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

KEY RATINGS

YouthTruth

STUDENT SURVEY

A NATIONAL NONPROFIT

Your report includes the following sections:

HOW TO READ YOUR REPORT

EXECUTIVE SUMMARY

STUDENT ENGAGEMENT

ACADEMIC PREPARATION

RELATIONSHIPS WITH TEACHERS

RELATIONSHIPS WITH PEERS

SCHOOL CULTURE

COLLEGE & CAREER READINESS

ACADEMIC SUPPORT SERVICES

STRENGTHS & AREAS FOR IMPROVEMENT

*STUDENT LEARNING STYLES

*PROJECT-BASED LEARNING

*STEM EDUCATION

*GENERAL HEALTH

*NUTRITION & EXERCISE

***DRUGS & ALCOHOL**

***EMOTIONAL & MENTAL HEALTH**

***SCHOOL SAFETY**

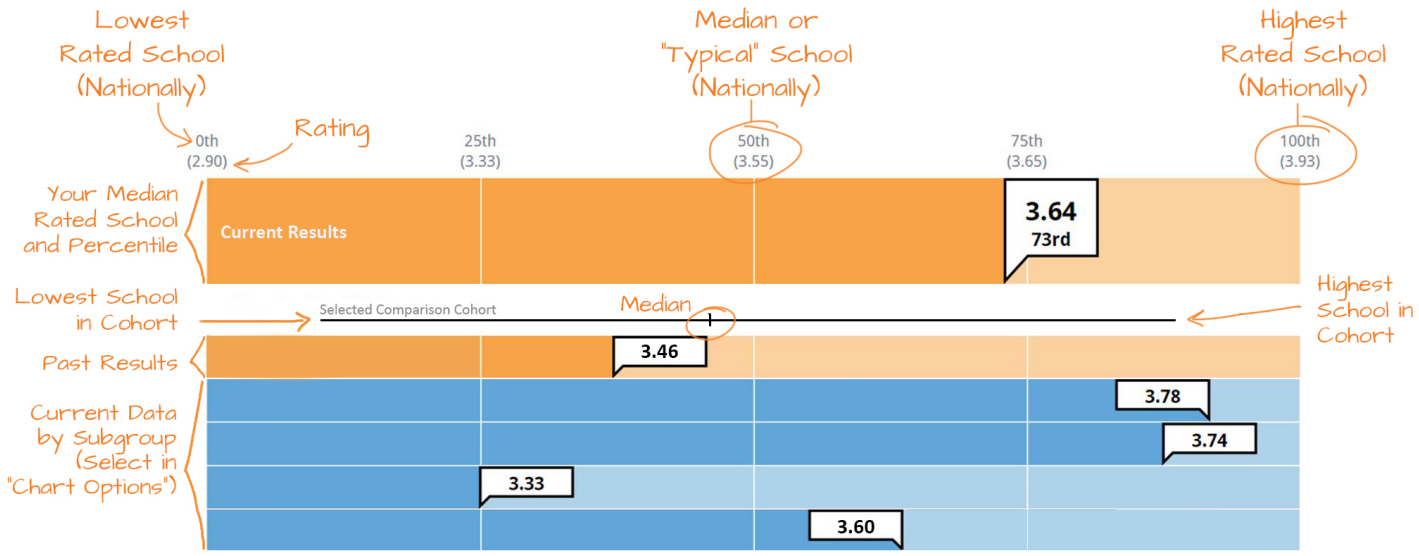
***STUDENT VOICE & LEADERSHIP**

***STUDENT MOTIVATION**

STUDENT COMMENTS

APPENDIX

*IF APPLICABLE



Key Measures	Average Rating	Percentile Rank
Student Engagement	3.64	45th
Academic Rigor	3.81	40th
Relationships with Teachers	3.51	55th
Relationships with Peers	3.58	69th
School Culture	3.46	67th
College & Career Readiness	3.46	57th

High poverty schools

EXECUTIVE SUMMARY

Students at Ector County Independent School District high 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, School Culture, College & Career Readiness, and Academic Support Services. 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 high school provided the highest ratings on **Academic Rigor** and **Student Engagement**, while the lowest rated topics were **School Culture** and **College & Career Readiness**.

In order to put student feedback into context, this report compares Ector County Independent School District students' ratings to the ratings from students at **428** other high schools across the country. The median, or "typical," high 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 high 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 **more** favorable feedback on:

- Relationships with Peers
- School Culture

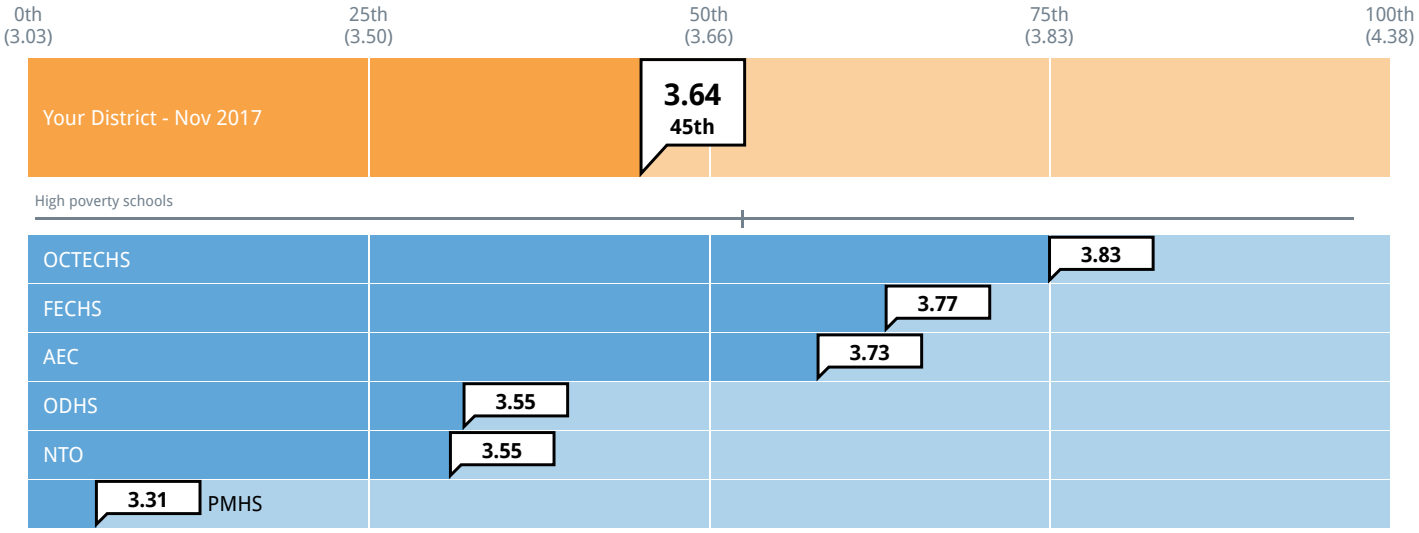
Ector County Independent School District students gave **typical** feedback on:

- Student Engagement
- Academic Rigor
- Relationships with Teachers
- College & Career Readiness

The response rate for this round of surveying at Ector County Independent School District was **50%**. Please refer to the Appendix section for more information about the demographics of the respondents.

Student Engagement Summary Measure

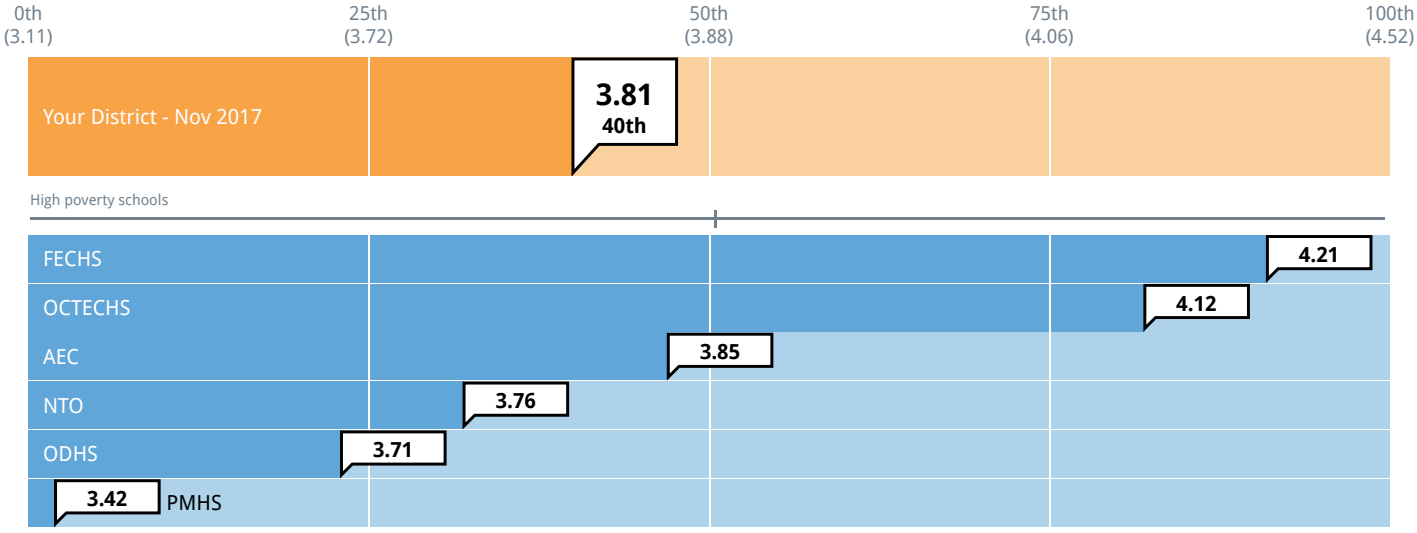
This summary measure describes the degree to which students perceive themselves as engaged with their school and their education.



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

Academic Rigor Summary Measure

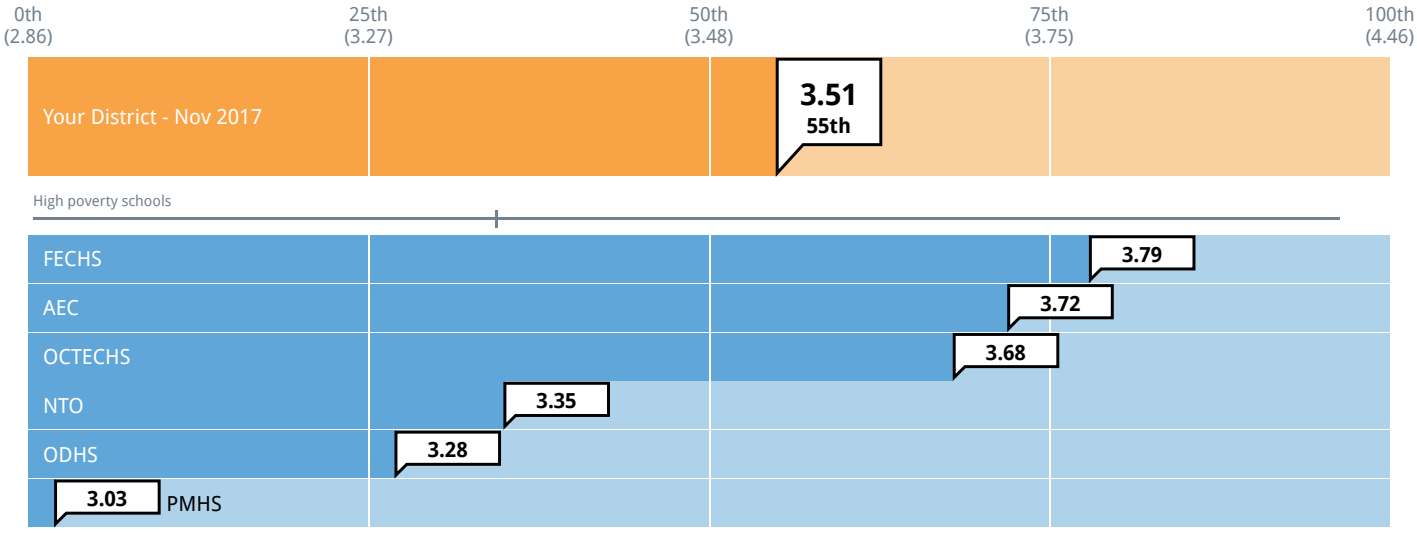
This summary measure describes the degree to which students feel that they are challenged by their coursework and teachers.



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

Relationships with Teachers Summary Measure

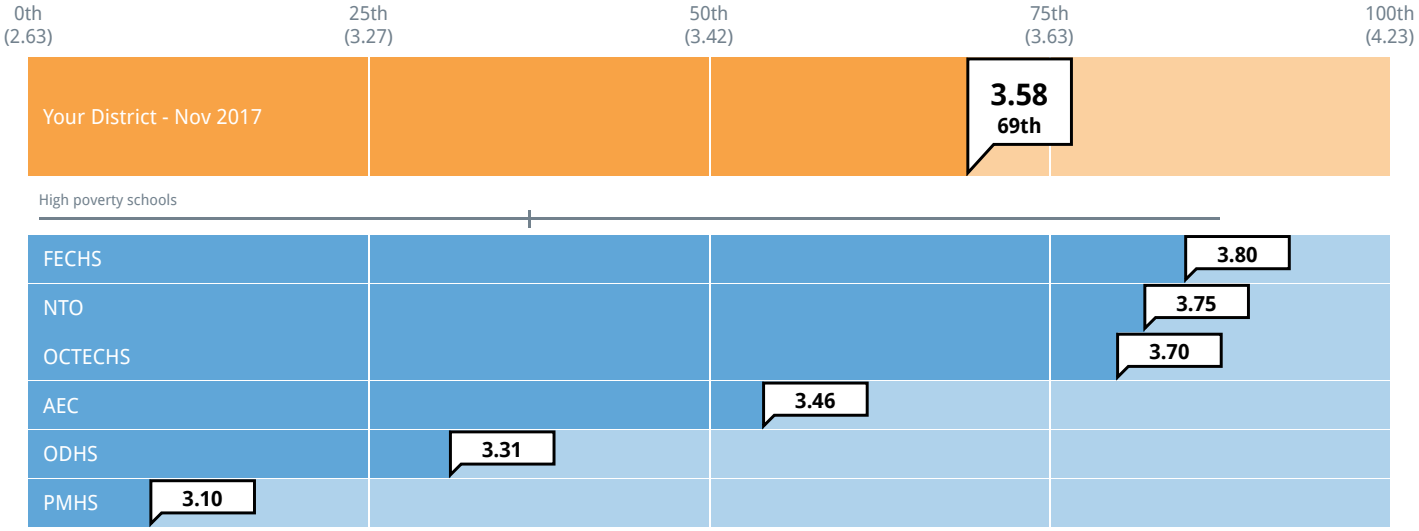
This summary measure describes the quality of teacher support and personal attention.



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

RELATIONSHIP WITH PEERS SUMMARY MEASURE

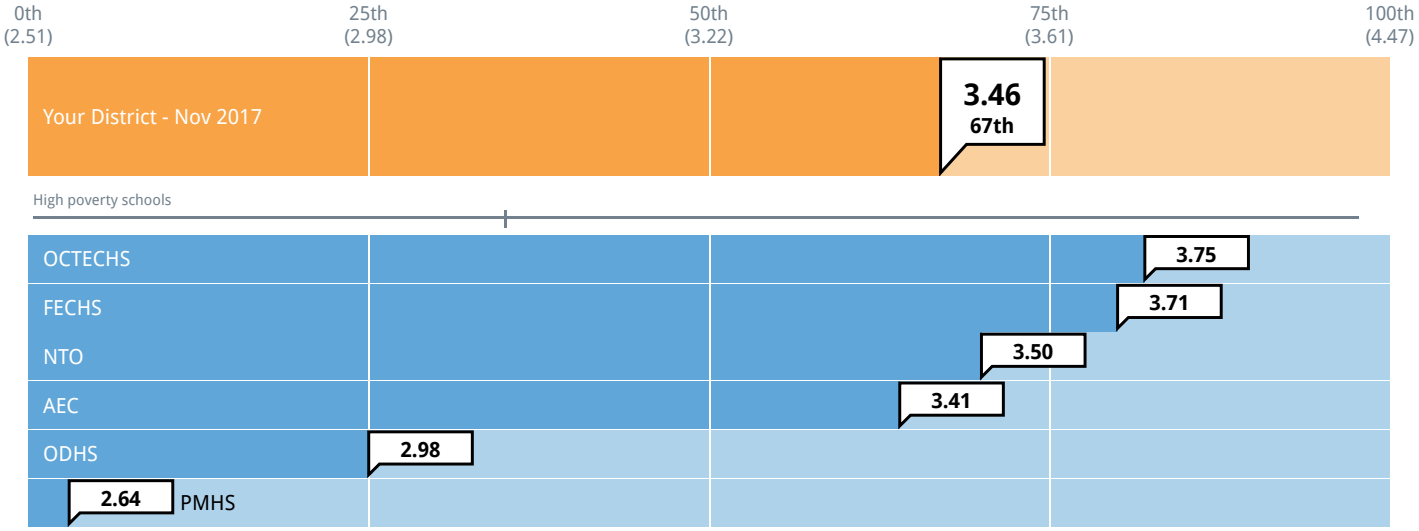
This summary measure describes the degree to which students have supportive, collaborative relationships with their classmates.



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

School Culture Summary Measure

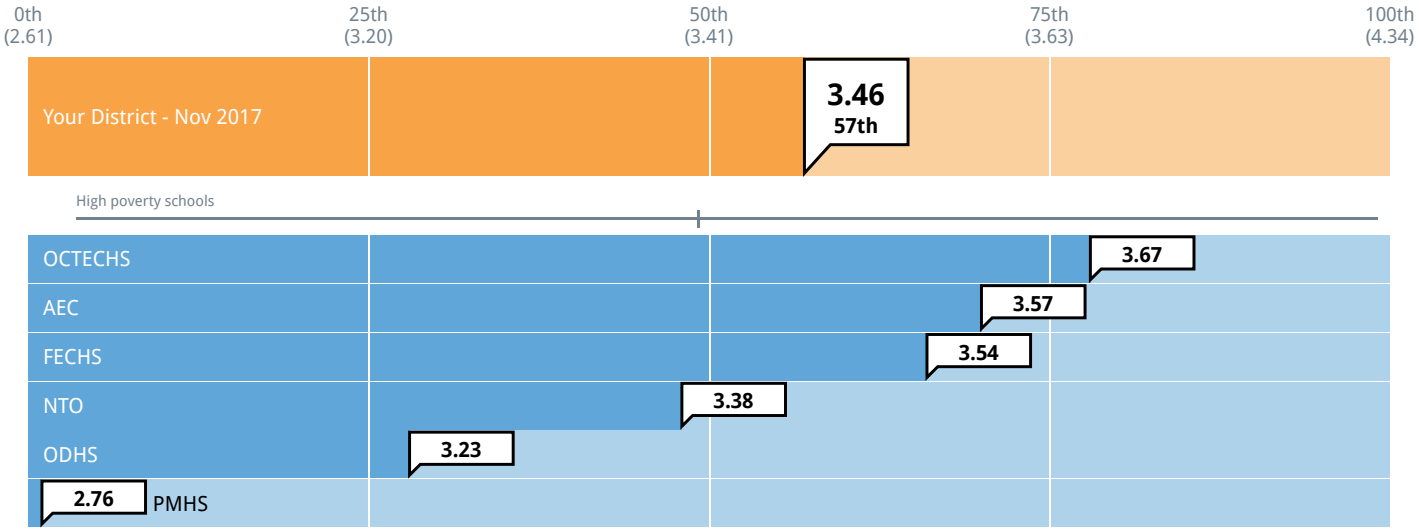
This summary measure describes the degree to which students believe that the school-wide culture fosters respect and fairness.



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

College & Career Readiness Summary Measure

This summary measure describes the degree to which students feel equipped to pursue college and careers.



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

Proportion of Positive Ratings

Summary Measure	Typical School in Ector County Independent School District	Typical School Nationally
Student Engagement	54%	59%
Academic Rigor	57%	63%
Relationships with Teachers	36%	42%
Relationships with Peers	44%	46%
School Culture	26%	31%
College & Career Readiness	35%	40%

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 high school rate their level of engagement **as highly as** students do at other participating high schools.

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

- Their teachers' expectations make them want to do their best

Ector County Independent School District students agree to a **similar** degree that:

- They try to do their best in school

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

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

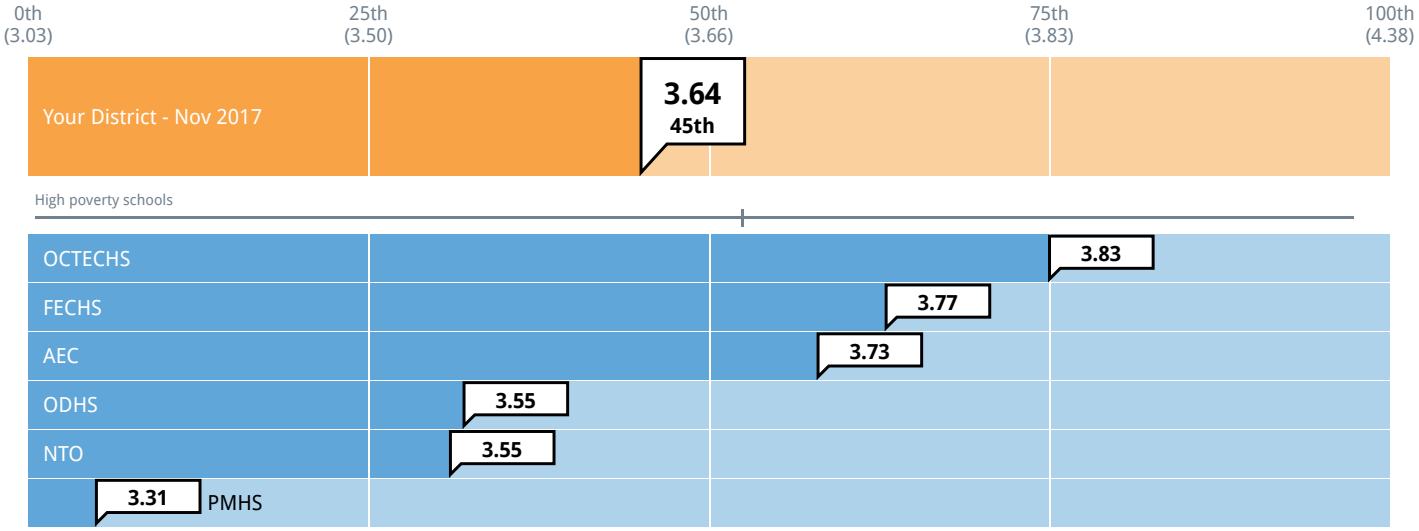
At the typical Ector County Independent School District high school, **24%** of students have considered **dropping out** of school. This is **higher** than the percentage at other participating high schools.

When asked why they have considered dropping out, the most common reasons given are:

- They had fallen behind and felt like they couldn't catch up
- They didn't see how the work they were doing would help them in life

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 ▼

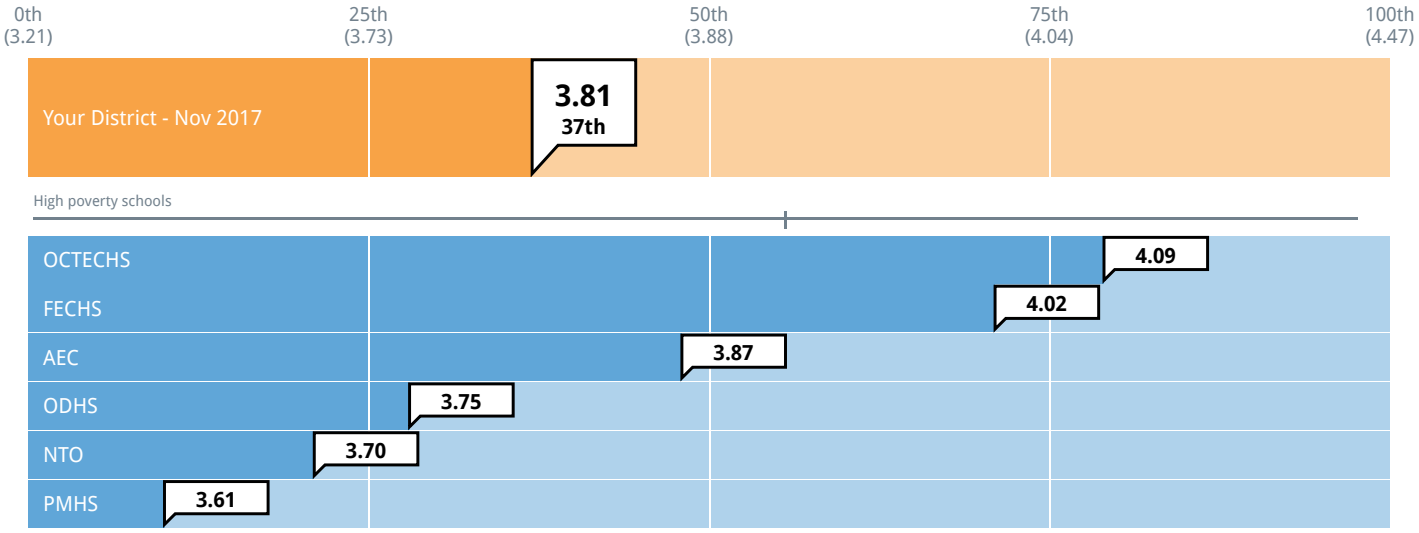
Student Engagement Questions

Proportion of Positive Ratings (4 or 5)

Question	Typical School in Ector County Independent School District	Typical School Nationally
They take pride in their school work	64%	68%
They try to do their best in school	82%	81%
They enjoy coming to school most of the time	47%	52%
Their teachers' expectations make them want to do their best	52%	56%
What they learn in class helps them outside of school	31%	48%

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 ▼

I try to do my best in school.

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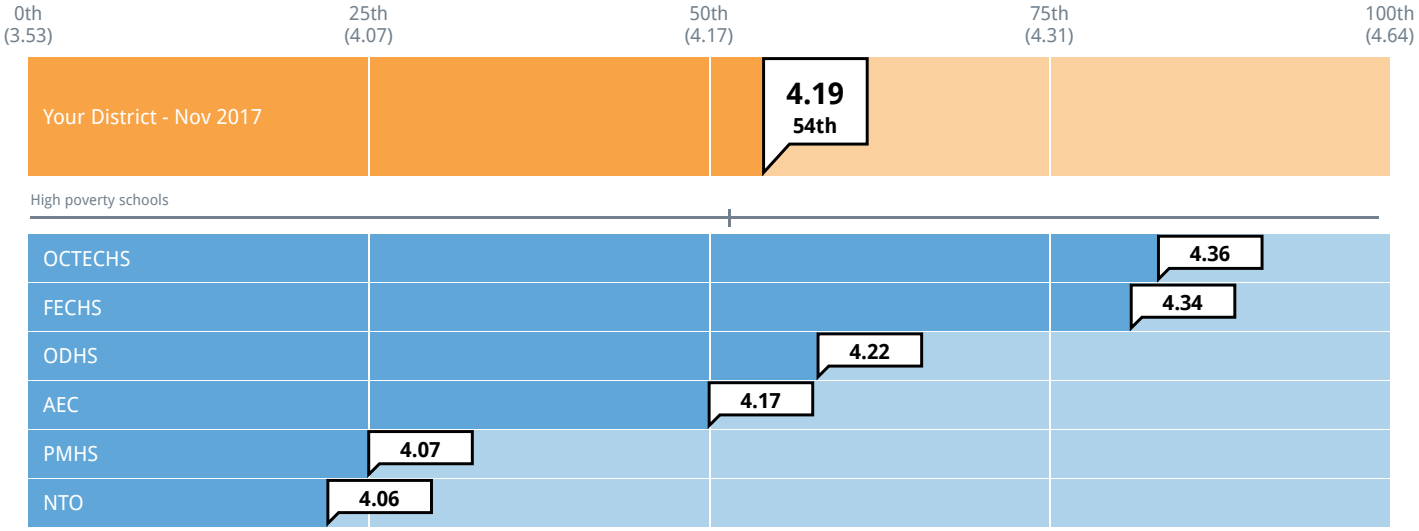

Cohort: High poverty schools ▼ **Past results:** On Off **Subgroup:** School ▼

I enjoy coming to school most of the time.

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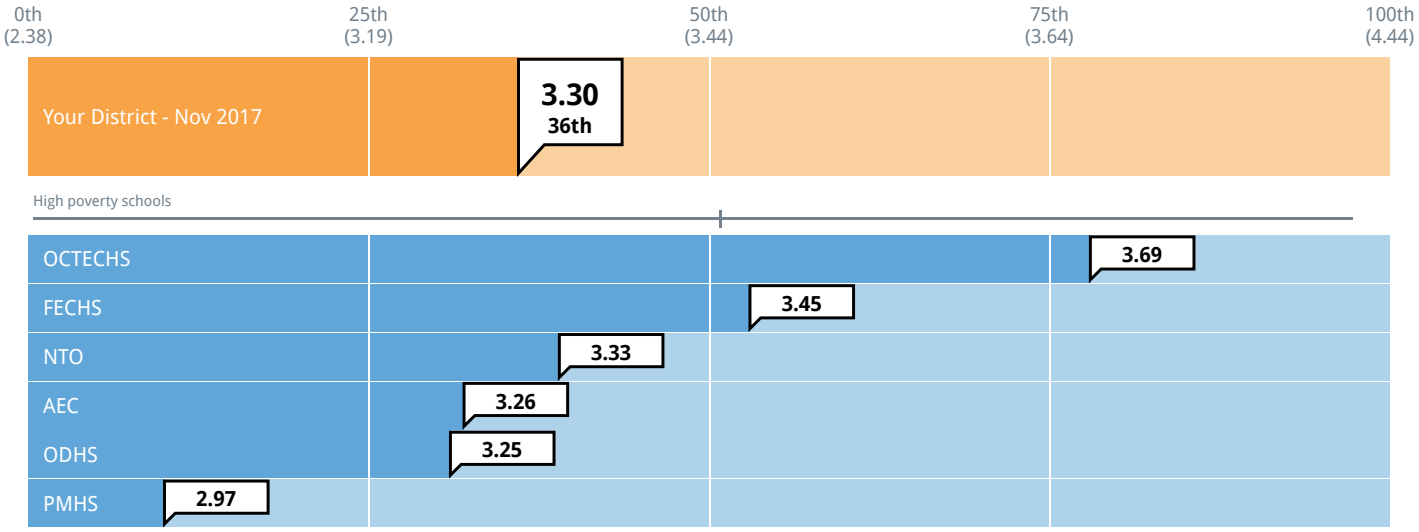

Cohort: High poverty schools ▼ **Past results:** On Off **Subgroup:** School ▼

My teachers' expectations make me want to do my best.

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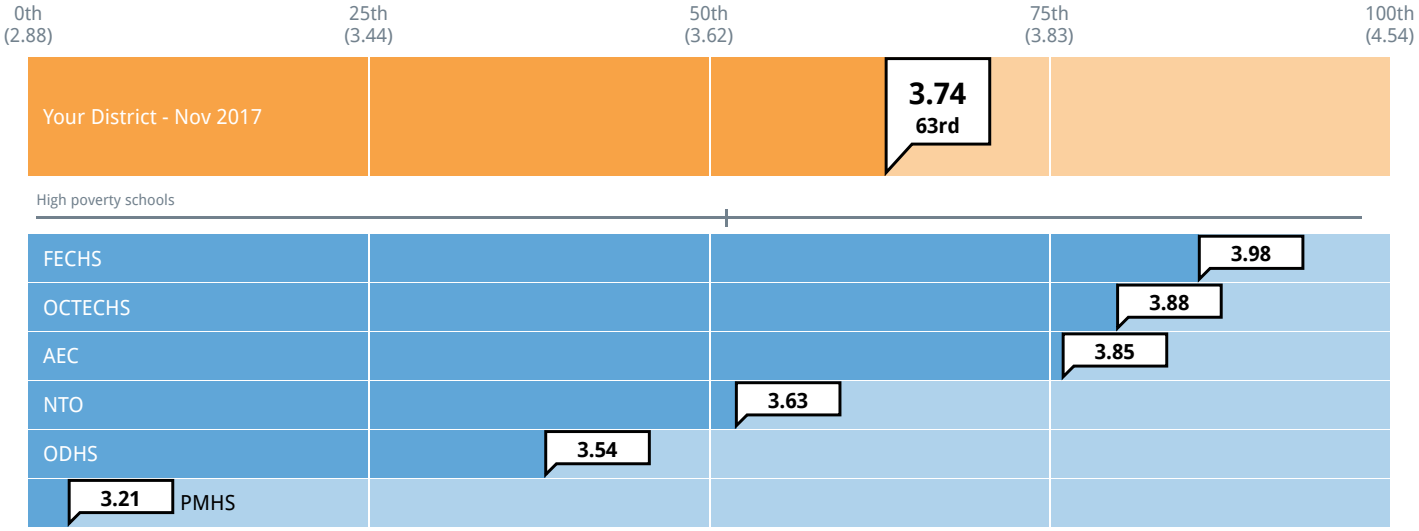
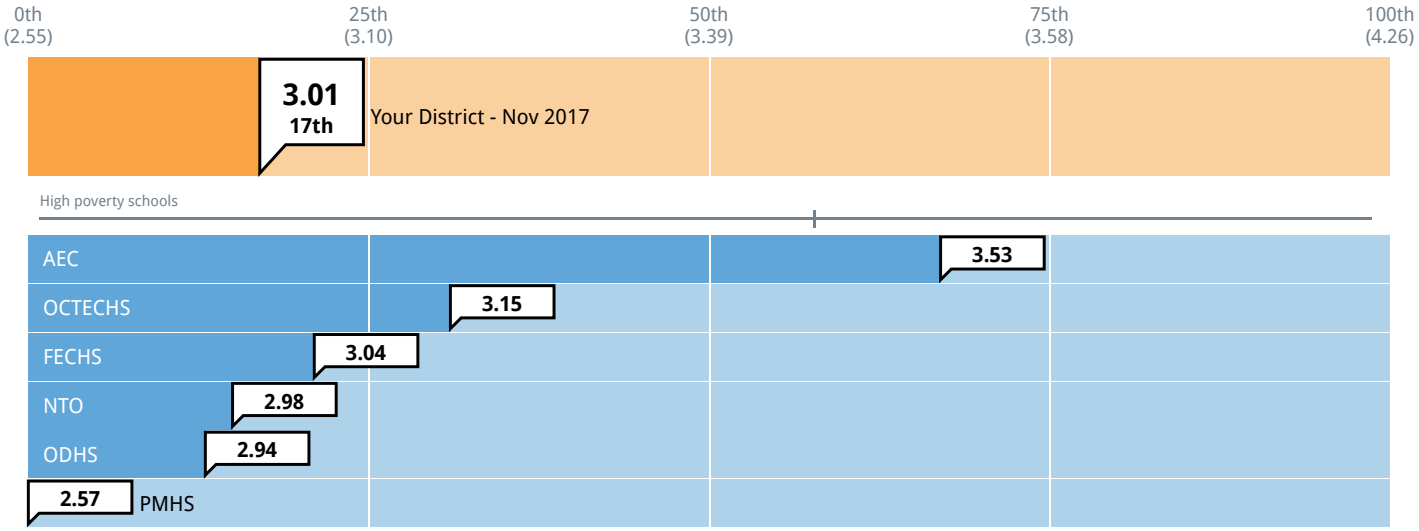


Cohort: High poverty schools ▼ **Past results:** On Off **Subgroup:** School ▼

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 ▼

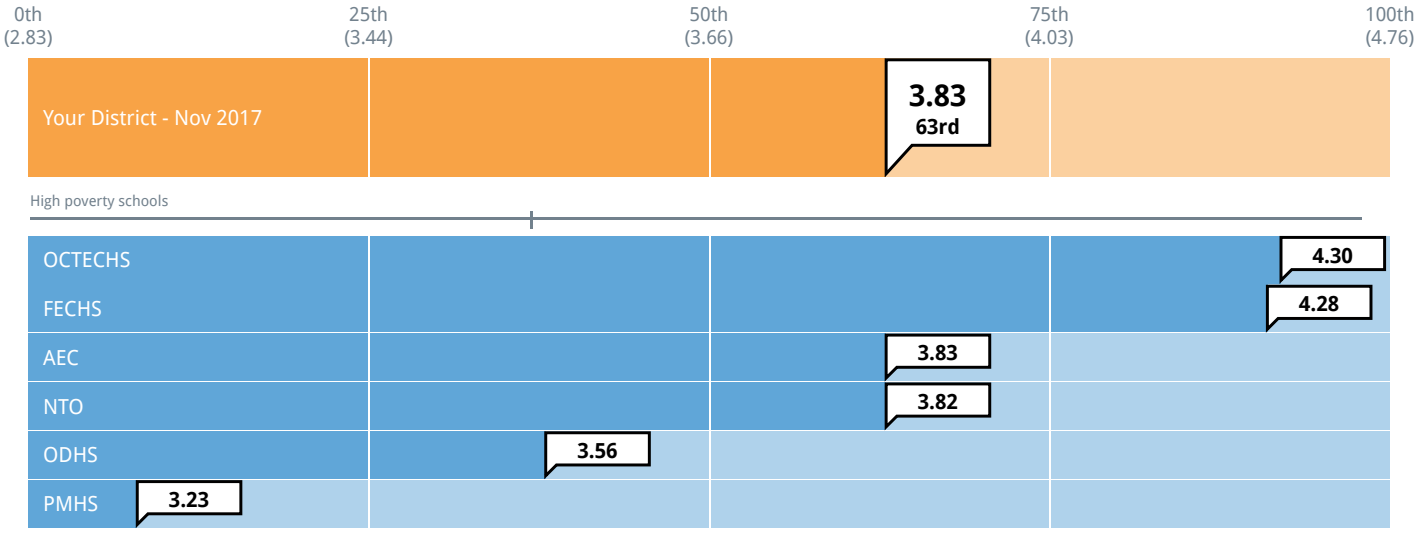
Education Quality

Proportion of Positive Ratings (4 or 5)

Question	Typical School in Ector County Independent School District	Typical School Nationally
They are getting a high quality education at this school	59%	61%

I am getting a high quality education at this school.

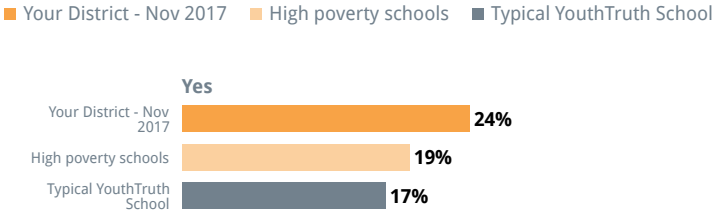
1 = Strongly disagree **3** = Neither agree nor disagree **5** = Strongly agree



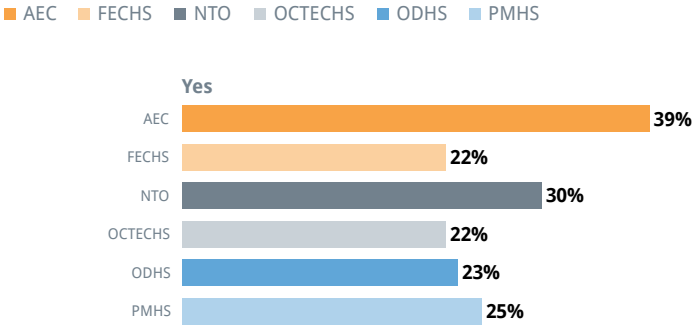
Cohort: High poverty schools ▼ Past results: On Off Subgroup: School ▼

Dropping Out

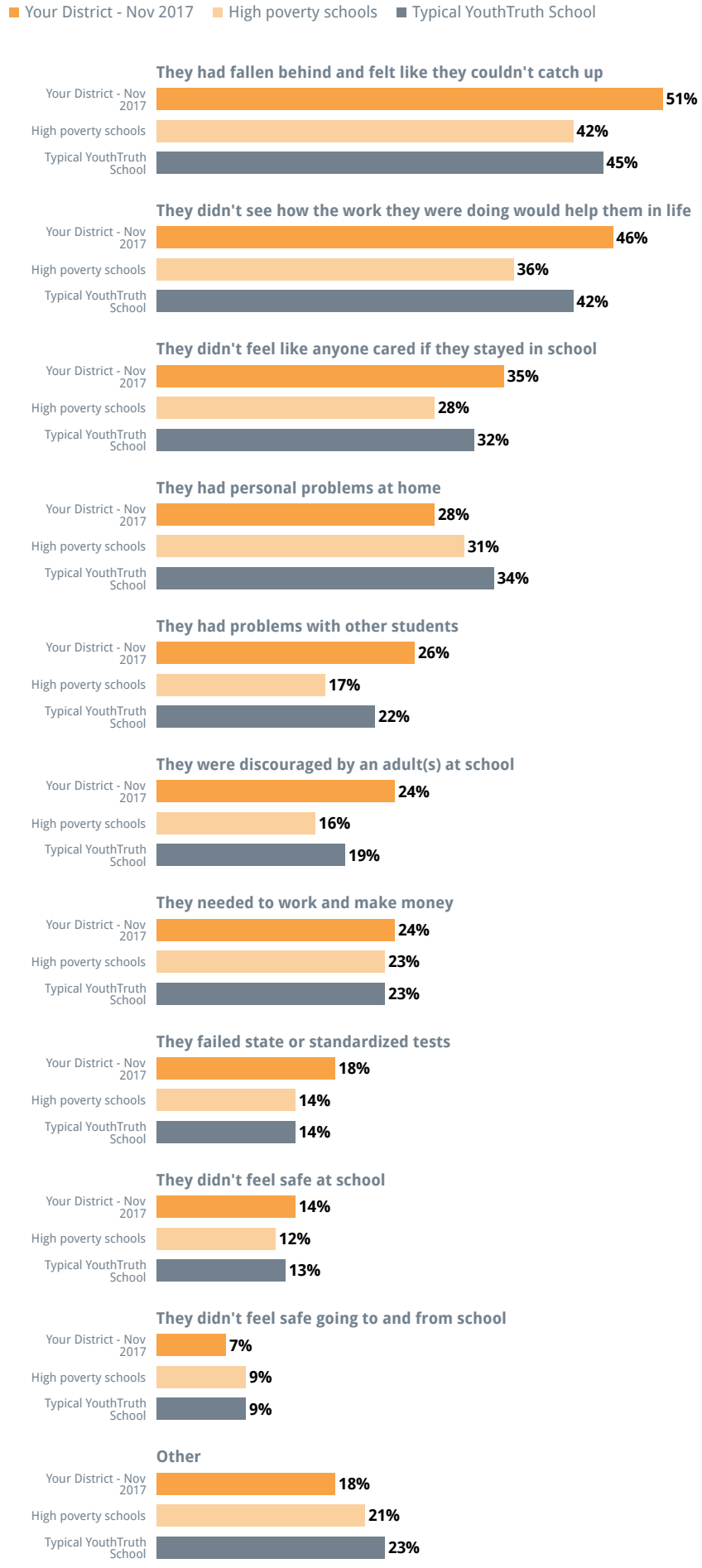
Have you ever seriously considered dropping out of high school? - Overall



Have you ever seriously considered dropping out of high school? - Subgroup

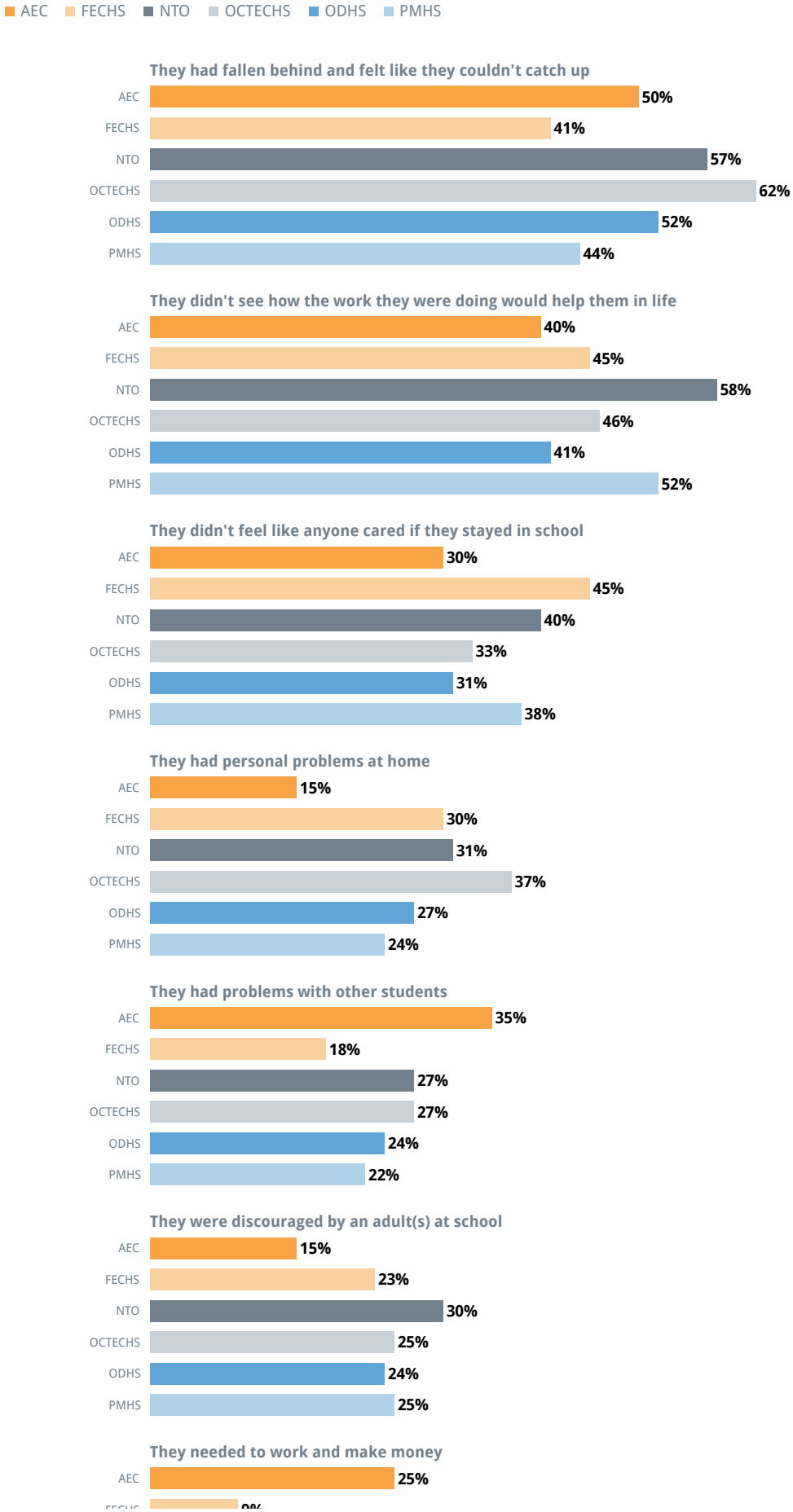


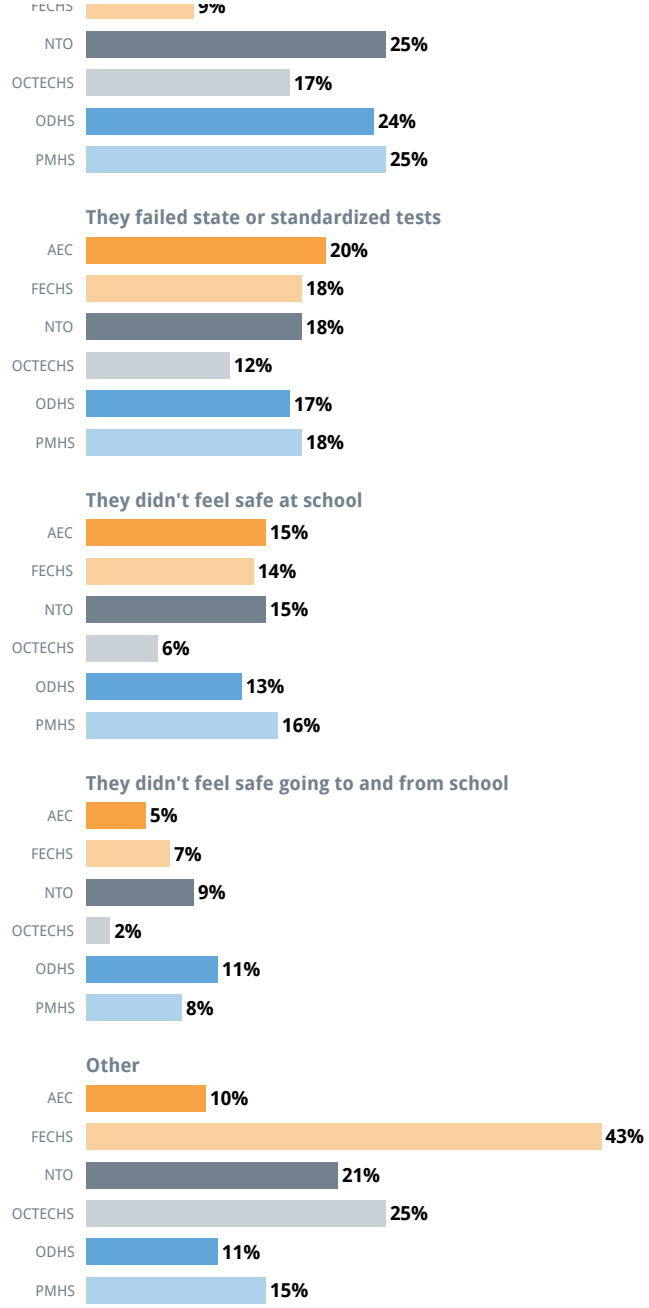
Why did you consider dropping out of school? - Overall


Your District - Nov 2017
High poverty schools
Typical YouthTruth School
They had fallen behind and felt like they couldn't catch up
51%
42%
45%
They didn't see how the work they were doing would help them in life
46%
36%
42%
They didn't feel like anyone cared if they stayed in school
35%
28%
32%
They had personal problems at home
28%
31%
34%
They had problems with other students
26%
17%
22%
They were discouraged by an adult(s) at school
24%
16%
19%
They needed to work and make money
24%
23%
23%
They failed state or standardized tests
18%
14%
14%
They didn't feel safe at school
14%
12%
13%
They didn't feel safe going to and from school
7%
9%
9%
Other
18%
21%
23%

Note: The denominator in this chart is the number of students who have considered dropping out.

