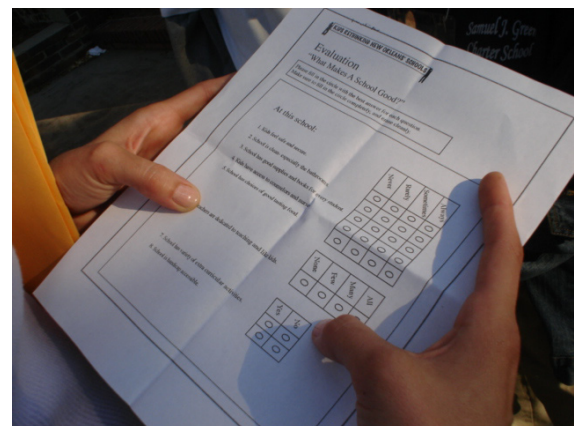


NEW ORLEANS PUBLIC SCHOOLS FROM THE STUDENTS' PERSPECTIVE

*An Evaluation of Nine Schools
By Kids Rethink New Orleans' Schools*



With thanks for invaluable backup assistance to Carolyn Croom, University of New Orleans graduate student in Sociology; Dr. Pam Jenkins, Department of Sociology, University of New Orleans; Ted Quant, Director, Loyola University's Twomey Center for Peace Through Justice; Dr. Linda Usdin and numerous Rethink parents.

Executive Summary

PURPOSE OF EVALUATION

In the summer of 2006, 25 middle school children in New Orleans who call themselves “the Rethinkers” decided to evaluate post-Katrina public schools from the point of view of the students who attend them.

As clients of the public schools, students are in a position to assess the progress of post-Katrina schools better than most constituencies. The Rethinkers wanted to hear what this particular constituency of education experts had to say, and to share the findings with school administrators and other decision makers.

In February 2007, the students selected the participating schools according to district and type including schools operated by all five of the current New Orleans public school systems: New Orleans Public Schools (NOPS); NOPS supervised charter schools; Recovery School District (RSD) operated schools; RSD supervised charter schools; and schools from the Algiers Charter Schools Association (ACAS).

HOW MANY SCHOOLS PARTICIPATED IN THE EVALUATION

Nine schools were chosen to participate in the evaluation – one elementary and one high school from each group. The only exception was the RSD charter category. No high school was chosen because none were operating at this time.

HOW WAS THE RESEARCH CONDUCTED?

The students distributed the survey to a classroom of students from all four grades in the high schools and from the three highest grades at each elementary school. They administered the surveys to each class at five of the nine schools and teachers distributed the surveys at the other four schools for a total of 554 surveys. The Rethinkers also visited and documented their personal observations at nine schools. A team of two Rethink students and two adults visited each school.

WHAT DID THE RETHINKERS FIND ON THE EIGHT DIMENSIONS?

- 1. School safety.** According to the surveys, a majority of students felt that their schools were safe and secure. The Rethinkers observed a number of security guards at two of the schools. In the surveys, the students gave these schools the lowest rating for feeling safe and secure.
- 2. School Cleanliness & Bathrooms.** In all the school surveys, students gave cleanliness and bathrooms the second and lowest ratings. The Rethinkers noted in their personal observations that every school had at least one bathroom that was dirty and in need of repair.
- 3. School Supplies & Books.** Students reported that their schools had good supplies and books for all students, with a school average rating of 73%. Each school had a working library or access to a working library that was clean and equipped with a variety of books and computers. The libraries seemed to be well utilized by students. High rated schools had televisions, computers and a variety of material in the classrooms.
- 4. Nurses & Counselors.** According to the survey, students had access to nurses and counselors at an average school rating of 88%. This was the highest rated school dimension.
- 5. Cafeteria & Food.** The students of all schools gave the lowest rating to the taste of food in their schools. Information from two of the lowest scoring schools reported that there was no cafeteria in operation at the time of the visit. The Rethinkers learned that the students at these schools had sandwiches delivered four times a week, and a local pizza delivery on Fridays.
- 6. Teachers.** The statement the Rethinkers asked students to rate was, "At this school, teachers are dedicated and like teaching kids." The average rating for the schools was 62%, but five of the nine schools had ratings above.
- 7. Extra-curricular activities.** According to the surveys, extra-curricular activities received the second highest rating for all the schools at a rate of 78%. While the Rethinkers could not directly observe extra-curricular activities, they were able to observe the outdoor and recreational facilities. The Rethinkers thought that six of the nine schools had good playgrounds. Three of the nine had a concrete yard surrounded by a chain-link fence. Information gathered during the school visits indicated that these schools partnered with outside agencies to provide activities for students.
- 8. Handicap access.** The average rating for handicap access was 65%. The Rethinkers identified handicap ramps or elevators at seven of the nine schools.

