

Educational Effectiveness Survey™



9 Characteristics of High Performing Schools

Staff Edition V11

Chimacum School District

2023

N=49





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.

NOTICE

The Center for Educational Effectiveness, Inc. (CEE) makes substantial effort to ensure the accurate scoring, analysis, and reporting of the results of the Educational Effectiveness Survey. However, CEE makes no warranty of any kind with regard to this material, including, but not limited to, the implied warranties of merchantability and fitness for a particular purpose. CEE shall not be liable for errors contained herein or for incidental or consequential damages in connection with the furnishing, performance, or use of this material.

No part of these materials may be copied, reproduced, republished, posted, modified, edited, transmitted, distributed, or used to create derivative works in any form or by any means without the prior written consent of Center for Educational Effectiveness, Inc. These materials are copyright protected under U.S. and international copyright laws and treaties. Violation of these laws will lead to prosecution.

Trademark notice: Center for Educational Effectiveness™ and affiliated logo, Better Data. Better Decisions. Better Schools.™ and affiliated logo, Educational Effectiveness Survey™, EES-Leadership 360™ are all trademarks of Center for Educational Effectiveness, Inc. All other trademarks cited here are the property of their respective owners.

Published by:

Center for Educational Effectiveness, Inc.

© 2003-2022 Center for Educational Effectiveness, Inc. All Rights Reserved.

Printed in the U.S.A.

Contact Information:

Phone: 425-283-0384
info@effectiveness.org
www.effectiveness.org



Better Data. Better Decisions. Better Schools.

Introduction

EES Staff Survey Research Framework

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

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

This report contains results from the survey you recently administered.

Survey Question Structure

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

Readiness for Change

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

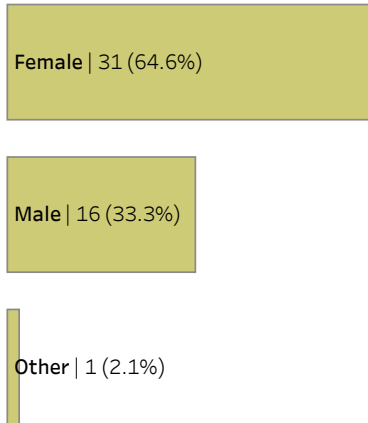
9 Characteristics of High-Performing Schools

