

STRATEGIC PLANNING AND LCAP SURVEY ANALYSIS

Prepared for Mountain View Whisman School District

March 2016



In the following report, Hanover Research presents the findings from three surveys disseminated to parents, students, and staff of Mountain View Whisman School District (MVWSD), designed to gather feedback to inform district-wide strategic planning and the Local Control Accountability Plan (LCAP).

TABLE OF CONTENTS

Executive Summary and Key Findings	3
METHODOLOGY	3
KEY FINDINGS	3
Section I: Respondent Demographics	6
PARENTS	6
STUDENTS	9
STAFF	11
Section II: Conditions of Learning.....	14
PARENTS	15
STUDENTS	17
STAFF	18
Section III: Student Achievement And Educational Effectiveness	19
PARENTS	20
STUDENTS	23
STAFF	25
Section IV: 21st Century Skills, College and Career Readiness	28
PARENTS	29
STUDENTS	30
STAFF	31
Section V: School Environment	32
PARENTS	32
STUDENTS	33
STAFF	34
Section VI: School Engagement.....	35
PARENTS	36
STAFF	41

EXECUTIVE SUMMARY AND KEY FINDINGS

In this report, Hanover Research presents the findings from three surveys disseminated to parents, students, and staff of Mountain View Whisman School District (MVWSD), designed to gather feedback to inform district-wide strategic planning and the Local Control Accountability Plan (LCAP). The parent survey was provided in both English and Spanish.

METHODOLOGY

Hanover Research analyzes 929 parent responses, 1,893 student responses, and 206 staff responses in this report.¹ The first section describes demographic and other characteristics of respondents for these surveys.

Throughout this analysis, the figures exclude “Not Applicable” or “I don’t know/No opinion” responses, thereby focusing on respondent agreement, satisfaction, and other substantive results. Additionally, to facilitate interpretation of results, the charts display survey items in order of highest overall agreement, satisfaction, and so on, to lowest.

In order to better understand differences in student and parent experiences at MVWSD schools, Hanover performed several cross-tabulations of close-ended survey questions. Student responses are segmented by self-reported English Language Learner (ELL) status, free or reduced-price lunch status, and special education status. Parent responses are segmented by their child’s ELL status, free or reduced-price lunch status, special education status, and survey language (English or Spanish). Hanover calculated whether any differences in responses were statistically significant at the $\alpha < .05$ level of significance and these cross-tabulations can be found in the accompanying Excel data supplement.

KEY FINDINGS

RESPONDENT DEMOGRAPHICS

- The typical parent respondent has one or two children enrolled in MVWSD schools, identifies as White, speaks English in the home, and has at least a Bachelor’s degree.
- The typical student respondent is in middle school, identifies as Hispanic/Latino or White, and speaks English most often at home.
- Most staff respondents are certificated teachers and are fairly evenly distributed across Kindergarten to 8th grade. Among 6th, 7th, and 8th grade instructional staff, respondents are evenly distributed across the core academics (Mathematics, Science, Social Studies, and English/Language Arts).

¹ Hanover performed standard data cleaning to exclude incomplete or poor quality responses from all three data sets.

CONDITIONS OF LEARNING

- **A large majority of parents, students, and staff view the learning environment at MVWSD favorably.** At least three-quarters of parents find their child's school to be a clean, well-maintained learning environment with appropriate instructional materials, expectations, and grading practices. A larger majority of students (85 percent or more) report that their school provides a good quality education with sufficient academic support and materials, and has clear expectations for students, fair grading policies, and positive relationships between students and staff. More than 80 percent of staff indicate that teachers care about students, students have access to necessary materials, and students feel comfortable asking questions.

STUDENT ACHIEVEMENT AND EDUCATIONAL EFFECTIVENESS

- **Both ELL students and parents of ELL students report high levels of satisfaction with the support and resources provided to English Language Learners. Additionally, parents of ELL students view the services provided to their child more favorably compared to parents of special education students.** Among ELL students, at least 85 percent believe their school provides appropriate learning materials and positive support to ELL students, and that teachers help them learn English and offer opportunities to practice English in class. Parents of ELL students believe their child receives the resources and support they need at much higher rates compared to special education students (75 percent compared to 42 percent). Furthermore, parents of ELL students find school staff to be more helpful overall compared to parents of special education students.
- **Substantial portions of staff view the support and resources provided to particular student groups - ELL, special education, underperforming, and high-achieving - as insufficient.** Almost half (48 percent) of staff indicate that special education students *do not* receive the support they need and 35 percent report ELL students *do not* receive the support they need. Additionally, less than half of staff believe that high-achieving students or underperforming students receive the necessary resources and support.

21ST CENTURY SKILLS, COLLEGE AND CAREER READINESS

- **Parents, students, and staff all report frequent use of technology in schools, and regular student engagement in a variety of 21st Century learning and enrichment activities.** Most parents (88 percent) indicate their child has appropriate access to technology at their school and almost all students (91 percent) report using technology at school at least a few times per week. Nearly all staff (95 percent) report that students have access to technology at school and 85 percent regularly use technology in their classroom instruction. Eighty percent or more of students participate in extended learning projects and collaborative learning; in addition, 96

percent of students, 73 percent of parents, and 70 percent of staff report that students have access to a range of enrichment activities including music, art, and other languages.

SCHOOL ENVIRONMENT

- **Overall, parents and students view MVWSD school environments more favorably than staff.** At least 80 percent of all parents and students are pleased with school safety, relationships with teachers and staff, and the fair and consistent enforcement of rules. While at least three-quarters of staff report that they encourage students regularly and that schools are safe and clean, staff members have lower levels of satisfaction in the areas of school maintenance, the enforcement of rules, and social-emotional supports provided to students. Most notably, 40 percent of staff believe that facilities are not up-to-date.

SCHOOL ENGAGEMENT

- **Parents are highly engaged with MVWSD schools, and both parents and staff believe that providing parents with more information on how to support students at home is the best way to increase parental involvement.** At least 78 percent of parents say their child's school encourages community and parental involvement and 86 percent of parents feel comfortable participating in school activities. Three-quarters of parents have participated in Back to School Night while just under half have participated in the PTA. Nearly all (90 percent or more) are at least moderately satisfied with all parent events and school organizations.
- **Staff members believe that MVWSD schools are successful in engaging parents and the community but a considerable portion feel disconnected from the decision-making process.** The majority of staff (at least 72 percent) agree that their school encourages involvement from the community, that parents support student learning, and that Community Engagement Facilitators are effective. However, fewer staff feel that they have a say in decision-making at their school (53 percent) and even fewer feel that they have a say in the decision-making process at the district level (22 percent).

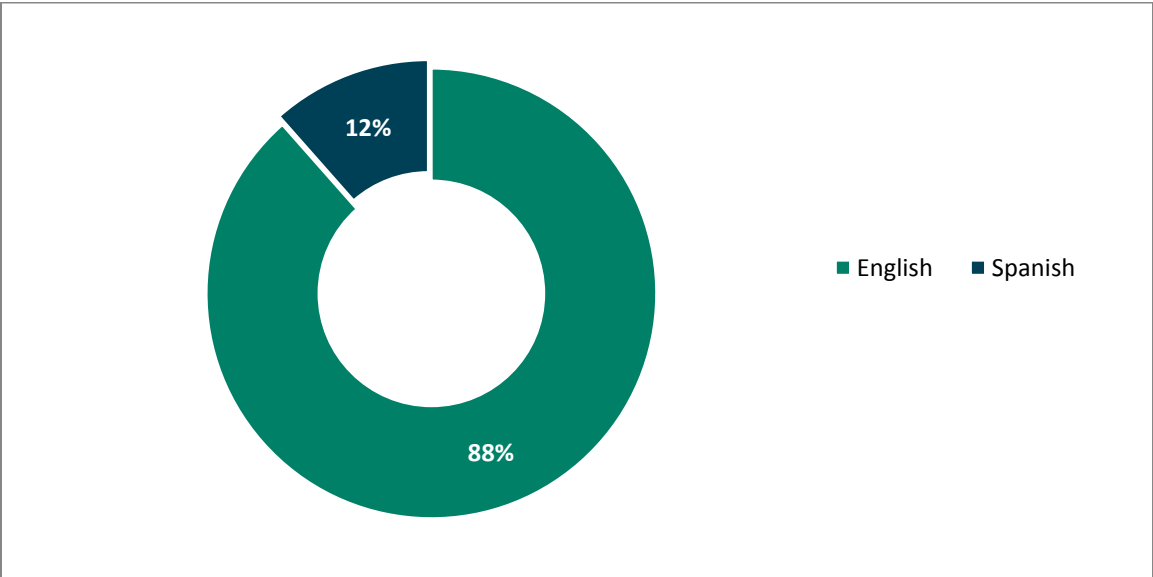
SECTION I: RESPONDENT DEMOGRAPHICS

FINDINGS

- The typical parent respondent has one or two children enrolled in MVWSD, identifies as White, speaks English at home, and has at minimum a Bachelor’s degree (Figure 1.2, Figure 1.4, Figure 1.5, and Figure 1.6).
- The majority (67 percent) of student respondents attend either Graham or Crittenden Middle Schools. Over a quarter identify as Hispanic/Latino and 20 percent identify as White, followed by 14 percent being more than one race/ethnicity. Over half (61 percent) report speaking English most often at home, followed by Spanish (25 percent) (Figure 1.8, Figure 1.9, and Figure 1.10).
- Most staff respondents are certificated teachers and fairly evenly distributed across grades (Kindergarten to 8th grade). Among 6th, 7th, and 8th grade instructional staff, respondents are evenly distributed across the core academics (Mathematics, Science, Social Studies, and English/Language Arts), with slightly less than one-quarter of respondents working with Special Education students or English Language Learners. Ten percent or less reported providing instruction in elective courses (Physical Education, Arts, Computer Technology, and World languages) (Figure 1.11, Figure 1.13, and Figure 1.14).

