

Educational Effectiveness Survey™



9 Characteristics of High Performing Schools

Parent edition with Dignity, Equity & Inclusion Module

V4

Ridgecrest Elementary

Shoreline Public Schools

March 2021

N=194



Better Data. Better Decisions. Better Schools.





The Center for Educational Effectiveness (CEE) is a service, consulting, and research organization dedicated to the mission of partnering with K-12 schools to improve student learning.

NOTICE

The Center for Educational Effectiveness, Inc. (CEE) makes substantial effort to ensure the accurate scoring, analysis, and reporting of the results of the Educational Effectiveness Survey. However, CEE makes no warranty of any kind with regard to this material, including, but not limited to, the implied warranties of merchantability and fitness for a particular purpose. CEE shall not be liable for errors contained herein or for incidental or consequential damages in connection with the furnishing, performance, or use of this material.

No part of these materials may be copied, reproduced, republished, posted, modified, edited, transmitted, distributed, or used to create derivative works in any form or by any means without the prior written consent of Center for Educational Effectiveness, Inc. These materials are copyright protected under U.S. and international copyright laws and treaties. Violation of these laws will lead to prosecution.

Trademark notice: Center for Educational Effectiveness™ and affiliated logo, Better Data. Better Decisions. Better Schools.™ and affiliated logo, Educational Effectiveness Survey™, EES-Leadership 360™ are all trademarks of Center for Educational Effectiveness, Inc. All other trademarks cited here are the property of their respective owners.

Published by:
Center for Educational Effectiveness, Inc.
© 2003-2020 Center for Educational Effectiveness, Inc. All Rights Reserved.
Printed in the U.S.A.

Contact Information:

Phone: 425-283-0384
Fax: 425-947-0066
info@effectiveness.org
www.effectiveness.org



Better Data. Better Decisions. Better Schools.

Introduction

Educational Effectiveness Survey, Parent edition

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.

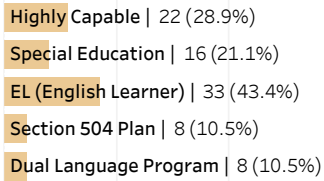
Note

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.

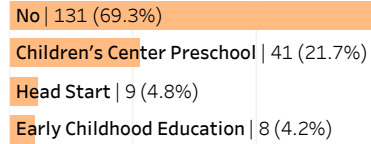
CEE’s primary concern is that this report be useful and informative in stimulating conversation. If you require any additional assistance in using your report, please contact us at info@effectiveness.org.

Demographics

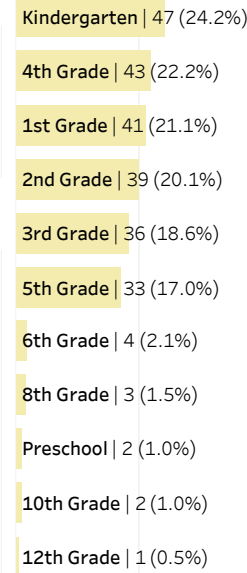
Is your child in a special program? (check all that apply)



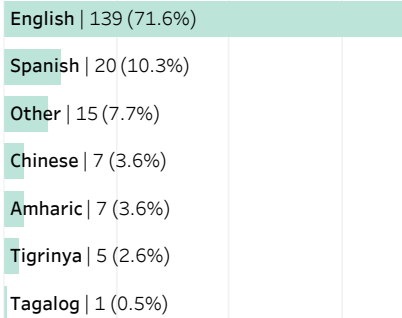
Did your child/children attend a Shoreline Early Learning Program (Children’s Center Preschool, Head Start or Early Childhood Education)?



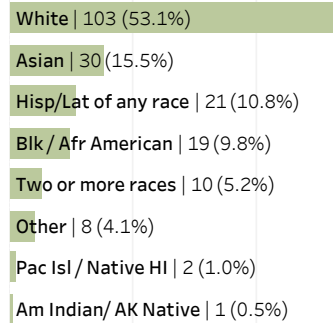
What grade(s) do you have children in at this school? (choose all that apply)



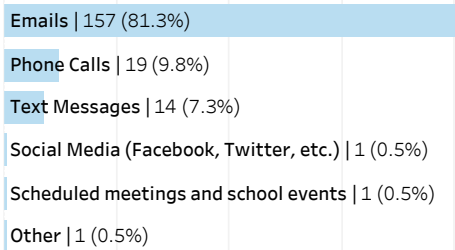
English at Home



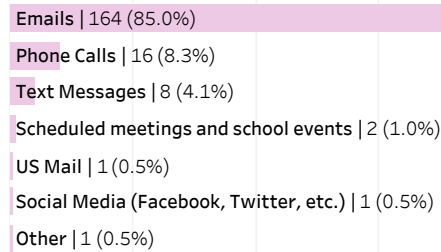
Ethnicity



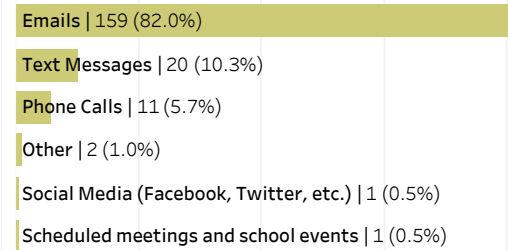
I prefer school communication to be:



I prefer district communication to be:



I prefer teacher communication to be:



My student likes having a School Resource Officer available in their school



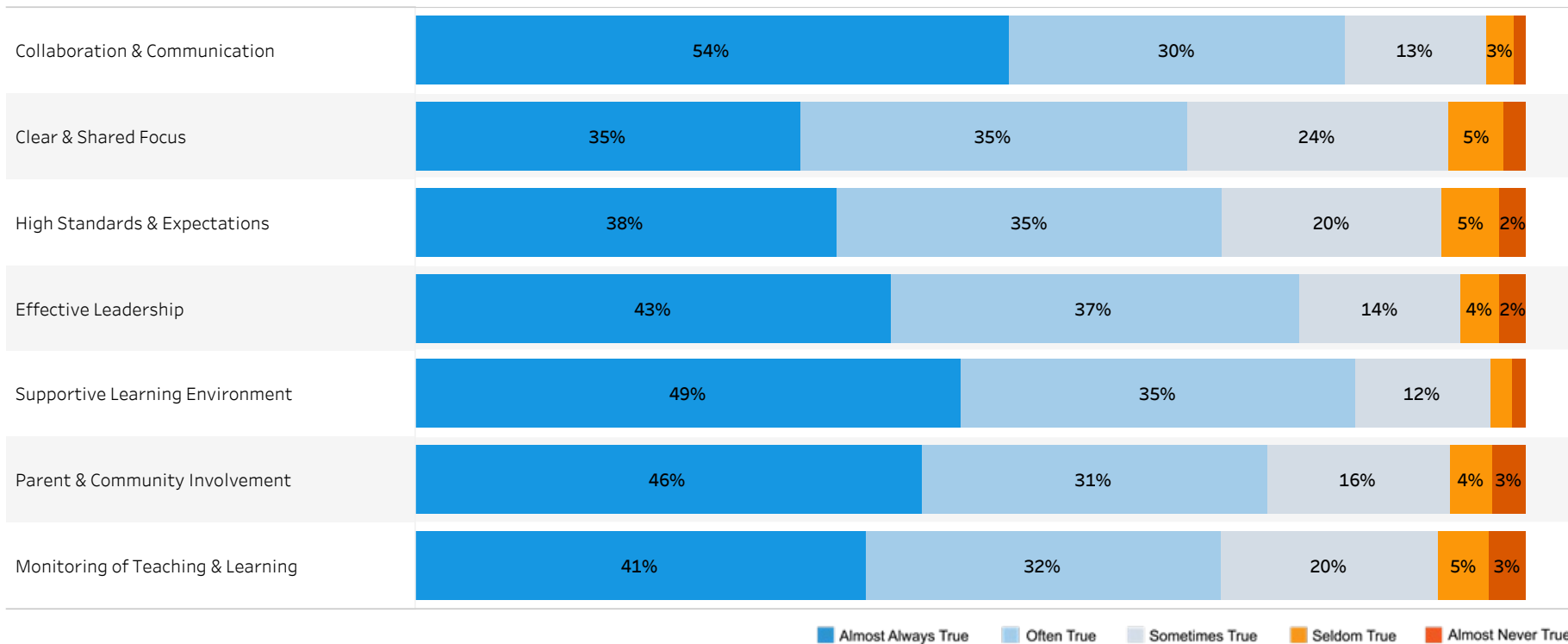
9 Characteristics of High-Performing Schools



