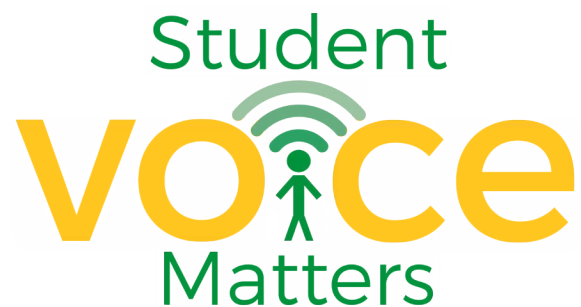




STUDENT VOICE TEAM

PRICHARD COMMITTEE FOR ACADEMIC EXCELLENCE

Student Voice Audit



This Student Voice Audit was conducted by the Student Voice Team at a junior high school in 2015. We want to share this audit report with you to show what is possible when students are asked to think critically about their school and the insights they can provide to school climate and culture. However, the administration of the school wanted to not publish the audit report with the school's name. To respect their request, all identifying information, including the name of the school, all names, and all images have been removed.

The Student Voice Audit Team

Executive Summary

The following describe the findings and recommendations presented in this report.

Successes to Celebrate

Throughout the course of our audit, the Student Voice Team found significant areas worth celebrating:

- The school is a place that embraces diversity. In the student survey results, there is no significant difference in response between students from differing ethnic and socioeconomic backgrounds.
- Students in this school overwhelmingly look up to the adults who lead it. Survey and roundtable results show a firm majority feel that both their principal and their teachers merit their respect.

Areas to Address

Our student investigators also identified some troubling trends:

- Bullying is a problem. Numerous students report witnessing dozens of fights in just one year at the school and a portion of students even report feeling unsafe in class.
- The school has an inconsistently applied discipline policy, one that many students do not trust and many teachers do not think is valid.
- There is some measurable disconnect between the way students and teachers feel about their interaction with each other.

The theme of stakeholder engagement permeates this report. Where we have identified space for improvement, we note that students are an under-utilized resource to help guide the search for solutions. Policy reform done *with* students rather than simply *to* them will result in a higher degree of ownership and a policy that better reflects the needs of the school population. It will also increase confidence and trust among students and model the democratic values so essential to building the capacity of current and future informed Kentucky citizens.



AMBITION FOR A VIBRANT COMMUNITY

This audit was funded by a generous grant
from The Greater Clark Foundation.

Contents

Background	1
Purpose, Scope, and Methodology	2
Findings	3
Successes to Celebrate	4
Areas to Address	6
Bullying	6
Discipline	7
Adult-Youth Communication	8
Recommendations	9
Final Thoughts	11
Works Cited	12
Acknowledgments	13
About Us	14
Appendix A: Student Survey	16
Appendix B: Student Survey Data	20
Appendix C: Analysis of Student Survey Short-Answer Responses	27
Appendix D: Student Survey Short-Answer Responses	30
Appendix E: Teacher Survey	62
Appendix F: Teacher Survey Data	65
Appendix G: Analysis of Teacher Survey Short-Answer Responses	73
Appendix H: Teacher Survey Short-Answer Responses	75
Appendix I: Administrator Interview Questions	78
Appendix J: Teacher Interview Questions	80
Appendix K: Student Roundtable Questions	81
Appendix L: Sample Student Roundtable Analysis	83

Background

The Junior High School is in its second year of operation, serves seventh and eighth grade, and has over 800 students and over 30 teachers.

The school is a result of the merger of the district's two middle schools. This merger generated a great deal of public attention: some in the community felt that the schools were better off remaining separate to prevent overcrowding, while others held that the merger and combination of resources would better benefit students.

The school's brief history creates unique challenges and opportunities. Several school policies are still in a molten phase as the school continues to test and refine them. This uncertainty becomes an opportunity for the school, positioning it to implement the recommendations in this report in the early stages of the development of the school's emerging identity.

The goal for the school's culture, explains the principal, is for "every student to want to come to school and to feel safe and supported." He told us that his fervent wish for all of his students is that "there is at least one adult that they feel like knows them." In many ways, the principal's sentiment underscores the school's stated mission, which is to create "an environment that fosters learning, independence, respect, and compassion."

The purpose of this audit is to leverage student voice to provide insight to school administrators on policies, culture, and relationships in order to improve the learning environment more broadly.

Purpose, Scope, & Methodology

This audit was conducted through a grant by The Greater Clark Community Foundation to test a method for improving schools that leverages students as untapped resources in the feedback and policy development loop.

The audit includes roundtable and individual discussions with students, teachers, and administrators; a series of classroom observations, and an opinion poll distributed to every student and teacher in the school.

As part of this work, we also facilitated and documented interviews with the principal, the school's two guidance counselors, and several teachers.

The opinion polls consisted of questions compiled from student surveys field-tested in several other states by the Rhode Island-based nonprofit What Kids Can Do. All students were given a paper version of the survey and asked to complete the document while in their assigned, state-testing groups.

The audit was conducted during the last month of the 2014-2015 school year and involved the full student body plus many teachers and administrators.

Disclosures

The audit did not include any surveying of parents. Some students and teachers were not represented in the survey due to non-responses.

After conducting in-house analysis using the disaggregated data, we determined that there is no significant difference between student responses based on race, ethnicity, gender, or socioeconomic status. Despite this, however, we focus almost exclusively on the aggregate data throughout the report. Given the sample size and the demographics, to disaggregate the data would risk making individual students and their responses discernable.

Key Findings

This section outlines some of the investigative team's major findings, focusing on successes worth celebrating and areas where improvement is most possible and efficacious. In both cases, student and staff stories as well as data from survey results and observations from the classroom are used as evidence to back the initial claim. Secondary research is included in these sections to provide context and additional evidence of potential impact.

The recommendations for improvement are derived from a combination of policy research and a basic belief in the benefits of stakeholder engagement.

An Emphasis on School Climate

The National School Climate Council explains that “school climate is based on patterns of people’s experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures” (qtd. in Thapa et al. 2). The organization also distinguishes what it means to have a positive school climate:

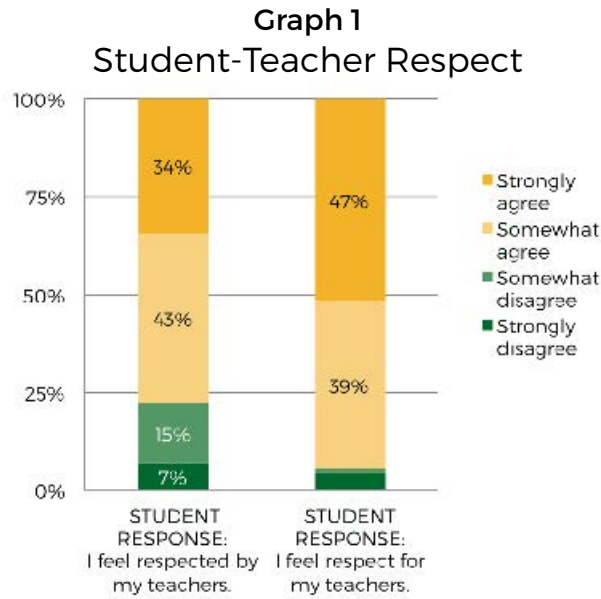
“A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributive, and satisfying life in a democratic society. This climate includes norms, values, and expectations that support people feeling socially, emotionally and physically safe. People are engaged and respected. Students, families and educators work together to develop, live, and contribute to a shared school vision. Educators model and nurture an attitude that emphasizes the benefits of, and satisfaction from, learning. Each person contributes to the operations of the school as well as the care of the physical environment” (qtd. in Thapa et al. 2).

The focus on school climate reflects our aim to be intentional about looking at the school’s culture, policies, and relationships through the lens of student perspective and to evaluate whether and how the school is meeting its mission.

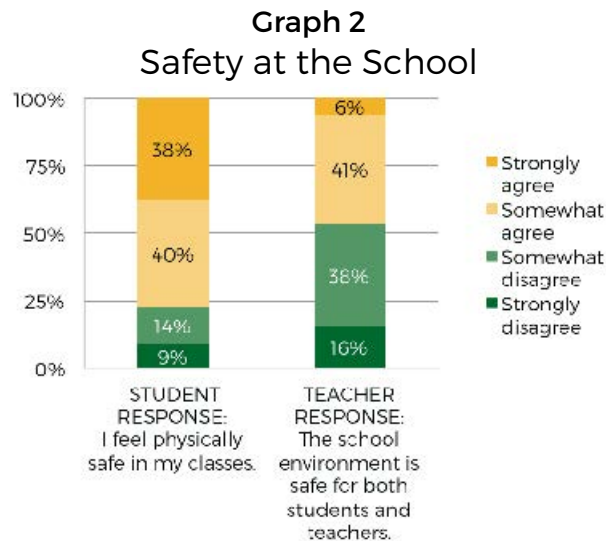
Successes to Celebrate

Based on a number of different data points, the school is well on its way to creating a positive and constructive school climate.

- Most students in the school look up to adults in the school and respect them. Over 80% of students surveyed claim to respect the adults in their school, and 59% of students report feeling like there are more than two adults in the school that they can go to with a problem.

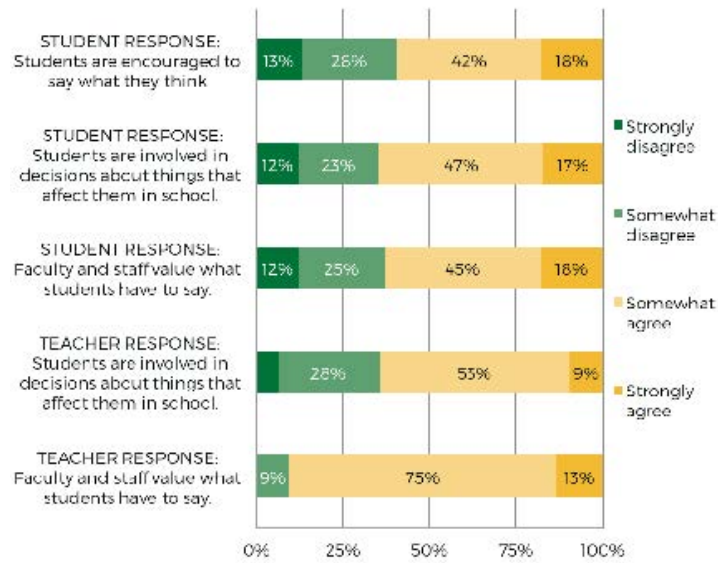


- Most students in the school feel safe in their classes. According to our survey nearly 78% report “feeling safe in class.”



- Most students in the school are engaged in their learning and feel like their perspectives matter. A full 63% of students feel like their voices are valued by teachers and administrators.

Graph 3
Student Voice at the School

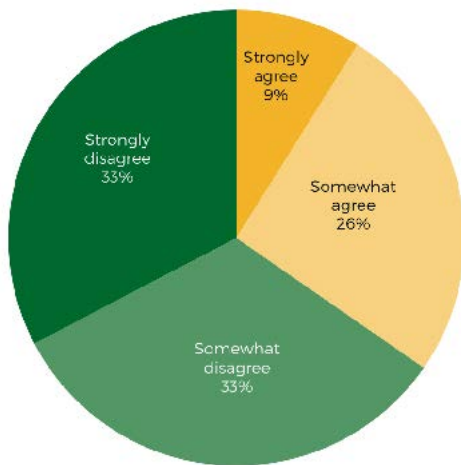


While these statistics suggest the School is headed in the right direction as far as school climate goes, there is another narrative behind the numbers. While more than 63% of students report feeling like their voices are valued, 37% do not.

Areas to Address Bullying

“The National School Climate Assessment’s study of thousands of schools across the country shows that the adults in the school community (e.g. school personnel and parents/guardians) typically believe that bullying and social violence are a ‘mild’ to ‘moderately severe’ problem while students consistently report that it is a ‘severe’ problem” (qtd. in Thapa et al. 4).

Graph 4
Bullying is Not a Problem
at the School



This study also describes the case at the school.

While not a single teacher we surveyed described bullying as a major issue, when students were asked to describe an important issue that needs to be addressed at the school, 230 explicitly mentioned it. Furthermore in our survey, 66% of students disagreed with the statement: “bullying is not much of a problem in my school.”

Of students claiming to have considered dropping out of school or skipping class, 44% said that feeling unsafe in class was a factor, with 22% saying it was a strong one.

