

Educational Effectiveness Survey™

c|e|e
The Center for Educational Effectiveness

Characteristics of High Performing Schools

Student Primary Edition v4

Fort Colville School

Colville School District

2021

N=87

2022

N=102

2023

N=107





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.

Introduction

Educational Effectiveness Survey, Student Primary version

Since 2003, the Center for Educational Effectiveness (CEE) has surveyed students in grades 4-12 or 5-12 to gather their perceptions of the presence of Characteristics of High Performing Schools and report those perceptions to district and school leadership. Those data would then be used to inform decisions for improvement of the learning environment and academic achievement for students. Recently, CEE has been asked by several educational leaders to survey primary-level students in addition to grades 4-12. Because the current EES Student survey is not appropriate for the cognitive or awareness level of the primary student, this EES Student Primary edition survey was created for students in grades K-3.

This survey brings together a sub-set of questions from EES Student and Social Emotional Learning. In many instances, the question wording had to be changed to be cognitive-level appropriate and/or awareness appropriate. It is assumed that for the level of students where reading skills are not adequate, the teacher will read the questions to the students.

This report is divided into Characteristics of High Performing Schools and Social Emotional Learning. Those categories are:

Characteristics of High Performing Schools

1. Safe School Environment
2. Belonging and Identity
3. Supportive Environment

Social Emotional Learning

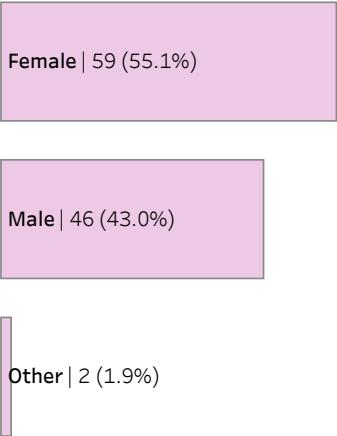
1. Self-Awareness
2. Self-Management
3. Self-Efficacy
4. Social Awareness
5. Social Engagement
6. Social Management

CEE's primary concern is that this report be useful and informative in stimulating conversation. If you require any additional assistance in using your report, please contact us at info@effectiveness.org.

