Stakeholder Feedback Analysis

Northern Arizona Academy/Taylor 44668 AER (Jul 1, 2025 - Jun 30, 2026)
Northern Arizona Academy/Taylor, Taylor, United States of America

Last Modified: 07/09/2025
Status: Completed

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Below are steps you should have used in this analysis.

1. Understand the Purpose for Your Analysis

You have made a careful analysis of your stakeholder perception or survey results. Here are some activities you should have considered:
• Agree to approach the process and analysis reporting with honesty and transparency.
• Determine the level of commitment of the personnel in your institution to using the results of this analysis to improve.
• Review the four Evaluative Criteria for Surveys and Perception Data.

2. Identify and Evaluate Data Sources

In your workbook, you should have made a list of all possible data sources (surveys, focus groups, etc.). That list should have included these data sources:
• The populations you have collected perception data from. Cognia requires that you collect at least learner perceptions, family perceptions, and teacher perceptions.
• The number of administrations of surveys or focus groups you have for comparison (trend data).
• Comments about the overall validity and reliability of the results and make note of potential areas for improvement.

In your workbook, you should have briefly described how the participants to whom these surveys were administered accurately represented all their respective populations. You could have included information like the size of the population, how participants were identified, the number of surveys administered, the number of responses received, and other information that may have impacted the analysis.

Enter your description of participants and method of collecting feedback here. You can copy and paste your response from your workbook or type directly into the field below.

Data Source	Trend Data	Comments
Climate Survey	6 years	Surveys are sent home in paper version with students, offered during the 3rd trimester Open Campus, emailed to parents/guardians in an electronic format. Average response rate is 20%
Student Survey	6 years	Surveys conducted during school hours on the computers during trimester 3. Average response rate is 89% over the past two years. Reliable data source
Staff Survey	5 years	Identical to Cognia Survey, Distributed electronically to all staff in April every year. 100% response rate over the past 3 years
Comprehensive Needs Assessment	6 years	Given to all staff/board ria email with a due date for completion the same time every year. CNA changed in the last year so it Is difficult to compare to previous years. Response rate is 90 – 100%
Executive Director 360	4 years	Emailed to staff, board members and vendors and left open for approximately 1 month. 80-100% response rate.
Campus Manager 360	2 years	Emailed to staff members. 90-100% response rate. Two different Campus Managers over the past 2 years so results are not consistent. Started 360 for Campus Manager in FY24
School Improvement Team feedback	January 2024-present	Meets every other month to discuss issues and topic that impact students and the performance of the school and make recommendations. Comprised of parents, teachers and support staff.

Interaction

Climate Survey: Parents and guardians are emailed a link to the survey multiple times. The survey is available at the 3rd trimester Open campus. A link to the survey is placed on the school website. Paper copies are sent home to parents and

guardians. Participation has historically been low despite multiple methods of distributing the survey, with between 15 - 25% responding.

Student Surveys: A link to electronic survey is provided to CCR teachers and all students. Students complete the survey during their CCR class. The response rate is high, with between 80-100% of students completing the survey.

Staff Survey: All staff are emailed a link to the survey via their school email with instruction on how to obtain a paper survey if they have difficulty accessing the electronic survey.   Response rates to the staff survey are high, between 90-100%

CNA: All staff and members of the board are provided with a copy of the CNA via email with a deadline to complete rankings by examining the data spreadsheet provided in the district drive. Those rankings are entered electronically and the lowest strands identified. All staff are then provided with fishbones to complete and return by a deadline. The ideas in the fishbones are compiled into a master fishbone and discussed in a meeting to identify goals and action steps. The initial IAP is then written. The Board reviews the IAP finalizes it, making revisions as necessary.

Executive Director 360: Staff, board and vendors are provided with access via email during the third trimester. The evaluation is left open for approximately 4 weeks. Scores are averaged and provided to the board.

Campus Manager 360: Staff are provided with access via email during the third trimester. The evaluation is kept open for approximately 3 weeks.

Stakeholder Feedback Evaluative Criteria

Transfer the ratings for your institution's Stakeholder Feedback Evaluative Criteria from your workbook.

