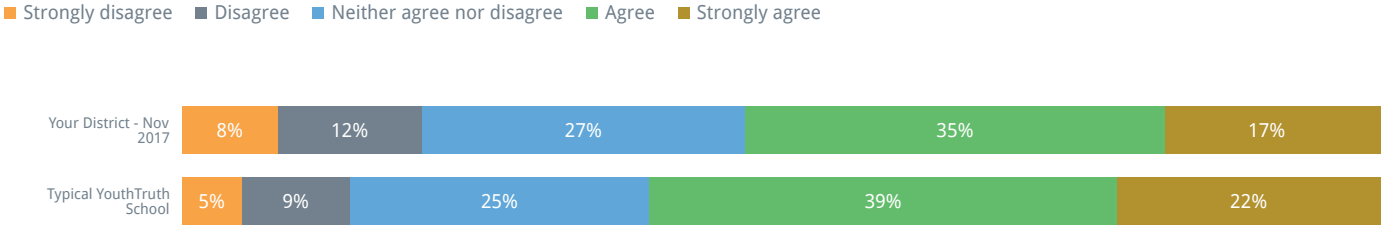
In order to get a good grade, I have to work hard in my classes.



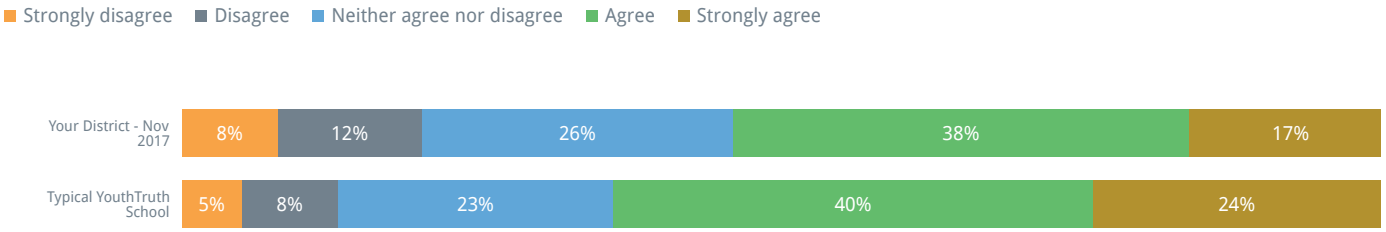
The work that I do for my classes makes me really think.



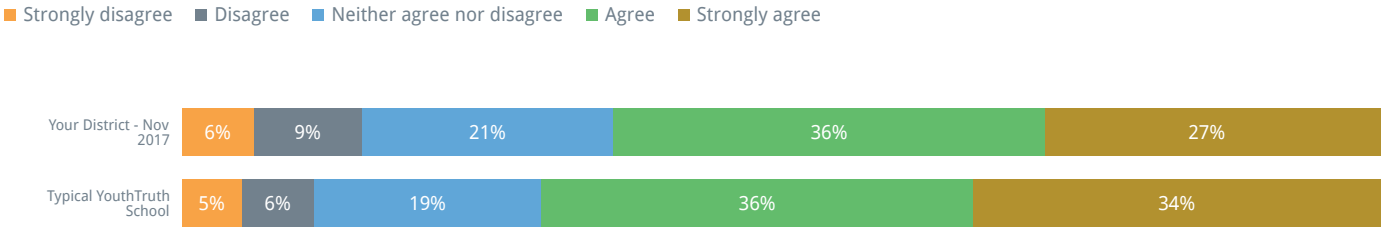
My teachers explain things in a way that I understand.



My teachers give me assignments that really help me learn.



Most of my teachers don't let people give up when the work gets hard.



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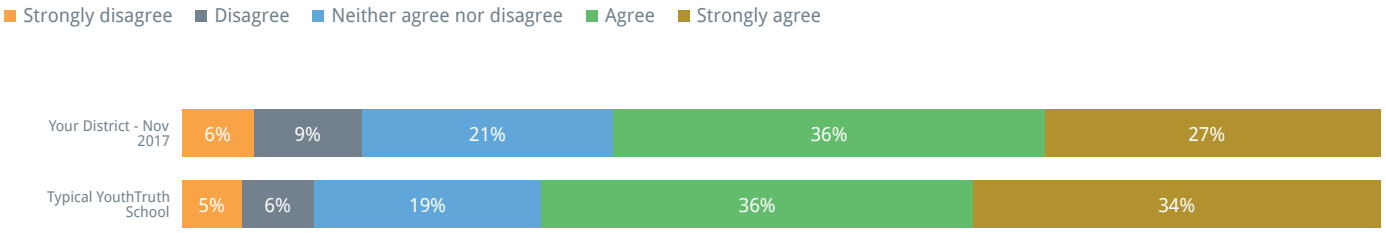
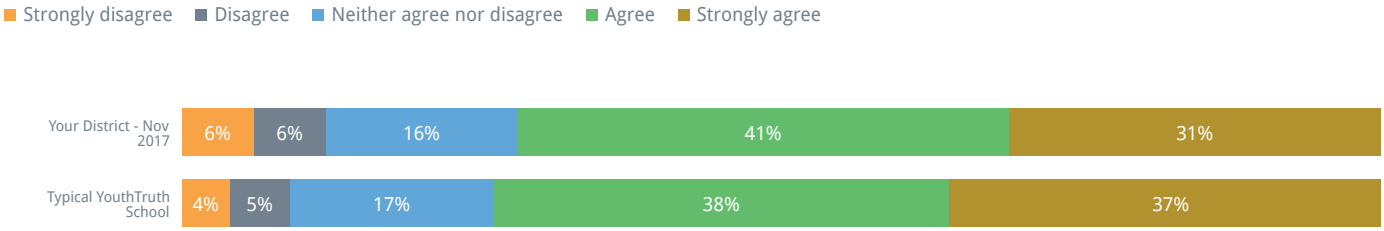
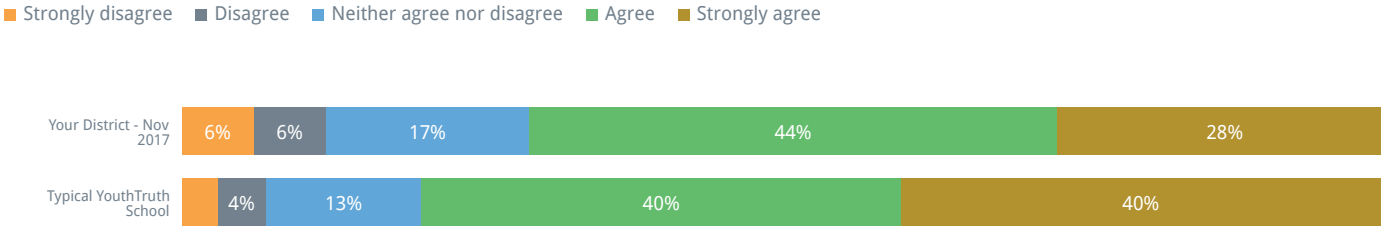


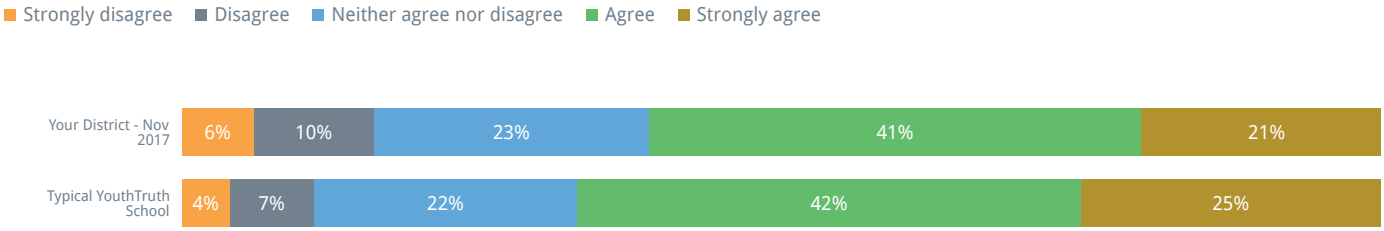
Most of my teachers want us to use our thinking skills, not just memorize things.



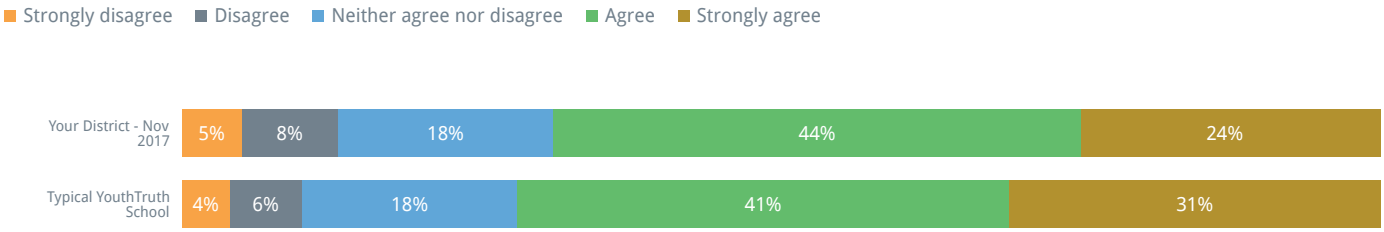
Most of my teachers want me to explain my answers – why I think what I think.



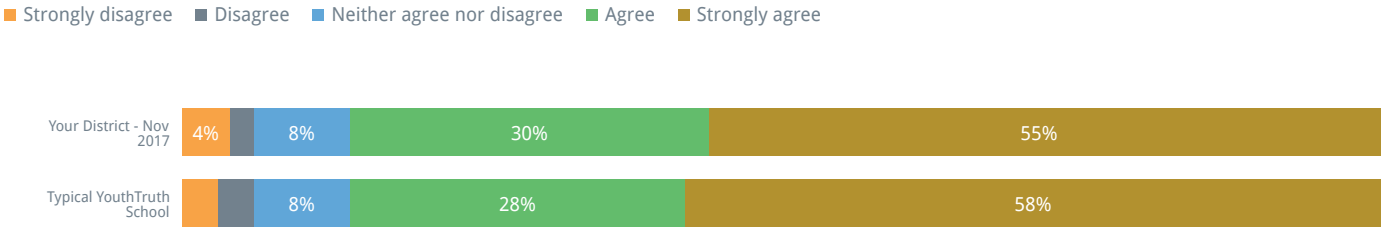
In most of my classes, we learn a lot almost every day.



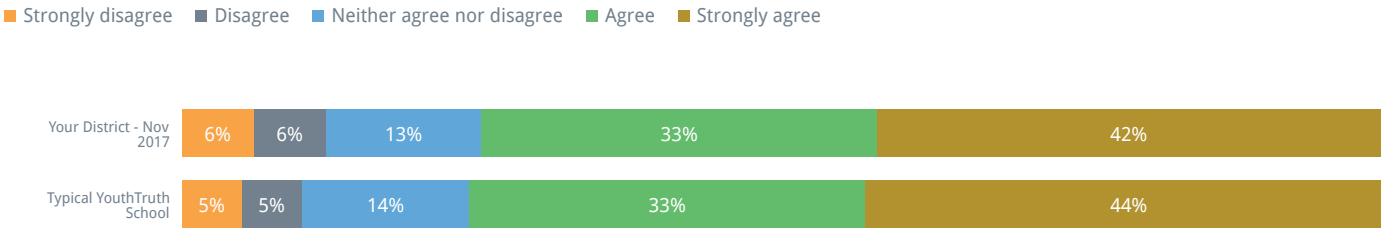
In most of my classes, we learn to correct our mistakes.



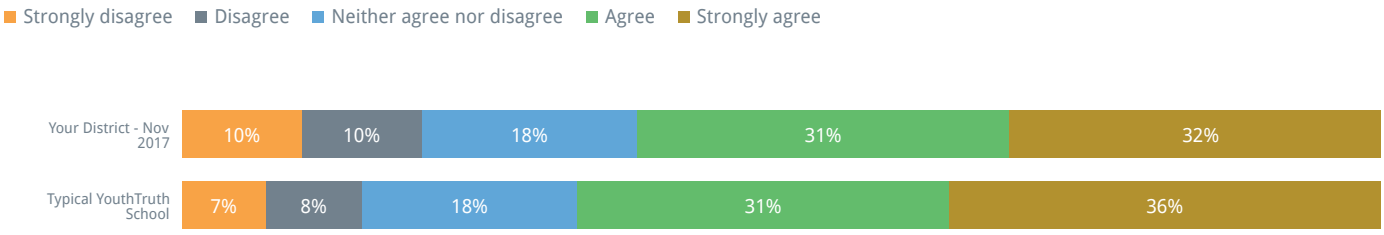
In order to get a good grade in my math class, I have to work hard.



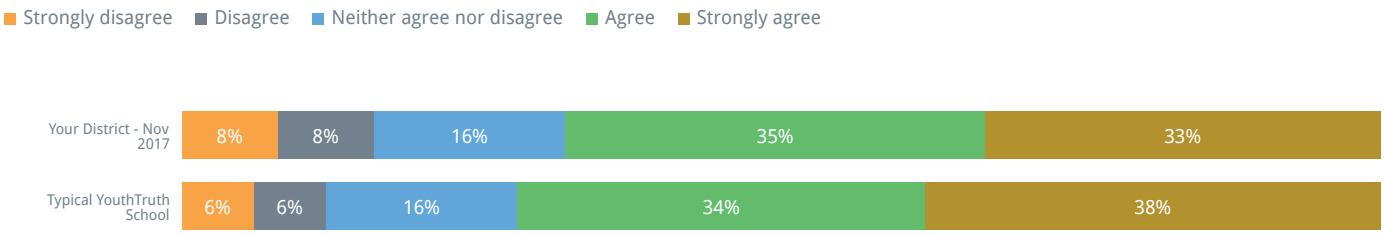
The work that I do for my math class makes me really think.



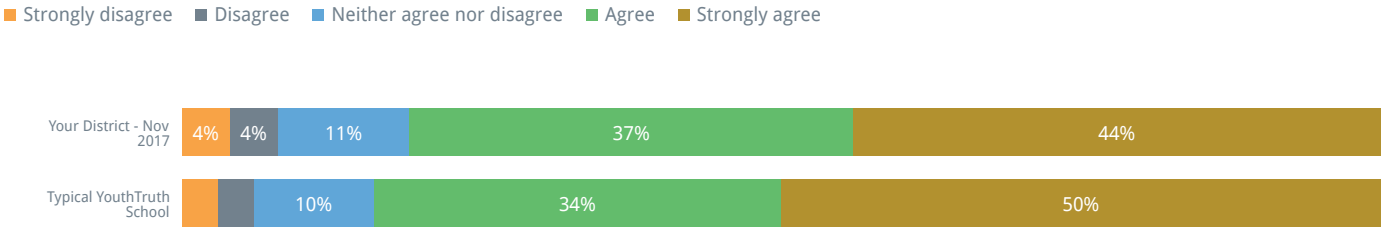
My math teacher knows how to explain things in a way that I understand.



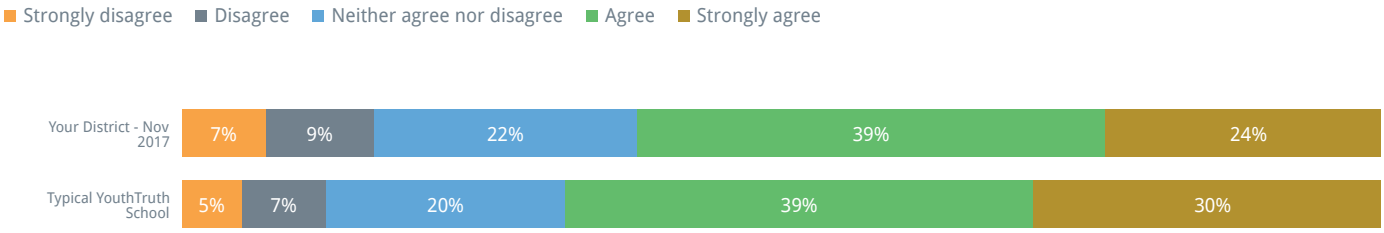
My math teacher gives me assignments that help me to better understand the subject.



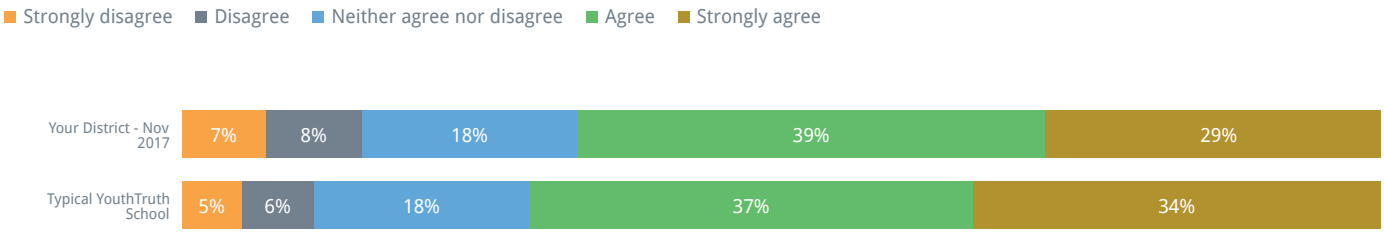
In order to get a good grade in my English class, I have to work hard.



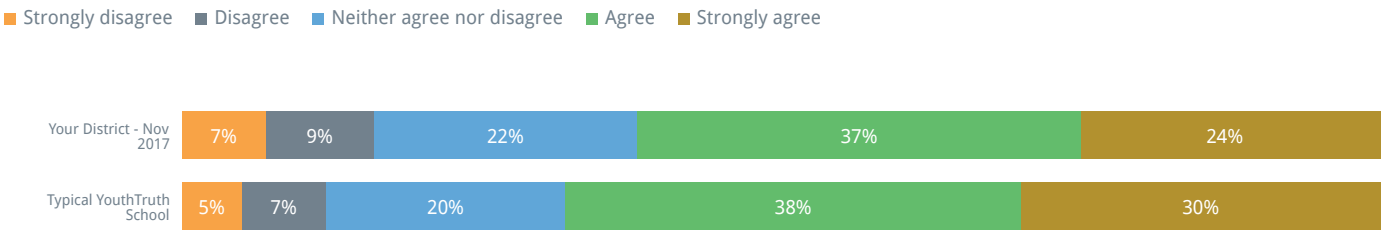
The work that I do for my English class makes me really think.



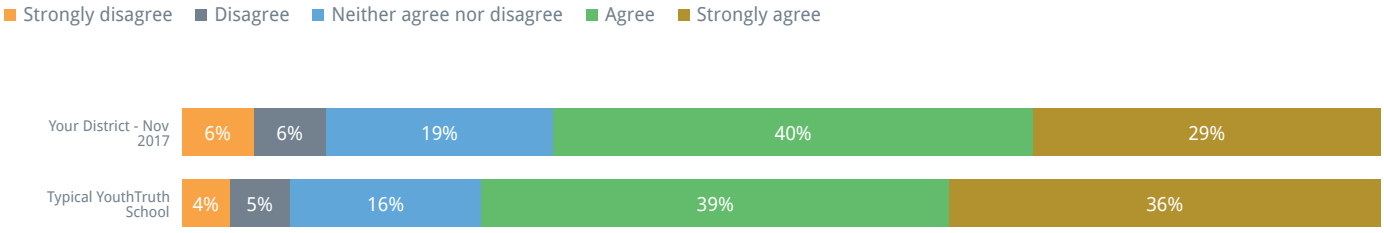
My English teacher knows how to explain things in a way that I understand.



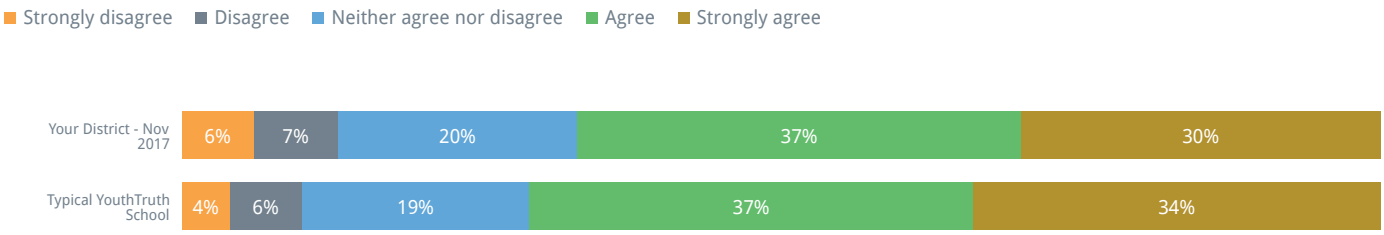
My English teacher gives me assignments that help me to better understand the subject.



My school is helping me learn the material I will need for high school.



I feel like I will be ready for high school when I finish middle school.



RELATIONSHIPS WITH TEACHERS

Overall, students at the typical Ector County Independent School District middle school rate the relationships with their teachers **lower** than students do at other participating middle schools.

On a **relative** basis, Ector County Independent School District students agree to a **similar** degree that:

- Many of their teachers are willing to give extra help on school work if they need it
- Many of their teachers make an effort to understand what their life is like outside of school

Ector County Independent School District students agree **less** strongly that:

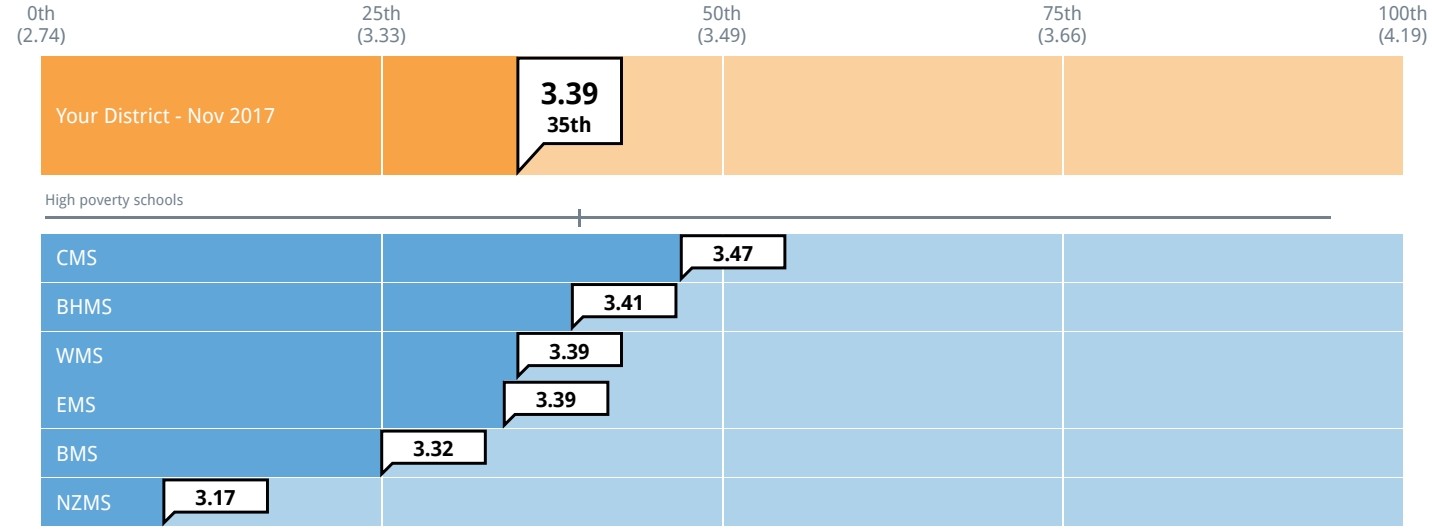
- Many of their teachers try to be fair
- Many of their teachers believe that they can get a good grade if they try
- Many of their teachers are not just satisfied if students pass, they care if students are really learning
- Many of their teachers connect what they're learning in class with their life outside of school

At the typical Ector County Independent School District middle school, **60%** of students report that there is at least one **adult at school who would be willing to help them with a personal problem**. This is **similar** to the percentage at other participating middle schools.

Note: Unlike most other questions asked on a 1-to-5 strength of agreement scale, questions about students' relationships with teachers employ a scale whose points correspond to the proportion of teachers to which a statement applies, with 1 indicating none, 2 indicating few, 3 indicating half, 4 indicating most and 5 indicating all.

RELATIONSHIPS WITH TEACHERS SUMMARY MEASURE

This summary measure describes the degree to which students feel they receive support and personal attention from their teachers.



