

MEMORANDUM

September 7, 2011

TO: School Board Members

FROM: Terry B. Grier, Ed.D.
Superintendent of Schools

SUBJECT: **GALLUP STUDENT POLL**

CONTACT: Carla Stevens, 713-556-6700

The development and administration of the Gallup Student Poll represents a collaborative effort between America's Promise Alliance, Gallup, Inc., and local government and community entities to measure the pulse of today's youth. The poll is designed to help decision makers, parents, and community-oriented citizens better understand how youth are experiencing, evaluating, and navigating their lives.

The poll was administered to students enrolled in grades 5 through 12 in the 2009–2010 and 2010–2011 school years. Students were asked a core battery of twenty questions that measured their levels of hope (ideas and energy for the future), engagement (involvement in and enthusiasm for school), and wellbeing (how students think about and experience their lives) (**Appendix A**, p. 6). Gallup provided specific definitions for hope, engagement, and wellbeing (**Appendix B**, p. 14).

In the 2009–2010 school year, school participation in the Gallup Student Poll was mandatory. However, in the 2010–2011 school year, school participation in the Gallup Student Poll was voluntary, and the participation rate in the district was very low. Of the 299 district campuses, only 62 participated in the poll. Of these, 46 were 5th grade campuses (74.2 percent of the polled campuses); 15 were campuses with 6th–8th grade students (24.2 percent of the polled campuses); and eight were campuses with 9th–12th grade students (12.9 percent of the polled campuses), none of which were comprehensive high schools (**Figure 1**). Participating campuses are listed in **Appendix C**.

In addition, the distribution of survey responses for the 2010–2011 school year was skewed towards fifth-grade students, who, according to Gallup, Inc., tend to have higher levels of engagement than students in later grades. Given the low school participation rates for 2010–2011, and the unbalanced population of poll participants, caution must be exercised when examining the district averages and comparing them with state and national poll results. However, reported results may prove useful to participating schools for understanding the hope, engagement, and wellbeing of their particular student populations. All survey results were calculated and disseminated by Gallup, Inc. Margins of error were not reported.

America's Promise Alliance identifies Five Promises to kids that change lives: caring adults, safe places, a healthy start, an effective education, and opportunities to help others. In the 2009–2010 school year, 63 percent of responding HISD students reported four of five of the promises being met. In the 2010–2011 school year, 66 percent of responding students reported four of five of the promises being met.

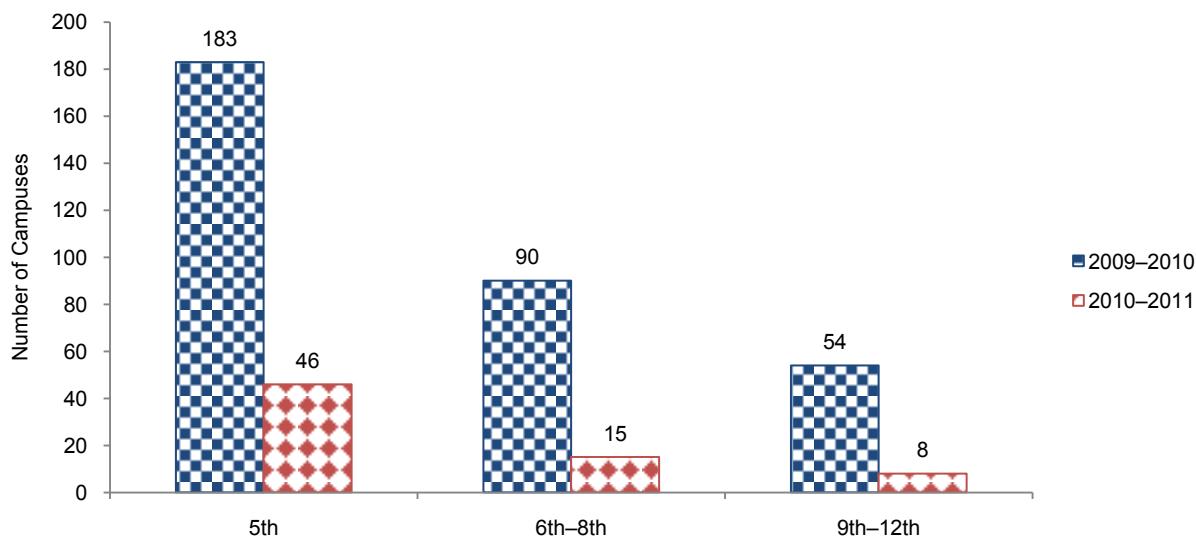


Figure 1. Number of campuses participating in the Gallup Student Poll, 2009–2010 and 2010–2011.

Overall, the trends of students in HISD followed the state and national trends in 2009–2010 and 2010–2011. For both years, the percentage of HISD students feeling hopeful was slightly lower than the state and the nation. A lower percentage of students in HISD and the state felt engaged compared to the nation in 2009–2010, whereas a higher percentage of students in HISD and the nation felt engaged compared to the state in 2010–2011. Both HISD and the state had lower percentages of students who reported they were thriving as compared to the nation in both survey years.

In the 2009–2010 school year, 54,172 HISD students responded to the questions assessing hope (**Appendix D**, p. 22). Of them, 47 percent reported possessing numerous ideas and abundant energy for the future (*feel hopeful*), 32 percent reported generating little momentum toward the future (*feel stuck*), and 21 percent reported lacking ideas and energy for the future (*feel discouraged*). These numbers were comparable to students across the state of Texas (48 percent hopeful, 33 percent stuck, and 19 percent discouraged) and slightly more negative than national averages (50 percent hopeful, 33 percent stuck, and 17 percent discouraged) (**Figure 2**).

In the 2010–2011 school year, nearly 9,000 HISD students responded to the questions assessing hope (Appendix B, p. 9). Of them, 49 percent reported possessing numerous ideas and abundance energy for the future (*feel hopeful*), 30 percent reported generating little momentum toward the future (*feel stuck*), and 21 percent reported lacking ideas and energy for the future (*feel discouraged*). These numbers were comparable to students across the state of Texas (48 percent hopeful, 33 percent stuck, and 19 percent discouraged) and slightly more negative than national averages (53 percent hopeful, 31 percent stuck, and 16 percent discouraged). While the majority of students at all grade levels expressed positive feelings about the future, students in grades 5–11 reported that they lacked problem-solving skills. This suggests that students need assistance creating strategies to succeed in order to benefit from their high aspirations and morale.

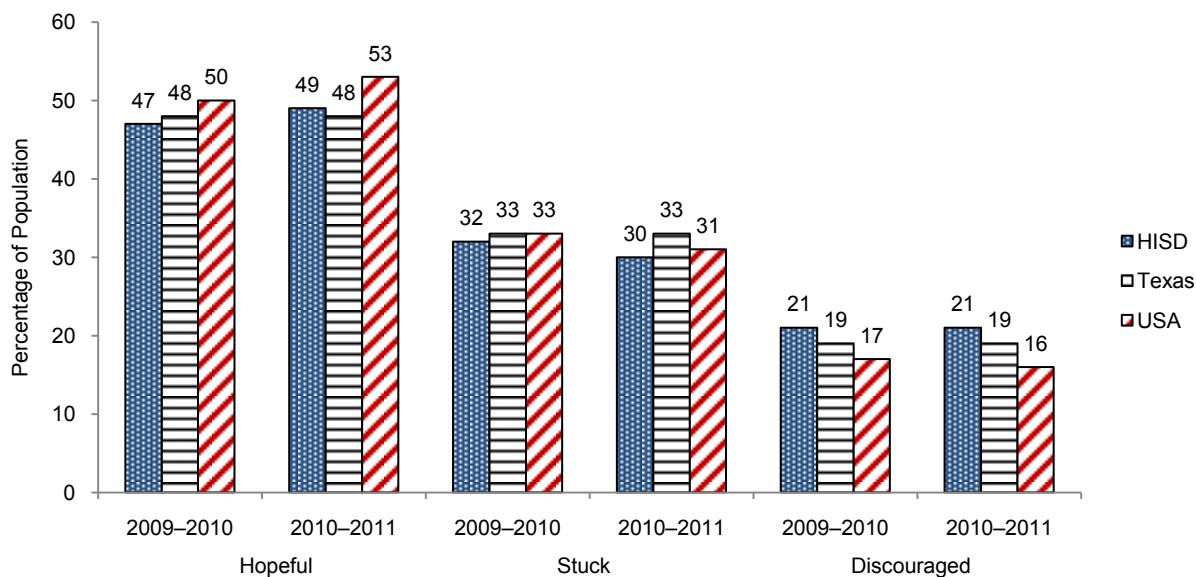


Figure 2. Students' assessments of hope, 2009–2010 and 2010–2011.