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

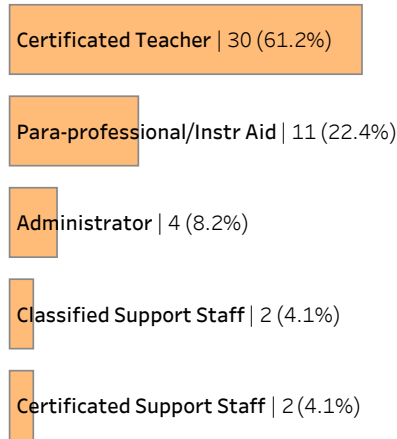


Demographics

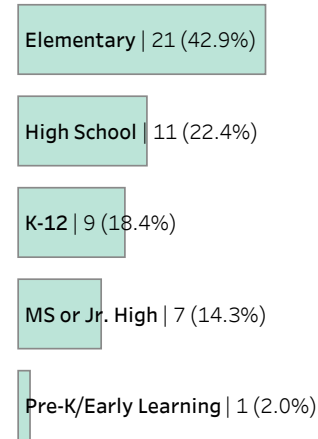
Gender



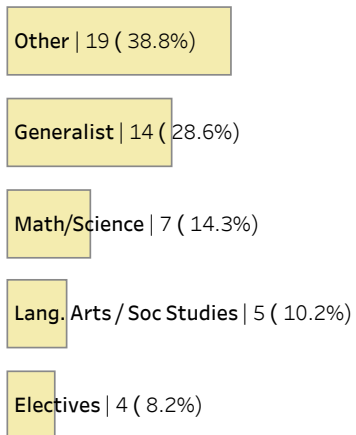
Position



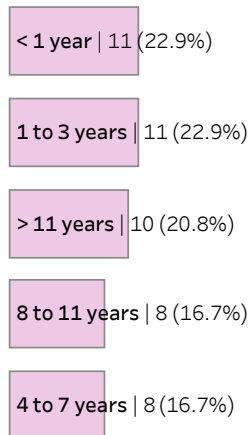
Level



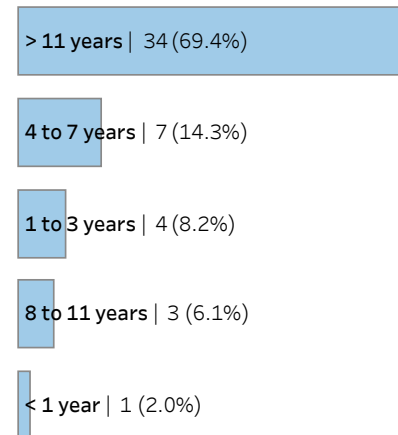
Department



School-Yrs of Service



Education-Yrs of Service

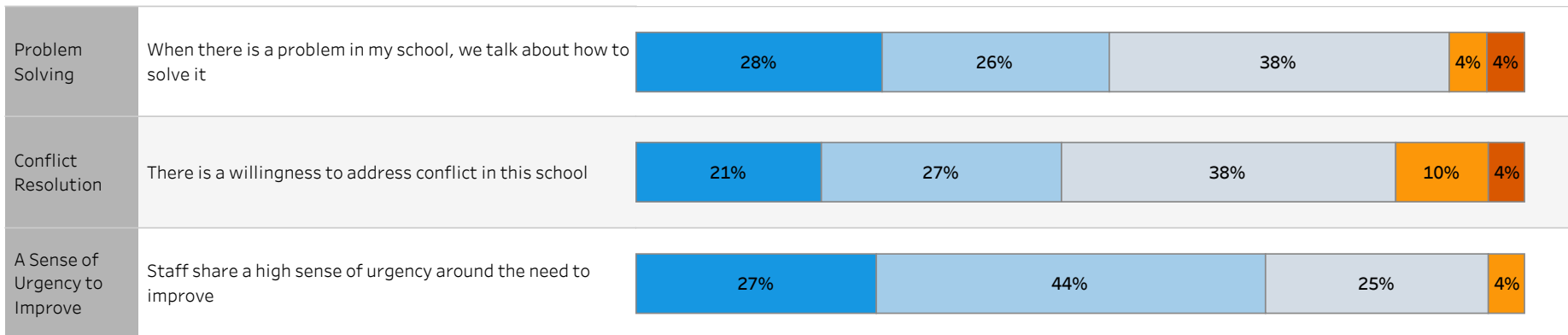


Readiness for Change

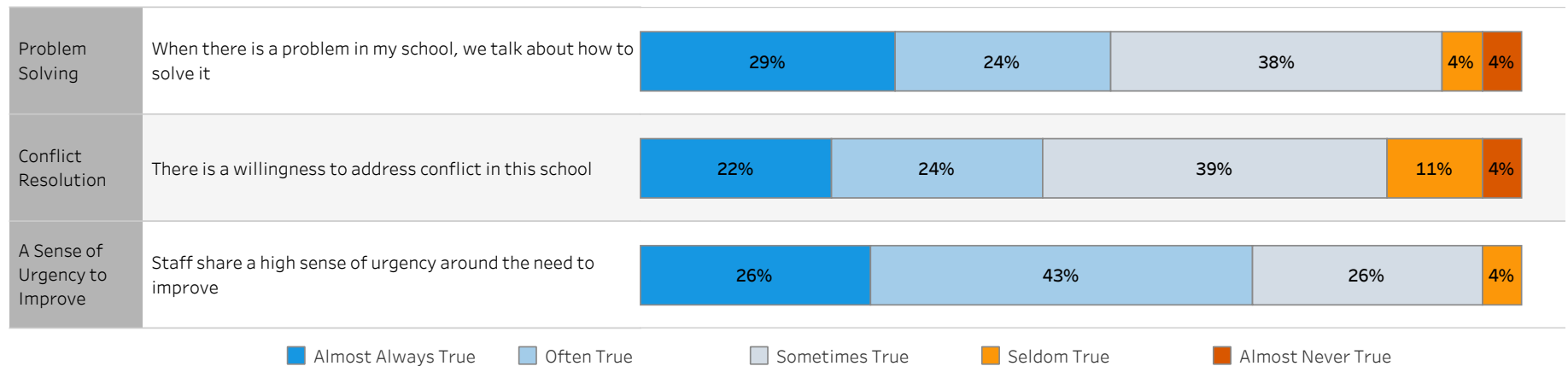
The charts below are data about your school staff, who must define, embrace, implement, and sustain change. If your staff believes there is a weakness in the problem-solving ability or in the ability to resolve conflict within this building, or does not see the urgency to improve, you must address those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

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

All Staff



Instructional Staff

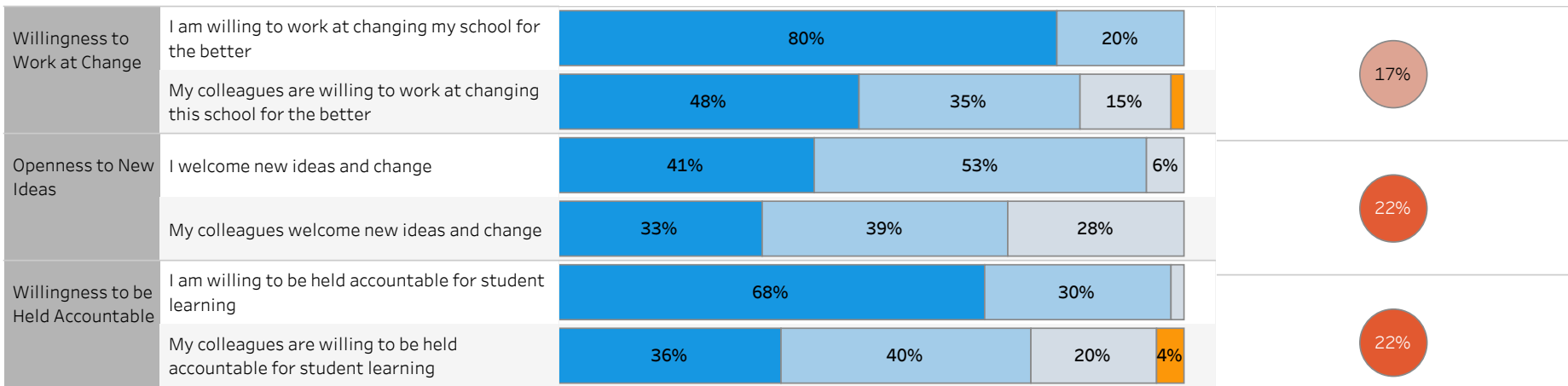


Readiness for Change—I vs. They Perspectives

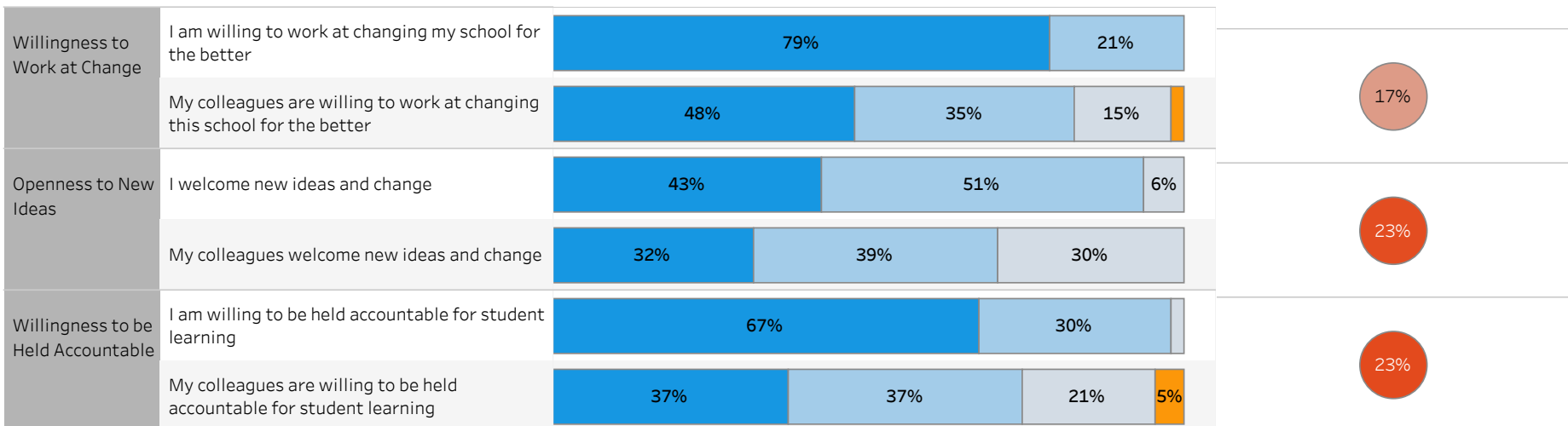
Gaps over 20% in elementary and over 25% in secondary should be investigated. Why do staff see different attitudes in their colleagues?

How large is the Gap between I vs. They?

