

# Educational Effectiveness Survey™



## Professional Learning Community Module

### 9 Characteristics of High Performing Schools

Staff Edition V11

#### Lincoln Middle School

#### Pullman Public Schools

2021

N=41

2023

N=28





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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**Better Data. Better Decisions. Better Schools.**

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# 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.

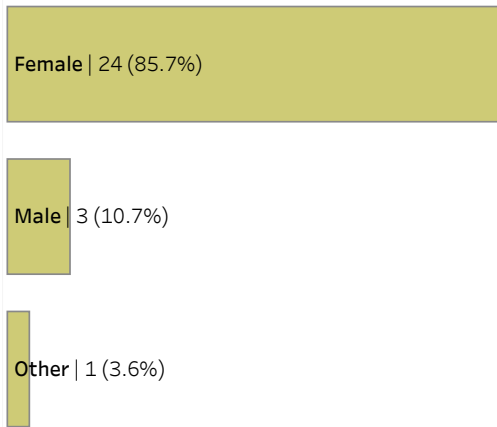
### 9 Characteristics of High-Performing Schools

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.

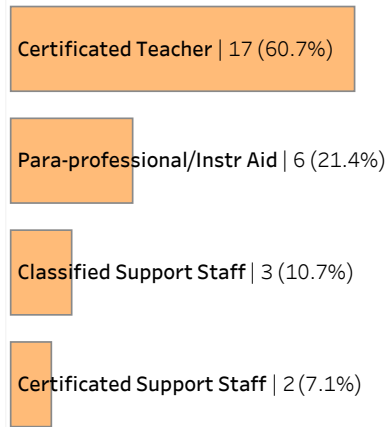


# Demographics

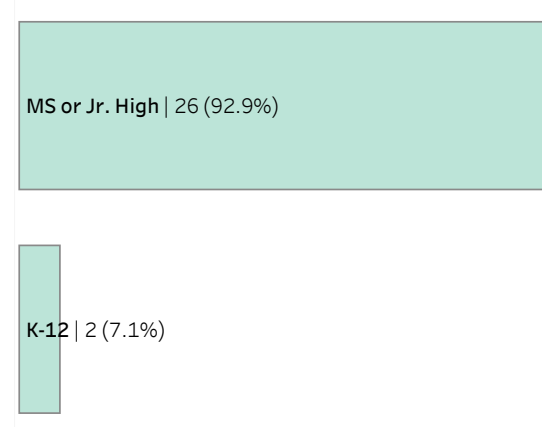
## Gender



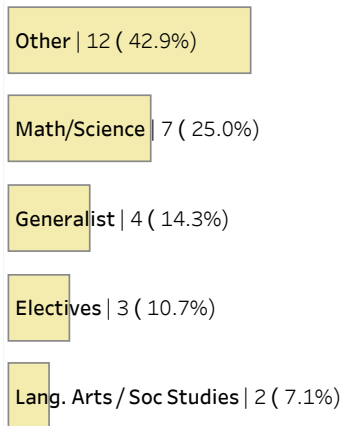
## Position



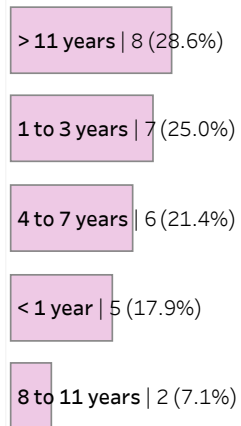
## Level



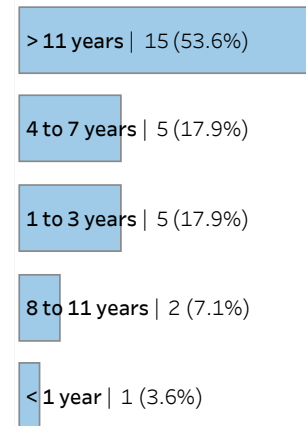
## Department



## School-Yrs of Service



## Education-Yrs of Service

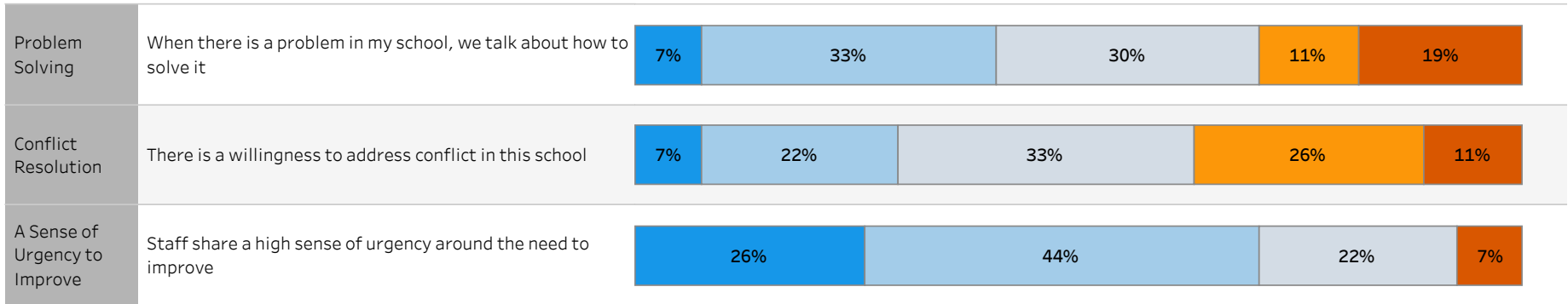


# Readiness for Change

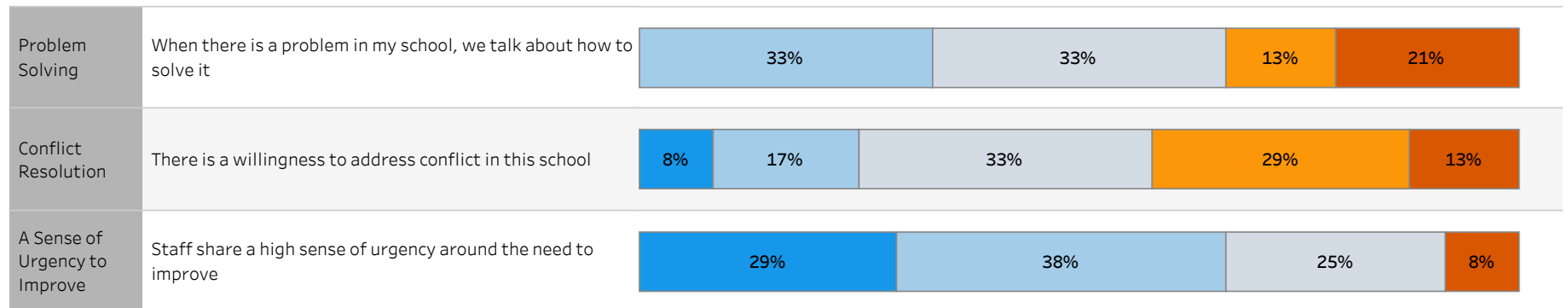
The charts below are data about your school staff, who must define, embrace, implement, and sustain change. If your staff believes there is a weakness in the problem-solving ability or in the ability to resolve conflict within this building, or does not see the urgency to improve, you must address those 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



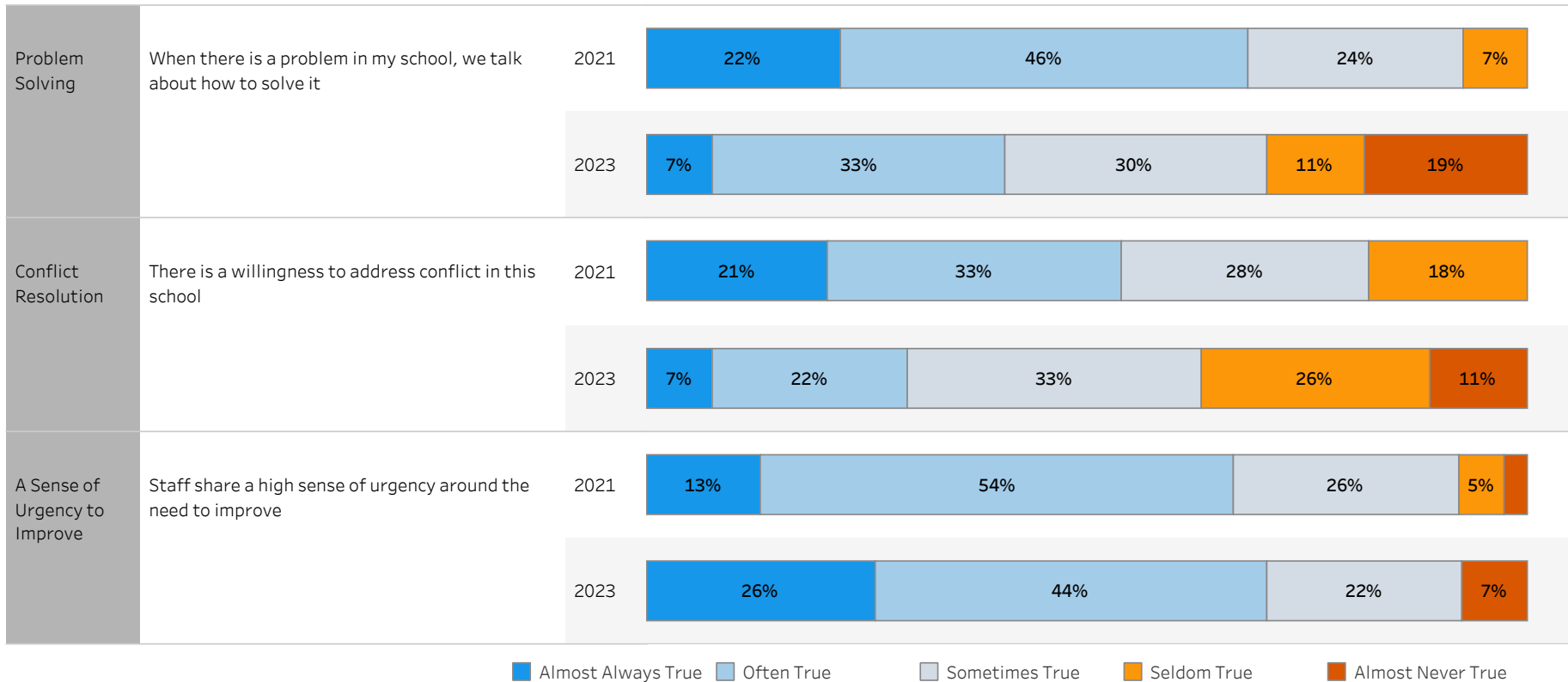
## Instructional Staff



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

# Readiness for Change—LONGITUDINAL

## All Staff

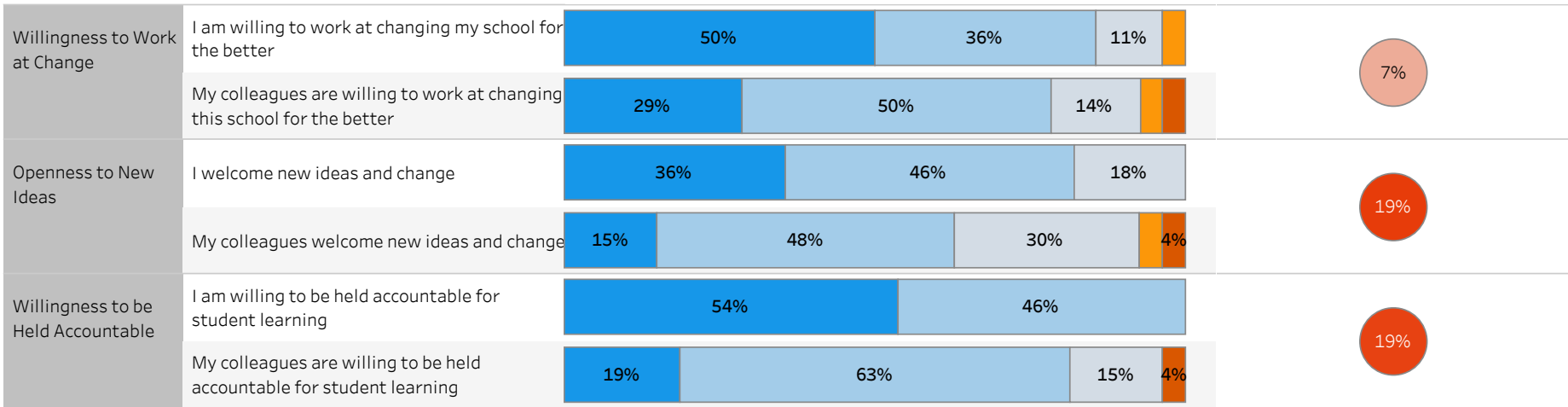


# Readiness for Change—I vs. They Perspectives

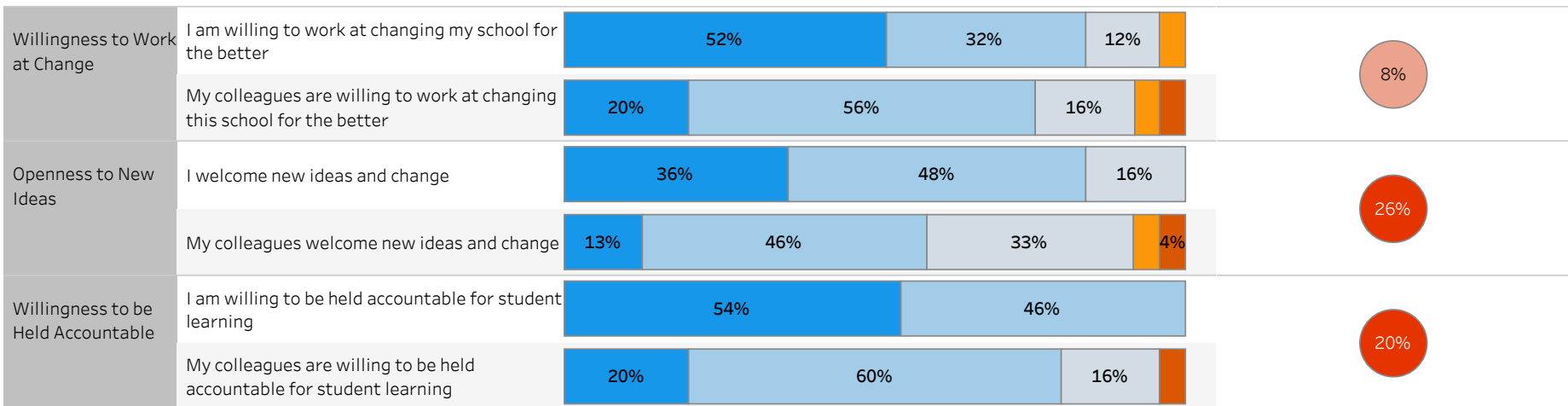
Gaps over 20% in elementary and over 25% in secondary should be investigated. Why do staff see different attitudes in their colleagues?

