


INTER-OFFICE CORRESPONDENCE
Los Angeles Unified School District
Office of the Superintendent

TO: Members, Board of Education

DATE: September 25, 2015

FROM: Ramon C. Cortines 
Superintendent

SUBJECT: RESULTS OF 2014-15 SCHOOL EXPERIENCE SURVEYS

Attached are results of the seventh annual School Experience Survey, which gathers feedback from all of our stakeholders. When I created this survey in 2008-09, I wanted a way to connect with all members of the Los Angeles Unified family so I could hear what they had to say. Their insights have proved invaluable in helping the District refine our strategy for ensuring that our students are prepared for the real world when they graduate from our schools.

For 2014-15, we added questions about school climate and the overall learning experience, and received the highest number of responses since the survey began. More than a half-million students, parents, teachers and other staff responded to the four-page survey, an impressive 70 percent increase since 2008-09. The information is very enlightening and will enable us to better identify areas where we need to improve our response to our students, families and staff.

We saw increases this year in the percentage of parents who believe that their child's school is providing high-quality instruction, that teachers are communicating with them about their child's academic progress and that the faculty expects students will go on to college. While the percentage of students who plan to attend college increased slightly, there was a dip in the rate of students who got help in understanding what courses they needed, along with a decrease among high school teachers in understanding how their classes fit into the college-prep framework.

There was a sharp disparity in the use of technology, with a jump in computer use reported by students participating in the Instructional Technology Initiative. Now that all schools have additional devices provided for the new state assessments, I have every expectation that the use of technology as a teaching and learning tool will increase in the future.

Although we have made significant strides in educating students about the effects of bullying, the responses to new questions about school climate indicate there is still more work to be done. Student concerns about bullying have decreased since 2011-12, but this troubling behavior remains an issue across elementary, middle and high school levels.

However, 90 percent of staff and 84 percent of parents say they believe their school is safe. These results reflect our belief that our schools are safe, but also illustrate the need to get this message to our students and our entire LAUSD family.

These are just a few of the highlights in the school-level results that will be posted after September 28 at achieve.lausd.net/schoolexperiencesurvey. Summary reports for Los Angeles Unified and our Local Districts will also be available. Selected items related to school climate and parent engagement will be included in the School Report Cards, which will be distributed (in nine languages) in December 2015.

For additional questions about the School Experience Survey or School Report Card, please contact Julie Kane at 213-241-5600 or Cynthia Lim at 213-241-2460.



Los Angeles Unified School District
INTER-OFFICE CORRESPONDENCE
Office of Data and Accountability

INFORMATIVE

September 25, 2015

TO: Members, Board of Education
Ramon C. Cortines, Superintendent

FROM: *Cynthia*
Cynthia Lim, Executive Director
Office of Data and Accountability

SUBJECT: RESULTS OF THE 2014-15 SCHOOL EXPERIENCE SURVEY

This informative presents the results of the seventh annual LAUSD School Experience Survey (SES), which was administered spring 2015 to students, parents, and school staff. The survey was developed with input from parents, teachers, labor partners, and other stakeholders. The survey asked respondents about the opportunities they have to learn and be leaders at their schools, how welcoming and collaborative they view their school environment, the safety of the campus, and the level of parent engagement. Parents, school staff, and grade 3-12 students at elementary, middle, and high schools, as well as at primary centers, special education centers, and continuation schools completed surveys about their experiences at their schools either on paper or online. Charter schools were also given the opportunity to participate.

This report is organized around the following themes: 1) College Preparedness, 2) High Quality Instruction, 3) School Climate, 4) Parent and Staff Engagement, 5) Social Emotional Growth, and 6) School Safety.

Highlights

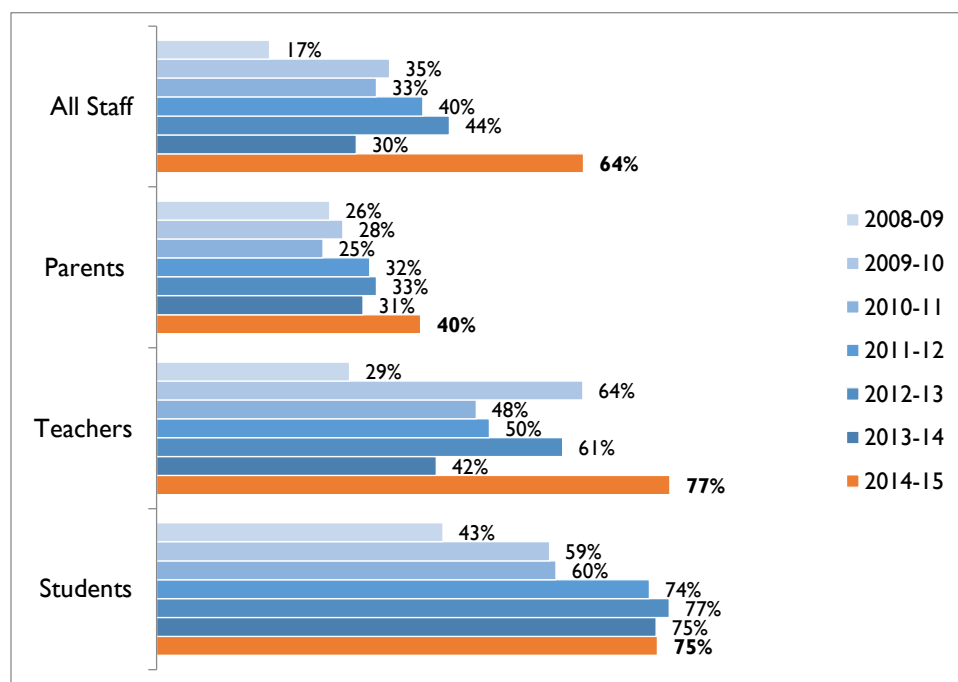
- The 2014-15 survey had the highest response rates of parents (40%), teachers (77%), and school staff (64%) participating in the history of the survey.
- More parents and staff agreed that adults expect students to attend college, however among students, awareness of the A-G requirements and belief that “someone at this school has helped me learn about getting into college” decreased.
- The percentage of 12th grade students expecting to complete a four-year college degree or beyond increased from 63% to 75% in one year.
- More parents agreed that their children’s schools provided high quality instruction, compared to last year. The percentage increased from 79% to 88 at elementary, 81% to 86% at middle and 77 to 84% at high schools.
- More than 80% of students across elementary, middle, and high schools agreed that they are happy to be at their school.

- Though the majority of students agreed to being treated fairly by teachers (83%), and with respect by all adults at school (84%), African-American students had lower rates of agreement with both items than their peers across all grade levels.
- Student responses regarding social and emotional learning showed large differences among subgroups and ethnicities, with the most substantial differences occurring at the elementary level.
- The majority of parents (84%) agreed that their children are safe on school grounds, yet the percentage of students feeling safe declined from 78% to 70%.

Response Rates

Exhibit 1 shows that participation rates on the survey among students, parents and school staff increased from spring 2009 to spring 2015, with some fluctuation in rates across years. The percentage of all staff participating more than doubled from 2013-14 to 2014-15, with substantial gains made with teacher participation. Parental participation increased by nine percentage points from the 2013-14 school year, the largest growth in participation seen in one year among parents.

Exhibit 1. Response Rates by Stakeholder Group, 2008-09 to 2014-15



The absolute numbers of students, staff and parents who responded to the survey in 2014-15 also increased substantially from 2013-14, due primarily to increases in school staff participation and parental participation in the survey. In 2014-15, the largest numbers of teachers, other school staff, and parents responded in the history of the School Experience Survey (Exhibit 2).

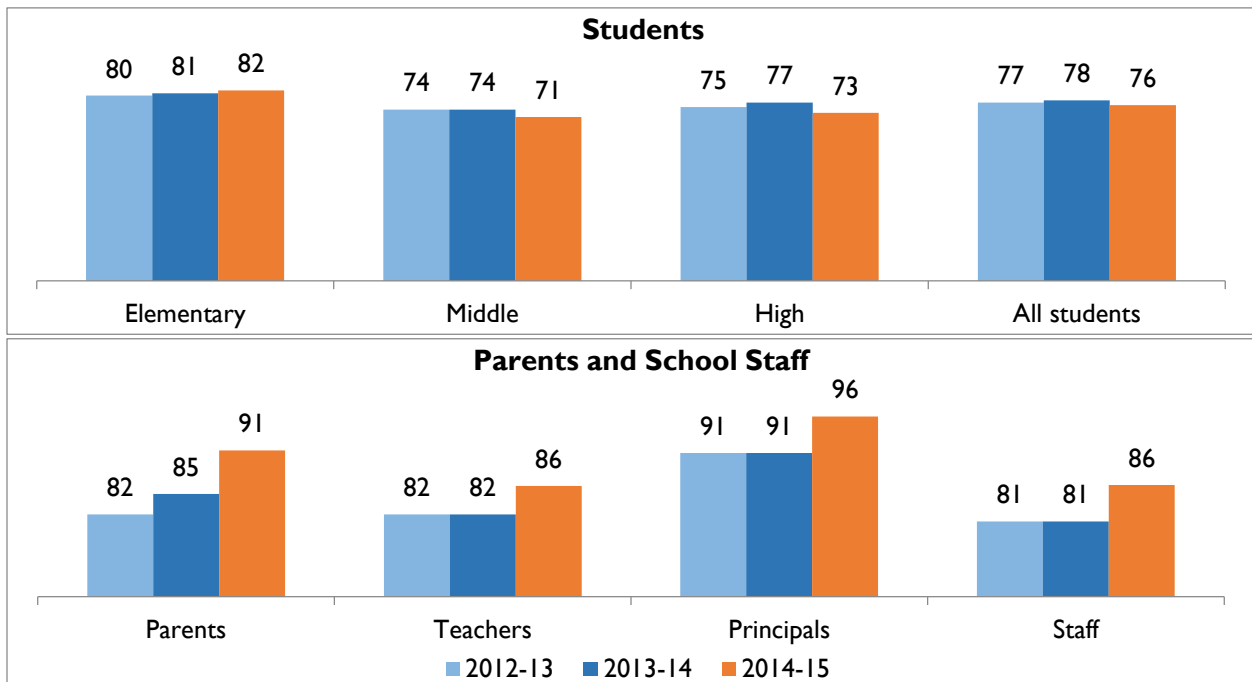
Exhibit 2. Number of Survey Participants, 2008-09 to 2014-15

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Students	230,982	278,634	281,147	339,321	326,685	303,907	323,570
Teachers	7,754	19,200	15,035	13,948	15,007	12,964	19,772
All Other Staff	4,382	5,838	5,280	6,960	7,983	5,686	13,978
Parents	75,949	109,820	136,861	175,966	157,344	139,689	186,225
Total	319,067	413,492	438,323	536,195	506,019	462,246	543,545

College Preparedness

To address the goal of college and career preparedness, all respondents were asked if they agreed with the statement “Adults at this school expect students to attend college.” Rates of agreement increased amongst all adult groups (parents, teachers, principals and staff), but slightly decreased for middle school and high school students (Exhibit 3).

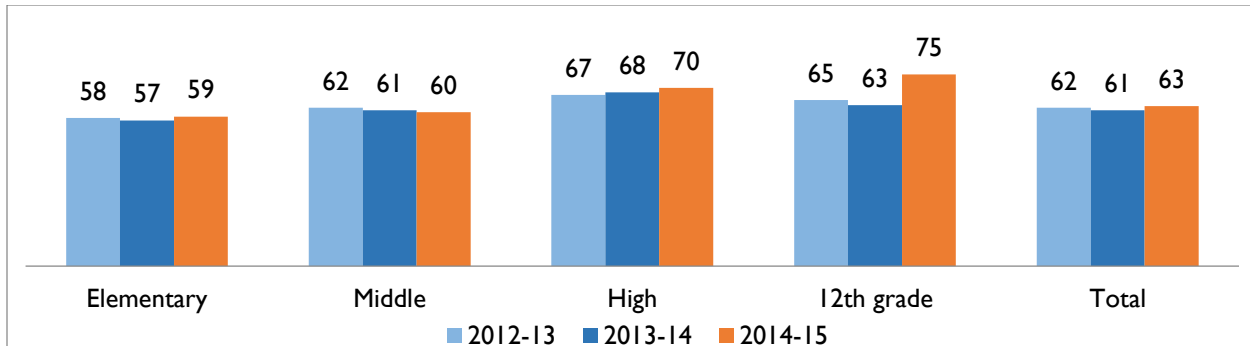
Exhibit 3. Percentage of Respondents Who Agreed with: "Adults at this School Expect Students to Attend College"¹



¹ In this report, the phrase “agreed with” refers to the percentage of elementary students who selected “agree a little” or “agree a lot” and secondary students who selected “agree” or “strongly agree”.