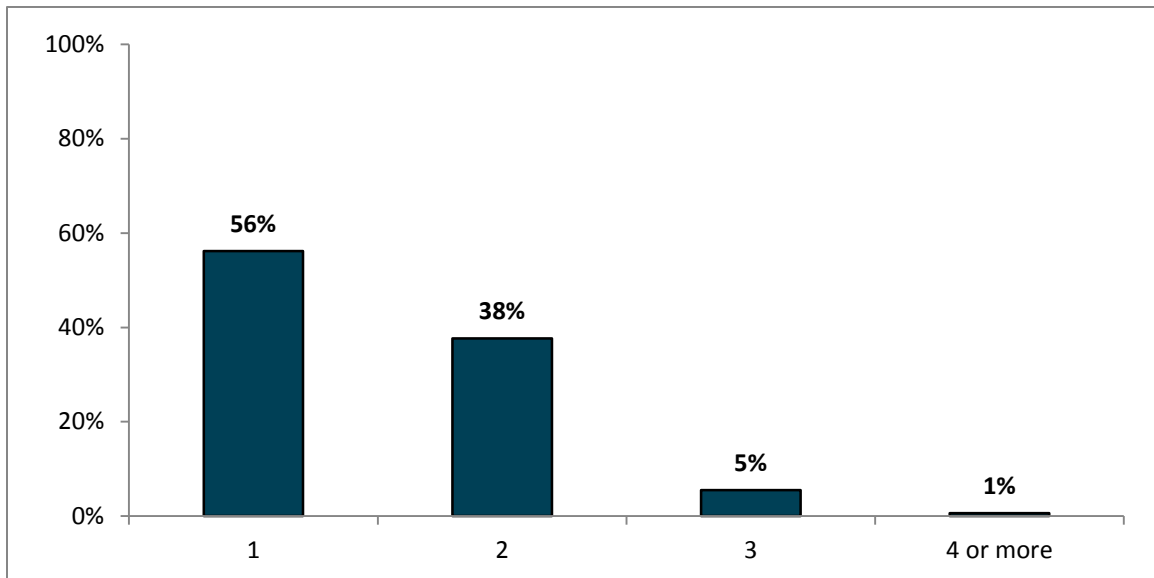
PARENTS

Figure 1.1: Survey Language



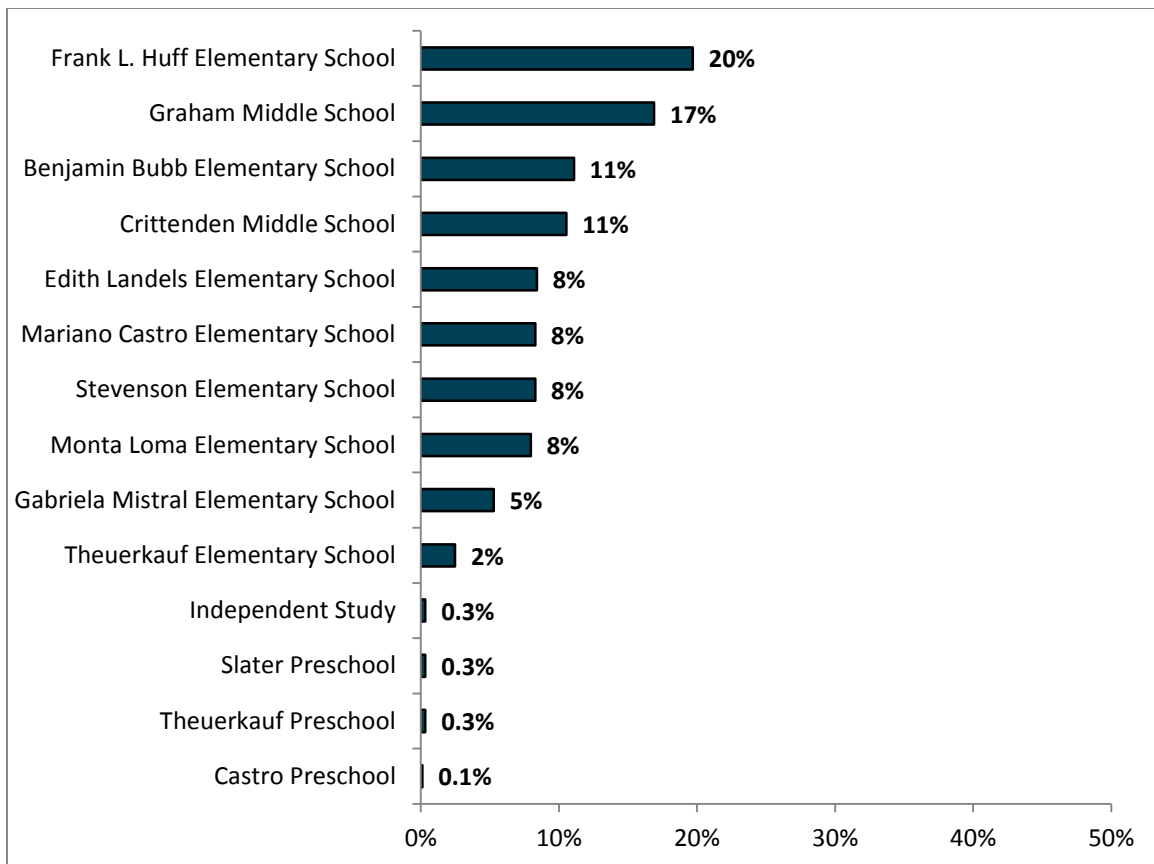
n=929

Figure 1.2: Number of Children Currently Enrolled



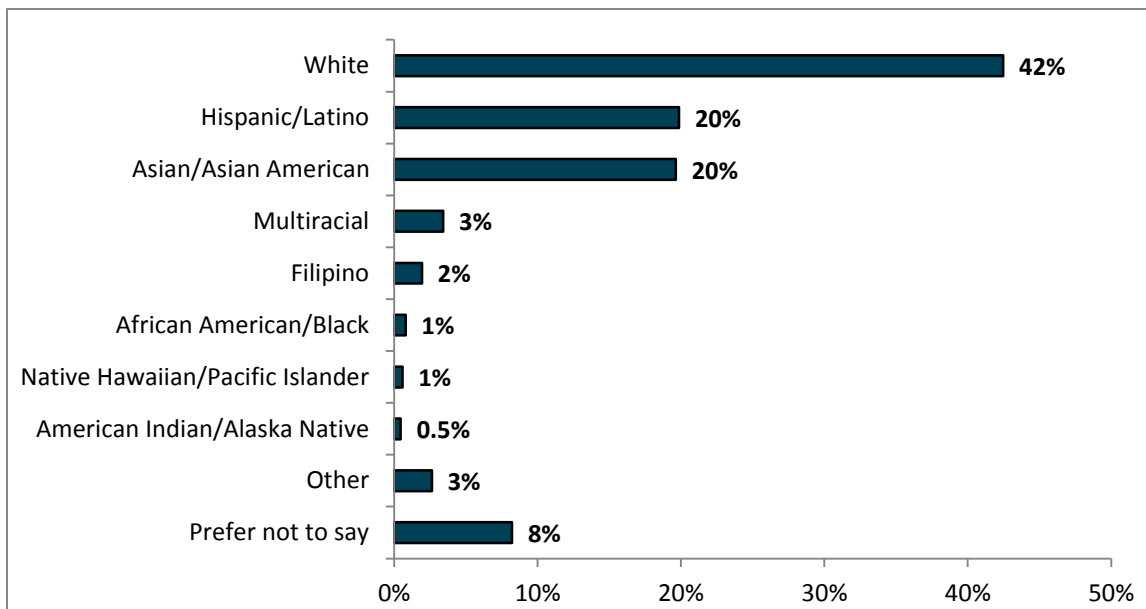
n=929

Figure 1.3: Child's School



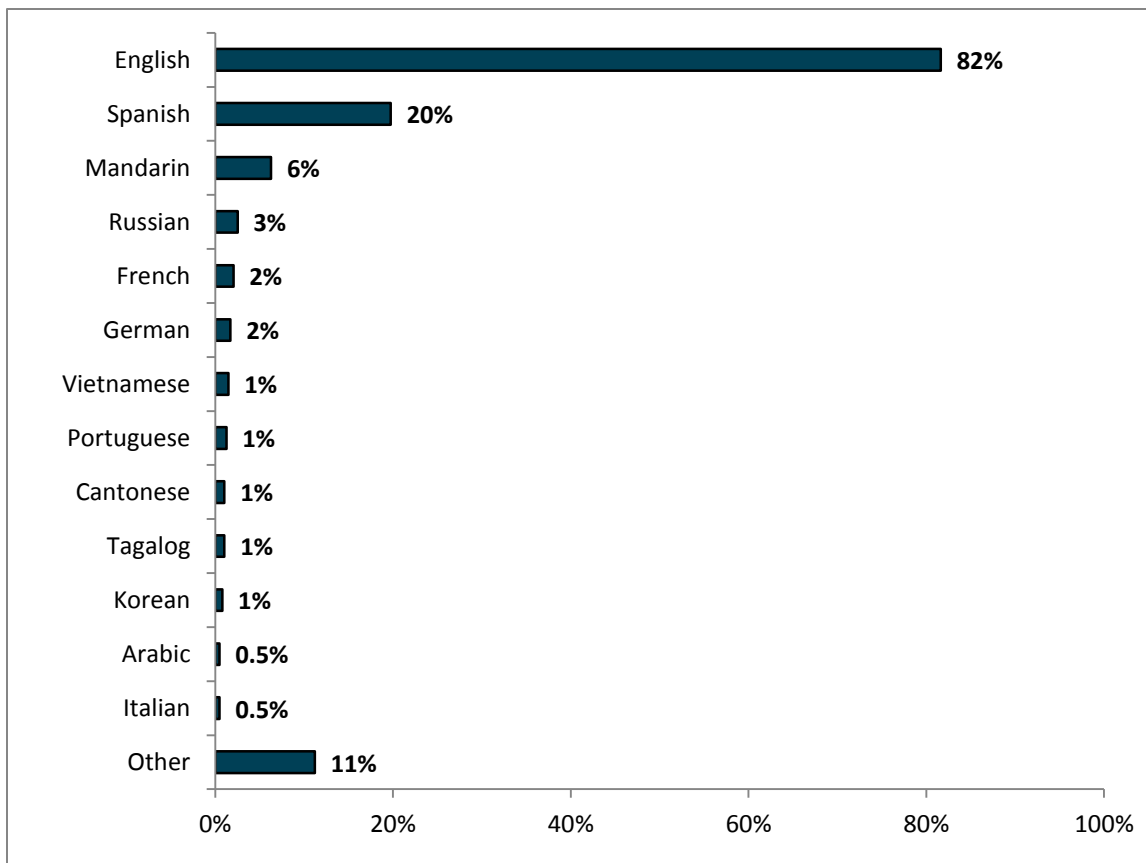
n=929

Figure 1.4: Race/Ethnicity



n=876

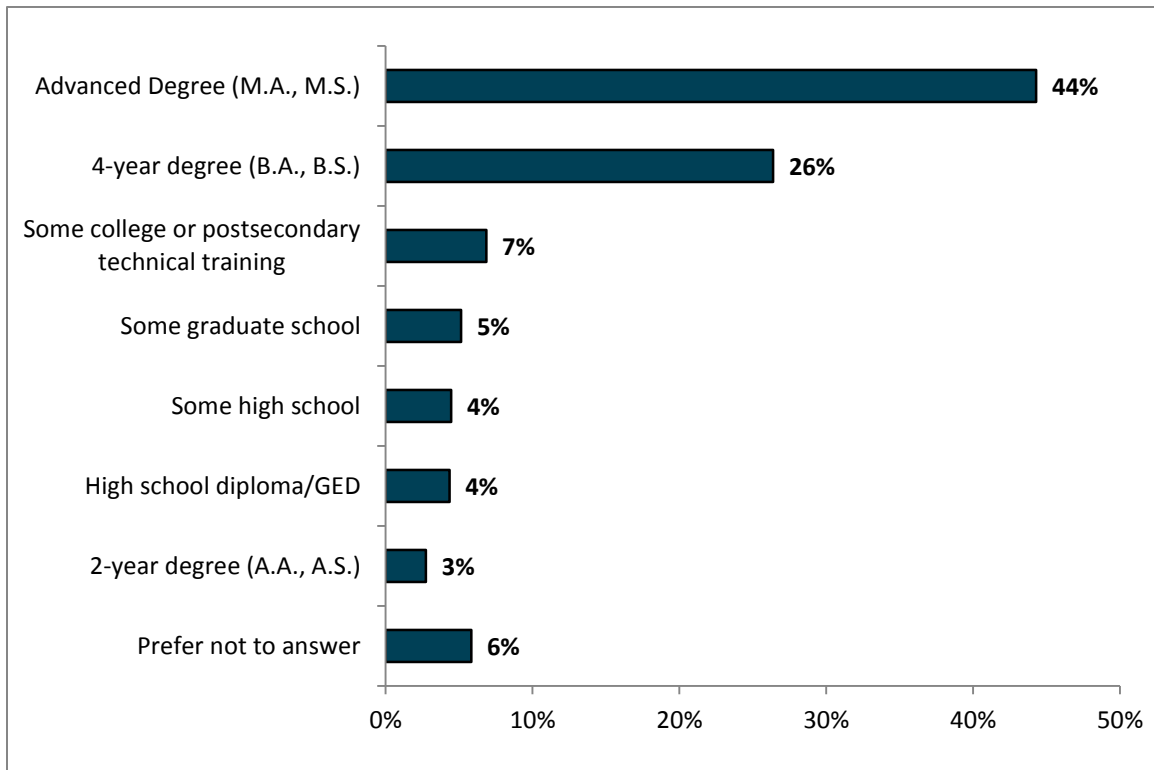
Figure 1.5: Languages Spoken at Home



n=876

Note: Respondents could select more than one option; therefore totals exceed 100%.

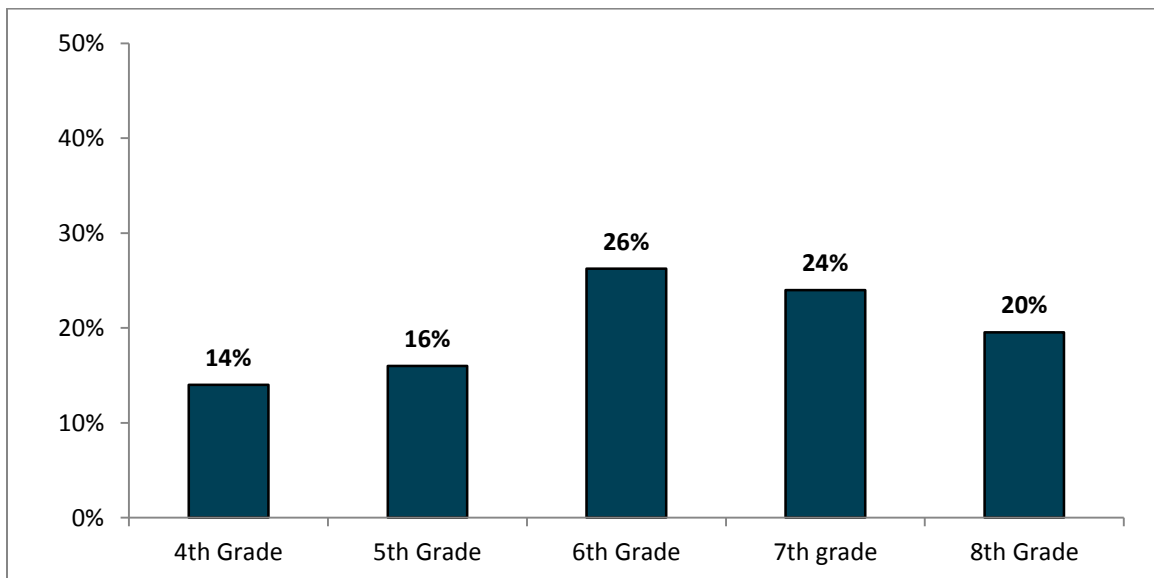
Figure 1.6: Highest Level of Completed Education



n=876

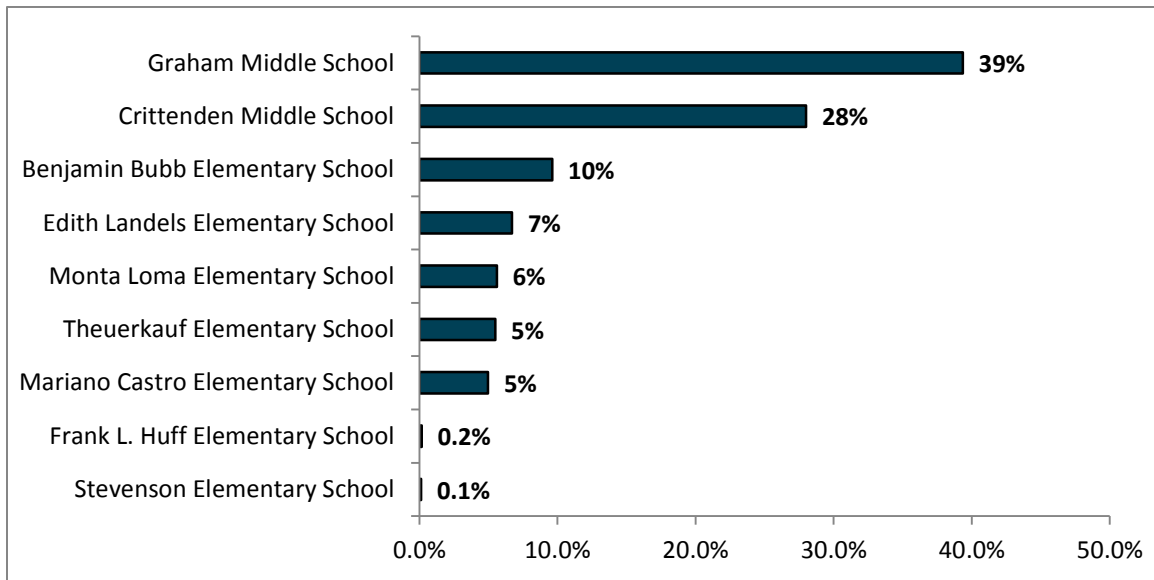
STUDENTS

Figure 1.7: Grade Level



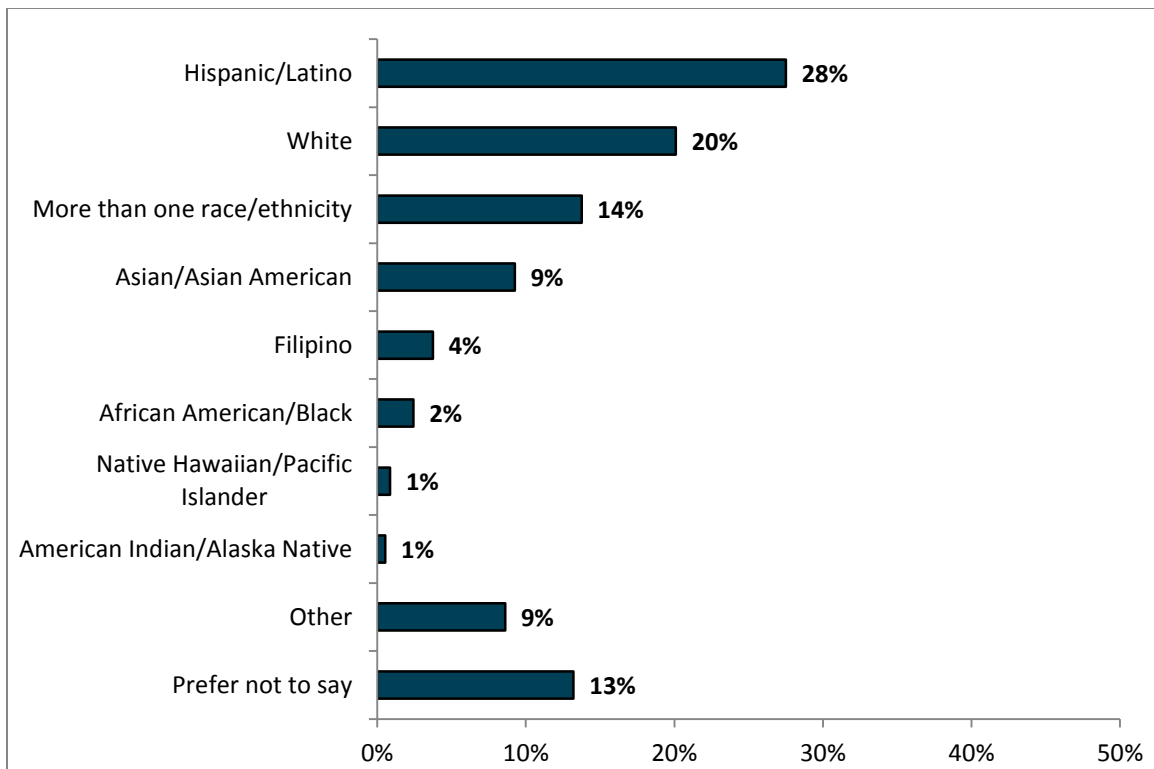
n=1889

Figure 1.8: School Currently Attending



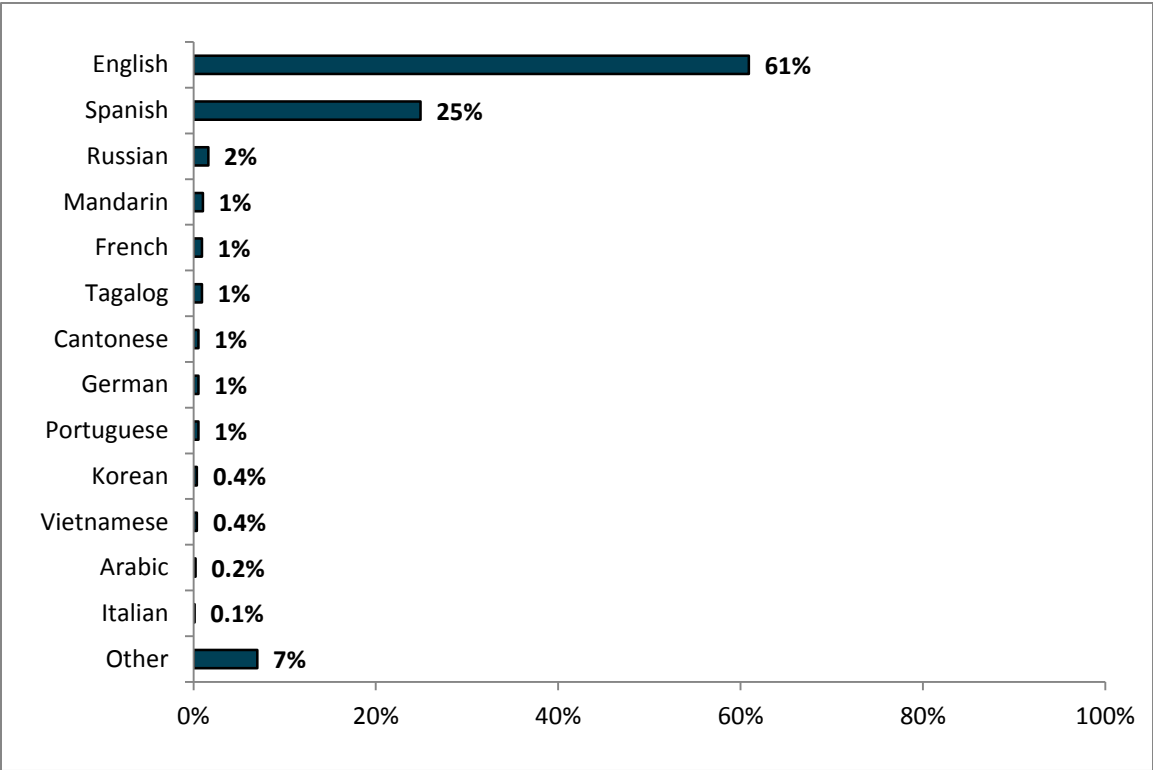
n=1893

Figure 1.9: Race/Ethnicity



n=1847

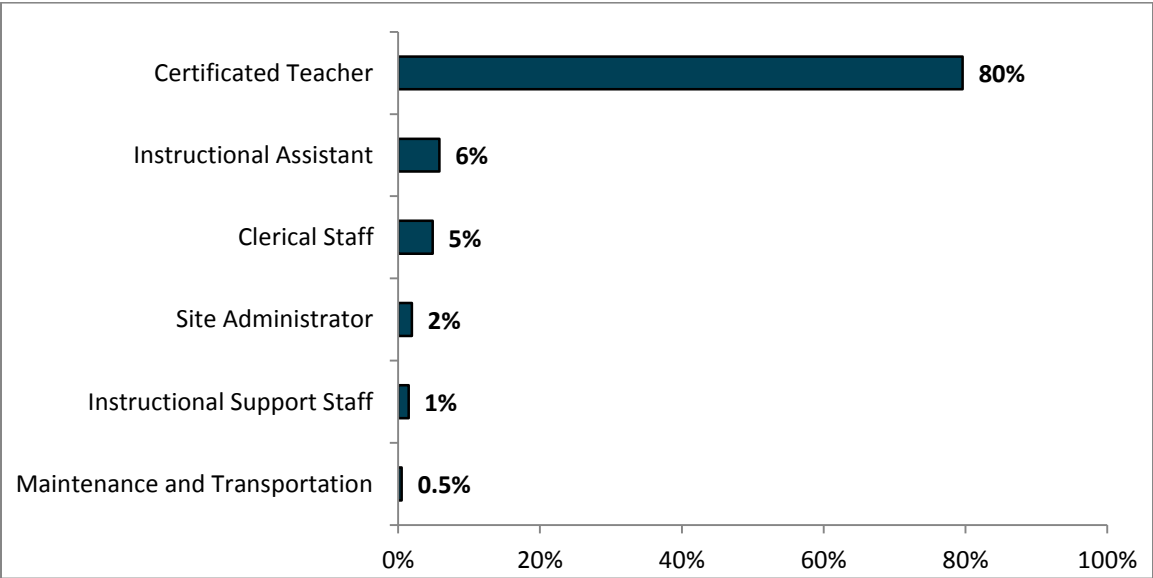
Figure 1.10: Language Spoken Most Often at Home



