

CONFIDENTIAL

YouthTruth

A Network Summary Report

prepared for

Del Norte County

May 2011



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Background

- ◆ In January 2011, 4 schools from Del Norte County (Del Norte) participated in the YouthTruth project.
- ◆ The Center for Effective Philanthropy, which leads YouthTruth, valued Del Norte's assistance and support in this endeavor, as your participation helped expand the YouthTruth dataset and inform our efforts to better understand students' perceptions about their high school experience.
- ◆ The YouthTruth Network Summary Report describes trends in student perceptions for Del Norte 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 Del Norte school, and to inform the upcoming virtual convening CEP is hosting with Del Norte school leaders.
- ◆ This network report includes comparative data at multiple levels and demonstrates:
 - How student perceptions across Del Norte as a district compare to student perceptions across the larger YouthTruth dataset
 - How student perceptions compare across participating Del Norte schools
 - Whether different student demographic groups within Del Norte have distinct perceptions
 - How individual Del Norte schools are distributed across the quartiles of ratings in the 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 Del Norte 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.¹ The following Del Norte schools participated in YouthTruth in 2010-2011, with their response rates included:

Del Norte Schools	Number of Responses Received	Number of Students	Survey Response Rate
Castle Rock Charter School	172	233	74%
Del Norte County High School	881	1,066	83%
Klamath River Early College of the Redwoods	20	30	67%
Sunset High School	53	86	62%
Del Norte Overall	1,126	1,415	80%

1: For a list of participating districts and networks included in the comparative set, please see the appendix.

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Summary of Findings

In the following section, CEP summarizes areas in which Del Norte had distinctive results – either positively or negatively – compared to other participating networks. We draw on comparative data, trends in student ratings across Del Norte schools, and the results of statistical analyses conducted. Each issue area ends with discussion questions for you and your colleagues to consider.

The four Del Norte schools that participated in YouthTruth are each very unique. As such, it is difficult to describe the “typical” Del Norte student experience as it varies depending on which school students attend. However, there are some takeaways about the student experience in Del Norte that are relevant for the overall group of schools. Below we provide a brief overview of the experience of students in Del Norte, referencing the typical (or median) school, but we also highlight the differences in specific schools’ experiences across key themes in the YouthTruth survey. The variation in student experience across schools suggests that there are some good opportunities for sharing of best practices and learning across participating schools.

Across many areas in the survey, students attending the typical (or median) school in Del Norte County (Del Norte) rate their school as positively as do students at the typical YouthTruth school. Specifically, students at the typical Del Norte school agree as strongly as students at the typical YouthTruth school that they will have increased options after graduation because of what their school has done for them, and that they are getting a high-quality education. In addition, students at the typical Del Norte school rate similarly to students at the typical YouthTruth school when asked about the degree to which they experience a respectful and fair school culture. However, at the same time, students at the typical Del Norte school have less positive perceptions about the rigor of their classes and instruction and their preparedness for their future. Finally, a smaller proportion of Del Norte students expect to attend college after graduation and students are less likely to agree, in particular, that their school has helped them understand the steps they need to take in order to apply to college.



Summary of Findings

Student Relationships with Teachers

Students at the typical Del Norte school are more positive about their relationships with teachers than students at the typical YouthTruth school. Except for Del Norte County High School (DNHS), students in Del Norte schools indicate that a larger than typical proportion of their teachers make an extra effort to build strong relationships with students. Students at Castle Rock Charter School (Castle Rock), Klamath River Early College of the Redwoods (Klamath) and Sunset High School (Sunset) describe that more than half of their teachers are willing to give extra help on school work if needed, believe students can get good grades if they try, make connections between what students are learning in class and life outside the classroom, and make an effort to understand students' lives outside of school.

Average student ratings across the four schools in Del Norte highlight a wide range of experience on these questions, especially on whether teachers make an effort to understand students' lives outside of school. On this particular question, Castle Rock, Klamath, and Sunset are rated among the top twenty-five percent of YouthTruth schools – a very positive finding given the targeted and alternative student populations being served by many of these schools – while DNHS is rated in the lowest twenty-five percent of all participating schools.

Students' open-ended comments further suggest that they are particularly appreciative of the small classes and individualized attention they are able to receive in Del Norte schools through various approaches and programs. In particular, at Castle Rock and Klamath, a larger than typical proportion of students, on average, mention small classes, personalized extra help and supportive teachers as the most important thing their school provides to help them do their best in class. As one student describes, "teachers are barely paid, yet use money out of their own pocket to pay for student events." At DNHS, students speak very positively about the after-school tutoring program, Warrior Overtime. Sixty percent of DNHS students report participating in the program and ratings of its helpfulness are comparable to those of after-school tutoring programs at the typical YouthTruth school.

Three out of four participating Del Norte schools, Sunset, Klamath, and Castle Rock, are rated above the typical YouthTruth school on the overall theme of student-teacher relationships. On the other hand, DNHS is rated among the bottom 25 percent of all schools that have participated in YouthTruth in this area.

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

Summary of Findings

School Culture

On questions related to the level of perceived respect between adults and students, students at Del Norte small schools (i.e., Castle Rock, Klamath River, and Sunset) rate more positively than typical. Specifically, students at these schools agree more strongly that adults treat students with respect and that discipline is fair, compared to students at the typical YouthTruth school. When asked about student behaviors, such as whether students treat adult with respect and whether most students want to do well in school, students at Klamath River and Castle Rock rate more positively than typical, while students at Sunset and DNHS rate less positively than students at the typical YouthTruth school.

When asked one way their school could improve to help them do their best, students at Del Norte schools frequently request better “student attitudes” and better control of students who distract from their learning. Notably, at Sunset, 25 percent of students select this as an area of improvement for the school, compared to 15 percent at a typical YouthTruth school. At the other Del Norte schools, the proportion of students’ requesting better student attitudes is equal to or less than 15 percent. Some students question whether these distracting students really want to learn and describe that they find it “hard coming to school & being focused when there are students that constantly harass you, call you names, threaten to beat you up.” It is worth noting that Sunset students also disproportionately describe home life, crime and violence in school, drug and alcohol use, and their own mental health as obstacles that make it hard for them to do their best in school.



Summary of Findings

School Culture (continued)

As part of YouthTruth, we also asked Del Norte students a number of custom questions about their general physical and mental health, the food options available at their school, and the level of physical activity they routinely engage in.

- Across DNHS, Klamath River, and Sunset, 46 percent of students, on average, report not eating lunch in school, with Klamath River reporting the smallest proportion at 32 percent. When asked to select one reason why they don't eat school-provided lunch on a regular basis, students most frequently note that they don't like the taste and that they prefer getting healthy food off-campus. Among the 41 percent of students who selected "other" as a reason across all Del Norte schools, students most frequently mention that they do not qualify for free lunch, bring food from home or do not like the taste of school lunch. Castle Rock is a home-schooled program and therefore does not offer lunch in school.

- At the average Del Norte school, at least one out of four students report not having participated in any form of physical activity – whether it be team sports, PE classes, weekend or other recreational activities, or after school programs that are physically active over the past week. Across Del Norte schools, at least seventy percent of students somewhat or strongly agree that they feel safe in their neighborhood, in their school, and at home. However, students at DNHS agree less strongly that they feel safe in school compared to students at the other Del Norte schools.

- Although more than twenty percent of students at the typical Del Norte school report frequently or very frequently feeling so depressed that nothing could cheer them up, more than seventy percent of students at the typical Del Norte school somewhat or strongly agree that they have someone available to support them when needed.

Of the participating Del Norte schools, Castle Rock and Klamath are rated above the median school on the summary measure of school culture while DNHS and Sunset are rated below the typical YouthTruth school.

- ***How can Del Norte schools share best practices for creating respectful classroom environments where distracting students do not present an obstacle to other students' learning?***



Summary of Findings

Preparation for Career and College

When asked whether they believe they will have more options after graduating because of what their school has done for them, DNHS students rate their school lower than do students at the typical YouthTruth school. In contrast, students at Castle Rock, Klamath River, and Sunset agree as strongly as or more strongly than students at the typical YouthTruth school that they will have increased options after they graduate given their schools' contributions; of these three schools, Castle Rock students feel most prepared for their future relative to their peers.

However, across all Del Norte schools, many students indicate that they are unsure about their future plans. When asked about what they expect to be doing after high school, a larger proportion of students than typical across Del Norte schools are undecided about their future, with as many as 37% of students at Klamath River reporting they are undecided about their next steps, compared to 11% of students at the typical YouthTruth school. DNHS has the largest proportion of students who indicate that they want to go to college (80%) and expect to attend college after graduating (63%) of the four participating high schools.

Despite the fact that a higher proportion of students at DNHS expect to attend college, students at DNHS feel less prepared for their future relative to students at other Del Norte schools. Specifically, DNHS students agree less strongly than typical that their school has helped them develop the skills and knowledge they need for college and that their school has helped them understand the steps they need to take in order to apply to college or to have the careers they want. Students at small schools – Castle Rock, Klamath, and Sunset – tend to rate higher on questions related to their preparedness, with the exception of whether the school has helped them understand the steps they need to take to apply to college. On this question, students at Castle Rock are the only students who agree more strongly than typical that their school has helped them understand the steps they need to take to apply to college.

On a related topic, a smaller than typical proportion of students across all Del Norte schools report participating in counseling services focused on post-graduation goals, whether that be college-related or career-related services. Of note, no Del Norte school has more than two counselors. The helpfulness of these counseling services spans widely across Del Norte schools.

- ***Can teachers or other adults at Klamath, Sunset, and Castle Rock initiate more frequent conversations with students who are undecided about their future plans?***
- ***Can Del Norte schools make counseling services on post-graduation goals more accessible and share best practices in counseling to make these services more helpful for students?***



Summary of Findings

Rigor of Classes and Instruction

Students at the typical Del Norte school rate the rigor of their classes and the quality of their teachers' instruction less positively than do students at the typical YouthTruth school. Across all Del Norte schools, students agree less strongly than typical that they have to work hard to receive a good grade in their classes. Students in Del Norte schools – with the exception of Castle Rock – also agree less strongly that the work they do in class makes them really think compared to students at the typical YouthTruth school. Furthermore, students at DNHS and Sunset are less positive when asked how their teachers are contributing to their learning. Specifically, these students agree less strongly than typical that their teachers both understand the subjects that they are teaching and assign homework that helps students better understand their subjects. Students from these two schools comment that teachers “give us worksheets in class just because they feel they have to give us work” and the students “don’t actually retain any of the information.”

Across Del Norte schools, there is wide variation in students' perceptions of the rigor of coursework and instruction they are receiving. Castle Rock is rated among the top 25 percent of YouthTruth schools on this theme while DNHS and Sunset are consistently rated among the bottom 25 percent of all schools that have participated in YouthTruth on this theme.

- ***How can Del Norte schools better ensure that students are assigned challenging homework and class work that pushes them to work hard and think critically? How can Del Norte promote more consistency in the rigor of its classes, across subjects and teachers?***

Specific Schools To Focus On

There is wide variation in the ratings of students attending different Del Norte schools across various themes in the YouthTruth survey. While some of this is not surprising given the distinct populations served by schools within Del Norte, it can be helpful to look at the patterns, particularly to identify opportunities for sharing of best practices across schools. Castle Rock and Klamath consistently receive ratings above the typical YouthTruth school on many questions. Students at these two schools are particularly positive about their school culture and their relationships with their teachers, rating their schools among the top 25 percent of all participating schools on questions in these areas. Students at Sunset also provide very positive feedback about their relationships with teachers, rating their school above typical on this topic. On the other hand, Del Norte County High School may benefit from extra attention from the Del Norte district, as students at DNHS rate their school below the 25th percentile on many measures.

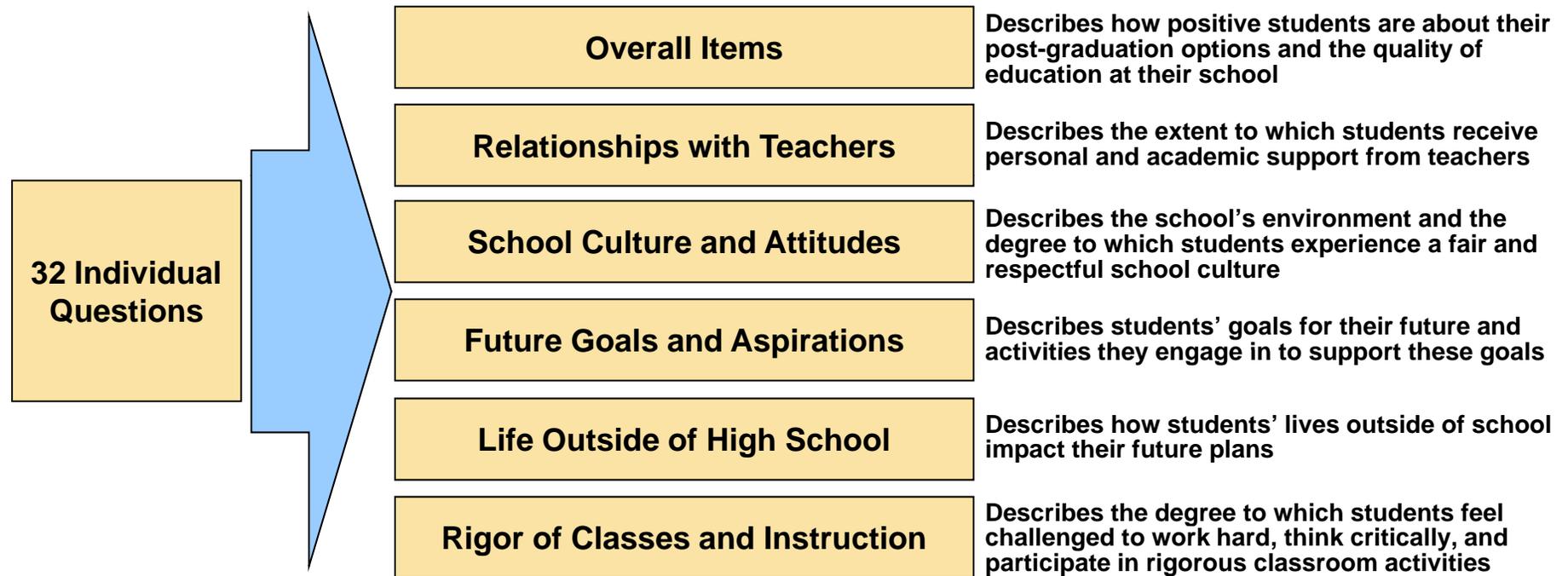


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Themes of Student Perceptions

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.¹ In the following slides, we show Del Norte’s results on selected themes of interest.



