



# 2014 IOWA YOUTH SURVEY

## West Liberty Community School District Results District 6975

Sponsored By:  
**Iowa Department of Public Health**  
Division of Behavioral Health

**Iowa Department of Human Rights**  
Division of Criminal and Juvenile Justice Planning

Prepared By:  
**Iowa Consortium for Substance Abuse Research and Evaluation**  
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## **Acknowledgments**

There were many individuals and organizations involved in this collaborative effort to collect youth development data from Iowa's 6th, 8th, and 11th grade students. Thank you to all who contributed to the collection and analyses of the 2014 Iowa Youth Survey data.

We wish to directly thank all the district superintendents, principals, teachers, counselors, facilitators, parents, and students for their incredible effort. Conducting the Iowa Youth Survey is a learning experience, and the knowledge gained provides the opportunity to be even more successful in subsequent years. Your comments and suggestions continue to be essential.

## **Overview**

From September 29, 2014 through November 7, 2014, the Iowa Department of Public Health (IDPH) collaborated with schools in Iowa to conduct the 2014 Iowa Youth Survey (IYS). The 2014 IYS is the fifteenth in a series of surveys that have been completed every two or three years since 1975. The survey is conducted with students in grades 6, 8, and 11 attending Iowa public and private schools. The IYS includes questions about students' behaviors, attitudes, and beliefs, as well as their perceptions of peer, family, school, neighborhood, and community environments.

## **Objectives**

The 2014 Iowa Youth Survey (IYS) school district reports are designed to help local and state-level planners, community agencies, and school personnel identify youth development needs, implement relevant, targeted interventions, and assess outcomes. IYS data can assist in providing a better understanding of students in Iowa and their needs. It can also help to assess the strengths and challenges of schools, families, and communities from the young person's perspective. In addition, IYS data may be used to obtain funding for a wide variety of programs and services. The Iowa Youth Survey has proven to be a valuable resource in youth needs assessment, program development, implementation, and outcome evaluation.

Iowa Youth Survey reports can also help Iowa's school districts assess their relative strengths and weaknesses as well as collaborate with community providers to develop programs to meet students' needs. In addition to the school district reports, population-specific IYS reports are publicly available. For more information, please check the IYS website: [www.iowayouthsurvey.iowa.gov](http://www.iowayouthsurvey.iowa.gov) for the availability of State, County, Iowa Area Education Agency (AEA), Judicial District, Iowa Department of Public Health Substance Abuse Prevention Service Area, and Trend reports. The total percentages provided in these additional reports, as well as the breakdowns by grade level and gender, can be compared with the respective State of Iowa report percentages to view similarities and differences by region or population.

## **2014 Iowa Youth Survey**

### **Profile of Participation**

The 2014 Iowa Youth Survey was conducted via the internet and completed by students online through an electronic survey tool (SurveyMonkey) administered by the Iowa Department of Public Health. Prior to the 2014 IYS administration period, a pilot administration was conducted with 11<sup>th</sup> grade students from one school district in early September 2014.

A total of 77,139 validated records were received from students across the state. Validated records were received from 75,687 students attending public school districts, and 1,452 students attending non-public schools. Records were identified from 287 of Iowa's 338 public school districts (85%), and from 22 of the 189 non-public schools (12%) for students enrolled in grades 6, 8, or 11. These records may represent additional districts (e.g., when districts whole grade share, when multiple districts reported the same district number, when districts shared their unique SurveyMonkey URLs, etc.). The 77,139 validated records received from students completing the IYS represented all 99 counties in Iowa. Of these, 231 records were from West Liberty Community School District. Data in this report assume each record represents one student. In general, the higher the percentage of students completing the IYS in a school district, the more likely the data are representative of students in grades 6, 8, and 11 attending school in that district

## **Survey Content**

The 2014 Iowa Youth Survey contains 219 questions and is divided into seven sections (A-G).

- Section A. Demographic Characteristics (9 questions)
- Section B. Things I Have Tried or Done and Things That Have Happened To Me (69 questions)
- Section C. My Beliefs and Attitudes (18 questions)
- Section D. Peer Questions (12 questions)
- Section E. School Questions (65 questions)
- Section F. Family Questions (20 questions)
- Section G. Community Questions (26 questions)

The appropriateness of any comparison between the 2014 IYS to surveys from previous years must be considered question by question. In some cases, the question numbers have changed from year to year. The question wording, response options, and time frames may also have changed. Trend analyses should be considered exploratory at best. If comparisons are made, the results may indicate that school districts *appear* to be significantly different, for better or worse, from the reports generated by previous surveys. However, this appearance may be due to differences in question and response wording and the representativeness of the sample rather than actual changes in Iowa's youth.

## **Data**

### **Pilot Administration**

Following the pilot administration, Consortium staff identified and corrected errors in the electronic version of the survey before opening administration to public school districts and non-public schools. The modifications may have potentially affected one grade in one school. Extensive analyses on these 398 responses were conducted and provided no evidence that the survey corrections affected the data.

### **Data Cleaning**

A total of 80,407 IYS records were received. During the data cleaning process, 3,268 records were removed, leaving a total of 77,139 validated Iowa Youth Survey records. Unique survey links were assigned to each individual school district and private school. Data cleaning included cross referencing information within survey records by identifying links used by school districts and comparing with the school district and building code entered by the students. Internet protocol (IP) addresses were collected automatically with each record and were used to identify errant records. Date and time checks were also used. Census information obtained from school districts and private schools following survey administration was reviewed to identify and assist with solving issues with survey data. School districts and private schools were consulted for assistance in identifying valid records. Analyses were performed to identify records with no responses recorded in Sections B through G (i.e., the non-demographic content of the survey). Since it was possible for a student to simply refuse to answer any question by leaving it blank, not all of the records with missing responses were removed. Records were removed for reasons including technical issues encountered by schools during IYS administration and students starting the survey over, students retaking the survey after failing to finish on their first attempt, students not in grades 6, 8, or 11 taking the survey, invalid records from teachers, parents, or others reviewing the survey using a link intended only for students, and schools re-administering the survey to groups of students who were provided incorrect values for county and district and building codes.

Six questions in the 2014 IYS are identified as skip questions (B15, B16, B29, B39, B52, and B68). If a student answers “never” or “no” to a skip question, subsequent questions related to the skip question are passed over and the survey advances to the next applicable question. Responses for the skipped questions are set to “no” or a negative response during the data cleaning process. In the process of data cleaning, some records may have included a “no” or “never” response to a skip question, however had affirmative responses to the following related skipped questions. These situations may have occurred if a respondent first answered “yes” to a skip question, began answering the following questions, and then went back to change their response to the skip question to “no.” In the process of data cleaning, if the “no” response to the skip question and the follow-up questions that were answered were all “no” or in the negative, the responses stand and the rest of the skipped questions were set to reflect negative or “no” responses. If the skip question is answered with a “no” and at least one follow-up question was answered with a “yes” or in the affirmative, the skip question response was converted to “yes” and all other follow-up questions were left as is (blanks were left as missing).

### **Confidentiality**

Since school district reports present data from fewer students than the State of Iowa report, several steps were taken to protect confidentiality. While there is no way for an individual student to be connected with his or her particular responses, there are circumstances in which all or nearly all students may be connected to a particular behavior or attitude. This may increase the likelihood of someone making inferences about individual students from the data. For example, if all 11th graders in a school district reported that they used alcohol, essentially every 11th grade student can be identified as using alcohol. Therefore, certain questions and accompanying responses, such as past thirty day use of alcohol, were identified as sensitive. For this subset of questions, any time 10% or fewer of the students do not respond in the *least* sensitive manner, the response data for that question will not be reported. Instead, an asterisk ( \* ) will appear in place of the percent. For example, if 90% or more of the students responded that they used alcohol in the past 30 days, data in the column will be replaced with the asterisk symbol to aid in protecting confidentiality. Additionally, when the total number of students responding to a question is small, it may be easier to make an assumption about how a particular student or group of students might have responded. Therefore, any time 15 or fewer students responded to a particular question, the asterisk symbol will appear in all response cells in that column. Similarly, in the construct figures, bars for that population will not be present.

### **Data Presentation**

#### **Section I: Data Tables**

Data provided in the data tables include the responses to questions that appear in the 2014 Iowa Youth Survey. The school district data are presented in the first portion of the table for each question, followed by results from school districts of similar size for the same question. Two hundred sixteen of the 219 IYS questions are presented on pages 7 through 130; the first three questions regarding county number, school district number, and building number are not included in this report. The questions and responses provided in this report are written verbatim as they appeared in the 2014 survey. Each table contains 25 columns. All percentages are rounded; “0%” appearing in any column represents anything less than 0.5% (including 0 or none). Due to rounding, percentages may not add up to exactly 100%.

The first row of the data tables describes the type of IYS report (i.e., school district results on the left and results from districts of similar size on the right). The second row provides the question followed by the 2014 IYS section and question number. Below the question number in the first column are rows containing all possible response options provided on the IYS for that particular question. All percentages in the response rows are based on the number of students

who answered that question; missing responses are not included in the calculation. The final row in the table provides the total percentage of all students in that column who responded to the particular question. A low percentage in the last row indicates that some students did not answer that question. In general, the higher the percentage responding, the more likely the responses are representative of students in the school district. Several data tables on pages 7 through 130 (for questions B17, B34 – B38, and B42 – B50) have an additional row that summarizes all response options that indicate any substance use.