A larger percentage of HISD students expressed engagement than the percentage that expressed hope in the 2009–2010 school year (Appendix D, p. 23). Of the 54,677 responding students, 49 percent reported being highly involved with and enthusiastic about school (*engaged*); 29 percent reported attending school but not being involved with school or enthusiastic about it (*not engaged*); and 22 percent reported undermining the education process for themselves and others (*actively disengaged*) (Figure 3). HISD students conveyed levels of engagement similar to those of other students in Texas (49 percent engaged, 30 percent not engaged, and 21 percent actively disengaged). They were slightly less engaged than students across the nation (52 percent engaged, 29 percent not engaged, and 19 percent actively disengaged).

In the 2010–2011 school year, just over 9,000 HISD students responded to the questions assessing engagement (Appendix B, p. 10). These students reported higher levels of engagement than students reported in the 2009–2010 school year. Fifty-seven percent of the respondents were highly involved with and enthusiastic about school (*engaged*); 26 percent reported attending school but not being involved with school or enthusiastic about it (*not engaged*); and 17 percent reported undermining the education process for themselves and others (*actively disengaged*). HISD's respondents conveyed levels of engagement slightly higher than those of other students in Texas (53 percent engaged, 28 percent not engaged, and 19 percent actively disengaged) and equal to those across the nation (57 percent engaged, 26 percent not engaged, and 17 percent actively disengaged). Most students reported having a best friend at school, but fewer than 50 percent of respondents reported feeling safe at school, receiving recognition or praise for doing good schoolwork in the previous seven days, and having opportunities to do their best.

Based on the responses of 60,117 HISD students, 58 percent of students in the district thought about their present and future lives in positive terms (*are thriving*) in the 2009–2010 school year (Appendix D, p. 24). According to Gallup, Inc., thriving students tend to be in good health and

have strong social support. Forty percent of the students reported lacking positive thoughts and experiences (*are struggling*) (Figure 4). Struggling students tend to worry about meeting the daily demands of life. About two percent of the students reported thinking about their current and future lives in negative terms (*are suffering*). They tend to have less access to basic needs like good food and healthcare. HISD student thriving levels were slightly below the state and the nation (59 percent and 62 percent, respectively). There was a slightly higher proportion of struggling students in HISD than in the rest of the state (39 percent) and nation (37 percent); and the percent of students that reported suffering was the same in HISD as those who reported suffering in the state and slightly higher than those who reported suffering in the nation (1 percent).

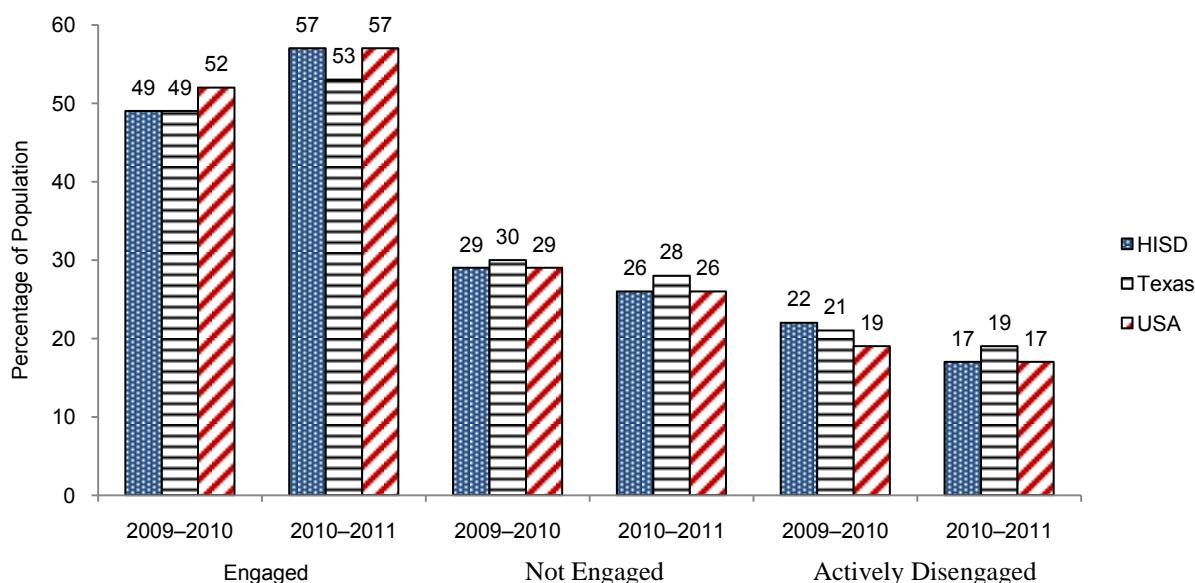


Figure 3. Students' assessments of engagement, 2009–2010 and 2010–2011.

In the 2010–2011 school year, about 10,000 HISD students responded to the questions assessing wellbeing (Appendix B, p. 11). Sixty-one percent of them reported thinking about their present and future lives in positive terms (*are thriving*). Just over a third of the students (37 percent) reported lacking positive thoughts and experiences (*are struggling*). About two percent of the students reported thinking about their current and future lives in negative terms (*are suffering*). HISD student thriving levels were slightly below the state (62 percent) and the nation (65 percent). There was a slightly higher proportion of struggling students in HISD than in the rest of the state (36 percent) and nation (33 percent); and the percent of students that reported suffering was the same in HISD as those who reported suffering in the state and the nation.

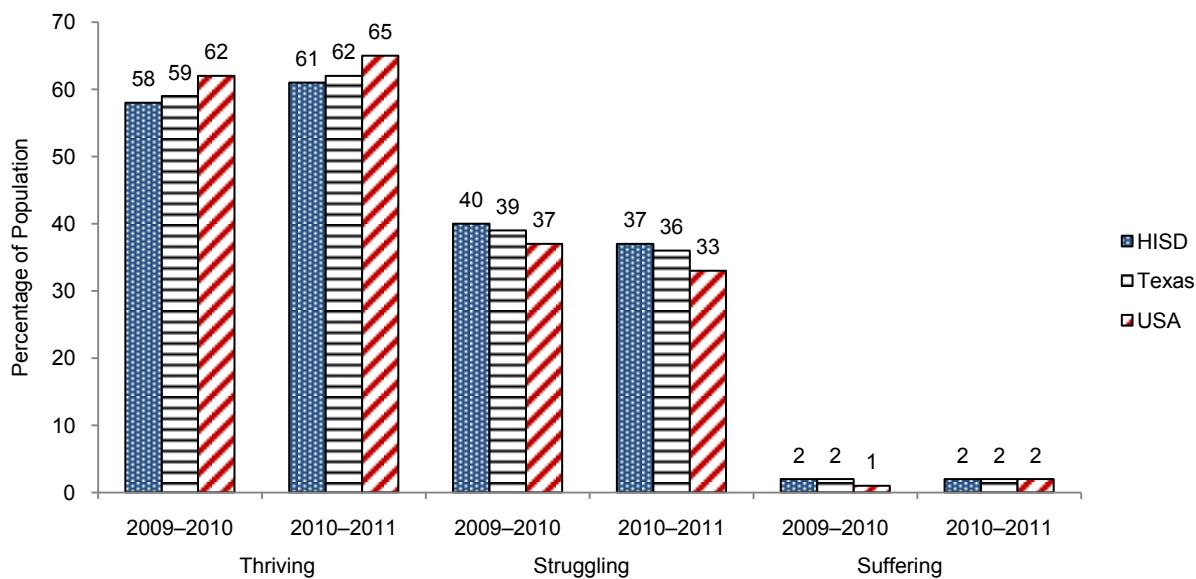


Figure 4. Students' assessments of well-being, 2009–2010 and 2010–2011.

