Educational Effectiveness Survey™

c|e|e
The Center for Educational Effectiveness

Tool Kit

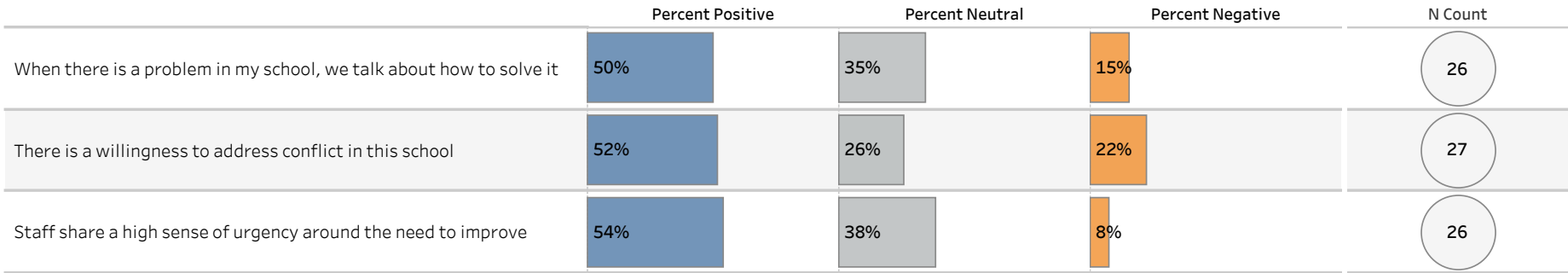## Jefferson Elementary

Pullman Public Schools
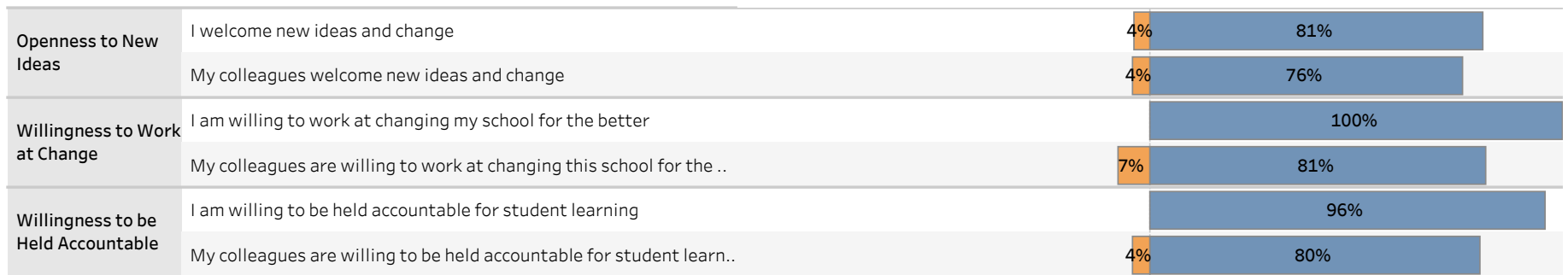
	2021	2023
Staff	n=25	n=27
Family	n=35	n=29

How well does your team solve problems and resolve conflict?
2023 School Year

Jefferson Elementary | Pullman Public Schools

	Percent Positive	Percent Neutral	Percent Negative	N Count
When there is a problem in my school, we talk about how to solve it	50%	35%	15%	26
There is a willingness to address conflict in this school	52%	26%	22%	27
Staff share a high sense of urgency around the need to improve	54%	38%	8%	26

Is your staff ready for change?

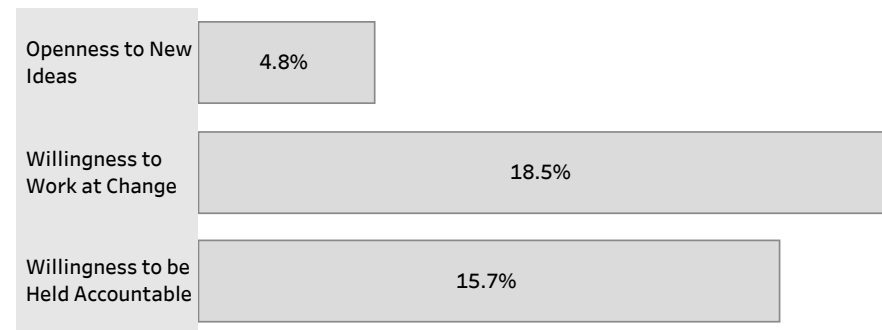|		Percent Negative	Percent Positive
Openness to New Ideas	I welcome new ideas and change	4%	81%
	My colleagues welcome new ideas and change	4%	76%
Willingness to Work at Change	I am willing to work at changing my school for the better		100%
	My colleagues are willing to work at changing this school for the ..	7%	81%
Willingness to be Held Accountable	I am willing to be held accountable for student learning		96%
	My colleagues are willing to be held accountable for student learn..	4%	80%

■ Percent Negative ■ Percent Positive

What is an I vs They Gap and why does it matter?