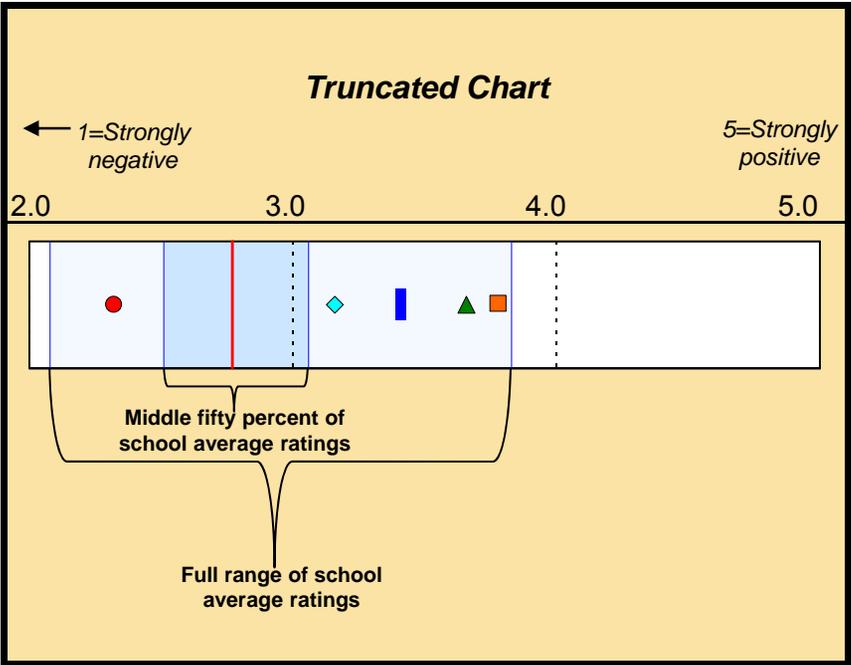
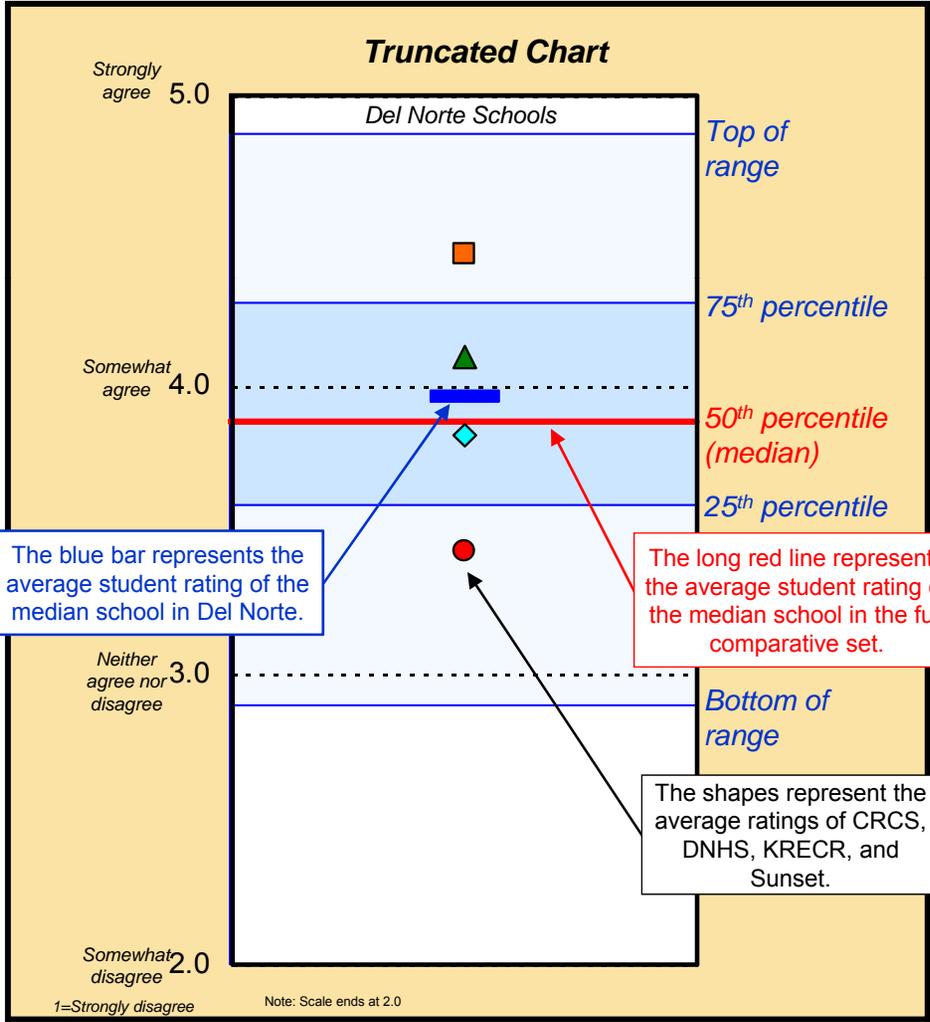
1: To identify summary measures, CEP used maximum likelihood factor analysis, a statistical tool that analyzes underlying patterns in the data. The summary measures for Relationships with Teachers, School Culture and Attitudes, Future Goals and Aspirations, and Life Outside of High School include data 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 Network 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 Del Norte school and the range of ratings across schools in the network. **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.**

III. Themes of Student Perceptions

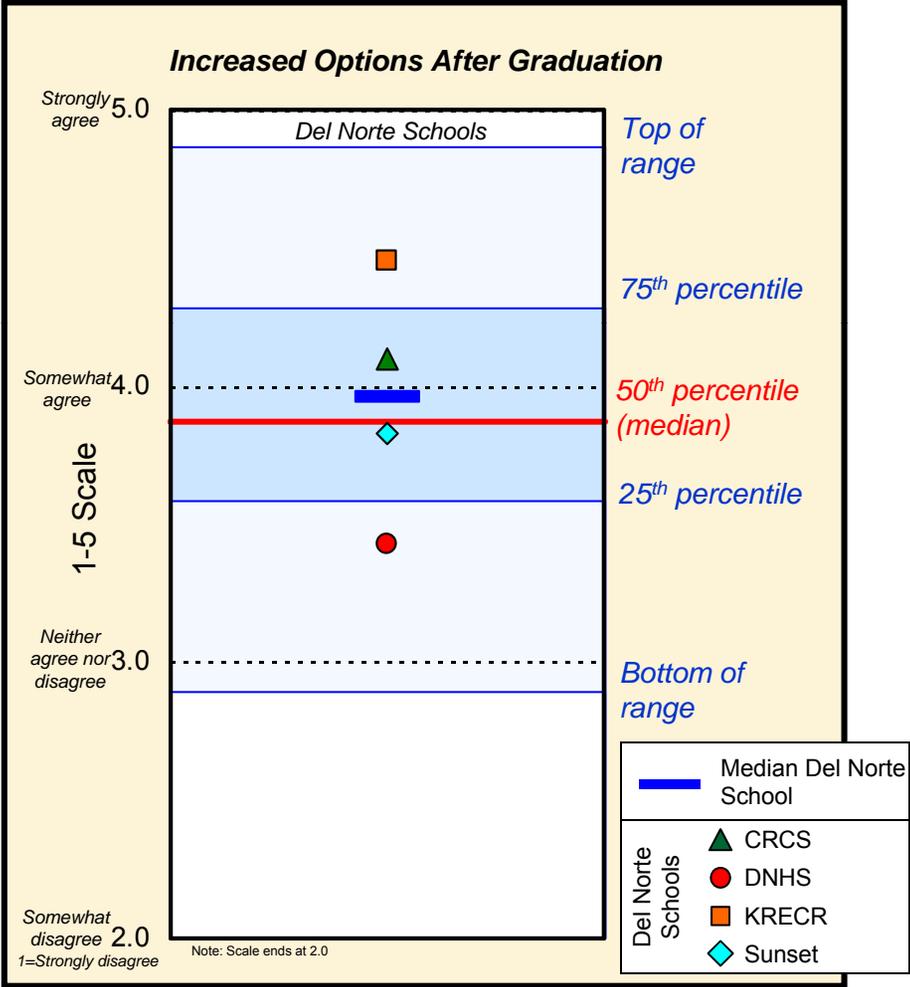


—	Median Del Norte School
▲	CRCS
●	DNHS
■	KRECR
◆	Sunset



Options After Graduating From High School

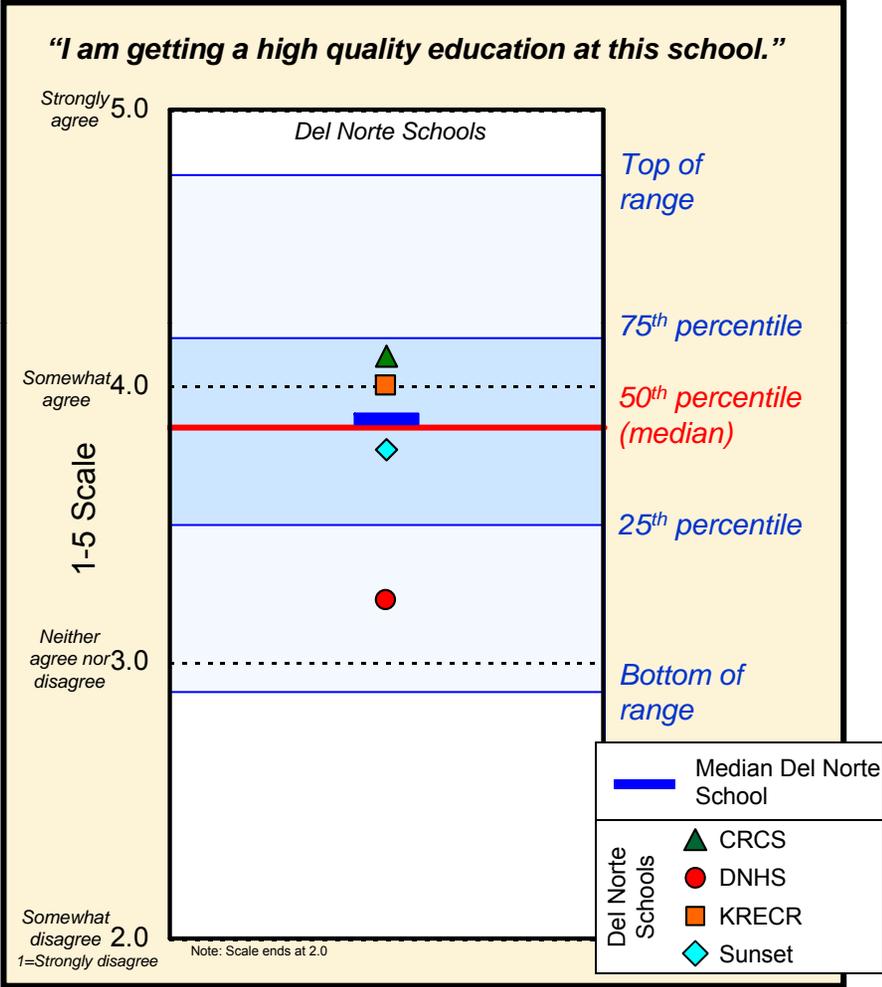
When asked if they will have increased options after graduating because of what their school has done for them, students at the median (or typical) Del Norte school rate similarly to students at the typical YouthTruth school.





Quality of Education

When asked how strongly they believe they are getting a high-quality education, students at the typical Del Norte school rate similarly to students at the typical YouthTruth school.





What Students Are Saying...

Below are selected comments from Del Norte students related to their post-graduation options and the quality of education at their school.

Selected Comments – Overall Items

- ◆ *“If i did not come to this school, i would not graduate on time. this school has done so much for me. the staff here showed that people are not all bad. they showed me that there are still people in the world that think about other people. The staff here at this school is dedicated to their students. they help you in all areas of your daily struggle. they teachers here do much more than educate. they really do help build a brighter tomorrow. i am graduating this year and my teachers and pricipal do not let me forget that.”*
- ◆ *“Our school is cutting so many programs it makes it hard to figure out what you want to do in the future. There is also not a lot of information about colleges circulated throughout the school, so i think many are confused on what to do, and because not a lot of parents in crescent city even attended college students have no information at all.”*
- ◆ *“My school is a very good school and i enjoy coming to school unlike my old high school. To me homeschooling is better then public schooling because the fact there aren’t other people blocking my way to success i just have to go out there and get it by myself. It really helps me to have a class room that i can actually focus on my work and not focus on my peers because my peers aren’t here to bother me.”*
- ◆ *“My school gives us the opportunity to have hands on learning. Here in order to pass you have to have a B average. At my school it lets you know what's out there and tells you ways to go about getting there. Not only are the staff your teachers, but they are also like your mentors.”*



Student Relationships with Teachers

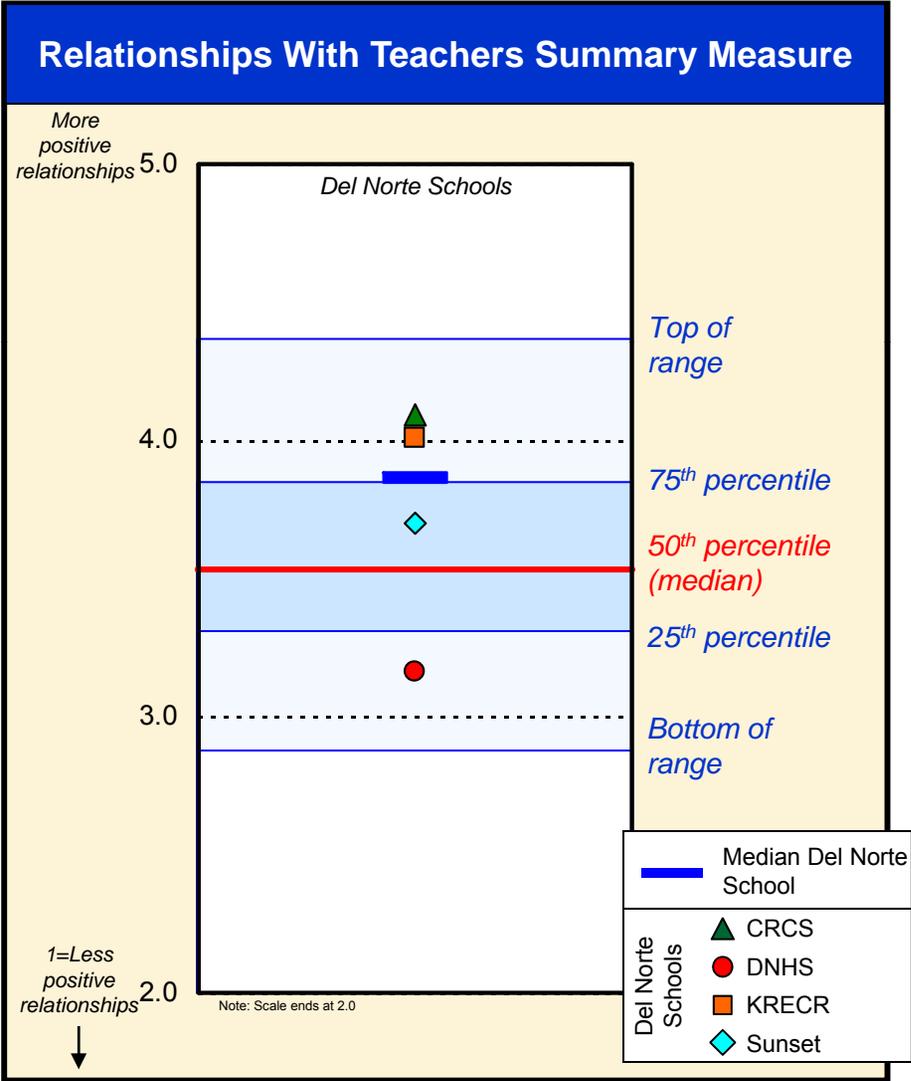
Students at the typical Del Norte school rate higher than students at the typical YouthTruth school when asked about the degree to which they have positive interactions with teachers who are supportive and keep them on track academically.

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?*

Selected Student Comments

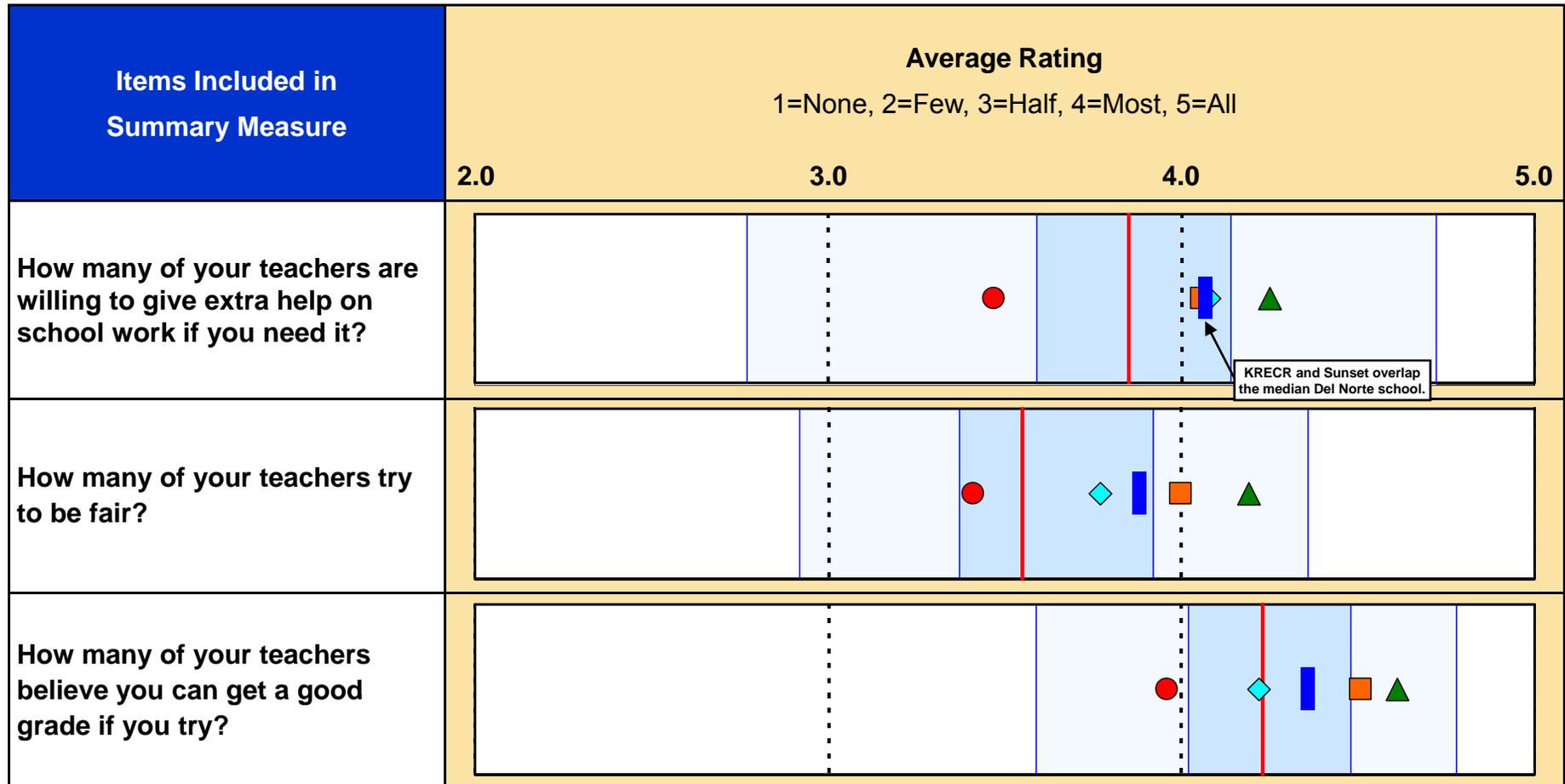
- ♦ *"We're having maybe 25 students in a same class room, it's not a really big class, but the teachers aren't able to control the class to be quiet. In my old school, the class room is around 45 students, but all the student know that they need to study and get the good grade, so almost all of them are perfect quiet, so we always have good quality for learning."*
- ♦ *"They help me focus on what is important for my education. The employees are wonderful people and they have made it easier for my schooling. They give me opitions for instance taking some college classes, or taking classes like scuba diving. I love this school."*
- ♦ *'Knowing in the school that the teachers are barely able to be paid, and have faulty sharpeners, and have to use money out of their own pocket to pay for our events is quite troubling to me. The school certainly needs more funding and pay for the teachers.'*



