

# YouthTruth

## *A Network Summary Report*

prepared for

## Oakland Unified School District

April 2011

*Appendix III has been removed from this version  
to protect the confidentiality of participating schools.*



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# Contents

<b>I. Background and Methodology</b>	<b>1</b>
II. Summary of Findings	4
III. Themes of Student Perceptions	9
a) Overall Items	12
b) Relationships with Teachers	16
c) School Culture and Attitudes	21
d) Future Goals and Aspirations	27
e) Life Outside of High School	33
f) Rigor of Classes and Instruction	36
IV. Summary of Qualitative Feedback	40
V. Student Demographics	43
VI. Appendices	47
I. Profiles of Participating Districts/Networks	
II. OUSD Schools Compared to All YouthTruth Schools	
III. Quartile Distribution of All OUSD Schools	



# Background

- ◆ During January of 2011, 13 schools from the Oakland Unified School District (OUSD) participated in the YouthTruth project.
- ◆ The Center for Effective Philanthropy, which leads YouthTruth, valued the Family and Community Office, the Office of High Schools, and the East Bay Community Foundation's assistance and support in this endeavor, as the collective partnership was critical in helping expand the YouthTruth dataset and informing our efforts to better understand students' perceptions about their high school experience.
- ◆ The YouthTruth Network Summary Report describes trends in student perceptions for OUSD as a whole and identifies specific schools that have disproportionately positive or negative student perceptions in selected areas. This report is meant to complement the individual school-level results that were prepared for each participating OUSD school, and to inform the convening CEP hopes to host with OUSD school leaders.
- ◆ This network report includes comparative data at multiple levels and demonstrates:
  - How student perceptions across the OUSD network overall compare to student perceptions across the larger YouthTruth dataset
  - How student perceptions compare across participating OUSD schools
  - Whether different student demographic groups within the OUSD district have distinct perceptions
  - How ratings of individual OSUD schools are distributed across the comparative YouthTruth dataset
- ◆ Student perceptions should be interpreted in light of the particular philosophy, educational approach, and local context of a given network. As such, a "lower rating" on a particular dimension is not necessarily negative if that topic is not a focus for a given network.

# Methodology

- ♦ Student perceptions from schools within OUSD are compared to students' perceptions from all other schools that have participated in YouthTruth. The average response rate across the 164 schools that have participated in YouthTruth is 77 percent. The following OUSD schools participated in YouthTruth in 2010-2011, with their response rates included:

OUSD Schools	Number of Responses Received	Number of Students	Survey Response Rate
Castlemont Business & Information Technology	139	276	50%
Castlemont East Oakland School of the Arts	141	212	67%
Castlemont Leadership Preparatory High School	150	208	72%
Dewey Academy	163	248	66%
Farwest High School	91	149	61%
Mandela High School	212	328	65%
McClymonds High School	123	246	50%
Metwest High School	79	139	57%
Oakland Emiliano Zapata Street Academy	110	128	86%
Oakland High School	1135	1,750	65%
Ralph J. Bunche High School	113	190	59%
Rudsdale Continuation School	85	155	55%
Skyline High School	1283	1,827	70%
<b>OUSD</b>	<b>3,824</b>	<b>5,856</b>	<b>65%</b>



# Contents

I.	Background and Methodology	1
<b>II.</b>	<b>Summary of Findings</b>	<b>4</b>
III.	Themes of Student Perceptions	9
	a) Overall Items	12
	b) Relationships with Teachers	16
	c) School Culture and Attitudes	21
	d) Future Goals and Aspirations	27
	e) Life Outside of High School	33
	f) Rigor of Classes and Instruction	36
IV.	Summary of Qualitative Feedback	40
V.	Student Demographics	43
VI.	Appendices	47
	I. Profiles of Participating Districts/Networks	
	II. OUSD Schools Compared to All YouthTruth Schools	
	III. Quartile Distribution of All OUSD Schools	



# Summary of Findings (1)

Students attending the typical school in the Oakland Unified School District (OUSD) rate their school less positively than do students at the typical YouthTruth school on many questions in the YouthTruth survey. For example, OUSD students agree less strongly than typical that they will have increased options after graduation because of what their school has done for them and that they are receiving a high quality education. While students at the typical OUSD school agree as strongly as do students at the typical school that they understand the steps they need to take to have the careers they want, they agree less strongly that they are enrolled in rigorous classes that challenge them and make them think. At the same time, students make many positive comments about their relationships with teachers at school, especially about their one-on-one personal and academic support. The wide range between the highest and lowest rated OUSD school across many measures in the YouthTruth survey suggests that students at different schools within OUSD are having distinct experiences. One student reflectively notes, “My last school screwed me up and this school helped me get my credit back.” Another says, “I believe that this school gives me opportunities I would not have at other schools.”

## Student Relationships with Teachers

Students at the typical OUSD school are less positive about their relationships with teachers compared to students at the typical YouthTruth school. Specifically, they indicate that a smaller than typical proportion of their teachers give extra help on school work if they need it, believe they can get a good grade if they try, and make connections between what they’re learning in class to life outside of the classroom. Students at the typical OUSD school also indicate, however, that a larger than typical proportion of their teachers make an effort to understand what students’ lives are like outside of school. It is worth noting that average student ratings suggest a wide range of experiences across schools on these questions. A higher proportion of OUSD students than typical participate in some form of Advisory class and these advisory classes, at the typical OUSD school, are rated to be as helpful as that offered at the typical YouthTruth school. Student ratings across OUSD schools indicate that the helpfulness of these Advisory classes varies widely among schools, suggesting there is a potential opportunity for sharing of best practices across schools.

In their comments, a larger than typical proportion of OUSD students mention small classes and personalized extra help, high expectations, and supportive teachers and administrators as the most important things their school provides to help them do their best in class. One student says: “The ability to discuss with my teacher the problems that I am having in class freely and understand that she has the time to help me find a solution is very supportive.”

At the same time, when asked to describe the most important thing their school could change to help them do their best in class, students frequently request more personalized attention and better teachers – albeit, the proportion of these comments is similar to that of the typical YouthTruth school. Students indicate that: “I think I need more attention than other students so it would help a lot more and get me motivated.”



# Summary of Findings (2)

Ten out of thirteen participating OUSD schools are rated below the median YouthTruth school on the Relationships with Teachers summary measure. However, one school is rated among the top 25 percent of all schools that have participated in YouthTruth on this measure.

*How can OUSD better share practices across schools for improving student-teacher relationships?*

## School Culture and Student Attitudes

Students at the typical OUSD high school rate their school culture less positively than do students at the typical YouthTruth school. Specifically, students at the typical OUSD school agree as strongly as students at the typical YouthTruth school that most students at their school want to do well in class and discipline is fair. However, students agree less strongly than typical that most adults treat students with respect and that most students treat adults with respect.

In addition, when asked how the school could improve to help them do their best in class, students at the typical OUSD school most frequently mention “student attitudes.” They request better behavior from their peers, and describe how “it’s sometimes so loud in class it’s hard for me to learn.” Student perceptions about the district’s Restorative Justice policy and their schools’ Code of Conduct also vary widely within and among participating high schools; average student ratings suggest that there is room for further student involvement in shaping these policies and a potential need for broader education about these policies.

Of the participating OUSD schools, eight schools are rated below the typical YouthTruth school and five are rated above the typical YouthTruth school on the school culture summary measure. One school is rated among the top 25 percent of all schools that have participated in YouthTruth on this measure. Alternative/continuation schools tend to rate more positively in this area than traditional OUSD high schools.

*How can OUSD schools share best practices in creating a culture of respect among staff and students and minimizing distractions in the classroom?*



# Summary of Findings (3)

## Preparation for the Future

Students at the typical OUSD school indicate that they are having conversations with adults in school about graduation plans more frequently than do students at the typical YouthTruth school. A typical proportion of students at the average OUSD school want and expect to attend college after graduating from high school. Interestingly, a larger proportion of those students who expect to attend college within OUSD indicate that they expect to attend a 2-year college than typical.

While students at the typical OUSD school agree less strongly than typical that their school has helped them develop the skills and knowledge they will need for college, they agree as strongly as do students at the typical YouthTruth school that their school has helped them identify careers suited to their interests and abilities and understand the steps they need to take in order to obtain careers that they want. That said, students find counseling services focused on post-graduate career and college planning at the typical OUSD school to be somewhat less helpful than comparable services at the typical YouthTruth school.

Outside of school, students at OUSD report having conversations with adults about the importance of college and how they are doing in classes with typical frequency. When asked to indicate the types of obstacles they are facing to doing their best in school, a higher than typical proportion of OUSD students indicate that crime and violence, in and outside of school, as well as the use of drugs and/or alcohol make it hard for them to do their best in school.

Within OUSD, eleven schools receive ratings above the median YouthTruth school on questions related to the frequency of conversations with adults at school about future plans. The other two schools are rated between the 25<sup>th</sup> and 50<sup>th</sup> percentile of all YouthTruth schools.

*How can teachers and counselors ensure that, in addition to talking with students about their plans after high school, they help students feel that they have the skills and knowledge necessary for college?*

*How can OUSD schools help students manage the challenges they are facing in their communities?*

*What makes students at some schools rate the helpfulness of their counseling services higher than others? How can all OUSD schools ensure counseling services focused on post-graduation preparation are helpful for students?*





# Summary of Findings (4)

## Rigor of Classes and Instruction

Students at the typical OUSD school rate the rigor of their classes and the quality of their teachers' instruction less positively than do students at the typical school. While students at the typical OUSD school somewhat agree that they have to work hard in order to receive a good grade in their classes, they agree less strongly than do students at the typical school. Students at the typical OUSD school also agree less strongly than typical that the work they do for classes makes them really think and that their teachers understand the subjects they are teaching. Still, students agree as strongly as do students at the typical school that their teachers' expectations make them want to do their best.

Student comments also reflect that students appreciate the high expectations provided by their teachers. When asked to describe the most important thing their school provides to help students do their best in class, 11 percent of students at the average OUSD school, compared to 9 percent at the typical YouthTruth school, comment on the high expectations of their teachers. However, when asked to describe the most important thing their school could change to help students do their best in class, 11 percent of students—a typical proportion—request better teachers. One student at a higher rated school comments: “[the teachers] help me and they motivate me to go to college and they always ask me if I am doing my work and also if the kids are bothering me.” On the other hand, one student at a lower rated school expresses frustration that, “these teachers don’t understand what they are talking about and they are unorganized.”

Four OUSD schools are rated above the typical YouthTruth school on the summary measure related to rigor of classwork and instruction, while nine schools are rated below typical. Five schools, including two alternative/continuation and three traditional schools are rated among the bottom 25 percent of all YouthTruth schools.

*How can OUSD schools help ensure all students feel challenged to work hard and think in their classes?*

*How can OUSD promote consistency in students' experiences across teachers and help teachers improve their understanding of their subject areas?*



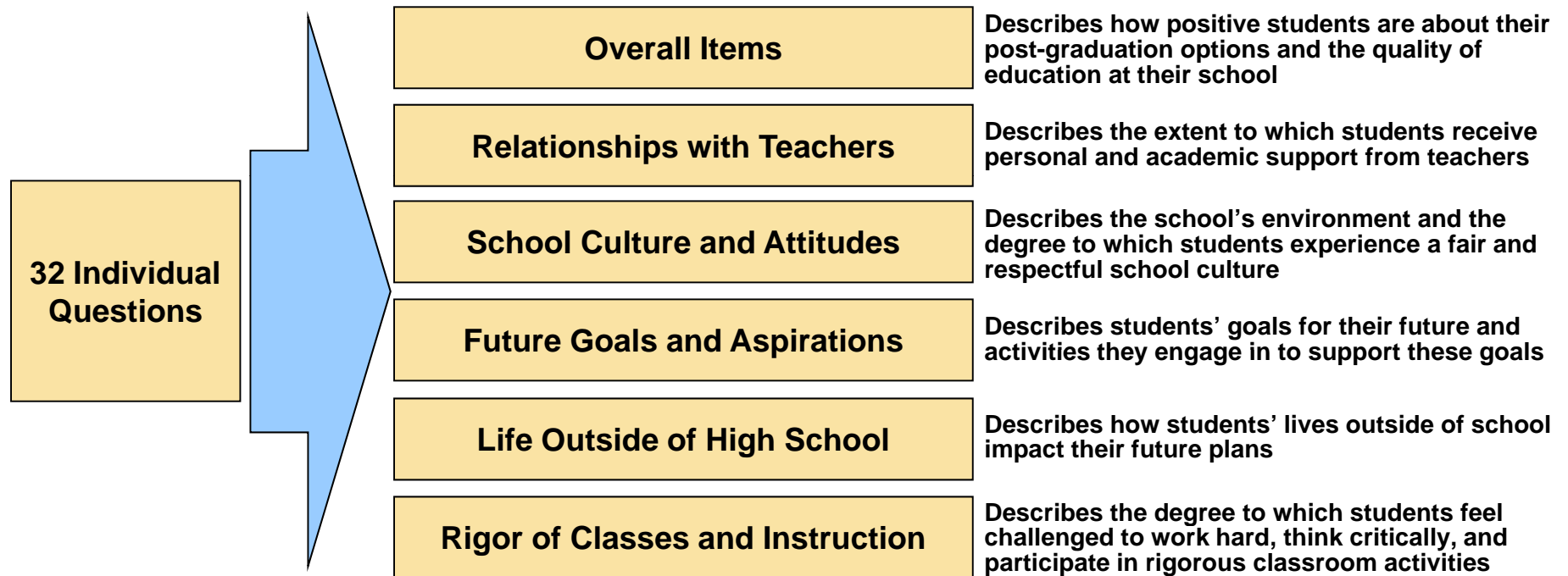
# Contents

I.	Background and Methodology	1
II.	Summary of Findings	4
<b>III.</b>	<b>Themes of Student Perceptions</b>	<b>9</b>
a)	Overall Items	12
b)	Relationships with Teachers	16
c)	School Culture and Attitudes	21
d)	Future Goals and Aspirations	27
e)	Life Outside of High School	33
f)	Rigor of Classes and Instruction	36
IV.	Summary of Qualitative Feedback	40
V.	Student Demographics	43
VI.	Appendices	47
I.	Profiles of Participating Districts/Networks	
II.	OUSD Schools Compared to All YouthTruth Schools	
III.	Quartile Distribution of All OUSD Schools	



# Themes of Student Perceptions

CEP grouped 32 individual questions from the YouthTruth survey into the six themes shown below. Most of the themes include a summary measure, capturing data from statistically related questions that fall within that theme.<sup>1</sup> In the following slides, we show OUSD’s results on selected themes of interest.

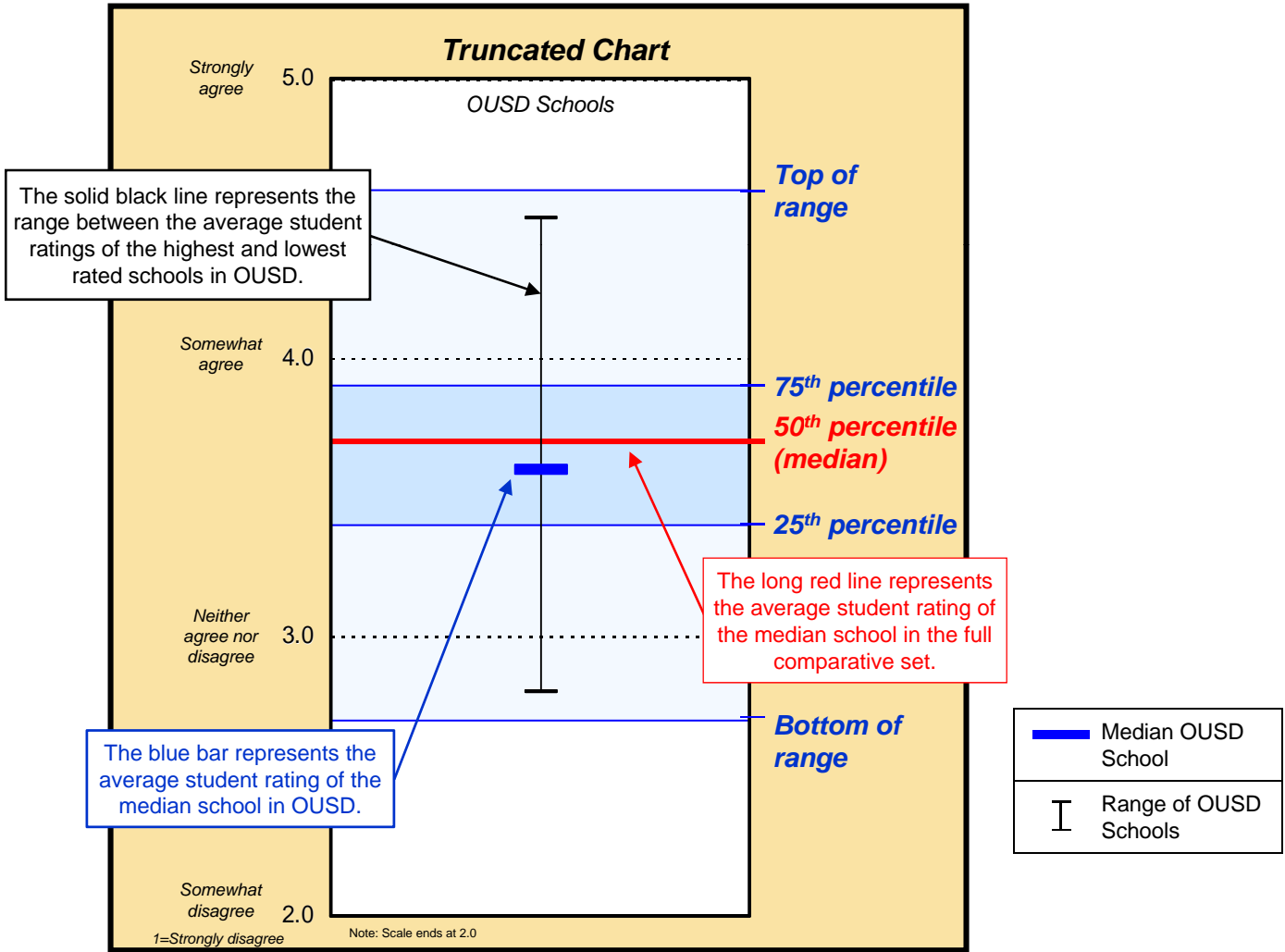


1: To identify summary measures, CEP used maximum likelihood factor analysis, a statistical tool that analyzes underlying patterns in the data. The summary measures for Relationships with Teachers, School Culture and Attitudes, Future Goals and Aspirations, and Life Outside of High School include data collected from all schools that have participated in YouthTruth. The items comprising the Rigor of Classes and Instruction summary measure were added to the survey as of the November 2009 survey round, and therefore have only been asked of students attending the schools that have participated since then.