In addition, though 76% of students believe that adults have college expectations for them, the percentage of students who expect to complete a four-year degree or beyond was lower, ranging from 59% in elementary to 70% in high school (Exhibit 4). However, college expectations among 12th grade students increased compared to the prior year from 63% to 75%.

Exhibit 4. Percentage of Students Who Plan to Complete a Four-Year Degree or Beyond



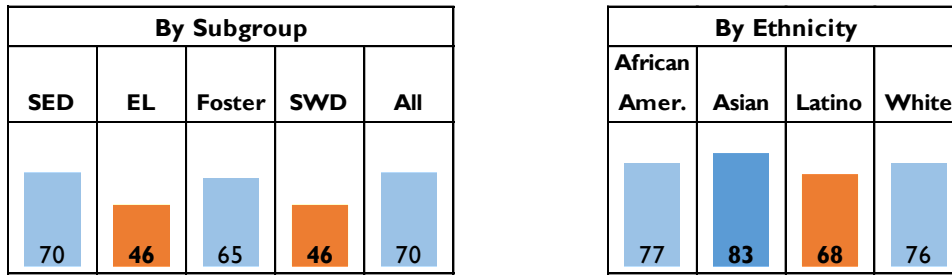
Analyzing the data by demographic subgroups revealed some differences among students. In this report, we highlight meaningful differences in results for subgroups of students who are: socioeconomically disadvantaged (SED), English learners (EL), foster youth (Foster), and students with disabilities (SWD). In each analysis of subgroups, we compare the subgroup against its grade-level peer group, or all other students in the grade span. For example, we compare the survey results of English learners to non-English learners.² We highlight survey results by subgroup when the difference between the subgroup and its peer group is educationally meaningful.³ We also compare results across ethnic groups. We highlight results by ethnicity when the difference between the groups with the lowest and highest results are educationally meaningful.

There were some differences in the college expectations among subgroups and ethnicities at the high school level (Exhibit 5). English learners and students with disabilities reported much lower expectations for going to college than their grade-level peers. Only 46% of English learners and 46% of students with disabilities responded that they plan to complete a four-year college degree or beyond, while 70% of students overall did. By ethnicity, Latino students had much lower (68%) expectations for a four-year degree or beyond than did Asian students (83%).

² Displays of subgroups do not show the comparison group in all cases. The “All” category gives an approximation of the comparison group when multiple subgroups are displayed.

³ Results by subgroup are highlighted in this report when there is a difference of .25 or greater in effect size comparing the responses from a particular subgroup against their peers, or in the case of ethnicities when comparing groups with the highest and lowest levels of agreement. This effect size is used to determine which differences among subgroups are robust enough to be educationally meaningful.

Exhibit 5. Percentage of High School Students Who Plan to Complete a Four-Year Degree or Beyond by Subgroup and Ethnicity (2014-15)

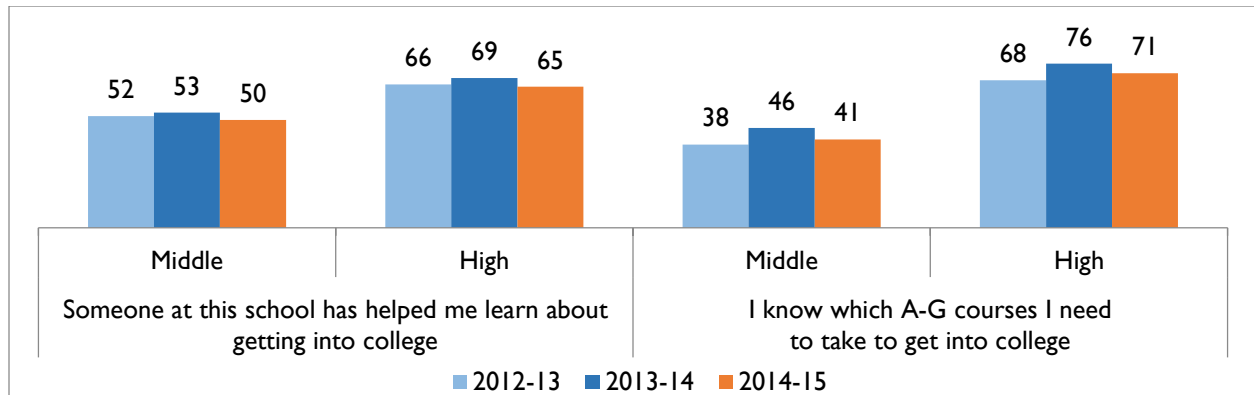


Note: Highlighted cells indicate that students agreed at much lower rates than their grade-level peers based on an educationally meaningful effect sizes.

School Support for Students

Middle and high school students seemed somewhat less aware of A-G course requirements this year than last, with both grade levels showing a decrease of 5% from 2013-14 to 2014-15 (Exhibit 6). In addition, a slightly lower percentage of middle and high school students agreed that “someone at this school has helped me learn about getting into college” this year than last.

Exhibit 6. Percentage of Students Who Agreed that They Receive A-G Supports at School



When broken out by subgroup, English learners and students with disabilities were far less aware of the A-G courses needed to get into college, as well as their progress toward meeting A-G requirements, than their peers (Exhibit 7). Slightly more than half agreed with either statement.

Exhibit 7. Awareness of A-G Requirements by High School Student Subgroup (2014-15)

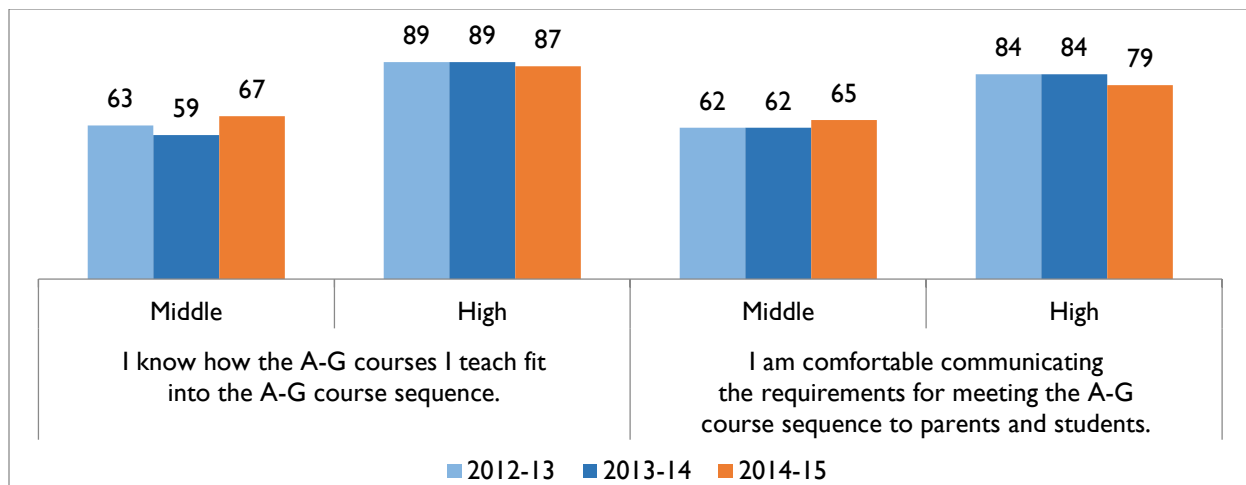
By Subgroup	SED	EL	Foster	SWD	All
I know which A-G courses I need to take to get into college.	71	56	67	56	71
I know my current progress toward meeting A-G requirements.	68	54	64	54	68

Note: Highlighted cells indicate that students agreed at much lower rates than their grade-level peers based on an educationally meaningful effect sizes.

Teacher Understanding of A-G requirements

Middle school teachers showed increases in their own understanding of how their courses fit within the A-G sequence and their comfort in communicating A-G requirements to students and parents (Exhibit 8). High school teacher responses showed a decrease in both, which is consistent with what high school students reported in Exhibit 6.

Exhibit 8. Percentage of Teachers Who Agreed with Questions about Supporting A-G Attainment



Regarding A-G course requirements, teachers and administrators were asked the following question:

“The Office of Curriculum, Instruction and School Support is revising the comprehensive Pre-K to 12 A-G Plan to ensure that all students are successful in meeting A-G requirements for graduation. Considering your students’ strengths and struggles, what suggestions can you provide for ensuring student success at their level of schooling?”

Among the 7,054 responses, the most frequently mentioned recommendations concerned:

- 1) Communication of A-G requirements and creating materials to better communicate A-G (14%),
- 2) Curricular improvements (11%),
- 3) Effective pedagogy (10%), and
- 4) Ensuring students had the correct prerequisite skills and were not socially promoted to the next grade or schooling level (9%).

Improving communication and communication resources about A-G graduation requirements was mentioned by 812 individuals (11%), and 209 (3%) stated that student and/or parent friendly materials used to communicate A-G requirements should be created. A-G communication should occur early on and be more consistent, frequent or constant than it currently is. Among the most common resources suggested were charts, posters, outlines, visual aids, graphic organizers or infographics. It bears mentioning that 115 teachers (2%) described their lack of knowledge about A-G requirements in their comments, and an additional 1,050 teachers (15%) indicated that the question did not apply to them.

Seven hundred and eighty seven (11%) respondents felt the most important issues around A-G completion were curricular. They agreed that students needed more support and more opportunities to engage in reading and writing, that they should be required to write academic papers across the curriculum, and that they needed adequate reading material at their level. Texts should be provided with progressive levels of complexity and it was believed that once students learn to analyze literature, reading, writing, speaking, and critical thinking become easier. Also frequently mentioned was the need to provide developmentally appropriate, California Content Standards-aligned, and up-to-date materials, as well as the guidelines for using those materials. Respondents felt that the district should provide schools with readers by level, as well as high-quality writing samples that are appropriate for the grade and specific Lexile levels. Teachers also need more nonfiction high-interest books at all reading levels.

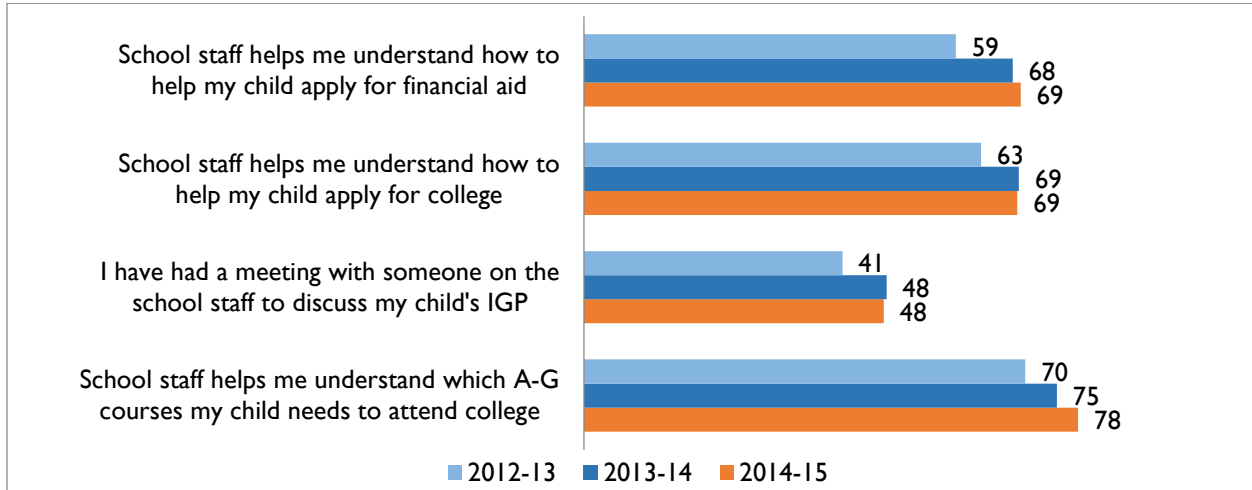
Suggestions about science and math demonstrated educators' concerns about students who lack pre-requisite skills in mathematics, which then hurts them in science. Other comments related to scheduling and courses tailored to student skill level, such as requiring basic math and pre-Algebra, and bringing back the honors classes for all levels in math, especially geometry and Algebra 2. One hundred and thirty (130) respondents called for putting art, music, or other enrichment back into the curriculum because they believed those courses (as well as courses in vocational arts) motivated some learners and kept them in school. They asked for more art, music, drama, and field trips, as well as enrichment in technology and foreign language.

