Stakeholder Feedback Diagnostic

Dawson County School System

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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

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Did you complete the Stakeholder Feedback Data document offline and upload below?</td>
<td>Yes</td>
<td></td>
<td>DCS_StakeholderFeedbackDiagnostic</td>
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</tbody>
</table>
### Evaluative Criteria and Rubrics

**Overall Rating:** 3.5

<table>
<thead>
<tr>
<th>Statement or Question</th>
<th>Response</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Questionnaire Administration</td>
<td>All 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 complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.</td>
<td>Level 4</td>
</tr>
<tr>
<td>2. Stakeholder Feedback Results and Analysis</td>
<td>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.</td>
<td>Level 3</td>
</tr>
</tbody>
</table>
Areas of Notable Achievement

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

HIGHEST LEVEL OF SATISFACTION OR APPROVAL

The highest level of satisfaction/approval areas are as follows:

Students
Indicators 1.1, 2.4, 3.2, 3.6, 4.4, 5.4

The highest level of satisfaction with students is standard 1. Students feel that the system engages in a systemic process to review, revise, and communicate a system-wide purpose for student success. Students feel like leadership creates a culture that supports the system's purpose, direction, and commitments. In addition, students understand that there is a process in place to monitor learning and that there is a focus on meeting the needs of all students. Students believe they receive timely feedback about their learning. Students feel that they have access to resources/materials they need to learn and that teachers understand how to prepare students for next level.

Staff
Indicators 1.1, 2.2, 4.1, 5.5

The highest level of satisfaction with staff is standard 1. Staff feels that the system engages in a systemic process to review, revise, and communicate a system-wide purpose for student success. Responses indicate the the staff believes the governing body operates responsibly and effectively. In addition, staff members believe that clearly defined policies, processes, and procedures are in place to hire and retain sufficient staff. Staff members also believe that student learning, school performance, and school improvement goals are communicated effectively to all stakeholders.

Parents
Indicators 1.1, 1.3, 4.1, 4.3

The highest level of satisfaction with parents is standard 1. Parents feel that the system engages in a systemic process to review, revise, and communicate a system-wide purpose for student success. Responses indicate that parents believe there is a commitment to shared values and beliefs about teaching and learning. Parents believe that clearly defined policies, processes, and procedures are in place to hire and retain sufficient staff. In addition, parents feel that school facilities and equipment are maintained to prove a safe, clean, and healthy environment for students and staff.

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

TREND TOWARD INCREASING STAKEHOLDER SATISFACTION OR APPROVAL

Dawson County School System has worked very hard to involve all stakeholders in the development of the system's strategic plan. As evident in the survey perception data, staff, parents, and students feel that the system engages in a systemic process to review, revise, and
communicate a system-wide purpose for student success. Through this survey data and feedback collected during stakeholder meetings, the purpose, commitment, and direction of Dawson County School System has been effectively communicated and a shared vision has been established.

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

FINDINGS CONSISTENT WITH FINDINGS FROM OTHER STAKEHOLDER FEEDBACK SOURCES

The overall standard averages from the surveys are below:

- Early Elementary Student Survey Average of all Standards = 2.81
- Elementary Student Survey Average of all Standards = 2.77
- Middle/High Student Survey Average of all Standards = 3.71
- Staff Survey Average of all Standards = 4.26
- Parent Survey Average of all Standards = 4.18

Although there might be some different perspectives between students, parents, and staff, overall the results are fairly consistent. Even though the purpose, directions and commitments have been clearly communicated, initiatives, programs, and outcomes should be shared more aggressively so that all stakeholders maintain a shared vision and deeper understanding of system purpose and goals as they pertain to teaching, learning, and student achievement.
Which area(s) indicate the overall lowest level of satisfaction or approval?

LOWEST LEVEL OF SATISFACTION OR APPROVAL

Students (Early Elementary, Elementary, Middle/High)
Indicators 2.1, 3.3, 3.6, 3.8, 3.9, 4.3, 5.1

The lowest level of satisfaction for early elementary students is standard 3. For elementary, middle, and high school students, the lowest level of satisfaction is standard 2. The overall areas of lowest level of satisfaction when looking at standard indicators are for providing more individualized focus on students’ learning needs and developing more individualized learning for students at all levels of achievement as well as engaging families in meaningful ways in the academic progress of students. Although marked with a high level of satisfaction with middle/high schools students, early elementary students responses indicated a lower level of satisfaction with teachers providing timely, specific feedback about their learning.

Staff
Indicators 3.5, 3.7, 4.5

The lowest level of satisfaction is standards 3 and 4, specifically in the areas of establishing a collaborative learning organization, providing mentoring, coaching, and induction programs to support instructional improvement, and evaluating the effectiveness of information resources and related personnel to ensure that all students, school and system personnel have access to media and information resources.

Parents
Indicators 2.3, 3.3, 3.9

The lowest level of satisfaction is standard 2. The areas of ensuring that leadership at all levels has the autonomy to meet goals for achievement and manage day-to-day operations of school, planning and using instructional strategies that require student collaboration, self-reflection, and critical thinking skills, and implementing structures in all schools whereby each student is well known by one adult advocate are areas where growth is needed.

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

TREND TOWARD DECREASING STAKEHOLDER SATISFACTION

Individualizing learning for all students, providing structures in all schools that ensure each student in known by at least one adult advocate, and establishing and implementing a comprehensive teacher mentor/induction program are areas of growth for Dawson County Schools. Individual schools have established advisement/mentoring programs for students. However, based on survey results, an action plan to educate all stakeholders on the purpose and goals of these programs is needed.
What are the implications for these stakeholder perceptions?

IMPLICATIONS FOR STAKEHOLDER PERCEPTIONS

Dawson County Charter School System has a need for a continued focus on individualizing learning for all students and providing structures in all schools that ensure each student is known by at least one adult advocate. Individual schools have established advisement/mentoring programs for students. However, based on survey results, an action plan to educate all stakeholders on the purpose and goals of these programs is needed. In addition, establishing and implementing a comprehensive teacher mentor/induction program is needed.

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

Although there might be some different perspectives between students, parents, and staff, overall the results are fairly consistent. Even though the purpose, directions and commitments have been clearly communicated, initiatives, programs, and outcomes should be shared more aggressively so that all stakeholders maintain a shared vision and deeper understanding of system purpose and goals as they pertain to teaching, learning, and student achievement.
Report Summary

Scores By Section

<table>
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<th>Section</th>
<th>Section Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3.5</td>
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</tbody>
</table>

Evaluative Criteria and Rubrics - 3.5

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