

# Educational Effectiveness Survey™



9 Characteristics of High Performing Schools

Parent edition

V3

## Jefferson Elementary

Mount Vernon School District

December 2017

N=115





The Center for Educational Effectiveness

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## Introduction

### **Educational Effectiveness Survey, Parent version 3**

While there is no single solution for all schools, research on effective schools identified common characteristics of high-performing schools known as the 9 Characteristics. Successful schools that are engaged in improvement activities focus on these characteristics of “organizational and educator capacity” to create and improve the system(s) that ultimately drive performance outcomes.

#### **Note**

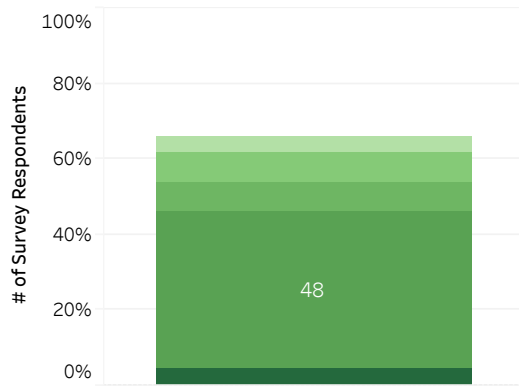
The Characteristics, “Focused Professional Development” and “Curriculum, Instruction, and Assessment” are professional activities conducted amongst the adult school community and are rarely viewed by parents. Thus questions regarding these Characteristics are not a part of the survey and does not appear in this report.

CEE’s primary concern is that this report be useful and informative in stimulating conversation. If you require any additional assistance in using your report, please contact us at [info@effectiveness.org](mailto:info@effectiveness.org).

# Demographics

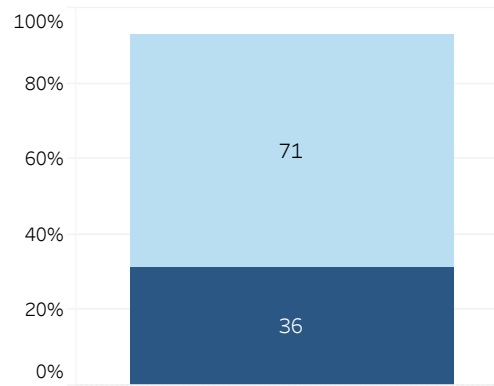
### Programs

- Special Education
- EL (English Learner)
- Gifted or Highly Capable
- General Education or No Program
- Other



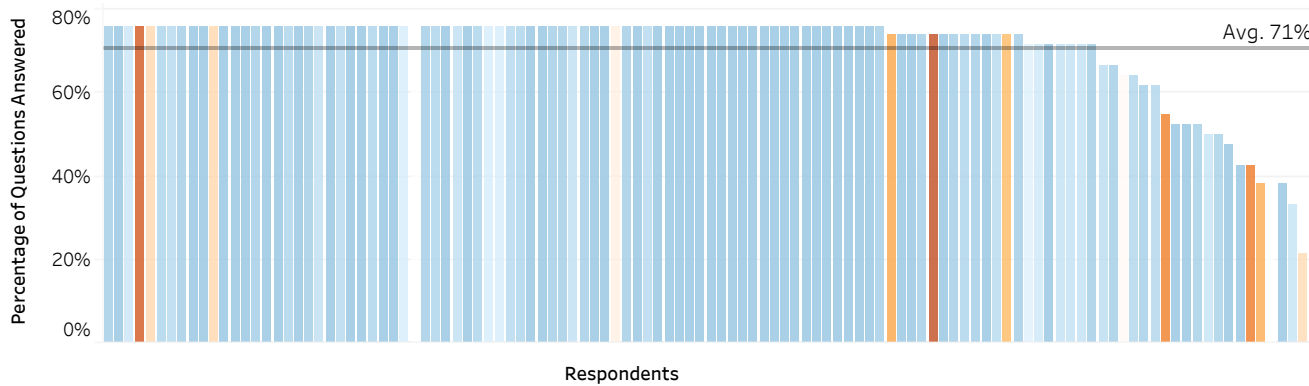
### Is English your primary language at home?

