

School Quality Survey

Background & Information

Survey Chronology:

- 1990s - Effective Schools Survey
 - School climate survey developed and administered statewide to provide schools with data for school improvement planning in support of improved performance of students and the school system.
- 2000 (February) - School Opinion Survey (SOS)
 - Purposes—Research and development effort to improve on information needed for a new survey designed to succeed the Effective Schools Survey and to address board policy requirements. Although the department had available sources of data to address student academic achievement and behavior, there was insufficient information on student and parent satisfaction.
- 2000 (June) - SOS renamed School Quality Survey (SQS)
- 2000 - SQS Pilot Test conducted- 45 schools, Study Group consisting of 1 district with 22 people (mostly principals).
- 2001 – SQS Development completed – Department’s Comprehensive Needs Assessment (2000) and new Western Association of Schools and Colleges (WASC) accreditation requirements using Focus on Learning/Standards Implementation Design dimensions related to school improvement crosswalked and integrated within SQS dimensions.

Final SQS Dimensions (based on pilot administration and analysis)

- A. Standards-Based Learning
- B. Quality Student Support
- C. Professional Capacity of System
- D. Coordinated Team Work
- E. Responsiveness of System
- F. Focused Sustained Action
- G. Involvement
- H. Satisfaction
- I. Student Safety and Well-Being (added in 2004 to address Act 51 requirements)

The SQS consisted of a survey for students, parents, and full time teachers. The parent survey had an open-ended comments section.

- 2003, 2005 – SQS administered statewide
- 2007 – SQS timetable changed to annual administration to support strategic planning needs.
 - (August) SQS Advisory Committee convened to review and update surveys for the 2008 administration
Focus group membership consisted of 22 stakeholders (5 principals, 1 tech coord, 3 external evaluators - UH, PREL, Ward Research, 1 sped, 1 RT, 2 counselors, 1 library specialist, 1 SASA, 1 registrar, 1 PCNC, 1 curriculum specialist, and 1 educational assistant). The purposes were ti

review current items for role groups, review proposed items for the two new role groups surveys under development - Administrative Office Staff (AOS) and Instructional Support Staff (ISS), make recommendations, and come to a consensus on revised items.

- 2008 – Updated SQS administered statewide
Updated SQS survey included two new role groups (AOS and ISS) The AOS and the ISS were conducted online.
Discontinued parent comment section on the parent survey due to costs, privacy issues, and the amount of staff resources time required to review, type, and organize comments for principal and superintendent review.
- 2009 & 2010 – SQS administered statewide. Like the AOS and ISS, Teacher Survey administered online.
- 2011 – Student online surveys – pilot – 7 high schools + 1 multi-level charter school
Added to Survey respondents – SSCs-Admin Surveys; Curriculum Coordinators and behavior therapists-Instructional Support Surveys
- 2012
 - Student surveys online optional for middle and high schools – 16 schools
 - SQS Advisory Committee

Number of Questions by survey type, and annual costs

	Parent	Elem St	Mid St	High St	Teacher	AOS	ISS	Cost (includes postage)
2012			50pilotonline	50pilotonline	online	online	online	\$66,000 (est.)
2011	46	45	50	50pilotonline	54online	55online	54online	\$75,000
2003	49	44	49	49	47	n/a	n/a	\$95,635
2001	48	44	49	49	47	n/a	n/a	\$106,000

Updated changes for 2012:

- Single-sign on for online personnel surveys
- Dedicated server for all SQS online surveys
- The online version of the student survey is accessible within the DOE LAN only.
- The online staff survey surveys are accessible from both inside and outside the DOE LAN, so that teachers and other personnel can complete the survey at a time convenient to their schedule.

SQS information addresses needs in the following areas:

- Statute and regulating requirements
 1. Superintendent’s Annual Report
 2. Trend Report: Educational and Fiscal Accountability.
 3. School Status and Improvement Report
- Policy analysis
- Strategic planning, systems level

- School Accreditation
- Policy Analysis
- School academic planning
 - Note: Several other states and countries have requested to use or adapt the SQS.
- Grants

Legal Background:

- **Act 74 (Hawaii Revised Statutes) 302A-1004(a)(6), 1996**
“(a) The department shall establish a comprehensive system of educational accountability to motivate and support the improved performance of students and the education system. This accountability system shall involve a comprehensive school profile or report card for each school, which shall include, but not be limited to, student performance measures, school attendance, drop-out rates, and parental involvements. These reports shall be made available annually to the BOE, the governor, the legislature, the parents, and the general public.”

Hawaii Revised Statutes 302A-1004, revised

“The department shall implement a comprehensive system of educational accountability to motivate and support the improved performance of students and the education system. This accountability system shall:

(10) Include an evaluation of the effectiveness of complex area superintendents and principals in supporting:

- (A) Students’ academic achievement, safety and well-being, and civic responsibility; and
- (B) The satisfaction of stakeholders affected by the work of the complex area superintendents and principals, which may be measured by broadbased surveys; and
- (C) Fiscal accountability.

- **Effective Schools Survey** – circa 1996
Department’s existing school climate survey adapted to address Act 74 requirements and to provide schools with data for school improvement planning, in support of improved performance of students and the school system.
- **Act 51: Reinventing Education Act of 2004**
“The purpose of this Act is to enhance educational outcomes in Hawaii’s public schools by: (8) Enhancing educational accountability by (A) Requiring academic achievement, safety and well-being, and civic responsibility of individual students to be assessed and tracked.”

“(4) Assess and track measures of academic achievement, safety and well being, and civic responsibility of individual students at selected grade levels and report trend data on these measures over time annually.”
- **BOE Policy #2005** (adopted June 1998), revised 2005
“The DOE shall develop and make annually available to the public school-by-school reports containing indicators and results of effective schools. Each report shall include at least the following four (4) criteria: High levels of student academic achievement; acceptable student behavior; student satisfaction with school; and parent satisfaction.”