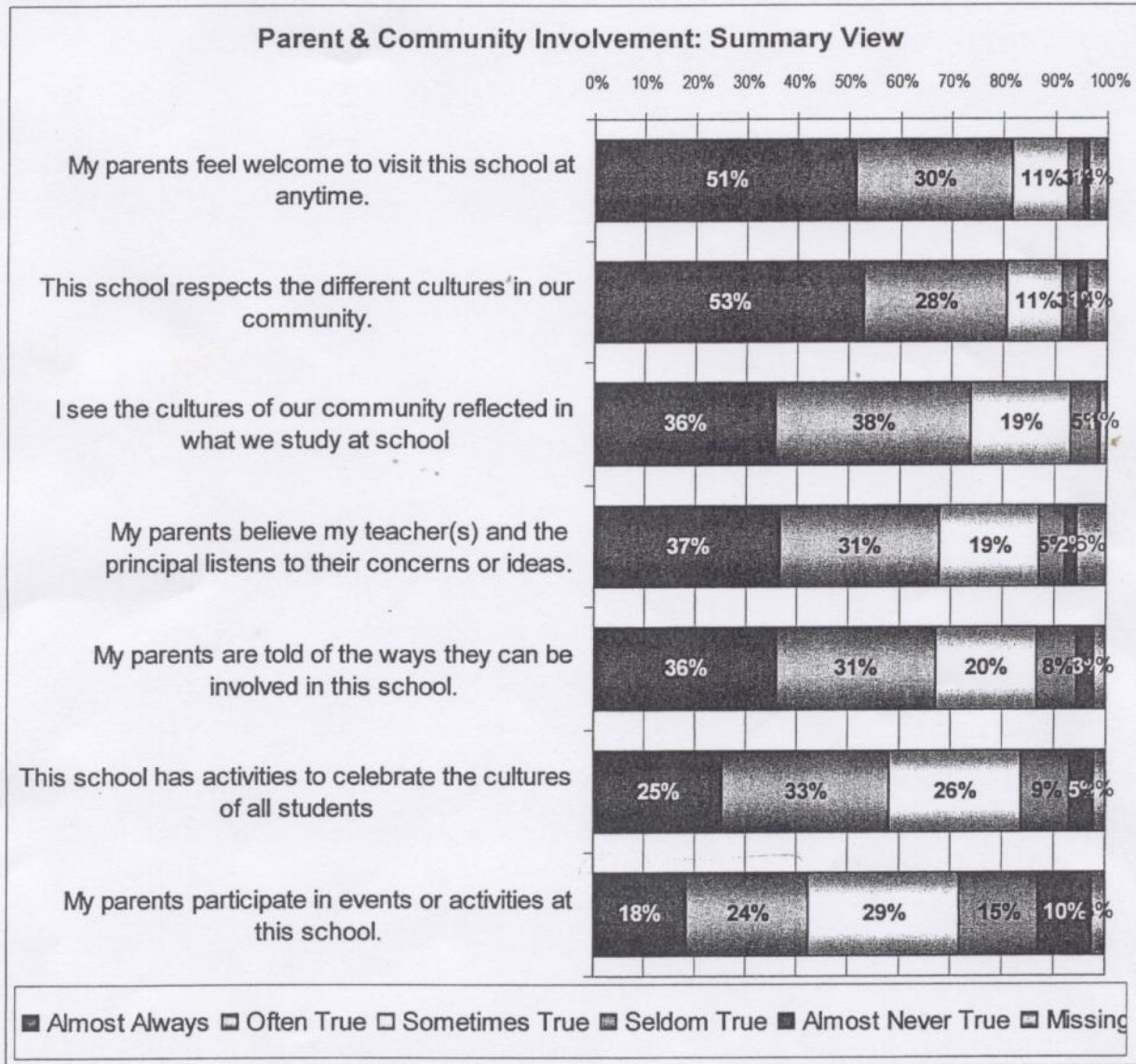


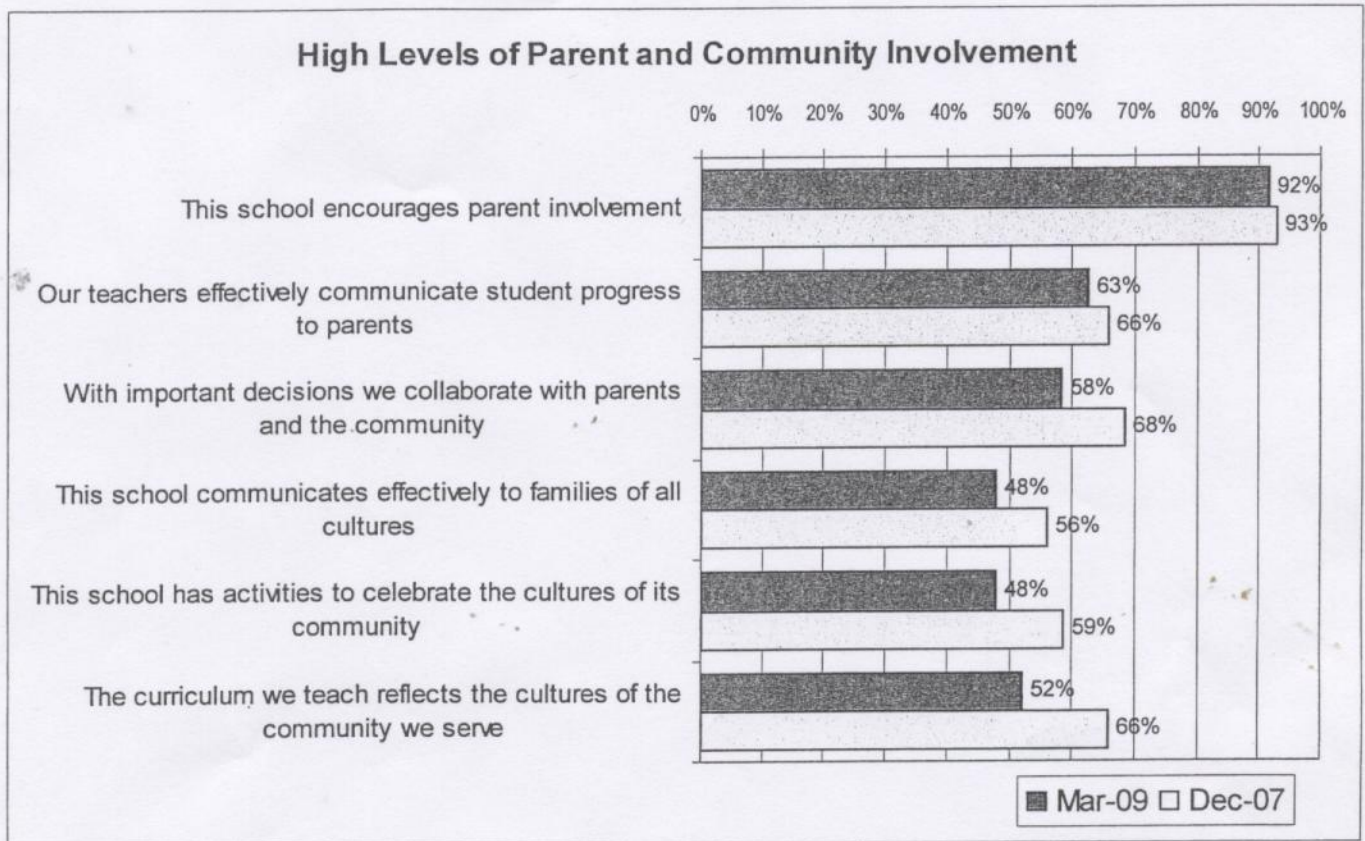
Parent and Community Involvement

High Levels of Parent and Community Involvement: There is a sense that all educational stakeholders have a responsibility to educate students, not just the teachers and staff in schools. Parents, as well as businesses, social service agencies, and community colleges/universities all play a vital role in this effort. It is essential that parents be informed and involved in decision-making to support their student's educational experience.



- Both parent and student involvement and perspective are essential in the improvement process. Both groups need clarity of vision and expectations and to be asked for their support.
- How will you involve students in the process of accessing and involving their parents?

Comparison: Parent & Community Involvement

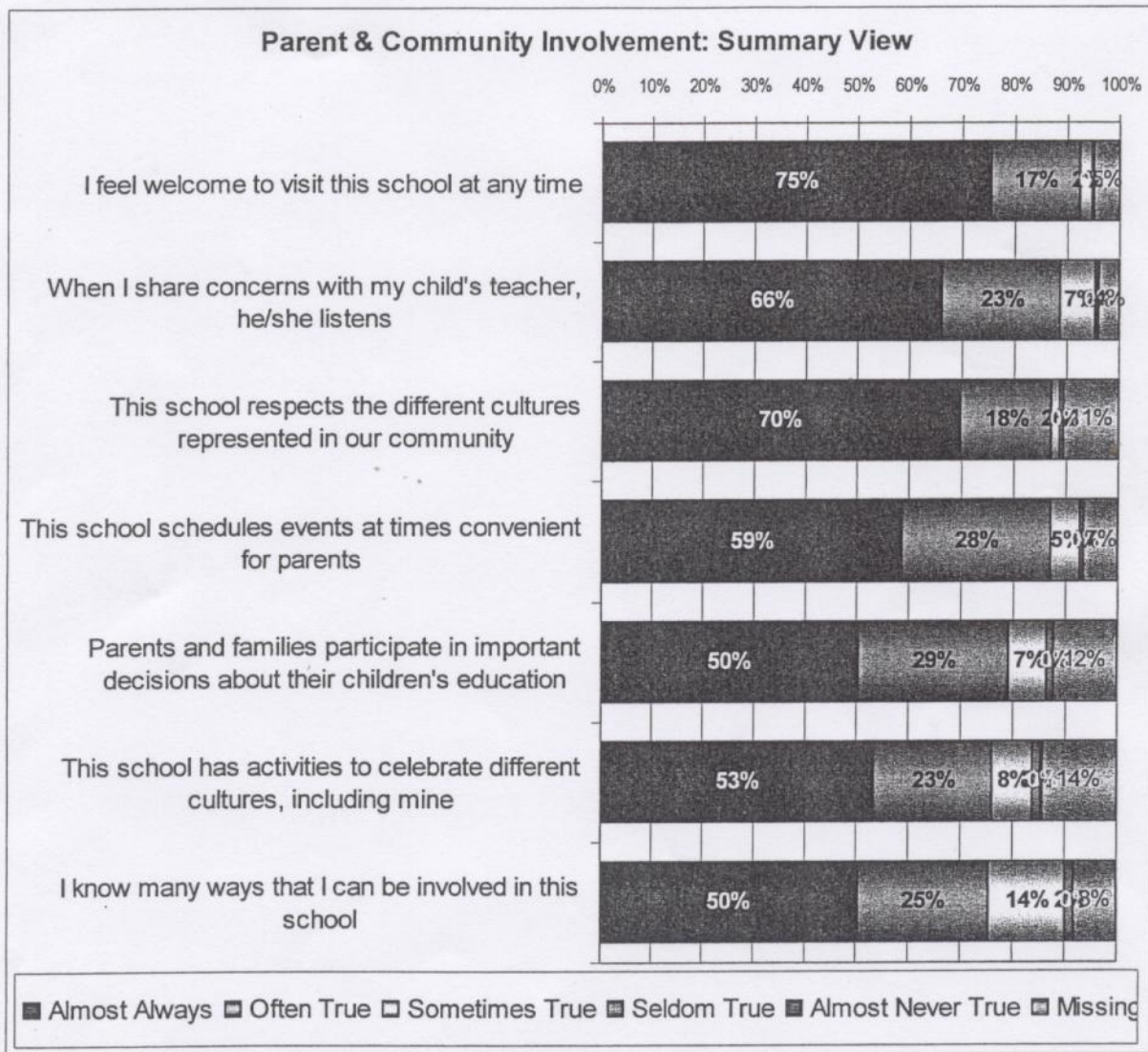


Mar-09	N=	48
Dec-07	N=	41

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Parent and Community Involvement

