

# 2016-17 STRATEGIC PLANNING AND LCAP SURVEY ANALYSIS

Prepared for Mountain View Whisman School District

April 2017



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).

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## 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 1,803 parent responses, 2,011 student responses, and 325 staff responses in this report.<sup>1</sup> The first section describes demographic and other characteristics of respondents for these surveys.

Hanover performed cross-tabulations of survey results across years (2016 and 2017) and highlights statistically significant differences between the two years of results throughout the report. Throughout this analysis, charts 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

#### *CONDITIONS OF LEARNING*

- **Parent and student respondents are very satisfied with the learning environment and quality of education at MVWSD.** Nearly all parent respondents are satisfied with their child’s teacher and instructional materials to some extent. Ninety-five percent of student respondents agree their school provides a good education to its students.
- **Compared to 2016, parent respondents in 2017 are significantly more likely to understand the types of support, both academic and non-academic, available to their child.** Fifty-five percent of respondents in 2016 “agreed” or “strongly agreed” that they understood the types of non-academic supports available to their child, while 66 percent of respondents in 2017 indicate the same. Similarly, 63 percent of

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

respondents in 2016 said they understood the types of academic supports available to their child, while 73 percent in 2017 indicate the same.

- **Staff respondents in 2017 are significantly more likely to indicate that students come to class prepared and ready to learn compared to 2016.** Furthermore, compared to 2016, staff respondents are significantly more likely to agree that they are provided with the necessary instructional materials.

### *STUDENT ACHIEVEMENT AND EDUCATIONAL EFFECTIVENESS*

- **Survey results suggest high overall levels of satisfaction with ELL education at MVWSD.** Ninety-three percent of ELL students agree their teacher helps them learn English and that their school gives them positive encouragement. Furthermore, most parent and staff respondents believe ELL students receive adequate resources and support. Lastly, at least 80 percent of parent respondents rate staff for ELL students as “very helpful” or “extremely helpful.”
- **Parents’ perceptions of special education at MVWSD have improved significantly since 2016.** In 2017, 61 percent of parent respondents report that special education students receive adequate resources and support, while 42 percent indicated the same in 2016. Additionally, parents in 2017 are substantially more likely to rate special education staff as helpful than in 2016.
- **Parent respondents are generally satisfied with school-sponsored programs.** The most commonly attended school-sponsored programs are after-school clubs or activities. Around 90 percent of parent respondents are at least “moderately satisfied” with summer school and after-school clubs.

### *21<sup>ST</sup> CENTURY SKILLS, COLLEGE AND CAREER READINESS*

- **Parents, students, and staff all report frequent use of technology in schools.** Ninety-two percent of parent respondents indicate their child uses technology regularly as part of school instruction and almost all students (97 percent) report using technology at school at least a few times per week. Ninety-five percent of staff respondents report that students have access to technology at school and 84 percent indicate they themselves regularly use technology in their classroom instruction.

### *SCHOOL ENVIRONMENT*

- **Overall, parents and students view MVWSD school environments favorably.** Nearly all parent respondents indicate their child has friends and feels safe at school. However, 26 percent of staff respondents believe that facilities at their school are not up-to-date.

### *SCHOOL ENGAGEMENT*

- **Most parents feel encouraged and comfortable participating in school activities.** Eighty-four percent of staff respondents agree that school and community engagement facilitators are effective in encouraging parent/guardian involvement at their school. Furthermore, nearly all parents (90 percent or more) are at least moderately satisfied with parent events and school organizations. Back to School Night is the most attended school event among parents.
- **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, more communication between the school and parents, and more convenient times for participation are other top ways of encouraging parental involvement according to parents and staff.

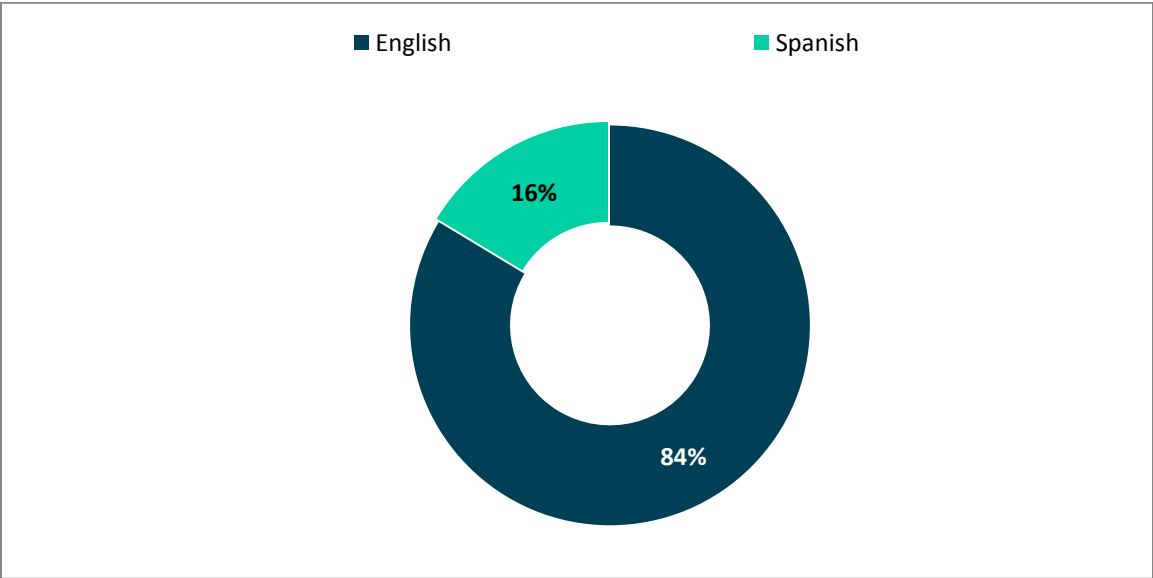
# SECTION I: RESPONDENT DEMOGRAPHICS

## FINDINGS

- **Most parent respondents speak English at home, have one or two children currently enrolled at MVWSD, and have at minimum a Bachelor’s degree** (Figure 1.2, Figure 1.5, and Figure 1.6).
- **Students from each grade level between Grade 4 and Grade 8 are well represented in the respondent pool.** The most commonly identified races among student respondents are Hispanic and White. Just over 60 percent speak English at home while 22 percent speak Spanish at home (Figure 1.7, Figure 1.9, and Figure 1.10).
- **Staff members from each grade level are well represented in the respondent pool.** Around two-thirds of staff respondents identified as certificated teachers while 11 percent identified as instructional assistants. Among 6th, 7th, and 8th grade instructional staff, the most common subject taught is mathematics (36%), followed by English/Language Arts (24%) (Figure 1.11, Figure 1.13, and Figure 1.14).

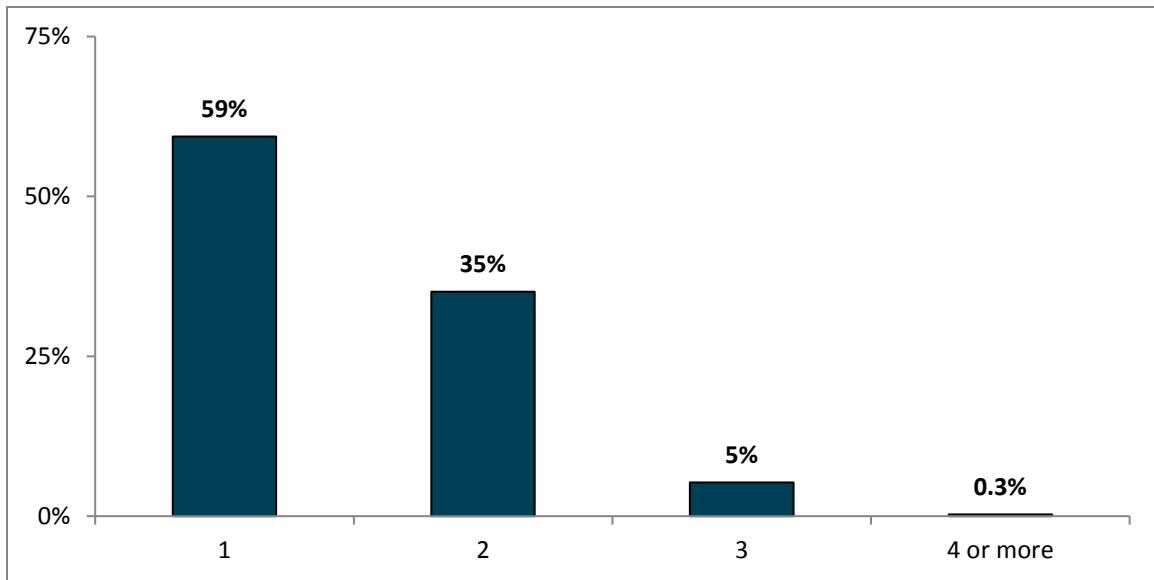
## PARENTS

Figure 1.1: Survey Language



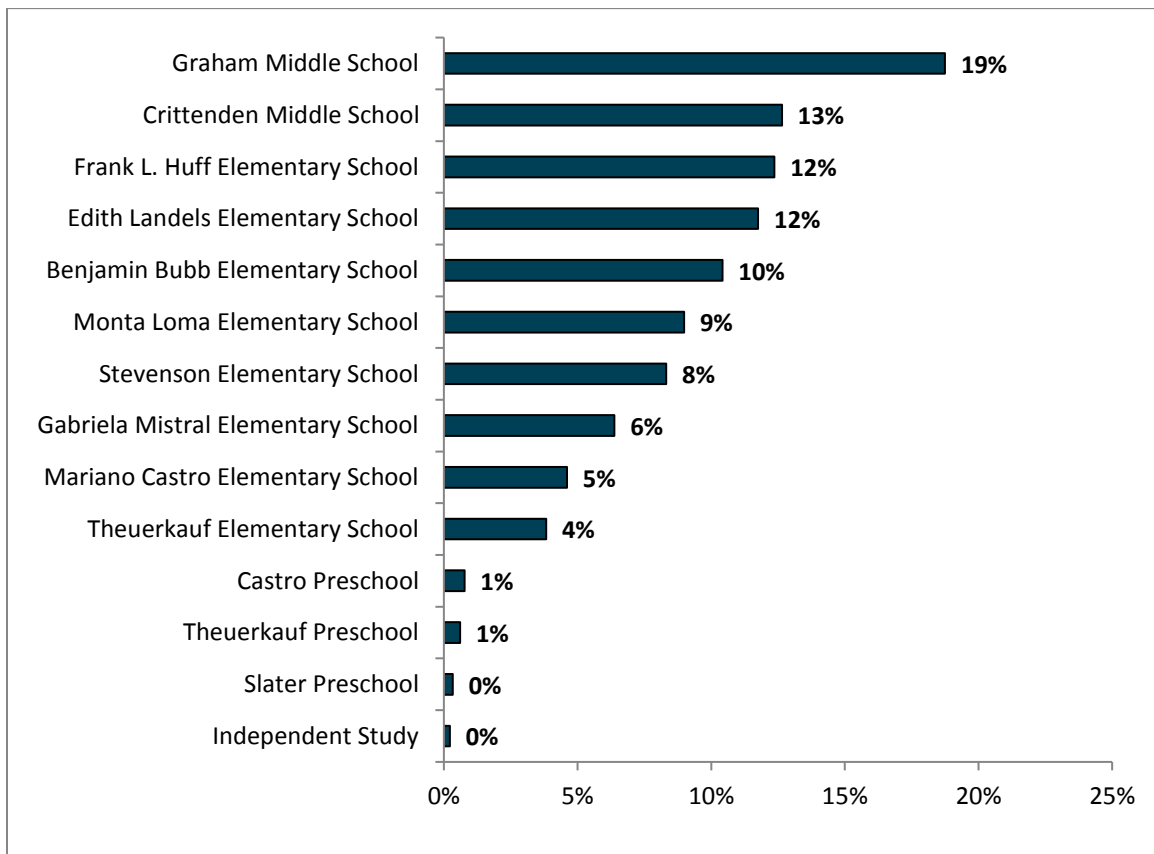
n=1803

**Figure 1.2: Number of Children Currently Enrolled**



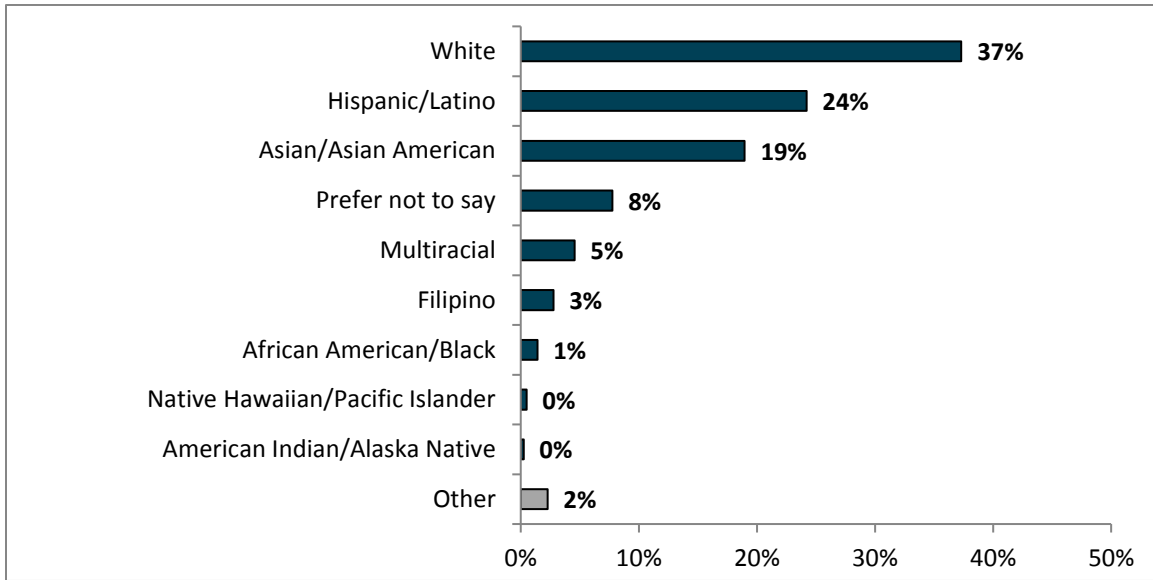
n=1803

**Figure 1.3: Child's School**



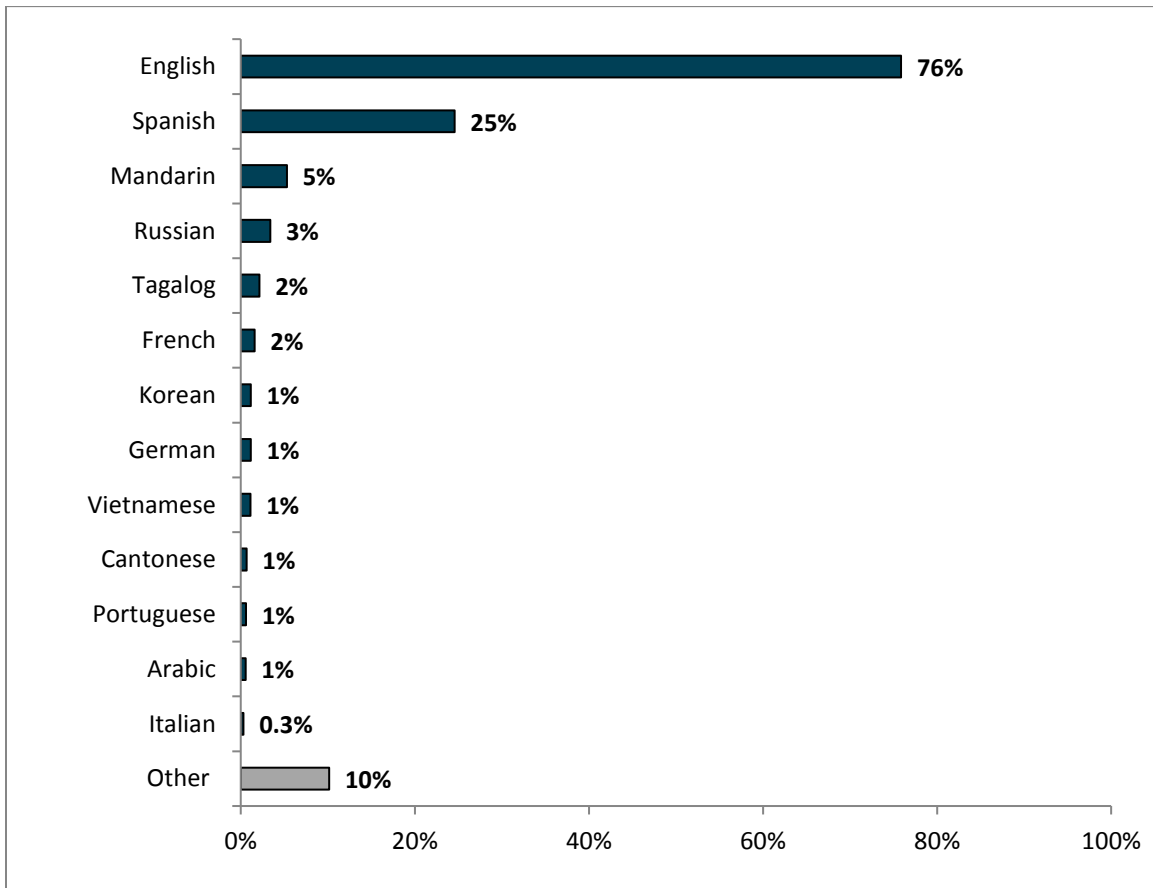
n=1803

**Figure 1.4: Race/Ethnicity**



n=1624

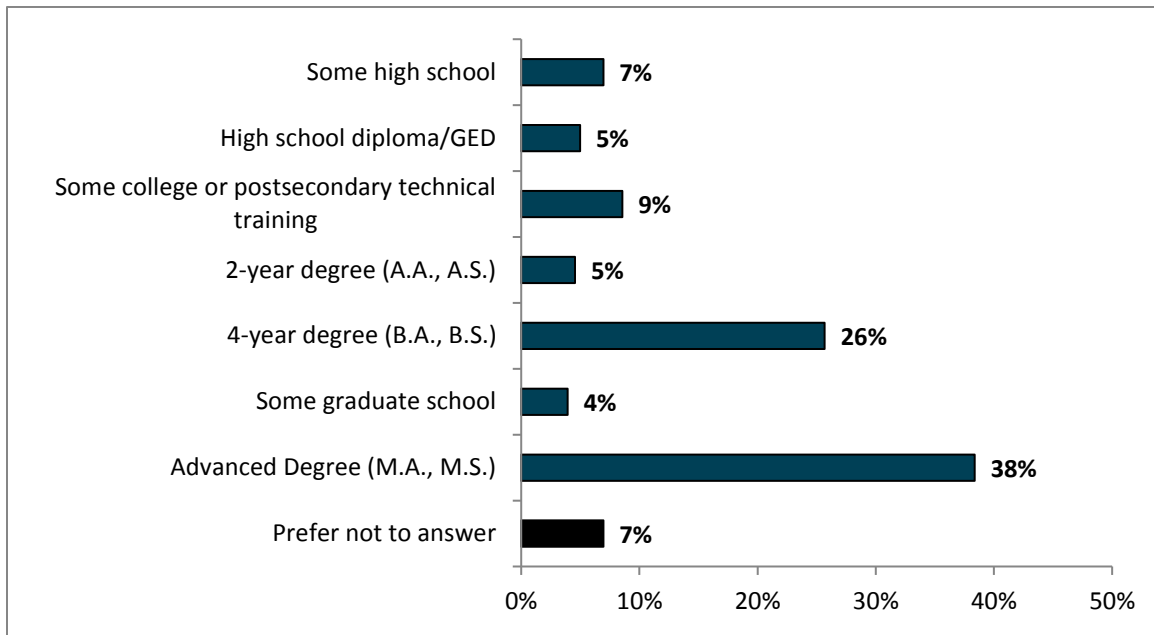
**Figure 1.5: Languages Spoken at Home**