The second through fourth columns below the IYS question, titled “6th Grade,” are percentages based on all of the students in the school district who answered the question and reported that they were in grade 6. The “TOTAL” column combines all responses (including missing responses for gender), and is followed by data separated for male and female respondents.

Columns five through seven, titled “8th Grade,” provide the data described as above for students reporting they were in grade 8. Columns eight through ten, titled “11th Grade,” present the same data for students reporting they were in grade 11.

Columns eleven through thirteen, titled “All Grades,” include the percentage of all students who reported each of the responses. The results in this column include all of the students in the previous nine columns.

Columns fourteen through twenty-five provide the same information as columns two through thirteen for all students in school districts that are of similar size who answered the question. The definition for “Districts of Similar Size” is based on total K-12 enrollment data obtained from the Iowa Department of Education. The three school district size categories are 599 students or less, 600-999 students, and 1,000 or more students. A list of public school districts of similar size is provided in Appendix B on page 152.

## **Section II: Alcohol, Tobacco, and Other Drug Use Tables**

The prevalence of alcohol, tobacco, and other drug (ATOD) use is presented in three tables on pages 131 through 133. Data in the tables include students who indicated current use (use during the past 30 days) as well as students who indicated ever using. All results in the ATOD tables indicate the percentage of records (or students) indicating use; any indication of use for any of the questions associated with that particular substance were coded as use. In accordance with computations in previous IYS reports, if all other responses in the record indicated no use, responses containing missing data were also coded as no use. Also consistent with previous IYS reports, if all responses were missing, the record is considered to indicate no use. Therefore, students who left a question blank are included in the denominator used to calculate the percentage of students who reported use. Questions included in the “Drug Use: Current” and “Drug Use: Ever” categories in the ATOD tables vary each survey year, depending on what questions are included in the IYS. Caution is recommended when comparing across survey years, with a careful review of component questions suggested. Consistent with the data tables, data are provided for students in the school district, followed by data presented for all records received from students in school districts of a similar size. The questions associated with alcohol use, tobacco use, and drug use are presented in Table 1 on the following page.



**Table 1. Questions Included in Alcohol, Tobacco, and Other Drug Use Tables**

<b>ALCOHOL, TOBACCO, AND OTHER DRUG USE</b>	<b>ASSOCIATED QUESTIONS</b>
<b>ALCOHOL USE</b>	
Alcohol Use: Current (Past 30 Day Use)	B16, B17, B18, B19, B20, B21
Alcohol Use: Ever	B15, B16, B17, B18, B19, B20, B21
<b>TOBACCO USE</b>	
Tobacco Use: Current (Past 30 Day Use)	B30, B34, B35, B36, B37
Tobacco Use: Ever	B29, B30, B31, B32, B33, B34, B35, B36, B37
Cigarette Use: Current (Past 30 Day Use)	B30, B34
Cigarette Use: Ever	B30, B31, B32, B34
Cigar Use: Current	B35
Smokeless Tobacco Use: Current	B36
Smokeless Tobacco Use: Ever	B33, B36
Dissolvable Tobacco Use: Current	B37
<b>ELECTRONIC CIGARETTE USE</b>	
Electronic Cigarette Use: Current	B38
<b>DRUG USE</b>	
Drug Use: Current (Past 30 Day Use)	B40, B42, B43, B44, B45, B46, B47, B48, B49, B50
Drug Use: Ever	B39, B40, B41, B42, B43, B44, B45, B46, B47, B48, B49, B50, B51

**Section III: Construct Figures**

Key youth-development constructs provide summary measures based on the responses to a combination of two or more questions. Constructs are organized in key domains. In 2014, three constructs were eliminated due to significant changes to component questions or responses. This change also eliminated one framework domain.

Data for selected questions are combined and presented in 15 figures on pages 134 through 148. Data in the construct figures represents students from the school district. Results are reported with the blue shaded portion of the bar (on the left) representing the percent of respondents who responded favorably to all of the questions involved in computing a particular construct. The orange shaded portion of the bar (on the right) represents the percent of respondents who responded unfavorably to at least one question associated with that construct. Some bars with equal percentages will not appear to be the same length because the bars represent exact percents and the percentage shown is rounded to the nearest integer. Due to rounding, percentages may not add up to exactly 100%. A list of questions and responses associated with each construct follows the construct figure. Unless noted, all response options for questions in each construct were the same.

Records containing missing response data for any question that is part of a construct were not included in the tabulation for that particular construct. A listing of the framework domains, constructs, and associated questions is presented in Table 2 on the following page.

**Table 2. Questions Included in Each Construct**

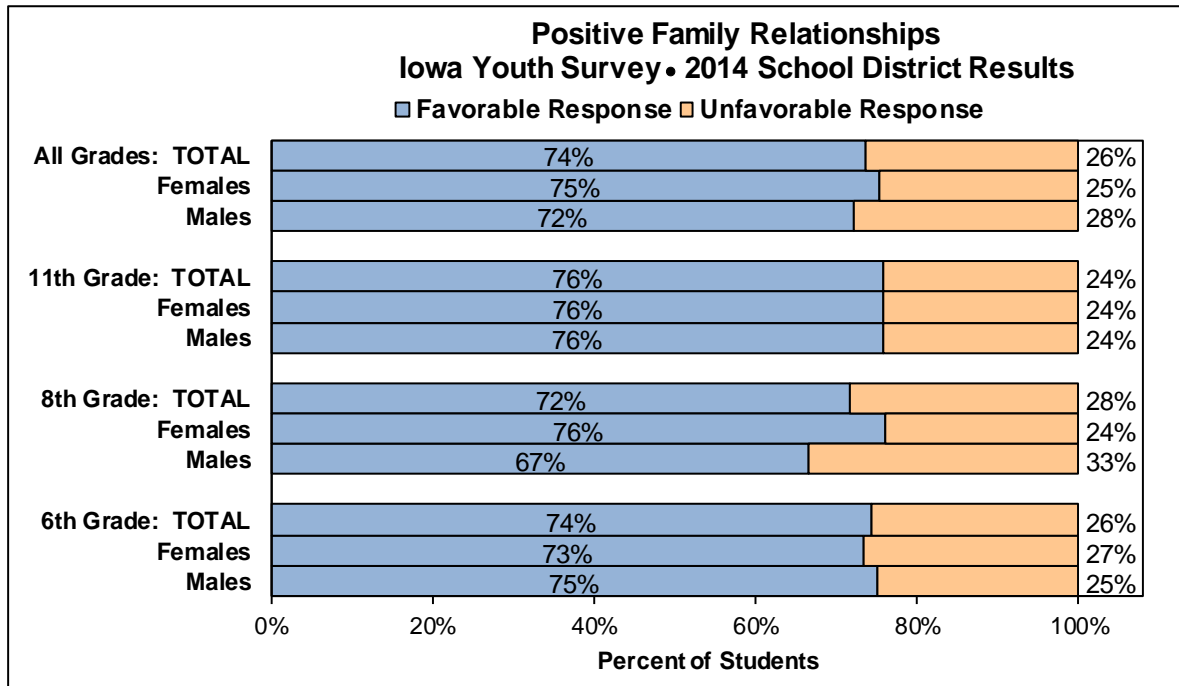
<b>DOMAINS AND CONSTRUCTS</b>	<b>ASSOCIATED QUESTIONS</b>
<b>SECURE AND SUPPORTIVE FAMILY</b>	
Positive Family Relationships	F2, F4, F5, F6
Family Involvement and Support	F7, F8, F9, F10, F11, F12
Parental/Guardian Boundaries	E37, F1
<b>SAFE AND SUPPORTIVE SCHOOL CLIMATE</b>	
School Expectations/Boundaries	E33, E34, E35, E36, E55
School Staff/Student Support	E43, E44, E45, E49, E54, E56
Positive Student Norms	D5, D6, D7, D9, D10, E41
Social Pressure to Use Substances Limited	D1, D2, D3, D4
<b>SAFE AND SUPPORTIVE COMMUNITY</b>	
Youth Access to Substances Limited	G1, G2, G3, G4, G5, G6
Safe Neighborhood	G18, G19
Supportive Neighborhood	G20, G21, G22, G24, G25, G26
<b>SOCIALLY COMPETENT YOUTH</b>	
Empathy	C1, C2, C3
Self-Confidence	E27, E28, E29, E30
Positive Values	C8, E24, E25, E26
<b>YOUTH SUCCESSFUL IN SCHOOL</b>	
Commitment to School/Learning	E51, E52, E53, E57
<b>BULLYING</b>	
Bullying	E12, E13, E14, E15, E16, E17, E19, E20

**Additional Information**

For more information about the Iowa Youth Survey, including the background and changes through the years, refer to Appendix A on page 149. To obtain more detail regarding Iowa Youth Survey procedures or for answers to general questions, please visit: [www.iowayouthsurvey.iowa.gov](http://www.iowayouthsurvey.iowa.gov). For additional information, use the “Contact Us” link found in the upper right corner of the webpage. While resources are limited, every effort will be made to promptly respond to requests.