Hope, wellbeing, and engagement are interrelated and are theorized to drive students' grades, achievement test scores, retention in school, and future employment. In the 2009–2010 school year, 67 percent of hopeful students were engaged and 56 percent of thriving students were engaged. In the 2010–2011 school year, 76 percent of hopeful students were engaged; 65 percent of thriving students were engaged; and 81 percent of students who strongly agreed that their school is committed to building their strengths were engaged (Appendix B, p. 8). Addressing factors like students' lack of success strategies and needs for praise and safety may increase this community's ability to successfully retain and effectively educate our children.



TBG

Attachments

cc: Superintendent's Direct Reports
 Chief School Officers
 School Improvement Officers
 Martha Salazar-Zamora
 Mark White

Appendix A

GALLUP® Student Poll



Measuring Hope, Engagement, and Well-Being of America's Students

1. Please imagine a ladder with steps numbered from zero at the bottom to ten at the top. The top of the ladder represents the best possible life for you and the bottom of the ladder represents the worst possible life for you. On which step of the ladder would you say you personally feel you stand at this time?
On which step do you think you will stand about five years from now?
2. I know I will graduate from high school.
3. There is an adult in my life who cares about my future.
4. I can think of many ways to get good grades.
5. I energetically pursue my goals.
6. I can find lots of ways around any problem.
7. I know I will find a good job after I graduate.
8. I have a best friend at school.
9. I feel safe in this school.
10. My teachers make me feel my schoolwork is important.
11. If I miss school, an adult from school calls home to ask how I am doing.
12. At this school, I have the opportunity to do what I do best every day.
13. In the last seven days, I have received recognition or praise for doing good schoolwork.
14. In the last month, I volunteered my time to help others.

Please think about yesterday, from the morning until the end of the day. Think about where you were, what were doing, who you were with, and how you felt as you respond to the next six items.

15. Were you treated with respect all day yesterday?
16. Did you smile or laugh a lot yesterday?
17. Did you learn or do something interesting yesterday?
18. Did you have enough energy to get things done yesterday?
19. Do you have health problems that keep you from doing things other people your age can do?
20. If you are in trouble, do you have family or friends you can count on whenever you need them?

Following the 20 core items are demographic items and one randomly selected additional index. The Gallup Student Poll will be administered to students in grades 5 through 12 via a secure Web site at school twice during the school year. For more information, visit www.gallupstudentpoll.com.

Appendix B

Thank you for participating in the Gallup Student Poll!



For more than 70 years, Gallup has built its reputation on delivering relevant, timely, and visionary research on what humans around the world think and feel. In partnership with America's Promise Alliance, the Gallup Student Poll is dedicated to measuring the hope, engagement, and wellbeing of America's students.

Gallup's research has shown that hope, engagement, and wellbeing are key factors that drive students' grades, achievement scores, retention, and future employment.

By measuring students' hope, engagement, and wellbeing, the Gallup Student Poll will help create a more hopeful story about American education in which students and teachers get to do what they do best every day, students' wellbeing and success matter to the community, and their personal flourishing leads to school and community success.

Over 1.2 million students drop out of high school every year. Everyone in the community is asked to do a small part to make a neighborhood a better place for young people.

Hope

Hope | The ideas and energy we have for the future, drives effort, academic achievement, credits earned, and retention of students of all ages.

- Hope is more predictive of academic success than traditional measures
- Hope items correlate positively with academic achievement and predict academic success in college better than high school GPA and ACT/SAT.
- Engagement items distinguish between high and low performing schools.*
- Student engagement declines from grades 5 through 12*
- 45% of U.S. students surveyed are either struggling or suffering*
- Suffering students are much more likely to be actively disengaged at school*

Engagement

Engagement | The involvement in and enthusiasm for school, reflects how well students are known and how often they get to do what they do best.

- What is the biggest highlight on your Gallup Student Poll Scorecard?
- What result on the Gallup Student Poll Scorecard most concerns you?
- In addition to the highlight and biggest concern, what is the one finding you want to share with the broader community?

Wellbeing

Wellbeing | How we think about and experience our lives, tells us how students are doing today and predicts their success in the future.

- What is the biggest highlight on your Gallup Student Poll Scorecard?
- What result on the Gallup Student Poll Scorecard most concerns you?
- In addition to the highlight and biggest concern, what is the one finding you want to share with the broader community?

Your Scorecard > >

Use the following questions to prompt interpretation of the data on the Gallup Student Poll Scorecard:

*Source: Gallup student survey data collected via Web and scan 2006 through 2008, ngt; 97,000

Appendix B, continued

GALLUP Student Poll | America's Promise Alliance
 National Default Cohort Fall 2010

The Gallup Student Poll is a brief measure of hope, engagement, and wellbeing. The poll taps into the hearts and minds of American students to determine what drives wellbeing and achievement. Distribution and discussion of the Gallup Student Poll data will help create a more hopeful story about American youth and education, and will engage parents, teachers, and community leaders in social entrepreneurship.

Hope | GrandMean: **4.36** (out of 5) n=8940



Hope by Grade values not shown when n < 10

Engagement | GrandMean: **4.07** (out of 5) n=9085



Your school must have an n-size of at least 30 to receive Engagement Index data. Engagement by Grade values not shown when n < 10

Wellbeing | GrandMean: **8.49** (out of 10) n=10034



Wellbeing by Grade values not shown when n < 10

PROMOTION INDEX	The Promotion index represents the percentage of students who graduate on time with a diploma, as reported by the Editorial Projects in Education (EPE) Research Center.	PROMISE INDEX	Gallup's partner organization, America's Promise Alliance, focuses upon meeting the Five Promises to kids: caring adults, safe places, a healthy start, an effective education, and opportunities to help others. The Promise Index is the percentage of students who have four or five of the promises that change lives met.
53	- No data available	66	Copyright © 2010 Gallup, Inc. All rights reserved Terms of Use Privacy Statement

Appendix B, continued

GALLUP Student Poll | America's Promise Alliance
National Default Cohort Fall 2010

Hope | GrandMean:

4.36

(out of 5) n = 8940



Hopeful | **Stuck** | **Discouraged**

	YOUR DISTRICT	YOUR STATE	YOUR NATION
YOUR DISTRICT	49	30	21
YOUR STATE	48	33	19
YOUR NATION	53	31	16

4.37
(out of 5) n = 47720

YOUR DISTRICT

YOUR STATE

Houston ISD | Texas | USA National Data

4.39

(out of 5) n = 249819

Hope Items	Total n	Item Responses			Mean Score by Grade						Overall Item GrandMean				
		%1	%2	%3	%4	%5	5th	6th	7th	8th	9th	10th	11th	12th	
Graduate	9718	2	2	5	12	79	4.64	4.60	4.58	4.60	4.78	4.86	4.84	4.82	4.66
YOUR DISTRICT	50597	2	1	4	10	83	4.64	4.67	4.71	4.74	4.76	4.80	4.82	4.82	4.72
YOUR STATE	9865	2	2	4	8	84	4.64	4.68	4.67	4.70	4.73	4.77	4.70	4.69	4.68
Adult cares	51047	2	2	3	7	86	4.67	4.76	4.76	4.76	4.76	4.74	4.73	4.70	4.68
YOUR DISTRICT	9881	2	4	12	30	52	4.40	4.25	4.08	4.08	4.31	4.33	4.40	4.39	4.27
YOUR STATE	51044	2	3	12	30	53	4.36	4.30	4.21	4.23	4.24	4.24	4.32	4.38	4.28
Pursue goals	9799	2	4	14	32	48	4.35	4.21	4.00	4.02	4.19	4.21	4.22	4.27	4.20
YOUR DISTRICT	50754	2	4	16	34	44	4.29	4.20	4.11	4.09	4.07	4.03	4.09	4.15	4.15
YOUR STATE	9671	5	8	25	31	31	3.80	3.70	3.58	3.62	3.70	3.90	3.96	4.11	3.74
Ways around problem	50519	5	8	25	31	31	3.74	3.67	3.68	3.73	3.76	3.80	3.93	4.01	3.76
Find a good job	9725	2	2	8	18	70	4.67	4.57	4.47	4.39	4.48	4.39	4.33	4.24	4.52
Hope GrandMean by Grade	50310	2	2	9	21	66	4.61	4.59	4.52	4.46	4.38	4.31	4.29	4.25	4.47
YOUR DISTRICT	8940						4.45	4.36	4.24	4.26	4.37	4.41	4.42	4.45	4.36
YOUR STATE	47720						4.41	4.38	4.35	4.35	4.33	4.37	4.39	4.37	4.37