n=1624

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

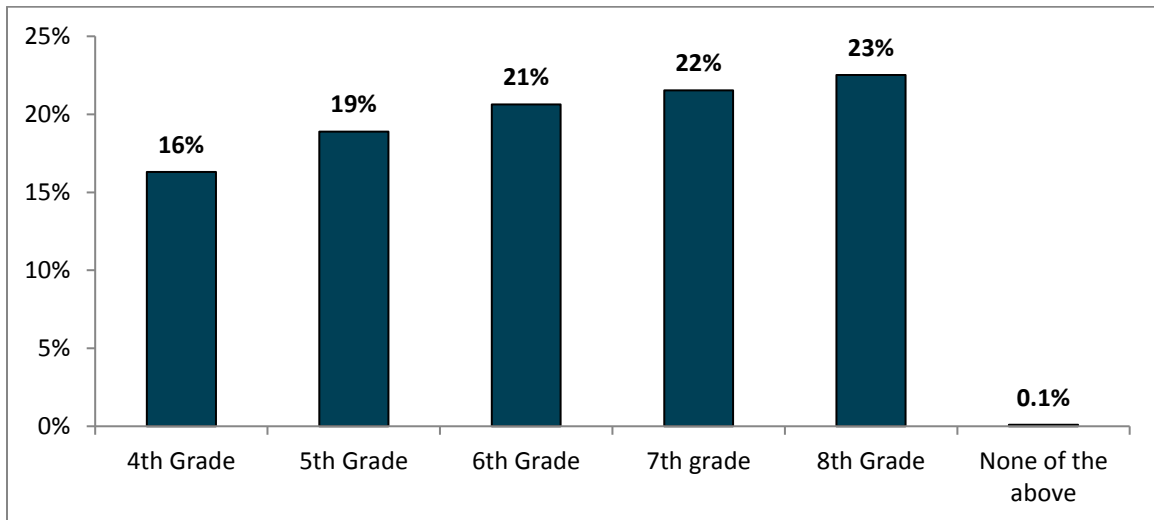
**Figure 1.6: Highest Level of Completed Education**



n=1624

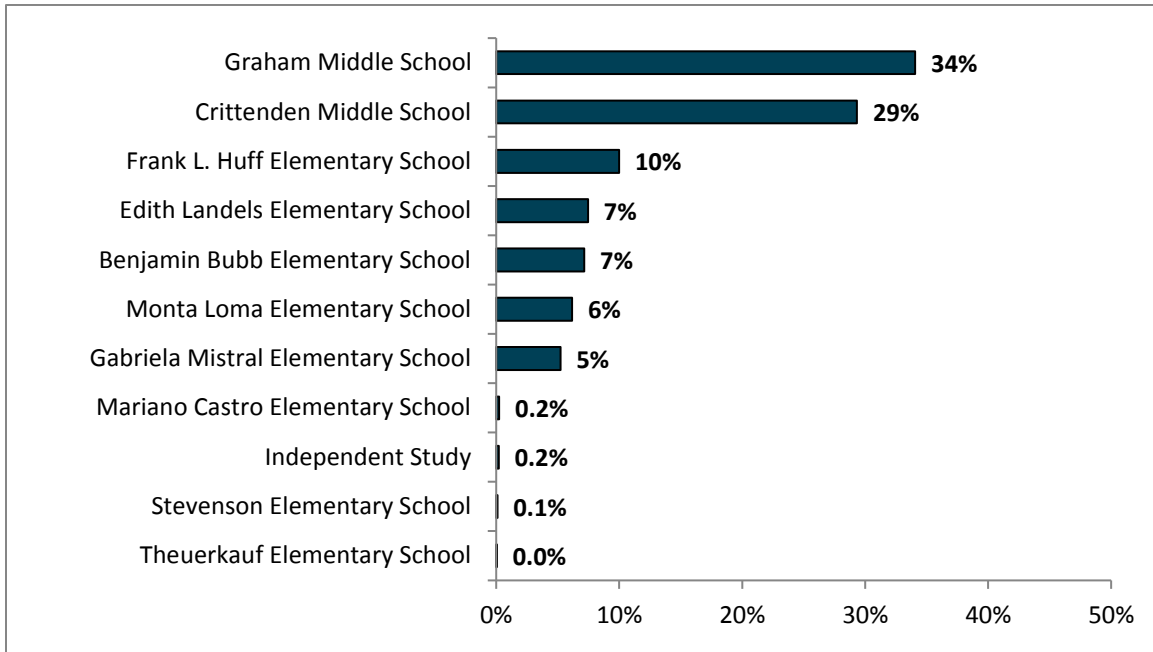
## STUDENTS

**Figure 1.7: Grade Level**



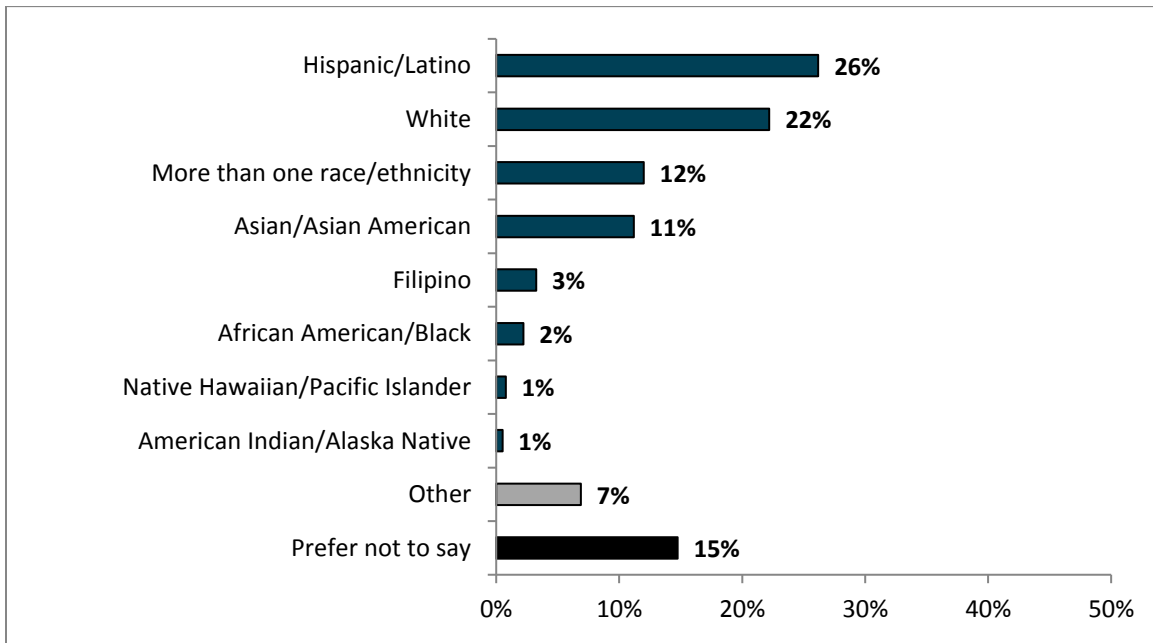
n=2011

**Figure 1.8: School Currently Attending**



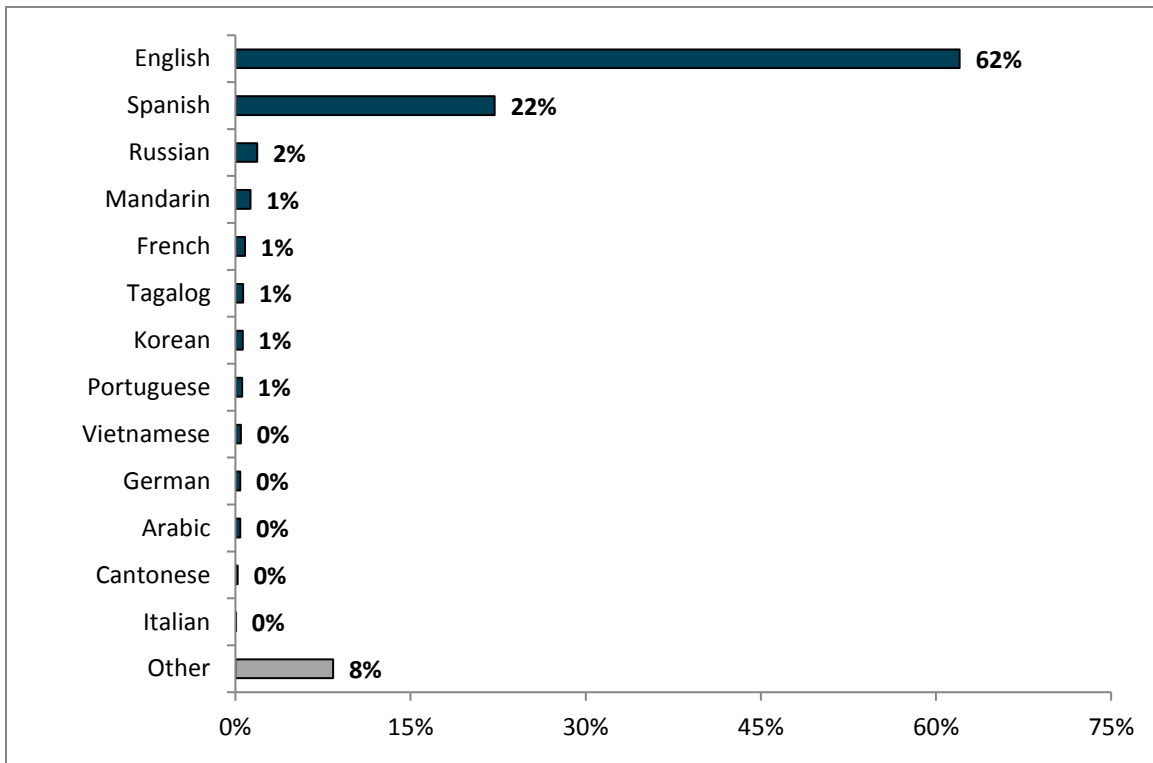
n=2011

**Figure 1.9: Race/Ethnicity**



n=1932

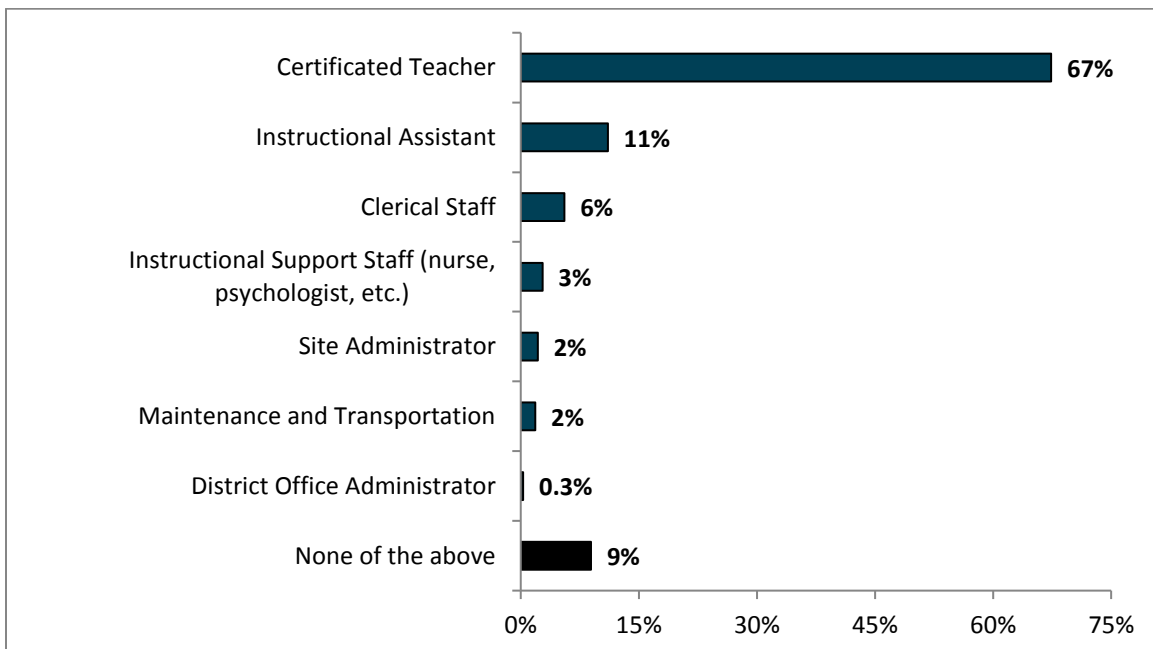
**Figure 1.10: Language Spoken Most Often at Home**



n=1936

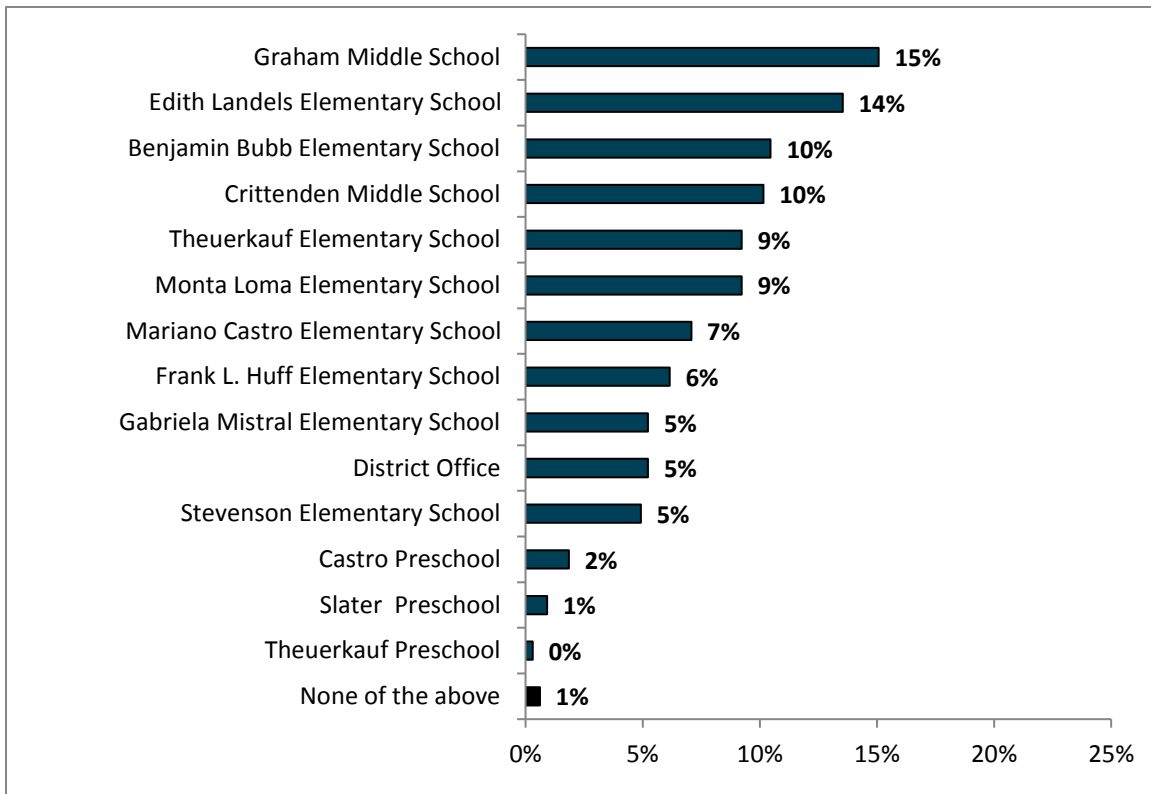
## STAFF

**Figure 1.11: Role/Position at MVWSD**



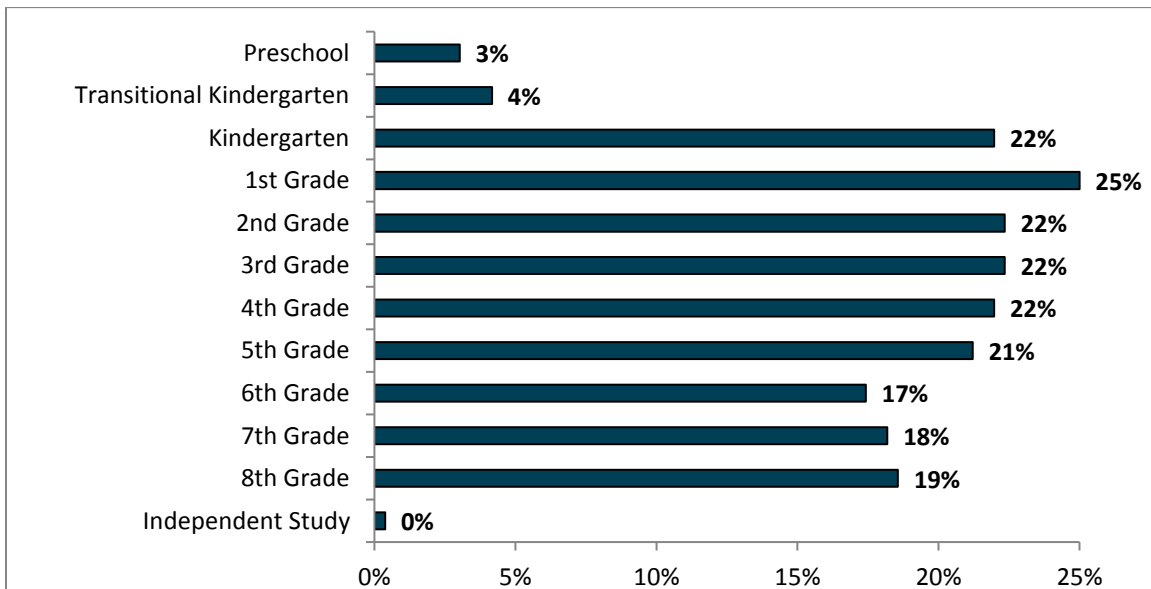
n=325

**Figure 1.12: Primary Work Location**



n=325

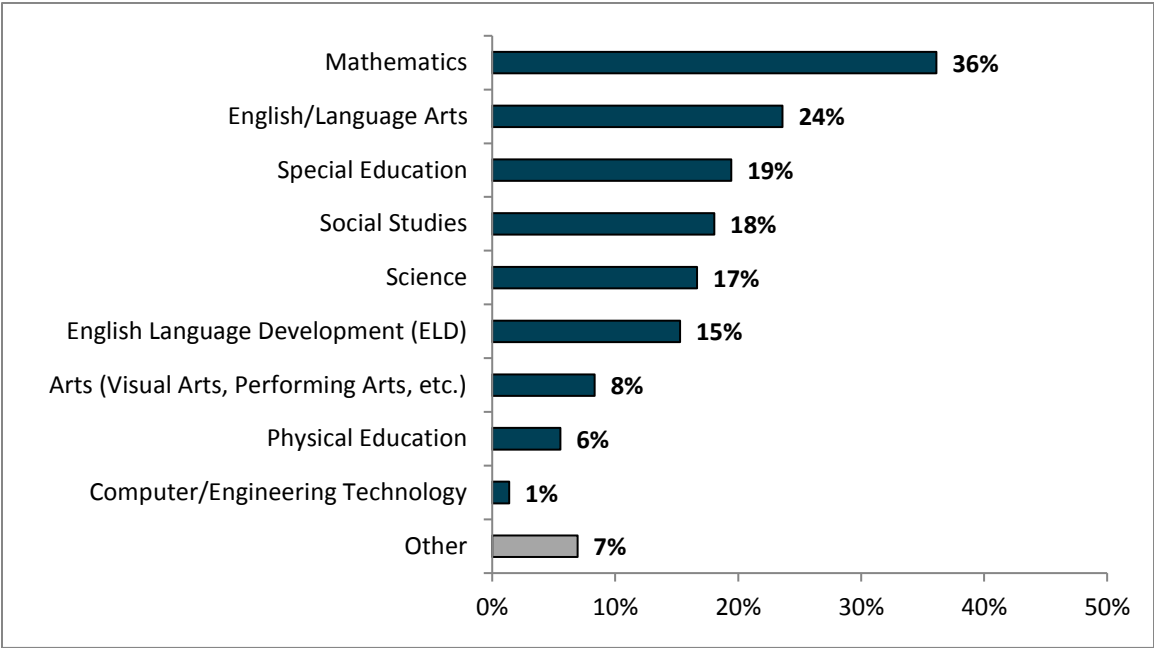
**Figure 1.13: Grade(s) Primarily Taught**



