

# Educational Effectiveness Survey™



## Professional Learning Community Module

### 9 Characteristics of High Performing Schools

Staff Edition V11

#### Hofstetter Elementary

Colville School District

2021

N=30

2022

N=28

2023

N=37





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

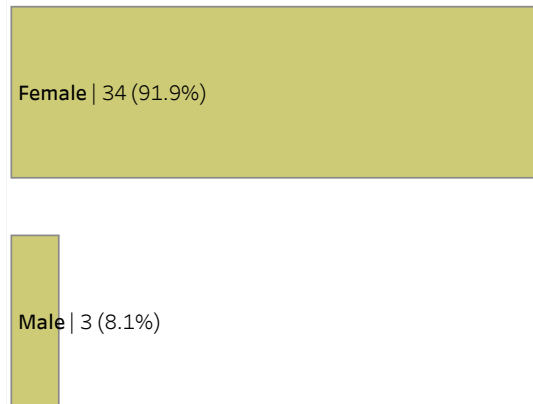
While there is no single solution for all schools, research on effective schools identified common characteristics of high-performing schools. Successful schools engaged in improvement activities focus on these characteristics to create and improve the system(s) that ultimately increase student learning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



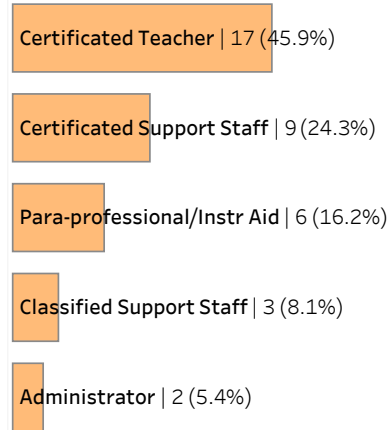
# Demographics

Hofstetter Elementary

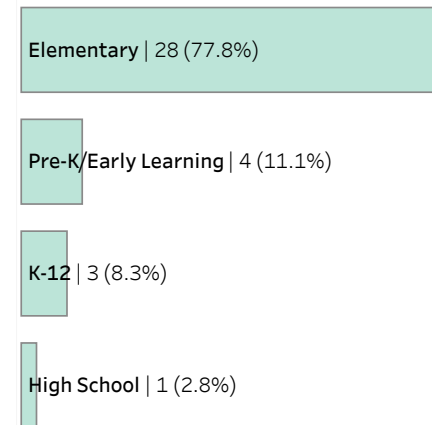
## Gender



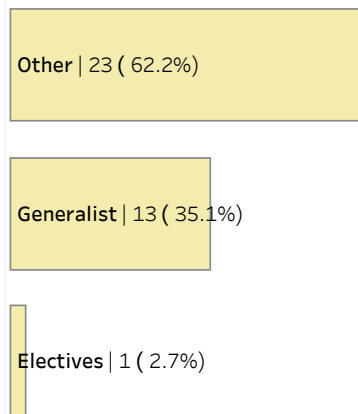
## Position



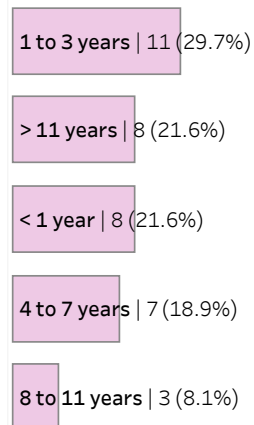
## Level



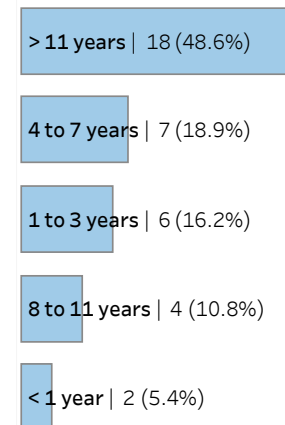
## Department



## School-Yrs of Service



## Education-Yrs of Service



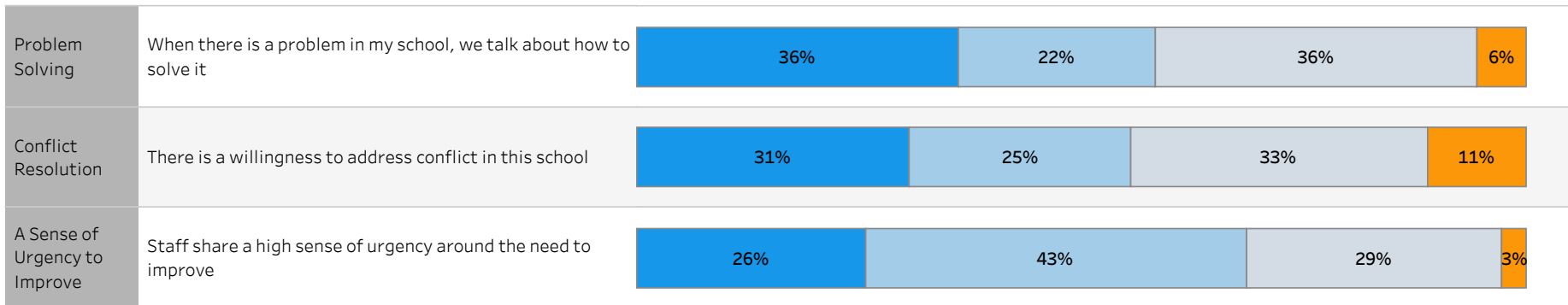
# Readiness for Change

Hofstetter Elementary

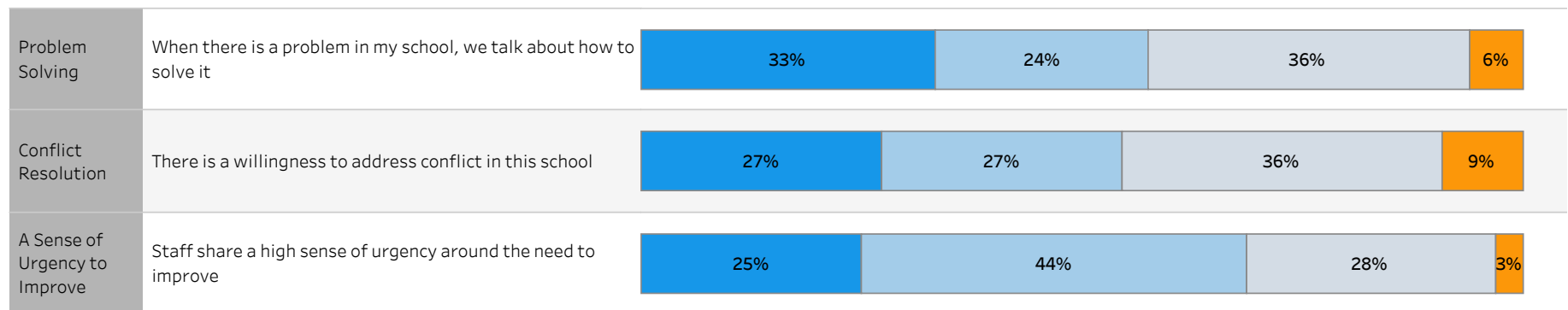
The charts below are data about your school staff, who must define, embrace, implement, and sustain change. If your staff believes there is a weakness in the problem-solving ability or in the ability to resolve conflict within this building, or does not see the urgency to improve, you must address those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

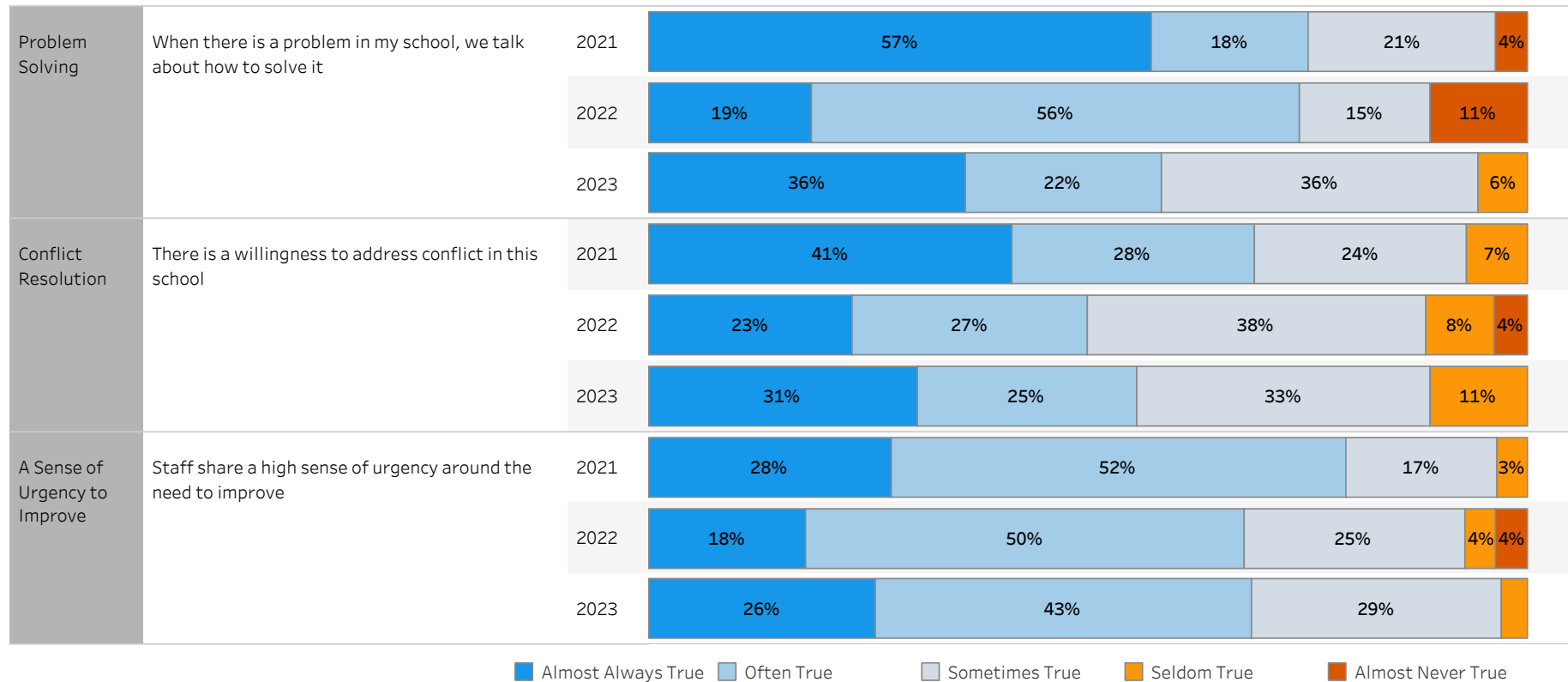


■ Almost Always True ■ Often True ■ Sometimes True ■ Seldom True

# Readiness for Change—LONGITUDINAL

Hofstetter Elementary

## All Staff



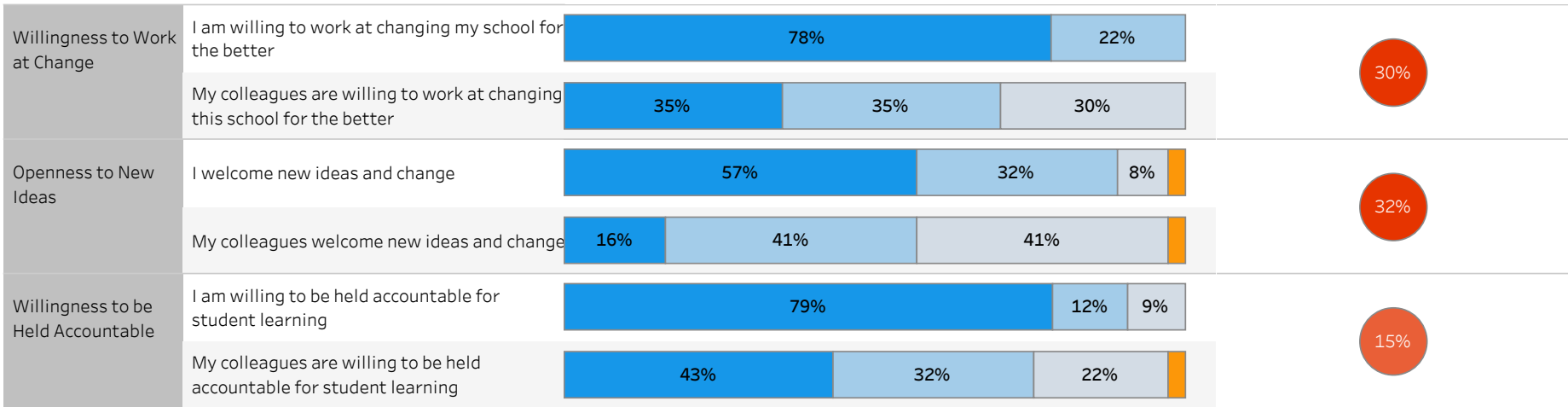
# Readiness for Change—I vs. They Perspectives

Hofstetter Elementary

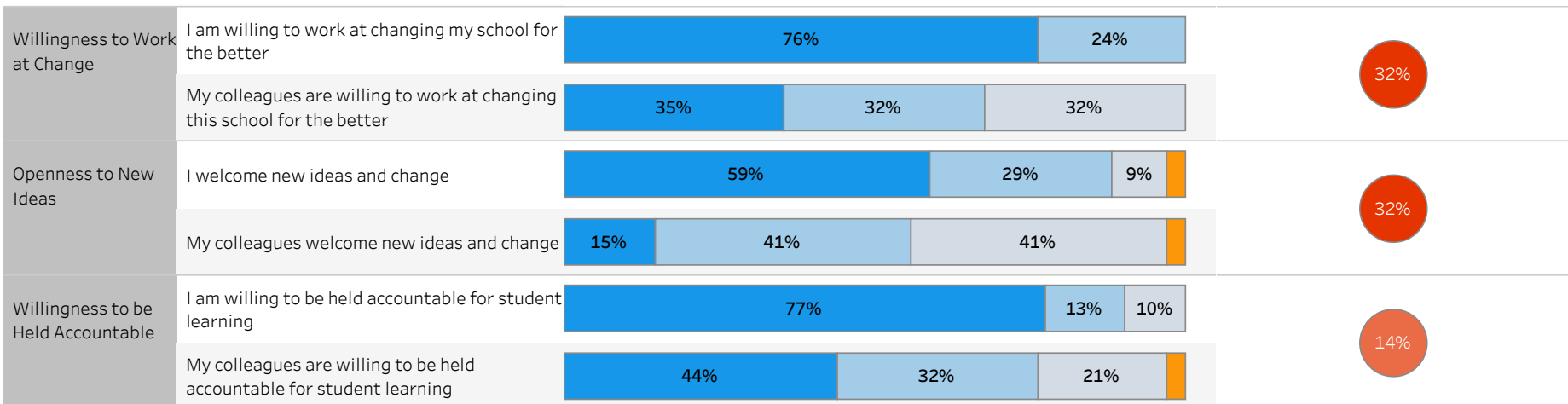
Gaps over 20% in elementary and over 25% in secondary should be investigated. Why do staff see different attitudes in their colleagues?

How large is the Gap between I vs. They?