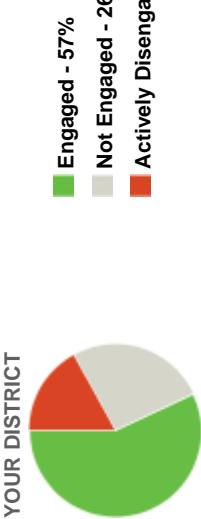
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Appendix B, continued

GALLUP Student Poll | America's Promise Alliance
National Default Cohort Fall 2010

Engagement | GrandMean:

YOUR DISTRICT



YOUR STATE

4.07
(out of 5) n = 9085

YOUR NATION

4.06
(out of 5) n = 252427

Houston ISD | Texas | USA National Data

Engagement Items		Item Responses			Mean Score by Grade							Overall Item GrandMean			
	Total n	%1	%2	%3	%4	%5	5th	6th	7th	8th	9th	10th	11th	12th	
Best friend	9880	6	4	7	12	71	4.57	4.47	4.41	4.25	4.08	3.97	4.14	4.08	4.38
YOUR DISTRICT	50935	6	3	6	11	74	4.60	4.60	4.57	4.46	4.33	4.22	4.18	4.07	4.44
YOUR STATE	9785	8	7	16	24	45	4.25	3.97	3.73	3.64	3.71	3.57	3.63	3.69	3.91
Feel safe	50735	8	8	17	26	41	4.26	3.99	3.85	3.78	3.61	3.47	3.56	3.55	3.84
YOUR DISTRICT	9855	4	5	12	22	57	4.53	4.32	3.96	3.88	4.00	3.98	4.04	4.08	4.21
YOUR STATE	51022	5	5	14	25	51	4.53	4.36	4.11	4.03	3.85	3.76	3.80	3.75	4.11
Schoolwork important	9822	5	6	14	26	49	4.36	4.20	3.89	3.71	4.01	3.99	3.97	4.05	4.09
Opportunity to do best	50892	6	7	15	27	45	4.30	4.18	3.99	3.84	3.85	3.73	3.76	3.73	3.98
YOUR DISTRICT	9578	10	9	18	27	36	4.07	3.74	3.43	3.29	3.51	3.54	3.61	3.65	3.70
YOUR STATE	49995	14	11	17	24	34	3.97	3.72	3.53	3.41	3.31	3.22	3.25	3.24	3.53
Recognition	9558	5	6	14	26	49	4.39	4.30	3.95	3.81	3.97	3.64	3.72	3.78	4.10
*School committed to strengths	49724	6	8	17	26	43	4.38	4.28	4.00	3.83	3.70	3.49	3.45	3.43	3.93
*Volunteered time	9564	14	13	19	23	31	3.90	3.40	3.04	2.95	3.19	3.23	3.51	3.66	3.44
Engagement GrandMean by Grade	49725	14	13	19	22	32	3.85	3.48	3.34	3.25	3.21	3.26	3.48	3.58	3.46
YOUR DISTRICT	9085						4.37	4.16	3.89	3.76	3.87	3.82	3.89	3.92	4.07
YOUR STATE	48137						4.34	4.19	4.02	3.92	3.80	3.69	3.72	3.67	3.99

- No data available

* Not included in Engagement Index or Engagement GrandMean calculations

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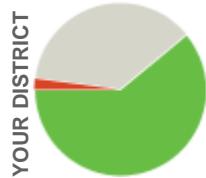
Appendix B, continued

GALLUP Student Poll | America's Promise Alliance
National Default Cohort Fall 2010

Wellbeing | GrandMean:

8.49

(out of 10) n = 10034



Thriving - 61%
Struggling - 37%
Suffering - 2%

Wellbeing Items¹

		YOUR DISTRICT		YOUR STATE		YOUR NATION		Wellbeing GrandMean by Grade																
		YOUR DISTRICT		YOUR STATE		YOUR NATION		5th		6th		7th		8th		9th		10th		11th		Overall Item GrandMean		
YOUR DISTRICT	Step at This Time	YOUR DISTRICT	10034	YOUR STATE	51632	YOUR NATION	65	61	74.6	7.25	7.11	7.26	7.23	7.56	7.36	7.42	7.35	7.15	7.27	7.19	7.35	7.49	8.49	
Step at Step in This Time 5 Years	Step in five years	YOUR DISTRICT	10034	YOUR STATE	51632	YOUR NATION	65	62	7.51	7.47	7.39	7.34	7.20	7.19	7.19	7.15	7.15	7.27	7.27	7.27	7.27	7.27	8.70	
Best life % 10	22	40						Item Responses	8.37	8.47	8.50	8.67	8.71	8.72	8.72	8.70	8.70	8.70	8.70	8.70	8.70	8.70		
% 9	15	23						% Yes	8.33	8.54	8.56	8.61	8.57	8.53	8.62	8.58	8.58	8.58	8.58	8.58	8.58	8.52		
% No									5th	6th	7th	8th	9th	10th	11th	12th								
*Treated with respect		YOUR DISTRICT	8442	YOUR STATE	43902	YOUR NATION	26	74	77	73	70	73	70	73	69	71	69	71	69	71	71	71	71	65
*Smile or laugh		YOUR DISTRICT	9465	YOUR STATE	49039	YOUR NATION	17	83	70	66	63	60	61	60	61	61	61	61	61	61	61	61	61	60
*Learn or do something		YOUR DISTRICT	9390	YOUR STATE	48245	YOUR NATION	20	80	85	81	76	74	80	76	79	79	79	79	79	79	79	79	79	77
*Enough energy		YOUR DISTRICT	9057	YOUR STATE	47640	YOUR NATION	22	78	78	84	86	85	87	84	85	85	85	85	85	85	85	85	85	82
*Health problems		YOUR DISTRICT	8868	YOUR STATE	46608	YOUR NATION	83	17	85	80	79	76	77	75	76	76	76	76	76	76	76	76	76	73
*Family or friends		YOUR DISTRICT	9254	YOUR STATE	47666	YOUR NATION	8	92	92	93	93	91	91	92	92	91	92	92	92	92	92	92	92	90
Worst life		YOUR DISTRICT	10034	YOUR STATE	51632	YOUR NATION	8.37	8.47	8.50	8.55	8.67	8.71	8.72	8.70	8.70	8.70	8.70	8.70	8.70	8.70	8.70	8.70	8.49	
Wellbeing GrandMean by Grade							8.33	8.54	8.56	8.61	8.57	8.53	8.62	8.58	8.58	8.58	8.58	8.58	8.58	8.58	8.58	8.52		

- No data available

*Not included in Wellbeing Index or GrandMean calculations

¹ WB Index calculated from responses to "Step at this time" and "Step in five years". VNB GrandMean calculated from responses to "Step in 5 Years".

Appendix B, continued

Every school has a story ... what's yours?



The Gallup Student Poll Community Solutions are designed to get all Americans involved in preparing our young people for a promising future.

We need to come together to ensure that every student has the best chance of graduating from high school and college and landing a good job.

Without a sound education and a good job, the American dream becomes the American Myth.

The conversation about the future of American youth starts with a shared understanding of hope, engagement, and wellbeing and data collected through the Gallup Student Poll.

Preparing young people for the future serves many ends. One outcome that benefits us all is a higher high school graduation rate. Please see the America's Promise Alliance website and read the GradNation Report to learn more about how people can work together to encourage completion of high school.

1st Share Your Story

Is your school really known in your community? Share your Gallup Student Poll Scorecard with your local stakeholders. Consider the following questions:

- Which people (in and out of the school system) do you want to share the Gallup Student Poll Scorecard with today?
- How do you want to share a summary of data from the Gallup Student Poll Scorecard with parents next week?
- Which community members and afterschool programs do you want to share a summary of data from the Gallup Student Poll Scorecard within two weeks?

2nd Act on the Numbers

Your data is a springboard to action. Invite educators in your school and your community to work together and use the data to drive student hope, engagement, and wellbeing by answering these questions:

- What are your goals for changes you would like to see in your school in one, five, and ten years?
- How are these goals linked with specific indicators on the Gallup Student Poll Scorecard?
- The 10-year goals for the Gallup Student Poll are to double hope, build engaged schools, and boost wellbeing. Gallup aims to help 5 million students discover and develop their strengths. How can you achieve these goals in your school?
- As a nation, we must attain a high school graduation rate of 85% or better. What can you do to achieve this in your school?

