


HHS School Quality Factors

 School Quality Factors

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School Quality Factors Report

This diagnostic instrument is designed to guide schools through a meaningful process of self-assessing their current policies, practices and conditions in order to identify areas in which they need to improve. The AdvancED School Quality Factor™ (SQF™) serves as the research based framework for this diagnostic instrument, ensuring that as school engage in the self-assessment process, their efforts are focused on a key set of factors that research confirms are levers for change and improvement.

Through a series of guiding questions, schools assess their performance related to specific practices and conditions that reflect the elements that must be evident to support institutional effectiveness related to each School Quality Factor. Comments, insights, and evidence in support of the school's response to each factor can also be provided.

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School Quality Factors

A. CLEAR DIRECTION

The capacity to define and clearly communicate to stakeholders the direction, mission, and goals that the institution is committed to achieving.

Effective Practices/Conditions

1. **Learners** have input and are informed about their institution's priorities for learning.

a. What proportion of learners has input and is informed?

- Most learners
- Many learners**
- Some learners
- Few learners
- N/A

b. How embedded is this practice in institutional culture?

- Fully embedded
- Mostly embedded**
- Partially embedded
- Not embedded
- N/A

2. **Instructional Staff** embraces and shares the institution's vision, mission, purpose and/or priorities.

a. What proportion of instructional staff commits to these expectations?

- Most instructional staff
- Many instructional staff**
- Some instructional staff
- Few instructional staff
- N/A

b. How frequently do they exhibit these behaviors?

- Almost always**
- Often
- Sometimes
- Seldom
- N/A

3. **Instructional Staff** commits to the path for improvement and understands their role.

a. Which statement best reflects the commitment among instructional staff to the path for improvement?

- Instructional staff strongly commits**
- Instructional staff mostly commits
- Instructional staff partially commits

- Instructional staff seldom commits
- N/A

b. What proportion of instructional staff understands their role?

- Most instructional staff**
- Many instructional staff
- Some instructional staff
- Few instructional staff
- N/A

4. **Leadership** ensures the institution's vision, mission, purpose and/or priorities are clear.

a. How embedded is this practice in institutional culture?

- Fully embedded**
- Mostly embedded
- Partially embedded
- Not embedded
- N/A

5. **Leadership** engages stakeholders in the process of creating and revising the institution's vision, mission, purpose and/or priorities.

a. How embedded is this practice in institutional culture?

- Fully embedded
- Mostly embedded
- Partially embedded**
- Not embedded
- N/A

b. Which descriptor best reflects the quality of the process?

- Excellent quality
- Good quality
- Fair quality**
- Poor quality
- N/A

6. **Other School Staff** embraces and shares the institution's vision, mission, purpose and/or priorities.

a. What proportion of other school staff commits to these expectations?

- Most other school staff
- Many other school staff**
- Some other school staff
- Few other school staff
- N/A

b. How frequently do they exhibit these behaviors?

- Almost always**
- Often
- Sometimes
- Seldom
- N/A

7. **Parents, families and legal guardians** know and understand the direction and goals of the institution.

a. What proportion of parents, families or legal guardians knows and understands the direction?

- Most parents, families or legal guardians
- Many parents, families or legal guardians**
- Some parents, families or legal guardians
- Few parents, families or legal guardians
- N/A

b. Which statement best reflects parents, families or legal guardians agreement with the direction and priorities?

- Most parents, families or legal guardians agree
- Many parents, families or legal guardians agree**
- Some parents, families or legal guardians agree
- Few parents, families or legal guardians agree
- N/A

8. The **community** actively supports the institution's vision, mission, purpose and/or priorities.

a. How embedded is this practice in institutional culture?

- Fully embedded**
- Mostly embedded
- Partially embedded
- Not embedded
- N/A

9. **COMMENTS/INSIGHTS/SUMMARY**

a. As appropriate, please provide comments, insights and/or summary related to this factor.

We feel that we can work to engage the stakeholders in more of the creating and revision of the school's mission, vision, etc. However, we have a very active community who supports the school and our mission.

COMMENTS

Please enter your comments below.

ATTACHMENTS

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B. HEALTHY CULTURE

The shared values, beliefs, written and unwritten rules, assumptions, and behavior of stakeholders within the school community that shape the school's social norms and create opportunities for everyone to be successful.

Effective Practices/Conditions

1. **Learners** feel safe and supported in the learning environment.

a. What proportion of learners feels safe and supported?