Ridgecrest Elementary

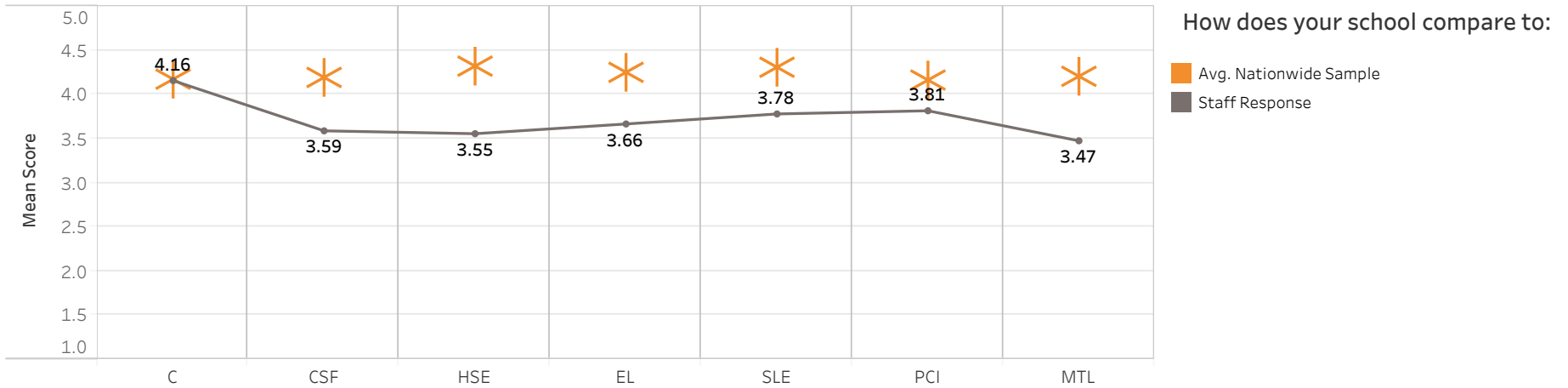
9 Characteristics Summary

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.

