

Educational Effectiveness Survey™



Professional Learning Community Module

9 Characteristics of High Performing Schools

Staff Edition V11

Jefferson Elementary

Pullman Public Schools

2021

N=25

2023

N=22





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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Published by:

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Printed in the U.S.A.

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Better Data. Better Decisions. Better Schools.

Introduction

EES Staff Survey Research Framework

The Center for Educational Effectiveness brings together leading research to create the Educational Effectiveness Survey™ (EES)—a formative and diagnostic tool designed to stimulate and inform conversations for improvement within your organization. The research framework includes:

- Effective organizations
- Organizational trust
- Culturally responsive teaching
- District support for improvement
- Attributes of effective instructional practice

This report contains results from the survey you recently administered.

Survey Question Structure

Staff are asked to identify their position when they begin the survey. Instructional staff are shown all questions in the survey while non-instructional staff are shown a subset that omits instructional practice questions. This allows for deeper analysis of the survey data.

Readiness for Change

This is the starting point for interpreting your EES Staff data. CEE’s research into staff survey responses has shown these items or attributes to be foundational to organizational change. This section, with your unique charted data, is the first section in the report.

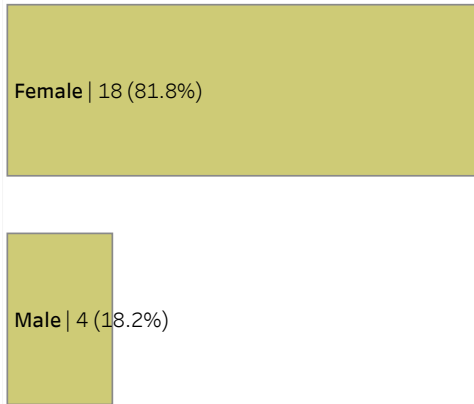
9 Characteristics of High-Performing Schools

While there is no single solution for all schools, research on effective schools identified common characteristics of high-performing schools. Successful schools engaged in improvement activities focus on these characteristics to create and improve the system(s) that ultimately increase student learning and achievement.

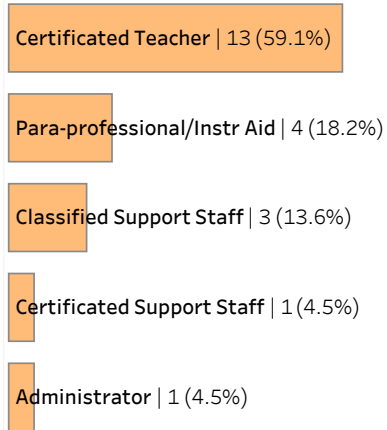


Demographics

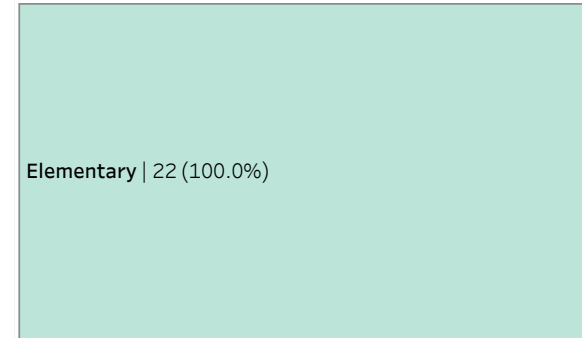
Gender



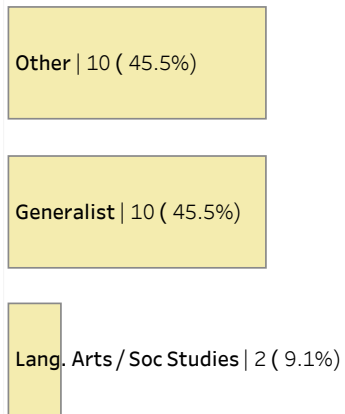
Position



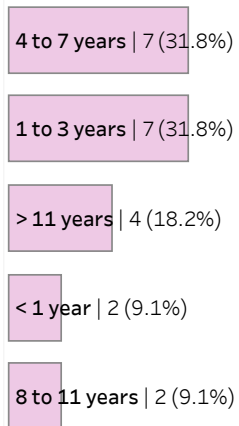
Level



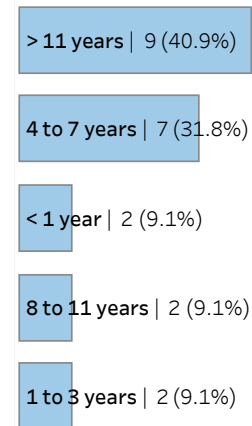
Department



School-Yrs of Service



Education-Yrs of Service

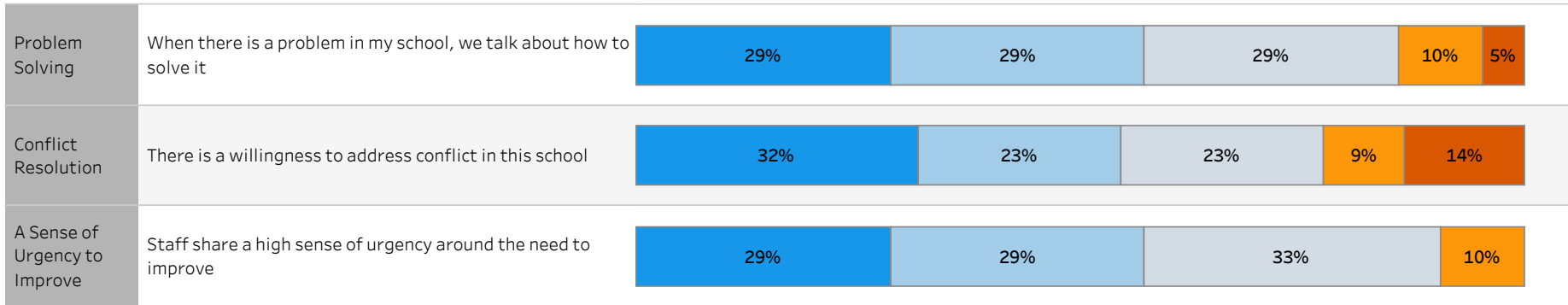


Readiness for Change

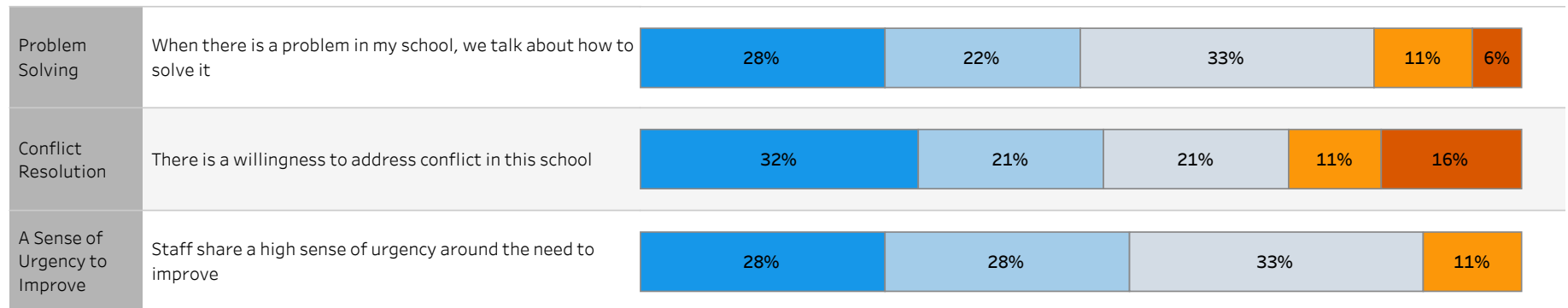
The charts below are data about your school staff, who must define, embrace, implement, and sustain change. If your staff believes there is a weakness in the problem-solving ability or in the ability to resolve conflict within this building, or does not see the urgency to improve, you must address those issues to successfully navigate and sustain change. The data contained within the EES will allow conversations about those and other issues to begin by using “the staff voice.”

You will find these data and the rest of the “readiness for change” data in the following report section.

All Staff



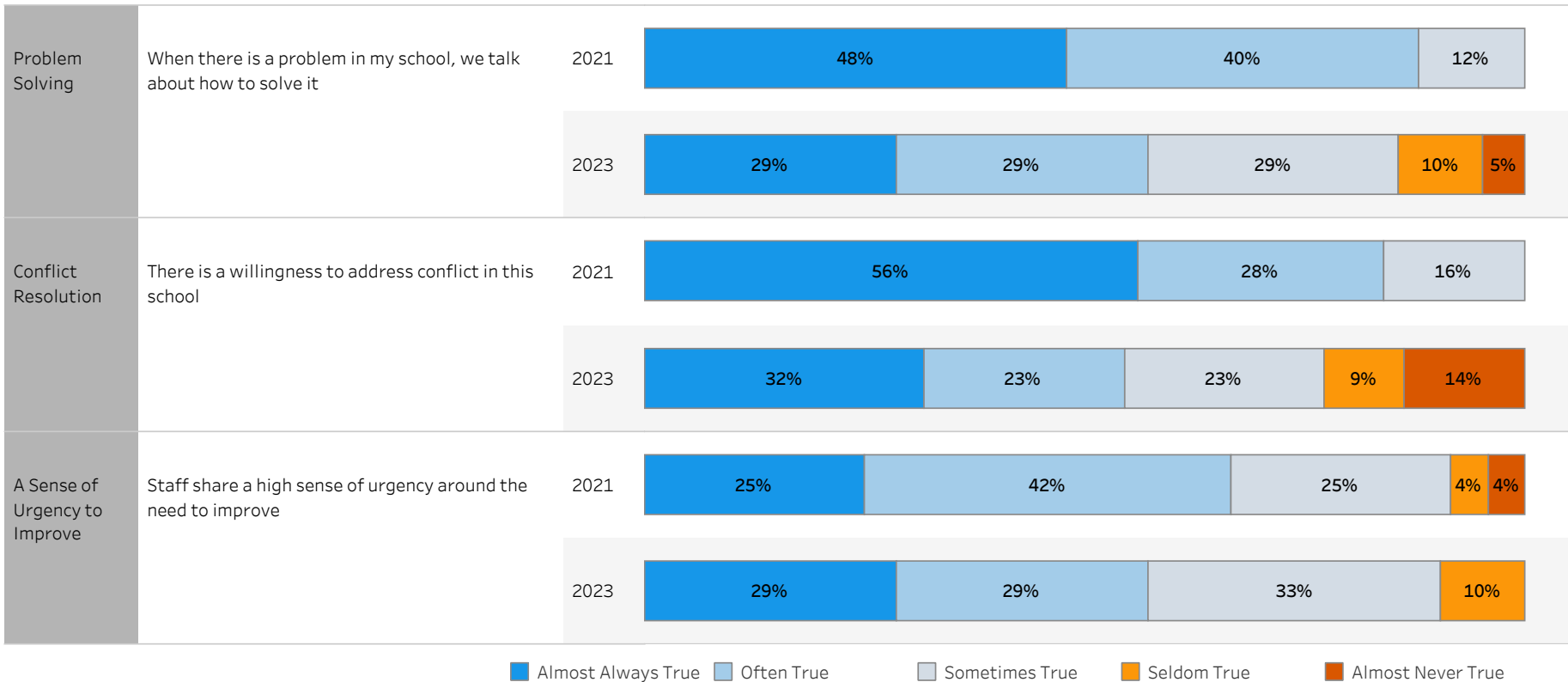
Instructional Staff



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

Readiness for Change—LONGITUDINAL

All Staff

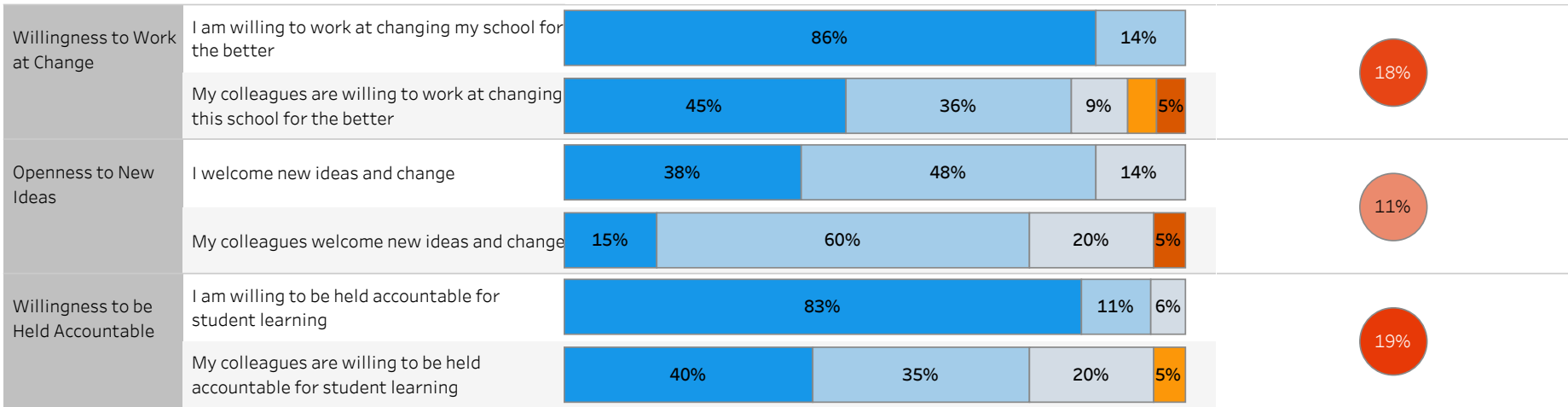


Readiness for Change—I vs. They Perspectives

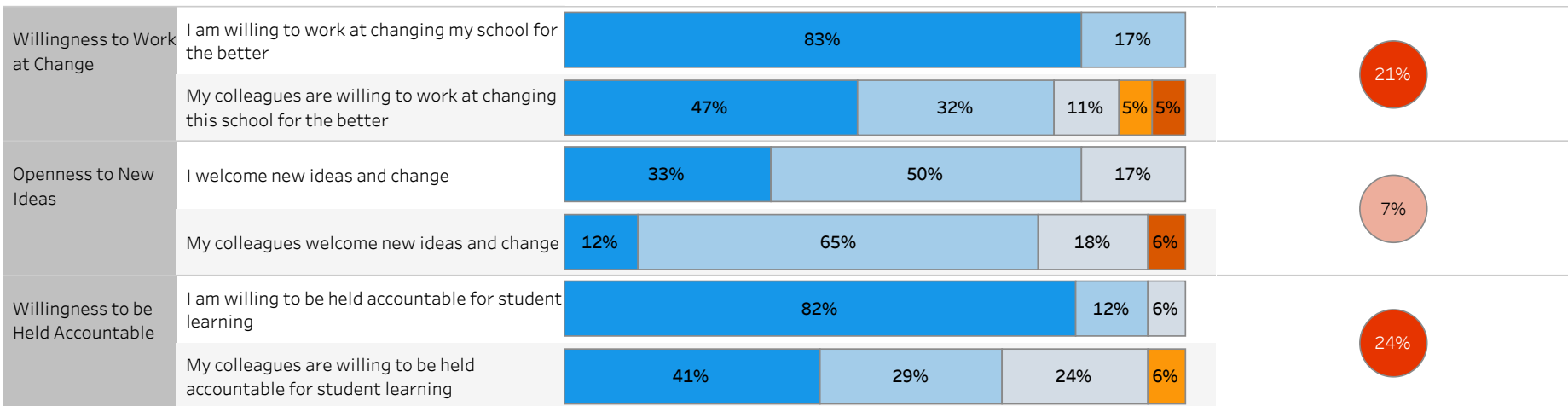
Gaps over 20% in elementary and over 25% in secondary should be investigated. Why do staff see different attitudes in their colleagues?

