



#19c

Locke High School College Going Culture
Survey Report
(2003-2004)
Synthesis Report

Tarek Azzam
Alexandra Coonce

OCCASIONAL REPORT # 19c¹

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SRM Evaluation Group
Marvin C. Alkin, Project Director

Graduate School of Education and Information Studies
UCLA

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Introduction

For the past two years (2002-2004) students and teachers at Locke High School were given a survey aimed at capturing their beliefs and expectations for college. The survey was generally referred to as the “college going culture survey” and was first given in December of 2002, then in June of 2004. Survey items asked students about their expectations for the future, their views of the school, and beliefs about the people they interact with on a daily basis (e.g. parents, friends, and teachers). Additionally, teachers were asked about their expectations for students, interactions with parents, views on the school, and job satisfaction. The survey was administered with the intention of understanding how teachers and students saw themselves, their school, and their community at large.

It should be noted that both the teacher and student survey included many more items that will not be discussed here, but are presented in occasional reports 19a and 19b. Occasional report 19a is concerned with teacher perspectives and how they changed from year 1 to year 2. Occasional report 19b focuses on student responses and how they change from year 1 to year 2.

This report compares student responses and teacher responses to questions focused on their expectations for the future. In addition, items related to the school environment will also be compared from the student and teacher perspectives. There will also be an added level of analysis which focuses on how both teacher and student perspectives change from Year 1 to Year 2. This analysis will add some complexity to the interpretation of the findings, but should provide an interesting measure of the changes happening at Locke High School.

Procedures

The process of designing, refining, distributing, and collecting the college going culture survey was completed in large part due to the help and effort of LAUSD’s District 7 administrators, teachers, staff, and parents. Survey design was accomplished with the

input of the district superintendent Dr. Rousseau, Locke High School administrators (specifically Vice Principal Guillermina Jaugegui), and members representing the teachers' union. In addition, the evaluation team met with parent representatives to discuss the issues that concerned them the most about the teacher and student surveys. These interactions led to additional items that were included in the year 2 survey. For example, in the year 2 survey, students were asked about what they see as their main obstacles to going to college, and to identify the people they seek to get information about college. These changes to the survey are discussed in more detail in occasional reports 19a and 19b.

In terms of survey distribution and collection, administrators and staff played a pivotal role in aiding the evaluation team. The teacher survey was given at an after school teacher meeting. Teachers were given 45 minutes to complete the survey and were asked to return the survey to the evaluation team. Teachers were then given the student survey and asked to distribute it to their students during second period the following day. Teachers were asked to return completed surveys to the main office for collection by the evaluation team. The collection process went very smoothly in year 2, and this was evident by the increased response rate for the survey (year 1=31% N=955, year 2=52%, N=1589). Teacher and student surveys were then entered into a statistical analysis package for analysis.

Data Analysis Approach

The data analysis used was mainly descriptive² in nature. Survey items were categorized and analyzed based on the issue or construct they capture. In addition, the analysis compares changes in teacher and student responses from year 1 to year 2.

The items used were selected based on their relevance and comparability. The comparisons discussed in this report will focus on teacher and student items that were related to two topics: 1) future expectations for students, and 2) perceptions of school and other students. One example of a 'future expectations' comparison might be: teachers were asked to estimate the percentage of 12th graders who would either go to college,

² Descriptive methods entail the use of means and other measures of central tendency to understand how the average or the majority of students and teachers responded to a particular item or set of items.

skip college and join the military/look for a job, and/or attend a trade/technical school. In addition, teachers were asked to estimate the percentage of 9th graders who would not graduate from high school. Similarly, students were asked if they expected to go to college, skip college and join the military/look for a job, attend a trade/technical school, and/or not graduate from high school. Both of these viewpoints offer a basis for comparison and provide information on what students expect of themselves and what teachers expect of students. Due to some conceptual complexity related to making these comparisons, Table 1 is used to outline what items were compared regarding future expectations and provide a brief explanation of what each comparison should tell us.

Table 1. Teacher and student future expectations item comparisons and explanation

<u>Comparisons</u>		<u>What the comparison should tell us</u>	
<u>Student Survey Item</u>	<u>Teacher survey Item</u>		
Student expectation for themselves	Student beliefs about what teachers expect of them	None	<i>These two student items show students' personal future expectations compared to what they believe their teachers expect of them.</i>
Student beliefs about what teachers expect of them	Student beliefs about what teachers expect of other students	None	<i>These two student items show students' perception of teacher expectations for themselves compared to what they believe are teacher expectations for other students.</i>
Future college going expectations of 12 th graders	Teacher's future expectation of 12 th grade student college attendance		<i>These items tell us what teachers expect of 12th graders and what 12th graders expect of themselves.</i>
Percent of 9 th graders who believe they will not graduate from high school	Teacher estimates of 9 th graders who will not graduate from High School		<i>These items tell of what teacher perceptions of the 9th grade dropout rate and what 9th graders believe is their own personal dropout rate.</i>
Student beliefs about what teachers expect of them	Teacher future expectations of 12 th grade student college attendance		<i>These items show how students perceive the expectations of their teachers for them and what teachers expect of students generally.</i>
Student beliefs about what teachers expect of other students	Teacher future expectations of 12 th grade student college attendance		<i>These two items would show the differences and/or similarities between what students believe to be their teachers' expectations of other students and what teachers expect for all 12th grade students.</i>

The second set of comparisons involve items related to perceptions of school and perceptions of the general student population. For example, students were asked if classes at school were hard, and teachers were asked if the majority of students were taking difficult classes. These two questions provide different views on the level of academic rigor at Locke High School. Results from these two questions revealed that a majority of students believed that their classes were hard, while a majority of teachers thought that

students were not taking difficult classes. This contrast in view points is important to note when engaging students and teachers in discussions surrounding the academic challenges at Locke High School. An overview of items related to perceptions of school and other students are provided in Table 2 with a brief explanation of what these comparisons should tell us.

Table 2. Teacher and student school perception comparisons and explanation

<u>Comparisons</u>		<u>What the comparison should tell us</u>
<u>Student Survey Item</u>	<u>Teacher survey Item</u>	
The classes at this school are hard	The majority of students are taking a lot of difficult classes	<i>These two items tell of the perceived class difficulty from the teacher and student perspective.</i>
This school gets students ready for college	The majority of students are aware of who to talk to at Locke about getting into college	<i>The comparison between these items is a little bit difficult because each one is asking a conceptually different question, however these two items do tell of student and teacher beliefs about the school's ability and performance in both informing and preparing students for college.</i>
I am a good student	The majority of students are good students	<i>Although good is broadly defined, meaning that teachers and students may have different definitions of what is considered good (example, Teachers may believe that getting good grades is good, while students believe that just showing up to class is good), these items do provide some contrast between teacher/student perceptions of students.</i>
Students in my classes care about getting good grades	The majority of students are committed to high academic achievement	<i>These two items show how teachers view the academic commitment of students and how students view their own and other students' desire to achieve academically.</i>
There are few disruptions in my classes	The majority of students are respectful of other students	<i>The two items tell of the level of student discipline at the school from the student and teacher point of view.</i>

Comparison Results

Comparisons between student and teacher surveys shed light on the areas where both groups agree and disagree. Results from such contrasts inform and provide an opportunity for further exploration to determine the reasons behind differing points of view. By looking at student attitudes and future expectations it is possible to gain insight into how students view their options for the future and understand some of their motivating factors. It is also possible to understand how students view key players in their lives. Similarly, by looking at teacher expectations of students' futures, and their perceptions of school, it is possible to understand the factors that influence (or frustrate)

the quality of their instruction. In addition, by noting the changes in students and teacher beliefs and view points from year 1 to year 2, we may be able to discern important factors or conditions that need further attention.

The comparison results will follow the order presented in Table 1 and Table 2. This section is divided into two broad subsections, the first dealing with comparisons of items that reflect teacher and student future expectations (Table 1 items), and the second showing the comparisons of items related to views towards school and other students (Table 2 items).

A. Future Expectations

Teachers and students at Locke High School were asked a series of questions about what they expected students to accomplish in the future. Students were asked about expectations for their own future, beliefs about their teachers' expectations of their future, and beliefs about their teachers' expectations of other students at the school³. Similarly, teachers were asked to estimate the percentage of 12th graders who will: 1) go to a 4 year college 2) go to a 2 year community college 3) go to a trade/technical school 4) skip college and seek a job or join the military. Teachers were also asked to estimate the percentage of 9th graders who will not graduate from high school. These questions attempt to capture: 1) how teachers view students' future prospects, 2) how students view their own future, and 3) how students view teachers' expectations for them and other students.

³ Students were given the same set of response items that teachers had (i.e. go to a 4 year college, go a 2 year community college, go to a trade/technical school, skip college and seek a job or join the military, will not graduate from high school, and don't know). Please note, the last two response items on the student survey were not included in this comparison because teachers were not asked these last two items (i.e. will not graduate from high school, and don't know) responses to these two items can be found in report 18b.

Please note that due to the complex nature of many of the item comparisons and their possible interpretations, the following outline provides the order that this report will follow for easy reference:

	<u><i>Student Survey Item</i></u>	<u><i>Teacher Survey Item</i></u>	
1)	Student expectations for themselves.	Student beliefs about what teachers expect of them.	None
2)	Student beliefs about what teachers expect of them.	Student beliefs about what teachers expect of other students.	None
3)	Future college going expectations of 12 th graders.	Teachers' future expectation of 12 th graders college attendance.	
4)	Percent of 9 th graders who believe they will not graduate from high school.	Teacher estimates of 9 th graders who will not graduate from high school.	
5)	Student beliefs about what teachers expect.	Teacher future expectations of 12 th graders college attendance.	
6)	Student beliefs about what teachers expect of other students.	Teacher future expectations of 12 th graders college attendance.	