Cohort: High poverty schools ▼ Past results: On Off Subgroup: School ▼

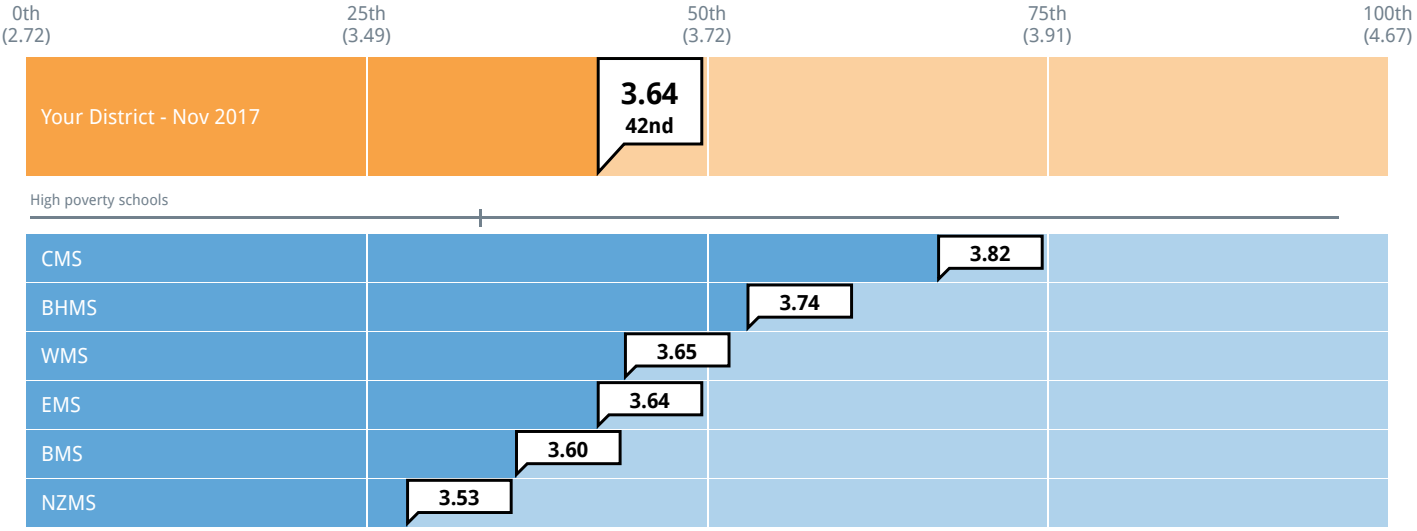
Relationships with Teachers Questions

Proportion of Positive Ratings (4 or 5)

Question	Typical School in Ector County Independent School District	Typical School Nationally
Many of their teachers are willing to give extra help on school work if they need it	59%	61%
Many of their teachers try to be fair	48%	57%
Many of their teachers believe that they can get a good grade if they try	76%	81%
Many of their teachers are not just satisfied if students pass, they care if students are really learning	54%	61%
Many of their teachers connect what they're learning in class with their life outside of school	25%	30%
Many of their teachers make an effort to understand what their life is like outside of school	26%	28%

How many of your teachers are willing to give extra help on school work if you need it?

1 = None **3** = Some **5** = All



Cohort: High poverty schools ▼ Past results: On Off Subgroup: School ▼

How many of your teachers try to be fair?

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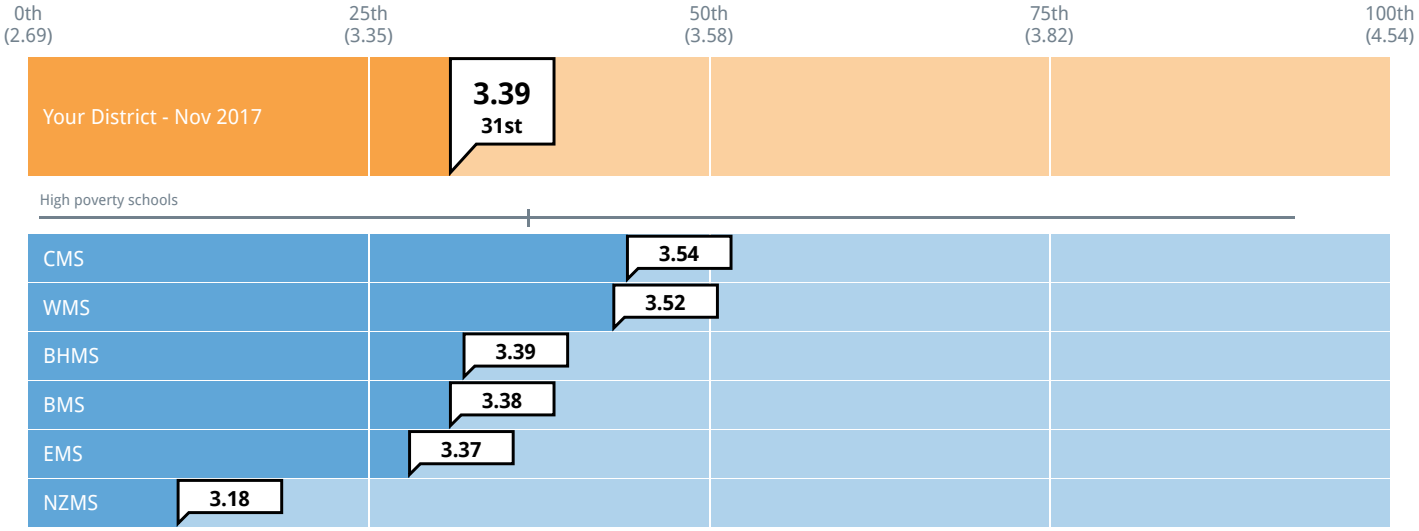

Cohort: High poverty schools ▼ Past results: On Off Subgroup: School ▼

How many of your teachers believe that you can get a good grade if you try?

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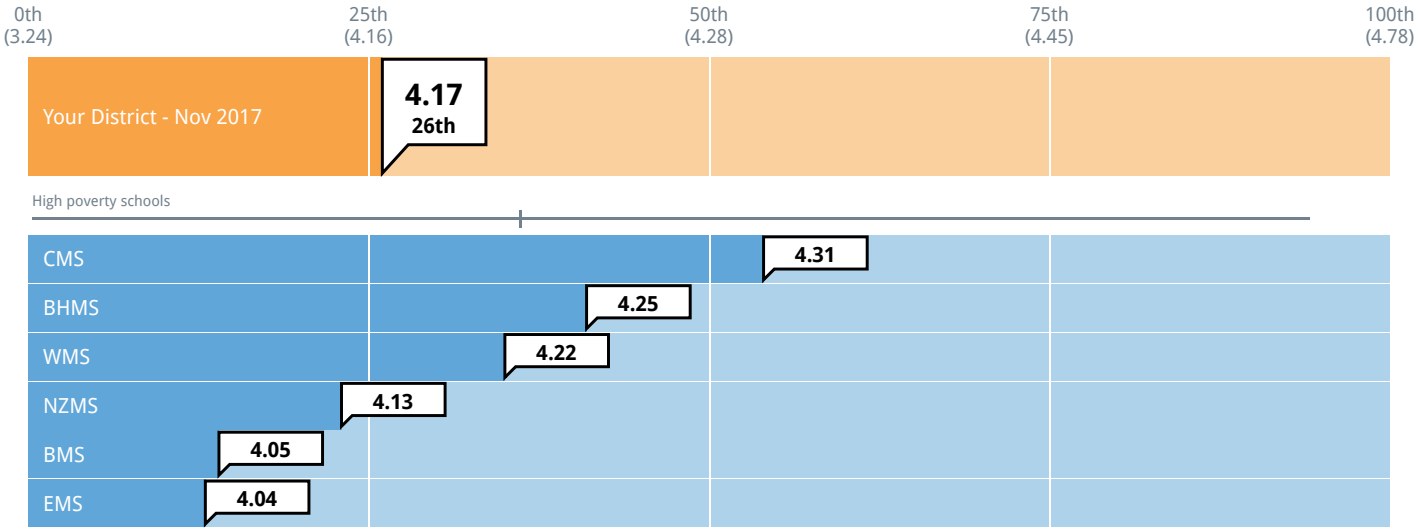
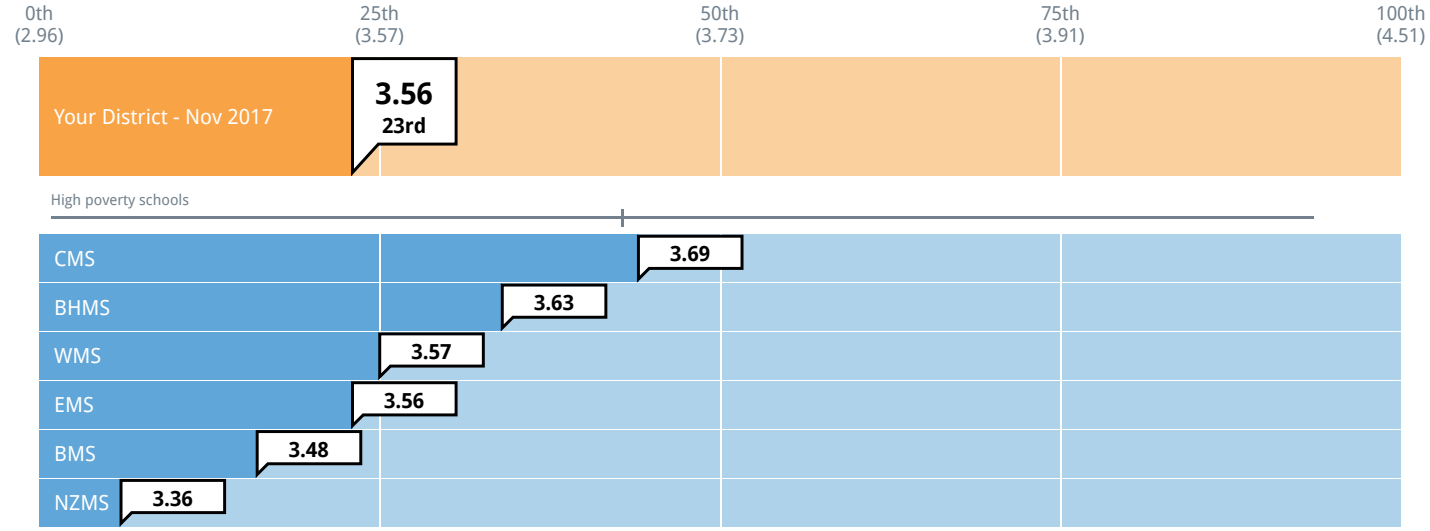


Cohort: High poverty schools ▼ Past results: On Off Subgroup: School ▼

How many of your teachers are not just satisfied if you pass, they care if you're really learning?

1 = None **3** = Some **5** = All



Cohort: High poverty schools ▼ **Past results:** On Off **Subgroup:** School ▼

How many of your teachers connect what you're learning in class with your life outside of school?

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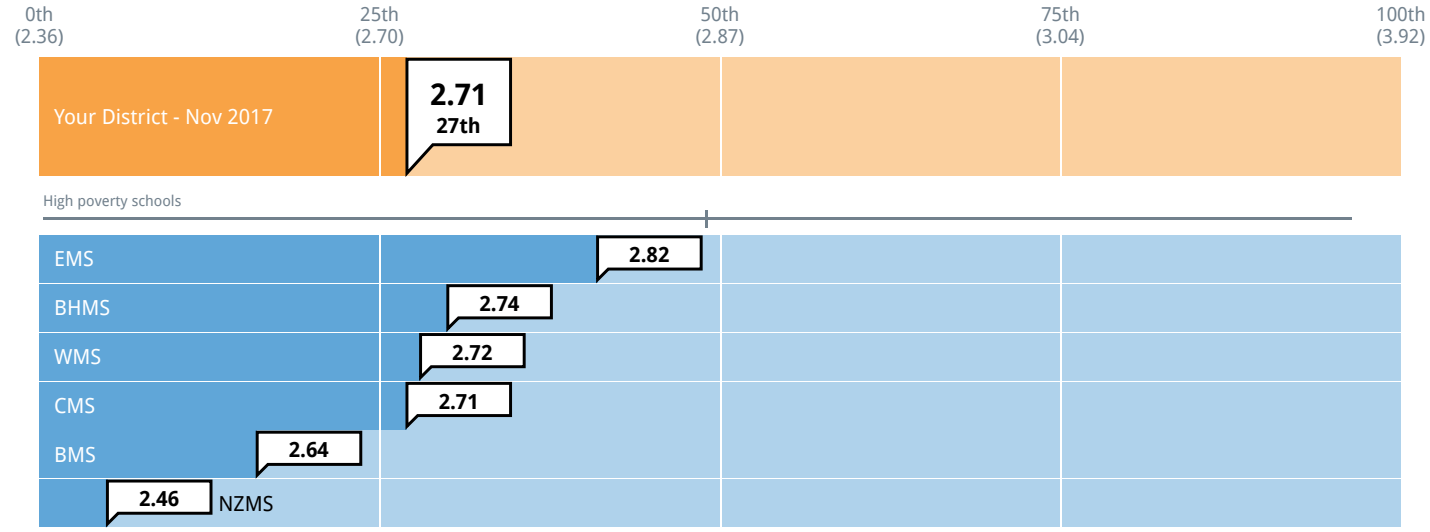
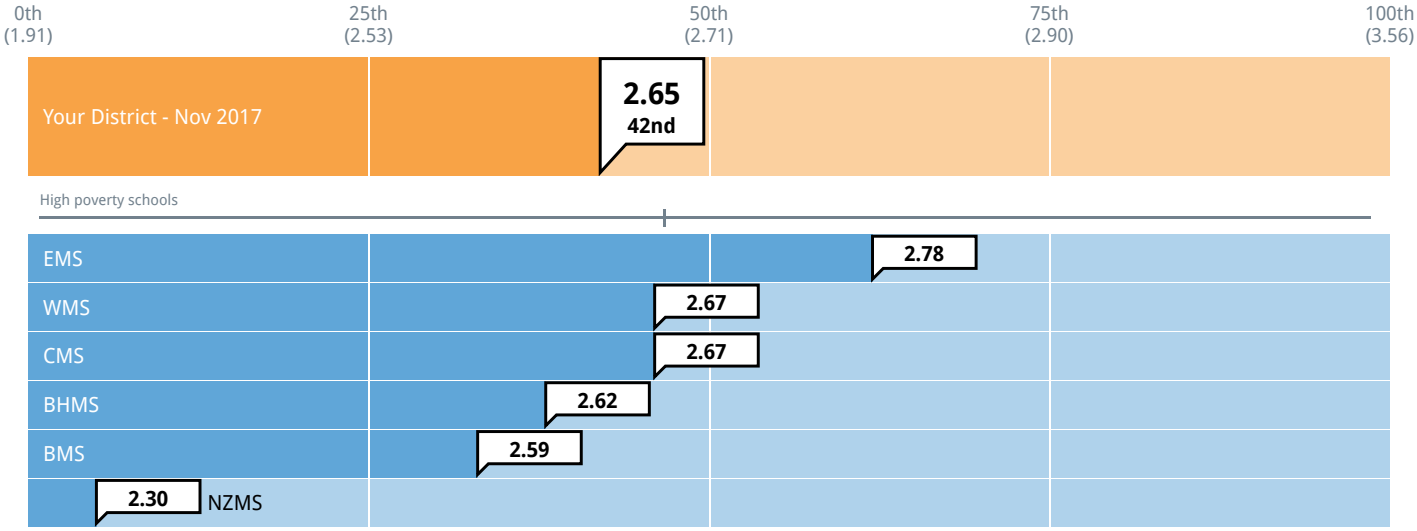


Cohort: High poverty schools ▼ **Past results:** On Off **Subgroup:** School ▼

How many of your teachers try to understand what your life is like outside of school?

1 = None **3** = Some **5** = All

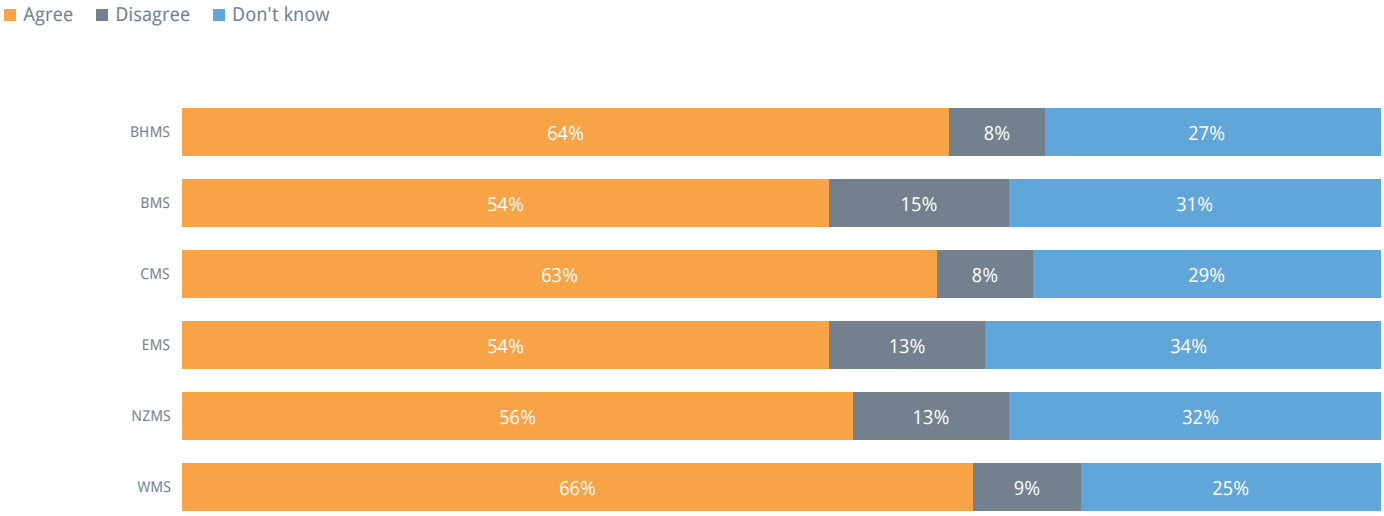


Cohort: High poverty schools ▼ **Past results:** On Off **Subgroup:** School ▼

Help with Personal Problems

In my school this year, there is at least one adult who would be willing to help me with a personal problem - Overall

In my school this year, there is at least one adult who would be willing to help me with a personal problem - Schools



Relationships with Teachers Response Distribution

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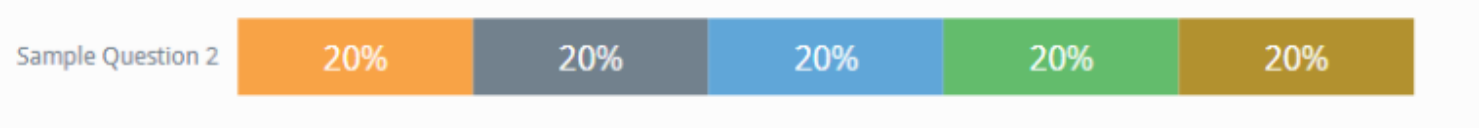
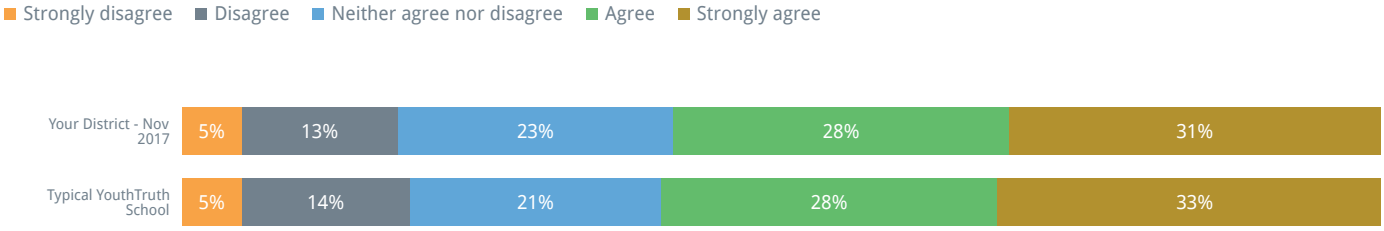
In sample question 2 below, there is a much greater variation in student experience.

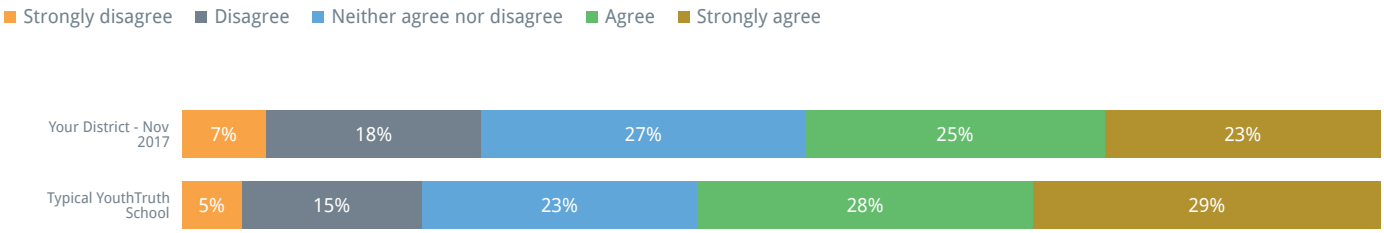


Continue scrolling to see your data.

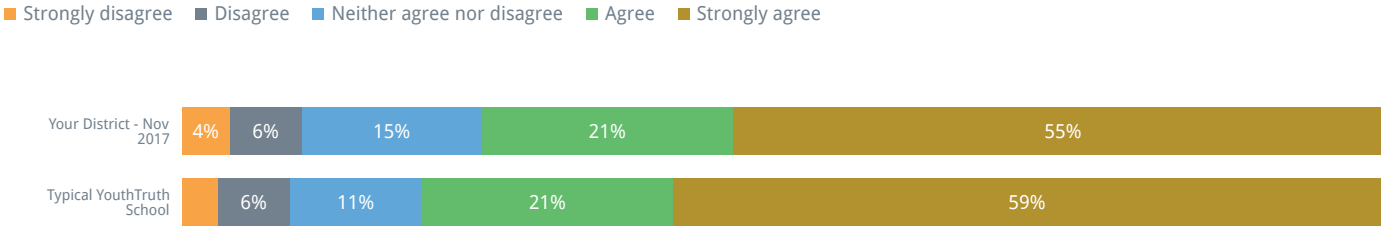
How many of your teachers are willing to give extra help on school work if you need it?



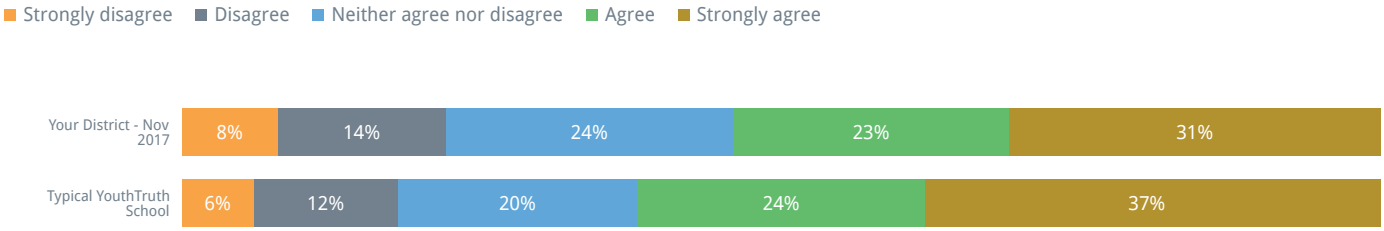
How many of your teachers try to be fair?



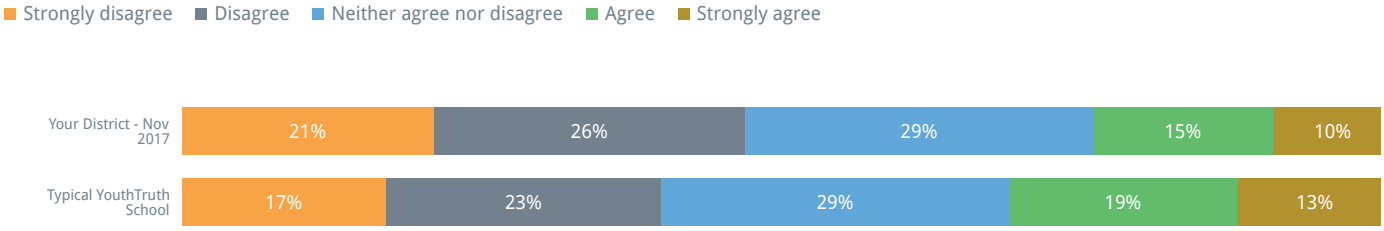
How many of your teachers believe that you can get a good grade if you try?



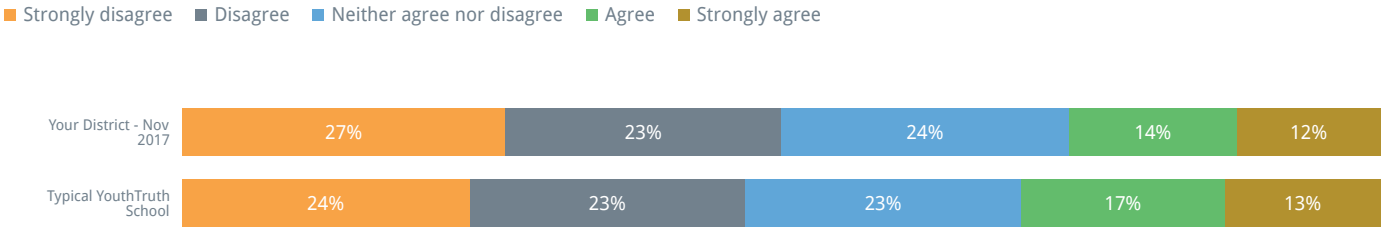
How many of your teachers are not just satisfied if you pass, they care if you're really learning?



How many of your teachers connect what you're learning in class with your life outside of school?



How many of your teachers try to understand what your life is like outside of school?



RELATIONSHIPS WITH PEERS

Overall, students at the typical Ector County Independent School District middle school rate the relationships with their peers **lower** than students do at other participating middle schools.

