

Educational Effectiveness Survey™



9 Characteristics of High Performing Schools

Parent edition

V3.2.1

South Whidbey Elementary-South Campus

South Whidbey School District

September 2019

N=52



Better Data. Better Decisions. Better Schools.



The Center for Educational Effectiveness

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.

© 2003-2017 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 version 3.2.1

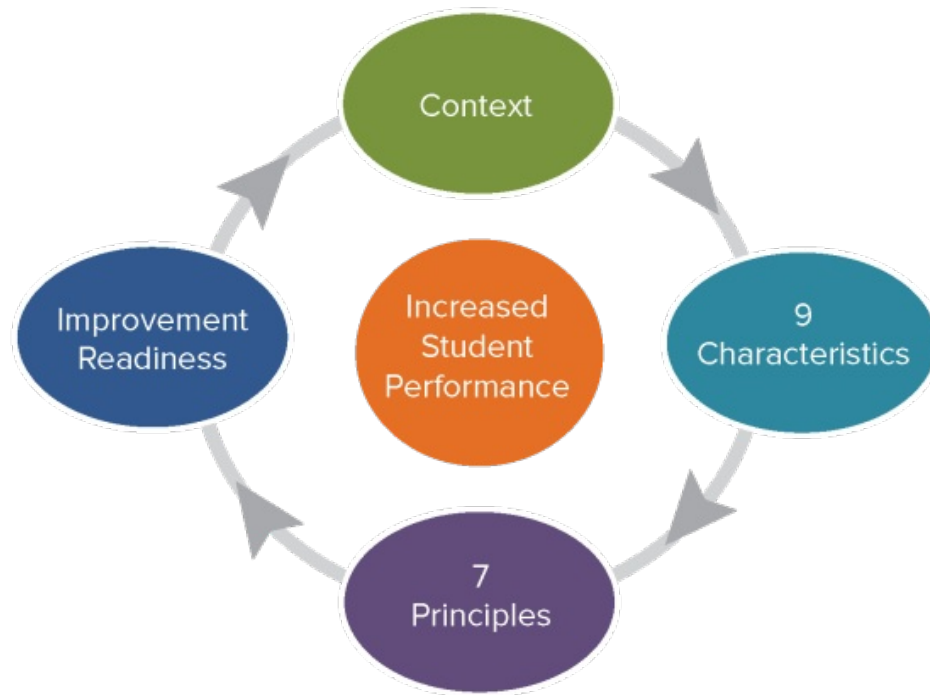
While there is no single solution for all schools, research on effective schools identified common characteristics of high-performing schools known as the 9 Characteristics. Successful schools that are engaged in improvement activities focus on these characteristics of “organizational and educator capacity”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

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.

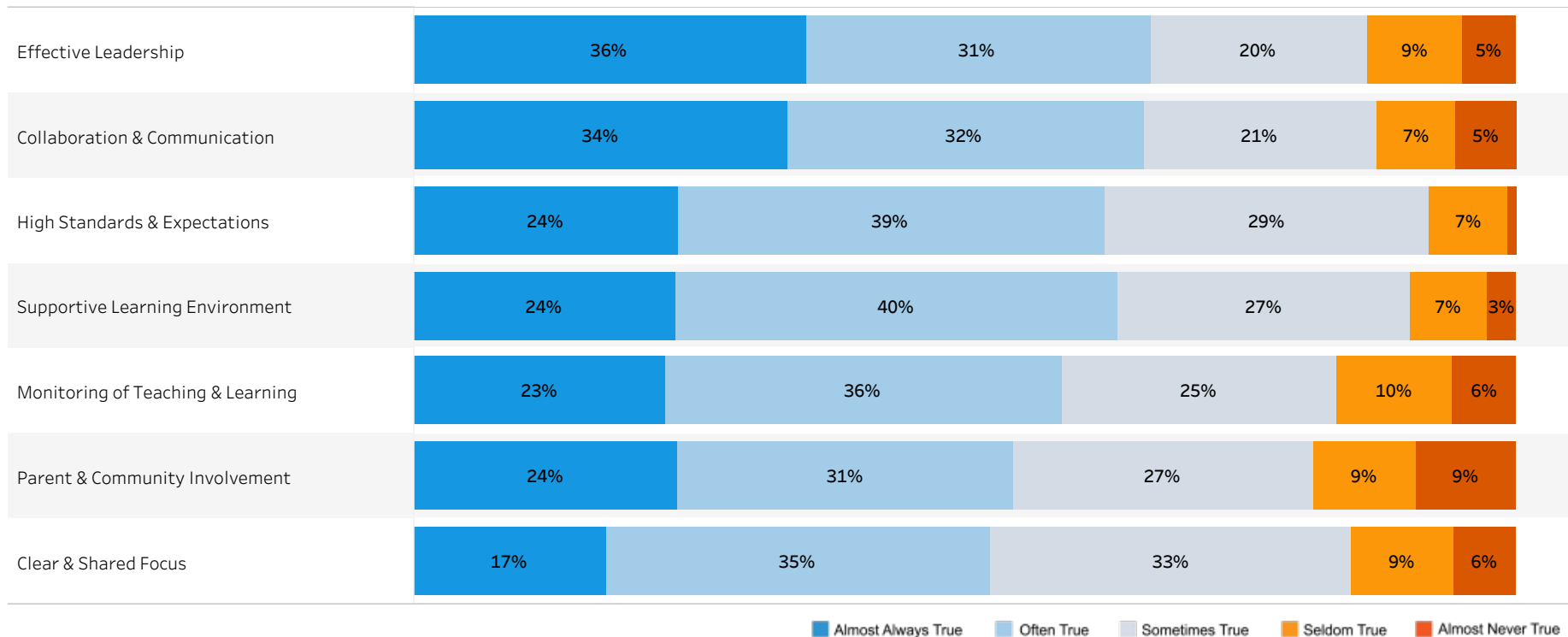
9 Characteristics of High-Performing Schools



