

Educational Effectiveness Survey™



9 Characteristics of High Performing Schools

Parent edition

V3.2.1

Cascade K-8 Community School

Shoreline Public Schools

November 2018

N=119





The Center for Educational Effectiveness

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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.

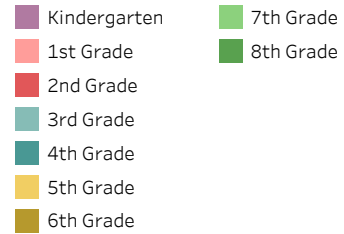
Note

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.

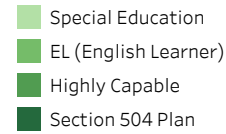
CEE’s primary concern is that this report be useful and informative in stimulating conversation. If you require any additional assistance in using your report, please contact us at info@effectiveness.org.

Demographics

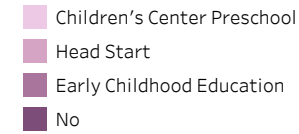
Children in School



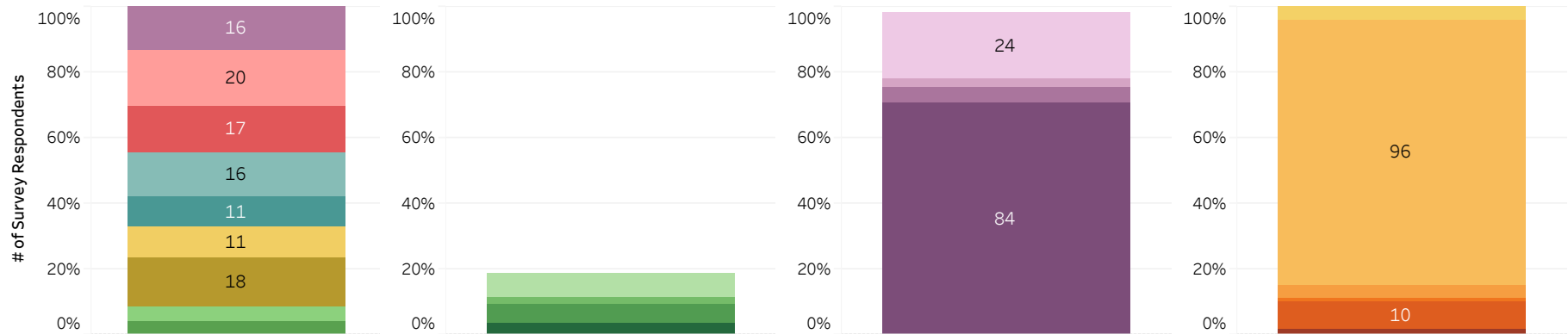
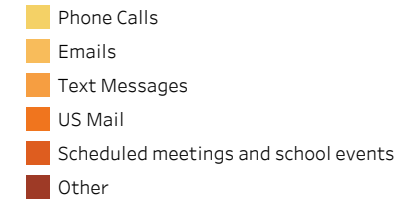
Services



Early Learning

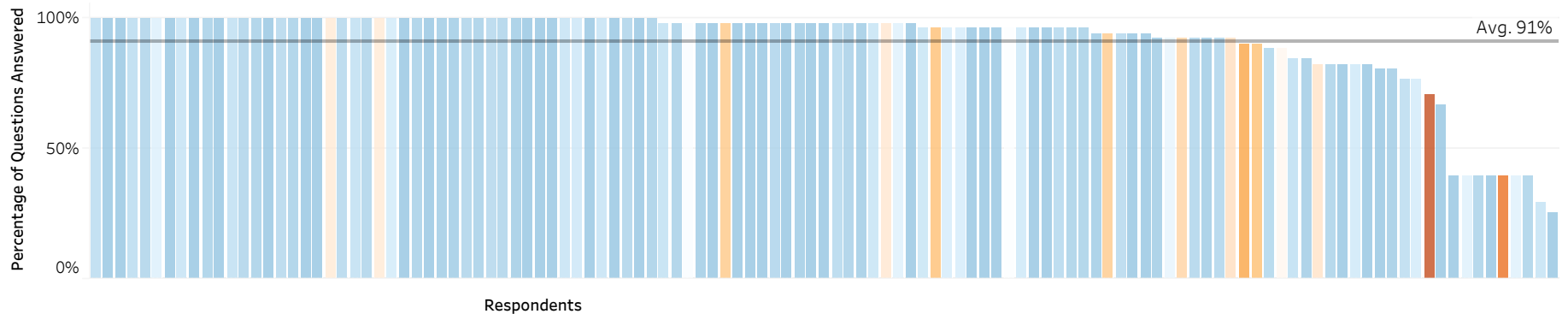


Teacher Communication



The height shows the percentage of items answered by respondent.

The color shows how positive each respondent was.