All Staff



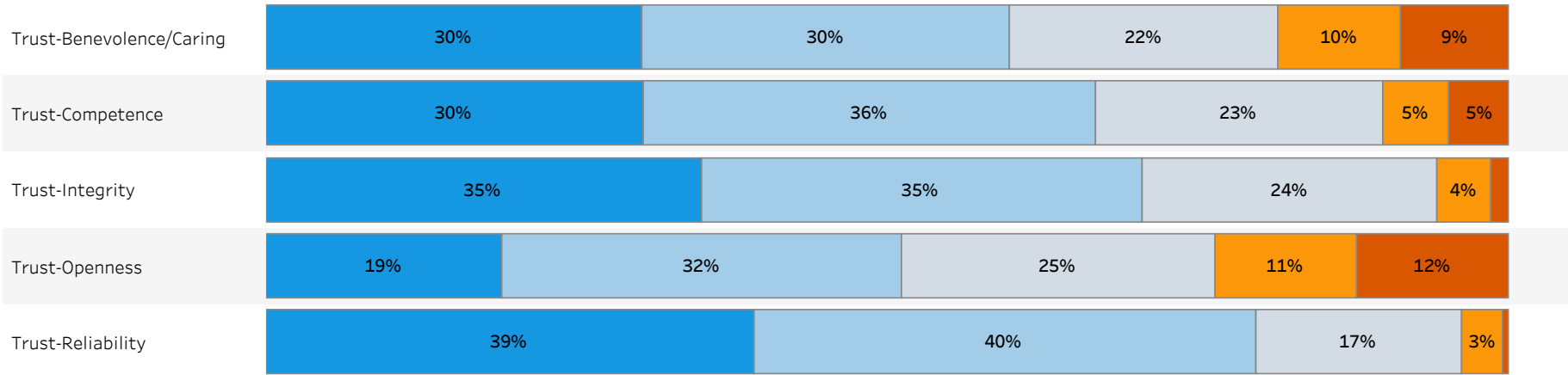
Instructional Staff



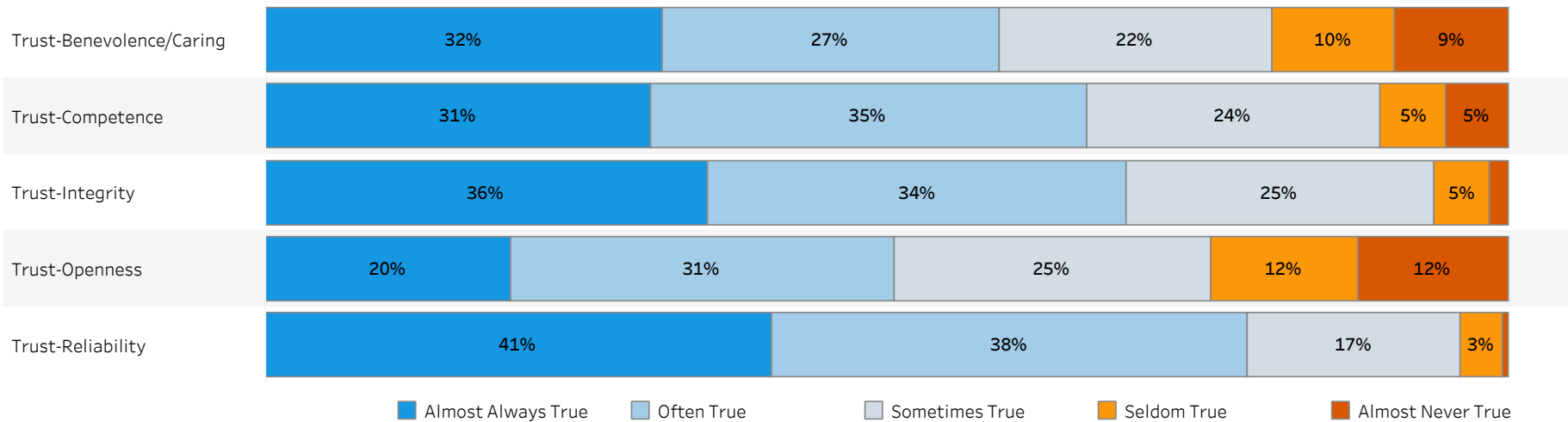
■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True