Bullying affects student engagement and lowers commitment to schoolwork. A body of research underscores that bully-victim behavior is toxic; it undermines K-12 students’ capacity to learn and develop in healthy ways. Wolke, Woods, Bloomfield, and Karstadt write in their report, “when students bully and/or are victimized repeatedly, it dramatically increases the likelihood that they will develop significant psychosocial problems over time” (qtd. in Thapa et al. 4).

Bullying seems to adversely affect the witnesses, too. “A recent study of more than 2,000 students (ages 12 to 16) found that those who witnessed bullying reported more feelings of depression, anxiety, hostility and inferiority than either the bullies or victims themselves,” write Rivers, Poteat, Noret, and Ashurst (qtd. in Thapa et al. 4).

Worth noting too is that peer intimidation increasingly occurs in virtual spaces that by design are out of the purview of school staff but can have a profound impact on school climate. Nationwide, at least one out of three adolescents reports being seriously threatened online, and 60 percent of teens say they have participated in online bullying. And indeed, online bullying was cited numerous times by students with whom we spoke. Because of the less-visible nature of bullying, it is even more imperative that students themselves are involved in resolving issues related to it.

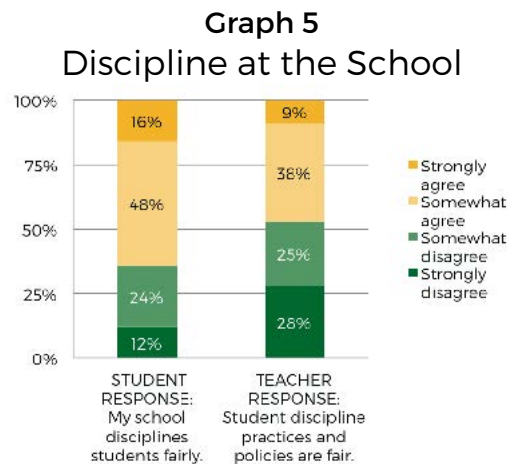
Areas to Address

Discipline Policy

“Another study [...] showed that consistent enforcement of school discipline (structure) and availability of caring adults (support) were associated with school safety” (Thapa et al. 4).

By this definition, the discipline policy at the school is problematic.

- More than a third of students believe the discipline policy is unfair.
- More than half of teachers at the school think the discipline policy is unfair.
- Only 27% of students rate their teachers’ ability to keep discipline in the classroom as excellent.
- When asked the open-ended question of what is the biggest problem in their school, 79 students answered “discipline.”



Research has also shown that in schools where students perceive a better structure and school discipline policy and more positive student-teacher relationships, there are lower associations with the “probability and frequency of subsequent behavioral problems” (Thapa et al. 6).

An effective discipline policy not only increases school safety, but also strengthens the trust and relationship between various stakeholders within the school system.

Areas to Address Adult-Youth Communication

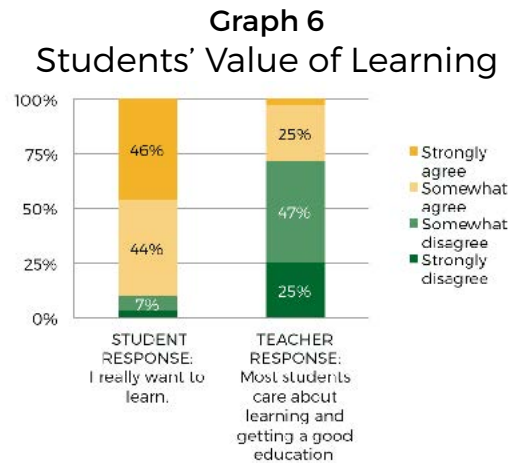
“Positive student-teacher relationships serve as a resource for students at risk of school failure, whereas conflict or disconnection between students and adults may compound that risk” (qtd. in Hamre and Pianta 49).

There is a disconnect between students and teachers at the school. This disconnect manifests itself chiefly in how teachers and students both perceive and understand one another, within and beyond the classroom

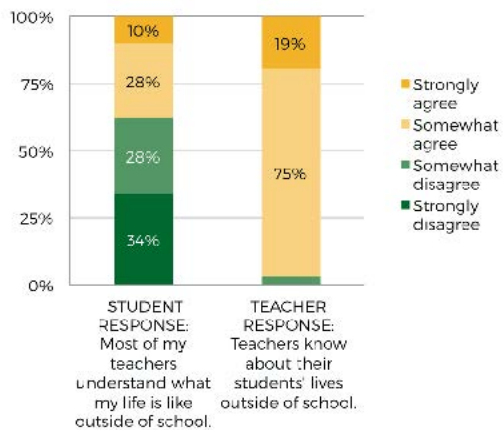
When polled, 91% of students at the school say they “really want to learn” while only 27% of teachers agree with the statement “most students care about learning and getting a good education.”

When polled, only 38% of students agreed with that statement “most of my teachers understand what my life is like outside of school” while close to 84% of teachers agreed with the statement that “teachers know about their students’ lives outside of school.”

Given the evidence that quality student teacher relationships have a significant impact on school climate, and by extension, education outcomes, the flow of information between teachers and students at the school is a concern worthy of addressing.



Graph 7
Understanding of Outside Lives



“Middle school teachers who convey emotional warmth and acceptance as well as make themselves available regularly for personal communication with students foster the positive relational processes characteristic of support. These supportive relationships help maintain students’ interests in academic and social pursuits, which in turn lead to better grades and more positive peer relationships” (qtd. in Hambre and Pianta 49).

Recommendations

All three of the school's key school climate challenges, in the areas of student bullying, discipline policy and youth and adult communication, can be addressed through a strategic approach that supports students and staff to work together as problem-solving partners.

We recommend the principal work with the school's constituents to create a space to have focused, facilitated, solution-oriented dialogue about these three issues.

More specifically, to address the first two concerns related to bullying and discipline, we recommend the principal convene two separate "blue-ribbon panels" of students, teachers and other staff, co-chaired by an adult and student and producing a final report consisting of findings and recommendations, presented to the entire school community.

One panel should be charged specifically with defining, identifying and field-testing strategies to reduce bullying in the school. The development of a school-wide, anti-bullying effort that reflects the recommendations of the panel would demonstrate the value and potential of students in serving as partners in improving school climate.

Similarly, a second panel should conduct a series of focus groups to provide feedback on the effectiveness of elements of the school's discipline policy.

Students can provide a critical perspective on discipline policy implementation that neither teachers nor administrators can. A strong, consistent, and trusted discipline policy is also necessary to increase student safety and reduce behavioral problems.

We recommend that both panels:

- Meet during school to avoid barriers for students who must take the bus to and from school.
- Be intentional about including students from a range of grade and academic levels. Doing so would address one of the concerns we heard repeatedly regarding the perception and mistrust of traditional student leaders: "only popular people are in student council." Reaching out to more marginalized students for this work might also address another finding revealed by our student poll indicating that while more than 63% of students report feeling like their voices are valued, 37% do not.

We also recommend that the principal help institutionalize the fledgling Student Voice Committee and support the group to meet during school with the goal of addressing a series of issues faced by students as identified by the school-wide poll and solicit feedback from other students on issues of concern not yet identified.

For this committee, we recommend school staff:

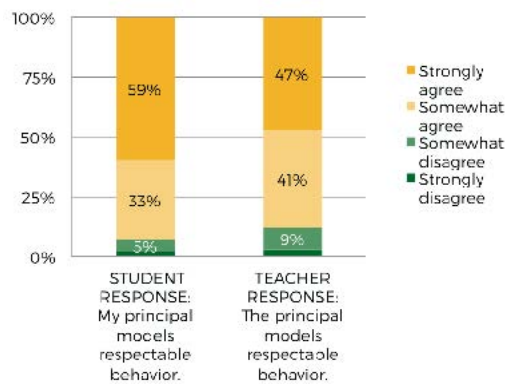
- Nominate and encourage students to apply for group membership.
- Pay special attention to other areas of concern identified by the student survey such as dress code and technology policy.
- Consider using an enrichment block for convening the students.
- Ensure a highly-skilled adult works with one or more students to facilitate the conversations.
- Look for students who: may openly question authority or the fairness of policies and come from a range of peer groups.

Students should be engaged as co-developers in any policy that affects them as directly and significantly as these three school climate areas. By engaging students from the beginning in the creation and revision of these policies, both the solutions themselves and the willingness of students to implement them will be greater.

Final Thoughts

The Prichard Committee Student Voice Team was impressed by many of the elements we observed at the school. The school's administrators, staff, and students were welcoming hosts and unified in their willingness to share candid insights in the hopes of improving their school environment. We were struck by the transparency and humility of Principal Howard in particular and grateful for the easy communication and access he provided to our investigators.

Graph 8
The Principal's Behavior



We sincerely hope the student voice model made possible by the school's community results in a school climate that strengthens adult and youth partnerships as the backbone of a dynamic learning environment. We also hope that this initiative serves to inspire other schools within and beyond Kentucky to tap into the student body as a significant asset to make our education system the best it can possibly be.

Works Cited

- Hamre, Bridget K., and Robert C. Pianta. "Student Teacher Relationships." *Children's Needs III*. Ed. George G. Bear and Kathleen M. Minke. Washington: National Association of School Psychologists, 2006. 59-71. PDF.
- Thapa, Amrit, Jonathan Cohen, Ann Higgins-D'Alessandro, and Shawn Guffey. *School Climate Research Summary: August 2012*. New York: National School Climate Center, 2012. PDF.

Acknowledgements

A special thanks to Kentucky education consultant Susan Weston for her data analysis acumen.

And a special thanks to Prichard Committee Communications and Technology Director Michelle Dunaway for sharing her expertise.

About Us

Consisting of over 85 self-selected middle and high school students and college undergraduates, the Prichard Committee Student Voice Team is an extension of the Prichard Committee for Academic Excellence, an independent, nonprofit organization that mobilizes citizens to improve Kentucky schools. The Student Voice Team integrates students as full partners in that work.

The Student Voice Audit Team

Andrew Brennen

Audit Director
Lexington

Hiatt Allen

Graphic Designer
Lexington

Gentry Fitch

Data Analysis
Nicholasville

Lydia Burns

Student Voice Auditor
Nicholasville

Nicole Fielder

Student Voice Auditor
Nicholasville

Evan Hays

Student Voice Auditor
Lexington

Meghana Kudrimoti

Student Voice Auditor
Lexington

Eliza Jane Schaeffer

Student Voice Auditor
Lexington

Jamie Smith

Student Voice Auditor
Lexington

Susie Smith

Student Voice Auditor
Lexington

Rachel Belin

Student Voice Team Director
Prichard Committee for Academic Excellence



271 West Short St. Suite 202 | Lexington, KY 40507
(859) 233-9849 x233 | studentvoiceteam@prichardcommittee.org
prichardcommittee.org/studentvoiceteam



@PCStuVoiceTeam

Appendix A

Student Survey

This Appendix contains the survey that was given to every student.

**1. Thinking about your school, how much do you agree or disagree with the following?
For each statement, please check the appropriate box.**

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
Students in my school treat one another with respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My school disciplines students fairly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My school respects all people and cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My principal models respectful behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty and staff value what students have to say.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students in my school care about learning and getting a good education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classes in my school are challenging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students are involved in decisions about things that affect them in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most of my teachers are enthusiastic about teaching and communicate this to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel that I am accepted and liked at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel respected by my teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel respect for my teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students in my school help one another even if they are not friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullying is not much of a problem at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students are encouraged to say what they think.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel physically safe in my classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most of my teachers understand what my life is like outside of school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. How well do each of the following statements describe you as a student?

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I really want to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I participate regularly in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I often need extra help with schoolwork.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is often hard to pay attention in class because I am worrying about problems outside of school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. How would you assess your teachers overall on each of the following?

	Excellent	Good	Fair	Poor
Knowing their subjects well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Believing all children can learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintaining discipline in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching individual students according to their different needs and abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. How much would the following help you learn?

	Would help a lot	Would help some	Would help little
More examples of how the things I learn in school matter in the real world.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More challenging classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More one-on-one attention from teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. How often do your teachers speak with you one-on-one about the following?