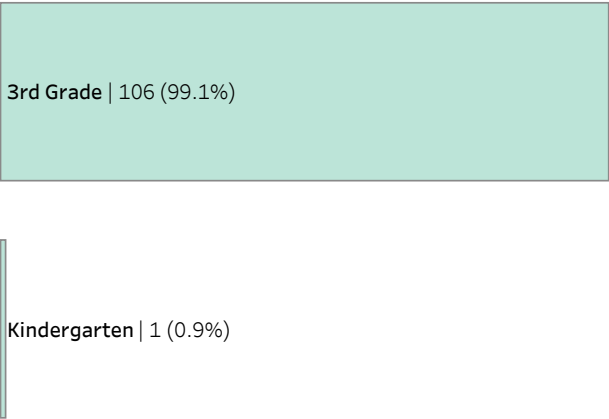
Demographics

Fort Colville School

Gender

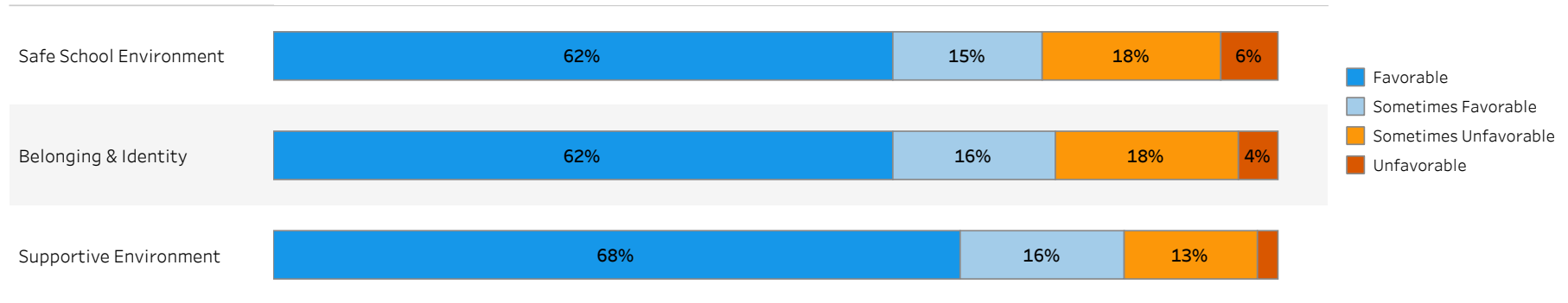


Primary Grade

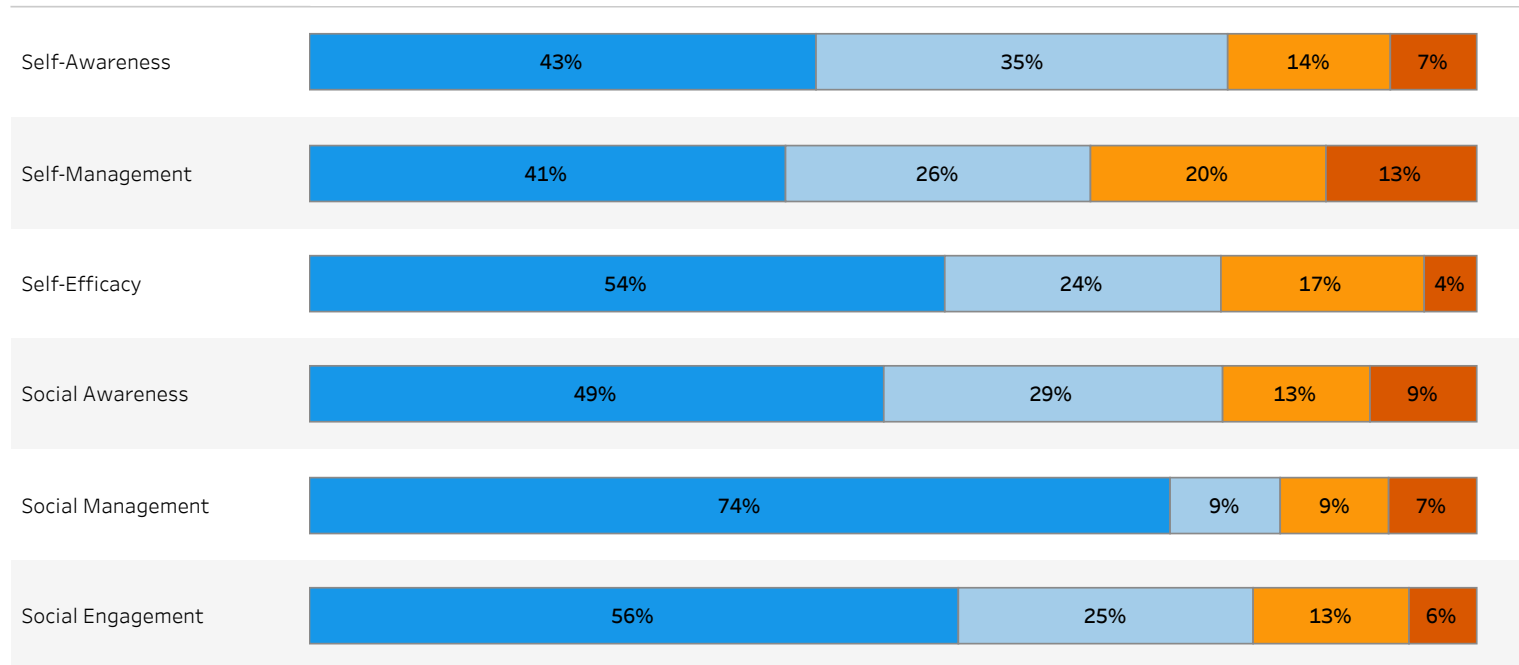


Characteristics of High Performing Schools

Fort Colville School



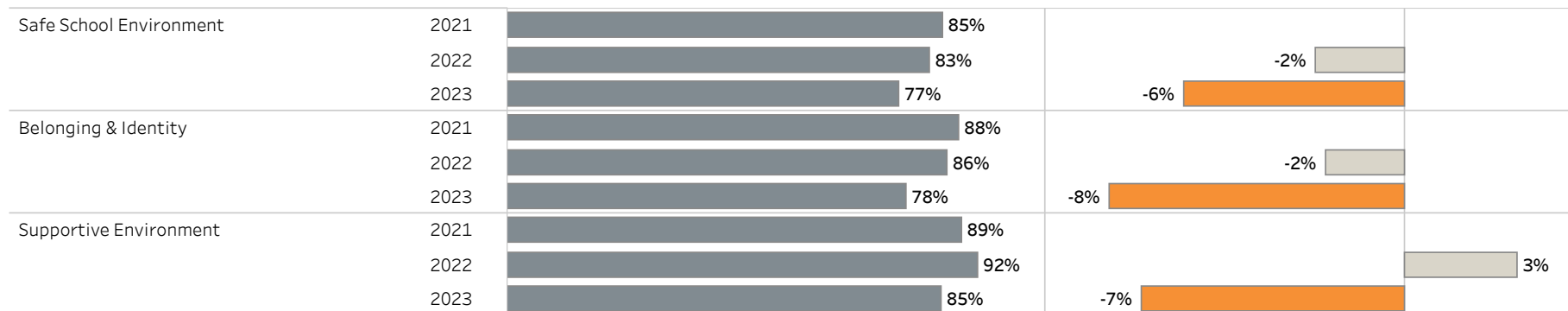
Social Emotional Learning



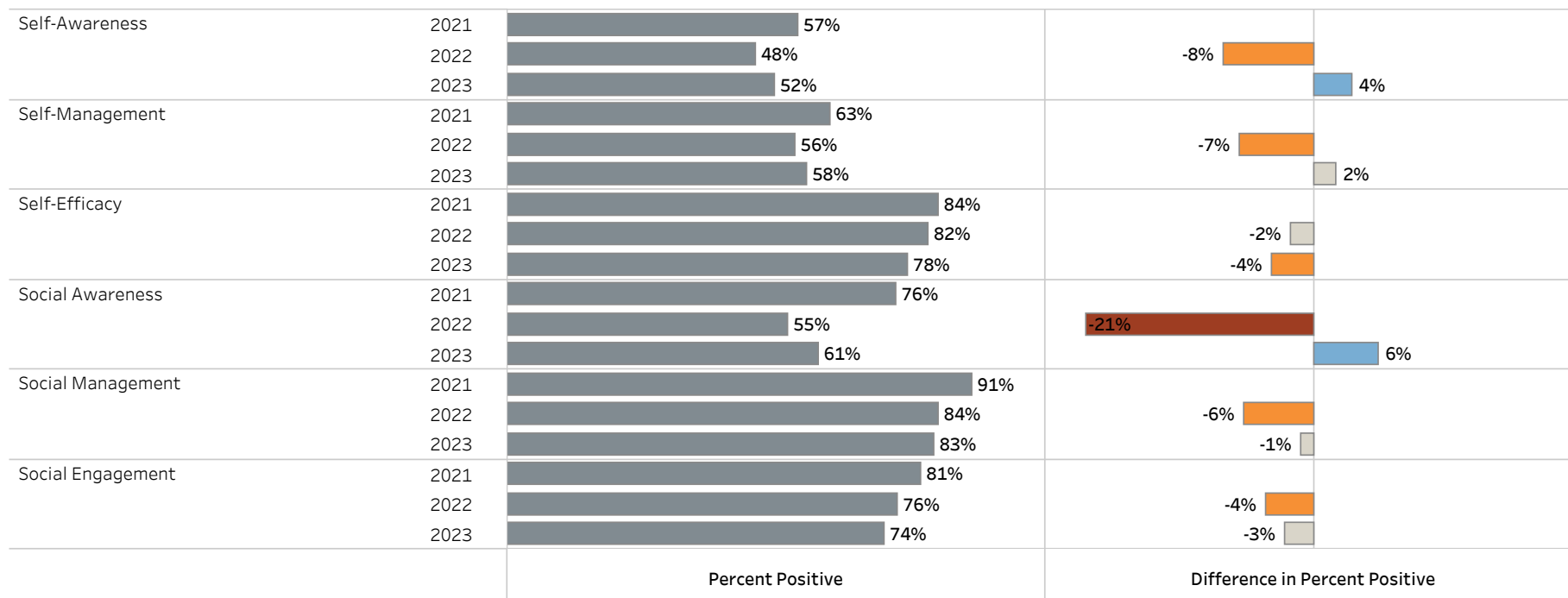
Characteristics of High Performing Schools