HOW DID THE RETHINKERS VIEW THESE FINDINGS?

- As they worked through the data, the Rethinkers talked about the meaning of their information. They decided that the results of the student surveys on many school dimensions were higher than they expected.
- The Rethinkers wondered why the conditions and available resources appear to be so different among New Orleans' Public Schools. They examined factors such as type of school, neighborhood, and the various cultural connections that affect how students feel about their schools. In addition, they talked about the challenges students who attend schools that lack many resources face and how they must struggle to overcome these obstacles in order to succeed.
- The Rethinkers decided that the community should work to bring all schools up to the highest standards so that all students would know their education is important.

THE RETHINKERS MADE THESE RECOMMENDATIONS:

- Every student should have equal access to the resources available at the highest rated schools. Put an end to selective admissions.
- Spend more time and money hiring and supporting teachers. Not only are more quality teachers needed, but also more professional support for these teachers.
- Institute in-school suspensions instead of making students leave school and miss class.
- Spend less money on school security and direct these resources toward hiring counselors.
- Develop programs to help students cope with problems they may face as a result of Hurricane Katrina or other hardships.
- Improve school buildings. Students will take pride in schools that are kept clean and in good repair. These changes will promote a better learning environment for everyone, including teachers and administrators. These changes will improve students' perceptions of their schools.

Introduction

Kids Rethink New Orleans Schools is a group of New Orleans youth, mainly middle school students, dedicated to changing the city's schools. Their goal is quality education for every kid in New Orleans - no matter their family income, neighborhood or the color of their skin.



This evaluation project began in July 2006, when the Rethinkers developed a brief student survey during their first summer program. The survey was designed for distribution to public school students in order to gather their opinions about eight key factors, or dimensions, describing the current state of their schools. The

Rethinkers intended to pass out the questionnaires themselves, and along the way, record their own personal observations. Ultimately in the spring of 2007, the Rethinkers conducted their research on a randomly selected sample of nine locations that included schools from each of the current public school systems operating in New Orleans today.



The following is a summary of what the students discovered as well as what they concluded about their findings. The report reflects the work of students who are trying to understand what is happening to them and other Orleans Parish students in their post-Katrina schools.

When public schools in New Orleans reopened after Hurricane Katrina, the structure of the education system changed dramatically. In the year before the storm, New Orleans Public Schools (NOPS) operated 128 schools and the Louisiana Board of Secondary and Elementary Education (BESE) identified the majority of them as failing. By the time of the study, the Recovery School District (RSD) was directly operating 22 schools and the NOPS, 5. An additional 33 charter schools were operating under three charter systems – RSD monitored, NOPS-monitored, and the Algiers Charter School Association (ACSA).

RESEARCH DESIGN

This is a case study of a set of schools at one moment in time. The Rethinkers used stratified random sampling to select a total of nine schools from the five public school systems operating in New Orleans at that time.

STRATIFIED RANDOM SAMPLING

As the students learned, stratified random sampling is the process of selecting a simple random sample from each stratum (Babbie 1995). The Rethinkers divided the schools into five groups according to their administrative body. They then separated the schools by grade level to ensure selection of one elementary/middle and one high school from each of the five groups. At the time of the survey, the RSD had no charter high school open.

The Rethinkers further divided the schools by group and placed each school's name on a piece of paper that was dropped into one of the student's hats. They then selected an elementary and high school from each group. The school sample included nine schools, five elementary and four high schools. Please refer to Appendix A for the types of schools and numbers of students surveyed.

METHOD

This study uses both quantitative and qualitative methods and is a way of comparing the data from different sources. Creswell (2003) defines this combination of methods as a mixed methods approach. Mixed-methods approaches can provide a more detailed and explanatory picture, by combining facts that tend to be more objective (i.e., the survey) with subjective experiences and descriptions (i.e., the Rethinkers' field notes). The Rethinkers learned how to use both methods in the execution of their project.

Through their survey entitled "What Makes a Good School," the Rethinkers gathered quantitative data about the students' experiences in their schools (eight aspects). Specifically, they asked students about: school safety, cleanliness/bathrooms, learning supplies/books, access to counselors and nurses, taste of school food, quality of teachers, extra-curricular activities, and handicap access (see appendix for a copy of the questionnaire).