	Regularly	Occasionally	Never
Your academic performance: noticing when it's good, offering suggestions (when it's not so good).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your behavior in class: recognizing your good behavior, helping you understand your behavior (when it's difficult).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your understanding: checking to see if you have questions about what's being taught in class, homework, and other assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interests and things that are important to you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your plans for college or work after high school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Getting help with a problem:

	More than 3	2-5	1	0
How many adults at school do you feel you could talk to if you had a problem (involving something in or outside school)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How many peers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Have you ever skipped class or school?

Yes
 No

8. Have you ever considered dropping out of school?

Yes
 No

9. If you answered "yes" to question #7 or #8, please indicate how much each of the following was an influence. (If you answered "no," you can skip this section.)

	A strong influence	Somewhat of an influence	Not an influence
You did not feel prepared for class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You fell your father put you behind in your schoolwork as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You were not getting along with a teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You did not feel safe at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You did not feel safe traveling to and from school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School was boring.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You had family responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Think of the best teachers you have had. What are the qualities that made them good teachers?

11. What do you think are the most important issues that need to be addressed in your school?

12. Please tell us more about yourself.

	Your gender	Your grade	Your race	Language most often spoken at home	Country for reduced or free lunch
Please choose answer from pull down menu for each item	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Appendix B

Student Survey Data

This Appendix contains the data from the Student Survey. A total of 713 students responded to the survey. "Did Not Answer" indicates the student left the question blank.

Question 1: Thinking about your school, how much do you agree or disagree with the following?				
Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Did Not Answer
Students in my school treat one another with respect.				
21	293	259	140	0
2.95%	41.09%	36.33%	19.64%	0.00%
My school disciplines students fairly.				
113	341	173	86	0
15.85%	47.83%	24.26%	12.06%	0.00%
My school respects all races and cultures.				
340	248	84	37	4
47.69%	34.78%	11.78%	5.19%	0.56%
My principal models respectful behavior.				
421	236	39	17	0
59.05%	33.10%	5.47%	2.38%	0.00%
Faculty and staff value what students have to say.				
127	324	176	84	2
17.81%	45.44%	24.68%	11.78%	0.28%
Students in my school care about learning and getting a good education.				
35	300	251	126	1
4.91%	42.08%	35.20%	17.67%	0.14%
Classes in my school are challenging.				
160	386	119	47	1
22.44%	54.14%	16.69%	6.59%	0.14%

Students are involved in decisions about things that affect them in school.				
123	334	167	83	6
17.25%	46.84%	23.42%	11.64%	0.84%
Most of my teachers are enthusiastic about teaching and communicate this to students.				
160	350	154	47	2
22.44%	49.09%	21.60%	6.59%	0.28%
I feel that I am accepted and liked at school.				
222	327	108	55	1
31.14%	45.86%	15.15%	7.71%	0.14%
I feel respected by my teachers.				
243	305	108	53	4
34.08%	42.78%	15.15%	7.43%	0.56%
I feel respect for my teachers.				
332	276	71	27	7
46.56%	38.71%	9.96%	3.79%	0.98%
Students in my school help one another even if they are not friends				
46	204	260	200	3
6.45%	28.61%	36.47%	28.05%	0.42%
Bullying is not much of an issue at my school.				
61	185	233	234	0
8.56%	25.95%	32.68%	32.82%	0.00%
Students are encouraged to say what they think.				
127	296	197	91	2
17.81%	41.51%	27.63%	12.76%	0.28%
I feel physically safe in my classes.				
268	284	98	61	2
37.59%	39.83%	13.74%	8.56%	0.28%

Most of my teachers understand what my life is like outside of school.				
74	200	197	240	2
10.38%	28.05%	27.63%	33.66%	0.28%

Question 2: How well do each of the following statements describe you as a student?				
Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Did Not Answer
I really want to learn.				
332	313	46	20	2
46.56%	43.90%	6.45%	2.81%	0.28%
I participate regularly in class.				
350	294	48	18	3
49.09%	41.23%	6.73%	2.52%	0.42%
I often need extra help with schoolwork.				
153	235	222	101	2
21.46%	32.96%	31.14%	14.17%	0.28%
It's often hard to pay attention in class because I'm worrying about problems outside of school.				
120	165	192	235	1
16.83%	23.14%	26.93%	32.96%	0.14%

Question 3: How would you assess your teachers overall on each of the following?				
Excellent	Good	Fair	Poor	Did Not Answer
Knowing their subjects well.				
289	320	83	18	3
40.53%	44.88%	11.64%	2.52%	0.42%
Believing all children can learn.				
304	262	111	32	4
42.64%	36.75%	15.57%	4.49%	0.56%
Maintaining discipline in the classroom.				
192	262	178	78	3
26.93%	36.75%	24.96%	10.94%	0.42%
Teaching individual students according to their different needs and abilities.				
185	244	157	122	5
25.95%	34.22%	22.02%	17.11%	0.70%

Question 4: How much would the following help you learn?			
Would help a lot	Would help some	Would help little	Did Not Answer
More examples of how the things I learn in school matter in the real world.			
379	276	55	3
53.16%	38.71%	7.71%	0.42%
More challenging classes			
160	320	229	1
22.44%	44.88%	32.12%	0.14%
More one-on-one attention from teachers			
299	282	128	4
41.94%	39.55%	17.95%	0.56%

Question 5: How often do your teachers speak with you one-on-one about the following?			
Regularly	Occasionally	Never	Did Not Answer
Your academic performance: noticing when it's good, offering suggestions if/when it's not-so-good.			
141	442	126	4
19.78%	61.99%	17.67%	0.56%
Your behavior in class: recognizing your good behavior, helping you redirect your behavior if/when it's difficult.			
212	349	149	3
29.73%	48.95%	20.90%	0.42%
Your understanding: checking to see if you have questions about what's being taught in class, homework, and other assignments.			
256	337	117	3
35.90%	47.27%	16.41%	0.42%
Interests and things that are important to you.			
162	305	239	7
22.72%	42.78%	33.52%	0.98%
Your plans for college or work after high school.			
166	288	246	13
23.28%	40.39%	34.50%	1.82%

Question 6: Getting help with a problem				
More than 3	2-3	1	0	Did Not Answer
How many adults at school do you feel you could talk to if you had a problem (involving something in or outside school)?				
150	276	164	119	4
21.04%	38.71%	23.00%	16.69%	0.56%
How many peers?				
389	174	80	46	24
54.56%	24.40%	11.22%	6.45%	3.37%

Question 7: Have you ever skipped class or school?		
Yes	No	Did Not Answer
156	553	4
21.88%	77.56%	0.56%

Question 8: Have you ever considered dropping out of school?		
Yes	No	Did Not Answer
71	637	5
9.96%	89.34%	0.70%

Question 9: If you answered “yes” to question #7 or #8, please indicate how much each of the following was an influence. (If you answered “no,” you can skip this section.)			
A strong influence	Somewhat of an influence	Not an influence	Did Not Answer
You did not feel prepared for class.			
11	16	26	660
1.54%	2.24%	3.65%	92.57%
You felt you’d fallen too far behind in your schoolwork as a whole.			
9	19	27	658
1.26%	2.66%	3.79%	92.29%
You were not getting along with a teacher.			
16	15	23	659
2.24%	2.10%	3.23%	92.43%
You did not feel safe at school.			
12	11	31	659
1.68%	1.54%	4.35%	92.43%
You did not feel safe traveling to and from school.			
6	8	40	659
0.84%	1.12%	5.61%	92.43%

School was boring.			
28	19	7	659
3.93%	2.66%	0.98%	92.43%
You had family responsibilities.			
17	16	20	660
2.38%	2.24%	2.81%	92.57%

Question 12: Demographics						
Gender						
Female		Male			Did Not Answer	
330		346			37	
46.28%		48.53%			5.19%	
Grade						
Seventh		Eighth			Did Not Answer	
327		347			39	
45.86%		48.67%			5.47%	
Race						
Asain	African American	Hispanic	Indian	Mixed	White	Did Not Answer
7	43	32	1	29	553	48
0.98%	6.03%	4.49%	0.14%	4.07%	77.56%	6.73%
Language most often spoken at home						
English		Non-English			Did Not Answer	
646		21			46	
90.60%		2.95%			6.45%	
Free and Reduced Lunch						
Yes		No			Did Not Answer	
325		331			57	
45.58%		46.42%			7.99%	

Appendix C

Analysis of Student Survey Short-Answer Responses

This Appendix contains an analysis of the frequency of student responses to questions ten and eleven.

Question 10: Think of the best teachers you have had. What are the qualities that made them good teachers?

Fun: “fun” 143 times

- “Knowing content, knowing students, fun, made it easy to understand”
- “Fun to hang around with, understands us”
- “They tried to make learning fun and wanted to build a relationship with each and every student”
- “She gave work a fun and enjoyable thing to do and equal treatment to everyone in the classroom”
- “They don’t just sit there, they make the lessons fun and interesting. They actually try”
- “They are enthusiastic about their teaching”

Caring: “Care” mentioned 96 times “understand” mentioned 100 times

- “The kind of teacher that you can sit down and have a conversation with”
- “Respect for students, caring if we learn”
- “Showed interest in my well being, outside of school”
- “One on one time understanding their subject and good explaining”
- “They knew that each student needed to be taught differently”
- “They cared for me and made me feel comfortable talking to them. They talk to the people I have problems with”
- “They care about your life in/out of school”
- “Smart, caring kindhearted, doesn’t give up on anyone”
- “The best teachers I have had showed interest in all of their students success, did their job without seeming like it was a burden and took the time to learn more about their students as individuals”
- “Sense of humor, willingness to teach and be taught, persistent wants best for the kids no matter the cost”
- “They were kind, respectful, understanding, cared about the students, helpful, thought important things and would show the importance of what they thoughts”
- “They noticed when someone was bothering me”

Good Listener: “listen” mentioned 47 times “respect” mentioned 71 times

“They listen to what students have to say”

“They respect all of us the same and don’t get attitude when a dumb question is asked”

“They were kind but controlled the class and knew what they were talking about”

“Dedicated, they put in a lot of effort to help you feel and if you are comfortable with them”

“Helpful, respectful, nice, listens if you have problems or need help in class”

“They actually listened to what I had to say and cared”

Question 11: What do you think are the most important issues that need to be addressed in your school?

Discipline/Rule enforcement: “fighting” mentioned 79 times “discipline” mentioned 48 times

“Fighting and video surveillance needs to be installed in the rooms so people can observe what is happening in the classroom”

“Enforcement of discipline one-on-one with a teacher”

“The way teachers act sometimes to kids can be disrupt class and they yell at everyone”

“If someone is not following the school rules then the teachers need to do something about it”

“I don’t matter what color you are you should get in trouble like the others”

“Bullying, classrooms, and getting away with things”

“Discipline, showing no favoritism, punishing all who did wrong and not ones who did nothing wrong along with them”

“Treating students equally”

Communication

“Lack of communication, lack of proper planning or celebration”

“I believe that teachers should be able to talk to their kids on a personal level”

“Teachers need to help students more”

“Understanding students”

“The school needs to less trust issues with student and staff”

Bullying/Respect “bullying” mentioned 230 times “respect” mentioned 71 times

“Attitude from students, bullying, respect for others”

“Bullying, calling names, and people calling people the N word”

“People do not always show respect for teachers so it makes it harder to learn”

“Racial comments, judgements, teacher pets, bullying”

“It is definitely respect problems”

“Bullying, there needs to be a good system so those who need it can know about it and revise it”

“Bullying and fights are respect for both students and teachers”

“Teachers talk bad about other teachers and teachers starting off the class being very rude”

Cleanliness “clean” “bugs” “dirty” mentioned 39 times

“The cleanliness of the school is terrible We had bed bugs and other undealt with issues”

“Bugs, rooms and bathrooms are always dirty, falling apart/chaos, discipline students, windows broken so cannot open, AC doesn't work”

“Health of school, vermin, mold etc. FIGHT”

“How gross it is, its really dirty and there bugs everywhere”

Appendix D

Student Survey Short-Answer Responses

This Appendix contains the student responses to questions ten and eleven of the survey. Names were changed to Teacher X or Student X. Everything else was kept the same. Forty-four students did not answer question ten and 38 students did not answer question eleven.

Question 10: Think of the best teachers you have had. What are the qualities that made them good teachers?