How large is the Gap between I vs. They?

All Staff

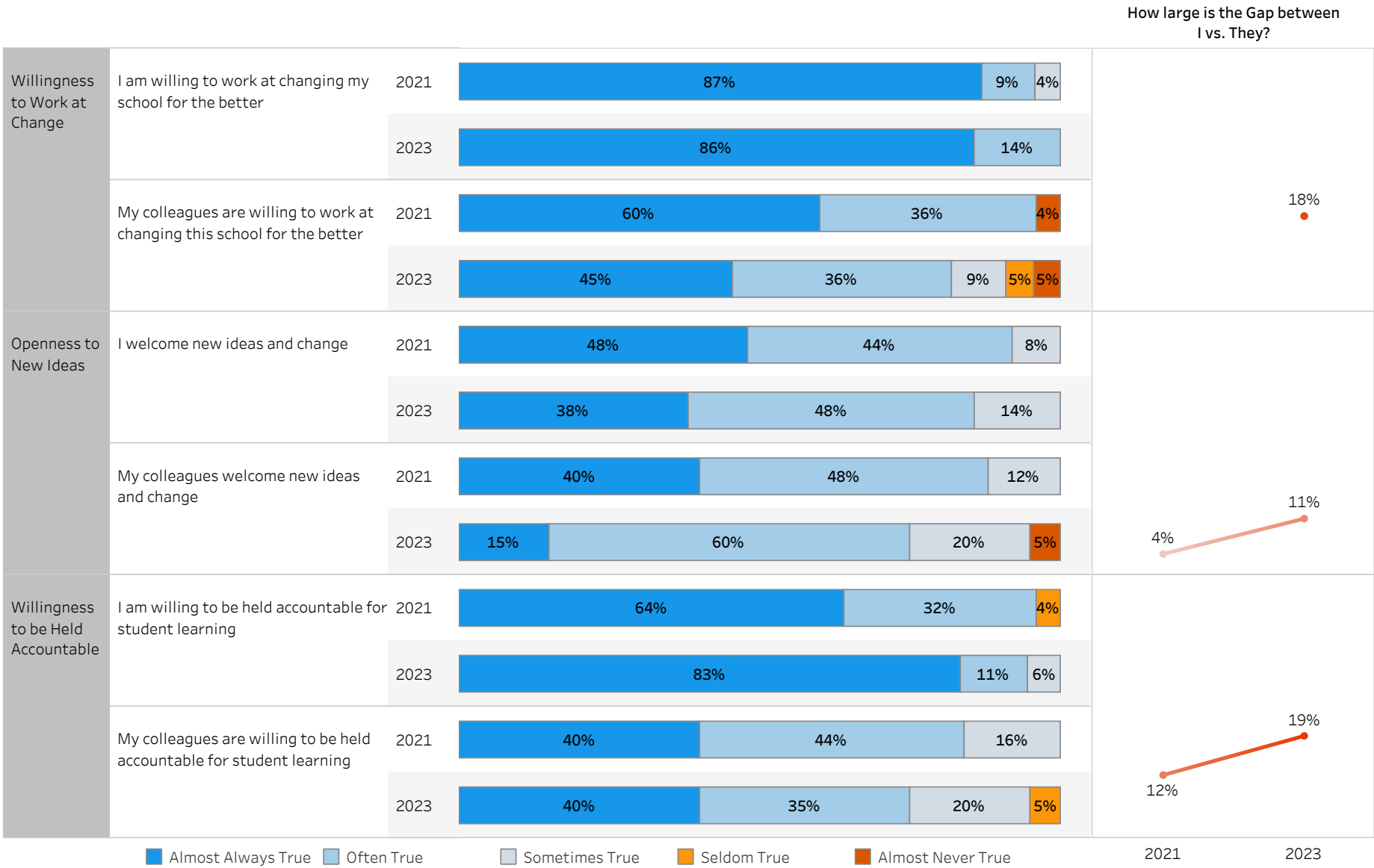


Instructional Staff



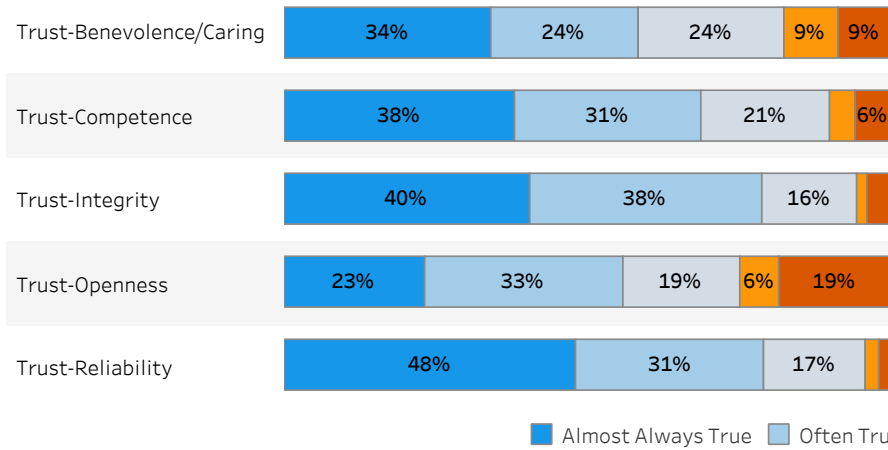
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Readiness for Change—I vs. They Perspectives— LONGITUDINAL

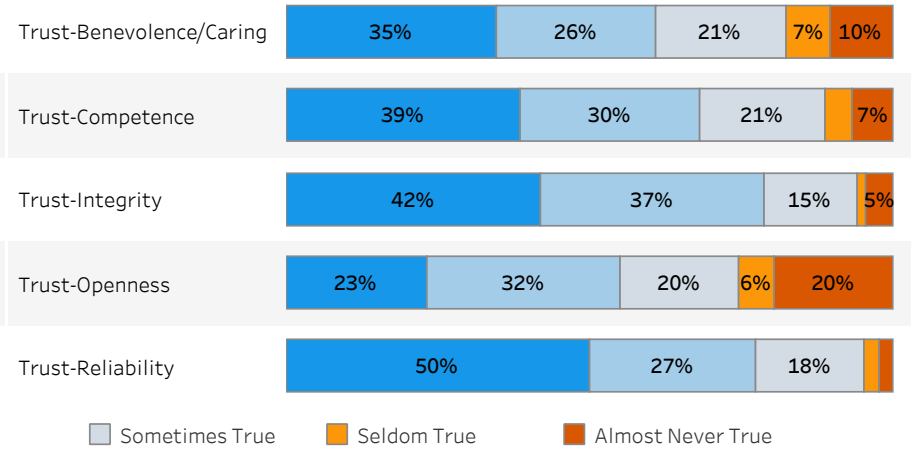


Organizational Trust

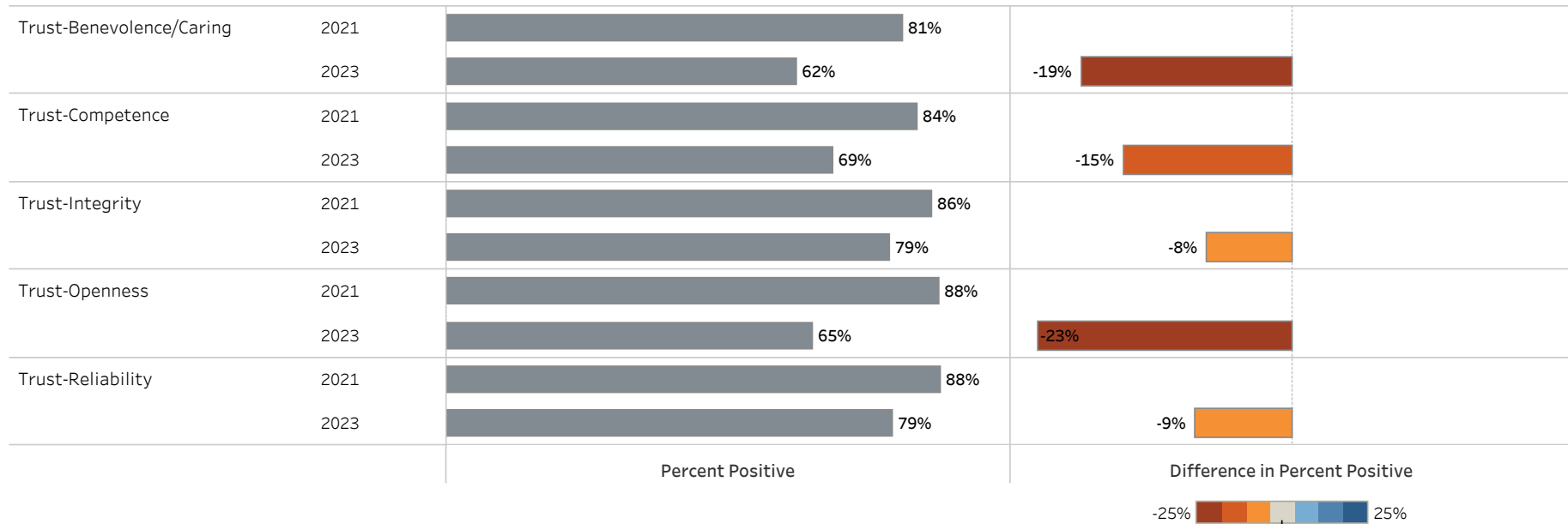
All Staff



Instructional Staff

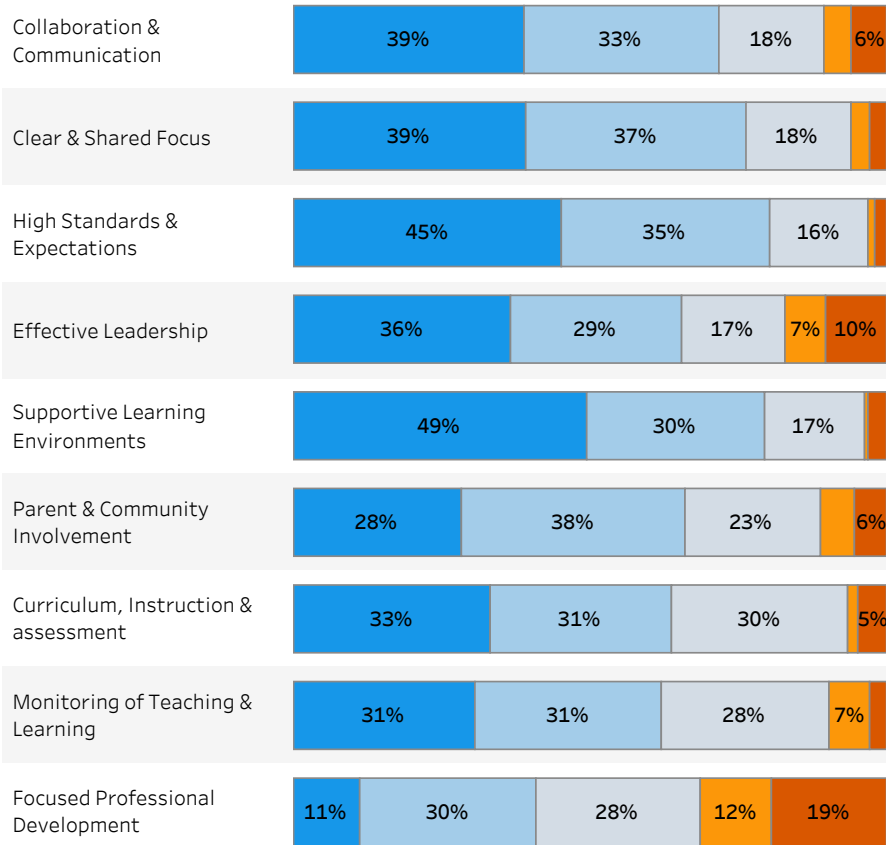


Organizational Trust—LONGITUDINAL

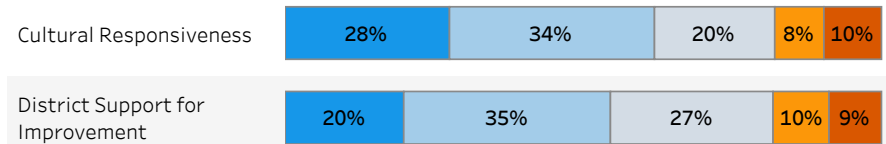


9 Characteristics of High-Performing Schools

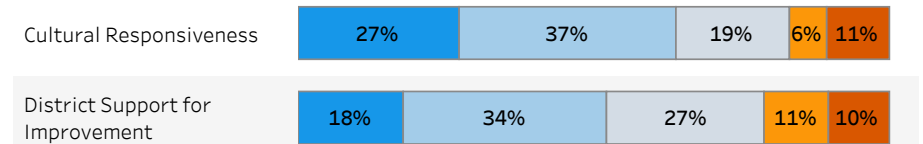
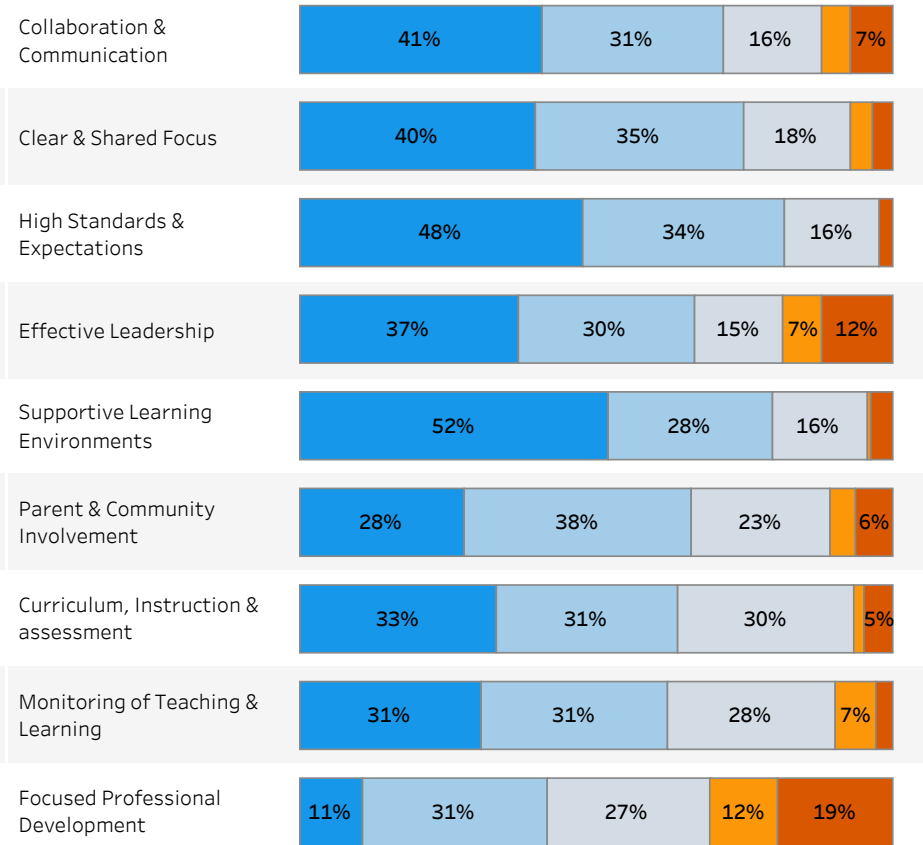
All Staff



