

# Educational Effectiveness Survey™



## Professional Learning Community Module

### 9 Characteristics of High Performing Schools

Staff Edition V11

#### Colville Junior High School

Colville School District

2021

N=44

2022

N=30

2023

N=38





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

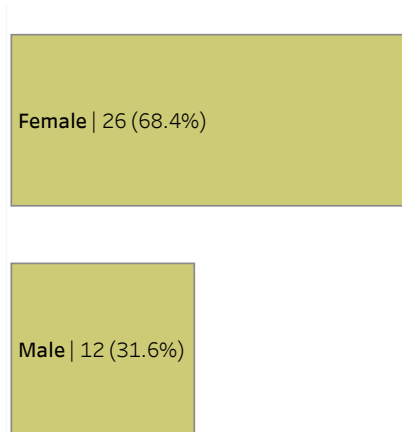
While there is no single solution for all schools, research on effective schools identified common characteristics of high-performing schools. Successful schools engaged in improvement activities focus on these characteristics to create and improve the system(s) that ultimately increase student learning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



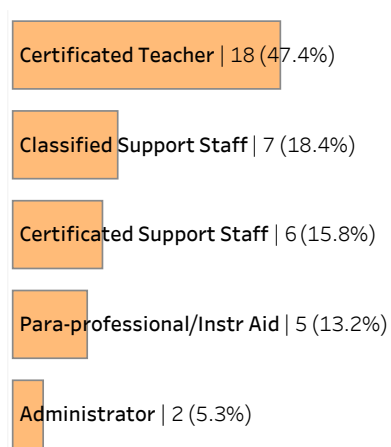
# Demographics

Colville Junior High School

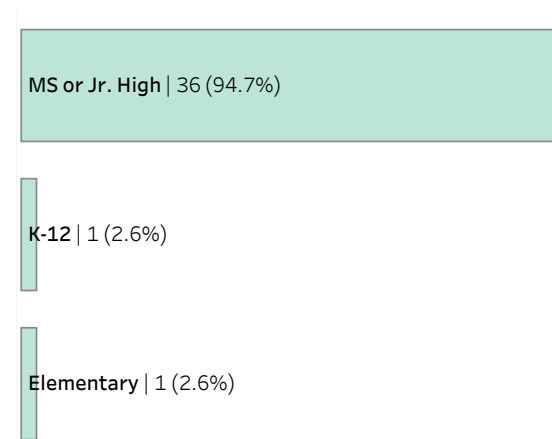
## Gender



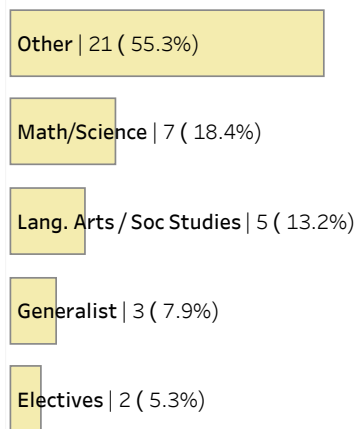
## Position



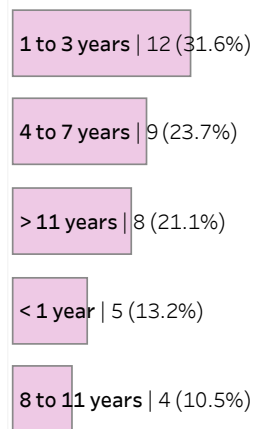
## Level



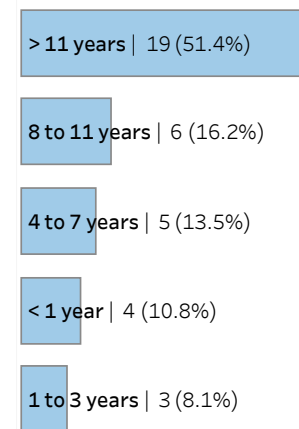
## Department



## School-Yrs of Service



## Education-Yrs of Service

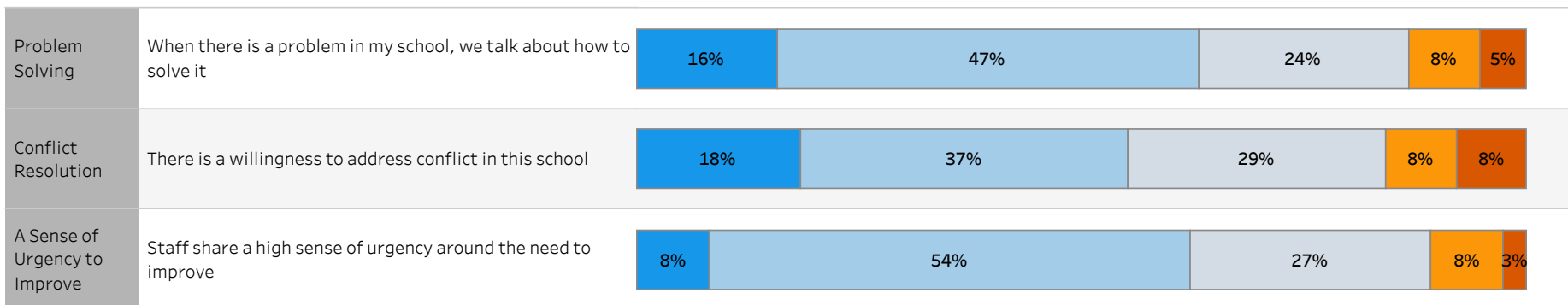


## Readiness for Change

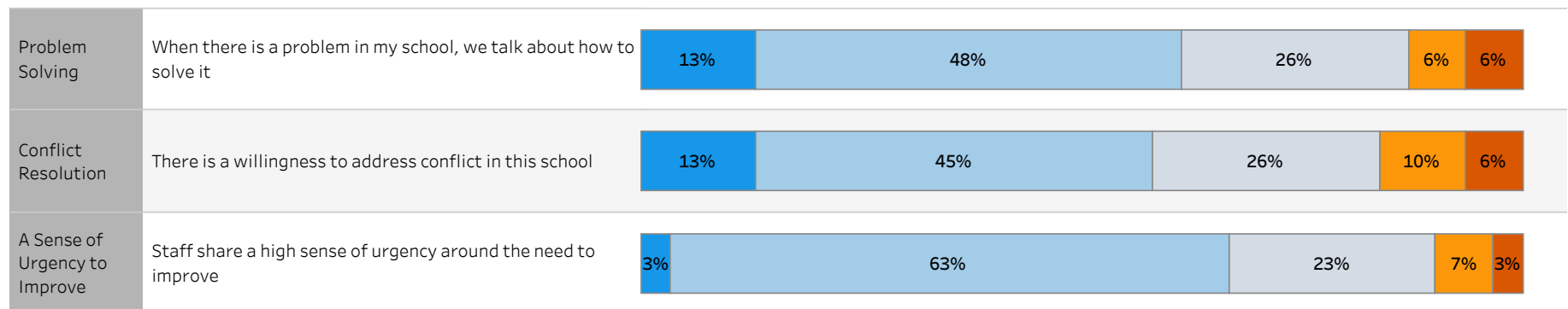
The charts below are data about your school staff, who must define, embrace, implement, and sustain change. If your staff believes there is a weakness in the problem-solving ability or in the ability to resolve conflict within this building, or does not see the urgency to improve, you must address those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

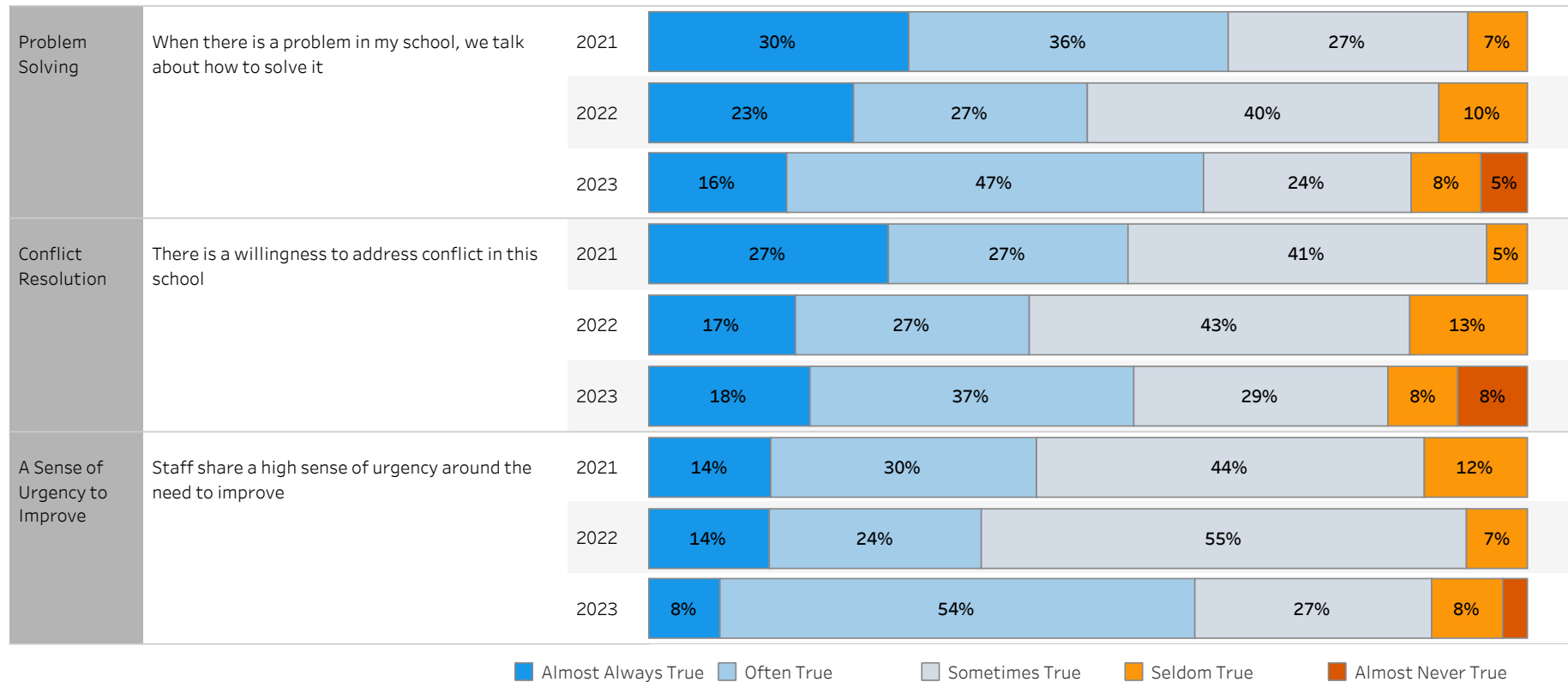


■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True
 ■ Almost Never True

# Readiness for Change—LONGITUDINAL

Colville Junior High School

## All Staff

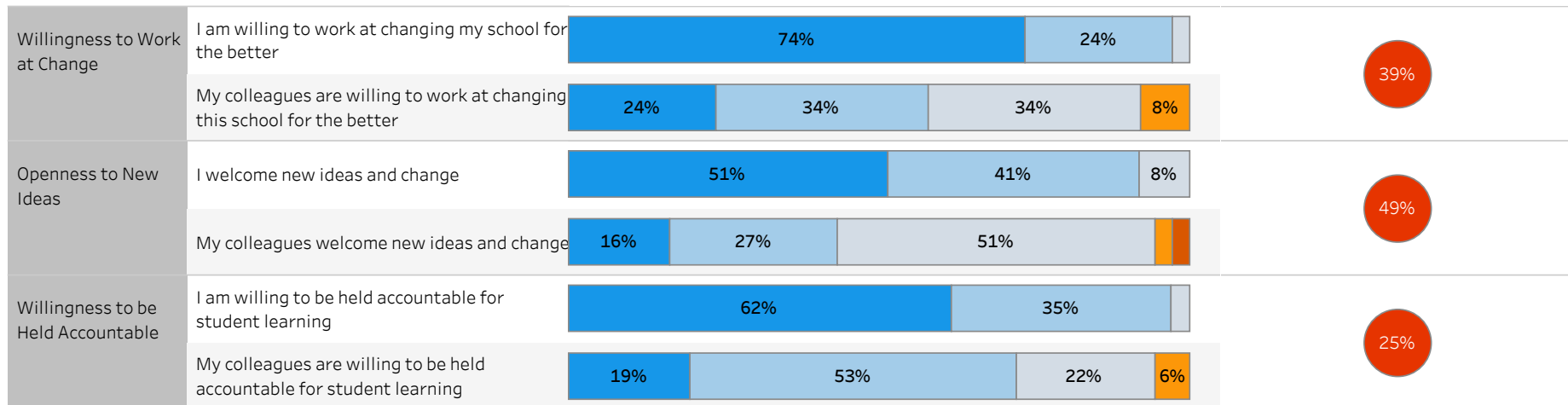


## Readiness for Change—I vs. They Perspectives

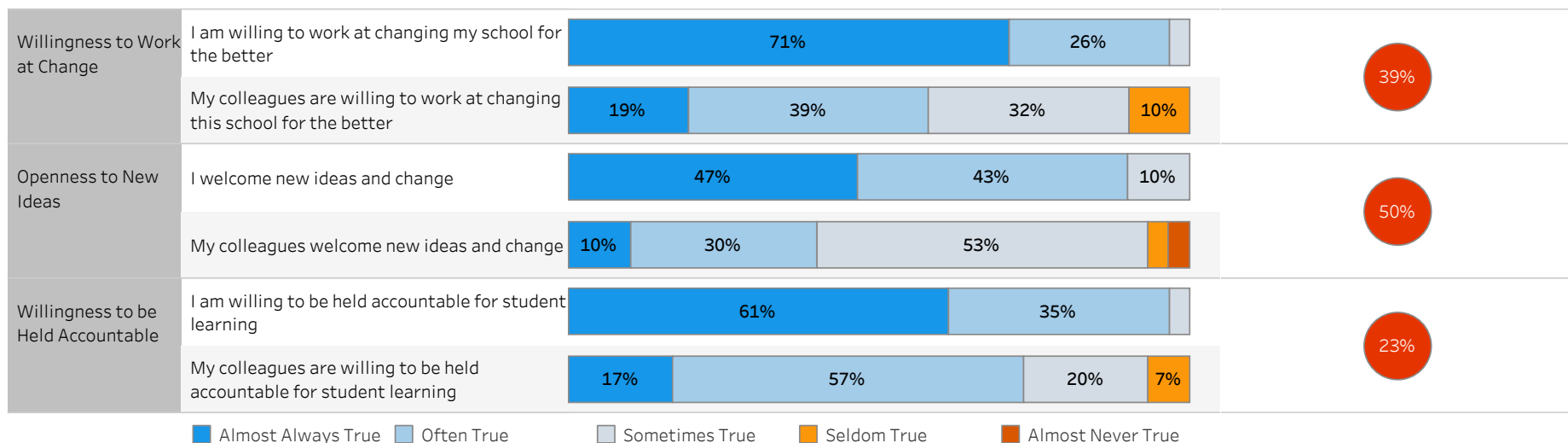
Gaps over 20% in elementary and over 25% in secondary should be investigated. Why do staff see different attitudes in their colleagues?

How large is the Gap between I vs. They?

### All Staff

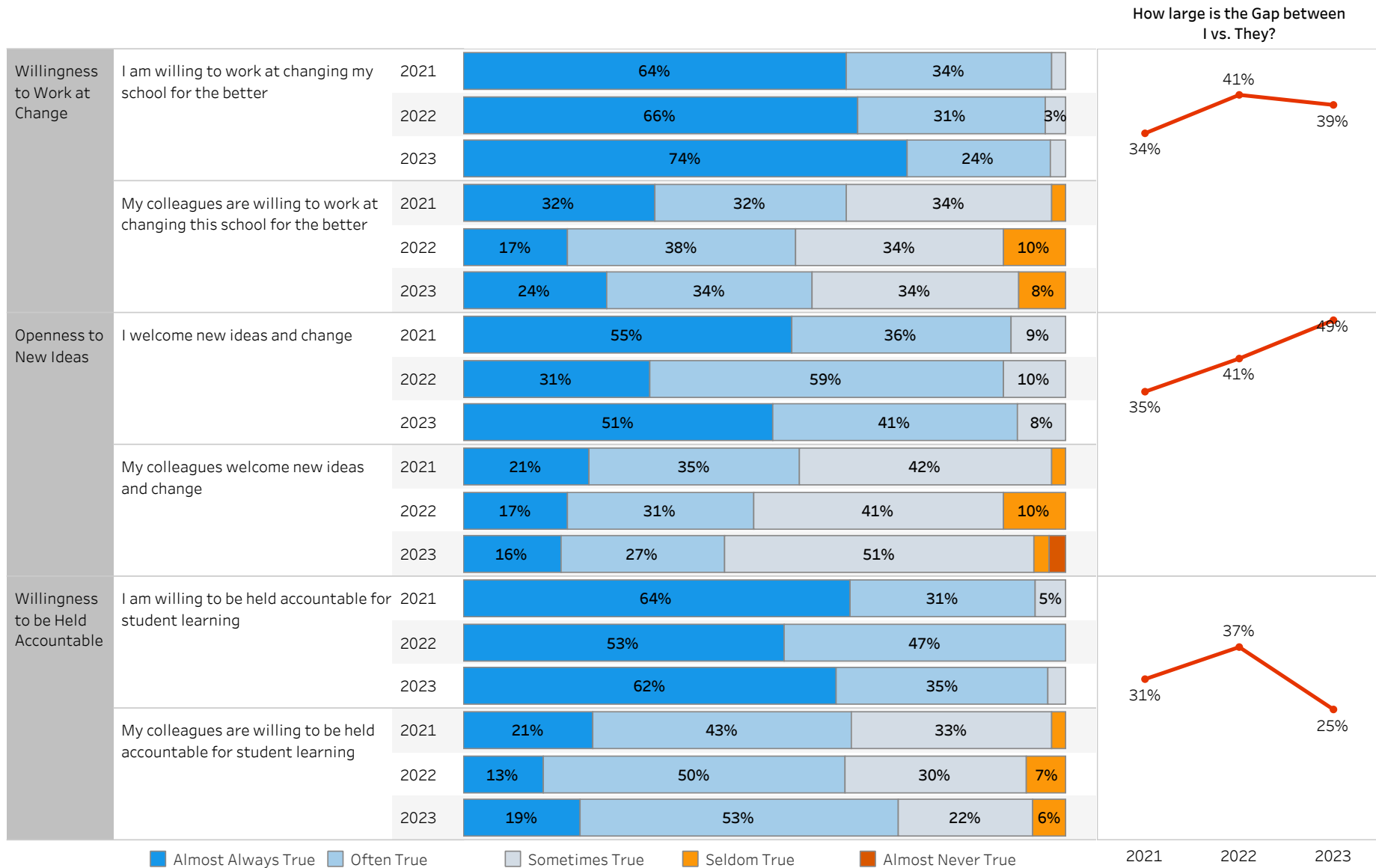


### Instructional Staff



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 ■ Almost Never True

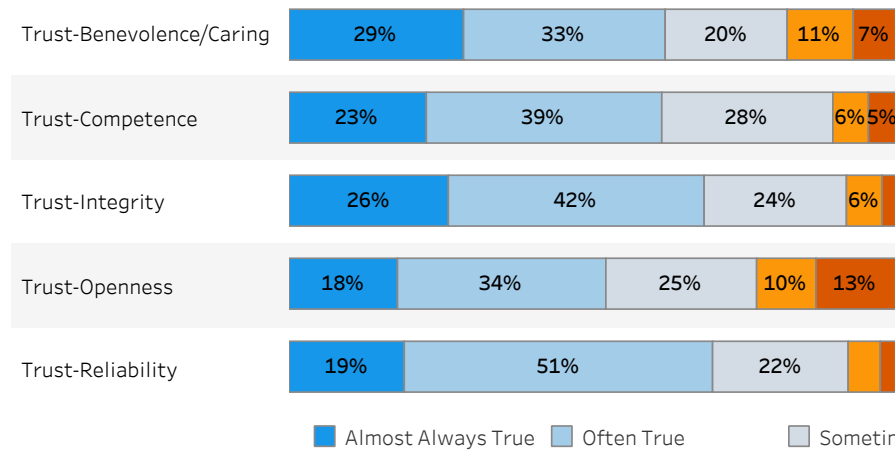
# Readiness for Change—I vs. They Perspectives— LONGITUDINAL



