

## Preface

Students becoming partners in improving schools...designing surveys to elicit the views of their peers and teachers...analyzing data and presenting the results publicly... discussing with teachers what matters most to both.

Meet **Students as Allies**, a national program started in the spring of 2003 by What Kids Can Do, Inc., funded by MetLife Foundation, and rolled out this fall in five cities across the country—including Chicago.

On the pages that follow we report on **Students as Allies Chicago**, led by the Cross City Campaign for Urban School Reform Youth Initiative. We describe our approach and we summarize the results of our research into the schools we attend.

We hope this report sparks important conversations among students, teachers, and administrators across our city. We all must talk if our schools are to improve.

*Shawnetrius Brown*, Student

*Ms. Carmen Ocon*, Teacher

*Liza Pappas*, Coordinator

On behalf of the Students as Allies  
Chicago Project team

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# Background

**The overall goal of Students as Allies (SAA) Chicago**—and its sister projects in Houston, Oakland, Philadelphia, and St. Louis—has been to create spaces for students and teachers to conduct research together on issues central to teaching and learning, and then use the data for discussion and action. Specific goals include:

- supporting student voice;
- strengthening the relationship between students and teachers to bolster school improvement efforts so that those relationships can serve the larger purpose of school improvement;
- providing opportunities for students to serve as resources to their schools and communities; and
- modeling the relationship building the project encourages.

In Chicago, the Cross City Campaign for Urban School Reform began by recruiting project teams made up of five students and three teachers from four of the city’s high schools: Dyett Academic Center, Orr High School, Roosevelt High School, and the Young Women’s Leadership Charter School. The students and teachers gathered as a group for the first time in early September 2003 and then met every Saturday through early December to plan and carry out their research and analysis.

Below is a timeline of the work.

## September: Project Orientation

- Cross City Campaign staff enlisted the support of the Consortium on Chicago School-Based Research for technical assistance around modification of the MetLife Teacher and Student Survey.
- The students were officially oriented to the Students as Allies project and developed group norms, individual and collective expectations, as well as a formal name for the project.
- The students piloted the surveys, then modified them to reflect their questions according to themes: Trust/Respect, Responsibility/Engagement, Accountability/Communication, and Support/Engagement.

### Social Contract Commitments

- Respect each other’s perspectives
- Get to know each other
- Make sure everyone is participating
- Don’t get too competitive, set standards, and work together

## October: Survey Modification and Distribution

- Students reviewed other student-led action research projects, including work by Project 540, Kids First, and Boston Student Researchers, to help shape their process.

- Students revised the surveys before they were sent to the schools for distribution. A total of 292 student and 88 teachers surveys were completed.
- Data Shop Inc. calculated the data and generated a report.

**November: Data Analysis and Synthesis**

- Students spent three weeks with the data, exploring findings in each individual school and across schools. Student teams used Northwest Regional Educational Laboratory (NWREL) tools to help them write narrative statements from the data, understand the results, and present the findings.
- The students considered the data in the context of the thematic strands identified in September.
- Students and teachers explored the commonalities and differences in survey results and reflected on *Fires in the Bathroom* excerpts.

**December: Presentation and Summit Planning**

- Students decided on the Little Theater at Roosevelt High School as Summit venue.
- Students crafted the agenda for public sharing and agreed on a 15-minute presentation format including questions and answers for each school and time to share stories and scripts in a gallery.
- Seventy people attend the Summit, including district officials, school representatives, teachers, students, community leaders, and family members.

**Sample Team Building Exercise:  
How am I doing today?**

Stupendous	Fabulous	Fantastic
Marvelous	Great	
Wonderful	Outstanding	Exceptional
Magnificent	Remarkable	
Couldn't be more terrific	Incredible	
Astounding	Couldn't be better	
Amazing	Excellent	

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Very Good  
Well

---

Good  
OK  
Adequate  
Fine  
Not bad  
Ample  
Sufficient  
Alright  
Average  
Reasonable  
Fair  
Marginal

Everyday, every moment, you get to choose your attitude...so choose from the top!

*Courtesy of Dan Duster, 3D Development Corp.*



**FOR IMMEDIATE RELEASE** December 12, 2003

**CONTACT** Liza Pappas, Cross City Campaign  
(312) 322-4884

## **Chicago Students Researchers To Present Data Findings**

### ***Student surveys in Chicago public high schools indicate student-teacher relationships affect overall school success***

Relationships seem to be the forgotten tenet of teaching and learning, but not if students have anything to do with it. Promoting their survey findings, students from Chicago public high schools are eager to point out that a focus on relationship building improves the school environment. "No schools are going to be safer by having more security or more social workers. There's got to be more one-on-one relationships, between students, between teachers and students, between teachers, between students and administrators," says Shawnetrius Brown, a first-year student at Roosevelt High School. "Everyone has to talk for things to improve."

Shawnetrius and a team of twenty student action researchers will present the findings of surveys they designed, distributed, and analyzed at a public summit on Saturday, December 13<sup>th</sup> at Roosevelt High School on the northwest side. The program of which they are a part, called Students as Allies and sponsored by What Kids Can Do, offers training in survey design and data analysis, as well as providing opportunities for students to dialogue with teachers on issues identified as concerns. Cross City Campaign for Urban School Reform, one of five national sites (the others are Houston, Oakland, Philadelphia, and St. Louis), has coordinated the project in four public high schools across the city. Liza Pappas, the coordinator of the project in Chicago, notes, "The project has created opportunities for students to make the connection between knowledge and power."

Research is a tool that can create meaningful change. That's exactly why Holly Hart, Research Specialist at the Consortium on Chicago School Research, shared her experiences with students at the orientation session. "The research process starts with curiosity. We want to know this about our school," explains Hart.

Too often research involves youth as subjects but does not afford them ownership of the information to create the changes they want to see. "Bucking this tradition," says Taj James, Director of Movement Strategy Center in Oakland, California, "you now see youth groups across the country who are successfully using research in the context of youth empowerment and youth organizing." Other examples of this youth-led research, in addition to the Students as Allies partners, include the Boston Student Researchers, Chattanooga Documenters, Kids First in Oakland, and the UMOJA Student Development Corporation run out of Manley High School on the west side of Chicago.

Perhaps the students surveyed felt empowered because their peers designed the surveys they completed. Of the 292 students and 88 teachers surveyed in Chicago, 72.6 percent of students agreed that students should help guide and support teachers. "I found the results of the survey very revealing about what my colleagues said and also what students said about teachers," says Angela Collins, Service-Learning Director and Project Coordinator at Orr Multiplex High School. Rachel and Raquel Watkins, twins at Dyett Academic Center, explain that it took persistence to turn out survey numbers. "Some people didn't read the directions. We collected surveys completed in pen so we had to send them out again," sighs Rachel. Raquel interjects, "but everyone, both teachers and students, were very supportive."

Teachers and students were supportive because it is exciting to see students take responsibility for their learning and to see themselves as partners to teachers. Mildred Wiley, Vice President of Special Initiatives in Education, of Bethel New Life adds, "The project provokes serious discussions about academic achievement, because it focuses on the relationships between the two essential actors: teachers and students." Betty Jean Su Chen, a junior at Young Women's Leadership School puts it like this: "This was a profitable experience because as an action researcher, I have both given and received valuable insight on issues concerning students. I am looking forward to the next step, which is to carry out our recommended action strategies for school reform."

After three months of training on survey modification and distribution, data management, and focused group discussions, the Students as Allies teams from **Dyett Academic Center, Rezin Orr High School, Theodore Roosevelt High School, and Young Women's Leadership Charter** are ready to make their voices heard.

*Date:* Saturday, December 13, 2003  
*Time:* 9:00 a.m. – 12:00 p.m. (Light lunch to follow)  
*Location:* Roosevelt High School  
3436 West Wilson  
Little Theater, Room 426

**Made possible with the generous support of MetLife Foundation**

**MetLife Foundation**



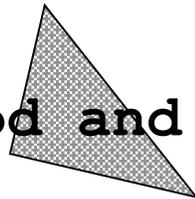
# Data: Our Findings



**In surveys, like most research,** you only get answers to the questions you ask. Each year, MetLife asks students and teachers nationwide their views on a range of issues involving public education, with a different focus year to year. For us, the issues that topped our list involved student-teacher expectations and relationships, what makes a teacher good, school safety and discipline, and school climate. We took questions about these topics from the MetLife surveys and made them our own by eliminating some, adding others, and rewriting many so that the language was more student-friendly. We administered the surveys to students and teachers at our individual schools, and then tallied and analyzed the results on both a school-by-school basis and as a whole.

