



Dramatic Results Student & Teacher Pre-Survey 2005

Brief Report

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The SRM evaluation group work is a team effort directed by Professor Marvin C. Alkin. This report reflects the effort of a number of team members.

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Dramatic Results Student & Teacher Pre-Survey 2005: Brief Report

This report presents a brief summary of survey data collected from teachers and students at Lee and Willard elementary schools in the Fall of 2005. Students from four classrooms involved in Dramatic Result's Focus on Learning (FOL) program were asked to answer a series of questions about their behavior in school, motivation, and relationship with parents, teachers, and friends. The four teachers from each classroom were also asked to rate each student's classroom behavior, motivation, and academic/social abilities.

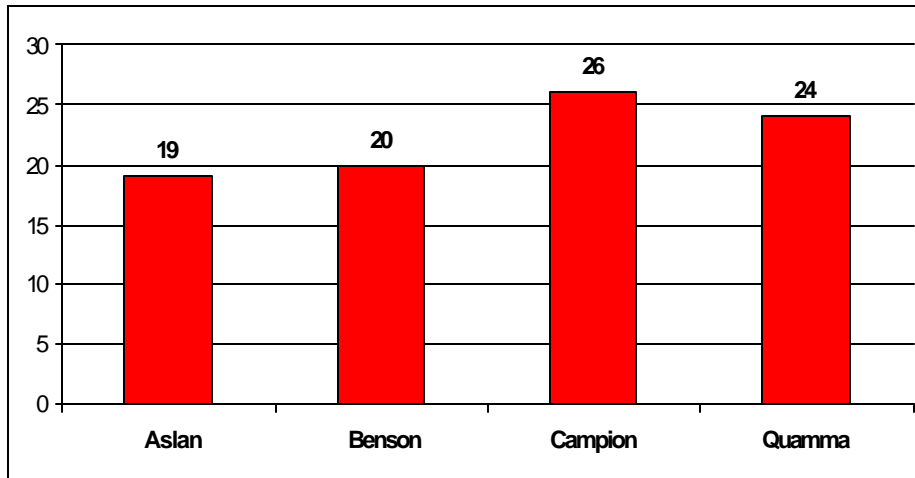
The survey was given to teachers and students as a pre-survey, with a post-survey scheduled for spring 2006. The two purposes behind the pre-survey and post-survey are to measure changes in, first, student perceptions of their own abilities, and second, teachers' perceptions of student abilities throughout the year. This report, provides a summary of the results from the pre-survey (divided into three sections). The first section focuses on student distribution in the school, the second section reports on student responses, and the third section reports on teacher responses.

Student Distribution

There were 89 students who answered the student survey. All participating students were part of the Focus on Learning program. Most students completed the survey on-line, while the remainder used paper and pencil survey forms. In terms of school distribution, more than half of the students (55%) were from Willard elementary school, and 45% were from Lee elementary school. Of the four classrooms surveyed, Mrs. Campion had the largest classroom with 26 students, and Mrs. Aslan had the smallest classroom with 19 students (Figure 1). Half of students were in the 5th grade, and

the remainder were in the 4th grade. In terms of gender, there was an even split between males and females.

Figure 1. Student distribution across classrooms



Student Survey

The student survey focused on how students perceive their own abilities, their motivation for achievement, and their perceived level of support from teachers, parents, and students. Generally speaking, all students believe in the importance of doing well in school and the majority acknowledges the importance of getting good grades (Tables 1a & 1b). Students also indicated that they work hard in their classes, come to class prepared, and like being in school (Table 2). Of the sixteen questions regarding their academic abilities, the “I like to make art” statement received the highest rating by students (Table 2). In addition, most students noted that they hardly get bored in class, that they like to get called on by the teacher, and that they can do almost all the work in school (Table 2).