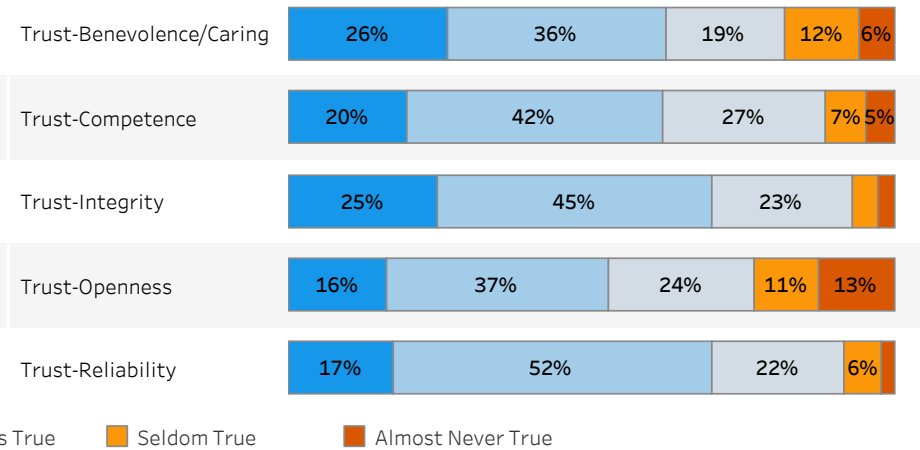


# Organizational Trust

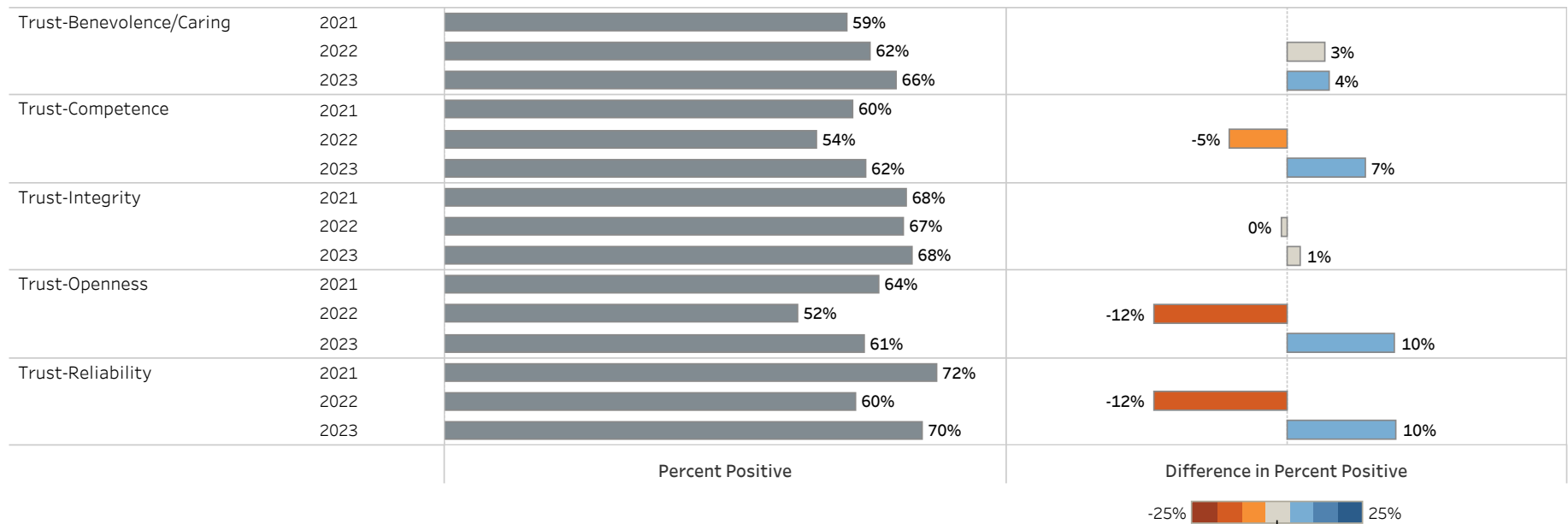
## All Staff



## Instructional Staff

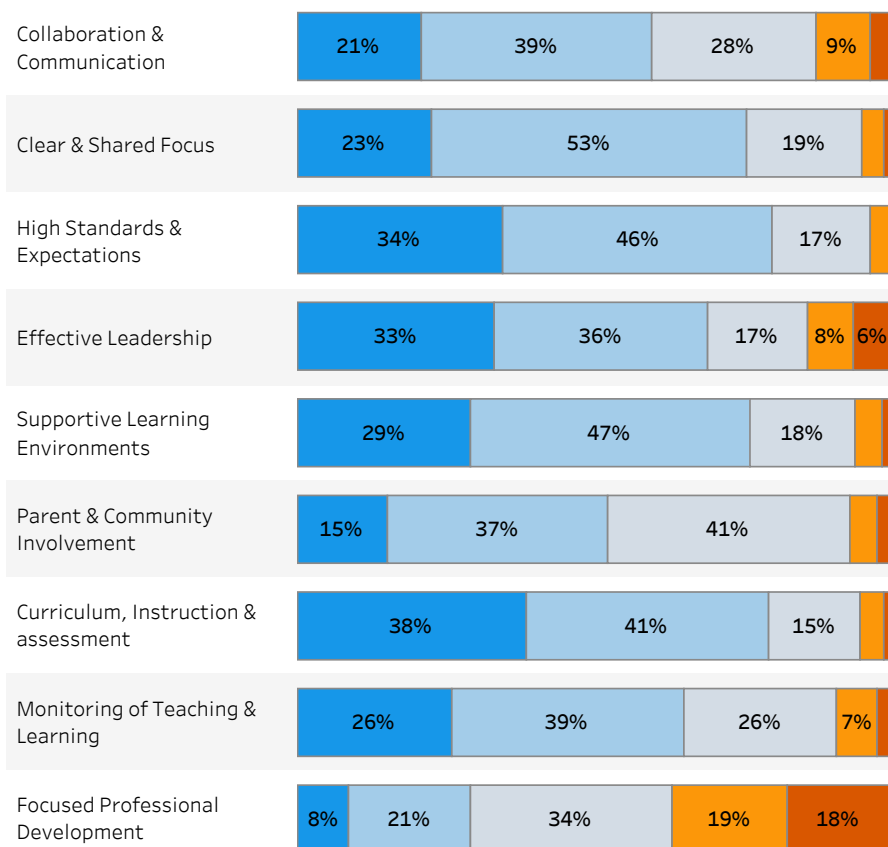


## Organizational Trust—LONGITUDINAL

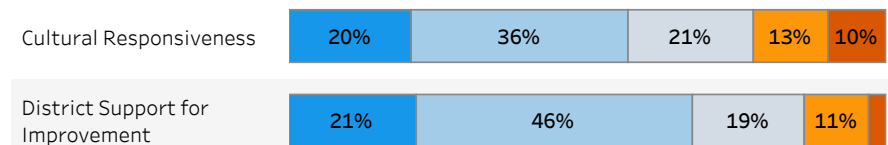


## 9 Characteristics of High-Performing Schools

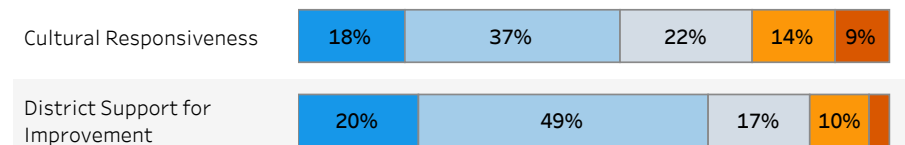
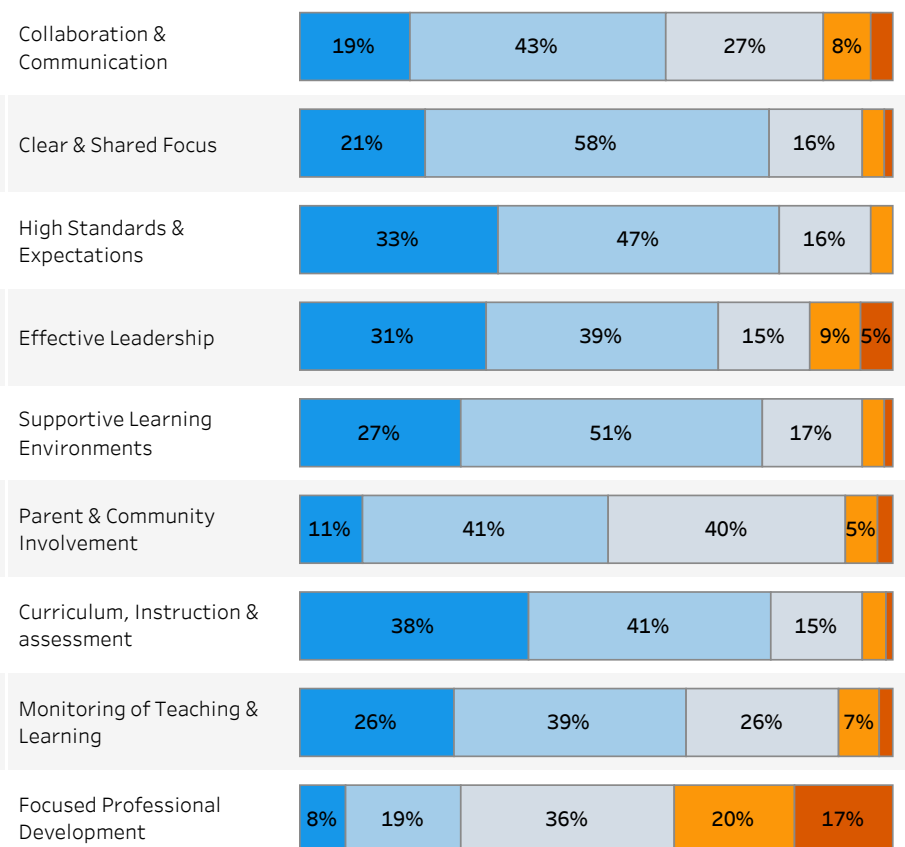
### All Staff



### Additional Characteristics



### Instructional Staff



Almost Always True Often True

Sometimes True

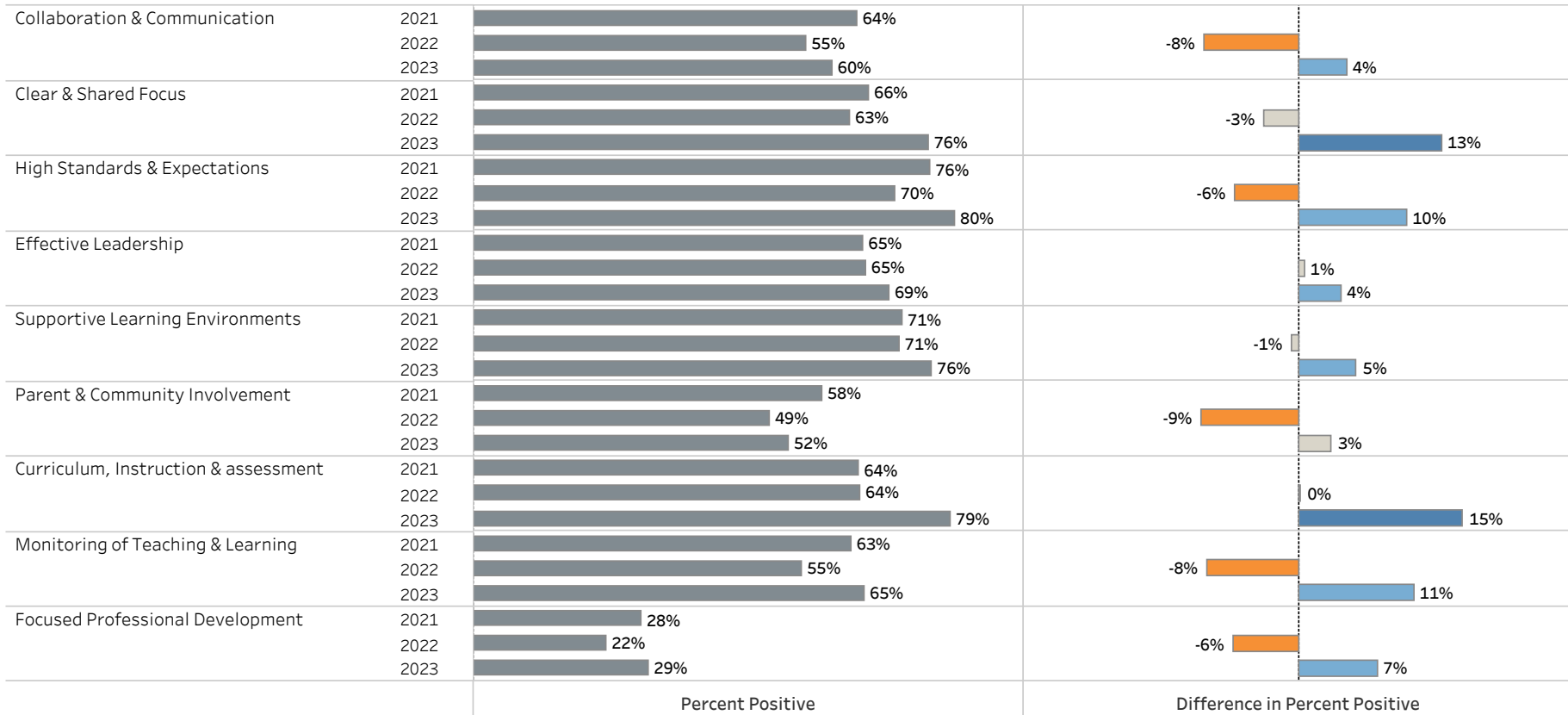
Seldom True

Almost Never True

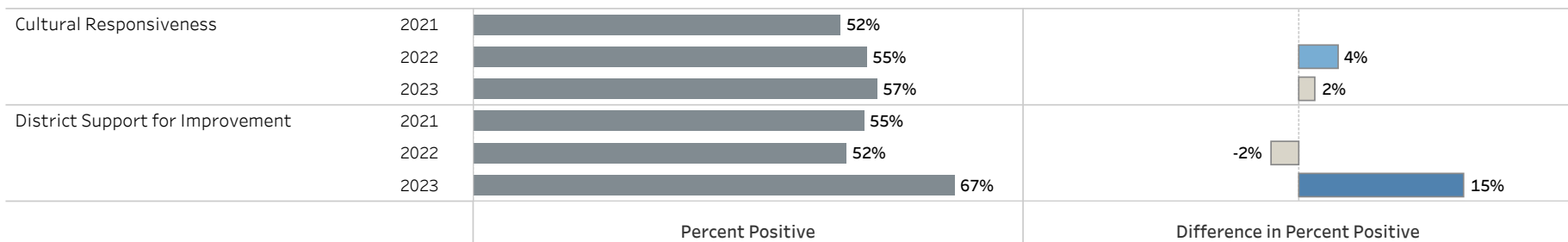
## 9 Characteristics of High-Performing School — LONGITUDINAL