Additional Characteristics



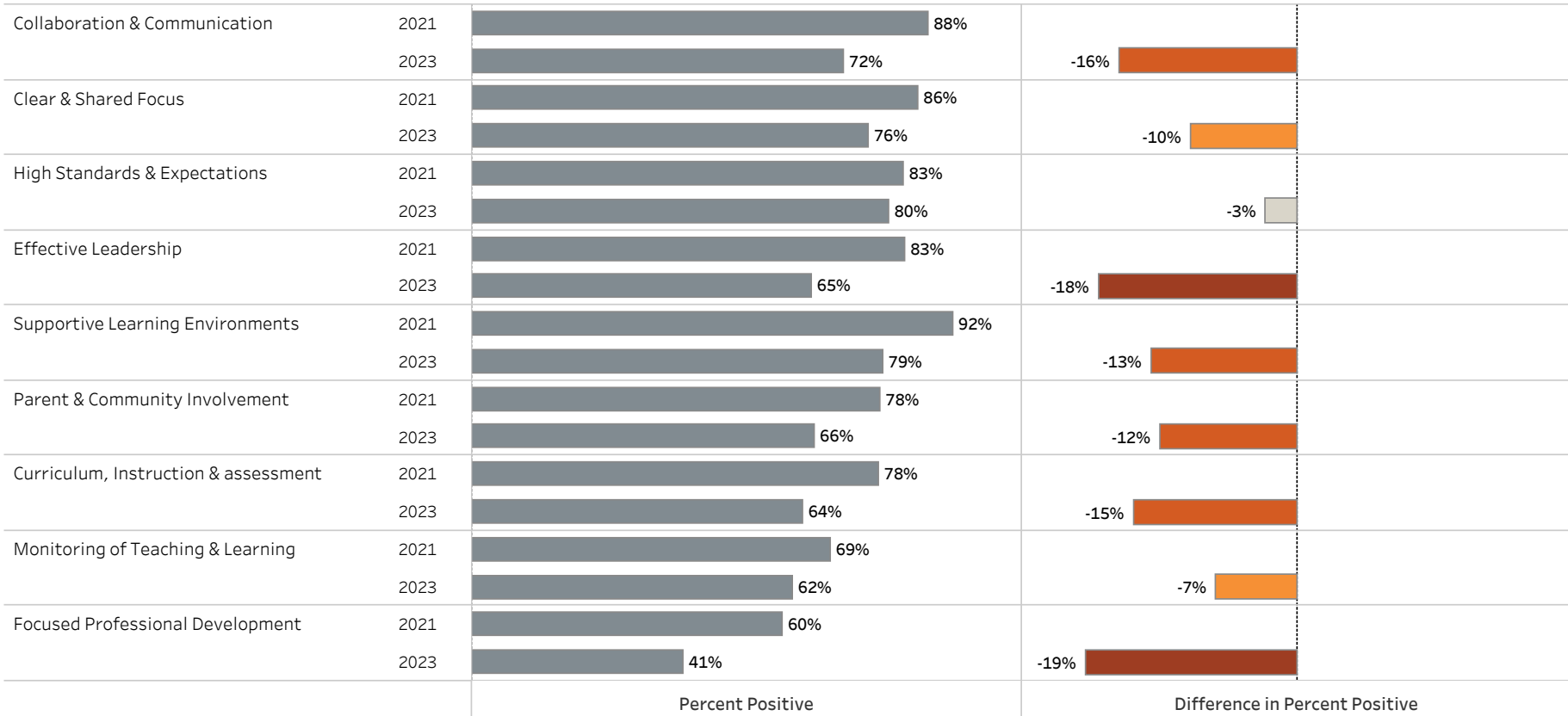
Instructional Staff



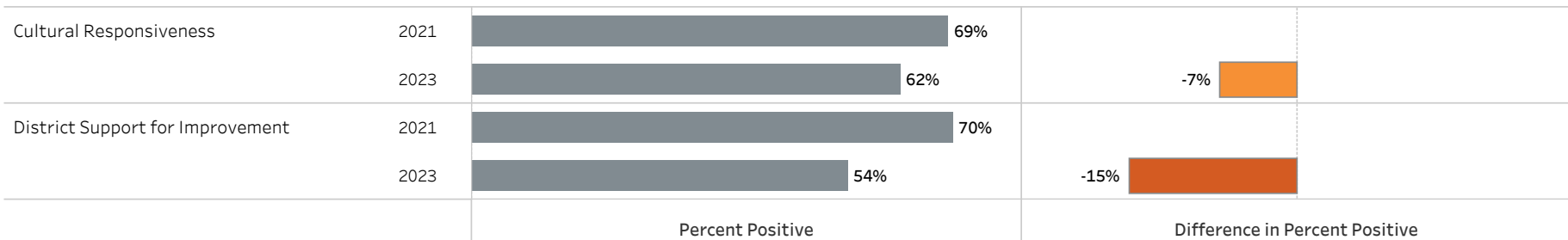
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9 Characteristics of High-Performing School — LONGITUDINAL

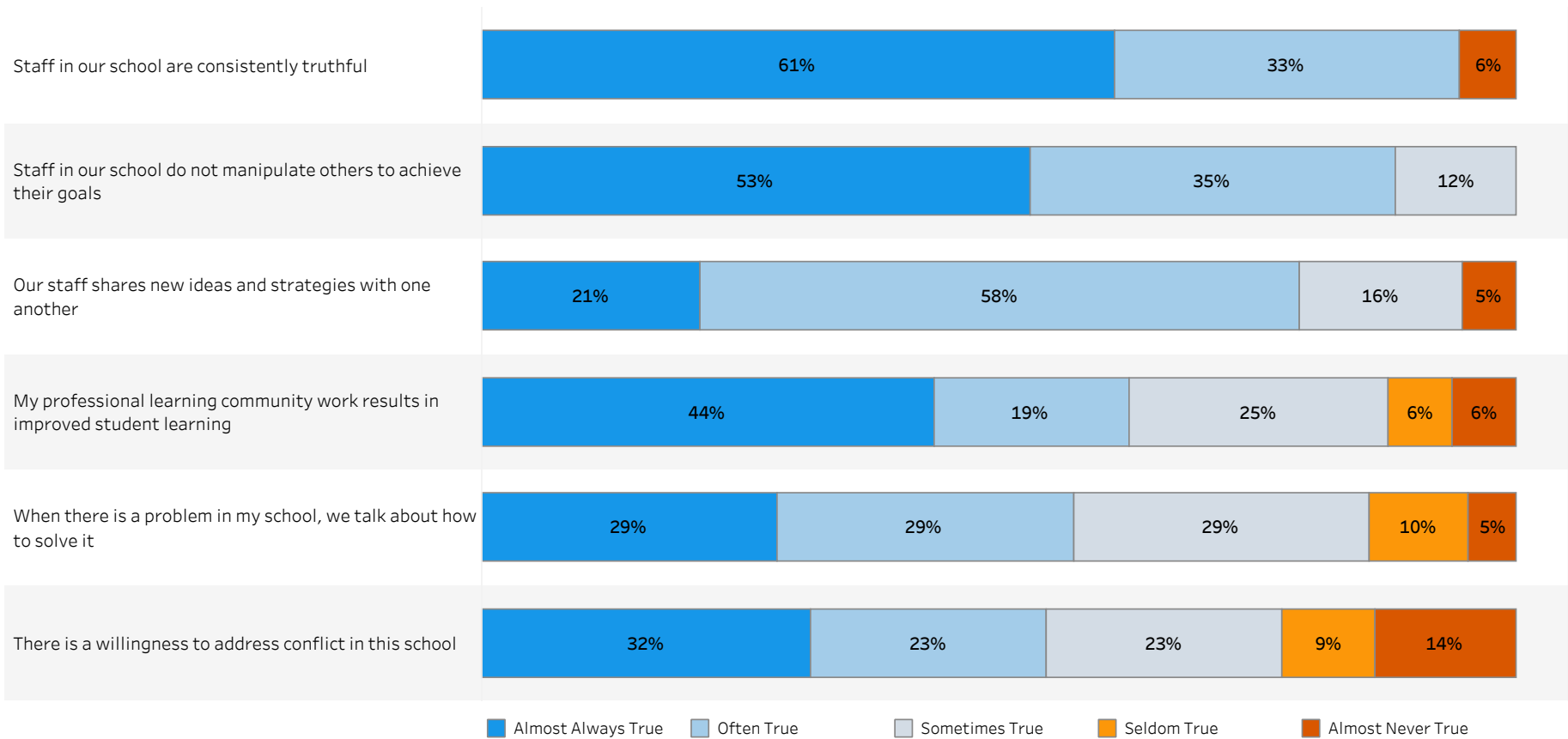
The percent difference on the right side represents the year to year change.



Additional Characteristics

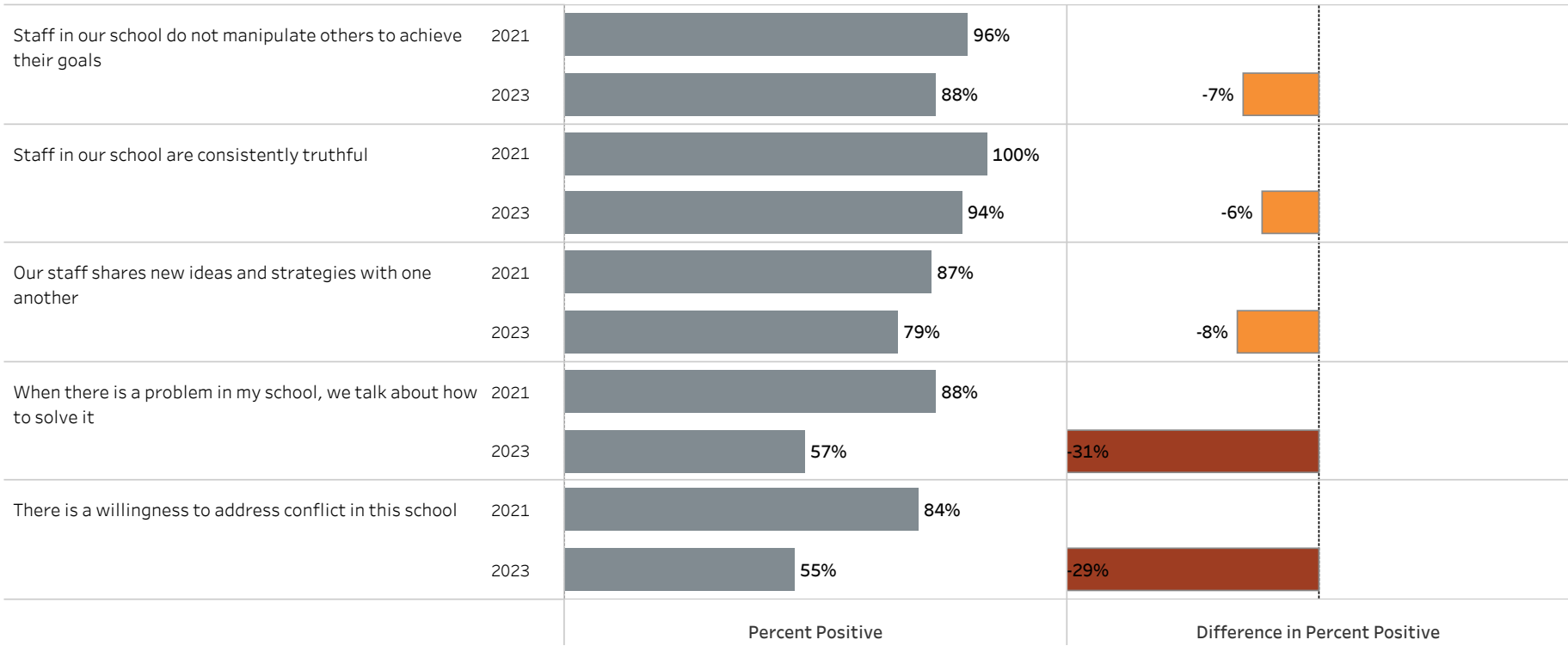


High Levels of Collaboration and Communication



High Levels of Collaboration and Communication— LONGITUDINAL

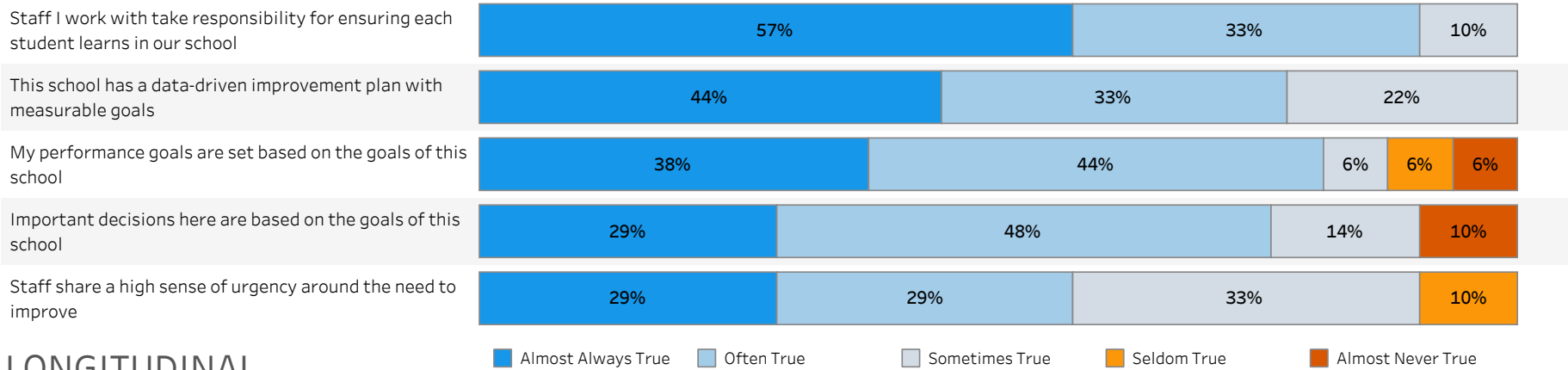
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Questions answered only by Instructional Staff