In all, 292 and 88 teachers completed the survey across the four schools (Dyett, Orr, Roosevelt, Young Women's Leadership Charter). Students and teachers completed the survey during class time; it took approximately 15 minutes. They were representative of the student body and faculty at their schools, except that a disproportionate share of the students completing the survey was female (one of the four schools participating is all female).

## Good and not-so-good news



We found good news in much of the results. Eighty-four percent of the teachers, for example, agreed that other teachers at their school were committed to teaching and trying to do what's best for students; 82 percent believed their school's curriculum challenges students; 80 percent thought the teachers at their school respected all races and cultures; 77 percent said their colleagues had high expectations for students.

Eighty-seven percent of the students agreed that students must take responsibility for their learning. Eighty-six percent said "most of my teachers respect me" and 81 percent said their teachers encourage them to do their best. Seventy-six percent of the students surveyed said that administrators at their school respected all races and cultures.

Some of the results were mixed. Students split down the middle on whether or not they believed the majority of teachers at their school think about students as individuals and do not stereotype them, whether the majority of teachers are "very committed" to teaching, and whether the administrators value what students have to say. When asked to grade their teachers in a number of areas, 53 percent gave their teachers an A or B on "explains materials" and 47 percent gave their teachers C's to F's; the breakdown was almost identical for "teaches a variety of perspectives." While 34 percent of the students said their teachers speak often to them about plans for college or work after high school, 41 percent their teachers never or rarely talk to them about their post-graduation plans.

## Good News from the Survey

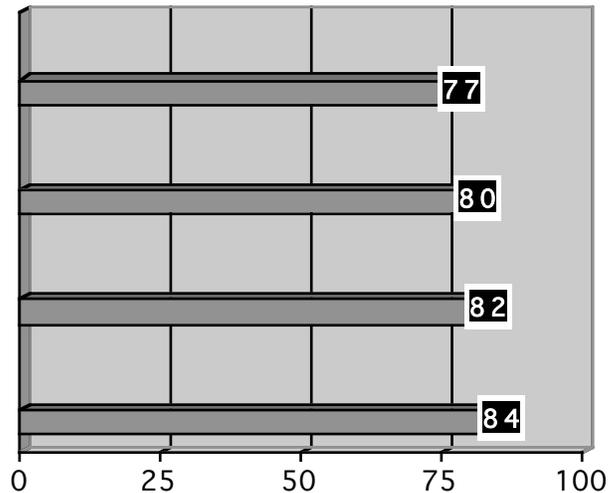
Percent of teachers who believe...

**their school's curriculum challenges students**

**their colleagues respect students of all races and cultures**

**their colleagues have high expectations for students**

**their colleagues are committed to teaching**

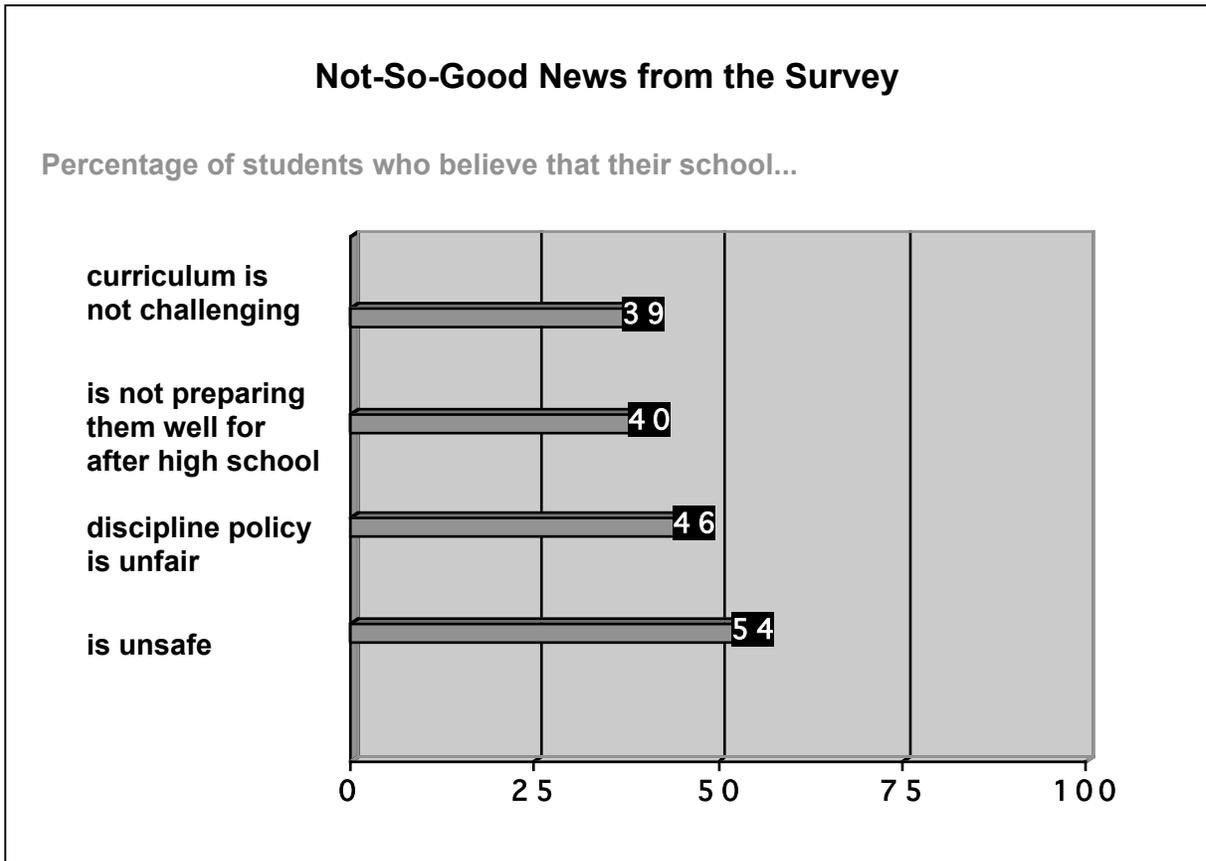


As for the teachers, almost as many said their school's disciplinary policy was fair as said it was unfair. They were evenly split on whether or not they thought students at their school cared about getting a good education or on whether or not they knew a lot about what was going on in the lives of their students outside school. While 24 percent of the teachers said they thought their school was preparing students very or extremely well "to know how to learn," 27 percent thought the opposite was true.

Finally, we found a number of results that cause us serious concern. Only 54 percent of the teachers said they thought their school was preparing students well for college, for example, and 54 percent gave their fellow teachers a grade of "C" or lower on "teaching individuals students according to their different needs and abilities." Fifty-three percent of the teachers agreed or strongly agreed with the statement, "I feel frustrated and unappreciated in my job." Forty percent said they didn't have enough time to get to know students as individuals. Only 31 percent agreed that students have some input in their school's decision-making process.

Roughly only 6 percent of the students strongly agreed that their school was safe, that their school was preparing them well for after high school, and that the discipline policy was fair. Only 9 percent strongly agreed that their school's curriculum is challenging. Forty-nine percent of the students agreed or strongly agreed with the statement, "students at my school get away with not doing their work." Twenty-seven percent said they'd considered dropping out of school; when asked "Have you ever talked to a teacher about dropping out of school or things you can do to stay in school?" only 13 percent of students answered "yes."

In the appendix, we present the full results for both our student and teacher surveys.



