

# Educational Effectiveness Survey™



## 9 Characteristics of High Performing Schools

## Parent edition

V3.2.1

### Lake Forest Park Elementary

Shoreline Public Schools

November 2018

N=173





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**Better Data. Better Decisions. Better Schools.**

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# Introduction

## **Educational Effectiveness Survey, Parent version 3.2.1**

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**

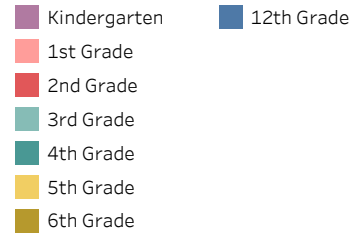
The Characteristics, “Focused Professional Development” and “Curriculum, Instruction, and Assessment” are professional activities conducted amongst the adult school community and are rarely viewed by parents. Thus questions regarding these Characteristics are not a part of the survey and does not appear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

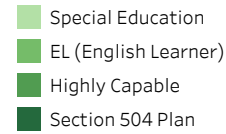
# Demographics

Lake Forest Park Elementary

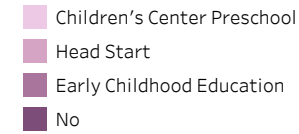
### Children in School



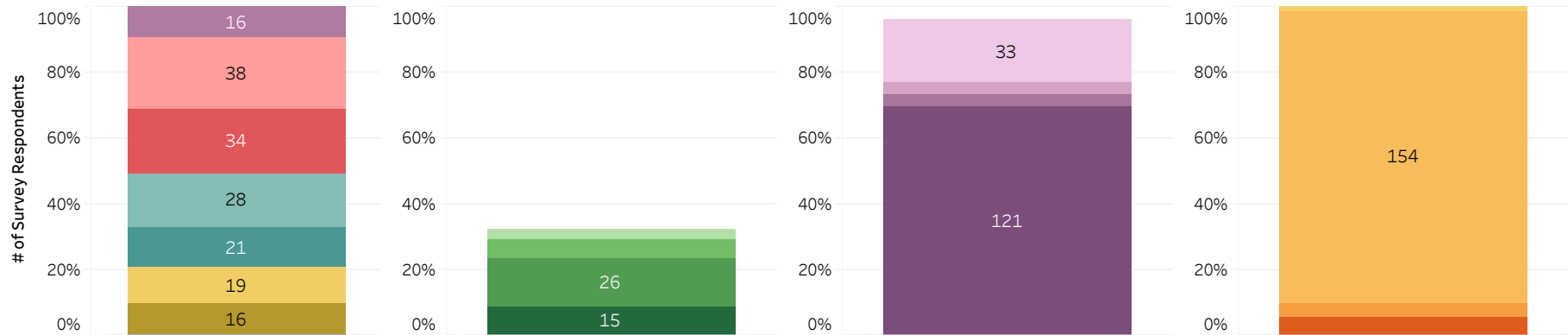
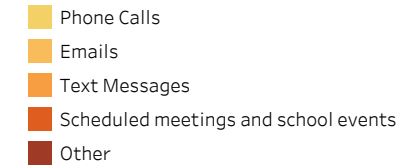
### Services



### Early Learning

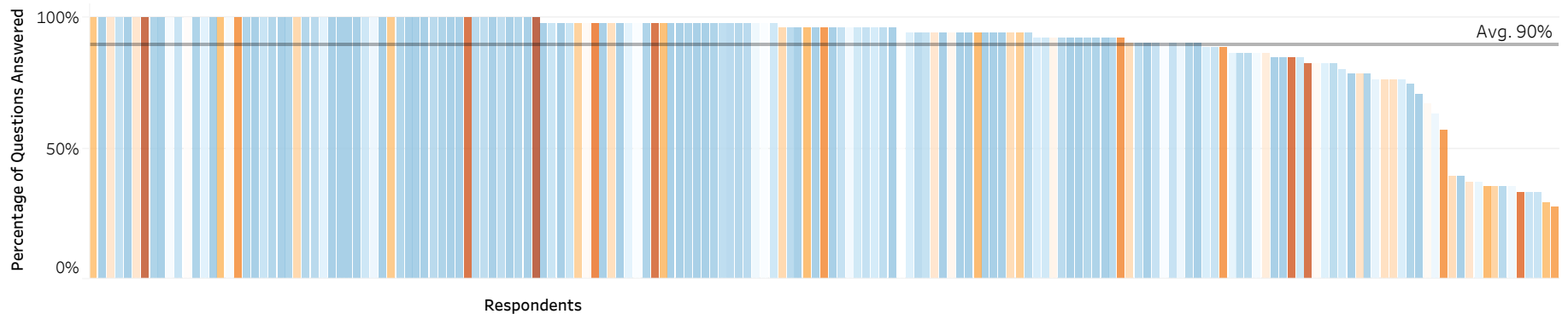


### Teacher Communication



The height shows the percentage of items answered by respondent.

The color shows how positive each respondent was.