n=1844

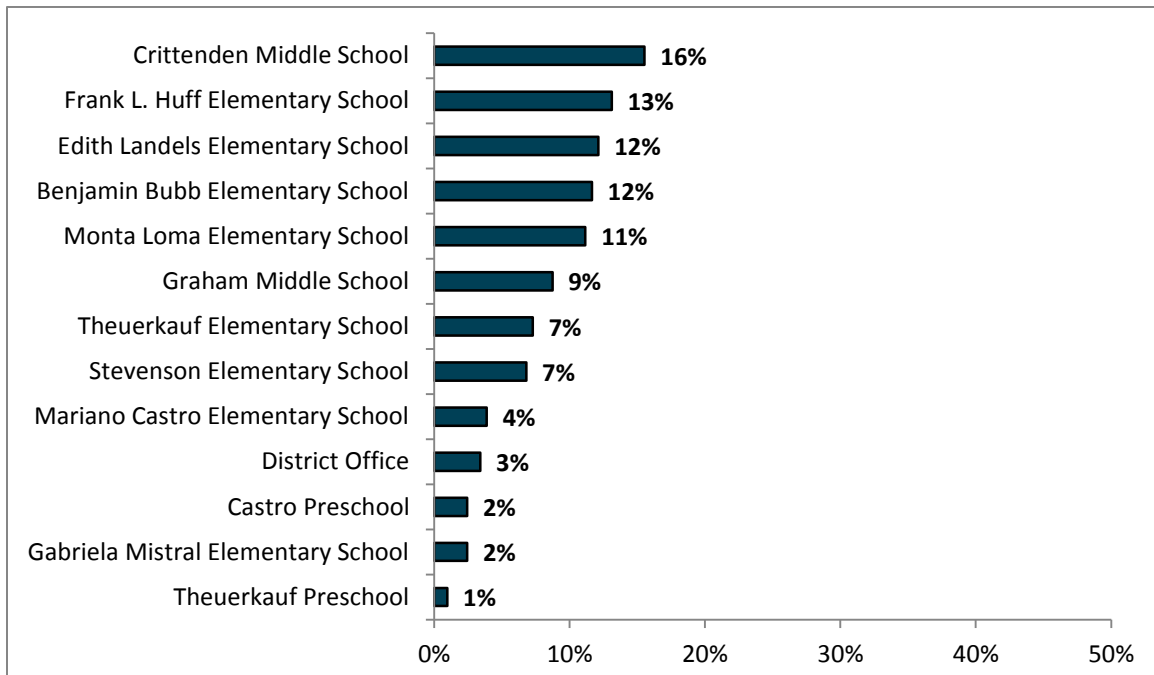
STAFF

Figure 1.11: Role/Position at MVWSD



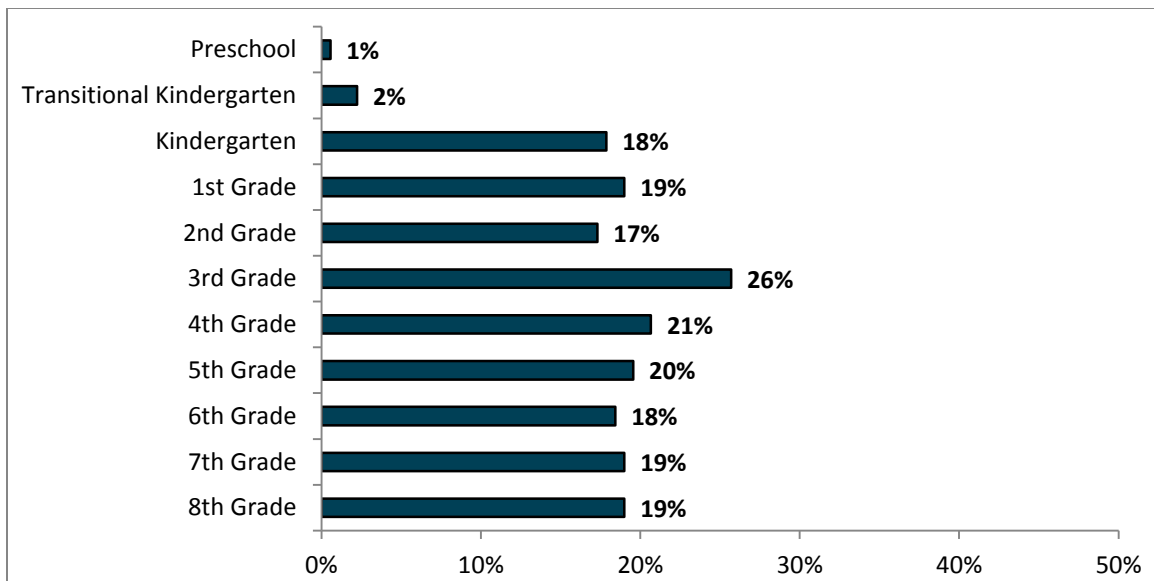
n=206

Figure 1.12: Primary Work Location



n=206

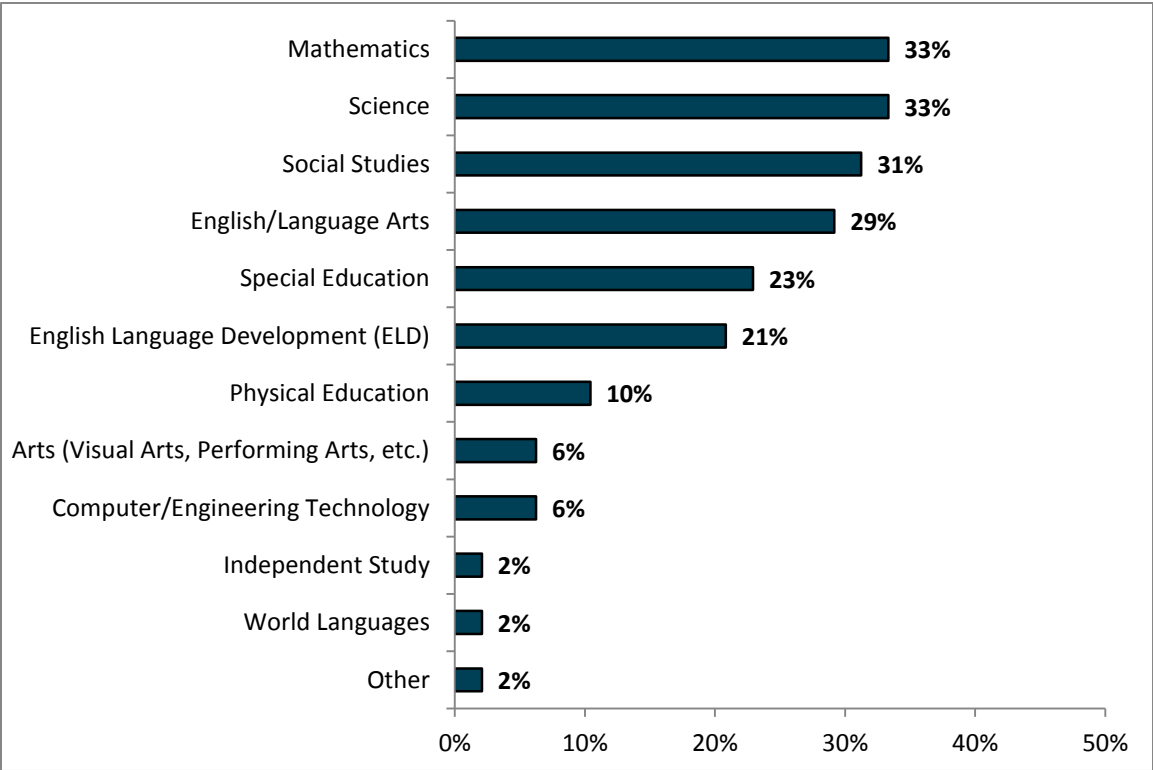
Figure 1.13: Grade(s) Primarily Taught



n=179

Note: Respondents could select more than one option; therefore totals exceed 100%.

Figure 1.14: Subject(s) Primarily Taught



n=48
Note: Only 6th, 7th, and 8th Grade Certificated Teachers or Instructional Assistants responded to this question.
Respondents could select more than one option; therefore totals exceed 100%.

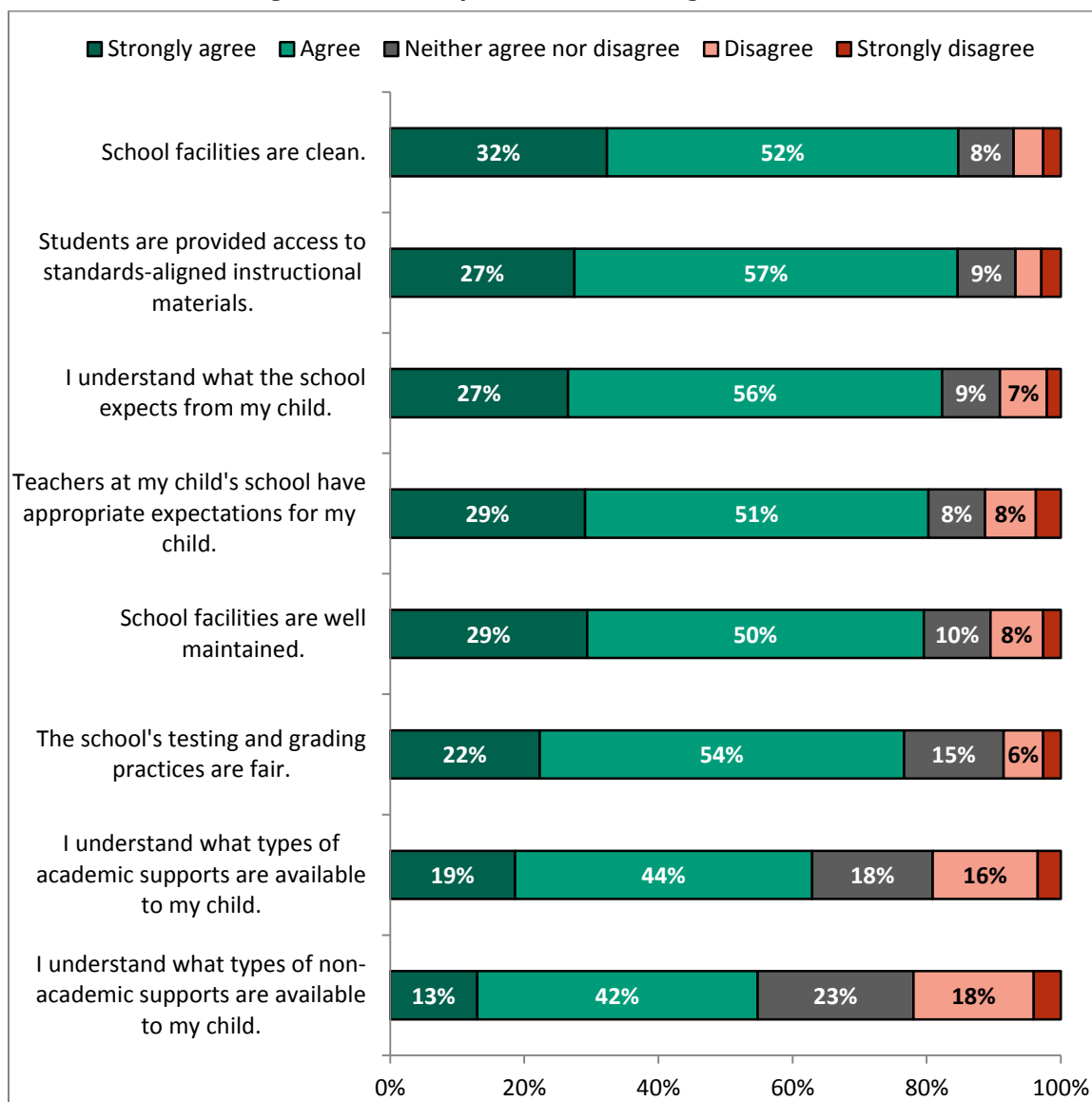
SECTION II: CONDITIONS OF LEARNING

FINDINGS

- **At least 75 percent of parents agree or strongly agree that their child has a clean, well-maintained learning environment with appropriate instructional materials, expectations, and grading practices.** However, fewer parents (63 percent) understand what kind of academic supports are available to their child and fewer still (55 percent) understand what types of non-academic supports are available to their child (Figure 2.1)
- **The majority of parents (at least 65 percent) are satisfied or completely satisfied with their child's learning environment, particularly their child's teacher** (Figure 2.2).
- **A large portion of students (85 percent or more) agree or strongly agree that their school provides a good quality education with sufficient academic support and materials, and has clear expectations for students, fair grading policies, and positive relationships with school staff.** However, approximately one-third of students report that their school is not clean (Figure 2.3).
- **Eighty-five percent or more of staff agree or strongly agree that teachers care about students, students have access to necessary materials, and students feel comfortable asking questions.** At least 70 percent of staff agree or strongly agree that grading is fair and students are engaged, actively participate in class, and have access to counseling (Figure 2.4).

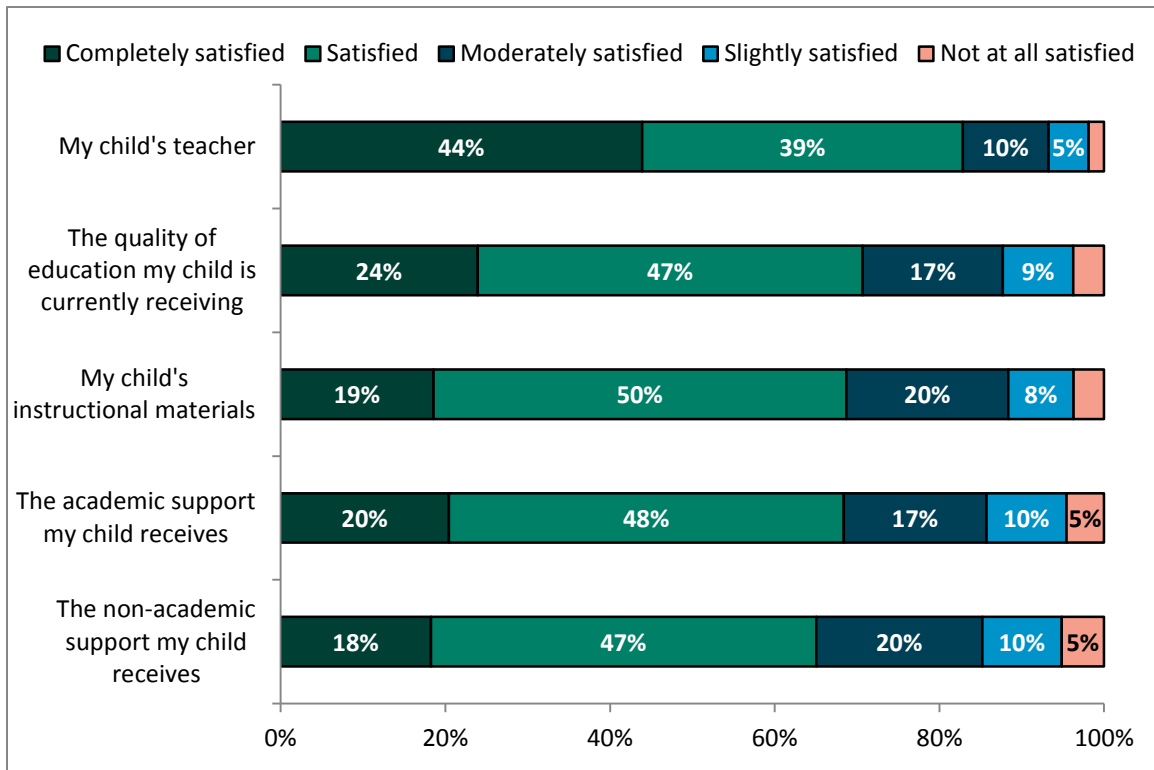
PARENTS

Figure 2.1: Quality of Child's Learning Environment



n=843-916

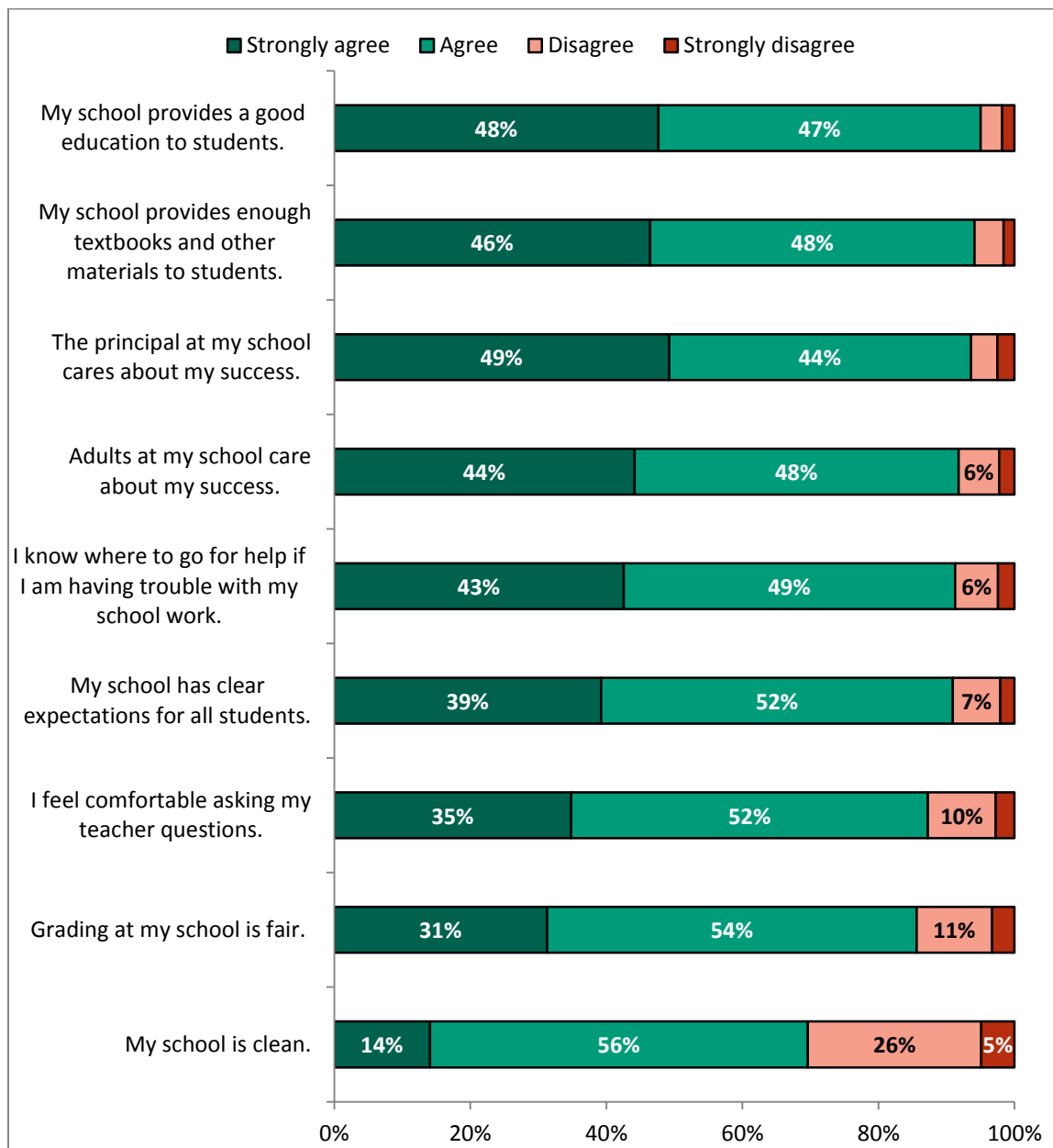
Figure 2.2: Satisfaction with Child's Learning Environment



n=778-911

STUDENTS

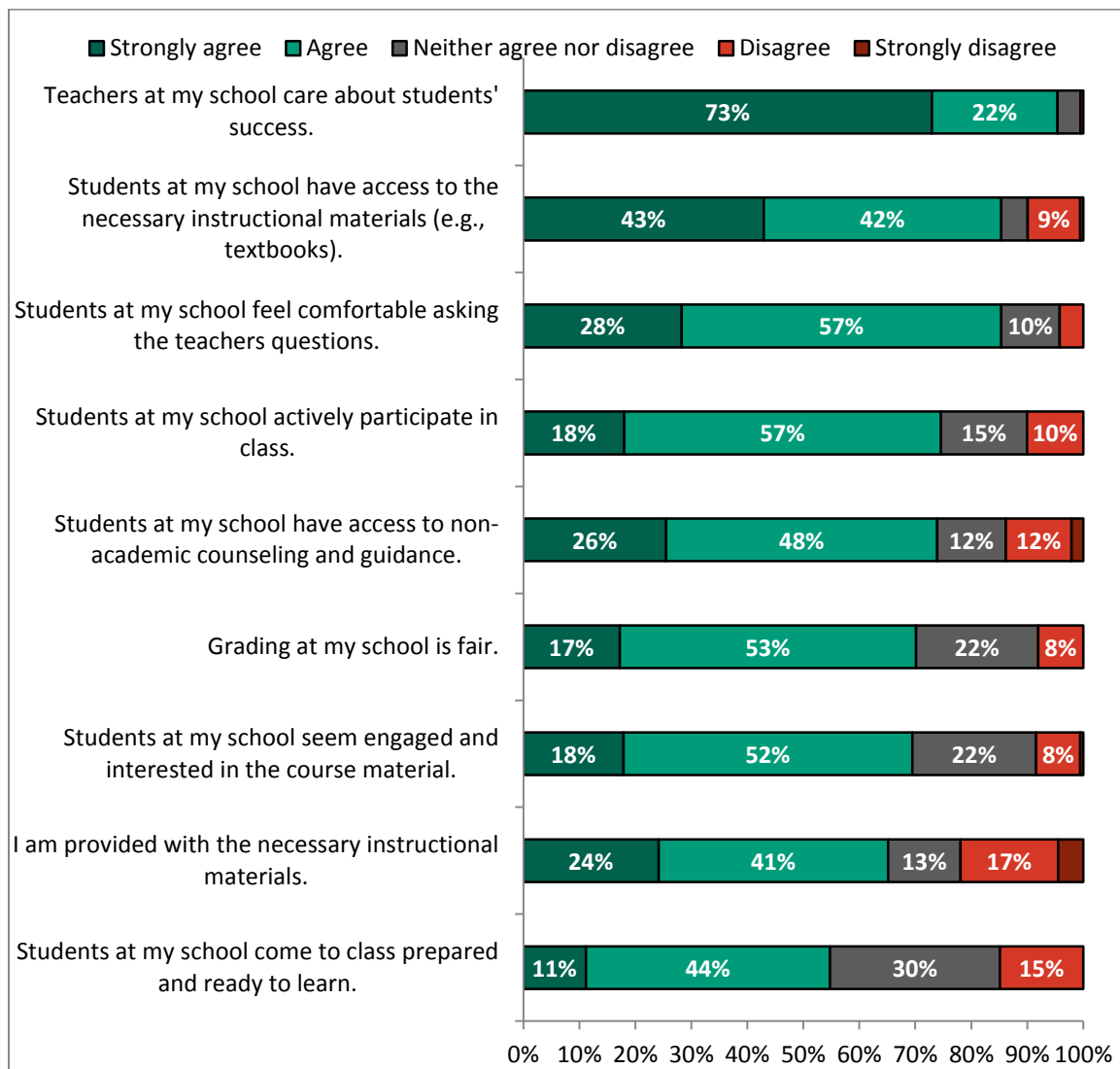
Figure 2.3: Quality of Learning Environment



n=1623-1779

STAFF

Figure 2.4: Quality of Learning Environment



n=174-196

Figure 2.5: Satisfaction with Current New Teacher Induction Program



n=104

*Note: Approximately 50% of staff answered "Don't know/No Opinion" to this question.