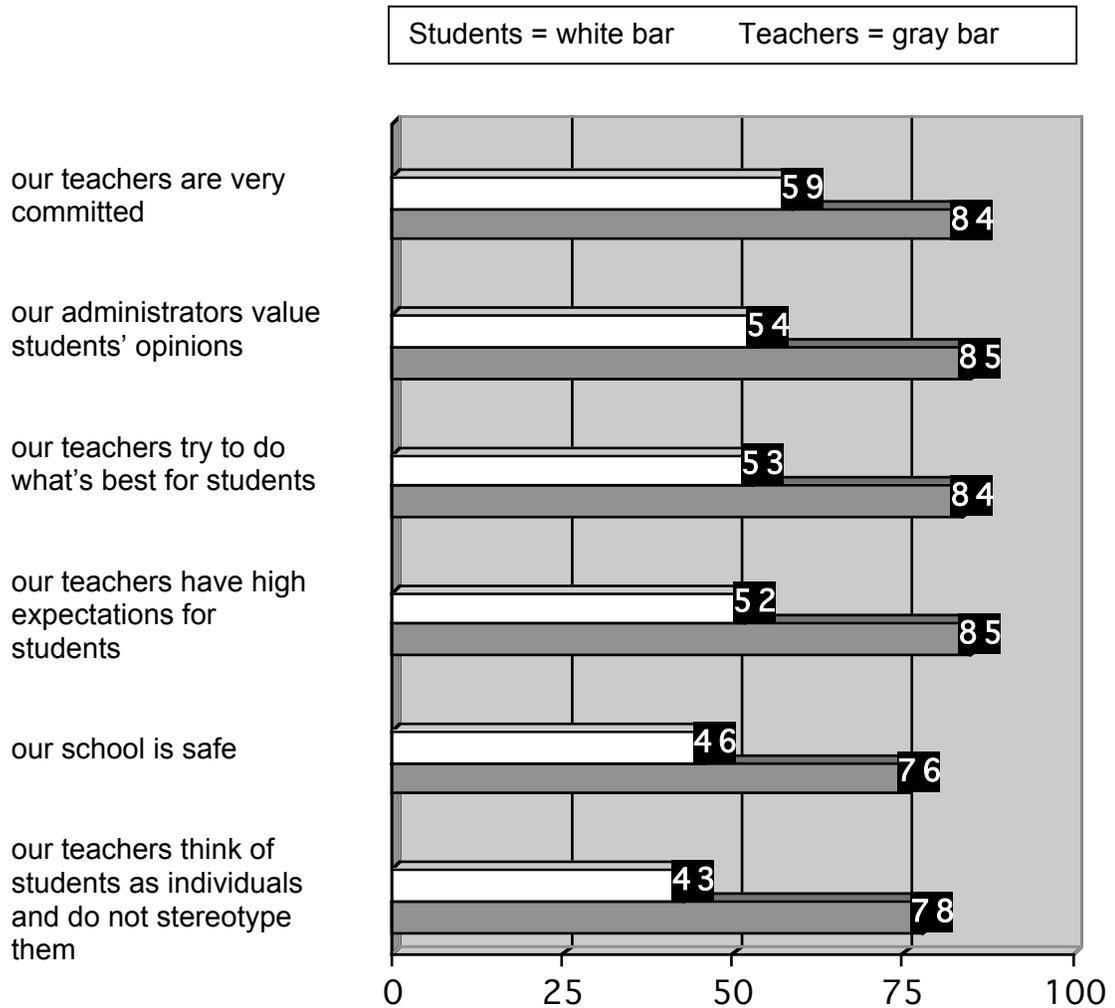
## Areas where students and teachers differ

Here we want to share the areas where the responses of students and teachers differed substantially. We think these are good places for students and teachers to begin talking and working together to make changes that benefit both. We take heart from the finding that 73 percent of the students and 80 percent of the teachers agree with the statement, "Students should help guide and support teachers."

*"I don't feel safe in school. No schools are going to be safer by having more security, or more social workers. There's got to be more one-on-one relationships, between students, between teachers and students, between teachers, between students and administrators. Everyone has to talk."*

— Shawnetrius

## Percentage of teachers and students who believe that...

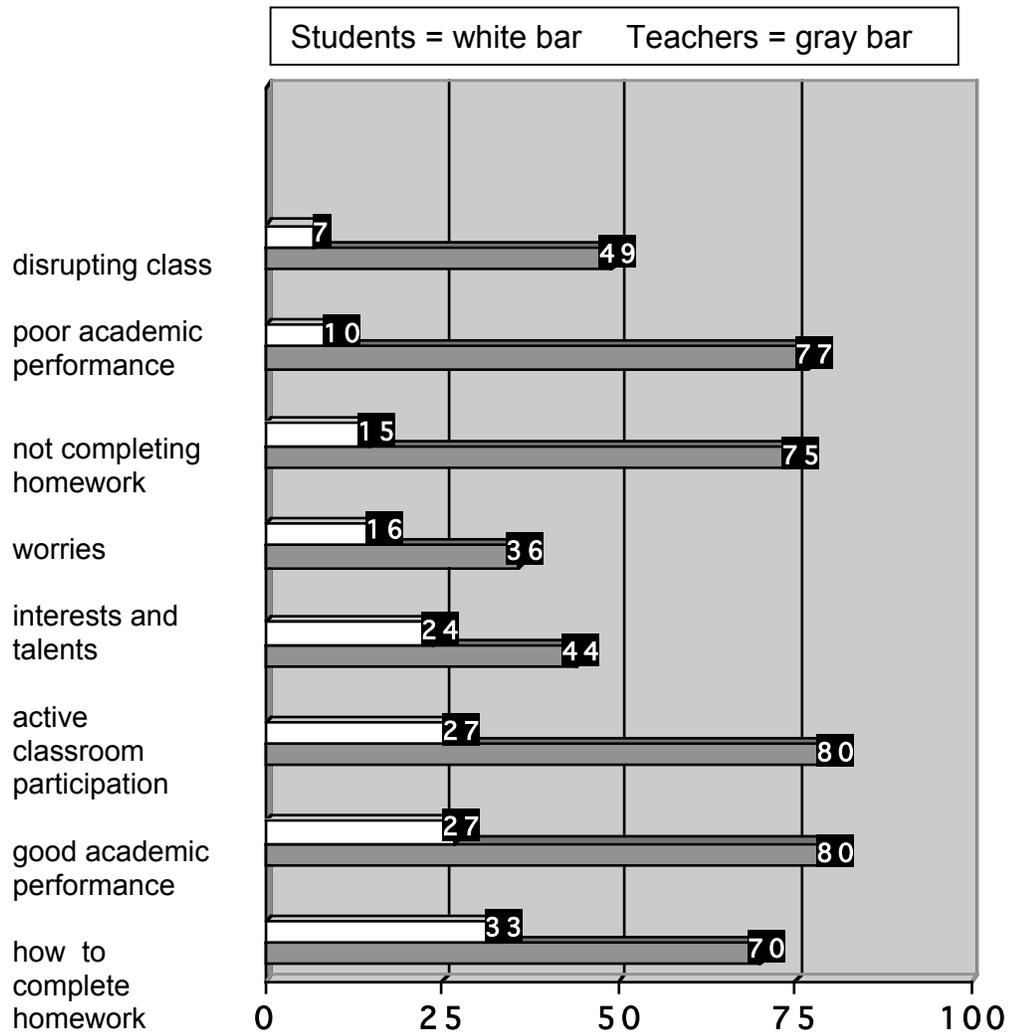


*"We should be able to talk to our teachers, talk about our problems, and then they can give us an orientation to solutions. I think teachers should listen to what students have to say first. Teachers should get to know what students are up to, find out what's going on with students because then, that way, they'll understand students."*

— Estela

## How often and how well do students and teachers communicate?

*Percentage of students and teachers who believe that students and teachers often or very often talk one-on-one about...*

