



Lanikai Elementary Public Charter School (LEPCS) Evaluation



Methodology

- The Lanikai Elementary Public Charter School (LEPCS) contracted with QMark Research to conduct three evaluation surveys:
 1. Faculty and staff survey (n=47)
 2. Parent/Guardian survey (n=70)
 3. Student survey (n=76)
- No names or other form of identification was written on the questionnaires in order to assure complete confidentiality of the data.

Objectives

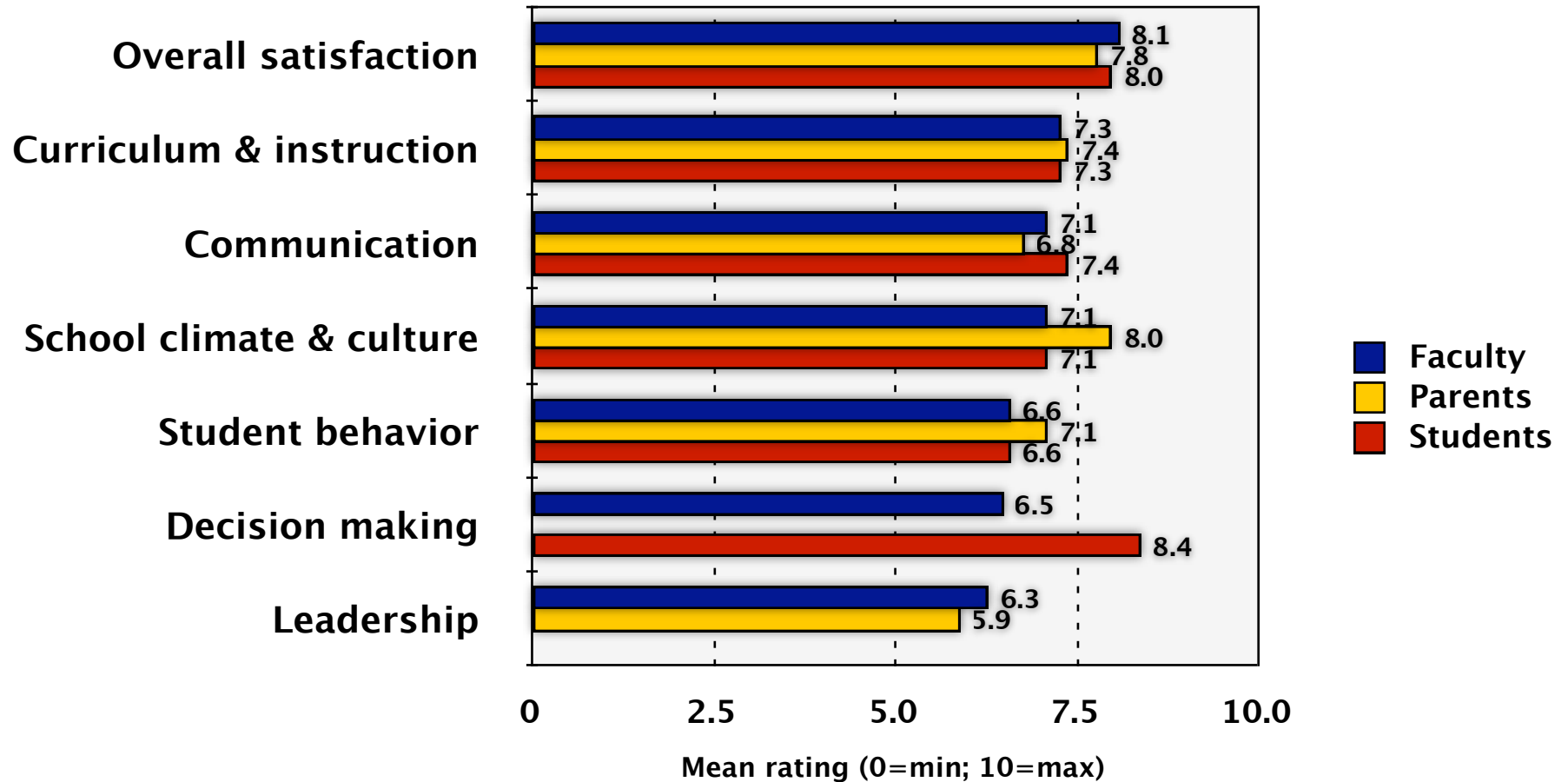
The overall purpose of the surveys is to establish goals and specific objectives for school improvement and to then develop and implement improvement plans.