- Yes
- No

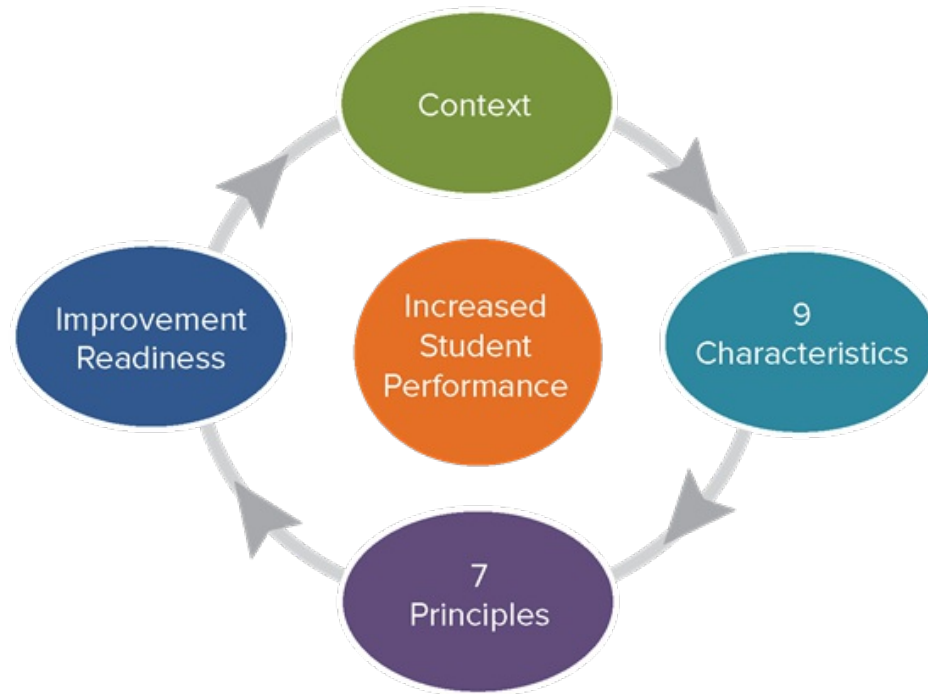







The height shows the percentage of items answered by respondent.

The color shows how positive each respondent was.



## Capacity for Improvement



-  "Context" defines the "current reality" of the student population, the school, and community.
-  9 Characteristics, or organizational and educator capacity defines the strength and capacity of the adult culture to implement the changes and structures defined in the 7 Principles.
-  The 7 Principles define the structure and systems essential at the school-level in order to increase student outcomes and achievement.
-  The "Improvement Readiness" defines the current capacity for change amongst the systems and adult culture of the school and district.
-  All four components impact the ability of the organization (school) to increase student performance.

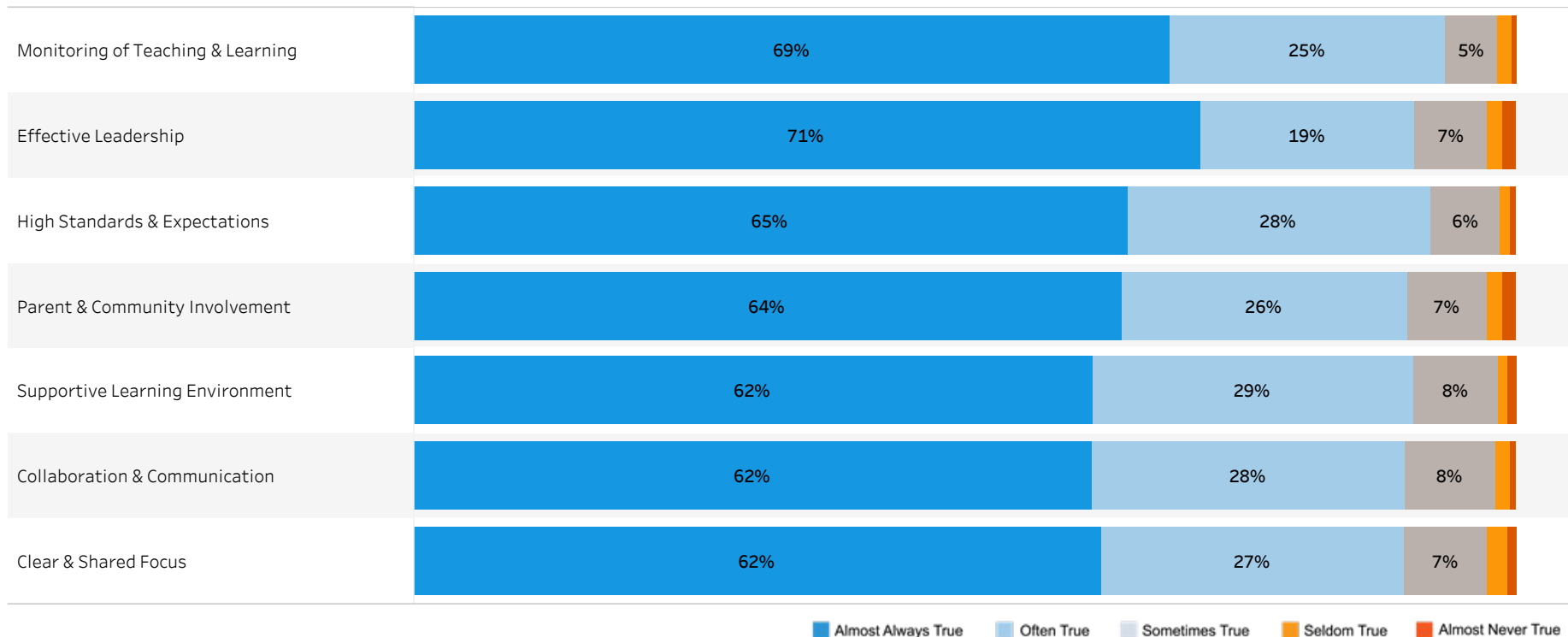
# 9 Characteristics of High-Performing Schools