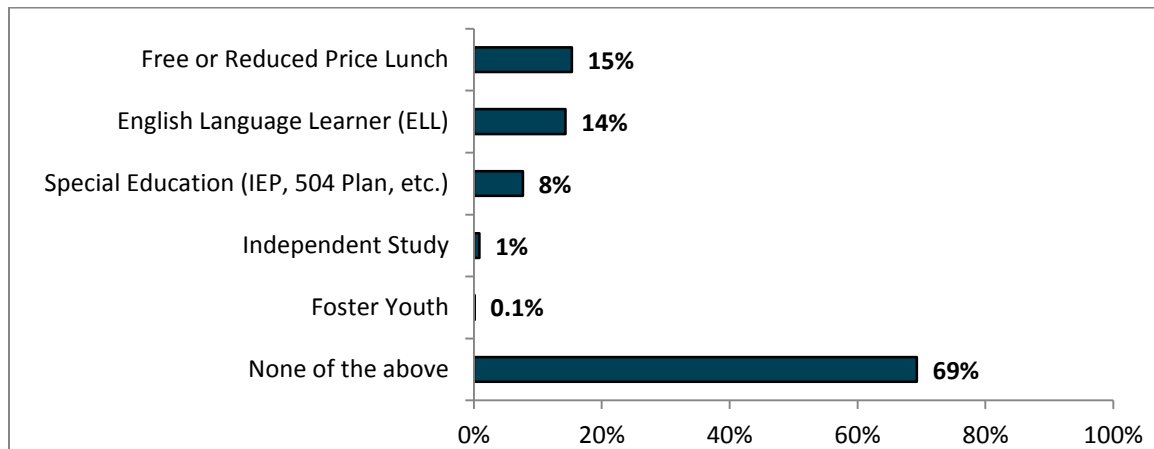
SECTION III: STUDENT ACHIEVEMENT AND EDUCATIONAL EFFECTIVENESS

FINDINGS

- **Parents of ELL students are more satisfied with the services provided to their child than parents of special education students.**
 - Parents of ELL students believe their child receives the resources and support they need at much higher rates compared to parents of special education students. Additionally, under half (42 percent) of parents believe that high-performing students receive the support they need and about half (51 percent) report that underperforming students receive the appropriate support (Figure 3.2).
 - Parents of ELL students found school staff to be helpful at much higher rates compared to parents of special education students. Parents of ELL students indicate teachers were the most helpful staff member overall, while parents of special education students report classroom aides as the most helpful to their child (Figure 3.3 and Figure 3.4).
- **About one-third of students report receiving free or reduced-price lunch and just over one-quarter identify as an ELL student.** Just 9 percent have an Individualized Education Plan (IEP), while half report not knowing. **Among ELL students, at least 85 percent report that their school provides the appropriate learning materials and positive support to ELL students, and that teachers help them learn English and offer opportunities to practice English in class** (Figure 3.7 and Figure 3.9).
- **Almost half (48 percent) of staff indicate that special education students *do not* receive the support they need and 35 percent report that ELL students *do not* receive the support they need.** Additionally, less than half of all staff agree that high-achieving students or underperforming students receive the necessary resources and support (Figure 3.11).
- **At least 70 percent of parents report being satisfied or completely satisfied with after-school activities, summer school, and tutoring, while smaller percentages of teachers were satisfied with the same school-sponsored programs.** Most notably, less than 30 percent of teachers were satisfied or completely satisfied with tutoring and homework support; between 28 and 31 percent of staff are only slightly satisfied or not at all satisfied with tutoring and summer school (Figure 3.6 and Figure 3.13).

PARENTS

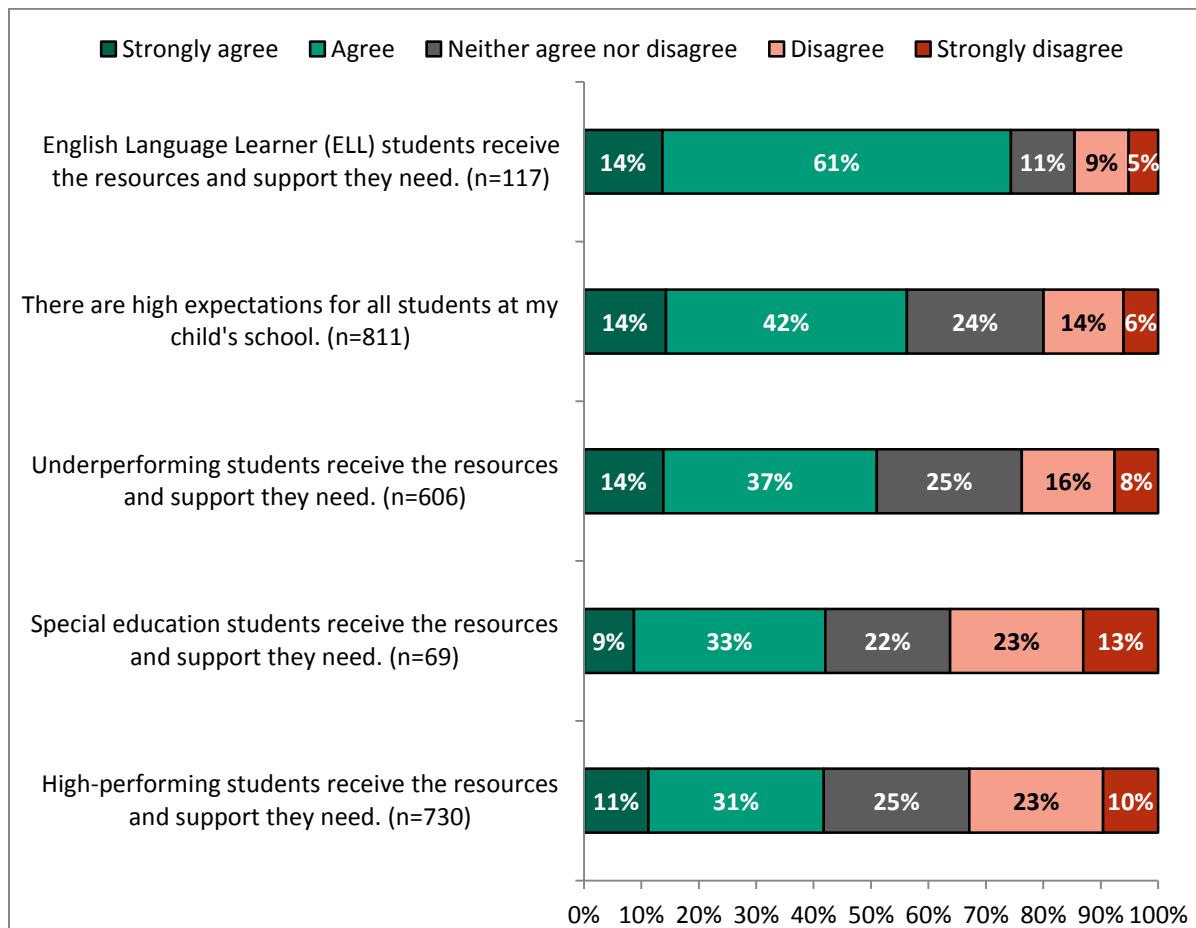
Figure 3.1: Child's Special Program Status



N=928

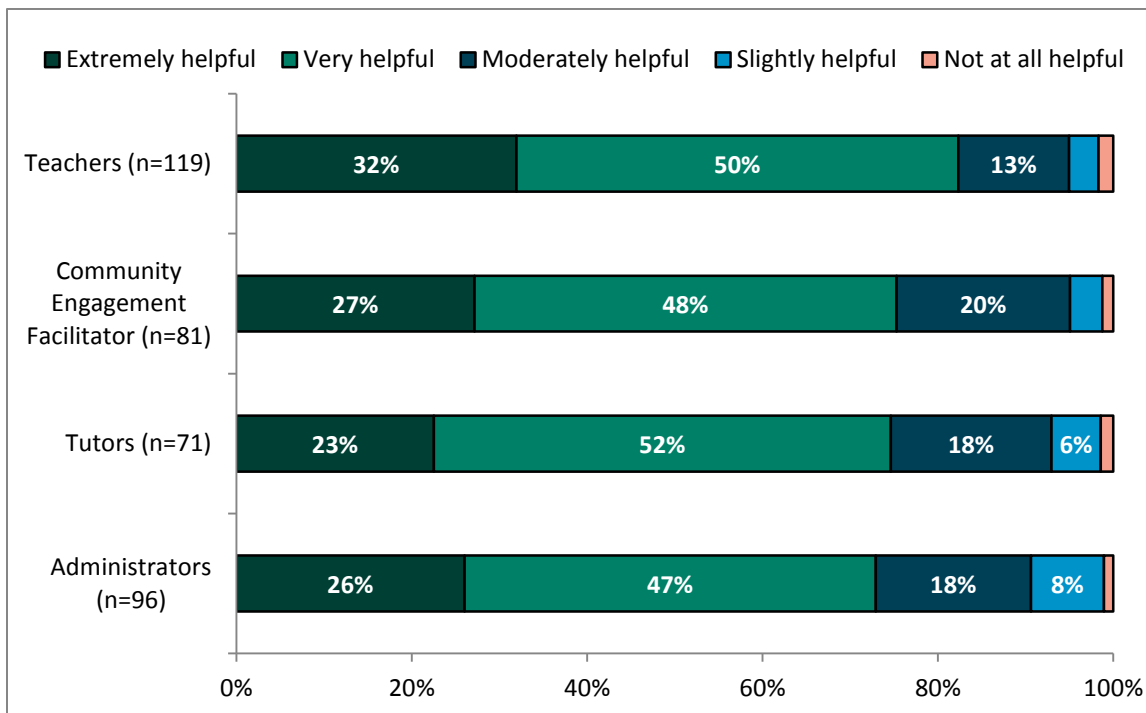
Note: Respondents could select more than one option; therefore totals exceed 100%.

Figure 3.2: Quality of Student Support



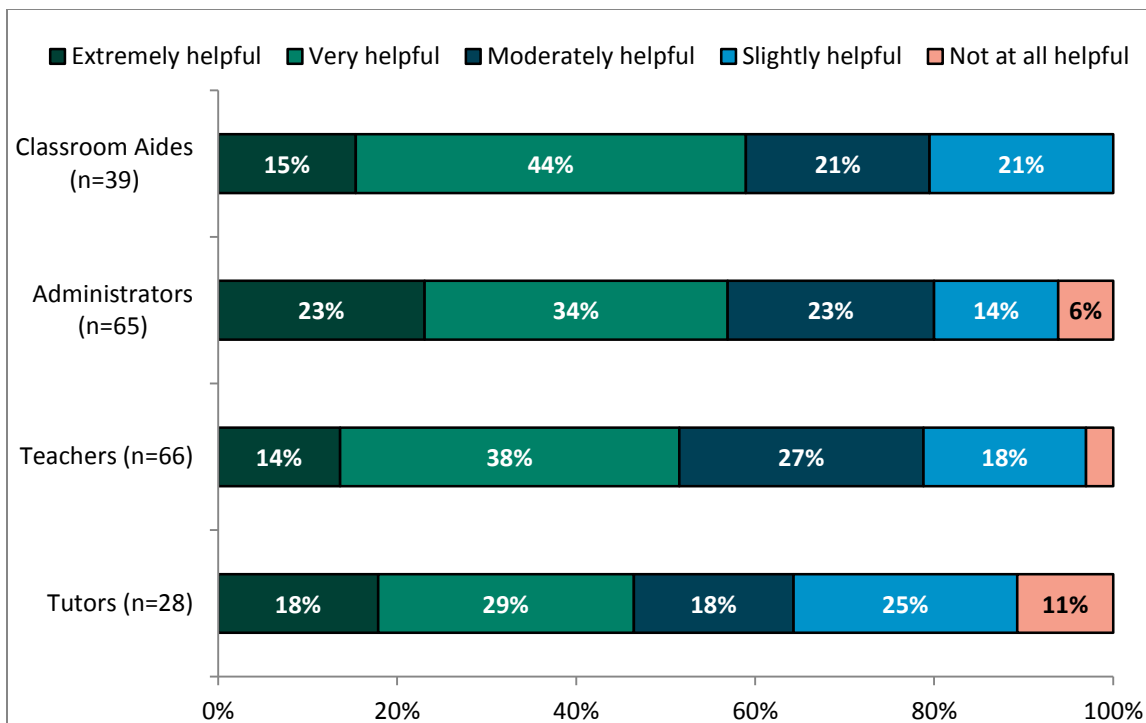
Note: Only respondents who indicated their child is an ELL and/or Special Education student were shown the corresponding questions.

Figure 3.3: Helpfulness of Staff for ELL Students



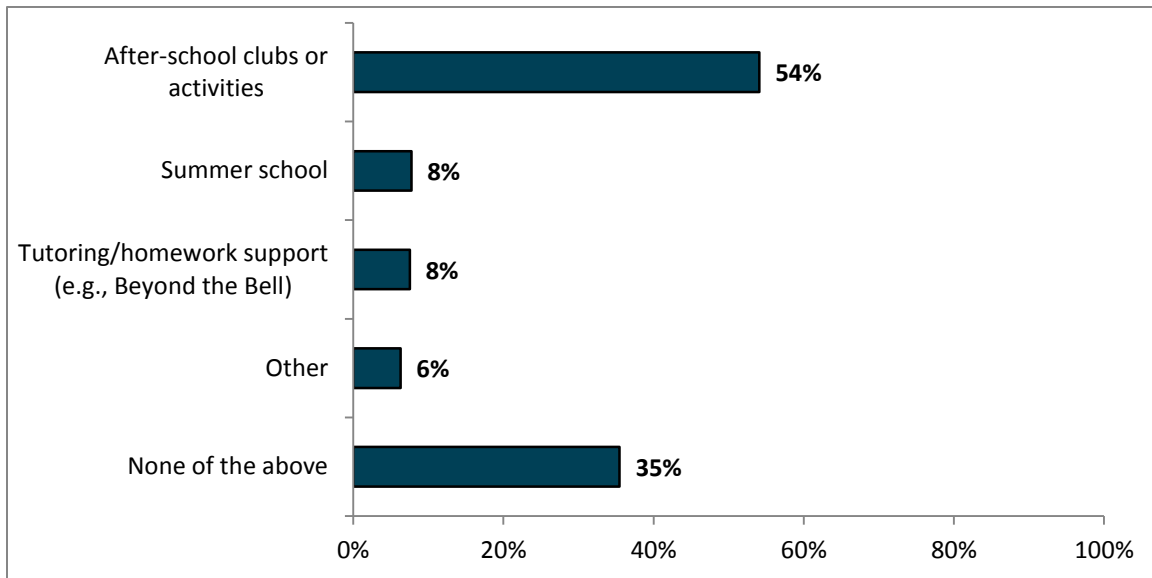
Note: This question shown only to respondents who indicated their child is an ELL student.

Figure 3.4: Helpfulness of Staff for Special Education Students



Note: This question shown only to respondents who indicated their child is a Special Education student.

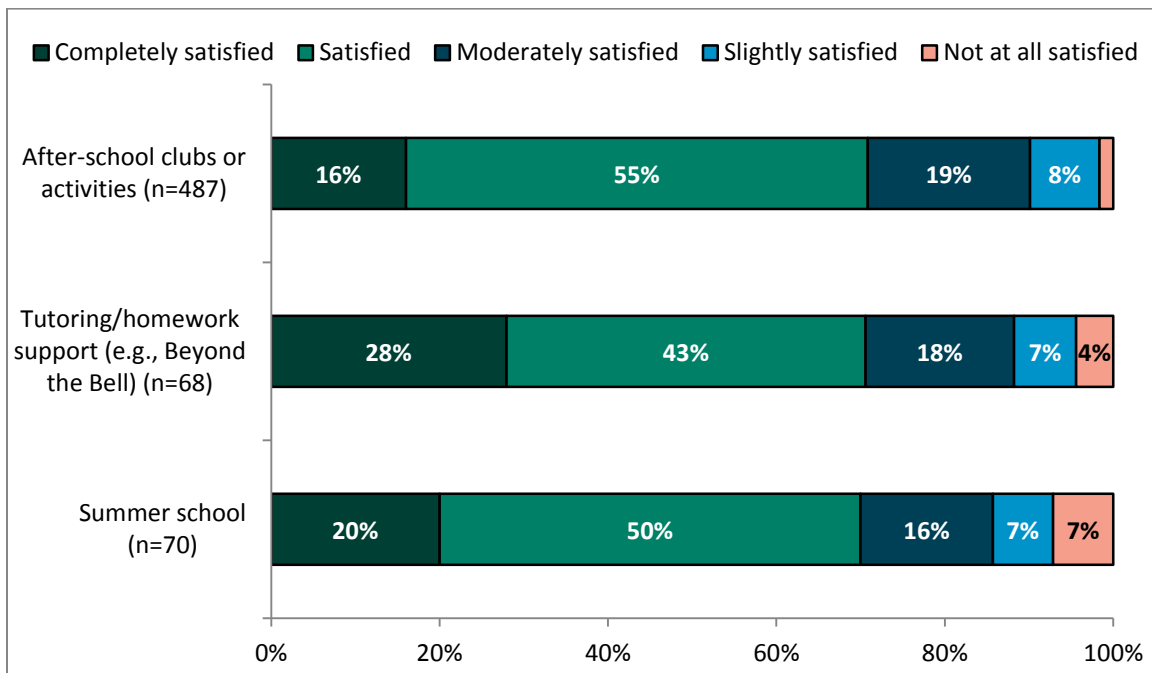
Figure 3.5: Child's Participation in School-Sponsored Programs



n=902

Note: Respondents could select more than one option; therefore totals exceed 100%.