They actually taught us and made class fun	Someone who listens to what you have to say, someone who care about your problems and won't just go running to the counselor or calling my mom whenever they see slight problems or sadness in me
Fun, caring, nice	They make learning entertaining so we stay focused
Friendly to students, doesn't rely on packets to teach	They weren't strict and if we already knew content we didn't have to do it
They listen to what students have to say	Nice, smart, good at listening
They actually help me and teach me unlike other teachers	Fun, joked a lot
Helping and showing easy ways to learn something	Intelligence, Caring, Organized, Humor
Help me with my homework	Fun, encouraging, understanding
That they have fun while they teach the class	Knowing content, knowing students, fun, made it easy to understand
Explains lessons very easy to understand, one on one teaching/ helping students	Funny, kind, understanding
Nice and outgoing and also very helpful and fun	They are funny and like to teach
The kind of teacher that you can sit down and have a conversation with. She always listens	They were nice and knew what they were teaching
They listen and explain when I need Help	They help people solve problems
Gave examples, good sense of humor	Nice and respectful
They help me learn and always have a good attitude	Kindness, support, respectful
	Nice and respectful

Care about everyone and make class fun	Make sure we are not behind and make the class fun
Nice, funny, and helpful	
Knowing how to handle stuff that upsets you	Noticing when something was wrong, didn't care to help me
Caring, hardworking	Nice, funny, could talk to them
They understand me	Smart
They listened to what I had to say and helped me	Funny, good at giving real world examples different techniques
Helped a lot when you need help	Good subject knowledge
They listen and explain	Showed interest in my well being, outside of school
Respect for students, caring if we learn	Nice/understanding. Using good methods
My fifth grade teacher was good because she knew about all the subjects	They are cool and know when something's wrong. They always know what to do to help me
Be patient, working with us, good hearted	They played learning games
Being Entertaining	They helped explain the topic and what we were doing
Fun to hang around with, understand us	They connect with you and don't make it all about learning 24/7
They are nice and they get along with you	Fun
They don't believe that yelling solves anything	Funny
Funny, understanding, patient and serious	They respect all of us the same and don't get attitude when a dumb question is asked
Understanding	Kind, disciplinary, we learn a lot, making learning fun
They helped me understand what it was I needed to do and how to do it	They are kind and caring
Funny while teaching does activities	Animated, Enthusiastic, interactive, disciplinary
Humorous, understanding, they know their subject well	
They ask if I need help	

They helped you understand stuff you didn't know

Don't really pay attention I just like non strict teachers and when they don't give me much work

They cared about what was going on and they made learning

Nice

They require respect when needed and let us sit with friends

They were kind but controlled the class and knew what they were talking about

Fun, not strict, easy-going but is a great teacher

Fun teachers that you can talk to they have control of the class

They tried to make learning fun and wanted to build a relationship with each and every students

Nice, enthusiastic, they knew how to get a point into my head

They were able to talk to their friends about out of school things and allowed kids to talk in class

Teacher X is always there for me and Student X the lunch room worker and only because she is there for me

Qualities that made them good is their understanding. They didn't get mad at simple things and didn't just give us work and expect us to do it

Teacher X for making sure that I knew what she was teaching

All

They were understanding and were always there for you to talk to them. They helped you learn one-on-one if you needed help

None

The time they take out of the day to listen to what we need to say

They know what is my problems in the school

They were really excited and ready to teach. They also would joke around some times

They are good teachers

One on One

Teacher X helps me a lot

She helped me with math

Teacher X

A good listener, makes me understand and a good motivator

Teacher X because even though she had rough days she would still always smile

They have explained more and helped me understand more

Nice, funny, awesome, sweet, cool happy, smart, enthusiastic

Teacher X- she helps us understand how to do the work

They knew their subject really well

Even though my science teacher is tough she is my favorite teacher

Always helping, never leave no one out

Caring and intelligence

They made learning fun for their students

Interested and enthusiastic

Funny, interactive, smart, gave me a challenge

They explain things good and handle things the right way

Help, one on one,

Teacher X talked about what goes on after school

Nice, helping

They helped the class get better but used fun activities

Teaching and helping learn

They make school fun and we got to play basketball

Nice, caring

Nice, helpful, smart,

Teacher X was fun and helped me out a lot

Fun cool and nice

Attituded, kindness, understanding

Teacher X, If I need help she's there

Treated everyday with respect

Being strict

They care, they make learning fun and easy

Teach well, don't loose their tempter, easy not annoying

Explaining stuff well

Teacher X is loving, caring, respectful and she is the best teacher to talk to

Demands respect, treats kids equal, taught things I'd actually use in life

Funny, helpful, nice, good with kids

Nice, listened, taught class well, and knew when students needed help

Teacher X is helpful and fun

Kind, funny

They help when you have problems, are nice & explain well

One on One time understanding their subject and good explaining

They were in a good mood

They were funny

They knew that each student needed to be taught differently

They would individually help me with problems on different papers

They are Kind

One on one teaching

Know what they are doing

Teacher X since her humor, Teacher Y kind and giving, Teacher Z, sweet and helpful

Humorous, one on one help

Understand me, good at teaching the subject

When you needed help they would help you

Understood you

Showed they actually cared

They listened

She gave work a fun and enjoyable thing to do and equal treatment to everyone in the classroom

They gave everyone a chance to talk

Teacher X and Teacher Y

They care for me and made me feel comfortable talking to them. They talk to the people I have problems with

They knew they're subject very well

They were nice and had respect

Nice, understood problems, funny

They made school work fun

The way they taught their class

Funny, joking but serious

They help troubled students they are kind to all of their students

Teacher X because she tries to help you understand something

They are fun and talk to the kids

One on one help and understanding

Teachers make learning fun to students

Listening and respecting what I have to say

They care about your life in/out of school

They cared about you and were nice to you

Helped you learn

They are fun and they help you with what you need

They have discipline and do fun activities

They always made sure you understood

Caring about me always there when needed

Making it so everyone likes what we are doing

They helped me when I needed they made sure we learned

Teach in ways that everyone can understand

Smart, caring kindhearted, doesn't give up on anyone

They care about students teach in ways that are easier to understand

Teacher X always motivating me to do my best

They listened to me and helped me learn

They are nice to students

They explain stuff clearly

Discipline

Understanding, fair

They do projects and really make the lesson fun

Knowing me

Nice, understanding, respectful, fun to be around

Nice help you better than worst teachers

Encouraging	I could understand their methods
Understanding, controlled temper, fun sometimes,	Nice, understanding
Understanding, help, encouraging, trustworthy	Rewarding us and letting us listen to music
Helped more	They aren't boring and actually know what they are doing
They were fun and did stuff with the kids	The best teachers I have had show interest in all of their students' success, did their job without seeming like it was a burden and took the time to learn more about their students as individuals
Kind	
Astute, nice friendly, strict	
They understand how I feel and what I need help on	They had very small classes and worked one on one with each student
They helped you kind, patient	They actually teach
They want you to learn and help you	Speaking with students helping them with hard problems
They were nice and understanding	They come to me and help me out with a question
They were likable handsome and charismatic	Fun, smart, caring, understanding
Nice, not so strict	They will listen and then explain things and make them easier
They would take it slower if someone didn't understand	Fun, interesting, respectful
Interaction care	They are fun
Nice, helped you if you needed help and understanding	Personality, they were always happy
Nice and could keep class under control and activities were fun	Respectful nice
She was kind and patient with students	We did hands on learning to make it fun
Funny, caring, enthusiastic	Good discipline
Loved what they taught and were fun spirited	They weren't boring
Actually taught, cared about the students	Very happy, enthusiastic, very helpful
	They made learning more fun

Exciting, classes/activities, good with kids	They don't just sit there, they make the lessons fun and interesting. They actually try
They are nice and help you when its needed	Caring about us
Teacher X and Teacher Y. They are nice and treat others fairly	Teacher X, she makes sure you understand the work and if we are upset she shows she cares
Fun makes learning exciting	Caring
They help you one-on one	They know how to talk to kids
Nice	Being respectful
They let us try it out first	Caring, knowledgeable in subject, disciplined
He lets us do lots of group work, he is fun	Nice, relatable, actually care
Teacher X because she all ways helps me	Old School, kid, makes topic interesting
They had fun fun activities were goofy sometimes	Good teaching skills, talks to their students is serious but also is fun
Knowing how to teach a certain lesson	Their teaching skills and how they would help is we were stuck
Helping me understand certain things when other can explain it good	Understanding students
He will listen to you and give you advice	Fun
They had hands on activities a lot	Fun, interactive, one on one
They are nice	Sense of humor, willingness to teach and be taught, persistent wants best for the kids no matter the cost
They cared	Came to you one-on-one and helped
Funny	Fun and outgoing, making most boring stuff fun
They kept explaining until everyone got it	Funny, visual, ask us to actually do it and they actually taught math unlike the three I've had this year
Nice and challenging	
Teacher X because he's respectful and listens	
They think about their students and make sure they know what they need to	
Outgoing, Christian	

Actually taught us things make sure we understood things

Always willing to help and actually care

Fun

Teacher X because she pushes me to do my best

Not strict, kind, and the way they taught was fun

Nice taught

Honest, discipline, trustworthy

They teach at a good rate for others to learn and they help individuals

One quality is the ability to explain things well with examples, notes, and hands on activities

They cared

They're teaching and understanding teach good

She gave us home work

They were kind, respectful, understanding, cared about the students, helpful, thought important things and would show the importance of what they thoughts

Caring

Understanding, helpful

They helped and were very nice

Nice

Earned our respect good at explaining things

Nice but funny, calm

Nice teach well fair

Niceness

They actually teach

Can teach

They care about your education

Likely friendly

Nothing

They understand kids really well

Understanding, encouraging, trustworthy, caring

Funny, energetic, descriptive, determined, encouraging joyful

They helped me a lot

They cared and listened

They teach us very well

Different teaching method, kind but strict, less busy work

They made class fun

Teacher X because she lets us talk about stuff we want for college after High school

More relatable to students and more understanding to kids

Interesting, observant, kind

Hands on, doesn't do book work, often, teaches everything clearly, doesn't give busy work

Funny, compassionate, caring, warm hearted

They made class fun

Being cool and understanding

They are good at teaching they let you understand

Smart, caring

Caring, taught different ways to help students understand

They cared strongly about students

Nice, funny, outgoing

Teacher X because he helped me realize someone care, she's unique

Make learning fun, nice

They listened to what we had to say and kept discipline

Food discipline, different ways of teacher, no busy work

They help and very nice to others

Take lessons slow, thoroughly explain the subject

They make lessons fun

They listened to me

Calm, easy going, show how it works in the real world

Good personality, caring, down to earth, helpful, make learning fun, selfless

Give me one on one attention, strict, doesn't go too fast, makes sure I understand

About my weekend

They talk to me when I'm sad

Being nice

Teacher X and I have had ups and downs but she has never given up on me. She knows how to teach. She's my favorite teacher because she tries

Teacher X she helped us with the more difficult parts

Teacher X she is a good person and understands

Teacher X because he made class fun

Strict, caring, fun

Interactions with students

Great skills showed different ways of doing something

Caring

Make learning fun

Strict

Hands on, fun with lesson, active

Hands on easy to talk to

Determined, loud in clear, hardworking, cautious environment

They help

Nice, helpful

They were respectful and have listened to what I have to say and teach their subjects very well

Fun activities

Respectful, thoughtful, smart

They were really respectful and nice to me

Math

They listened	Flexible, understanding, helpful
Talked one-on-one, taught good in class, funny	Understand kids
Nice and teach well	Nice
My math teacher understands me and listens to me and he cares about me and helps me	They valued my opinions and they gave examples to help me understand things
They understand how to help us on our work	They thoroughly explain things and make sure you understand
Dedicated, they put in a lot of effort to help you feel and if you are comfortable with them	Teacher X helps you with work
Nice	Teacher X
Friendly did not rush knew their topic well	Well, Teacher X and Gifford and some of the teachers helps me with a lot of school work
The way they act and a sense of humor	They are enthusiastic about their teaching
They keep you interested in the subject	The qualities that made them good are the personality
Helpful, respectful, nice, listens if you have problems or need help in class	She helped me with work
They give us some freedom	Helping us
They though good. They were nice and helped me when I needed help	Teacher X and Teacher Y always put things in a way I understand the content. They are both able to manage a classroom and show respect to students. They really care about the students they have
Teacher X, Teacher Y, favorite class	That some of them were very personal about how they feel
He cared	They care, discipline. Teach, make it fun
They listen to you and assist you when needed	Made work fun but still on task, had good order and good lesson
They teach so less experience can understand	Attentive patient when someone doesn't understand, makes having a lesson somewhat fun
Teacher X	They talk to you one on one and you can ask for help
They would talk to me	
Caring	

