

Chesterton High School - Stakeholder Survey/Inventory Results 2022

What follows is a reporting of the highest and lowest scoring items from a series of surveys and inventories that were conducted in the spring of 2022. The following scales were used for each:

Parent & Staff Surveys	Teacher Inventories K-12		Student Inventories Gr 6-12	
5 – Strongly Agree	One of the following scales were used based on the question.		One of the following scales were used based on the question.	
4 – Agree	4 – Almost Always	4 – Frequently & Regularly	4 – In all of my classes	4 – Six or more times a year
3 – Neutral	3 – Often, Sporadically	3 – Sporadically	3 – In at least half of my classes	3 – Three to five times a year
2 – Disagree	2 – Sometimes	2 – Regularly but not frequently	2 – In at least one of my classes	2 – One or two times a year
1 – Strongly Disagree	1 – Seldom, Rarely	1 – Rarely	1 – In none of my classes	1 – Never

HIGHEST SCORING ITEMS

2017 Parent Surveys	2019 Parent Surveys	2022 Parent Surveys	2019 Staff Survey (not given 2017)	2022 Staff Surveys (Fall 2022)	2017 Teacher Inventories K-12	2019 Teacher Inventories K-12	2022 Teacher Inventories K-12	2017 Student Inventories Gr 6-12	2019 Student Inventories Gr 6-12	2022 Student Inventories Gr 6-12
Our school provides opportunities for students to participate in activities that interest them (4.11)	Our school provides opportunities for students to participate in activities that interest them (4.27).	F6: Our school provides opportunities for students to participate in activities that interest them (4.17).	F9: Our school provides opportunities for students to participate in activities that interest them (4.42).		C4: My lessons are based on high expectations for students (3.76)	My lessons are based on high expectations for students (3.87)	C3: I participate in formal professional collaborations with my peers (3.86).	I have the materials, supplies and technology I need to be successful in school (3.57).	I have the materials, supplies and technology I need to be successful in school (3.63).	F2: I have the materials, supplies and technology I need to be successful in school (3.62).
Our school provides a safe learning environment (4.10)	My child has up to date computers and other technology to learn (4.13)	E13: My child has up to date computers and other technology to learn (4.13)	C1: Our school's purpose statement is clearly focused on student success (4.31).		C12: I use formative assessment to monitor student progress (3.71)	Students in my class have formal opportunities to develop positive relationships with peers and/or adults (3.74)	C4: My lessons are based on high expectations for students (3.79).	I am safe at school (3.52).	I am safe at school (3.55).	F1: I am safe at school (3.54).
Our school ensures that the facilities support student learning (4.01)	Our school provides a safe learning environment (4.06)	F3: Our school provides a safe learning environment (4.09)	F10: Our school maintains facilities that support student learning (4.29).		C14: Students in my class have formal opportunities to develop positive relationships with peers and/or adults (3.70)	I use formative assessment to monitor student progress (3.63)	C14: Students in my class have formal opportunities to develop positive relationships with their peers and/or adults (3.75).	I complete challenging work (3.29).	I complete challenging work (3.29).	F3: I complete challenging work (3.24).
My child knows the expectations for learning in all classes (3.88)	Our school ensures that the facilities support student learning (4.02).	C1: Our school's purpose statement is clearly focused on student success (4.03).	D5: Our school's leaders hold themselves accountable for student learning (4.29).		E7: I use a variety of assessment types, including locally developed and nationally normed, to assess student understanding of content (3.47).	I design my lessons by first determining the expected outcome (3.53)	C7: My lessons provide opportunities for students to be actively engaged in their learning (3.66).	I work on assignments that take more than one class period (3.22).	I work on assignments that take more than one class period (3.23).	D3: I work on assignments that take more than one class period (3.16).
Our school provides an adequate supply of learning resources that are current and in good condition (3.81)	Our school provides an adequate supply of learning resources that are current and in good condition (3.95).	F7: Our school ensures that the facilities support student learning (4.00).	D3: Our school's leaders support an innovative and collaborative culture (4.23).		C10: I design my lessons by first determining the expected outcome (3.43)	I provide exemplars for my students (3.49)	C12: I use formative assessment to monitor student progress (3.59).	I actively participate in class discussions and activities (3.20)	I use digital tools to complete assignments such as, conducting research, finding information, communicating, and/or creating something new (3.12).	E5: I use digital tools to complete assignments such as, conducting research, finding information, communicating and/or creating something new (3.10).