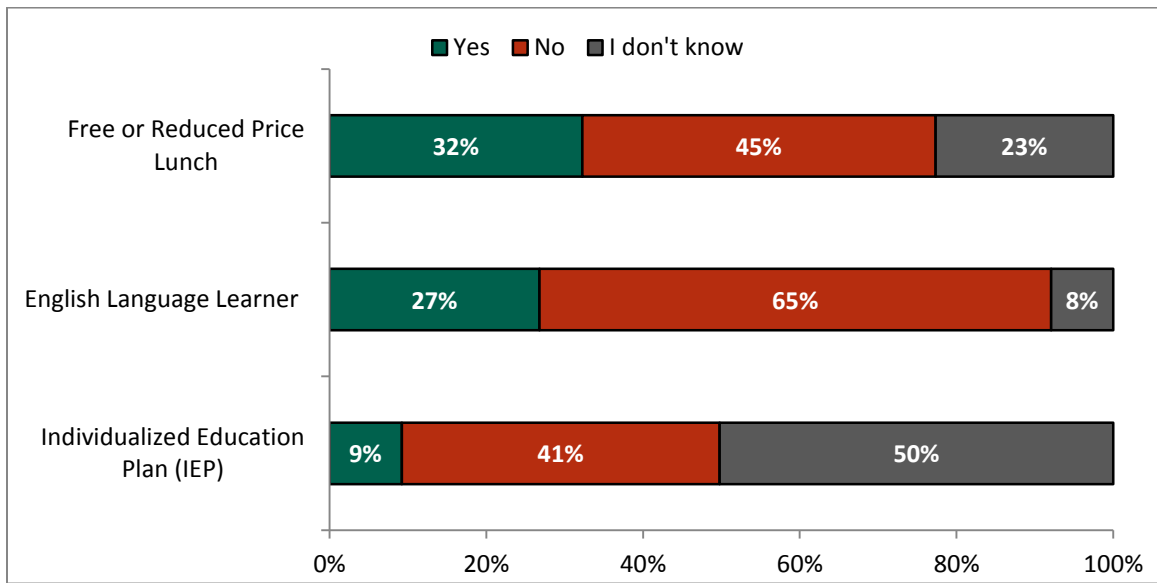
Figure 3.6: Satisfaction with School-Sponsored Programs



Note: Only respondents who indicated they participated in aforementioned programs responded to the corresponding components of this question.

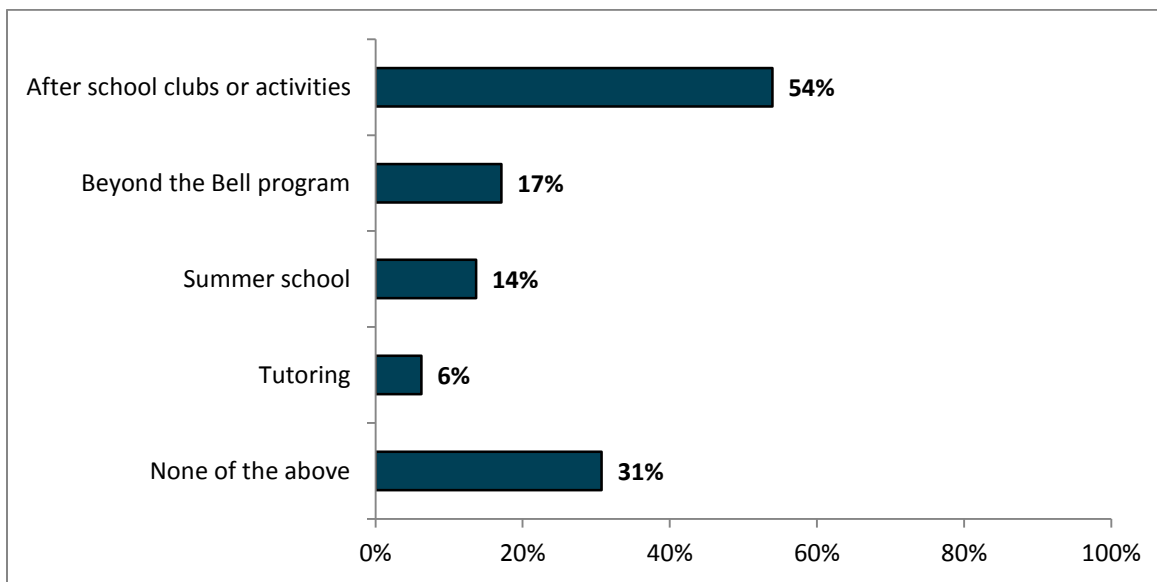
STUDENTS

Figure 3.7: Special Student Groups



n=1892-1893

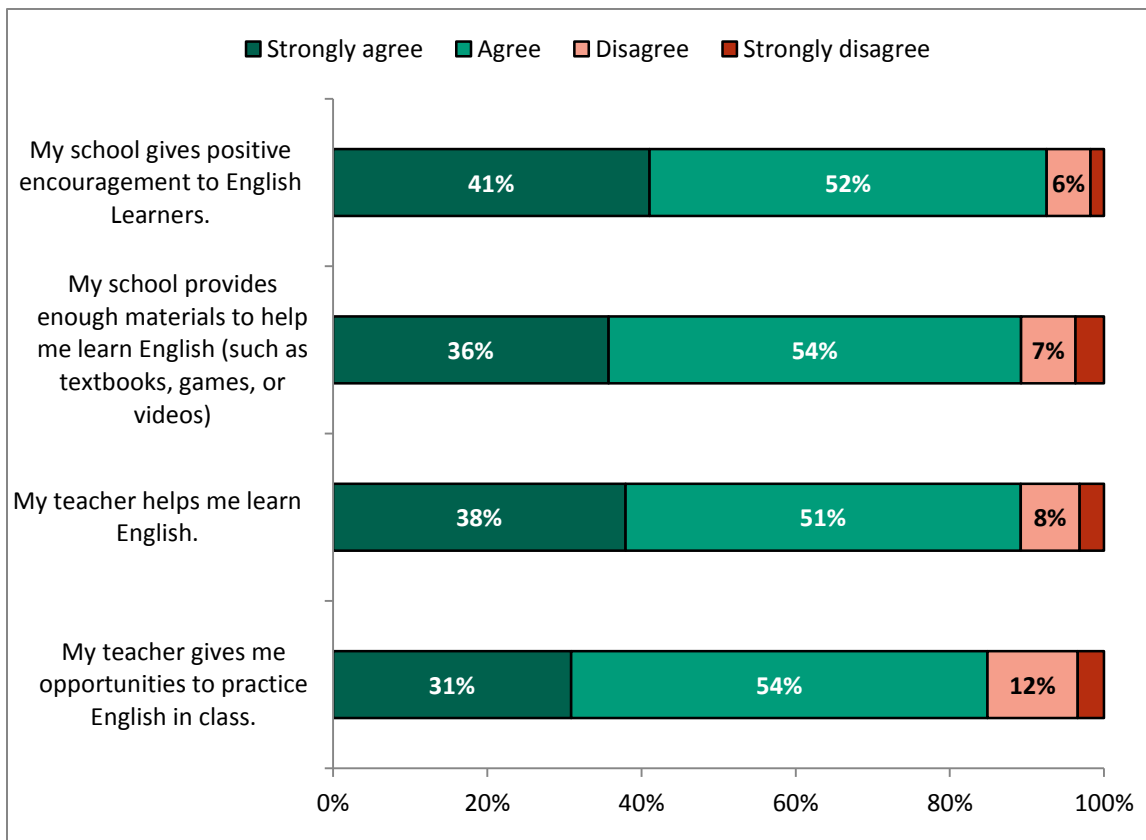
Figure 3.8: Out-of-School Program Participation



n=1887

Note: Respondents could select more than one option; therefore totals exceed 100%.

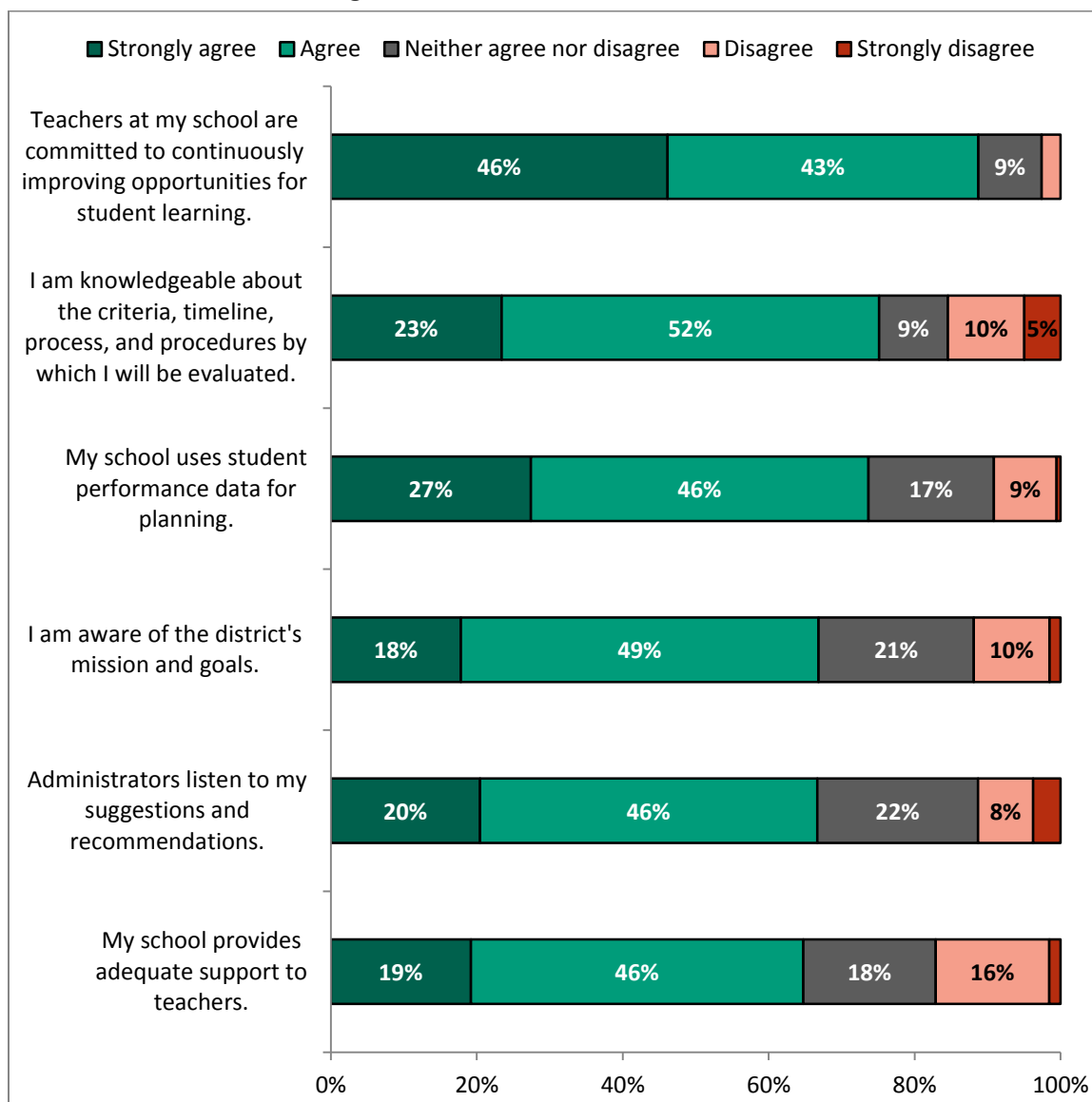
Figure 3.9: Support for ELL Students (*Asked Only of ELL Students*)



n=437-484

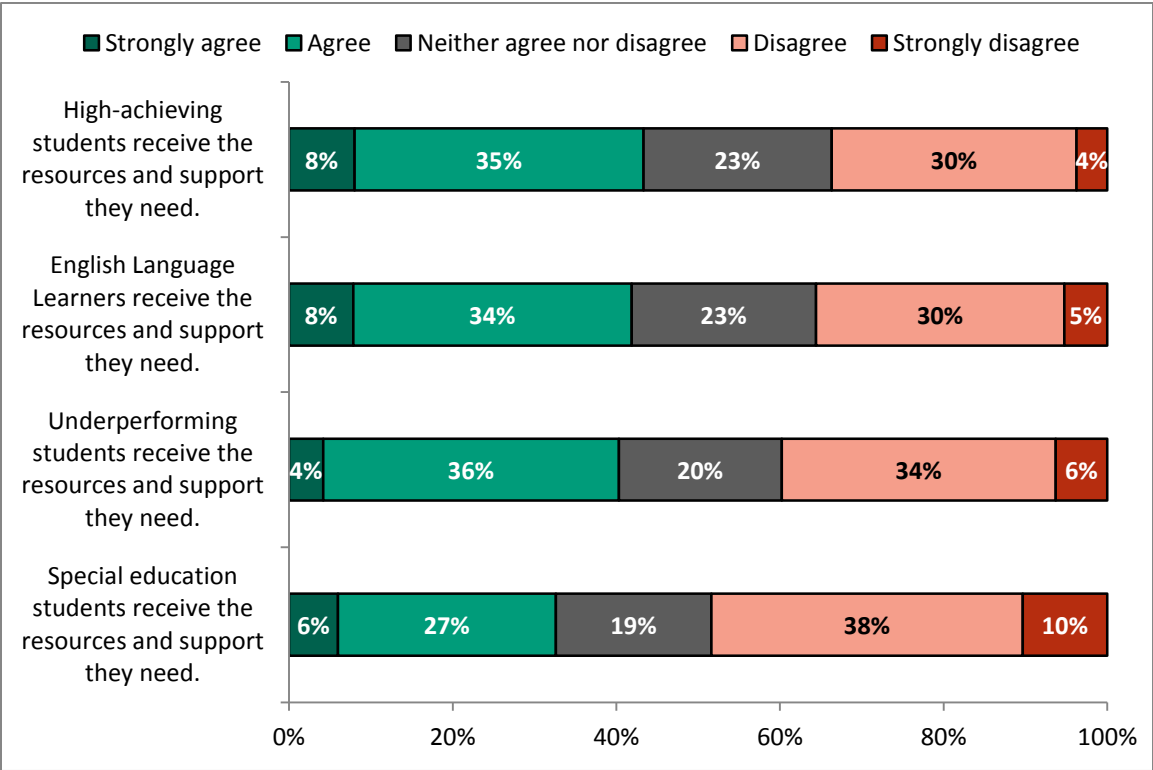
STAFF

Figure 3.10: Educational Effectiveness



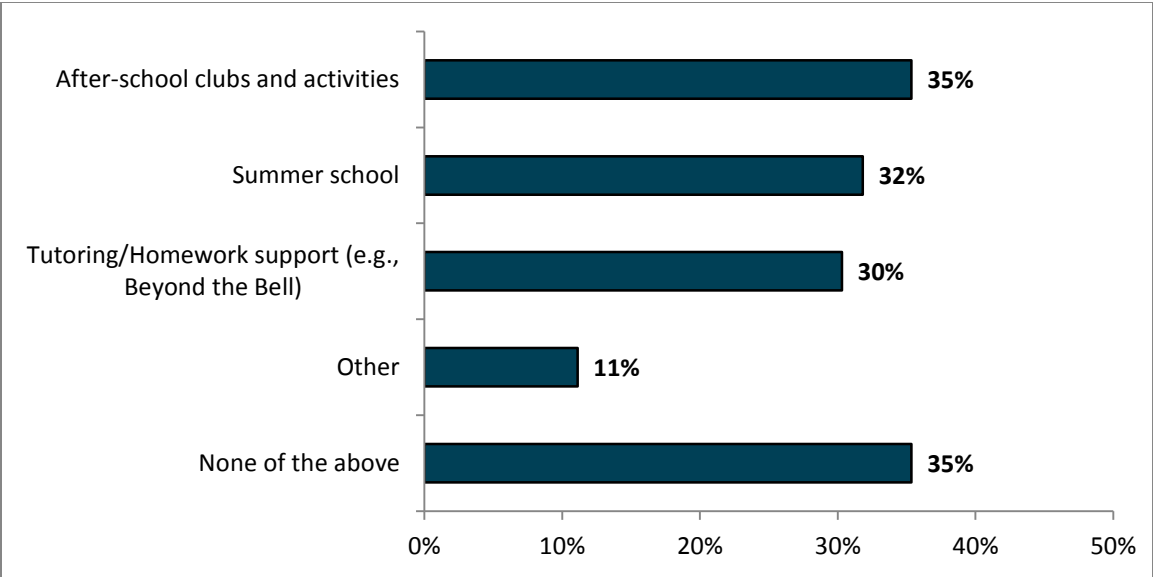
n=186-202

Figure 3.11: Quality of Student Support



n=184-191

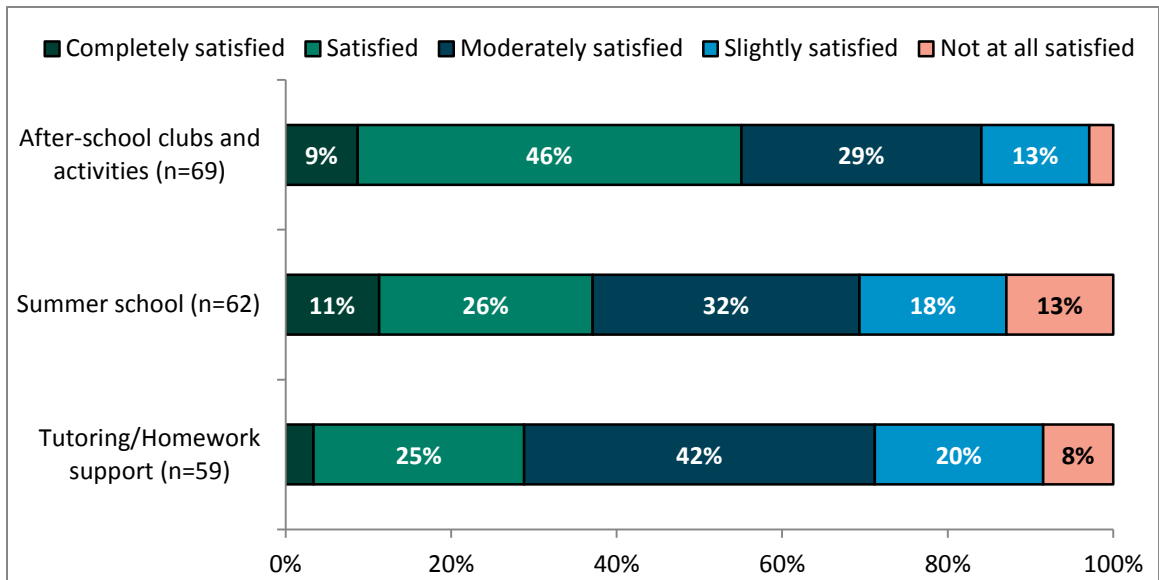
Figure 3.12: Out-of-School Program Facilitation/Participation



n=198

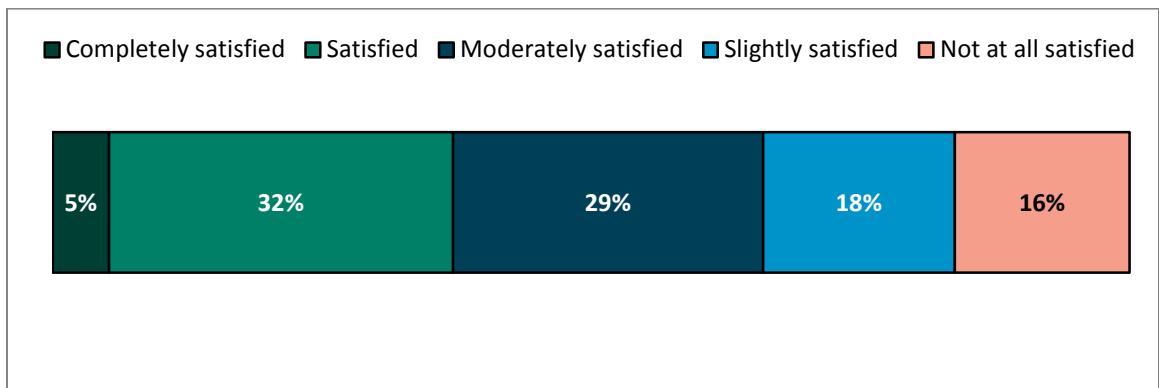
Note: Respondents could select more than one option; therefore totals exceed 100%.

