

Gaining Early Awareness and Readiness for Undergraduate Programs

California GEAR UP

*Gear UP Report: Crozier Middle School,
Student, Three Year Comparison Data (2001-2004)*



Principal Investigator

Dr. Jennifer Obidah

Report Prepared by

Tarek Azzam

UCLA

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Introduction

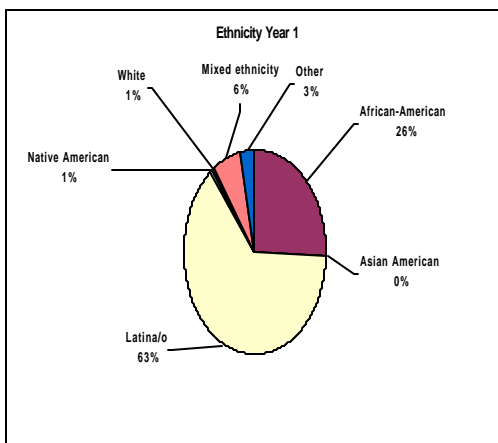
During the past three academic years at Crozier Middle School, students were given a survey that focused on their own college aspirations, and their beliefs about their family and teachers' expectations for them. During the three years, there were some notable changes in student responses. For example, there was a slight, but steady, increase in the percentage of students who expected to go on to a four year college. But there were also decreases in how students rated their own academic performance at school, and some responses did not change across all three years. Never the less, tracking student responses from year to year can provide some insight into the college going climate at Crozier.

This report will be divided into four sections, each addressing a different thematic area of the survey. The first section will focus on student reported demographics across the three years. The second section will look into student self perceptions and future expectations. The third section looks at student perceptions of their parents, teachers, and the school. The final section focuses on student self reported academic habits.

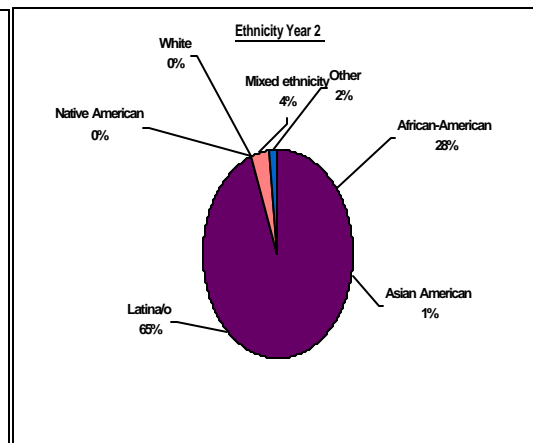
Section 1: Demographics

Over the past three years the racial makeup of students did not change significantly. The population of Crozier Middle School is majority Latina/o (Year 1= 63%, Year 2= 65%, Year 3= 70%) (Graph 1a, 1b, 1c). As can be seen from the Graphs (Graph 1a, 1b, 1c) over the past three years there was an increase in the percentage of Latina/o students, and a slight decrease in the percentage of African-American students (Year 1=26%, Year 2=28%, Year 3=20%). No other major changes in the remaining ethnicities were noted.

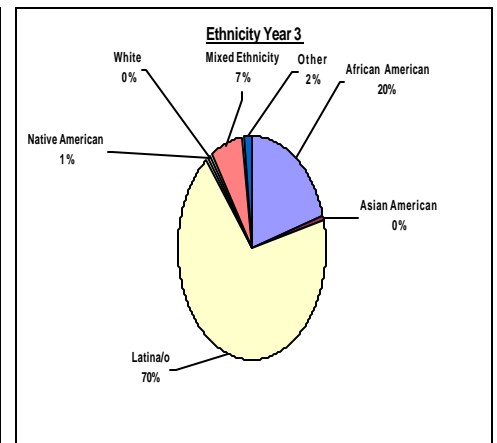
Graph 1a.



Graph 1b.



Graph 1c.