There were, however, some significant differences in student responses across classrooms. Each classroom operates in a unique context, which needs to be studied and analyzed to understand why academic or behavioral differences appear. For this reason

an analysis was conducted to look at how student responses differed across the four classrooms. Looking at Table 2, one finds four numbers highlighted in yellow. These numbers indicate the existence of a statistically significant difference in student response across classrooms. There are only four instances in the entire student survey where these differences emerged. For example, the analysis revealed that less students in Mrs. Champion’s class come to class prepared when compared to students in the other classes. In addition, more students in Mrs. Quamma’s class than other students in the other classes believe that they can do all their work if they just work harder. These statistical differences may be isolated incidents that do not contain significant information, but they are important to note because they may explain differences in program performance at a later point in the evaluation.

Table 1a. How important is it to you to try your best in school?

	Number	Percent	Average	
Not Important At All	0	0%	3.89	1= Not Important At All
Not Very Important	0	0%		2= Not Very Important
Somewhat Important	10	11.24%		3= Somewhat Important
Very Important	79	88.76%		4= Very Important
Total	89	100%		

Table 1b. How important is it to get good grades?

	Number	Percent	Average
Not Important At All	1	1.12%	3.87
Not Very Important	1	1.12%	
Somewhat Important	7	7.87%	
Very Important	80	89.89%	
Total	89	100%	

1= Never
 2= Hardly Ever
 3= Sometimes
 4= Often
 5= Almost Always

Table 2. Student rating of their academic abilities

	Average
I work very hard on my homework.	4.11
I come to class prepared.	4.37
I like to read.	3.94
I like to make art.	4.46
I like being in school.	4.28
I am a good friend to others.	4.19
I get bored in class a lot.	2.74
I can do even the hardest work in my class if I try	3.99
School is easy for me.	3.69
I can do almost all the work in school if I don't give up.	4.10
I like to write stories.	3.54
I'm usually one of the first students done with my work.	3.31
Friends are the main reason I come to school.	3.29
How often do you get mad or sad at school?	2.99
When my teachers assign homework, I usually do it on time.	3.89
I like when the teacher calls on me to answer questions in class.	4.25

	Average
Aslan	4.79
Benson	3.50
Campion	3.85
Quamma	4.38

	Average
Aslan	4.58
Benson	4.45
Campion	3.92
Quamma	4.63

	Average
Aslan	4.05
Benson	3.95
Campion	3.73
Quamma	4.67

	Average
Aslan	4.63
Benson	4.50
Campion	3.69
Quamma	4.33

Students were also asked a series of questions about the number of times they get into trouble as it related to the following four activities: getting along with their teachers, paying attention in school, getting homework done, and making friends. The students taking the survey revealed that they get into trouble with at least one of the four previously mentioned activities about once a week or everyday (Table 3). It should be

noted that this series of questions caused confusion with students during the administration process. The wording of the question was the source of the confusion. Students were asked “Since school started this year, how often have you had TROUBLE...” then followed by the four activities: getting along with their teachers, paying attention in school, getting homework done, and making friends. According to the survey administrator a number of students did not pick up on the word “trouble” and responded as if the question was asking them to rate their ability in the four activities. For this reason these questions are deemed less than reliable.

Table 3. Student rating of the areas where they get into trouble.

	<u>Average</u>	
Getting along with your teacher?	3.27	1= Never 2= Just a Few Times 3= About Once a Week 4= Almost Everyday 5= Everyday
Paying attention in school?	3.60	
Getting your homework done?	3.79	
Making friends?	3.66	

Students were asked about the level of support or caring they receive from the people surrounding them. Most students believe that everyone around them cares about them very much. Students pointed to their family and teachers as the main source of support and caring. They also believe that their families pay attention to them, have fun together, and understand them (Table 4).

Table 4. Student rating of their social support network

	<u>Average</u>	
How much does your family care about you?	4.74	1= Not At All 2= Very Little 3= Somewhat 4= Quite a Bit 5= Very Much
How much do your friends care about you?	4.20	
Do you feel that your family understands you?	4.30	
How much does your teacher care about you?	4.70	
How often do you and your family have fun together?	4.39	
Does your family give you attention?	4.40	

Teacher Survey

Teachers at Lee elementary and Willard elementary were asked to rate each student on their academic abilities, classroom behavior, and behavioral/social skills. The teacher survey is conducted to see if an alignment exists between teacher and student perceptions of each other. Generally speaking, teachers indicated that students are average or slightly below average academically, and average behaviorally. Academically, teachers rated students as average in their ability to complete homework, meet deadlines, and follow directions (Table 5). Teachers rated students below average in their reading and writing skills (Table 5). There were significant differences in teacher rating of student reading skills. Mrs. Benson’s rated her class higher in their reading ability than the other three teachers. This may be important to note for future interpretation of data from subsequent surveys.