Organizational Trust

All Staff

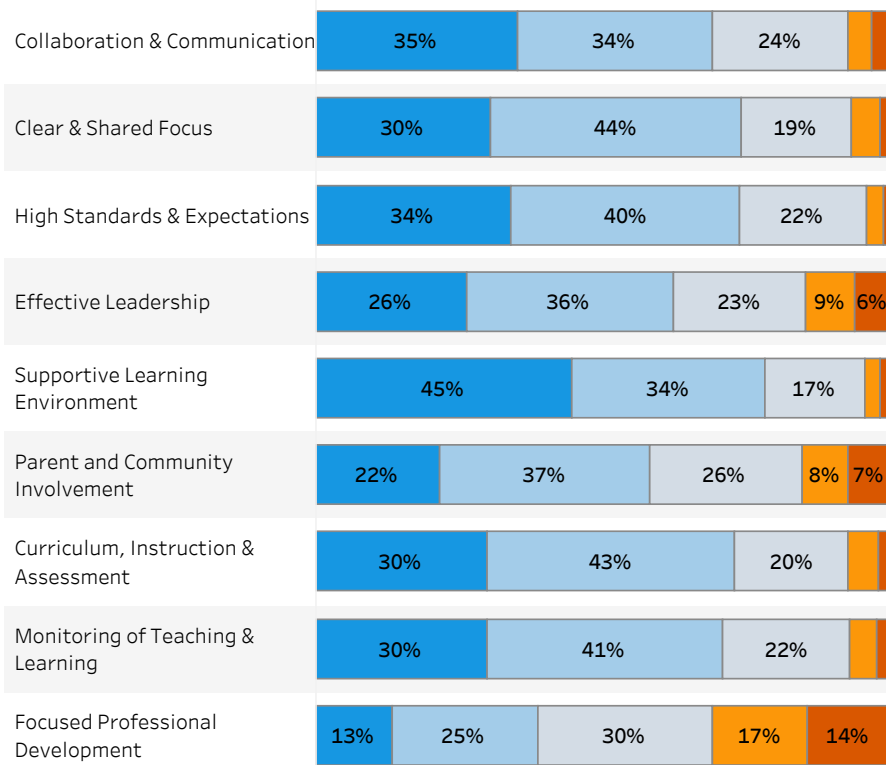


Instructional Staff

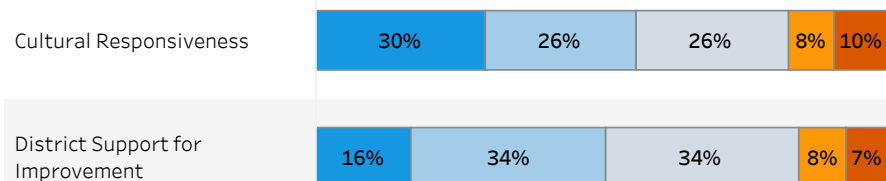


9 Characteristics of High-Performing Schools

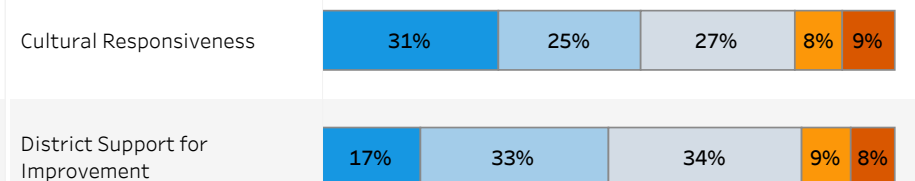
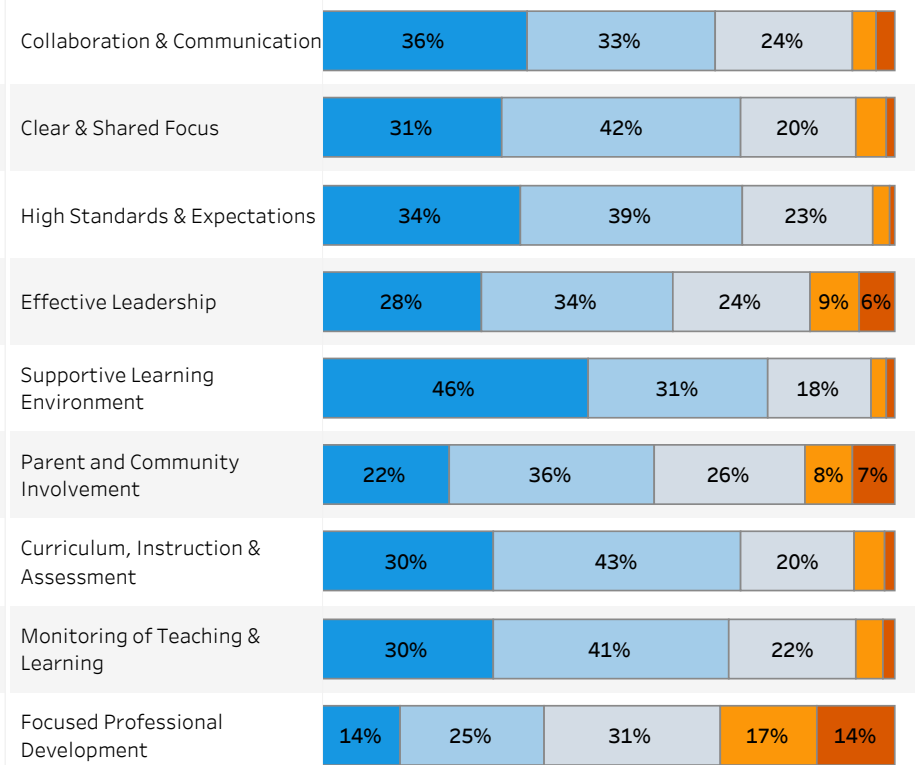
All Staff



Additional Characteristics

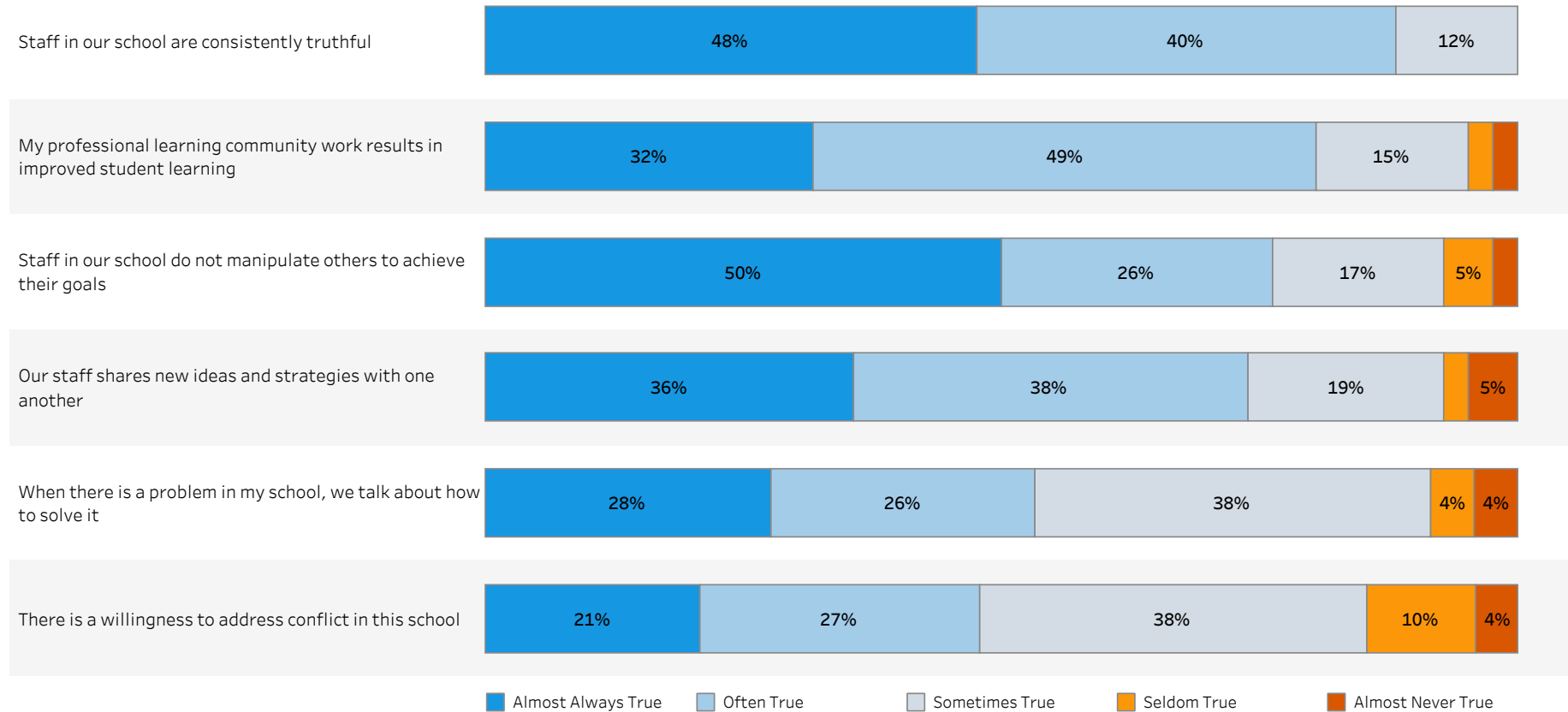


Instructional Staff



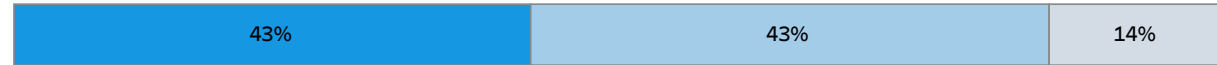
■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True
 ■ Almost Never True

High Levels of Collaboration and Communication



Clear and Shared Focus

Staff I work with take responsibility for ensuring each student learns in our school



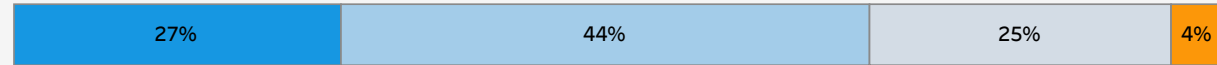
My performance goals are set based on the goals of this school



