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# AdvancED<sup>®</sup> SCHOOL Sample Document: Stakeholder Feedback Diagnostic



Creating a  
world of opportunities  
for every learner.

**Stakeholder Feedback Data  
Sample Document**

**Lowell High School**

**Three Creek Elementary School**

Students filled out surveys in CCR/Agency class across two class periods. All grade levels were equally represented. Teachers were responsible for monitoring their class participation. Since LHS is a 1:1 computing environment, all students used their laptops. They were given access via the school website through a link. Some students had accommodations, such as having the survey read to them, but teachers offered paper surveys to those that needed them. Nobody accessed this accommodation.

On February 26, during professional development, the whole faculty was provided the survey link on the website. No accommodations were needed. All staff groups were represented.

Parents were contacted through our student information system via email. The school corporation notified families through our phone messenger system. A follow-up email was sent to parents also. The link was posted on the school website. There was a statement made in the email regarding accommodations. None were requested.

Based on the surveys, there were general trends across all three stakeholder groups. Technology appears to be a valued tool that supports instruction and learning. Programs are viewed as being aligned with our purpose, as well as being focused on student success. Leaders and staff are viewed as having high expectations for students and as holding students accountable to learning expectations. Focus group surveys were similar in findings. Staff noted technology direction and availability, district vision, opportunities for all, and the desire to improve. Instruction and learning with a focus on student success were present. Based on Humanex-InsightEx surveys administered in October, similar findings regarding high expectations, quality, goals, and purpose were noted. According to our culture and climate survey Humanex-Insightex, teachers are aware, knowledgeable and felt that the purpose and mission were communicated effectively to them. When comparing the results of both surveys staff felt that the director effectively communicates the expectations and encourages members to surpass those expectations. As mentioned above, both surveys indicated that the school is provided resources, equipment and materials that were necessary to effectively perform jobs.

## FOCUS GROUP SUMMARY

School: Lowell High School

Date: 11-6-13

Standard	Strengths	Opportunities
<p>General questions for all</p>	<p>Teachers:</p> <ul style="list-style-type: none"> <li>• Faculty – caring, dedicated, supportive of students and each other</li> <li>• Technology and district tech support</li> <li>• District vision and strategic plan</li> <li>• Improved articulation between LHS and LMS</li> </ul> <p>Assistant Team Leaders:</p> <ul style="list-style-type: none"> <li>• Technology direction and tech integration/PBL specialist position</li> <li>• Additional AP classes</li> <li>• CCR efforts</li> <li>• Teachers here for the right reason</li> <li>• Administrative support</li> <li>• Clear message and vision from district, push for innovation</li> </ul> <p>Support:</p> <ul style="list-style-type: none"> <li>• New principal – good communicator, improved supervision and discipline</li> <li>• School environment</li> <li>• Helpful staff, caring kids</li> <li>• District admin presence in building</li> <li>• District desire to become better and stronger</li> </ul> <p>Students:</p>	<p>Teachers:</p> <ul style="list-style-type: none"> <li>• Time concerns – too many meetings and expectations, less time to meet 1:1 with students, being overwhelmed, more time to prep for new initiatives before implementation</li> <li>• Communication – would like agendas and topics prior to meetings</li> <li>• Meeting needs of high ability students</li> </ul> <p>Assistant Team Leaders:</p> <ul style="list-style-type: none"> <li>• Continued need to change culture, buy-in with older students, message unclear to parents</li> <li>• Most are committed to changes, but don't all understand how and what will happen</li> <li>• Communicate in advance topics and tasks of morning meetings</li> </ul> <p>Support:</p> <ul style="list-style-type: none"> <li>• Poor communication at district level</li> <li>• Lack of a.m., hall, café supervision</li> <li>• Need more help due to positions and hours cut</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>• Lack of challenge, would like to test out of</li> </ul>