**Section III. Construct Figures**

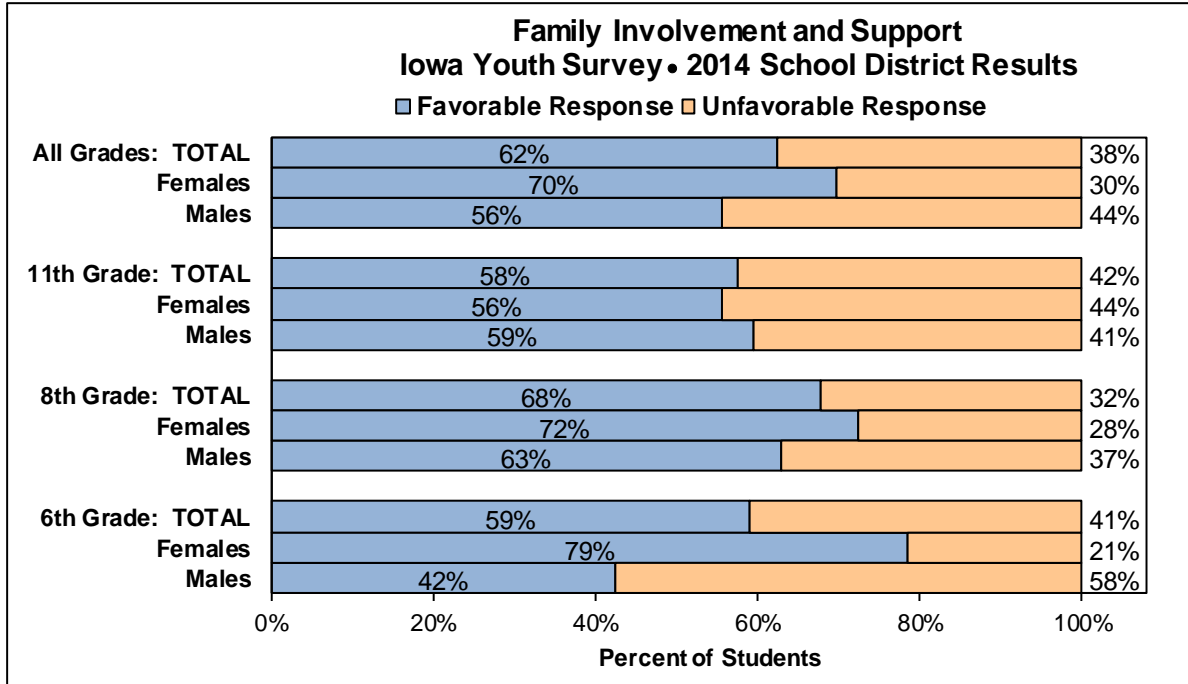
**SECURE AND SUPPORTIVE FAMILY**



**2014 IYS Questions: F2; F4; F5; F6.** How much do you agree or disagree that each of the following statements is true: I have a happy home; I feel very close to at least one of my parents/guardians; I can talk about the things that bother me or I don't understand with someone in my home; I can get help and support when I need it from someone in my home?

**Responses:** "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

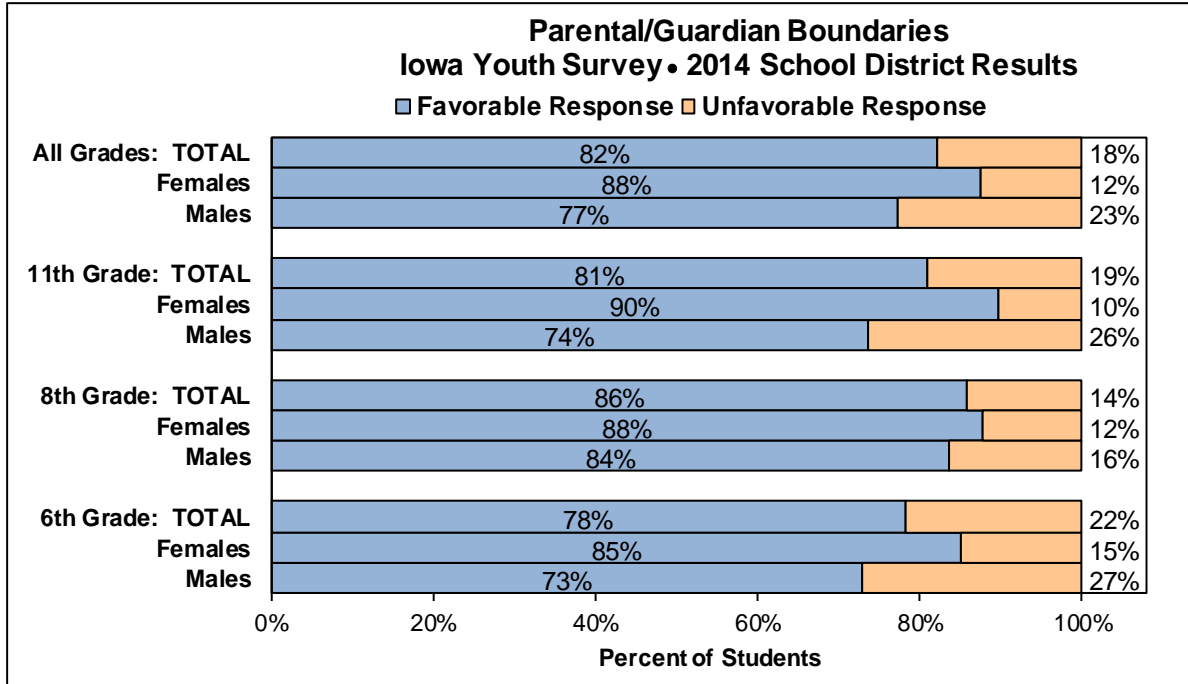
**Note:** The blue portion of the bars represents the percent of respondents who responded favorably to all questions used to compute this construct; the orange portion represents the percent of respondents who responded unfavorably to at least one question included in this construct.



**2014 IYS Questions: F7; F8; F9; F10; F11; F12.** How often do the following occur: a parent/guardian knows where I am and who I am with, especially in the evening and on weekends; a parent/guardian checks to make sure I have done the things I am supposed to do (school, homework, household chores, get home on time, etc.); a parent/guardian generally finds out if I have done something wrong, and then punishes me; when I am doing a good job, someone in my home lets me know about it; someone in my home helps me with my homework; at least one of my parents/guardians goes to school activities that I am involved in?

**Responses:** "Always," "often," or "sometimes" are coded as favorable and "never" is coded as unfavorable.

**Note:** The blue portion of the bars represents the percent of respondents who responded favorably to all questions used to compute this construct; the orange portion represents the percent of respondents who responded unfavorably to at least one question included in this construct.

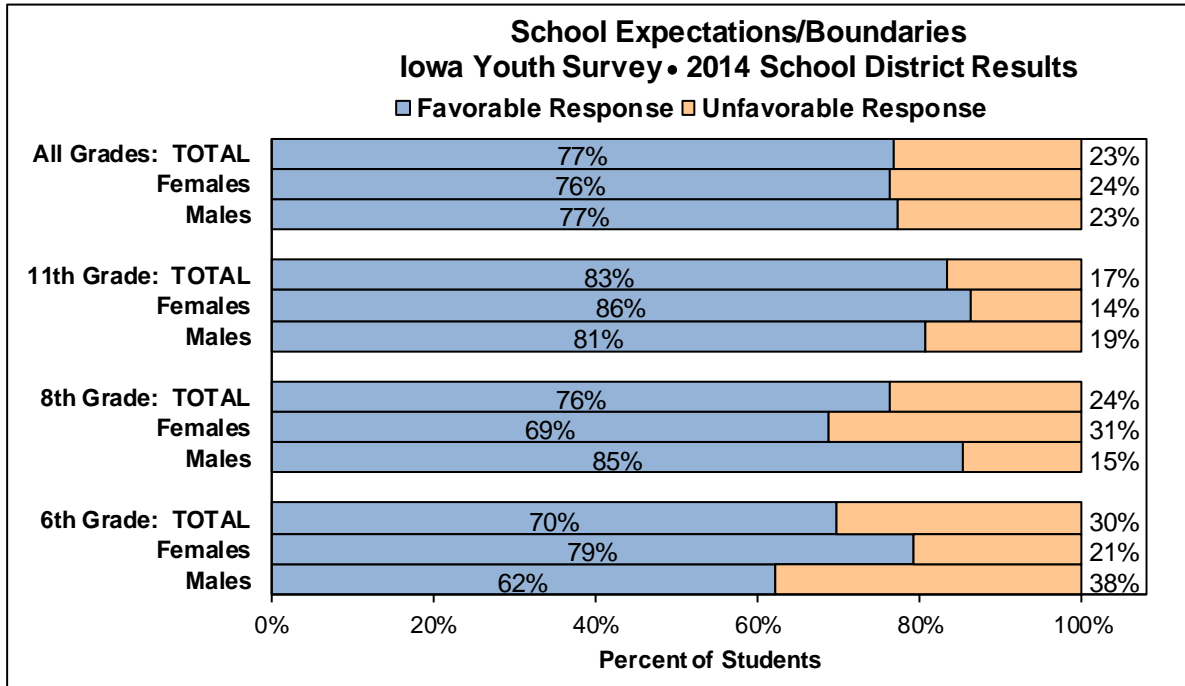


**2014 IYS Questions: E37; F1.** How much do you agree or disagree that each of the following statements is true: If I got in trouble at school for breaking a rule, at least one of my parents/guardians would support the school's disciplinary action; in my home there are clear rules about what I can and cannot do?