- Most learners**
- Many learners
- Some learners
- Few learners
- N/A

b. How frequently do learners feel safe and supported?

- Almost always**
- Often
- Sometimes
- Seldom
- N/A

2. **Learners** have supportive and healthy relationships with their peers.

a. What proportion of learners experiences such relationships?

- Most learners
- Many learners**
- Some learners
- Few learners
- N/A

b. With what frequency is this true?

- Almost always true
- Often true**
- Sometimes true
- Seldom true
- N/A

3. **Learners** participate in structures, programs and/or initiatives that attend to their social emotional/non-cognitive learning.

a. What proportion of learners participates?

- Most learners
- Many learners**
- Some learners
- Few learners

N/A

b. How embedded is this practice in institutional culture?

Fully embedded

Mostly embedded

Partially embedded

Not embedded

N/A

4. **Instructional staff** is provided relevant, targeted support and training to reach high standards.

a. What proportion of instructional staff participates?

Most instructional staff

Many instructional staff

Some instructional staff

Few instructional staff

N/A

b. How embedded is this practice in institutional culture?

Fully embedded

Mostly embedded

Partially embedded

Not embedded

N/A

5. **Instructional staff** collaborates with each other through structures and schedules that maximize collaboration and collegial learning.

a. What proportion of staff collaborates with each other?

Most instructional staff

Many instructional staff

Some instructional staff

Few instructional staff

N/A

b. To what degree is this practice implemented?

Fully implemented

Mostly implemented

Partially implemented

Planned for the future

N/A

6. **Instructional staff** has relationships with learners that are supportive, caring and congenial.

a. What proportion of instructional staff agrees with this statement?

- Most instructional staff**

- Many instructional staff
- Some instructional staff
- Few instructional staff
- N/A

b. Which descriptor best reflects the quality of these relationships?

- Excellent quality
- Good quality**
- Fair quality
- Poor quality
- N/A

7. **Leadership** facilitates and supports structures for instructional staff to interact and collaborate.

a. How embedded is this practice in institutional culture?

- Fully embedded**
- Mostly embedded
- Partially embedded
- Not embedded
- N/A

8. **Leadership** has relationships with staff that are trusting and positive.

a. What proportion of leadership agrees with this statement?

- Most of the leadership
- Many of the leadership**
- Some of the leadership
- Few of the leadership
- N/A

b. Which descriptor best reflects the quality of these relationships?

- Excellent quality
- Good quality**
- Fair quality
- Poor quality
- N/A

9. **Other school staff's** relationships with colleagues are respectful and collaborative.

a. What proportion of other school staff agrees with this statement?

- Most other school staff
- Many other school staff**
- Some other school staff

- Few other school staff
- N/A

b. Which descriptor best reflects the quality of these relationships?

- Excellent quality
- Good quality**
- Fair quality
- Poor quality
- N/A

10. **Other school staff's** relationships with learners are supportive, caring and congenial.

a. What proportion of other school staff agrees with this statement?

- Most other school staff**
- Many other school staff
- Some other school staff
- Few other school staff
- N/A

b. Which descriptor best reflects the quality of these relationships?

- Excellent quality**
- Good quality
- Fair quality
- Poor quality
- N/A

11. **Parents, families and legal guardians** of all backgrounds are actively involved in their children's learning and school experiences.

a. What proportion of parents, families or legal guardians is actively involved?

- Most parents, families or legal guardians
- Many parents, families or legal guardians
- Some parents, families or legal guardians**
- Few parents, families or legal guardians
- N/A

b. How frequently do parents, families or legal guardians exhibit this behavior?

- Almost always
- Often
- Sometimes**
- Seldom
- N/A

12. **Parents, families and legal guardians** are welcomed into the institution through structures that encourage and facilitate their presence.

a. How embedded is this practice in institutional culture?

- Fully embedded**
- Mostly embedded
- Partially embedded
- Not embedded
- N/A

13. **Parents, families and legal guardians** perceive the learning environment safe for and supportive of their children.

a. What proportion of parents, families or legal guardians shares this perception?

- Most parents, families or legal guardians**
- Many parents, families or legal guardians
- Some parents, families or legal guardians
- Few parents, families or legal guardians
- N/A

b. How frequently do parents, families or legal guardians believe this to be true?

- Always
- Often**
- Sometimes
- Seldom
- N/A

14. **Community** involvement is an integral part of the institution's culture.

a. How embedded is this practice in institutional culture?

