

2017-18 STRATEGIC PLANNING AND LCAP SURVEY ANALYSIS

Prepared for Mountain View Whisman School District

April 2018



In the following report, Hanover Research presents the findings from three surveys disseminated to parents, students, and staff of Mountain View Whisman School District, designed to gather feedback and 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 the Mountain View Whisman School District's (MVWSD) Local Control and Accountability Plan (LCAP) Survey. Three surveys, disseminated to parents, students, and staff, assessed stakeholders' perceptions of MVWSD with respect to conditions of learning, student achievement and educational effectiveness, 21st century skills/college and career readiness, school environment, and school engagement.

METHODOLOGY

Hanover Research analyzes 1,126 parent responses, 2,190 student responses, and 338 staff responses in this report.¹ The first section describes demographic and other characteristics of respondents for these surveys.

In addition to presenting overall results for the 2018 LCAP Survey, Hanover performs cross-tabulations of survey results across years (2016, 2017, and 2018) and highlights statistically significant and meaningful differences across years. All results are included in the data supplement. Hanover denotes statistical significance between two or more groups with an asterisk (*) and calculates statistical significance in this report and the accompanying data supplement with a 95 percent confidence level.

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 or satisfaction to lowest. Please note that sample sizes vary across questions, as some questions only pertain to a subset of respondents (e.g., Grade 8 parents).

KEY FINDINGS

CONDITIONS OF LEARNING

- **In general, parent respondents report high levels of satisfaction with their child's learning environment.** Eighty-six percent "agree" or "strongly agree" that students are provided access to standards-aligned instructional materials and 86 percent agree that school facilities are clean. In addition, three-quarters of parent respondents are satisfied with the quality of education their child is currently receiving.
- **Student respondents are highly satisfied with nearly all aspects of their learning environment at school.** Nearly 90 percent of respondents agree with eight of the nine positive statements regarding their school's learning environment, such as that grading at their school is fair and their school provides a good education to students. However, approximately one-third of students do not think that their school is clean.

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

STUDENT ACHIEVEMENT AND EDUCATIONAL EFFECTIVENESS

- **Respondents generally perceive the ELL education in their school positively.** For example, 81 percent of ELL parent respondents indicate their child receives the resources and support they need as an ELL student, and more than 90 percent of ELL student respondents agree that their teacher helps them learn English and that their school gives positive encouragement. In addition, 67 percent of staff respondents indicate ELL students receive the resources and support they need.
- **Compared to ELL students, respondents are less likely to believe special education students receive the resources and support they need.** Specifically, only about half of parent respondents believe special education students receive the resources and support they need, which represents a decrease since 2017. Similarly, only 53 percent of staff agree that special education students have the support and resources they need.
 - **Further, parents' perceptions toward staff for special education students have declined since 2017.** Specifically, the percentage of parents rating teachers and administrators as "very helpful" or "extremely helpful" decreased from above 70 percent in 2017 to around 60 percent in 2018 (Figure 3.6).

21ST CENTURY SKILLS, COLLEGE AND CAREER READINESS

- **Parents, students, and staff all report frequent use of technology in schools.** Nearly 90 percent of parent respondents indicate their child uses technology regularly as part of school instruction (89%), and almost all students (98 percent) report using technology at school at least a few times per week. Further, 95 percent of staff report that students have access to technology at school, and 91 percent state that they regularly use technology in their classroom instruction.

SCHOOL ENVIRONMENT

- **Parent and student respondents generally have a positive perception of their/their child's school environment.** Roughly 90 percent of parent respondents agree that their child trusts teachers and staff, is safe at school, has friends at school, and is respected at school. Similar percentages of student respondents agree that they trust their teachers, feel safe at school, are encouraged by teachers on a regular basis, and trust their principal.

SCHOOL ENGAGEMENT

- **Parent respondents express comfort participating in school activities and satisfaction with parent events and school organizations.**
 - Nearly 90 percent of parent respondents indicate that their child's school encourages parental involvement and that they feel comfortable participating in school activities.

- Back to school night is the most commonly attended event among parent respondents, with about three-quarters indicating they have participated.
- Nearly all parents (90 percent or more) are at least moderately satisfied with parent events and school organizations.
- **Both parent and staff respondents indicate that providing parents with more information on how to support students at home is the best way to increase parental involvement in schools.** More convenient times for participation, more information on involvement opportunities, and more communication between the school and parents are other strategies to encourage parental involvement, according to parents and staff.

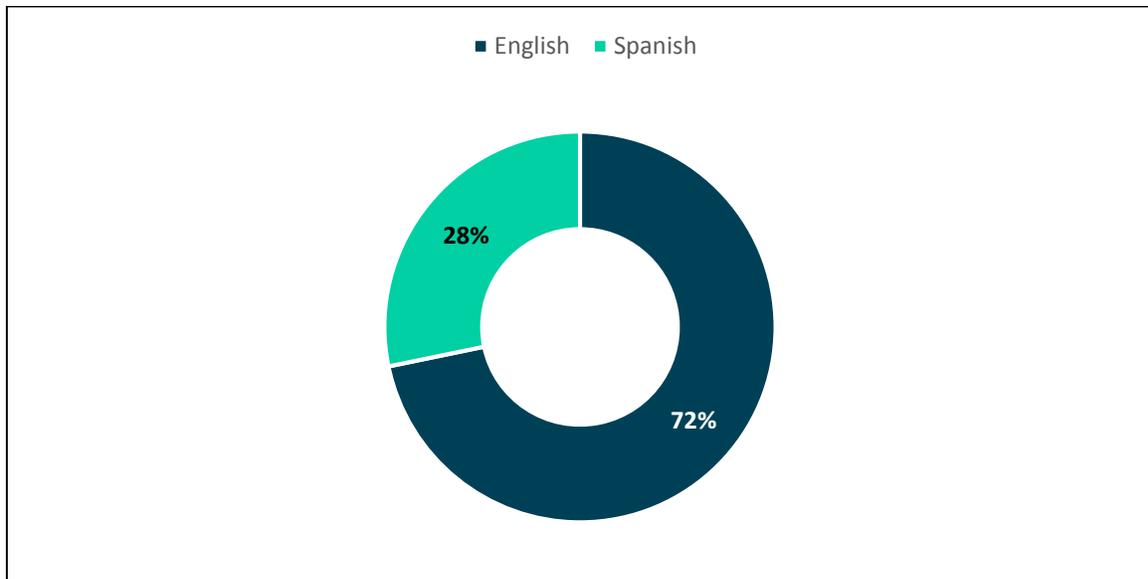
SECTION I: RESPONDENT DEMOGRAPHICS

MAIN TAKEAWAYS

- 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 sample.** The most commonly identified races among student respondents are Hispanic and White. Just under 60 percent of students speak English at home, while 23 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, not including independent study, transitional kindergarten, or preschool.** More than three-quarters of staff respondents identified as certificated teachers, and 7 percent identified as clerical staff. Among instructional staff in Grades 6-8, the most common subject taught is mathematics (30%), followed by English/Language Arts (24%) (Figure 1.11, Figure 1.13, and Figure 1.14).

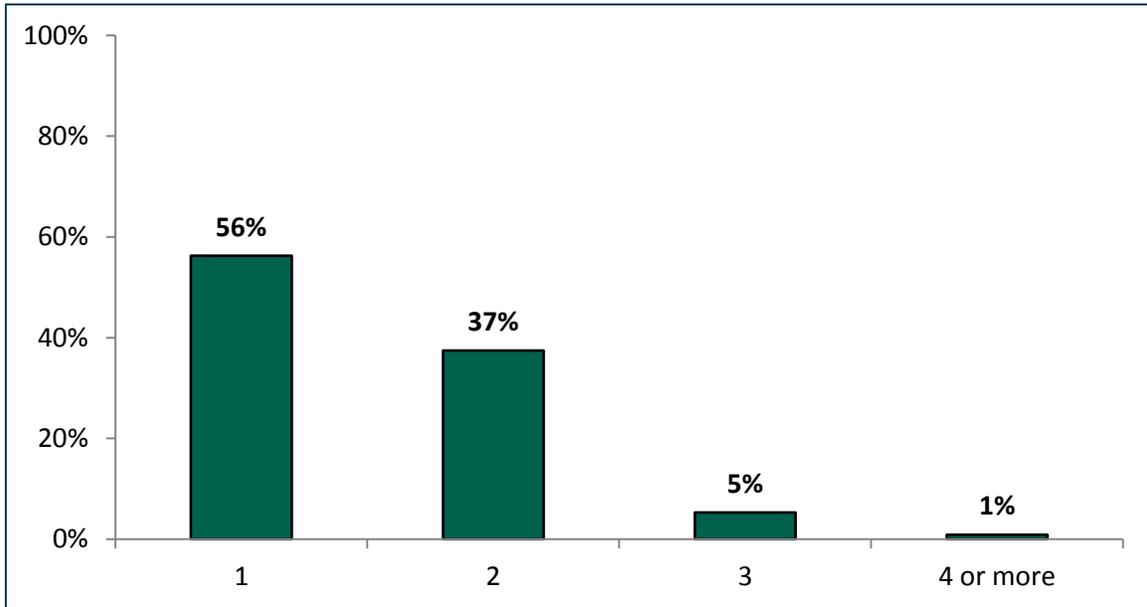
PARENT RESULTS

Figure 1.1: Survey Language



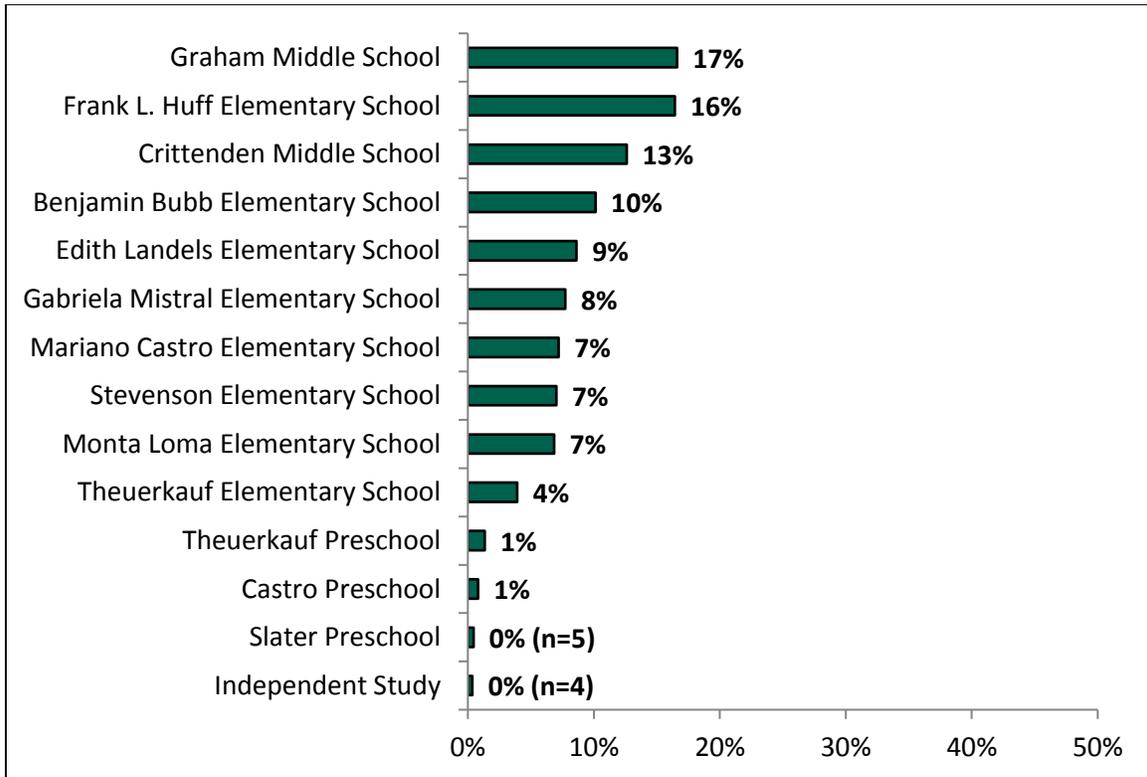
n=1126

Figure 1.2: Number of Children Currently Enrolled



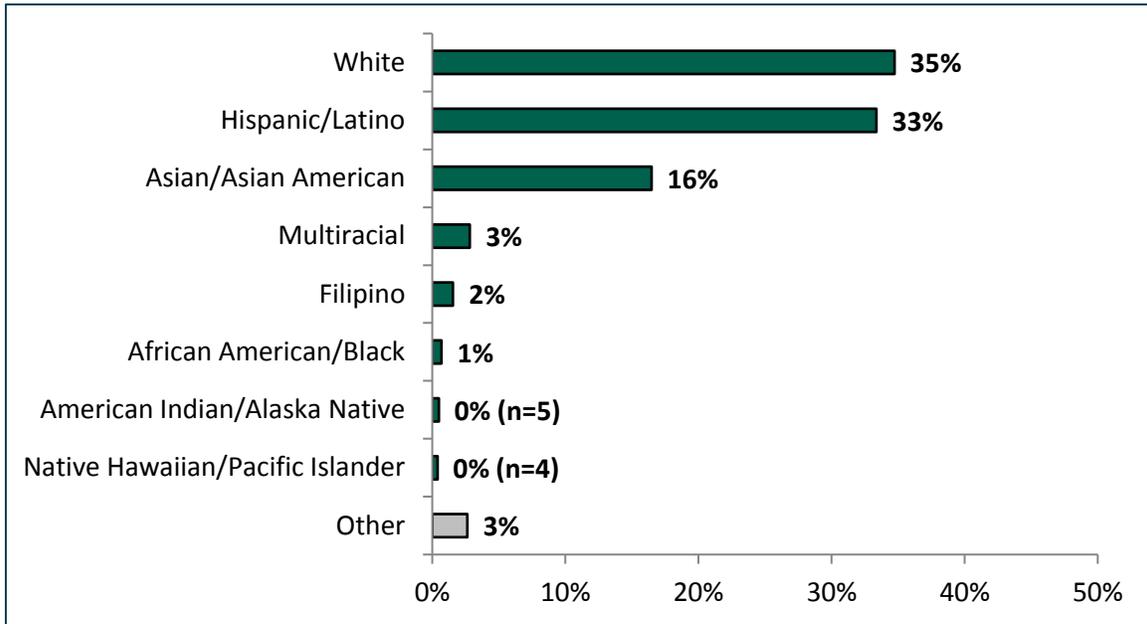
n=1126

Figure 1.3: Child's School



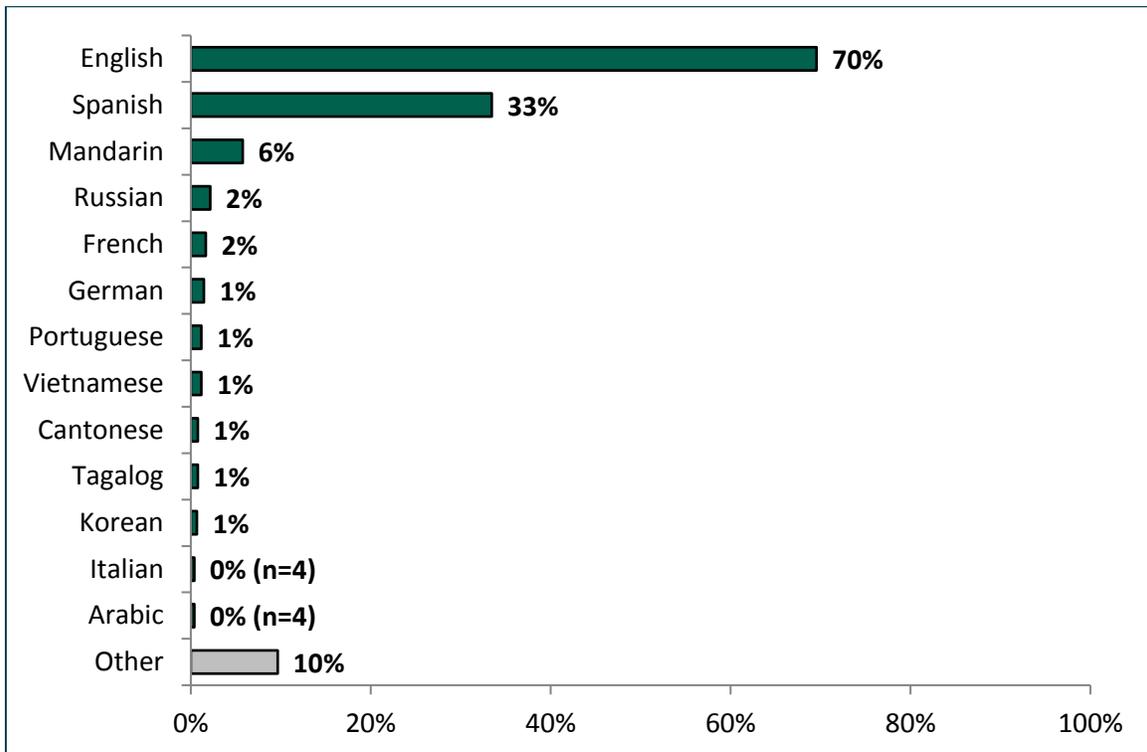
n=1126

Figure 1.4: Race/Ethnicity



n=1025

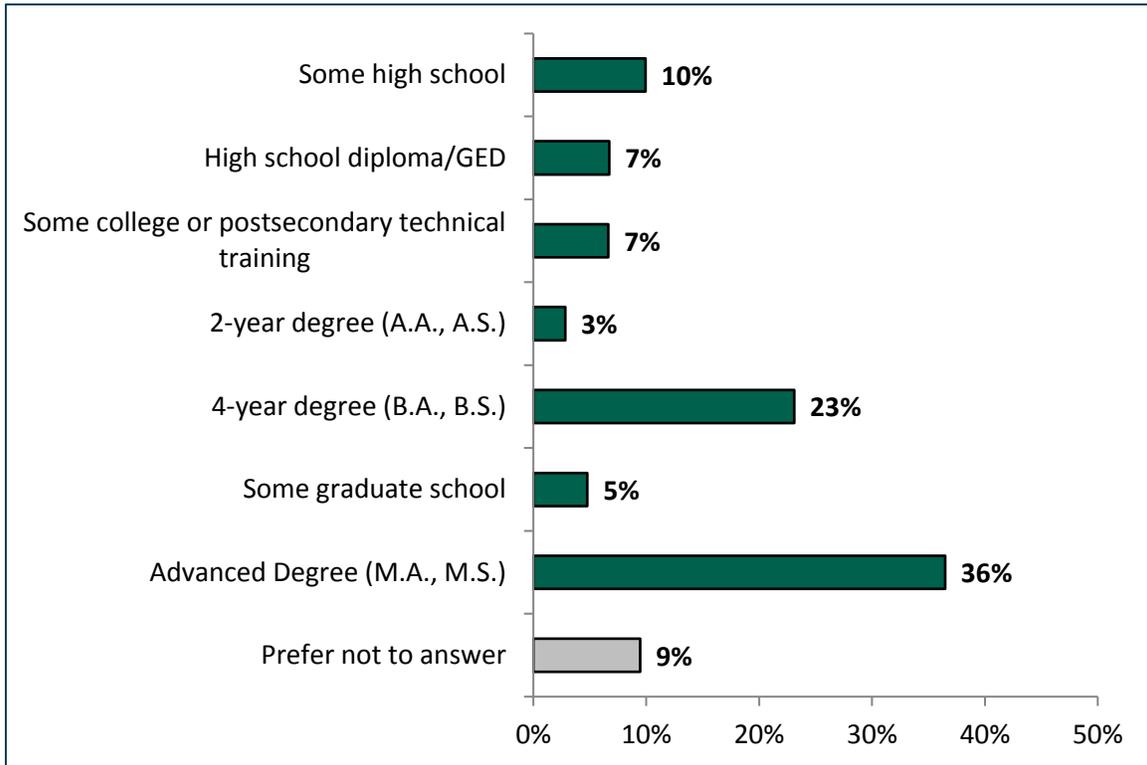
Figure 1.5: Languages Spoken at Home



n=1025

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

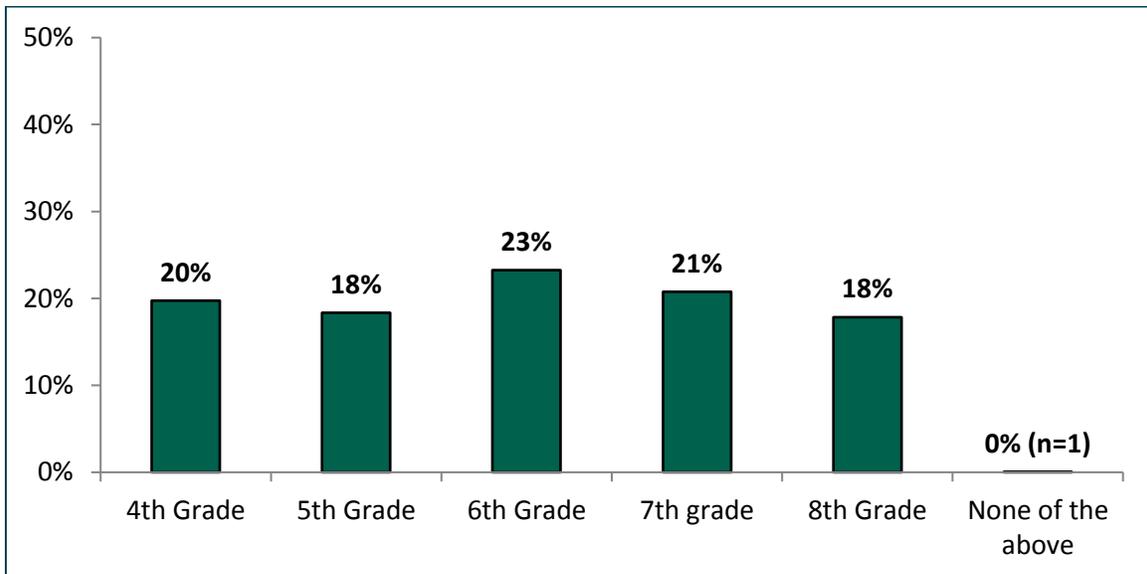
Figure 1.6: Highest Level of Completed Education



