

Stakeholder Feedback Diagnostic Data Report

In an attempt to get up to 100% of our student population, we administered a paper survey to all students in their homeroom class. We modified a bell schedule for the day to allow fifteen more minutes in third period for students to complete the survey. Front office staff organized surveys for ease of administration by teachers, and surveys were required to be returned to the front office. We successfully surpassed the required 40% of student participants, and are happy to report that we had over 88% of our students complete the survey, providing valuable feedback. Since we surveyed every student present that day, the responses fully represent the student body. Accommodations were made to assist students in need, such as those in ELL and Special Education classes.

As for the staff survey, an email was sent to all teachers, administrators, classified staff, and additional staff requiring that the staff survey be completed. The survey was administered online, and staff were given a three-week deadline from August 11, 2015 to September 1, 2015. In an attempt to reach up to 100% of our staff, all participants were required to print the confirmation page at the end of the survey and return to their department chair or supervisor. We had 143 participants take the staff survey, representing nearly 90% of our staff, well over the 60% requirement. The participants in the survey fully represent the staff, as certified, classified, and administrators provided feedback. Computer access was provided to staff, as needed.

The parent survey was open from August 10 to October 1, and was administered online and via paper. A variety of strategies were implemented to reach our parents, including the following. The link to the survey was placed on the school website so parents could volunteer to provide feedback. A flyer was created and handed out to all parents that attended Open House, and parents were encouraged by counselors and teachers at Open House to complete the survey in order to provide their feedback. Some teachers announced the survey in their classrooms, and a few made the survey an assignment in the class, motivating students to ask their parents to take the survey. Coaches were asked to encourage the parents of their players to take the survey, and provided the same flyer from Open House. A mass email was sent to all parents with an email address on file, and this was one of the most effective method for getting responses. The link to the survey was provided weekly in the Weekly Newsletter emailed to parents every Friday, which also provided a good amount of responses each week. Because we have such a large population of native Spanish speakers, as well as families without computer access, we also made available paper copies of the survey in Spanish. These were available in our front office, and a flyer was posted announcing the survey to parents that visited the school. However, despite our best efforts, we were only able to get approximately 15% of our parents to complete the survey.

Considering that we reached a variety of our parents over a seven and half week period of time, we feel confident that the parents have been represented fairly.

AdvancED Survey Results 2014 and 2015

AdvancED Survey Results 2014				
Indicator	Staff Survey (n=81)	Student Survey (n=986)	Parent Survey (n=96)	Average Score (n=1163)
1.1	4.31	3.99	3.96	4.09
1.2	4.19	3.61		3.9
1.3	4.42	3.62	4.16	4.07
2.1	4.11	3.64		3.88
2.2	4.02		3.88	3.95
2.3	3.68		3.59	3.64
2.4	4.08	3.48	3.98	3.85
2.5	4.01		3.92	3.97
2.6	4.07			4.07
3.1	3.95	3.56	3.85	3.79
3.2	3.95	3.87		3.91
3.3	3.86	3.15	3.69	3.57
3.4				
3.5	3.79		3.51	3.65
3.6	3.85	3.7	4.02	3.86
3.7	3.68			3.68
3.8	3.2	3.21	3.51	3.31

3.9	3.35	3.19	4	3.51
3.10	3.72	3.41	3.73	3.62
3.11	4.05			4.05
3.12	3.88	3.57	3.76	3.74
4.1	4.33		4.01	4.17
4.2	3.74		3.77	3.76
4.3	4.29	3.22	4.29	3.93
4.4	3.89	3.89	4.08	3.95
4.5	3.57	3.59		3.58
4.6	4.22	3.7	3.99	3.97
4.7				
5.1	3.78			3.78
5.2	3.64			3.64
5.3				
5.4	3.96	3.76	4	3.91
5.5	4.16	3.19	3.75	3.7
AVERAGE	3.94	3.55	3.92	

Comparison of Survey Results 2014 to 2015
by Subgroup: Staff, Students, and Parents

Indicator	Staff Survey 2014 (n=81)	Staff Survey 2015 (n=143)
1.1	4.31	4.24
1.2	4.19	4.08
1.3	4.42	4.34
2.1	4.11	4.02
2.2	4.02	3.94
2.3	3.68	3.66
2.4	4.08	4.15
2.5	4.01	3.97
2.6	4.07	4.02
3.1	3.95	4.03
3.2	3.95	3.95
3.3	3.86	3.90
3.5	3.79	3.75
3.6	3.85	3.91
3.7	3.68	3.79
3.8	3.20	3.52
3.9	3.35	3.64
3.10	3.72	3.82
3.11	4.05	4.03
3.12	3.88	3.84
4.1	4.33	4.24
4.2	3.74	3.84
4.3	4.29	4.19
4.4	3.89	3.78
4.5	3.57	3.51
4.6	4.22	4.26
5.1	3.78	3.85
5.2	3.64	3.74
5.4	3.96	4.02
5.5	4.16	4.18