The more positive the beliefs and perceptions of the staff are about their readiness and willingness to change, the more efficiently change will happen.

Look for large gaps between the I vs They pair of questions. Large gaps are a sign of distrust amongst staff members.
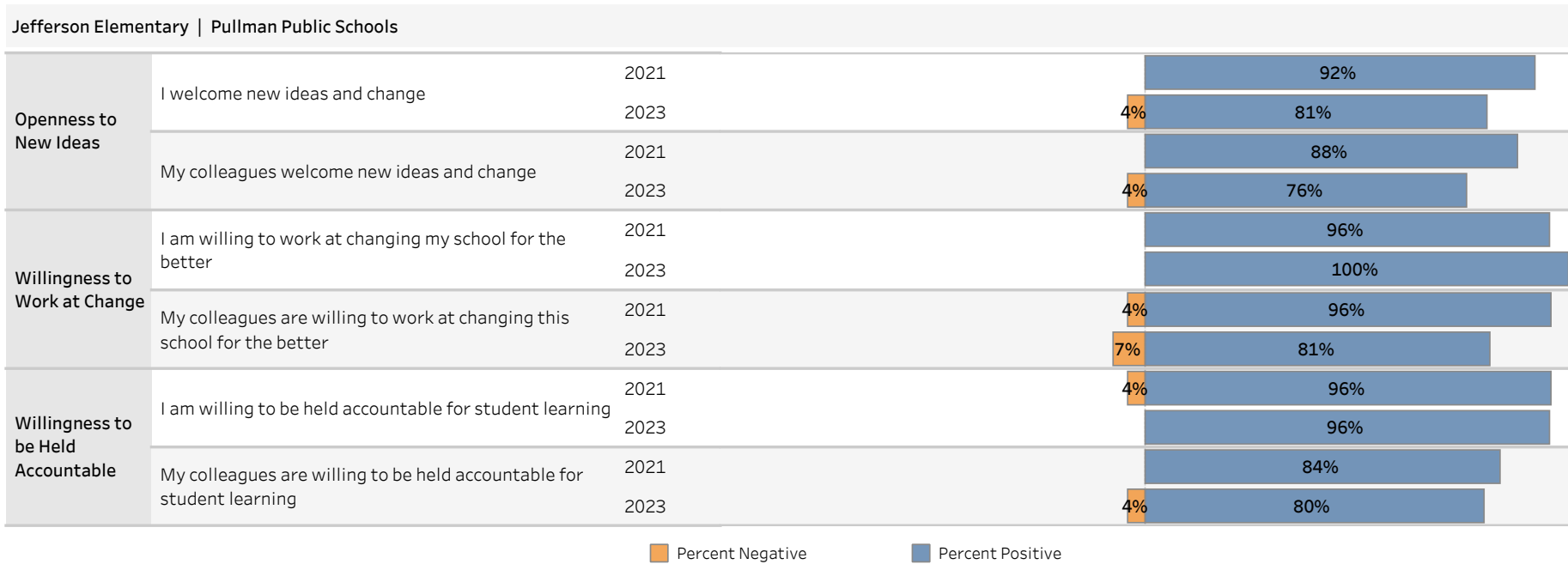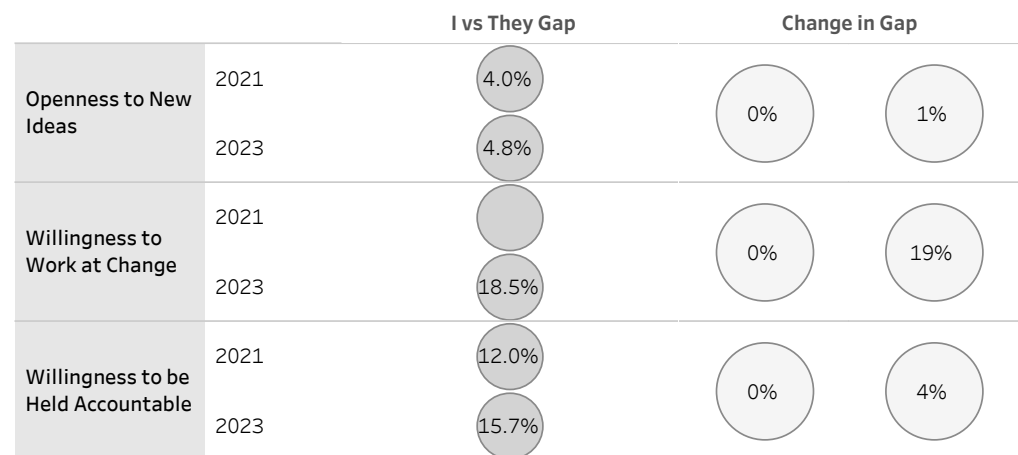
If the I vs They gaps to the right are red, the value is beyond a threshold to cause some concern and should be investigated. This threshold is **20% at the elementary level** and **25% at the secondary level**.