EC1: Item Quality (rate as Level 4 if using Cognia surveys)

- ○ Level 4 - Items in almost all surveys and focus group protocols have been tested and proven as reliable and valid.
- ○ Level 3 - Items in most surveys and focus groups have been tested and proven as reliable and valid.
- ● **Level 2 - Items in some surveys and focus groups have been tested and proven as reliable and valid.**
- ○ Level 1 - Items in few or no surveys and focus groups have been tested and proven as reliable and valid.

EC2: Administration

- ○ Level 4 - Surveys were administered to all members of the total population of the institution.
- ● **Level 3 - Surveys were administered to most participants that represented the total population of the institution.**
- ○ Level 2 - Surveys were administered to some participants that represented the total population of the institution.
- ○ Level 1 - Surveys were administered to a small group of participants that did not accurately represent the total population of the institution.

EC3: Number of Responses

- ○ Level 4 - The total response rate was 75% or more and all participant populations were well represented.
- ● **Level 3 - The total response rate was between 50% and 75% of all respondent populations. Almost all population groups were represented.**
- ○ Level 2 - The total response rate was between 25% and 50% of the survey group.
- ○ Level 1 - The total response rate was between 0% and 25% of the survey group.

EC4: Equity of Respondents

- ○ Level 4 - Results indicate no significant gaps exist among subpopulations of respondents.
- ● **Level 3 - Results indicate minimal gaps exist among subpopulations of respondents, and trend data indicate these gaps have noticeably declined.**
- ○ Level 2 - Results indicate gaps exist among subpopulations of respondents, and these perception gaps demonstrate a modest decline.
- ○ Level 1 - Results indicate gaps exist among subpopulations of respondents and that minimal or no change has occurred in these gaps.

3. Select and Clean Data Sources

It is likely you have considered the following criteria:

• Organized the items of your surveys under themes. You may have used Cognia's key characteristics (Culture, Leadership, Engagement, Growth), then added others. Cognia's surveys are already aligned to these key characteristics.

• Provided longitudinal results of the same questions from multiple administrations, if available, to allow for analysis of trends.

• Provided tables, graphs or other depictions that provide response data with longitudinal results that are disaggregated by appropriate subgroups (families, learners, teachers, etc.).

4. Analyze and Synthesize Information

Your analysis and synthesis put the pieces of information you amassed together to create a holistic "picture" of your organization in the form of themes. You should have used the following questions to guide your thinking and writing:

• Areas of Noteworthy Achievement

− In which area(s) do stakeholders feel the institution is doing really well?

− Which area(s) indicate the overall highest feedback ratings?

− What successes are highlighted?

− Which of the above reported findings are consistent with findings from other data sources?

Enter your findings from your workbook below.

   Climate Survey: Scored above 99% of parents/guardians agreeing or strongly agreeing in all Key Characteristics. When comparing scores from FY21 to FY25, the highest growth was shown in Leadership (+2.1%) with the greatest increases on Part 2 Question 1, "My student is connecting studies to daily life" (+8.3%) and Part 3 Question 4, "There is mutual respect between staff and students" (+16.7%).   Other questions with significant increases included Part 3 Question 3, "Teachers treat students fairly" (+8.3%), and Part 2 Question , "I am satisfied with my ability to discuss my student's life after high school with them" (+8.3%). The Key characteristic, Engagement, also reflected gains. (+1.8%)

   Student Survey: Highest in Engagement and Growth with 100% of students agreeing or Strongly Agreeing that they are challenged by their teachers to do their best and given an amount of work so they can learn. Additionally 95% or more of students agree or strongly agree that they are given help when they need it, they are recognized for their achievement, staff cares about them, and that school is preparing them for their next step in life.   When comparing scores from FY21 to FY25, the greatest increases were in the areas of drugs and alcohol not being a problem at the school(+10%), students treating staff with respect (+18%), and the lack of bullying problems at the school (+11%).

Staff Survey: On a scale of zero to five, the highest score achieved was in Culture (4.338) with the questions scoring the highest being Part 1 Question 3 "Our school's purpose statement is based on shared values and beliefs that guide decision-making." (4.8) and Part 2 Question 4 "Our school's leaders expect staff members to hold all students to high academic standards." (4.7) When comparing scores from FY21 to FY25, gains were made in all Key Characteristics, with the smallest gain in Growth (+0.026) and the largest gain in Leadership (+0.114); Culture (+0.108), Engagement (+0.113). The greatest increases were in the areas of Board compliance (P2Q1 +1.9), Board adherence to roles (P2Q2 +1.9), teacher grading and feedback (P3Q5 +0.8, P3Q8 +1.5), and engagement with stakeholders (P2Q9 +0.8).