## All Staff



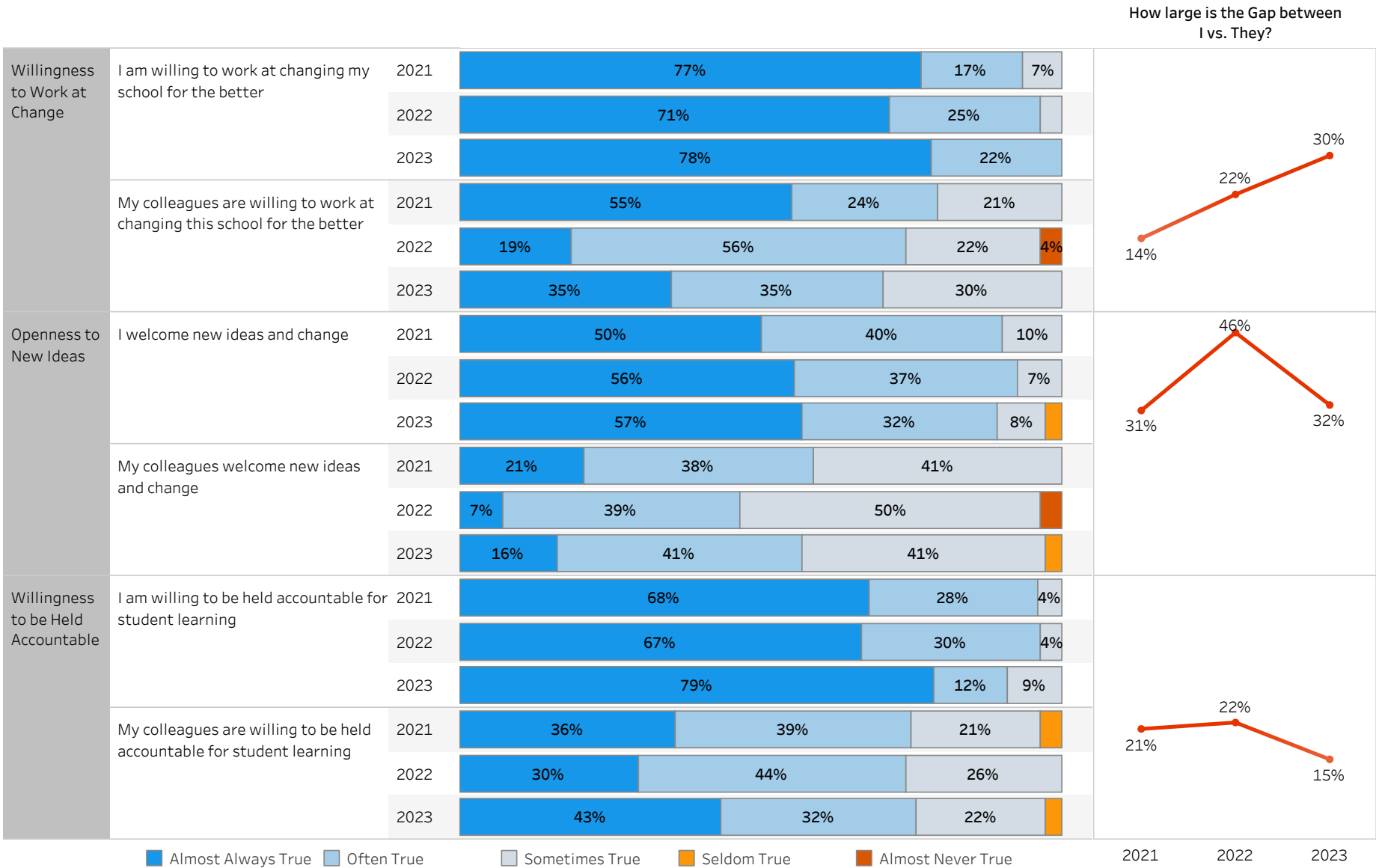
## Instructional Staff



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

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

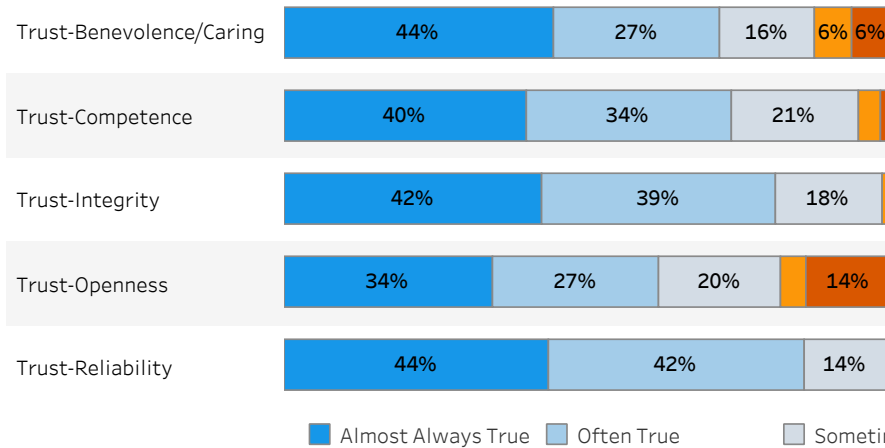
Hofstetter Elementary



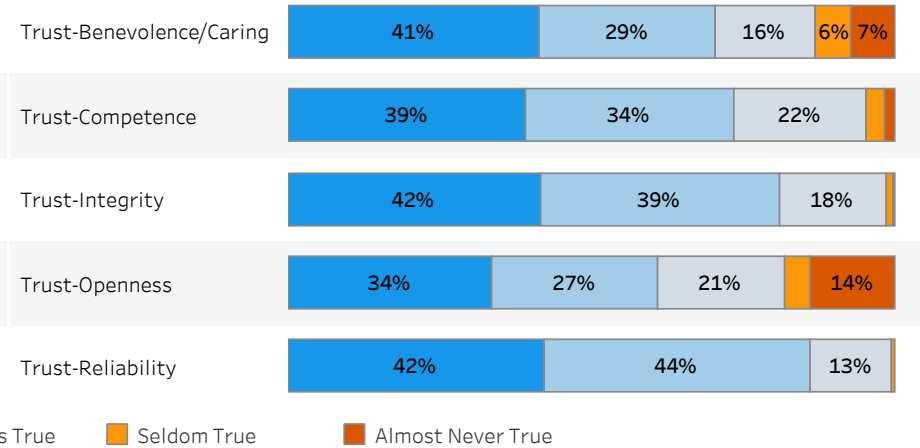


# Organizational Trust

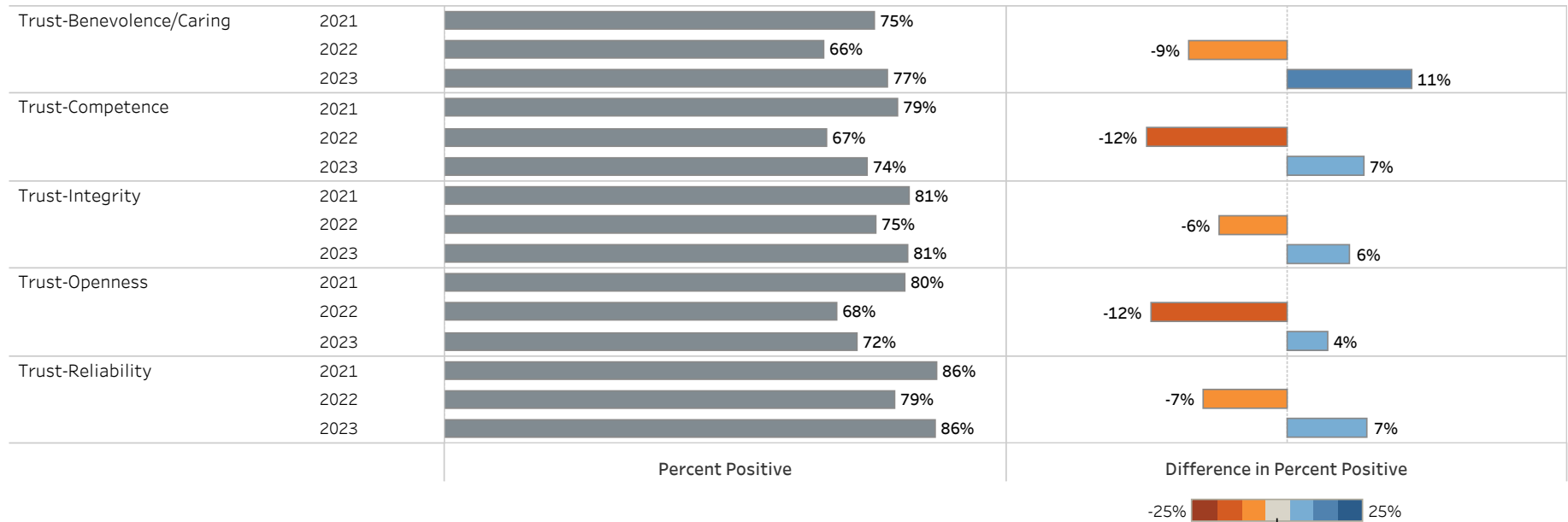
## All Staff



## Instructional Staff

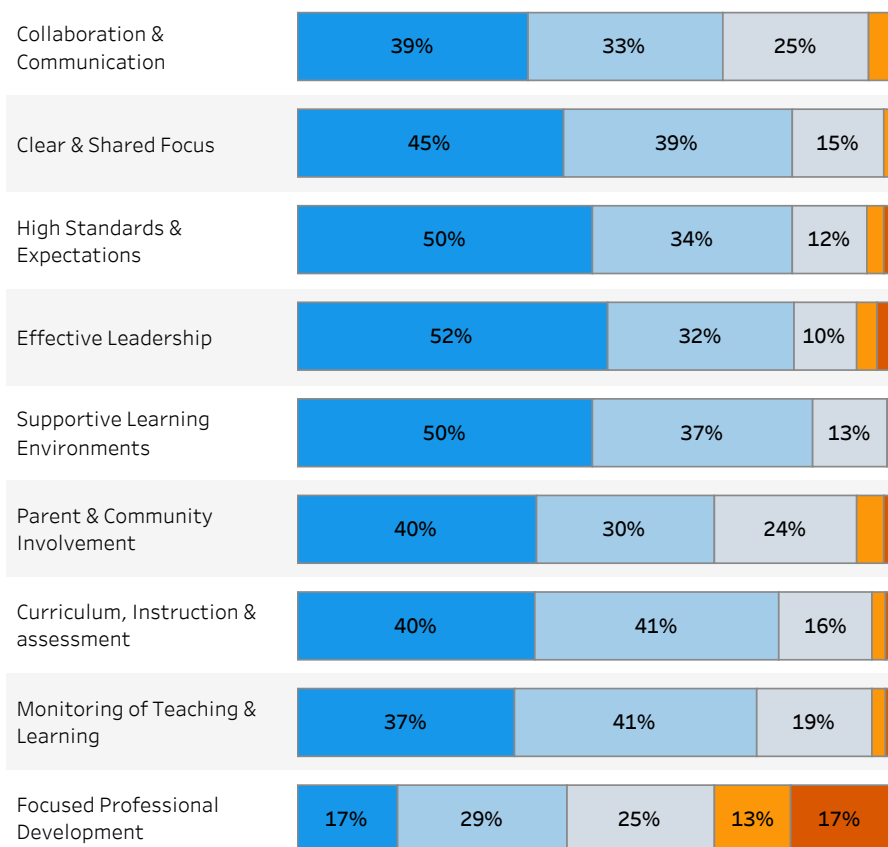


## Organizational Trust—LONGITUDINAL

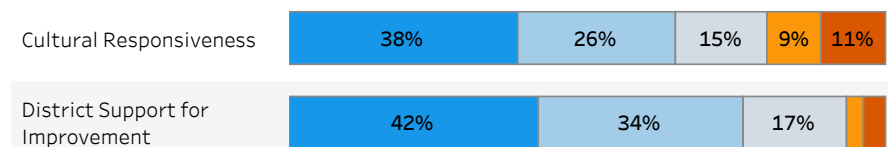


## 9 Characteristics of High-Performing Schools

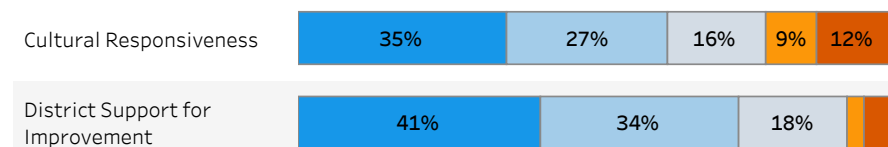
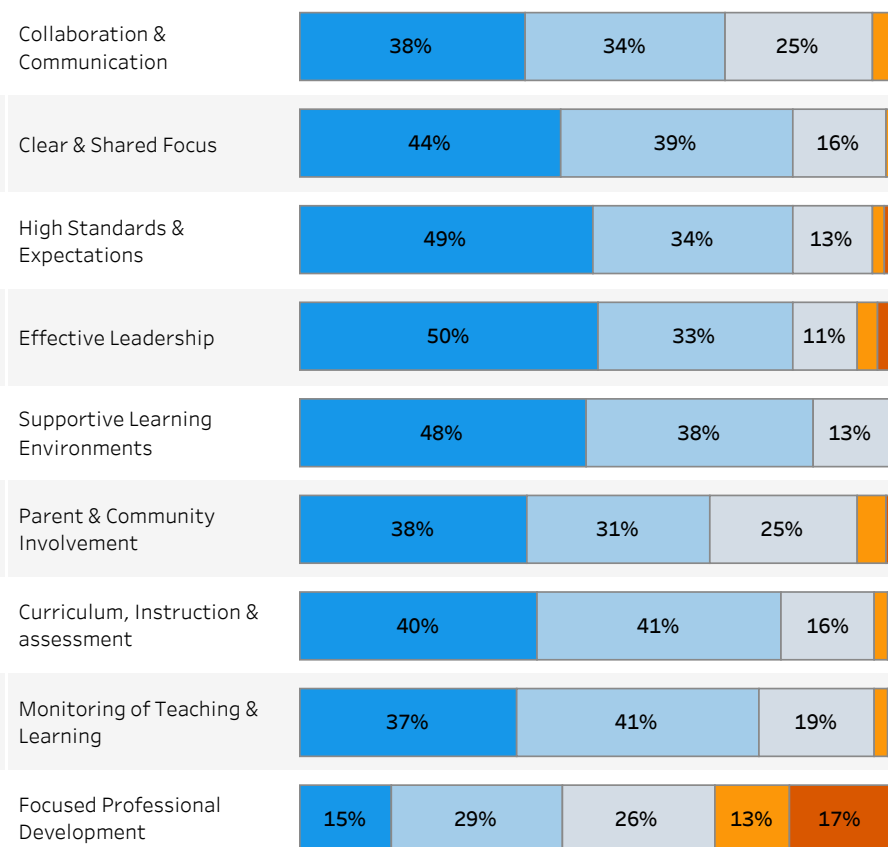
### All Staff



### Additional Characteristics



### Instructional Staff



Almost Always True Often True

Sometimes True

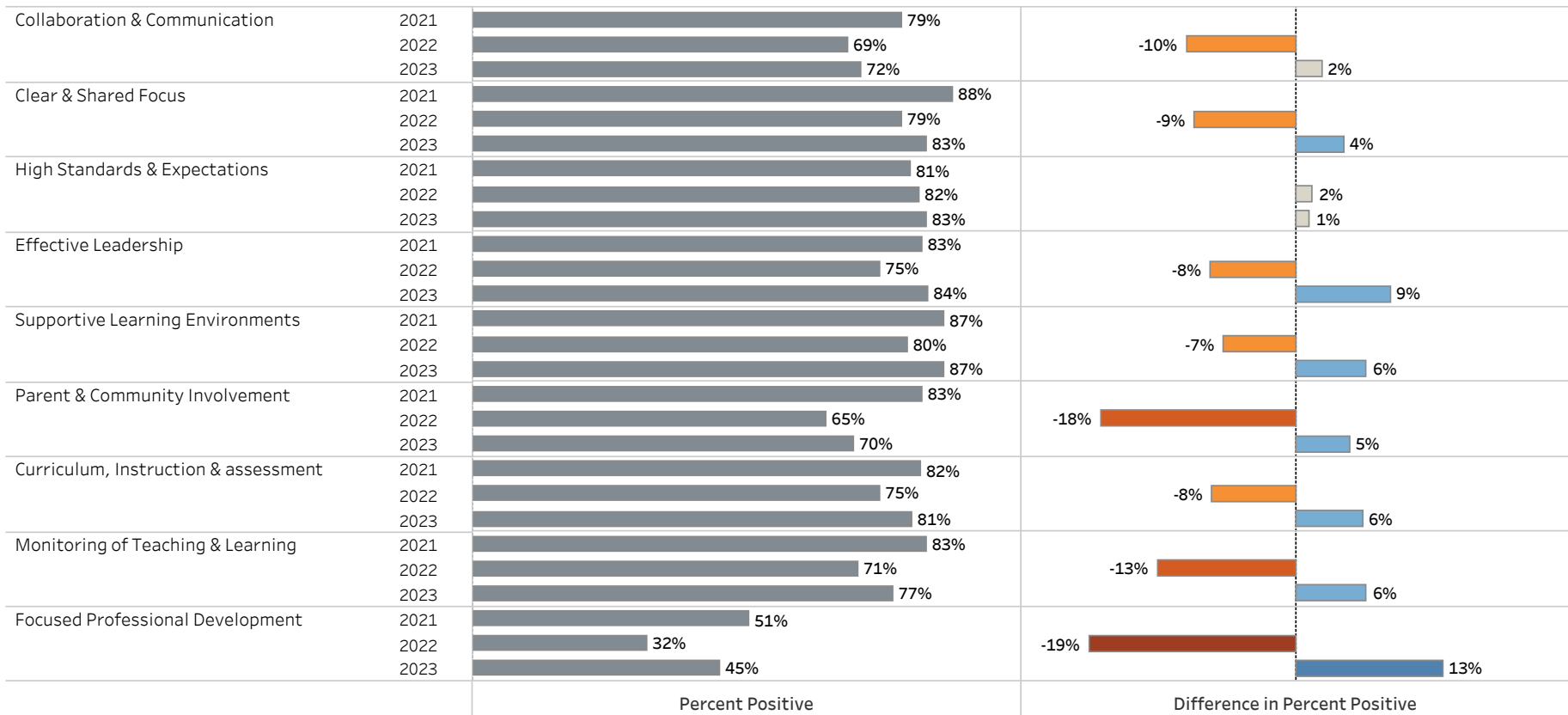
Seldom True

Almost Never True

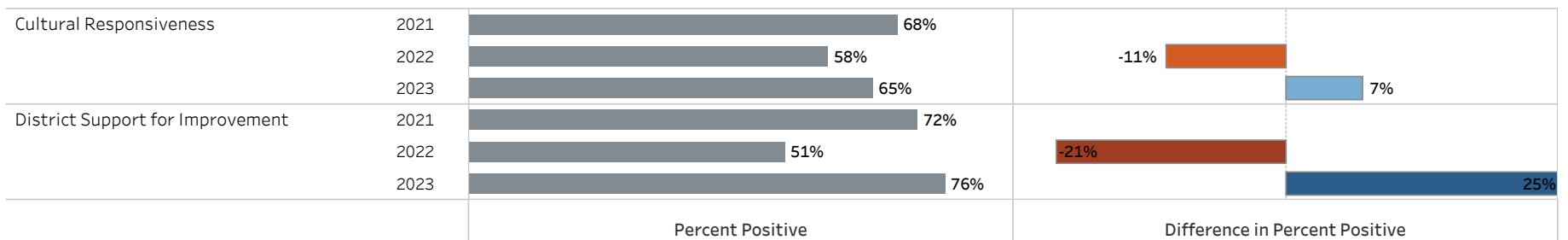
## 9 Characteristics of High-Performing School — LONGITUDINAL

Hofstetter Elementary

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

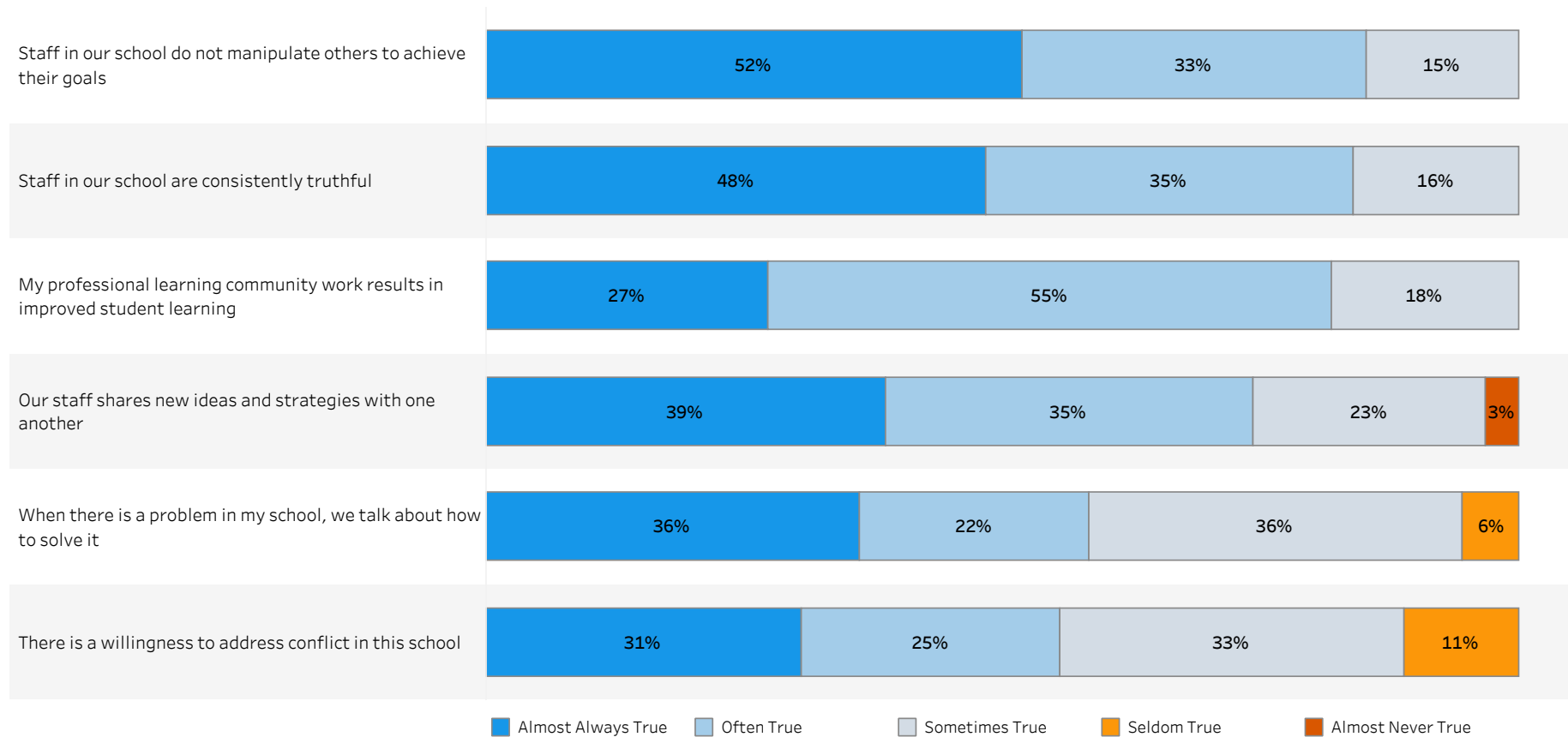


### Additional Characteristics



## High Levels of Collaboration and Communication

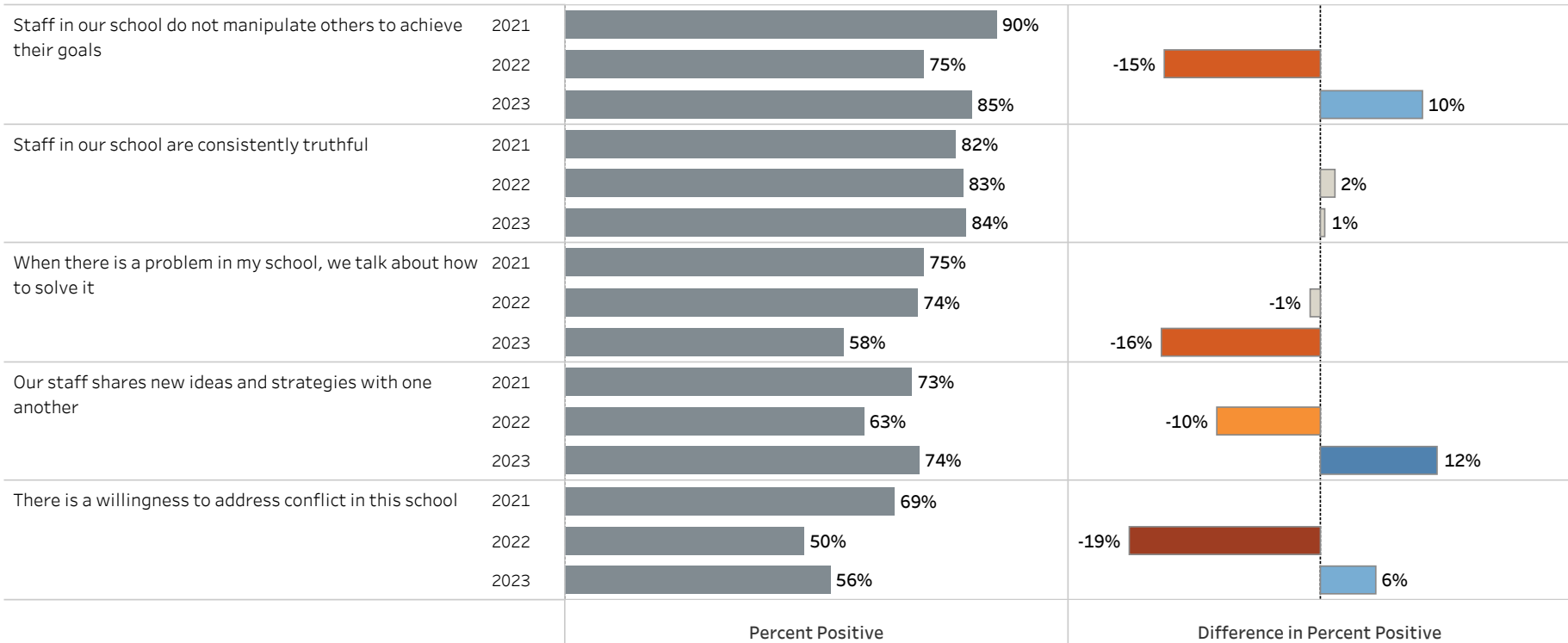
Hofstetter Elementary



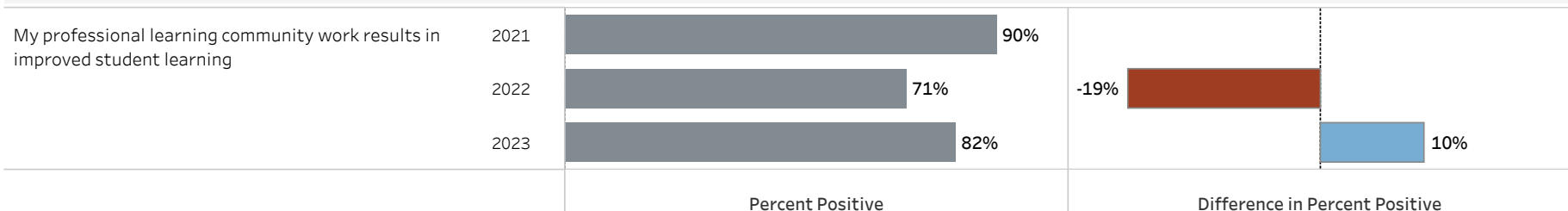
# High Levels of Collaboration and Communication— LONGITUDINAL