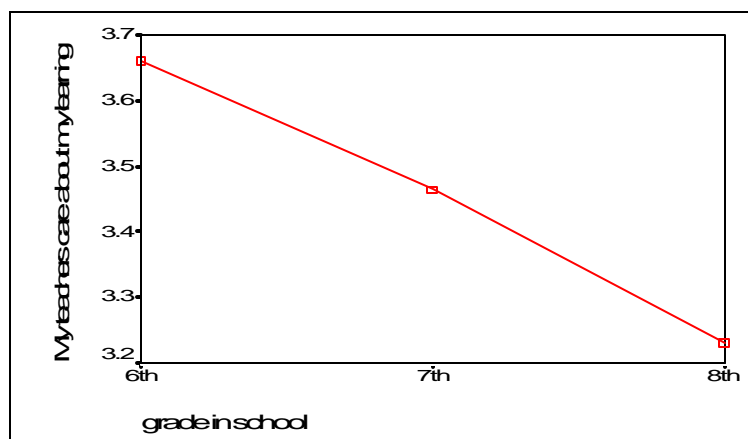


The number of students surveyed changed from year to year. In Year 1, 1022 students completed the GEAR UP survey, in Year 2, it was 736 students, and in Year 3 the number was 644 students. The decline in the number of students surveyed is explained by the grade level distribution of the survey. When looking at grade level distributions, differences appeared in Year 3. In the first two years that the survey was conducted 6th, 7th and 8th graders were included as part of the GEAR UP program (Table 1). In Year 3 (2003-2004), only 7th and 8th graders were included, because the GEAR UP grant did not extend to current 6th graders. Thus, 6th graders were not part of GEAR UP survey in the 2003-2004 year. So it should be noted that third year responses do not include the perspective of 6th graders (Table 1). This is important to recognize because 6th graders tend to respond more positively to questions relating to their future, family, teachers, and friends than 7th and 8th graders. For example, in the 2002-2003 survey, a significantly higher percentage ($f=14.7$, $p<.001$) of 6th graders agreed with the statement that their teachers cared about their learning (Graph 2).

Table 1. Grade distribution across three years

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
6th	33.40%	33.15%	0.00%
7th	34.47%	38.99%	57.29%
8th	32.13%	27.58%	42.53%
Total	100%	100%	100%

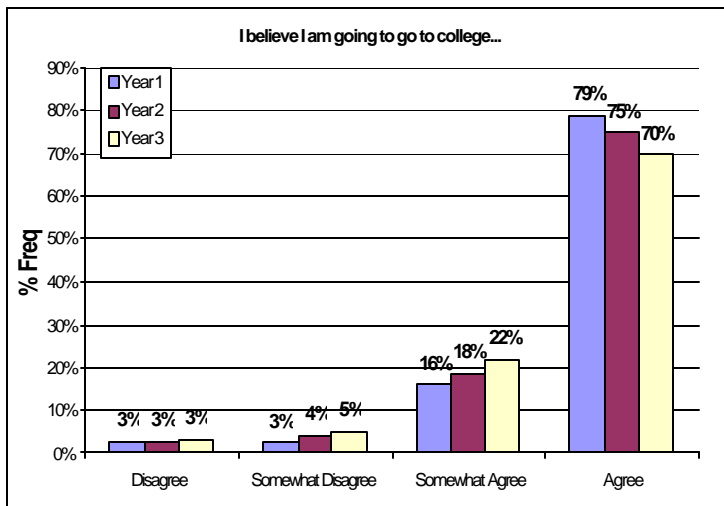
Graph 2. Responses by grade level to questions about teacher caring about student learning



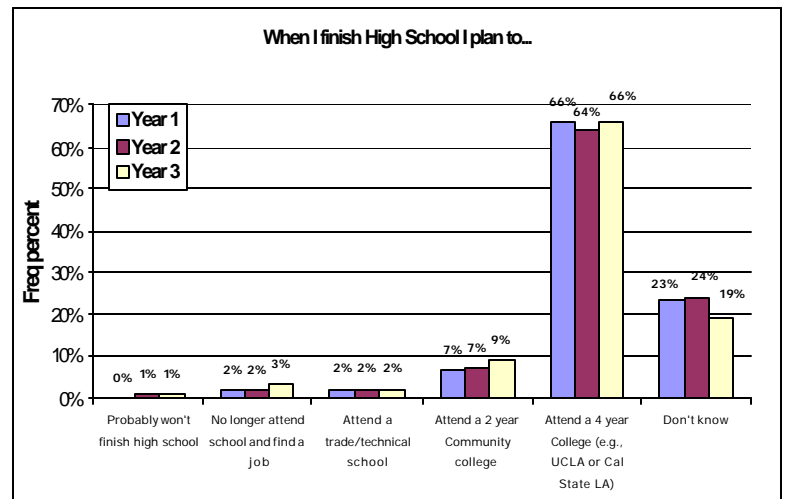
Section 2: Student perceptions of their future & themselves

Two similar questions were used to gain insight into what students expected for their future. The first question asked students about their plans after finishing high school. The second question asked students if they believed that they would attend college. For both questions the majority of students, over the period of three years, believed that they would be going to college (Graph 3), and did plan on going to college (Graph 4). Looking at Graph 3, we see that the majority of students (Year 1=95%, Year 2=93%, Year 3=92%) believed that they would go on to college. Although there was a slight drop in this response from year to year, the overwhelming majority of students still believed that they would continue on to college. In addition, Graph 4 indicated that most students (Year 1=66%, Year 2=64%, Year 3=66%) planned on going to a four year college/university after completing high school. There were also no significant changes across the three years in this response.