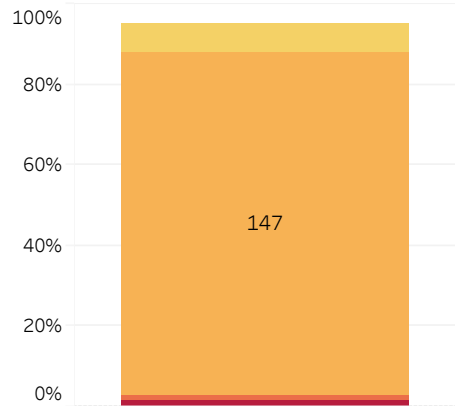


# Demographics

Lake Forest Park Elementary

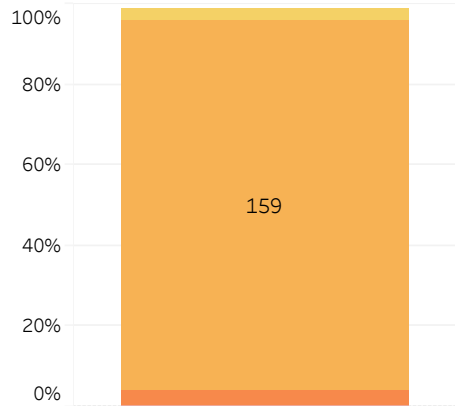
### School Communication

- Phone Calls
- Emails
- US Mail
- Social Media (Facebook, Twitter, etc.)



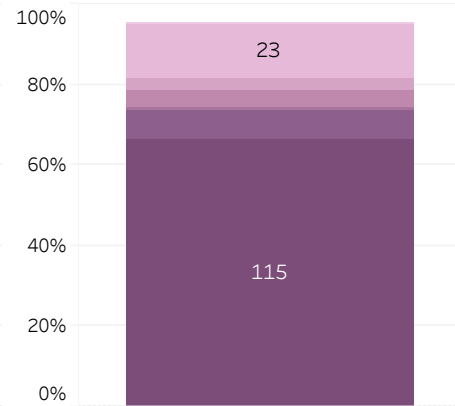
### District Communication

- Phone Calls
- Emails
- Text Messages
- US Mail



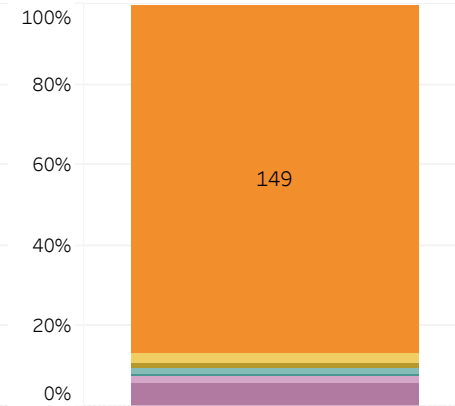
### Ethnicity

- Am Indian/ AK Native
- Asian
- Blk/ Afr American
- Hisp/Lat of any race
- Pac Isl / Native HI
- Two or more races
- White



