Educational Effectiveness Survey™



9 Characteristics of High Performing Schools

Parent edition

Jefferson Elementary

Mount Vernon School District

December 2017

N=115



Better Data. Better Decisions. Better Schools.



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Introduction

Educational Effectiveness Survey, Parent version 3

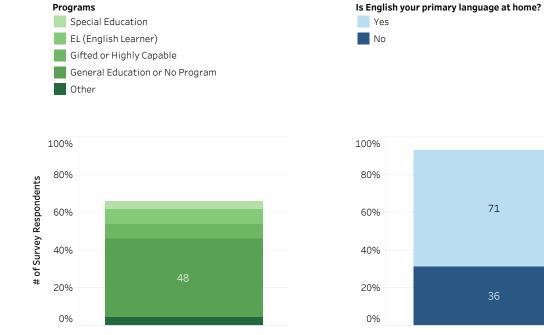
While there is no single solution for all schools, research on effective schools identified common characteristics of high-performing schools known as the 9 Characteristics. Successful schools that are engaged in improvement activities focus on these characteristics of "organizational and educator capacity" 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.

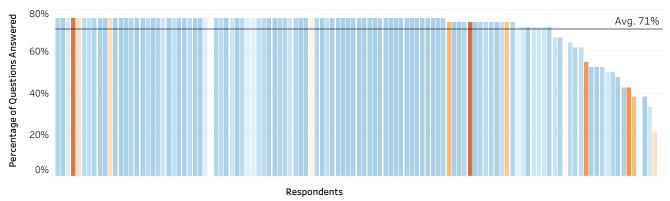
CEE's primary concern is that this report be useful and informative in stimulating conversation. If you require any additional assistance in using your report, please contact us at info@effectiveness.org.

Demographics

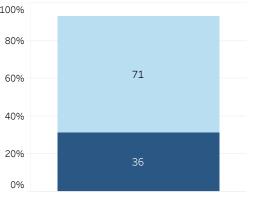


The height shows the percentage of items answered by respondent.

The color shows how positive each respondent was.



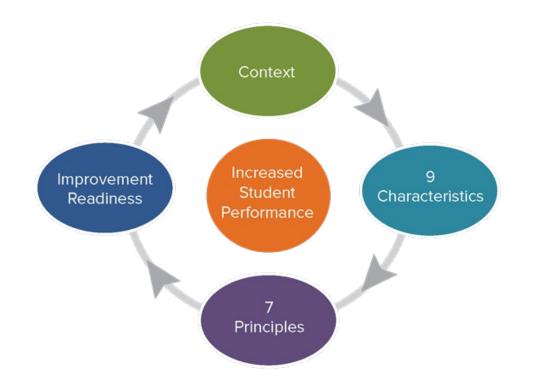
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100%

0%

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

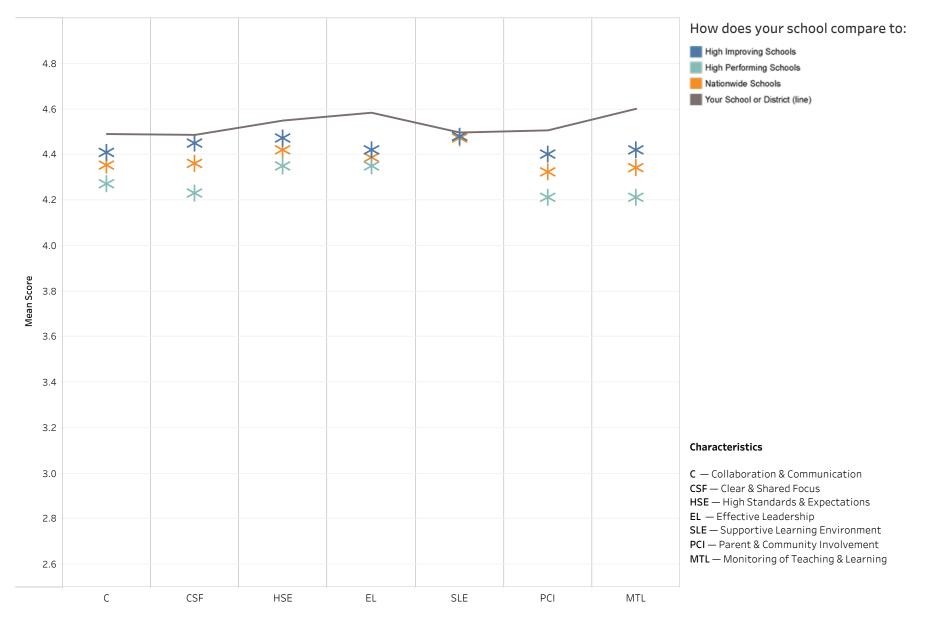
9 Characteristics Summary

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.