# Reading DNR Charts – Sample Chart

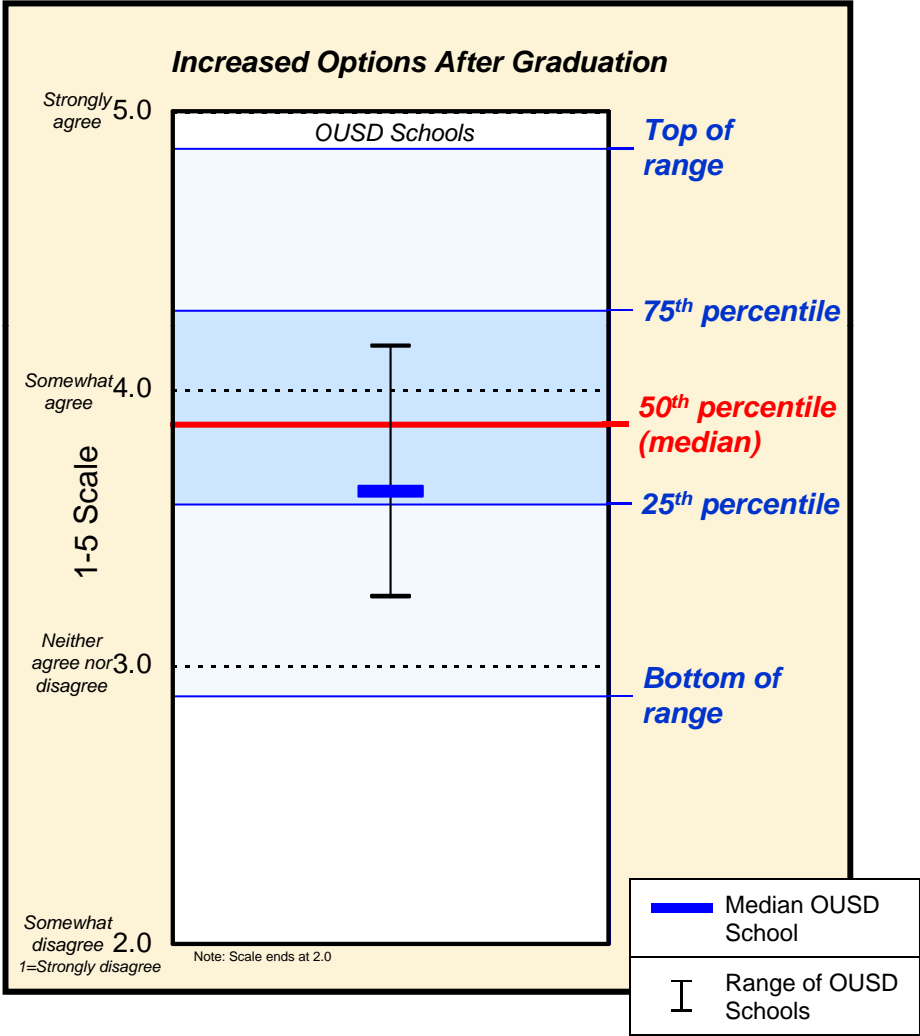
Much of the student perception data in this report is presented in the formats below. These charts show average ratings of student responses for the typical OUSD school and the range of ratings across schools in the district. **Throughout the report, charts in this format are truncated from the full scale because average ratings do not fall below a value of 2 on the 1-5 scale.**





# Options After Graduating from High School

Students at the typical OUSD school rate lower than students at the typical YouthTruth school when asked if they will have increased options after graduating because of what their school has done for them.





# Options After Graduating from High School

First Quartile	= Bottom of Range to 25th Percentile	Third Quartile	= 50th Percentile to 75th Percentile
Second Quartile	= 25th Percentile to 50th Percentile	Fourth Quartile	= 75th Percentile to Top of Range

OUSD	Number of Schools In Quartile			
	First Quartile	Second Quartile	Third Quartile	Fourth Quartile
All OUSD Schools <sup>1</sup>	6	4	3	0
Traditional Schools	5	2	0	0
Alternative/Continuation Schools	1	2	2	0

Bottom of range
25<sup>th</sup> percentile
50<sup>th</sup> percentile (median)
75<sup>th</sup> percentile
Top of range

### Selected Student Comments

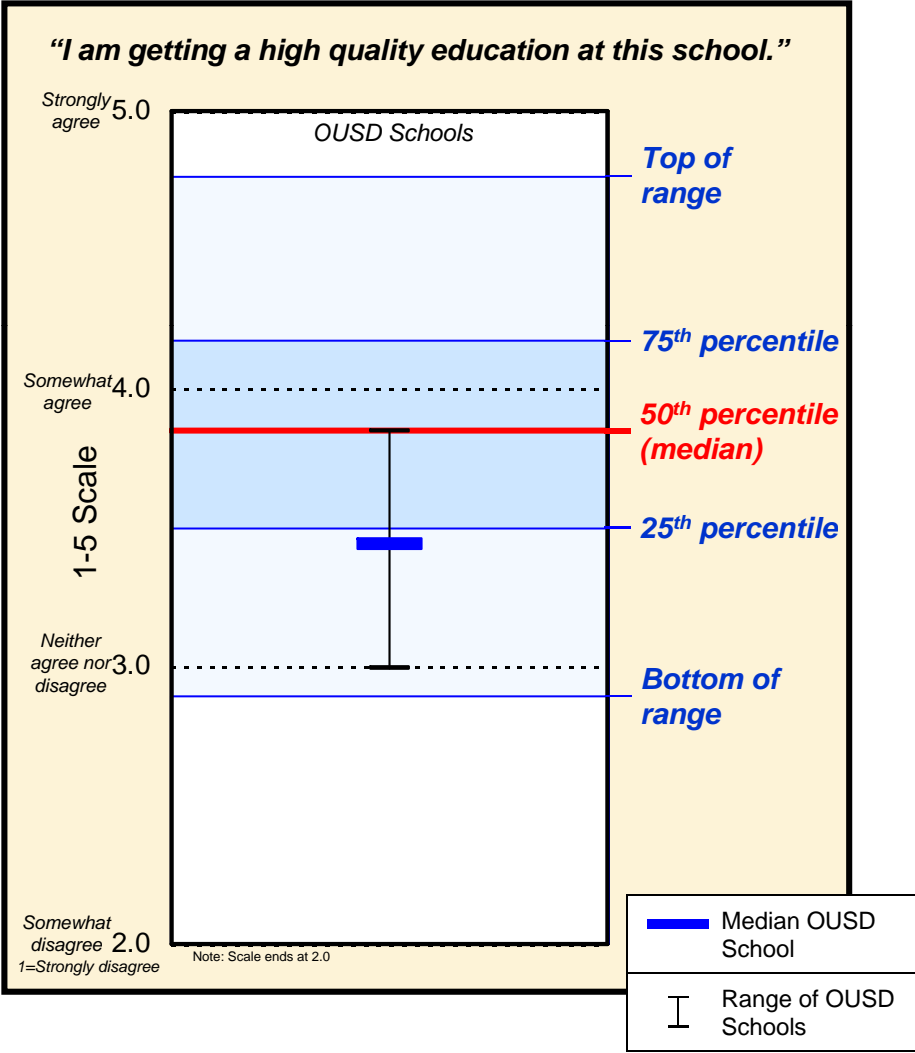
- ◆ *“This school is giving me an opportunity to graduate on time so that I can move on to college and get a career so I can give my son a good life.”*
- ◆ *“I don't really know what I am going to do after I graduate if it is that I'm going to graduate. I will just get out of high school and look for a job or something.”*
- ◆ *“[This school] prepares young adults to recognize and take advantage of all resources to further their personal well being. our graduates will have the skills, habits, knowledge and community to overcome obstacles to their success, access four- year colleges and contribute positively to the world.”*
- ◆ *“I don't think that this school has provided me with the education that I need and I feel that the options that I have going here is limited.”*

<sup>1</sup>: All OUSD Schools includes one small school, which is not included as a Traditional School or an Alternative/Continuation School.



# Quality of Education

Students at the typical OUSD school rate lower than students at the typical YouthTruth school when asked if they are receiving a high quality education.





# Quality of Education

First Quartile	= Bottom of Range to 25th Percentile	Third Quartile	= 50th Percentile to 75th Percentile
Second Quartile	= 25th Percentile to 50th Percentile	Fourth Quartile	= 75th Percentile to Top of Range

OUSD	Number of Schools In Quartile			
	First Quartile	Second Quartile	Third Quartile	Fourth Quartile
All OUSD Schools <sup>1</sup>	8	4	1	0
Traditional Schools	5	2	0	0
Alternative/Continuation Schools	3	2	0	0

Bottom of range      25<sup>th</sup> percentile      50<sup>th</sup> percentile (median)      75<sup>th</sup> percentile      Top of range

### Selected Student Comments

- ◆ *“We don’t learn your everyday things here, we go beyond learning! It’s like we are already in college, and they teach us what life is going to throw at us.”*
- ◆ *“This school has me behind in so many thing academically that if I go to college I will be in a special ed class.”*
- ◆ *“[The teachers here] won’t give up on you, they push you until you learn.”*
- ◆ *“This school need to have teachers that are not scared of the students and more AP classes that will get us into D1 colleges.”*

<sup>1</sup>: All OUSD Schools includes one small school, which is not included as a Traditional School or an Alternative/Continuation School.

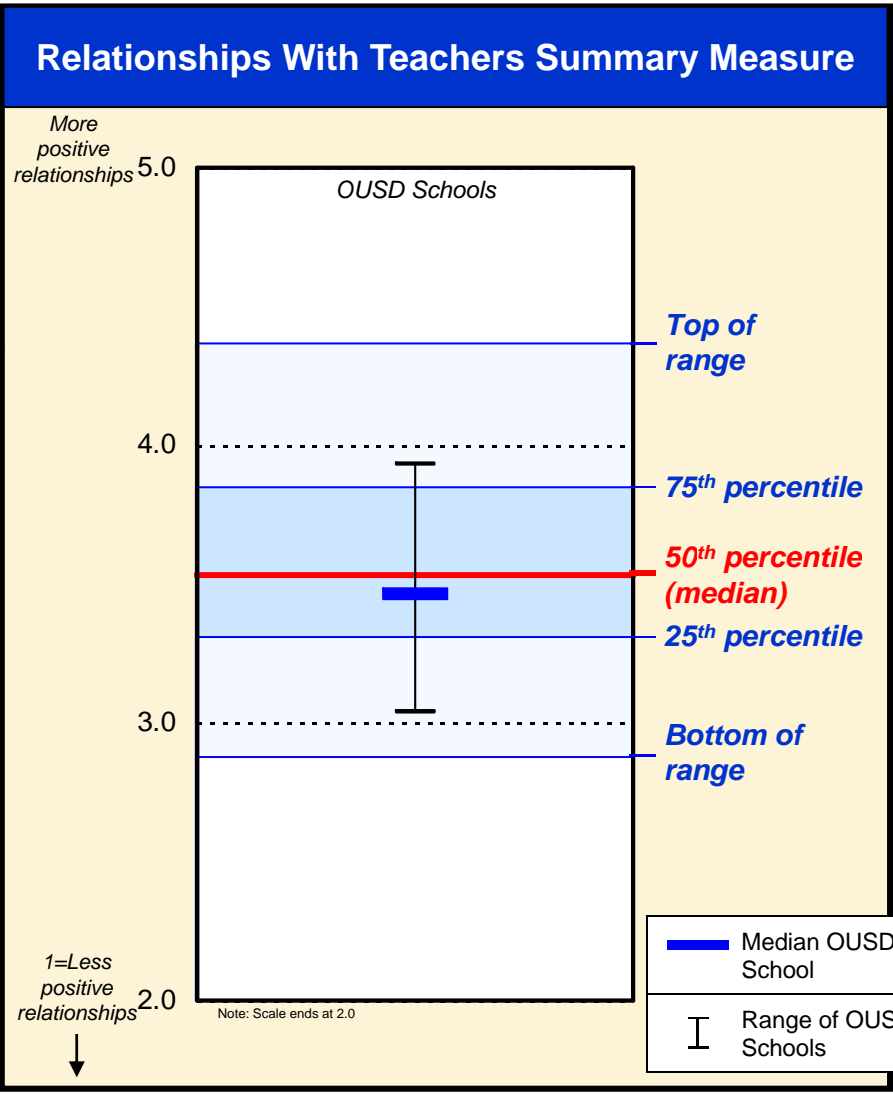
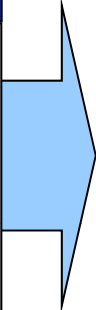




# Student Relationships with Teachers

Students at the typical OUSD school rate lower than students at the typical YouthTruth school when asked about the strength of their relationships with teachers.