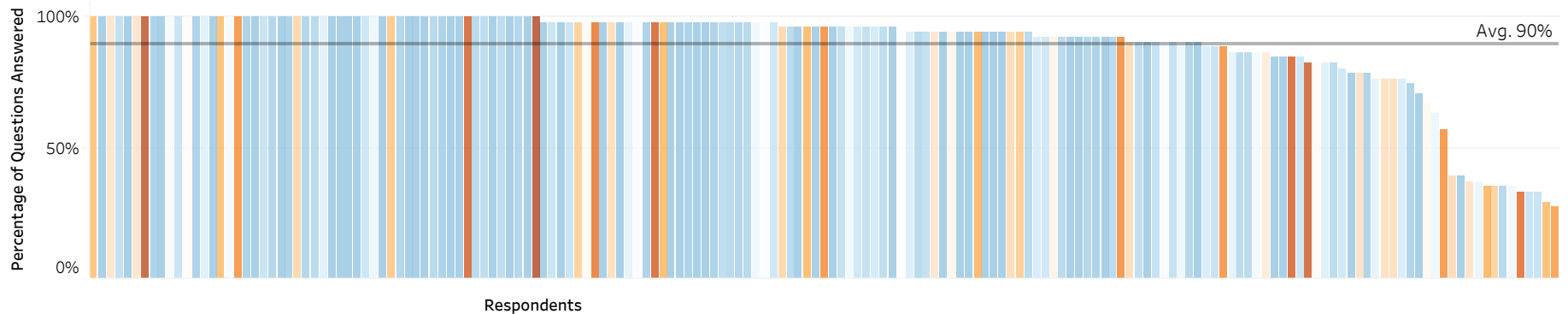
### Home Language

- English
- Spanish
- Amharic
- Chinese
- Korean
- Vietnamese
- Other

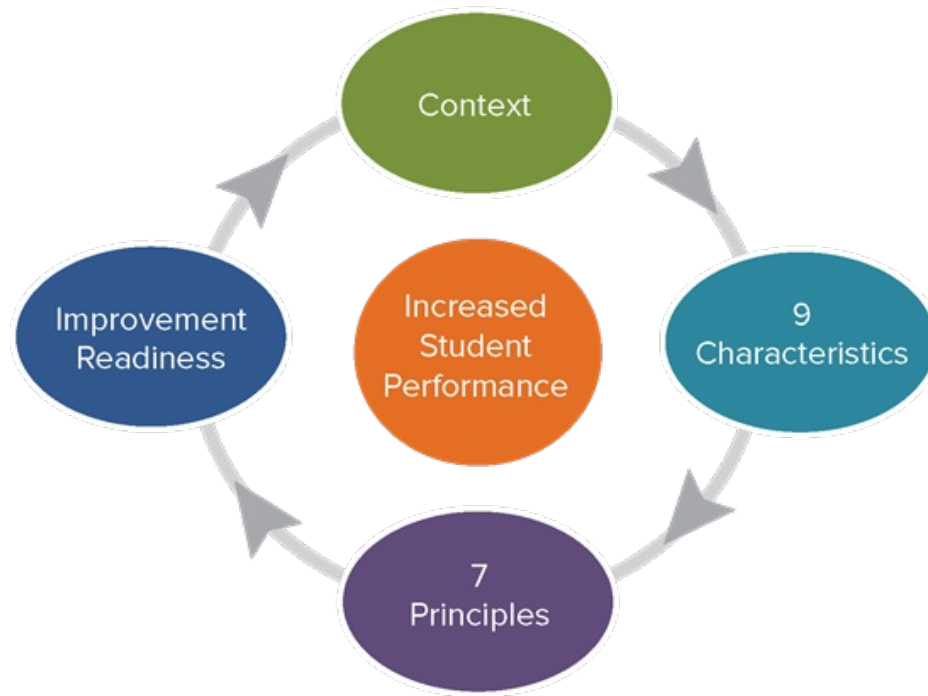







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The color shows how positive each respondent was.



## 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.

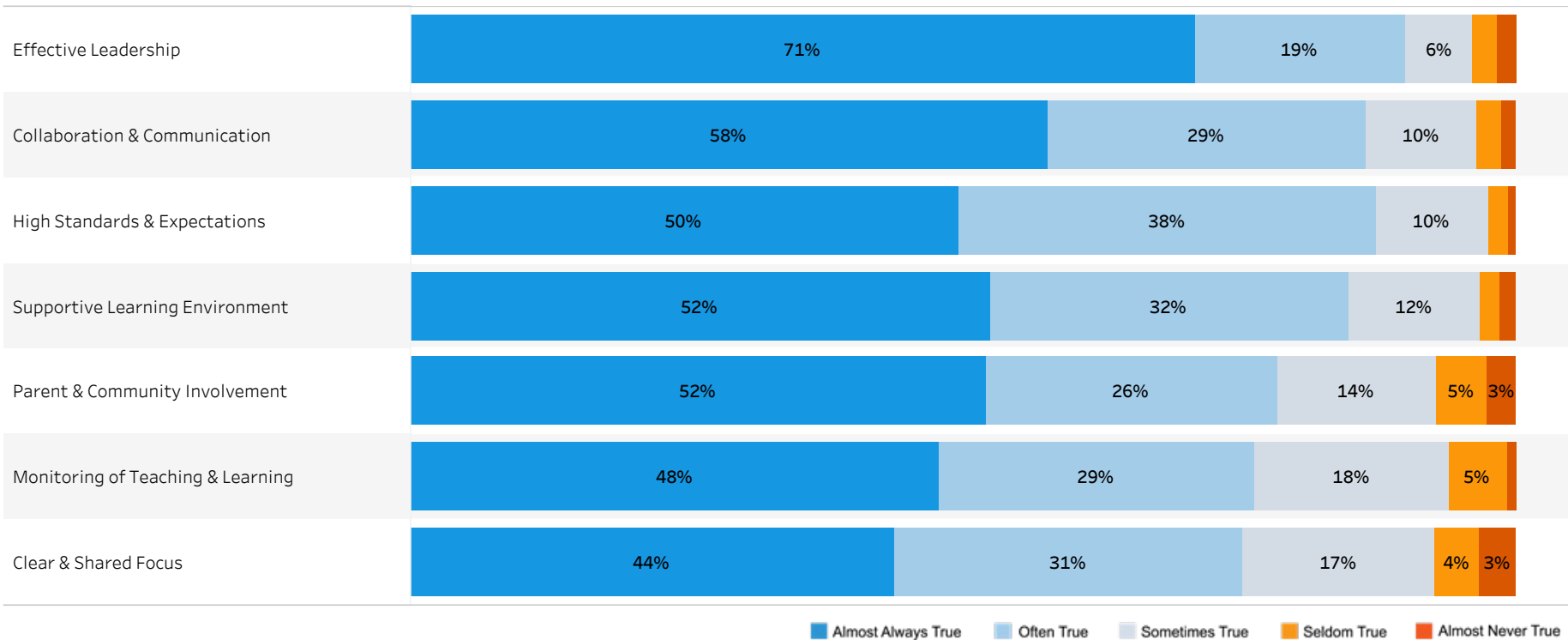
# 9 Characteristics of High-Performing Schools