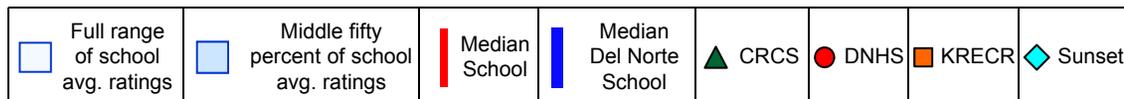
Student Relationships with Teachers



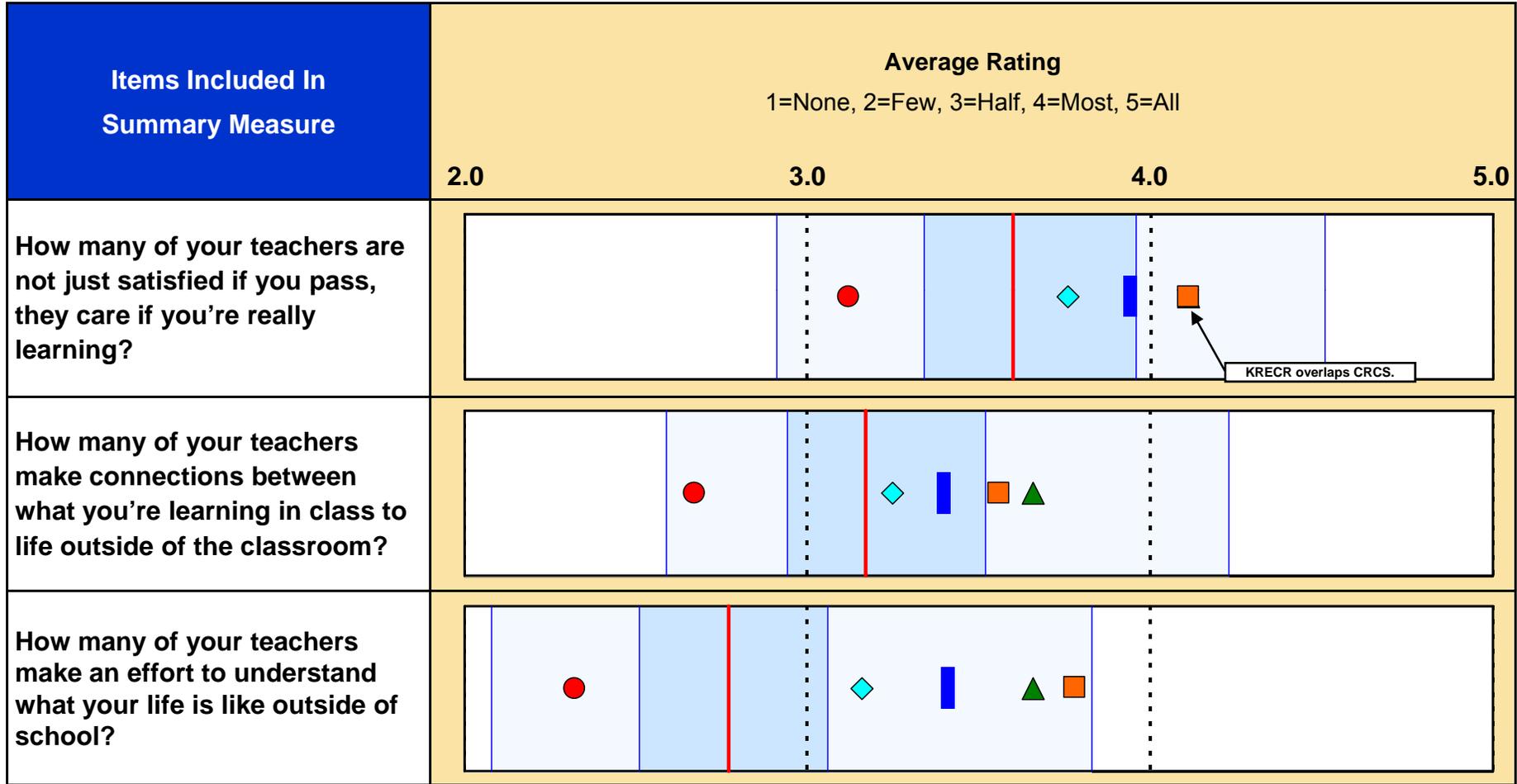
III. Themes of Student Perceptions



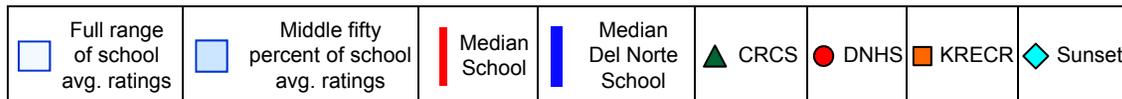
Note: Scales end at 2.0



Student Relationships with Teachers



Note: Scales end at 2.0



School Culture and Attitudes

Students at the typical Del Norte school rate similarly to students at the typical YouthTruth school when asked about the degree to which their school's culture is respectful and fair.

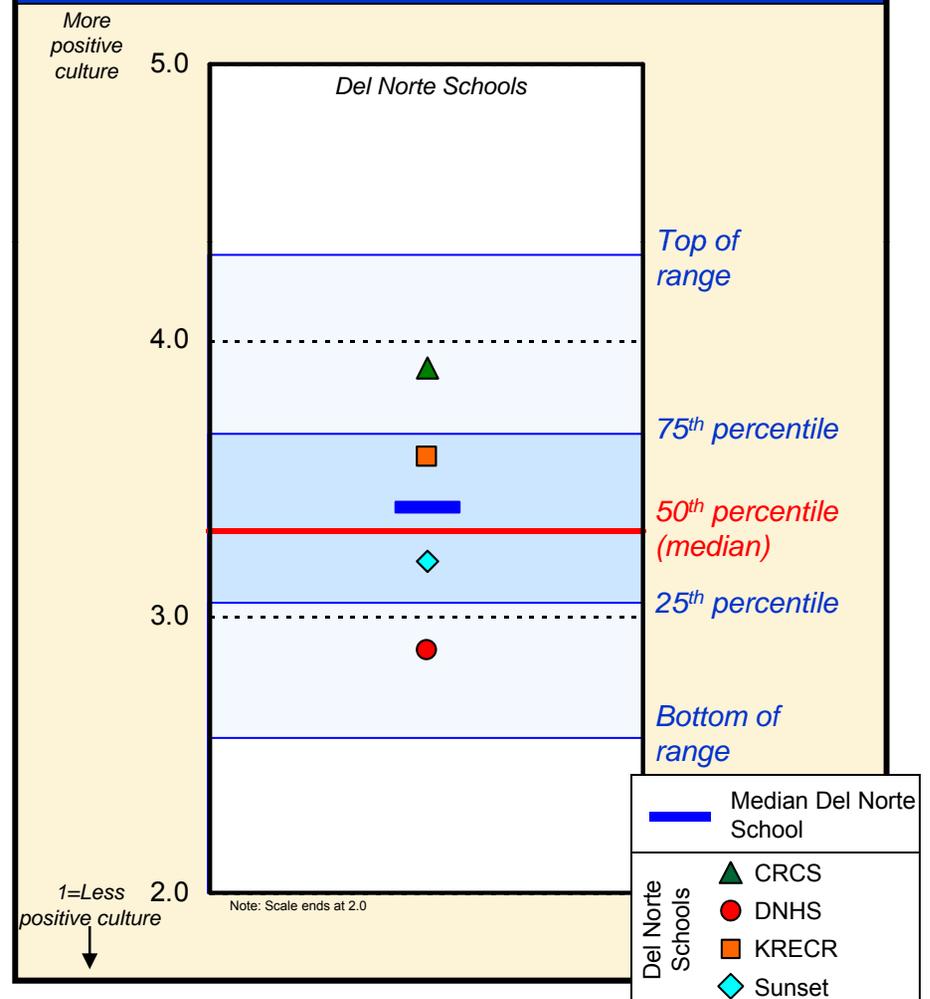
Survey Questions Included in Summary Measure

- 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.*

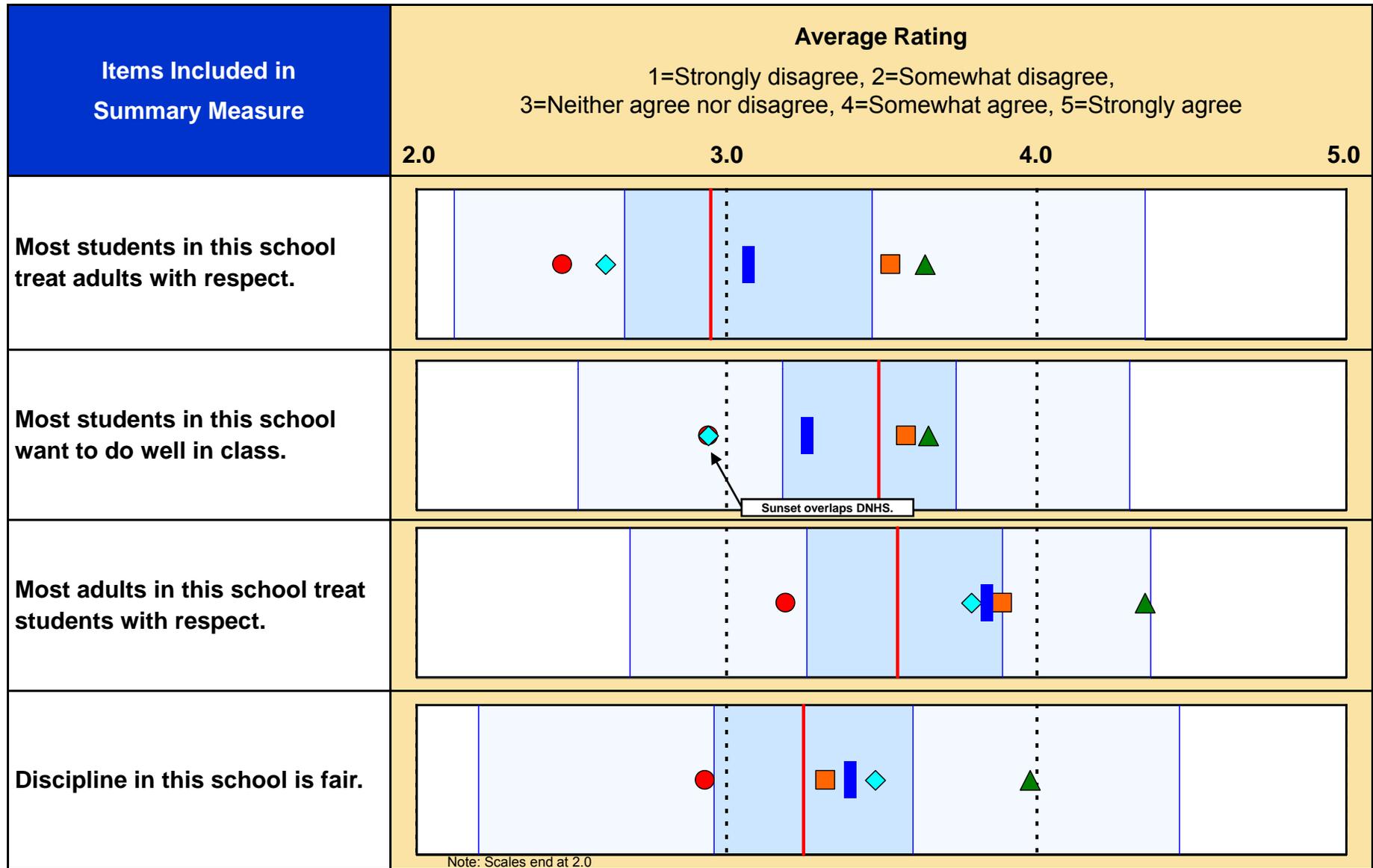
Selected Student Comments

- ♦ *"Having more flexible teachers would take stress off of me without having due dates and administrators to have better attitudes towards the whole school population. Why punish all the kids when only one made a mistake."*
- ♦ *"When I was younger I didn't really see the importance of school, therefore, I didn't do my best. However beginning high school I finally did see the importance and I wanted to do better, and my teachers helped me and my grades shot up. The reason I picked Improving the Attitudes is because I had mine improved and it greatly helped me."*
- ♦ *"It's really hard coming to school & being focused when there are students that constantly harass you, call you names, threaten to beat you up... I get that everyday at this school... I strongly believe that what these student have done to me is going to affect me for the rest of my life in a bad way... It's really sad that kids/adults have to deal with this."*

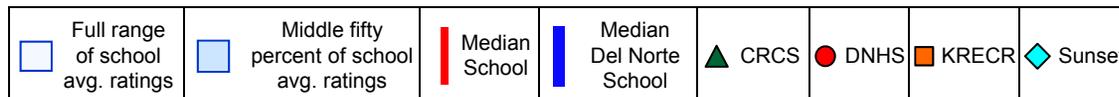
School Culture Summary Measure



School Culture and Attitudes



Note: Scales end at 2.0





Future Goals and Aspirations

Students at the typical Del Norte school speak with adults in school about their future plans more frequently than do students at the typical YouthTruth school.

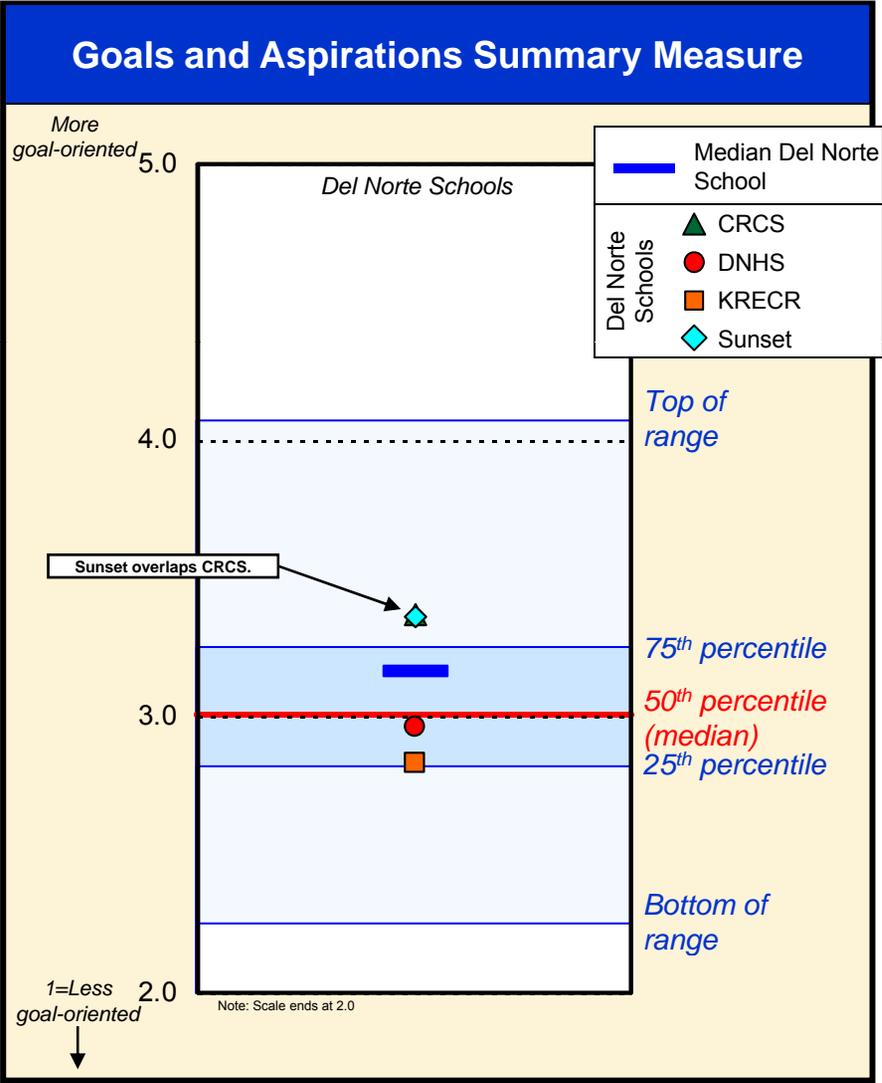
Survey Questions Included in Summary Measure

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?