Indicator	Student Survey	Student Survey
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AdvancED Survey Results 2015				
Indicator	Staff Survey (n=143)	Student Survey (n=1960)	Parent Survey (n=???)	Average Score (n=???)
1.1	4.24	4.02	3.87	4.04
1.2	4.08	3.71		3.90
1.3	4.34	3.71	3.99	4.01
2.1	4.02	3.74		3.88
2.2	3.94		3.68	3.81
2.3	3.66		3.44	3.55
2.4	4.15	3.62	3.88	3.88
2.5	3.97		3.88	3.93
2.6	4.02			4.02
3.1	4.03	3.61	3.98	3.87
3.2	3.95	3.92		3.94
3.3	3.9	3.3	3.66	3.62
3.4				
3.5	3.75		3.44	3.60
3.6	3.91	3.83	4.03	3.92
3.7	3.79			3.79
3.8	3.52	3.46	3.63	3.54
3.9	3.64	3.29	3.84	3.59
3.10	3.82	3.58	3.71	3.70
3.11	4.03			4.03
3.12	3.84	3.64	3.61	3.70
4.1	4.24		4.02	4.13
4.2	3.84		3.78	3.81
4.3	4.19	3.44	4.18	3.94
4.4	3.78	3.90	3.96	3.88
4.5	3.51	3.52		3.52
4.6	4.26	3.76	4.01	4.01
4.7				
5.1	3.85			3.85
5.2	3.74			3.74
5.3				
5.4	4.02	3.84	3.97	3.94
5.5	4.18	3.31	3.71	3.73
AVERAGE	4.02	3.65	3.89	

	2014 (n=986)	2015 (n=1960)
1.1	3.99	4.02
1.2	3.61	3.71

1.3	3.62	3.71
2.1	3.64	3.74
2.4	3.48	3.62
3.1	3.56	3.61

3.2	3.87	3.92
3.3	3.15	3.30
3.6	3.70	3.83
3.8	3.21	3.46
3.9	3.19	3.29
3.10	3.41	3.58
3.12	3.57	3.64
4.3	3.22	3.44
4.4	3.89	3.90
4.5	3.59	3.52
4.6	3.70	3.76
5.4	3.76	3.84
5.5	3.19	3.31

Indicator	Parent Survey 2014 (n=96)	Parent Survey 2015 (n=268)
1.1	3.96	3.87
1.3	4.16	3.99
2.2	3.88	3.68
2.3	3.59	3.44
2.4	3.98	3.88
2.5	3.92	3.88
3.1	3.85	3.98
3.3	3.69	3.66
3.5	3.51	3.44

3.6	4.02	4.03
3.8	3.51	3.63
3.9	4.00	3.84
3.10	3.73	3.71
3.12	3.76	3.61
4.1	4.01	4.02
4.2	3.77	3.78
4.3	4.29	4.18
4.4	4.08	3.96
4.6	3.99	4.01
5.4	4.00	3.97
5.5	3.75	3.71

- Scores in red show an increase from 2014 to 2015

Observations and Analysis

When analyzing student trends from 2014 to 2015, out of the 19 indicators students were questioned about, 18 of those increased in score. The one indicator that dropped in score was 4.5 – the technology infrastructure supports the school’s teaching, learning, and operational needs. Additionally, the lowest indicator score in the 2015 survey was 3.29, and that belonged to 3.9 – the school has a formal structure whereby each student is well known by at least one adult advocate in the student’s school who supports the student’s educational experience. With all scores ranging between 3.29 and 4.02, we are confident that the students’ responses show satisfaction and approval with their educational experience.

Staff were questioned about 30 different indicators, and when comparing results from 2014 to 2015, of those 30 indicators, 13 remained the same or increased. Therefore, 17 indicators went down in score. However, although there was a decline in

some responses, no scores dropped significantly, and all scores ranged between 3.51 and 4.34, showing an overall satisfaction by staff.

Parents were questioned regarding 21 indicators, and when comparing results from 2014 to 2015, we found that 6 indicators rose in score. The other 15 scores dropped. It should be noted, however, that we feel the results from 2014 are not inclusive of our parent population and are not necessarily a strong representation of all our parents. We were unable to get a significant amount of responses in 2014, so our responses that year may have been biased. The results from 2015, however, are much more representative of our parent population, and we feel they fairly represent the population as a whole.

