

270 STRATEGIES ANALYSIS FOR

OPPORTUNITY 180

CLARK COUNTY PARENT SURVEY

OVERVIEW

270 Strategies partnered with Opportunity 180 to survey Clark County, NV parents with school-age (grades K-12 and college) children to better understand parental attitudes towards the school system. We targeted only parents who have at least one child currently attending a Clark County School District (CCSD) public institution. Our questions were tailored to collect information along the parameters of how familiar parents were with the CCSD system, as well as their general attitudes towards their child's school and specifically where improvements were needed.

The surveys were conducted via landline phone, cellular phone, and web panel beginning on September, 29th and concluding on October 21st, 2016. In total, 656 surveys were fully completed.

Key Findings:

- When evaluating school performances more generally, parents showed satisfaction as most scored their child's school as an "A" or "B." Moreover parents were far more likely to say only 'minor' improvements were needed or that schools were "okay as is" than to say that "major" improvements were necessary or a "complete overhaul" needed. However, when asked to what degree specific aspects of the scholastic experience needed to be improved (quality of teaching, overcrowding, safety, and discipline etc.) parents were much more likely to say "major" improvements were necessary.
- Areas marked as "priority zip codes" due to underperforming schools were the most likely to claim that major improvements were necessary to reduce overcrowding in schools, improve the quality of teaching, improve the safety and discipline of students, and better promote community engagement, compared to other zip codes with higher performing schools. Parents in priority zip code areas were also by far the most likely to agree with the statement that they would send their children to other schools in the area if given the option.
- More educated parents, especially those with a 4-year college degree or higher, were likely to claim that "major" improvements were necessary in the areas of overcrowding and teaching quality than less educated parents. Moreover, parents with some degree of higher education (2-year higher education or more) were also far more likely to send their children to other schools if the option to attend alternative institutions were presented to them than parents with just a high school diploma/GED or below.
- Parents were largely open to allowing their children to attend other schools in their area if the option arose. Parents who had higher education credentials or lived in low performing school zip codes were especially likely to be open to allowing their kids to attend alternative schools.

SURVEY QUESTION REVIEW

Parents positive about school system generally

Parents of Clark County are concerned with the scholastic success of their child. As such, we aimed to help survey respondents think through what that success looks like and if the school system, as it stands, is helping to put their children in the best position possible.

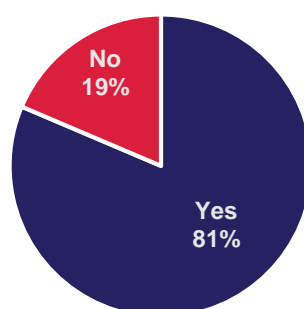
Q1: Do you have school age children?

The first question, in both phone and web surveys, asked all parents if they had children in the household who were of school-age as a clearance bar to participate in the survey.

Q2: Based on where you live, do you know which neighborhood public school your child would be attending if not at their current school?

The second question we rose concerned parental knowledge of the school system. We asked if parent's knew what school's their children would attend, alternatively, if they were not enrolled in their current institution. 81% of parents knew where their kids would attend school besides their current one, signaling that most parents have familiarity with the CCDS and its jurisdiction.

Q2: Know child's alternative school

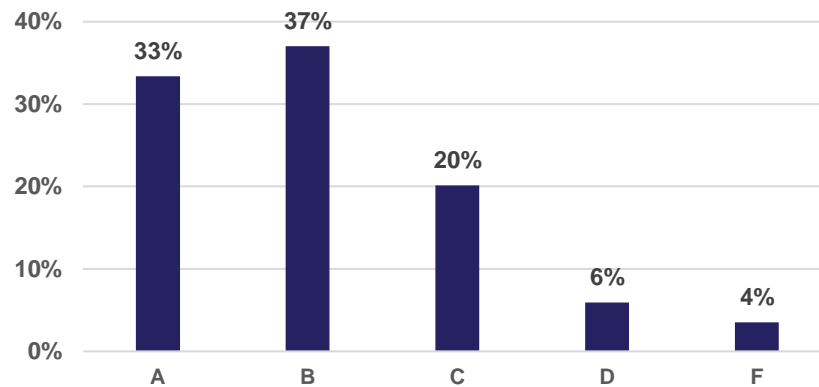


Q3: Based on your student's experience, how would you grade your current school? Would you grade it an "A," a "B," a "C," a "D" or an "F"? (A being 'performing great' and F being 'not performing well').

