



Locke High School
College Going Culture Survey *Summary Report*
Year 3: (2004-2005)
Faculty and Staff Survey: Comparison between Year 1, 2, and 3

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The Research Team

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 including Jenee Slocum on assignment to the team from UCLA's Center X.

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Locke High School College Going Culture Survey Report
Teacher Survey: Three-Year Comparison
Comparison of results from the Faculty/Staff survey:
Year 1, 2, and 3

Introduction

In June of 2005, the evaluation team from Center X supported by key Locke High School staff completed the third administration of the College Going Culture Survey Series. The creation of the Survey Series was prompted by a desire to understand the expectations of students' post-secondary education and employment options. This desire is rooted in the attempt to better understand what kind of information students receive about post-secondary options, where they turn for information, what they see as impediments to their post-secondary aspirations, whether their aspirations are aligned with self-reported academic indicators, views of the school, and their beliefs about people they interact with at school and home (e.g. parents, friends, administrators and teachers). Over the course of three years, the process of designing, refining, distributing, and collecting the college going culture survey was completed due to the help and effort of LAUSD's District 7 administrators, teachers, staff, and parents.

This report focuses on comparing teacher and staff responses from the first (2002-03), second (2003-04), and third (2004-05) year survey administrations¹. The intent of the comparison is to track trends in staff perceptions about students, the school, and their jobs at Locke High School². Differences in responses between the three years could be seen as indicators of changes in how teachers view their school environment and can also reflect the on-going work and effort of everyone involved in the school. Important changes in teacher responses will be highlighted in the report and marked as discussion points.

This report is divided into three main sections focusing on teacher and staff responses to certain aspects of the school environment throughout the three-year period. The first section examines teacher perceptions of students. The second section highlights how teachers perceive parents, the administration, and other teachers, and the final section is an analysis of teacher perceptions regarding their working environment and school.

¹ **Other Sources For Consideration-** It should be noted that reports from previous years are available and contain the interpretations of survey results obtained during Year 1 and Year 2 of the survey administration. 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.

² Approximately 66% of the teachers at Locke have been at the school for less than five years.

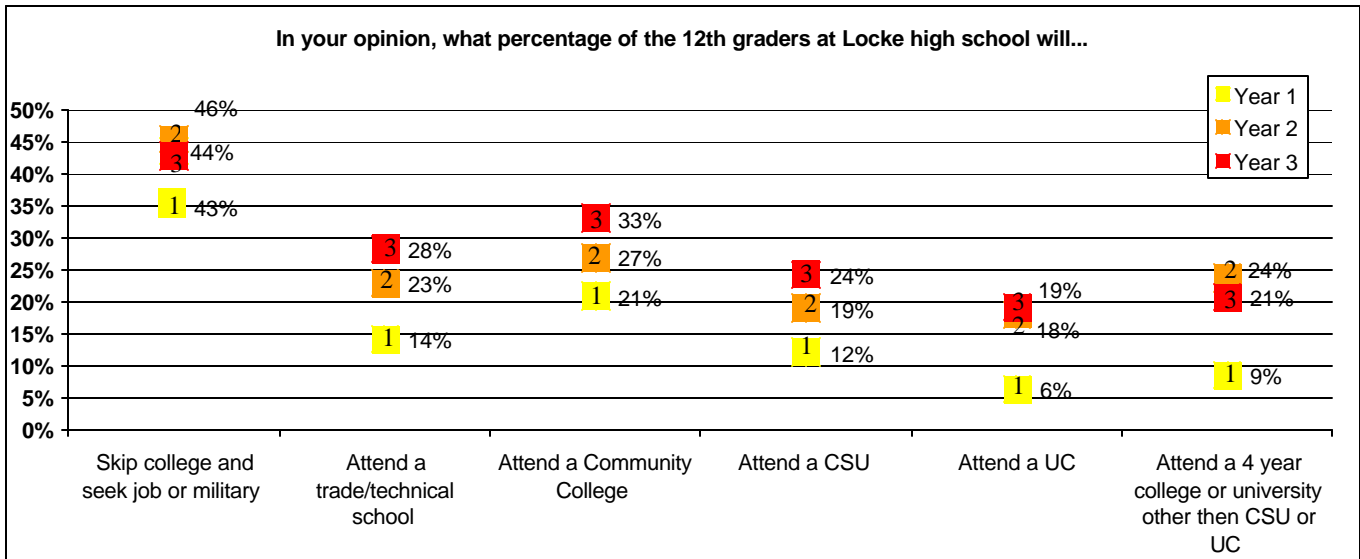
Section 1: Teacher/Staff Perceptions of Students

Teachers, administrators, and support staff at Locke High School were asked questions about their expectations for students in regard to post-secondary options and their perceptions of student behavior. The questions in this section focus on the expectations that these key individuals have for student achievement, their perceptions of student behavior in the classroom and school, and their opinion regarding future troubles for students.