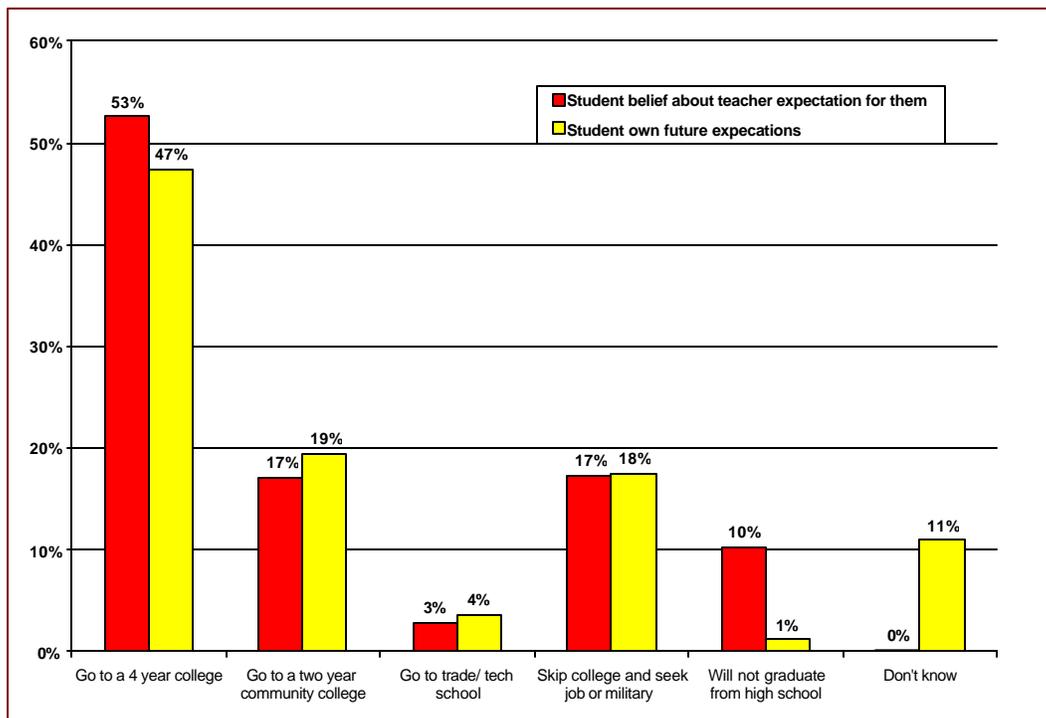
1) Student expectations of themselves (all grade levels) and student beliefs about what teachers expect (all grade levels).

By comparing what students expect of themselves with what students believe their teachers expect of them, we can begin to see how students view themselves in the eyes of the people around them. If large discrepancies emerge between student views of themselves and student views of teachers, this could indicate that students may have high expectations for themselves but believe that teachers do not share that view (or vice versa depending on the direction of the data).

Looking at the results of the analysis (presented in Figure 1) we find that in year 2 student beliefs about themselves and their teachers were not generally different from one another. Most students (from all grade levels) believed that their teachers expected them to go on to college (53%) and many students believed that they would go on to college (47%). In addition, no major differences appeared in student beliefs about attending trade school and community college. This high level of agreement between student expectations for themselves and what students believed to be their teachers' expectations of them indicates that students view their teachers as supportive of their own relatively high academic expectations.

It should be noted that the only major difference between student expectations of themselves and student beliefs about teacher expectations occurred when students were asked about the possibility of not graduating from high school. Less than 1% of students believed that they would not graduate from high school, while 10% of the same students believed that their teachers did not expect them to complete high school (Figure 1).

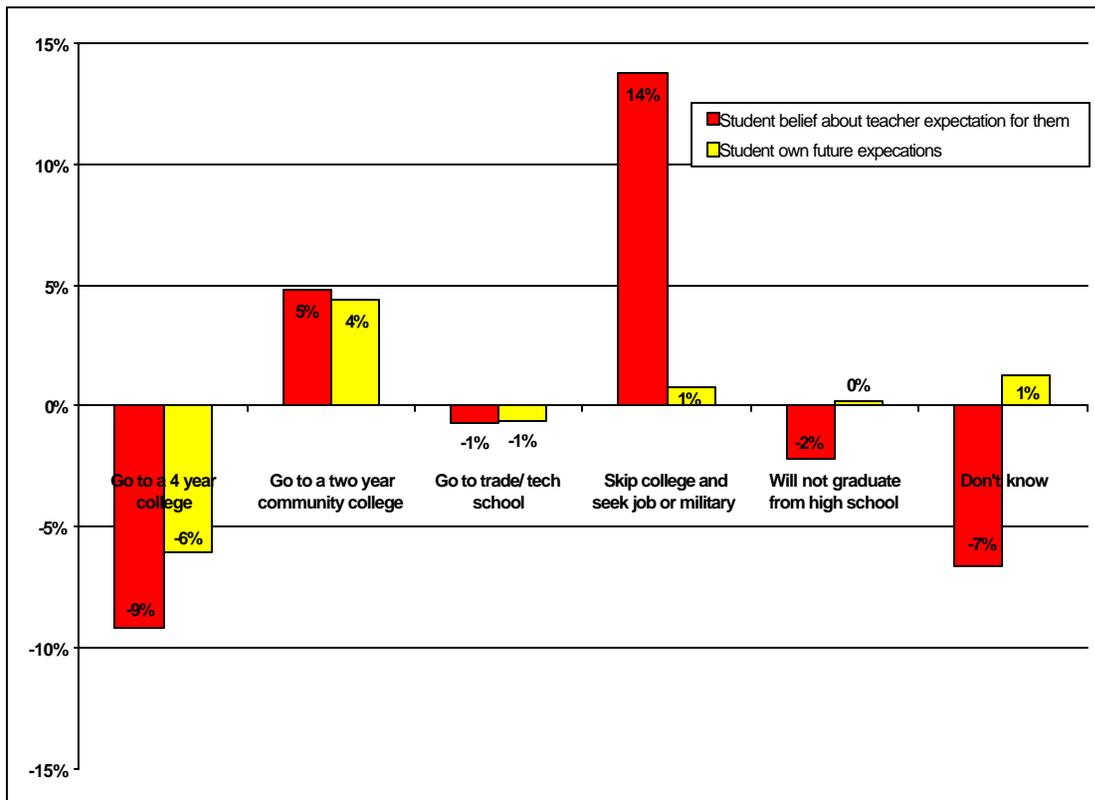
Figure 1. Year 2 student own future expectations (all grade levels) and Student beliefs about teacher expectations for them (all grade levels).



When looking at how student views have changed from year 1 to year 2 we find that there was a drop in the percentage of students who believed that they would go to a 4 year college (-6%) and a drop in the belief that their teachers expected them to go to a 4 year college (-9%) (Figure 2). This drop was offset by an increase in the percentage of students who believed that they will go on to a community college (+5%) and believed that their teachers expected them to go to a community college (+4%) (Figure 2). Additionally, more students in year 2 (+14%) indicated that they thought their teachers expected them to skip college and find a job or join the military (Figure 2). These changes are interesting because they may reflect a changing attitude or climate at the

school. The drop in the percentage of students who believe that they will go directly to a 4 year college and the increase in the belief that they will go a community college may reflect a need for more discussions about what it takes to get into college and the different paths towards attaining that goal. Also, the fact that students' perceptions of teachers' expectations for them were much lower in the second year is worth noting because research indicates that students' perceived teacher expectations are positively associated with student achievement. That is, if a student believes that their teacher has high expectations, he/she tends to have higher achievement.

Figure 2. Changes from year 1 to year 2 in student own future expectations and Student beliefs about teacher expectations for them



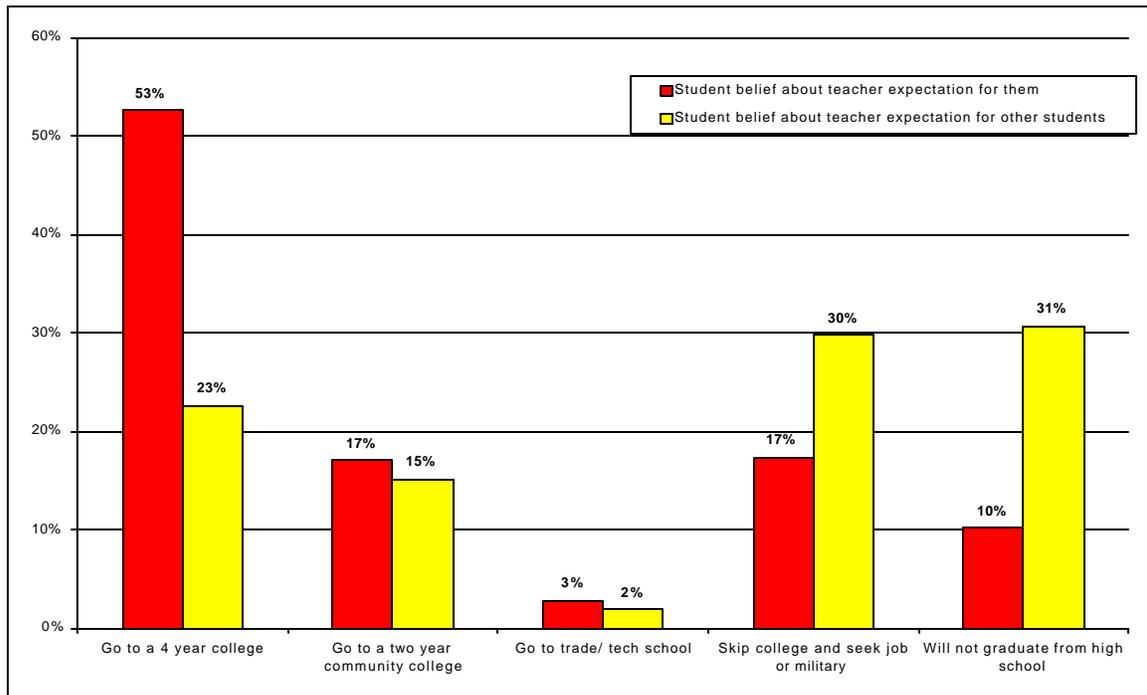
2) Student beliefs (all grade levels) about what teachers expect of them and student beliefs about what teachers expect of other students (all grade levels).