9 Characteristics Summary

South Whidbey Elementary-South Campus

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.



Demographics

South Whidbey Elementary-South Campus

Programs

- Special Education
- EL (English Learner)
- Highly Capable
- Section 504 Plan

How often is English spoken in your home?

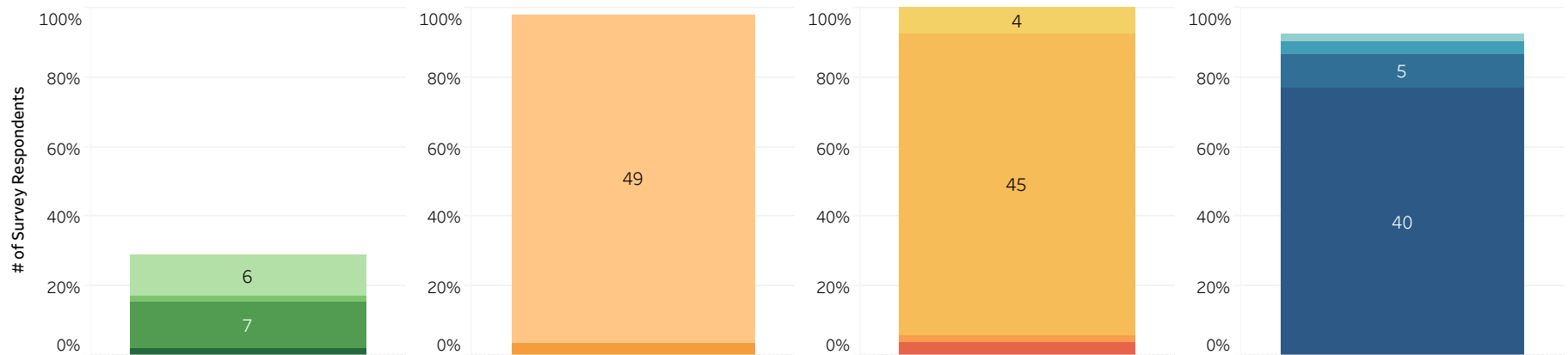
- Always
- Most of the time

