

Educational Effectiveness Survey™



Professional Learning Community Module

9 Characteristics of High Performing Schools

Staff Edition V11

Fort Colville School

Colville School District

2021

N=39

2022

N=25

2023

N=39





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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

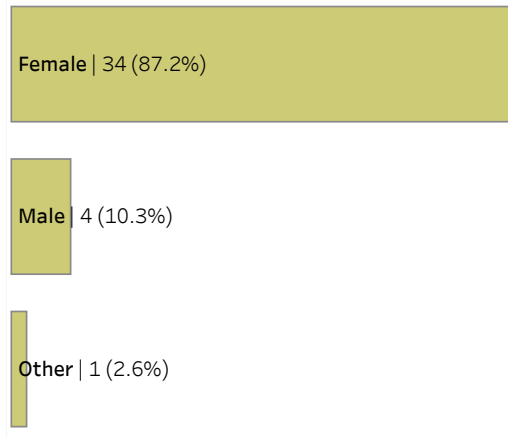
While there is no single solution for all schools, research on effective schools identified common characteristics of high-performing schools. Successful schools engaged in improvement activities focus on these characteristics to create and improve the system(s) that ultimately increase student learning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



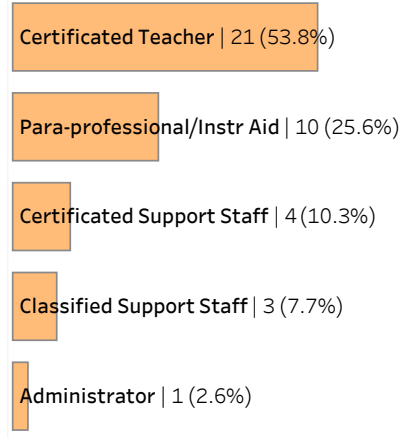
Demographics

Fort Colville School

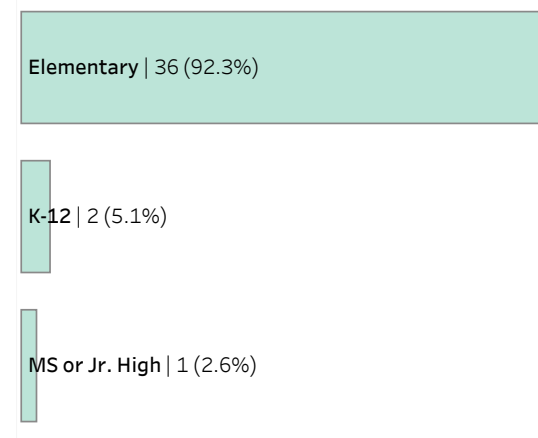
Gender



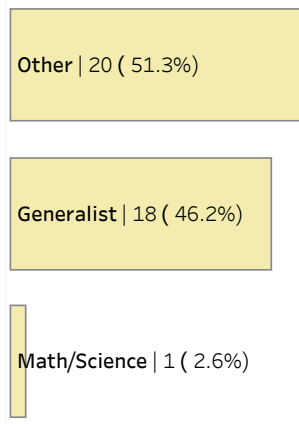
Position



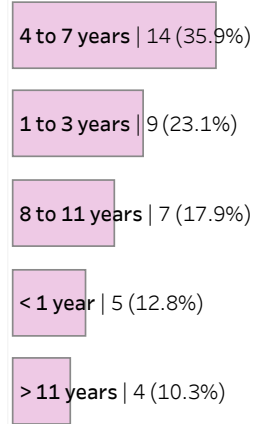
Level



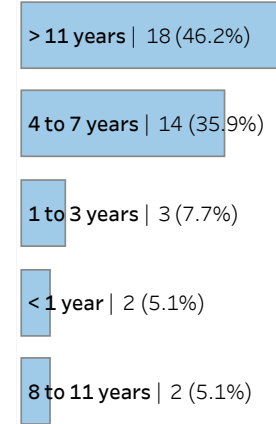
Department



School-Yrs of Service



Education-Yrs of Service



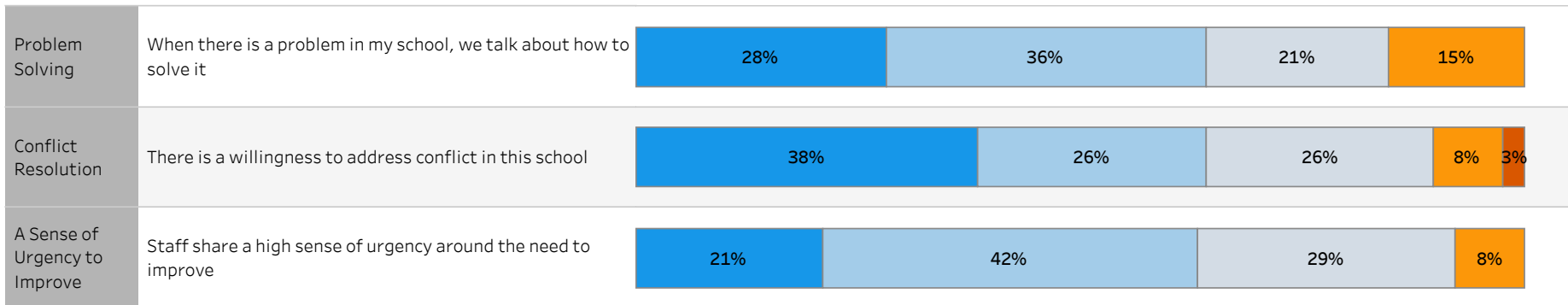
Readiness for Change

Fort Colville School

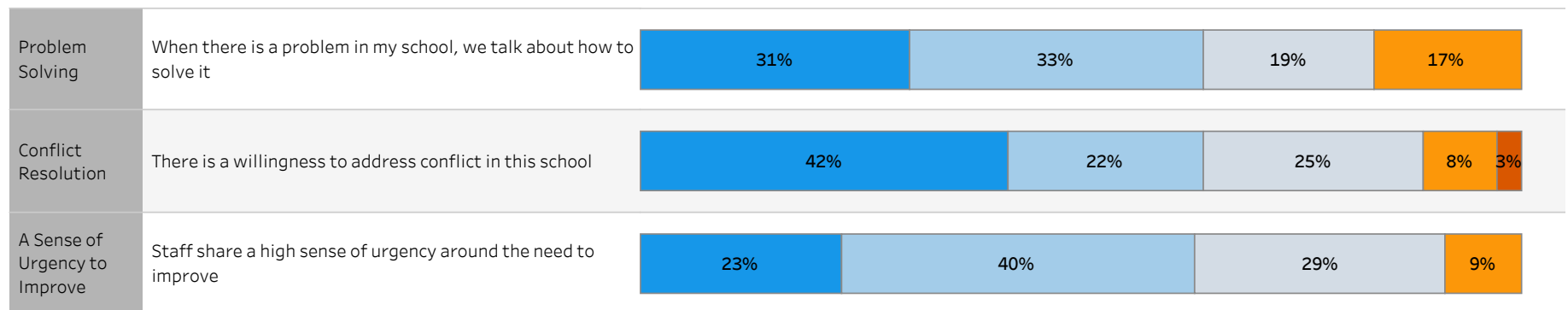
The charts below are data about your school staff, who must define, embrace, implement, and sustain change. If your staff believes there is a weakness in the problem-solving ability or in the ability to resolve conflict within this building, or does not see the urgency to improve, you must address those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

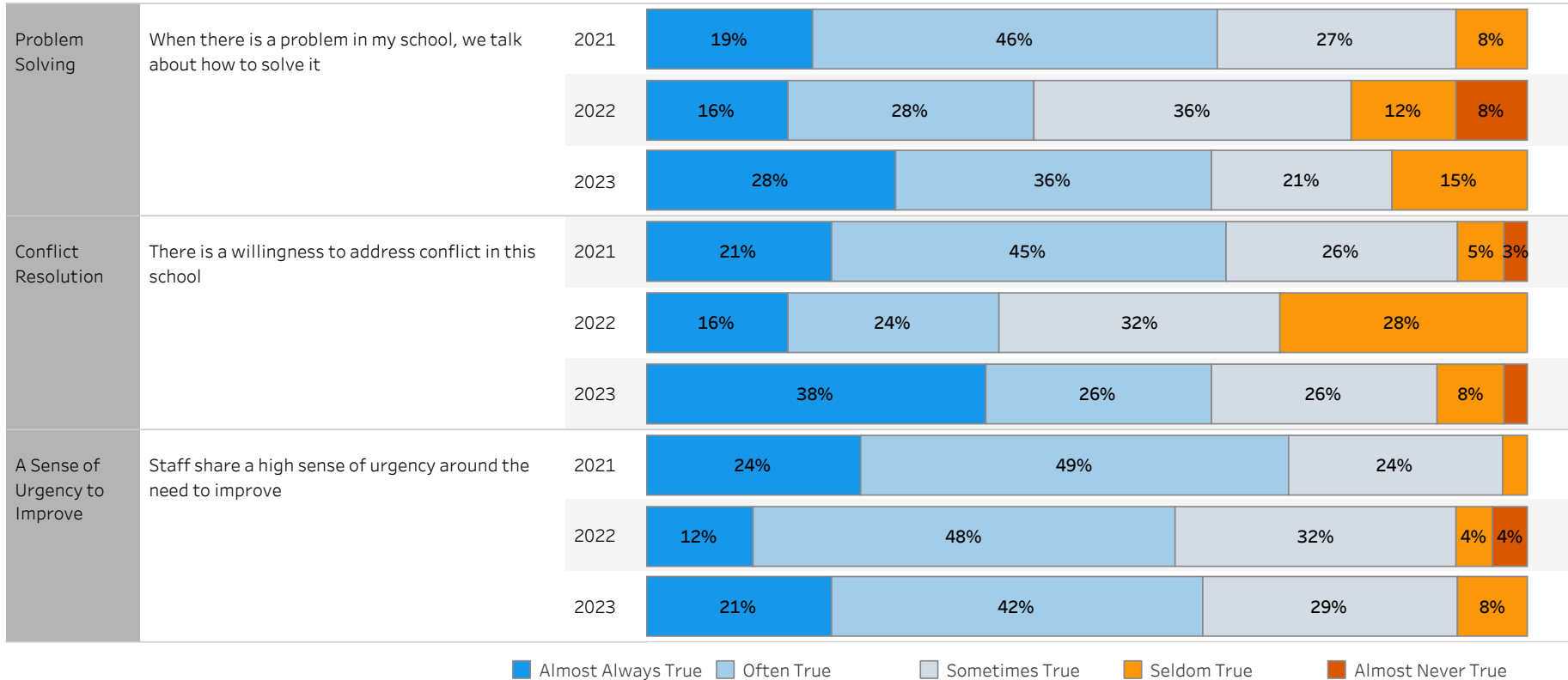


■ Almost Always True ■ Often True ■ Sometimes True ■ Seldom True ■ Almost Never True

Readiness for Change—LONGITUDINAL

Fort Colville School

All Staff

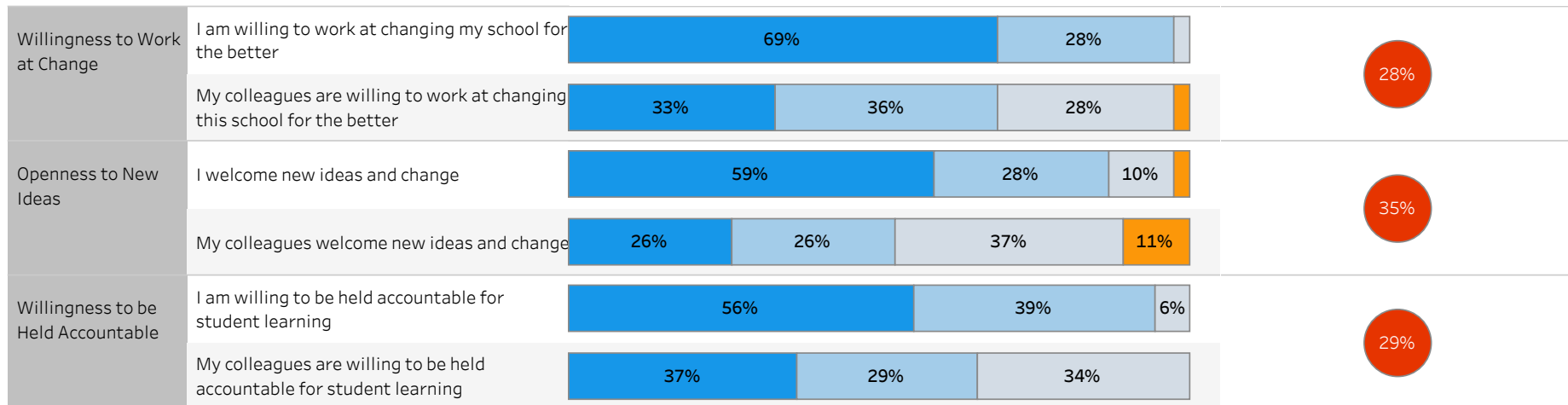


Readiness for Change—I vs. They Perspectives

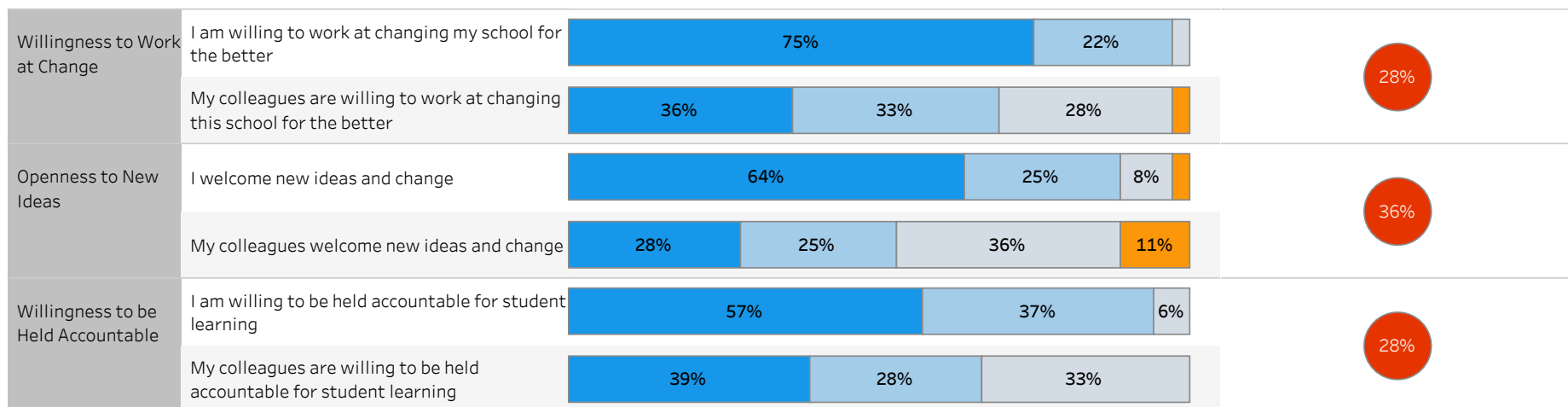
Gaps over 20% in elementary and over 25% in secondary should be investigated. Why do staff see different attitudes in their colleagues?

How large is the Gap between I vs. They?

All Staff

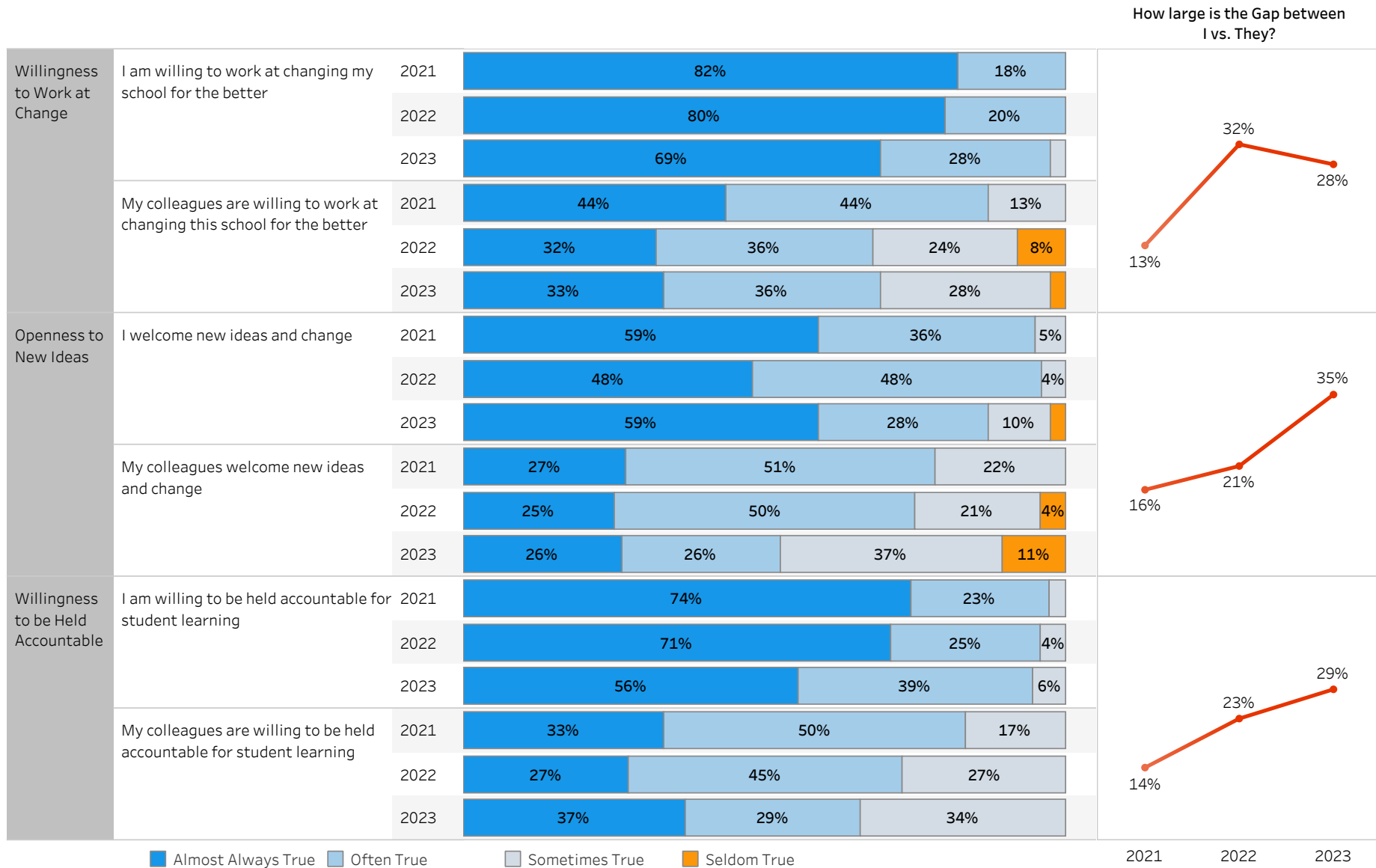


Instructional Staff



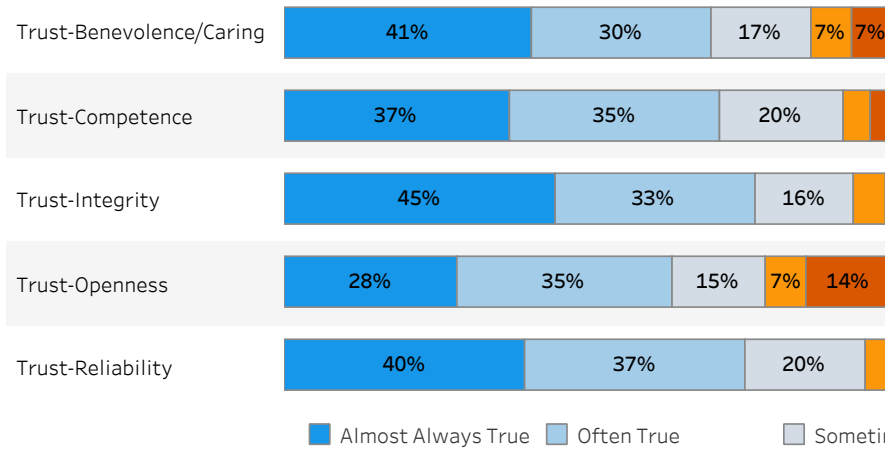
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Readiness for Change—I vs. They Perspectives— LONGITUDINAL