**Responses:** "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

**Note:** The blue portion of the bars represents the percent of respondents who responded favorably to all questions used to compute this construct; the orange portion represents the percent of respondents who responded unfavorably to at least one question included in this construct.

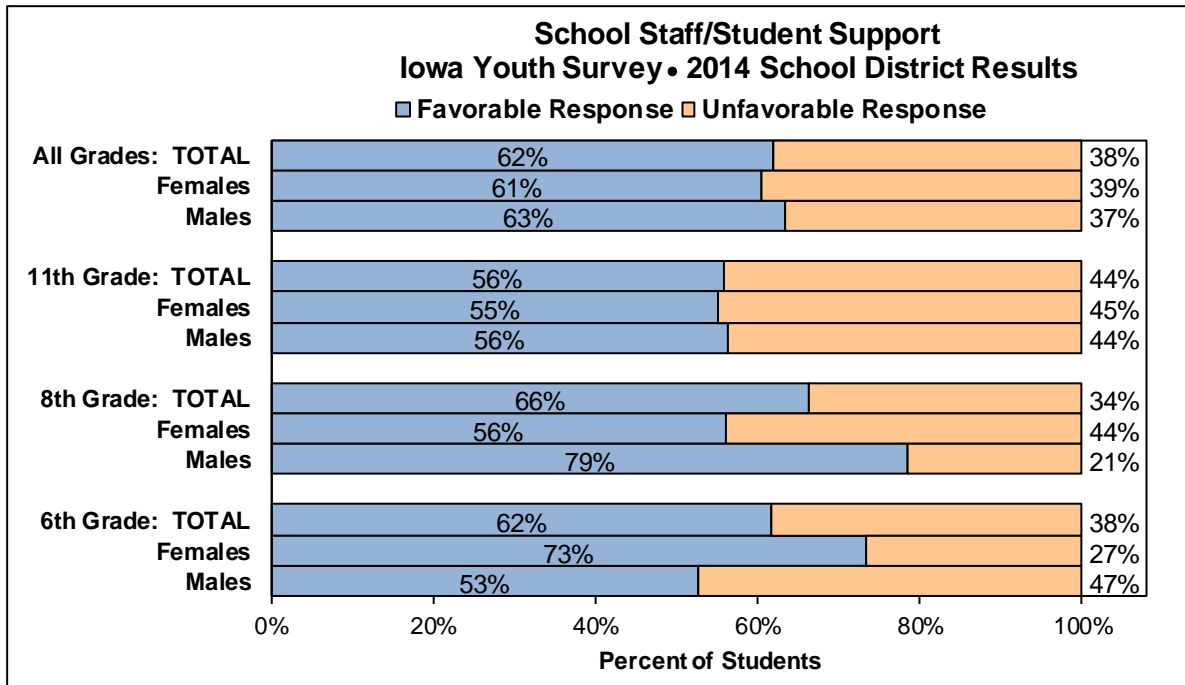
**SAFE AND SUPPORTIVE SCHOOL CLIMATE**



**2014 IYS Questions: E33; E34; E35; E36; E55.** How much do you agree or disagree that each of the following statements is true: There are clear rules about what students can and cannot do; the school principal and teachers consistently enforce school rules; if I skipped school at least one of my parents/guardians would be notified; students caught drinking, smoking, or using an illegal drug are not allowed to participate in any extracurricular activity for some time period; my school lets a parent/guardian know if I've done something wrong?

**Responses:** "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

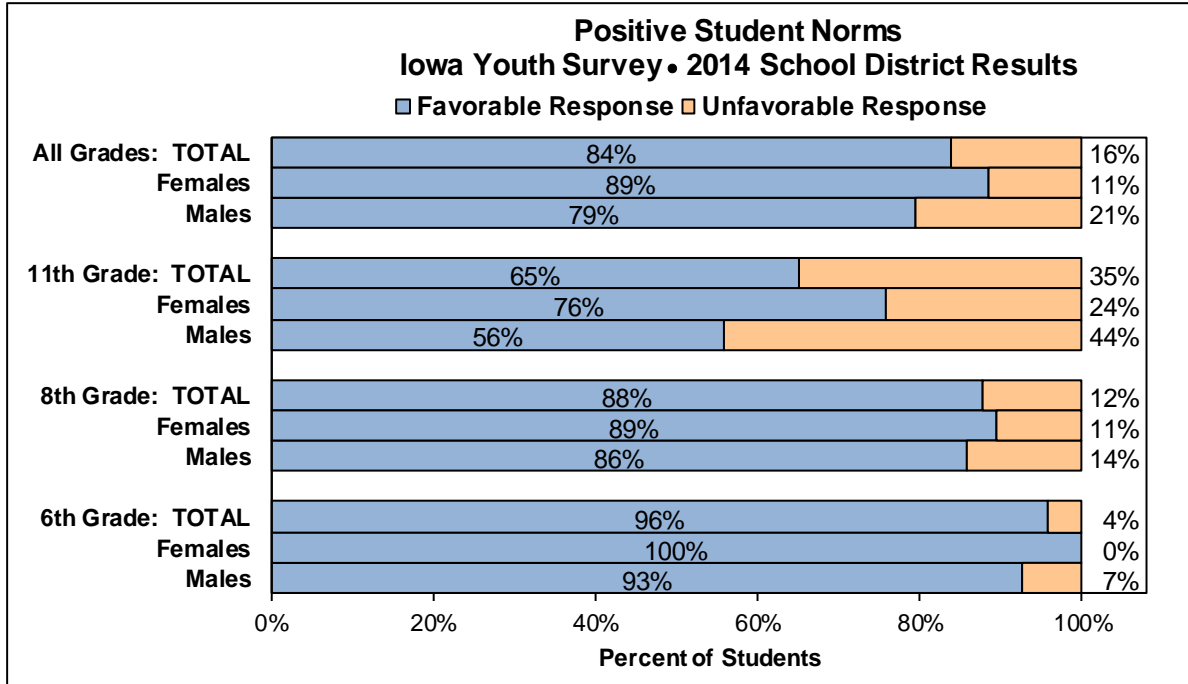
**Note:** The blue portion of the bars represents the percent of respondents who responded favorably to all questions used to compute this construct; the orange portion represents the percent of respondents who responded unfavorably to at least one question included in this construct.



**2014 IYS Questions: E43; E44; E45; E49; E54; E56.** How much do you agree or disagree that each of the following statements is true: my teachers care about me; my teachers are available to talk with students one-on-one; my teachers notice when I am doing a good job and let me know about it; students in my school treat each other with respect; my school lets a parent/guardian know if I'm doing a good job; there is at least one adult at school that I could go to for help with a problem?

**Responses:** "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

**Note:** The blue portion of the bars represents the percent of respondents who responded favorably to all questions used to compute this construct; the orange portion represents the percent of respondents who responded unfavorably to at least one question included in this construct.



**2014 IYS Questions: D5; D6; D7; D9; D10; E41.** How wrong would most of the students in your school (not just your best friends) feel it would be for you to: drink beer, wine, or hard liquor (for example vodka, whiskey, gin); smoke cigarettes; smoke marijuana; go to a party where kids under 21 were using alcohol; go to a party where kids were using drugs; start a physical fight with someone;?

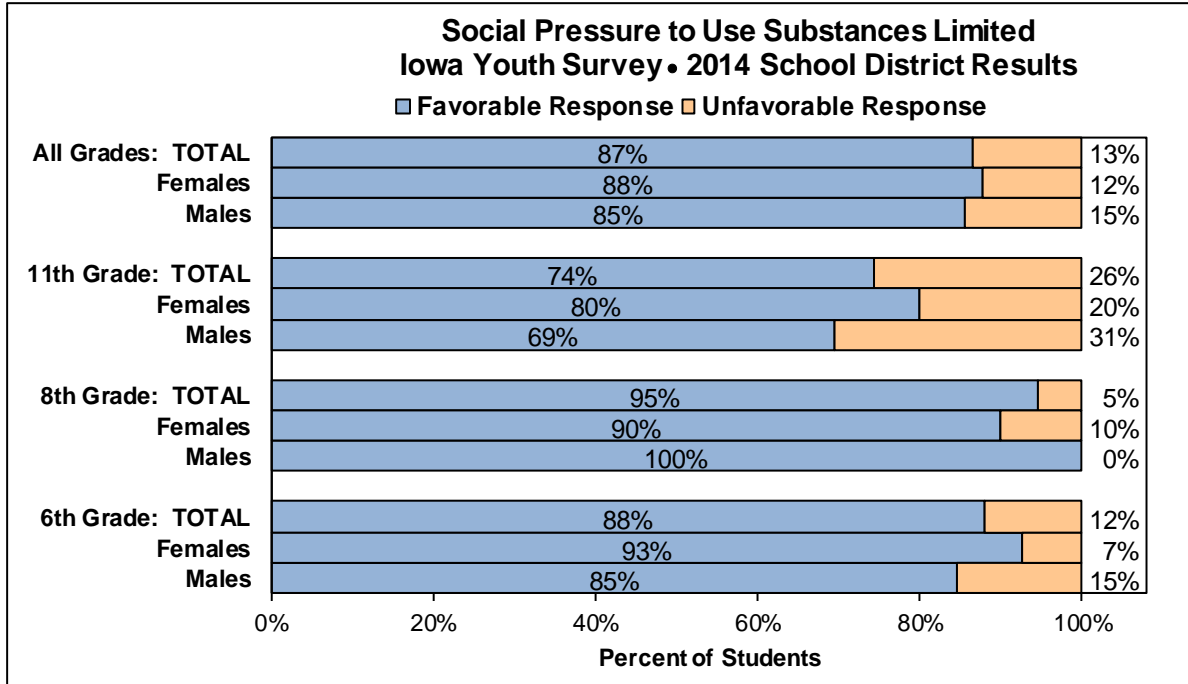
**Responses:** "Very wrong," "wrong," "a little wrong," or "don't know" are coded as favorable and "not wrong at all" are coded as unfavorable.