Demographics

School Communication

- Phone Calls
- Emails
- Text Messages
- US Mail

District Communication

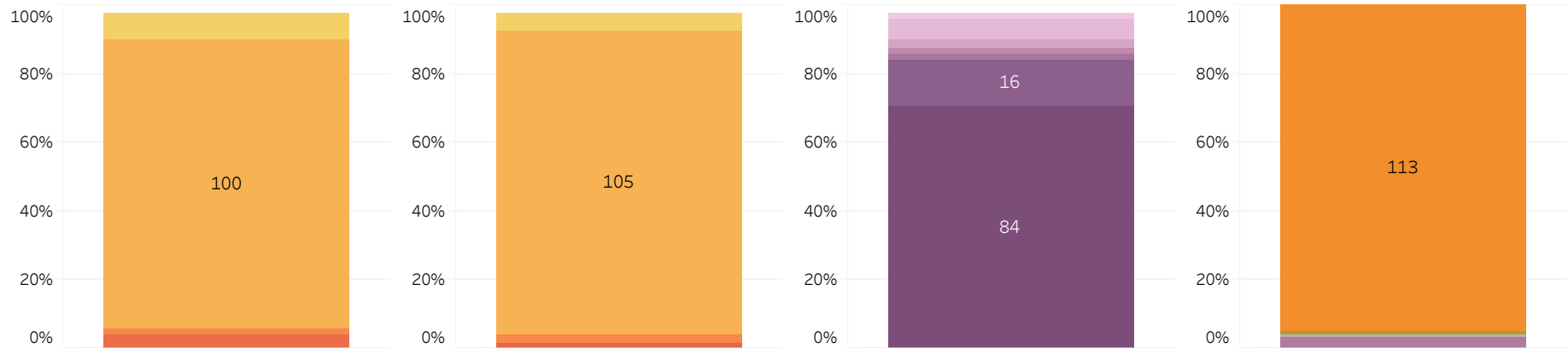
- Phone Calls
- Emails
- Text Messages
- US Mail

Ethnicity

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

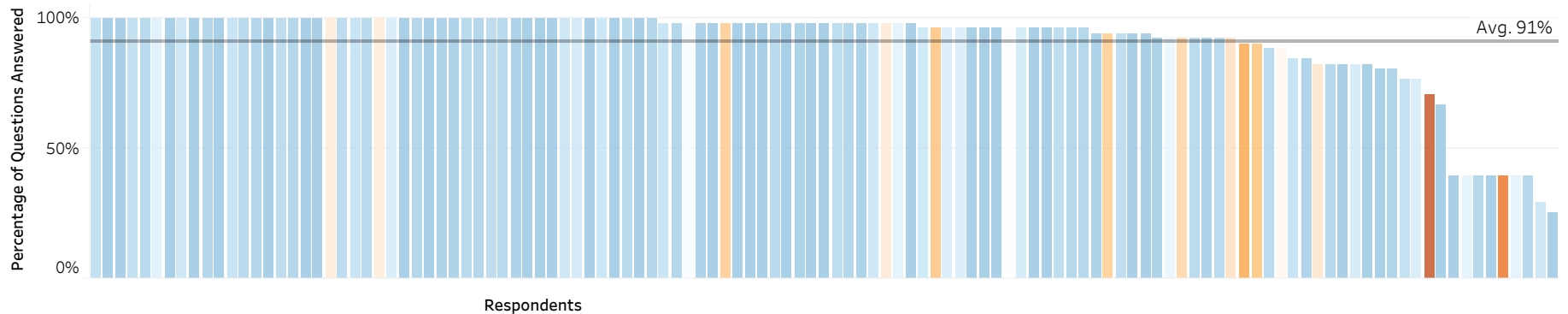
Home Language

- English
- Amharic
- Tagalog
- Other

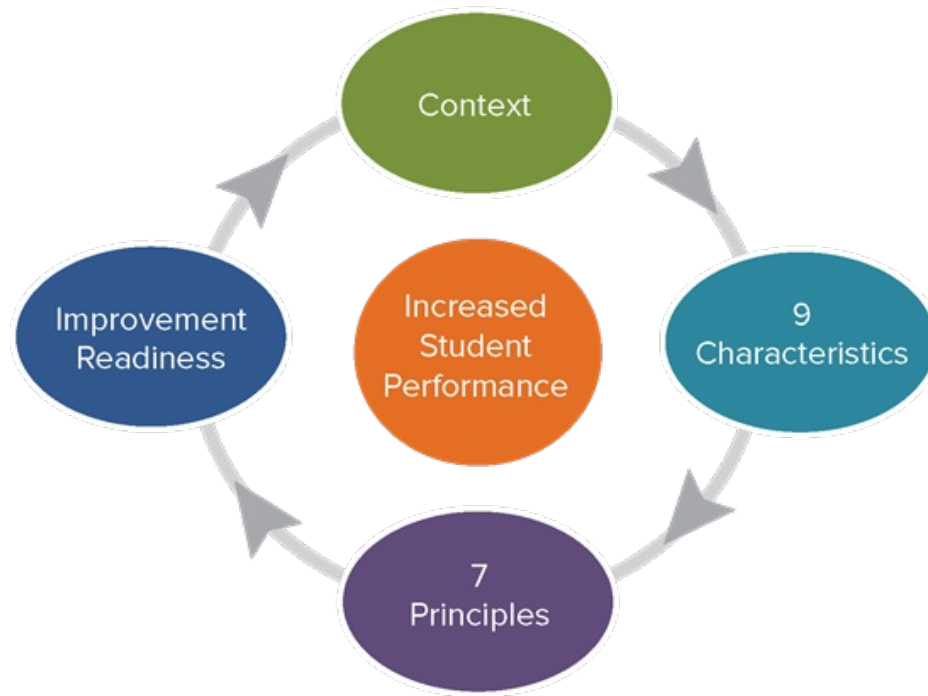







The height shows the percentage of items answered by respondent.