Nice, sense of humor	She goes step by step on everything that she teaches and she also helps us remember how to remember the notes
They were nice and helped us a lot	
Helpful, caring	Teacher X talks with the students
They were nice but still made us do work	Good looks and kindness
Respect, nice, helpful	They are nice and it is a girl
Trusting the teachers	Do things that you like
Kind	Soft and low spoken, nice and soft spoken
The way they keep students on track	Fun
They cared and wanted to get to know the students	He's funny at what he does
Understanding, nice, caring, informational, helpful	They help this year to learn for next year
Energetic	Teacher X because he teaches history really good
They put pressure on us to learn and do good	They can solve your problems and be very good at it
Instead of just giving us worksheets they gave us hands on activities and projects	One-on-one discussion equals caring, checking for understanding
They interacted with students, knew how to teach	Teacher X because she always fought for what we needed and challenged us one on one to our breaking point
Never giving up even if they've had enough	Caring, smart, fun
Teacher X was fun and helped a lot	Make learning fun
The way they teach	Sweet, cool, funny
Nice, funny	Nice, caring, calm
Minding their business, not being rude	Teacher X because he's helped me through everything
Gets to know the kids, uses something we know to help learn	How they teach
	They make learning fun and know how to get the class interested, they play music during our class

They listen to you when you have a problem and try to help you with it

They listened to what I had so say

Teacher X work, always nice and helping kids with work

Very responsible, have a lot of knowledge of their subjects bullying, college readiness

Opening up, letting us know a lot about her and her outside of school life

Practices worked well with students, gave fun work

They talked to me one-on-one and helped me learn better

Having fun with their students and teaching some interesting things

Nice, teach in different ways

Can engage, the class explains how to do something

Kids caring and respectful with a sense of humor

Able to understand me and my life outside of school

Made sure everyone knew what they taught

They listened

Nice and teaches me a way I understand

Kind, caring, helpful

They noticed when someone was bothering me

Control of the class, teachd

We have a lot in common

Funny to listen to

She actually cares or wants to listen and know how I feel

They would give us more individual attention

They explained why you would need this in the world

Good teaching, they help me often

They make you want to learn and talk to you about other things

Teacher X, she knows what she's doing

They knew something was bothering me and wanted to help

They actually listened to what I had to say and cared

They helped me learn easier than others

Their personalities, caring for students

They explain everything, talk to you, and give help

They had ways of teaching that helped me understand better

Being nice and letting you say your opinion on something

They don't give me detention when they know I deserved it

Ward understands me

They repeat if you don't know, they value what you say

Teacher X because she helps us with all of my math work that I don't understand

Always know when I need help

Teacher X

They really knew me and were really good teachers

He cares and is involved in our lives

They were kind

Because she is always trying to help other students do the right things and helps them learn what they have to know

Finger it out

Optimism, firm in their decision, explains lessons extremely well

They would occasionally take the distracting students out of class

Fun nice funny

She taught me in class where I understood my other classes

Funny and kept us on task

They listen to what I had to say

They didn't rush about teaching

Teacher X, Teacher Y

Nice, helps me and makes sure you understand everything

Hit all of the lesson but no busy work

Doing good at job

Teacher X never gave up

Listen and try to make things interesting

They respected the students

Make your work hard

They listen, give one-on-one help, and know the subject

Teacher X is one because she helps me with hard work

Always willing to push the students forward to do their best

Understanding of what kids need

They'll talk to you on one caring and kind of strict

Nice, they care

They made learning enthusiastic

Kind, funny, smart, respectful

Strict caring fun

They taught why it was important, they cared about my opinion and would stop what they were doing to help me if I needed it

They work well with me and understand how I learn

They helped me at things that I struggle in

They notice if we don't understand, they are actual nice people

Understand me

Compare to real life doesn't help on things you can already do

Wasn't always so serious and messed around a bit

Listen, fun and more in to the subject

Teacher X- fun always engaged in teaching us, happy to teach students encourages us

They helped me a lot and knew when something was wrong

They listened to what I have to say, friendly, paid attention to me, understands how to help me understand

Understanding, caring

They understand when we are confused

He is very kind and wise

Care about students, know a lot about their subject, teach what students need to know

They really helped me and I actually learned something

Listen and have fun. Make is easy to understand

Fun, makes learning enjoyable, enthusiastic towards learning

Understanding helpful

Nice, grossness

Able to get along with students

Exciting, caring

They were all around type of teacher

They challenge you

Easy to talk to when a student need help

They showed they cared about me outside of school

Always make learning fun, works out a problem with us

Helping with each other

They're fun to be around

They are nice to everybody

They understand me, they know how I feel, they are just amazing teachers

Science art

They helped me one-on-one and she is really nice

They were nice and they will listen to you

Nice, cared for students

They were nice and would help you when you needed help

Explaining stuff well and showing they cared

Respectful, strict but nice which is good

There aren't a lot of great teachers

Teach good

They are nice and they let me express my answer or question

Teacher X

Good teaching

Not giving up on us

None

Teacher X enforces what we are doing

Fun

Fun, helps students learn, n an interesting way

They help me with work I didn't understand

Helps me a lot

Nice, amazing, caring, want us to follow our hearts

Thinking about students

Nice, helpful, and caring

IDK

Nice, I can understand them

Teacher X because she was cool

They would help me one on one

Gave hands on projects

Teacher X

They are hot like Teacher X

Caring, compassionate

All of the teachers here care

Make class interesting

Caring, funny, nice and helpful

They listen

Funny,

Nice, funny

They didn't yell at students all the time and they have you more than 1 day to do homework

They way they help me learn

Make them feel better by being nice to them or try my best

Joke around give attention always in a good mood

I can talk to them about anything

They were nice

They had one on one time to check my understanding of the lesson

Teach in different ways care about students

One on one attention hand on keep control of the class

One on one teaching

Nice

They cared about their students

Paid attention to the students made sure they knew and understood the task, has a lot of patience

Knows how to explain, make students join in the lesson

Caring, understanding, funny

They spent a lot of one on one time with students and helped them according to their needs

Explains stuff better

Nice

They taught well, she cared about everyone, she made it fun

Teacher X because she pushes you to do better

Funny energetic

Caring

They were nice and they were smart	Nice
They wanted the students feeling on what was happening	Teacher X
Interesting clear in explaining things	Help me one on one doesn't get mad if someone doesn't understand
Fun, interesting, funny	Funny
Making things fun, one-on-one time	Teach me good
They are interesting in helping and they make class interesting/fun	Funny
Their ability to actually wanna teach us and want us to learn	Nice, caring, helpful, makes it fun
Understanding, interactive, motivated	Nice, kind, respects children understands me
Nice	Nice, helpful
Caring thoughtful laid back but serious	Teacher X always made sure everyone understood
Fun challenging	They helped me get my grades up
Nice, funny, encouraging	Teacher X because she gave me candy
Nice	They were active, positive and kind
Fun entertaining engaging	Teacher X and Teacher Y because they taught very well and understood
They teach	Teacher X and he helps me
Listen, fun, good teacher, funny, nice	Nice, understandings helpful
Nice	They cared about their works
They conversate with the student	She was nice, she helped me succeed.
They teach	Helpful nice
They let us do what we want	Understanding that I need a little more help
They care, they prepare you the best the can and are kind	Being interesting
Only one teacher has believed in me	Nice, understanding
She taught good	

They let students learn

They are fun

They were nice

They understood me. They listened to me, they knew how to get me to do my best they were nice to me

Because he is cool and imp really good at science and always get a good grade

They care that

They understood me and were actually nice. If I don't get respect I don't give it

Fairness

They made class fun, also they knew what they were doing. She gave me respect so I have her respect

They were fun and outdoing. Boring teachers can't teach me anything

Nice, respectful honestly

They didn't make class boring, we always had fun stuff to do

Helping talking

They were funny, they made class fun

They had a little

Having some hands on projects

Sense of humor

Good listener and friend, great sense of humor

They would make teaching fun

They know what they are teaching, puts humor into it so we will listen

Fun and understanding

Hilarious

By teaching the material will and giving examples

Make sure you understand what you are learning

They were happy and joyful everyday

Taught in a way I could understand

Understanding

They helped me learn and made is easier to understand

They helped me understand better

None, they are all mean

Exciting, fun, energetic, enthusiastic

They made learning fun sometimes I didn't notice I was even learning

They have hands on activities

We had 1 on 1 conversations. She taught us how we needed to be not how she wants

Personalities

Help me understand, teaches me personality

Nice, I can talk to him when I need him

Kind understanding notices, caring about

They respect all students, they treat all students fairly

Discipline but respect

Teacher X because she showed me that science can be really fun

Leadership, dignity

Their teaching abilities

They let us share out opinions

Question 11: What do you think are the most important issues that need to be addressed in your school?

Bullying, academic, how school can affect further

How strict the teachers are over the students

Bullying

Behavior

Lack of communication, lack of proper planning or celebration

If people are smart enough let them have advanced classes more focused on individuals

Bullying

Bullying, fights

Dress code, how some teachers teach

Fights, bullying

Bullying

Behavior, fighting and bullying

Kid's behavior

Behavior

Nothing

To stop bullying

Attitude from students, bullying, respect for others

Talking in class

Strictness

Bullying

Pay attention more

Bullying

Bullying

Bullying

Bullying and cyber bullying

Kids not understanding

The teachers/counselors/principals need to not get involved in every aspect of my life in or out of school. Teachers and counselors and principals need to not run to my parents every time they are "concerned" for me. It doesn't make me feel good about myself

Treating teachers with respect

Bullying, bed bugs

The color of kids skin and dress code so its easier to find things to where

Bullying, no respect towards others, having no common sense

Behavior

Bullying

A better dress code	Equality for people of all races/genders/sexualities
Behavior	Fairness
Dress code, lunch	The cleanliness of the school is terrible. We had bed bugs and other undealt with issues
Understanding of the students	Bullying
I think bullying needs to be addressed more	Bullying
Lunchtime, cleanliness of school, hallway fights	How to relate to real world issues
Bullying, dress code	Clean bathrooms
The dirtiness	Bad lunch
How disgusting it is and how the lockers are	Fighting and video surveillance needs to be installed in the rooms so people can observe what is happening in the classroom
Bullying	Bullying and new kids treatments
Bullying	Dress code is horrible
How much teachers seek out bullies	Fighting, skipping, bullying
Dress code	Bullying because people is always getting bullied and hit and people are not helping
Need new lockers	Fighting
Bullying	Nothing
The floors and just cleaning. More attention to bullying	Cliques and judgin people
Bullying	Bullying
Fighting, we have at least 2 fights a week	I believe that the teachers should be able to talk to their kids on a personal level
Teacher X is always yelling at us	How some teachers act and how people in cliques treat others
Bullying	Bullying, helping kids that are troubled
Favoritism	
Student knowledge	

Bullying	Bullying and fights
How to complete my work school	Let us wear what we want
Kids not trying	Teacher's need to listen more
No bullying	Attention
If people do something they need to take care of it right away	Discipline
The dress code, food, children, being better people	People do not always show respect for teachers so it makes it harder to learn
Bullies	Bullying
Bullying	Fights, rules
Nothing really	Teachers need to explain better
Lack of intelligence	Bullying
Bullying and disrespectful students	Stop going things I do after school
Bug (bed bugs), dress code, and fights	Being racist, bullying
Bully, kids not wanting to learn	Racial comments, judgments, teacher pets, bullying
Bullying	To do good in school
The fighting and bullying	Why can't we sit with our friends at lunch
Dress code	Bullying, fighting
None	Bullying
Dress code, phone	Less work
Bullying	No bullying
Cussing	Fighting and lack of respect
Bullying and fighting	Black and White
Bullying	Fighting
Bullying, calling names, and people calling people the N word	Not letting us read after completing a test.

Teachers should hate kids

The way teachers act sometimes to kids can be disrupt class and they yell at every-one

The discipline and dress code

Kids getting picked on, teachers having control of the classes

Bullying, PDA, Discipline system

Bullying

Fights, they say only 30 something hap-pened but most happen and none are reported like the fight in chorus we had a sub and two girls got in a fight

Drama

Bullying

Kids getting into fights

Enforcement of discipline one-on-one with a teacher

No bullying

Dress Code

Teachers need to treat students with re-spect

If someone is not following the school rules then the teachers need to do some-thing about it

Bullying

Clean school better teaching

Bullying, dress code, teacher/student rela-tionships

More help with school work

More discipline ways

Bullying, be a buddy not a bully

I don't matter what color you are you should get in trouble like the others

Student and staff behavior

Bullying!!