Communication

- Phone Calls
- Emails
- Weekly Flyers
- Scheduled meetings and events at school

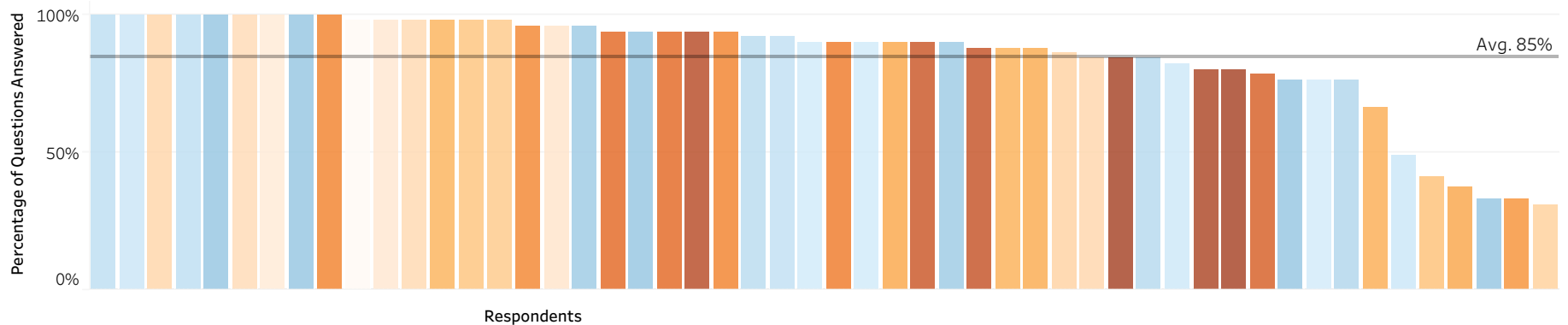
Ethnicity

- Asian
- Hisp/Lat of any race
- Two or more races
- White



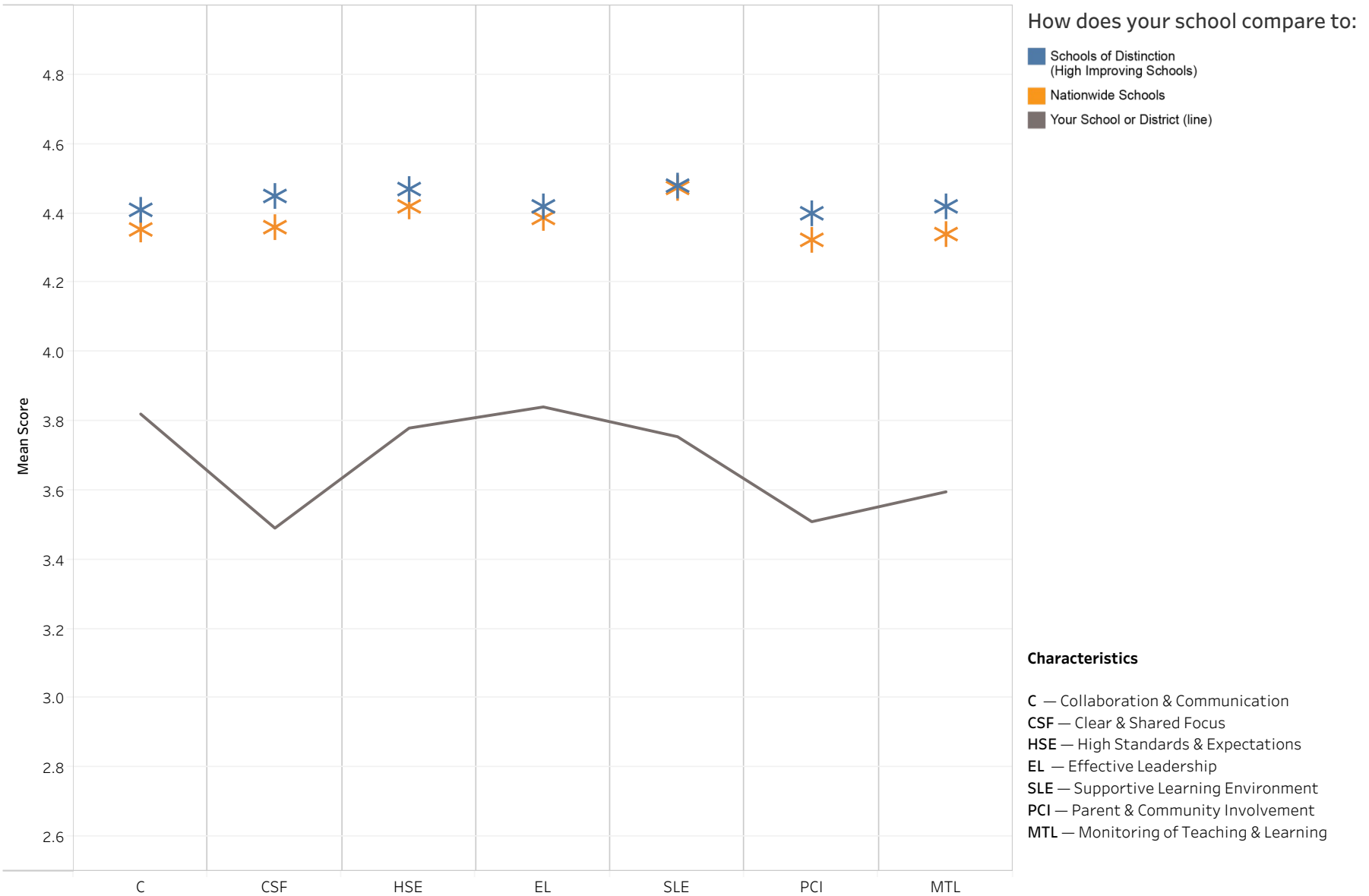
The height shows the percentage of items answered by respondent.

The color shows how positive each respondent was.