Why did you consider dropping out of school? - Subgroup





Note: The denominator in this chart is the number of students who have considered dropping out.

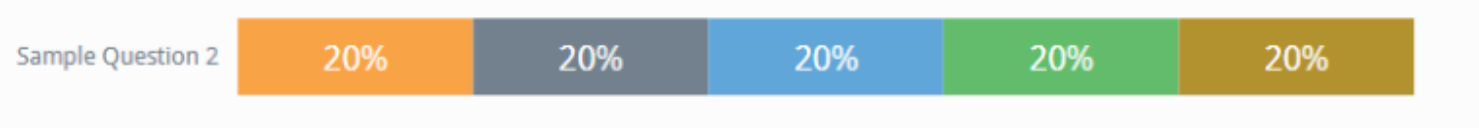
Student Engagement Response Distribution

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'.

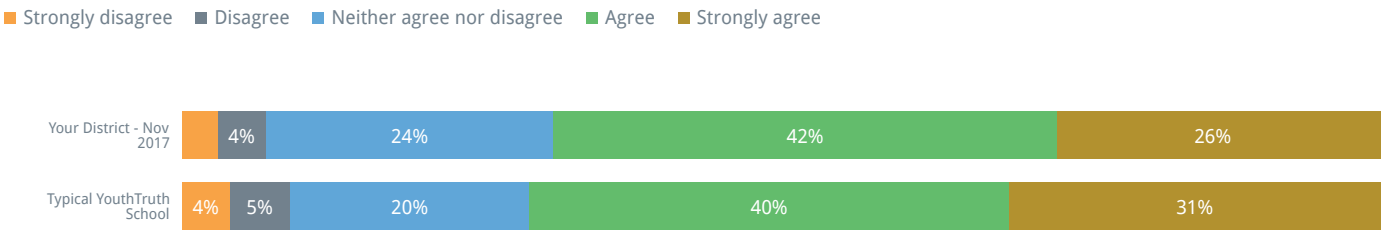
In sample question 1 below, the majority of students (70%) feel neutral about the question, with a handful of students having a more negative or more positive experience.

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

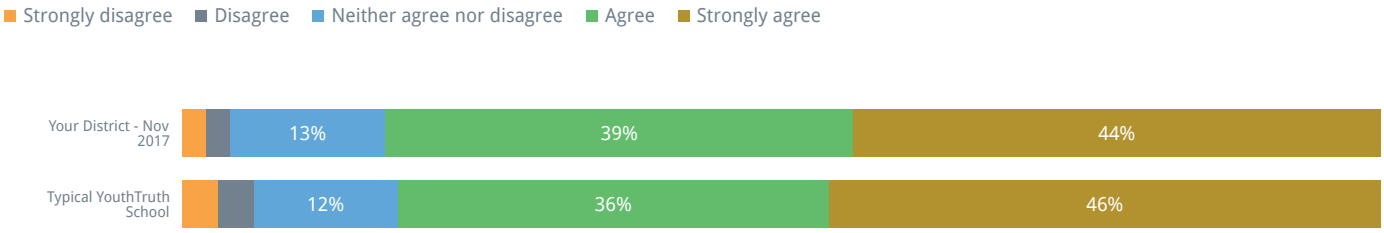


Continue scrolling to see your data.

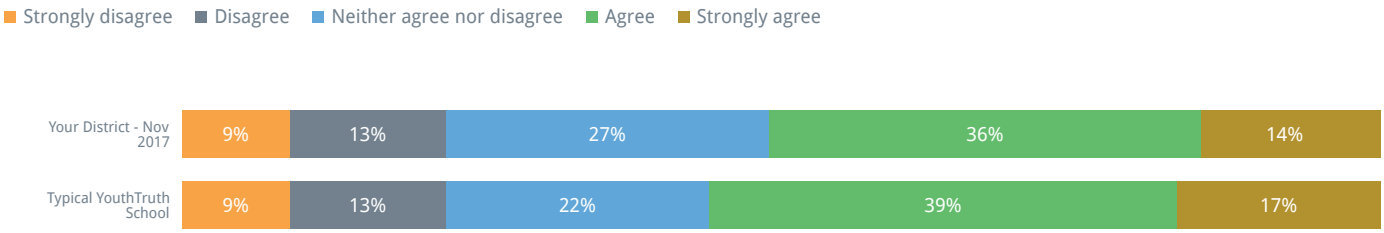
I take pride in my school work.



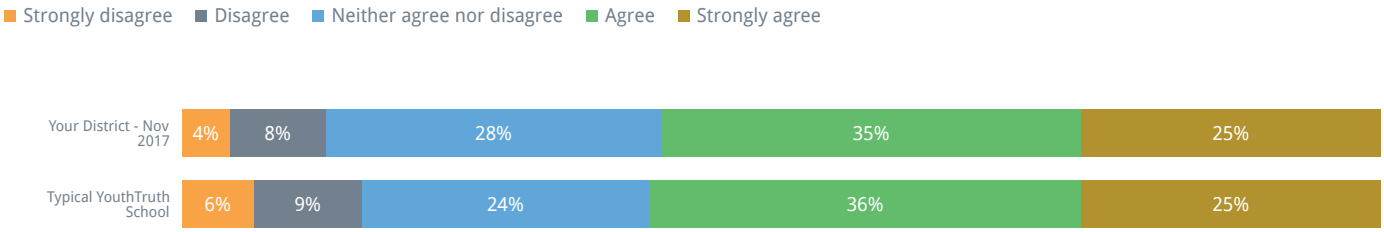
I try to do my best in school.



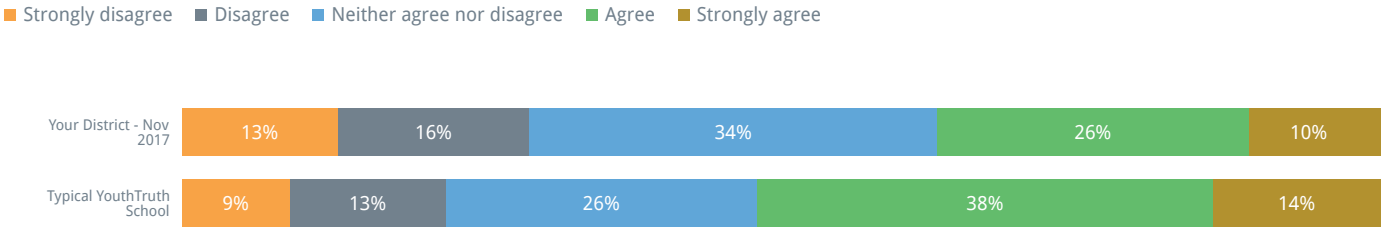
I enjoy coming to school most of the time.



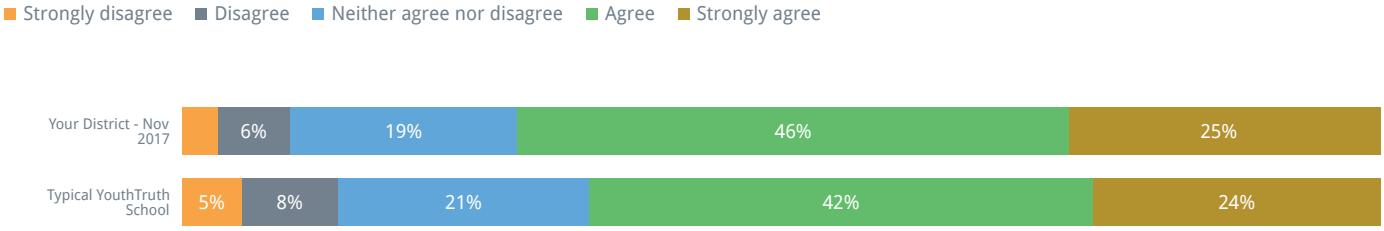
My teachers' expectations make me want to do my best.



What I learn in class helps me outside of school.



I am getting a high quality education at this school.



ACADEMIC RIGOR

Overall, students at the typical Ector County Independent School District high school rate the rigor of their classes and instruction **as highly as** students do at other participating high 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 to a **similar** degree that:

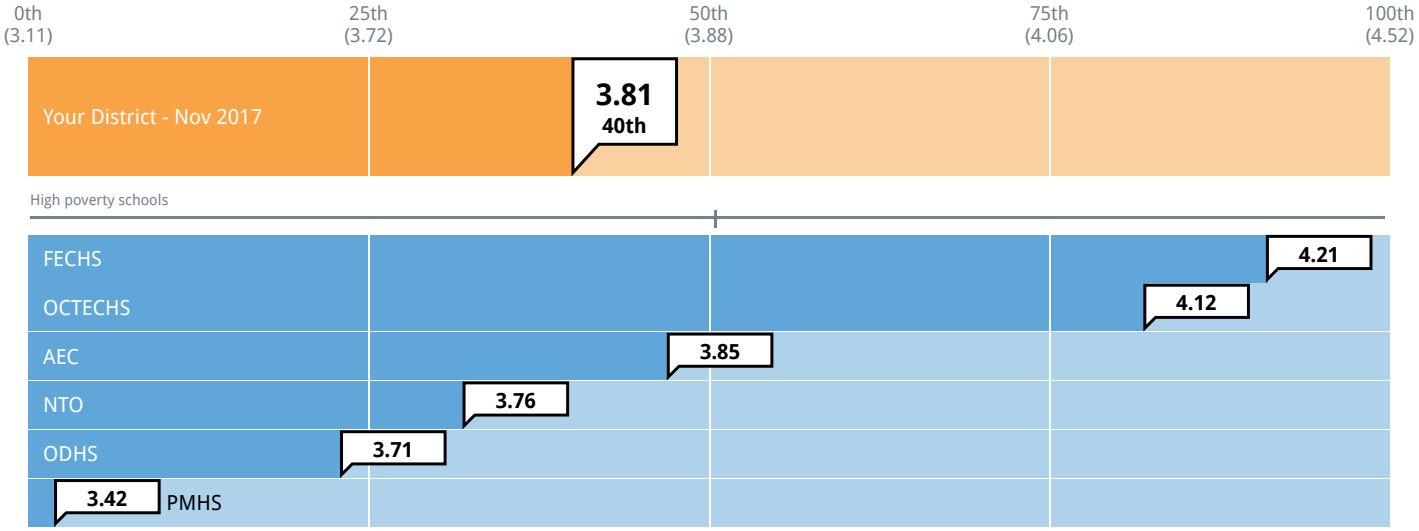
- In order to receive a good grade, they have to work hard in their classes
- They can tell that their teachers understand the subjects that they are teaching
- Their teachers give them assignments that help them to better understand the subject

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

- The work that they do for their classes makes them really think

Academic Rigor Summary Measure

This summary measure describes the degree to which students feel they are challenged by their coursework and teachers.



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

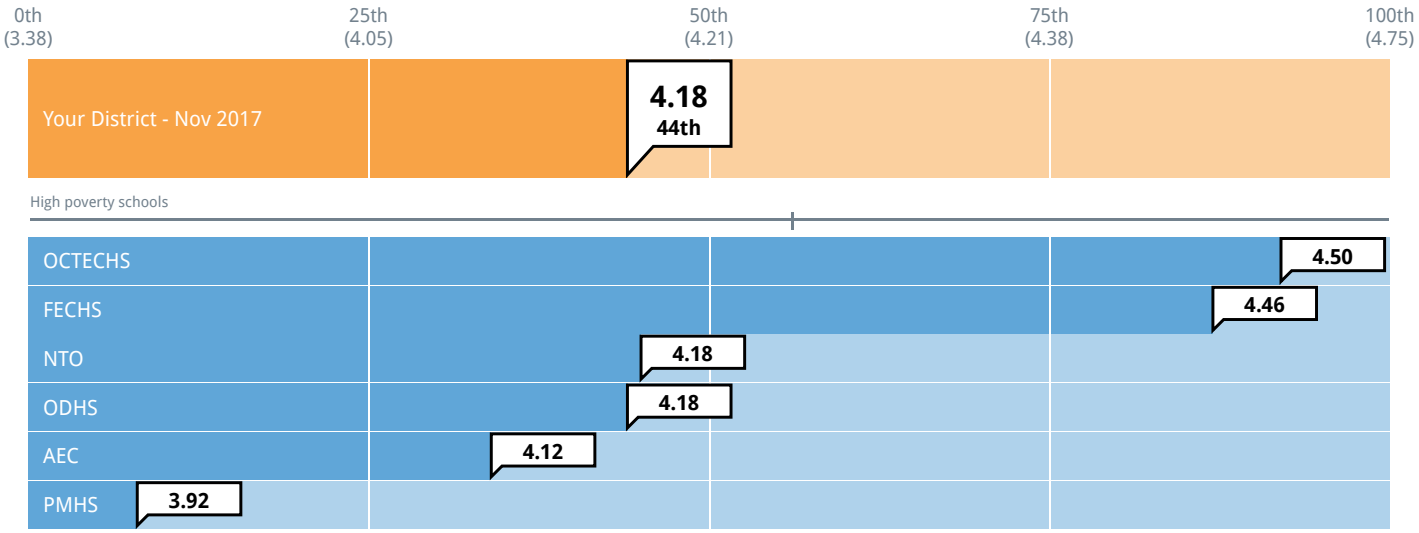
Academic Rigor Questions

Proportion of Positive Ratings (4 or 5)

Question	Typical School in Ector County Independent School District	Typical School Nationally
In order to receive a good grade, they have to work hard in their classes	80%	80%
The work that they do for their classes makes them really think	57%	63%
They can tell that their teachers understand the subjects that they are teaching	62%	67%
Their teachers give them assignments that help them to better understand the subject	50%	58%

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

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 classes makes me really think.

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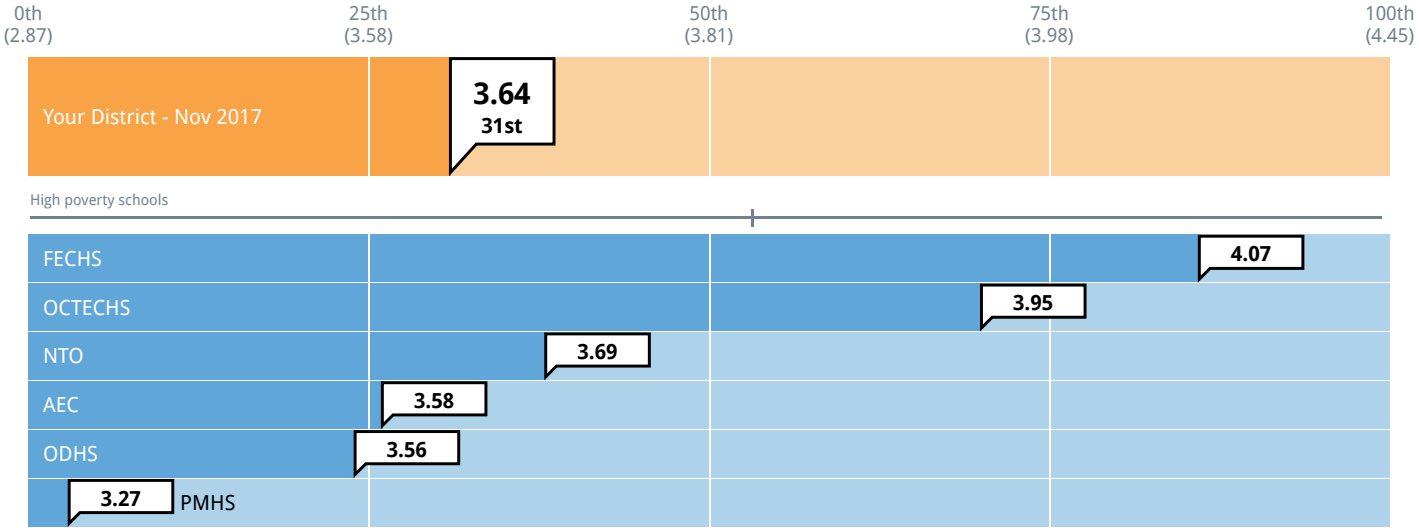

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I can tell that my teachers understand the subjects that they are teaching.

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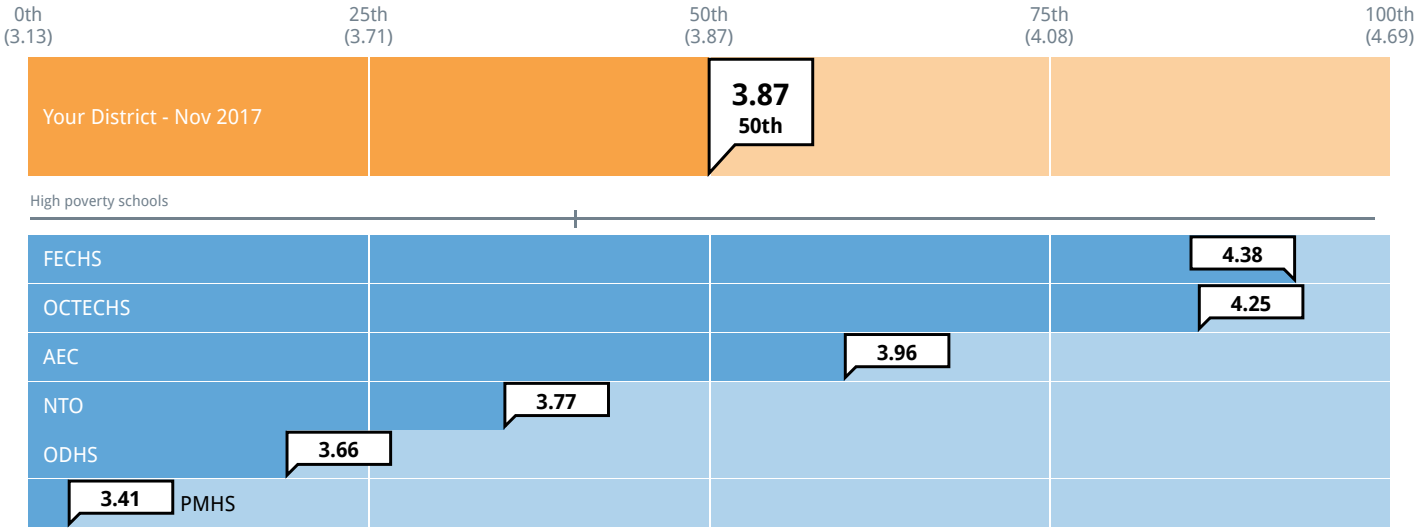

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My teachers give me assignments that help me to better understand the subject.

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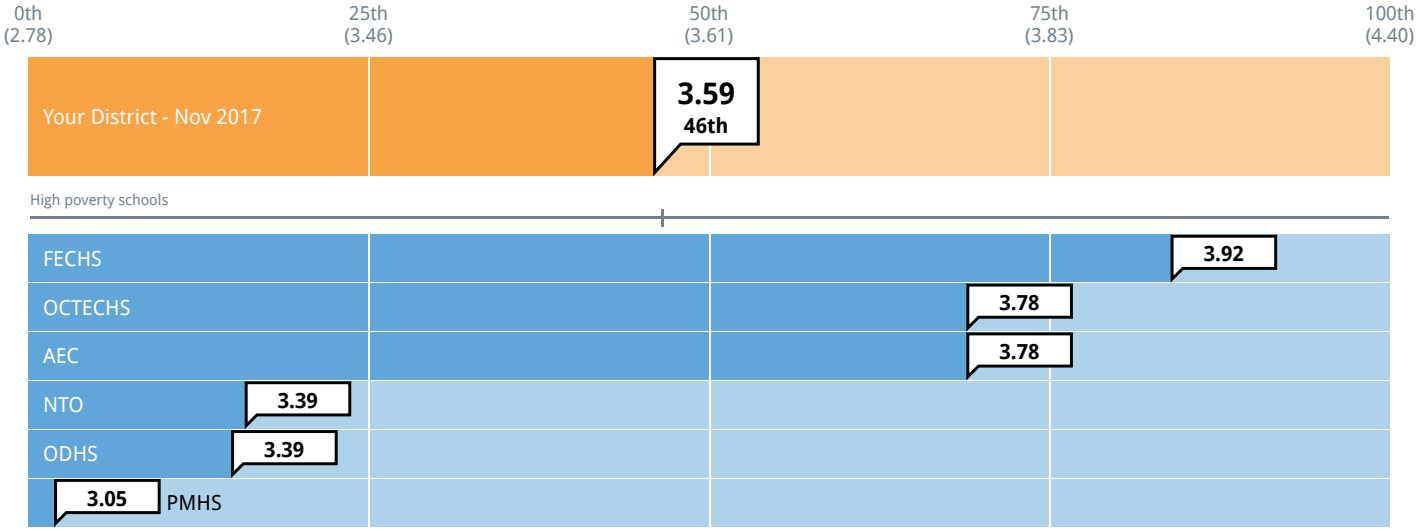

Cohort: High poverty schools ▼ **Past results:** On Off **Subgroup:** School ▼

Related Questions

Proportion of Positive Ratings (4 or 5)

Question	Typical School in Ector County Independent School District	Typical School Nationally
Many of their teachers don't let people give up when the work gets hard	47%	51%
Many of their teachers want them to use their thinking skills, not just memorize things	59%	61%
Many of their teachers want them to explain their answers - why they think what they think	62%	68%
In most of their classes, they learn a lot almost every day	55%	56%
In most of their classes, they learn to correct their mistakes	55%	59%

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

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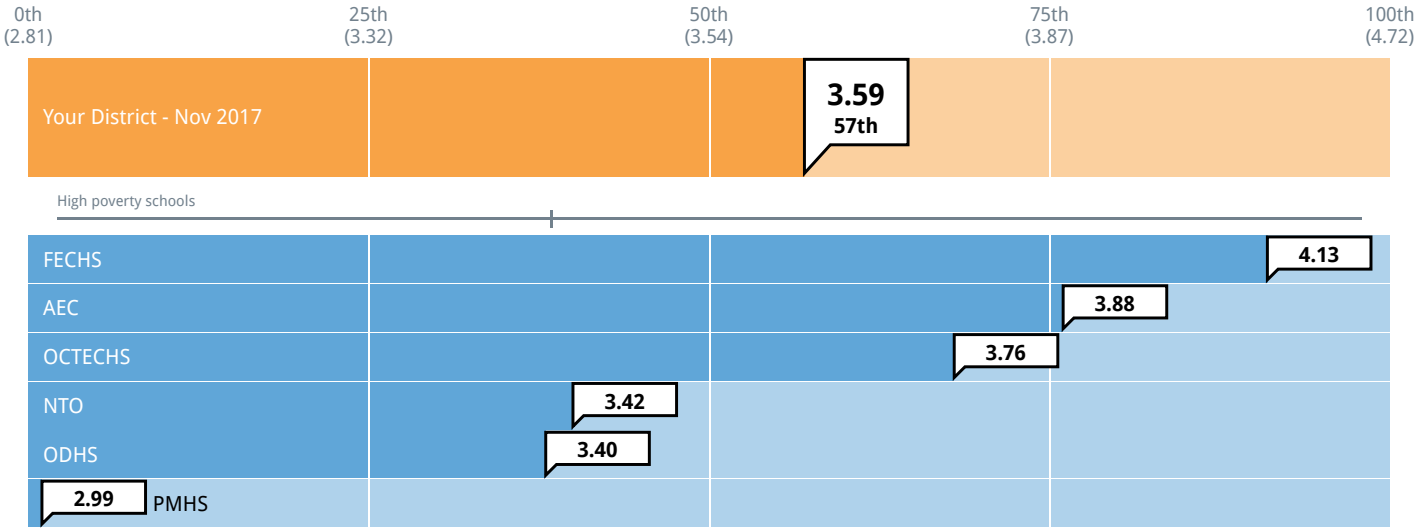

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Most of my teachers want us to use our thinking skills, not just memorize things.

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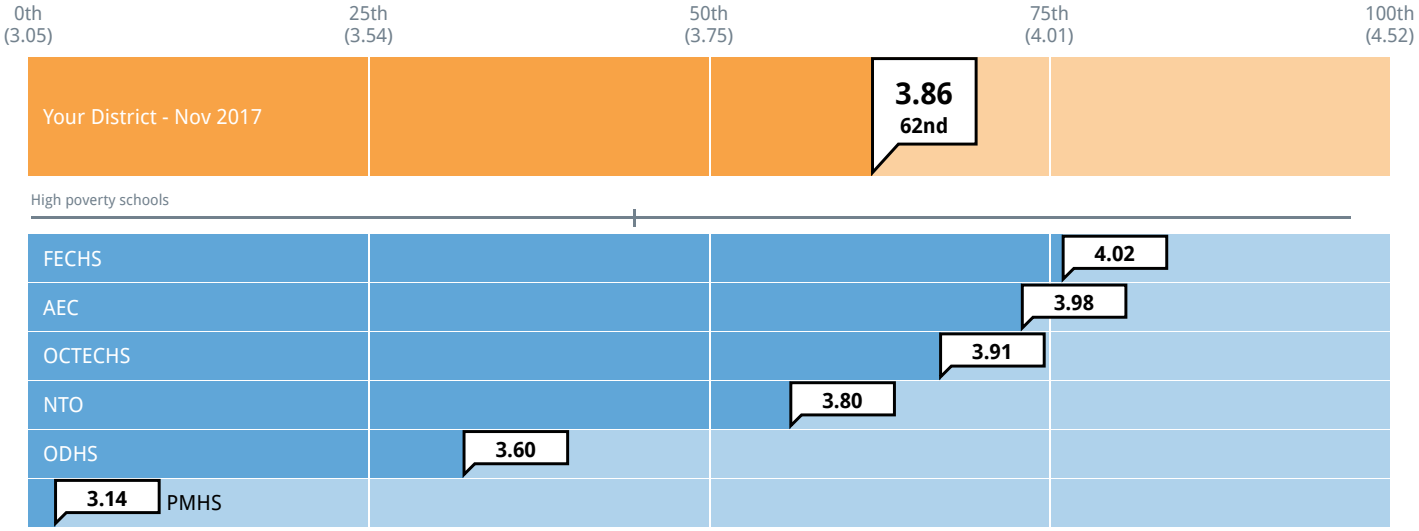

Cohort: High poverty schools ▼ **Past results:** On Off **Subgroup:** School ▼

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

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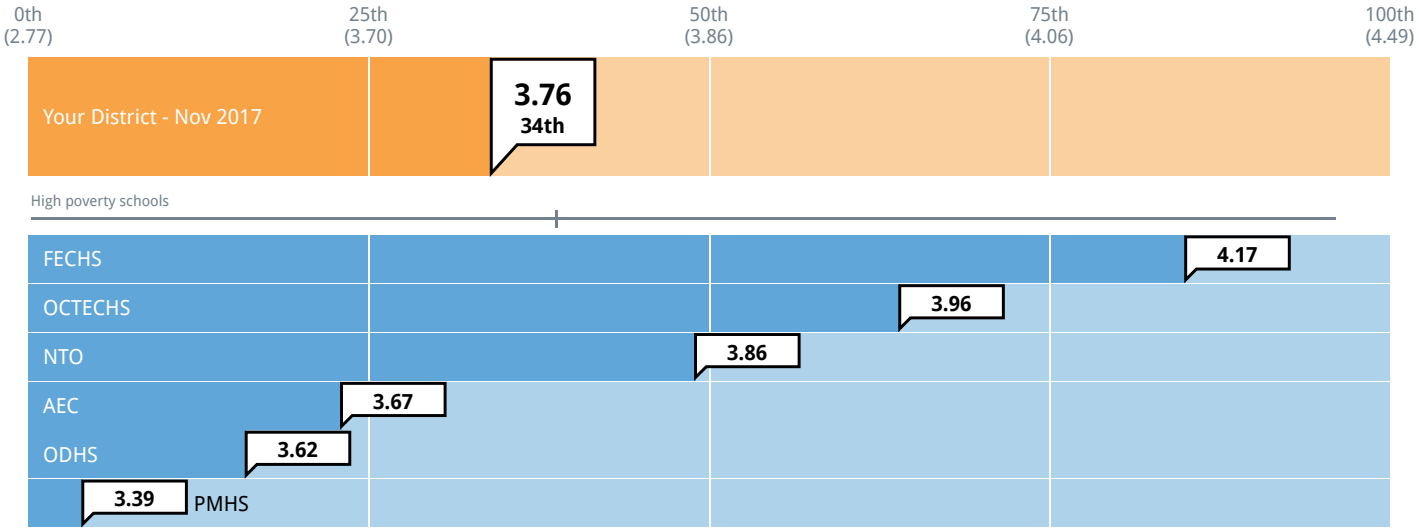

Cohort: High poverty schools ▼ **Past results:** On Off **Subgroup:** School ▼

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

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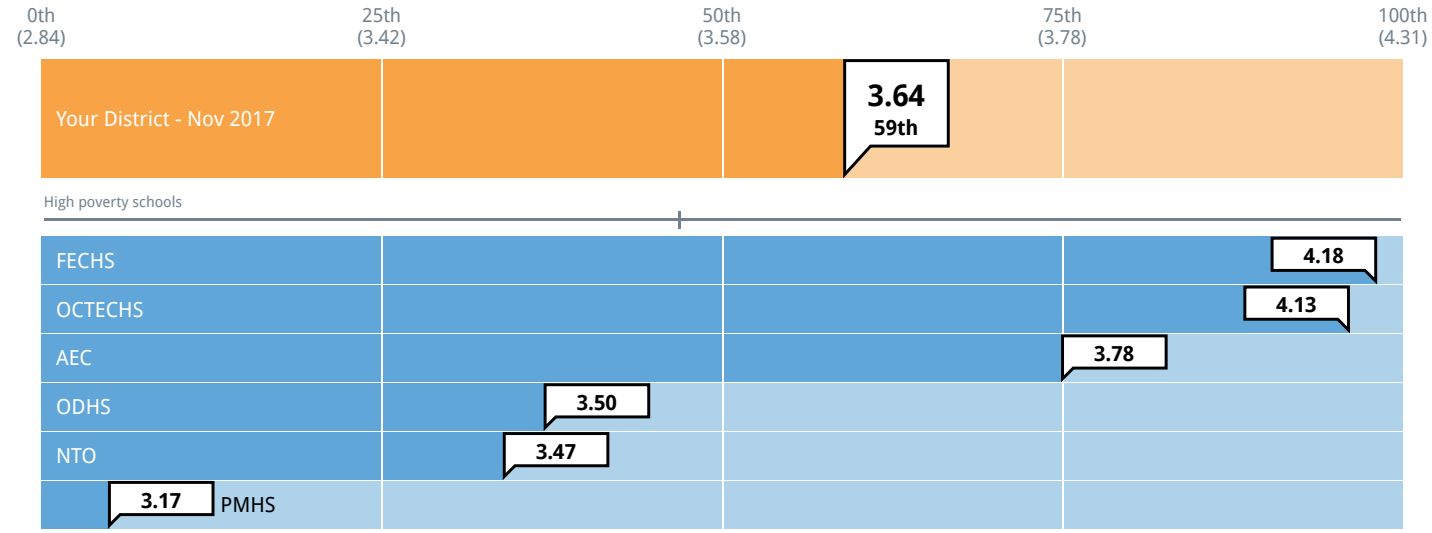

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In most of my classes, we learn to correct our mistakes.

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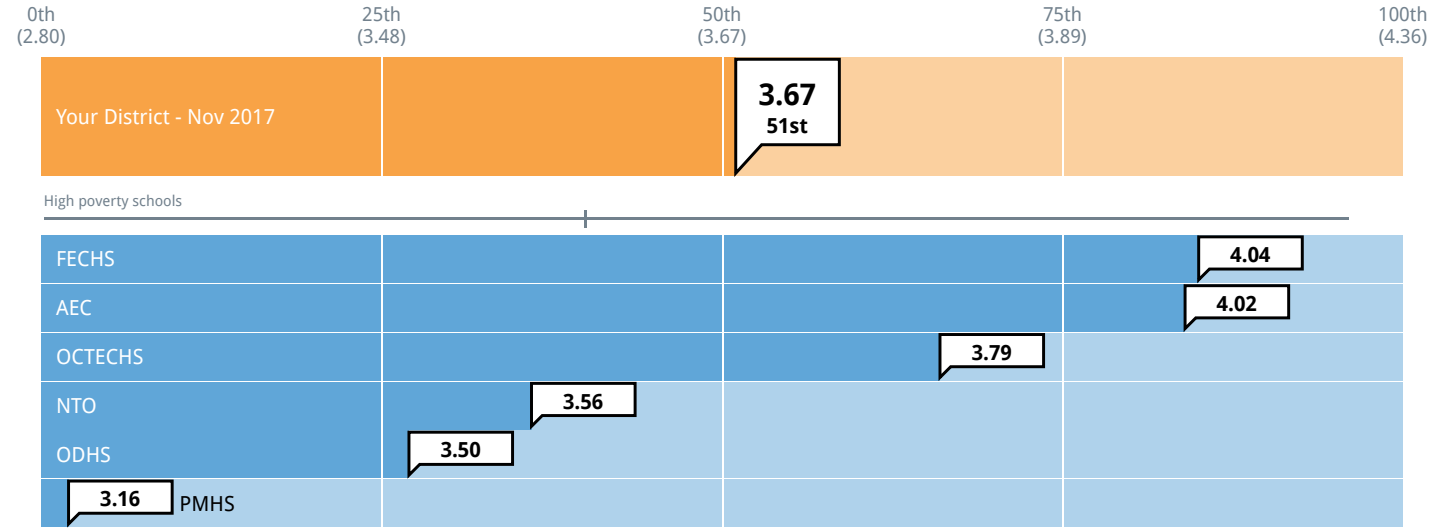

Cohort: High poverty schools ▼ Past results: On Off Subgroup: School ▼

Academic Rigor: Math

When asked about their math classes...

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

- They can tell that their math teacher understands the subject that he/she is teaching

Ector County Independent School District students agree to a **similar** degree that:

- In order to receive a good grade, they have to work hard in their math class
- The work that they do for their math class makes them really think
- 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 receive a good grade, they have to work hard in their math class	76%	78%
The work that they do for their math class makes them really think	70%	72%
They can tell that their math teacher understands the subject that he/she is teaching	71%	74%
Their math teacher gives them assignments that help them to better understand the subject	62%	67%

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

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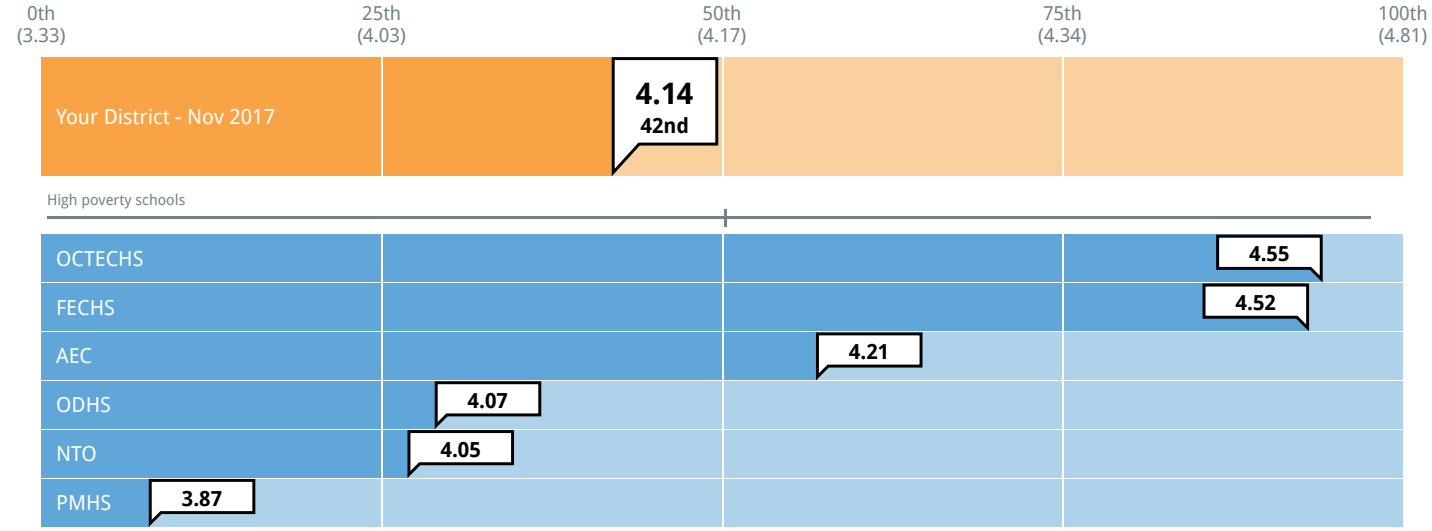

Cohort: High poverty schools ▼ Past results: On Off Subgroup: School ▼

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

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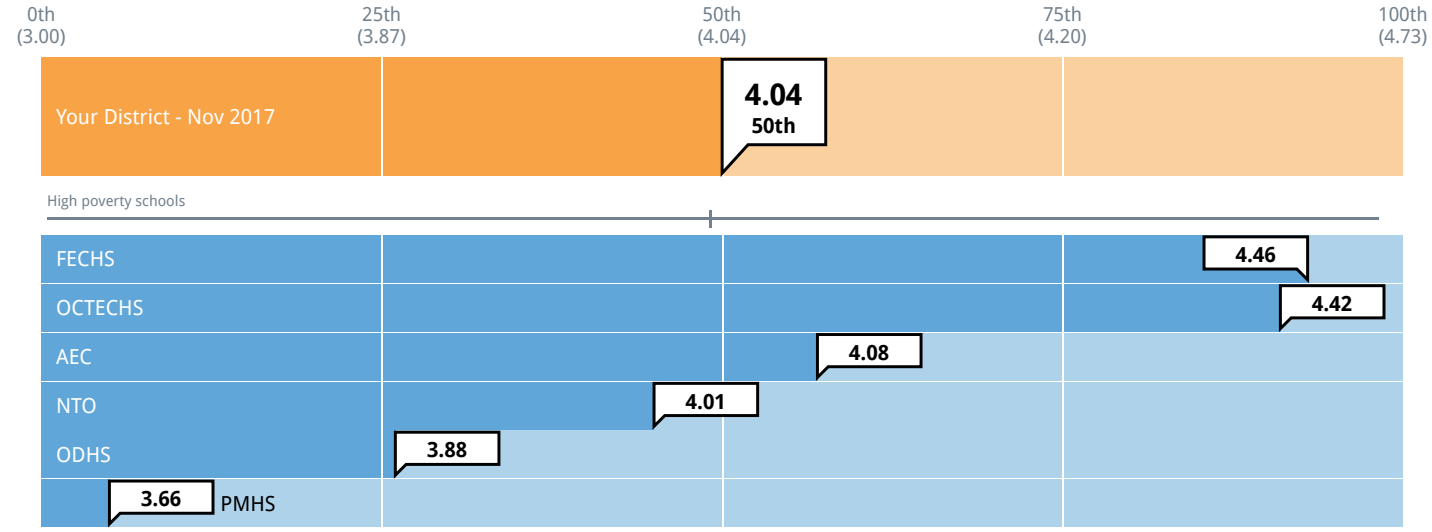

Cohort: High poverty schools ▼ Past results: On Off Subgroup: School ▼

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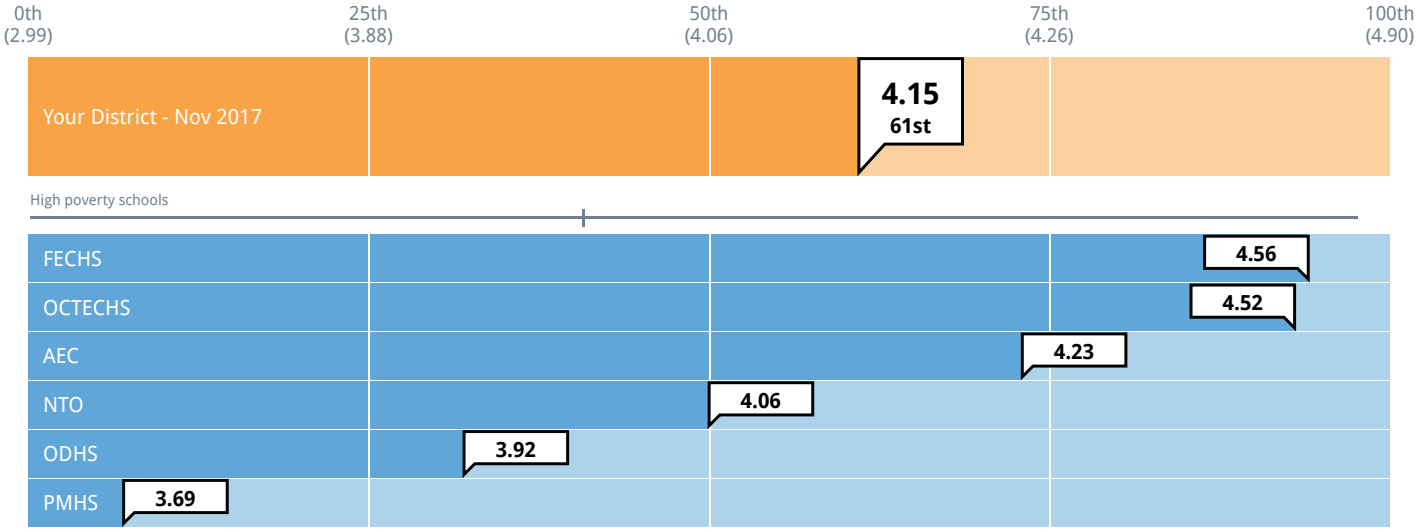

Cohort: High poverty schools ▼ Past results: On Off Subgroup: School ▼

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

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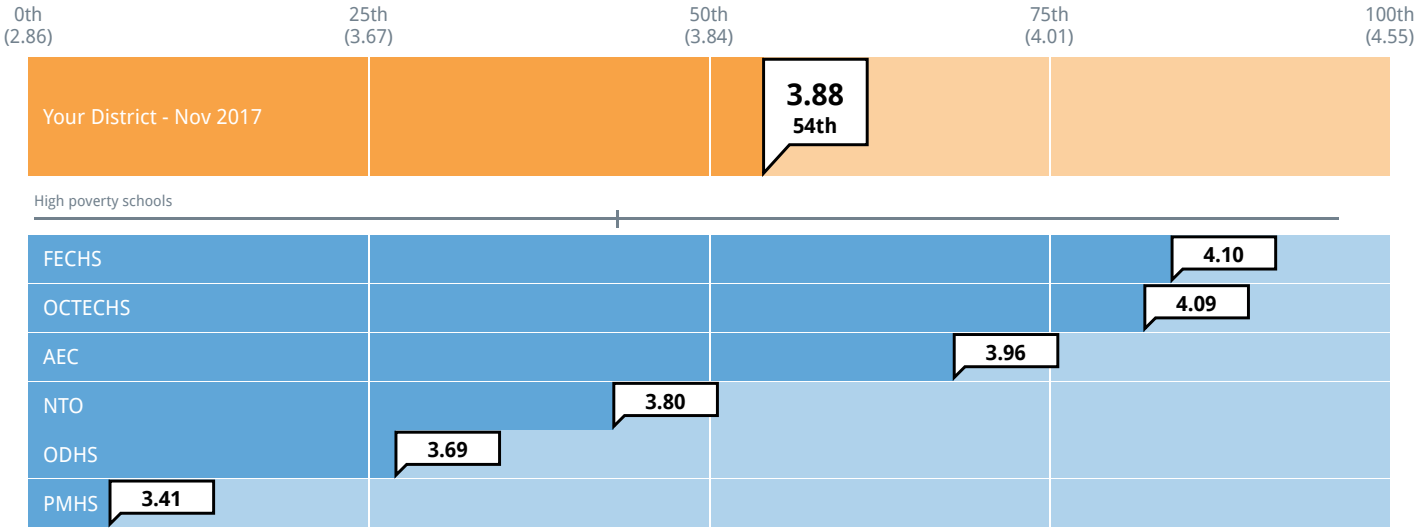


Cohort: High poverty schools ▼ Past results: On Off Subgroup: School ▼

Academic Rigor: English

When asked about their English classes...