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.

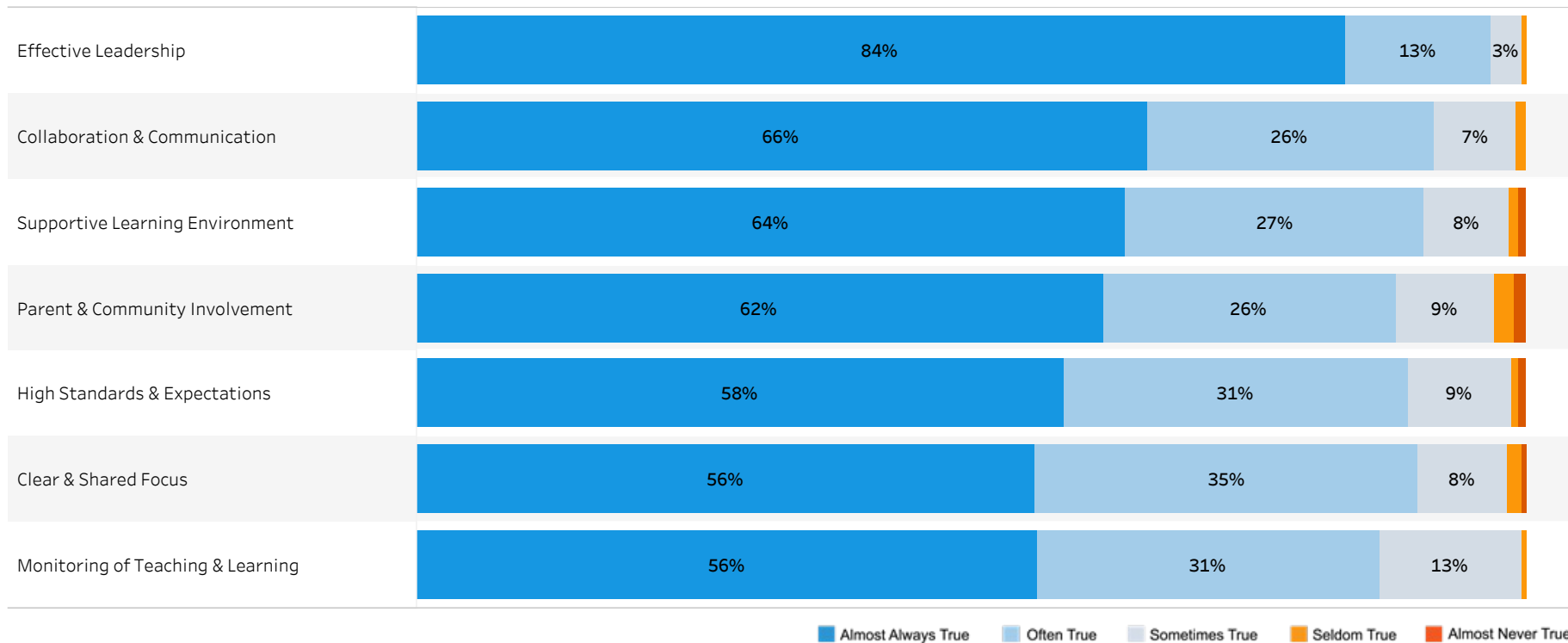
9 Characteristics of High-Performing Schools