n=264

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

**Figure 1.14: Subject(s) Primarily Taught**



n=72

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

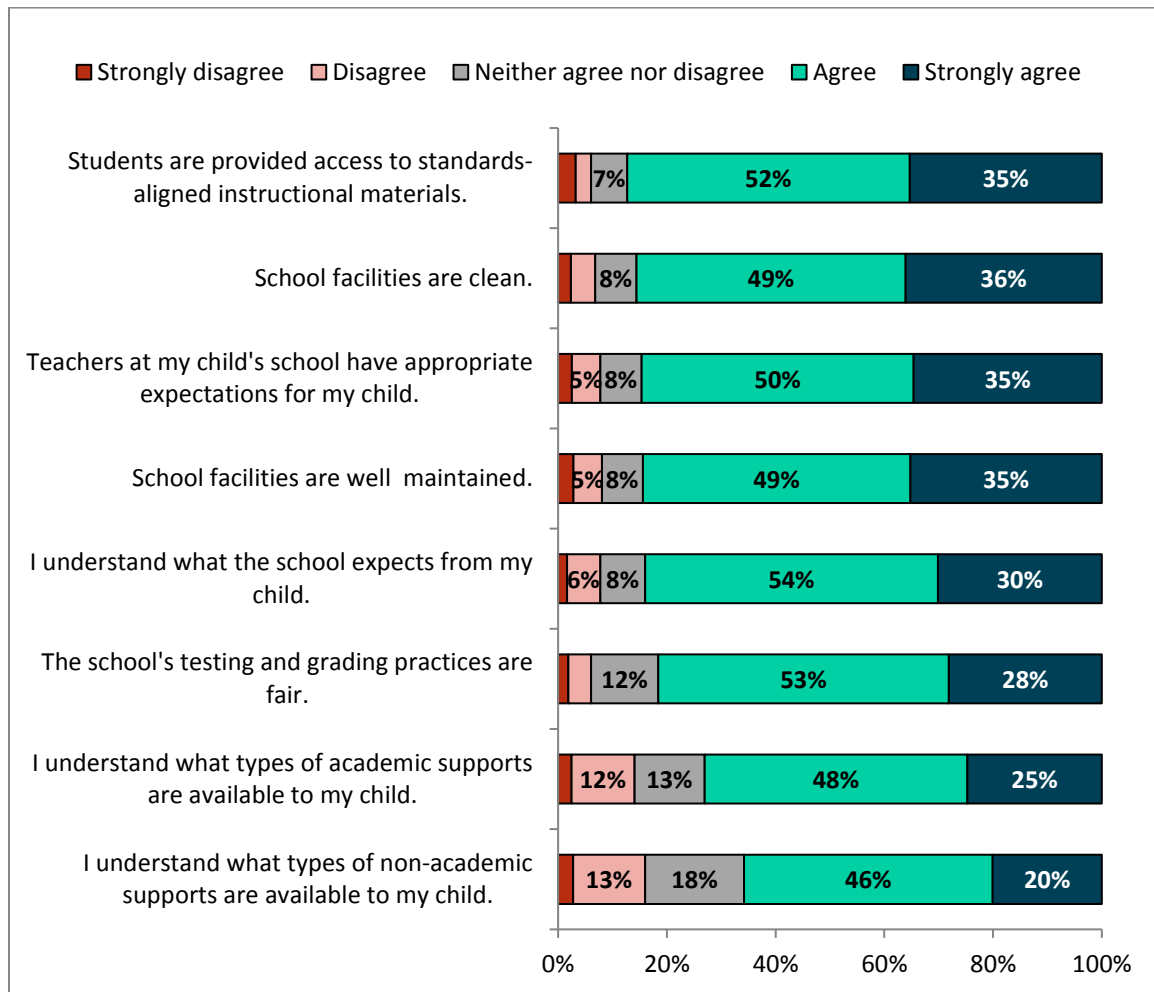
## SECTION II: CONDITIONS OF LEARNING

### FINDINGS

- **In general, parent respondents report high levels of satisfaction with their child's learning environment.** Eighty-seven percent “agree” or “strongly agree” that students are provided access to standards-aligned instructional materials. Furthermore, around 85 percent agree that school facilities are clean and well maintained (Figure 2.1).
- **Compared to 2016, parent respondents in 2017 are significantly more likely to understand the types of supports, both academic and non-academic, available to their child.** Fifty-five percent of respondents in 2016 agreed that they understand the types of non-academic supports available to their child while 66 percent of respondents in 2017 indicate the same. Relatedly, 63 percent of respondents in 2016 said they understand the types of academic supports available to their child while 73 percent in 2017 indicate the same (Figure 2.2).
- **Three-fourths of parent respondents are satisfied with the quality of education their child is currently receiving.** Furthermore, 84 percent of parent respondents are “satisfied” or “completely satisfied” with their child's teacher (Figure 2.3).
- **Student respondents are highly satisfied with all aspects of their learning environment at school.** However, approximately one-third of students think that their school is not clean (Figure 2.4).
- **Nearly all staff respondents (96%) agree that teachers at school care about students' success.** However, staff are more likely to express neutral opinions about students' level of engagement and interest in course materials, as well as student preparedness (Figure 2.5).
- **According to staff respondents, students in 2017 are significantly more likely to come to class prepared and ready to learn compared to 2016.** Furthermore, compared to 2016, staff respondents are significantly more likely to agree that they are provided with the necessary instructional materials in 2017 (Figure 2.6).
- **Around half of staff respondents are “satisfied” or “completely satisfied” with the teacher induction program** (Figure 2.7).

## PARENTS

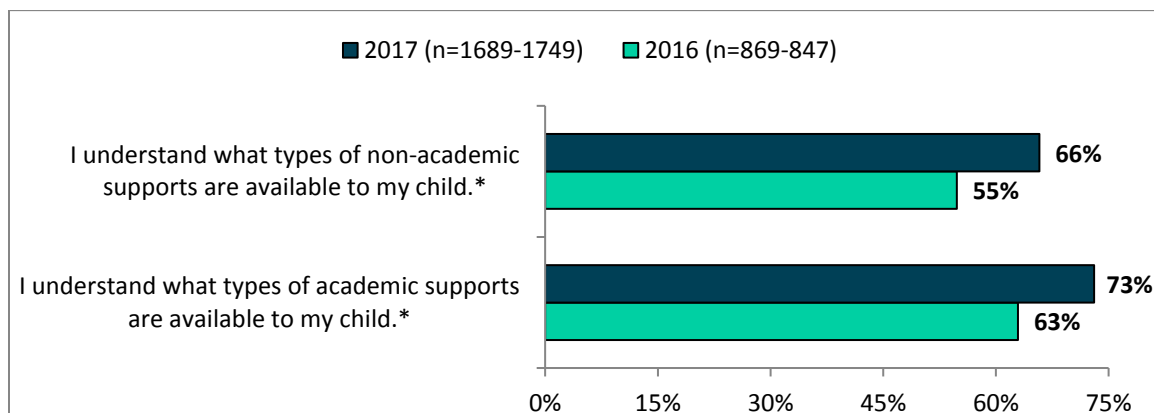
**Figure 2.1: Quality of Child's Learning Environment**



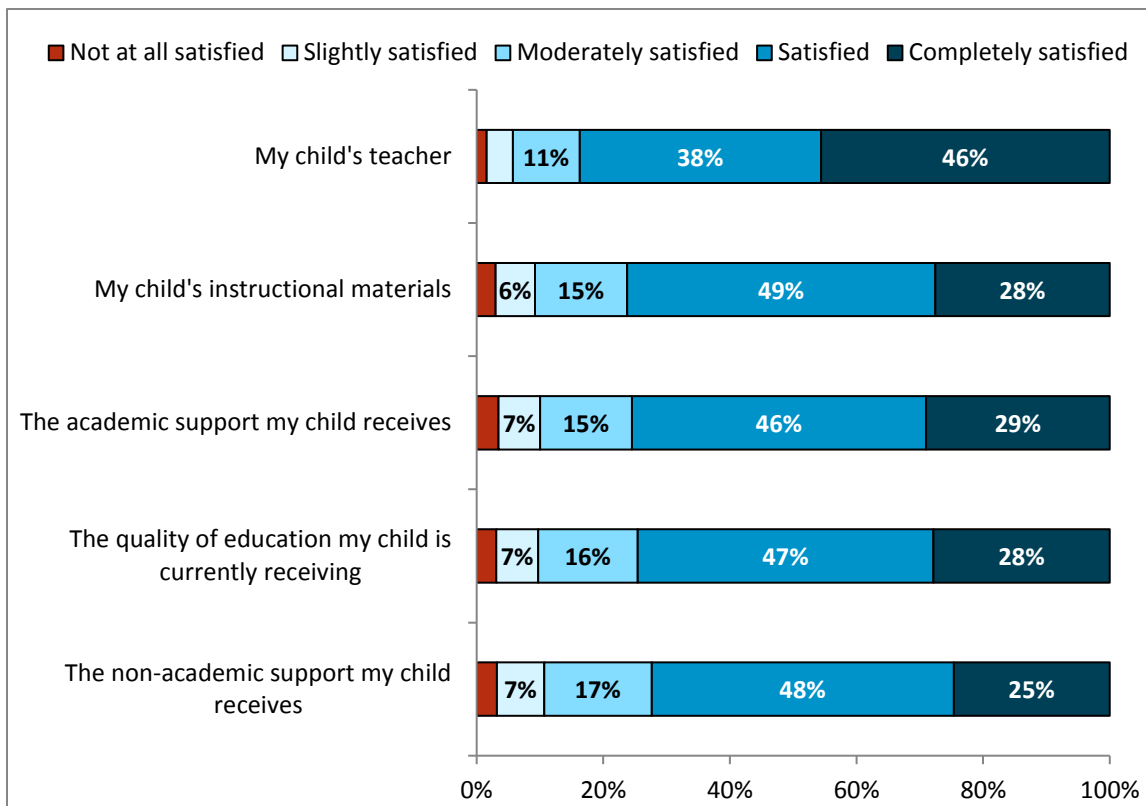
n=1660-1778

**Figure 2.2: Quality of Child's Learning Environment (By Year)**

% Strongly Agree + % Agree



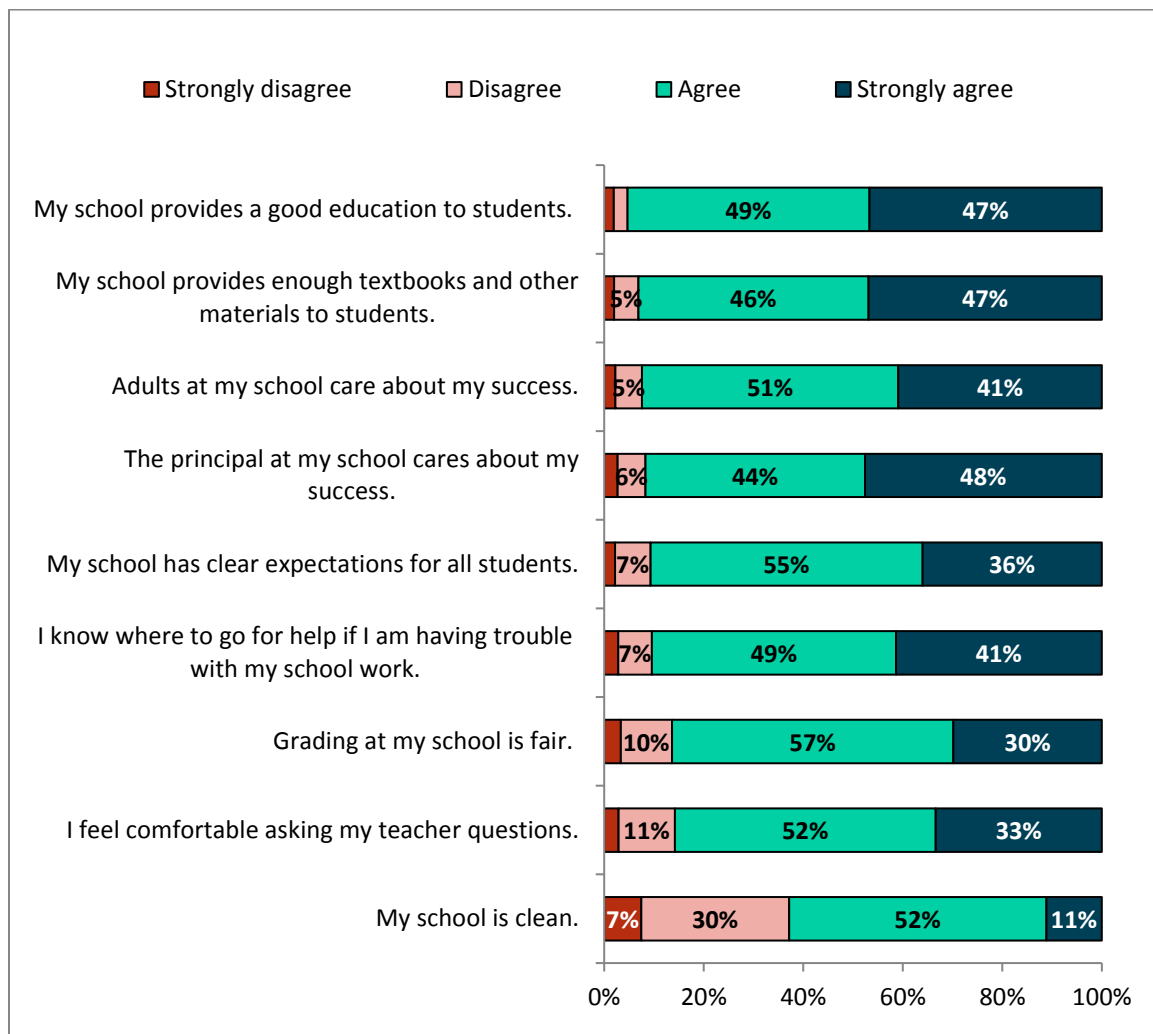
**Figure 2.3: Satisfaction with Child's Learning Environment**



n=1530-1741

## STUDENTS

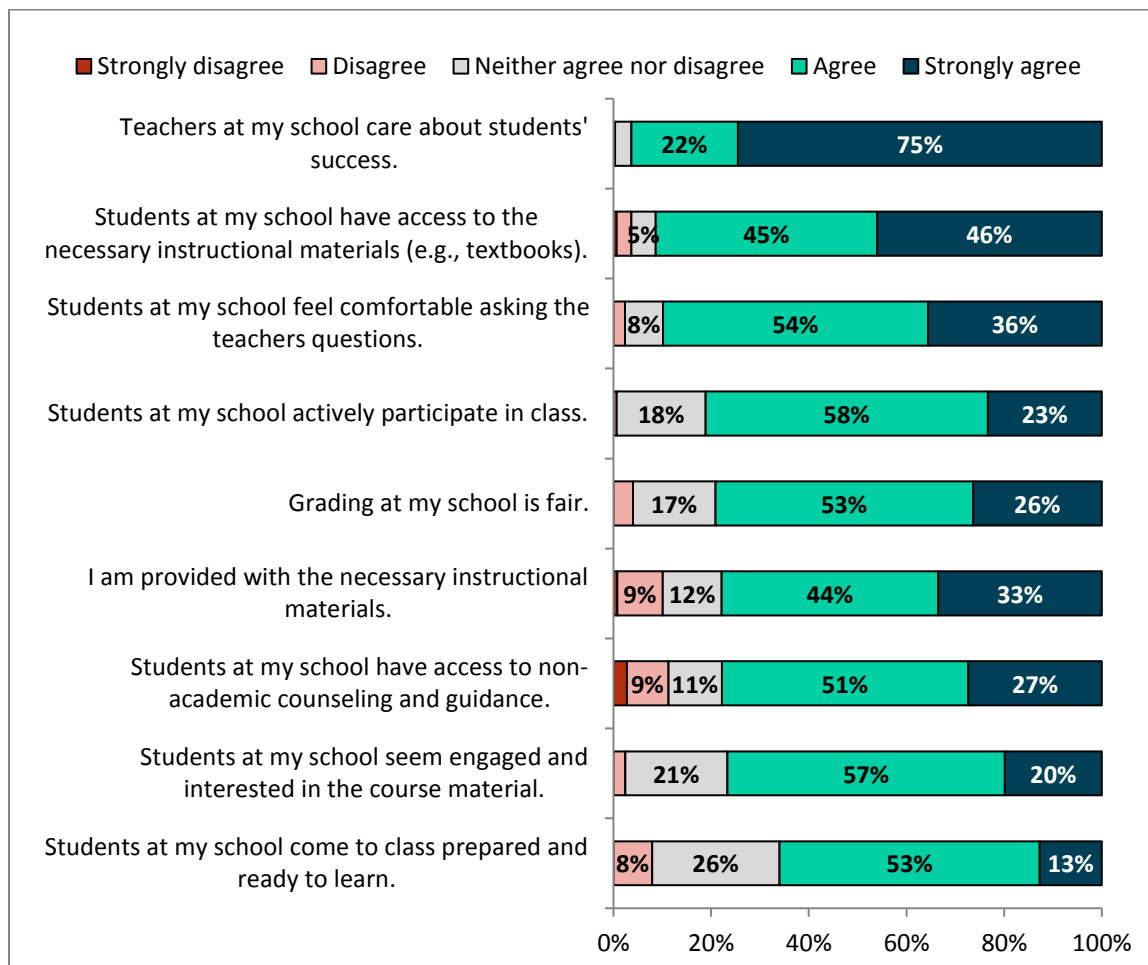
**Figure 2.4: Quality of Learning Environment**



