

Parent/Caregiver Feedback: 2020-2021

Prompt		AGHS	FSEMS	AGIS	PLE	AGSD
Focused Direction	AGSD's mission is clear	3.32	2.96	3.22	3.00	3.16
	AGSD's mission drives its action	3.20	2.83	3.10	3.03	3.07
	AGSD uses a small number of clear goals that are tied to student learning	3.13	2.74	3.12	3.03	3.04
	AGSD uses a small number of clear goals that are tied to student behavior and mental health	2.89	2.76	3.00	2.94	2.92
	Decision-making is clearly connected to AGSD's articulated goals and evidence of student needs	3.02	2.64	2.94	3.00	2.93
	AGSD's goals are connected to a clear strategy	3.07	2.95	3.08	3.11	3.07
	AGSD's goals and strategies are shared with building stakeholders	2.92	2.70	3.04	2.91	2.93
	AGSD's goals and strategies are demonstrated by AGSD employees	3.19	2.68	3.16	3.03	3.07
	AGSD's goals and strategies are understood by parents/caregivers	2.72	2.61	2.88	2.79	2.78
	Information communicated by district administration is clear	3.20	2.60	3.12	2.95	3.02
	Information communicated by building administration is clear	3.26	2.84	3.19	3.13	3.14
	Programmatic resources are aligned with AGSD goals	3.08	2.83	3.04	2.97	3.00
	Fiscal resources are aligned with AGSD goals	2.89	2.76	3.09	2.97	2.96
	Human resources are aligned with AGSD goals	2.95	2.81	3.09	3.00	2.99
Collaborative Cultures	A growth mindset underlies AGSD's culture	3.21	2.70	3.11	3.08	3.07
	Trust underlies AGSD's culture	2.84	2.61	2.94	3.00	2.88
	Shared responsibility for student success underlies AGSD's culture	3.07	2.78	3.10	3.08	3.04
	Innovation and action are encouraged throughout AGSD	3.09	2.83	3.14	3.05	3.06
	Administrators model learning and support a learning culture	3.12	2.88	3.20	3.08	3.10
	Teachers model learning and support a learning culture	3.43	2.96	3.40	3.18	3.28
	Administrators, teachers and parents/caregivers learn and problem-solve together	2.87	2.92	3.00	2.90	2.93
	Administrators, teachers and parents/caregivers work together to meet the needs of individual students	2.93	2.83	3.04	3.05	2.98
	Collaborative inquiry and teamwork is present in formal groupings and structures	3.20	2.74	3.18	2.91	3.05
	Collaborative inquiry and teamwork is present in informal groupings and structures	3.16	2.74	3.22	2.84	3.04
	Numerous formal and informal opportunities exist for families and the school to interact in meaningful ways	3.05	2.71	3.16	2.92	3.00
	Clear partnerships exist between AGSD and the community to support the learning and growth of students	3.00	2.75	2.98	2.80	2.91
Deepening Learning	Learning targets for students are clear and drive instruction	3.11	2.64	3.17	3.05	3.04
	Learning targets are focused on real-life problems and transferable skills	2.81	2.57	2.90	3.05	2.86
	Learning targets are identified and adapted to the individual needs of students	2.70	2.63	3.00	3.00	2.86
	Evidence of learning is collected in an ongoing manner	3.09	2.72	3.10	3.11	3.04
	Evidence of learning is used to drive instructional decisions and practices	3.03	2.68	3.06	3.12	3.00
	Evidence of learning is shared with parents/caregivers	3.02	2.64	3.04	2.97	2.96
	Students are actively engaged in their own learning through personal goals, plans and reflection	2.89	2.63	2.88	3.06	2.88
	A student's individual strengths and talents are encouraged and fostered	2.79	2.57	2.98	3.16	2.91
	All students feel that they are expected to learn and grow	3.29	2.88	3.16	3.18	3.15
	Parents/caregivers have access to the information needed to support learning	3.10	2.72	3.00	2.88	2.96
	Evidence is gathered to support the behavioral and mental health needs of individual students	2.85	2.57	2.88	2.91	2.83
	Resources for students are aligned to the curriculum in each course	3.26	2.72	3.12	3.13	3.09
	Technology is integrated in meaningful ways to support learning	3.30	2.83	3.08	3.08	3.10
A common understanding of instructional expectations is shared with parents/caregivers	3.02	2.56	3.02	2.98	2.94	