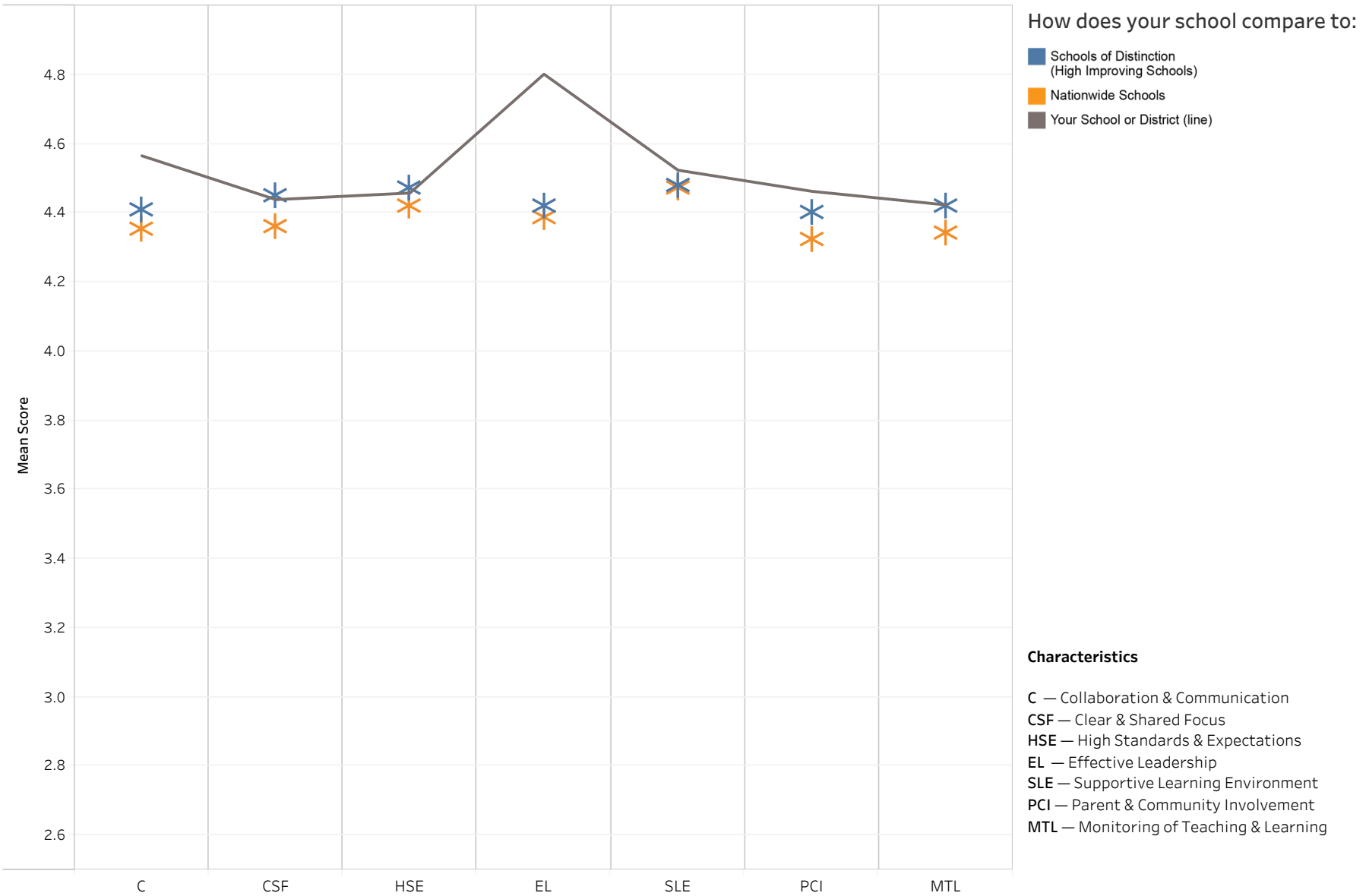
9 Characteristics Summary

Cascade K-8 Community School

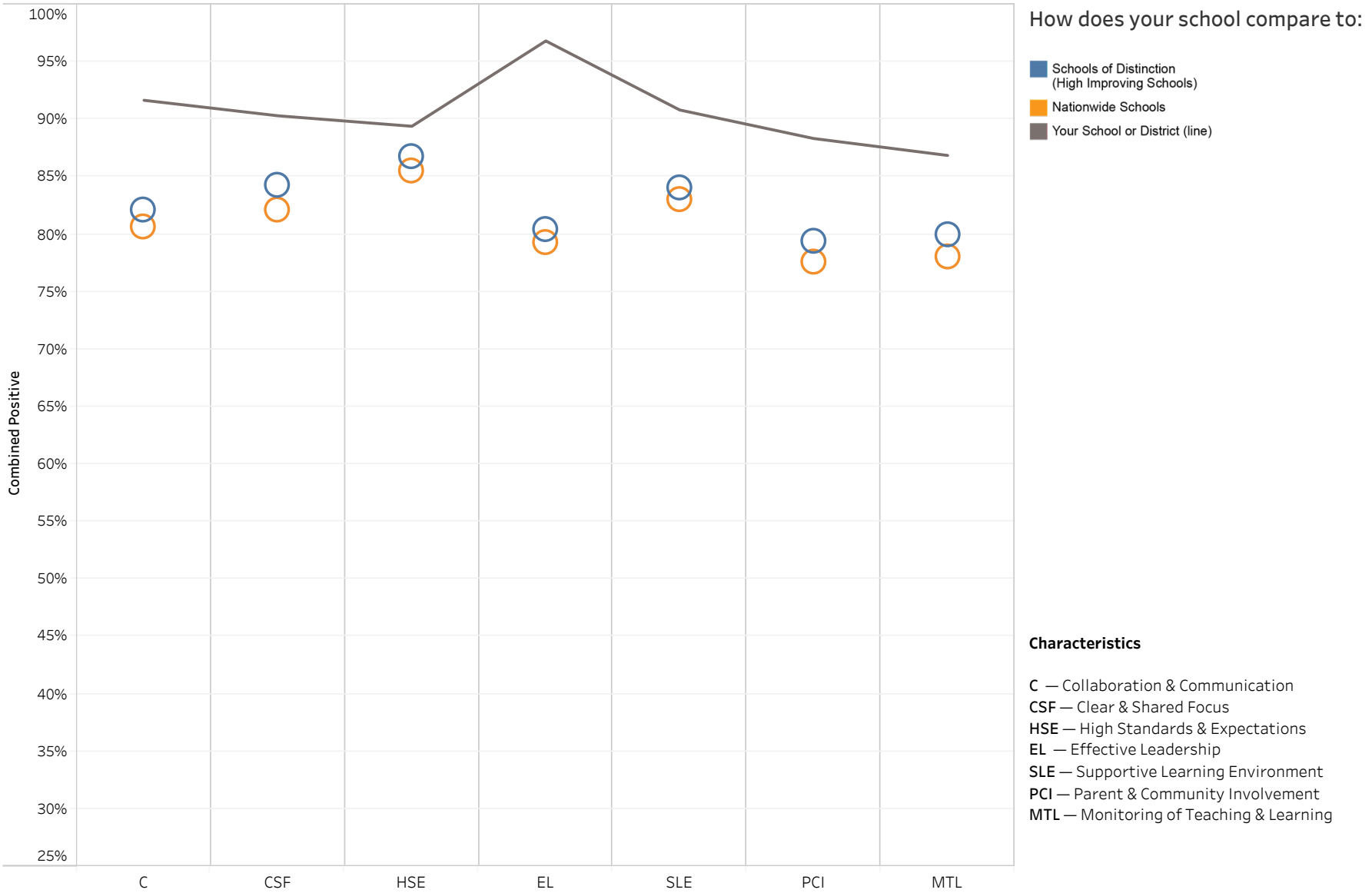
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9 Characteristics Comparison - Mean Scores