The qualitative part of the project involved the Rethinkers recording their observations at each school

in the form of field notes. As the students participated in the tour and survey distribution, they took field notes about their surroundings. They learned to actively use their senses of sight, sound, touch, taste, and smell to describe the schools. They followed an outline to describe the observable school dimensions including overall outside appearance, school yard, classrooms, cafeteria, bathrooms, and the library. A copy of the observation guide is included in Appendix A. While taking notes, the Rethinkers talked to students and the school's guide, usually the vice principal.

DATA COLLECTION

After developing the survey in the summer of 2006, the research project began in the spring of 2007. Rethink contacted the principals and vice principals at the schools to request participation in the project. The Rethinkers were able to interview RSD superintendent Robin Jarvis and received permission to proceed at one RSD elementary and high school. For each selected school, two Rethinkers, UNO graduate student Carolyn Croom, and Rethink director Jane Wholey visited the school to tour the building, record field notes and distribute the survey.

The Rethinkers handed out the questionnaire to one class per grade at the four high schools. At the elementary schools, they passed out questionnaires to students in the three highest grades. At six of the nine schools, the Rethinkers went into the classroom to briefly introduce themselves and hand out the survey. They waited while the students filled out the surveys and then collected them. At the NOPS charter high school, the RSD high school and the NOPS charter elementary school, the principals chose to let one homeroom teacher from each grade distribute the survey. The NOPS charter high school chose to distribute the surveys to more than one class from each grade in order to complete the entire packet of 105 surveys. This school had double the number of completed surveys. The total number of students surveyed was 554.

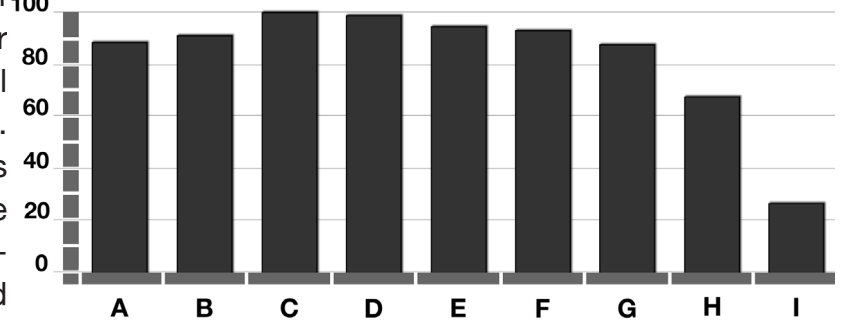
FINDINGS

The findings represent the two types of data collected – quantitative and qualitative. The student survey responses provide the quantitative data. The Rethinker field notes provide the qualitative data. The Rethinkers analyzed their notes and discovered a set of patterns or themes present in each of the school dimensions. The themes for each dimension were coded with letters in order to condense the data. Tables 2 and 2.1 in Appendix A highlight the themes discovered and how these themes appeared in each school. The students then reviewed their firsthand observations in addition to the survey results to describe the following eight dimensions of the schools.

DIMENSION 1: SCHOOL SAFETY

- A. ACSA Elem. B. ACSA Sr. High C. NOPS Charter Elem D. NOPS Charter Sr. High
 E. NOPS Elem. F. NOPS Sr. High G. RSD Charter Elem. H. RSD Elem. I. RSD Sr. High

According to the surveys, the majority of students at most schools felt that their schools were safe and secure. The overall school average for this question was 83%. The Rethinkers counted six security guards at an RSD elementary school and twelve guards at an RSD high school. At the elementary school, they observed one guard directing traffic, two guards stationed at

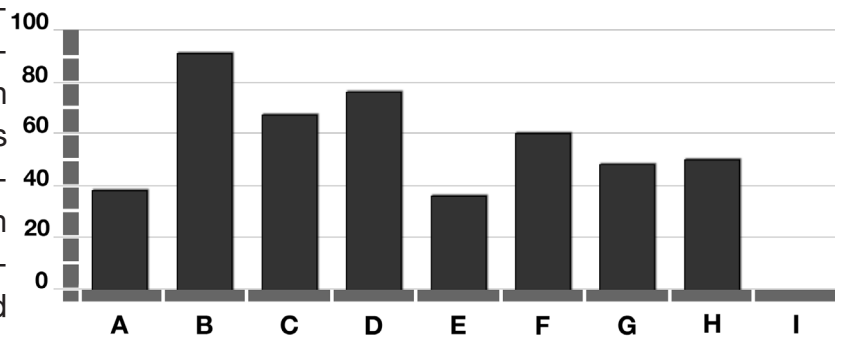


metal detectors in the two front entryways and one guard each on the first and second floor for a total of seven guards. At the RSD high school, four security guards were stationed at a metal detector in the front entryway. Eight more guards were either stationed on stairwells and hallways or patrolling the grounds. As the surveys illustrate, the students' perceptions of these schools resulted in the lowest ratings for feeling safe and secure at a rate of 26% for the RSD high school and 67% for the RSD elementary school. Students at the other seven schools rated safety at 88% or higher. The Rethinkers observed four security guards at the ACSA high school and only 1 or 2 guards at the NOPS charter elementary and high school, ACSA elementary school, and NOPS elementary and high schools. No security guard was present at the RSD charter elementary school.