Comprehensive Needs Assessment FY21-FY24: On a scale of zero to three, the highest score achieved was in the key characteristic of Leadership, 2.89, although all key characteristics scored well; Culture 2.730, Engagement 2.731, Growth 2.779. When comparing scores from FY21 to FY24, gains were made in all Key Characteristics with the highest gain in Leadership (+0.595) and the lowest gain in Culture (+0.318); Engagement +0.363, Growth +0.422. Indicators with the highest gains included leadership retaining teachers (Indicator 1.7 +3), leadership driving improvement (Indicator 1.9 +2), effective calendar organization (Indicator 3.1 +2), staff driving improvement (Indicator 4.3 +2), and academic and social emotional services to students (Indicator 5.5 +0.94).

Comprehensive Needs Assessment FY25-FY26: Changes to the CNA and the short term tracking of data in this format make it difficult to use this data meaningfully.

Executive Director 360: On a scale of zero to five, the highest score achieved was in the key characteristic of Leadership, 4.55 although the average in all key characteristic indicated exceeding expectations, requiring a minimum score of 3.5 (Culture 4.39, Engagement 4.39, Growth 4.46). Indicators with the highest score included managing financial performance to improve performance and fulfill the mission (P8Q2: 5, P8Q4: 5, P10 Q3: 5), partnering and communicating with the Board (P11 Q 2 and 3: 5) and leading the educational program (P4Q4 and 5:4.8). When comparing scores from FY23 to FY25, the greatest increases were in the Key Characteristics of Leadership (+0.56) and Culture (+0.47). Within Leadership, the indicators with the highest increase were meeting or exceeding student growth goals (P3Q2 +0.9), ensuring the environment reflect the mission and values and enhances learning (P10Q3 +1.2), development and progress towards long term goals (P11Q3 and Q4 +0.9) and successfully recruiting and retaining top performers (P5Q1 and P5Q4 +0.8). Within Culture, the indicators with the highest increase were competent communications and conflict resolution (P2Q3 +0.7) and building and maintaining family satisfaction (P7Q1 +0.9 and P7Q2 +0.7).

• Areas in Need of Improvement
− In which area(s) do stakeholders feel the institution needs to improve?
− Which area(s) indicate the overall lowest feedback ratings?
− What needs for improvement are highlighted?
− Which of the above reported findings are consistent with findings from other data sources?
Enter your findings from your workbook below.

   Climate Survey: Lowest feedback ratings came on Part 2 Question 3, "I discuss things studied at school with my student" (83%). Feedback from the School Improvement Team indicates that here are questions on the survey parents/ guardians feel are irrelevant including Part 4 Question 3, "I like to read for pleasure or interest" and Part 4 Question 4, "I encourage my student to get C's or better." Additionally, the SIT felt the questions did not align well with the survey from Cognia and that there was not enough emphasis placed on the importance of the survey, resulting in low response rates.

   Student Survey: The lowest ranking was in Culture, with the lowest scores in students treating each other with respect (69% agree or strongly agree), and students feeling like they could talk to an adult at school (74% agree or strongly agree). When comparing scores from FY21 to FY25, the greatest decreases were in the areas of students being able to talk to an adult (-11%) and general satisfaction with the school (-17%).

Staff Survey: Lowest feedback ratings centered on training new teachers (P3Q16 3.7), peer to peer coaching (P3Q15 3.9) and teachers providing specific and timely feedback (P3Q6 3.8). The scores for training new teachers have been stagnant for several years. When comparing scores from FY21 to FY25 The greatest losses were in peer to peer coaching (P3Q15 -0.6) and the acquisition and use of technology (P4Q6 -0.6 and P4Q7 -0.8).