n=1025

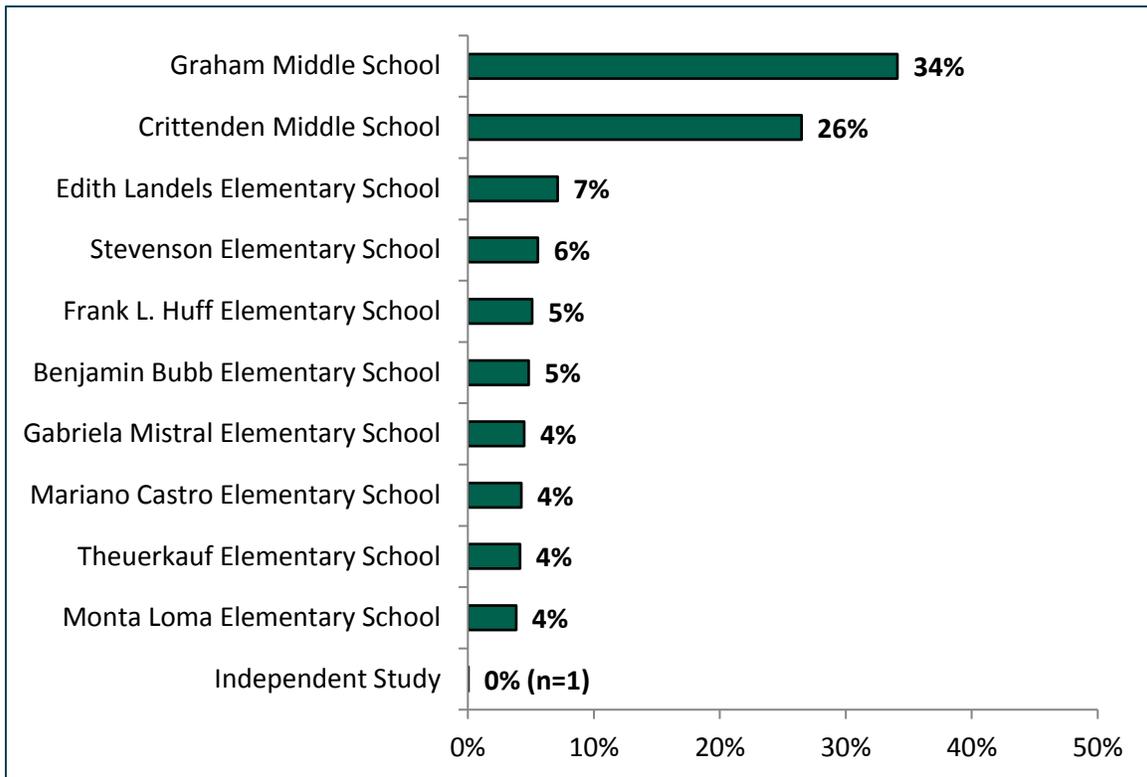
STUDENT RESULTS

Figure 1.7: Grade Level



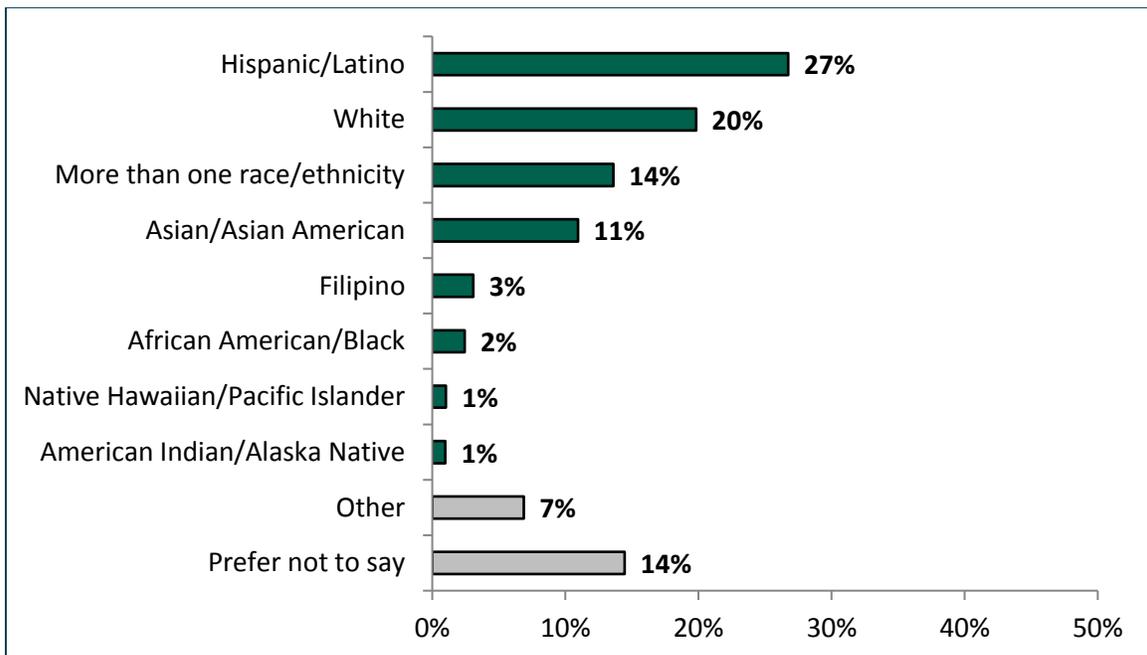
n=2190

Figure 1.8: School Currently Attending



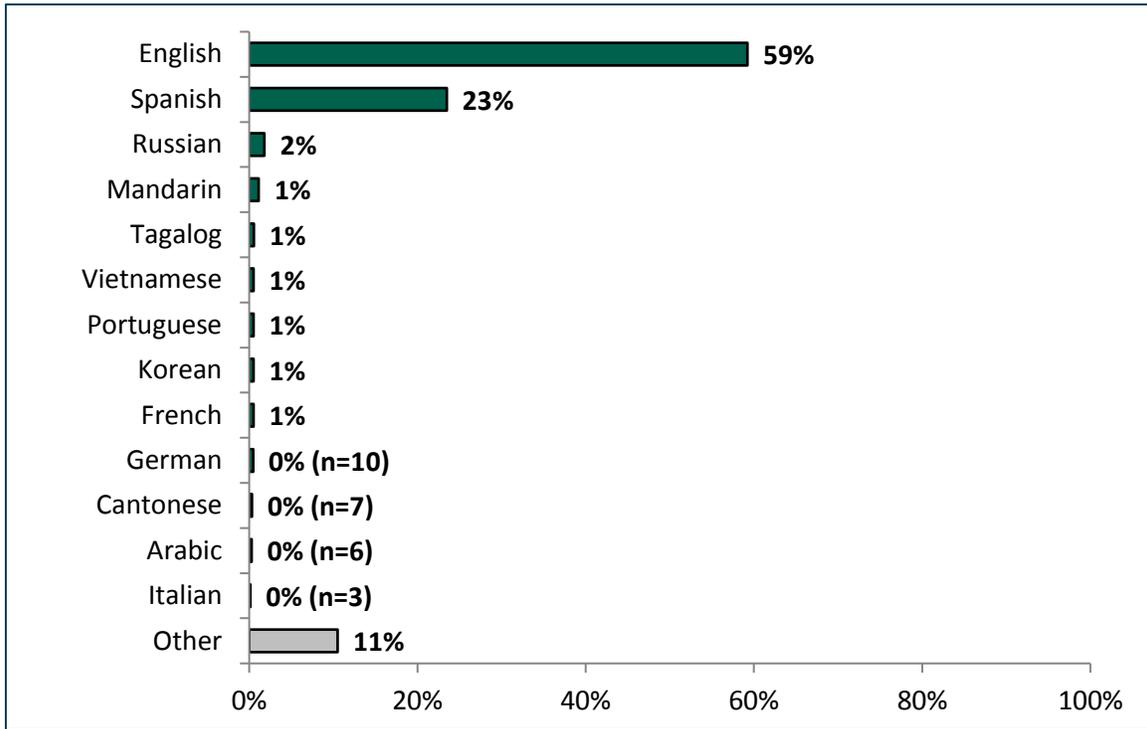
n=2190

Figure 1.9: Race/Ethnicity



n=2138

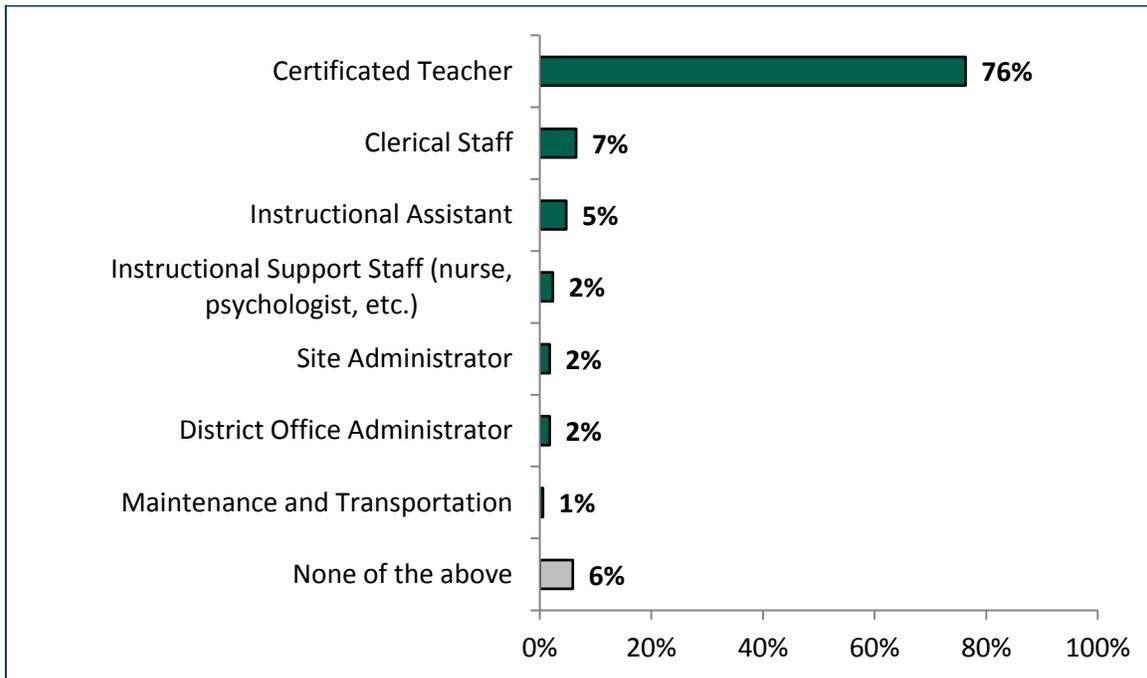
Figure 1.10: Language Spoken Most Often at Home



n=2141

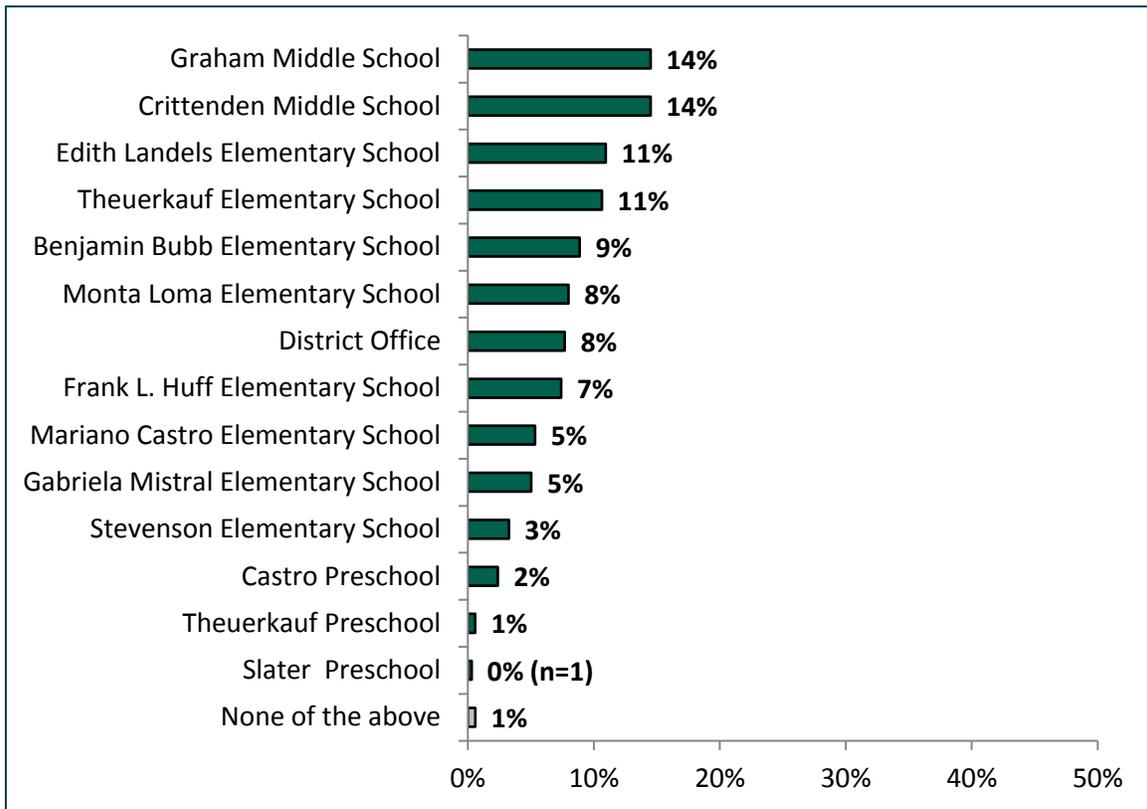
STAFF RESULTS

Figure 1.11: Role/Position at MVWSD



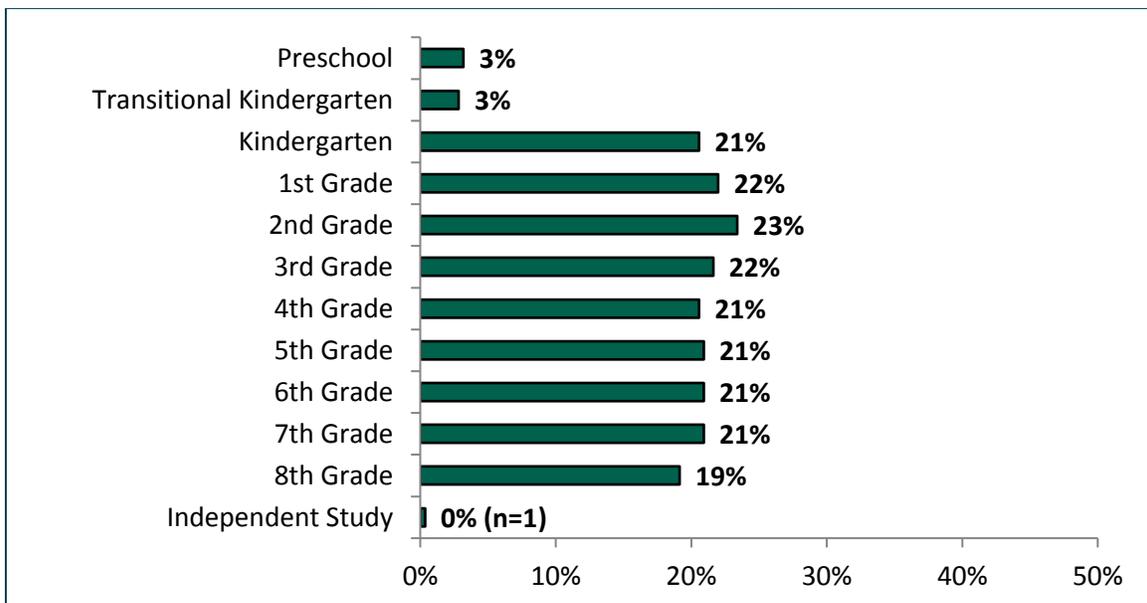
n=338

Figure 1.12: Primary Work Location



n=338

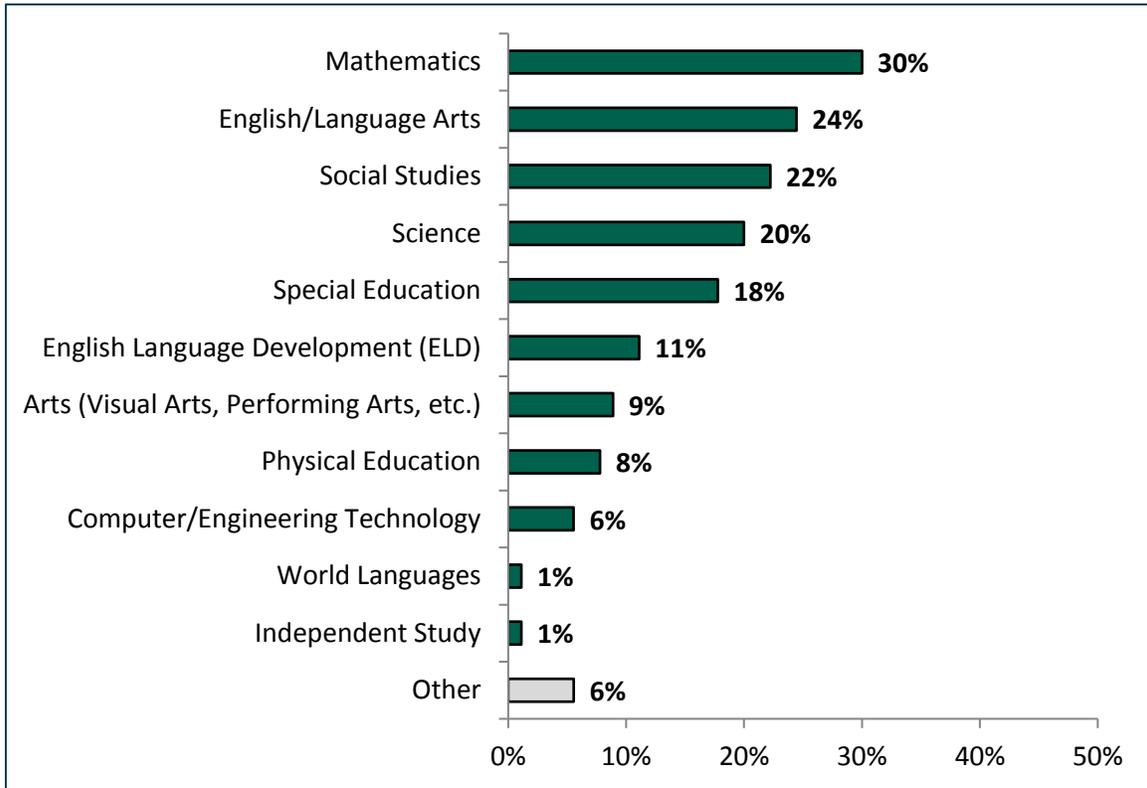
Figure 1.13: Grade(s) Primarily Taught



n=282

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

Figure 1.14: Subject(s) Primarily Taught



n=90

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

MAIN TAKEAWAYS

- **In general, parent respondents report high levels of satisfaction with their child's learning environment.** Specifically, 86 percent “agree” or “strongly agree” that students are provided access to standards-aligned instructional materials and 87 percent agree that school facilities are clean (Figure 2.1).
- **Parent respondents in 2018 are less likely than those in 2017 to understand the types of academic and non-academic supports available to their child.** After levels of understanding increased among parents in 2017, they decreased in 2018. Specifically, the percentage of respondents who indicate that they understand the types of academic supports available to their child dropped from 73 percent in 2017 to 69 percent in 2018. For non-academic supports, understanding decreased from 66 percent to 60 percent (Figure 2.2).
- **Three-quarters of parent respondents are satisfied with the quality of education their child is currently receiving.** Furthermore, 85 percent of parent respondents are “satisfied” or “completely satisfied” with their child's teacher (Figure 2.3).
- **Student respondents are highly satisfied with nearly all aspects of their learning environment at school.** Nearly 90 percent of respondents agree with eight of the nine positive statements regarding their school's learning environment, such as that grading at their school is fair and their school provides a good education to students. However, approximately one-third of students do not think that their school is clean (33%) (Figure 2.4).
- **More than 90 percent of staff respondents agree that teachers at school care about students' success and that students have access to the necessary instructional materials.** However, staff are less likely to agree that students are engaged in the course material (77%) and come to class prepared to learn (67%) (Figure 2.5).
- **Just over half of staff respondents are “satisfied” or “completely satisfied” with the teacher induction program (52%)** (Figure 2.7).