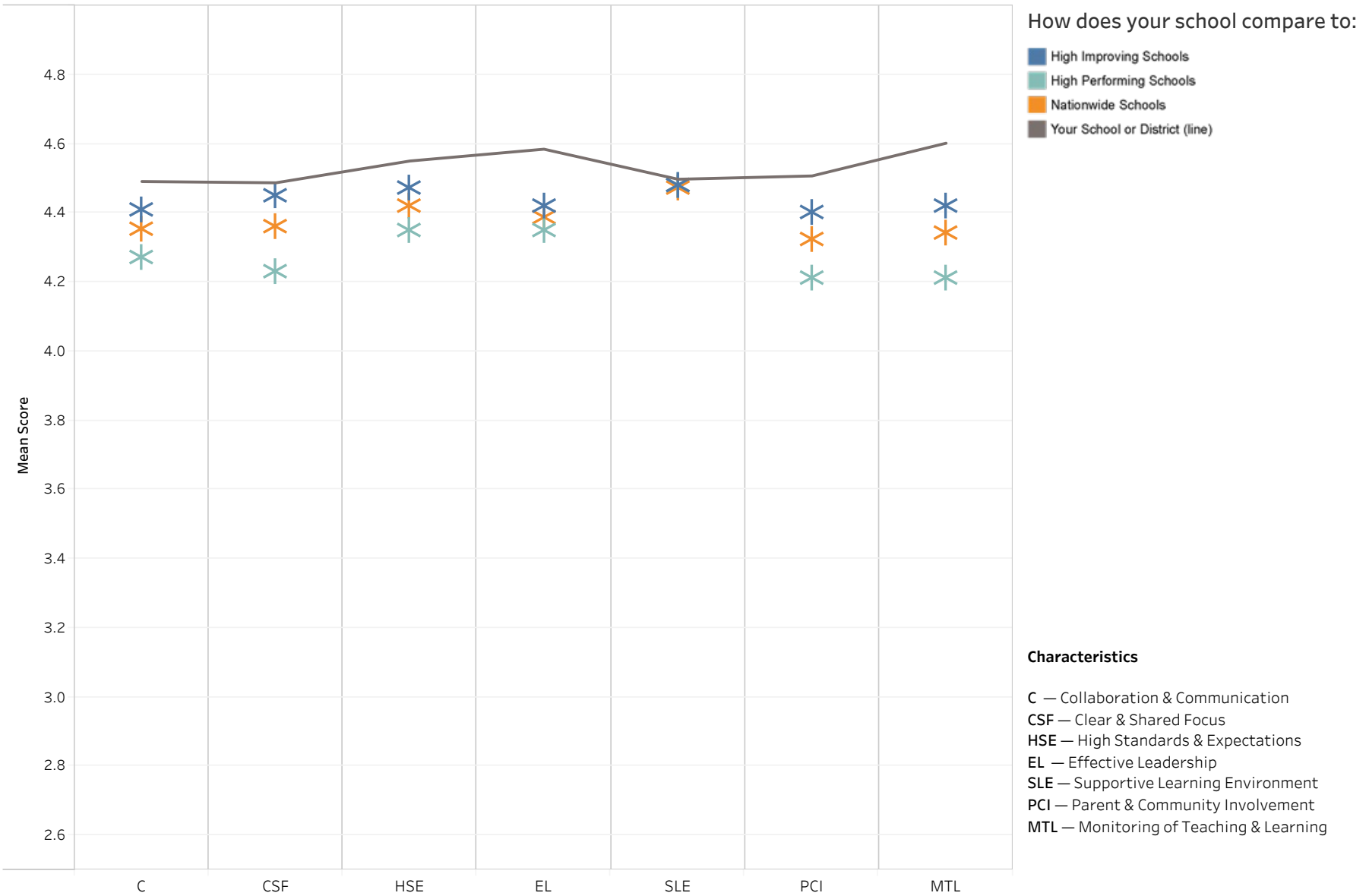
Jefferson Elementary

## 9 Characteristics Summary

The Characteristics, “Curriculum, Instruction, and Assessment” and “Focused Professional Development”, are professional activities conducted amongst the adult school community and are rarely viewed by parents. Thus questions regarding those Characteristics are not a part of the survey and do not appear in this report.