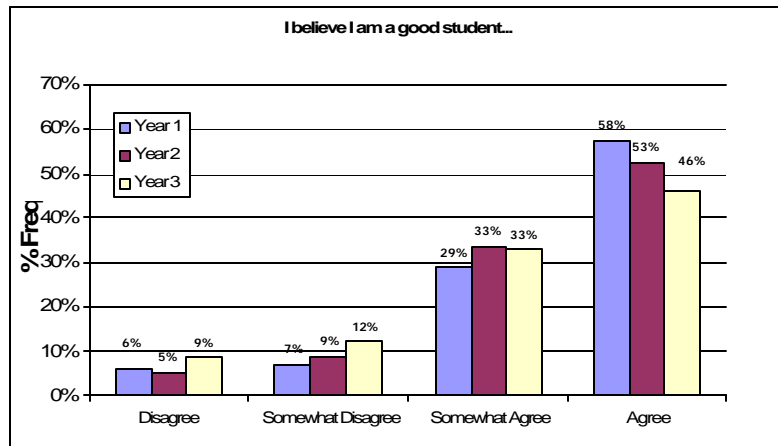
Graph 3.



Graph 4.



When looking at student perceptions of themselves as “good students” over the course of three years (Graph 5), we see that there was a decline in the how students viewed their own academic performance. In Year 1, 58% of students believed that they were good students. This percentage declined in Year 2 to 53%, then to 46% in Year 3. Although there was a decline, their expectations for the future remained constant (see previous paragraph). The decline in Year 3 could also be due to the exclusion of 6th graders from the sample, because in the previous years, 6th graders tended to rate themselves higher than 7th and 8th graders.

Graph 5.

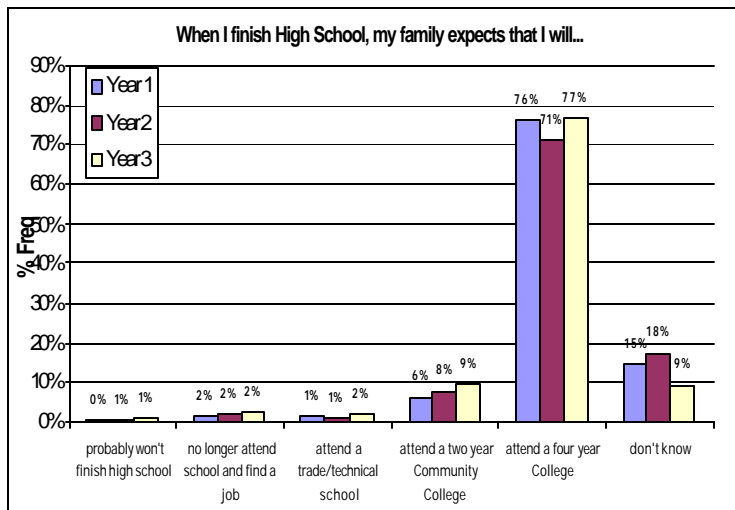
Section 3: Student perceptions of their family, teachers, & the school

Students were asked a series of questions that focused on their beliefs and perceptions about the expectations of their family, teachers, and school. This section will be divided into three subsections focusing on each group individually for better clarity. The first subsection will look at student perceptions of their family, the second focuses on perceptions of teachers, and the third looks at how students view their school.

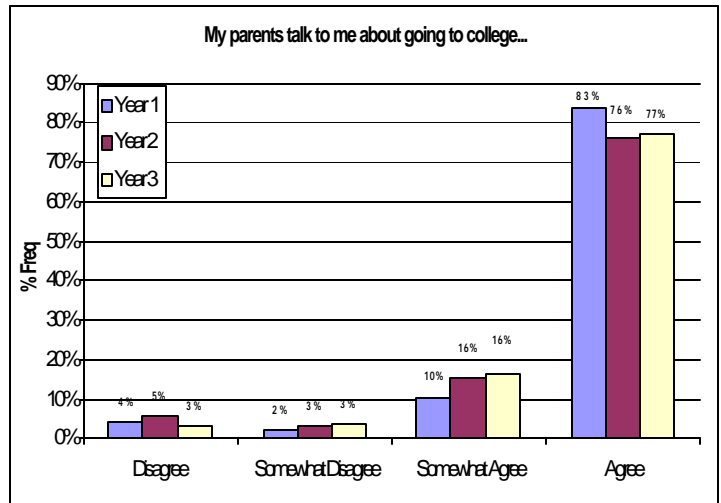
Subsection 3A: Student perceptions of their family

Looking at student perceptions of their family we see that most students believe that their family expects them to go to a four year college, and that their family talks to them about going to college. These results remained constant during the three year period. When students were asked what they believed their family expected of them after high school, most students (Year 1=76%, Year 2=71%, Year 3=77%) believed that their family expected them to go to a four year college (Graph 6). Similarly, most students (Year 1=83%, Year 2 = 76%, Year 3=77%) indicated that their parents do talk to them about going to college (Graph 7).