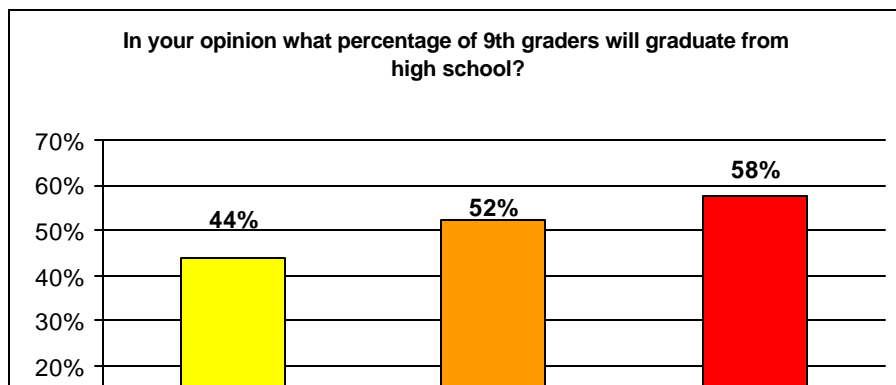
A. Staff future expectations of students

- 1) Teacher estimates of the percentage of 12th graders who would attend a California State University (CSU) increased by 12% from Year 1 to Year 3 (Graph 1).
- 2) Teacher estimates for students who would attend a University of California (UC) increased by 13% from Year 1 to Year 3 (Graph 1).
- 3) There was also a 14% increase in staff estimates of the percentage of 12th graders who would attend community college (Graph 1).
- 4) Increased expectations for students were also reflected in the estimates made by the high school staff regarding 9th grade graduation rates. These estimates increased from 44% in Year 1 to 58% in Year 3 (Graph 2).
- 5) The response “skip college and seek a job or join the military” remained constant at approximately 45% (Year 1=44%, Year 2=46%, Year 3=44%).

Graph 1:



Graph 2



B. Teacher perceptions of student behavior

- 1) The general trend in teacher perceptions of student behavior indicates that the majority of teachers (63%) considered students to be “good students” (Table 1).
- 2) Most teachers indicated that students are not committed to high academic achievement. These results become more pronounced in Year 2 and in Year 3 of the survey (Table 1).
- 3) In Year 3, the majority of teachers (53%) indicated that they believe students know who to talk to about going to college, up from 44% in Year 2 which is an increase of 9% (Table 1).
- 4) Additionally, 58% of teachers believed that their students could succeed in college. This is a 2% increase from Year 1 and a 14% increase from Year 2 (Table 1).

Table 1: The majority of students at Locke are...