PARENT RESULTS

Figure 2.1: Quality of Child’s Learning Environment

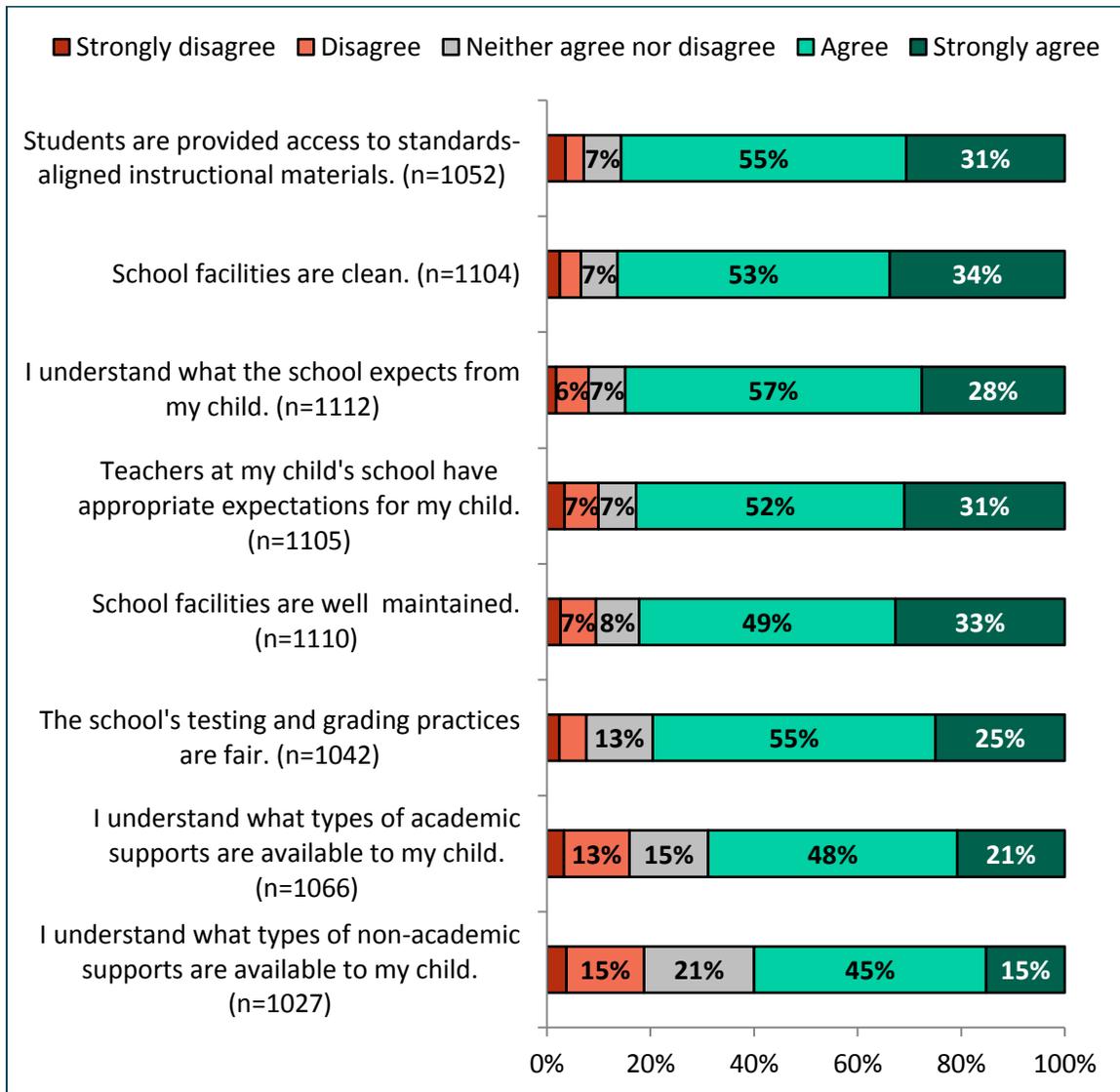
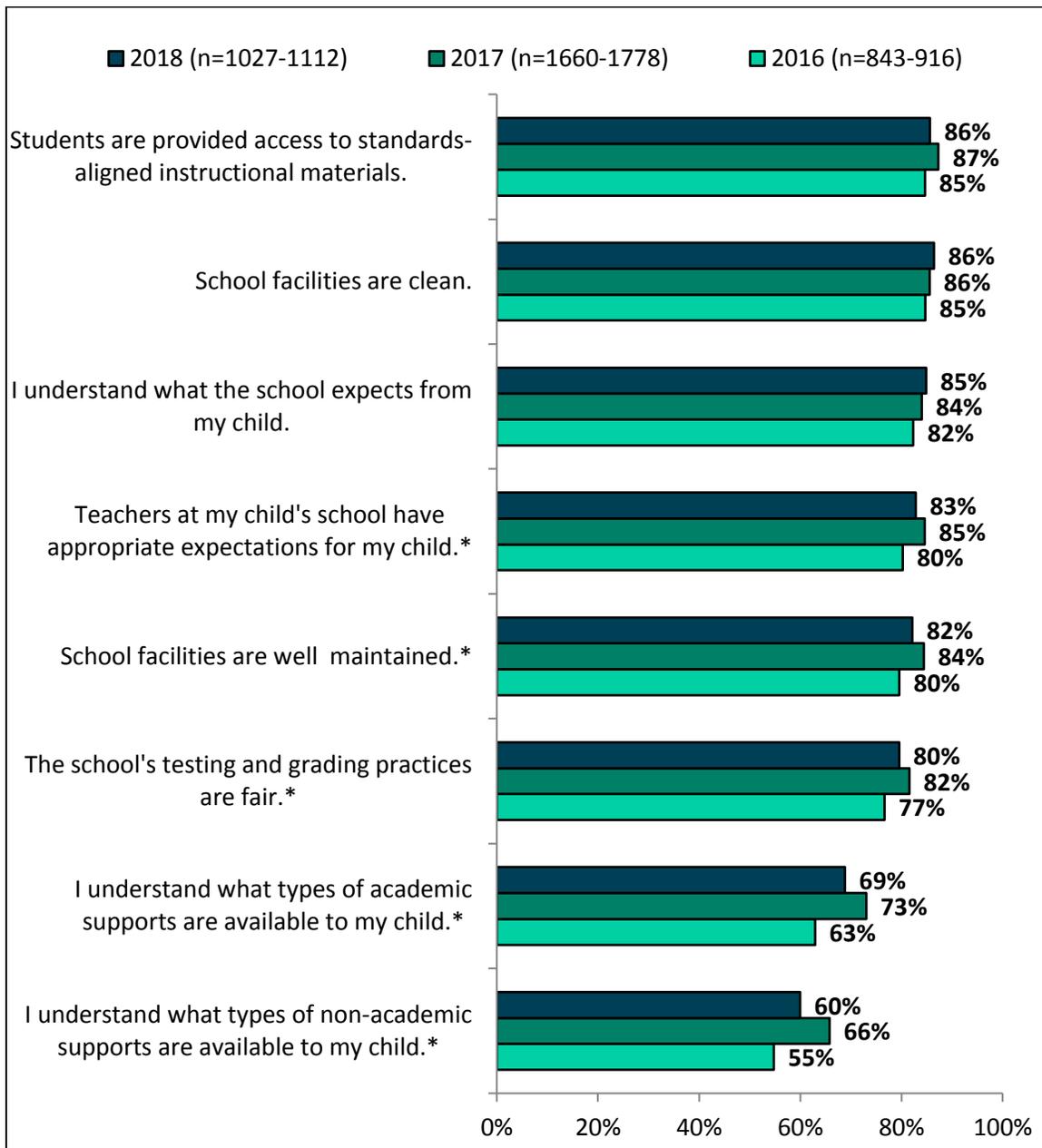


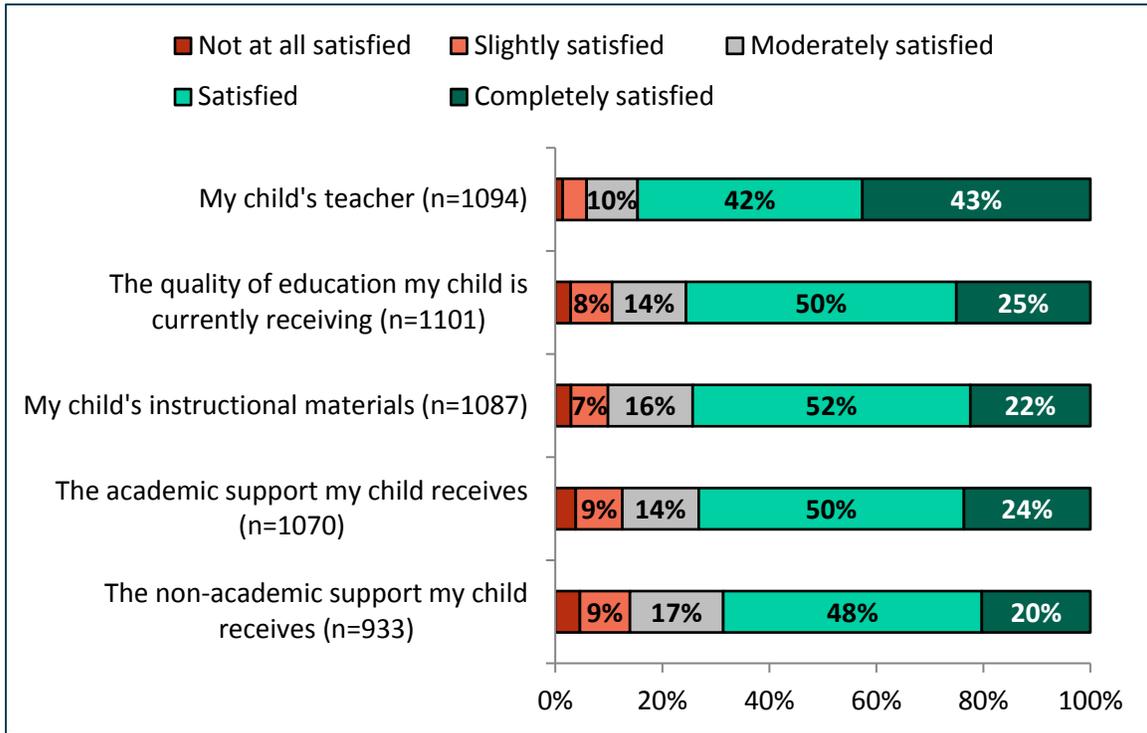
Figure 2.2: Quality of Child’s Learning Environment (By Year)

% Strongly Agree + % Agree



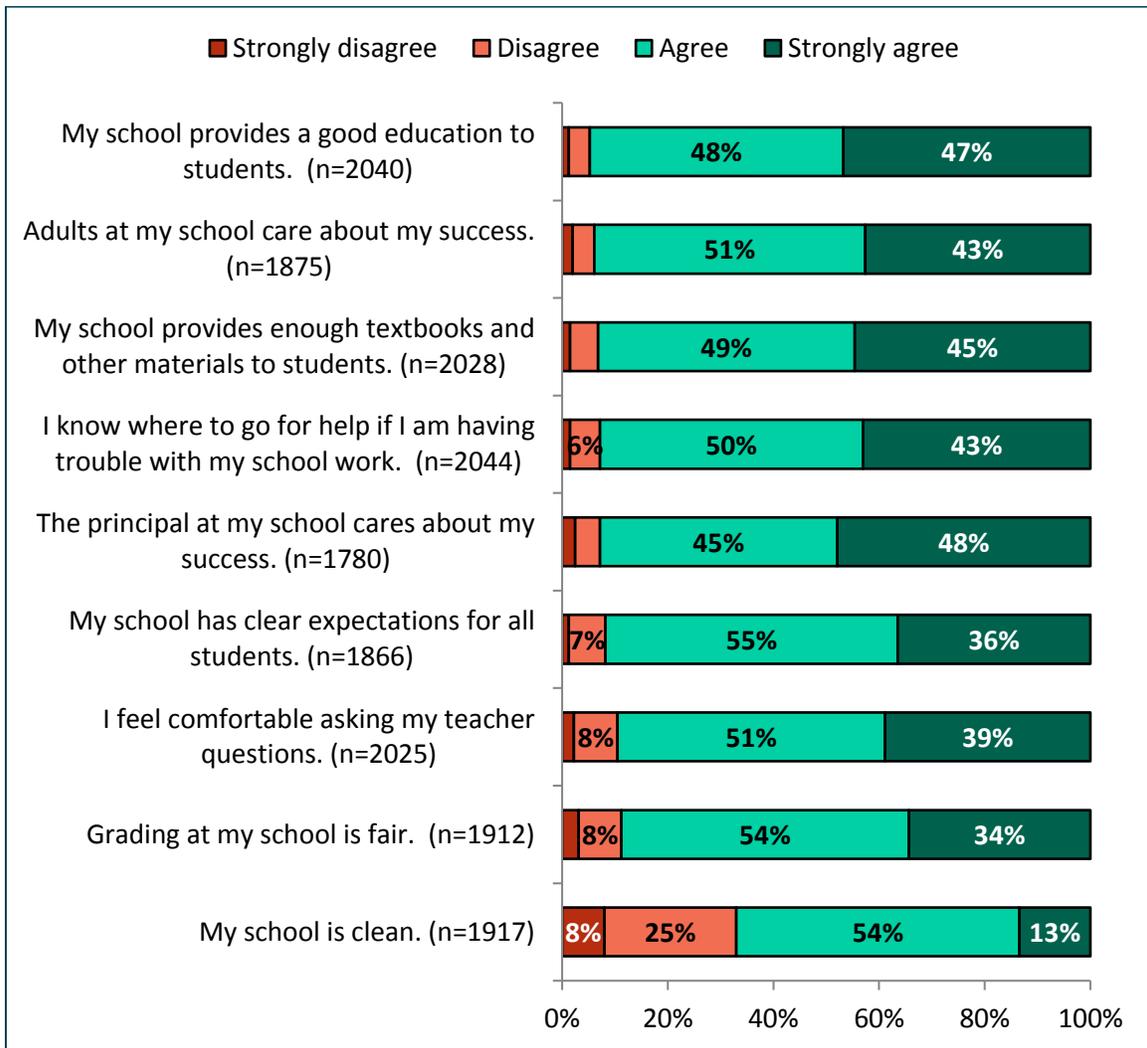
Note: An asterisk (*) indicates at least one statistically significant different between respondent groups.