I vs They Gap

Openness to New Ideas	4.8%
Willingness to Work at Change	18.5%
Willingness to be Held Accountable	15.7%

What a difference a year makes...
Is your staff ready for change?

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Category	Statement	Year	Percent Negative	Percent Positive
Openness to New Ideas	I welcome new ideas and change	2021		92%
		2023	4%	81%
	My colleagues welcome new ideas and change	2021		88%
		2023	4%	76%
Willingness to Work at Change	I am willing to work at changing my school for the better	2021		96%
		2023		100%
	My colleagues are willing to work at changing this school for the better	2021	4%	96%
		2023	7%	81%
Willingness to be Held Accountable	I am willing to be held accountable for student learning	2021	4%	96%
		2023		96%
	My colleagues are willing to be held accountable for student learning	2021		84%
		2023	4%	80%

■ Percent Negative ■ Percent Positive

Why does the gap between I vs. They matter?

The more positive the beliefs and perceptions of the staff are about their readiness and willingness to change, the more efficiently change will happen.

Pay attention to large gaps in responses between the I and They paired survey items. Large gaps indicate differences in opinions and perceptions and may represent a lack of trust amongst staff. If the I vs They gaps to the right are red, the value is beyond a threshold to cause some concern and should be investigated. This threshold is **20% at the elementary** level and **25% at the secondary level**.

Note any growing gaps when looking at the longitudinal data (lower-right viz). If the most recent year's gap percentage is higher than the previous year's gap percentage, this means the gap is growing. If the gap has narrowed or decreased over time the change is represented by a negative value. Narrowing the gap is GOOD!

		I vs They Gap	Change in Gap	
Openness to New Ideas	2021	4.0%	0%	1%
	2023	4.8%		
Willingness to Work at Change	2021		0%	19%
	2023	18.5%		
Willingness to be Held Accountable	2021	12.0%	0%	4%
	2023	15.7%		

Created on: 3/9/2023

Do staff and student respondents share common beliefs and perceptions for Social Supports?

Social Supports – Ensuring psychological safety and a sense of belonging

Before expecting students to reach self-actualization, it is important to ensure that the lower levels of Maslow's hierarchy have been met. In Social Supports, we explore not only from the staff perspective but include student voice to identify whether students feel they are functioning in an environment focused on their wellbeing and future success.

Having one adult that cares about you can make all the difference in the life of a child. Do students really feel staff care about them? Looking at this question from both viewpoints can validate whether staff are getting the desired results from their interactions with students and can open the door to conversations with students on why or why not they feel adults care about them.

SOCIAL SUPPORTS
Salina, C, Girtz, S and Eppinga, J (2016) *Powerless to Powerful: Leadership for School Change.* Lanham, MD: Rowman & Littlefield

Jefferson Elementary | Pullman Public Schools

		2021	2023
Staff	CIA — I understand instructional strategies to support social emotional learning objectives	86%	75%
	CSF — Staff I work with take responsibility for ensuring each student learns in our school	96%	88%
	FPD — I receive training on instruction to support social emotional learning	70%	57%
	MTL — I incorporate social emotional instruction into my daily instructional delivery	75%	81%
	SLE — Staff at this school value and respect all students	96%	92%
	SLE — Students believe the adults in this school genuinely care about them	96%	100%
	SLE — The development of students' social emotional learning enhances the learning environment in our classrooms	90%	91%
	SLE — This school has effective equity practices for all	90%	60%

How large is your "Staff vs Student" Gap for these questions?