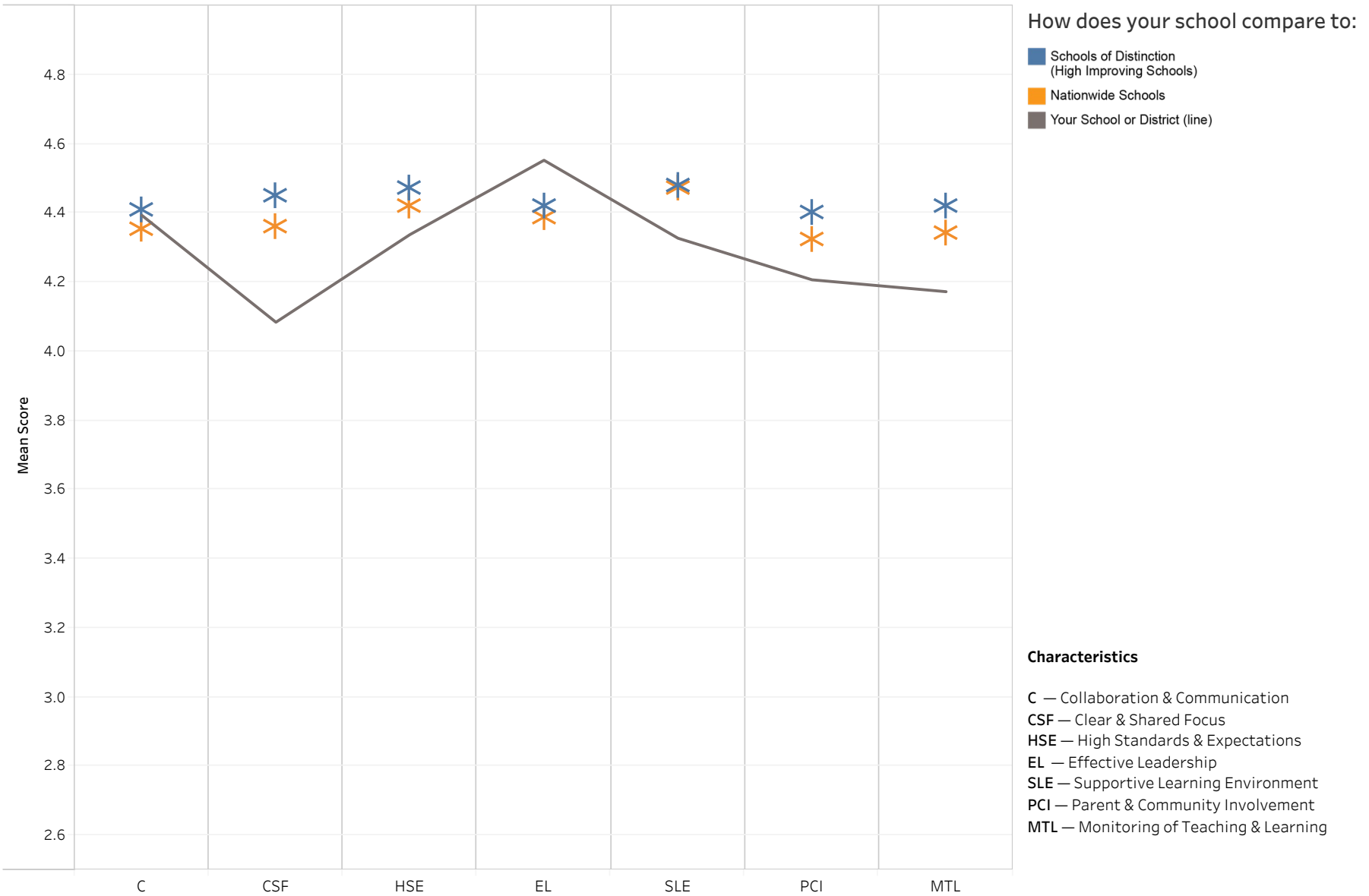
## 9 Characteristics Summary

Lake Forest Park Elementary

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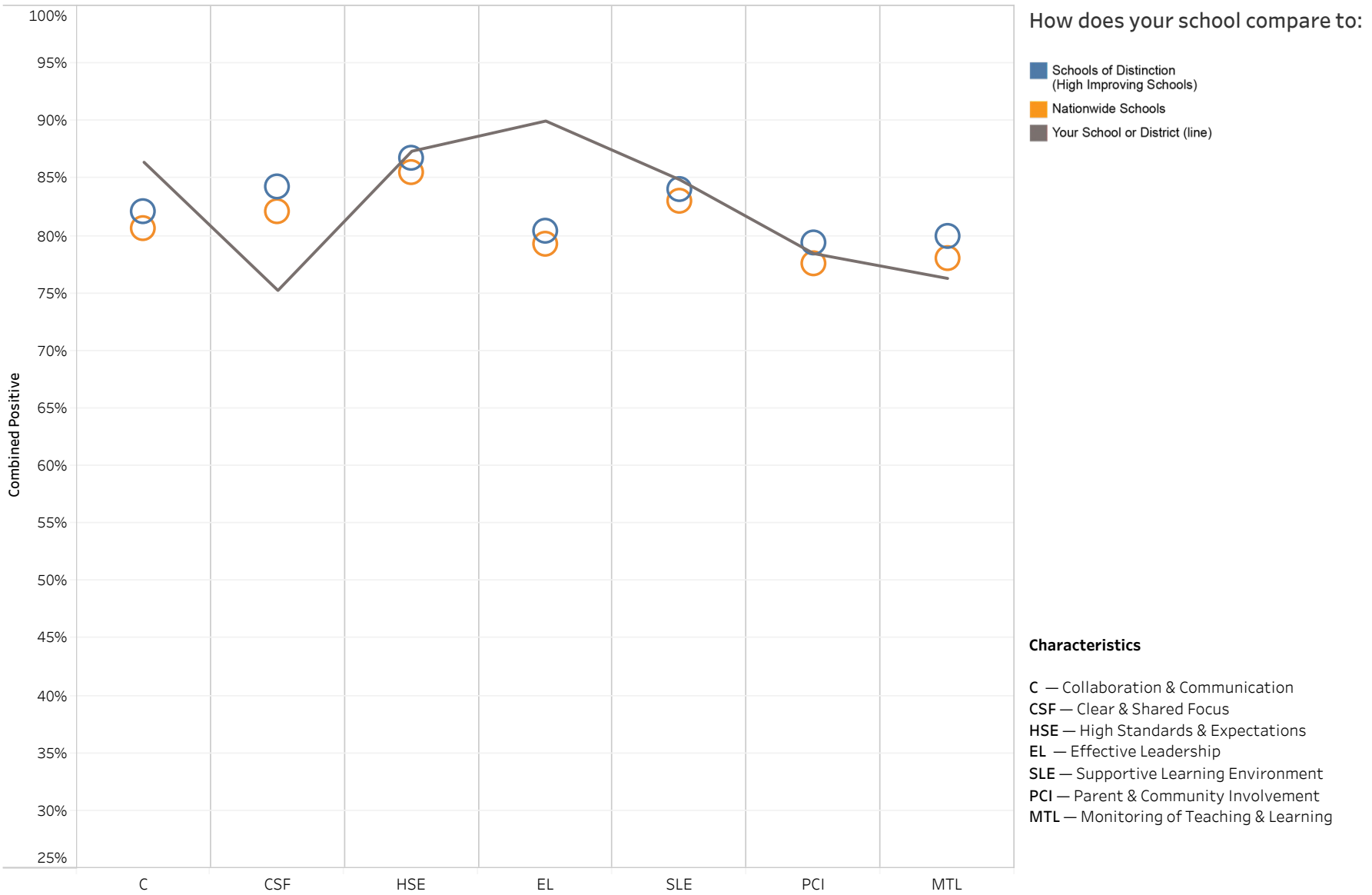