Graph 6.



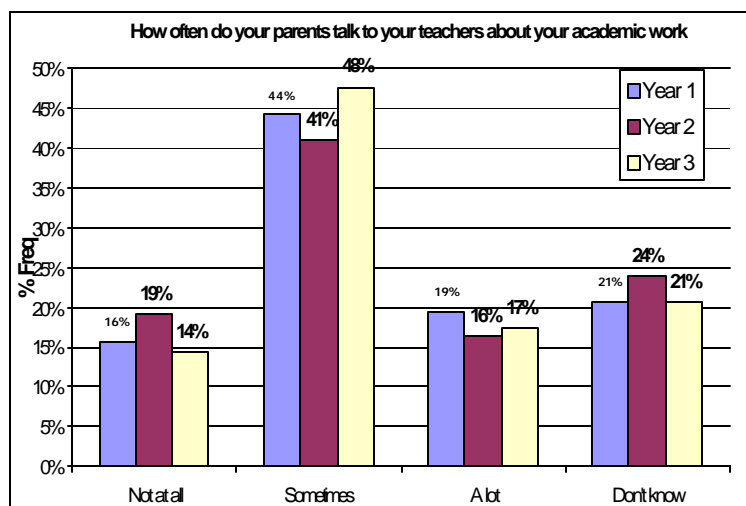
Graph 7.



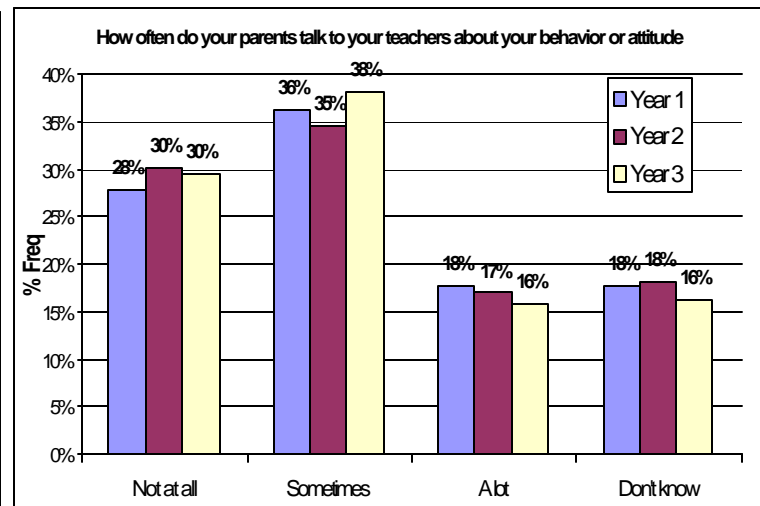
Students were also asked a series of questions about their family's level of involvement in their education. The majority of students (Year 1=63%, Year 2= 57%, Year 3= 65%) indicated that their parents talk to teachers sometimes or a lot about their academic work (Graph 8). Overall, this result increased from Year 1 to Year 3. Similarly, many students indicated that their parents did talk to their teachers about student behavior and attitudes (Graph 9); this result remained constant from year to year.

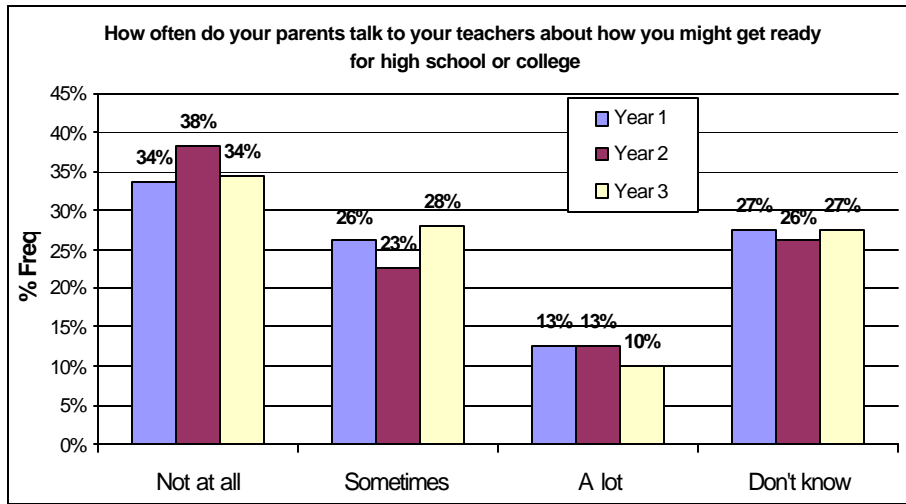
In terms of parent conversations with teachers about college, many students indicated that their parents did not talk to teachers about college (Graph 10). Although the many of students indicated there wasn't a conversation between their parents and teachers about college, there was an increase in the percentage of students who indicated that their parents *sometimes* talked to teachers about college (Year 1=26%, Year 2=23%, Year 3=28%) (Graph 10).