How large is the Gap between I vs. They?

## All Staff



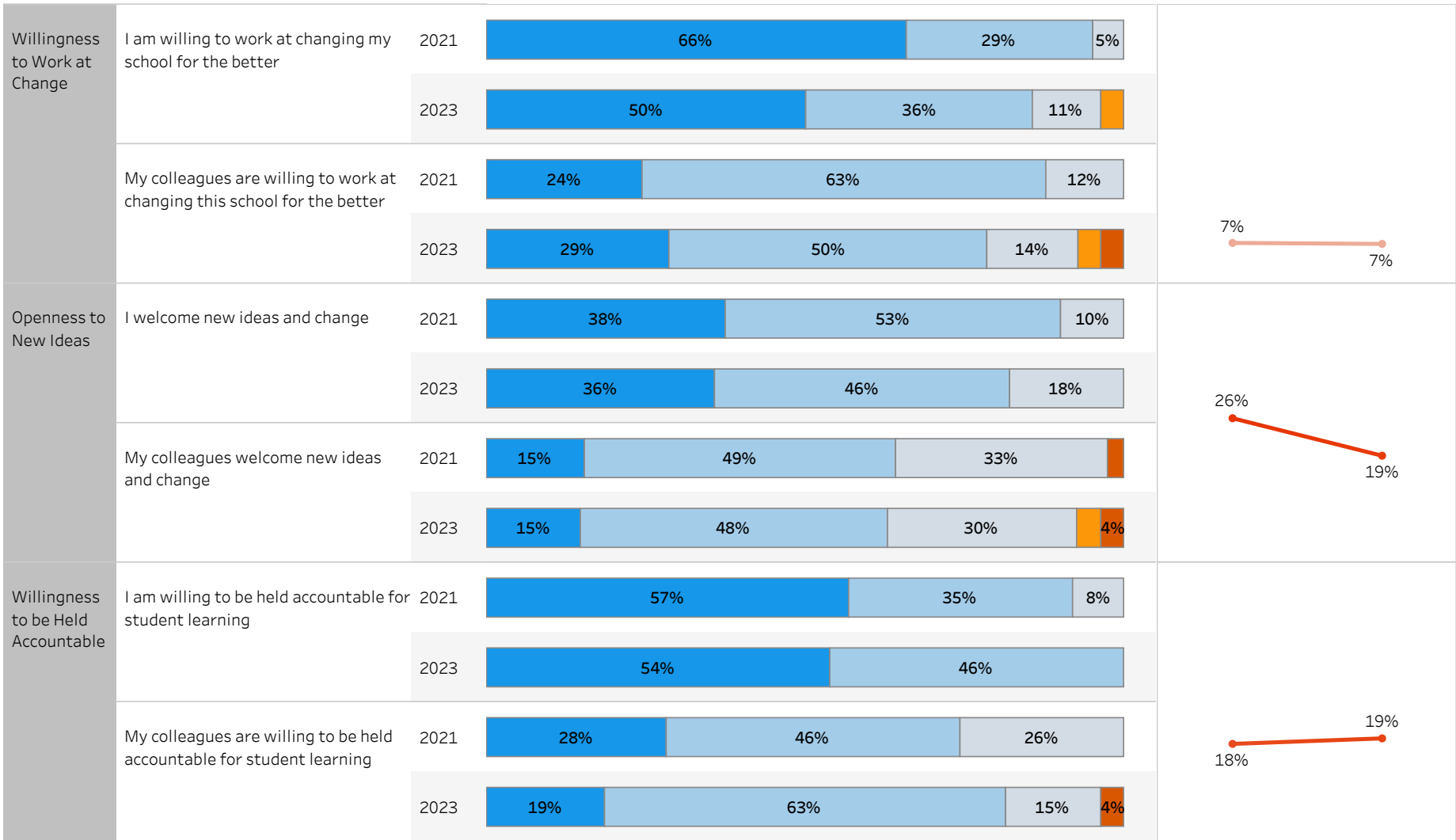
## Instructional Staff



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# Readiness for Change—I vs. They Perspectives— LONGITUDINAL

How large is the Gap between I vs. They?



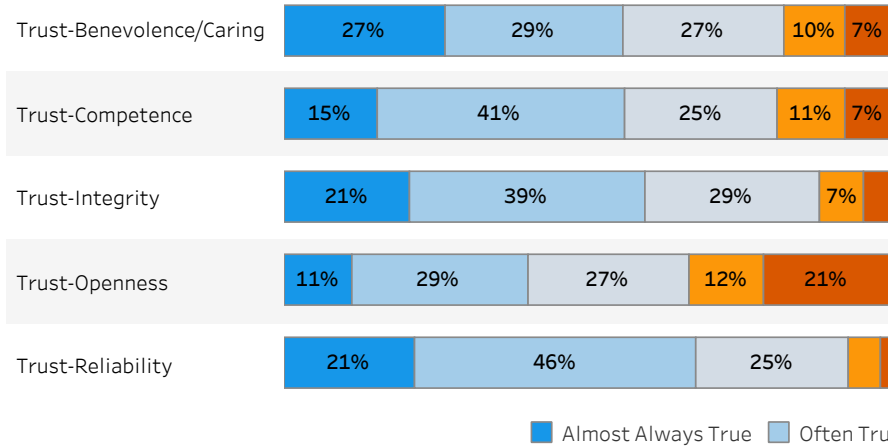
■ Almost Always True 
 ■ Often True 
 ■ Sometimes True 
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 ■ Almost Never True

2021 2023

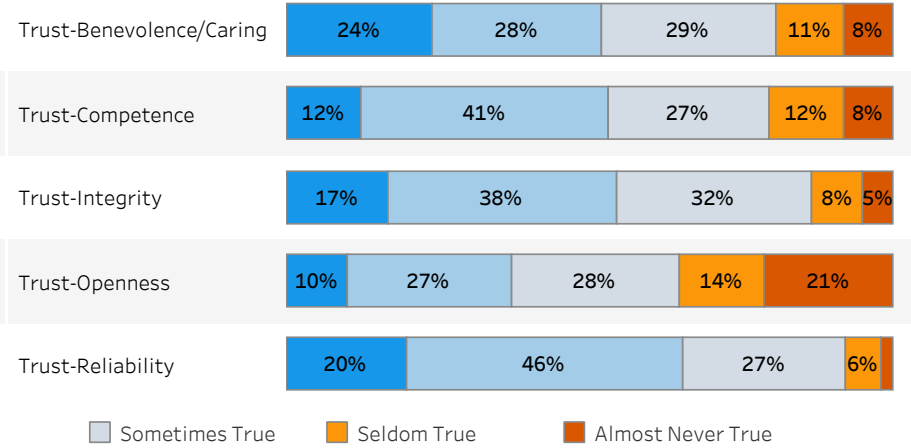


# Organizational Trust

## All Staff

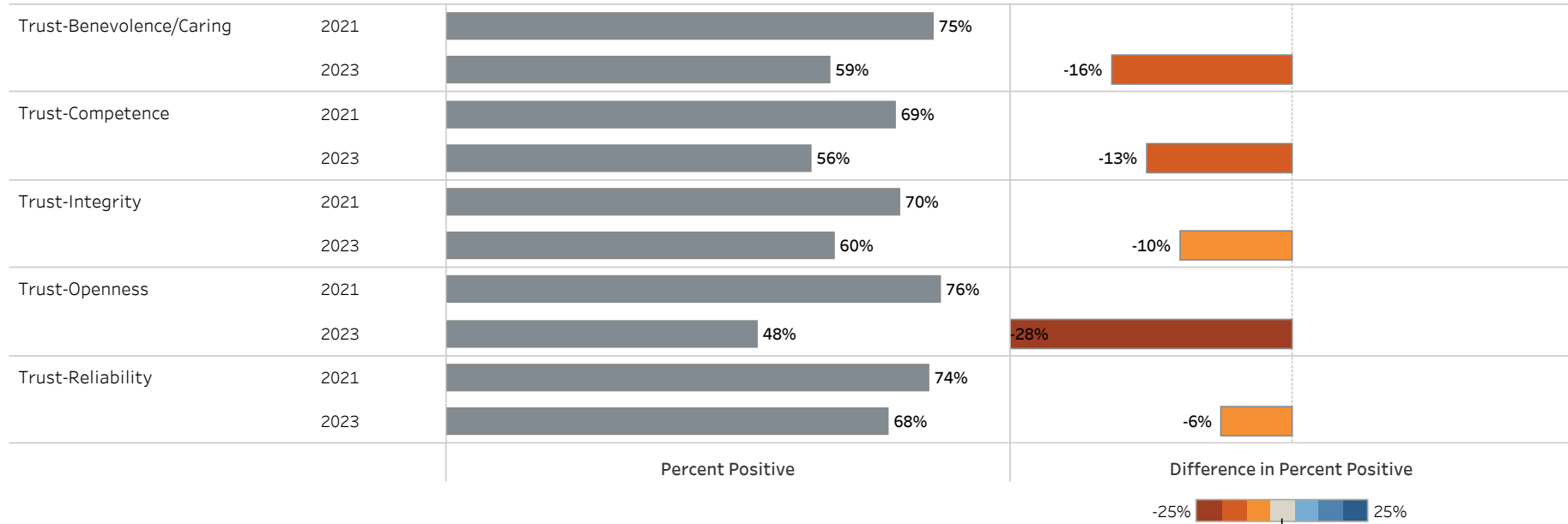


## Instructional Staff



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

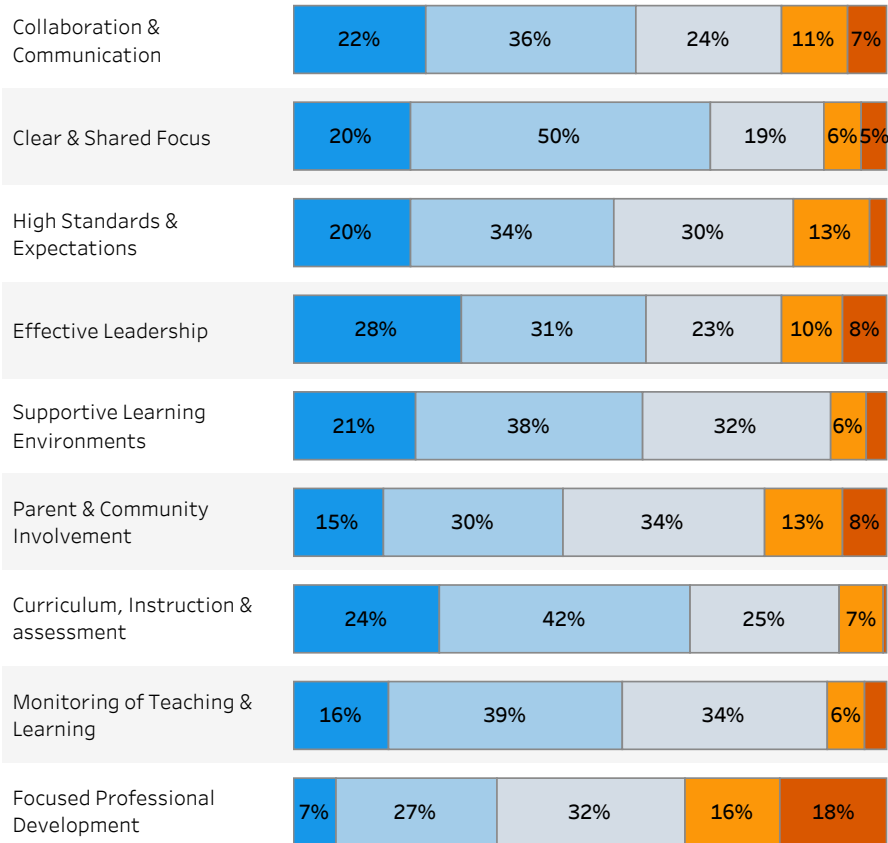
## Organizational Trust—LONGITUDINAL



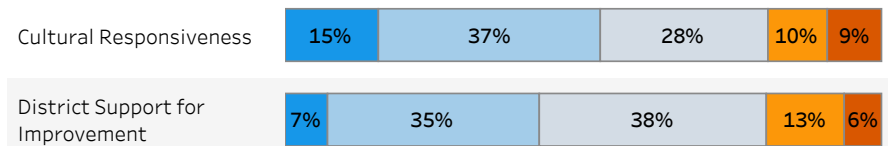
■ -25%  
 ■  
 ■  
 ■  
 ■  
 ■ 25%

# 9 Characteristics of High-Performing Schools

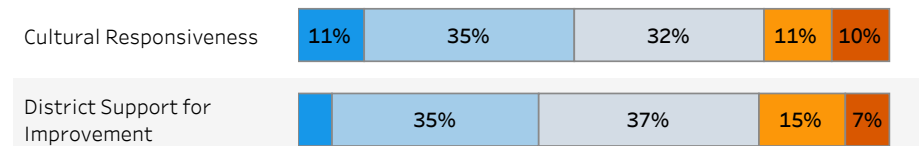
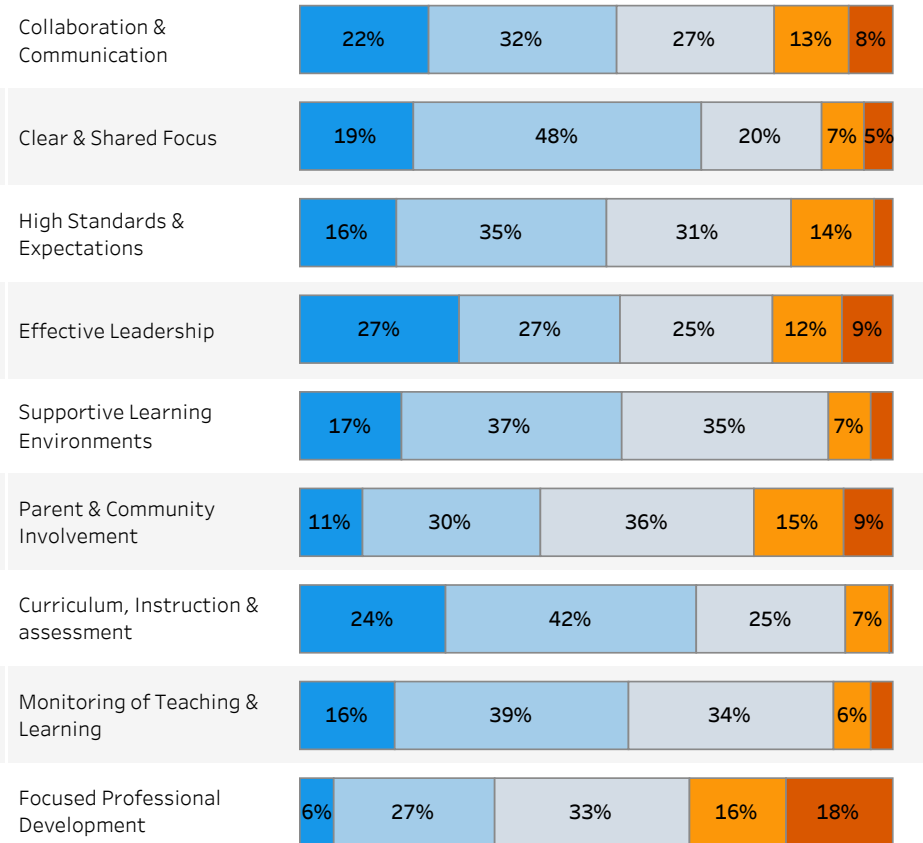
## All Staff