Colville Junior High School

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

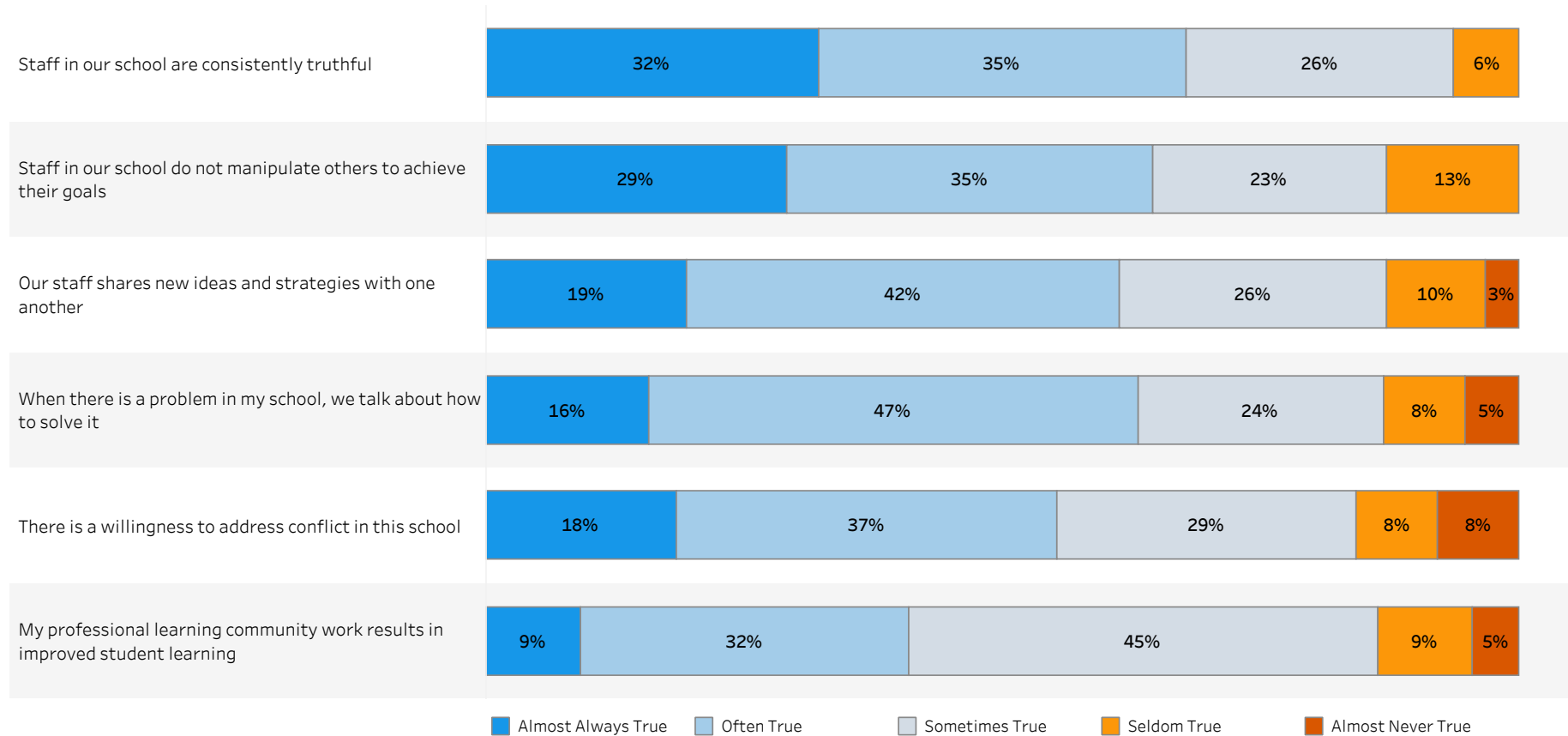


### Additional Characteristics



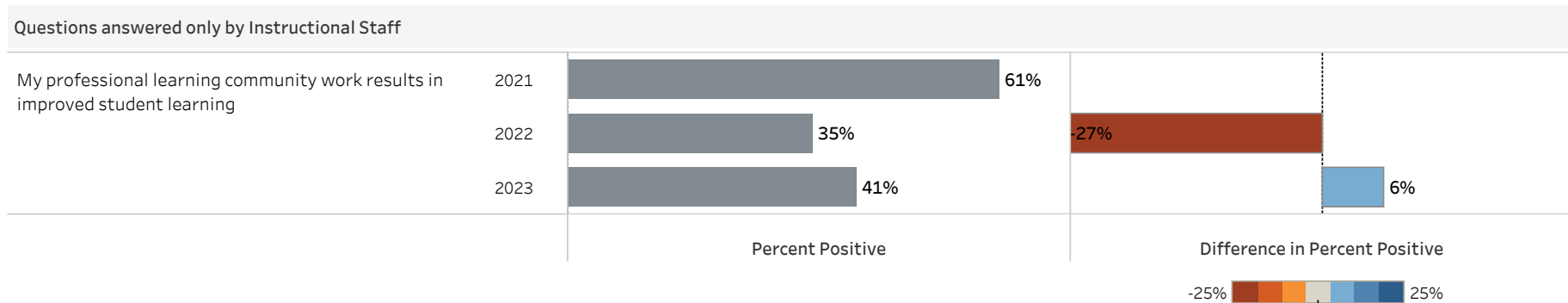
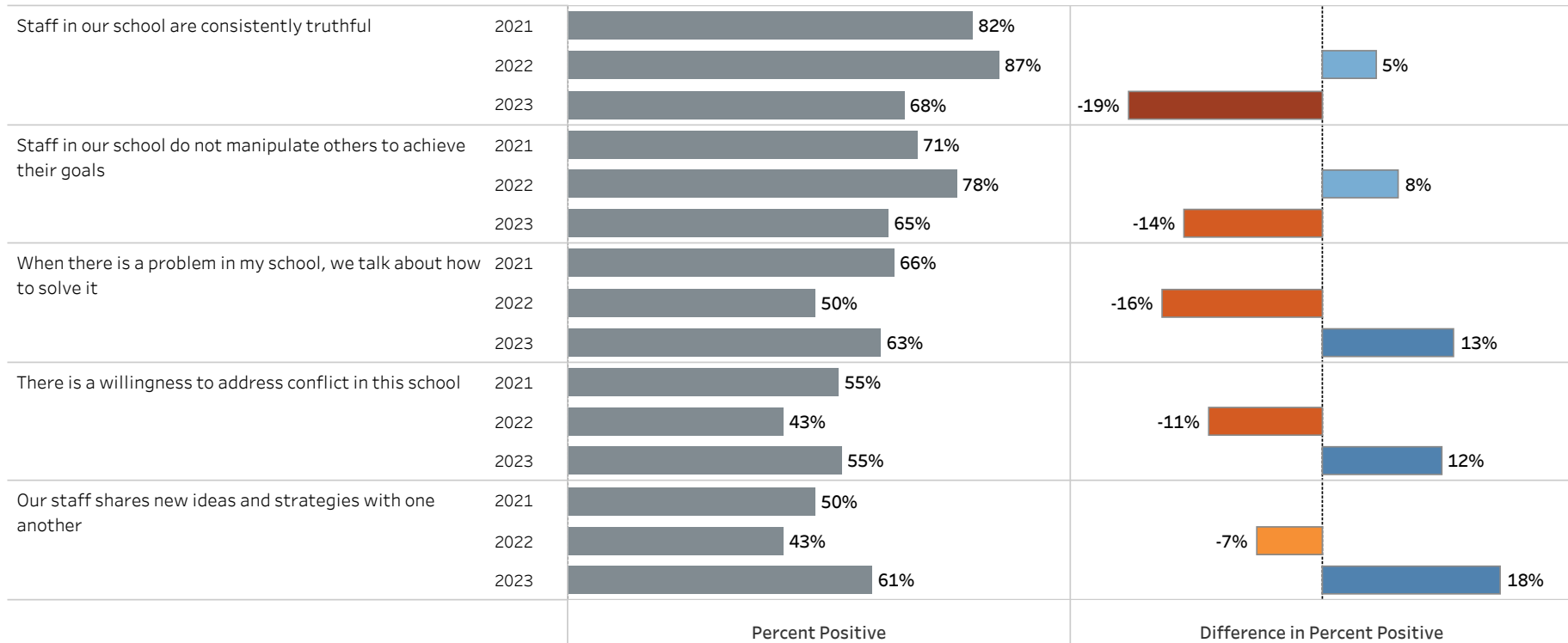
# High Levels of Collaboration and Communication

Colville Junior High School



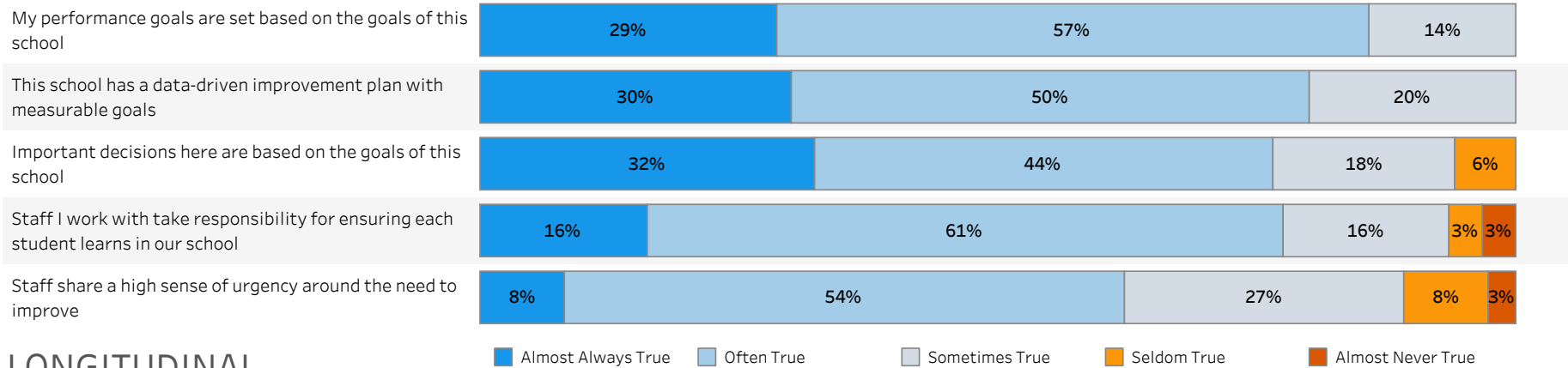
# High Levels of Collaboration and Communication— LONGITUDINAL

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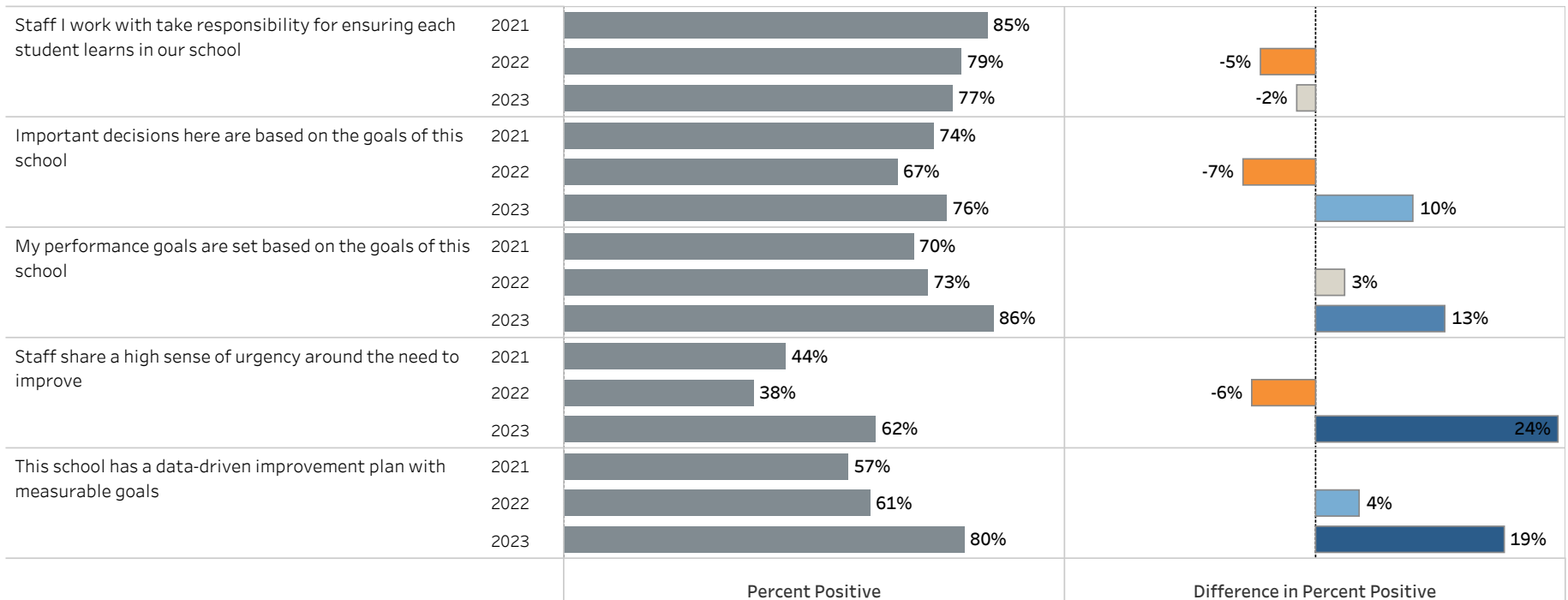
# Clear and Shared Focus

Colville Junior High School



## LONGITUDINAL

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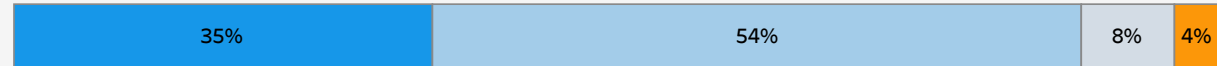
# High Standards and Expectations

Colville Junior High School

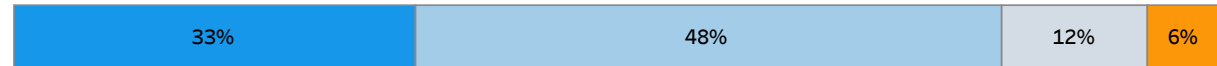
Academic placement is not influenced by race, gender or socioeconomic levels



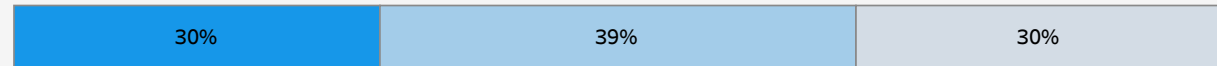
I believe that all students can meet state standards



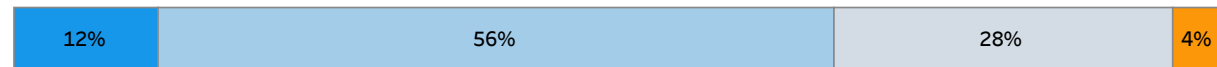
In our school we expect all staff to perform responsibilities with a high level of excellence



Students understand the expectations of this school



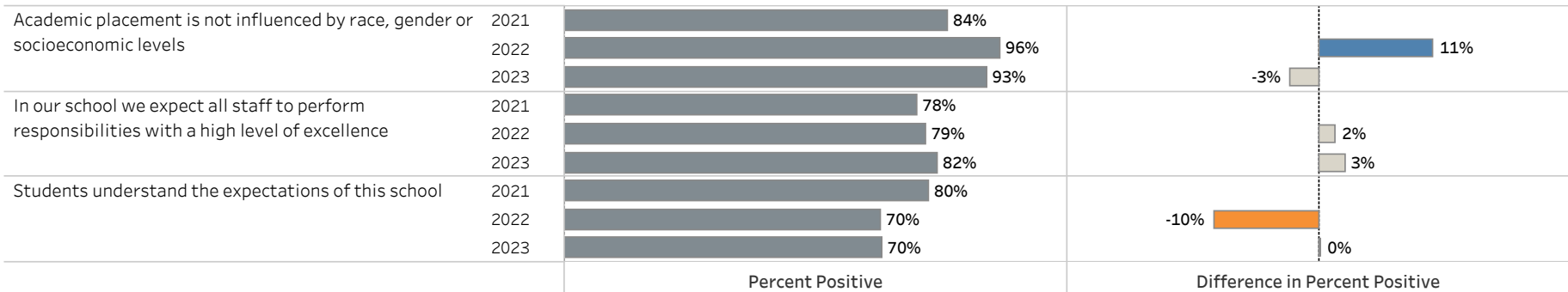
Our staff believes that all students can meet state standards



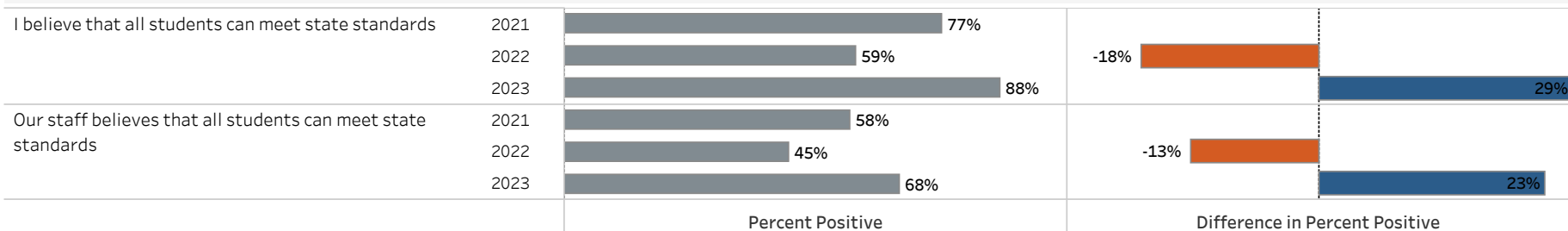
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## LONGITUDINAL