On a **relative** basis, Ector County Independent School District students agree to a **similar** degree that:

- They often work with other students even when their teachers don't ask or tell them to

Ector County Independent School District students agree **less** strongly that:

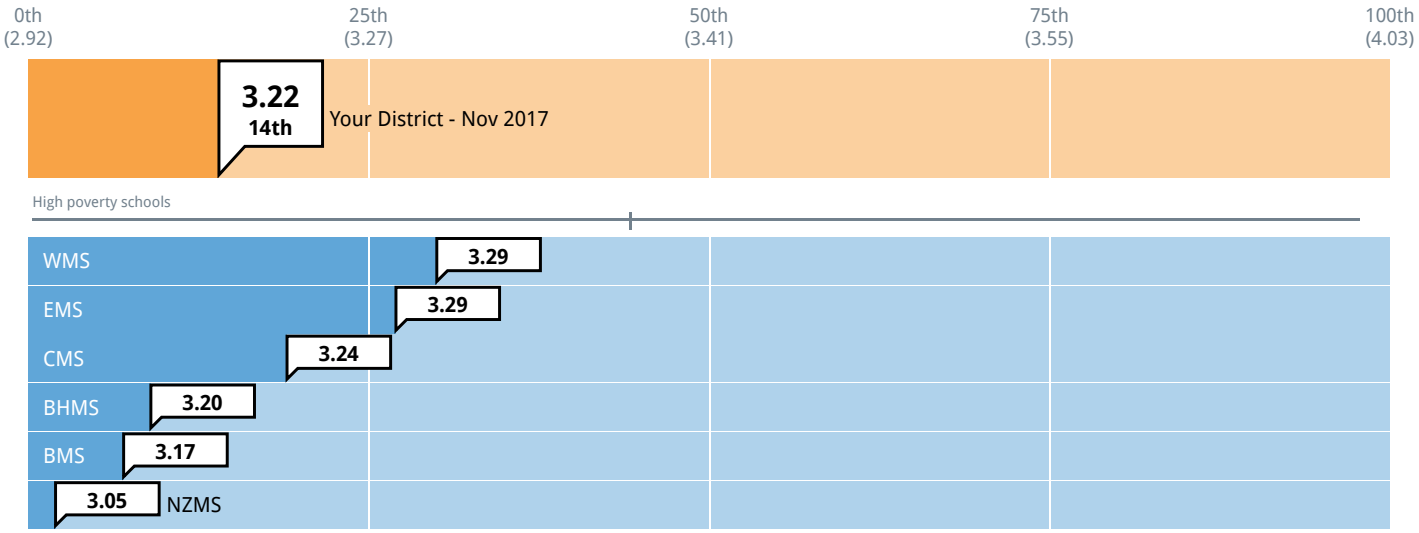
- They really feel like a part of their school's community
- They can usually be themselves around other students at this school
- Most students at this school are friendly to them
- Their teachers often ask them to work with other students for their classes

At the typical Ector County Independent School District middle school, **41%** of students report being **bullied or harassed** during this school year. This is **higher** than the percentage at other participating middle schools.

For information from YouthTruth's aggregate data about students' experiences of bullying, please visit http://www.youthtruthsurvey.org/bullying-2017/.

RELATIONSHIPS WITH PEERS SUMMARY MEASURE

This summary measure describes the degree to which students have supportive, collaborative relationships with their classmates.



Cohort: High poverty schools ▼ Past results: On Off Subgroup: School ▼

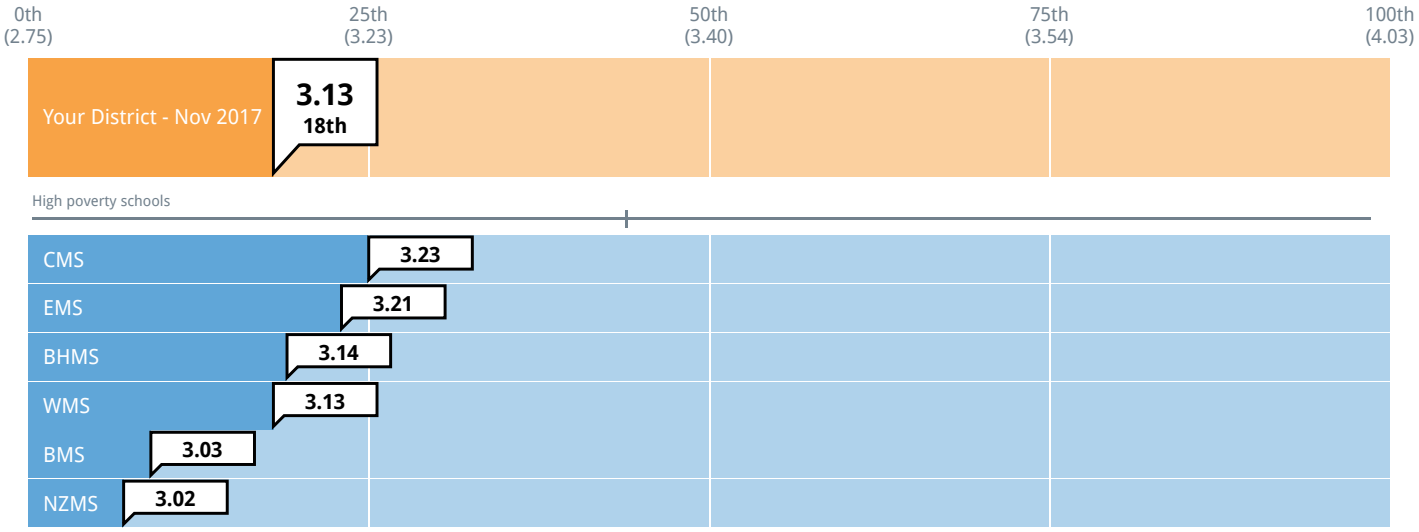
Relationships with Peers Questions

Proportion of Positive Ratings (4 or 5)

Question	Typical School in Ector County Independent School District	Typical School Nationally
They really feel like a part of their school's community	43%	50%
They can usually be themselves around other students at this school	62%	68%
Most students at this school are friendly to them	59%	65%
Their teachers often ask them to work with other students for their classes	27%	41%
They often work with other students even when their teachers don't ask or tell them to	31%	33%

I really feel like a part of my school's community.

1 = Strongly disagree **3** = Neither agree nor disagree **5** = Strongly agree



Cohort: High poverty schools ▼ **Past results:** On Off **Subgroup:** School ▼

I can usually be myself around other students at this school.

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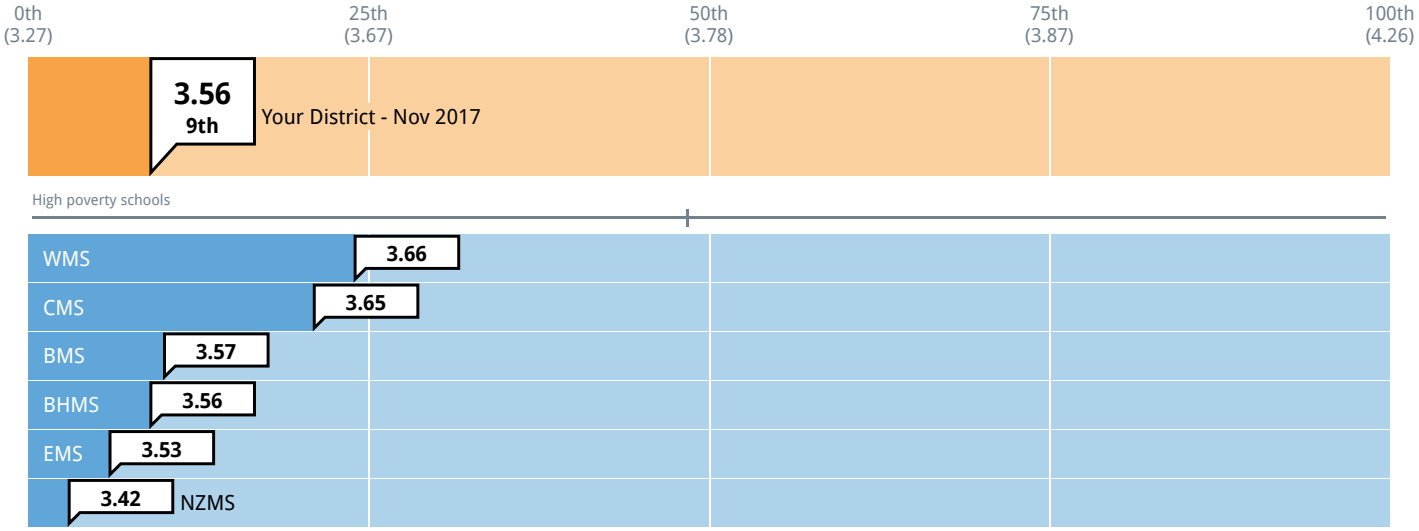

Cohort: High poverty schools ▼ Past results: On Off Subgroup: School ▼

Most students at this school are friendly to me.

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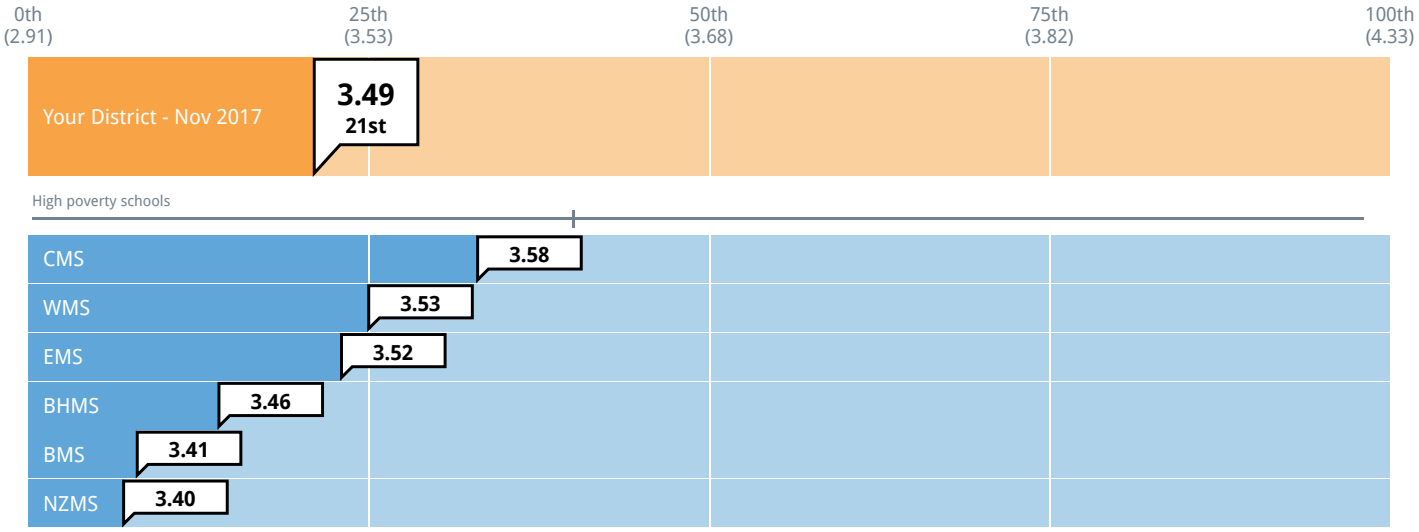
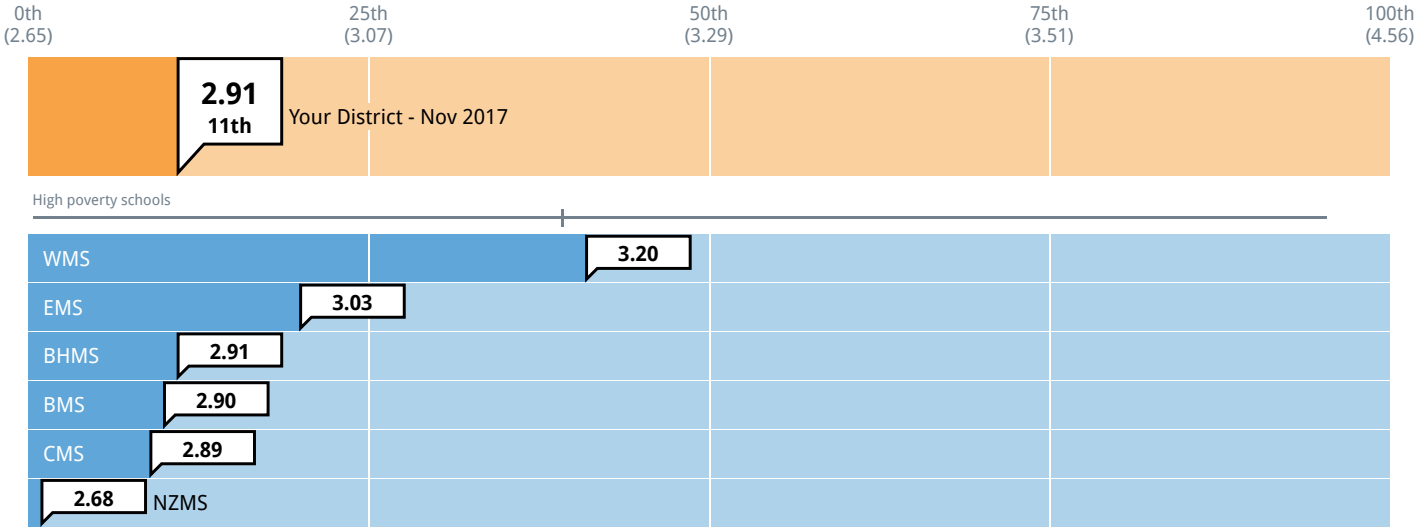


Cohort: High poverty schools ▼ Past results: On Off Subgroup: School ▼

How often do you work with other students for your classes because your teachers ask or tell you to?

1 = Very rarely **3** = Sometimes **5** = Very often



Cohort: High poverty schools ▼ Past results: On Off Subgroup: School ▼

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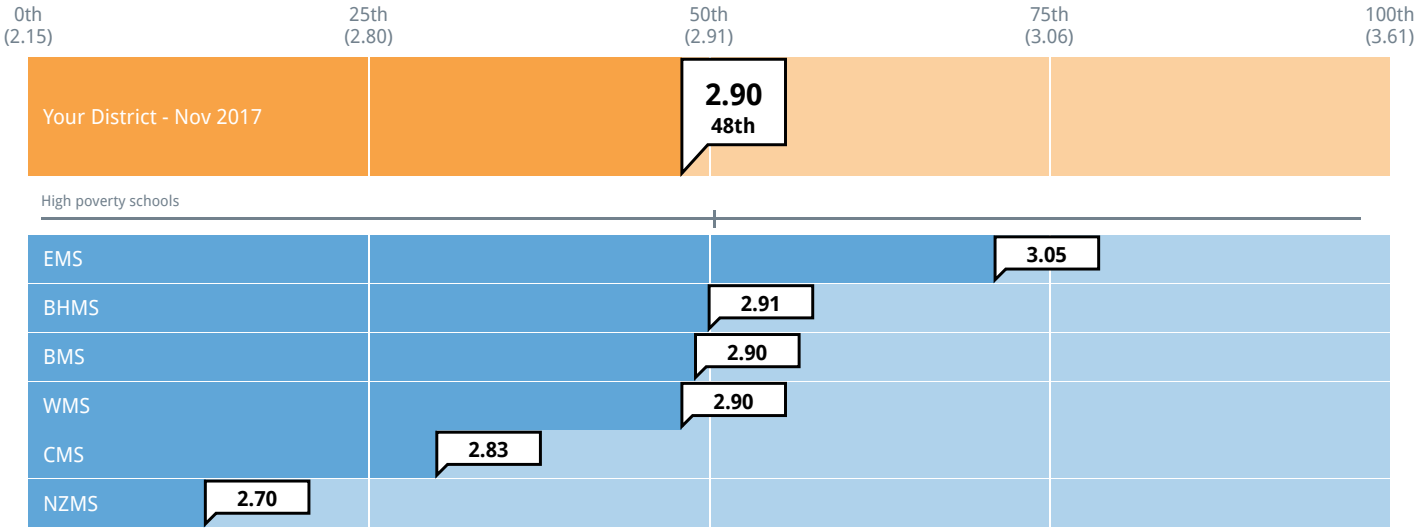
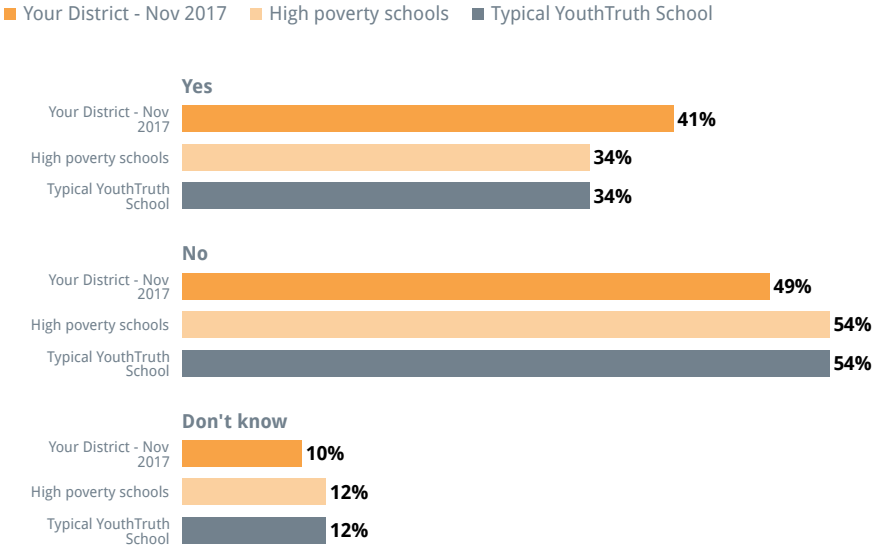


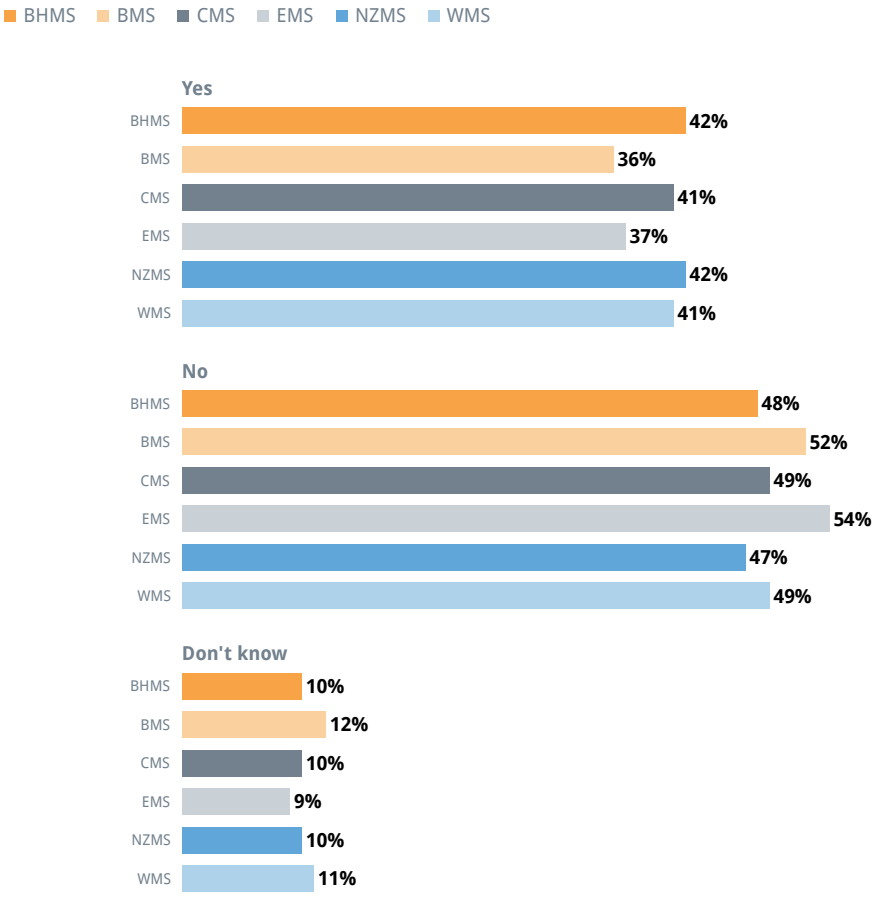
Cohort: High poverty schools ▼ Past results: On Off Subgroup: School ▼

Bullying

During this school year, have other students bullied or harassed you? - Overall

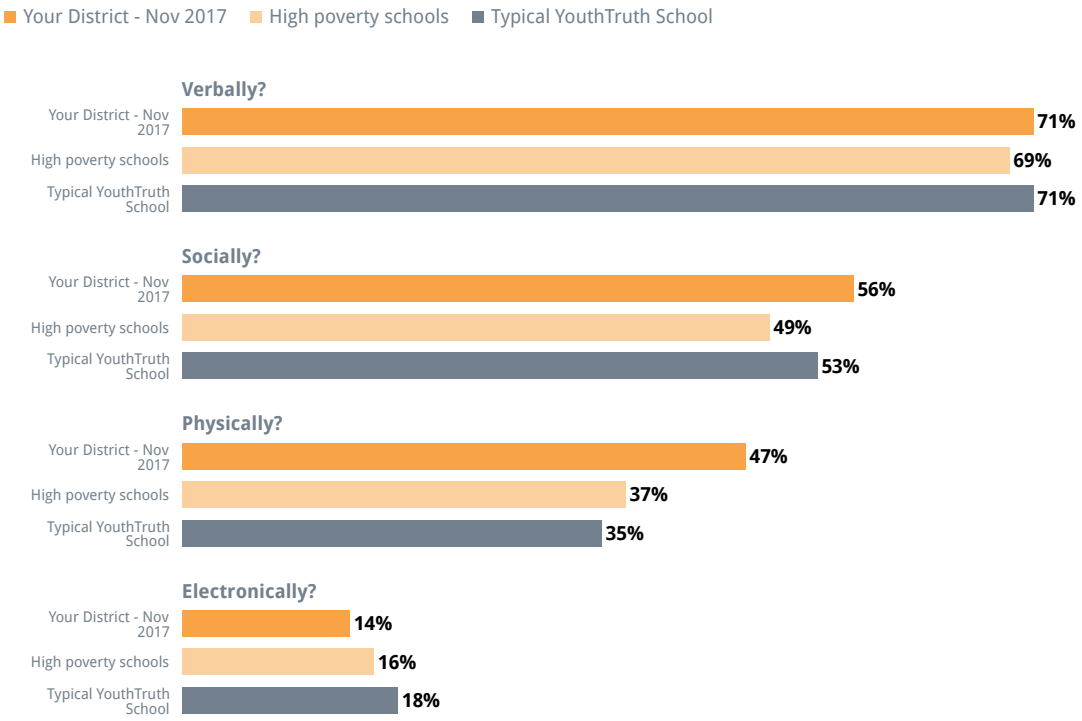


During this school year, have other students bullied or harassed you? - Subgroup

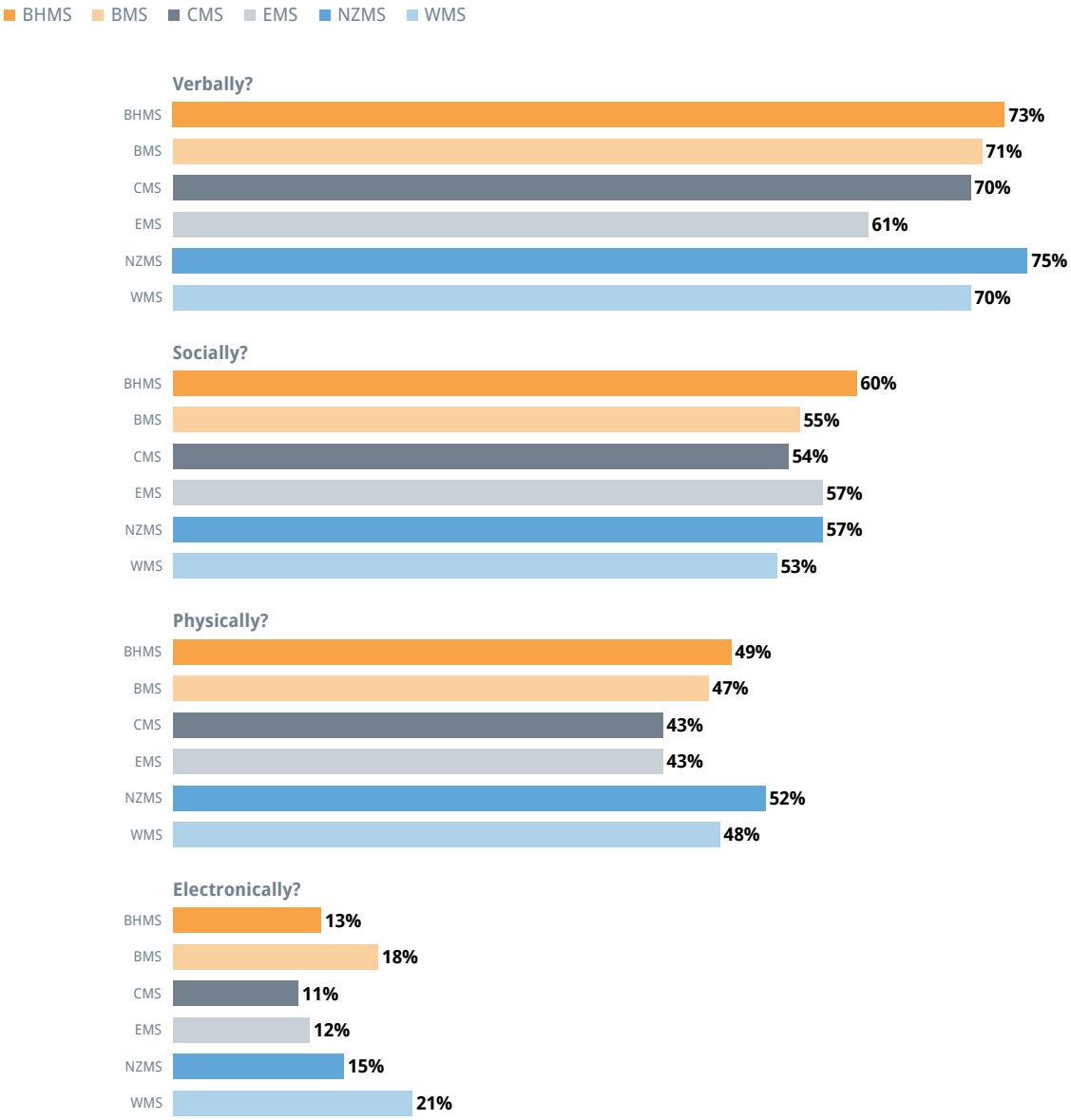


Students who said they *had* been bullied this year were asked a series of follow-up questions. In the charts below, response options with fewer than 5 students in a given demographic subgroup have been suppressed and labeled "NA" to protect student confidentiality.