# 9 Characteristics Comparison - Mean Scores





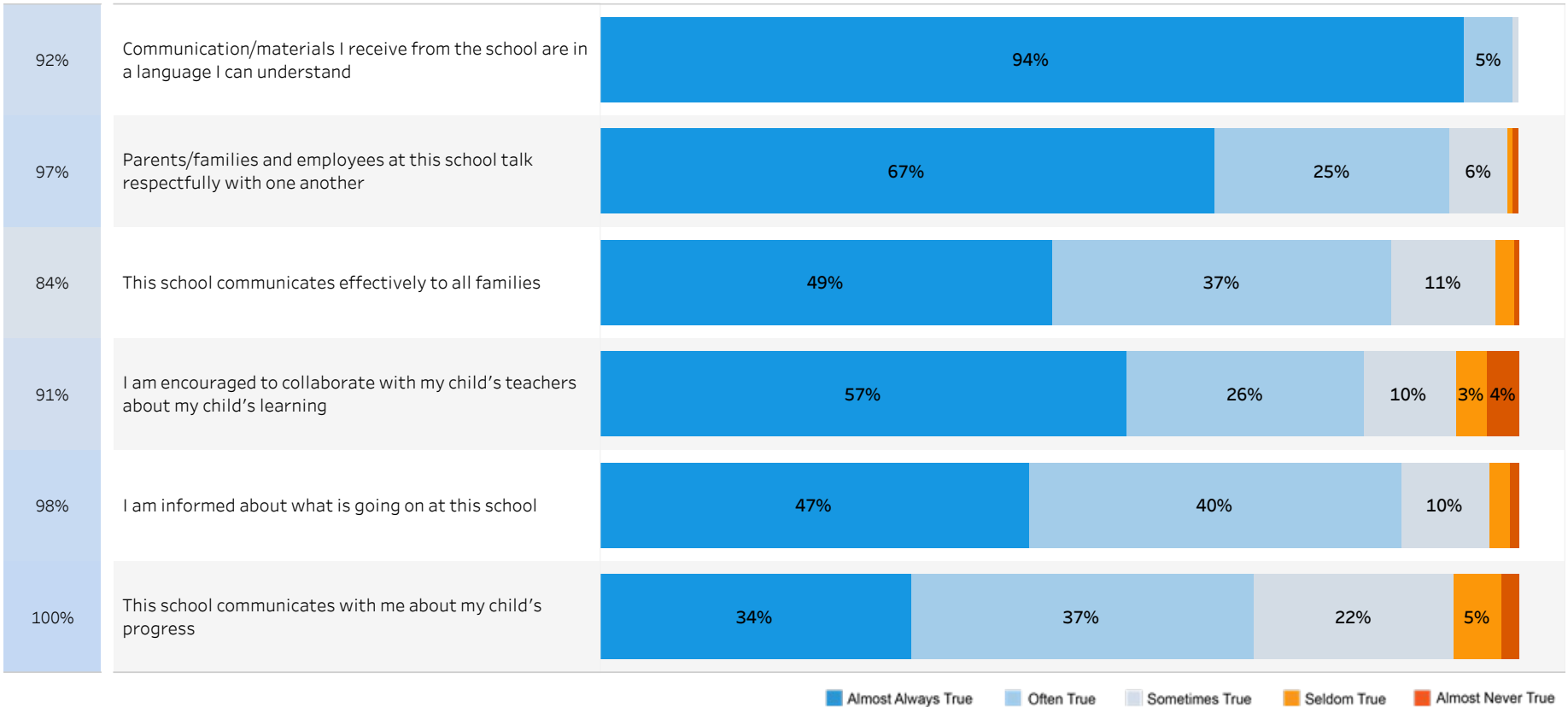
# 9 Characteristics Comparison - Percent Positive Scores



