

Educational Effectiveness Survey™



9 Characteristics of High Performing Schools,
7 Student and School Success Principles and
Expected Indicators (Indistar®) (if applicable)

Parent edition

V3.2.1

Simcoe Elementary

Wapato Public Schools

November 2018

N=140





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.

7 Student and School Success Principles and Expected Indicators (Indistar®) Sections (if applicable)

If your district utilizes the 7 Student and School Success Principles and Expected Indicators (Indistar®), the 2nd section of your report provides you with results organized by the Principles with detailed results on each indicator.

While there are 7 Student and School Success Principles (Turnaround Principles) identifying actions, changes, skills and systems necessary to improve student learning, parent perspective typically only views a sub-set of the Principles: Principle 1 (Provide Strong Leadership), Principle 4 (Strengthen the School’s Instructional Program), Principle 6 (Establish a Safe and Supportive School Environment) and Principle 7 (Provide Mechanisms for Family and Community Engagement). The other three “Principles” are most often not observed by the parent.

The 3rd section of this report is a tabular report organized by the 7 Principles and the Expected Indicators from the Indistar Planning Tool. This section is intended to facilitate teams of educators and leaders as they write their Success Plans within the Indistar Tool. The perspective of the parent population is essential to understand and critical to improvement.

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

Simcoe Elementary

Programs

- Special Education
- EL (English Learner)
- Highly Capable

How often is English spoken in your home?

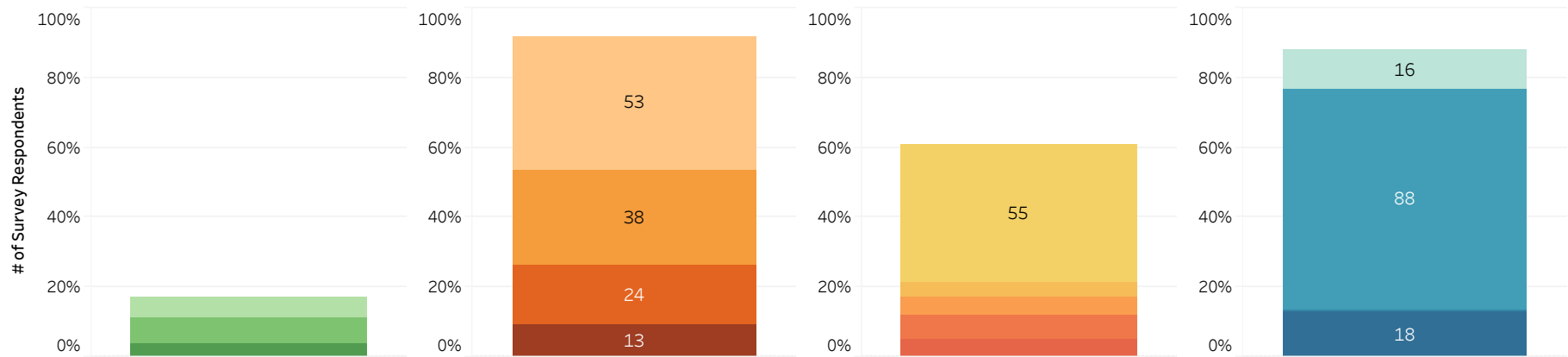
- Always
- Most of the time
- Sometimes
- Rarely or Never

Communication

- Phone Calls
- Emails
- Weekly Flyers
- Instant Alerts/Text Messages
- Scheduled meetings and events at school

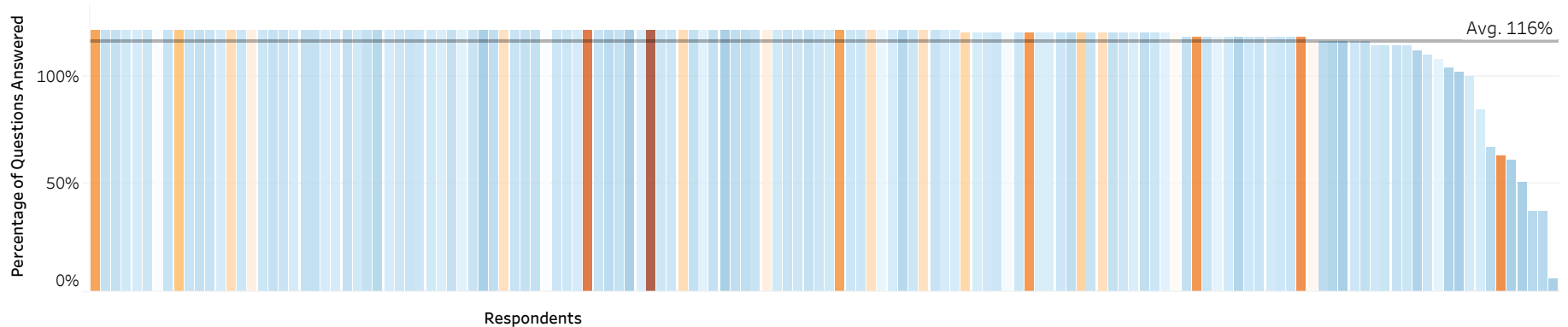
Ethnicity

- Am Indian/ AK Native
- Hisp/Lat of any race
- Pac Isl / Native HI
- Two or more races

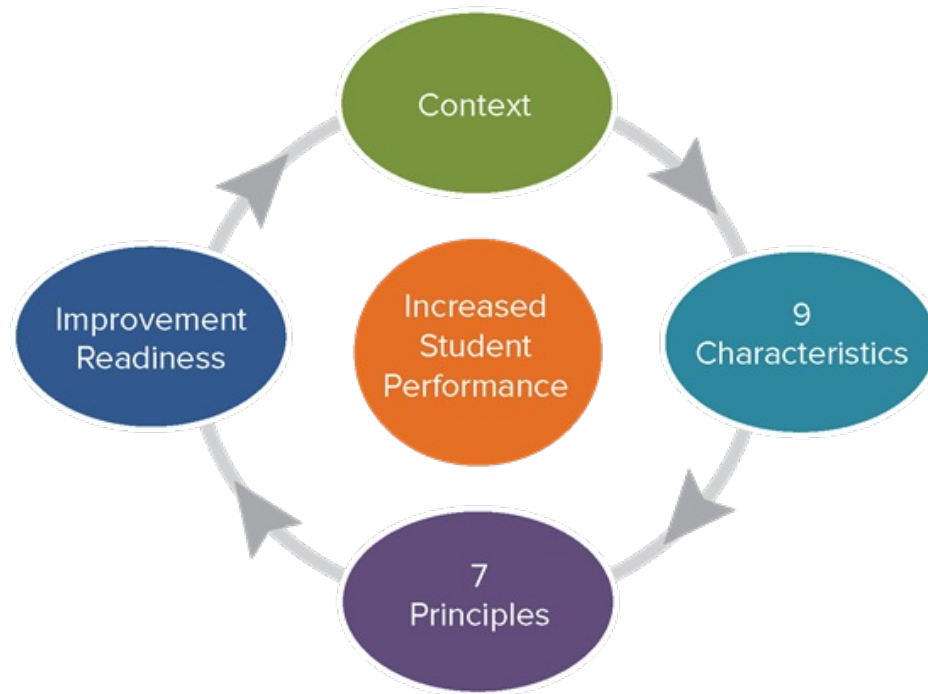







The height shows the percentage of items answered by respondent.

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.