Students were asked about what they believed to be their teachers' expectations for themselves and their teachers' expectations for *other* students. This comparison, although conceptually complex, provides us with the opportunity to see how students view teacher expectations for *other* students and how it relates or compares to student beliefs about teacher expectations of them. This comparison also highlights any major discrepancies or gaps between student perceptions of self and student perception of others. A large degree of agreement in item responses would tell us that *students believe* that teachers expect the same thing from all students. On the other hand, large discrepancies in item responses would indicate that students *view* teachers as positive supporters for them personally but not for the entire student population (this depends on which way the discrepancy leans). It should be noted that this comparison is focused on only the *student perspective*.

Results from the survey reveal a large discrepancy in items responses. The majority of students (53%) (from all grade levels) believe that their teachers expect them to go to a 4 year college/university, while only 23% of students believe that their teachers expect *other* students to go to a 4 year college (Figure 3). Similarly, 10% of students believe that their teachers expect them not to graduate from high school, while 30% of students believe that their teachers expect *other* students not to graduate. Responses to other categories (i.e. skip college and look for job, and go to community college) were very similar for both items.

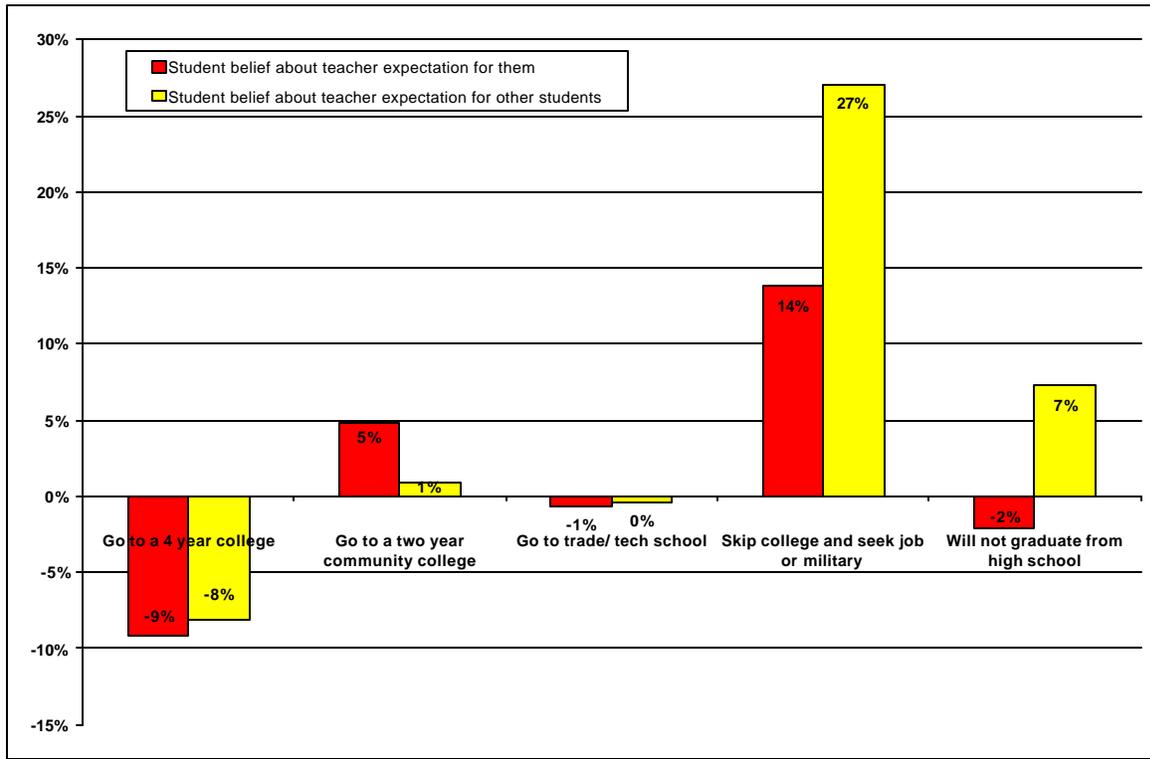
These results indicate that students believe that teachers have relatively high expectations for them as opposed to *other* students. Indeed the data show that students believed that teachers assigned them twice the likelihood of going to college as compared to students generally. This trend needs further study to understand why students view teachers as personally supportive for them, but not for other students. It could be that students' perceptions of what their teachers expect for others is reflective/related to students' perceptions of their school environment.

Figure 3. Year 2 student beliefs (all grade levels) about what teacher expect of them and student beliefs about what teachers expect of other students (all grade levels).



When focusing on the changes in student perspectives from year 1 to year 2 we find a somewhat complex picture emerging. As we have seen in the previous section, there was a drop in student belief of attending a 4 year college, and an increase in the belief of attending a community college (Figure 4). What is notable is a large increase from year 1 to year 2 in the percentage of students who believed that teachers expected other students to skip college and join the military and/or look for a job (+27%). This result indicates that more students in year 2 believe that their teachers do not expect other students to go on to college after completing high school. This trend should be monitored in the coming year because it may reflect how students view the general college going culture at Locke High School. It again reflects that students perceive lower expectations from their teachers – same implications as in section 1.

Figure 4. Changes from year 1 to year 2 in student beliefs about what teacher expect of them and student beliefs about what teachers expect of other students



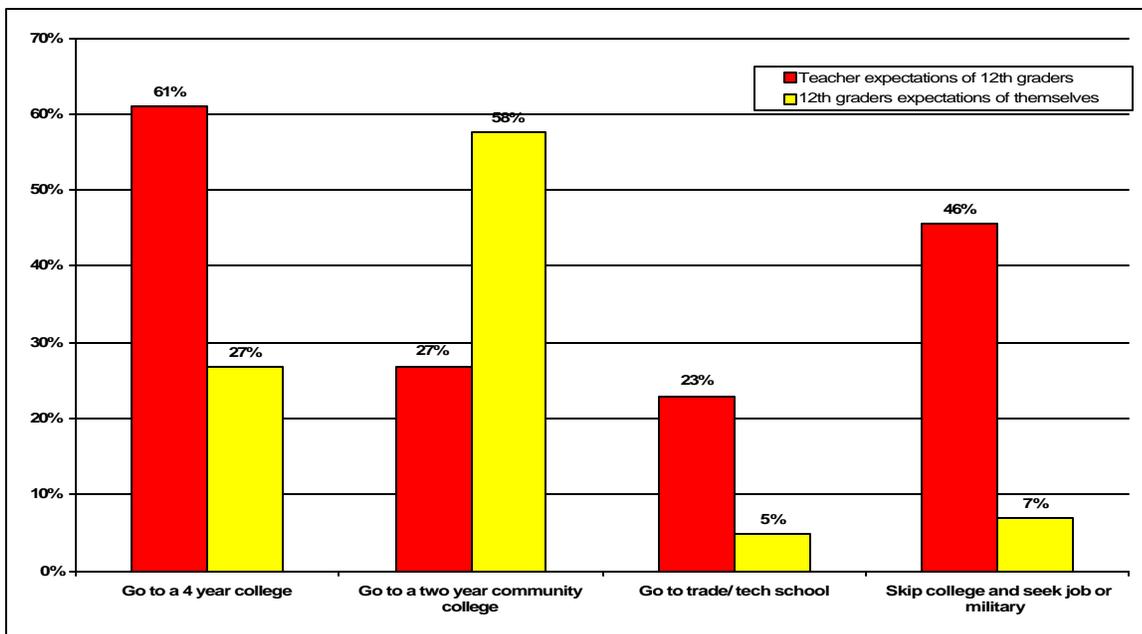
3) Teacher expectations of 12th graders & 12th graders expectations of themselves.

In order to contrast the results from the two previous sections where students had high expectations for themselves and believed that their teachers had high expectations for them, a comparison between actual teacher expectations of 12th graders and 12th graders expectations of themselves was conducted. This comparison revealed strong differences between teacher expectations for 12th graders and 12th graders expectations of themselves (Figure 5). Teachers estimated that 61% of 12th grade students would go to a 4 year college, while 27% of 12th graders believed that they would go to a 4 year college. In addition, only 7% of 12th grade students believed that they would skip college and seek a job or join the military, while teachers expected 46% 12th grade students to skip college and look for a job or join the military. Similarly, teachers estimated that 23% of 12th

graders would attend a trade/technical school, while only 5% of 12th graders believed that they would attend a trade school (Figure 5)⁴.

These results give a mixed message about teacher and student expectations. It appears that teacher beliefs swing between two extremes, where at one end teachers believe that most students will either go to a 4 year college and on the other end they believe that students will skip college altogether and look for jobs or join the military. In contrast, most 12th graders believe that they will go on to community college rather than going to trade/technical school or skipping college altogether. This is interesting because it appears that teachers have very high or low expectations for student's future, while students are more moderate in their expectations for the future. Follow up study, including interviews and/or focus groups, should be conducted to understand the reasons leading to differing teacher and student perceptions.

Figure 5. Year 2 teacher expectations of 12th graders and 12th graders expectation of themselves.