Hofstetter Elementary

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



## Questions answered only by Instructional Staff



# Clear and Shared Focus

Hofstetter Elementary

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



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



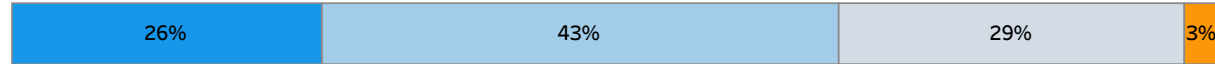
Important decisions here are based on the goals of this school



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



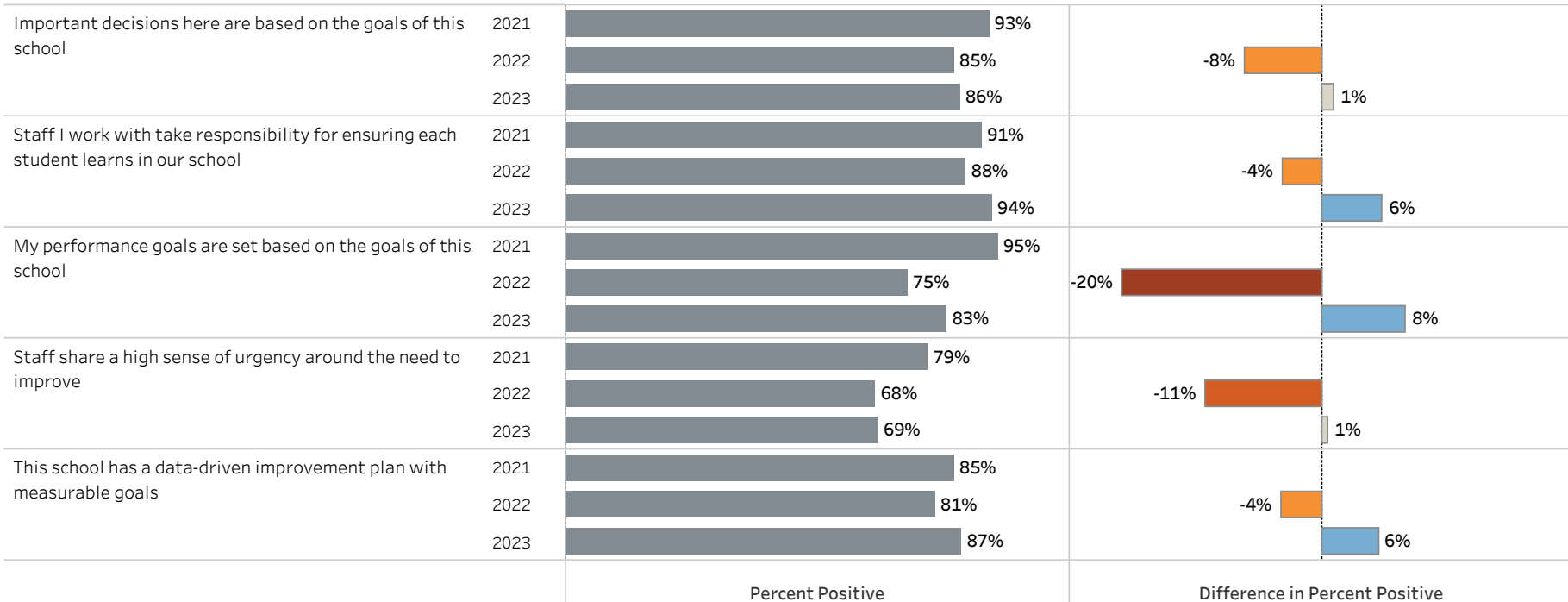
Staff share a high sense of urgency around the need to improve



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

## LONGITUDINAL

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



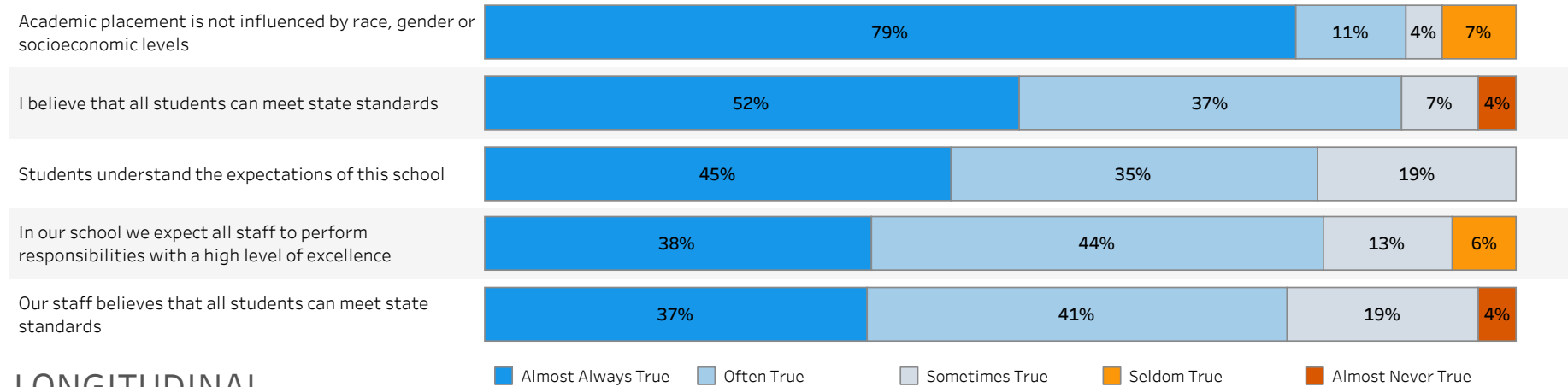
Percent Positive

Difference in Percent Positive

-25% ■ ■ ■ ■ ■ 25%

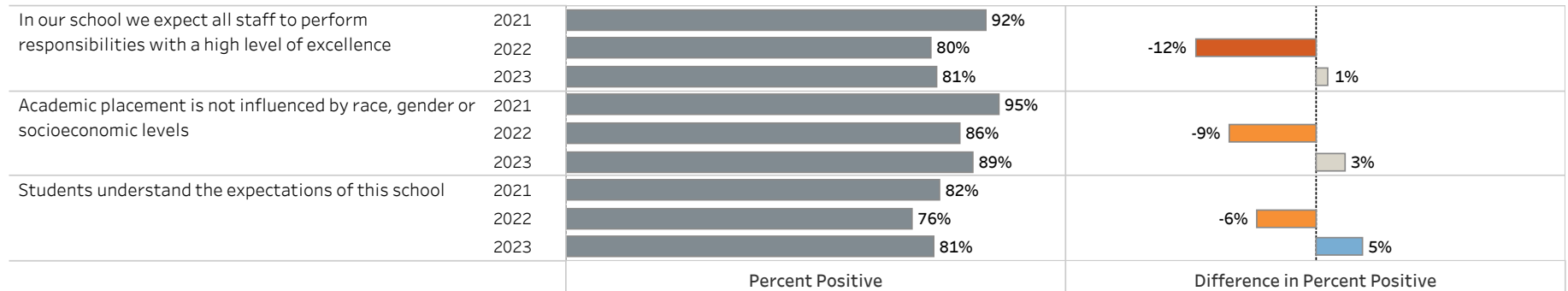
# High Standards and Expectations

Hofstetter Elementary

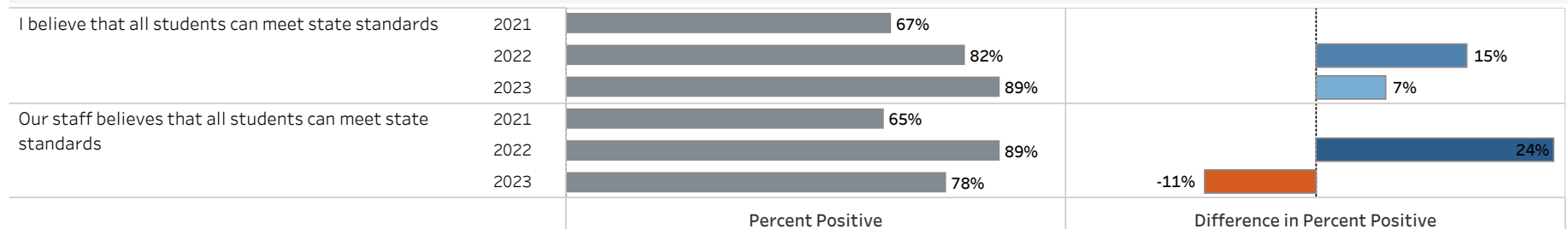


## LONGITUDINAL

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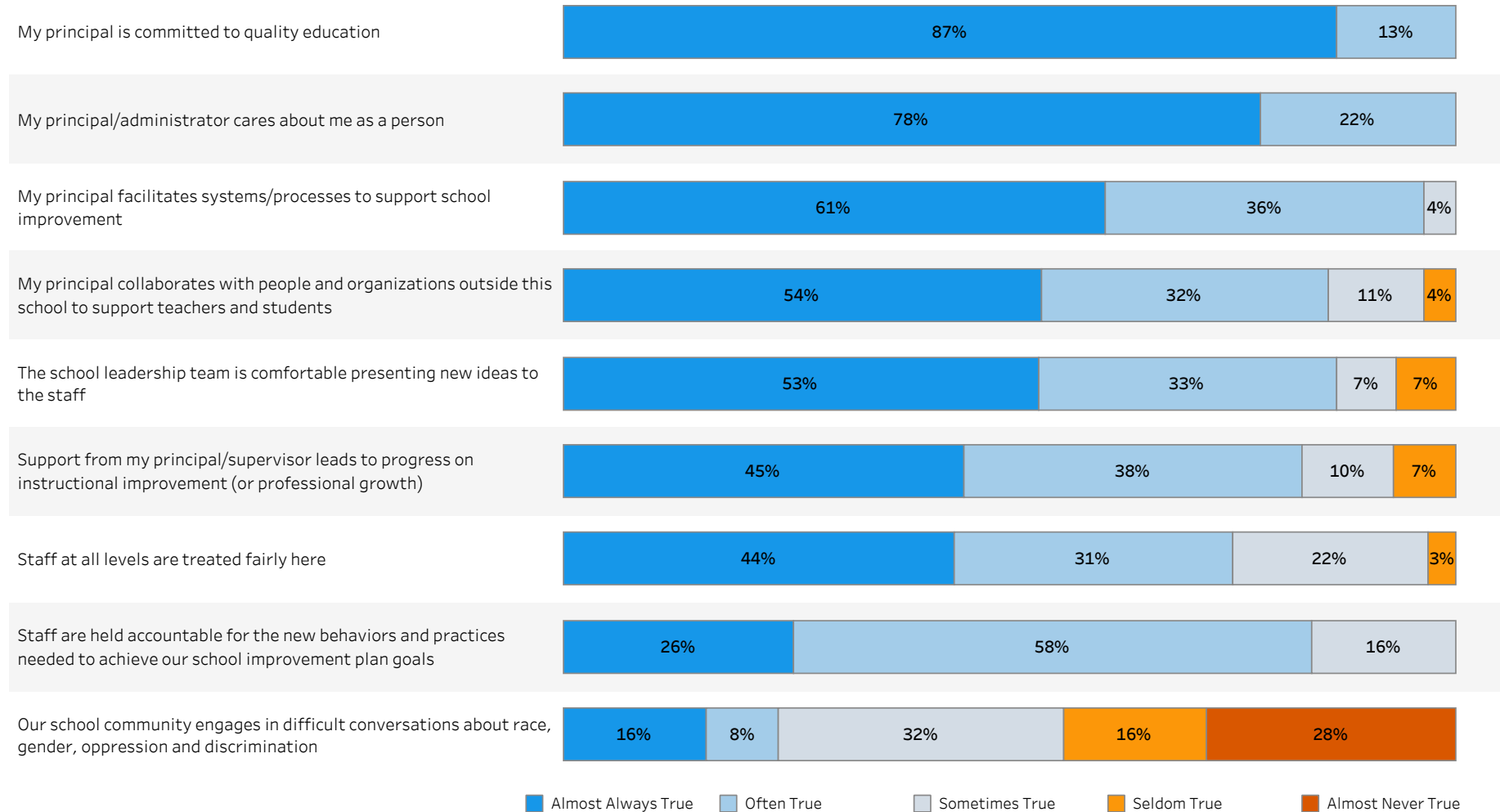


### Questions answered by only Instructional Staff



# Effective Leadership

Hofstetter Elementary

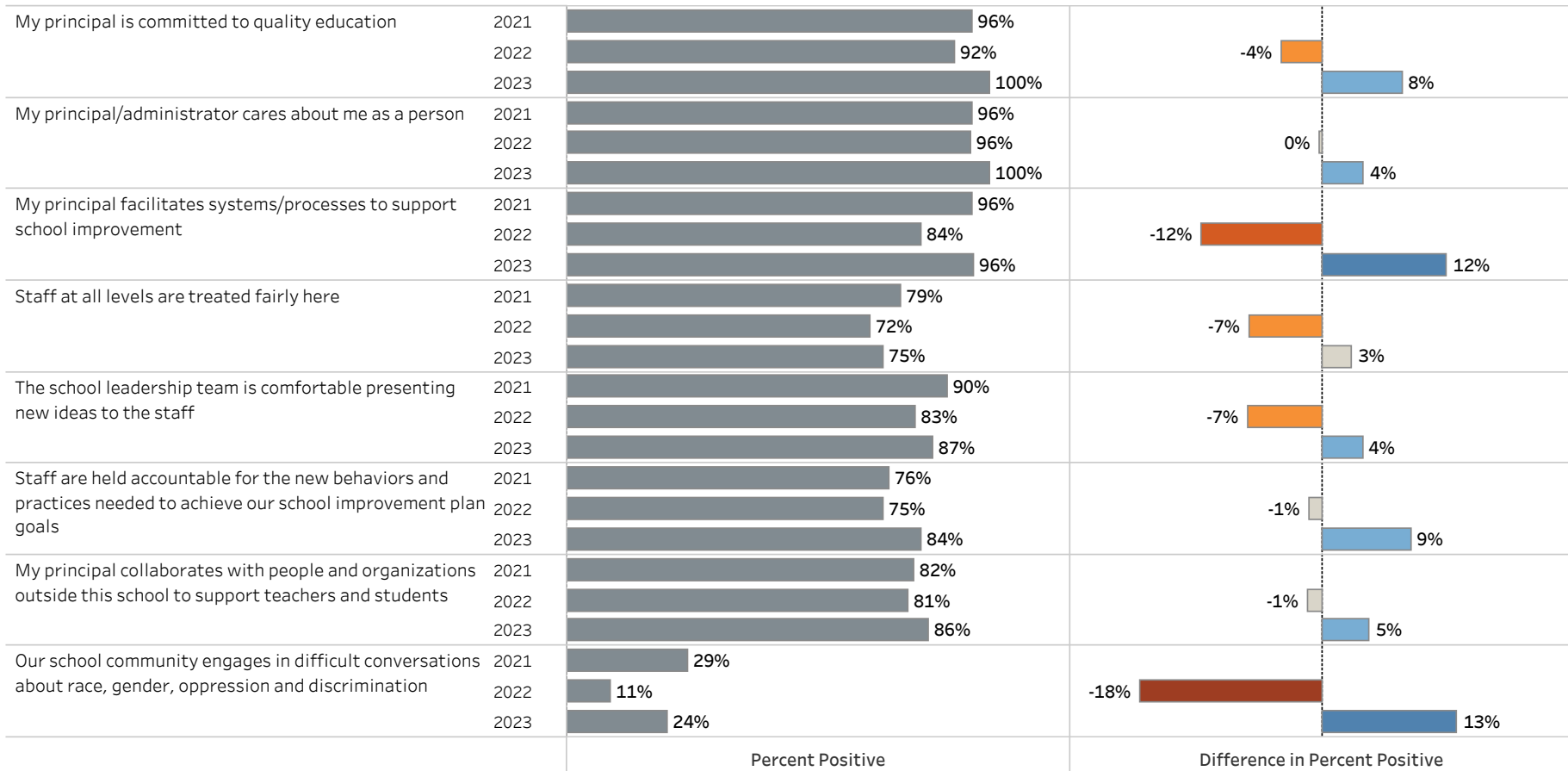




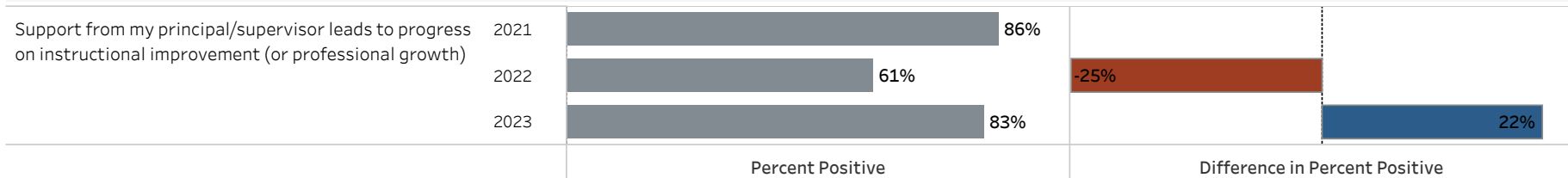
# Effective Leadership—LONGITUDINAL

Hofstetter Elementary

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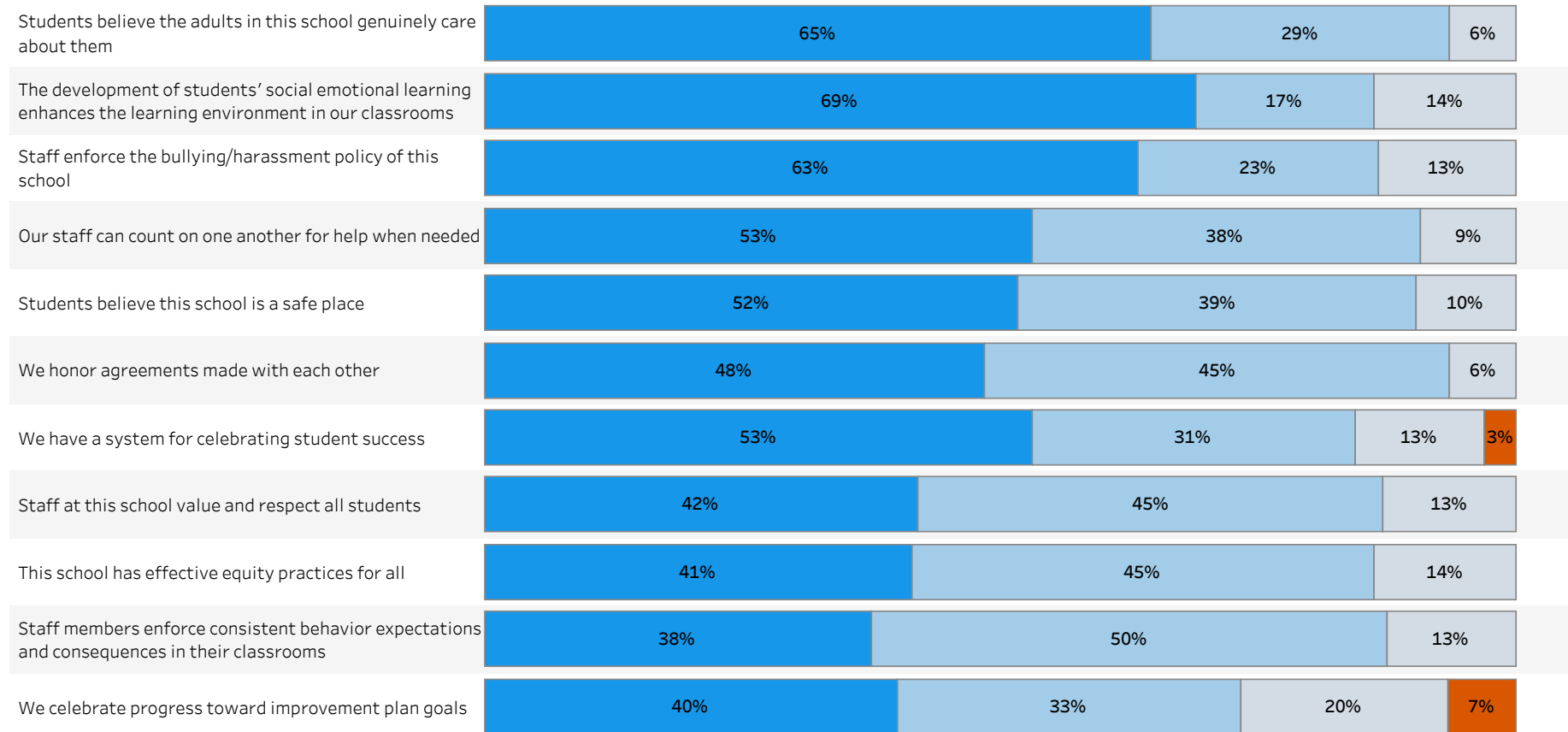