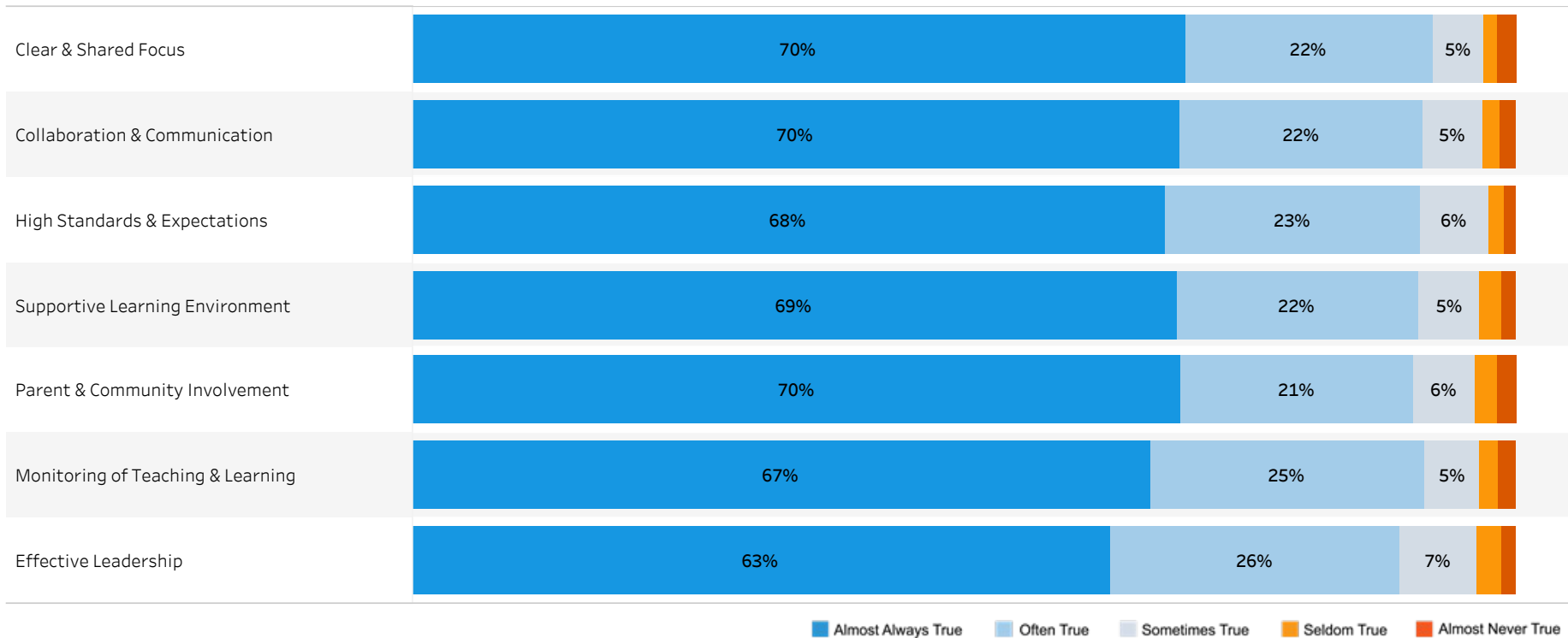
9 Characteristics of High-Performing Schools



Simcoe Elementary

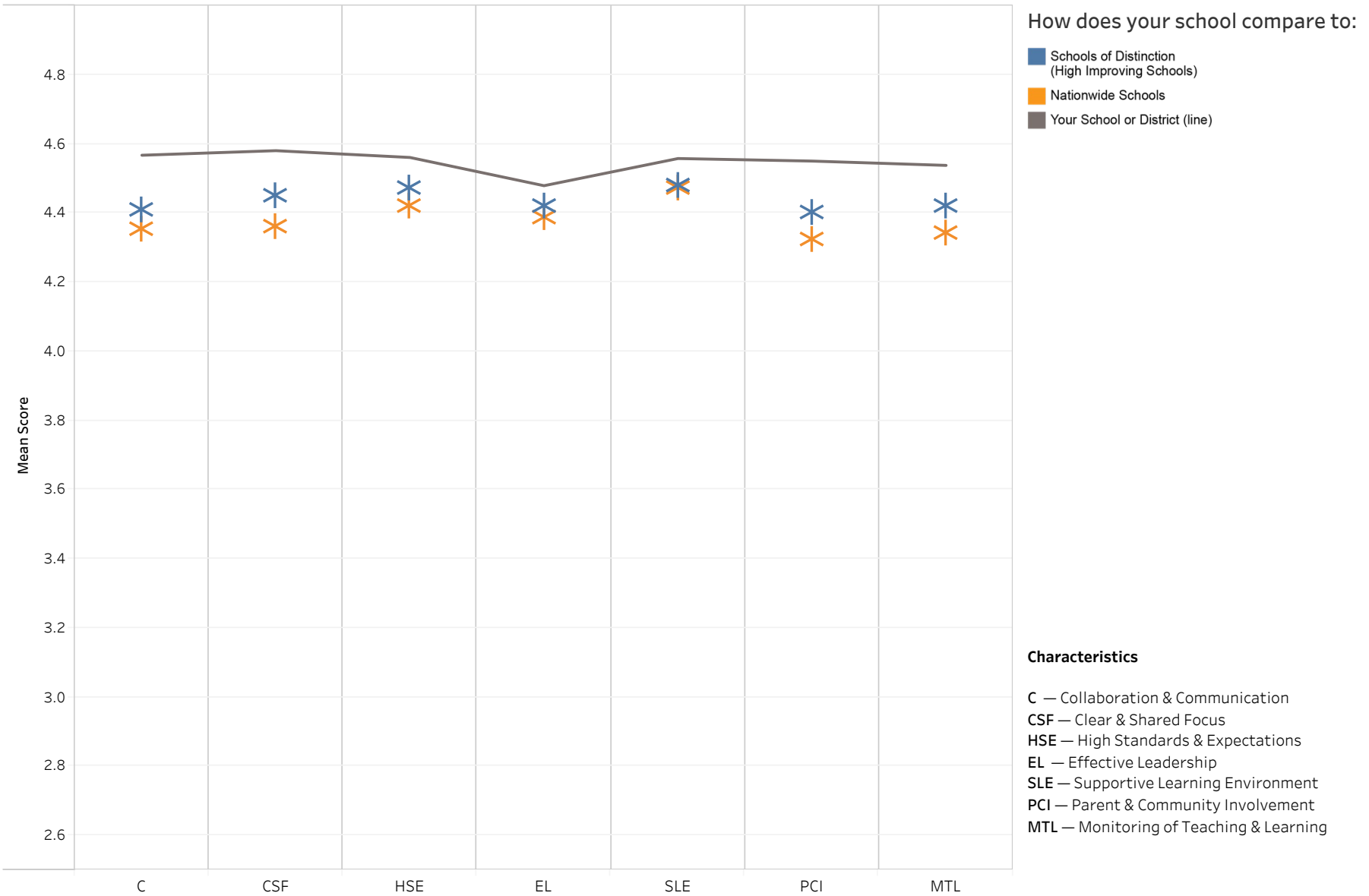
9 Characteristics Summary

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.