Selected Student Comments

- ♦ *“For my career choice there is not much of anything this school has done to help me. There is a class at the college that the school counselors helped me get into but nothing much to help me. I want to be a doctor.”*
- ♦ *“I’m not really sure where my life’s going or what I’m gonna do when I get out. Plus I heard that if you graduate here it’s hard to get into a good college but I’m thankful that this school pushed me this far, and it really did help me.”*
- ♦ *“I think that once I graduate high school, I will become this outstanding and successful teenager that is going to get into college and once I graduate college and after that, my goal is to be an outstanding 5th grade teacher or a brilliant police officer.”*
- ♦ *“I feel that the school has helped me learn more about day to day life but it doesn’t teach how important a job and what not is, like they don’t help you find a job like some other high schools do. And I feel it’s important to be supported when you’ve never had a job and don’t know what you really doing. They don’t teach you how to fill out the app. and don’t teach you on how to show your good skills and what not.”*

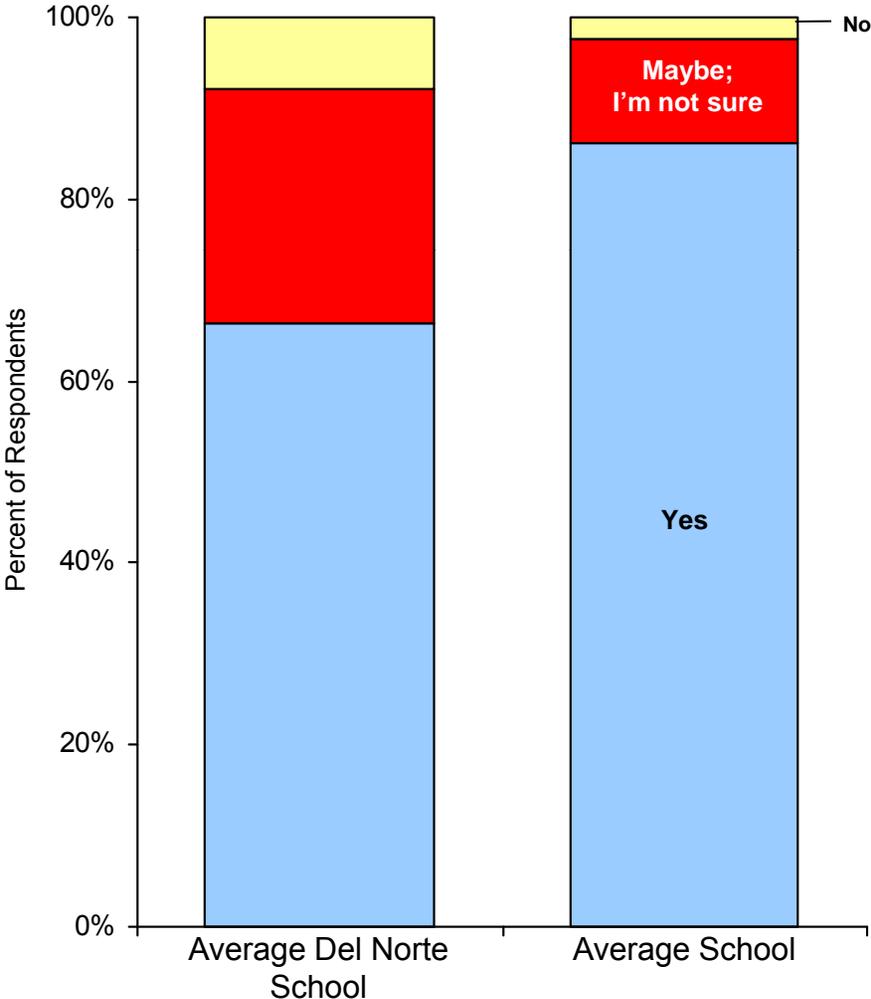




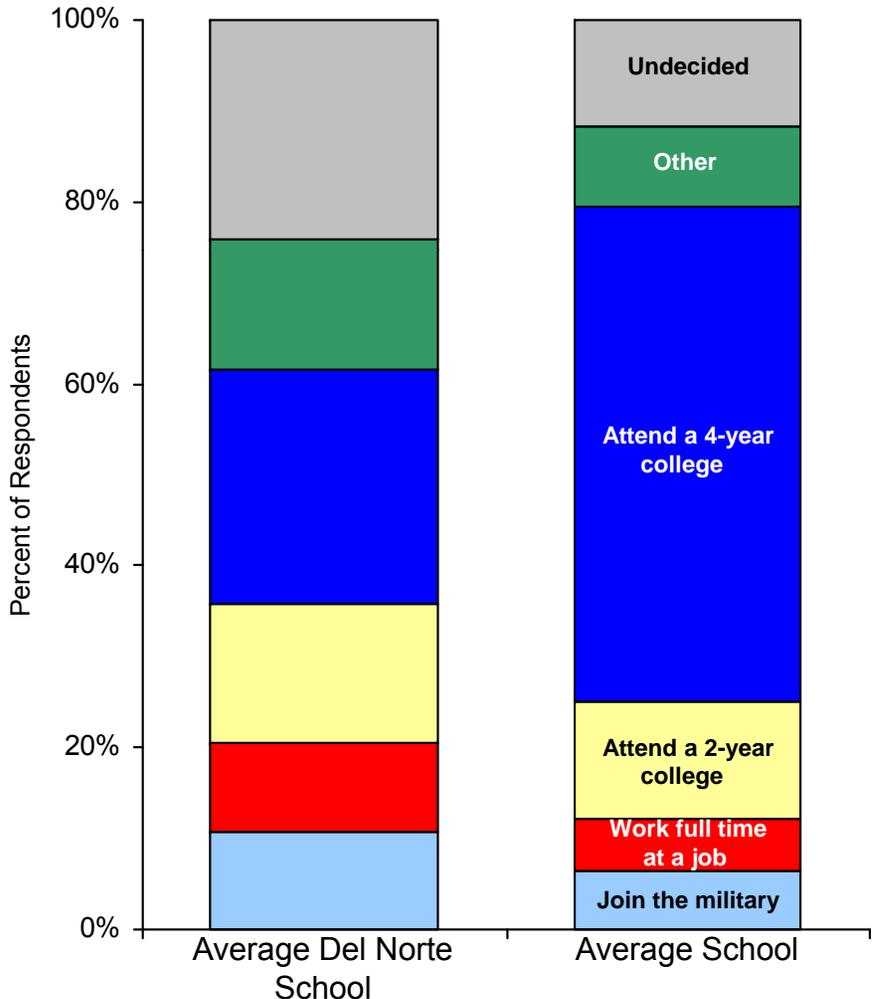
Next Steps After High School

Compared to the proportion at the average school, a smaller proportion of Del Norte students on average want to attend college, and expect to attend college after graduating from high school.

Do you want to go to college?

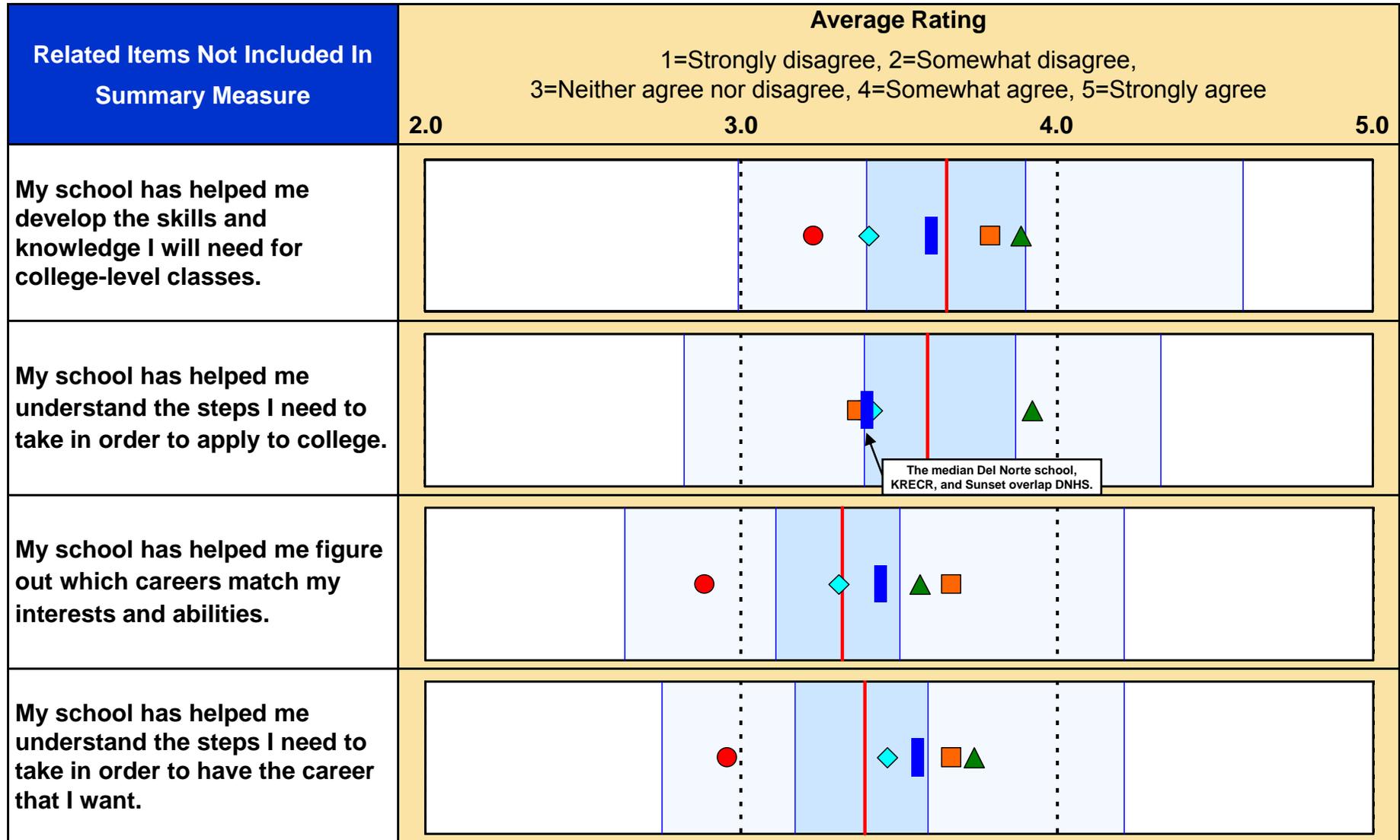


After you finish high school, what do you expect to do next?¹

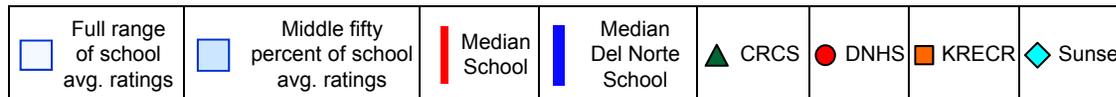


¹: This question was added to the survey in the November 2010 survey round. Therefore, this chart only includes comparative data for the 54 schools that participated in the November 2010 round.

Preparation for the Future



Note: Scales end at 2.0



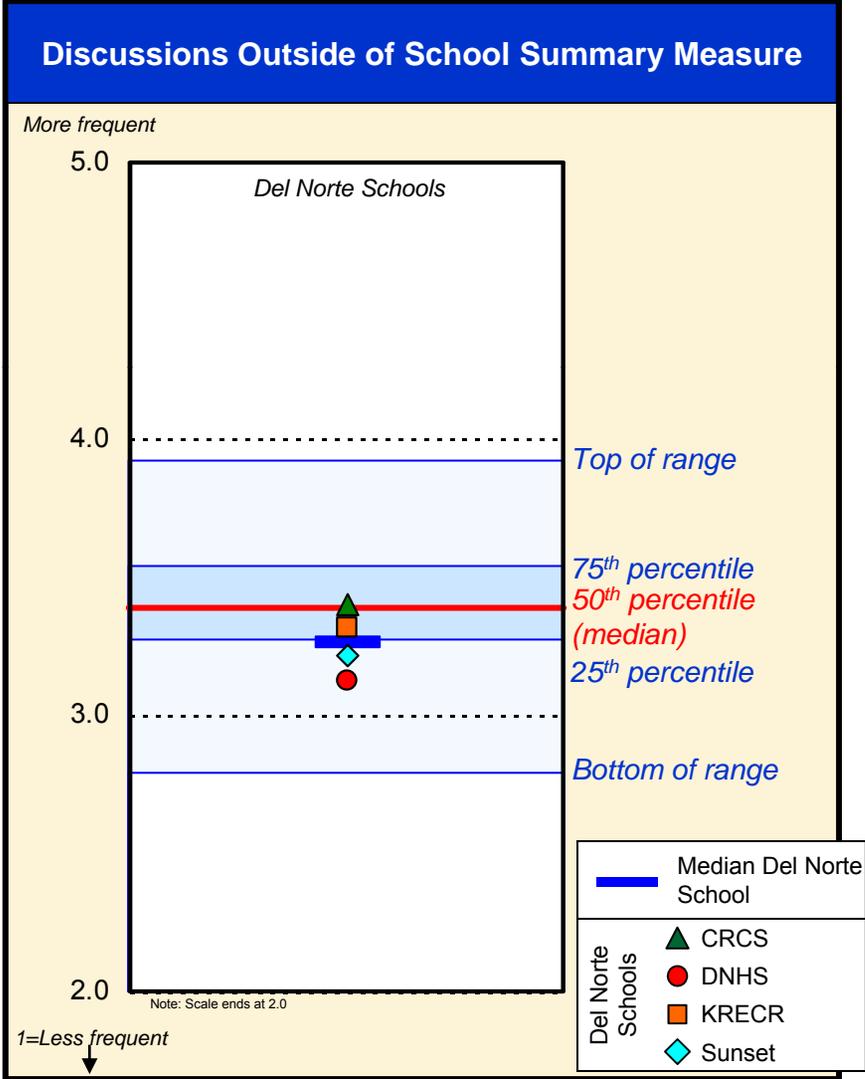
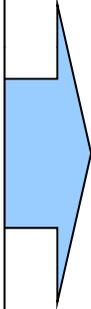


Life Outside Of High School

Students at the typical Del Norte school speak less frequently with adults outside of 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 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?*



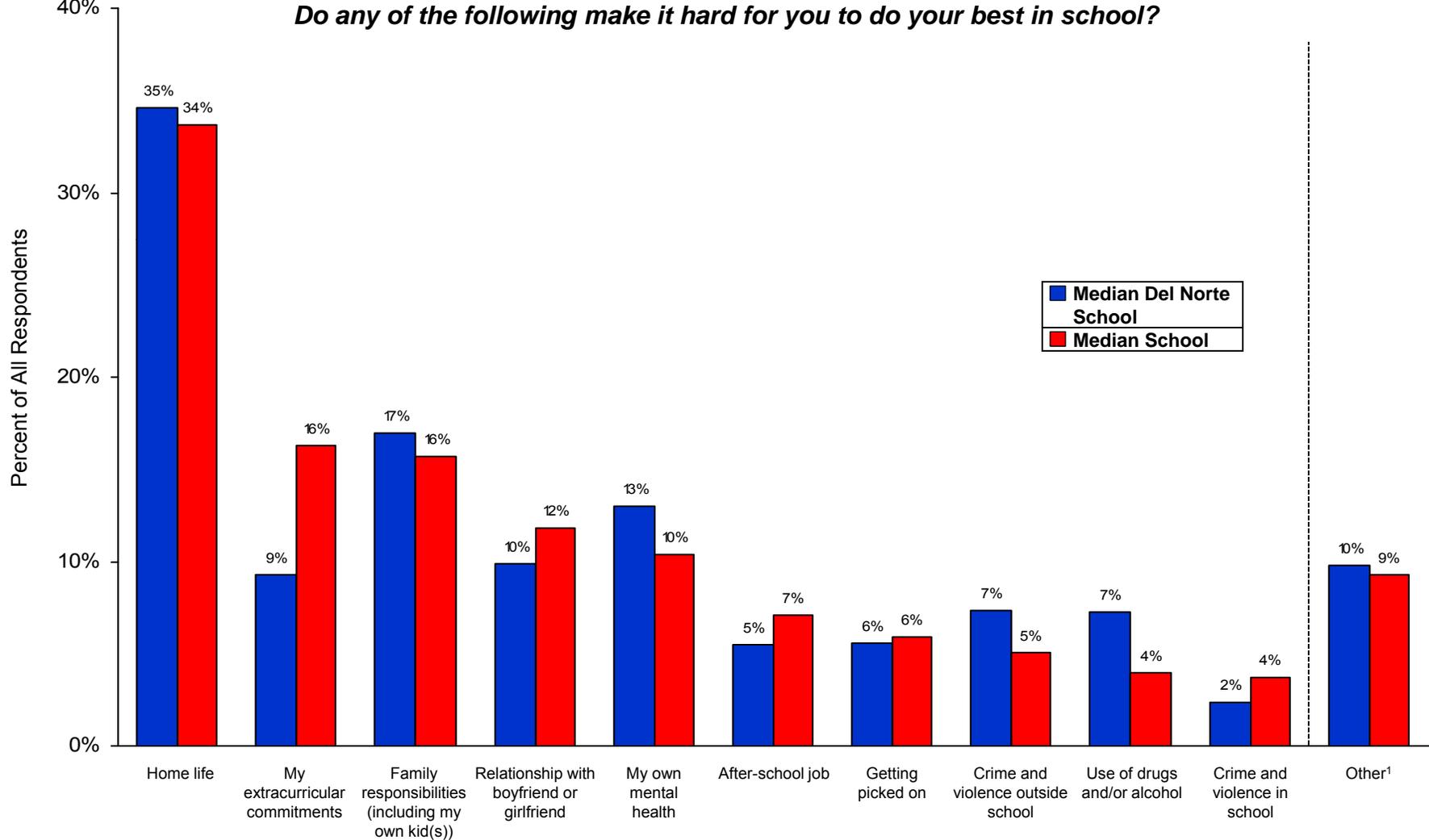


Obstacles to Best Performance in School

Compared to the proportion at the typical YouthTruth school, a larger proportion of Del Norte students on average report mental health, crime and violence outside school, 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?