Our survey contained an array of questions that evaluated parental attitudes towards the performance of schools and what students need to be a success in the classroom. After asking parents to grade their child's school, we found relative

satisfaction with the state of the system. 70% of parents stated that their schools were deserving of either an “A” or “B” grade – or an outstanding to good performance. Only 4% of respondents stated that their child’s school should receive the failing mark of an “F.” When asked to assess their child’s school on a more general level, parents were very sympathetic with the system.

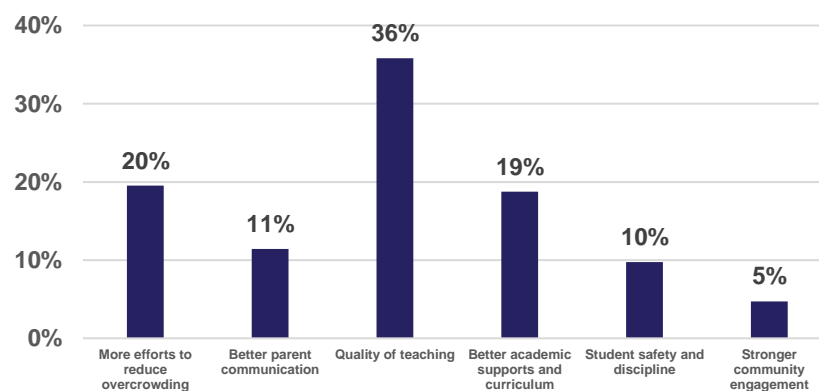
Q3: Grade your child's school



Q4: Based on the grade you've given, what matters most for your Students to be successful in their education?

In a follow-up question, we asked parents what they felt was most important for their child to excel as a student. With a 36% plurality, parents responded that quality teaching from their instructors was most fundamental to student success. Another 20% of parents stated that more efforts to reduce overcrowding was essential to a better scholastic experience for children, while 19% said that academic supports and curriculum would help children better excel.

Q4: Matters most for student success

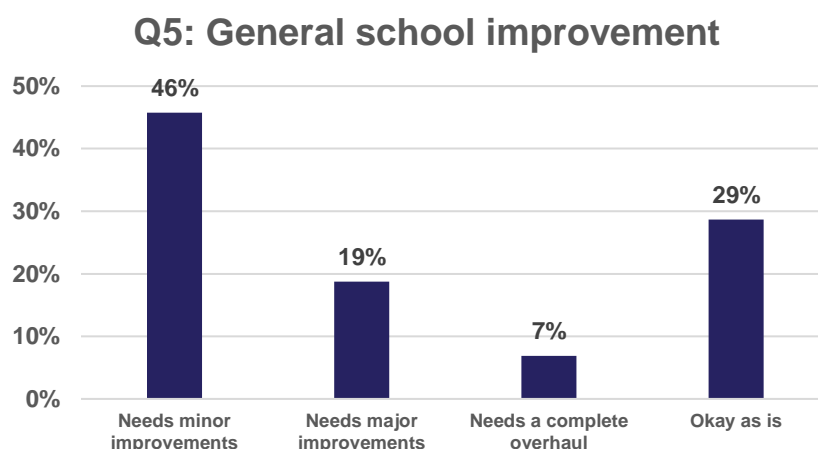


School system specifics brings out cynicism among parents

Q5: Do you think your current school is okay as it is or needs improvements?

Question 5, and the proceeding series of question afterwards, were important in framing the dichotomy between how parent's view their child's schools generally, and how they view specific aspects of the school system. When asked to point to less ambiguous parts of the school system, parents showed far more willingness to criticize the system and air their reservations about how the schools were performing.

First, we asked a general question about to what degree do schools need to improve. Only 25% said that the schools need either "major" improvements or a "complete overhauled" compared to 46% who said only minor changes were needed. Combined, the more sweeping improvement response options were slightly less than the status quo "okay as is" response, which garnered 29% of all responses.