3rd Your Solutions

How can you engage your community to pursue these goals with you?

Community Solutions

Appendix B, continued

The 20 Community Solutions are designed to promote the best in American youth. Every person in a community can do one thing to enhance hope, engagement, or wellbeing. Five of these strategies involve making the most of a student's strengths. When we focus on what is right with students, we help them become more successful.

Learn more about the Gallup Student Poll Education and Consulting Services

	Hope	Engagement	Wellbeing	Strengths
Parents and Other Caregivers	"I can find lots of ways around any problem."	"At this school, I have the opportunity to do what I do best everyday."	"On which step of the life ladder (0-10) do you think you will stand in five years."	"I can quickly name my own strengths."
Goal Double Hope		Goal Build Engaged Schools	Goal Boost Wellbeing	Goal Discover and Develop Strengths
Teachers, Counselors, and Advisors	Hope Talk to your child about the future. Make your child's goal(s) a topic of conversation at home. Help your child develop the ideas and energy needed to make a goal a reality.	Engagement Give your child personalized feedback, recognition, and praise for effort and doing what he or she does best.	Wellbeing Spend quality social time with your child and create a place in the home where he or she can entertain friends.	Strengths Name your child's strengths by administering a strengths measure, printing results, and posting them in the home.
Conversation Starter "What are your hopes and wishes for the future? What do you need to get where you want to go?"	Conversation Starter "Let's celebrate your great work on <i>name of specific task</i> by spending the next hour playing your favorite game."	Conversation Starter "When do you want to invite your friends over to our home? I am happy to help you plan for that."	Conversation Starter "How did you use <i>name of a specific strength</i> at school today?"	Strengths First, discover and develop your own strengths. Then, help students use strengths in good times and in bad.
Classroom Activity Students get stuck when real and perceived obstacles block academic goals. Ask students about the big obstacles to getting a good grade on an assignment or test. Encourage students to help each other overcome the personal and situational obstacles.	Engagement Get to know your students even better by connecting with them on an individual level and by identifying the interests and resources of every student.	Wellbeing Give students time each week to do what they do best with an emphasis on linking school success to future success in school and work.	Wellbeing Give students time each week to do what they do best with an emphasis on linking school success to future success in school and work.	Classroom Activity Ask the students to write about and/or draw an illustration of a time when one of their strengths helped him/her succeed on a difficult task. Ask for volunteers who wish to read/explain their illustrations to classmates or just to you. Share
Classroom Activity Conduct a brief, 1 on 1 "Focus on You" with each of your students (during the first term of a school year if possible). Have students answer the following questions:	1. My Successes	2. How Are My Successes Connected to my School		

Appendix B, continued

<p>1. "What name do you prefer to be called?"</p> <p>2. "What are your "hot buttons" (i.e., activities/things that interest, excite, or are important to you)?"</p> <p>3. "Who makes you feel like you matter?"</p>	<p>Principals and Superintendents</p> <p>Hope Conduct a barrier analysis with teachers and students to identify the biggest obstacles to students making good grades in school.</p>	<p>Engagement Demonstrate the relevance of today's elementary and secondary coursework for higher education and the emerging workforce while maintaining the rigor associated with high academic standards.</p>	<p>Leadership and Policy Implication Students who see schoolwork as important become engaged at school. Schoolwork is considered important if the relevance of what students learn today is linked to what they will be learning in the future and to their chosen field of work.</p>	<p>Engagement Conduct some of the after school activities on a nearby school campus.</p>	<p>Afterschool Counselors and Peer Mentors</p> <p>Hope Provide at least one mentor to each student through your program or another partner program in the community.</p>
		<p>Wellbeing Invite teachers to nominate alums of your school who are successful community members who appear to have high wellbeing. Work with each role model to develop a plan on how they could share their experiences with young people from their home neighborhood.</p>	<p>Leadership and Policy Implication Alums of your school will be considered more appealing role models for success and wellbeing. Help students generate a positive outlook for the future by connecting with a diverse group of caring adults.</p>	<p>Wellbeing Always make time for fun and games.</p>	<p>Strengths Develop a strengths-based leadership team at your school.</p>
					<p>Leadership and Policy Implication Identify the strengths of the leaders in your school system and work to leverage the strengths of the entire leadership team. Meet follower (teachers, parents, afterschool counselors, community members, students) needs of compassion, trust, stability, and hope.</p>
					<p>Strengths Program staff builds specialized skills in identifying and developing strengths of students.</p>
					<p>Program Implication Students have a better chance at being successful when using their strengths rather than managing weaknesses. Trained program staff and other caring adults can help students capitalize on their strengths on a regular basis.</p>
					<p>Program Implication Positive feelings such as interest, joy, and happiness make each day better and these emotions are associated with good health and wellbeing. Afterschool programs provide unique, specialized services, but all programs should guarantee the outcomes of laughter and smiles.</p>

Appendix B, continued

<p>Business People and Neighbors</p> <p>Hope Help young people make connections between doing well in school and getting a good job. Demystify the steps for making good career decisions.</p> <p>Small Act Show and tell a young person how sound education and decision-making are related to landing a good job.</p>	<p>Engagement Create a safe zone around your local school. Young people who feel safe in their neighborhood and school become more engaged in daily learning.</p> <p>Small Act Conduct a safety audit of your local neighborhood, between your home and business and the nearest school building. Bring a young person along with you to see the community through his or her eyes. Visit with school principal about his or her needs to make the school safer. On a monthly basis, pick up trash, remove graffiti and blight, improve street crossings and signage, and report other safety concerns to appropriate city offices.</p>	<p>Wellbeing Give young people a wellbeing boost through a positive experience that may be otherwise unavailable to them.</p>	<p>Strengths Capitalize on what young people and schools in your community are doing right and encourage them to do more of it.</p> <p>Small Act Ask a young person about the highlight of their week, listen actively, mirror the enthusiasm, and ask two meaningful questions about the highlight.</p>
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Appendix B, continued

Glossary of Terms

Hope | the ideas and energy we have for the future

Hopeful | students possess numerous ideas and abundant energy for the future

Stuck | students generate little momentum toward the future

Discouraged | students lack ideas and energy for the future

Engagement | involvement in and enthusiasm for school

Engaged | students are highly involved with and enthusiastic about school

Not Engaged | students are present but not involved with or enthusiastic about school

Actively Disengaged | students undermine the educational process for self and others

Wellbeing | how we think about and experience our lives

Thriving | students think about present and future life in positive terms; they tend to be in good health and have strong social support.

Struggling | students lack positive thoughts and experiences; they tend to worry about meeting the daily demands of life.

Suffering | students think about current and future life in negative terms; they tend to have less access to basic needs (e.g., good food and healthcare)

The pie chart and engagement matrix on the left and right sides of the scorecard respectively, include responses to questions about students' present and future. For example, they include responses to the questions, "On which step of the ladder would you say you personally feel you stand at this time?" (Present) and "On which step do you think you will stand about five years from now?" (Future).

The GrandMean by grade chart in the middle of the scorecard does not include responses to the question about students' present. In other words, it does not include responses to the question, "On which step of the ladder would you say you personally feel you stand at this time?"

Appendix B, continued

Promotion Index

The Promotion Index is reported for the lowest level (i.e., school, district, or state) for which data is available.

The percentage of students who graduate on time with a diploma, as reported by the Editorial Projects in Education (EPE) Research Center. This high school graduation rate captures four key steps a student must take in order to graduate: three grade-to-grade promotions (grade 9 to 10, grade 10 to 11, and grade 11 to 12) and then earning a standard diploma (grade 12 to graduation). The Promotion Index data are from the high school class of 2005 (the most recent year for which data are available), not from student responses to the Gallup Student Poll.

Promise Index

The percentage of students who experience four or five of the promises that change lives (caring adults, safe places, a healthy start, effective education, opportunities to help others). See the America's Promise Alliance Web site for more information about the five promises: <http://www.americaspromise.org/APA.htm>.