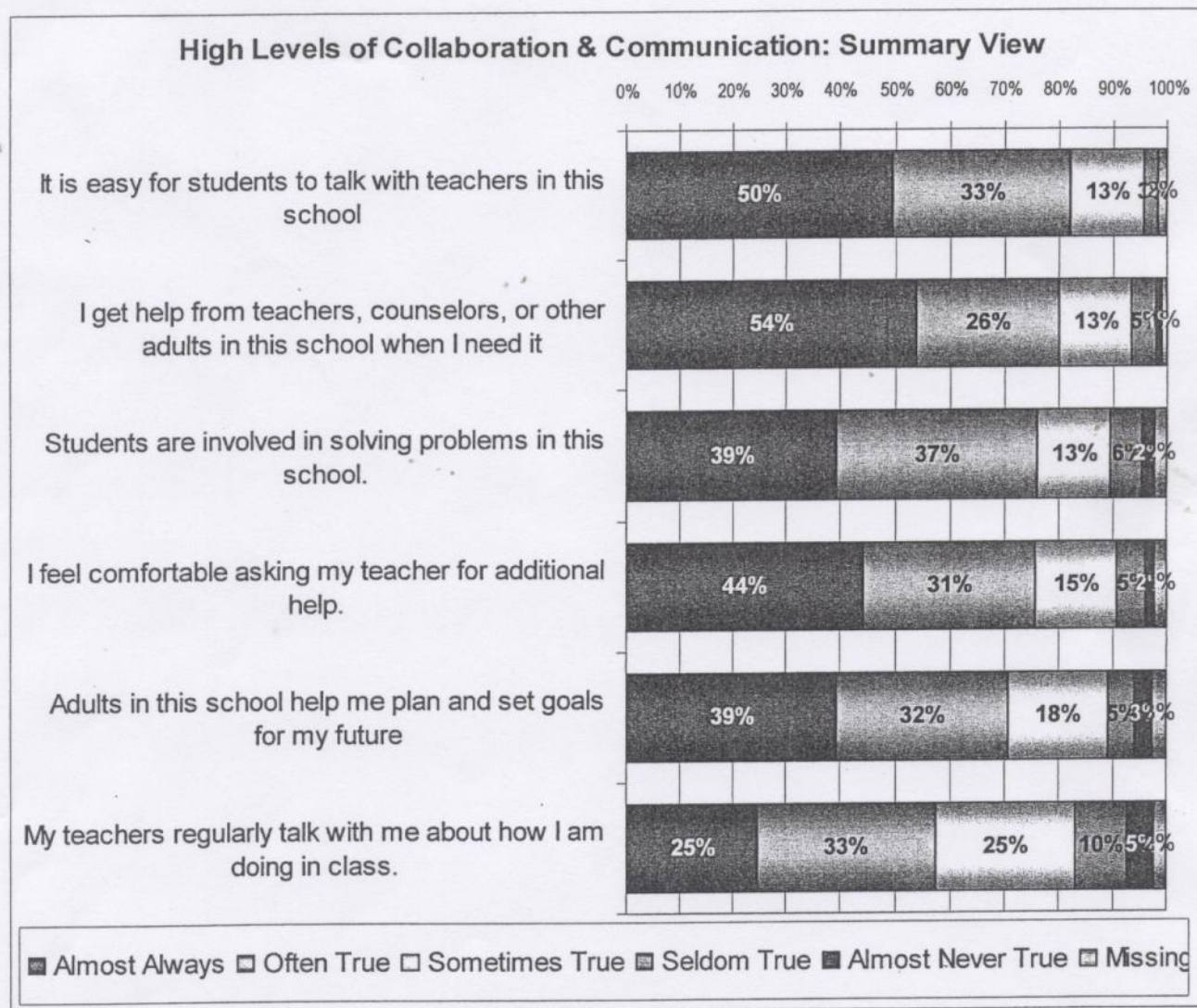
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- Parents are the "tipping point" for increased student achievement – extend clarity of vision and expectations to them and ask for their support
- Involve parents in the process – not just after the fact.

High Levels of Collaboration & Communication

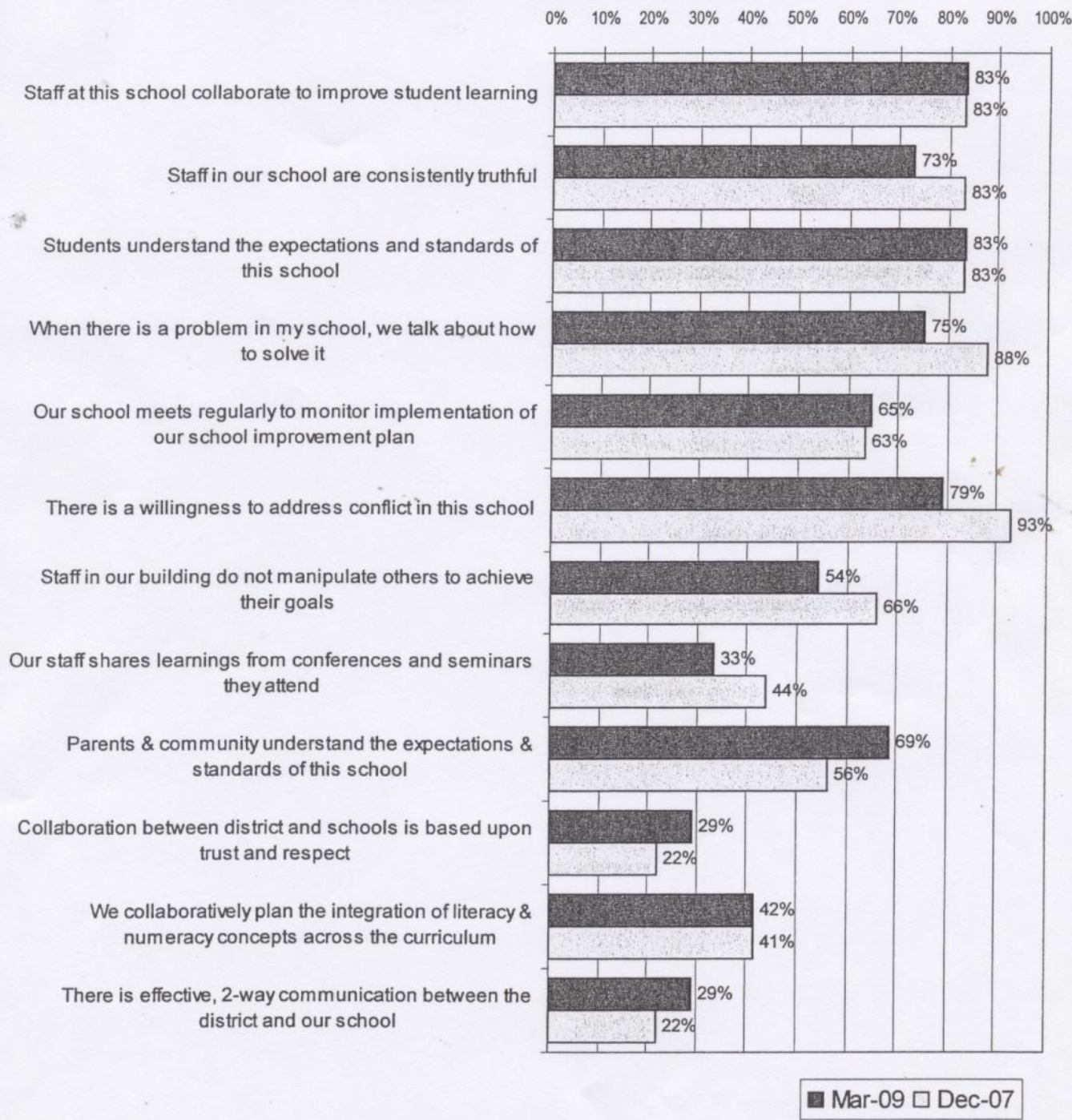
High Levels of Collaboration and Communication: There is constant collaboration and communication between and among teachers of all grades. Everybody is involved and connected, including parents and members of the community, to solve problems and create solutions.