## Questions answered by only Instructional Staff

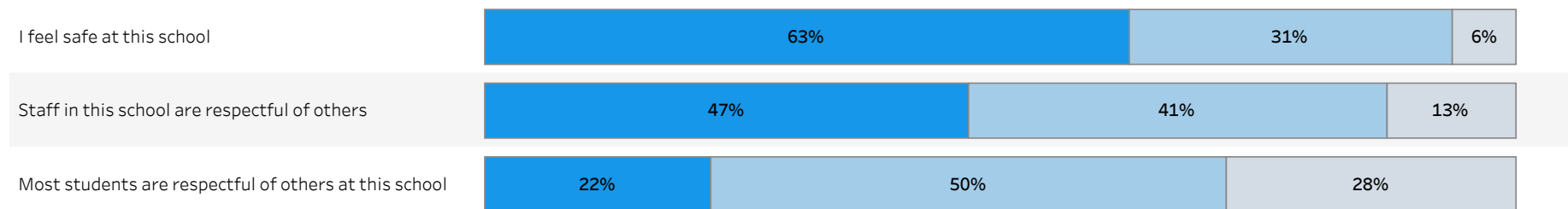


## Supportive Learning Environment

Hofstetter Elementary



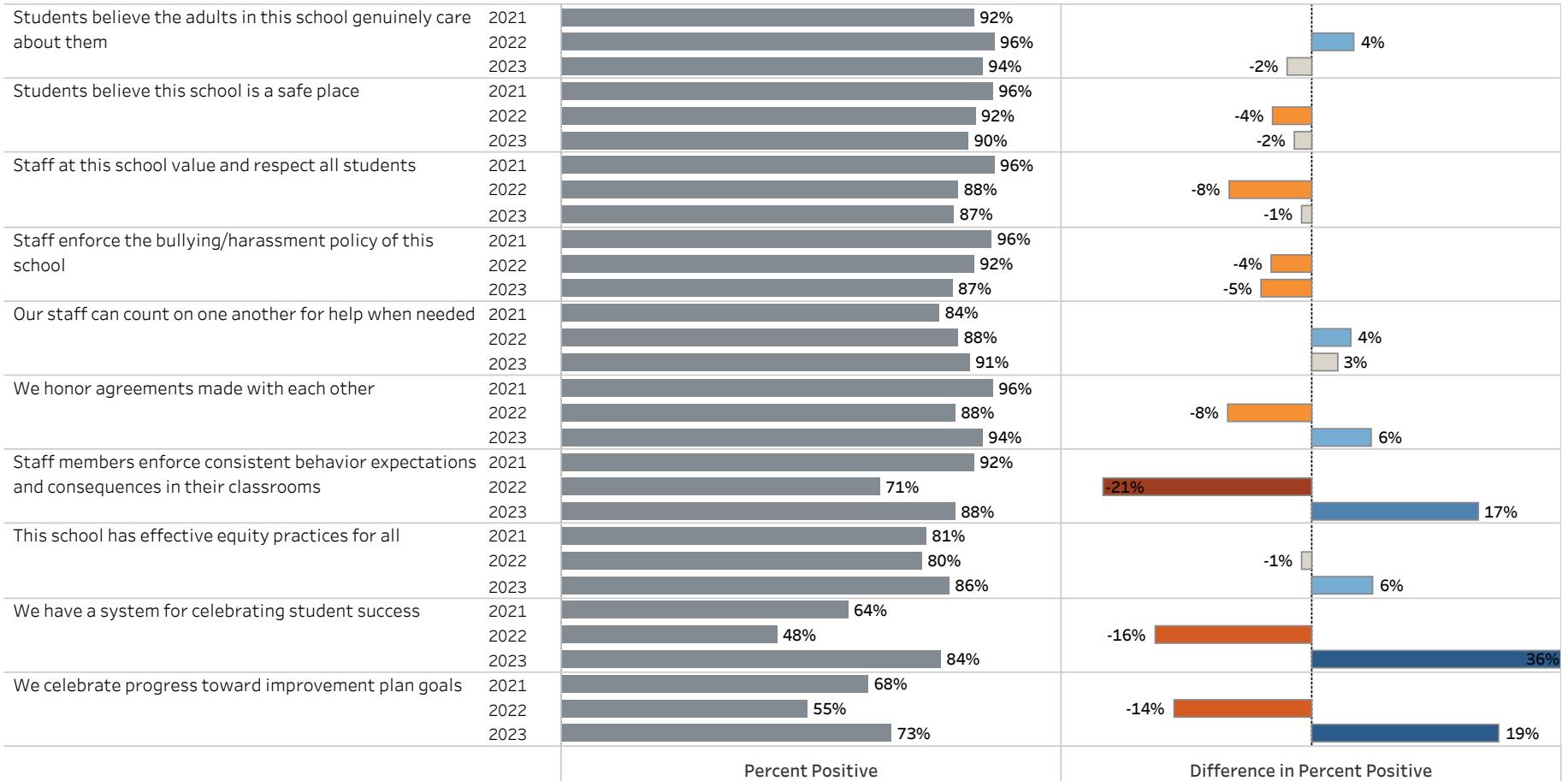
## Colville Custom Questions



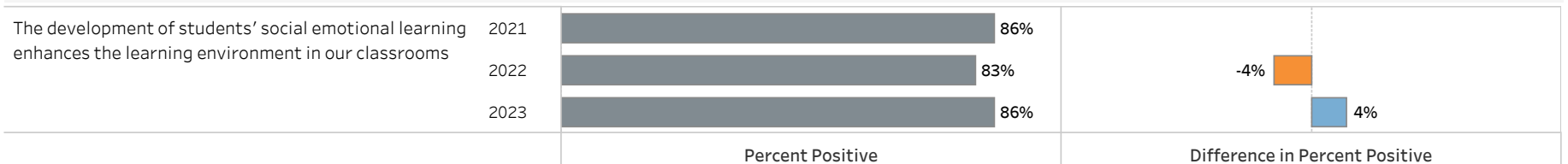
# Supportive Learning Environment - LONGITUDINAL

Hofstetter Elementary

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



## Questions answered by only Instructional Staff



# Parent and Community Involvement

Hofstetter Elementary

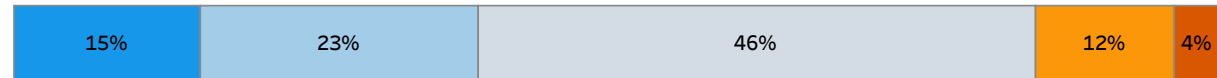
This school communicates effectively with families of all cultures



This school encourages parent involvement in their child's learning



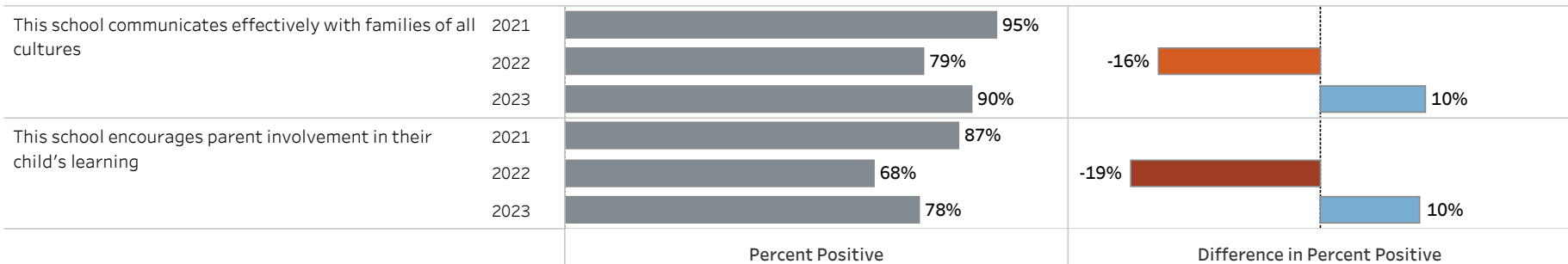
With important decisions we seek input from parents and the community



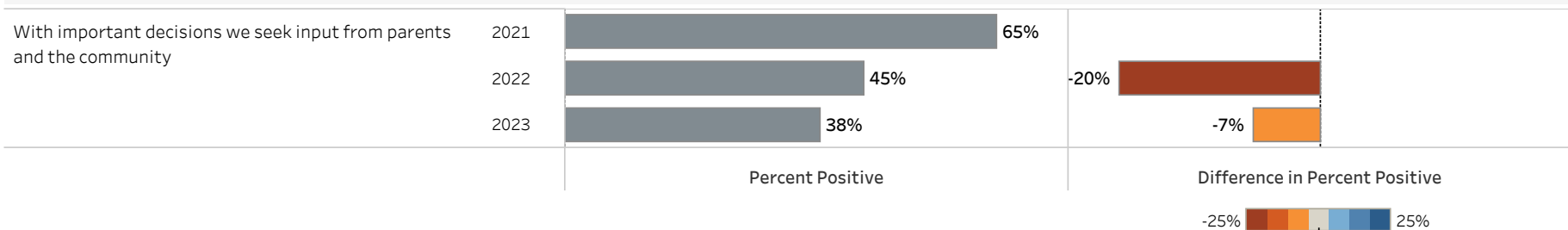
■ Almost Always True 
 ■ Often True 
 ■ Sometimes True 
 ■ Seldom True 
 ■ Almost Never True

## LONGITUDINAL

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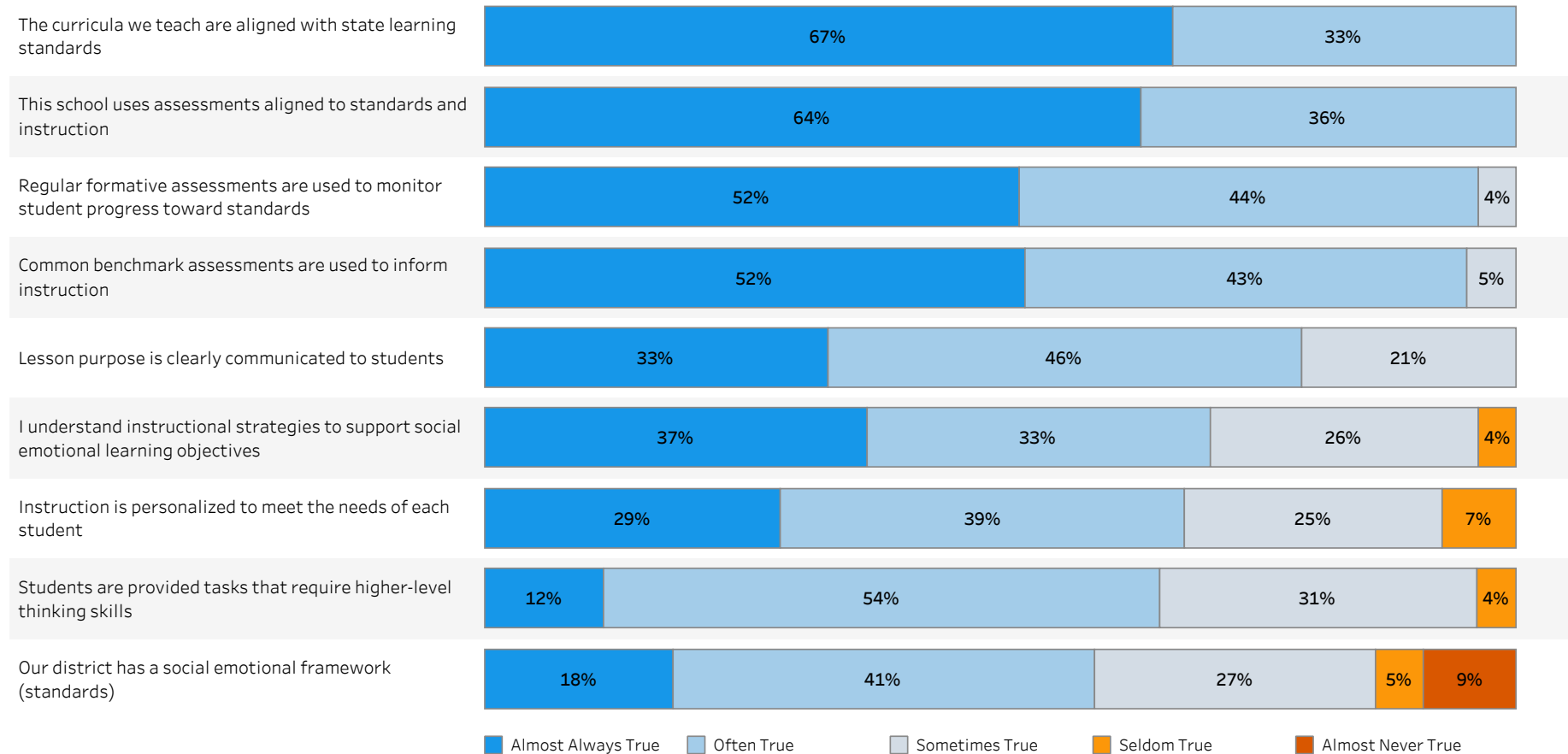