# High Levels of Collaboration and Communication

Lake Forest Park Elementary

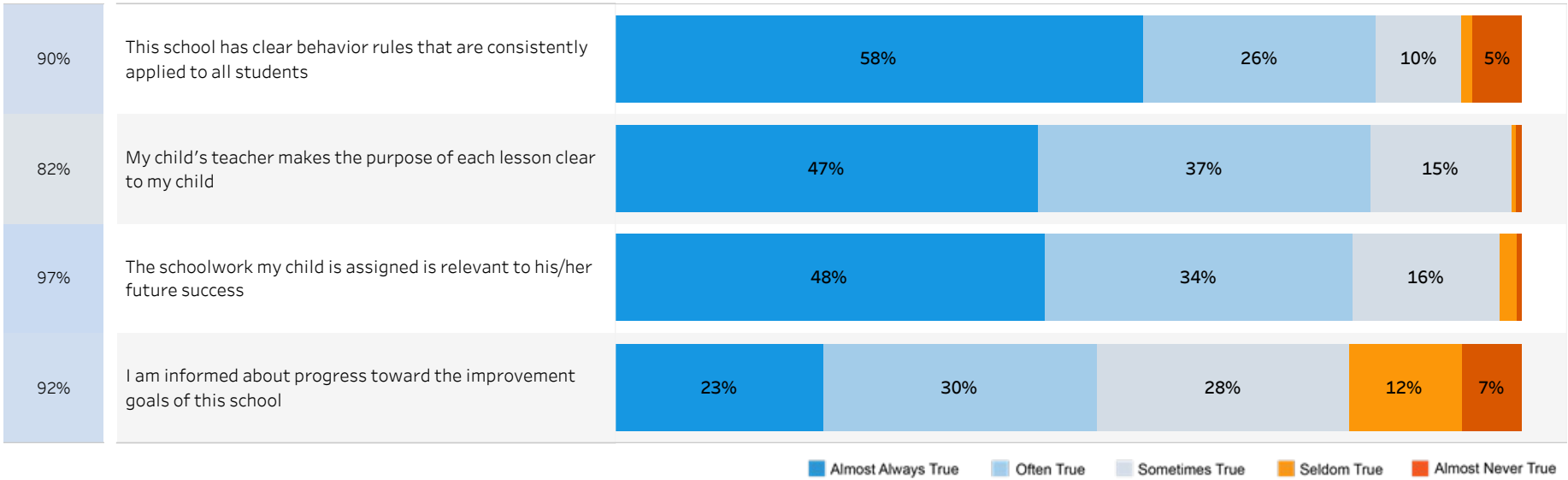
% Answered 50% 100%



# Clear and Shared Focus

Lake Forest Park Elementary

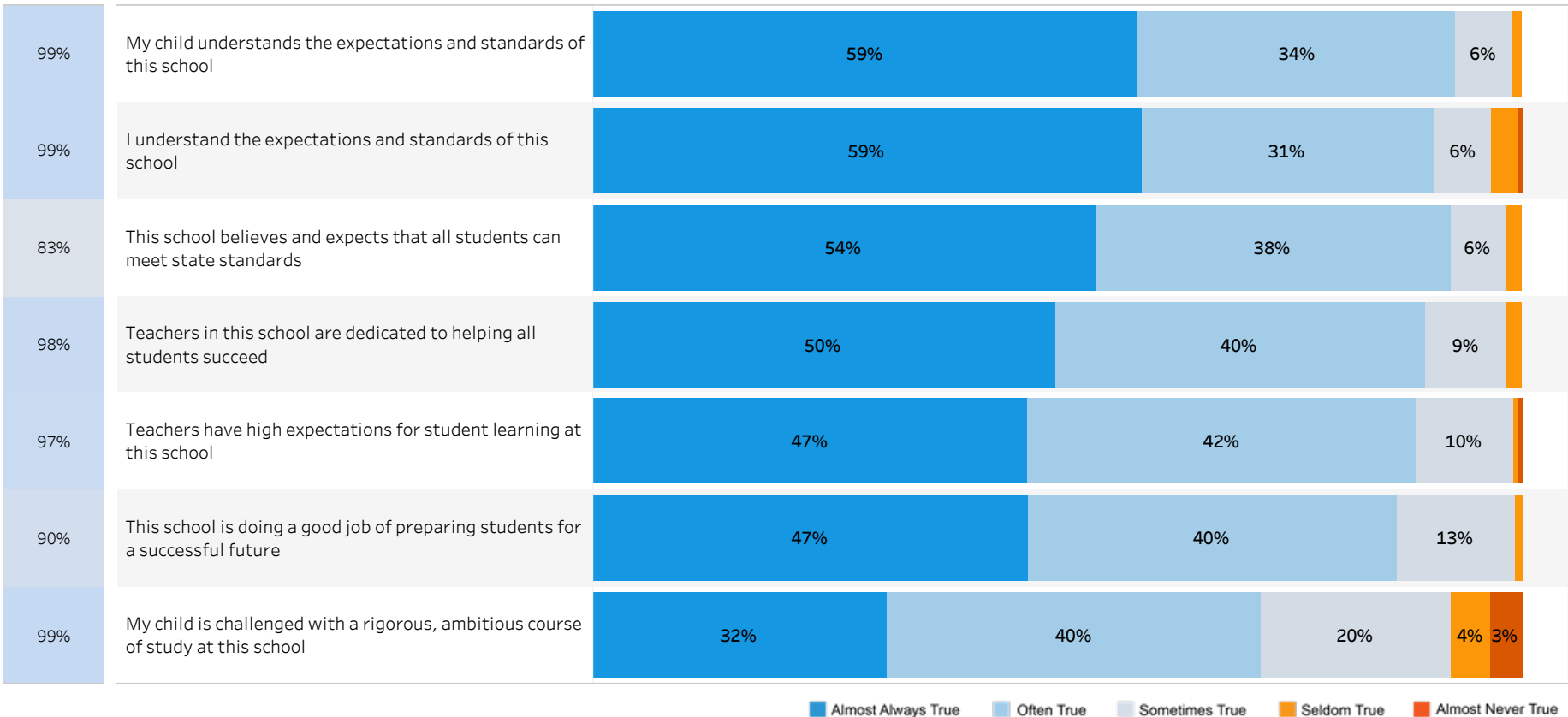
% Answered 50% 100%



# High Standards and Expectations

Lake Forest Park Elementary