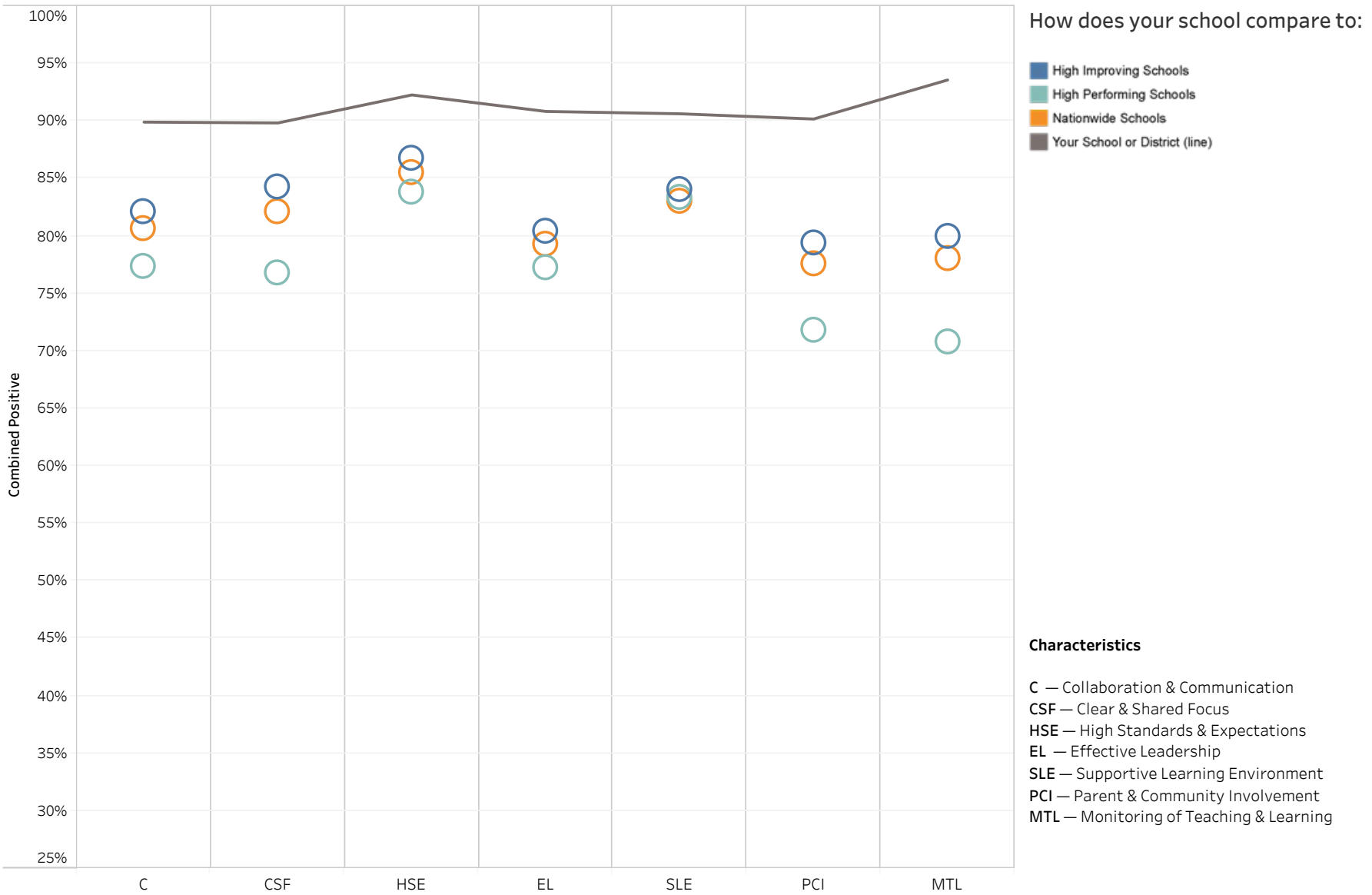


# 9 Characteristics Comparison - Mean Scores



# 9 Characteristics Comparison - Percent Positive Scores

Jefferson Elementary

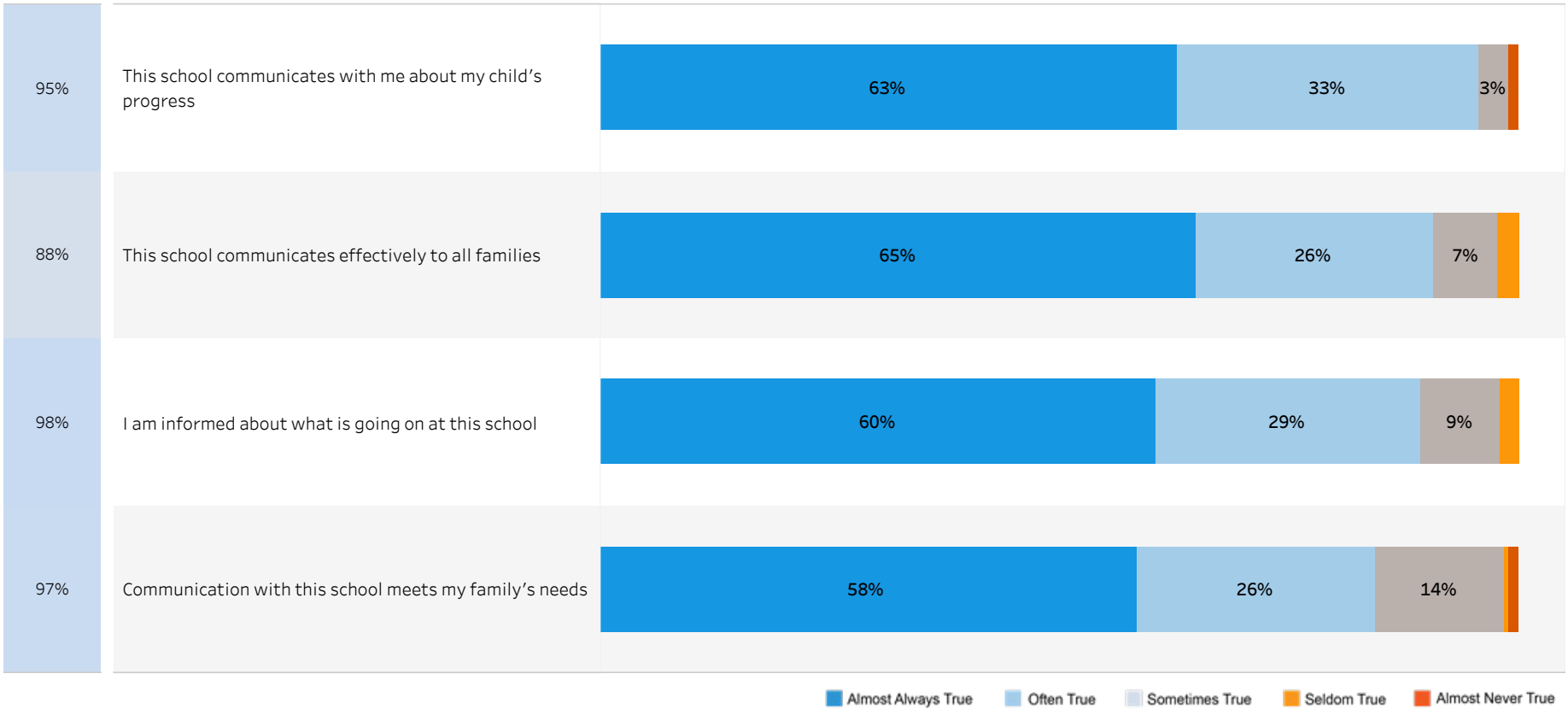