Specific areas at LEPCS being assessed include:

1. Quality of education (student learning)
2. Quality of student's life experiences, relating to school climate and culture
3. Quality of curriculum and instruction
4. Levels of satisfaction of parents, teachers and students with the overall quality of education
5. Effectiveness of communication within the school community
6. Quality/effectiveness of leadership within the school, and by teachers and the administration

Summary of Findings

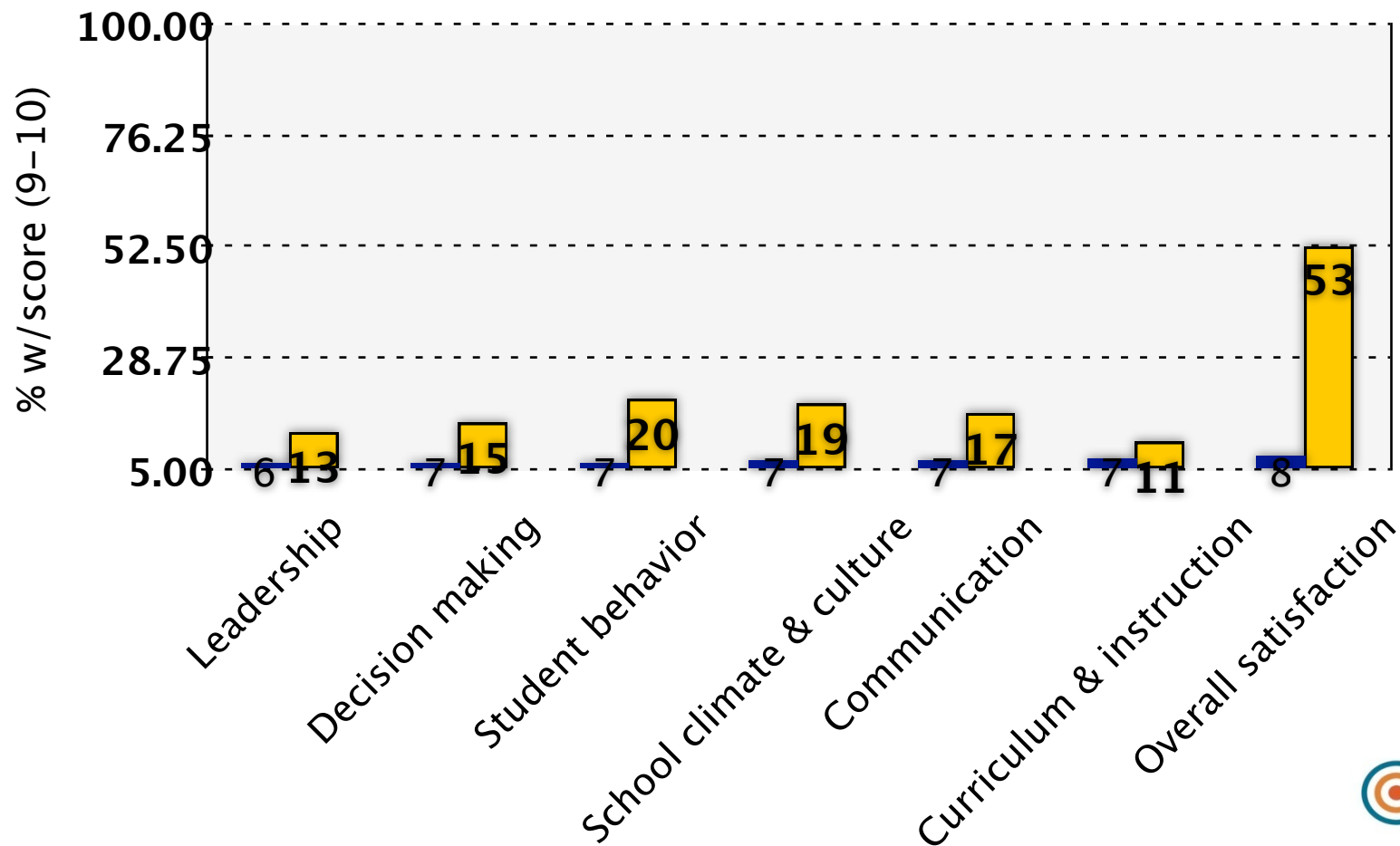
Domain Satisfaction



Faculty and Staff Findings

Faculty and Staff Ratings

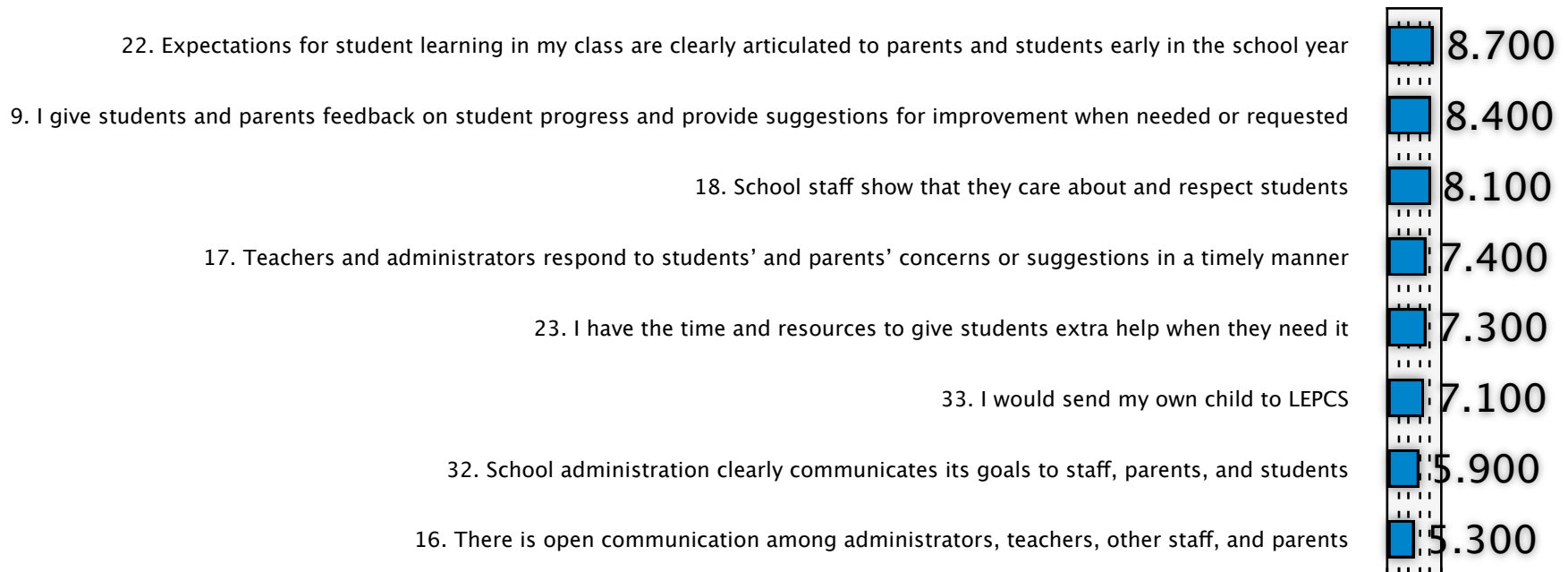
■ Mean Score ■ % w/Score (9-10)



