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Stakeholder Feedback Analysis - 2022-06-07 16:54:36

Stakeholder Feedback Analysis

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Stakeholder Feedback Analysis

Below are steps you should have used in this analysis.

1. Understand the Purpose for Your Analysis

You have made a careful analysis of your stakeholder perception or survey results. Here are some activities you should have considered:

- Agree to approach the process and analysis reporting with honesty and transparency.
- Determine the level of commitment of the personnel in your institution to using the results of this analysis to improve.
- Review the four Evaluative Criteria for Surveys and Perception Data.

2. Identify and Evaluate Data Sources

In your workbook, you should have made a list of all possible data sources (surveys, focus groups, etc.). That list should have included these data sources:

- The populations you have collected perception data from. Cognia requires that you collect at least learner perceptions, family perceptions, and teacher perceptions.
- The number of administrations of surveys or focus groups you have for comparison (trend data).
- Comments about the overall validity and reliability of the results and make note of potential areas for improvement.

In your workbook, you should have briefly described how the participants to whom these surveys were administered accurately represented all their respective populations. You could have included information like the size of the population, how participants were identified, the number of surveys administered, the number of responses received, and other information that may have impacted the analysis.

Enter your description of participants and method of collecting feedback here. You can copy and paste your response from your workbook or type directly into the field below.

ACE gathered stakeholder feedback data through the use of Cognia surveys. The school utilized a number of different surveys over the 2021-2022 and 2022-2023 school years. The use of the surveys over two years allowed ACE to gather data from completely different groups of students and parents/guardians. Multiple data sources gathered over two years allows for triangulation of the data and increases accuracy while providing a comprehensive understanding of the school. Below is a list of surveys utilized, year of distribution and percentage of survey participants (in relation to Cognia threshold).

August 2021 Surveys

- Climate and Culture Staff Survey (114%)

- Climate and Culture Teacher Survey (142%)
- Climate and Culture Parent Survey (110%)
- Climate and Culture Middle and High School Student Survey (152%)
- Teacher Inventory (150%)
- Middle and High School Student Inventory (107%)
- High School Student Engagement Survey (147%)

September 2022 Surveys

- ACE Student Survey (211%)
- ACE Educator Survey (137%)
- ACE Family Survey (132%)

All the surveys above were provided to current ACE staff members, students and parents/guardians for each respective survey year. Both years, the student surveys were administered to each student in an ACE Computer Lab during ELA classes. Those students not enrolled in an ELA course were scheduled into the lab during a time period to allow for access. ACE staff utilized prep time before and after the school day to complete the survey while parents/guardians were provided the survey via a link sent through a group email to all ACE parents. All of the shared surveys were available in both Spanish and English allowing stakeholders to choose their preferred language. In addition, when parents called

ACE, they were asked if they completed the online survey, and if they did not, a survey link was sent in their home language to the provided email or text number. This allowed ACE to maximize responses assuring there was a broad sample of results from each stakeholder group. The number of survey responses in conjunction with the sampling of different student and family cohorts over the two-year period allowed for increased accuracy and representation of our stakeholder population.

Stakeholder Feedback Evaluative Criteria

Transfer the ratings for your institution's Stakeholder Feedback Evaluative Criteria from your workbook.

EC1: Item Quality (not required for Cognia Surveys)

- Level 4 - Items in almost all surveys and focus group protocols have been tested and proven as reliable and valid.
- Level 3 - Items in most surveys and focus groups have been tested and proven as reliable and valid.
- Level 2 - Items in some surveys and focus groups have been tested and proven as reliable and valid.
- Level 1 - Items in few or no surveys and focus groups have been tested and proven as reliable and valid.

COMMENTS

EC2: Administration

- **Level 4 - Surveys were administered to all members of the total population of the institution.**

- Level 3 - Surveys were administered to most participants that represented the total population of the institution.

- Level 2 - Surveys were administered to some participants that represented the total population of the institution.

- Level 1 - Surveys were administered to a small group of participants that did not accurately represent the total population of the institution.

COMMENTS

EC3: Number of Responses

- **Level 4 - The total response rate was 75% or more and all participant populations were well represented.**

- Level 3 - The total response rate was between 50% and 75% of all respondent populations. Almost all population groups were represented.

- Level 2 - The total response rate was between 25% and 50% of the survey group.

- Level 1 - The total response rate was between 0% and 25% of the survey group.

COMMENTS

EC4: Equity of Respondents

- **Level 4 - The total response rate was 75% or more and all participant populations were well represented.**

- Level 3 - The total response rate was between 50% and 75% of all respondent populations. Almost all population groups were represented.

- Level 2 - The total response rate was between 25% and 50% of the survey group.

- Level 1 - The total response rate was between 0% and 25% of the survey group.