n=1676-1893

## STAFF

**Figure 2.5: Quality of Learning Environment**



n=257-302

**Figure 2.6: Quality of Learning Environment (By Year)**

% Strongly Agree + % Agree

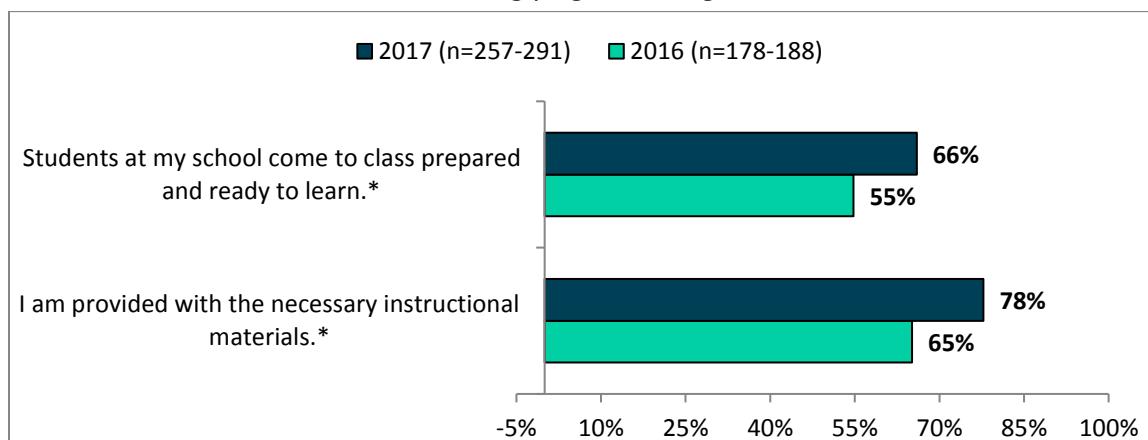
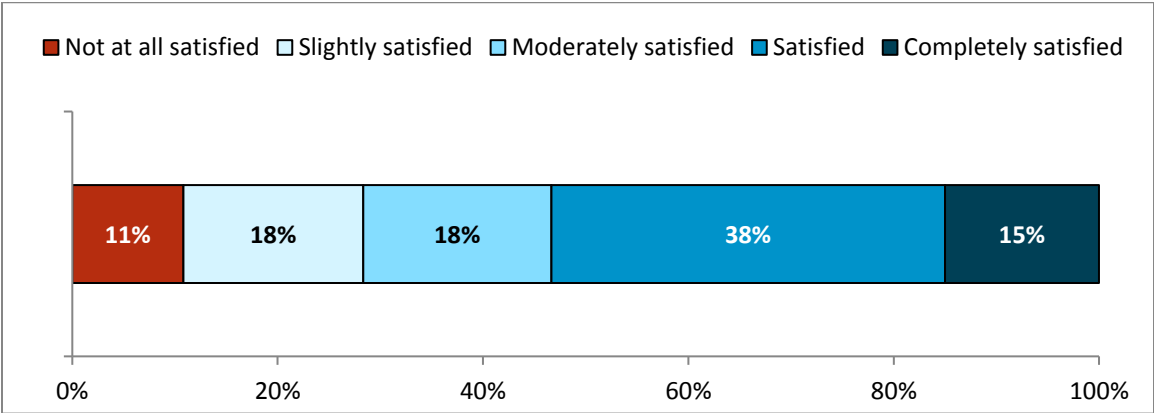


Figure 2.7: Satisfaction with Current New Teacher Induction Program



n=120

\*Note: Approximately 60% of staff answered “Don’t know/No Opinion” to this question.

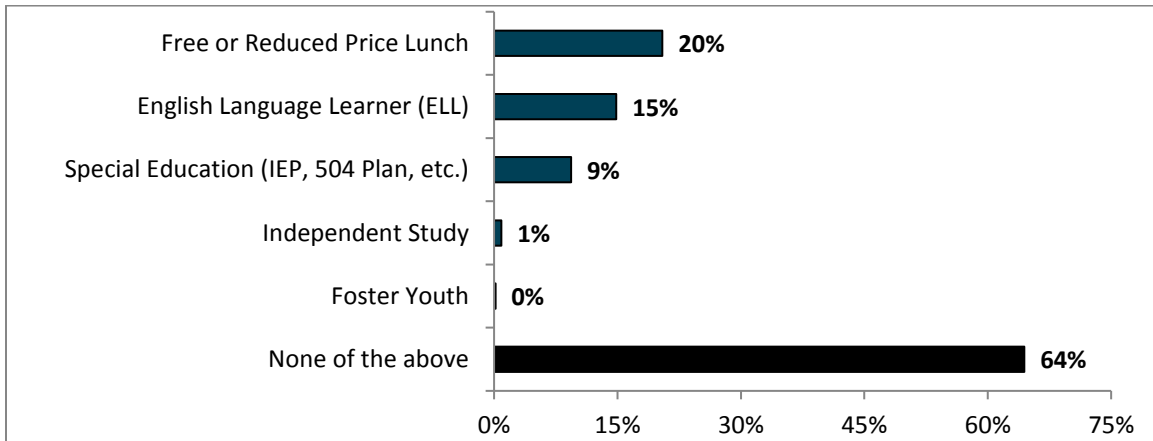
## SECTION III: STUDENT ACHIEVEMENT AND EDUCATIONAL EFFECTIVENESS

### FINDINGS

- **Around 60 percent of parent respondents indicate there are high expectations for all students at their child’s school.** Sixty-four percent indicate underperforming students receive the support they need, while 55 percent feel that high-performing students receive the resources and support they need (Figure 3.2).
- **According to parent survey responses, there is a significant improvement in the support and resources provided to underperforming, special education, and high-performing students in 2017 compared to 2016.** For example, in 2017 61 percent agree special education students receive adequate resources and support while 42 percent indicated the same in 2016. **Nevertheless, 21 percent of staff respondents disagree that special education students receive the resources and support they need** (Figure 3.3 and Figure 3.13).
- **Respondents generally perceive the ELL education in their school positively.** First, 83 percent of parent respondents indicate their child receives the resources and support they need as an ELL student. Second, 93 percent of student respondents agree that their teacher helps them learn English and that their school gives positive encouragement. Lastly, 69 percent of staff respondents indicate ELL students receive the resources and support they need (Figure 3.2, Figure 3.11, and Figure 3.13).
- **Most parent respondents rate staff for ELL and special education students as helpful.** At least 80 percent of respondents feel that all staff for ELL students are “very helpful” or “extremely helpful.” Similarly, around 70 percent of respondents indicate that staff for special education students are helpful (Figure 3.4 and Figure 3.5).
  - **Parents’ perceptions toward staff for special education students have improved significantly since 2016.** Especially for tutors, as 70 percent of respondents in 2017 rate them as helpful while 46 percent in 2016 indicated the same (Figure 3.6).
- **Half of parent and student respondents indicate their child’s/their own participation in after-school clubs or activities** (Figure 3.7 and Figure 3.10).
- **In general, parents are satisfied with school-sponsored programs.** Around 90 percent of parent respondents are at least “moderately satisfied” with the summer school and after-school clubs (Figure 3.8).
- **Around 90 percent of staff respondents agree that teachers at their school are committed to continuously improving opportunities for student learning.** Furthermore, 91 percent are aware of the district’s mission and goals (Figure 3.12).
- **Most staff respondents are satisfied with current professional development to some extent.** Just 14 percent indicate being “not at all satisfied” with it (Figure 3.16).

## PARENTS

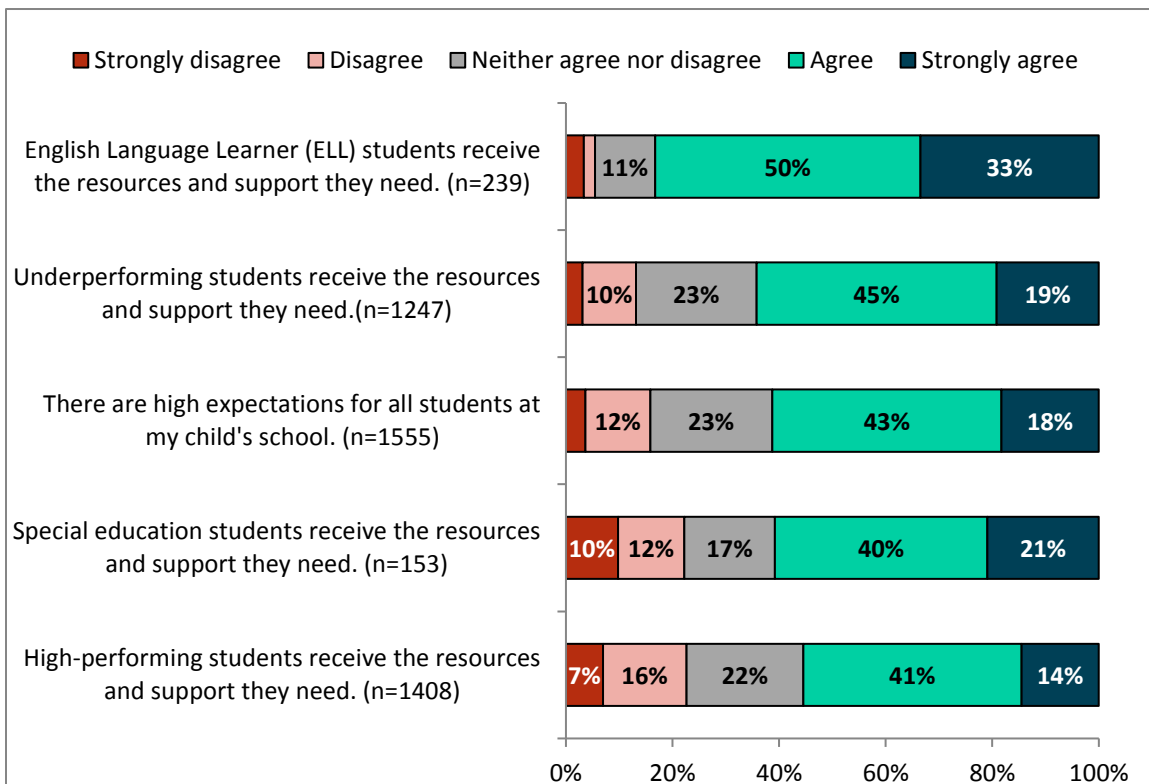
**Figure 3.1: Child's Special Program Status**



n=1803

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

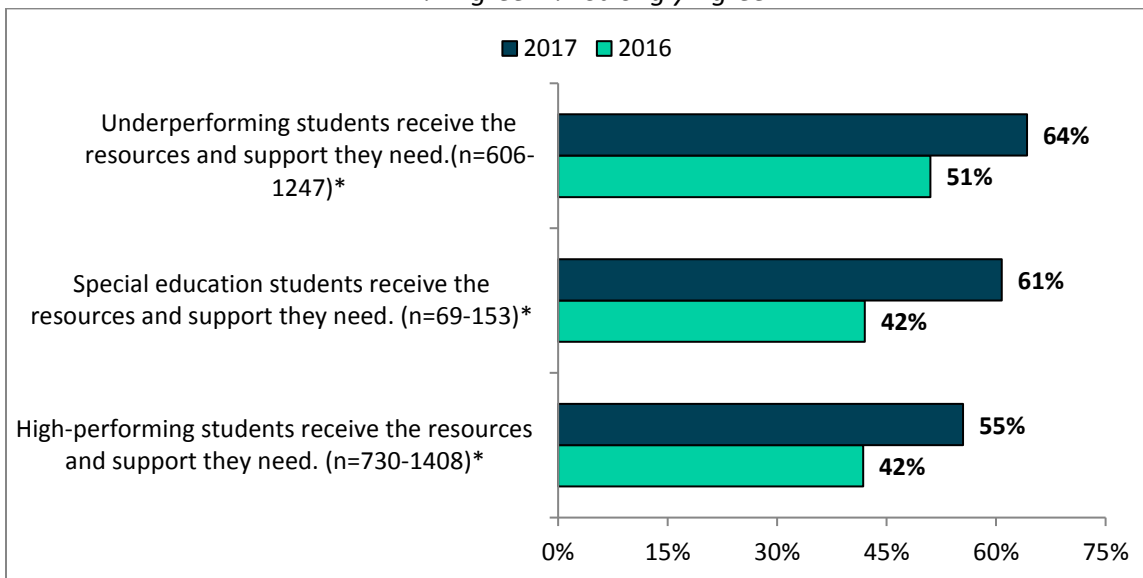
**Figure 3.2: Quality of Student Support**



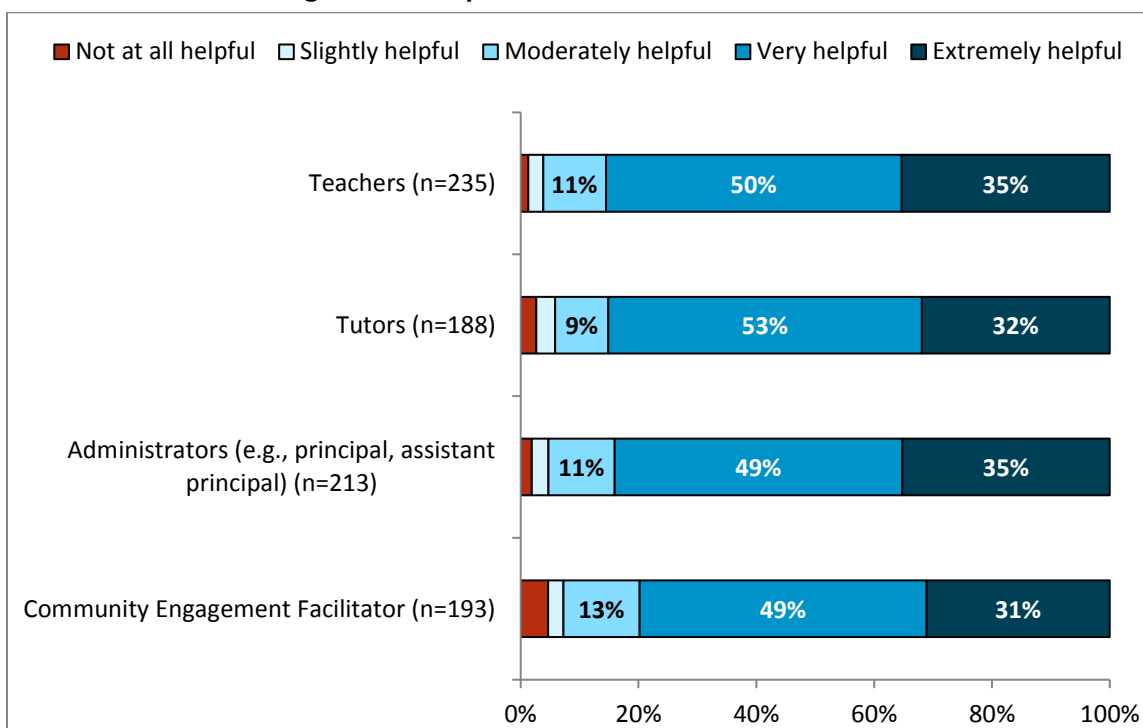
Note: Only respondents who indicated their child is an ELL and/or Special Education student were shown the corresponding questions.

**Figure 3.3: Quality of Student Support (By Year)**

*% Agree + % Strongly Agree*

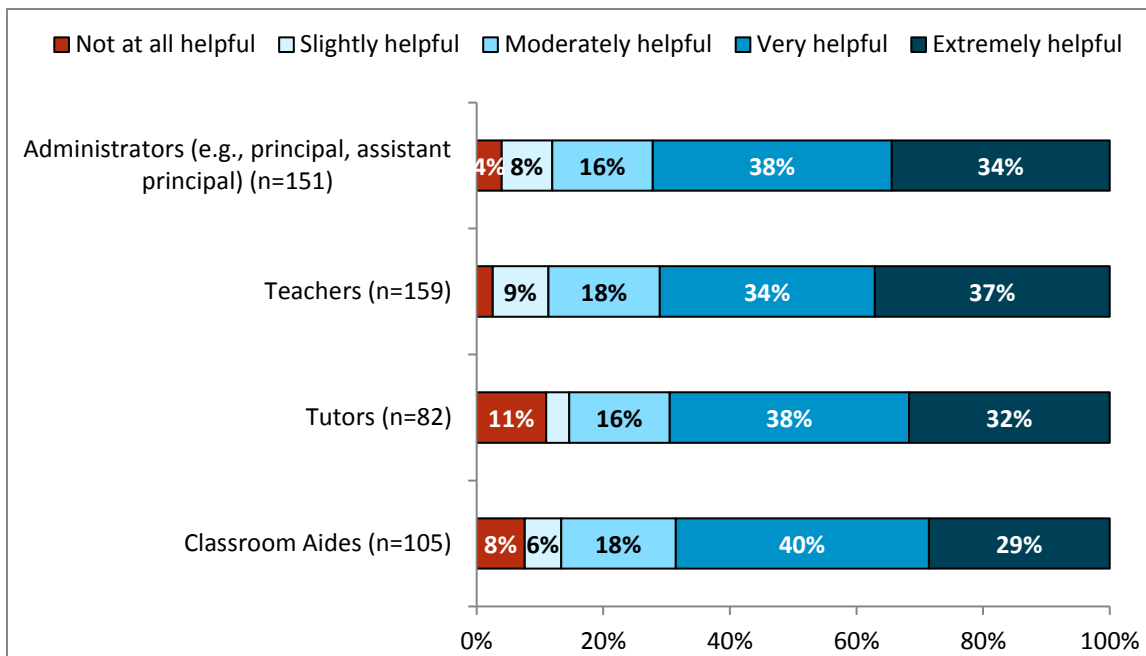


**Figure 3.4: Helpfulness of Staff for ELL Students**



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

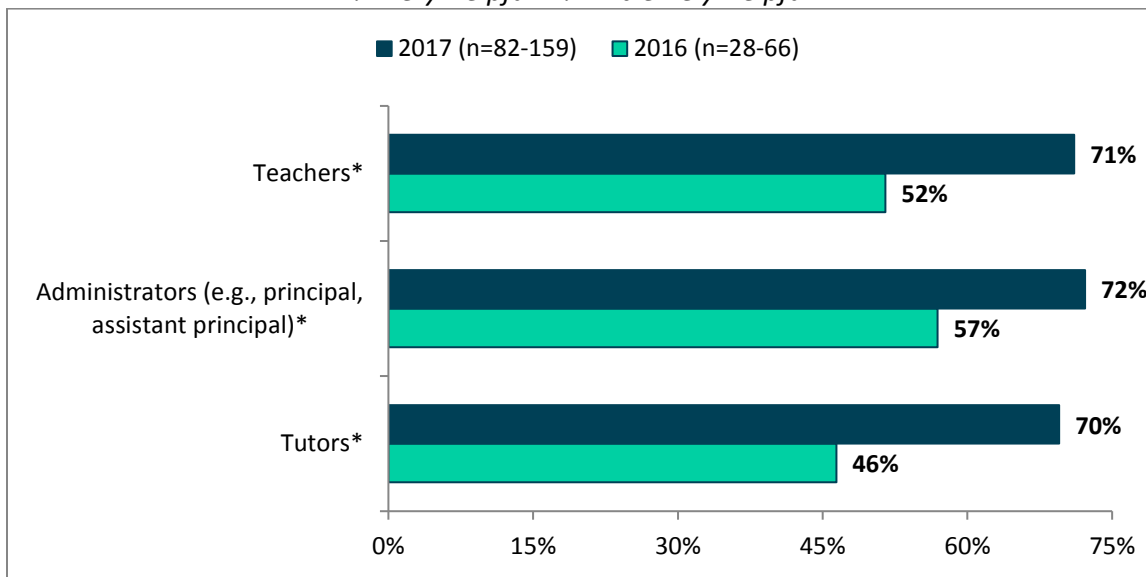
**Figure 3.5: Helpfulness of Staff for Special Education Students**



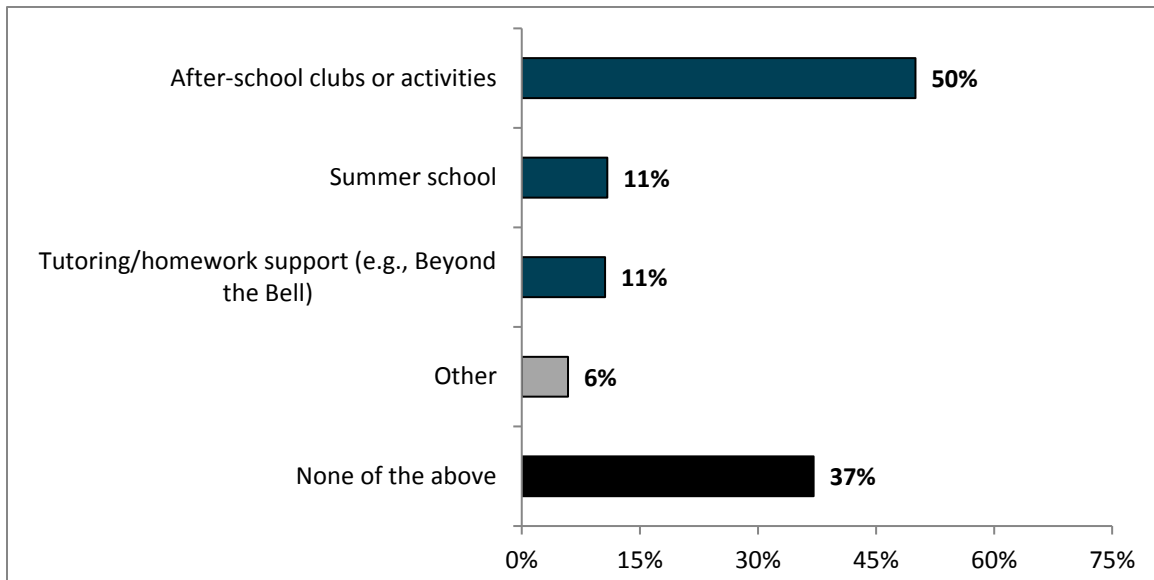
Note: This question shown only to respondents who indicated their child is a Special Education student.