DIMENSION 2: SCHOOL CLEANLINESS & BATHROOMS

- A. ACSA Elem. B. ACSA Sr. High C. NOPS Charter Elem D. NOPS Charter Sr. High
 E. NOPS Elem. F. NOPS Sr. High G. RSD Charter Elem. H. RSD Elem. I. RSD Sr. High

Students gave school cleanliness – especially the bathrooms – the second lowest ratings of all the dimensions for each school. The overall school average for this question was 52%. The Rethinkers examined a boys and girls bathroom at each school. They noted items such as toilet paper, soap, paper towels, sinks, toilets and stall doors. They found that each school



had at least one bathroom that was dirty and in need of repair. Problems included broken stall doors, clogged sinks, toilets that did not work properly, and missing soap and toilet paper.

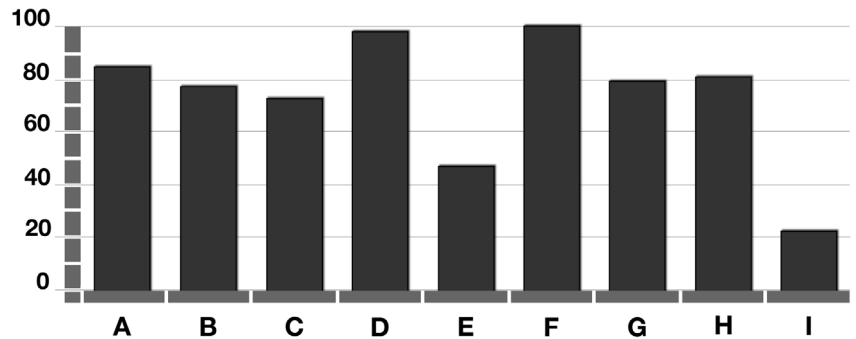
Despite the condition of the bathrooms, the students did observe that the school hallways and classrooms appeared clean at most of the schools. Some hallways were decorated with bulletin board

displays and student artwork. At the NOPS high school, large, colorful murals covered the cafeteria walls. At the RSD high school, an art teacher was working with students to paint murals in the cafeteria.

DIMENSION 3: SCHOOL RESOURCES & LEARNING MATERIALS

A. ACSA Elem. B. ACSA Sr. High C. NOPS Charter Elem D. NOPS Charter Sr. High
 E. NOPS Elem. F. NOPS Sr. High G. RSD Charter Elem. H. RSD Elem. I. RSD Sr. High

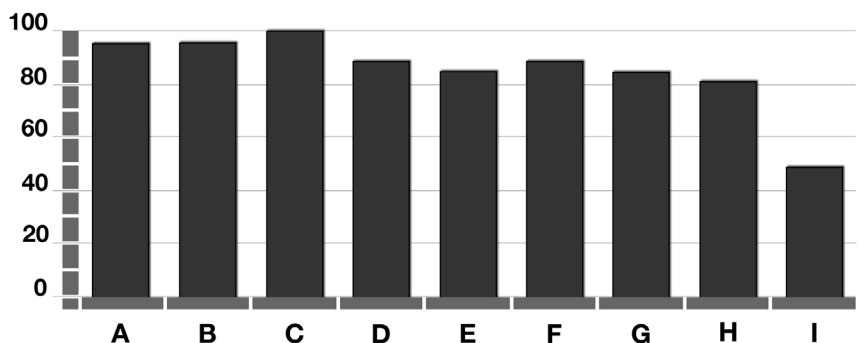
Students reported that their schools had good supplies and books for all students, with an overall school average of 74%. Students at seven of the nine schools rated at or above this average. The RSD high school and the NOPS high school received the lowest ratings with 23% and 47% respectively. Many classrooms at the other higher rated schools had televisions, computers, and a variety of materials. Classrooms at the NOPS charter elementary school had smartboards or computerized bulletin boards while the NOPS charter high school was renovating their language lab and TV studio. The Rethinkers observed good libraries or access to a library at each school that were clean, equipped with a variety of books and computers, and appeared to be well utilized by students.