### Questions answered by only Instructional Staff



# High Quality Curriculum, Instruction, and Assessment

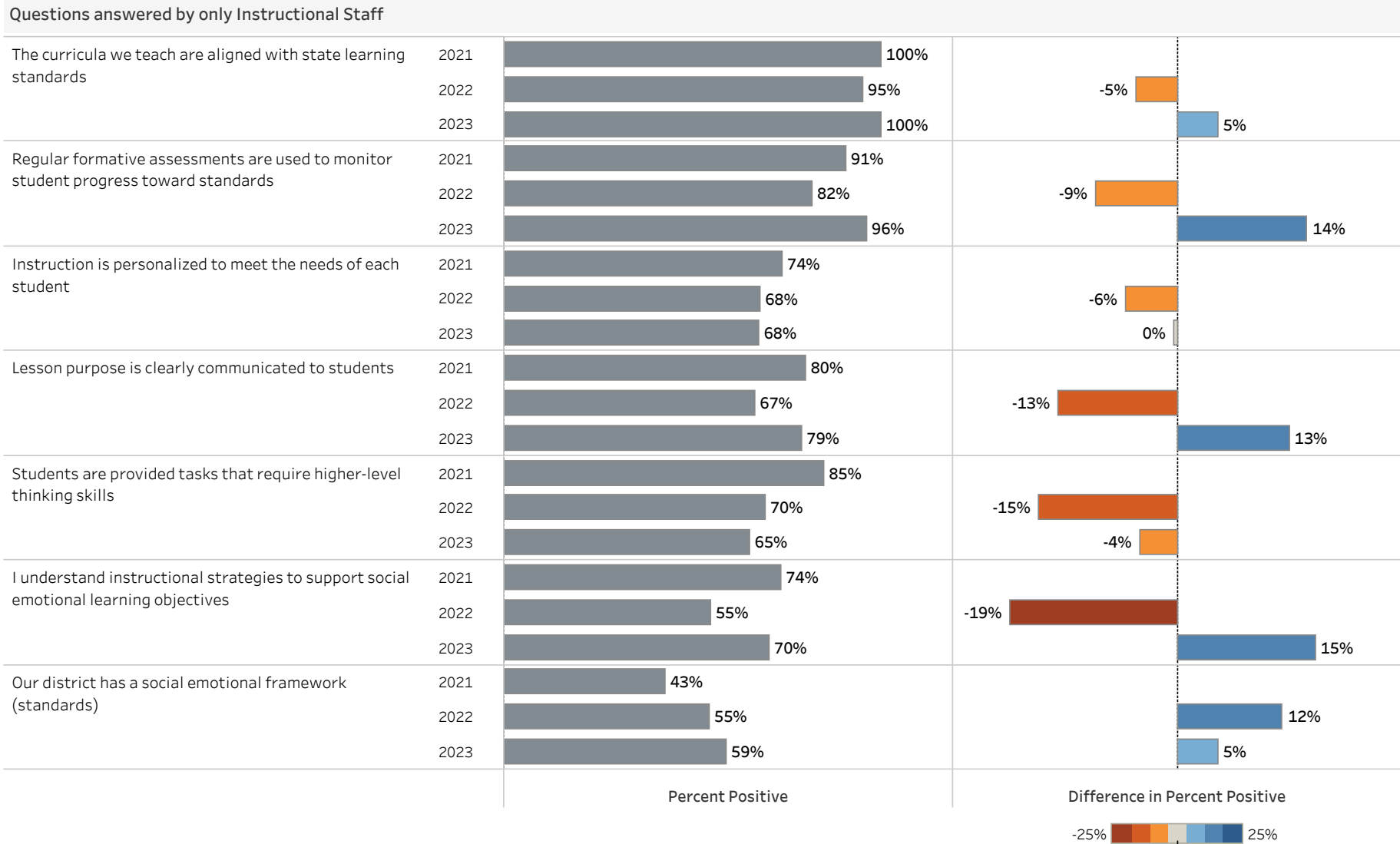
Hofstetter Elementary



# High Quality Curriculum, Instruction, and Assessment - LONGITUDINAL

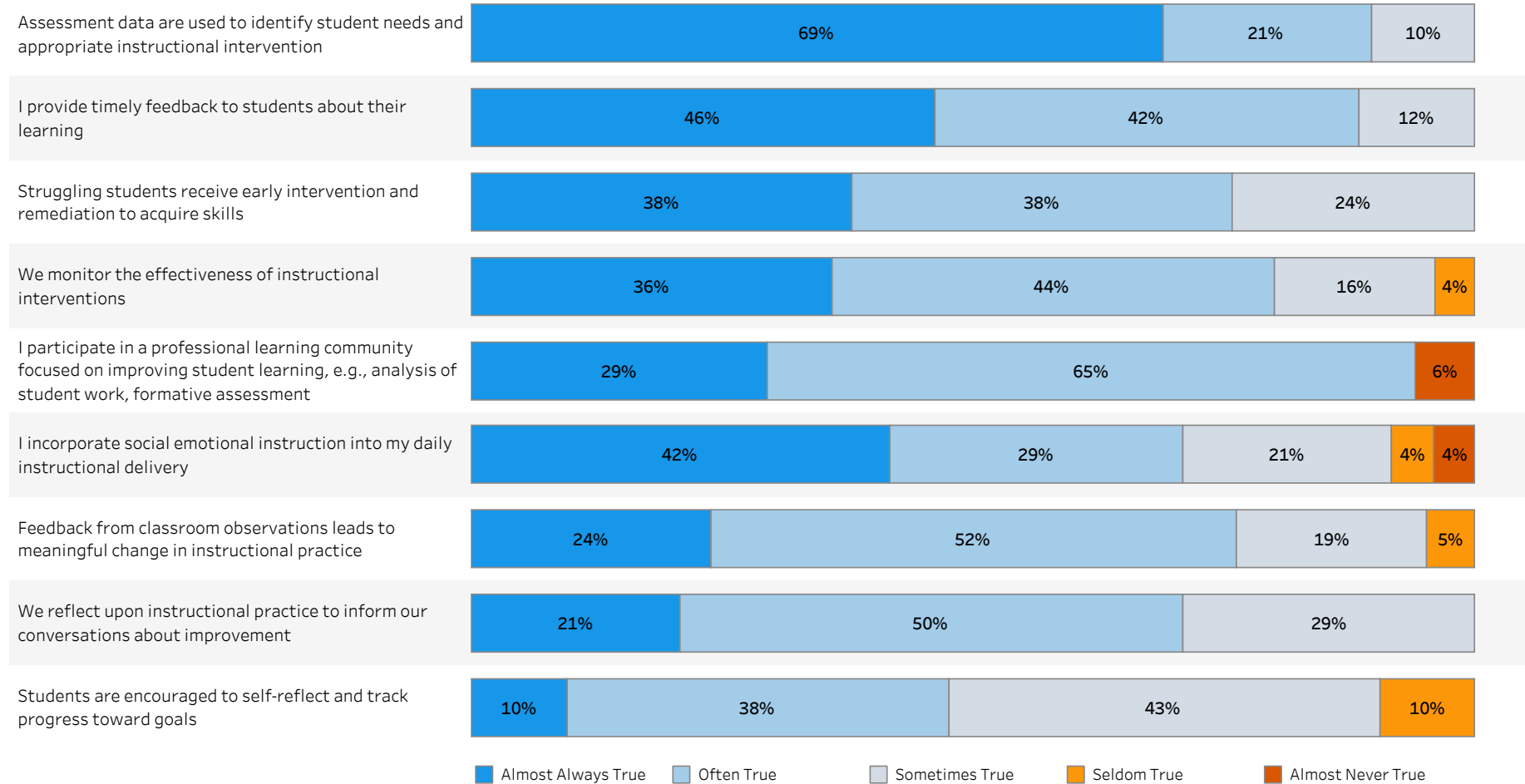
Hofstetter Elementary

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



# Frequent Monitoring of Teaching and Learning

Hofstetter Elementary

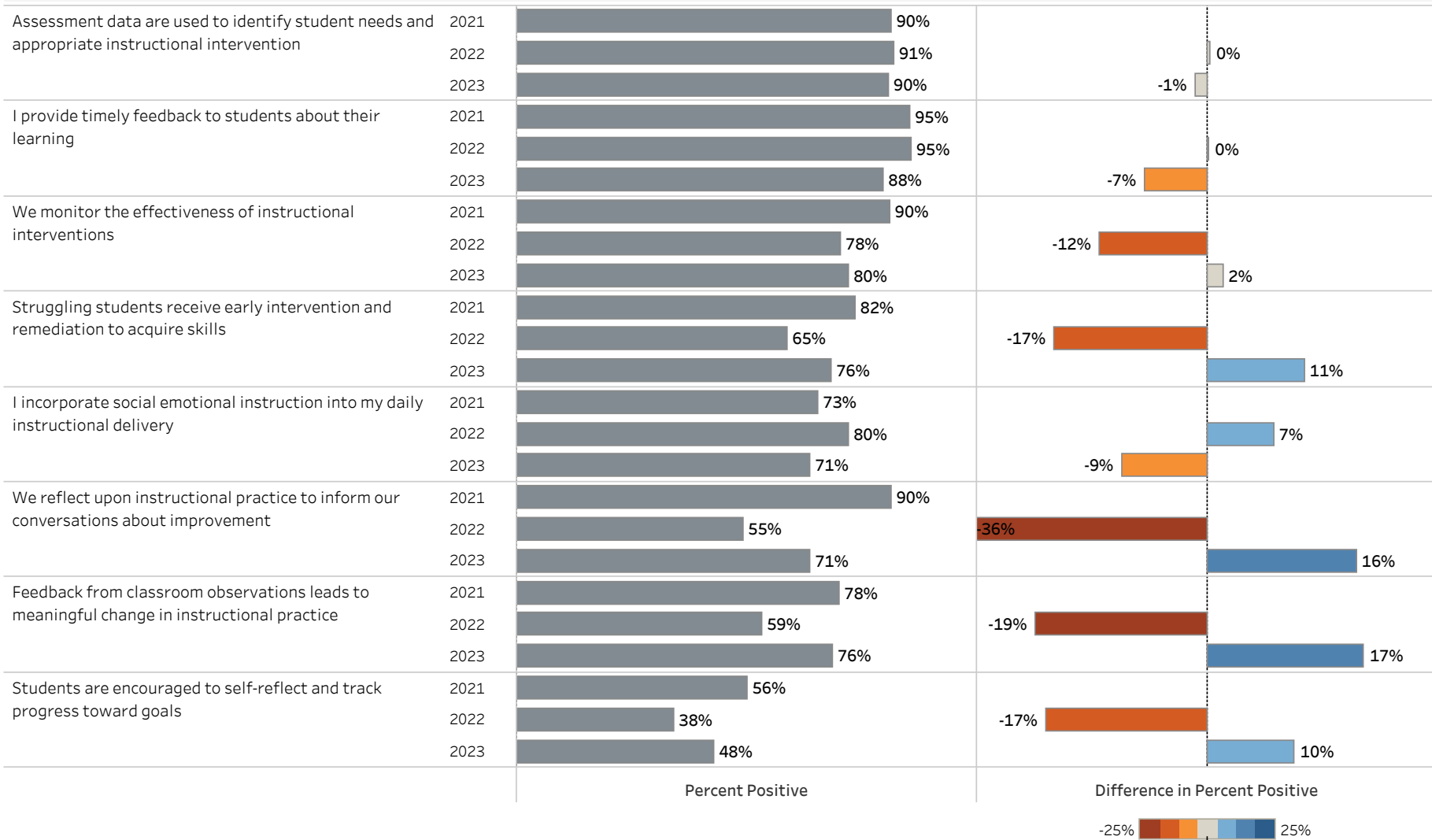


# Frequent Monitoring of Teaching and Learning - LONGITUDINAL

Hofstetter Elementary

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## Questions answered by only Instructional Staff

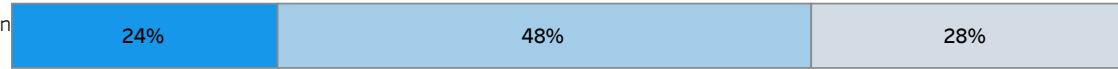




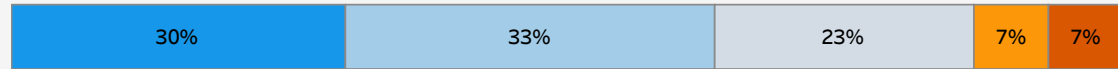
# Focused Professional Development

Hofstetter Elementary

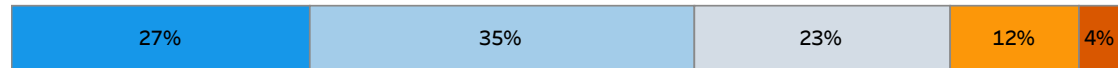
Our teachers engage in professional development activities to learn and apply new skills and strategies



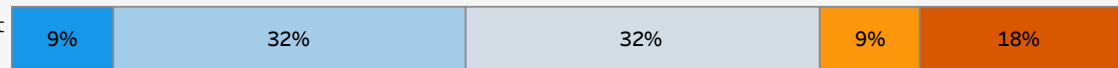
We are provided training to meet the needs of a diverse student population in our school



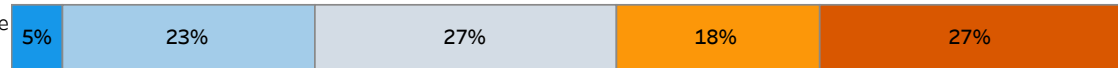
I receive training on instruction to support social emotional learning



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 talk about race and bigotry as a staff

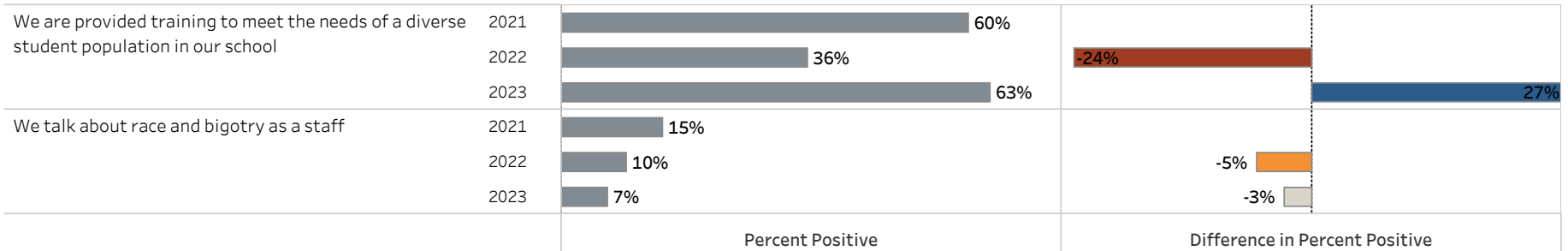


■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True
 ■ Almost Never True

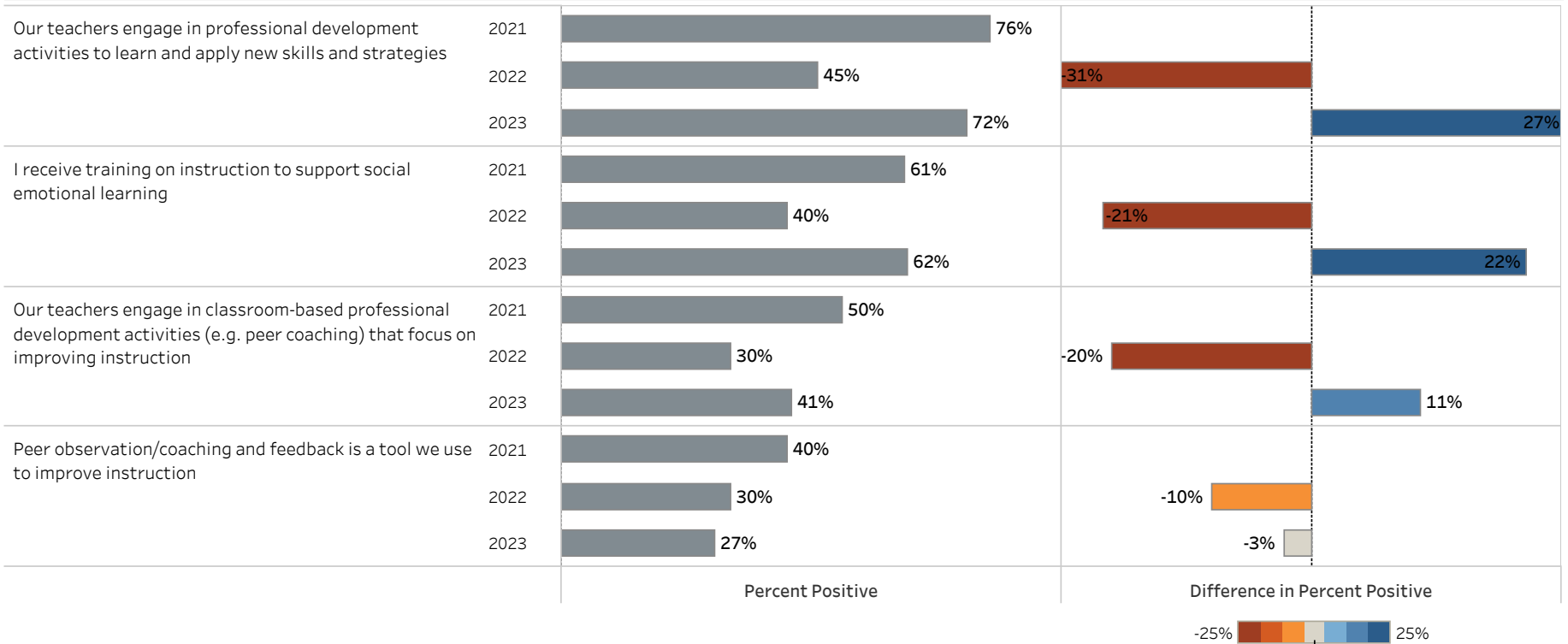
# Focused Professional Development LONGITUDINAL

Hofstetter Elementary

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



## Questions answered by only Instructional Staff



# Cultural Responsiveness

Hofstetter Elementary

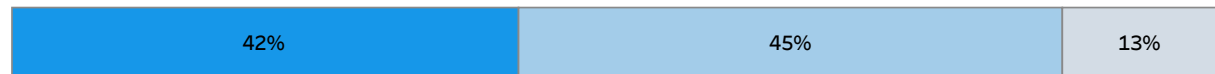
Academic placement is not influenced by race, gender or socioeconomic levels



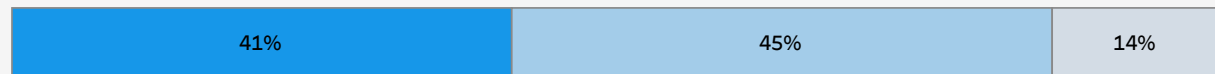
This school communicates effectively with families of all cultures



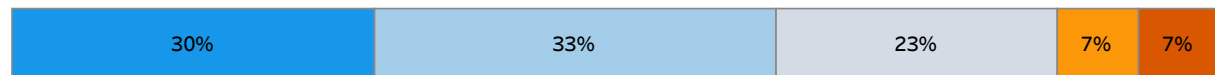
Staff at this school value and respect all students



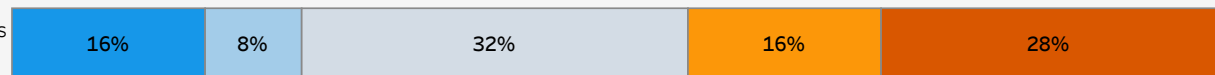
This school has effective equity practices for all



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



Our school community engages in difficult conversations about race, gender, oppression and discrimination



We talk about race and bigotry as a staff

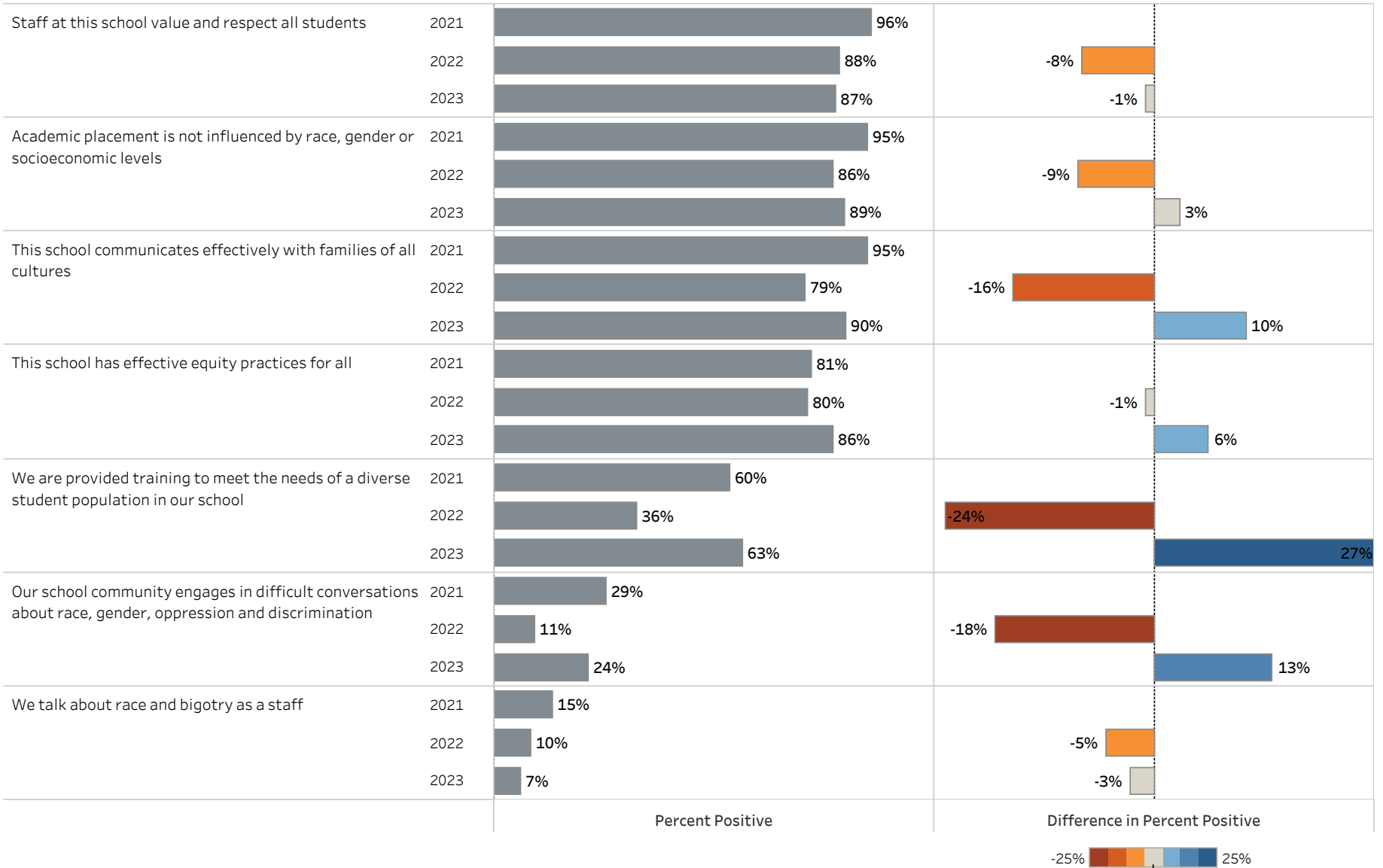


■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True
 ■ Almost Never True

# Cultural Responsiveness - LONGITUDINAL

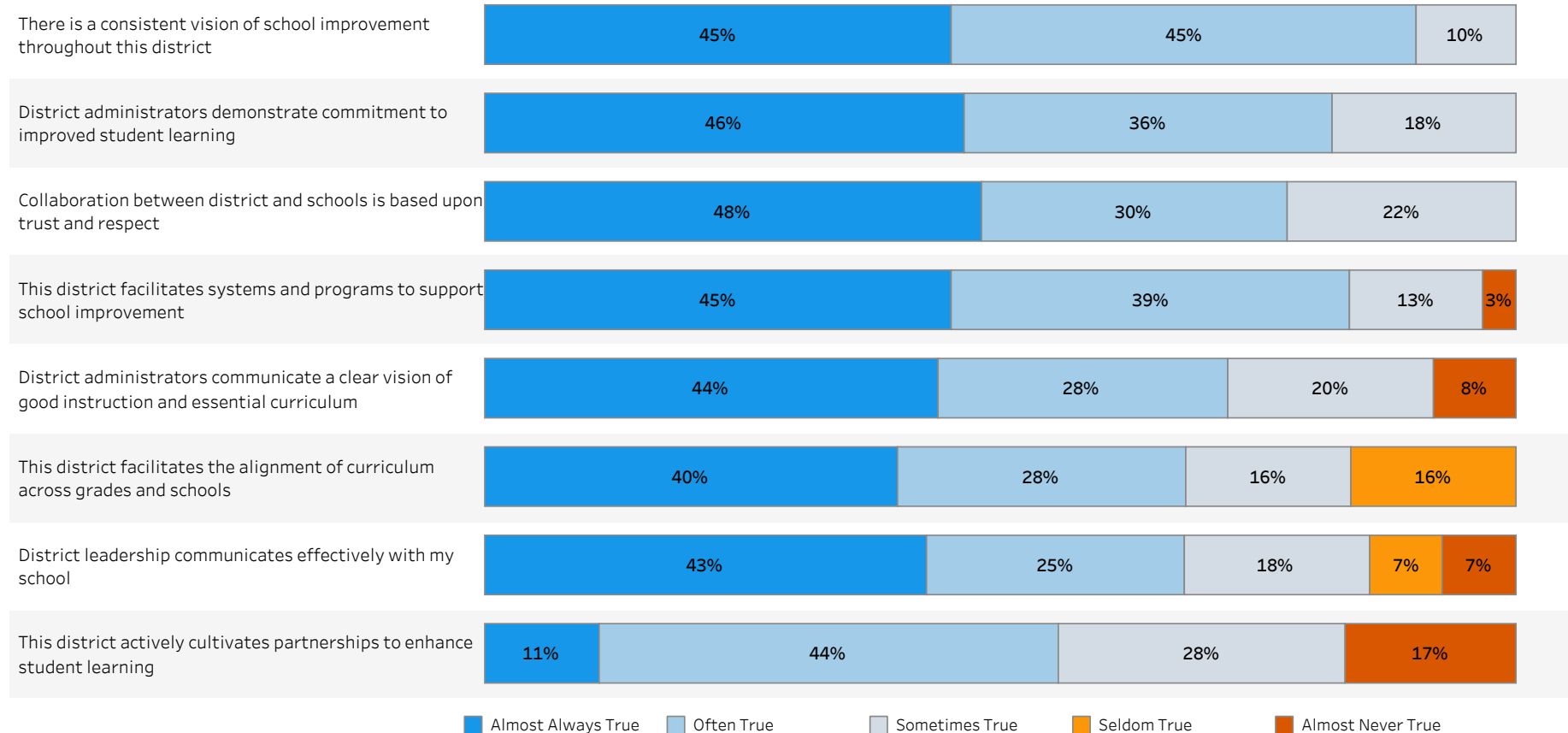
Hofstetter Elementary

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# District Support for Improvement