## Additional Characteristics



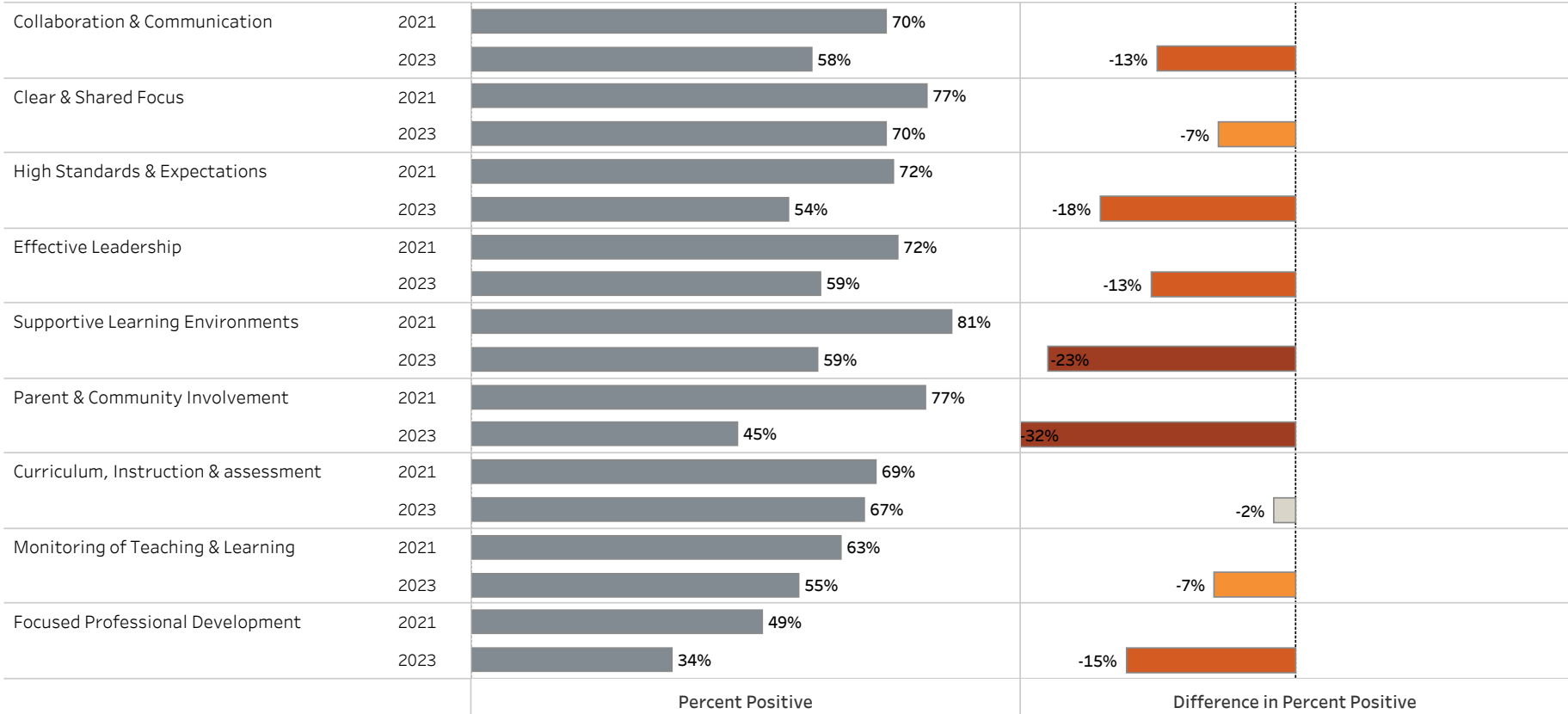
## Instructional Staff



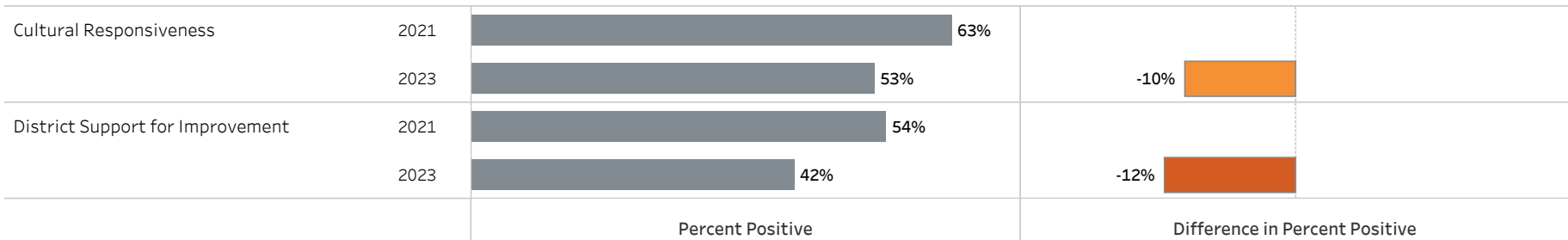
■ Almost Always True  
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 ■ Seldom True  
 ■ Almost Never True

# 9 Characteristics of High-Performing School — LONGITUDINAL

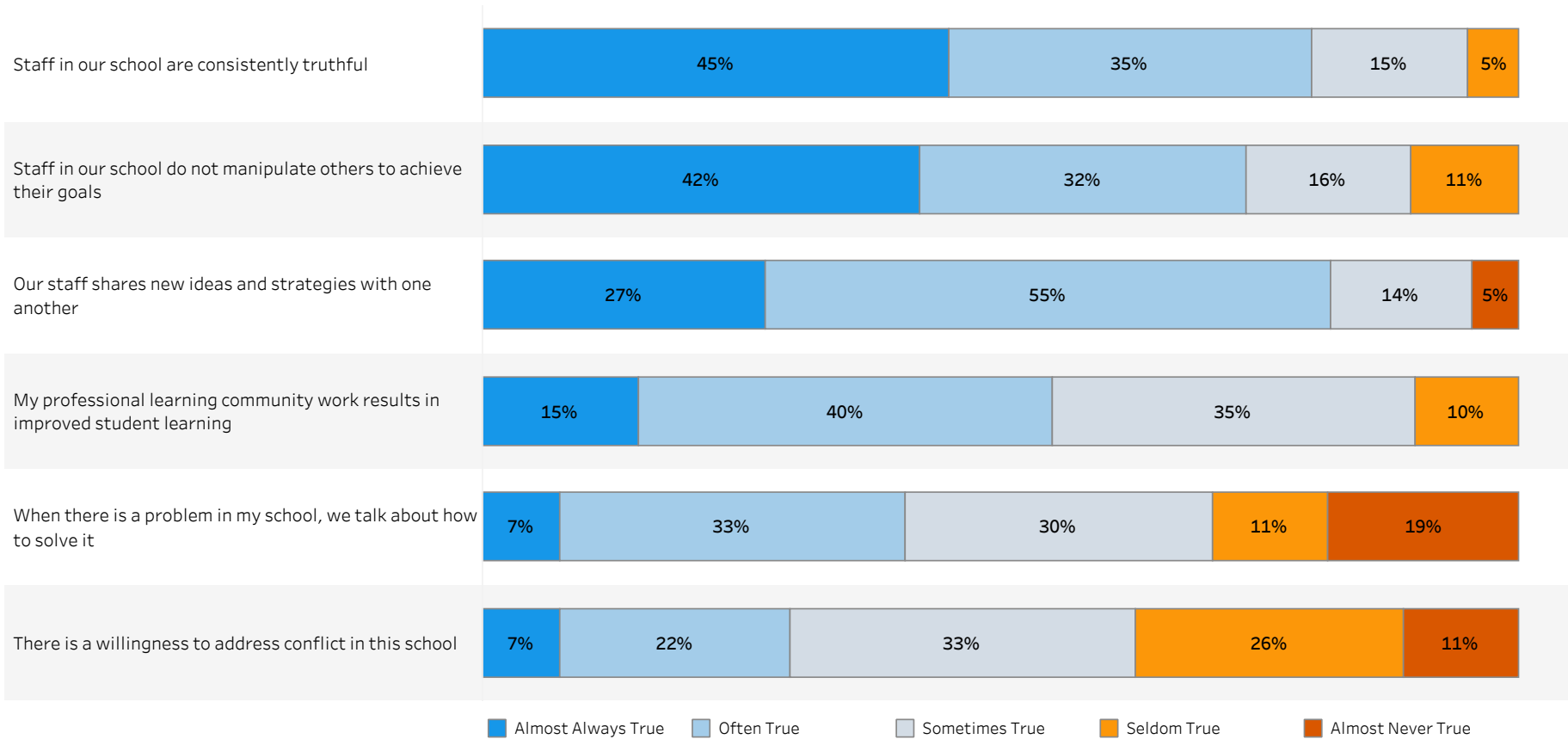
The percent difference on the right side represents the year to year change.



## Additional Characteristics

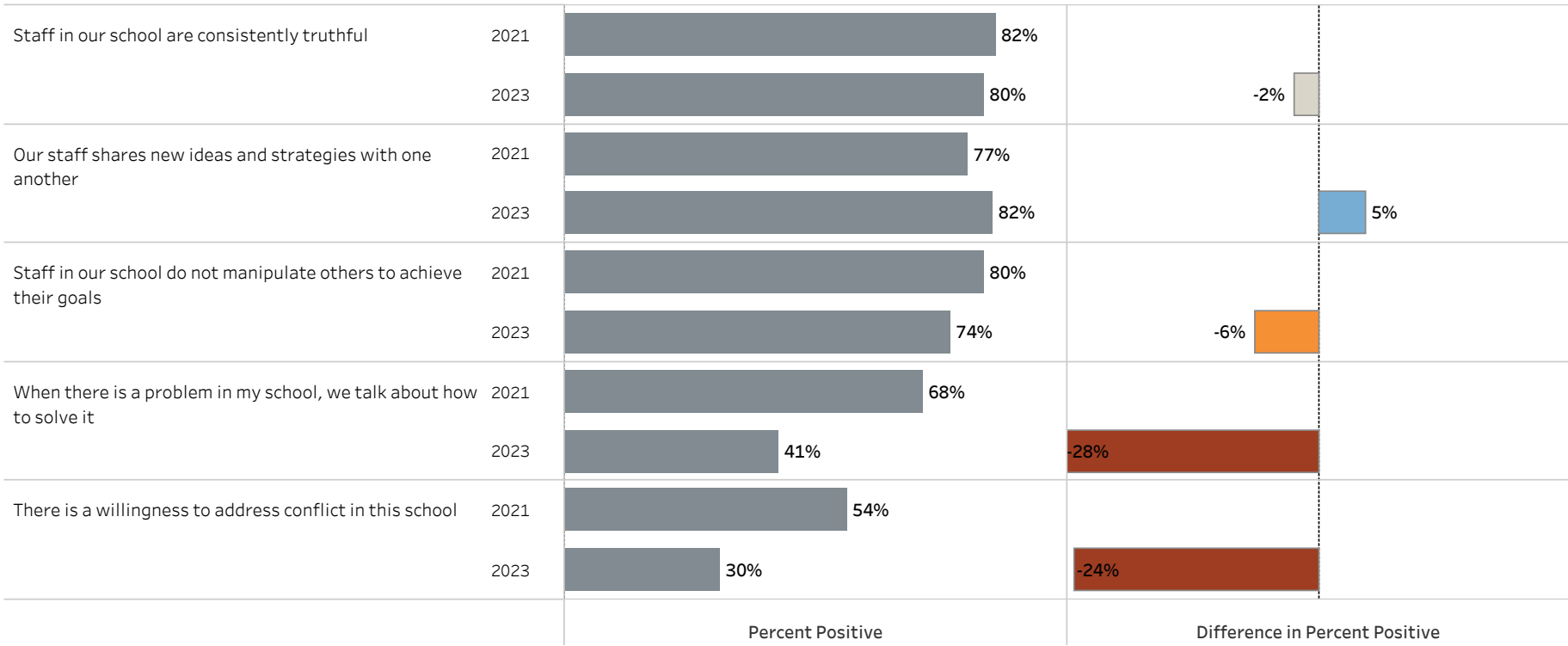


# High Levels of Collaboration and Communication



# High Levels of Collaboration and Communication— LONGITUDINAL

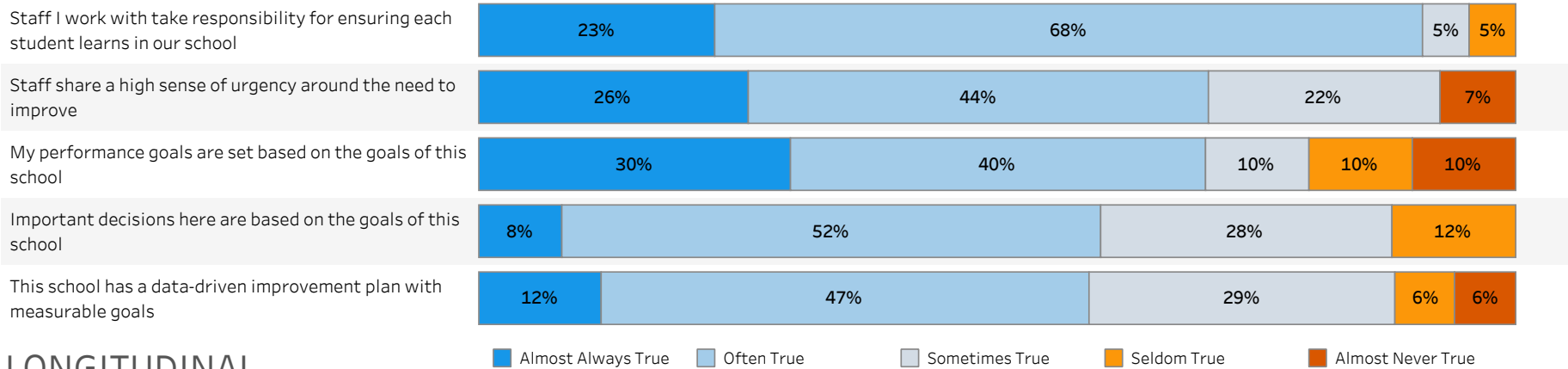
The percent difference on the right side represents the year to year change.