**Figure 3.6: Helpfulness of Staff for Special Education Students (By Year)**

*% Very Helpful + % Extremely Helpful*



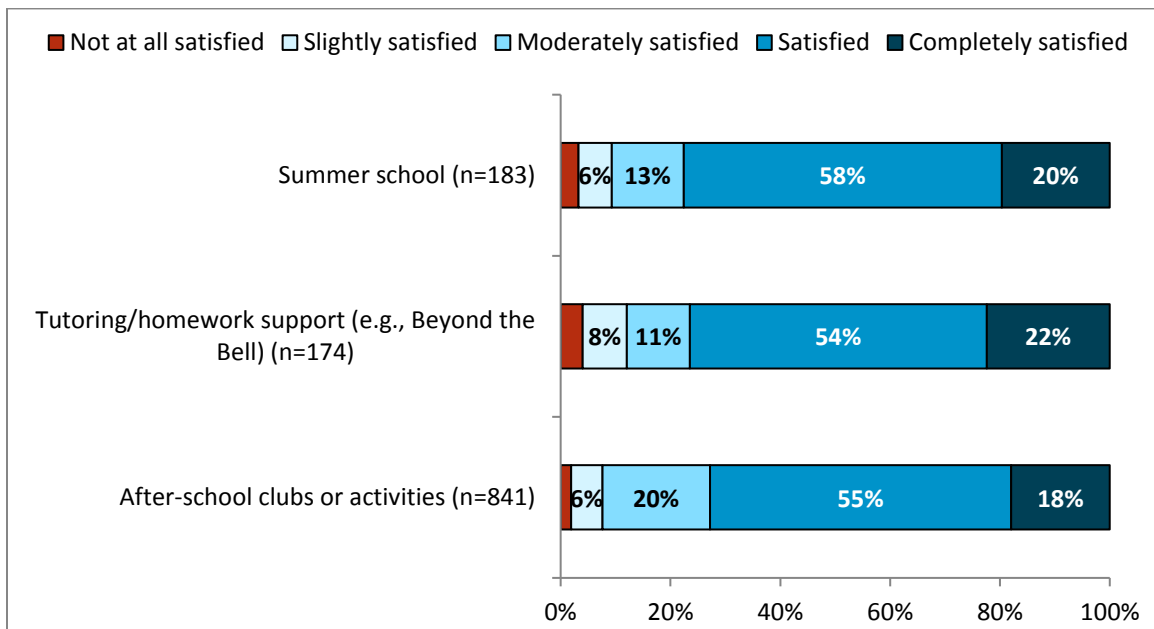
**Figure 3.7: Child's Participation in School-Sponsored Programs**



n=1718

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

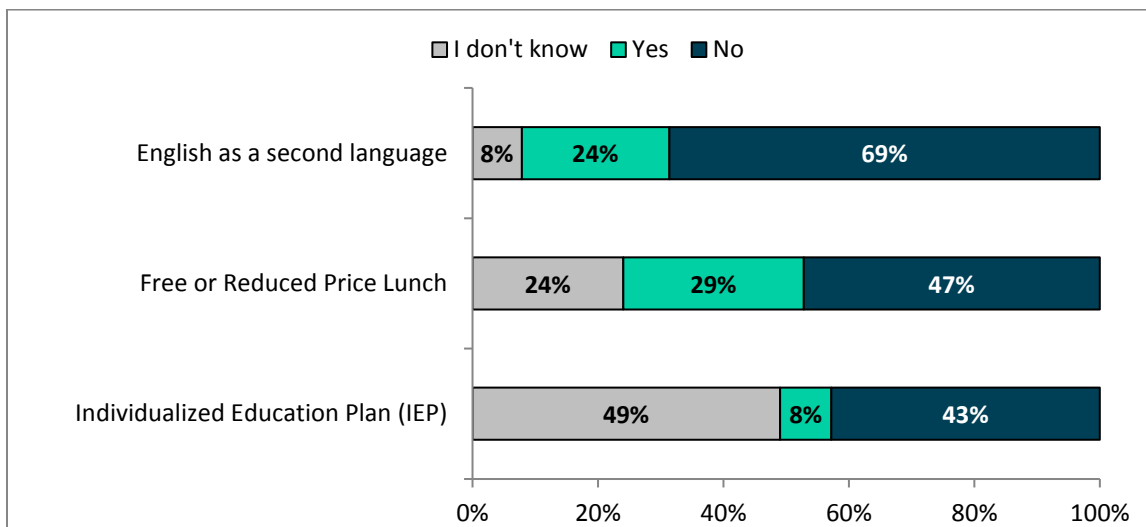
**Figure 3.8: Satisfaction with School-Sponsored Programs**



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

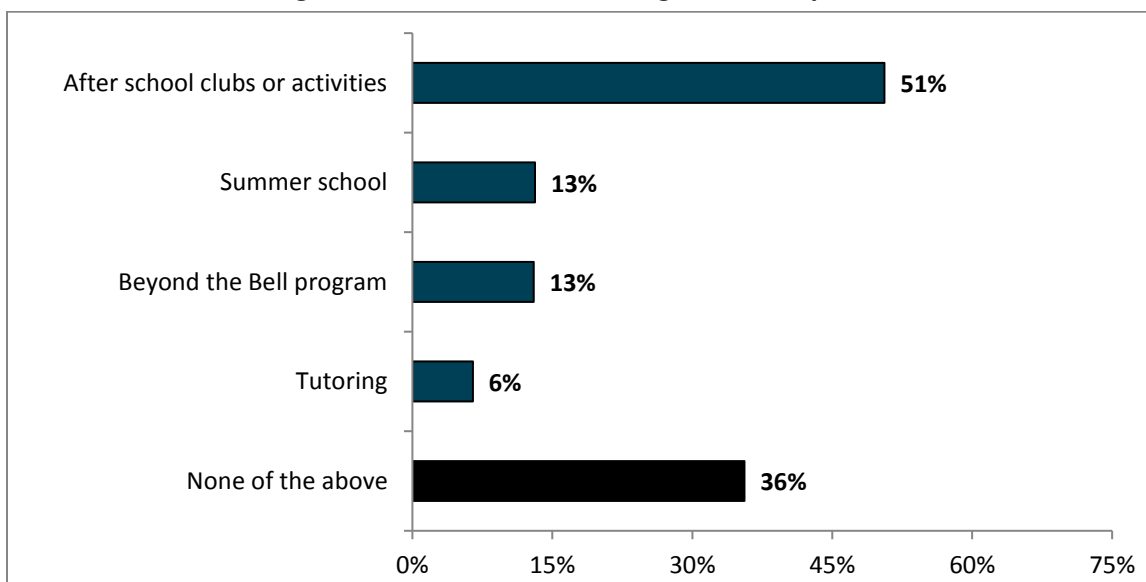
## STUDENTS

**Figure 3.9: Special Student Groups**



n=1989

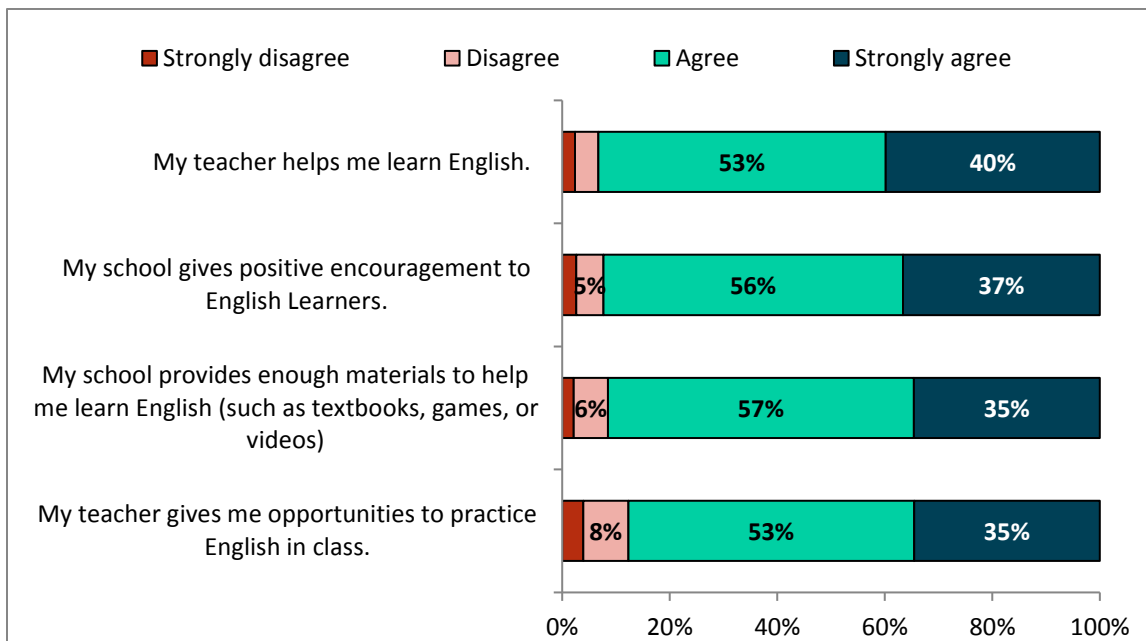
**Figure 3.10: Out-of-School Program Participation**



n=1978

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

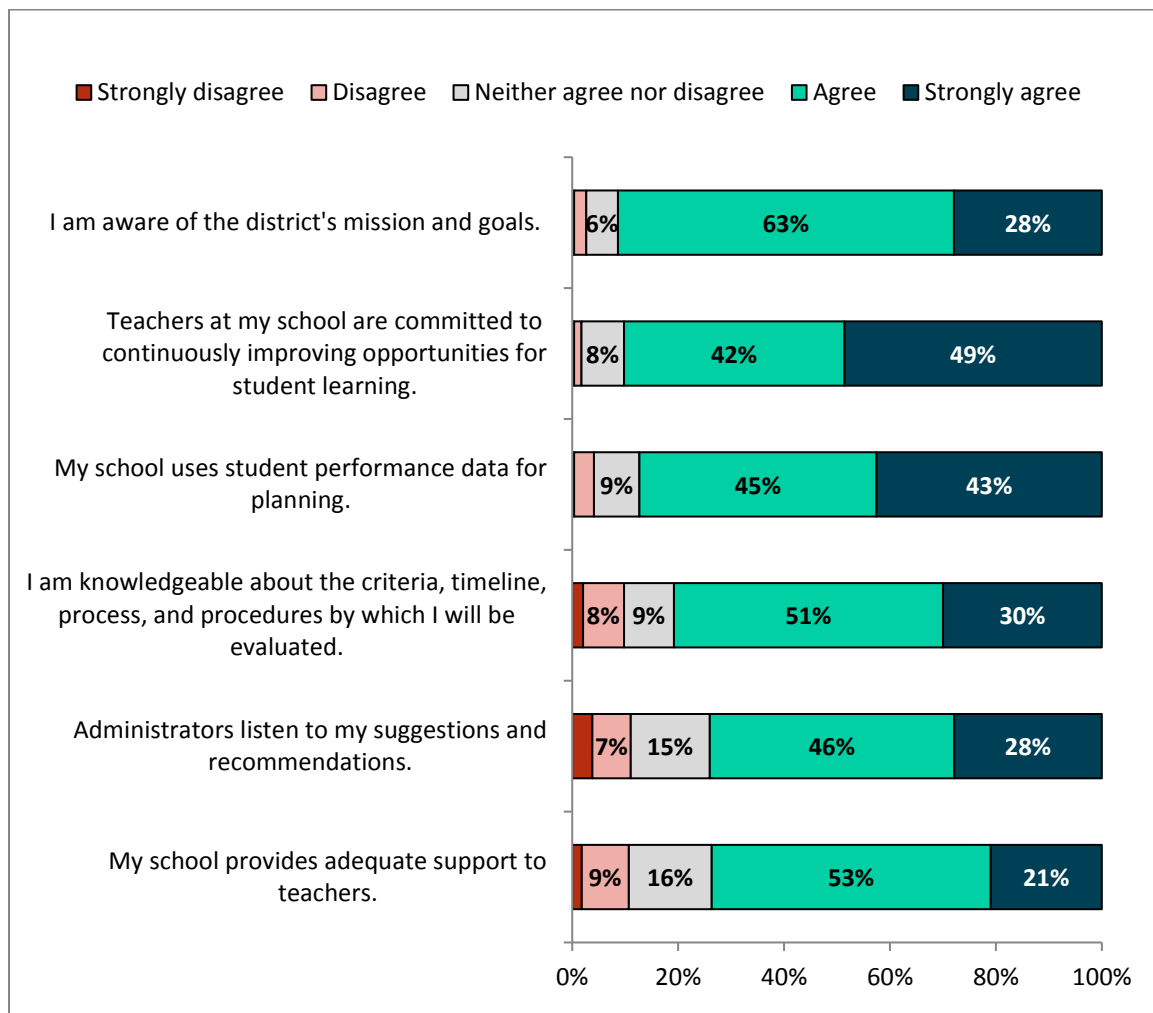
**Figure 3.11: Support for ELL Students (*Asked Only of ELL Students*)**