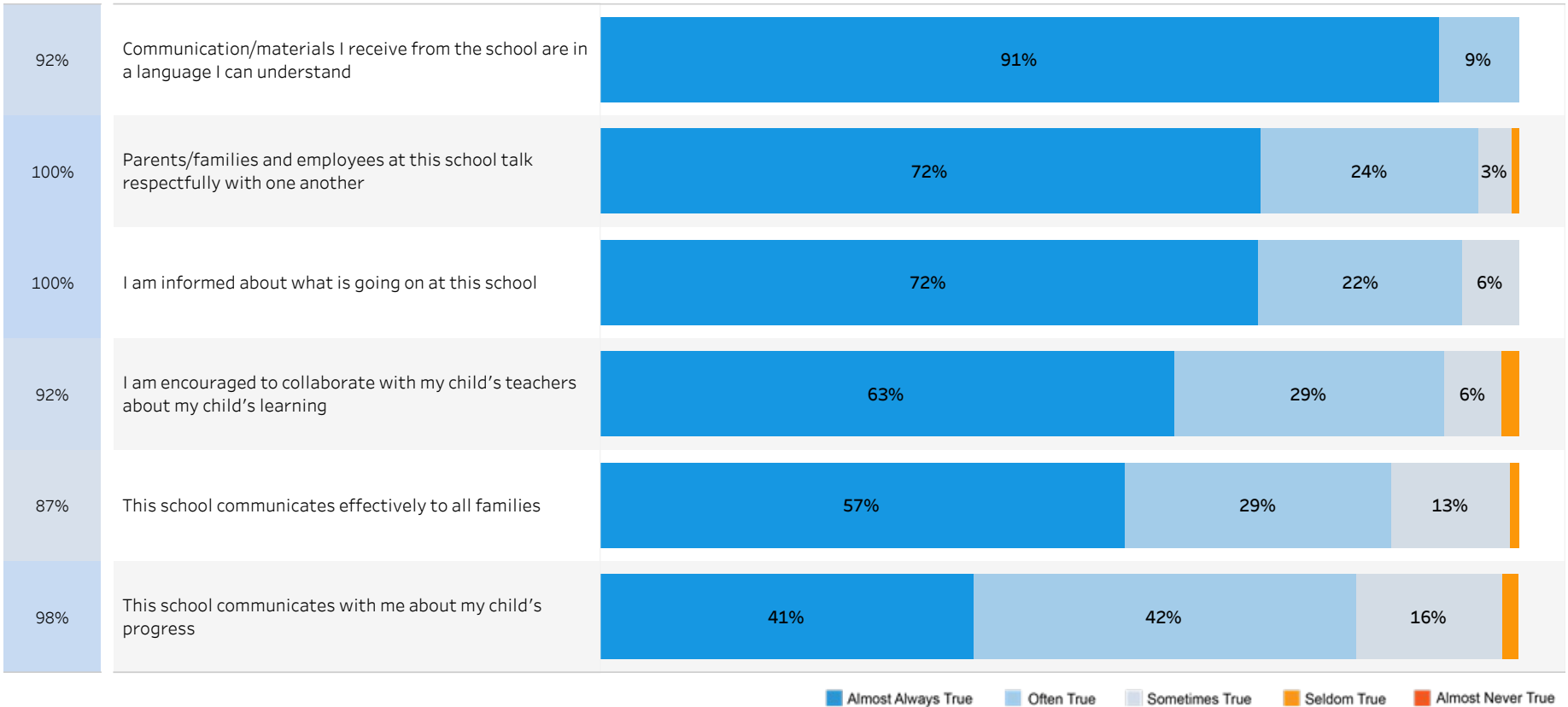
9 Characteristics Comparison - Percent Positive Scores