LONGITUDINAL

Fort Colville School



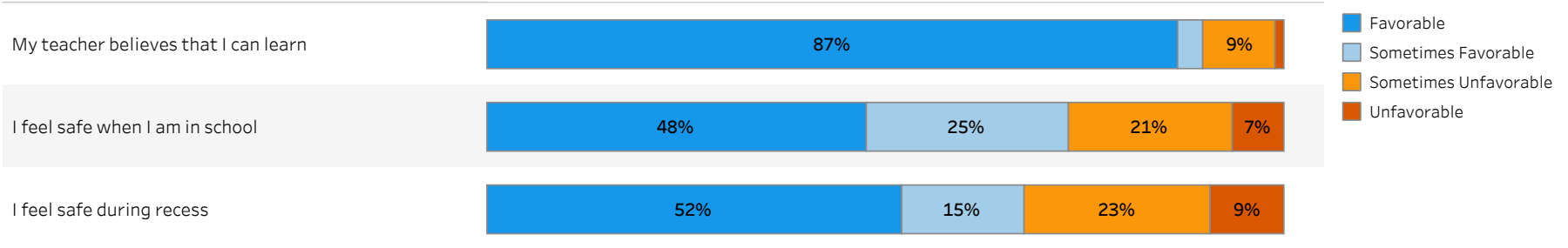
Social Emotional Learning LONGITUDINAL



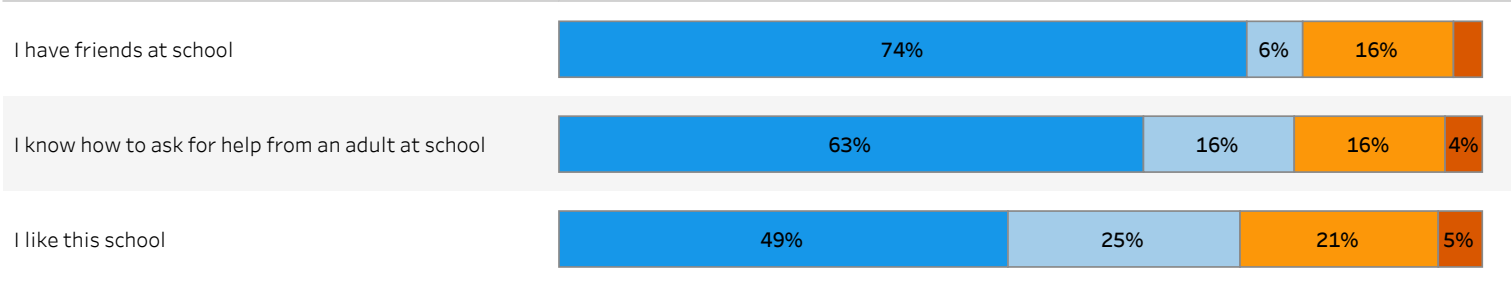
Characteristics of High Performing Schools