- Communication is the essential vehicle for effective, sustained change
- Collaboration is the only way you will get everything done that is being asked and required of you today

Comparison: Collaboration & Communication

High Levels of Collaboration and Communication

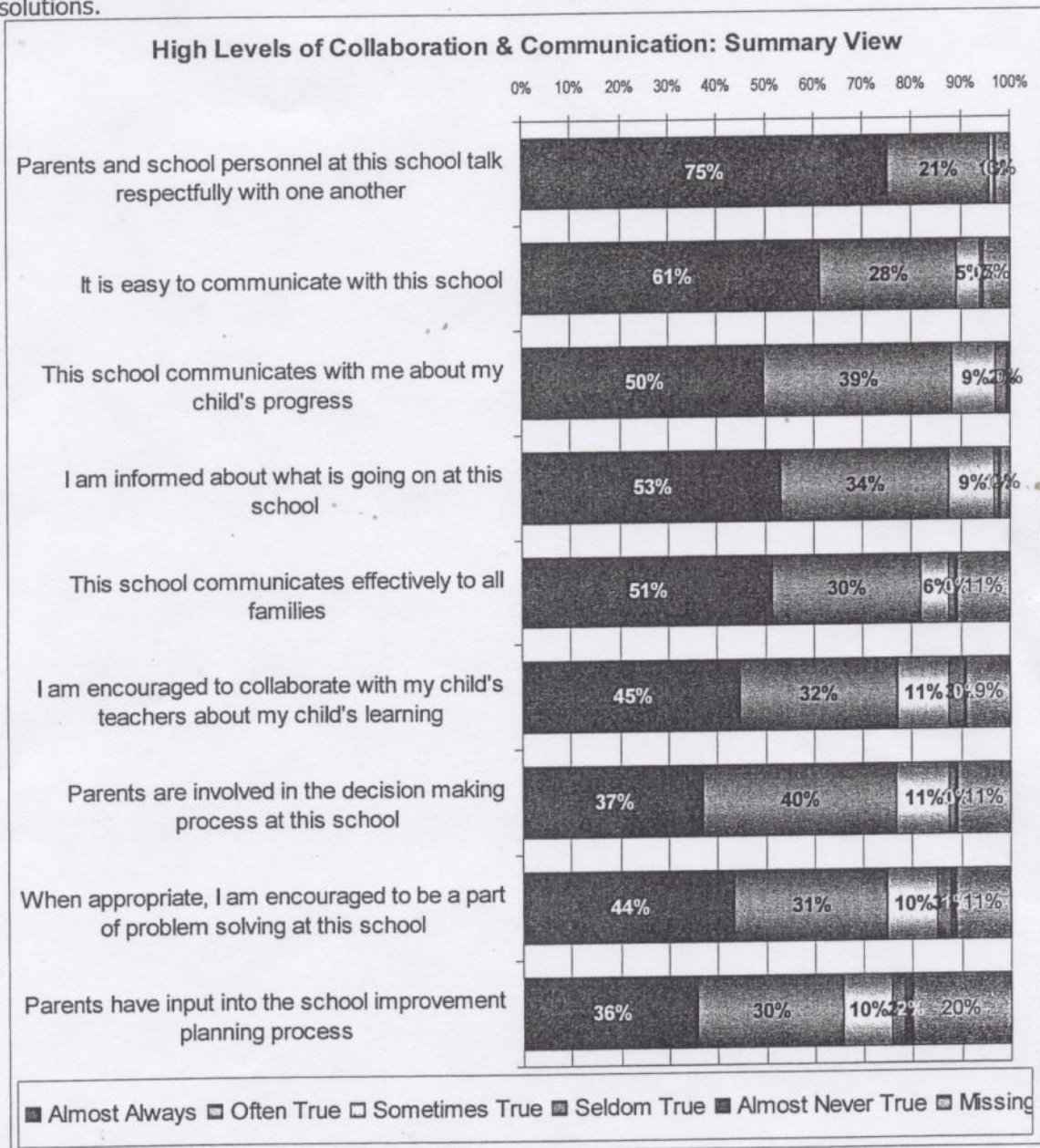


Mar-09	N=	48
Dec-07	N=	41

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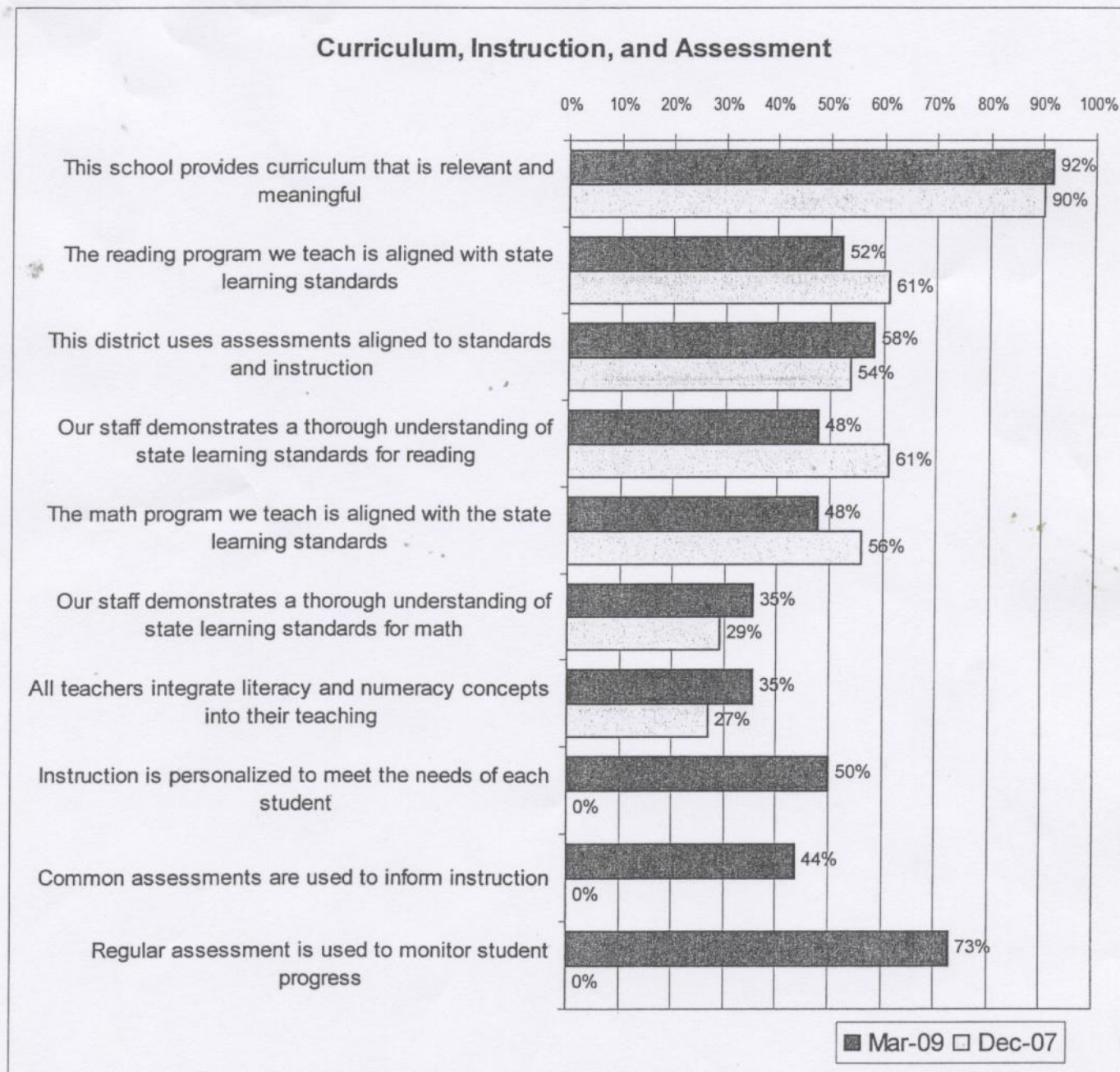
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Comparison: Curriculum, Instruction, and Assessment



Note: EES v9.0 contains new items that appear blank in comparisons with older versions.