DIMENSION 4: ACCESS TO COUNSELORS & NURSES

A. ACSA Elem. B. ACSA Sr. High C. NOPS Charter Elem D. NOPS Charter Sr. High
 E. NOPS Elem. F. NOPS Sr. High G. RSD Charter Elem. H. RSD Elem. I. RSD Sr. High

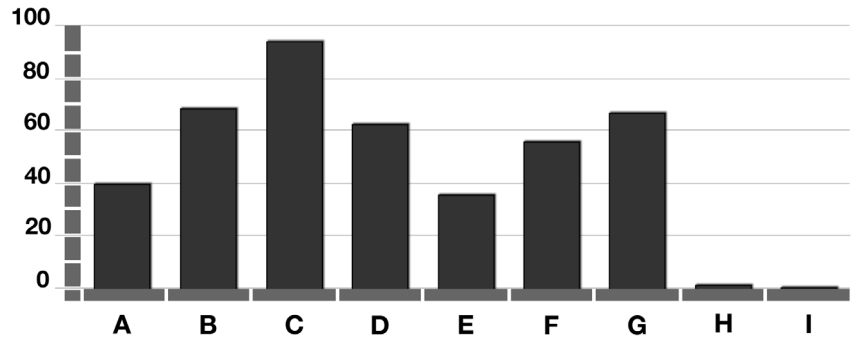
The survey question about access to nurses and counselors received the highest school average. The average rating for the schools was 88%. Eight of the nine schools rated this question at 84% or higher.



DIMENSION 5: CAFETERIA & FOOD

A. ACSA Elem. B. ACSA Sr. High C. NOPS Charter Elem D. NOPS Charter Sr. High
E. NOPS Elem. F. NOPS Sr. High G. RSD Charter Elem. H. RSD Elem. I. RSD Sr. High

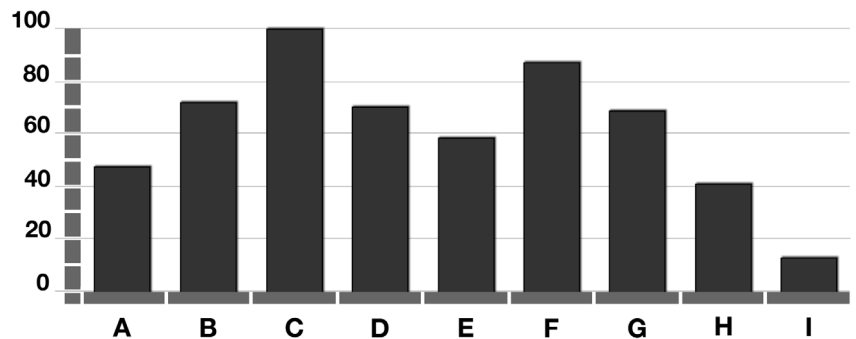
The lowest ratings from the students went to the taste of food at their schools, at an overall average of only 47%. Yet students at five of the nine schools gave a rating that was above the average. The NOPS charter elementary school was rated highest at 94%. The Rethinkers also observed the cafeterias during each school visit. At the RSD high school and elementary school, there were no cafeterias in operation at the time of the visit. At both schools, representatives explained that this was due to problems with the natural gas lines. They reported that the students had sandwiches delivered four times a week, and a local pizza delivery on Fridays.



DIMENSION 6: TEACHERS

A. ACSA Elem. B. ACSA Sr. High C. NOPS Charter Elem D. NOPS Charter Sr. High
E. NOPS Elem. F. NOPS Sr. High G. RSD Charter Elem. H. RSD Elem. I. RSD Sr. High

The overall average school rating for teachers was 62%. Five of the nine schools had ratings that were above average. The NOPS elementary and NOPS charter elementary schools rated the highest at 88% and 100% respectively. Although the Rethinkers observed the classrooms in five of the nine schools, they did not observe teacher and student interactions at length. This dimension can only be reported from the student responses.