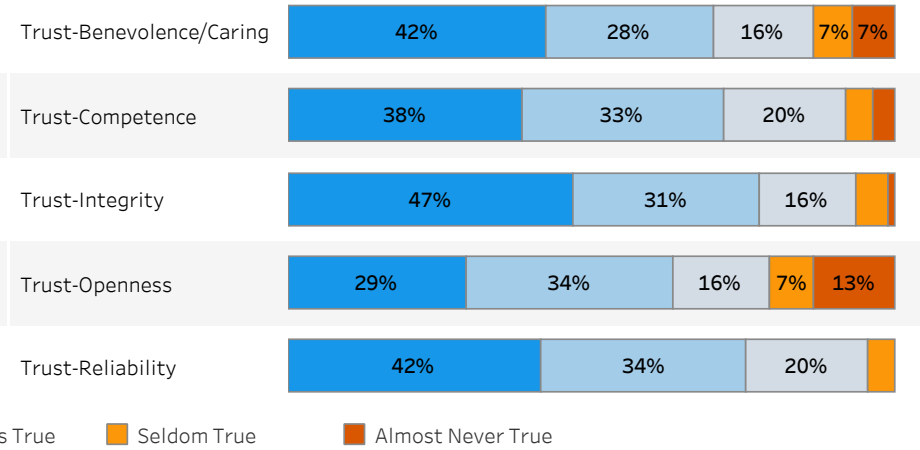


Organizational Trust

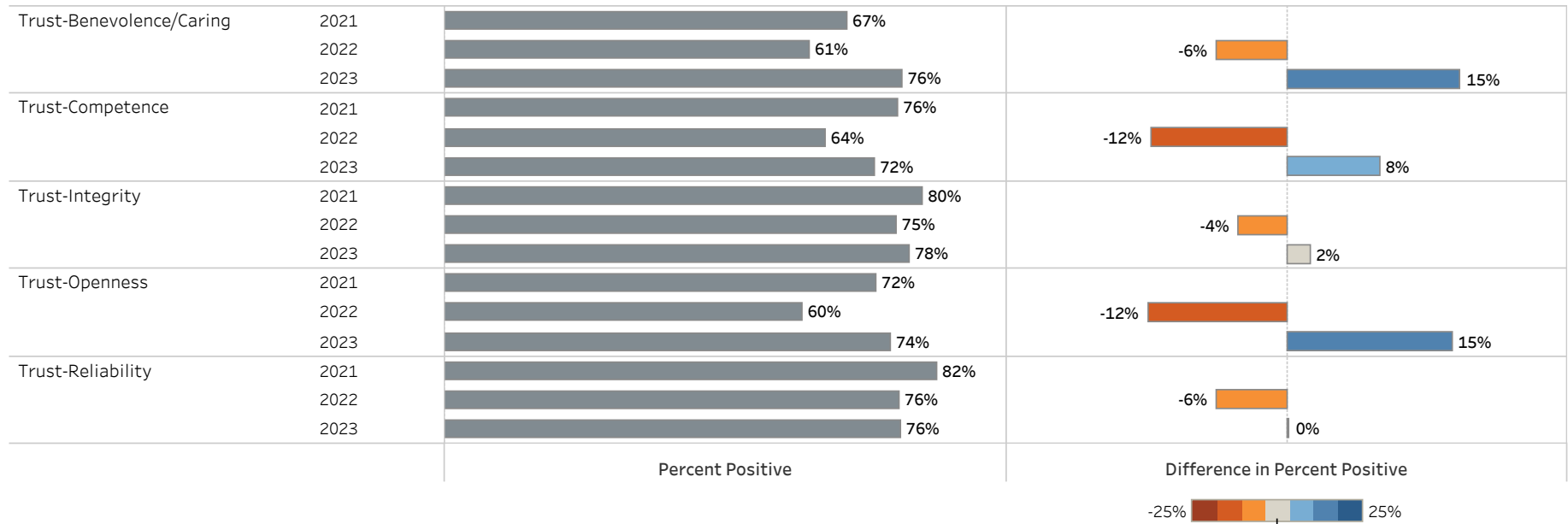
All Staff



Instructional Staff

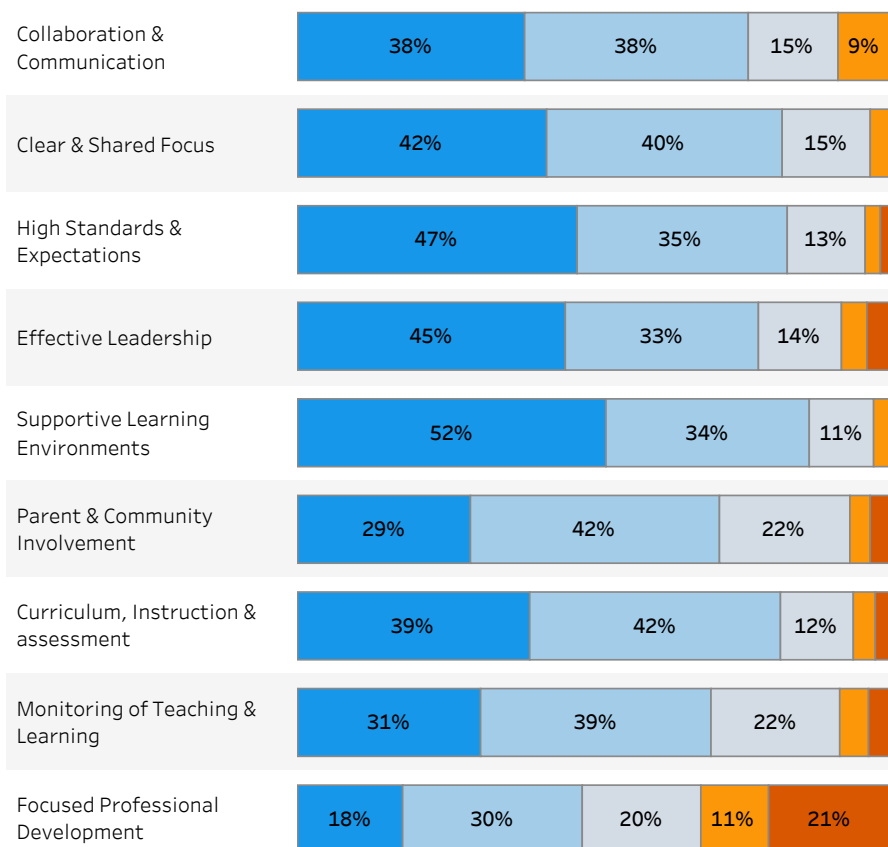


Organizational Trust—LONGITUDINAL

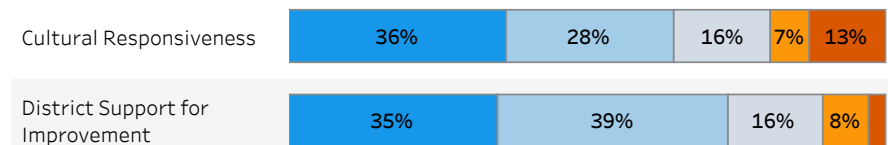


9 Characteristics of High-Performing Schools

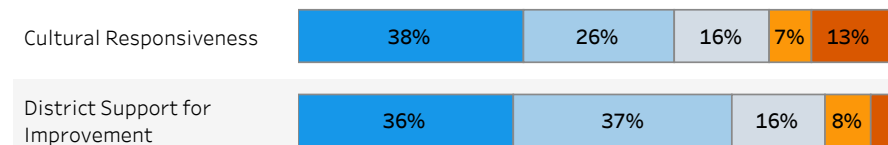
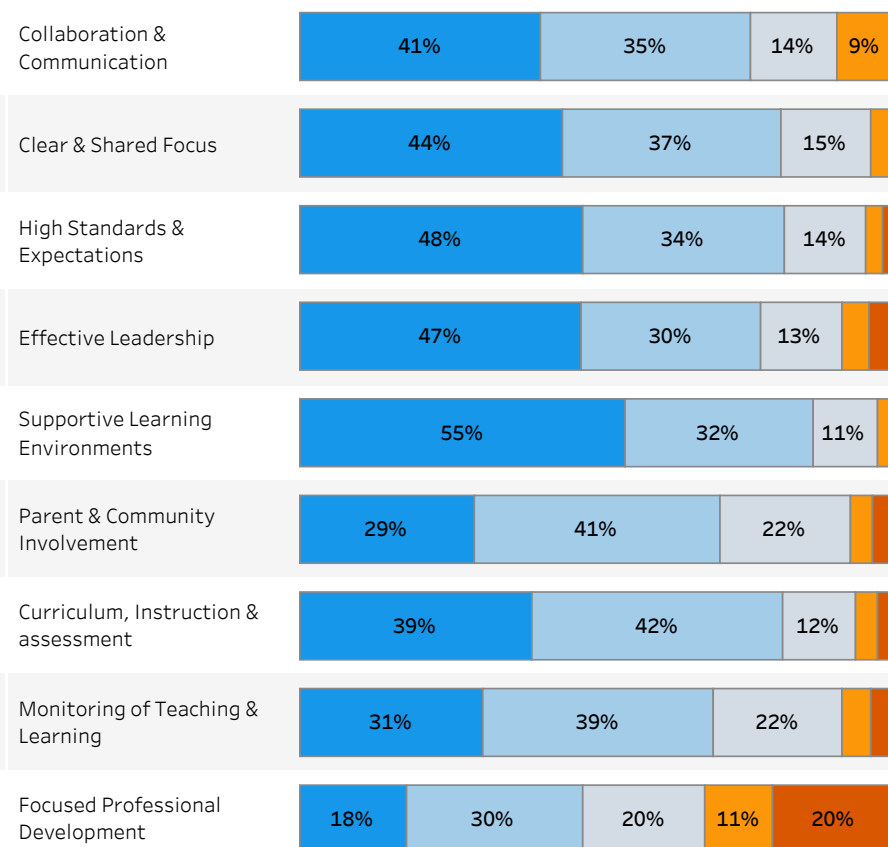
All Staff



Additional Characteristics



Instructional Staff



Almost Always True Often True

Sometimes True

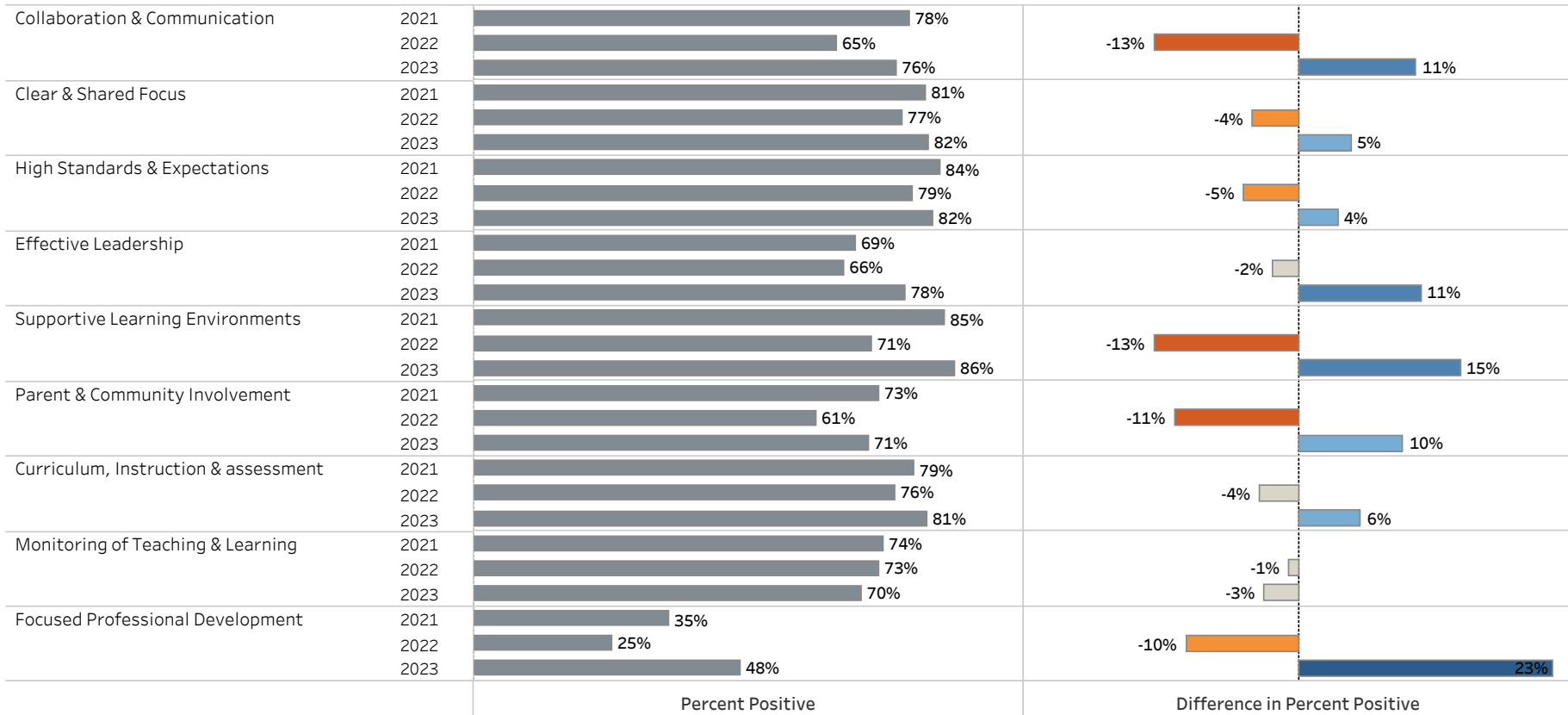
Seldom True

Almost Never True

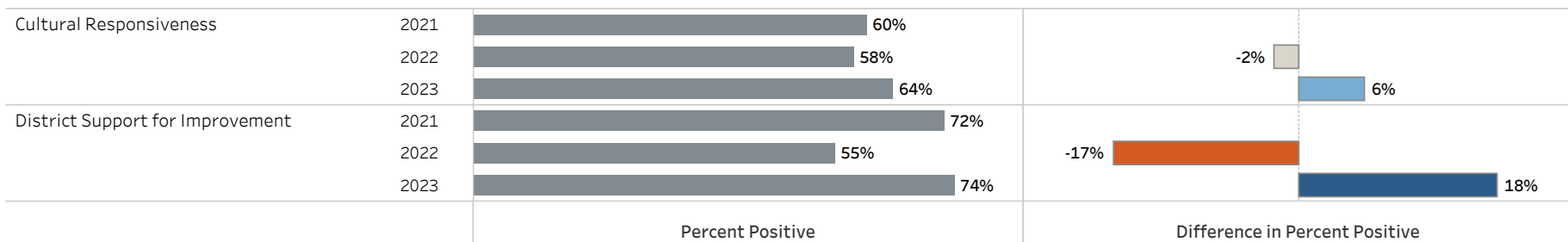
9 Characteristics of High-Performing School — LONGITUDINAL

