Educational Effectiveness SurveyTM



9 Characteristics of High Performing Schools

Family Edition v4

Lincoln Middle School

Pullman Public Schools

2021 N=62

2023 N=63





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Published by:

Center for Educational Effectiveness, Inc.

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Printed in the U.S.A.

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Introduction

Educational Effectiveness Survey, Family 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 families. 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 Lincoln Middle School

Services

Highly Capable | 11 (47.8%)

Special Education | 9 (39.1%)

Section 504 Plan | 3 (13.0%)

English at Home

Always | 53 (85.5%)

Most of the time | 5 (8.1%)

Sometimes | 3 (4.8%)

Rarely or Never | 1 (1.6%)

Ethnicity

White | 50 (86.2%)

Asian 5 (8.6%)

Two or more races | 3 (5.2%)

Communication

Emails | 52 (82.5%)

Phone Calls | 7 (11.1%)

Weekly Flyers | 1 (1.6%)

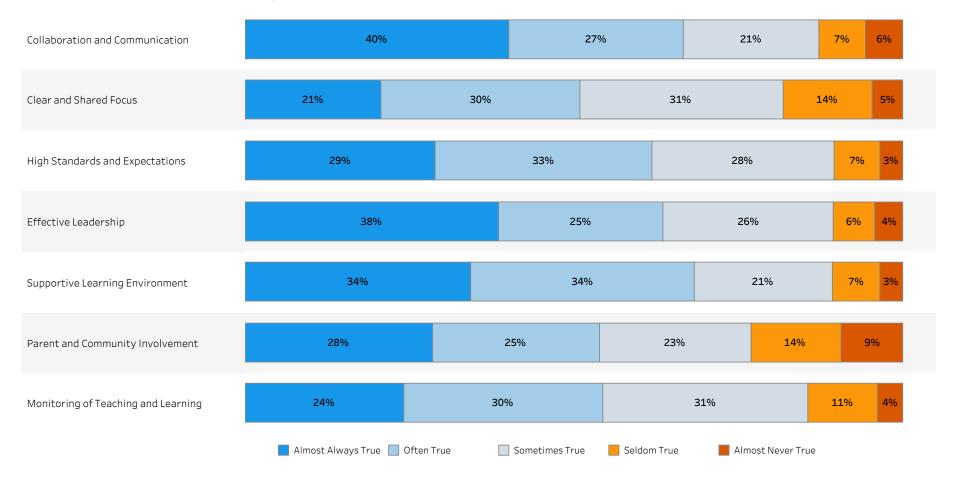
Scheduled meetings and events at school | 1 (1.6%)

Other | 1 (1.6%)

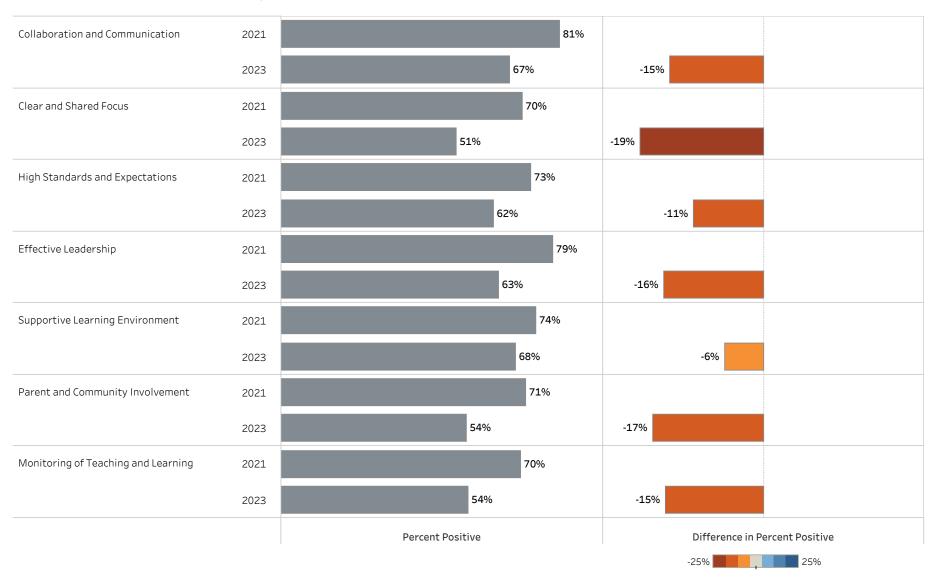
Instant Alerts/Text Messages | 1 (1.6%)