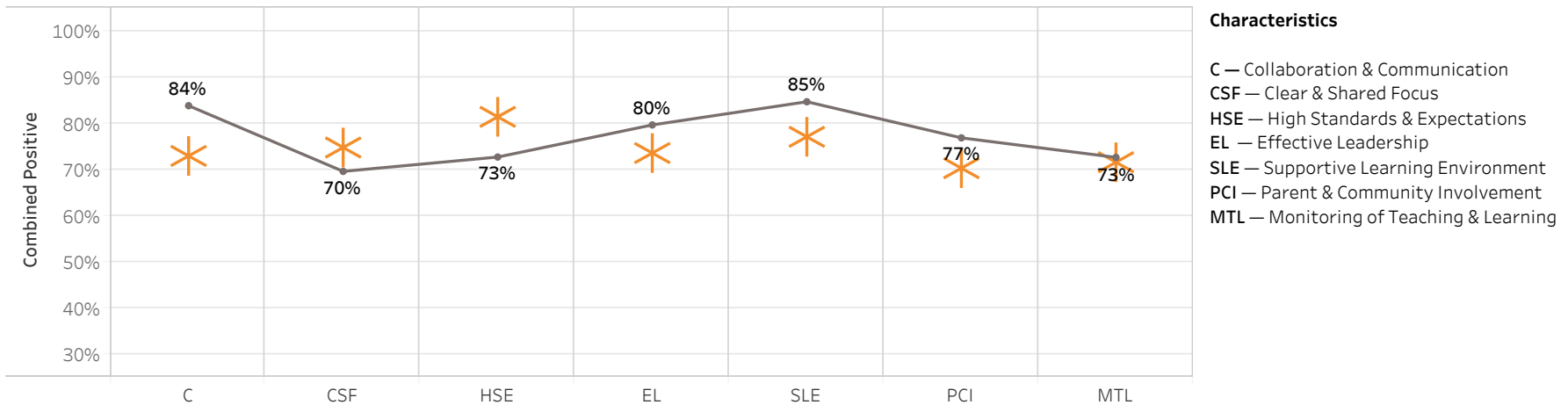


Comparison - Mean Scores

Ridgecrest Elementary

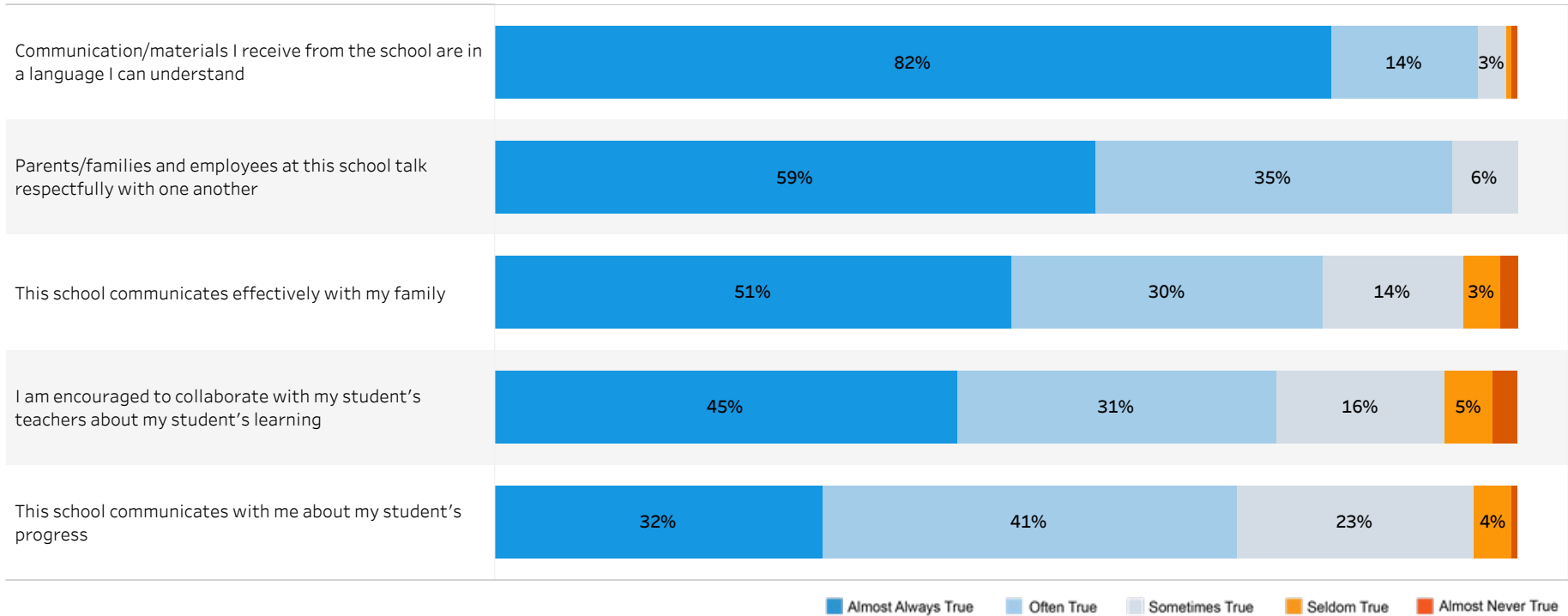


Comparison - Percent Positive



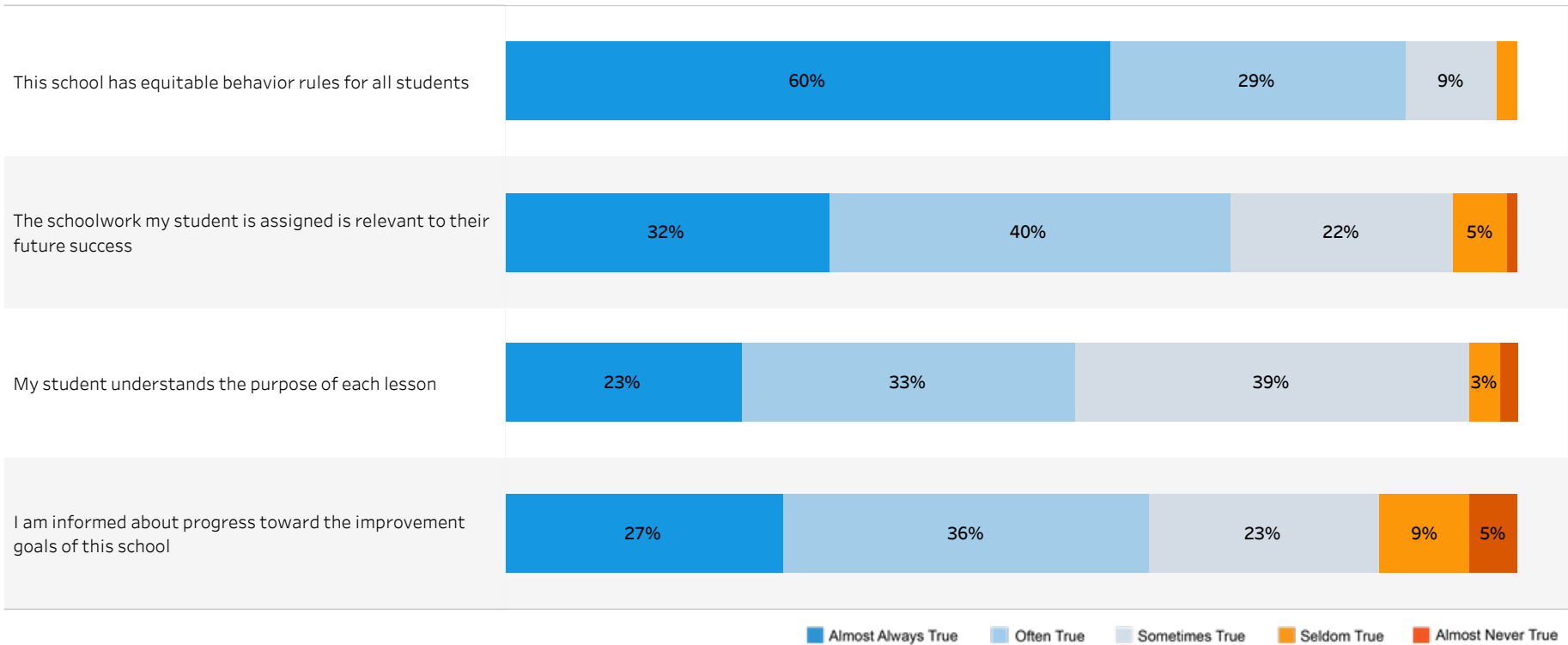
High Levels of Collaboration and Communication