Fort Colville School

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

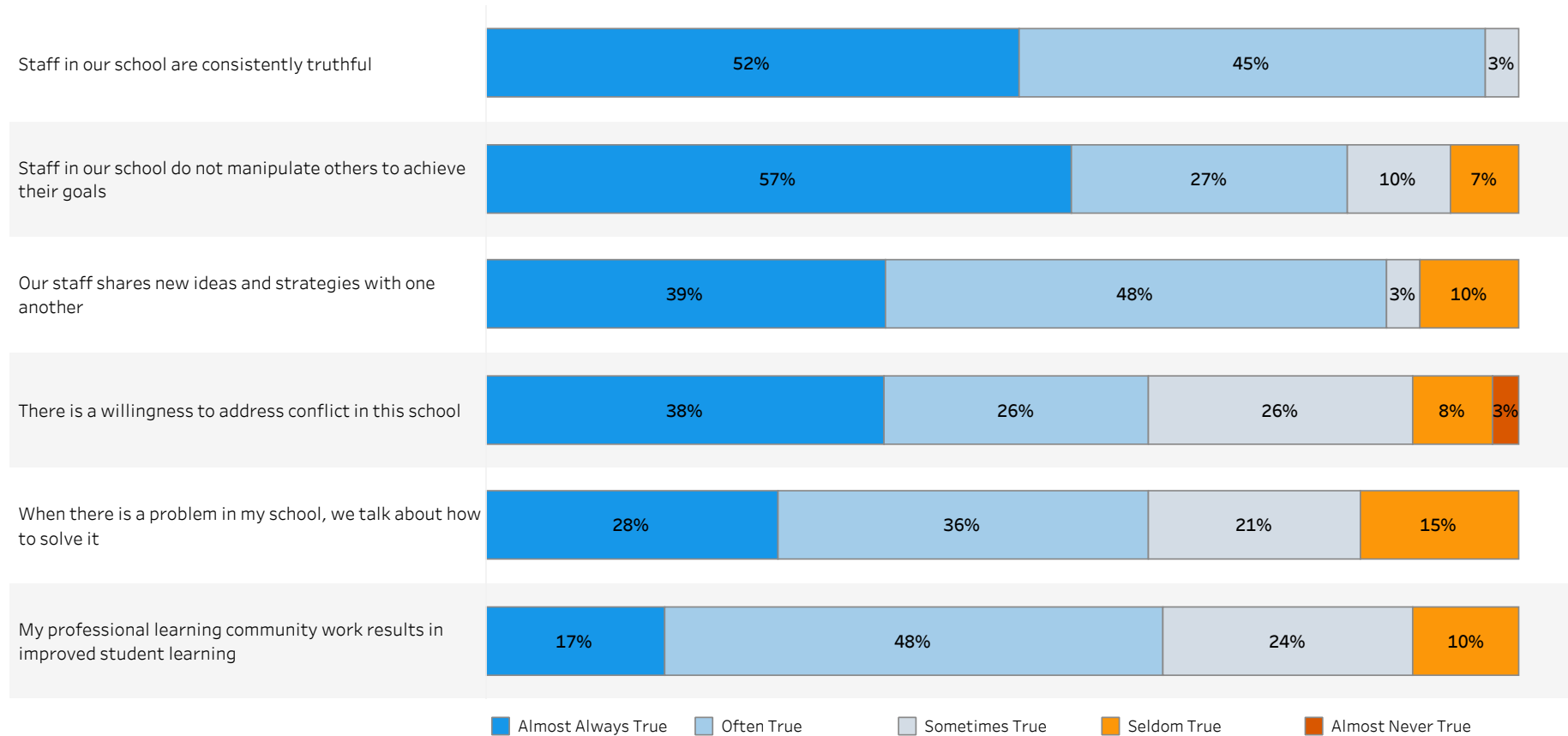


Additional Characteristics



High Levels of Collaboration and Communication

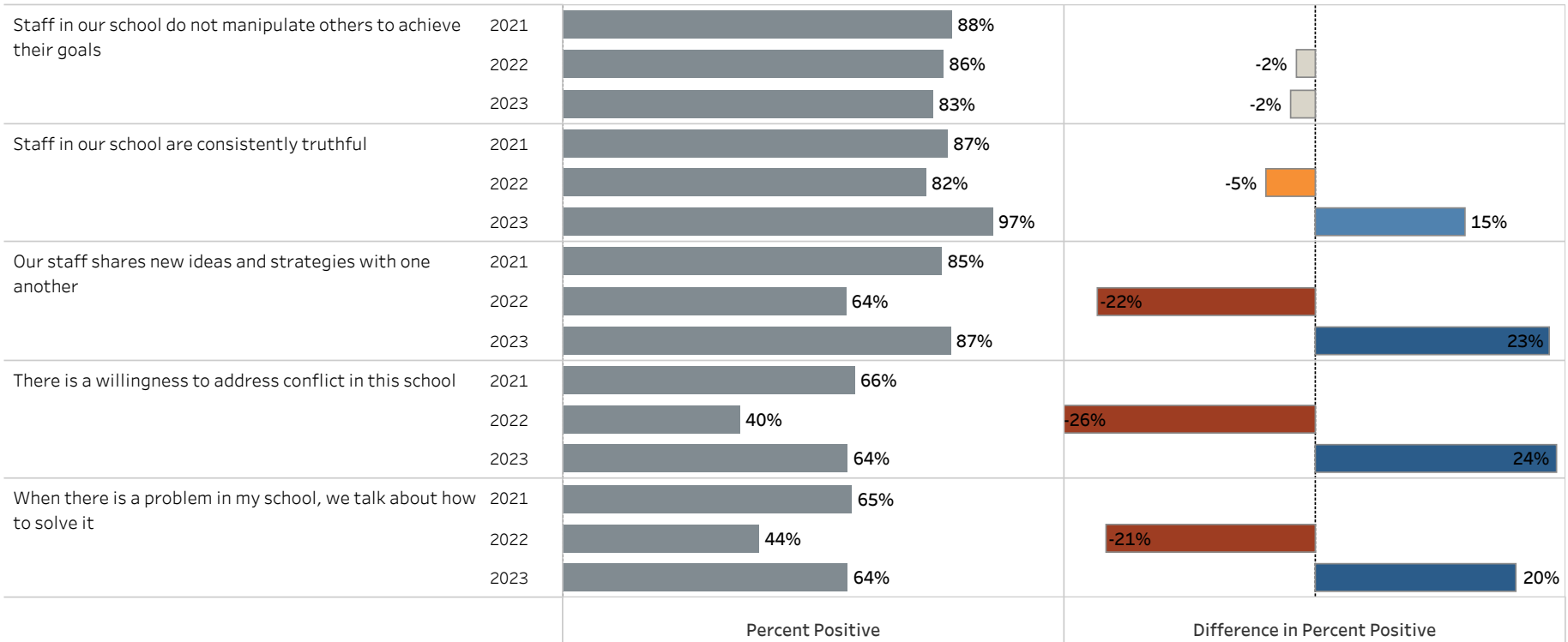
Fort Colville School



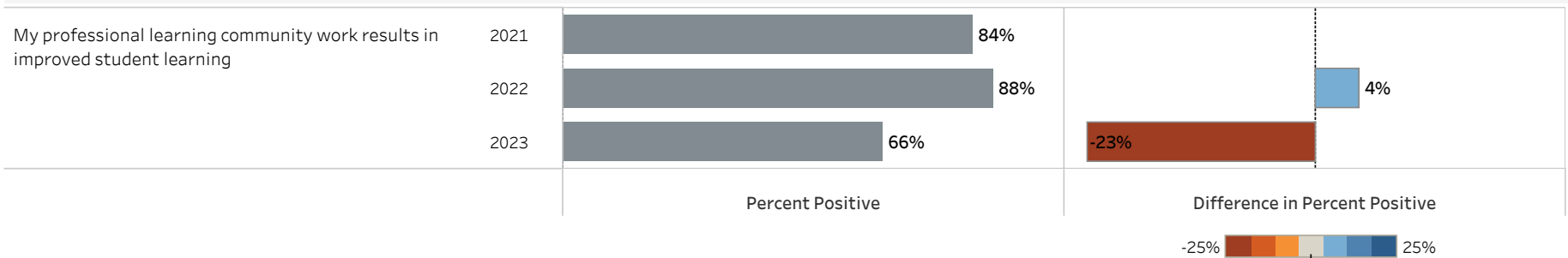
High Levels of Collaboration and Communication— LONGITUDINAL

Fort Colville School

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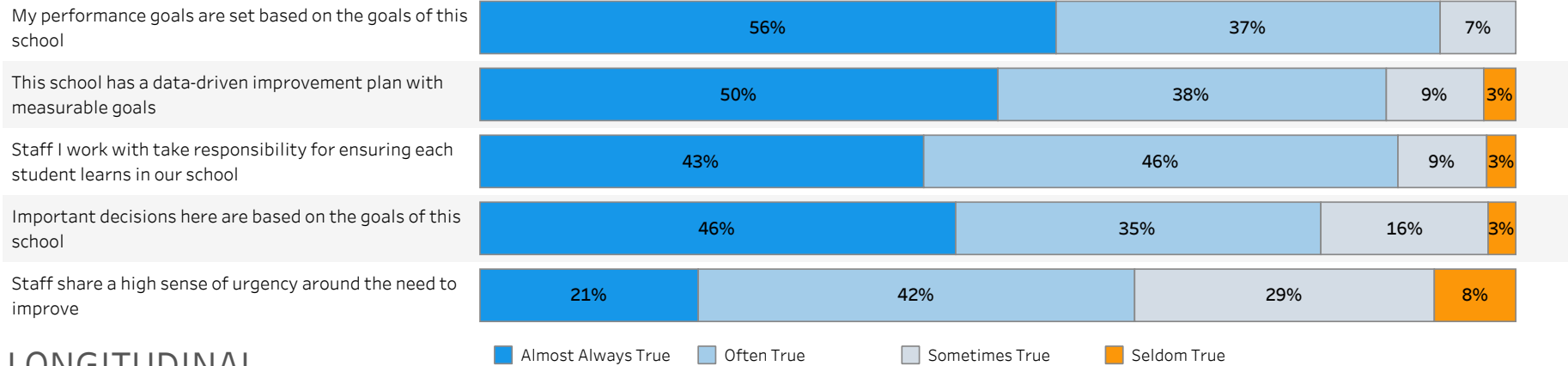


Questions answered only by Instructional Staff



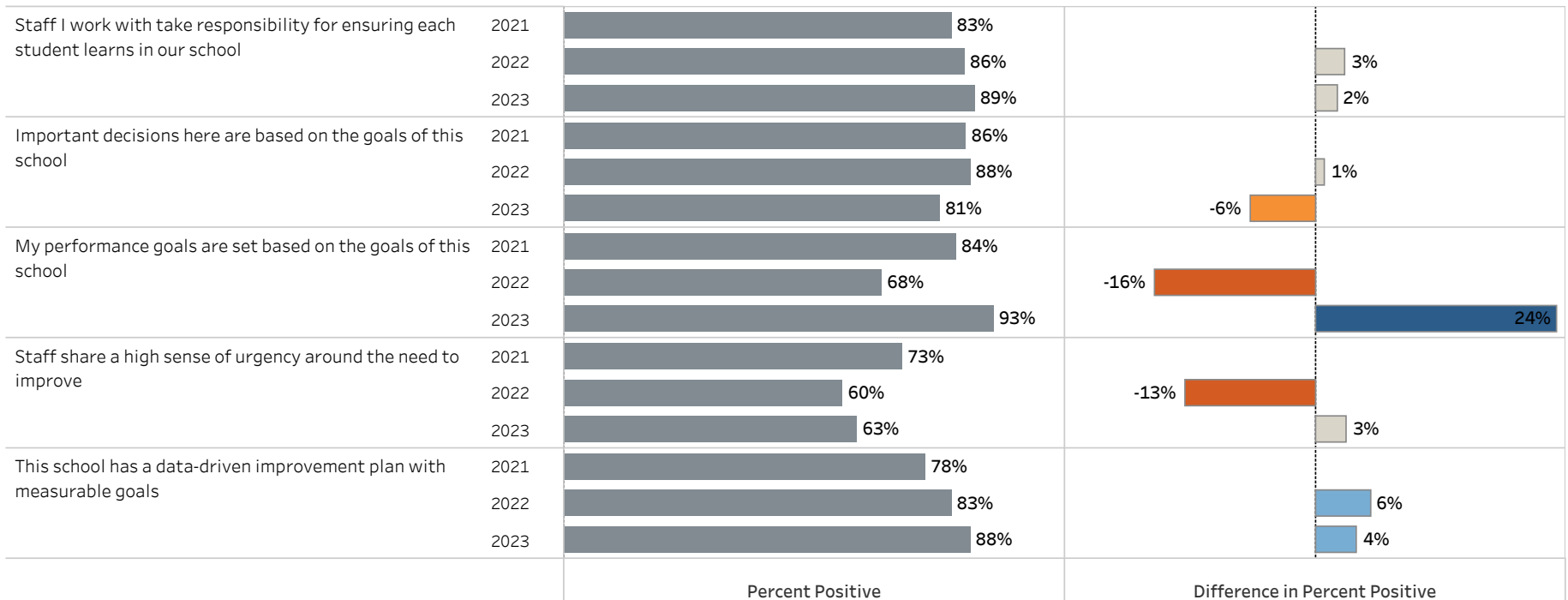
Clear and Shared Focus

Fort Colville School



LONGITUDINAL

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



High Standards and Expectations

Fort Colville School

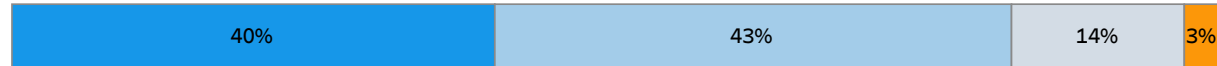
Academic placement is not influenced by race, gender or socioeconomic levels



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



Students understand the expectations of this school



I believe that all students can meet state standards



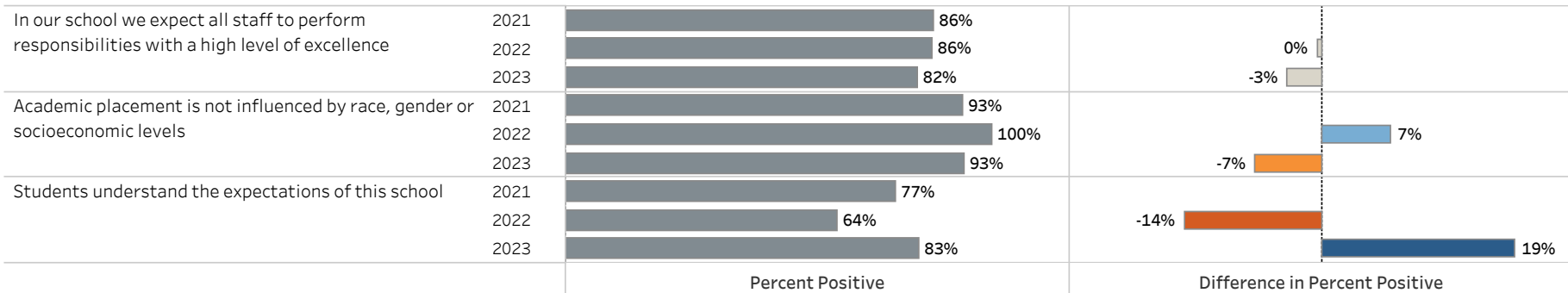
Our staff believes that all students can meet state standards



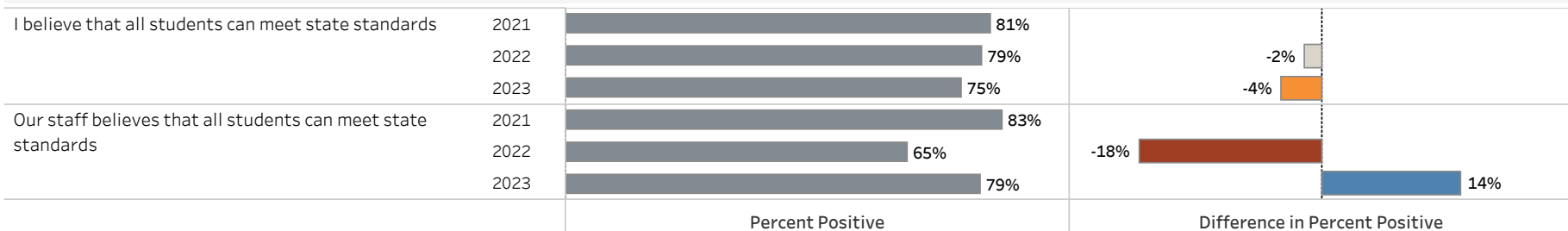
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LONGITUDINAL

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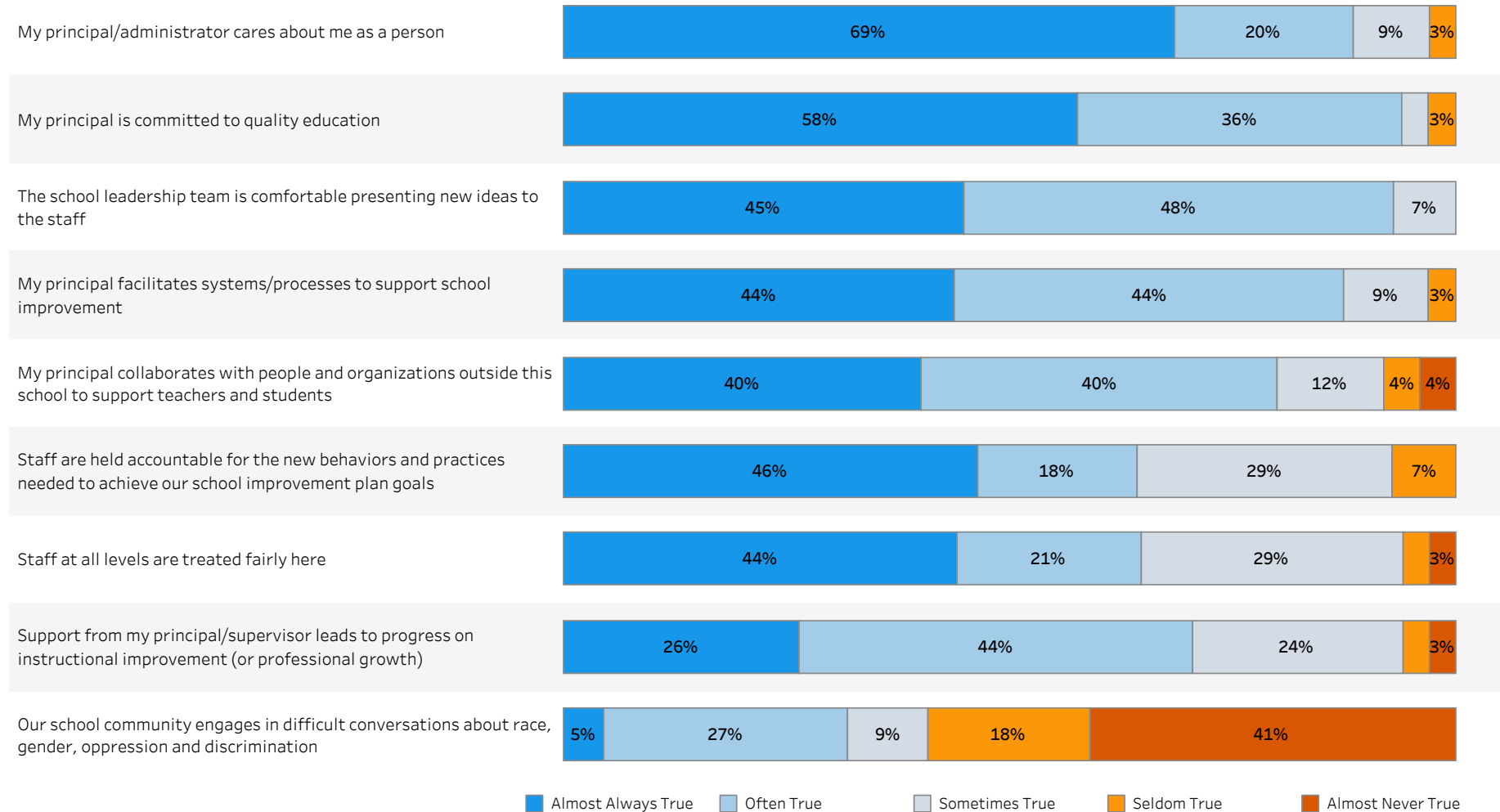