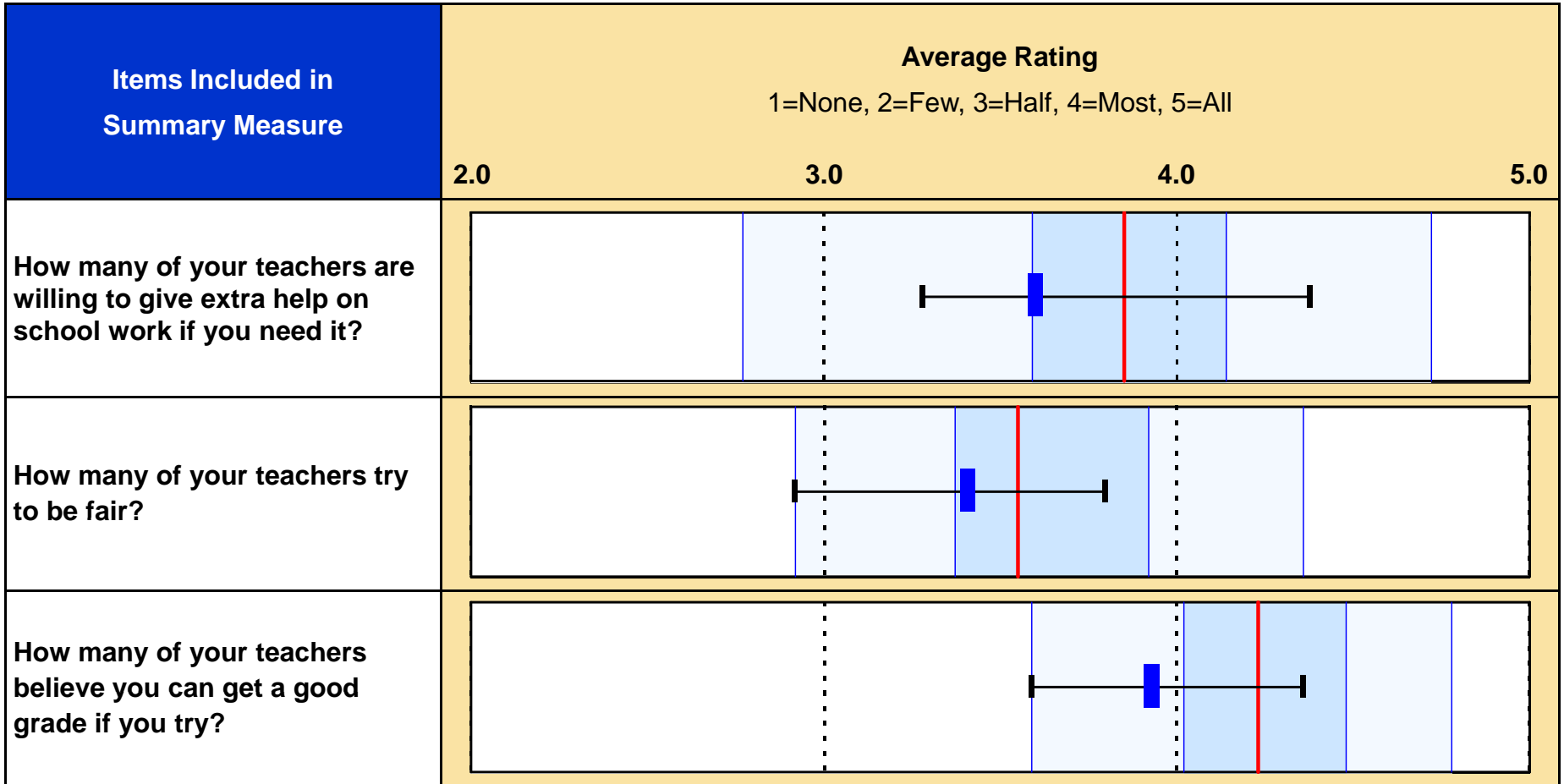
- Survey Questions Included in Measure**
- How many of your teachers are willing to give extra help on school work if you need it?*
  - How many of your teachers try to be fair?*
  - How many of your teachers believe you can get a good grade if you try?*
  - How many of your teachers are not just satisfied if you pass; they care if you're really learning?*
  - How many of your teachers make connections between what you're learning in class to life outside the classroom?*
  - How many of your teachers make an effort to understand what your life is like outside of school?*



# Student Relationships with Teachers



III. Themes of Student Perceptions



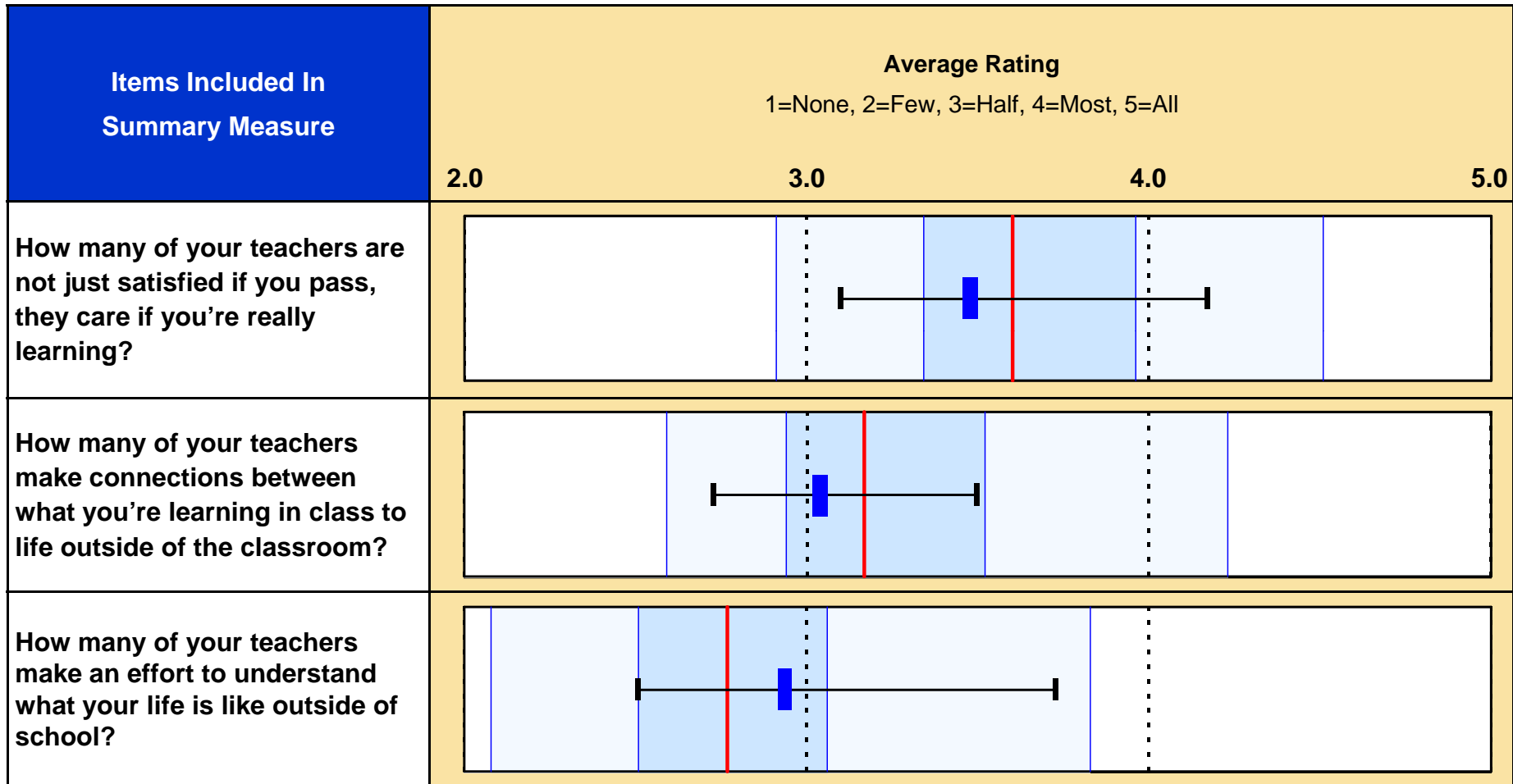
Note: Scales end at 2.0



# Student Relationships with Teachers



III. Themes of Student Perceptions



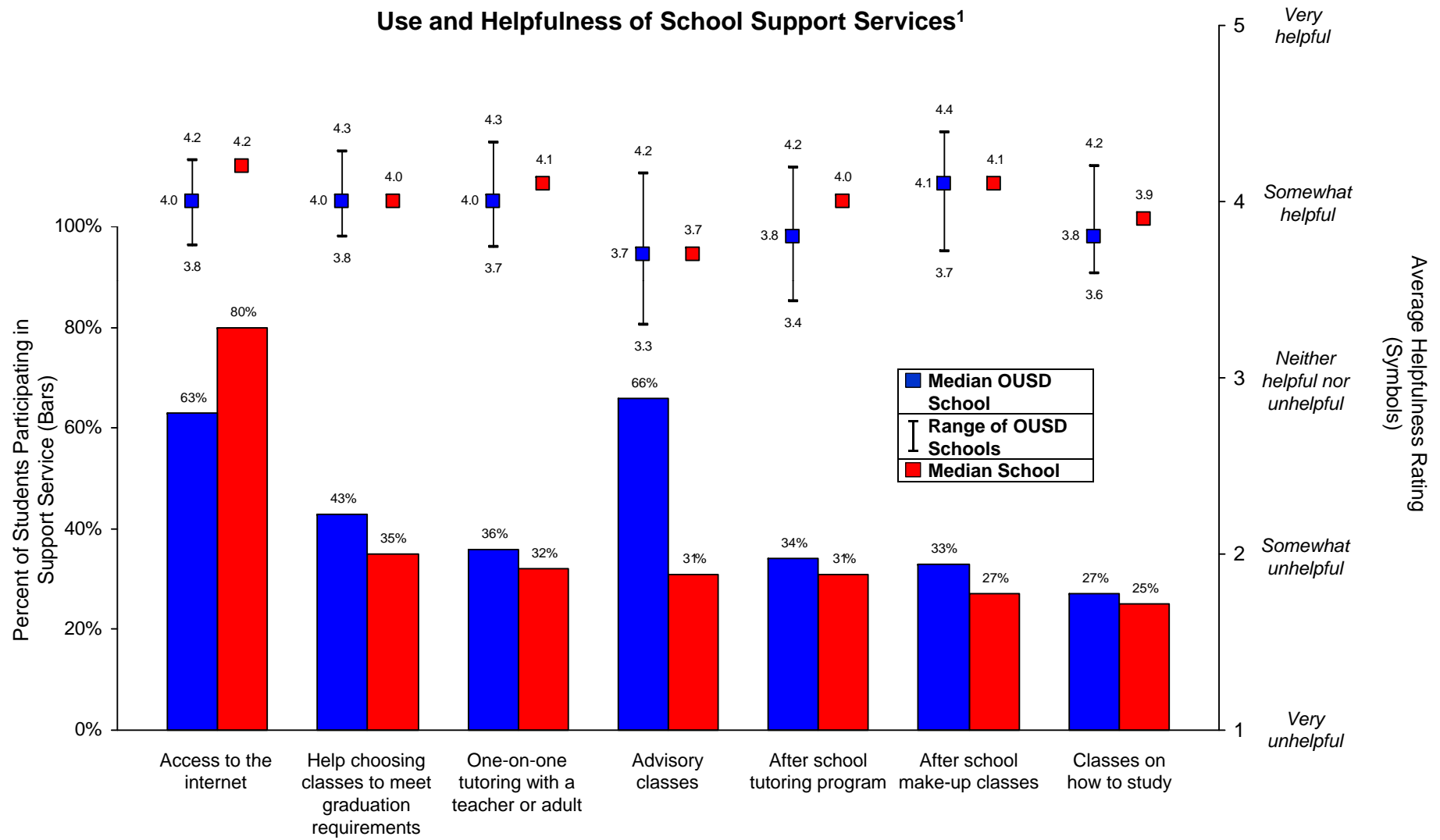
Note: Scales end at 2.0



# Support Services – General

A larger proportion of students at the median OUSD school than at the typical YouthTruth school participate in Advisory classes and receive help choosing classes to meet graduation requirements.

Use and Helpfulness of School Support Services<sup>1</sup>





# Student Relationships with Teachers

First Quartile	= Bottom of Range to 25th Percentile	Third Quartile	= 50th Percentile to 75th Percentile
Second Quartile	= 25th Percentile to 50th Percentile	Fourth Quartile	= 75th Percentile to Top of Range

OUSD	Number of Schools In Quartile			
	First Quartile	Second Quartile	Third Quartile	Fourth Quartile
All OUSD Schools <sup>1</sup>	4	6	2	1
Traditional Schools	4	2	1	0
Alternative/Continuation Schools	0	4	0	1

Bottom of range      25<sup>th</sup> percentile      50<sup>th</sup> percentile (median)      75<sup>th</sup> percentile      Top of range

### Selected Student Comments

- ◆ *“Most teachers don't really push us to do our work or motivate us to do better. Also, the teachers don't set high expectations for some student who can do better.”*
- ◆ *“The teachers are very dedicated to the class and keep students interested in their classes.”*
- ◆ *“Because a lot of people are shy to ask for help so when they you have teachers offer extra help it is more easier for us to say yes then to go us personally asking help to the teachers.”*

<sup>1</sup>: All OUSD Schools includes one small school, which is not included as a Traditional School or an Alternative/Continuation School.

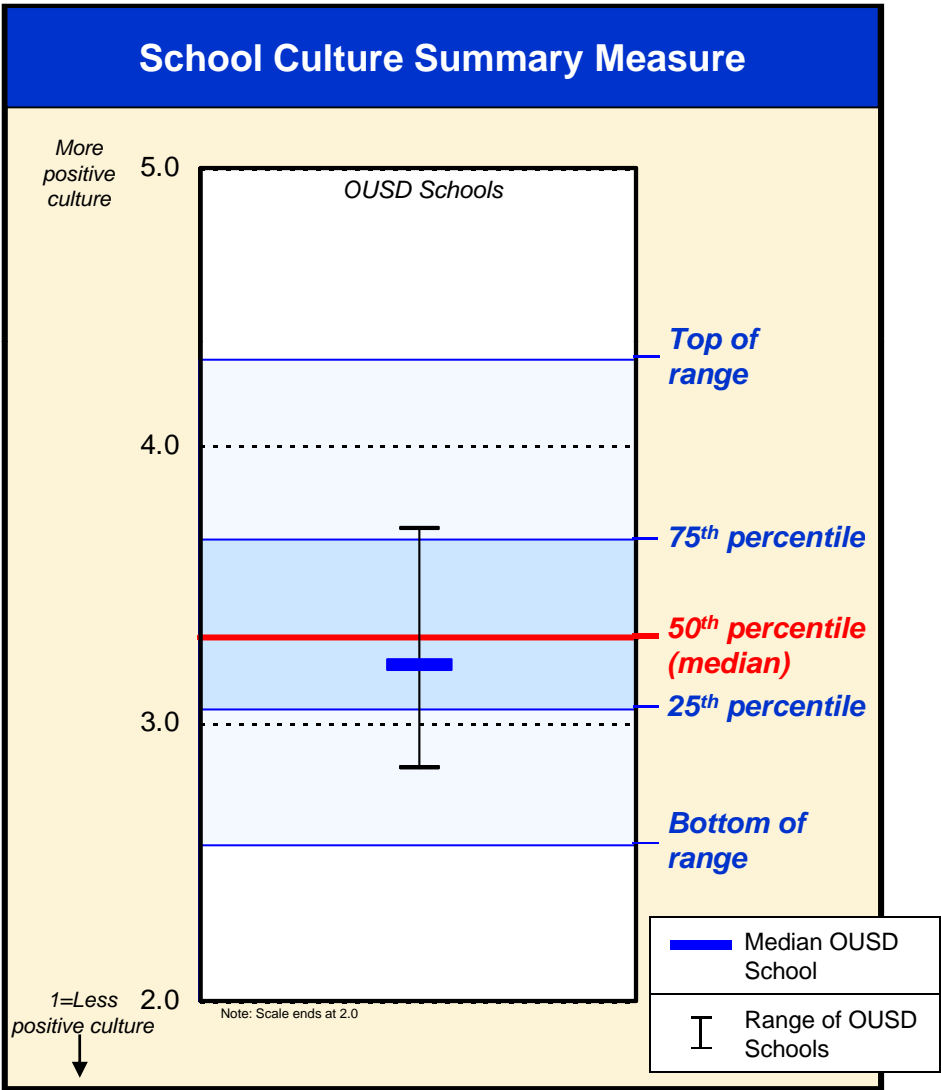


# School Culture and Attitudes

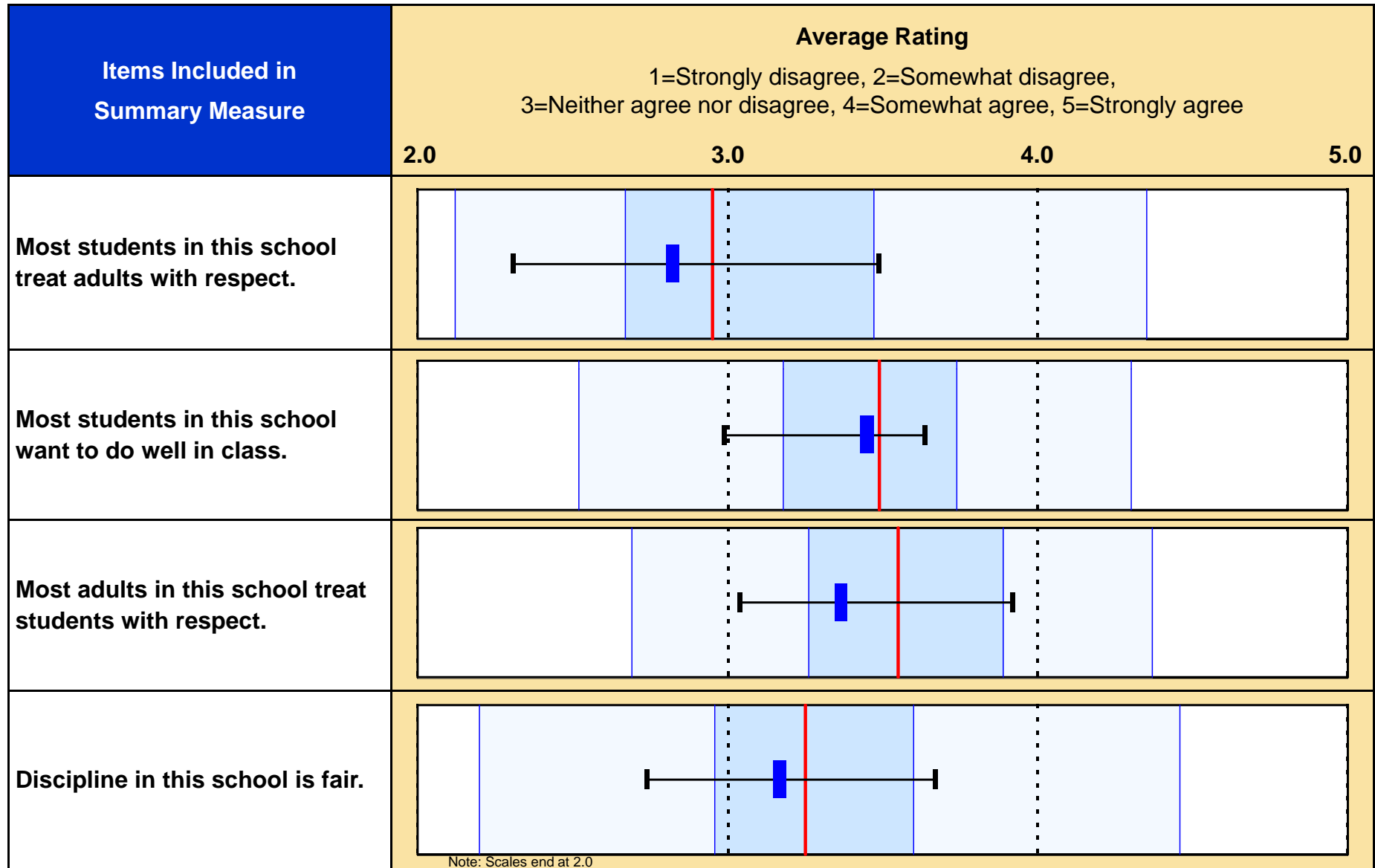
Students at the typical OUSD school rate lower than students at the typical YouthTruth school when asked about the degree to which their school's culture is respectful and fair.