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

- Their English teacher gives them assignments that help them to better understand the subject

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

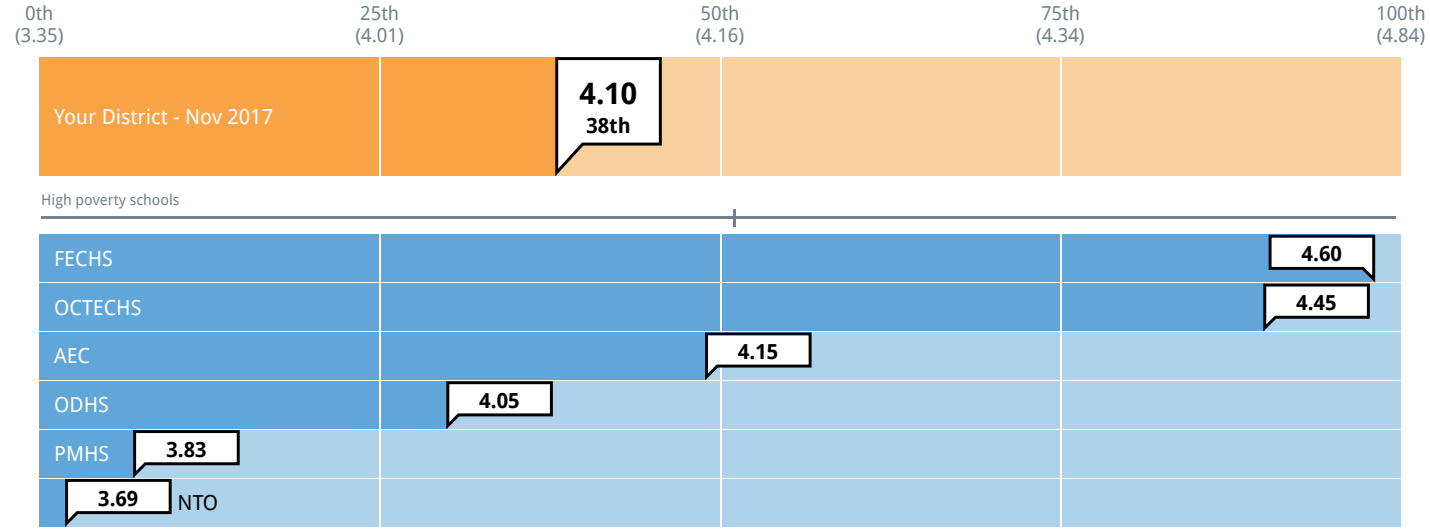
- In order to receive a good grade, they have to work hard in their English class
- The work that they do for their English class makes them really think
- They can tell that their English teacher understands the subject that he/she is teaching

Proportion of Positive Ratings (4 or 5)

Question	Typical School in Ector County Independent School District	Typical School Nationally
In order to receive a good grade, they have to work hard in their English class	75%	78%
The work that they do for their English class makes them really think	61%	67%
They can tell that their English teacher understands the subject that he/she is teaching	75%	78%
Their English teacher gives them assignments that help them to better understand the subject	59%	64%

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

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.

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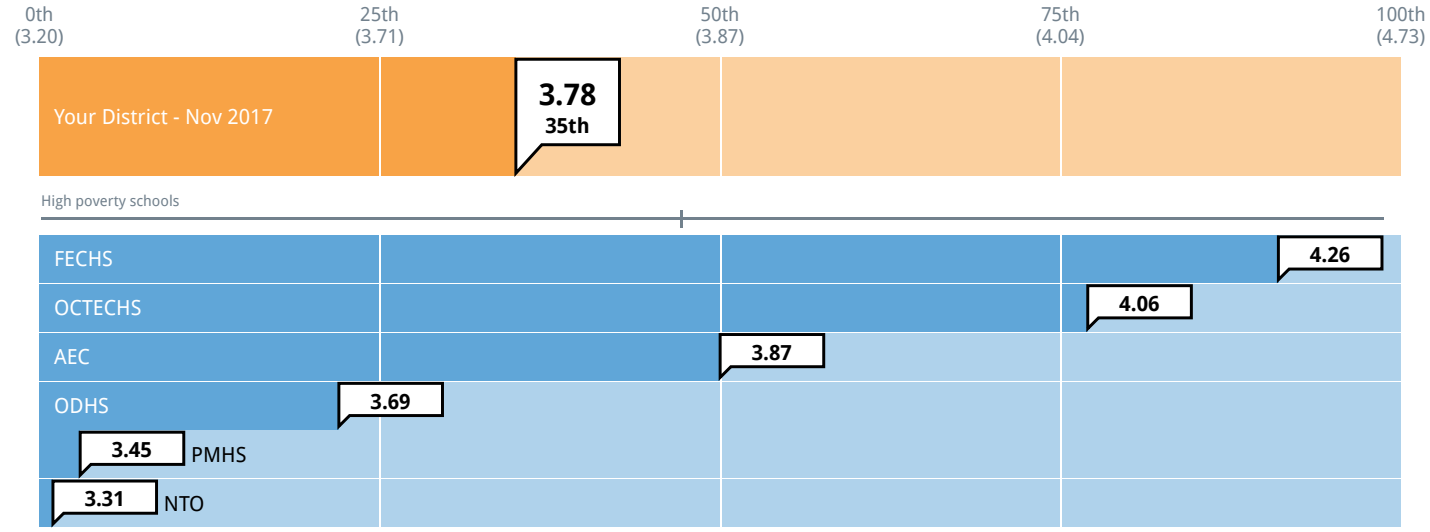

Cohort: High poverty schools ▼ Past results: On Off Subgroup: School ▼

I can tell that my English teacher understands the subject that he/she is teaching.

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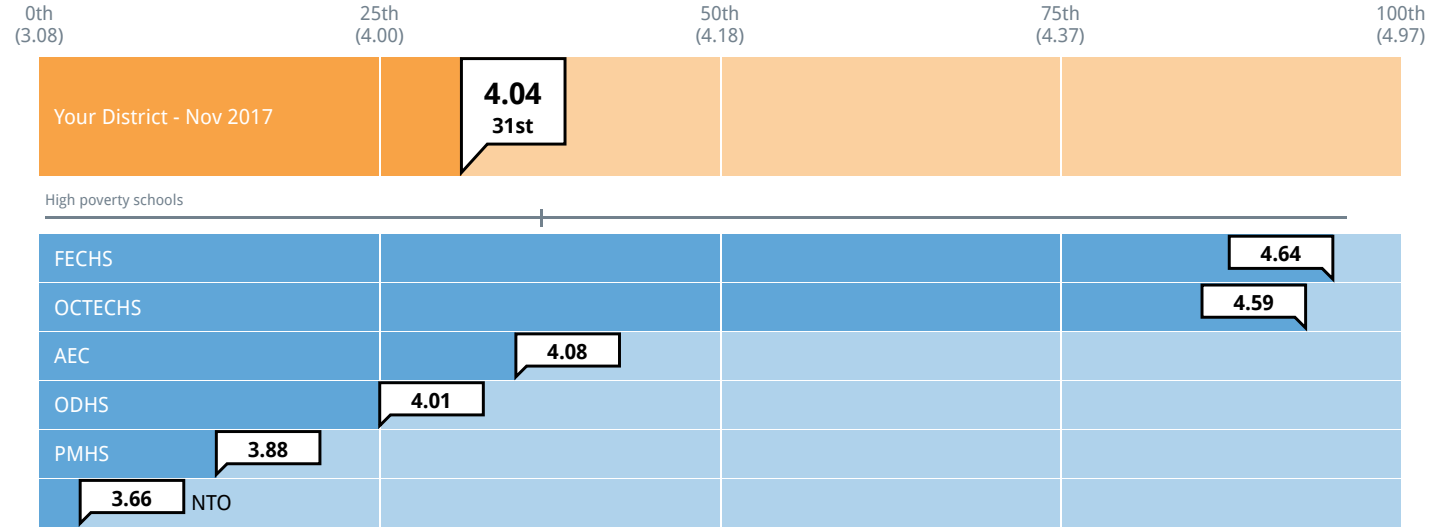

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My English teacher gives me assignments that help me to better understand the subject.

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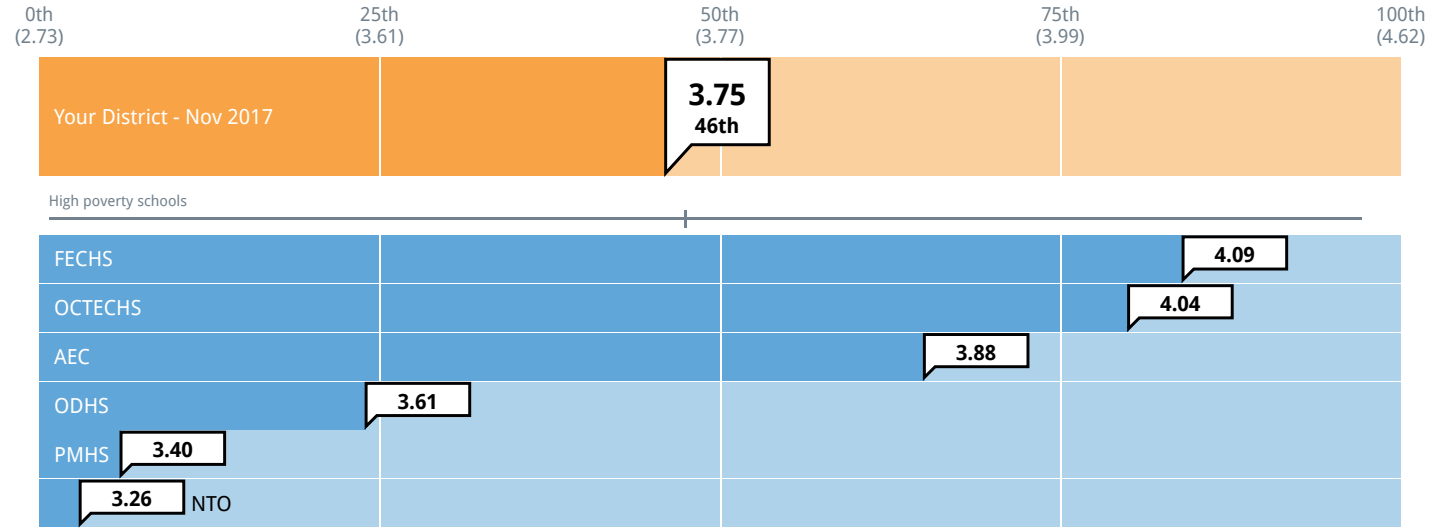


Cohort: High poverty schools ▼ Past results: On Off Subgroup: School ▼

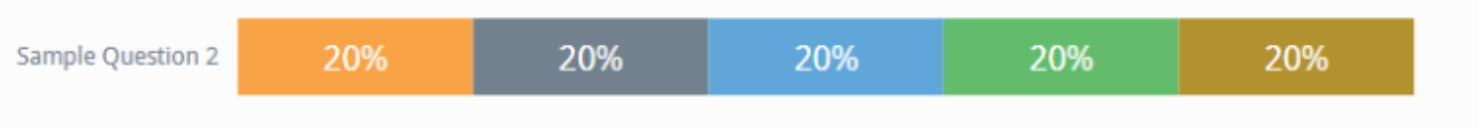
Academic Rigor Response Distribution

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'.

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.



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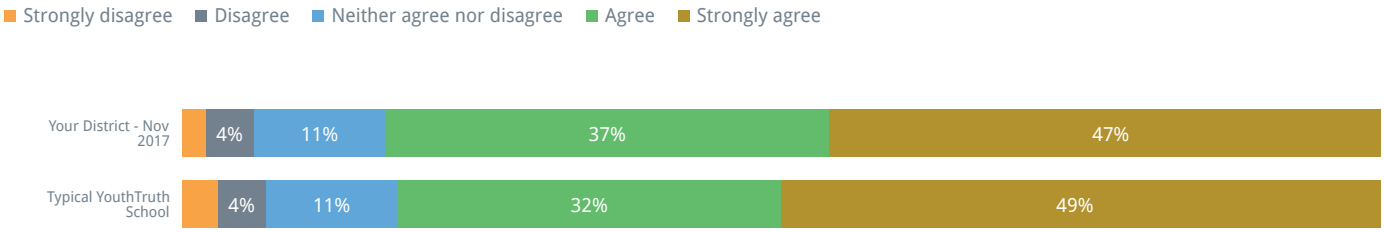
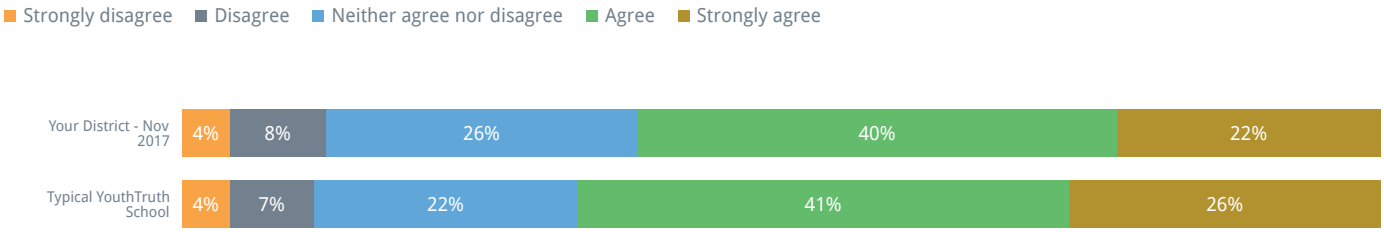
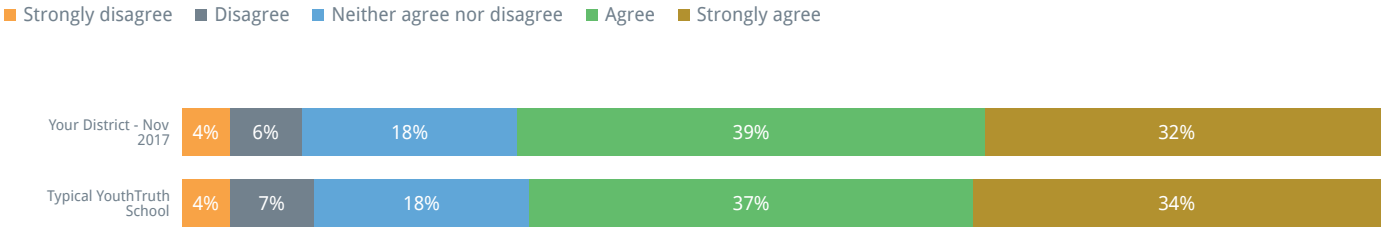
In order to receive a good grade, I have to work hard in my classes.



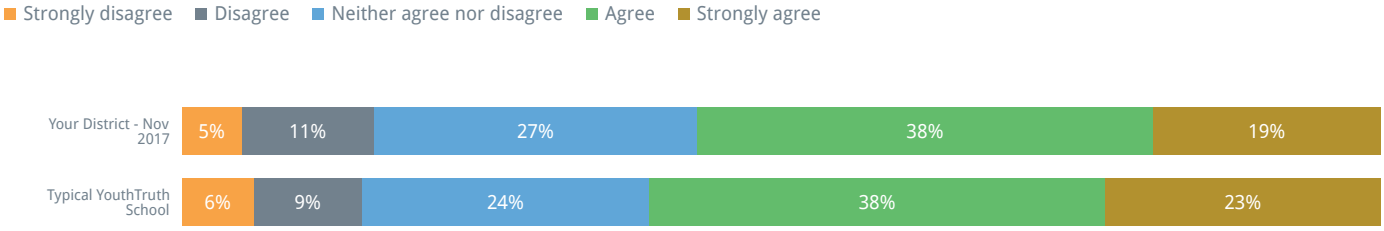
The work that I do for my classes makes me really think.



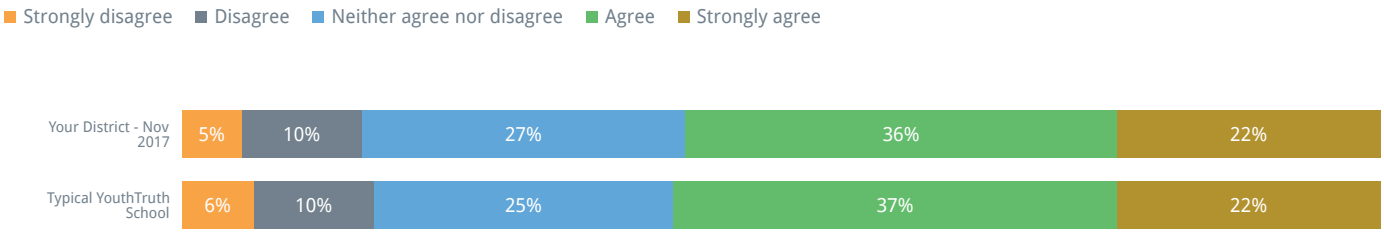
I can tell that my teachers understand the subjects that they are teaching.



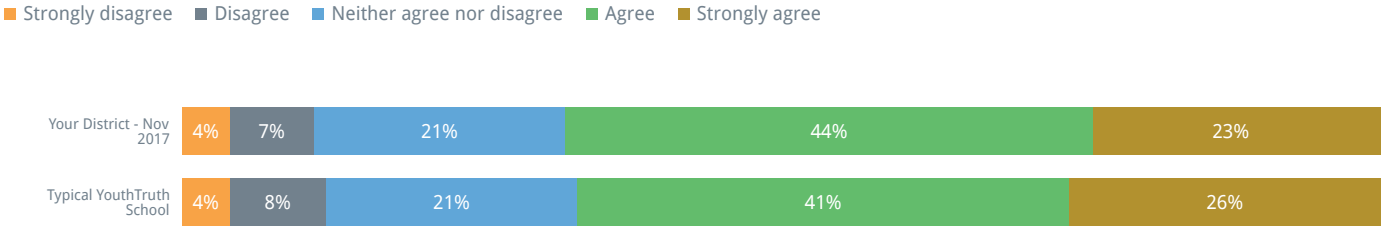
My teachers give me assignments that help me to better understand the subject.



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



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



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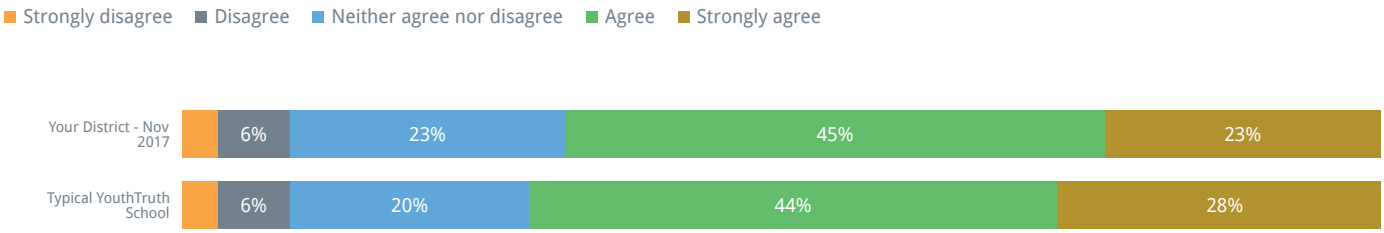

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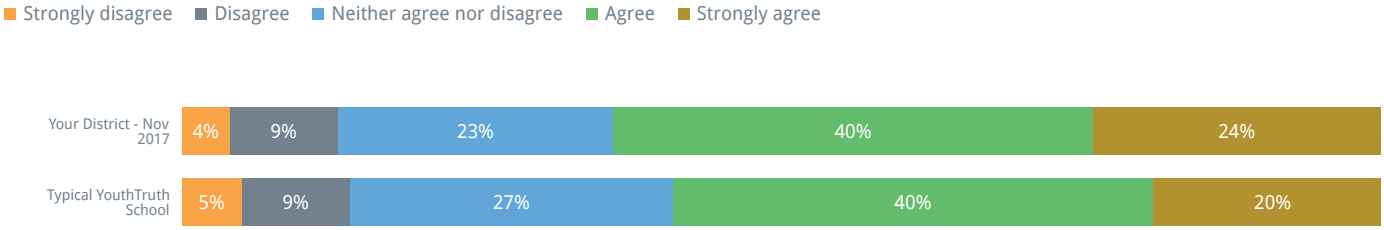
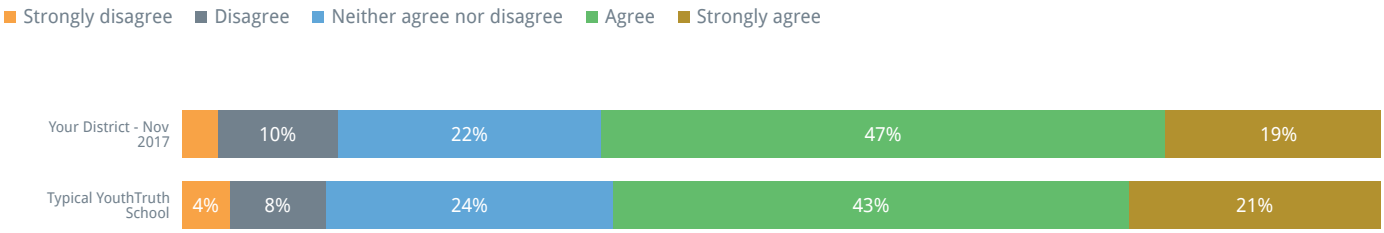
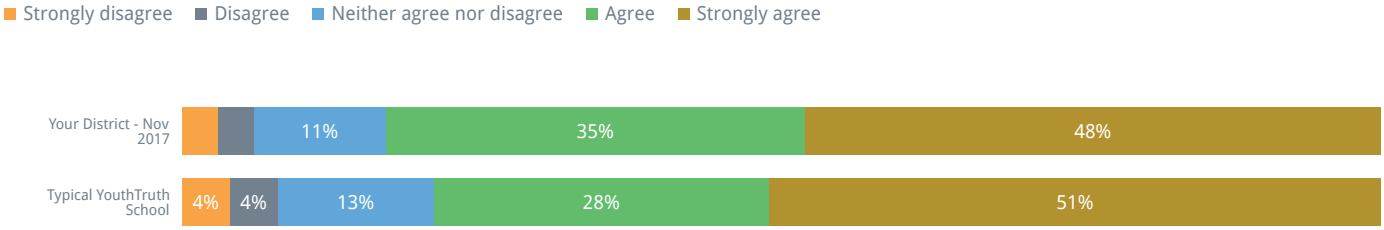


In most of my classes, we learn to correct our mistakes.



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



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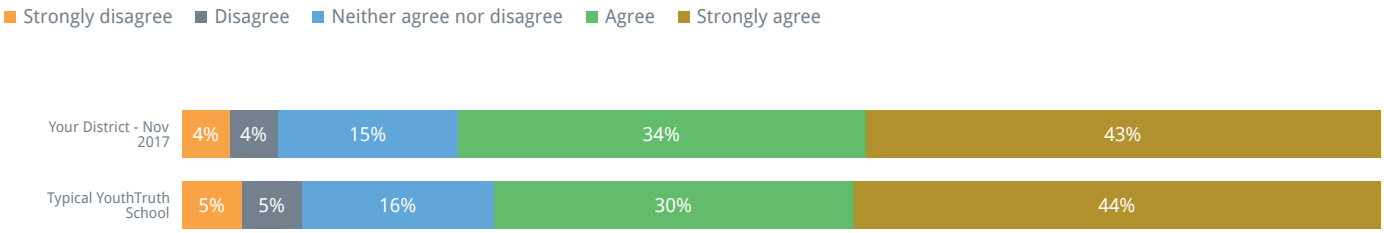

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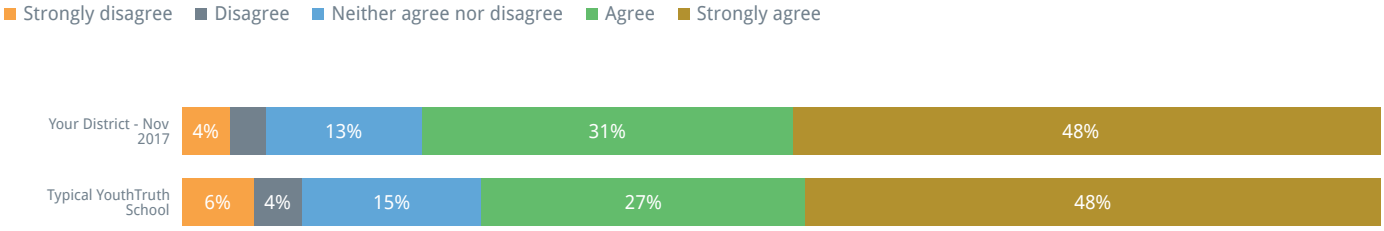

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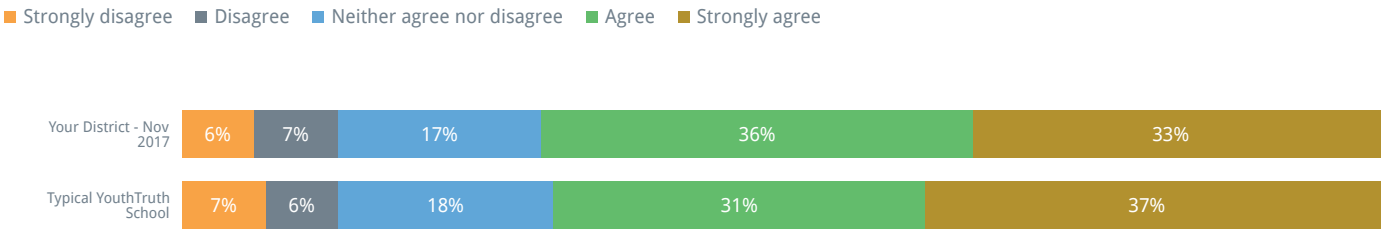

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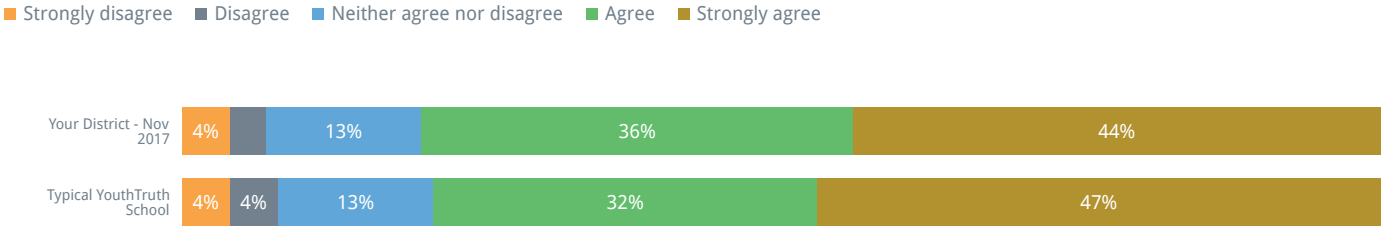

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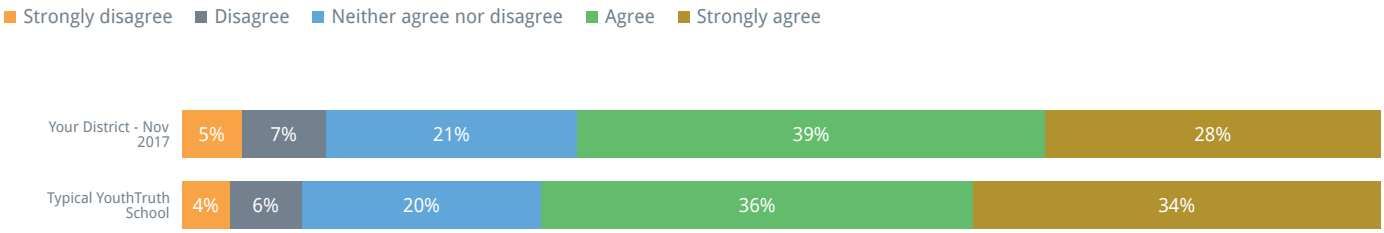

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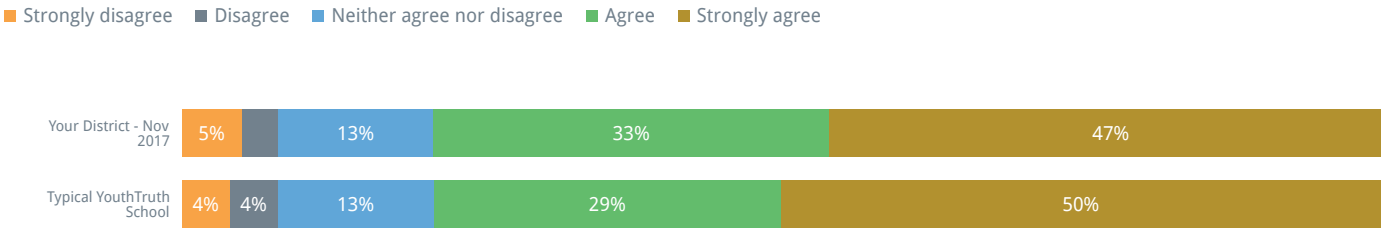

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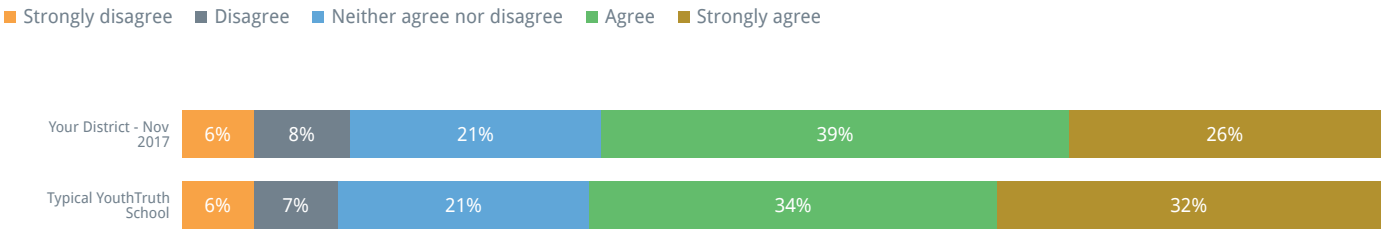


RELATIONSHIPS WITH TEACHERS

Overall, students at the typical Ector County Independent School District high school rate the relationships with their teachers **as highly as** students do at other participating high schools.

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

- Many of their teachers try to be fair

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 believe they can get a good grade if they try
- Many of their teachers are not just satisfied if they pass, they care if students are really learning
- 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:

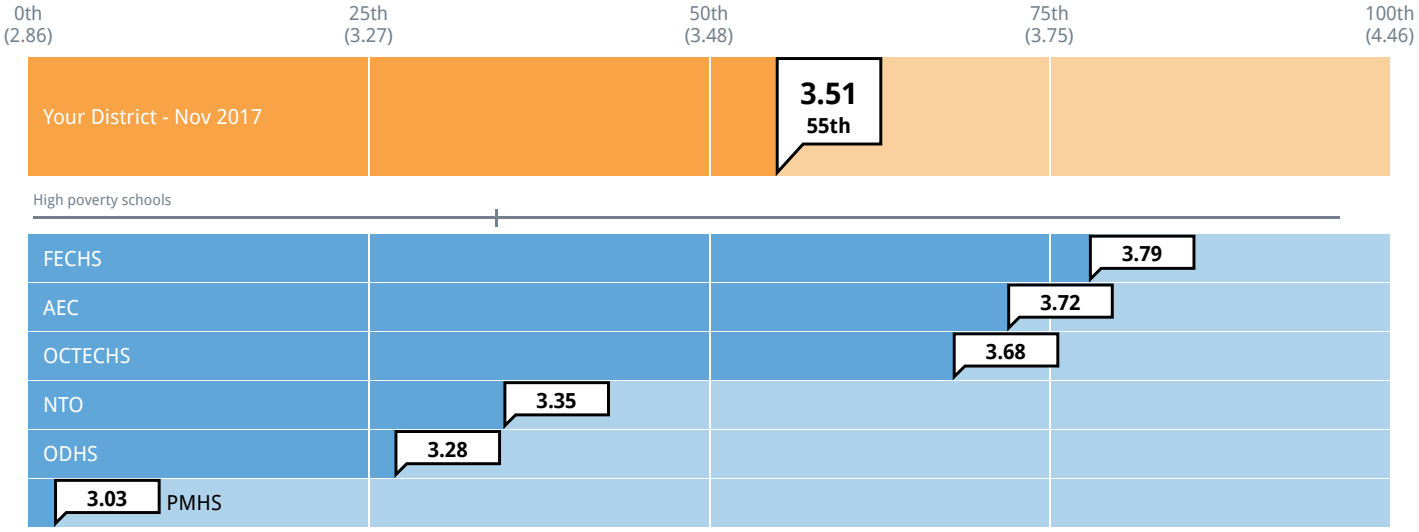
- Many of their teachers connect what students are learning in class to life outside of the classroom

At the typical Ector County Independent School District high school, **66%** 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 high 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

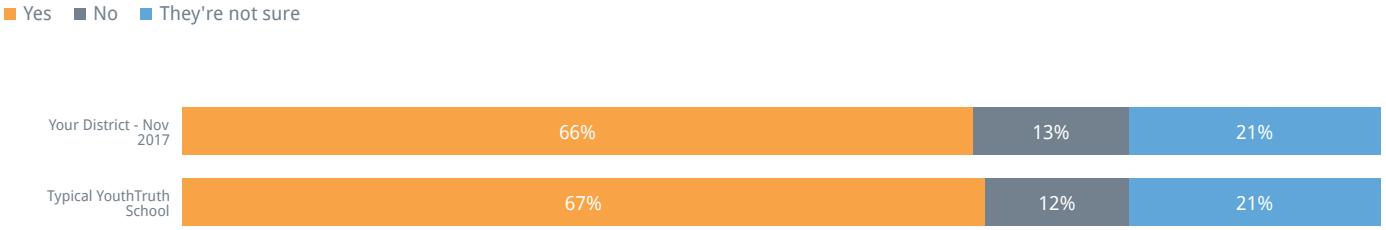
This summary measure describes the quality of teacher support and personal attention.



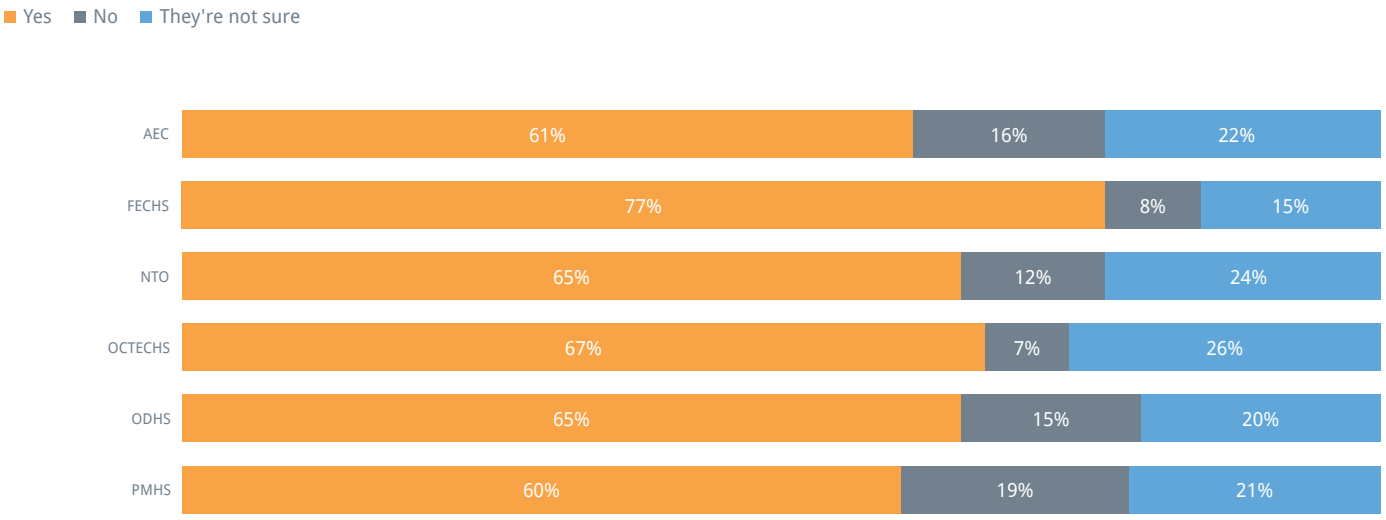
Cohort: High poverty schools ▼ Past results: On Off Subgroup: School ▼

Related Questions

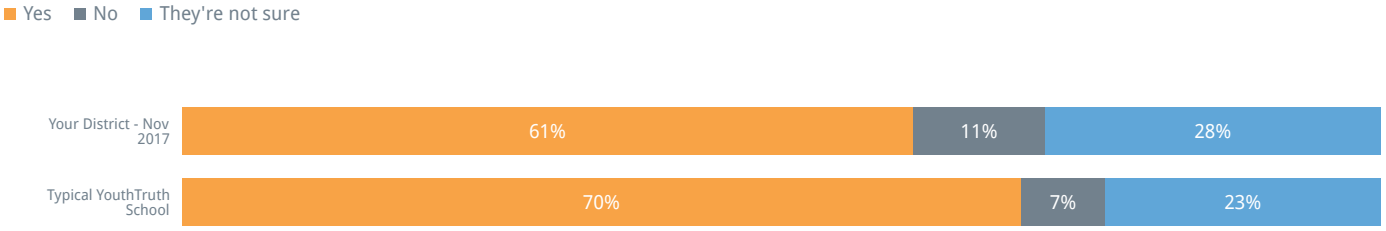
Availability of an adult who would be willing to help with a personal problem (Overall)



Availability of an adult who would be willing to help with a personal problem (Subgroup)



Availability of an adult who would be willing to write a recommendation (Overall)



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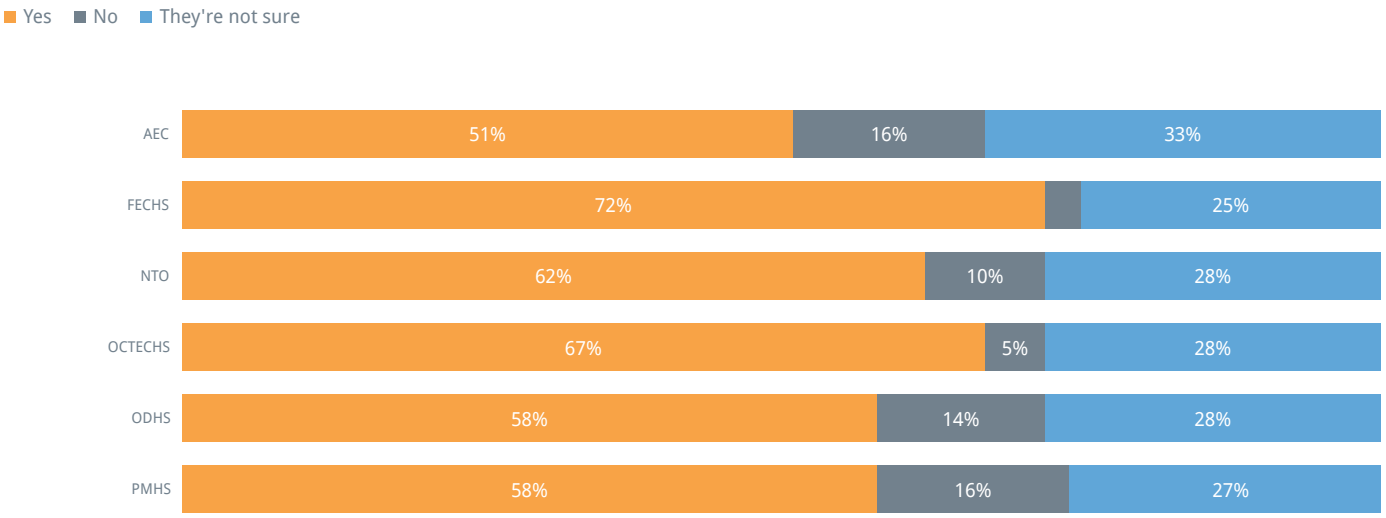

Relationships with Teachers Response Distribution

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

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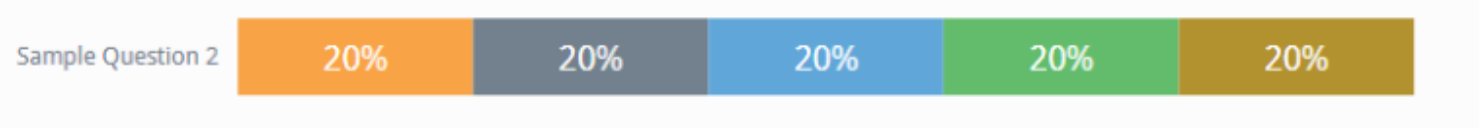
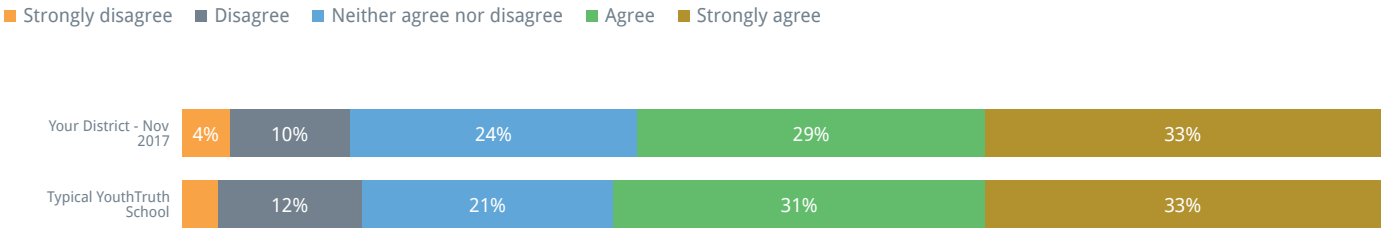


Continue scrolling to see your data.