**Note:** The blue portion of the bars represents the percent of respondents who responded favorably to all questions used to compute this construct; the orange portion represents the percent of respondents who responded unfavorably to at least one question included in this construct.

**Additional Information:** Additional questions were added to the Iowa Youth Survey which pertain to this construct. However, those items were not included in the construct to maintain continuity with previous reports. The relevant questions are:

- How wrong would most of the students in your school (not just your best friends) feel it would be for you to:
  - Use prescription drugs that were not prescribed for you?
  - Use prescription drugs that were prescribed to you but in a way other than the directions?
  - Carry a gun, knife, club, or other weapon to school or a school event?



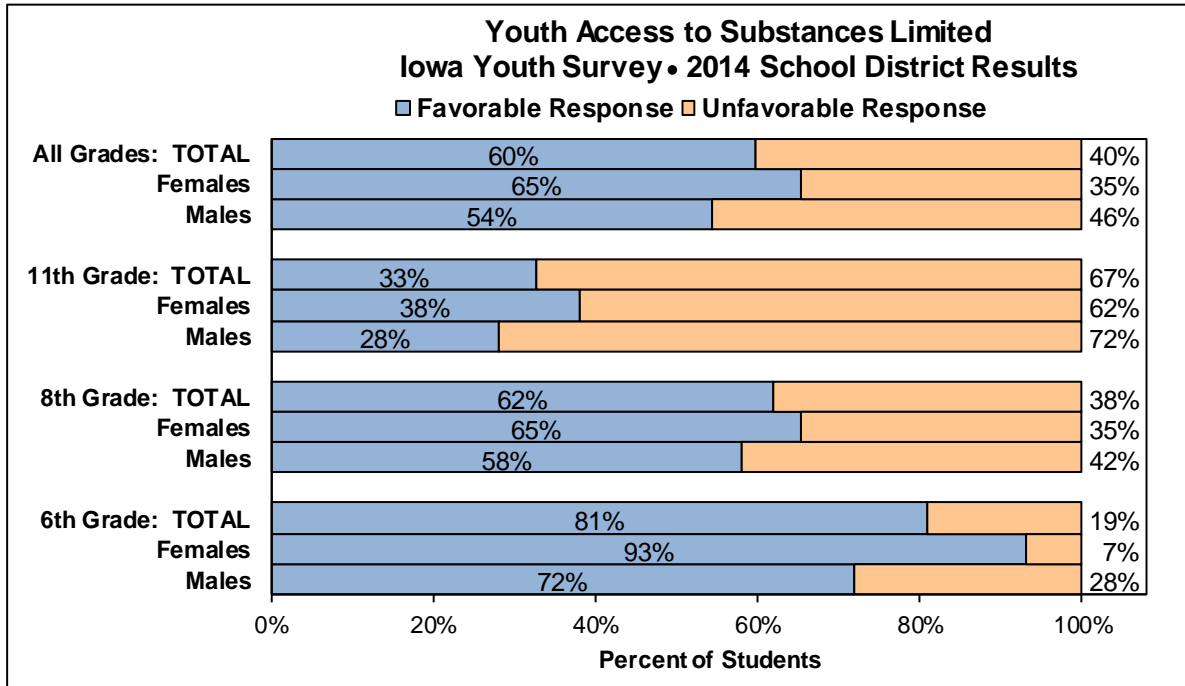


**2014 IYS Questions: D1; D2; D3; D4.** Would you be more or less popular (respected or cool) with the other students in your school if you: smoked cigarettes; drank alcoholic beverages; smoked marijuana; used any other illegal drug?

**Responses:** "Less popular," "a lot less popular," or "wouldn't change my popularity" are coded as favorable and "a lot more popular" or "more popular" are coded as unfavorable.

**Note:** The blue portion of the bars represents the percent of respondents who responded favorably to all questions used to compute this construct; the orange portion represents the percent of respondents who responded unfavorably to at least one question included in this construct.

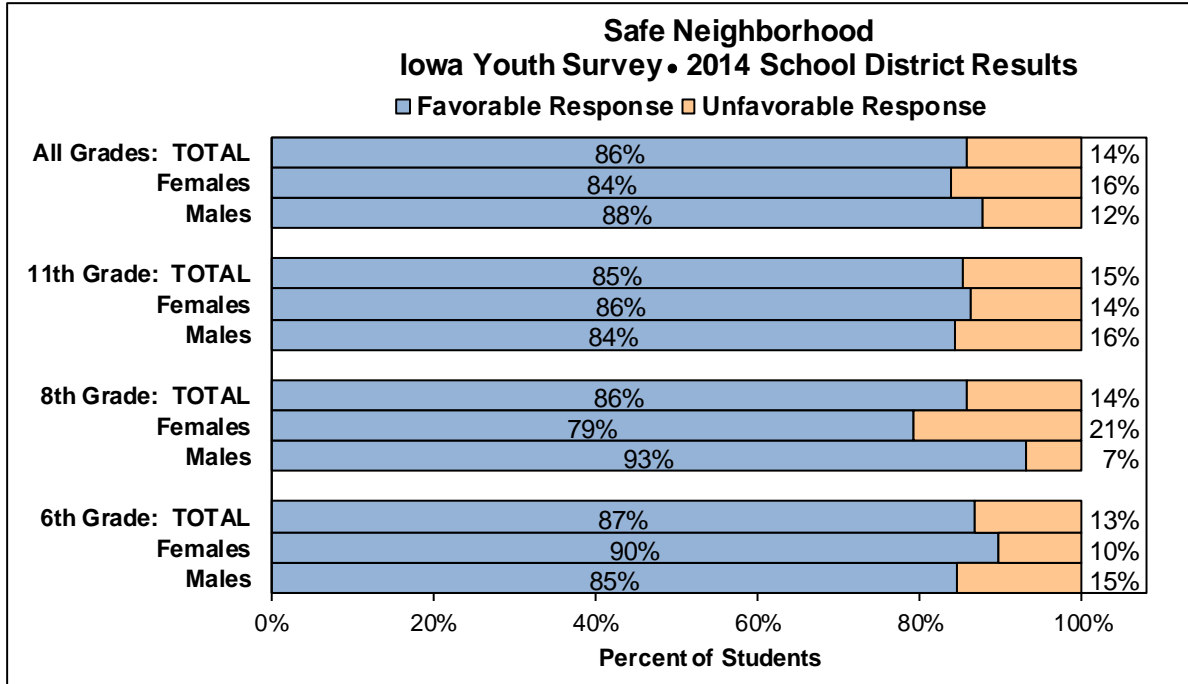
**SAFE AND SUPPORTIVE COMMUNITY**



**2014 IYS Questions: G1; G2; G3; G4; G5; G6.** In your neighborhood or community, how difficult do you think it would be for a kid your age to get each of the following: cigarettes; alcoholic beverages (beer, wine or liquor); marijuana (pot, weed, bud, hash); methamphetamines (crank); amphetamines other than methamphetamines (like stimulants, uppers, speed); any other illegal drug (cocaine, etc.)?

**Responses:** "Very hard," "hard," or "don't know" are coded as favorable and "easy" or "very easy" are coded as unfavorable.