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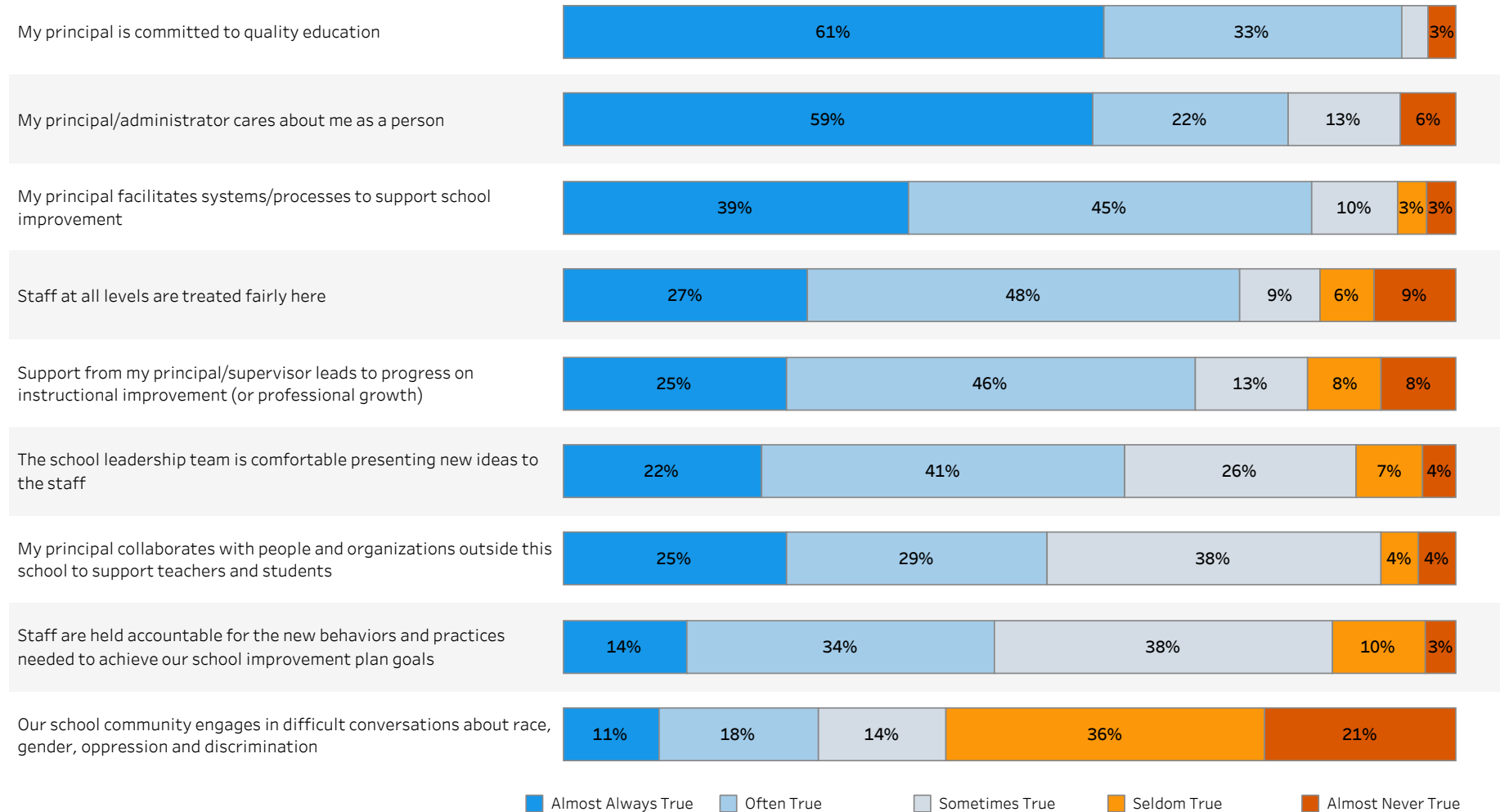


### Questions answered by only Instructional Staff



# Effective Leadership

Colville Junior High School

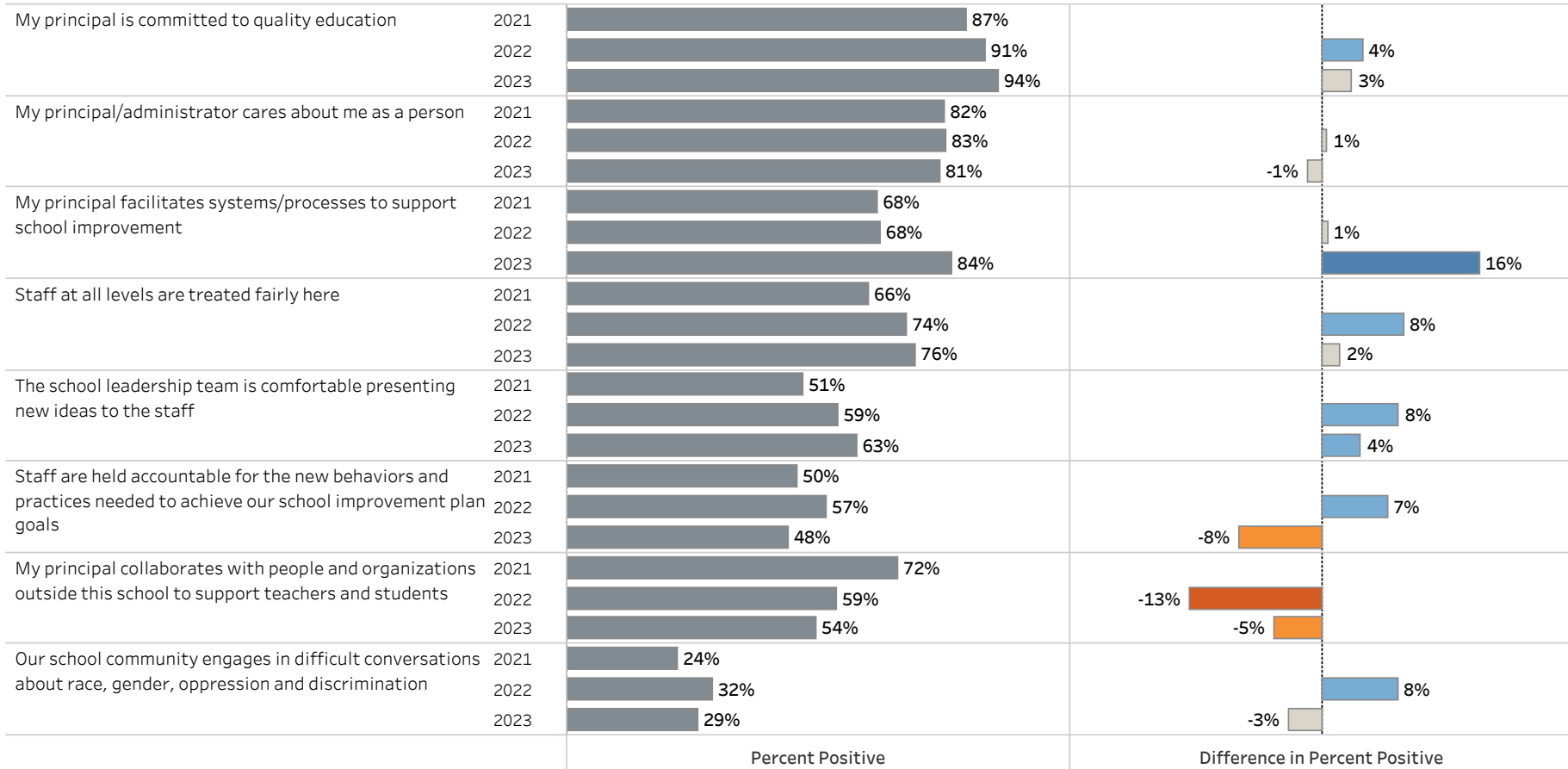




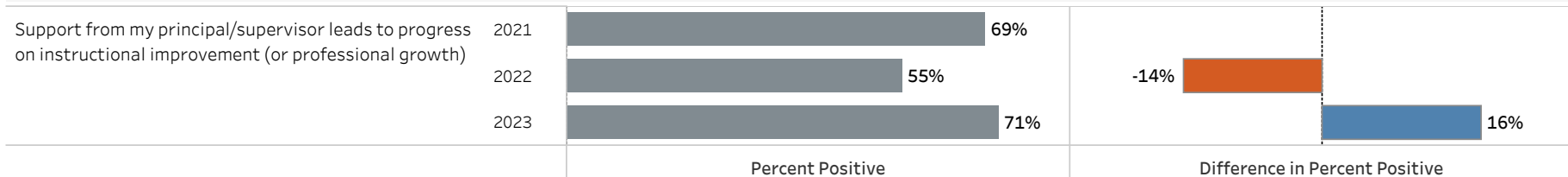
# Effective Leadership—LONGITUDINAL

Colville Junior High School

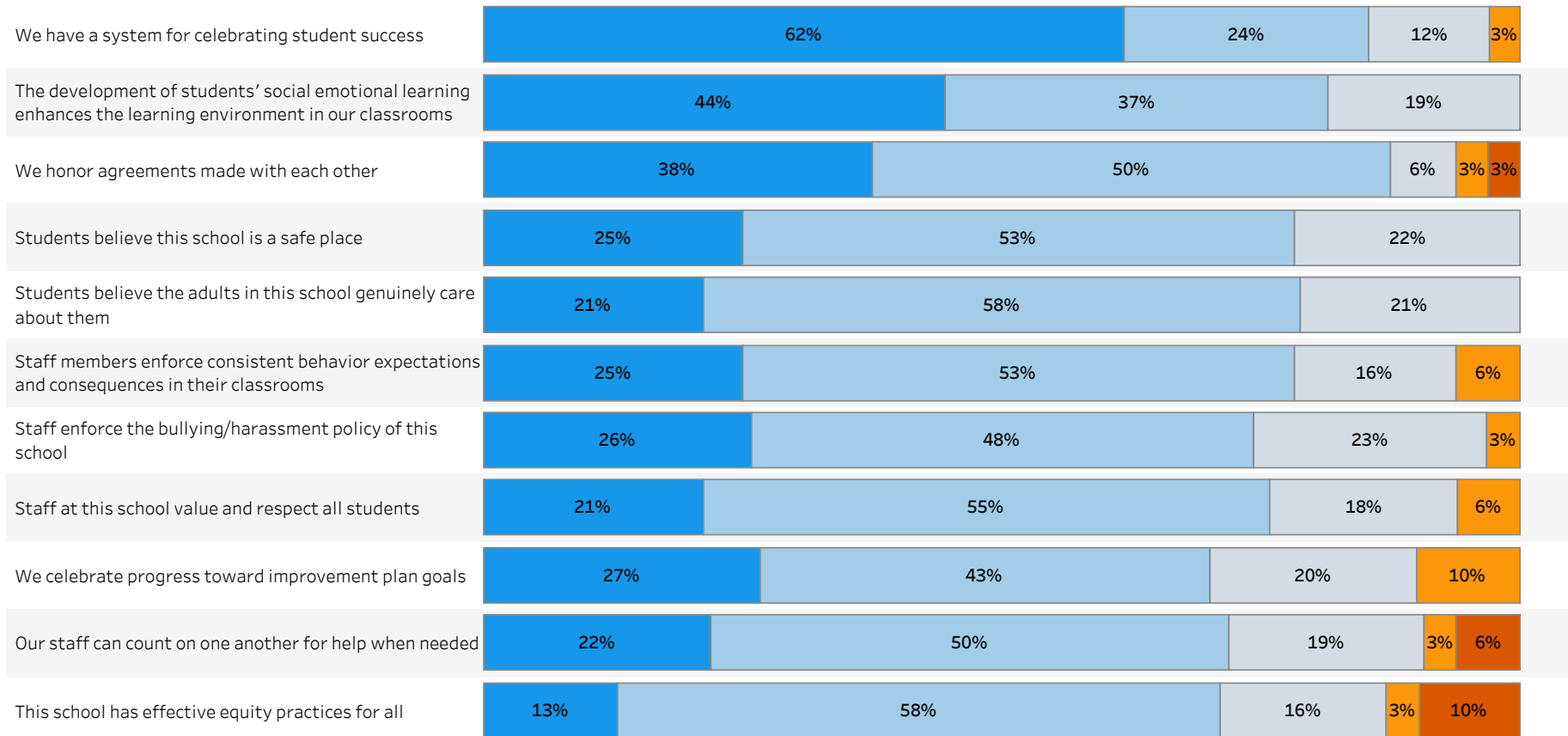
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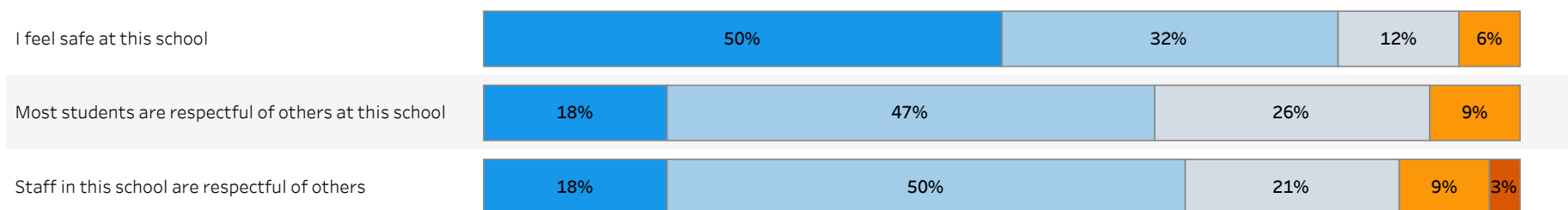
## Questions answered by only Instructional Staff



## Supportive Learning Environment



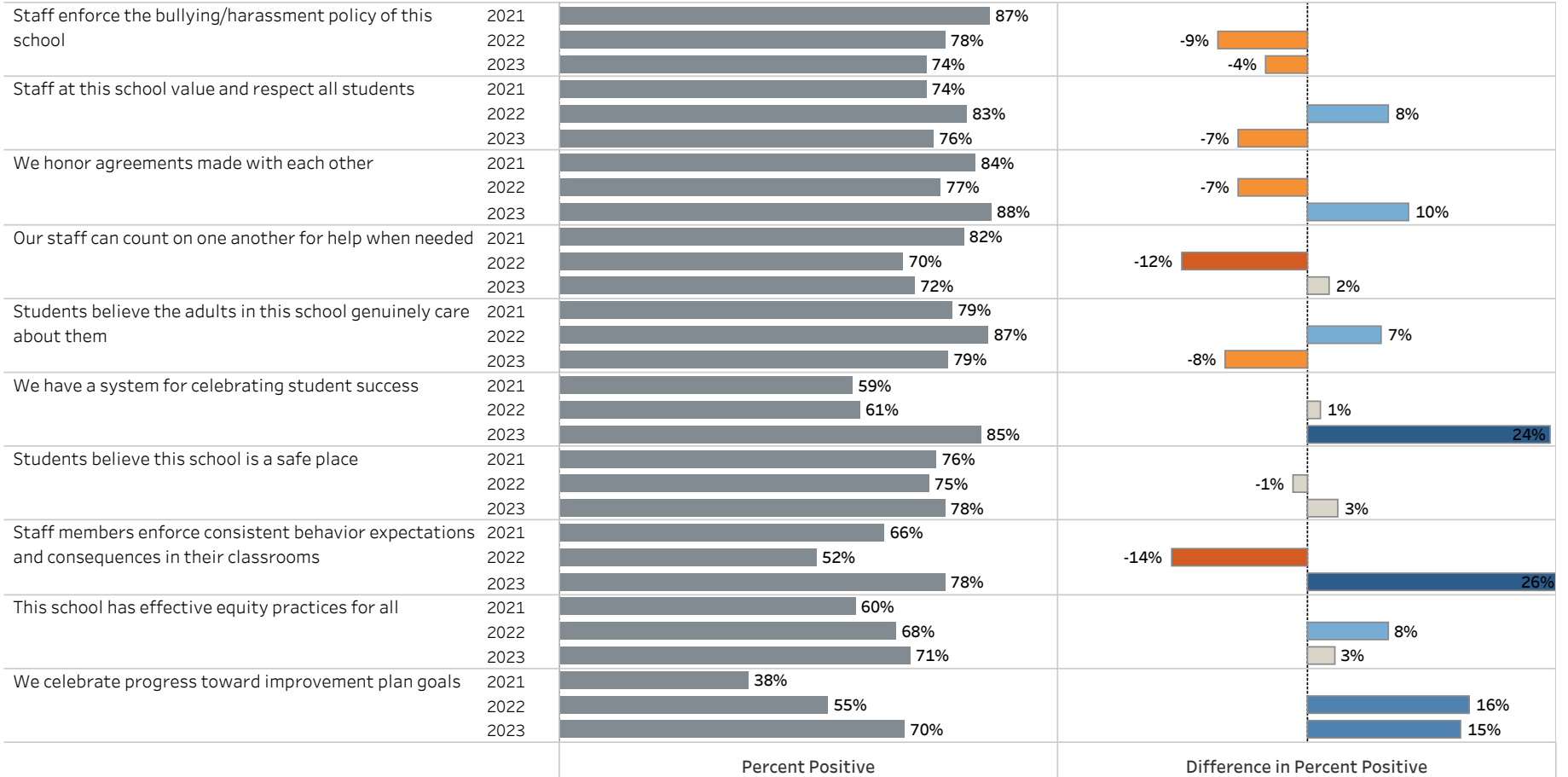
## Colville Custom Questions



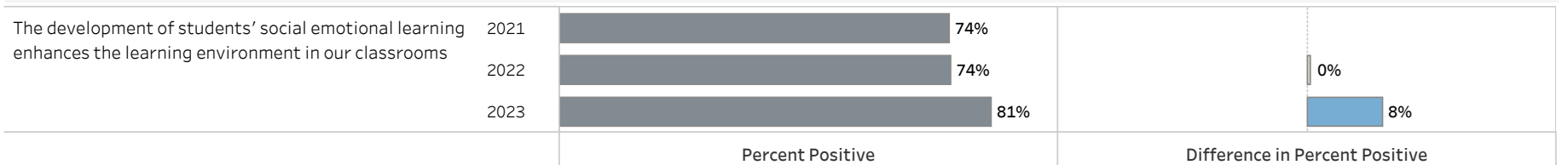
# Supportive Learning Environment - LONGITUDINAL

Colville Junior High School

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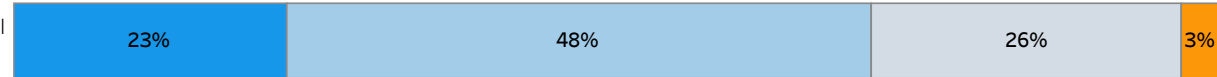
## Questions answered by only Instructional Staff