Areas of Notable Achievement

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

Overall, we are proud of the survey results from all stakeholders. We were able to receive feedback from almost all of our students and staff, and a significant amount of our parents. The results showed that the score for every indicator was above a 3.29. When looking at the standards as a whole, we determined that we rated highest in standard 1: Purpose and Direction. In this standard, all staff scores were above 4, student scores were consistently in the 3.7-4 range, and parents in the 3.87-3.99 range.

We also noted that Standard 3 was an area in which we had high scores, in particular 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 – had scores from staff, students and parents of 4.03, 3.61, and 3.98, respectively. 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 3.95, 3.92 from staff and students, respectively. Indicator 3.6 – teachers implement the school’s instructional process in support of student learning – also scored highly with 3.91, 3.83, and 4.03 from staff, students and parents, respectively.

Another strength we noticed was indicator 4.4 – students and school personnel use a range of media and information resources to support the school’s educational programs – with scores from staff of 3.78, students 3.90 and parents 3.96.

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

When looking at trends from the results of this survey from 2014 to 2015, we noticed that staff responses stayed fairly consistent, and student responses, with the exception of one indicator, all increased. Out of the 21 indicators parents were questioned about, 6 indicator's scores increased.

One area that demonstrates increased satisfaction is Standard 5 – Using Results for Continuous Improvement. Both staff and student responses for each standard 5 indicator went UP from 2014 to 2015. Although parent responses did not increase, they did remain fairly consistent with scores from the previous year.

Another area that shows increased satisfaction is 3.8 – the school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. Although the results of this indicator are not as high as some of the others, it is one that showed an increase from 2014 to 2015 by all stakeholders.

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

Each year for the past three years, we have surveyed our students regarding our Educational Purpose and Responsibility Campaign. Students are questioned about classroom instruction, homework, technology, resources, discipline, and more. The results of this survey support that students agree that we offer a challenging curriculum, and that there is a wide range of media and information resources available to them, and that teachers use a variety of instructional techniques in the classroom. Consider the results below from the 2015 student survey.

26. McClintock offers challenging classes.

	Frequency	Percent
Strongly Agree	50	37.0
Agree	63	46.7
Neutral	18	13.3
Disagree	3	2.2
Strongly Disagree	1	.7
Total	135	100.0

29. My teachers have high expectations for me.

	Frequency	Percent
Strongly Agree	45	33.3
Agree	56	41.5
Neutral	25	18.5
Disagree	8	5.9

Strongly Disagree	1	.7
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5. What type of technology do YOU use in your classes? Choose all that apply.

	Frequency	Percent
Powerpoint	102	22.4%
Smartboard/Ebeam	7	1.5%
Document cameras	5	1.1%
Prezi	34	7.5%
Clickers	15	3.3%
Word Processing	51	11.2%
Laptops	97	21.3%
Smart phones (academic purposes)	95	20.9%
Library Databases (Gale, EBSCOhost, etc.)	39	8.6%
Other	10	2.2%
Total	455	100%

7. What different types of instruction are you receiving in class? Choose the 3 most common.

	Frequency	Percent
Lecture	100	20.5%
Individual projects	40	8.2%
Group projects	40	8.2%
Group work/partner work	64	13.1%
Class discussion	66	13.5%
Book work/worksheets	81	16.6%
Learning activities/games	16	3.3%
Movies	16	3.3%
Independent learning	32	6.6%
Student Presentations	29	5.9%
Other	4	0.8%
Total	488	100%

Additionally, this same 2015 Educational Purpose and Responsibility student survey supports the AdvancED survey response that 3.8 – the school engages families in meaningful ways in their children’s education and keeps them informed of their children’s learning progress - is a strength.

23. My parents are involved in my education.

	Frequency	Percent
Strongly Agree	32	23.9
Agree	49	36.6
Neutral	36	26.9
Disagree	12	9.0
Strongly Disagree	5	3.7
Total	134	100.0

Another survey given every year by Tempe Union High School District is an employee satisfaction survey. The results of the 2014-2015 survey support the findings of the AdvancED Survey.

The questions below demonstrate overall staff satisfaction with communication and engagement with families and community, as outlined in 3.8 - the school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

	% Agree	% Disagree
This school maintains clear, two-way communication with the community.	81.3	10.4
This school does a good job of encouraging parent/guardian involvement.	56.2	25
Teachers provide parents/guardians with useful information about student learning.	83.3	10.4

The following questions from the Employee Satisfaction Survey support the approval of indicators 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, 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, and 3.6 - teachers implement the school's instructional process in support of student learning.