Six hundred and sixty four (10%) teachers and administrators commented that students lacked basic skills in both reading (184 comments) and math (137 comments), although math was less frequently mentioned by elementary educators than by secondary educators. Ending social promotion (134 comments) was a frequently mentioned theme. High school staff were particularly vocal about ending social promotion and changing the promotion requirements in middle school.

Parent Perceptions of A-G

Parent responses regarding A-G support remained steady over the past three years and showed a slight increase in agreement with “School staff helps me understand which A-G courses my child needs to attend college.” Fewer than half of parents (48%) reported meeting with school staff to discuss their child’s Individual Graduation Plan (IGP), the same rate as the year prior (Exhibit 9).

Exhibit 9. Percentage of High School Parents Who Agreed with Questions about Receiving College Planning Support



High Quality Instruction

The new California Content Standards provide a clear set of learning goals that show what students should know and be able to do by the end of each grade across the curriculum. The standards promote an emphasis on communication, collaboration, creativity, and critical thinking. Students are required to read nonfiction and challenging texts, to use evidence gathered from texts to talk and write about their understanding and construct arguments, and to use math in real-world situations. For the past two years, the survey has asked students and teachers questions about their experiences with these new standards in English Language Arts and Mathematics, as well as other instructional shifts in Science and Social Studies.

Implementation of the California Content Standards

As shown in Exhibit 10, the majority of students across grade levels agreed that they “do a lot of writing” in English Language Arts, with a decrease from 92% to 87% for elementary students in 2014-15. Levels of agreement in middle (79%) and high schools (76%) were relatively unchanged from the prior year.

In Mathematics, the majority of elementary students (87%) agreed that “we write sentences to explain how we solve math problems” in 2014-15. This percentage was substantially lower for middle (69%) and high school students (49%).

In Science, the percentage of students in agreement with “we make hypotheses and test them” dropped across all grade levels in 2014-15. Rates of agreement ranged from a high of 61% of elementary students to 54% of high school students in agreement.

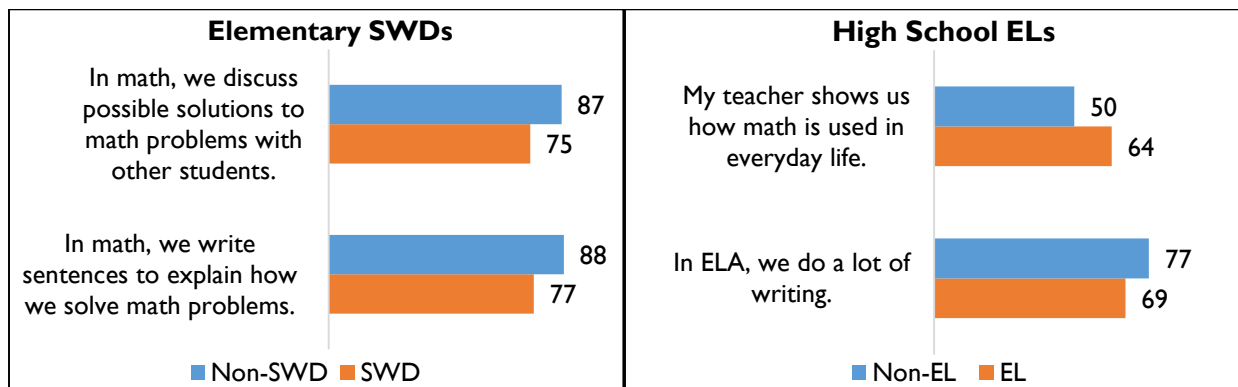
In Social Studies, 80% of elementary students agreed that their teachers ask them “to think critically about why certain events took place,” a decrease of 5% from the year prior. Levels of agreement at the middle (70%) and high school (65%) levels remained relatively unchanged.

Exhibit 10. Student Responses about Implementation of California Content Standards

Percentage of Students Who Agreed with:		2013-2014	2014-2015
In English Language Arts , we do a lot of writing.	Elementary	92	87
	Middle	79	79
	High School	75	76
In Mathematics , we write sentences to explain how we solve math problems.	Elementary	89	87
	Middle	66	69
	High School	52	49
In Science , we make hypotheses and test them.	Elementary	70	61
	Middle	64	58
	High School	59	54
In Social Studies , my teacher asks us to think critically about why certain events took place.	Elementary	85	80
	Middle	70	70
	High School	64	65

Some subgroups of students responded differently from their peers about their learning experiences (Exhibit 11). In elementary grades, students with disabilities agreed less often than their peers that they discuss solutions to math problems or write sentences to explain math problems. In high schools, English learners were more likely than their peers to agree that their math teachers show how math is used in everyday life, but less likely to agree that they do a lot of writing. Latino high schoolers were more likely than White students to agree that they write sentences to explain how they solve math problems.

Exhibit 11. Student Responses about Implementation of California Content Standards by Subgroup and Ethnicity (2014-15)

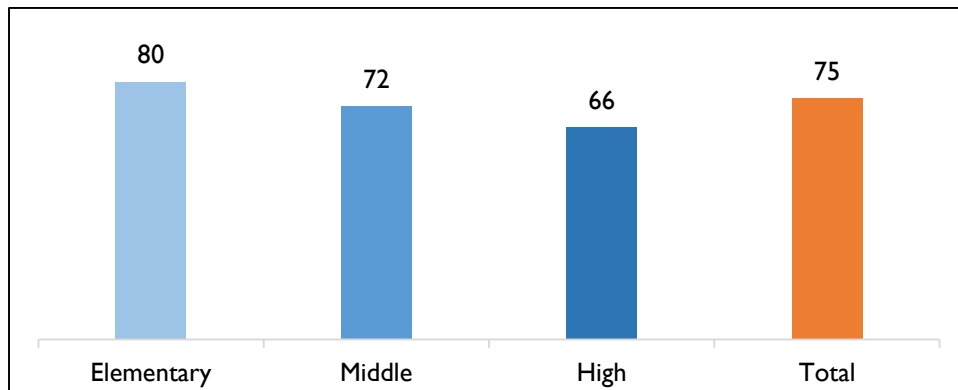


High School Students By Ethnicity	African	Asian	Latino	White
	Amer.			
In math we write sentences to explain how we solve math problems.	47	47	50	41

Note: Highlighted cells indicate that students agreed at much different rates than their grade-level peers based on an educationally meaningful effect sizes.

There were similar trends across teachers at the elementary, middle, and high school levels in terms of agreement with implementing instructional shifts and seeing evidence of students responding to those shifts. In Exhibit 12, 80% of teachers at the elementary grade levels agreed that teachers at their school have changed their instructional practice as a result of the new standards. This rate of agreement dropped to 72% at middle schools and 66% at high schools.

Exhibit 12. Percentage of Teachers Who Agreed with: “Teachers at My School Have Changed Their Instructional Practice as a Result of the California Standards” (2014-15)



The survey also asked all teachers to comment on their greatest strength in their knowledge or implementation of the California Content Standards. Almost 7,200 elementary teachers answered this question. The most commonly cited strengths included:

- 1) Their own level of understanding of the standards (290),
- 2) The professional development offered at their school (166),
- 3) Their willingness (153),
- 4) Lesson planning (129), and
- 5) Teacher collaboration (119).

One teacher wrote, “We have received support and training to understand the [California] standards in order to implement them effectively. I enjoy teaching these new standards.” Among the 2,129 and 2,691 middle and high school teachers who answered this question, lesson planning was the most commonly reported strength by 198 middle and 215 high school teachers. In some cases, teachers cited their ability to plan lessons that promote student critical thinking – another frequently reported theme by 137 middle school teachers and 174 high school teachers.

One teacher described this process in detail: “My greatest strength is challenging my students to build their sense of wonderment and curiosity around the different texts that we read. My students learn to close read for evidence and then make connections to other texts, and to real-world experiences. They work together to gain multiple perspectives and use them to develop critical thinking skills.” “Citing evidence” and “questioning students” were also themes mentioned by 127 and 106 middle school teachers, and 164 and 137 high school teachers.

Teachers were also asked to report their greatest struggle regarding their knowledge or implementation of the California Content Standards. More than 7,200 elementary, 2,150 middle school, and 2,700 high school teachers responded. The following themes were evident across grade levels:

- 1) Lacking aligned curriculum materials;
- 2) A lack of time for lesson planning; and
- 3) Accessing instructional supports.

Alignment was viewed as particularly problematic among 657 elementary teachers. Additionally, 245 elementary, 176 middle, and 234 high school teachers complained about the lack of time to plan in order to align lessons to the standards. Another common theme reported by 494 elementary, 201 middle and 244 high school teachers was accessing instructional supports that were standards-aligned, such as materials, assessments, classroom assignments, and lesson and curriculum plans. “Many of the textbooks are not aligned with the [California Content Standards], therefore it makes it difficult to implement the standards. I find myself spending a lot of extra time planning and pulling from outside sources to supplement the curriculum,” one teacher wrote.

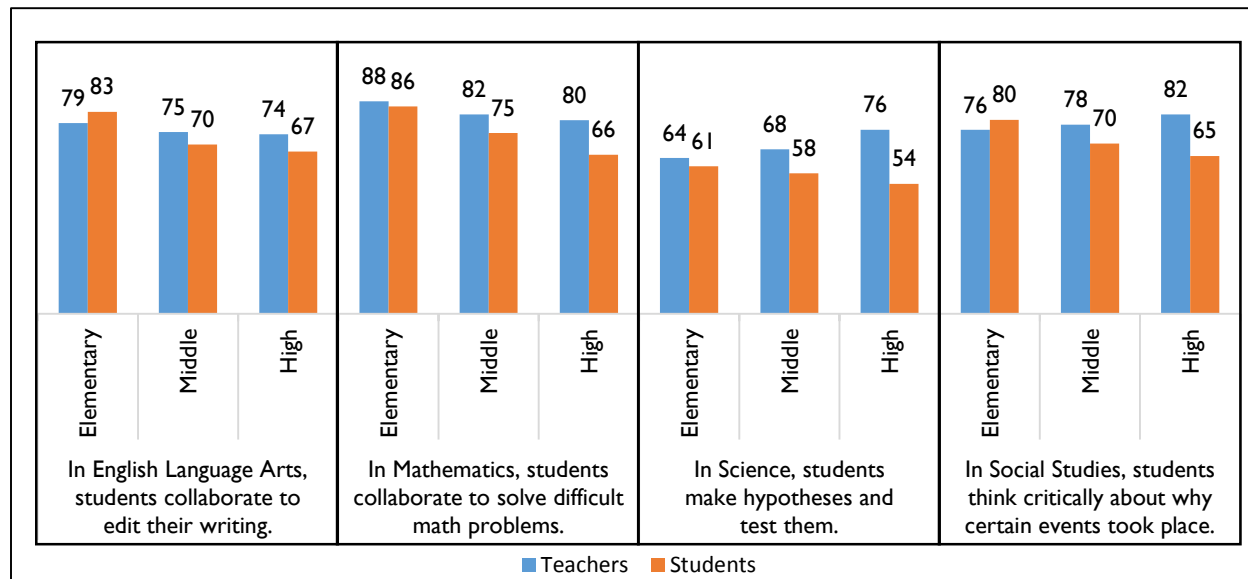
Principals were also asked to describe their school’s greatest strengths and struggles with the California Content Standards. We heard from 498 principals regarding school strengths and 503 about their schools’ struggles. In general, principals reported that their school’s greatest strengths were professional development and teacher collaboration. In some comments, these themes were intertwined. As one principal wrote, “Our school has established various professional learning communities [PLCs] that meet three times a month to specifically focus on planning, delivery of instruction and analyzing results of student work to improve their practice.”