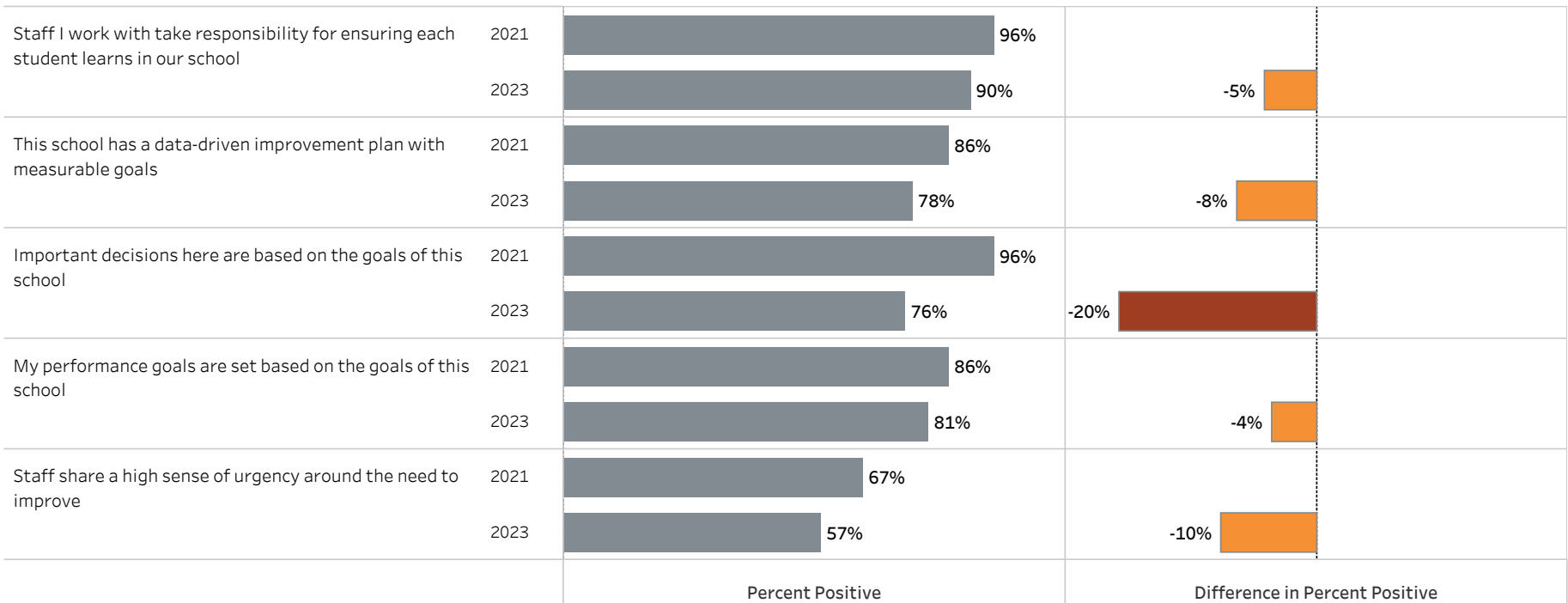


Clear and Shared Focus

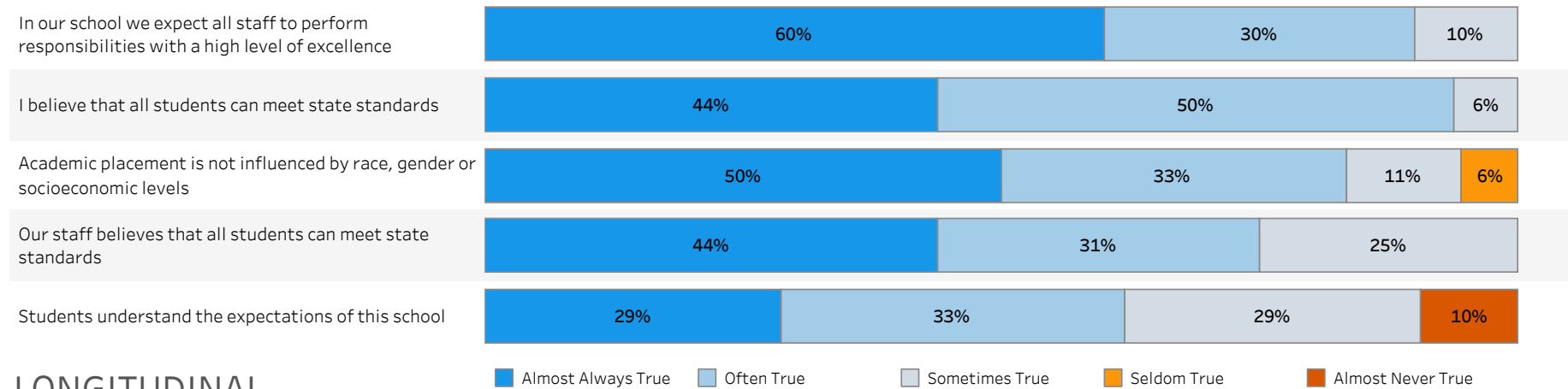


LONGITUDINAL

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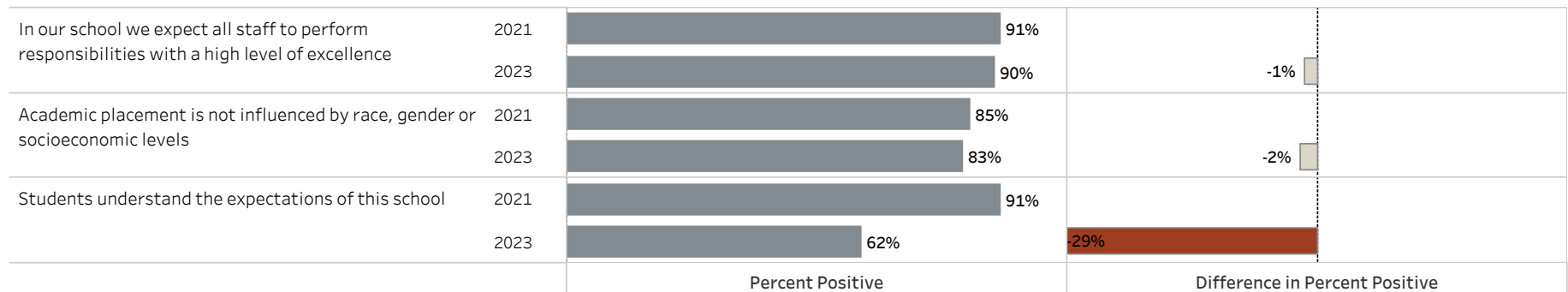


High Standards and Expectations

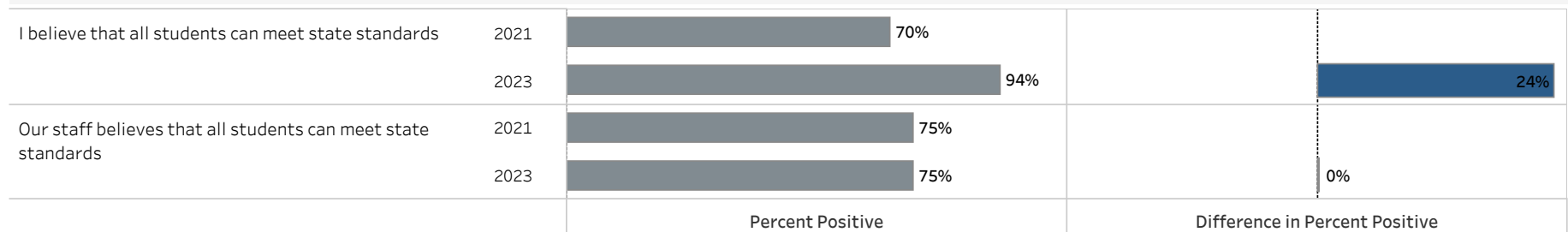


LONGITUDINAL

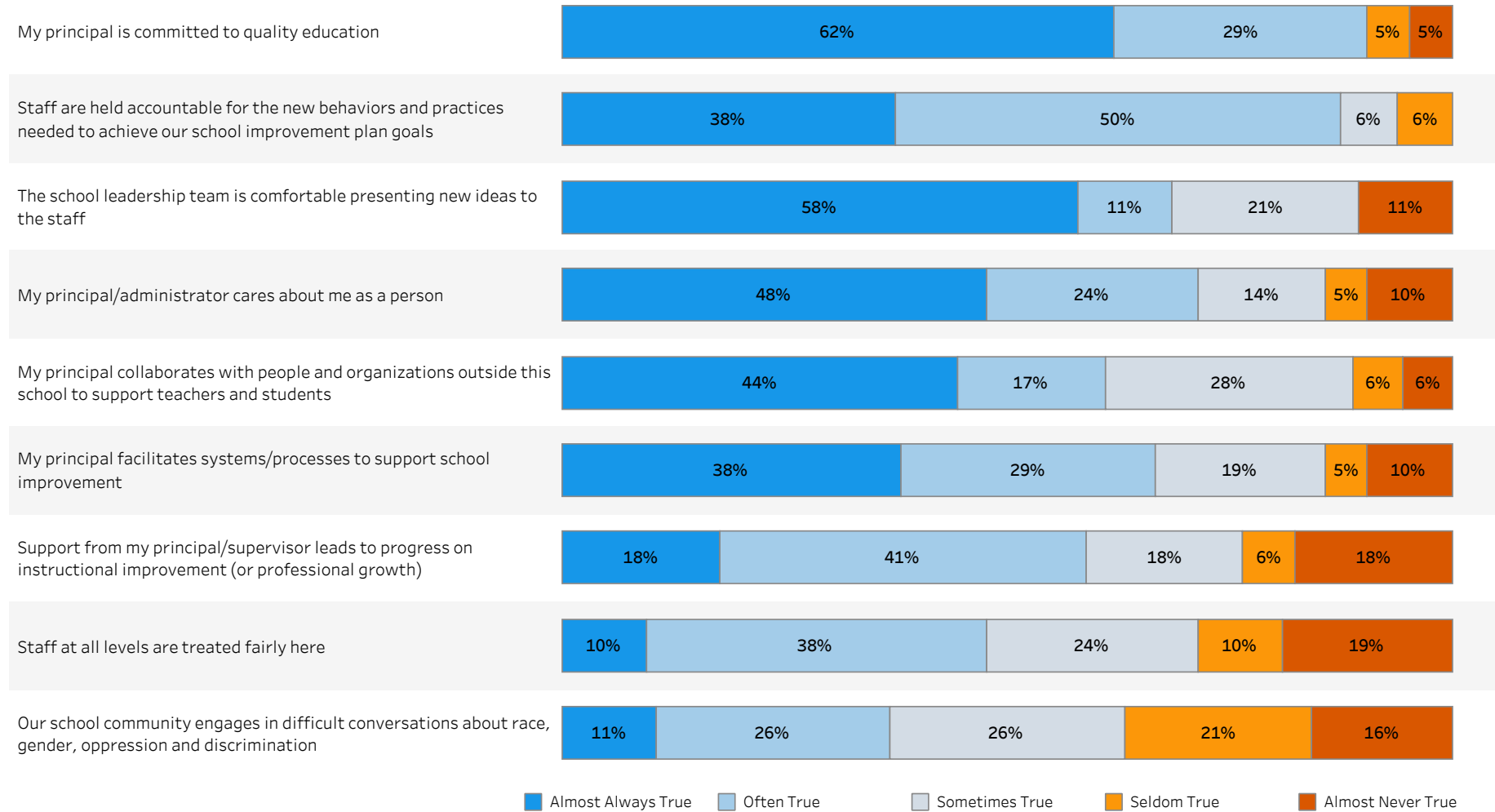
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Questions answered by only Instructional Staff