**Survey Questions Included in Summary Measure**

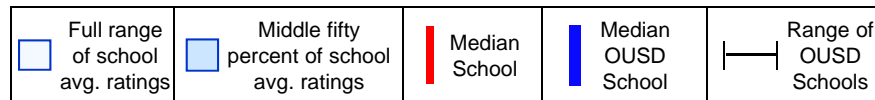
- Most students in this school treat adults with respect.*
- Most students in this school want to do well in class.*
- Most adults in this school treat students with respect.*
- Discipline in this school is fair.*



# School Culture and Attitudes



Note: Scales end at 2.0

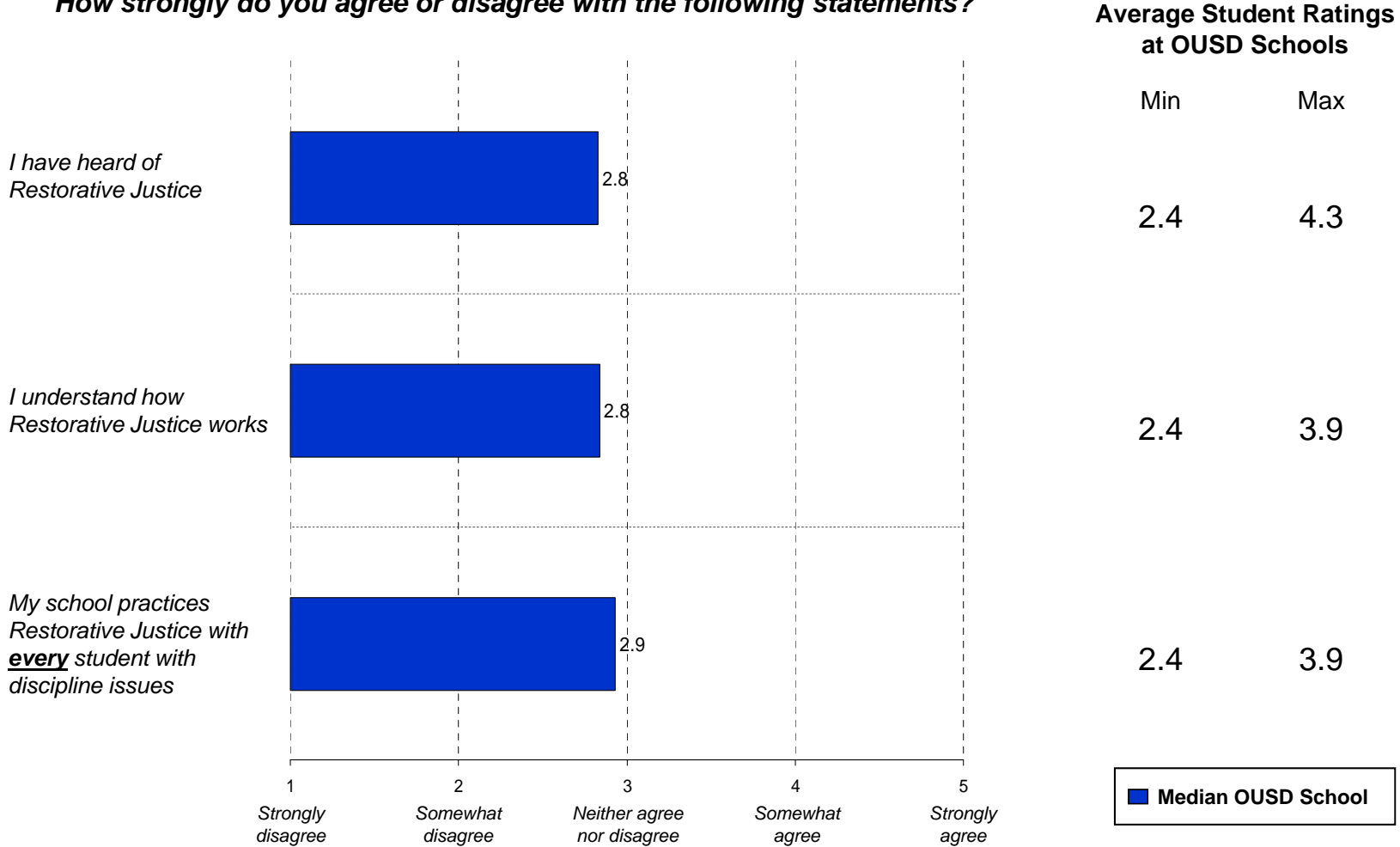




# Restorative Justice

Students are asked how strongly they agree with a number of statements concerning Restorative Justice, a policy designed to ensure there are alternatives to suspension and expulsion for students in the district. Students at the median OUSD school neither agree nor disagree with posed questions about Restorative Justice; however, there is large variation in student responses among participating schools.

*“How strongly do you agree or disagree with the following statements?”*



<sup>1</sup> Comparative data from the full YouthTruth dataset is not available because this question was asked only of OUSD students.

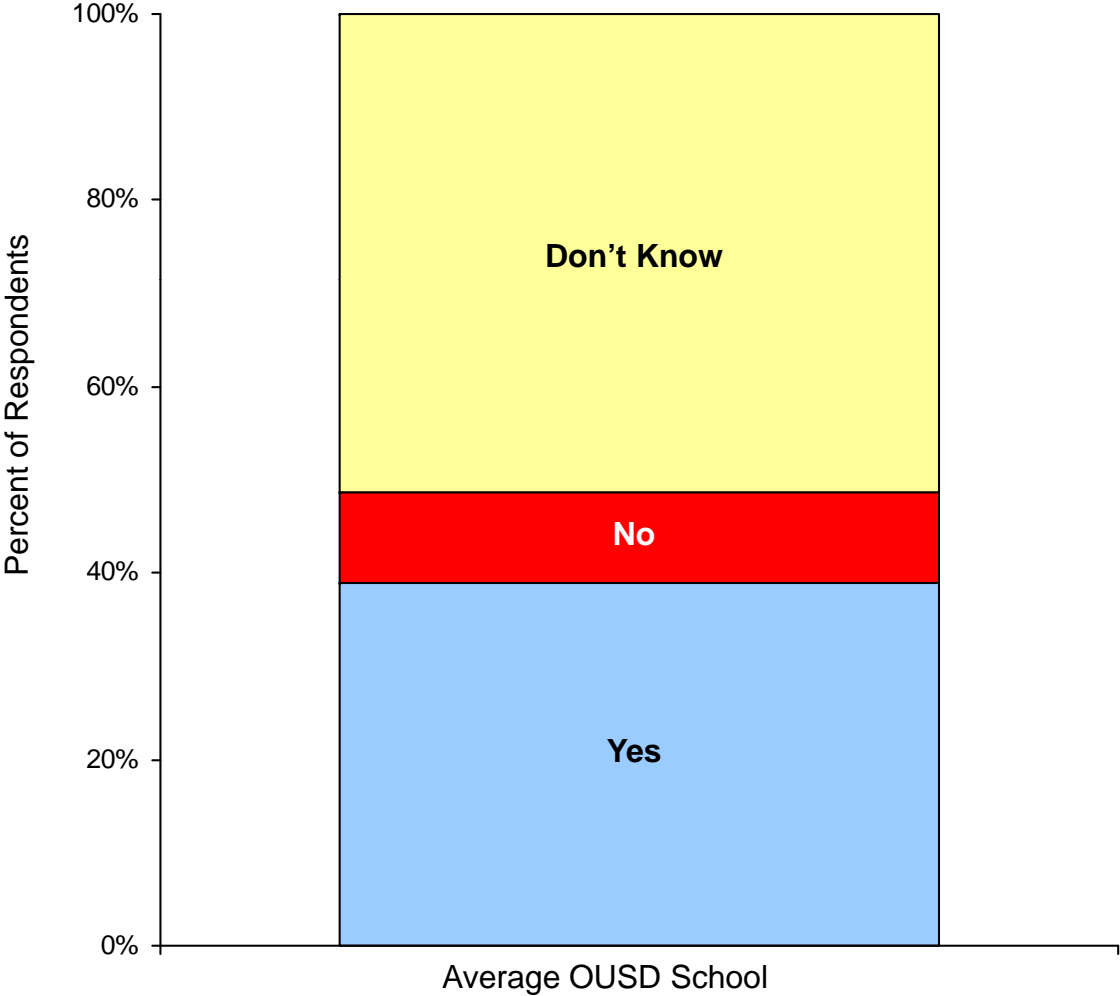




# Code of Conduct (1)

On average, just over 50% of OUSD students don't know whether their school has a Code of Conduct.

*“Does your school have a Code of Conduct?”*

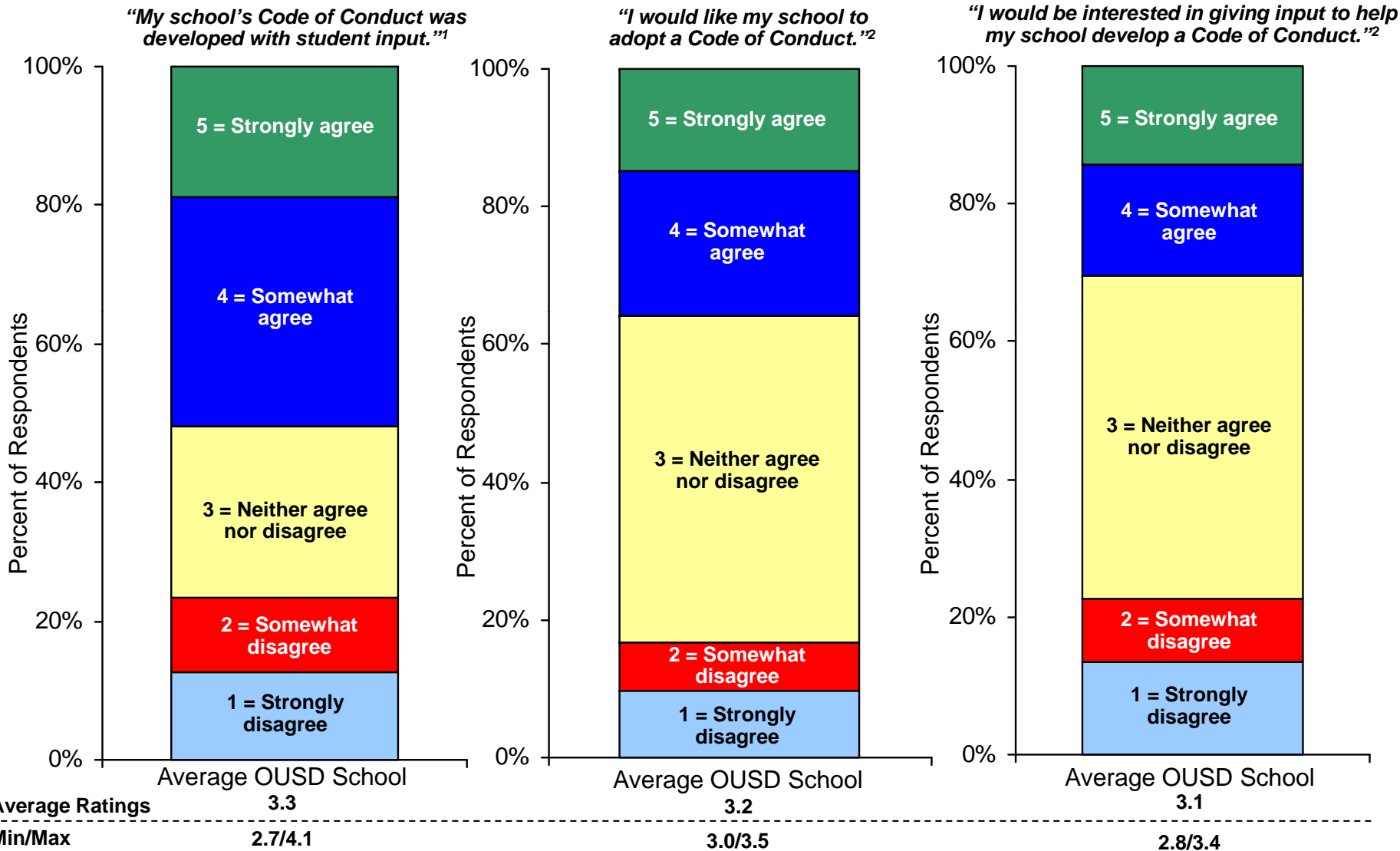


Note: Comparative data from the full YouthTruth dataset is not available because this question was asked only of OUSD students.



# Code of Conduct (2)

OUSD students, on average, neither agree nor disagree with the following three statements about their school's Code of Conduct.



III. Themes of Student Perceptions

1: This question was only asked of students who reply "Yes" when asked if their school has a Code of Conduct; 28% of students at the average OUSD school responded "Don't Know."  
 2: These questions were only asked of students who replied "No" or "Don't Know" when asked if their school has a Code of Conduct. 47% and 43% of students at the average OUSD school, respectively, responded "Don't Know" to these questions. Comparative data from the full YouthTruth dataset is not available because this question was asked only of OUSD students.

# School Culture and Attitudes



First Quartile	= Bottom of Range to 25th Percentile	Third Quartile	= 50th Percentile to 75th Percentile
Second Quartile	= 25th Percentile to 50th Percentile	Fourth Quartile	= 75th Percentile to Top of Range

OUSD	Number of Schools In Quartile			
	First Quartile	Second Quartile	Third Quartile	Fourth Quartile
All OUSD Schools <sup>1</sup>	4	4	4	1
Traditional Schools	3	3	1	0
Alternative/Continuation Schools	1	1	3	0

Bottom of range
25<sup>th</sup> percentile
50<sup>th</sup> percentile (median)
75<sup>th</sup> percentile
Top of range

### Selected Student Comments

- ♦ *“At least 60% of the school has an in-your-face attitude that grates on my nerves combined with the apparent inability to shut up.”*
- ♦ *“I feel safe around people who do not discriminate based on race. I enjoy being around different cultures and learning from one another. Having a positive environment helps me learn and concentrate better.”*
- ♦ *“There are several immature students... it annoys me and makes me feel like not coming to school sometimes so that I wont deal with them... I try to keep calm so that I don't go insane and possibly get in trouble.”*

<sup>1</sup>: All OUSD Schools includes one small school, which is not included as a Traditional School or an Alternative/Continuation School.