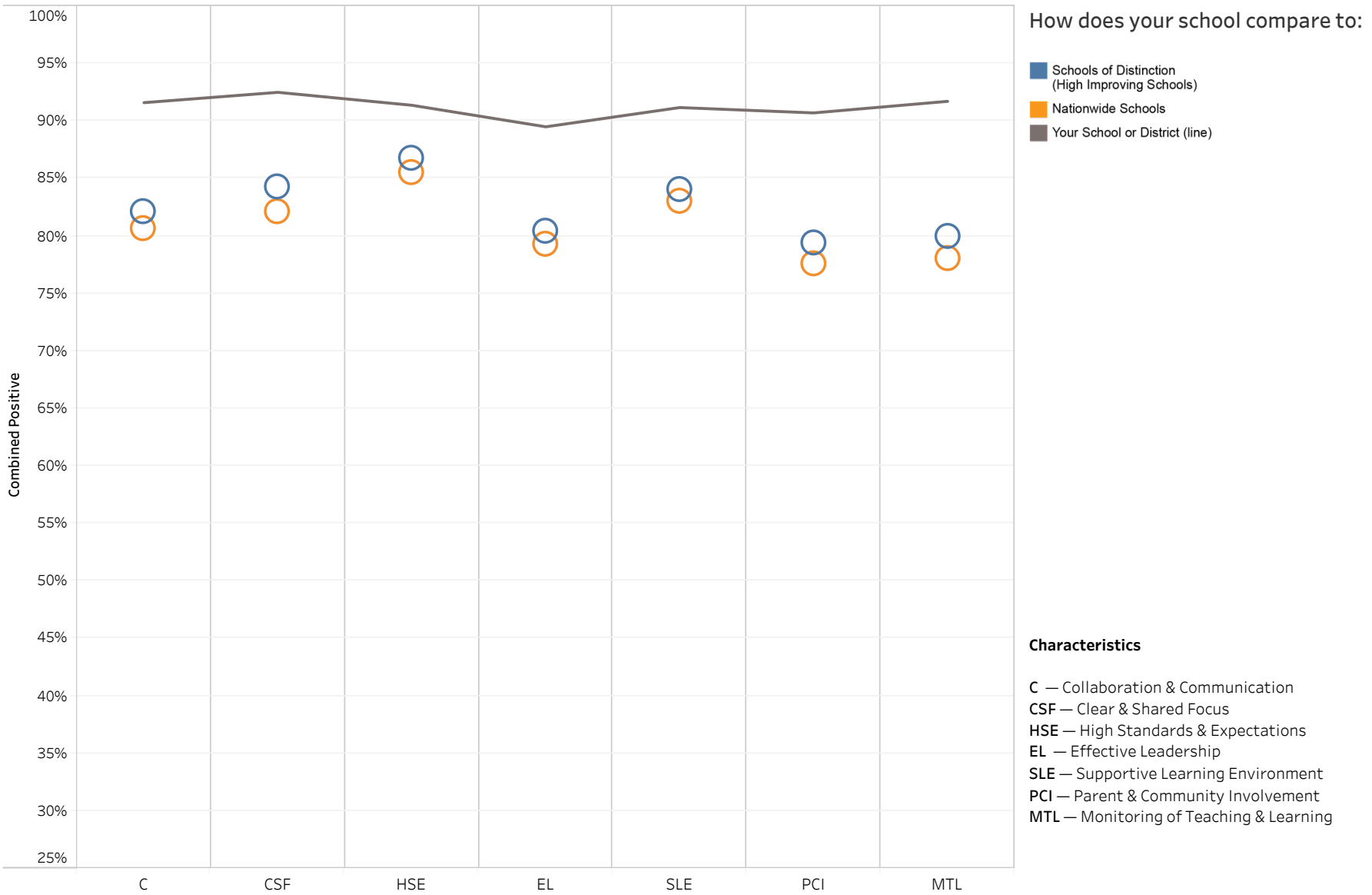
9 Characteristics Comparison - Mean Scores

Simcoe Elementary



9 Characteristics Comparison - Percent Positive Scores

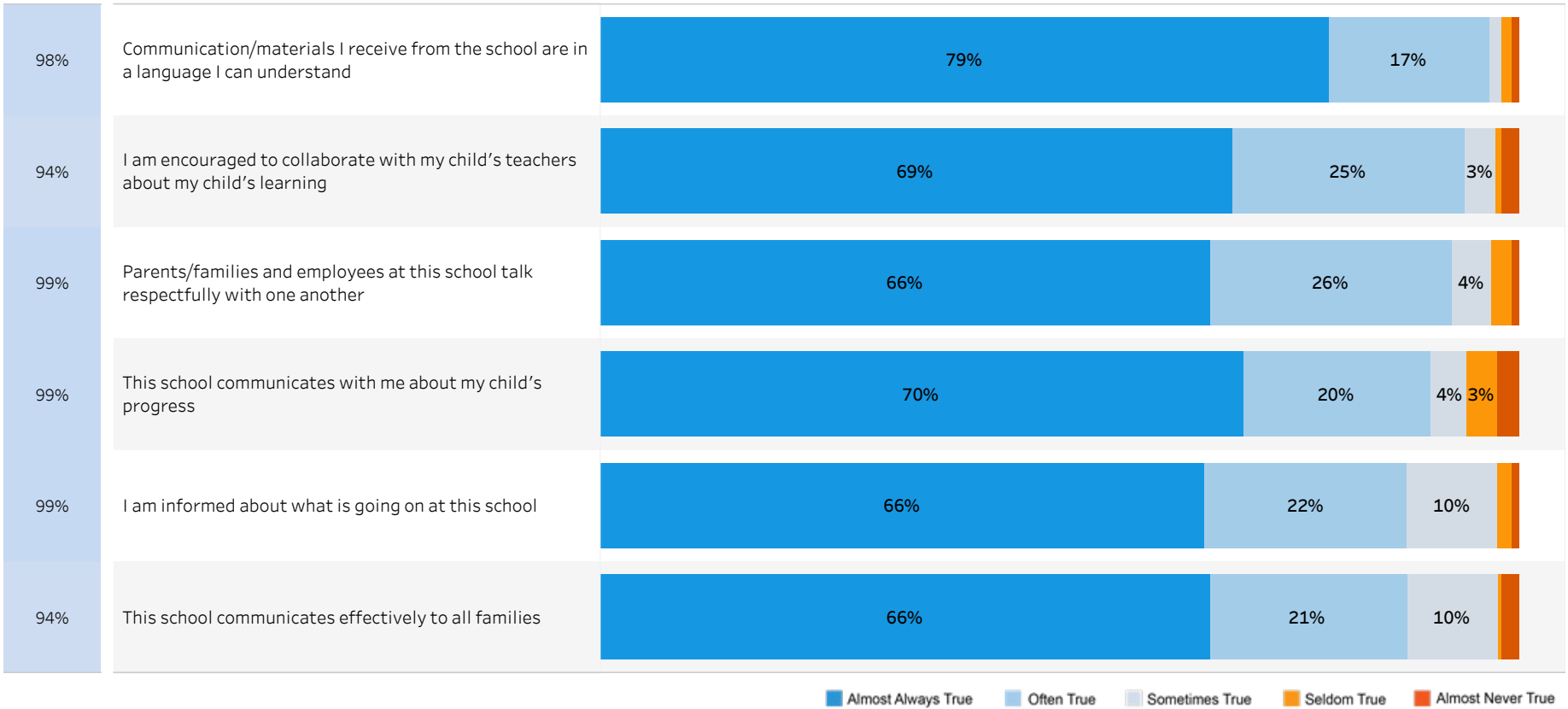
Simcoe Elementary



High Levels of Collaboration and Communication

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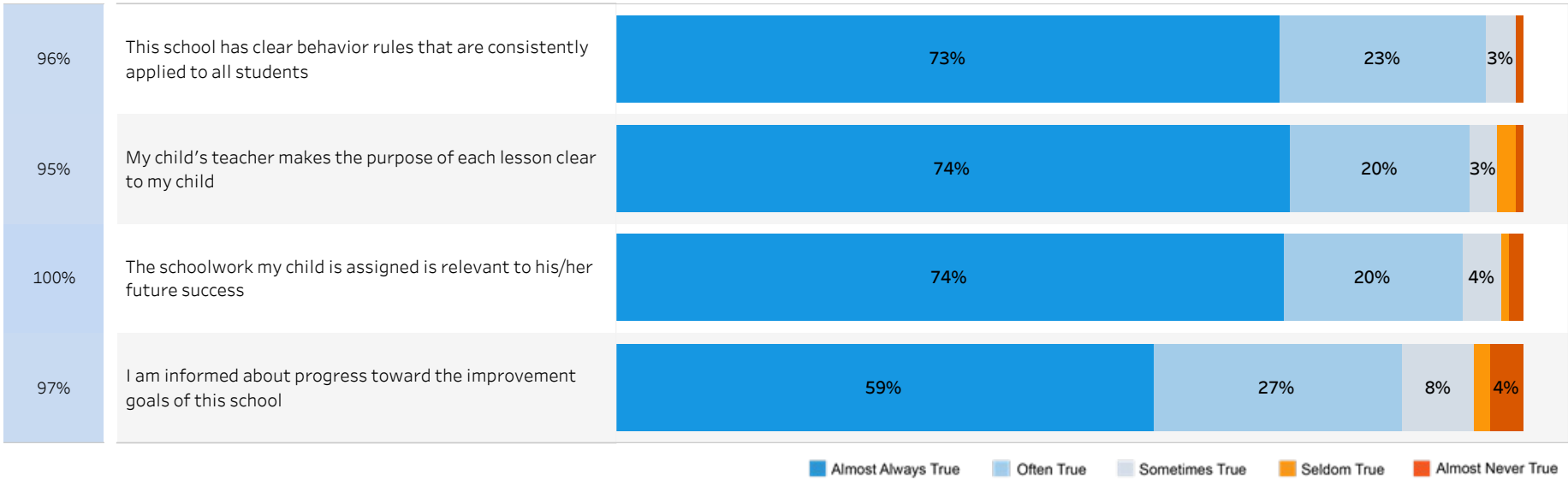
% Answered 50% 100%