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



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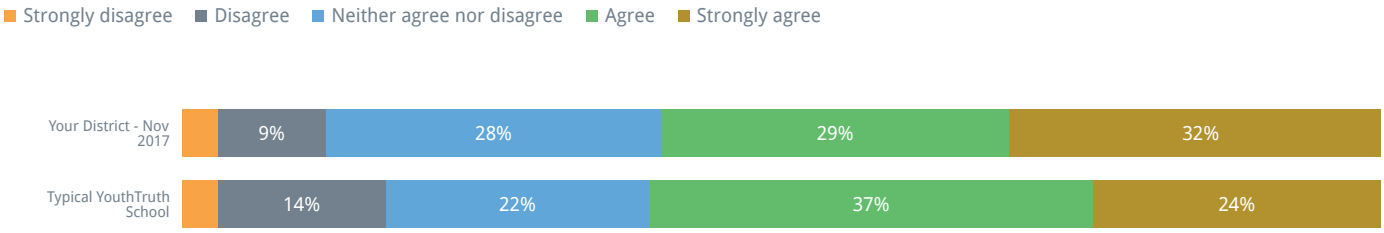
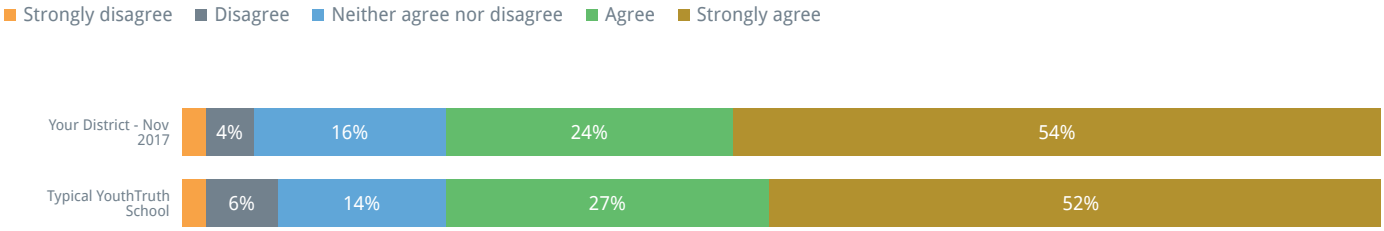
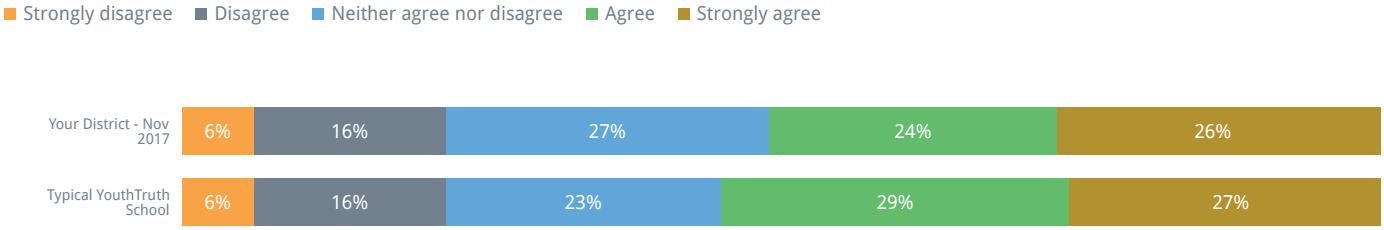


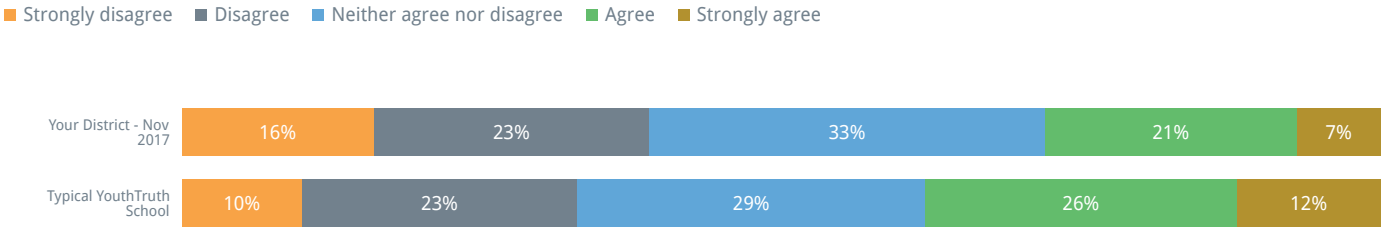
How many of your teachers believe you can get a good grade if you try?



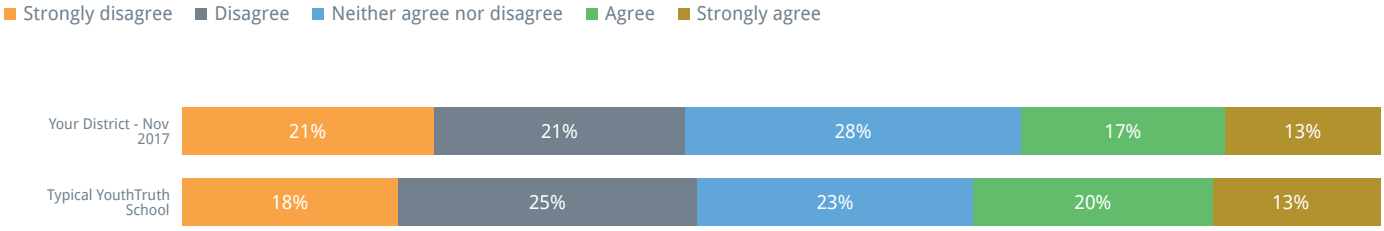
How many of your teachers are not just satisfied if you pass, they care if you're really learning?



How many of your teachers connect what you're learning in class to life outside of the classroom?



How many of your teachers make an effort to understand what your life is like outside of school?



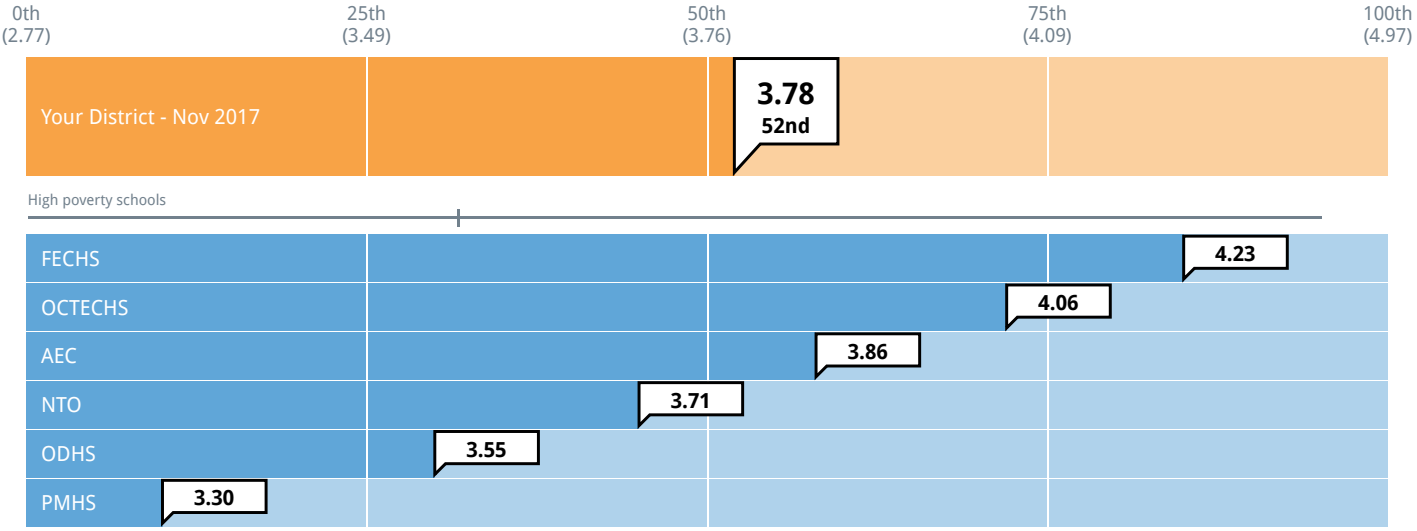
Relationships with Teachers Questions

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	54%	57%
Many of their teachers try to be fair	53%	56%
Many of their teachers believe they can get a good grade if they try	72%	75%
Many of their teachers are not just satisfied if they pass, they care if students are really learning	38%	48%
Many of their teachers connect what students are learning in class to life outside of the classroom	22%	32%
Many of their teachers make an effort to understand what their life is like outside of school	25%	27%

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

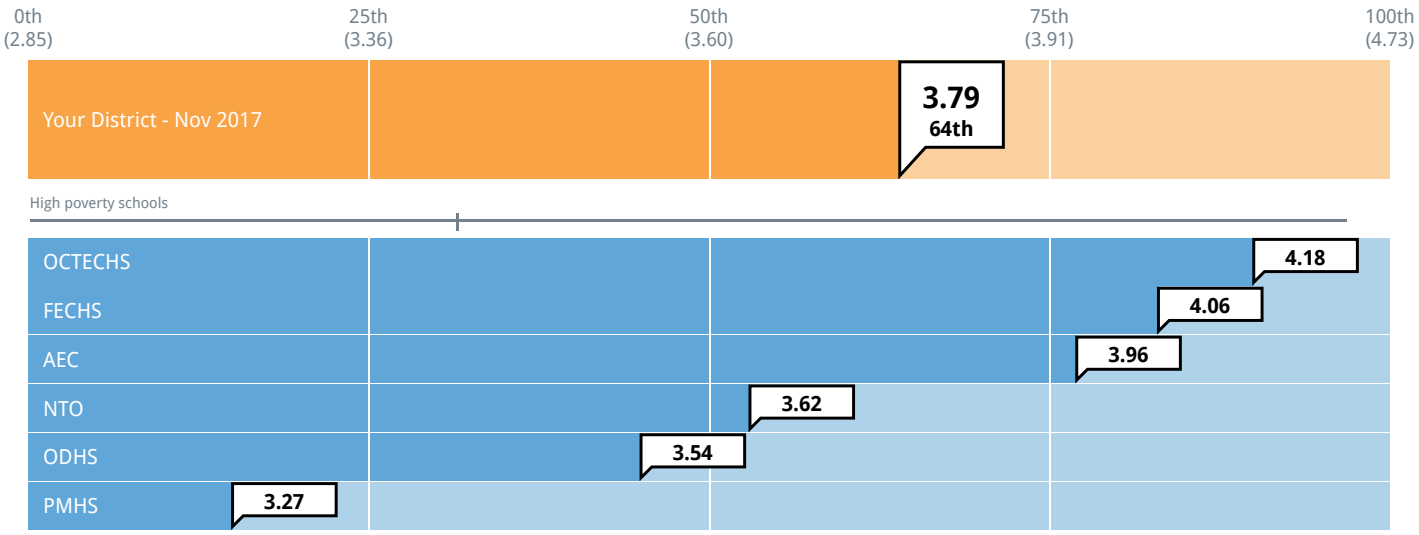
1 = None **3** = Some **5** = All



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

How many of your teachers try to be fair?

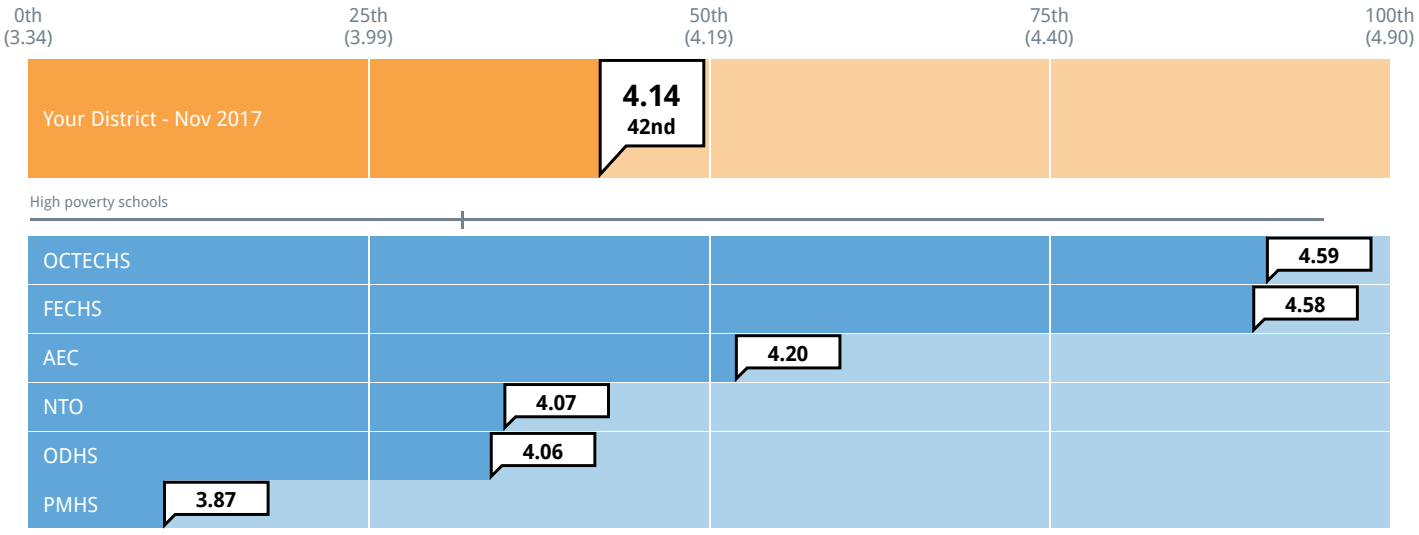
1 = None **3** = Some **5** = All



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

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

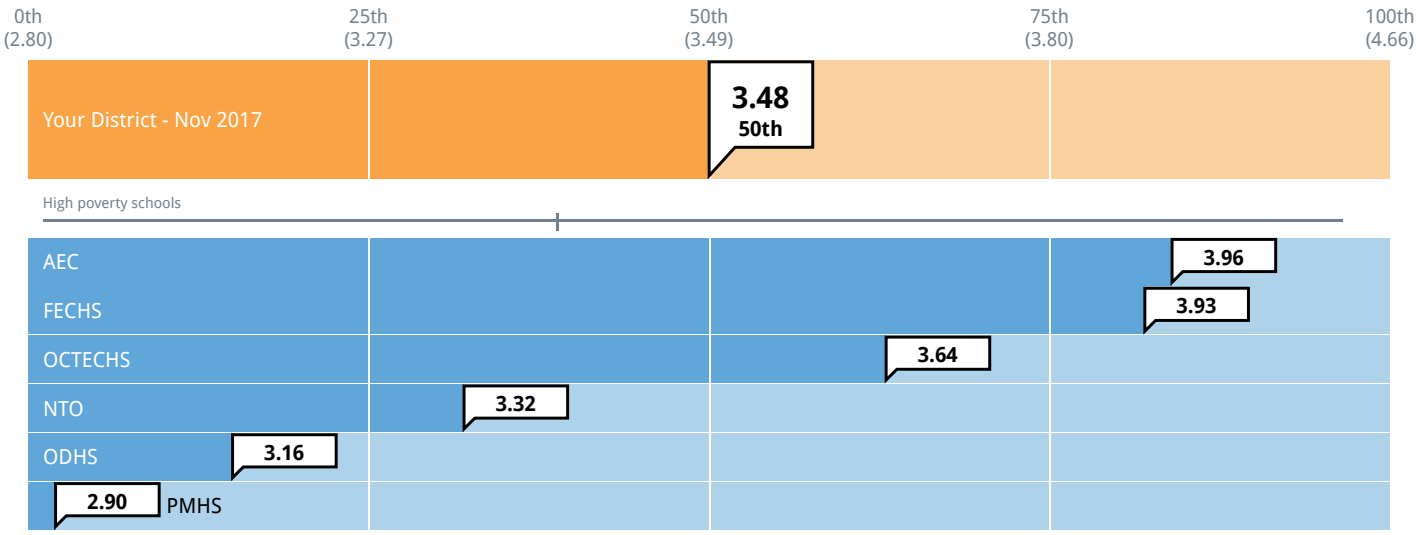
1 = None **3** = Some **5** = All



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?

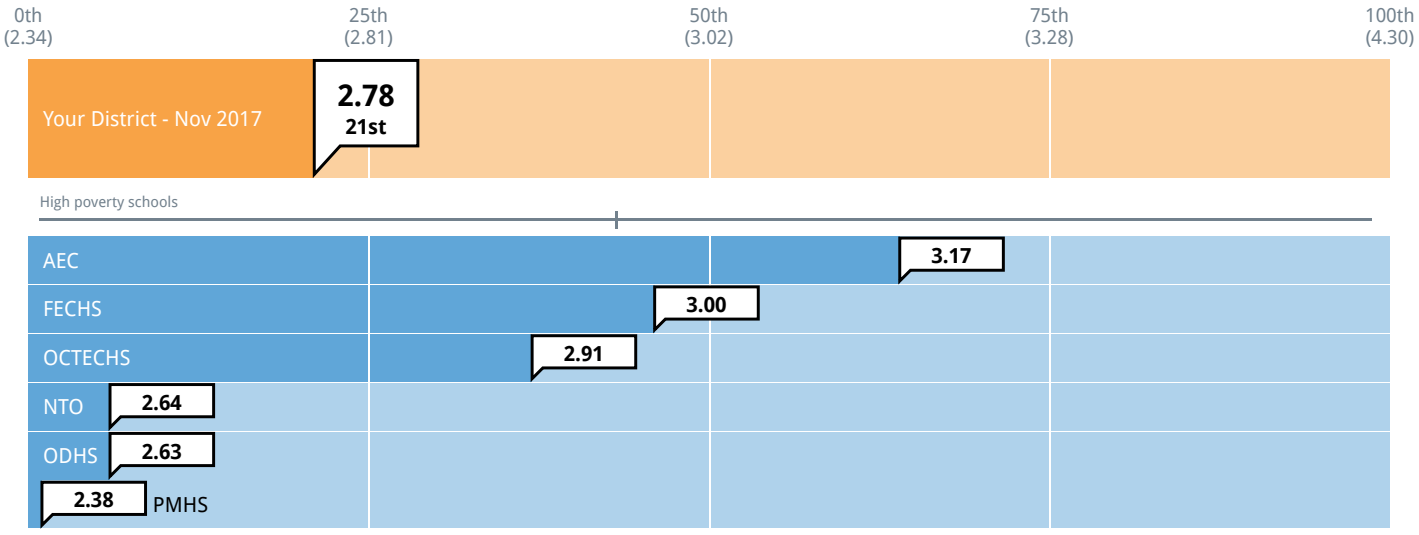
1 = None **3** = Some **5** = All



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

How many of your teachers connect what you're learning in class to life outside of the classroom?

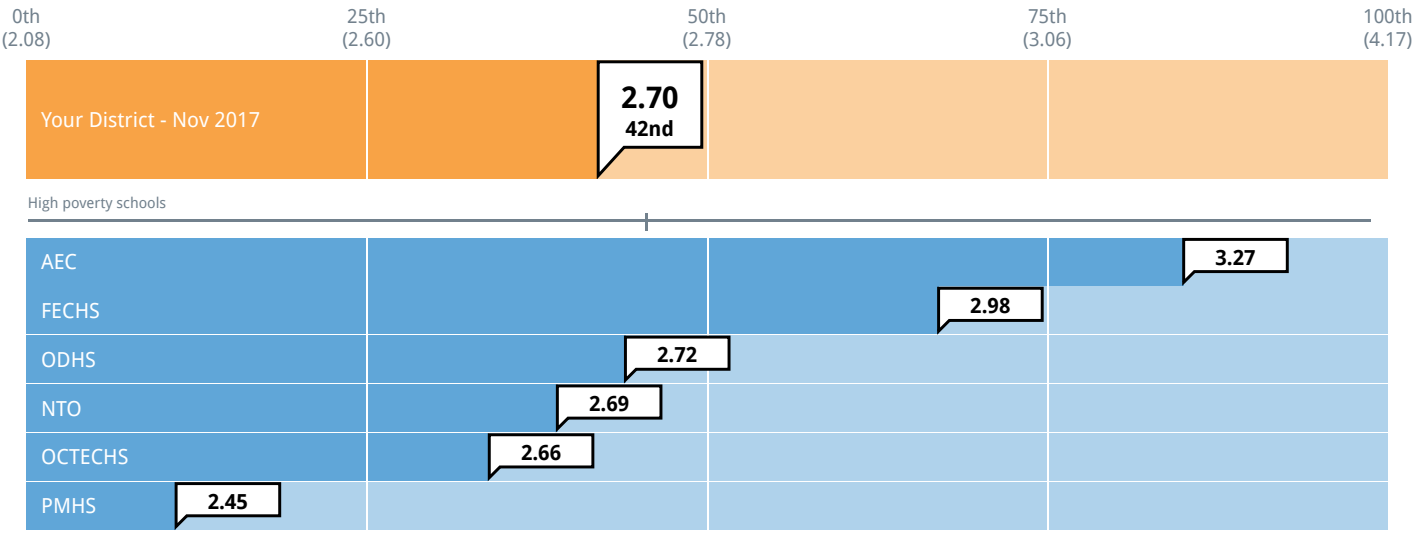
1 = None **3** = Some **5** = All



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

How many of your teachers make an effort 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 ▼

RELATIONSHIPS WITH PEERS

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

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

- They often work with other students for their classes because their teachers ask or tell them to
- They often work with other students for their classes, even when their teacher doesn't ask or tell them to

Ector County Independent School District students agree to a **similar** degree that:

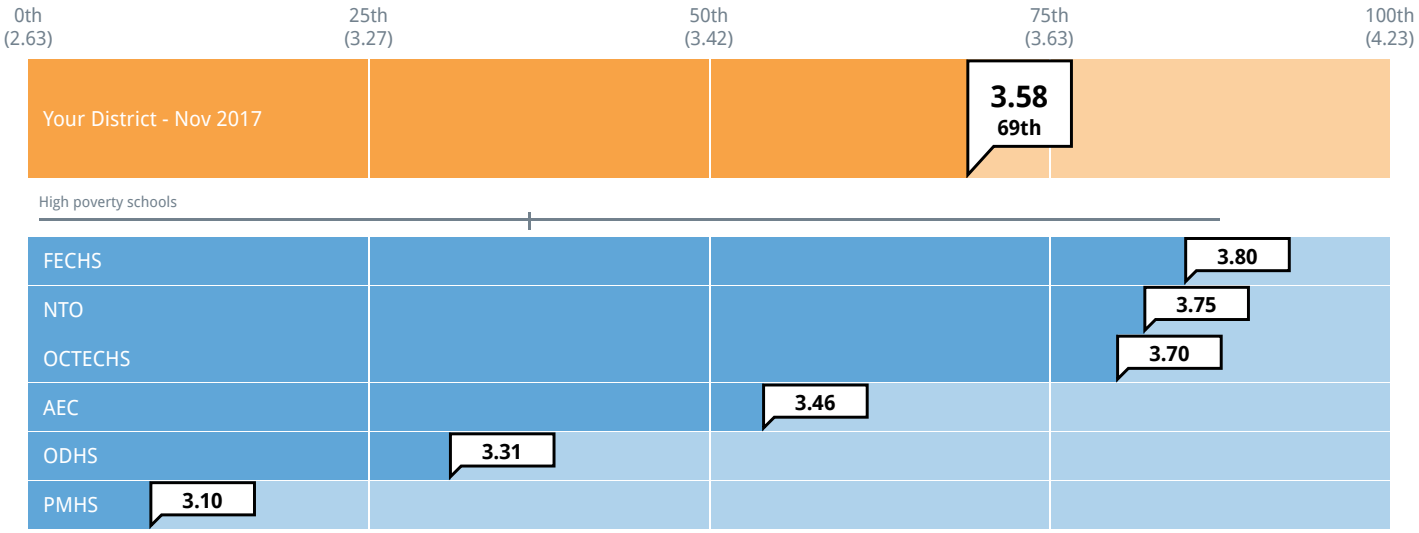
- They really feel like part of their school's community
- They can usually be themselves around other students at this school
- Most students at this school are friendly to them

At the typical Ector County Independent School District high school, **27%** of students report being **bullied or harassed** during this school year. This is **higher** than the percentage at other participating high schools.

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

RELATIONSHIP 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 ▼

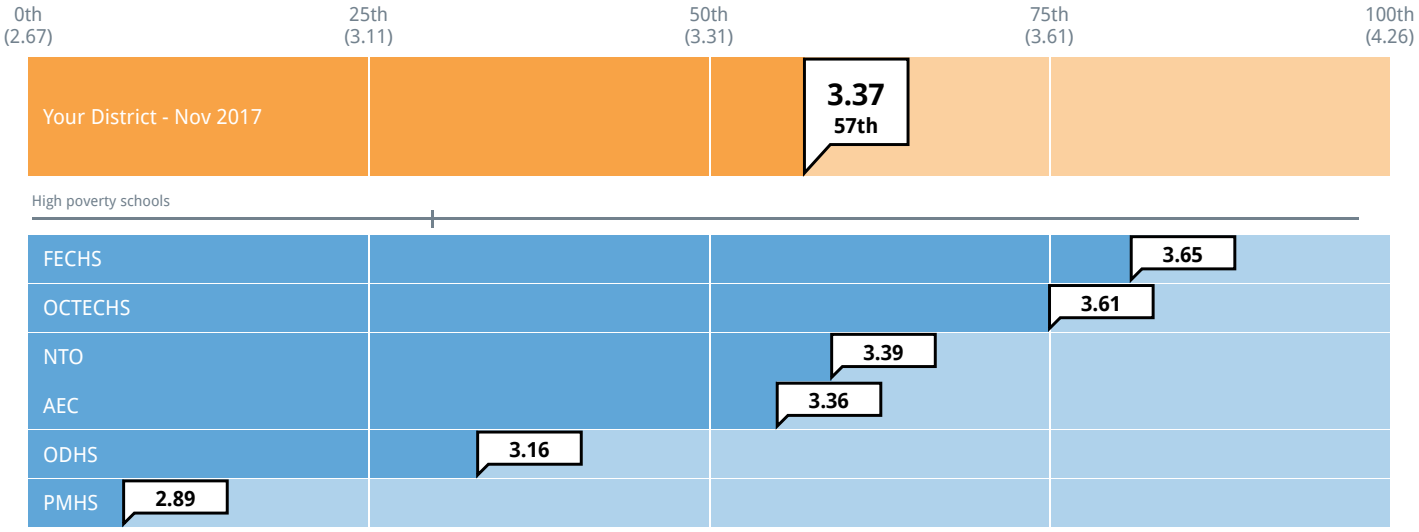
Relationships with Peers Questions

Proportion of Positive Ratings (4 or 5)

Question	Typical School in Ector County Independent School District	Typical School Nationally
They really feel like part of their school's community	42%	41%
They can usually be themselves around other students at this school	60%	63%
Most students at this school are friendly to them	56%	61%
They often work with other students for their classes because their teachers ask or tell them to	43%	46%
They often work with other students for their classes, even when their teacher doesn't ask or tell them to	40%	38%

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

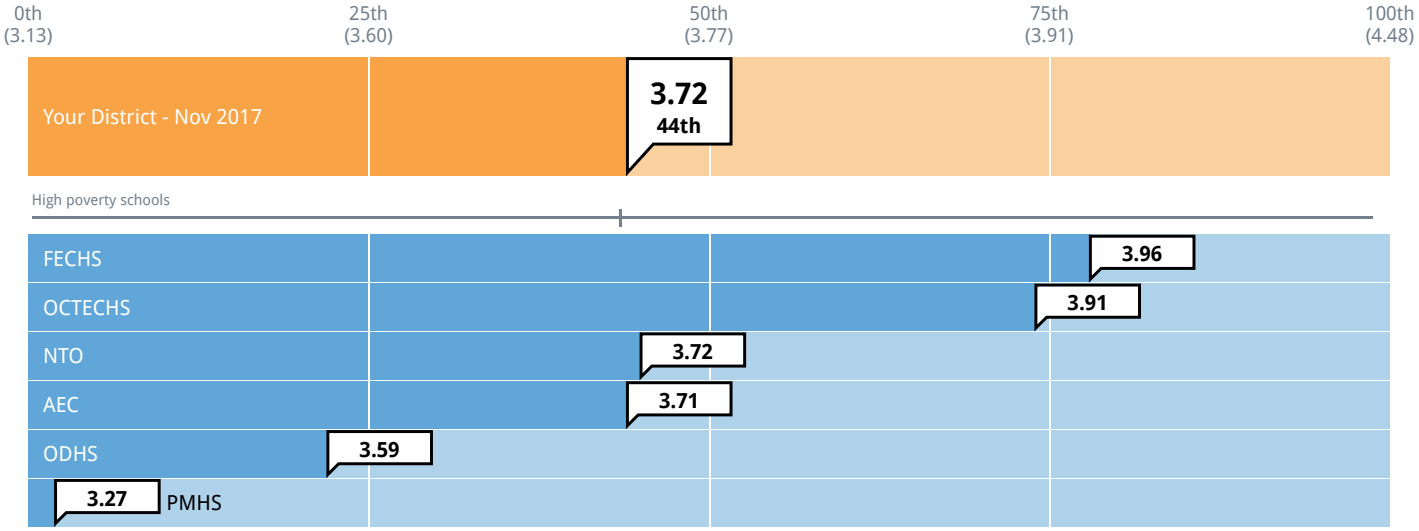
1 = Strongly disagree **3** = Neither agree nor disagree **5** = Strongly agree



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

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

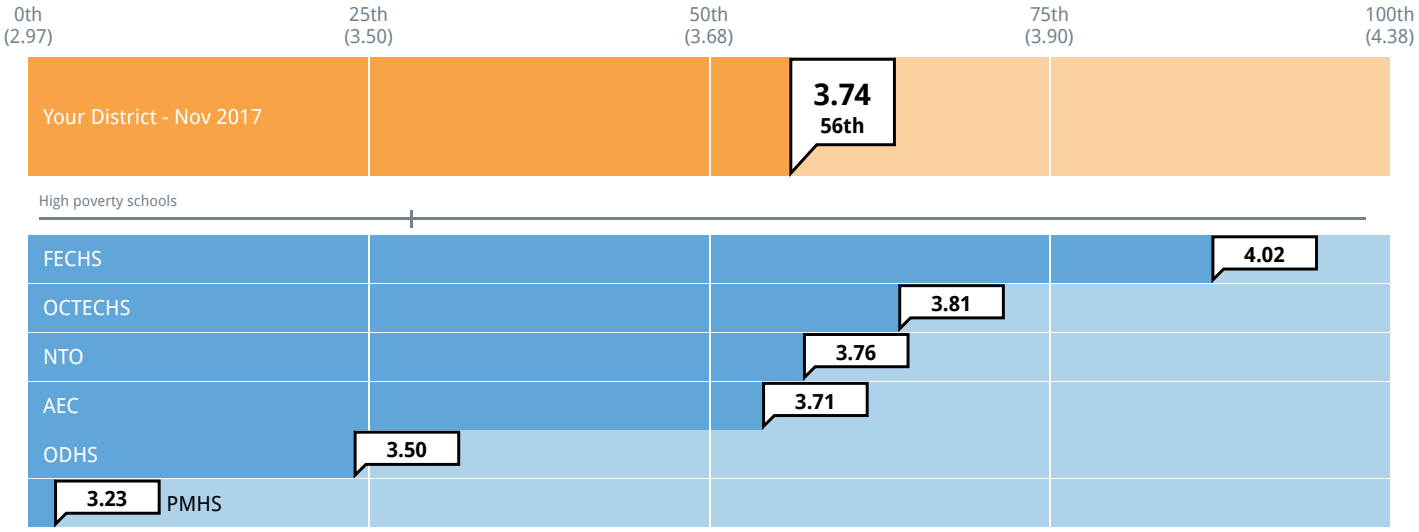
1 = Strongly disagree **3** = Neither agree nor disagree **5** = Strongly agree



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

Most students at this school are friendly to me.

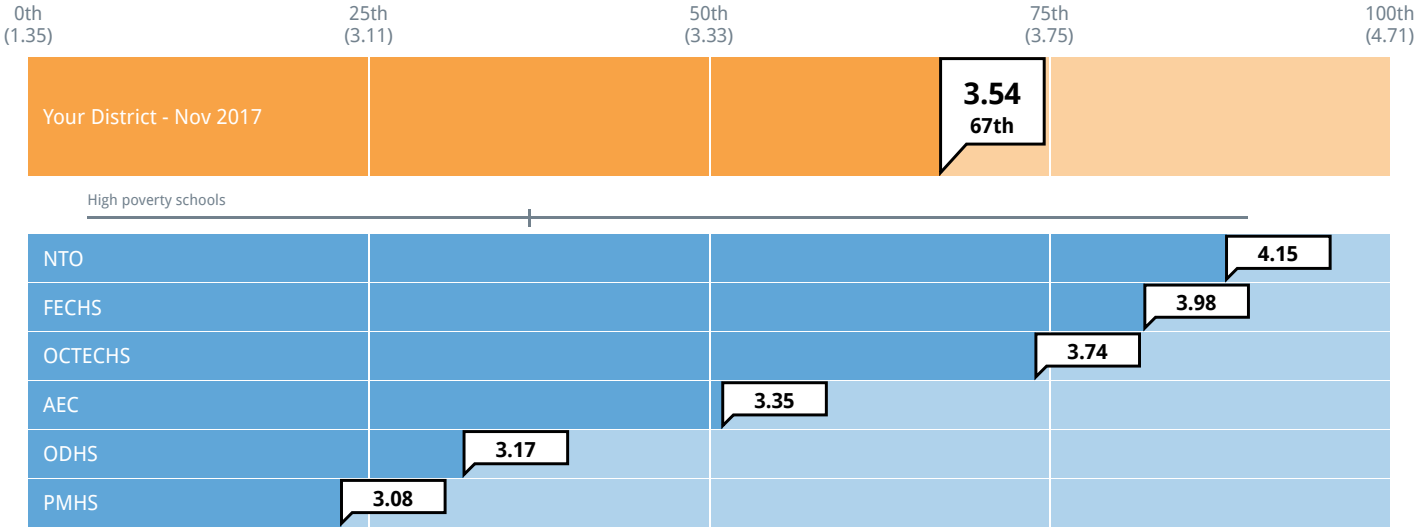
1 = Strongly disagree **3** = Neither agree nor disagree **5** = Strongly agree



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?

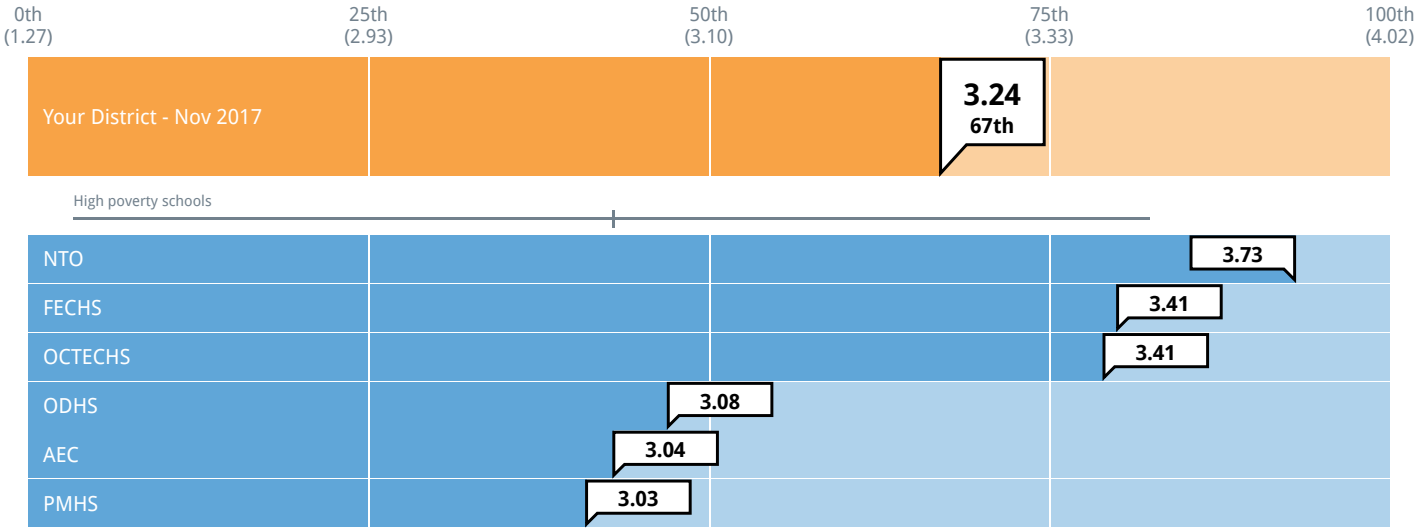
1 = Strongly disagree **3** = Neither agree nor disagree **5** = Strongly agree



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

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

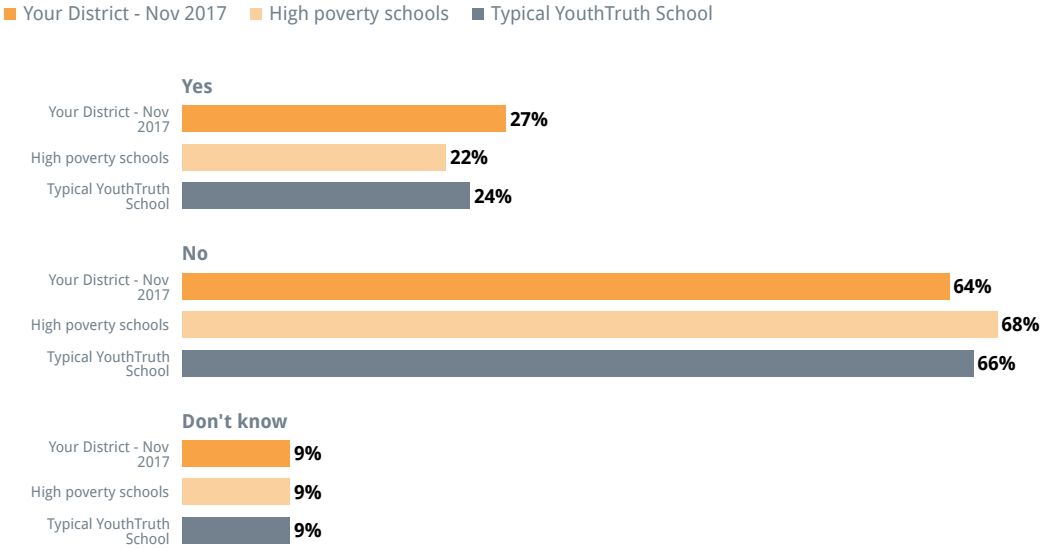
1 = Strongly disagree **3** = Neither agree nor disagree **5** = Strongly agree



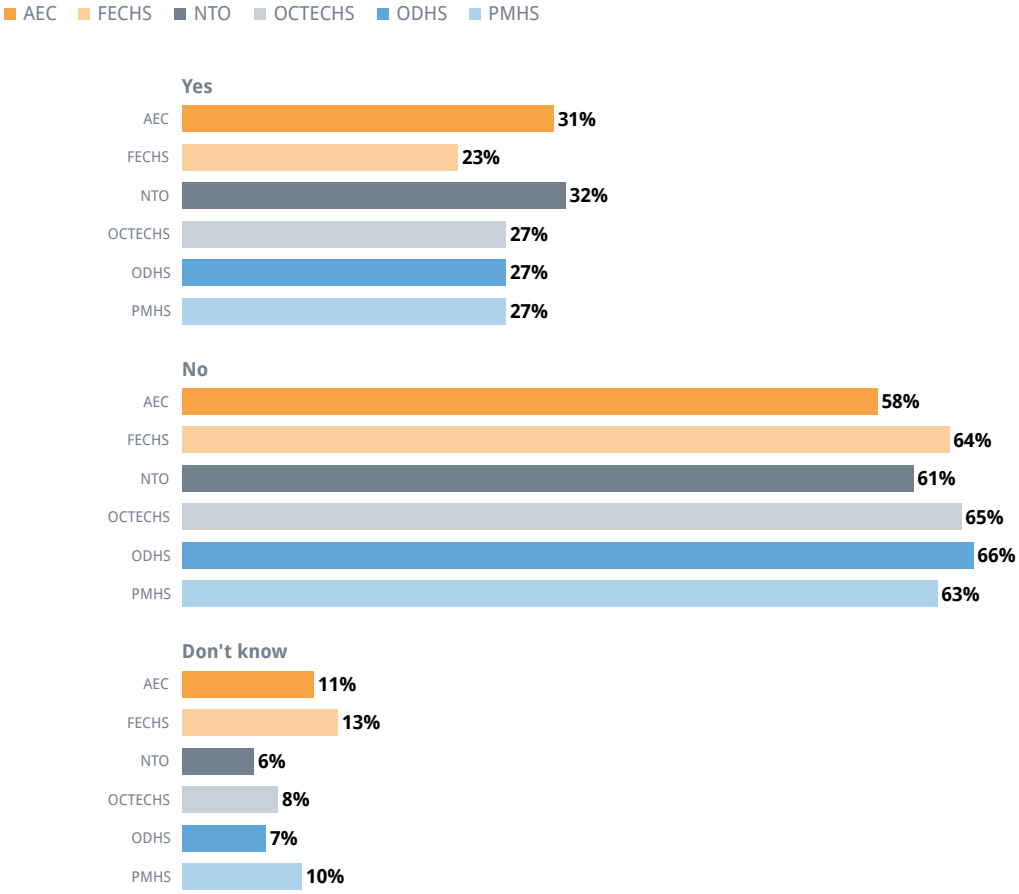
Cohort: High poverty schools ▼ Past results: On Off Subgroup: School ▼

Bullying

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

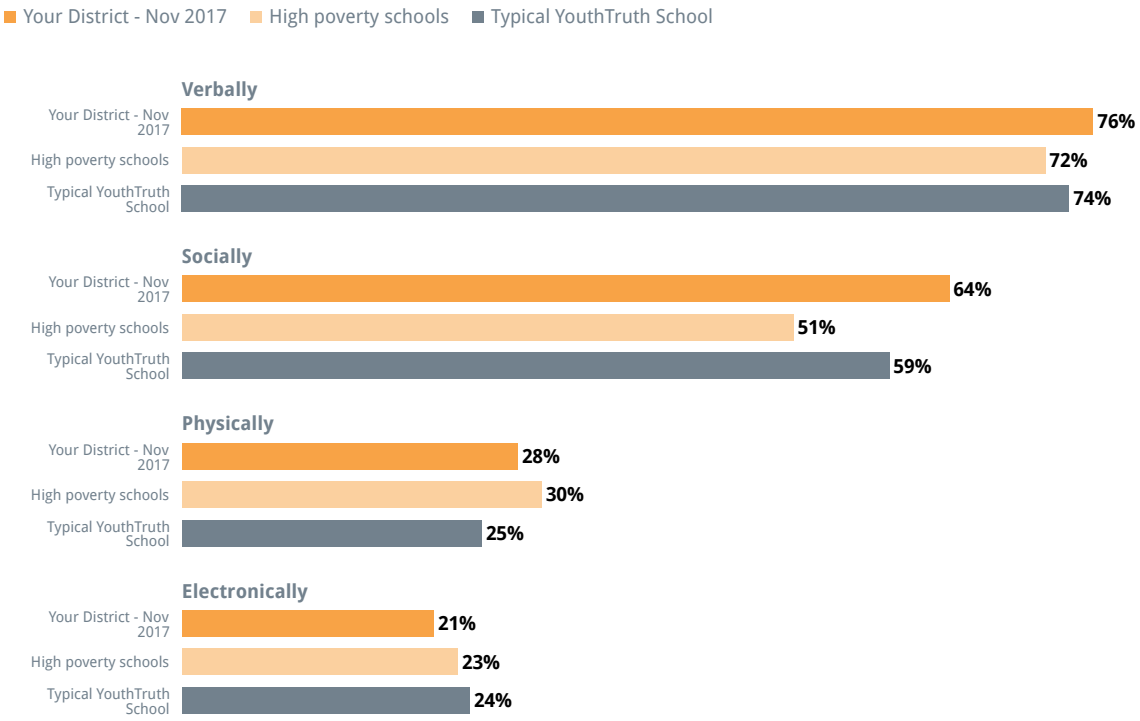


During this school year, have other students bullied or harassed you? - Subgroup

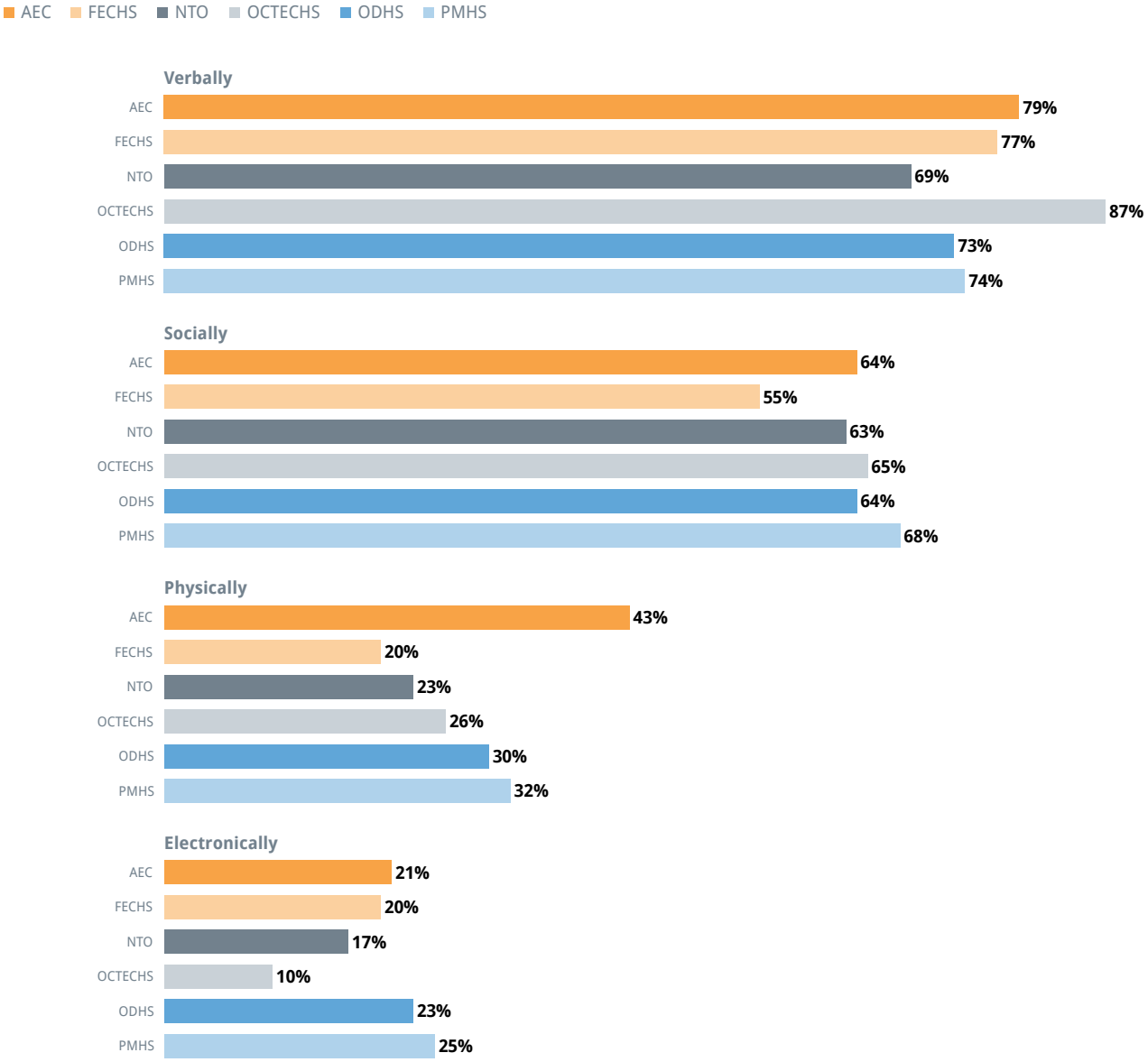


Students who said they *had* been bullied this year were asked a series of follow-up questions. In the charts below, response options with fewer than 5 students in a given demographic subgroup have been suppressed and labeled "NA" to protect student confidentiality.