- Fully embedded**
- Mostly embedded
- Partially embedded
- Not embedded
- N/A

15. **COMMENTS/INSIGHTS/SUMMARY**

a. As appropriate, please provide comments, insights and/or summary related to this factor.

We make attempts to involve parents throughout the year in a variety of ways. We are actively contacting them, but parents are not always able to participate.

COMMENTS

Please enter your comments below.

ATTACHMENTS

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C. HIGH EXPECTATIONS

An institution's stated commitment to expectations for all stakeholders, including student learning outcomes, teacher quality, leadership effectiveness, community engagement and parent involvement.

Effective Practices/Conditions

1. **Learners** experience rigorous and challenging tasks, activities, and projects that focus on developing higher order thinking skills and problem-solving.

a. What proportion of learners experiences these opportunities?

- Most learners
- Many learners**
- Some learners
- Few learners
- N/A

b. How embedded is this practice in institutional culture?

- Fully embedded
- Mostly embedded**
- Partially embedded
- Not embedded
- N/A

2. **Learners** set challenging goals for learning that they set on their own or collaboratively with support from teachers and/or peers.

a. What proportion of learners experiences these opportunities?

- Most learners
- Many learners**
- Some learners
- Few learners
- N/A

b. With what frequency do these opportunities occur?

- Almost always
- Often**
- Sometimes
- Seldom
- N/A

3. **Instructional staff** is held to high standards for pedagogy and content knowledge.

a. What proportion of instructional staff agrees with this statement?

- Most instructional staff**
- Many instructional staff
- Some instructional staff

- Few instructional staff
- N/A

b. How embedded is this practice in institutional culture?

- Fully embedded**
- Mostly embedded
- Partially embedded
- Not embedded
- N/A

4. **Instructional staff's** actions, words and attitudes demonstrate their belief that all learners can meet high standards.

a. What proportion of instructional staff demonstrates such belief?

- Most instructional staff
- Many instructional staff**
- Some instructional staff
- Few instructional staff
- N/A

b. How frequently does instructional staff exhibit this behavior?

- Almost always
- Often**
- Sometimes
- Seldom
- N/A

5. **Leadership** sets high standards for teaching, learning and improvement.

a. How embedded is this practice in institutional culture?

- Fully embedded**
- Mostly embedded
- Partially embedded
- Not embedded
- N/A

6. **Leadership's** actions, words and attitudes demonstrate their belief that all learners can meet high standards.

a. What proportion of leadership agrees with this statement?

- Most of the leadership**
- Many of the leadership
- Some of the leadership
- Few of the leadership
- N/A

b. How frequently does leadership exhibit this behavior?

- Almost always**
- Often
- Sometimes
- Seldom
- N/A

7. **Other school staff** supports learners in their pursuit of challenging goals.

a. How frequently does other school staff support students for this purpose?

- Almost always**
- Often
- Sometimes
- Seldom
- N/A

b. How embedded is this practice in institutional culture?

- Fully embedded**
- Mostly embedded
- Partially embedded
- Not embedded
- N/A

8. **Parents, families and legal guardians** are involved in setting high expectations for their children's learning and achievement.

a. How frequently are parents, families or legal guardians involved in this activity?

- Almost always
- Often
- Sometimes**
- Seldom
- N/A

b. What proportion of parents, families or legal guardians is involved in this activity?

- Most parents, families or legal guardians
- Many parents, families or legal guardians
- Some parents, families or legal guardians**
- Few parents, families or legal guardians
- N/A

9. **Parents, families and legal guardians** support their children in their pursuit of challenging goals.

a. How frequently do parents, families or legal guardians provide support for this purpose?

- Almost always

- Often
- Sometimes**
- Seldom
- N/A

b. What proportion of parents, families or legal guardians provides support for this purpose?

- Most parents, families or legal guardians
- Many parents, families or legal guardians
- Some parents, families or legal guardians**
- Few parents, families or legal guardians
- N/A

10. The **community** provides feedback on the institution's programs and initiatives to ensure they align with community needs and priorities.

a. What proportion of the community agrees with this statement?

- Most of the community
- Many of the community
- Some of the community**
- Few of the community
- N/A

11. **COMMENTS/INSIGHTS/SUMMARY**

a. As appropriate, please provide comments, insights and/or summary related to this factor.

We fully support parents and the community to provide us with feedback and be involved in the education of our students. However, not all parents are able to be as involved as we would like them to be.

COMMENTS

Please enter your comments below.

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D. IMPACT OF INSTRUCTION

The capacity of every teacher to purposefully and intentionally create an environment that empowers all learners to be successful and reach expected levels of achievement, including readiness to transition to the next level of learning or career pathway.