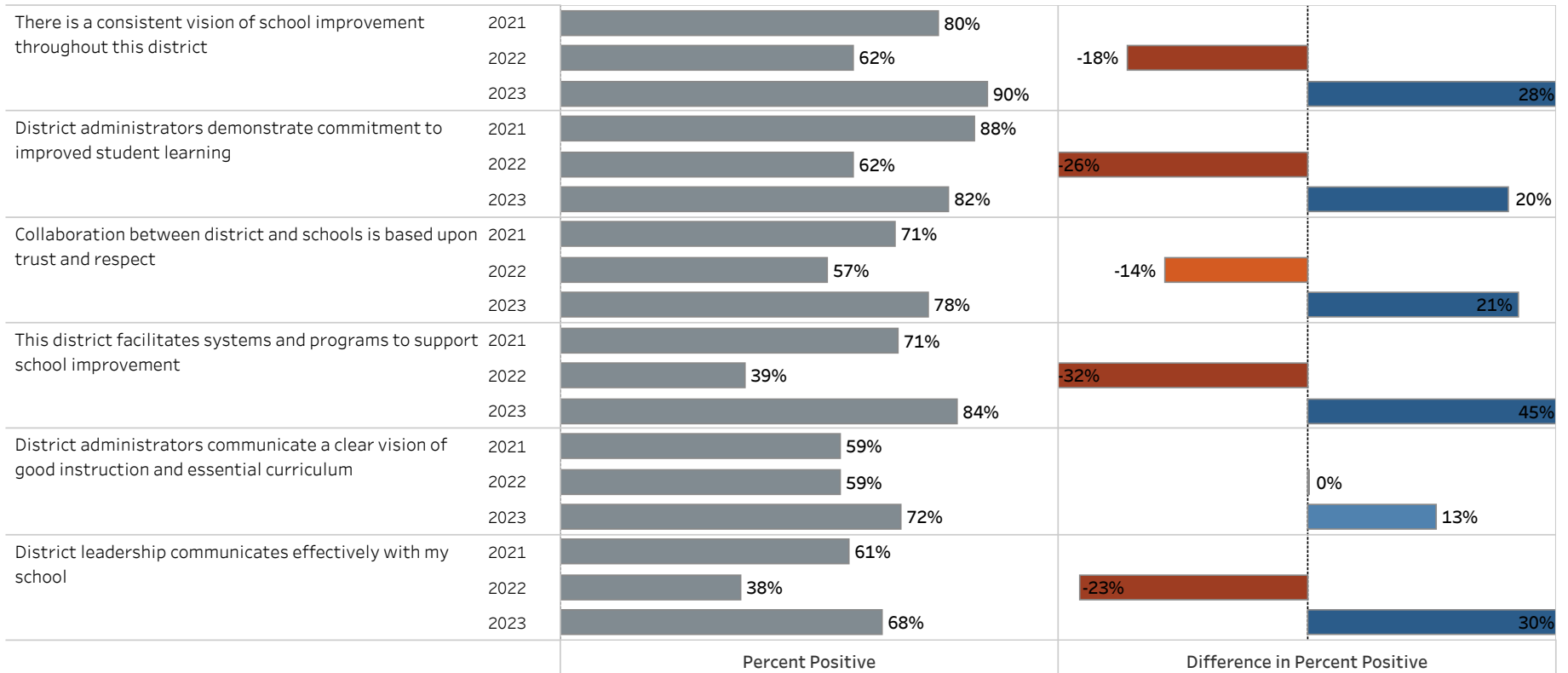
Hofstetter Elementary



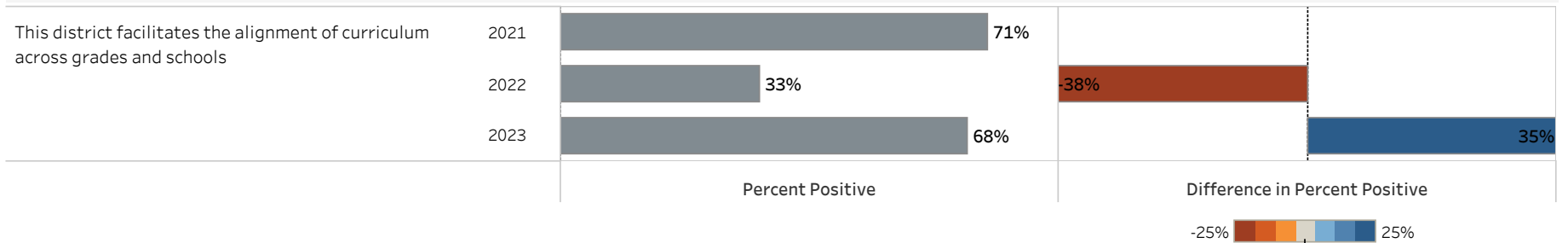
# District Support for Improvement

Hofstetter Elementary

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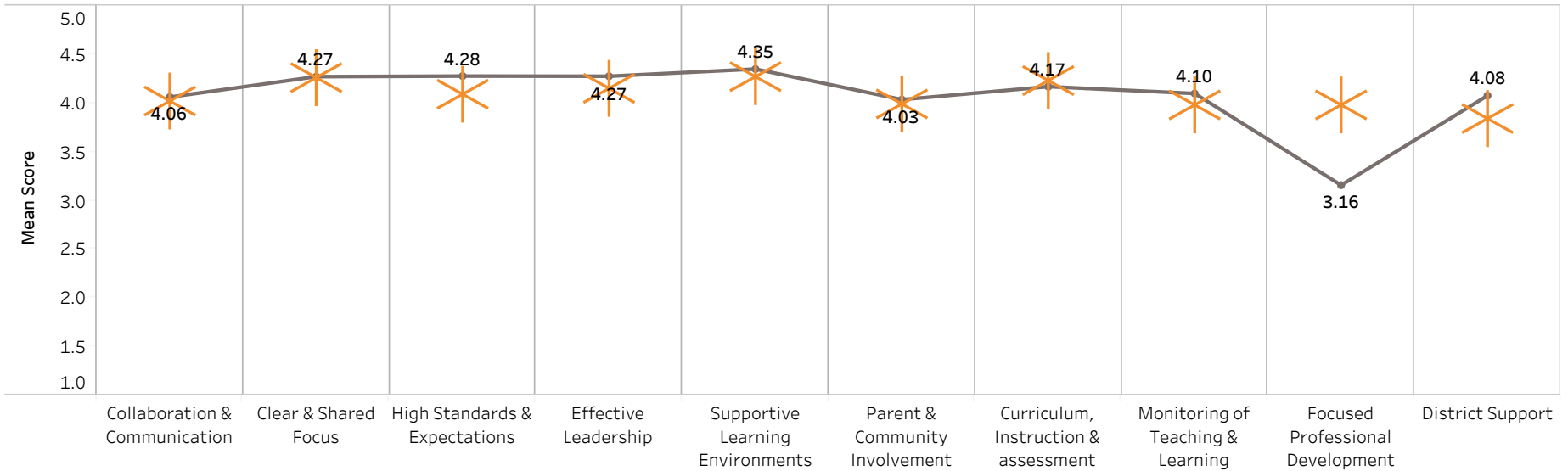


## Questions answered by only Instructional Staff



## Comparison - Mean Scores

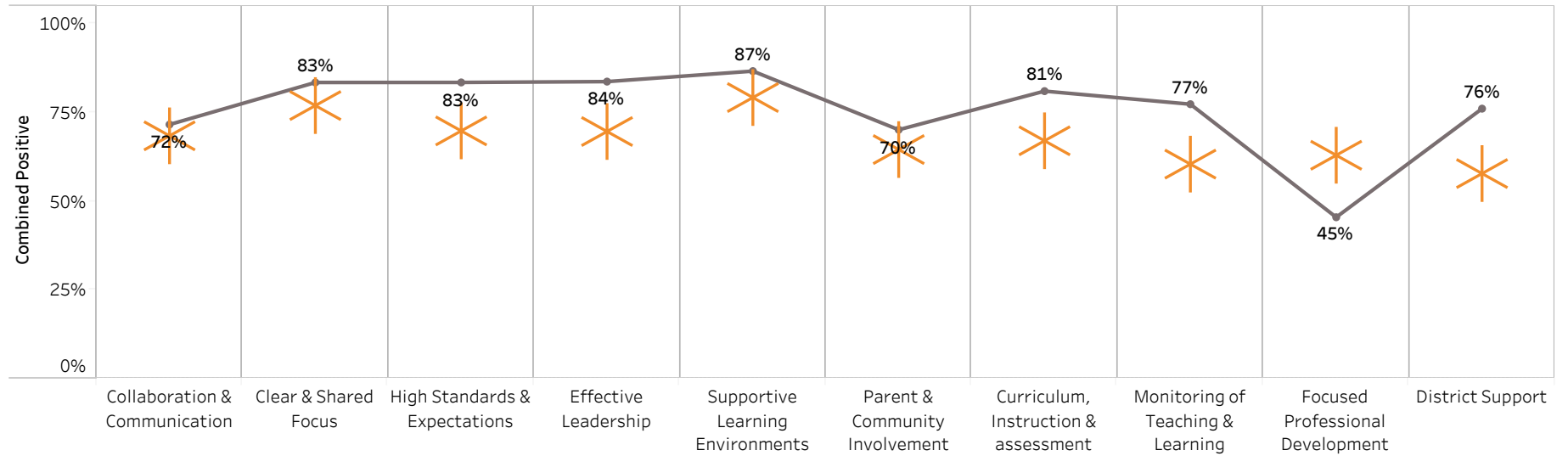
Hofstetter Elementary



## Comparison - Percent Positive

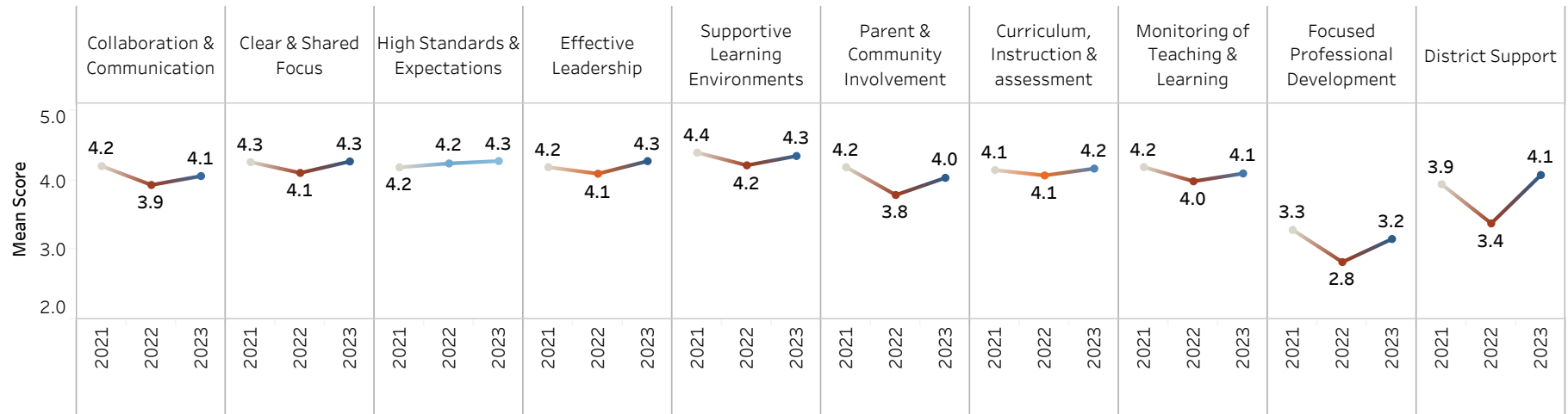
How does your school compare to:

✱ Nationwide Sample  
● Your School or District



## Comparison - Mean Scores LONGITUDINAL

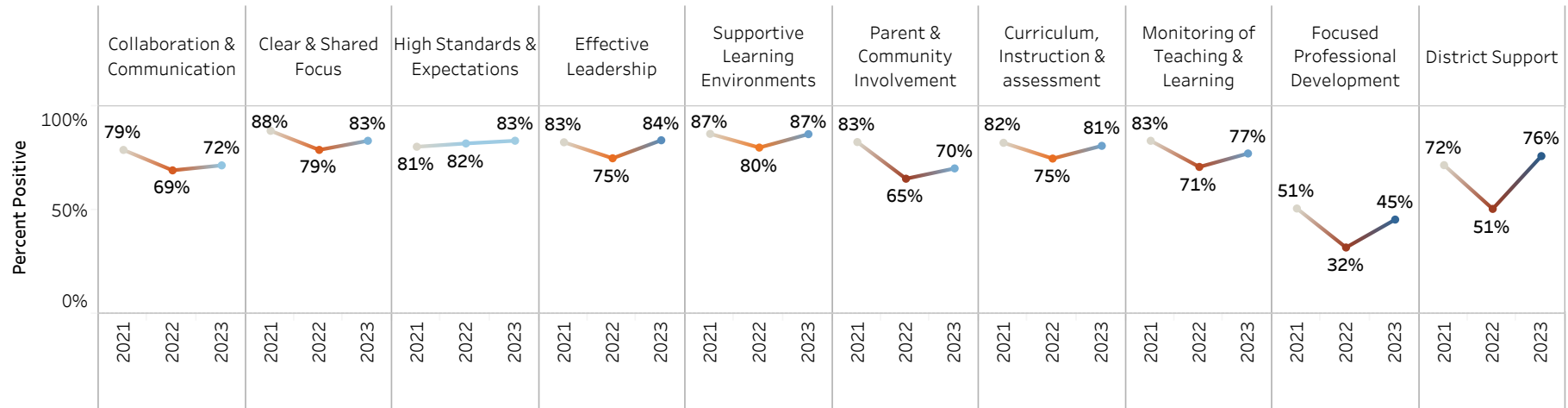
Hofstetter Elementary



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

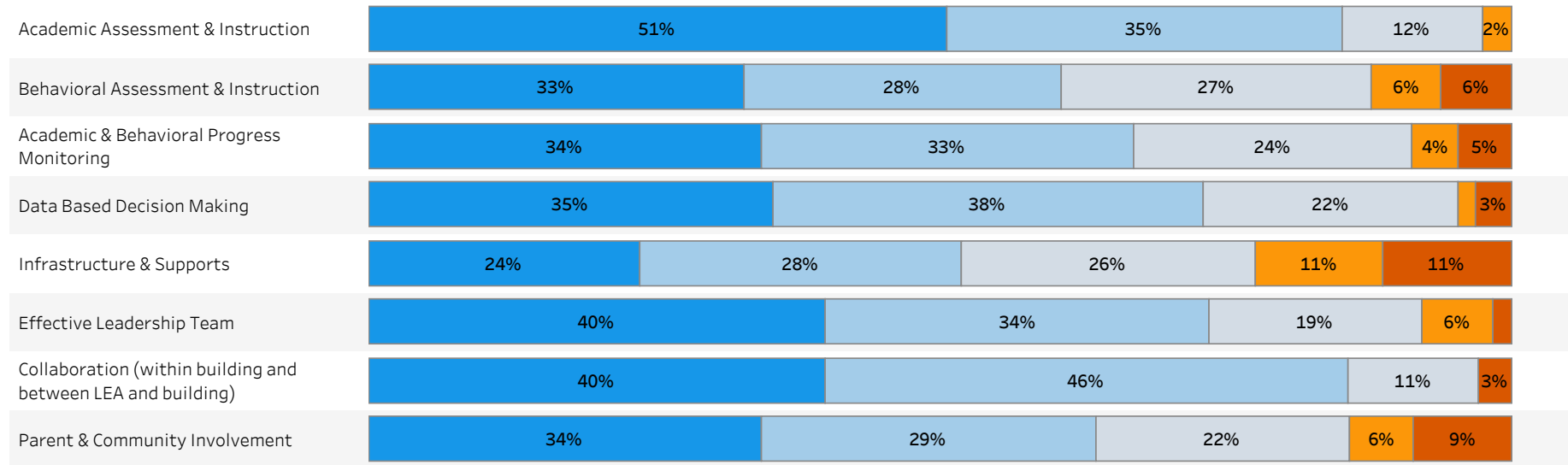


Difference in Percent Positive  
-15% 15%

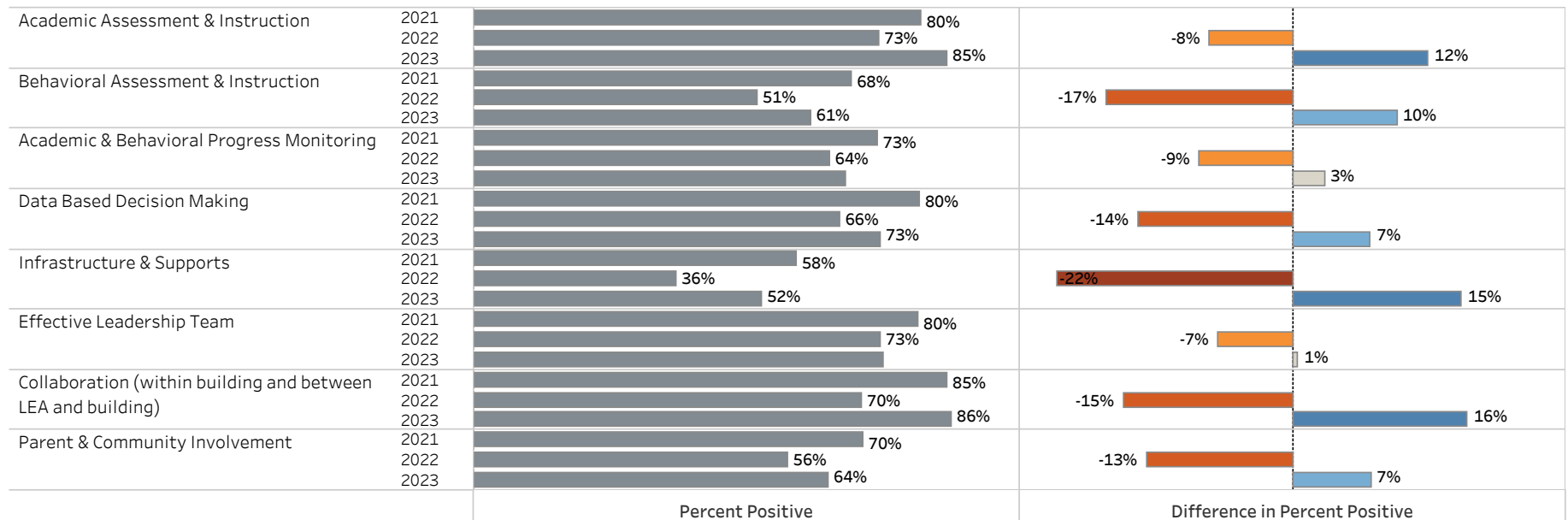


# Multi-tiered System of Supports (MTSS)

Hofstetter Elementary



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



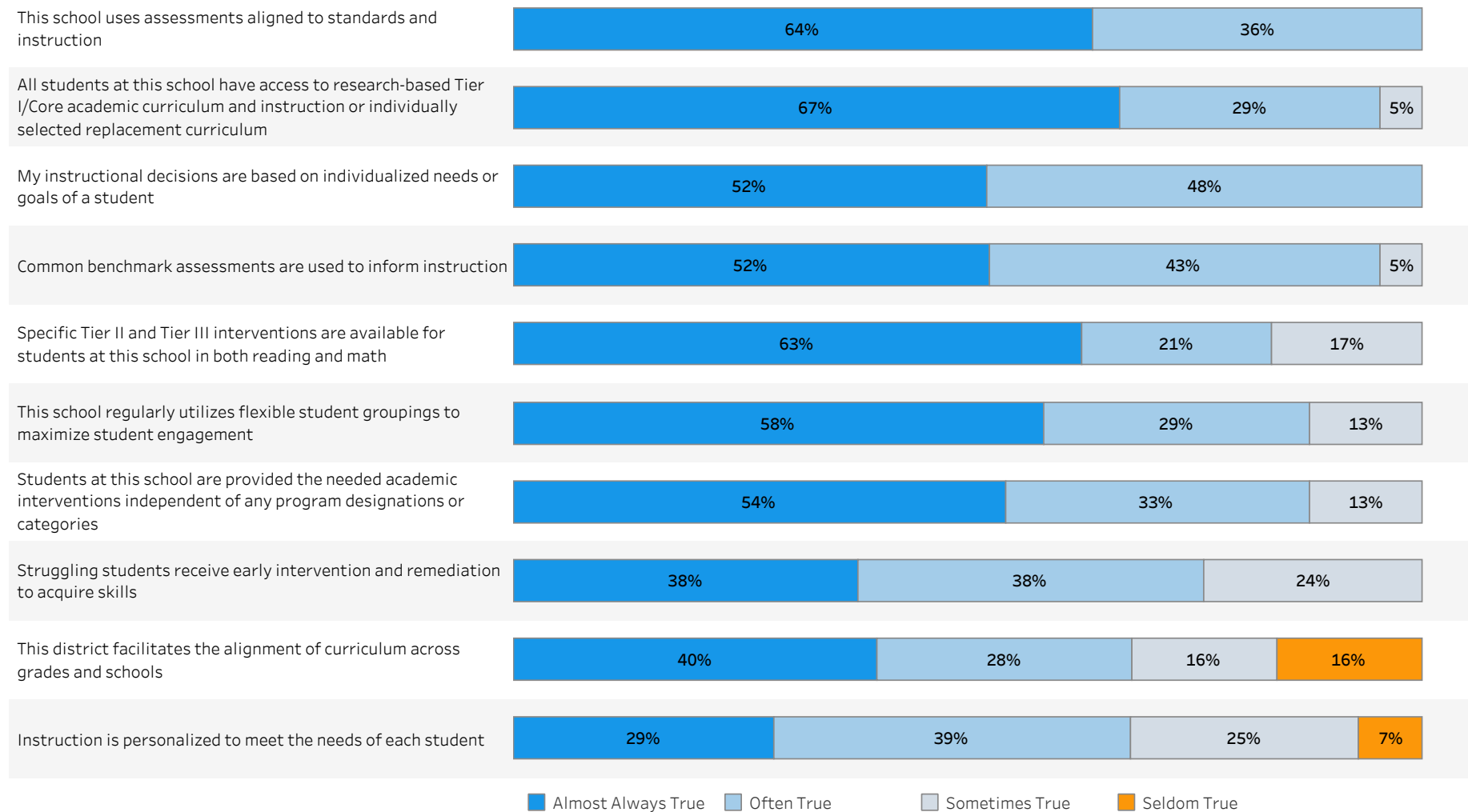
Percent Positive

Difference in Percent Positive

-25% ■ ■ ■ ■ ■ 25%

# MTSS: Academic Assessment & Instruction

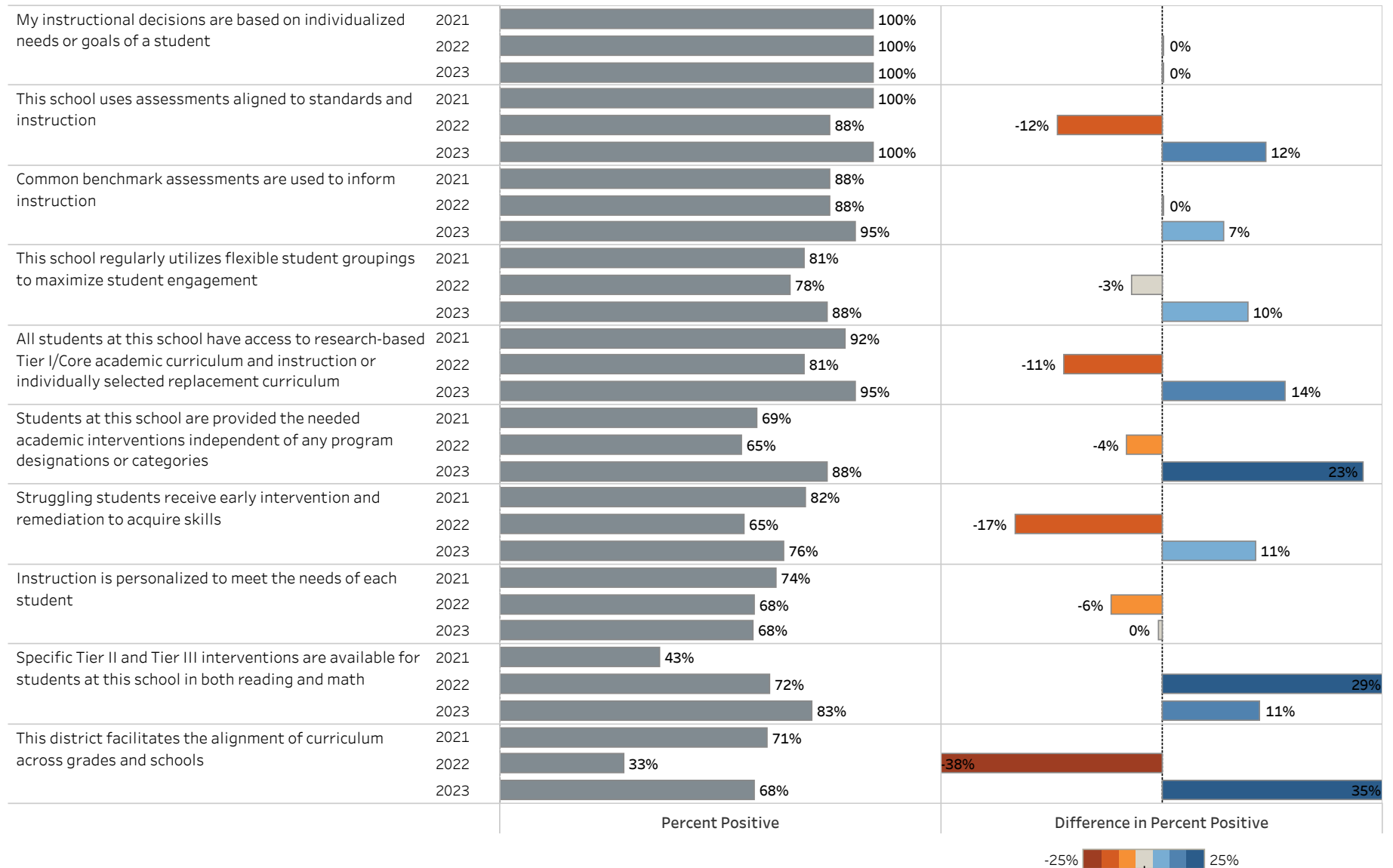
Hofstetter Elementary



# MTSS: Academic Assessment & Instruction

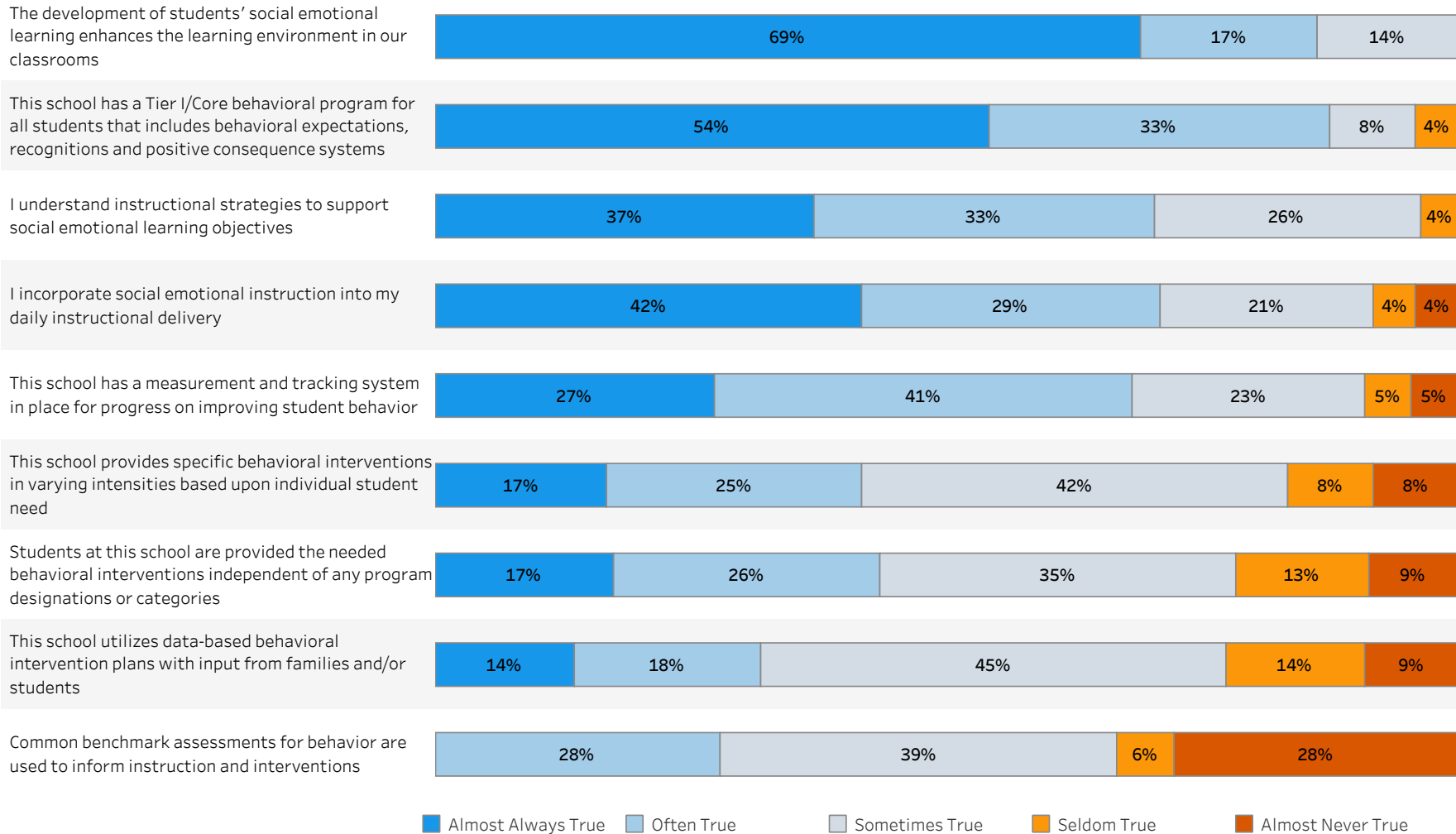
## LONGITUDINAL

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# MTSS: Behavioral Assessment & Instruction

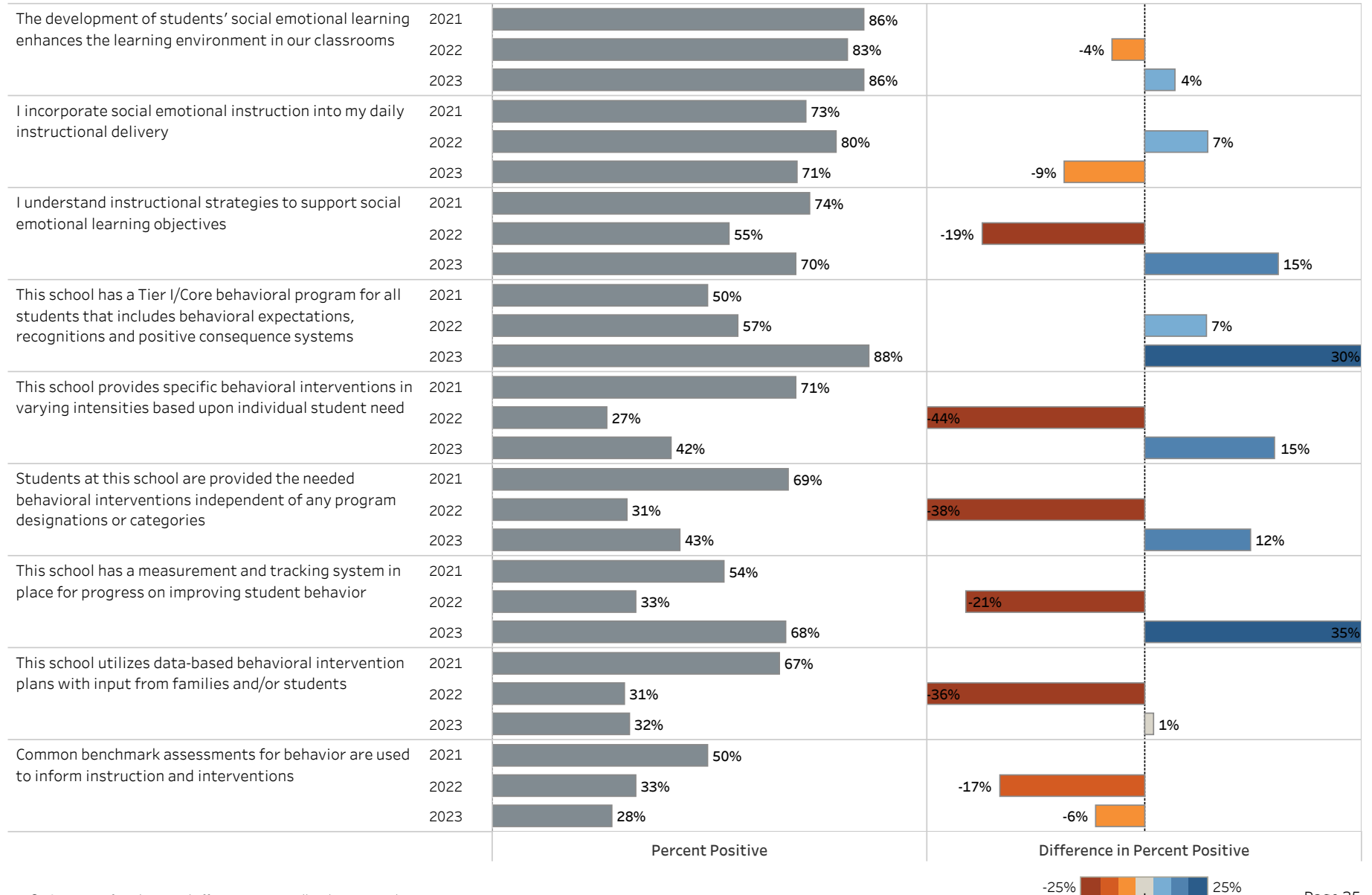
Hofstetter Elementary



# MTSS: Behavioral Assessment & Instruction

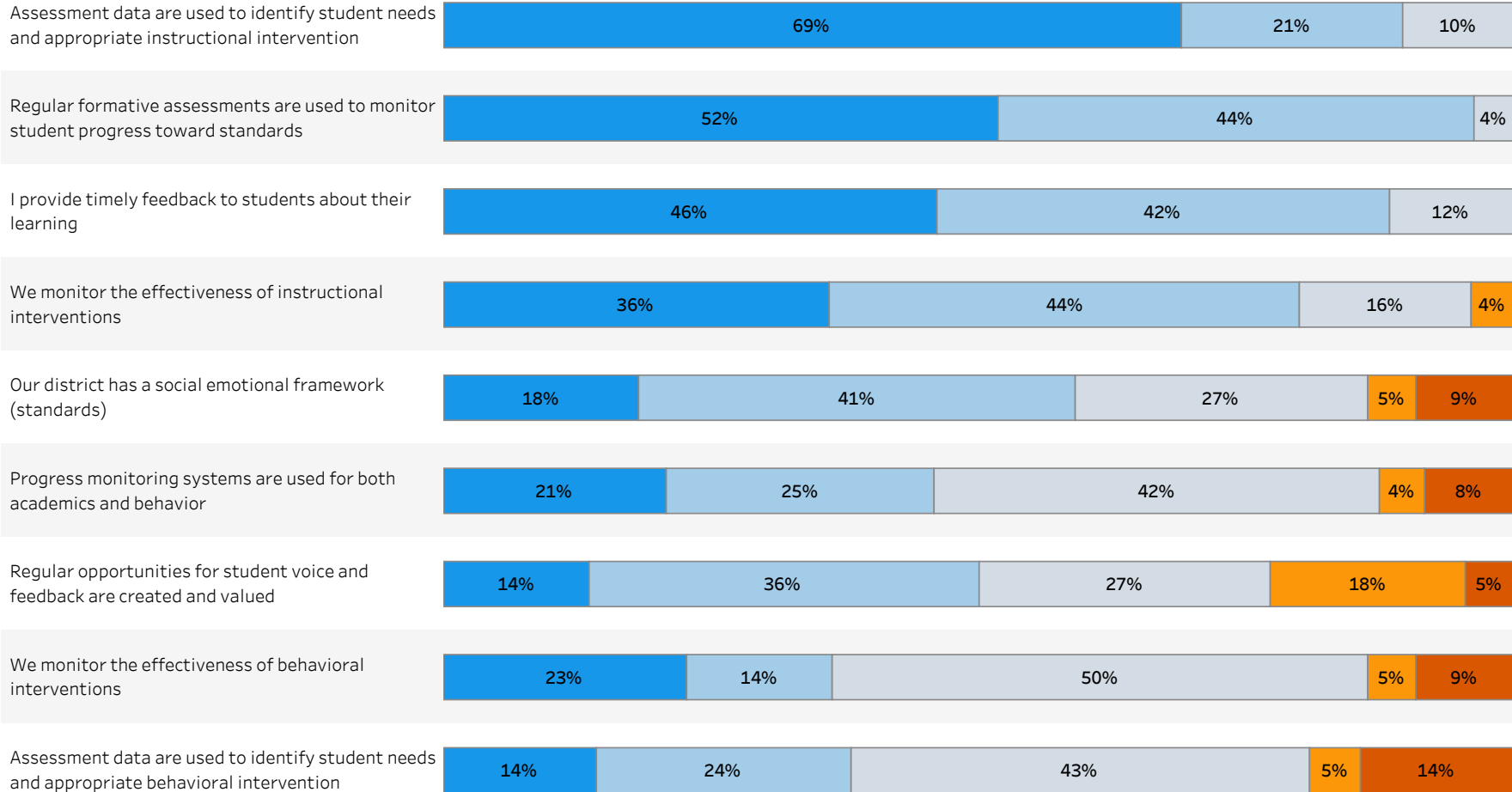
## LONGITUDINAL

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# MTSS: Academic & Behavioral Progress Monitoring

