



Stakeholder Feedback Diagnostic

Brighton Area Schools

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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		14-15 BAS Stakeholder Feedback Document

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most 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 reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	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 acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

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

In terms of district systems, the following areas received the highest levels of satisfaction by both BAS Parent and BAS Staff groups:

1. 1.3 = Leadership is committed to a culture based on shared values and beliefs about teaching & learning and support challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.
2. 4.3 = System maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.
3. 4.4 = System demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.

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

Parent Surveys and Staff Surveys indicate a trend towards increasing satisfaction in 4.3, 1.3, and 4.4. They also note strong satisfaction in our use of instructional technology. Parents also show a trend in 2.5 with leaders engaging them in support of purpose and direction, as well as 2.4 (system fosters a culture consistent with purpose and direction).

Staff show increasing approval of quality new hires (4.1) who support our purpose and direction. Over the past two years, we have hired two new dynamic principals and a number of talented new teachers.

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

The level of satisfaction noted for Resources and Support Systems by Parents and Staff is consistent with our Rtl and Title I Parent Surveys and the 14-15 Parent Curriculum Planning Survey (fall of 2014).

Areas in Need of Improvement

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

Parents, Staff, and Community respondents demonstrated the lowest level of satisfaction in the area of Governance (Standard 2). Although it is difficult to always distinguish between questions about the BOE and questions about district administrative leadership, most comments affirmed that negative responses were mainly about the BOE (13-14 board).

Standard 3 (Teaching & Assessing for Learning) was also lower for both parents and staff. In particular, respondents are not satisfied with the district's "collaborative learning" structure and do not see a strong enough connection between professional learning and improved instruction. Both parents and staff would also like to see the district "engage families" in more meaningful ways to support learning. They would also like to see communication of student progress improved. These areas earned average scores above 3 on a 5 point scale but are still noteworthy because they are the lowest areas.

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

All of the areas noted previously as being the lowest still increased in satisfaction between 13-14 and 14-15. This district is concerned about the level of satisfaction with professional development programs. The model changed in 14-15 due to changes at the state level and in contract negotiations. We noted some concerns about PD in these surveys that warrant further exploration -- especially as we develop our model for 15-16.

What are the implications for these stakeholder perceptions?

As noted previously, the PD Committee will be looking at any responses that relate to our PD model. Principal team is also looking at ways to engage parents more in their child's learning. We will also need to look at how we communicate student progress (K-12).

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

Staff concerns about the PD support/model are consistent with a staff that the Brighton Education Association did last year.

Report Summary

Scores By Section