Questions answered by only Instructional Staff



Effective Leadership

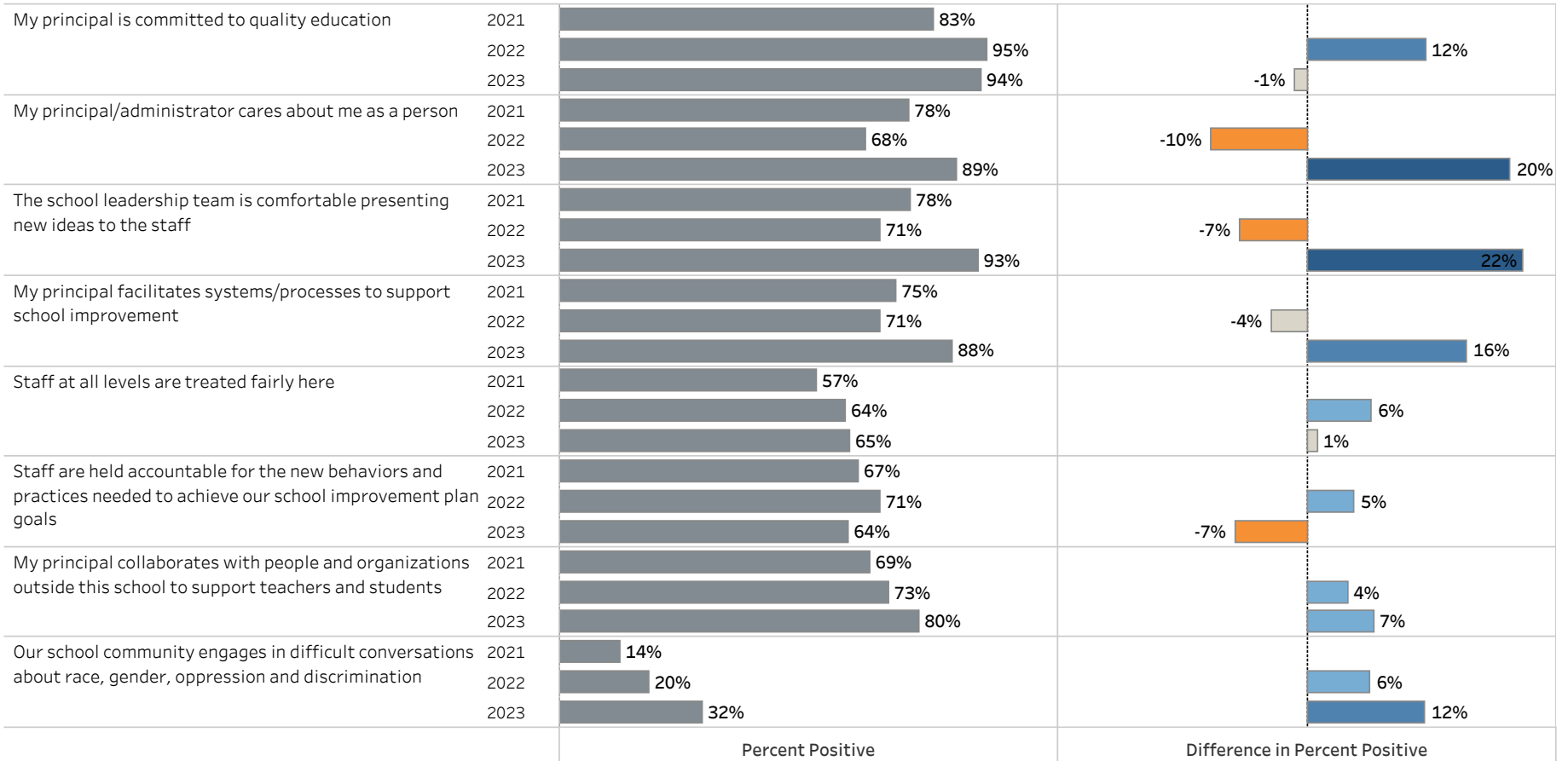
Fort Colville School



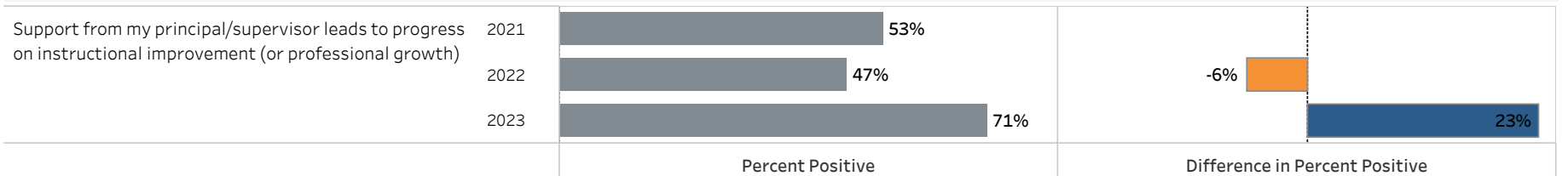
Effective Leadership—LONGITUDINAL

Fort Colville School

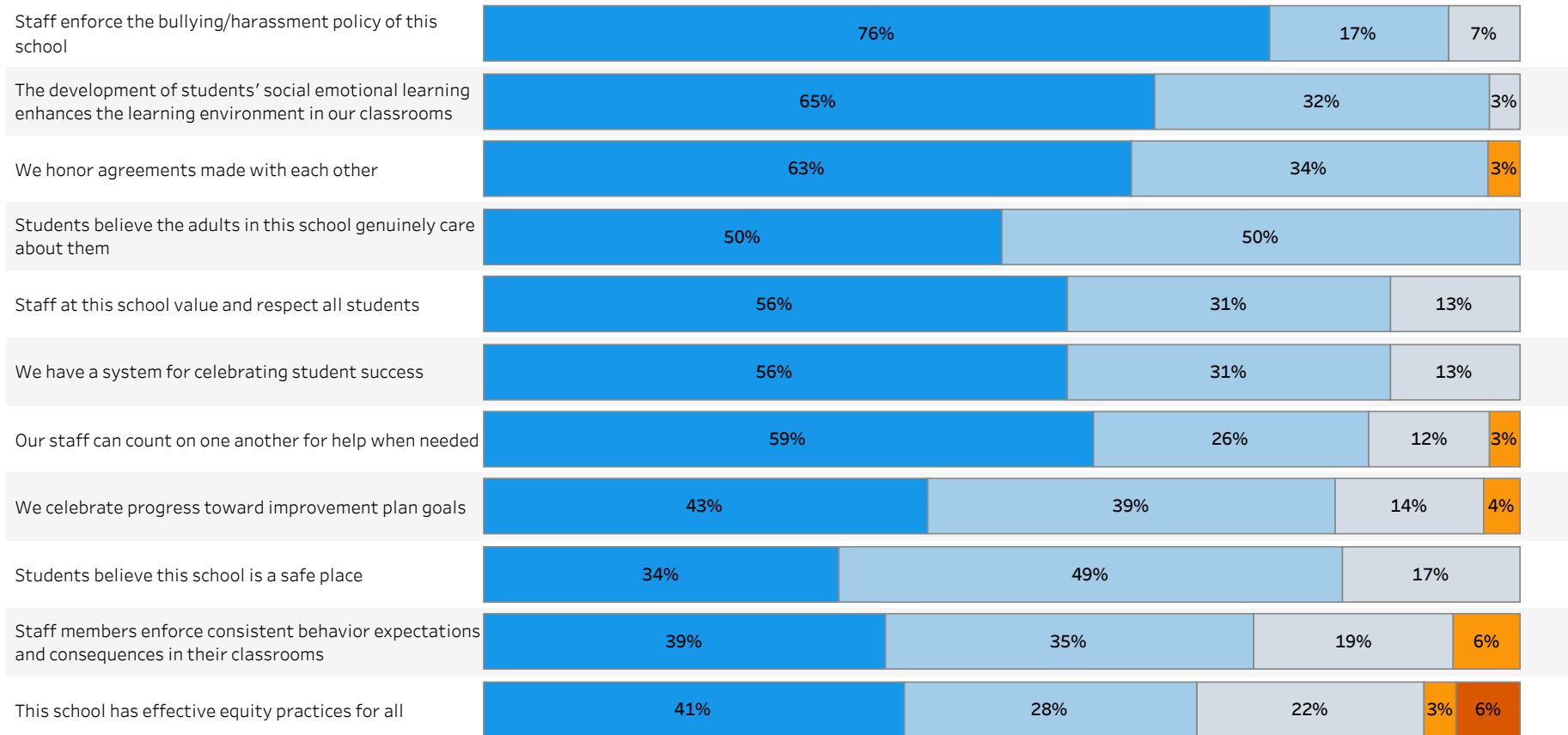
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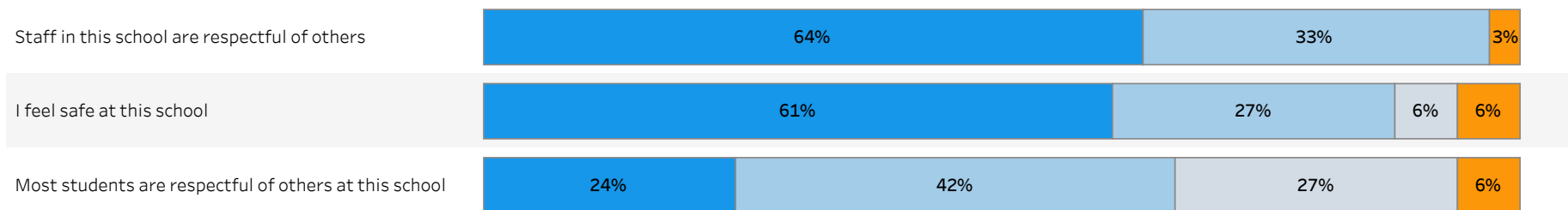
Questions answered by only Instructional Staff



Supportive Learning Environment



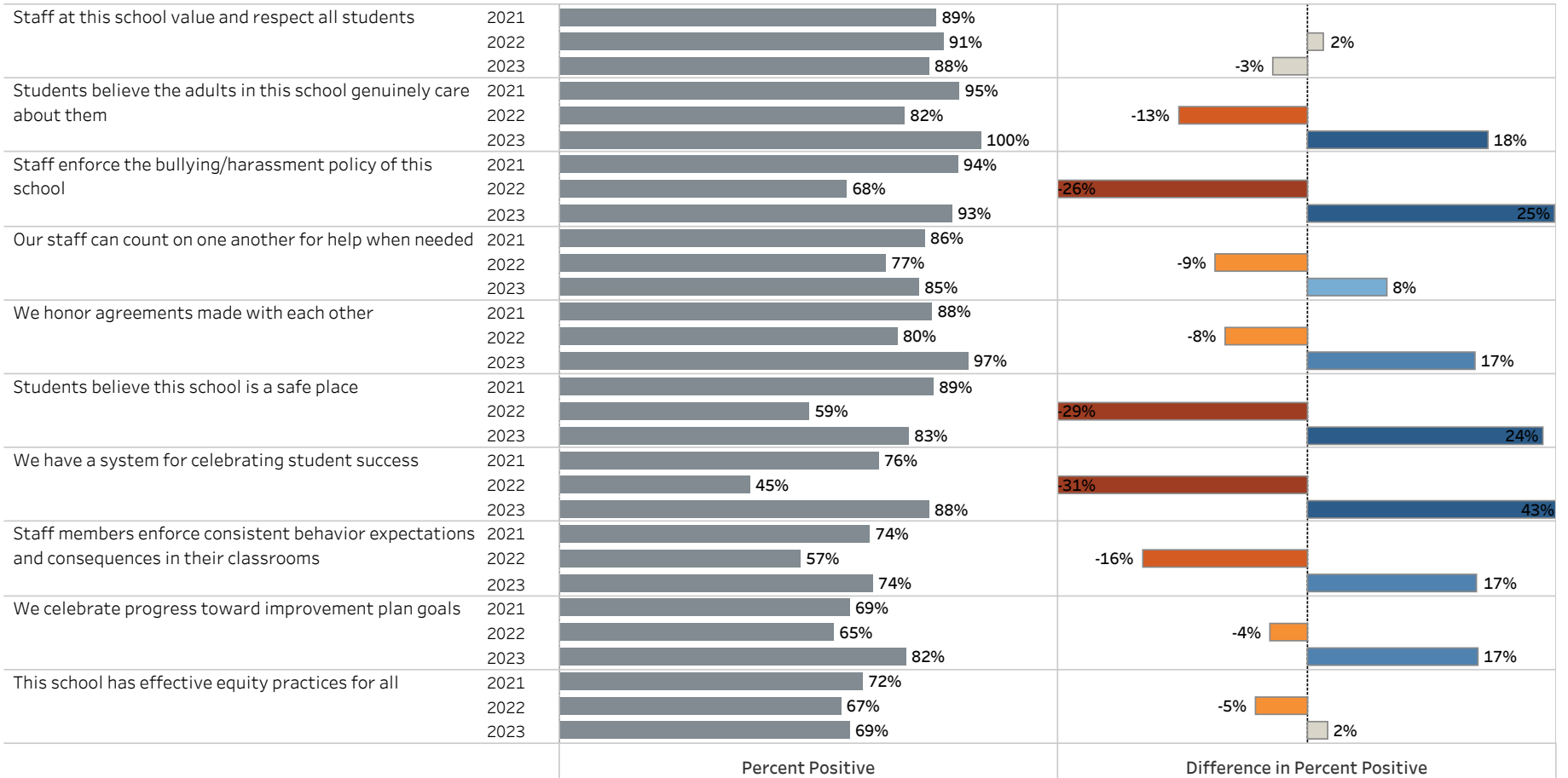
Colville Custom Questions



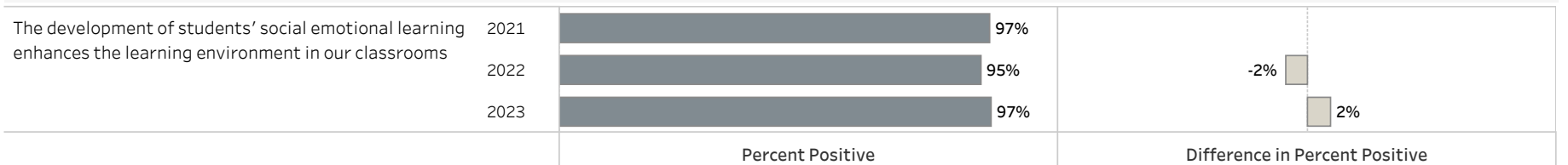
Supportive Learning Environment - LONGITUDINAL

Fort Colville School

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



Questions answered by only Instructional Staff



Parent and Community Involvement

Fort Colville School

This school communicates effectively with families of all cultures



This school encourages parent involvement in their child's learning



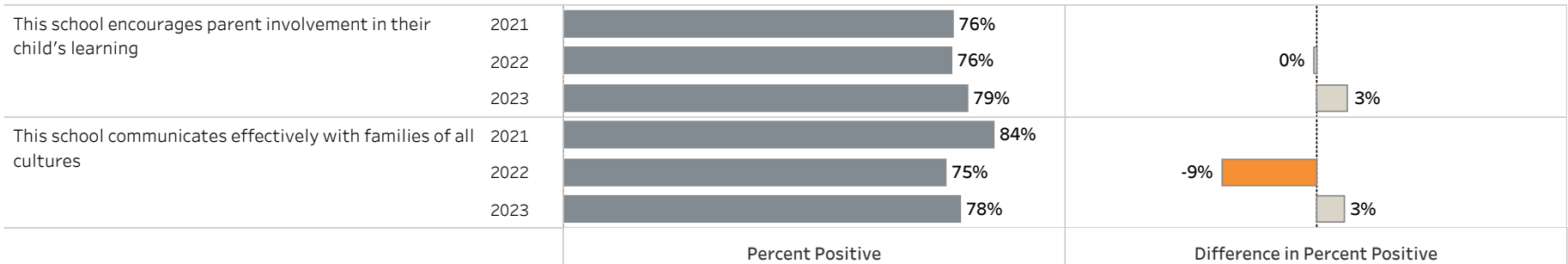
With important decisions we seek input from parents and the community



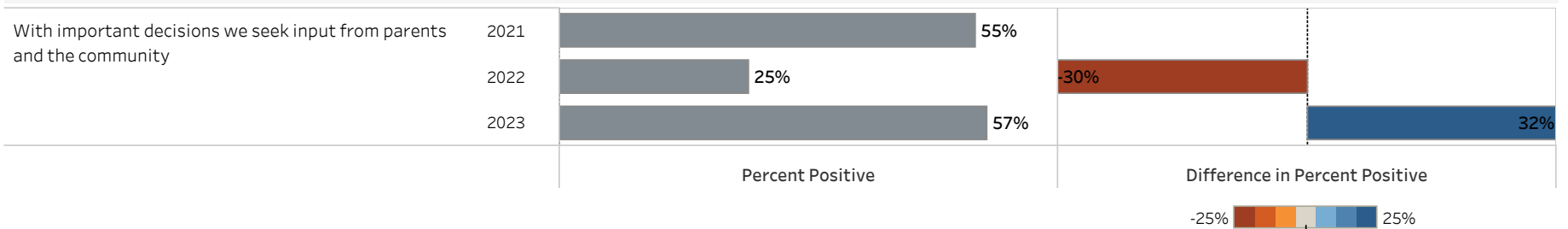
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LONGITUDINAL

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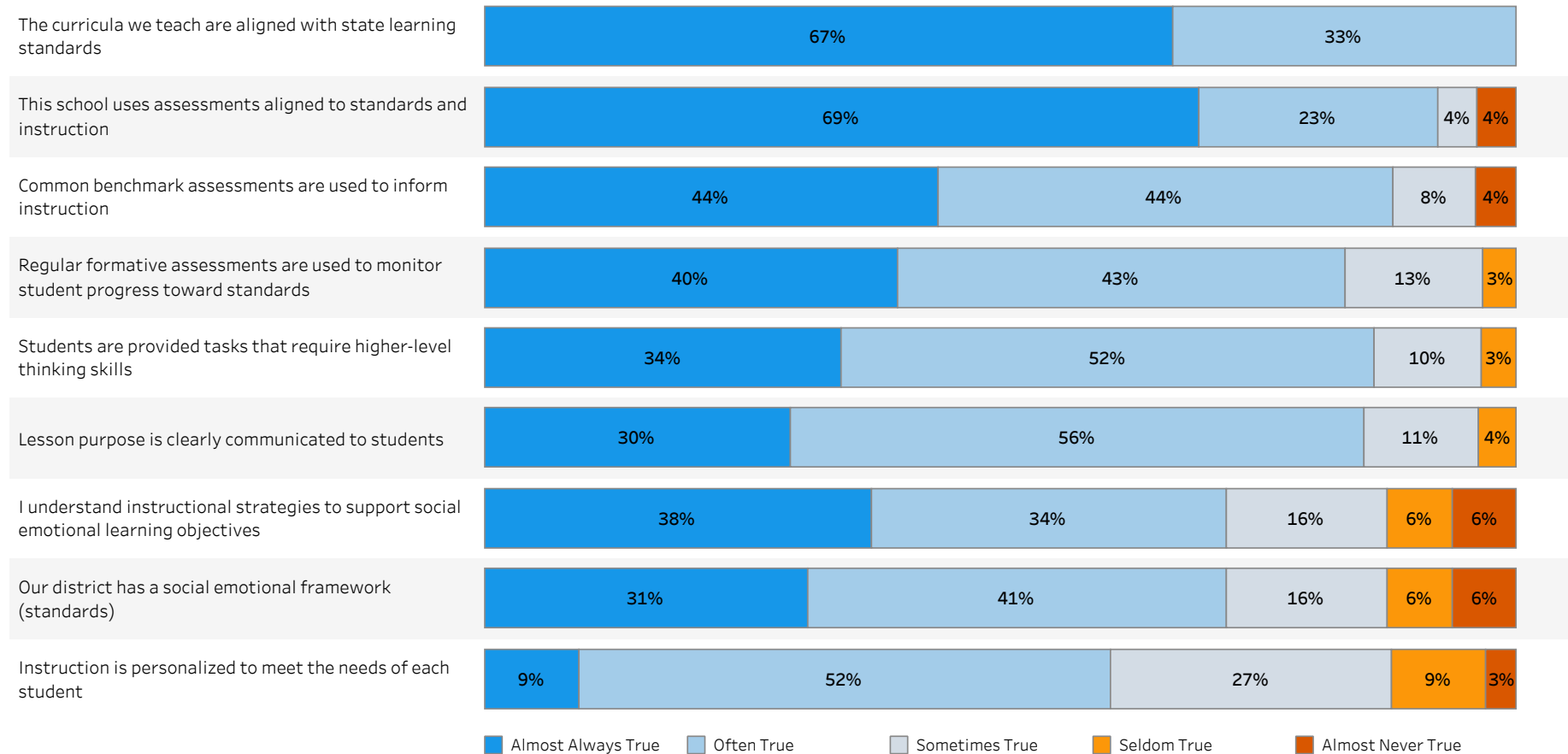