9 Characteristics Summary

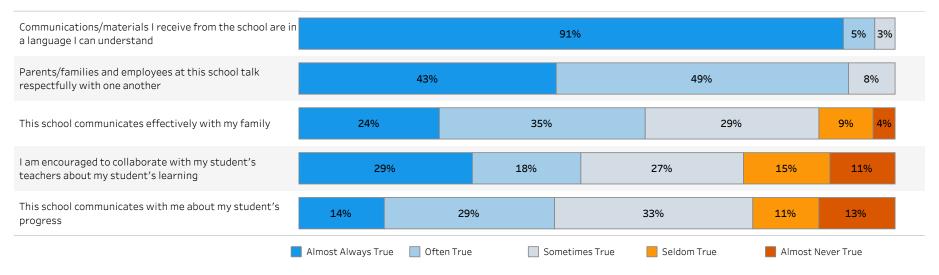
Lincoln Middle School



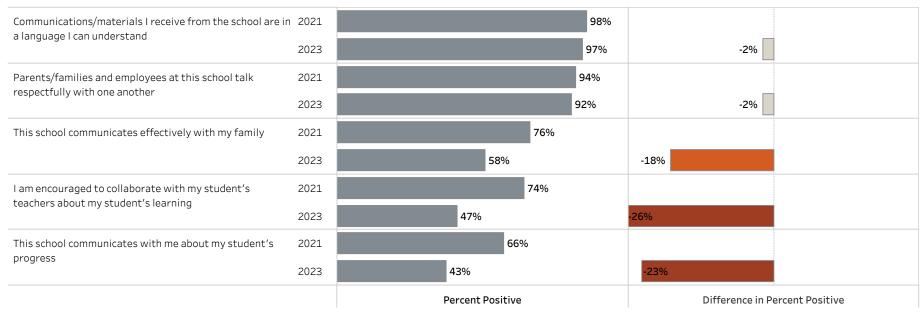
9 Characteristics Summary LONGITUDINAL



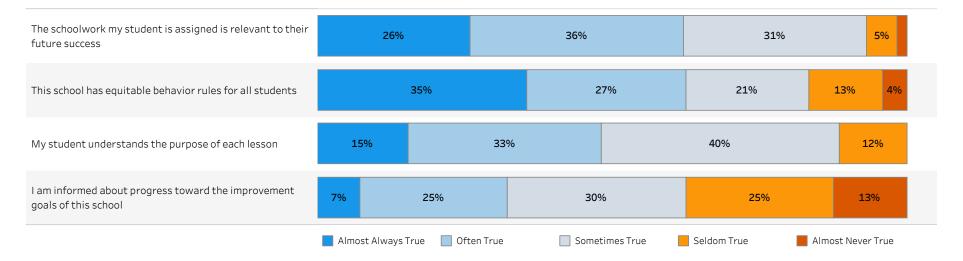
High Levels of Collaboration and Communication



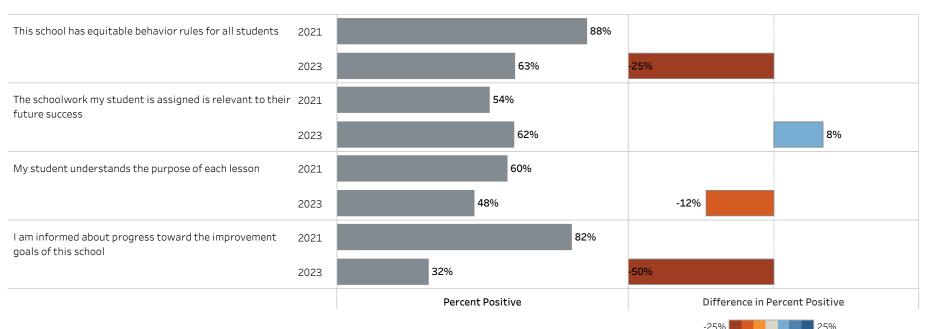
High Levels of Collaboration and Communication LONGITUDINAL

