



Stakeholder Feedback Diagnostic

Morgan County High School

Morgan County 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		Stakeholder Feedback Data 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?

Generalizations of strengths:

There seems to be a general feeling that the school has high expectations of students and provides students with interesting activities in which they can get involved. Stakeholders perceive a focus on student success.

Support for generalizations...

Top strengths (Staff)

Question 1: our school's purpose statement is clearly focused on student success

Question 44: our school provides opportunities for students to participate in activities that interest them

Question 6: our school's governing body or school board complies with all policies procedures laws and regulations

Top strengths (Students)

Question 3: a high-quality education is offered

Question 8: the principal and teachers have high expectations of me

Question 10: my school provides me with challenging curriculum and learning experiences

Top strengths (Parents)

Question 29: our school provides opportunities for students to participate in activities that interest them

Question 22: my child has up-to-date computers and other technology to learn

Question 1: our school's purpose statement is clearly focused on student success

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

In contrast to the extensive and broadly administered surveys for this self-study, the only comparative evidence we found were self-constructed 12-question surveys that were administered in 2005 to a sampling of stakeholders. While the historical responses we were able to retrieve were somewhat limited in comparison to the breadth of the AdvancED survey, there are some generalizations that can be made. Those SACs surveys seemed focused on 'concrete' issues like the cafeteria, the schedule, facilities, and restroom conditions. The current surveys reflect deeper thinking and more abstract responses. They are more focused on relationships and the quality of educational experience. That in itself indicates that we have moved beyond mere survival or living conditions to a place where students have raised their own expectations.

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

Most of the feedback we get from our stakeholders typically comes in the form of anecdotes. For example, the survey generalization that indicates that students have a plethora of high interest activities from which they can choose is reflected in a student's comment that "if someone can't find something that interests them here, it's their fault!" Parent comments about the caring, affirming atmosphere that our staff

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creates and comments about 'how much their child feels loved', point to the survey generalization about the school's purpose being focused on student success. The 'hard evidence' of the survey confirms those numerous stories and comments.

In addition, the student surveys that are completed each spring generally show students' feelings of comfort, safety, and belonging at school.

Areas in Need of Improvement

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

Generalizations about Areas for Improvement:

Stakeholders feel that there needs to be more individualization of instruction provided to students; that grading policies need to be consistent from class to class across the school; and that families need to be better informed on day to day grading and progress of their children.

Top Areas for Improvement (Staff)

Question 23: all teachers use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria

Question 34: all school personnel regularly engage families in their children's learning progress

Question 50: our school ensures all staff members are trained in the evaluation, interpretation, and use of data

Top Areas for Improvement (Students)

Question 24: students respect the property of others

Question 7: students treat adults with respect

Question 27: students help each other even if they are not friends

Question 17: all of my teachers change their teaching to meet my learning needs

Top Areas for Improvement (Parents)

Question 16: all of my child's teachers keep me informed regularly of how my child is being graded

Question 13: all of my child's teachers meet their learning needs by individualizing instruction

Question 15: all of my child's teachers help me to understand my child's progress

Question 18: my child sees a relationship between what is being taught and their everyday life

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

Students seemed to have an underlying "respect" theme: a lack of respect for others' property; a lack of respect for all students; and a lack of respect for adults by all students. While technology was an issue in the previous surveys, it seemed to be a different kind of concern. There was a feeling that there wasn't enough technology or that technology was outdated. The current surveys indicated that parents are very satisfied with student access to technology, but their concern today is about teacher under-utilization of the technology they have. Parents in the earlier survey indicated a strong belief that teachers strove to meet the needs of individual students. Today, the reference to a failure to 'individualize' for students seems to imply a different perception.

What are the implications for these stakeholder perceptions?

There is a general feeling among students that their belongings are 'unsafe' if unattended. Thievery seems to be more socially acceptable, and students seem to translate that into disrespect for the person as well. If a person doesn't honor the fact that a person has either worked hard for possessions or values them, then they are 'disrespecting' that person. If you subscribe to Glasser's Choice Theory, it would mean

that some students are 'stuck' in Survival mode and never rise to Belonging, Power, Freedom, and Fun.

Personal technology has outpaced school technology. While desktop computers and AV projectors dominated the landscape ten years ago, cell phones, social media, and use of the Internet are widespread and expanding possibilities for students. Teachers are expected to be 'out in front' of technology, and to use it daily to captivate and engage.

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

Parent complaints about teachers and the lack of their child's success often center on the teacher's failure to meet the child's needs. Parent comments during conferences reflect this same expectation.

News reports of disregard for others and their property and YouTube videos capturing seeming disdain for others are commonplace. These media clips have become ingrained in people's expectations of others. These negative expectations are often voiced in daily interactions.

Report Summary

Scores By Section