Figure 3.13: Satisfaction with Out-of-School Programs



Note: Only respondents who indicated they participated in aforementioned programs responded to the corresponding components of this question.

Figure 3.14: Satisfaction with Current Professional Development



n=191

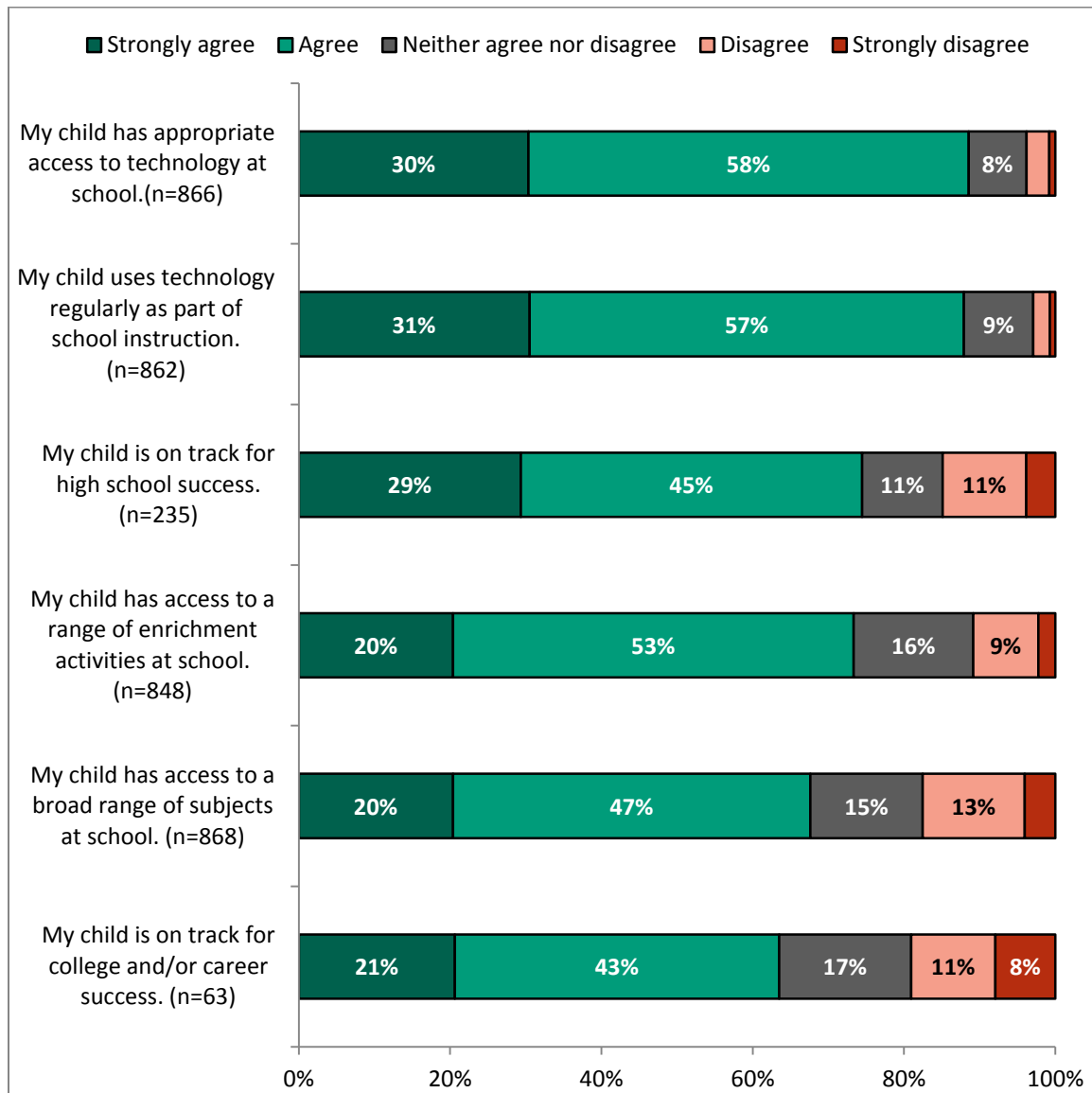
SECTION IV: 21ST CENTURY SKILLS, COLLEGE AND CAREER READINESS

FINDINGS

- **Parents, students, and staff all report frequent use of technology in schools.** Most parents (88 percent) believe their child has appropriate access to technology at their school and almost all students (91 percent) report using technology at school at least a few times per week. Ninety-five percent of staff report that students have access to technology at school and 85 percent regularly use technology in their classroom instruction. While staff report high incidences of technology use, about one-quarter do not feel they have the support and training to effectively use technology in instruction (Figure 4.1, Figure 4.2, and Figure 4.4).
- **Eighty percent or more of students regularly engage in 21st century learning skills,** including extended learning projects (working on projects that last more than a week) and collaborative learning (working with other students on assignments). Also to note, more than half of staff indicate that students regularly engage in blended learning (Figure 4.3 and Figure 4.4).
- **Nearly all (96 percent) students report having access to enrichment activities (music, art, or other languages) with 70 percent of teachers and 73 percent of parents indicating the same** (Figure 4.1, Figure 4.3, and Figure 4.4).

PARENTS

Figure 4.1: Child's Access to Electives, Technology, and 21st Century Learning



Note: Question regarding high school only asked of 6th, 7th, and 8th Grade parents; question regarding college and/or career success asked only of 8th Grade parents.

STUDENTS

Figure 4.2: Use of Technology

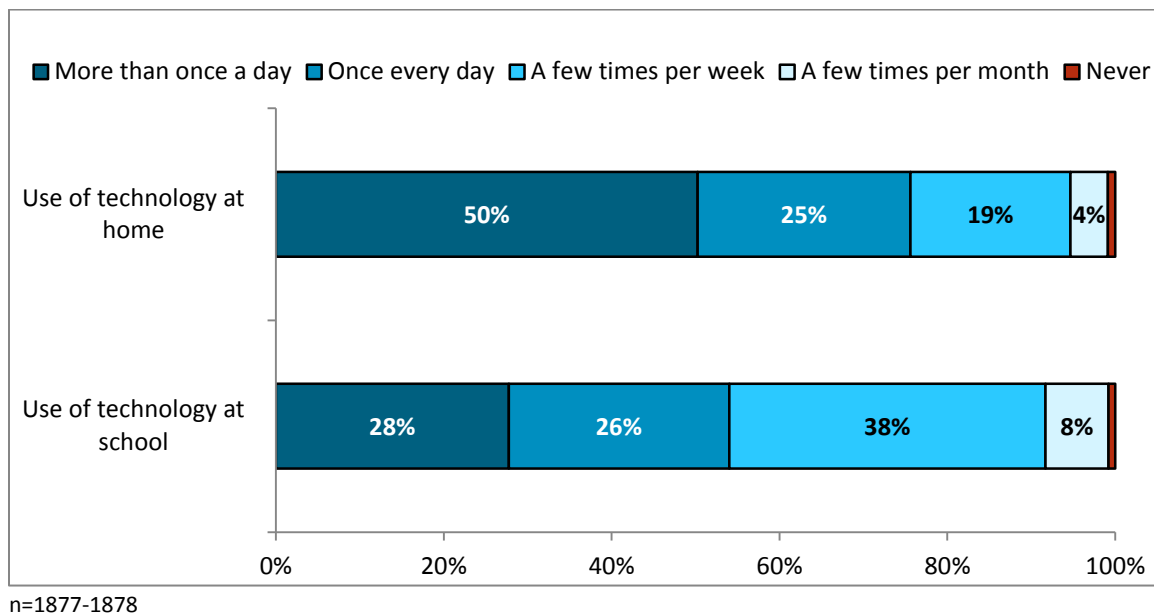
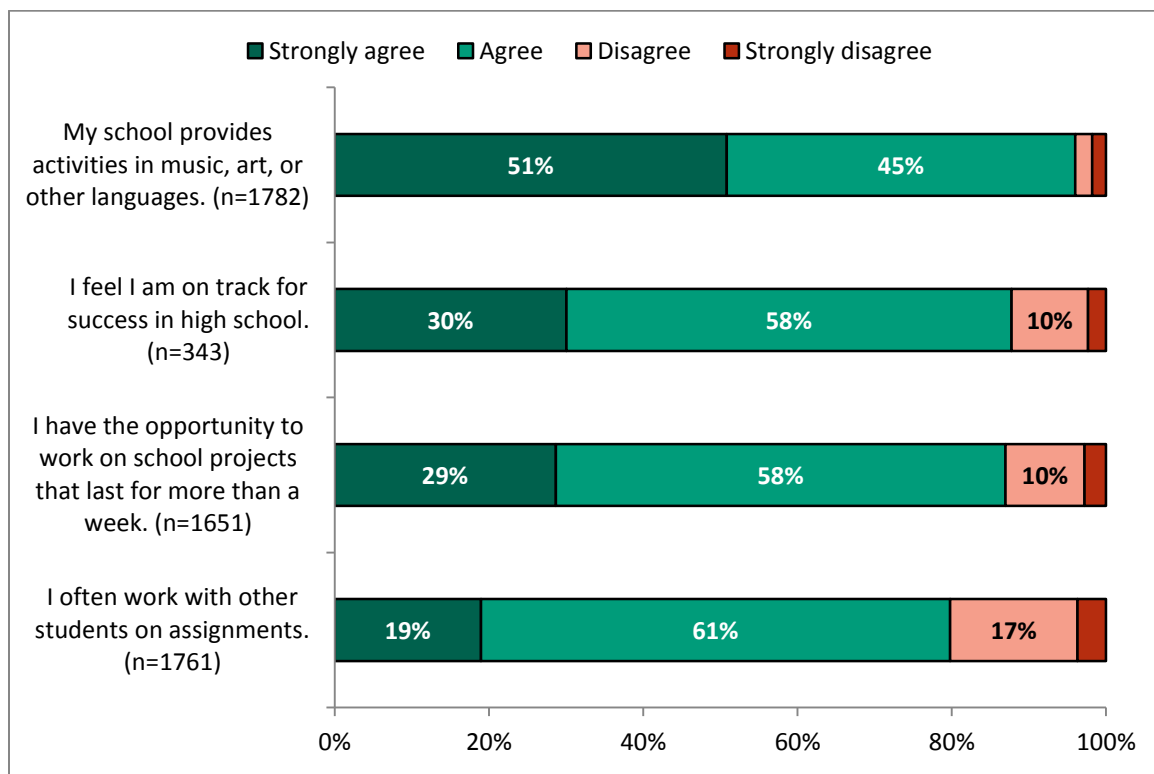


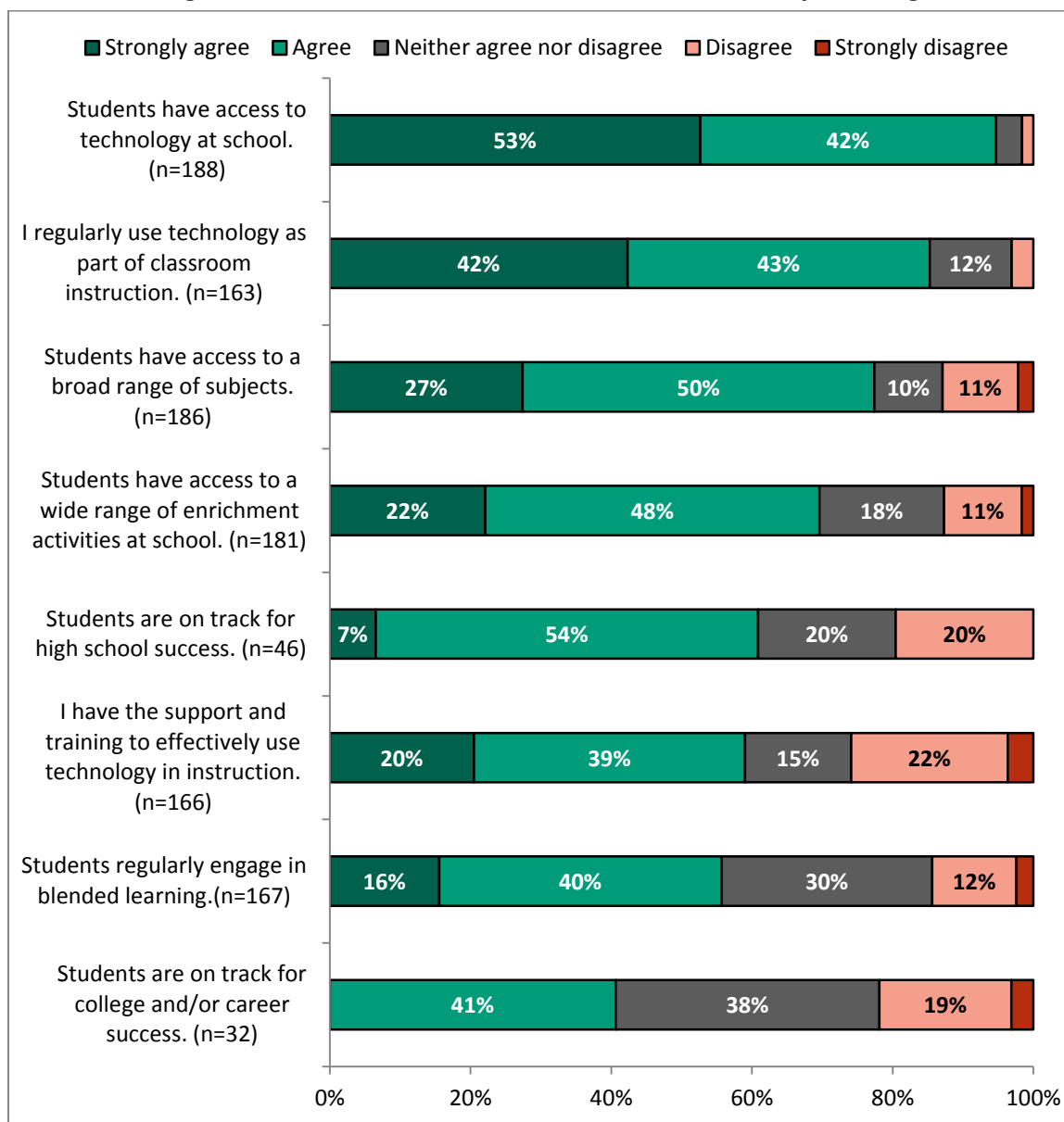
Figure 4.3: 21st Century Learning



Note: Question regarding high school preparedness asked only of 8th Grade students.

STAFF

Figure 4.4: Student Access to Electives and 21st Century Learning



Note: Question regarding high school only asked of 6th, 7th, and 8th Grade staff; question regarding college and/or career success asked only of 8th Grade staff.

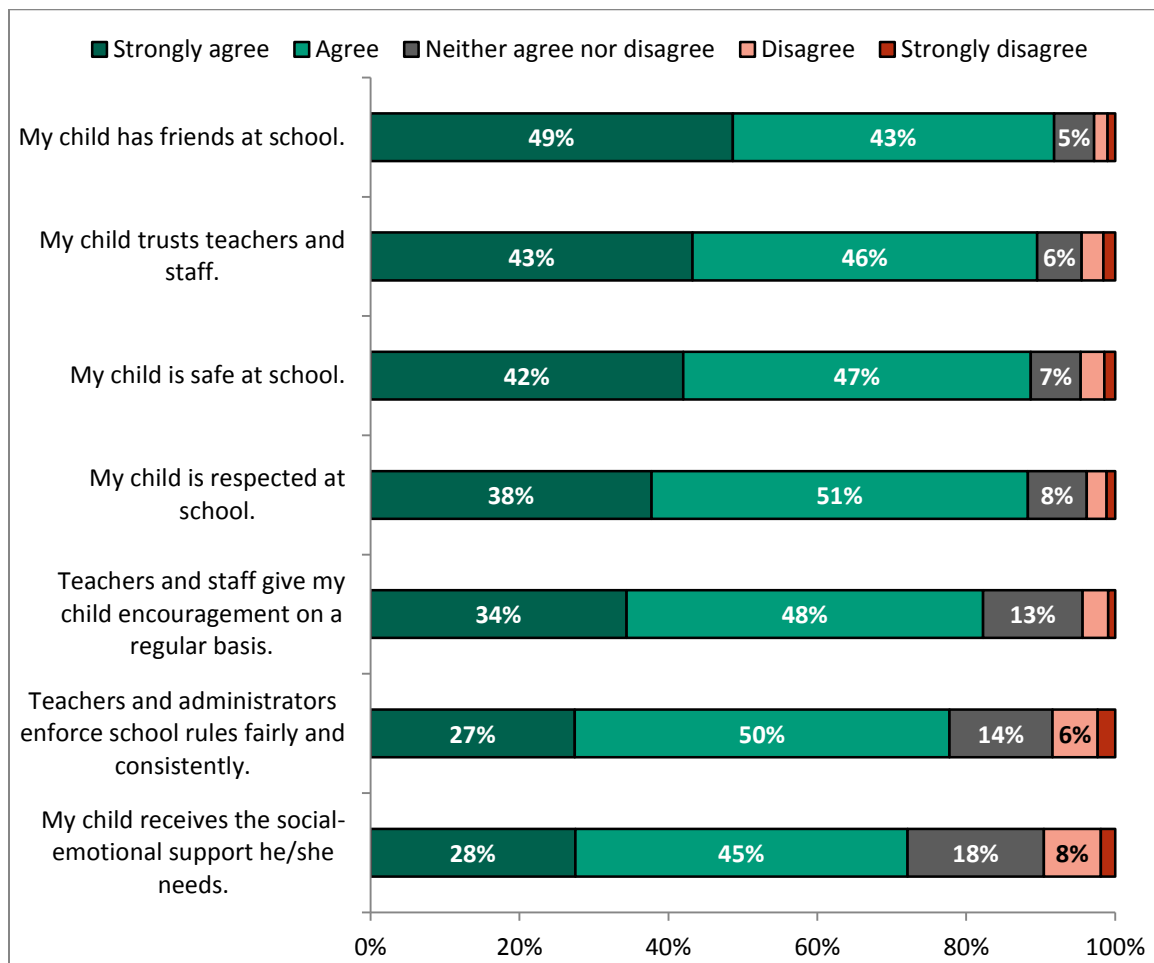
SECTION V: SCHOOL ENVIRONMENT

FINDINGS

- **Parents and students view MVWSD school environments favorably.** At least 80 percent of all parents and students report that students have friends and are pleased with school safety, relationships with teachers and staff, and the fair, consistent enforcement of rules (Figure 5.1 and Figure 5.2).
- **Staff report less favorable views of their school environments compared to students and parents in the areas of school maintenance, fair and consistent enforcement of rules, and the social-emotional support provided to students. Most notably, 40 percent of staff do not agree that school facilities are up-to-date** (Figure 5.3).