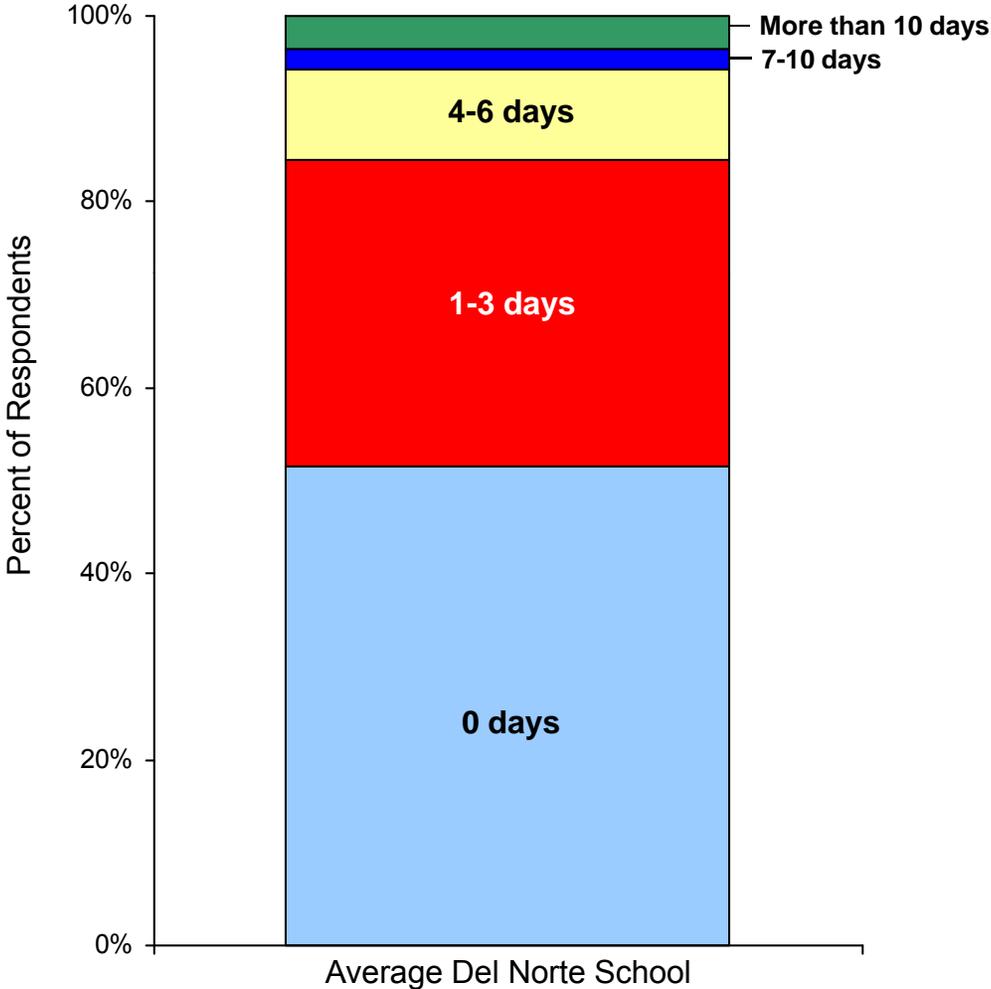
¹: Comments included in 'Other' category are provided in Student Comments tables for individual schools.



Health-Related Absences

Less than twenty percent of students at the typical Del Norte school report having missed 4 days or more in the last four weeks because of health reasons.

In the last four weeks, how many school days have you missed because of health reasons?



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

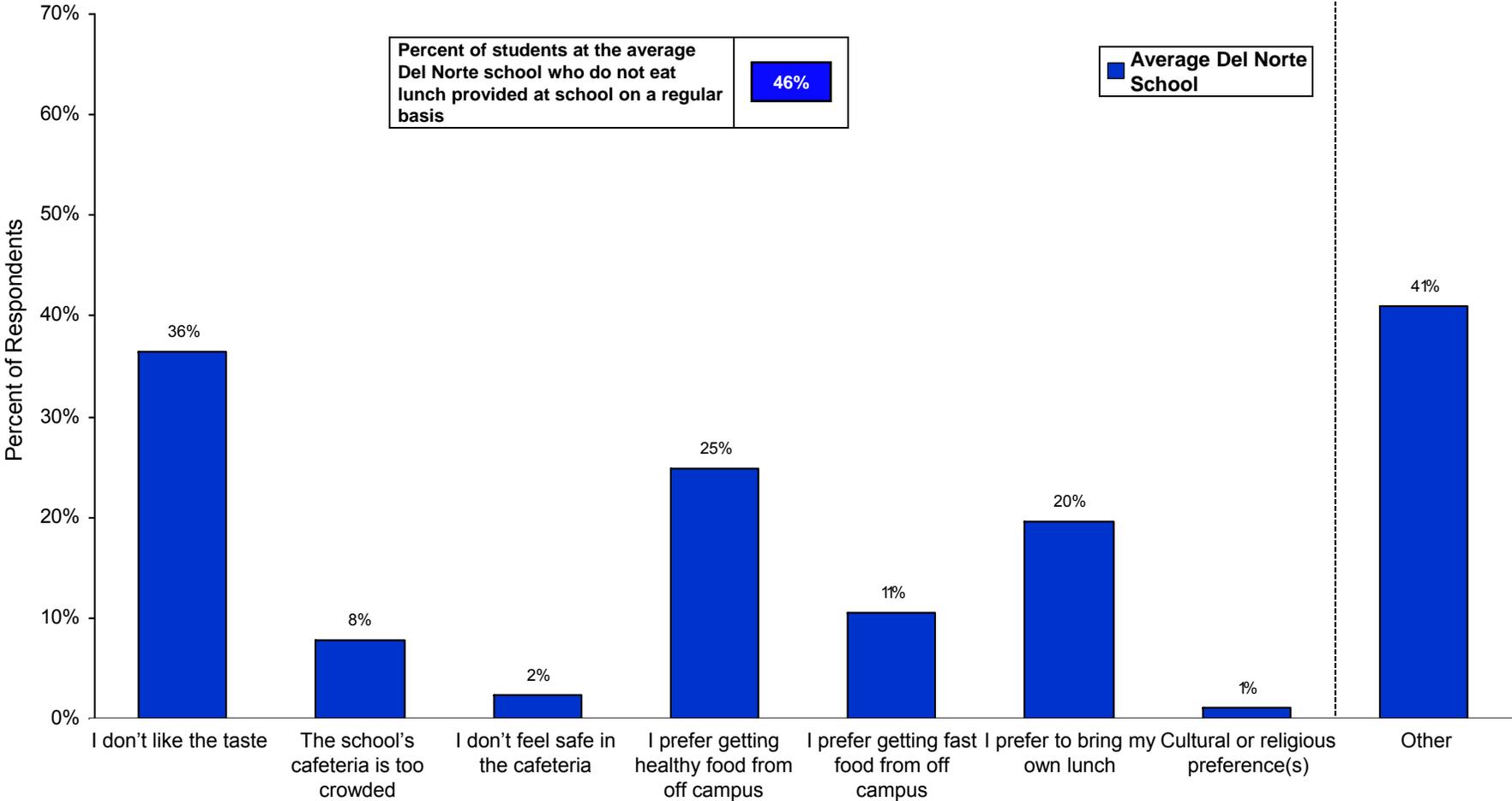


School Lunch Option

Forty-six percent of students at the typical Del Norte school report that they do not eat lunch provided at school on a regular basis. The reasons most frequently mentioned by students for not eating school provided lunch are not liking the taste and preferring to getting healthier food or bringing their own lunch.

Note: Scale ends at 70%

Why don't you eat lunch provided at school on a regular basis?^{1 2}



III. Themes of Student Perceptions

1: Includes data from 576 Del Norte students who responded 'No' to the question, "Do you eat lunch provided at school on a regular basis?" Students were asked to check all reasons that apply. Comparative data from the full YouthTruth dataset is not available because this question was asked only of Del Norte students.

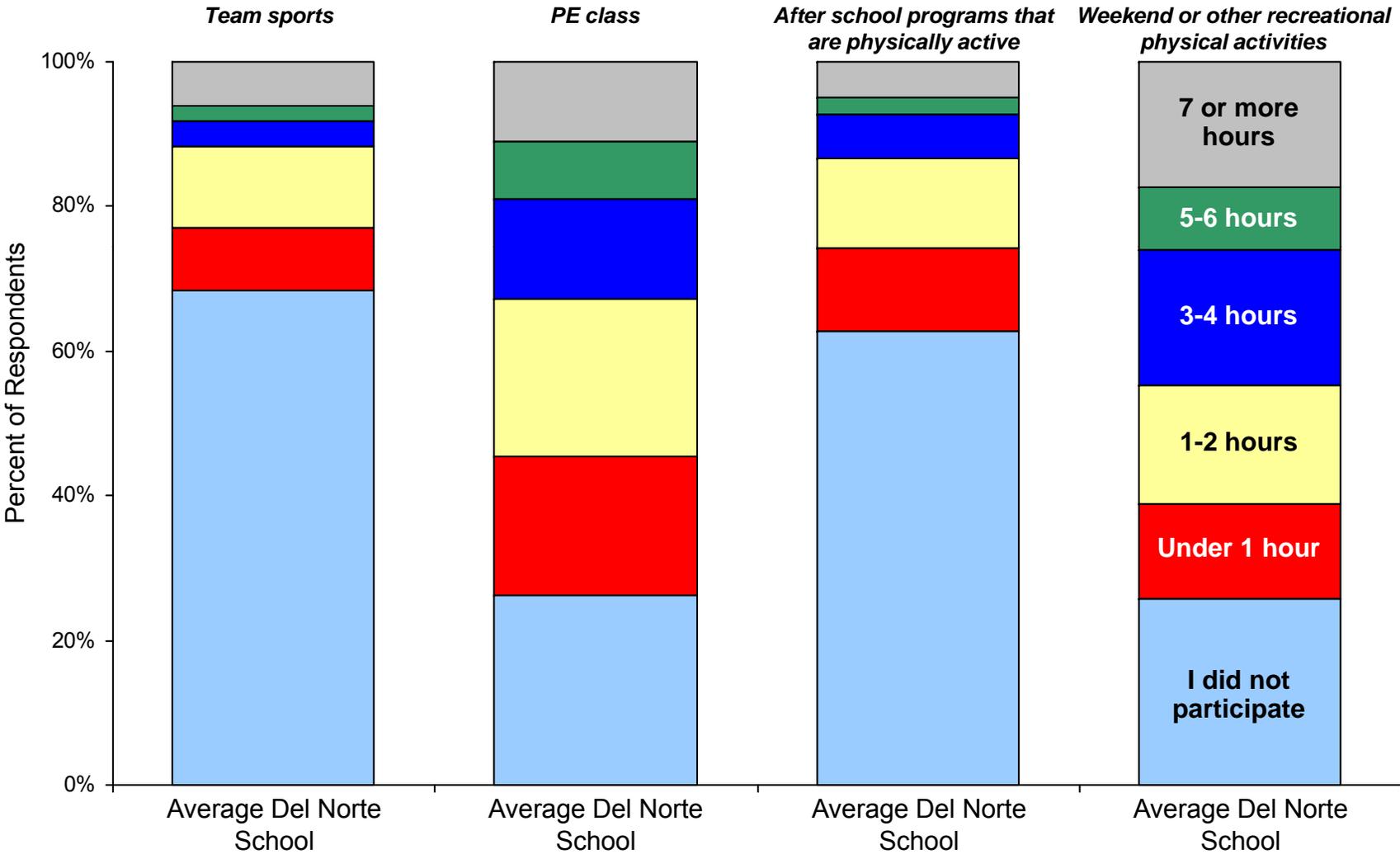
2: Castle Rock is a home-schooled program and therefore does not offer lunch in school.



Weekly Physical Activities

At the average Del Norte school, at least one out of four students report not having participated in any form of physical activities.

In the past week, how much time did you spend participating in the following activities?



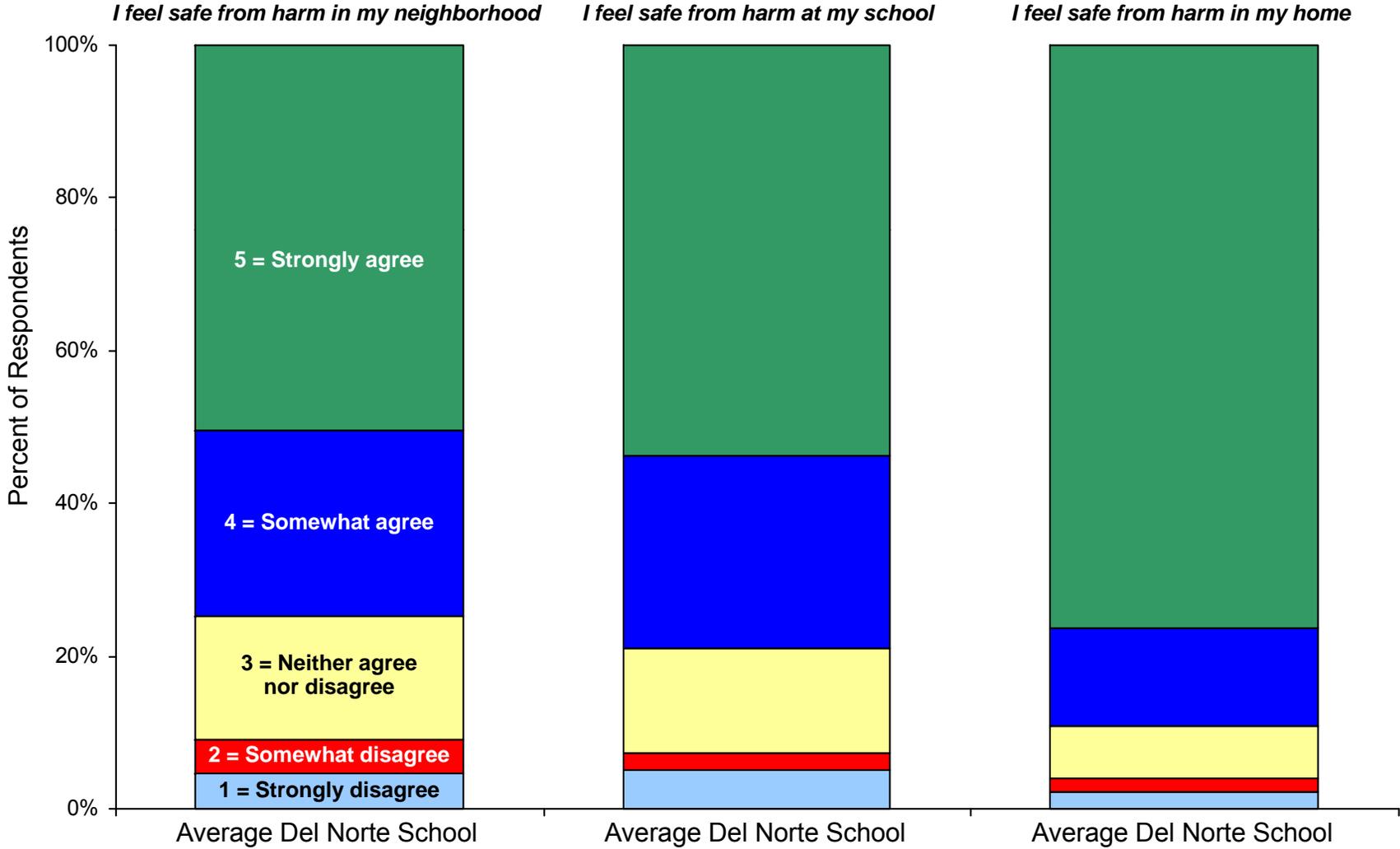
Note: Comparative data from the full YouthTruth dataset is not available because this question was asked only of Del Norte students.



