

Educational Effectiveness Survey™



Tool Kit

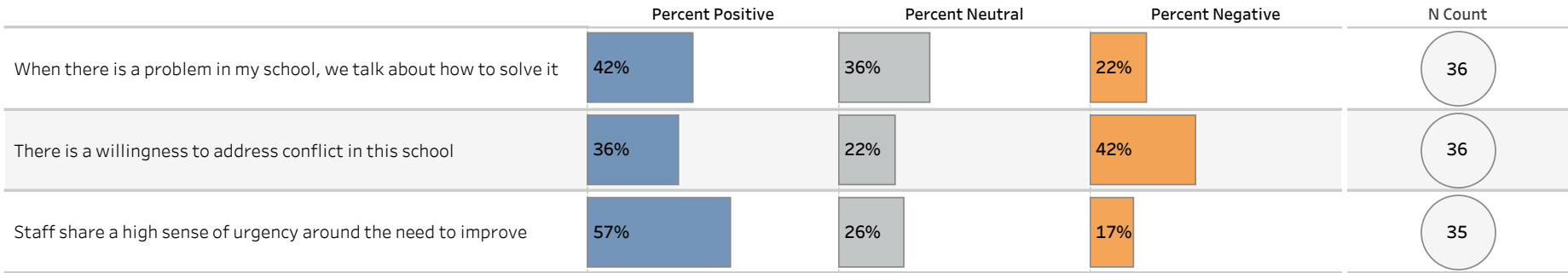
Kamiak Elementary

Pullman Public Schools

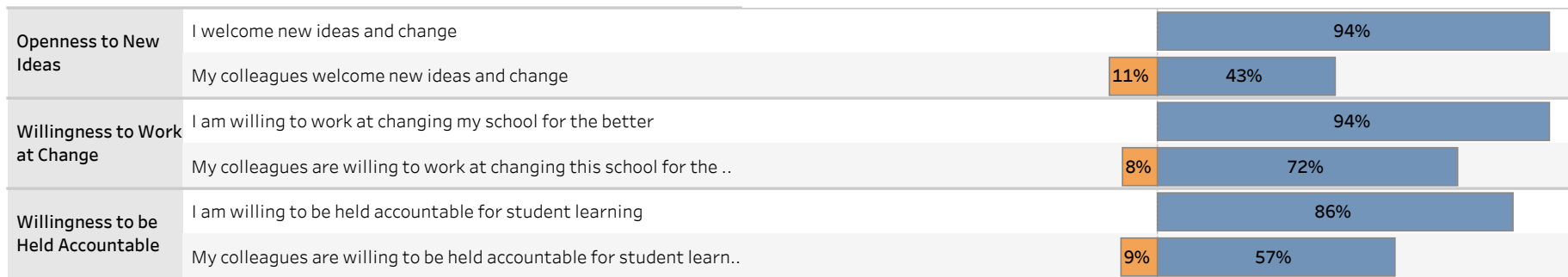
	2021	2023
Staff	n=34	n=36
Family	n=38	n=31

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

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Is your staff ready for change?



■ Percent Negative ■ Percent Positive

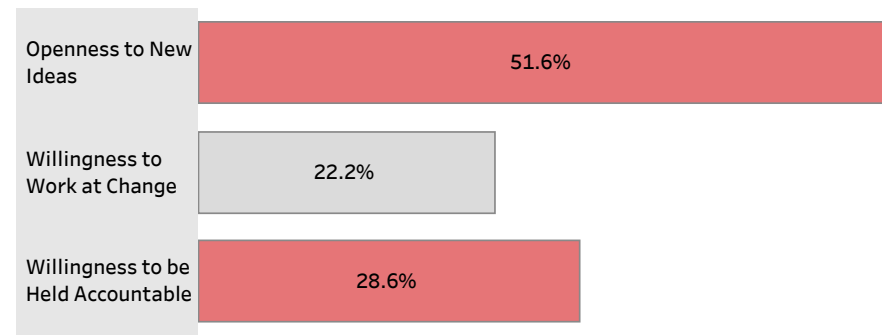
What is an I vs They Gap and why does it matter?

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.

