Educational Effectiveness Survey™

cee
The Center for Educational Effectiveness

Tool Kit

Sunnyside Elementary

Pullman Public Schools

	2021	2023
Staff	n=22	n=31
Family	n=35	n=28

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

Sunnyside 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	90%	10%		31
There is a willingness to address conflict in this school	73%	27%		30
Staff share a high sense of urgency around the need to improve	86%	14%		29

Is your staff ready for change?

Openness to New Ideas	I welcome new ideas and change	87%
	My colleagues welcome new ideas and change	83%
Willingness to Work at Change	I am willing to work at changing my school for the better	97%
	My colleagues are willing to work at changing this school for the ..	97%
Willingness to be Held Accountable	I am willing to be held accountable for student learning	97%
	My colleagues are willing to be held accountable for student learn..	93%

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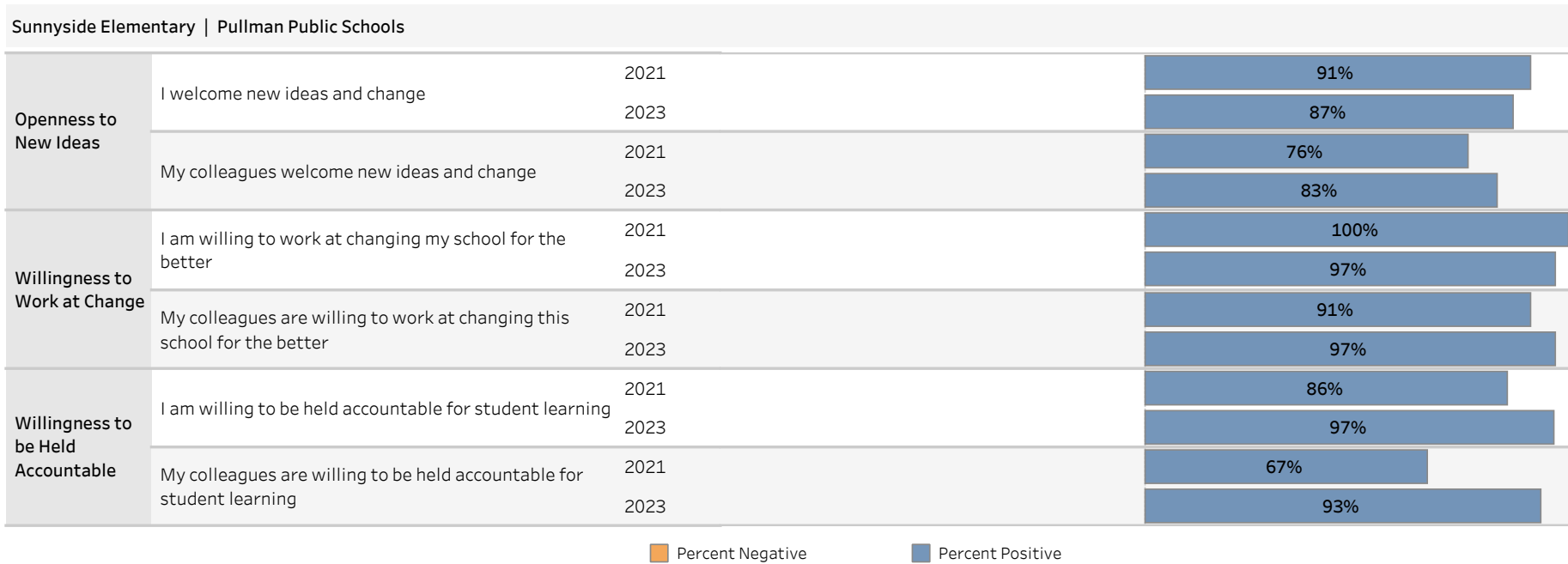
If the I vs They gaps to the right are red, the value is beyond a threshold to cause some concern and should be investigated. This threshold is **20% at the elementary level** and **25% at the secondary level**.