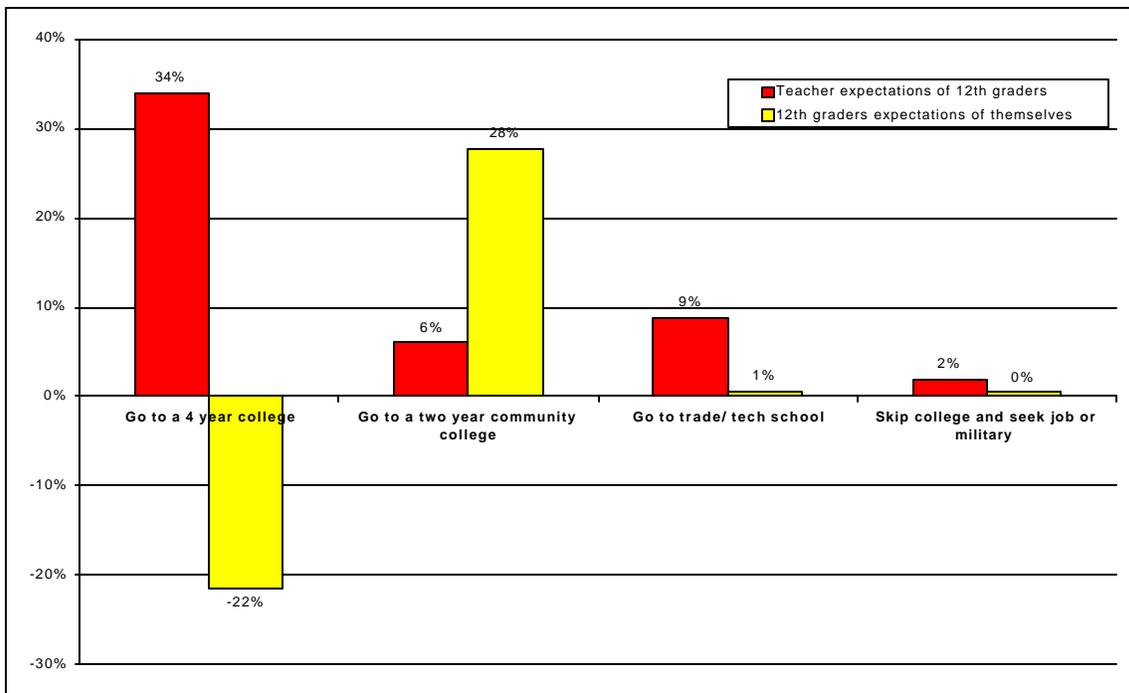


When comparing the changes in 12th grader perceptions and teacher perceptions from year 1 to year 2 we find another mixed message. It appears that a greater percentage of teachers in year 2 (+34%) believed that 12th graders would go on to a 4 year college, while a fewer percentage of 12th graders (-22%) believed that they would to a 4 year

⁴ It should be noted that teacher expectations will not add up to 100% because teachers were asked to provide an estimate for each category (go to college, join military etc.), these estimates were averaged in

college (Figure 6). In contrast, a higher percentage of 12th graders believed in year 2 (+28%) that they would attend a community college after high school (Figure 6). These findings support earlier assertions that students seem to be looking to the community college system as a real option/first option to continuing their education after high school. In addition, teacher expectations for students have also increased dramatically in year 2, with a greater percentage of teachers believing that their students would go on to a 4 year college.

Figure 6. Changes from year 1 to year 2 in teacher expectations of 12th graders and 12th graders expectation of themselves



4) Estimated High School dropout rates of current 9th graders: teacher & 9th grader perspectives.

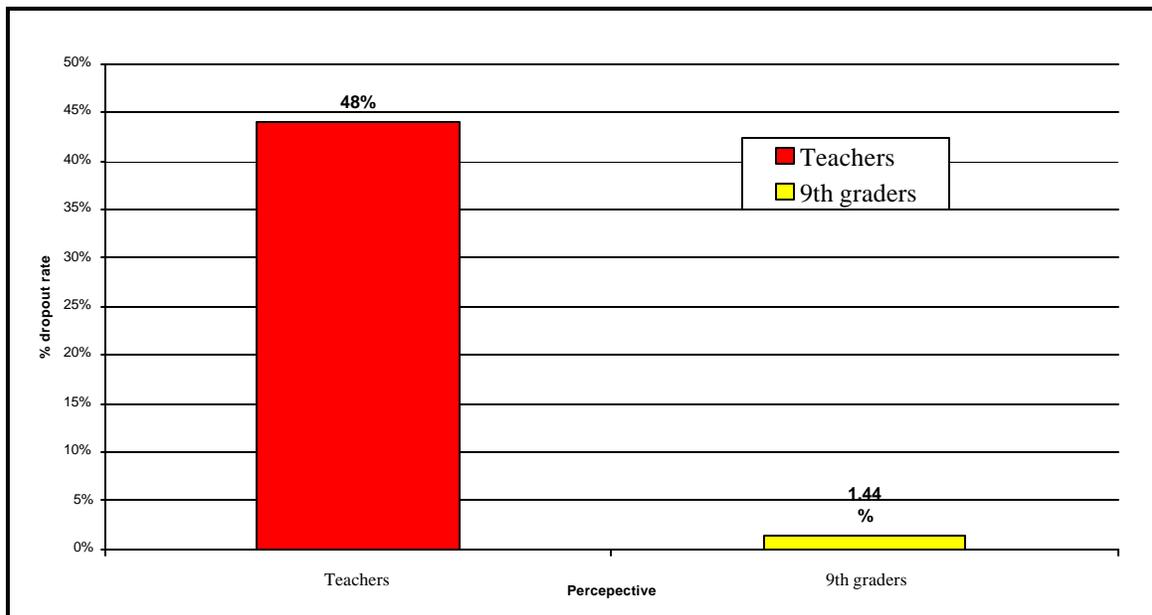
To understand teacher and student perceptions of dropout rates, teachers were asked to estimate the percentage of 9th graders who would not graduate from high school, and 9th graders were also asked about their own high school graduation expectations. Results revealed that only 1.44% of 9th graders believed that they would not graduate from high school, while, on average, teachers estimated that 48% of 9th graders would not

the analysis.

complete high school (Figure 7). These results, again, point to the gap between teacher and student perceptions, where students have very high expectations for themselves relative to teacher expectations.

Although these results reveal a large discrepancy between teacher and student expectations, it should also be noted that teachers might have estimated their dropout rate by using actual school statistical information. For example, the evaluation team was told that during one of the school-wide meetings, incoming 9th graders and current 12th graders were told to stand up. This exercise revealed that the number of 12th graders was less than half the number of 9th graders. This demonstration was used to motivate students to work hard towards graduating but it also revealed the potential dropout rate at the school to both teachers and students.

Figure 7. Year 2 estimated 9th grade dropout rate by teachers and 9th graders.



There were no major changes in teacher and student estimates from year 1 to year 2.

5) 12th graders' perceptions of their teachers' expectations for them and teachers' actual expectations for 12th graders.

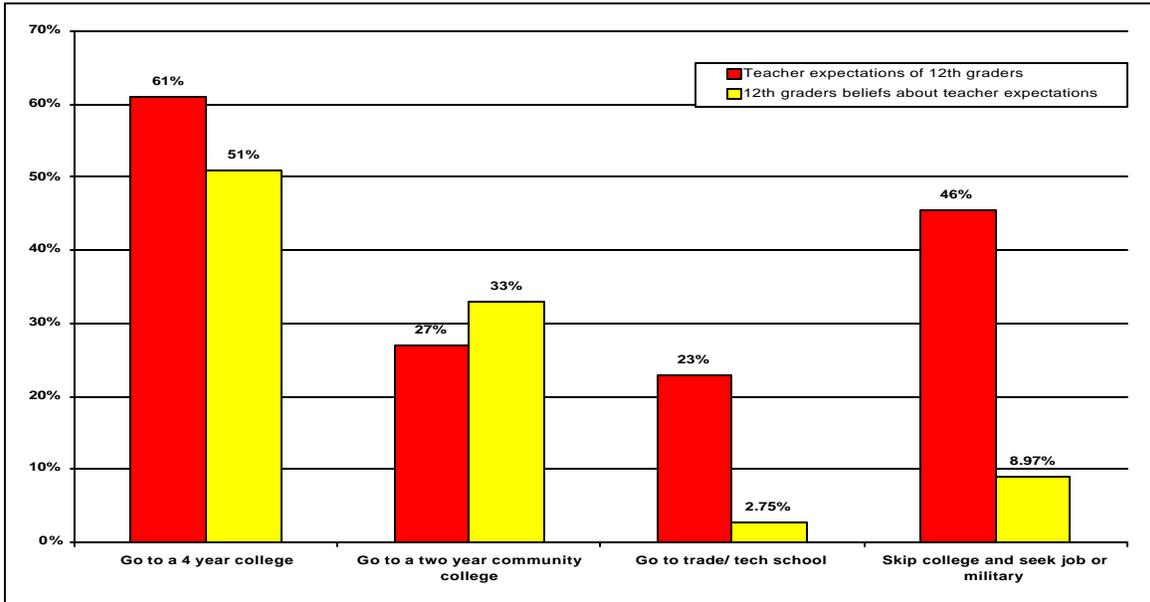
The following comparison provides us the opportunity to investigate students' perceptions of what their teachers think versus what their teachers actually think. In this comparison teachers future expectations for 12th graders (i.e. go to college, not go to college) will be compared to what 12th graders believe their teachers expect of them.

Results of the comparison reveal that 51% of 12th graders believed that their teachers expect them to go on to a 4 year college, and teachers estimated that 61%⁵ of 12th graders will go on to a 4 year college (Figure 8). This result indicates that 12th graders thought that their teachers had high expectations for them and that teachers reported having even higher expectations for 12th graders.

Teachers also believed that 46% of 12th graders would skip college and look for a job or join the military, while only 9% of 12th graders believed that their teachers expected them to skip college and look for a job or join the military (Figure 8). This trend reveals the complexity of contrasting views that we have seen in earlier sections. As mentioned previously teachers appear to have stark expectations for most students. They believe that students will either go to a four year college, or skip college completely. In contrast, 12th graders believe that they will either go to a 4 year college or a community college, and plan on avoiding trade/technical schools, and joining the military. So the results show differences in the alternatives to college; most students indicate that their teachers want them to attend some form of higher education, while teachers believe that students will either go to college or skip it all together.