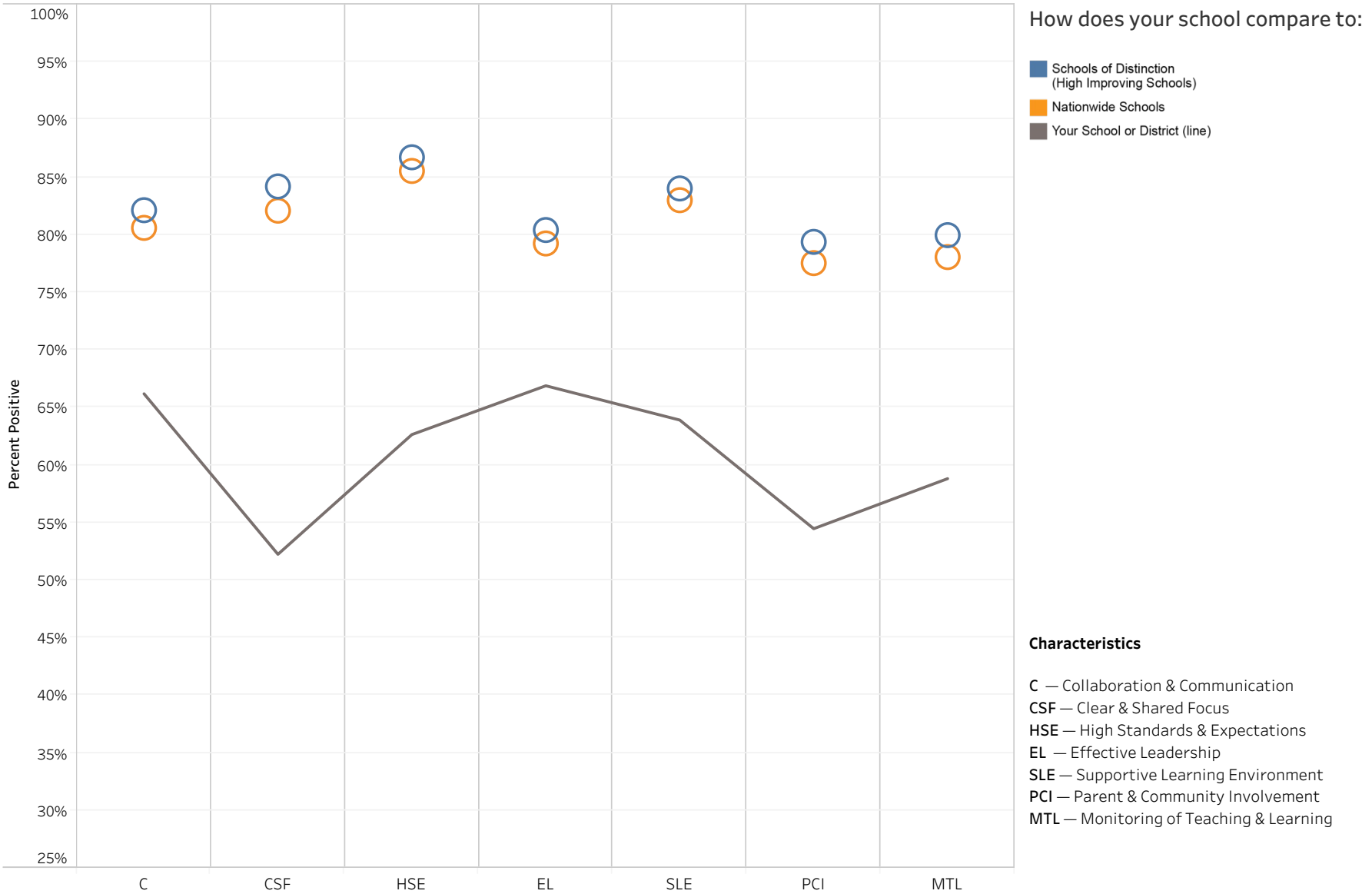
9 Characteristics Comparison - Mean Scores