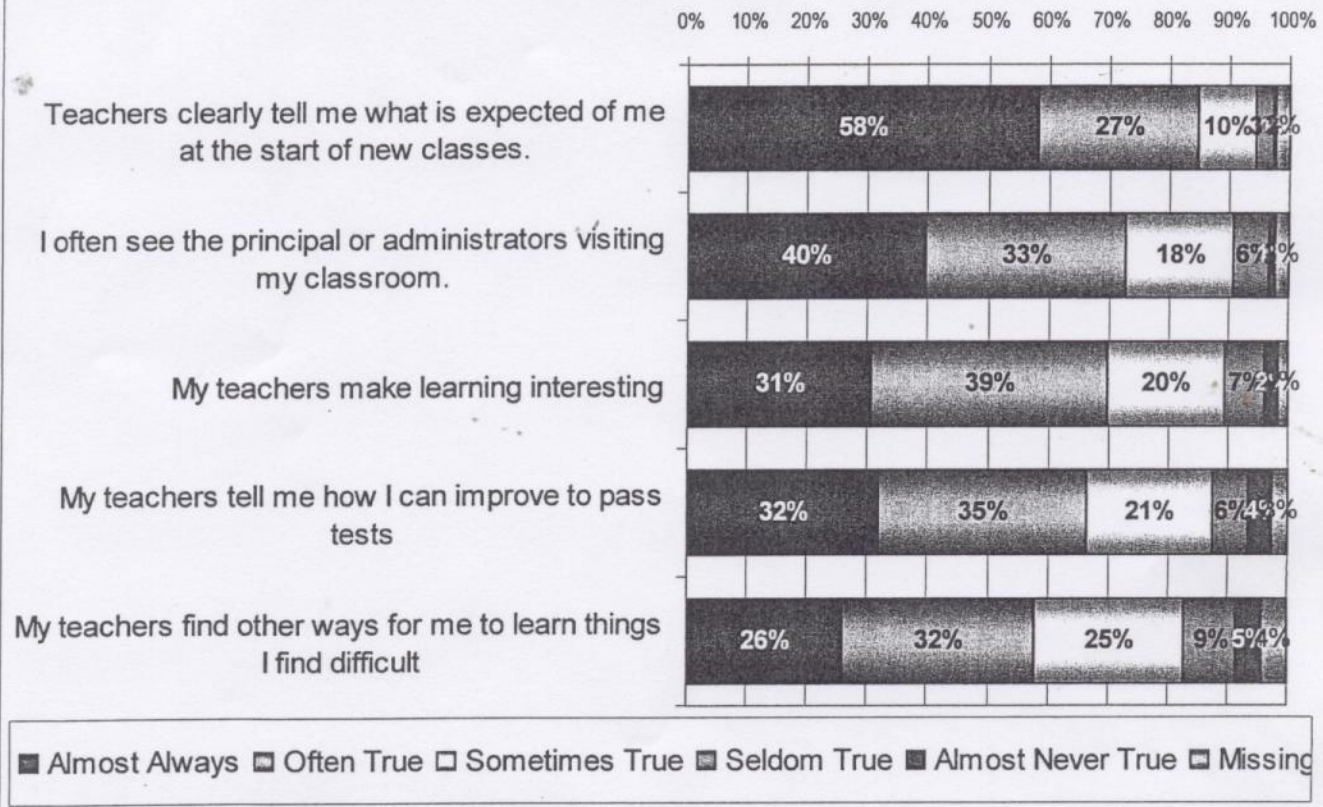
Mar-09	N=	48
Dec-07	N=	41

Cross-Tab: 16

Frequent Monitoring of Teaching and Learning

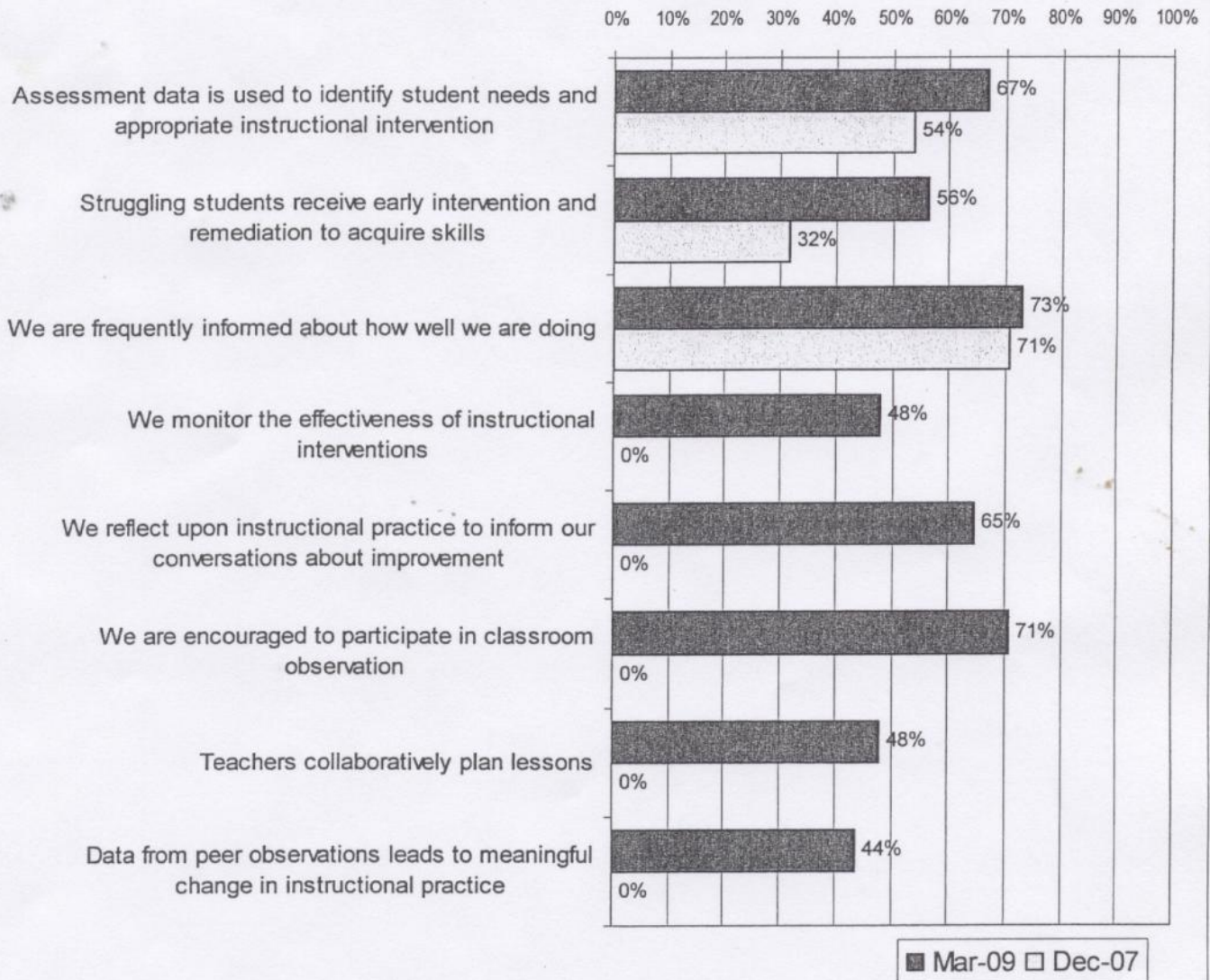
Monitoring of Teaching and Learning: Teaching and learning are continually adjusted based on frequent monitoring of student progress and needs. A variety of assessment procedures are used. The results of the assessment are used to improve student performances and also improve the instructional program.

Monitoring of Teaching & Learning: Summary View



Comparison: Monitor Teaching & Learning

Monitoring of Teaching & Learning



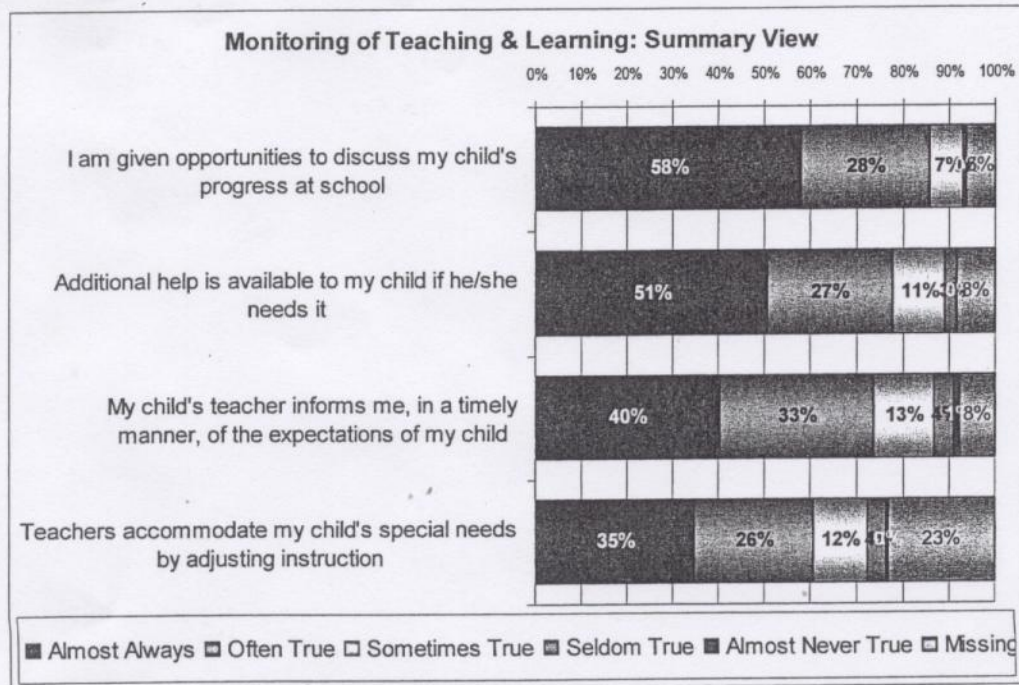
Note: EES v9.0 contains new items that appear blank in comparisons with older versions.

Mar-09	N=	48
Dec-07	N=	41

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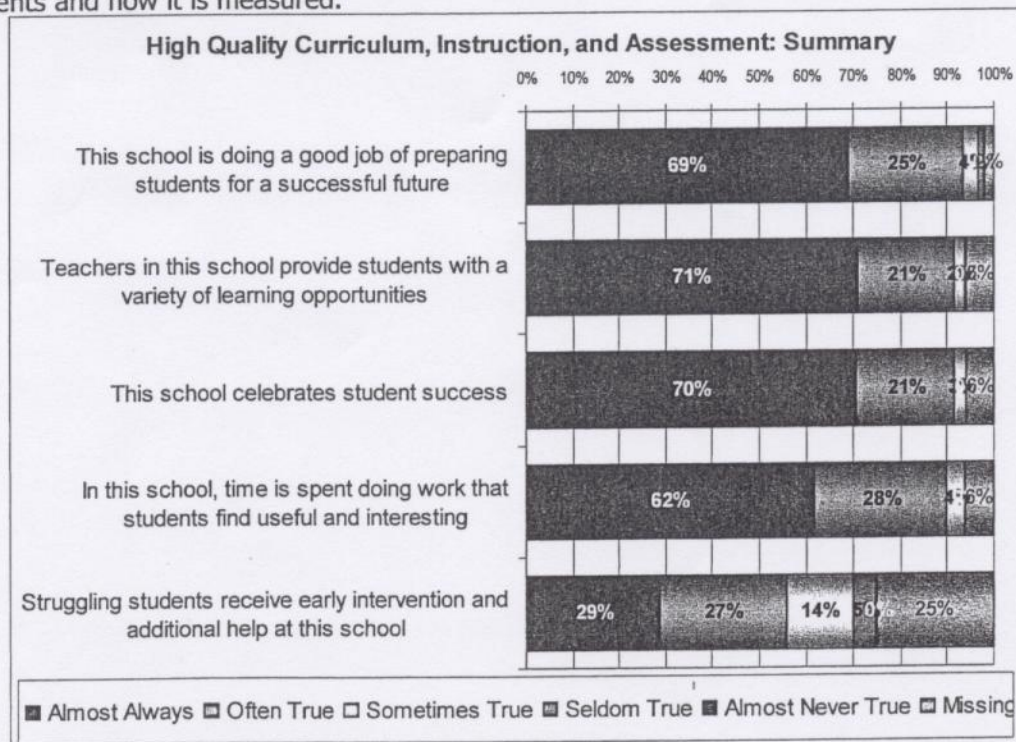
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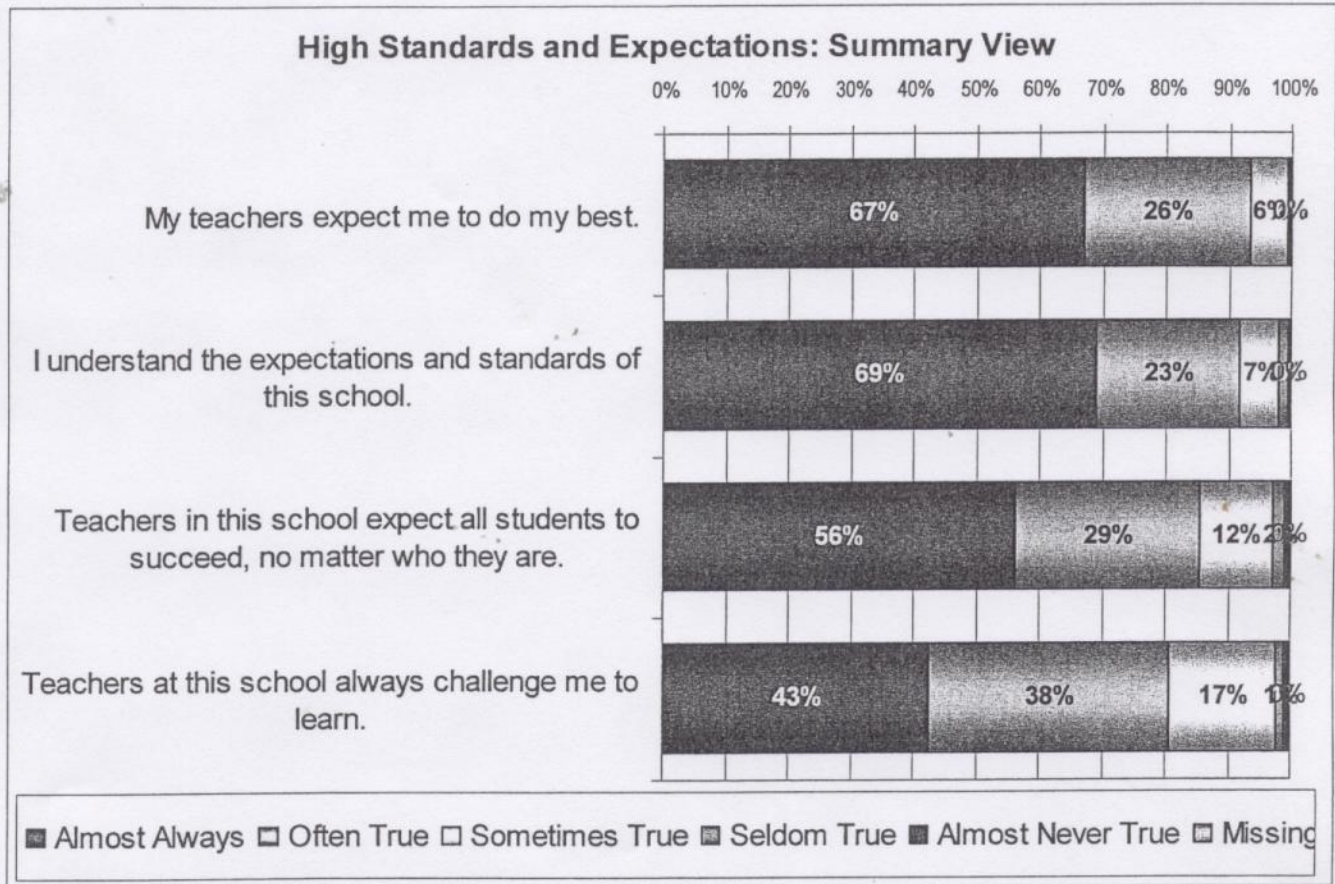
Curriculum, Instruction, and Assessment Aligned with Standards