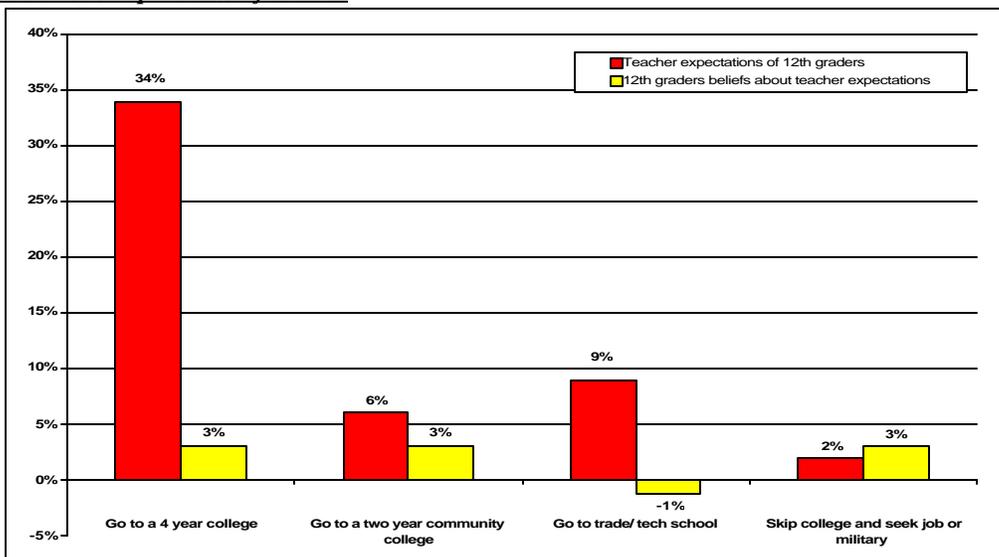
⁵ It should be noted that teacher expectations will not add up to 100% because teachers were asked to provide an estimate for each category (go to college, join military etc.), these estimates were averaged in the analysis.

Figure 8. Year 2 teacher expectations of 12th graders and 12th graders beliefs about teacher expectations for them.



Looking at the changes in teacher and student perceptions from year 1 to year 2, we find that 12th graders' beliefs about their teachers do not generally change (Figure 9). In contrast, teachers' belief that 12th graders would go on to a 4 year college increased dramatically (+34%) (Figure 9). This change is encouraging because it points to an increase in the percentage of teachers who believe that their students will go on to higher education. It is difficult to discern the reasons behind this dramatic change in teacher perceptions and it requires further study. It would also be interesting to follow up to see if this higher expectation by teachers will eventually trickle down to be associated with higher expectation by the students.

Figure 9. Changes from year 1 to year 2 in teacher expectations of 12th graders and 12th graders beliefs about teacher expectations for them

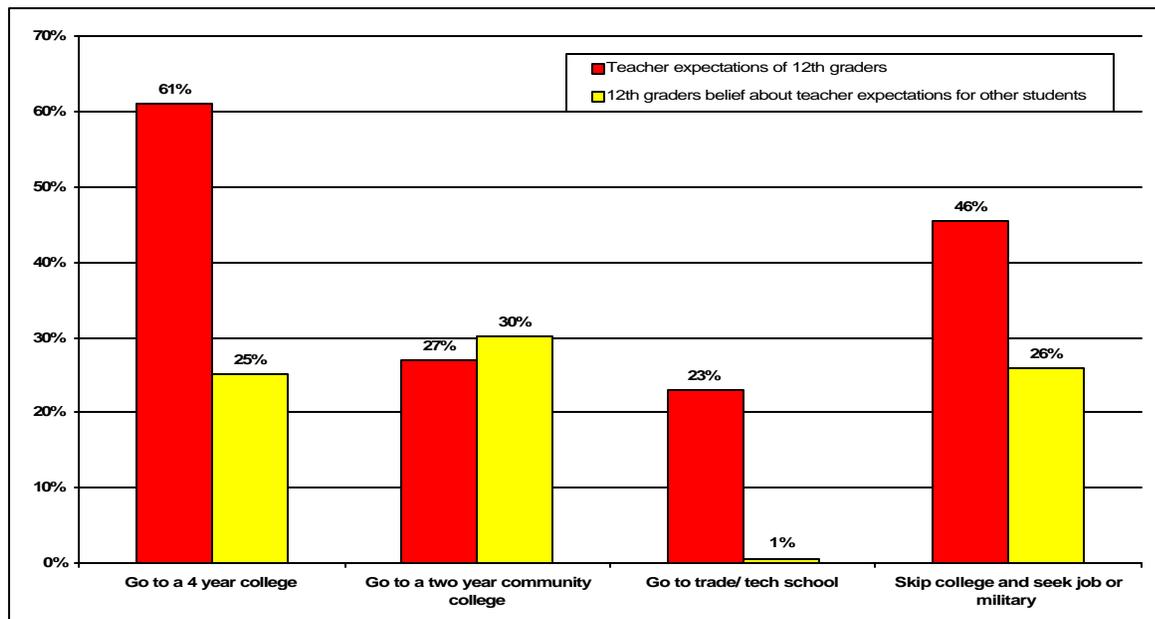


6) 12th graders perceptions of teacher expectations of other students and teacher expectations of 12th graders.

Comparing 12th graders' beliefs of teachers' expectations of *other* students with actual teachers' expectations for 12th graders provides insight into how students view the general school-wide expectations of teachers and how students view themselves relative to *other* students.

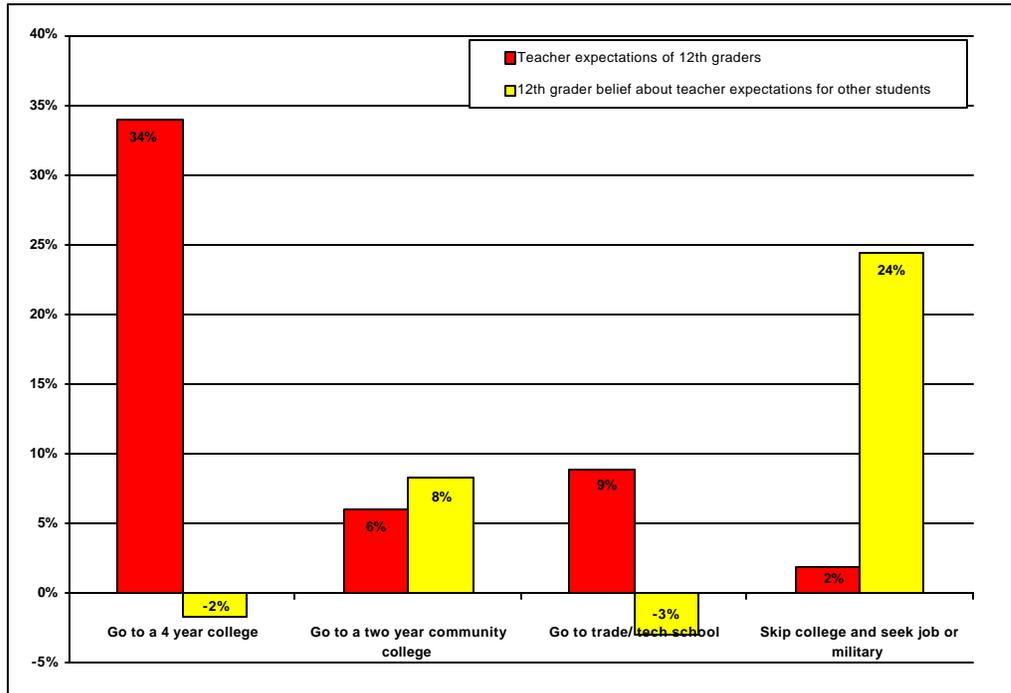
The results revealed a difference between what 12th graders believed about their teachers and the actual teacher expectations. Teachers estimated that 61% of 12th graders would go to a 4 year college, while 12th graders believed that their teachers expected 25% of *other* students (all grade levels) to go to a 4 year college (Figure 10). This finding indicates that 12th graders believed that their teacher did not expect a high percentage of other students at the school to continue on to college, while teachers actually believe that most students will go on to college. In addition, teachers expected 46% of 12th grade students to skip college and join the military/get a job, and 12th graders believed that teachers thought that 26% of *other* students would skip college (Figure 10). These differences in estimates reflect the trends we have been observing throughout this report. When it comes to the belief in attending a 4 year college teacher expectations have generally been higher than student expectations. Similarly, teachers' estimates of the percentage of students who will skip college also tended to be higher than any student estimates. These contrasting views need further exploration.

Figure 10. Year 2 teacher expectations of 12th graders and 12th graders beliefs about what teachers expect of other students.



As noted previously teachers' belief that 12th graders would go on to a 4 year college increased dramatically (+34%) in year 2 (Figure 11). There was also an increase in the percentage (+24%) of students who believed that their teachers expected other students to skip college. These contrasting trends are very important to note because the first one indicates that teacher expectations are increasing from year 1 to year 2, and this is a very encouraging result. The second trend is more troubling because more students in year 2 believe that their peers will skip college entirely. This trend should be observed closely in the coming year to see if the direction continues and what factors might be impacting it.

Figure 11. Changes in teacher expectations of 12th graders and 12th graders beliefs about what teachers expect of other students.