	<ul style="list-style-type: none"> <li>• Technology, effective use</li> <li>• Teachers who care and help to prepare us</li> <li>• Good elective choices</li> <li>• Trying to control bullying</li> <li>• Grab and go line!</li> </ul> <p>Parents:</p> <ul style="list-style-type: none"> <li>• iPrep, freshmen orientation, job shadowing, Bridges</li> <li>• technology</li> <li>• conferences</li> <li>• teacher willingness to communicate and help students and parents</li> <li>• district opportunities for parent input, recognition of areas needing improvement and actively working to improve them</li> <li>• positive reinforcement at elementary</li> <li>• general communication to parents</li> </ul> <p>Admin:</p> <ul style="list-style-type: none"> <li>• admin teamwork – school and district</li> <li>• teacher dedication to students</li> <li>• in-house experts</li> <li>• schedule conducive to learning</li> <li>• district provides tools and technology</li> <li>• relevant professional development</li> <li>• vision, mission, strategic plan</li> </ul>	<p>classes or some portions, work at own pace – want differentiation like in elementary school</p> <ul style="list-style-type: none"> <li>• Assignments due at odd weekend hours</li> <li>• Earlier college and pathway info from guidance</li> <li>• Miss SRT for work time and help time</li> </ul> <p>Parents:</p> <ul style="list-style-type: none"> <li>• Sometimes things move too quickly without communication</li> <li>• Increase rigor of senior year</li> <li>• Note taking and study skills</li> <li>• My kids don’t need agency, team building, peer mentoring</li> <li>• Difficult to take most rigorous schedule without SRT</li> </ul> <p>Admin:</p> <ul style="list-style-type: none"> <li>• Teacher perception of threat and “taking away” of time</li> <li>• Low level of rigor in curriculum</li> <li>• Efforts sometimes duplicated</li> <li>• Would prefer district initiatives to focus on one to mastery – could be more thorough</li> <li>• Pace of work and time required – health and balanced life concerns</li> <li>• Communication with business department</li> <li>• Is there a conflict between New Tech and AdancED?</li> </ul>
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<p>1: Purpose &amp; Direction</p>	<p>Teachers:</p> <ul style="list-style-type: none"> <li>• Visibility of mission on brochures, banners, at first meeting of year, like mission in theory</li> </ul> <p>Assistant Team Leaders:</p> <ul style="list-style-type: none"> <li>• Aware of vision, lots of teachers strong in living mission, all teachers try for engagement</li> </ul> <p>Support:</p> <ul style="list-style-type: none"> <li>• Agree with mission in theory</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>• Mission good in theory, on banner</li> </ul> <p>Parents:</p> <ul style="list-style-type: none"> <li>• Mission good words to live by</li> </ul> <p>Admin:</p> <ul style="list-style-type: none"> <li>• Equipped to do what we want to do, NT bringing in engagement</li> </ul>	<p>Teachers:</p> <ul style="list-style-type: none"> <li>• Too busy and stressed to focus on engagement</li> </ul> <p>Support:</p> <ul style="list-style-type: none"> <li>• Not able to see how mission is carried out</li> </ul> <p>Assistant Team Leaders:</p> <ul style="list-style-type: none"> <li>• Agree with vision, but can't finish one initiative before next one is coming</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>• We don't really think about the mission</li> </ul> <p>Admin:</p> <ul style="list-style-type: none"> <li>• Teachers don't feel empowered because there are so many things they have to do</li> <li>• Constantly having to defend what we are trying to do</li> </ul>
<p>2. Governance and Leadership</p>	<p>Teachers:</p> <ul style="list-style-type: none"> <li>• iObservation provides more feedback and beneficial resources</li> <li>• Presence of administration in CR and meaningful conversations after</li> </ul> <p>Assistant Team Leaders:</p> <ul style="list-style-type: none"> <li>• iObservation really gets you thinking about what you should be doing</li> <li>• leads to good conversations</li> </ul>	<p>Teachers:</p> <ul style="list-style-type: none"> <li>• Perception that evaluation purpose is to "get you"</li> <li>• Stressful for some</li> </ul> <p>Assistant Team Leaders:</p> <ul style="list-style-type: none"> <li>• iObservation stressing some people</li> <li>• look-fors are subjective</li> <li>• would like examples of good learning goals and scales</li> </ul>
<p>3. Teaching and Assessing</p>	<p>Teachers:</p> <p>Assistant Team Leaders:</p> <ul style="list-style-type: none"> <li>• Critical thinking and reflection through journaling, discussions, collaborating</li> <li>• Laptops have increased possibilities and</li> </ul>	<p>Teachers:</p> <ul style="list-style-type: none"> <li>• challenge high ability kids more, stretch for all</li> <li>• support for kids taking online classes (AP Physics), schedule changes to take "easier"</li> </ul>