Graph 8.



Graph 9.

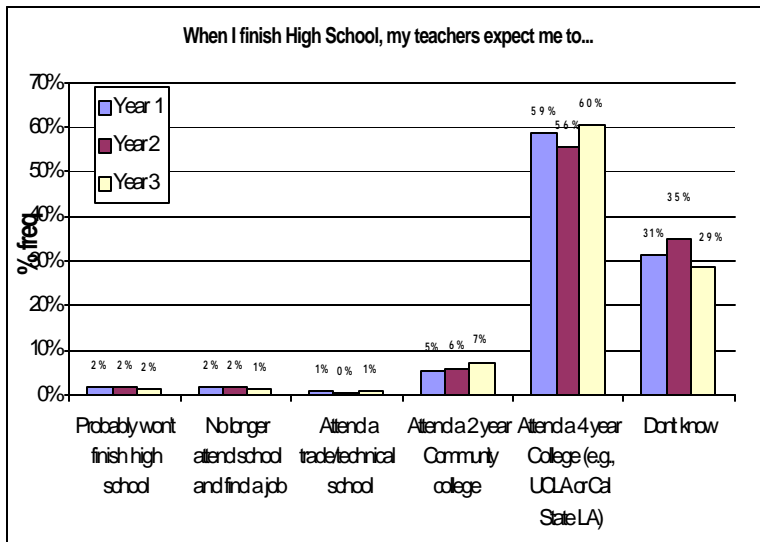
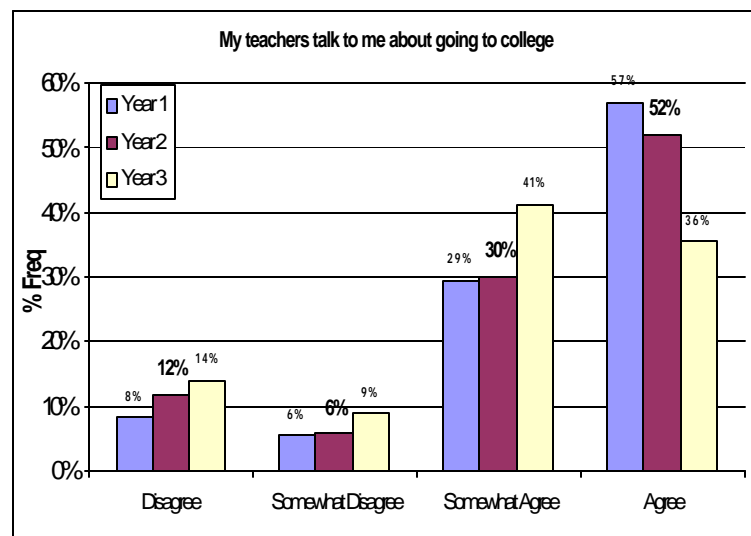
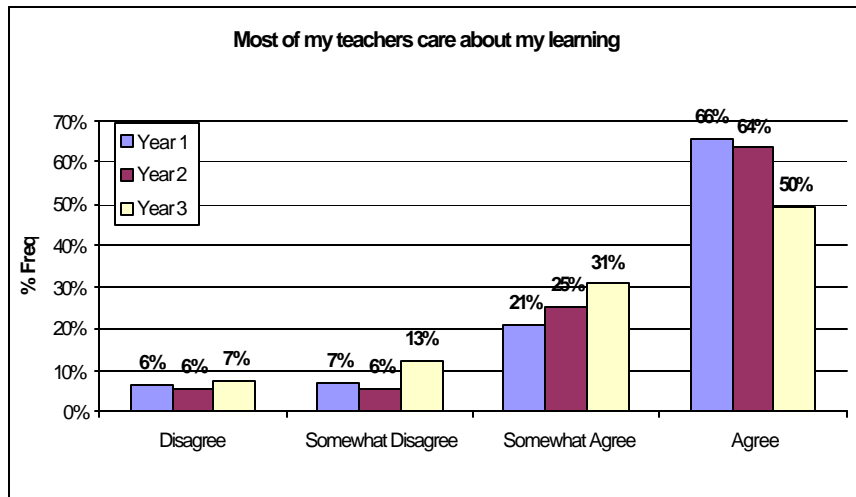


Graph 10.