Effective Practices/Conditions

1. **Learners** monitor their progress and are supported when they are not meeting expectations.

a. To what degree is this practice implemented?

- Fully implemented
- Mostly implemented**
- Partially implemented
- Planned for the future
- N/A

b. How embedded is this practice in institutional culture?

- Fully embedded**
- Mostly embedded
- Partially embedded
- Not embedded
- N/A

2. **Learners** demonstrate success in achieving challenging goals.

a. What proportion of learners is achieving success?

- Most learners
- Many learners**
- Some learners
- Few learners
- N/A

b. With what frequency do learners achieve goals?

- Almost always
- Often**
- Sometimes
- Seldom
- N/A

3. **Instructional staff** monitors and evaluates the impact of instruction on learner engagement, outcomes and overall success.

a. How embedded is this practice in institutional culture?

- Fully embedded**
- Mostly embedded
- Partially embedded
- Not embedded

- N/A

b. What proportion of instructional staff engages in this practice?

- Most instructional staff**
- Many instructional staff
- Some instructional staff
- Few instructional staff
- N/A

4. **Instructional staff** demonstrates the impact of instruction through formative, summative and/or other outcome data.

a. How embedded is this practice in institutional culture?

- Fully embedded**
- Mostly embedded
- Partially embedded
- Not embedded
- N/A

b. What proportion of instructional staff engages in this practice?

- Most instructional staff**
- Many instructional staff
- Some instructional staff
- Few instructional staff
- N/A

5. **Leadership** monitors and evaluates impact of instruction on learner engagement, outcomes and overall success.

a. With what frequency do leaders engage in this practice?

- Almost always**
- Often
- Sometimes
- Seldom
- N/A

b. To what degree is this practice implemented?

- Fully implemented**
- Mostly implemented
- Partially implemented
- Planned for the future
- N/A

6. **Other school staff** implements actions that support teaching, learning and overall learner success.

a. What proportion of other school staff engages in these actions?

- Most other school staff**
- Many other school staff
- Some other school staff
- Few other school staff
- N/A

b. How embedded is this practice in institutional culture?

- Fully embedded**
- Mostly embedded
- Partially embedded
- Not embedded
- N/A

7. **Parents, families and legal guardians** connect their children's school experiences with engagement, outcomes and overall learner success.

a. How frequently do parents, families or legal guardians make this connection?

- Almost always
- Often**
- Sometimes
- Seldom
- N/A

b. What proportion of parents, families or legal guardians makes this connection?

- Most parents, families or legal guardians
- Many parents, families or legal guardians**
- Some parents, families or legal guardians
- Few parents, families or legal guardians
- N/A

8. The **community's** perception of the institution's quality of teaching and learning is positive.

a. What proportion of the community agrees with this perception?

- Most of the community**
- Many of the community
- Some of the community
- Few of the community
- N/A

9. **COMMENTS/INSIGHTS/SUMMARY**

a. As appropriate, please provide comments, insights and/or summary related to this factor.

COMMENTS

Please enter your comments below.

ATTACHMENTS

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E. RESOURCE MANAGEMENT

The ability of an institution to plan, secure, and allocate its resources (human, material, and fiscal) to meet the needs of every learner.

Effective Practices/Conditions

1. **Learners** have appropriate digital, material and other resources to support their learning success.

a. What proportion of learners has these resources?

- Most learners**
- Many learners
- Some learners
- Few learners
- N/A

b. How embedded is this practice in institutional culture?

- Fully embedded**
- Mostly embedded
- Partially embedded
- Not embedded
- N/A

2. **Learners** receive services and support that align with their needs.

a. What proportion of learners has their needs met?

- Most learners**
- Many learners
- Some learners
- Few learners
- N/A

b. With what frequency are learners' needs met?

- Almost always**
- Often
- Sometimes
- Seldom
- N/A

3. **Instructional staff** has material and technology resources and professional development/training to implement the institution's vision, mission, and/or purpose.

a. What proportion of instructional staff has sufficient resources and support?

- Most instructional staff**
- Many instructional staff
- Some instructional staff
- Few instructional staff
- N/A

b. With what frequency does instructional staff apply these resources and support?

- Almost always**
- Often
- Sometimes
- Seldom
- N/A

4. **Leadership** aligns the allocation of resources with the institution's priorities for learning.

a. How embedded is this practice in institutional culture?