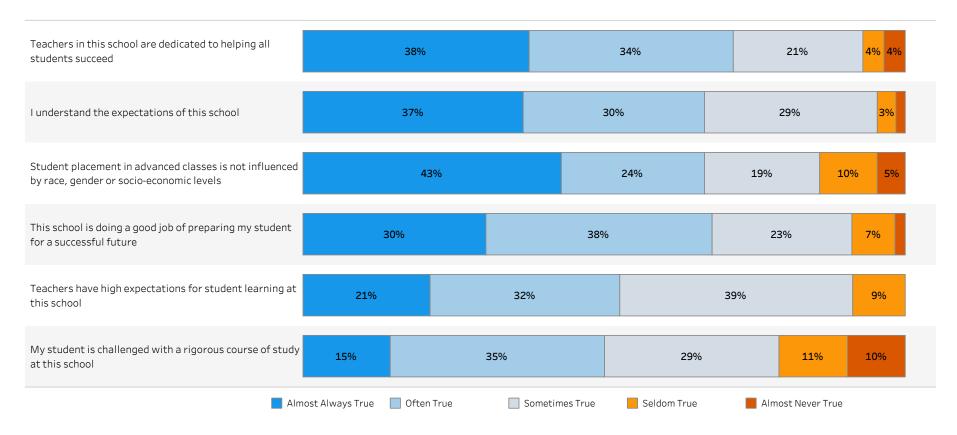


Clear and Shared Focus

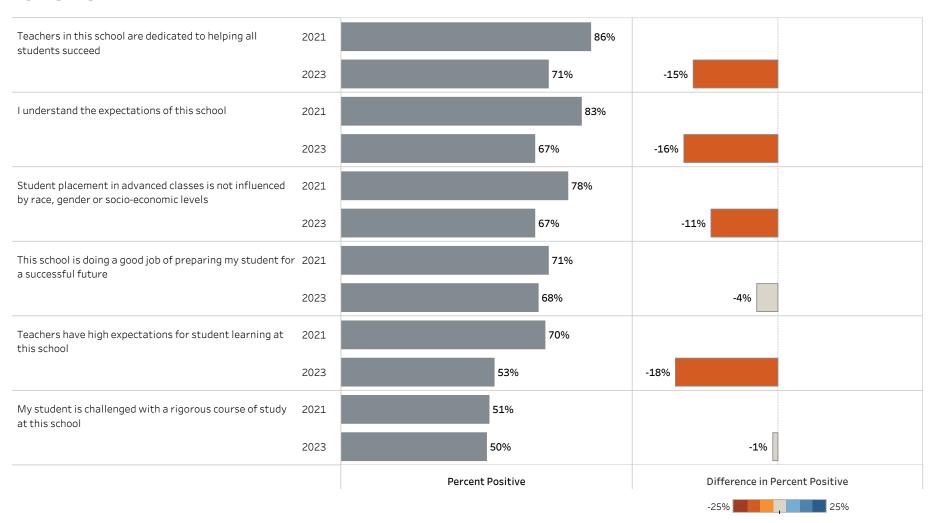


Clear and Shared Focus LONGITUDINAL



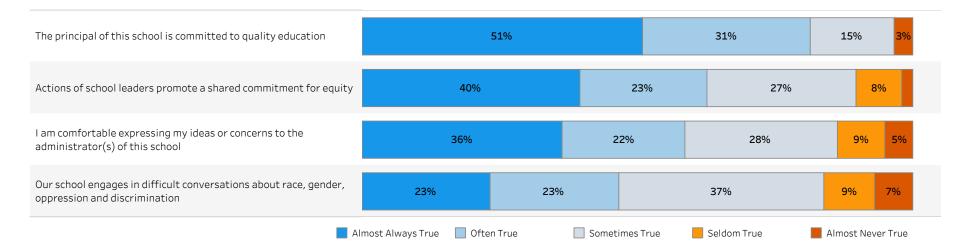


High Standards and Expectations LONGITUDINAL

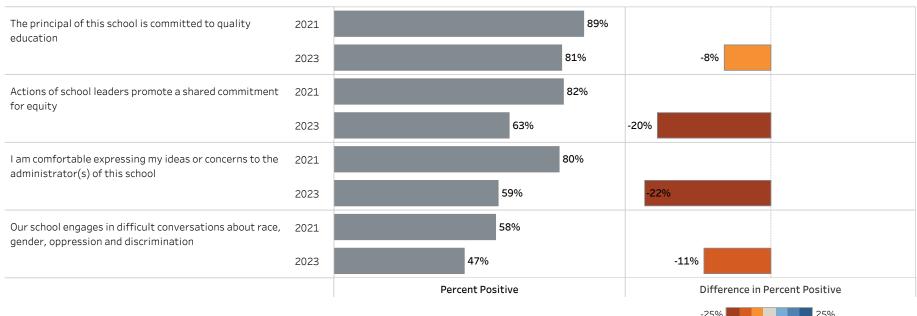


Effective Leadership

Lincoln Middle School

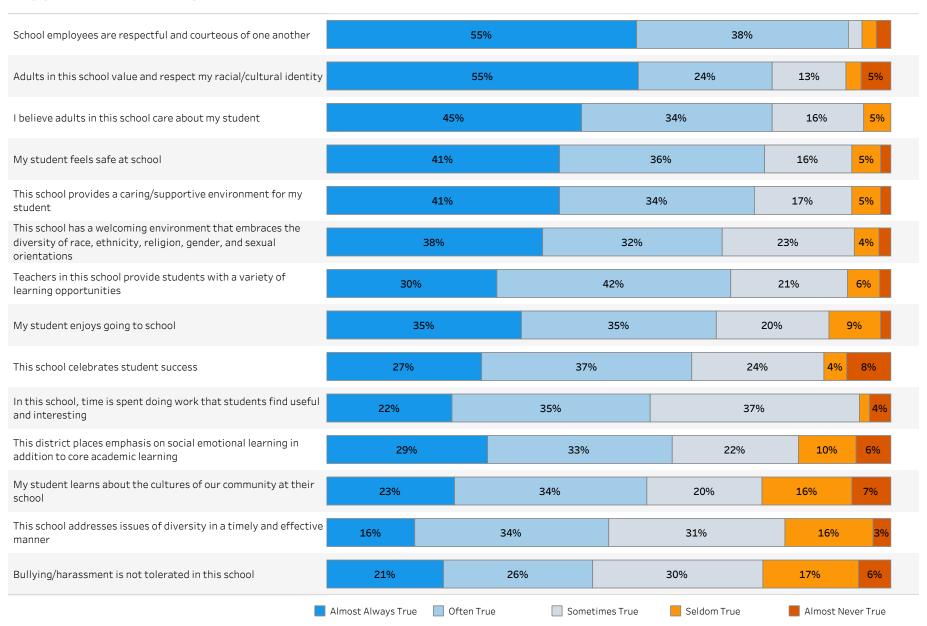


Effective Leadership LONGITUDINAL