DIMENSION 7: EXTRA-CURRICULAR ACTIVITIES

A. ACSA Elem. B. ACSA Sr. High

C. NOPS Charter Elem

D. NOPS Charter Sr. High

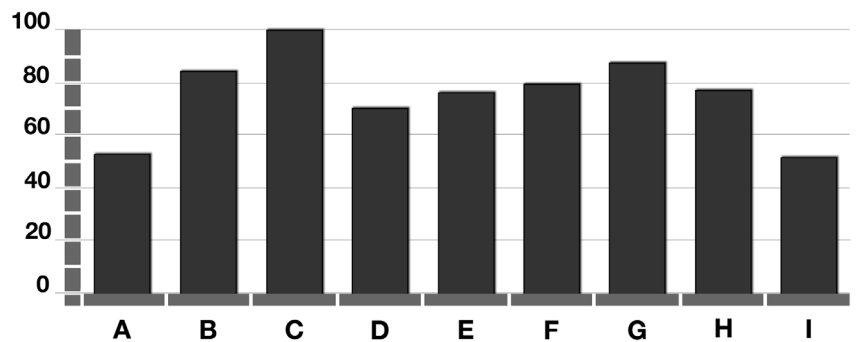
E. NOPS Elem. F. NOPS Sr. High

G. RSD Charter Elem.

H. RSD Elem.

I. RSD Sr. High

According to the surveys, extra-curricular activities received the second highest rating for all the schools for an average of 78%. Seven of the nine schools rated close to or above this average. The Rethinkers noted that although the RSD elementary and RSD charter elementary schools lacked playgrounds, they still rated high on the survey question about extra-curricular activities offered. Information gathered during the school visits indicated that these schools partnered with outside agencies to provide activities for students. In addition, recreational equipment was available for use in the school yard during physical education class.



The Rethinkers closely examined the recreation areas and investigated extra-curricular activities offered at each school. From the observations, the students noticed that six of the nine schools had good playgrounds. The NOPS elementary school, ACSA elementary, and the NOPS charter elementary had playground equipment, basketball/volleyball courts, and areas for students to sit and visit with each other. One of these schools had a newly renovated pool and gym. The NOPS charter high school, the NOPS high school, and the ACSA high school also had good school yards. There were gyms, basketball courts, and grassy practice field at these schools. The RSD high school, the RSD elementary school, and the RSD charter elementary school did not have any grassy area for recreation. These schools had a concrete yard surrounded by a chain-link fence. The high school also had a concrete yard with a parking area surrounded by a chain-link fence, including a small courtyard with tables and benches where students were eating lunch.

DIMENSION 8: HANDICAP ACCESS

A. ACSA Elem. B. ACSA Sr. High

C. NOPS Charter Elem

D. NOPS Charter Sr. High

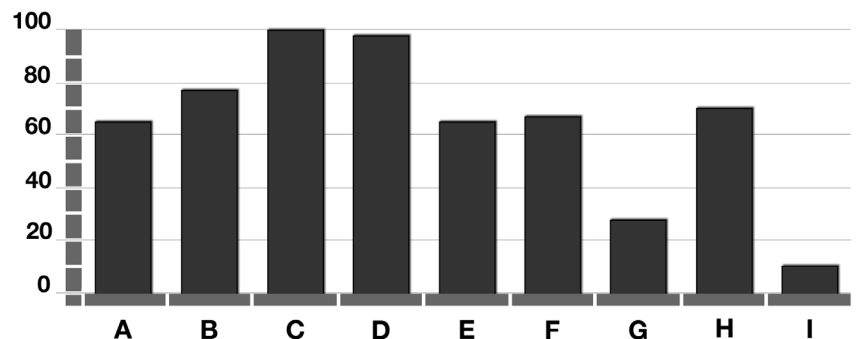
E. NOPS Elem. F. NOPS Sr. High

G. RSD Charter Elem.

H. RSD Elem.

I. RSD Sr. High

The overall average school rating for handicap access was 65%. Students at seven of the nine schools rated their school at 63% or higher. From the observations, the Rethinkers easily identified handicap access at these seven schools.



INTERPRETATION OF FINDINGS

In order to understand their results, the Rethinkers worked with Ted Quant, Director of Loyola University's Twomey Center for Peace Through Justice. By first analyzing the quantitative data, they looked at the responses to safety and security at the schools. They noticed that students at the RSD elementary and RSD high schools felt the least safe. When examining the qualitative data, they also noted that these schools had the highest number of security guards with seven and twelve respectively.

The Rethinkers talked about other factors that may affect how safe and secure students feel at their schools. They thought the neighborhoods and schools that were damaged in the storm may have been most affected by the changes.

The Rethinkers talked further about the overall school environments and what roles they play in bringing about positive change in schools. First, there was a discussion about the different types of connections present in school settings. They recognized that there are varying degrees of connections between teachers and students and connections of teacher and students to a particular school. These may be affected by age of student, location of the school, and variation of cultures within the school. They also noted that the presence of selective admission, resources and labeling may affect how students feel about themselves and their schools. The Rethinkers said that all students deserved equal access to quality education and should not be excluded by selective admission policies.