Clear and Shared Focus

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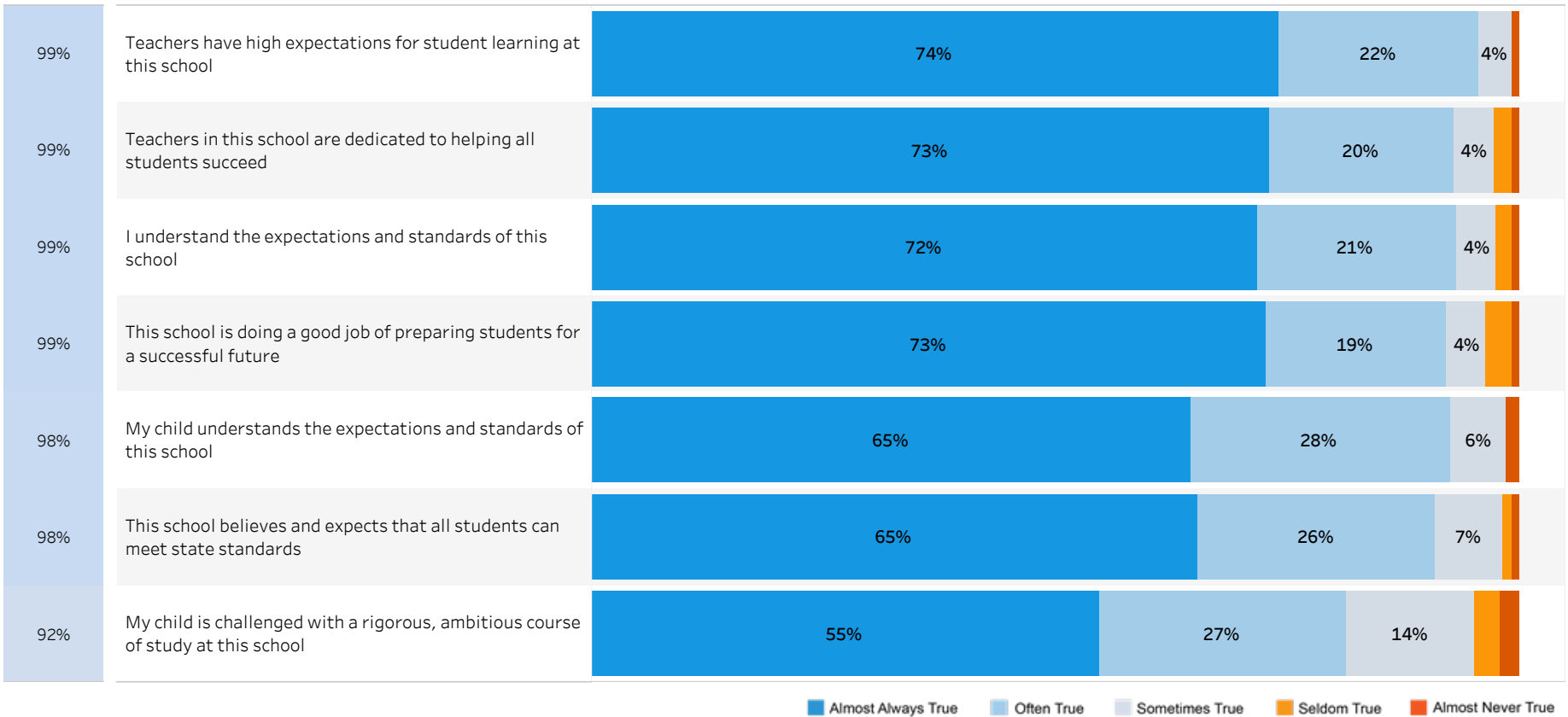
% Answered 50% 100%



High Standards and Expectations

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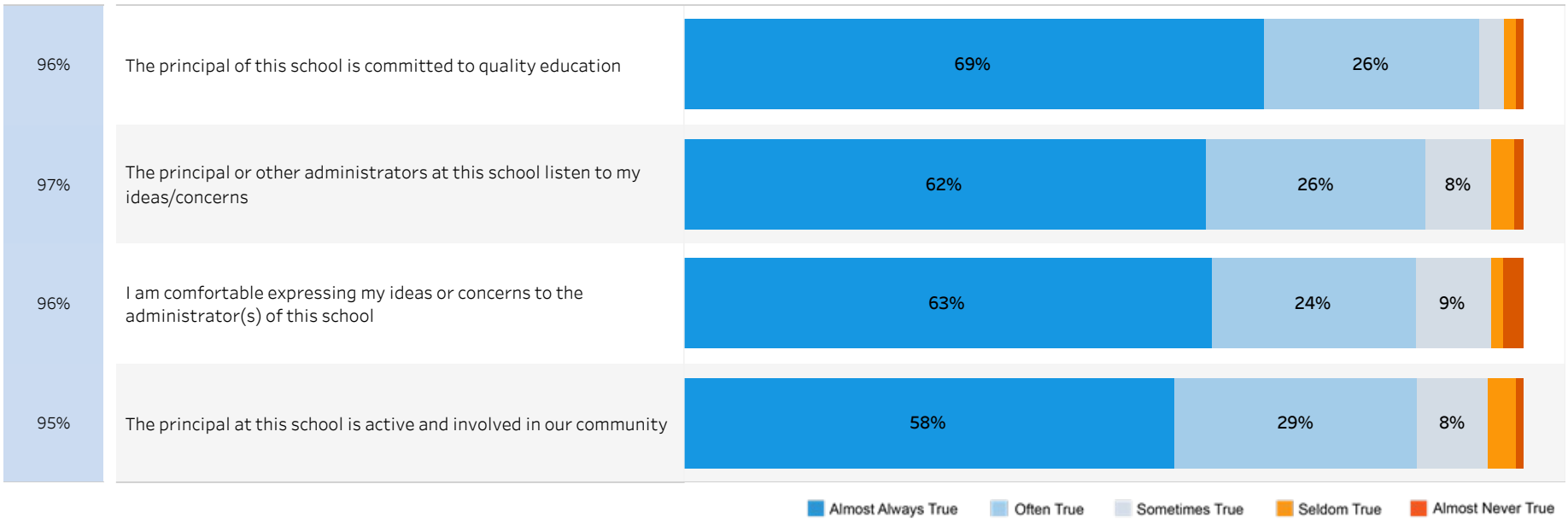
% Answered 50% 100%