The following, Table 3, provides a summary of the results from the sections dealing with student and teacher future expectations:

Table 3. Summary table for teacher and student future expectations section

<u>Comparisons</u>		<u>Teacher survey Item</u>	<u>What the comparison told us</u>
<u>Student Survey Item</u>			
Student expectation for themselves	Student beliefs about what teachers expect of them	None	<i>The student item comparison told us of a high level of agreement between what students expected of themselves and what they believed teachers expected of them.</i>
Student beliefs about what teachers expect of them	Student beliefs about what teachers expect of other students	None	<i>This comparison revealed that students believed that teachers expected higher achievements for them, while expecting lower achievements for other students.</i>
Future college going expectations of 12 th graders	Teacher's future expectation of 12 th grade student college attendance		<i>These two comparisons told us that teachers had generally higher expectations for 12th graders when it came to attending college than 12th graders had for themselves.</i>
Percent of 9 th graders who believe they will not graduate from high school	Teacher estimates of 9 th graders who will not graduate from High School		<i>The comparison revealed that teachers expected more 9th graders to dropout than what 9th graders believed.</i>
Student beliefs about what teachers expect of them	Teacher future expectations of 12 th grade student college attendance		<i>The comparison told us that students believed that their teachers had similar expectations for them as what teachers actually expected of students.</i>
Student beliefs about what teachers expect of other students	Teacher future expectations of 12 th grade student college attendance		<i>This comparison revealed that students estimates of what teachers expected of other students was lower than what teachers actually expected of students.</i>

B. Views about the school and other students

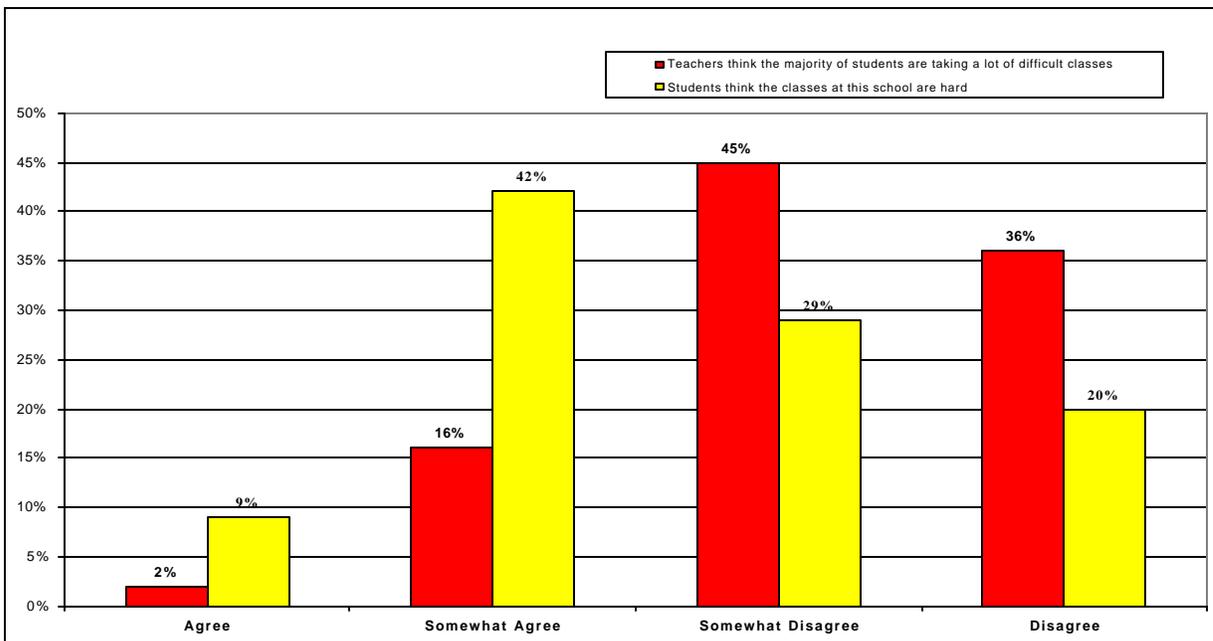
The second set of comparisons relate to student and teacher perceptions of the school and the general student population. Students were asked questions about the difficulty of classes at Locke High School, the high school's ability to prepare students for college, whether or not they are good students, level of classroom disruptions, and views of high academic achievement. Similarly, teachers were asked if most students enrolled in hard classes, if they believe students know who to contact at Locke for information on college admittance, if the students are committed to high academic achievement, whether or not the students are good students, and how respectful students were of other students. These questions attempt to capture: 1) perceived academic

difficulty or rigor at Locke High School, 2) the school’s ability to inform and prepare students for college, 3) student and teacher perceptions of other students, and 4) the level of respect and discipline shown by the students at Locke. These questions are vital in understanding how teachers and students view their school. This comparison will help us to discern any major discrepancies between these views.

1) Perceived difficulty of classes at Locke High School.

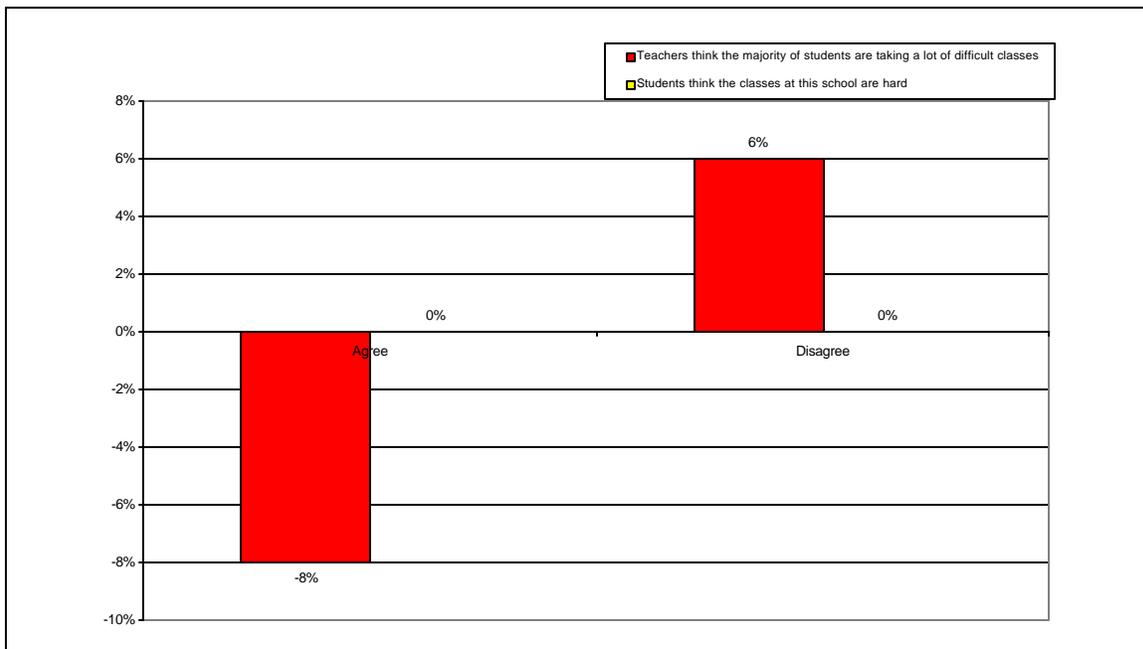
In year 2, when teachers were asked if they thought students at Locke High School were taking a lot of difficult classes, the majority of teachers (81%) believed that students were not taking hard classes. When students (all grade levels) were asked the same question, about half thought their classes were hard (51%) and the other half believed they were easy (Figure 12). These responses may suggest that 1) teachers are unaware of the difficulty level of the classes they teach or 2) students are unaware that the difficulty level of their classes is not large as compared to other schools. This discrepancy is important to note because it highlights how teachers and students can view the conditions at the school in different ways. In this case, the teachers, who are college educated, probably have a better sense of how rigorous the classroom is and are better able to make that judgment.

Figure 12. Year 2 teacher and student (all grade levels) perceptions of class difficulty.



When comparing these responses to year 1 data, we see very little change. In year 1, only a slightly smaller percentage of teachers responded that they think the majority of students take many difficult classes (75%), a negative 6% change (Figure 13). Students, on the other hand, did not change at all. In both years 1 and 2, students responded 51% in agreement with the statement that classes at Locke High School are hard (Figure 13).

Figure 13. Changes in year 1 to year 2 in teacher and student (all grade levels) perceptions of class difficulty

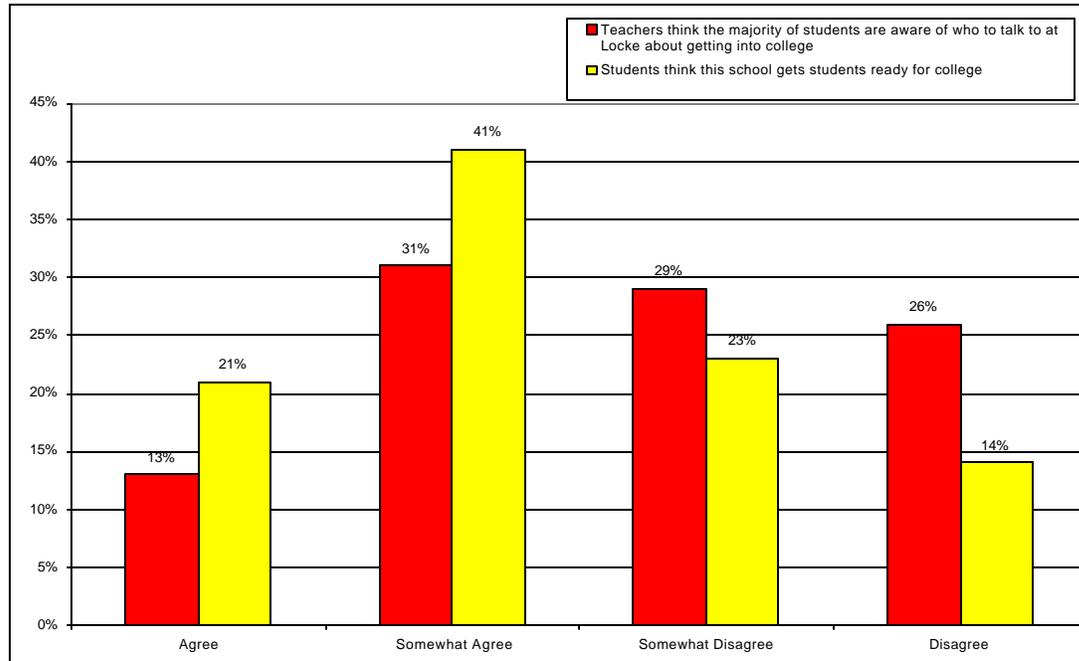


2) Teacher and student (all grade levels) beliefs about the school’s ability to inform and prepare students for college.