Fort Colville School

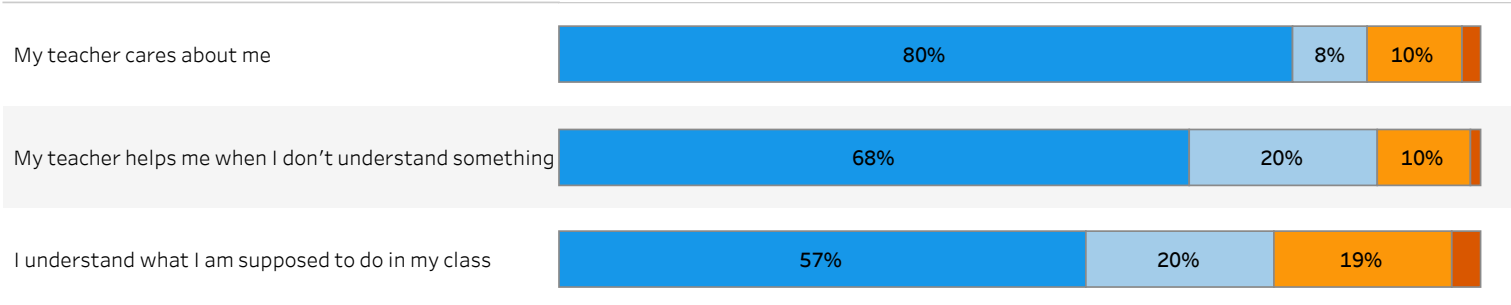
Safe School Environment



Belonging and Identity



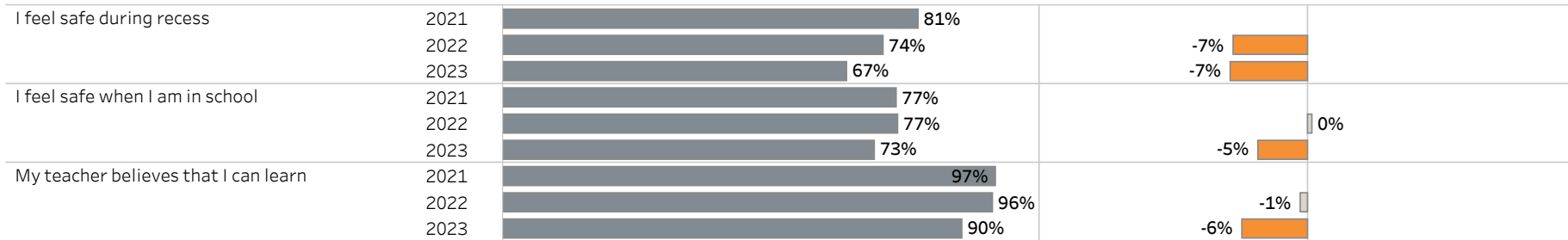
Supportive Environment



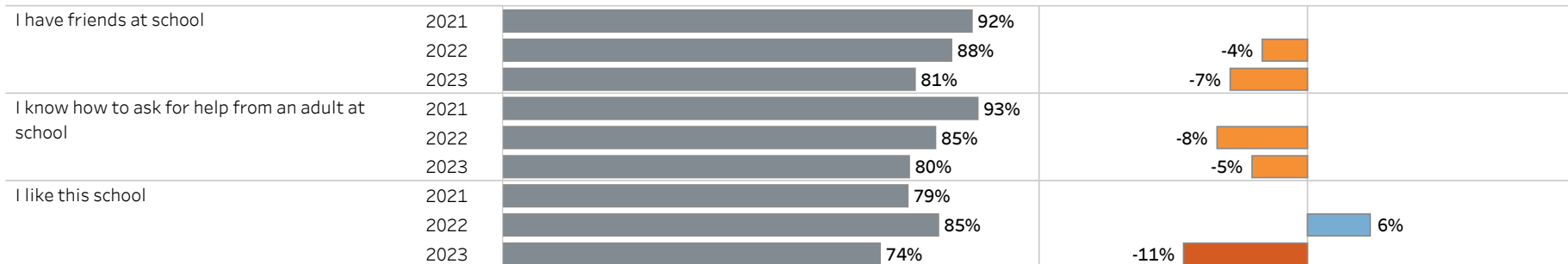
Characteristics of High Performing Schools