- Fully embedded**
- Mostly embedded
- Partially embedded
- Not embedded
- N/A

5. **Leadership** actively seeks resources (human, material and fiscal) to meet the needs of every learner.

a. What proportion of the leadership agrees with this statement?

- Most of the leadership**
- Many of the leadership
- Some of the leadership
- Few of the leadership
- N/A

b. How frequently does leadership exhibit this behavior?

- Almost always**
- Often
- Sometimes
- Seldom
- N/A

6. **Other school staff** has the resources to implement with high quality the areas for which they are responsible.

a. What proportion of other school staff has sufficient resources?

- Most other school staff**
- Many other school staff
- Some other school staff
- Few other school staff
- N/A

b. With what frequency does other school staff apply these resources?

- Almost always**
- Often
- Sometimes
- Seldom
- N/A

7. **Parents, families and legal guardians** support the institution by contributing time, resources or other types of demonstrable involvement.

a. With what frequency do parents, families or legal guardians contribute?

- Almost always
- Often**
- Sometimes
- Seldom
- N/A

b. What proportion of parents, families or legal guardians contributes?

- Most parents, families or legal guardians
- Many parents, families or legal guardians**
- Some parents, families or legal guardians
- Few parents, families or legal guardians
- N/A

8. The **community's** assets are leveraged by the institution to improve outcomes and drive learner success.

a. How embedded is this practice in institutional culture?

- Fully embedded**
- Mostly embedded
- Partially embedded
- Not embedded
- N/A

9. **COMMENTS/INSIGHTS/SUMMARY**

a. As appropriate, please provide comments, insights and/or summary related to this factor.

COMMENTS

Please enter your comments below.

ATTACHMENTS

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F. EFFICACY OF ENGAGEMENT

The capacity to engage learners and other stakeholders in an effective manner to improve learning outcomes.

Effective Practices/Conditions

1. **Learners** demonstrate active engagement in their own learning.

a. What proportion of learners is actively engaged?

- Most learners
- Many learners**
- Some learners
- Few learners
- N/A

b. With what frequency are learners engaged?

- Almost always
- Often**
- Sometimes
- Seldom
- N/A

2. **Learners** experience minimal disruptive behavior and other negative actions in the learning environment.

a. How embedded is this practice in institutional culture?

- Fully embedded
- Mostly embedded**
- Partially embedded
- Not embedded
- N/A

3. **Learners** are engaged in a variety of activities (academic and non-academic) that support their development and preparation for future success.

a. To what degree is this practice implemented?

- Fully implemented
- Mostly implemented**
- Partially implemented
- Planned for the future
- N/A

b. Which descriptor best reflects the quality of activities?

- Excellent quality**
- Good quality
- Fair quality
- Poor quality

- N/A

4. **Instructional staff** structures learning activities that maximize learners' active engagement.

a. How embedded is this practice in institutional culture?

- Fully embedded**
- Mostly embedded
- Partially embedded
- Not embedded
- N/A

5. **Leadership** engages the entire school community to drive improvement in learning outcomes.

a. How embedded is this practice in institutional culture?

- Fully embedded**
- Mostly embedded
- Partially embedded
- Not embedded
- N/A

b. Which descriptor best reflects the quality of these engagements?

- Excellent quality
- Good quality**
- Fair quality
- Poor quality
- N/A

6. **Leadership** demonstrates how stakeholder feedback (learners, staff, parents and/or community) directly affects changes at the school.

a. What proportion of leadership agrees with this statement?

- Most of the leadership
- Many of the leadership
- Some of the leadership**
- Few of the leadership
- N/A

b. To what degree is this practice implemented?

- Fully implemented
- Mostly implemented
- Partially implemented**
- Planned for the future
- N/A

7. Leadership focuses on learner engagement as a driving force for improving outcomes and learner success.

a. What proportion of leadership agrees with this statement?

- Most of the leadership**
- Many of the leadership
- Some of the leadership
- Few of the leadership
- N/A

b. To what degree is this practice implemented?

- Fully implemented**
- Mostly implemented
- Partially implemented
- Planned for the future
- N/A

8. Other school staff actively engages learners in positive and productive ways within their respective areas of responsibility.

a. What proportion of other school staff agrees with this statement?

- Most other school staff**
- Many other school staff
- Some other school staff
- Few other school staff
- N/A

b. How frequently does other school staff exhibit this behavior?

- Almost always**
- Often
- Sometimes
- Seldom
- N/A

9. Parents, families and legal guardians take part in activities that gather their perceptions, opinions and feedback.

a. How frequently do parents, families or legal guardians participate?