Comprehensive Needs Assessment FY21-FY24: None of the Key Characteristics showed a decline. However, two indicators showed a slight decline of 0.1, Indicator 2.3 and Indicator 2.5, both of which concern assessments and the use of data to differentiate instruction. This is supported by the decline in the score addressing the use of effective intervention on the FY26 CNA, question 6.

Comprehensive Needs Assessment FY25-FY26: Changes to the CNA and the short term tracking of data in this format make it difficult to use this data meaningfully. However, the school has ranked low on stakeholder knowledge of the Mission and Vision for two consecutive years.

Executive Director 360: None of the indicators scored below a 4 on a 5 point scale, however there was a loss on one area, Part 1 Question 1, declined by 0.4. T

Campus Manager 360: The short term tracking of data in this format make it difficult to use this data meaningfully.

5. Interpret Findings, Prioritize, and Develop a Theory of Action

You have your information organized and neatly arranged under themes, and determined findings: that is, "what we do well, and where we need to improve." Refer to the Accreditation Workbook for more information on writing findings. Consider the following suggestions:

• List all your findings' statements.

• Prioritize the findings statements:

− Select the findings you feel are most important to begin your improvement process.

− Select only the number of findings you have the capacity to address.

• Perform root cause analysis on the findings to determine how to address the improvement areas, and describe your intended results and next steps (theory of action).

Enter your priorities and theories of action (answers to the prompts and question above) from your workbook.

After close analysis of longitudinal and current data, the Northern Arizona Academy (NAA) team identified the following findings:

- Parents and students are not speaking with each other about what is going on at school.
- Students do not feel like there is a staff member they can talk to at school.
- A persistent issue, according to the Staff Survey, is the lack of a formal process for training new staff members (Teaching and Assessing for Learning Question 16). Additionally, the survey states that peer coaching is provided but the scores indicate it does not fulfill the teacher's needs (Teaching and Assessing for Learning Question 15) .
- According to the 2025 Comprehensive Needs Assessment, the school's mission is not well known by stakeholders.

The team examined all findings and decided the two most important findings that the school may have the most impact on were the lack of mission and vision awareness by stakeholders, the lack of new staff training and the lack of respect demonstrated between students. Using the five why's root cause analysis, the team identified possible root causes and theories of action.

Lack of mission and vision awareness is due to lack of stakeholder exposure as a result of the mission and vision net being perceived as relevant or applicable to day to day operations.

- If NAA posts the mission and vision throughout the school and on all outward facing material and sites and starts each year with a mission and vision event there will be increased likelihood of stakeholders being exposed to our mission and vision resulting in the increased likelihood of stakeholders understanding the core purpose of our school as defined by the mission and vision.

Lack of new hire support is due to lack of formal structure, formal accountability, and adherence to that formal structure.

- If NAA designates a person in charge of new hire training and creates a formal outline of training to be then new hires will experience training that is comprehensive and relevant to their positions. This may lead to an increased likelihood that teacher preparation and performance will improve, which may result in improved academic outcomes for students and a positive climate where new staff do not feel overwhelmed.
- If NAA gathers quality resources for new hire training and ensures resources are available in a readily accessible location then new hire training will be consistent and support best

practices. This may lead to an increased likelihood that teacher preparation and performance will improve, which may result in improved academic outcomes for students and a positive climate where new staff do not feel overwhelmed.

Students do not treat each other with courtesy because standards of behavior are not enforced consistently due to inconsistent interpretation of the standards.

- If NAA creates a chart of core rules of courtesy with examples, trains students and staff on the core rules of courtesy and enforces core courtesy in the classroom and in common areas then there will be a deeper understanding of acceptable and unacceptable behavior towards others. This may lead to an increased likelihood that students will behave in a courteous manner to others which may result in an increased likelihood of a positive welcoming experience for students on campus and a decrease in student interactions that lead to referrals.

Putting It All Together

Using the results of your efforts above, create a clear, concise document in the field below. Consider creating a narrative document that use the following outline:

First section: evidence you have analyzed and synthesized
Second section: findings from your analysis and synthesis
Third section: interpretations of the root cause of your findings and your theory of action

Type or copy and paste your final analysis from your workbook here.