LONGITUDINAL

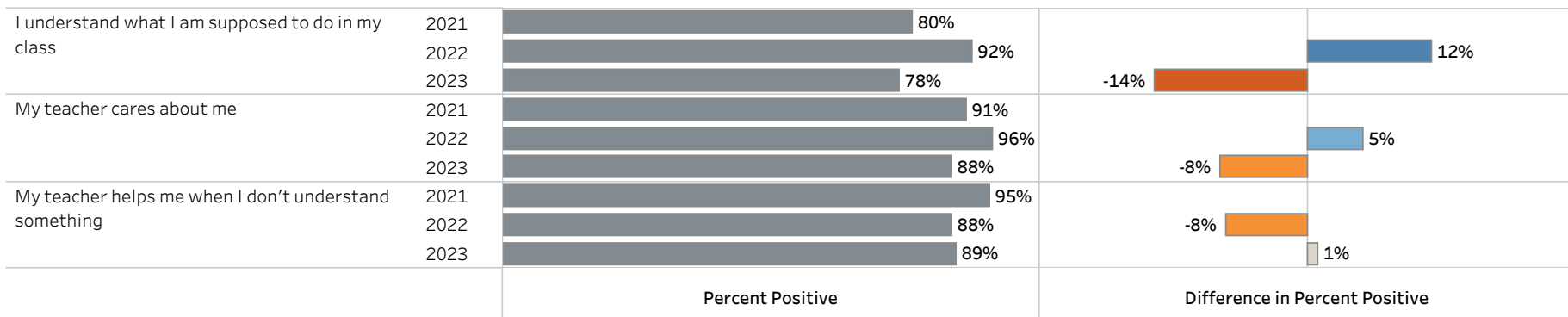
Safe School Environment



Belonging and Identity



Supportive Environment



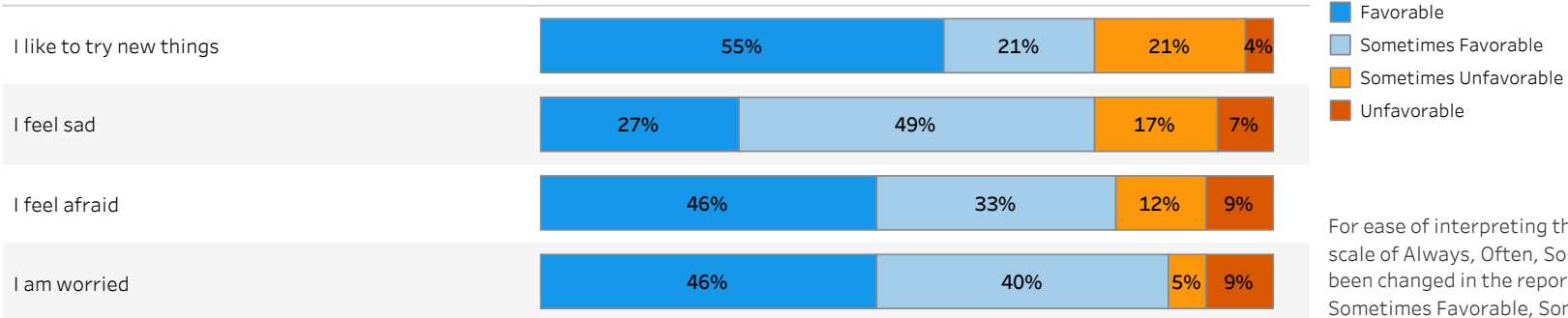
Percent Positive

Difference in Percent Positive

Social Emotional Learning - Part 1

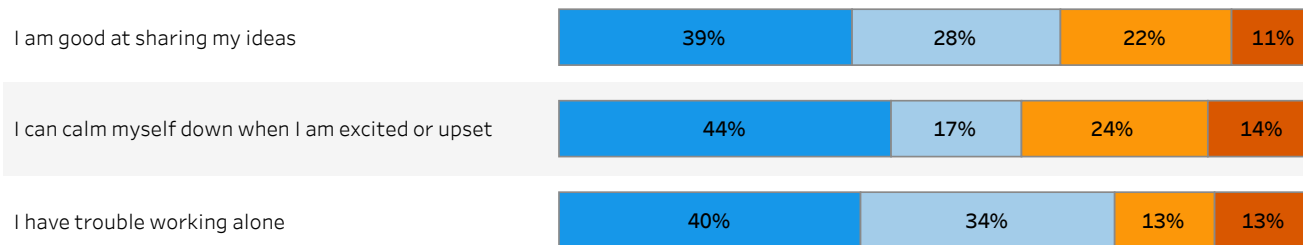
Fort Colville School

Self-Awareness



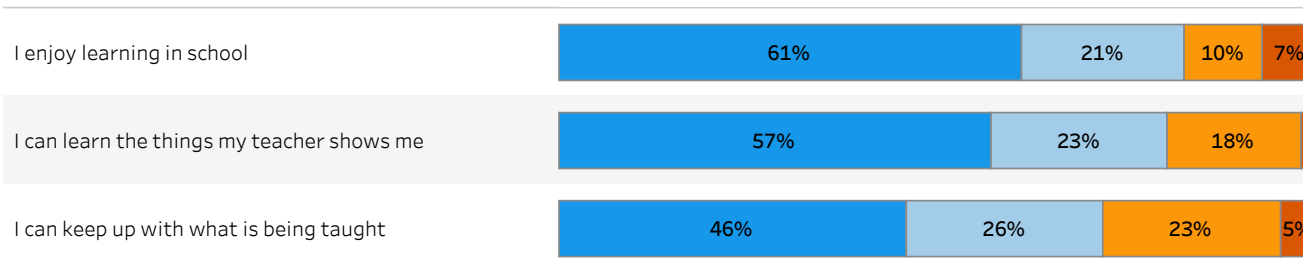
For ease of interpreting the results, the survey scale of Always, Often, Sometimes, Never, has been changed in the report to Favorable, Sometimes Favorable, Sometimes Unfavorable and Unfavorable.

Self-Management



Some questions in the Primary survey use a negative scale, e.g., the answers to "I feel sad" are Always=Negative or Never=Positive where most questions are stated positive (Always=Positive or Never=Negative). All negative question scales have been reversed for consistency.