## Questions answered only by Instructional Staff

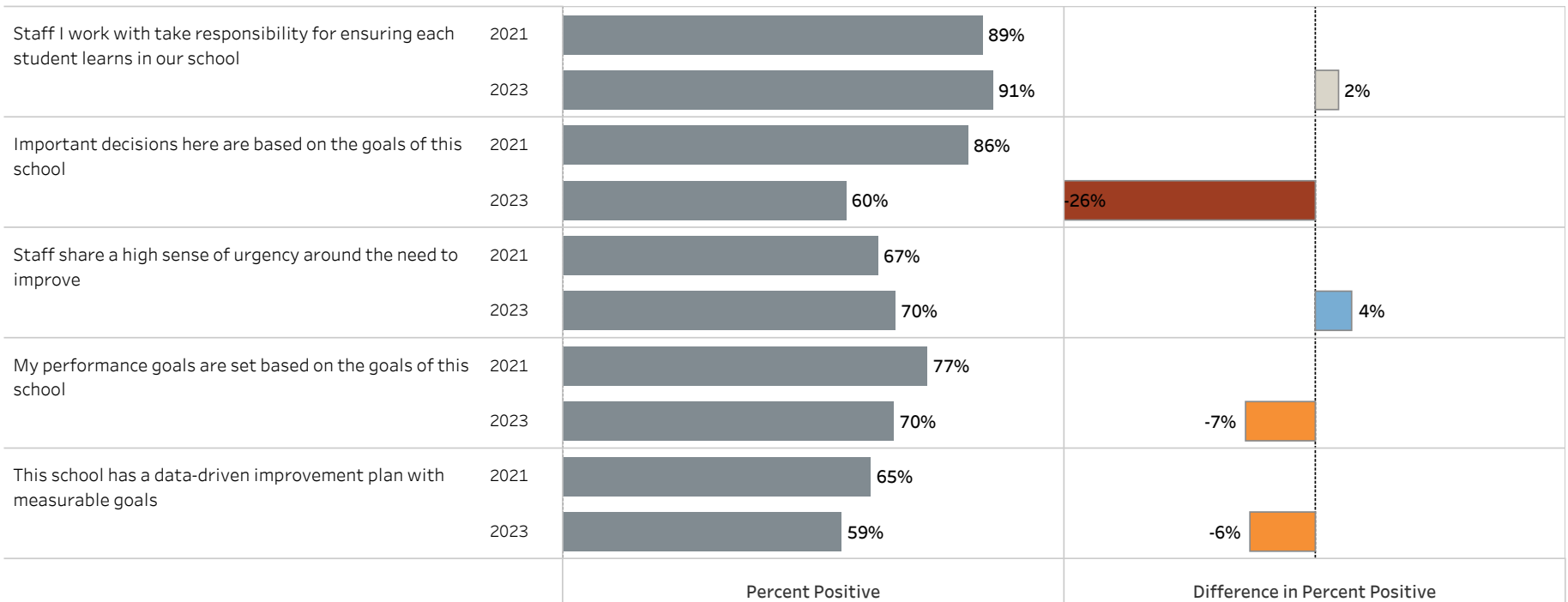


# Clear and Shared Focus



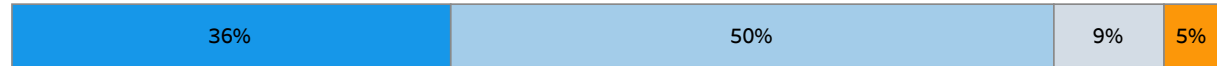
## LONGITUDINAL

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

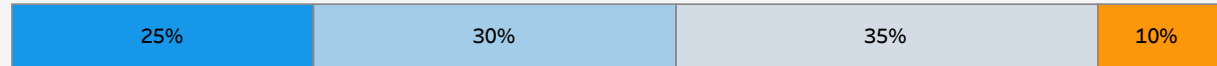


# High Standards and Expectations

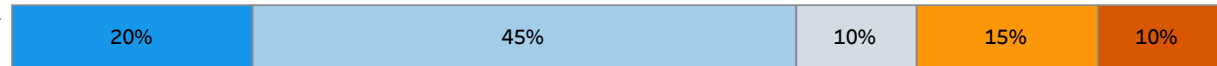
In our school we expect all staff to perform responsibilities with a high level of excellence



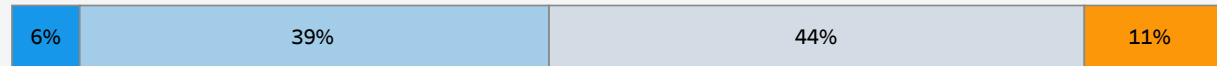
I believe that all students can meet state standards



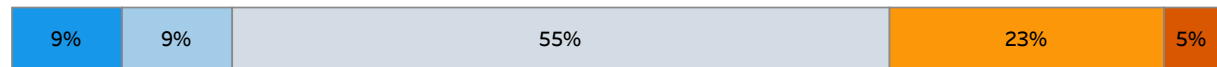
Academic placement is not influenced by race, gender or socioeconomic levels



Our staff believes that all students can meet state standards



Students understand the expectations of this school



Legend: Almost Always True (Dark Blue), Often True (Light Blue), Sometimes True (Grey), Seldom True (Orange), Almost Never True (Dark Orange)

## LONGITUDINAL

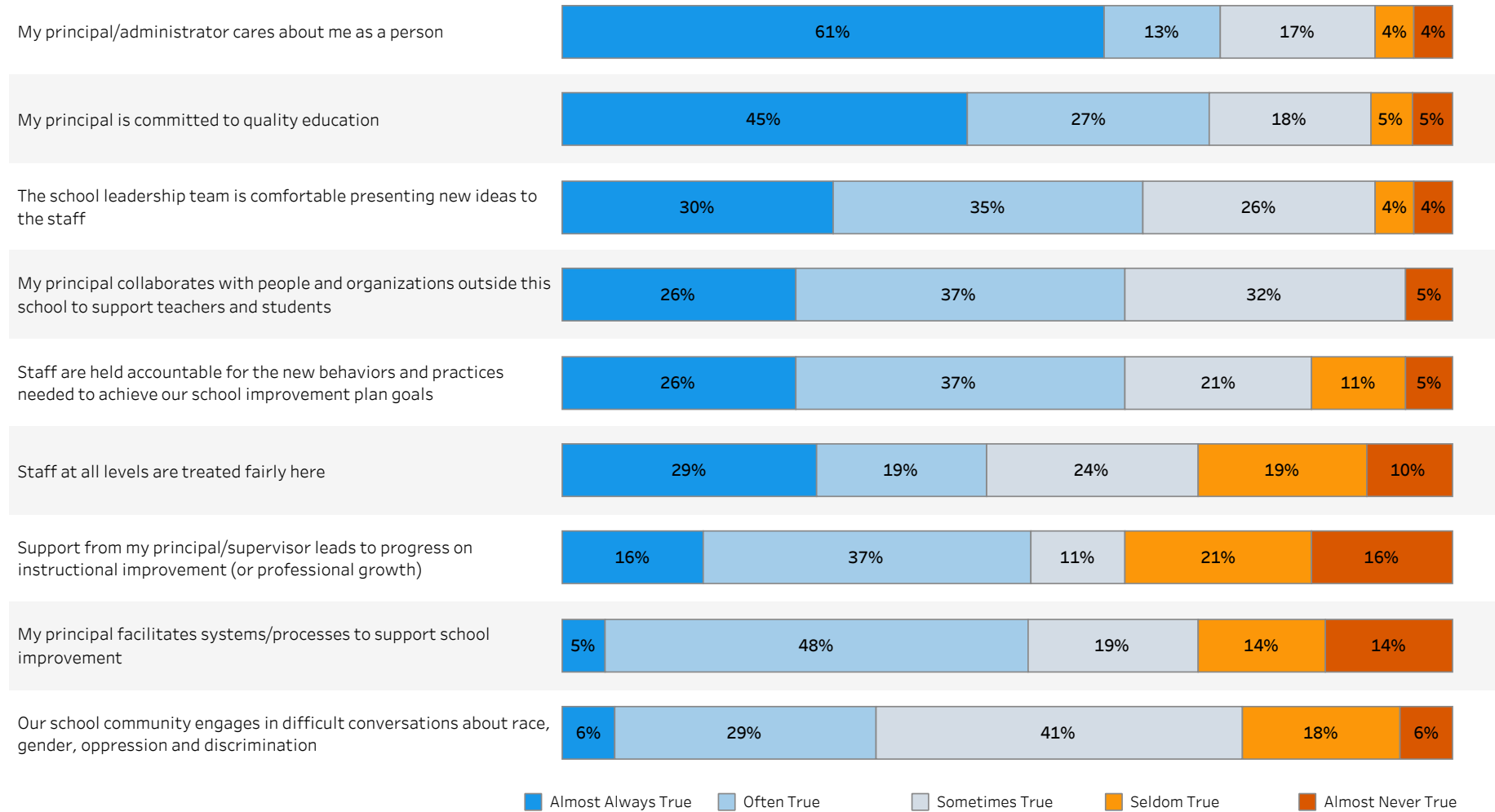
The percent difference on the right side represents the year to year change.

| Statement   | Year | Percent Positive | Difference in Percent Positive |
|---|------|------------------|--------------------------------|
| In our school we expect all staff to perform responsibilities with a high level of excellence | 2021 | 81%              |                                |
|   | 2023 | 86%              | 5%                             |
| Academic placement is not influenced by race, gender or socioeconomic levels                  | 2021 | 81%              |                                |
|   | 2023 | 65%              | -16%                           |
| Students understand the expectations of this school   | 2021 | 69%              |                                |
|   | 2023 | 18%              | -51%                           |

### Questions answered by only Instructional Staff

| Statement   | Year | Percent Positive | Difference in Percent Positive |
|---|------|------------------|--------------------------------|
| I believe that all students can meet state standards          | 2021 | 71%              |                                |
|   | 2023 | 55%              | -16%                           |
| Our staff believes that all students can meet state standards | 2021 | 56%              |                                |
|   | 2023 | 44%              | -12%                           |