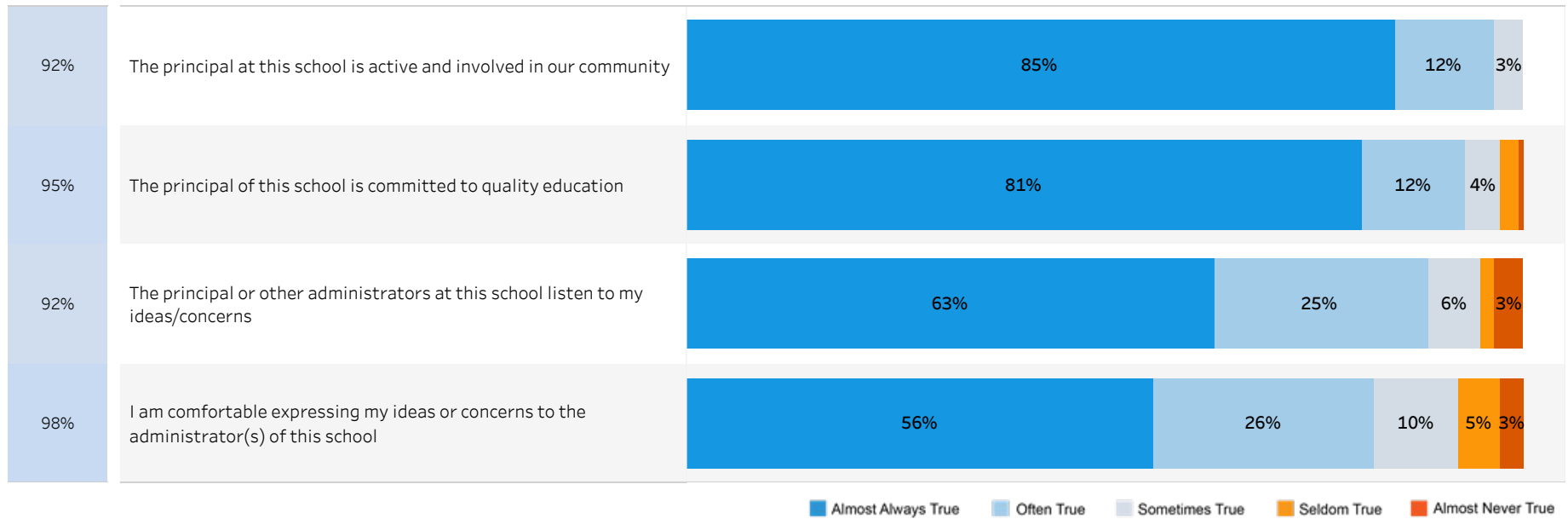
% Answered 50% 100%



# Effective Leadership

Lake Forest Park Elementary

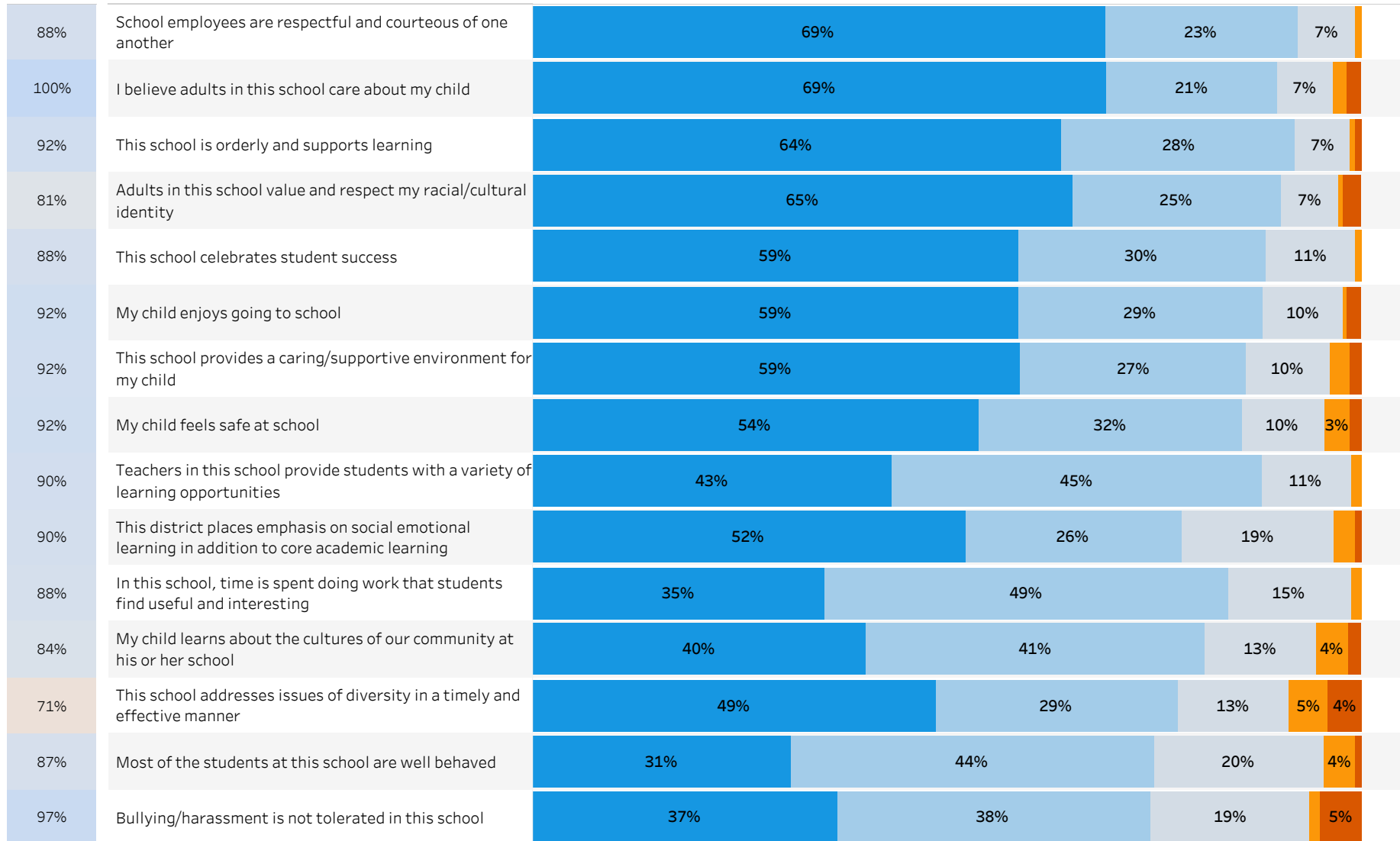
% Answered 50% 100%



# Supportive Learning Environment

Lake Forest Park Elementary

% Answered 50% 100%