Monitoring of Teaching & Learning 69% 25% 5% Effective Leadership 71% 19% 7% High Standards & Expectations 65% 28% 6% 64% 26% 7% Parent & Community Involvement Supportive Learning Environment 62% 29% 8% Collaboration & Communication 62% 28% 8% Clear & Shared Focus 62% 27% 7% Almost Always True Often True Sometimes True Seldom True Almost Never True

9 Characteristics Comparison - Mean Scores

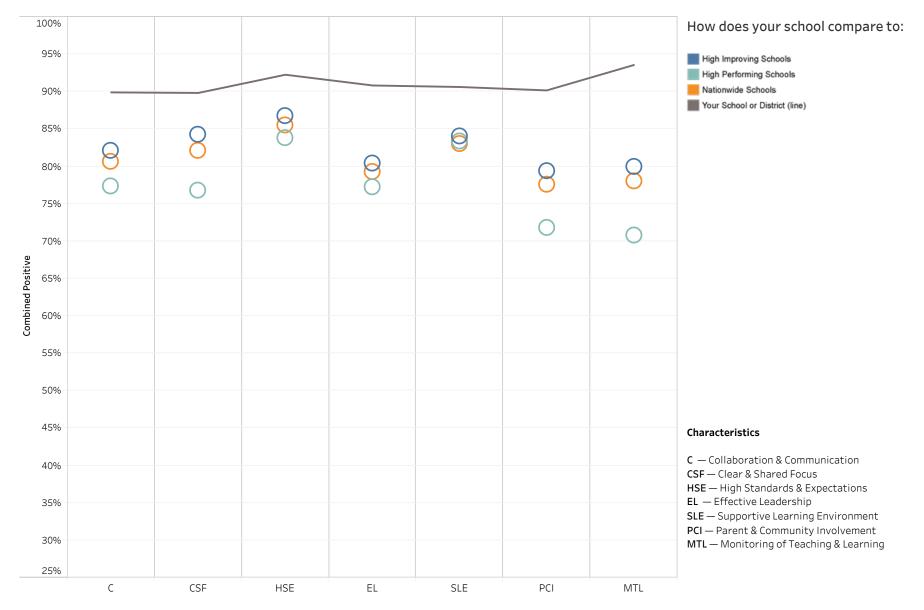
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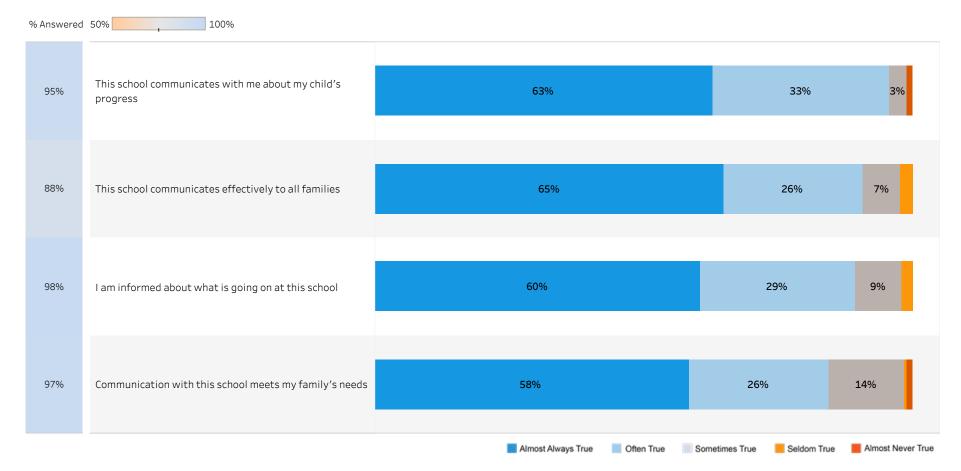
9 Characteristics Comparison - Percent Positive Scores

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High Levels of Collaboration and Communication



Clear and Shared Focus

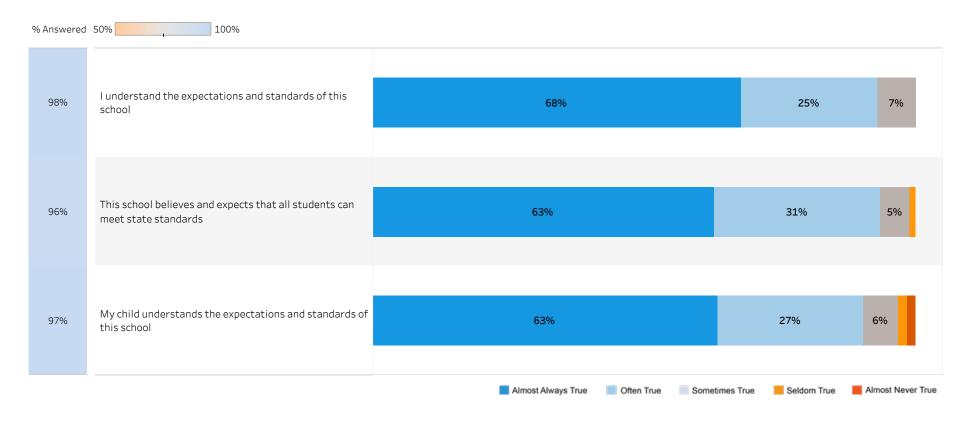
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% Answered 50%