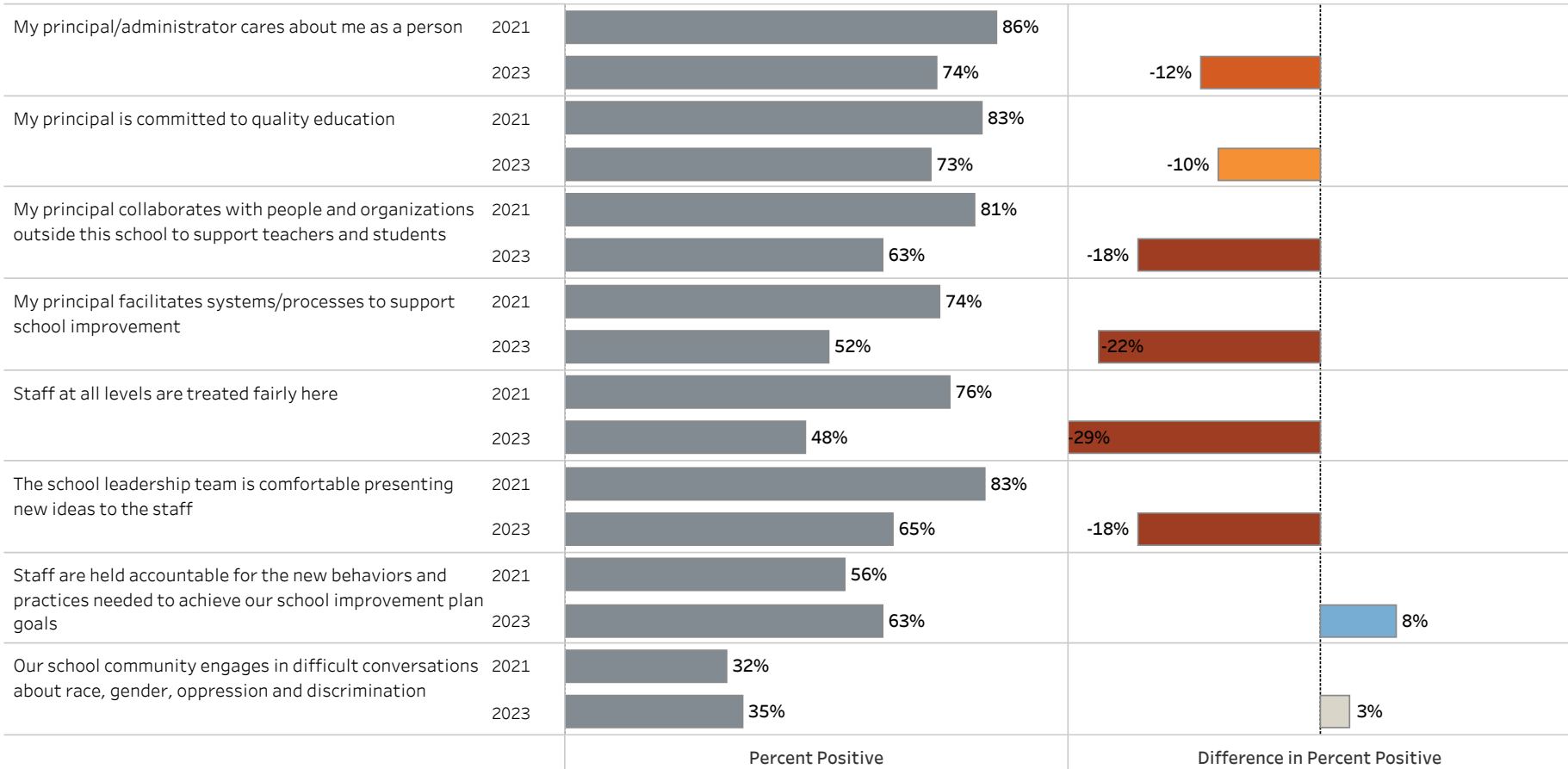
# Effective Leadership



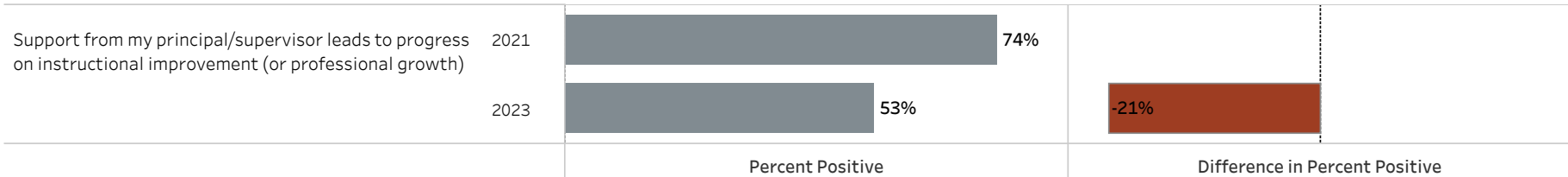


# Effective Leadership—LONGITUDINAL

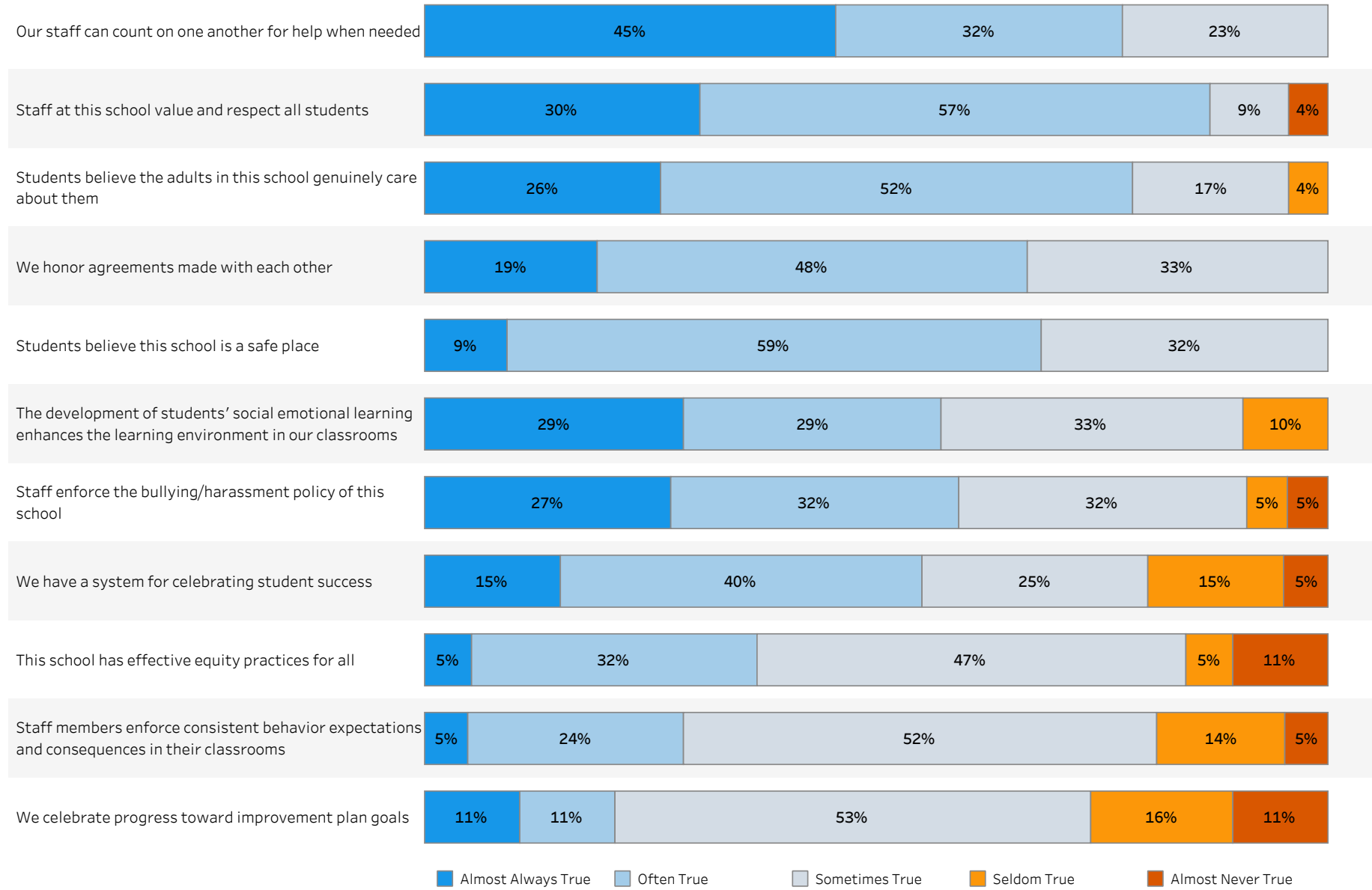
The percent difference on the right side represents the year to year change.



## Questions answered by only Instructional Staff

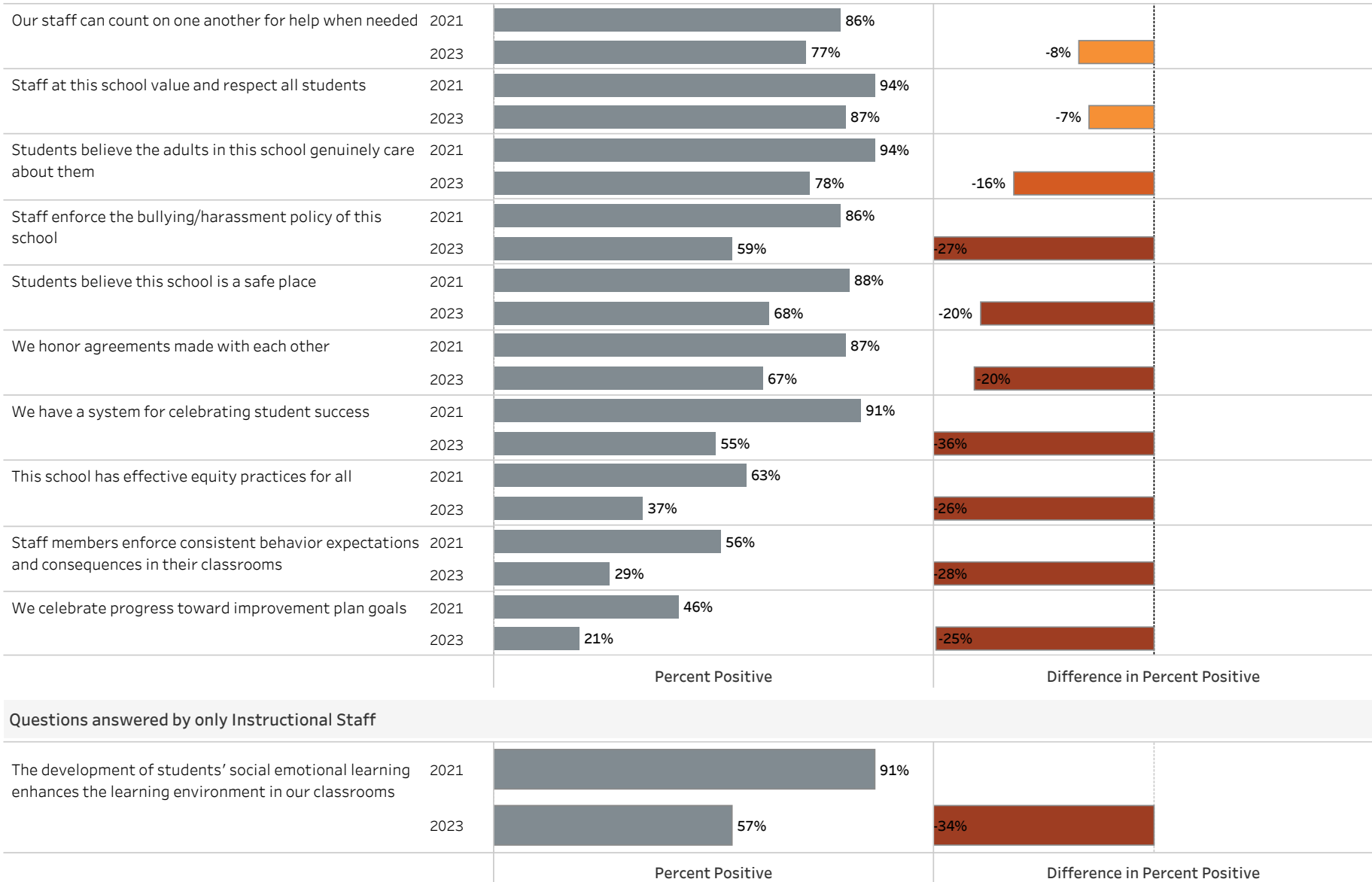


# Supportive Learning Environment



# Supportive Learning Environment - LONGITUDINAL

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



# Parent and Community Involvement

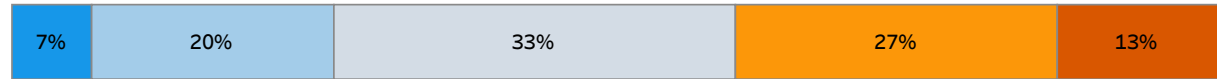
This school encourages parent involvement in their child's learning



This school communicates effectively with families of all cultures



With important decisions we seek input from parents and the community



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

## LONGITUDINAL

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

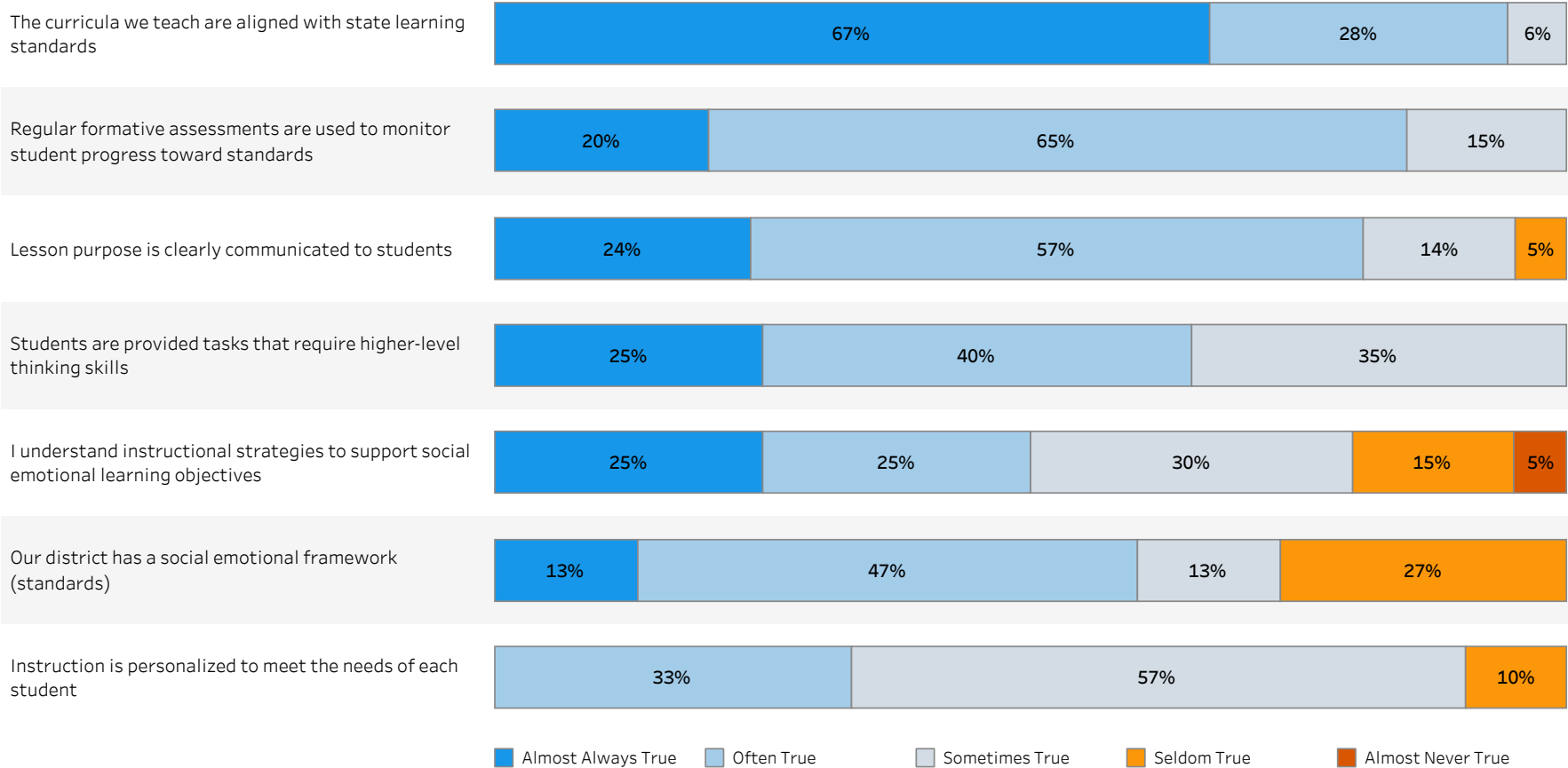
| Statement   | Year | Percent Positive | Difference in Percent Positive |
|---|------|------------------|--------------------------------|
| This school encourages parent involvement in their child's learning | 2021 | 82%              |                                |
|   | 2023 | 47%              | -35%                           |
| This school communicates effectively with families of all cultures  | 2021 | 73%              |                                |
|   | 2023 | 58%              | -15%                           |
|   |      | Percent Positive | Difference in Percent Positive |

### Questions answered by only Instructional Staff

| Statement   | Year | Percent Positive | Difference in Percent Positive |
|---|------|------------------|--------------------------------|
| With important decisions we seek input from parents and the community | 2021 | 76%              |                                |
|   | 2023 | 27%              | -49%                           |
|   |      | Percent Positive | Difference in Percent Positive |