# High Levels of Collaboration and Communication

Jefferson Elementary

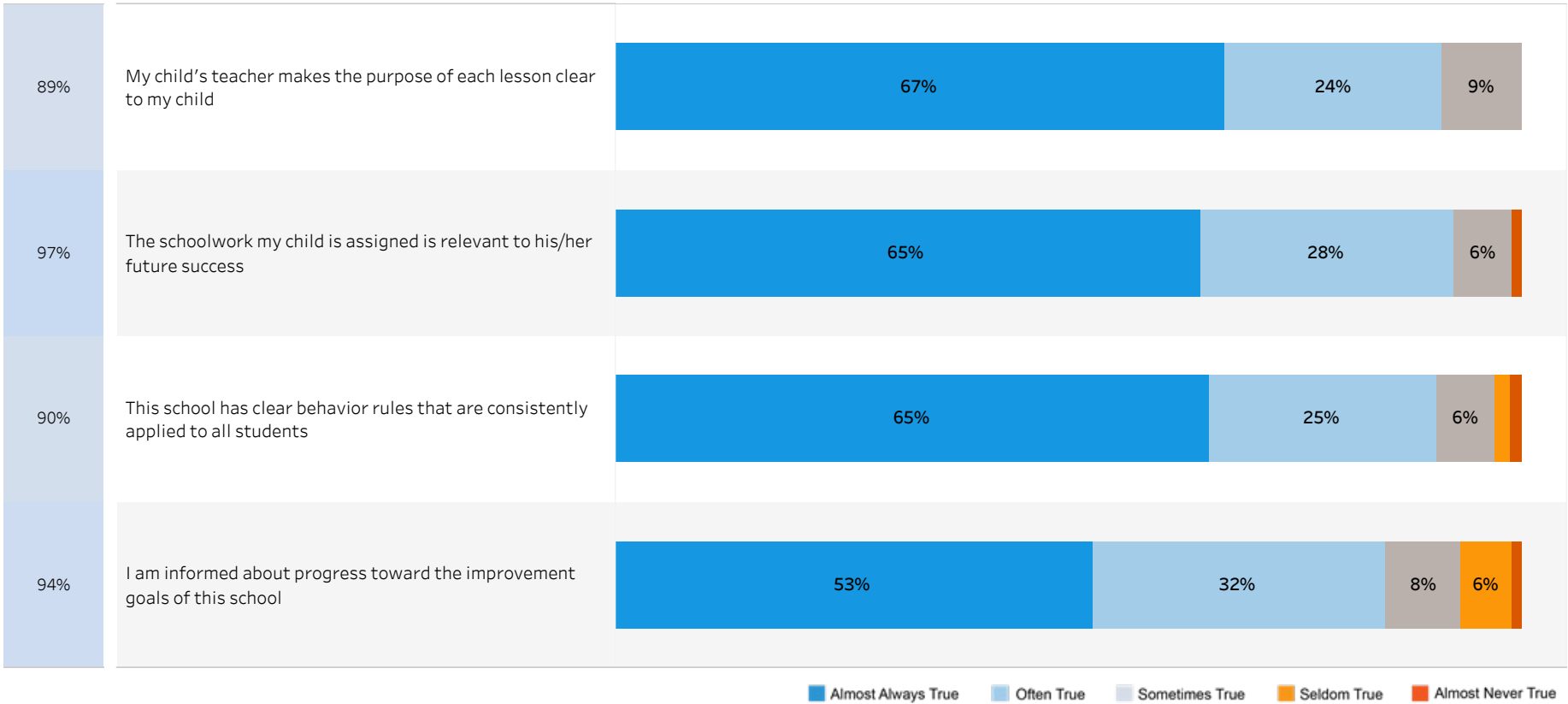
% Answered 50% 100%



# Clear and Shared Focus

Jefferson Elementary

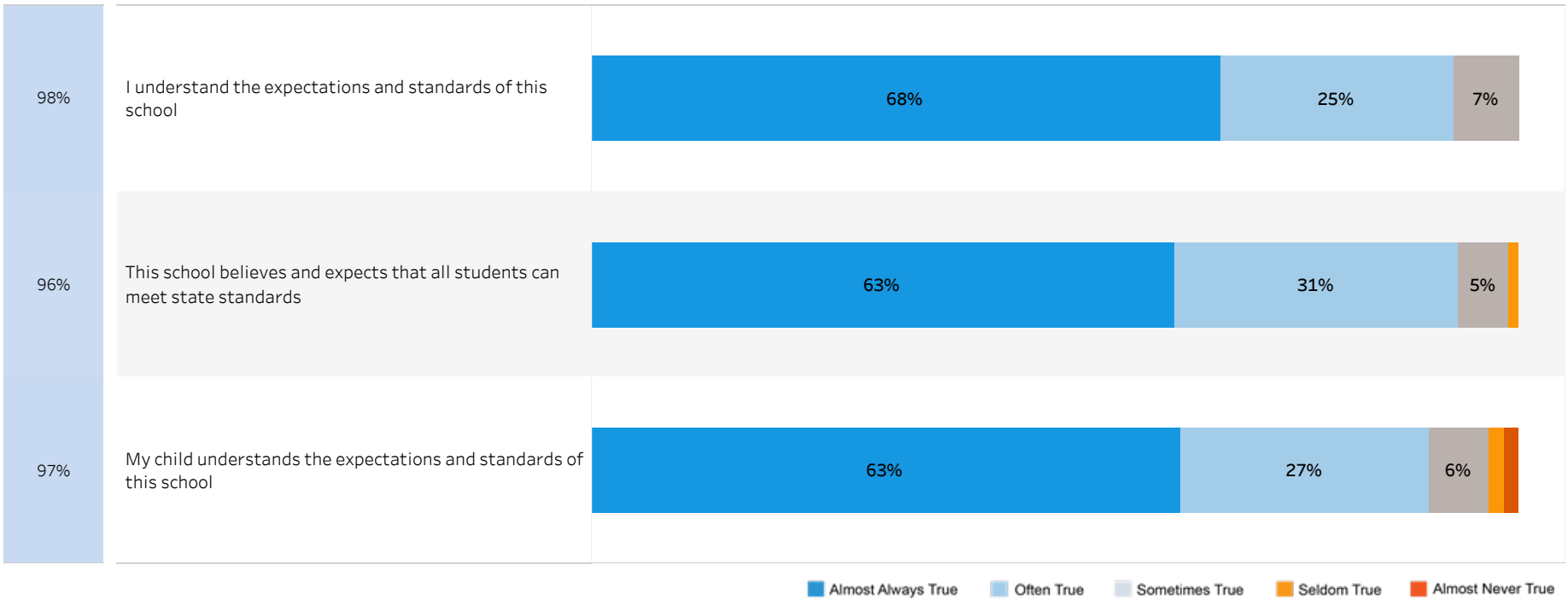
% Answered 50% 100%



