

STAKEHOLDER FEEDBACK DATA DOCUMENT

SURVEY ADMINISTRATION

We administered the stakeholder staff survey as a part of a professional development day on August 29, 2014. A link to the on-line survey was shared and 96 of our 100 staff members completed the survey. Likewise, we administered the student survey on-line through our science classes. The student survey was completed by 550 students (total student population, 878). A representative sample of students was achieved as administration occurred across the spectrum of grade level and course type. To administer the parent survey, we shared the on-line link by email. The email was sent to the same list utilized for general school communication to our parents. Parents were informed of the context for the survey and date the survey would be opened a week prior. A second email signaled the date the survey was opened and this coincided with our Parent-Teacher conferences. Parents had opportunities to complete the survey in a school computer lab during conference breaks. A final email reminder was sent to parents at the end of the administration window. Of our 800 school families, 222 families completed the survey.

AREAS OF NOTABLE ACHIEVEMENT

Which areas indicate the overall highest level of satisfaction or approval?

The areas that indicate the overall highest level of satisfaction or approval are resources, high expectations for learning and communication.

Greater than 80% of staff, parents and students are in agreement that our school has: qualified support staff, protects instructional time, provides a variety of informational resources to support student learning, updated technology to support student learning, facilities that are safe and support student learning.

Eighty-five percent of our students along with a similar and higher percentage of parents and staff agree our school has high expectations for learning. Similarly, 75% of our staff are in agreement that all students are required to utilize higher order thinking skills; percentages of our parents and students are even higher.

Greater than 79% of our staff and parents agree that our school communicates effectively with parents and that stakeholders have opportunities for involvement.

Which areas show a trend toward increasing stakeholder satisfaction or approval?

The areas that show a trend toward increasing stakeholder satisfaction or approval are relationships, collaboration and professional development.

As a staff, we have been passionate about defining ourselves as a collaborative culture. Eighty-four percent of our staff agree that our administration supports an innovative and collaborative culture. Students responded with 78% agreement that their teachers work together to support student learning. Our staff responded with 79% agreement that our professional development builds capacity and an even higher percentage agree our professional development is responsive to identified needs. Another passion that defines our culture is the value of knowing students well to best enhance student learning. Seventy-nine percent of our parents and higher percentages of our staff and students agree there are formal structures in place for each student to be well-known. Eighty-six percent of our students with higher percentages of staff and parents agree our school provides opportunities for students to participate in activities that interest them. We find it a point of focus that only 73% of our students agree that all students are treated with respect in our school.

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

Our students were surveyed each of the last three years to determine if they could identify a CHS teacher with whom they have a strong positive relationship. Increasing numbers of students indicated they have such a relationship with an impressive 98% who agreed in 2014-2015. See attached student relationship document for a more complete breakdown of the data.

AREAS IN NEED OF IMPROVEMENT

Which area indicates the overall lowest level of satisfaction or approval?

The areas that show the overall lowest level of satisfaction or approval are related to perception of the Clayton Board of Education by staff and parents. Although 76% of our staff and over 80% our parents agree that our Board of Education complies with policies and works efficiently, only 63% of our staff and 68% of our parents agree the Board does not interfere with school leadership.

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

The areas that show a trend toward decreasing stakeholder satisfaction or approval are common grading/reporting and parent perception of staff collaboration. Our staff responded with only 62% agreement that all teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria. Our parents reported with 68% agreement that their child's teachers work together as a team. We see this as a necessary point of focus given the passion with which we value collaboration.

What are implications of these stakeholder perceptions?

After years of collaboration through content based professional learning communities and now in our current model of interdisciplinary collaborative groups, we have made progress but not mastered common learning standards and assessments. We continue to search for balance between teacher autonomy and common expectations across courses. This is coupled with our growth in utilizing data in a systematic manner to support increased student learning and establishing school improvement goals. Seventy percent of our staff responded in agreement that all staff have been trained in using data and slightly higher percentages of staff and parents perceive that a systematic process is in place to use data. Along those lines, only 68% of our parents agree that their child's teachers work together as a team. The implication of this information is a focus on better utilization of data to identify growth goals for our individual students and school. This effort must maximize the strength of our collaborative culture in a way that fosters assured experiences across courses, maintains the benefits of teacher autonomy and is obvious to our student and parent stakeholders.

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

As referenced above, we implemented PLC's as our professional development model many years ago. In this time, we have experienced successes and stepbacks, always searching for balance among teacher autonomy, scheduling, collaboration and assured experiences for our students. On balance, our efforts have nurtured an exemplary educational opportunity for all of our students. At the same time, in a climate of increased accountability and data-driven decisions to increase achievement for all students, we recognize this is a potential area for growth.