		2021	2023
Staff	Students believe the adults in this school genuinely care about them	96%	100%
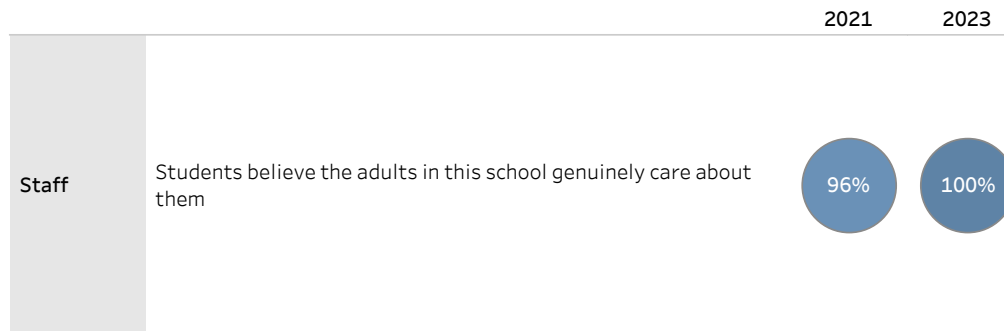
How does your school's Social Supports compare to other schools?

Staff

81%

↑

3.2%

Compared to the Social Supports Norm

Created on: 3/9/2023

Do staff and student respondents share common beliefs and perceptions for Academic Press?

Academic Press – Self-Actualization through high standards and academic rigor

With staff working together and students feeling supported, the final foundational element is the presence of high expectations and rigor toward student work and learning. In Academic Press, we bring the staff and student perspectives together to ensure what is intended is actually being experienced relative to expectations, opportunity, relevance and outcomes.

Do I believe all students can learn? Do my peers believe all students can learn? Do all students feel we believe in their ability to learn? These are key questions at the core of academic attainment for all and each of the three legs must be equally sturdy to hold the weight of high expectations and rigor.

ACADEMIC PRESS
Salina, C, Girtz, S and Eppinga, J (2016) *Powerless to Powerful: Leadership for School Change.* Lanham, MD: Rowman & Littlefield

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		2021	2023
Staff	CIA — Instruction is personalized to meet the needs of each student	71%	50%
	CIA — Regular formative assessments are used to monitor student progress toward standards	81%	76%
	CIA — Students are provided tasks that require higher-level thinking skills	90%	59%
	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	85%	86%
	HSE — I believe that all students can meet state standards	70%	86%
	HSE — In our school we expect all staff to perform responsibilities with a high level of excellence	91%	88%
	HSE — Our staff believes that all students can meet state standards	75%	71%
	MTL — Assessment data are used to identify student needs and appropriate instructional intervention	90%	76%
	MTL — I provide timely feedback to students about their learning	85%	88%
	MTL — Struggling students receive early intervention and remediation to acquire skills	55%	52%
	MTL — We monitor the effectiveness of instructional interventions	75%	76%

How large is your "Staff vs Student" Gap for these questions?

		2021	2023
Staff	I believe that all students can meet state standards	70%	86%
	Our staff believes that all students can meet state standards	75%	71%
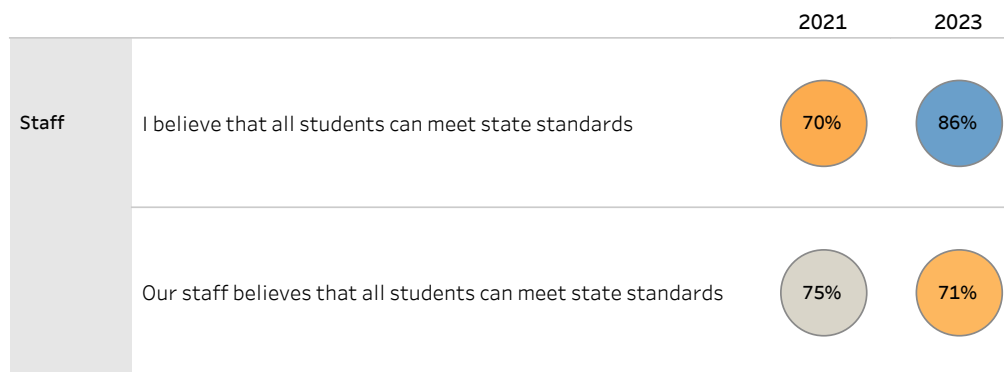
How does your school's Academic Press compare to other schools?

