

**STUDENT INVOLVEMENT
IN SMALL SCHOOL CONVERSION**

INDIANAPOLIS, INDIANA

STUDENT PRESENTATION TO DISTRICT LEADERSHIP TEAMS OF SURVEY RESULTS

SUMMARY OF SURVEY RESULTS FOR ALL FIVE SCHOOLS

STUDENT OBSERVATIONS ON STUDENT SURVEY RESULTS AT NORTHWEST HS

Presentation by Indianapolis Student Researchers on Their Survey Results

Combined District Leadership Team and Network Learning Community Meeting December 7, 2004

Overview

- I. Introduction of Student and CELL Research Team (2 minutes)
- II. Overview of Student and Teacher Survey Results for All Indianapolis Public High Schools Combined (15 minutes)
- III. IPS High School Team Work Regarding Student and Teacher Survey (60 minutes)
- IV. Reports from Each High School Team and Discussion with the DLT/NLC (5 minutes per school – total 35 minutes)

NOTE: Summary reports for the students and teacher survey (all IPS high schools combined) are available at <http://cell.uindy.edu> under NESSI.

Process and Guiding Questions for School Team Work

1. **Facilitators:** Student Researchers, SLC Coordinators, CELL Staff
2. **Process:** Initially, please identify a time keeper, recorder and reporter. The reporter is asked to report back to the full group (5 minutes) on the four questions noted below. At the end of the day, please be sure that your SLC coordinator has a written copy of your response to these questions.
3. **Time:** 60 minutes for discussion in school teams, 35 minutes for school reports and discussion with the full District Leadership Team and Network Learning Community

Guiding Questions for School Team Work

- I. List the 3-5 most significant findings from the student survey for your high school. Your school's student researchers will provide a 5 minute overview of important findings from the student survey. The total time for discussion will be 15 minutes.
- II. List the 3-5 most significant gaps between the student and teacher surveys for your high school (15 minutes)
- IV. Based on the data and school team discussion, identify action steps that should be undertaken. These action steps should be incorporated into your small school portfolio?

SUMMARY FROM IPS HIGH SCHOOL STUDENT SURVEY
All High Schools Combined
December 7, 2004

Response Rates: 4,149 students completed the survey; a smaller number completed the survey by grade level (9th grade, 28%; 12th grade, 12%; 8% declined to complete the survey).

Background on Students:

- 60% minority
- 55% and 63% /mother and father did not complete college

Student Perception of Their Teachers: (combined agree/strongly agree responses)

- 67% report teachers believe that all students in this school can do well
- 52% report teachers work hard to make sure all students are learning
- 31% report that students care only about smart students
- 23% report teachers expect very little from students

Implication: While many students report positive perceptions of their teachers, it is important to note that 43% of the responding students perceive that teachers have given up on some of the students.

Personalization:

Teacher or other adult in school who knows you best, knows a lot about...

- 41% how well you are doing in school
- 26% what you want to do after high school
- 24% who your friends are
- 21% what you are interested in
- 14% what your home life is like

“No adults have done or would be willing to do the following”

- 21% have not helped you think about what you need to prepare for college
- 19% have not helped you think about whether you are meeting graduation requirements
- 15% have not helped you with a personal problem
- 9% do not really care about how you are doing in school
- 5% will not give you extra help with your schoolwork if you need it

Student Academic Aspirations:

- 71% report that they expect to go on in school after graduation: 8% to attain a two-year degree, 33% a four-year degree, 30% a graduate degree
- 19 – 35% (depending on the item) report their school does not offer encouragement to take college preparation courses, help with applications or

financial aid forms, provide information about college geared to my specific needs or about scholarships/loans to help pay for college

Academic Engagement: (most of the time, all the time combined)

- 65% say they really hard to do a good job on homework
- 55% say they keep trying to do well on schoolwork, even when it is not interesting
- 36% say they find a way to get help when the schoolwork becomes too difficult
- 31% say they are able to spend enough time on topics to understand them well
- 19% say they find their schoolwork interesting
- 13% say they do not care too much about schoolwork
- 12% say they get frustrated and give up when schoolwork becomes too hard

Academic Self-Concept (agree and strongly agreed combined)

I am good at....

- 74% understanding what I read
- 70% working in a group with other students
- 66% asking teachers for help when I get stuck on schoolwork
- 65% writing papers or stories
- 64% taking part in class or group discussions
- 59% learning math

Perceptions of Small Schools (agree and strongly agreed combined)

- 7% - 16% **don't know** if small schools will be beneficial
- 47% - 58% believe small schools **will not provide benefits**
- 25% - 40% believe small schools **will provide benefits**

Student Concerns around Small Schools (from open-ended responses)

- Loss of contact with their friends
- Loss of school identity
- Perceptions of small schools connected to experiences with SLCs:
 - Assigned to SLC they did not choose
 - Have not gotten classes they expected or wanted to take
 - See no differences in classes before and after changing to SLCs

NOTES ON TRENDS THAT CAUGHT OUR ATTENTION

Student Researchers at Northwest High School

We administered the survey on October 19, 2004. Attendance for the day was 1,265 students (with 105 absent). In all, 680 students took the survey. This is a 54% response rate.

- On page 4, towards the top, you can see that 60% of students say teachers make sure that all students are learning. Also 65% of students say teachers believe that all students can do well. Looking at that, it's interesting that 57% said that teachers had given up on them and 37% say teachers only care about the smart kids.
- On page 5, the majority of our students say that they have at least one or more adults that they can go to for help with schoolwork, college applications, personal problems, etc. Although the majority of our students have this relationship with an adult, a small percentage of students say they have no adult and small percent didn't respond at all.
- Also on page 5, towards the bottom, a combined 57% say they are able to spend enough time on an assignment to understand it well only sometimes or at most half the time. 12% said they're never able to spend enough time on an assignment.
- On page 6, there are a number of questions that ask students how connected they feel to our school. Although a portion of the students agree or strongly agree that they feel connected to the school, an even larger portion disagree or disagree strongly.
- On page 7, 57% percent of our students want to graduate from college, and 29% of that 57% want to take further training after graduating from college. 14% only want to finish high school and 8% want to get some college and other training. This is all positive, but it is a lot easier said than done.
- On page 3, 31% of our students say they don't know what Small Learning Community (SLC) they belong to, 6% say they do not belong to any SLC, and 14% did not respond at all. This means that 51% of the students answering the survey do not know their SLC. Despite this, most students responded positively to the questions about Small Schools on page 11.