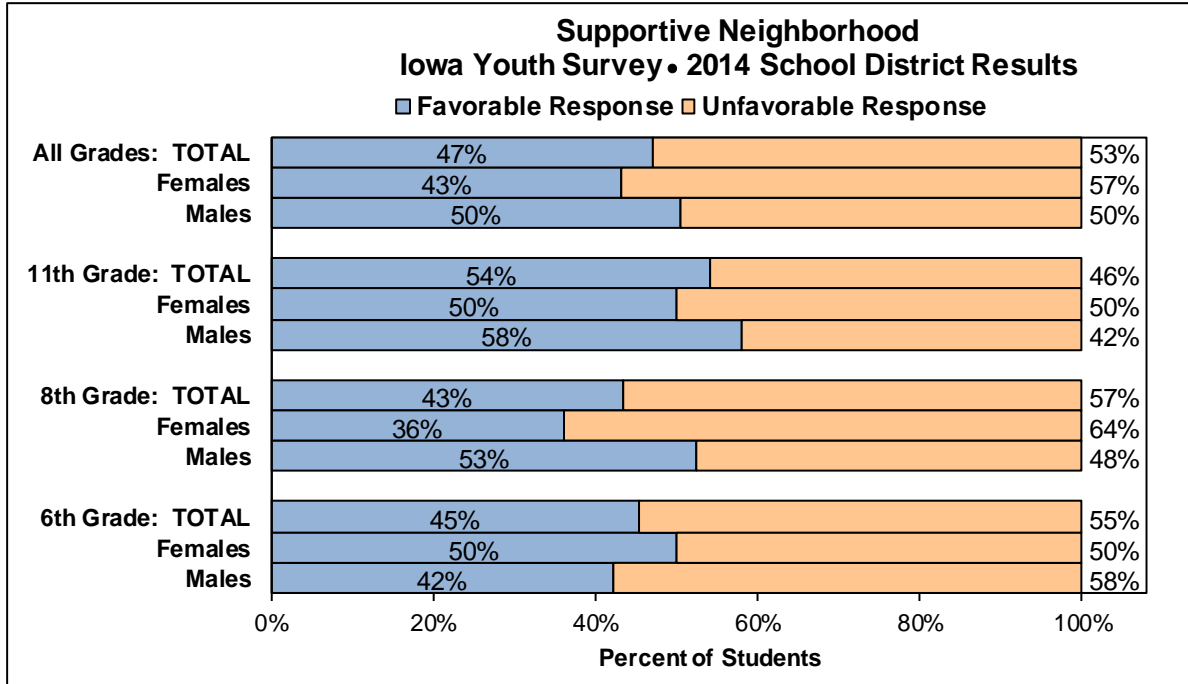
**Note:** The blue portion of the bars represents the percent of respondents who responded favorably to all questions used to compute this construct; the orange portion represents the percent of respondents who responded unfavorably to at least one question included in this construct.



**2014 IYS Questions: G18; G19.** How much do you agree or disagree that each of the following statements is true: my neighborhood is a safe place to live; in my neighborhood there are lots of fights, crime, or illegal drugs?

**Responses: G18** - "strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable. **G19** - "strongly disagree" or "disagree" are coded as favorable and "strongly agree" or "agree" are coded as unfavorable.

**Note:** The blue portion of the bars represents the percent of respondents who responded favorably to all questions used to compute this construct; the orange portion represents the percent of respondents who responded unfavorably to at least one question included in this construct.

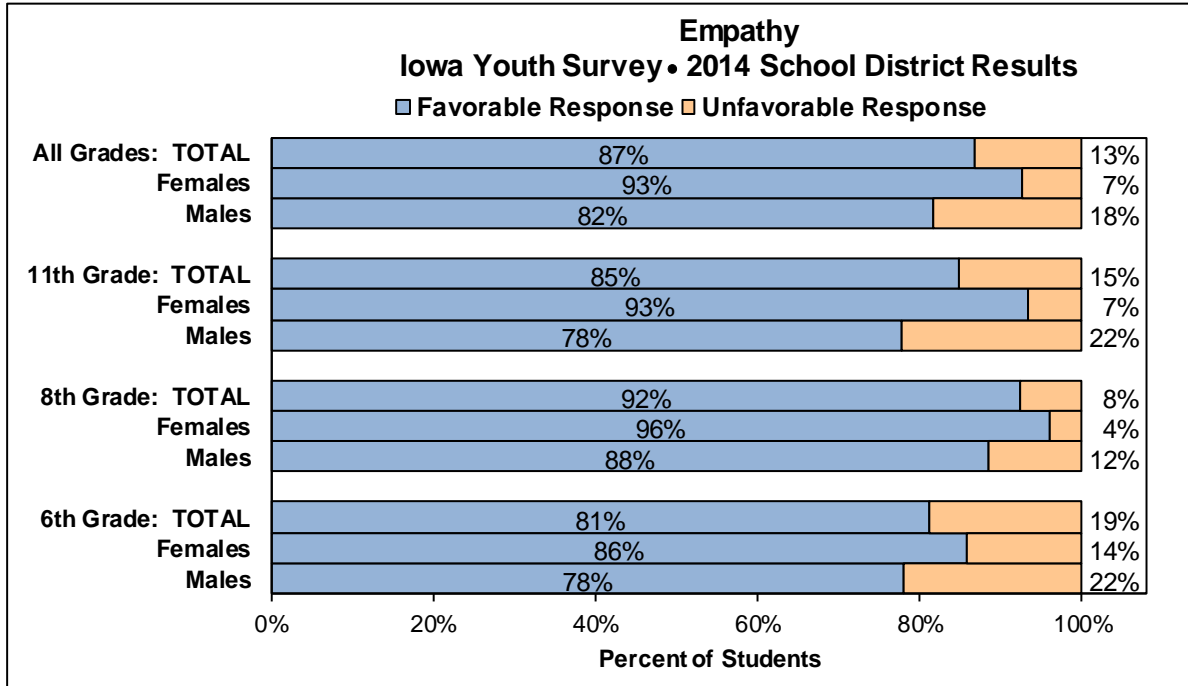


**2014 IYS Questions: G20; G21; G22; G24; G25; G26.** How much do you agree or disagree that each of the following statements is true: if someone in my neighborhood or community saw me do something wrong, they would tell one of my parents (or adults who live with me); adults in my community care about people my age; my neighbors get along well with each other; adults in my neighborhood or community let me know they are proud of me when I do something well; adults in my neighborhood or community help me when I need help; adults in my neighborhood or community spend time talking to me?

**Responses:** “Strongly agree” or “agree” are coded as favorable and “strongly disagree” or “disagree” are coded as unfavorable.

**Note:** The blue portion of the bars represents the percent of respondents who responded favorably to all questions used to compute this construct; the orange portion represents the percent of respondents who responded unfavorably to at least one question included in this construct.

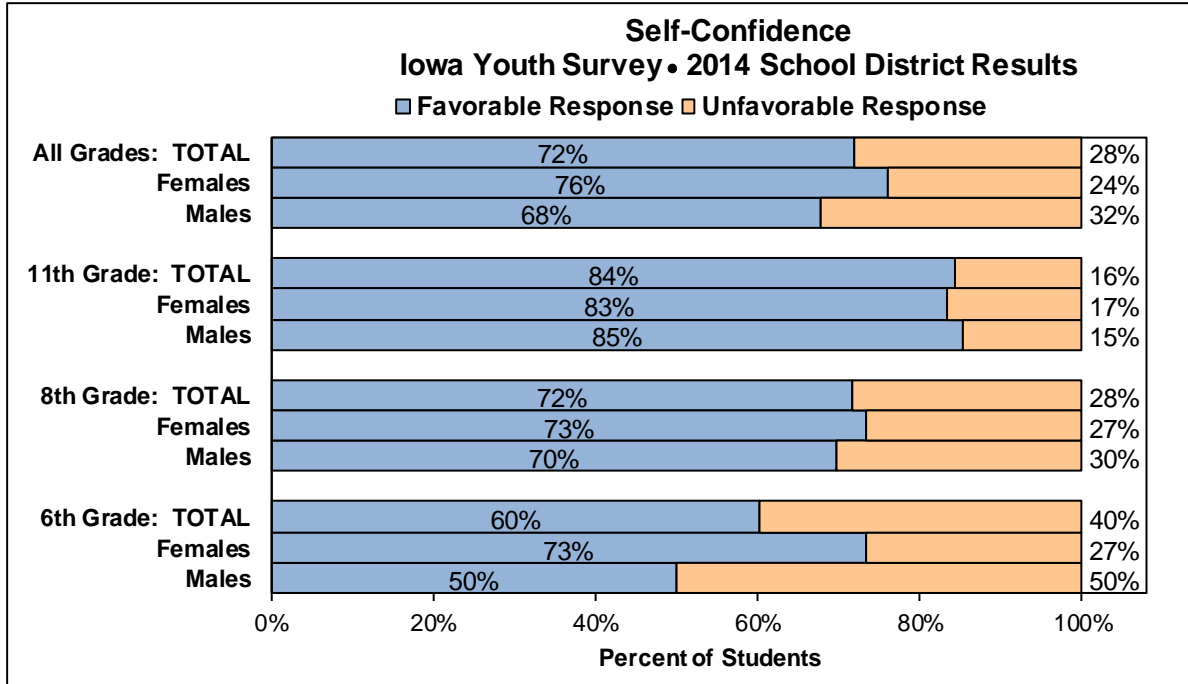
**SOCIALLY COMPETENT YOUTH**



**2014 IYS Questions: C1; C2; C3.** How much do you agree or disagree that each of the following statements is true: it is important to help others; I care about other people’s feelings; I feel sorry for people who have things stolen or damaged?

**Responses:** “Strongly agree” or “agree” are coded as favorable and “strongly disagree” or “disagree” are coded as unfavorable.