The most common struggle reported was not having enough time for implementation. Some principals described this challenge at their schools in terms of teachers having enough time to plan, implement the standards, participate in professional development, collaborate, and develop assessments. One principal wrote, “Finding PD Time to complete ALL our goals set at the beginning of the year despite having PD every week. Mandated District PD's have been a challenge as it takes from the regular PD schedule and goals.”

Exhibit 13 compares responses to similar questions that asked students about their learning experiences and teachers about their instructional practice. In terms of the alignment between teacher and student perceptions, teachers were more positive than students at middle and high

schools across the four subject areas. Elementary teachers reported similar or slightly lower levels of agreement in most subjects compared to their students across the four subject areas.⁴

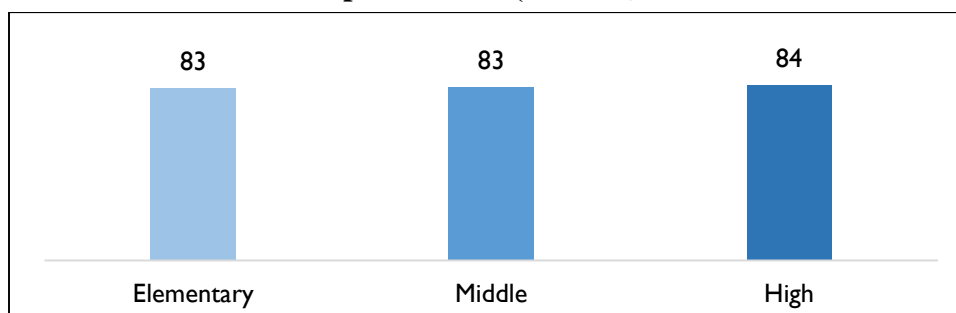
Exhibit 13. Percentage of Teacher and Student Agreement on Instructional Shifts by Subject Area (2014-15)



Classroom Supports for Learning

Students and parents were asked about the level of classroom supports received from teachers. Exhibit 14 shows that more than 80% of students agreed that their teachers “go out of their way to help students” across elementary, middle, and high schools.

Exhibit 14. Percentage of Students Who Agreed with: “Teachers Go Out of Their Way to Help Students” (2014-15)⁵

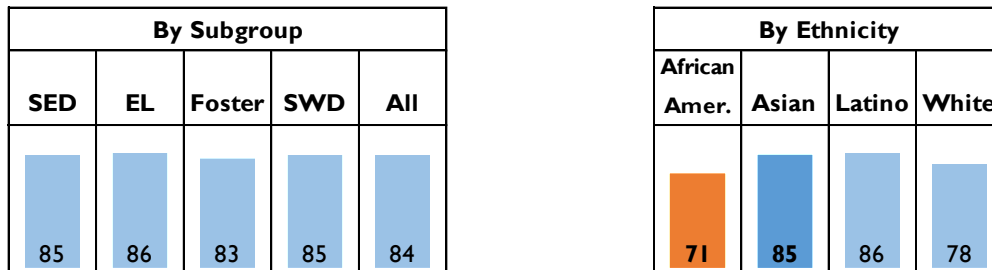


⁴ The corresponding student questions were: “In English Language Arts, we work together to edit our writing to make it better,” “In Mathematics, we discuss possible solutions to math problems with other students,” “In Science, we make hypotheses and test them,” and “In Social Science, my teacher asks us to think critically about why certain events took place.”

⁵ The scale of secondary results were altered from five to four scales in order to compare against elementary.

Responses by subgroups were similar to their grade-level peers, showing similarly high levels of agreement, particularly at the high school level (Exhibit 15). High school African-American students (71%) were much less likely than Latino students (86%) to agree with teachers going out of their way to help students.

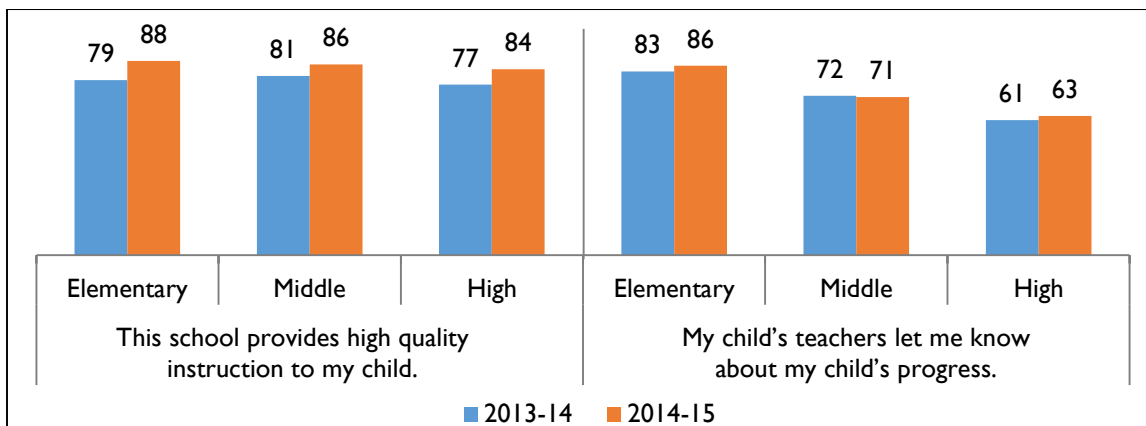
Exhibit 15. Percentage of High School Students Who Agreed with: “Teachers Go Out of Their Way to Help Students” by Subgroup and Ethnicity (2014-15)



Note: Highlighted cells indicate that students agreed at much lower rates than their grade-level peers based on an educationally meaningful effect sizes.

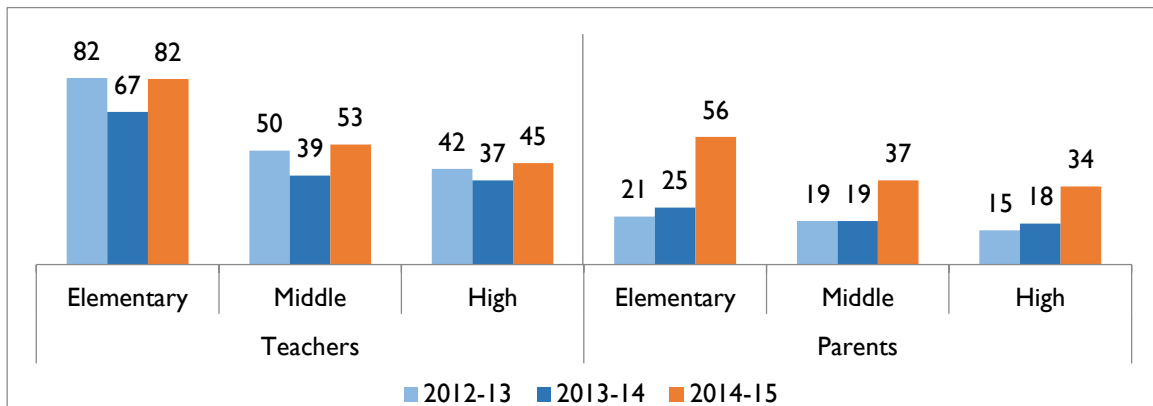
Exhibit 16 reports parents’ answers to questions about instructional quality and the level of communication from teachers. The percentage of parents in agreement with “this school provides high quality instruction to my child” increased across elementary, middle, and high schools by at least 5% from 2013-14 to 2014-15.

Exhibit 16. Percentage of Parents who agreed with Questions about Instructional Quality and Communication from Schools



Teachers and parents of English learners were asked about the frequency of communication regarding student’s progress towards reclassification as Fluent English Proficient. Teachers were more likely than parents to report that they communicated at least twice a year about English learners’ progress. However, the percentage of parents agreeing increased dramatically in 2014-15. Parents were roughly two times more likely in 2014-15 than in 2012-13 to agree across all grade levels that they received information at least twice during the year (Exhibit 17).

Exhibit 17. Percentage of Teachers who Provided, and Parents Who Received, Information about English Learners' Progress at Least Twice During the School Year

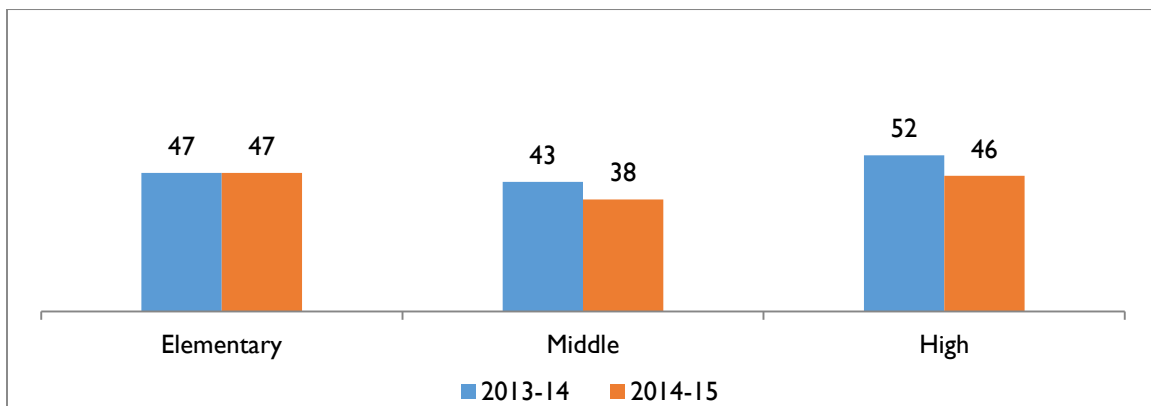


Access to Technology

The increased use of technology by students is an important aspect of the LAUSD's overall mission and is an integral element in the California Content Standards, both through the skills students are expected to demonstrate and through the manner by which they will be tested as to that mastery.

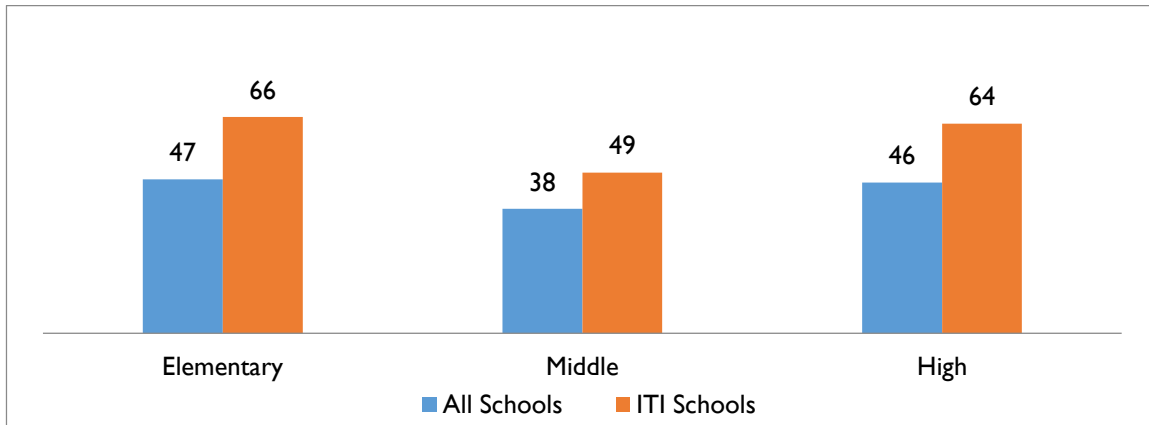
As shown in Exhibit 18, fewer than half of the students were using computer programs (e.g., Excel, PowerPoint, Keynote, or Publisher) to complete school assignments and projects in 2014-15. It appears that technology use stayed the same at the elementary level, but decreased from 2013-14 to 2014-15 at the middle and high school levels.