This school has a data-driven improvement plan with measurable goals



Staff share a high sense of urgency around the need to improve



Important decisions here are based on the goals of this school



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

High Standards & Expectations

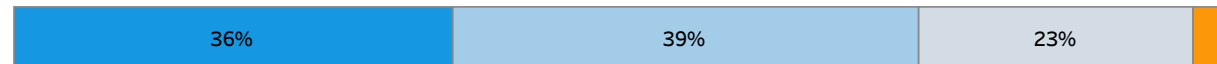
In our school we expect all staff to perform responsibilities with a high level of excellence



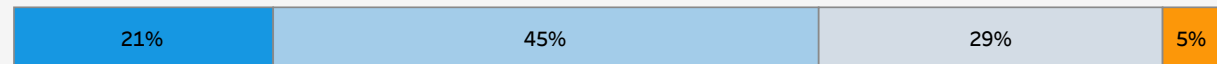
Academic placement is not influenced by race, gender or socioeconomic levels



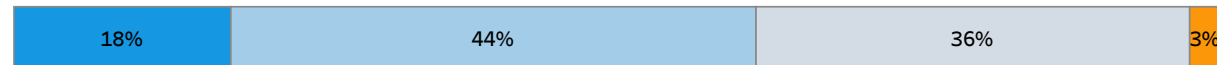
I believe that all students can meet state standards



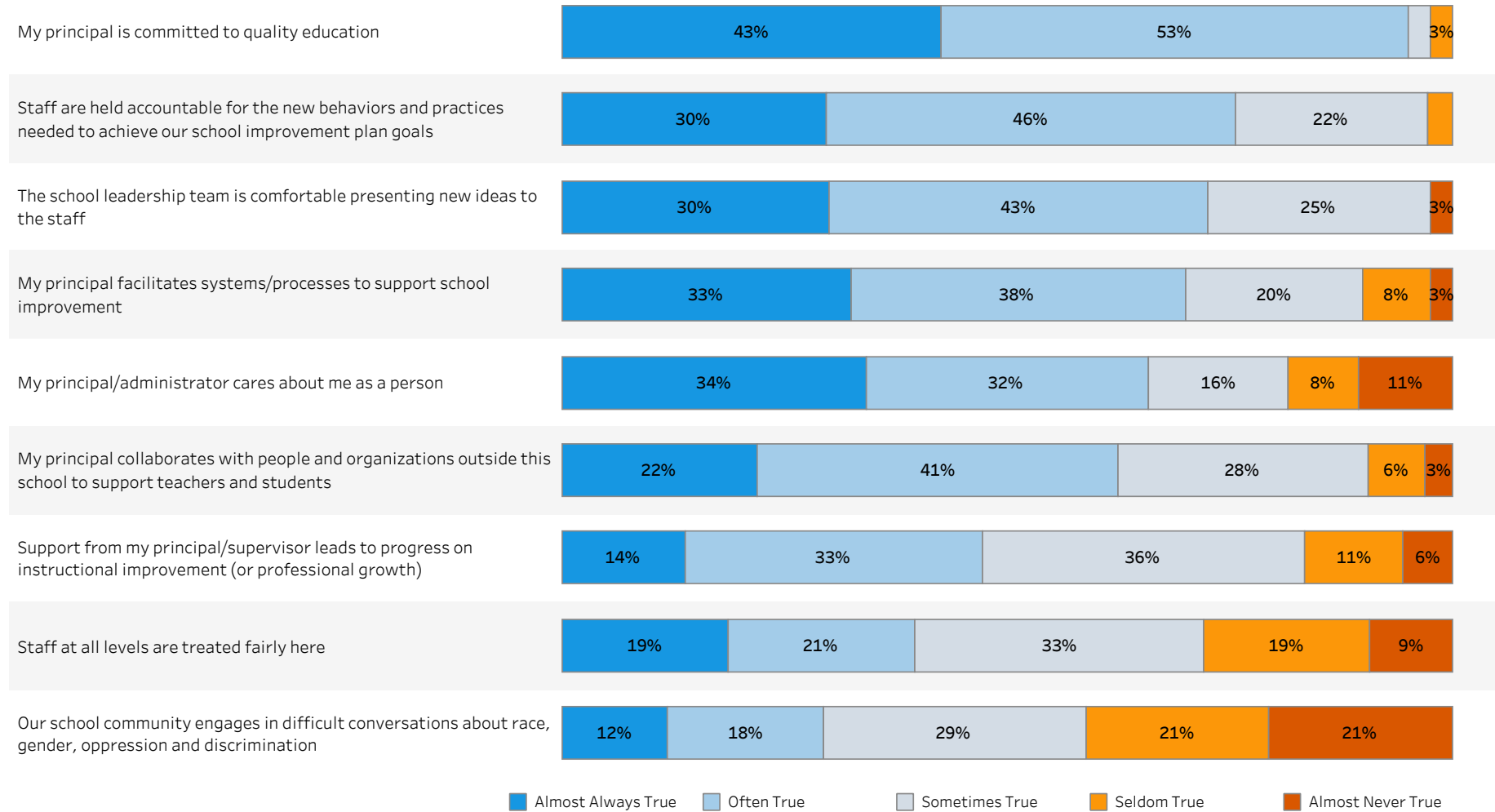
Students understand the expectations of this school