# High Standards and Expectations

Jefferson Elementary

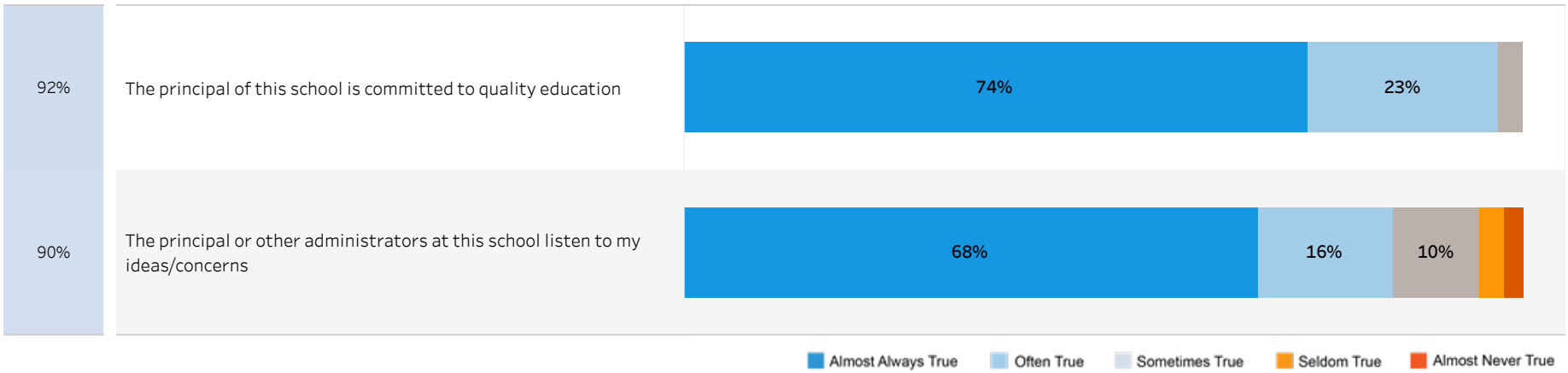
% Answered 50% 100%



# Effective Leadership

Jefferson Elementary

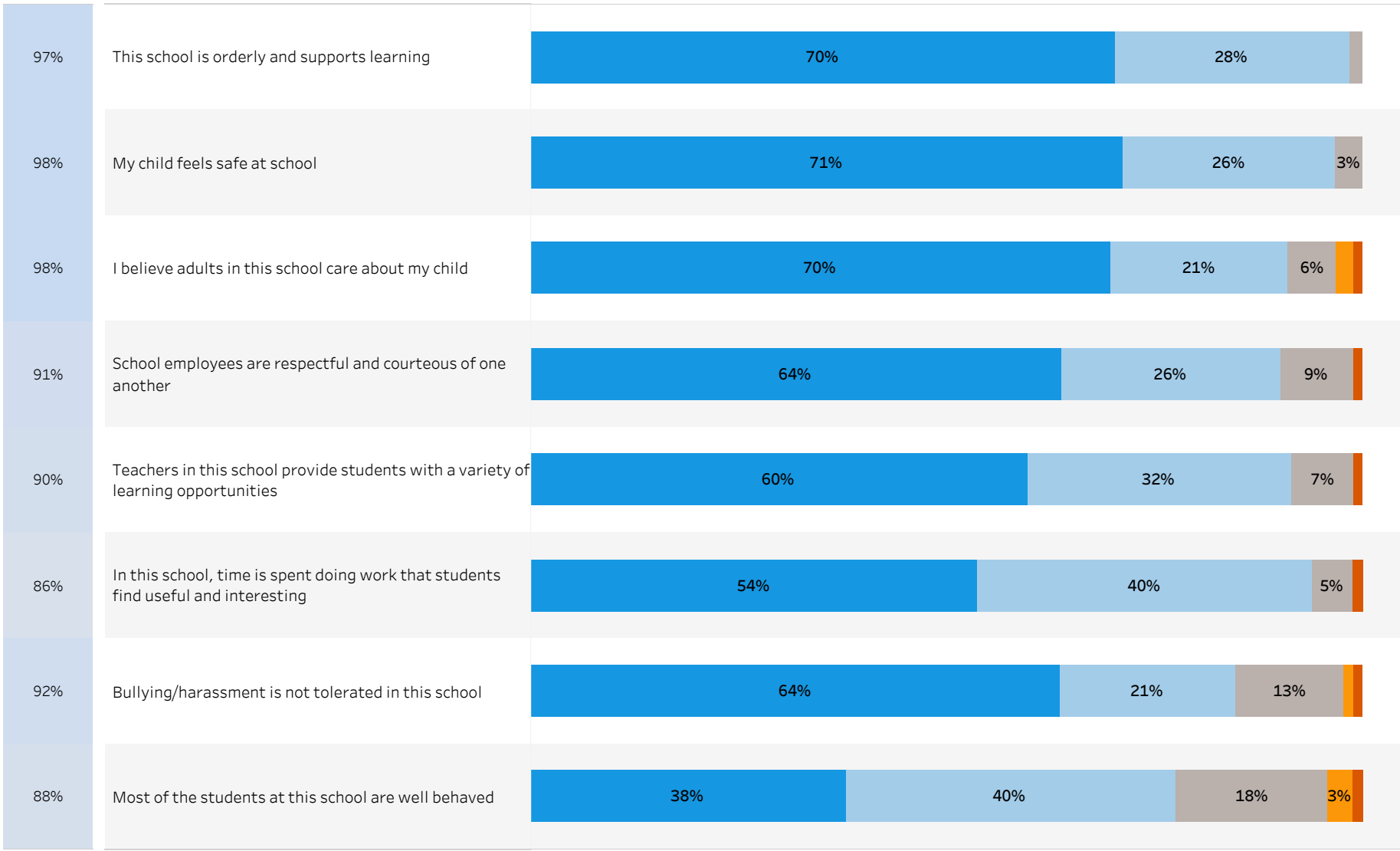
% Answered 50% 100%