n=382-422

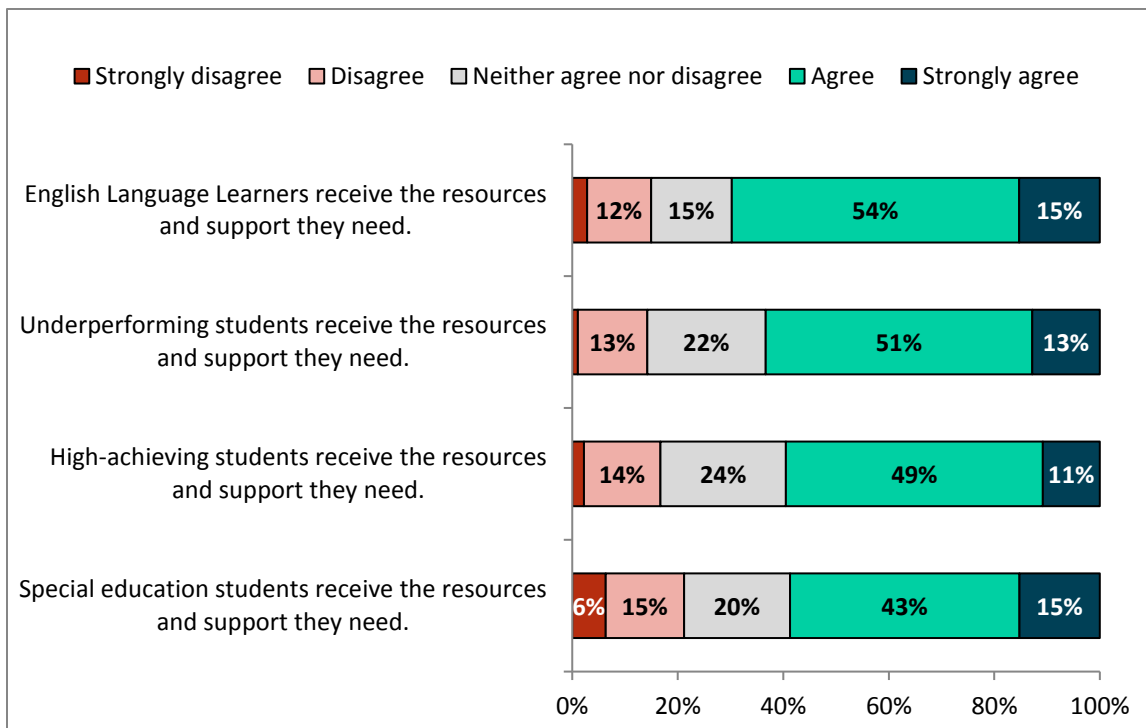
## STAFF

**Figure 3.12: Educational Effectiveness**



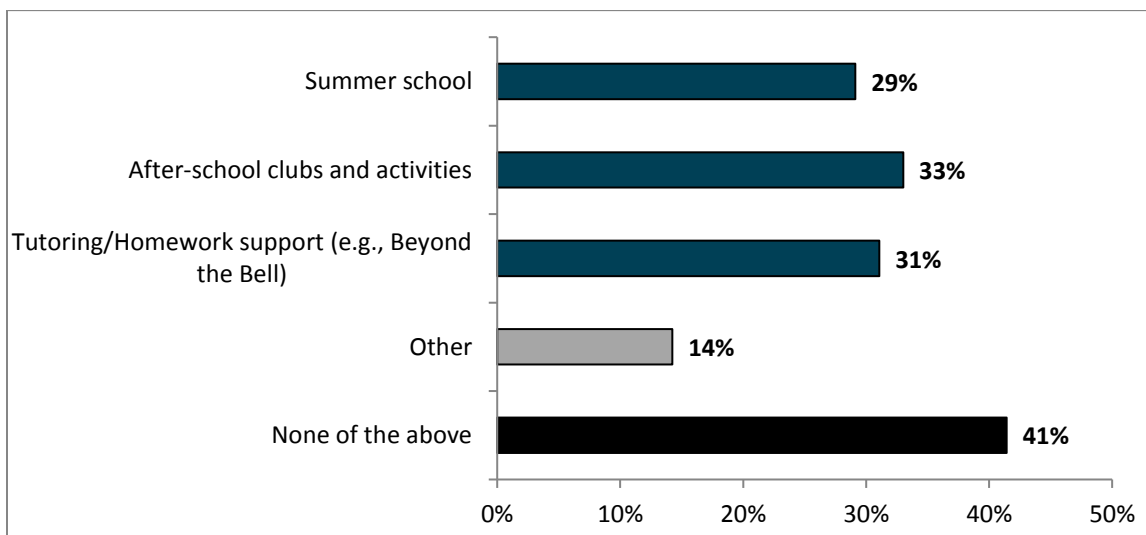
n=262-301

**Figure 3.13: Quality of Student Support**



n=269-281

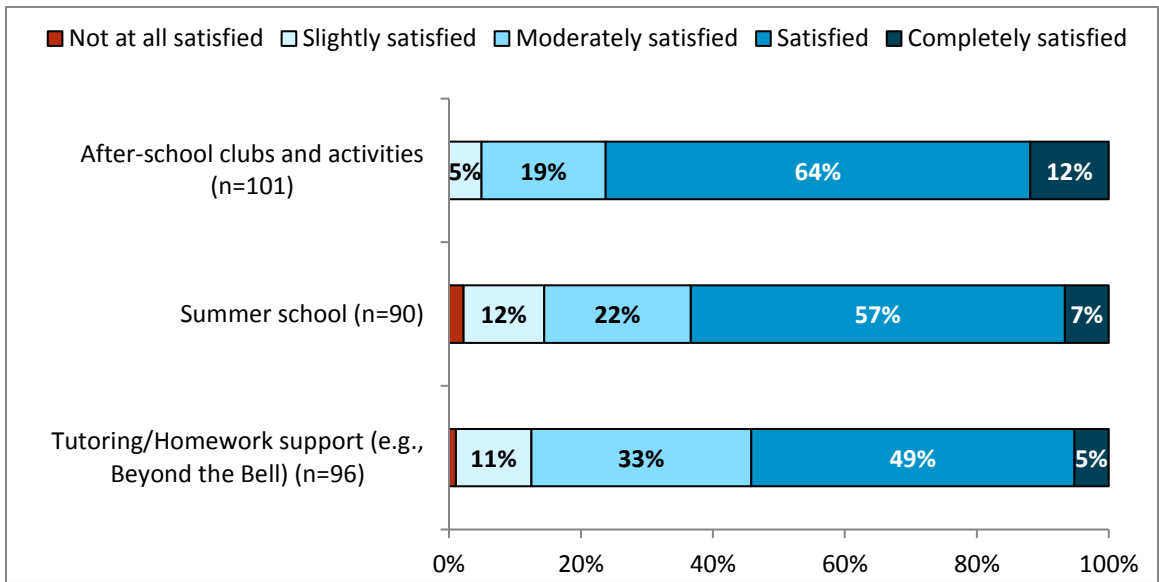
**Figure 3.14: Out-of-School Program Facilitation/Participation**



n=309

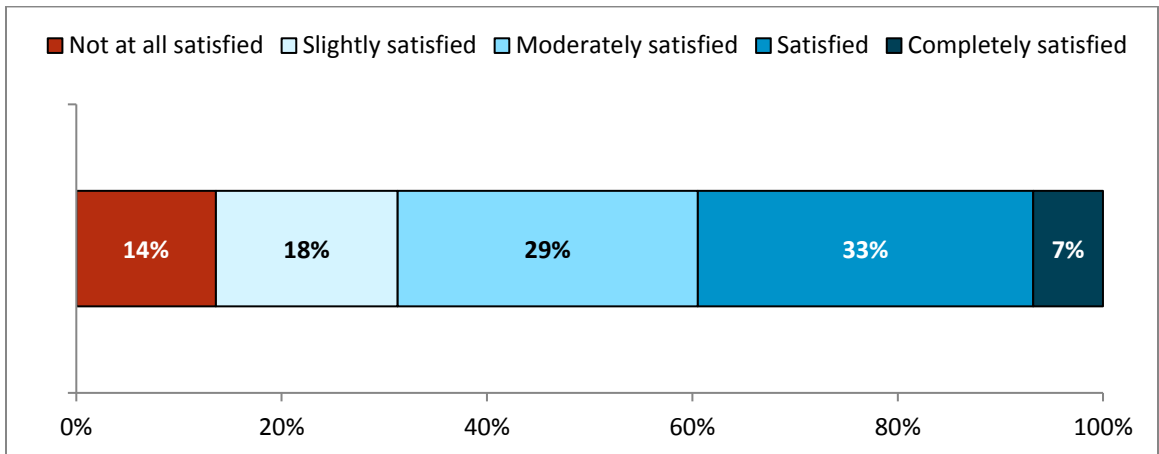
Note: Respondents could select more than one option; therefore totals exceed 100%.

**Figure 3.15: 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 3.16: Satisfaction with Current Professional Development**



n=294

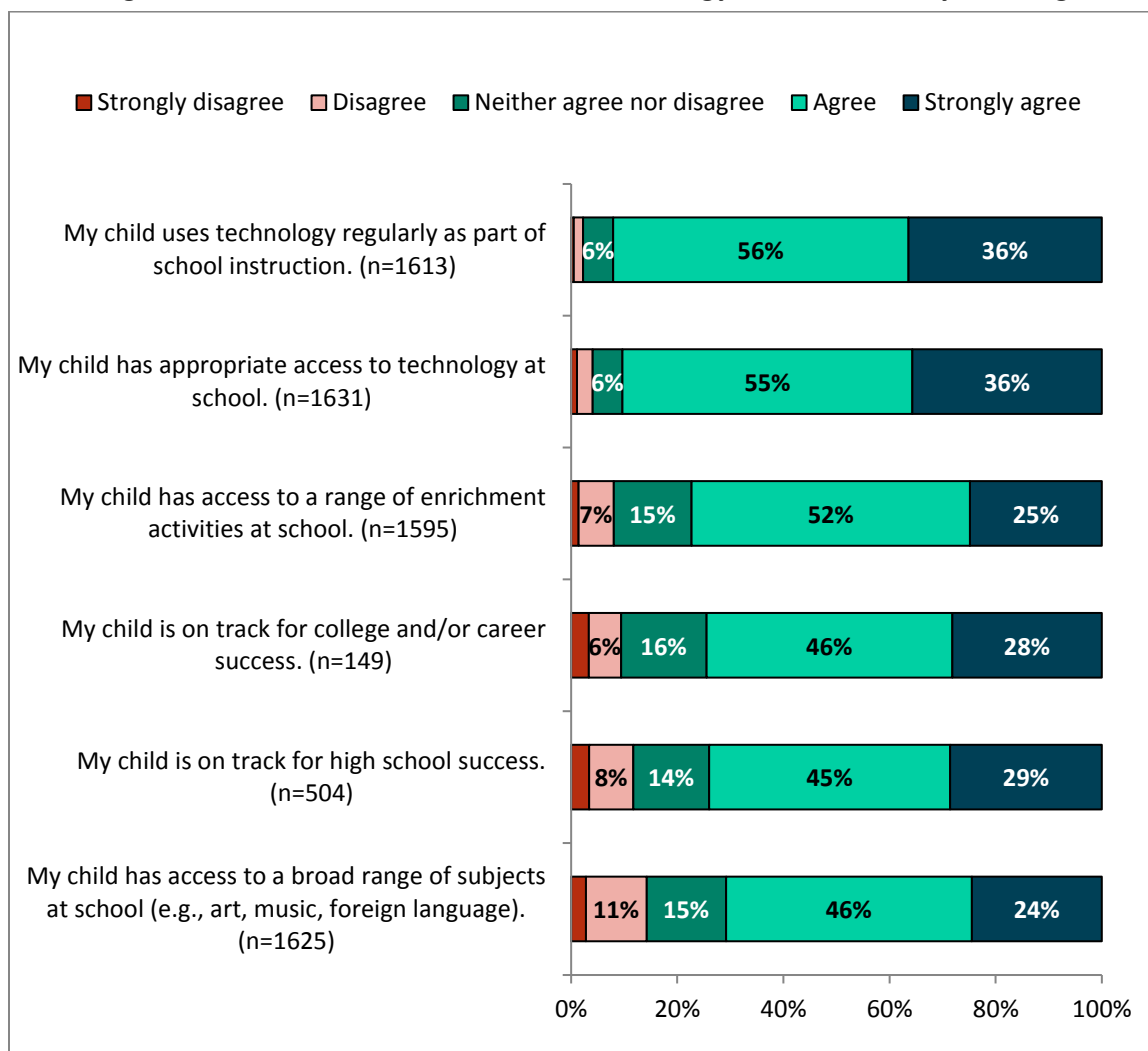
## SECTION IV: 21<sup>ST</sup> CENTURY SKILLS, COLLEGE AND CAREER READINESS

### *FINDINGS*

- **Parents, students, and staff all report frequent use of technology in schools.** Ninety-two percent of parent respondents indicate their child uses technology regularly as part of school instruction and almost all students (97 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 84 percent state they themselves regularly use technology in their classroom instruction (Figure 4.1, Figure 4.2, and Figure 4.5).
- **Compared to 2016, student respondents use technology significantly more frequently at school in 2017** (Figure 4.3).
- **Nearly all student respondents indicate their school provides activities in music, art, or other languages.** Furthermore, 88 percent of 8<sup>th</sup> grade students feel on track for success in high school (Figure 4.4).

## PARENTS

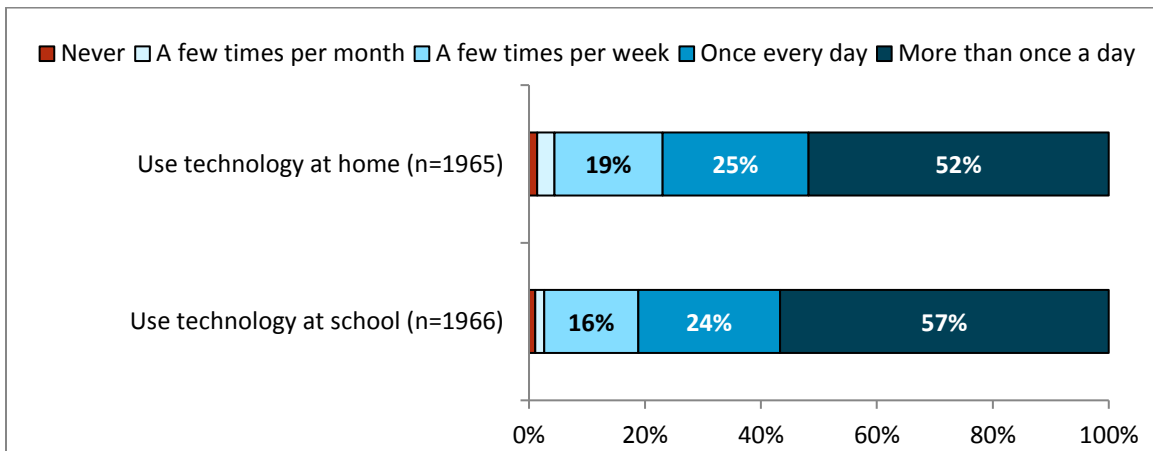
**Figure 4.1: Child's Access to Electives, Technology, and 21<sup>st</sup> Century Learning**



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

## STUDENTS

**Figure 4.2: Use of Technology**



**Figure 4.3: Use of Technology (By Year)**

% More than once a day

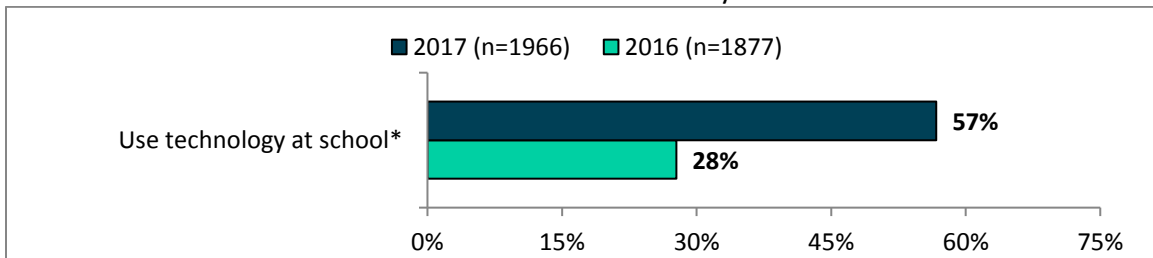
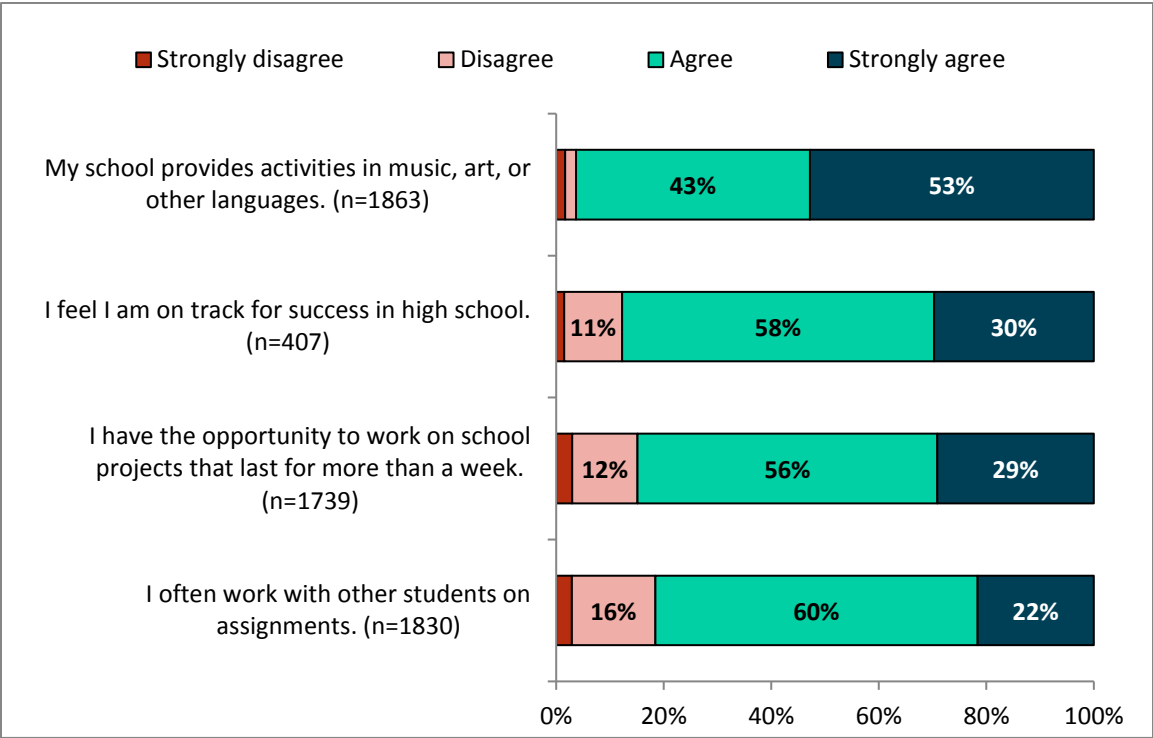


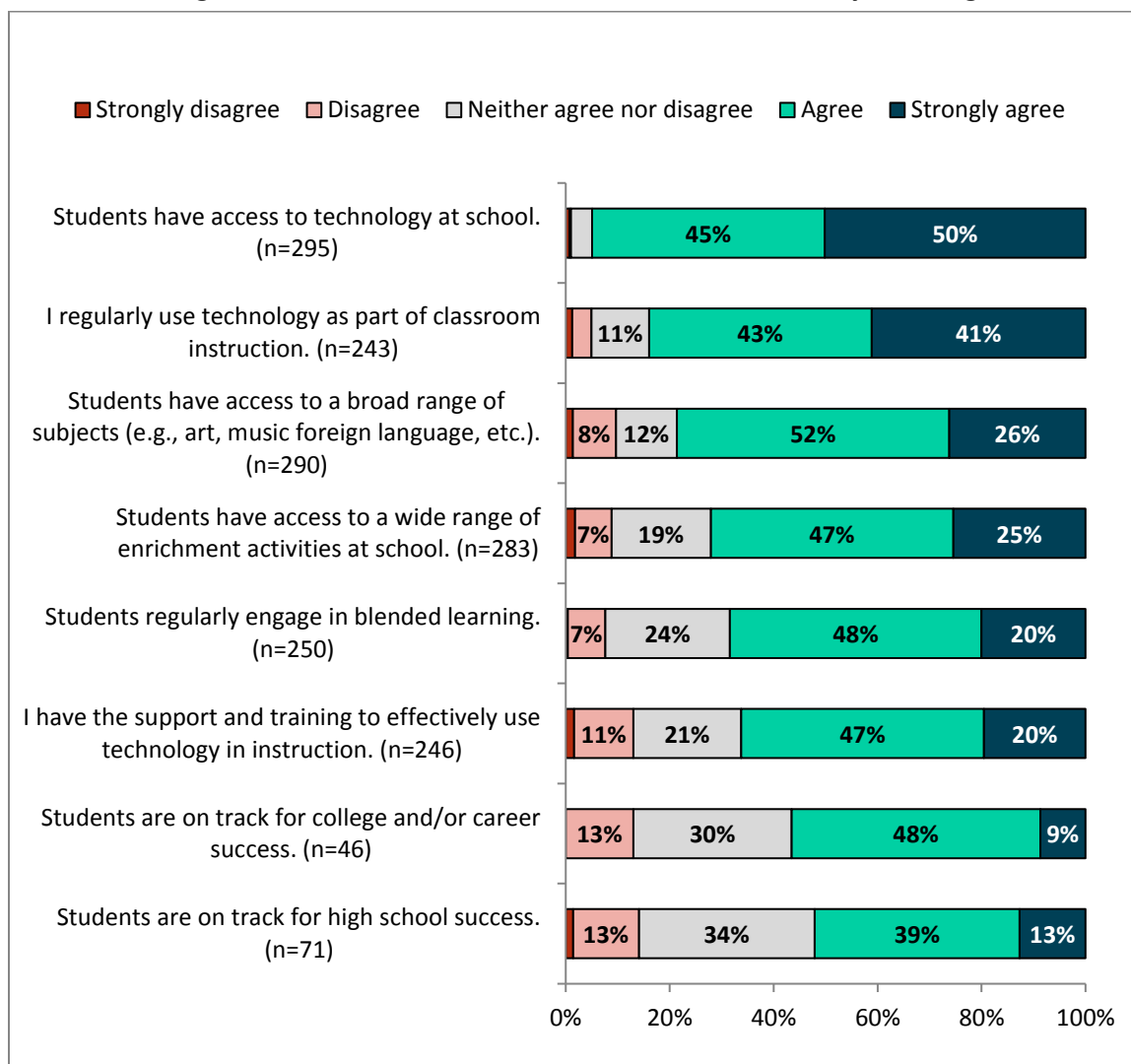
Figure 4.4: 21<sup>st</sup> Century Learning



Note: Question regarding high school preparedness asked only of 8<sup>th</sup> Grade students.

