Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Indicator levels on Staff, Parent, and Student surveys increased from the 2014-15 school year to the 2015-16 school year. Parent - 3.96 to 4.29 (+0.33) Staff - 4.15 to 4.3 (+0.15) Students - 2.79 to 2.81 (+0.03)	Stakeholder-Feedback Worksheet BES Student Survey by Grade BES Staff Survey by Experience Level Parent Survey Response by Grade BES Student Scoring Summary BES Parent Scoring Summary BES Parent Response Count Summary BES Staff Scoring Summary

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Staff Surveys

INDICATOR 1.3: The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. Scored at 4.64

INDICATOR 2.1: The governing body establishes policies and supports practices that ensure effective administration of the school. Scored at 4.57

INDICATOR 2.2: The governing body operates responsibly and functions effectively. Scored at 4.57

INDICATOR 3.9: The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. Scored at 4.43

INDICATOR 5.1: The school establishes and maintains a clearly defined and comprehensive student assessment system. Scored at 4.57

INDICATOR 5.5: Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders. Scored at 4.57

Parent Surveys

INDICATOR 3.1: The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. Scored at 4.42

INDICATOR 3.6: Teachers implement the school's instructional process in support of student learning. Scored at 4.45

INDICATOR 3.8: The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. Scored at 4.33

INDICATOR 4.1: Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program. Scored 4.58

INDICATOR 4.3: The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. Scored at 4.64

Student Surveys

INDICATOR 1.1: The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. Scored at 2.93

INDICATOR 3.2: Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. Scored at 2.87

INDICATOR 3.4: School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. Scored at 2.89

INDICATOR 3.6: Teachers implement the school's instructional process in support of student learning. Scored at 2.89

INDICATOR 3.9: The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. Scored at 2.85

INDICATOR 4.4: Students and school personnel use a range of media and information resources to support the school's educational programs. Scored at 2.95

INDICATOR 4.5: The technology infrastructure supports the school's teaching, learning, and operational needs. Scored at 2.99

INDICATOR 5.4: The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. Scored at 2.96

INDICATOR 5.5: Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders. Scored at 2.92

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Parent Survey:

Indicators 1.3, 3.6, 3.8, 3.10, 4.1, 4.6, and 5.5 showed the greatest amount of increase in stakeholder satisfaction. These increased by a range of 0.41 to 0.55.

Staff Survey:

Indicators 2.3, 3.1, 3.8, 3.9, 3.10, 3.11, 3.12, 4.1, 4.2, 4.3, 4.6, 5.1, 5.2, 5.4, and 5.5 showed the greatest amount of increase in stakeholder satisfaction. These increased by a range of .08 to .5.

Student Survey:

Indicators 3.8 and 5.5 showed the greatest amount of increase in stakeholder satisfaction. These increased by 0.55 and 0.27 respectively.

Overlapping indicators, showing the greatest amount of increase in stakeholder satisfaction, across surveys are:

Parent and Staff: 3.8, 3.10, 4.1, 4.6, 5.5

Across all Parent, Staff, and Student surveys: 3.8 and 5.5

INDICATOR 3.8 The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress

INDICATOR 3.10 The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience; Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses

INDICATOR 4.1 Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program

INDICATOR 4.6 The school provides support services to meet the physical, social, and emotional needs of the student population being served

INDICATOR 5.5 Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Findings are consistent with findings from other stakeholder feedback sources, including, but not limited to Positive Behavior Intervention Support surveys, feedback through SAC, PTO, BES School Leadership Team, and Title I survey especially regarding indicator 5.5 (relating to monitoring by Leadership) and 3.9 (relating to a structure for each student being well-known by one adult advocate).

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

The lowest indicator on the Parent Survey was Indicator 2.3, with an average score at 3.97.
The governing body ensures that the school leadership has the autonomy to meet goals for the achievement and instruction and to manage day-to-day operations effectively.

The lowest indicators on the Staff Survey was Indicator 3.7, with an average score of 3.6.
Mentoring, coaching, and induction programs support instruction improvement consistent with the school's values and beliefs about teaching and learning.

The lowest indicator on the Student Survey was Indicator 5.1, with an average score of 2.34.
The school establishes and maintains a clearly defined and comprehensive student assessment system.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Data indicates an upward trend in overall stakeholder satisfaction, as indicated previously by indicator results. While some decreases occurred, they were minimal, and within the same range of the previous year. It is difficult to show trends with two years of data. (This is my second year as Principal at the school.) I look forward to analyzing future trends as I have the opportunity to continue working with the school and community.

In the student surveys, a decreasing trend was noted in satisfaction in 3rd grade.

In the staff surveys, areas of decreasing satisfaction include...
"Our school's leaders engage effectively with all stakeholders about the school's purpose and direction."
"Our school provides opportunities for students to participate in activities that interest them."
"Our school ensures all staff members are trained in the evaluation, interpretation, and use of data."

In the parent surveys, areas of decreasing satisfaction include...
"All of my child's teachers meet his/her learning needs by individualizing instruction."
"My child sees a relationship between what is being taught and his/her everyday life."
"All of my child's teachers keep me informed regularly of how my child is being graded."

What are the implications for these stakeholder perceptions?

Implications include need for greater clarification and communication between and among stakeholders, which was a common written comment on the survey feedback. These results also confirmed that data analysis (via quarterly data chats), monthly reviews by Teachers and Administrators, and Professional Development will need to continue for quality differentiation of instruction and communication to families about students' progress. The results also demonstrate a continued need for committee involvement by faculty and staff so that all have

ownership of our shared mission and vision. These are areas of current focus and with a goal of continuing and increasing.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Findings are consistent with findings from other stakeholder feedback sources, including, but not limited to Positive Behavior Intervention Support surveys, feedback through SAC, PTO, BES School Leadership Team, and Title I survey. Again, these are areas of current focus, which we will continue and increase.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics

4

Sections