Teachers were asked if they thought students know who to talk to at Locke about getting into college. This question is important to know because it shows how in tune teachers are with students’ lives at the school. Teachers are split on this question most believe (55%) that students do not know who to talk to about getting into college (Figure 14). In contrast, a greater majority of students (62%) believe the school gets them ready for college (Figure 14). Although these questions are not identical, we can see that teachers do not entirely feel that the school is preparing students for getting accepted to college because most do not think students even know who to contact for college

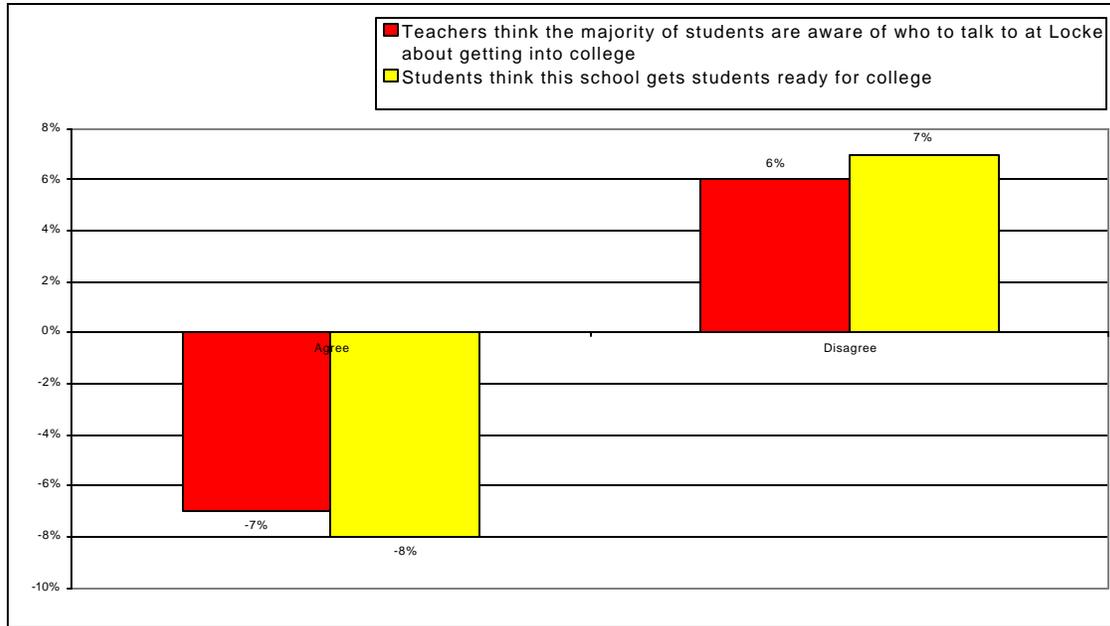
admissions information. In contrast, a majority of students do believe the school prepares them for college.

Figure 14. Year 2 teacher and student (all grade levels) perceptions of how well the school prepares students for college.



Changes in responses to these questions from year 1 to year 2 are minor, but important. In year 1, 31% of teachers, as compared to 55% in year 2, believe that students do not know who to talk to at Locke about getting into college (Figure 15). This increase (-24%) indicates that Locke is decreasing in its ability to inform and prepare students for college. This might be due to a lack of communication to teachers about how students get information on getting into college. Student agreement with the statement that the school gets students ready for college has also decreased from year 1 to year 2 by 8%. In year 1, 70% of students answered that they felt the school prepared students for college. In year 2, only 62% answered in a similar fashion, possibly showing a change in the way Locke High School prepares its students for college (Figure 15). Although a majority still feels they are being prepared for college, over the past year fewer students feel the school is helping to get them ready. This drop in perceptions about preparation could be detrimental because if students feel less prepared, that might prevent them from even attempting to apply to college.

Figure 15. Changes from year 1 to year 2 in teacher and student perceptions of how well the school prepares students for college.



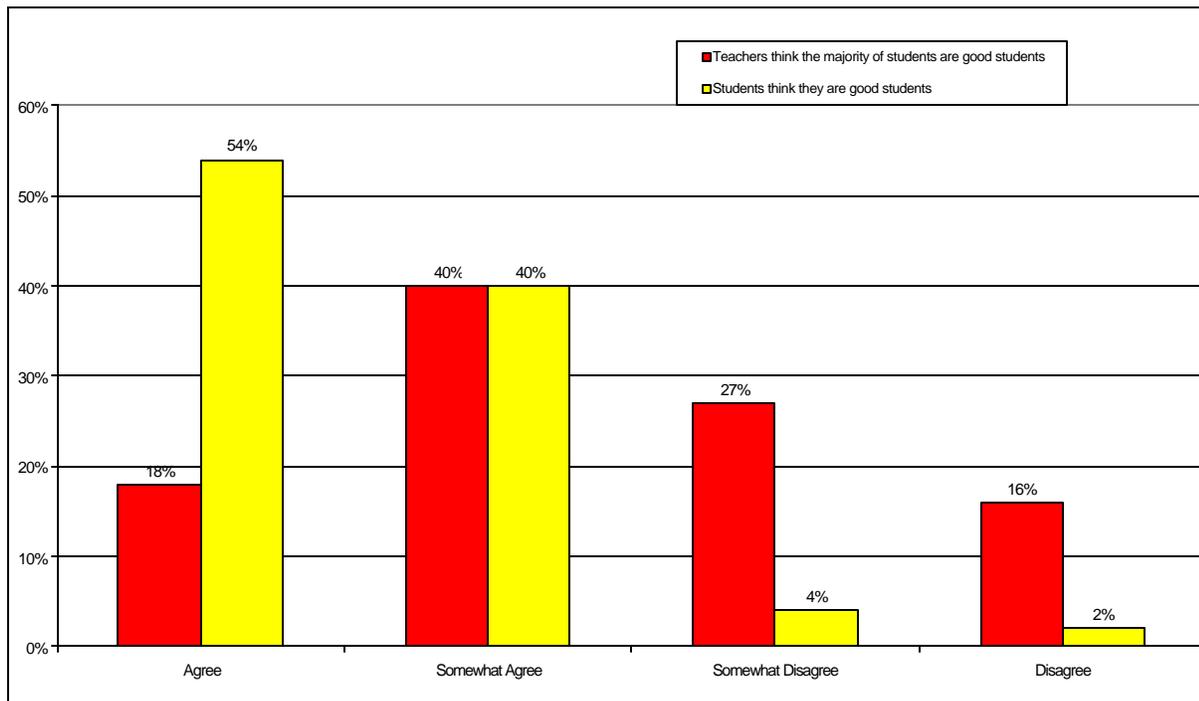
3) Teacher and student perceptions of students.

To understand teacher and student perceptions of the students at Locke High School, we asked teachers whether the majority of the students were good students, and asked students whether they thought themselves to be good students. In year 2, a majority of teachers believed that most student were “good students” (58%) (Figure 16). A large majority (94%) of students in year 2 agreed with the statement “I am a good student” (Figure 16). There was virtually no change from year 1 to year 2 in the student responses, and only a small change in teacher responses.

It is hard to know what “good” means in each case or how individuals chose to define this word, but it carries a positive connotation in any case. The results tell us that a little more than half of teachers think students are good and almost all students think they are good. It is understandable that most students would say they are a good student, but why don’t more teachers perceive them this way? Perhaps further exploration of this topic through interviews and forums could tell us more about how teachers define “good” and why half of the teachers think most students are not good students. There might be a

link with the data from the following questions related to respect for other students. If teachers define “good” as smart and high achieving, they might preemptively stunt students learning by assuming students are not good. Further examination of how students and teachers define the word “good” would be useful in helping us understanding how both students and teachers perceive the student body at Locke High School.

Figure 16. Teacher and student perceptions of the “goodness” of students, Year 2.



4) Level of respect and discipline at Locke High School.

When teachers were asked if they think most students were respectful of other students, the majority of them (61%) believed that students were not respectful of other students (Figure 17). There is a large change from year 1, in which the majority of teachers (53%) answered the opposite, that most students are respectful of other students (Figure 18). Perhaps this change relates to the previous question where there was a decrease in the percentage of teachers that think students respect other students. There was also a decrease in the percentage of teachers who believed that students are good students.

Students were asked a slightly different question related to “respect for other students”. They were asked about the intensity of disruptions in the classroom. In year 2 the large majority of students (63%) answered that there were few disruptions (Figure 17). This percentage slightly changed from year 1, in which 67% of students felt there were few disruptions. This could be seen as an encouraging result because it highlights that a majority of students view their classroom as a place to focus. What we don’t know is how other students in other districts would respond to this question. It may be the case that 90% of students in other schools indicate that there are few disruptions in the classroom. In that case, this would indicate that students at Lock High School experience more disruptions than other students. This type of information is needed to better understand the results.

Figure 17. Teacher and student perceptions respect of students, Year 2.