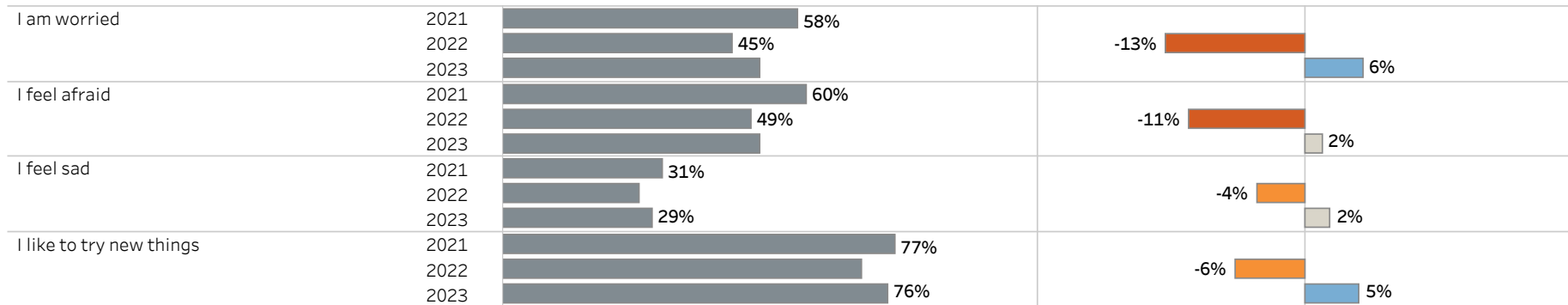
Self-Efficacy



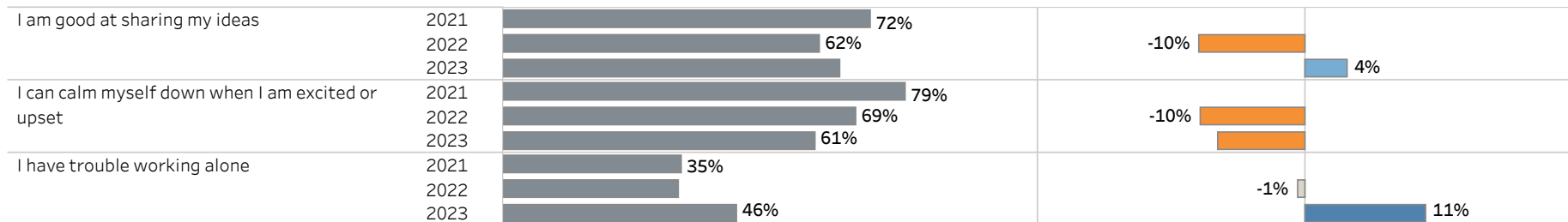
Social Emotional Learning - Part 1

LONGITUDINAL

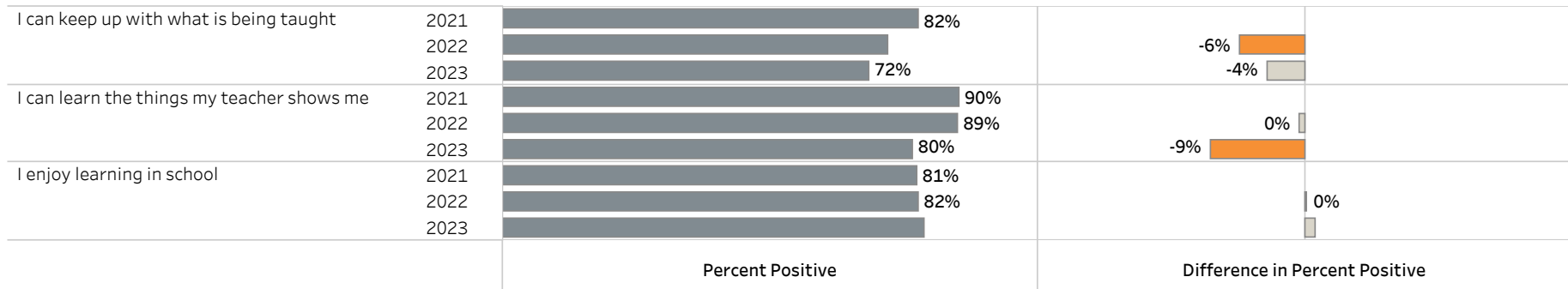
Self-Awareness



Self-Management



Self-Efficacy

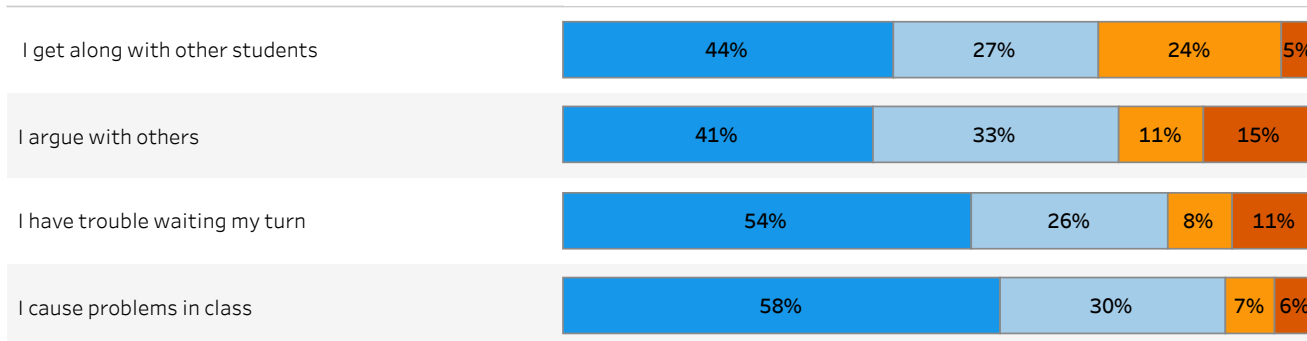


Percent Positive

Difference in Percent Positive

Social Emotional Learning - Part 2

Social Awareness



■ Favorable
 ■ Sometimes Favorable
 ■ Sometimes Unfavorable
 ■ Unfavorable

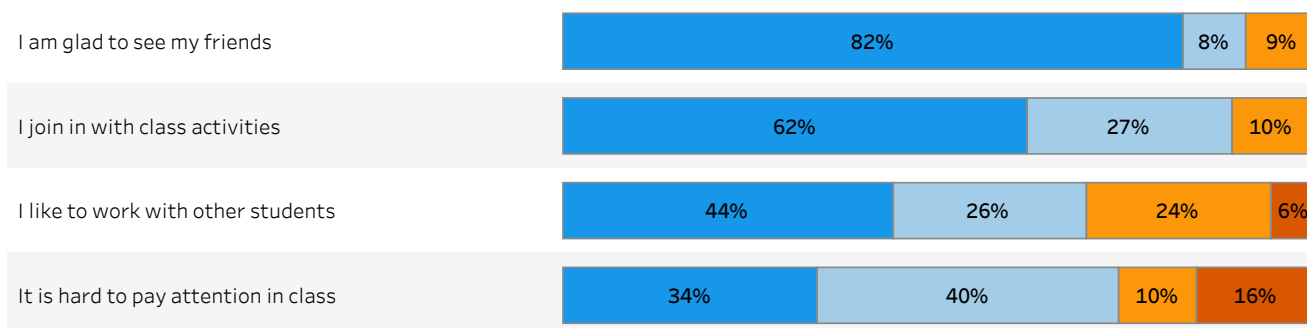
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Social Management