PARENTS

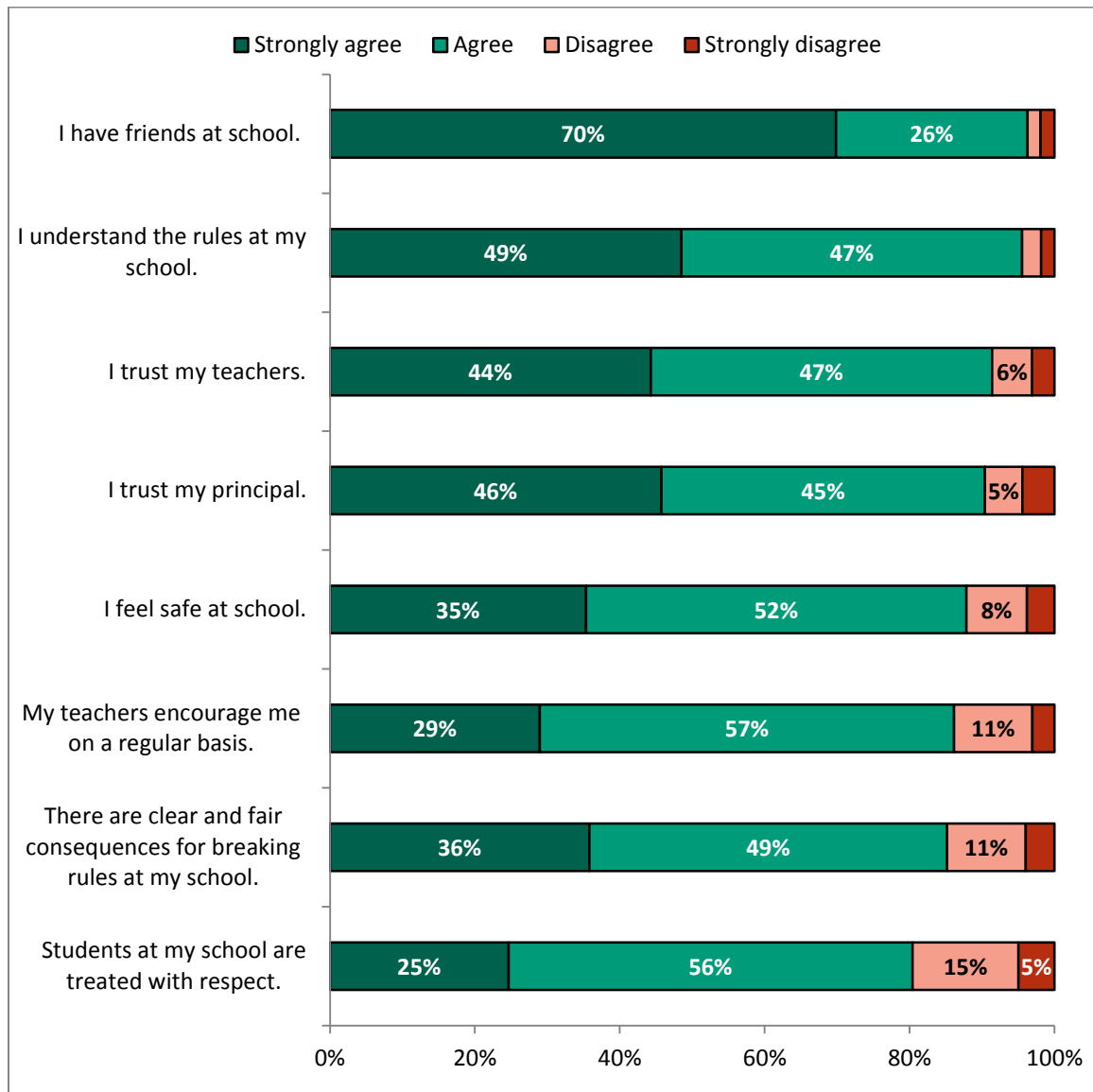
Figure 5.1: Child's School Environment



n=809-888

STUDENTS

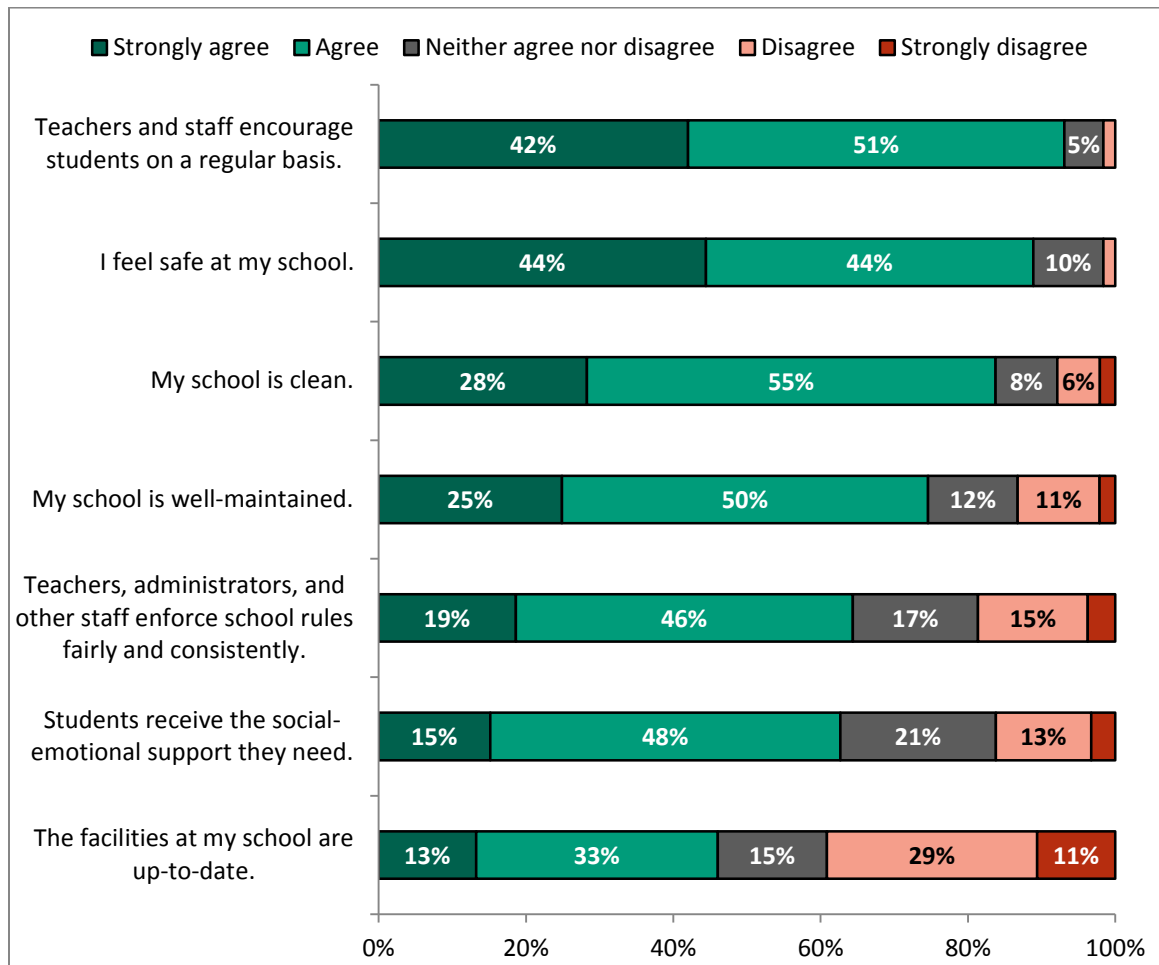
Figure 5.2: School Environment and Safety



n=1640-1835

STAFF

Figure 5.3: School Environment



n=185-191

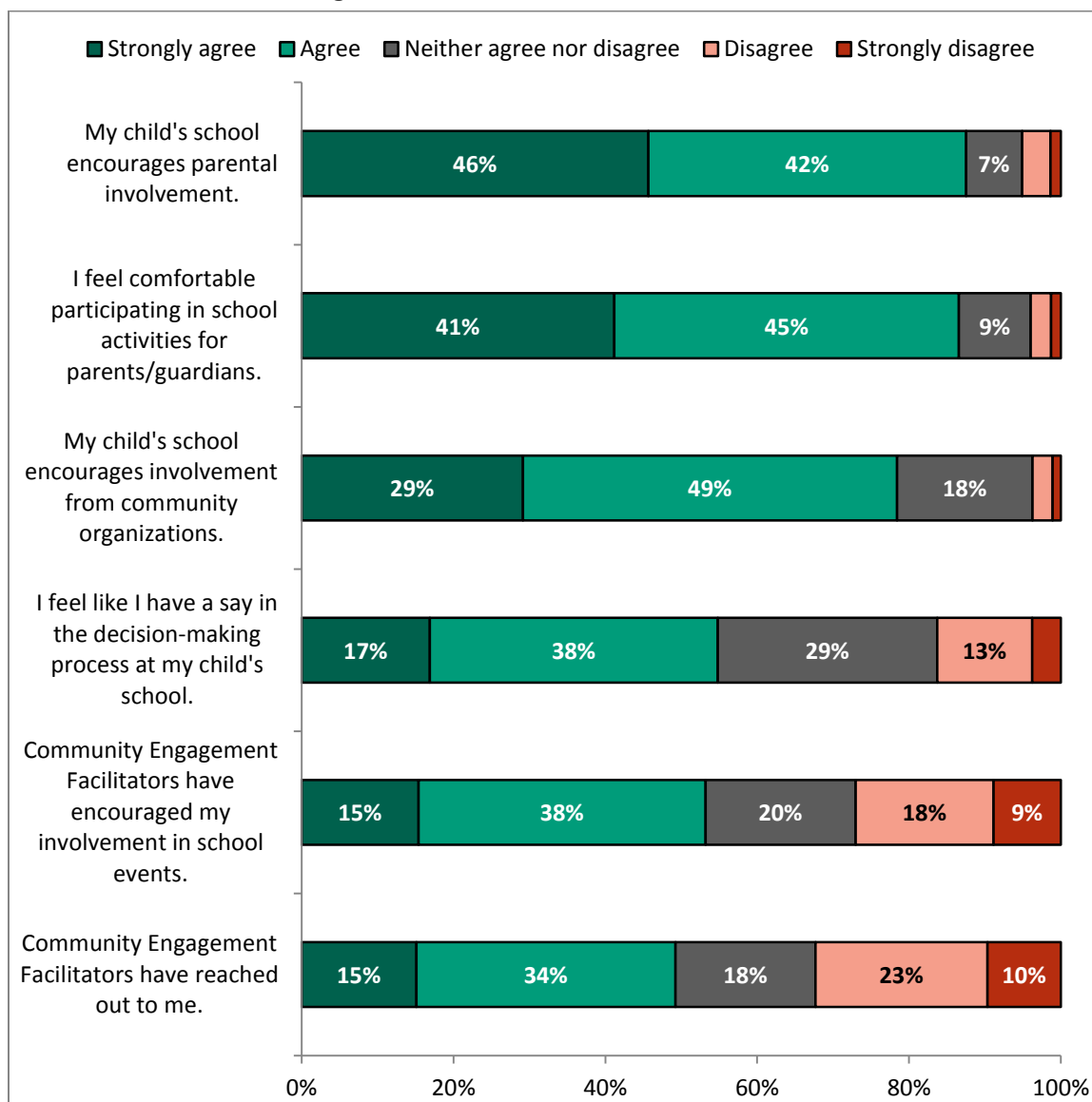
SECTION VI: SCHOOL ENGAGEMENT

FINDINGS

- **At least 78 percent of parents say that their child's school encourages community and parental involvement and 86 percent of parents feel comfortable participating in school activities.** Just over half of respondents feel they have a say in the decision-making process at their child's school and have been encouraged to become involved by Community Engagement Facilitators, while just under half have been contacted directly by a Community Engagement Facilitator (Figure 6.1).
- **About three-quarters of parent respondents have participated in Back to School Night, while 44 percent have participated in the PTA and over one-third have attended Principal's Tea or Coffee. Nearly all parents (90 percent or more) are at least moderately satisfied with parent events and school organizations** (Figure 6.2 and Figure 6.3).
- **Both parents and staff believe that providing parents with more information on how to support students at home is the top way to increase parental involvement in schools.** More information on involvement opportunities and more convenient times for participation are other top methods for encouraging parental involvement according to parents and staff (Figure 6.4 and Figure 6.9).
- **The majority of staff (at least 72 percent) report that their school encourages involvement from the community, that parents support student learning, and that Community Engagement Facilitators are effective. Fewer staff believe they have a say in decision-making at their school (53 percent agree or strongly agree) while fewer still feel that they have a say in the decision-making process at the district level (22 percent)** (Figure 6.8).

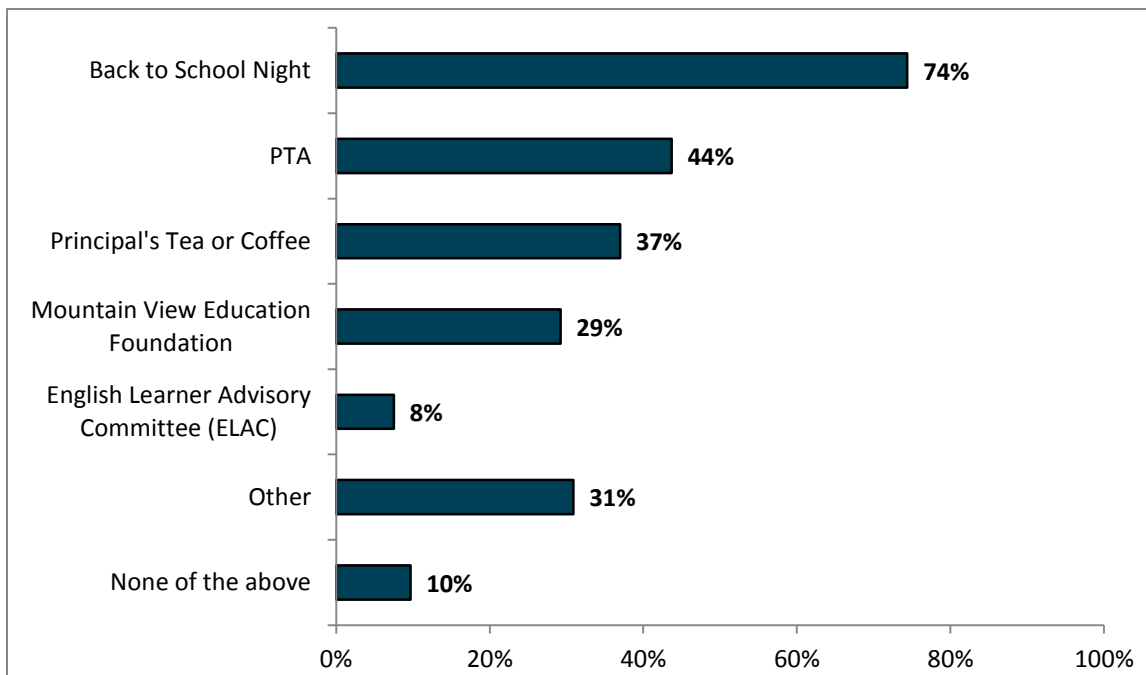
PARENTS

Figure 6.1: Involvement in Child's School



n=662-882

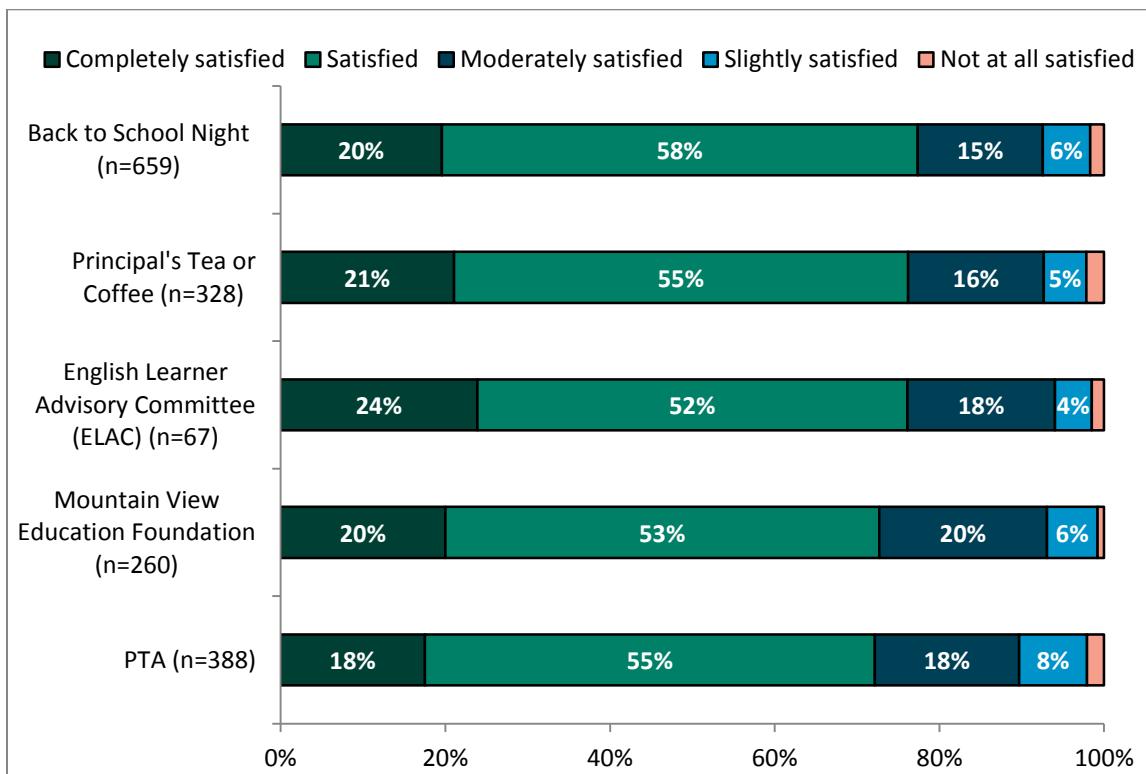
Figure 6.2: Parent Participation in Events/Organizations



n=890

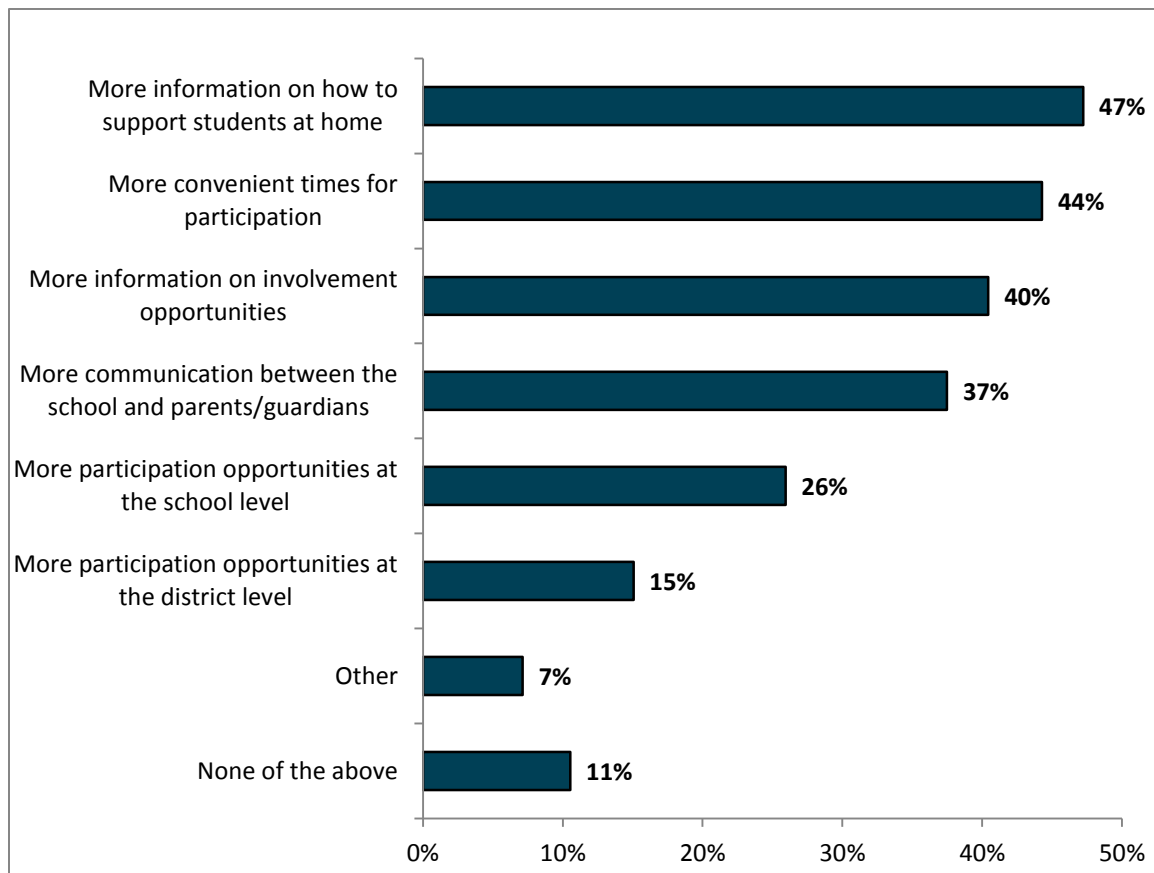
Note: Respondents could select more than one option; therefore totals exceed 100%.