Appendix C

Campuses Participating in the Gallup Student Poll, 2010–2011

Campus	Grades served on campus		
	Grade 5	Grades 6–8	Grades 9–12
Almeda ES	x		
Barrick ES	x		
Blackshear ES	x	x	
Briarmeadow ES	x		
Briscoe ES	x		
Brookline ES	x		
Burrus ES	x	x	
Clifton MS	x	x	
Cook ES	x		
Cornelius ES	x		
Crawford ES	x	x	
Crespo ES	x		
Davila ES	x		
Durkee ES	x		
Edison MS		x	
Empowerment HS			x
Franklin ES		x	
Garden Oaks ES	x	x	
Harris, J.R. ES	x		
Harris, R.P. ES	x		
Harvard ES	x		
Henderson, N.Q. ES	x		
High School Ahead Academy		x	
Highland Heights ES	x		
Hobby ES	x		
Hogg MS		x	
HSPVA			x
Jackson MS		x	
Johnston MS		x	
Lyons ES	x		
Montgomery ES	x		
Oak Forest ES	x		
Osborne ES	x		
Paige ES	x		
Henry, Patrick MS		x	
Petersen ES	x		
Poe ES	x		
Red ES	x		
Rodriguez, ES	x		

Appendix C (continued)

Campuses Participating in the Gallup Student Poll, 2010–2011

Campus	Grades served on campus		
	Grade 5	Grades 6–8	Grades 9–12
Roosevelt ES	x		
Rucker ES	x		
Rusk	x	x	
Sanchez, ES	x		
Scarborough HS			x
Seguin ES	x		
Shearn ES	x		
Sherman ES	x		
Smith, K ES	x		
South Early College HS			x
Southmayd ES	x		
Stevens ES	x		
Sutton ES	x		
Tijerina ES	x	x	
Travis ES	x		
Valley West ES	x		
Washington HS			x
Westbury HS			x
Williams, M.C. MS		x	
Windsor Village ES	x		
Worthing HS			x
Yates HS			x
Young ES	x		

Appendix D

Thank you for participating in the Gallup Student Poll!



For more than 70 years, Gallup has built its reputation on delivering relevant, timely, and visionary research on what humans around the world think and feel. In partnership with America's Promise Alliance, the Gallup Student Poll is dedicated to measuring the hope, engagement, and well-being of America's students.

Gallup's research has shown that hope, engagement, and well-being are key factors that drive students' grades, achievement scores, retention, and future employment.

By measuring students' hope, engagement, and well-being, the Gallup Student Poll will help create a more hopeful story about American education in which students and teachers get to do what they do best every day, students' well-being and success matter to the community, and their personal flourishing leads to school and community success.

Over 1.2 million students drop out of high school every year. Everyone in the community is asked to do a small part to make a neighborhood a better place for young people.

Hope

Hope | The ideas and energy we have for the future, drives effort, academic achievement, credits earned, and retention of students of all ages.

- Hope is more predictive of academic success than traditional measures
- Hope items correlate positively with academic achievement and predict academic success in college better than high school GPA and ACT/SAT.

Engagement

Engagement | The involvement in and enthusiasm for school, reflects how well students are known and how often they get to do what they do best.

- Student engagement declines from grades 5 through 12*
- Engagement items distinguish between high and low performing schools.*

Well-Being

Well-being | How we think about and experience our lives, tells us how students are doing today and predicts their success in the future.

- 45% of U.S. students surveyed are either struggling or suffering*
- Suffering students are much more likely to be actively disengaged at school*

Your Scorecard >>

Use the following questions to prompt interpretation of the data on the Gallup Student Poll Scorecard:

- What is the biggest highlight on your Gallup Student Poll Scorecard?
- What result on the Gallup Student Poll Scorecard most concerns you?
- In addition to the highlight and biggest concern, what is the one finding you want to share with the broader community?

*Source: Gallup student survey data collected via Web and scan 2006 through 2008, ngt, 97,000

Appendix D, continued

The Gallup Student Poll is a brief measure of hope, engagement, and well-being. The poll taps into the hearts and minds of American students to determine what drives well-being and achievement. Distribution and discussion of the Gallup Student Poll data will help create a more hopeful story about American youth and education, and will engage parents, teachers, and community leaders in social entrepreneurship.

Hope | GrandMean: **4.34** (out of 5) n=54172



Engagement | GrandMean: **3.93** (out of 5) n=54677



Well-Being | GrandMean: **8.40** (out of 10) n=60117



Well-Being by Grade values not show when n < 10

PROMOTION INDEX	The Promotion Index represents the percentage of students who graduate on time with a diploma, as reported by the Editorial Projects in Education (EPE) Research Center.	PROMISE INDEX	Gallup's partner organization, America's Promise Alliance, focuses upon meeting the Five Promises to kids: caring adults, safe places, a healthy start, an effective education, and opportunities to help others. The Promise Index is the percentage of students who have four or five of the promises that change lives met.
53		63	

- No data available

* Item Mean Score Comparison by Grade (Lowest scores by grade in red, highest scores by grade in green)

Appendix D, continued

Hope | GrandMean:

4.34

(out of 5) n = 54172



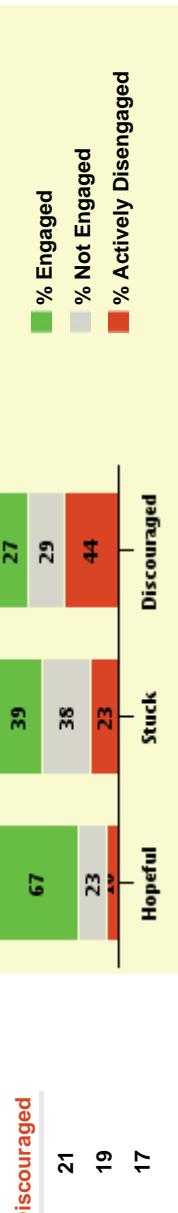
Hopeful **Stuck** **Discouraged**



YOUR DISTRICT

4.36
(out of 5) n = 117966

(out of 5) n = 228508



Hope Items

Item Responses

Total
n
Strongly
Disagree
Strongly
Agree
%5
%1

	Item Mean Score Comparison by Grade*						Overall Grade Item Mean Comparison		
	5th	6th	7th	8th	9th	10th	11th	12th	Mean Score
Graduate	4.63	4.66	4.63	4.63	4.70	4.75	4.81	4.86	4.69
YOUR DISTRICT	58592	2	2	4	10	82			
YOUR STATE	125797	1	1	4	10	84	4.64	4.69	4.74
Adult cares	59032	3	2	3	8	84	4.57	4.70	4.68
YOUR DISTRICT	126646	2	2	3	7	86	4.63	4.75	4.73
YOUR STATE	59177	3	3	12	31	51	4.37	4.18	4.11
Get good grades	126773	2	3	12	31	52	4.37	4.31	4.19
YOUR DISTRICT	58803	2	5	16	33	44	4.27	4.10	4.03
YOUR STATE	126197	2	4	16	35	43	4.27	4.21	4.13
Pursue goals	58274	5	8	25	32	30	3.75	3.70	3.61
YOUR DISTRICT	125440	4	8	25	33	30	3.73	3.70	3.68
YOUR STATE	58402	2	2	9	21	66	4.64	4.61	4.44
Ways around problem	124946	2	2	9	22	65	4.63	4.61	4.48
Find a good job	54172						4.40	4.39	4.27
Hope GrandMean by Grade	YOUR DISTRICT	4.40	4.40	4.37	4.33	4.32	4.33	4.39	4.34
	YOUR STATE	4.40	4.40	4.37	4.33	4.32	4.35	4.40	4.36

- No data available

Item Mean Score Comparison by Grade (Lowest scores by grade in red, highest scores by grade in green)

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Appendix D, continued

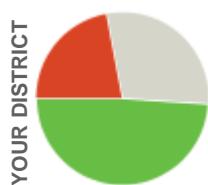
GALLUP Student Poll | America's Promise Alliance
Fall 2009

HOUSTON ISD
Texas
National Data

Engagement | GrandMean:

3.93

(out of 5) n = 54677



YOUR NATION

3.99

(out of 5) n = 230265

YOUR STATE

3.94

(out of 5) n = 118635

YOUR DISTRICT

3.93

(out of 5) n = 54677

- Engaged - 49%
- Not Engaged - 29%
- Actively Disengaged - 22%

Engaged Not Engaged Actively Disengaged

	YOUR DISTRICT	49	29	22
	YOUR STATE	49	30	21
	YOUR NATION	52	29	19

Engagement Items	Total n	Item Responses				Item Mean Score Comparison by Grade						Overall Grade Item Mean Comparison Mean Score		
		Strongly Agree %1	Disagree %2	Strongly Agree %3	Agree %5	5th	6th	7th	8th	9th	10th	11th	12th	
Best friend	58922	8	5	8	14	65	4.52	4.47	4.38	4.21	3.99	3.96	4.00	4.00
YOUR DISTRICT	126303	6	4	7	13	70	4.54	4.56	4.51	4.38	4.18	4.14	4.10	4.35
YOUR STATE	58548	8	7	18	27	40	4.25	4.01	3.77	3.66	3.70	3.61	3.64	3.84
Feel safe	125701	7	8	18	28	39	4.26	4.03	3.85	3.74	3.70	3.64	3.70	3.85
YOUR DISTRICT	59160	5	5	14	25	51	4.49	4.35	4.10	3.96	3.95	3.85	3.90	4.11
YOUR STATE	126674	5	6	15	26	48	4.50	4.35	4.14	4.00	3.92	3.82	3.85	4.09
Schoolwork important	54962	35	13	14	15	23	3.31	3.19	2.81	2.59	2.56	2.38	2.24	2.36
YOUR DISTRICT	116879	38	14	14	14	20	3.28	3.01	2.67	2.46	2.41	2.27	2.17	2.31
YOUR STATE	58887	7	7	16	26	44	4.30	4.26	3.97	3.78	3.83	3.69	3.61	3.64
* Adult calls home	126202	6	7	17	27	43	4.30	4.23	3.99	3.82	3.85	3.70	3.63	3.93
Opportunity to do best	57705	15	11	18	23	33	3.94	3.83	3.48	3.32	3.25	3.10	3.16	3.47
Recognition	124124	16	12	18	22	32	3.93	3.77	3.49	3.36	3.23	3.12	3.10	3.15
* Volunteered time	57489	16	15	20	20	29	3.69	3.44	3.13	3.03	3.05	3.08	3.27	3.30
Engagement GrandMean by Grade	YOUR DISTRICT	54677	15	15	20	21	29	3.71	3.43	3.25	3.13	3.13	3.21	3.34
Engagement GrandMean by Grade	YOUR STATE	118635						4.31	4.19	3.95	3.80	3.75	3.65	3.66
							4.32	4.20	4.01	3.87	3.78	3.69	3.66	3.68

- No data available

* Not included in Engagement Index or Engagement GrandMean calculations

Item Mean Score Comparison by Grade (Lowest scores by grade in red, highest scores by grade in green)

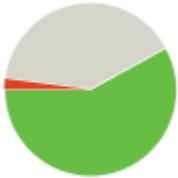
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Appendix D, continued

Well-Being | GrandMean:

YOUR DISTRICT
8.40

(out of 10) n = 60117



YOUR DISTRICT
Step at This Time
This Time 5 Years
best life
% 10
% 9
% 8
% 7
% 6
% 5
% 4
% 3
% 2
% 1
% 0
Worst life

Category	Percentage
YOUR DISTRICT	58
YOUR STATE	59
YOUR NATION	62
Step at this time	40
This Time 5 Years	39
best life	2
% 10	18
% 9	34
% 8	26
% 7	19
% 6	17
% 5	11
% 4	12
% 3	4
% 2	2
% 1	1
% 0	1
Worst life	0

Well-Being Items¹

YOUR DISTRICT	Step at This Time This Time 5 Years best life	*Treated with respect	YOUR DISTRICT YOUR STATE	Total n	Item Mean Score Comparison by Grade							Overall Grade Item Mean Comparison	
					5th	6th	7th	8th	9th	10th	11th	12th	
YOUR DISTRICT	Step at this time		YOUR DISTRICT YOUR STATE	60117	7.65	7.35	7.15	7.07	7.04	7.08	7.11	7.10	7.24
YOUR DISTRICT	Step in five years		YOUR DISTRICT YOUR STATE	123368	7.62	7.31	7.20	7.12	7.00	7.03	7.04	7.06	7.20
YOUR DISTRICT	best life		YOUR DISTRICT YOUR STATE	60117	8.23	8.29	8.33	8.38	8.51	8.55	8.57	8.61	8.40
YOUR DISTRICT			YOUR DISTRICT YOUR STATE	123368	8.31	8.39	8.45	8.47	8.50	8.55	8.56	8.44	8.44
			Item Responses		Item % Yes	Item % No	Item % Yes	Item % No	Item % Yes	Item % No	Item % Yes	Item % No	Item % Yes
			% Yes		75	71	75	73	70	68	70	70	71
			% No		35	65	71	63	64	62	64	63	67
YOUR DISTRICT	Step at this time		YOUR DISTRICT YOUR STATE	50116	82	80	76	74	75	74	75	74	75
YOUR DISTRICT	Step in five years		YOUR DISTRICT YOUR STATE	107675	82	77	75	74	73	72	73	72	73
YOUR DISTRICT	best life		YOUR DISTRICT YOUR STATE	56948	82	82	85	85	86	85	85	85	85
YOUR DISTRICT			YOUR DISTRICT YOUR STATE	121894	82	82	86	85	85	85	84	84	84
YOUR DISTRICT			YOUR DISTRICT YOUR STATE	56131	82	80	76	74	75	74	75	75	75
YOUR DISTRICT			YOUR DISTRICT YOUR STATE	120100	82	77	75	74	73	72	73	72	73
YOUR DISTRICT			YOUR DISTRICT YOUR STATE	55105	84	81	77	75	71	70	68	69	69
YOUR DISTRICT			YOUR DISTRICT YOUR STATE	118825	84	82	78	75	70	67	64	65	65
YOUR DISTRICT			YOUR DISTRICT YOUR STATE	53959	85	22	18	15	13	12	10	11	-
YOUR DISTRICT			YOUR DISTRICT YOUR STATE	116741	86	14	21	17	14	12	11	11	-
YOUR DISTRICT			YOUR DISTRICT YOUR STATE	55250	91	93	91	92	92	93	92	92	-
YOUR DISTRICT			YOUR DISTRICT YOUR STATE	118456	92	93	92	92	92	93	92	92	-
YOUR DISTRICT			YOUR DISTRICT YOUR STATE	60117	8.23	8.29	8.33	8.38	8.51	8.55	8.57	8.61	8.40
YOUR DISTRICT			YOUR DISTRICT YOUR STATE	123368	8.31	8.39	8.45	8.47	8.50	8.49	8.56	8.44	8.44

- No data available

*Not included in Well-Being Index or GrandMean calculations
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¹WB Index calculated from responses to "Step at this time" and "Step in five years". WB GrandMean calculated from responses to "Step in 5 Years".
Item Mean Score and "% Yes" by Grade (Lowest mean scores or % Yes responses by grade in red , highest by grade in green)



Appendix D, continued

Every school has a story ... what's yours?



The Gallup Student Poll Community Solutions are designed to get all Americans involved in preparing our young people for a promising future.

We need to come together to ensure that every student has the best chance of graduating from high school and college and landing a good job.

Without a sound education and a good job, the American dream becomes the American Myth.

The conversation about the future of American youth starts with a shared understanding of hope, engagement, and well-being and data collected through the Gallup Student Poll.

Preparing young people for the future serves many ends. One outcome that benefits us all is a higher high school graduation rate. Please see the America's Promise Alliance website and read the GradNation Report to learn more about how people can work together to encourage completion of high school.

1st Share Your Story

Is your school really known in your community? Share your Gallup Student Poll Scorecard with your local stakeholders. Consider the following questions:

- Which people (in and out of the school system) do you want to share the Gallup Student Poll Scorecard with today?
- How do you want to share a summary of data from the Gallup Student Poll Scorecard with parents next week?
- Which community members and afterschool programs do you want to share a summary of data from the Gallup Student Poll Scorecard within two weeks?

2nd Act on the Numbers

Your data is a springboard to action. Invite educators in your school and your community to work together and use the data to drive student hope, engagement, and well-being by answering these questions:

- What are your goals for changes you would like to see in your school in one, five, and ten years?
- How are these goals linked with specific indicators on the Gallup Student Poll Scorecard?
- The 10-year goals for the Gallup Student Poll are to double hope, build engaged schools, and boost well-being. Gallup aims to help 5 million students discover and develop their strengths. How can you achieve these goals in your school?
- As a nation, we must attain a high school graduation rate of 85% or better. What can you do to achieve this in your school?

3rd Your Solutions

How can you engage your community to pursue these goals with you?