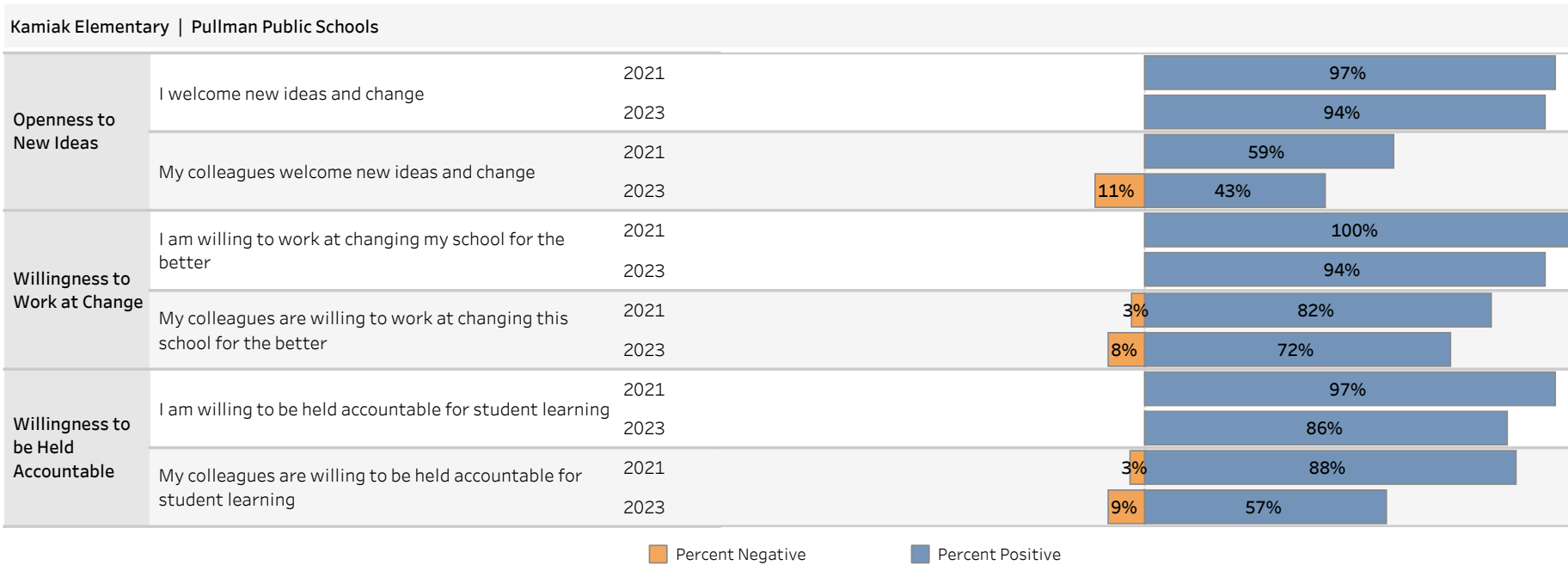
If the I vs They gaps to the right are red, the value is beyond a threshold to cause some concern and should be investigated. This threshold is **20% at the elementary level** and **25% at the secondary level**.

I vs They Gap



What a difference a year makes...

Is your staff ready for change?

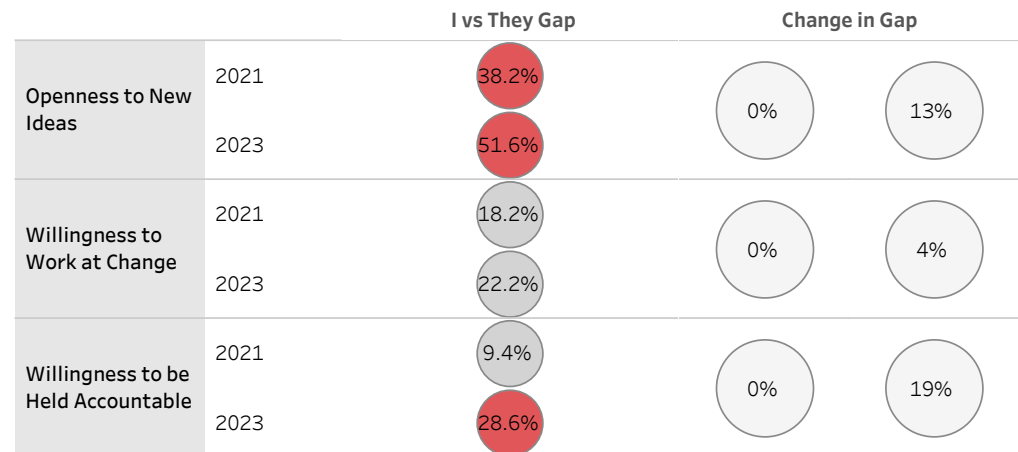


Why does the gap between I vs. They matter?

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!



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

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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.