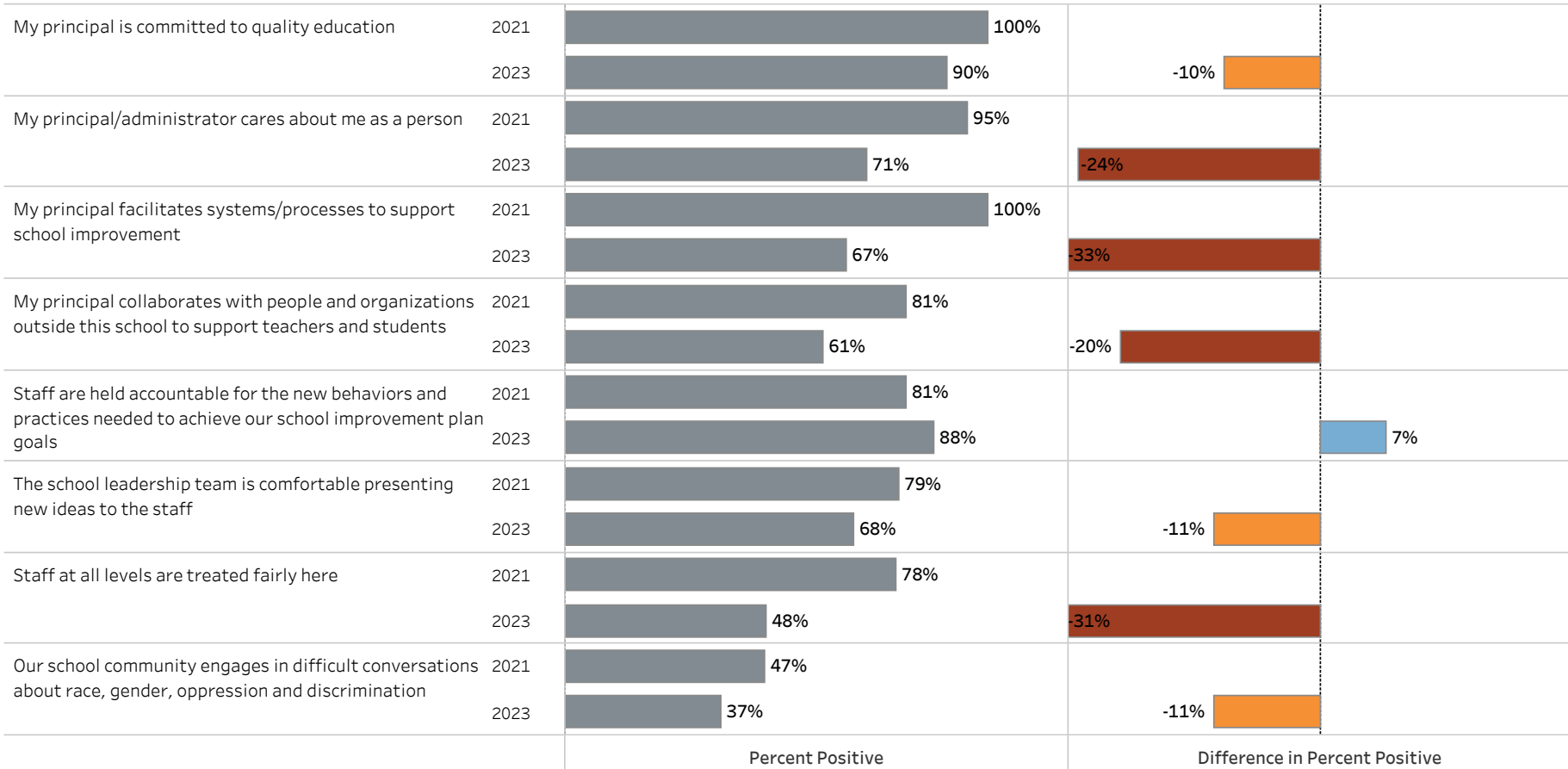


Effective Leadership

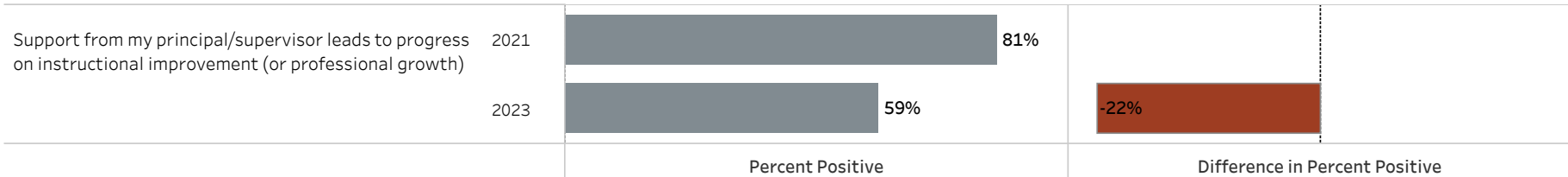


Effective Leadership—LONGITUDINAL

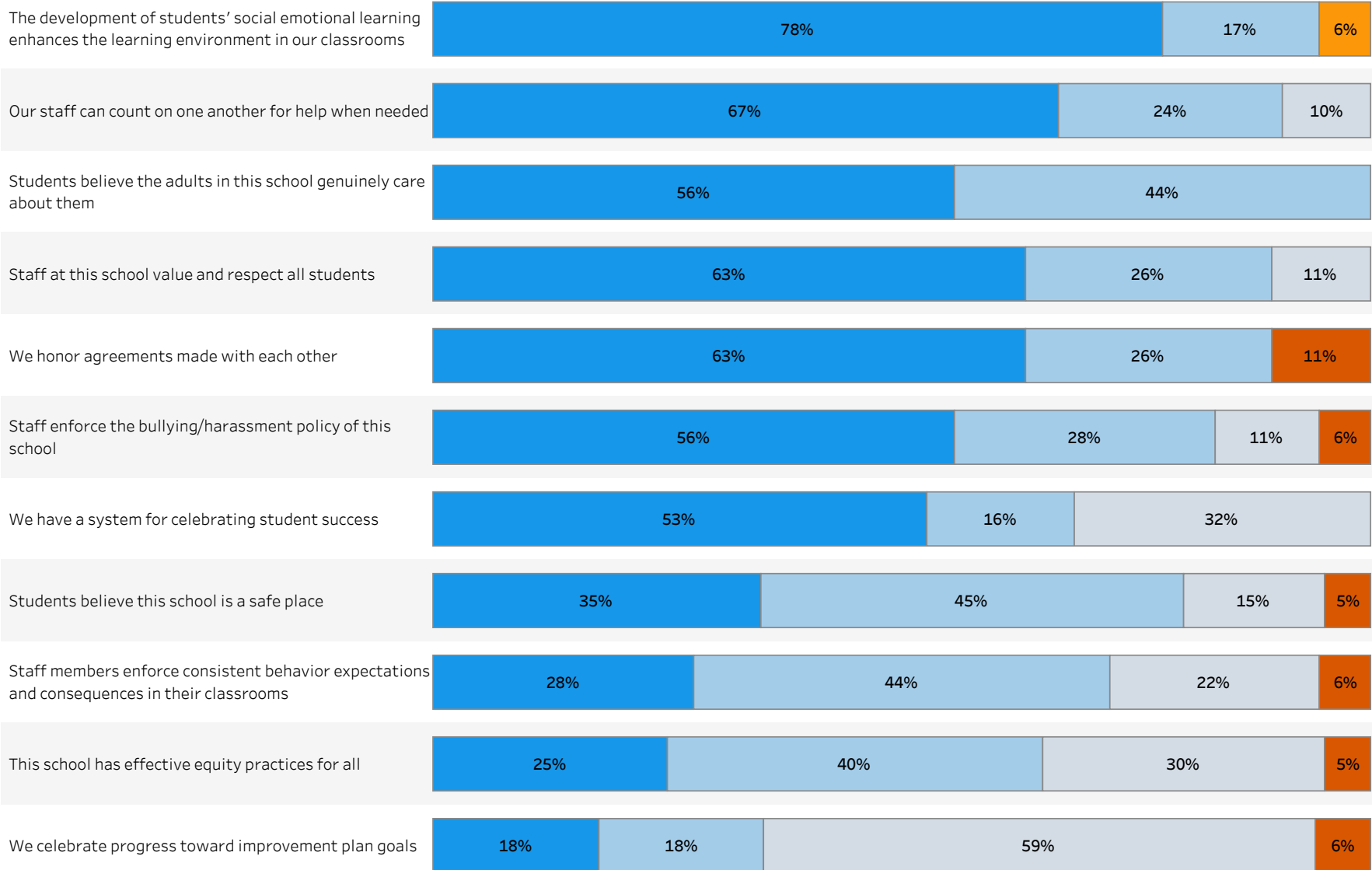
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Questions answered by only Instructional Staff



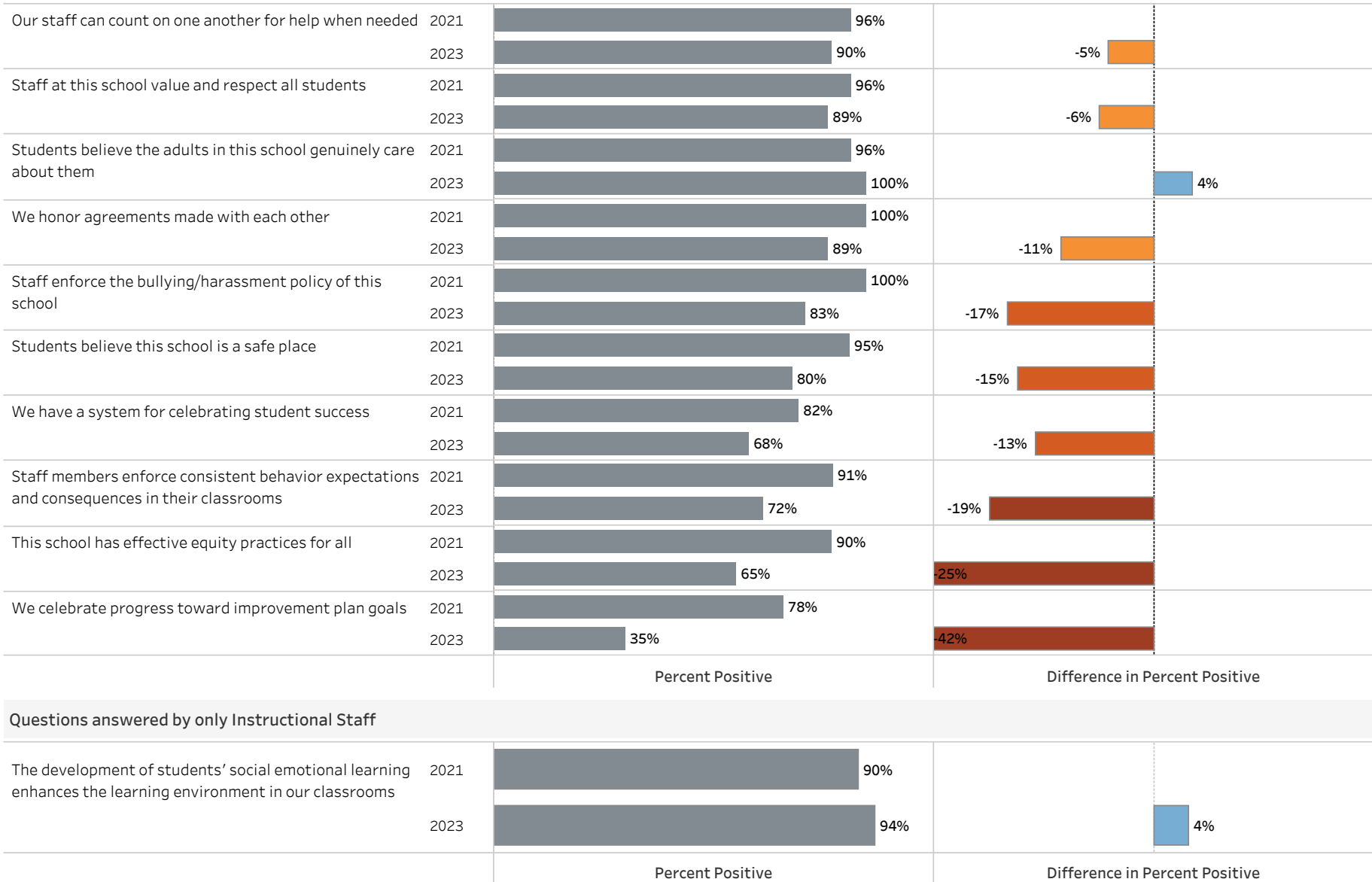
Supportive Learning Environment



■ Almost Always True
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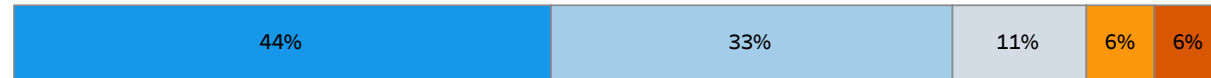
Supportive Learning Environment - LONGITUDINAL

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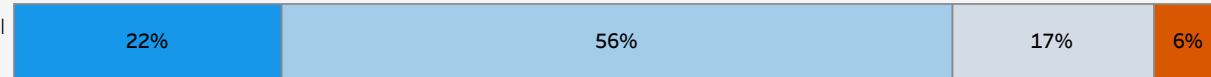


Parent and Community Involvement

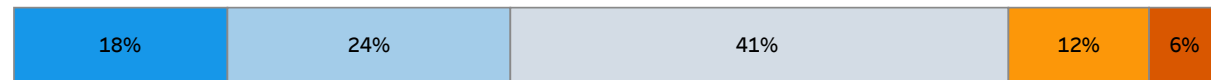
This school encourages parent involvement in their child's learning



This school communicates effectively with families of all cultures



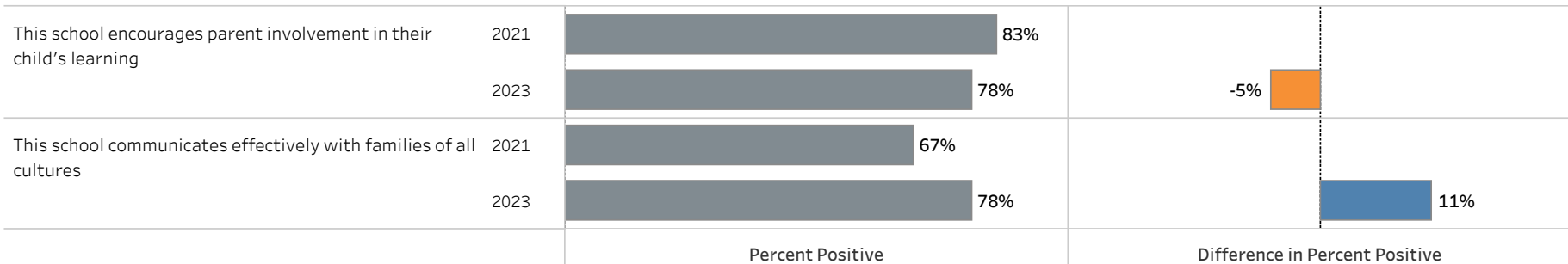
With important decisions we seek input from parents and the community



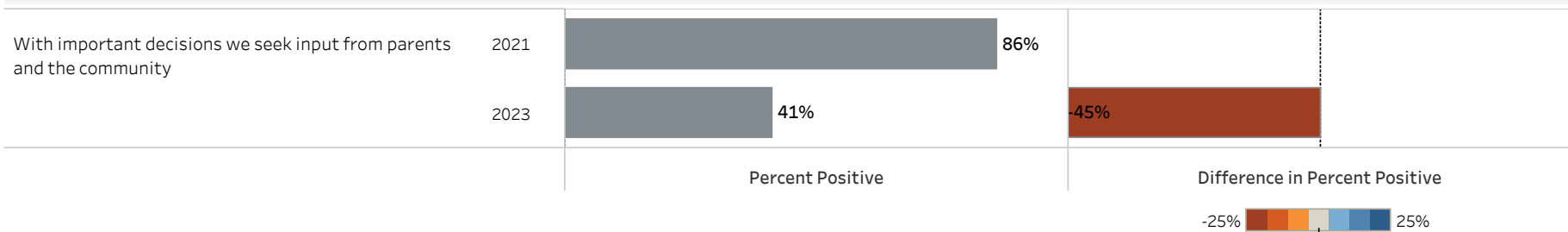
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LONGITUDINAL

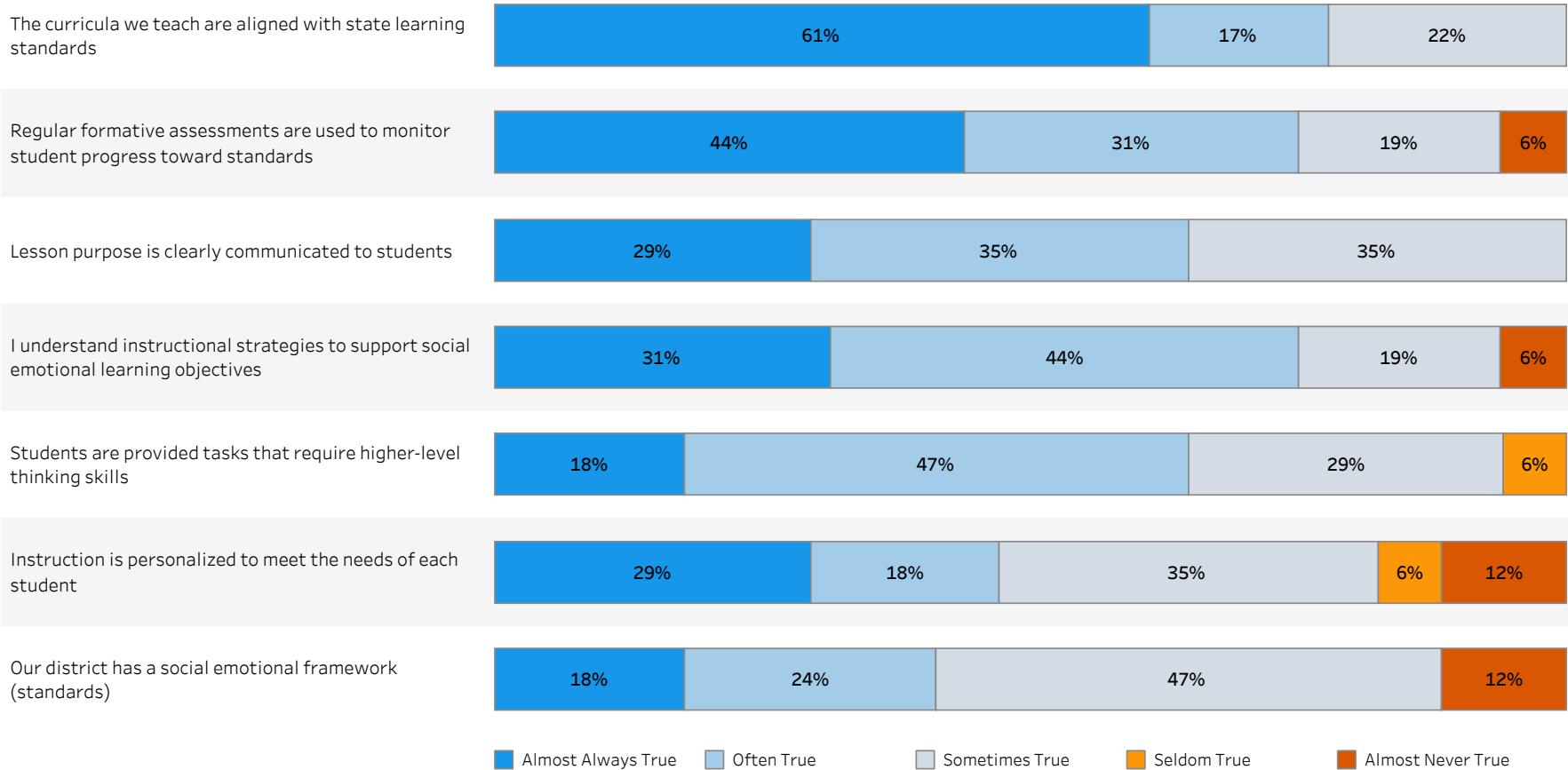
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Questions answered by only Instructional Staff