Effective Leadership

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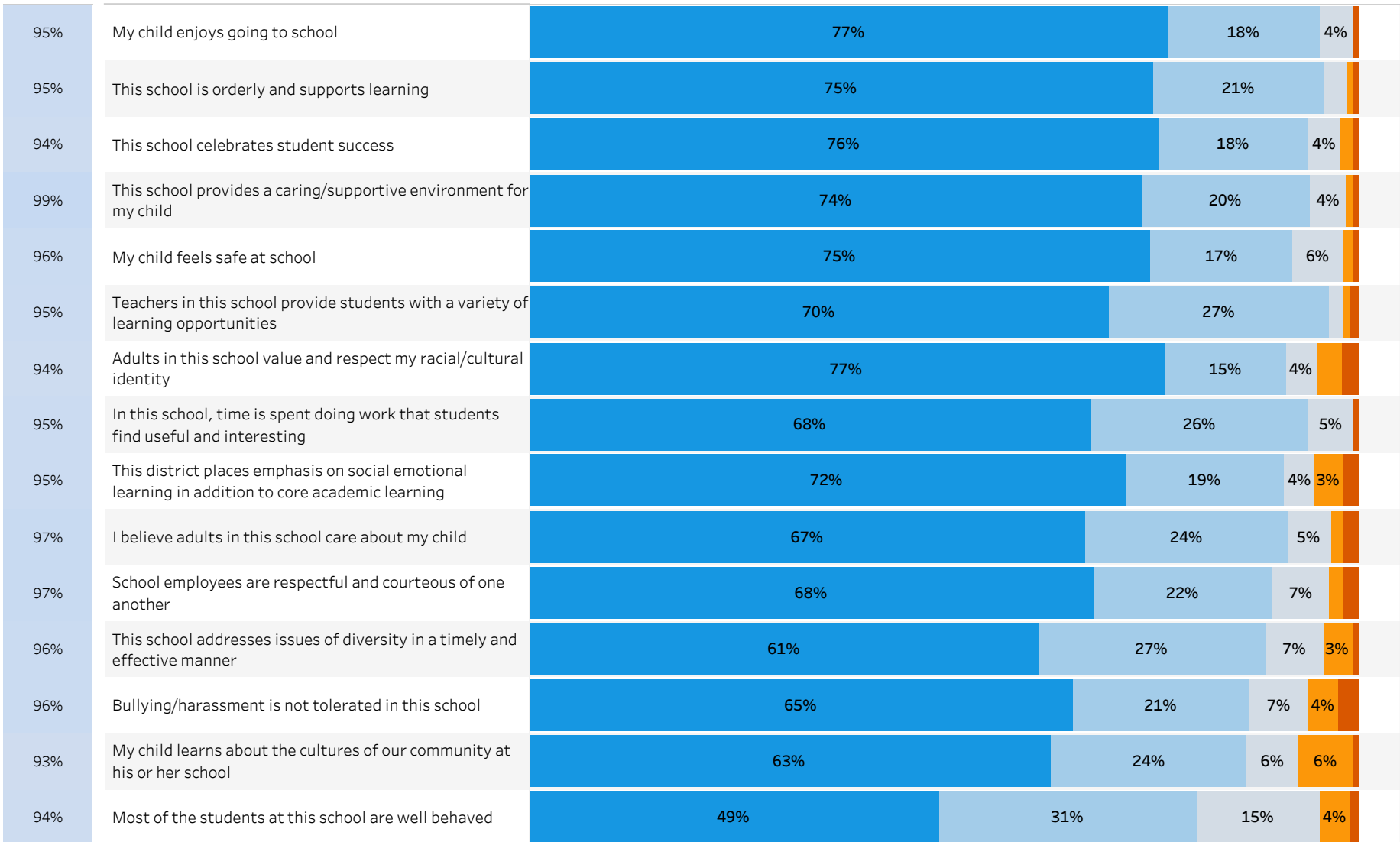
% Answered 50% 100%