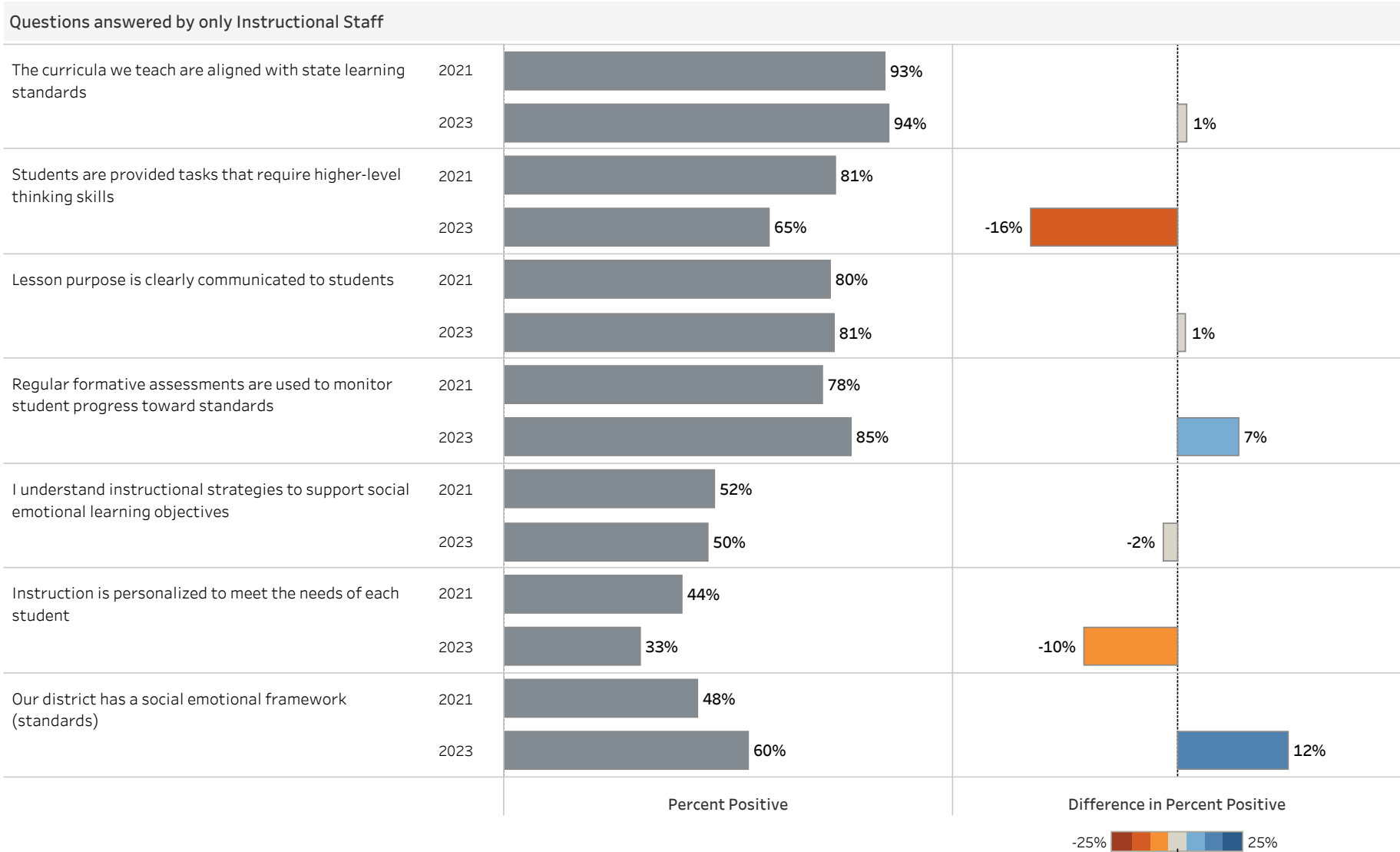
-25% ■ ■ ■ ■ ■ 25%

# High Quality Curriculum, Instruction, and Assessment

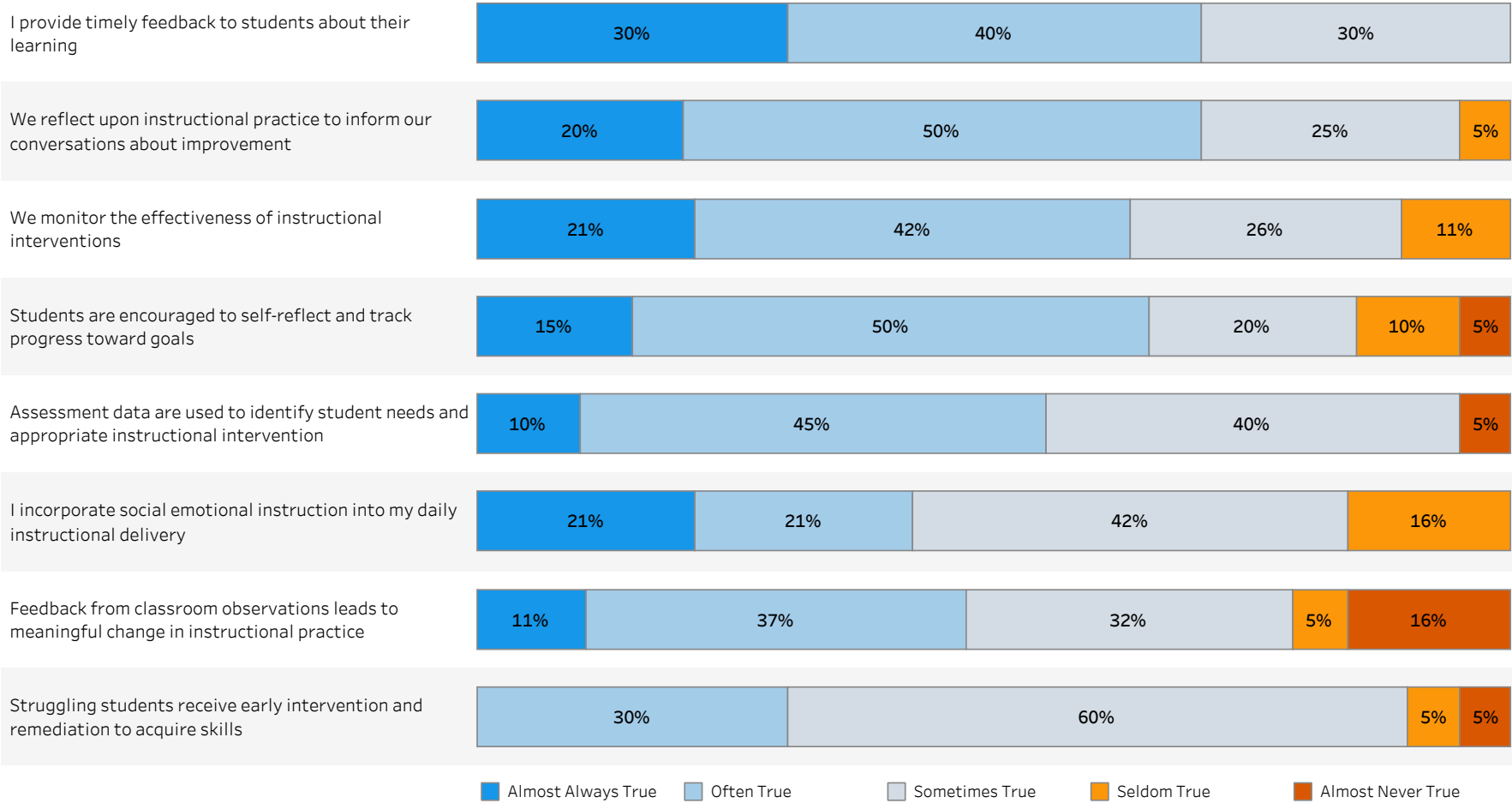


# High Quality Curriculum, Instruction, and Assessment - LONGITUDINAL

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

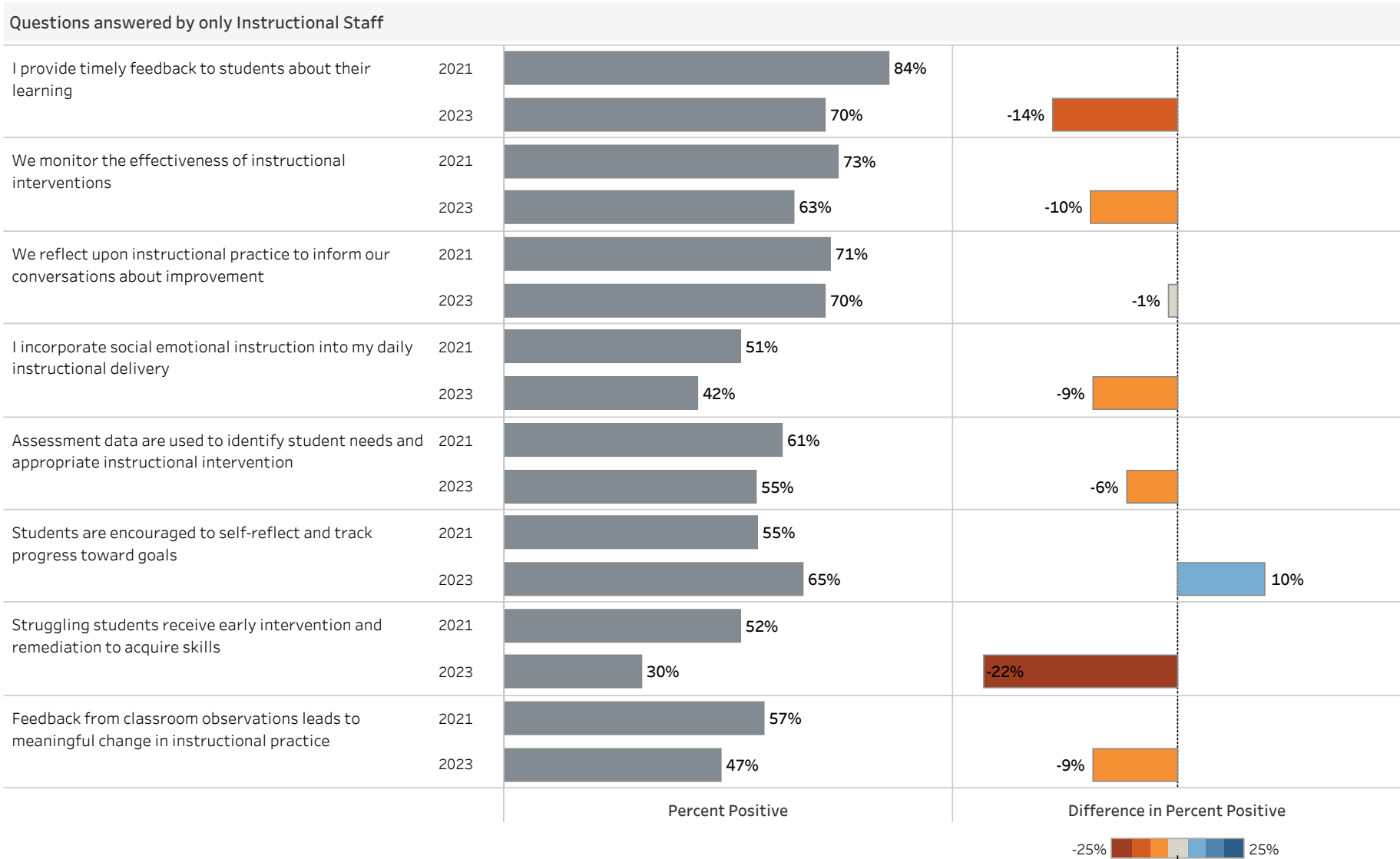


# Frequent Monitoring of Teaching and Learning



# Frequent Monitoring of Teaching and Learning - LONGITUDINAL

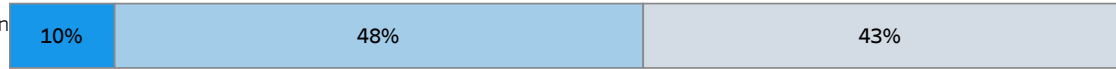
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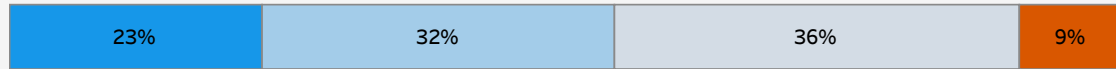


# Focused Professional Development

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



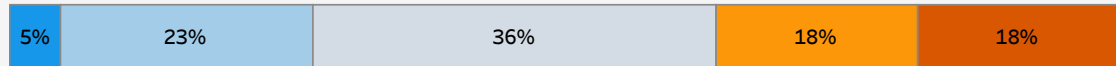
We are provided training to meet the needs of a diverse student population in our school



I receive training on instruction to support social emotional learning



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



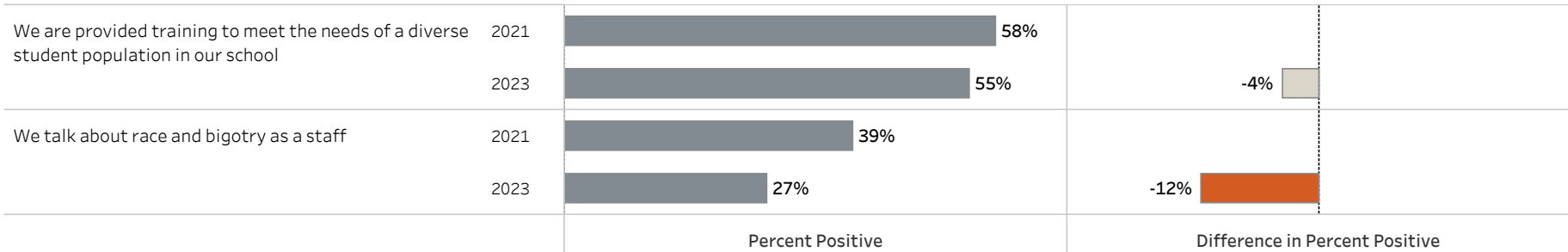
Peer observation/coaching and feedback is a tool we use to improve instruction