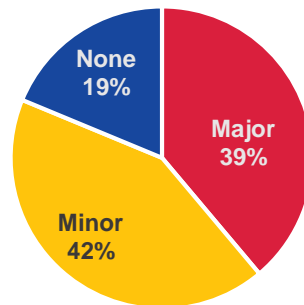


Though previous parent responses seem to present CCDS in a positive light, this is not the whole story, as parents were far more likely to critique CCDS when asked to evaluate specifics about the system. Questions 6 acted as a frame question for questions 7 through 12. It was here that we asked respondents to rate specific aspects of the school system as needing **“major,” “minor,” or no changes at all. This is where we noticed a staunch break in previously observed trends, as parents were far more likely to claim that their child’s schools need greater improvement.**

Q7: Efforts to reduce the overcrowding in schools

Question 7 asked parents how much improvement was needed for the overcrowding problems at their child's schools. 39% of respondents stated that overcrowding needed "major" improvements demonstrating a greater dissatisfaction with this specific issue than people's general impressions of schools. Just 19% said no improvements were needed, a steep drop from the 29% who stated that the school system was okay as it exists currently.

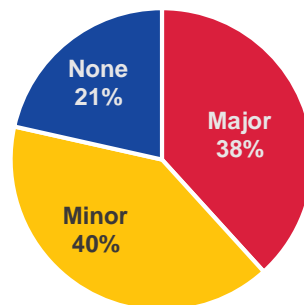
Q7: Overcrowding



Q8: Parent communications

Similarly, parent communication was found to be an issue among parents. Their attitudes about it were similar to that of overcrowding, as 38% of them saw it as a problem needing major improvements and only 21% saying no improvements needed at all.

Q8: Parent Communication

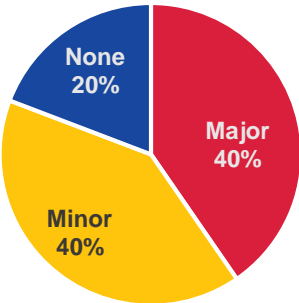


Q9: Quality of teaching

Quality of teaching was selected the most popular response option by parents when asked what students needed the most in order to flourish in the classroom as parents clearly place a high premium on great instructors for their children. With this context, we found that just as many (40%) of respondents stated that the quality of teaching

needed “major” improvements as those who said it only needed “minor” improvements. Strikingly, only 20% stated it needed no changes. This response was one of only two in which the major improvements options had a plurality.

Q9: Quality of teaching



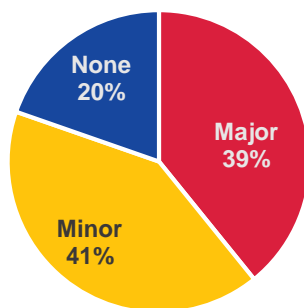
Moreover, we also observed that parents living in areas with low performing school were also more likely to say that quality of teaching was most important for a child’s success in the classroom as well as criticize the quality of teaching in their child’s school and believe that major improvements were needed. If, generally speaking, parents demanded more expansive improvements to the teach quality in their schools, this trend was only accentuated when those same parents lived in areas with the worst performing schools – signaling an urgency on the parent’s parts to reform this aspect of the education system. This point is further elaborated on in the following sections.

The same trend was discovered for parents with higher education credentials. We found that parents who attended 4-year colleges or above were more likely than parents with less than high school, a high school diploma/GED, or 2-year college graduates to feel as if major improvements were needed in terms of quality of teaching. We further elaborate on this point in the following sections.

Q10: Academic supports and curriculum

Just as with quality of teaching, academic supports/curriculum was a top-3 choice parents cited as most important for their child's academic success. Following with the previous pattern, 39% of parents said "major" improvements were needed with this as well.

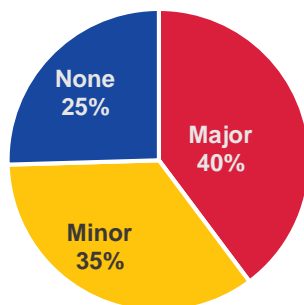
Q10: Academic supports/curriculum



Q11: Student safety and discipline

Along with quality of teaching, student safety and discipline was the only question where major improvements received a plurality of responses. 40% stated that "major" improvements were needed while just 35% of parents stated only "minor" changes were needed and another 25% remarked that nothing needed to change.