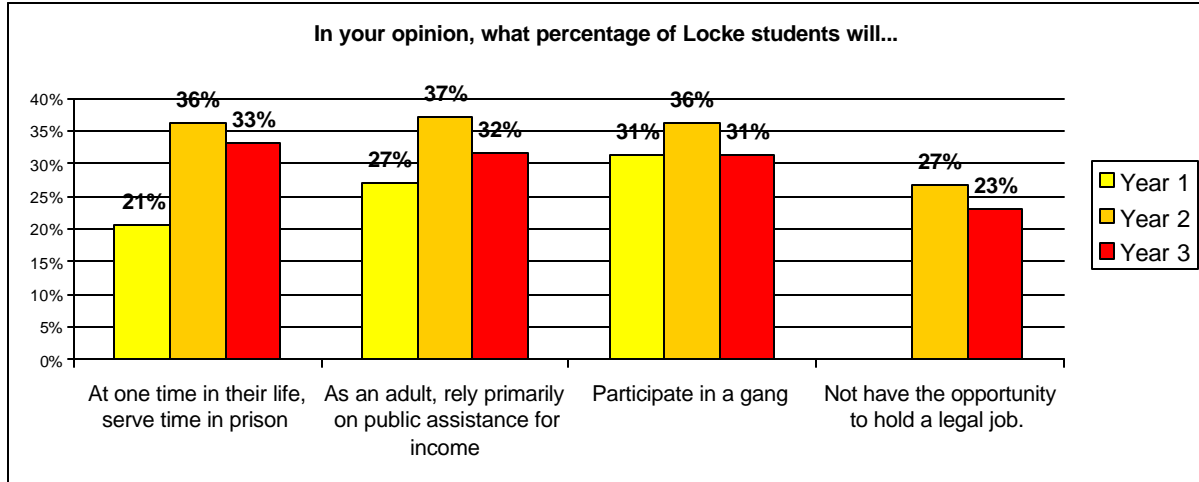
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
	<i>Agree/ Somewhat Agree</i>			<i>Disagree/ Somewhat Disagree</i>		
Good students	64%	57%	63%	36%	43%	37%
Committed to school	50%	44%	48%	50%	56%	52%
Committed to high academic achievement	41%	41%	27%	59%	59%	73%
Able to engage in a rigorous curriculum	53%	47%	48%	47%	53%	53%
Able to engage in critical thinking	61%	48%	63%	39%	52%	38%
Able to build relationships with teachers	74%	74%	81%	26%	26%	19%
Able to get extra help with their school if they need/want	86%	70%	88%	14%	30%	12%
Respectful of other students	53%	38%	49%	47%	61%	50%
Respectful of teachers, staff, and administrators	54%	47%	52%	46%	53%	48%
Taking a lot of difficult classes	26%	19%	26%	74%	81%	74%
Motivated to participate in extra-curricular activities	38%	34%	41%	62%	66%	59%
Aware of who to talk to at Locke about getting into college	51%	44%	53%	49%	56%	47%
Capable of succeeding in college	56%	44%	58%	44%	56%	42%

C. Teacher perceptions of future student troubles

- 1) There was a slight decrease in the percentage of teachers who think that the students at Locke High School will get into some form of trouble in Year 3 (Graph 3).
- 2) In Year 1, staff estimated that 21% of 9th graders would go to prison or be on probation. Their estimate increased to 36% in Year 2 (Graph 7), and decreased to 33% in Year 3.
- 3) Similarly, in Year 1, staff estimated that 31% of students would be involved in gangs. The estimate increased to 37% in Year 2, and decreased to 31% in Year 3 (Graph 3).

- 4) Estimates of the percentage of students who would rely on public assistance at some time in their lives decreased from 37% in Year 2 to 32% in Year 3 (Graph 3).
- 5) Estimates of students who would not have an opportunity to hold a legal job decreased from 27% in Year 2 to 23% in Year 3 (Graph 7).

Graph 3:



Section 2: Teacher Perceptions of Parents, the Administration, and Other Teachers

A. Teacher perceptions of parents

- 1) The majority of teachers believe that parents are “good parents” who are committed to their children’s education
- 2) Many teachers do not think that parents are able to motivate their children to achieve academically (Table 2).
- 3) Most teachers do not think that parents are communicating with them about their students’ academic work, behavior in school, or attitude towards the school (Table 2).
- 4) Similarly, most teachers indicated that parents were unable to build relationships with them or the administration (Table 2).

Table 2: The majority of parents at Locke are...

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
	<i>Agree/ Somewhat Agree</i>			<i>Disagree/ Somewhat Disagree</i>		
Good parents	74%	59%	64%	26%	41%	37%
Committed to their children’s education	61%	47%	62%	40%	53%	38%
Able to engage/motivate their children to achieve	33%	34%	41%	67%	66%	59%
Able to build relationships with teachers and administrators	42%	37%	43%	59%	63%	57%
Talking to teachers about students’ academic work	32%	29%	33%	69%	71%	67%
Talking to teachers about students’ attitudes and behaviors	38%	33%	37%	63%	67%	63%
Talking to teachers about how to get their children ready for college	24%	20%	25%	76%	79%	75%

B. Teacher perceptions of the administration

- 1) The majority of staff rated the administration as “average” in almost every area questioned, including their overall quality, ability to motivate, engage, and build relationships with the faculty, and their ability to make an impact on the District (Table 3).
- 2) Many teachers during each year feel that the administration is “above average” in their commitment to improve Locke High School (Table 3).