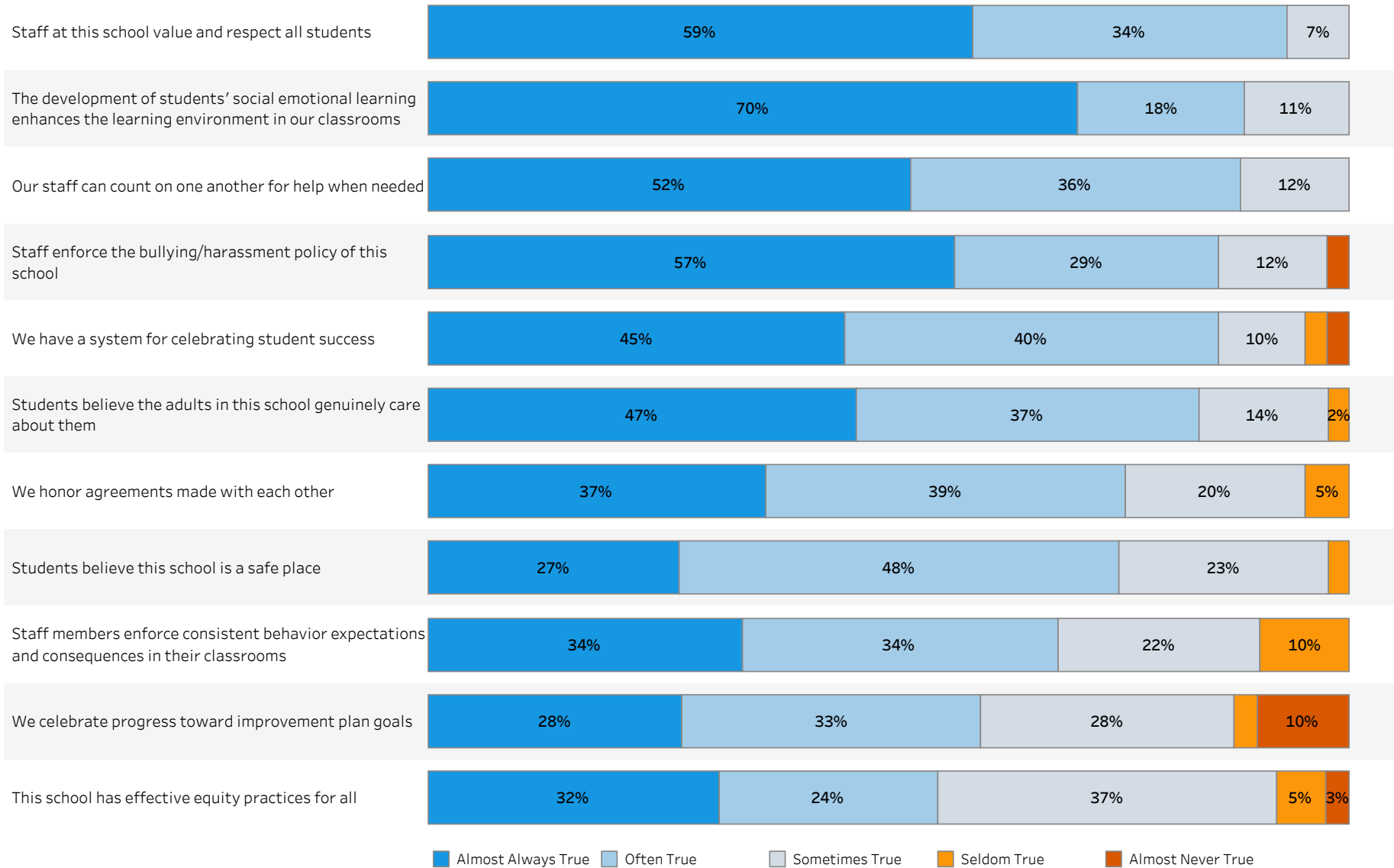
Our staff believes that all students can meet state standards