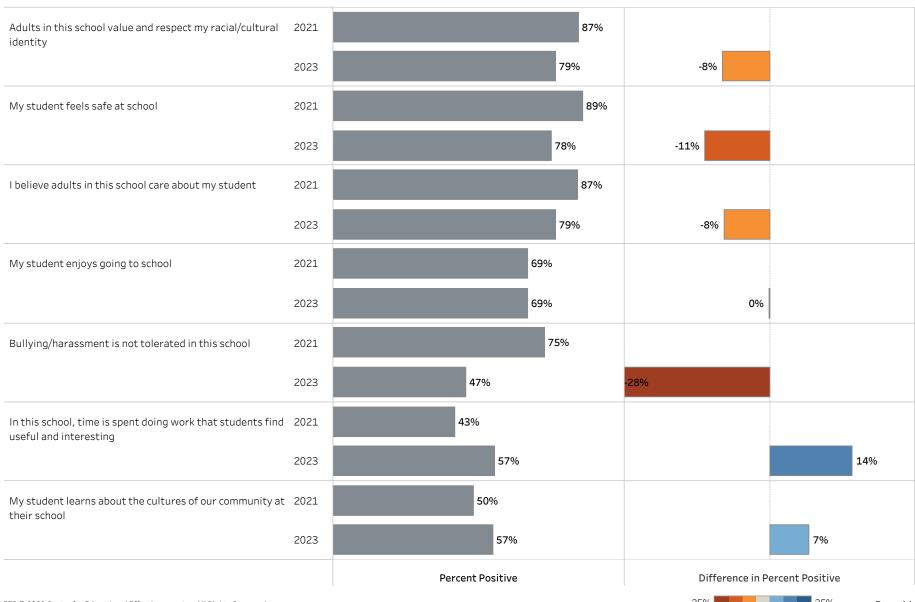


Supportive Learning Environment

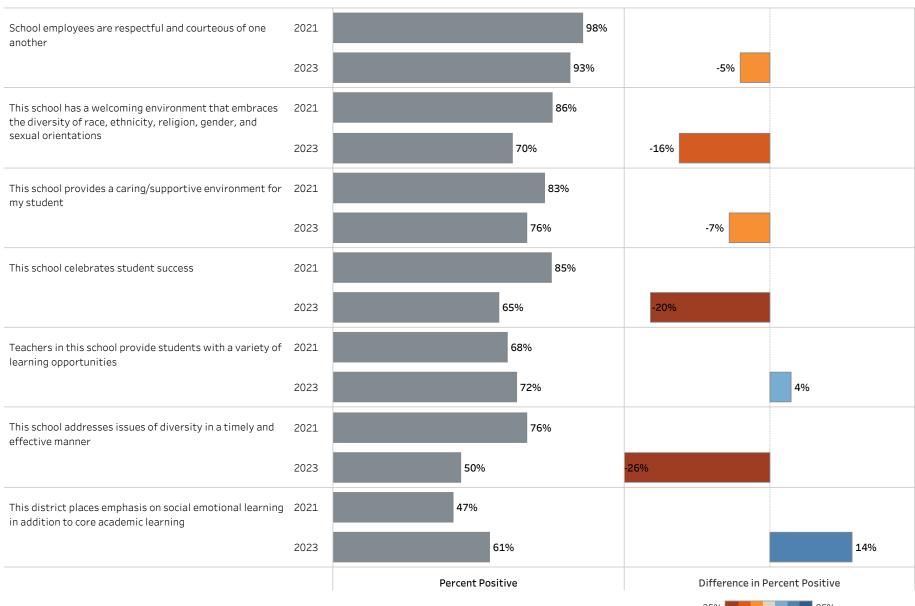
Lincoln Middle School

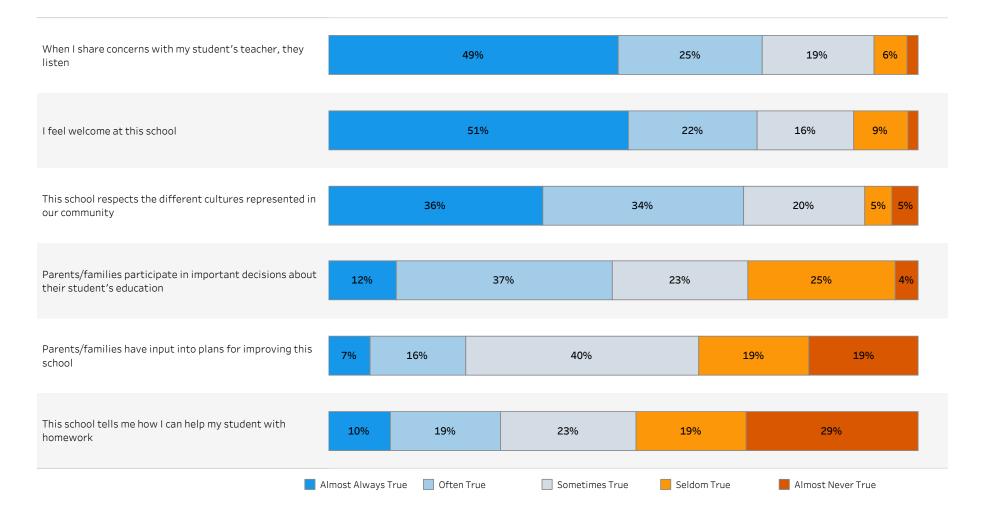


Supportive Learning Environment LONGITUDINAL 1 of 2

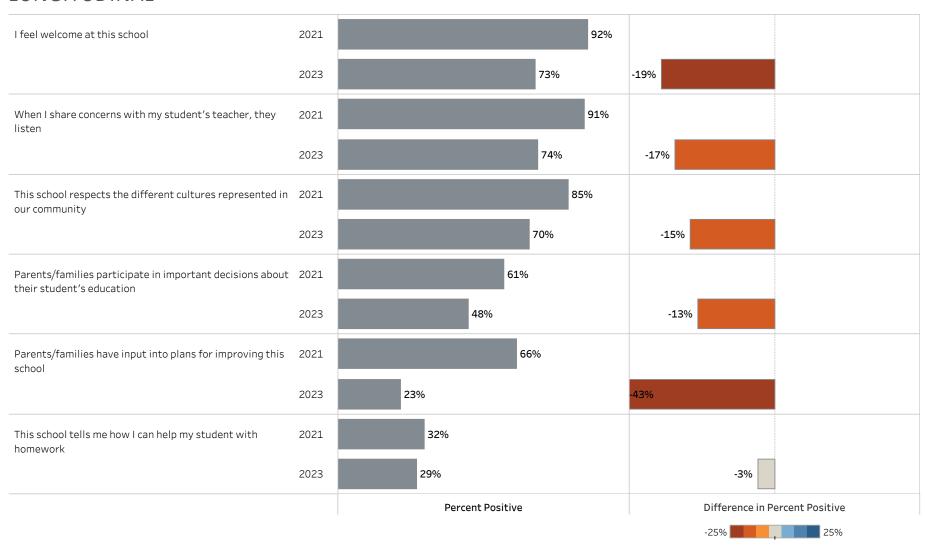


Supportive Learning Environment LONGITUDINAL 2 of 2



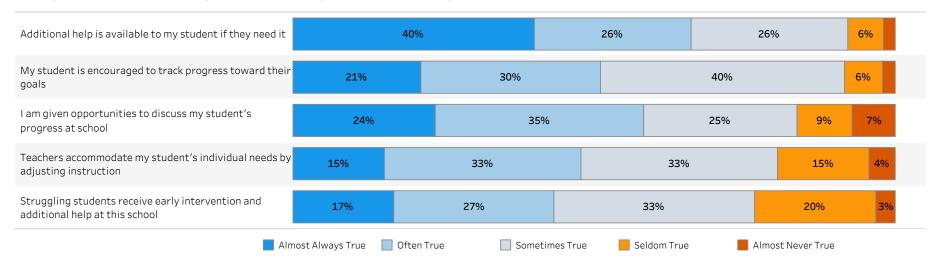


Parent and Community Involvement LONGITUDINAL