If you have been bullied, how did it happen? - Overall



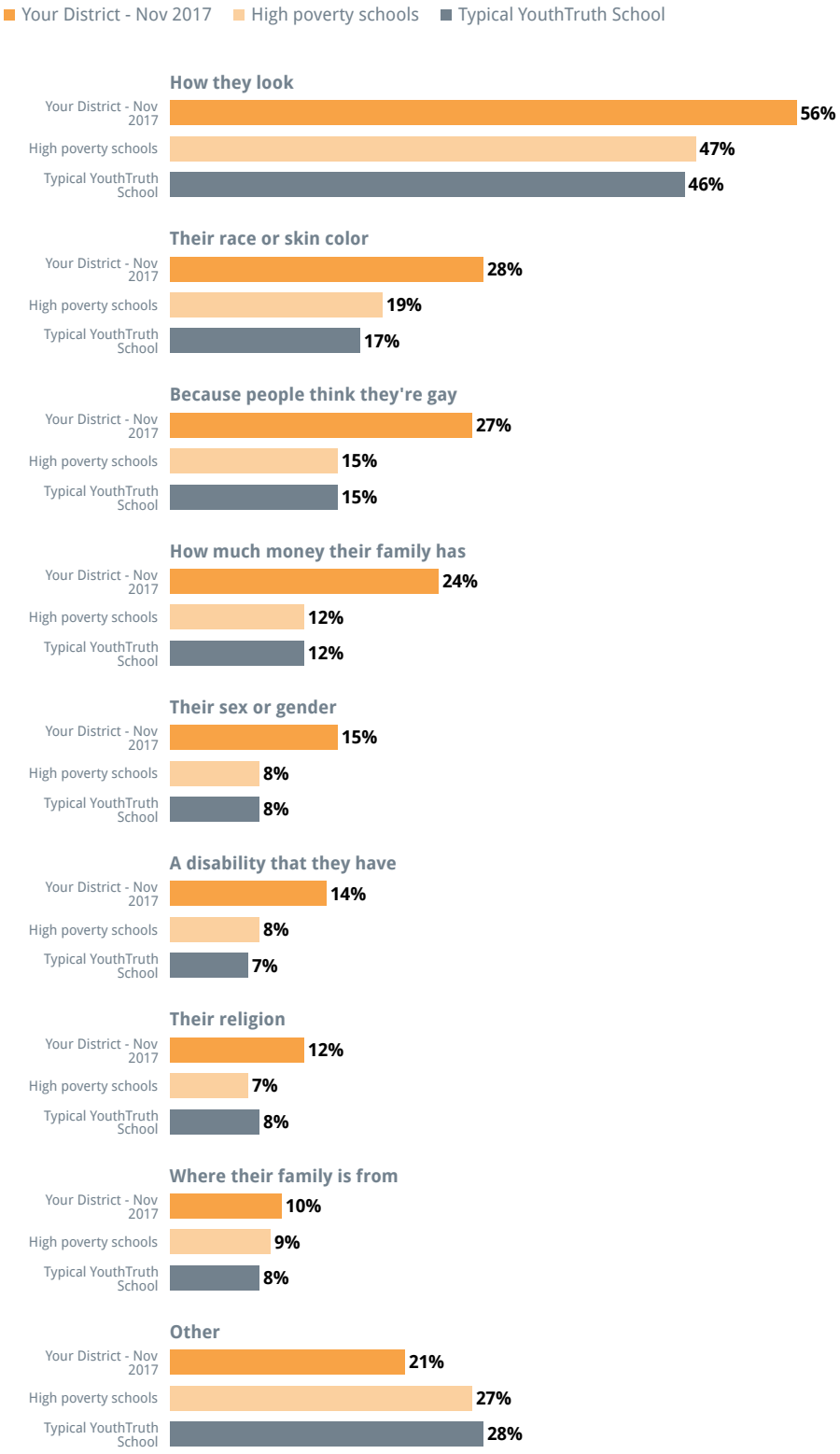
If you have been bullied, how did it happen? - Subgroup



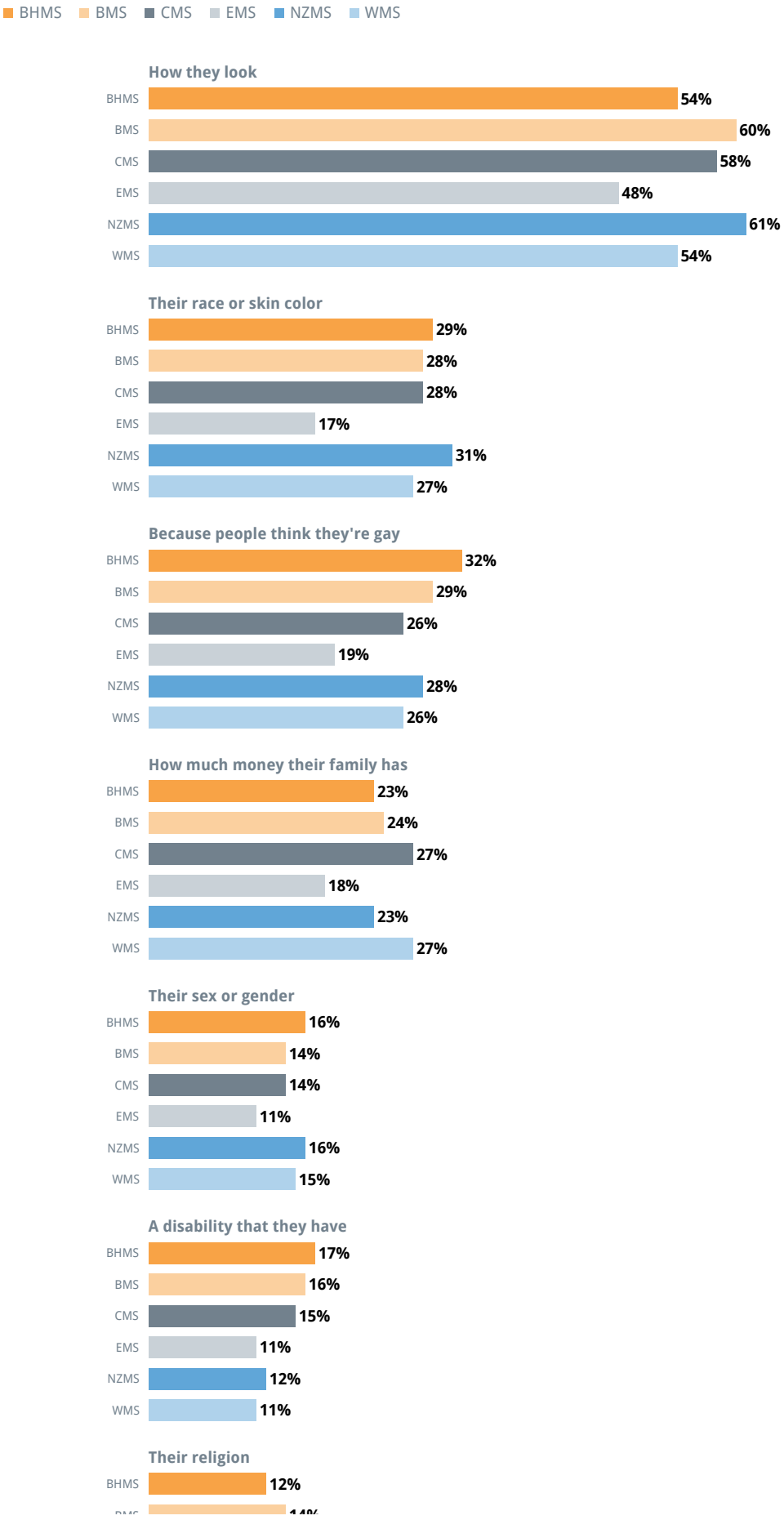
The definitions of types of bullying used in "If you have been bullied, how did it happen?" are as follows:

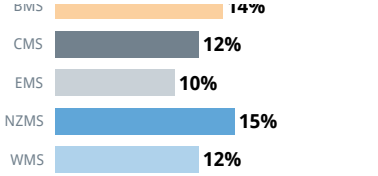
- Verbal: Student was called names, made fun of, embarrassed, or threatened.
- Social: Student was purposefully not spoken to by other students.
- Electronic: Student was bullied through text messages, Facebook, email, or other social media.
- Physical: Student was pushed, tripped, or hit, or had belongings taken or broken on purpose.

Why do you think you were bullied or harassed? - Overall

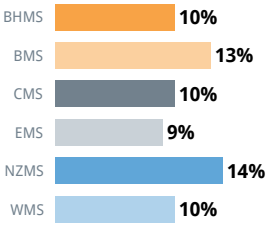


Why do you think you were bullied or harassed? - Subgroup

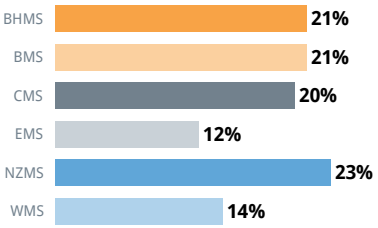




Where their family is from



Other



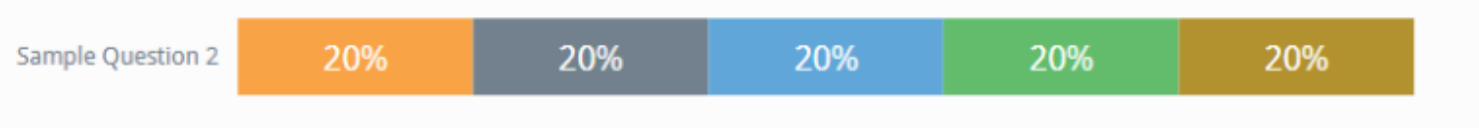
Relationships with Peers Response Distribtuions

Response Distribution charts show the proportion of students who chose each response option for questions on a scale of 1 to 5, where 1 is the most negative and 5 is the most positive response (known as a likert question). A variety of different response distributions can result in the same average rating, so this breakdown can help provide additional context.

For example, two very different response distributions could both have an average rating of '3'.

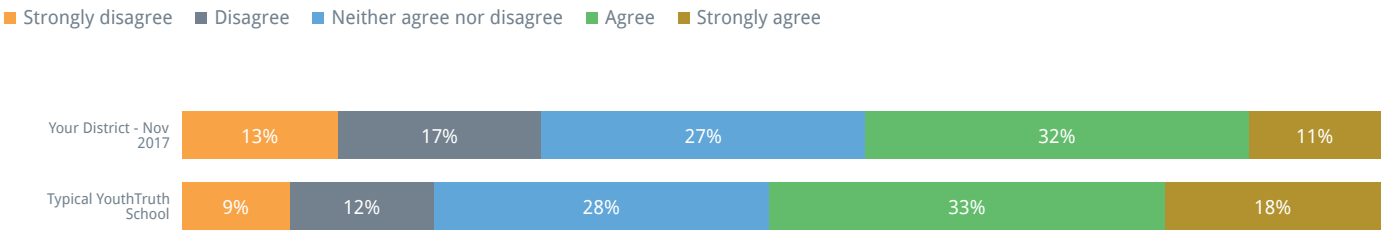
In sample question 1 below, the majority of students (70%) feel neutral about the question, with a handful of students having a more negative or more positive experience.

In sample question 2 below, there is a much greater variation in student experience.

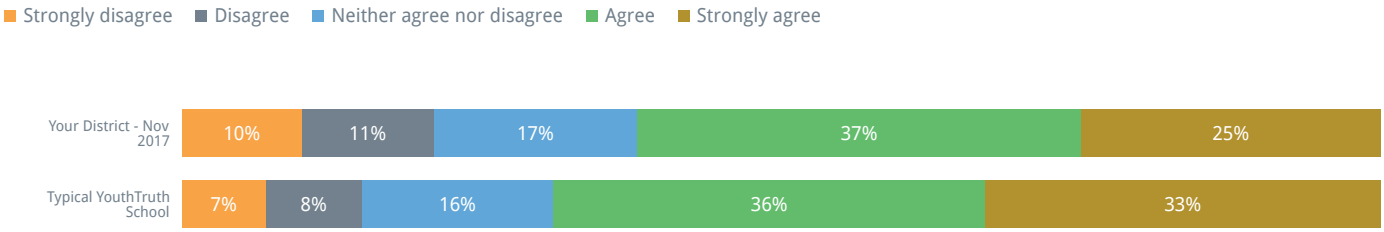


Continue scrolling to see your data.

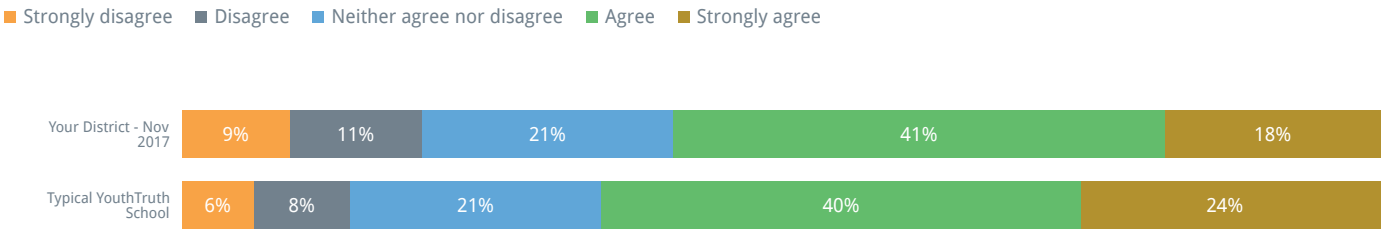
I really feel like a part of my school's community.



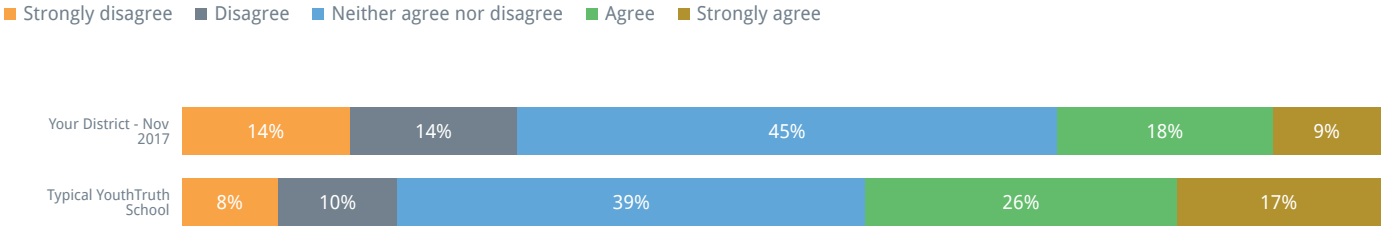
I can usually be myself around other students at this school.



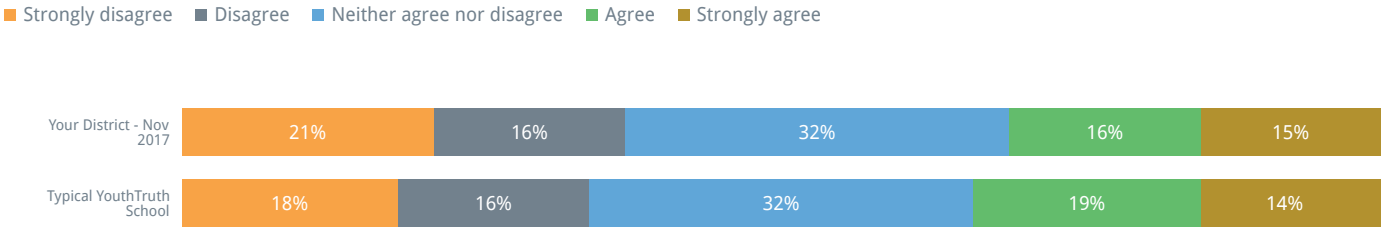
Most students at this school are friendly to me.



How often do you work with other students for your classes because your teachers ask or tell you to?



How often do you work with other students for your classes even when your teacher doesn't ask or tell you to?



SCHOOL CULTURE

Overall, students at the typical Ector County Independent School District middle school rate their overall school culture **lower** than students do at other participating middle schools.

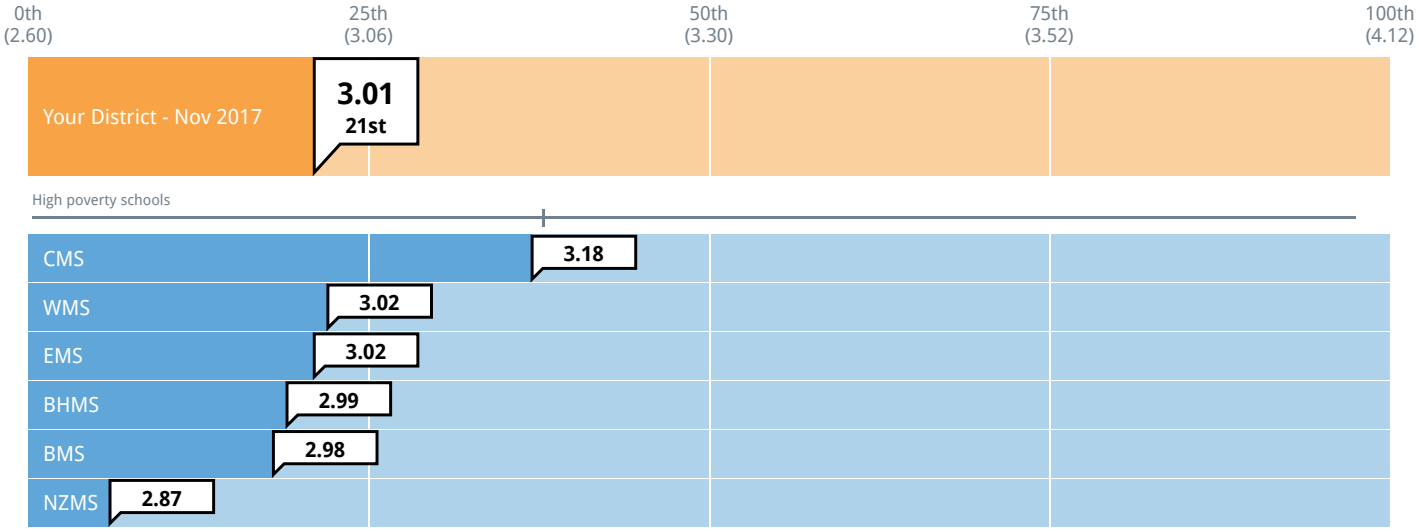
On a **relative** basis, Ector County Independent School District students agree **less** strongly that:

- Their classmates want to do well in class
- Most students in this school treat adults with respect
- Most adults in this school treat students with respect
- Discipline in this school is fair

For information from YouthTruth's aggregate data about how students feel regarding school culture, please visit http://www.youthtruthsurvey.org/school-culture/.

SCHOOL CULTURE SUMMARY MEASURE

This summary measure describes the degree to which students believe that their school fosters a culture of respect and fairness.



Cohort: High poverty schools ▼ Past results: On Off Subgroup: School ▼

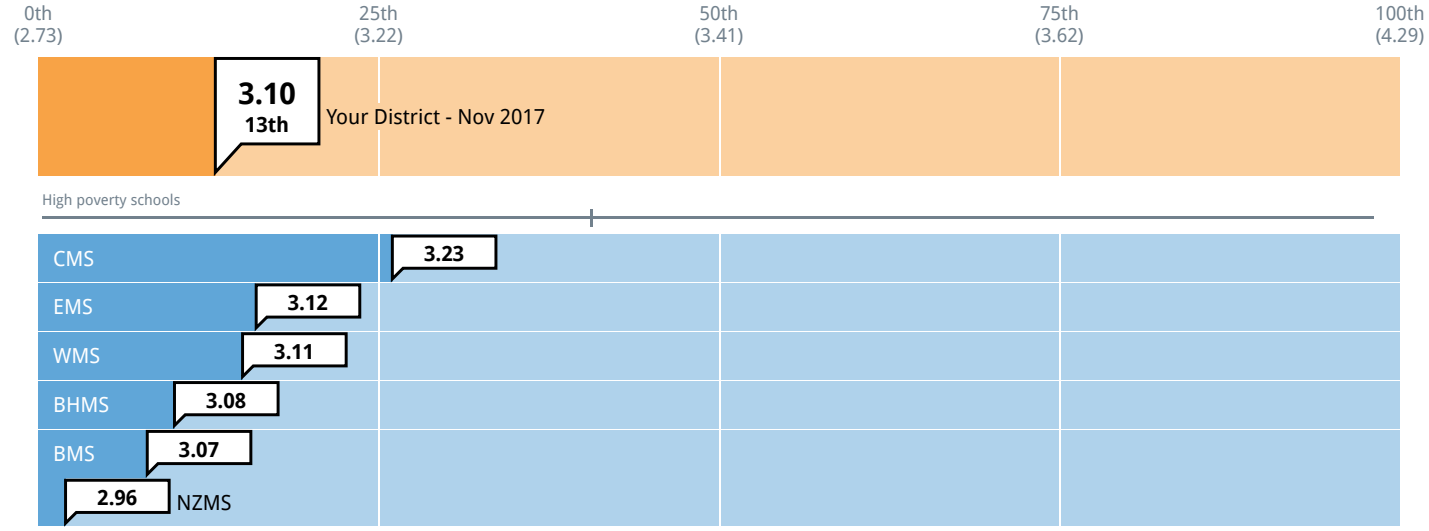
School Culture Questions

Proportion of Positive Ratings (4 or 5)

Question	Typical School in Ector County Independent School District	Typical School Nationally
Their classmates want to do well in class	38%	49%
Most students in this school treat adults with respect	23%	36%
Most adults in this school treat students with respect	55%	61%
Discipline in this school is fair	37%	45%

I think my classmates want to do well in class.

1 = Strongly disagree **3** = Neither agree nor disagree **5** = Strongly agree



Cohort: High poverty schools ▼ Past results: On Off Subgroup: School ▼

Most students in this school treat adults with respect.

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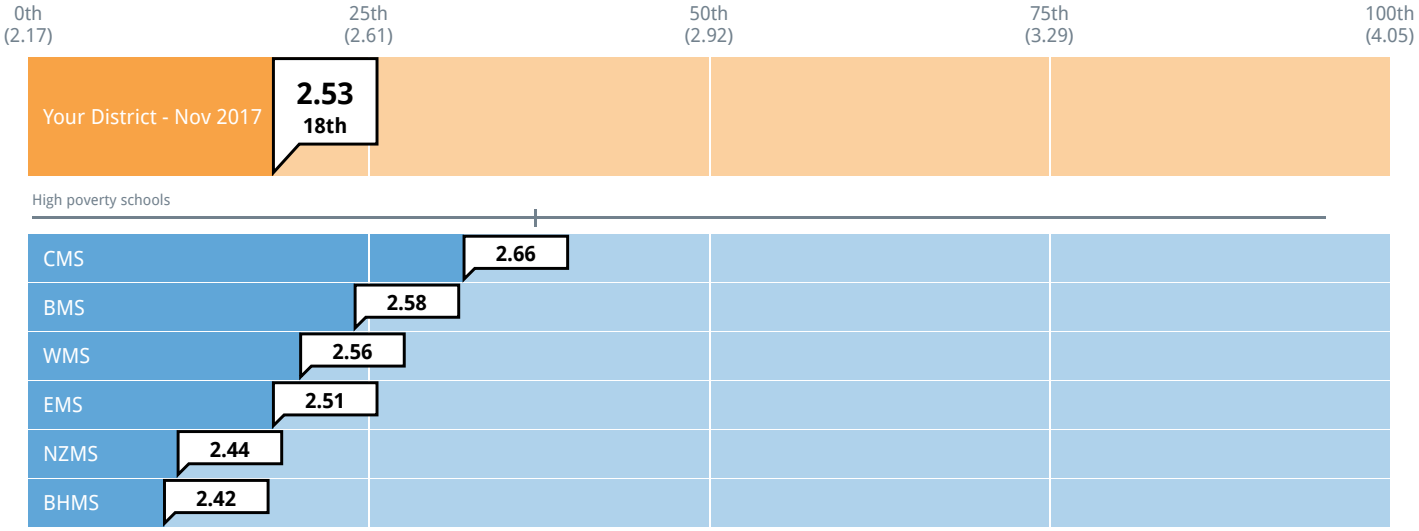

Cohort: High poverty schools ▼ Past results: On Off Subgroup: School ▼

Most adults in this school treat students with respect.