Bullying and dress code

Bullying needs to stop and drama!

Bullying

Bullying

They help a student can get

Drama

Bullying and fights

The bullying problems

Lunch time

Bullying

Discipline, cleanliness, maintenance

Kids bullying other kids

Bullying

Bullying, adult supervision

Bullying

When a student gets hit and no one will do anything about it

Make bullying stop with all the fights too

Kids getting along better

People getting bullied

Drama	Teacher not lying about grades
Running	It is definitely respect problems
Make the lockers better. Give more help to ladies	Fights, un fair treatments
Bullying self discipline	Bullying and how teachers act when one person does something wrong
The bathroom and discipline	Respect, understanding
Bullying, favoritism, drama	Bullying
Bullying	Behavior and activities we do in school
Bullying	There's a lot of fights
Bullying	If I know the content
Behavior and disrespect	All students are treated the same
Need more help with math	Better methods to teach
More one-one practice	Staff/not teachers but others
Students back talking teachers and just being mean	Bullying and unfair teachers
School lunch	Bullying
Bullying	The relationship between students and teachers is poor. We are all trying to survive and occasionally forget to have good attitudes
People being dumb	Equality, racism, discriminatory
Drugs bullying	Bad Teachers
Bullying, violence	Stop bullying
College, friendship, a good education	Stop bullying and hurting each other
Explain	People not listening to teachers
The drugs	The hoodies, make it where they don't have to be plain
Stop bullying	Students respect for teachers
Bullying	
Bullying	

Better lunches	Dress
Bullying	Bullying
None	Behavior
IDK	The teachers are rude
Bullying and language control	Drugs, e cigs, vape pines, bullying
I don't Know	Bullying by teachers, mistreatment by teachers
Bullying, cyber bullying, suicide	Bullying and teachers who do anything to help you learn
They have to put the dress code down	Discipline
Tailoring classes to classes needs	Need a new social studies teacher, he rarely teachers so he puts on videos and makes us do packets
Fights need to stop	Dip
There are lots of problems but the problem is most with the teachers	Be smart
Bed bugs	Bullying
Stop bullying or do something about it	Physical damages to students, bullying
Bullying	Bathrooms, violence, better class
Teacher not helping kids	Bathrooms/filthy, phone policy
Not really anything	Bullying using the internet
Skipping bullying	Drama, learning skills, fights
Kids respecting teachers	Keeping school up to date
Bullying	Clean it up and actually put some money in it
Behavior	Fighting
Fighting	Cleanliness, equal rights, attitude toward one another,
Dress code policies	Verbal abuse
IDK	
Respect	

Bugs	Bullying
Bullying	Violence
Drugs, respect, make together class for smarter kids	Teachers could be nice
Connected math has taught us nothing	Are not mean
Bullying, classrooms, and getting away with things	Bullying
Drugs	Respect
Racism people saying black jones	Bullying
Behavior overall	Students
No one cares	Bullying
Bullying, rumors, racism	E-cigs, gossip, bully
Bullying, drama	Bullying
Bullying, there needs to be a good system so those who need it can know about it and revise it	Bullying and drugs
None	Stop bullying people
Bullying	Disciplinary issue
Listen and show respect	Racial comments to everyone
Bullying	Needs to be more cleaner
Not many issues need to be fixed	Bullying, acceptance, issues on religion
Being nice	Dress code, discipline
Bullying	Smoking, fighting
Dress code	Bullying, also how some students struggle more than others
None	Bullying
Discipline but freedom	Busy work
Bullying	Bullying, disrespect
	No bullying

Discipline, career exploratory, bullying	Bullying
Discipline	Respect
Cell phones	Discipline
Discipline, phones, bullying	Talking
Discipline	Fights
What's going on in the real world	The most important issues that needs to be addressed right now is dress code
Consistent and active discipline	Bullying, teachers
No issues	People not labeling each other
Bullying	No fighting
Teachers listening to us	Locker, classes
E-cigs, racism	Bullying
Behavior, and disciplinary actions	The talking
When kids become distracting	Behavior
Its dirty	Disrespects to other students and teachers
The school	Phone rules
Being late to school	Kids behavior, faculty behavior not rushing students
Drama and Drugs	The amount of respect towards students
Bullying by women	Some of my peers are very talkative and don't pay attention
I don't know ;/	I don't know
Disgusting class	Building, conditions, bullying
Discipline	Too many fights are going on in our school
How students are treated	The janitor needs to do his job
Bullying, smoking	
Teachers not caring	
Respecting teachers	

Getting good teachers	Behavior, class schedules, discipline
Academic rewards/good behavior	How some kids are treated as others
Teacher root word is TEACH	Bullying
Bullying	All discipline, some kids get in trouble but others don't
Better teachers	The kids
Physical condition, and teachers	Grades
Drugs/Alcohol	Bullying
Fights both physical and verbal	Dress code
Bullying	Fighting
Teachers need to help students more	Bullying and respect
None	Students need to feel welcome happy and like
There is no issue at the school because people like to fight with people	Seats in lunch
No bullying, no guns or drugs, no tobacco, no alcohol	Teachers caring a bit more and needing to make their classes more fun
No bullying no drugs	Schedules, discipline
None	Discipline
None	Dress code and fights inside the school
Bugs, rooms and bathrooms are always dirty, falling apart/chaos, discipline students, windows broken so cannot open, AC doesn't work	Health problems
Dress code	Bullying
Fights, getting along accepting people	Dress code
Health of school, vermin, mold, ect. FIGHT	Food, some teachers
Discipline, showing no favoritism, punishing all who did wrong and not ones who did nothing wrong along w/ them	Drama
	Gossip or bullying
	Drama

Drugs and alcohol	Bullying, college readiness
No dress code	Bullying, teachers
Our dress code	Drugs, bullying, discipline on only the kids that are wrong
Free extra at lunch	I think that some teachers should teach more than one way and to many fights
To fix smart boards	Students or student that keeps on bullying or lying all the time of the same thing about this person
Bullying	Teachers: I have barely learned anything this year
Not book, pencil and paper	Cleanliness, some staff could be replaced
To do good in school and finish what you started	Bullying and fights and respect for both students and teachers
Bullying	Bullying teachers, behaviors, etc.
No drugs, bullying,	Teachers having favorite students and bullying
Fighting, more control of students less drama among students	Bullying
We need more challenging and disciplined classes, we need a more variety of classes	The bullying
How the kids keep care of the school	Bugs, fights, old books
Discipline and no racism	Bugs, dirty
The problems in our school aren't solved	People leading their friends and bullying
The bathrooms need stalls, new teachers except for 3, new disciplinary system	Controlling students in class
Fights	Bugs
The work	Bugs, how boring school is
Drugs and alcohol, discrimination	The teachers who don't like being here are just here for a paycheck
Bullying teachers, treating people poorly	The bullying at our school
If a student is bothering you teachers need to do something	Bugs, our school is not very organized
Nasty bathrooms, bullying	

Bed bugs, letting us use the good bath- room near the fish bowl	Fighting
How gross it is, its really dirty and there bugs everywhere	Bullying
Bugs, bullying	Bullying and some teachers
Bullying treating others with respect	Bullying
Bugs and fighting	Clarification in some of the rules
To not get a lot of fights and bed bugs	Make learning more enthusiastic
Dirty hallways	Bullying
Bullying, bugs, the school and bathrooms are dirty	Sanitation, fights
Bed bugs	Teachers talk bad about other teachers and teachers starting off the class being very rude
Bullying	Cell phones
Bugs, better food	Bullying
Everything	The food in the cafeteria
Bugs, bathrooms	Teacher X
Making sure that 2nd period can have PE and woods	Bullying, teachers
The phone policy, there's so many people that are on phones when red	Fights, students not getting the help they need from their teachers
Teachers being rude	Everything on to Pic
Discipline	Fighting
The fights and distracting students	We should be allowed to wear cargo shorts
Phone, sweatshirt	Bullying
Bullying and fighting	To much homework
Bullying	Too much homework
Doesn't matter I'm leaving in less than 30 days	Dress code
	Bullying

Fighting	Treating students equally
Dress code	IDK
Drugs, bullying	Discipline, teachers tend to get favorite students and don't discipline them
Teacher X doesn't teach. No matter how hard I try I can't keep up and don't understand	Bullying
Bullying, tobacco, smoking	Teachers treat students different and pick favorites
Bully's and teachers	Bully policies, stricter faculty, dress code
When new people come to school and they bully them	Bullying
Bullying	Dress code, bullying
Bullying, equality with students	Teachers that don't teach or are rude
Crowded hallways, longer breaks in between classes	Bullying
Fairness, discipline	Probably discipline
Students disrespect	Dress code
Learning (Is this even going to be read?)	No PDA or sexually touching each other in locker rooms
School is in bad condition, advanced classes are not challenging enough	Its not clean
The teachers	No bullying
Bullying and drama	Better dress code
Bullying	Dress code
Drugs, bulling	Bullying
Crossness	Bullying
Students increase their learning abilities	None
Bullying	Boring and dress code
Bullies	Arguments
	Homework, materials

People should not get suspended for fighting

Bullying and fighting

Bullying

No fights, helping others, and caring

IDK

IDK

Fights

Discipline isn't too strong

Bullies

IDK

Dress code

Respect, discipline

Respect- no bullying

In most of my classes I learn nothing

The nastiness

Disrespect, one on one from teachers

Bullying

Bullying, fights, discipline

Fights, really just fights

Bullying

No bullying no arguing, be nice, be safe, no fighting be quiet

The drugs and sex

Bullying

Teaching

Bullying

Discipline, fairness, and respect to students

Keeping control of kids, fights, better teachers

Fights

Bullying

Discipline

Better teachers, being able to

Classes aren't challenging, teachers don't respect us

Drugs and academic performance

Bullying

A pencil

Phone policy, dress code, teachers not treating us with any respect

Nothing

Bulling

Understanding students

That bullying is not a good thing

The dress code

Fighting bullying

The teachers are fake, students are idiots, they can't teach

Bullying, fighting

Student teacher respect to each other and peers

Teachers having to respect and the fights

Bullying, respect and trust	Fighting
Bullying	No skipping
Too much bullying	Be respectful
Behavior	Respect for teachers
College	Too many rules that we have to go by
IDK	The dress code
Bullying	The dress code
Some of the teachers don't teach	Bullying
Teacher being nicer, kids need more respect	Teachers being rude because something happened
Bullying	Lunch
Fights	People are judging
Mean people	Being fair
Bullying	Bullying
A few school policies and fun activities	People need to respect each other
The way teachers teach the was people look at people differently	Directions
Bullying	Bullying, dress code
Behavior	Dress code
Bullying	Bullying and fighting
Bullying	Bullying, dress code, teachers with being angry all the time
Fights	Discipline
Fights	Maybe making the place look nicer and get nicer things because out school is a piece of junk
Fighting	
Not being nice	Bullying, attitude, dress code
Fighting and bullying	Make it more fun to learn things

Fights	New teachers
Bullies	New teachers
Bullying	Discipline
Pay attention	The school needs to less trust issues with student and staff
Dress code	Check up on classes more
Fights and bullying	Bullying
Bullying	Bullying, dress code, assignments
Cameras in every areas	Getting rid of teachers who are bias and the most judgmental
Bullying	Fighting
Fights	Bulling
The bullying is one of the biggest problems	More locker time
Kids behavior in classrooms	Money for the sport teams. I'm not track and we don't get money for equipment
Dress code	Bullying
Fighting	Behavior
Teachers	Teacher/student communication
Fighting	
All the drama	

Appendix E

Teacher Survey

This Appendix contains the survey that was given to every teacher.

How much do you agree or disagree with the following statements about your school?
For each statement, please check the appropriate box.

	A Strongly Disagree	B Somewhat Disagree	C Somewhat Agree	D Strongly Agree
1. Teachers treat one another with respect.				
2. Teachers know about their students' lives outside of school.				
3. Teachers help each other and work together.				
4. Students and teachers treat each other with respect.				
5. Student discipline practices and policies are fair.				
6. The principal models respectful behavior.				
7. Faculty and staff value what students have to say.				
8. The faculty and staff respect all races and cultures.				
9. Most students care about learning and getting a good education.				
10. The school environment is safe for both students and teachers.				
11. Students are involved in decisions about things that affect them in school.				
12. Most teachers are enthusiastic about teaching and communicate this to students.				
13. Teachers are respectful of parents.				
14. Teachers welcome contact from parents.				