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



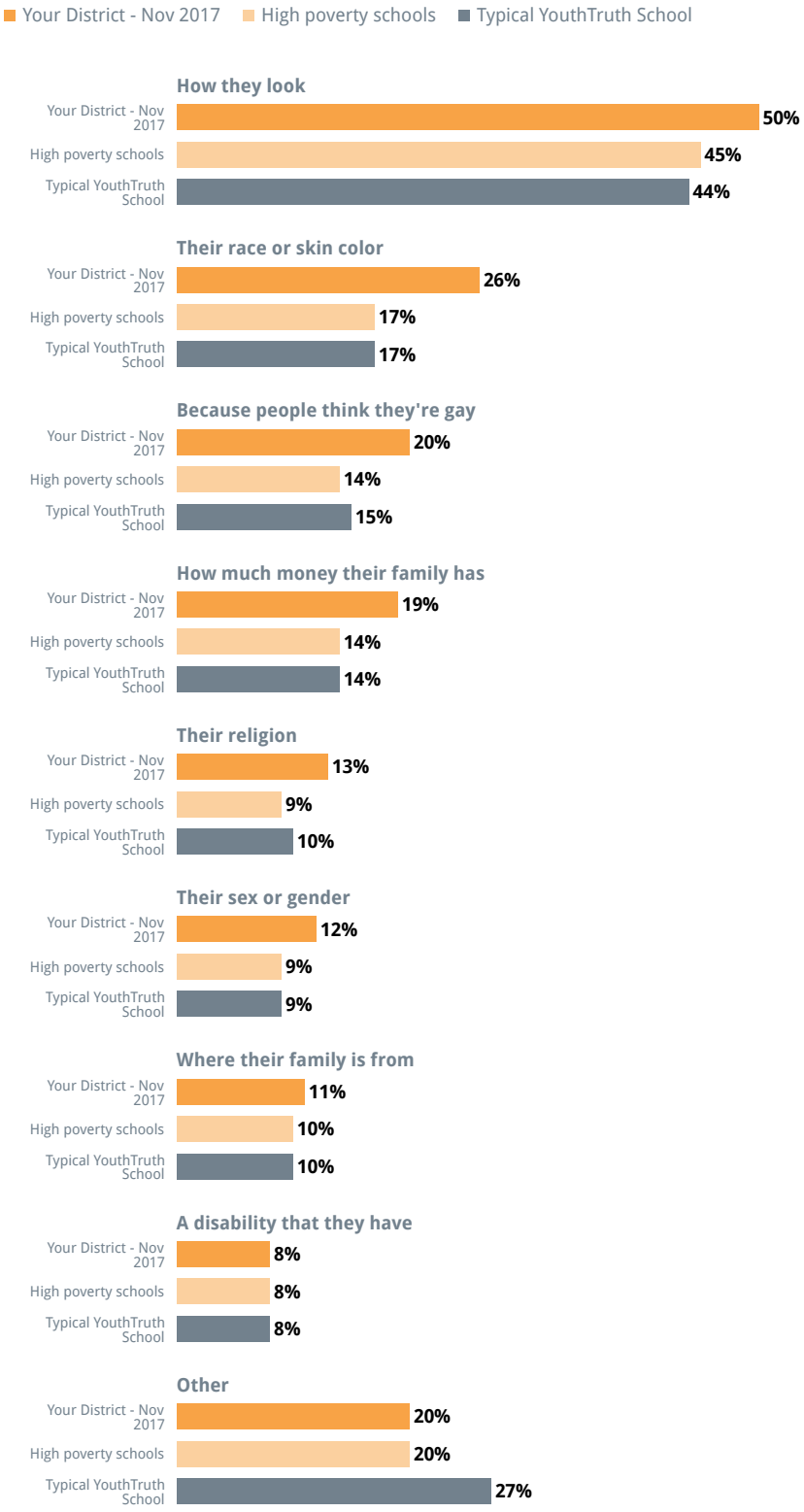
If you have been bullied, how did it happen? - Subgroup



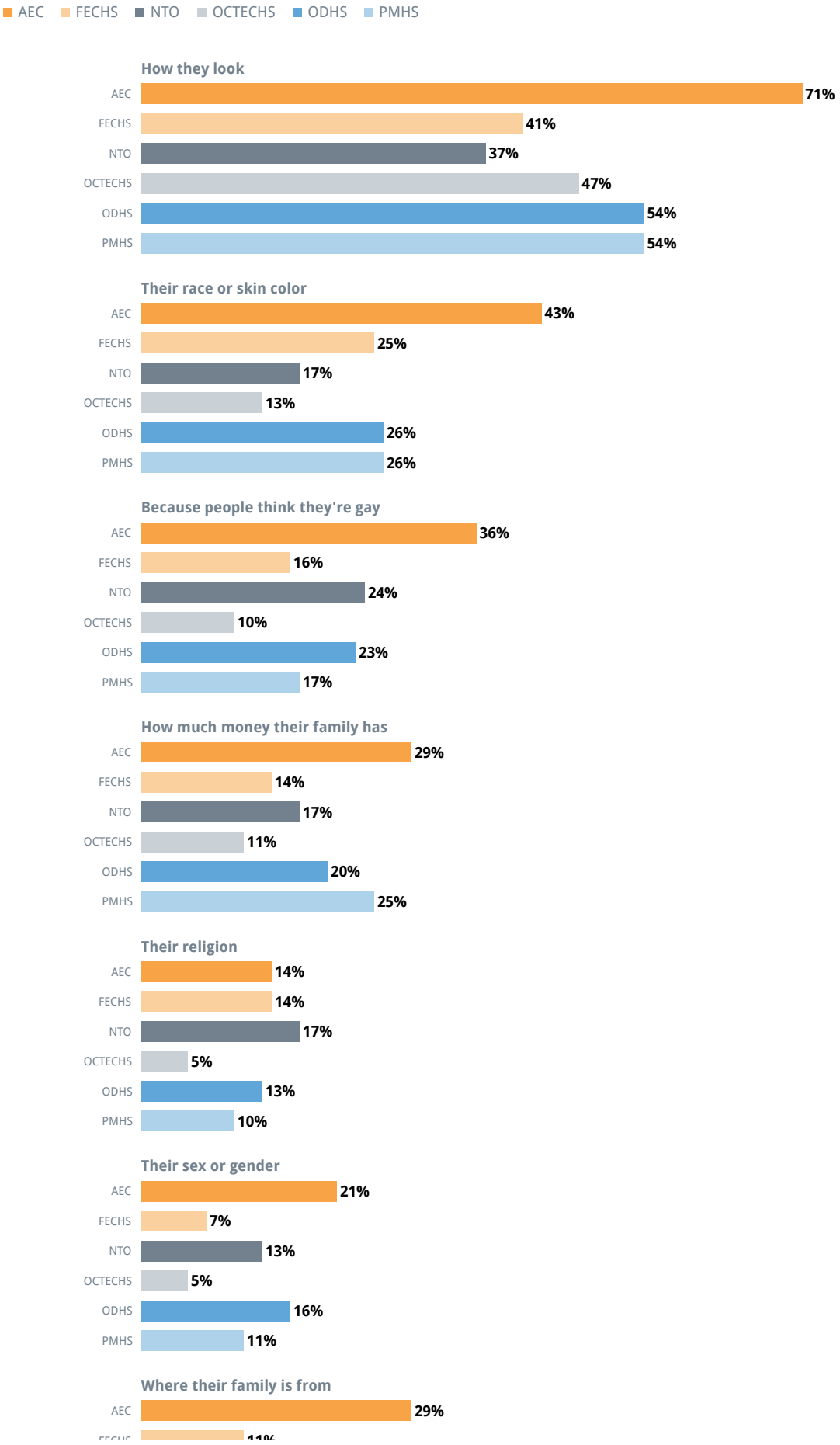
The definitions of types of bullying used in "If you have been bullied, how did it happen?" are as follows:

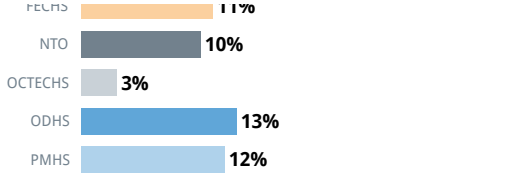
- Verbal: Student was called names, made fun of, embarrassed, or threatened.
- Social: Student was purposefully not spoken to by other students.
- Electronic: Student was bullied through text messages, Facebook, email, or other social media.
- Physical: Student was pushed, tripped, or hit, or had belongings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

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

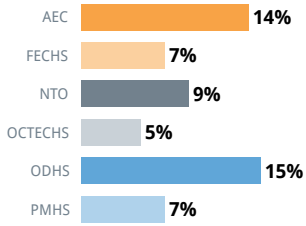


Why do you think you were bullied or harassed? - Subgroup

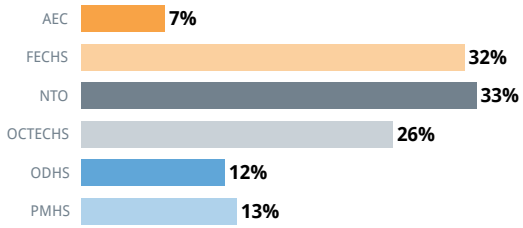




A disability that they have



Other



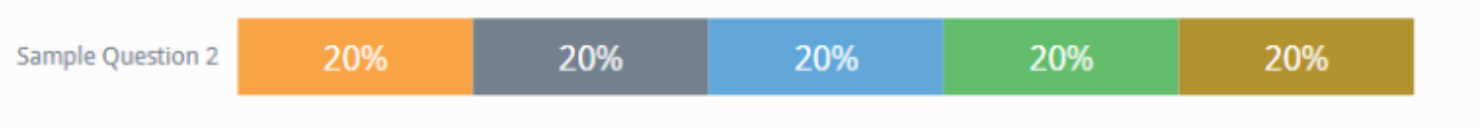
Relationship with Peers Response Distribution

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'.

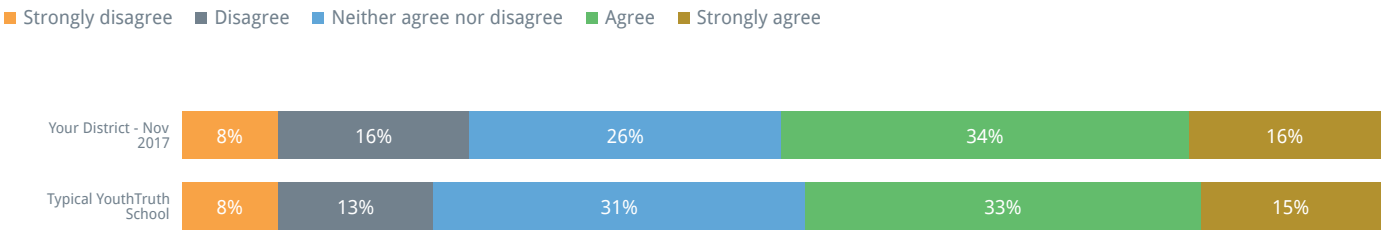
In sample question 1 below, the majority of students (70%) feel neutral about the question, with a handful of students having a more negative or more positive experience.

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

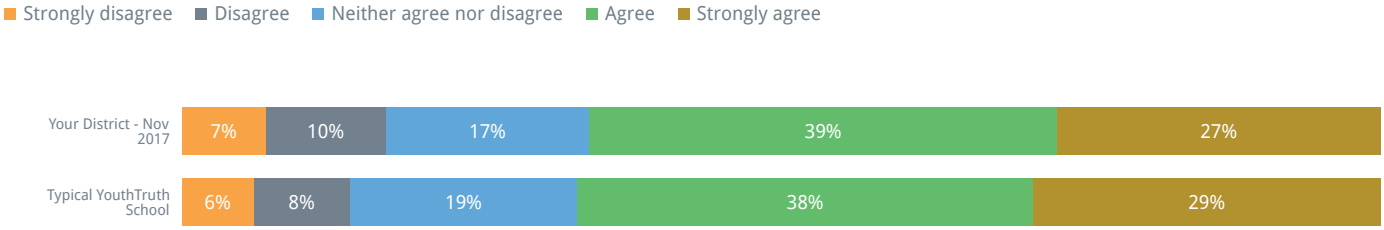


Continue scrolling to see your data.

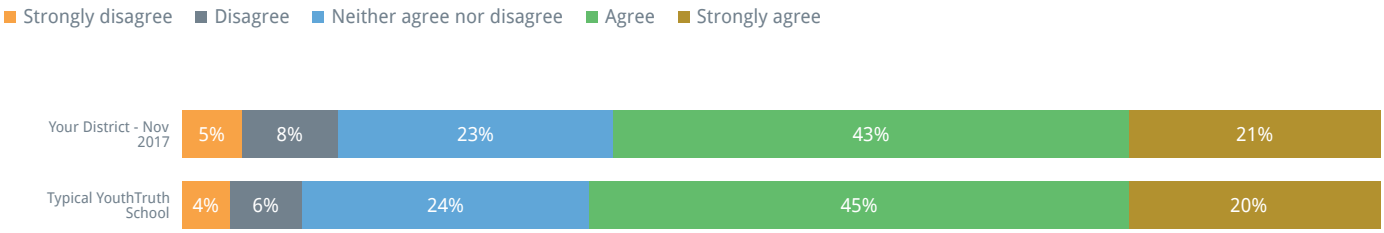
I really feel like part of my school's community.



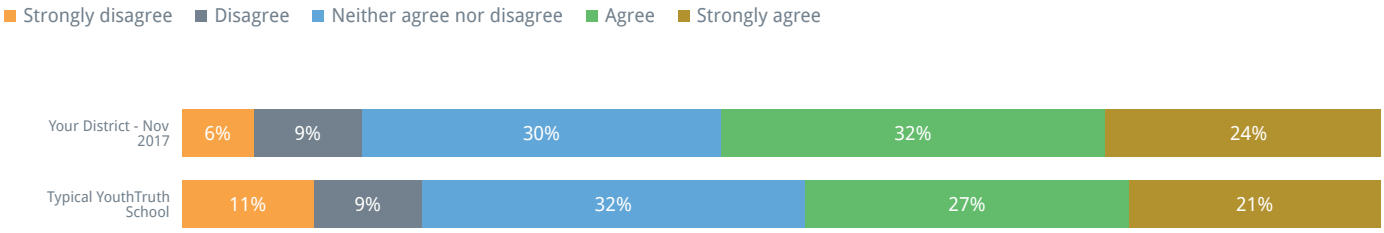
I can usually be myself around other students at this school.



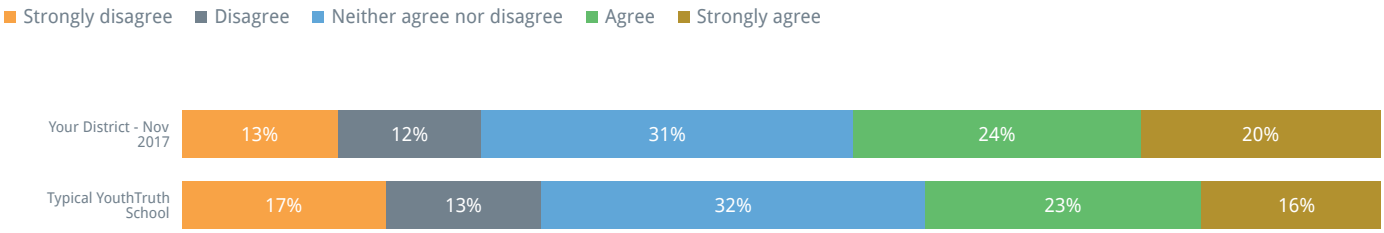
Most students at this school are friendly to me.



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 high school rate their overall school culture **higher** than students do at other participating high schools.

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

- Most students in this school treat adults with respect
- Most adults in this school treat students with respect
- Most students in this school want to do well in class

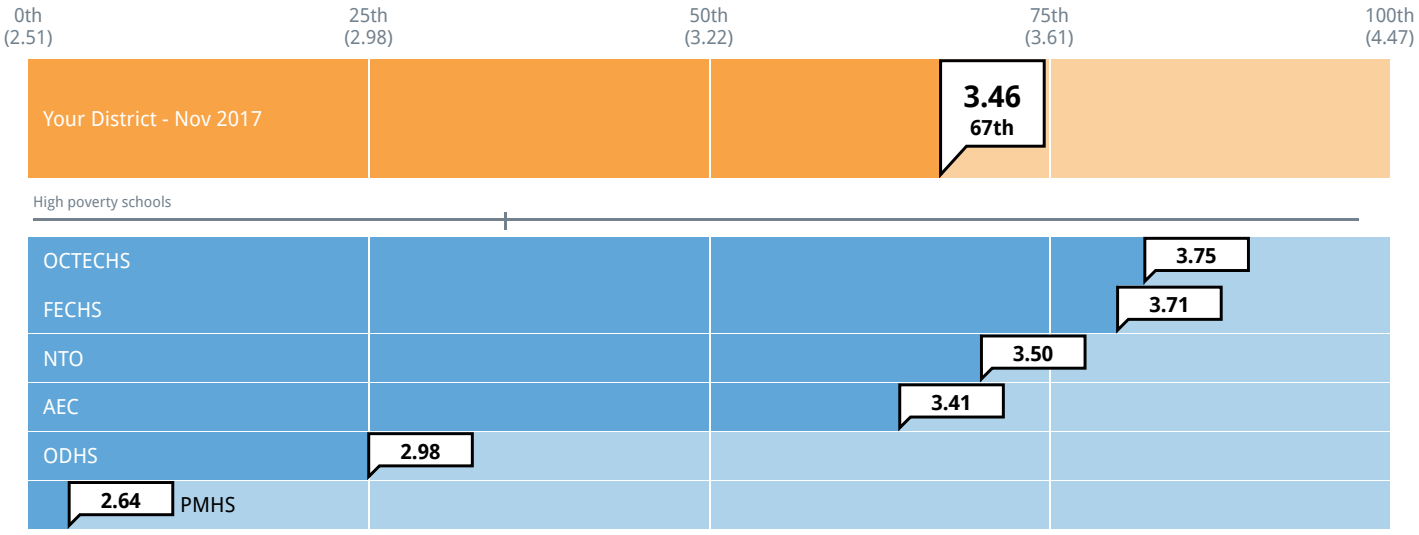
Ector County Independent School District students agree to a **similar** degree that:

- 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 the school-wide culture fosters respect and fairness.



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

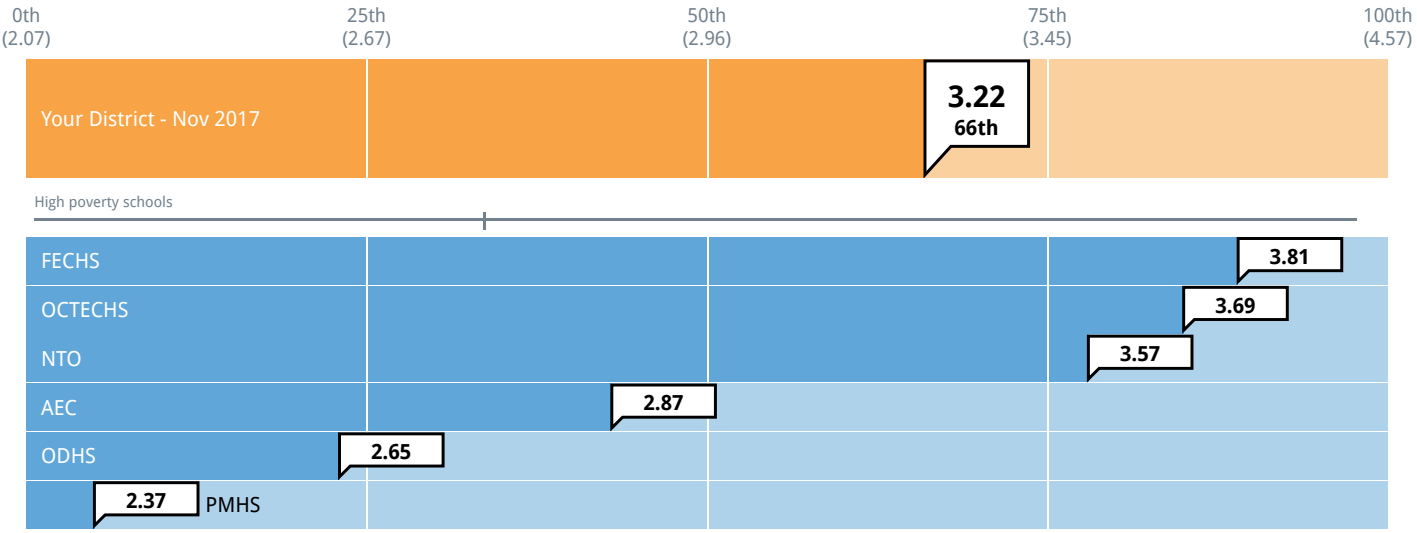
School Culture Questions

Proportion of Positive Ratings (4 or 5)

Question	Typical School in Ector County Independent School District	Typical School Nationally
Most students in this school treat adults with respect	29%	34%
Most adults in this school treat students with respect	49%	54%
Most students in this school want to do well in class	34%	44%
Discipline in this school is fair	33%	39%

Most students in this school treat adults with respect.

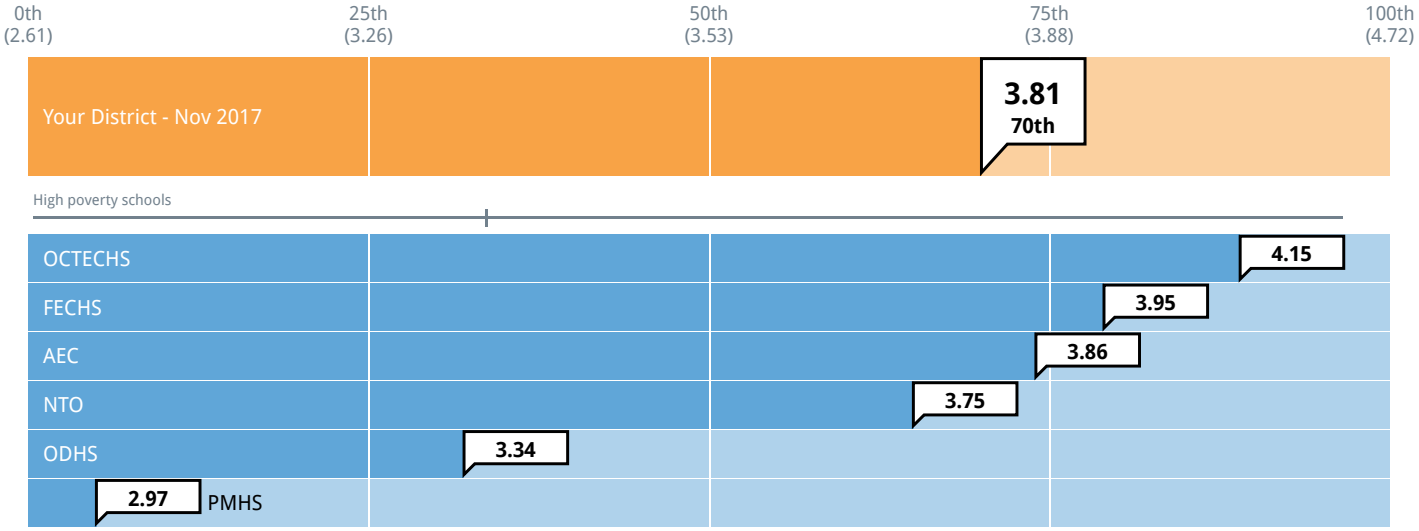
1 = Strongly disagree **3** = Neither agree nor disagree **5** = Strongly agree



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

Most adults in this school treat students with respect.

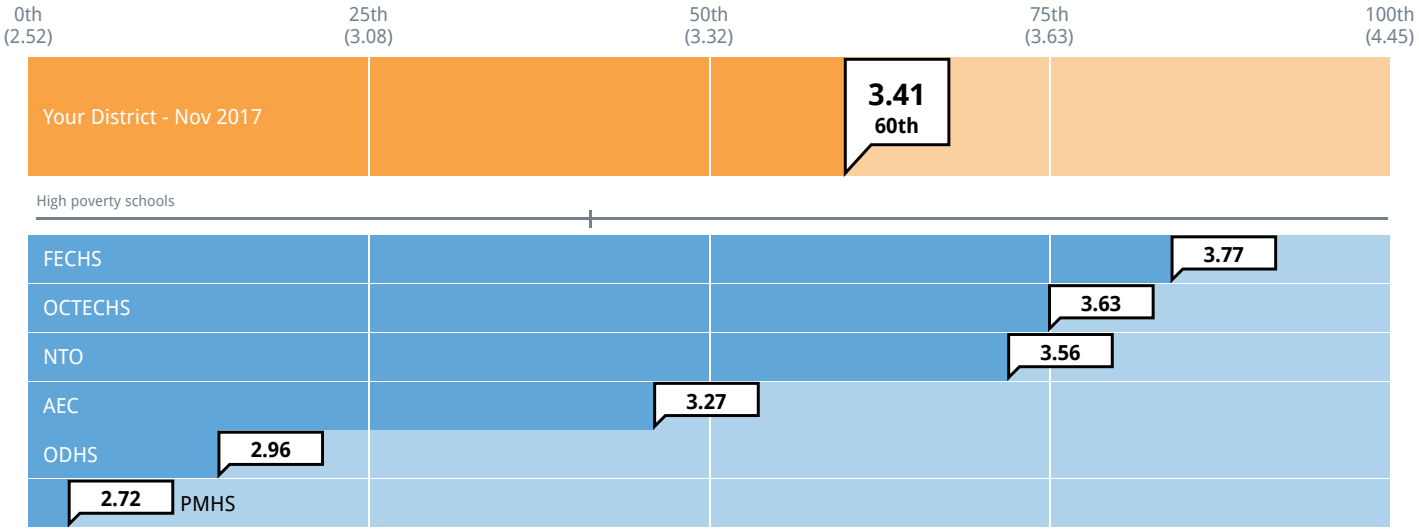
1 = Strongly disagree **3** = Neither agree nor disagree **5** = Strongly agree



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

Most students in this school want to do well in class.

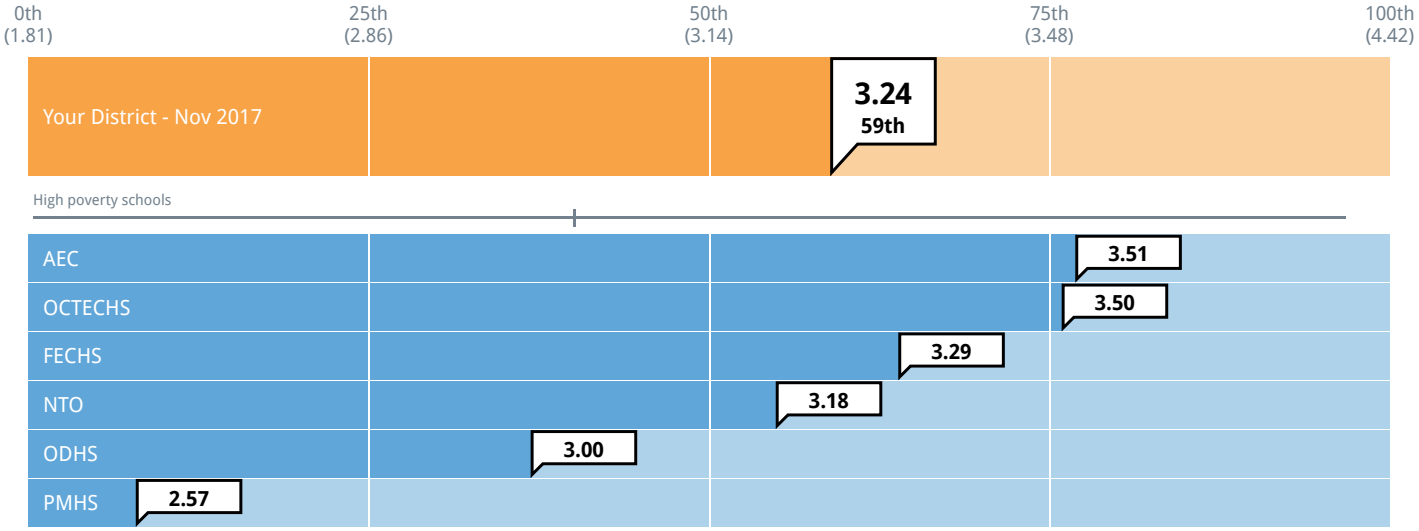
1 = Strongly disagree **3** = Neither agree nor disagree **5** = Strongly agree



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

Discipline in this school is fair.

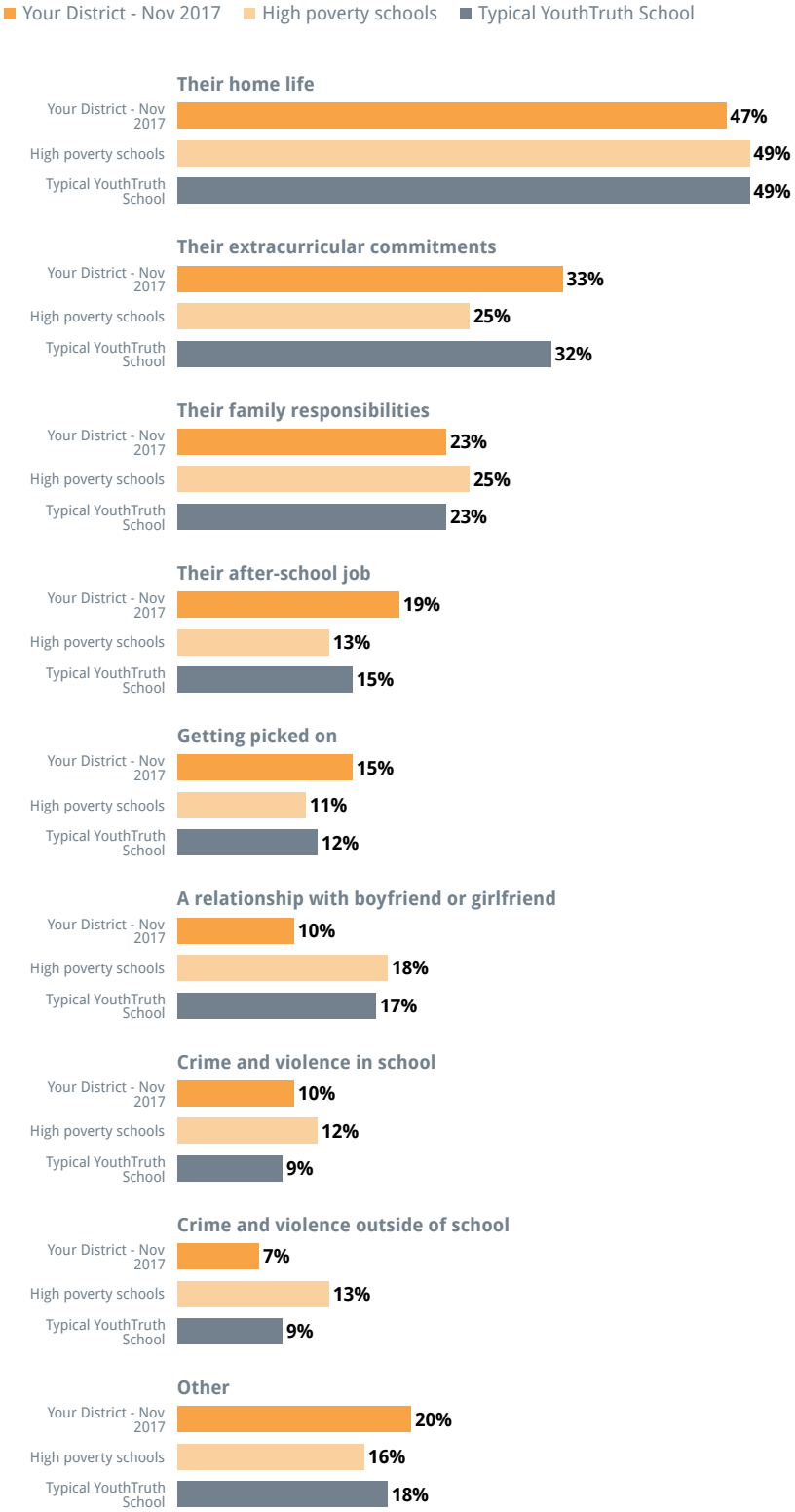
1 = Strongly disagree **3** = Neither agree nor disagree **5** = Strongly agree



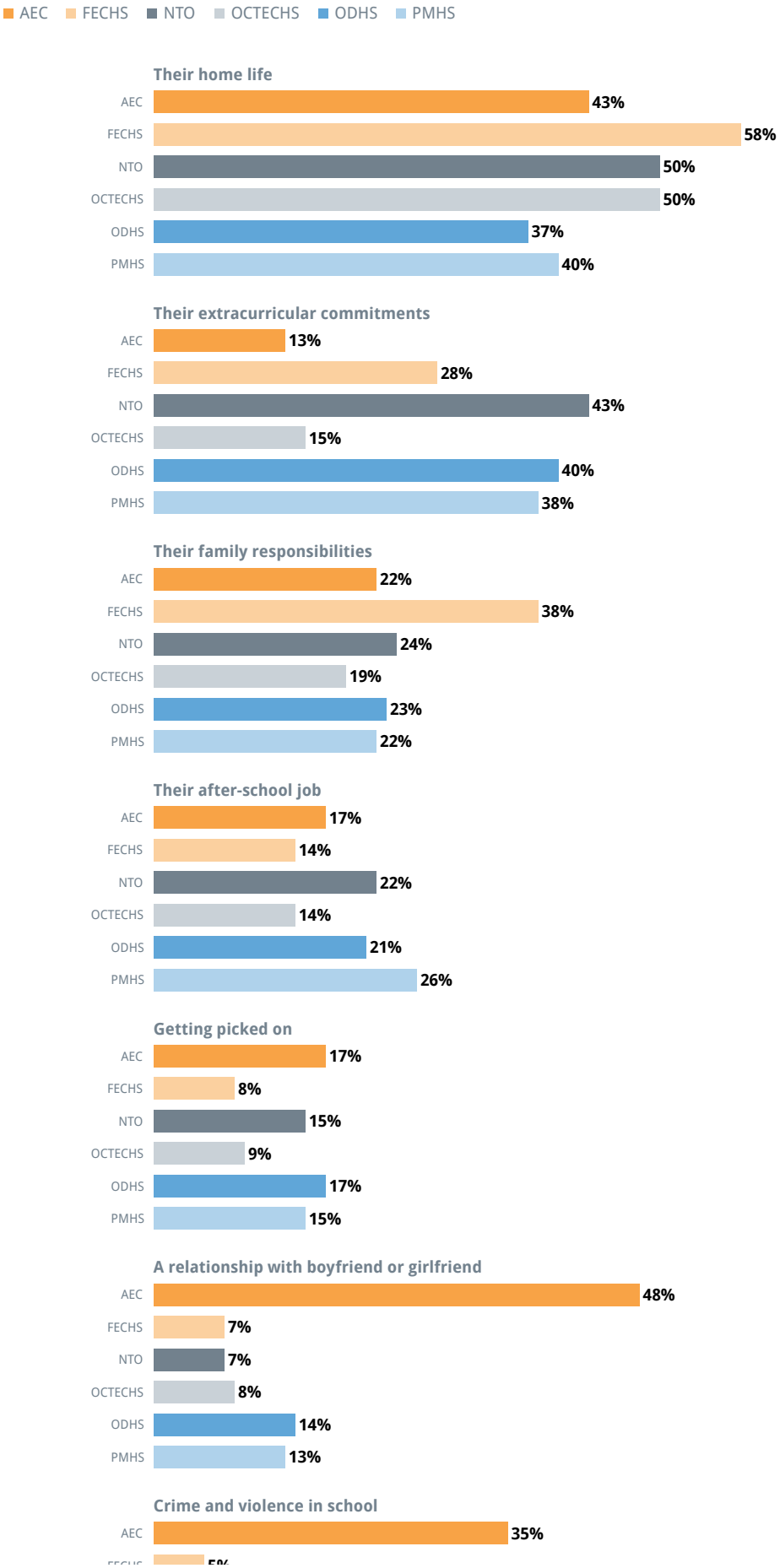
Cohort: High poverty schools ▼ **Past results:** On Off **Subgroup:** School ▼

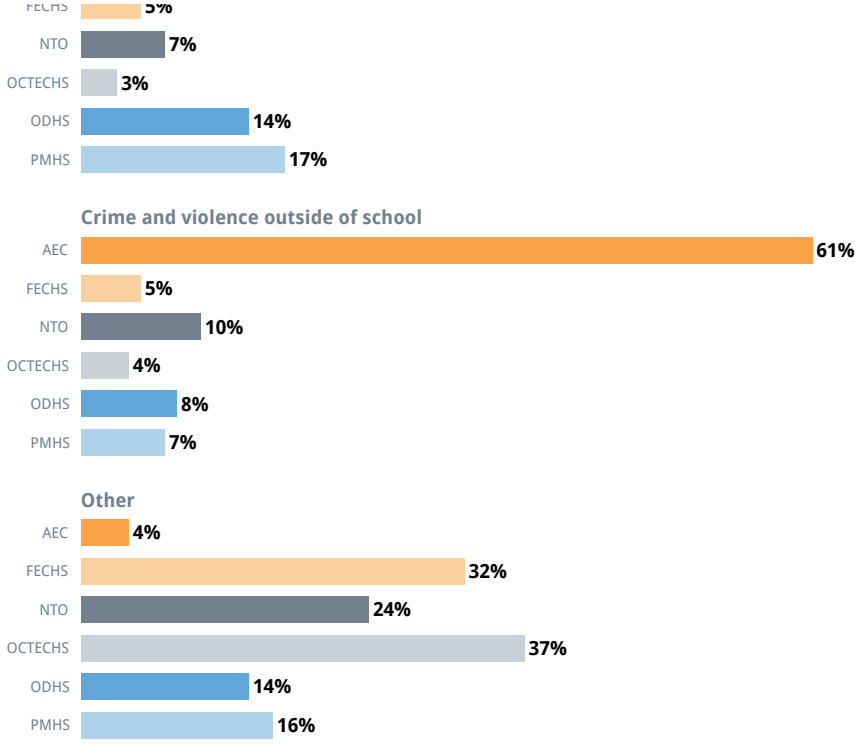
Obstacles to Learning

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



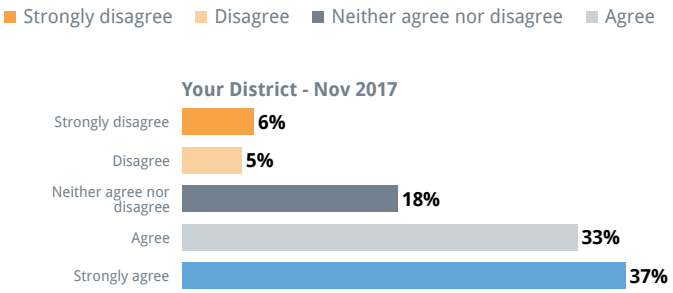
Do any of the following make it hard for you to do your best in school? - Subgroup



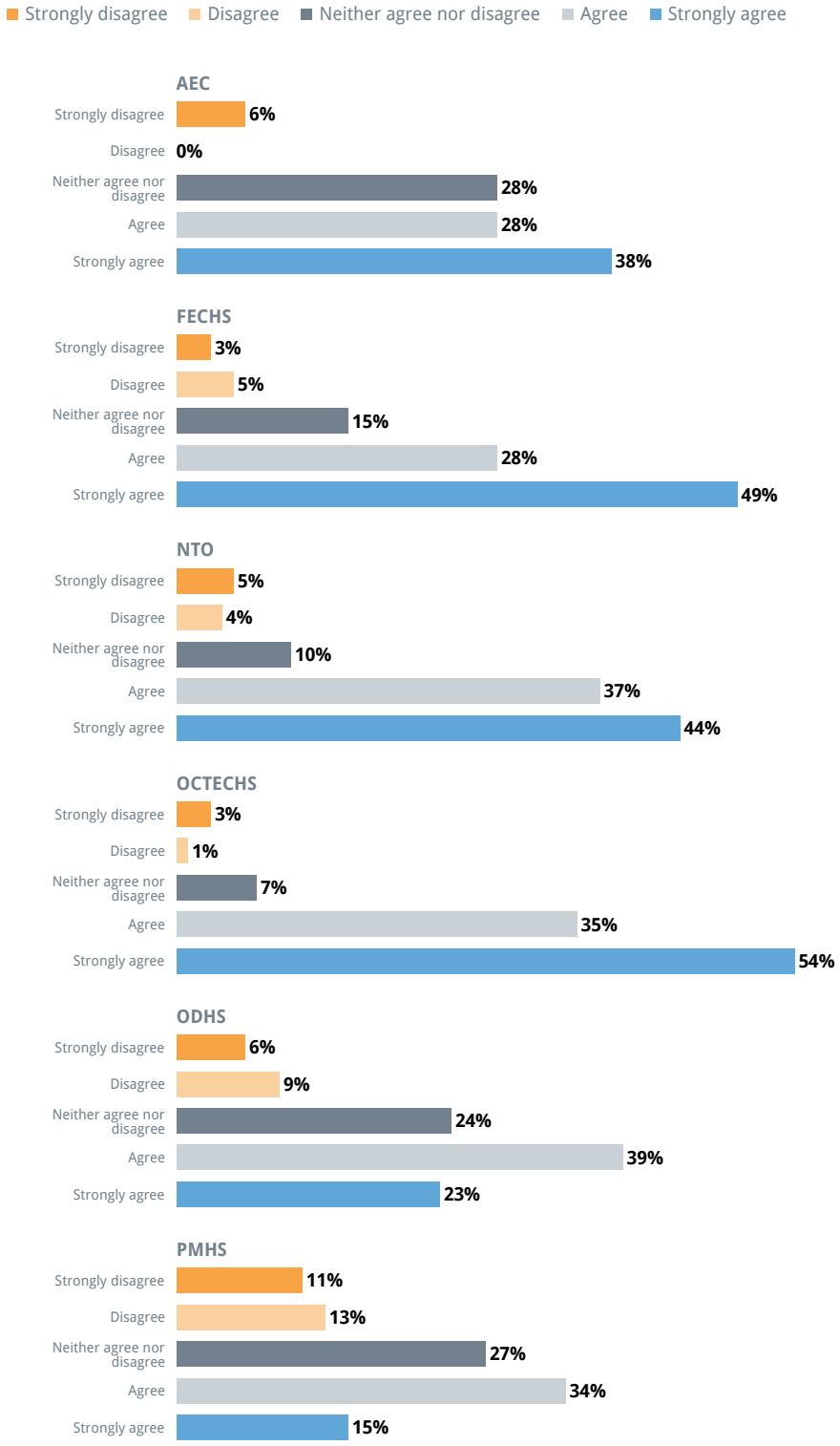

FECHS 5%
NTO 7%
OCTECHS 3%
ODHS 14%
PMHS 17%
Crime and violence outside of school
AEC 61%
FECHS 5%
NTO 10%
OCTECHS 4%
ODHS 8%
PMHS 7%
Other
AEC 4%
FECHS 32%
NTO 24%
OCTECHS 37%
ODHS 14%
PMHS 16%

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
AEC
Strongly disagree 6%
Disagree 0%
Neither agree nor disagree 28%
Agree 28%
Strongly agree 38%
FECHS
Strongly disagree 3%
Disagree 5%
Neither agree nor disagree 15%
Agree 28%
Strongly agree 49%
NTO
Strongly disagree 5%
Disagree 4%
Neither agree nor disagree 10%
Agree 37%
Strongly agree 44%
OCTECHS
Strongly disagree 3%
Disagree 1%
Neither agree nor disagree 7%
Agree 35%
Strongly agree 54%
ODHS
Strongly disagree 6%
Disagree 9%
Neither agree nor disagree 24%
Agree 39%
Strongly agree 23%
PMHS
Strongly disagree 11%
Disagree 13%
Neither agree nor disagree 27%
Agree 34%
Strongly agree 15%

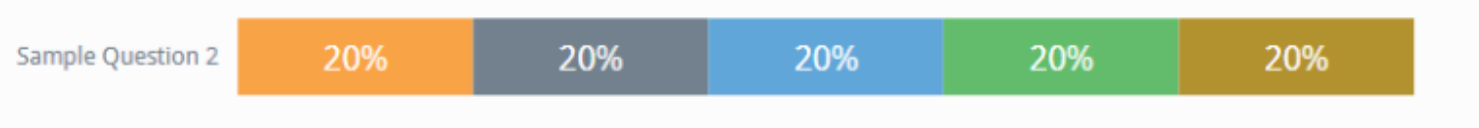
School Culture Response Distribution

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'.

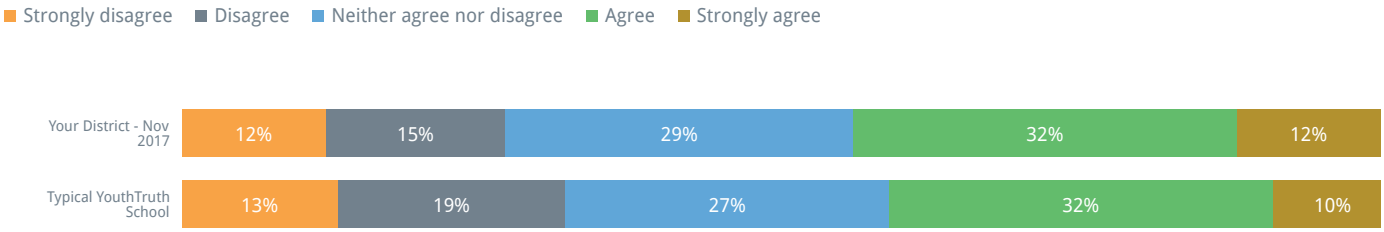
In sample question 1 below, the majority of students (70%) feel neutral about the question, with a handful of students having a more negative or more positive experience.