I vs They Gap

Openness to New Ideas	3.8%
Willingness to Work at Change	
Willingness to be Held Accountable	3.3%

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

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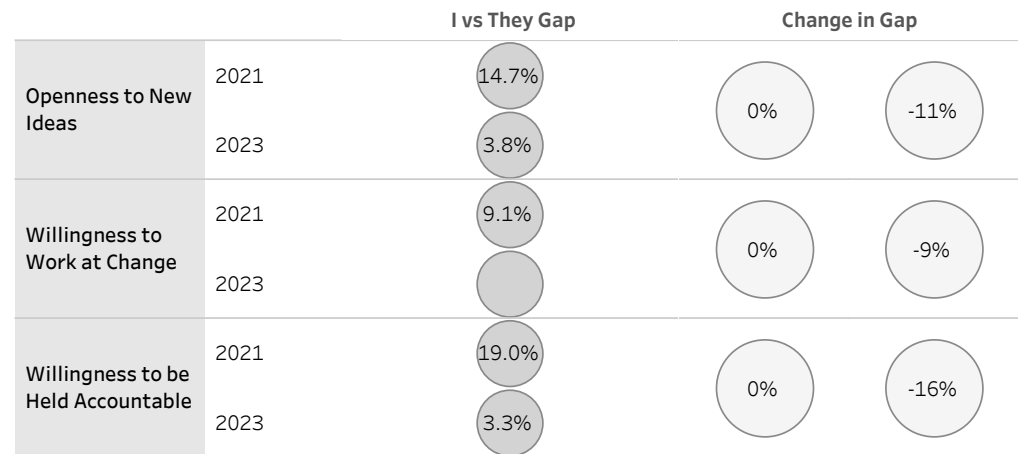| Category	Statement	Year	Percent Positive
Openness to New Ideas	I welcome new ideas and change	2021	91%
		2023	87%
	My colleagues welcome new ideas and change	2021	76%
		2023	83%
Willingness to Work at Change	I am willing to work at changing my school for the better	2021	100%
		2023	97%
	My colleagues are willing to work at changing this school for the better	2021	91%
		2023	97%
Willingness to be Held Accountable	I am willing to be held accountable for student learning	2021	86%
		2023	97%
	My colleagues are willing to be held accountable for student learning	2021	67%
		2023	93%

■ 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	14.7%	0%	-11%
	2023	3.8%		
Willingness to Work at Change	2021	9.1%	0%	-9%
	2023			
Willingness to be Held Accountable	2021	19.0%	0%	-16%
	2023	3.3%		

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

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		2021	2023
Staff	CIA — I understand instructional strategies to support social emotional learning objectives	84%	89%
	CSF — Staff I work with take responsibility for ensuring each student learns in our school	95%	96%
	FPD — I receive training on instruction to support social emotional learning	89%	78%
	MTL — I incorporate social emotional instruction into my daily instructional delivery	84%	100%
	SLE — Staff at this school value and respect all students	95%	100%
	SLE — Students believe the adults in this school genuinely care about them	100%	100%
	SLE — The development of students' social emotional learning enhances the learning environment in our classrooms	100%	100%
	SLE — This school has effective equity practices for all	90%	85%

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	100%	100%
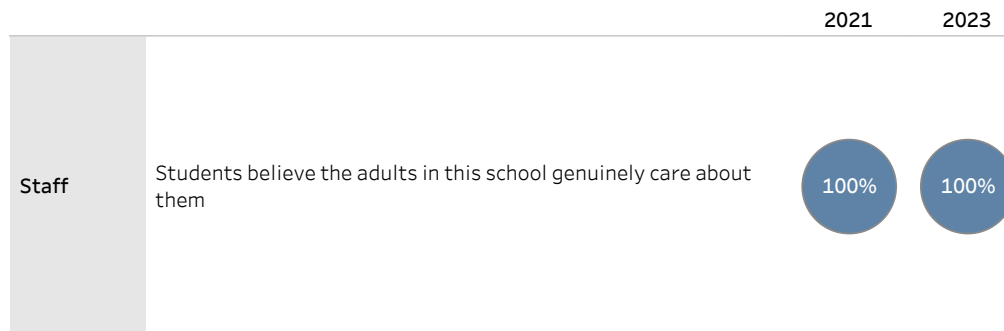
How does your school's Social Supports compare to other schools?