COMMENTS

3. Select and Clean Data Sources

It is likely you have considered the following criteria:

- Organized the items of your surveys under themes. You may have used Cognia's key characteristics (Culture, Leadership, Engagement, Growth), then added others. Cognia's surveys are already aligned to these key characteristics.
- Provided longitudinal results of the same questions from multiple administrations, if available, to allow for analysis of trends.
- Provided tables, graphs or other depictions that provide response data with longitudinal

results that are disaggregated by appropriate subgroups (families, learners, teachers, etc.).

4. Analyze and Synthesize Information

Your analysis and synthesis put the pieces of information you amassed together to create a holistic “picture” of your organization in the form of themes. You should have used the following questions to guide your thinking and writing:

- Areas of Noteworthy Achievement
 - Which area(s) were above the expected levels of performance?
 - Describe the area(s) that showed a positive trend in performance.
 - Which area(s) indicated the overall highest performance?
 - Which subgroup(s) showed a trend toward increasing performance?
 - Between which subgroups was the achievement gap closing?
 - Which of the above reported findings were consistent with findings from other data sources?

Enter your findings from your workbook below.

Over the two-year time span of administering surveys, the data analysis from each stakeholder group revealed a positive and safe school culture as ACE’s biggest strength. The fall 2022 survey data summary revealed that each group of stakeholders had an average total score of over 4.0 on each survey. This data summary score had a high of a 4.7 cumulative score in the family survey. Additional culture related data revealed 100% of ACE educators identifying collaboration as the main interaction with peers. ACE is also satisfied with the results of the parent survey. In this data, 88% of parents shared that they feel welcomed at ACE with the same percentage stating that the ACE staff cares about their child’s well-being. Students also identified feeling safe at ACE as a top indicator. Having a safe and caring learning environment has a direct correlation with positive student achievement.

The Fall 2021 data was similar to the Fall 2022 survey data. One main difference was that the 2021 surveys included demographic information, which allowed ACE to analyze our subgroup data and make sure the survey representation was equitable. The 2021 student culture survey was reflective of ACE’s diverse learning population and provided positive data relating to school climate and student feelings in relation to ACE. Student survey highlights included 79% of students sharing that they felt interactions with adults at ACE were respectful and 78% of the students felt comfortable at the school. The 2021 data also revealed that 100% of parents felt respected in interactions with school personnel. The subgroup data analysis allowed staff to know that the positive ACE culture was shared by our entire school population.

The survey results align with qualitative data on the school culture and climate. Students and staff relationships and the creation of a supportive and caring learning culture have been focus areas at ACE for years. Conversations with various

stakeholders have revealed the positive work being completed does not go unnoticed. The survey results only reinforced the school's culture as a strength. While ACE expected positive results relating to climate and culture, the revelation that it is sustained at a high level despite different parent and student cohorts participating in the surveys is powerful. It was also satisfying to see the survey participant's diversity and know that all stakeholders feel welcomed at ACE regardless of subgroup or language barriers.

- Areas in Need of Improvement

- Which area(s) were below the expected levels of performance?
- Described the area(s) that show a negative trend in performance.
- Which area(s) indicated the overall lowest performance?
- Which subgroup(s) showed a trend toward decreasing performance?
- Between which subgroups was the achievement gap becoming greater?
- Which of the above reported findings were consistent with findings from other data sources?

Enter your findings from your workbook below.

Survey data revealed areas that need growth and improvement. In the fall 2021 student engagement survey, 40% of ACE students claimed they studied for a test by reviewing notes shortly before the assessment while 30% said they studied "a little bit" the prior evening. This data was surprising; however, it aligned with our student achievement data. The student achievement group identified increasing the academic focus and student study skills at ACE as an area for growth.

Classroom rigor data did not align. The Fall 2021 student inventory survey results revealed that only 56% of ACE student respondents felt challenged in their classes. This percentage is low as the expectation is that rigor is present in all lessons. The data did not align with the 2021 teacher inventory survey. In this survey, 100% of teachers claimed lessons were based on high expectations. Data revealed a disconnect between students and teacher impressions of rigor occurring in the classrooms. The ACE teacher observation process has also occasionally identified rigor in the classroom area for teacher growth. The deduction from this analysis is that the ACE staff needs additional professional development on rigor and getting our student to use higher order thinking skills.

A third area of need was data driven instruction. This area was identified in the fall 2021 teacher inventory survey. Only 44% of ACE teachers noted that they have received training on interpretation and use of assessment data. While analyzing these survey results, teachers shared that this was an area they feel additional training and support is needed. These findings align with the school improvement plan data stating the need for an increase in student's passing percentage on the SC state licensing certification tests.

A final identified need was the demographic information shared in the fall 2021 staff survey. 100% of the teaching staff was identified as non-Hispanic. This is not reflective of the ACE student demographics and population. It is an area to keep in mind during the spring hiring process.