How well do you think your school is preparing your students for the following?
For each statement, please check the appropriate box.

	A Not at All	B Not Very Well	C Somewhat Well	D Very Well	E Extremely Well
15. To go to college.					
16. To get good jobs.					
17. To know how to learn.					
18. To be good citizens.					
19. To get along well with others.					

Thinking about the teachers at your school (overall), how much do you agree or disagree with the following statements? For each statement, please check the appropriate box.

	A Strongly Disagree	B Somewhat Disagree	C Somewhat Agree	D Strongly Agree
20. They have high expectations for all students.				
21. The curriculum appropriately challenges most students.				
22. They are very committed to teaching.				
23. They are interested in what's best for all the students.				
24. They think about students as individuals.				

How often do you have individual discussions with any of your students about the following topics? Please check the appropriate box.

	A Never	B Rarely	C Sometimes	D Often	F Very Often
25. Disrupting class.					
26. Good academic performance.					
27. Not completing homework assignments.					
28. Poor academic performance.					
29. Plans for college or work after high school.					
30. Interests and things important to them.					
31. Their worries.					

Thinking about a typical school day, how much do you agree or disagree with the following statements? For each statement, please check the appropriate box.

	A Strongly Disagree	B Somewhat Disagree	C Somewhat Agree	D Strongly Agree
32. I'm passionate about teaching.				
33. I like my students.				
34. I feel frustrated/unappreciated in my job.				
35. I feel successful at my job.				

Thinking about the obstacles you face in teaching, how much of a problem are the following for you? For each statement, please check the appropriate box.

	A Big problem	B Somewhat of a problem	C A moderate problem	D Not a problem
36. Students with discipline problems.				
37. Students with problems (hunger, poverty, or troubled family lives).				
38. Not having enough time to get to know students as individuals.				

Please indicate how you would grade the teachers in your school (overall) on each of the following aspects of teaching.

	A Excellent	B Good	C Fair	D Poor
39. Knowing their subject areas.				
40. Believing all children can learn.				
41. Caring about all students.				
42. Maintaining discipline in the classroom.				
43. Teaching individual students according to their different needs and abilities.				

How would you describe your preparation in the following areas? For each statement, please check the appropriate box.

	A More than adequate	B Adequate	C Less than adequate	D Not Sure
44. Being able to teach all the subjects in your curriculum.				
45. Being able to implement curriculum and performance standards.				
46. Being prepared to manage a real classroom.				
47. Addressing the needs of English as a Second Language students or students with different ethnic or cultural backgrounds.				
48. Helping students to develop good character.				

GENERAL INFORMATION

49. Please indicate your gender.	A male		B female	
50. Please indicate the grades you teach.	A 8th	B 10th	C 11th	D 12th
51. Please indicate your race.	A Caucasian	B African-American	C Asian	D Other
52. How long have you been teaching?	A 1-5 years	B 6-10	C 11-20	D More than 20

What do you think are the most important issues that need to be addressed in this school?

Think of the best students you've had. What are the qualities that made them good learners?

Appendix F

Teacher Survey Data

This Appendix contains the data from the Teacher Survey. A total of 32 teachers responded to the survey. "Did Not Answer" indicates the teacher left the question blank.

How much do you agree or disagree with the following statements about your school?				
Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Did Not Answer
Teachers treat one another with respect.				
1	1	24	6	0
3.13%	3.13%	75.00%	18.75%	0.00%
Teachers know about their students' lives outside of school.				
0	5	24	3	0
0.00%	15.63%	75.00%	9.38%	0.00%
Teachers help each other and work together.				
0	4	21	7	0
0.00%	12.50%	65.63%	21.88%	0.00%
Students and teachers treat each other with respect.				
7	10	15	0	0
21.88%	31.25%	46.88%	0.00%	0.00%
Student discipline practices and policies are fair.				
9	8	12	3	0
28.13%	25.00%	37.50%	9.38%	0.00%
The principal models respectful behavior.				
1	3	13	15	0
3.13%	9.38%	40.63%	46.88%	0.00%
Faculty and staff value what students have to say.				
0	3	24	4	1
0.00%	9.38%	75.00%	12.50%	3.13%

The faculty and staff respect all races and cultures.				
0	2	13	17	0
0.00%	6.25%	40.63%	53.13%	0.00%
Most students care about learning and getting a good education.				
8	15	8	1	0
25.00%	46.88%	25.00%	3.13%	0.00%
The school environment is safe for both students and teachers.				
5	12	13	2	0
15.63%	37.50%	40.63%	6.25%	0.00%
Students are involved in decisions about things that affect them in school.				
2	9	17	3	1
6.25%	28.13%	53.13%	9.38%	3.13%
Most teachers are enthusiastic about teaching and communicate this to students.				
1	7	21	3	0
3.13%	21.88%	65.63%	9.38%	0.00%
Teachers are respectful of parents.				
0	2	17	13	0
0.00%	6.25%	53.13%	40.63%	0.00%
Teachers welcome contact from parents.				
0	3	15	14	0
0.00%	9.38%	46.88%	43.75%	0.00%

How well do you think your school is preparing your students for the following.					
Not at All	Not Very Well	Somewhat Well	Very Well	Extremely Well	Did Not Answer
To go to college.					
1	5	18	6	2	0
3.13%	15.63%	56.25%	18.75%	6.25%	0.00%
To get good jobs.					
1	6	20	5	0	0
3.13%	18.75%	62.50%	15.63%	0.00%	0.00%
To know how to learn.					
1	8	15	6	1	1
3.13%	25.00%	46.88%	18.75%	3.13%	3.13%
To be good citizens.					
1	9	19	2	1	0
3.13%	28.13%	59.38%	6.25%	3.13%	0.00%
To get along well with others.					
2	11	16	2	1	0
6.25%	34.38%	50.00%	6.25%	3.13%	0.00%

Thinking about the teachers at your school (overall), how much do you agree or disagree with the following statements?				
Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Did Not Answer
They have high expectations for all students.				
1	5	19	7	0
3.13%	15.63%	59.38%	21.88%	0.00%
The curriculum appropriately challenges most students.				
0	4	19	9	0
0.00%	12.50%	59.38%	28.13%	0.00%

They are very committed to teaching.				
1	2	16	13	0
3.13%	6.25%	50.00%	40.63%	0.00%
They are interested in what's best for all the students.				
1	1	18	12	0
3.13%	3.13%	56.25%	37.50%	0.00%
They think about students as individuals.				
1	1	17	13	0
3.13%	3.13%	53.13%	40.63%	0.00%

How often do you have individual discussions with any of your students about the following topics?					
Never	Rarely	Sometimes	Often	Very Often	Did Not Answer
Disrupting class.					
0	1	4	15	12	0
0.00%	3.13%	12.50%	46.88%	37.50%	0.00%
Good academic performance.					
1	0	7	16	8	0
3.13%	0.00%	21.88%	50.00%	25.00%	0.00%
Not completing homework assignments.					
1	3	10	11	6	1
3.13%	9.38%	31.25%	34.38%	18.75%	3.13%
Poor academic performance					
1	2	7	15	7	0
3.13%	6.25%	21.88%	46.88%	21.88%	0.00%
Plans for college or work after high school.					
0	2	16	8	6	0
0.00%	6.25%	50.00%	25.00%	18.75%	0.00%

Interests and things important to them.					
0	0	6	21	5	0
0.00%	0.00%	18.75%	65.63%	15.63%	0.00%
Their worries					
0	2	16	13	1	0
0.00%	6.25%	50.00%	40.63%	3.13%	0.00%

Thinking about a typical school day, how much do you agree or disagree with the following statements?				
Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Did Not Answer
I'm passionate about teaching.				
0	1	8	23	0
0.00%	3.13%	25.00%	71.88%	0.00%
I like my students.				
0	1	14	17	0
0.00%	3.13%	43.75%	53.13%	0.00%
I feel frustrated/unappreciated in my job.				
6	4	15	7	0
18.75%	12.50%	46.88%	21.88%	0.00%
I feel successful at my job.				
2	3	19	8	0
6.25%	9.38%	59.38%	25.00%	0.00%

Thinking about a typical school day, how much do you agree or disagree with the following statements?				
Big Problem	Somewhat of a problem	A moderate problem	Not a problem	Did not answer
Students with discipline problems.				
21	7	3	1	0
65.63%	21.88%	9.38%	3.13%	0.00%
Students with problems (hunger, poverty, or troubled family lives).				
12	9	10	1	0
37.50%	28.13%	31.25%	3.13%	0.00%
Not having enough time to get to know students as individuals.				
6	10	11	5	0
18.75%	31.25%	34.38%	15.63%	0.00%

How you would grade the teachers in your school (overall) on each of the following aspects of teaching?				
Excellent	Good	Fair	Poor	Did Not Answer
Knowing their subject areas.				
15	15	1	0	1
46.88%	46.88%	3.13%	0.00%	3.13%
Believing all children can learn.				
9	19	2	1	1
28.13%	59.38%	6.25%	3.13%	3.13%
Caring about students.				
11	20	0	0	1
34.38%	62.50%	0.00%	0.00%	3.13%

Maintaining discipline in the classroom.				
1	13	14	3	1
3.13%	40.63%	43.75%	9.38%	3.13%
Teaching individual students according to their different needs and abilities				
4	18	7	2	1
12.50%	56.25%	21.88%	6.25%	3.13%

How you would grade the teachers in your school (overall) on each of the following aspects of teaching?				
More than Ade- quate	Adequate	Less than Ade- quate	Not Sure	Did Not Answer
Being able to teach all the subjects in your curriculum.				
22	8	2	0	0
68.75%	25.00%	6.25%	0.00%	0.00%
Being able to implemnt curriculum and performance standards.				
19	12	1	0	0
59.38%	37.50%	3.13%	0.00%	0.00%
Being prepared to manage a real classroom.				
18	10	3	0	1
56.25%	31.25%	9.38%	0.00%	3.13%
Addressing the needs of English as a Second Language students or students with different ethnic or cultural backgrounds.				
1	18	12	1	0
3.13%	56.25%	37.50%	3.13%	0.00%
Helping students to develop good character.				
12	18	2	0	0
37.50%	56.25%	6.25%	0.00%	0.00%

Demographics				
Gender				
Female	Male	Did Not Answer		
24	7	1		
75.00%	21.88%	3.13%		
Race				
Caucasian	African-American	Asian	Other	Did Not Answer
28	1	0	1	2
87.50%	3.13%	0.00%	3.13%	6.25%
Teaching Experience				
1-5 years	6-10 years	11-20 years	More than 20	Did Not Answer
10	5	12	3	2
87.50%	3.13%	0.00%	3.13%	6.25%

Appendix G

Analysis of Teacher Survey Short-Answer Responses

This Appendix contains an analysis of the frequency of teacher responses to the short-answer questions.

What do you think are the most important issues that need to be addressed in this school?

Discipline: mentioned in 78% of responses

- "Lack of discipline, lack of student consequences (In school suspension more than detention) student accountability, too many students- allows students to "fall through the cracks"
- "Inconsistent consequences."
- "Student behavior, there are no real consequences for misbehavior, accountability- students know they will still pass to the next grade even if they don't make passing grades"

Cleanliness: mentioned in 19% of responses

- "Outdated and inadequate building, dirty building"
- "Cleanliness, classrooms are often not even swept, let alone cleaned. Full of ants, bed bugs, etc. Bathrooms are filthy"
- 3. Respect/Communication between and amongst students and staff (mentioned in 48% of responses)
 - "Students respect for teacher/administration/peers, administration support in all aspects"
 - "No Follow through with valid, serious concerns brought to admin by staff. Communication"
 - "Purposeful interaction between students and teachers as mentors"
 - "Communication amongst staff"

**Think of the best students you've had.
What are the qualities that made them good learners?**

Hardworking, motivated, excited to learn: mentioned in 88% of responses

"Instilling a desire to work"

"Willing to listen, hard workers, know when to have fun and when to work"

"They are curious, they see potential to know more about what we are learning beyond what is being taught"

"Ask questions, study on their own time/review material in the evenings, never give up, respect themselves/others"

Respectful: mentioned in 32% of responses

"Manages impulsivity, upholds expectations, respect and responsibilities"

"Respect for the learning environment, respect for the teacher and other students, puts forth effort to listen and follow lessons. Puts forth sufficient effort to participate in lessons and complete work."