Table 3: Teacher perceptions of the administration at Locke

	<u>Year 1</u>			<u>Year 2</u>			<u>Year 3</u>		
	<i>Above Average</i>	<i>Average</i>	<i>Above Average</i>	<i>Above Average</i>	<i>Average</i>	<i>Below Average</i>	<i>Above Average</i>	<i>Average</i>	<i>Below Average</i>
Overall quality	32%	52%	16%	21%	55%	24%	27%	58%	15%
Commitment to the job	48%	45%	8%	39%	48%	12%	40%	54%	6%
Commitment to students	47%	44%	9%	37%	45%	16%	41%	49%	10%
Ability to engage and motivate faculty	26%	41%	33%	20%	43%	36%	18%	51%	32%
Ability to build relationships with faculty	27%	48%	25%	22%	47%	31%	20%	51%	29%
Ability to make an impact at the district level	21%	47%	32%	16%	43%	41%	16%	54%	29%
Committed to improving Locke	55%	39%	6%	42%	41%	16%	49%	43%	8%

C. Teacher perceptions of other teachers

- 1) In Year 3, the overwhelming majority of teachers at Locke (89%) believe that other teachers at Locke are “good teachers,” which is an 8% percent increase from the previous two years (Table 4).
- 2) Teachers believe that their colleagues are committed to their jobs and students, and are able to build relationships with students (Table 4).
- 3) However, relatively fewer teachers think that other teachers engage students in rigorous curriculum and require them to study hard (Table 4).

Table 4: The majority of teachers at Locke are...

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
	<i>Agree/Somewhat Agree</i>			<i>Disagree/Somewhat Disagree</i>		
Good teachers	81%	81%	89%	19%	19%	12%
Committed to the job	75%	77%	82%	25%	23%	18%
Committed to the students	80%	82%	80%	20%	18%	20%
Able to engage students in rigorous curriculum	66%	65%	74%	34%	35%	26%
Able to build relationships with students	79%	78%	83%	21%	22%	16%
Able to make an impact on students academically	77%	70%	81%	23%	30%	19%

Able to support literacy development in students	73%	63%	72%	27%	37%	28%
Require students to study hard	59%	53%	61%	41%	47%	40%

Section 3: Teacher Perceptions of Their Work

A. Teacher perceptions of their work environment

- 1) The survey from Year 3 shows a continued trend of dissatisfaction in the work conditions for teachers at Locke. Teachers throughout all three years perceive their overall work environment as “fair or poor” (Table 5)
- 2) However, there was an increase in the level of job satisfaction in Year 3, after a significant dip in the Year 2 (Graph 4).
- 3) Throughout the three years under study, the teachers rated the quality of textbooks and instructional materials, adequacy of the physical facilities, and the availability of technology as only “fair or poor” (Table 5).