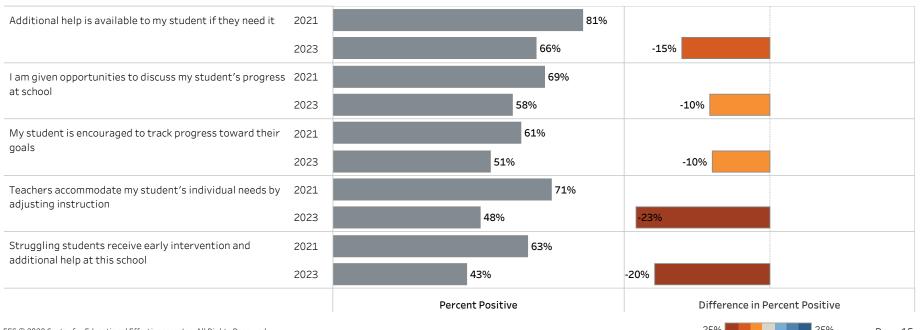


Frequent Monitoring of Teaching and Learning

Lincoln Middle School

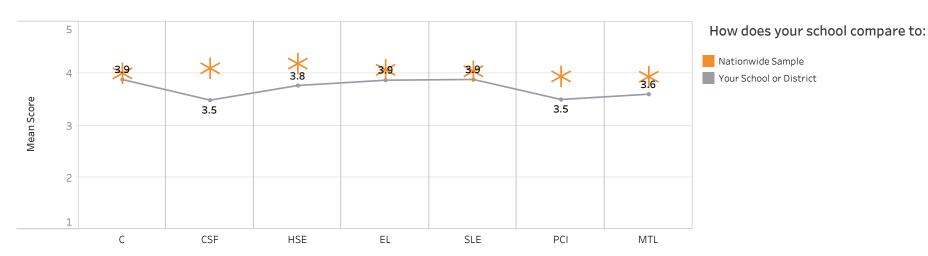


Frequent Monitoring of Teaching and Learning LONGITUDINAL

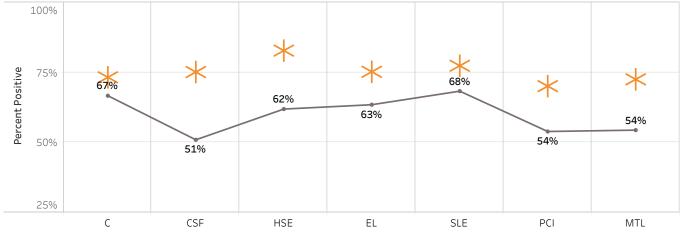


Comparison - Mean Scores

Lincoln Middle School



Comparison - Percent Positive



Characteristics

C — Collaboration & Communication

CSF — Clear & Shared Focus