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

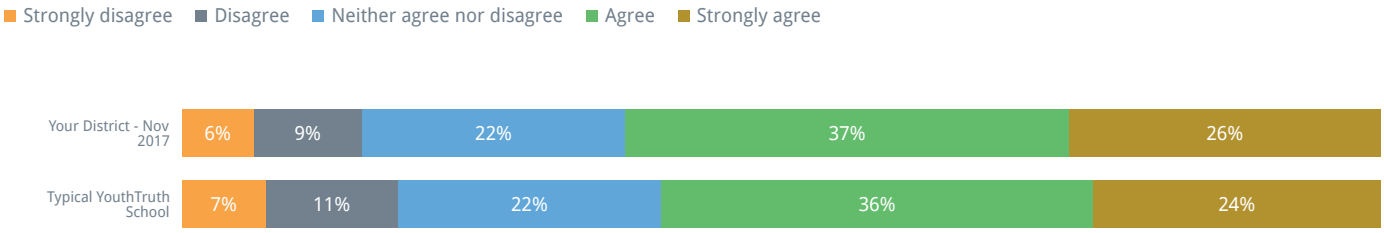


Continue scrolling to see your data.

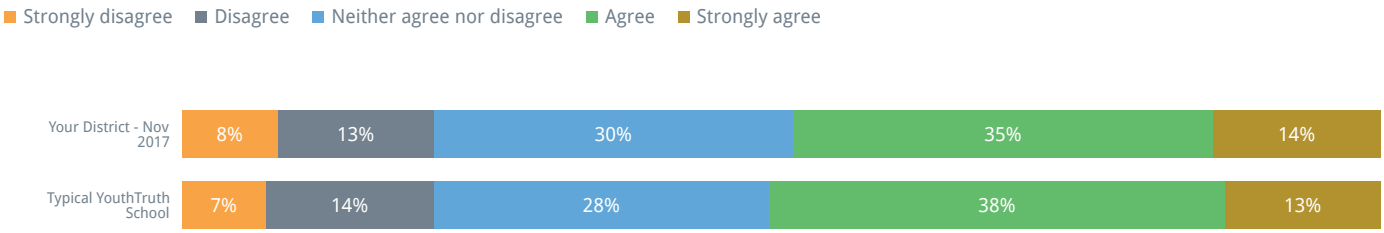
Most students in this school treat adults with respect.



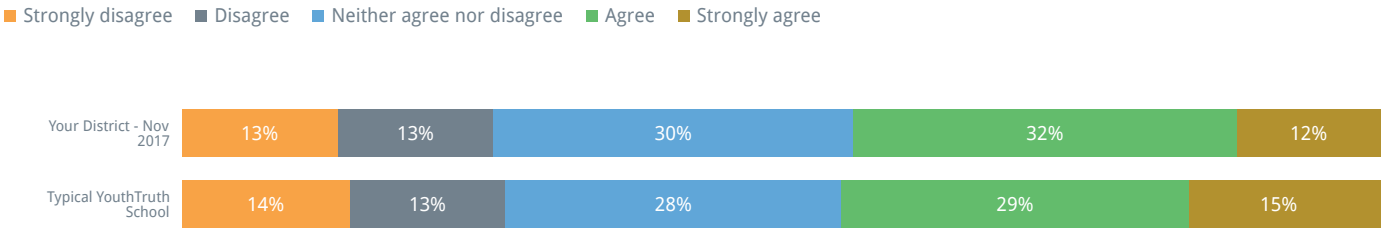
Most adults in this school treat students with respect.



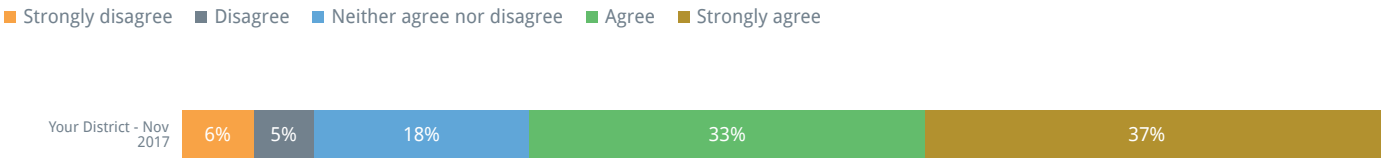
Most students in this school want to do well in class.



Discipline in this school is fair.



Adults in my school respect people from different backgrounds



COLLEGE & CAREER READINESS

Overall, students at the typical Ector County Independent School District high school rate their college and career readiness **as highly as** students do at other participating high schools.

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

- Their school has helped them develop the skills and knowledge they will need for college level classes

Ector County Independent School District students agree to a **similar** degree that:

- Their school has helped them understand the steps they need to take in order to apply to college
- Their school has helped them understand the steps they need to take in order to have the career that they want

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

- Their school has helped them figure out which careers match their interests and abilities

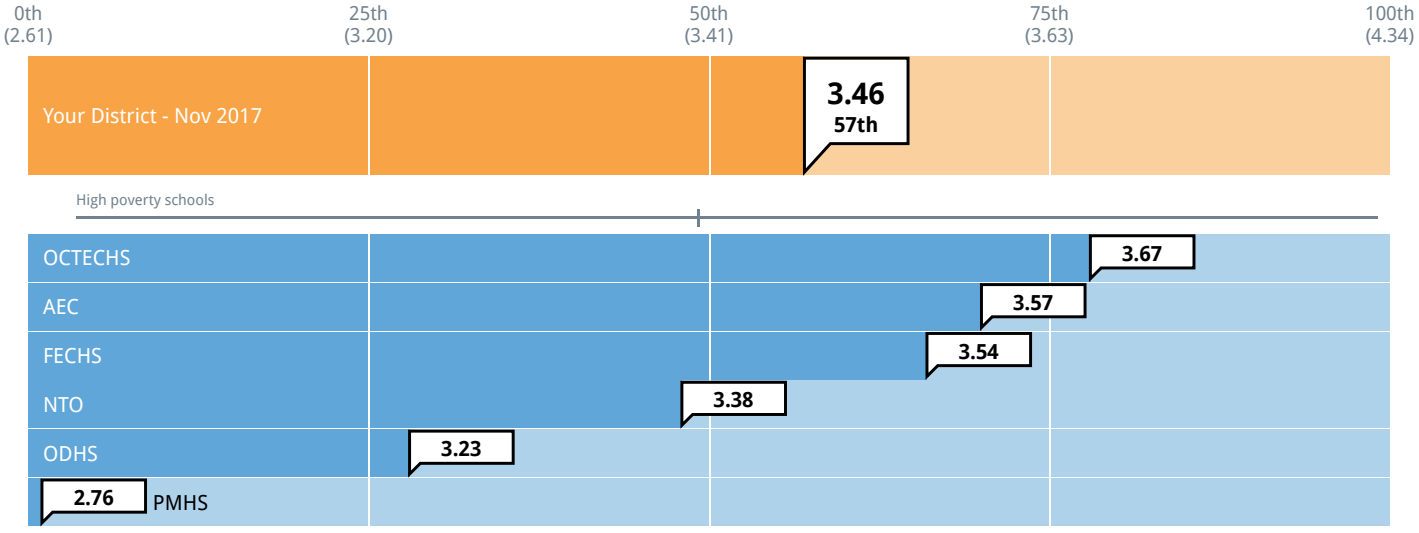
At the typical Ector County Independent School District high school, **84%** of students want to go to college. This is **similar** to the percentage at other participating high schools.

At the typical Ector County Independent School District high school, the most frequently used college and career readiness services are **college entrance exam prep**, used by **55%** of students, and **counseling about future career possibilities**, used by **36%** of students.

For information from YouthTruth's aggregate data about college and career readiness, please visit http://www.youthtruthsurvey.org/college-career-readiness-2017/.

College & Career Readiness Summary Measure

This summary measure describes the degree to which students feel equipped to pursue college and careers.



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

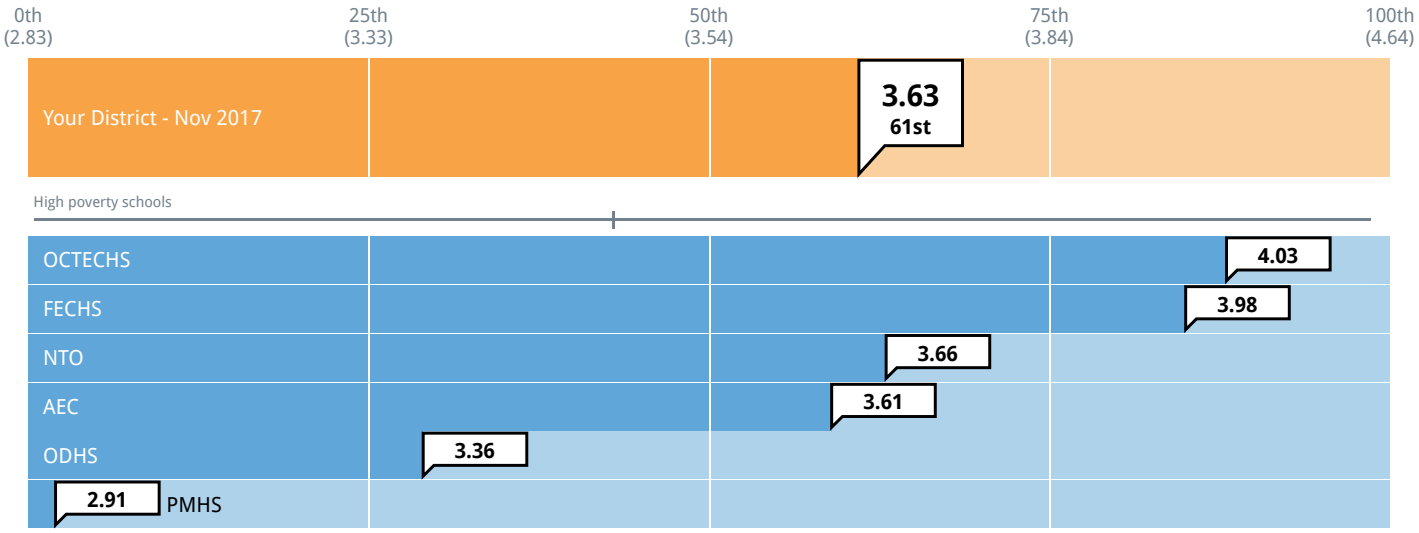
College & Career Readiness Questions

Proportion of Positive Ratings (4 or 5)

Question	Typical School in Ector County Independent School District	Typical School Nationally
Their school has helped them develop the skills and knowledge they will need for college level classes	48%	55%
Their school has helped them understand the steps they need to take in order to apply to college	41%	50%
Their school has helped them figure out which careers match their interests and abilities	37%	43%
Their school has helped them understand the steps they need to take in order to have the career that they want	41%	45%

My school has helped me develop the skills and knowledge I will need for college level classes.

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



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

My school has helped me understand the steps I need to take in order to apply to college.

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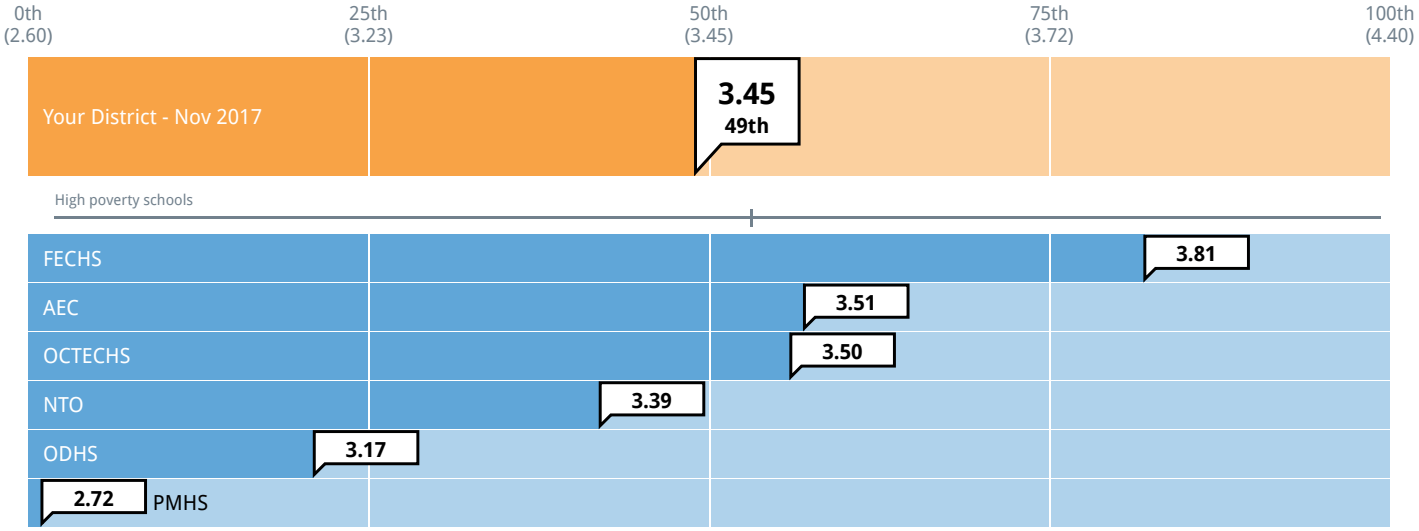

Cohort: High poverty schools ▼ Past results: On Off Subgroup: School ▼

My school has helped me figure out which careers match my interests and abilities.

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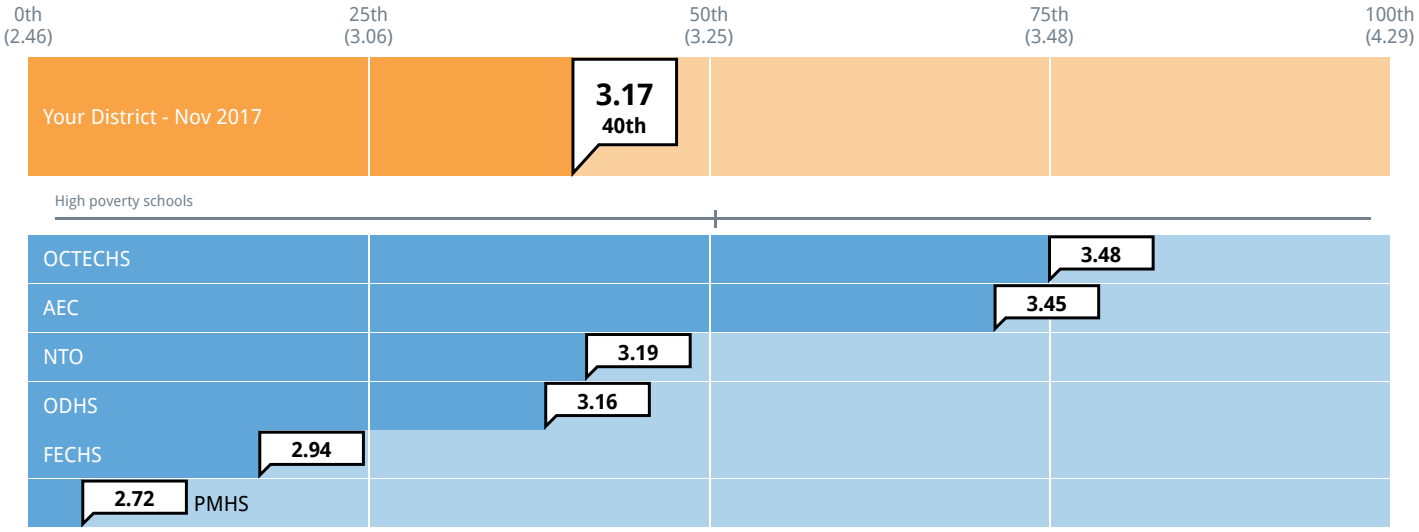
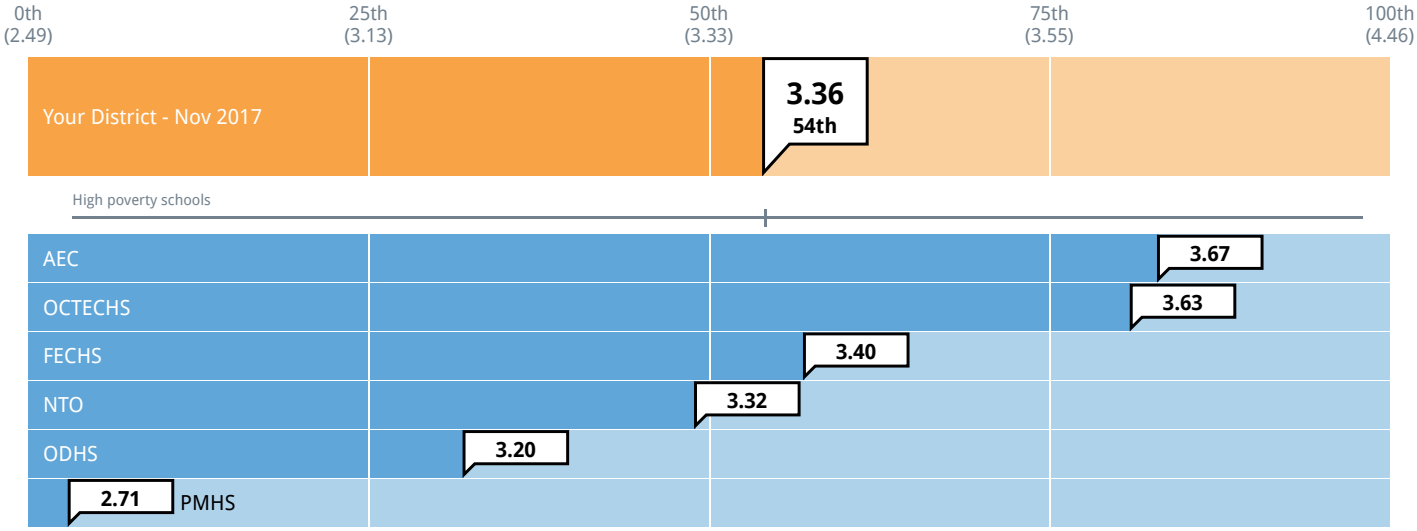


Cohort: High poverty schools ▼ Past results: On Off Subgroup: School ▼

My school has helped me understand the steps I need to take in order to have the career that I want.

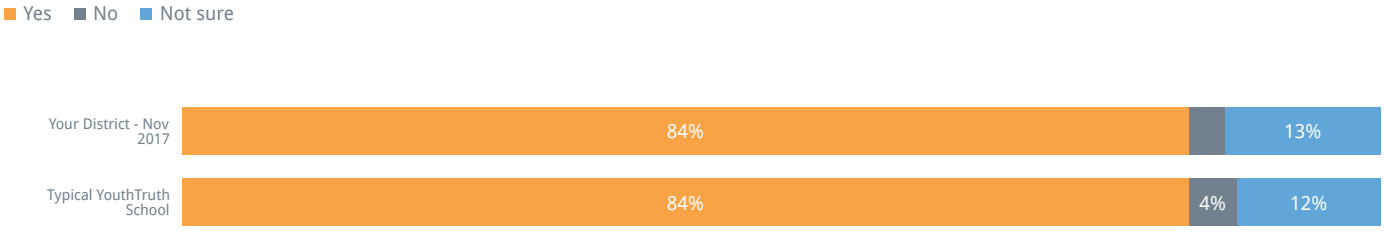
1 = Strongly disagree **3** = Neither agree nor disagree **5** = Strongly agree



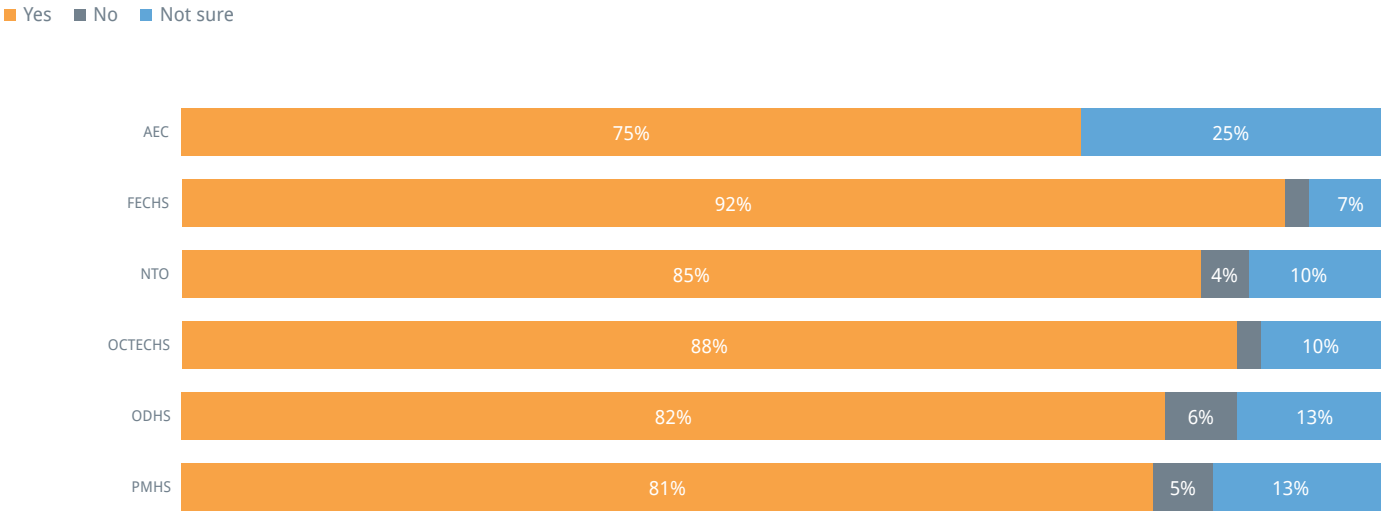
Cohort: High poverty schools ▼ Past results: On Off Subgroup: School ▼

Next Steps After High School

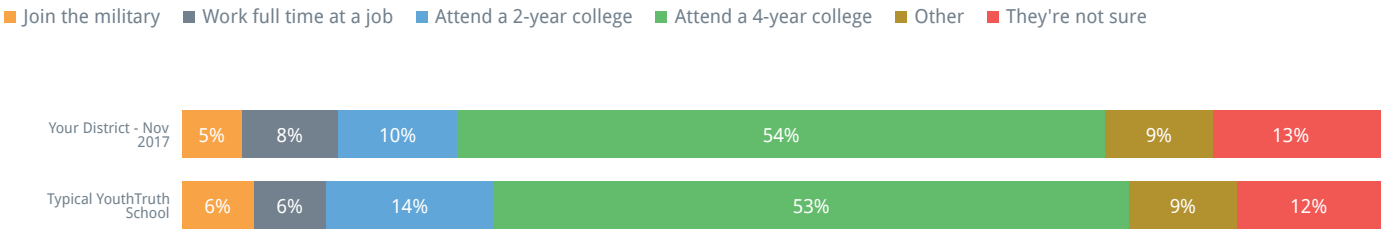
Do you want to go to college? (Overall)



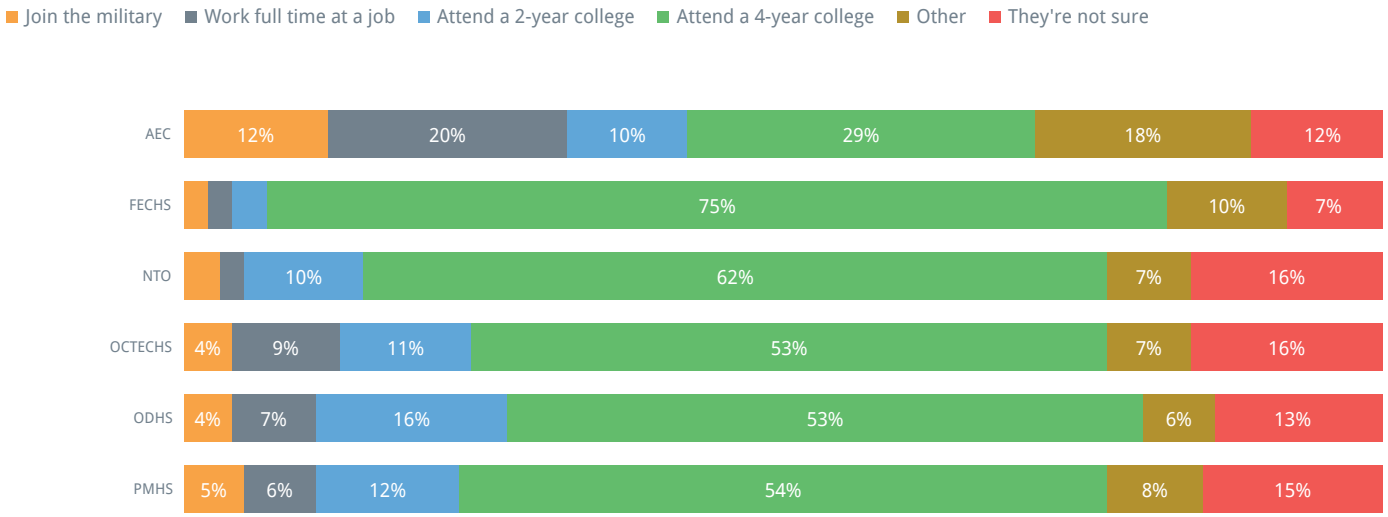
Do you want to go to college? (Subgroup)



After you finish high school, what do you expect to do next? (Overall)

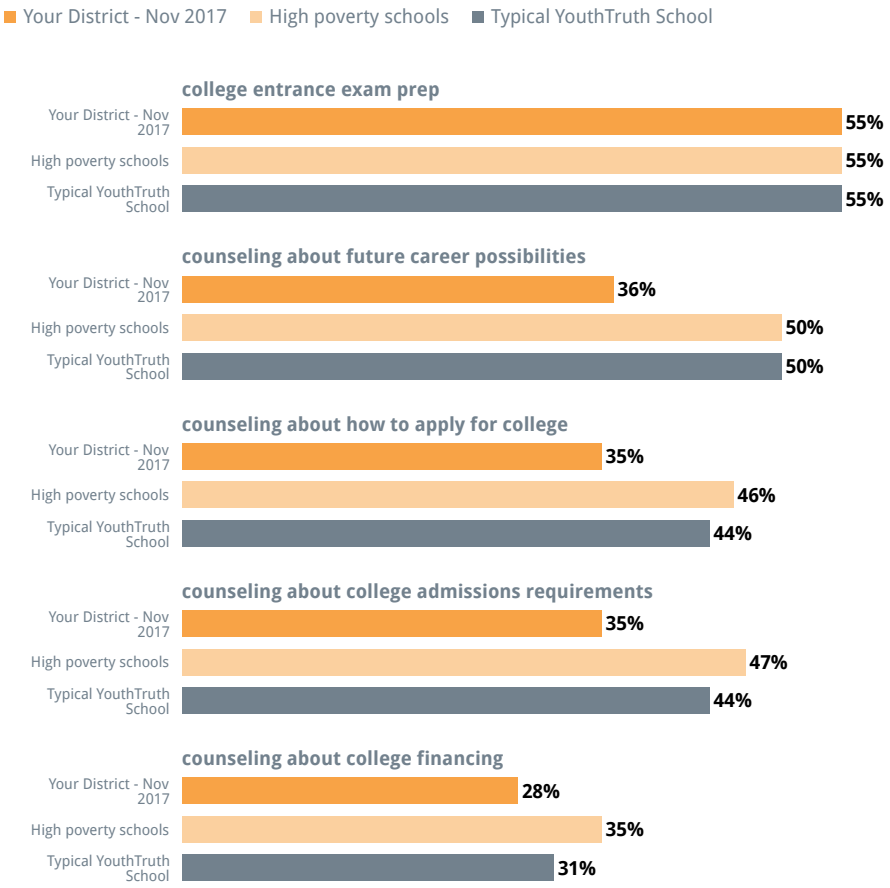


After you finish high school, what do you expect to do next? (Subgroup)

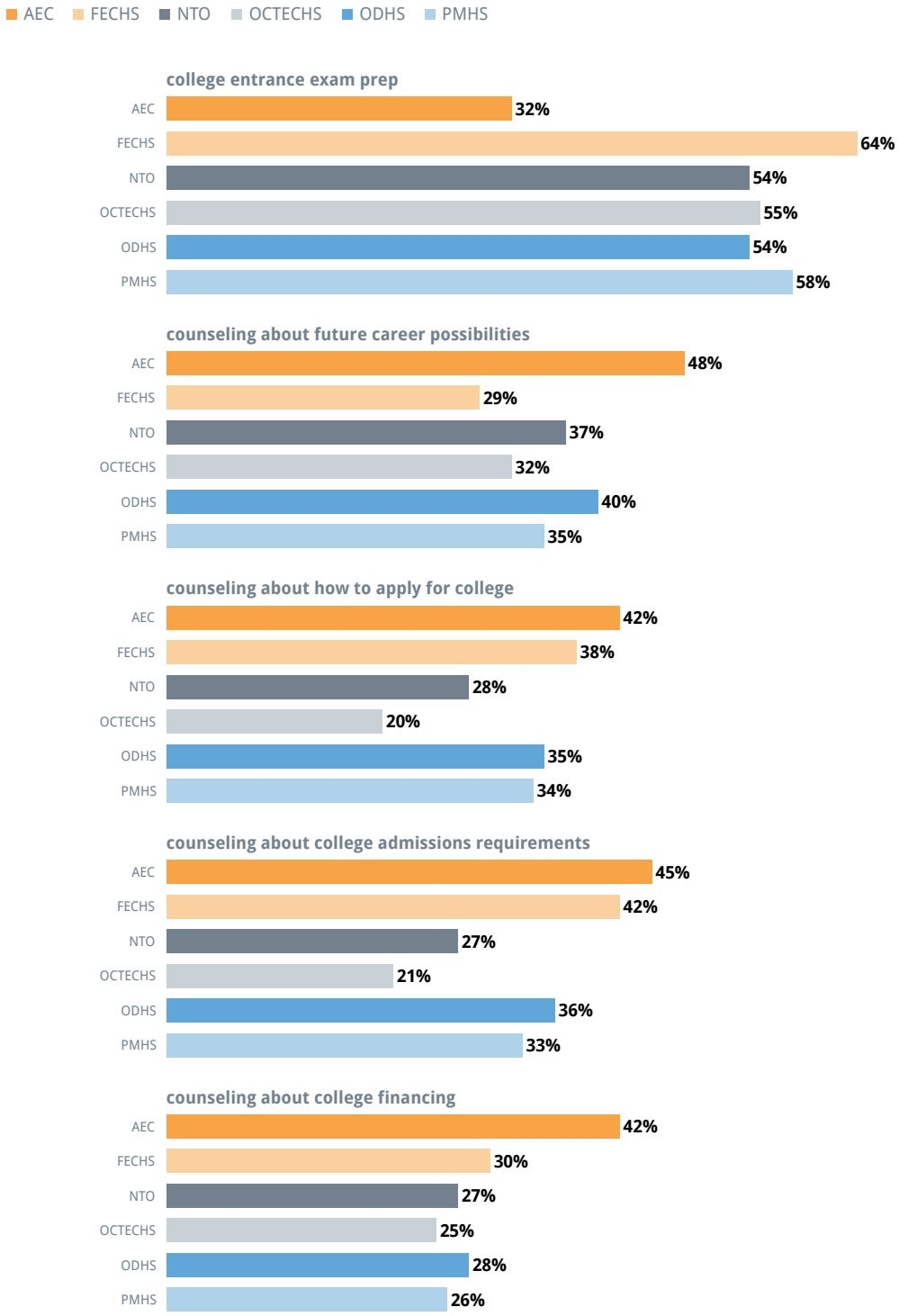


Support for Future Goals

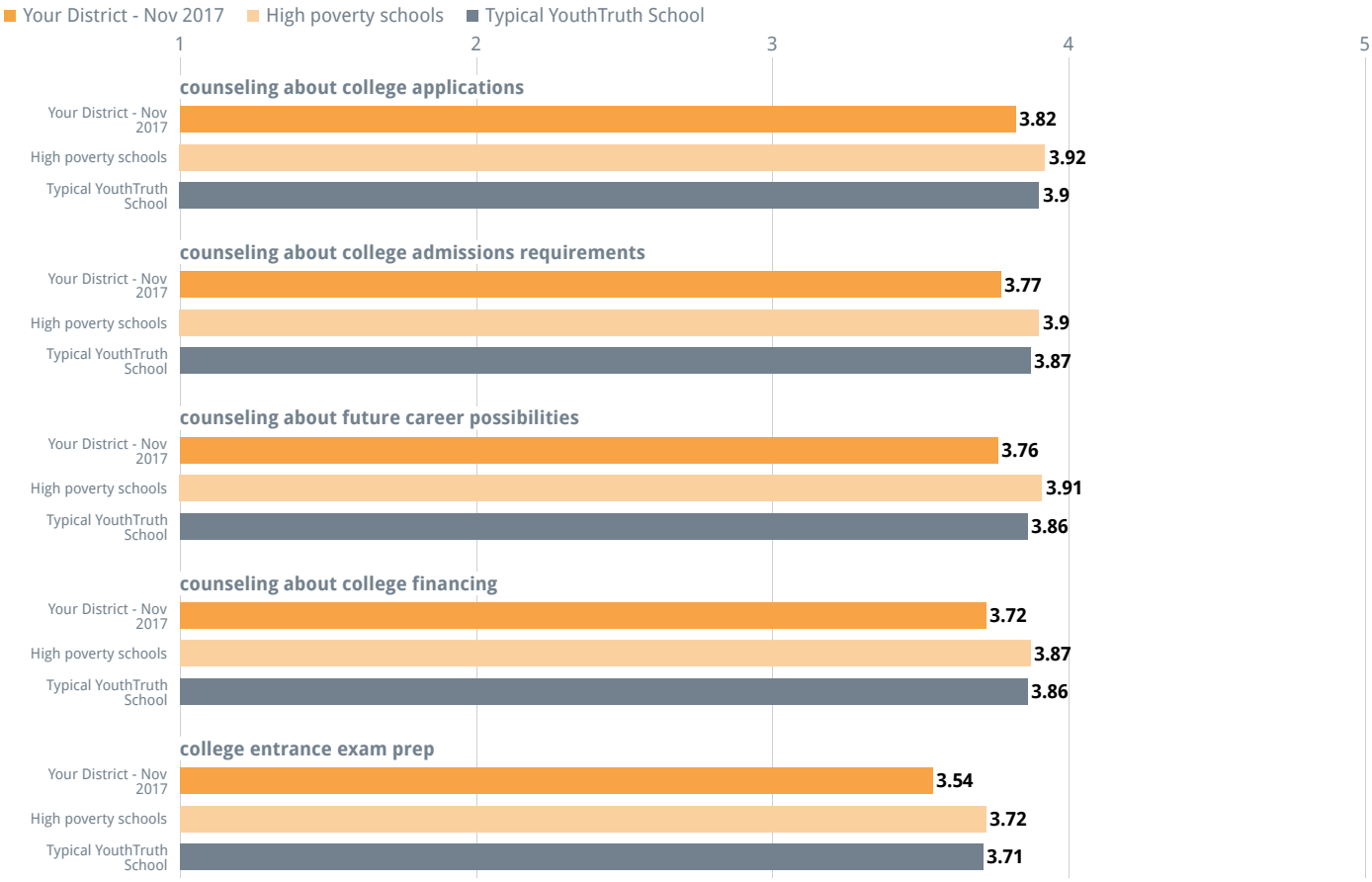
Use of School Support for Future Goals - Overall



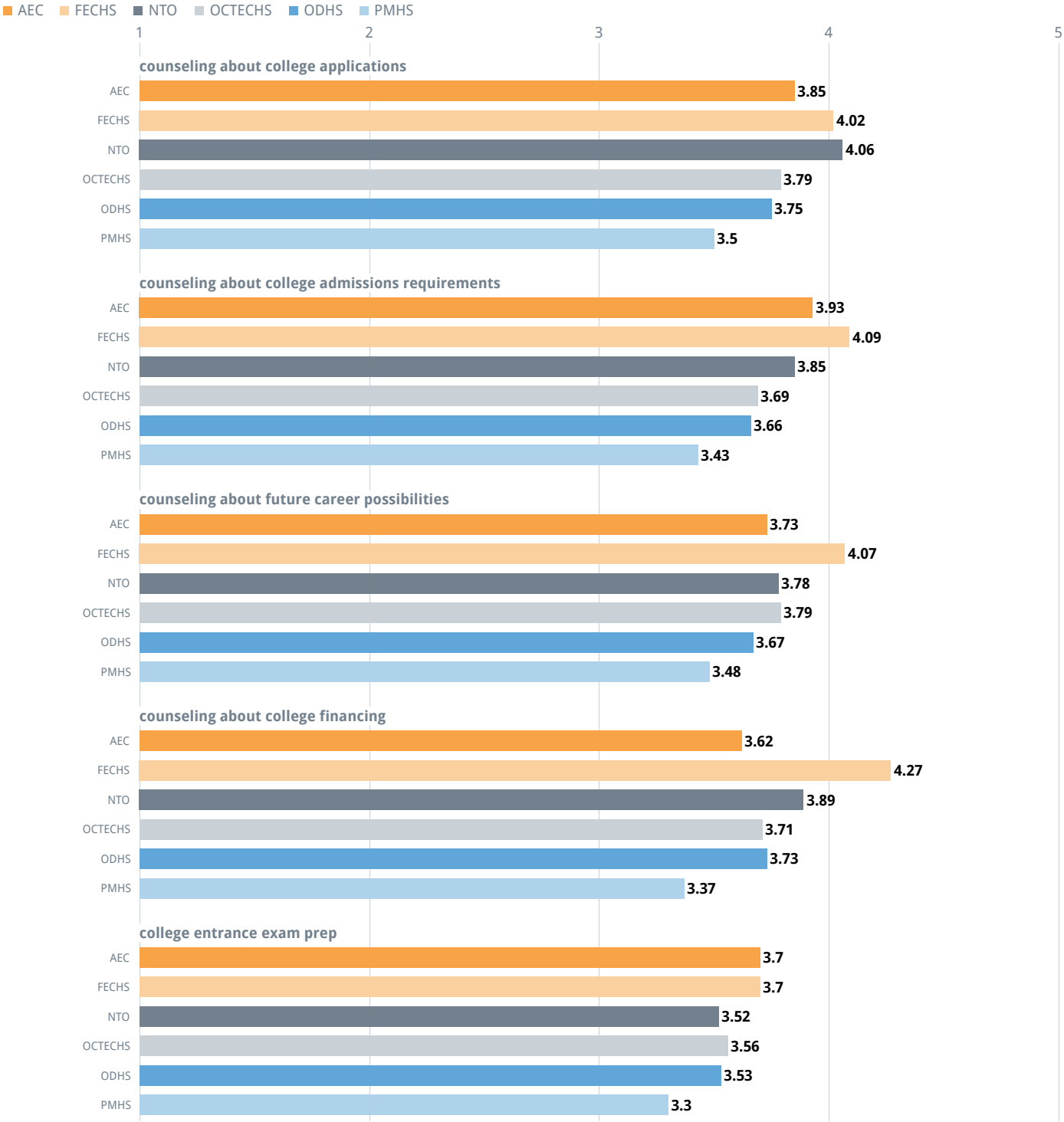
Use of School Support for Future Goals - Subgroup



Helpfulness of School Support for Future Goals - Overall



Helpfulness of School Support for Future Goals - Subgroup



College & Career Readiness Response Distribution

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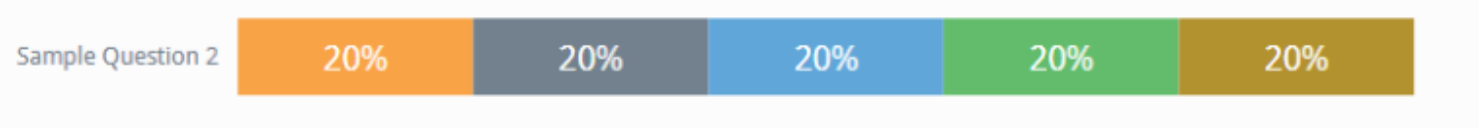
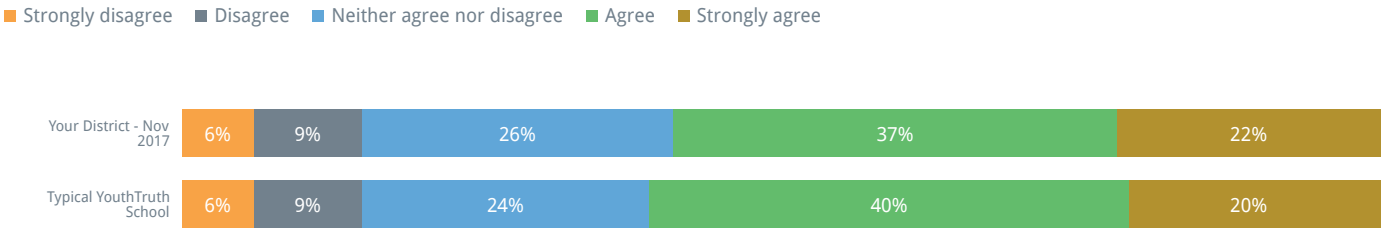
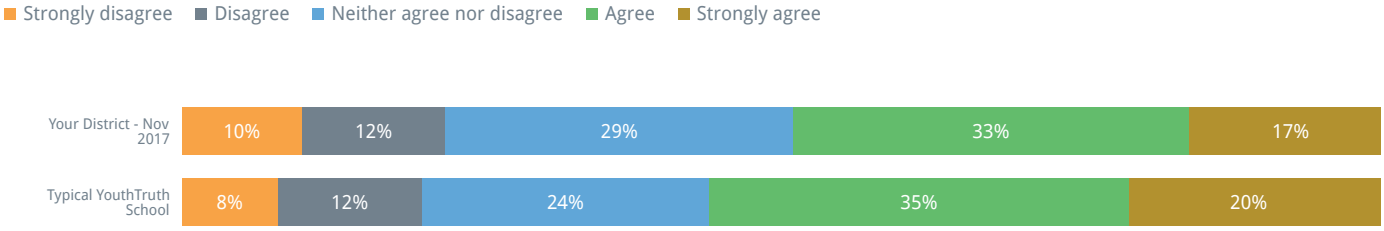


Continue scrolling to see your data.

My school has helped me develop the skills and knowledge I will need for college level classes.



My school has helped me understand the steps I need to take in order to apply to college.



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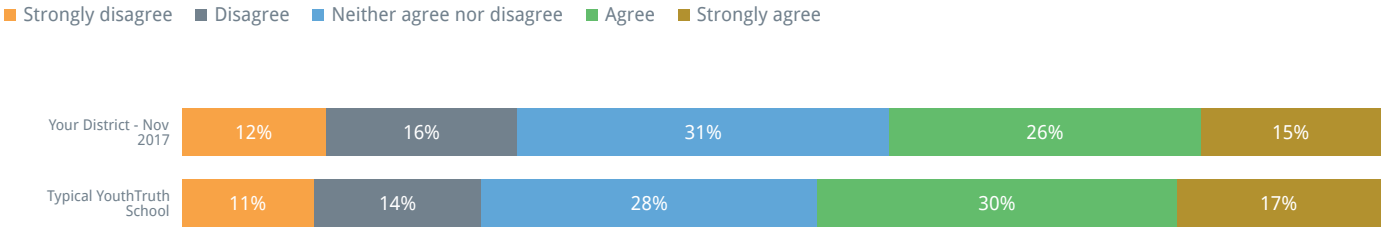
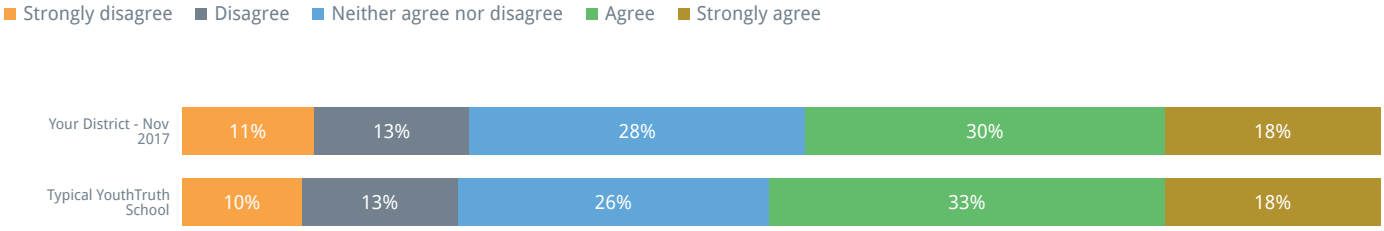


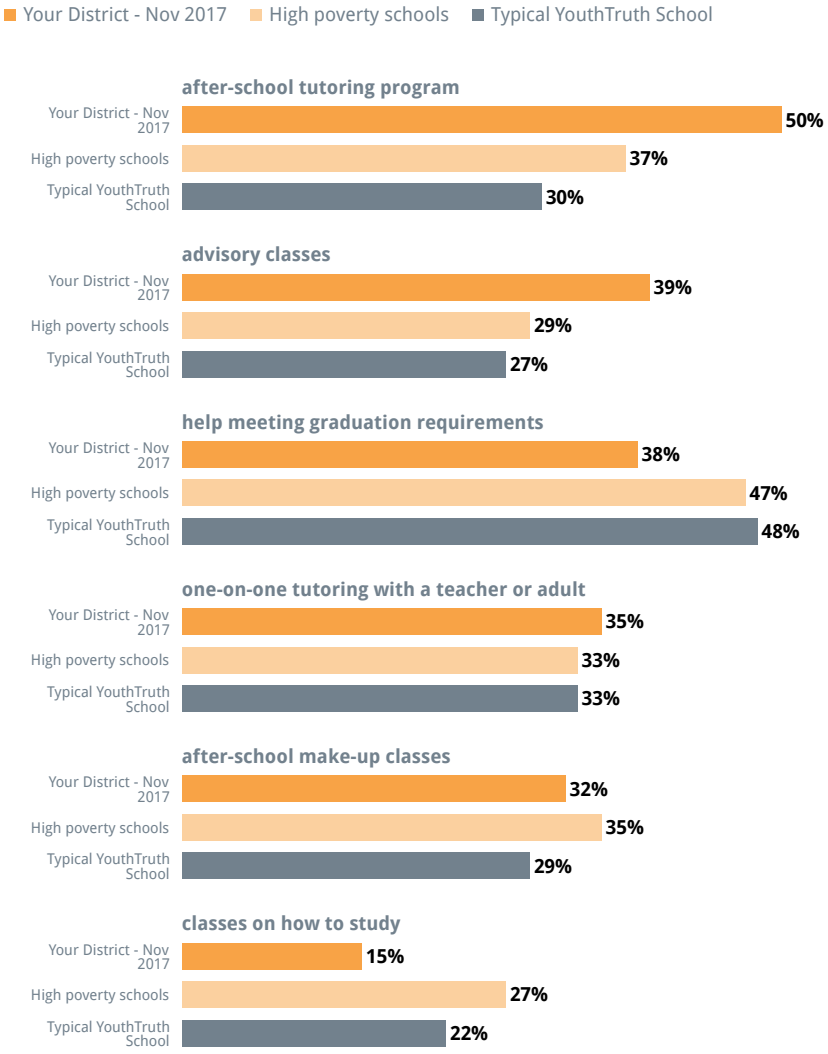
My school has helped me understand the steps I need to take in order to have the career that I want.