Figure 2.3: Satisfaction with Child’s Learning Environment



STUDENT RESULTS

Figure 2.4: Quality of Learning Environment



STAFF RESULTS

Figure 2.5: Quality of Learning Environment

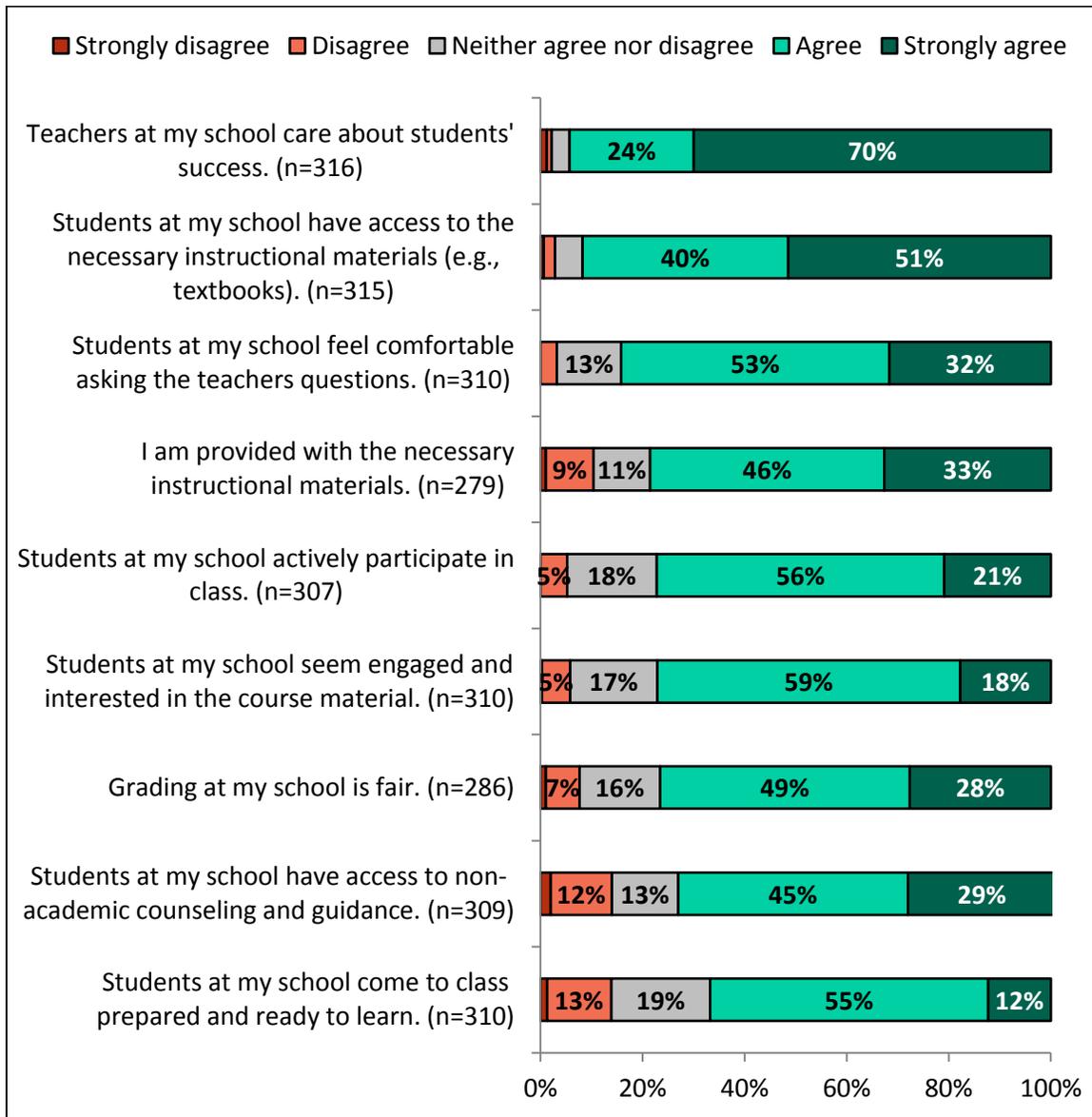
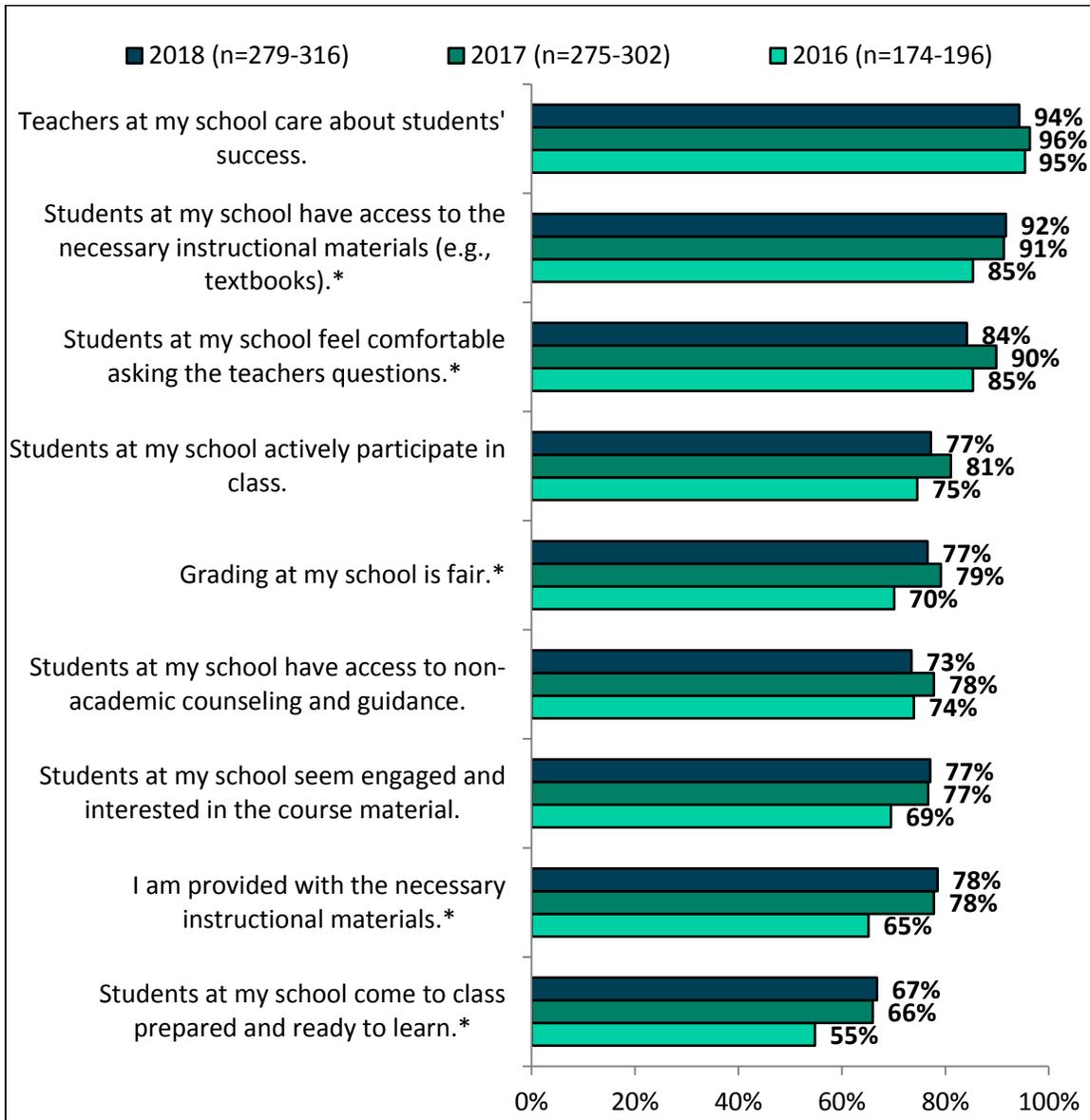


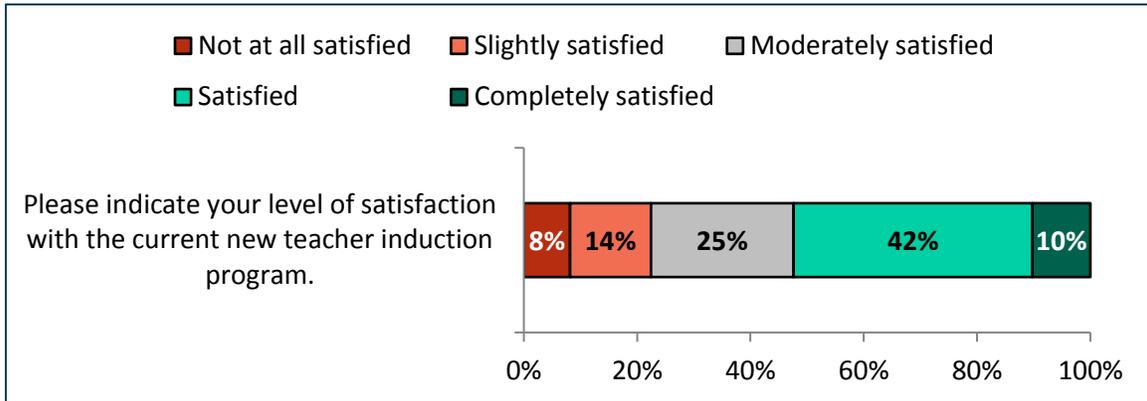
Figure 2.6: Quality of Learning Environment (By Year)

% Strongly Agree + % Agree



Note: An asterisk (*) indicates at least one statistically significant different between respondent groups.

Figure 2.7: Satisfaction with Current New Teacher Induction Program



n=147

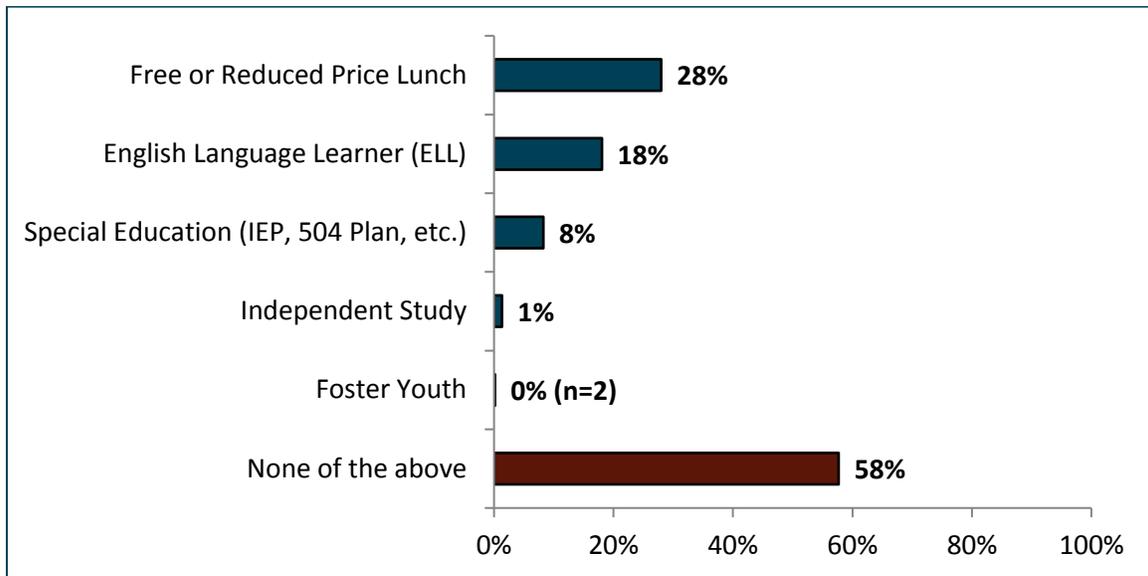
SECTION III: STUDENT ACHIEVEMENT AND EDUCATIONAL EFFECTIVENESS

MAIN TAKEAWAYS

- **Respondents generally perceive the ELL education in their school positively.** Not only do 81 percent of ELL parent respondents indicate their child receives the resources and support they need as an ELL student, but more than 90 percent of ELL student respondents agree that their teacher helps them learn English and that their school gives positive encouragement. In addition, 67 percent of staff respondents indicate ELL students receive the resources and support they need (Figure 3.2, Figure 3.11, and Figure 3.13).
- **Respondents are less likely to report that underperforming, high-performing, or special education students receive the resources and support they need.** Specifically, only about half of parent respondents believe high-performing or special education students receive the resources and support they need (50%-52%) (Figure 3.2). Similarly, only 53 percent of staff agree that special education students receive the support they need (Figure 3.13).
 - Parent respondents in 2018 are less likely than those in 2017 to believe that special education students receive the resources and support they need (61% versus 50%). In addition, 17 percent of staff respondents disagree that special education students receive the resources and support they need. (Figure 3.3., Figure 3.13).
- **Most parent respondents rate staff for ELL and special education students as helpful.** Specifically, staff for ELL students are rated as “very helpful” or “extremely helpful” by about 80 percent of parent respondents, and around 60 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 declined since 2017.** For teachers, tutors, and administrators, the percentage of “very helpful” or “extremely helpful” ratings has decreased from at least 70 percent in 2017 to around 60 percent in 2018 (Figure 3.6).
- **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).
- **The majority of staff agree that their school uses performance data for planning (90%) and is committed to continuous improvement for student learning (89%).** However, fewer teachers agree that their school provides adequate support for teachers (68%) or that administrators listen to teachers’ suggestions and recommendations (66%) (Figure 3.12).
- **Most staff respondents are at least moderately satisfied with current professional development.** Specifically, only 12 percent indicate being “not at all satisfied” with professional development offerings (Figure 3.16).

PARENT RESULTS

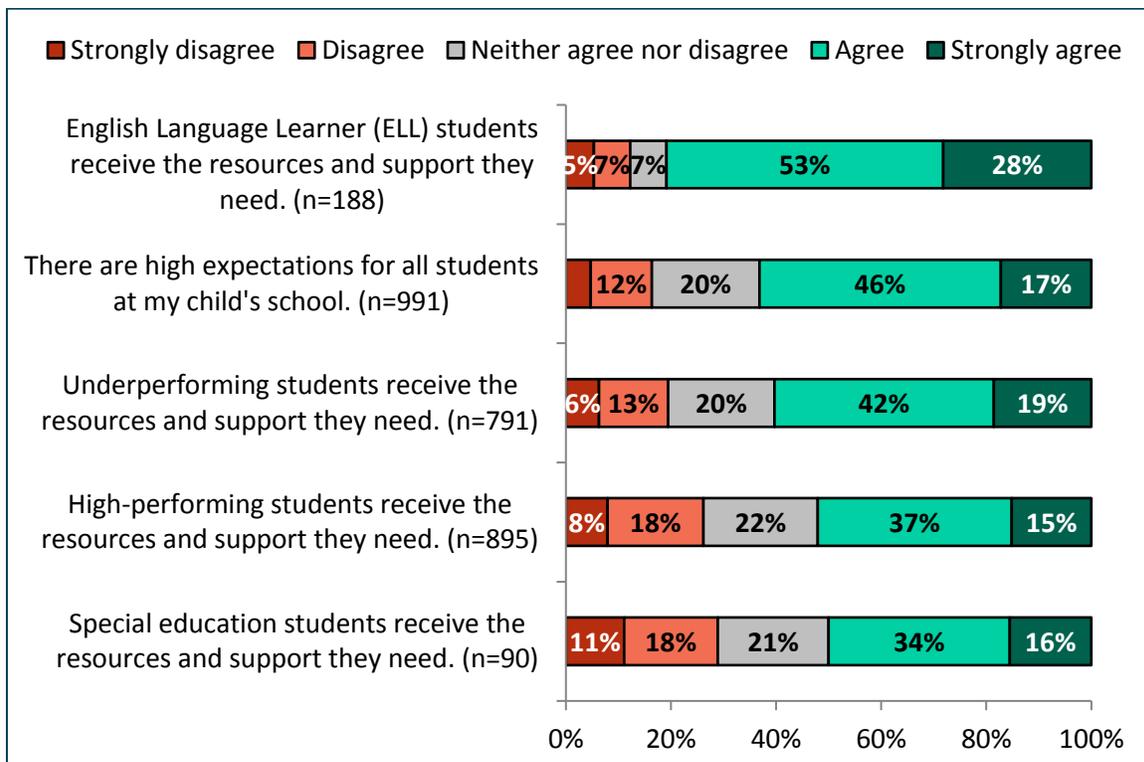
Figure 3.1: Child's Special Program Status



n=1125

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

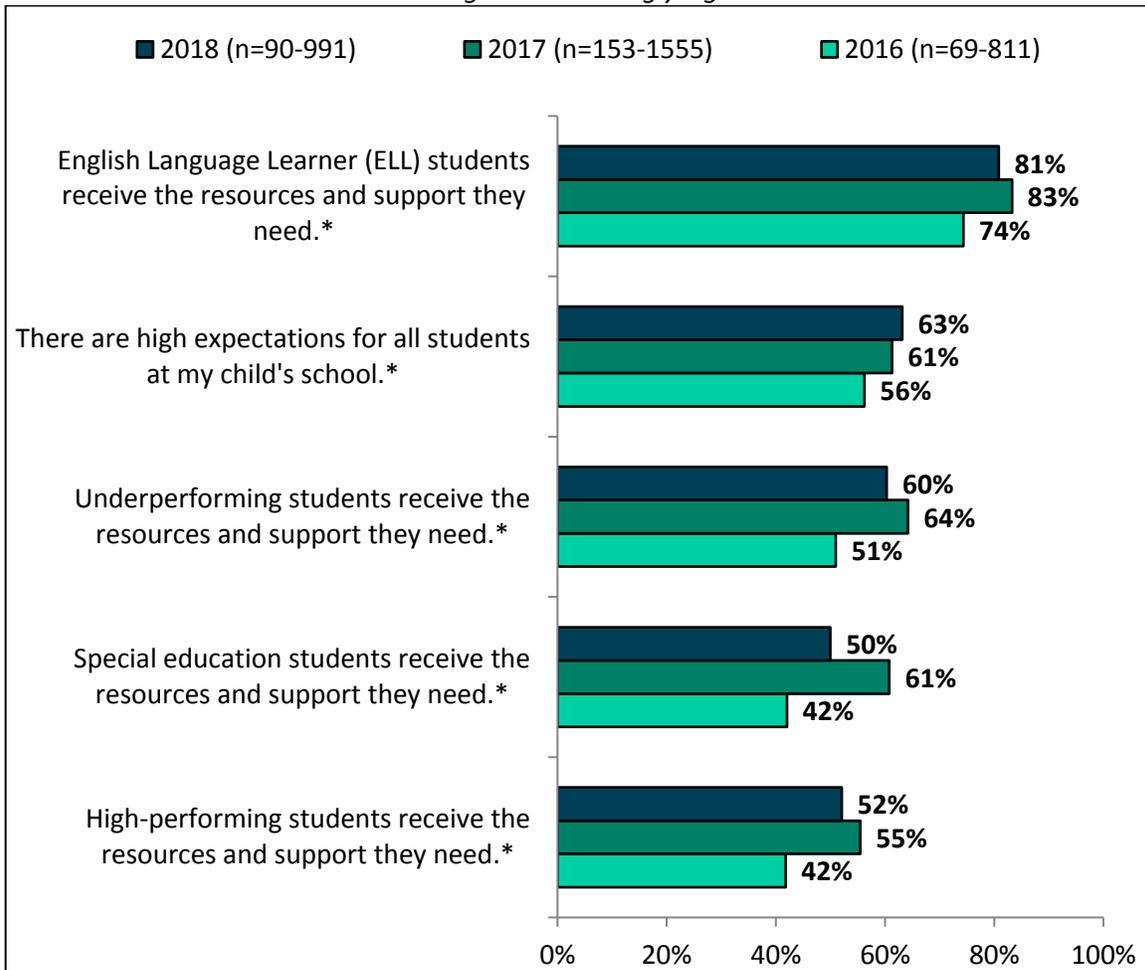
Figure 3.2: Quality of Student Support



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

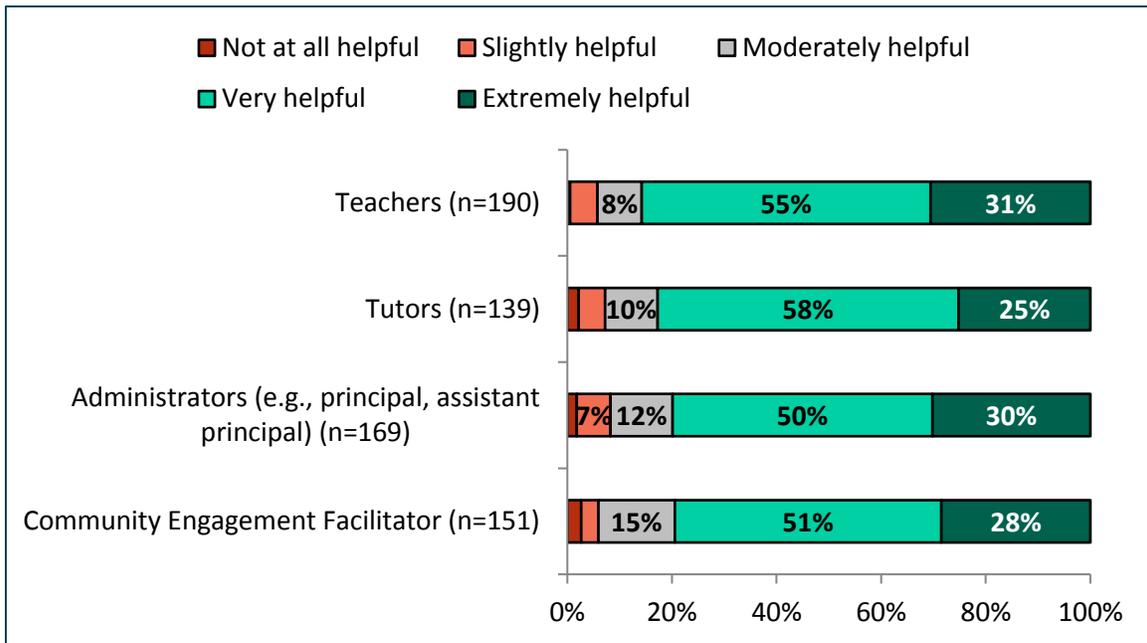
Figure 3.3: Quality of Student Support (By Year)

% Agree + % Strongly Agree



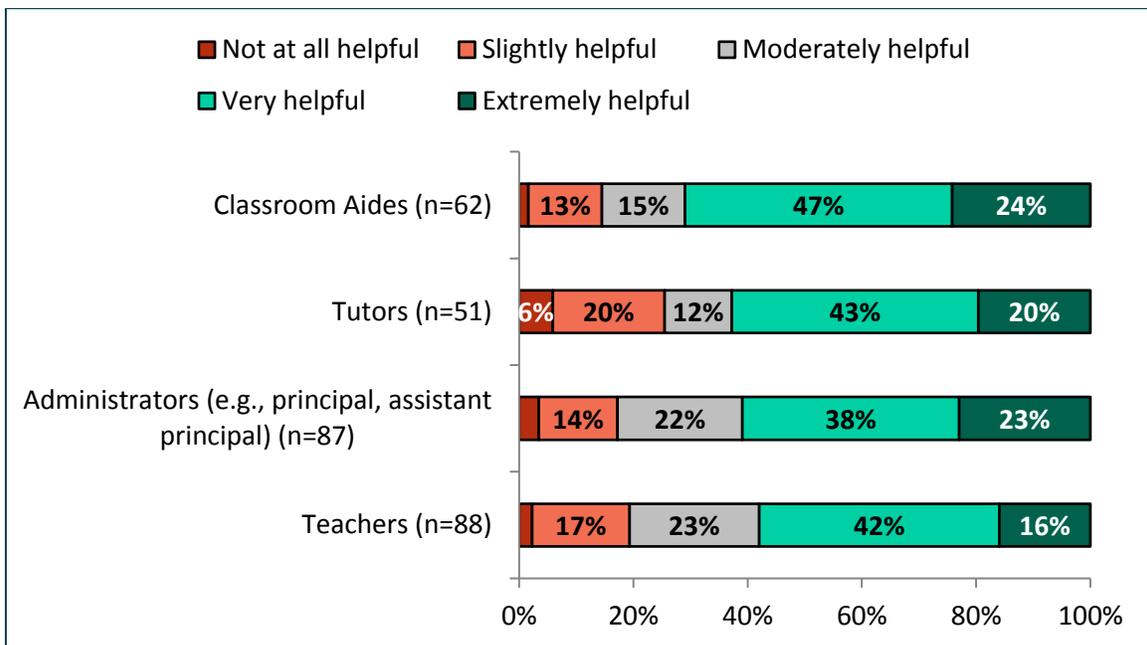
Note: An asterisk (*) indicates at least one statistically significant difference between respondent groups.