Safety in the Community

At the average Del Norte school, at least seventy percent of students somewhat or strongly agree that they feel safe in their neighborhood, in their school, and at home.

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



III. Themes of Student Perceptions

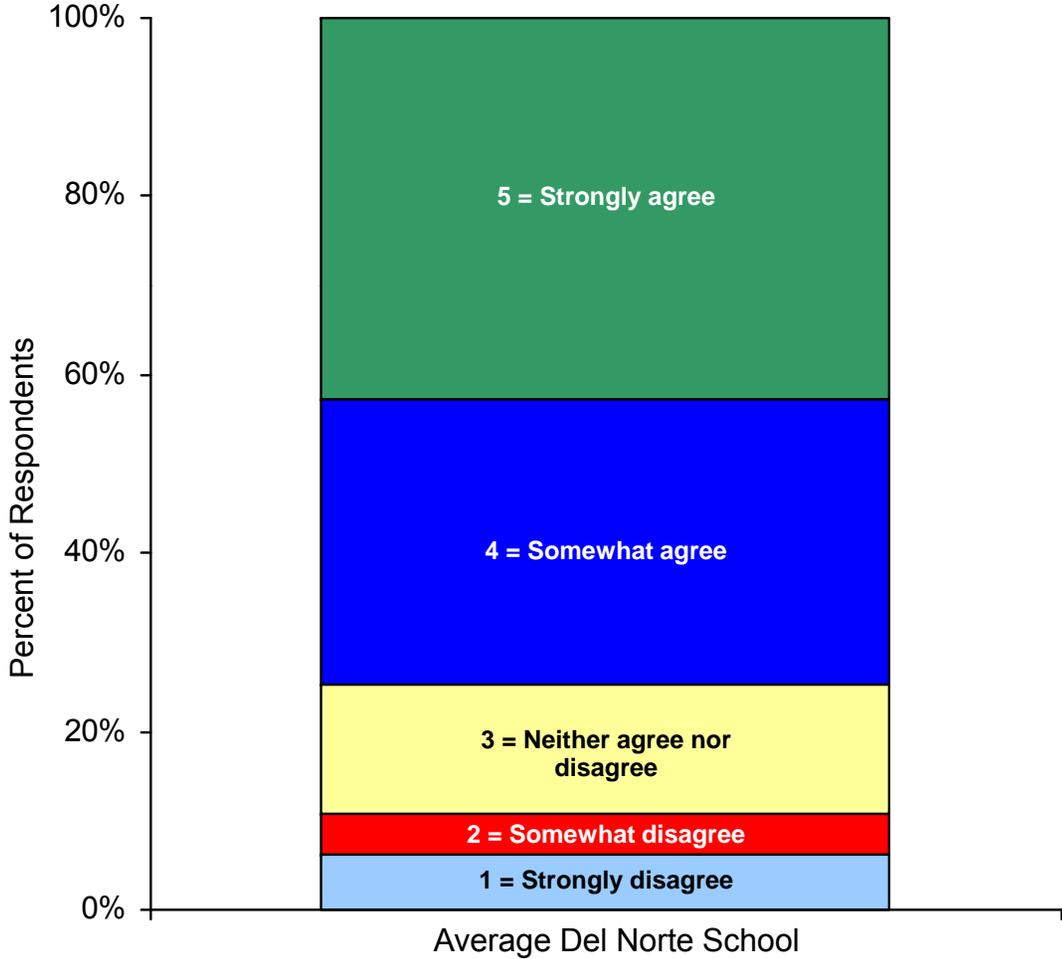
Note: Comparative data from the full YouthTruth dataset is not available because this question was asked only of Del Norte students.



Personal Support

More than seventy percent of students at the typical Del Norte school somewhat or strongly agree that they have someone available to support them when needed.

There is always someone available to support me when I need it (e.g., to help me with a personal problem, to keep me company, to check up on me)



Average Ratings

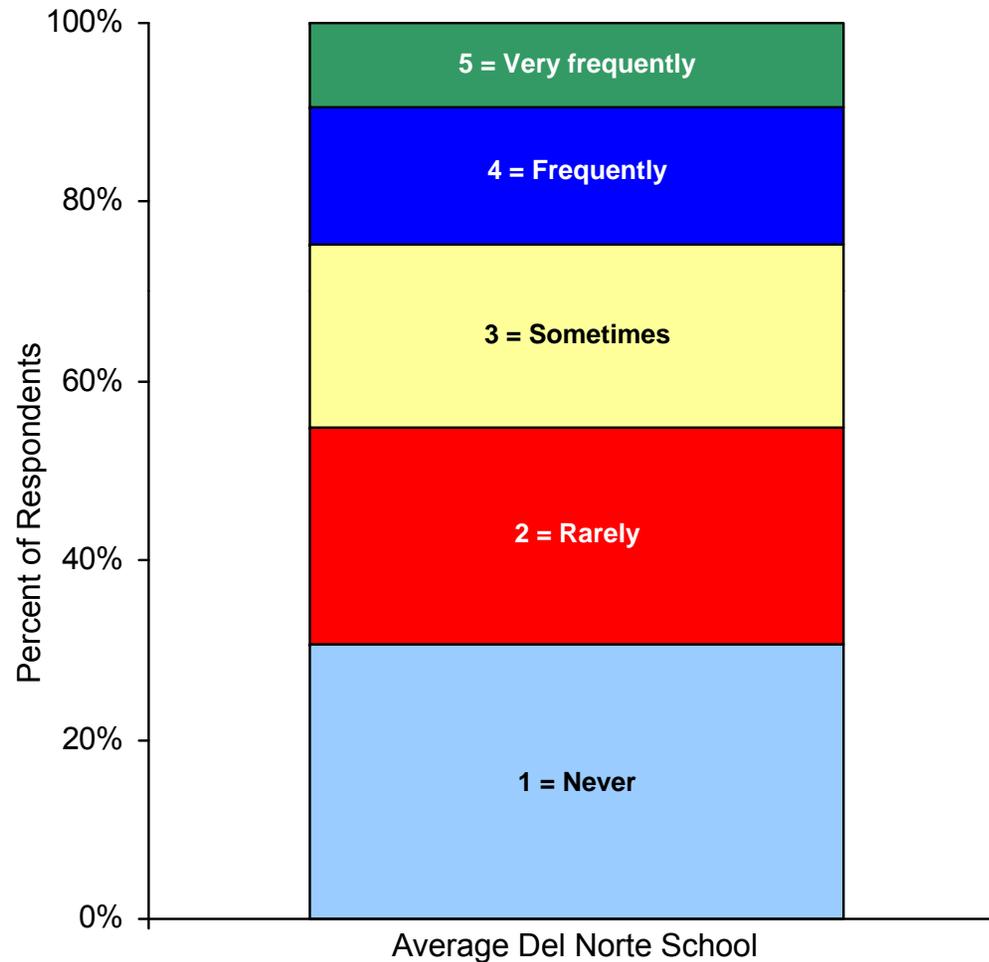
4.0

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

Depression

More than twenty percent of students at the typical Del Norte school report frequently or very frequently feeling so depressed that nothing could cheer them up.

During the past 30 days, how often did you feel so depressed that nothing could cheer you up?



Average Ratings

2.5



Rigor of Classes and Instruction

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

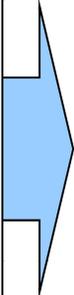
Survey Questions Included in Summary Measure

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.

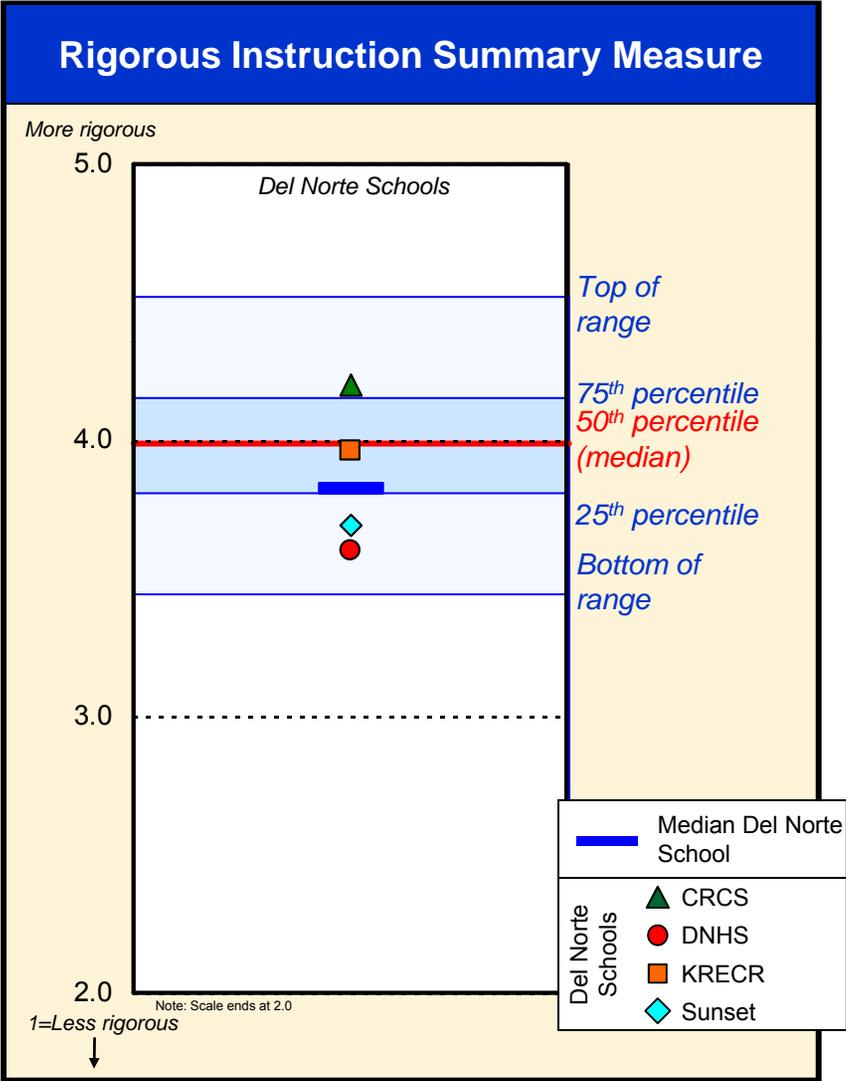
Teachers understand the subjects that they are teaching.

Teachers assign homework that helps students to better understand the subject.

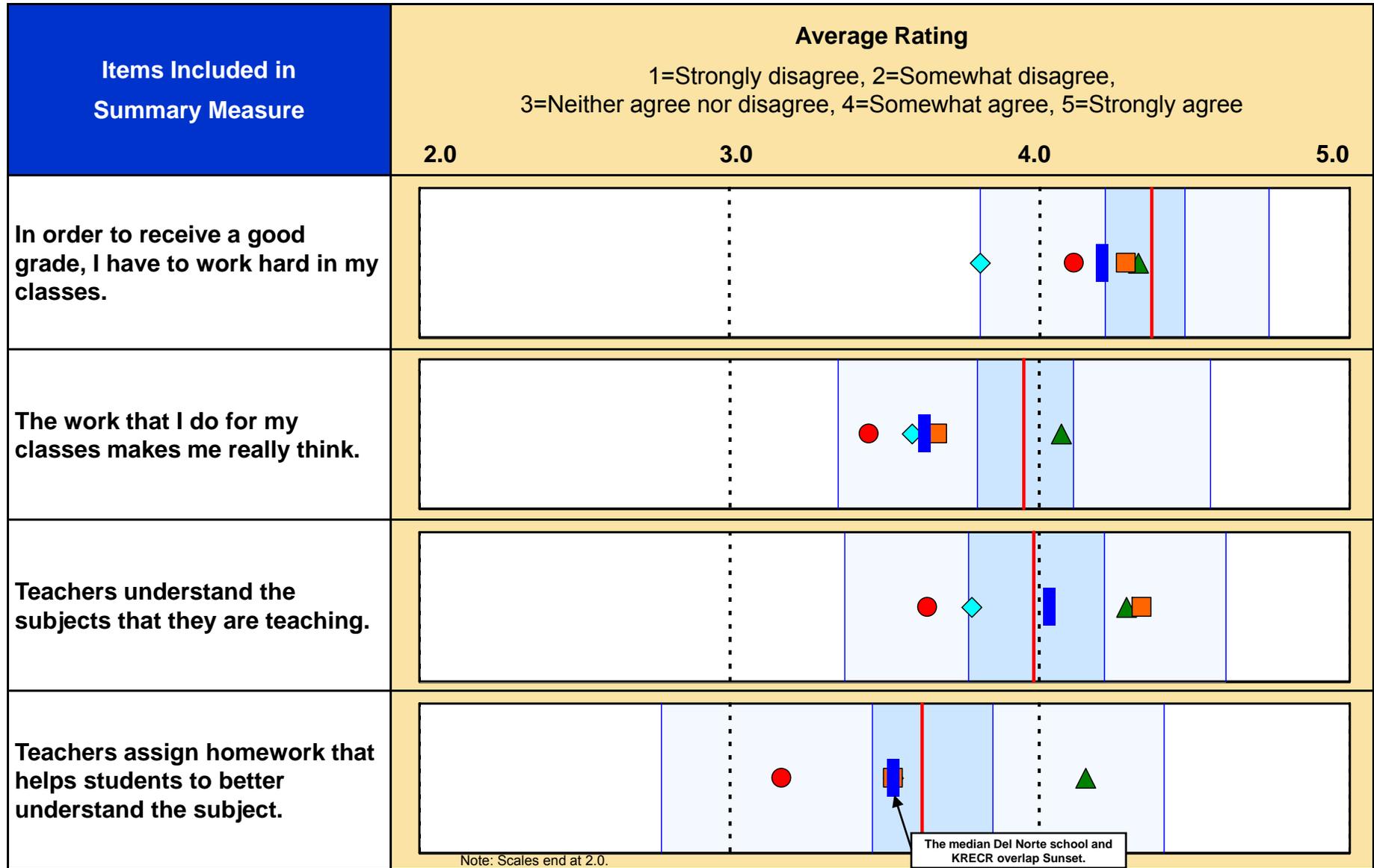


Selected Student Comments

- ♦ *“Most teachers like to hand out worksheets all the time. More than half the time we dont even actually retain any of the information, we just hurry and get it done. Sometimes it feels like they give us worksheets because they feel they have to give us work and not because they think it will actually help us.”*
- ♦ *“My teachers are great. They help me with getting the right answer, knowing the material, and giving me the work that meets my needs.”*
- ♦ *“Adding more classes, such as more AP classes, can help me become a more knowledgeable person and they can help me to prepare for college.”*

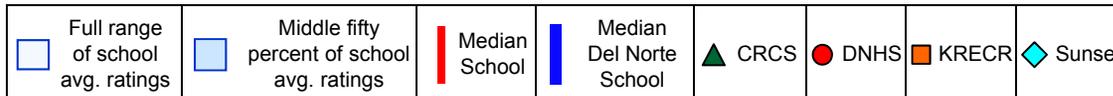


Rigor of Classes and Instruction



Note: Scales end at 2.0.

The median Del Norte school and KRECR overlap Sunset.