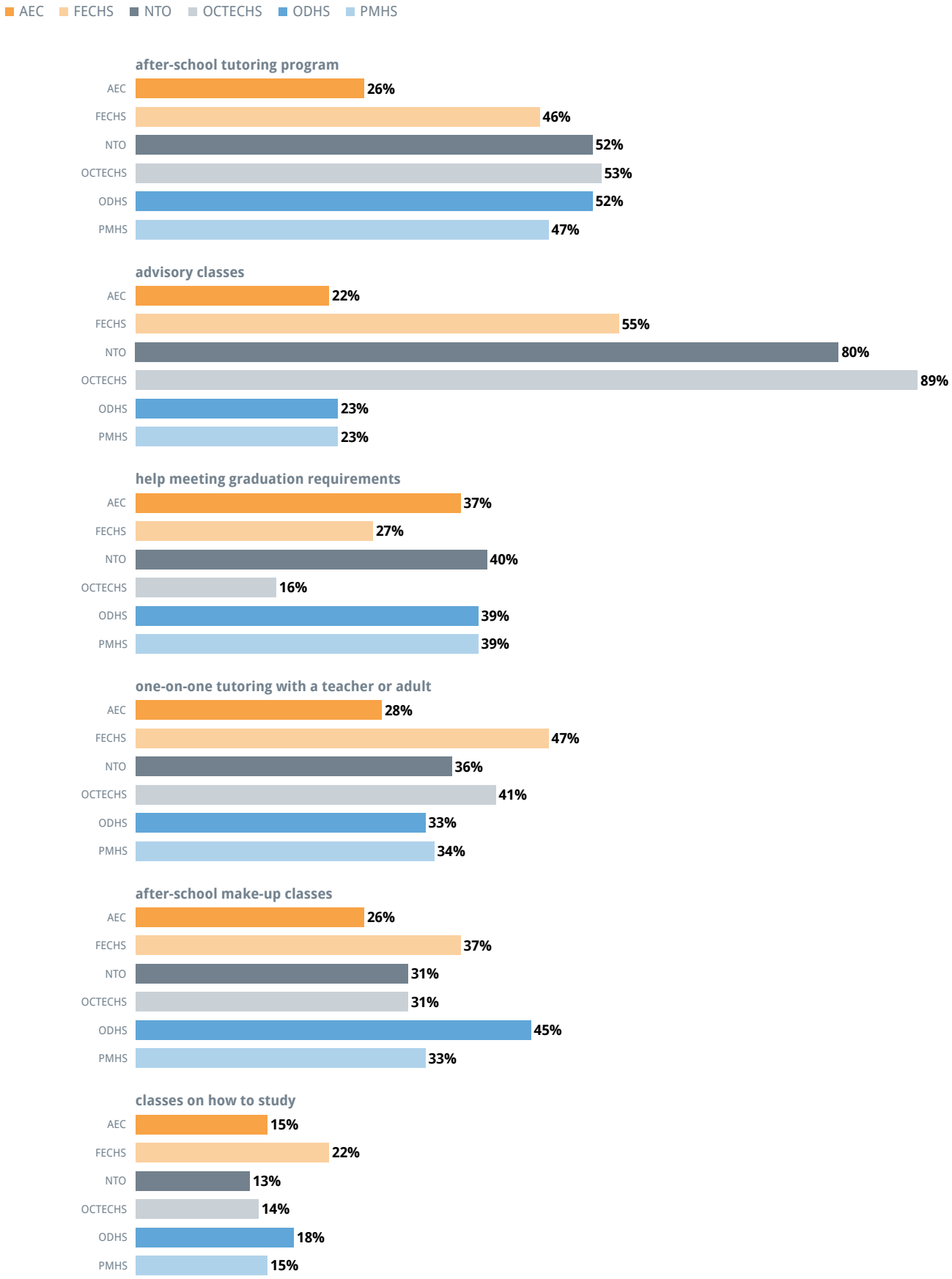
ACADEMIC SUPPORT SERVICES

The most frequently used academic support services at the typical Ector County Independent School District high school are **after-school tutoring program**, used by **50%** of students, and **advisory classes**, used by **39%** of students.

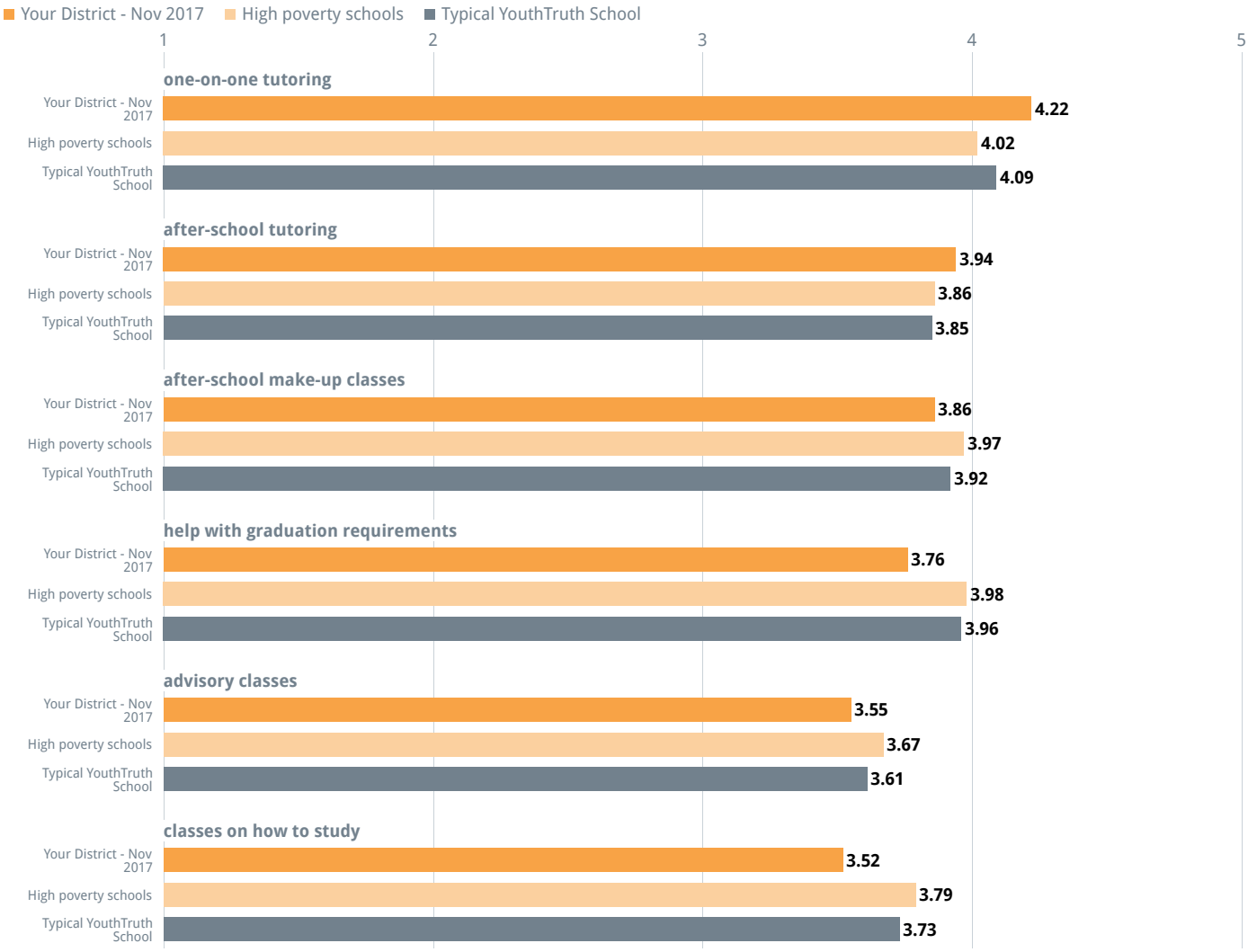
Use of Academic Support Services - Overall



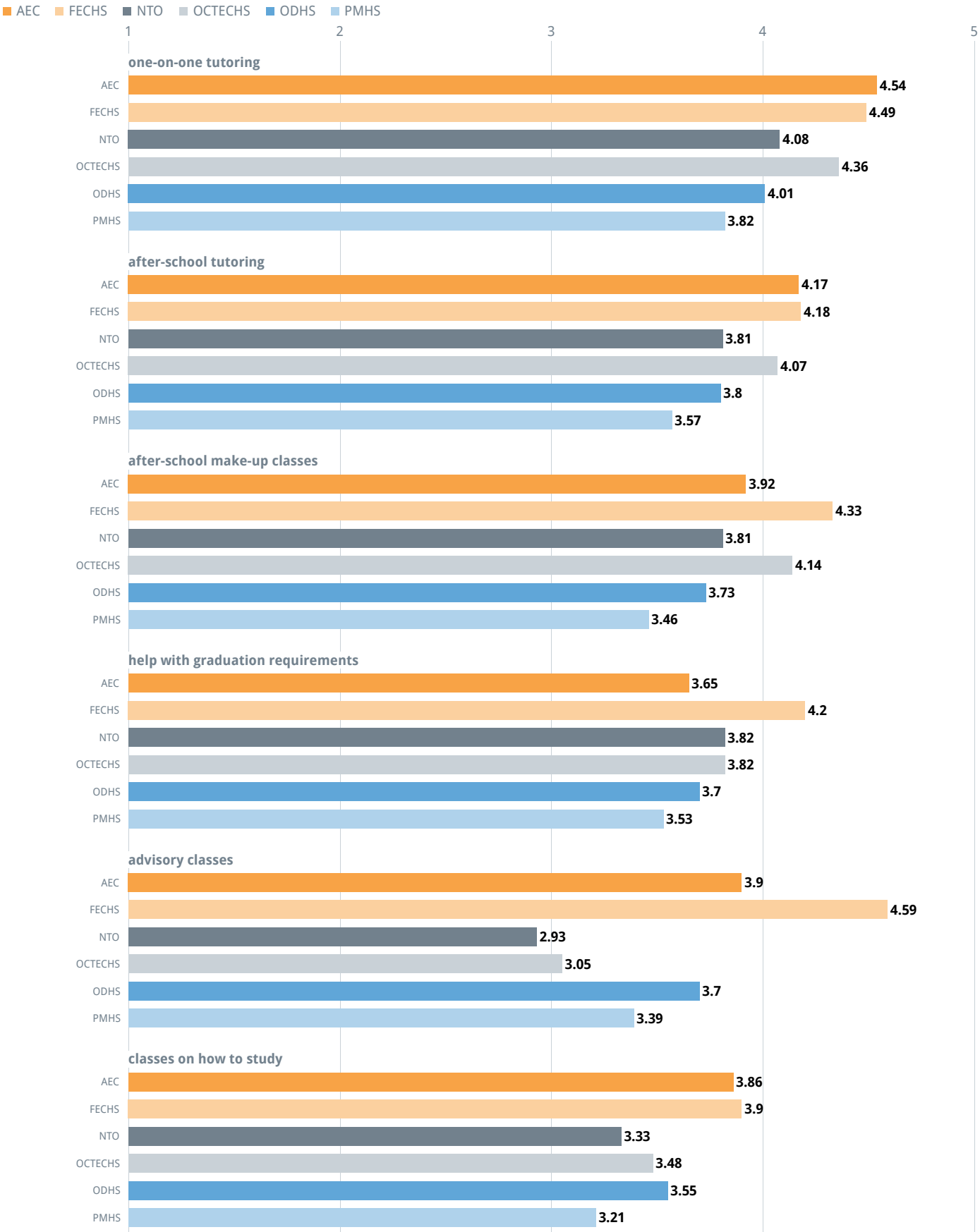
Use of Academic Support Services - Subgroup



Helpfulness of Academic Support Services - Overall



Helpfulness of Academic Support Services - Subgroup



STUDENT MOTIVATION

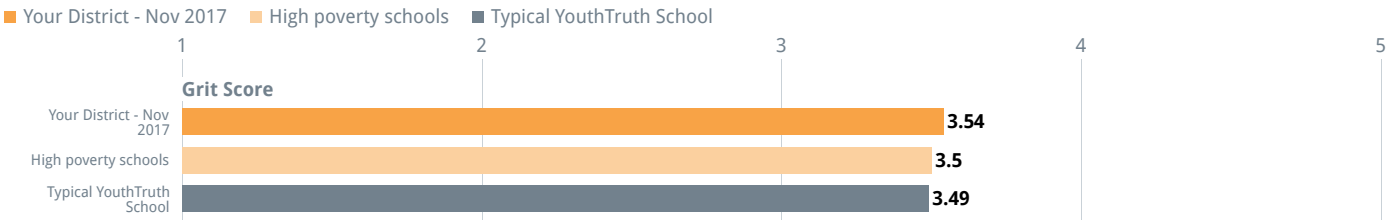
The YouthTruth Student Motivation Module helps schools assess and better understand students' relationship with, and sense of ownership over, their learning experience. Themes include students' ability to work independently, their investment in their peers, and their confidence in their abilities to learn and grow.

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



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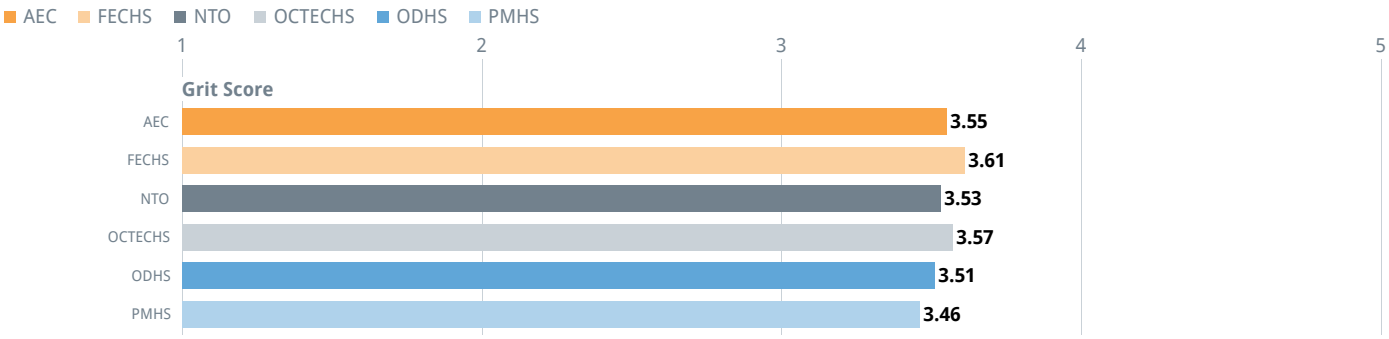
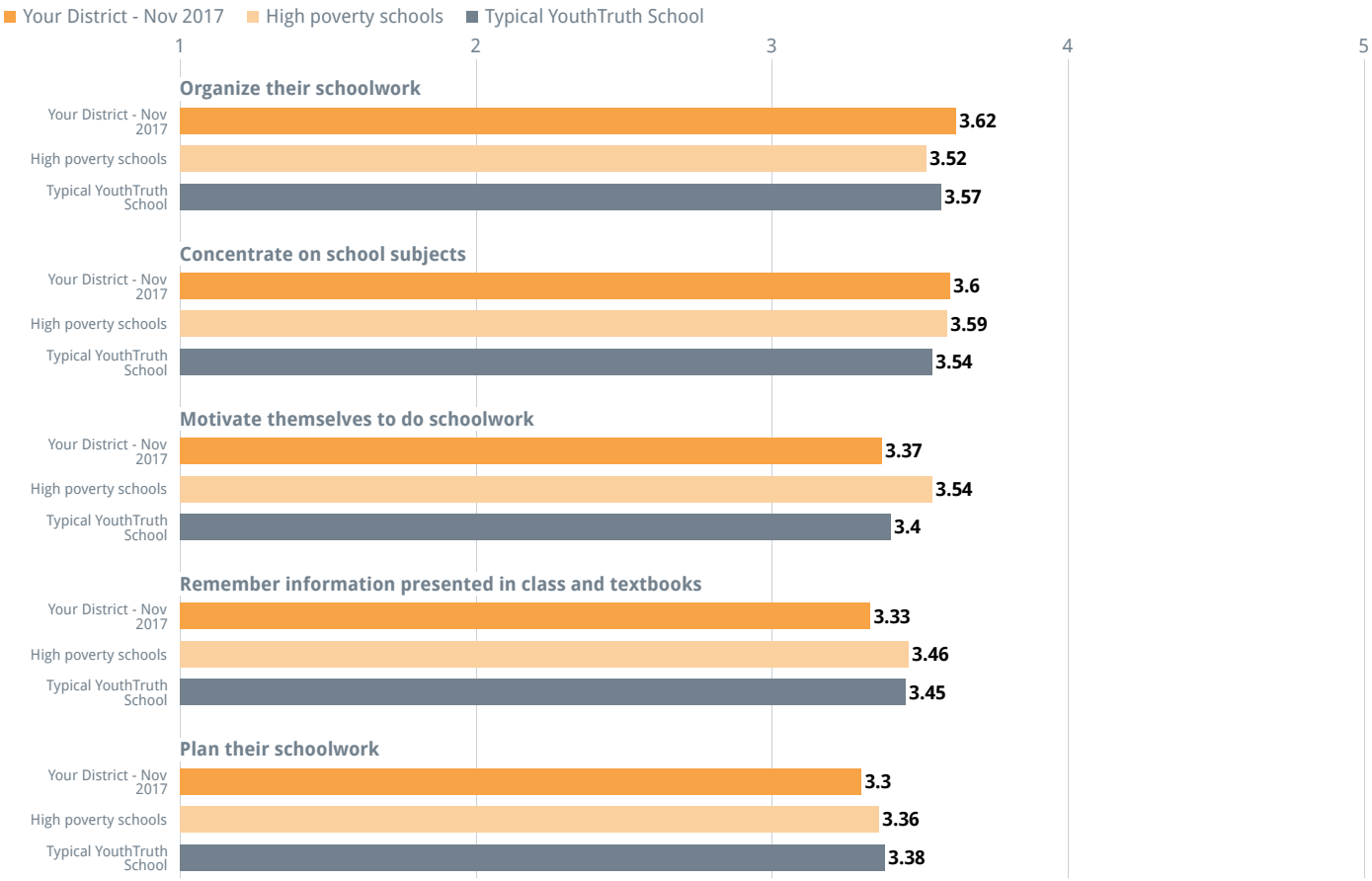


Learning Autonomy

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

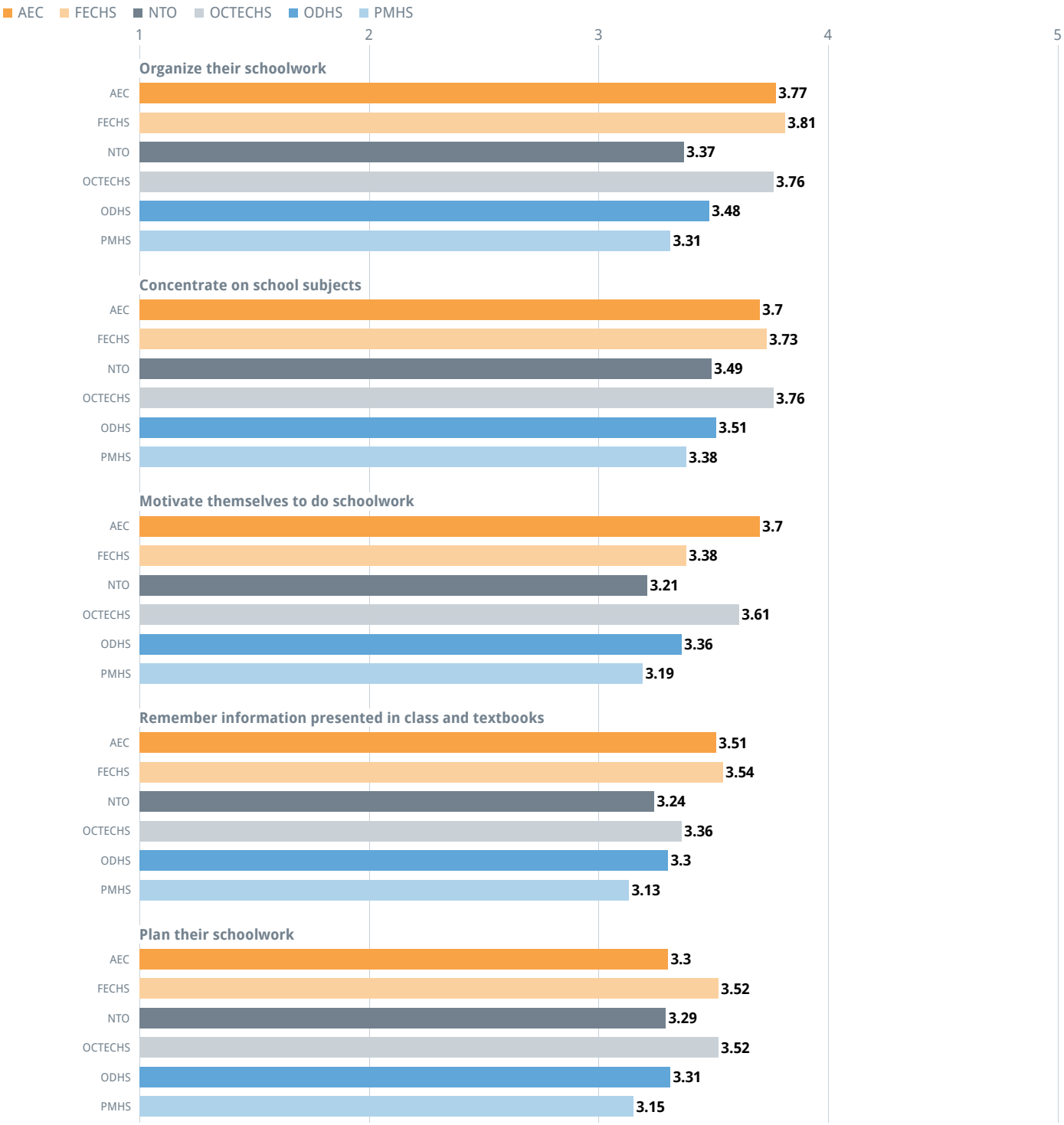
How well can you do each of the following things? (School Level)

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



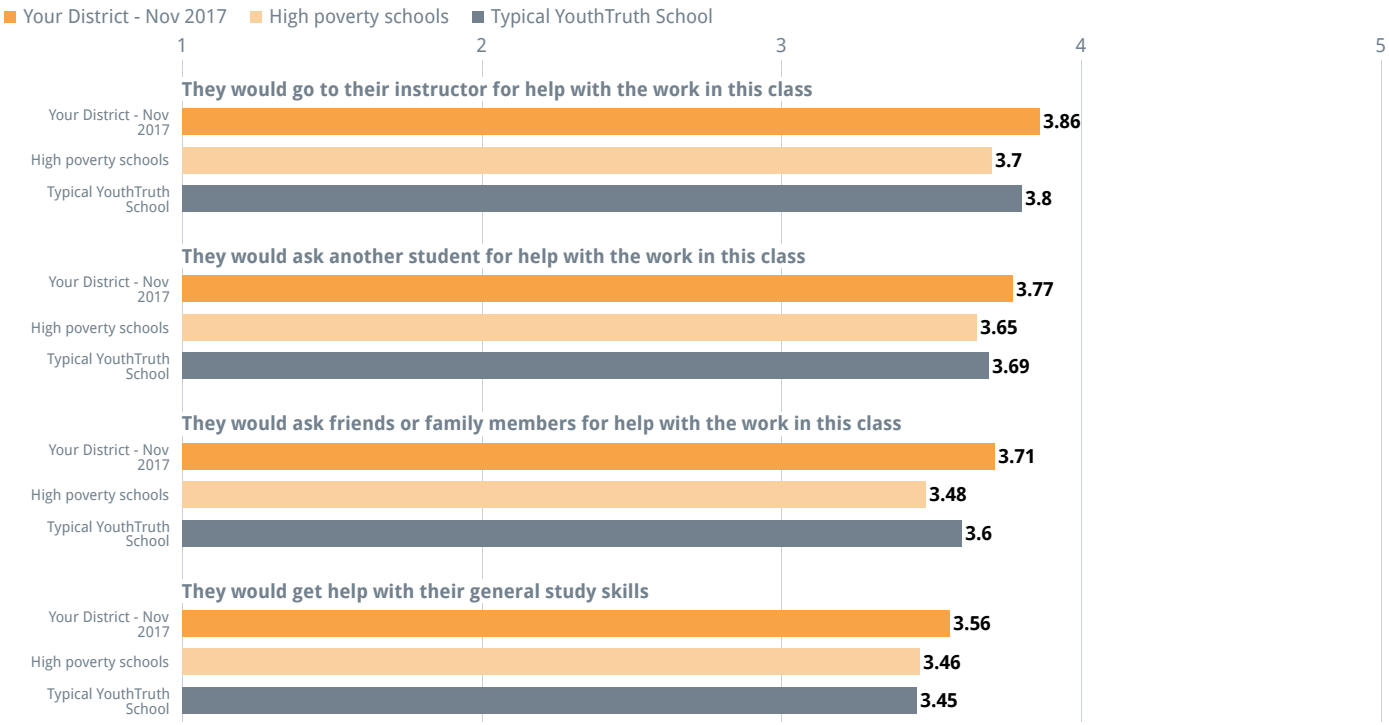
How well can you do each of the following things? (Subgroup)

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



Students' Reactions to Underperforming in Class (School Level)

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



Students' Reactions to Underperforming in Class (Subgroup)

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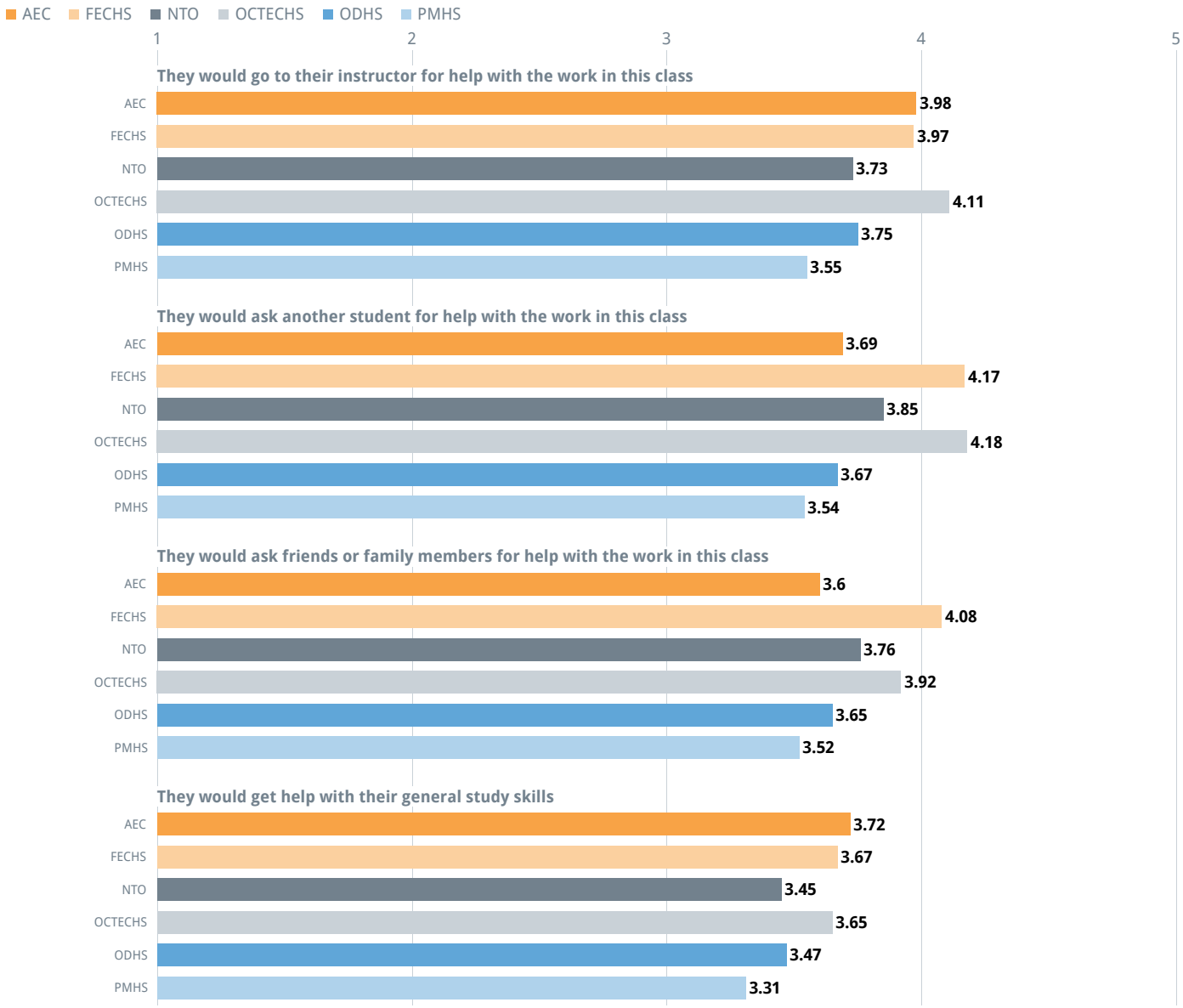
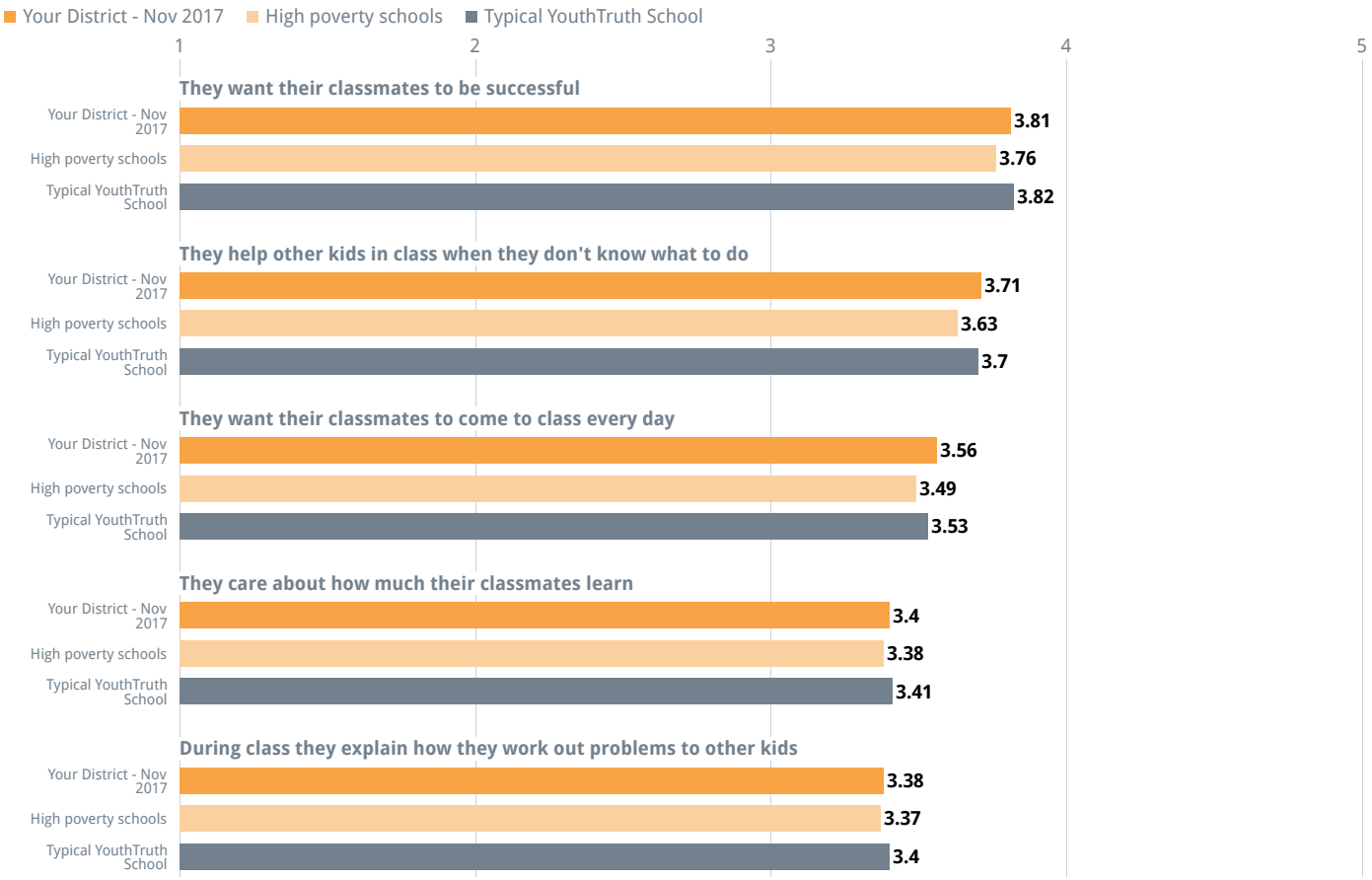


Peer Investment

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.

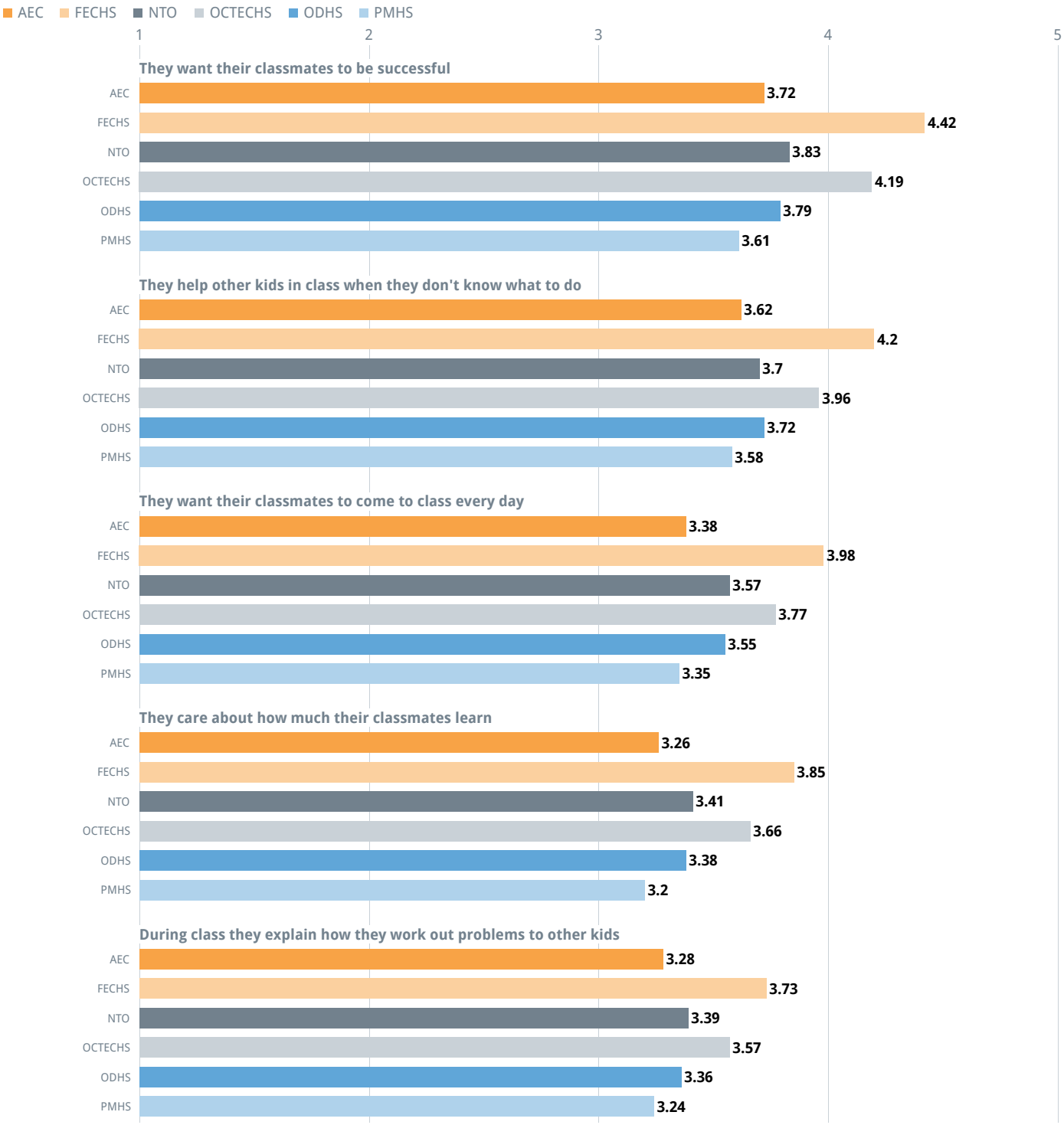
Peer Investment - Overall

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

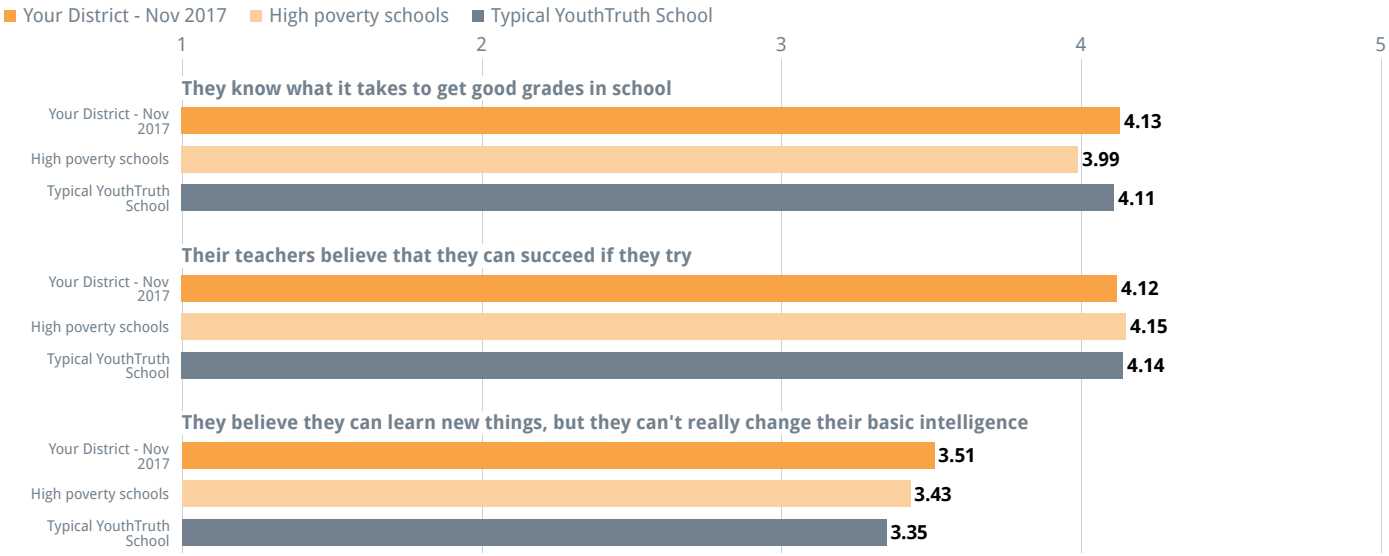


Confidence and Growth

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.

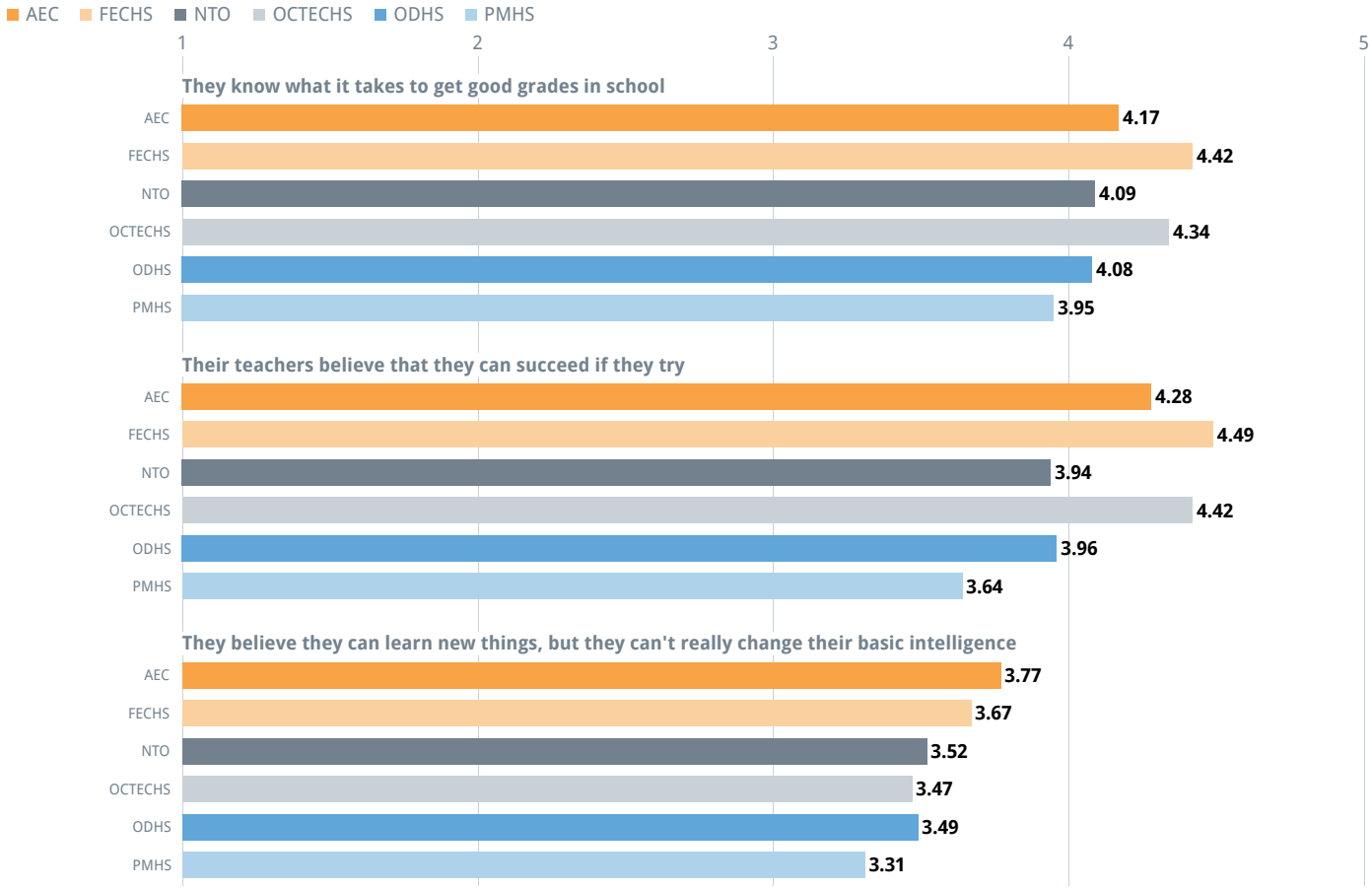
Attitudes Toward Intelligence and Performance - Overall

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, Post-High School Plans, Dropping Out**, 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:

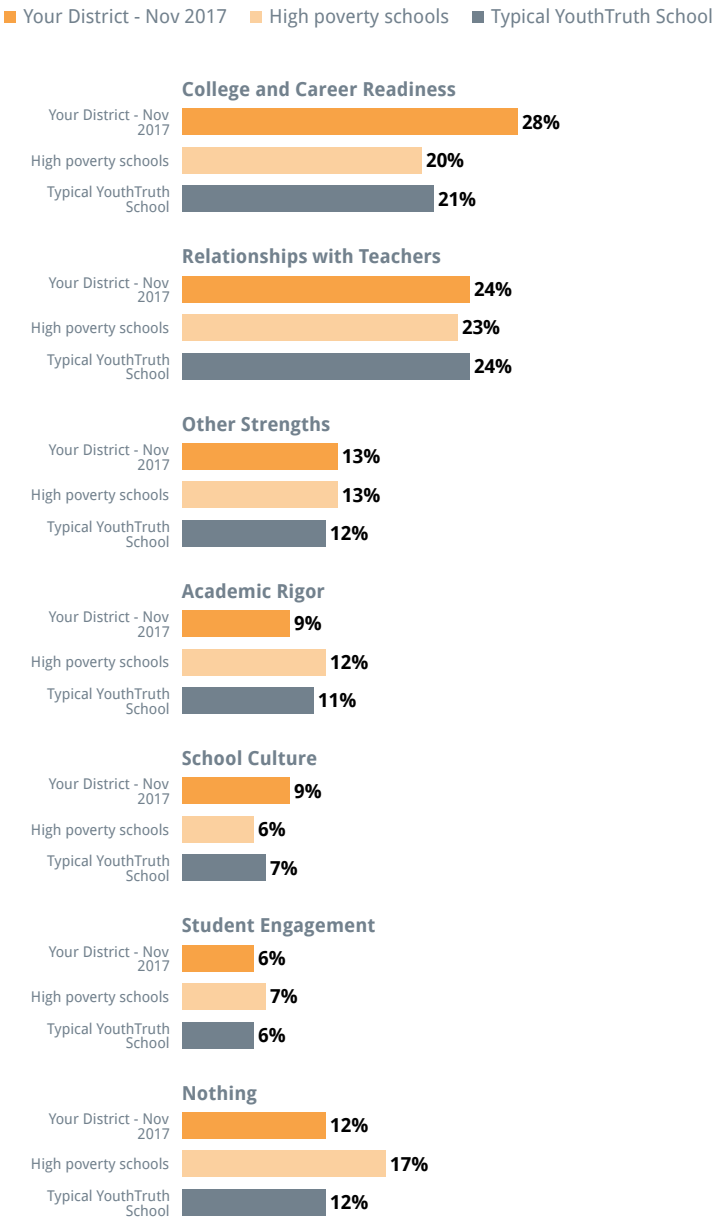
What do you like the most about your school?