Exhibit 18. Percentage of Students Who Reported Using Computer Programs to Complete School Assignments or Projects at least Once per Week



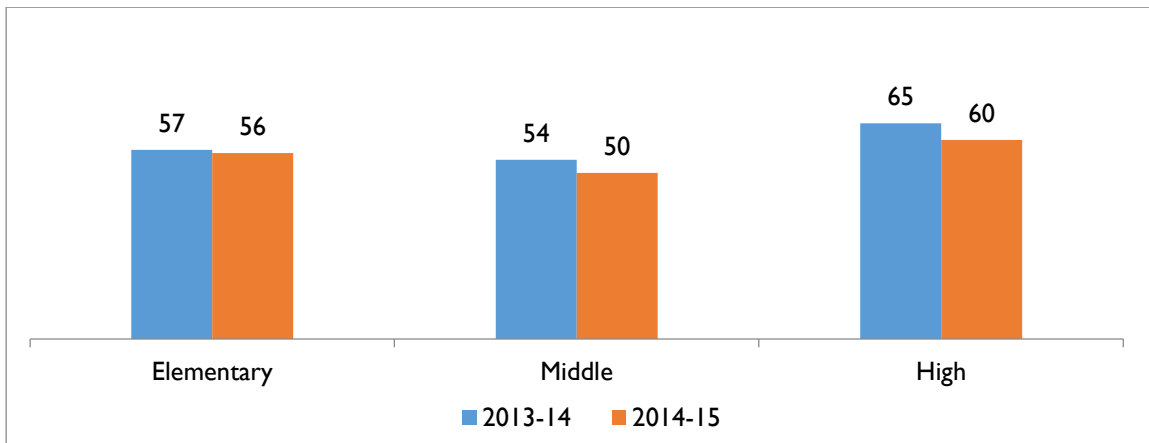
The District has provided students at some schools with iPads and other mobile devices bundled with digital curriculum intended to align with the California Content Standards. As shown in Exhibit 19, students in schools selected as Instructional Technology Initiative (ITI) schools were more likely to report using computers to complete their school assignments or projects. This was true across all grade spans. Middle school students seemed less likely to use the devices.

Exhibit 19. Comparison of ITI Schools and District Schools on Students Who Agreed to using Computers for School Assignments or Projects (2014-15)



Students were also asked how often they used the Internet to find information for school assignments. Elementary use was about the same from 2013-14 to 2014-15 but there were decreases at both the middle and high school levels (Exhibit 20). High school students were more likely than elementary or middle school students to use the Internet for school assignments in both years.

Exhibit 20. Percentage of Students Who Use the Internet for Assignments at Least Weekly



By subgroups and ethnicities, there were some large differences among responses in use of the internet, particularly at the high school level (Exhibit 21). English learners and students with disabilities were less likely to use the Internet for school assignments at least once a week than their peers. Latino students (58%) were far less likely to report weekly or more often use of the internet for school than Asian students (72%), who were the most likely to report at least weekly use of the internet.

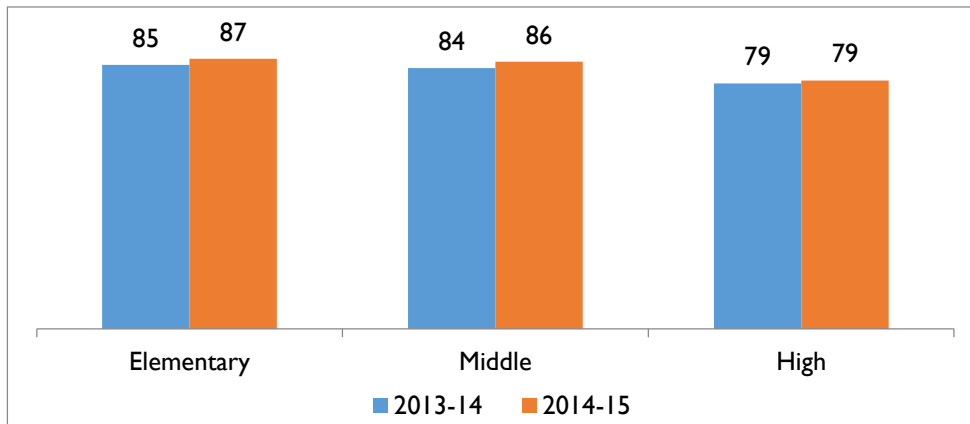
Exhibit 21. Percentage of High School Students Who Use the Internet for Assignments Weekly or More Often by Subgroup and Ethnicity

High School Students	By Subgroup	SED	EL	Foster	SWD	All
		59	47	53	47	60
	By Ethnicity	African Amer.	Asian	Latino	White	All
60		72	58	67	60	

Note: Highlighted cells indicate that students agreed at much lower rates than their grade-level peers based on an educationally meaningful effect sizes.

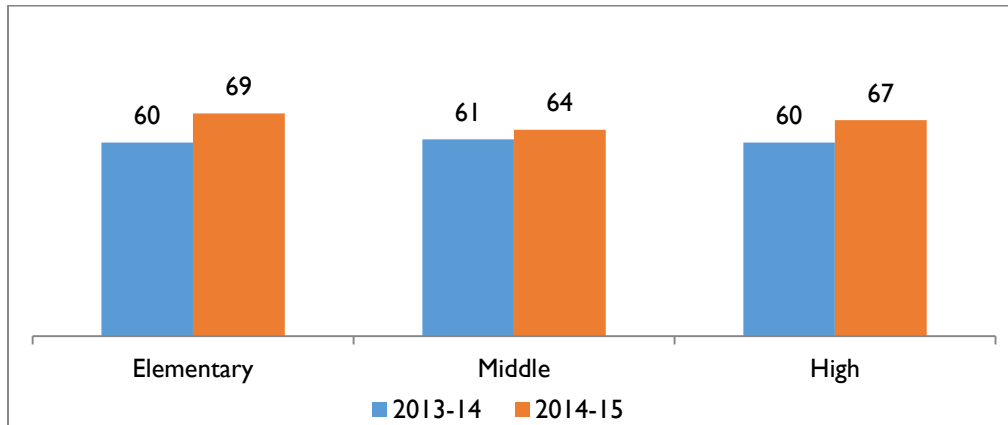
Parents were asked about their use of the Internet (Exhibit 22). Most parents indicated that they were using the Internet at least once each week. Results were similar to the prior year with this year slightly higher. For both years, parent technology use was highest at the elementary level.

Exhibit 22. Percentage of Parents that Access the Internet Weekly or More Often



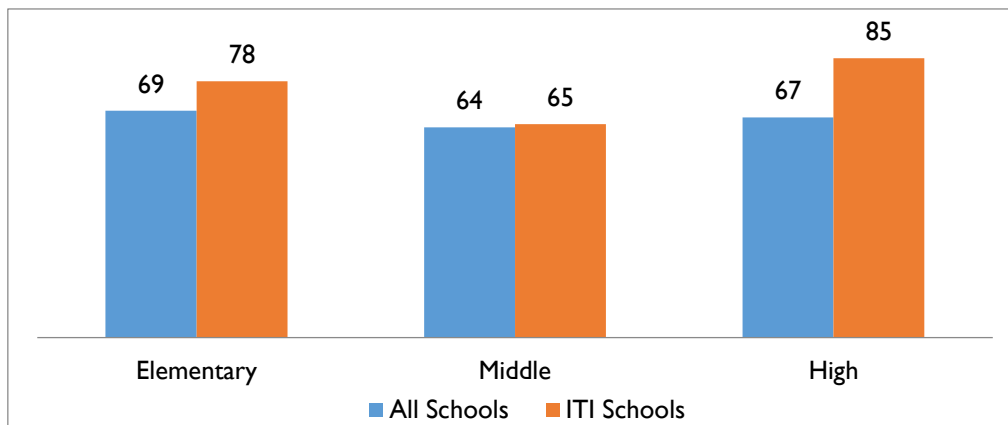
Approximately two-thirds of staff felt that they had the technology they needed to do their job well. These percentages reflect increases across all grade spans from the prior year (Exhibit 23).

Exhibit 23. Percentage of Staff Who Agreed with: "I have the technology I need at this school to do my job well."



As mentioned previously, some schools received mobile devices. Exhibit 24 shows a comparison between ITI and non-ITI schools. At the elementary and high school levels, staff at ITI schools were more likely to agree that they had the technology they needed to do their jobs well.

Exhibit 24. Comparison of ITI Schools and District Schools on Percentage of Staff Who Agreed with: "I have the technology I need at this school to do my job well." (2014-15)



School Climate

New questions were added to the 2014-15 survey as part of the LAUSD’s participation in the California Office to Reform Education (CORE) waiver from parts of the federal No Child Left Behind Act. These questions were developed to measure school climate and students’ social-emotional skills. This section discusses results of questions that measure the extent to which schools have positive and supportive climates.

Students at all levels reported a high rate of agreement with: “I feel like I am part of this school” (Exhibit 25). A slightly higher percentage of elementary students (82%) responded in agreement compared to high school students (79%).

Exhibit 25. Percentage of Students Who Agreed with: “I feel like I am part of this school” (2014-15)

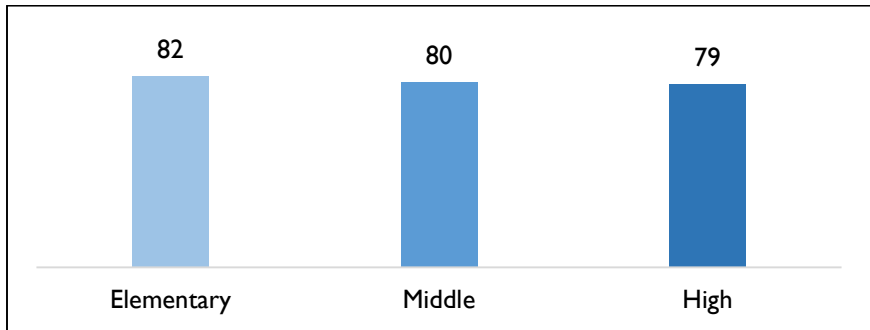
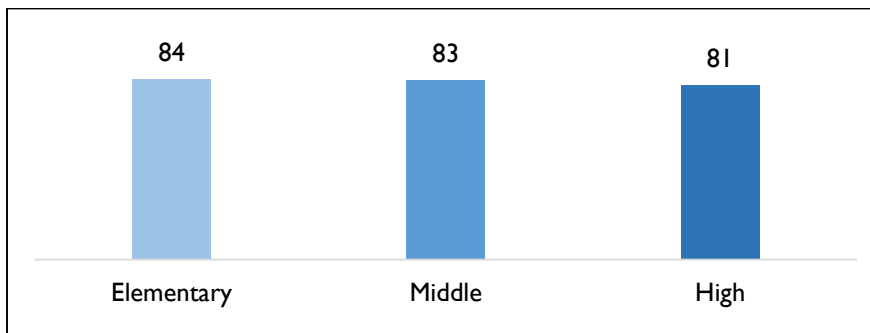


Exhibit 26 shows that the levels of agreement regarding being “happy to be at this school” were slightly higher than they were for the previous question, “I feel like I am part of this school,” across all grade levels.

Exhibit 26. Percentage of Students Who Agreed with: “I Am Happy to Be at this School” (2014-15)



However, when the question about happiness was further analyzed, patterns across grade levels surfaced by ethnicity. Across grade levels, African-American students (70%) agreed at a much lower rate than Asian students, who were the most likely to agree (87%) about being happy at school (Exhibit 27). This difference was large enough to be educationally meaningful based on effect sizes across elementary, middle, and high school grade levels.

Exhibit 27. Percentage of Students Who Agreed with: “I Am Happy to Be at this School” by Subgroup and Ethnicity (2014-15)

	African Amer.	Asian	Latino	White	All
All Grade Levels by Ethnicity	70	87	83	85	83

Note: Highlighted cells indicate that students agreed at much lower rates than their grade-level peers based on an educationally meaningful effect sizes.