Figure 6.3: Satisfaction with Parent Events/Organizations



Note: Satisfaction questions were asked of respondents who indicated participation in the corresponding events.

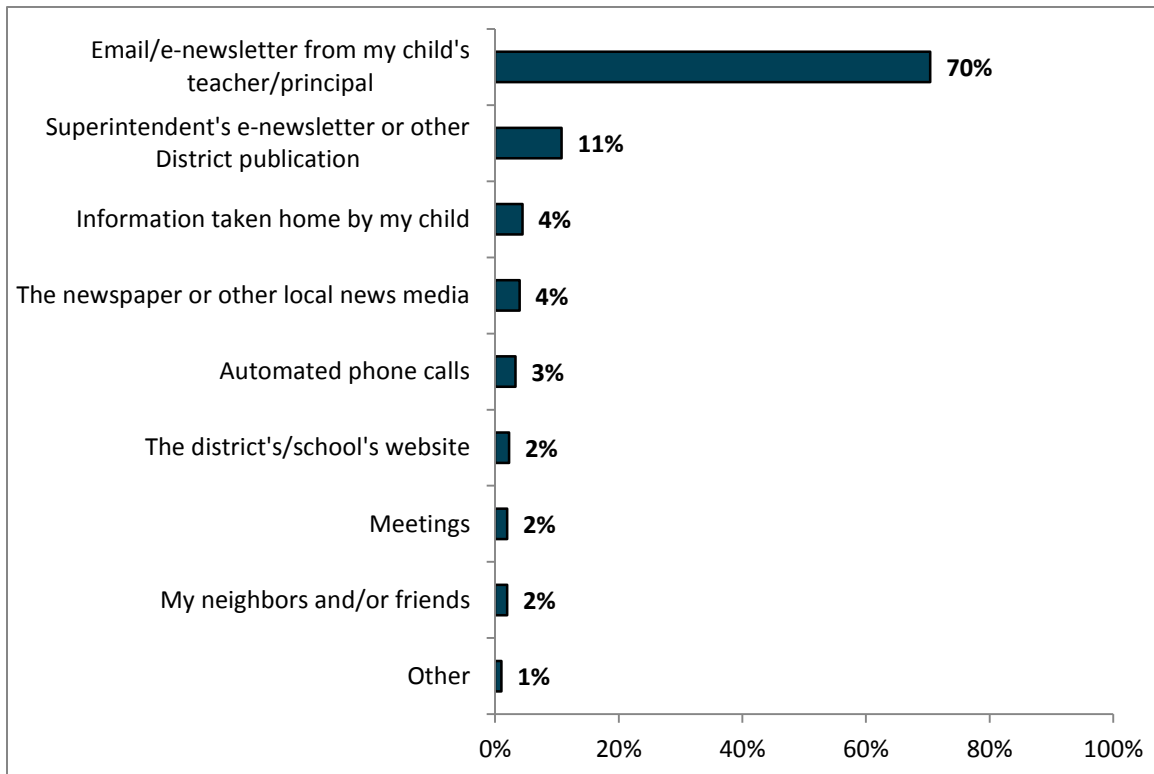
Figure 6.4: How to Encourage More Parent Involvement



n=883

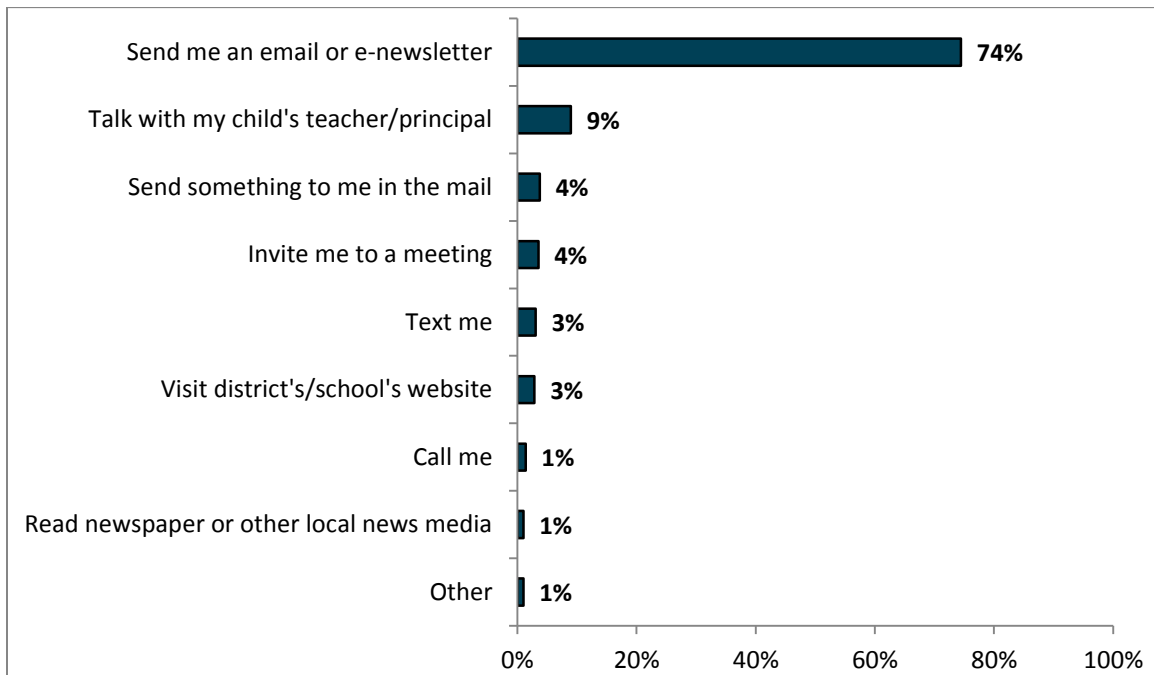
Note: Respondents could select more than one option; therefore totals exceed 100%.

Figure 6.5: Current Means of Receiving School Information



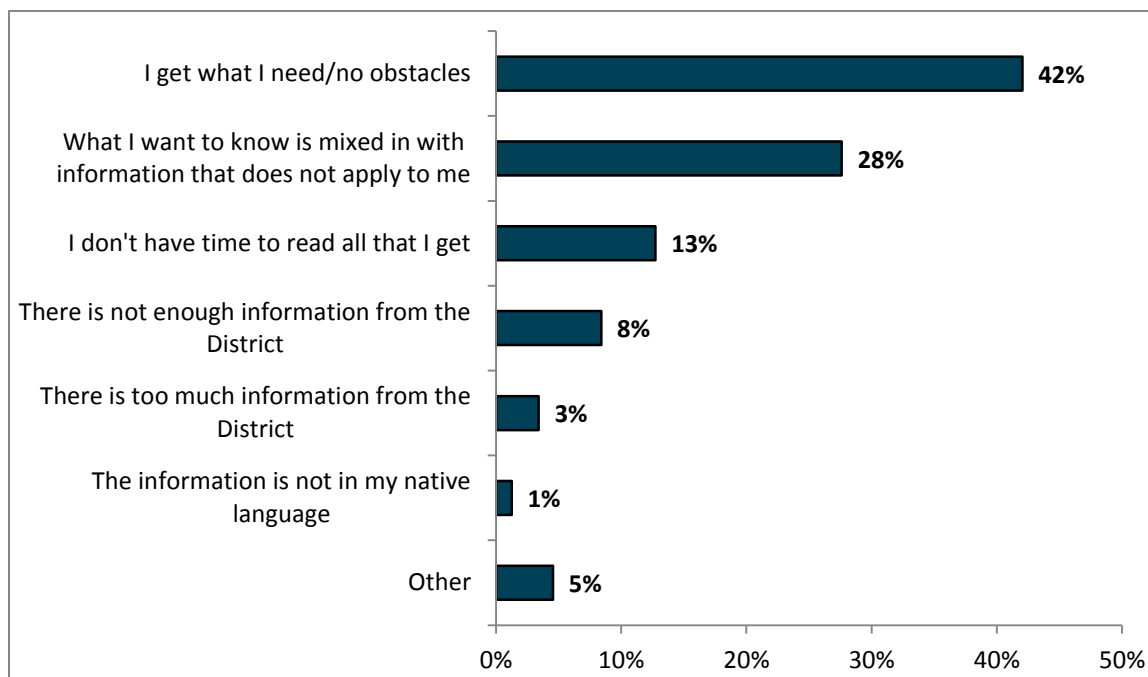
n=882

Figure 6.6: Preferred Method of School Communication



n=880

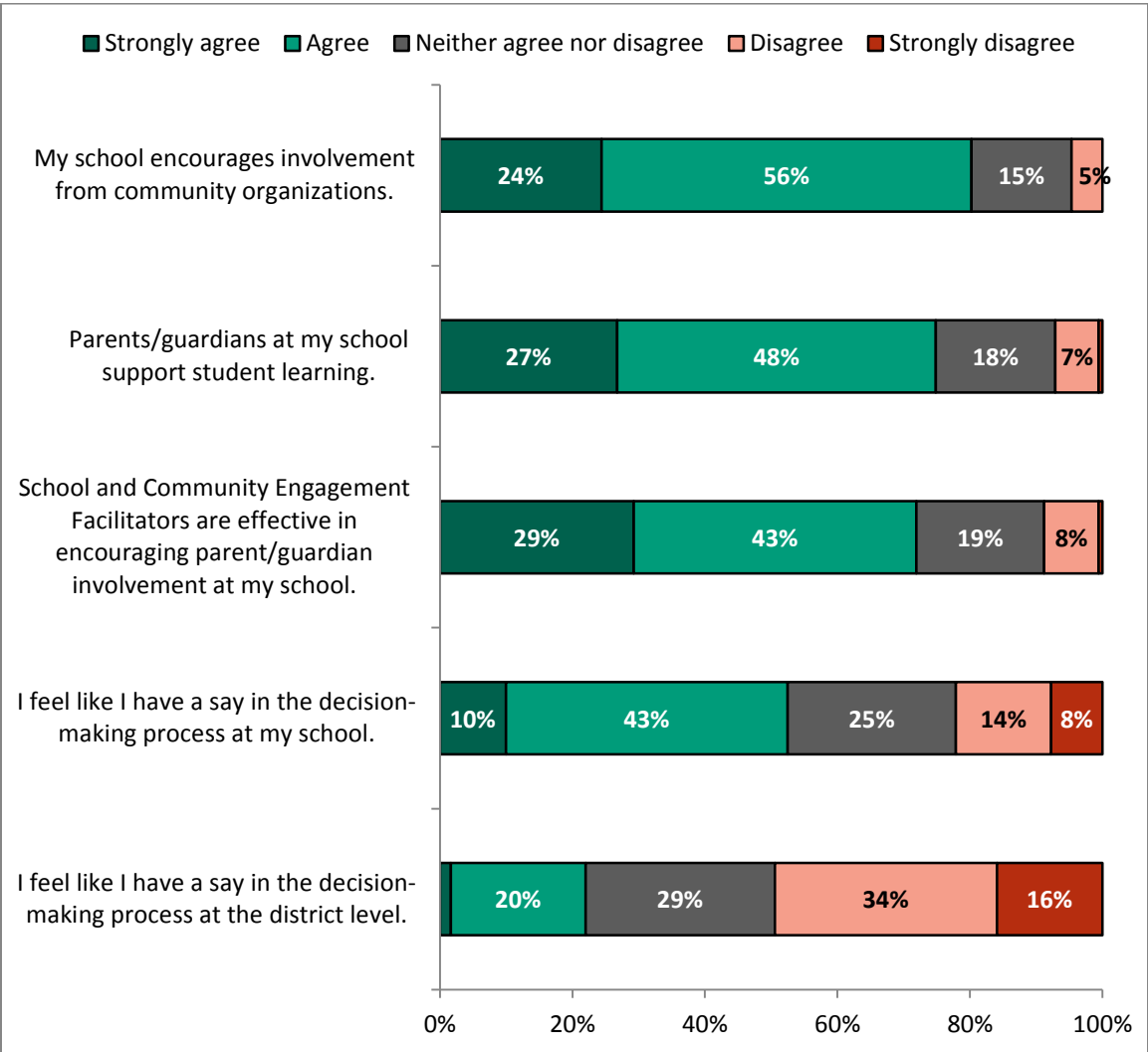
Figure 6.7: Biggest Obstacles to Receiving Information



n=880

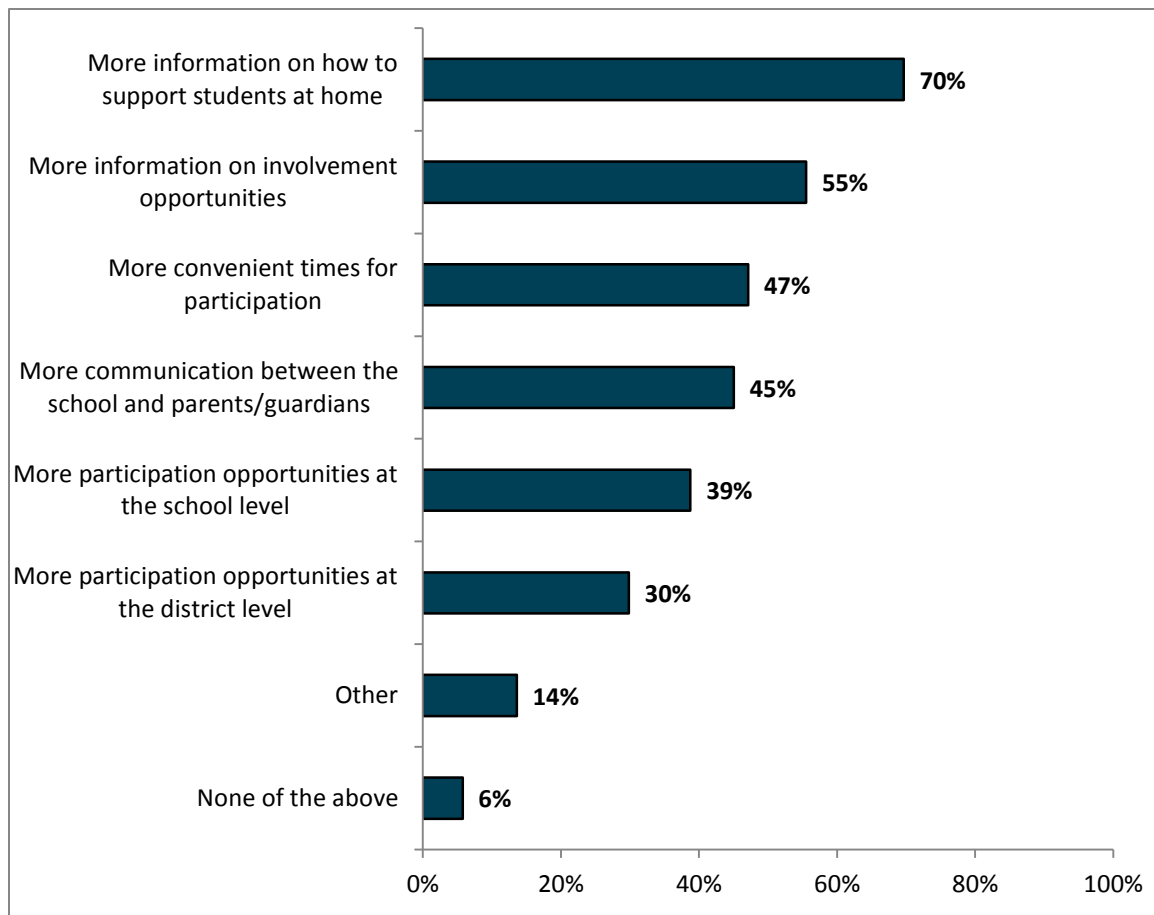
STAFF

Figure 6.8: Staff Engagement



n=171-183

Figure 6.9: How to Encourage Increased Parent Involvement



n=191

Note: Respondents could select more than one option; therefore totals exceed 100%.

PROJECT EVALUATION FORM

Hanover Research is committed to providing a work product that meets or exceeds client expectations. In keeping with that goal, we would like to hear your opinions regarding our reports. Feedback is critically important and serves as the strongest mechanism by which we tailor our research to your organization. When you have had a chance to evaluate this report, please take a moment to fill out the following questionnaire.

<http://www.hanoverresearch.com/evaluation/index.php>

CAVEAT

The publisher and authors have used their best efforts in preparing this brief. The publisher and authors make no representations or warranties with respect to the accuracy or completeness of the contents of this brief and specifically disclaim any implied warranties of fitness for a particular purpose. There are no warranties that extend beyond the descriptions contained in this paragraph. No warranty may be created or extended by representatives of Hanover Research or its marketing materials. The accuracy and completeness of the information provided herein and the opinions stated herein are not guaranteed or warranted to produce any particular results, and the advice and strategies contained herein may not be suitable for every client. Neither the publisher nor the authors shall be liable for any loss of profit or any other commercial damages, including but not limited to special, incidental, consequential, or other damages. Moreover, Hanover Research is not engaged in rendering legal, accounting, or other professional services. Clients requiring such services are advised to consult an appropriate professional.



4401 Wilson Boulevard, Suite 400

Arlington, VA 22203

P 202.559.0500 F 866.808.6585

www.hanoverresearch.com