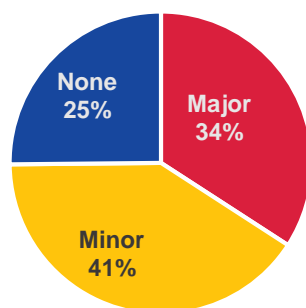
Q11: Student safety and discipline



Q12: Community engagement

Lastly, community engagement managed to have the lowest-amount of responses for major improvements with just 34% of parents saying so.

Q12: Community engagement

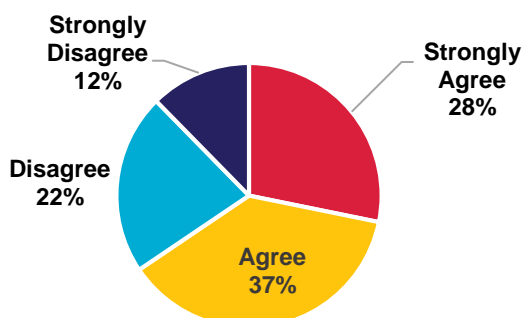


A noticeable change happened in responses when parents were implored as to how they felt about specifics of the school system. While in general they expressed a level of content, parents were far more likely to be critical of the school system when asked about particular aspects such as quality of teaching, safety and discipline, among others.

Q13: If there were other school options in your neighborhood, would you consider sending your student?

And curiously, in question 13, parents expressed an openness to allowing their kids to attend other institutions in the area if the option were presented to them. 65% of respondents agreed or strongly agreed that they would send their kids to other schools if the option arose while just 34% of respondents disagreed with this sentiment in any way.

Q13: Send your child to another school



Questions 15, 16, and 17 were simple demographic questions as follows:

Q15: What is the last grade of school or level of education you completed? – total responses 656

q15	1	Parents Education	Below High School/High School grad/GED	280	43%
q15	2	Parents Education	2-Year College	176	27%
q15	3	Parents Education	4-Year College and above	200	30%

Q16: Do you or any member of your household work in education including teachers, administrators, program coordinators or other education officials? – total responses 656

q16	1	Relation to educator	Yes, me	83	13%
q16	2	Relation to educator	Yes, household member	82	13%
q16	3	Relation to educator	Yes, me and household member	57	9%
q16	4	Relation to educator	No	434	66%

Q17: What grade(s) is/are your child/children in this year?¹ – total responses: 646

Qualtrics (Web Panel Survey):

q17	1	Child's school level	Elementary	293	59%
q17	2	Child's school level	Middle	166	33%
q17	3	Child's school level	High	209	42%
q17	4	Child's school level	College	15	3%

Wildfire (Landline and Cell Phone Survey):

q17	1	Child's school level	Elementary	66	43%
q17	2	Child's school level	Middle	25	16%
q17	3	Child's school level	High	49	32%
q17	4	Child's school level	College	11	7%

¹ Qualtrics web panel allowed parents to list the grades of all their children while Wildfire telephone calls only allowed for one child to be listed. In total 10 survey respondents chose not to disclose their children's grade levels to Wildfire and Qualtrics.