Ridgecrest Elementary



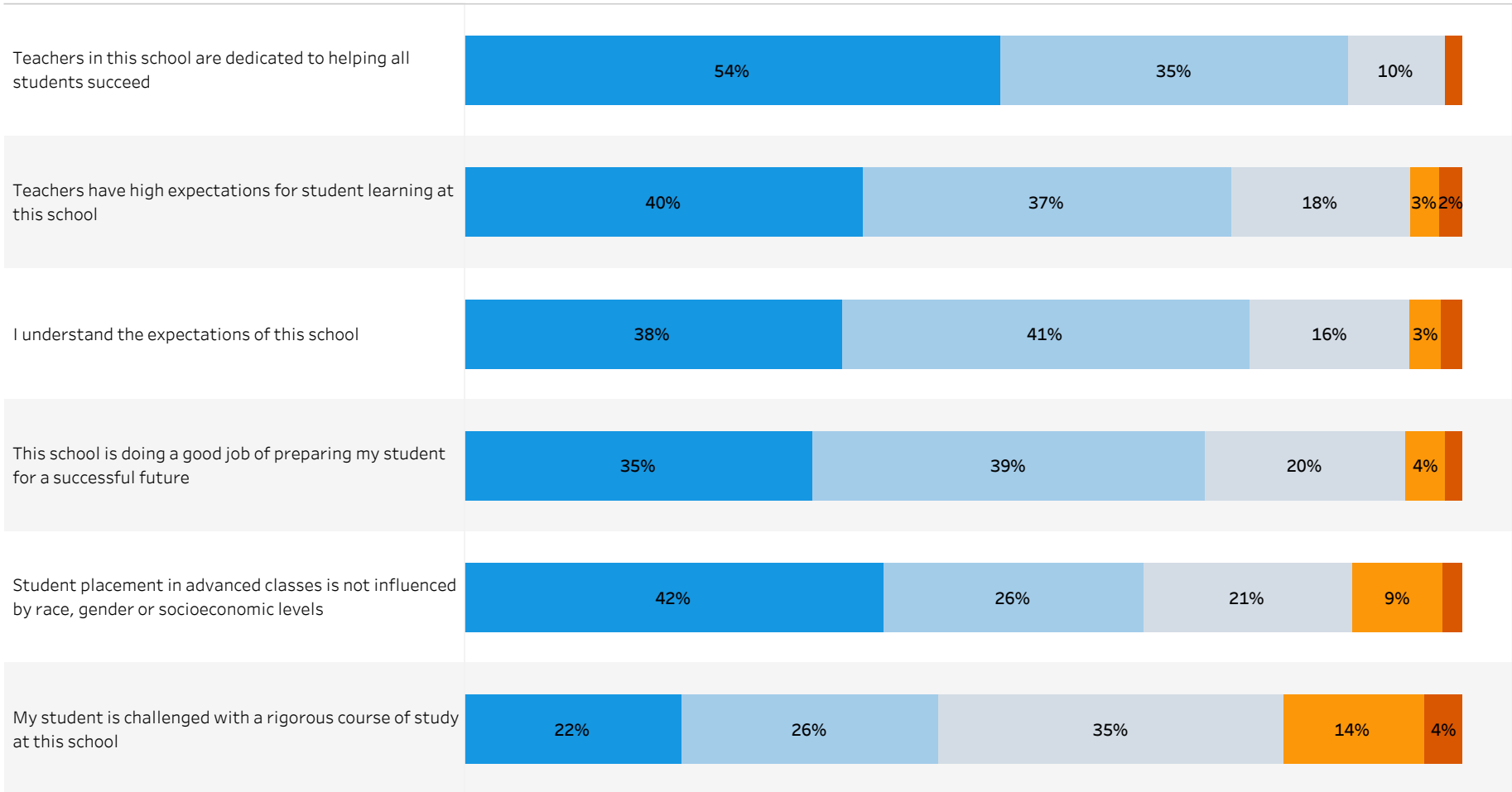
Clear and Shared Focus

Ridgecrest Elementary



High Standards and Expectations

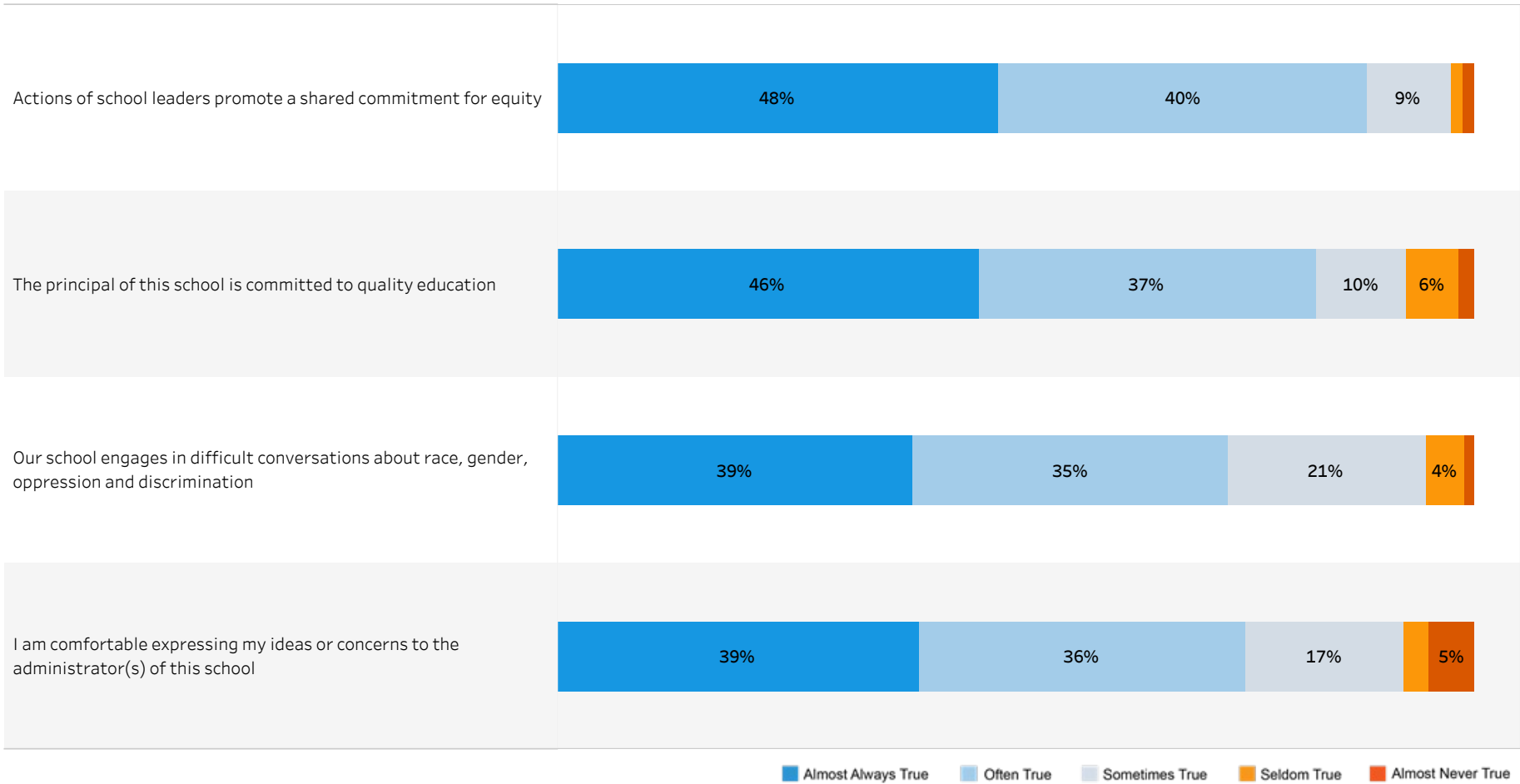
Ridgecrest Elementary



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

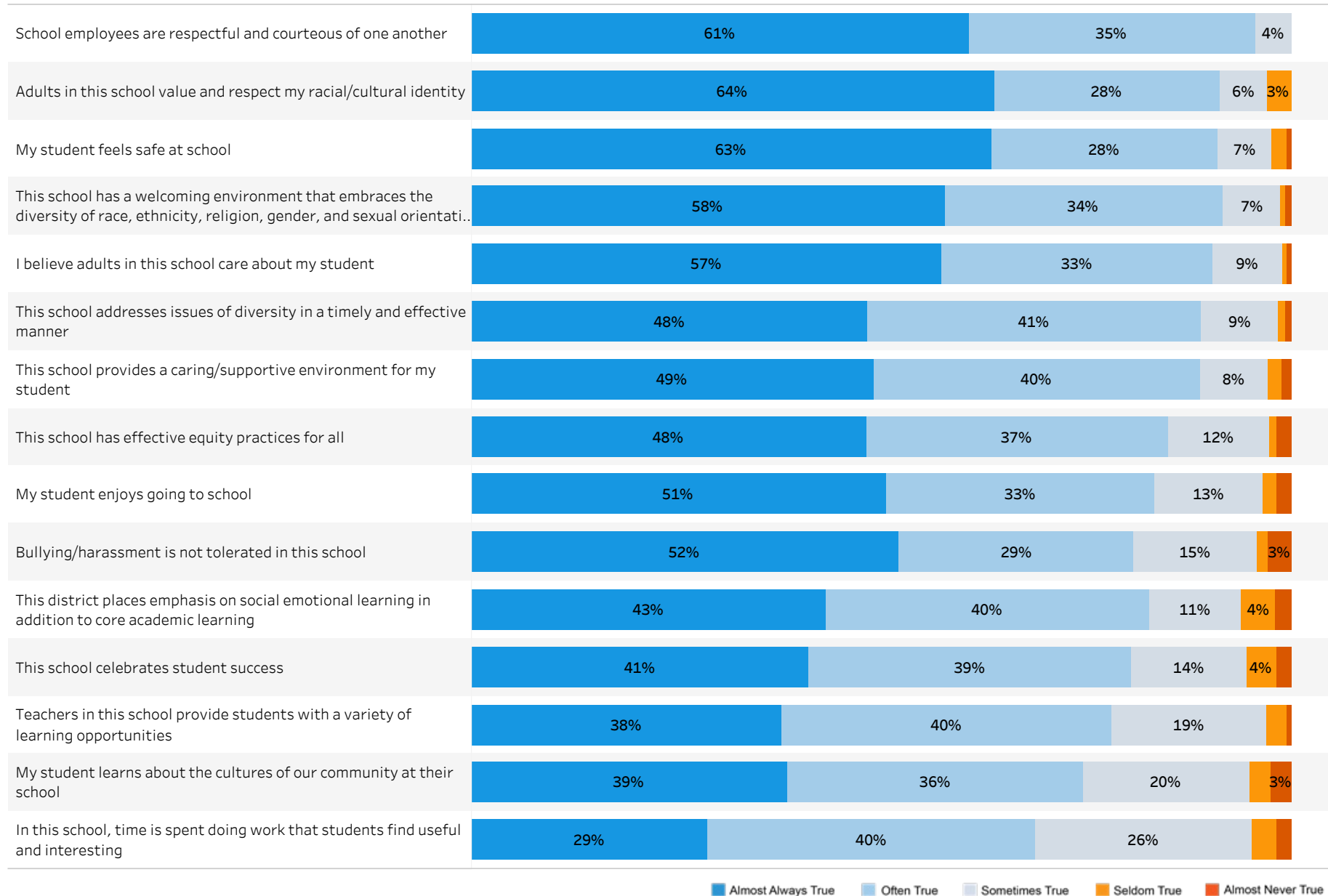
Effective Leadership

Ridgecrest Elementary



Supportive Learning Environment

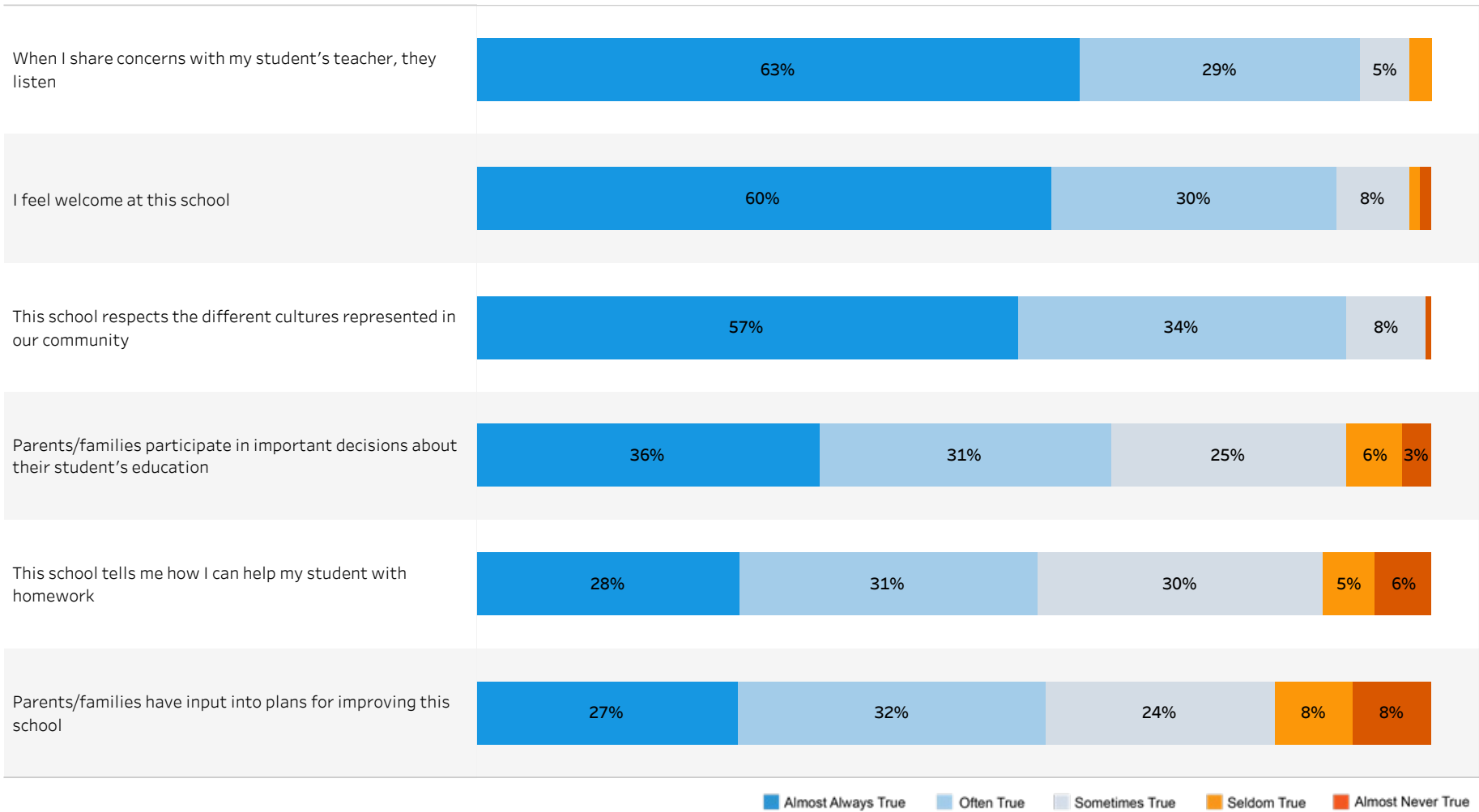
Ridgecrest Elementary



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

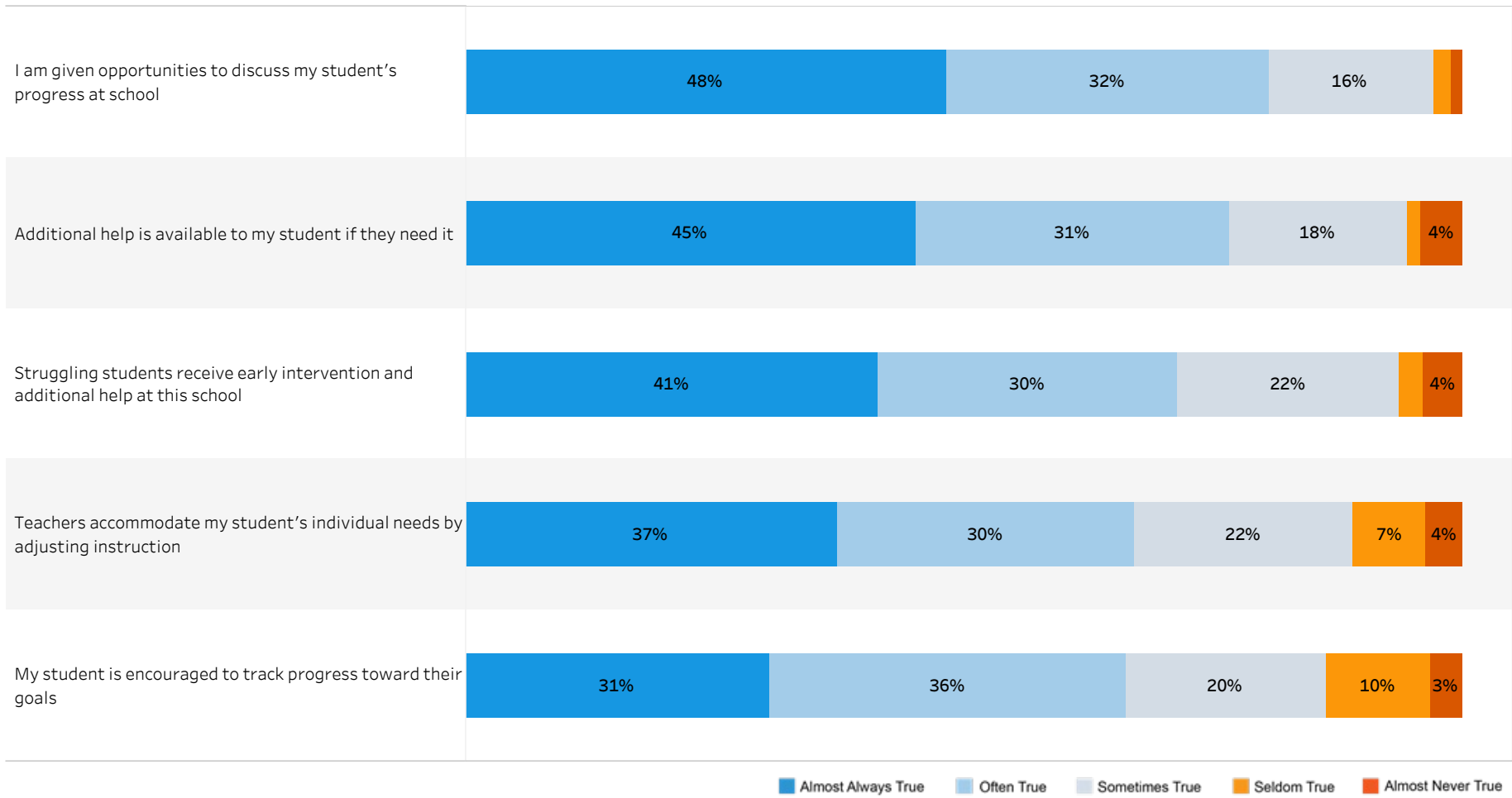
Parent and Community Involvement

Ridgecrest Elementary



Frequent Monitoring of Teaching and Learning