## STAFF

**Figure 4.5: Student Access to Electives and 21<sup>st</sup> Century Learning**



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

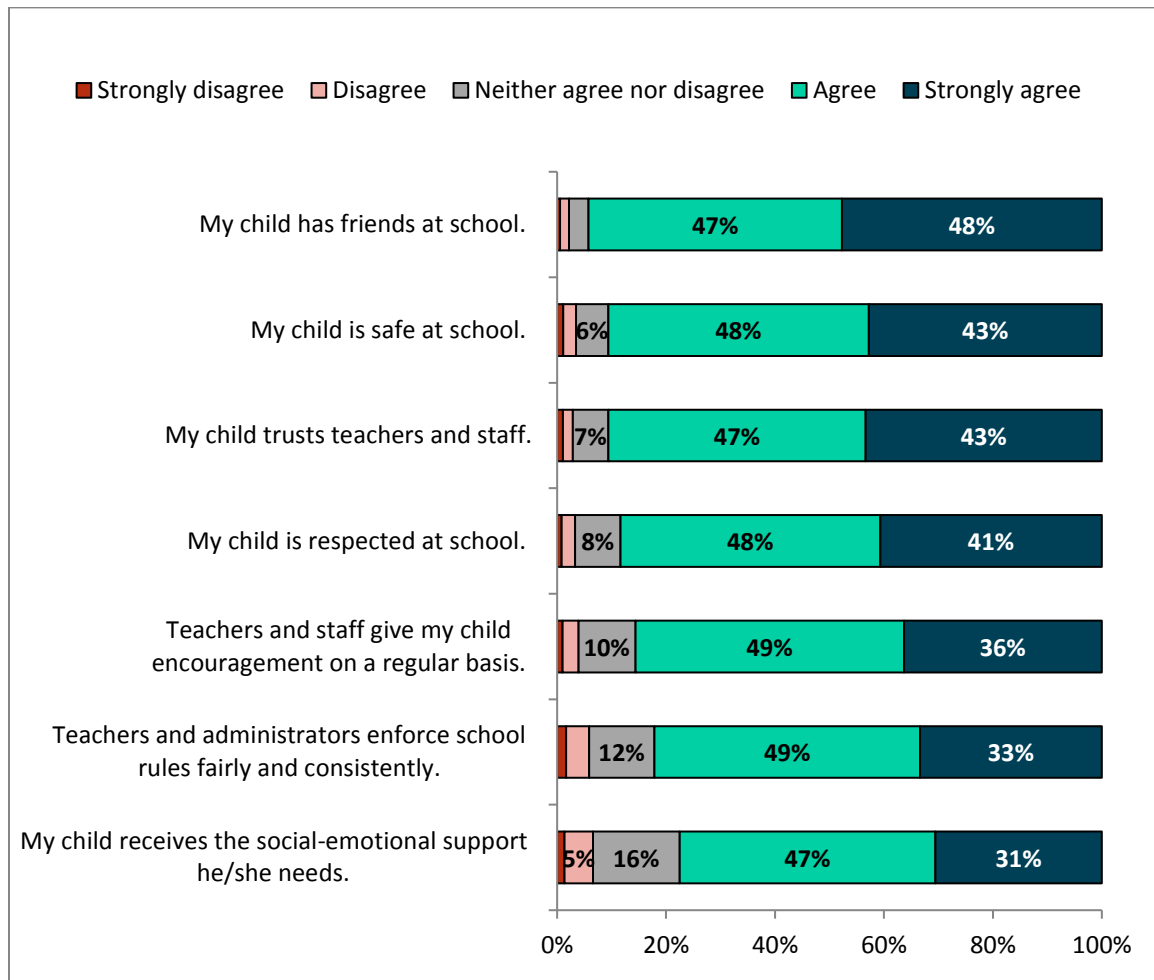
## SECTION V: SCHOOL ENVIRONMENT

### FINDINGS

- **Parents and students generally view MVWSD school environments favorably.** Nearly all parent respondents indicate their child has friends at school. Nevertheless, 22 percent of student respondents indicate that students are not treated with respect (Figure 5.1 and Figure 5.2).
- **Nearly all student and staff respondents indicate they feel safe at school.** However, 26 percent of staff respondents feel that facilities at their school are not up-to-date (Figure 5.3).

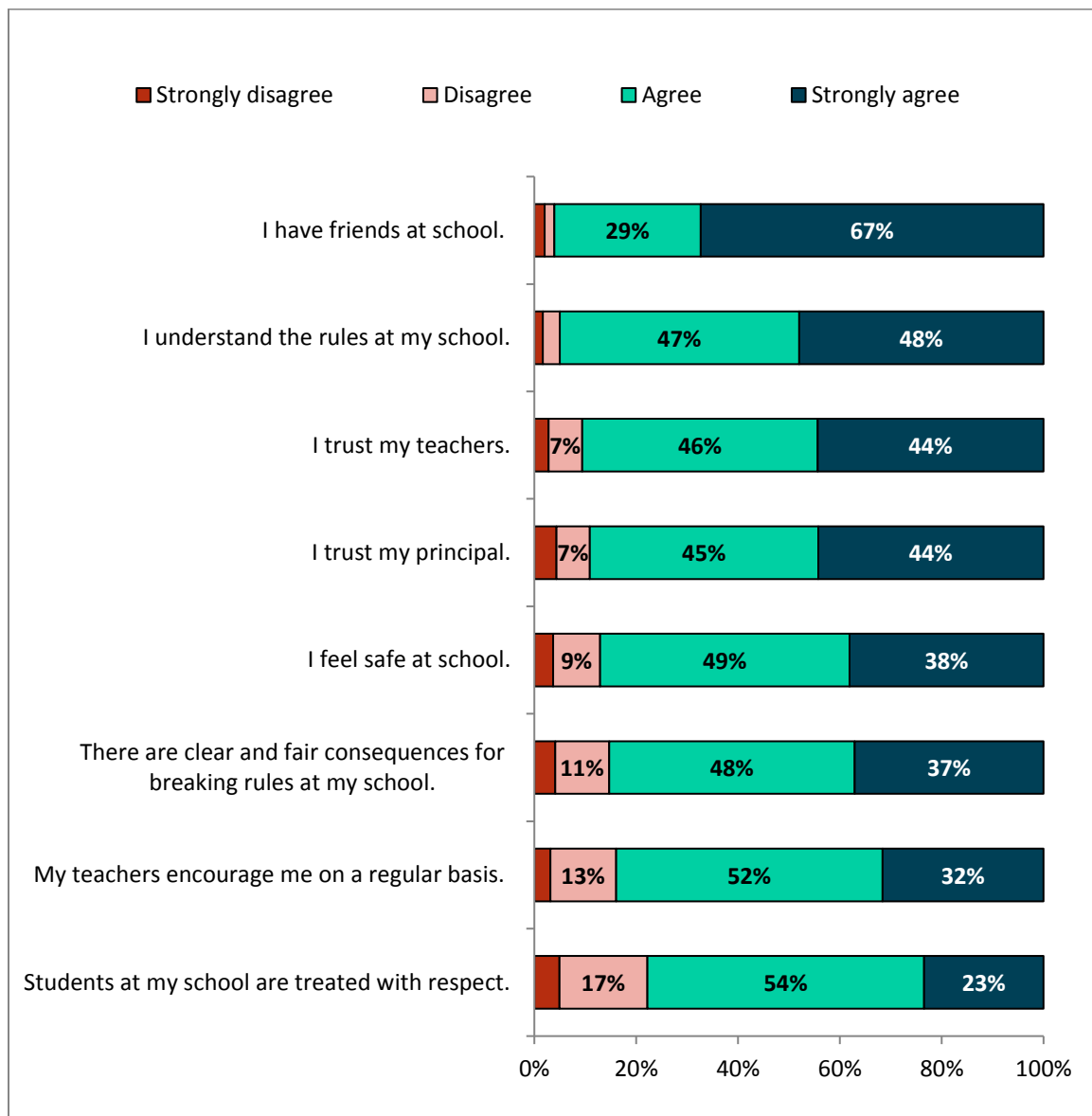
### PARENTS

Figure 5.1: Child's School Environment



## STUDENTS

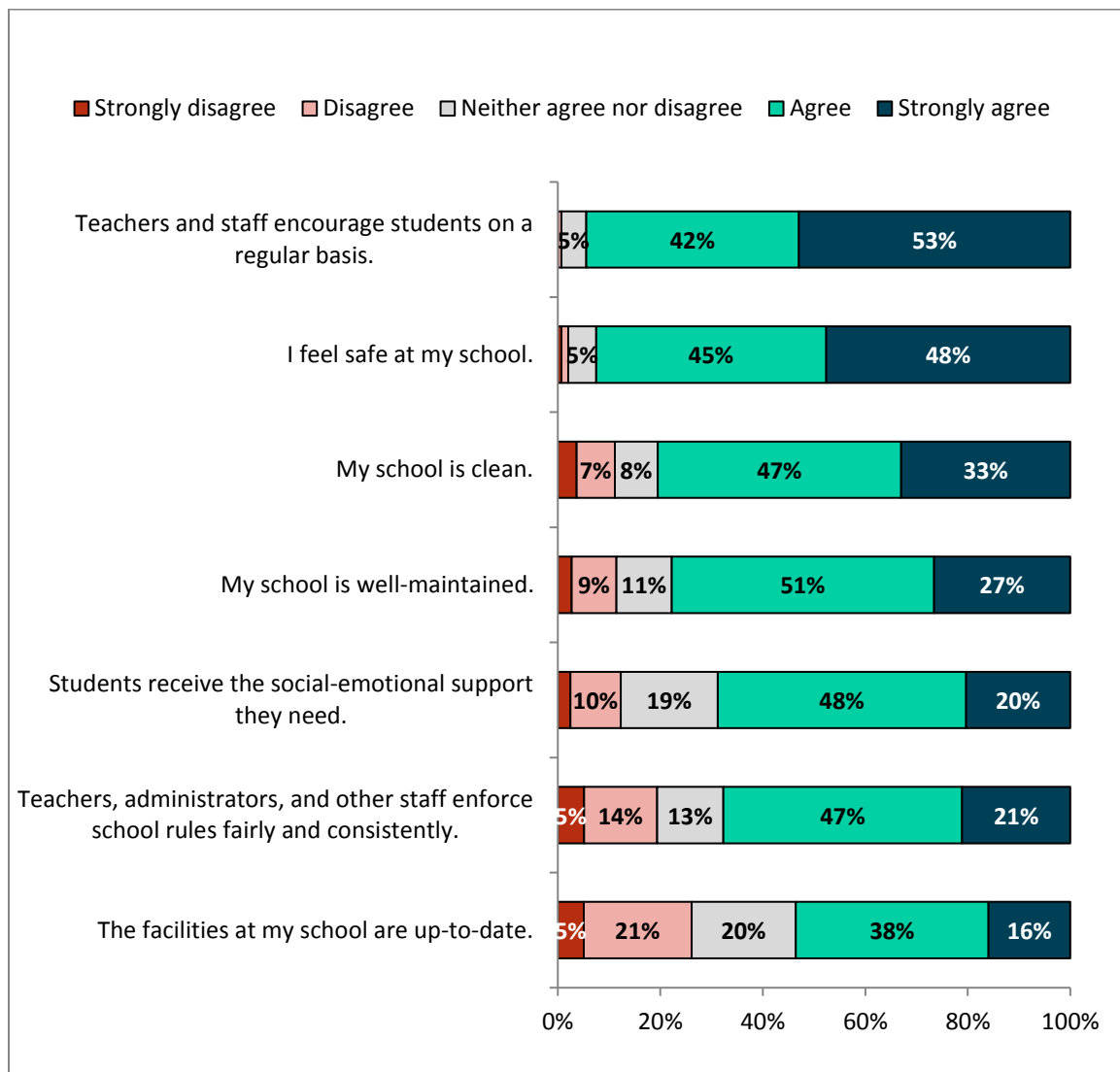
**Figure 5.2: School Environment and Safety**



n=1726-1906

## STAFF

Figure 5.3: School Environment



n=285-297

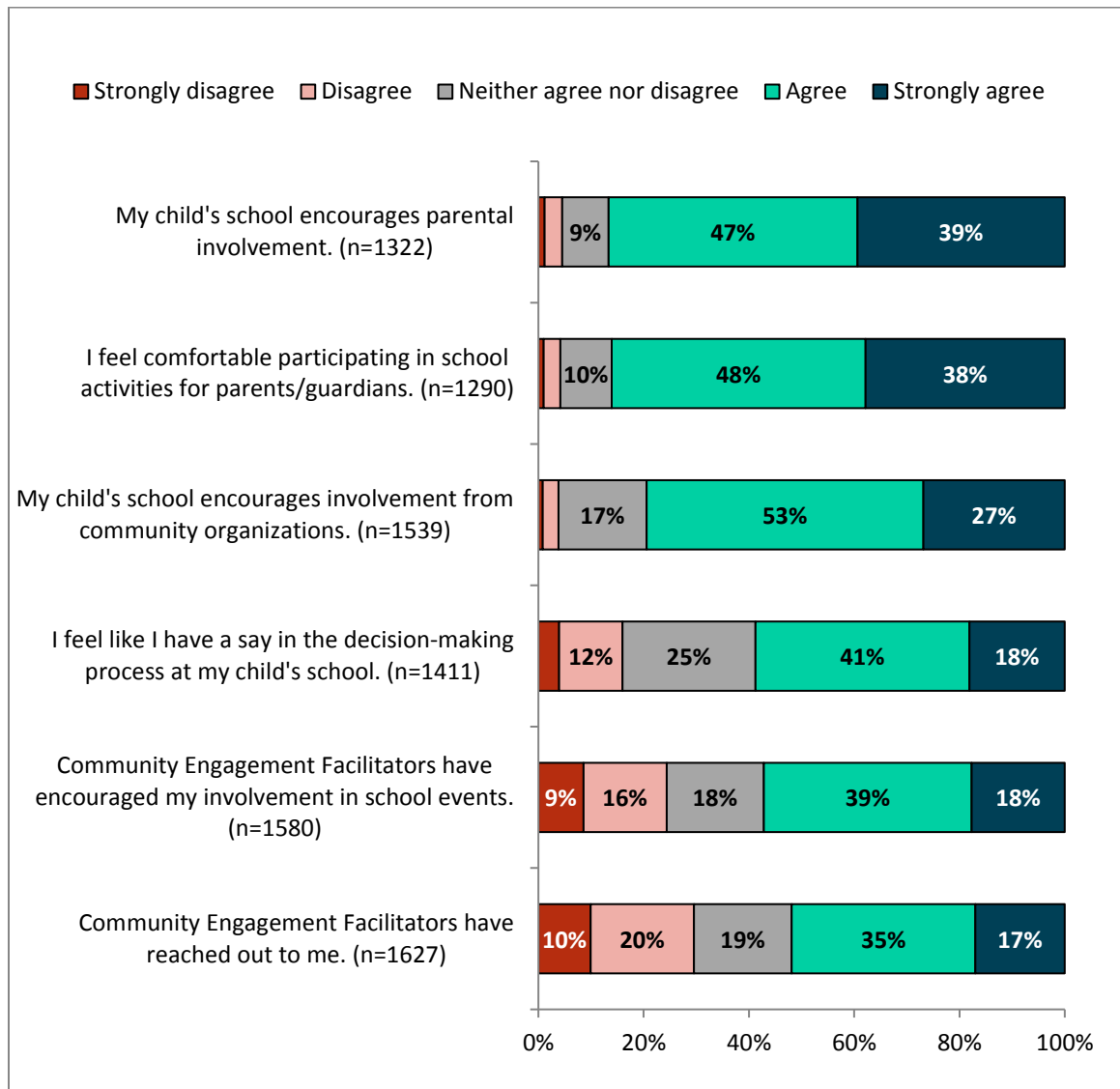
## SECTION VI: SCHOOL ENGAGEMENT

### FINDINGS

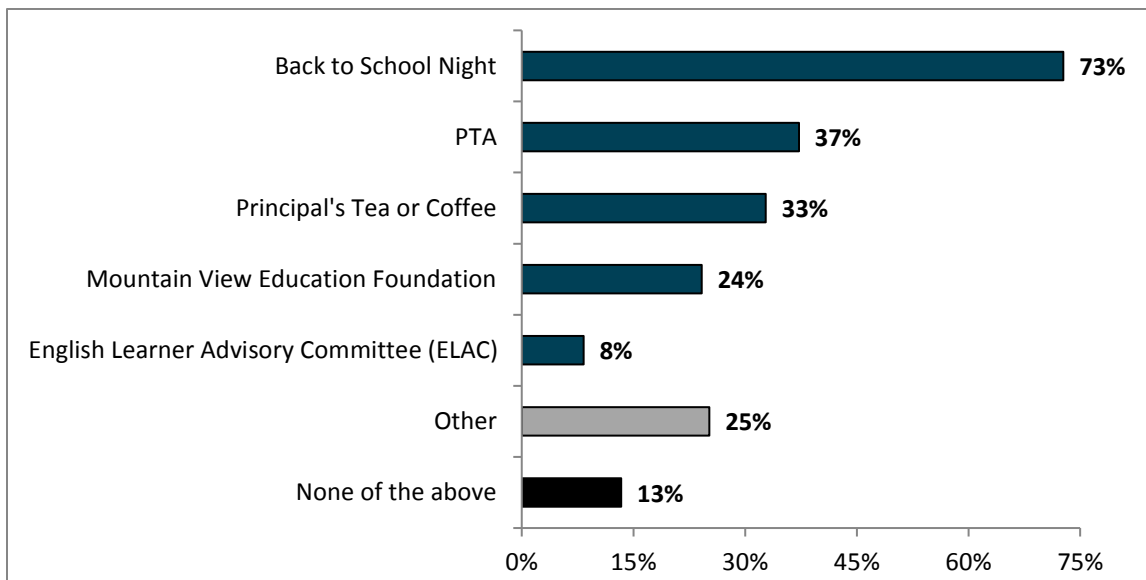
- **Around 86 percent of parents say that their child’s school encourages parental involvement and that they feel comfortable participating in school activities.** Nevertheless, just over half of respondents say they have been contacted and encouraged to become involved by Community Engagement Facilitators (Figure 6.1).
- **Back to school night is the most commonly attended event among parents.** About three-quarters of parent respondents have participated in Back to School Night, while 37 percent have participated in the PTA and 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, more communication between the school and parents, and more convenient times for participation are other top ways of encouraging parental involvement according to parents and staff (Figure 6.4 and Figure 6.9).
- **While 42 percent of parent respondents indicate they have no issues receiving the information they need, 26 percent indicate that the information they need is mixed with information that is irrelevant to them** (Figure 6.7).
- **Eighty-four percent of staff respondents agree that school and community engagement facilitators are effective in encouraging parent/guardian involvement at their school.** Furthermore, 80 percent believe parents/guardians support student learning. **Nonetheless, half of respondents do not feel they have a say in the decision-making process at the district level** (Figure 6.8).