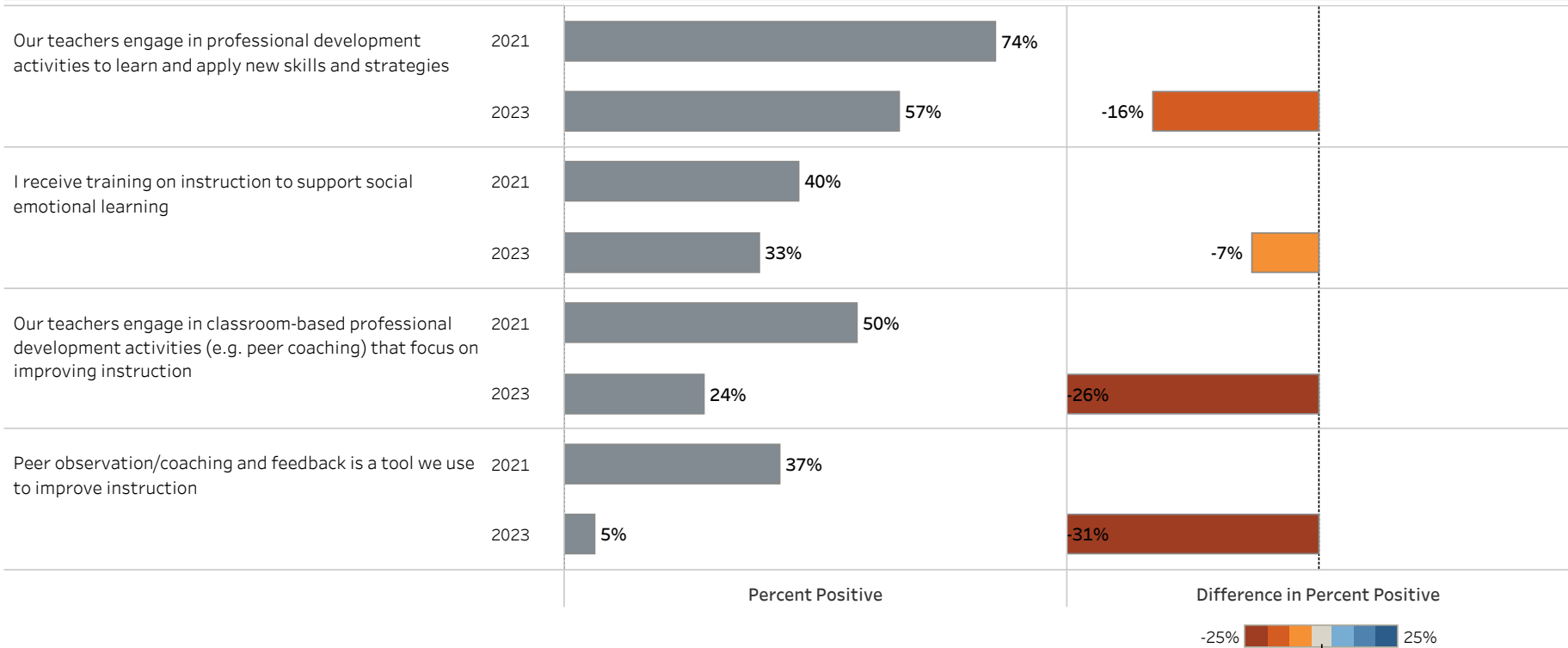
■ Almost Always True  
 ■ Often True  
 ■ Sometimes True  
 ■ Seldom True  
 ■ Almost Never True

# Focused Professional Development LONGITUDINAL

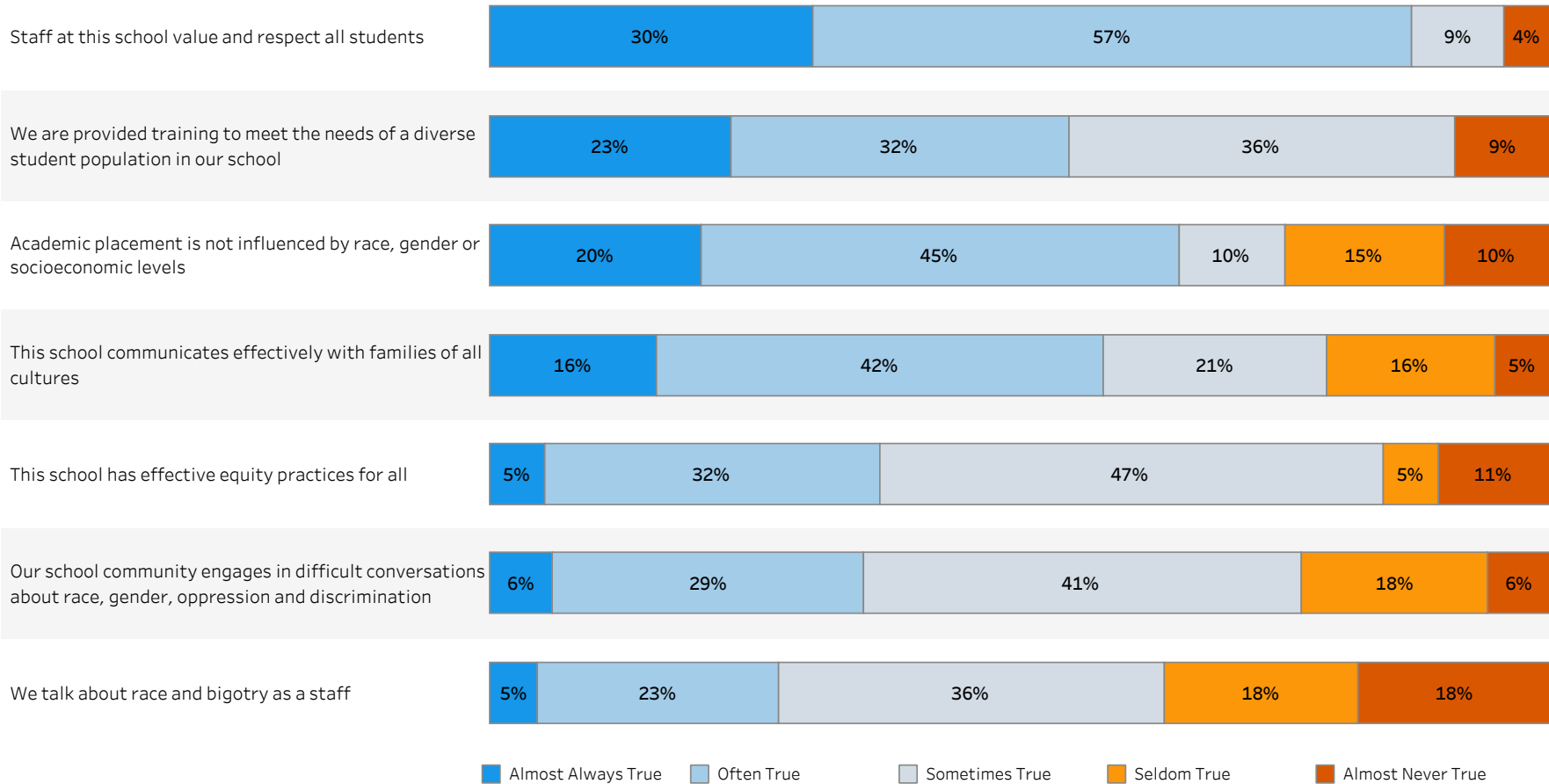
The percent difference on the right side represents the year to year change.



## Questions answered by only Instructional Staff

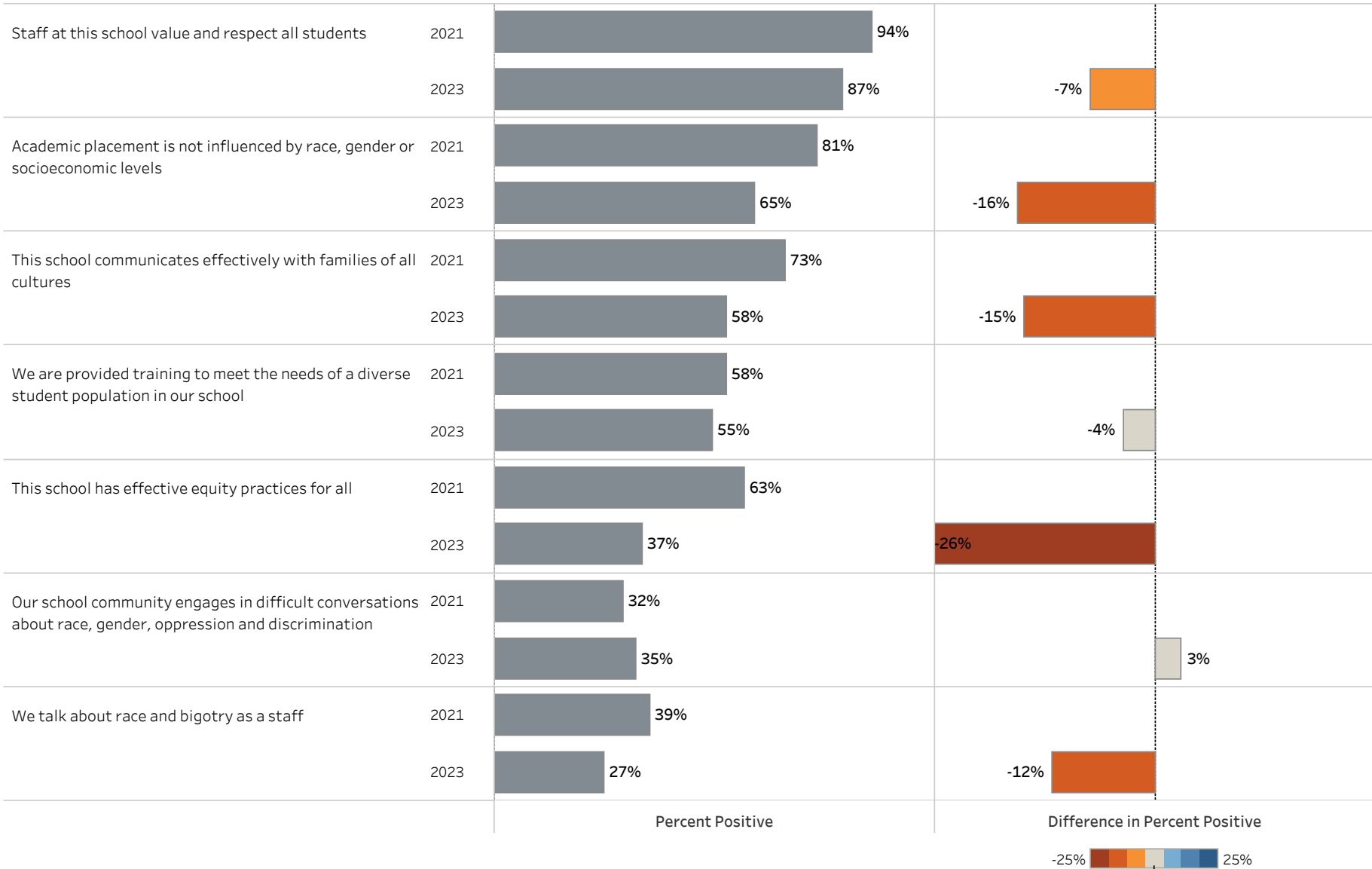


# Cultural Responsiveness



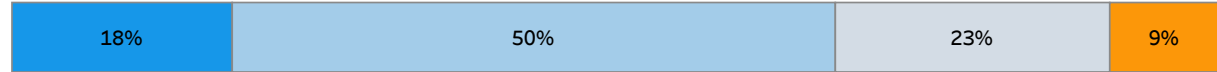
# Cultural Responsiveness - LONGITUDINAL

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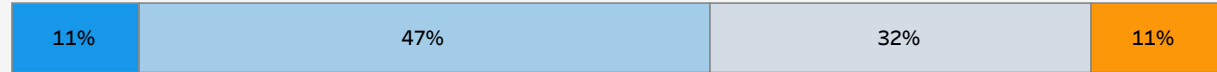


# District Support for Improvement

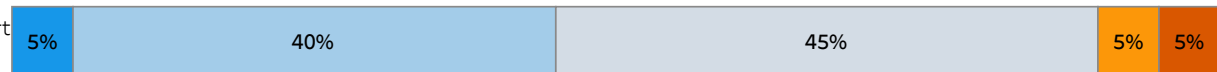
District administrators demonstrate commitment to improved student learning



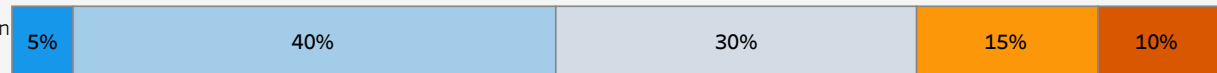
This district facilitates the alignment of curriculum across grades and schools



This district facilitates systems and programs to support school improvement



Collaboration between district and schools is based upon trust and respect



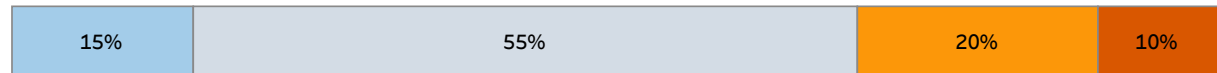
There is a consistent vision of school improvement throughout this district



District leadership communicates effectively with my school



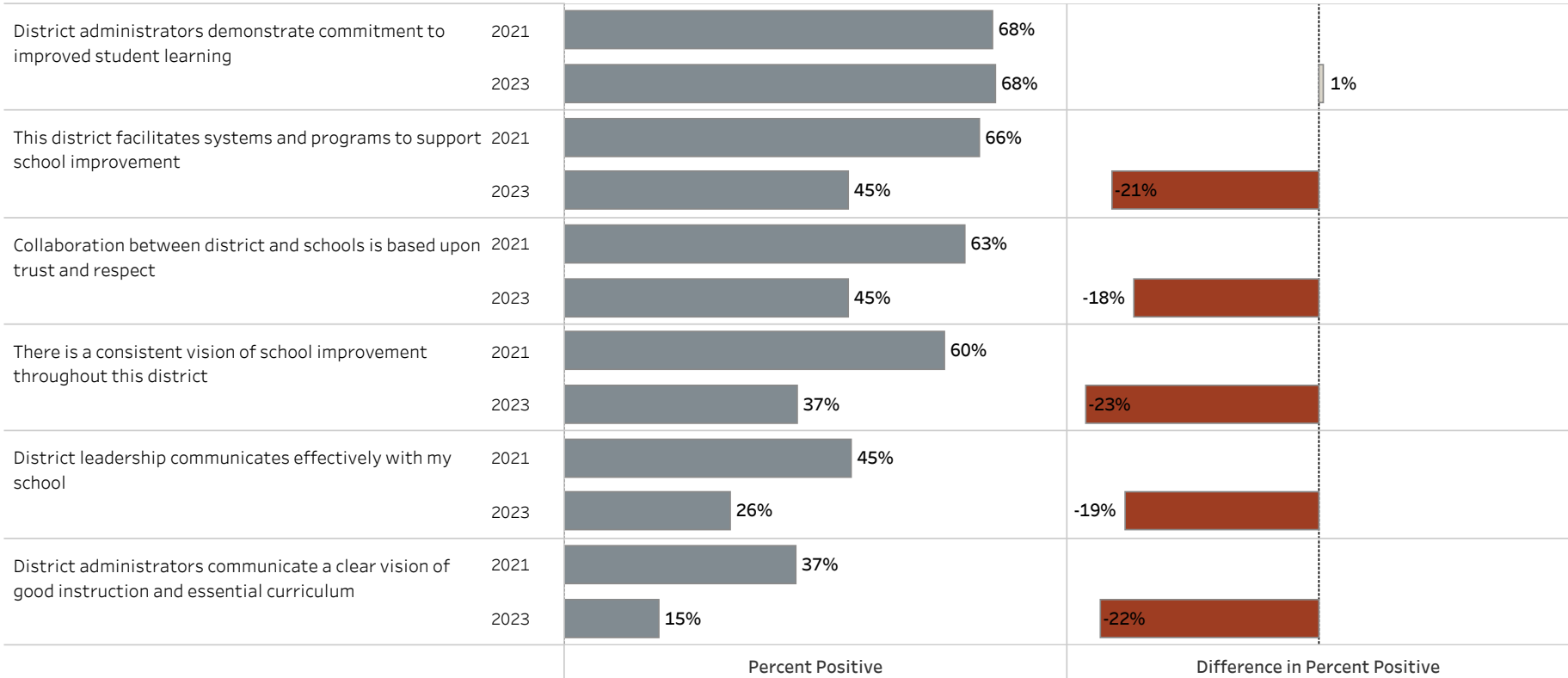
District administrators communicate a clear vision of good instruction and essential curriculum