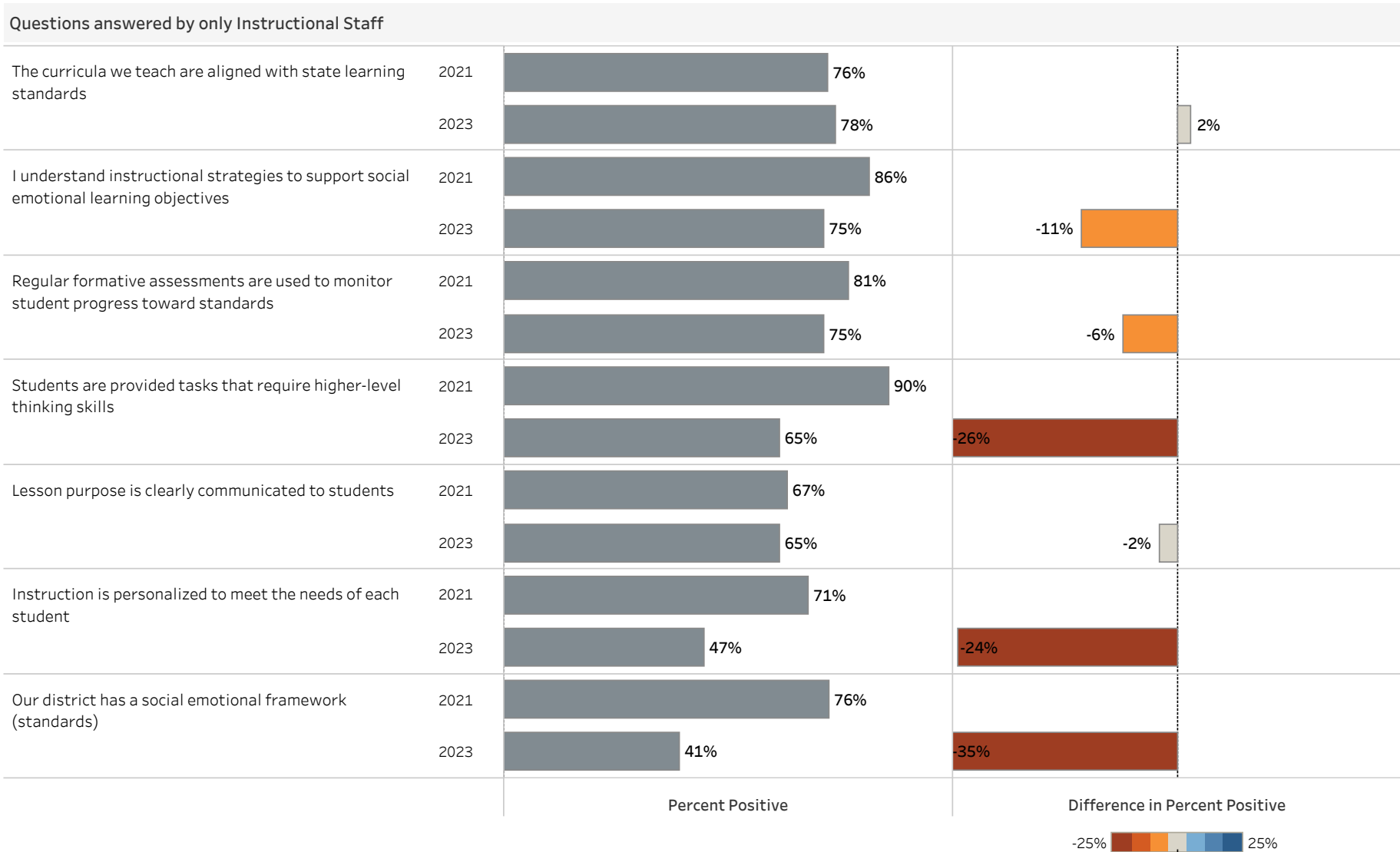


High Quality Curriculum, Instruction, and Assessment

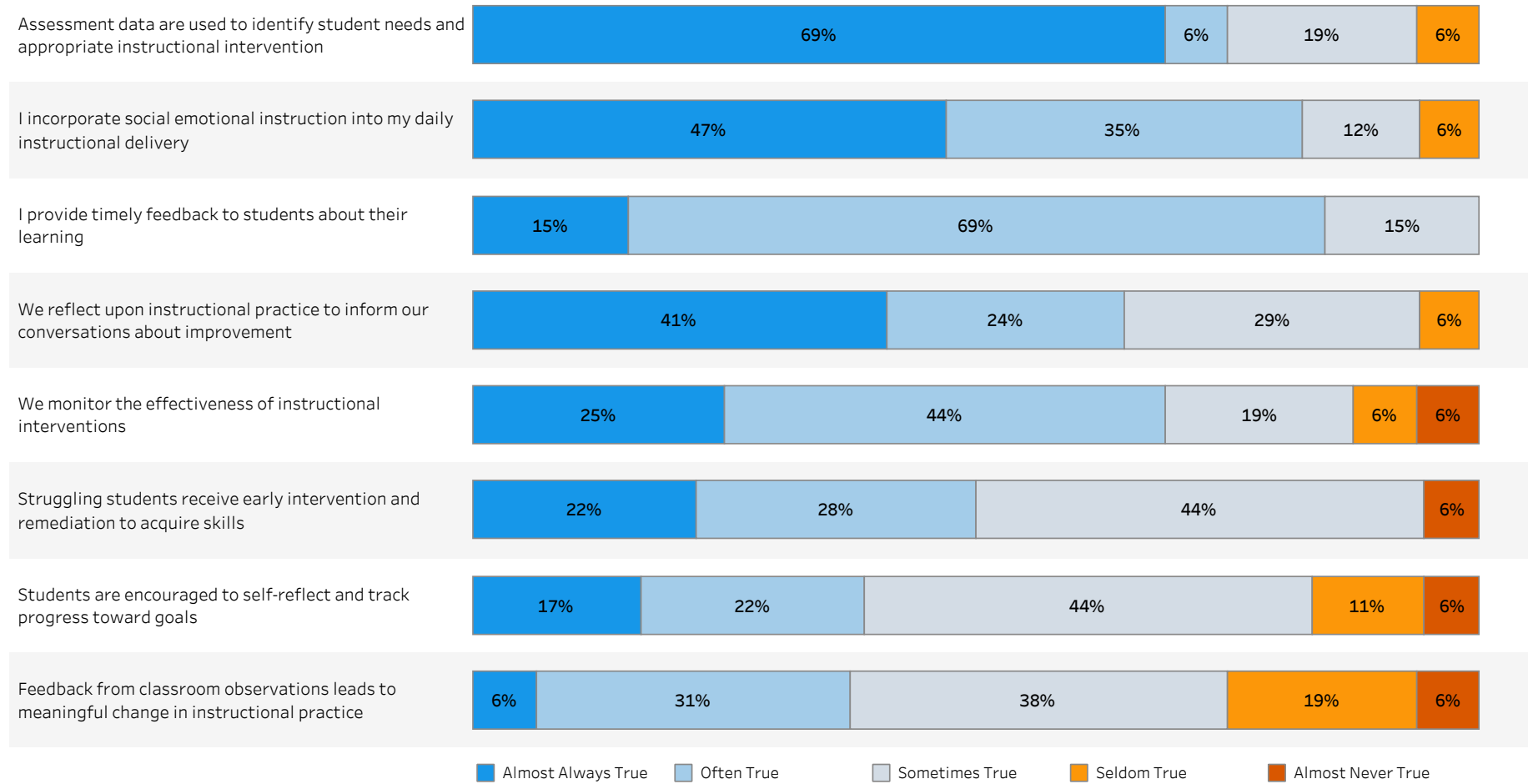


High Quality Curriculum, Instruction, and Assessment - LONGITUDINAL

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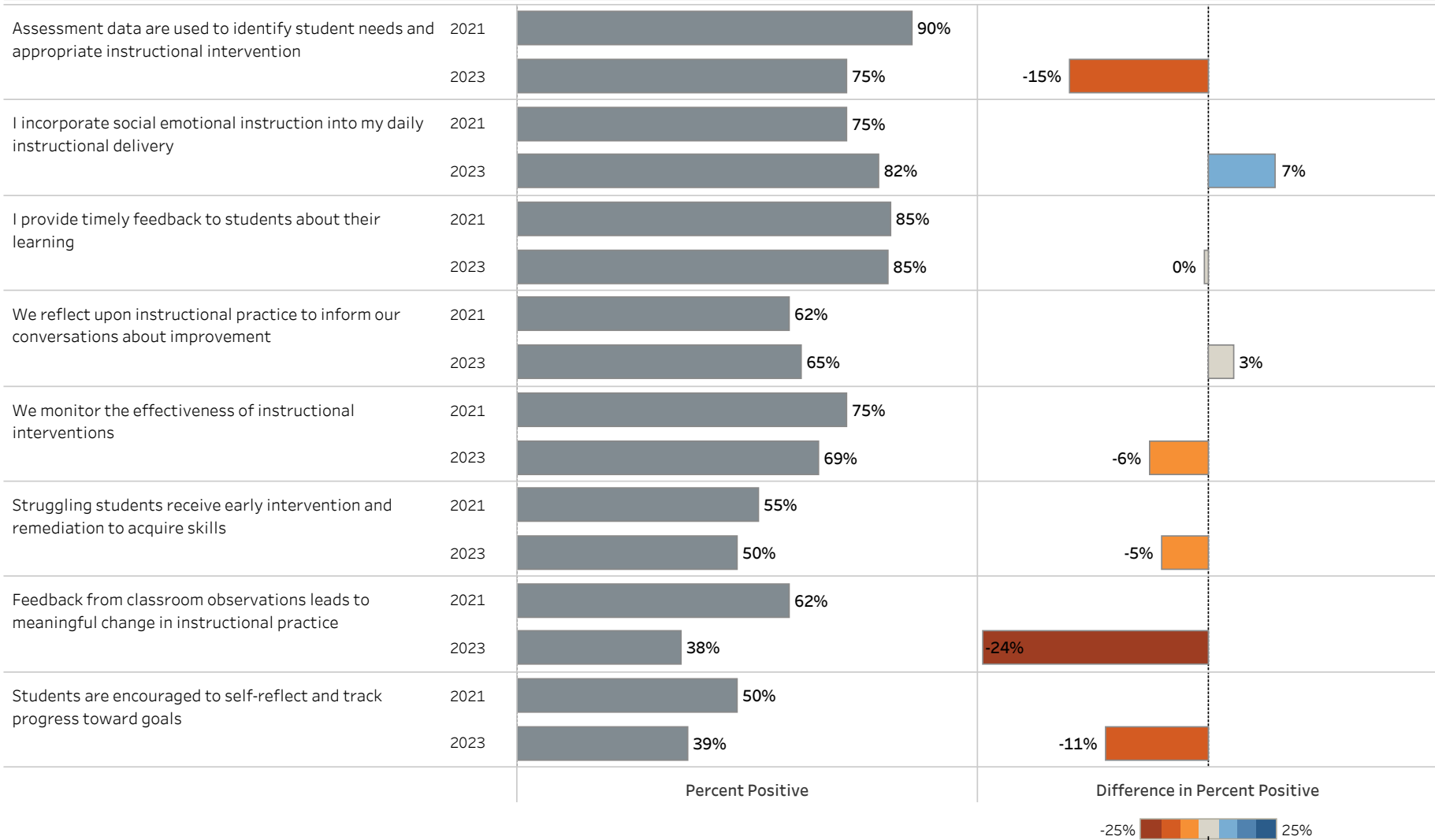
Frequent Monitoring of Teaching and Learning



Frequent Monitoring of Teaching and Learning - LONGITUDINAL

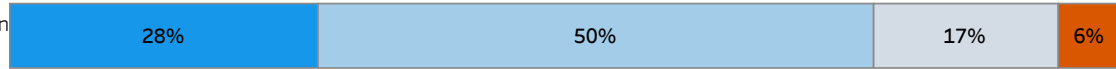
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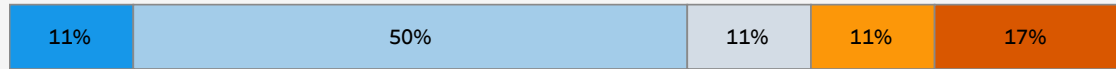


Focused Professional Development

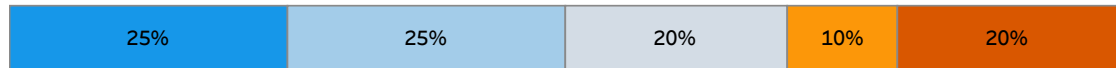
Our teachers engage in professional development activities to learn and apply new skills and strategies



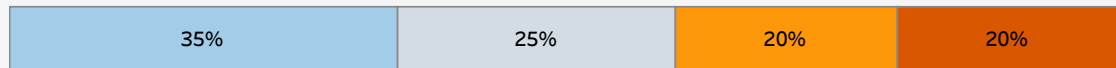
I receive training on instruction to support social emotional learning



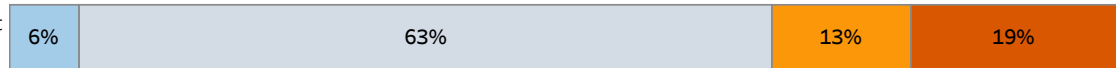
We are provided training to meet the needs of a diverse student population in our school



We talk about race and bigotry as a staff



Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction



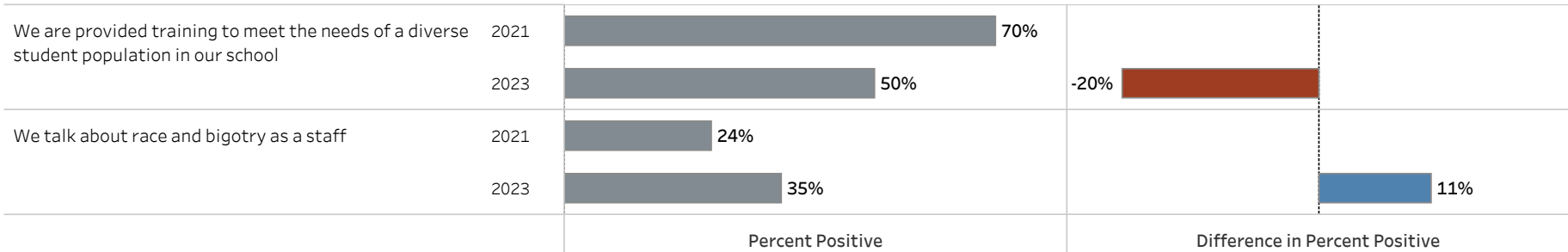
Peer observation/coaching and feedback is a tool we use to improve instruction



