**Odenville Intermediate School Stakeholder Feedback Data Document**

**I. Survey Administration**

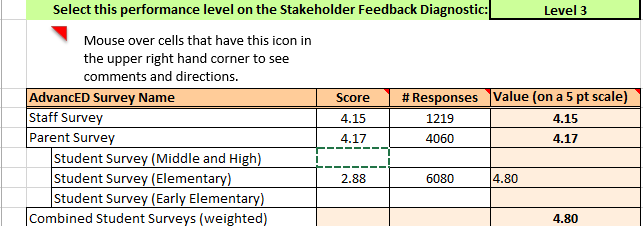
Odenville Intermediate School ensured that all AdvancED surveys were administered with fidelity to administration procedures. Surveys were administered on-line. The staff was able to take the survey on-line during planning times or before or after school. Students were able to take the survey on-line during their class computer lab time. An email was sent home informing parents about the survey. Many teachers also sent home the link to the survey to parents in their weekly or monthly newsletters. The computer lab at school was made available to parents if internet access was needed. During the Title I community block party, iPads were available to parents to use to complete the survey. 94% of students, 79% of staff, and 31% of parents participated in the surveys.

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|  | **Parents (20%)** | **Students (40%)** | **Staff (60%)** |
| **Number** | **103** | **308** | **24** |
| **Percent** | **31%** | **94%** | **79%** |

**II. Stakeholder Feedback Results**

The results of the surveys were examined by the continuous school improvement committee. Overall scores on all three surveys were above 4.0 on a 5 point scale. The staff survey had an overall score of 4.15, the parent survey had an overall score of 4.17, and the student survey had an overall score of 4.8. Odenville Intermediate School scored at a Level 3 performance level.

**Overall AdvancED Survey Scores**



**III. Analysis and Evaluative Criteria**

**STANDARD 1**

Odenville Intermediate School’s greatest area of strength was in Standard 1: Purpose and Direction with an average overall score of 4.43. Staff, parents, and students believe that the school engages in a systematic process to communicate the school’s purpose for student success. The school’s leadership also provides clear direction for improving conditions that support student learning.

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|  | **Standard 1** | **Indicator 1.1** | **Indicator 1.2** | **Indicator 1.3** |
| **Staff** | **4.14** | **3.93** | **4.09** | **4.61** |
| **Students** | **4.92** | **4.92** |  |  |
| **Parents** | **4.23** | **4.22** |  | **4.26** |

**STANDARD 5**

Another area of strength was in Standard 5: Using Results for Continuous Improvement with an average overall score of 4.43. Staff and parents believe that the school’s curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. Teachers participate in collaborative learning communities to improve instruction and student learning.

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|  | **Standard 5** | **Indicator 5.1** | **Indicator 5.2** | **Indicator 5.3** | **Indicator 5.4** | **Indicator 5.5** |
| **Staff** | **4.39** | **4.43** | **4.35** |  | **4.39** | **4.35** |
| **Students** | **4.7** | **4.3** |  |  | **4.95** | **4.85** |
| **Parents** | **4.19** |  |  |  | **4.2** | **4.19** |

**STANDARD 3**

Standard 3: Teaching and Assessing for Learning was also an area of strength with an overall average score of 4.35. Teachers at OIS continually use data from assessments to drive and adjust instruction. New training in Scantron Achievement Series has led teachers to create assessments based on state standards. The only indicator with a score below 4.0 was Indicator 3.7: Mentoring, coaching, and induction programs support instructional improvement consistent with the school’s values and beliefs about teaching and learning. Steps have been taken to further develop our mentoring program to increase support for new teachers. Each new teacher has been assigned a mentor, and the mentor provides support to the new teacher on a regular basis.

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|  | **Standard 3** | **Indicator 3.1** | **Indicator 3.2** | **Indicator 3.3** | **Indicator 3.4** | **Indicator 3.5** |
| **Staff** | **4.1** | **4.09** | **4.39** | **4.1** |  | **4.04** |
| **Students** | **4.78** |  | **4.83** | **4.85** | **4.92** |  |
| **Parents** | **4.18** | **4.22** |  | **4.13** |  | **4.21** |

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|  | **Indicator 3.6** | **Indicator 3.7** | **Indicator 3.8** | **Indicator 3.9** | **Indicator 3.10** | **Indicator 3.11** | **Indicator 3.12** |
| **Staff** | **4.04** | **3.85** | **4.04** | **4.26** | **4.04** | **4.12** | **4.28** |
| **Students** | **4.93** |  | **4.25** | **4.9** | **4.7** |  |  |
| **Parents** | **4.27** |  | **4.22** | **4.08** | **4.24** |  | **4.05** |

**STANDARD 4**

Odenville Intermediate School’s greatest area of weakness was in Standard 4: Resources and Support Systems with an average overall score of 4.32. Indicators reflected areas of need in the maintenance of the school environment and support to students’ physical, social, and emotional needs. Steps have been taken to improve stakeholder perceptions in the area of Standard 4: Resources and Support Systems: A part-time custodian has been hired to assist in improving the school environment. A part-time counselor has been hired for the 2015/2016 school year to assist in meeting the social and emotional needs of students. Each student has also been assigned a teacher advocate to support their social and emotional growth. A positive behavior support intervention plan has been developed and implemented school-wide to promote a positive school environment. Students are provided with an additional meal to take home at the end of the day to aid their physical needs.

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|  | **Standard 4** | **Indicator 4.1** | **Indicator 4.2** | **Indicator 4.3** | **Indicator 4.4** | **Indicator 4.5** | **Indicator 4.6** |
| **Staff** | **3.97** | **4.57** | **3.97** | **4.17** | **3.93** | **3.83** | **3.59** |
| **Students** | **4.83** |  |  | **4.77** | **4.92** | **4.92** | **4.73** |
| **Parents** | **4.16** | **4.24** | **4.09** | **4.37** | **4.22** |  | **4.1** |

**STANDARD 2**

When comparing 2014-2015 surveys to 2015-2016 surveys, a trend of improvement was in Standard 2: Governance and Leadership. The staff survey indicates an improvement in staff perception of the culture of the school (Indicator 2.4). An assistant principal was hired for the 2014/2015 school year resulting in improvement in this area. The assistant principal assists with the day-to-day operations of the school. The assistant principal also helps to provide support to students by assisting with their social and emotional needs.

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|  | **Standard 2** | **Indicator 2.1** | **Indicator 2.2** | **Indicator 2.3** | **Indicator 2.4** | **Indicator 2.5** | **Indicator 2.6** |
| **Staff** | **4.28** | **4.17** | **4.35** | **4.17** | **4.49** | **4.00** | **4.24** |
| **Students** | **4.8** | **4.75** |  |  | **4.83** |  |  |
| **Parents** | **4.11** |  | **4.14** | **3.97** | **4.19** | **4.08** |  |

* Student survey results were converted from a 3 point to a 5 point scale for comparison purposes.