High Levels of Collaboration and Communication

Cascade K-8 Community School

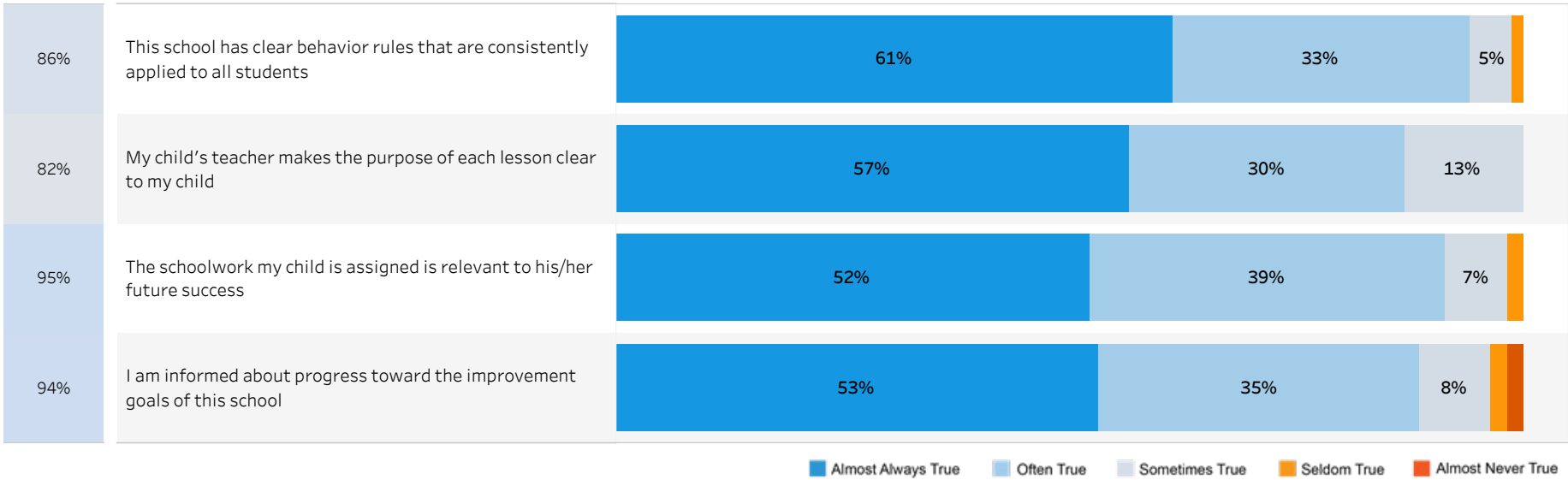
% Answered 50% 100%



Clear and Shared Focus

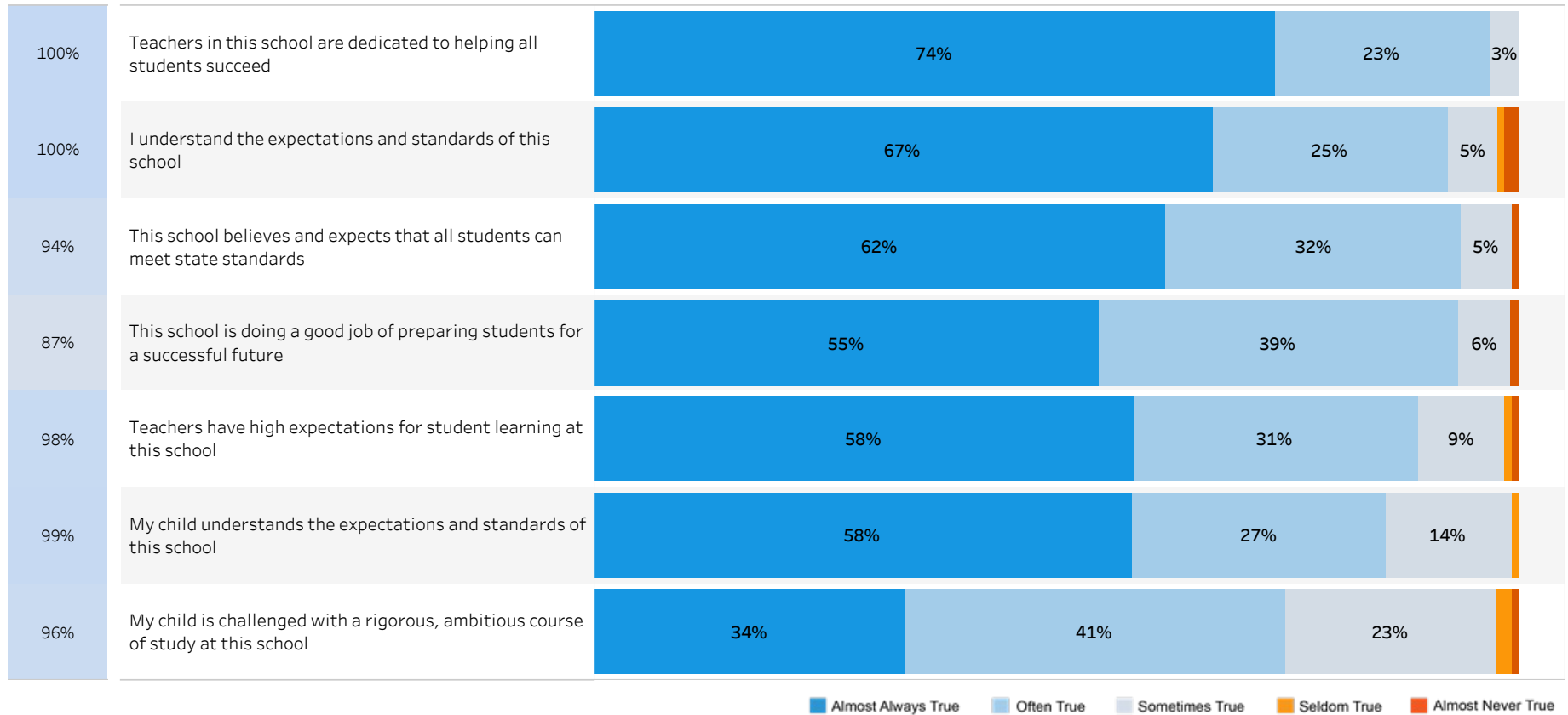
Cascade K-8 Community School

% Answered 50% 100%



High Standards and Expectations