Questions answered by only Instructional Staff



High Quality Curriculum, Instruction, and Assessment

Fort Colville School

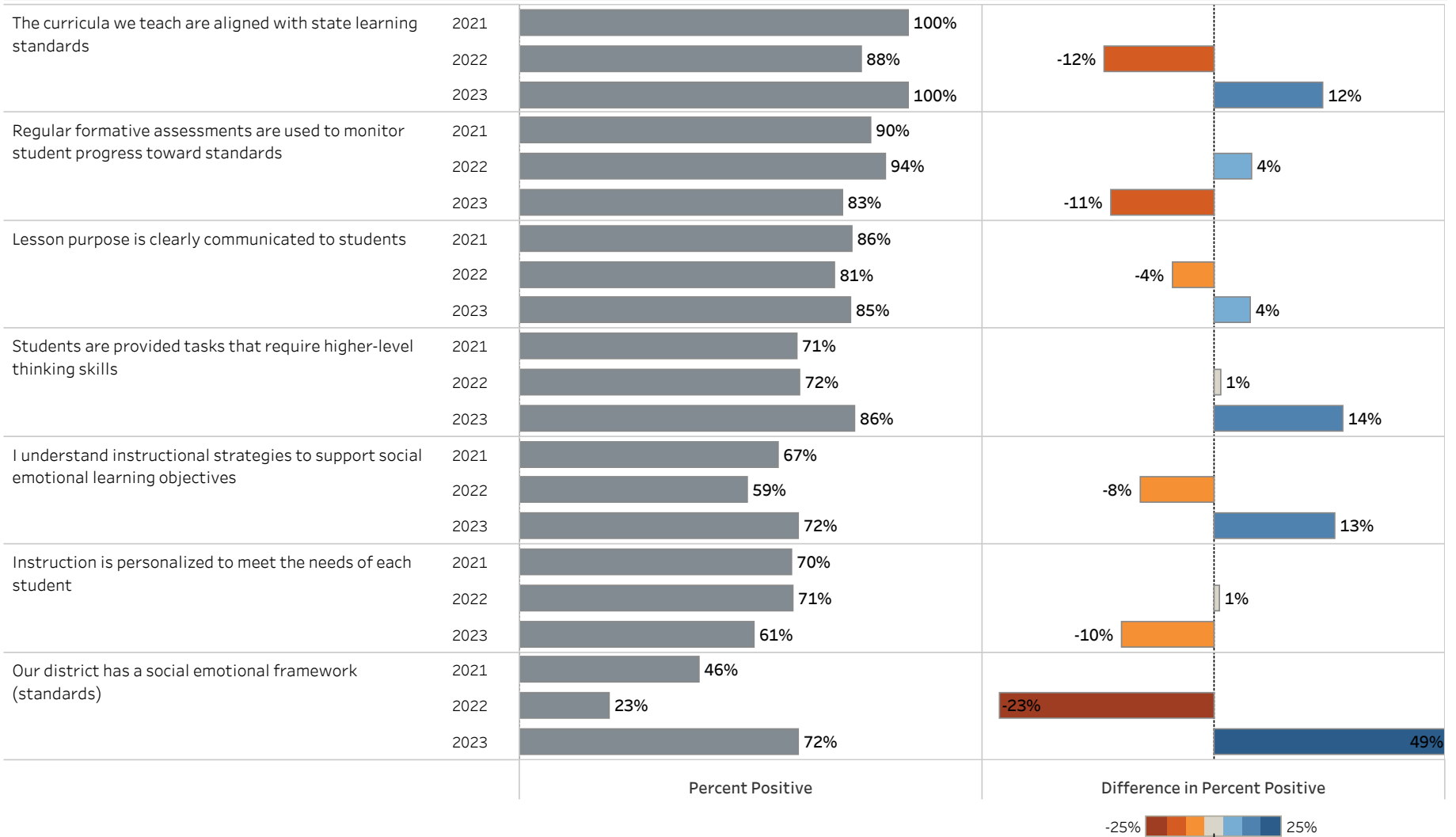


High Quality Curriculum, Instruction, and Assessment - LONGITUDINAL

Fort Colville School

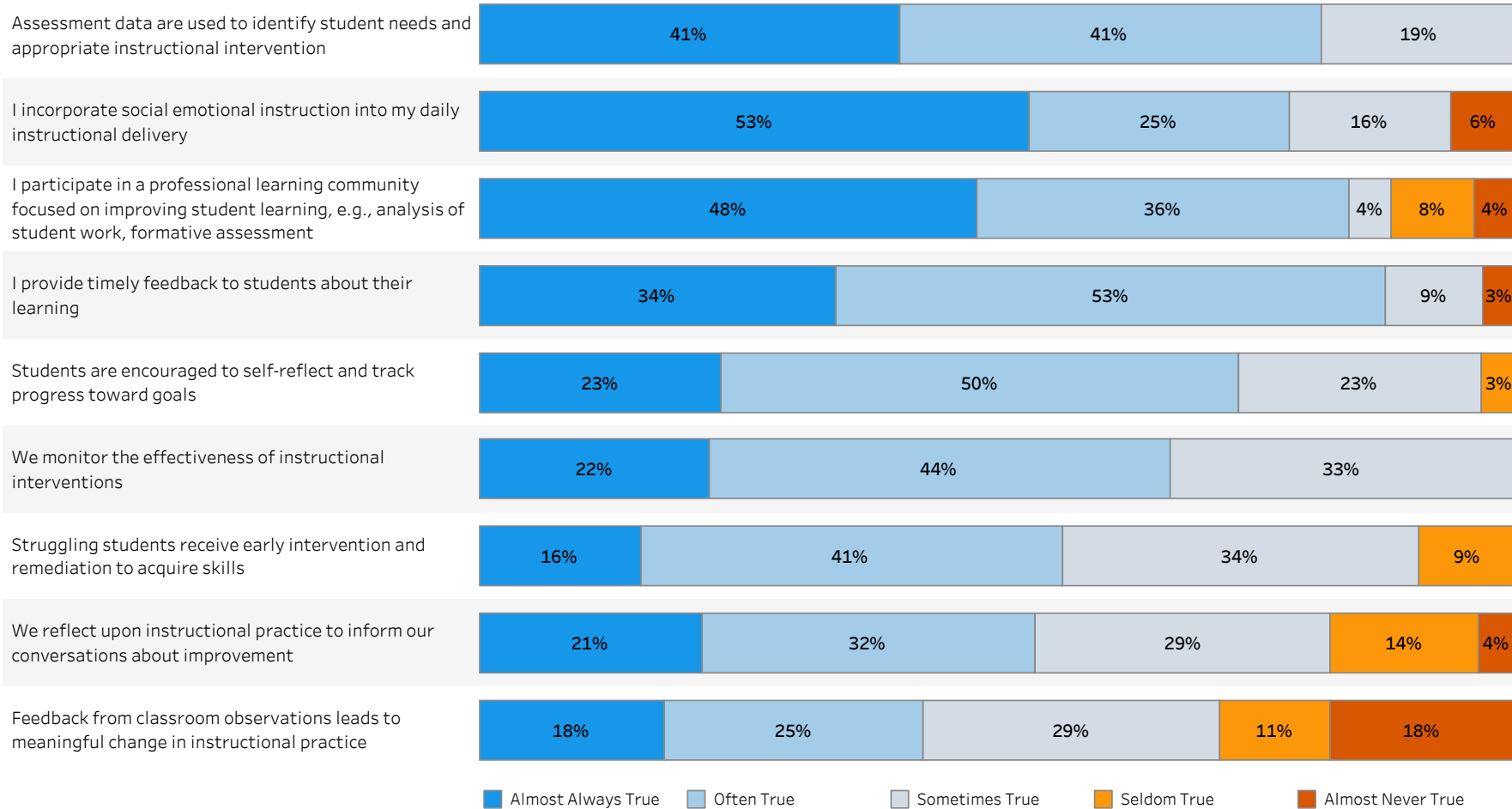
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Questions answered by only Instructional Staff



Frequent Monitoring of Teaching and Learning

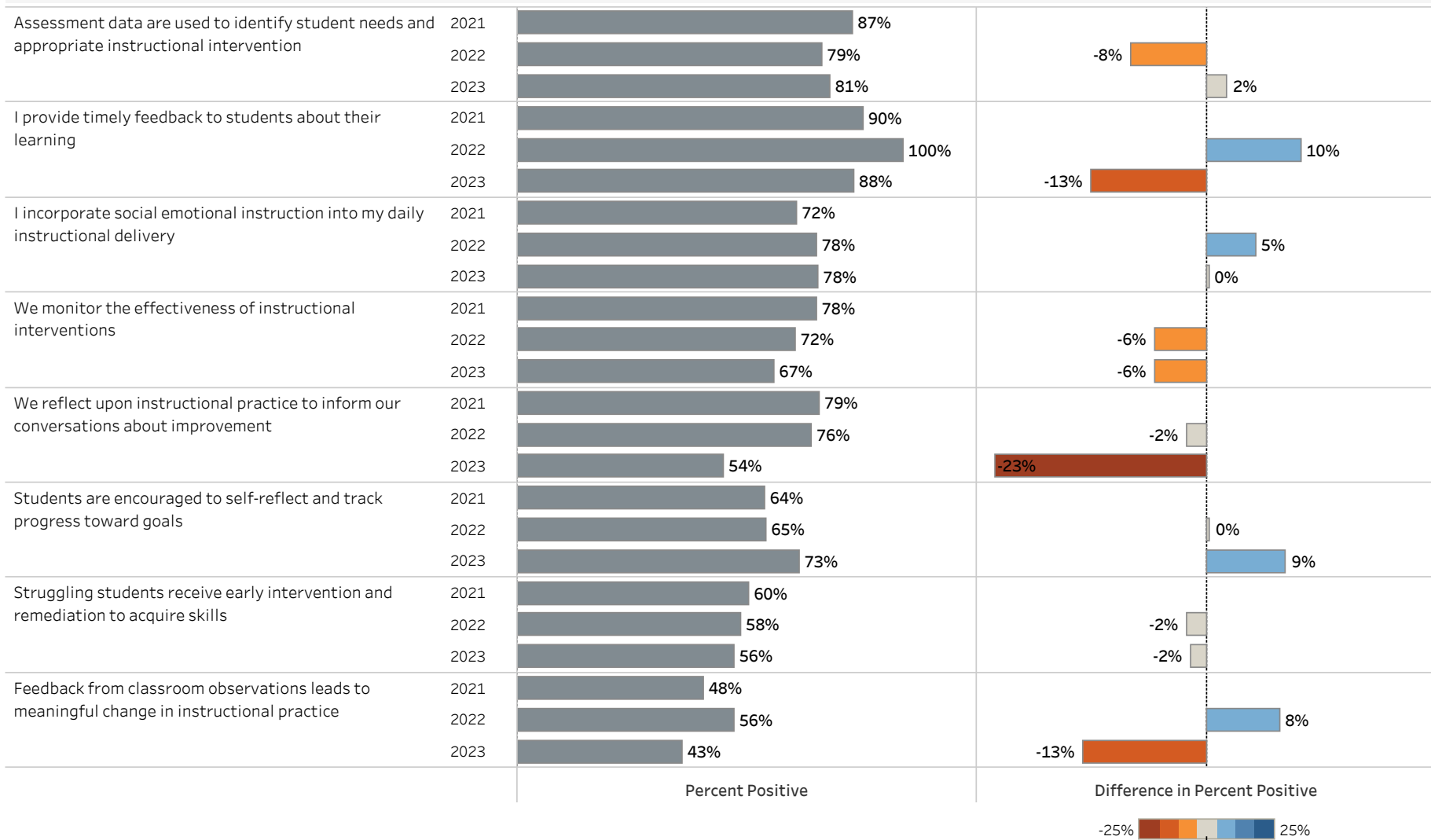
Fort Colville School



Frequent Monitoring of Teaching and Learning - LONGITUDINAL

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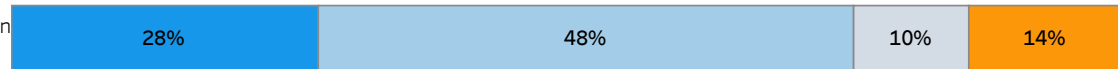
Questions answered by only Instructional Staff



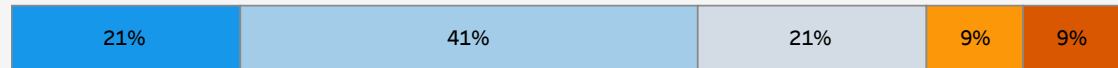
Focused Professional Development

Fort Colville School

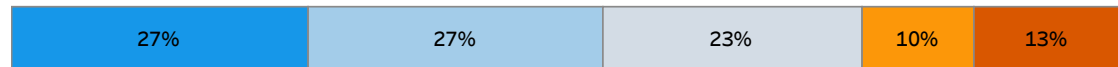
Our teachers engage in professional development activities to learn and apply new skills and strategies



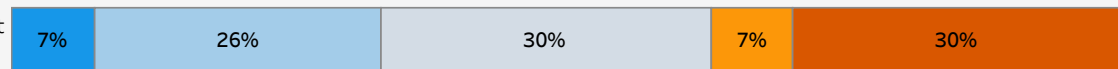
I receive training on instruction to support social emotional learning



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



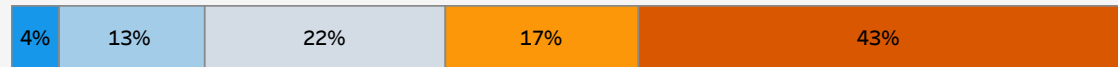
Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction



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



We talk about race and bigotry as a staff

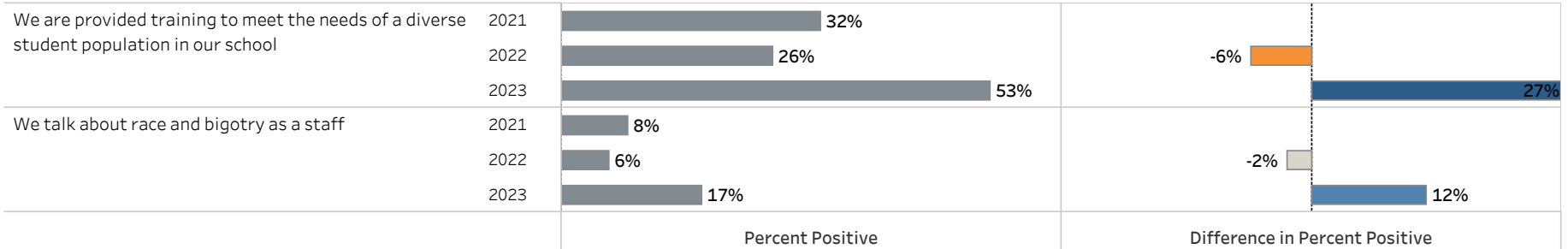


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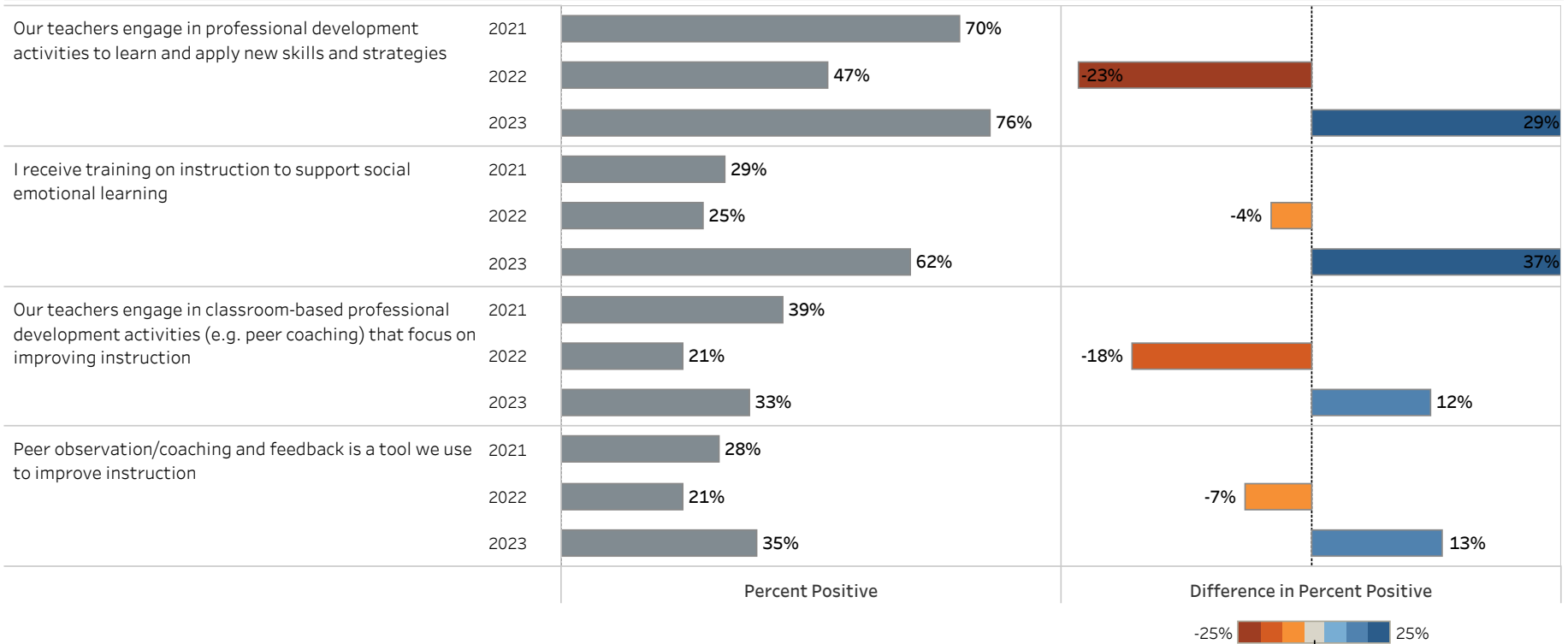
Focused Professional Development LONGITUDINAL

Fort Colville School

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



Questions answered by only Instructional Staff



Cultural Responsiveness

Fort Colville School

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



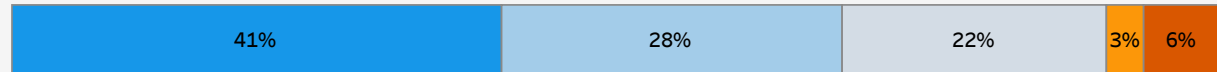
Staff at this school value and respect all students



This school communicates effectively with families of all cultures



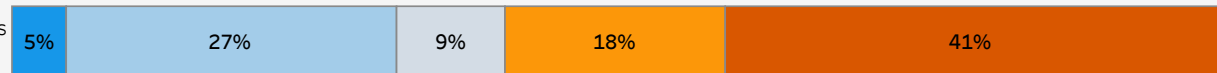
This school has effective equity practices for all



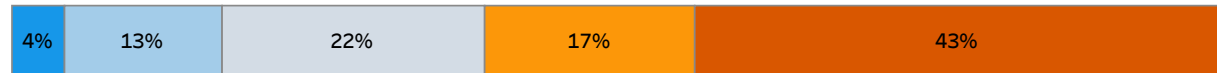
We are provided training to meet the needs of a diverse student population in our school



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



We talk about race and bigotry as a staff

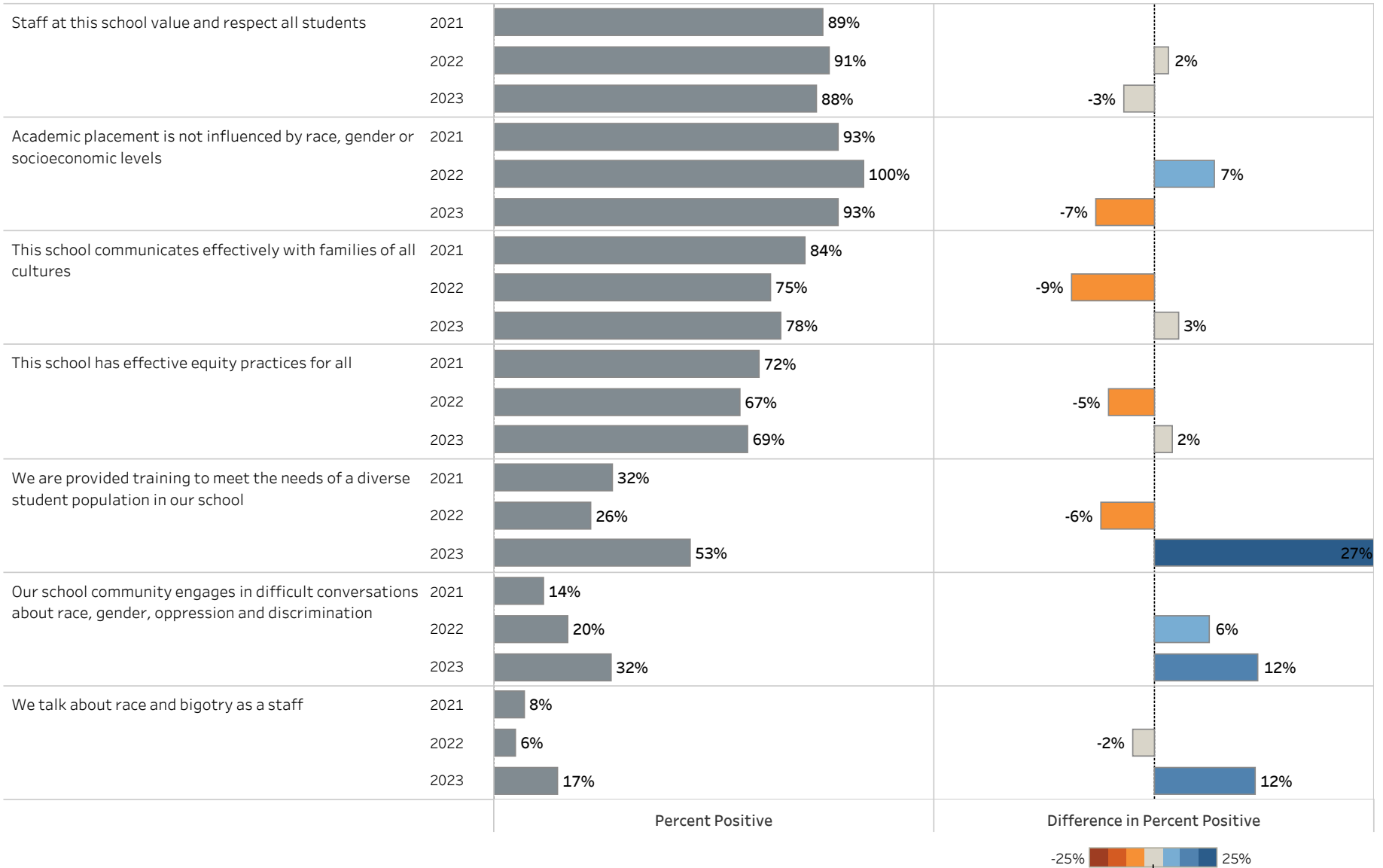


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Cultural Responsiveness - LONGITUDINAL