Curriculum, Instruction and Assessment Aligned with Standards: Curriculum is aligned with the state standards for learning. Research-based materials and teaching and learning strategies are implemented. There is a clear understanding of the assessment system, what is measured in various assessments and how it is measured.



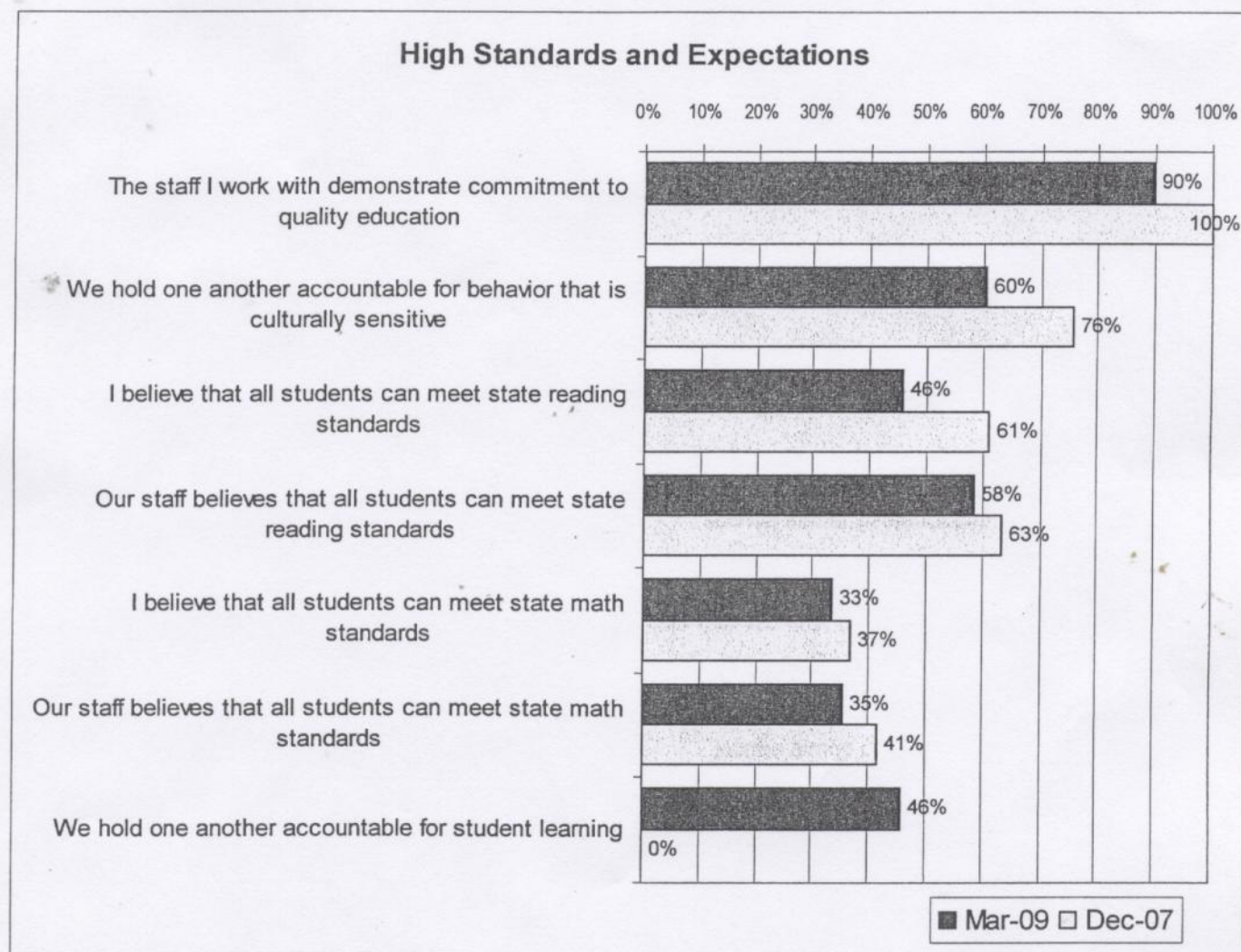
High Standards and Expectations

High Standards and Expectations: Teachers and staff believe all students can learn and that they can teach all students. There is a recognition of barriers for some students to overcome, but the barriers are not insurmountable. Students become engaged in an ambitious and rigorous course of study.



- Evidenced in our behavior – what we say and do conveys our expectations and standards
- Always apply the building or district context to the question “there are a large number of qualified applicants per opening here.”

Comparison: High Standards & Expectations



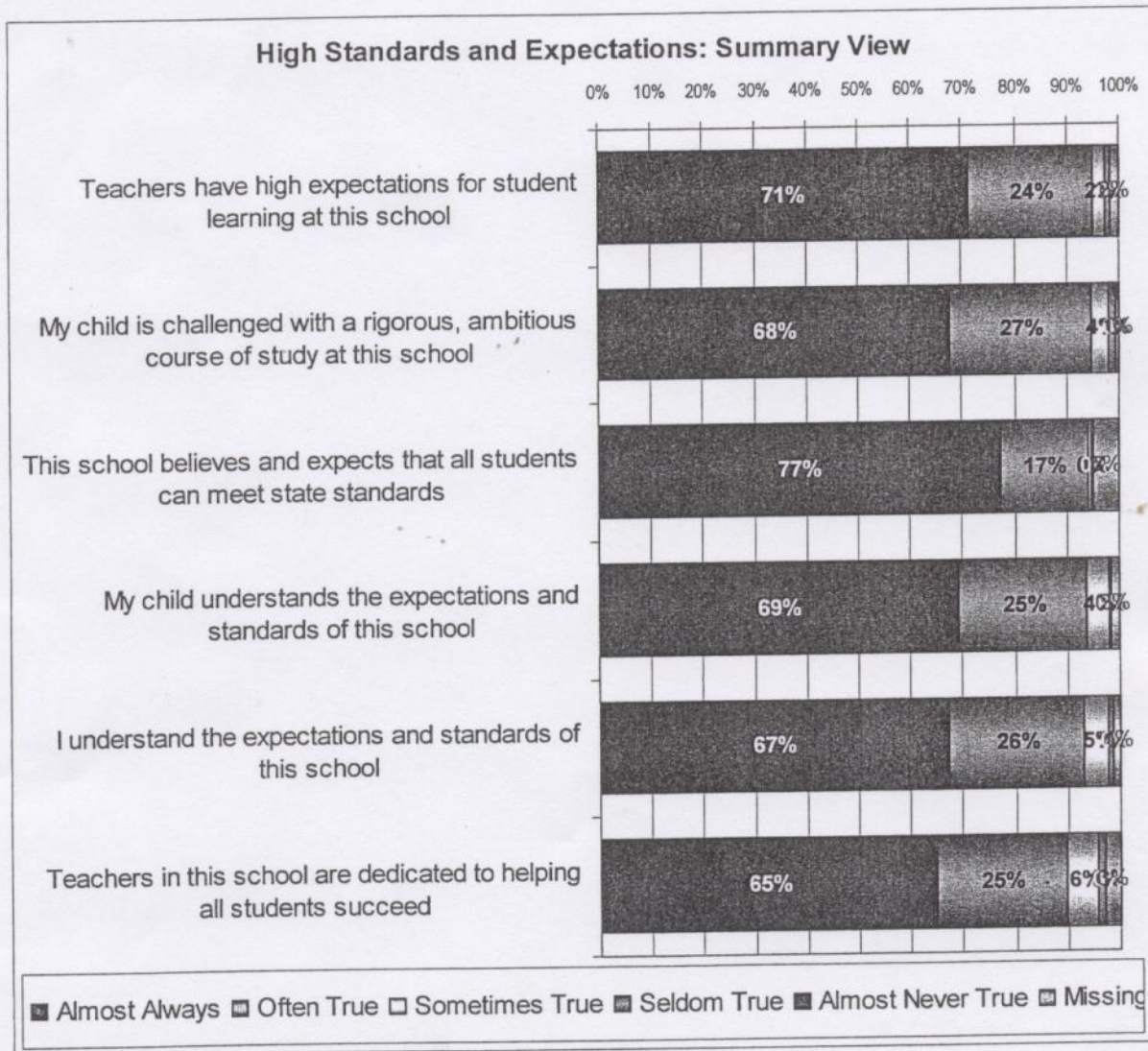
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Mar-09	N=	48
Dec-07	N=	41

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High Standards and Expectations

