


## System Quality Factors\_03122019\_14:50

 System Quality Factors

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## System Quality Factors

### A. CLEAR DIRECTION

The capacity to define and clearly communicate to stakeholders the strategic direction and priorities that the system is committed to achieving.

#### Effective Practices/Conditions

1. The **governing authority** implements a collaborative process with the community to set the strategic direction for the system.

a. How embedded is this practice in the 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

c. Which stakeholder groups had the opportunity to provide input or respond?

- Most stakeholder groups**
- Many stakeholder groups
- Some stakeholder groups
- Few stakeholder groups
- N/A

2. The **governing authority** embraces and shares the system's vision, mission and priorities.

a. What proportion of the governing authority meets this expectation?

- Most of the governing authority**
- Many of the governing authority
- Some of the governing authority
- Few of the governing authority
- N/A

b. How frequently do they exhibit these behaviors?

- Almost always**
- Often
- Sometimes
- Seldom

- N/A

3. The **governing authority** commits to the path for improvement.

a. Which descriptor best reflects the commitment of the governing authority?

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

4. The **governing authority** demonstrates understanding of its roles and responsibilities.

a. What proportion of the governing authority understands their roles and responsibilities?

- Most of the governing authority**
- Many of the governing authority
- Some of the governing authority
- Few of the governing authority
- N/A

b. How frequently do their actions reflect their understanding?

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

5. **Leadership** ensures the system's vision, mission and priorities are clearly defined.

a. How embedded is this practice in the system's culture?

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

6. **Leadership** engages stakeholders in the process of creating and revising the system's vision, mission and priorities.

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

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

b. How embedded is this process in the system's culture?

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

7. **System staff** embraces and communicates the system's vision, mission and priorities to all stakeholders.

a. What proportion of system staff meets this expectation?

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

b. Which descriptor best describes the quality of the communication process?

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

c. What proportion of the system staff agrees with the vision, mission and priorities?

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

8. **Parents, families, and legal guardians** know and understand the direction and priorities of the system.

a. What proportion of parents, families, and 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. What proportion of parents, families, and legal guardians agrees with the direction and priorities?

- 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. The **community** actively supports the system's vision, mission and priorities.

- a. What proportion of the community agrees with the vision, mission and priorities?
- Most of the community
  - Many of the community**
  - Some of the community
  - Few of the community
  - 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.

## B. HEALTHY CULTURE

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

### Effective Practices/Conditions

1. The **governing authority** participates in structures to maximize their collaboration and collegial learning.

a. What proportion of the governing authority participates in these structures?

- Most of the governing authority**
- Many of the governing authority
- Some of the governing authority
- Few of the governing authority
- N/A

b. How embedded is the process?

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

2. The **governing authority** develops and maintains trusting and positive relationships with each other and system staff.

a. What proportion of the governing authority exhibits this behavior among themselves?

- Most of the governing authority**
- Many of the governing authority
- Some of the governing authority
- Few of the governing authority
- N/A

b. What proportion of governing authority exhibits this behavior with system staff?

- Most of the governing authority**
- Many of the governing authority
- Some of the governing authority
- Few of the governing authority
- N/A

3. **Leadership** facilitates and supports structures for system staff to interact and collaborate.

a. What proportion of instructional staff participates in these structures?

- Most system staff**
- Many system staff
- Some system staff

- Few system staff
- N/A

b. How embedded is the practice of collaboration?

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

4. **Leadership** develops and maintains trusting and positive relationships with staff.

a. What proportion of leadership maintains positive relationships?

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

b. Which descriptor best describes how many relationships are trusting and positive?

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

5. **System staff's** relationships with colleagues are respectful and collaborative.

a. What proportion of system staff maintains these types of relationships?

- Most of the system staff**
- Many of the system staff
- Some of the system staff
- Few of the system staff
- N/A

b. Which descriptor best describes how many relationships are respectful and collaborative?

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

6. **Parents, families, and legal guardians** of all backgrounds are welcomed through structures that encourage and facilitate their participation.



a. What proportion of parents, families or legal guardians is 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 they exhibit this behavior?

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

7. **Parents, families, and legal guardians** perceive the learning environment as 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?

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

8. **Community** involvement is an integral part of the system's culture.

a. How embedded is this practice into the system's 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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## C. HIGH EXPECTATIONS

The system sets and commits to high expectations for student learning outcomes, teacher quality, leadership effectiveness, community engagement, and parent involvement.

### Effective Practices/Conditions

1. The **governing authority** holds itself accountable to high standards for ethics, governance and leadership.

a. How embedded is the process?

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

2. The **governing authority's** actions, words and attitudes demonstrate the belief that all learners can meet high standards.

a. How frequently do they exhibit this behavior?

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

3. **Leadership** is held to high standards for ethical and responsible actions.

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. What proportion of system staff agrees with this statement?

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

4. **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

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

a. What proportion of leadership demonstrates this belief?

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

b. What proportion of system staff agrees with this statement?

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

c. How frequently does leadership exhibit this behavior?

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

**6. System staff** supports its institutions' efforts to help learners pursue challenging goals and success.

a. How embedded is the practice in institutional culture?

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

**7. 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?

- Almost always
- Often**
- Sometimes

- Seldom
- N/A

b. What proportion of parents, families or legal guardians is 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

8. The **community** holds the system accountable for high quality programs and initiatives that align with community needs and priorities.

a. How embedded is the 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**

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### **ATTACHMENTS**

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## D. IMPACT OF INSTRUCTION

The capacity of all staff in the system 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. The **governing authority** is informed of and understands the impact of instruction on learner engagement, outcomes and overall success.

a. How embedded is the process in institution culture?

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

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

a. How frequently does leadership monitor and evaluate learner engagement, outcomes and success?

