

Stakeholder Feedback Data Document

Survey Administration

Parent surveys were administered this spring during the last month of school. In total, 332 parent/guardians, or about 22%, responded to the survey. The District posted the surveys on the web, mailed hardcopies home to parents in weekly newsletters, sent out an email to all parents that have registered emails, and utilized our parent group Families for Education. Our goal was to reach 300.

Staff surveys were administered the week of September 26 through September 30. In total, 151 staff members, or about 75% of staff responded to the survey. Each building set aside time during the day for staff members to complete the survey.

Student surveys, for the MS & HS, were administered the week of September 26 through September 30. In total, 563 students, or about 65%, responded to the survey. Each building set aside time during the day for students to complete the survey.

Student surveys, for the Elementary, were administered the week of September 26 through September 30. In total, 346 students, or about 95%, responded to the survey. Daly elementary set aside time during the day for students to complete the survey.

Stakeholder Feedback Results and Analysis: Salient Themes

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

Continue operating with an overall environment of high expectations focused on student success.

- Clear purpose statement and expectations
- Qualified and caring staff
- Multiple opportunities for students
- High quality support services
- Student Advocacy
- Safe Learning Environment

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

- a. Clarify roles and responsibilities between governing body and building leadership:

- provide opportunities to formally review and revise purpose statements.
- seek opportunities to listen to students and involve families

- b. Enhance professional teaming, professional mentorship, and data analysis training for staff.

- c. Enhance

- Individualized instruction and Instructional relevance
- Parental involvement and communication regarding student success
- Respect between teachers and students
- Respect between students and students
- Perceptions of fairness, peer support, and respect for personal property

3. What are the implications for these stakeholder perceptions?

The stakeholders may see the district's process of reviewing the purpose and direction of the school as restrictive and non-inclusive and that the school board or superintendent excessively interfere or even micro manage the buildings. I believe there was a time when the school board had to "take control of the wheel" to ensure financial solvency, direction, and recapture community support. However, overtime greater levels of democracy and community collaboration will be needed to continue the success that has been achieved over the last four years.

The District had a teacher mentorship program but it was inconsistent in who could be a mentor, how they were chosen, and what was to be accomplished. I believed that this needed to be improved and it would take a significant modification of the evaluation and supervision process to do so. Furthermore, I reviewed and scored 200 teacher summative evaluations. It was calculated that 98% of all teachers were rated in the top two categories: Proficient and Distinguished. The principals did not feel that this was an accurate reflection of the staff. This prompted a teacher evaluation supervision review in the spring of 2016. Over the course of the next few years a mentorship program will be put back into place that better reflects the updated supervision and evaluation process.

It is inherent that students will seek the relevance of what they are learning and prefer to have customized learning platforms (Knowles, 1988). Students are also more in tune with issues of respect and perceptions of fairness or at least offer another perspective than the adults in the building. Further analysis would help establish any possible trends.

Summary of Stakeholder Findings

Hamilton Staff

1. Continue operating with an overall environment of high expectations focused on student success.
 - Qualified staff
 - Multiple opportunities for students
 - High quality support services
4. Clarify roles and responsibilities between governing body and building leadership.
5. Enhance professional teaming, professional mentorship, and data analysis training.

Parents

1. Continue operating with an overall environment of high expectations focused on student success.
 - Student advocacy
 - Safe learning environment
2. Clarify roles and responsibilities between governing body and building leadership and provide opportunities to formally review and revise purpose statements.
3. Enhance
 - Individualized instruction
 - Instructional relevance
 - Communication with parents regarding student's progress

High School and Middle School Students

1. Continue operating with an overall environment of high expectations focused on student success.
 - Clear expectations
 - Multiple opportunities for students
 - High quality support services
2. Encourage peer support and respect for personal property
3. Enhance
 - Individualized instruction
 - Respect between teachers and students
 - Respect between students and students

Elementary Students

1. Continue operating with an overall environment of high expectations focused on student success.
 - Multiple opportunities for students
 - High quality support services
 - Caring staff
2. Seek opportunities to listen to students and involve families
3. Enhance
 - Respect between teachers and students
 - Perceptions of fairness

Summary of Highest and Lowest Scoring Findings		
	High Scoring Items	Lowest Scoring Items
Staff	C1: Our school's purpose statement is clearly focused on student success.	D2: Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.
	D4: Our school's leaders expect staff members to hold all students to high academic standards.	E15: In our school, staff members provide peer coaching to teachers.
	F1: Our school provides qualified staff members to support student learning.	E16: In our school, a formal process is in place to support new staff members in their professional practice.
	F9: Our school provides opportunities for students to participate in activities that interest.	E18: In our school, a professional learning program is designed to build capacity among all professional and support staff members.
	F8: Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	G4: Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.
Parents	C1: Our school's purpose statement is clearly focused on student success.	C2: Our school's purpose statement is formally reviewed and revised with involvement from parents.
	E10: My child knows the expectations for learning in all classes	D2: Our school's governing body does not interfere with the operation or leadership of our school.
	E11: My child has at least one adult advocate in the school.	E4: All of my child's teachers meet his/her learning needs by individualizing instruction.
	F1: Our school provides qualified staff members to support student learning.	E9: My child sees a relationship between what is being taught and his/her everyday life.
	F3: Our school provides a safe learning environment.	E7: All of my child's teachers keep me informed regularly of how my child is being graded.
HS & MS Students	C3: In my school, a high quality education is offered	F5: In my school, students help each other even if they are not friends.
	C2: In my school, the purpose and expectations are clearly explained to me and my family	E9: All of my teachers change their teaching to meet my learning needs.
	D3: In my school, the principal and teachers have high expectations of me	F2: In my school, students respect the property of others.
	F3: In my school, a variety of resources are available to help me succeed (e.g., teaching staff, technology, media center)	C4: In my school, all students are treated with respect.
	F6: In my school, I can participate in activities that interest me	D2: In my school, students treat adults with respect.
Elementary Students	C1: In my school my principal and teachers want every student to learn.	G1: My principal and teachers ask me what I think about school.
	D3: In my school my teachers want me to do my best work.	E5: My teachers ask my family to come to school activities.
	E8: My teachers care about students.	D2: In my school students treat adults with respect.
	F3: My school has computers to help me learn.	D1: In my school I am treated fairly.
	G3: My principal and teachers help me to be ready for the next grade.	E3: My teachers listen to me.