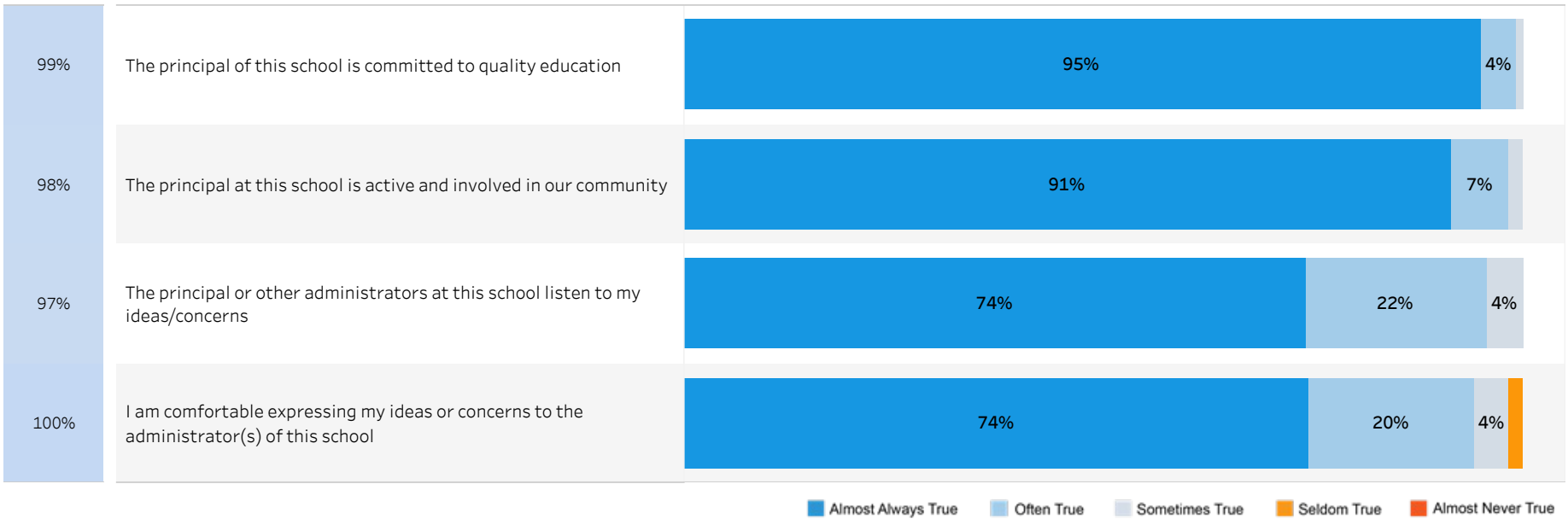
% Answered 50% 100%



Effective Leadership

Cascade K-8 Community School

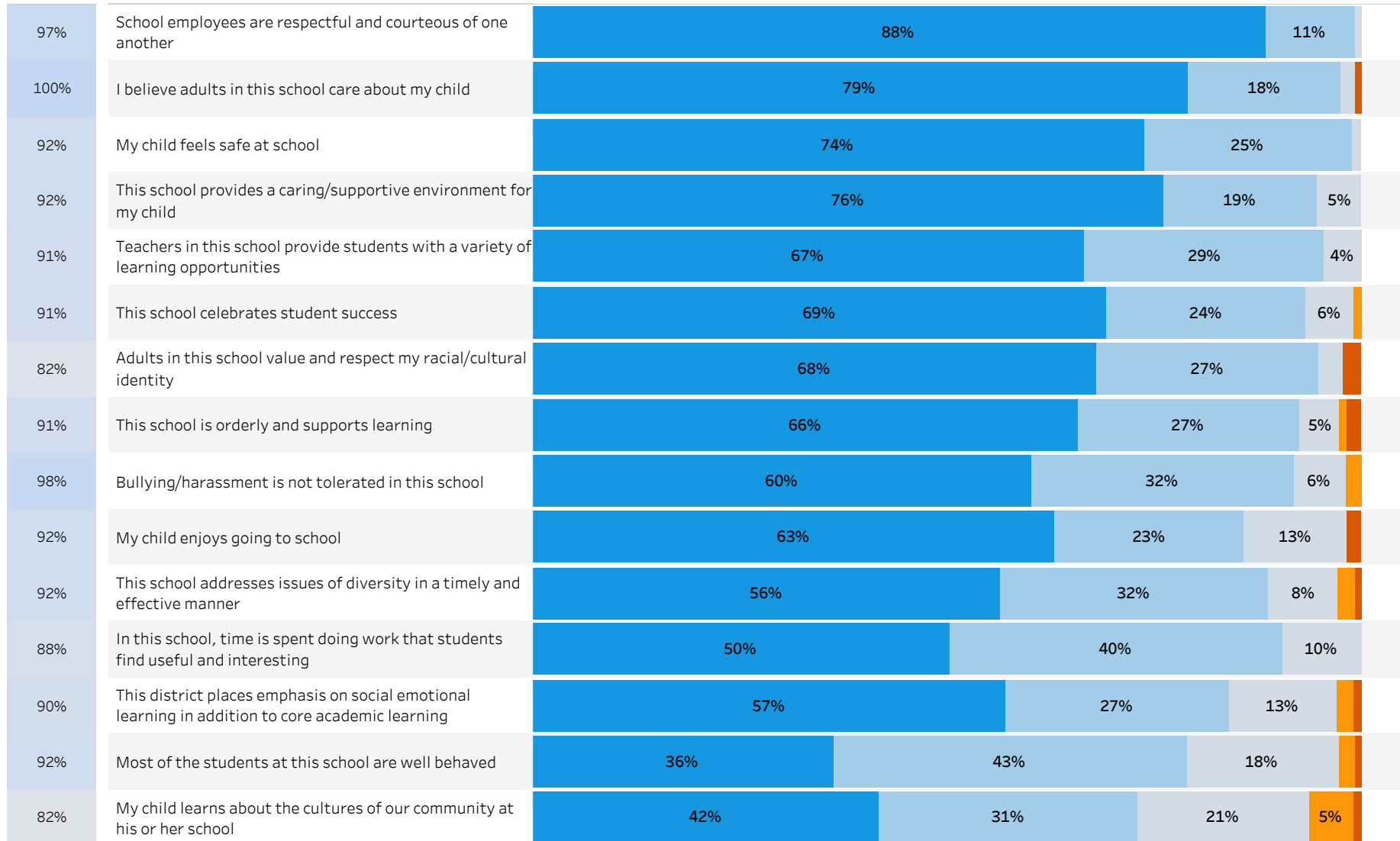
% Answered 50% 100%



Supportive Learning Environment

Cascade K-8 Community School

% Answered 50% 100%

