



Stakeholder Feedback Diagnostic

University of Houston Children's Learning Centers

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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?	No		

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	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.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). 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 well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

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

In order to determine the highest levels of overall satisfaction, we evaluated the Average Scores for each Standard and Indicator for both the Parent and Staff Surveys.

Overall, the Standard that received the highest average score of 4.45 on the Parent Survey was Standard 4: Resources and Support Systems, compared to the Staff Survey which scored Standard 4 as 4.67 (Scores are based on a 5 point scale).

The following indicators in Standard 4 received the highest Average Scores of 5 on the Parent Survey:

- 4.2 The school employs qualified Administrators/Directors for each administrative position to support the school's purpose, direction, and the educational program.
- 4.5 The school maintains a class-size and ratio of young children to teachers that support the care and developmentally appropriate learning, growth, and development of young children
- 4.6 Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the early learning school.
- 4.7 The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all young children and staff.
- 4.9 Each classroom/learning space has sufficient usable floor space and size to support the creativity and developmentally appropriate learning, growth, and development of young children; is highly functional for program delivery; and encourages positive staff-to-child relationships.
- 4.11 Indoor and outdoor equipment are safe, available to all young children, are developmentally appropriate for the age-group, have appropriate surfaces to support a variety of types of learning and play, and have impact material under all climbing equipment and swings.
- 4.12 Each classroom/learning space has multiple learning/interest centers that are organized for independent use by young children, that support the learning activities of the instructional program and the creativity of young children, and that are well equipped with materials supportive of the purpose of each learning/interest center.
- 4.13 Each classroom/learning space provides all children with safe and comfortable/cozy areas to relax, rest, or sleep that are continuously supervised by adults at all times.
- 4.16 Each classroom/learning space has displays that are used effectively as a learning tool, are developmentally appropriate for the age-group, attractively presented, appropriate in content, portray the current learning activities, and showcase children's work and creativity.
- 4.17 The school provides support services to meet the physical, social, and emotional needs of young children that are integral to the educational program.

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4.21 All children, parents, and staff experience an environment of reciprocal respect, trust, and open communication in a fair and just way, respecting the needs and characteristics of each individual, and promoting a sense of community, belonging, ownership, and pride.

Overall, the Standard that received the highest average score of 4.86 on the Staff Survey was Standard 1: Purpose and Direction, compared to the Parent Survey which scored Standard 1 as 4.29 (Scores are based on a 5 point scale).

The following indicator in Standard 1 received the highest Average Score of 4.97 on the Staff Survey:

1.3 The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support the care for young children and teaching and learning that are developmentally appropriate for the growth and development of young children.

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

This is the first time the AdvancED Parent and Staff Surveys were administered and no trends can be identified at this time. This year's assessment data will be used as baseline scores for future data analysis.

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

In order to determine which of the reported findings are consistent with the findings from other stakeholder feedback sources, we compared the findings from the Parent Survey to the Staff Survey mentioned above.

The following indicators that both Parents and Staff had the highest average scores (4.9 or higher) in common were:

4.2 The school employs qualified Administrators/Directors for each administrative position to support the school's purpose, direction, and the educational program.

4.12 Each classroom/learning space has multiple learning/interest centers that are organized for independent use by young children, that support the learning activities of the instructional program and the creativity of young children, and that are well equipped with materials supportive of the purpose of each learning/interest center.

4.13 Each classroom/learning space provides all children with safe and comfortable/cozy areas to relax, rest, or sleep that are continuously supervised by adults at all times.

4.21 All children, parents, and staff experience an environment of reciprocal respect, trust, and open communication in a fair and just way, respecting the needs and characteristics of each individual, and promoting a sense of community, belonging, ownership, and pride.

Areas in Need of Improvement

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

In order to determine the lowest levels of overall satisfaction, we evaluated the Average Scores for each Standard and Indicator for both the Parent and Staff Surveys.

Overall, the Standard that received the lowest average score of 4.18 on the Parent Survey was Standard 2: Governance and Leadership, compared to the Staff Survey which scored Standard 2 as 4.81 (Scores are based on a 5 point scale).

The following indicator in Standard 2 received the lowest Average Score of 4.44 on the Parent Survey:

2.3 The governing authority ensures that the school leadership has the autonomy to meet its goals for young children and developmentally appropriate instructional practices and to manage day-to-day operations effectively.

Overall, the Standard that received the lowest average score of 4.66 on the Staff Survey was Standard 5: Using Results for Continuous Improvement, compared to the Parent Survey which scored Standard 5 as 4.32 (Scores are based on a 5 point scale).

The following indicator in Standard 5 received the lowest Average Score of 4.48 on the Staff Survey:

5.2 Professional and support staff are trained in the evaluation, interpretation, and use of data.

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

This is the first time the AdvancED Parent and Staff Surveys were administered and no trends can be identified at this time. This year's assessment data will be used as baseline scores for future data analysis.

What are the implications for these stakeholder perceptions?

The survey results from both groups of stakeholders, Parents and Staff, indicate a very high level of overall satisfaction across all Standards and Indicators.

After reviewing the results from the Parent Survey, it can be implied that the parents demonstrate higher levels of satisfaction in areas in which they have most involvement with and produce more tangible results. Parents are most engaged in the classrooms with the teachers and are seeing the direct benefits of developmentally appropriate practices with their children on a daily basis; the areas of Resources and Support Systems (Standard 4) and Teaching and Assessing for Learning (Standard 3) received the highest levels of satisfaction.

Parent Survey Ranking Results by Standard:

1. Standard 4: Resources and Support Systems (Average Score 4.45)

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2. Standard 3: Teaching and Assessing for Learning (Average Score 4.34)
3. Standard 5: Using Results for Continuous Improvement (Average Score 4.32)
4. Standard 1: Purpose and Direction (Average Score 4.29)
5. Standard 2: Governance and Leadership (Average Score 4.18)

The Staff Survey results, on the other hand, imply that staff are keenly aware of the Center's mission and vision and are cognizant of the organizational structure and how the Center aligns with University policies and procedures as well as adherence to accountability. The shared goals and values of CLC are an integral component to the implementation of developmentally appropriate practices in the classrooms, interactions with parents and co-workers, as well as administrative processes. Purpose and Direction (Standard 1) and Governance and Leadership (Standard 2) received the highest average scores.

Staff Survey Ranking Results by Standard:

1. Standard 1: Purpose and Direction (Average Score 4.86)
2. Standard 2: Governance and Leadership (Average Score 4.81)
3. Standard 3: Teaching and Assessing for Learning (Average Score 4.69)
4. Standard 4: Resources and Support Systems (Average Score 4.67)
5. Using Results for Continuous Improvement (Average Score 4.66)

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

In order to determine which of the reported findings are consistent with the findings from other stakeholder feedback sources, we compared the findings from the Parent Survey to the Staff Survey mentioned above.

The following indicators that both Parents and Staff had the lowest average scores (4.7 or lower) in common were:

- 4.14 Children and school personnel use a range of interactive media and information resources that support the educational programs.
- 4.18 Each child receives individual personal care by staff members who consistently promote the child's general well-being, nutrition, health, and safety.

Report Summary

Scores By Section