Supportive Learning Environment

Simcoe Elementary

% Answered 50% 100%

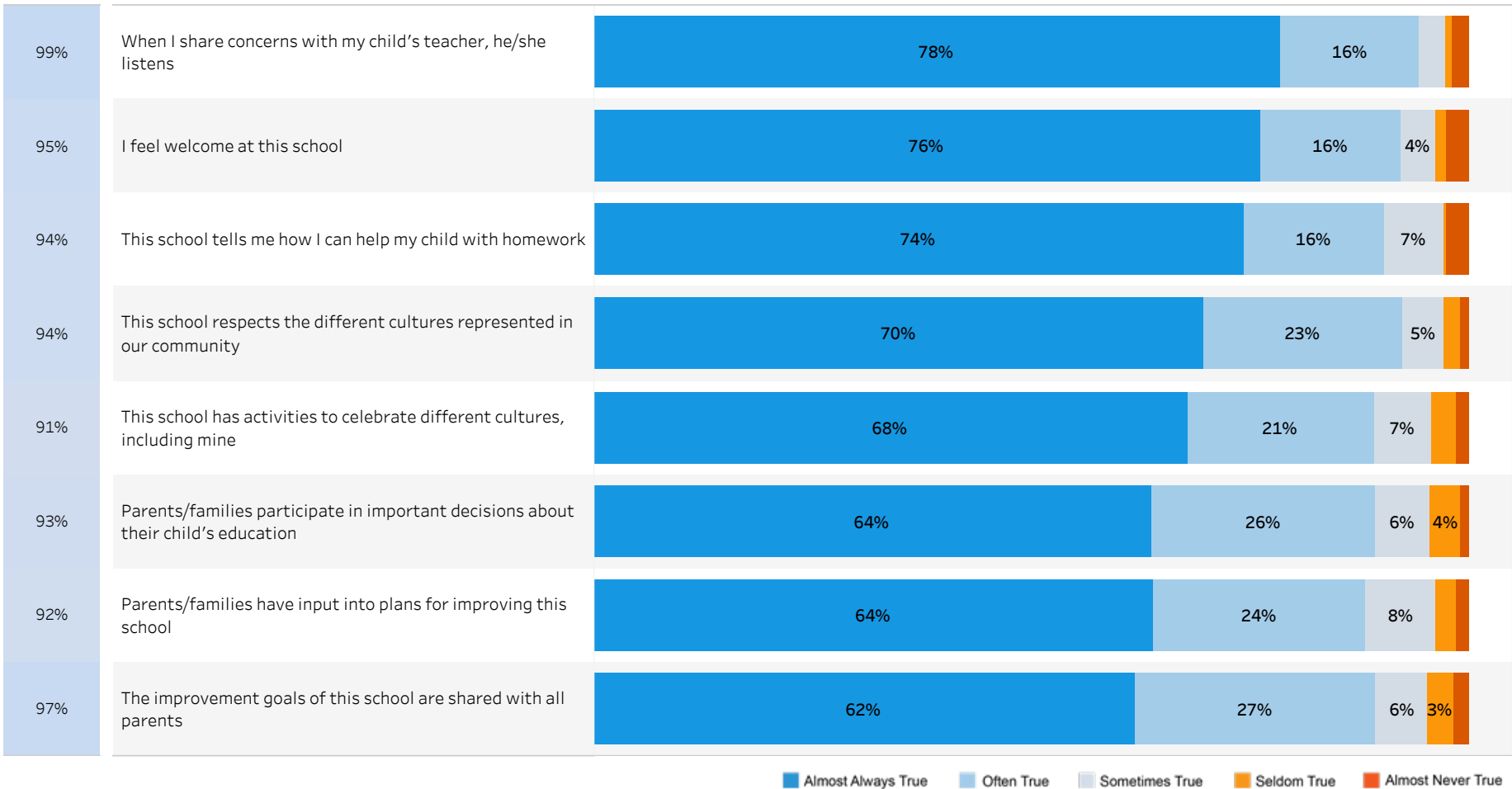


■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True
 ■ Almost Never True

Parent and Community Involvement

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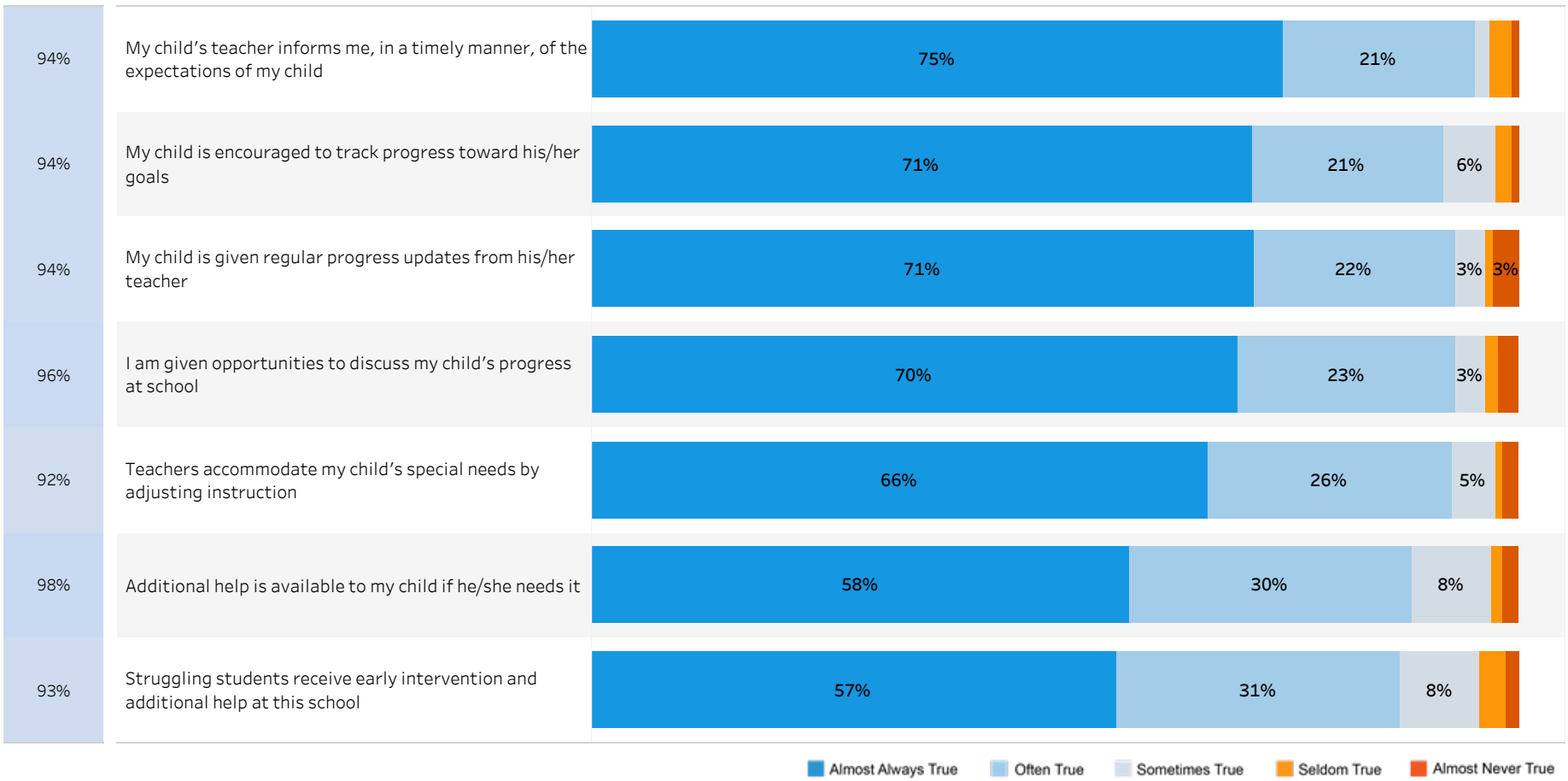
% Answered 50% 100%



Frequent Monitoring of Teaching and Learning

Simcoe Elementary

% Answered 50% 100%



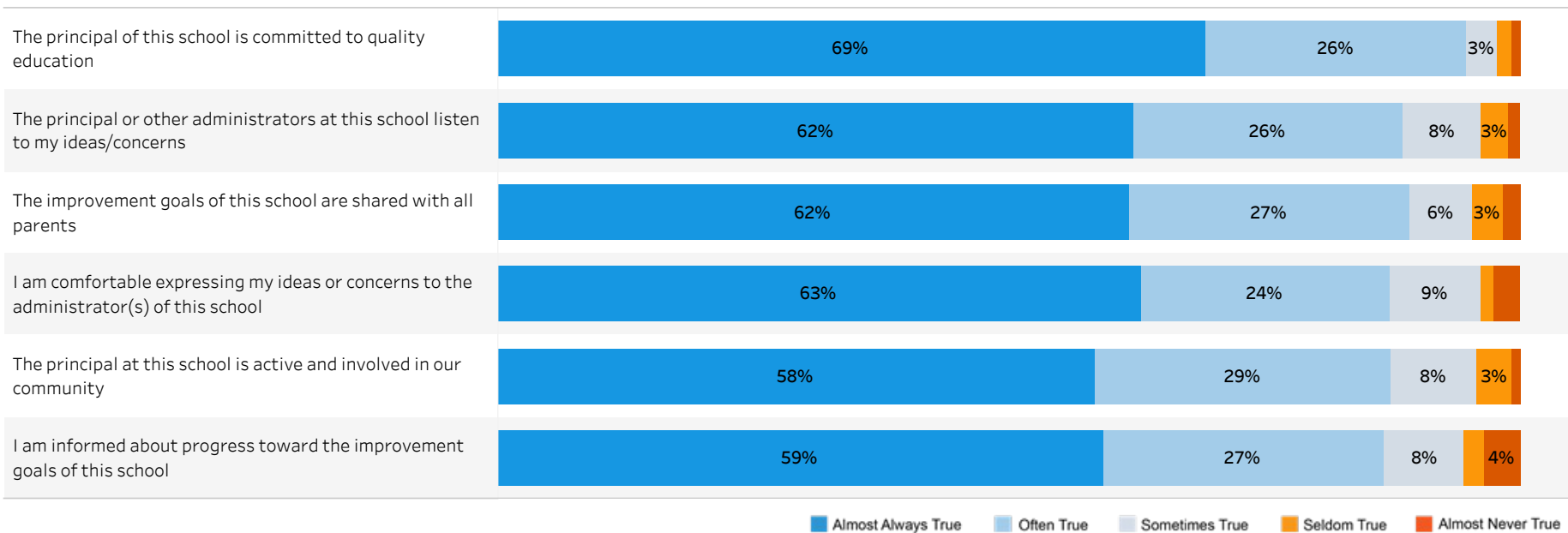
7 Principles and Expected Indicators (INDISTAR®)



While there are 7 Principles identifying actions, changes, skills and systems necessary to improve student learning, parent perspective typically only views a sub-set of the Principles: Principle 1 (Provide Strong Leadership), Principle 4 (Strengthen the School’s Instructional Program), Principle 6 (Establish a Safe and Supportive School Environment) and Principle 7 (Provide Mechanisms for Family and Community Engagement). The other three “Principles” are most often not observed by the parent.