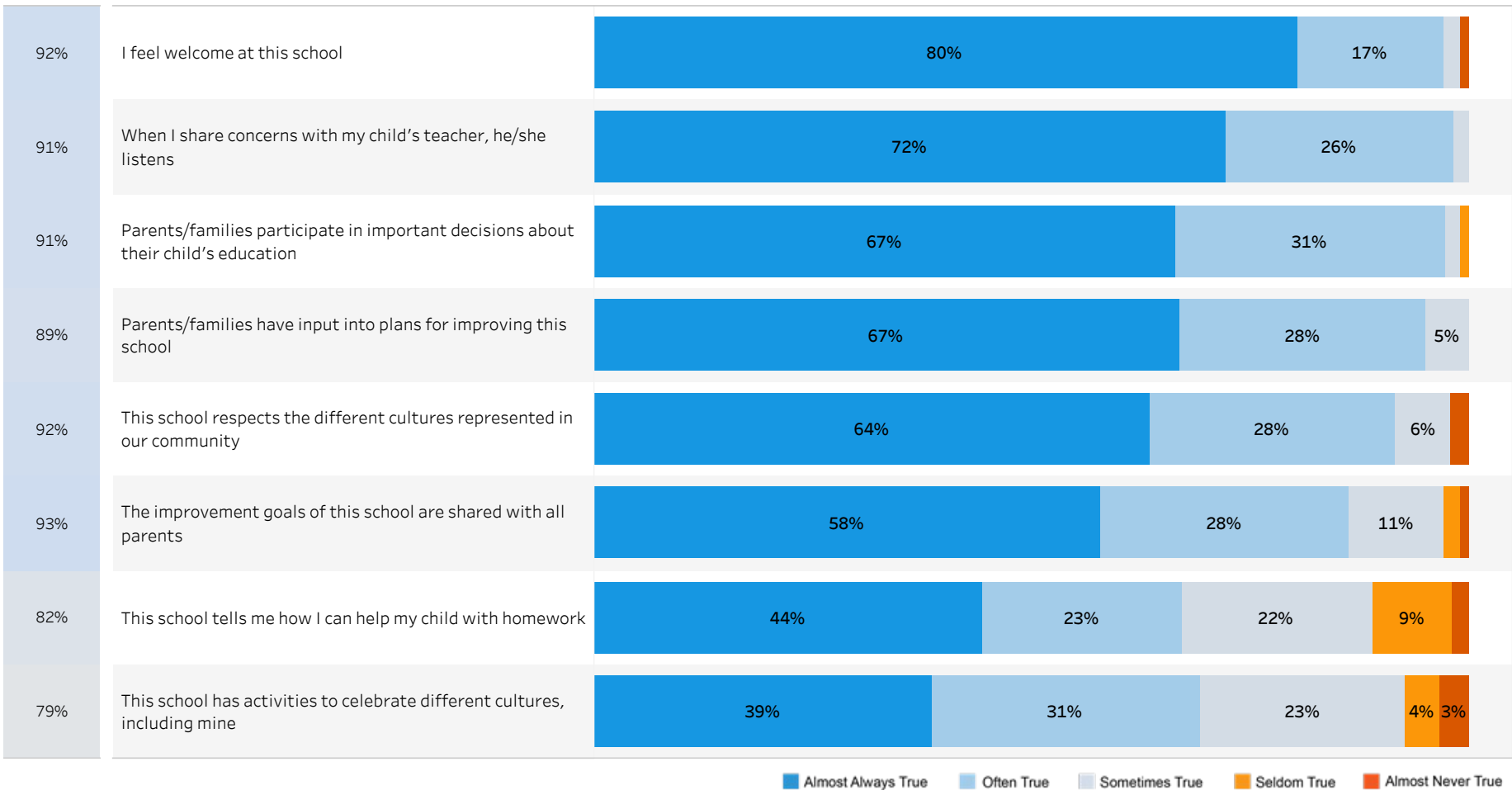


■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True
 ■ Almost Never True

Parent and Community Involvement

Cascade K-8 Community School

% Answered 50% 100%



Frequent Monitoring of Teaching and Learning

% Answered 50% 100%