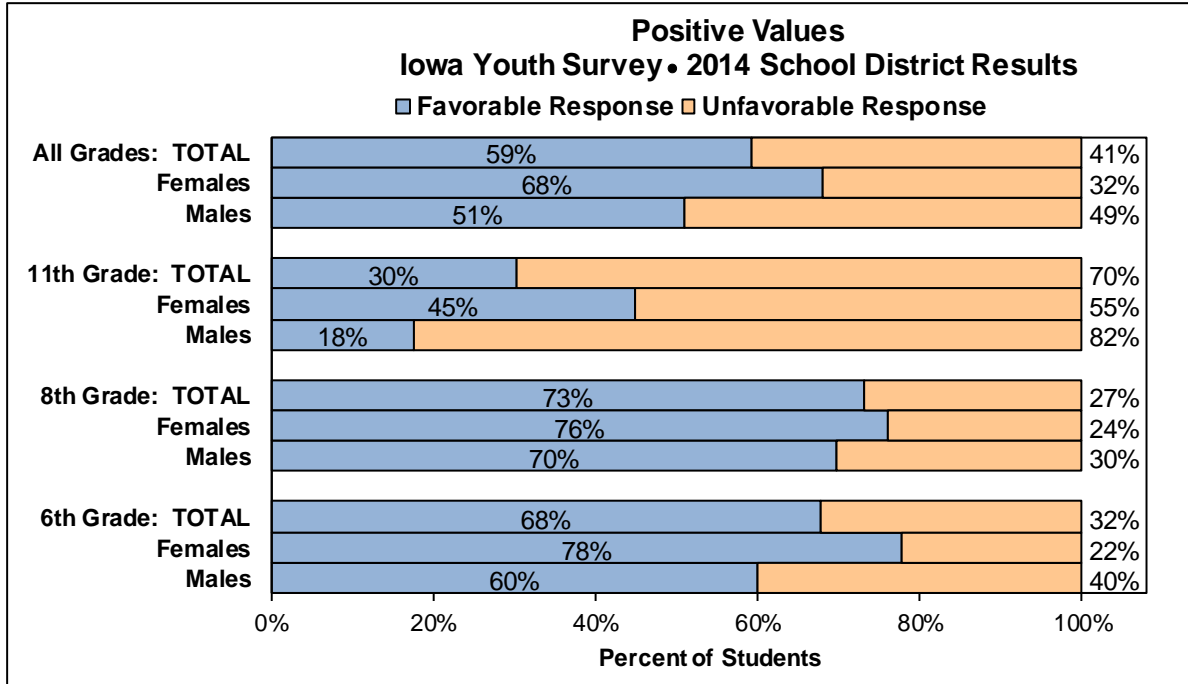
**Note:** The blue portion of the bars represents the percent of respondents who responded favorably to all questions used to compute this construct; the orange portion represents the percent of respondents who responded unfavorably to at least one question included in this construct.



**2014 IYS Questions: E27; E28; E29; E30.** How much do you agree or disagree that each of the following statements is true: I accept responsibility for my actions when I make a mistake or get into trouble; I am good at making friends; when I have problems, I am good at finding ways to fix them; I think things through carefully before I make a decision?

**Responses:** “Strongly agree” or “agree” are coded as favorable and “strongly disagree” or “disagree” are coded as unfavorable.

**Note:** The blue portion of the bars represents the percent of respondents who responded favorably to all questions used to compute this construct; the orange portion represents the percent of respondents who responded unfavorably to at least one question included in this construct.

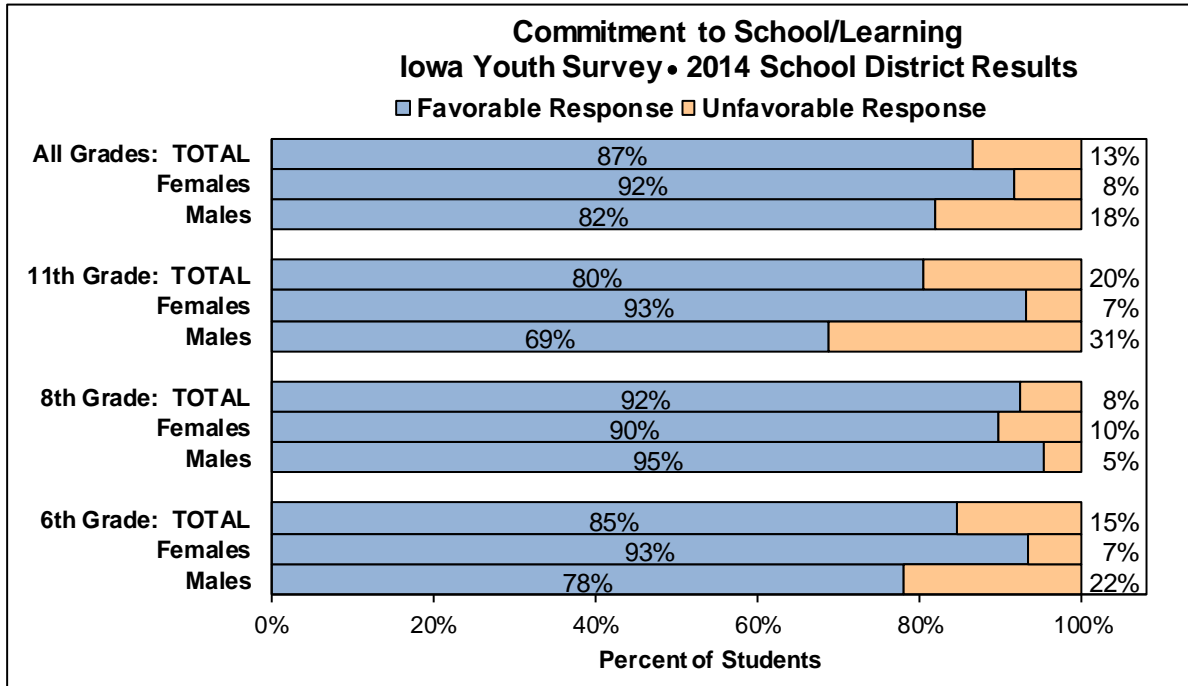


**2014 IYS Questions: C8; E24; E25; E26.** How much do you agree or disagree that each of the following statements is true: violence is the worst way to solve problems; it is against my values to have sex as a teenager; it is important to tell the truth; it is against my values to use alcohol and drugs as a teenager?

**Responses:** "Strongly agree" or "agree" are coded as favorable and "strongly disagree" or "disagree" are coded as unfavorable.

**Note:** The blue portion of the bars represents the percent of respondents who responded favorably to all questions used to compute this construct; the orange portion represents the percent of respondents who responded unfavorably to at least one question included in this construct.

**YOUTH SUCCESSFUL IN SCHOOL**



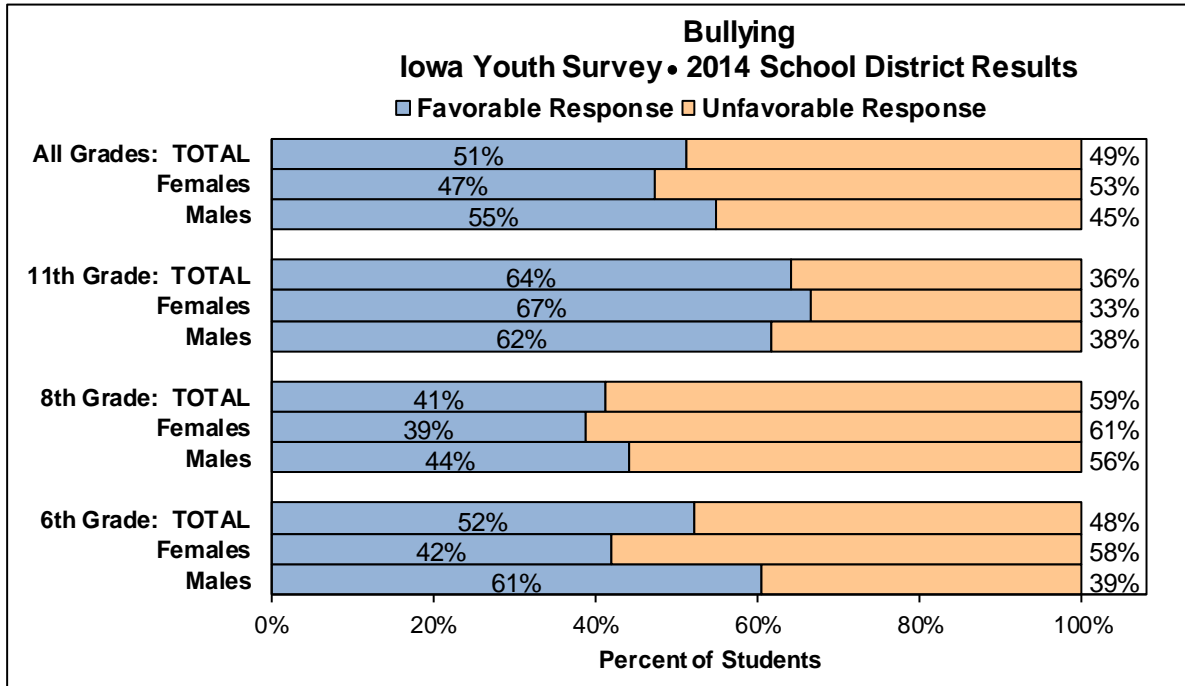
**2014 IYS Questions: E51; E52; E53; E57.** How much do you agree or disagree that each of the following statements is true: I care about my school; I try to do my best in school; I plan to finish high school; I do the homework that is assigned?

**Responses:** “Strongly agree” or “agree” are coded as favorable and “strongly disagree” or “disagree” are coded as unfavorable.

**Note:** The blue portion of the bars represents the percent of respondents who responded favorably to all questions used to compute this construct; the orange portion represents the percent of respondents who responded unfavorably to at least one question included in this construct.