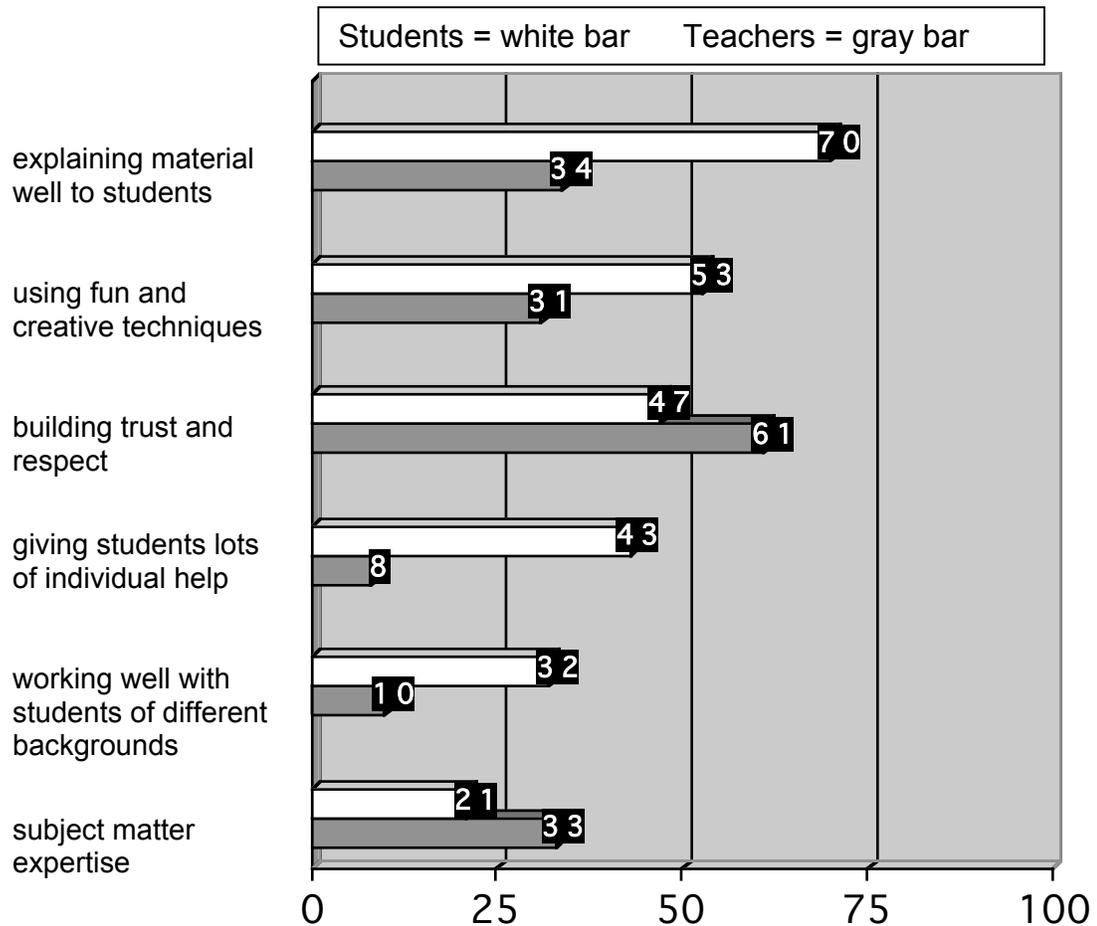


*“Teachers want to stay within their boundaries and not serve as a social worker, especially if there is a social worker that’s paid in the school. That seems reasonable, but then students are closer to the teachers. In our school, we don’t see our counselors that much. Teachers need to bear responsibility for students needing moral support.”*

— Betty Jean

## What teacher qualities are most important to teachers and students?

*Percentage of students and teachers that rate as very important the following qualities.*



*"Some students don't understand the lesson. Sometimes more than half the class doesn't understand the lessons, and so teachers are teaching to the few students that understand what they're talking about. Teachers should explain the material until students get it, even if it takes more time."*

— Ahmed

# Beneath the numbers

**Beneath our survey results**, we know, lie reasons and stories that may explain the numbers. As part of our analysis, student research teams created several narrative statements, based on their school's results, and created hypotheses that might explain each statement. (This approach comes from the Northwest Regional Education Lab's toolkit, "Analyzing Surveys with Kids.") We then tested these hypotheses through conversations with classmates and teachers. Our narrative statements had to focus on the most important part of our data, be written in factual and not evaluative language, and describe positives as well as negatives. Here we present several examples of our statements and hypotheses.

*Young Women's Leadership Charter School*

**Statement:** 34.9 percent of students responding say they have considered dropping out of school, but only 9.3 percent have ever conversed with a teacher about it.

**Hypotheses:** What may explain this?

1. Students who have poor academic standing or have started out on the wrong foot may be afraid to approach a teacher about it for fear that they'll be rejected. Also teachers may have already stereotyped the student as not worth their time, and the student probably has absorbed the stereotype.
2. The student-teacher relationship can be a battle of pronouns, of "me" and "you," "us" and "them." It may not be grounded in the mutual respect and trust that make positive communication possible.
3. A student's pride and self-esteem may keep them from mentioning that they're considering dropping out of school. They are probably struggling with low self esteem already, and not talking about dropping out can seem like a way to preserve the pride they have left.
4. Many teachers have a low tolerance level for students bringing up and talking about negative things and ideas. They're afraid that if one student talks about dropping out of school, they'll influence others to think about it, too, so teachers discourage it. (The reality is that many teenagers have thought about dropping out of school, especially when they feel overloaded, behind with their work, or because of outside factors such as family or the need to earn money.)
5. Students worry that if they confide in a teacher, what they'll hear back is a lecture—a power trip of the pros and the cons, the whys and the don'ts—instead of understanding.
6. Many students have grown up hearing that a child should stay in a child's place, that any interaction with an older person is too bold or unacceptable, that divulging to a teacher or conversing with a teacher about issues in their lives, like dropping out of school, is a taboo.
7. For female students, today's society has come to expect more in school from girls than boys. Girls are seen as being smarter and more capable. This puts special pressure on female students and may make them reluctant to talk about their feelings of not meeting these expectations and wanting to quit school.

**Statement:** 65.5 percent of the teachers responding believe that not having enough time to get to know students is a minimal problem, while 35.9 percent of the students say that there are at most 2 or 3 teachers at their school with whom they can talk about personal issues.

**Hypotheses:** What may explain this?

1. Many teachers don't value getting to know their students. The fact that the majority of teachers do not think that not having enough time to get to know students is a problem doesn't suggest that the majority of teachers *know* their students well, but that they don't put *importance* on getting to know their students. Students pick this up in a teacher's body language, their attitude, the things they don't say as much as what they do say. Then the students steer clear of these teachers and instead seek out those teachers who send the message that they do care about students.
2. Many teachers may feel they shouldn't work outside of their profession, that they shouldn't deal with student issues that are someone else's responsibility, like a social worker. If it's not in their area of expertise, there's not a lot of incentive to take on the responsibility. Getting to know students well doesn't show up in a teacher's paycheck.
3. Many teachers discourage "irrelevant" ideas. They may have a habit of dismissing personal issues students bring up as irrelevant to the subject. This gives students the impression that a teacher is unapproachable. It creates a mental barrier between students and teachers.
4. Some teachers may be afraid to let down the student-teacher barrier for fear that it will result in the student bringing false accusations against the teacher.

#### *Dyett Academic Center*

**Statement:** Only 31.5 percent of the students responding agree our school is safe, but 83.3 percent of the teachers believe it is safe.

**Hypotheses:** What may explain this?

For students—

1. They feel the school is overpopulated and believe this overcrowding encourages violence and reduces safety.
2. They are familiar with the neighborhood in which the school is located and know it to be dangerous.
3. They know how students form cliques that feel superior to others and then start dissing each other, which can then lead to fights.
4. They know some students let outsiders in the building who don't belong there.
5. They see teachers having little control over students.

For teachers—

6. They don't live in or know the neighborhood and don't know its dangers.
7. They aren't aware of the gang-related activity outside school and how it makes its way into the school.
8. They're not on a "lower level" with the students—that is, close to students—so they don't really know what's going on with the students, the bad and the good.

*Orr High School*

**Statement A:** 77 percent of the students surveyed say that, personally, they want to learn.

**Hypotheses:** What may explain this?

1. They want to better themselves by going to college and having a career
2. Their teachers make it fun and interesting to learn
3. They want to combat society's negative stereotypes of minorities and not become a statistic or part of these stereotypes

**Statement B:** However, 73 percent of the students completing the survey feel their fellow students don't care as much as they do about learning and getting a good education.

**Hypotheses:** What may explain this?

4. Students in our school are known as followers, not leaders; instead of thinking for themselves, they go along with what their friends think.
5. Students' negative behaviors, like disrupting class, often steal the teacher's attention and detract from those students who do want to learn.
6. Increase of violent incidents within the school undercuts the sense of order and purpose.
7. Negativity in the community spreads into school, reinforcing less-than-positive expectations

*Roosevelt High School*

**Statement:** 79.2% of students responding said they are somewhat or very bored by what they study in class. (# 5.e) 44.8% of students reported that they had considered dropping out of school because, "school is boring." (# 10.e) When looking at data concerning what qualities students think are most important in teachers, 73.8% said explaining material well, 66.2% said using fun and creative techniques, and 50.8% said building trust and respect with students.