South Whidbey Elementary-South Campus



9 Characteristics Comparison - Percent Positive Scores

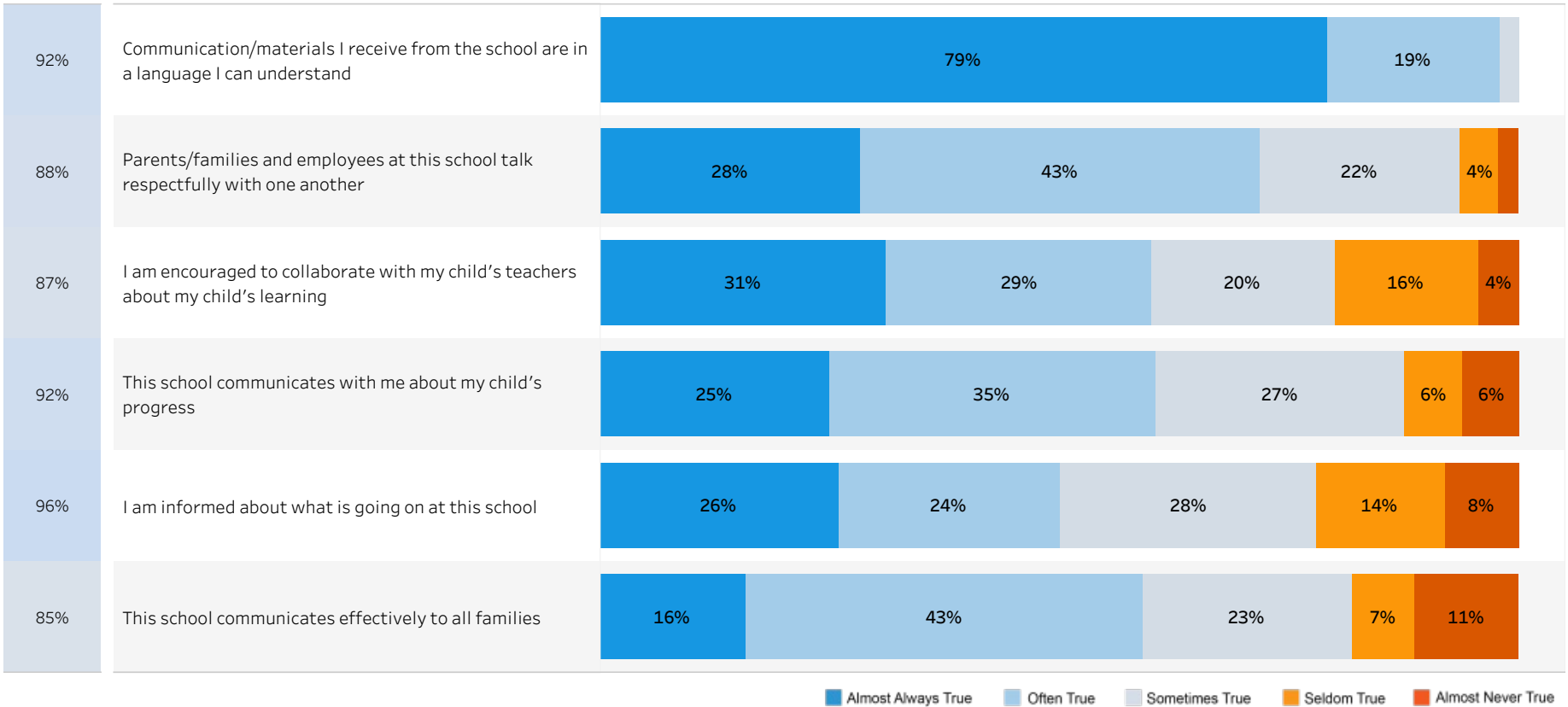
South Whidbey Elementary-South Campus



High Levels of Collaboration and Communication

South Whidbey Elementary-South Campus