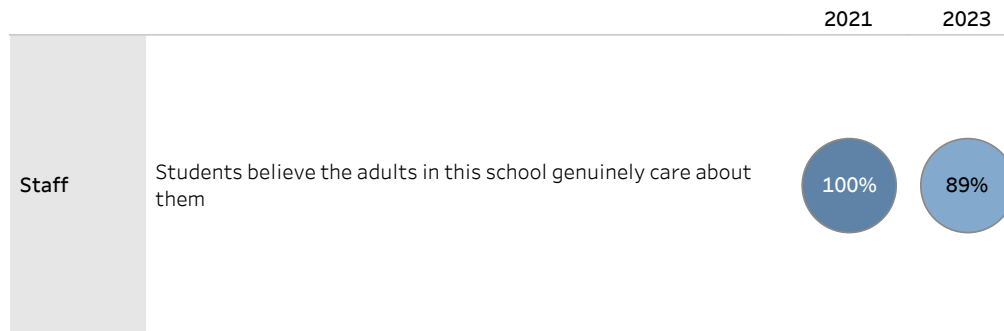
Having one adult that cares about you can make all the difference in the life of a child. Do students really feel staff care about them? Looking at this question from both viewpoints can validate whether staff are getting the desired results from their interactions with students and can open the door 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

		2021	2023
Staff	CIA — I understand instructional strategies to support social emotional learning objectives	72%	61%
	CSF — Staff I work with take responsibility for ensuring each student learns in our school	96%	77%
	FPD — I receive training on instruction to support social emotional learning	46%	41%
	MTL — I incorporate social emotional instruction into my daily instructional delivery	74%	75%
	SLE — Staff at this school value and respect all students	96%	85%
	SLE — Students believe the adults in this school genuinely care about them	100%	89%
	SLE — The development of students’ social emotional learning enhances the learning environment in our classrooms	92%	86%
	SLE — This school has effective equity practices for all	81%	55%

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



How does your school’s Social Supports compare to other schools?

Staff
71%



-6.4%

Compared to the Social Supports Norm

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

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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

		2021	2023
Staff	CIA — Instruction is personalized to meet the needs of each student	62%	52%
	CIA — Regular formative assessments are used to monitor student progress toward standards	83%	63%
	CIA — Students are provided tasks that require higher-level thinking skills	88%	65%
	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	92%	78%
	HSE — I believe that all students can meet state standards	65%	61%
	HSE — In our school we expect all staff to perform responsibilities with a high level of excellence	89%	71%
	HSE — Our staff believes that all students can meet state standards	68%	45%
	MTL — Assessment data are used to identify student needs and appropriate instructional intervention	79%	81%
	MTL — I provide timely feedback to students about their learning	90%	85%
	MTL — Struggling students receive early intervention and remediation to acquire skills	54%	41%
MTL — We monitor the effectiveness of instructional interventions	65%	56%	

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

		2021	2023
Staff	I believe that all students can meet state standards	65%	61%
	Our staff believes that all students can meet state standards	68%	45%

How does your school's Academic Press compare to other schools?