Graph 4

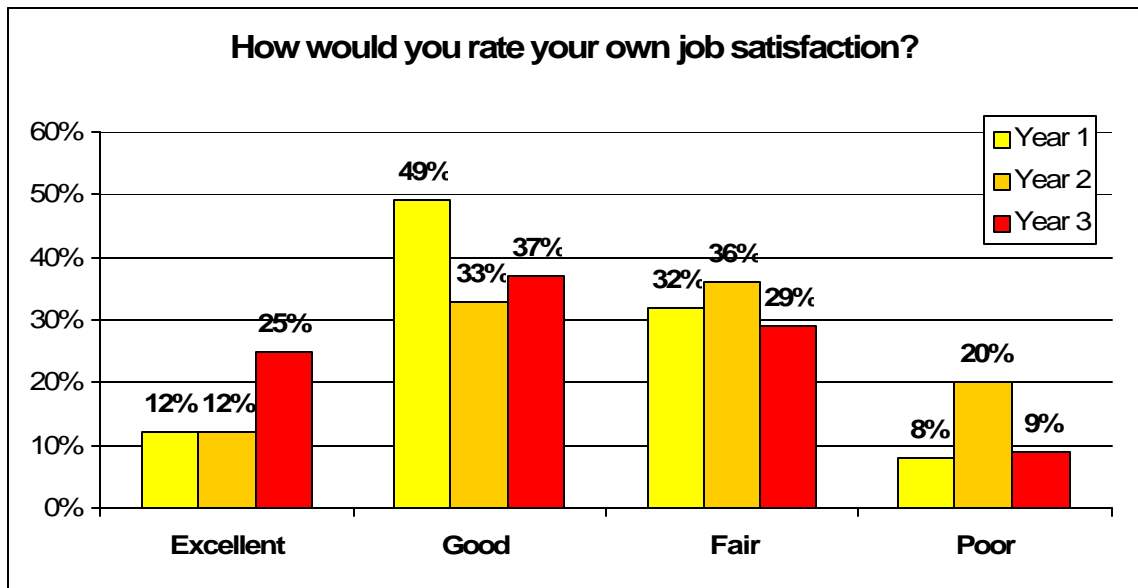


Table 5: Teacher perceptions of work environment

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
	<i>Excellent/Good</i>			<i>Fair/Poor</i>		
The quality of professional development	35%	31%	44%	65%	68%	55%
Working conditions for teachers	31%	18%	20%	68%	81%	80%
Your own job satisfaction	62%	44%	61%	38%	56%	40%
The quality and appropriateness of the tests you are required to administer	34%	31%	24%	52%	62%	70%
The way the school involves parents	36%	19%	16%	64%	80%	82%
The textbooks and instructional materials	24%	26%	32%	71%	71%	66%

The adequacy of the physical facilities at Locke	34%	23%	21%	66%	73%	79%
The availability of technology (computers and other tech)	35%	22%	20%	65%	78%	79%

B. Teacher level of optimism and pessimism

- 1) There was an increase in the level of optimism in Year 3, after a significant dip in the Year 2 (Table 6).
- 2) Following a dip in Year 2, Year 3 teachers responded that they are optimistic about the future of their own job satisfaction. This trend continued into other areas as well (Table 6).

Table 6. Teacher optimism and pessimism regarding future improvement of work environment

	<u>Year 1</u>			<u>Year 2</u>			<u>Year 3</u>		
	<i>Optimistic</i>	<i>Pessimistic</i>	<i>Not sure</i>	<i>Optimistic</i>	<i>Pessimistic</i>	<i>Not sure</i>	<i>Optimistic</i>	<i>Pessimistic</i>	<i>Not sure</i>
The quality of professional development	64%	13%	22%	43%	31%	26%	61%	16%	23%
Working conditions for teachers	65%	22%	13%	36%	41%	23%	57%	24%	19%
Your own job satisfaction	80%	8%	12%	53%	23%	25%	68%	13%	18%
The quality and appropriateness of the standardized tests you are required to administer	45%	31%	24%	32%	40%	28%	38%	46%	16%
The way the school involves parents	59%	21%	21%	38%	37%	25%	46%	33%	21%
The textbooks and instructional materials	63%	18%	18%	37%	42%	21%	74%	13%	13%
The adequacy of the physical facilities in your school	63%	20%	18%	33%	44%	22%	56%	29%	15%
Availability of technology (computers & other technology)	70%	17%	13%	46%	36%	18%	59%	24%	17%

C. Teacher perceptions of work related activities

- 1) Most teachers (typically above 70% in all three years) considered all the school related activities surveyed to be “important or very important” (Table 7).
- 2) The four highest rated activities for all three years include: developing curriculum plans, adjusting curriculum plans according to student needs, using student assessment to adjust curriculum, and discussing individual student needs with parents (Table 7).
- 3) In Year 1, teachers indicated that they spent most of their time developing curriculum plans, preparing students for standardized tests, and doing professional development.

Table 7. Teacher perceptions of work related activities

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
	<i>Very Important/Important</i>			<i>Not very important/ Not at all important</i>		
Develop curriculum plans	99%	94%	100%	1%	3%	0%
Adjust curriculum plans according to student needs	100%	93%	100%	0%	7%	0%

Use student assessment to adjust curriculum	97%	93%	99%	3%	7%	1%
Prepare students for standardized tests	92%	76%	74%	8%	24%	27%
Discuss individual students' needs with other teachers	94%	92%	94%	6%	8%	5%
Discuss individual students' needs with parents	99%	92%	98%	1%	8%	3%
Discuss individual students' needs with administrators	89%	66%	72%	11%	34%	27%
Find new teaching materials	67%	86%	96%	33%	13%	4%
Conduct one on one student instruction	97%	90%	92%	3%	10%	6%
Professional development	79%	74%	79%	21%	26%	21%