# Supportive Learning Environment

Jefferson Elementary

% Answered 50% 100%

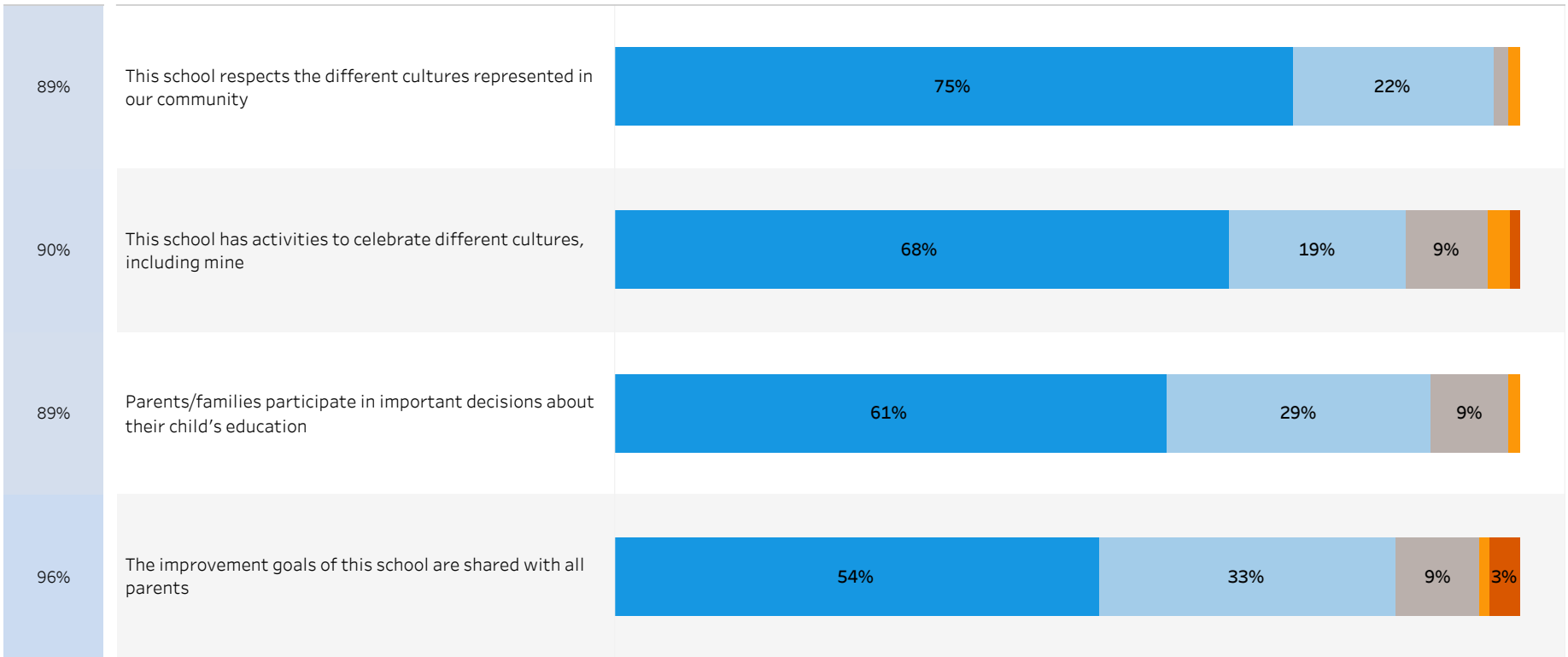


■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True
 ■ Almost Never True

# Parent and Community Involvement

Jefferson Elementary

% Answered 50% 100%



■ Almost Always True 
 ■ Often True 
 ■ Sometimes True 
 ■ Seldom True 
 ■ Almost Never True

# Frequent Monitoring of Teaching and Learning

Jefferson Elementary

% Answered 50% 100%