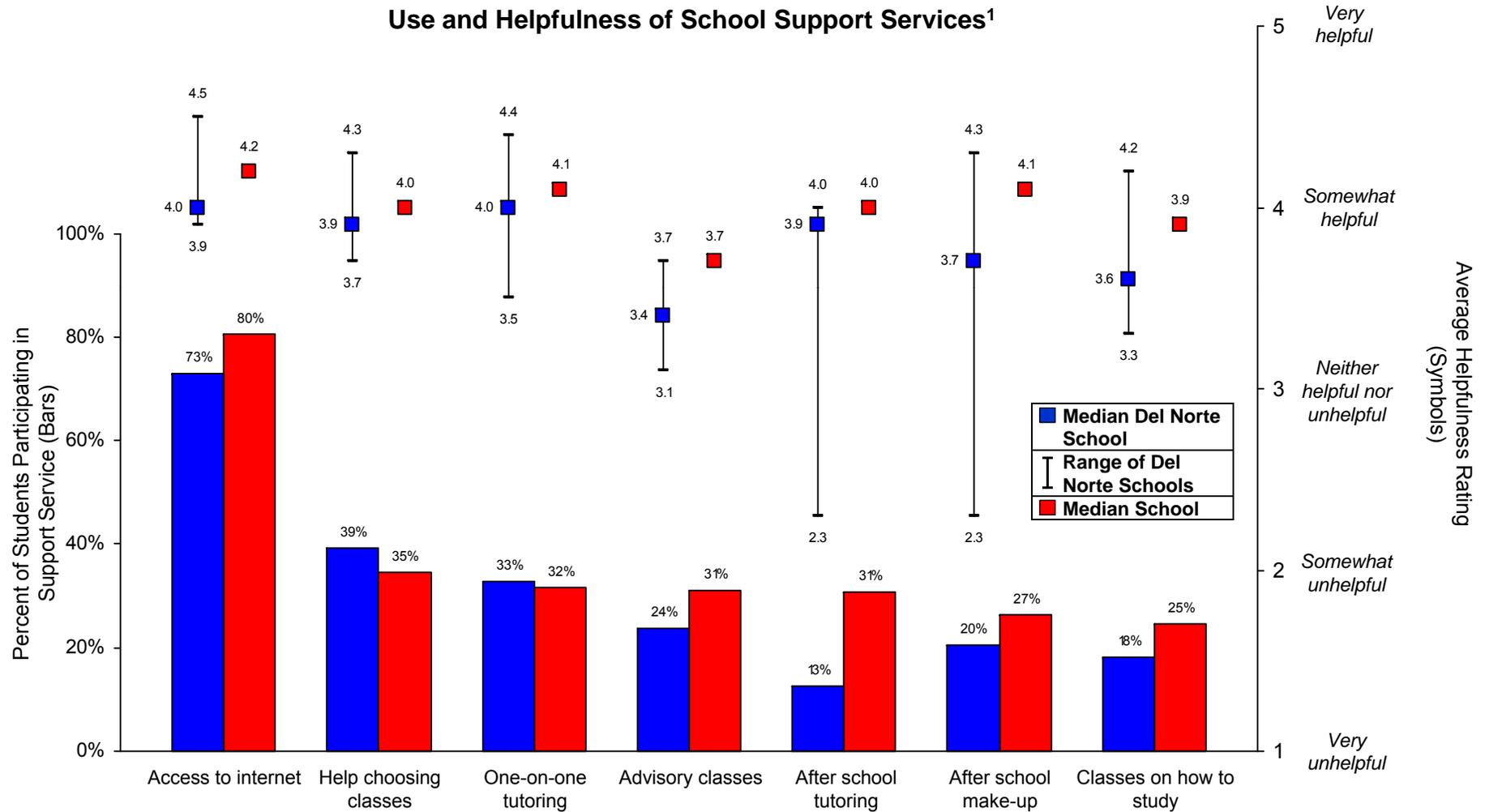


Support Services – General



Students at the typical Del Norte school find general support services to be less helpful than do students at the typical YouthTruth school.

Use and Helpfulness of School Support Services¹

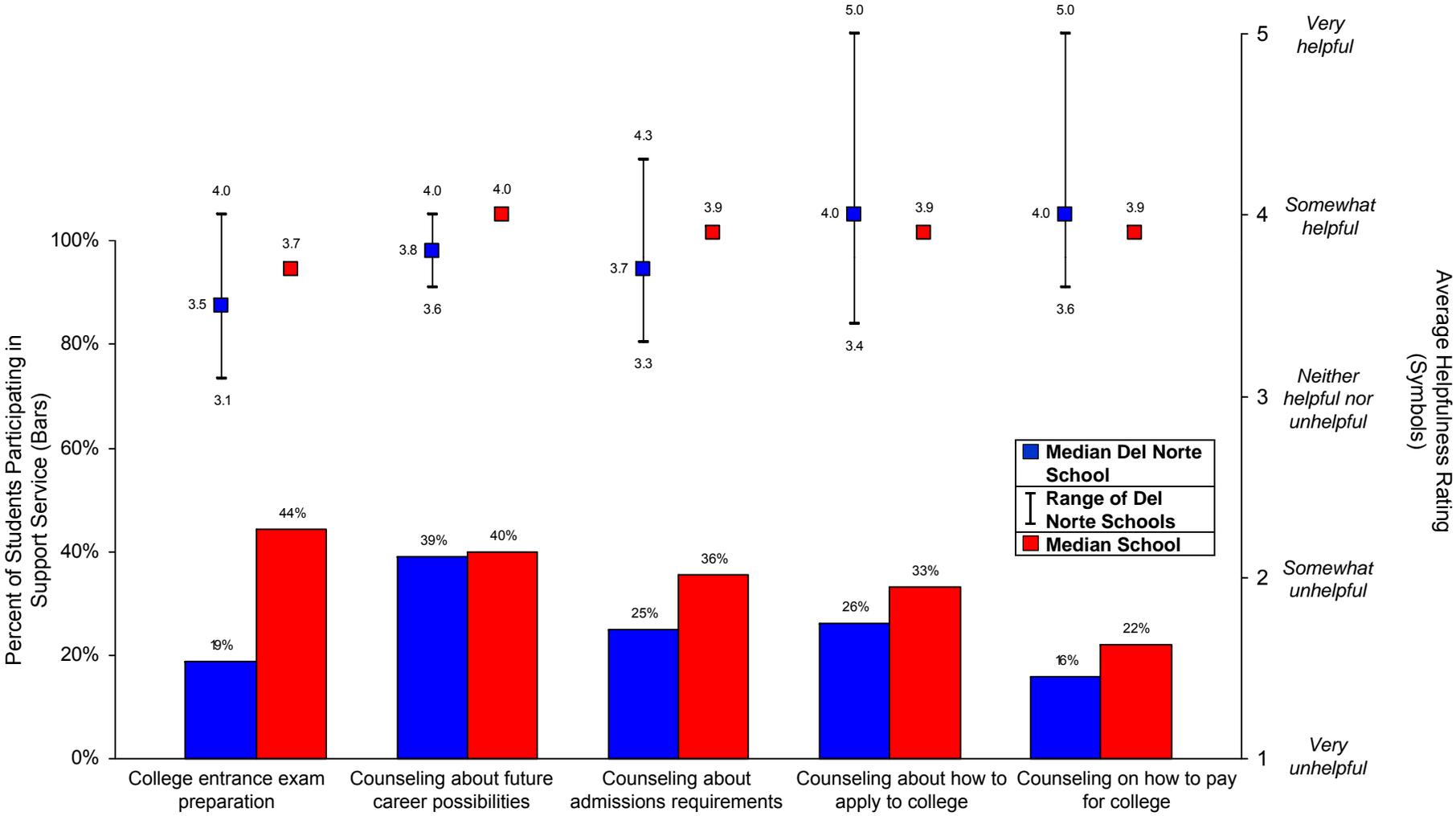




Support Services – Post-Graduation Goals

Students at the typical Del Norte school find counseling services on future career possibilities and admissions requirements less helpful than do students at the typical YouthTruth school.

Use and Helpfulness of School Support Services¹





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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 are shown below. Distributions of responses are shown for the average Del Norte school and the average school.

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

Most Frequently Mentioned Strengths	% Student Comments at the Average Del Norte School	% Student Comments at the Average School ²
Smaller Classes/Personalized Extra Help	21%	16%
Supportive Teachers/Administrators	10%	9%
High Expectations	9%	9%
Positive Culture/Extracurriculars	8%	11%
Use of Class Time	8%	6%
Learning Supports	7%	5%
Course Selection	6%	7%
Interesting/Relevant Instruction	5%	6%
Good Teachers	4%	7%
Effective Classroom Management and Discipline	3%	3%
Prepare Me for my Academic Future	3%	10%
Other	6%	3%
Not sure/Nothing/Not helpful	11%	10%

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

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

Summary of Qualitative Feedback – Strengths

Distributions of responses are shown for the five most frequently mentioned strengths that schools provide to help students do their best in class. Included in the table below are the percent of student comments on average across Del Norte schools and the smallest and largest proportions of comments in each category submitted at a Del Norte school.

“What is the most important thing that your school provides to help you do your best in class?”

Most Frequently Mentioned Strengths	Smallest % Student Comments at a Del Norte School	Average % Student Comments in Del Norte Schools	Largest % Student Comments at a Del Norte School
Smaller Classes/Personalized Extra Help	13%	21%	25%
Supportive Teachers/Administrators	5%	10%	13%
High Expectations	4%	9%	13%
Positive Culture/Extracurriculars	8%	8%	10%
Use of Class Time	4%	8%	12%

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 are shown below. Distributions of responses are shown for the average Del Norte school and the average school.

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

Most Frequently Mentioned Weaknesses	% Student Comments at the Average Del Norte School	% Student Comments at the Average School ²
Student Attitudes	15%	15%
Extracurriculars and Involvement With Other Schools	9%	8%
More Personalized Attention	9%	8%
More Course Selection	8%	8%
Varied Instruction/Relevant Work	8%	7%
Better Teachers	7%	11%
Attitude Towards Students	5%	6%
Higher Expectations/Keep Me On Track	5%	5%
More Learning Supports	4%	3%
Facilities and Resources	4%	4%
More Time to Do Work	4%	6%
Prepare Me for My Future	4%	4%
Better Policies	2%	6%
Other	4%	3%
Not sure/Nothing/No change	12%	9%

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

2: Due to changes in the survey instrument, this chart only includes comparative data for the 118 schools that participated in the November 2010 round.



Summary of Qualitative Feedback – Weaknesses

Distributions of responses are shown for the five most frequently mentioned areas of improvement that schools can change to help students do their best in class. Included in the table below are the percent of student comments on average across Del Norte schools and the smallest and largest proportions of comments in each category submitted at a Del Norte school.

“What is the most important thing that your school could change to help you do your best in class?”

Most Frequently Mentioned Weaknesses	Smallest % Student Comments at a Del Norte School	Average % Student Comments in Del Norte Schools	Largest % Student Comments at a Del Norte School
Student Attitudes	5%	15%	25%
Extracurriculars and Involvement With Other Schools	6%	9%	12%
More Personalized Attention	8%	9%	11%
More Course Selection	6%	8%	10%
Varied Instruction / Relevant Work	5%	8%	11%

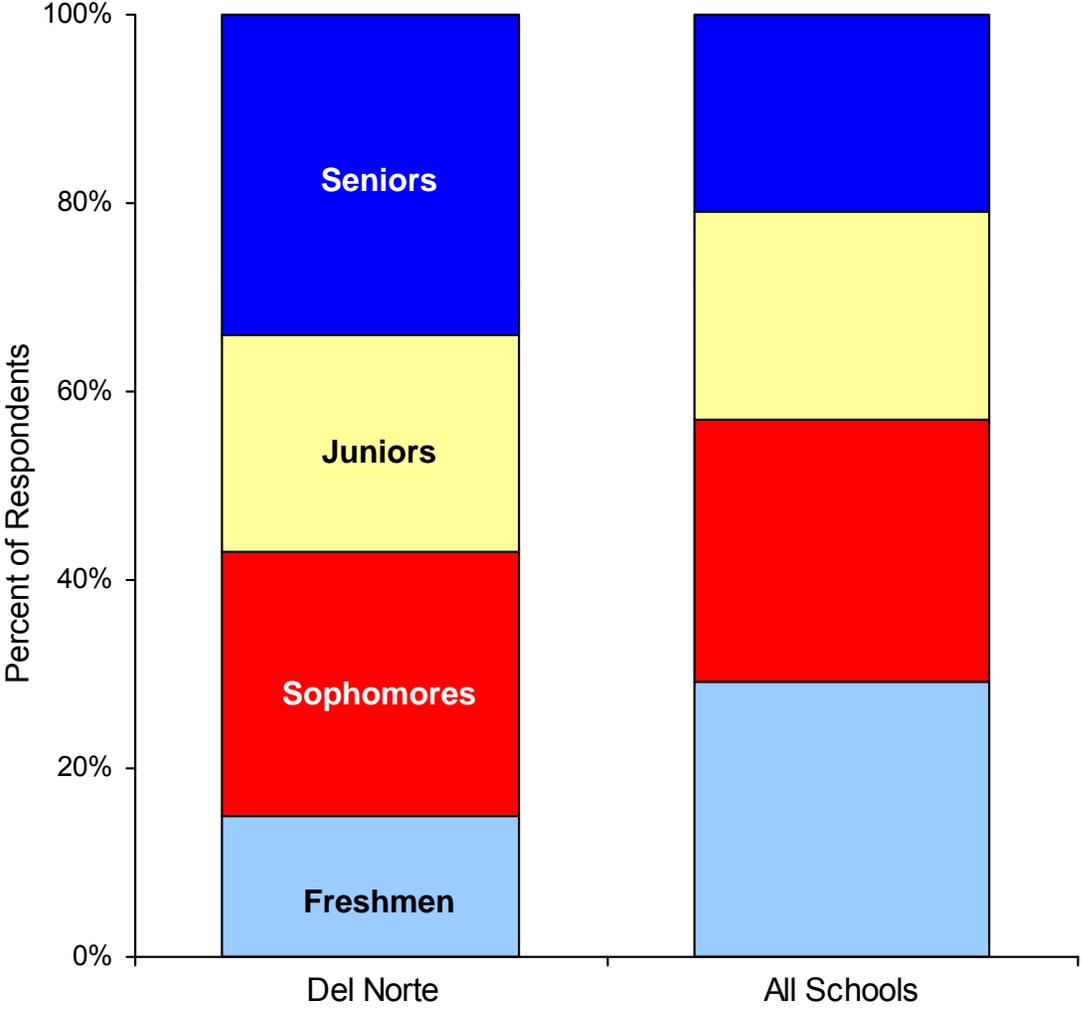
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Grade Level of Respondents

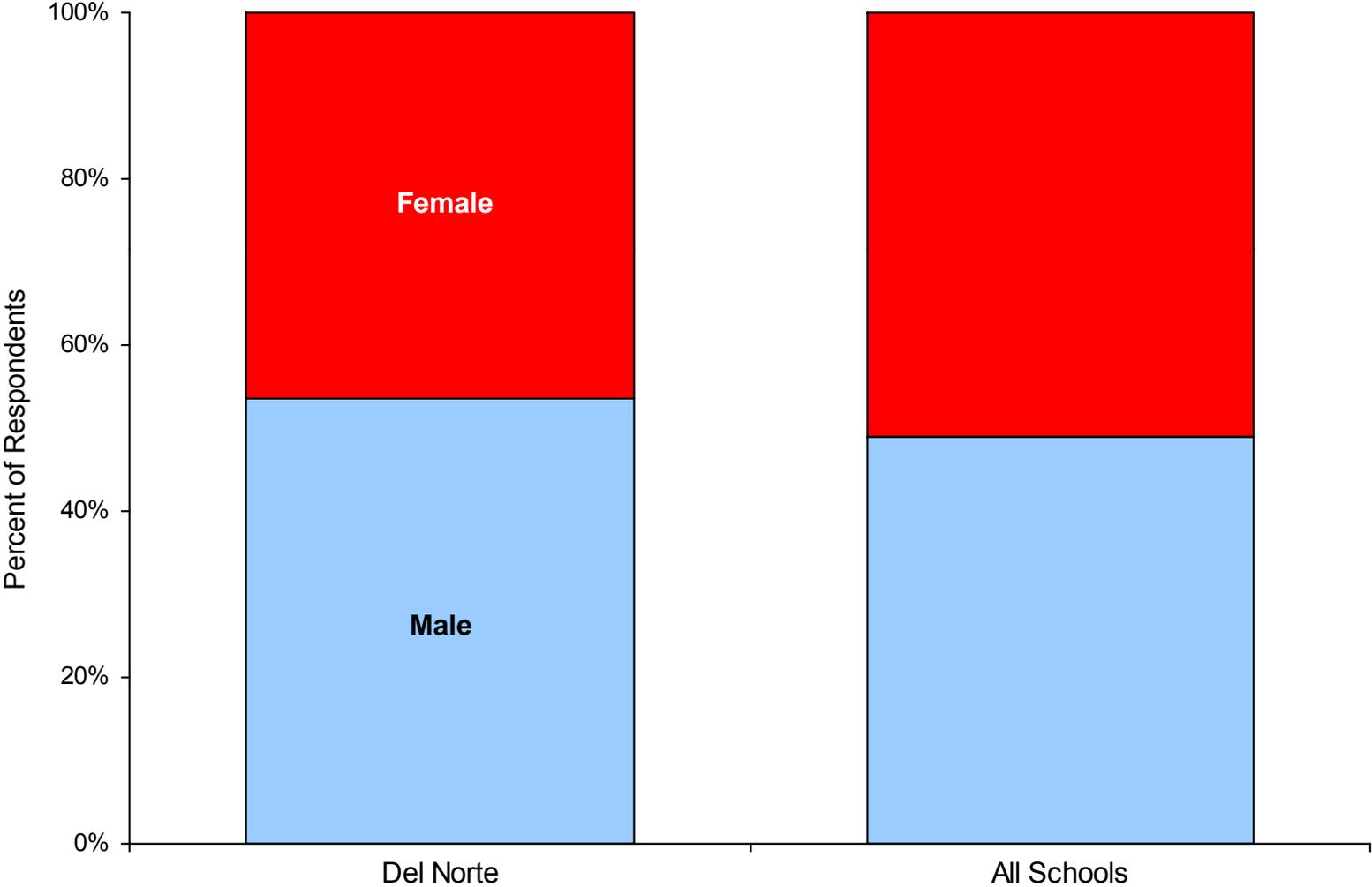
Overall, Del Norte students in twelfth grade rate significantly higher than students in other grade levels when asked about the frequency of conversations with adults outside of school about their future plans, which includes conversations about how important college is, how they are doing in classes and ways to pay for college.