Most students across grade levels agreed that they were being treated respectfully by teachers (Exhibit 28). The vast majority of elementary students (88%) felt that they were treated with respect, with somewhat lower rates at middle (80%) and high schools (82%). By ethnicity, African-American students (AA) reported much lower rates of agreement across all grade levels, resulting in educationally meaningful differences when compared against groups with the highest rates of agreement. Asian students in elementary (90%) and middle schools (83%) had the highest levels of agreement; Latino students had the highest rates across high schools (84%).

Exhibit 28. Percentage of Students Who Agreed with Questions about Being Treated with Respect by Teachers (2014-15)

Grade Levels By Ethnicity	African Amer.	Asian	Latino	White	All
Elementary Students	80	90	88	89	88
Middle Students	65	83	82	78	80
High School Students	64	81	84	73	82

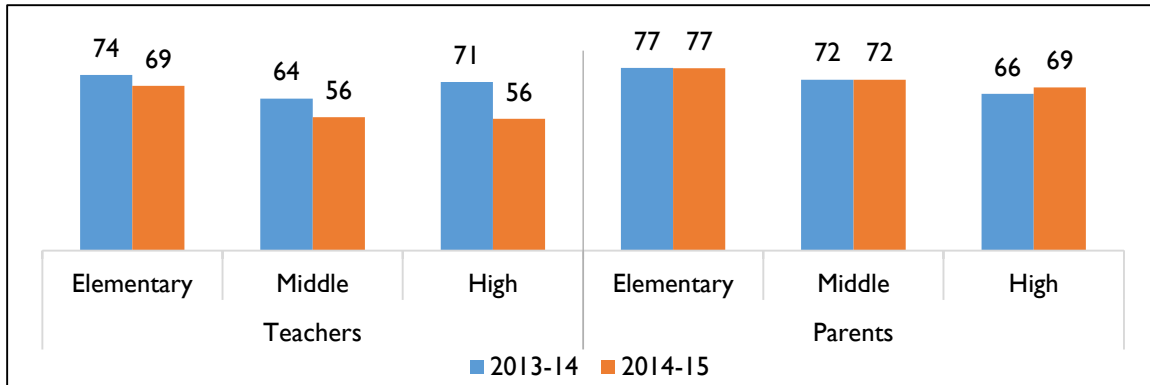
Note: Highlighted cells indicate that students agreed at much lower rates than their grade-level peers based on an educationally meaningful effect sizes.

Parent Perceptions of School Climate

Teachers and parents were asked about their level of agreement with the statement that “parents are partners in school decision making.” In 2014-15, the percentage of teachers agreeing with this statement dropped across elementary, middle, and high schools (Exhibit 29). The percentage of parents agreeing with this statement stayed the same at elementary and middle school levels,

and increased slightly at the high school level. In 2014-15, teachers were less likely than parents to perceive that parents were partners in school decision making across all grade levels.

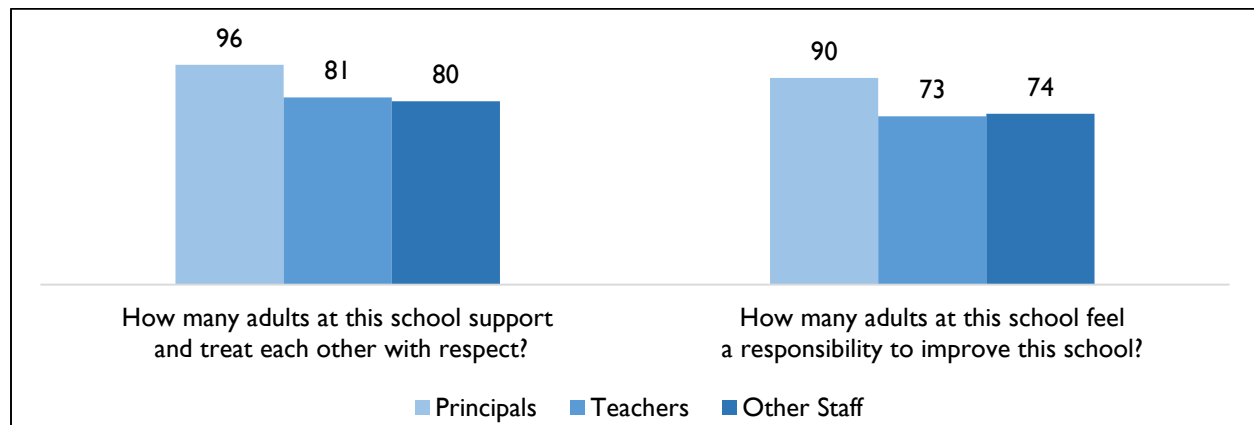
Exhibit 29. Percentage of Teachers and Parents Who Agreed that Parents Are Partners in School Decision Making



Staff Perceptions of School Climate

School staff were asked about the level of collegiality and shared responsibility among their colleagues. The majority of principals, teachers, and other school staff agreed that nearly all or all of their schools’ staff “support and treat each other with respect” or “feel a responsibility to improve” their schools (Exhibit 30). Principals agreed at much higher rates that their schools’ staff exhibited these behaviors than did teachers and other school staff.

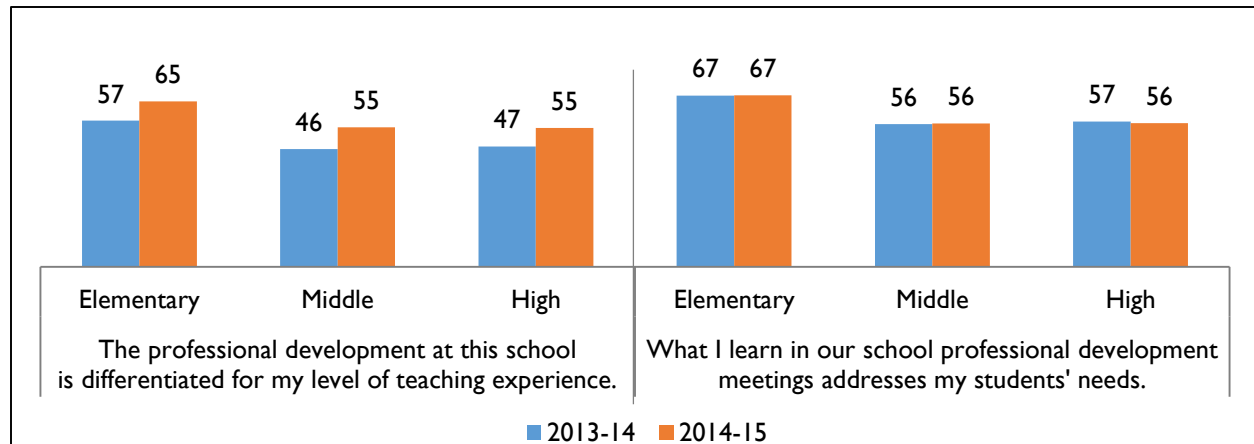
Exhibit 30. Percentage of Staff Who Answered “Nearly All” or “All” to Questions about How Many Staff at Their Schools Exemplify Respect or Responsibility (2014-15)



Teachers were asked about the quality of professional development they received at their schools. Teachers across all grade spans were more likely to agree with “the professional development at this school is differentiated for my level of teaching experience” in 2014-15 than the prior year. Roughly two-thirds of elementary teachers agreed that professional development

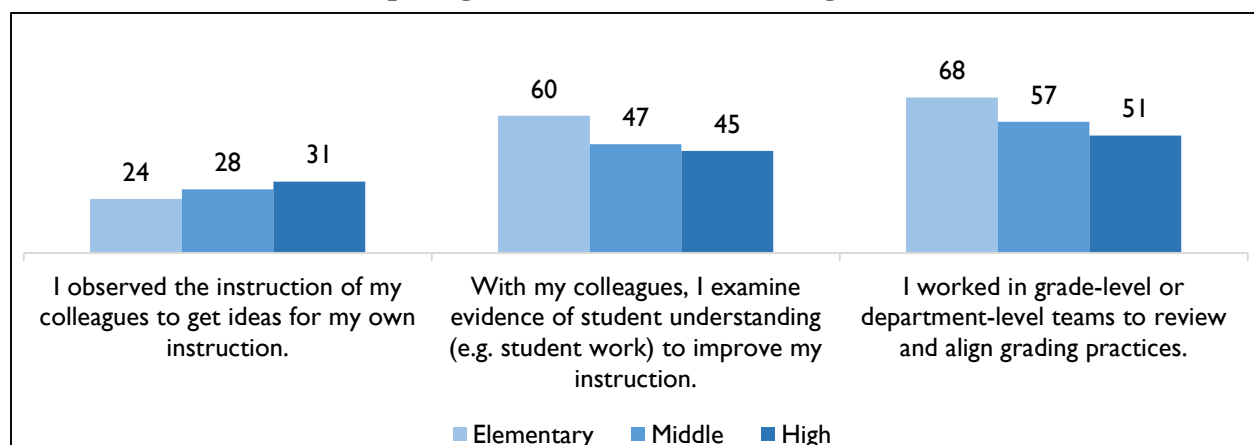
activities were differentiated and that professional development meetings addressed their students' needs. Lower percentages of teachers agreed with these statements at middle and high schools (Exhibit 31).

Exhibit 31. Percentage of Teachers Who Agreed with Questions about the Quality of Professional Development They Receive



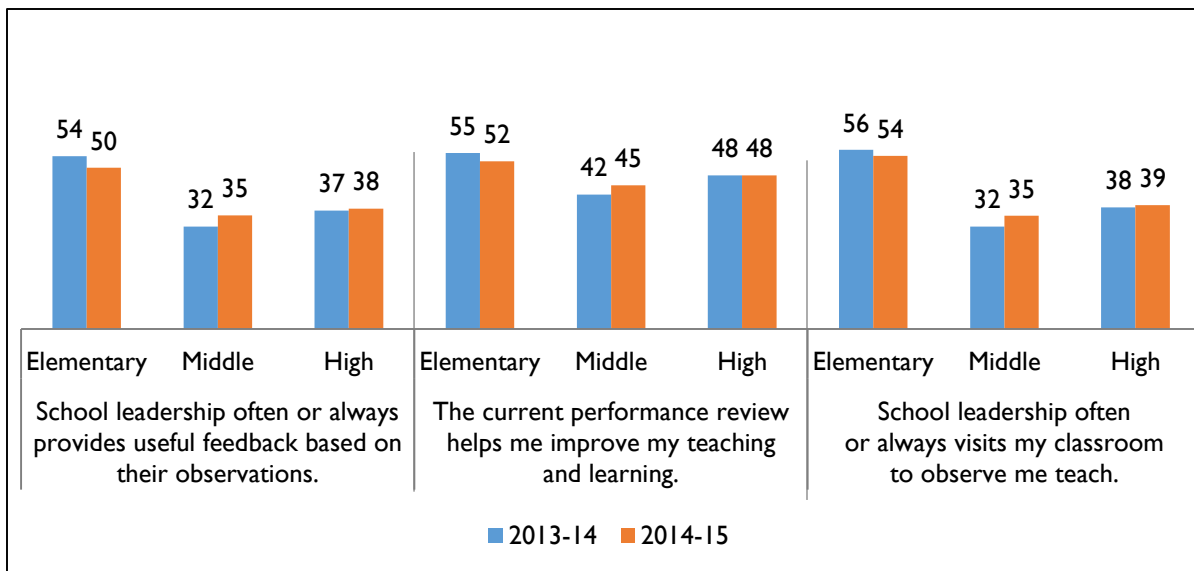
Teachers were additionally asked about their participation in collaborative learning experiences with their colleagues. Overall, observation of instruction was reported to a lesser degree than working with colleagues to examine evidence of student understanding or to align grading practices (Exhibit 32). A higher percentage of middle school and high school teachers responded that they often or always observed their colleagues than elementary teachers did. Most elementary teachers responded that they often or always worked with colleagues to examine student work, or worked in teams to align grading practices. These rates were lower for middle school and high school teachers.