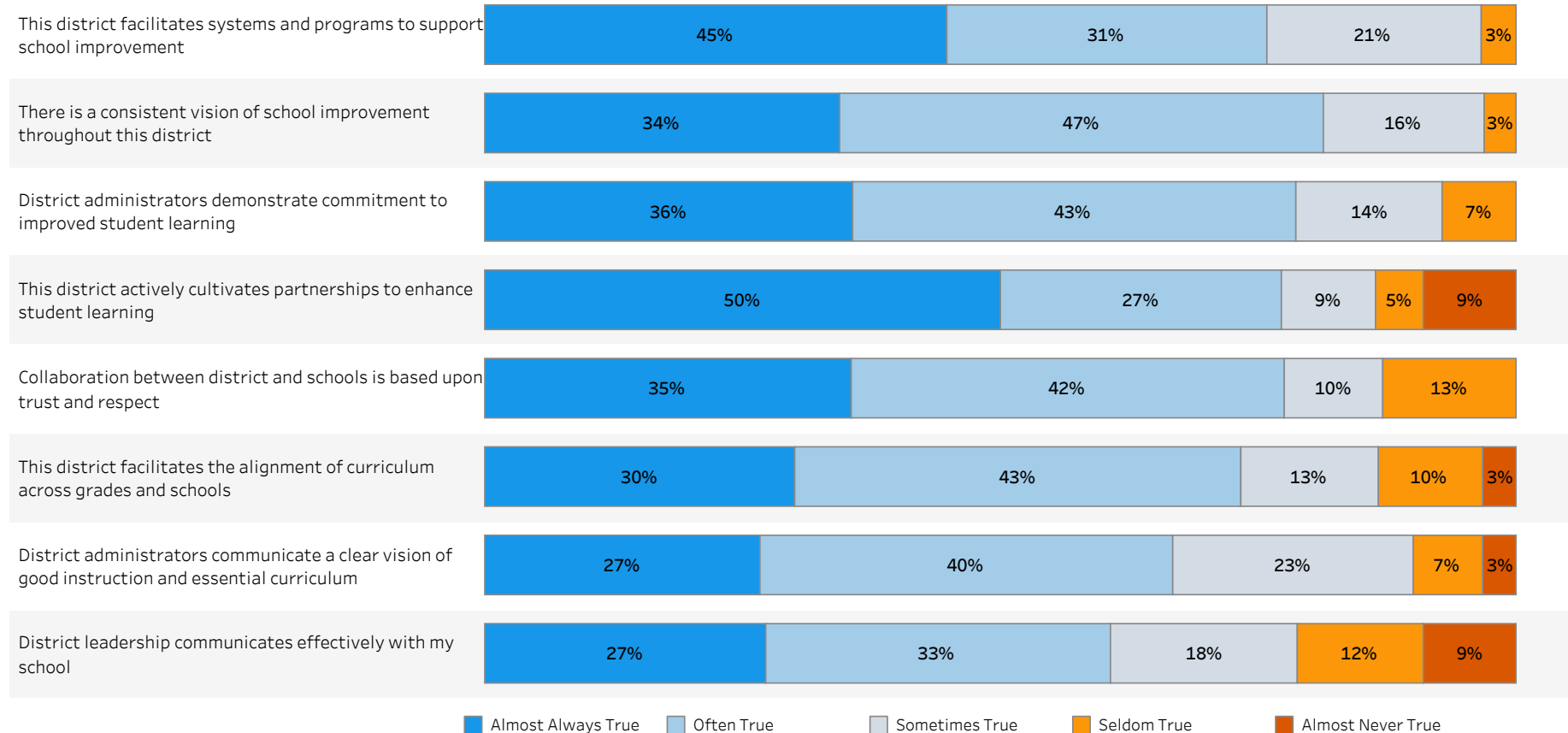
Fort Colville School

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District Support for Improvement

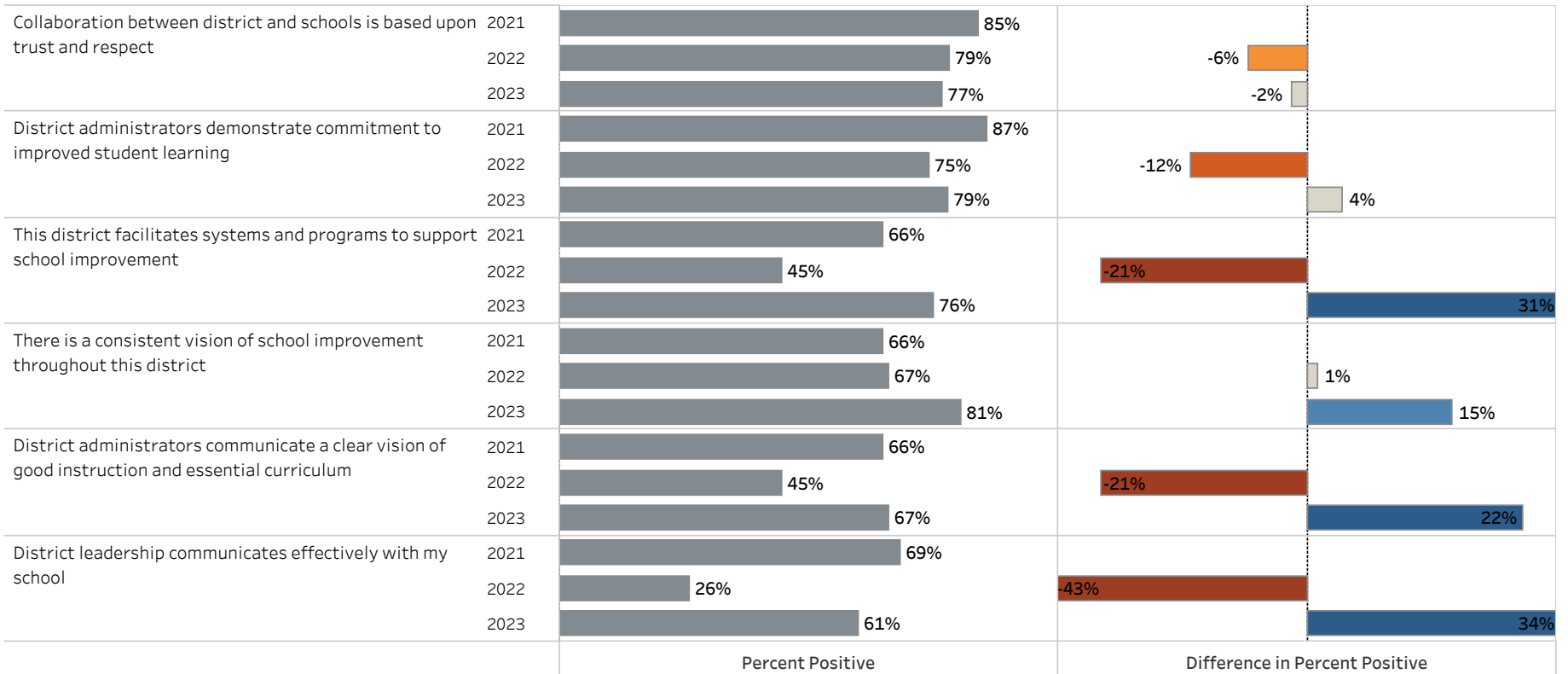
Fort Colville School



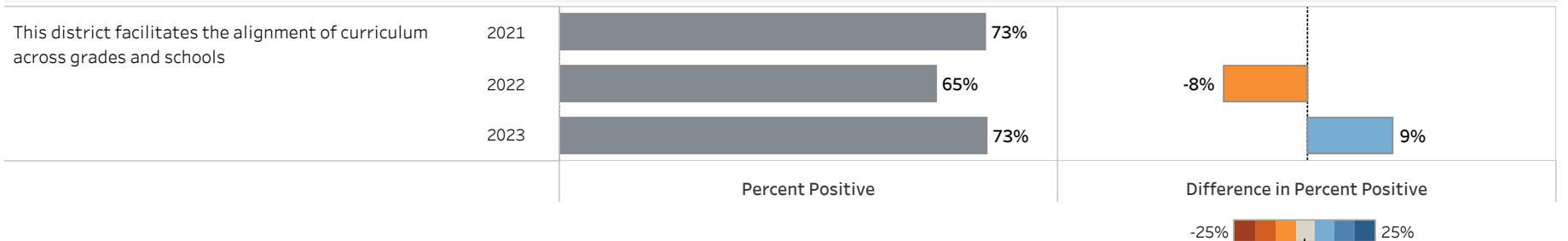
District Support for Improvement

Fort Colville School

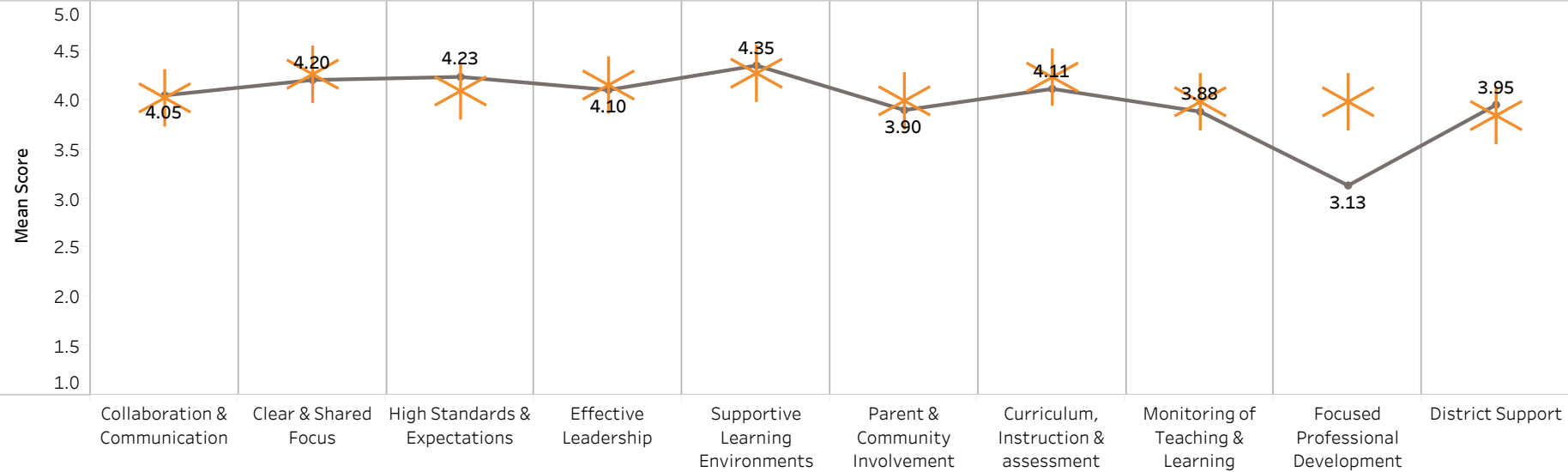
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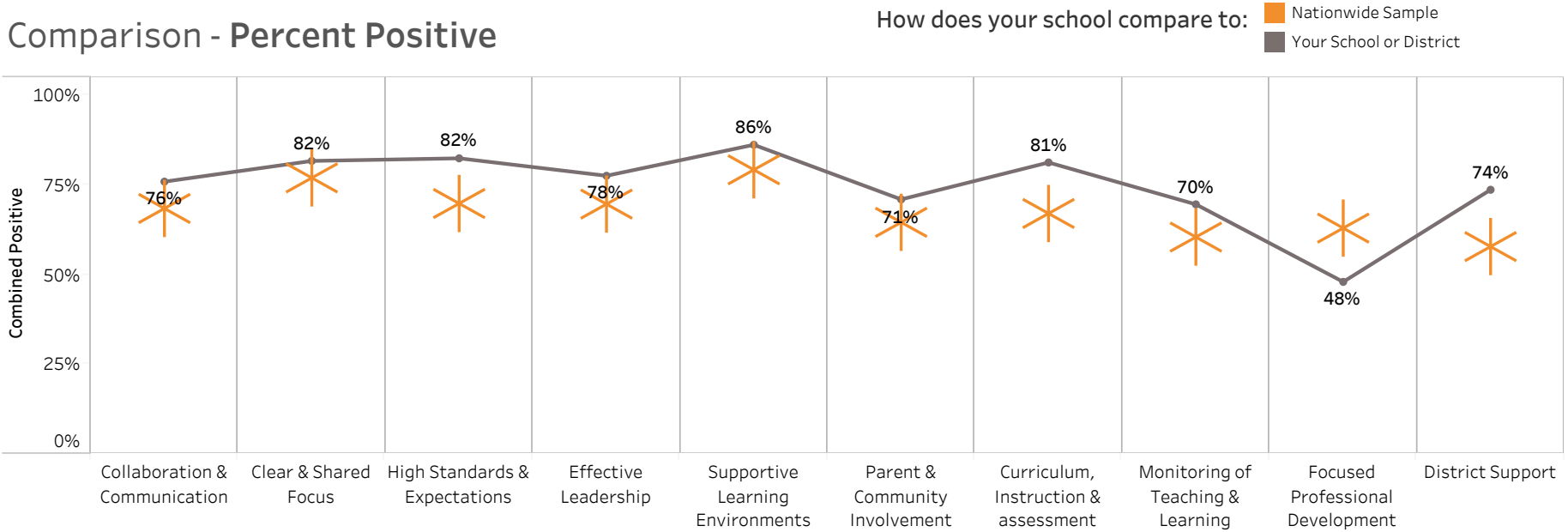
Questions answered by only Instructional Staff



Comparison - Mean Scores

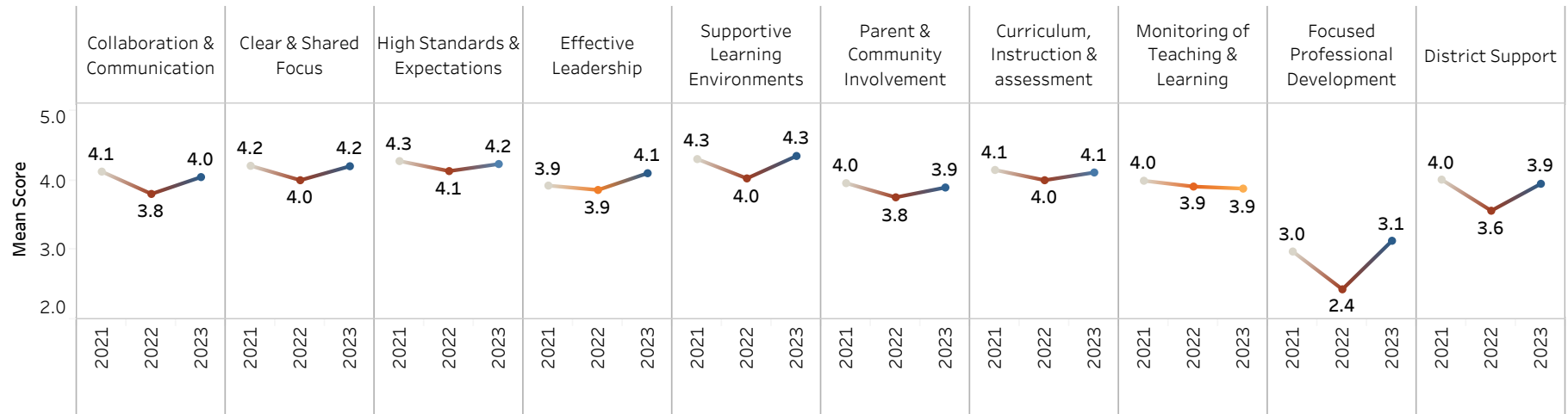


Comparison - Percent Positive



Comparison - Mean Scores LONGITUDINAL

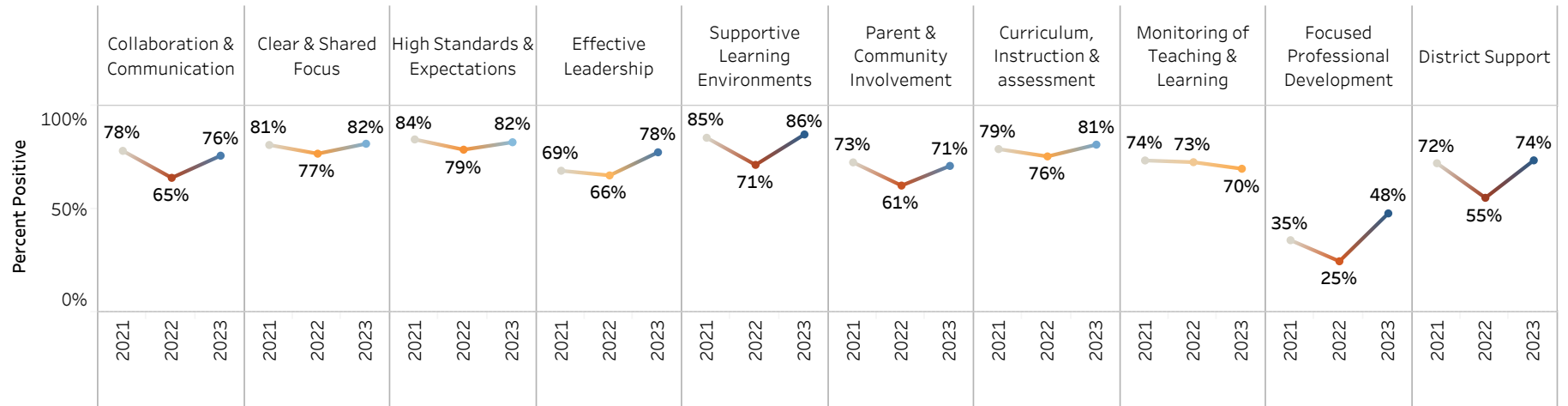
Fort Colville School



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.