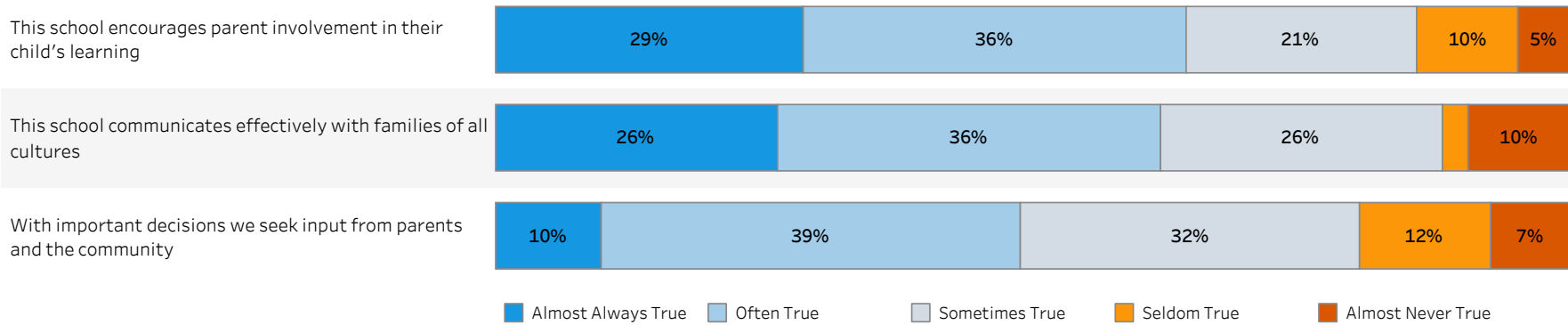
Effective Leadership



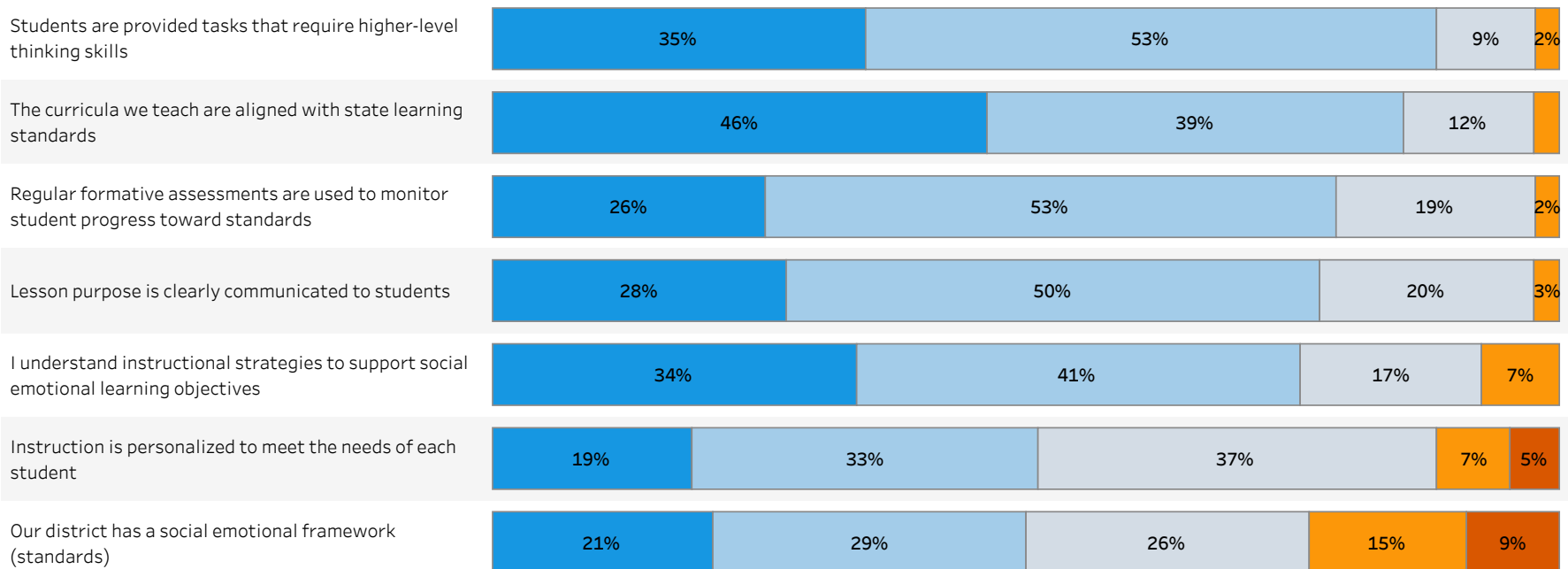
Supportive Learning Environment



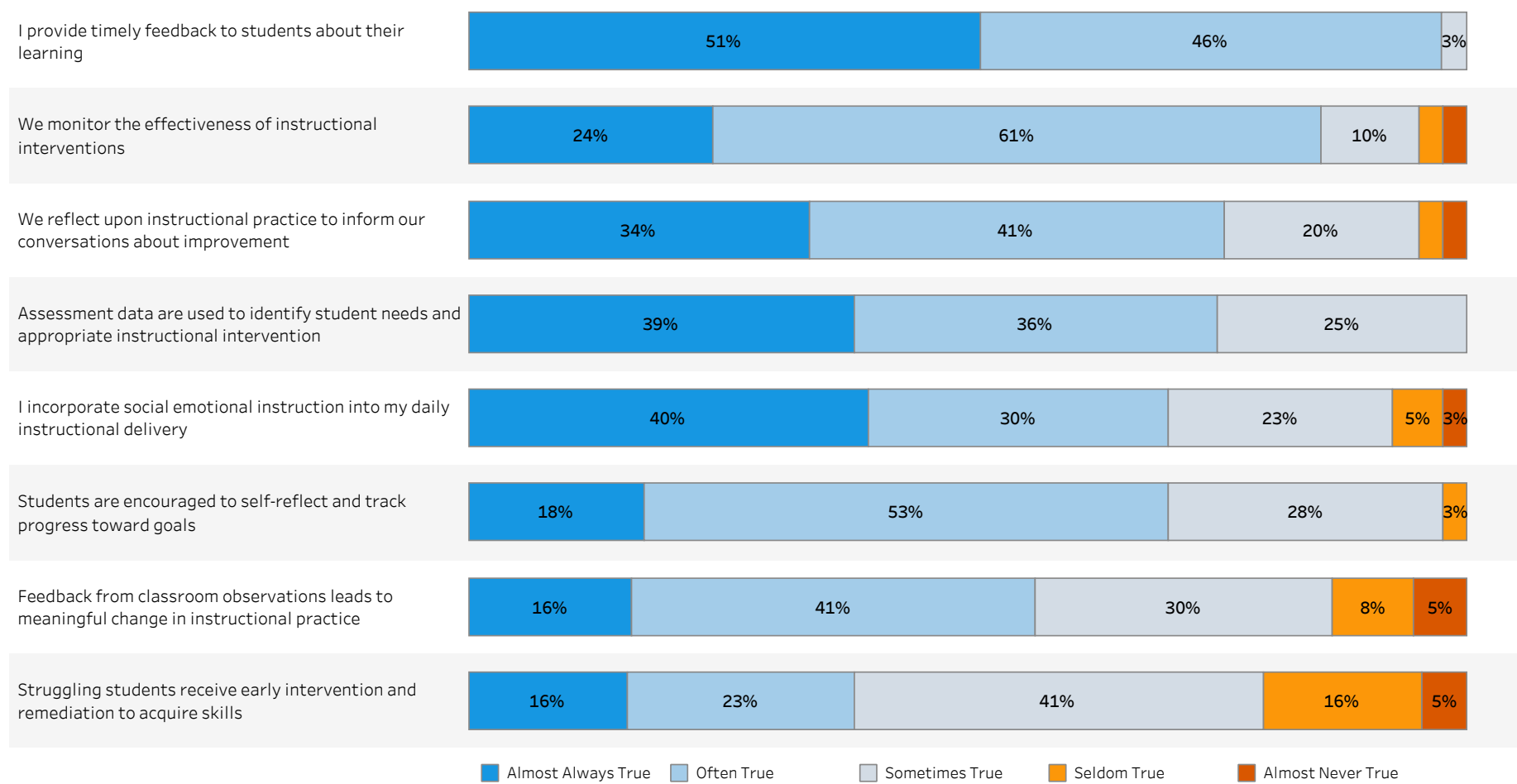
Parent and Community Involvement



High Quality Curriculum, Instruction, and Assessment

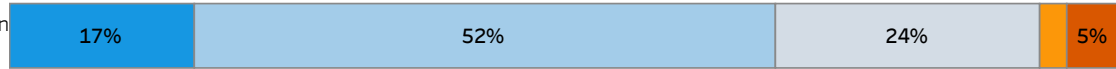


Frequent Monitoring of Teaching and Learning

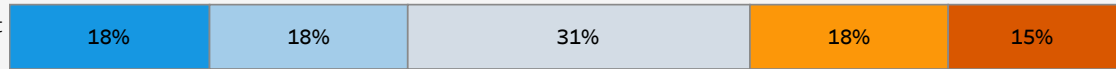


Focused Professional Development

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



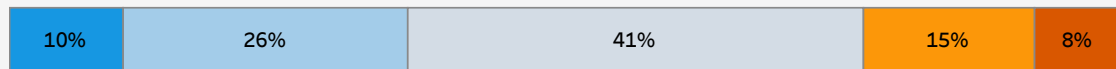
Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction



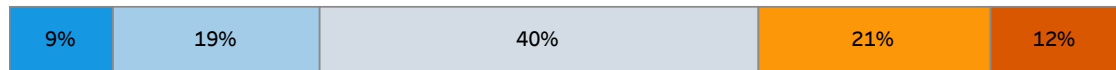
Peer observation/coaching and feedback is a tool we use to improve instruction



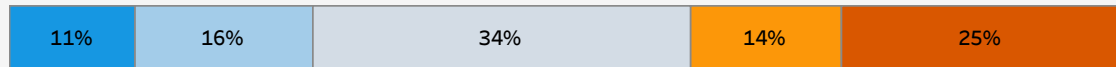
We are provided training to meet the needs of a diverse student population in our school