- Almost always
- Often
- Sometimes**
- Seldom
- N/A

b. How embedded is this practice in institutional culture?

- Fully embedded**
- Mostly embedded
- Partially embedded
- Not embedded
- N/A

10. **Community** representatives (business, civic, etc.) are actively engaged by the institution to support learner success.

a. How embedded is this practice in institutional culture?

- Fully embedded**
- Mostly embedded
- Partially embedded
- Not embedded
- N/A

b. Which descriptor best reflects the nature of these engagements?

- Excellent quality**
- Good quality
- Fair quality
- Poor quality
- N/A

11. **COMMENTS/INSIGHTS/SUMMARY**

a. As appropriate, please provide comments, insights and/or summary related to this factor.

COMMENTS

Please enter your comments below.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

G. IMPLEMENTATION CAPACITY

The ability of an institution to consistently execute actions designed to improve organizational and instructional effectiveness.

Effective Practices/Conditions

1. **Learners' achievement, outcomes, and learning experiences** are improved as a result of deliberate actions taken by instructional and other school staff and leadership.

a. Which descriptor best reflects the quality of these actions?

- Excellent quality
- Good quality**
- Fair quality
- Poor quality
- N/A

b. To what degree are these actions implemented?

- Fully implemented**
- Mostly implemented
- Partially implemented
- Planned for the future
- N/A

2. **Instructional staff** implements deliberate actions to improve teaching and learning that result in improved outcomes for learners.

a. What proportion of instructional staff implements improvement actions?

- Most instructional staff**
- Many instructional staff
- Some instructional staff
- Few instructional staff
- N/A

b. With what frequency does instructional staff implement improvement actions?

- Almost always**
- Often
- Sometimes
- Seldom
- N/A

3. **Instructional staff** has the content knowledge and pedagogical skills to implement high quality learning experiences.

a. What proportion of instructional staff agrees with this statement?

- Most instructional staff
- Many instructional staff**
- Some instructional staff
- Few instructional staff

- N/A

b. What proportion of instructional staff has these skills?

- Most instructional staff
- Many instructional staff**
- Some instructional staff
- Few instructional staff
- N/A

4. **Leadership** has the capacity to drive the implementation of actions designed to improve the institution's culture and organizational effectiveness.

a. What proportion of leadership agrees with this statement?

- Most of the leadership**
- Many of the leadership
- Some of the leadership
- Few of the leadership
- N/A

b. Which descriptor best reflects the quality of these actions?

- Excellent quality**
- Good quality
- Fair quality
- Poor quality
- N/A

5. **Leadership** has the capacity to drive the implementation of actions designed to improve teaching and learning.

a. What proportion of leadership agrees with this statement?

- Most of the leadership
- Many of the leadership**
- Some of the leadership
- Few of the leadership
- N/A

b. Which descriptor best reflects the quality of these actions?

- Excellent quality
- Good quality**
- Fair quality
- Poor quality
- N/A

6. **Leadership** has the capacity to drive the implementation of actions designed to improve learner engagement.

a. What proportion of leadership agrees with this statement?

- Most of the leadership
- Many of the leadership**
- Some of the leadership
- Few of the leadership
- N/A

b. Which descriptor best reflects the quality of these actions?

- Excellent quality
- Good quality**
- Fair quality
- Poor quality
- N/A

7. **Other school staff** implements deliberate actions that improve their respective areas of purview in support of learners' success.

a. What proportion of other school staff implements improvement actions?

- Most other school staff**
- Many other school staff
- Some other school staff
- Few other school staff
- N/A

b. With what frequency does other school staff implement improvement actions?

- Almost always**
- Often
- Sometimes
- Seldom
- N/A

8. **Parents, families and legal guardians** are confident of the institution's capacity to implement actions that result in improved learning and outcomes for their children.

a. What proportion of parents, families or legal guardians agree with this statement?

- Most parents, families or legal guardians
- Many parents, families or legal guardians**
- Some parents, families or legal guardians
- Few parents, families or legal guardians
- N/A

9. **Community representatives** (business, civic, etc.) provide support to build the capacity of the institution to improve learner success.

a. How embedded is this practice in institutional culture?

- Fully embedded**
- Mostly embedded
- Partially embedded
- Not embedded
- N/A

10. **COMMENTS/INSIGHTS/SUMMARY**

a. As appropriate, please provide comments, insights and/or summary related to this factor.

COMMENTS

Please enter your comments below.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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