The evidence the Northern Arizona Academy (NAA) team analyzed and synthesized included the Climate Survey completed by parents and guardians, the Student Survey, the Staff Survey, the Comprehensive Needs Assessment and the Executive Director 360. Also considered were recommendations made by the School Improvement Team.
The team ranked EC1 as a 2. Although the surveys have been consistent in the questions asked over the last four years and the Staff Survey is made up entirely of Cognia survey questions, the survey is not conducted via the Cognia eProve Surveys Platform. The team recognizes the value of transitioning to this platform in the future to prevent manipulation of data. EC2 was scored as a 3 due to the fact that surveys are administered in in multiple ways, with respondents having access via email, on site and via traditional mail. Surveys are provided in both paper and electronic formats to ease the challenge of responding in a rural area where internet may not be readily available. Surveys are collected once per year and the data gathered longitudinally to identify positive and negative trends and improve performance. Number of respondents and equity of respondents were both ranked as a 3 because, although the response rate on the Climate Survey is lower, the response rate on the other surveys are between 70 and 90%.
The current April 2025 response rate for the Climate Survey was 14%, the Student Survey was 76% and the staff Survey was 86%. Although not required, the response rate on the Executive Director 360 Evaluation was 72% and on the Comprehensive Needs Assessment was 85%. Higher response rates on the Student, CNA, ED 360 and Staff Survey are attributed to a dedicated time assigned for both groups of stakeholders to complete the surveys during the school day. The climate Survey is completed off site by parents/guardians once per year. Although the Climate survey is provided electronically via email, during open house, sent home in a paper format and posted on the school website, the response rate remains low. NAA is considering initiating incentives to families filling out the survey, including incentives for students whose parents/guardians participate to try to improve the response rate.   Another consideration is the expansion of Remote Learning opportunities that may have impacted the response rate negatively on both the Student and Climate surveys. Improving teacher communication about the survey and providing a link in progress reports may improve this.
Recent results from the Climate and Student surveys indicated high satisfaction with the school. On the Climate Survey gains were made made in the areas of mutual respect and teachers treating students fairly. 100% of student indicated that they are challenged by their teacher to do they best and given an amount of work that helps them learn. Additionally 95% or more of students agree or strongly agree that they are given help when they need it, they are recognized for their achievement, staff cares about them, and that school is preparing them for their next step in life. Key gains were made in

the area of school safety, according to students gains were made in the areas of drugs and alcohols not being a problem on campus, bullying decreasing and students treating staff with respect.

The Staff survey reflected the staff's belief that leadership bases the school's purpose off of shared beliefs. This is supported by high scores on high expectations for staff and students, board compliance, teacher grading and feedback to students and engagement with stakeholders.

Based on feedback provided by stakeholders and analysis by the NAA Team, the following areas have been identified of areas needing improvement. As indicated by the Comprehensive Needs Analysis, stakeholders are not aware of our mission and vision. Additionally , according to the Student Survey, students do not treat each other with respect. Although this area has improved over the last three years, the scores are still lower than desired. Finally, the Staff Survey indicates that new teachers are not given the training and support they need. Theories of action have been developed to address these concerns as listed below.

- If NAA posts the mission and vision throughout the school and on all outward facing material and sites and starts each year with a mission and vision event there will be increased likelihood of stakeholders being exposed to our mission and vision resulting in the increased likelihood of stakeholders understanding the core purpose of our school as defined by the mission and vision.
- If NAA designates a person in charge of new hire training and creates a formal outline of training to be then new hires will experience training that is comprehensive and relevant to their positions. This may lead to an increased likelihood that teacher preparation and performance will improve, which may result in improved academic outcomes for students and a positive climate where new staff do not feel overwhelmed.
- If NAA gathers quality resources for new hire training and ensures resources are available in a readily accessible location then new hire training will be consistent and support best practices. This may lead to an increased likelihood that teacher preparation and performance will improve, which may result in improved academic outcomes for students and a positive climate where new staff do not feel overwhelmed.
- If NAA creates a chart of core rules of courtesy with examples, trains students and staff on the core rules of courtesy and enforces core courtesy in the classroom and in common areas then there will be a deeper understanding of acceptable and unacceptable behavior towards others. This may lead to an increased likelihood that students will behave in a courteous manner to others which may result in an increased likelihood of a positive welcoming experience for students on campus and a decrease in student interactions that lead to referrals.