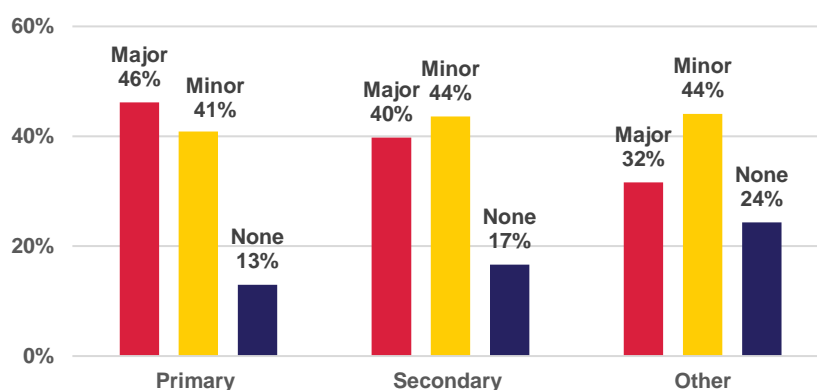
Survey Overview: Crosstabs

Zip codes

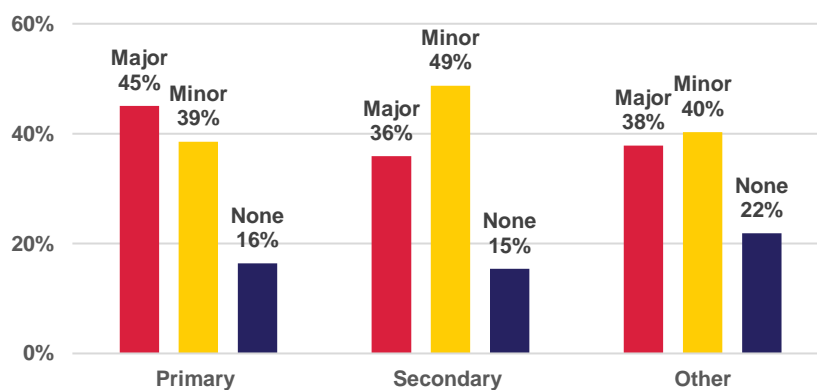
270 Strategies surveyed parents with school-aged children and tracked responses along key demographic features. Several zip codes in Clark County are home to underperforming schools in which Opportunity 180 should be poised to target with efforts to improve parental attitudes about their child's academic experience. We grouped these zip codes along the following parameters; primary (the worst performing schools), secondary (low performing schools), and others (average performing schools). Lower performing schools may create a feeling of frustration among parents who have no choice but to expose their kids to these underachieving schools simply because of their geographic location.

Similar to general survey respondents, the three zip code groups had more favorable opinions about the school system more generally, and were critical toward the system when faced with inquiries about specificities of the school system. Primary zip codes were far more likely to say that quality of teaching, overcrowding, safety and discipline, and community engagement required “major” improvements.