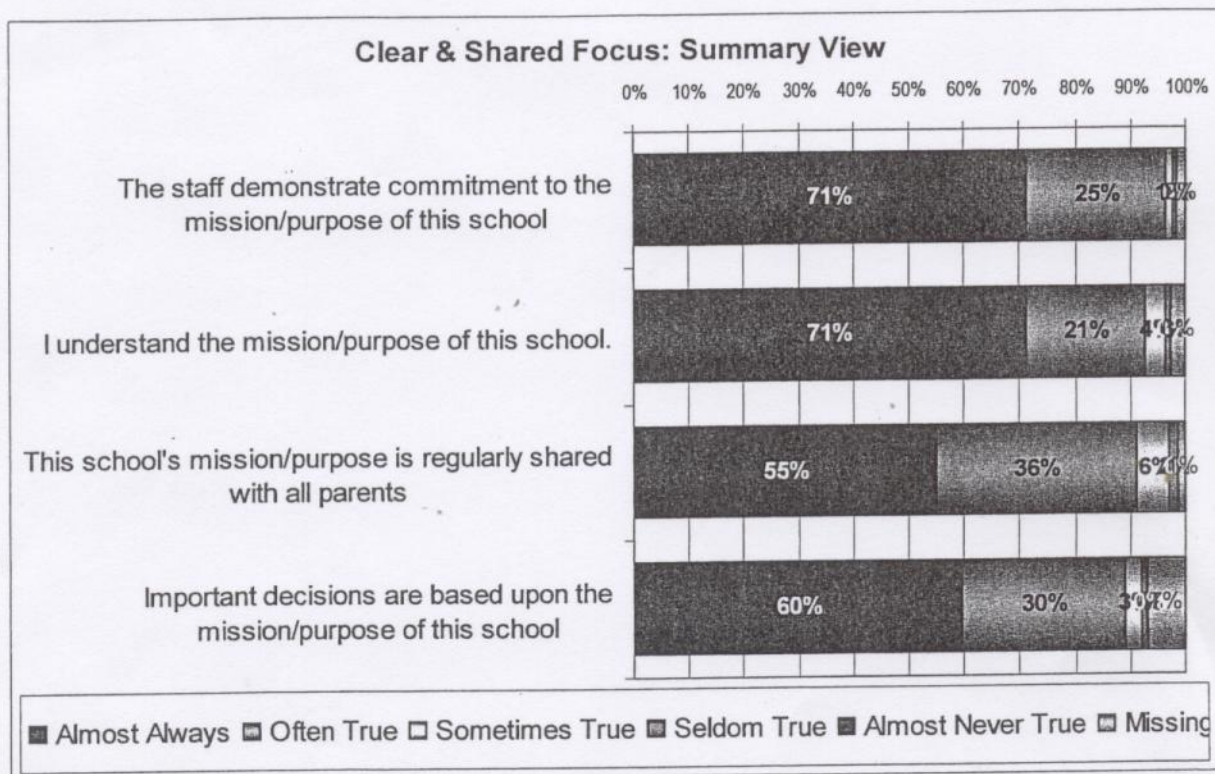
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Clear and Shared Focus

Clear & Shared Mission/Vision: Everybody knows where they are going and why. The vision is shared, everybody is involved and all understand their roles in achieving the vision. The vision is developed from common beliefs and values, creating a consistent focus.

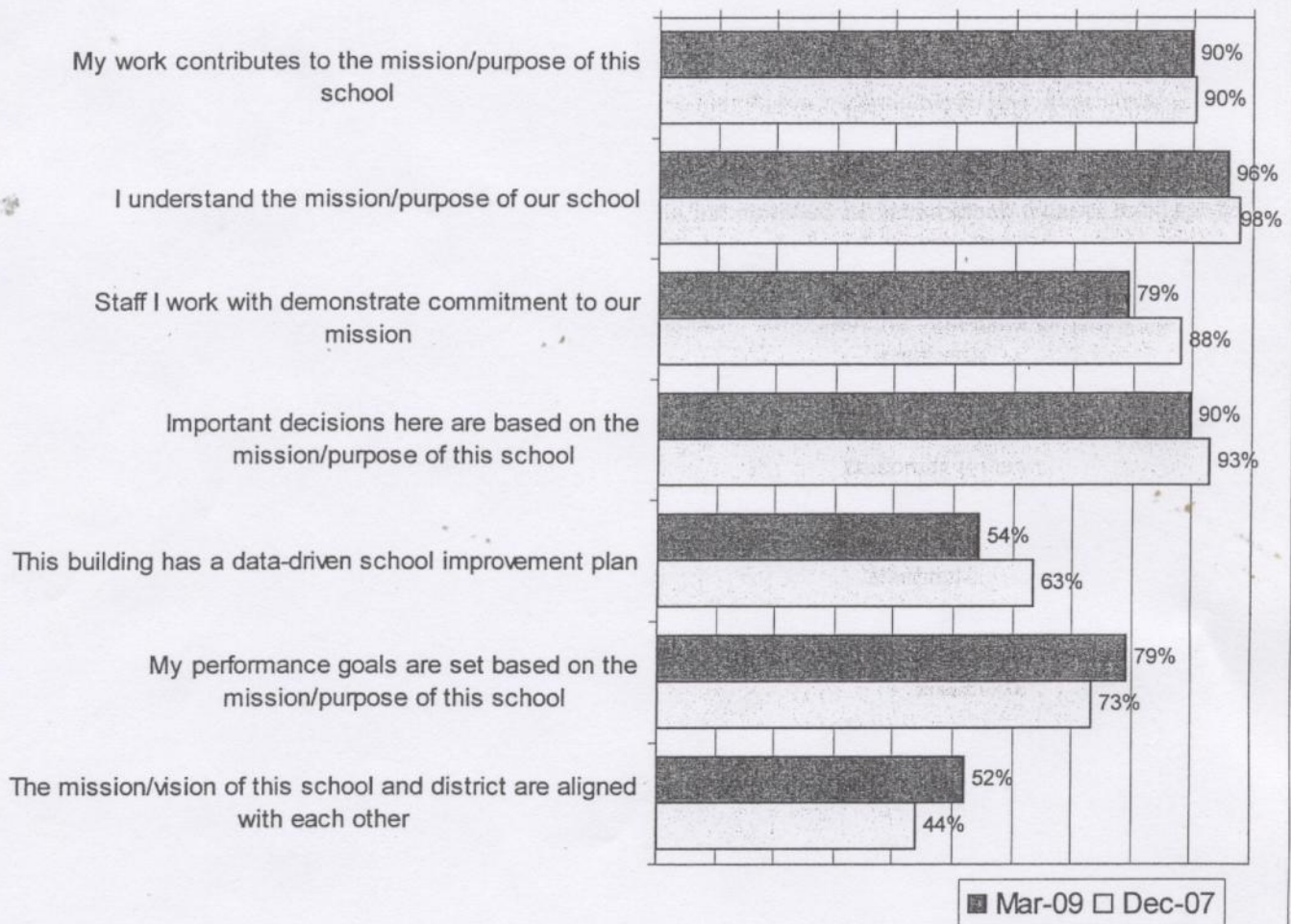


- Are you all on the same train, headed to the same place?
- Do your decisions and conversations all echo the same vision/mission?
- You have to have a destination if you are ever going to get there!

Comparison: Clear & Shared Focus

Clear & Shared Focus

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%



Mar-09	N=	48
Dec-07	N=	41

Cross-Tab: 7

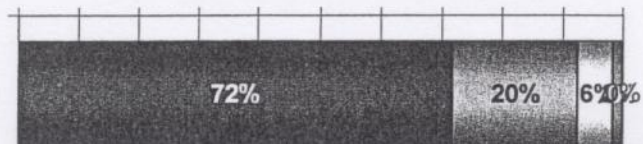
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Clear & Shared Focus: Summary View

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

I understand the mission/purpose of this school.



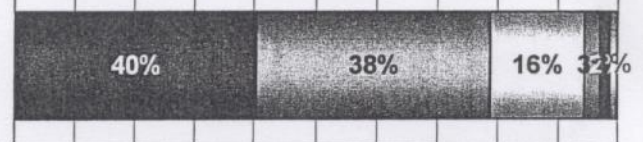
My teachers believe student learning is important.



This school is doing a good job of preparing me to succeed in my life



Students are involved in decisions about things that affect them in this school.

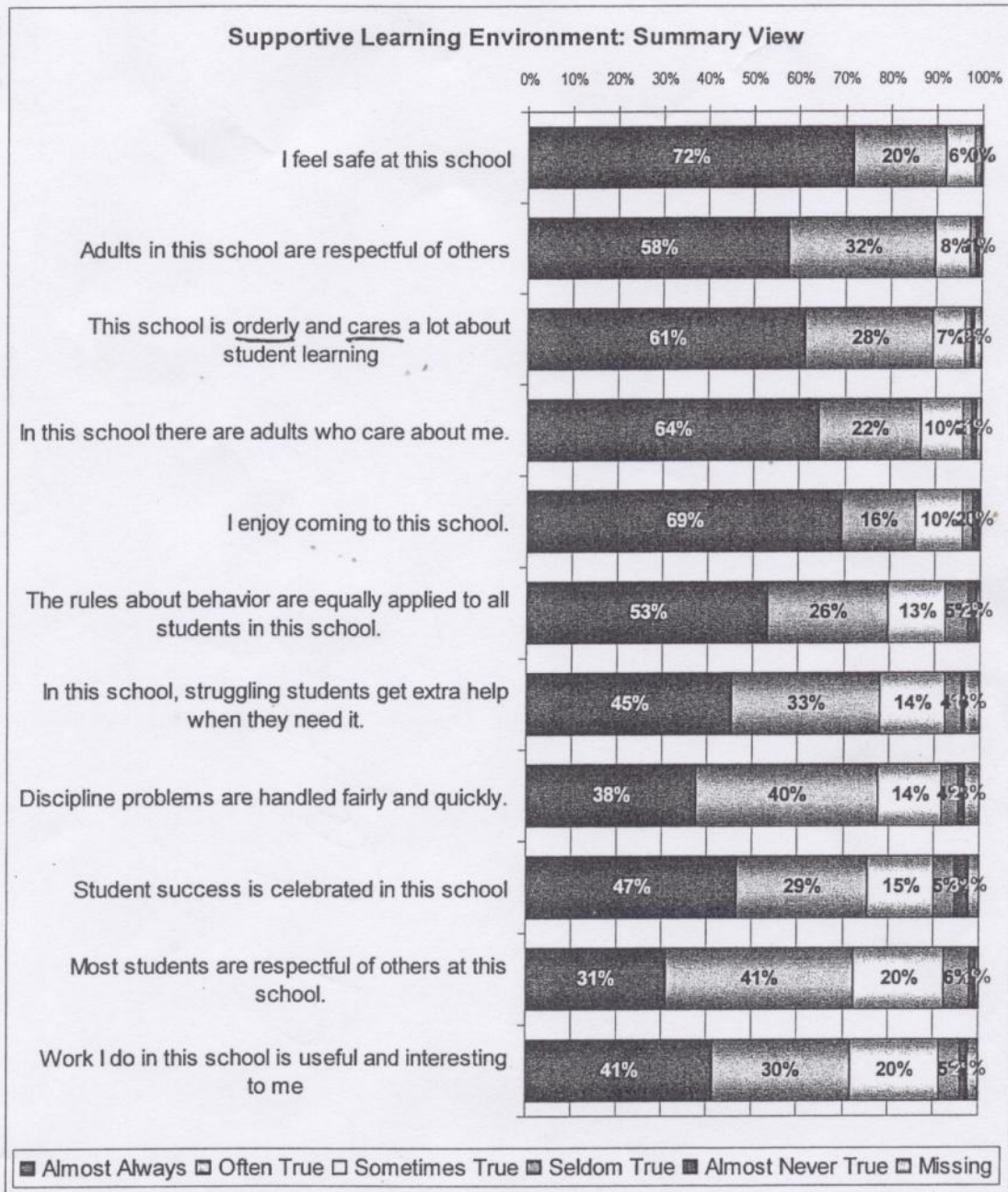


■ Almost Always ■ Often True □ Sometimes True ■ Seldom True ■ Almost Never True ■ Missing

- Are you all on the same train, headed to the same place?
- Do your decisions and conversations all echo the same vision/mission?
- You have to have a destination if you are ever going to get there!