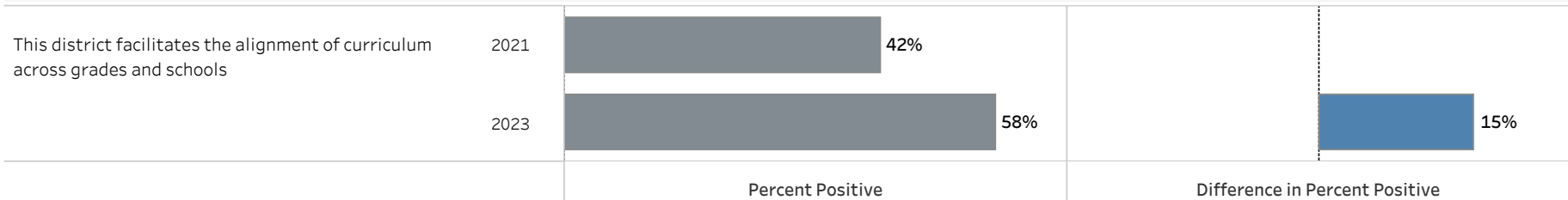
■ Almost Always True  
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 ■ Sometimes True  
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 ■ Almost Never True

# District Support for Improvement

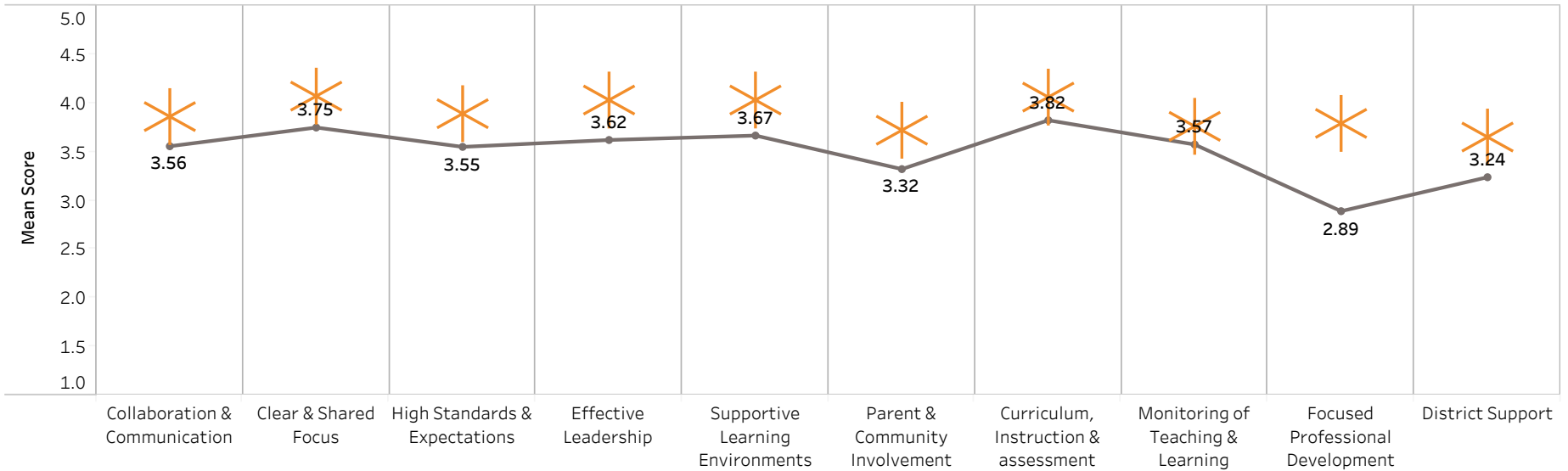
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## Questions answered by only Instructional Staff

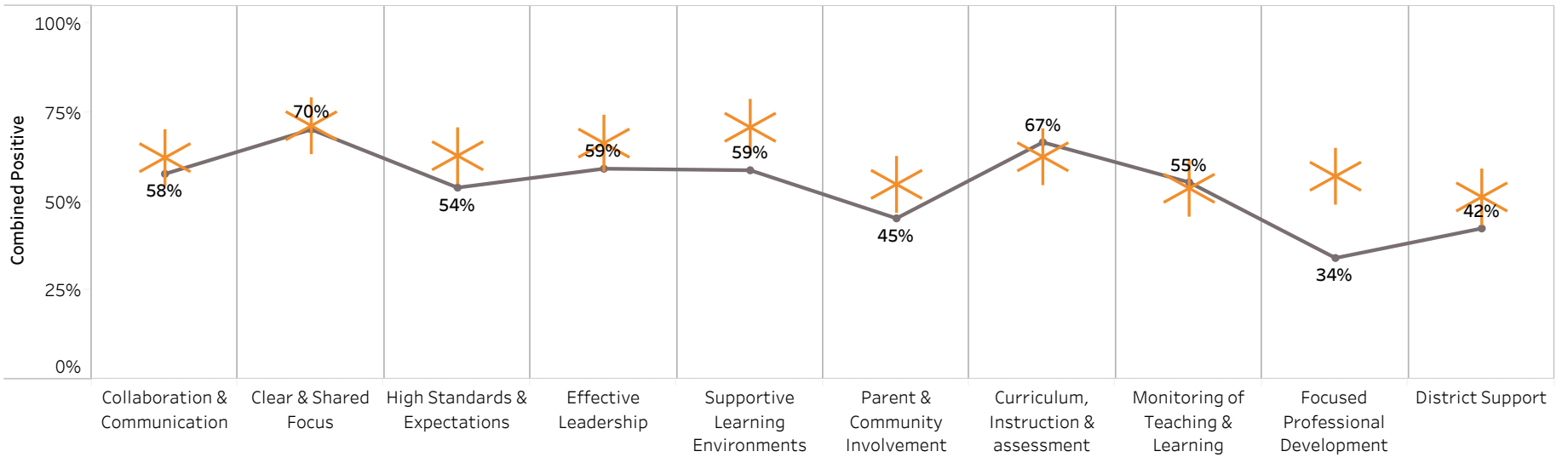


## Comparison - Mean Scores

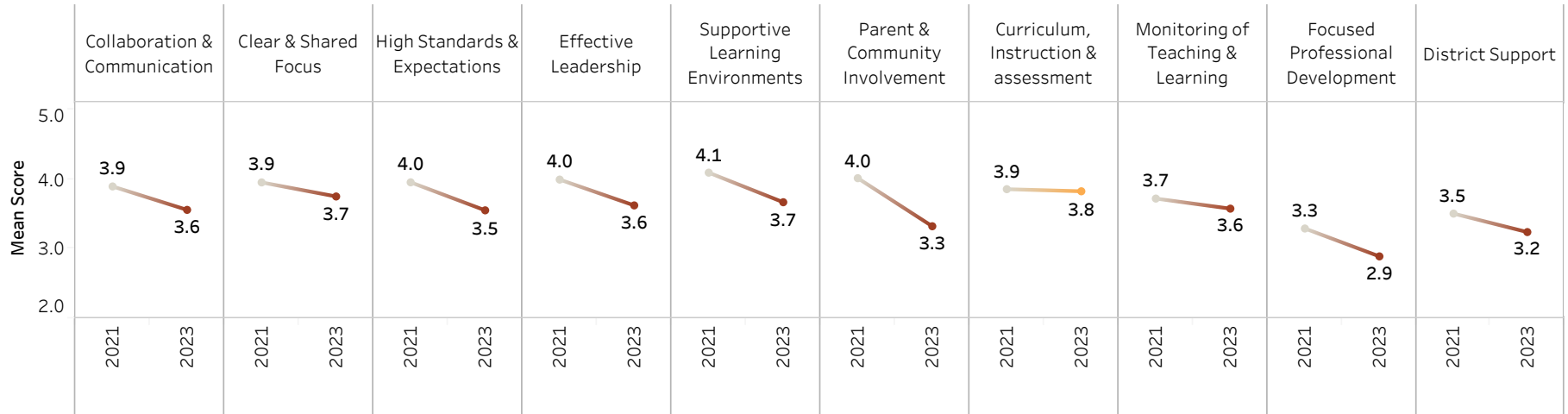


How does your school compare to: \* Nationwide Sample ● Your School or District

## Comparison - Percent Positive



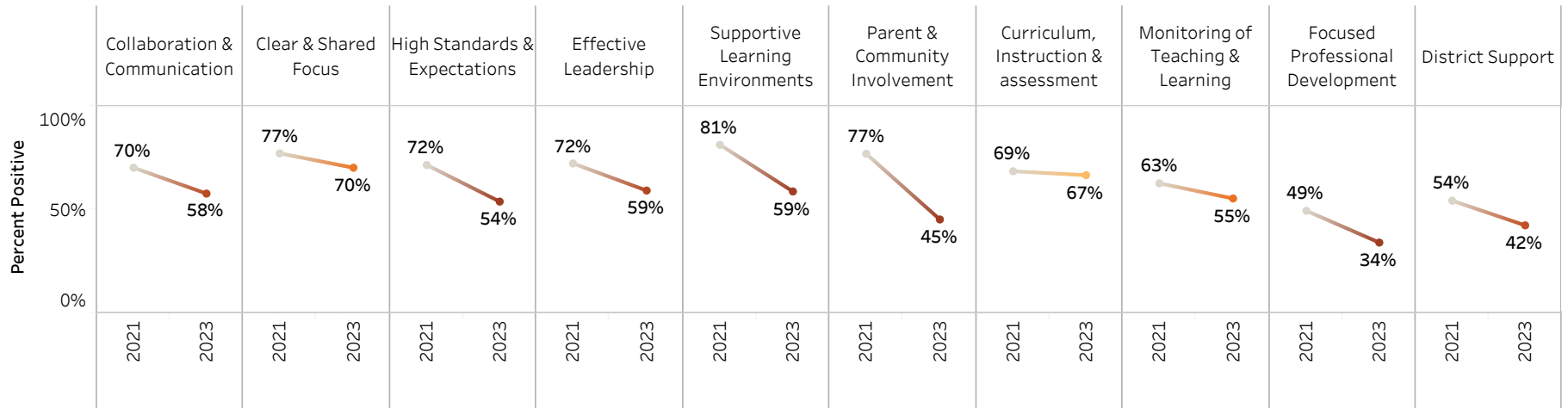
## Comparison - Mean Scores LONGITUDINAL



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.

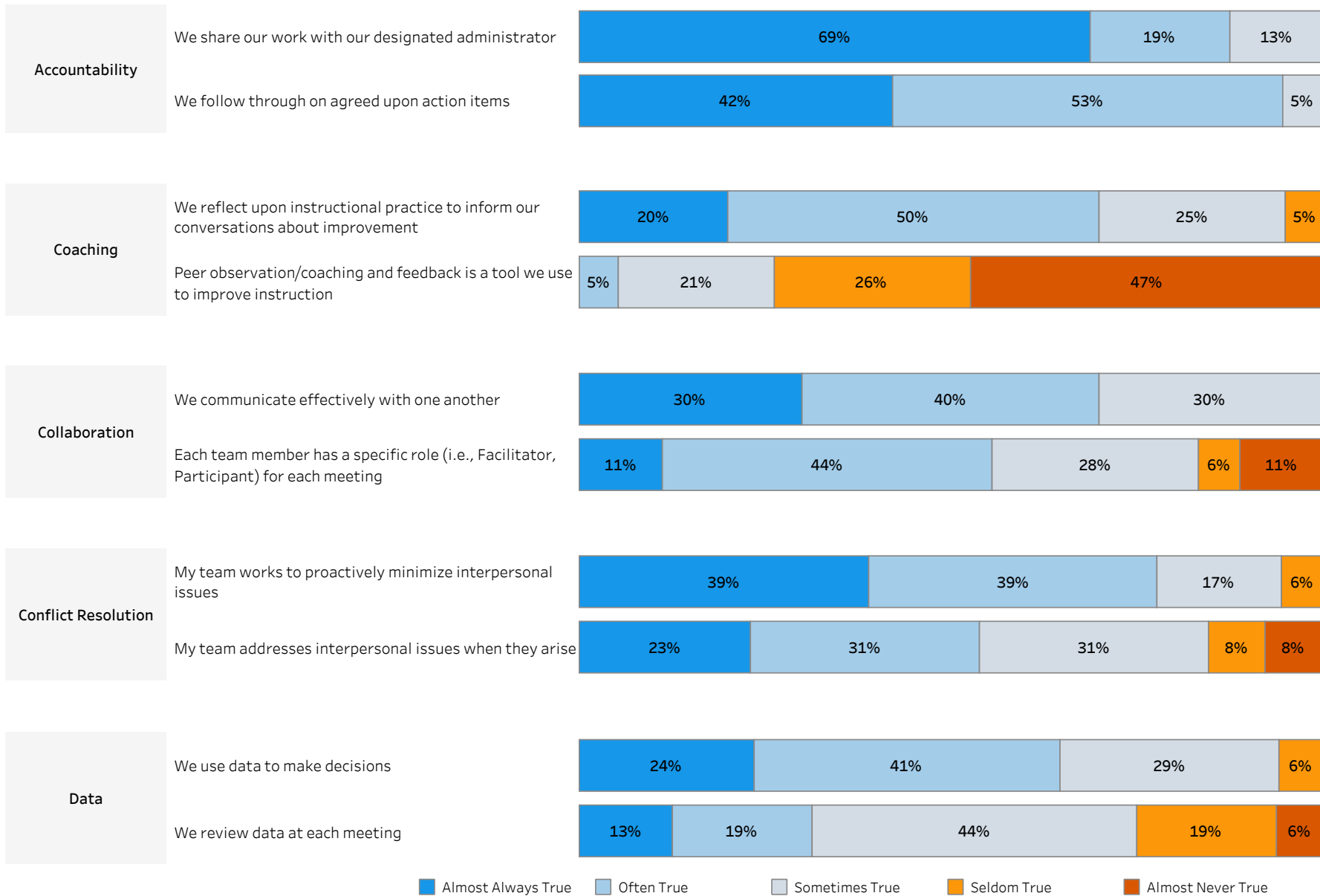
## Comparison - Percent Positive LONGITUDINAL



Difference in Percent Positive  
 -15% 15%



# Professional Learning Community



# Professional Learning Community