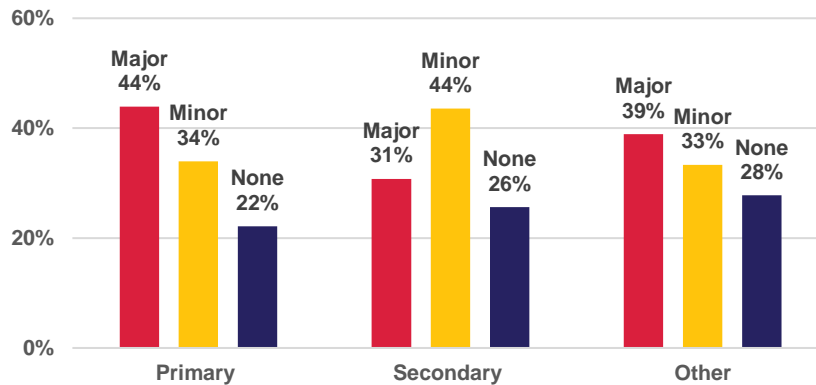
Overcrowding - Zip codes



Quality of teaching - Zip codes

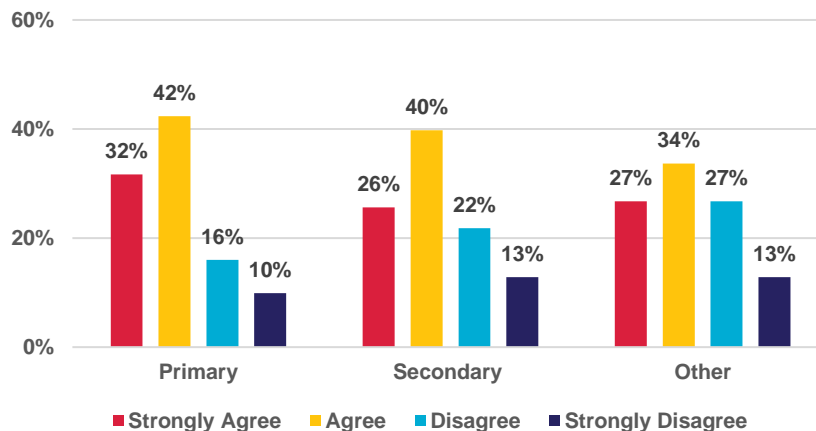


Safety and discipline - Zip codes



If given the chance, parents in low performing zip codes would allow their children to attend other schools in the area. 74% of parents in primary zip codes agreed or strongly agreed with this statement – noticeably higher than the 66% for secondary zip code parents and the 61% of other zip code parents.

Allow children to attend other schools - Zip codes



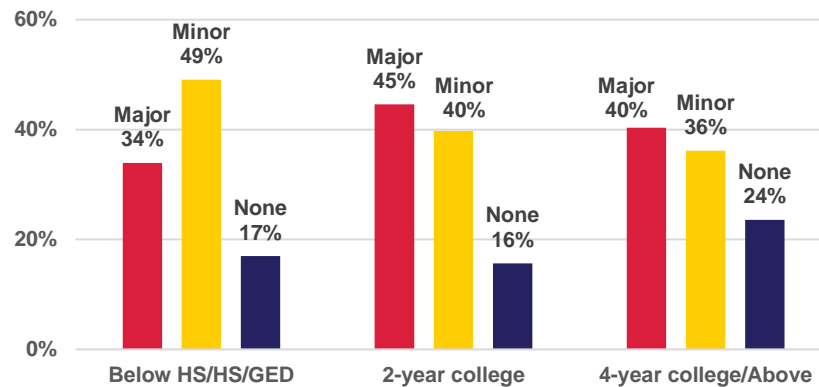
Parents' education

Parents' personal background in education will no doubt inform the way they think and feel about their own child's experiences in the classroom. When polling this demographic group, 270 Strategies divided parents into three distinct categories; did not finish high school/high school diploma/GED, those with a 2-year higher education background, and those with a degree from a 4-year college or above background.

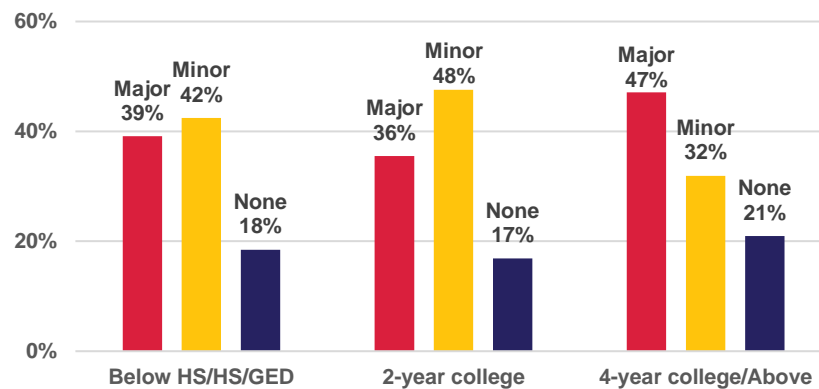
Parents followed the same trends espoused by all general survey respondents – more praise for the school system on a general level but more critical once they get into specifics. Generally speaking, the more educated groups were more critical of the

school system, especially when asked specifics in questions 7 through 12. Below is a snapshot of responses to questions 9 and 11, concerning overcrowding and quality of teaching, respectively, where we observed two particular instances of more educated survey respondents displaying a more critical eye of their school system.