Staff

93%

16.1%

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	74%	81%
	CIA — Regular formative assessments are used to monitor student progress toward standards	89%	85%
	CIA — Students are provided tasks that require higher-level thinking skills	84%	81%
	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	89%	92%
	HSE — I believe that all students can meet state standards	89%	81%
	HSE — In our school we expect all staff to perform responsibilities with a high level of excellence	100%	96%
	HSE — Our staff believes that all students can meet state standards	68%	67%
	MTL — Assessment data are used to identify student needs and appropriate instructional intervention	100%	100%
	MTL — I provide timely feedback to students about their learning	94%	76%
	MTL — Struggling students receive early intervention and remediation to acquire skills	74%	88%
	MTL — We monitor the effectiveness of instructional interventions	100%	84%

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

		2021	2023
Staff	I believe that all students can meet state standards	89%	81%
	Our staff believes that all students can meet state standards	68%	67%

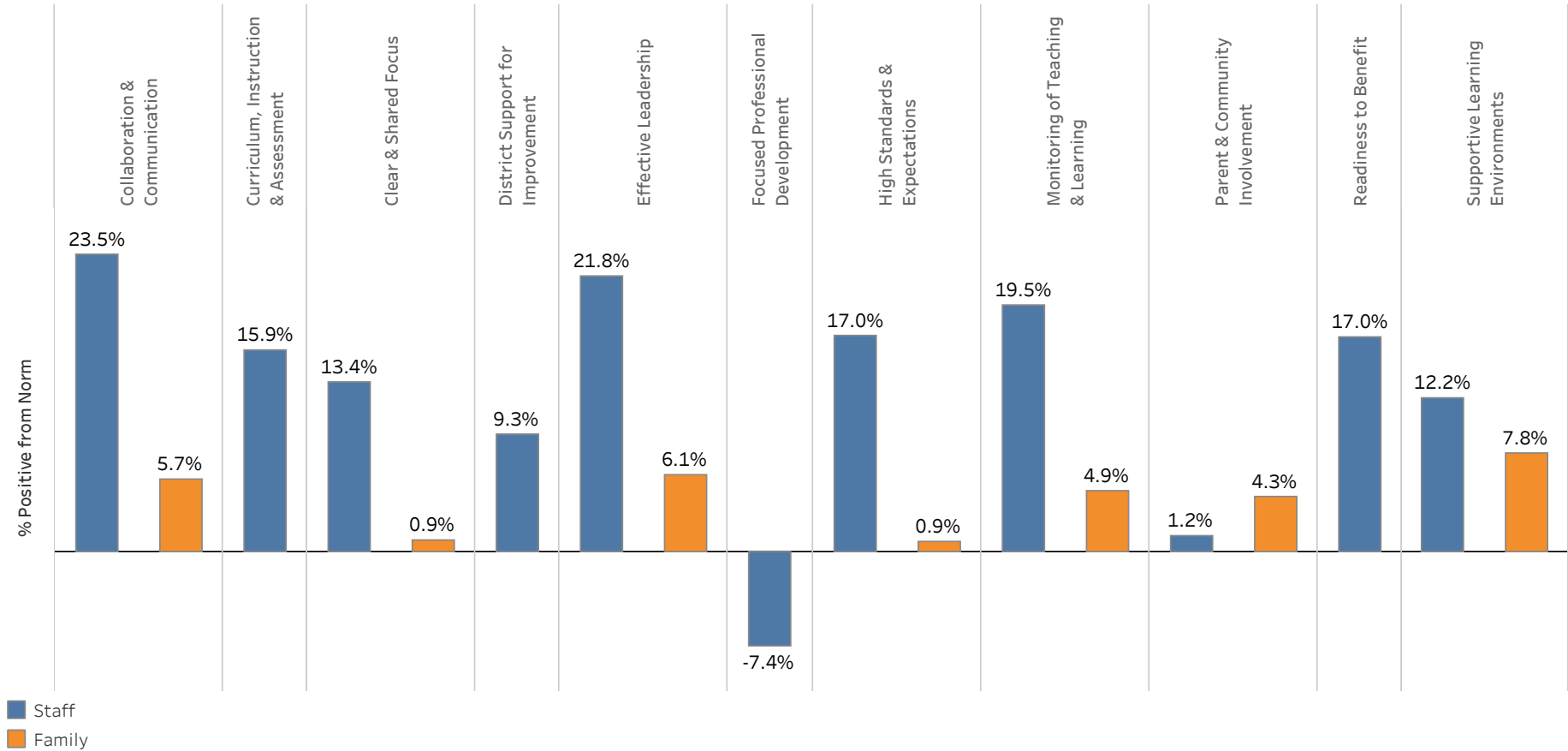## How does your school's Academic Press compare to other schools?