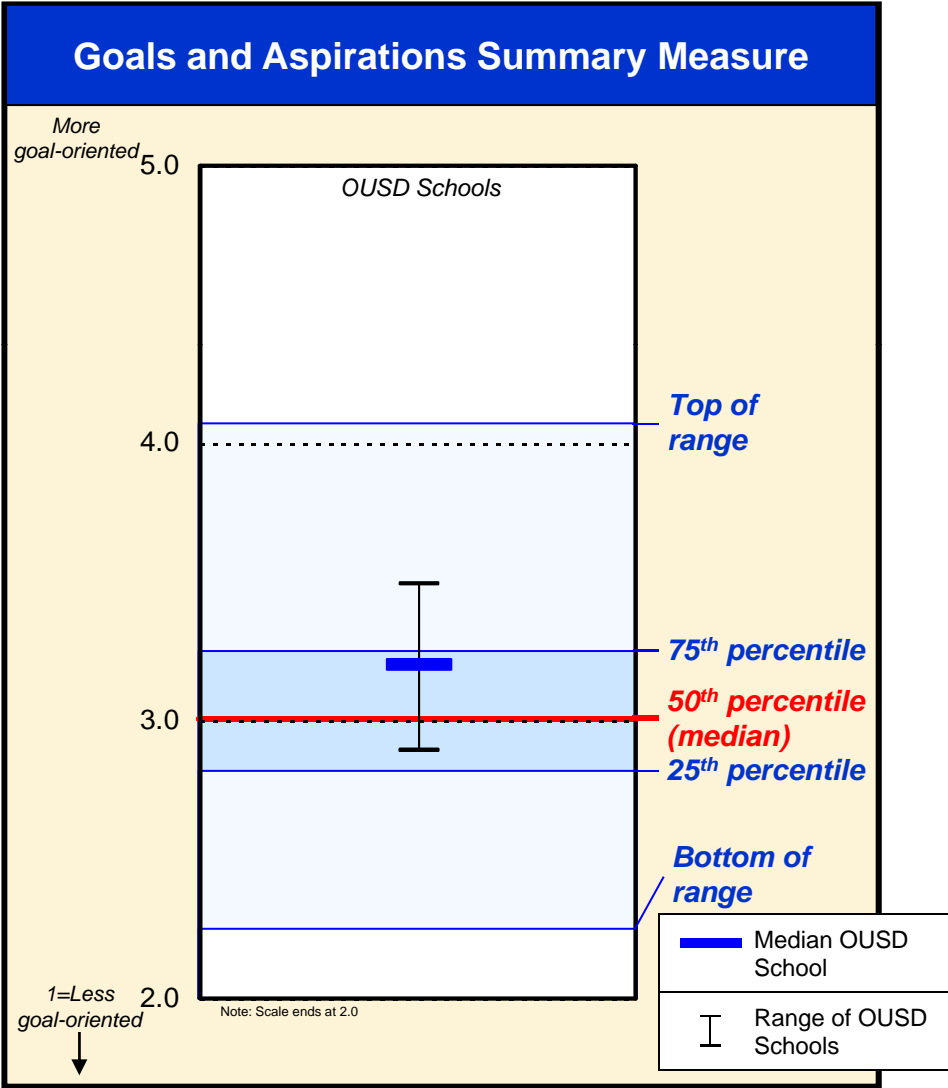
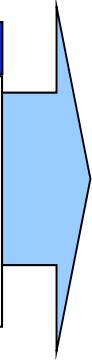
# Future Goals and Aspirations

Students at the typical OUSD school speak more frequently with adults in school about their future plans compared to students at the typical YouthTruth school.

**Survey Questions Included in Summary Measure**

*In the past year, how often have you talked to an adult at your school about how to decide what you want to do after you graduate?*

*In the past year, how often have you talked to an adult at your school about what classes you need to graduate?*



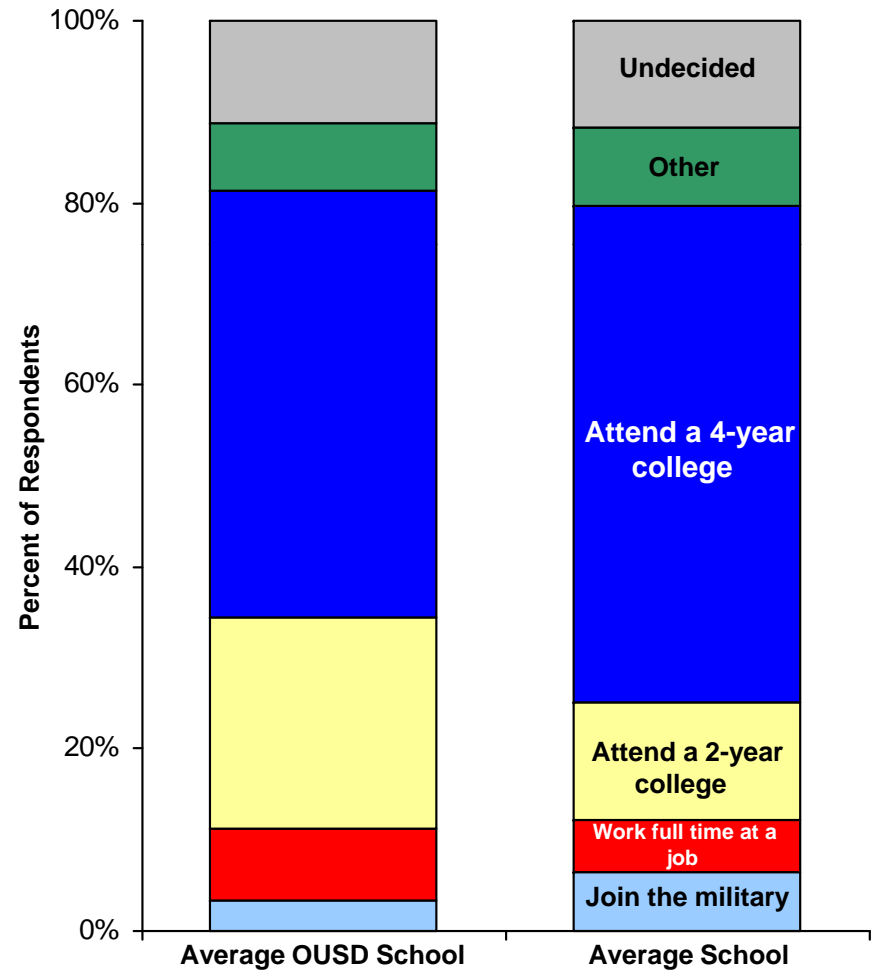
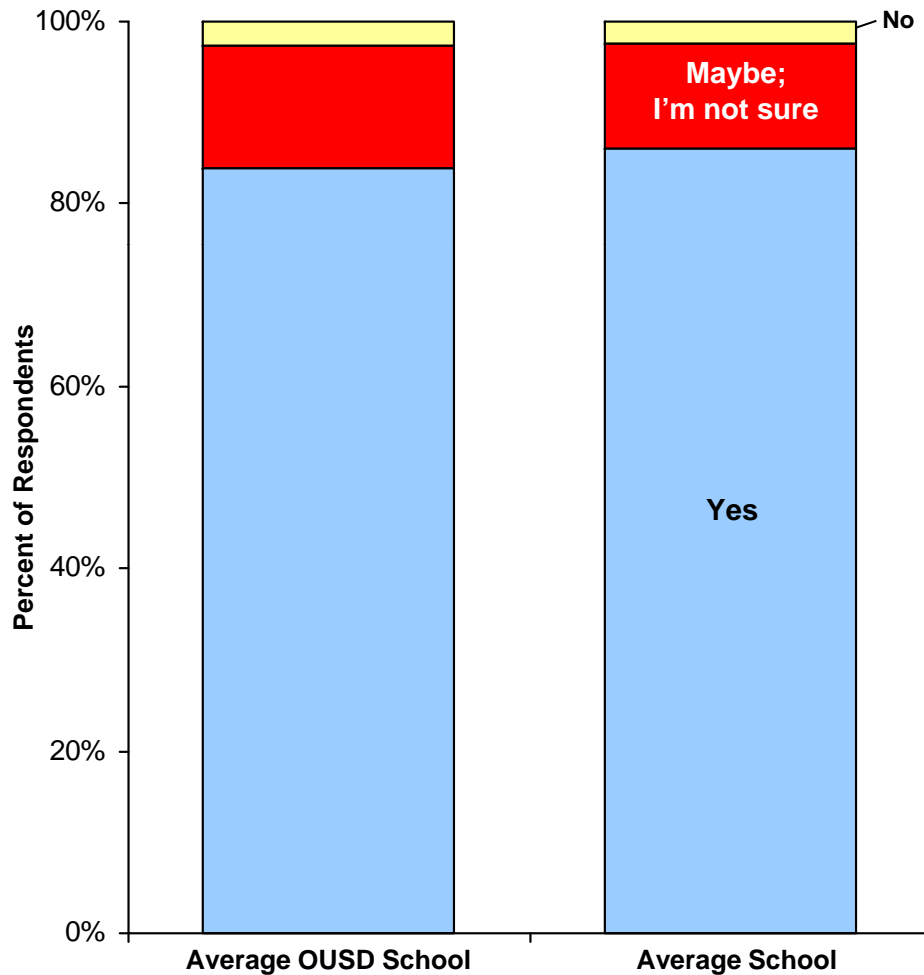
# Next Steps After High School



Compared to the proportion at the average YouthTruth school, a larger proportion of students at the average OUSD school report that they expect to attend a two-year college after graduating from high school.

*Do you want to go to college?*

*After you finish high school, what do you expect to do next?<sup>1</sup>*



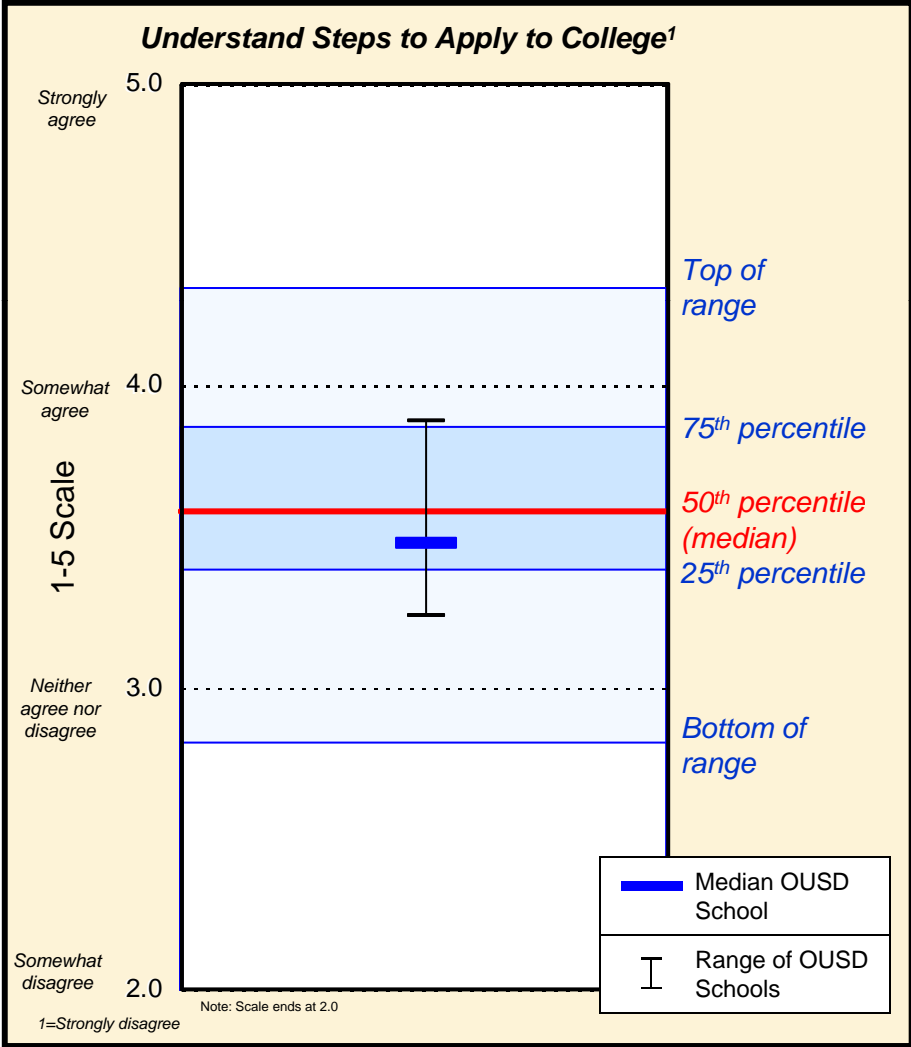
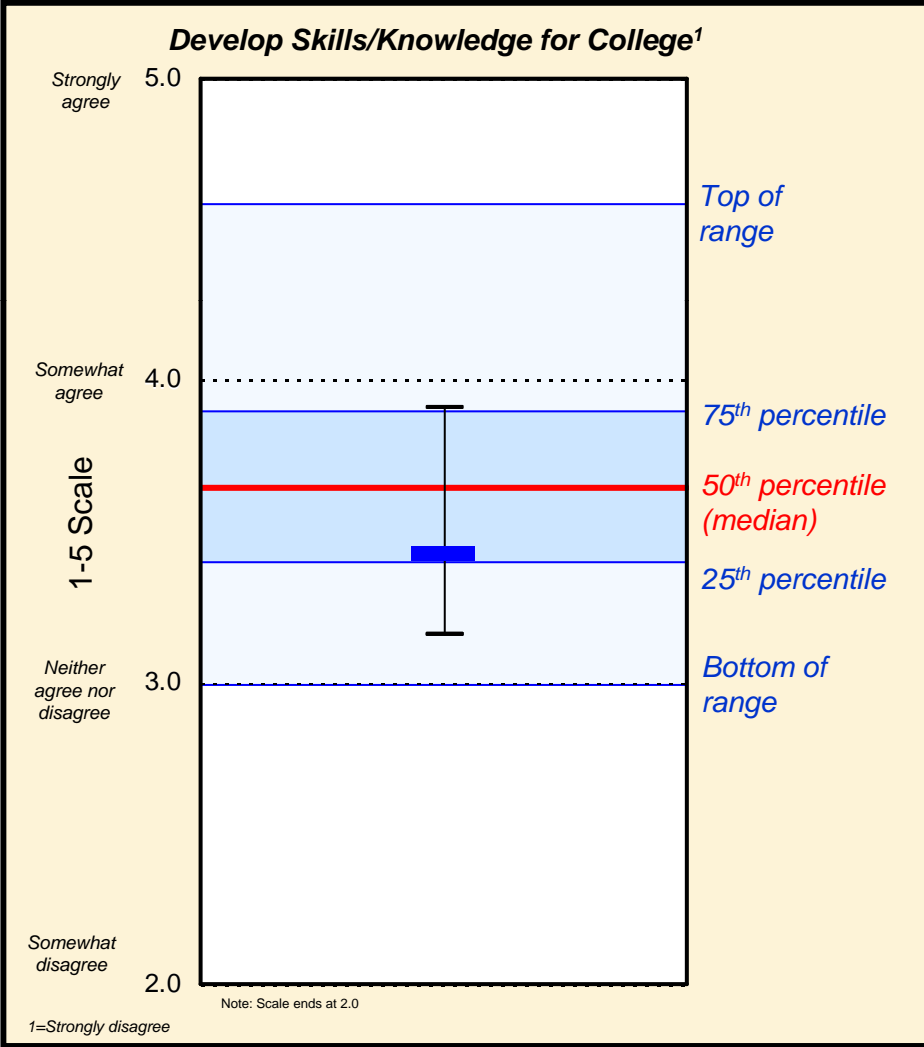
<sup>1</sup>: This question was added to the survey in the November 2010 survey round. Therefore, this chart only includes comparative data for the 118 schools that participated during the 2010-2011 school year.



# College Preparation

When students are asked whether their school has helped them develop the skills and knowledge they will need for college, the median OUSD school is rated lower than the median YouthTruth school.

When students are asked whether their school has helped them understand the steps they need to take in order to apply to college, the median OUSD school is rated lower than the median YouthTruth school.