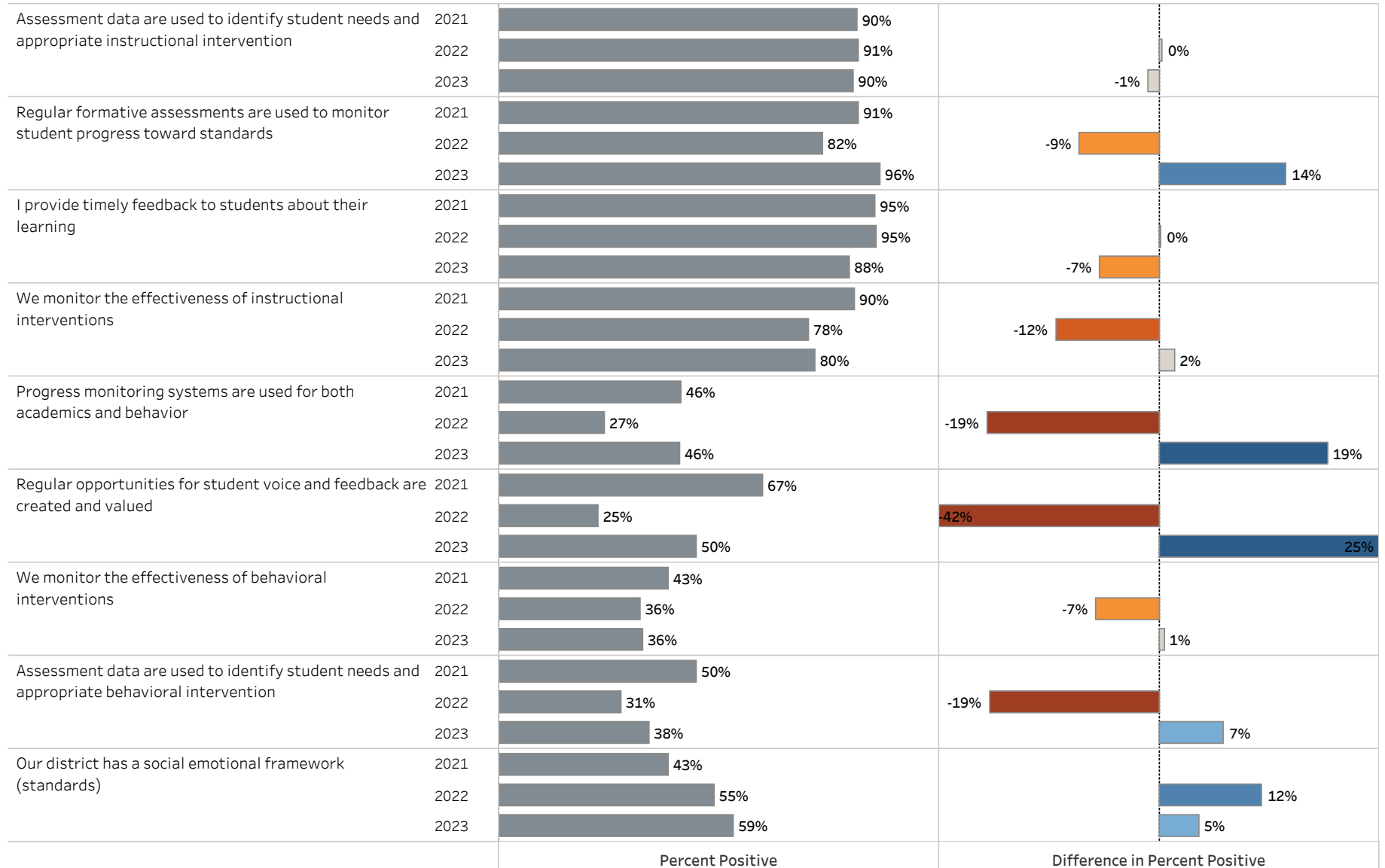
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# MTSS: Academic & Behavioral Progress Monitoring

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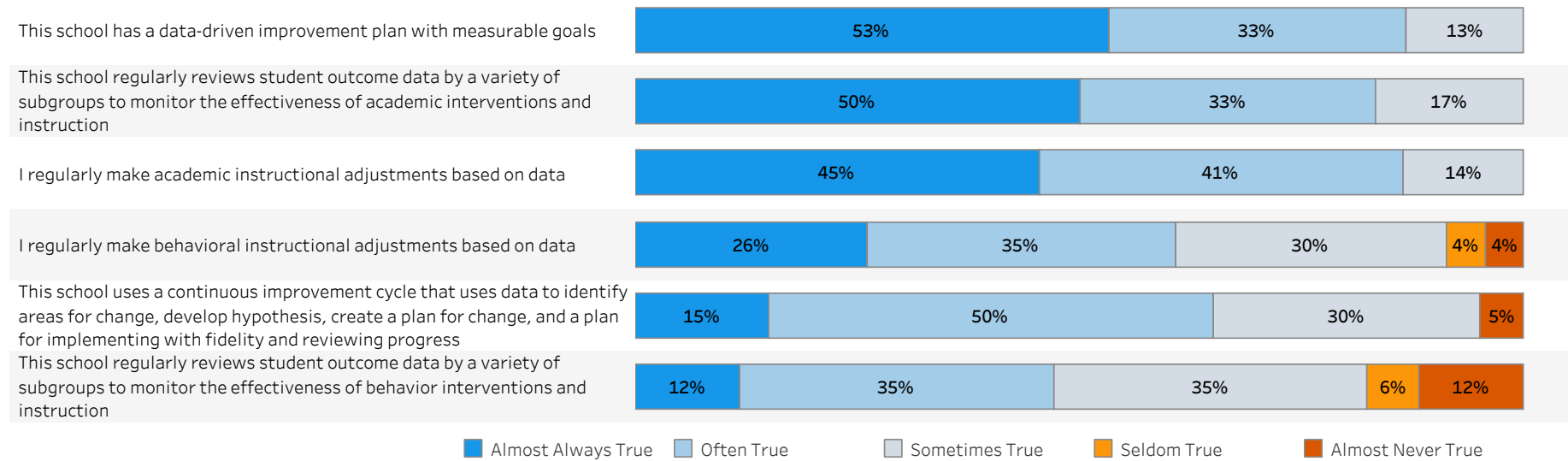
Percent Positive

Difference in Percent Positive

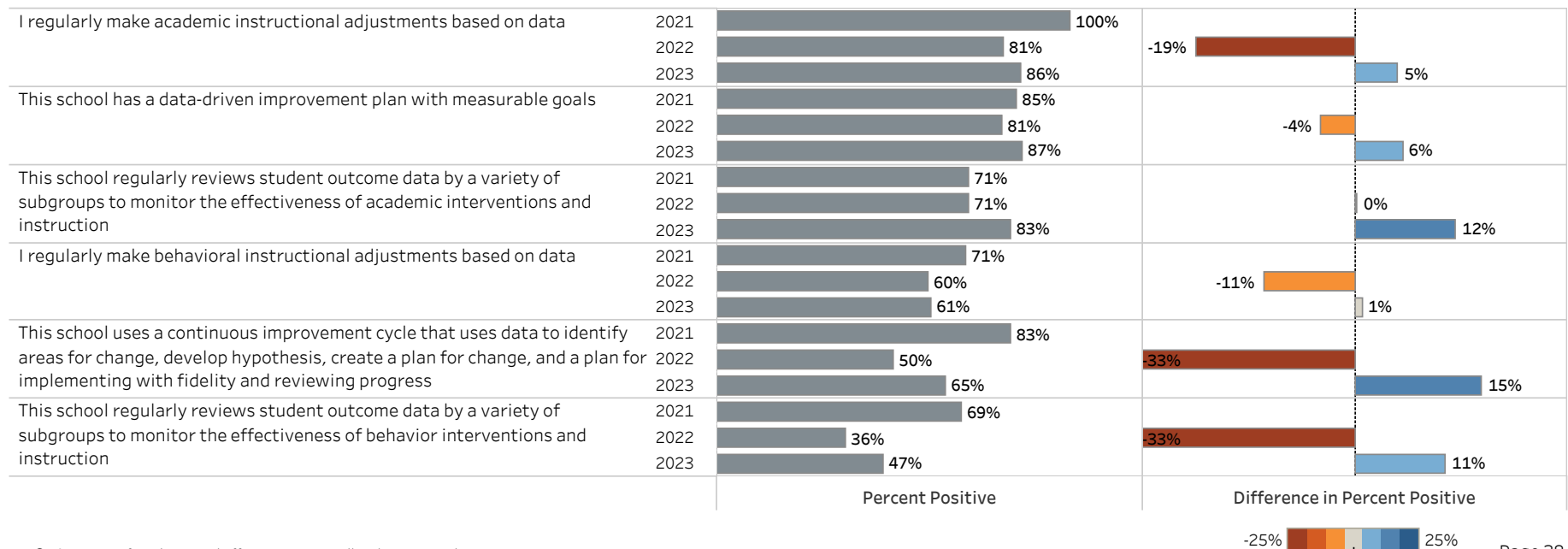
-25% 25%

# MTSS: Data Based Decision Making

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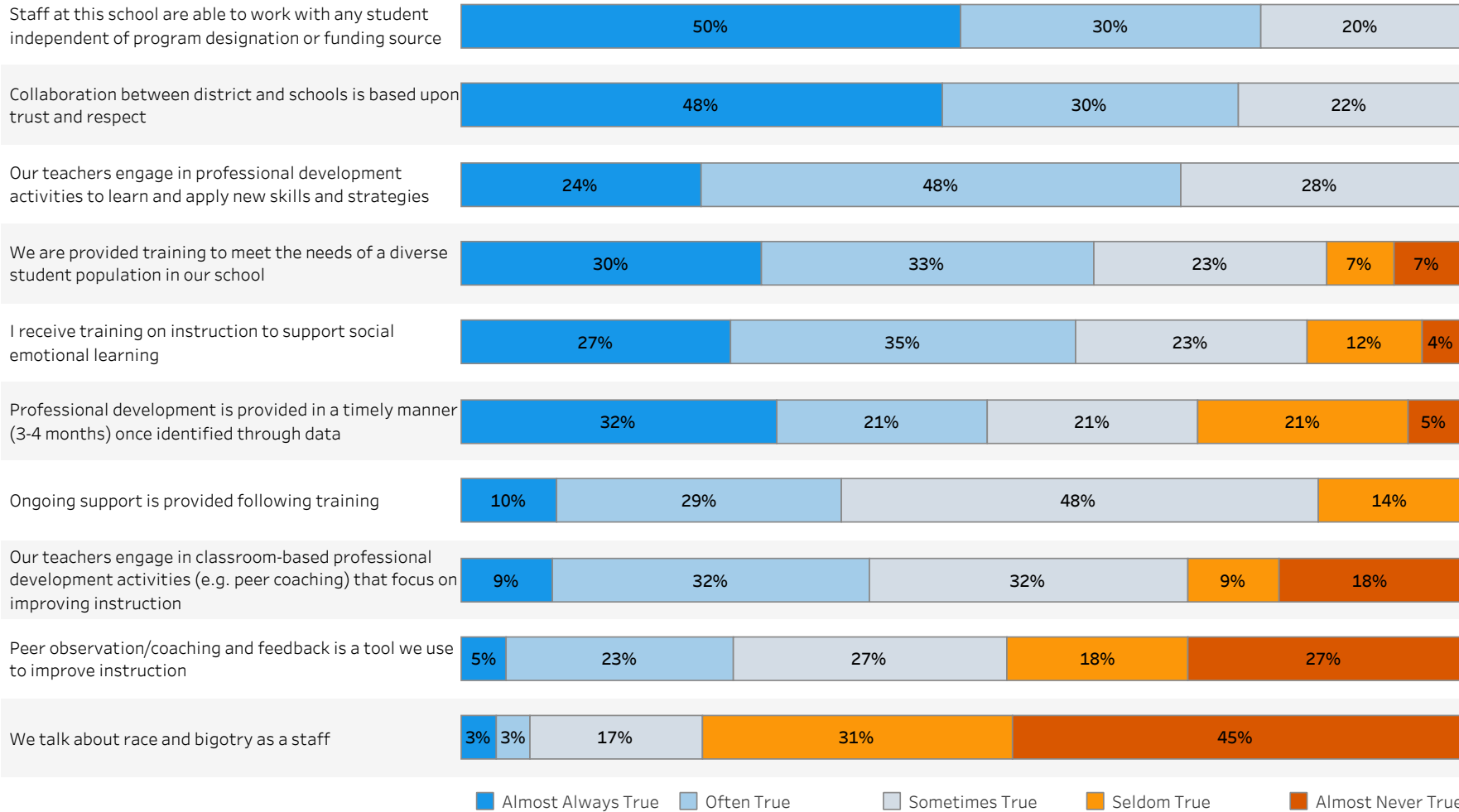
## MTSS: Data Based Decision Making LONGITUDINAL





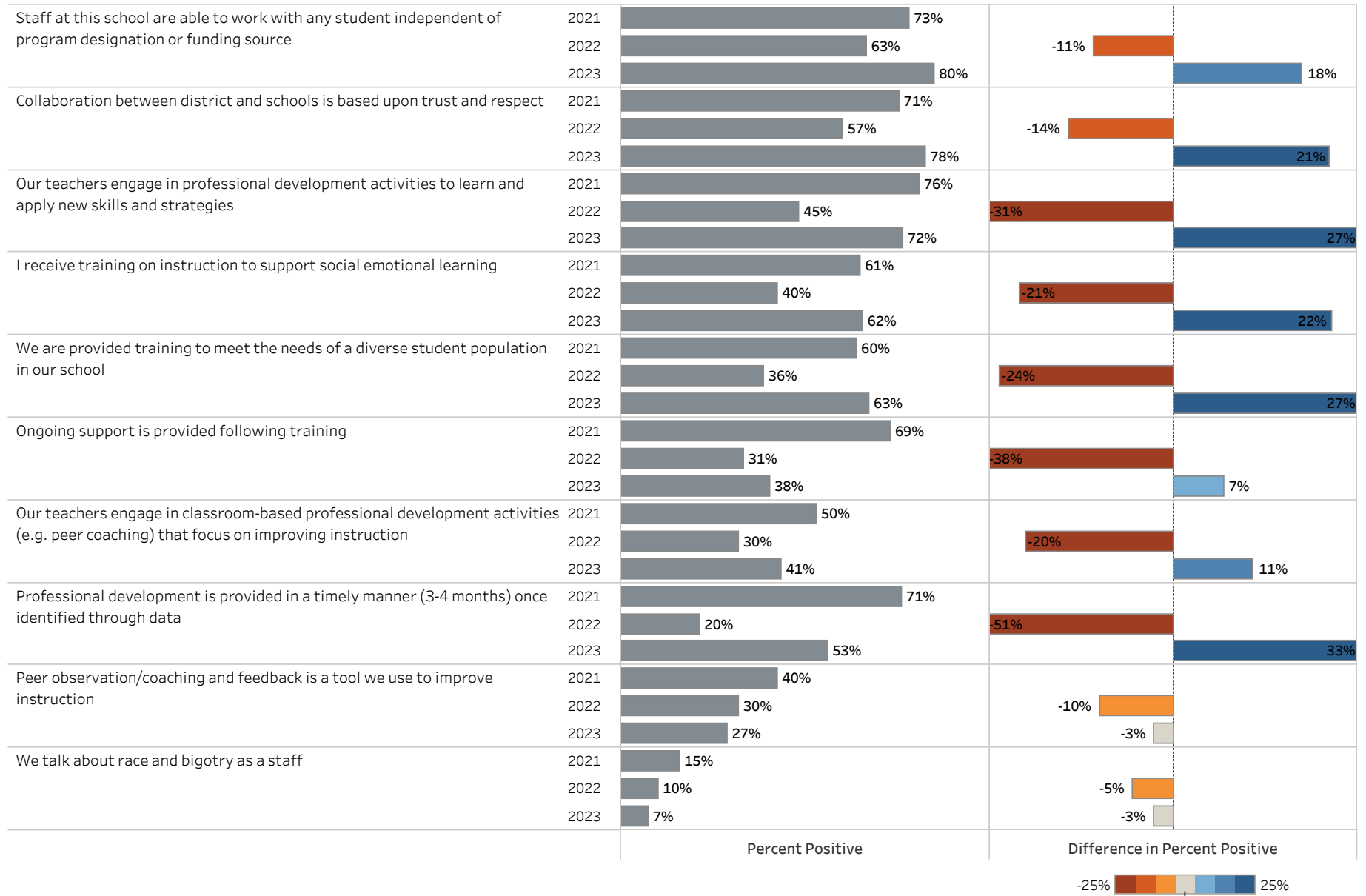
# MTSS: Infrastructure & Supports

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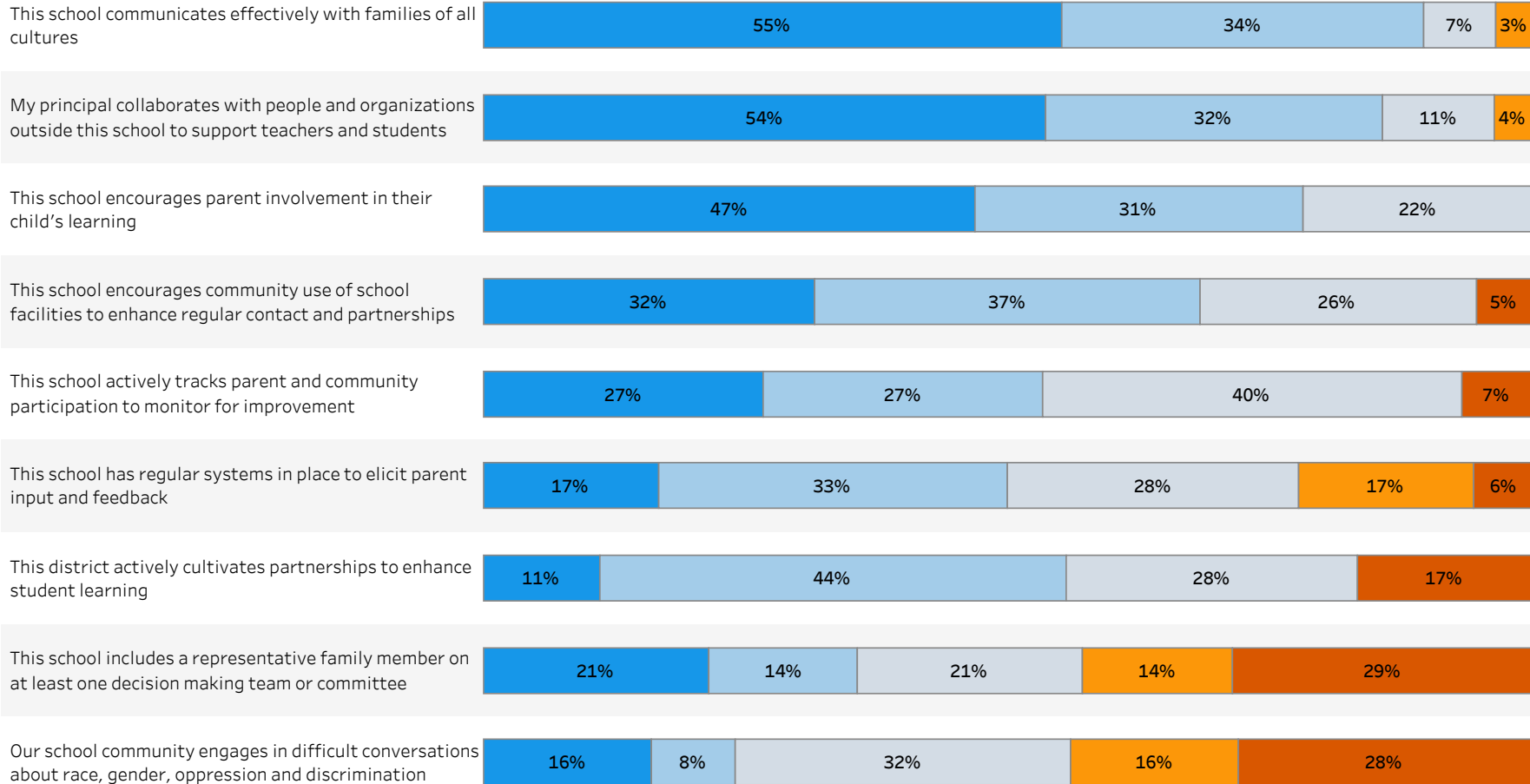
# MTSS: Infrastructure & Supports LONGITUDINAL

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# MTSS: Parent & Community Involvement

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# MTSS: Parent & Community Involvement LONGITUDINAL

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