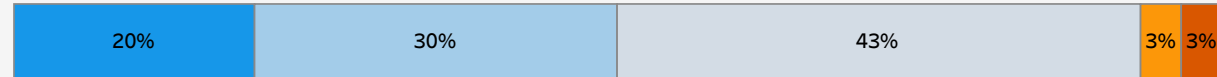
# Parent and Community Involvement

Colville Junior High School

This school communicates effectively with families of all cultures



This school encourages parent involvement in their child's learning



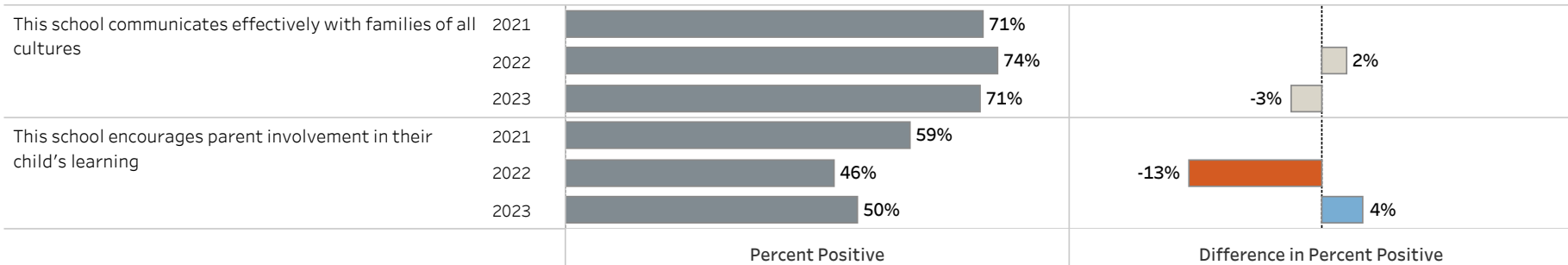
With important decisions we seek input from parents and the community



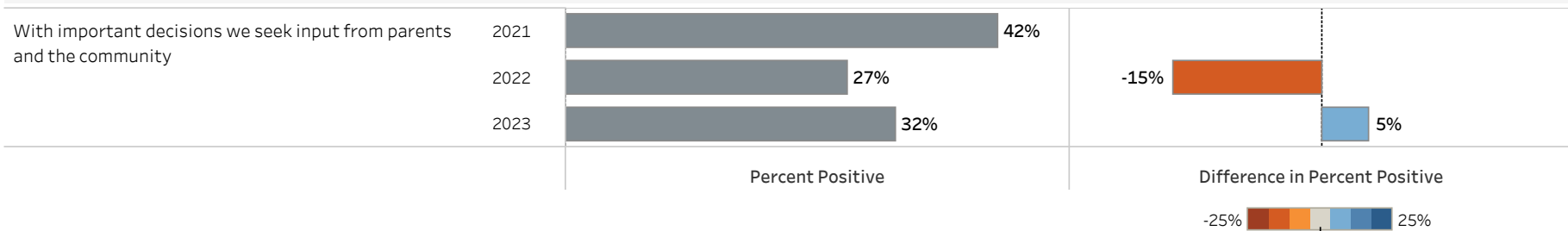
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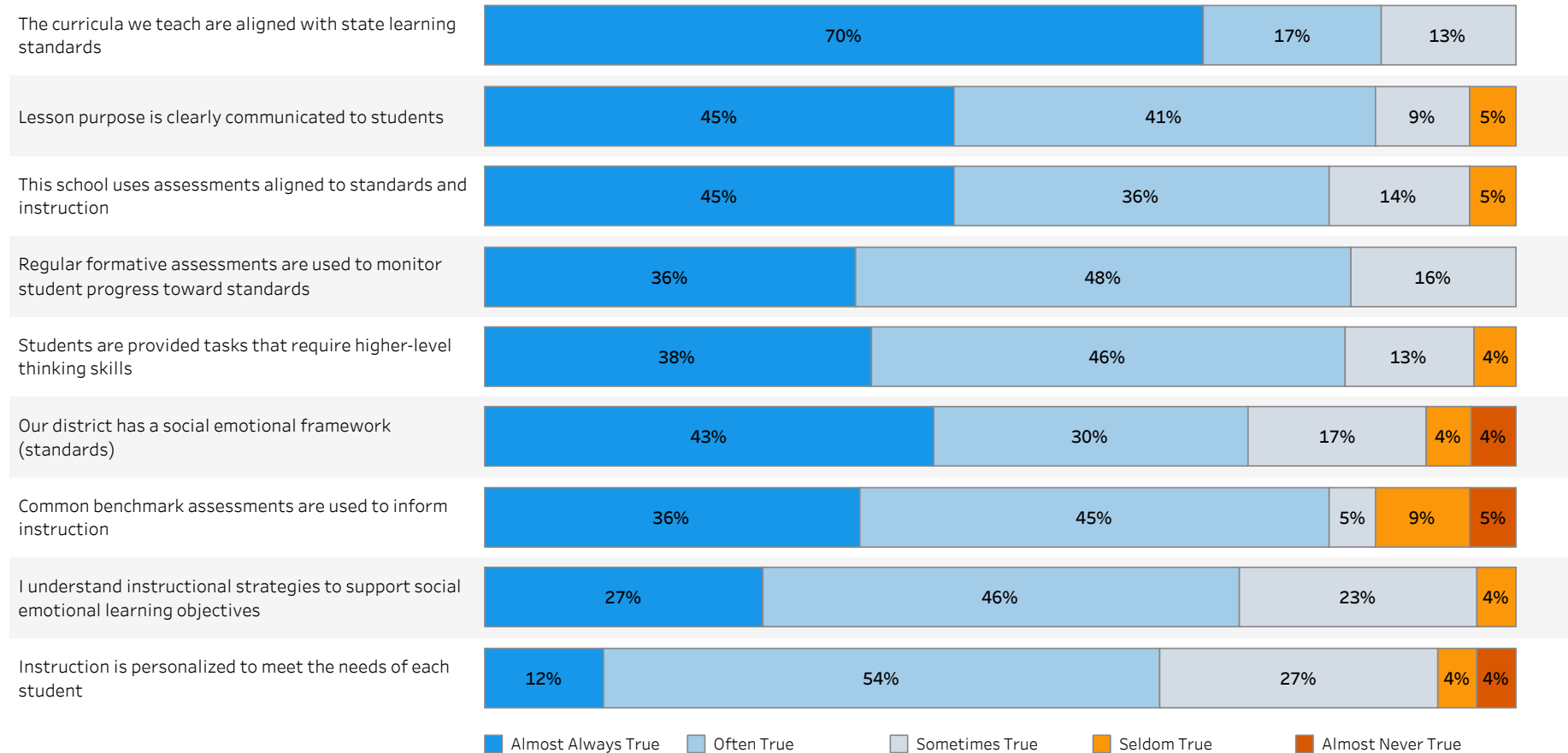


### Questions answered by only Instructional Staff



# High Quality Curriculum, Instruction, and Assessment

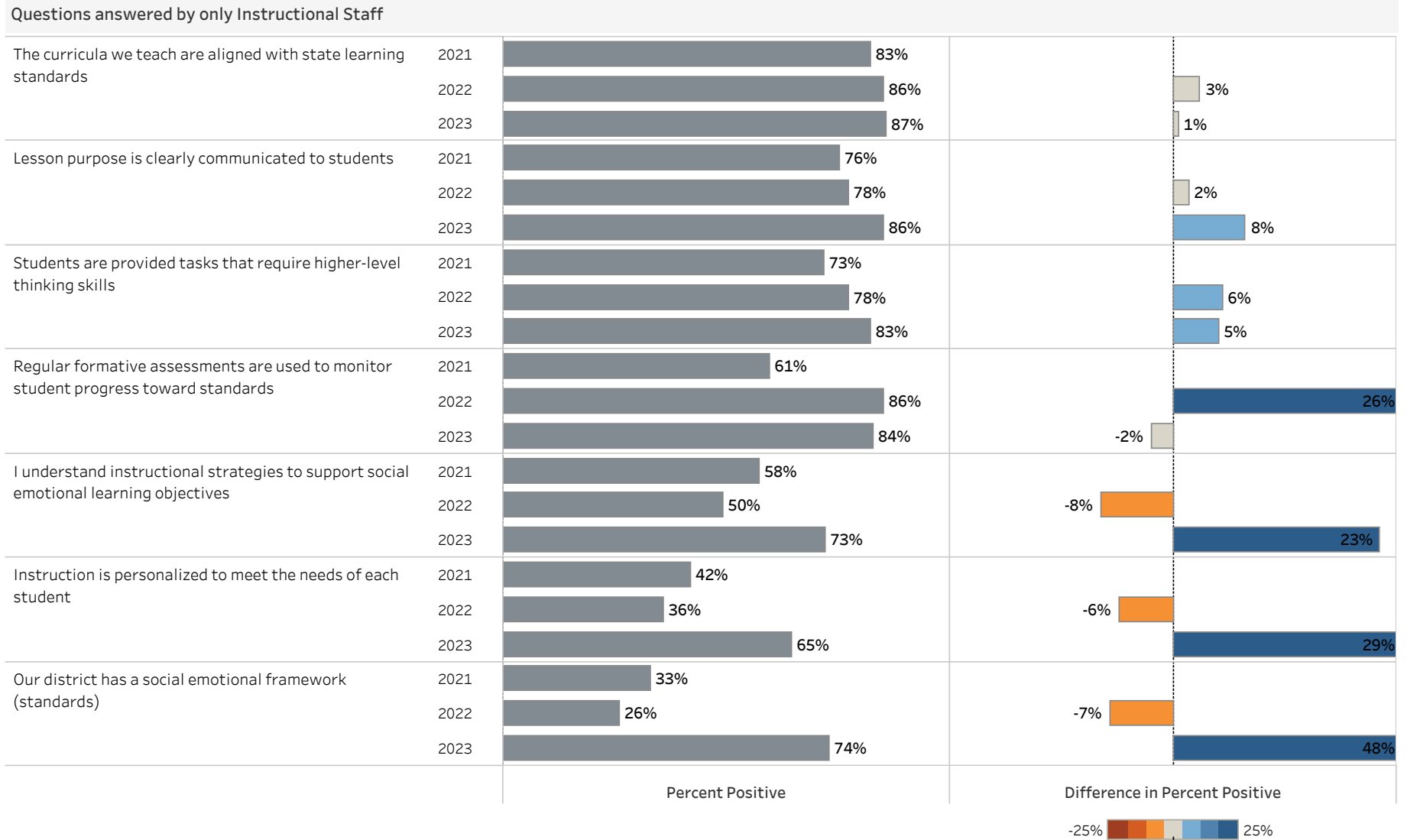
Colville Junior High School



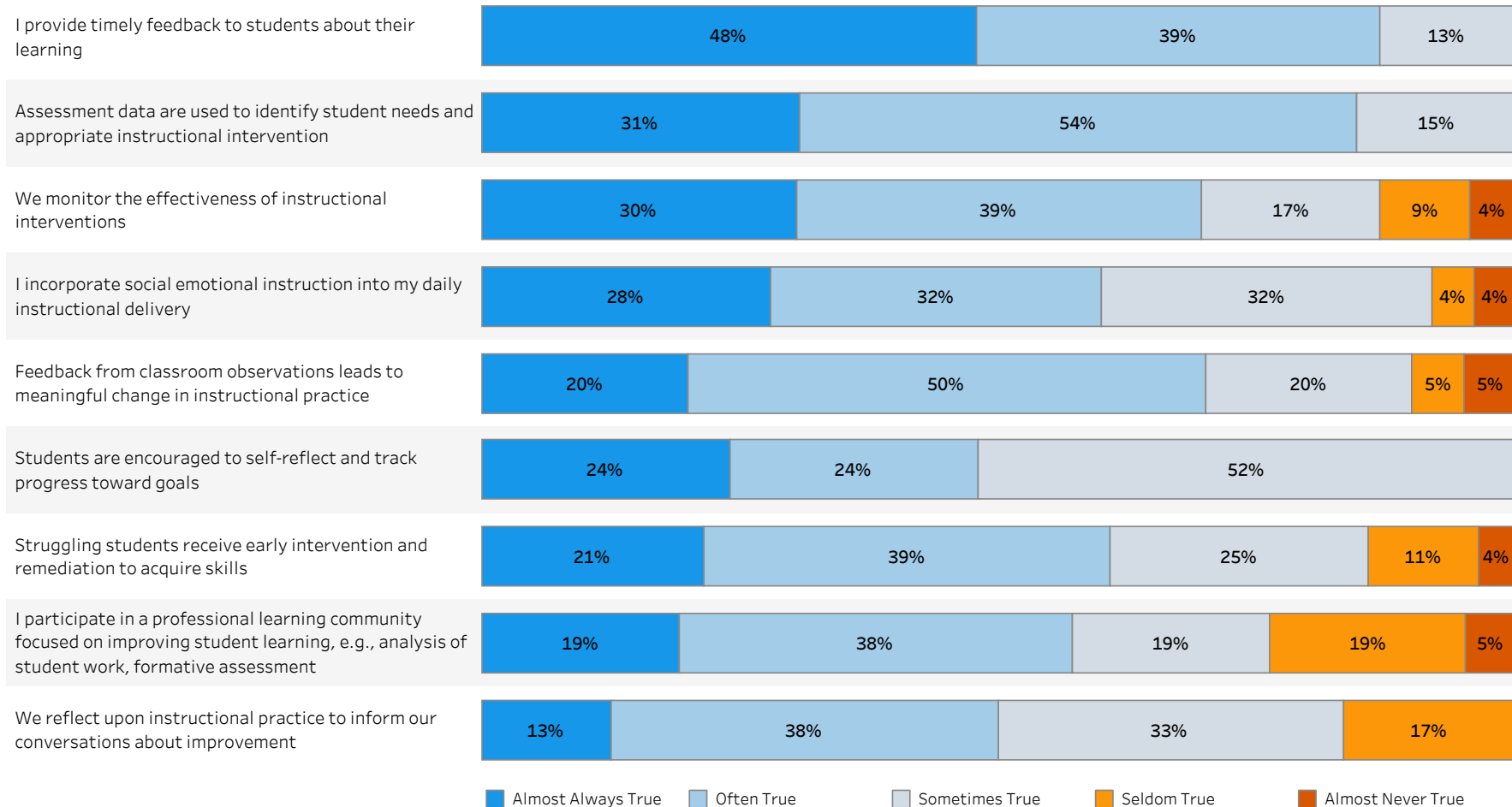
# High Quality Curriculum, Instruction, and Assessment - LONGITUDINAL

Colville Junior High School

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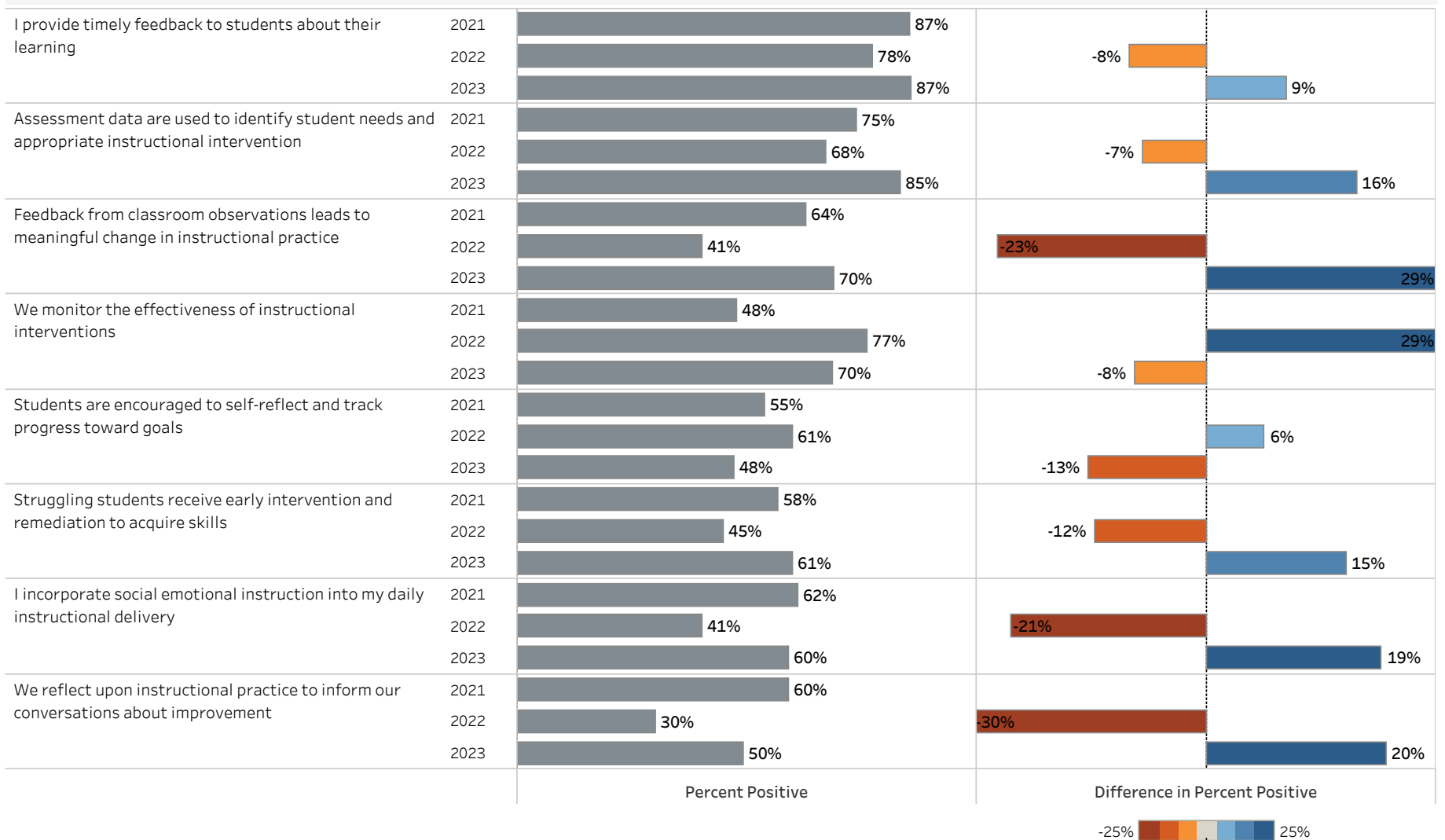
# Frequent Monitoring of Teaching and Learning



# Frequent Monitoring of Teaching and Learning - LONGITUDINAL

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## Questions answered by only Instructional Staff