Staff

73%

⬇

-0.8%

Compared to the Academic Press Norm

How do you compare against other EES Schools?

2023 EES Survey Perceptions | Jefferson Elementary
9 Characteristics of Highly Effective Schools

% Positive from Norm

Collaboration & Communication
1.8%
9.2%

Curriculum, Instruction & Assessment
-2.6%

Clear & Shared Focus
-1.9%
-10.7%

District Support for Improvement
-3.9%

Effective Leadership
-7.9%
5.9%

Focused Professional Development
-24.9%

High Standards & Expectations
8.5%
-8.7%

Monitoring of Teaching & Learning
3.0%
6.0%

Parent & Community Involvement
0.2%
-1.0%

Readiness to Benefit
10.2%

Supportive Learning Environments
-0.7%
4.0%

■ Staff
■ Family

EES Toolkit - Norm Comparison

Created on: 3/9/2023

What are the Top and Bottom 5 survey items from your 2023 School Year?

Look for common themes.

Are you surprised by the top or bottom items?

Do you see similarities in the Student and Family responses?

The top and bottom 5 survey items may not reflect your reality. This gives you a starting place to dig into your data.

By % Positive Responses   Jefferson Elementary | Pullman Public Schools

Staff Survey

Item	%
RTB — I am willing to work at changing my school for the better	100.0%
SLE — Students believe the adults in this school genuinely care about them	100.0%
RTB — I am willing to be held accountable for student learning	95.7%
SLE — Staff at this school value and respect all students	91.7%
C — Staff in our school are consistently truthful	91.3%
SLE — The development of students' social emotional learning enhances the learning environment in our classro..	91.3%
EL — Our school community engages in difficult conversations about race, gender, oppression and discrimination	33.3%
MTL — Feedback from classroom observations leads to meaningful change in instructional practice	33.3%
FPD — We talk about race and bigotry as a staff	32.0%
FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	5.3%
FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that fo..	5.0%

Student Survey

Characteristics Legend
C — Collaboration & Communication
CSF — Clear & Shared Focus
HSE — High Standards & Expectations
EL — Effective Leadership
SLE — Supportive Learning Environment
PCI — Parent & Community Involvement
CIA — Curriculum, Instruction & Assessment
MTL — Monitoring of Teaching & Learning
FPD — Focused Professional Development
CLTR — Cultural Responsiveness
D — District Support for Improvement

Characteristics Legend (Student-SEL)
FO — Future Orientation
BELONG — Belonging and Identity
SM — Self Management
GRIT — Perseverance/Grit
SE — Self-Efficacy and Mindsets
CT — Critical Thinking
IS — Collaboration and Interpersonal Skills

Family Survey

Item	%
C — Communications/materials I receive from the school are in a language I can understand	100.0%
SLE — School employees are respectful and courteous of one another	100.0%
SLE — Teachers in this school provide students with a variety of learning opportunities	96.2%
EL — The principal of this school is committed to quality education	96.0%
C — Parents/families and employees at this school talk respectfully with one another	92.9%
HSE — Teachers in this school are dedicated to helping all students succeed	92.9%
PCI — When I share concerns with my student's teacher, they listen	92.9%
SLE — This school provides a caring/supportive environment for my student	92.9%
CSF — I am informed about progress toward the improvement goals of this school	59.3%
HSE — My student is challenged with a rigorous course of study at this school	59.3%
SLE — Bullying/harassment is not tolerated in this school	57.7%
PCI — This school tells me how I can help my student with homework	52.4%
CSF — My student understands the purpose of each lesson	52.0%

Created on: 3/9/2023

Where are we seeing the most change from 2021 to 2023?

Top/Bottom 5 Increase/Decrease in % Positive Responses   Jefferson Elementary | Pullman Public Schools

Look for common themes.

Are you surprised by either the top increases or bottom decreases?

What changes put in place, since the last survey, may have caused these differences? Example: change in school policy, expectations, etc.