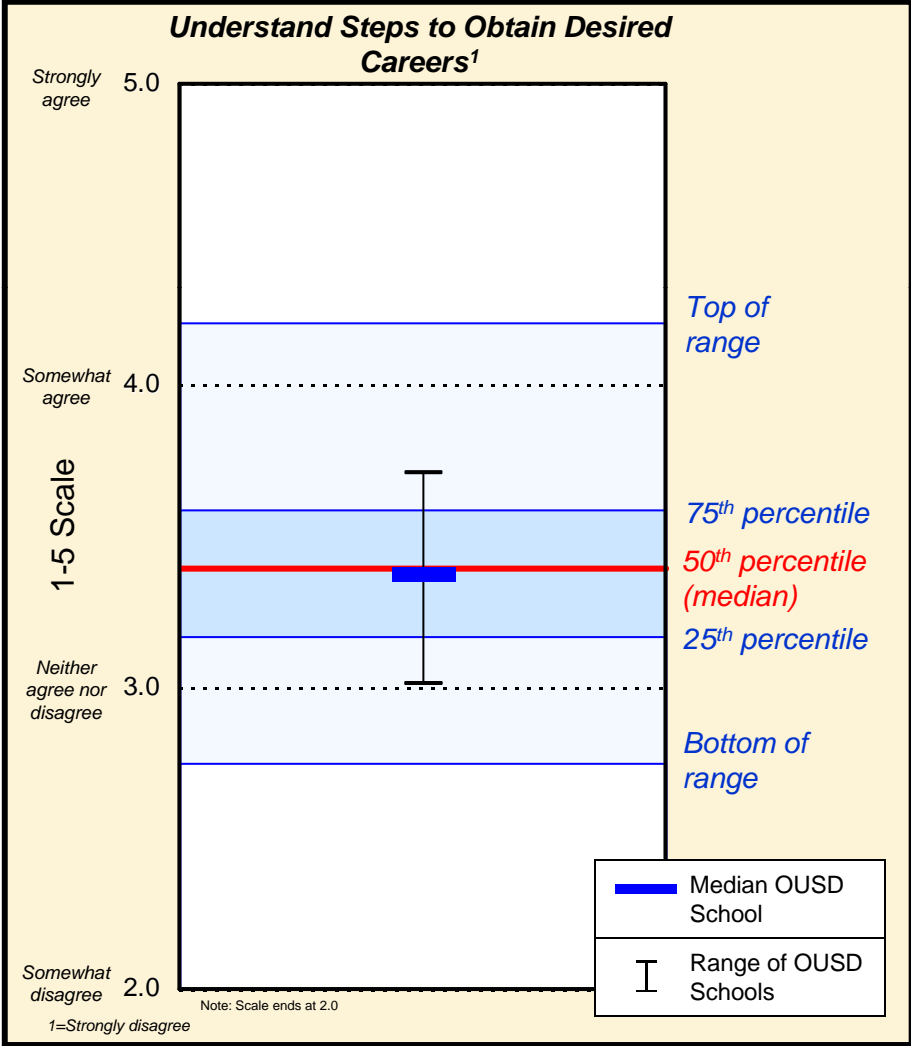
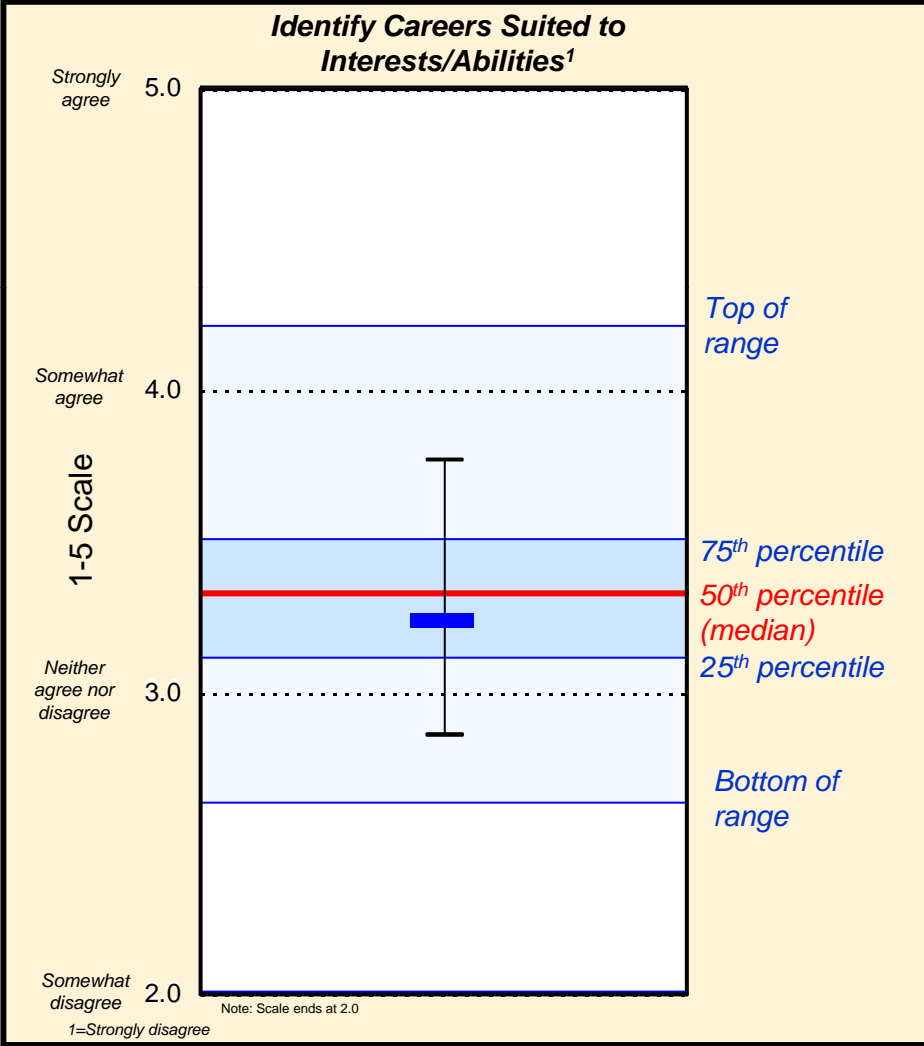
1: These questions were added to the survey in the November 2010 survey round. Therefore, these charts only include comparative data for the 118 schools that participated during the 2010-2011 school year.



# Career Preparation

When students are asked whether their school has helped them identify careers that match their interests and abilities, the median OUSD school is rated similarly to the median school.

When students are asked whether their school has helped them understand the steps they need to take in order to have the careers they want, the median OUSD school is rated similarly to the median school.



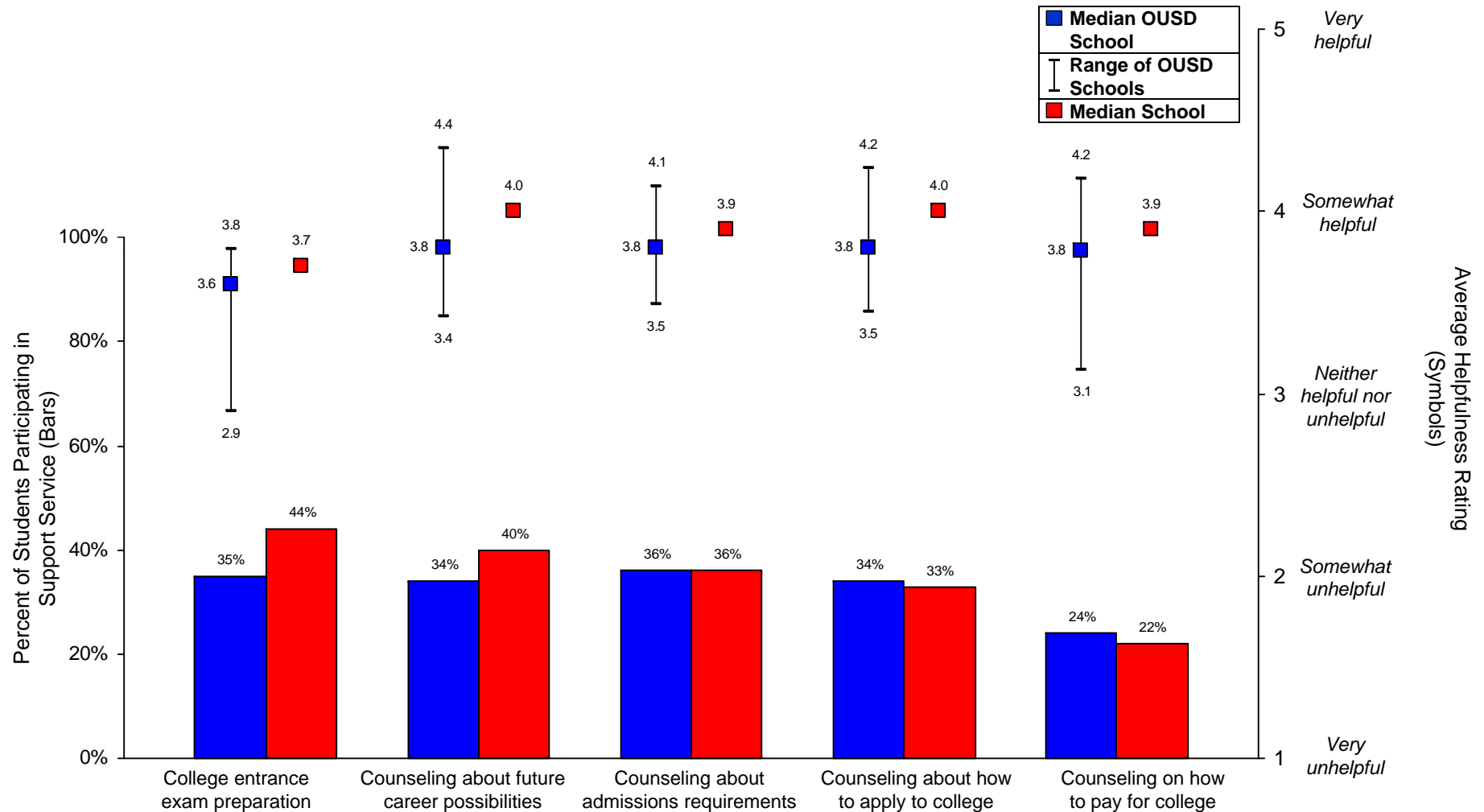
1: These questions were added to the survey in the November 2010 survey round. Therefore, these charts only include comparative data for the 118 schools that participated during the 2010-2011 school year.

# Support Services – Post-Graduation Goals



Students at the median OUSD school find counseling services focused on post-graduation goals to be less helpful than do students at the typical YouthTruth school.

Use and Helpfulness of School Support Services<sup>1</sup>







# Future Goals and Aspirations

First Quartile	= Bottom of Range to 25th Percentile	Third Quartile	= 50th Percentile to 75th Percentile
Second Quartile	= 25th Percentile to 50th Percentile	Fourth Quartile	= 75th Percentile to Top of Range

OUSD	Number of Schools In Quartile			
	First Quartile	Second Quartile	Third Quartile	Fourth Quartile
All OUSD Schools <sup>1</sup>	0	2	5	6
Traditional Schools	0	2	4	1
Alternative/Continuation Schools	0	0	1	4

Bottom of range      25<sup>th</sup> percentile      50<sup>th</sup> percentile (median)      75<sup>th</sup> percentile      Top of range

### Selected Student Comments

- ◆ *“This school has helped me realize what I want to do after I graduate because they help us by writing down our options and evaluate what we really want to do.”*
- ◆ *“I think I have more options because the school explains what colleges to attend and they encourage you to try your best to go to college.”*

<sup>1</sup>: All OUSD Schools includes one small school, which is not included as a Traditional School or an Alternative/Continuation School.



# Life Outside Of High School

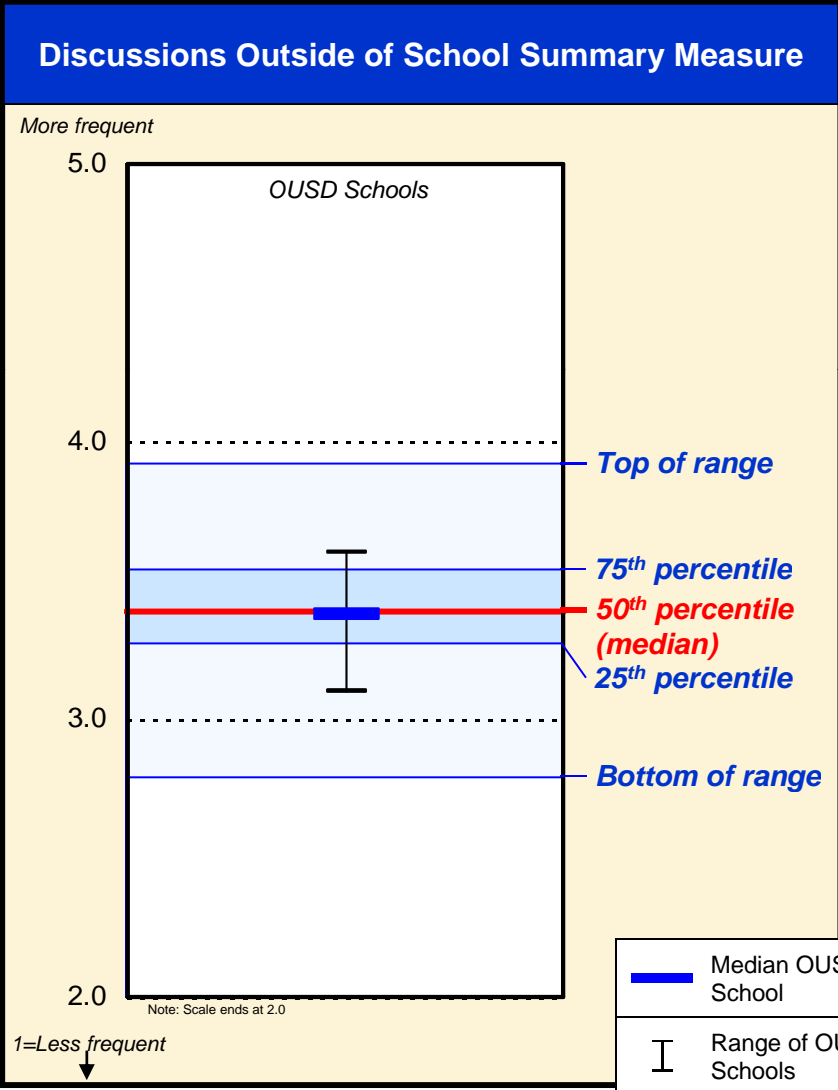
Students at the typical OUSD school speak as frequently with adults outside of school about their future plans compared to as students at the typical YouthTruth school.

**Survey Questions Included in Summary Measure**

*In the past year, how often has an adult outside of school talked to you about the importance of college?*

*In the past year, how often has an adult outside of school talked to you about how you are doing in your classes?*

*In the past year, how often has an adult outside of school talked to you about ways to pay for college?*



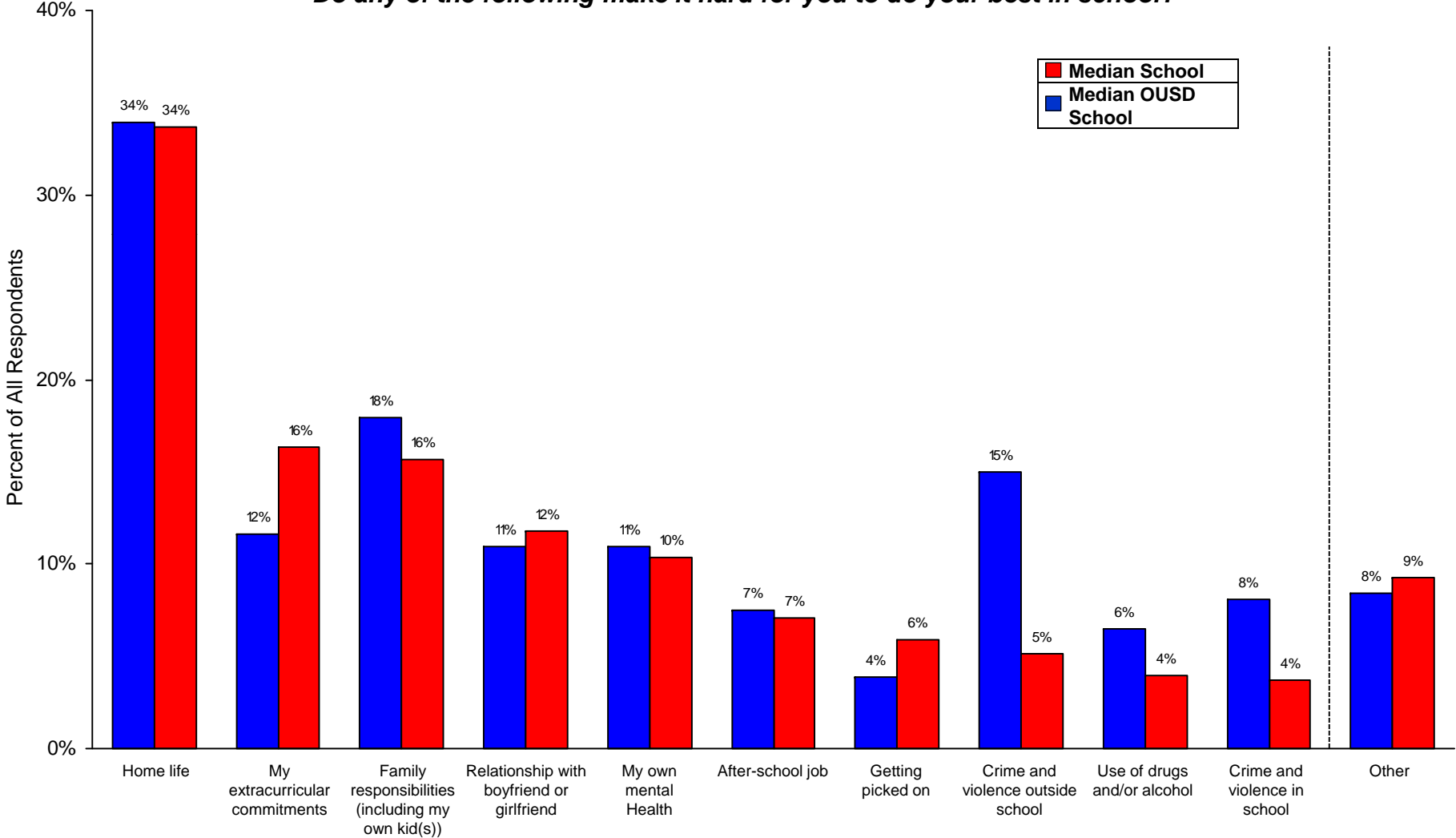


# Obstacles to Best Performance in School

Compared to the proportion at the median school, a larger proportion of students at the median OUSD school report family responsibilities, crime and violence, and use of drugs and/or alcohol as obstacles that make it hard for them to do their best in school.

Note: Scale ends at 40%

*Do any of the following make it hard for you to do your best in school?¹*



1: Students were asked to check all reasons that apply.

# Life Outside Of High School



First Quartile	= Bottom of Range to 25th Percentile	Third Quartile	= 50th Percentile to 75th Percentile
Second Quartile	= 25th Percentile to 50th Percentile	Fourth Quartile	= 75th Percentile to Top of Range

OUSD	Number of Schools In Quartile			
	First Quartile	Second Quartile	Third Quartile	Fourth Quartile
All OUSD Schools <sup>1</sup>	3	4	5	1
Traditional Schools	2	2	2	1
Alternative/Continuation Schools	1	2	2	0

*Bottom of range*
*25<sup>th</sup> percentile*
*50<sup>th</sup> percentile (median)*
*75<sup>th</sup> percentile*
*Top of range*

<sup>1</sup>: All OUSD Schools includes one small school, which is not included as a Traditional School or an Alternative/Continuation School.