**Hypotheses** What may explain this?

Students may be bored, in part, because of teachers' failure to use these three important practices in their teaching. In particular:

1. Teachers tend to lecture only and fail to check for understanding. Sometimes "it's like they're up there talking to themselves—in their own little world."
2. Teachers don't use alternative learning strategies- it's all worksheets, or all lectures and reading assignments.
3. Teachers don't know students and so they can't make things interesting.
5. Teachers seem lazy/ disorganized/ not on top of things; if teachers don't seem to care, why should students?

# Building partnerships for change

If there is one finding that runs through so many of our results, it's that trust, respect, responsibility, support, and accountability are essential to the classroom environment. They are key elements both teachers and students must provide. And as they are established, so are boundaries—good boundaries that help teaching and learning succeed.

In our *Students as Allies* training, we had a chance to complete a series of exercises around issues like respect and trust, communication and accountability. If we had only one suggestion for how to start building stronger partnerships between students and teachers in Chicago Public Schools, we'd recommend that teachers and students take time from regular class work to do the exercises below and use them for discussion and understanding.

## RESPECT & TRUST

*You must first respect and trust yourself before others can respect and trust you!*

### Respect

To feel or show honor or esteem for. To show consideration for, or to avoid intruding upon or interfering with. (Webster's)

Treating others the way that you would expect to be treated. (Dan Duster)

*My definition of respect is...*

*Why is respect important? (Give an example)*

### What is trust?

A firm belief or confidence in the honesty, integrity, reliability, justice, etc. of another person or thing; faith; reliance. (Webster's)

Assuming good intentions of yourself or of another being. (Dan Duster)

*My definition of trust is...*

*Why is trust important? (Give an example)*

***What does trust have to do with respect?***

### HOW DO I SHOW RESPECT AND TRUST?

For myself

For property

For my family

For my friends

For teachers and staff at school

For my community

***What did I learn today? What will I do differently as a result of this knowledge?***

*Courtesy of Dan Duster, 3D Development Corp.*

## RESPONSIBILITY & EXPECTATIONS

*What are you responsible for? What can others expect from you? What do you expect of yourself?*

### **Responsibility**

**Responsible:** Involving duties or obligations. Being the source or cause of something. (*Webster's*)

Taking ownership of duties or obligations.  
(*Dan Duster*)

*My definition of responsibility is...*

*Why is responsibility important? (Give an example)*

### **What are expectations?**

**Expect:** To anticipate the occurrence or the coming of. To consider as done or justified. (*Webster's*)

What you really think someone is going to do, or what you really think will happen. (*Dan Duster*)

*My definition of expectations is...*

*Why are expectations important? (Give an example)*

***What do expectations have to do with responsibility?***

**How am I responsible? What do I have responsibility for? What do I expect to achieve in life?**

**How do my expectations affect my behavior?**

***What did I learn today?***

***What will I do differently as a result of this knowledge?***

*Courtesy of Dan Duster, 3D Development Corp.*

## ENGAGEMENT & SUPPORT

*Are you present when you are there? What type of support are you giving? What is your silence supporting?*

### **Engagement**

**Engage:** To occupy the attention or efforts of; to involve (*Webster's*)

To be interested, to pay attention and participate  
(*Dan Duster*)

*My definition of engagement is...*

*Why is engagement important? (Give an example)*

### **What is support?**

To hold up the weight of without giving way. To provide with the necessities of existence (*Webster's*)

Being there for someone in a time of need, or agreeing with and encouraging a person of their behavior (*Dan Duster*)

*My definition of support is...*

*Why is support important? (Give an example)*

***What does support have to do with engagement?***

**How am I engaged? How do I show that I'm engaged?**

**What supports my engagement?**

**How do I give support?**

***What did I learn today?***

***What will I do differently as a result of this knowledge?***

*Courtesy of Dan Duster, 3D Development Corp.*

## COMMUNICATION & ACCOUNTABILITY

*What message do you want to send?*

*You're always communicating! The meaning of my communication is the message received!*

### **Communication**

To pass along; to impart. To make known; to give information, signals, or messages. (*Webster's*)  
The process of letting someone (or something) know what you think or how you feel, or a way of giving information. (*Dan Duster*)

*My definition of communication is...*

*Why is communication important? (Give an example)*

### **What is accountability?**

Obligation to account for one's acts; responsibility. (*Webster's*)

Acknowledging that you always have a choice. And owning the choice you make. (*Liza Pappas*)

*My definition of accountability is...*

*Why is accountability important? (Give an example)*

***What does communication have to do with accountability?***

### **HOW DO I COMMUNICATE?**

Audio, visual, kinesthetic (Example: a pet's communication)

Verbal (voice and tone)

Non-verbal (eye contact, arms, hands, body language)

Physical (stance, touch, fighting)

***What did I learn today? What will I do differently as a result of this knowledge?***

*Courtesy of Dan Duster, 3D Development Corp.*

# **\* \* JOB ANNOUNCEMENT \* \***

## **Rolling Application for Teachers Chicago Public Schools**

Students seek teachers who are committed to teaching and learning, even when times get tough, and they will; who believe in what they teach so the subjects will be interesting; and who get involved with students but don't bring their personal lives to school.

- Works with all types of young human beings
- Does their job and does it well
- Has positive energy
- Interacts with students
- Explains, presents, and reviews all teaching material
- Motivates and pushes all students to achieve more
- Builds a winning team
- Possesses organizational skills
- Demonstrates she/he cares for your future
- Makes students feel comfortable to ask questions

### **How can teachers and school staff support students?**

#### **\*\*\* Establish one-on-one relationships with students**

Listen to what students have to say  
Find out what students are up to  
Be trustworthy

#### **\*\*\* Present a challenging curriculum**

Relate learning to the real world  
Know your subject  
Participate in staff development training

#### **\*\*\* Provide social support**

Give conflict resolution classes  
Offer ongoing evaluations for students  
Make counselors available

#### **\*\*\* Work with students**

Be open-minded  
Establish boundaries  
Model respect, keep your word

#### **\*\*\* Treat students fairly**

Respect students' privacy  
Keep your biases to yourself  
Don't show favoritism

#### **\*\*\* Provide environment where students feel safe**

Eliminate No Child Left Behind  
Hire helpful security  
Get rid of troublemakers

# Student researcher bios



**Adriana Moldonado** I'm a 14-year-old freshman at Roosevelt High School. From this project, I learned that if we want something accomplished in school, we need to talk with teachers and students. I want to thank the Cross City Campaign for letting me be part of this great project, and Ms. Strickland.

**Richard Wilson** I'm a junior in Orr Multiplex High School. I'm a great leader, actor, and respectable person. I want to thank God, Ms. Collins, the Orr team, Roosevelt, Dyett, and Young Women's Charter, and Cross City Campaign. I think everyone down at CPS is going to be really impressed with what we've done in Students as Allies and provide more money so we can continue the project next year.

**Antoinette Laporsha Griffin** I'm a student at Dyett A. Center in the 11<sup>th</sup> grade, and I have been a student at Dyett since I was in 7<sup>th</sup> grade. I want to take this time to thank Cross City Campaign and Ms. Nettles for giving us a chance to be a part of this.

**Ahmed Maklani** I'm a junior at Roosevelt High School. We had the best time ever with this project. We learned a lot and had fun. I learned that students and teachers actually have a lot in common and that if they work together, they could create a better school. Thanks to Mrs. Strickland and Cross City Campaign for everything.

**Shawnetrius Brown** I'm 14 and I'm a freshman at Roosevelt. This project was successful, much more successful than I thought it would be. I loved meeting new people around the city and learning about the school system. Thanks Mom and Dad for letting me come here on Saturdays, Mrs. Strickland, and also Cross City Campaign.



**Estela Velasquez** I'm 14 years old, a freshman at Roosevelt High School. In this project, I learned that students do have power, even though we think we don't. I would like to thank my mom for waking me up for every session, Mrs. Strickland, and thanks to Cross City Campaign for letting me be part of this great experience.

**Savoeum Yem** I'm a junior representing Roosevelt High School. I want to thank Ms. Strickland for all her help and Cross City Campaign for giving me this opportunity to build leadership skill.

**Tanisha Teemer** I'm a junior at Orr Community Academy High School located on the west side of Chicago. When I joined Cross City, I thought that it would be a way to show concern for my school and to help make positive changes at Orr and around my community. Thanks to Ms. Collins.

**Monique Alavazo** I'm a junior at Orr Community Academy High School and involved in a group called Teen Voices. This is a group that helps students at Orr voice their opinions on school and community issues. I joined Cross City Students as Allies because I wanted to use the data to address the important issues within Chicago Public Schools. Thank you Ms. Collins and Cross City.