Supportive Learning Environment

Supportive Learning Environment: The school has a safe, civil, healthy and intellectually stimulating learning environment. Staff feel supported, respected and valued and students feel respected and connected with the staff, and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.



- Do we support our colleagues?
- Do we encourage one another to continue to grow professionally?
- Do we have professional conversations with one another?
- Are we encouraging of parents and students?
- Is the environment in this school one of learning and high expectations?

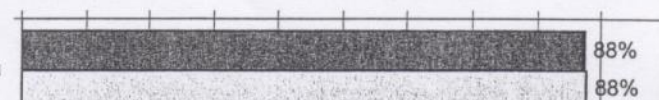
Comparison: Supportive Learning Environment

(Continued on next page)

Supportive Learning Environment (Chart 1 of 2)

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

There are people here who care about me as a person



Our staff can count on one another for help when needed



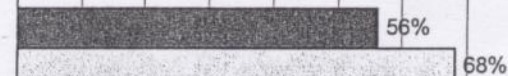
This school is orderly and supports learning



There is someone at work that I confide in



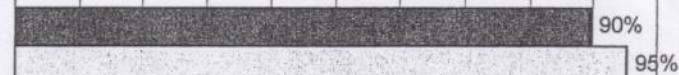
I have a good or best friend at work



Staff in this school can depend on one another



I am encouraged to learn and grow in my school



Our staff will "go the extra mile" for others



■ Mar-09 □ Dec-07

Mar-09	N=	48
Dec-07	N=	41

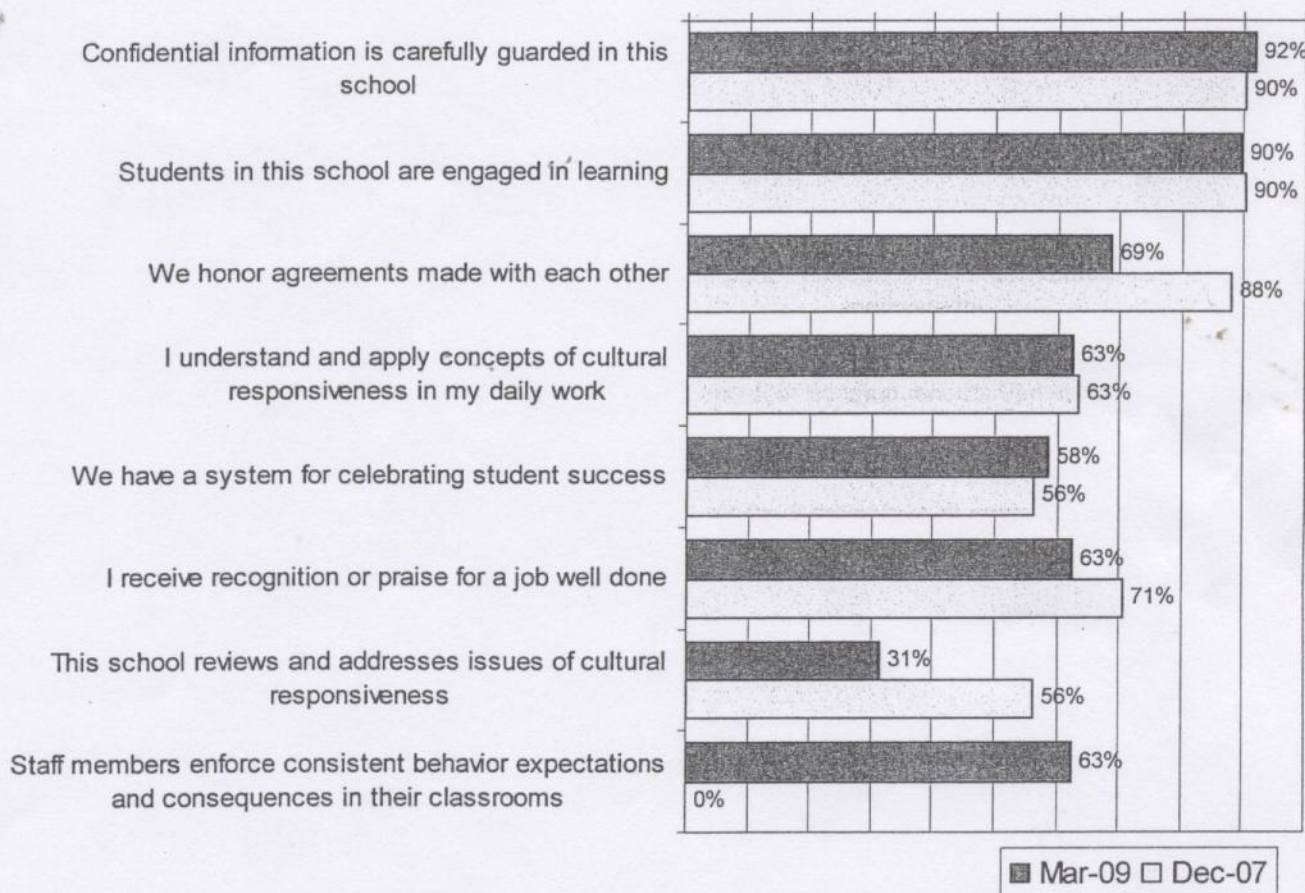
Cross-Tab: 12

Comparison: Supportive Learning Environment

(Continued from previous page)

Supportive Learning Environment (Chart 2 of 2)

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%



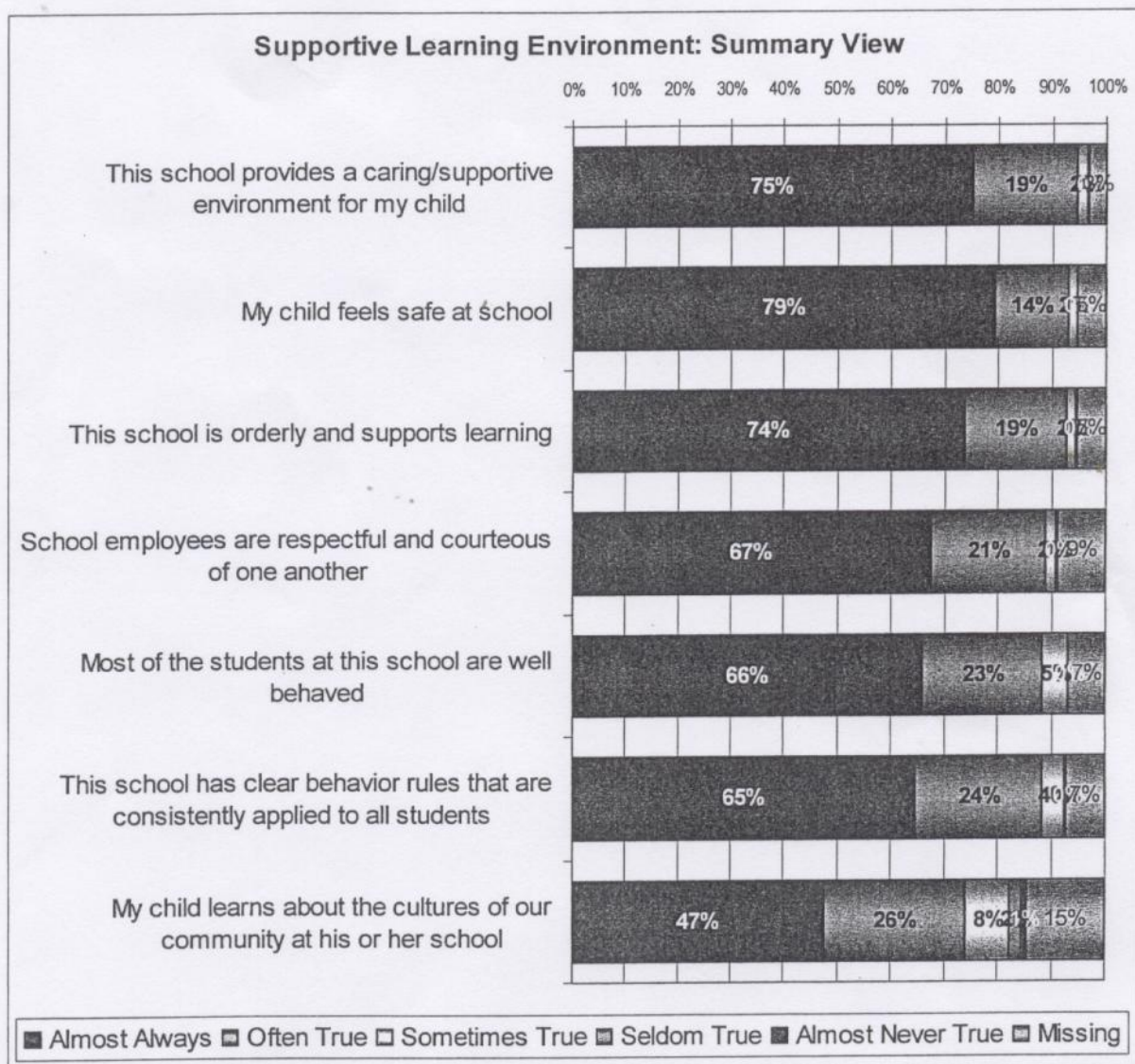
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Mar-09	N=	48
Dec-07	N=	41