Subsection 3B: Student perceptions of their teachers

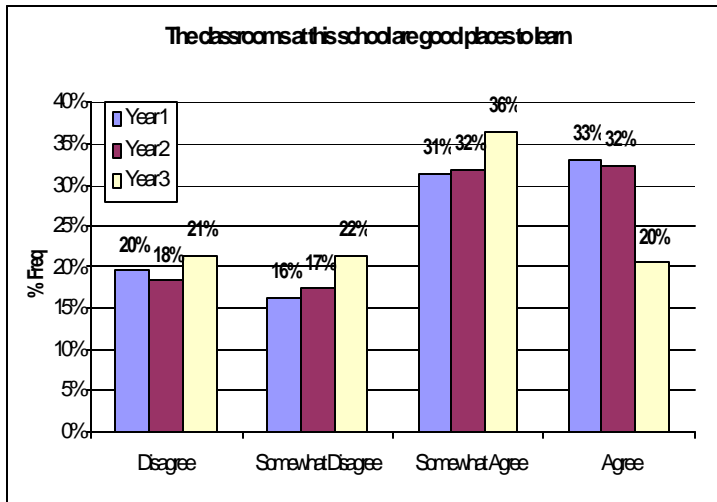
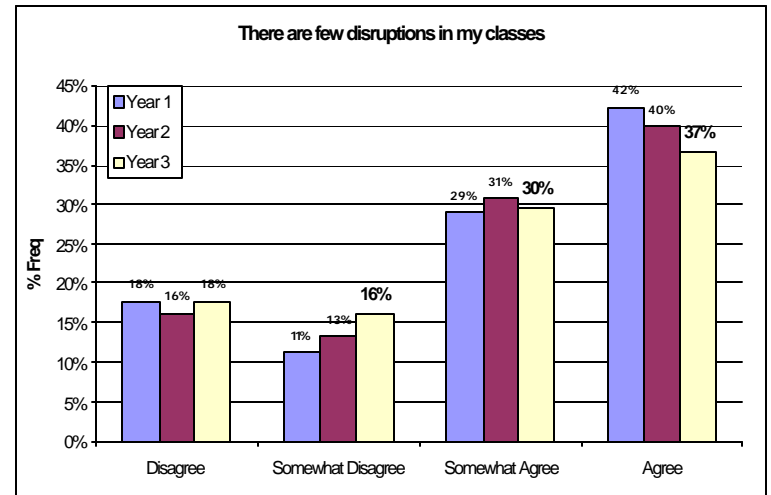
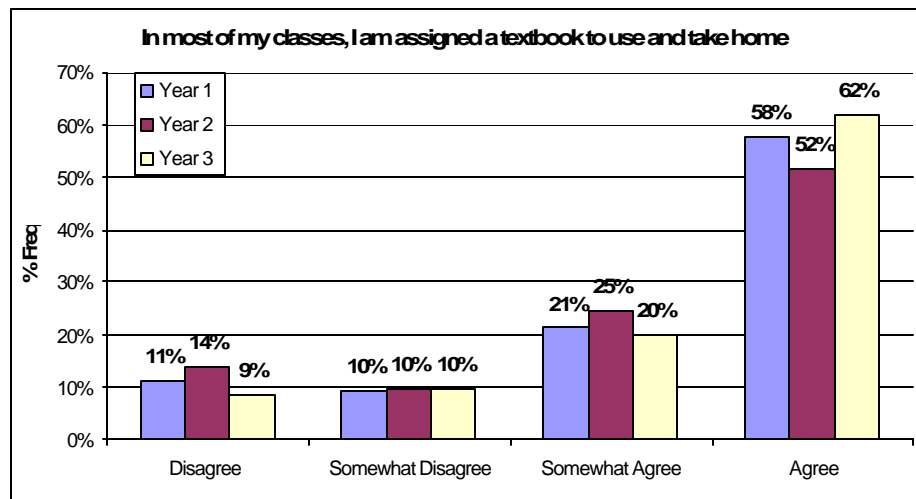
When looking at student beliefs about what their teachers expect of them, we see an interesting contrast. On one end, most students believe that their teachers expect them to go to a four year college (Graph 11). On the other end, many students indicated that their teachers do not talk often about going to college (Graph 12). In addition, over the past three years the percentage of students who indicated that their teachers cared about their learning had also dropped (Graph 13).