	% Agree	% Disagree
The curriculum taught in this school is aligned with Arizona College and Career Ready Standards.	80.4	2.2
In my school, teachers work in professional learning communities to develop and align instructional practices.	89.3	4.2
Provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	55.3	25.5
In my school, teachers are encouraged to try new things to improve instruction.	63.9	23.4

Teachers are assigned classes that maximize their likelihood of success with students.	55.3	27.6
In my school, teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy).	61.7	29.8
Teachers use school/teacher assessment data to inform their instruction.	70.2	17

Areas in Need of Improvement

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

When discussing areas of lowest satisfaction, we noticed two things. First, no indicators were below a score of 3.29, so although some were lower than others, no indicators scored so low to cause immediate concern. And second, some indicators showed a large discrepancy between stakeholders. This caused us concern. For example, indicator 3.3 – teacher engage students in their learning through instructional strategies that ensure achievement of learning expectations – was one in which staff rated high at 3.90, but students rated somewhat lower at 3.30. Another indicator with a large discrepancy was 4.6 – the school provides support services to meet the physical, social and emotional needs of the student population being served – with staff at 4.26, students at 3.76, and parents falling in the middle at 4.01.

There were some areas, however, that all stakeholders agreed upon, and were lower than others. The lowest score belongs to 3.9 – the school has a formal structure whereby each student is well known by at least one adult advocate in the student’s school who supports that student’s educational experience – with scores from staff at 3.64, students 3.29, and parents at 3.84. Another indicator that demonstrates a lower level of satisfaction is 4.5 – the technology infrastructure supports the school’s teaching, learning, and operational needs – with scores of 3.51 and 3.52 from staff and students, respectively.

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

When comparing 2014 with 2015 survey results, we noticed that indicator 4.5 - the technology infrastructure supports the school’s teaching, learning, and operational needs – decreased for both students and staff. Parents were not questioned about this topic, but staff decreased from 3.57 to 3.51, and students from 3.59 to 3.52.

Although the staff results from 2014 to 2015 did not change significantly, we did notice that out of the five indicators in Standard 4 – Resources and Support Systems – four out of the six indicators scores by staff dropped. Supporting this trend, 4.5 is the only indicator in which the student scores dropped from 2014 to 2015.

The most significant drops in parent scores from 2014 to 2015 belong to indicators 2.2 - The governing body operates responsibly and functions effectively – with a 0.20 point drop from 3.88 to 3.66, and indicator 3.9 – the school has a formal structure whereby each student is well known by at least one adult advocate in the student’s school who supports that student’s educational experience – with a 0.16 point drop from 4.00 to 3.84.

3. What are the implications for these stakeholder perceptions?

In analyzing these results, we determined that there are some discrepancies between how the staff responded and how the students and parents responded. We believe this to be in part because staff has a better understanding of the inner workings of the school, and student and parent perception may not be reflective of what is actually being done at the school. Although communication is a strong suit for McClintock, we need to make sure to clearly communicate with all stakeholders about what is being done regarding students’ education. As an example, we have a continuous improvement plan in place in which we identify, modify and monitor school goals each year, but we do not effectively share that process with stakeholders; we simply share the end result. Another example would be engagement in the classroom. When surveyed about engagement, staff is responding with the mindset that students are engaged in the activities of the lesson when they are critically thinking and actively participating, whereas students may be responded negatively because they believe engagement only to be those parts of the lesson that are “fun.”

Despite why stakeholders responded the way they did, we at McClintock recognize that we can always improve. We can improve in communicating with stakeholders to share the positive and effective things we are doing on campus, but that we can also continue to improve in and outside of the classroom.

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

The results from the Educational Purpose and Responsibility Student Survey from 2015 supports the low satisfaction of indicators 4.6 – the school provides support services to meet the physical, social and emotional needs of the student population being served and 3.9 - the school has a formal structure whereby each student is well known by at least one adult advocate in the student’s school who supports that students’ educational experience.

31. If I had a personal issue going on, I am confident that I would know how to get help at school.

	Frequency	Percent
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Strongly Agree	29	21.5
Agree	32	23.7
Neutral	36	26.7
Disagree	14	10.4
Strongly Disagree	24	17.8
Total	135	100.0

The results of the 2014-2015 Employee Satisfaction survey also support the findings of the AdvancED Survey. Supporting the dissatisfaction with the technology infrastructure as outlined in indicator 4.5 are the results of the questions below.

	% Agree	% Disagree
In my school, teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	54.2	43.7
The reliability and speed of Internet connections in this school are sufficient to support instructional practices.	36.2	63.9