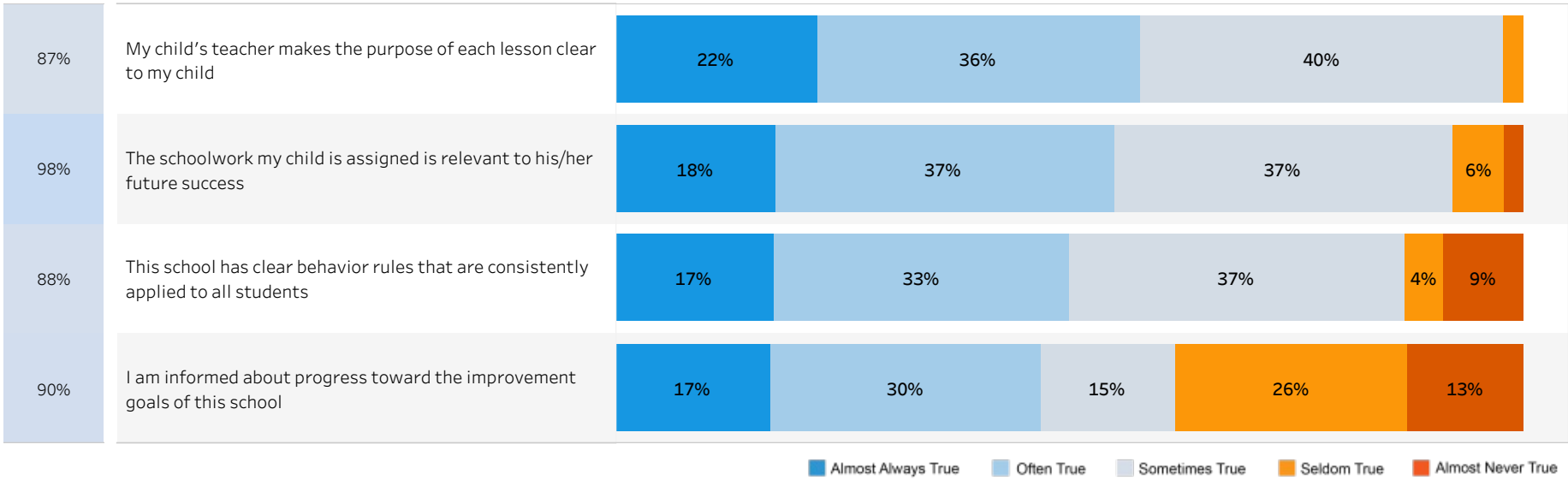
% Answered 50% 100%



Clear and Shared Focus

South Whidbey Elementary-South Campus

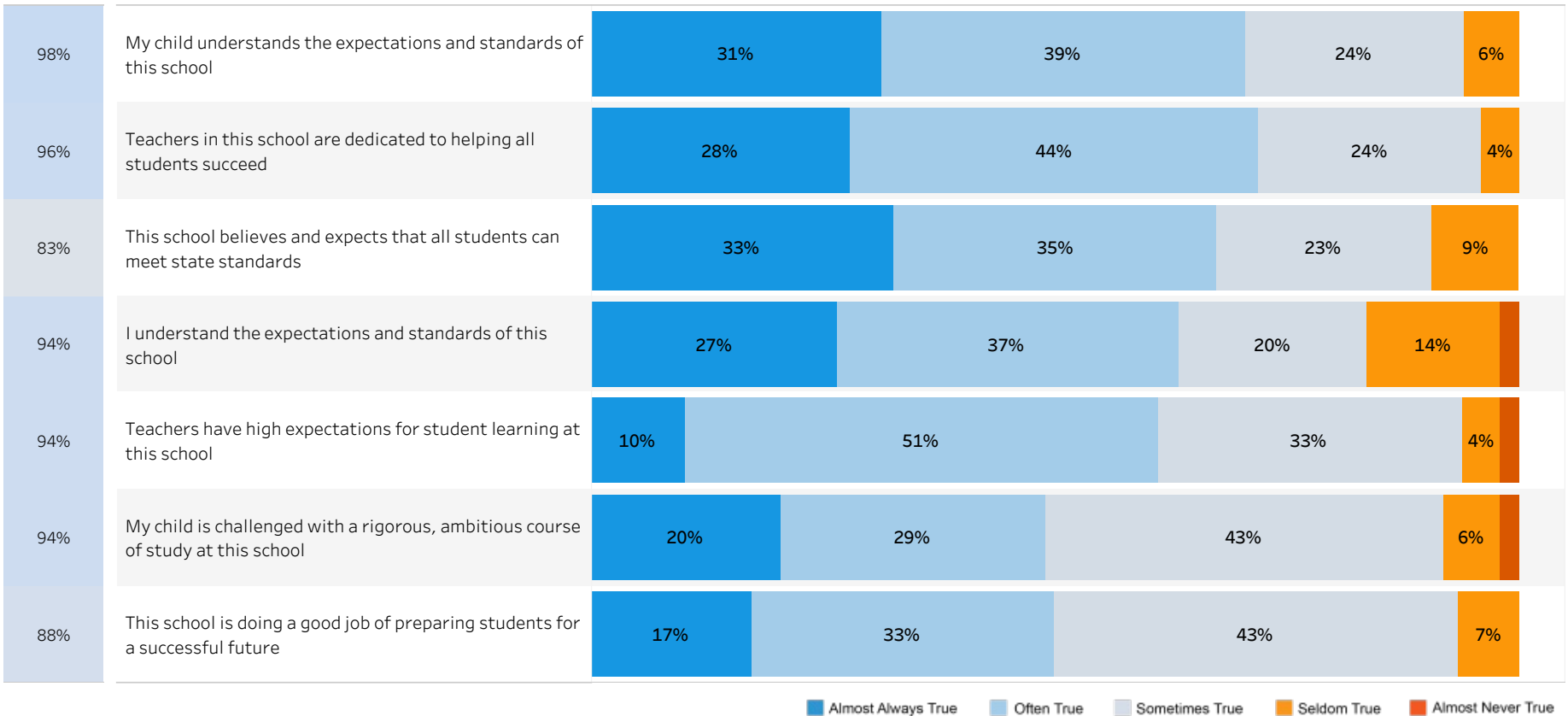
% Answered 50% 100%



High Standards and Expectations

South Whidbey Elementary-South Campus

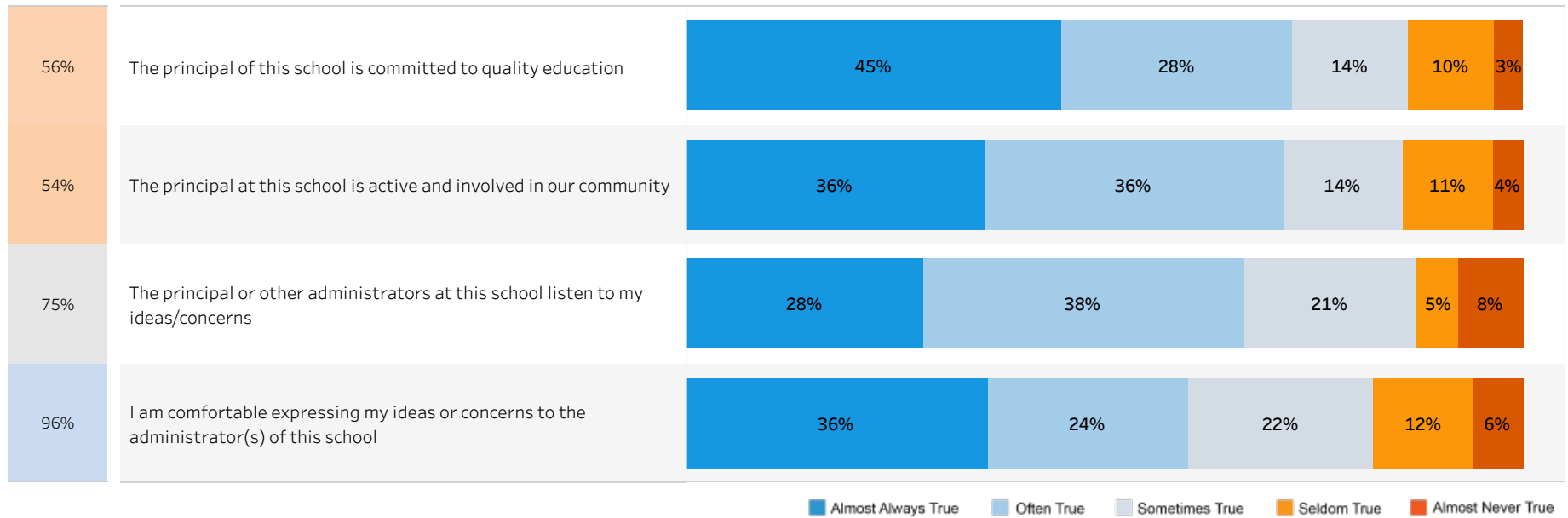