Over the past three years the percentage of students who believed that their teachers expected them to go on to a four year college did not change significantly; most students believed that their teachers expected them to go to a college after high school (Year 1= 59%, Year 2= 56%, Year 3=60%) (Graph11). But there was a drop over the three years, in the percentage of students who indicated that their teachers talk to them about college, meaning that there was less conversation about college between teachers and students (Year 1= 86%, Year 2= 82%, Year 3= 77%) (Graph 12). Similarly, this drop was accompanied by a drop in the percentage of students who believed that their teachers cared about their education (Year 1=87%, Year 2= 89%, Year 3= 81%) (Graph 13). These drops could be due to many factors, such as ongoing tension in the schools, but it may also be due to the absence of 6th graders from the sample. 6th graders tend to have the same teacher for the entire year and typically feel more connected to that individual. Further investigation is needed to understand the reasons for these trends.

Graph 11.**Graph 12.****Graph 13.**

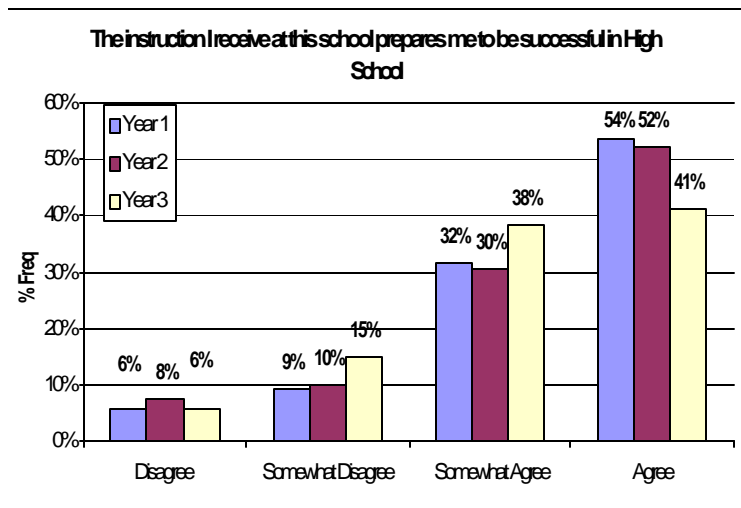
Subsection 3C: Student perceptions of their school

Student views about the school are divided into two areas. The first is focused on perceptions of the actual classroom environment, and the second is focused on the school in general. When looking at the views of the classroom, the majority of students believe that their classes are good places to learn (Graph 14), that there are few disruptions in the class (Graph 15), and that they have textbooks to use and take home (Graph 16). These results did decline in the three years, especially the percentage of students who believed that there are few disruptions in the classes. But overall the results remained relatively constant in the way students viewed their classrooms.

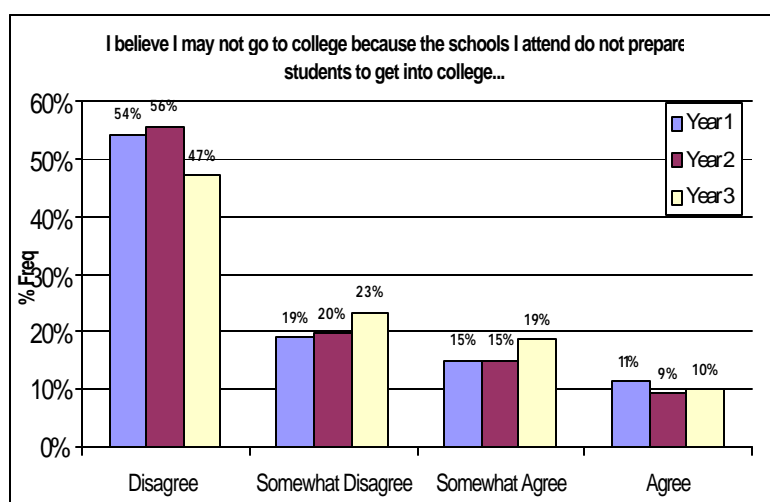
Graph 14.**Graph 15.****Graph 16.**

In terms of how they viewed the school in general, most students believed that the instruction they received allowed them to be successful in high school (Graph 17), and that the school did prepare them for college (Graph 18). In addition, the majority of students believed that it was easy to get extra help in school if they wanted or needed it (Graph 19). These results also declined from year to year, students were not as ardent about their beliefs that the school prepared them for high school (Year 1= 54%, Year 2= 52%, Year 3= 41%, Graph 17) or college (Year 1=54%, Year 2=56%, Year 3 47%, Graph 18), but the majority still believed in these things about the school.