Staff

85%

⬆ 10.7%

Compared to the Academic Press Norm

Created on: 3/9/2023

How do you compare against other EES Schools?

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

% Positive from Norm

Collaboration & Communication
- 23.5% (Staff)
- 5.7% (Family)

Curriculum, Instruction & Assessment
- 15.9% (Staff)

Clear & Shared Focus
- 13.4% (Staff)
- 0.9% (Family)

District Support for Improvement
- 9.3% (Staff)

Effective Leadership
- 21.8% (Staff)
- 6.1% (Family)

Focused Professional Development
- -7.4% (Staff)

High Standards & Expectations
- 17.0% (Staff)
- 0.9% (Family)

Monitoring of Teaching & Learning
- 19.5% (Staff)
- 4.9% (Family)

Parent & Community Involvement
- 1.2% (Staff)
- 4.3% (Family)

Readiness to Benefit
- 17.0% (Staff)

Supportive Learning Environments
- 12.2% (Staff)
- 7.8% (Family)

Legend:
- Staff
- Family

EES Toolkit - Norm Comparison
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Created on: 3/9/2023

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

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By % Positive Responses   Sunnyside Elementary | Pullman Public Schools

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.

Staff Survey

Item	%
C — My professional learning community work results in improved student learning	100.0%
C — Staff in our school do not manipulate others to achieve their goals	100.0%
EL — My principal facilitates systems/processes to support school improvement	100.0%
EL — My principal is committed to quality education	100.0%
EL — My principal/administrator cares about me as a person	100.0%
EL — Support from my principal/supervisor leads to progress on instructional improvement (or professional gro..	100.0%
MTL — Assessment data are used to identify student needs and appropriate instructional intervention	100.0%
MTL — I incorporate social emotional instruction into my daily instructional delivery	100.0%
SLE — Our staff can count on one another for help when needed	100.0%
SLE — Staff at this school value and respect all students	100.0%
SLE — Students believe the adults in this school genuinely care about them	100.0%
SLE — Students believe this school is a safe place	100.0%
SLE — The development of students' social emotional learning enhances the learning environment in our classro..	100.0%
SLE — We honor agreements made with each other	100.0%
MTL — Students are encouraged to self-reflect and track progress toward goals	47.8%
FPD — We talk about race and bigotry as a staff	44.0%
PCI — With important decisions we seek input from parents and the community	36.4%
FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that fo..	36.0%
FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	28.0%

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	%
HSE — Teachers in this school are dedicated to helping all students succeed	100.0%
PCI — When I share concerns with my student's teacher, they listen	100.0%
SLE — School employees are respectful and courteous of one another	100.0%
C — Communications/materials I receive from the school are in a language I can understand	96.4%
SLE — I believe adults in this school care about my student	96.4%
PCI — This school tells me how I can help my student with homework	70.4%
C — This school communicates with me about my student's progress	67.9%
CSF — I am informed about progress toward the improvement goals of this school	63.0%
HSE — My student is challenged with a rigorous course of study at this school	60.0%
PCI — Parents/families have input into plans for improving this school	54.2%

Created on: 3/9/2023

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

Top/Bottom 5 Increase/Decrease in % Positive Responses   Sunnyside 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

RTB — My colleagues are willing to be held accountable for student learning	26.7%
CSF — Staff share a high sense of urgency around the need to improve	22.6%
C — Staff in our school do not manipulate others to achieve their goals	19.0%
EL — Staff at all levels are treated fairly here	18.5%
MTL — I incorporate social emotional instruction into my daily instructional delivery	15.8%
SLE — We celebrate progress toward improvement plan goals	-19.0%
D — There is a consistent vision of school improvement throughout this district	-23.5%
MTL — Students are encouraged to self-reflect and track progress toward goals	-24.4%
MTL — Feedback from classroom observations leads to meaningful change in instructional practice	-28.9%
PCI — With important decisions we seek input from parents and the community	-41.4%