Staff Survey

Item	%
D — This district facilitates the alignment of curriculum across grades and schools	28.5%
HSE — I believe that all students can meet state standards	15.7%
PCI — This school communicates effectively with families of all cultures	11.6%
FPD — We talk about race and bigotry as a staff	8.2%
MTL — We reflect upon instructional practice to inform our conversations about improvement	6.3%
C — When there is a problem in my school, we talk about how to solve it	-38.0%
EL — My principal facilitates systems/processes to support school improvement	-38.5%
SLE — We celebrate progress toward improvement plan goals	-42.8%
PCI — With important decisions we seek input from parents and the community	-49.4%
FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruc..	-52.1%

Student Survey

Do you see increases or decreases similar to what Staff or Student responses reflected?

Family Survey

Item	%
SLE — In this school, time is spent doing work that students find useful and interesting	24.1%
MTL — Struggling students receive early intervention and additional help at this school	22.1%
SLE — This school addresses issues of diversity in a timely and effective manner	20.0%
SLE — Teachers in this school provide students with a variety of learning opportunities	18.9%
C — I am encouraged to collaborate with my student's teachers about my student's learning	16.4%
CSF — I am informed about progress toward the improvement goals of this school	-14.1%
HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	-14.8%
PCI — This school tells me how I can help my student with homework	-15.8%
CSF — My student understands the purpose of each lesson	-16.2%
SLE — Bullying/harassment is not tolerated in this school	-28.0%

Do respondents across all three surveys share common beliefs and perceptions?

Jefferson Elementary | Pullman Public Schools

Why use similar survey items across Staff, Family and Student surveys?

By asking the same or very similar survey items of each stakeholder group, you can triangulate the data around potential school issues, illuminate themes or a specific challenge, and ultimately define a solution.

For example, if students feel safe at school but families feel differently, why? Questions that have a large difference between groups warrant additional conversations.

Category	Item		2021	2023
Academic Equity	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	Sta	85%	86%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Fam	81%	67%
Behavior Standards	SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	Sta	91%	70%
	CSF — This school has equitable behavior rules for all students	Fam	82%	88%
Bullying	SLE — Staff enforce the bullying/harassment policy of this school	Sta	100%	83%
	SLE — Bullying/harassment is not tolerated in this school	Fam	86%	58%
Celebrating Success	SLE — We have a system for celebrating student success	Sta	82%	75%
	SLE — This school celebrates student success	Fam	77%	87%
Confronting Bias	FPD — We talk about race and bigotry as a staff	Sta	24%	32%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Fam	63%	70%
High Expectations	HSE — Our staff believes that all students can meet state standards	Sta	75%	71%
	HSE — Teachers have high expectations for student learning at this school	Fam	78%	72%
Intervention for Struggling Stu..	MTL — Struggling students receive early intervention and remediation to acquire skills	Sta	55%	52%
	MTL — Struggling students receive early intervention and additional help at this school	Fam	64%	86%
Safety	SLE — Students believe this school is a safe place	Sta	95%	76%
	SLE — My student feels safe at school	Fam	93%	82%
Supported Learning	SLE — Students believe the adults in this school genuinely care about them	Sta	96%	100%
	SLE — This school provides a caring/supportive environment for my student	Fam	83%	93%

Change in % Positive Responses

	Staff	Family
Academic Equity	1.4%	-14.8%
Behavior Standards	-21.3%	5.9%
Bullying	-17.4%	-28.0%
Celebrating Success	-6.8%	9.7%
Confronting Bias	8.2%	6.6%
High Expectations	-3.6%	-5.8%
Intervention for Struggling Students	-2.8%	22.1%
Safety	-19.5%	-11.2%
Supported Learning	4.3%	9.5%

What to look for...

Look not for the same increase, but rather movement in the same direction across all surveys.

When you see movement in the same direction, stagnation or incongruent movement, ask yourself why?

What is your current land of opportunity - Staff 2023 School Year?

These are the survey items from your current administration with the highest percentage of neutral responses (Sometimes True). These are the items where you have the greatest opportunity to influence your Staff and shift their perceptions from neutral to positive.

Are there common themes amongst the individual survey items? Do all of the items fall within a single Characteristic?

Jefferson Elementary | Pullman Public Schools

Item	%
FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction	55%
SLE — We celebrate progress toward improvement plan goals	55%
PCI — With important decisions we seek input from parents and the community	50%
MTL — Students are encouraged to self-reflect and track progress toward goals	48%
CIA — Our district has a social emotional framework (standards)	45%

Negative values are a good thing, indicating staff moved out of "Sometimes True" responses.