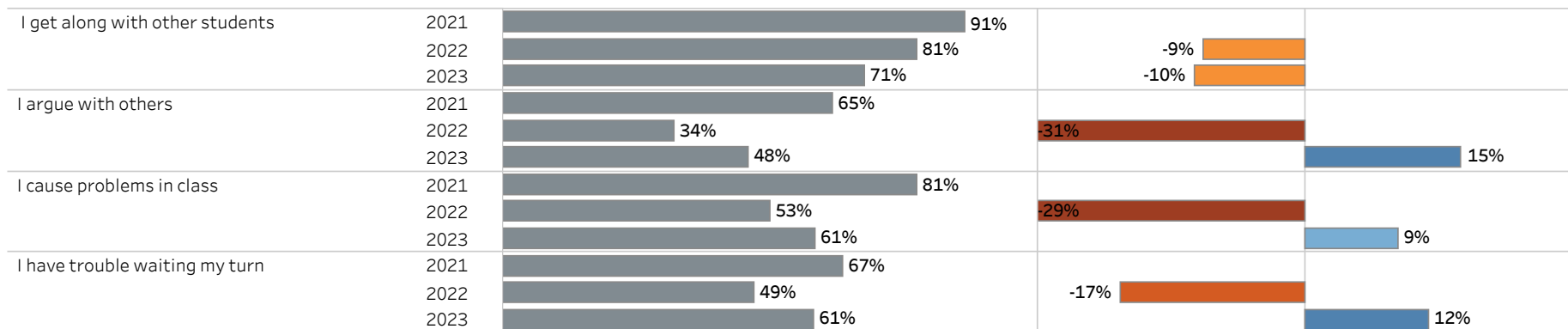
Social Engagement



Social Emotional Learning - Part 2

LONGITUDINAL

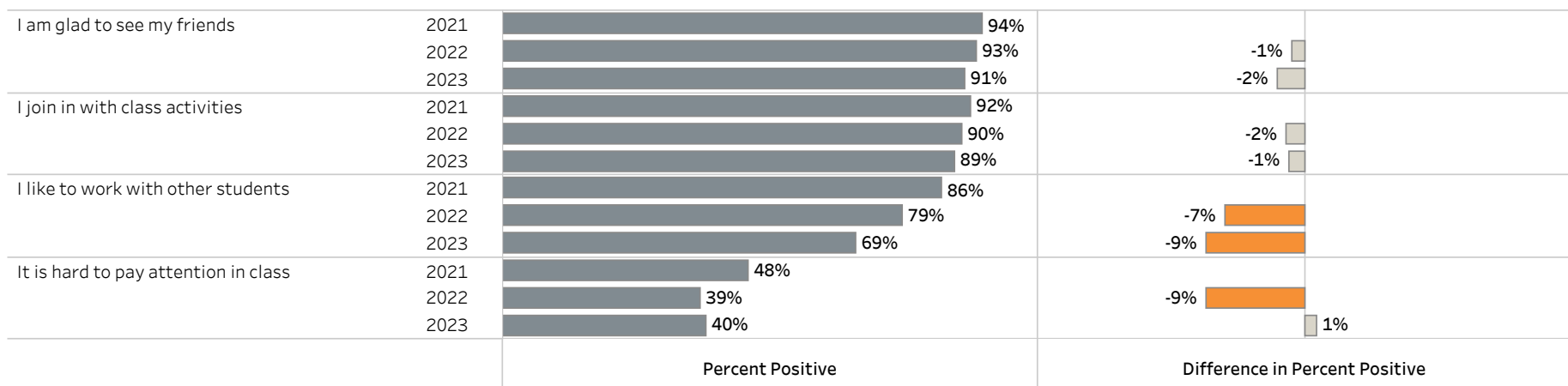
Social Awareness



Social Management



Social Engagement

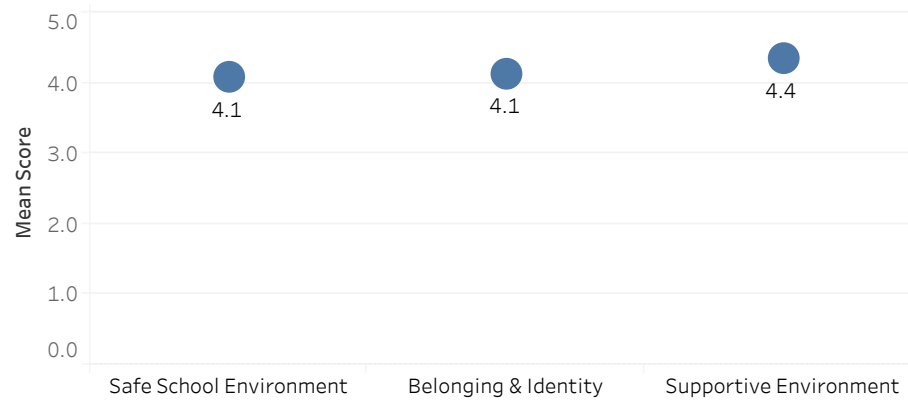


Percent Positive

Difference in Percent Positive

Characteristics of High Performing Schools

Mean Scores

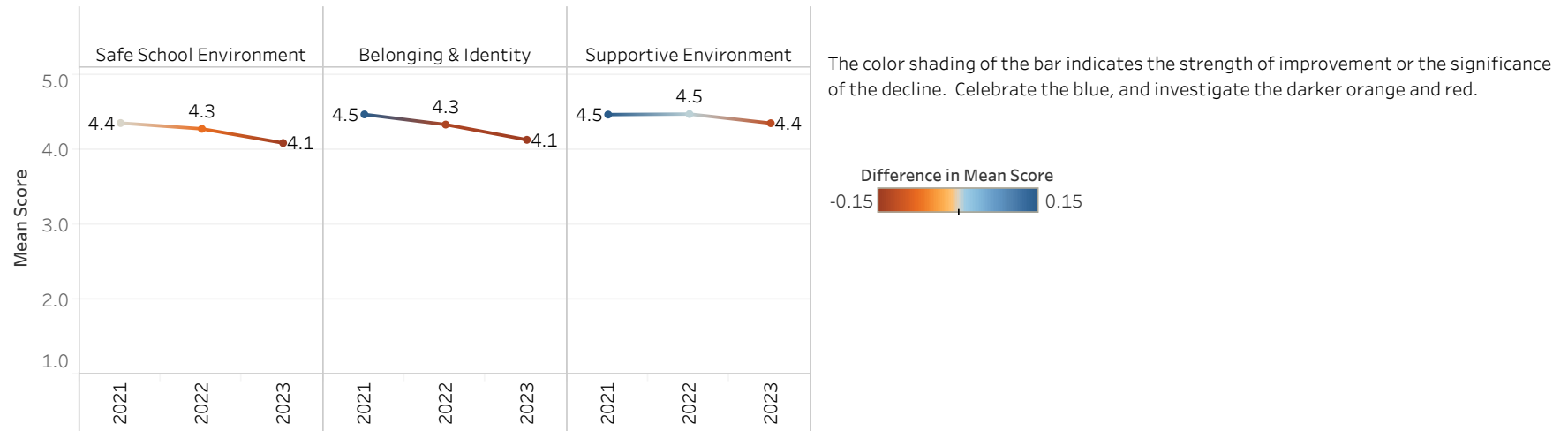


Social Emotional Learning Mean Scores

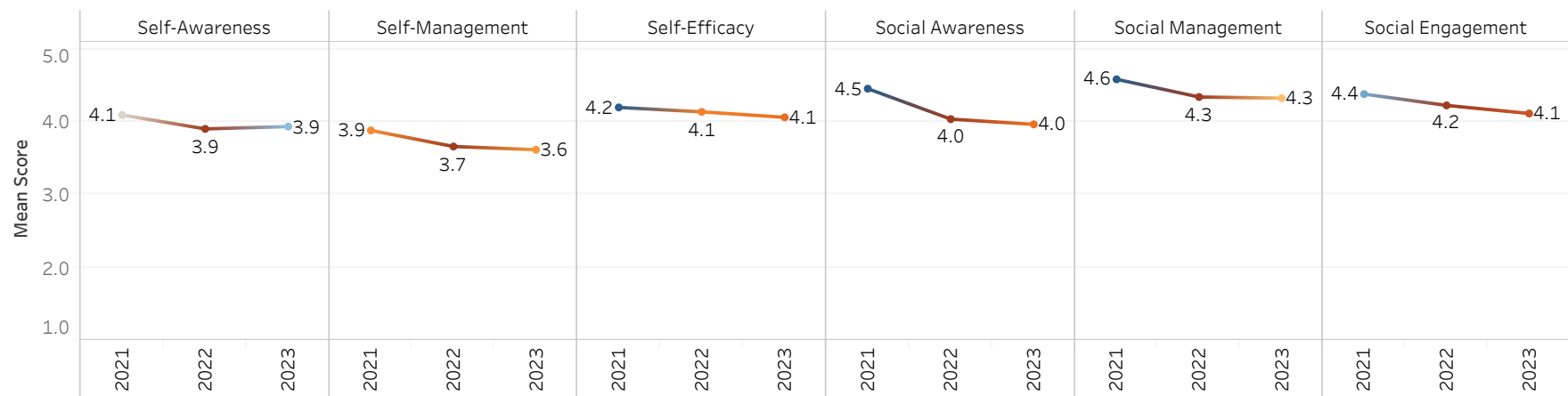