## PARENTS

**Figure 6.1: Involvement in Child's School**



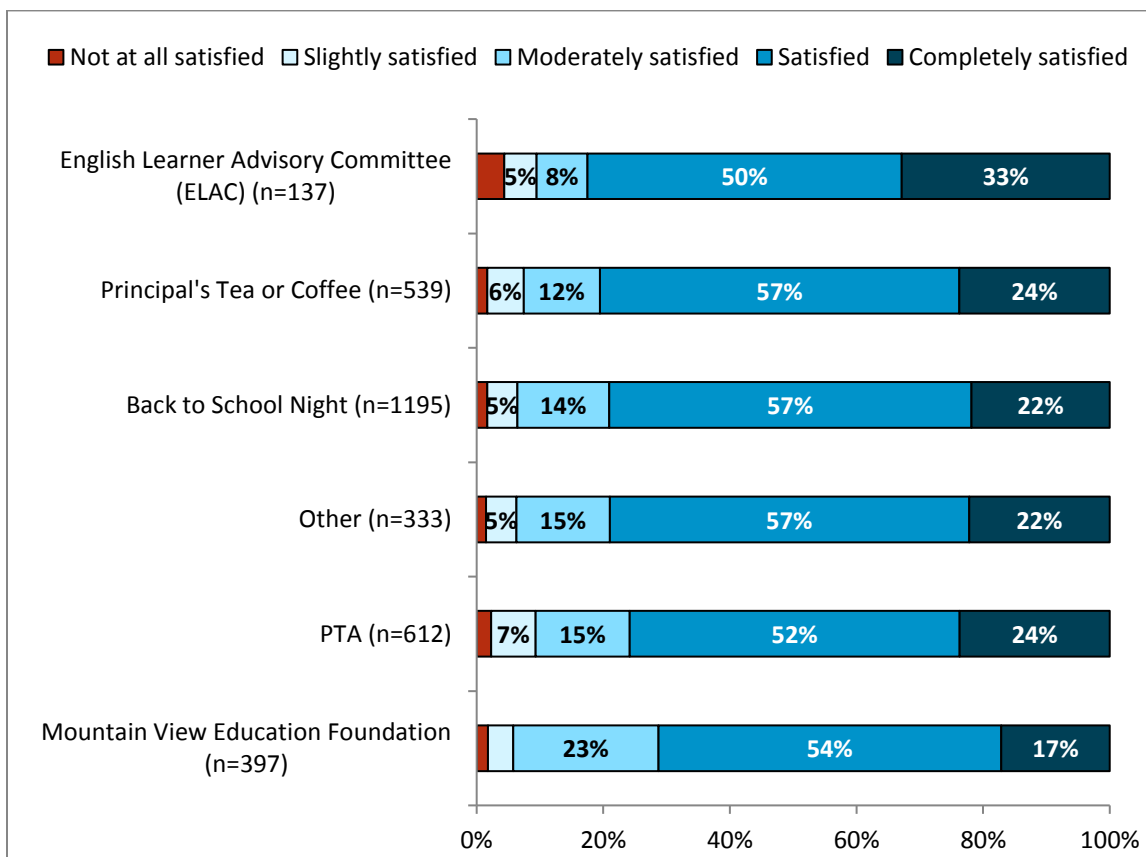
**Figure 6.2: Parent Participation in Events/Organizations**



n=1647

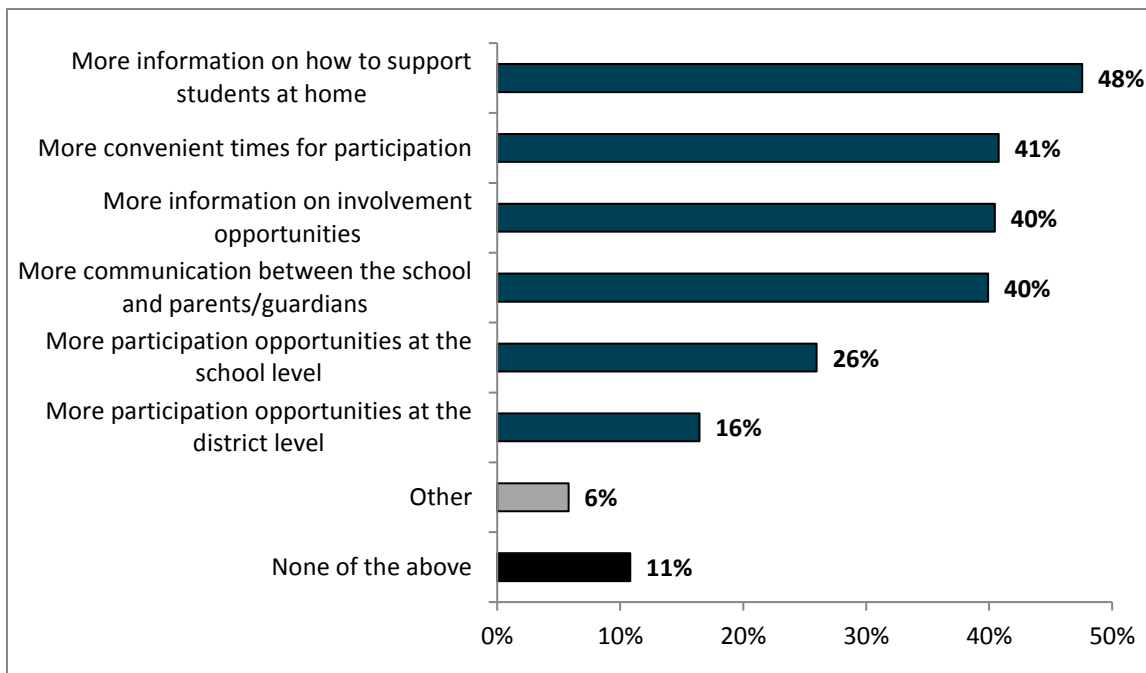
Note: Respondents could select more than one option; therefore totals exceed 100%.

**Figure 6.3: Satisfaction with Parent Events/Organizations**



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

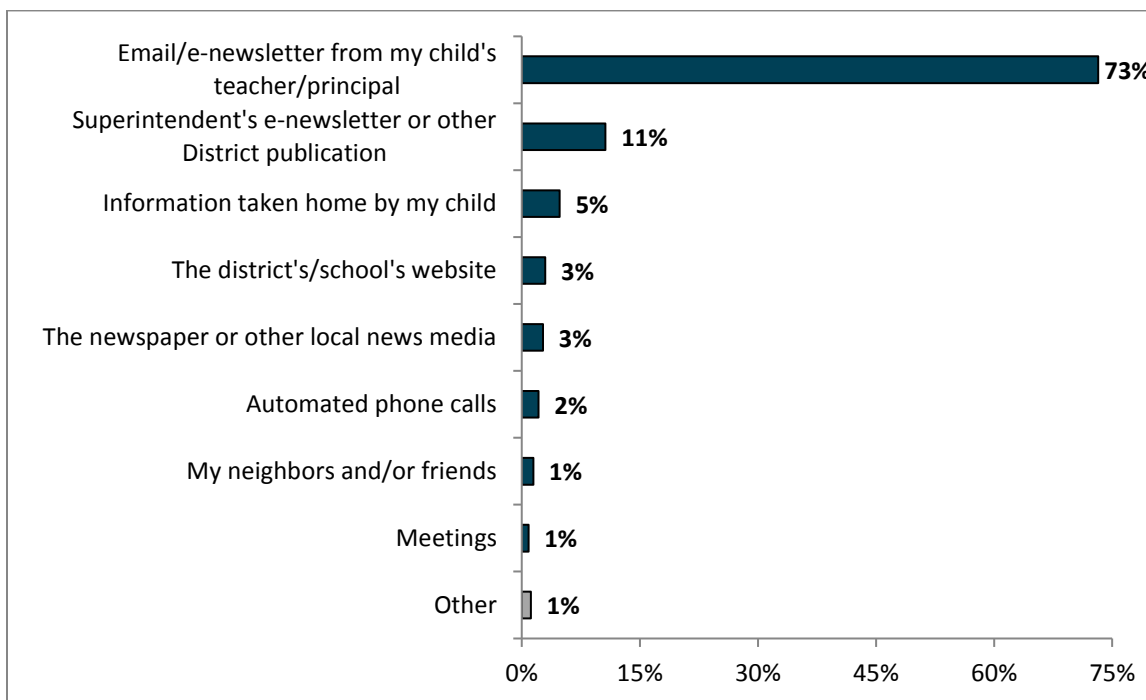
**Figure 6.4: How to Encourage More Parent Involvement**



n=1636

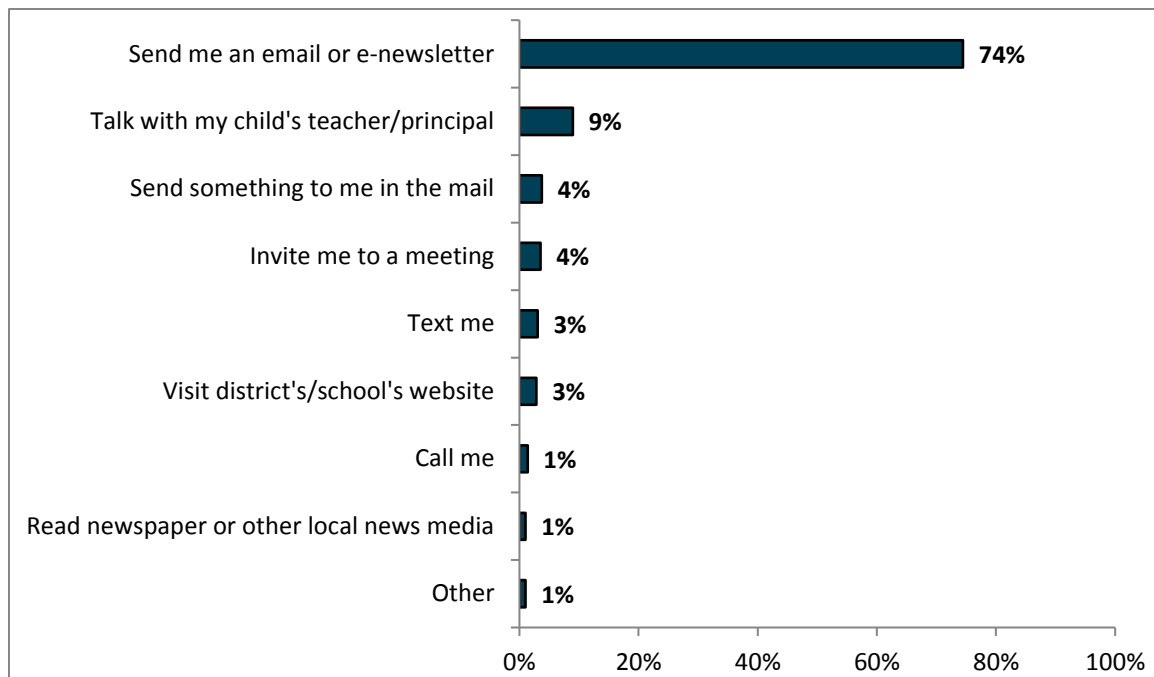
Note: Respondents could select more than one option; therefore totals exceed 100%.

**Figure 6.5: Current Means of Receiving School Information**



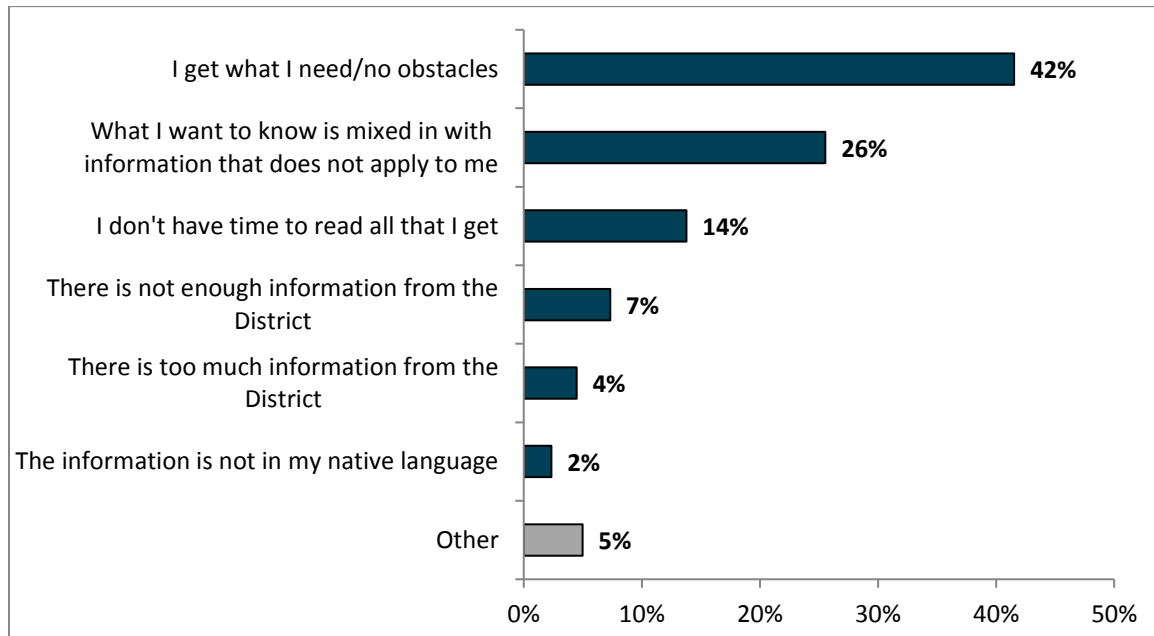
n=1636

**Figure 6.6: Preferred Method of School Communication**



n=1625

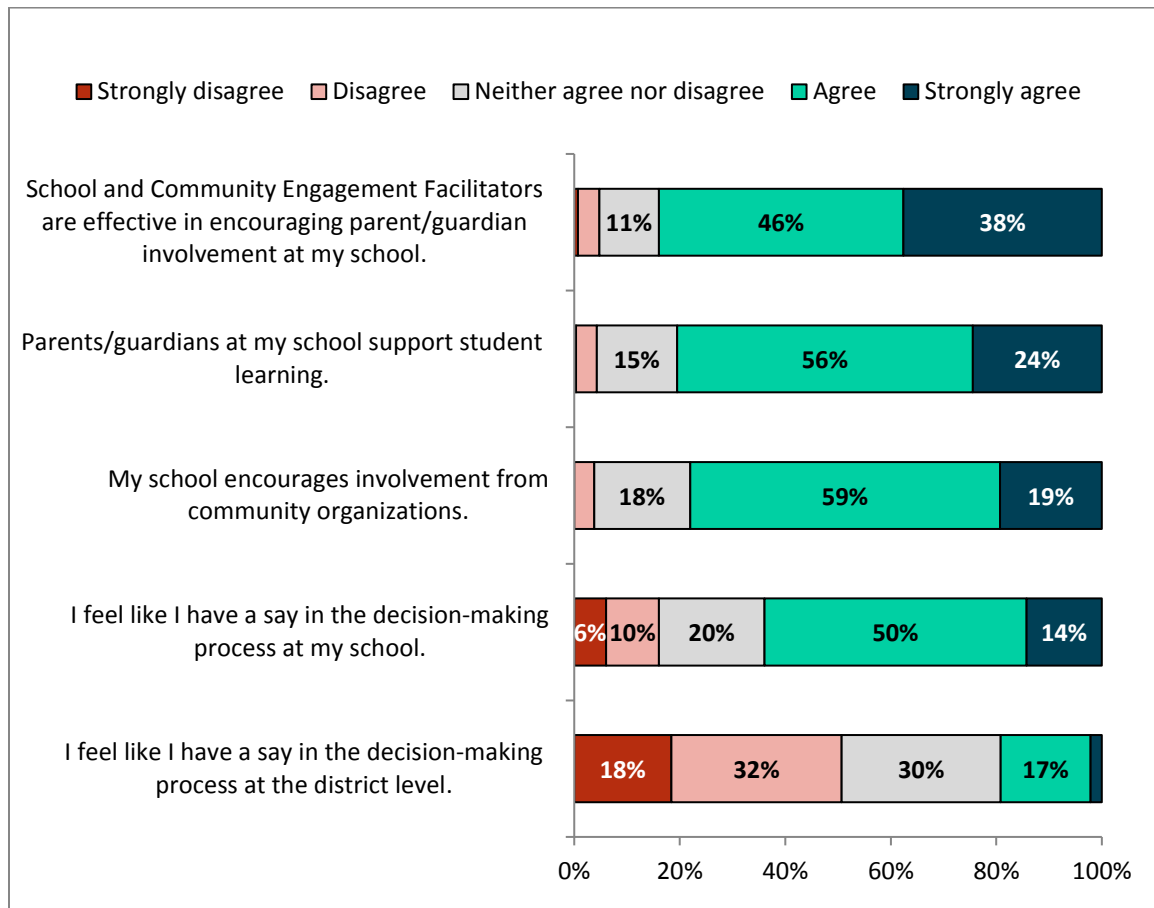
**Figure 6.7: Biggest Obstacles to Receiving Information**



n=1625

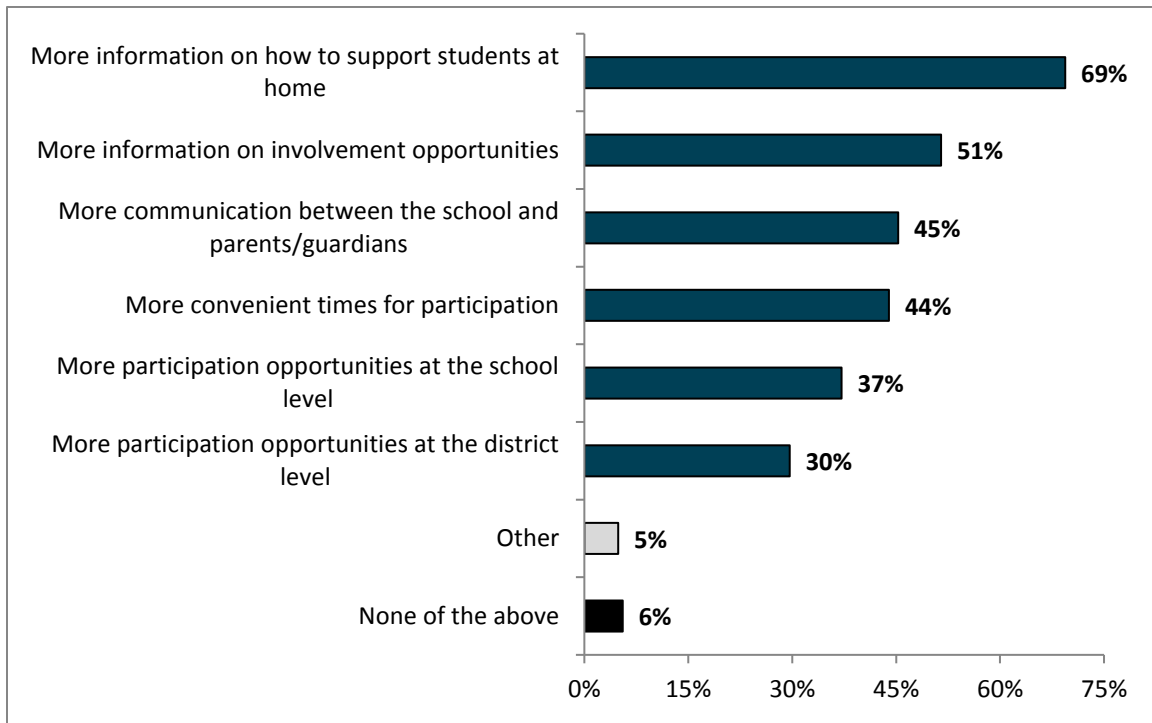
## STAFF

**Figure 6.8: Staff Engagement**



n=264-282

**Figure 6.9: How to Encourage Increased Parent Involvement**



n=307

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

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4401 Wilson Boulevard, Suite 400

Arlington, VA 22203

P 202.559.0500 F 866.808.6585

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