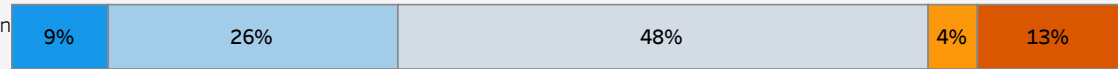
# Focused Professional Development

Colville Junior High School

I receive training on instruction to support social emotional learning



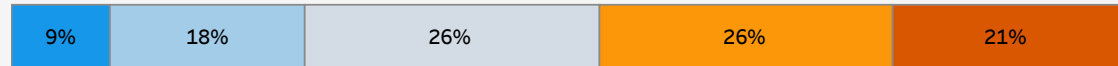
Our teachers engage in professional development activities to learn and apply new skills and strategies



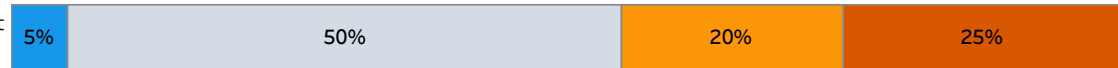
We are provided training to meet the needs of a diverse student population in our school



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

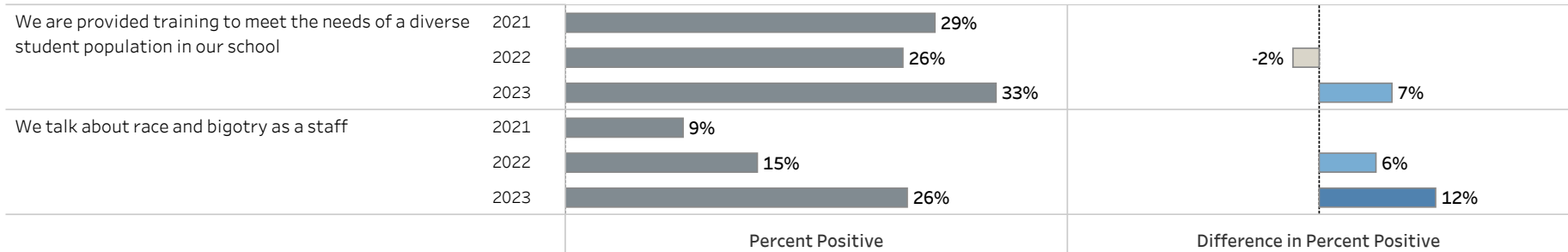


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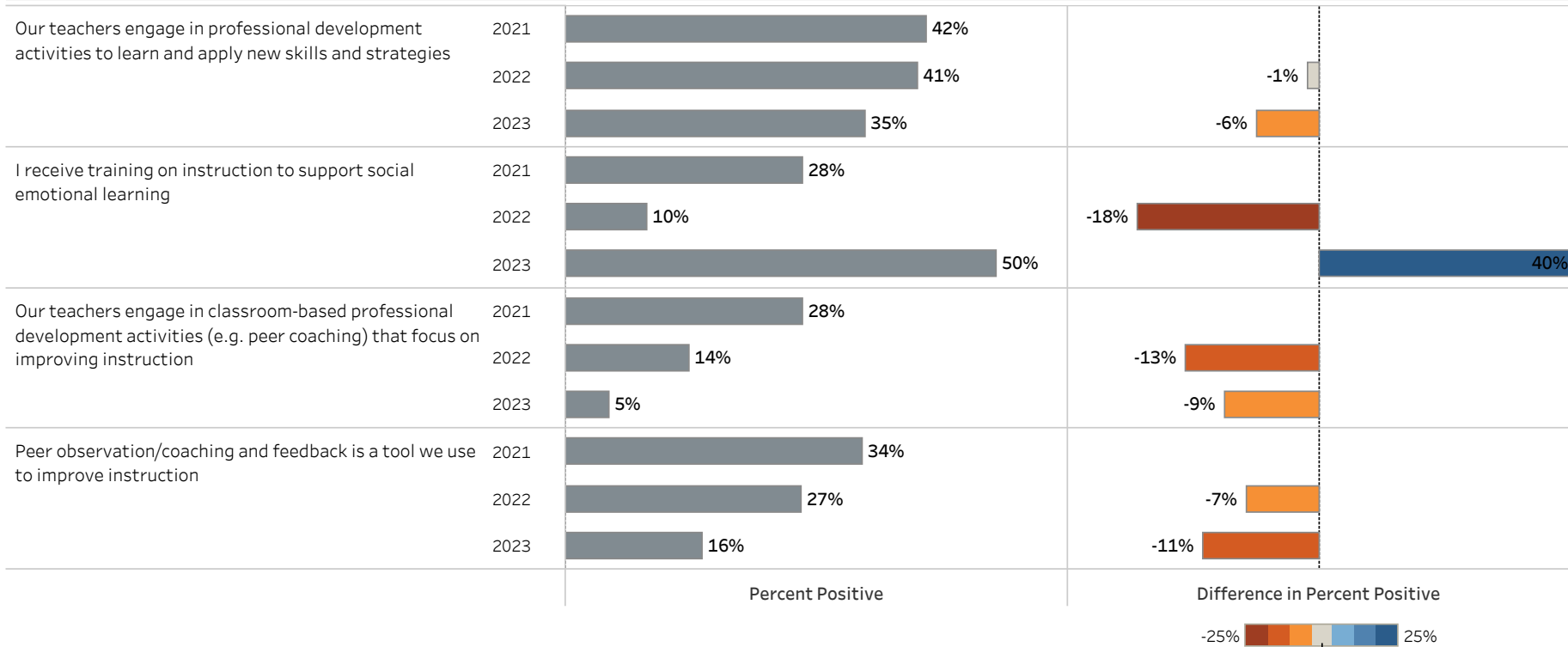
# Focused Professional Development LONGITUDINAL

Colville Junior High School

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## Questions answered by only Instructional Staff



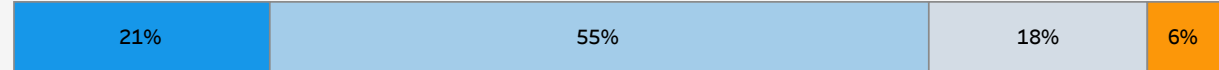
# Cultural Responsiveness

Colville Junior High School

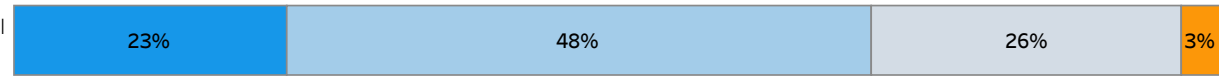
Academic placement is not influenced by race, gender or socioeconomic levels



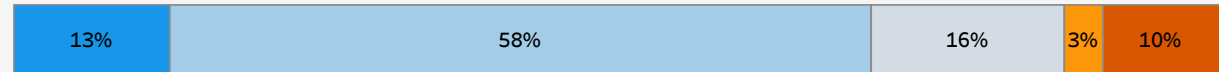
Staff at this school value and respect all students



This school communicates effectively with families of all cultures



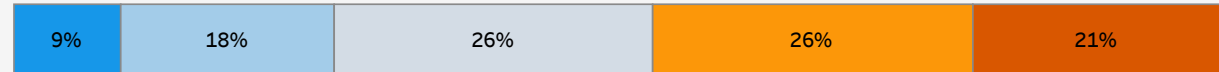
This school has effective equity practices for all



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



We talk about race and bigotry as a staff



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

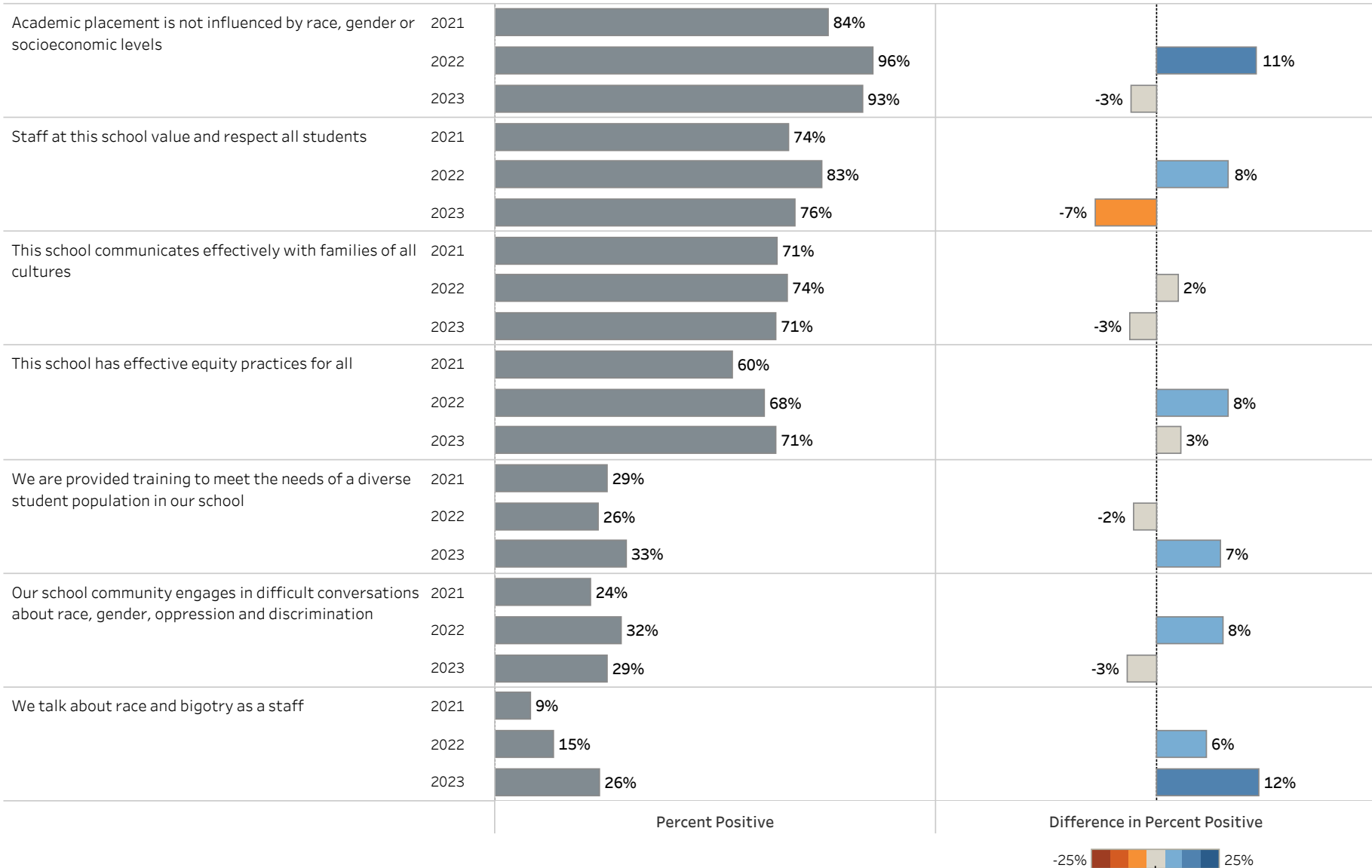


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# Cultural Responsiveness - LONGITUDINAL

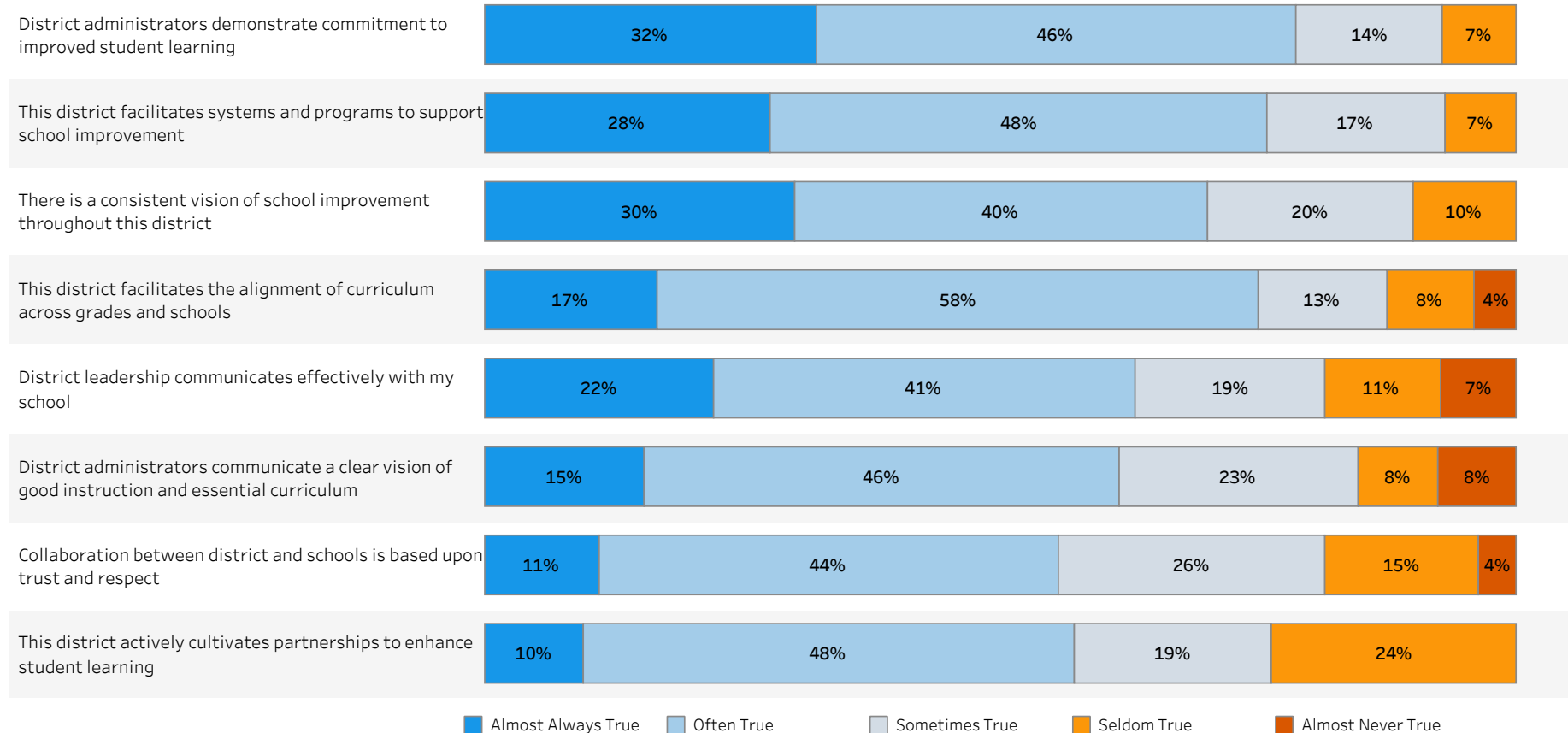
Colville Junior High School

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# District Support for Improvement