The students noted at the time of the survey that the RSD schools appeared to lack the most resources. They thought that the resources were even more important at these schools. Without access to quality resources, students may lack the tools and skills necessary to find and utilize opportunities for success. Schools with resources usually had an abundance of them, and the Rethinkers noticed this discrepancy among the participating schools.

CONCLUSION & RECOMMENDATIONS

The Rethinkers concluded their project by asking themselves three questions: What had been surprising about the research findings? What should they recommend for change in the schools? How could students develop leadership through activities like this evaluation project?

Most of the Rethinkers said they had expected more similarity among the school ratings. They were surprised by the extreme high and low responses that characterized some of the schools. None the less, the Rethinkers said that the student responses were much more positive than they had anticipated. While recognizing the need for improvement in the schools, the Rethinkers wondered if their overall negative assumptions might have been due to the fact that the media reports more negative than positive news about the school system.

The Rethinkers also talked at length about how it felt to be a student at a school that lacked major resources. As indicated by the low survey responses, they said that students at these schools may feel anxious, irritated, and poorly about themselves.

THE RETHINKERS MADE THE FOLLOWING RECOMMENDATIONS:

1. Every student should have equal access to the resources available at the highest rated schools.
2. Spend more time and money hiring and supporting teachers. Not only are more quality teachers needed, but also more professional support for these teachers.
3. Institute in-school suspensions instead of making students leave school and miss class.
4. Spend less money on school security and direct these resources toward hiring counselors.
5. Develop programs to help students cope with problems they may face as a result of Hurricane Katrina or other hardships.
6. Improve school buildings. Students will take pride in schools that are kept clean and in good repair. These changes will promote a better learning environment for everyone, including teachers and administrators. These changes will improve students' perceptions of their schools.

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Appendix A. Table 1

SAMPLE OF PARTICIPATING SCHOOLS

Type of School	Grades Served	School Size	# of surveys
Orleans Parish Public School Board Elementary (NOPS)	PK-6	471	56
RSD Elementary	PK-8	598	56
Algiers Charter Schools Association Elementary School (ACSA)	PK-8	558	55
NOPS Charter Elementary	K-7	338	53
Recovery School District Charter Elementary (RSD)	4-8	320	51
NOPS High School	7-12	698	66
RSD High School	9-12	674	73
ACSA Charter High School	9-12	762	105
NOPS Charter High School	9-12	628	39
			TOTAL: 554



Please put an X in the box with the response that best answers the questions below.

At this school:	Never	Rarely	Sometimes	Always
1. Kids feel safe and secure.				
2. School is clean.				
3. School has good supplies and books for all students.				
4. Kids have access to counselors and nurses.				
5. School has good tasting food.				

	None	Few	Many	All
6. Teachers are dedicated to teaching and like kids.				

	Yes	No
7. School has a variety of extra-curricular activities.		
8. School is handicap accesible.		

RETHINKER SCHOOL OBSERVATIONS

FIELDNOTES RECORDING SHEET

Please follow this form in your visits to the schools selected for the evaluation project.

Remember to use all of your 5 senses - sight, smell, touch, hearing and taste.

Don't focus on what you expect to find. This may influence or bias your observations.

Instead document everything you learn by using your 5 senses and the lessons you have learned about participant observations in research evaluation.

Use the examples provided, but use them only as a guide for describing and talking about the places in the school.

1. Talk about the overall appearance of the school. Notice teachers and adults, plants, school signs and handicap accessibility.
2. Describe the school yard. Talk about the students, teachers and adults, equipment, cleanliness, and activities taking place.
3. Describe the classroom. Notice the students, teachers and adults, learning materials, sounds, walls, and windows.
4. Describe the cafeteria. Look around for tables and chairs, windows, type and taste of meals served, smells, students, adults, sounds and cleanliness.
5. Describe the bathrooms. Note everything you observe using your senses.
6. Describe the library. Talk about the sounds, smells, adults, students, books, tables and chairs as well as the learning materials.