	<p>critical thinking opportunities</p> <ul style="list-style-type: none"> <li>• Collaborative scoring has increased teacher knowledge of good writing</li> </ul> <p>Support:</p> <ul style="list-style-type: none"> <li>• Communication through Harmony,email, ALERT NOW</li> <li>• Teachers give extra help to kids when they can</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>• Teachers show they care when they stay extra to help you, ask about us as persons</li> <li>• Like positive comments on report cards</li> <li>• Main instructional practice - lecture, we take notes or teacher shows, we try</li> </ul>	<p>classes</p> <p>Assistant Team Leaders:</p> <ul style="list-style-type: none"> <li>• Still giving kids too many answers (part of culture shift)</li> </ul> <p>Support:</p> <ul style="list-style-type: none"> <li>• Little engagement of parents at classroom level</li> <li>• Communication about DCC was lacking</li> <li>• Dropping SRT and more meetings negatively affected teacher-student relationships</li> <li>• Some teachers don't seem to enjoy teaching any more</li> <li>• High ability kids need more challenge</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>• Afraid I won't be prepared for college</li> <li>• Would like to pick own groups for projects, concern about grading for group work</li> <li>• Teaching doesn't change after we report where we are on scale</li> </ul>
4. Resource and Support Systems		<p>Teachers:</p> <ul style="list-style-type: none"> <li>• programs come and go, not evaluated</li> </ul>
5. Using Results for Continuous Improvement		<p>Teachers:</p> <ul style="list-style-type: none"> <li>• spending more time collecting data than analyzing and planning</li> </ul> <p>Support:</p> <ul style="list-style-type: none"> <li>• data collection labor intensive</li> <li>• results not often shared with us</li> </ul>

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See Humanex – InsightEx Surveys in Google Drive

<https://drive.google.com/a/tricreek.k12.in.us/?tab=mo - folders/0B-epYX7mMrDpaXVfbEdPTDhpSzg>



**Three Creeks Elementary**  
**AdvancEd Stakeholder Feedback Data Document**  
**June 10, 2014**

**Survey Administration:**

AdvancEd surveys were provided to all stakeholders at Three Creeks. Parent links to the survey were sent via email through our student database. Two email reminders were also sent to parents to increase our completion percentage. Approximately 31% of our parents completed the survey.

Every student was administered the student survey during the school day by the classroom teacher. Our staff completed the survey during staff meetings to insure 100% participation.

Focus group interviews were facilitated by a district leadership team on November 14, 2013 at Three Creeks. All school groups were represented during the 45 minutes interviews. A group of parent stakeholders was also contacted via email and phone and invited to participate in the interview process. Unfortunately only 4 parents attended the interview. This small number reflects 1% of our families.

**Stakeholder Feedback Results and Analysis:**

Analysis of our elementary students survey results provides information as follows:

Our students know that their principal and teachers want them to learn and do their best with a 2.97/3.0 average score. Our students also had an average score of 2.97/3.0 for availability of books to read, place to learn, and computers to help them learn. It is also noted in the parent survey results that an average score of 4.0 /5.0 in students know what is expected for learning in all classes. We believe this correlates with the focus on learning goals, scales, and conversations held with students daily on expectations and reflection on learning. Our students know that we want them to learn.

An area of opportunity was my family likes to come to school and my teacher invites my family to school activities with an average score of 2.56./3.0 Another noted area of opportunity with an average score of 2.26/3.0 was my principal and teachers ask me what I think about school.

Parent survey results analysis show that parents believe the school provides a safe learning environment (4.24/5.0). Parents also scored 4.25/5.0 for students having access to technology. At Three Creeks we have a 1:1 ratio of MacAir computers in grades 4-5 . In grades K-4 we have a ratio of 1:3 for MacAir or iPads. Classrooms in grades K-3 also have a 5-station computer pod. In the building our students have access to two computer labs as well.

Our Parent survey revealed that our parents see an opportunity for our school is providing excellent support services (3.27/5.0), Teacher meeting a child's learning needs by individualizing instruction (3.48/5.0) and the school's purpose statement being formally reviewed and revised with parental involvement (3.46/5.0). I wonder if these scores could be impacted by more communication or inclusion of parents in the decision-making process at the school level. This is a recognized area of opportunity from the self-assessment done by staff as well.

On November 14, 2013, Focus Group interviews were held to collect information from various stakeholder groups. This information was compiled in two categories ie. Strengths, Opportunities.

Areas of strength from these interviews were communication to parents from teachers, availability of technology for our students, encouragement from staff to students, and the use of learning goals and scales so that students could determine their own understanding and receive help or enrichment from staff based on the learning scale.

Opportunity areas from the interviews were discussions of feeling overwhelmed with expectations and new initiatives, lack of awareness of purpose and mission statements, and parent involvement.



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