What do you dislike the most about your school?"

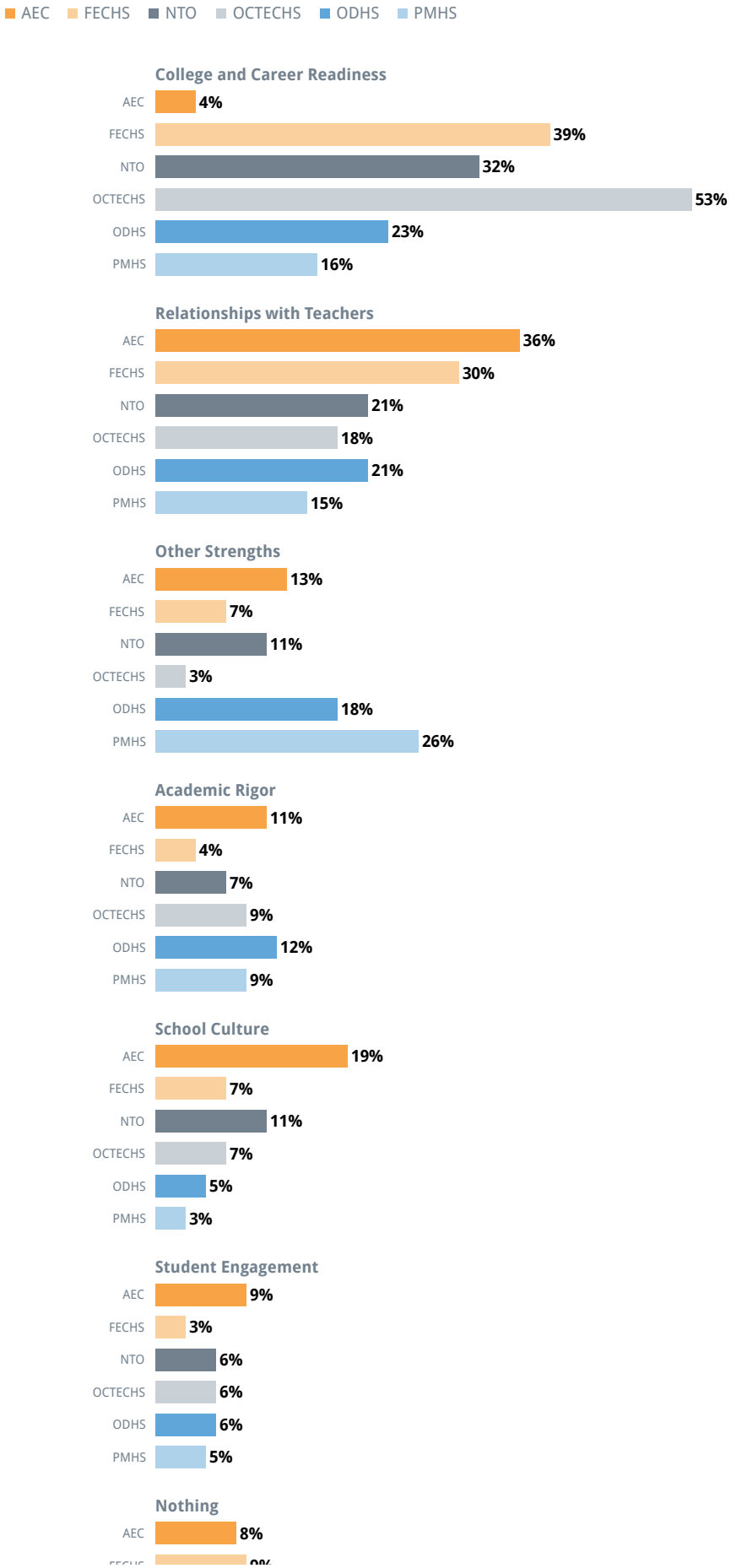
Students at Ector County Independent School District selected an answer choice from five options that are core parts of student experience. These options have been reworded into the five themes you see in the charts and tables. To see student comments about students' reasons for their choices, please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

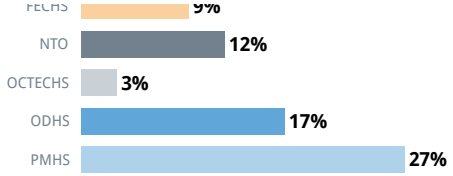
Strengths

What do you like most about your school? - Overall



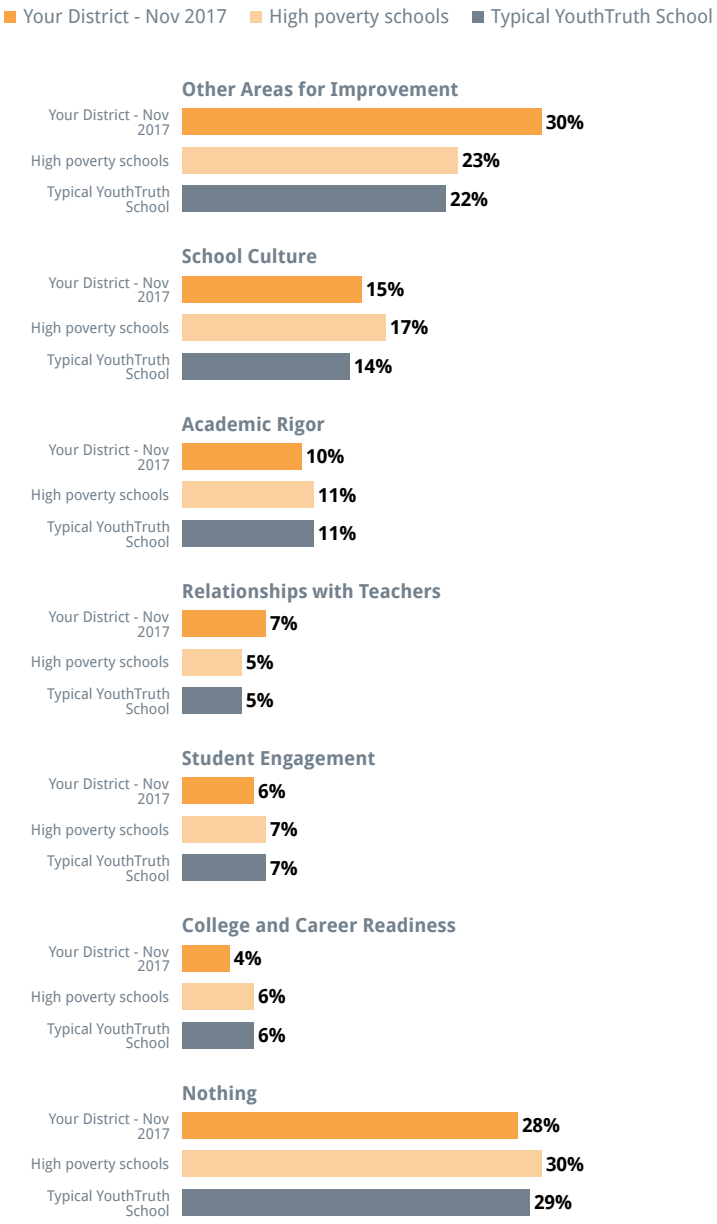
What do you like most about your school? - Subgroup



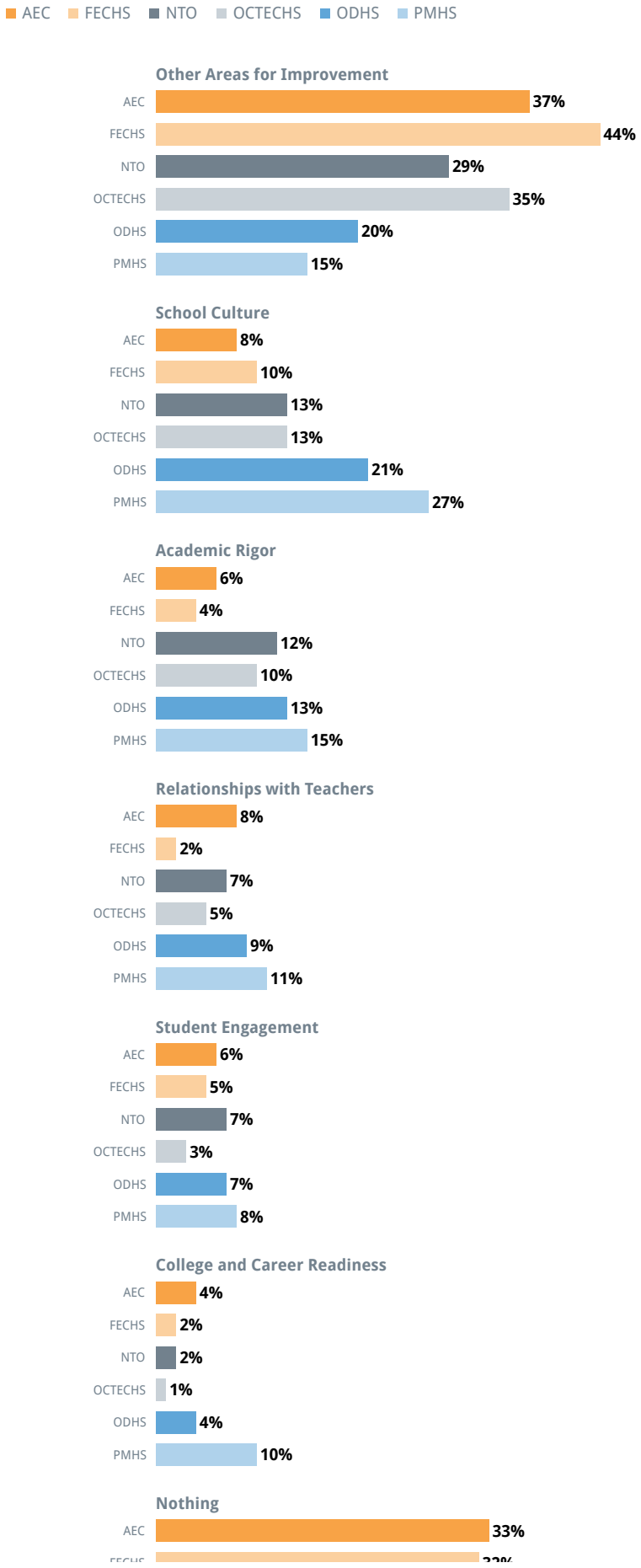

FECHS
9%
NTO
12%
OCTECHS
3%
ODHS
17%
PMHS
27%

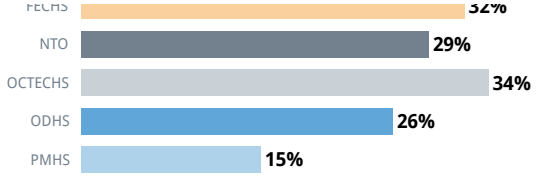
Areas for Improvement

What do you dislike most about your school? - Overall



What do you dislike most about your school? - Subgroup




FECHS
32%
NTO
29%
OCTECHS
34%
ODHS
26%
PMHS
15%

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
PMHS	3869	1575	41%
ODHS	3892	2001	51%
OCTECHS	264	238	90%
NTO	337	264	78%
FECHS	216	204	94%
AEC	64	53	83%

*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
9th	730
10th	722
11th	669
12th	265
Others	295

Response Count

The following responses were collected for each question:

Question Text	Count of Responses
Student Engagement	
I take pride in my school work.	3915
I try to do my best in school.	3916
I enjoy coming to school most of the time.	4106
My teachers' expectations make me want to do my best.	3906
What I learn in class helps me outside of school.	3614
Education Quality	
I am getting a high quality education at this school.	4024
Dropping Out	
Have you ever seriously considered dropping out of high school?	3180
Academic Rigor	
In order to receive a good grade, I have to work hard in my classes.	3909
The work that I do for my classes makes me really think.	4011
I can tell that my teachers understand the subjects that they are teaching.	3918

My teachers give me assignments that help me to better understand the subject.	3926
Academic Rigor Related Questions	
Most of my teachers dont let people give up when the work gets hard.	3913
Most of my teachers want us to use our thinking skills, not just memorize things.	4026
Most of my teachers want me to explain my answers why I think what I think.	4014
In most of my classes, we learn a lot almost every day.	3927
In most of my classes, we learn to correct our mistakes.	4013
Academic Rigor: Math	
In order to receive a good grade, I have to work hard in my math class.	3682
The work that I do for my math class makes me really think.	3674
I can tell that my math teacher understands the subject that he/she is teaching.	3677
My math teacher gives me assignments that help me to better understand the subject.	3676
Academic Rigor: English	
In order to receive a good grade, I have to work hard in my English class.	3732
The work that I do for my English class makes me really think.	3728
I can tell that my English teacher understands the subject that he/she is teaching.	3731
My English teacher gives me assignments that help me to better understand the subject.	3727
Relationships with Teachers	
How many of your teachers are willing to give extra help on school work if you need it?	3277
How many of your teachers try to be fair?	3360
How many of your teachers believe you can get a good grade if you try?	3280
How many of your teachers are not just satisfied if you pass, they care if youre really learning?	4036
How many of your teachers connect what youre learning in class to life outside of the classroom?	3636
How many of your teachers make an effort to understand what your life is like outside of school?	3280
Relationships with Teachers Related Questions	
In your high school this year, is there at least one adult who would be willing to help you with a personal problem?	2628
In your high school this year, is there at least one adult you could ask to write you a recommendation for a job, program, scholarship, or college?	2585
Relationships with Peers	
I really feel like part of my schools community.	4090
I can usually be myself around other students at this school.	4104
Most students at this school are friendly to me.	4120
How often do you work with other students for your classes because your teachers ask or tell you to?	3849
How often do you work with other students for your classes, even when your teacher doesnt ask or tell you to?	3836
Relationships with Peers: Bullying	
During this school year, have other students bullied or harassed you?	2847
If you have been bullied, how did it happen?	775
Why do you think you were bullied or harassed?	609
School Culture	
Most students in this school treat adults with respect.	4128
Most adults in this school treat students with respect.	3359
Most students in this school want to do well in class.	4117
Discipline in this school is fair.	3280
School Culture: Obstacles to Learning	

Do any of the following make it hard for you to do your best in school?	1668
School Culture: Different Backgrounds	
Adults in my school respect people from different backgrounds	4125
College & Career Readiness	
My school has helped me develop the skills and knowledge I will need for college level classes.	3598
My school has helped me understand the steps I need to take in order to apply to college.	3436
My school has helped me figure out which careers match my interests and abilities.	3598
My school has helped me understand the steps I need to take in order to have the career that I want.	3433
College & Career Readiness: Next Steps After High School	
Do you want to go to college?	3135
After you finish high school, what do you expect to do next?	2810
College & Career Readiness: Support for Future Goals	
This year, have you participated in any of the following services at your school?	2294
How helpful has College Entrance Exam Prep been to you?	1251
How helpful has counseling about future career possibilities been to you?	812
How helpful has counseling about college admissions requirements been to you?	753
How helpful has counseling about college applications been to you?	744
How helpful has counseling about college financing been to you?	605
Academic Support Services	
This year, have you participated in any of the following services at your school?	3491
How helpful have advisory classes been to you?	1146
How helpful has help meeting graduation requirements been to you?	1244
How helpful has one-on-one tutoring been to you?	1186
How helpful have classes on how to study been to you?	559
How helpful has after-school tutoring been to you?	1706
How helpful have after-school make-up classes been to you?	1323
Student Motivation	
New ideas/projects sometimes distract me from previous ones.	2574
Delays and obstacles don't discourage me.	2568
I have been obsessed with a certain idea/project but later lost interest.	2579
I am a hard worker.	2578
I often set a goal but later choose a different one.	2576
I have difficulty focusing on projects that take more than a few months.	2579
I finish whatever I begin.	2579
I am hard working and careful.	2576
I want my classmates to be successful.	2839
I care about how much my classmates learn.	2825
I want my classmates to come to class every day.	2835
During class I explain how I work out problems to other kids.	2840
I help other kids in class when I don't know what to do.	2828
I know what it takes to get good grades in school.	2675
My teachers believe that I can succeed if I try.	2836

I believe I can learn new things, but I can't really change my basic intelligence.	2676
How well can you do each of the following things:	
concentrate on school subjects.	2831
plan my schoolwork.	2831
organize my schoolwork.	2834
remember information presented in class and textbooks.	2843
motivate myself to do schoolwork.	2834
I would get help with my general study skills.	2659
I would ask another student for help with the work in this class.	2645
I would ask friends or family members for help with the work in this class.	2657
Demographics	
What grade are you in?	2386
What is your race?	2684
What is your gender?	2536
Choose the letter grade that corresponds with your cumulative GPA for all subjects in high school	2513
Are you an English Language Learner?	2025
Do you have an IEP (individualized education program or plan), receive special education services, or receive 504 services?	1404
At school, are you able to receive lunch for free or at a lower price?	1872

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. high 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 high school comparative dataset includes 428 schools, and the average response rate is 75% 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	11
Arkansas	
Cross Country School District (through New Tech Network)	1
Jonesboro Public Schools (through Foundation for the Mid South)	1
Arizona	
American Charter School Foundation (through an anonymous network)	9
Anderson Union High School District (through New Tech Network)	1

Kaizen Education Foundation (through an anonymous network)	4
Phoenix Union High School District	7
California	
Aspire Public Schools	3
Bear Valley Unified School District	2
Davis Joint Unified School District	4
Del Norte County Unified School District	4
Downtown College Prep	2
Fremont Union High School District	2
High Tech High	5
Huntington Beach Union High School District (through Simon Youth Foundation)	1
Leadership Public Schools (through Learning Lab Network)	2
Los Angeles Unified School District	1
Los Angeles Unified School District (through Facing History and Ourselves)	1
Los Angeles Unified School District (through New Tech Network)	1
Los Molinos Unified School District	1
Lynwood Unified School District	3
Napa Valley Unified School District (through New Tech Network)	1
Notre Dame High School San Jose (through Facing History and Ourselves)	1
Oakland Unified School District	17
Oxnard Union High School District	9
Palm Springs Unified School District	1
Riverside County Office of Education	1
Sacramento City Unified School District (through New Tech Network)	1
Sacramento City Unified School District	2
San Francisco Flex Academy	1
San Francisco Unified School District	1
San Luis Coastal Unified School District	3
Summit Public Schools	5
TEACH Public Schools	1
West Covina Unified School District	3
Westminster School District (through Simon Youth Foundation)	1
Youth Policy Institute Charter Schools	1
Colorado	
Colorado Charter School Institute	1
Denver Science and Technology Public Schools	1
Connecticut	
Bridgeport Public Schools	1
District of Columbia	
District of Columbia Public Schools	1
Friendship Public Charter Schools	2

Maya Angelou Public Charter Schools	1
Florida	
Charlotte County School District (through Simon Youth Foundation)	1
Miami-Dade County Public Schools	18
Orange County Public Schools (through Simon Youth Foundation)	1
Georgia	
Atlanta Public Schools	9
Charles R. Drew Charter District	1
Hawaii	
Hawaii Technology Academy	1
Nanakuli-Waianae Complex Area (through New Tech Network)	1
Illinois	
Chicago Public Schools	1
Danville School District No. 118 (through New Tech Network)	1
Zion Benton Township 126 (through New Tech Network)	1
Indiana	
Adams Central Community Schools (through New Tech Network)	1
Bartholomew Consolidated School Corporation (through New Tech Network)	1
Clark Pleasant Community School Corporation (through Simon Youth Foundation)	1
Evansville Vanderburgh School Corporation (through New Tech Network)	1
Fort Wayne Community Schools (through New Tech Network)	1
Huntington County Community School Corporation (through New Tech Network)	1
Indianapolis Public Schools (through New Tech Network)	1
Lake Ridge Schools (through New Tech Network)	1
Lakeland School Corporation (through New Tech Network)	1
Lighthouse Academies	1
Nettle Creek School Corporation (through North Carolina New Schools)	1
North Daviess Community Schools (through New Tech Network)	1
Paoli Community Schools (through North Carolina New Schools)	1
Plymouth Community School Corporation (through New Tech Network)	1
Vincennes Community School Corporation (through North Carolina New Schools)	1
Kansas	
Santa Fe Trail USD 434	1
Wichita Public Schools (through Simon Youth Foundation)	3
Kentucky	
Kenton County School District	4
Louisiana	
Algiers Charter School Association (through New Tech Network)	1

Bogalusa City Schools (through New Tech Network)	1
Calcasieu Parish Public Schools (through Simon Youth Foundation)	1
Lincoln Parish School Board (through New Tech Network)	1
Rapides Parish School District (through Foundation for the Mid South)	1
St. Charles Parish Public Schools (through New Tech Network)	1
Massachusetts	
Peabody Public Schools (through Simon Youth Foundation)	1
Maryland	
Friendship Public Charter Schools	2
Maine	
Portland Public Schools (through Learning Lab Network)	1
Michigan	
American Promise Schools (through Michigan Department of Education)	1
Cesar Chavez Academy (through an anonymous network)	1
Cornerstone Education Group (through Michigan Department of Education)	1
Creative Urban Education, Inc. (through Michigan Department of Education)	1
Detroit 90/90 (through Michigan Department of Education)	1
Detroit Cristo Rey High School (through Michigan Department of Education)	1
Detroit Public Schools (through Michigan Department of Education)	3
Equity Education Management Solutions (through Michigan Department of Education)	2
Ferndale Public Schools (through Michigan Department of Education)	1
Holland Public Schools (through New Tech Network)	1
Kent Intermediate School District (through New Tech Network)	1
Niles Community Schools (through New Tech Network)	1
River Rouge School District (through New Tech Network)	1
Saginaw Public School District (through EdWorks)	2
Westwood Community School District (through New Tech Network)	1
Ypsilanti Community Schools (through New Tech Network)	1
Minnesota	
Granada Huntley East Chain Public Schools	1
Missouri	
Independence Public School District (through Simon Youth Foundation)	1
Liberty Public Schools	1
Mississippi	
Greenville Public School District (through Foundation for the Mid South)	2
Greenwood Public School District (through Foundation for the Mid South)	1
Humphrey County School District (through Foundation for the Mid South)	1
Leflore County School District (through Foundation for the Mid South)	2
Mississippi Department of Education (through North Carolina New Schools)	1

Quitman County School District (through Foundation for the Mid South)	1
North Carolina	
Asheville City Schools (through North Carolina New Schools)	1
Asheville City Schools (through Transforming STEM Learning Study, RTI International)	1
Avery County Schools (through North Carolina New Schools)	1
Avery County Schools (through Transforming STEM Learning Study, RTI International)	1
Bertie County Schools (through North Carolina New Schools)	2
Bertie County Schools (through Transforming STEM Learning Study, RTI International)	1
Brunswick County Schools	1
Buncombe County Schools	1
Buncombe County Schools (through Transforming STEM Learning Study, RTI International)	1
Caldwell County Schools (through North Carolina New Schools)	1
Caldwell County Schools (through Transforming STEM Learning Study, RTI International)	1
Charlotte-Mecklenburg Schools (through North Carolina New Schools)	2
Cherokee County Schools (through North Carolina New Schools)	1
Columbus County Schools (through North Carolina New Schools)	1
Craven County Schools (through North Carolina New Schools)	1
Craven County Schools (through Transforming STEM Learning Study, RTI International)	2
Cumberland County Schools (through North Carolina New Schools)	3
Cumberland County Schools (through Transforming STEM Learning Study, RTI International)	2
Currituck County Schools (through North Carolina New Schools)	1
Dare County Schools (through North Carolina New Schools)	1
Davidson County Schools	1
Duplin County Schools	1
Duplin County Schools (through North Carolina New Schools)	4
Durham Public Schools (through New Tech Network)	1
Durham Public Schools (through North Carolina New Schools)	2
Greene County Schools (through North Carolina New Schools)	1
Guilford County Schools (through North Carolina New Schools)	2
Harnett County Schools (through North Carolina New Schools)	4
Haywood County Schools (through North Carolina New Schools)	1
Hertford County Public Schools (through North Carolina New Schools)	1
Hyde County Schools	1
Hyde County Schools (through North Carolina New Schools)	1
Jackson County Public Schools (through North Carolina New Schools)	2
Johnston County Schools (through North Carolina New Schools)	1
Madison County Schools	1
Martin County Schools (through Transforming STEM Learning Study, RTI International)	1

McDowell County Schools (through North Carolina New Schools)	2
Mooresville Graded School District (through North Carolina New Schools)	2
Northampton County Schools (through North Carolina New Schools)	1
Northeast Academy of Aerospace and Advanced Technologies (through North Carolina New Schools)	2
Pender County Schools (through North Carolina New Schools)	1
Polk County Schools (through North Carolina New Schools)	1
Rockingham County Schools (through North Carolina New Schools)	1
Rowan-Salisbury Schools (through North Carolina New Schools)	1
Rutherford County Schools (through North Carolina New Schools)	3
Sampson County School District (through North Carolina New Schools)	1
Scotland County Schools	5
Scotland County Schools (through North Carolina New Schools)	1
Stokes County Schools (through North Carolina New Schools)	1
Surry County Schools (through North Carolina New Schools)	4
Tyrell County Schools (through North Carolina New Schools)	1
Vance County Schools (through North Carolina New Schools)	1
Wake County Public School System (through North Carolina New Schools)	4
Wake County Public School System (through Transforming STEM Learning Study, RTI International)	1
Warren County Schools	3
Wayne County Public Schools (through North Carolina New Schools)	2
Wayne County Public Schools (through Transforming STEM Learning Study, RTI International)	1
Winston-Salem/Forsyth County Schools (through North Carolina New Schools)	2
New Hampshire	
Manchester School District (through Learning Lab Network)	1
New Jersey	
Ramsey School District	1
New Mexico	
Albuquerque Public Schools (through New Tech Network)	1
New York	
Carthage Central School District	1
LaFayette Central School District	2
Liberty Central School District	1
Marathon Central School District	1
NYC Public Schools Geographical District #2 (through Learning Lab Network)	1
Questarr III and Capital Region Boces (through New Tech Network)	1
Ohio	
Cincinnati Public Schools (through Learning Lab Network)	1
Cleveland Metropolitan School District (through New Tech Network)	2
Cleveland Metropolitan School District (through Ohio STEM Learning Network)	1

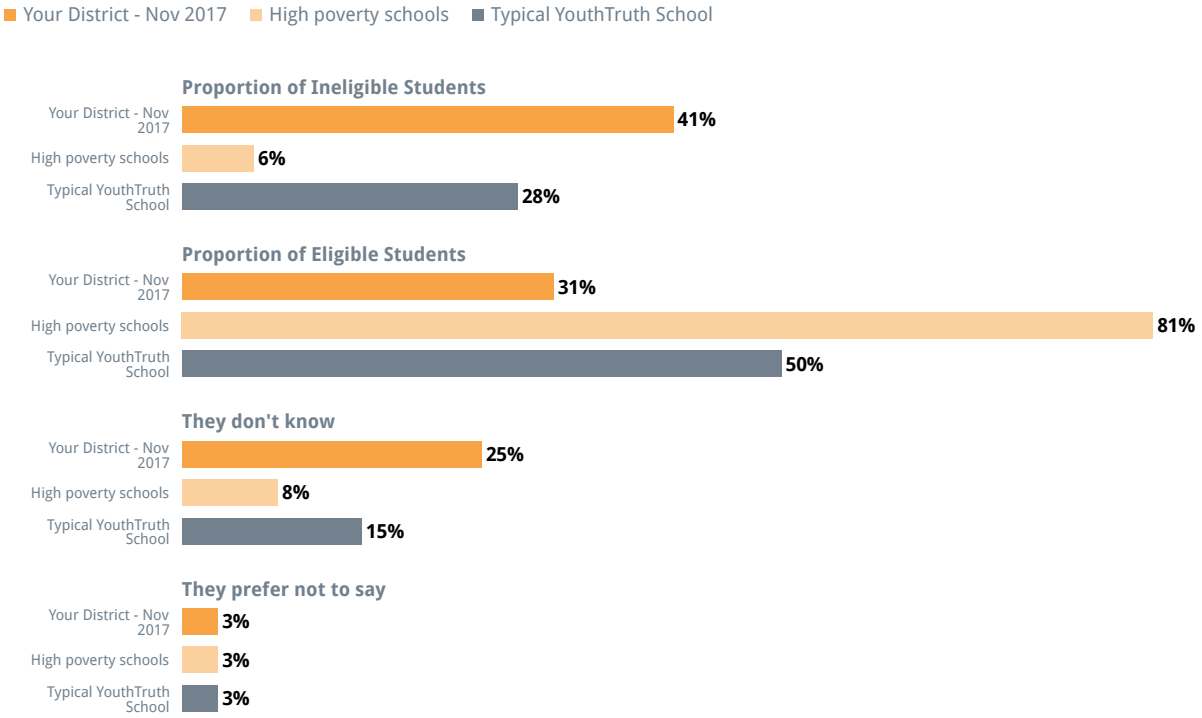
Columbus City Schools (through Ohio STEM Learning Network)	1
Dayton Regional STEM School	1
Dayton Regional STEM School (through Ohio STEM Learning Network)	1
Metro Early College High School (through Ohio STEM Learning Network)	1
Perkins Local School District (through Ohio STEM Learning Network)	1
Reynoldsburg City Schools (through Ohio STEM Learning Network)	2
Shelby City Schools (through New Tech Network)	1
Youngstown City Schools (through Simon Youth Foundation)	1
Oklahoma	
Broken Arrow Public Schools	2
Oregon	
Medford School District	3
Pennsylvania	
Great Valley School District	1
Penn-Delco School District	1
Penn-Delco School District (through an anonymous network)	1
Ridley School District	1
Rhode Island	
Central Falls School District	1
South Carolina	
Lexington County School District 3 (through North Carolina New Schools)	1
Tennessee	
Hamilton County Department of Education	1
Knox County Schools (through Simon Youth Foundation)	1
Metropolitan Nashville Public Schools (through Simon Youth Foundation)	3
Shelby County Schools	1
Texas	
Abilene Independent School District (through New Tech Network)	1
Aldine Independent School District	9
Belton Independent School District (through New Tech Network)	1
Birdville Independent School District (through Raising Blended Learners)	4
Carrollton-Farmers Branch Independent School District	6
Clear Creek Independent School District	1
Ector County Independent School District	6
Ector County Independent School District (through New Tech Network)	1
El Paso Independent School District (through Simon Youth Foundation)	1
Galveston Independent School District	1
Goose Creek Consolidated Independent School District	6
Hays Consolidated Independent School District	1

Houston Independent School District	1
Huntsville Independent School District	1
Judson Independent School District (through Simon Youth Foundation)	1
KIPP Houston Public Schools (through Raising Blended Learners)	2
La Joya Independent School District	5
Lancaster Independent School District	1
Manor Independent School District (through New Tech Network)	1
Pasadena Independent School District (through Raising Blended Learners)	1
Pharr-San Juan-Alamo Independent School District	1
Point Isabel Independent School District (through Raising Blended Learners)	1
Richardson Independent School District	1
Sheldon Independent School District	2
Temple Independent School District	1
Washington	
Cumberland County Schools (through New Tech Network)	1
Highline Public Schools	3
Mabton School District	1
Pasco School District No. 1 (through EdWorks)	1
Quincy School District	2
Renton School District	3
Seattle Public Schools	1
Seattle Public Schools (through Simon Youth Foundation)	1
Stevenson County School District	1
Summit Public Schools	2
Wisconsin	
The Etude Group	1

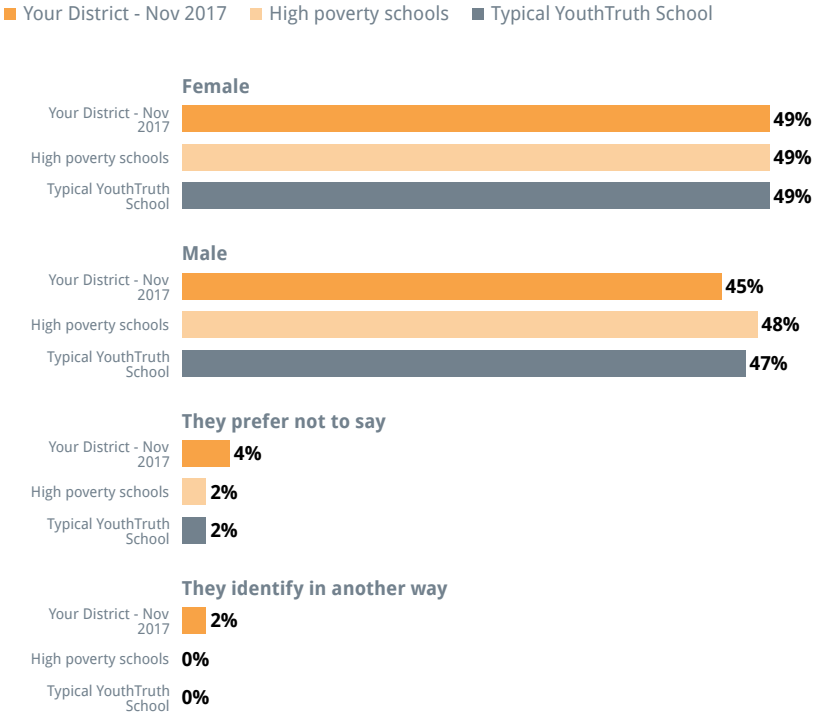
Respondent & School Information

RESPONDENT BACKGROUND

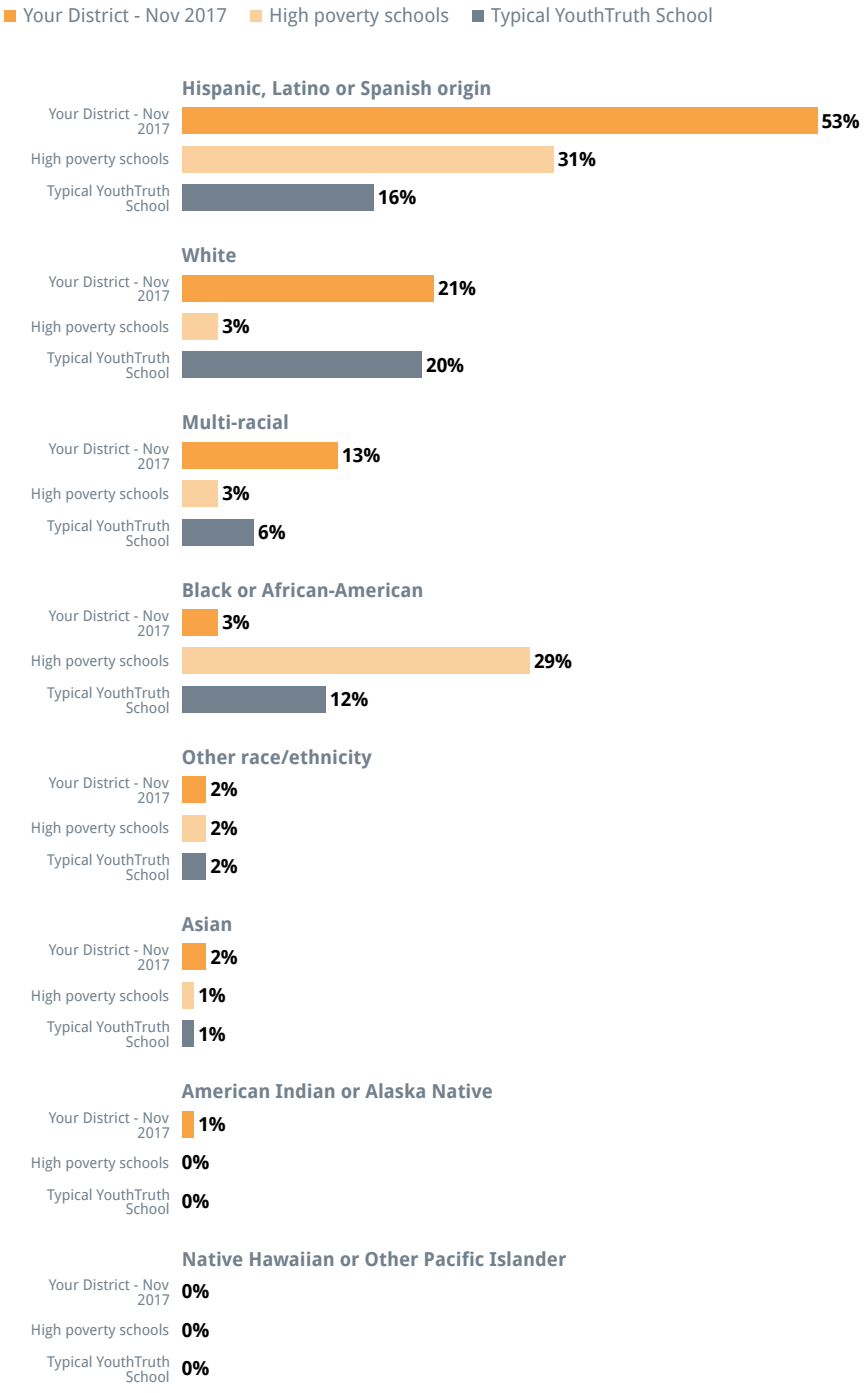
Percent of Students Eligible for Free & Reduced Lunch



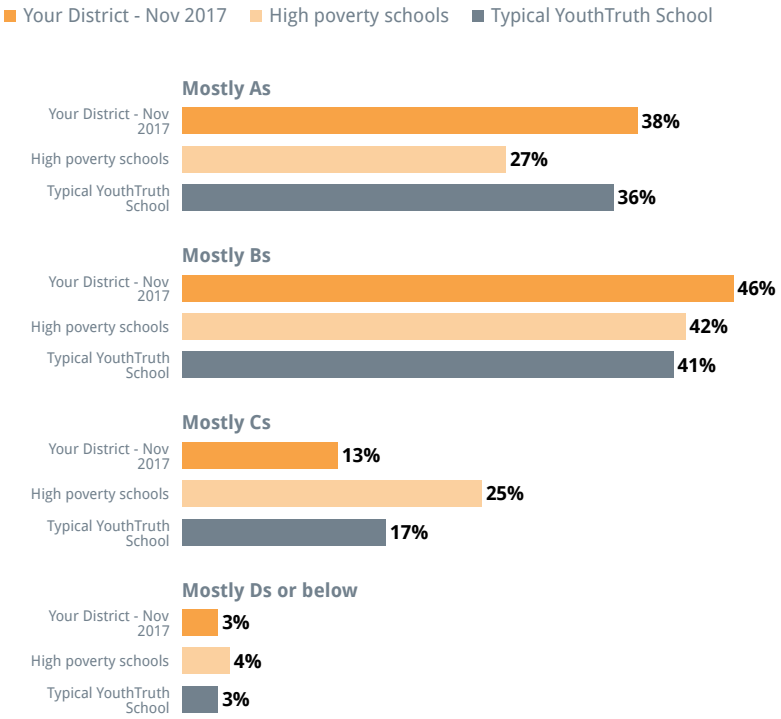
Gender of Respondents



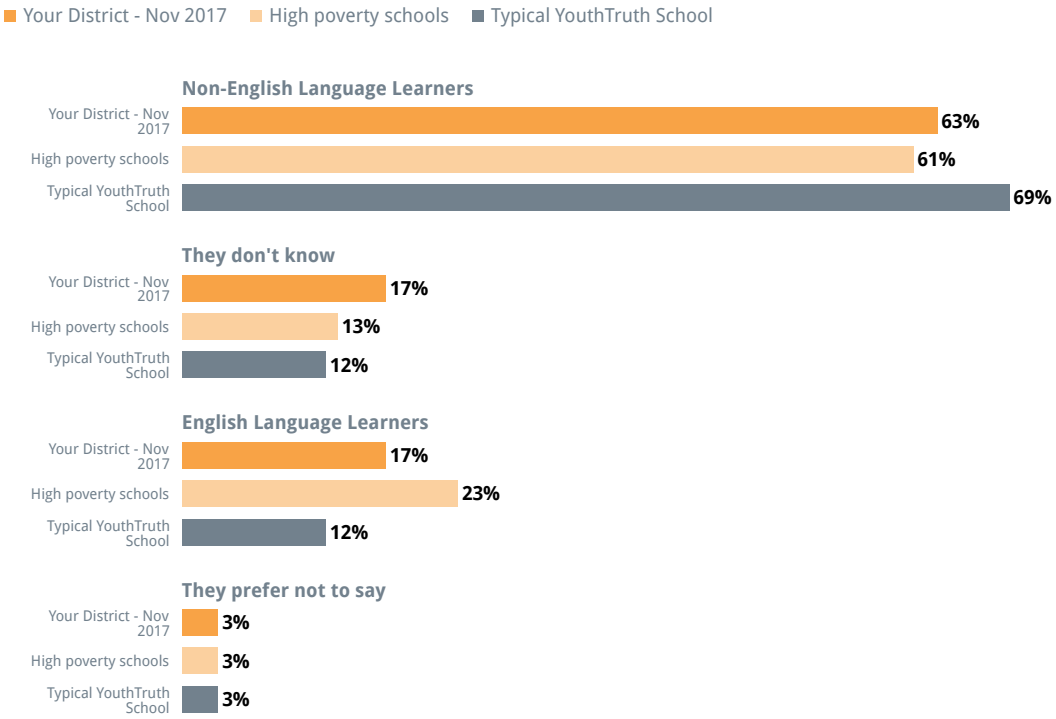
Race of Respondents



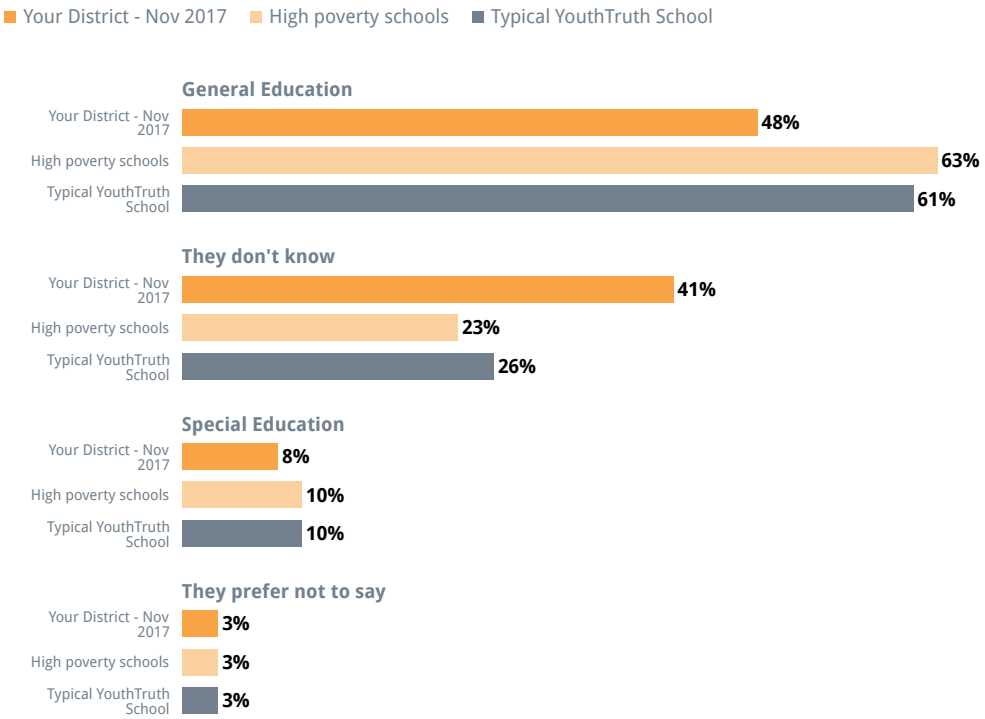
Self-Reported Grades



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 high 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 high 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.	175
Rural schools	Schools located more than 10 miles from an urbanized area.	131
Suburban schools	Schools located in an urbanized area, but outside a principal city.	111
Small city schools	Schools located in urbanized area and in a principal city with a population of less than 250,000.	91
Large city schools	Schools located in urbanized area and in a principal city with a population greater than or equal to 250,000.	138
Small size schools	Less than or equal to 150 students.	181
Large size schools	Greater than or equal to 600 students.	102
Charter schools	Publicly funded, independently managed schools established under the terms of a charter with a local or national authority.	46
Early college schools	Schools that implement an early college model.	82
PBL schools	Schools utilizing project-based-learning models as part of curriculum.	28
STEM schools	Schools utilizing a curriculum focusing primarily on science, technology, engineering, and math.	65

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.

In your report, subsections titled, for example, “Engagement Questions” include the survey questions that comprise the summary measure, or factor, describing Engagement. Subsections titled “Related Questions” contain survey questions that are thematically but not statistically related to the factor.

For the middle and high school Overall School Experience surveys, certain summary measures were developed after the launch of the survey. Therefore the number of schools in the comparative dataset for those questions. For more information about the development of summary measures and the analytical techniques used, please refer to the YouthTruth Design and Methodology Report **here**.

Survey Questions

Click **here** for a comprehensive list of YouthTruth survey questions to which students responded. If your school administered any of the optional additional topics, those questions can be found at the end of the document.