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

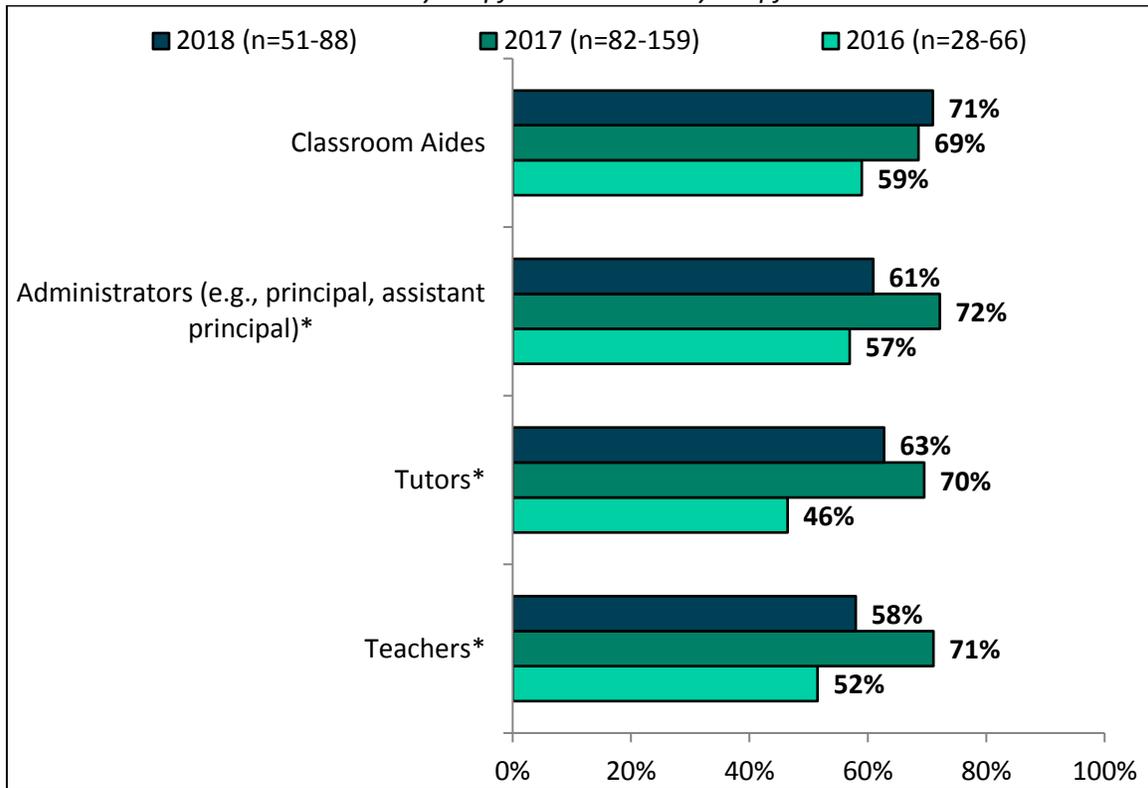
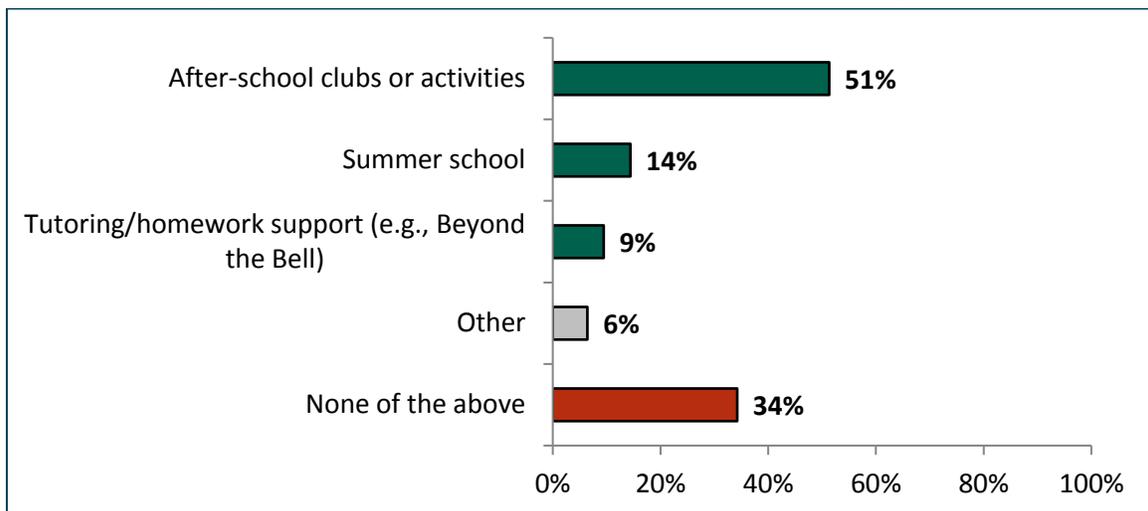


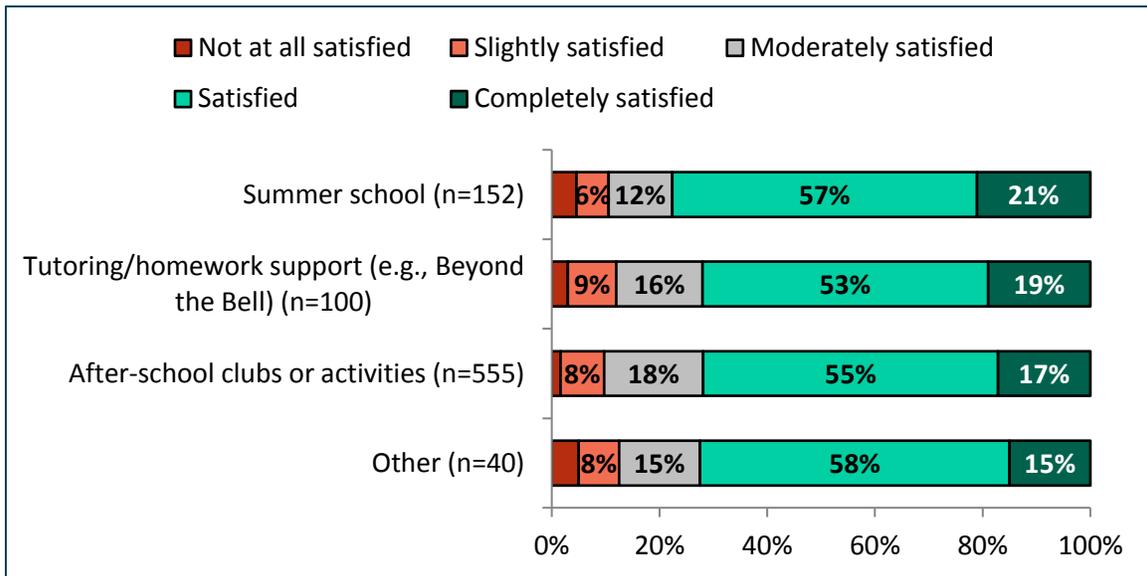
Figure 3.7: Child's Participation in School-Sponsored Programs



n=1089

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

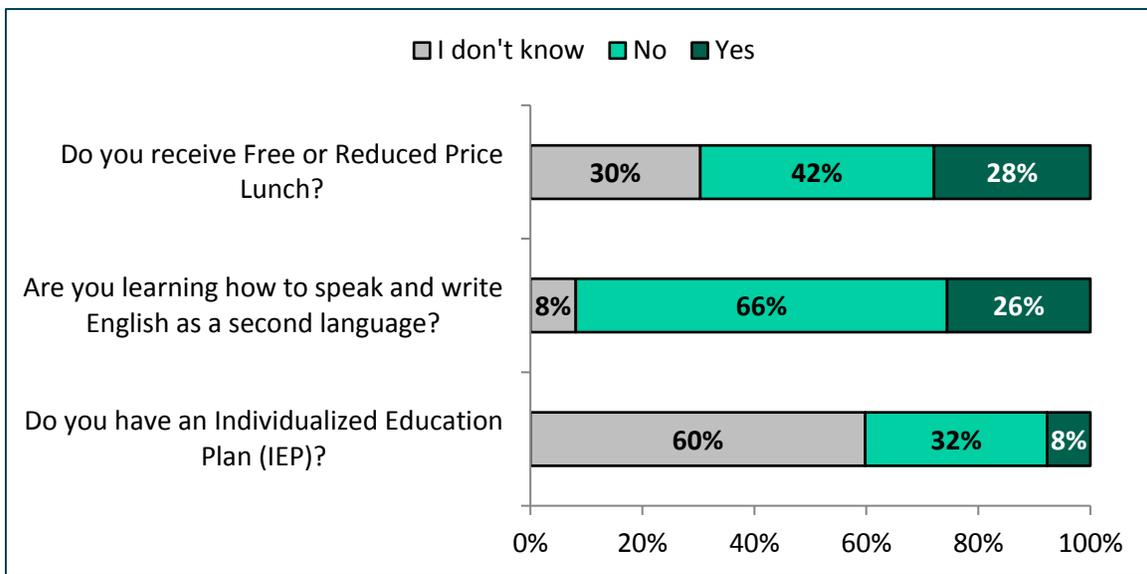
Figure 3.8: Satisfaction with School-Sponsored Programs



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

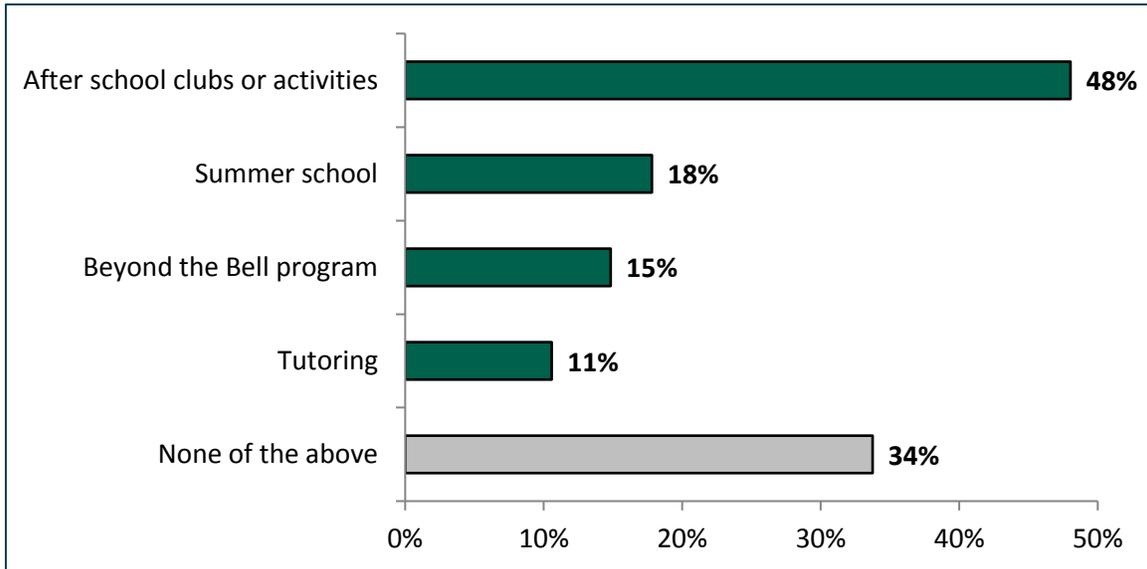
STUDENT RESULTS

Figure 3.9: Special Student Groups



n=2190

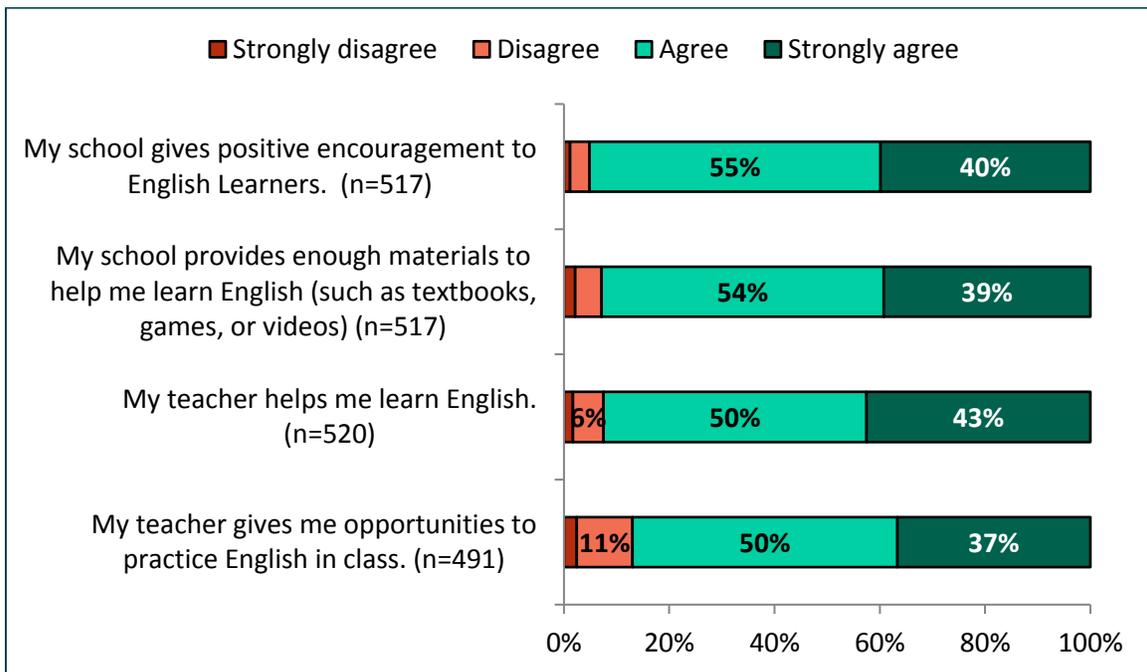
Figure 3.10: Out-of-School Program Participation



n=2184

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

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



STAFF RESULTS

Figure 3.12: Educational Effectiveness

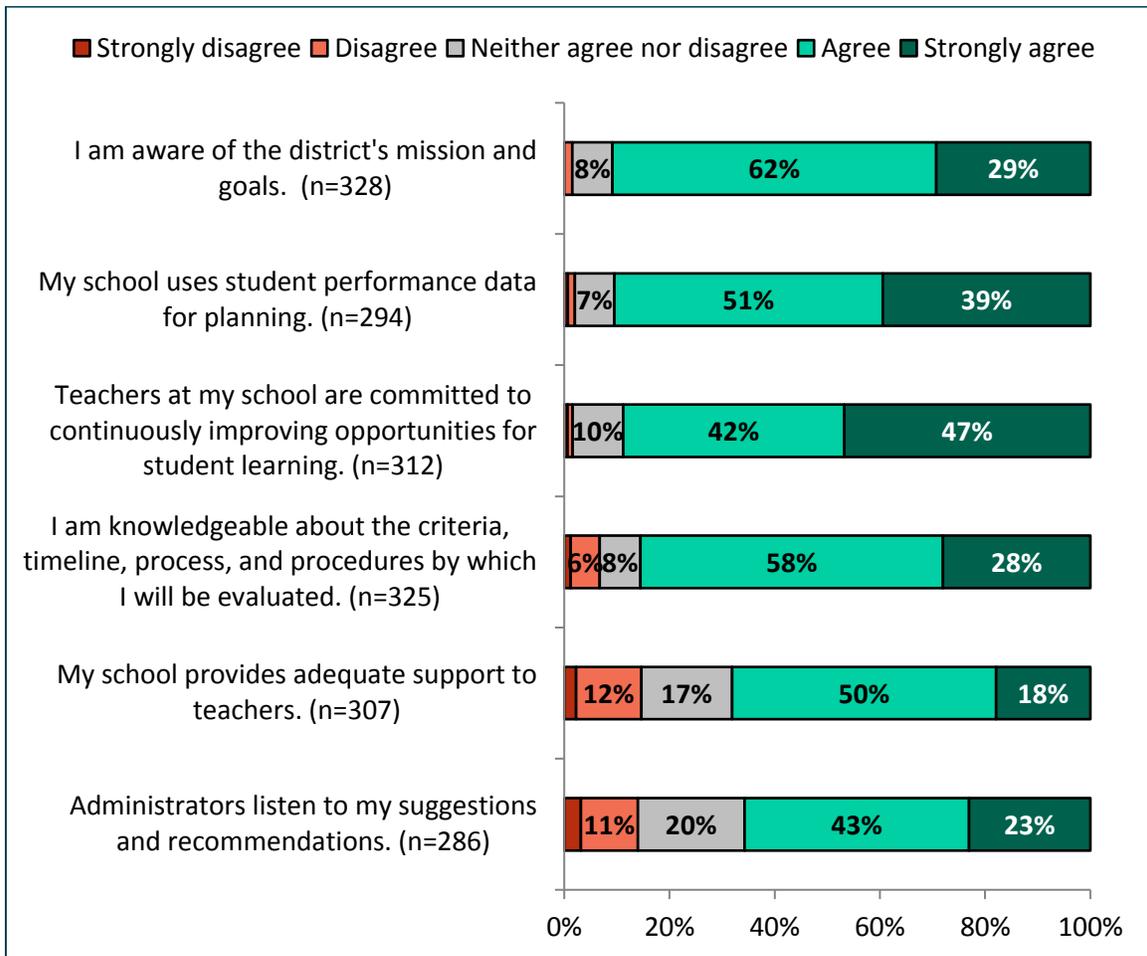


Figure 3.13: Quality of Student Support

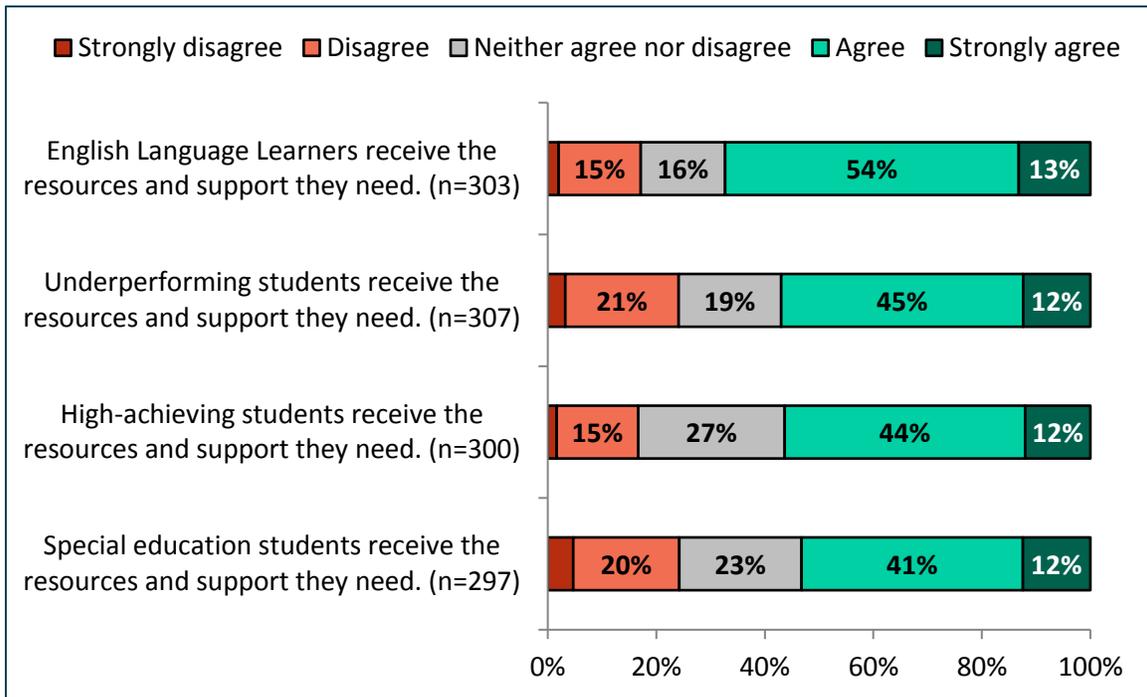
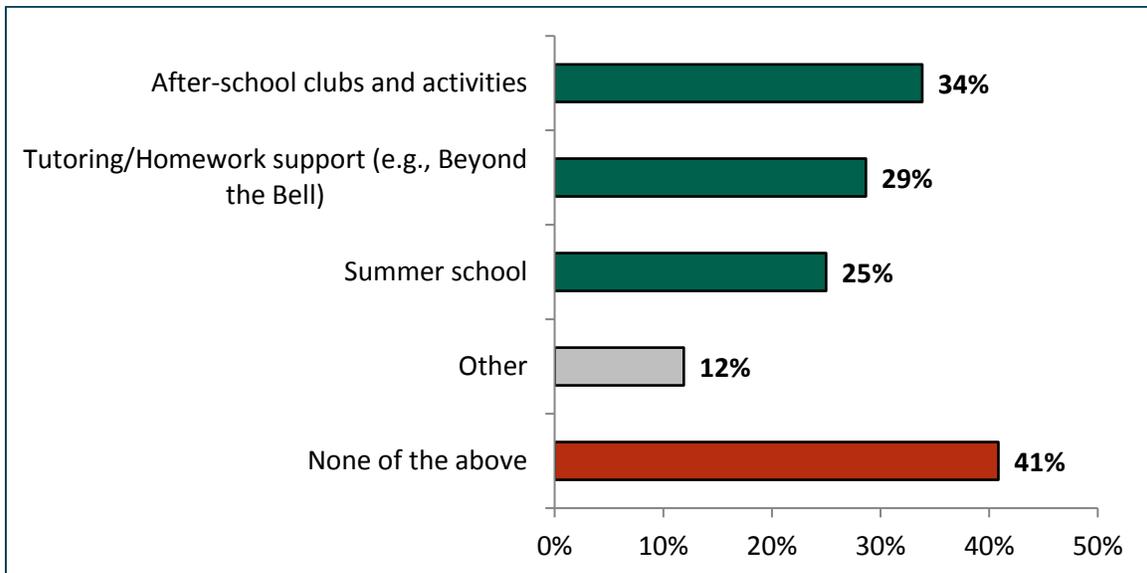