**Keyanna Garrett** I am a 16-year-old junior at Rezin Orr High School. I enjoy putting my two cents in when it really counts. And this really counts. I would like to thank Ms. Collins for getting us involved in this program, my fellow students who are in it with me, and my sister for pushing me to get there on Saturday mornings. I really hope to be a part of it next year; I will be grateful if I am. And I forgot one of the most important things—I'd like to thank God, who is a very important part of everyone's life.

**Betty Jean Su Chen** I am presently a junior at the Young Women's Leadership Charter School. I personally feel that this was a profitable experience as an action researcher; I have both given and received valuable insight on the issues concerning students. I am looking forward to the next step, which is to deliver our recommended action strategies for school reform.



**Delilah McDonald** I grew up on the South Side of Chicago, and I am an 11<sup>th</sup> grader in Young Women's Leadership Charter School. A wise person once said that "the only thing you can do with life is live it," and being a part of something as grand as this program has given me the chance to live another life. Lastly, I would like to say thank you to all of the coordinators and members of the Cross City Campaign for allowing me to not just complain about Chicago schools but to do something about it.



**Raquel Watkins** I am a junior at Dyett Academic Center. I've been involved in Cross City Campaign for two years, since I was a first-year high school student. I want to thank Ms. Nettles for supporting me and Cross City for engaging me in the Students as Allies program.

**Rachel Watkins** I am a junior at Dyett Academic Center. I enjoy helping to make my school and community better. I learned that in order for us to have a successful educational system, the teachers and the students have to have a good relationship. Thank you to Ms. Nettles and Cross City Campaign.

**Calin C. Whitehead** I am currently a sophomore at Dyett Academic Center. I want to become either a lawyer and a singer or a physician and a singer. I joined this project to improve my leadership and help my school and community. I've been nominated for a national youth leadership forum at the University of Texas Medical Branch at Galveston.

# Teacher partners

**Lytaka Allen**, Teacher, Young Women's Leadership Charter School  
**Christine Bosanetta**, Teacher, Orr Career Academy High School  
**Patricia Buenrostro**, Teacher, Young Women's Leadership Charter School  
**Angela Collins**, Coordinator, Orr Career Academy High School  
**Clifton Gaber**, Teacher, Roosevelt High School  
**Kathleen Holmes**, Teacher, Roosevelt High School  
**Mary Houston**, Teacher, Dyett Academic Center  
**Leola Nettles**, Coordinator, Dyett Academic Center  
**Carmen Ocon**, Coordinator, Young Women's Leadership Charter School  
**Kai Saineghi**, Teacher, Orr Career Academy High School  
**Amy Strickland**, Coordinator, Roosevelt High School



## Cross City Campaign staff

**Liza Pappas**, Youth Initiative Coordinator  
**Lauren Allen**, Senior Program Director  
**Anne Hallett** (former director), **Chris Brown**, **Diana Lauber**, **Kokugonza Kaijage**, **Janet Lyons**, **Eva Moon**,  
**Dion Miller Perez**, and **Christina Warden**

## Thank you's

**Alan Bearden**, Chicago Teachers Union, Cross City Board  
**Boston Student Researchers**, Boston Plan for Excellence  
**Tom Carrico**, Principal, Jane Addams Alternative School  
**Aquil Chariton**, Crib Collective  
**Chicago Youth Organizers Network**  
**Jon Colon**, Schools Assoc, Neighborhood Capital Budget Group  
**Irene Damota**, Principal, Roberto Clemente High School  
**Chris Drury**, Associate Director, Project 540  
**Dan Duster**, Facilitator, Institute for Cultural Affairs  
**Shelly Field**, Executive Director, BOLD Chicago  
**Ed Guerra**, Principal, Farragut High School  
**Holly Hart**, DataSpecialist, Consortium on Chicago School Research  
**Araceli Hernandez**, Senior, Juarez High School  
**Ken Hunter**, Principal, Prosser High School

**James Isles**, Principal, Hancock High School  
**Joe Jablonski**, Vice Principal, Hancock High School  
**Pam Jones**, Facilitator, Teachers Task Force  
**Scott Mechanic**, Public Allies - Chicago  
**Sarah Lieberman**, Youth Innovation Fund - Chicago  
**Northwest Regional Educational Lab**  
**Mike Ranthum & Diane Gruenwald**, Data Shop, Inc.  
**Jon Schmidt**, Director, CPS Service Learning  
**Mike Smith**, Teacher, Curie High School  
**Andrew Tonachel**, Youth Program Coord, Alternatives, Inc.  
**Linda Trevino**, Teacher, Farragut High School  
**Jessica Turner**, Graduate Student, Stanford University  
**Valerie Denny Communications**  
**Youth Innovation Fund**

# Complete survey results

## Student Survey Overall Report

(Respondents = 292)

### 1. Please mark how much you disagree or agree with each of the following:

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
My school is safe.	16.6%	37.9%	39.7%	5.9%
My school has a curriculum that challenges students.	6.4%	32.7%	52.3%	8.5%
My school's discipline policy is fair.	13.8%	31.9%	48.9%	5.3%
At my school, teachers value what students have to say.	18.5%	18.5%	51.9%	11.1%
At my school, teachers respect all races and cultures.	8.4%	23.1%	53.5%	15.0%
At my school, administrators value what students have to say.	12.9%	33.4%	47.0%	6.6%
At my school, administrators respect all races and cultures.	7.0%	17.1%	58.4%	17.5%

### 2. Please mark how much you disagree or agree with each of the following:

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Students in my school care about learning and getting a good education.	14.3%	47.0%	33.8%	4.9%
Students in my school get away with not doing their work.	11.5%	39.9%	40.6%	8.0%
Students in my school get to be creative and use their abilities in school.	4.9%	21.1%	64.4%	9.5%
Students in my school are often disruptive, taking away from my learning time.	7.4%	29.2%	47.2%	16.2%
Students in my school are being prepared well for after high school.	10.9%	29.2%	53.9%	6.0%
Students in my school are being encouraged to develop their own voice.	8.1%	29.2%	50.7%	12.0%

### 3. How many teachers at your school:

	<b>None</b>	<b>Some</b>	<b>Half</b>	<b>More Than Half</b>
Have high expectations for students.	4.6%	43.5%	32.5%	19.4%
Are very committed to teaching.	3.5%	37.1%	33.6%	25.8%
Are familiar with the surrounding community or neighborhood.	9.9%	42.6%	30.6%	16.9%
Try to do what's best for all students.	4.3%	43.0%	30.5%	22.2%
Think about students as individuals, and not stereotype them as part of some group.	7.8%	49.3%	27.3%	15.6%
Make learning fun.	13.9%	49.5%	26.7%	10.0%
Make you comfortable to ask them any question.	8.4%	45.6%	27.5%	18.5%

**4. Thinking about your relationships with your teachers, please mark the extent to which you agree/disagree with the following:**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Most of my teachers like me.	6.6%	15.3%	55.7%	22.3%
Most of my teachers respect me.	3.8%	10.5%	60.1%	25.5%
Most of my teachers trust me.	3.2%	14.8%	57.0%	25.0%
Most of my teachers know my name.	2.5%	11.4%	45.0%	41.1%
Most of my teachers don't understand me.	13.8%	51.2%	28.3%	6.7%
Most of my teachers are not helpful.	18.7%	52.9%	24.5%	4.0%
Most of my teachers pick on me.	28.1%	52.7%	15.7%	3.6%
Most of my teachers encourage me to do my best.	4.3%	14.6%	53.0%	28.1%

**5. Please mark how well you think the following statements describe you:**

	<b>Not at all Like Me</b>	<b>Not much Like Me</b>	<b>Somewhat Like Me</b>	<b>A Lot Like Me</b>
I really want to learn.	3.9%	2.8%	33.2%	60.1%
I participate regularly in class.	1.1%	15.7%	45.0%	38.2%
I often need extra help with schoolwork.	12.2%	34.1%	34.1%	19.7%
I try my best but it doesn't help me do well.	20.4%	35.0%	27.7%	16.8%
I am usually bored with what we study in class.	10.9%	25.4%	48.6%	15.2%
The topics I am studying in school are interesting and challenging.	9.7%	25.5%	44.6%	20.1%
I can do better work than I'm doing now.	4.7%	11.5%	34.4%	49.5%