Faculty and Staff Drivers of Overall Satisfaction

- If one considers the respondents' overall satisfaction with the quality of education at LEPCS, the best predictor is the overall rating of the communication domain. This alone accounts for almost two thirds of the satisfaction (i.e. 65.7%).
 - Less important but still significant predictors of overall satisfaction are: curriculum and instruction (4.4%), leadership (8.8%) and decision making (2.7%). Altogether, these four predictors account for 79.4% of overall satisfaction.
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Faculty and Staff Ratings: Communication



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Mean Rating (0=min, 10=

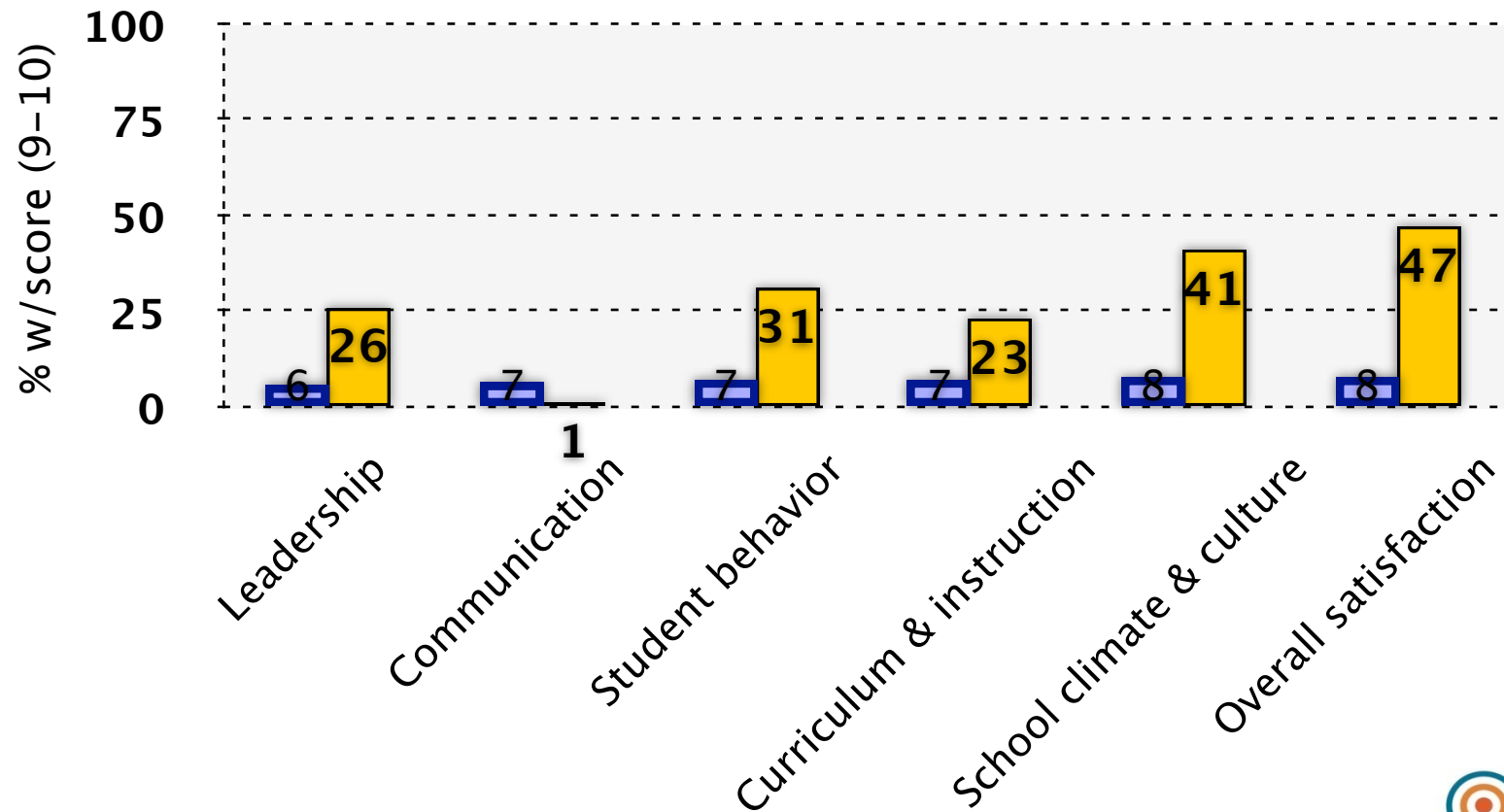
Faculty's Opinion of Aspects Most Effective in Promoting Children's