Ridgecrest Elementary

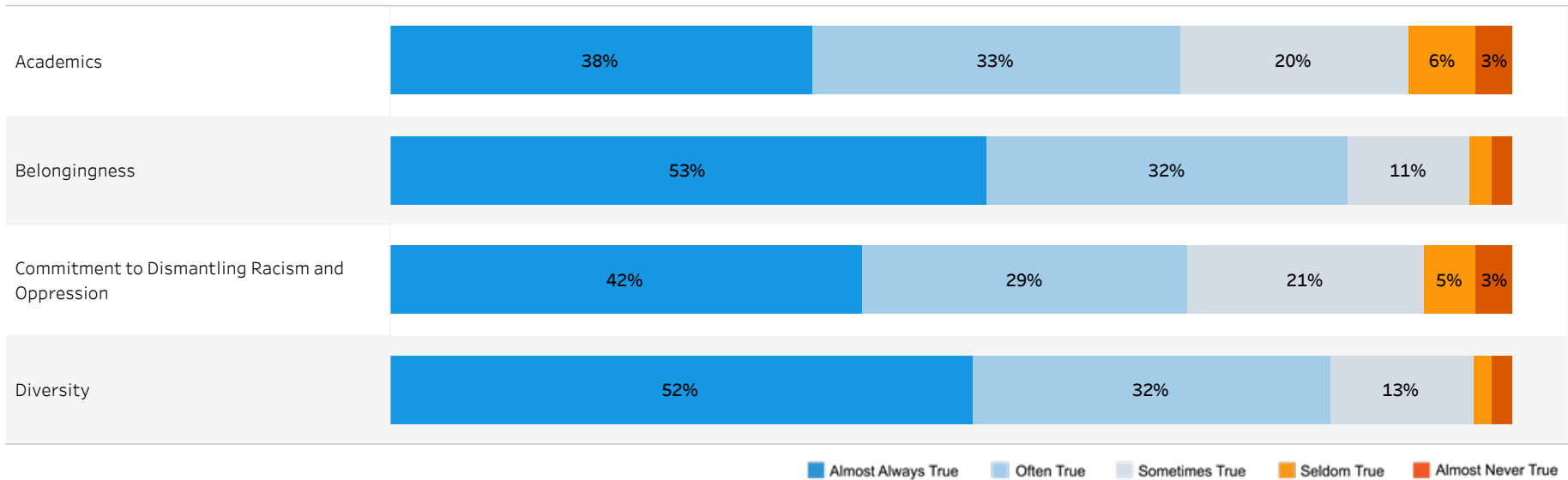


Educational Effectiveness Survey™

Diversity, Equity and Inclusion Module



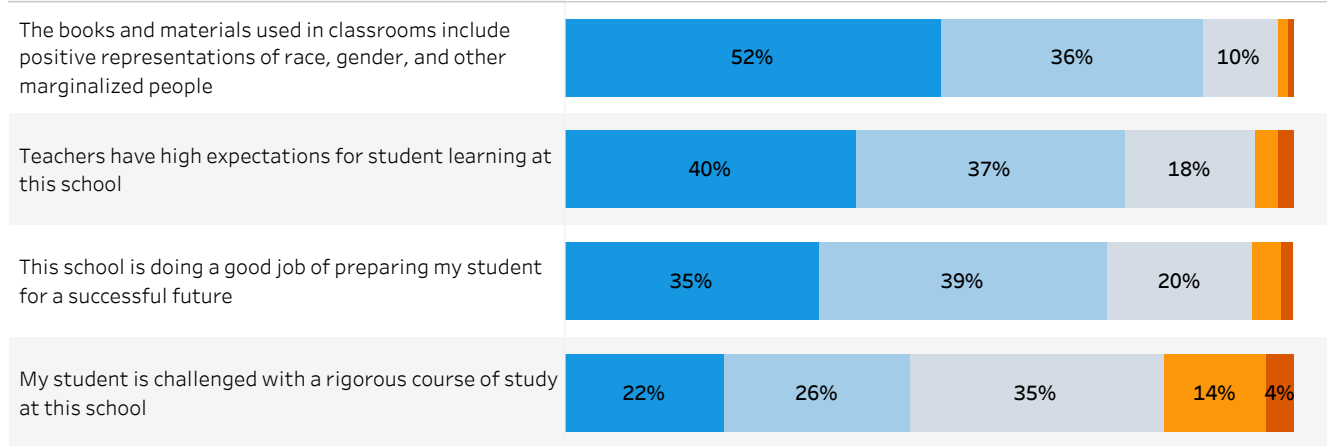
Ridgecrest Elementary



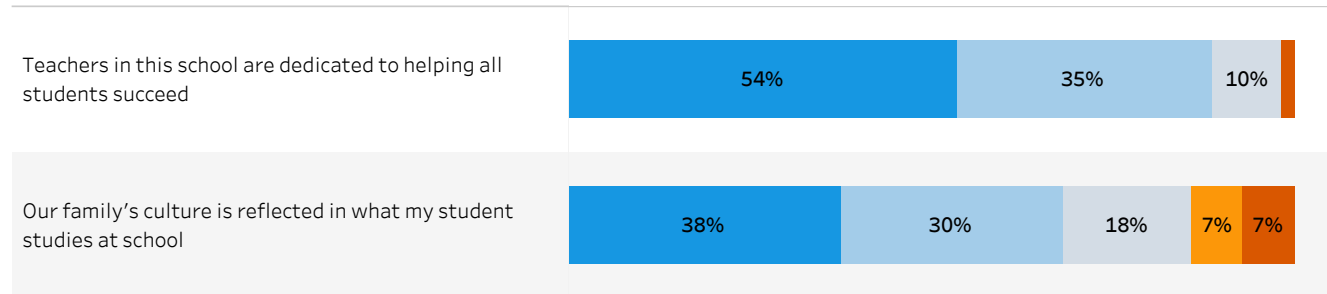
Academics

Ridgecrest Elementary

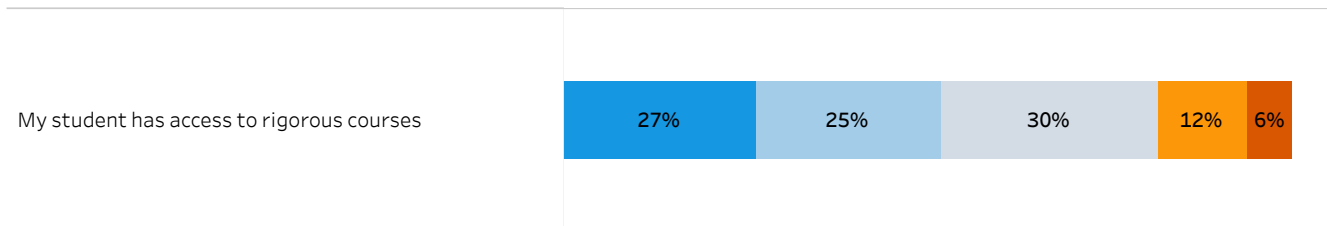
Curriculum is rigorous, challenging and culturally relevant. It represents high expectations for all students, requiring critical thinking and problem solving. It is well supported to ensure all students have opportunities to achieve success at a high academic level. Content is asset-based and has pro-social representation from various racial, gender, and other marginalized subgroups.



Instructional practices use an equity lens and effectively build on the interests, strengths and home cultures of the school's students and families. Culturally relevant pedagogy is infused into the content of literature, class projects, assignments, assessments events, field trips, ethnic studies courses, connections to families and communities, interventions and other resources.



Rigorous academic preparation is accompanied by high levels of knowledge and skills, capitalizing on and connecting to students of all backgrounds. All students have access to rigorous courses and supports to ensure success for all.