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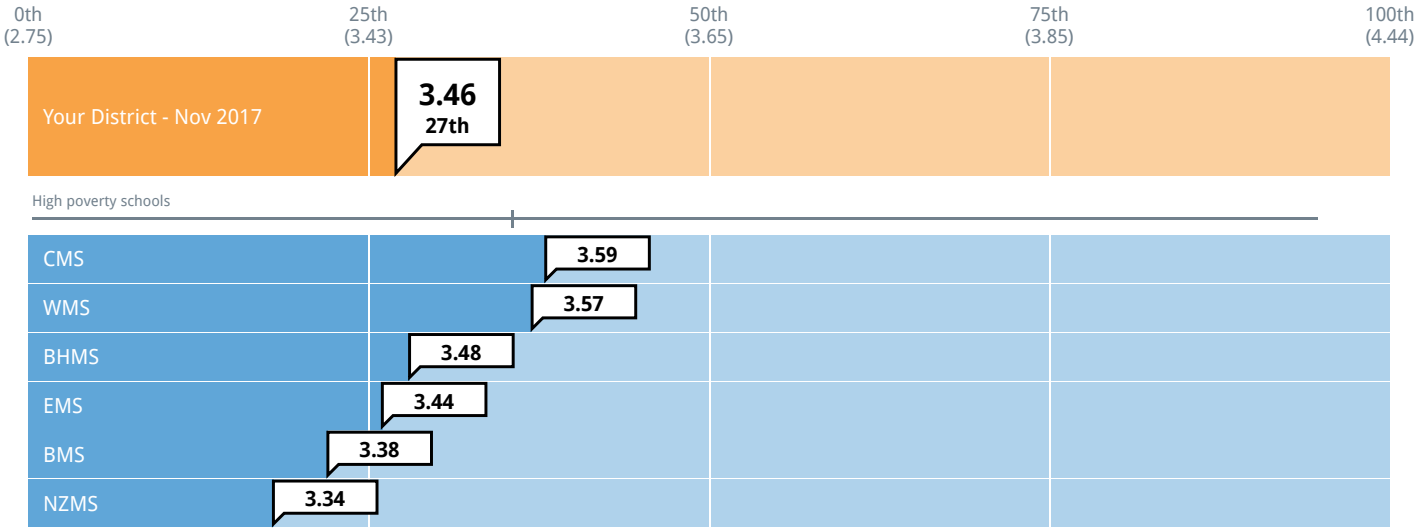

Cohort: High poverty schools ▼ Past results: On Off Subgroup: School ▼

Discipline in this school is fair.

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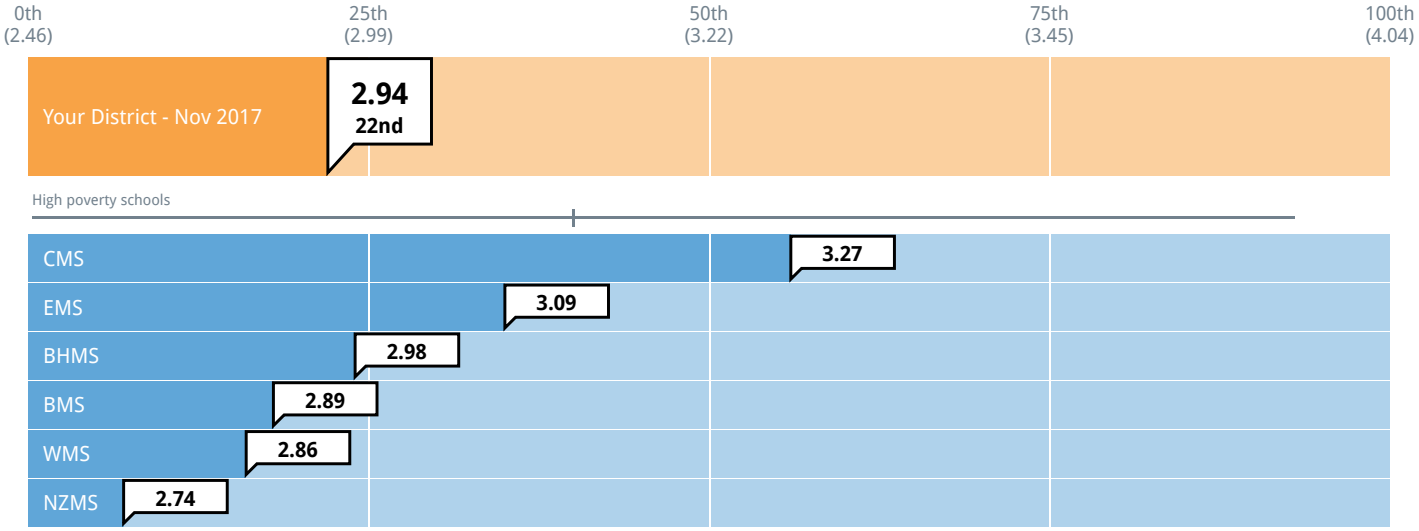
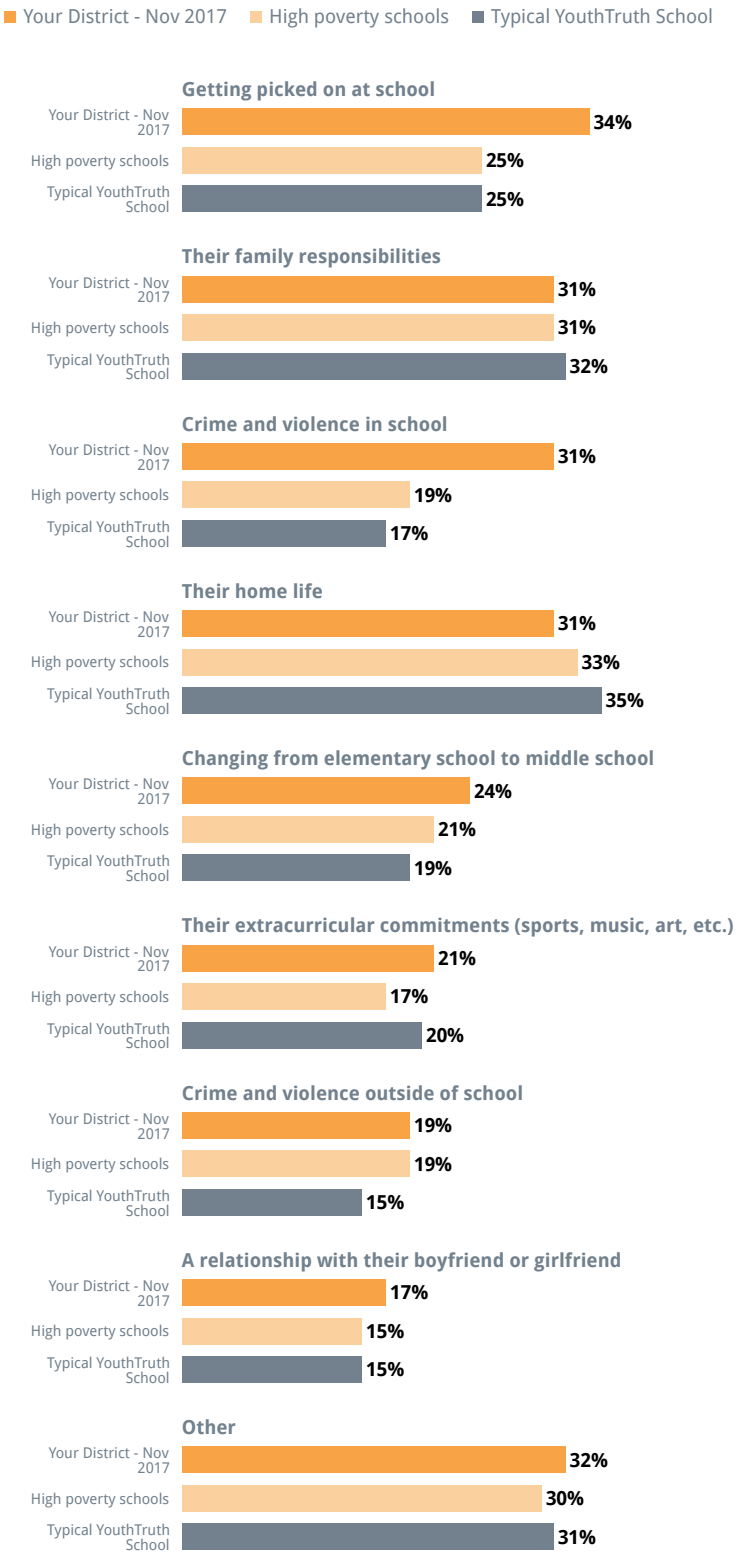


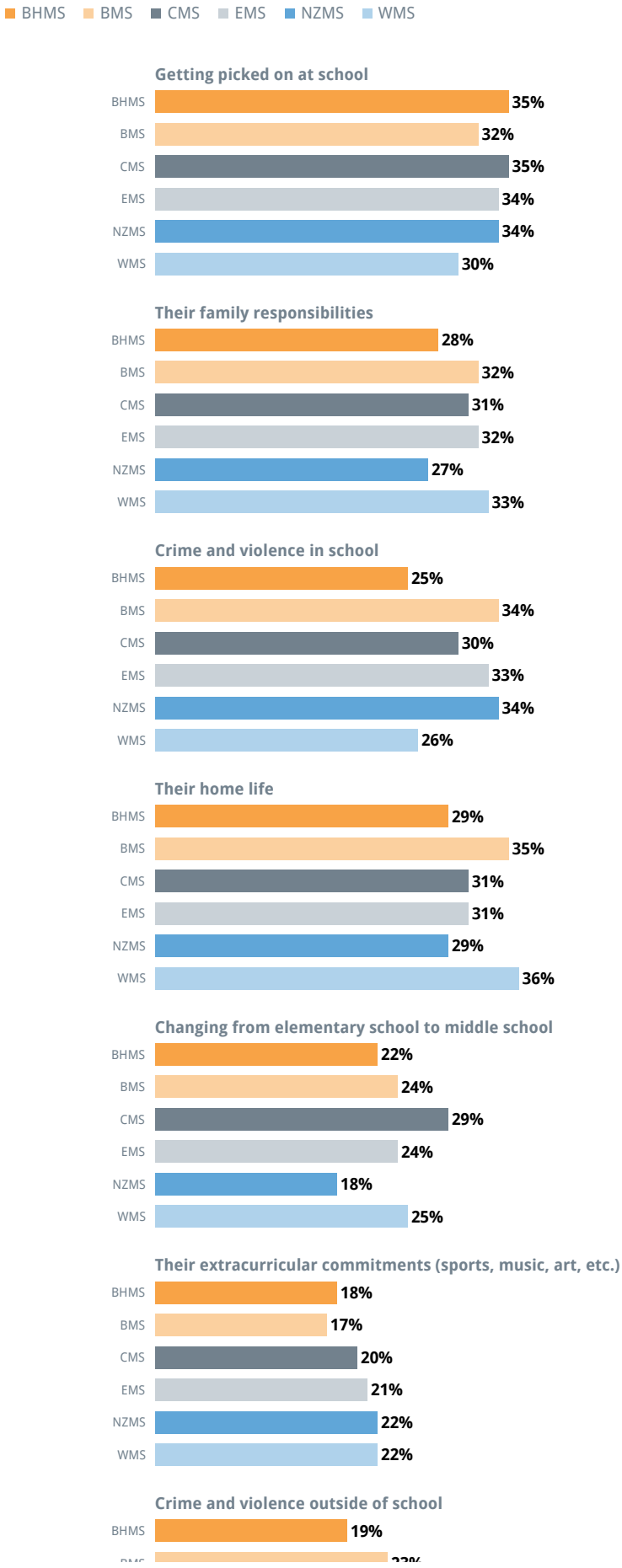
Cohort: High poverty schools ▼ **Past results:** On Off **Subgroup:** School ▼

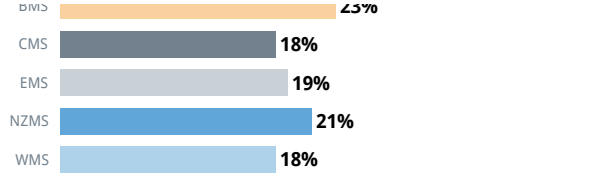
Obstacles to Learning

Do any of the following make it hard for you to do your best in school? - Overall

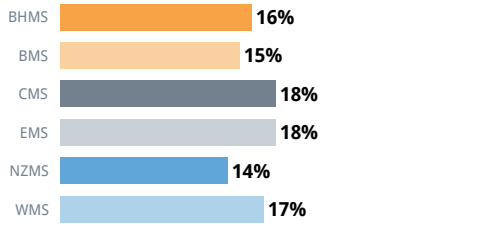


Do any of the following make it hard for you to do your best in school? - Subgroup





A relationship with their boyfriend or girlfriend



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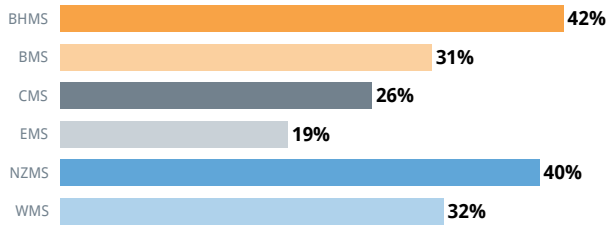
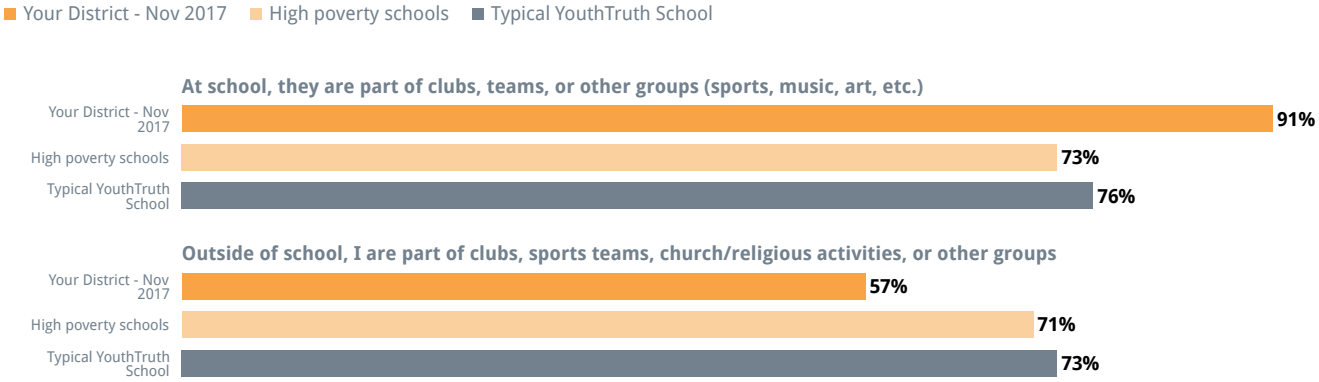
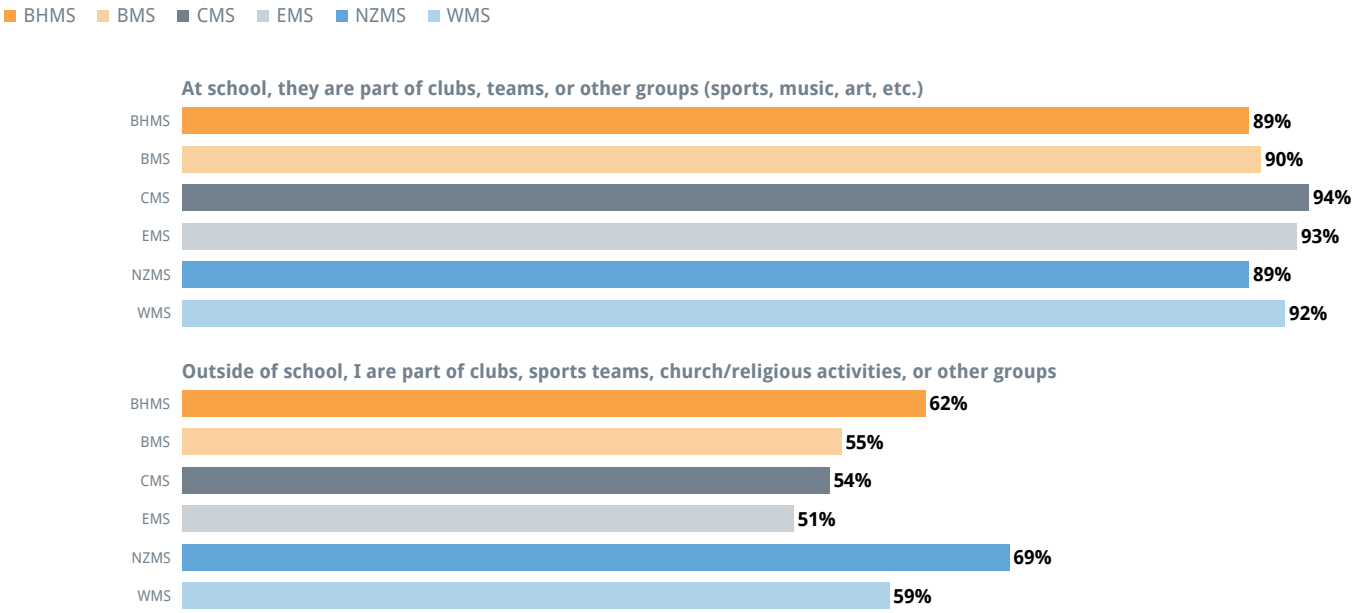


Extracurriculars

Extracurricular Involvement - Overall

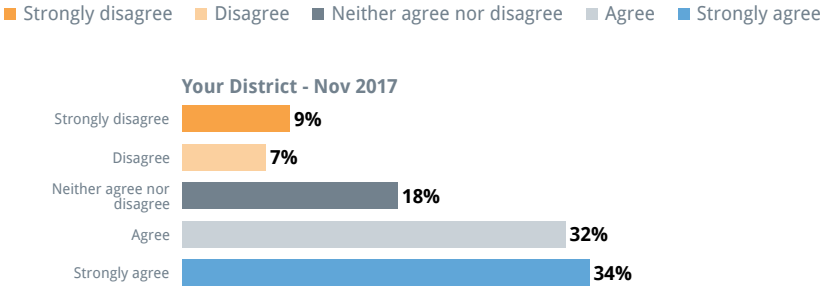


Extracurricular Involvement - Subgroup

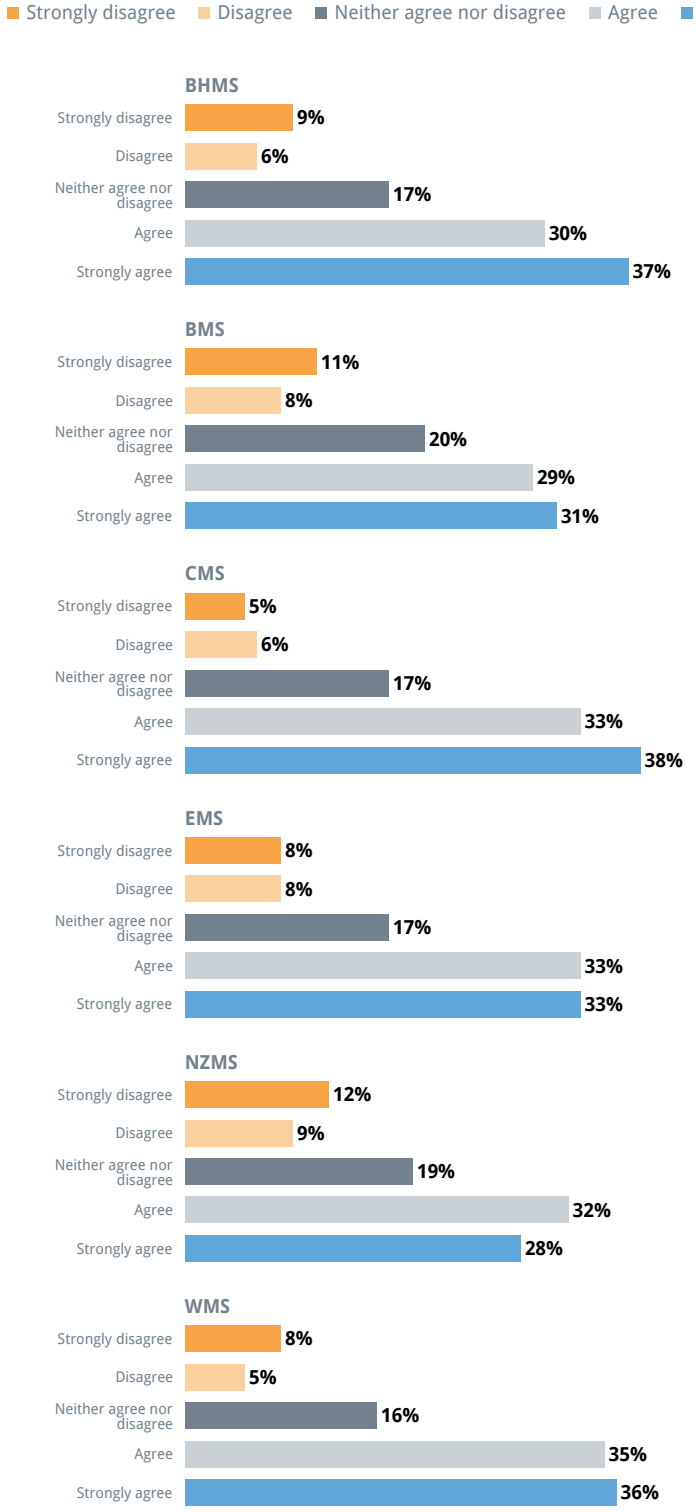


Different Backgrounds

Adults in my school respect people from different backgrounds - Overall



Adults in my school respect people from different backgrounds - Subgroup


Strongly disagree
Disagree
Neither agree nor disagree
Agree
Strongly agree
BHMS
Strongly disagree 9%
Disagree 6%
Neither agree nor disagree 17%
Agree 30%
Strongly agree 37%
BMS
Strongly disagree 11%
Disagree 8%
Neither agree nor disagree 20%
Agree 29%
Strongly agree 31%
CMS
Strongly disagree 5%
Disagree 6%
Neither agree nor disagree 17%
Agree 33%
Strongly agree 38%
EMS
Strongly disagree 8%
Disagree 8%
Neither agree nor disagree 17%
Agree 33%
Strongly agree 33%
NZMS
Strongly disagree 12%
Disagree 9%
Neither agree nor disagree 19%
Agree 32%
Strongly agree 28%
WMS
Strongly disagree 8%
Disagree 5%
Neither agree nor disagree 16%
Agree 35%
Strongly agree 36%

School Culture Response Distribution

Response Distribution charts show the proportion of students who chose each response option for questions on a scale of 1 to 5, where 1 is the most negative and 5 is the most positive response (known as a likert question). A variety of different response distributions can result in the same average rating, so this breakdown can help provide additional context.

For example, two very different response distributions could both have an average rating of '3'.

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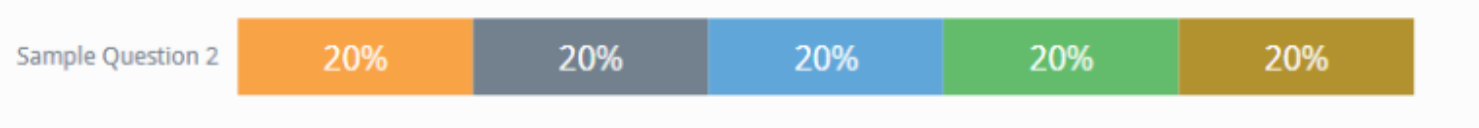

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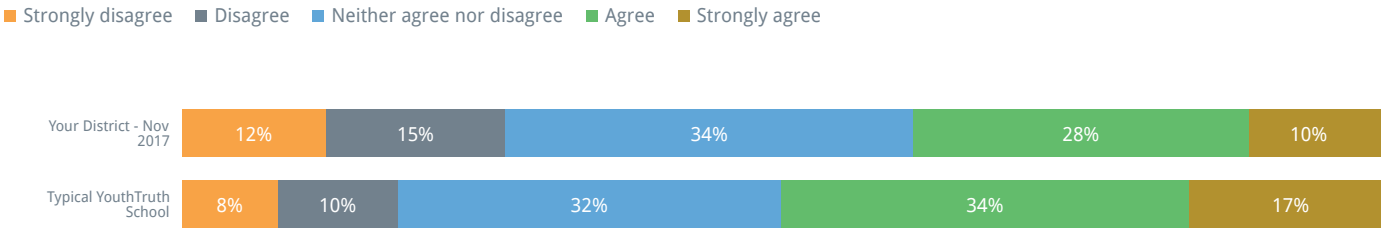
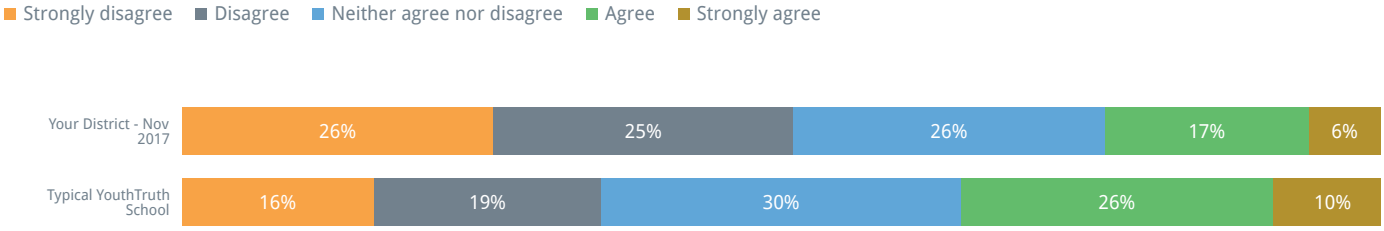
I think my classmates want to do well in class.



Most students in this school treat adults with respect.