Item	%
D — This district facilitates the alignment of curriculum across grades and schools	-27.8%
FPD — We talk about race and bigotry as a staff	-19.6%
HSE — I believe that all students can meet state standards	-15.7%
EL — Our school community engages in difficult conversations about race, gender, oppression and discrimination	-12.9%
PCI — This school communicates effectively with families of all cultures	-11.2%
C — When there is a problem in my school, we talk about how to solve it	22.6%
FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction	26.4%
SLE — This school has effective equity practices for all	26.5%
PCI — With important decisions we seek input from parents and the community	40.5%
SLE — We celebrate progress toward improvement plan goals	43.9%

From our previous survey, how did our responses shift from the neutral or "Sometimes True" responses?

To the left are the survey items with the largest decrease and increase in neutral responses from the previous survey administration. The percent of staff who moved from neutral to positive are **blue**, and the percent who moved from neutral to negative are **orange**.

What influences these changes in perceptions? What can we do to shift more staff to "Almost Always True" and "Often True" responses?

What Staff survey items from your 2023 School Year have 33% or more Neutral responses?

This chart identifies the questions where 1 in 3 or at least 33% of the responses were neutral (Sometimes True).

Everyone has a belief or an opinion, but some have a hard time committing one way or another. Perhaps they are not sure how they feel (need more information) or they are afraid to express their opinion on certain survey items (lack of trust or fear of repercussions).

It is much easier to learn about the strengths and needs of staff when they have and share definite opinions. This significant percentage of staff represents an identifiable opportunity to focus efforts and resources toward the specific areas where staff require more information, help or clarity.

Whatever the reason, having conversations, sharing information, evaluating decision-making and making changes must continue.

If no data displays, all items have less than 33% neutral responses.

Sometimes True   Jefferson Elementary | Pullman Public Schools

FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving inst..	55%
SLE — We celebrate progress toward improvement plan goals	55%
PCI — With important decisions we seek input from parents and the community	50%
MTL — Students are encouraged to self-reflect and track progress toward goals	48%
CIA — Our district has a social emotional framework (standards)	45%
MTL — Struggling students receive early intervention and remediation to acquire skills	39%
CSF — Staff share a high sense of urgency around the need to improve	38%
MTL — Feedback from classroom observations leads to meaningful change in instructional practice	38%
FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	37%
D — This district facilitates systems and programs to support school improvement	36%
SLE — This school has effective equity practices for all	36%
C — When there is a problem in my school, we talk about how to solve it	35%
CIA — Lesson purpose is clearly communicated to students	33%

What Student survey items from your 2023 School Year have 33% or more Neutral responses?

Sometimes True   Jefferson Elementary | Pullman Public Schools

What does it mean when we see survey items with a high percentage of neutral responses?

This chart identifies the questions where 1 in 3 or at least 33% of the responses were neutral (Sometimes True).

Everyone has a belief or an opinion, but some have a hard time committing one way or another. Perhaps they are not sure how they feel (need more information) or they are afraid to express their opinion on certain survey items (lack of trust or fear of repercussions).

It is much easier to learn about the strengths and needs of students when they have and share definite opinions. This significant percentage of students represents an identifiable opportunity to focus efforts and resources toward the specific areas where students require more information, help or clarity.

Whatever the reason, having conversations, sharing information, evaluating decision-making and making changes must continue.

If no data displays, all items have less than 33% neutral responses.

What Family survey items from your 2023 School Year have 33% or more Neutral responses?

What does it mean when we see survey items with a high percentage of neutral responses?

This chart identifies the questions where 1 in 3 or at least 33% of the responses were neutral (Sometimes True).

Everyone has a belief or an opinion, but some have a hard time committing one way or another. Perhaps they are not sure how they feel (need more information) or they are afraid to express their opinion on certain survey items (lack of trust or fear of repercussions).

It is much easier to learn about the strengths and needs of families when they have and share definite opinions. This significant percentage of families represents an identifiable opportunity to focus efforts and resources toward the specific areas where families require more information, help or clarity.

Whatever the reason, having conversations, sharing information, evaluating decision-making and making changes must continue.

If no data displays, all items have less than 33% neutral responses.

Sometimes True   Jefferson Elementary | Pullman Public Schools

CSF — My student understands the purpose of each lesson	40%
PCI — Parents/families have input into plans for improving this school	35%
SLE — Bullying/harassment is not tolerated in this school	35%