**BULLYING**



**2014 IYS Questions: E12; E13; E14; E15; E16; E17; E19; E20.** In the last 30 days, how many times have you been bullied at school in the ways listed: I was called names, was made fun of, or teased in a hurtful way; other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me; I was hit, kicked, pushed, shoved around, or locked indoors; other students told lies, spread false rumors about me, and tried to make others dislike me; I was made fun of because of my race or color; I was made fun of because of my religion; other students made sexual jokes, comments, or gestures that hurt my feelings; I have received a threatening or hurtful message from another student in an email, on a website, on a cell phone, from text messaging, in an internet chat room, or in instant messaging.

**Responses:** "0 times" is coded as favorable and any response indicating one or more times of being bullied is coded as unfavorable.

**Note:** The blue portion of the bars represents the percent of respondents who responded favorably to all questions used to compute this construct; the orange portion represents the percent of respondents who responded unfavorably to at least one question included in this construct.

**Additional Information:** Additional questions were added to the Iowa Youth Survey which pertain to this construct. However, those items were not included in the construct to maintain continuity with previous reports. The relevant questions are:

In the last 30 days, how many times have you been bullied at school in the ways listed?

I was made fun of because of my sexual orientation or gender identity;

Something hurtful has been shared about me on social media (Facebook, Twitter, Snapchat, etc.).

In the last 30 days, how many times have you bullied someone else at school?

## **Appendix A. Additional Iowa Youth Survey Information**

### **Survey Content**

The general content of the questions included in the IYS is similar to previous surveys. Prior to IYS administration, a committee of youth development professionals selected by IDPH reviews and makes recommendations regarding the IYS survey questions. The selection of specific survey questions is, in part, based on experts' suggestions as well as analysis of question and response data collected in previous Iowa Youth Surveys.

### **Background**

Prior to 1999, the IYS was given to a sample of students in 6th, 8th, 10th, and 12th grades from approximately one-third of Iowa's public school districts.

#### *1999*

- The 1999 IYS was different from previous years in both the procedures used to implement the survey and the students who were asked to participate. Beginning in 1999, IYS participation was sought from *all* students in grades 6, 8, and 11 attending public school districts, as well as from students aged 14 to 18 years in alternative programs. This change made it possible to provide youth development data for each participating school district and each county in which participating students reside. The change also made it more feasible to use IYS results to aid in assessing outcomes of community and school youth development programs. It is important to note the change in the grade levels made in 1999 restricts direct comparisons with survey data collected prior to 1999 to grades 6 and 8, and to the schools that participated in those surveys.
- IYS questionnaires were completed on paper by students.
- The 1999 IYS contained 181 questions and the validated record count was 85,426.

#### *2002*

- Beginning in 2002, IYS participation was sought to include all non-public schools. This change was made to more accurately reflect the attitudes and perceptions of all Iowa students in grades 6, 8, and 11, not just those attending public schools. Data collected from students attending non-public schools are included in the 2002 and later reports.
- Prior to the 2002 IYS, a committee of state-level planners participated in an interactive process to identify key youth development-related constructs which provide a summary of the data collected within nine framework domains. The data were combined for selected questions and presented in figures in the 2002 trend reports.
- The 2002 IYS contained 191 questions and the validated record count was 96,849.

#### *2005*

- A section containing 34 constructs, within nine framework domains, were included in 2005 IYS reports.
- The 2005 IYS contained 190 questions and the validated record count was 98,104.

#### *2008*

- In 2008, a change in the method used to conduct the survey took place. All 2008 Iowa Youth Surveys were conducted via the internet and completed by students online through an electronic survey tool (SurveyMonkey) administered by Iowa Department of Administrative Services in conjunction with Iowa Department of Public Health. To ensure a smooth transition for this new procedure, an online pilot test took place in 2007 involving nine school districts.

- The 2008 IYS contained 198 questions and the validated record count was 97,741.

#### 2010

- Following the 2008 IYS, the decision was made to change the IYS completion schedule from every three years to every two years, this began in 2010. Also in 2010, changes in funding mechanisms reduced the incentive for school districts to participate in the IYS. Due to these changes, fewer school districts initially signed up to participate. To try to increase the number of participating districts, IDPH re-opened the IYS to accommodate additional districts, changing the close of the IYS data collection period from October to December. Approximately 7.5% of the total number of records were collected during the later time period. Analyses indicated data from the districts that completed the IYS in the second administration period tended to be significantly different than data collected during the traditional IYS collection period, although only by a few percentage points. This difference could be due to the different collection periods. Alternative reasons include, but are not limited to, differences in participants' age between the collection periods, differences in the districts that participated later, or geographic distribution across the state.
- In 2010, eight constructs were eliminated due to component questions either being eliminated or changed significantly, resulting in 26 construct figures in 2010 reports. This change also eliminated one framework domain.
- The 2010 IYS contained 220 questions and the validated record count was 78,382

#### 2012

- In 2012 in an effort to reduce the amount of time it took younger students to complete the IYS, modifications were made to the structure of the survey without changing the content. Skip questions were introduced for questions related to alcohol, tobacco, and marijuana use, as well as gambling and suicidal ideations.
- Prior to 2012, weights were generated based on enrollment data and were only applied to the columns totaling all grades. This process was discontinued in 2012 for a number of reasons including, but not limited to: 1) it shortened the amount of time necessary to generate reports; 2) weights were sometimes interpreted incorrectly by readers; and 3) weights normally had a minor impact on reported data and no effect on the percentages in individual grades.
- In 2012, eight constructs were eliminated due to component questions either being eliminated or changed significantly. This change also eliminated one framework domain.
- The 2012 IYS contained 211 questions and the validated record count was 70,770.

#### 2014

- In 2014, three constructs were eliminated due to component questions either being eliminated or changed significantly. This change also eliminated one framework domain.
- The 2014 IYS contained 219 questions and the validated record count was 77,139.

### **Data Interpretation**

In general, the higher the percentage of students completing the IYS in a school district, the more likely the data are representative of all students in grades 6, 8, and 11 attending school in that district. Since every school district did not collect data from every student, e.g., home schooled students may not have been surveyed, and the number of school districts participating in the IYS varies each year, there is the possibility the students who complete the IYS are not representative of all students in Iowa.

Additionally, IYS data do not represent youth who may have dropped out of school. It is unknown what biases non-participating youth might introduce into the IYS report percentages. The 2014 Iowa Youth Survey, as in previous years, contains self-reported data and relies on each student's ability to read and honestly respond to each question. Since the 2014 IYS was conducted online, a student's ability to complete the survey is also dependent on possessing basic computer skills. Self-reported behaviors, attitudes, and beliefs are always subject to error (unintentional such as mistakenly selecting the wrong response or intentional such as denial or boasting), and it is not possible to identify records where this occurs. Additionally, some surveys contained missing data indicating not all students answered every question. There are many potential reasons for missing data and why a student may choose not to answer a particular question, including comprehension level (understanding survey language); confidentiality concerns; refusal to provide an answer resulting from lack of interest or motivation; beliefs and attitudes about the subject of the question; or inadvertently skipping a question. In general, the higher the proportion of students participating, the more likely the survey results are representative and without bias. When comparing data from population-specific IYS reports to the state report, the higher the percentage of students who answered the question, the more likely it is that the comparisons with the state report percentages are unbiased.

**Appendix B. Public School Districts of Similar Size**

Data from the following public school districts are included in the “Results from Districts of Similar Size” portion of the data tables. These names appear as listed in the Iowa Department of Education’s enrollment documentation.

Albia	Iowa City	Waterloo
Algona	Iowa Falls	Waverly-Shell Rock
Allamakee	Greene County	Webster City
Ames	Johnston	West Delaware County
Anamosa	Keokuk	West Des Moines
Atlantic	Knoxville	Western Dubuque
Ballard	Le Mars	West Liberty
Benton	Lewis Central	Williamsburg
Bettendorf	Linn-Mar	Winterset
Bondurant-Farrar	Maquoketa	Woodward-Granger
Camanche	Marion Independent	
Carlisle	Marshalltown	
Carroll	Mason City	
Cedar Falls	MOC-Floyd Valley	
Cedar Rapids	Mid-Prairie	
Center Point-Urbana	Monticello	
Centerville	Mount Pleasant	
Central Lee	Mount Vernon	
Central DeWitt	Muscatine	
Chariton	Nevada	
Charles City	North Polk	
Cherokee	North Scott	
Clarinda	Norwalk	
Clear Lake	Oelwein	
Clinton	Ottumwa	
College	PCM	
Council Bluffs	Pella	
Creston	Perry	
Dallas Center-Grimes	Pleasant Valley	
Davenport	Red Oak	
Davis County	Roland-Story	
Decorah Community	Saydel	
Denison	Sergeant Bluff-Luton	
Dubuque	Sioux Center	
Estherville Lincoln	Sioux City	
Fairfield	Solon	
Forest City	South Tama County	
Fort Dodge	Southeast Polk	
Glenwood	Spencer	
Hampton-Dumont	Spirit Lake	
Harlan	Storm Lake	
Howard-Winneshiek	Union	
Humboldt	Urbandale	
Independence	Vinton-Shellsburg	
Indianola	Washington	