Staff

63%

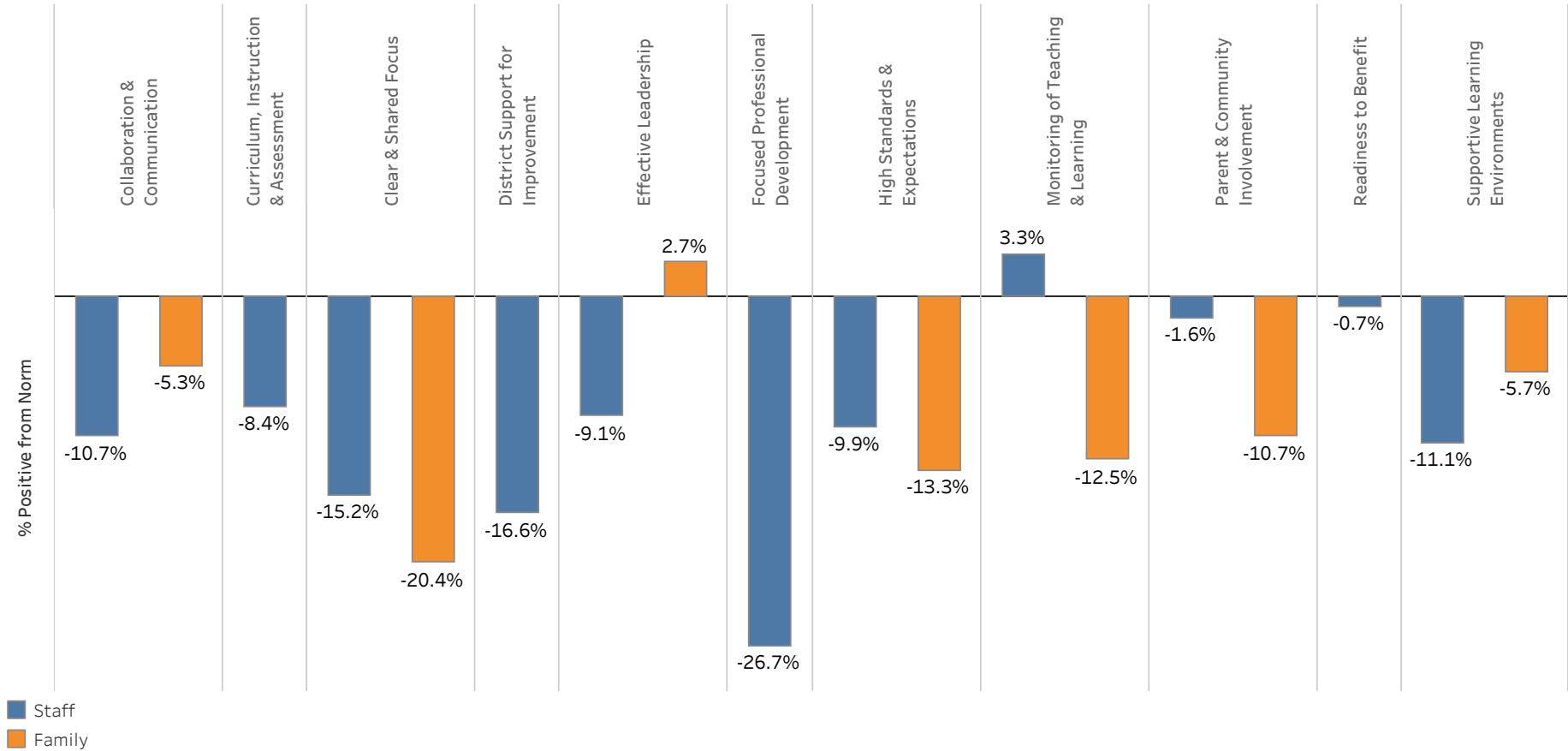


-11.0%

Compared to the Academic Press Norm

How do you compare against other EES Schools?

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



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.

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

By % Positive Responses Kamiak Elementary | Pullman Public Schools

Survey Type	Item	% Positive Responses
Staff Survey	RTB — I am willing to work at changing my school for the better	94.4%
	RTB — I welcome new ideas and change	94.4%
	SLE — Students believe the adults in this school genuinely care about them	88.9%
	SLE — The development of students' social emotional learning enhances the learning environment in our classro..	86.2%
	RTB — I am willing to be held accountable for student learning	85.7%
	D — Collaboration between district and schools is based upon trust and respect	32.3%
	FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that fo..	28.6%
	FPD — We talk about race and bigotry as a staff	25.8%
	FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	25.0%
	D — District leadership communicates effectively with my school	24.1%
Family Survey	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	95.2%
	EL — Actions of school leaders promote a shared commitment for equity	88.5%
	EL — The principal of this school is committed to quality education	87.1%
	SLE — I believe adults in this school care about my student	87.1%
	HSE — My student is challenged with a rigorous course of study at this school	55.2%
	PCI — Parents/families participate in important decisions about their student's education	55.2%
	PCI — Parents/families have input into plans for improving this school	52.0%
	CSF — I am informed about progress toward the improvement goals of this school	51.7%
	PCI — This school tells me how I can help my student with homework	50.0%

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



The Center for Educational Effectiveness

Top/Bottom 5 Increase/Decrease in % Positive Responses Kamiak 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.

Survey Type	Item	% Change
Staff Survey	MTL — We reflect upon instructional practice to inform our conversations about improvement	5.5%
	MTL — Assessment data are used to identify student needs and appropriate instructional intervention	2.3%
	PCI — This school communicates effectively with families of all cultures	1.2%
	MTL — I incorporate social emotional instruction into my daily instructional delivery	1.1%
	RTB — I welcome new ideas and change	-2.6%
	EL — My principal facilitates systems/processes to support school improvement	-38.0%
	SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	-38.5%
	FPD — Our teachers engage in professional development activities to learn and apply new skills and strategies	-40.3%
	EL — Staff are held accountable for the new behaviors and practices needed to achieve our school improvement plan goals	-42.3%
	SLE — Staff enforce the bullying/harassment policy of this school	-44.4%
Family Survey	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	15.3%
	C — Communications/materials I receive from the school are in a language I can understand	3.1%
	EL — Actions of school leaders promote a shared commitment for equity	0.0%
	EL — I am comfortable expressing my ideas or concerns to the administrator(s) of this school	0.0%
	PCI — This school tells me how I can help my student with homework	-1.9%
	CSF — I am informed about progress toward the improvement goals of this school	-24.1%
	PCI — Parents/families participate in important decisions about their student's education	-24.1%
	SLE — Bullying/harassment is not tolerated in this school	-26.8%
	PCI — Parents/families have input into plans for improving this school	-27.2%
	MTL — Teachers accommodate my student's individual needs by adjusting instruction	-32.0%

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

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



The Center for Educational Effectiveness

Kamiak 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.