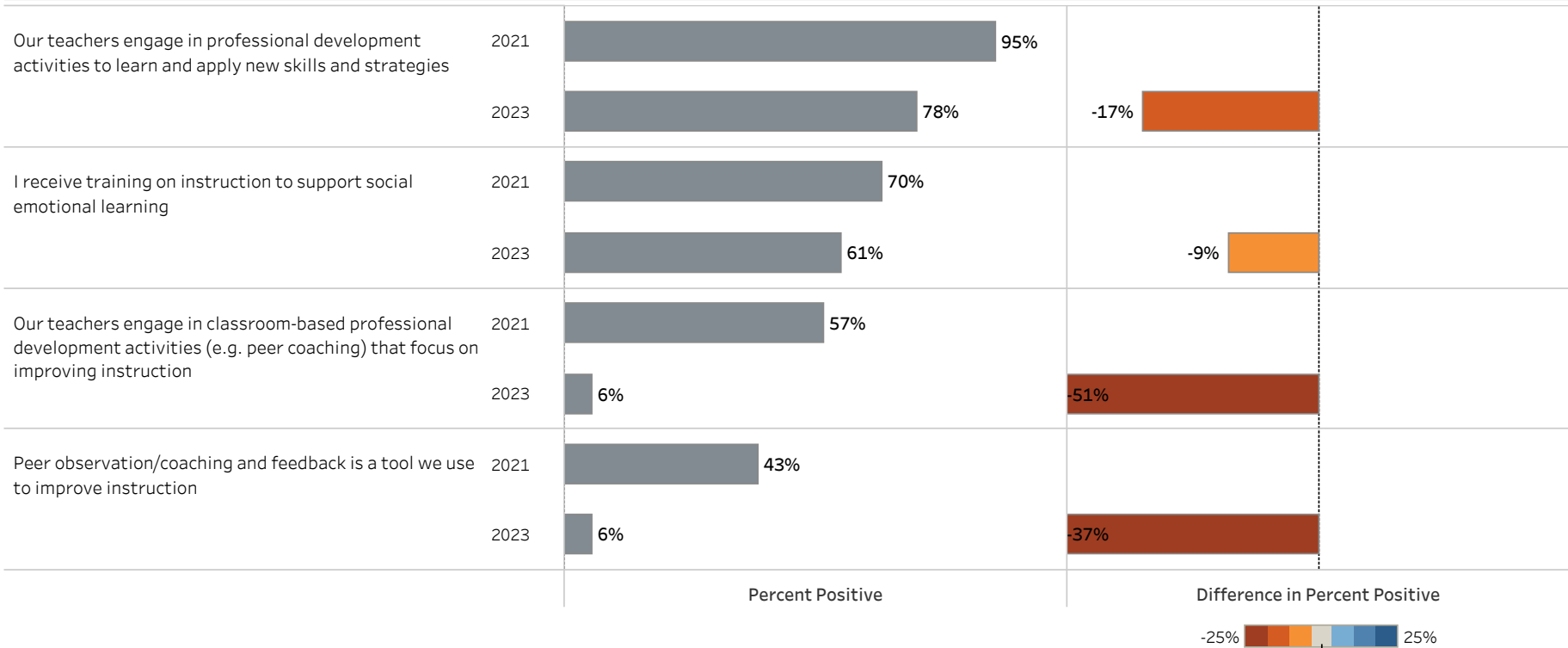
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Focused Professional Development LONGITUDINAL

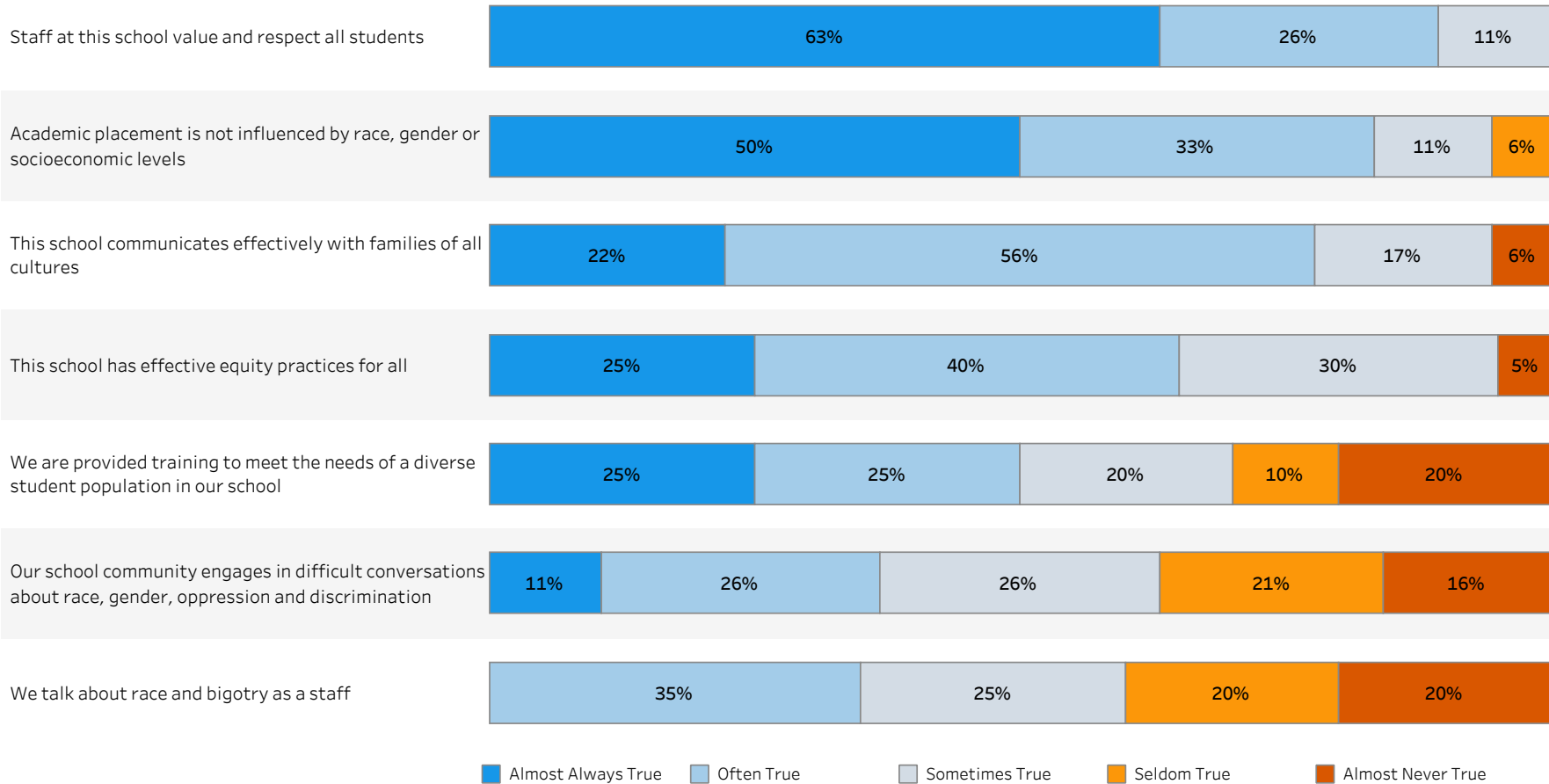
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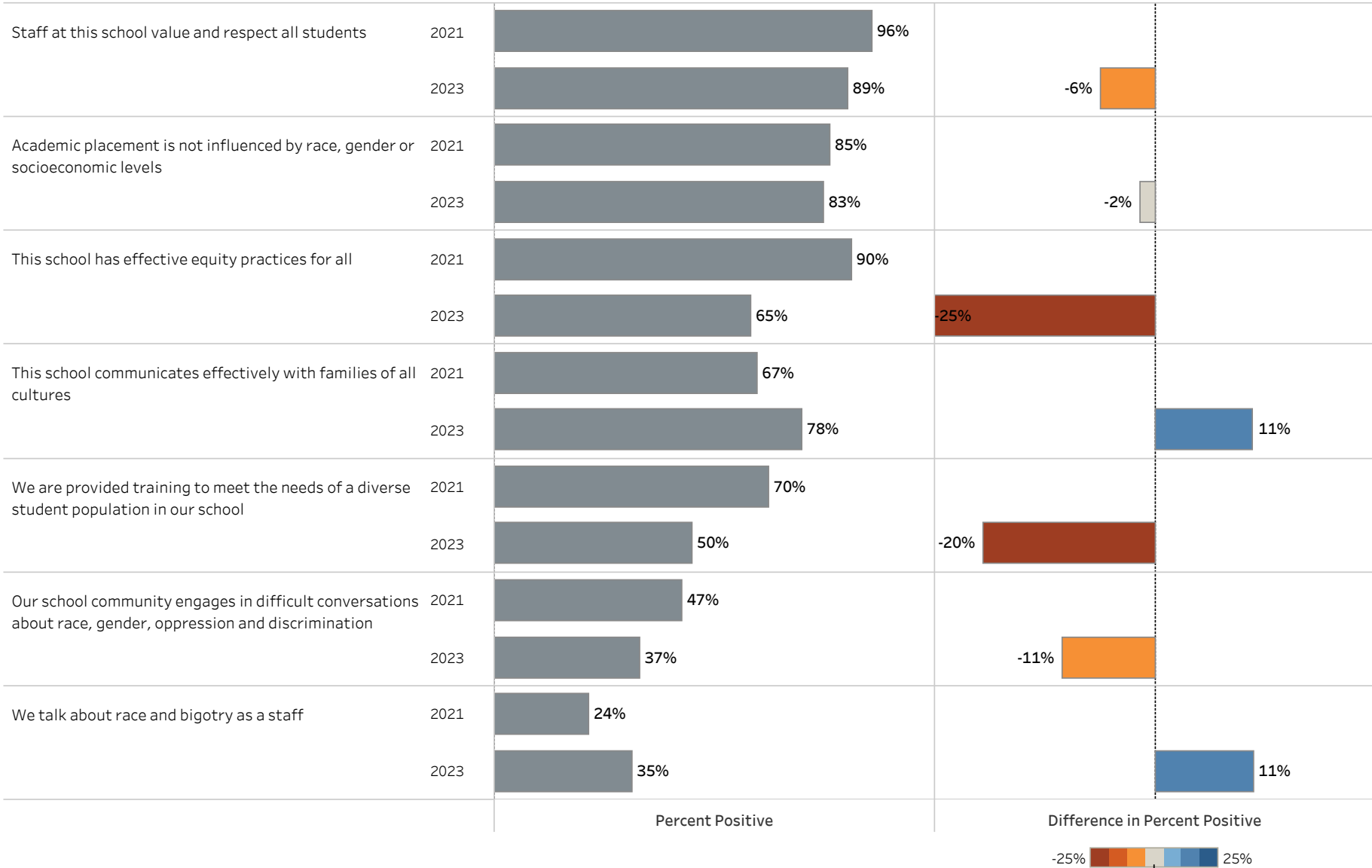


Cultural Responsiveness



Cultural Responsiveness - LONGITUDINAL

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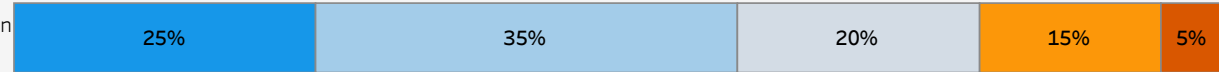


District Support for Improvement

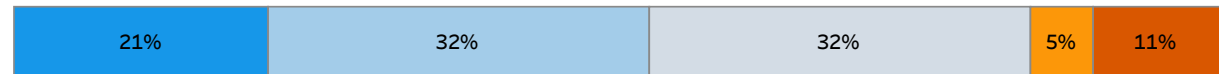
This district facilitates the alignment of curriculum across grades and schools



Collaboration between district and schools is based upon trust and respect



District administrators demonstrate commitment to improved student learning



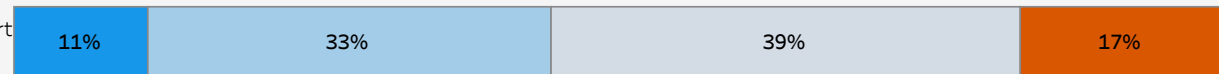
There is a consistent vision of school improvement throughout this district



District administrators communicate a clear vision of good instruction and essential curriculum



This district facilitates systems and programs to support school improvement



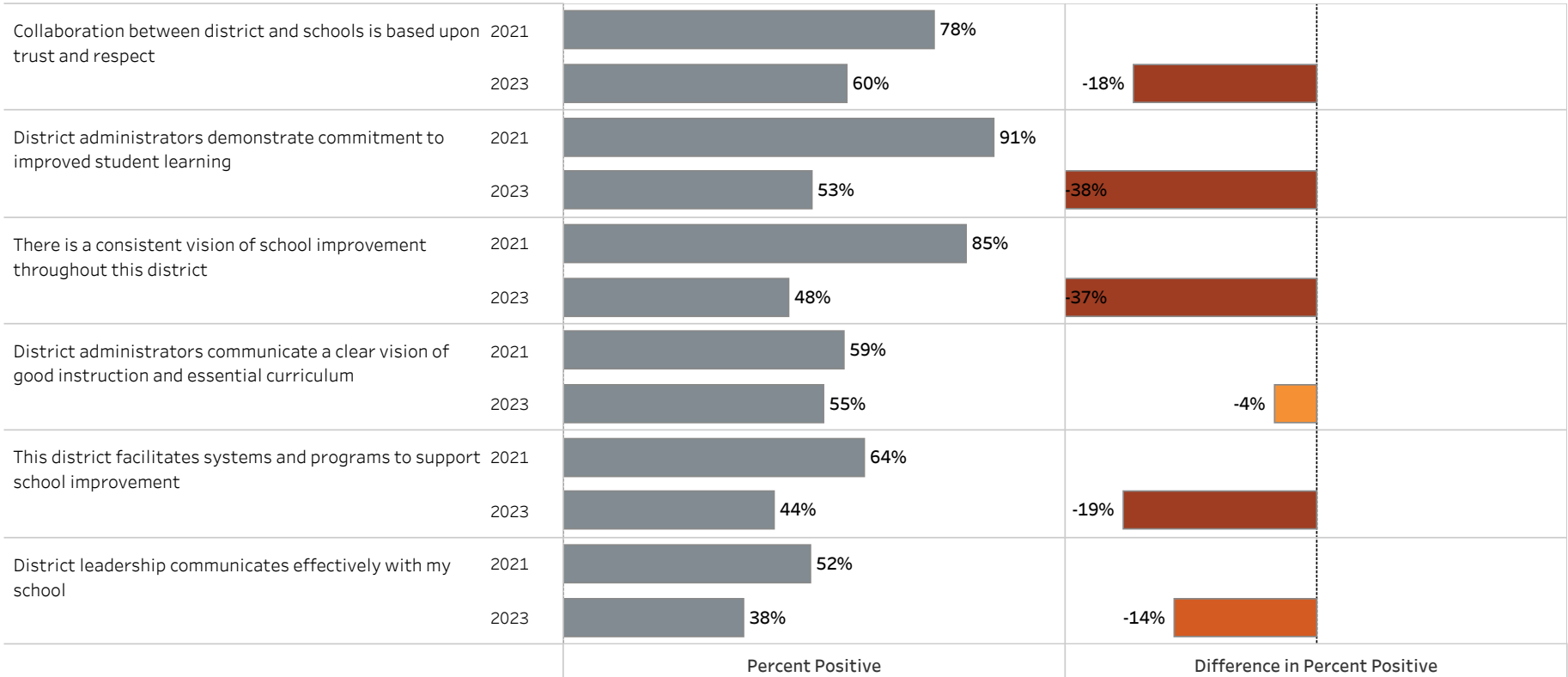
District leadership communicates effectively with my school