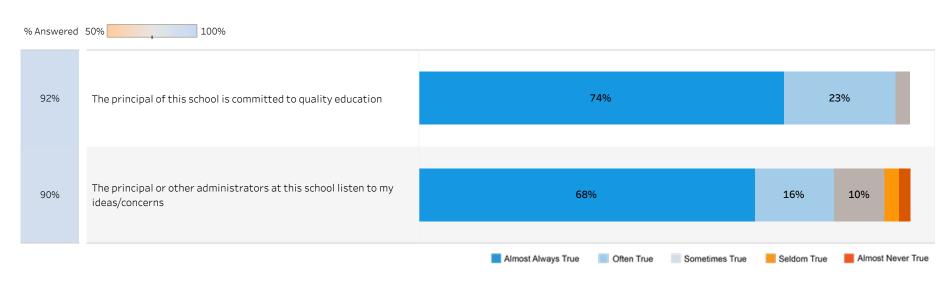
100%

89%	My child's teacher makes the purpose of each lesson clear to my child	67%	24%	9%
97%	The schoolwork my child is assigned is relevant to his/her future success	65%	28%	6%
90%	This school has clear behavior rules that are consistently applied to all students	65%	25%	6%
94%	I am informed about progress toward the improvement goals of this school	53%	32%	8% 6%
		Almost Always True 📃 Often True	Sometimes True Seldom True	Almost Never Tr

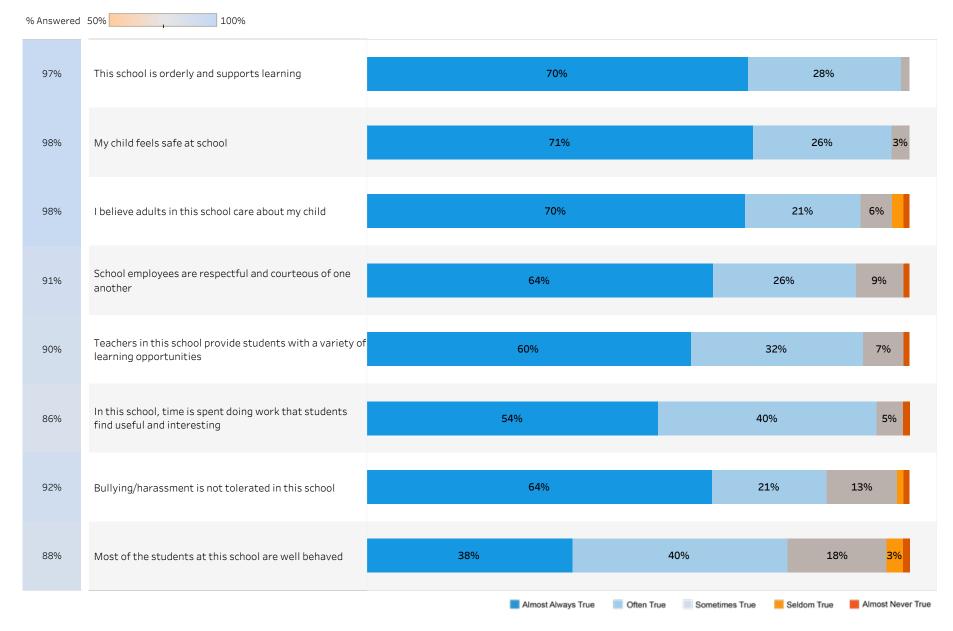
High Standards and Expectations



Effective Leadership



Supportive Learning Environment



Parent and Community Involvement

% Answered 50% 100%					
89%	This school respects the different cultures represented in our community	75%		22%	
90%	This school has activities to celebrate different cultures, including mine	68%	19%	9%	
89%	Parents/families participate in important decisions about their child's education	61%	29%	9%	
96%	The improvement goals of this school are shared with all parents	54%	33%	9% 3%	
		Almost Always True 📃 Often True	Sometimes True Seldom True	Almost Never Tr	

Frequent Monitoring of Teaching and Learning

% Answered	50%			
97%	l am given opportunities to discuss my child's progress at school	74%	23%	3%
90%	Teachers accommodate my child's special needs by adjusting instruction	71%	27%	
99%	My child's teacher informs me, in a timely manner, of the expectations of my child	70%	24%	5%
90%	Additional help is available to my child if he/she needs it	68%	24%	6%
89%	My child is encouraged to track progress toward his/her goals	66%	26%	8%
90%	My child is given regular progress updates from his/her teacher	63%	32%	3%
85%	Struggling students receive early intervention and additional help at this school	69%	20%	6% 5%
		Almost Always True 📃 Often True 📃 Sometimes Tru	ue 🗧 Seldom True	Almost Never Tr