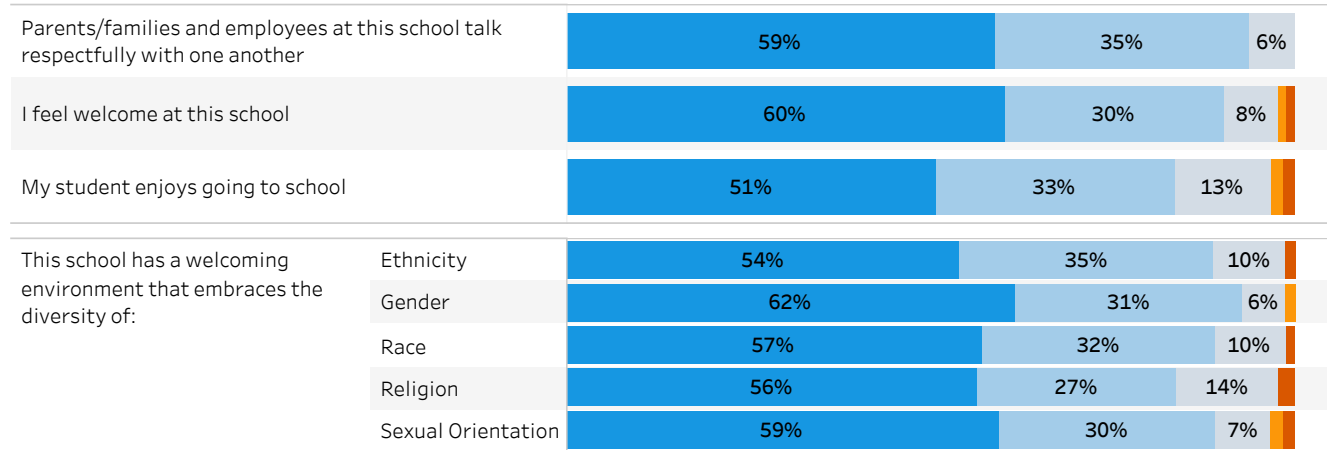


■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True
 ■ Almost Never True

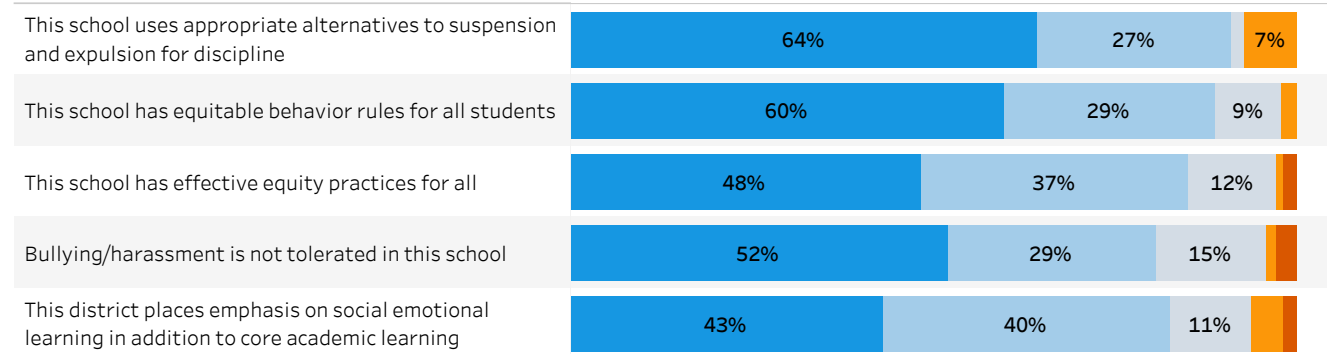
Belongingness

Ridgecrest Elementary

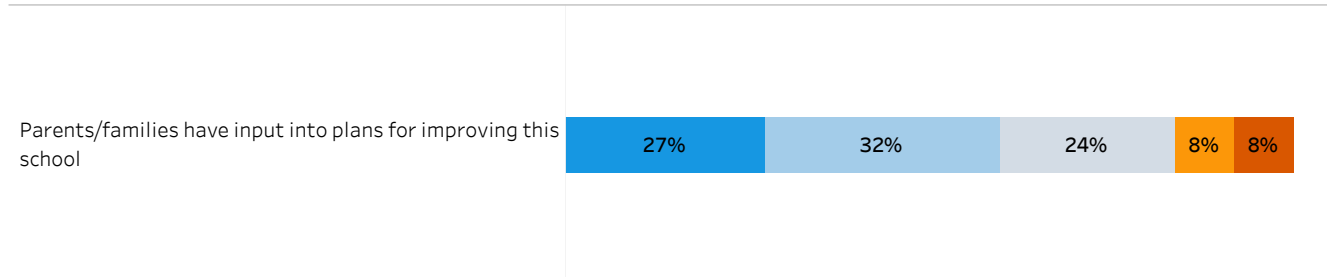
A safe, welcoming school environment that embraces the diversity of race, ethnicity and religion, gender and sexual orientations among students and staff members distinguishes the school. Effective strategies for managing diversity are robust and functioning effectively.



Clear and effective policies, systems, structures and procedures supporting equity are in place and equitably enacted, such as democratic decision-making and non-exclusionary approaches to discipline. The school has an active and successful plan to help students learn positive social behaviors. There is evidence that the school has reduced instances of bullying, harassment and discrimination.



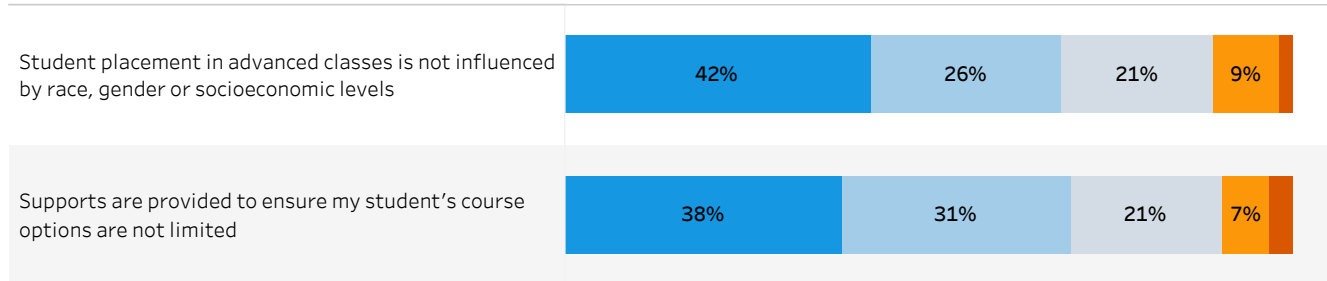
Students feel they have a voice and are beginning to take responsible ownership of their learning. They take an active role in co-creating an anti-bias culture and dismantling racism. They learn resilience and empathy while feeling a strong sense of belonging. Diverse representation of students, parents and community members are key participants and collaborators in school decision-making and shaping the culture.



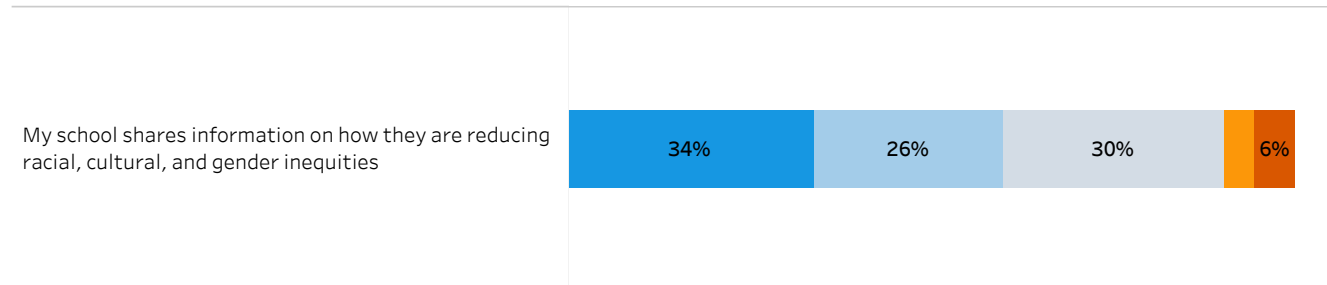
Commitment to Dismantling Racism and Oppression