Strong parental support: mentioned in 24% of responses

"Eager to learn, support at home, high expectations by parents"

Appendix H

Teacher Survey Short-Answer Responses

This Appendix contains the teacher responses to questions ten and eleven of the survey. Everything was kept the same. Five teachers did not answer the first question and seven teachers did not answer the second question.

What do you think are the most important issues that need to be addressed in this school?

Lack of discipline, lack of student consequences (In school suspension more than detention) student accountability, outdated and inadequate building, dirty building, too many students- allows students to "fall through the cracks"

Behavioral and communication amongst staff

Instilling a desire to work

Student accountability for actions+behaviors, A school is a respectable learning environment, not a playground. Social promotion, kids are MANY years behind grade level, vocational track needs to be added for a real world curriculum.

Discipline

Discipline! Inconsistent consequences. No Follow through with valid, serious concerns brought to admin by staff. Communication

Discipline, consistency, staff morale, clicks, favoritism, student accountability absent.

Consistency in discipline, more support for students w/ behavioral issues. More collaboration between departments

Discipline- major issue, staff support and supervision

Discipline management

Consistency: standard procedures written out for all

Discipline

Discipline/consequences, culture and climate, students respect for teacher/administration/peers, administration support in all aspects, PASS program, kids constantly out of class in hallways, hallways are beyond crowded, lack of structure, students motivation, teacher accountability- ALL TEACHERS, student accountability, classroom management

Student behavior, there are no real consequences for misbehavior, accountability- students know they will still pass to the next grade even if they don't make passing grades, cleanliness, classrooms are often not even swept, let alone cleaned. Full of ants, bed bugs, etc. Bathrooms are filthy

Safety, discipline, cleanliness of the facility, accountability for teacher and students, bus issues

Behavioral and communication amongst staff

Discipline, ensuring all teachers are doing their best each day, consistency, communication from leadership to staff and staff to staff,

Purposeful interaction between students and teachers as mentors, sell the GRIT system to teachers and start before school begins AMAP, review grit weekly with students, have drawings/ rewards? Consistently for students having a certain % of grit points/ have larger monthly prize for students getting all points

Severe behavioral issues need to be addressed. An option to pull students who persistently disrespect the learning environment needs to be established. There are way too many disruptive students ruining and depleting learning opportunities for all students

Student behavior, retention policies, culture of school (all students striving for GRIT) afternoon dismissal

Discipline problems and consistent enforcement

Lack of respect from students, lack of communication from administration, lack discipline, lack of organization, school culture

Discipline, fairness

Cleanliness of the environment. Classrooms, hallways and common areas

Students need to be accountable for their grades

Physical appearance of school, posted and consistent expectations/goals, consistent/ strong discipline, teacher collaboration, work-time, student advisory time

**Think of the best students you've had.
What are the qualities that made them good learners?**

Strong parental support, serious, intrinsically motivated, involved in extra curriculums like sports, drama FFA, etc.

Desire to learn, self discipline, reading on grade level and outside of school

Willing to listen, hard workers, know when to have fun and when to work

Self motivated, responsible, eager to learn, respectful, organized

Well behaved, eager to succeed, high expectations for themselves

Grit

Eager to learn, support at home, high expectations by parents

They are curious, they see potential to know more about what we are learning beyond what is being taught

Manages impulsivity, upholds expectations, respect and responsibilities

Persistence

Interest in subject, parental involvement, not afraid of hard work

The school had consistent discipline school wide

They know you care as a teacher, their drive to have a better than their home life currently gives them, they are held accountable, their teachers are held accountable

Engaged, motivated, respectful, give effort

Willing to try, prepared, takes chances

Wanting to learn, good manners, respectful

Desire to learn, good school attendance, parents involved

Self motivation, ability to focus, stable home environment

Respect for the learning environment, respect for the teacher and other students, puts forth appropriate effort to listen and follow lessons. Puts forth sufficient effort to participate in lessons and complete work

Ask questions, study on their own time/review material in the evenings, never give up, respect themselves/others

Works ethic

Enthusiastic, inquisitive, good listener

Desire to learn, support at home

Conscientious, diligent, meticulous, reliable, hardworking, studious

Open mind (willingness to learn)

Appendix I

Administrator Interview Questions

This Appendix contains questions we used for interviews with the Administration.

Questions

We are new to the school. What would you like to tell us about your school? What are some things we should know? How would you generally describe this place?

What would you say works pretty or exceptionally well here? What are some of the school's greatest strengths? To what or to whom do you attribute those strengths?

Any unique challenges to this school? Are there any glaring, recurring problems you notice within or beyond the classrooms?

How would you describe the general relationships between teachers and students in this school? Administration and students?

How about the relationships among students with each other? Do people get along for the most part or do you notice tension?

What do you think of when you hear the phrase, "student voice?" Can we come up with a working definition?

A recent study by the Gates Foundation found that students can provide the single best way to measure whether a teacher is effective or not. Do you believe it? Why or why not?

What role, if any, should student voice have within the classrooms of Campbell Junior High School? Should students have a say in what or how teachers teach or how schools are run?

Do you encourage teacher to allow for students to have a say in what or how they are taught? Do you ever solicit feedback from students about what or how they're learning?

Do you ever solicit student feedback in the planning on events, or creation of new school policies?

What about beyond the classroom? What role should students and teachers play in providing feedback on how their school works?

Is there a student government or council here? If so, can you describe how it works and whether or not you think it's effective? How about a school newspaper?

Any small or big examples you can point to of students making a difference in the way things are run at this school? Site Based Decision Making Councils? Principal's council?

Appendix J

Teacher Interview Questions

This Appendix contains questions we used for interviews with teachers.

Questions

We are new to the school. What would you like to tell us about your school? What are some things we should know? How would you generally describe this place?

What would you say works pretty or exceptionally well here? What are some of the school's greatest strengths? To what or to whom do you attribute those strengths?

Any unique challenges to this school? Are there any glaring, recurring problems you notice within or beyond the classrooms?

How would you describe the general relationships between adults and students in this school?

How about the relationships among students with each other? Do people get along for the most part or do you notice tension?

What do you think of when you hear the phrase, "student voice?" Can we come up with a working definition?

A recent study by the Gates Foundation found that students can provide the single best way to measure whether a teacher is effective or not. Do you believe it? Why or why not?

What role, if any, should student voice have within the classrooms of this school? Should students have a say in what or how teachers teach or how schools are run?

Do you provide any opportunity in your own classroom for students to have a say in what or how they are taught? Do you ever solicit feedback from students about what or how they're learning? Are you encouraged or discouraged from doing so by administration?

What about beyond the classroom? Should teachers have a say in how their schools work? Should students have a say in how their schools work? Why or why not?

If you could send your students and principal a message about student voice at this school, what might you tell them?

Appendix K

Student Roundtable Questions

This Appendix contains an explanation of our work and the questions we used for roundtables with students.

Explanation

We are members of the Prichard Committee Student Voice Team and are here today at this school as part of a three-month project to conduct a student voice audit. What that means is that we are talking to students, teachers, administrators and parents in your school community to try to get a sense of whether and how students play decision-making roles that affect their education experience and whether there are opportunities to strengthen that.

First, we are going to go around once. Please say and spell your name and your grade for our audio recording. After that, we will lead a conversation in which we will ask you to respond freely but also use full sentences whenever possible. This will allow us to more easily quote you in our final report.

Questions

We are new to this school. What would you like to tell us about your school? What are some things we should know? How would you generally describe this place?

What would you say works pretty or exceptionally well here? What are some of this school's greatest strengths? To what or to whom do you attribute those strengths?

Any unique challenges to this school? Are there any glaring, recurring problems you notice within or beyond the classrooms?

How would you describe the general relationships between adults and students in this school?

How about the relationships among students with each other? Do people get along for the most part or do you notice tension?

What do you think of when you hear the phrase, "student voice?" Can we come up with a working definition?

A recent study by the Gates Foundation found that students can provide the single best way to measure whether a teacher is effective or not. Do you believe it? Why or why not?

What role, if any, should student voice have within the classrooms of this school? Should students have a say in what or how teachers teach or how schools are run?

Do you see any instances in your own classes of students having a say in what or how teachers teach? Do you or your peers ever offer feedback to teachers about what or how they're teaching? Are you encouraged or discouraged from doing so?

What about beyond the classroom? Should students have a say in how their schools work? Why or why not?

Is there a student government or council here? If so, can you describe how it works and whether or not you think it's effective? How about a school newspaper?

Do you think students have anything to contribute to decisions about how schools are run?

Any small or big examples you can point to of students making a difference in the way things are run at this school?

If you could send your teachers and principal a message about student voice at this school, what might you tell them?

Appendix L

Sample Student Roundtable Analysis

This Appendix contains a summary and quotes from one student roundtable.

Too many people means there are fights, teachers try to break it up but never works, a teacher has gotten punched in the face trying to break up a fight

“I think it would work better if an actual student tried to step in and break it up instead of defending one of the sides”

Drama- teachers got involved in drama, instigated it, “spread stuff” “add on to it”

“One day, I was talking to one of my friends, and a teacher walked up and said ‘you better get your little boyfriend before somebody steals him’ and then started naming off people and she was serious”

One teacher encouraged a girl to fight another girl over a boy

Teachers pick favorites, let select students get away with things; “popular” students- dress code violations are an example of this

“Giving them candy in class and letting them be on their phones... and they get less work”

“In chorus, there’s like five girls that get to go to the auditorium every day. I went to a teacher, but she said that she went in there and they were doing work, but they’re really on Snapchat every single day.”

“It’s not fair that only some students get to be out of dress code and the rest can’t”

“Only the popular can get away with it”

Prefer the cheerleaders

*Some teachers react to misbehavior by yelling or shutting down and refusing to work with the students- other teachers try to get to the root of the problem and show individualized attention- wish more teachers went the second route

Favorite teachers show that they care and listen, make sure everyone’s on the same page

One day a teacher refused to teach because one student in her class was misbehaving

Students disrupt class to get attention

Go to teachers about problems and the teachers acts concerned in the moment, but in the long run, nothing actually happens

Filled out a feedback card but unanimously agreed that they didn’t think their teacher read them- may not be the case but it is significant that they FEEL like their opinions don’t matter

"If you give him facts and thorough detail" the principal will listen

"They don't care enough to listen"

"It'll end up being an argument"

"They want everything to be their way"

One kid started an anti-bullying club and none of the teachers would help him with it- he was actually being serious, cried making a speech supporting it

Very little respect between students and between students and teachers

"A lot of students treat teachers like they're nothing"

"There are a lot of student problems way more than there is teacher problems. A lot of students don't really have respect for others that's teaching and students."

"They [the teachers] don't care when people are disrespectful"

"The majority of the students in our school have lost their respect for the teachers"

Students cuss out teachers "all the time" one student made a teacher cry, some cuss back

Didn't think students had much to contribute. They would mostly talk about little things that don't really matter or would complain about lunch and dress code.

No response when asked what roll students should have in the classroom

Students should not have a say in what or how teachers teach or administrative decisions- apparent lack of trust in the intentions of their peers

Later on, an overwhelming yes that students should have a say in the hiring or firing teachers not 100% reliable source

Only popular people are in student council. It doesn't do much, some didn't even know about it. No advertising or promotion.

Felt like if they went to the principal or teachers about a problem, they would be more inclined to blame the student than blame the teacher

"The principal might think it's your fault that you're not learning, not the principal's fault."

"Us contributing is not an option"

Student voice matters/doesn't matter because

"Students have that feeling like we're just kids, we can't do anything, but student voice gives us the opportunity to do something about certain problems in our school."

"A lot of the teachers try harder when somebody's watching them" (one of the boys) ex) a teacher stops yelling and starts acting sweet when the principle walks in the room

No classes where they get to help decide how they learn the material

“Maybe have a student-teacher meeting where students could tell teachers what they don’t like that they teach and what they do and then teachers tell students what students should do and that they don’t”

Love their new principal because has one and one conversations and helps with the drama and gets to the root of the problem, show that they care

“It makes you feel like you can be comfortable there”



271 West Short St. Suite 202 | Lexington, KY 40507
(859) 233-9849 x233 | studentvoiceteam@prichardcommittee.org
prichardcommittee.org/studentvoiceteam



@PCStuVoiceTeam