- The responses range across many areas, but importantly include teachers and parents actions, as well as the opportunities students have for a rich variety of learning experiences:
 1. “A variety of extra-curricular/specials are offered. Many strong/awesome teachers.”
 2. “Caring teachers willing to work hard.”
 3. “Hands-on learning, mentoring/teaming upper & lower grades.”
 4. “Teacher's attitude and willingness...Parents on board with teacher's requirements.”

Parents and Guardians Findings

Parents and Guardians

■ Mean Score ■ % w/Score (9-10)



Parents and Guardians Drivers of Overall Satisfaction

- The best predictor is the rating of curriculum and instruction domain. This alone accounts for more than four fifths of the satisfaction (i.e. 83.8%).
- Less important, but still significant, predictors of overall satisfaction are: school climate and culture (5.6%) and communication (0.7%). Altogether, these three predictors account for 90% of overall satisfaction.

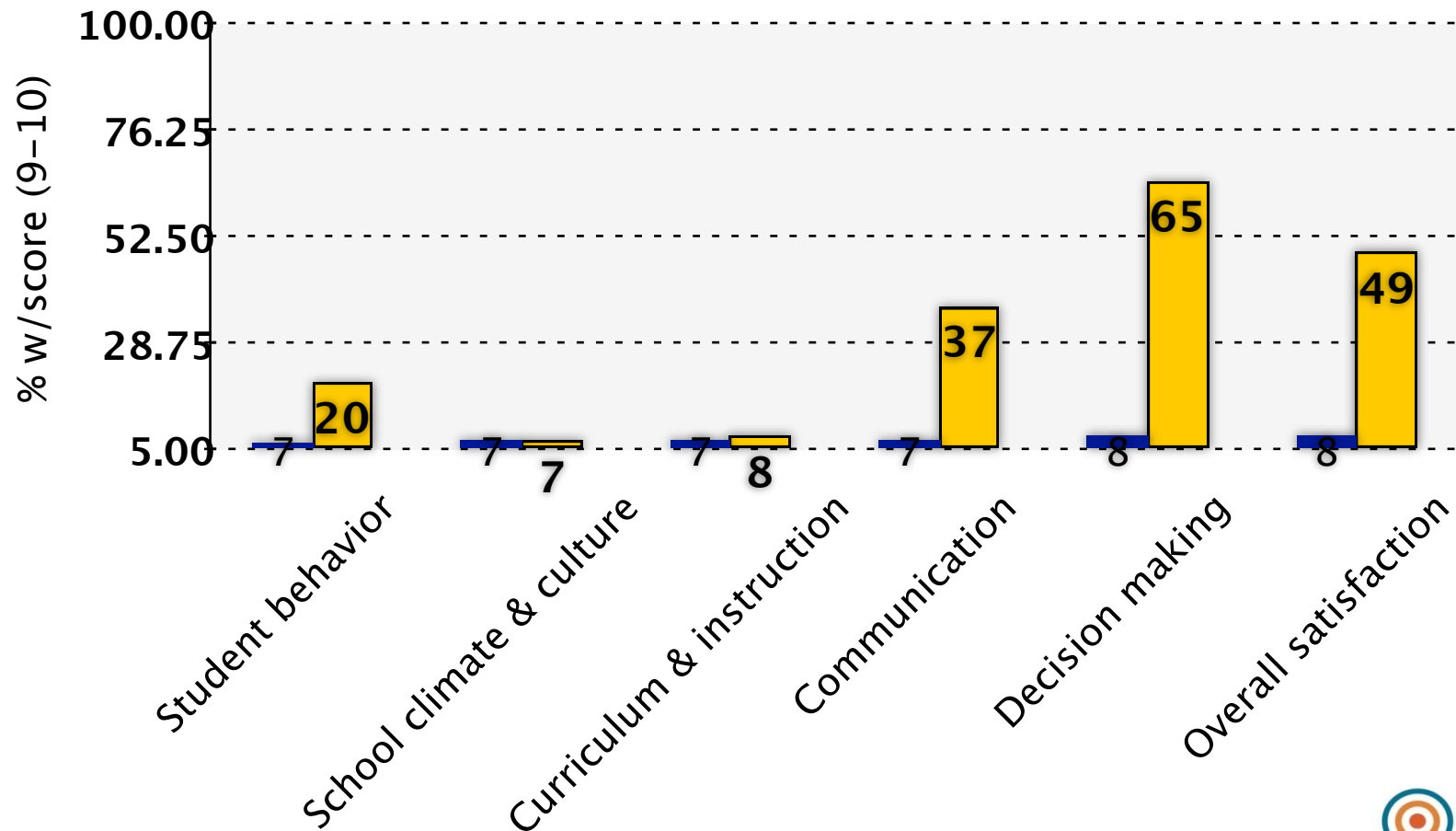
Parents' Opinion of Aspects Most Effective in Promoting Children's