Characteristics of High Performing Schools

Mean Scores LONGITUDINAL

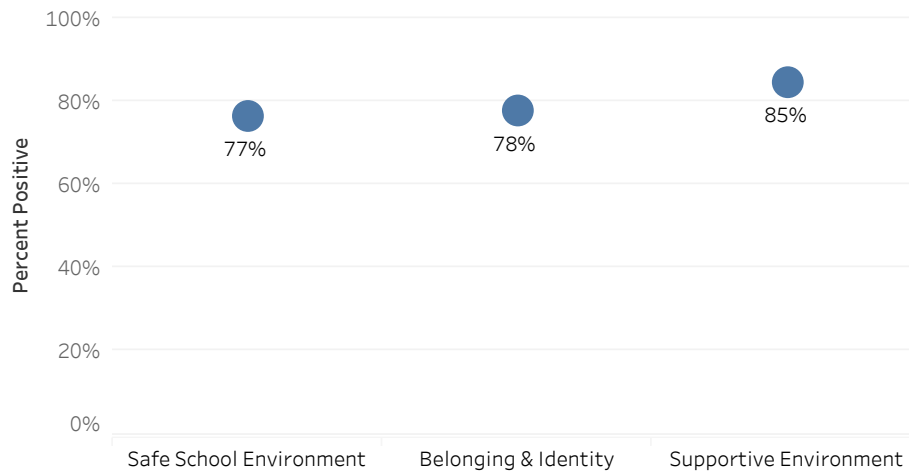


Social Emotional Learning Mean Scores LONGITUDINAL

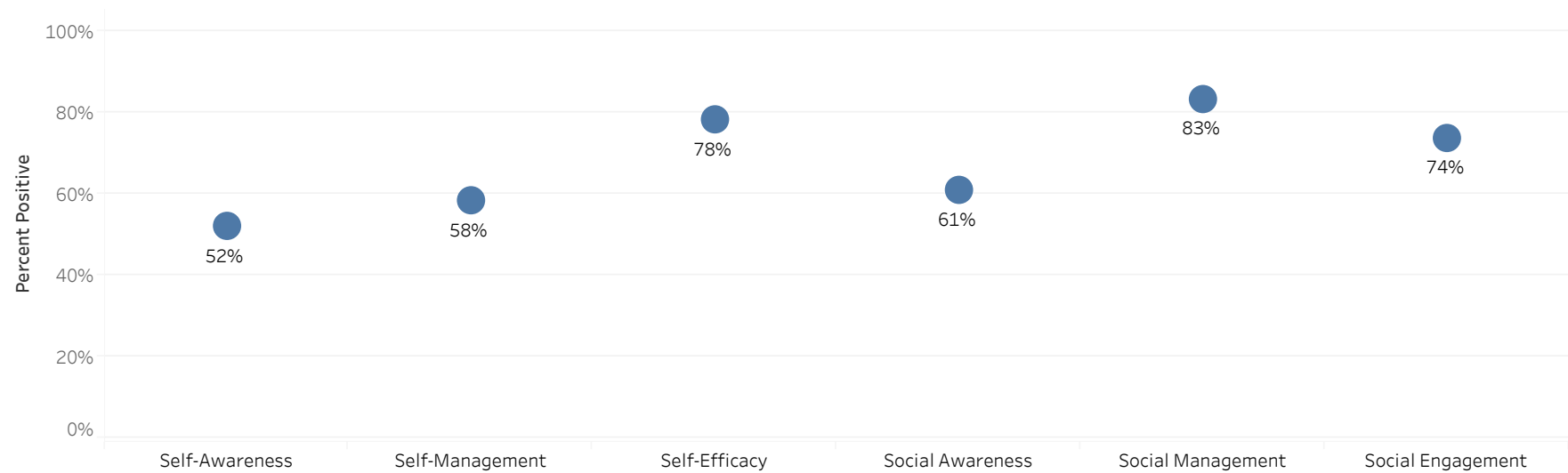


Characteristics of High Performing Schools

Percent Positive

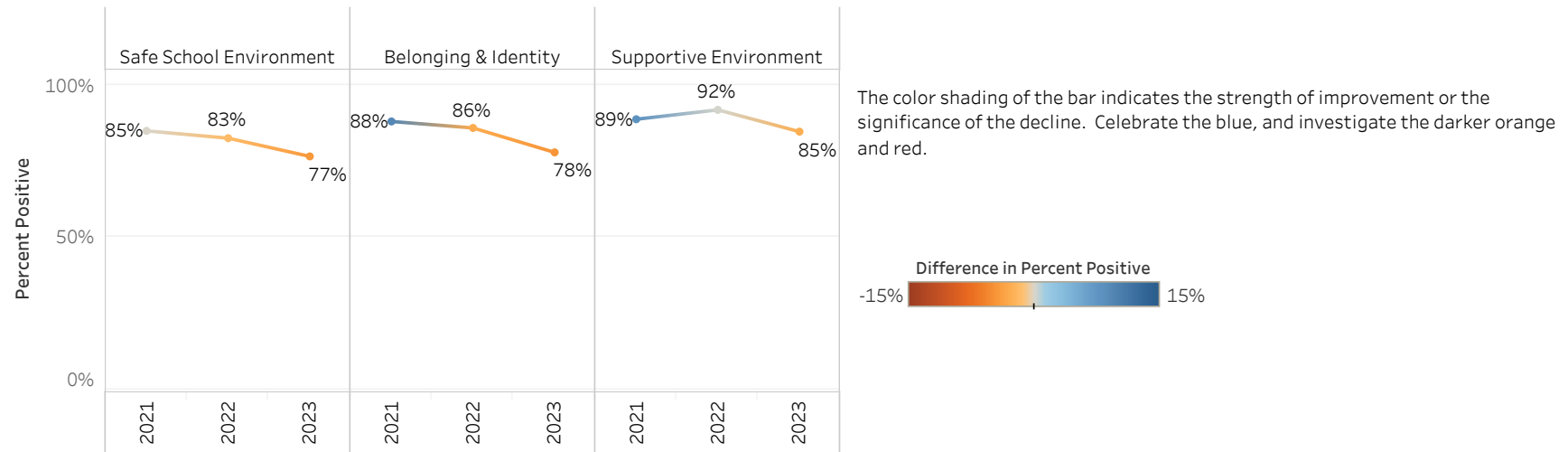


Social Emotional Learning Percent Positive



Characteristics of High Performing Schools

Percent Positive LONGITUDINAL



Social Emotional Learning Percent Positive LONGITUDINAL