Differences Across Genders

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





Differences Across Racial Groups

Fifty-one percent of Del Norte students participating in the survey self-identified as White/Caucasian, while 20 percent identified as American Indian/Alaska Native and 12 percent as Multi-racial.

Variation by Racial Groups

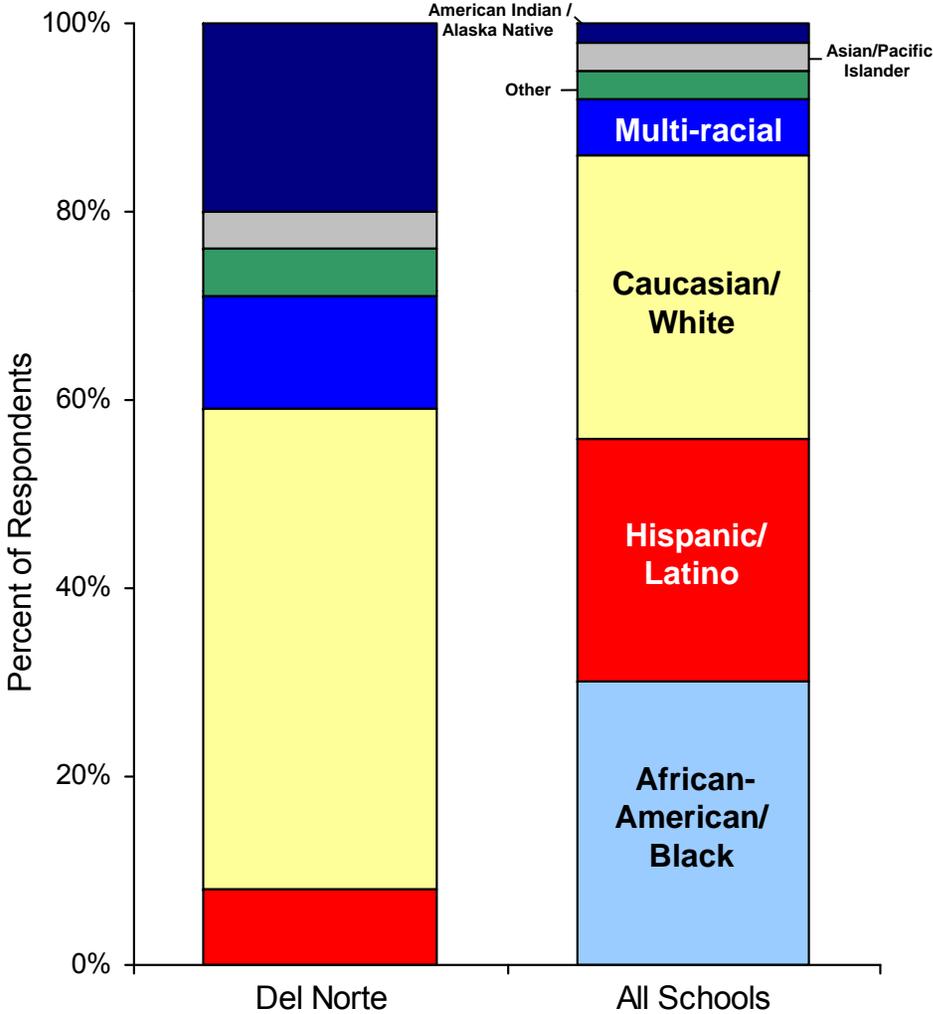
Asian/Pacific Islander students rate significantly higher than Multi-racial students on the:

- Relationships with Teachers Summary Measure

Asian/Pacific Islander students rate significantly higher than Multi-racial and American Indian/Alaska Native students on the:

- Rigor of Classes and Instruction Summary Measure

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





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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 2011	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

Appendix B. Del Norte Results Compared with 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 Del Norte 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.	3.4	4.0	4.5	2.9	3.9	4.9
I am getting a high-quality education at this school.	3.2	3.9	4.1	2.9	3.9	4.8
I take pride in my school work.	3.6	3.7	4.1	3.5	4.0	4.4
I enjoy coming to school most of the time.	3.4	3.6	4.1	2.4	3.6	4.4
Relationships with Teachers Summary Measure	3.2	3.9	4.1	2.9	3.5	4.4
How many of your teachers are willing to give extra help on school work if you need it?*	3.5	4.1	4.3	2.8	3.9	4.7
How many of your teachers try to be fair?*	3.4	3.9	4.2	2.9	3.6	4.4
How many of your teachers believe you can get a good grade if you try?*	4.0	4.4	4.6	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	3.9	4.1	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	3.4	3.7	2.6	3.2	4.2
How many of your teachers make an effort to understand what your life is like outside of school?*	2.3	3.4	3.8	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.	3.4	3.8	4.6	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.	3.7	4.1	4.2	3.5	4.1	4.7

YouthTruth Measures	Average Student Ratings Across All Del Norte 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
School Culture Summary Measure	2.9	3.4	3.9	2.6	3.3	4.3
Most students in this school treat adults with respect.*	2.5	3.1	3.6	2.1	3.0	4.4
Most students in this school want to do well in class.*	2.9	3.3	3.7	2.5	3.5	4.3
Most adults in this school treat students with respect.*	3.2	3.8	4.4	2.7	3.6	4.4
Discipline in this school is fair.*	2.9	3.4	4.0	2.2	3.3	4.5
Future Goals and Aspirations Summary Measure	2.8	3.2	3.4	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?*	2.9	3.0	3.2	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?*	2.8	3.3	3.6	2.1	3.0	3.9
In the past year, how often have you talked with your friends about college?	2.7	3.0	3.3	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	3.6	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.	3.4	3.4	3.9	2.8	3.6	4.3
My school has helped me figure out which careers match my interests and abilities.	2.9	3.4	3.7	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	3.6	3.7	2.8	3.4	4.2
Proportion of students who want to go to college	57%	64%	80%	56%	89%	99%
Proportion of students who expect to go to college	28%	36%	63%	18%	71%	87%
Proportion of students who have considered dropping out of high school	8%	18%	32%	5%	16%	53%

YouthTruth Measures	Average Student Ratings Across All Del Norte 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
Discussions Outside of School Summary Measure	3.1	3.3	3.4	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?*	3.3	3.4	3.4	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?*	3.4	3.6	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?*	2.7	2.8	3.0	2.3	2.9	3.8
Rigorous Instruction Summary Measure	3.6	3.8	4.2	3.4	4.0	4.5
In order to receive a good grade, I have to work hard in my classes.*	3.8	4.2	4.3	3.8	4.4	4.7
The work that I do for my classes makes me really think.*	3.5	3.6	4.1	3.4	4.0	4.6
I can tell that my teachers understand the subjects that they are teaching.*	3.6	4.0	4.3	3.4	4.0	4.6
My teachers assign homework that helps me to better understand the subject.*	3.2	3.5	4.2	2.8	3.6	4.4

YouthTruth Measures	Average Student Ratings Across All Del Norte 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
Rigorous Instruction Summary Measure (continued)						
My teachers' expectations make me want to do my best.	3.2	3.4	4.2	2.9	3.7	4.4
What I learn in class helps me outside of school.	3.3	3.5	3.9	3.0	3.6	4.3
In order to receive a good grade, I have to work hard in my English class.	3.8	4.0	4.0	3.5	4.2	4.7
The work that I do for my English class makes me really think.	3.5	3.6	4.0	3.3	3.9	4.5
I can tell that my English teacher understands the subject that he/she is teaching.	3.8	4.1	4.2	3.1	4.2	4.8
My English teacher assigns homework that helps me to better understand the subject.	3.2	3.4	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	4.5	3.7	4.3	4.8
The work that I do for my math class makes me really think.	3.6	4.0	4.3	3.6	4.1	4.7
I can tell that my math teacher understands the subject that he/she is teaching.	3.8	4.0	4.7	3.1	4.2	4.9
My math teacher assigns homework that helps me to better understand the subject.	3.5	3.6	4.2	3.1	3.9	4.6

Appendix C:

Students' Average Ratings at Del Norte Schools Compared to All YouthTruth Schools, by Quartile

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 (*).

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

Survey Items	School Name			
	Castle Rock Charter School	Del Norte County High School	Klamath River Early College of the Redwoods	Sunset High School
I will have more options after I graduate because of what this school has done for me.	Third Quartile	First Quartile	Fourth Quartile	Second Quartile
I am getting a high-quality education at this school.	Third Quartile	First Quartile	Third Quartile	Second Quartile
I take pride in my school work.	Third Quartile	First Quartile	First Quartile	First Quartile
I enjoy coming to school most of the time.	Fourth Quartile	First Quartile	Fourth Quartile	First Quartile
Relationships with Teachers Summary Measure	Fourth Quartile	First Quartile	Fourth Quartile	Third Quartile
How many of your teachers are willing to give extra help on school work if you need it?*	Fourth Quartile	First Quartile	Third Quartile	Third Quartile
How many of your teachers try to be fair?*	Fourth Quartile	Second Quartile	Fourth Quartile	Third Quartile
How many of your teachers believe you can get a good grade if you try?*	Fourth Quartile	First Quartile	Fourth Quartile	Third Quartile
How many of your teachers are not just satisfied if you pass; they care if you're really learning?*	Fourth Quartile	First Quartile	Fourth Quartile	Third Quartile
How many of your teachers make connections between what you're learning in class to life outside the classroom?*	Fourth Quartile	First Quartile	Fourth Quartile	Third Quartile
How many of your teachers make an effort to understand what your life is like outside of school?*	Fourth Quartile	First Quartile	Fourth Quartile	Fourth Quartile
In my school this year, there is at least one teacher who would be willing to help me with a personal problem.	Third Quartile	First Quartile	Fourth Quartile	Third Quartile
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.	Third Quartile	First Quartile	Third Quartile	Second Quartile
School Culture Summary Measure	Fourth Quartile	First Quartile	Third Quartile	Second Quartile
Most students in this school treat adults with respect.*	Fourth Quartile	First Quartile	Fourth Quartile	First Quartile
Most students in this school want to do well in class.*	Third Quartile	First Quartile	Third Quartile	First Quartile
Most adults in this school treat students with respect.*	Fourth Quartile	First Quartile	Fourth Quartile	Third Quartile
Discipline in this school is fair.*	Fourth Quartile	First Quartile	Third Quartile	Third Quartile

Survey Items	School Name			
	Castle Rock Charter School	Del Norte County High School	Klamath River Early College of the Redwoods	Sunset High School
Future Goals and Aspirations Summary Measure	Fourth Quartile	Second Quartile	Second Quartile	Fourth Quartile
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?*	Fourth Quartile	Second Quartile	Second Quartile	Third Quartile
In the past year, how often have you talked to an adult at school about what classes you need to graduate?*	Fourth Quartile	Second Quartile	Second Quartile	Fourth Quartile
In the past year, how often have you talked with your friends about college?	First Quartile	Second Quartile	First Quartile	First Quartile
My school has helped me develop the skills and knowledge I will need for college level classes.	Third Quartile	First Quartile	Third Quartile	Second Quartile
My school has helped me understand the steps I need to take in order to apply to college.	Fourth Quartile	First Quartile	First Quartile	Second Quartile
My school has helped me figure out which careers match my interests and abilities.	Fourth Quartile	First Quartile	Fourth Quartile	Second Quartile
My school has helped me understand the steps I need to take in order to have the career that I want.	Fourth Quartile	First Quartile	Fourth Quartile	Third Quartile
Proportion of students who want to go to college	First Quartile	First Quartile	First Quartile	First Quartile
Proportion of students who expect to go to college	First Quartile	Second Quartile	First Quartile	First Quartile
Proportion of students who have considered dropping out of high school	Second Quartile	First Quartile	Third Quartile	Fourth Quartile
Discussions Outside of High School Summary Measure	Third Quartile	First Quartile	Second Quartile	First Quartile
In the past year, how often has an adult outside of school talked to you about the importance of college?*	First Quartile	First Quartile	Second Quartile	First Quartile
In the past year, how often has an adult outside of school talked to you about how you are doing in your classes?*	Fourth Quartile	First Quartile	Third Quartile	Second Quartile
In the past year, how often has an adult outside of school talked to you about ways to pay for college?*	Third Quartile	First Quartile	Second Quartile	Second Quartile

Survey Items	School Name			
	Castle Rock Charter School	Del Norte County High School	Klamath River Early College of the Redwoods	Sunset High School
Rigorous Instruction Summary Measure	Fourth Quartile	First Quartile	Second Quartile	First Quartile
In order to receive a good grade, I have to work hard in my classes.*	Second Quartile	First Quartile	Second Quartile	First Quartile
The work that I do for my classes makes me really think.*	Third Quartile	First Quartile	First Quartile	First Quartile
I can tell that my teachers understand the subjects that they are teaching.*	Fourth Quartile	First Quartile	Fourth Quartile	Second Quartile
My teachers assign homework that helps me to better understand the subject.*	Fourth Quartile	First Quartile	Second Quartile	Second Quartile
My teachers' expectations make me want to do my best.	Fourth Quartile	First Quartile	Second Quartile	First Quartile
What I learn in class helps me outside of school.	Fourth Quartile	First Quartile	Third Quartile	First Quartile
In order to receive a good grade, I have to work hard in my English class.	First Quartile	First Quartile	First Quartile	First Quartile
The work that I do for my English class makes me really think.	Third Quartile	First Quartile	First Quartile	First Quartile
I can tell that my English teacher understands the subject that he/she is teaching.	Third Quartile	First Quartile	Second Quartile	First Quartile
My English teacher assigns homework that helps me to better understand the subject.	Fourth Quartile	First Quartile	First Quartile	First Quartile
In order to receive a good grade, I have to work hard in my math class.	Second Quartile	First Quartile	Fourth Quartile	First Quartile
The work that I do for my math class makes me really think.	Third Quartile	First Quartile	Fourth Quartile	First Quartile
I can tell that my math teacher understands the subject that he/she is teaching.	Second Quartile	First Quartile	Fourth Quartile	First Quartile
My math teacher assigns homework that helps me to better understand the subject.	Fourth Quartile	First Quartile	First Quartile	First Quartile

About the Center for Effective Philanthropy (CEP)



Mission

To provide data and create insight so philanthropic funders can better define, assess, and improve their effectiveness – and, as a result, their intended impact.

Vision

We seek a world in which pressing social needs are more effectively addressed. We believe improved performance of philanthropic funders can have a profoundly positive impact on nonprofit organizations and the people and communities they serve.

Although our work is about measuring results, providing useful data, and improving performance, our ultimate goal is improving lives. We believe this can only be achieved through a powerful combination of dispassionate analysis and passionate commitment to creating a better society.

Contact the Center for Effective Philanthropy



- This report was produced for Del Norte County in May 2011 by the Center for Effective Philanthropy. Please contact CEP with any questions about this report.
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