Table 5. Teacher rating of student’s academic abilities.

<u>Average</u>		1= Poor 3= Average 5= Excellent	<u>Average</u>	
Homework completion	3.19		→	Aslan
Meeting homework deadlines	3.16	Benson		2.10
Following directions	2.99	Campion		1.64
reading skills	1.71	Quamma		1.58
writing skills	1.53			
Classroom participation	2.85			
Ability to work independently	2.62			
Ability to work in groups	2.75			
Attention Span	2.53			
motivation	2.79			

Ratings of negative classroom behavior revealed that students, according to their teachers, were rarely absent or tardy (Table 6). However, teachers did report slightly

above average classroom disruptions (Table 6). There was also a significant difference in the level of classroom disruption across the classrooms. Mrs. Campion and Mrs. Quamma reported below average levels of disruption, while Mrs. Benson reported high levels of disruptions from her students. This is important to note because it may explain program differences in the future. These differences may also be due to grade level, where we find the highest level of reported disruptions related to the 5th grade class, and the lowest levels related to the 4th grade class.

Table 6. Teacher rating of students' negative behavior

	<u>Average</u>	
Tardy	1.09	1= Rarely 2= Average 3= Frequently
absent	1.35	
Disruptive in class	2.12	

	<u>Average</u>
Aslan	2.45
Benson	2.75
Campion	1.80
Quamma	1.67

Teacher ratings of student's social/behavioral skills and abilities indicated that teachers perceived their students as relatively calm/stable, open to new ideas, respectful of others, and able to work well with others (Table 7). In addition, teachers reported that their students have above average self-esteem, and are able to make friends easily (Table 7). There were differences on some of these traits across classrooms. More students in Mrs. Benson's class have high self-esteem, are respectful of others, and are self-expressive (Table 7). These differences may be a result of how teachers perceived the questions.

Table 7. Teacher ratings of students' social abilities

<u>Average</u>	
Level of calmness/stability	3.37
Ability to make friends	3.30
Ability to pay attention	2.51
Personal self-esteem	3.20
Ability to control emotions	3.04
Respect for others	3.20
Ability to express him/her self	2.69
Following the rules	3.01
Willingness to take responsibility for actions	3.26
Openness to new ideas/things	3.08
Working well with others	2.92

1= Poor
3= Average
5= Excellent

<u>Average</u>	
Aslan	2.95
Benson	3.70
Campion	3.08
Quamma	3.13

<u>Average</u>	
Aslan	2.95
Benson	3.75
Campion	3.00
Quamma	3.17

<u>Average</u>	
Aslan	1.90
Benson	3.45
Campion	2.88
Quamma	2.50

In terms of student learning style, teachers indicated that most of their students (80.9%) learn by hands on/doing activities (Figure 2). Teachers were also asked how well they know their students. Most teachers indicated that they know the students a little (36%) or somewhat (42%) (Table 8). This is not surprising considering that the survey was given during the first months of the academic calendar, before teachers have a chance to get to know their students.

Figure 2. Teacher rating of student learning style.



Table 8. Teacher rating of how well they know student

	Frequency	Percent
A little	32	36.0%
Somewhat	37	41.6%
Pretty well	15	16.9%
Well	5	5.6%
TOTAL	89	100%

Summary

The results of this pre-survey are preliminary indicators of how students rate in terms of their academic and social abilities. The results point to a student population that is “slightly above average” in terms of their commitment to school, ability to socialize in and outside the classroom, and level of support received from the school and at home. It should be noted that there are some significant differences between the classrooms. These differences may prove important during the analysis of the post-survey data, and in explaining the overall impact of Focus on Learning.