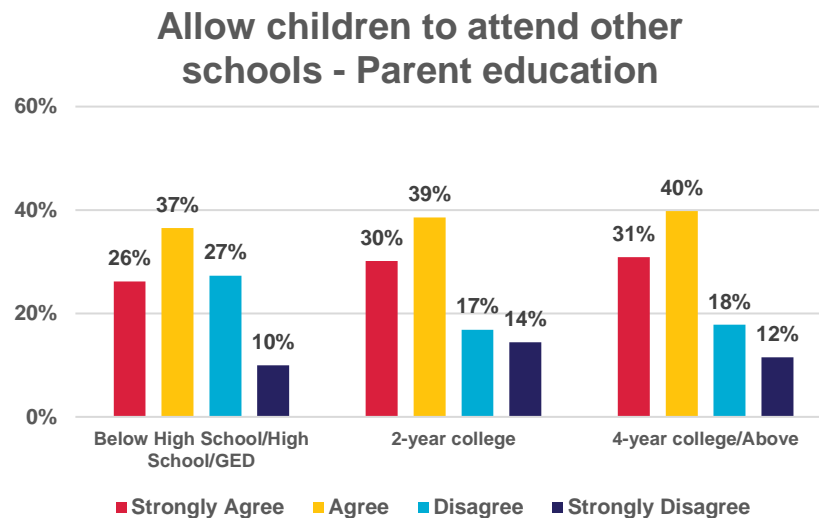
Overcrowding - Parent Edu.



Quality of teaching - Parent Edu.



Finally, parents with higher education credentials were more likely to being open to allowing their kids to attend other schools (question 13) than those with high school degrees or less. Compared to parents with high school educations or less, who either agreed or strongly agreed with question 13 at a rate of 63%, 4-year college educated parents agreed or strongly agreed with the previous sentiment at a rate of 71%.



Survey Overview: Conclusion

In conclusion, we found that parents were far more descriptive of their grievances when asked more tailored questions rather than basic overview questions of the system. Quality of teaching, overcrowding, and school safety and discipline were chief among parental concerns for their children. These three categories taken together signal that parents are especially concerned as to whether or not their children have instructors who are competent enough to help them succeed. And moreover, parents are concerned as to whether or not their children are safe in the schools they attend every day.

Parents visualize a fruitful academic environment for their kids as being a safe space in which students are surrounded by capable teachers that are able to give individualized attention to their students and have deep investment in their child's scholastic outcomes. Opportunity 180 should take these findings and craft a program to create a roadmap to this end.

SURVEY METHODOLOGY

This survey that was conducted via landline phone, cellular phone, and web panel starting on September, 29th 2016 and concluding on October 21st, 2016. Surveys were available in both English and in Spanish to give parents an opportunity to participate in the language they felt most comfortable in. The online panel surveys were also made available via a desktop website as well as a mobile website. Both phone call and web panel surveys were monitored for quality to ensure survey takers were not completing the survey too quickly (surveys taken in less than 1/3 the average time were dropped from the analysis), and lived in zip codes within Clark County, NV.

The table to the right shows how we classified the zip codes throughout the analysis based on the school performance. As we collected surveys we aimed to have representation in all areas while paying close attention to primary tier 1 zip codes which we classified as Lowest Performing based on 2014 school ratings.

Using this tiered classification for zip codes we created a representative sample of likely parents with phone numbers that were used for the phone surveys to ensure that responses were collected in key areas. Where phone contact rates were low, the sample was adjusted to over sample to ensure proper representation. The web panel survey did not use a pre-determined list, but quotas were set for each zip code to ensure we collected survey responses from web panel participants in each of the given zip codes.

Zip Code	Priority in Polling
89030	Primary Tier - Lowest Performing
89032	Primary Tier - Lowest Performing
89106	Primary Tier - Lowest Performing
89107	Primary Tier - Lowest Performing
89110	Primary Tier - Lowest Performing
89115	Primary Tier - Lowest Performing
89101	Primary Tier - Lowest Performing
89169	Primary Tier - Lowest Performing
89014	Second Tier - Middle Performing
89108	Second Tier - Middle Performing
89104	Other Tier - Performing
89119	Other Tier - Performing
89121	Other Tier - Performing
89122	Other Tier - Performing
89156	Other Tier - Performing
89002	Other Tier - Performing
89031	Other Tier - Performing
89081	Other Tier - Performing
89102	Other Tier - Performing
89103	Other Tier - Performing
89120	Other Tier - Performing
89130	Other Tier - Performing
89146	Other Tier - Performing
89183	Other Tier - Performing
89018	Other Tier - Performing
89029	Other Tier - Performing
89046	Other Tier - Performing
89124	Other Tier - Performing