Table 2. Rethinkers' Observed Themes

Questions from P.O.	Patterns, Themes	Codes
1. Overall School Appearance	Security Presence Clean>landscaping, litter School Identifiers>Pride, Resources Greeting Handicap accessible	S =security C =overall cleanliness P =pride, resources as indicated by identifiers G =greeting H =Handicap
2. School Yard	Equipment-some or none Type of fencing Sports-presence/absence Pool* Size of yard Safety	S =Sports P =playground E =recreation equipment F^c or Fⁱ =chain link or iron <input type="checkbox"/> = appeared safe
3. Classroom	Materials-quality & amount Friendliness-of teachers & students Computers Uniforms Physical Condition	M^{+/-} =amount of class materials F =Friendly T^{+/-} = computers/technology C^{+/-} =clean, physical conditions, i.e. peeling paint
4. Cafeteria	<i>7 schools</i> -good smells, clean <i>2 schools</i> -clean but no food prep	C =Clean S =Smells good
5. Bathrooms	Stall Doors Supplies Smell Handicap	D =Stall Doors O^{+/-} =Odor S =Supplies present C =Clean
6. Library <i>2-no library due to flood; Franklin uses UNO</i> <i>7-described as very nice</i>	Books-amount & variety Clean smell-no mold or dust Computers/Technology	B^{+/-} =variety in books T^{+/-} = computers/technology ∅ = No library

Table 2.1. Observed Themes by School

School	Appearance S=security, # in superscript C=overall cleanliness P=pride, resources as indicated by identifiers G=greeting (A*) H=Handicap	Yard S=Sports P=playground E=recreation equipment F ^c or F ⁱ =chain link or iron)= or □= Safety	Classroom M ^{+/-} =amount of class materials F=Friendly T ^{+/-} = technology C ^{+/-} = clean, physical conditions, i.e. peeling paint	Cafeteria C=Clean S=Smells good	Bathroom D=Stall door broken O ^{+/-} =Odor S ⁺ / S ⁻ =Supplies present/absent C ⁺ / C ⁻ =Cleanliness	Library B ^{+/-} =variety in books T ^{+/-} = computers/technology ∅= No library
A C S A Elem.	C,H, P, S ¹	E, P, S, □, F ⁱ	M, F, T, C	C, S,	O ⁺ , C, S ⁻	B ⁺ T
A C S A High	C, H?, P, S ⁴	E, P, S,	M, F	C, S,	D, C ⁻ S ⁻ O ⁻	B ⁺ T ⁺
R S D Charter Elem.	P, H?, [Camer- as no security]	E,)= F ^c	M,F	C, S,	D, S ⁻ C ⁻ O ⁻	B T ⁺
R S D High	S ¹²	Small court- yard, F ^c	Not able to enter class- room M-	∅	C ⁻ S ⁻ O ⁻	B ⁺ T ⁺ A*
R S D Elem.	C, H, S ⁷	Kaboom to build F ^c	M-, F, C	∅ but Clean	C ⁺ S ⁺ O ⁺ A*	B ⁻ in boxes T ⁺ many, many com- puters
N O P S Elem.	C, H, P, S ¹	E, P, F ^c	M, F, C, T	C, S,	C, S, O ⁺	B T
N O P S High	C, H, P, S ²	E, P, S, F ⁱ	M, F, T	C, S,	C ⁻ S ⁻ O ⁻	B ⁺ T, theft de- tector de- vice
N O P S Charter Elem.	C, H, P, G=rehearsed by all students	E, P, S, □, F ^c A*-Pool	M+, F+, T+, C,	C, S,	C ⁺ S ⁺ O ⁺ A*	B+, T+
N O P S Charter High	C, H, P, S ¹	E, S, P, F ^c	M+, T+, C, F	C, S,	C ⁻ S ⁺	B+, T+

GLOSSARY OF TERMS

- **Data** – factual information, especially information organized for analysis or used to reason or make decisions.
- **Fieldnotes** – written accounts of observations.
- **Hypothesis** – a proposal intended to explain certain facts or observations.
- **Participant Observation** – process of observing a cultural or social setting while becoming a participant in that setting.
- **Population** – the collection of people living in a given geographic area or space.
- **Quantitative Research** – research dealing with numbers and anything that is measurable that provide precise and testable expression to qualitative ideas.
- **Qualitative Research** – a type of research in which the researcher studies things in their natural setting, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them. Qualitative research describes meaning or discovery whereas quantitative establishes relationship or causation.
- **Scientific method** – a method of investigation that involves observation and theory to test scientific hypotheses.
- **Random Sample** – a subset chosen from a population for investigation that is selected so that every possible sample has an equal chance of being selected.
- **Stratified Random Sampling** – the process of selecting independent samples from a number of subpopulations (or strata) within the population.

ACRONYMS

- **ACSA** Algiers Charter Schools Association
- **BESE** Board of Secondary and Elementary of the State of Louisiana
- **NOPS** New Orleans Public Schools
- **RSD** Recovery School District