Exhibit 32. Percentage of Teachers Who Responded "Often" or "Always" about Participating in Collaborative Learning (2014-15)



Teachers were asked about the extent to which they receive useful feedback from school leadership. As can be seen in Exhibit 33, the majority of teachers tended not to agree that “school leadership provides useful feedback based on their observations,” “the current performance review helps me improve my teaching and learning,” or that school leadership frequently “visits my classroom to observe me teach.” Answers to these questions revealed similar trends when compared to the prior year. Middle school teachers had the lowest levels of agreement and elementary teachers had the highest levels of agreement, with slightly more than half of elementary teachers responding positively across each of the three questions.

Exhibit 33. Percentage of Teachers Who Agreed with Questions about Quality of Feedback



Social and Emotional Learning

In addition to having new questions related to school climate, the 2014-15 survey included questions on social and emotional learning. These questions were organized into four topics: self-management, growth mindset, self-efficacy, and social awareness.

Most students reported having good self-management behaviors, with 84% of high school students stating that they “came to class prepared” or “remembered and followed directions” often or almost all of the time (shown in Exhibit 34). Across all grade levels, English learners and students with disabilities agreed much less often than their grade-level peers concerning both statements. African American students agreed with these statements much less often than Asian or White students across nearly all grade levels.

An important trend apparent across grade levels shows large differences between subgroups and ethnicities at the elementary level, which decrease at the middle and high school levels. Consequently, no ethnicities are highlighted as having educationally meaningful differences at the high school level for coming to class prepared.

Exhibit 34. Percentage of Students Who Agreed with Self-Management Questions across All Grade Levels by Subgroup and Ethnicity (2014-15)

		By Subgroup				All
		EL	Non-EL	SWD	Non-SWD	
I came to class prepared.	Elementary	66	79	62	77	76
	Middle	68	84	68	83	82
	High	74	86	74	86	84
I remembered and followed directions.	Elementary	58	75	56	72	71
	Middle	65	81	65	80	79
	High	74	86	73	86	84

		By Ethnicity			
		African American	Asian	Latino	White
I came to class prepared.	Elementary	71	89	73	90
	Middle	79	94	79	93
	High	84	89	84	89
I remembered and followed directions.	Elementary	65	82	68	84
	Middle	75	92	76	90
	High	82	90	84	89

Note: Highlighted cells indicate that students agreed at much different rates than their grade-level peers based on educationally meaningful effect sizes between the lowest (orange) and highest (blue) cells.

Survey items about growth mindsets prompted students with statements that were framed in a negative context, suggesting to students that “Challenging myself will not make me any smarter” and “There are some things I am not capable of learning.” The rates of agreement were low among students, particularly at high school, where roughly 15% of students agreed that either statement was “mostly true” or “completely true” (Exhibit 35). This shows that most students had beliefs consistent with a growth mindset in rejecting these statements.

By subgroup, some groups of students agreed much more often with these statements. English learners and students with disabilities agreed with either statement at least 25% of the time at the high school level, nearly double the rate of their grade-level counterparts. The rates of agreement were higher at the elementary and middle school levels for both groups. Latino students at the elementary and middle school levels agreed at much higher rates than Asian students. Similar to the results of self-management questions, the differences across subgroups and ethnicities were smaller at the high school level than the elementary level, resulting in fewer educationally meaningful differences.

Exhibit 35. Percentage of Students Who Agreed with Questions about Growth Mindsets across All Grade Levels (2014-15)

	By Subgroup					All
		EL	Non-EL	SWD	Non-SWD	
Challenging myself will not make me any smarter.	Elementary	34	24	31	27	27
	Middle	35	20	30	21	22
	High	29	13	25	14	15
There are some things I am not capable of learning.	Elementary	30	21	29	23	23
	Middle	31	19	29	19	20
	High	26	12	25	13	14

	By Ethnicity				
	African American	Asian	Latino	White	
Challenging myself will not make me any smarter.	Elementary	27	17	29	18
	Middle	19	13	24	15
	High	13	10	16	11
There are some things I am not capable of learning.	Elementary	26	15	25	16
	Middle	19	14	22	15
	High	13	13	14	13

Note: Highlighted cells indicate that students agreed at much different rates than their grade-level peers based on educationally meaningful effect sizes between the lowest (orange) and highest (blue) cells.

Self-efficacy items prompted students to consider the extent to which they could meet goals and overcome obstacles. These questions had lower rates of agreement than other types of social and emotional learning questions; only two-thirds of elementary students agreed that they “can earn an A” in all classes and 60% agreed that they can do well on all tests, “even when they are difficult” (Exhibit 36).

There were large differences among some subgroups and ethnic groups at the elementary level. English learners and students with disabilities agreed with these statements less often than their elementary peers. Students with disabilities had the lowest rates of agreement of any subgroup, with half or fewer agreeing that they can earn high marks in all classes or do well on all tests. Latino students had the lowest rates of agreement, with an educationally meaningful difference when their results were compared with White students.

Exhibit 36. Percentage of Students Who Agreed with Questions about Self-Efficacy in Elementary Grades (2014-15)

Elementary Students	By Subgroup				
	SED	EL	Foster	SWD	All
I can earn an A in all my classes/subjects.	63	55	59	50	65
I can do well on all my tests, even when they are difficult.	58	50	54	46	60

Elementary Students	By Ethnicity			
	African Amer.	Asian	Latino	White
I can earn an A in all my classes/subjects.	68	69	63	75
I can do well on all my tests, even when they are difficult.	63	66	58	72

Note: Highlighted cells indicate that students agreed at much lower rates than their grade-level peers based on an educationally meaningful effect sizes.

Students responded at high levels of agreement on questions relating to social awareness. These questions asked students “How much did you care about other people’s feelings?” and “How well did you get along with students who are different from you?” Responses were deemed favorable if students responded that they often or nearly always cared about other people’s feelings or if they got along pretty well or extremely well with others (Exhibit 37).

In line with the other social and emotional questions highlighted previously, the most substantial differences among subgroups were at the elementary level. Students with disabilities at elementary schools responded favorably with these statements at lower rates than their peers. African-American elementary students responded favorably at the lowest rates and White students at the highest rates. The difference between African-American students and White students on these statements were large enough to be educationally meaningful.

Exhibit 37. Percentage of Students Who Responded Favorably to Questions about Social Awareness in Elementary Grades (2014-15)

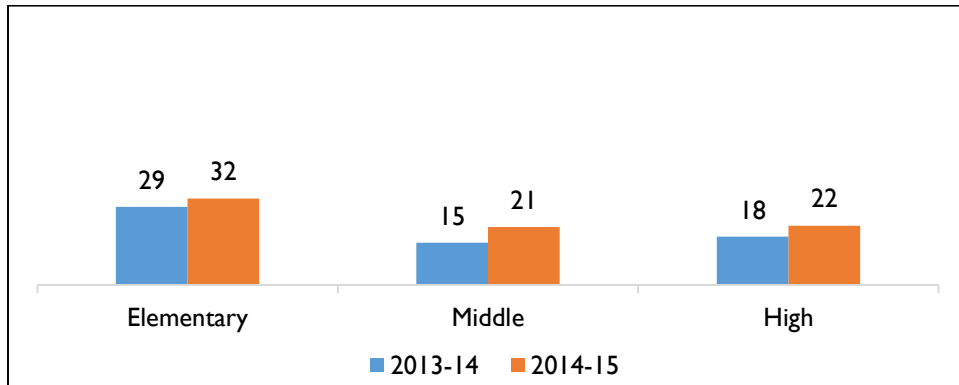
Elementary Students	By Subgroup				
	SED	EL	Foster	SWD	All
How much did you care about other peoples feelings?	85	81	80	74	86
How well did you get along with students who are different from you?	78	74	73	66	78

Elementary Students	By Ethnicity			
	African Amer.	Asian	Latino	White
How much did you care about other peoples feelings?	79	90	85	92
How well did you get along with students who are different from you?	71	79	78	83

Note: Answers included here were “quite a bit” or more or “got along pretty well” or better. Highlighted cells indicate that students agreed at much lower rates than their grade-level peers based on an educationally meaningful effect sizes.

For the past two years, teachers were asked about the extent to which “teaching social and emotional skills is happening school-wide.” In 2014-15, teachers agreed with this statement at slightly higher rates than they did in prior year across elementary, middle, and high schools (Exhibit 38). The percentage of agreement from teachers was highest at elementary schools, where nearly a third agreed with this statement in 2014-15. Agreement grew the most among middle school teachers, rising from 15% to 21% in one year.

Exhibit 38. Percentage of Teachers Who Agreed that Teaching Students Social and Emotional Skills is Happening School-Wide

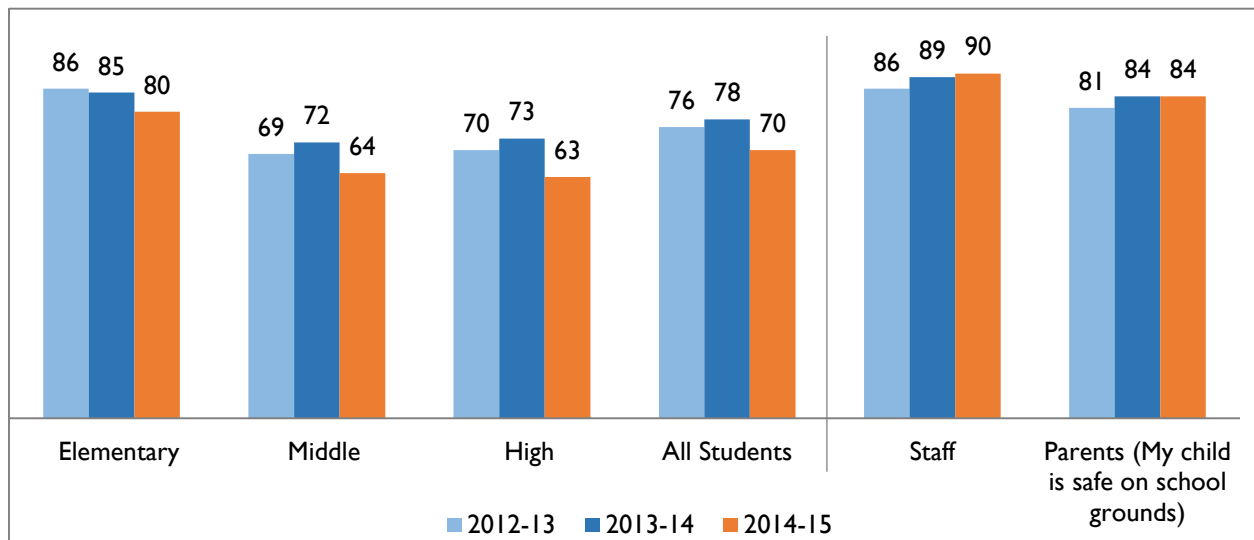


School Safety

In 2015, a lower percentage of students reported feeling safe on school grounds, compared to the previous years. This was true at all three student levels. Secondary students indicated that they felt less safe than elementary students. Parents reported feeling that their children were safe more so than their children did; furthermore, parents’ responses were similar over the two years (84%). Staff indicated that they felt slightly safer at school (90%) than in the previous year (

Exhibit 39).