% Answered 50% 100%



Effective Leadership

South Whidbey Elementary-South Campus

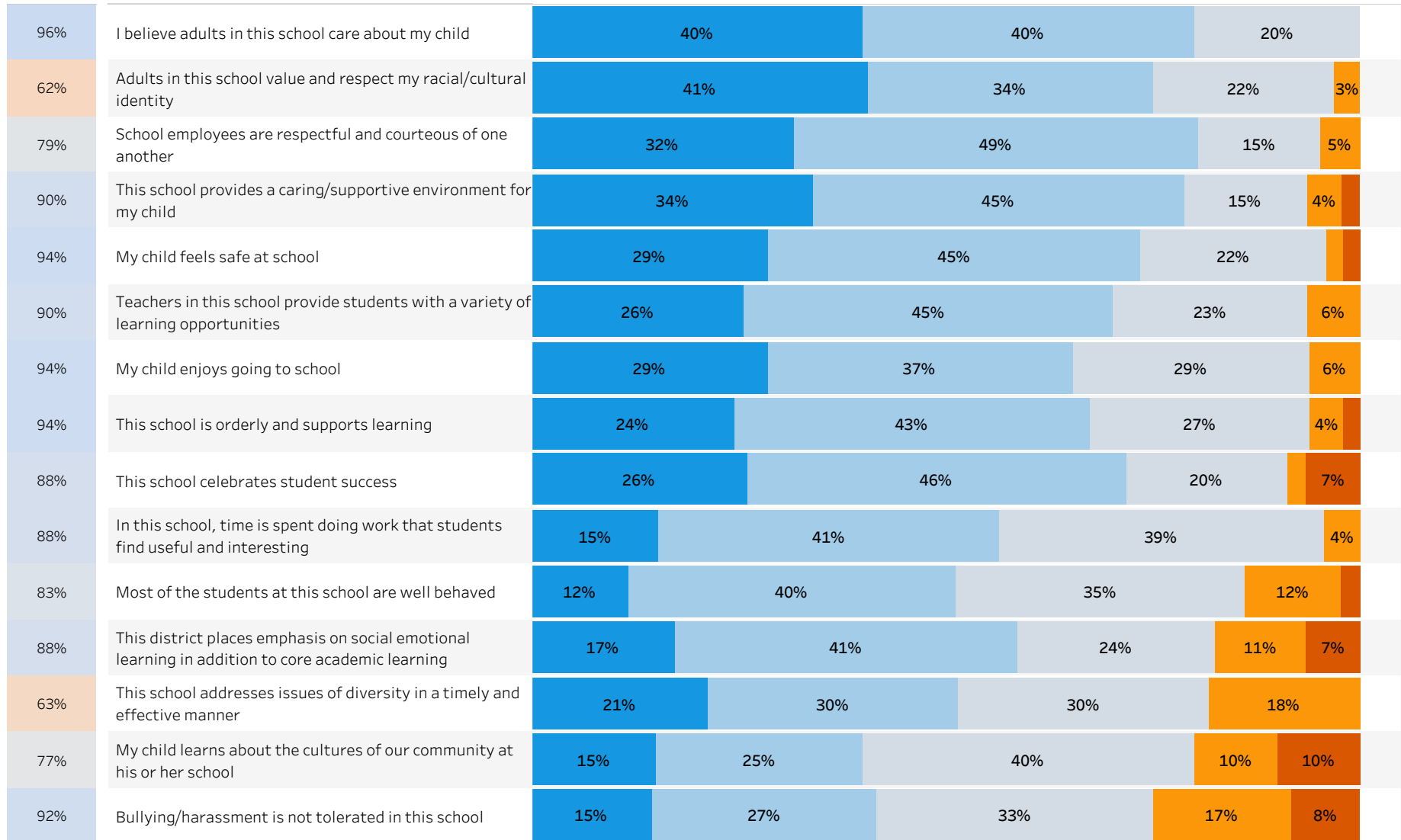
% Answered 50% 100%



Supportive Learning Environment

South Whidbey Elementary-South Campus

% Answered 50% 100%

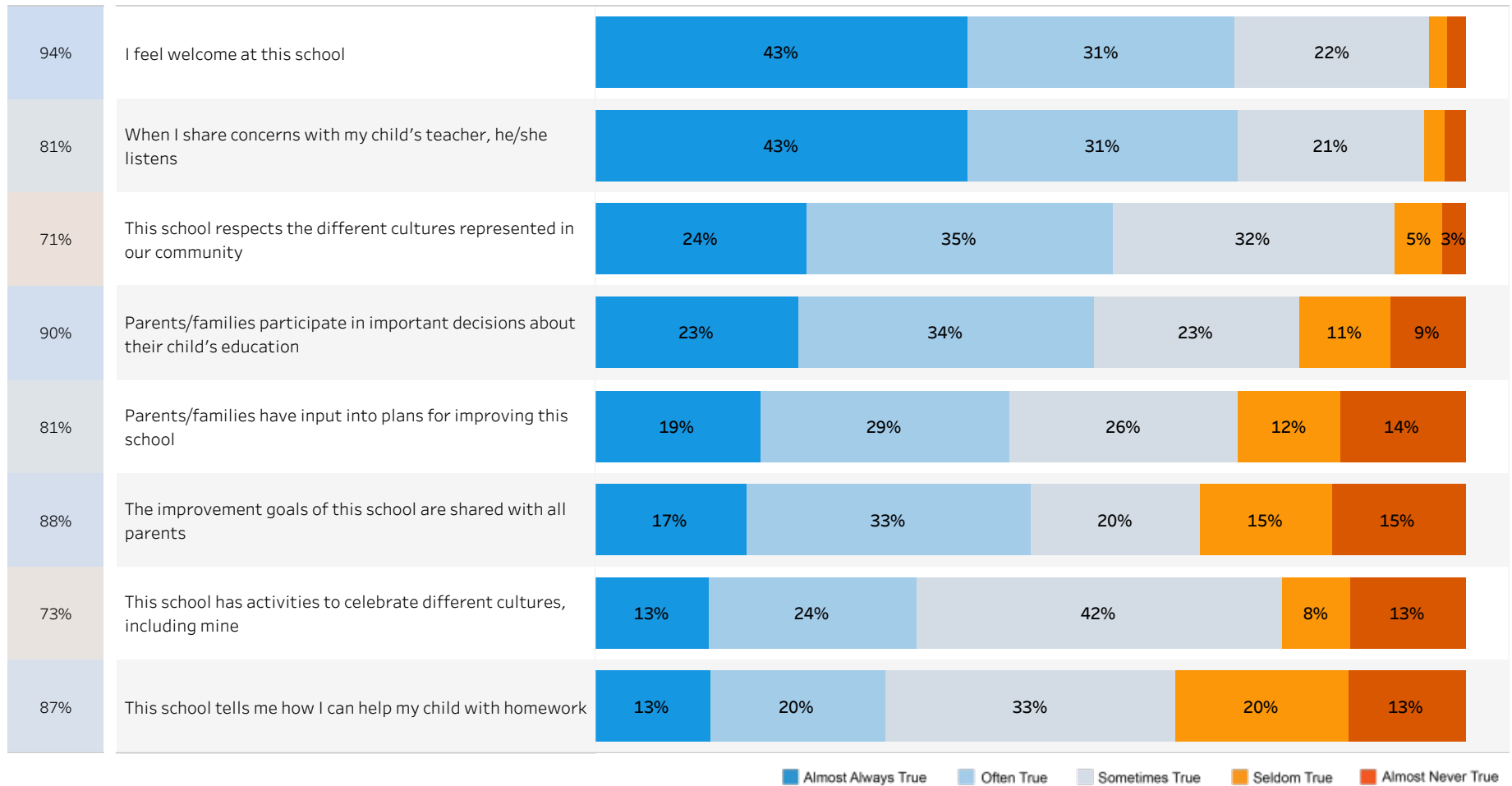


■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True
 ■ Almost Never True

Parent and Community Involvement

South Whidbey Elementary-South Campus

% Answered 50% 100%



Frequent Monitoring of Teaching and Learning

South Whidbey Elementary-South Campus

% Answered 50% 100%