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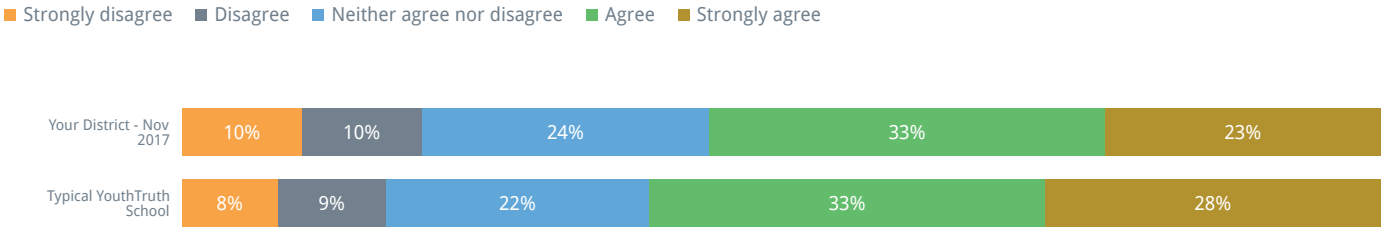
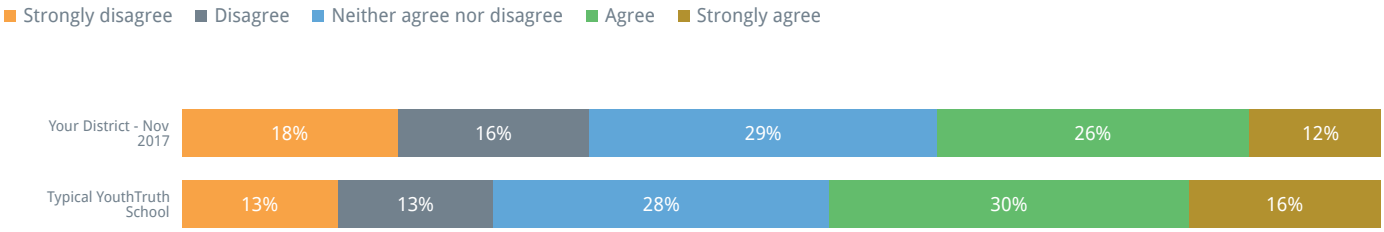
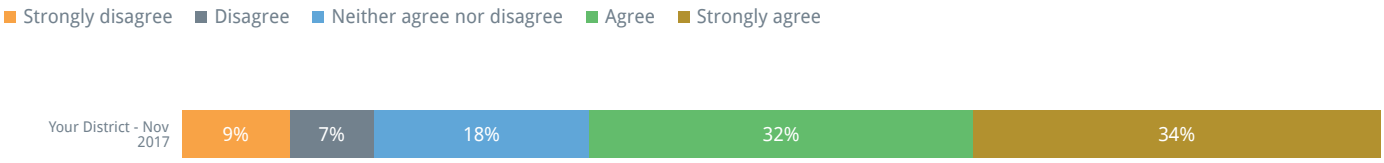


Discipline in this school is fair.



Adults in my school respect people from different backgrounds



STUDENT MOTIVATION

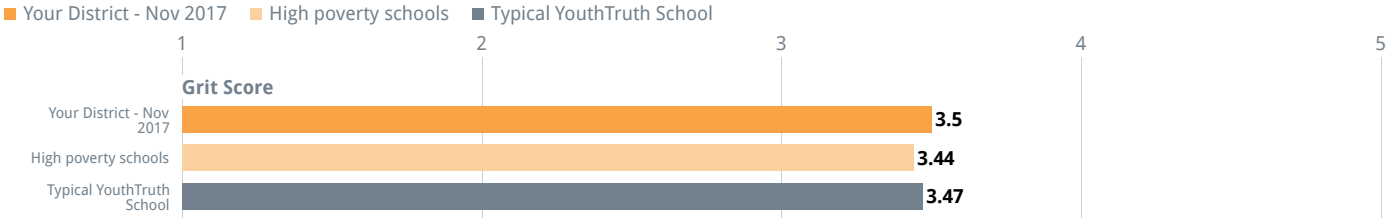
The YouthTruth Student Motivation Module helps schools assess and better understand students' relationship with and sense of ownership over their learning experience. Themes include student motivation, resilience, learning identity, and peer investment.

Please note that not every school that has taken the YouthTruth Student Survey has chosen to participate in the Student Motivation survey module. The charts in this section of your report include significantly smaller numbers of schools and districts than do the charts associated with items in the core survey. Please make comparisons between your schools and the YouthTruth sample with caution.

As part of this question module, students were also asked questions from the Grit Scale developed by Angela Duckworth and colleagues at the University of Pennsylvania. Ector County Independent School District students were asked eight questions assessing their ability to sustain interest in and effort toward long-term goals. The average score for Ector County Independent School District students is shown below; scores are on a scale from 1 to 5.

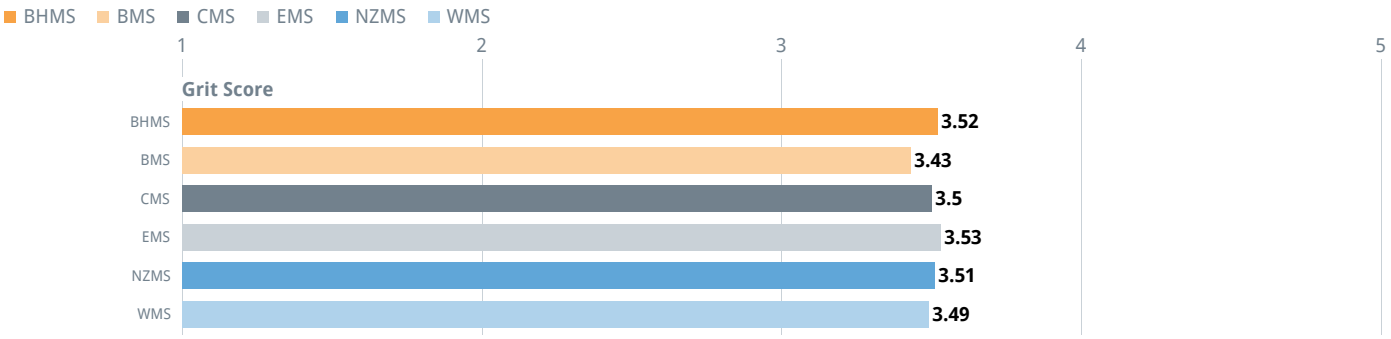
Grit Scale - Overall

1 = Not like me at all **3** = Somewhat like me **5** = Very much like me



Grit Score - Subgroup

1 = Not like me at all **3** = Somewhat like me **5** = Very much like me

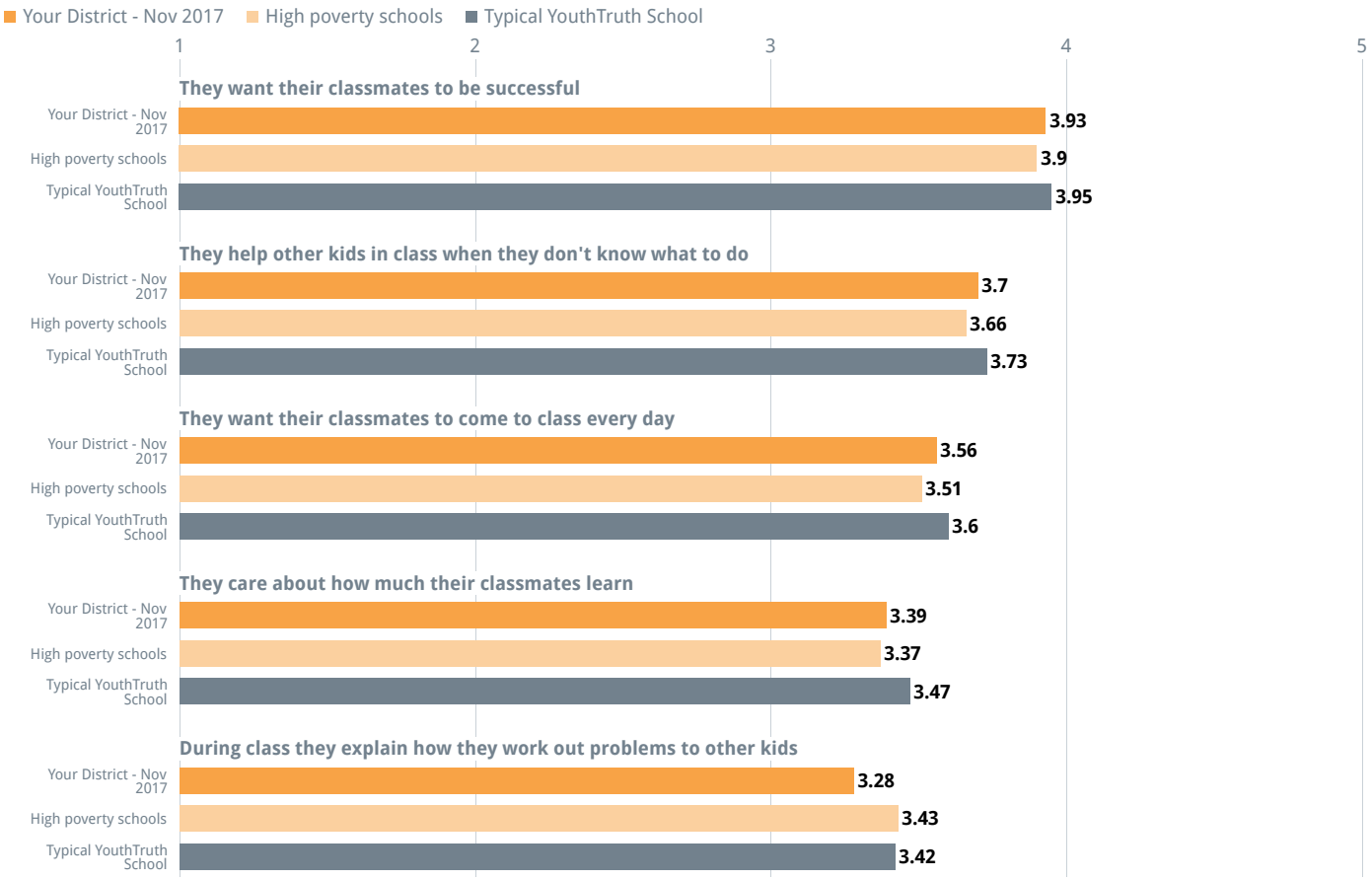


Peer Investment

Students were asked about the degree to which they are active contributors to their learning community and are invested in the success of their peers.

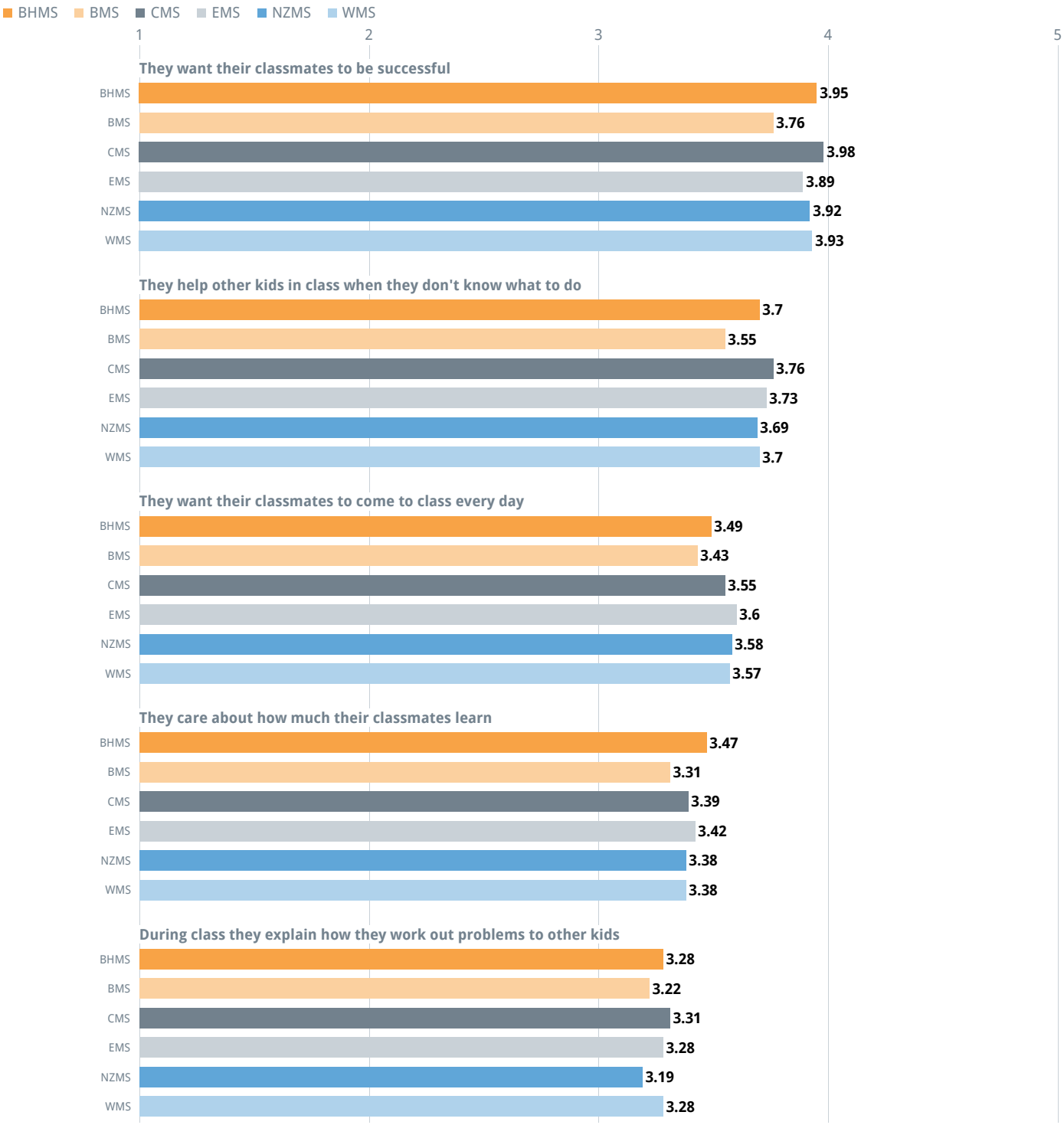
Peer Investment - Overall

1 = Strongly disagree **3** = Neither agree nor disagree **5** = Strongly agree



Peer Investment - Subgroup

1 = Strongly disagree **3** = Neither agree nor disagree **5** = Strongly agree

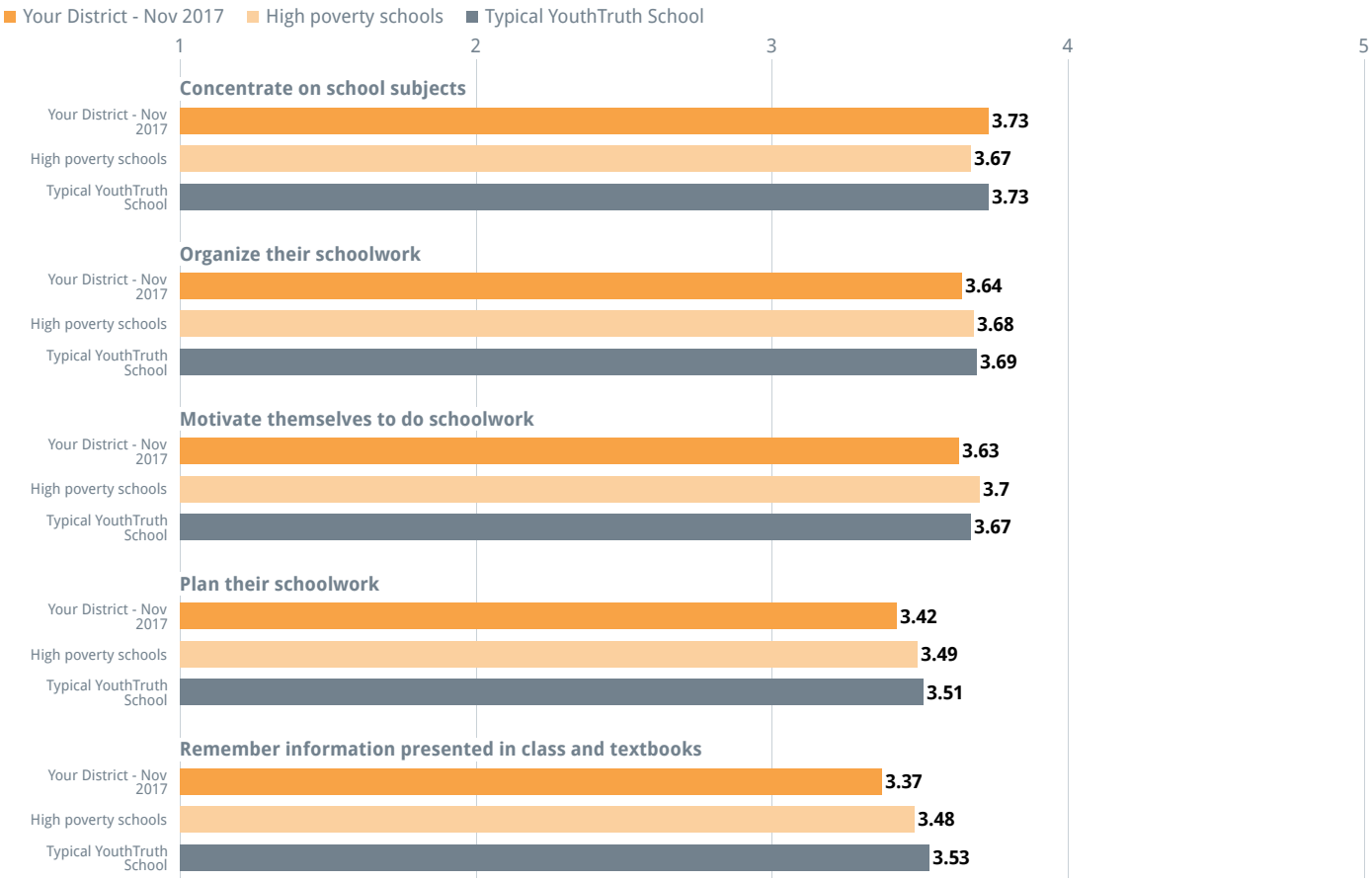


Learning Autonomy

Students were asked about their competence in carrying out tasks related to their schoolwork and about their willingness to ask for help.

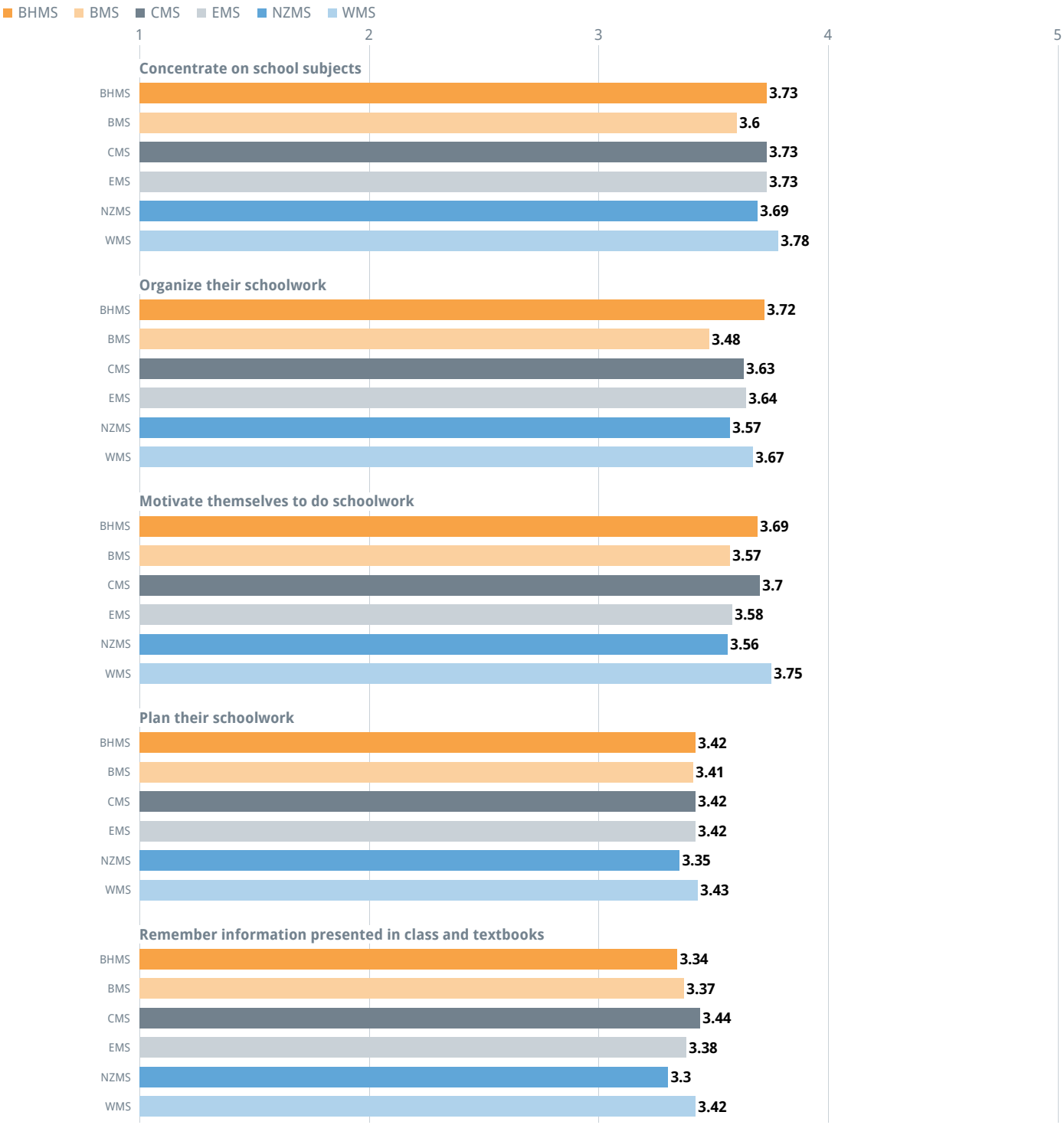
How well can you do each of the following things? - Overall

1 = Not at all well **3** = Somewhat well **5** = Very well



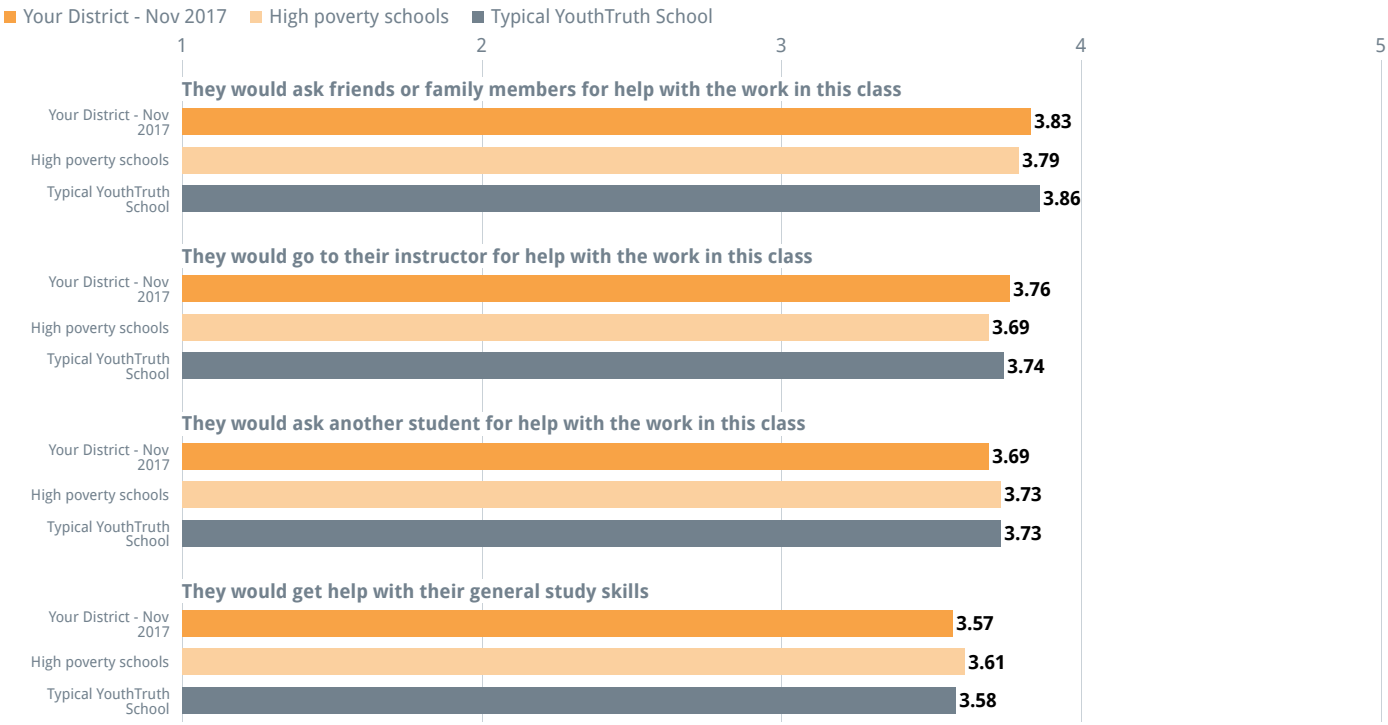
How well can you do each of the following things? - Subgroup