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

b. Which descriptor best reflects the quality of this practice?

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

3. **System staff** implements actions that support teaching, learning and overall learner success.

a. What proportion of system staff engages in these actions?

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

b. How embedded is this practice in institutional culture?

- Fully embedded
- Mostly embedded**
- Partially embedded

- Not embedded
- N/A

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

a. How frequently do parents, families or legal guardians ensure 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

5. The **community's** perception of the system's quality of teaching and learning is positive.

a. What proportion of the community holds this perception?

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

6. **COMMENTS/INSIGHTS/SUMMARY**

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

**COMMENTS**

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## E. RESOURCE MANAGEMENT

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

### Effective Practices/Conditions

1. The **governing authority** ensures that resources are allocated to support learner success.
  - a. Which descriptor best reflects the practice of allocating resources?
    - Almost always fair and equitable**
    - Often fair and equitable
    - Sometimes fair and equitable
    - Seldom fair and equitable
    - N/A
  
2. The **governing authority** ensures that services and support align with the needs of learners.
  - a. What proportion of learners receives these resources?
    - Most learners**
    - Many learners
    - Some learners
    - Few learners
    - N/A
  
3. **Leadership** aligns the allocation of resources with the system's priorities for learning.
  - a. What proportion of system staff agrees with this statement?
    - Most system staff**
    - Many system staff
    - Some system staff
    - Few system staff
    - N/A
  
4. **Leadership** actively seeks resources (human, material and fiscal) to meet the needs of every learner.
  - a. What proportion of system staff agrees with this statement?
    - Most system staff**
    - Many system staff
    - Some system staff
    - Few system staff
    - N/A
  
  - b. How frequently does leadership exhibit this behavior?
    - Almost always**
    - Often
    - Sometimes
    - Seldom



- N/A

5. **System staff** has the resources to implement with high quality, the areas for which it is responsible.

a. What proportion of system staff has sufficient resources?

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

b. With what frequency does system staff apply these resources?

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

6. **Parents, families, and legal guardians** support the system by contributing time, resources, or other types of involvement.

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

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

7. The **community's** assets are leveraged by the system 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

## 8. **COMMENTS/INSIGHTS/SUMMARY**

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

### **COMMENTS**

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## F. EFFICACY OF ENGAGEMENT

The ability of the system to engage learners and other stakeholders in an effective and efficient manner to achieve its goals.

### Effective Practices/Conditions

1. The **governing authority** ensures system leadership engages stakeholders effectively and efficiently to achieve its goals.

a. How embedded is this practice in the system's culture?

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

b. What proportion of stakeholders is engaged?

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

c. Which descriptor best reflects the quality of engagement?

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

2. **Leadership** engages stakeholders to drive improvement.

a. How embedded is this practice in institutional culture?

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

b. What proportion of stakeholders is engaged?

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

c. Which descriptor best reflects the quality of engagement?

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

3. **Leadership** demonstrates how communicating to and collecting feedback from stakeholders impacts change in the system.

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 this practice?

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

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

a. How embedded is this practice in the system's culture?

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

5. **System staff** actively engages learners in positive and productive ways within their respective areas of responsibility.

a. How frequently does staff exhibit this behavior?

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

6. **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. What proportion of parents, families or legal guardians participates?

- 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

7. **Community representatives** (businesses, civic, etc.) are actively engaged by the system to support learner success.

a. How embedded is this practice in institutional culture?

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

## 8. **COMMENTS/INSIGHTS/SUMMARY**

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

### **COMMENTS**

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### **ATTACHMENTS**

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## G. IMPLEMENTATION CAPACITY

The ability of a system to consistently execute actions designed to improve organizational and instructional effectiveness.

### Effective Practices/Conditions

1. The **governing authority** ensures policies and processes support the effective operation of the system.

a. How often does the governing authority exhibit this practice?

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

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

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

2. The **governing authority** allocates resources to strengthen the capacity of the system to improve teaching and learning.

a. How often does the governing authority exhibit this practice?

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

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

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

3. The **governing authority** engages in professional development/training in support of their roles and responsibilities.

a. What proportion of the governing authority engages in this practice?

- Most of the governing authority**
- Many of the governing authority
- Some of the governing authority
- Few of the governing authority

- N/A

b. How frequently does the practice occur?

- Regularly and frequently**
- Regularly but not frequently
- Sometimes
- Rarely
- N/A

4. **Leadership** implements deliberate actions to strengthen the capacity of the system to improve organizational effectiveness.

a. How often does leadership exhibit these actions?

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

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

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

5. **Leadership** implements deliberate actions to strengthen the capacity of the system to improve teaching and learning.

a. How often does leadership exhibit these actions?

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

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

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

6. **Leadership** engages in professional development/training in support of its roles and responsibilities.

a. What proportion of leadership engages in this practice?

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

b. How frequently does the practice occur?

- Regularly and frequently**
- Regularly but not frequently
- Sometimes
- Rarely
- N/A

7. **System staff** implements deliberate actions that improve its respective areas of responsibility in support of learners' success.

a. How often does system staff exhibit these actions?

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

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

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

8. **System staff** engages in professional development/training in support of its roles and responsibilities.

a. What proportion of system staff engages in professional development/training?

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

b. How frequently does staff engage in professional development/training?

- Regularly and frequently**
- Regularly but not frequently



- Sometimes
- Rarely
- N/A

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

- a. What proportion of parents, families or legal guardians has confidence in the system's capacity?
- 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. **Community representatives** (businesses, civic, etc.) provide support to build the capacity of the system to improve learner success.

- a. How embedded is this practice in institutional culture?
- Fully embedded
  - Mostly embedded**
  - Partially embedded
  - Not embedded
  - 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**

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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