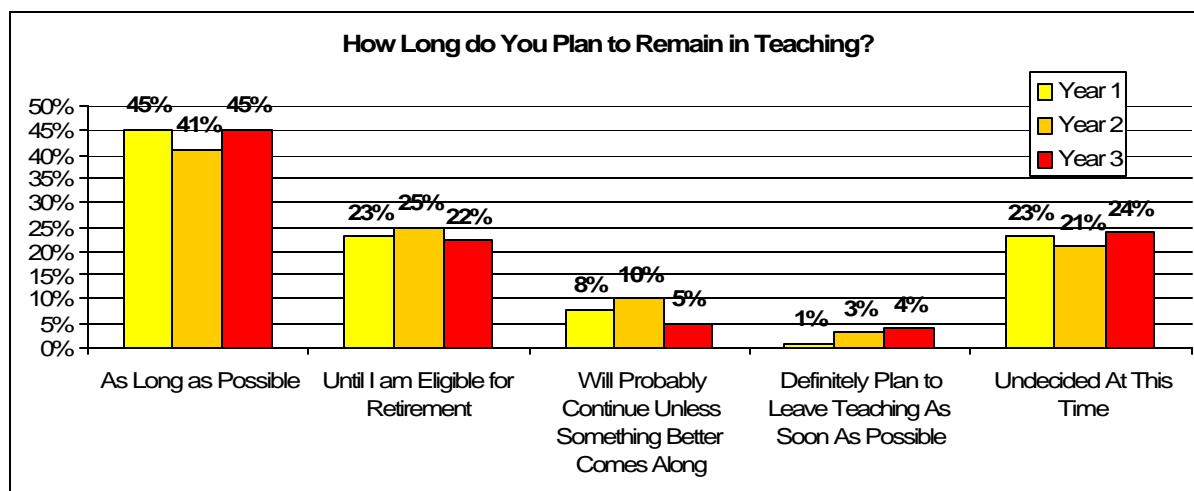
D. Why teachers remain in education

- 1) Almost all teachers indicated that they remain in education due to their commitment to students (Year 1=99%, Year 2=94%, Year 3=100%) (Table 8).
- 2) Most teachers felt that their work helped change the world and further social justice (Table 8).
- 3) Most also felt that their career was both fulfilling and challenging (Year 1= 95%, Year 2=84%, Year 3=90%) (Table 9).
- 4) Many teachers indicated that they would remain in education as long as possible. (Year 1=45%, Year 2=41%, Year 3=45%) (Graph 5).

Table 8. Teacher reasons for staying in education

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
	<i>Very Important/Important</i>			<i>Not very important/ Not at all important</i>		
I feel that my work helps change the world and further social justice	96%	84%	92%	4%	16%	8%
I'm committed to the students	99%	94%	100%	1%	6%	0%
It is a fulfilling and challenging career	95%	84%	90%	5%	16%	10%
I'm committed to working in a low-income community	79%	64%	76%	21%	36%	24%
I have a lot of autonomy in my job	82%	68%	82%	18%	32%	19%
It is a flexible career conducive to parenting/ family life	64%	68%	72%	36%	32%	28%
I like the school calendar and the work hours	72%	71%	77%	28%	29%	23%
There is strong administrative support and leadership	81%	62%	69%	19%	38%	31%
It provides job security	76%	71%	76%	24%	29%	25%
I enjoy the subject(s) I teach	98%	80%	94%	2%	20%	4%
I have a good relationship with my colleagues	90%	81%	81%	10%	19%	19%

Graph 5:



Section 3: Summary

This survey was conducted to provide a more comprehensive look at teachers' beliefs about students and the school environment at Locke High School. We hope to raise questions for further study and incite conversation between the entire staff, parents, and student population based around the issues discussed here. To reemphasize the major changes across the three years, we note high positive responses overall from teachers in Years 1 and 3, while in Year 2 there was a noticeably more negative trend in responses from the staff. This decrease in optimism about the students and school environment could be a result of many factors including a change in teachers who took the survey, the energy or emotions at the school during the time the survey was administered, or major recent events that occurred at Locke during Year 2. Further investigation is needed to understand the trends shown in this report, followed by continued survey administration in the coming years to see how Locke's college going culture is changing.