1 = Not at all well **3** = Somewhat well **5** = Very well



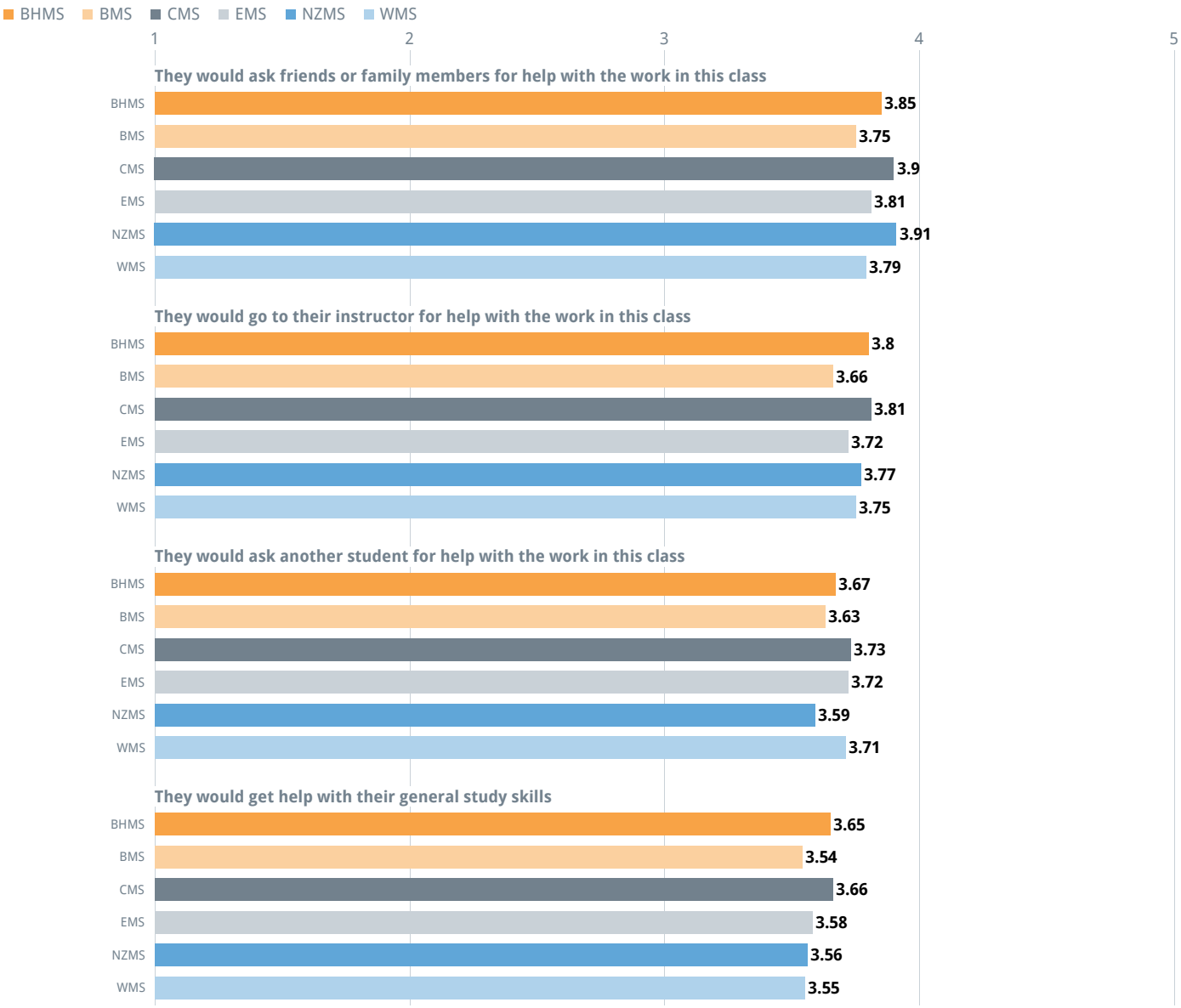
Students' Reactions to Underperforming in Class - Overall

1 = Strongly disagree **3** = Neither agree nor disagree **5** = Strongly agree



Students' Reactions to Underperforming in Class - Subgroup

1 = Strongly disagree **3** = Neither agree nor disagree **5** = Strongly agree

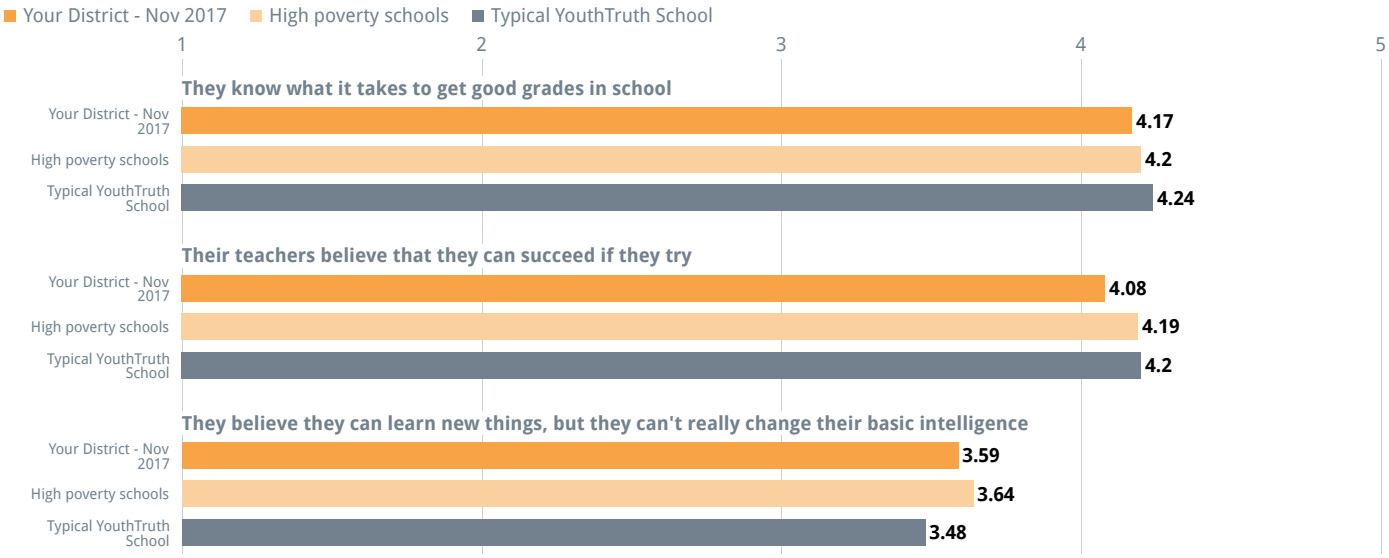


Confidence and Growth

Students were asked about their attitudes toward the plasticity of their intelligence and their ability to perform well in school, and about the degree to which they feel their teachers believe in them.

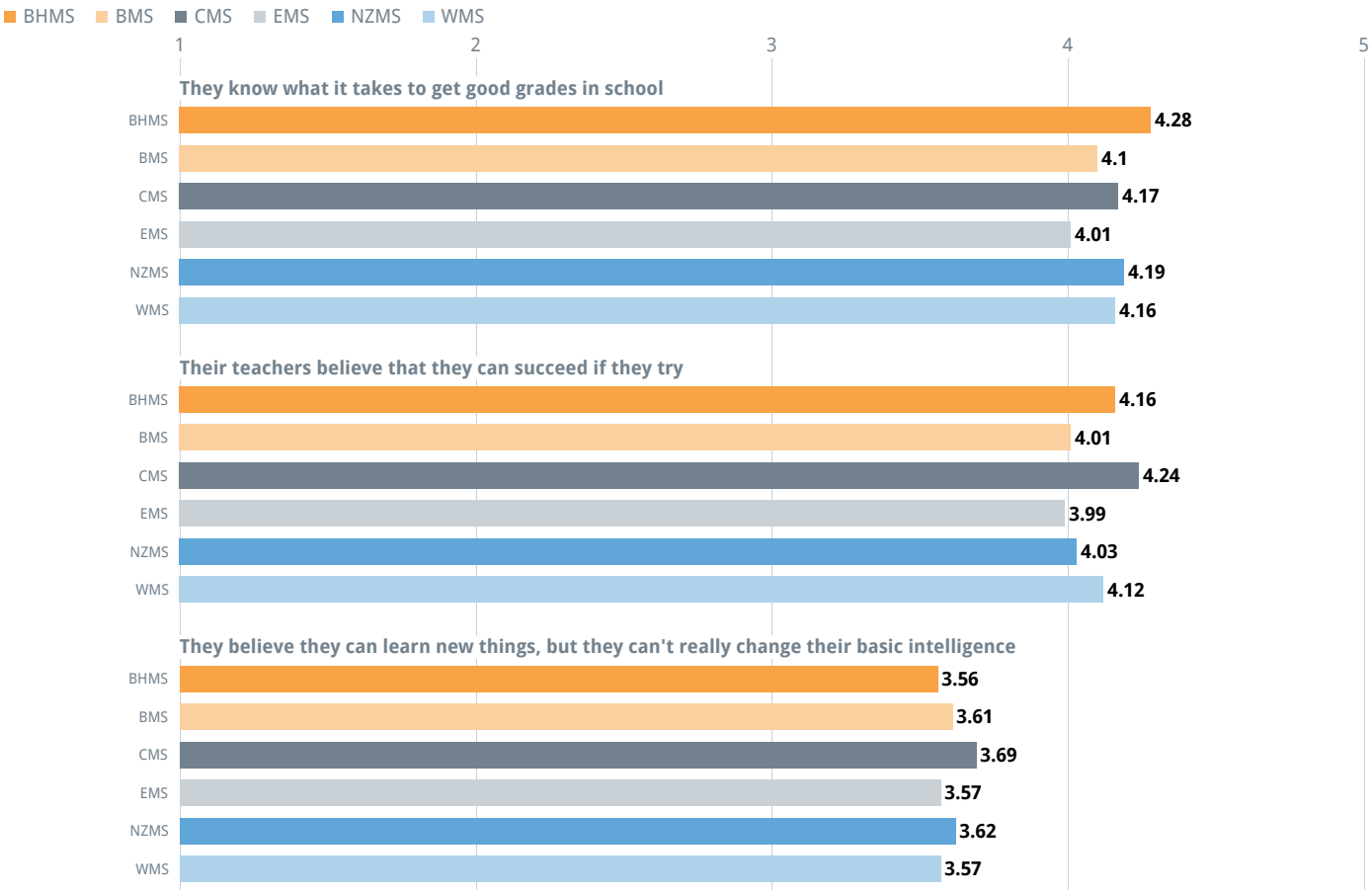
Attitudes Toward Intelligence and Performance - Overall

1 = Strongly disagree **3** = Neither agree nor disagree **5** = Strongly agree



Attitudes Toward Intelligence and Performance - Subgroup

1 = Strongly disagree **3** = Neither agree nor disagree **5** = Strongly agree



*Please note that a lower rating on the question "I believe that I can learn new things but can't really change my basic intelligence" is more favorable. This question seeks to capture a student's theory of intelligence. Research suggests that students who believe their intelligence is fixed are less likely to pursue the learning goal of increasing their competence.

IN STUDENTS' OWN WORDS

In the YouthTruth Student Survey, students at Ector County Independent School District had the opportunity to provide anonymous comments on their experiences at Ector County Independent School District. Students provided feedback on the following topics: **Strengths, Areas for Improvement, Bullying, Obstacles to Learning,** and other additional comments students chose to provide.

In order to download your Student Comments file, please click on the **Downloads** section in the upper right corner.

The rest of the "In Students' Own Words' section contains tables and charts representing responses to the following two questions:

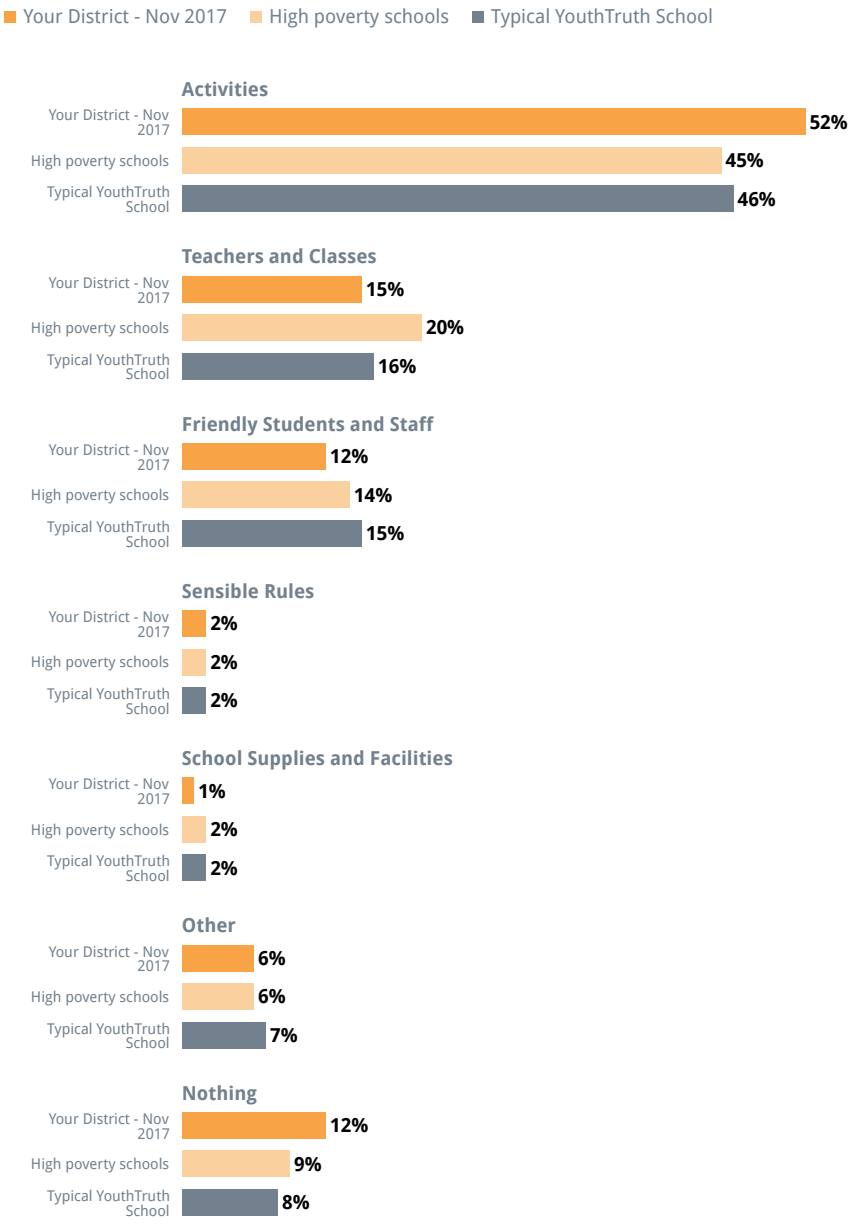
What do you like the most about your school?

What do you dislike the most about your school?"

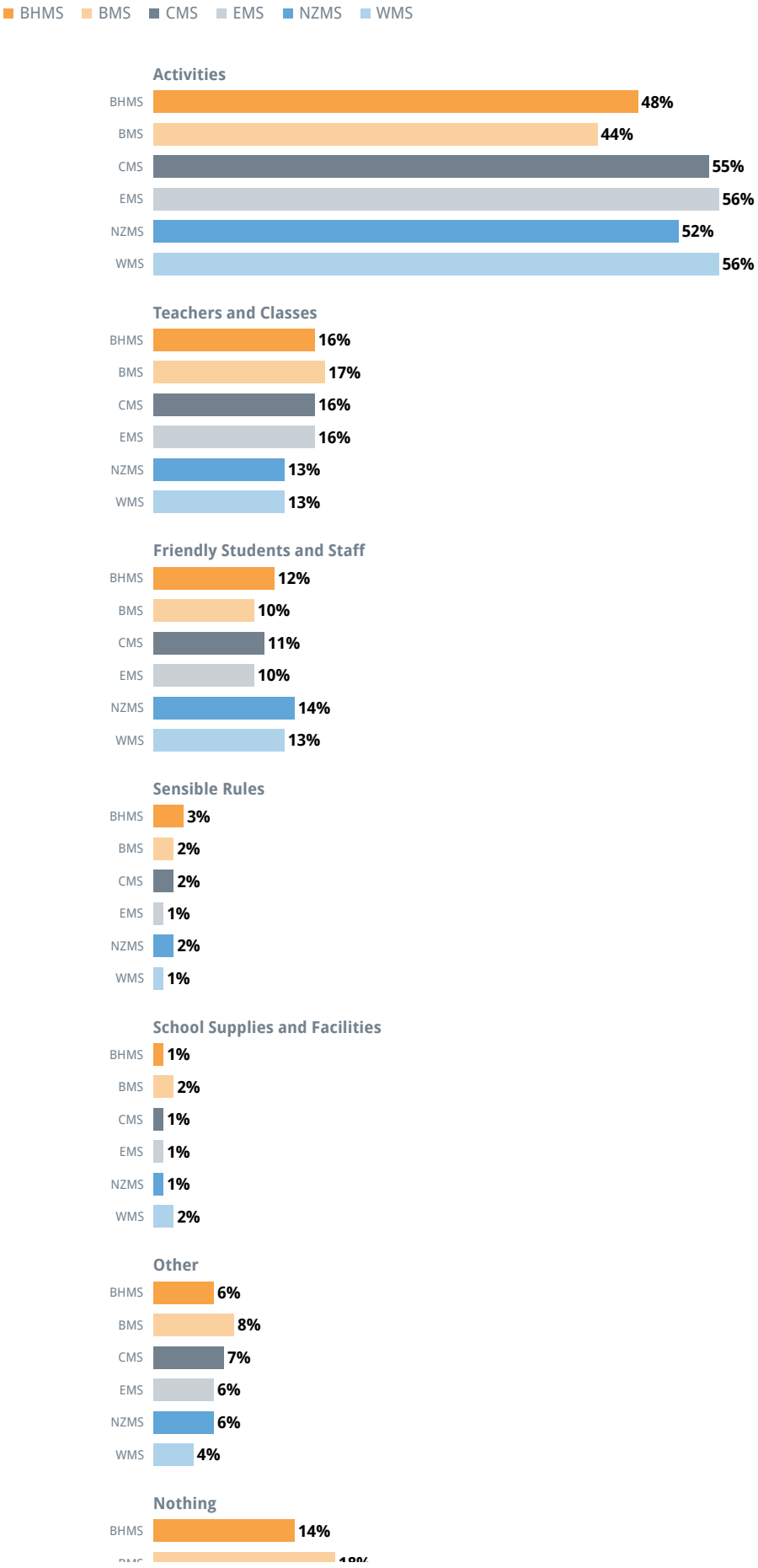
Students at Ector County Independent School District selected an answer choice from five options that are core parts of student experience. These options have been reworded into the five themes you see in the charts and tables. To see student comments about students' reasons for their choices, please refer to the Student Comments file attached in the Downloads section of your report.

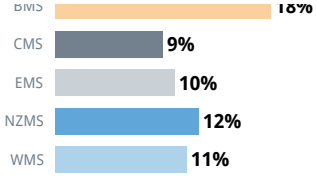
Strengths

What do you like most about your school? - Overall



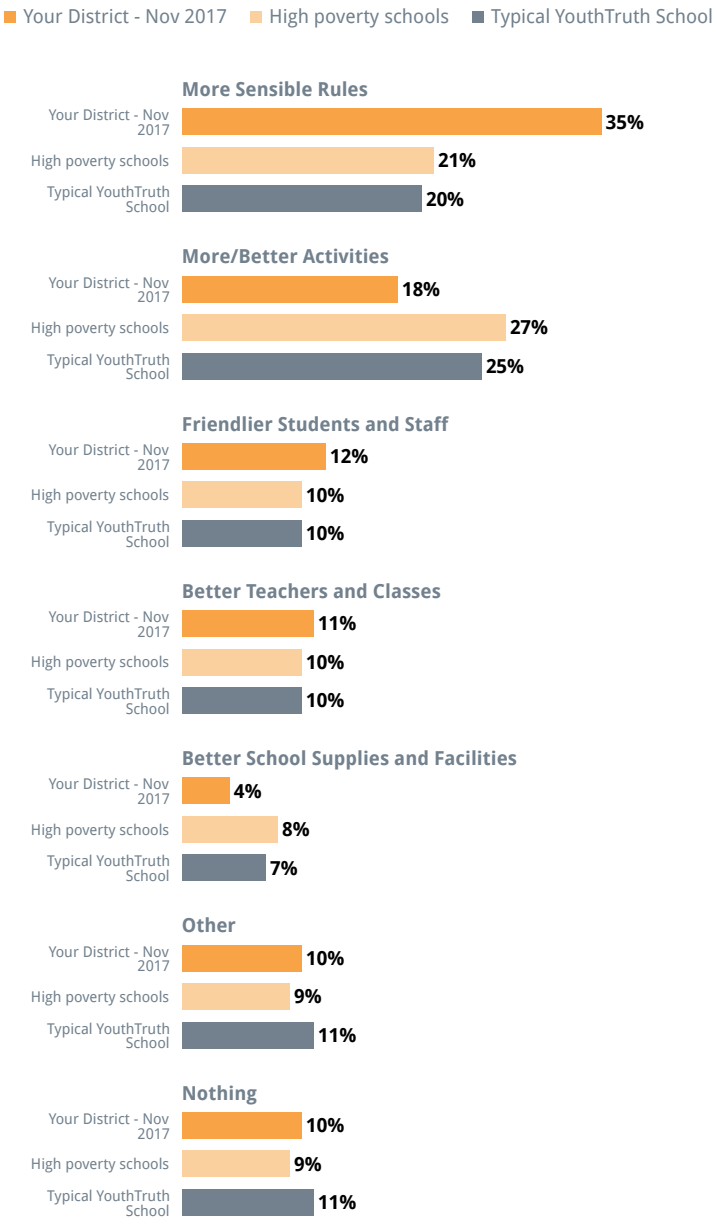
What do you like most about your school? - Subgroup



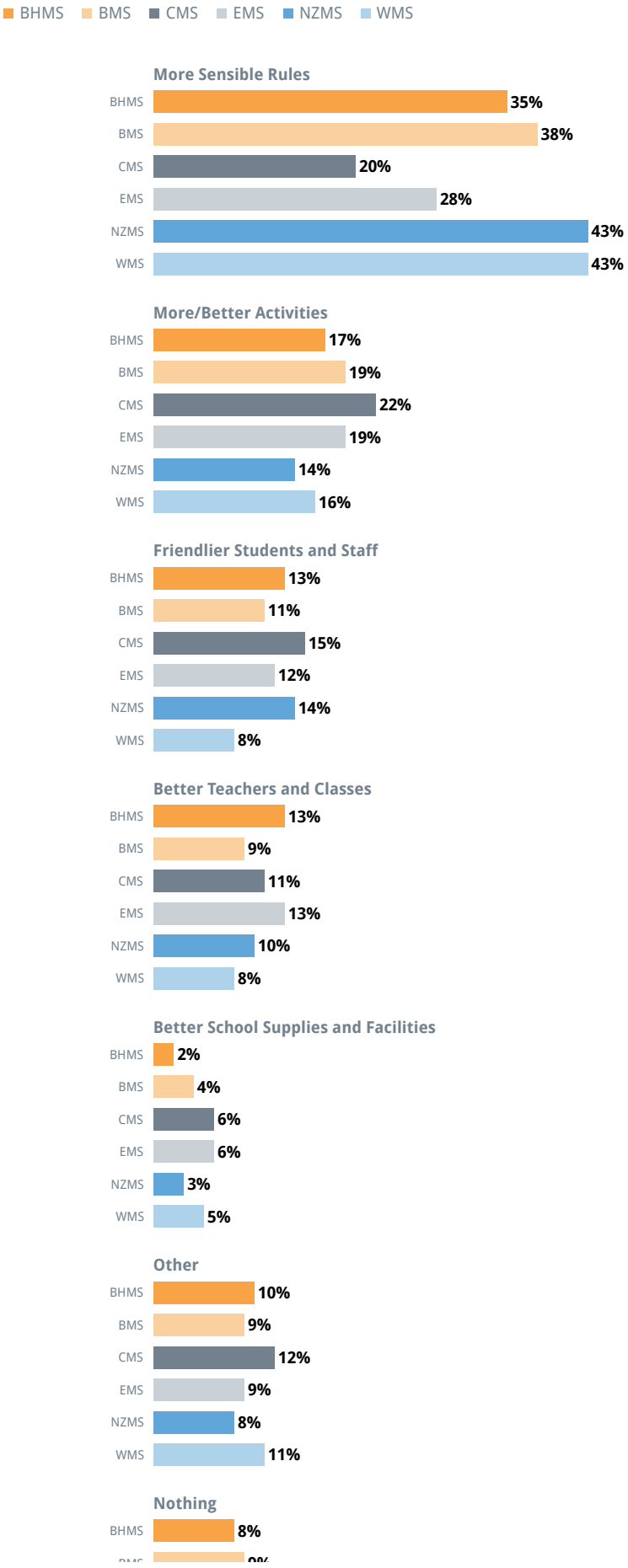

BMS
18%
CMS
9%
EMS
10%
NZMS
12%
WMS
11%

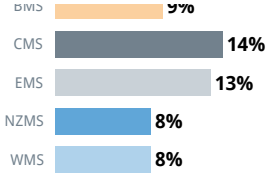
Areas for Improvement

What is one change your school should make? - Overall



What is one change your school should make? - Subgroup




BMS
9%
CMS
14%
EMS
13%
NZMS
8%
WMS
8%

APPENDIX

YouthTruth gathers candid student feedback through a confidential online survey. YouthTruth conducts rigorous analysis on the quantitative data and qualitative comments. This is designed to be an actionable report, and compares your results to those of other schools across the county.

The details of your survey are:

Survey	Survey Population	Number of Responses Received	Survey Response Rate
WMS	959	747	78%
NZMS	1100	849	77%
EMS	1599	803	50%
CMS	1217	933	77%
BMS	1239	1181	95%
BHMS	894	789	88%

*Percentages over 100% are likely the result of fluctuations in enrollment between the time enrollment numbers were shared and survey completion. This does not indicate that anyone took the survey more than once.

YouthTruth gathered the following numbers of responses from each grade level at schools in your district. Please note that this table does not include responses from students who did not answer the grade-level question.