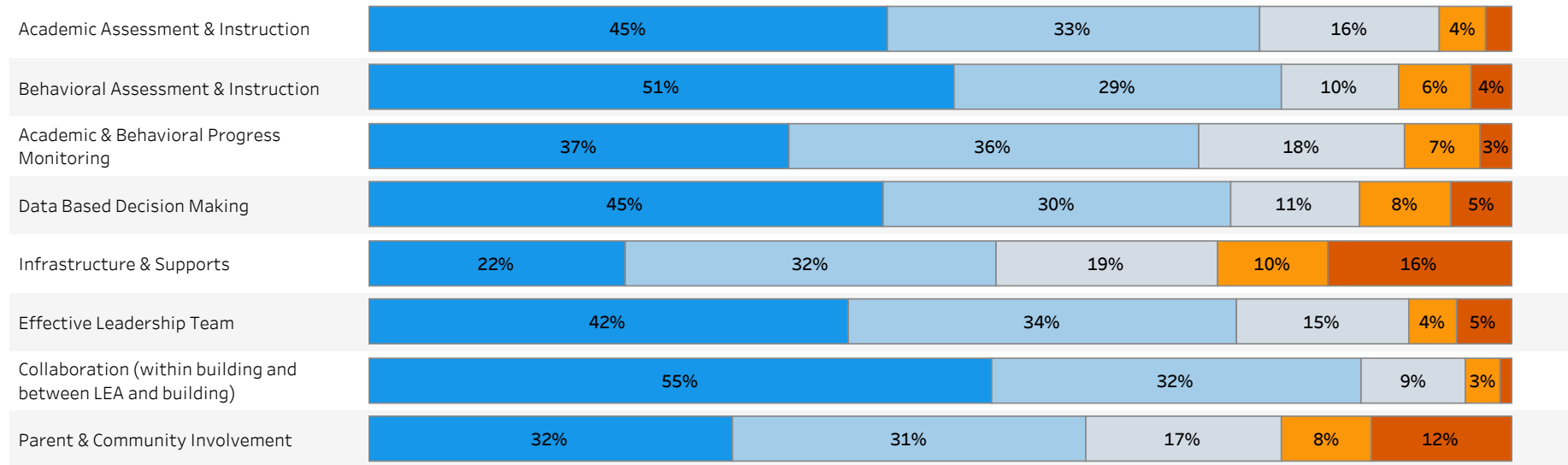
Comparison - Percent Positive LONGITUDINAL



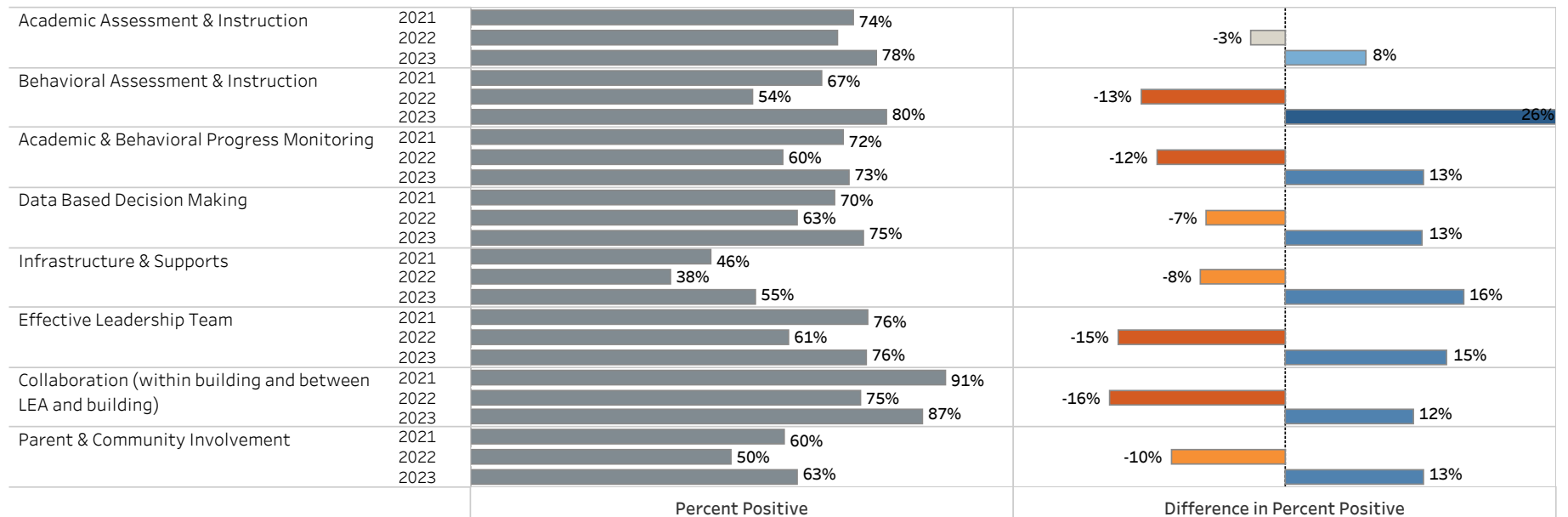
Difference in Percent Positive
-15% 15%

Multi-tiered System of Supports (MTSS)

Fort Colville School



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



Percent Positive

Difference in Percent Positive

-25% ■ ■ ■ ■ ■ 25%

MTSS: Academic Assessment & Instruction

Fort Colville School

All students at this school have access to research-based Tier I/Core academic curriculum and instruction or individually selected replacement curriculum



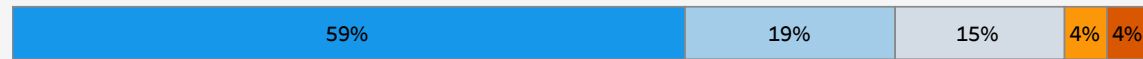
My instructional decisions are based on individualized needs or goals of a student



This school uses assessments aligned to standards and instruction



Specific Tier II and Tier III interventions are available for students at this school in both reading and math



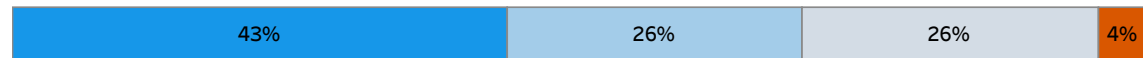
Common benchmark assessments are used to inform instruction



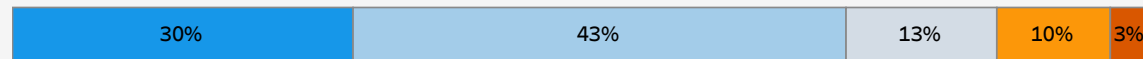
Students at this school are provided the needed academic interventions independent of any program designations or categories



This school regularly utilizes flexible student groupings to maximize student engagement



This district facilitates the alignment of curriculum across grades and schools



Struggling students receive early intervention and remediation to acquire skills



Instruction is personalized to meet the needs of each student

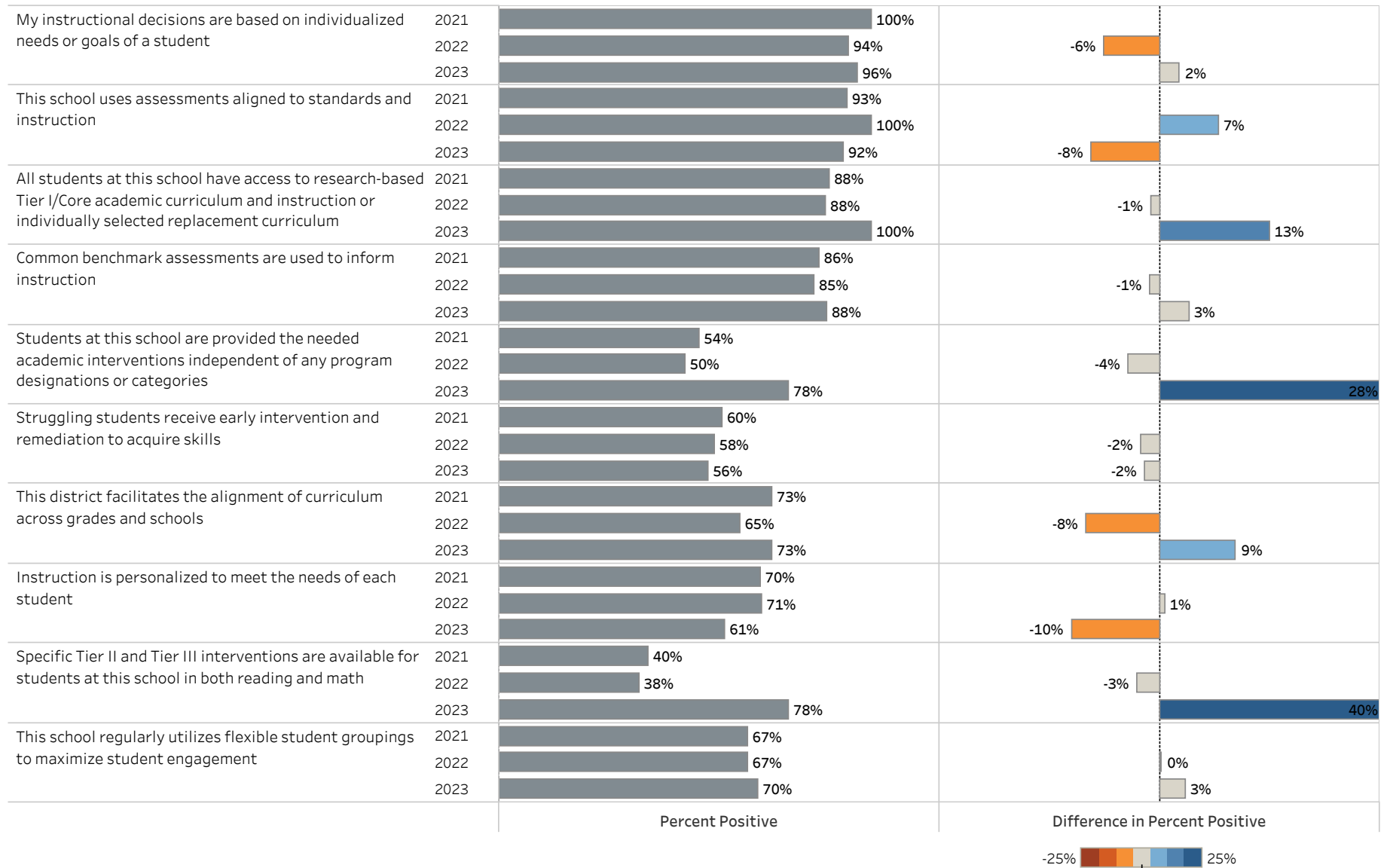


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MTSS: Academic Assessment & Instruction

LONGITUDINAL

Fort Colville School



MTSS: Behavioral Assessment & Instruction

Fort Colville School

This school has a Tier I/Core behavioral program for all students that includes behavioral expectations, recognitions and positive consequence systems



The development of students' social emotional learning enhances the learning environment in our classrooms



This school has a measurement and tracking system in place for progress on improving student behavior



I incorporate social emotional instruction into my daily instructional delivery



This school provides specific behavioral interventions in varying intensities based upon individual student need



Students at this school are provided the needed behavioral interventions independent of any program designations or categories



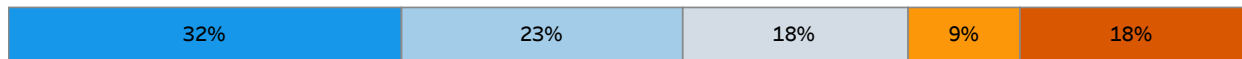
I understand instructional strategies to support social emotional learning objectives



This school utilizes data-based behavioral intervention plans with input from families and/or students



Common benchmark assessments for behavior are used to inform instruction and interventions