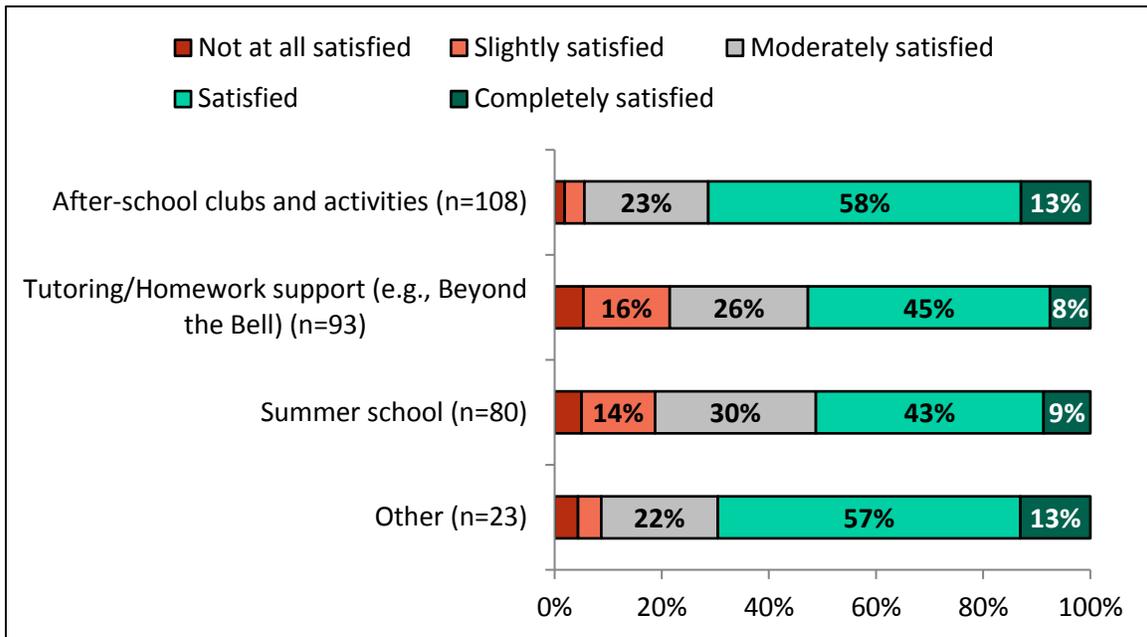
Figure 3.14: Out-of-School Program Facilitation/Participation



n=328

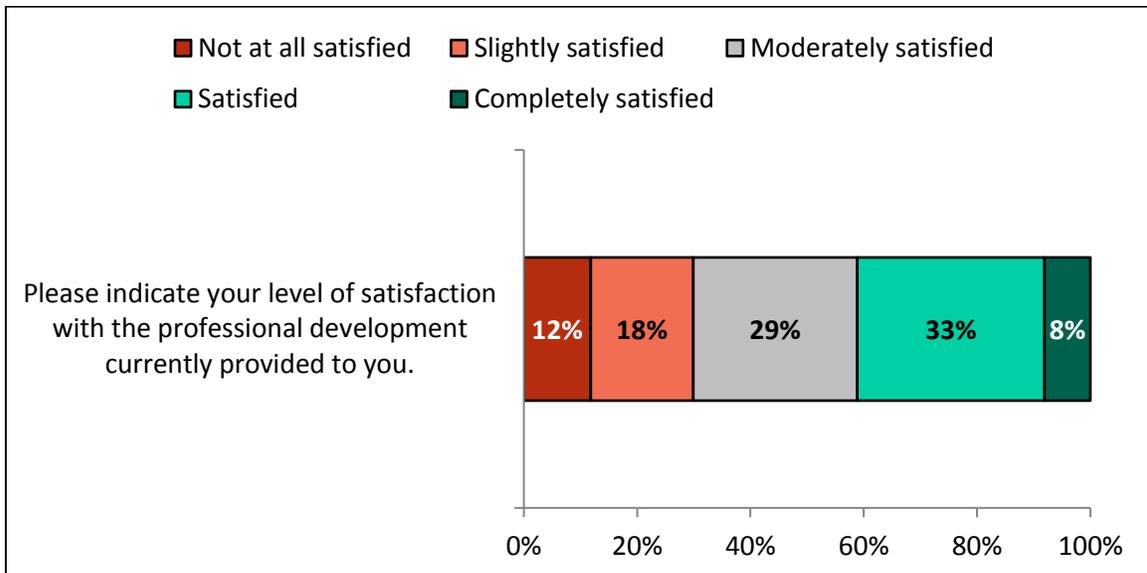
Note: Respondents could select more than one option; therefore, totals exceed 100%.

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=321

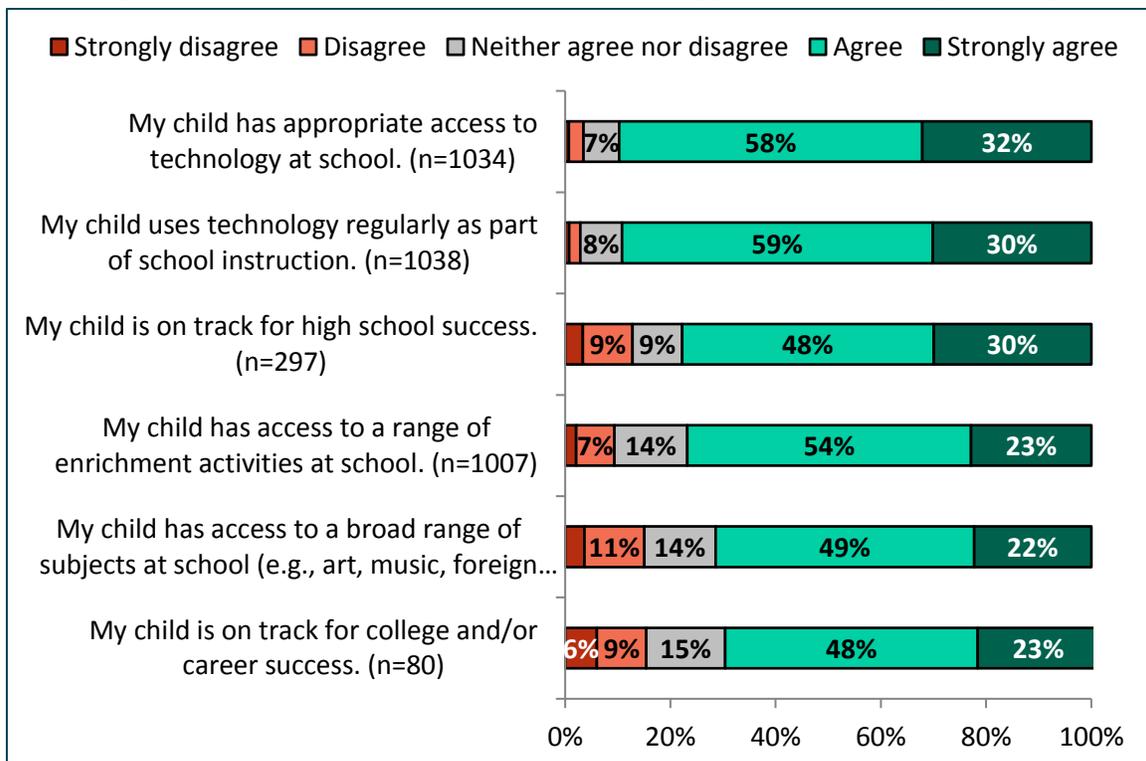
SECTION IV: 21ST CENTURY SKILLS AND COLLEGE AND CAREER READINESS

MAIN TAKEAWAYS

- **Parents, students, and staff all report frequent use of technology in schools.** For example, 89 percent of parent respondents indicate their child uses technology regularly as part of school instruction, and almost all students (98%) report using technology at school at least a few times per week. Over 90 percent of staff report that students have access to technology at school (95%) and that they regularly use technology in their classroom instruction (91%) (Figure 4.1, Figure 4.2, and Figure 4.5).
 - The percentage of student respondents who report using technology at school more than once a day has decreased somewhat since 2017, from 57 percent to 51 percent (Figure 4.3).
- **Nearly all student respondents indicate their school provides activities in music, art, or other languages.** Furthermore, 89 percent of Grade 8 students report that they feel on track for success in high school (Figure 4.4).

PARENT RESULTS

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.

STUDENT RESULTS

Figure 4.2: Use of Technology

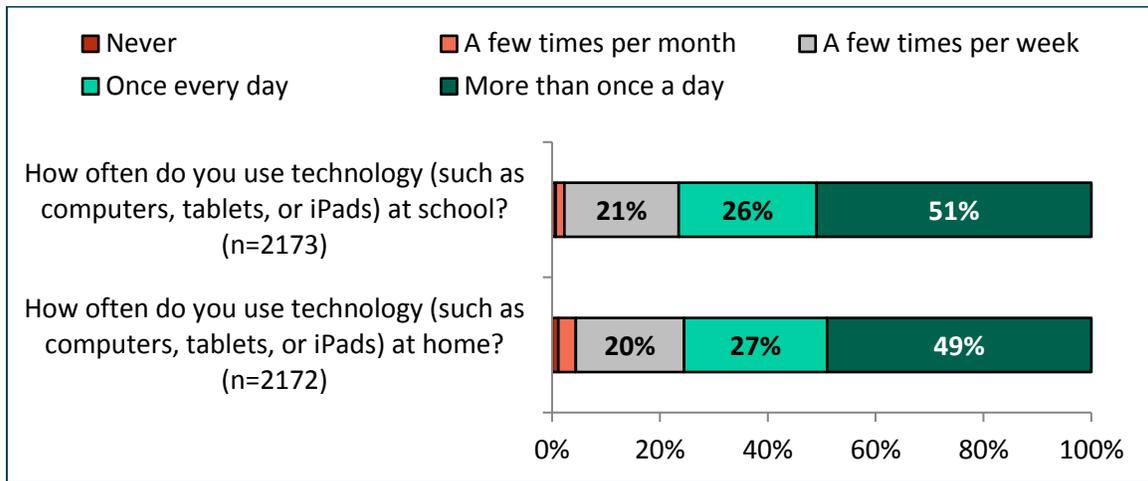
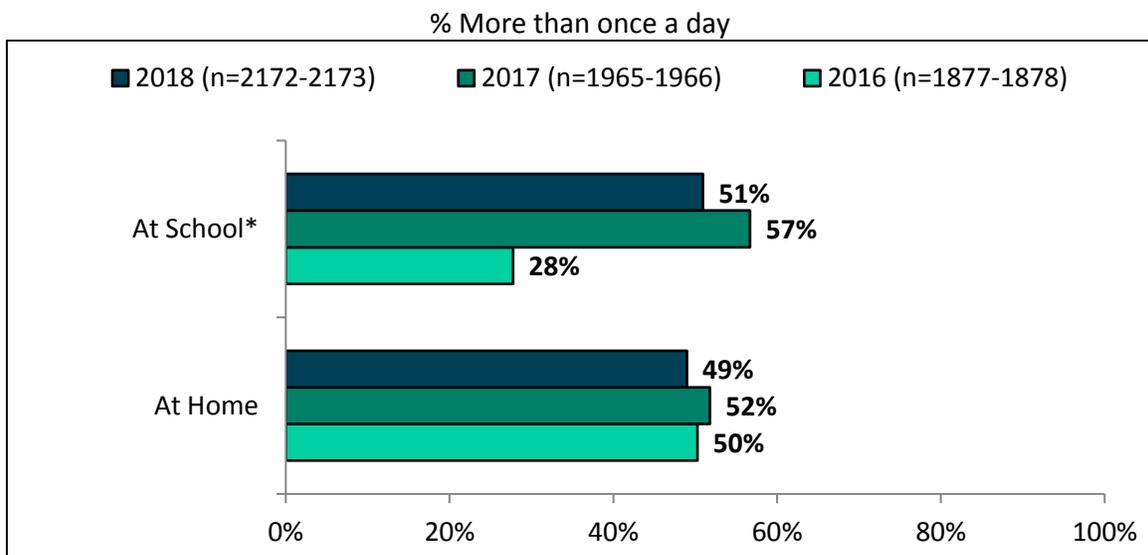
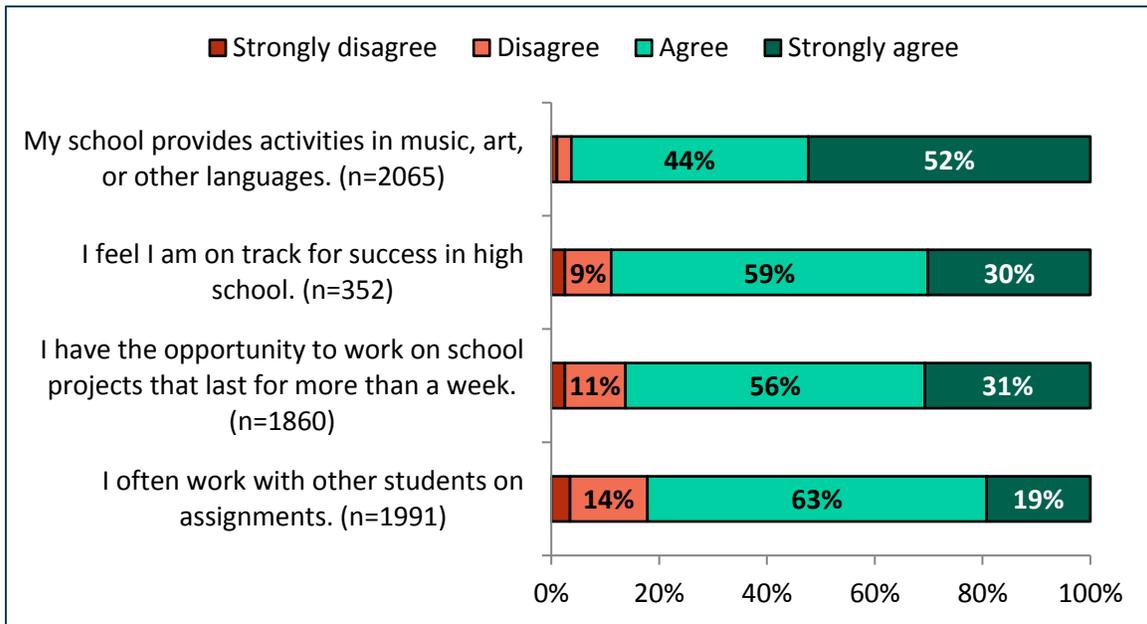


Figure 4.3: Use of Technology at School (By Year)



Note: An asterisk (*) indicates at least one statistically significant different between respondent groups.

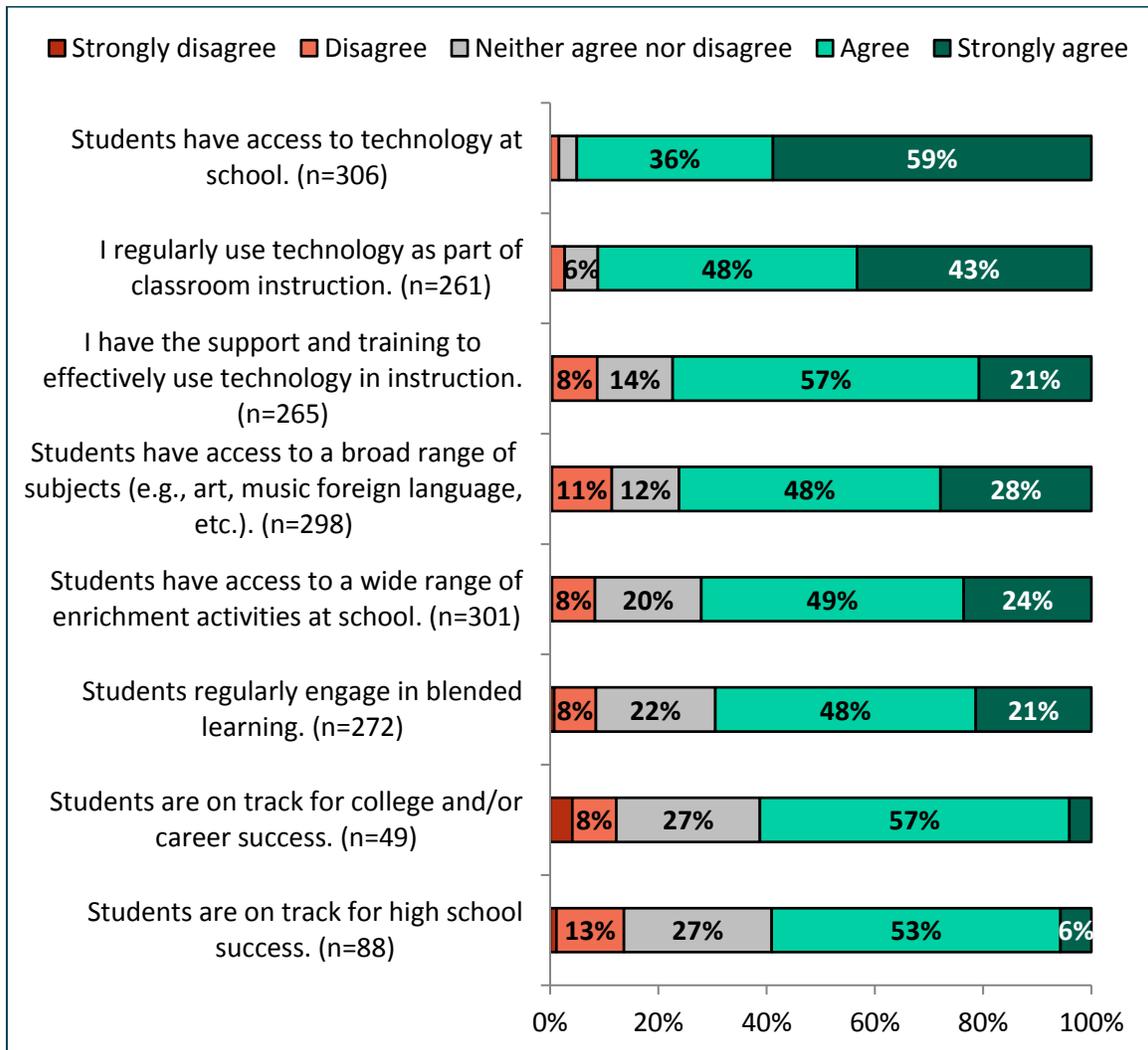
Figure 4.4: 21st Century Learning



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

STAFF RESULTS

Figure 4.5: 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.