HSE — High Standards & Expectations

EL — Effective Leadership

SLE — Supportive Learning Environment

PCI — Parent & Community Involvement

MTL — Monitoring of Teaching & Learning

Comparison - Mean Scores LONGITUDINAL

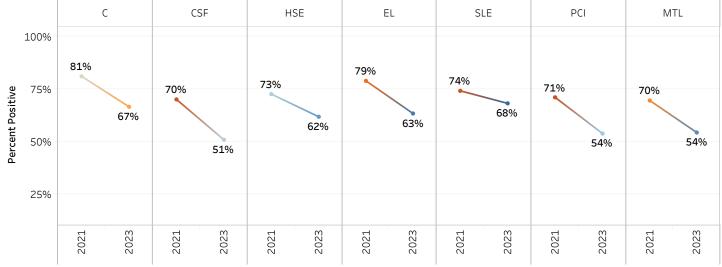
Lincoln Middle School



The color shading of the bar indicates the strength of improvement or the significance of the decline. Celebrate the blue, and investigate the darker orange and red.



Comparison - Percent Positive LONGITUDINAL



Characteristics

C — Collaboration & Communication

CSF — Clear & Shared Focus

HSE — High Standards &

Expectations

EL — Effective Leadership

SLE — Supportive Learning

Environment

PCI — Parent & Community

Involvement

 $\ensuremath{\mathsf{MTL}}-\ensuremath{\mathsf{Monitoring}}$ of Teaching &

Learning

