EDUCATIONAL EFFECTIVENESS SURVEY™

Parent edition
V3

Auburn School District
12/22/2014
Sample Size: N= 1680

This report contains the 9 Characteristics view of parent perceptions.
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.

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Introduction

Educational Effectiveness Survey, Parent version 3.0

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.
Demographic Charts

**Child in Special Program?**
- Other: 6%
- General Education or No Program: 14%
- Gifted or Highly Capable: 8%
- English Language Learner: 5%
- Special Education: 66%

**English Primary Language at Home?**
- No: 29%
- Yes: 71%
Comparison with High Improving Schools – Combined Positive

Comparison with High-Improving Schools
(5% highest improving schools at your grade level)

Auburn School District
High-Improving Schools

Curriculum, Instruction, and Assessment
Percentage Comparison

Mean Score Comparison with High-Improving Schools
(5% highest improving schools at your grade level)

Auburn School District
High-Improving Schools

Clear and Shared Focus
High Standards and Expectations
Effective Leadership
Communication and Collaboration
Supportive Learning Environment
Parent and Community Involvement
Monitoring of Teaching and Learning

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Clear and Shared Focus

- The schoolwork my child is assigned is relevant to his/her future success: 48% Almost Always True, 34% Often True, 13% Sometimes True, 1% Seldom True, 1% Almost Never True.

- This school has clear behavior rules that are consistently applied to all students: 50% Almost Always True, 28% Often True, 10% Sometimes True, 2% Seldom True, 9% Almost Never True.

- I am informed about progress toward the improvement goals of this school: 44% Almost Always True, 31% Often True, 13% Sometimes True, 3% Seldom True, 5% Almost Never True.

- My child’s teacher makes the purpose of each lesson clear to my child: 42% Almost Always True, 29% Often True, 15% Sometimes True, 3% Seldom True, 9% Almost Never True.

High Standards and Expectations

- My child understands the expectations and standards of this school: 52% Almost Always True, 32% Often True, 9% Sometimes True, 2% Seldom True, 3% Almost Never True.

- Teachers in this school are dedicated to helping all students succeed: 52% Almost Always True, 31% Often True, 11% Sometimes True, 2% Seldom True, 2% Almost Never True.

- I understand the expectations and standards of this school: 51% Almost Always True, 32% Often True, 10% Sometimes True, 3% Seldom True.

- This school believes and expects that all students can meet state standards: 53% Almost Always True, 29% Often True, 9% Sometimes True, 2% Seldom True.

- Teachers have high expectations for student learning at this school: 48% Almost Always True, 33% Often True, 12% Sometimes True.

- My child is challenged with a rigorous, ambitious course of study at this school: 43% Almost Always True, 32% Often True, 14% Sometimes True, 2% Seldom True, 4% Almost Never True.
Effective Leadership

The principal of this school is committed to quality education:
- 62% Almost Always True
- 22% Often True
- 7% Sometimes True
- 7% Seldom True
- 2% Almost Never True
- 3% Missing

I am comfortable expressing my ideas or concerns to the administrator(s) of this school:
- 48% Almost Always True
- 27% Often True
- 13% Sometimes True
- 13% Seldom True
- 4% Almost Never True
- 1% Missing

The principal at this school is active and involved in our community:
- 50% Almost Always True
- 24% Often True
- 13% Sometimes True
- 13% Seldom True
- 7% Almost Never True
- 1% Missing

The principal or other administrators at this school listen to my ideas/concerns:
- 45% Almost Always True
- 28% Often True
- 19% Sometimes True
- 11% Seldom True
- 3% Almost Never True
- 1% Missing

High Levels of Collaboration and Communication

Parents/families and employees at this school talk respectfully with one another:
- 53% Almost Always True
- 30% Often True
- 8% Sometimes True
- 7% Seldom True
- 1% Almost Never True
- 2% Missing

I am informed about what is going on at this school:
- 51% Almost Always True
- 30% Often True
- 12% Sometimes True
- 3% Seldom True
- 1% Almost Never True
- 2% Missing

This school communicates with me about my child’s progress:
- 50% Almost Always True
- 30% Often True
- 13% Sometimes True
- 13% Seldom True
- 3% Almost Never True
- 2% Missing

Communication with this school meets my family’s needs:
- 48% Almost Always True
- 25% Often True
- 13% Sometimes True
- 13% Seldom True
- 3% Almost Never True
- 2% Missing

I am encouraged to collaborate with my child’s teachers about my child’s learning:
- 43% Almost Always True
- 29% Often True
- 12% Sometimes True
- 7% Seldom True
- 3% Almost Never True
- 2% Missing

This school communicates effectively to all families:
- 42% Almost Always True
- 28% Often True
- 13% Sometimes True
- 12% Seldom True
- 3% Almost Never True
- 2% Missing