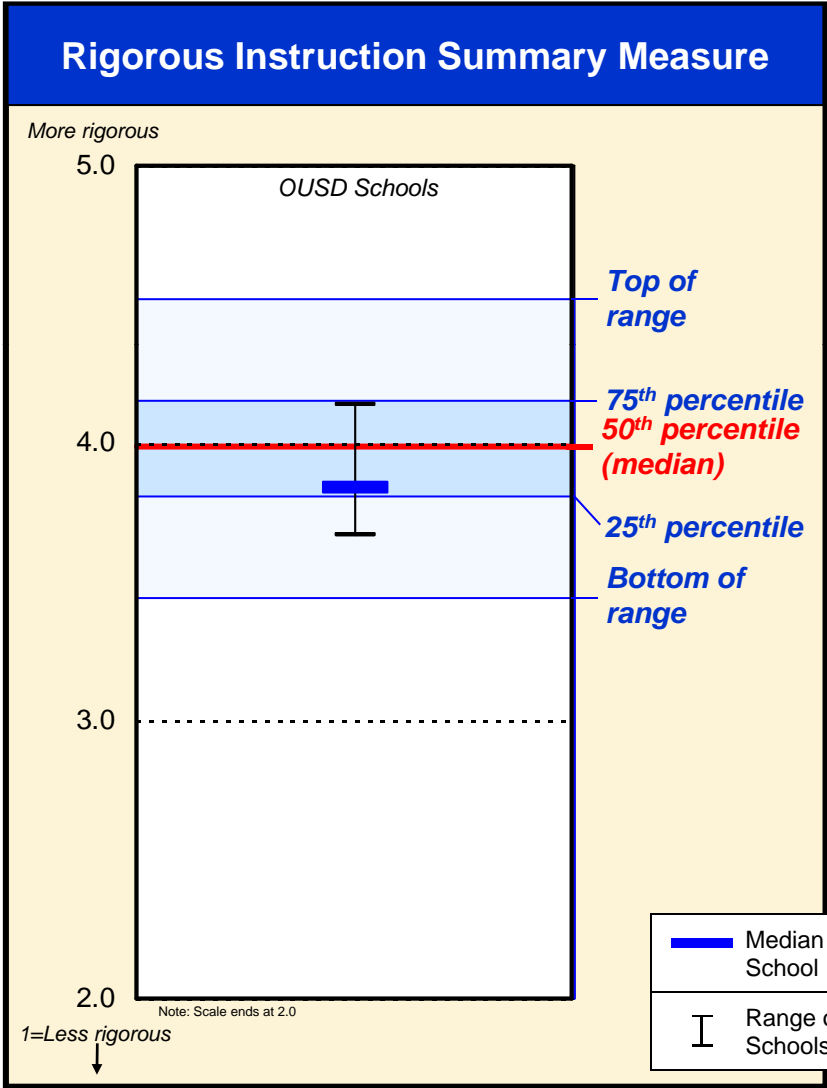
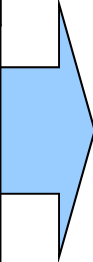


# Rigor of Classes and Instruction

Students at the typical OUSD school rate lower with regard to the rigor of their school's instruction compared to students at the typical YouthTruth school.

**Survey Questions Included in Summary Measure**

- 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.*
- Teachers understand the subjects that they are teaching.*
- Teachers assign homework that helps students to better understand the subject.*

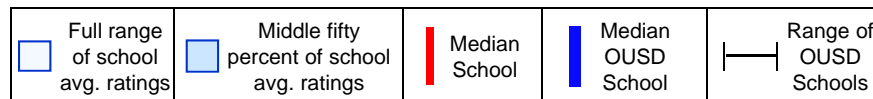


# Rigor of Classes and Instruction



Items Included in Summary Measure	Average Rating			
	2.0	3.0	4.0	5.0
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.				
Teachers understand the subjects that they are teaching.				
Teachers assign homework that helps students to better understand the subject.				

Note: Scales end at 2.0.

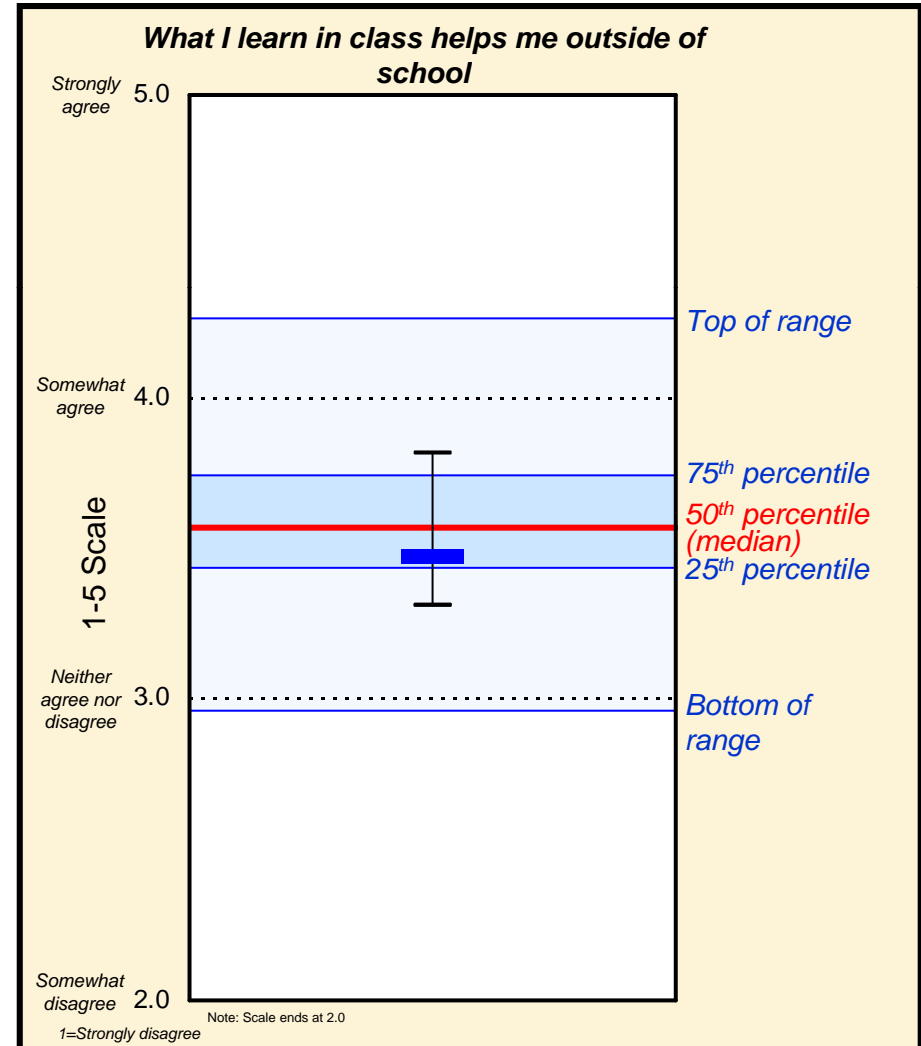
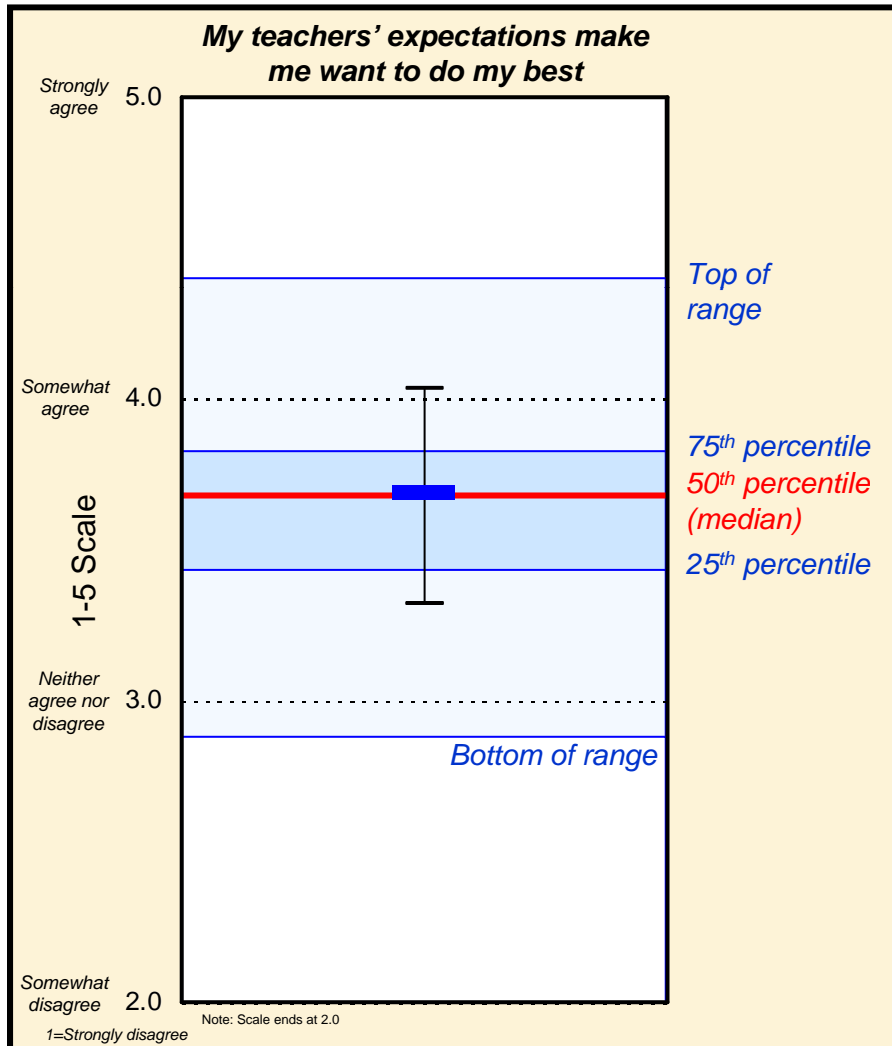


# Teachers' Expectations and Relevance of Curriculum



On the measure of whether students agree that their teachers' expectations make them want to do their best, the median OUSD school is rated similar to the median school.

On the measure of whether students agree that their class work helps them outside of school, the median OUSD school is rated lower than the median school.



# Rigor of Classes and Instruction



First Quartile	= Bottom of Range to 25th Percentile	Third Quartile	= 50th Percentile to 75th Percentile
Second Quartile	= 25th Percentile to 50th Percentile	Fourth Quartile	= 75th Percentile to Top of Range

OUSD	Number of Schools In Quartile			
	First Quartile	Second Quartile	Third Quartile	Fourth Quartile
All OUSD Schools <sup>1</sup>	5	4	4	0
Traditional Schools	3	2	2	0
Alternative/Continuation Schools	2	2	1	0

Bottom of range
25<sup>th</sup> percentile
50<sup>th</sup> percentile (median)
75<sup>th</sup> percentile
Top of range

## Selected Student Comments

- ♦ *"I know that they do have resources but if they had more [learning supports] it would be better not just for the students but for the school more people would start coming if they had something to look forward."*
- ♦ *"[Better teachers] will help me because when someone just tell me what to do I don't get it but when they take they time and be patient with me it helps me to understand."*

<sup>1</sup>: All OUSD Schools includes one small school, which is not included as a Traditional School or an Alternative/Continuation School.





# Contents

I.	Background and Methodology	1
II.	Summary of Findings	4
III.	Themes of Student Perceptions	9
	a) Overall Items	12
	b) Relationships with Teachers	16
	c) School Culture and Attitudes	21
	d) Future Goals and Aspirations	27
	e) Life Outside of High School	33
	f) Rigor of Classes and Instruction	36
<b>IV.</b>	<b>Summary of Qualitative Feedback</b>	<b>40</b>
V.	Student Demographics	43
VI.	Appendices	47
	I. Profiles of Participating Districts/Networks	
	II. OUSD Schools Compared to All YouthTruth Schools	
	III. Quartile Distribution of All OUSD Schools	

# Summary of Qualitative Feedback – Strengths

Students provided qualitative feedback, detailing the most important thing their school provides to help them do their best in class. Comments were categorized by students; specific themes based on responses from OUSD students are shown below. Distributions of responses are shown for the average school and the average OUSD school.

***“What is the most important thing that your school provides to help you do your best in class?”<sup>1</sup>***

Most Frequently Mentioned Strengths	% Student Comments at the Average OUSD School	% Student Comments at the Average School <sup>2</sup>
Smaller Classes/Personalized Extra Help	18%	16%
High Expectations	11%	9%
Supportive Teachers/Administrators	10%	9%
Learning Supports	8%	5%
Course Selection	7%	7%
Prepare Me for my Academic Future	7%	10%
Positive Culture/Extracurriculars	7%	11%
Use of Class Time	6%	6%
Good Teachers	5%	7%
Interesting/Relevant Instruction	4%	6%
Effective Classroom Management and Discipline	3%	3%
Other	2%	3%
Not sure/Nothing/Not helpful	9%	10%

1: Proportions may not sum to 100 percent due to rounding.

2: Due to changes in the survey instrument, this table only includes comparative data for the 118 schools that participated during the 2010-2011 school year.

# Summary of Qualitative Feedback – Weaknesses

Students provided qualitative feedback, detailing the most important thing their school could change to help them do their best in class. Comments were categorized by students; specific themes based on responses from OUSD students are shown below. Distributions of responses are shown for the average school and the average OUSD school.

***“What is the most important thing that your school could change to help you do your best in class?”<sup>1</sup>***

Most Frequently Mentioned Weaknesses	% Student Comments at the Average OUSD School	% Student Comments at the Average School <sup>2</sup>
Student Attitudes	16%	15%
Better Teachers	11%	11%
More Personalized Attention	9%	8%
More Course Selection	8%	8%
Extracurriculars and Involvement With Other Schools	7%	8%
Facilities and Resources	6%	4%
Higher Expectations/Keep Me On Track	6%	5%
Better Policies	5%	6%
Attitude Towards Students	5%	6%
Varied Instruction/Relevant Work	5%	7%
Prepare Me for My Future	4%	4%
More Learning Supports	4%	3%
More Time to Do Work	4%	6%
Other	2%	3%
Not sure/Nothing/No change	7%	9%

1: Proportions may not sum to 100 percent due to rounding.

2: Due to changes in the survey instrument, this table only includes comparative data for the 118 schools that participated during the 2010-2011 school year.