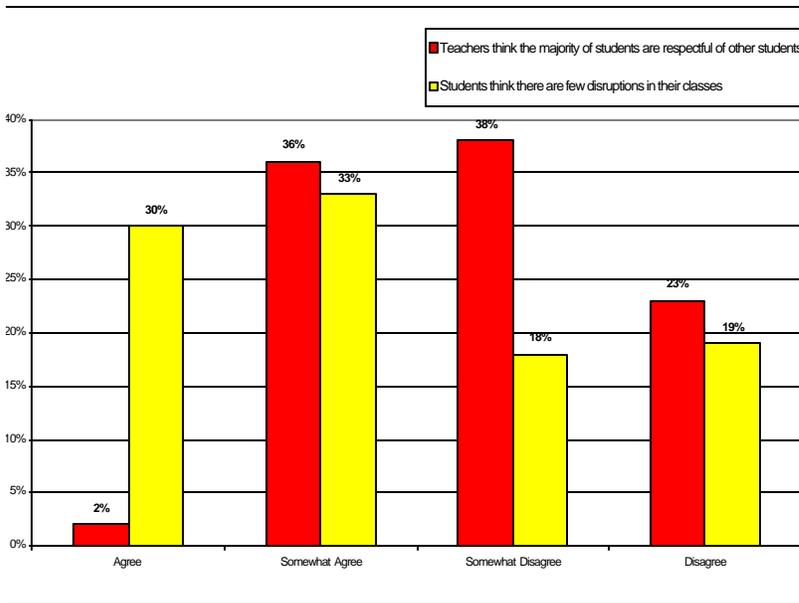
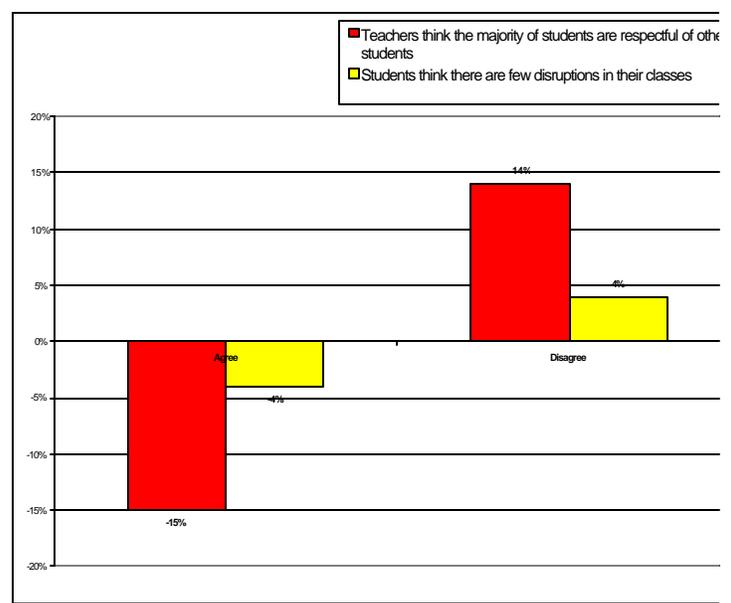


Figure 18. Changes from year 1 to year 2 in Teacher and student perceptions respect of students

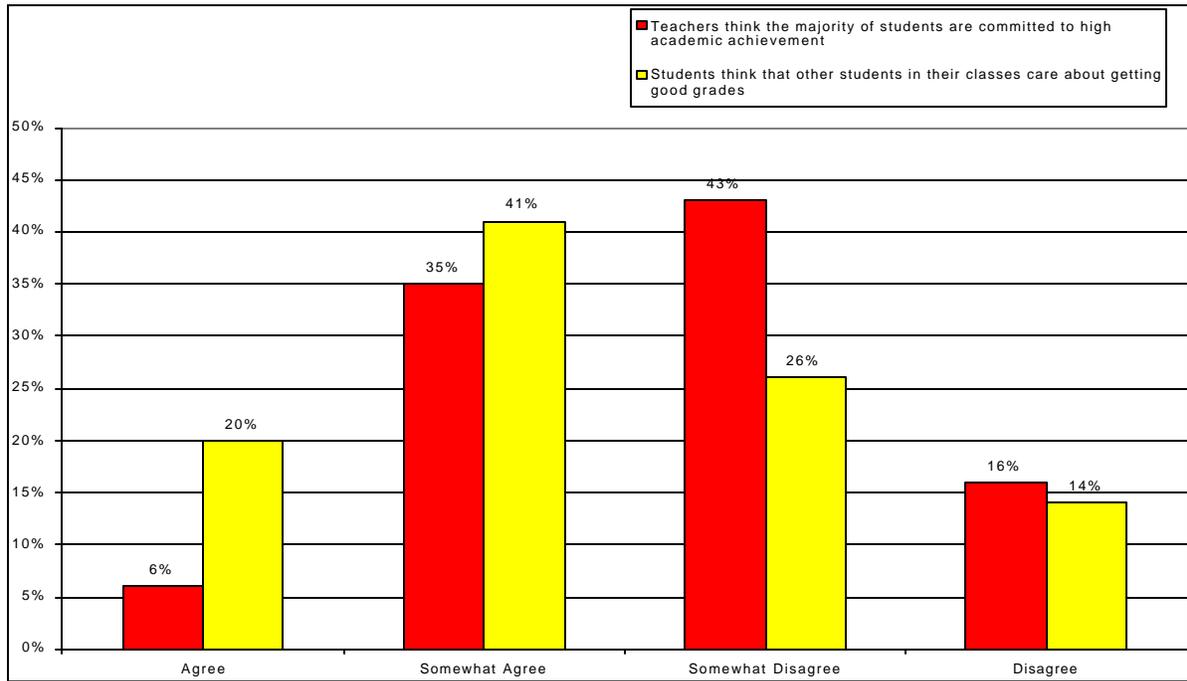


5) Teacher and student (all grade levels) perception of students’ academic achievement.

Asking about perceptions of students’ academic achievement can help us understand the commitment and thoughtfulness of the academic environment at Locke High School. Teachers were asked if they thought the majority of students are committed to high academic achievement. In year 2, most teachers (59%) did not believe students

were committed to high academic achievement. Similarly, students were asked if they felt students in their classes care about getting good grades. In year 2, students responded opposite of teachers, with 59% of them agreeing that students do care to achieve high marks in their classes (Figure 19).

Figure 19. Year 2 teacher and student (all grade levels) perception of students' academic achievement.



These perceptions remained exactly the same for the teachers from year 1 to year 2, and slightly changed for the students

The following, Table 4, provides a summary of the results from the sections dealing with student and teacher perceptions of school and other students

Table 4. Teacher and student attitudes and perceptions of the school and other students

<i>Comparisons</i>		<i>What the comparison told us</i>
<i>Student Survey Item</i>	<i>Teacher survey Item</i>	
The classes at this school are hard	The majority of students are taking a lot of difficult classes	<i>Students believed that their classes were hard, while teachers did not think that students were taking difficult classes.</i>
This school gets students ready for college	The majority of students are aware of who to talk to at Locke about getting into college	<i>Mixed results, teachers were split 50/50 on deciding if students were aware who to talk to about getting into college, while the majority of students believed that their school gets them ready for college.</i>
I am a good student	The majority of students are good students	<i>Both teachers and students agreed to these statements, indicating a large degree of perceived student goodness. Although more students believed this then teachers.</i>
There are few disruptions in my classes	The majority of students are respectful of other students	<i>There was disagreement on these two items from students and teachers respectively. Most teachers believed that students were not respectful of others, while most students believed that there were few disruptions in the classroom.</i>
Students in my classes care about getting good grades	The majority of students are committed to high academic achievement	<i>There was disagreement on these two items from students and teachers. Where students believed that good grades were important and teachers believed that students were not committed to high academic achievement.</i>

What could all of this mean?

The purpose of the surveys was to provide a deeper understanding of students’ and teachers’ perceptions of student life at Locke High School, including expectations for the future, their academic achievement, and their overall preparation for college. These areas can be indicators of the college going culture at Locke High School, and such indicators help us gain a sense of how the environment at the school is changing and evolving. Changes from year to year in student and teacher responses are important to note because they may signal shifts in the school’s college going culture.

Close examinations of the changes from year 2 to year 3 reveal interesting trends in how students and teachers view their school. For example, we find that more teachers

in year 2 believed that students will go on to a 4 year college. This increase was very dramatic, so much that teachers' expectations about students attending a 4 year college was higher than students' own expectations about attending a 4 year college. This is worth noting because overall student expectations for themselves tend to be much higher than teacher expectations of students (Year 1 technical report 18a, Gear Up technical report 17a), but in year 2 the trend for this question was broken. This is an encouraging finding because it points to a possible shift in teacher attitudes about students' futures.

This result could be due to a combination of many different factors. For example, in year 2 "small learning communities" were established for 9th graders with the creation of the 9th grade house. This organizational change was intended to reduce the student to teacher ratio and provide more personalized attention to students. It may have also contributed to raised expectations from teachers as their interactions with the same set of students increased. This teacher trend may also be a result of a new emphasis in the school on college attendance through various activities such as a college day, where each teacher and administrator shares their own college experiences. The increased level of dialogue about college may have revealed to teachers high levels of student interest in college attendance, and this realization may have elevated teachers' expectations for their students.

Another important change in year 2 was related to students' college aspirations. In both years most students believed that they would go on to some form of higher education (4 year college or 2 year community college). The difference from year 1 to year 2 was that more students in year 2 believed that they would more likely go to a community college than a 4 year college. This is an interesting shift in student

expectations because it indicates that more students are considering the community college system as the entry point to attaining a college degree. This shift in student expectations could be a reflection of increased conversation at the school about the options that students have in relation to obtaining a college degree. Students who took the student survey reported that their financial situation was the number one hurdle to going to college (technical report 19b). This result coupled with conversations about options for college may have influenced student choices about where they expect to go after high school, thus making the community college option the most accessible to them in the near future. More study is needed to understand this shift in student expectations, and data from the year 3 survey should provide further insight to this finding.

Focusing on the how students and teachers view the school and other students, there is little change from year 1 to year 2. When teachers were asked if students were committed to high academic achievement, a majority of teachers did not agree with this statement. Similarly, when teachers were asked if students were taking a lot of difficult classes, a majority of teachers did not agree with this statement either. In contrast, most students indicated that other students cared about high academic achievement and were taking hard classes. These differing results are a reflection of the distinct experiences that students and teachers carry with them when they approach the school setting. Teachers have a college education and have been in many different classroom settings. This gives them the ability to judge what is considered academically challenging and what might not be considered challenging. In contrast, many students may not have had such an opportunity and thus, may not be able to accurately reflect on the quality or rigor of the instruction they are receiving.

The difference between student and teacher perspectives is also reflected in how each views the schools ability to prepare students for college. Most students believe that the school gets them ready for college. In contrast, the majority of teachers believe that students do not know who to talk to about getting into college. These divergent perspectives are also a reflection of the differing levels of experiences that teachers and students have.

Further work and study needs to be conducted to understand the dynamics of teacher and student perceptions. Additional information, which will be available from the year 3 survey, will go a long way towards supporting the trends that we found in this study. In addition, interviews or focus group meetings are needed to further delve into some of the underlying processes that are behind these changing trends.