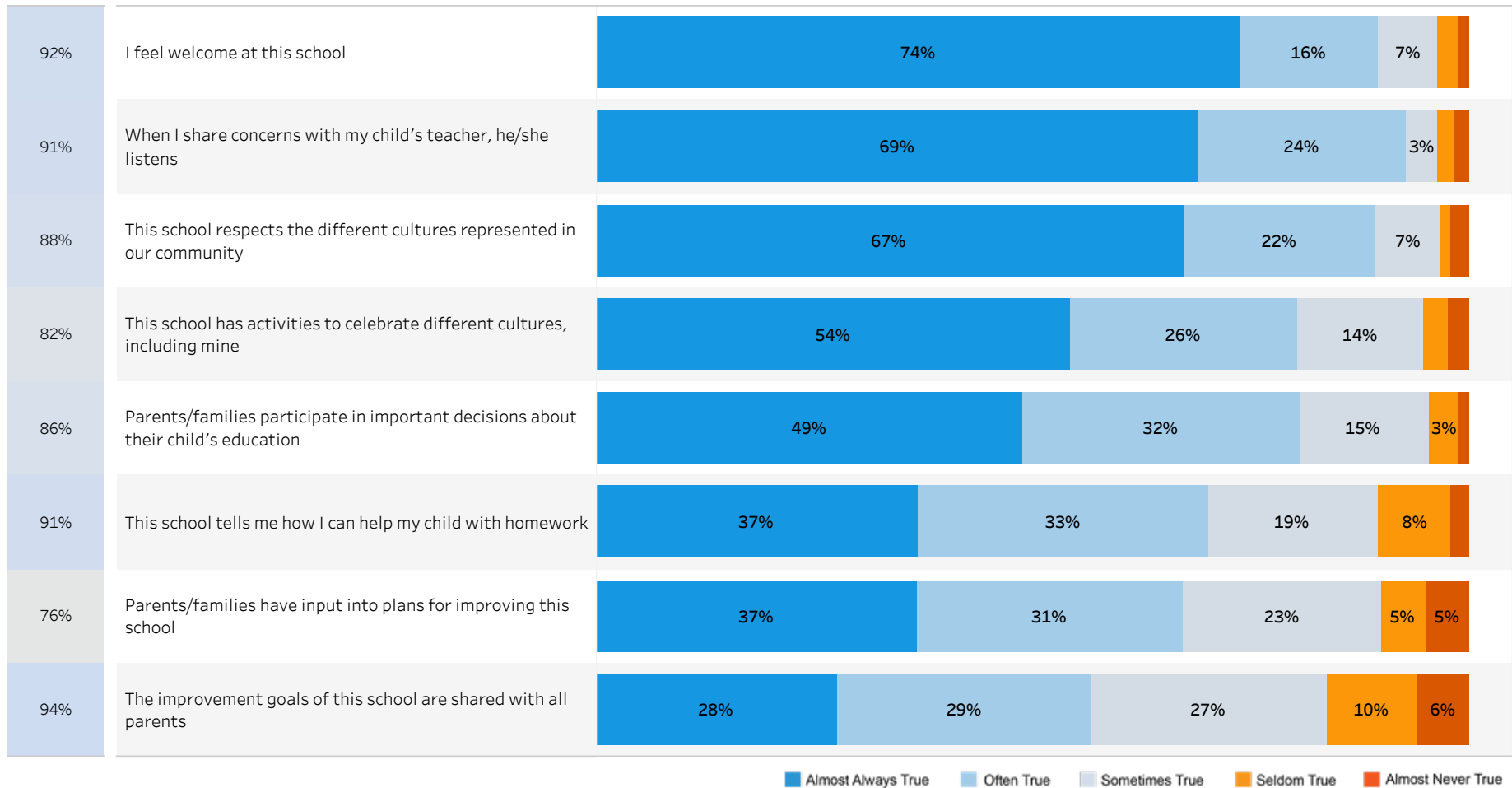


■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True
 ■ Almost Never True

# Parent and Community Involvement

Lake Forest Park Elementary

% Answered 50% 100%



# Frequent Monitoring of Teaching and Learning

Lake Forest Park Elementary

% Answered 50% 100%