Parents/families have input into plans for improving this school:
- 31% Almost Always True
- 27% Often True
- 14% Sometimes True
- 14% Seldom True
- 4% Almost Never True
- 2% Missing
**Parent and Community Involvement**

- When I share concerns with my child’s teacher, he/she listens: 56% Always True, 27% Often True, 6% Sometimes True, 7% Seldom True, 4% Almost Never True, 2% Missing
- This school respects the different cultures represented in our community: 47% Always True, 29% Often True, 7% Sometimes True, 14% Seldom True, 1% Almost Never True, 1% Missing
- The improvement goals of this school are shared with all parents: 40% Always True, 33% Often True, 15% Sometimes True, 5% Seldom True, 1% Almost Never True, 1% Missing
- Parents/families participate in important decisions about their child’s education: 41% Always True, 29% Often True, 14% Sometimes True, 9% Seldom True, 1% Almost Never True, 2% Missing
- This school has activities to celebrate different cultures, including mine: 36% Always True, 23% Often True, 13% Sometimes True, 8% Seldom True, 2% Almost Never True, 1% Missing

**Supportive Learning Environment**

- This school is orderly and supports learning: 54% Always True, 30% Often True, 9% Sometimes True, 9% Seldom True, 6% Almost Never True, 1% Missing
- This school provides a caring/supportive environment for my child: 51% Always True, 32% Often True, 9% Sometimes True, 4% Seldom True, 2% Almost Never True, 1% Missing
- My child feels safe at school: 53% Always True, 30% Often True, 10% Sometimes True, 4% Seldom True, 4% Almost Never True, 1% Missing
- I believe adults in this school care about my child: 52% Always True, 30% Often True, 11% Sometimes True, 2% Seldom True, 1% Almost Never True, 4% Missing
- School employees are respectful and courteous of one another: 53% Always True, 26% Often True, 6% Sometimes True, 14% Seldom True, 1% Almost Never True, 1% Missing
- Bullying/harassment is not tolerated in this school: 53% Always True, 24% Often True, 11% Sometimes True, 15% Seldom True, 4% Almost Never True, 1% Missing
- This school addresses issues of diversity in a timely and effective manner: 43% Always True, 25% Often True, 10% Sometimes True, 19% Seldom True, 4% Almost Never True, 1% Missing
- Most of the students at this school are well behaved: 32% Always True, 32% Often True, 19% Sometimes True, 17% Seldom True, 11% Almost Never True, 1% Missing
Frequent Monitoring of Teaching and Learning

**Monitoring of Teaching and Learning**

<table>
<thead>
<tr>
<th>Item</th>
<th>Almost Always True</th>
<th>Often True</th>
<th>Sometimes True</th>
<th>Seldom True</th>
<th>Almost Never True</th>
<th>Missing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional help is available to my child if he/she needs it</td>
<td>52%</td>
<td>28%</td>
<td>11%</td>
<td>2%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>I am given opportunities to discuss my child’s progress at school</td>
<td>48%</td>
<td>28%</td>
<td>13%</td>
<td>7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child is given regular progress updates from his/her teacher</td>
<td>47%</td>
<td>28%</td>
<td>13%</td>
<td>4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child is encouraged to track progress toward his/her goals</td>
<td>46%</td>
<td>29%</td>
<td>11%</td>
<td>10%</td>
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</tr>
<tr>
<td>My child’s teacher informs me, in a timely manner, of the expectations of my child</td>
<td>46%</td>
<td>28%</td>
<td>14%</td>
<td>6%</td>
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<tr>
<td>My child learns about the cultures of our community at his or her school</td>
<td>30%</td>
<td>24%</td>
<td>17%</td>
<td>17%</td>
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</tr>
<tr>
<td>Teachers accommodate my child’s special needs by adjusting instruction</td>
<td>37%</td>
<td>21%</td>
<td>13%</td>
<td>24%</td>
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</tr>
</tbody>
</table>

Curriculum, Instruction, and Assessment

**Curriculum, Instruction, and Assessment**

<table>
<thead>
<tr>
<th>Item</th>
<th>Almost Always True</th>
<th>Often True</th>
<th>Sometimes True</th>
<th>Seldom True</th>
<th>Almost Never True</th>
<th>Missing</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is doing a good job of preparing students for a successful future</td>
<td>48%</td>
<td>32%</td>
<td>12%</td>
<td>2%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Teachers in this school provide students with a variety of learning opportunities</td>
<td>44%</td>
<td>32%</td>
<td>13%</td>
<td>7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This school celebrates student success</td>
<td>50%</td>
<td>26%</td>
<td>12%</td>
<td>9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In this school, time is spent doing work that students find useful and interesting</td>
<td>36%</td>
<td>34%</td>
<td>18%</td>
<td>9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Struggling students receive early intervention and additional help at this school</td>
<td>36%</td>
<td>25%</td>
<td>13%</td>
<td>4%</td>
<td>20%</td>
<td></td>
</tr>
</tbody>
</table>

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