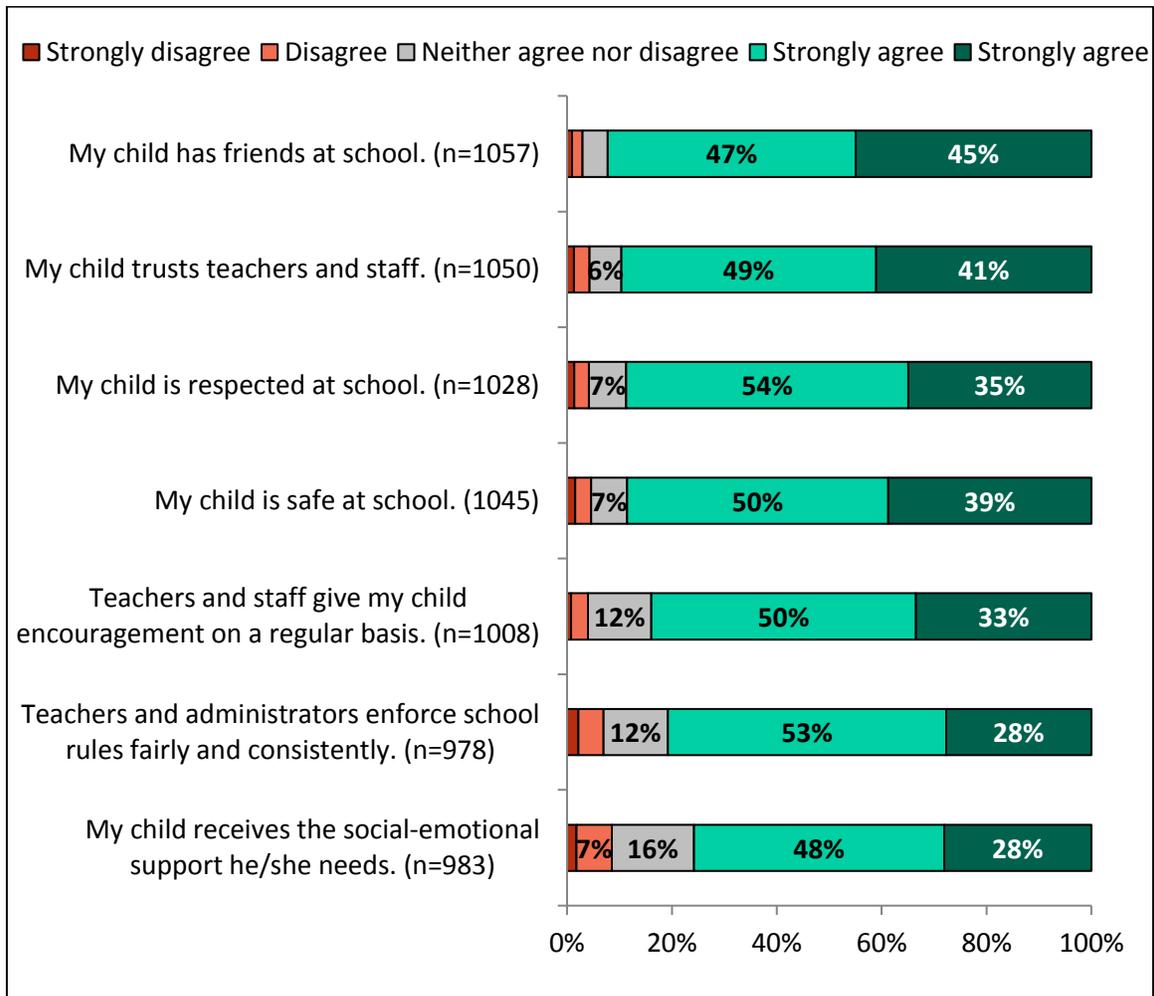
SECTION V: SCHOOL ENVIRONMENT

MAIN TAKEAWAYS

- **Parent and student respondents generally have a positive perception of their/their child's school environment.** Roughly 90 percent of parent respondents agree that their child trusts teachers and staff, is safe at school, has friends at school, and is respected at school. Similar percentages of student respondents agree that they trust their teachers, feel safe at school, have friends at school, are encouraged by teachers on a regular basis, understand the rules at school, and trust their principal (Figures 5.1, Figure 5.2).
- **Nearly 20 percent of staff respondents do not believe that students receive the social-emotional support they need.** Similarly, more than a third of staff respondents do not believe that teachers, administrators, and other staff enforce school rules fairly and consistently. By contrast, more than 90 percent of staff respondents believe that teachers and staff encourage students on a regular basis (Figure 5.3).

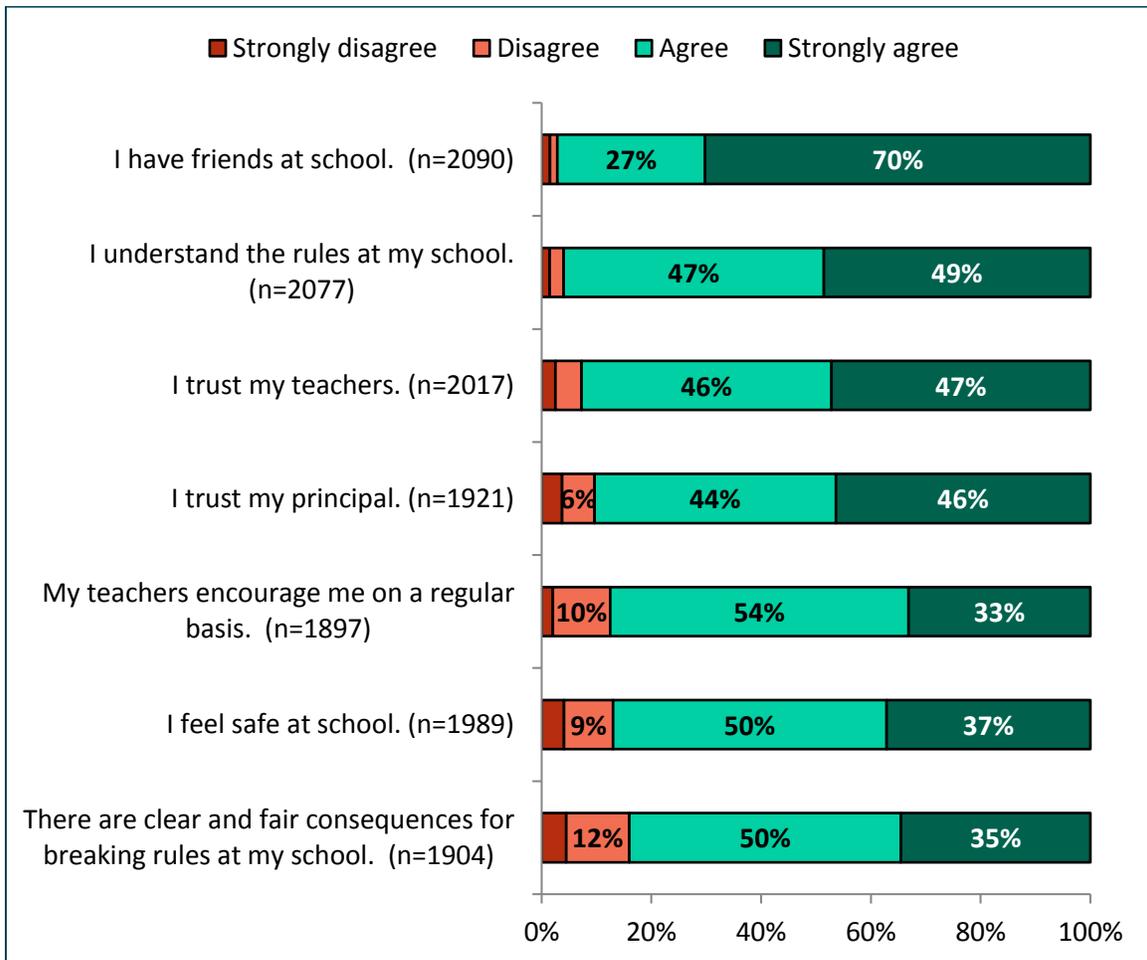
PARENT RESULTSS

Figure 5.1: Child's School Environment



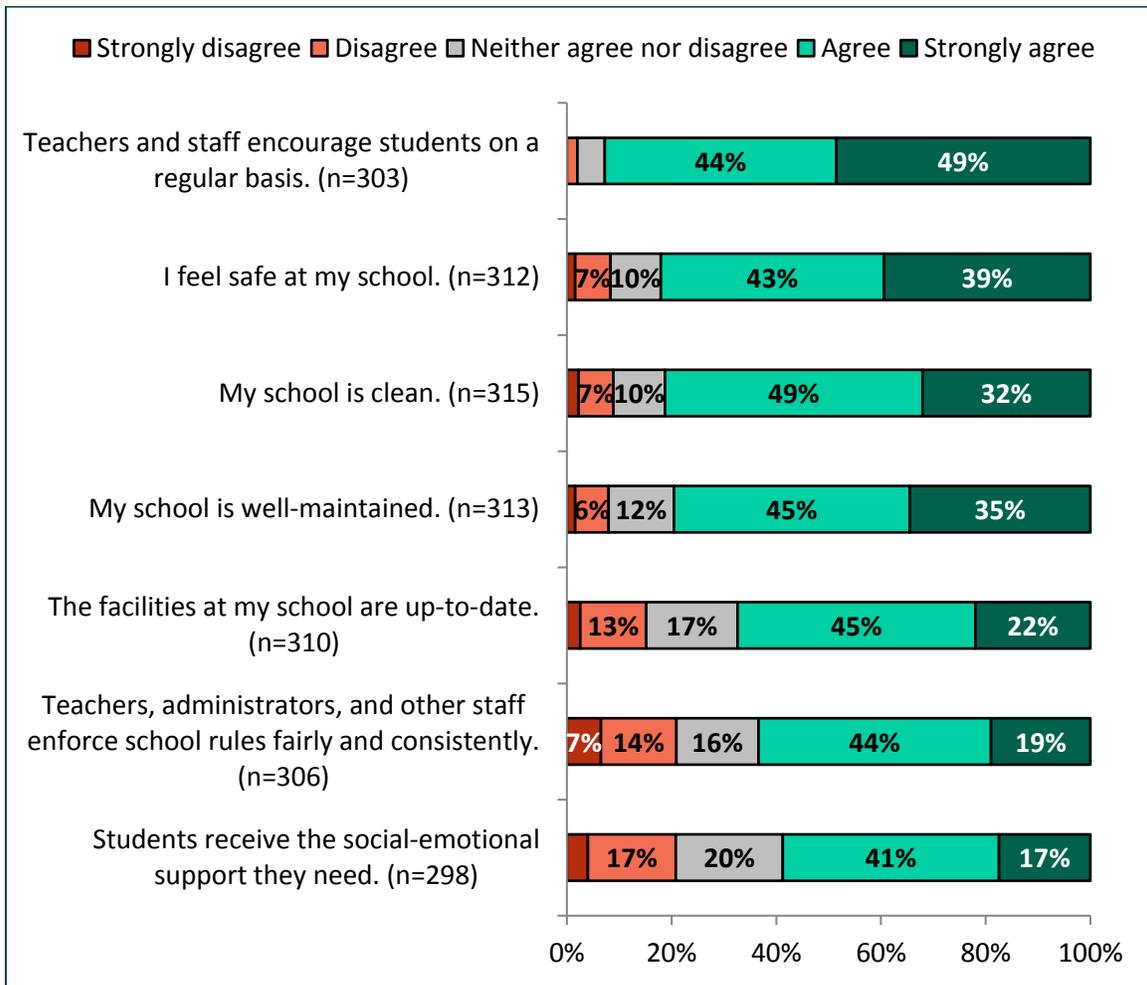
STUDENT RESULTSS

Figure 5.2: School Environment and Safety



STAFF RESULTS

Figure 5.3: School Environment



SECTION VI: SCHOOL ENGAGEMENT

MAIN TAKEAWAYS

- **Nearly 90 percent of parent respondents indicate that their child's school encourages parental involvement and that they feel comfortable participating in school activities.** By contrast, just over half of respondents indicate that Community Engagement Facilitators have reached out to them or encouraged them to participate in school activities (Figure 6.1).
- **Nearly all parents are at least moderately satisfied with parent events and school organizations (90%).** Back to school night is the most commonly attended event among parents, as about three-quarters of parent respondents have participated in the event. Around 40 percent of parents have participated in the PTA, and just over a third have attended Principal's Tea or Coffee (Figure 6.2 and Figure 6.3).
- **Both parents and staff indicate that providing parents with more information on how to support students at home is the best way to increase parental involvement in schools.** More convenient times for participation, more information on involvement opportunities, and more communication between the school and parents are other recommended ways to encourage parental involvement (Figure 6.4 and Figure 6.9).
- **Nearly half of parent respondents indicate they receive the information they need from their child's school without any obstacles.** However, nearly a quarter of parents indicate that the information they need is mixed with information that is irrelevant to them (Figure 6.7).
- **Eighty percent of staff respondents agree that school and community engagement facilitators are effective in encouraging parent/guardian involvement at their school.** A similar percentage of staff respondents believe parents/guardians support student learning. However, although staff report satisfaction with parent engagement, their responses are not as positive regarding staff engagement. Specifically, only around half of staff feel they have a say in decision-making at their school (54%), and only a quarter of respondents believe they have a say in the decision-making process at the district level (Figure 6.8).

PARENT RESULTS

Figure 6.1: Involvement in Child’s School

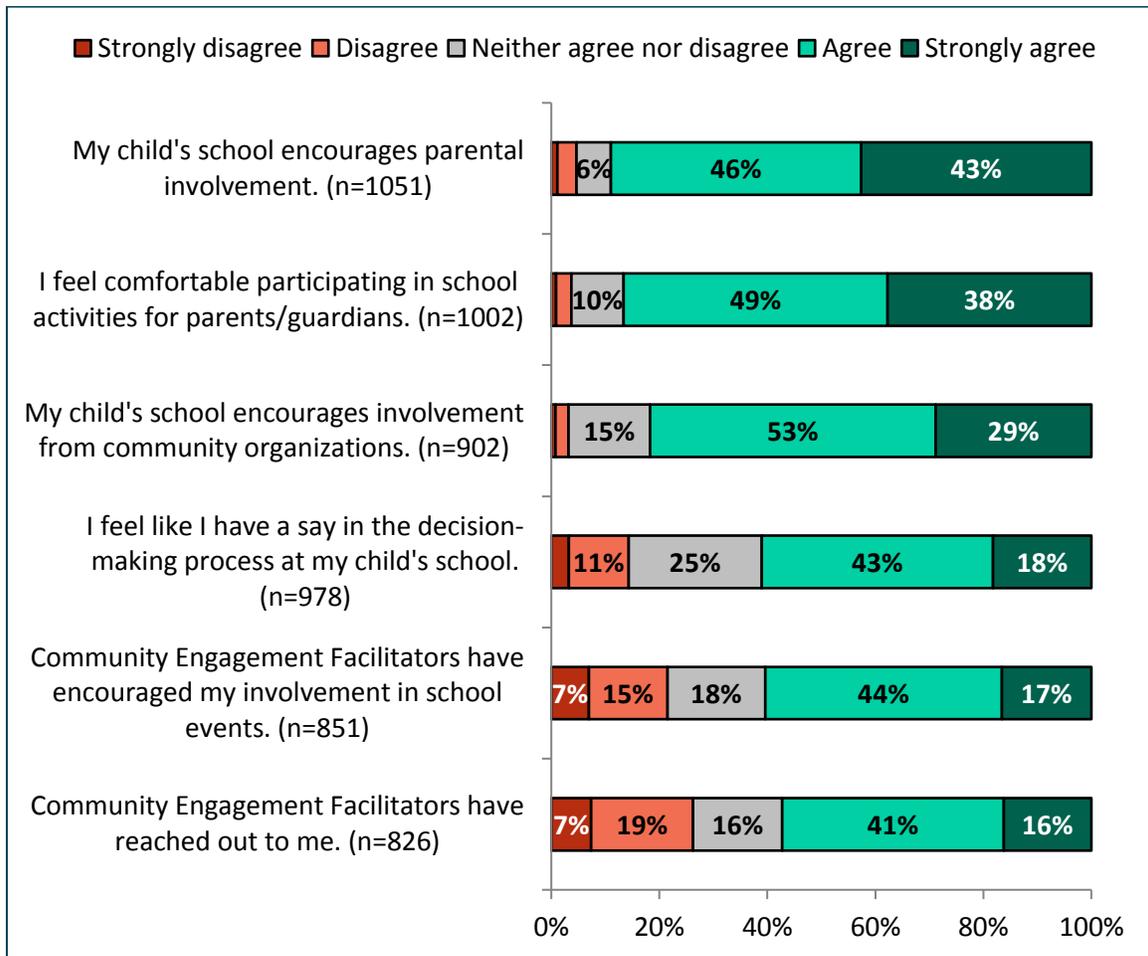
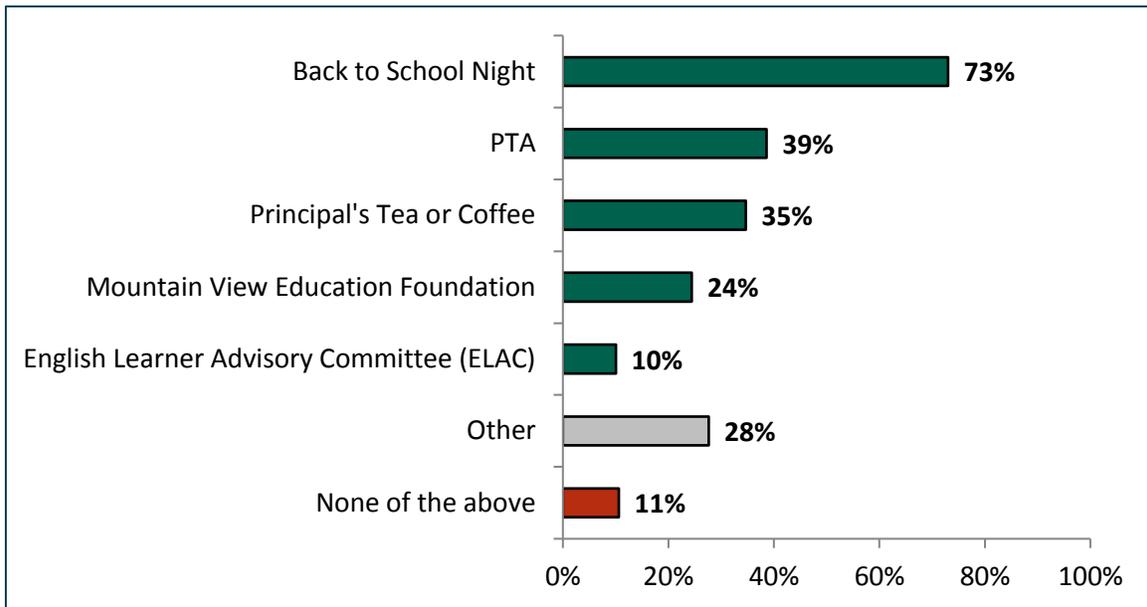