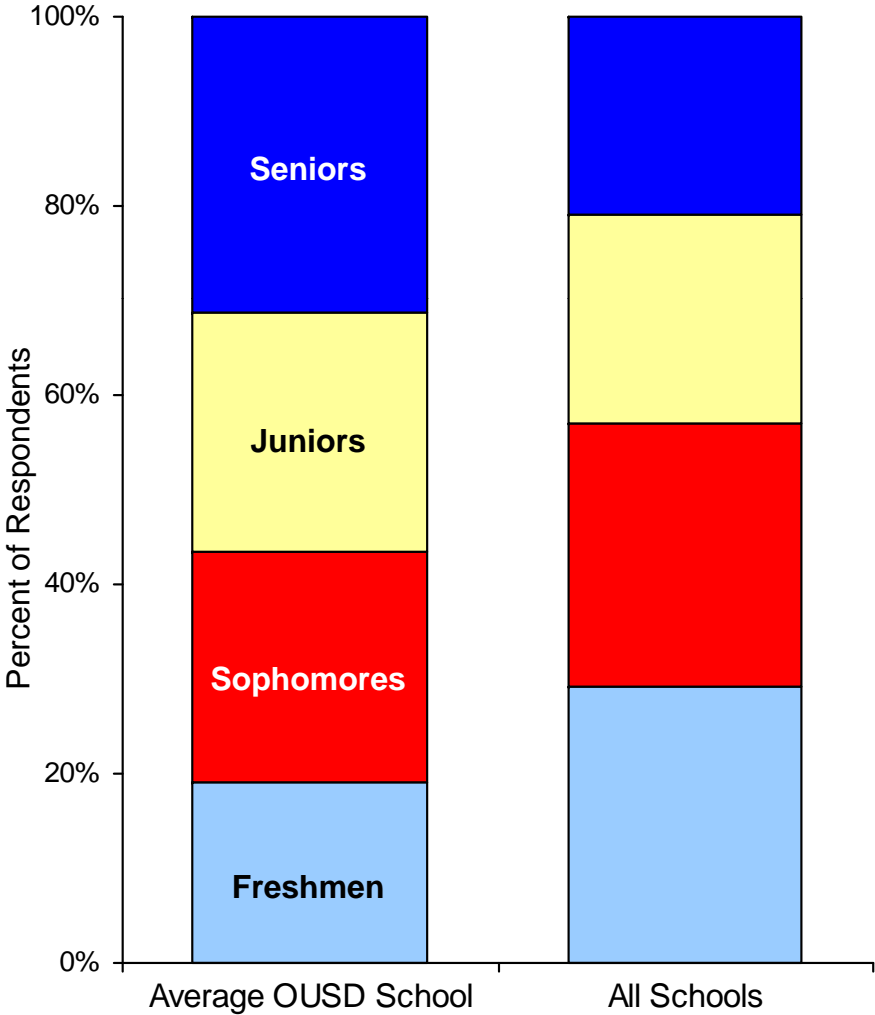
# Contents

I.	Background and Methodology	1
II.	Summary of Findings	4
III.	Themes of Student Perceptions	9
a)	Overall Items	12
b)	Relationships with Teachers	16
c)	School Culture and Attitudes	21
d)	Future Goals and Aspirations	27
e)	Life Outside of High School	33
f)	Rigor of Classes and Instruction	36
IV.	Summary of Qualitative Feedback	40
<b>V.</b>	<b>Student Demographics</b>	<b>43</b>
VI.	Appendices	47
I.	Profiles of Participating Districts/Networks	
II.	OUSD Schools Compared to All YouthTruth Schools	
III.	Quartile Distribution of All OUSD Schools	



# Differences Across Grade Levels

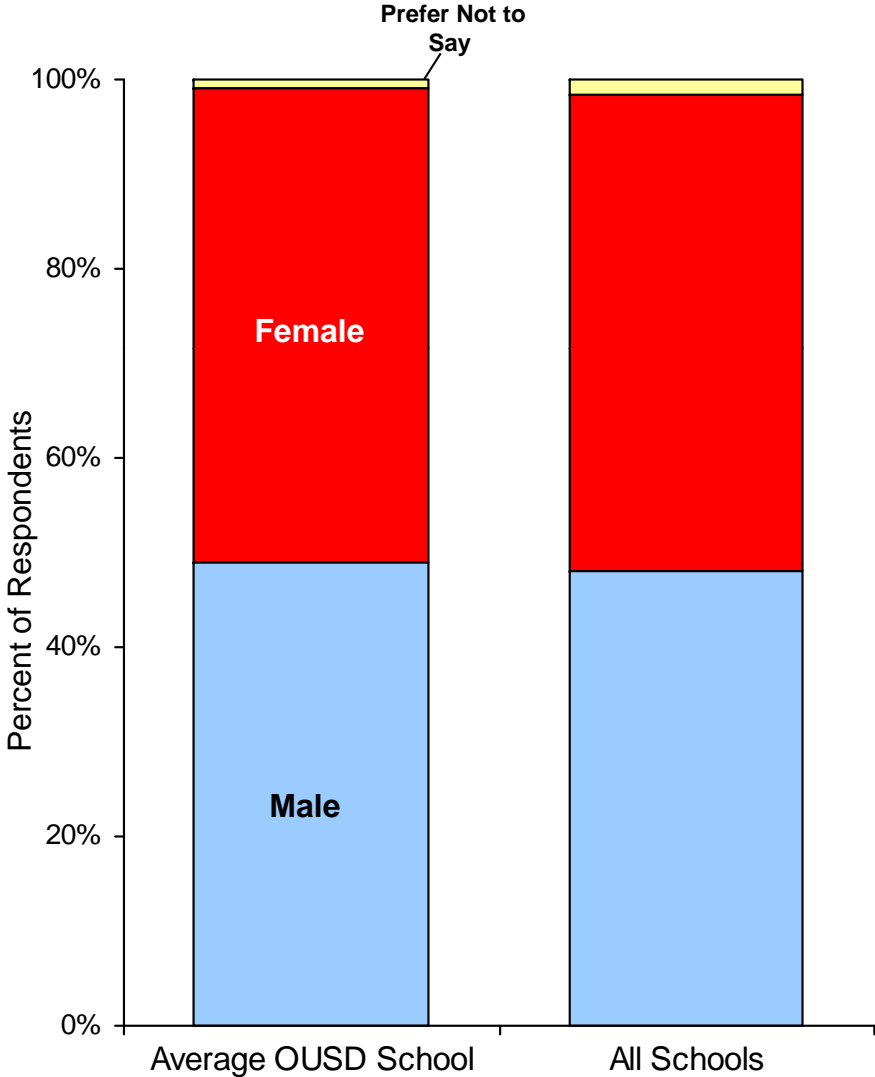
Overall, OUSD seniors tend to rate higher than their peers in other grade levels when asked about the frequency with which they speak to adults about their plans for graduation and life after high school. This is consistent with what we see in our aggregate analysis. We see no other meaningful differences by grade level.





# Differences Across Gender

There are no significant differences between the perceptions of male and female students attending OUSD schools. This is consistent with our aggregate analysis results.





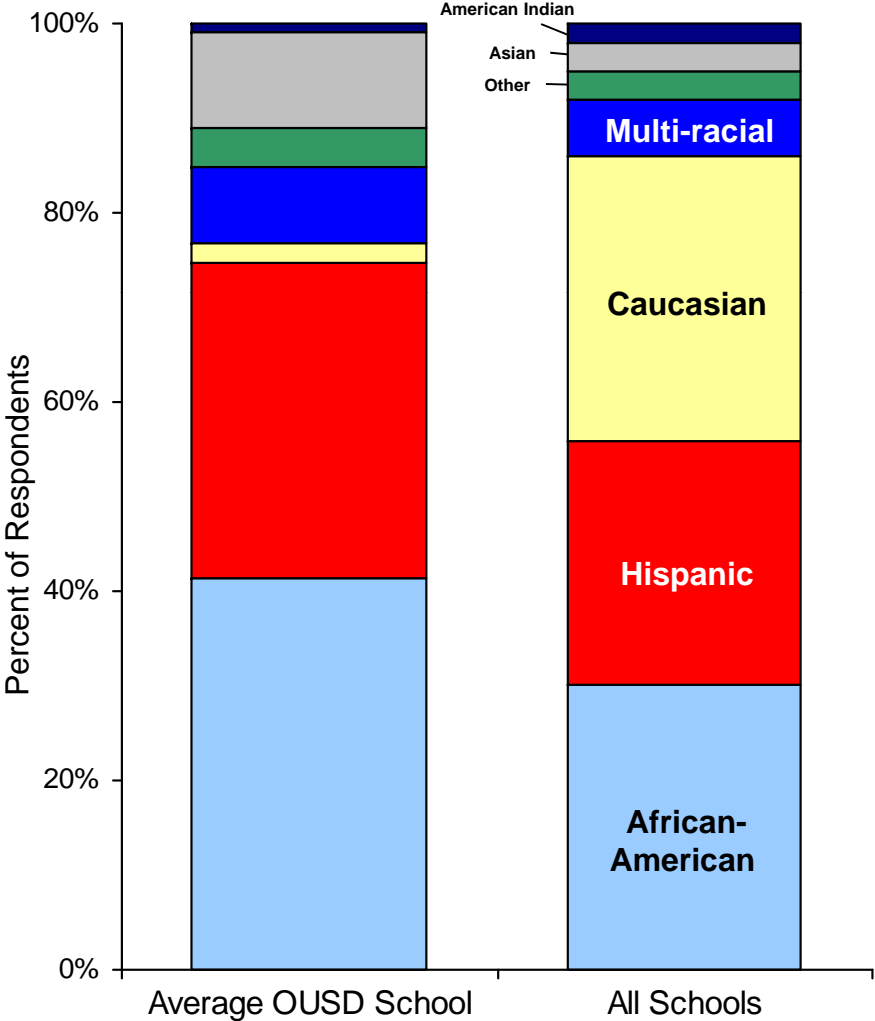
# Differences Across Racial Groups

African American, Asian/Pacific Islander, and Hispanic students rate significantly higher than Caucasian students when asked about school culture. Caucasian students also rate lower than their peers on the Future Goals and Aspirations Summary Measure, which summarizes the frequency with which students speak with adults about their plans for graduate and life after high school.

**Variation by Racial Groups**

41 percent of OUSD students participating in the survey self-identified as African-American, while 33 percent identified as Hispanic, 10 percent as Asian, and 2 percent as Caucasian.

We find no other meaningful differences in ratings across students of different racial groups.



# Contents

I.	Background and Methodology	1
II.	Summary of Findings	4
III.	Themes of Student Perceptions	9
	a) Overall Items	12
	b) Relationships with Teachers	16
	c) School Culture and Attitudes	21
	d) Future Goals and Aspirations	27
	e) Life Outside of High School	33
	f) Rigor of Classes and Instruction	36
IV.	Summary of Qualitative Feedback	40
V.	Student Demographics	43
<b>VI.</b>	<b>Appendices</b>	<b>47</b>
	I. Profiles of Participating Districts/Networks	
	II. OUSD Schools Compared to All YouthTruth Schools	
	III. Quartile Distribution of All OUSD Schools	



# Profiles of Participating Districts/Networks

District/Network	Location	Types of Schools	Date Most Recently Surveyed	Number of Participating Schools	Number of Participating Students
Anonymous Charter School Network	Arizona	Charter	November 2010	14	4,103
Anonymous Charter School Network	Michigan	Charter	November 2009	1	476
ASPIRE Charter Schools	California	Charter	November 2010	3	414
Atlanta Public Schools	Georgia	Traditional	February 2011	10	3,132
College Success Foundation	Washington	Traditional	November 2010	2	430
Del Norte County Unified School District	California	Traditional	February 2011	4	1,126
Denver Public Schools	Colorado	Charter, STEM	February 2010	1	345
District of Columbia Public Schools	Washington, D.C.	Traditional	February 2009	1	891
EdWorks	National	Traditional	February 2011	3	1,272
Friendship Public Charter Schools	Maryland/ Washington, D.C.	Charter	February 2011	3	1,210
High Tech High	California	Charter	February 2011	4	1,627
Kenton County School District	Kentucky	Traditional	February 2011	4	2,671
Maya Angelou Public Charter Schools	Washington, D.C.	Charter	February 2009	1	94
Miami-Dade County Public Schools	Florida	Traditional	November 2010	13	19,715
NewTech Network	National	Charter, STEM, redesign	November 2010	26	5,315
North Carolina New Schools Project	North Carolina	STEM, early/middle college, redesign	February 2010	45	6,535
Oakland Unified School District	California	Traditional	February 2011	13	3,824
Ohio STEM Learning Network	Ohio	STEM	November 2010	5	1,335
Phoenix Union High School District	Arizona	Traditional, alternative	November 2010	7	4,113
Seattle Public Schools	Washington	Traditional	February 2009	1	587
Texas High School Project	Texas	STEM, redesign	February 2010	3	656

### OUSD Schools Compared to All YouthTruth Schools

*Note: In the leftmost column, summary measures are highlighted in pale gold. Questions that comprise summary measures are listed below each measure and noted with an asterisk (\*).*

YouthTruth Measures	Average Student Ratings Across All OUSD Schools			Average Student Ratings Across All YouthTruth Schools		
	Bottom of the Range	Median School	Top of the Range	Bottom of the Range	Median School	Top of the Range
I will have more options after I graduate because of what this school has done for me.	3.3	3.6	4.2	2.9	3.9	4.9
I am getting a high-quality education at this school.	3.0	3.4	3.9	2.9	3.9	4.8
I take pride in my school work.	3.6	3.9	4.0	3.5	4.0	4.4
I enjoy coming to school most of the time.	3.3	3.5	3.8	2.4	3.6	4.4
<b>Relationships with Teachers Summary Measure</b>	3.0	3.5	3.9	2.9	3.5	4.4
How many of your teachers are willing to give extra help on school work if you need it?*	3.3	3.6	4.4	2.8	3.9	4.7
How many of your teachers try to be fair?*	2.9	3.4	3.8	2.9	3.6	4.4
How many of your teachers believe you can get a good grade if you try?*	3.6	3.9	4.4	3.6	4.2	4.8
How many of your teachers are not just satisfied if you pass; they care if you're really learning?*	3.1	3.5	4.2	2.9	3.6	4.5
How many of your teachers make connections between what you're learning in class to life outside the classroom?*	2.7	3.1	3.5	2.6	3.2	4.2
How many of your teachers make an effort to understand what your life is like outside of school?*	2.5	2.9	3.7	2.1	2.8	3.8
In my school this year, there is at least one teacher who would be willing to help me with a personal problem.	3.3	3.5	4.0	3.3	3.7	4.6
In my school this year, there is at least one teacher I could ask to write me a recommendation for a job, program, scholarship, or college.	3.6	3.8	4.2	3.5	4.1	4.7

YouthTruth Measures	Average Student Ratings Across All OUSD Schools			Average Student Ratings Across All YouthTruth Schools		
	Bottom of the Range	Median School	Top of the Range	Bottom of the Range	Median School	Top of the Range
<b>School Culture Summary Measure</b>	2.8	3.2	3.7	2.6	3.3	4.3
Most students in this school treat adults with respect.*	2.3	2.8	3.5	2.1	3.0	4.4
Most students in this school want to do well in class.*	3.0	3.4	3.6	2.5	3.5	4.3
Most adults in this school treat students with respect.*	3.0	3.4	3.9	2.7	3.6	4.4
Discipline in this school is fair.*	2.7	3.2	3.7	2.2	3.3	4.5
<b>Future Goals and Aspirations Summary Measure</b>	2.9	3.2	3.5	2.3	3.0	4.1
In the past year, how often have you talked to an adult at school about how to decide what you want to do after you graduate?*	2.8	3.1	3.5	2.4	3.0	4.2
In the past year, how often have you talked to an adult at school about what classes you need to graduate?*	3.0	3.2	3.6	2.1	3.0	3.9
In the past year, how often have you talked with your friends about college?	2.9	3.3	3.6	2.6	3.4	4.2
My school has helped me develop the skills and knowledge I will need for college level classes.	3.2	3.4	3.9	3.0	3.7	4.6
My school has helped me understand the steps I need to take in order to apply to college.	3.2	3.5	3.9	2.8	3.6	4.3
My school has helped me figure out which careers match my interests and abilities.	2.9	3.2	3.8	2.6	3.3	4.2
My school has helped me understand the steps I need to take in order to have the career that I want.	3.0	3.4	3.7	2.8	3.4	4.2
Proportion of students who want to go to college	71%	82%	90%	56%	89%	99%
Proportion of students who expect to go to college	55%	70%	83%	18%	71%	87%
Proportion of students who have considered dropping out of high school	15%	22%	35%	5%	16%	53%

YouthTruth Measures	Average Student Ratings Across All OUSD Schools			Average Student Ratings Across All YouthTruth Schools		
	Bottom of the Range	Median School	Top of the Range	Bottom of the Range	Median School	Top of the Range
<b>Discussions Outside of School Summary Measure</b>	3.1	3.4	3.6	2.8	3.4	3.9
In the past year, how often has an adult outside of school talked to you about the importance of college?*	3.2	3.6	3.8	2.8	3.6	4.2
In the past year, how often has an adult outside of school talked to you about how you are doing in your classes?*	3.2	3.4	3.8	3.1	3.7	4.1
In the past year, how often has an adult outside of school talked to you about ways to pay for college?*	2.8	3.1	3.3	2.3	2.9	3.8
<b>Rigorous Instruction Summary Measure</b>	3.7	3.8	4.1	3.4	4.0	4.5
In order to receive a good grade, I have to work hard in my classes.*	3.9	4.2	4.4	3.8	4.4	4.7
The work that I do for my classes makes me really think.*	3.5	3.8	4.2	3.4	4.0	4.6
I can tell that my teachers understand the subjects that they are teaching.*	3.6	3.8	4.2	3.4	4.0	4.6
My teachers assign homework that helps me to better understand the subject.*	3.3	3.6	4.0	2.8	3.6	4.4

YouthTruth Measures	Average Student Ratings Across All OUSD Schools			Average Student Ratings Across All YouthTruth Schools		
	Bottom of the Range	Median School	Top of the Range	Bottom of the Range	Median School	Top of the Range
My teachers' expectations make me want to do my best.	3.3	3.7	4.0	2.9	3.7	4.4
What I learn in class helps me outside of school.	3.3	3.5	3.8	3.0	3.6	4.3
In order to receive a good grade, I have to work hard in my English class.	3.7	4.1	4.5	3.5	4.2	4.7
The work that I do for my English class makes me really think.	3.6	3.7	4.1	3.3	3.9	4.5
I can tell that my English teacher understands the subject that he/she is teaching.	3.7	3.9	4.4	3.1	4.2	4.8
My English teacher assigns homework that helps me to better understand the subject.	3.4	3.7	4.1	2.7	3.8	4.5
In order to receive a good grade, I have to work hard in my math class.	3.8	4.1	4.3	3.7	4.3	4.8
The work that I do for my math class makes me really think.	3.8	4.0	4.1	3.6	4.1	4.7
I can tell that my math teacher understands the subject that he/she is teaching.	3.7	3.9	4.3	3.1	4.2	4.9
My math teacher assigns homework that helps me to better understand the subject.	3.5	3.8	4.2	3.1	3.9	4.6