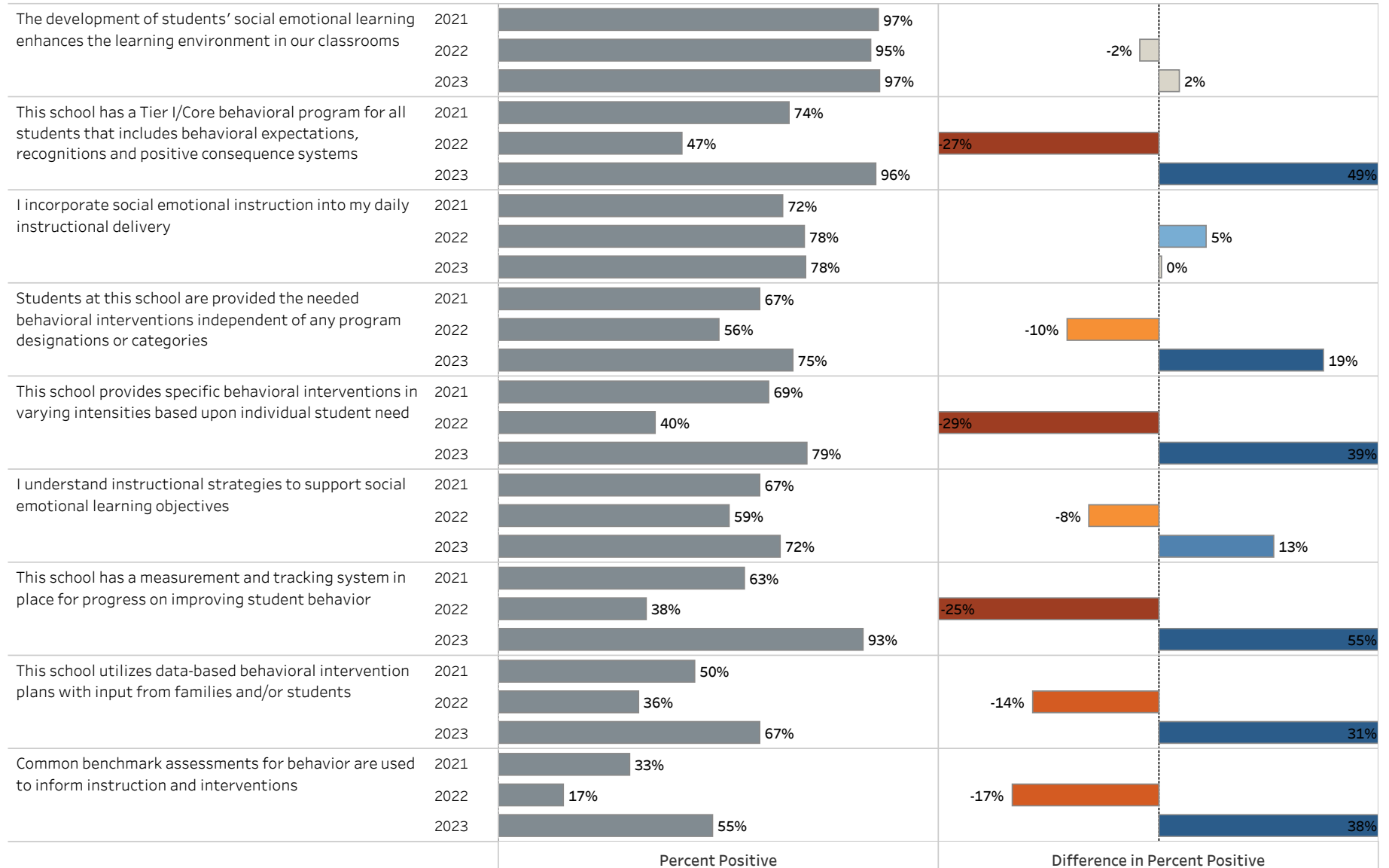


■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True
 ■ Almost Never True

MTSS: Behavioral Assessment & Instruction

LONGITUDINAL

Fort Colville School



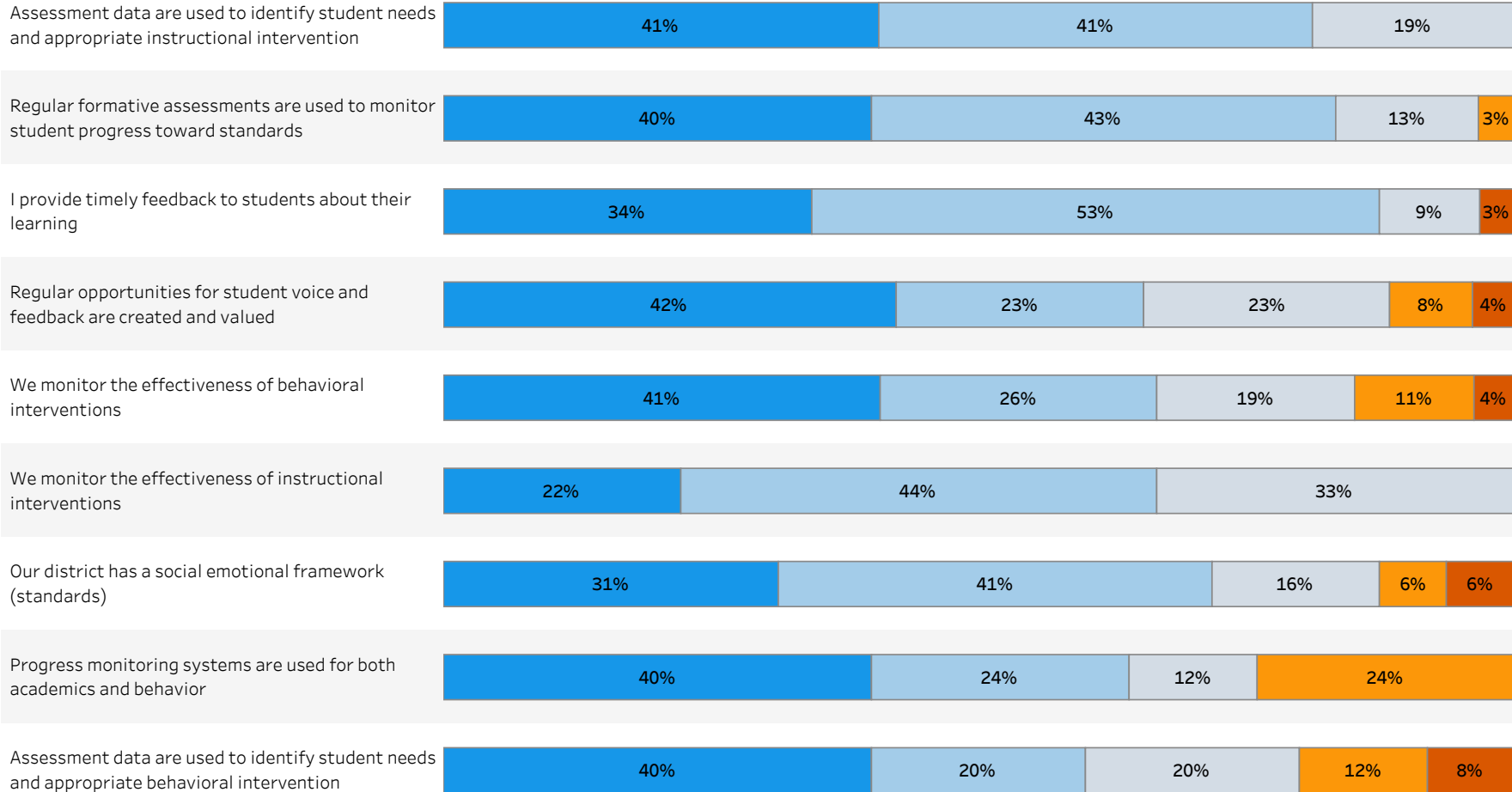
Percent Positive

Difference in Percent Positive

-25% 25%

MTSS: Academic & Behavioral Progress Monitoring

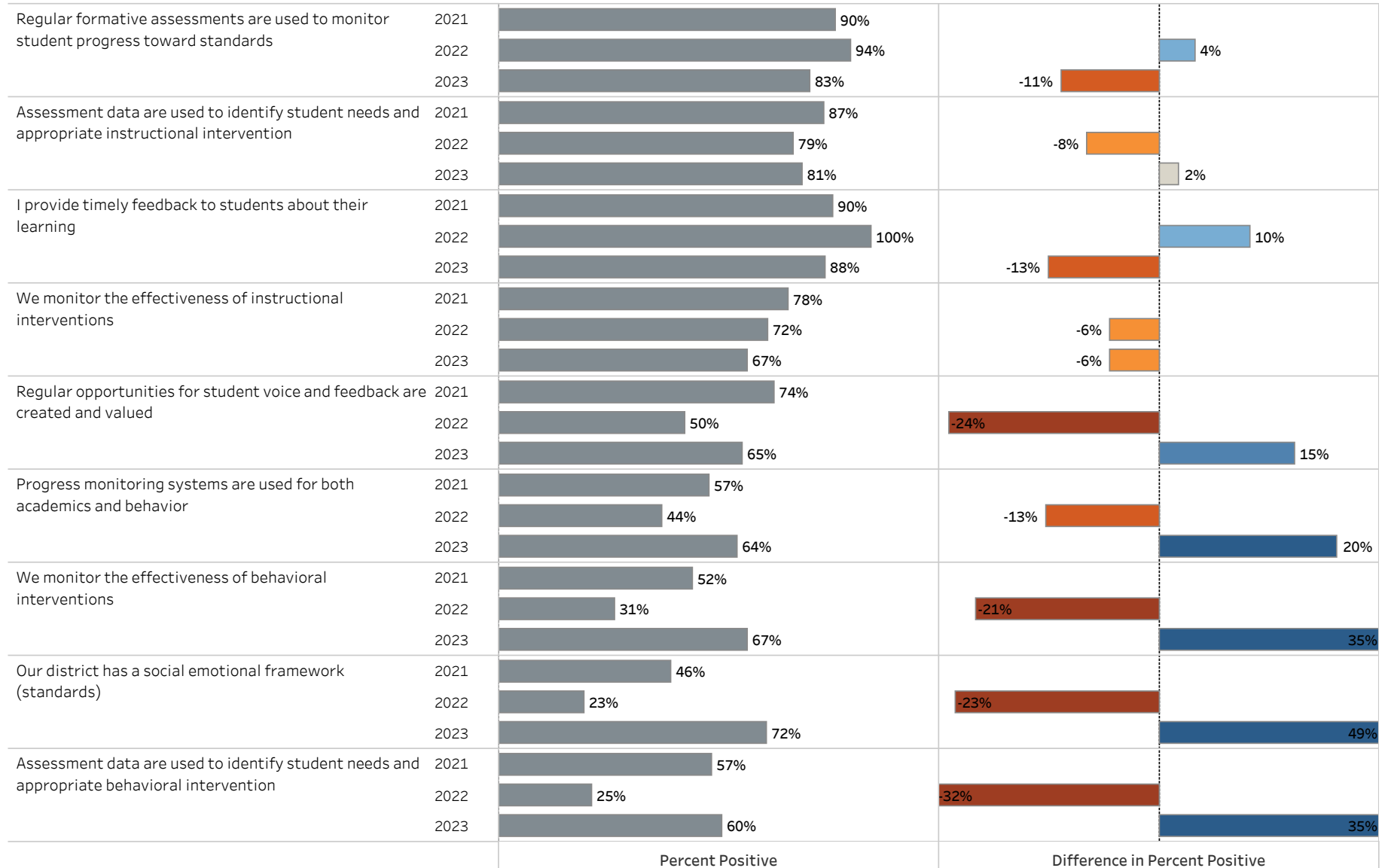
Fort Colville School



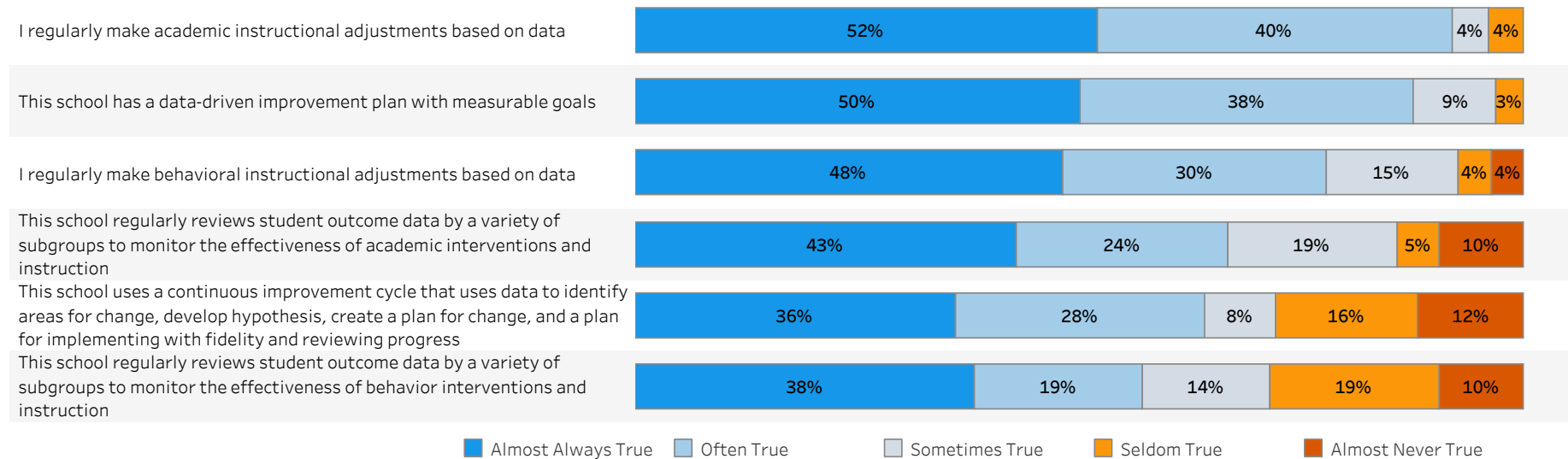
MTSS: Academic & Behavioral Progress Monitoring

LONGITUDINAL

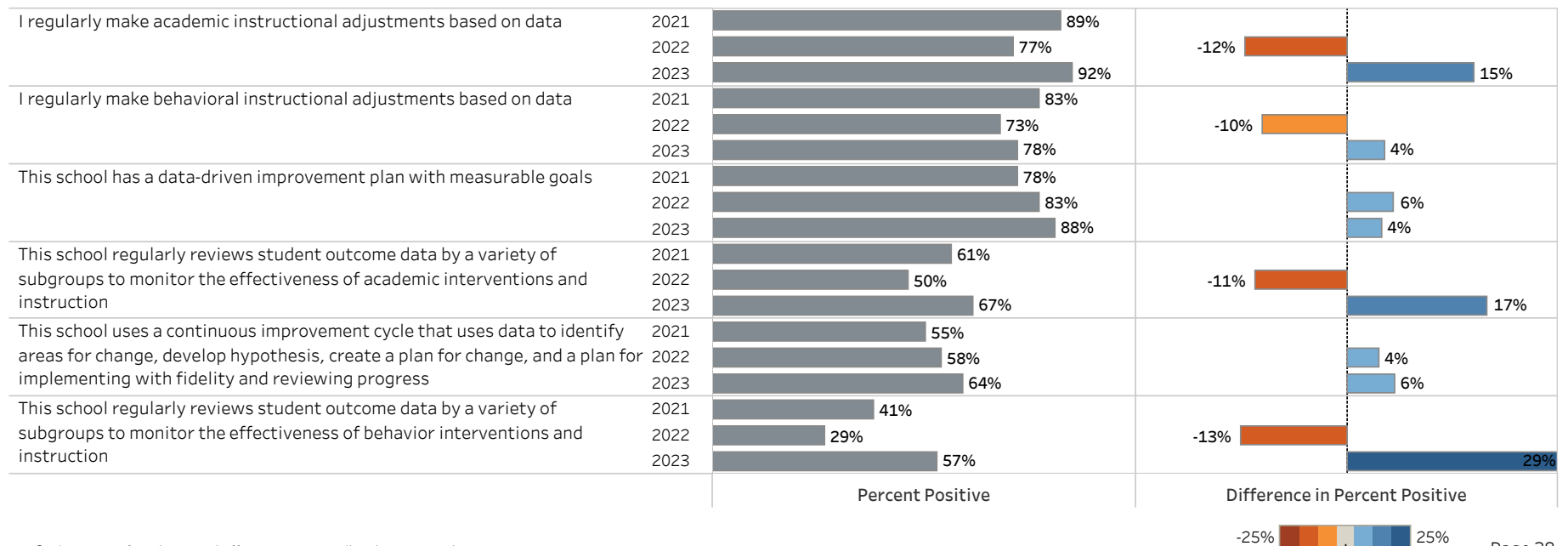
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MTSS: Data Based Decision Making

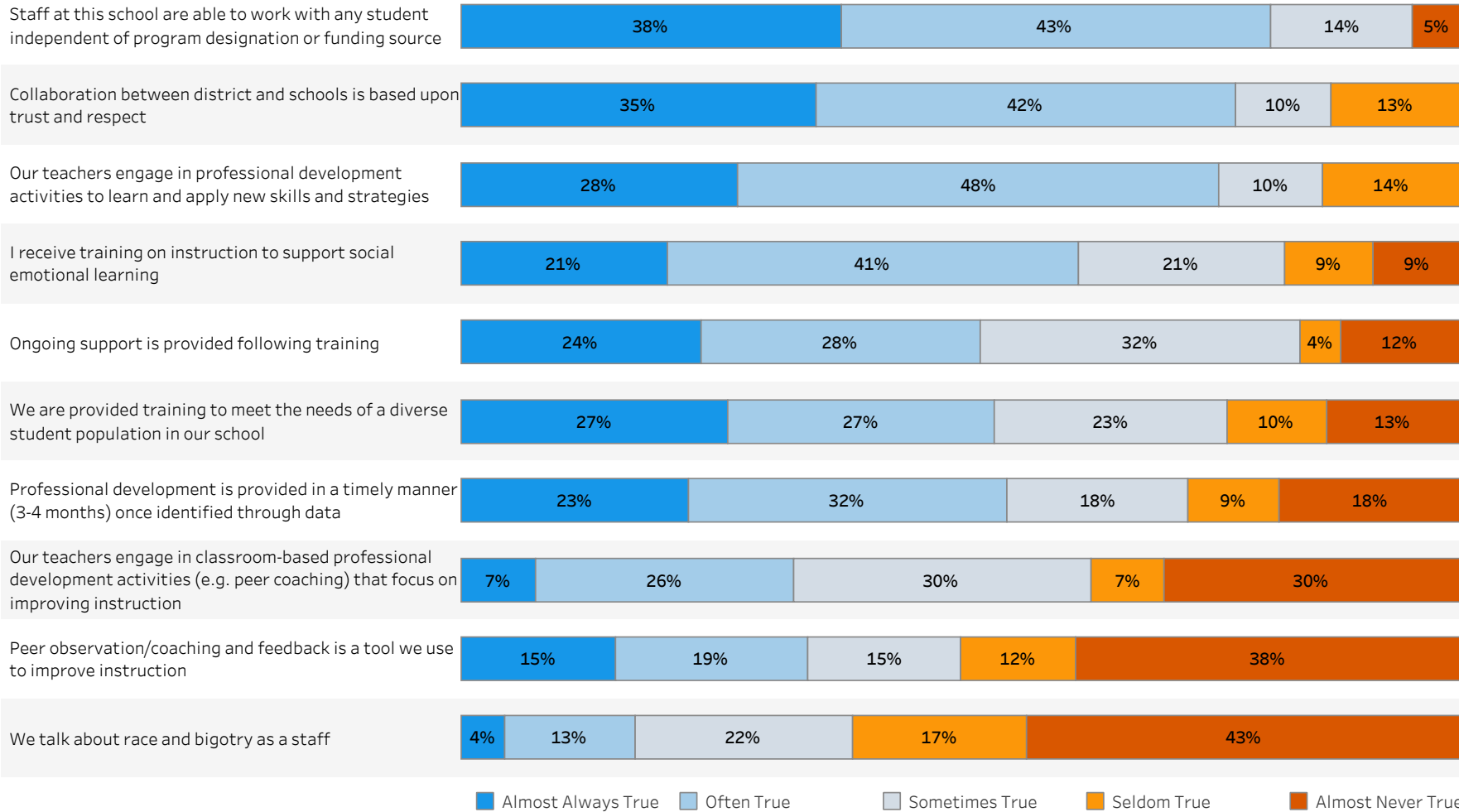


MTSS: Data Based Decision Making LONGITUDINAL



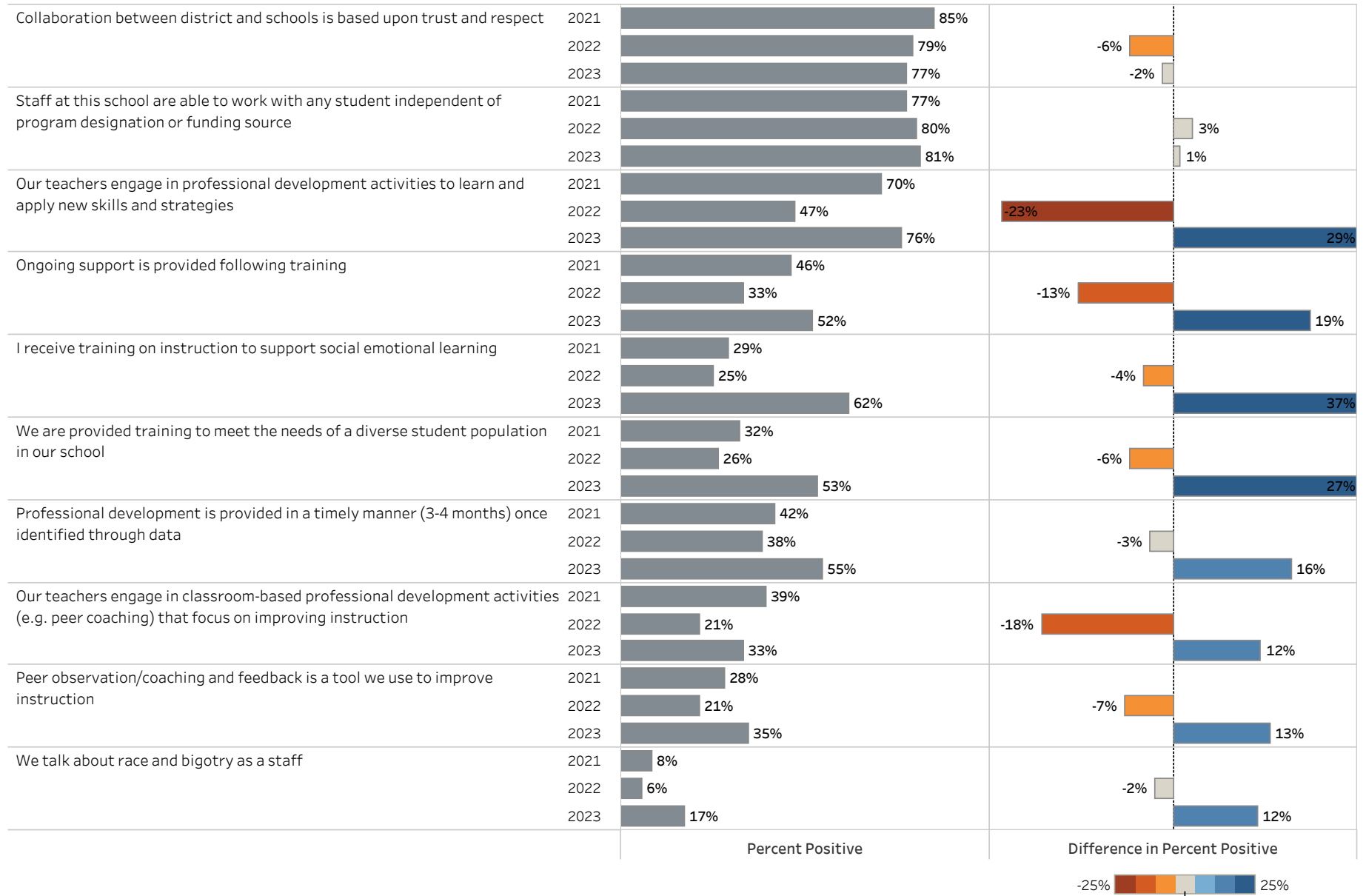
MTSS: Infrastructure & Supports

Fort Colville School



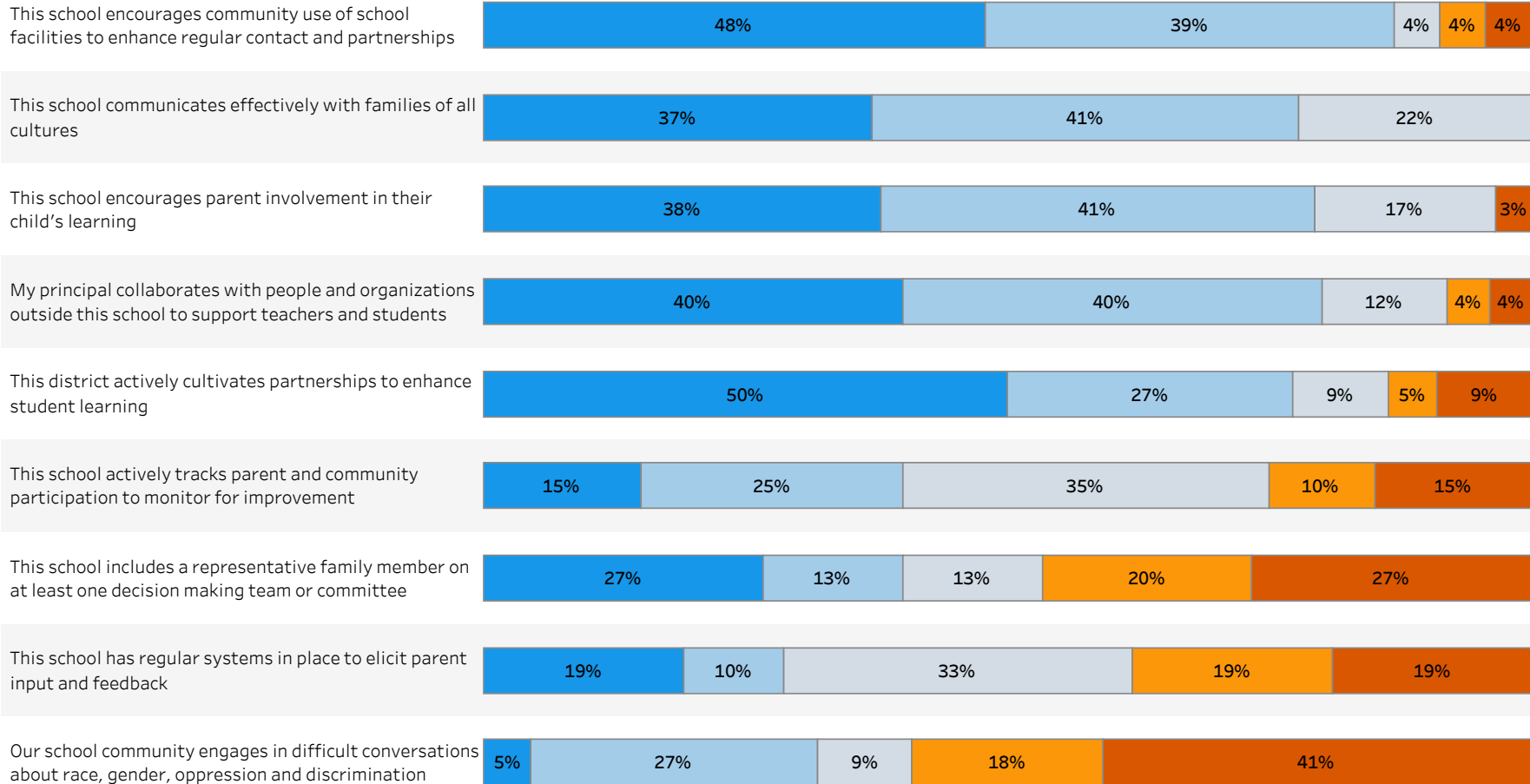
MTSS: Infrastructure & Supports LONGITUDINAL

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MTSS: Parent & Community Involvement

Fort Colville School



MTSS: Parent & Community Involvement LONGITUDINAL

Fort Colville School

