
School Quality Survey

Dimension Descriptions



Department of Education
Planning, Budget & Resource Development Office
Planning & Evaluation Branch
Evaluation Section

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School Quality Survey

Dimension Descriptions

The School Quality Survey items are constructed to fit within nine dimensions. The first six dimensions (A-F) address Focus on Learning/Standards Implementation Design requirements. The intent of these six dimensions is to provide schools with information useful in preparing their school self reports, which are required for school accreditation (FOL). The information from the survey is also intended to help schools with their annual standards implementation design reports (SID). These reports present the schools' plans for implementing Hawaii's education standards.

The Involvement dimension is intended to meet the requirements of Act 74 (Session Laws of Hawai'i 1999). Part of the Act calls for yearly reports that include, among other things, a measure of parental involvement.

The Satisfaction dimension is intended to respond to Board of Education Policy #2005, which calls for school-by-school reports that include measures of student and parent satisfaction with school.

The final dimension, Safety and Well-Being, is intended to be used with other information in a non-academic indicator for the School Accountability Program (SAP).

A. STANDARDS-BASED LEARNING

A1. Curriculum (What is being Taught):

To what extent...

- does the school provide challenging, coherent, relevant, and meaningful curricula for each student that fulfills the school's purpose (mission) and results in student achievement of the Hawai'i Content and Performance Standards and the schoolwide learner outcomes through successful completion of any course of study offered?

A2. Instruction (How it is Taught):

To what extent...

- does the professional staff use research-based knowledge about teaching and learning?
- does the professional staff design and implement a variety of learning experiences that meet the diverse needs and learning styles of students?
- does the professional staff design and implement learning experiences that engage students in inquiry and problem-solving, address the Hawai'i Content and Performance Standards, and are consistent with the schoolwide learner outcomes?

A3. Assessment (How Assessment is Used):

To what extent...

- is teacher and student use of assessment frequent and integrated into the teaching/learning process?
- are assessment results the basis for measuring each student's progress toward the achievement of the Hawai'i Content and Performance Standards and the schoolwide learner outcomes?
- are assessment results the basis for regular evaluation and improvement of curricula and instruction?
- are assessment results the basis for the allocation and use of resources?



B. QUALITY STUDENT SUPPORT

B1. Environment that promotes high expectations for student learning and behavior:

To what extent...

- does the school have a safe, healthy, nurturing environment that reflects the school's purpose?
- is the school environment (culture) characterized by a respect for differences, trust, caring, professionalism, support, and high expectations for each student?

B2. Array of student support services:

To what extent...

- are students connected to a system of support services, activities, and opportunities at the school and within the community to help them achieve the schoolwide learner outcomes through the curricular and co-curricular programs?
- is there a system and array of support for students in and outside the school which includes:
 - differentiated classroom practices and personalized classroom climate,
 - prevention/early intervention,
 - family participation,
 - support for transition,
 - community outreach and support, and
 - specialized assistance and crisis and emergency support?

B3. School-Based Services Review:

To what extent...

- does the school conduct an annual review of the support services offered to students taking into account:
 - adequacy of the services offered,
 - number of students identified and serviced and type of service,
 - effectiveness of the service, and
 - number of students identified but not serviced and the reasons why?

C. PROFESSIONALISM AND CAPACITY OF THE SYSTEM

C1. Staff:

To what extent...

- is the school leadership and staff qualified for their assigned responsibilities?
- is the school leadership and staff committed to the school's purpose?

C2. Professional Development:

To what extent...

- does the school leadership and staff engage in ongoing professional development that promotes student achievement of the Hawai'i Content and Performance Standards and the schoolwide learner outcomes?
- does the school have a staff development plan that is coordinated, ongoing, and systemic and that is directly linked to students' achievement of the standards and the schoolwide learner outcomes?



D. COORDINATED TEAM WORK

D1. Leadership:

To what extent...

- does the school leadership make decisions to facilitate actions that focus the energies of the school on student achievement and the schoolwide learner outcomes?
- does the school leadership empower the staff and students?
- does the school leadership encourage commitment, participation, and shared accountability for student learning?

D2. Governance:

To what extent...

- does the school leadership adopt guidelines which are consistent with the school's purpose and support the achievement of the standards and the schoolwide learner outcomes?
- does the school leadership require implementation of these guidelines to members of the staff?
- does the state, district, and school leadership monitor results?

D3. Resource Management and Development:

To what extent...

- are resources available to the school sufficient to sustain the school program and used to carry out the school's purpose: student achievement of the standards and schoolwide outcomes?
- does the school execute responsible resource planning for the future?
- are assessment results the basis for the allocation and use of resources?

E. RESPONSIVENESS OF THE SYSTEM

E1. Parent and Community Engagement:

To what extent...

- does the school leadership employ a wide range of strategies to ensure that parent and community involvement is included in this support system?

E2. Public Responsibility and Accountability:

To what extent...

- does the school leadership and staff regularly assess student progress toward accomplishing the standards and the schoolwide learner outcomes?
- does the school leadership and staff report student progress to the rest of the school community and the public on a regular basis?

F. FOCUSED AND SUSTAINED ACTION

F1. Vision, School Purpose (Mission):

To what extent...

- has the school established a clear statement of vision based upon its beliefs, student/community profile, and current educational research?
- is the vision and purpose further defined by standards and schoolwide learner outcomes that form the basis of the educational program for every student?



F2. Culture of continuous improvement process:

To what extent...

- does the school leadership guide the school in setting directions in developing, implementing, and sustaining a continuous improvement process that focuses on students' achievement of the standards and schoolwide learner outcomes?
- does the school leadership facilitate continuous school improvement that is driven by a standards implementation design promoting the achievement of the standards and schoolwide learner outcomes for all students?
- does the school leadership effectively guide the work of the school?
- does the school leadership provide for accountability through monitoring of the standards implementation design process and action plan?

INVOLVEMENT OF PARENTS, STUDENTS, AND TEACHERS

The school is clear on its mission to provide students with a quality education and therefore actively seeks the involvement of parents and students in helping to achieve the school's goals. The school makes parents feel welcome and offers opportunities for involvement in their children's education at school and in the home. Teachers, students, and parents are involved in planning and helping to make decisions about matters that affect them.

SATISFACTION OF PARENTS, STUDENTS, AND TEACHERS

A large majority of the parents, students, and teachers are satisfied with the school's overall performance. The school as a whole is running smoothly and is making good progress toward its goals. The school is providing students with a quality education; instruction is challenging, interesting, and relevant to the world outside the classroom. Students are learning 'a lot' and enjoy coming to school.

SAFETY AND WELL-BEING

The school environment is orderly, pleasant, and conducive to learning. Students are generally well-behaved in school. Students and teachers feel safe in school. There is no serious problem with illegal drugs, weapons, harassment, or gangs, etc. at the school.