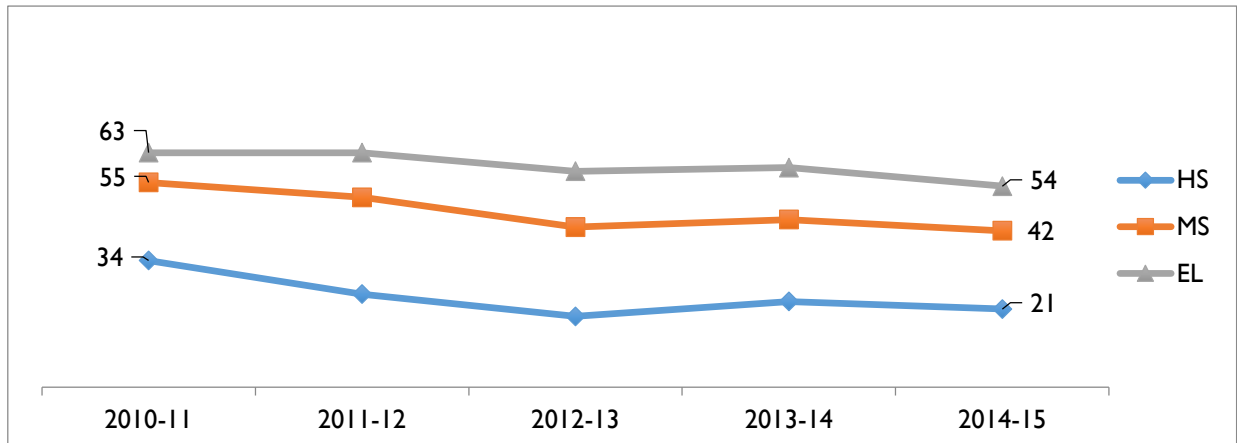
Exhibit 39. Perceptions of Feeling Safe or Very Safe on School Grounds across Stakeholders



Bullying and Other Negative Behaviors

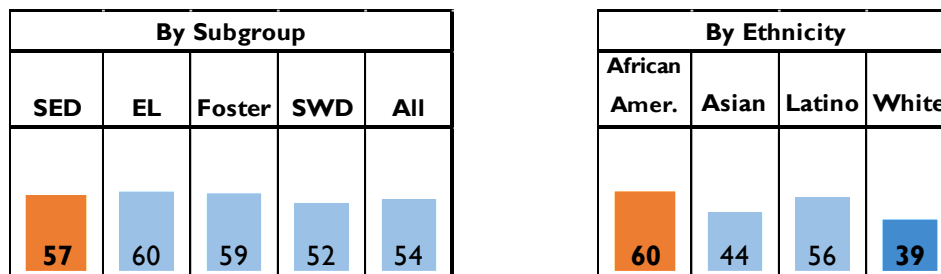
Bullying remains a major issue in all three levels of schools, although it has decreased since 2010-11 (see Exhibit 40). It is consistently higher in elementary school, followed by middle school, and then high school. However, the percentage of agreement among students decreased from 2010-11 to 2014-15 across all three grade levels.

Exhibit 40. Percentage of Students Who Agreed with: “Bullying is a problem at my school.”



This data was broken down further by subgroups, where there were some differences in responses among elementary students (Exhibit 41). Socioeconomically disadvantaged elementary students were more likely to indicate that bullying is a problem at their schools than students who were not socioeconomically disadvantaged. Other subgroups did not show substantial differences in responses when compared to their peers.⁶ By ethnicity, African-American elementary students (60%) were much more likely than White students (39%) to indicate that bullying is a problem at their schools.

Exhibit 41. Percentage of Elementary Students Who Agreed that “Bullying Is a Problem at My School” by Subgroup and Ethnicity (2014-15)



Note: Highlighted cells indicate that students agreed at much lower rates than their grade-level peers based on an educationally meaningful effect sizes.

⁶ Although English learners and foster youth had slightly higher percentages of agreement than socioeconomically disadvantaged students, the calculation of effect sizes did not indicate differences that were high enough or consistent enough across students to be highlighted as educationally meaningful.

Parents also indicated a reduction in bullying from 2013-14 to 2014-15. Numbers for 2013-14 differ slightly from last year as those parents who indicated “don’t know” were removed from the totals for this analysis.

Exhibit 42. Percentage of Parents Who Agreed with: “My child has told me that he or she has been bullied at school this year.” (2013-14 and 2014-15)

School Year	Elementary	Middle	High
2013-14	40%	37%	31%
2014-15	39%	36%	31%

Students, parents, and staff were asked about the supports available to help with bullying at their schools (Exhibit 43). Students were asked for agreement with the following statements: “I know who I could talk with at my school to report bullying,” and “If I told a teacher or another adult that I was being bullied, he or she would try to help me.” At all three grade levels, the rates of agreement with these statements dropped from 2013-14 to 2014-15. Even though the rates of agreement decreased, over 80% of elementary students agreed with these statements in 2014-15.

Parents were asked if they knew who to talk to if they had a question or concern about bullying and if they felt their child’s school would be responsive to reports of bullying. There was an increase from last year across all three school levels on both statements. Similar to last year, parents were most likely to agree with these statements at the elementary level.

While students agreed less often than the prior year with statements about getting help with bullying, school staff agreed more often than the prior year that they received training or materials on preventing bullying, or that they address bullying that occurs in their schools. Over 90% of staff at each grade level felt that they address bullying at their schools.

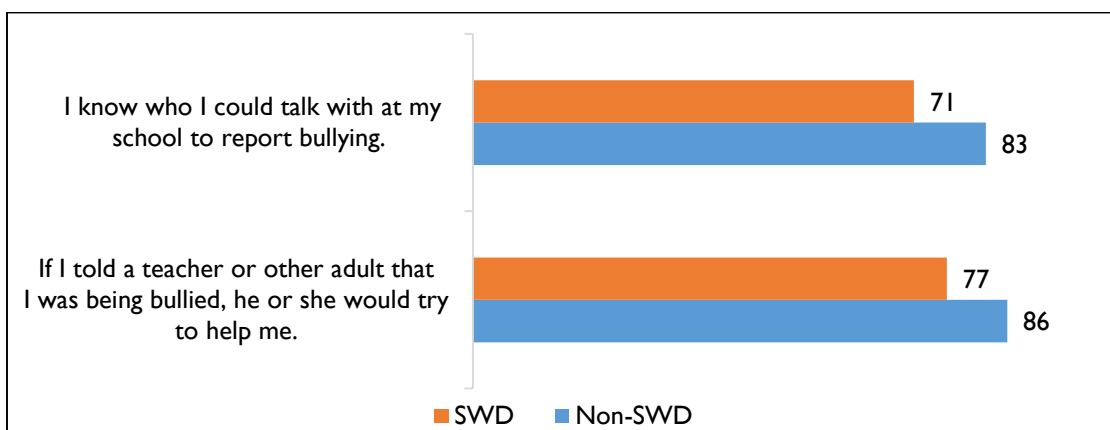
Exhibit 43. Agreement with Receiving Help with Bullying (2013-14 to 2014-15)*

	Elementary		Middle		High	
	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15
Students						
I know who I could talk with at my school to report bullying.	86%	82%	73%	66%	63%	57%
If I told a teacher or other adult I was being bullied, he or she would try to help me.	89%	86%	76%	69%	71%	65%
Parents						
I know who to speak with at school if I had a question or concern about bullying.	84%	86%	81%	83%	73%	78%
My child’s school would be responsive to reports of bullying.	80%	82%	79%	81%	74%	77%
Staff						
I have received training, professional developments, and/or materials on preventing bullying.	75%	82%	74%	79%	76%	80%
I address bullying that occurs in my school.	88%	94%	89%	92%	85%	91%

*Numbers may differ from last year due to adjusting the response options to make them comparable.

While the majority of students agreed that they knew who to talk to about bullying, there were substantial differences between students with disabilities and their peers at the elementary level (Exhibit 44). Students with disabilities at elementary schools were less likely than their peers to indicate that they knew who to talk to about bullying (71%) or that they would get help from an adult if they reported being bullied (77%).

Exhibit 44. Percentage of Elementary Students Who Agreed on Questions about Bullying, Comparing Students with Disabilities with Their Peers (2014-15)



Note: The differences between subgroups represent educationally meaningful effect sizes.

Students were asked this year about the kinds of negative activities that were occurring at their schools (Exhibit 45). A third or more of the elementary students indicated that other kids hit or pushed them (34%), that they were afraid of being beaten up (37%), or that other kids spread mean rumors about them (33%). The difference between reports that bullying was a problem (Exhibit 41) and incidents of bullying behaviors among elementary students suggests that students are not interpreting the two sets of questions in a similar manner.

There were many differences between subgroups on items relating to problematic behaviors. English learners felt that all of the behaviors were occurring most or all of the time. These differences among subgroups were much smaller at the middle school and high school levels.

Exhibit 45. Elementary Students: Subgroups Highlighted with Higher Rates of Perceived Victimization by Subgroup (2014-15)

Reported as Occurring Two or More Times	SED	EL	Foster	SWD	All
Other kids hit or push you?	35	42	38	40	33
Afraid of being beaten up?	39	45	38	38	36
Other kids spread mean rumors?	35	44	43	40	33
Other kids tease you about what you look like?	24	30	29	30	22
Other kids tease you about the way you talk?	15	22	18	23	14
Other kids steal or damage your things?	17	23	19	24	16

Note: Highlighted cells indicate that students agreed at much lower rates than their grade-level peers based on an educationally meaningful effect sizes.

There were also large differences among elementary students by ethnic groups in response to the questions about problematic behaviors at elementary schools (Exhibit 46). African-American elementary students were much more likely than their White or Asian counterparts to report harassment behaviors occurring most or all of the time.

Exhibit 46. Elementary Students: Ethnicities Highlighted with Higher Rates of Perceived Victimization by Ethnicity (2014-15)

Reported as Occurring Two or More Times	African American	Asian	Latino	White
Other kids hit or push you?	41	23	34	23
Afraid of being beaten up?	30	29	39	24
Other kids spread mean rumors?	43	21	34	22
Other kids tease you about what you look like?	32	13	23	14
Other kids tease you about the way you talk?	19	9	14	9
Other kids steal or damage your things?	23	10	16	10

Note: Highlighted cells indicate that students agreed at much lower rates than their grade-level peers based on an educationally meaningful effect sizes.

Middle school students reported more problems than high school students in all areas (Exhibit 47). Being pushed or otherwise physically attacked was the highest for middle school (25%) whereas being afraid of being beaten up was the lowest (12%). For high school, having had sexual jokes, comments, or gestures made towards the student (18%) was the highest. Being afraid of being beaten up was also the lowest for high school (7%).

Exhibit 47. Secondary Students Who Reported Perceived Victimization (2014-15)

Reported as Occurring Two or More Times	Middle	High
Been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?	26%	11%
Been afraid of being beaten up?	12%	6%
Had mean rumors or lies spread about you?	24%	15%
Had sexual jokes, comments, or gestures made to you?	21%	17%
Been made fun of because of your looks or the way you talk?	24%	17%
Had your property stolen or deliberately damaged, such as your car, clothes, or books?	14%	9%

At the middle school level, students with disabilities were more likely than their peers to be afraid of being beaten up (Exhibit 48). At the high school level, English learners and students with disabilities were more likely to report being afraid of being beaten up than their grade-level peers. By ethnicity, students answered similarly across groups.

Exhibit 48. Percentage of Secondary Students Who Reported Being “Afraid of Being Beaten Up” Two or More Times by Subgroup and Ethnicity (2014-15)

By Subgroup	SED	EL	Foster	SWD	All
Middle School Students	12	17	14	18	12
High School Students	6	11	7	11	6

Note: Highlighted cells indicate that students agreed at much lower rates than their grade-level peers based on an educationally meaningful effect sizes.

School staff were asked about their perception of the severity of problematic student behaviors at their schools (Exhibit 49). Staff indicated negative behaviors being more of a problem at the middle school level than at elementary or high school levels across all behaviors. “Disruptive behavior” was mentioned most often across all grade levels and was reported as a moderate or severe problem by 54% of middle school staff.

Exhibit 49. Staff Perceptions on Severity of Student Problems at their School (2014-15)

Reported as a Moderate or Severe Problem	Elementary	Middle	High
Disruptive behavior	39%	54%	46%
Lack of respect of staff	20%	41%	32%
Harassment or bullying	21%	37%	20%
Physical fighting	12%	23%	13%
Racial/ethnic conflict	6%	13%	9%

Individual school reports will be available at <http://achieve.lausd.net/schoolexperiencesurvey> after September 28. District and Local District Summary Reports will also be available. Selected items related to school climate and parent engagement from the School Experience Surveys will be published on the School Report Cards that will be distributed in December 2015.

For additional questions about the School Experience Survey or School Report Card, please contact Julie Kane at (213) 241-5600 or Cynthia Lim at (213) 241-2460.