**6. For each statement, please mark Yes or No. During the past two years, have you ever skipped a class or school because:**

	<b>Yes</b>	<b>No</b>
You did not feel ready to take a test.	29.9%	70.1%
You did not complete an assignment.	36.2%	63.8%
You were being bullied or harassed by other students.	15.3%	84.7%
You were not getting along with a teacher.	31.3%	68.7%
You did not feel safe at school.	22.8%	77.2%
You did not feel safe traveling to or from school.	22.8%	77.2%
Your classes were boring.	48.5%	51.5%
You had family responsibilities and/or troubles.	42.2%	57.8%
You needed to go to work for money.	25.9%	74.1%
You did not feel like you "belong".	21.0%	79.0%
Something else.	43.6%	56.4%

**7. How often do your teachers speak with you one-on-one about:**

	<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>	<b>Very Often</b>
Disrupting class.	51.7%	24.7%	16.0%	4.6%	3.0%
Good academic performance.	12.2%	14.4%	40.3%	24.7%	8.4%
Not completing homework assignments.	32.6%	25.4%	27.3%	9.5%	5.3%
Plans for college or work after high school.	22.9%	17.7%	25.2%	16.2%	18.0%
Interests and talents.	27.4%	19.5%	26.3%	14.3%	12.4%
Worries.	32.6%	28.8%	22.1%	9.7%	6.7%
Active classroom participation.	25.0%	21.2%	30.3%	13.6%	9.8%
Poor academic performance.	43.8%	25.3%	20.8%	5.7%	4.5%
How to complete homework assignments.	26.2%	21.0%	25.5%	15.0%	12.4%

**8. Have you ever thought about dropping out of school?**

<b>Yes</b>	<b>No</b>
27.0%	73.0%

**9. Have you ever talked to a teacher about dropping out of school or things you can do to stay in school?**

<b>Yes</b>	<b>No</b>
13.1%	86.9%

**10. Why have you thought about dropping out of school?**

I wasn't learning anything.	25.2%
I did not feel safe at school.	21.0%
I did not feel safe traveling to and from school.	18.5%
Other students were bullying or harassing me.	20.2%
School was boring.	56.3%
I had family responsibilities and/or troubles.	36.1%
I needed to work for money.	26.9%
I did not have any friends at school.	13.4%
Gang involvement.	14.3%
Peer pressure.	18.5%
Something else.	59.7%

**11. At school, how many adults do you feel you could talk to if you had a problem?**

<b>0</b>	<b>1</b>	<b>2-3</b>	<b>More than 3</b>
19.1%	23.0%	35.9%	21.9%

**12. At your school, who is(are) the adult(s) that you could talk to if you had a problem?**

Teacher	58.4%
Principal	17.2%
Counselor	34.0%
Coach	18.0%
Security Guard	16.0%
Some One Else	34.0%
No adult at my school	23.2%

**13. How much would each of the following support your learning at school:**

	<b>Not at All</b>	<b>Help a Little</b>	<b>Help a Lot</b>
One-on-one support from teachers.	19.6%	48.2%	32.2%
Examples of how the things I learn in school matter in the real world.	18.0%	48.0%	34.0%
Classes that are more challenging.	21.5%	50.2%	28.3%
Opportunities to pursue extracurricular interests and to develop talents.	19.9%	51.0%	29.1%
Planning for college or careers.	15.4%	43.3%	41.3%
Parent/guardian support.	18.5%	41.5%	39.9%
Having your own text book that you can take home.	22.5%	45.4%	32.1%
Fun learning activities.	15.1%	43.8%	41.0%
Opportunities to pursue classroom-based interests.	18.9%	46.6%	34.5%

**14. Thinking of the teachers you have in your main subjects, how would you grade them in these areas:**

	<b>Failing "F"</b>	<b>Poor "D"</b>	<b>Fair "C"</b>	<b>Good "B"</b>	<b>Excellent "A"</b>
Well organized.	5.0%	7.8%	26.0%	40.3%	29.9%
Communicates clearly.	3.9%	8.1%	28.3%	35.3%	24.4%
Explains material.	3.5%	10.2%	32.8%	32.0%	21.5%
Teachers a variety of perspectives.	3.5%	10.2%	31.8%	36.9%	17.6%
High expectations for all students.	6.7%	10.2%	24.7%	29.4%	29.0%
Understands subject matter really well.	3.6%	10.3%	26.2%	33.3%	26.6%
Treats students equally.	8.6%	8.2%	27.2%	28.8%	27.2%
Respects different cultures.	3.9%	5.9%	18.4%	29.0%	42.7%

**15. Which of the following are the three most important qualities for teachers?**

Explaining material well to students.	70.4%
Working with all students' styles of learning.	38.5%
Using fun and creative techniques.	53.0%
Building trust and respect with students.	47.0%
Having control of the classroom.	44.9%
Subject matter expertise.	21.1%

Believing in all students' abilities to learn.	39.3%
Working well with students from different backgrounds	31.6%
Giving students a lot of individual help with their work.	42.5%

**16. Please mark how much you agree or disagree with the following:**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Students should take responsibility for their learning.	4.4%	8.7%	48.8%	38.1%
Student-teacher relationships affect overall school success. (e.g., academic achievement, school climate, etc.)	4.0%	19.8%	60.1%	16.1%
Students should guide and support teachers.	6.8%	20.5%	61.8%	10.8%
Students should evaluate teachers.	3.6%	15.4%	61.5%	19.4%

**For the purposes of this research only, please fill in the following information:**

**Grade:**

<b>7th</b>	<b>8th</b>	<b>9th</b>	<b>10th</b>
0.0%	5.3%	12.5%	24.6%

**Gender:**

<b>Male</b>	<b>Female</b>
28.8%	71.2%

**Race:**

<b>African-American</b>	<b>Native American</b>	<b>Hispanic</b>	<b>Asian-American</b>	<b>Biracial/ Multi-ethnic</b>	<b>White/ Non-Hispanic</b>	<b>Other</b>
48.5%	1.2%	31.5%	8.5%	1.9%	3.5%	5.0%

## Teacher Survey Overall Report

(Respondents = 88)

**1. Please mark the extent to which you disagree or agree with each of the following:**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
My school is safe.	7.1%	16.5%	58.8%	17.6%
My school has a curriculum that challenges students.	4.6%	13.8%	62.1%	19.5%
My school's discipline policy is fair.	12.0%	37.3%	44.6%	6.0%
My school has an atmosphere of collegiality.	9.1%	25.0%	54.5%	11.4%
At my school, teachers respect all races and cultures.	3.4%	17.0%	58.0%	21.6%
At my school, teachers value what students have to say.	4.6%	17.2%	62.1%	16.1%
At my school, administrators respect all races and cultures.	4.6%	10.3%	50.6%	34.5%
At my school, administrators value what students have to say.	4.5%	13.6%	59.1%	22.7%

**2. Please mark how well you think your school is preparing students for the following:**

	<b>Not at all well</b>	<b>Not very well</b>	<b>Well</b>	<b>Very well</b>	<b>Extremely well</b>
To know how to learn.	5.7%	21.6%	48.9%	19.3%	4.5%
To go to college.	17.0%	28.4%	31.8%	14.8%	8.0%
To be gainfully employed.	8.0%	22.7%	50.0%	17.0%	2.3%
To understand civic responsibility.	6.8%	35.2%	34.1%	18.2%	5.7%
To get along with others.	10.3%	27.6%	43.7%	12.6%	5.7%

**3. How many teachers at your school:**

	<b>None</b>	<b>Some</b>	<b>Half</b>	<b>More Than Half</b>
Have high expectations for students.	0.0%	23.3%	30.2%	46.5%
Are very committed to teaching.	0.0%	16.1%	20.7%	63.2%
Are familiar with the surrounding community or neighborhood.	1.1%	34.5%	27.6%	36.8%
Try to do what's best for all students.	0.0%	16.1%	20.7%	63.2%
Think about students as individuals, and not stereotype them as part of some group.	0.0%	21.8%	28.7%	49.4%

**4. Which of the following are the three most important qualities for teaching?**

Explaining material well to students.	34.1%
Working with all students' styles of learning.	42.0%
Using fun and creative techniques.	30.7%
Building trust and respect with students.	61.4%
Having control of the classroom.	42.0%
Subject matter expertise.	33.0%
Believing in all students' abilities to learn.	43.2%
Working well with students from different backgrounds	10.2%
Giving students a lot of individual help with their work.	8.0%