			2021	2023
Academic Equity	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	Sta	92%	78%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Fam	86%	79%
Behavior Standards	SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	Sta	92%	54%
	CSF — This school has equitable behavior rules for all students	Fam	81%	62%
Bullying	SLE — Staff enforce the bullying/harassment policy of this school	Sta	100%	56%
	SLE — Bullying/harassment is not tolerated in this school	Fam	92%	66%
Celebrating Success	SLE — We have a system for celebrating student success	Sta	89%	78%
	SLE — This school celebrates student success	Fam	89%	76%
Confronting Bias	FPD — We talk about race and bigotry as a staff	Sta	52%	26%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Fam	56%	71%
High Expectations	HSE — Our staff believes that all students can meet state standards	Sta	68%	45%
	HSE — Teachers have high expectations for student learning at this school	Fam	90%	72%
Intervention for Struggling Stu..	MTL — Struggling students receive early intervention and remediation to acquire skills	Sta	54%	41%
	MTL — Struggling students receive early intervention and additional help at this school	Fam	75%	64%
Safety	SLE — Students believe this school is a safe place	Sta	88%	65%
	SLE — My student feels safe at school	Fam	91%	76%
Supported Learning	SLE — Students believe the adults in this school genuinely care about them	Sta	100%	89%
	SLE — This school provides a caring/supportive environment for my student	Fam	97%	83%

Change in % Positive Responses

	Staff	Family
Academic Equity	-13.7%	-7.4%
Behavior Standards	-38.5%	-19.2%
Bullying	-44.4%	-26.8%
Celebrating Success	-11.5%	-13.0%
Confronting Bias	-26.2%	15.3%
High Expectations	-23.4%	-17.2%
Intervention for Struggling Students	-13.1%	-11.4%
Safety	-23.9%	-14.8%
Supported Learning	-11.1%	-13.9%

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?



The Center for Educational Effectiveness

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?

Kamiak Elementary Pullman Public Schools	
FPD — We talk about race and bigotry as a staff	48%
RTB — My colleagues welcome new ideas and change	46%
MTL — Students are encouraged to self-reflect and track progress toward goals	39%
MTL — Struggling students receive early intervention and remediation to acquire skills	37%
C — When there is a problem in my school, we talk about how to solve it	36%

Negative values are a good thing, indicating staff moved out of "Sometimes True" responses.	
D — District administrators communicate a clear vision of good instruction and essential curriculum	-28.5%
FPD — I receive training on instruction to support social emotional learning	-25.5%
FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction	-16.9%
FPD — We are provided training to meet the needs of a diverse student population in our school	-12.9%
MTL — We reflect upon instructional practice to inform our conversations about improvement	-12.4%
CIA — Students are provided tasks that require higher-level thinking skills	22.8%
EL — Staff are held accountable for the new behaviors and practices needed to achieve our school improvement plan goals	23.1%
RTB — My colleagues are willing to be held accountable for student learning	24.9%
PCI — This school encourages parent involvement in their child's learning	27.5%
FPD — Our teachers engage in professional development activities to learn and apply new skills and strategies	30.5%

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?



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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 Kamiak Elementary | Pullman Public Schools

FPD — We talk about race and bigotry as a staff	48%
RTB — My colleagues welcome new ideas and change	46%
MTL — Students are encouraged to self-reflect and track progress toward goals	39%
MTL — Struggling students receive early intervention and remediation to acquire skills	37%
C — When there is a problem in my school, we talk about how to solve it	36%
C — My professional learning community work results in improved student learning	35%
EL — Staff are held accountable for the new behaviors and practices needed to achieve our school improvement plan goals	35%
PCI — This school encourages parent involvement in their child’s learning	35%
D — District leadership communicates effectively with my school	34%
FPD — Our teachers engage in professional development activities to learn and apply new skills and strategies	34%
RTB — My colleagues are willing to be held accountable for student learning	34%
CIA — Regular formative assessments are used to monitor student progress toward standards	33%
SLE — Staff enforce the bullying/harassment policy of this school	33%

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

Sometimes True Kamiak 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?

Sometimes True Kamiak 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 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.