I receive training on instruction to support social emotional learning

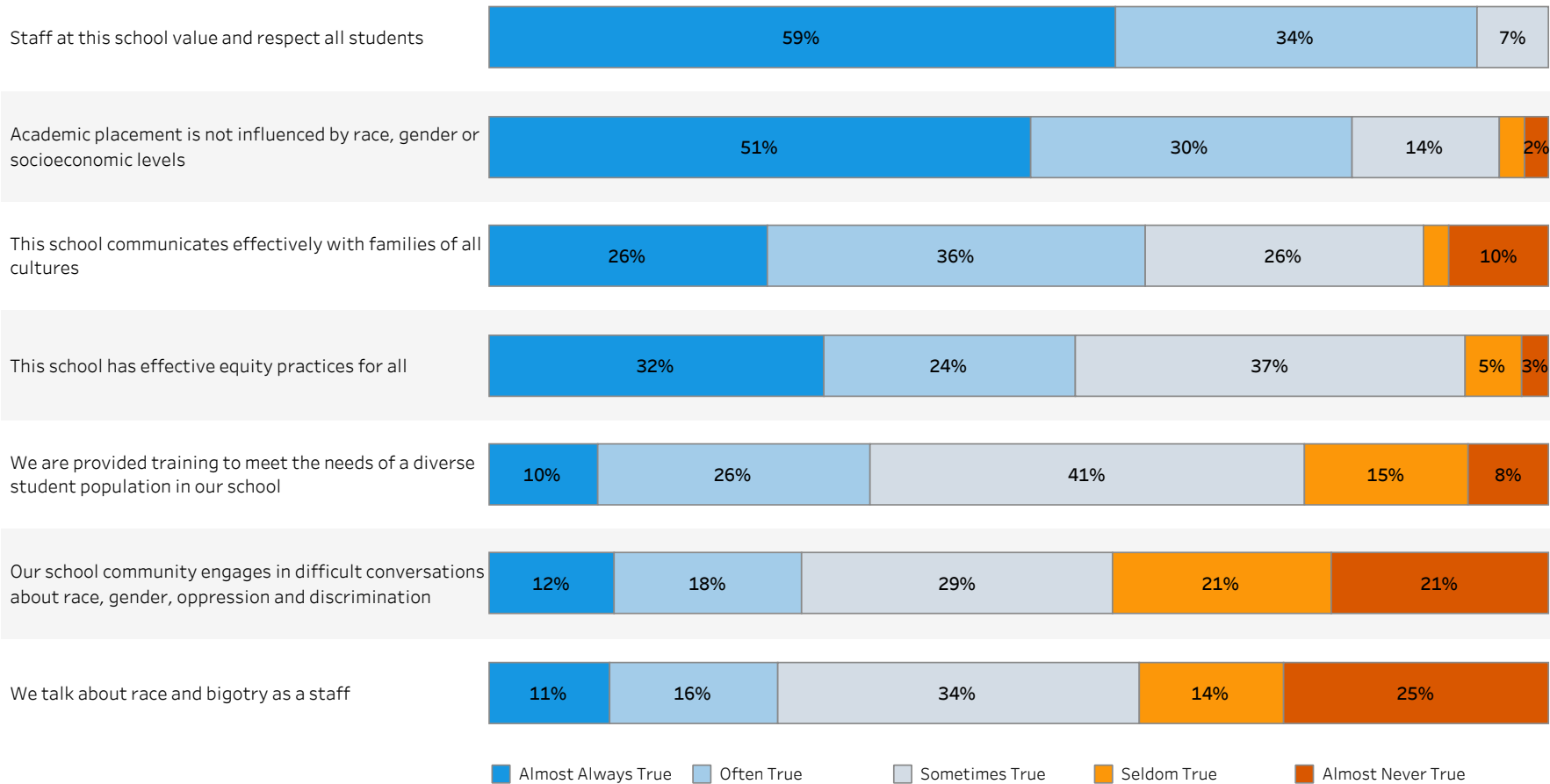


We talk about race and bigotry as a staff



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

Cultural Responsiveness

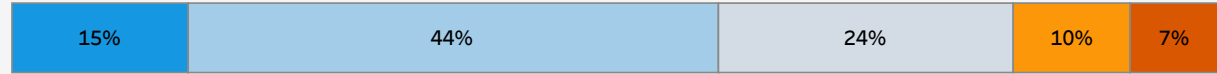


District Support for Improvement

District administrators demonstrate commitment to improved student learning



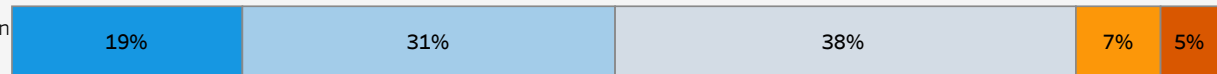
There is a consistent vision of school improvement throughout this district



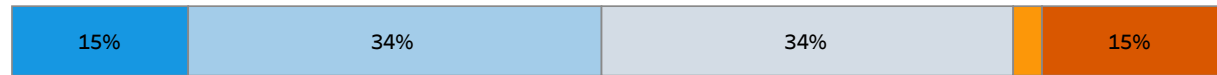
This district facilitates systems and programs to support school improvement



Collaboration between district and schools is based upon trust and respect



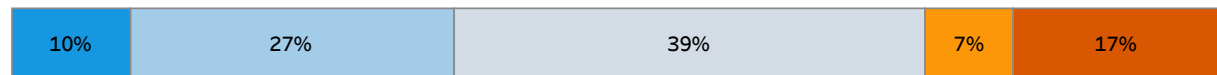
District administrators communicate a clear vision of good instruction and essential curriculum



This district facilitates the alignment of curriculum across grades and schools

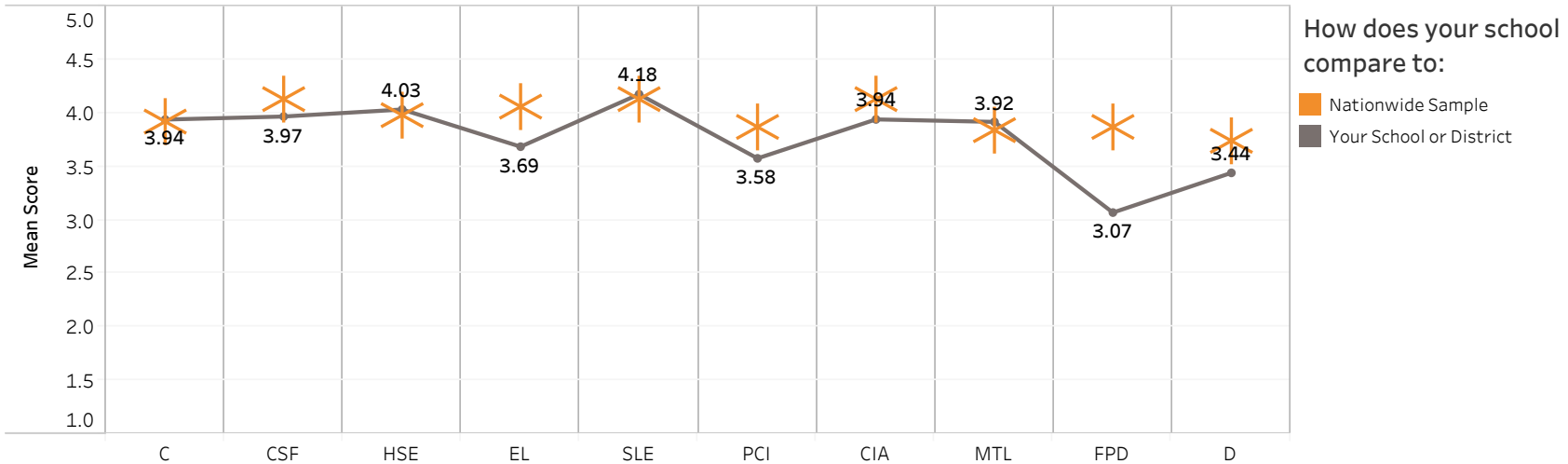


District leadership communicates effectively with my school



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

Comparison - Mean Scores



Comparison - Percent Positive