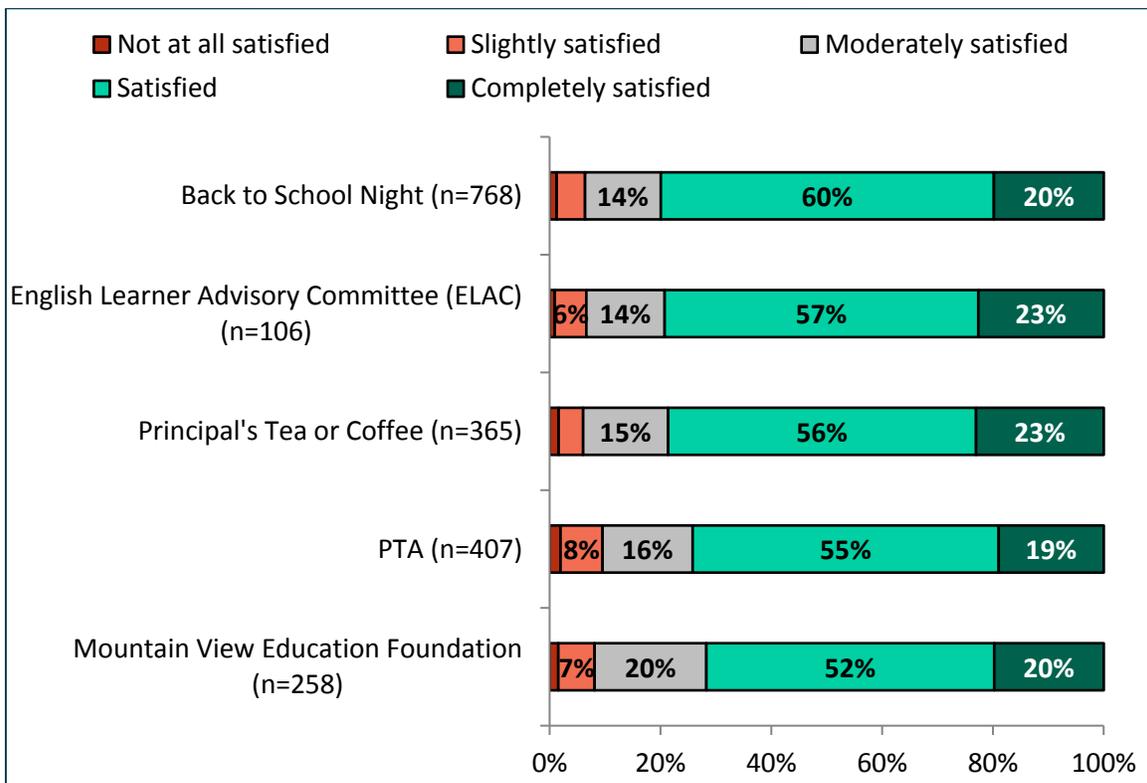
Figure 6.2: Parent Participation in Events/Organizations



n=1056

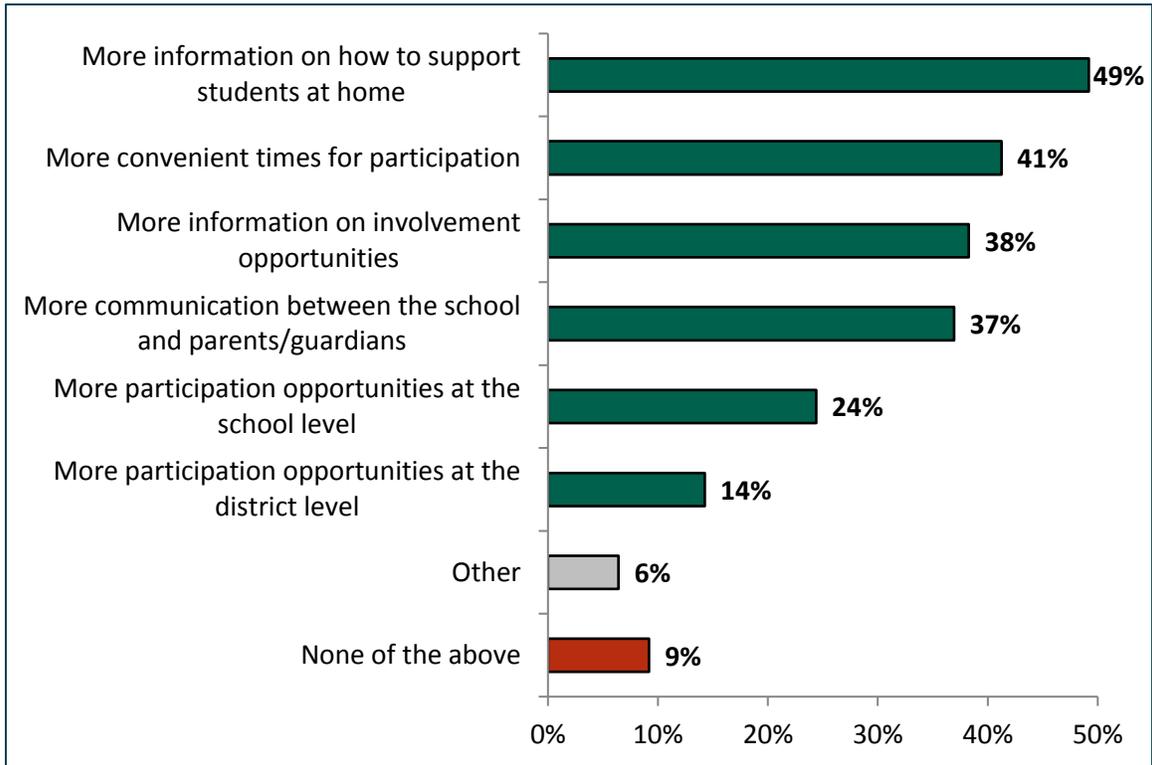
Note: Respondents could select more than one option; therefore, totals exceed 100%.

Figure 6.3: Satisfaction with Parent Events/Organizations



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

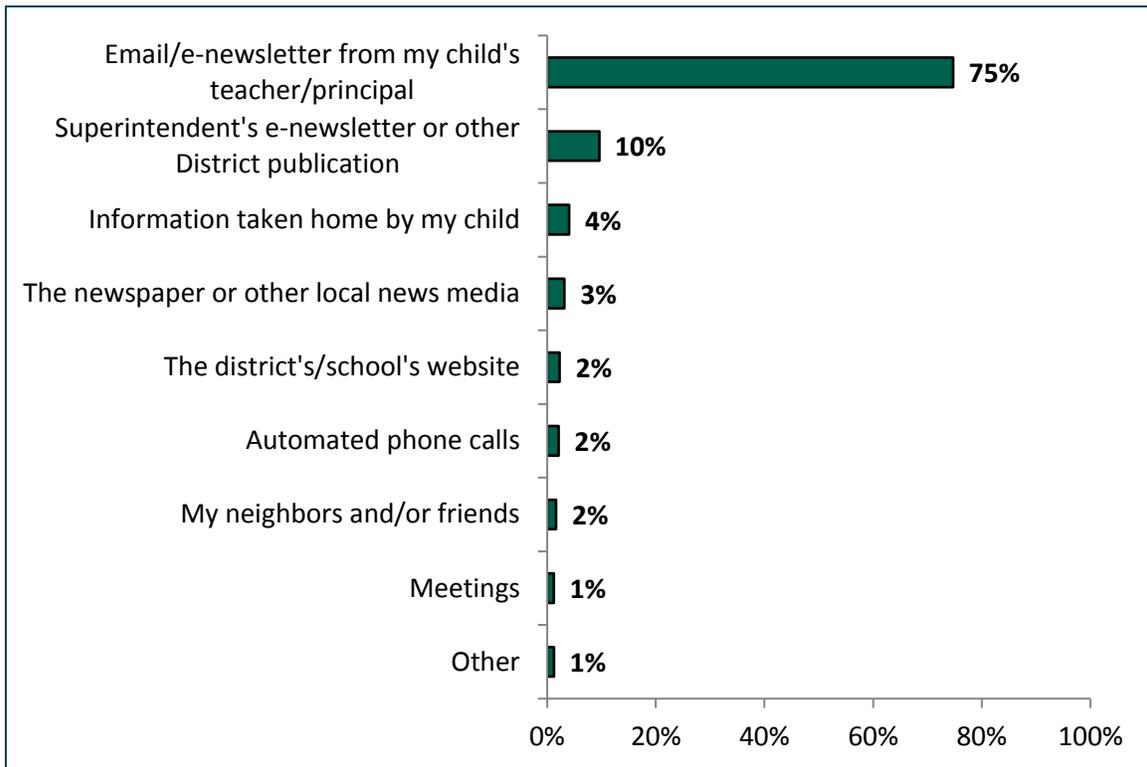
Figure 6.4: How to Encourage More Parent Involvement



n=1045

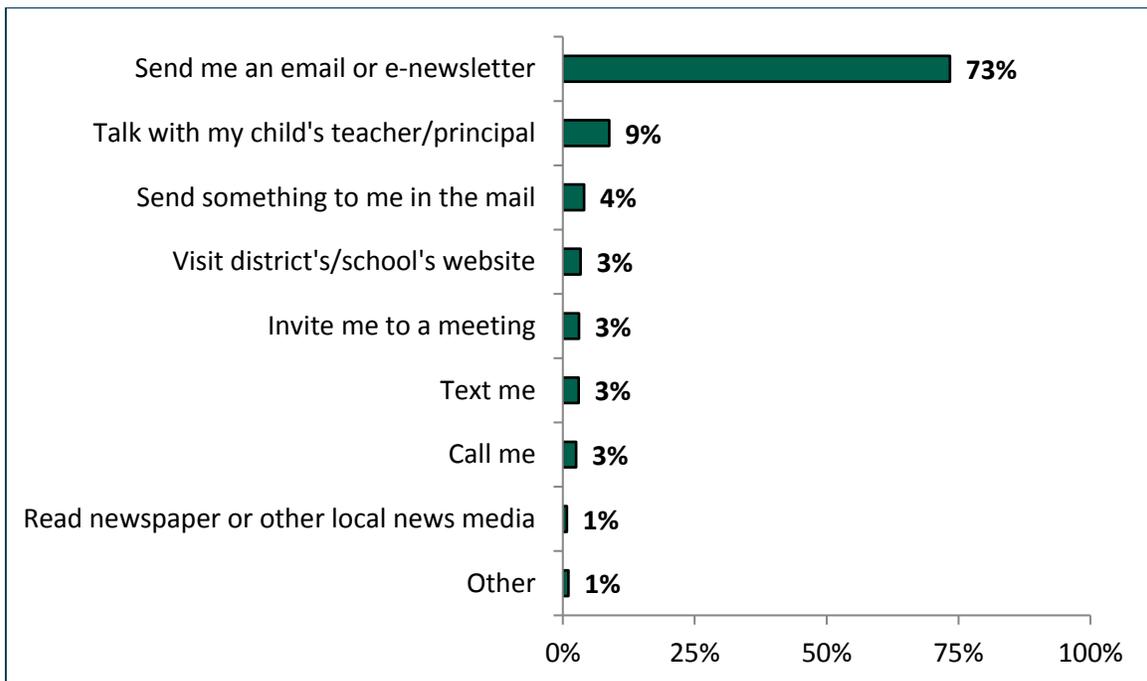
Note: Respondents could select more than one option; therefore, totals exceed 100%.

Figure 6.5: Current Means of Receiving School Information



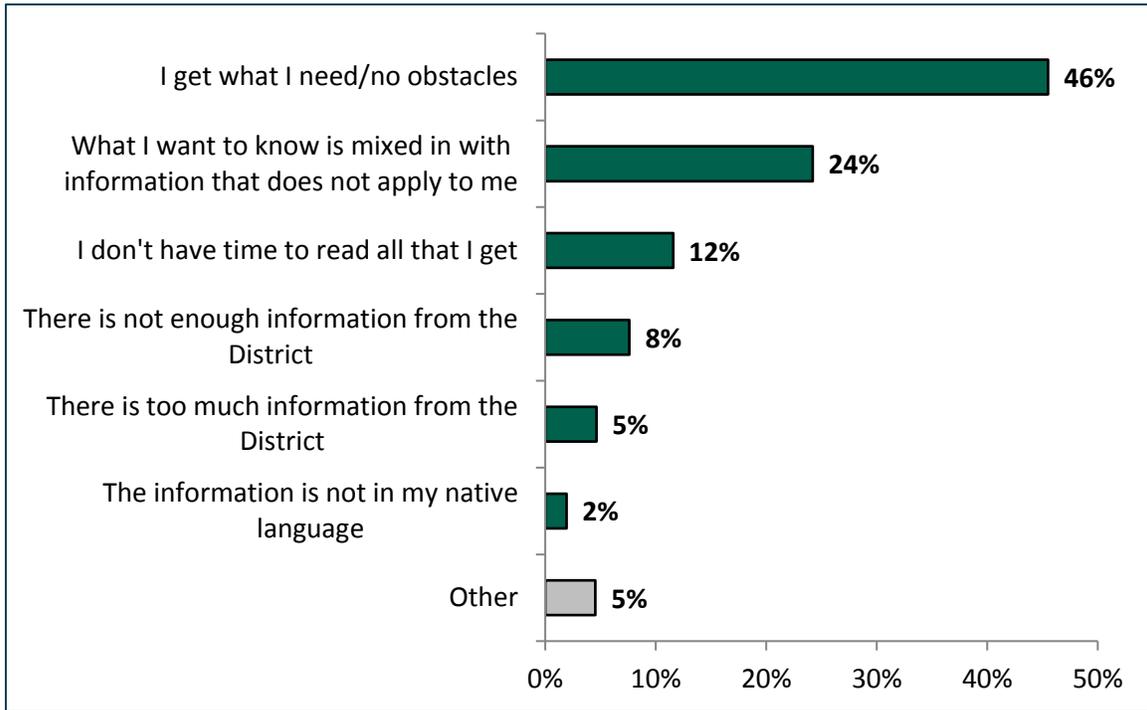
n=1044

Figure 6.6: Preferred Method of School Communication



n=1037

Figure 6.7: Biggest Obstacles to Receiving Information



n=1037

STAFF RESULTS

Figure 6.8: Staff Engagement

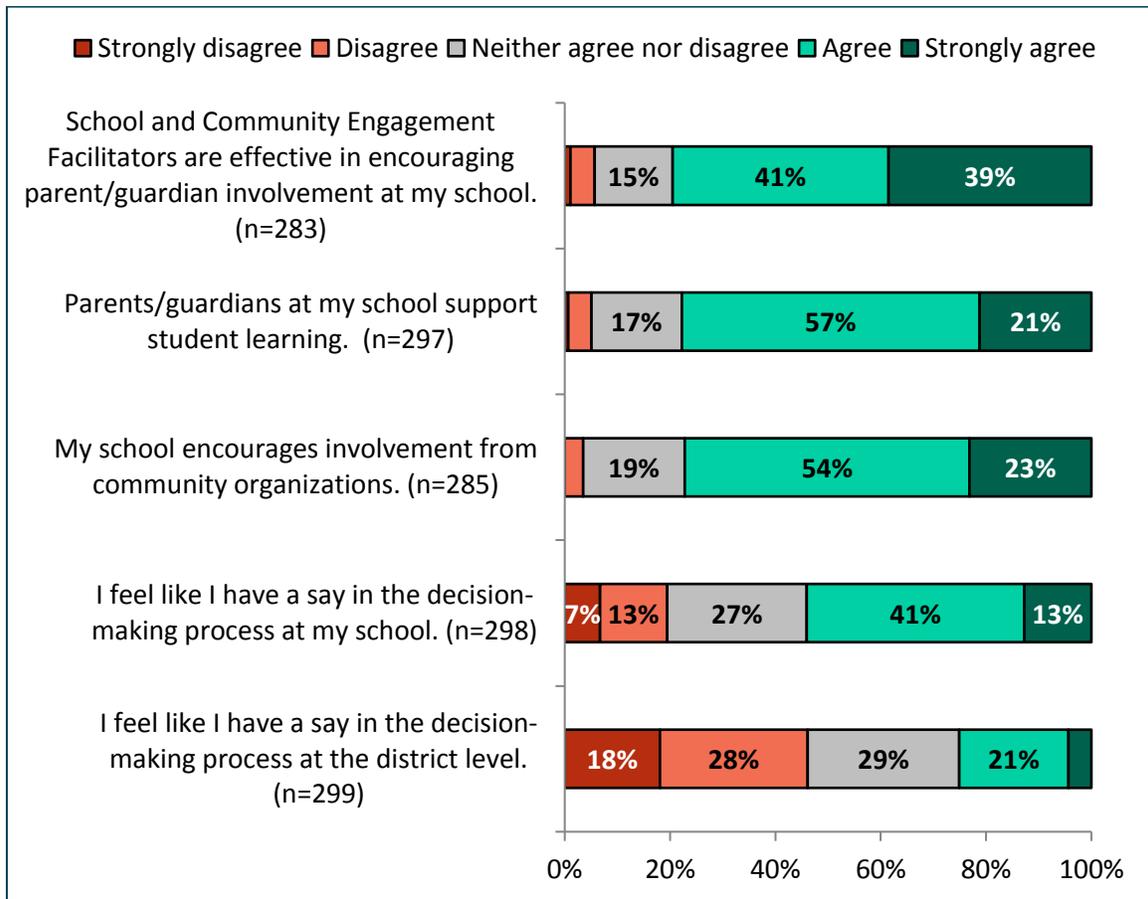
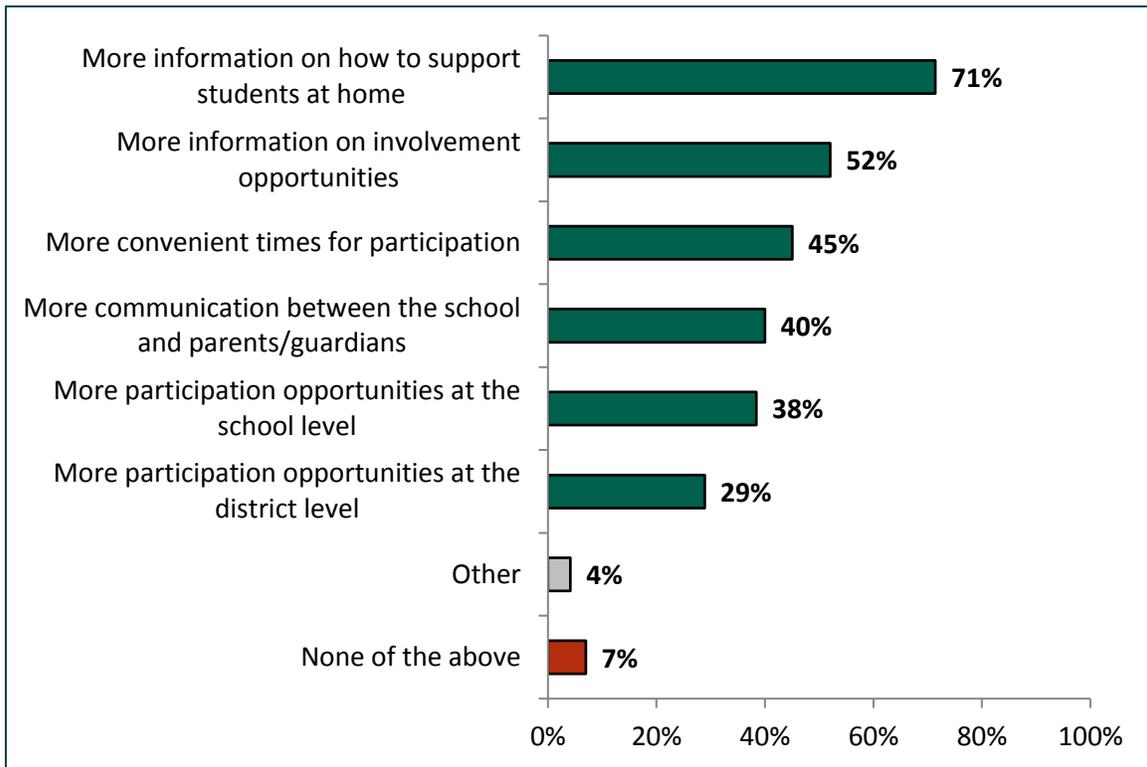


Figure 6.9: How to Encourage Increased Parent Involvement



n=315

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

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