- The responses include teachers' actions, as well as the opportunities students have for a rich variety of learning experiences:
 1. "Excellent teaching staff & good parent involvement"
 2. "Extracurricular activities, field trips"
 3. "My child's teacher! She is an exceptional educator. Positive attitude about learning with classroom"
 4. "Professional staff with strong knowledge of 'best practices' in education...Staff truly cares about each child's well being & educational achievement"

Students Findings

Student Ratings

■ Mean Score ■ % w/Score (9-10)



Students Drivers of Overall

- If one considers students' overall satisfaction with the quality of education at LEPCS there are three significant predictors, with student behavior as the most important, accounting for 33.8% of satisfaction, then curriculum and instruction accounts of 4.1% and school climate and culture accounts for 7.2% of satisfaction.
- Altogether, these three domains account for a total of 42.5% of student satisfaction with LEPCS.

Students' Opinion of Most Effective Thing to Help Students

- The responses include teachers' actions, as well as the opportunities students have for a rich variety of learning experiences:
 1. "I have always liked how there is a time for socializing and learning – and we know the difference."
 2. "I like having different teachers for different subjects."
 3. "It would be games, art."
 4. "It would be the teachers because they give lots of information."

Recommendations

- Overall, the school is doing fairly well, averaging about an 8.0 on a 10–point scale in terms of overall satisfaction from their three stakeholder groups.
- In order to improve overall satisfaction scores, it is important to focus on the key (domain) drivers. Each stakeholder group has a particular domain that significantly drove their overall satisfaction scores, so efforts can be prioritized to focus on the items that are most challenged in those domains.
 1. Faculty and Staff: Communication domain
 - School administration clearly communicates its goals to staff, parents, and students
 - There is open communication among administrators, teachers, other staff, and parents
 2. Parents and Guardians: Curriculum and Instruction
 - The administration handles behavior problems quickly and fairly
 3. Students: Student Behavior
 - When students do not behave, problems are handled quickly and fairly