Cross-Tab: 13

Supportive Learning Environment

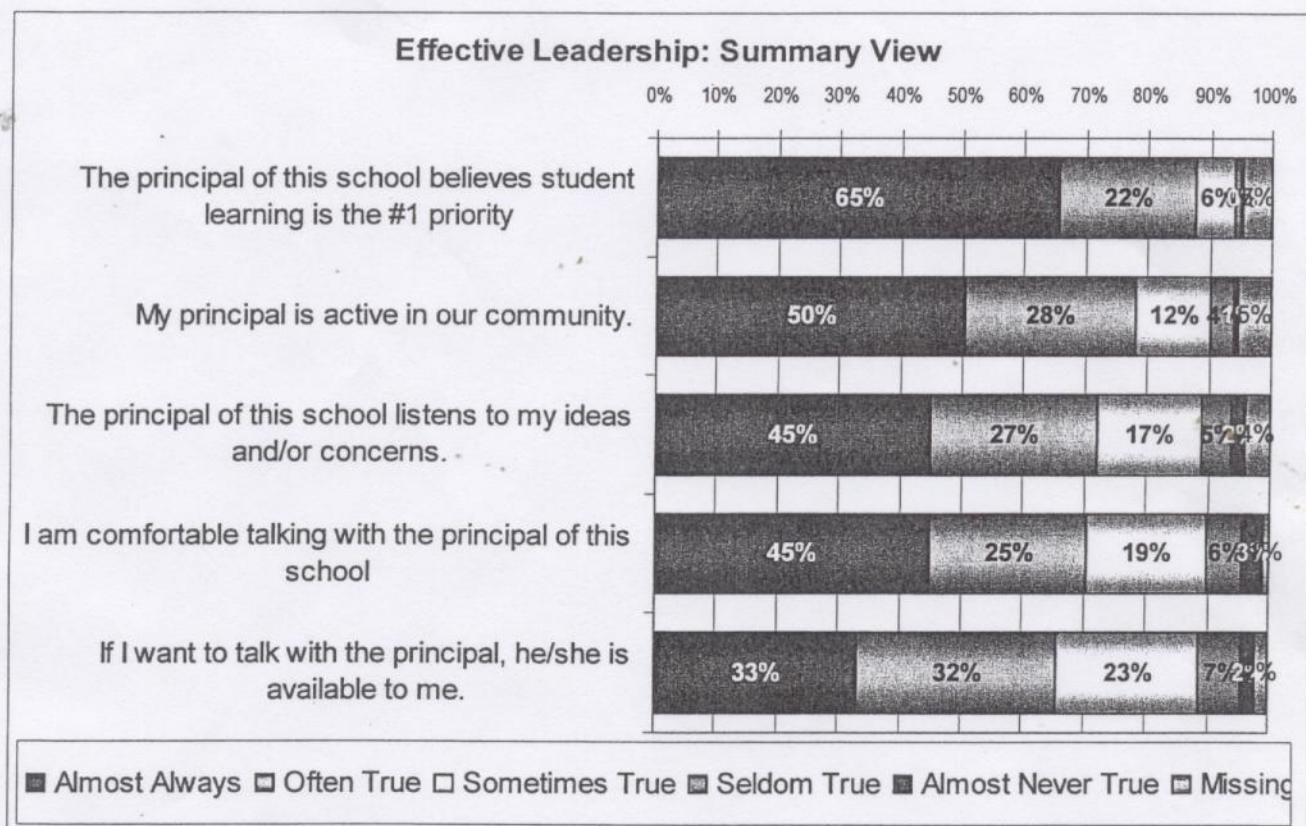
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Effective Leadership

Effective School Leadership: Effective leadership is required to implement change processes within the school. This leadership takes many forms. Principals often play this role, but so do teachers and other staff, including those in the district office. Effective leaders advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.

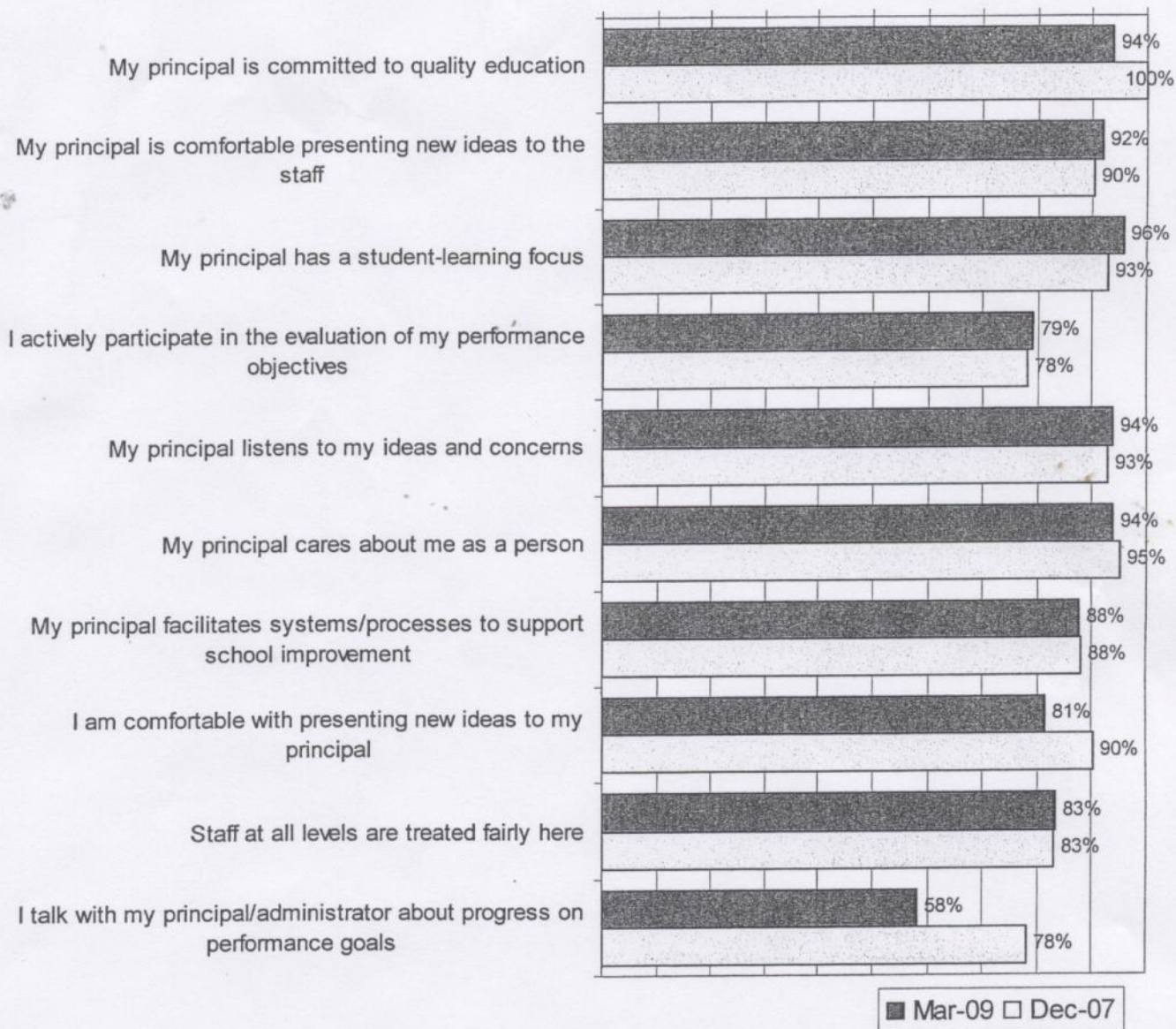


- Leadership keeps you on track
- Leadership has vision around the corner – they know what is coming and what you need to be prepared for it
- Leadership sets an example
- Your school improvement plan must be able to survive leaders coming and leaving your school

Comparison: Effective Leadership

Effective Leadership

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

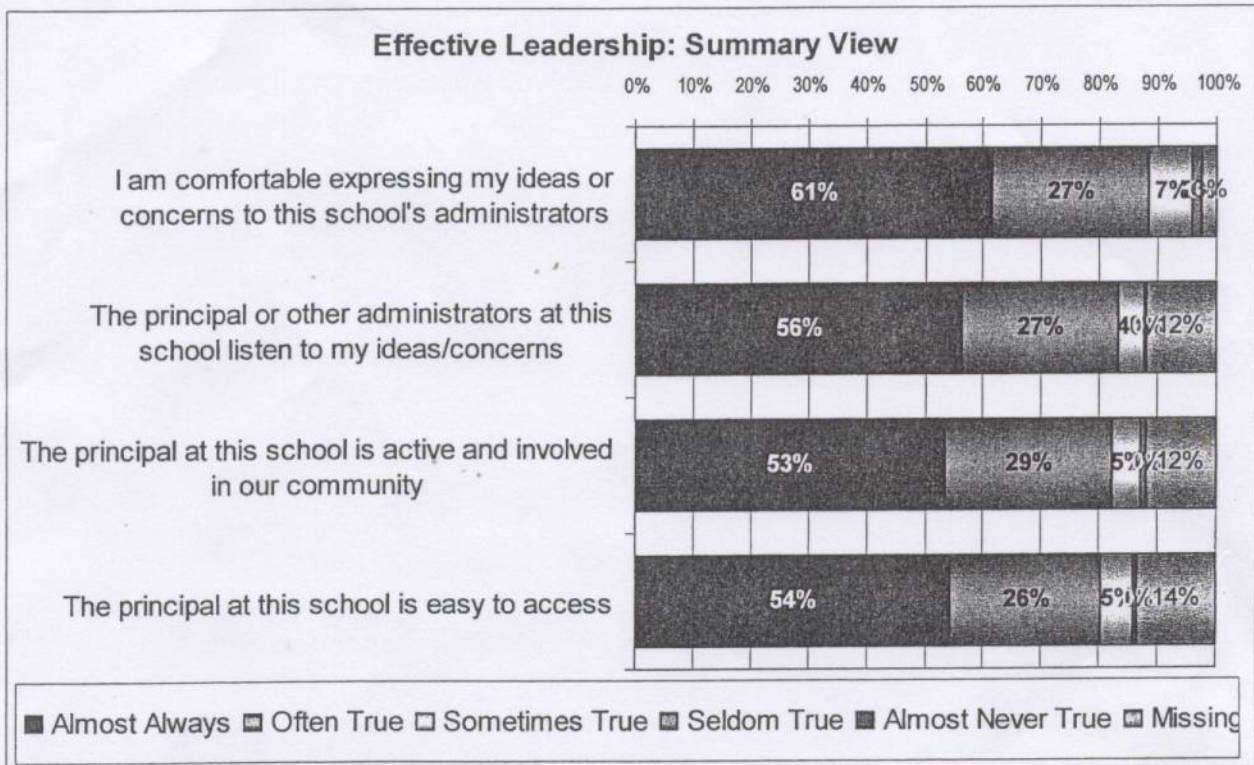


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Cross-Tab: 9

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