Ridgecrest Elementary

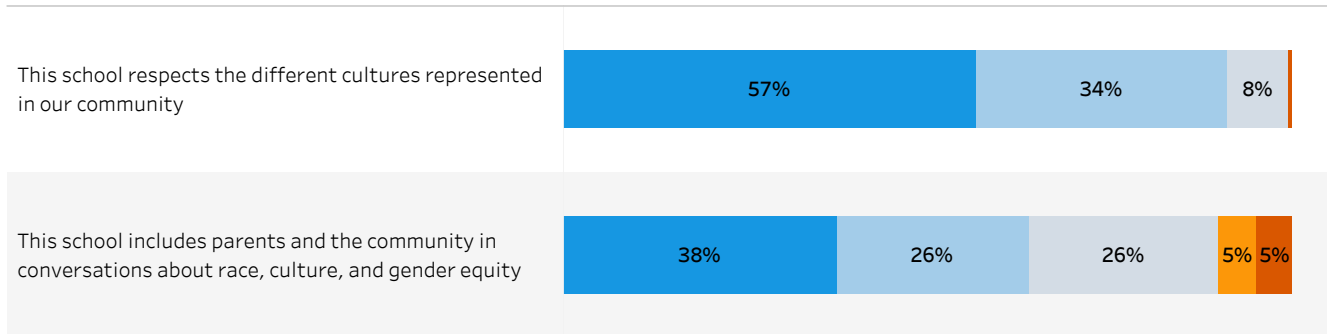
Academic placement is not predictable by race, gender or socio-economic levels; ability grouping is limited and used strategically to avoid tracking defined as intentional segregation based upon current performance, race or other criteria. High levels of inclusion in the most rigorous courses exists for low SES students, students with disability and students of color. Access and support exists for those wishing to be in the most rigorous courses and opportunities.



Data are used to analyze, plan and change structures and systems that support racial inequities and learning outcomes. Data is used to analyze and respond to trends in targeted areas such as staffing, community engagement, staff development, student assignment, course enrollment, discipline as well as college & career planning and enrollment. Interventions on learning conditions limit disproportionality.



Community engagement and partnerships are an active representation of equity concerns and the valuing of diversity in the community. The school participates in community projects and draws on diverse community assets. Parents and community groups are engaged in courageous conversations about race, class, expectations, and the role of education in the community. Plans are co-created and action items are monitored for implementation and effectiveness.

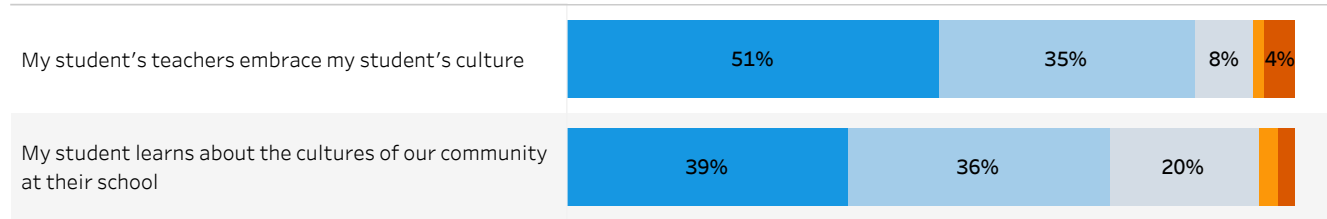


■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True
 ■ Almost Never True

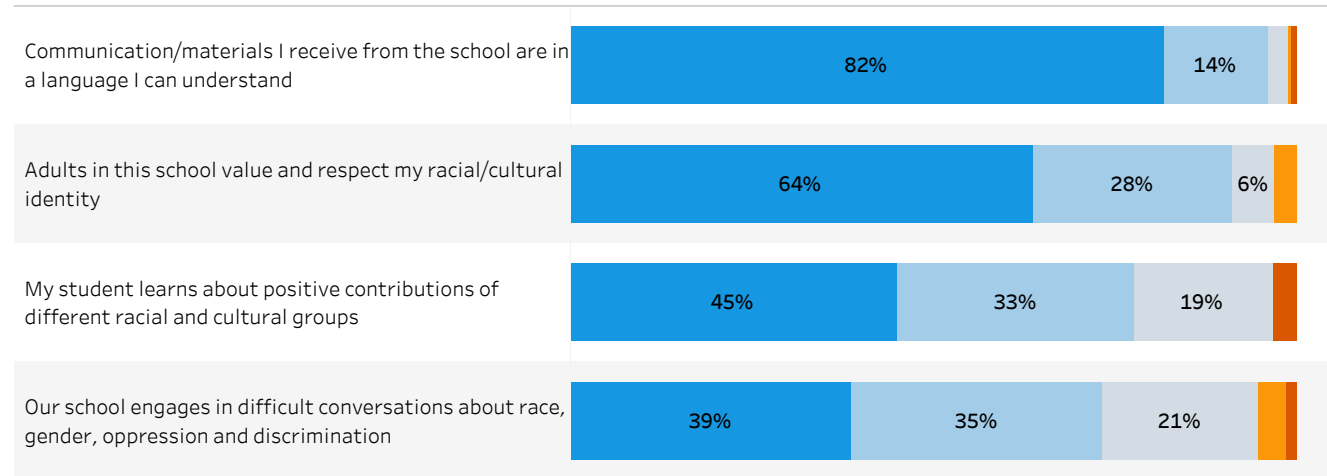
Diversity

Ridgecrest Elementary

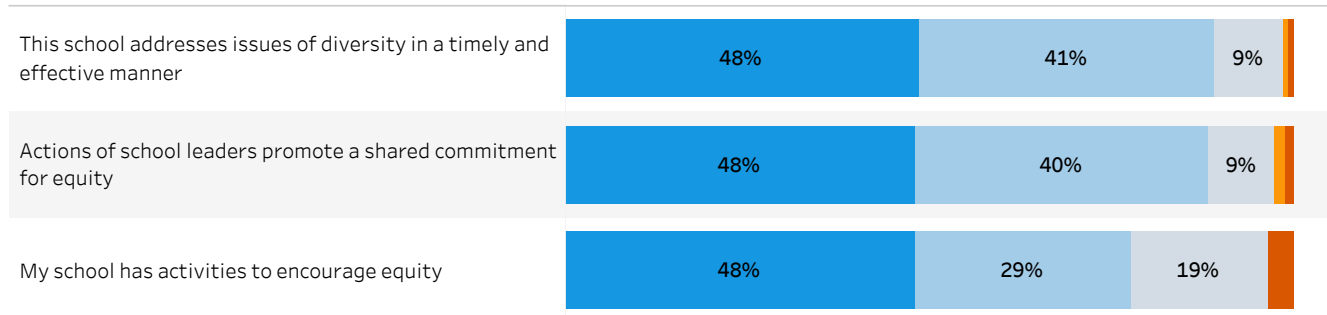
Self-awareness is encouraged as all members of the community are supported in knowing their personal equity journey and being aware of their own cultural history. There is strategic planning and actions taken regarding personal growth/development of all school and community stakeholders.



Cultural proficiency of all stakeholders is developed and monitored. There is an appreciation of different cultures and connections to families of different backgrounds. Appreciation of differences are modeled by leaders, teachers, and students who embrace difficult conversations about race, gender, economics, oppression and discrimination with a clear understanding of their own biases. The curriculum supports the development of cultural proficiency through exploration of the contributions of different racial and cultural groups in history and society as well as addressing bigotry and racism. Multiple, positive cross-cultural contacts between students, staff and community members are facilitated in and out of school.



Leaders build trust by demonstrating congruence and ownership of the collective vision for equity, active interventions designed to emphasize equity and, holding the school community accountable to its commitments. Leaders create partnerships that facilitate bridges across differences. Difference is dealt with effectively using multiple perspectives/approaches in terms of how power and resources are distributed; how decisions are made and implemented; and, how conflict is resolved.



Legend: Almost Always True (Dark Blue), Often True (Light Blue), Sometimes True (Grey), Seldom True (Orange), Almost Never True (Red)