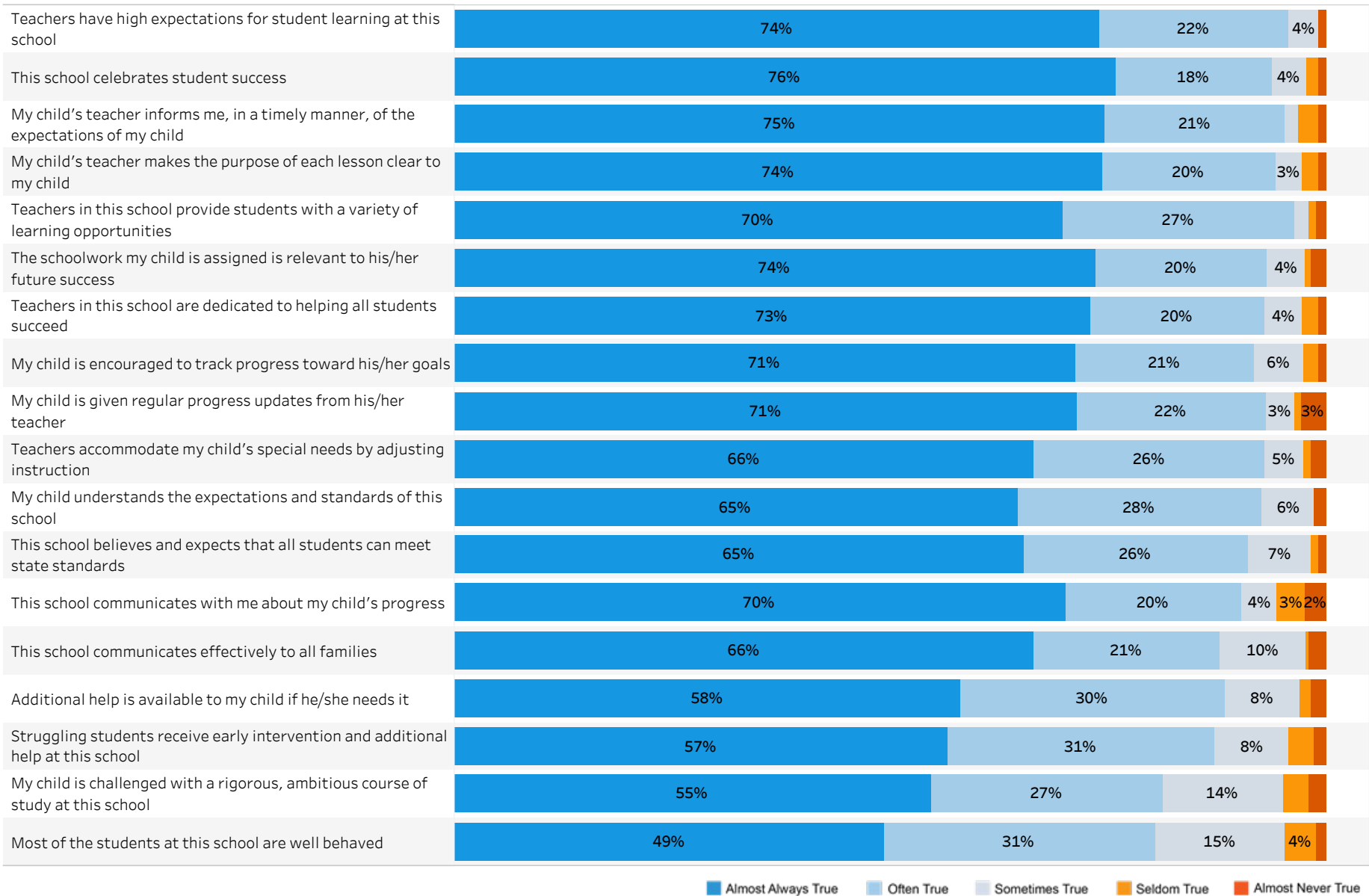
Principle 1: Provide Strong Leadership

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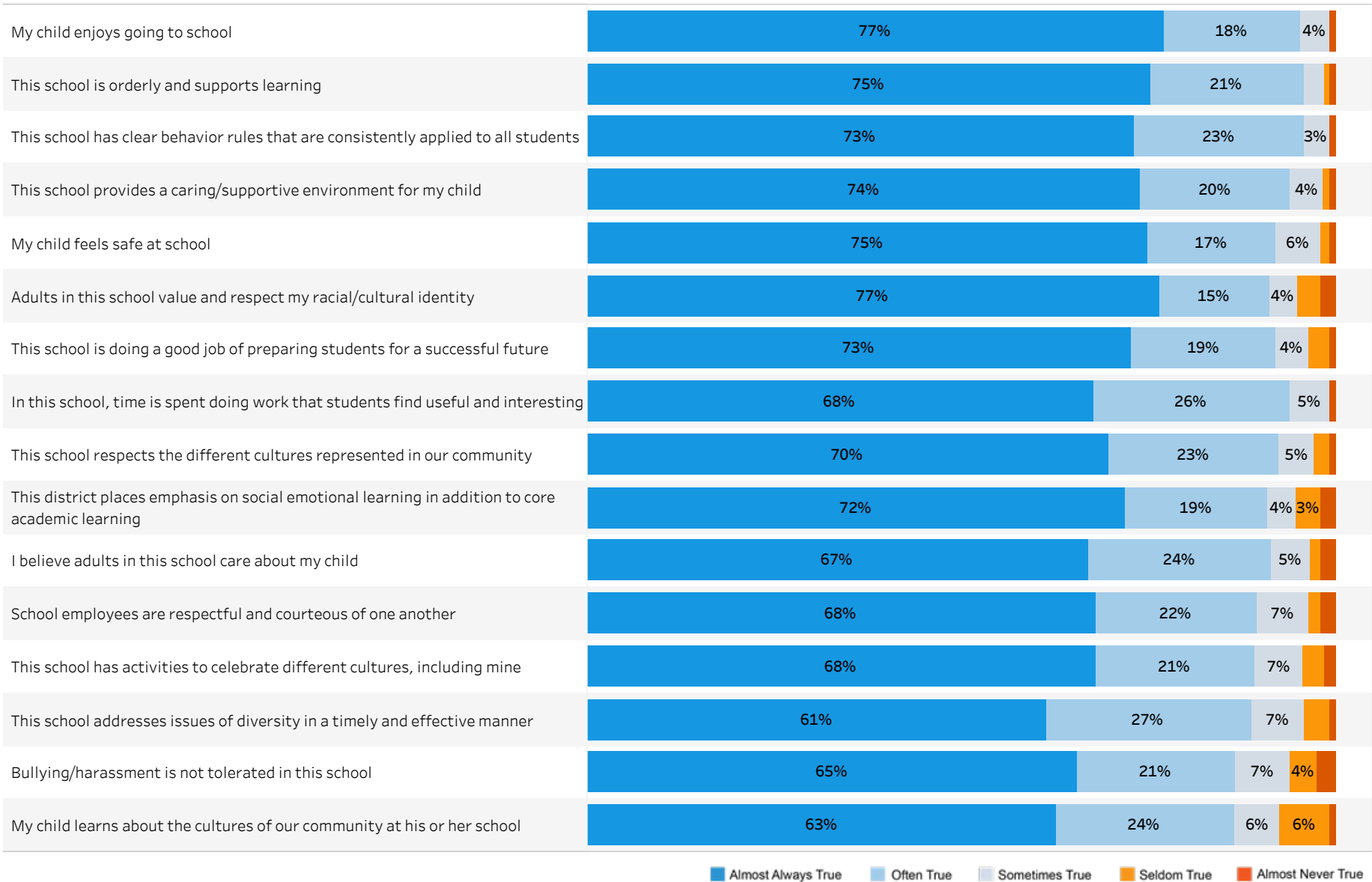
Principle 4: Strengthen the Instructional Program