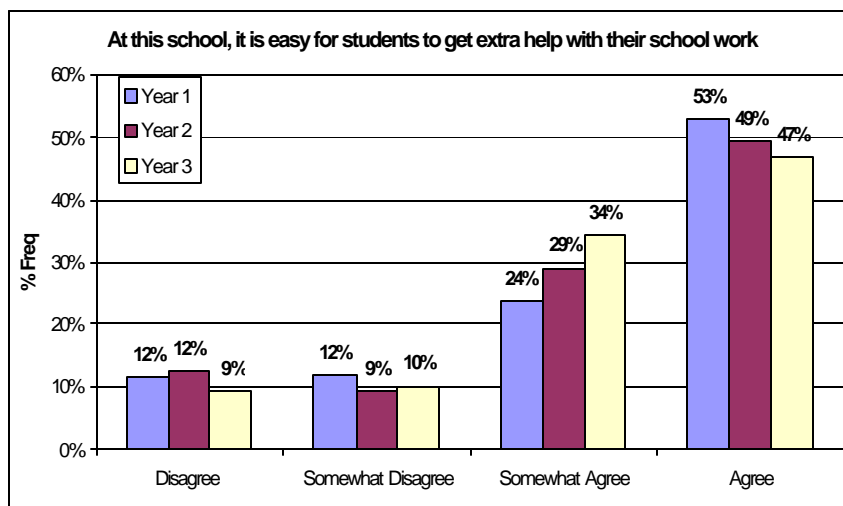
Graph 17.



Graph 18.



Graph 19.



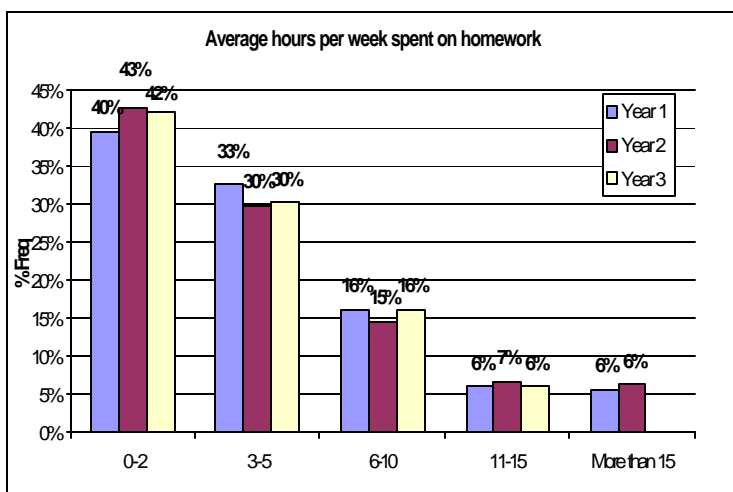
Section 4: Student academic habits

Students were asked a few questions about the amount of time they spend on homework, and how often they went to school. These questions were aimed at getting a glimpse of the level of academic engagement at the school. In addition, students were asked about how many hours of homework they needed to perform to get into college. This question targeted student understanding of what it takes to get into college, and if they were actually taking the steps necessary to accomplish that goal.

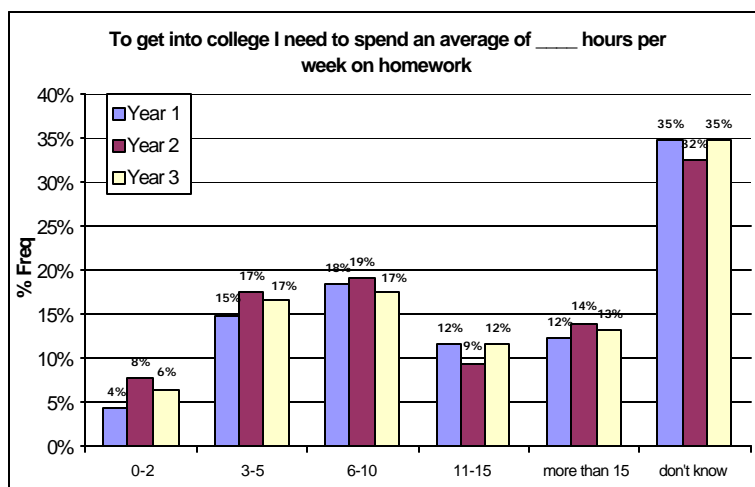
When asked about how many hours they spent doing homework a week, the majority of students indicated that they spent about 0 to 2 hours a week on homework

(Graph 20). This percentage did not change significantly from year to year (Year 1=40%, Year 2=43%, Year 3=42%, Graph 20). In terms of the number of hours students believed they *should* be doing to get into college, many indicated that they did not know how many hours of homework they needed to do (Graph 21). This percentage also did not change much from year to year (Year 1= 35%, Year 2=32%, Year 3=35%, Graph 21). It seems that many students are not aware of what they need to be doing in terms of homework to get ready for college. In terms of school attendance, the majority of students indicated that they go to school all of the time (Graph 22). This percentage dropped from year to year (Year 1=68%, Year 2=57%, Year 3=62%, Graph 22), but still remained the majority response.

Graph 20.



Graph 21.



Graph 22.