Appendix D, continued

Community Solutions

The 20 Community Solutions are designed to promote the best in American youth. Every person in a community can do one thing to enhance hope, engagement, or well-being. Five of these strategies involve making the most of a student's strengths. When we focus on what is right with students, we help them become more successful.

Hope

"I can find lots of ways around any problem."

Goal | Double Hope

Engagement

Hope | Talk to your child about the future. Make your child's goal(s) a topic of conversation at home. Help your child develop the ideas and energy needed to make a goal a reality.

Conversation Starter | "What are your hopes and wishes for the future? What do you need to get where you want to go?"

Well-Being

"At this school, I have the opportunity to do what I do best everyday."

Goal | Build Engaged Schools

Strengths

"On which step of the life ladder (0-10) do you think you will stand in five years."

Goal | Discover and Develop Strengths

Teachers, Counselors, and Advisors | Help students develop numerous ways to overcome obstacles and to get good grades.

Strengths | Name your child's strengths by administering a strengths measure, printing results, and posting them in the home.

Well-Being | Spend quality social time with your child and create a place in the home where he or she can entertain friends.

Conversation Starter | "How did you want to invite your friends over to our home? I am happy to help you plan for that."

Well-Being | Give students time each week to do what they do best with an emphasis on linking school success to future success in school and work.

Classroom Activity | Conduct a brief, 1 when real and perceived obstacles block academic goals. Ask students about the big obstacles to getting a good grade on an assignment or test. Encourage students to help each other overcome the personal and situational obstacles.

Strengths | First, discover and develop your own strengths. Then, help students use strengths in good times and in bad.

Conversation Starter | "How did you use name of a specific strength at school today?"

Classroom Activity | Ask the students to write about and/or draw an illustration of a time when one of their strengths helped him/her succeed on a difficult task. Ask for volunteers who wish to read/explain their illustrations to classmates or just to you. Share

Classroom Activity | Ask the students to keep a weekly success log that is divided into three sections:

1. My Successes
2. How Are My Successes Connected to my School

Appendix D, continued

<p>1. "What name do you prefer to be called?"</p> <p>2. "What are your "hot buttons" (i.e., activities/things that interest, excite, or are important to you)?"</p> <p>3. "Who makes you feel like you matter?"</p>	<p>3. How Are My Successes Connected to My Future</p> <p>Have students review their log monthly to choose a best success to share with a caring adult. Encourage students to share best successes at parent-teacher conferences.</p>	<p>Strengths stories at parent-teacher conferences.</p> <p>Well-Being Invite teachers to nominate allums of your school who are successful community members who appear to have high well-being. Work with each role model to develop a plan on how they could share their experiences with young people from their home neighborhood.</p>	<p>Leadership and Policy Implication Alums of your school will be considered more appealing role models for success and well-being. Help students generate a positive outlook for the future by connecting with a diverse group of caring adults.</p>	<p>Leadership and Policy Implication Alums of your school will be considered more appealing role models for success and well-being. Help students generate a positive outlook for the future by connecting with a diverse group of caring adults.</p>	<p>Leadership and Policy Implication Alums of your school will be considered more appealing role models for success and well-being. Help students generate a positive outlook for the future by connecting with a diverse group of caring adults.</p>
Principals and Superintendents		<p>Engagement Demonstrate the relevance of today's elementary and secondary coursework for higher education and the emerging workforce while maintaining the rigor associated with high academic standards.</p>	<p>Leadership and Policy Implication Students who see schoolwork as important become engaged at school. Schoolwork is considered important if the relevance of what students learn today is linked to what they will be learning in the future and to their chosen field of work.</p>	<p>Engagement Conduct some of the after school activities on a nearby school campus.</p>	<p>Well-Being Always make time for fun and games.</p>
Afterschool Counselors and Peer Mentors		<p>Hope Conduct a barrier analysis with teachers and students to identify the biggest obstacles to students making good grades in school.</p>	<p>Leadership and Policy Implication Eliminate the barriers to student achievement. Start with small obstacles and work toward necessary policy changes.</p>	<p>Hope Provide at least one mentor to each student through your program or another partner program in the community.</p>	<p>Program Implication Students flourish in safe places with the support of caring adults. Great schools and afterschool programs that come together in a common place, the school building, help students realize their safety net is big and strong.</p>
Strengths stories at parent-teacher conferences.		<p>Strengths Develop a strengths-based leadership team at your school.</p>	<p>Strengths Identify the strengths of the leaders in your school system and work to leverage the strengths of the entire leadership team. Meet follower (teachers, parents, afterschool counselors, community members, students) needs of compassion, trust, stability, and hope.</p>	<p>Strengths Program staff builds specialized skills in identifying and developing strengths of students.</p>	<p>Program Implication Students have a better chance at being successful when using their strengths rather than managing weaknesses. Trained program staff and other caring adults can help students capitalize on their strengths on a regular basis.</p>

Appendix D, continued

<p>Business People and Neighbors</p> <p>Hope Help young people make connections between doing well in school and getting a good job. Demystify the steps for making good career decisions.</p> <p>Small Act Show and tell a young person how sound education and decision-making are related to landing a good job.</p>	<p>Engagement Create a safe zone around your local school. Young people who feel safe in their neighborhood and school become more engaged in daily learning.</p> <p>Small Act Conduct a safety audit of your local neighborhood, between your home and business and the nearest school building. Bring a young person along with you to see the community through his or her eyes. Visit with school principal about his or her needs to make the school safer. On a monthly basis, pick up trash, remove graffiti and blight, improve street crossings and signage, and report other safety concerns to appropriate city offices.</p>	<p>Well-Being Give young people a well-being boost through a positive experience that may be otherwise unavailable to them.</p> <p>Small Act Invite a young person to a fun, exciting experience at your home, neighborhood, alma mater, or office.</p>	<p>Strengths Capitalize on what young people and schools in your community are doing right and encourage them to do more of it.</p> <p>Small Act Ask a young person about the highlight of their week, listen actively, mirror the enthusiasm, and ask two meaningful questions about the highlight.</p>
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Appendix D, continued

Glossary of Terms

Hope | the ideas and energy we have for the future

Hopeful | students possess numerous ideas and abundant energy for the future

Stuck | students generate little momentum toward the future

Discouraged | students lack ideas and energy for the future

Engagement | involvement in and enthusiasm for school

Engaged | students are highly involved with and enthusiastic about school

Not Engaged | students are present but not involved with or enthusiastic about school

Actively Disengaged | students undermine the educational process for self and others

Well-Being | how we think about and experience our lives

Thriving | students think about present and future life in positive terms; they tend to be in good health and have strong social support.

Struggling | students lack positive thoughts and experiences; they tend to worry about meeting the daily demands of life.

Suffering | students think about current and future life in negative terms; they tend to have less access to basic needs (e.g., good food and healthcare)

The pie chart and engagement matrix on the left and right sides of the scorecard respectively, include responses to questions about students' present and future. For example, they include responses to the questions, "On which step of the ladder would you say you personally feel you stand at this time?" (Present) and "On which step do you think you will stand about five years from now?" (Future).

The GrandMean by grade chart in the middle of the scorecard does not include responses to the question about students' present. In other words, it does not include responses to the question, "On which step of the ladder would you say you personally feel you stand at this time?"

Appendix D, continued

The Promotion Index is reported for the lowest level (i.e., school, district, or state) for which data is available.

The percentage of students who graduate on time with a diploma, as reported by the Editorial Projects in Education (EPE) Research Center. This high school graduation rate captures four key steps a student must take in order to graduate: three grade-to-grade promotions (grade 9 to 10, grade 10 to 11, and grade 11 to 12) and then earning a standard diploma (grade 12 to graduation). The Promotion Index data are from the high school class of 2005 (the most recent year for which data are available), not from student responses to the Gallup Student Poll.

Promise Index

The percentage of students who experience four or five of the promises that change lives (caring adults, safe places, a healthy start, effective education, opportunities to help others). See the America's Promise Alliance Web site for more information about the five promises: <http://www.americaspromise.org/APA.htm>.

Hope and Engagement | this matrix displays the joint distribution of hope and engagement.

Each cell gives the percentage of students that meet criteria for a particular hope classification *and* a particular engagement classification (e.g., hopeful by not engaged).

Well-Being and Engagement | this matrix displays the joint distribution of well-being and engagement.

Each cell gives the percentage of students that meet criteria for a particular well-being classification *and* a particular engagement classification (e.g., thriving by not engaged).