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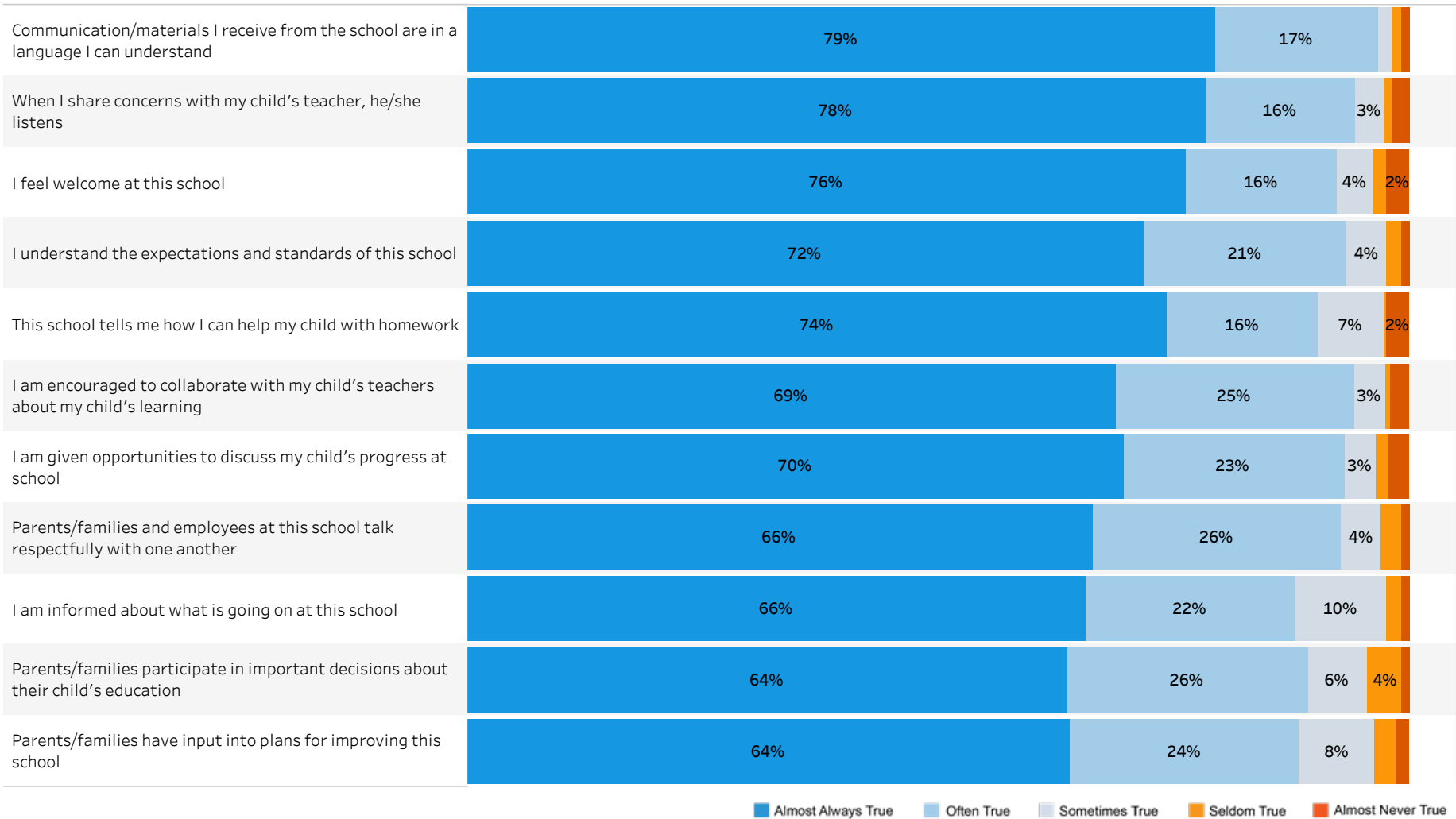
Principle 6: Establish A Safe and Supportive School Environment

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Principle 7: Family and Community Engagement

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Principle 1: Provide Strong Leadership

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Turnaround Principle	Expected Indicator	EES Parent Item	Mean Score	% Positive
Principle 1: Provide strong leadership by: (a) reviewing the performance of the current principal; (b) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (c) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget. TPEP: Teacher Criterion 1 (Expectations); Teacher Criterion 8 (Professional Practice); Principal Criterion 1 (Creating a Culture); Principal Criterion 2 (Closing the Gap)	P1-IE06 The principal keeps a focus on instructional improvement and student learning outcomes.	The principal of this school is committed to quality education	4.61	95%
		The principal at this school is active and involved in our community	4.41	87%

Principle 4: Strengthen the Instructional Program

Simcoe Elementary

Turnaround Principle	Expected Indicator	EES Parent Item	Mean Score	% Positive	
Principle 4: Strengthen the school's instructional program based on student needs and ensure that the instructional program is research-based, rigorous, and aligned with State academic content standards. TPEP: Teacher Criterion 1 (Expectations); Teacher Criterion 2 (Instruction); Teacher Criterion 3 (Differentiation); Teacher Criterion 4 (Content Knowledge); Teacher Criterion 6 (Assessment); Principal Criterion 2 (Closing the Gap); Principal Criterion 4 (Planning with Data); Principal Criterion 5 (Aligning Curriculum); Principal Criterion 6 (Improving Instruction)	P4-IIA01	Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (CCSS, Instructional Frameworks)	The schoolwork my child is assigned is relevant to his/her future success	4.63	93%
			My child is challenged with a rigorous, ambitious course of study at this school	4.29	81%
			My child's teacher makes the purpose of each lesson clear to my child	4.65	94%
	P4-IIA03	The school leadership team regularly monitors and makes adjustments to continuously improve the core instructional program based on identified student ne..	My child is given regular progress updates from his/her teacher	4.58	93%
	P4-IIIA07	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (Instructional Frameworks, Multi-Tiered Frameworks, Smarter Balanced)	Additional help is available to my child if he/she needs it	4.42	88%
			Struggling students receive early intervention and additional help at this school	4.38	87%
			Teachers accommodate my child's special needs by adjusting instruction	4.55	93%
			Teachers in this school provide students with a variety of learning opportunities	4.63	96%

Principle 6: Establish A Safe and Supportive School Environment

Simcoe Elementary

Turnaround Principle	Expected Indicator	EES Parent Item	Mean Score	% Positive
Principle 6: Establish a school environment that improves school safety and discipline and address other non-academic factors that impact student achievement, such as students, social, emotional, and health needs. TPEP: Teacher Criterion 3 (Differentiation); Teacher Criterion 5 (Learning Environment); Principal Criterion 1 (Creating a Culture); Principal Criterion 2 (Closing the Gap); Principal Criterion 3 (Ensuring School Safety); Principal Criterion 7 (Managing Resources)	P6-IIIC13 All teachers reinforce classroom rules and procedures by positively teaching them. (Instructional Frameworks)	Bullying/harassment is not tolerated in this school	4.44	87%
		This school provides a caring/supportive environment for my child	4.65	94%
		This school has clear behavior rules that are consistently applied to all students	4.67	96%
		My child feels safe at school	4.64	92%
		This school is orderly and supports learning	4.69	96%
	P6-IIIC16 The school leadership team ensures that the school environment is safe and supportive (i.e., it addresses non-academic factors, such as social and emotional well-being) (Instructional Frameworks)	This school communicates with me about my child's progress	4.52	90%
		I believe adults in this school care about my child	4.53	91%
		The principal or other administrators at this school listen to my ideas/concerns	4.46	89%
		This school addresses issues of diversity in a timely and effective manner	4.45	89%
		In this school, time is spent doing work that students find useful and interesting	4.60	94%
		This school respects the different cultures represented in our community	4.59	92%
		This school celebrates student success	4.67	94%
		This school communicates effectively to all families	4.50	88%
		This district places emphasis on social emotional learning in addition to core academic learning	4.56	91%
		Adults in this school value and respect my racial/cultural identity	4.61	91%
		My child enjoys going to school	4.71	95%

Principle 7: Family and Community Engagement

Simcoe Elementary

Turnaround Principle	Expected Indicator	EES Parent Item	Mean Score	% Positive	
Principle 7: Provide ongoing mechanisms for family and community engagement. TPEP: Teacher Criterion 7 (Families and Community); Principal Criterion 2 (Closing the Gap); Principal Criterion 8 (Partnering with Community)	P7-IVA02	The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parent (families) and students.	This school communicates with me about my child's progress	4.52	90%
		I am comfortable expressing my ideas or concerns to the administrator(s) of this school	4.44	87%	
		I understand the expectations and standards of this school	4.62	93%	
		My child understands the expectations and standards of this school	4.55	93%	
		My child's teacher informs me, in a timely manner, of the expectations of my child	4.66	95%	
	P7-IVA04	The school's Compact includes responsibilities (expectations) that communicate what parents (Families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home).	I am informed about what is going on at this school	4.50	88%
			I am encouraged to collaborate with my child's teachers about my child's learning	4.58	94%
			This school tells me how I can help my child with homework	4.59	90%
	P7-IVA13	The LEA/School has engaged parents and community in the transformation process.	The improvement goals of this school are shared with all parents	4.45	89%
			I am informed about progress toward the improvement goals of this school	4.37	87%
			Parents/families have input into plans for improving this school	4.47	88%

Custom Questions