LOWEST SCORING ITEMS

2017 Parent Surveys	2019 Parent Surveys	2022 Parent Surveys	2019 Staff Survey (not given 2017)	2022 Staff Surveys (Fall 2022)	2017 Teacher Inventories K-12	2019 Teacher Inventories K-12	2022 Teacher Inventories K-12	2017 Student Inventories Gr 6-12	2019 Student Inventories Gr 6-12	2022 Student Inventories Gr 6-12
All of my child's teachers meet his or her learning needs by individualizing instruction (2.95)	All of my child's teachers keep me informed regularly of how my child is being graded (2.86).	E4: All of my child's teachers meet his or her learning needs by individualizing instruction (3.16).	E14: In our school, all staff members use student data to address the unique learning needs of all students (3.39).		C8: I structure lessons, tasks and activities that require students' use of digital tools for learning (2.65).	Learning goals are different for each student in my class/course (2.72)	D3: I am involved in decisions and actions that impact student achievement and the overall functioning of our school (2.80).	I use the services of the counseling office (1.76).	I use the services of the counseling office (2.01).	C2: I use the services of the counseling office (2.12).
All of my child's teachers work as a team to help my child learn (3.01)	All of my child's teachers meet his or her learning needs by individualizing instruction (2.93).	E7: All of my child's teachers keep me informed regularly of how my child is being graded (3.18).	E7: All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum (3.39).		C5: Learning goals are different for each student in my class/course (2.64).	I am involved in decisions and actions that impact student achievement and the overall functioning of our school (2.64)	E6: I receive feedback from my supervisor regarding my professional performance (2.76).	I receive acknowledgement and/or praise for my strengths or accomplishments (2.54).	I receive acknowledgement and/or praise for my strengths or accomplishments (2.32).	D1: I work on real-life problems (2.42).
All of my child's teachers keep me informed regularly of how my child is being graded (3.01)	All of my child's teachers work as a team to help my child learn (3.00).	E9: My child sees a relationship between what is being taught and his or her everyday life (3.22).	E8: All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria (3.32).		D5: I am involved in a formal process to verify the success of programs at my school, which are implemented to meet the educational and personal success of students (2.45).	I am involved in a formal process to verify the success of programs at my school, which are implemented to meet the educational emotional and personal success of students (2.60)	C5: Learning goals are different for each student in my class/course (2.59).	I work on real-life problems (2.54).	I work on real-life problems (2.34).	E8: I receive acknowledgement and/or praise for my strengths or accomplishments (2.45).
All of my child's teachers help me to understand my child's progress (3.10)	All of my child's teachers help me to understand my child's progress (3.02).	E6: All of my child's teachers help me to understand my child's progress (3.25).	E2: All teachers in our school personalize instructional strategies and interventions to address individual learning needs of our students (3.25).		D2: I provide multiple opportunities for parents, families and legal guardians to engage in meaningful activities that support student success (2.23).	I provide multiple opportunities for parents families and legal guardians to engage in meaningful activities that support student success (2.28)	D2: I provide multiple opportunities for parents, families and legal guardians to engage in meaningful activities that support student success (2.49).	I use a rubric or scoring guide to help me complete an assignment (2.64)	I am provided opportunities to correct or improve my work (2.50).	D2: I give class presentations or share my work with classmates (2.54).
My child sees a relationship between what is being taught and his or her daily life (3.19)	My child sees a relationship between what is being taught and his or her everyday life (3.15).	E5: All of my child's teachers work as a team to help my child learn (3.28).	E6: All teachers in our school provide students with specific and timely feedback about their learning (3.14).		E5: I receive formal training in the interpretation and use of student assessment data (2.22).	I receive formal training in the interpretation and use of student assessment data (2.18)	E5: I receive formal training in the interpretation and use of student assessment data (2.46).	I am provided opportunities to correct or improve my work (2.69).	I use a rubric or scoring guide to help me complete an assignment (2.55).	E3: I use a rubric or scoring guide to help me complete an assignment (2.58).