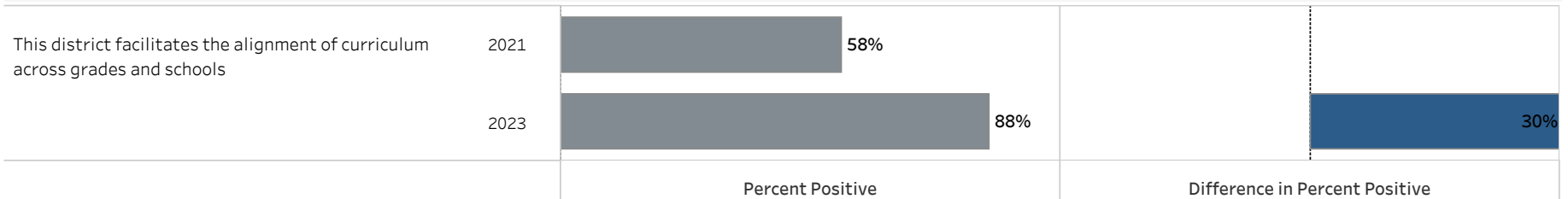
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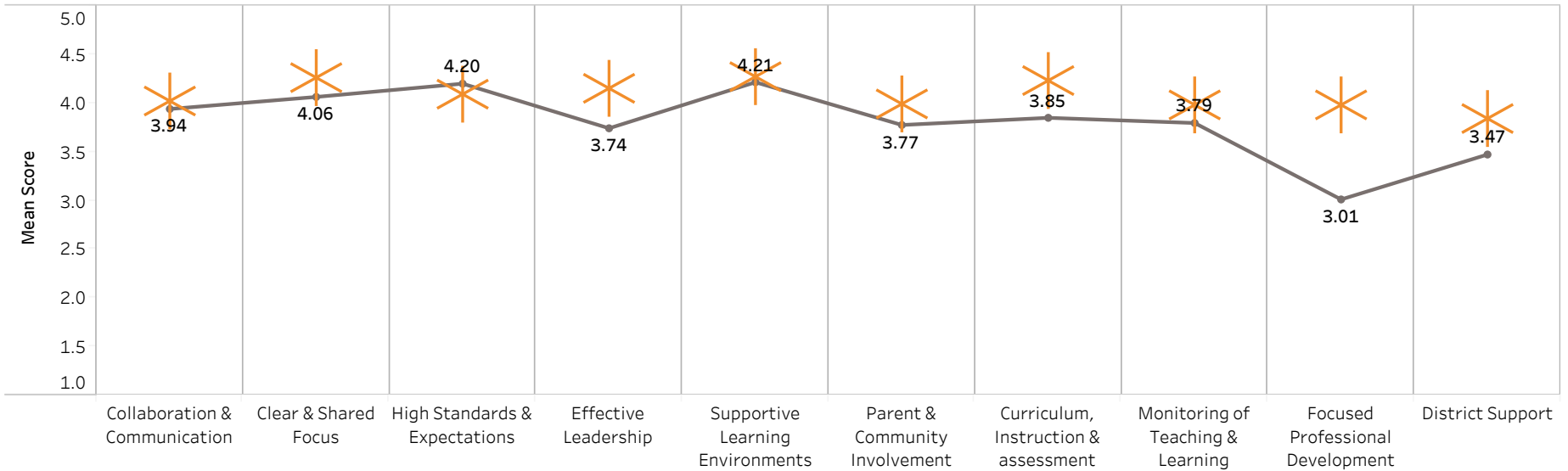
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Questions answered by only Instructional Staff

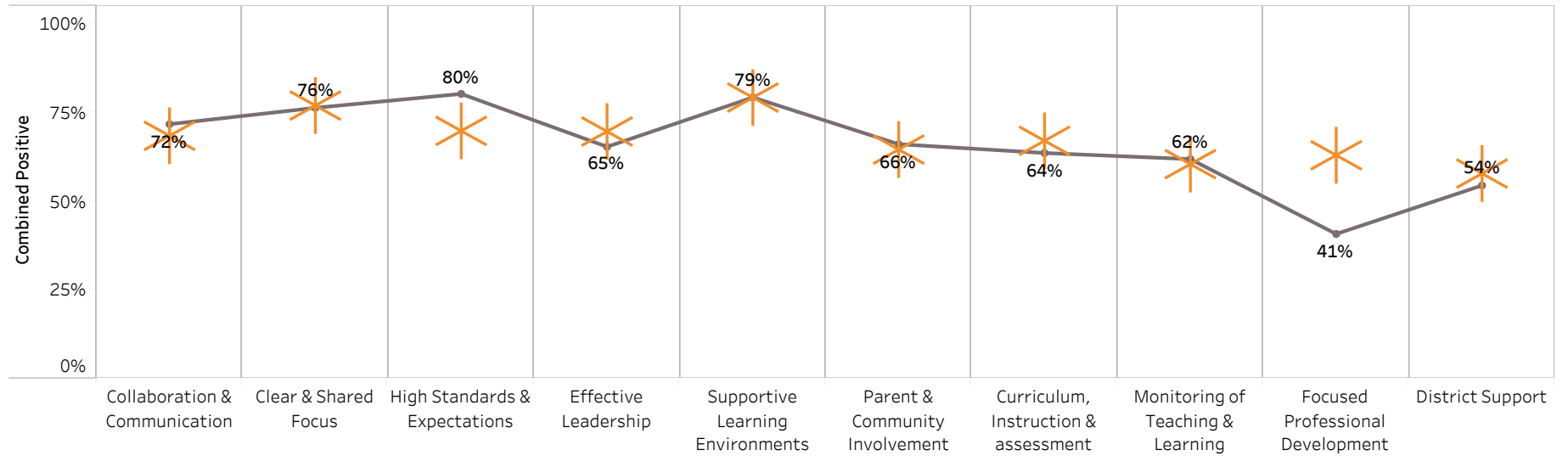


Comparison - Mean Scores

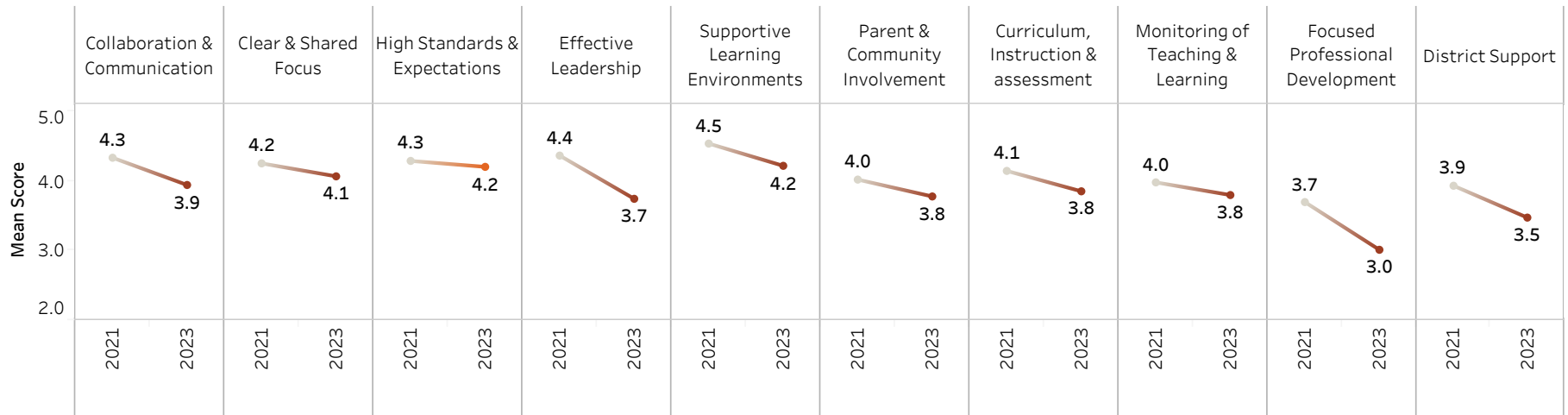


Comparison - Percent Positive

How does your school compare to: * Nationwide Sample ■ Your School or District



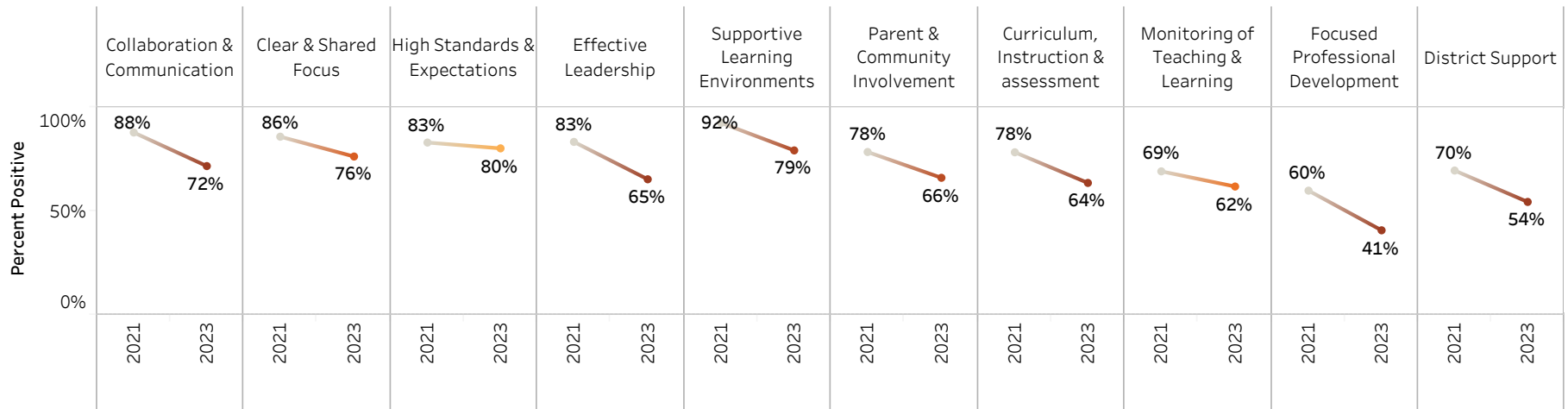
Comparison - Mean Scores LONGITUDINAL



Difference in Mean Score
 -0.15 0.15

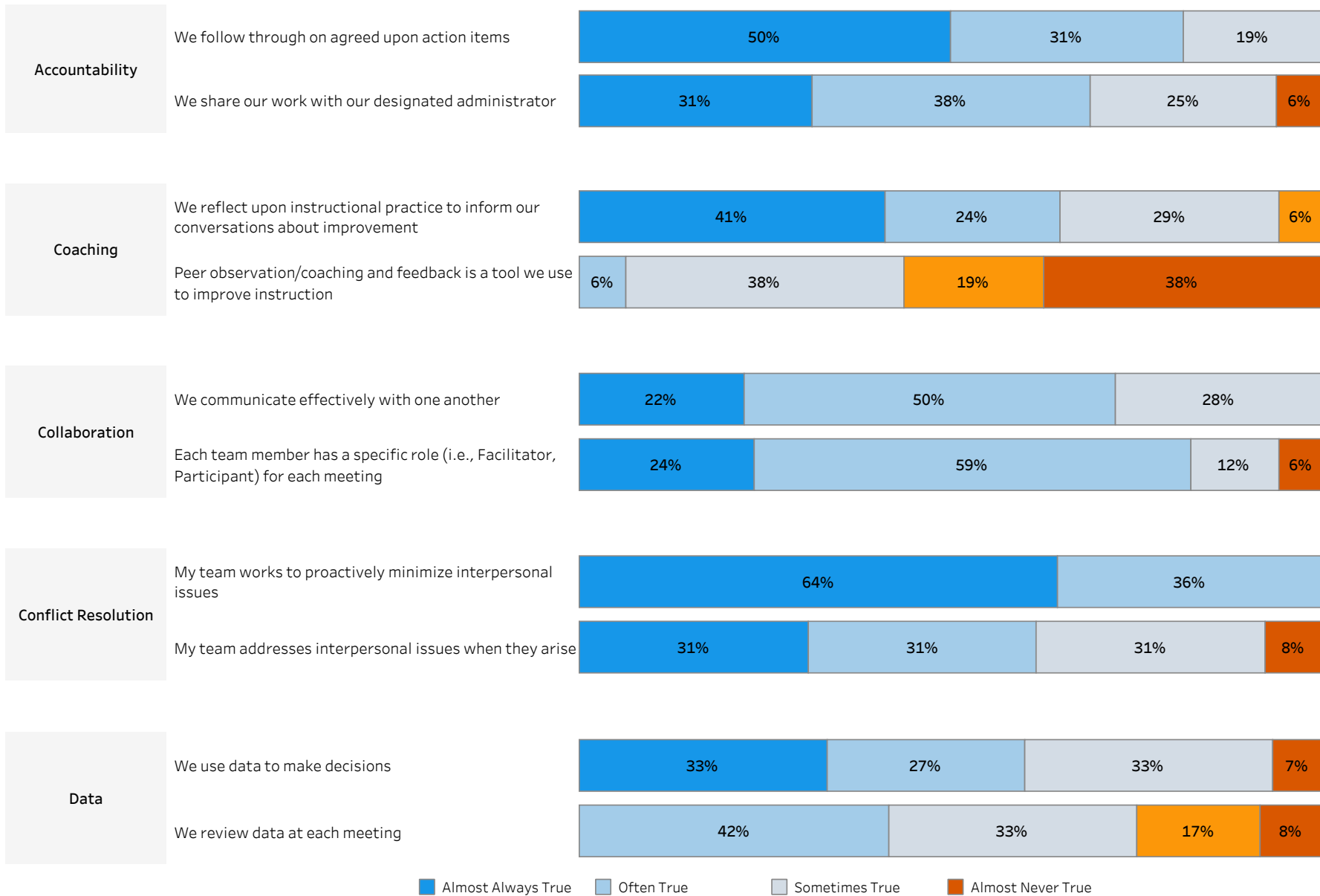
The color shading of the bar indicates the strength of improvement or the significance of the decline. Celebrate the blue, and investigate the darker orange and red.

Comparison - Percent Positive LONGITUDINAL



Difference in Percent Positive
 -15% 15%

Professional Learning Community



Professional Learning Community