Student Survey

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

Family Survey

C — This school communicates effectively with my family	16.2%
PCI — This school tells me how I can help my student with homework	14.8%
PCI — Parents/families participate in important decisions about their student's education	14.5%
CSF — The schoolwork my student is assigned is relevant to their future success	14.3%
SLE — My student enjoys going to school	12.9%
EL — The principal of this school is committed to quality education	-1.3%
MTL — Teachers accommodate my student's individual needs by adjusting instruction	-2.8%
SLE — Adults in this school value and respect my racial/cultural identity	-3.5%
SLE — This school has effective equity practices for all	-4.1%
PCI — Parents/families have input into plans for improving this school	-6.7%

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

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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		89%	92%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Fam		89%	90%
Behavior Standards	SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	Sta		86%	88%
	CSF — This school has equitable behavior rules for all students	Fam		92%	92%
Bullying	SLE — Staff enforce the bullying/harassment policy of this school	Sta		90%	96%
	SLE — Bullying/harassment is not tolerated in this school	Fam		81%	88%
Celebrating Success	SLE — We have a system for celebrating student success	Sta		95%	77%
	SLE — This school celebrates student success	Fam		77%	89%
Confronting Bias	FPD — We talk about race and bigotry as a staff	Sta		38%	44%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Fam		65%	75%
High Expectations	HSE — Our staff believes that all students can meet state standards	Sta		68%	67%
	HSE — Teachers have high expectations for student learning at this school	Fam		80%	86%
Intervention for Struggling Stu..	MTL — Struggling students receive early intervention and remediation to acquire skills	Sta		74%	88%
	MTL — Struggling students receive early intervention and additional help at this school	Fam		80%	88%
Safety	SLE — Students believe this school is a safe place	Sta		90%	100%
	SLE — My student feels safe at school	Fam		90%	93%
Supported Learning	SLE — Students believe the adults in this school genuinely care about them	Sta		100%	100%
	SLE — This school provides a caring/supportive environment for my student	Fam		93%	93%

Change in % Positive Responses

	Staff	Family
Academic Equity	3.4%	1.1%
Behavior Standards	2.7%	0.0%
Bullying	5.7%	7.0%
Celebrating Success	-18.3%	12.4%
Confronting Bias	5.9%	9.8%
High Expectations	-1.8%	5.7%
Intervention for Struggling Students	14.3%	7.5%
Safety	9.5%	2.5%
Supported Learning	0.0%	-0.5%

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?

Created on: 3/9/2023

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?

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PCI — With important decisions we seek input from parents and the community	55%
FPD — We talk about race and bigotry as a staff	52%
MTL — Students are encouraged to self-reflect and track progress toward goals	48%
EL — Our school community engages in difficult conversations about race, gender, oppression and discrimination	46%
SLE — We celebrate progress toward improvement plan goals	44%

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

RTB — My colleagues are willing to be held accountable for student learning	-26.7%
FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	-23.1%
CSF — Staff share a high sense of urgency around the need to improve	-22.6%
FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction	-16.9%
EL — Our school community engages in difficult conversations about race, gender, oppression and discrimination	-15.8%
D — There is a consistent vision of school improvement throughout this district	19.6%
MTL — Students are encouraged to self-reflect and track progress toward goals	25.6%
MTL — Feedback from classroom observations leads to meaningful change in instructional practice	28.9%
SLE — We celebrate progress toward improvement plan goals	29.0%
PCI — With important decisions we seek input from parents and the community	32.3%

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?

Created on: 3/9/2023

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 Sunnyside Elementary | Pullman Public Schools

Item	%
PCI — With important decisions we seek input from parents and the community	55%
FPD — We talk about race and bigotry as a staff	52%
MTL — Students are encouraged to self-reflect and track progress toward goals	48%
EL — Our school community engages in difficult conversations about race, gender, oppression and discrimination	46%
SLE — We celebrate progress toward improvement plan goals	44%
FPD — We are provided training to meet the needs of a diverse student population in our school	42%
D — District leadership communicates effectively with my school	41%
MTL — Feedback from classroom observations leads to meaningful change in instructional practice	40%
D — Collaboration between district and schools is based upon trust and respect	38%
FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving inst...	36%
D — There is a consistent vision of school improvement throughout this district	35%
HSE — Our staff believes that all students can meet state standards	33%

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

Sometimes True Sunnyside 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   Sunnyside 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.