**5. Thinking about the students at your school (overall), please mark the extent to which you agree or disagree with the following:**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Students in my school care about learning and getting a good education.	9.2%	40.2%	48.3%	2.3%
Students in my school get to be creative and use their abilities in school.	4.6%	5.3%	62.1%	8.0%
Students in my school have input into the school decision-making process.	19.3%	48.9%	29.5%	2.3%
I know about what's going on in my students' lives outside of school.	10.5%	37.2%	46.5%	5.8%
I am able to teach to my students' individual strengths and weaknesses.	4.5%	15.9%	72.7%	6.8%
I know what students think about their schooling experience.	5.7%	25.3%	58.6%	10.3%

**6. Please mark how often you have individual discussions with any of your students about their:**

	<b>Never</b>	<b>Rarely</b>	<b>Sometime s</b>	<b>Often</b>	<b>Very Often</b>
Disrupting class.	0.0%	14.9%	35.6%	32.2%	17.2%
Good academic performance.	1.2%	1.2%	27.9%	45.3%	24.4%
Not completing homework assignments.	0.0%	7.1%	17.6%	44.7%	30.6%
Plans for college or work after high school.	1.2%	9.3%	40.7%	37.2%	11.6%
Interests and talents.	1.2%	9.4%	44.7%	32.9%	11.8%
Worries.	4.7%	10.6%	48.2%	29.4%	7.1%
Active classroom participation.	0.0%	7.0%	23.3%	53.5%	16.3%
Poor academic performance.	0.0%	1.2%	21.4%	47.6%	29.8%
How to complete homework assignments.	0.0%	2.3%	17.4%	54.7%	25.6%

**7. During the past year, how many students have you talked with about dropping out of school or things they can do to stay in school? Your best estimate is fine.**

<b>None</b>	<b>1-2</b>	<b>3-9</b>	<b>10 or more</b>
18.6%	26.7%	34.9%	19.8%

**8. What percentage of your current students has ever considered dropping out of school? Your best estimate is fine.**

<b>0-15</b>	<b>15-30</b>	<b>30-45</b>	<b>45-60</b>	<b>60+</b>
65.5%	15.5%	9.5%	4.8%	4.8%

**9. Thinking about a typical school day, please mark the extent to which you agree or disagree with the following:**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
I'm passionate about teaching.	3.4%	4.6%	46.0%	46.0%
I like my students.	1.1%	2.3%	41.4%	55.2%
I feel frustrated and unappreciated at my job.	12.6%	40.2%	27.6%	19.5%
I feel effective with my teaching.	2.3%	8.0%	69.0%	20.7%

**10. Thinking about the obstacles you face in building relationships with students, please mark the extent to which the following are a problem for you:**

	<b>Big Problem</b>	<b>Moderate Problem</b>	<b>Minimal Problem</b>	<b>No Problem</b>
Using teaching time for classroom management.	14.0%	26.7%	46.5%	12.8%
External circumstances that affect students. (e.g., financial, Social, Familial)	22.4%	41.2%	27.1%	9.4%

External circumstances that affect you. (e.g., financial, Social, Familial)	7.1%	14.1%	38.8%	40.0%
Not having enough time to get to know students as individuals.	11.5%	29.9%	36.8%	21.8%
Different ethnic, cultural, and/or socio-economic backgrounds.	7.0%	11.6%	34.9%	46.5%

**11. Please mark the extent to which you agree or disagree with the following:**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Students should take responsibility for their learning.	3.4%	2.3%	47.1%	47.1%
Student-teacher relationships affect overall school success. (e.g., academic achievement, school climate, etc.)	0.0%	3.5%	52.3%	44.2%
Students should guide and support teachers.	1.2%	19.3%	61.4%	18.1%
Students should evaluate teachers.	7.0%	22.1%	53.5%	17.4%

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

	<b>Failing "F"</b>	<b>Poor "D"</b>	<b>Fair "C"</b>	<b>Good "B"</b>	<b>Excellent "A"</b>
Knowing their subject areas.	1.1%	4.6%	5.7%	52.9%	35.6%
Believing all children can learn.	1.1%	12.6%	24.1%	43.7%	18.4%
Caring about students.	0.0%	3.5%	25.6%	43.0%	27.9%
Maintaining discipline in classroom.	4.5%	13.6%	40.9%	31.8%	9.1%
Teaching individual students according to their different needs and abilities.	3.4%	11.5%	39.1%	34.5%	11.5%

**13. Please mark how you would describe your professional preparation in the following areas:**

	<b>Less than adequate</b>	<b>Adequate</b>	<b>More than adequate</b>
Being able to teach all the subjects you teach.	3.4%	37.5%	59.1%
Being able to implement curriculum and performance standards.	5.7%	43.2%	51.1%
Being prepared for effective classroom management.	7.0%	43.0%	50.0%
Addressing the academic needs of students who speak English as a second language.	29.8%	38.1%	32.1%
Addressing the academic needs of students with different ethnic or cultural backgrounds than you.	12.6%	47.1%	40.2%

**14. Please mark the extent to which you agree or disagree with the following:**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Meeting students' social needs is an essential aspect of teaching.	2.3%	12.8%	59.3%	25.6%
At my school, students are likely to find a teacher that they could talk to.	2.3%	6.9%	52.9%	37.9%
At my school, students are encouraged to develop their own voice.	5.8%	25.6%	51.2%	17.4%

**For the purposes of this research only, please fill in the following information:**

**How many years have you:**

	<b>Less than 1 year</b>	<b>1-3 years</b>	<b>4-5 years</b>	<b>5-10 years</b>	<b>More than 10 years</b>
Taught at this school?	12.9%	23.5%	27.1%	20.0%	16.5%
Been a teacher?	6.6%	14.5%	15.8%	28.9%	34.2%

**Grades you teach:**

<b>7th</b>	<b>8th</b>	<b>9th</b>	<b>10th</b>	<b>11th</b>	<b>12th</b>
17.1%	19.5%	62.2%	74.4%	58.5%	51.2%

**Gender:**

<b>Male</b>	<b>Female</b>
48.1%	51.9%

**Race:**

<b>African- American</b>	<b>Native American</b>	<b>Hispanic</b>	<b>Asian- American</b>	<b>Biracial/ Multi-ethnic</b>	<b>White/ Non-Hispanic</b>	<b>Other</b>
30.9%	0.0%	23.5%	0.0%	1.2%	42.0%	2.5%

## Students as Allies School Descriptions & Demographics

**Rezin Orr Community Academy High School**, constructed in 1973, supports personalized learning environments for students. The school's architectural design includes four small school settings that promote the school-within-a-school model for creating individualized, nurturing settings for students at each grade level. Orr's mission is to create and maintain a disciplined and respectful school climate focused on active learning for all students.

1,200 students attend Orr Community Academy:

84.5 percent African-American

15.1 percent Latino

0.3 percent Native American

0.1 percent White

**Theodore Roosevelt High School** is a general high school serving Albany Park—a densely populated, highly diverse community encompassing over 35 different ethnic groups from a wide range of socioeconomic and academic backgrounds. All faculty participate in staff development workshops and conferences; many are involved in professional organizations. Roosevelt provides a solid foundation, promotes lifelong learning, fosters human values, and empowers students to become contributing members of a global society.

1,700 students attend Roosevelt High:

64.0 percent Latino

15.3 percent Asian/Pacific Islander

13.5 percent African-American

7.1 percent White

0.2 percent Native American

**Young Women's Leadership Charter School Chicago** is the fourth all-girls public school in the United States. Inspired by the YWLCS in Harlem, NY, Chicago women established the school in 1998 to help girls in fields where they are historically underrepresented, like math, science, and technology. In its fourth academic year, the school now serves students in grades 7-12, from 30 Chicago communities. Admission is by lottery; Chicago residency is required.

450 students attend YWLCS Chicago:

65.2 percent African American

18.0 percent Latina

15.2 percent White

1.2 percent Asian/Pacific Islander

0.3 percent Native American

**Walter H. Dyett Academic Center**, located in a rapidly changing progressive community, features technology as an integral part of the learning process. Dyett's Academy for Finance Professional Program prepares students for a collegiate experience in the business world, offering a sequential, intensive experience in accounting and finance, while students continue their college-preparatory course requirements. Dyett's first freshman class entered in August 1999 and graduated in spring 2003.

800 students attend the high school; 100 percent African-American.