5. Interpret Findings, Prioritize, and Develop a Theory of Action

You have your information organized and neatly arranged under themes, and determined findings: that is, “what we do well, and where we need to improve.” Refer to the Accreditation Workbook for more information on writing findings. Consider the following suggestions:

- List all your findings' statements.
- Prioritize the findings statements:
 - Select the findings you feel are most important to begin your improvement process.
 - Select only the number of findings you have the capacity to address.
- Perform root cause analysis on the findings to determine how to address the improvement areas, and describe your intended results and next steps (theory of action).

Enter your priorities and theories of action (answers to the prompts and question above) from your workbook.

Stakeholder feedback has reinforced the notion that ACE offers a positive, safe, and respectful school culture that is welcoming to students and parents. ACE staff believes this is the foundation for success in everything we do. Maslow's Hierarchy of Needs theory states that students must feel safe and belonging to meet their full learning potential. Therefore, the impact school climate has on student learning and achievement cannot be understated. In addition, ACE makes certain fundamental student needs, such as food, clothing and program materials, are available to those students in need. This assists students by eliminating any barriers to learning they may have.

The ACE staff is supportive of each other and collaborate on a regular basis. The majority of ACE teachers come from non-traditional teaching backgrounds and worked in their respective program field prior to entering the teaching profession. The lack of student teaching experience adds additional challenges to an already demanding profession. While new teachers go through the state's DIRECT teacher preparation program, there are many challenges that require additional support. ACE has a strong mentoring program; however, the ability for staff members to go to peers for assistance and support cannot be underestimated. This applies to veteran staff members as well. The collegial spirit and shared experiences has created a staff that works well together with students as the focal point.

ACE needs to continue to increase academic rigor and incorporate study skills into our curriculum to best prepare our students. By providing teachers with additional professional development in areas such as higher order thinking skills, data driven instruction and writing in the content areas, students will begin to increase content knowledge and refine written and spoken communication. The need to increase

study skills was also identified by the student academic achievement group and will be completed through ELA courses, which will embed these skills into their grade-level standards. Additional trainings in use of data and increased writing in CTE content areas will have a positive impact on student achievement and increase the number of ACE students passing the state licensing tests for their program.

Putting It All Together

Using the results of your efforts above, create a clear, concise document in the field below. Consider creating a narrative document that use the following outline:

First section: evidence you have analyzed and synthesized

Second Section: findings from your analysis and synthesis

Third section: interpretations of the root cause of your findings and your theory of action

Type or copy and paste your final analysis from your workbook here.

ACE Stakeholder evidence includes analysis of two years of survey data from those groups invested in the continuous growth of the institution. Based on the percentage of completed Cognia surveys by students, teachers and parents, it is evident that climate and culture is an area of strength at ACE. Despite the staff not reflecting the demographics of the students attending, all stakeholders overwhelmingly agree that ACE has a positive school culture. While the surveys show high levels of satisfaction in all areas related to school climate, it is commendable that all ACE staff (100%) identify collaboration as the primary interaction with their peers. Additionally, one survey administered reveals that 100% of parents have had positive interactions with ACE staff. The survey data demonstrates a collegial and supportive relationship amongst different stakeholder groups. Additionally, survey data from Spanish speaking families reinforce that the respectful school climate is present despite the language barrier that may occur in public schools.

While ACE has been exemplary in ensuring that the socio-emotional needs of stakeholders are being addressed, student engagement and instructional practices as areas for growth. Teacher survey data shows that 100% of teachers feel they have high expectations; however, this is in sharp contrast with the data obtained from the students. Additionally, teachers indicate that they lack strategies in the interpretation of assessment data.

Of the teaching staff, only 28% attended a traditional educational college or university where they have been afforded multiple opportunities to engage in best practices with an expert in their field. The state's current path for CTE teacher certification is condensed, and teachers are not provided as many opportunities to acquire and implement instructional strategies. Additionally, of the 28% of classically trained teachers, only 3 are in classrooms where they are the primary instructors. The others offer unique support to ML and Special Education students. The data synthesis revealed that ACE should provide teachers additional opportunities to see dynamic instructional practices in traditional settings.

Currently, our peer observation professional development only allows teachers to observe those peers in the building. This will be reexamined. By completing peer observations in a variety of schools, we will allow staff to see how teachers scaffold learning and utilize data in real time to shape instruction.

ACE will increase academic rigor through an increased focus on academics and changing the structure of our current peer observation professional development. In addition, increasing training related to data use in conjunction with instruction will assist the 44% of teachers that lack training on interpreting assessment data. Specialized training in using varied assessments will support teachers in identifying areas of student need and promote the school's goal of increasing the passing rate of students on industry exams and state licensing.