Grade Level	Number of Responses
6th	1331
7th	1276
8th	1230
Others	60

Response Count

The following responses were collected for each question:

Question Text	Count of Responses
Student Engagement	
I enjoy coming to school most of the time.	5095
I take pride in my school work	5009
What I learn in class helps me outside of school.	4886
Academic Rigor	
In order to get a good grade, I have to work hard in my classes.	5032
The work that I do for my classes makes me really think.	5034
My teachers explain things in a way that I understand.	4902
My teachers give me assignments that really help me learn.	4876
Academic Rigor Related Questions	
Most of my teachers dont let people give up when the work gets hard.	5021
Most of my teachers want us to use our thinking skills, not just memorize things.	5043
Most of my teachers want me to explain my answers why I think what I think.	5036
In most of my classes, we learn a lot almost every day.	4878
In most of my classes, we learn to correct our mistakes.	5039

Academic Rigor: Math	
In order to get a good grade in my math class, I have to work hard.	4886
The work that I do for my math class makes me really think.	4865
My math teacher knows how to explain things in a way that I understand.	4875
My math teacher gives me assignments that help me to better understand the subject.	4878
Academic Rigor: English	
In order to get a good grade in my English class, I have to work hard.	4909
The work that I do for my English class makes me really think.	4918
My English teacher knows how to explain things in a way that I understand.	4909
My English teacher gives me assignments that help me to better understand the subject.	4926
Academic Rigor: Preparation for High School	
My school is helping me learn the material I will need for high school.	4800
I feel like I will be ready for high school when I finish middle school.	4835
Academic Rigor: College Plans	
Do you want to go to college one day?	3935
Relationships with Teachers	
How many of your teachers are willing to give extra help on school work if you need it?	4627
How many of your teachers try to be fair?	4786
How many of your teachers believe that you can get a good grade if you try?	4617
How many of your teachers are not just satisfied if you pass, they care if youre really learning?	4802
How many of your teachers connect what youre learning in class with your life outside of school?	4526
How many of your teachers try to understand what your life is like outside of school?	4616
Relationships with Teachers: Help with Personal Problems	
In my school this year, there is at least one adult who would be willing to help me with a personal problem.	3288
Relationships with Peers	
I really feel like a part of my school's community.	5065
I can usually be myself around other students at this school.	5069
Most students at this school are friendly to me.	5102
How often do you work with other students for your classes because your teachers ask or tell you to?	4953
How often do you work with other students for your classes even when your teacher doesn't ask or tell you to?	4915
Relationships with Peers: Bullying	
During this school year, have other students bullied or harassed you?	3967
If you have been bullied, how did it happen?	1576
Why do you think you were bullied or harassed?	1259
School Culture	
I think my classmates want to do well in class.	5075
Most students in this school treat adults with respect.	5084
Most adults in this school treat students with respect.	4804
Discipline in this school is fair.	4711
School Culture: Extracurriculars	
Outside of school, I am part of clubs, sports teams, church/religious activities, or other groups.	4630
At school, I am part of clubs, teams, or other groups (sports, music, art, etc.)	4630
School Culture: Obstacles to Learning	

Do any of the following make it hard for you to do your best in school?	2488
School Culture: Different Backgrounds	
Adults in my school respect people from different backgrounds.	5183
Student Motivation	
New ideas/projects sometimes distract me from previous ones.	3704
Delays and obstacles don't discourage me.	3699
I have been obsessed with a certain idea/project but later lost interest.	3717
I am a hard worker.	3707
I often set a goal but later choose a different one.	3707
I have difficulty focusing on projects that take more than a few months.	3707
I finish whatever I begin.	3698
I am hard working and careful.	3704
I want my classmates to be successful.	3965
I care about how much my classmates learn.	3978
I want my classmates to come to class every day.	3990
During class I explain how I work out problems to other kids.	4008
I help other kids in class when I don't know what to do.	3999
I know what it takes to get good grades in school.	3893
My teachers believe that I can succeed if I try.	4029
I believe I can learn new things, but I can't really change my basic intelligence.	3891
How well can you do each of the following things:	
concentrate on school subjects?	3993
plan my schoolwork?	4006
organize my schoolwork?	4003
remember information presented in class and textbooks?	4003
motivate myself to do schoolwork?	4006
I would get help with my general study skills.	3846
I would ask another student for help with the work in this class.	3821
I would ask friends or family members for help with the work in this class.	3852
Demographics	
What grade are you in?	3837
What is your race?	3864
What is your gender?	3643
Choose the letter grade that corresponds with your cumulative GPA for all subjects in high school.	3271
Are you an English Language Learner?	2862
Do you have an IEP (individualized education program or plan), receive special education services, or receive 504 services?	1844
At school, are you able to receive lunch for free or at a lower price?	2819

Comparative Dataset

INTERPRETING YOUR RESULTS

This report reflects perceptions in your district as captured by the YouthTruth survey instrument. The dataset to which we compare you contains only schools that have participated in YouthTruth. Therefore, we consider this report to be an informative, though not comprehensive, source of data. The comparative data included in this report offers a helpful point of reference for interpreting feedback from students in your school, but does not comprise a representative sample of U.S. middle schools.

We encourage you to interpret this feedback in light of your own goals, strategies, and context, and to review it in conjunction with other data sources that you use to monitor your district's progress.

COMPARATIVE DATASET

YouthTruth's middle school comparative dataset includes 183 schools, and the average response rate is 90% percent.

The number of schools in the table below may be slightly different than the number of schools in the comparative dataset because: 1) the comparative dataset includes international schools, and 2) schools are occasionally double counted in this table if they participated in YouthTruth once through their district and once through a network of which they are a part, or if they participated through two different networks.

Schools from the following districts and charters networks comprise the comparative dataset for this report:

District	Number of Schools
Alabama	
Mobile County Public Schools	4
California	
Alpha Public Schools	3
Bear Valley Unified School District	1
Davis Joint Unified School District	4
Downtown College Prep	2
Evergreen School District	3
Fullerton School District	5
High Tech High	4
Los Molinos Unified School District	2
Lynwood Unified School District	3
Mesa Union School District	1
Oakland Unified School District	1
Rio School District	3
Sacramento City Unified School District	2
San Francisco Unified School District	1
San Luis Coastal Unified School District	2
Summit Public Schools	2
TEACH Public Schools	1
West Covina Unified School District	3
Youth Policy Institute Charter Schools	2
District of Columbia	
Friendship Public Charter Schools	5
Georgia	
Charles R. Drew Charter District	1
Hawaii	
Hawaii Technology Academy	1
Indiana	

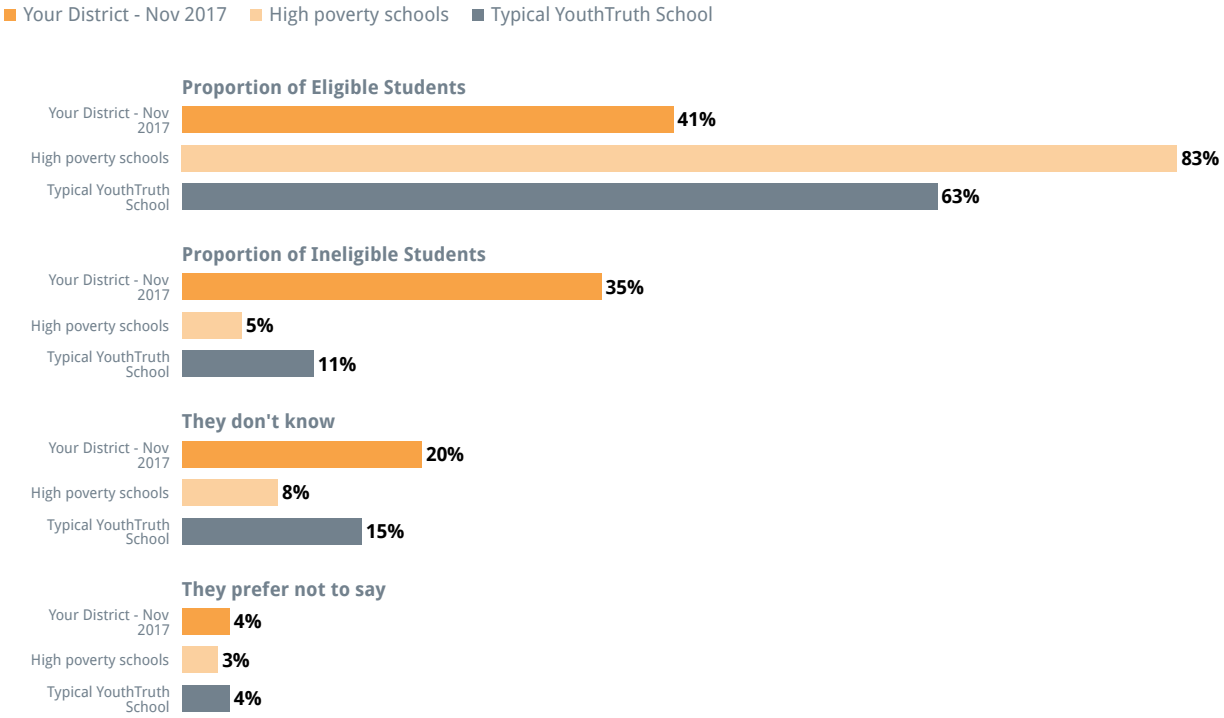
Bartholomew Consolidated School Corporation (through New Tech Network)	1
Plymouth Community School Corporation (through New Tech Network)	2
Kansas	
Santa Fe Trail USD 434	1
Kentucky	
Danville School District	1
Kenton County School District	4
Maryland	
Chavez Schools	1
Michigan	
Cornerstone Education Group (through Michigan Department of Education)	3
Creative Urban Education, Inc. (through Michigan Department of Education)	1
Detroit 90/90 (through Michigan Department of Education)	1
Detroit Public Schools (through Michigan Department of Education)	31
Equity Education Management Solutions (through Michigan Department of Education)	1
Global Educational Excellence (through Michigan Department of Education)	2
National Heritage Academies (through Michigan Department of Education)	4
North Carolina	
McDowell County Schools	1
Surry County Schools	1
New Jersey	
Ramsey School District	1
New York	
Carthage Central School District	1
Dobbs Ferry Union Free School District	1
LaFayette Central School District	2
Liberty Central School District	1
Lyncourt Union Free School District	1
Marathon Central School District	1
Ohio	
Cincinnati Public Schools	1
Dayton Regional STEM School	1
Perkins Local School District	1
Oregon	
Medford School District	2
Pennsylvania	
Great Valley School District	1
Penn-Delco School District	1

Ridley School District	1
Texas	
Advantage Academy	1
Carrollton-Farmers Branch Independent School District	6
Cisco Independent School District (through Raising Blended Learners)	1
Clear Creek Independent School District	1
Corpus Christi Independent School District	3
Ector County Independent School District	6
Goose Creek Consolidated Independent School District	6
Houston A+ Challenge (through Houston A+ Mobile Learning Academies)	2
Huntsville Independent School District	1
KIPP Houston Public Schools (through Raising Blended Learners)	4
KIPP San Antonio	2
La Joya Independent School District	8
Lancaster Independent School District	2
Pasadena Independent School District (through Raising Blended Learners)	3
Point Isabel Independent School District (through Raising Blended Learners)	1
Sheldon Independent School District	2
Washington	
Quincy School District	1
Renton School District	2
Wisconsin	
The Etude Group	1

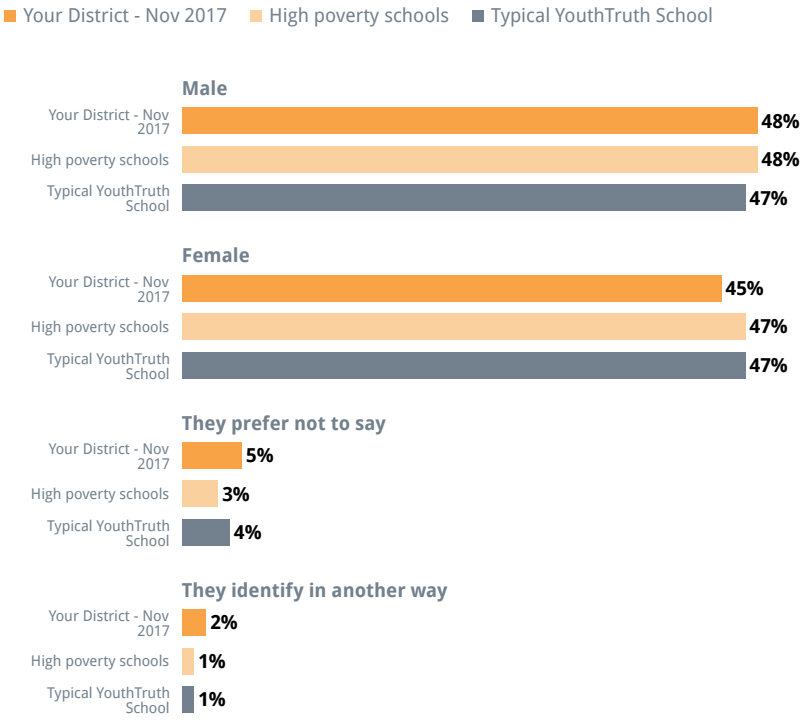
Respondent & School Information

RESPONDENT BACKGROUND

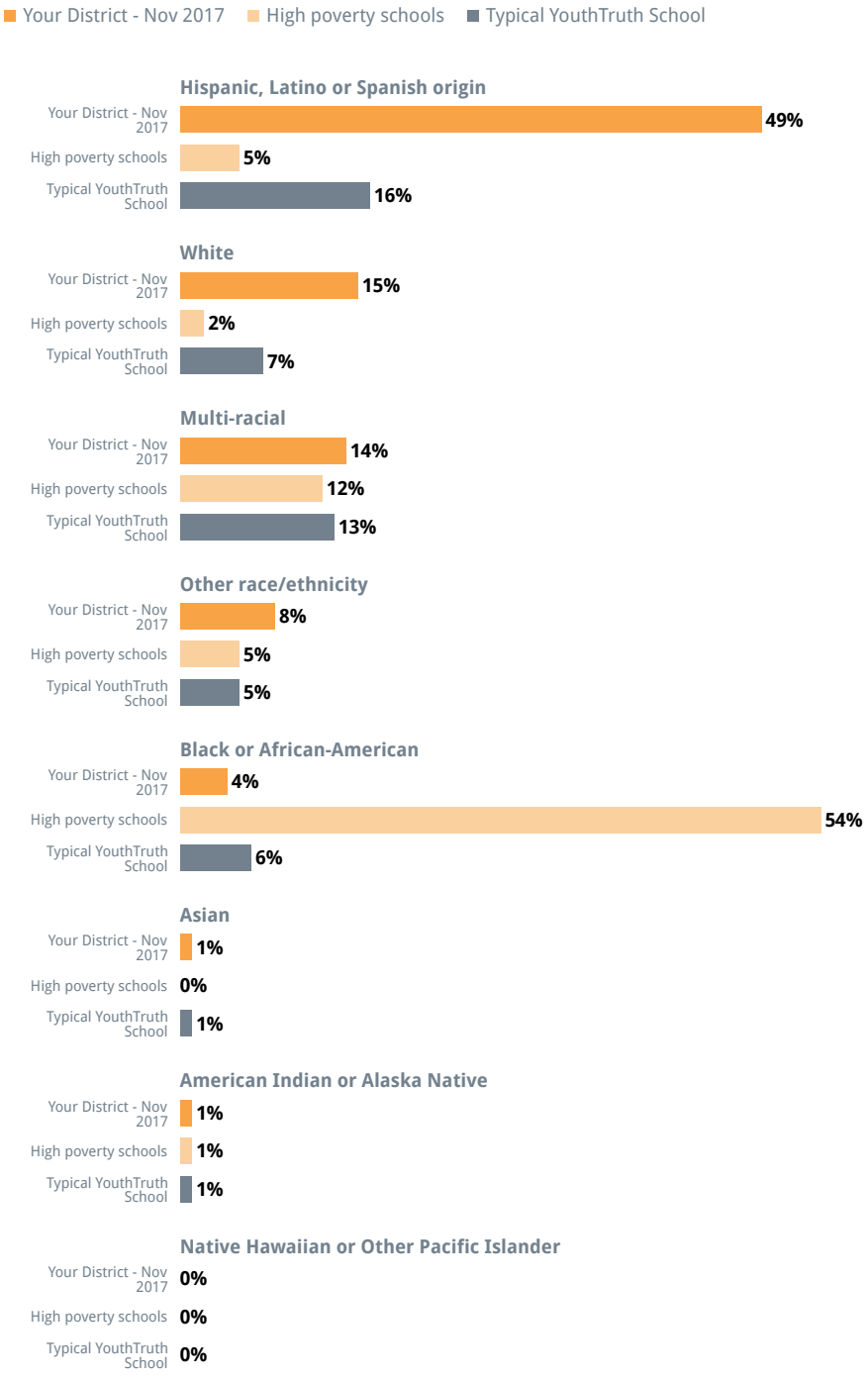
Students Eligible for Free or Reduced-Price Lunch



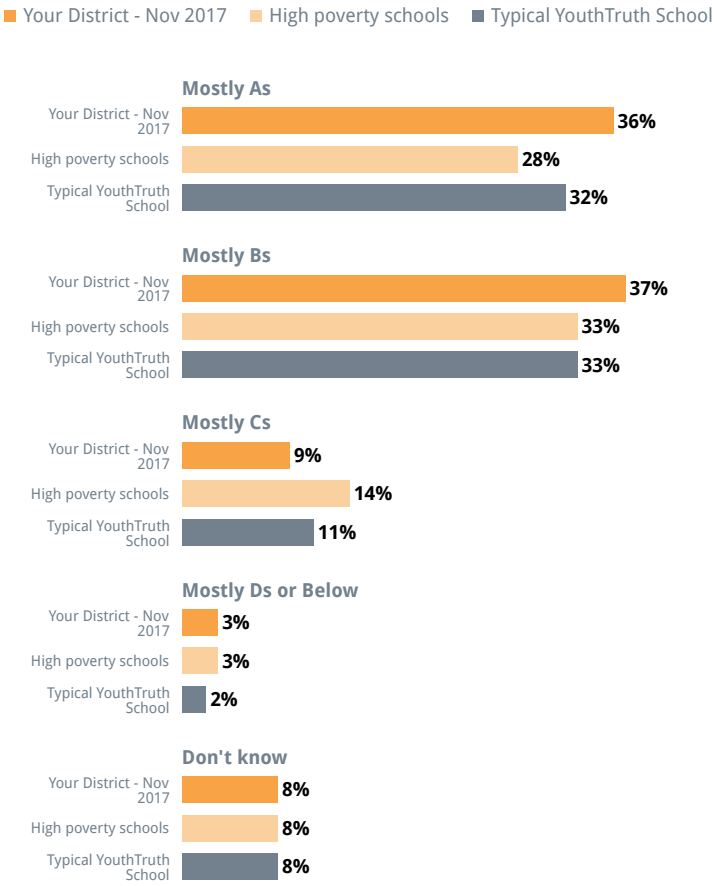
Gender of Respondents



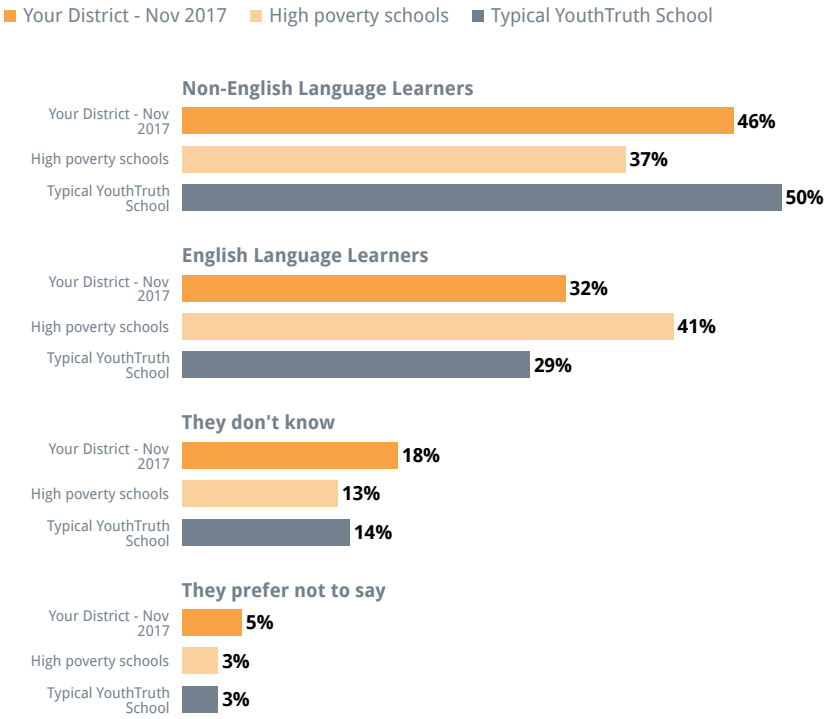
Race of Respondents



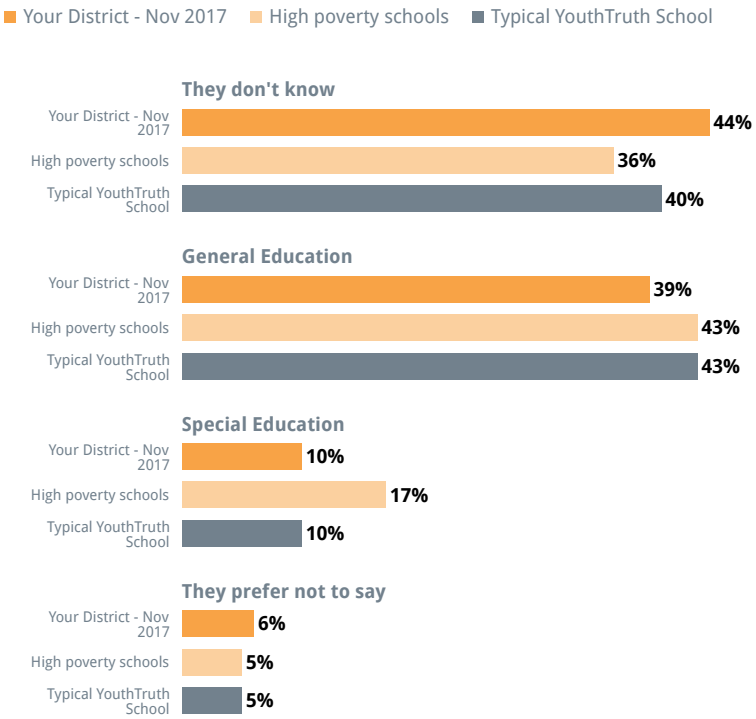
Self-Reported Grades



English Language Learners



Special Education



Methodology

SURVEY ADMINISTRATION

Students participated in the YouthTruth Student Survey during a multi-week survey window. The survey was administered online, with administration coordinated by school personnel.

REPORTING THRESHOLD

Throughout this report, we remove any results reflecting responses from fewer than five respondents in order to preserve respondent confidentiality. If fewer than five respondents of any given subgroup at your school respond to a particular question, the average rating of that particular subgroup for that question will not appear in your report. If fewer than five respondents of any given subgroup at your school respond to the entire survey, the average ratings of that particular subgroup will not appear separately for any questions, although they will contribute to your overall ratings.

ABSOLUTE VS. RELATIVE RATINGS

Throughout this report, you will see a number of references to the "typical" YouthTruth school. These guidelines describe our approach to characterizing schools' results relative to the "typical" school.

- **For likert questions (1-3 or 1-5 scale):** Results are described as "higher than typical" when they fall at or above the 60th percentile in the comparative dataset – that is, higher than 60 percent of other middle schools that have participated in YouthTruth. Conversely, results are described as "lower than typical" when they falls below the 40th percentile – or, lower than 60 percent of other participating middle schools.
- **For questions allowing multiple responses (e.g., Do any of the following make it hard for you to do your best in school? – Home life; extracurricular commitments; etc.):** Results are considered "higher than typical" when they are at least 8 percentage points higher than the results for the median school in the comparative dataset, and "lower than typical" when they are at least 8 percentage points lower than the median.
- **For categorical questions allowing only one response (e.g., Do you want to go to college? – Yes; No; Maybe; I'm not sure):** Results are considered "higher than typical" when they are at least 8 percentage points higher than the results for the average YouthTruth school, and "lower than typical" when they are at least 8 percentage points lower than the average.

COHORT AND SUBGROUP COMPARISONS

To help make comparisons more contextually meaningful, you can toggle to compare your results to a subset of participants with similar characteristics. Most schools participate in the YouthTruth surveys alongside other schools within their local school district or network. When this is the case, schools can compare their results to those of other schools in their district or network. Reports also include a set of comparison groups that allow for comparisons across school-level indicators related to poverty, school size, school type, and geography. These groups include:

Cohort Name	Description	Number of schools
High poverty schools	Greater than or equal to 70% of a district or schools students receiving free or reduced price lunch.	110
Rural schools	Schools located more than 10 miles from an urbanized area.	31
Suburban schools	Schools located in an urbanized area, but outside a principal city.	73
Small city schools	Schools located in urbanized area and in a principal city with a population of less than 250,000.	38
Large city schools	Schools located in urbanized area and in a principal city with a population greater than or equal to 250,000.	96
Small size schools	Less than or equal to 150 students.	50
Large size schools	Greater than or equal to 600 students.	73
Charter schools	Publicly funded, independently managed schools established under the terms of a charter with a local or national authority.	44
PBL schools	Schools utilizing project-based-learning models as part of curriculum.	15
STEM schools	Schools utilizing a curriculum focusing primarily on science, technology, engineering, and math.	13

The four geographic cohorts are defined based on collapsed categories using NCES locale codes. For more information on NCES methodology, please visit http://nces.ed.gov/ccd/rural_locales.asp.

Respondents are also asked a series of demographic questions, the responses from which are used to create subgroup comparisons that you can toggle throughout your report.

SUMMARY MEASURES

YouthTruth survey questions are grouped into summary measures, each of which captures data from statistically related questions. To identify these summary measures, YouthTruth uses factor analysis, a statistical tool that analyzes underlying patterns in the data.