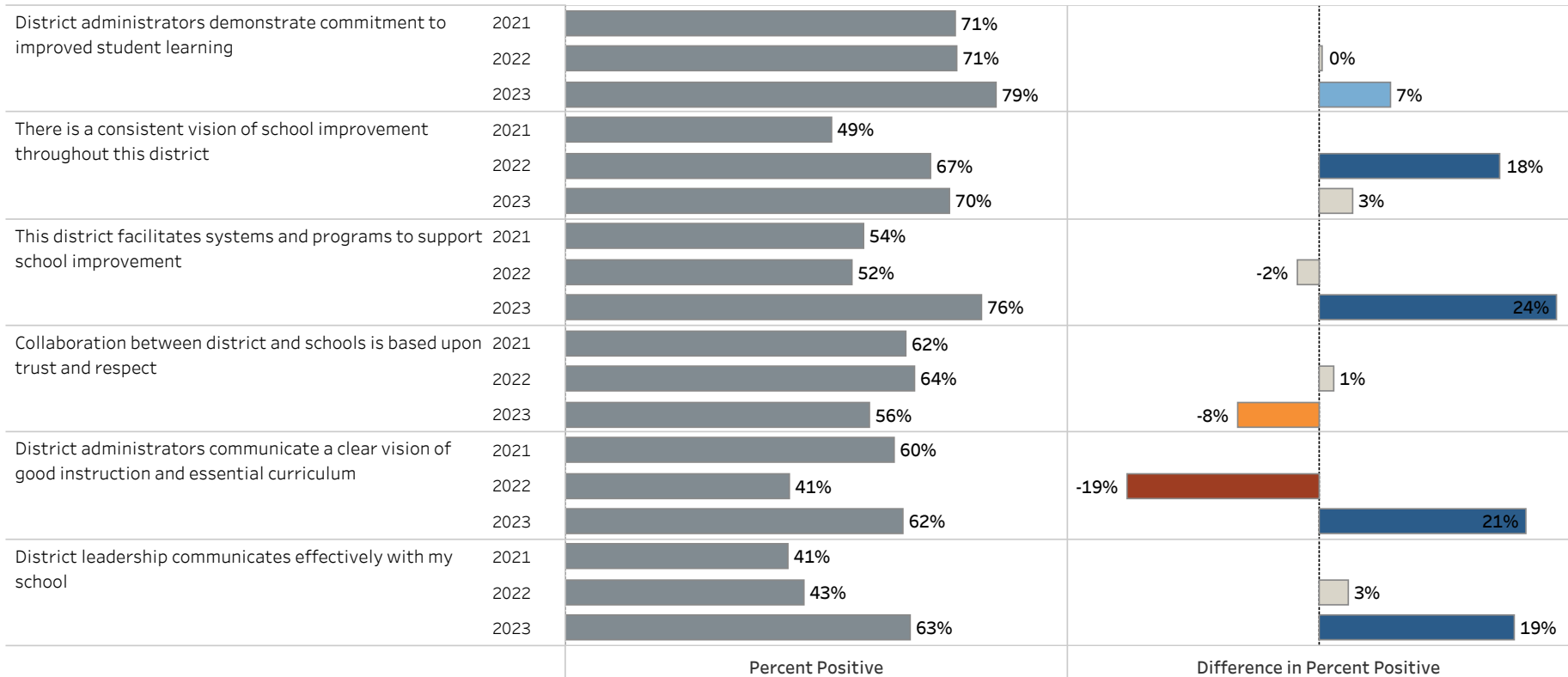
Colville Junior High School



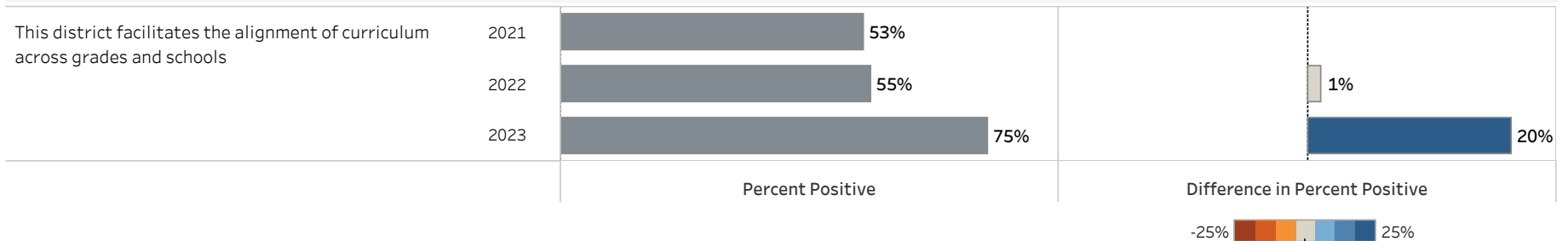
# District Support for Improvement

Colville Junior High School

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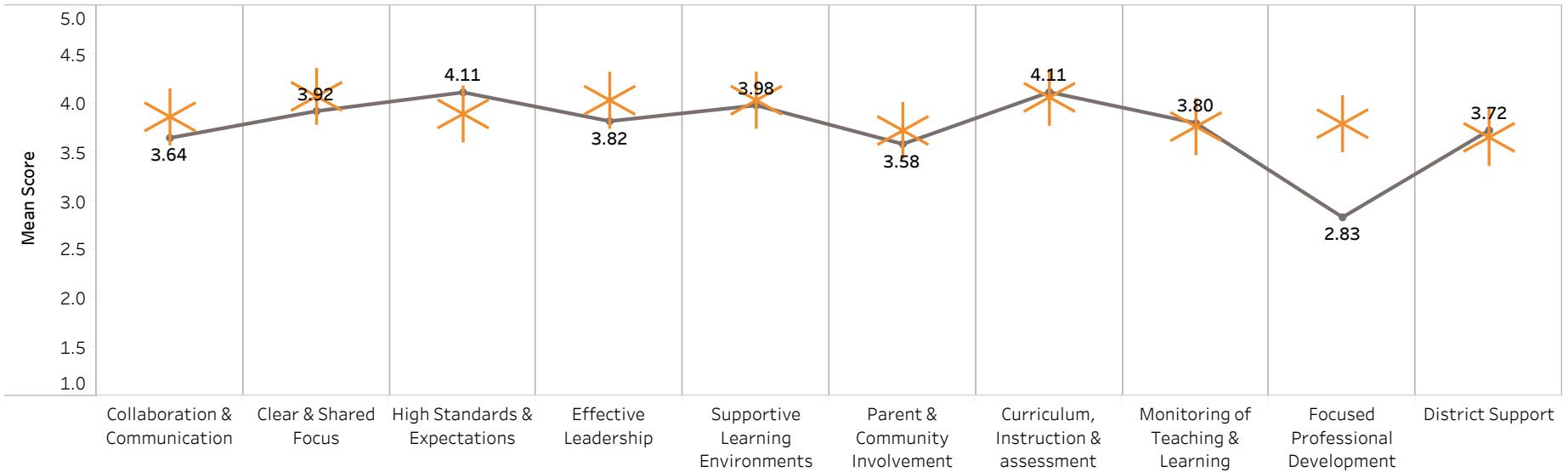


## Questions answered by only Instructional Staff



## Comparison - Mean Scores

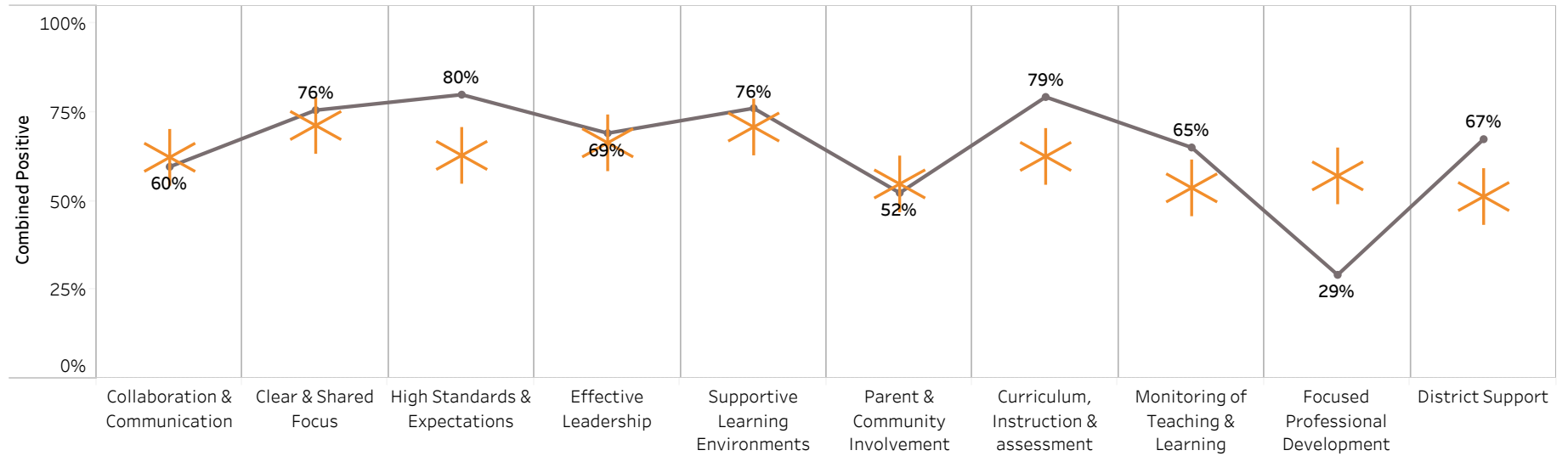
Colville Junior High School



## Comparison - Percent Positive

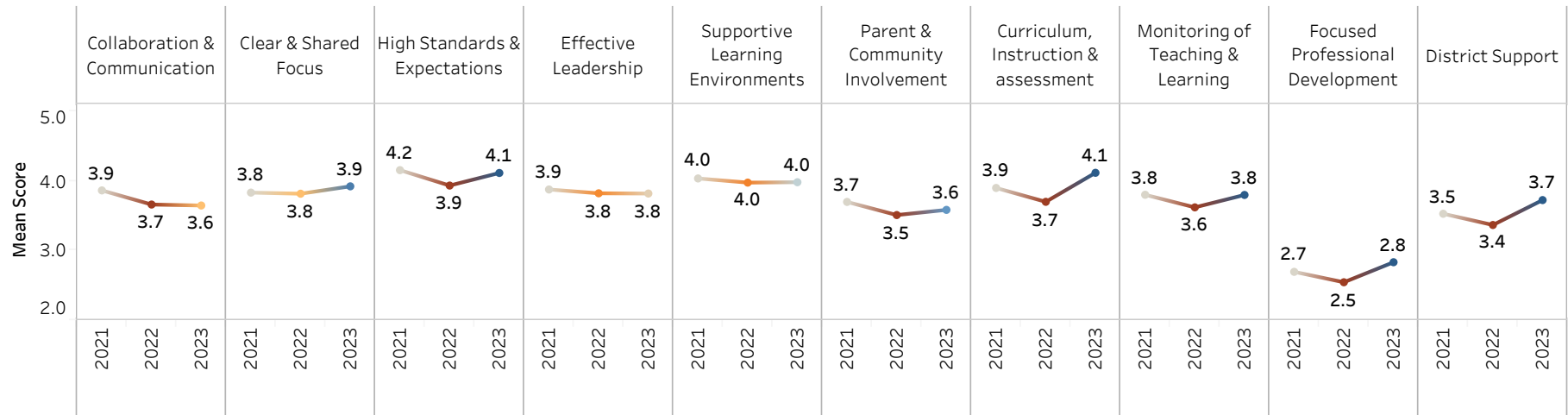
How does your school compare to:

✱ Nationwide Sample  
● Your School or District



## Comparison - Mean Scores LONGITUDINAL

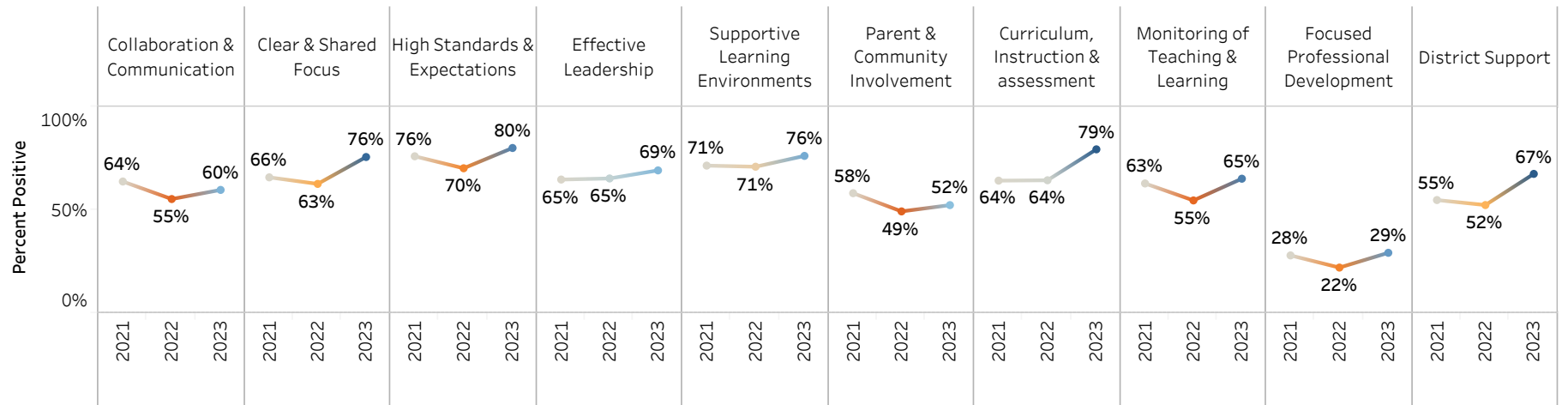
Colville Junior High School



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

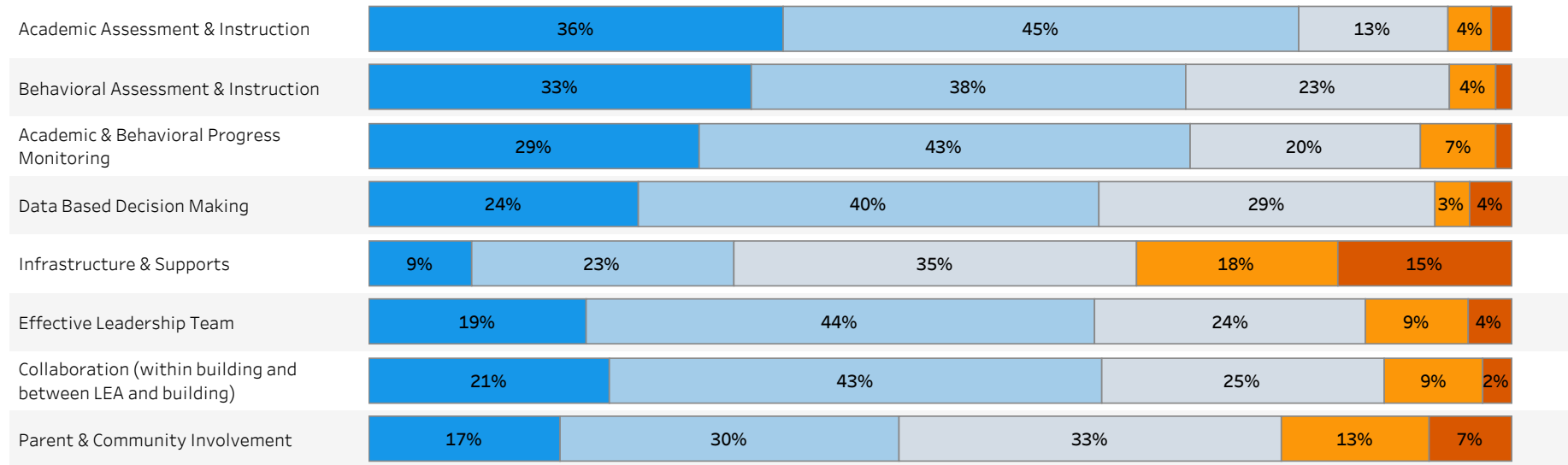


Difference in Percent Positive  
-15% 15%

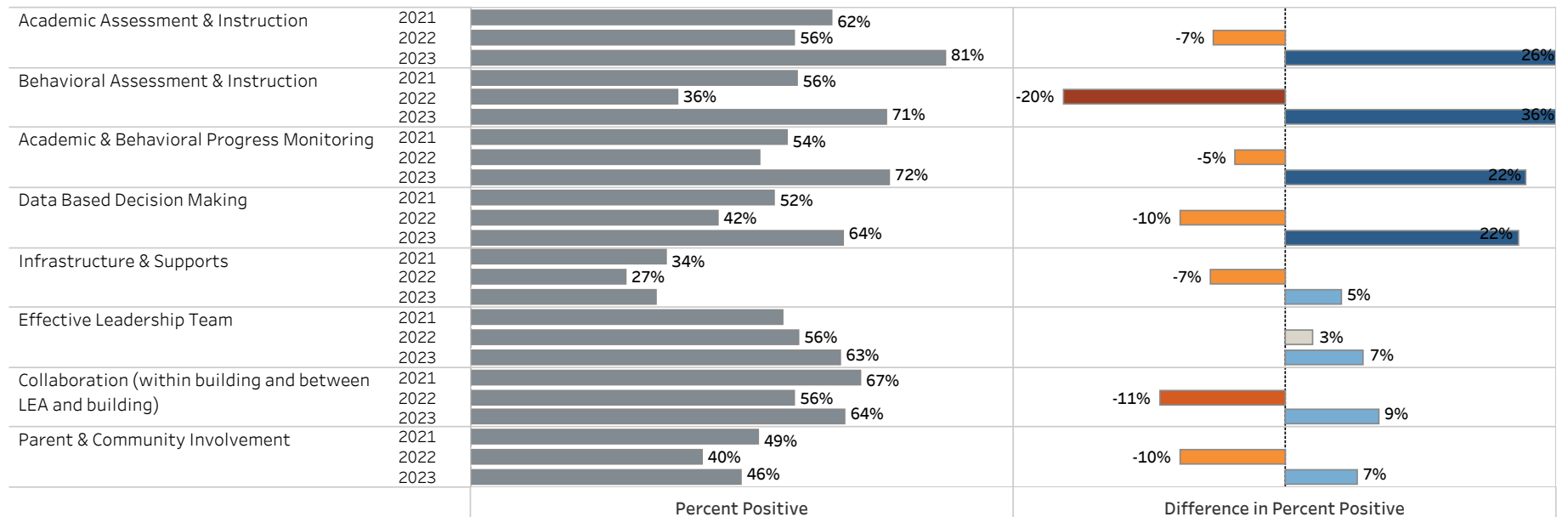


# Multi-tiered System of Supports (MTSS)

Colville Junior High School



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



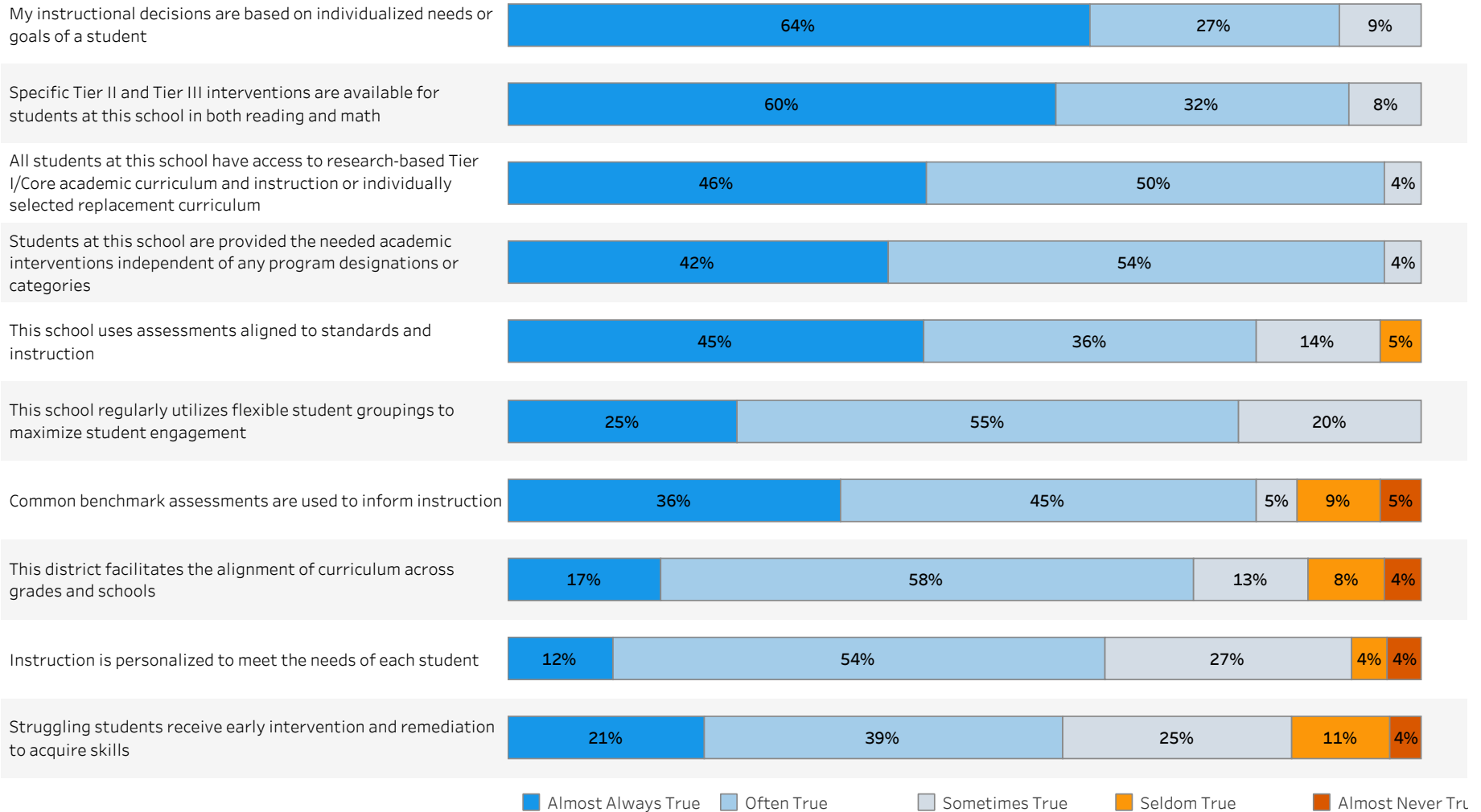
Percent Positive

Difference in Percent Positive

-25% ■ ■ ■ ■ ■ 25%

# MTSS: Academic Assessment & Instruction

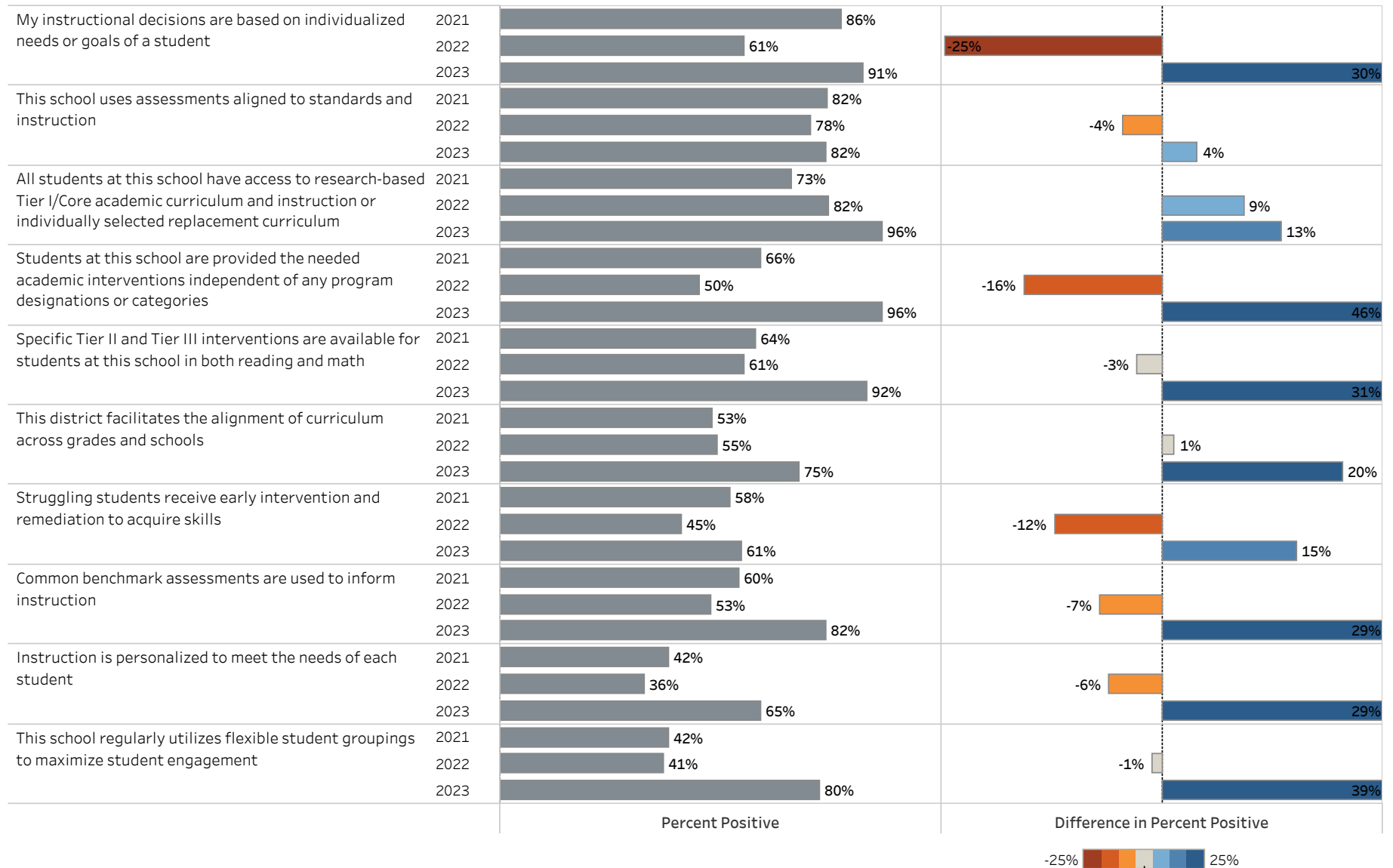
Colville Junior High School



# MTSS: Academic Assessment & Instruction

## LONGITUDINAL

Colville Junior High School



# MTSS: Behavioral Assessment & Instruction

Colville Junior High School

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



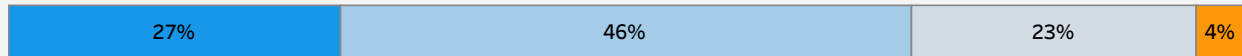
This school has a measurement and tracking system in place for progress on improving student behavior



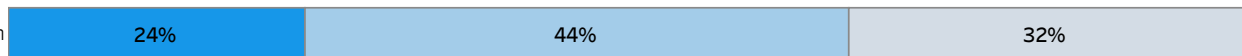
The development of students' social emotional learning enhances the learning environment in our classrooms



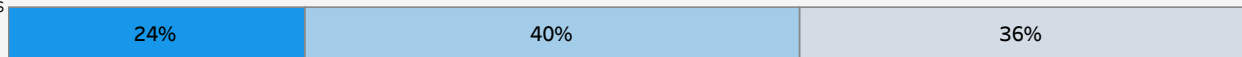
I understand instructional strategies to support social emotional learning objectives



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



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



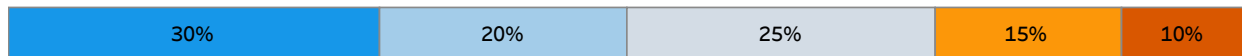
I incorporate social emotional instruction into my daily instructional delivery



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

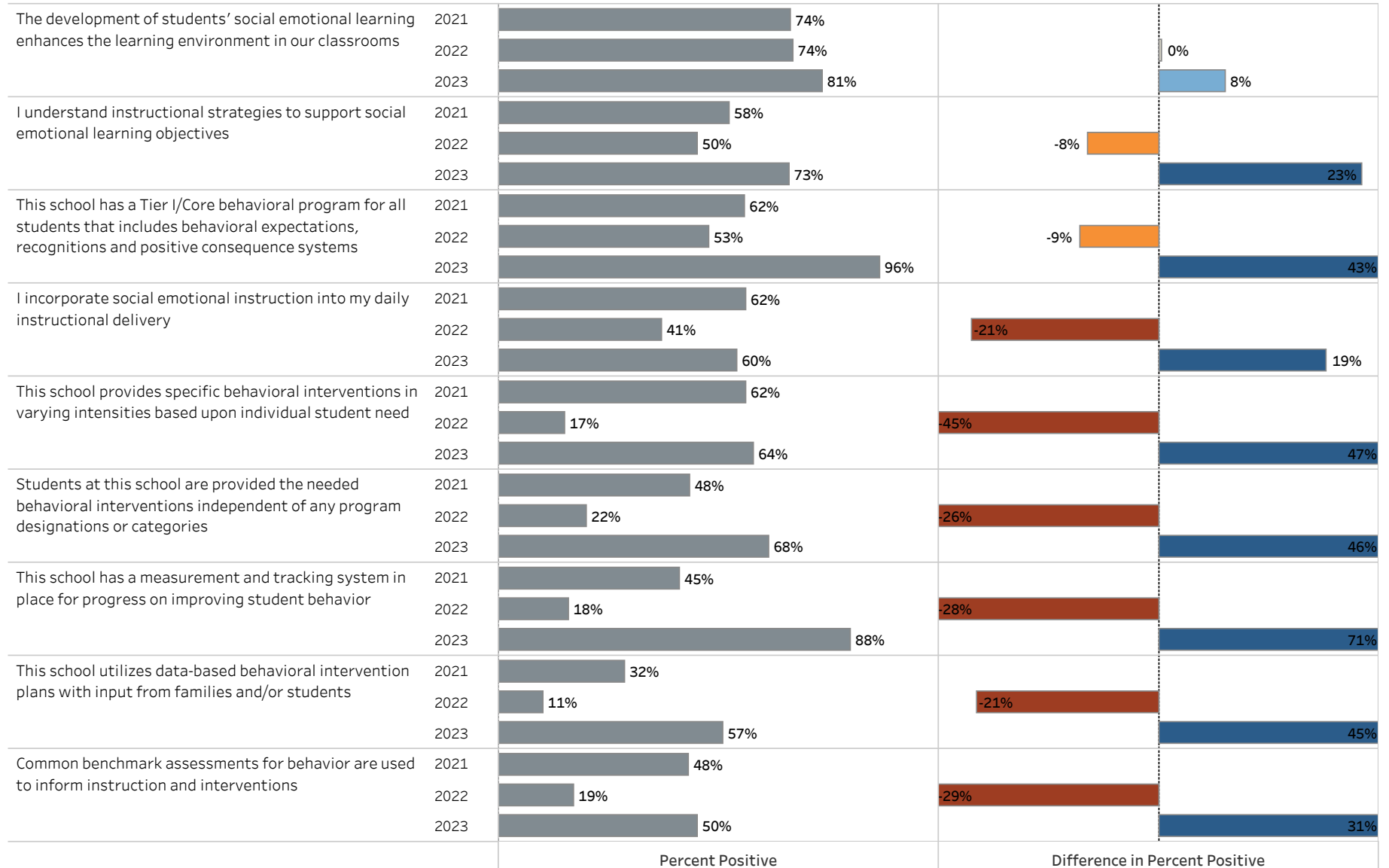


■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True
 ■ Almost Never True

# MTSS: Behavioral Assessment & Instruction

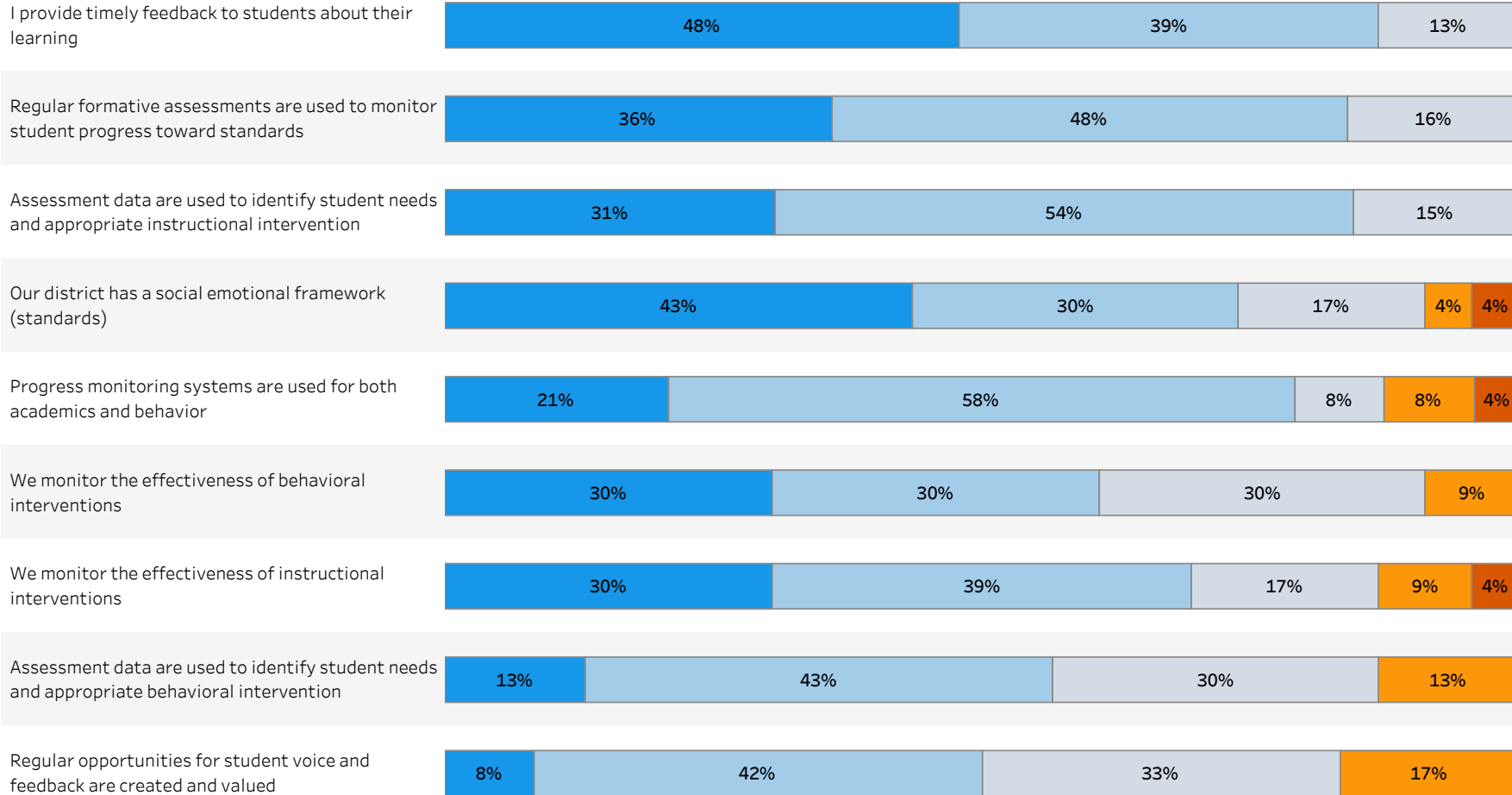
## LONGITUDINAL

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# MTSS: Academic & Behavioral Progress Monitoring

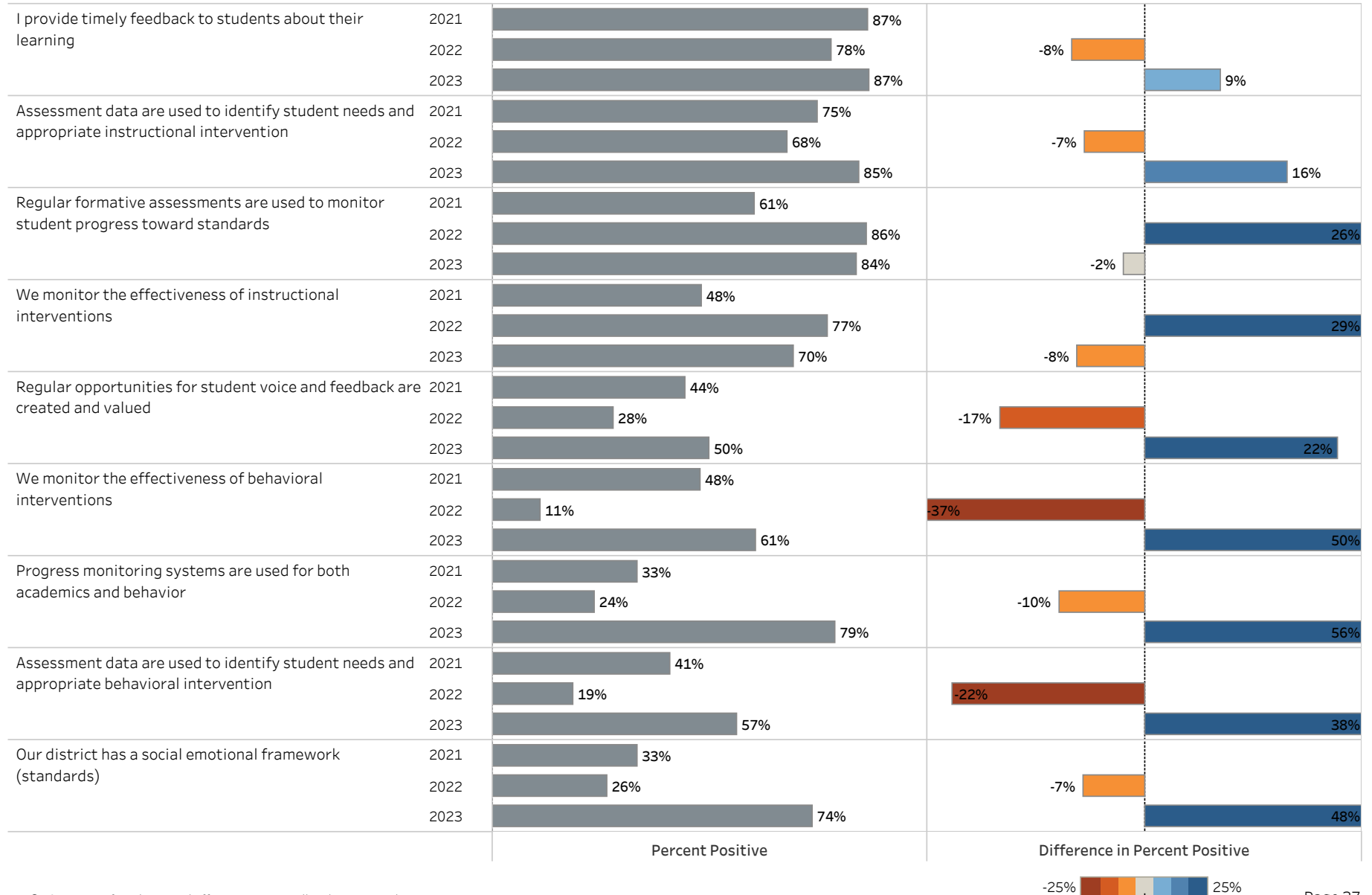
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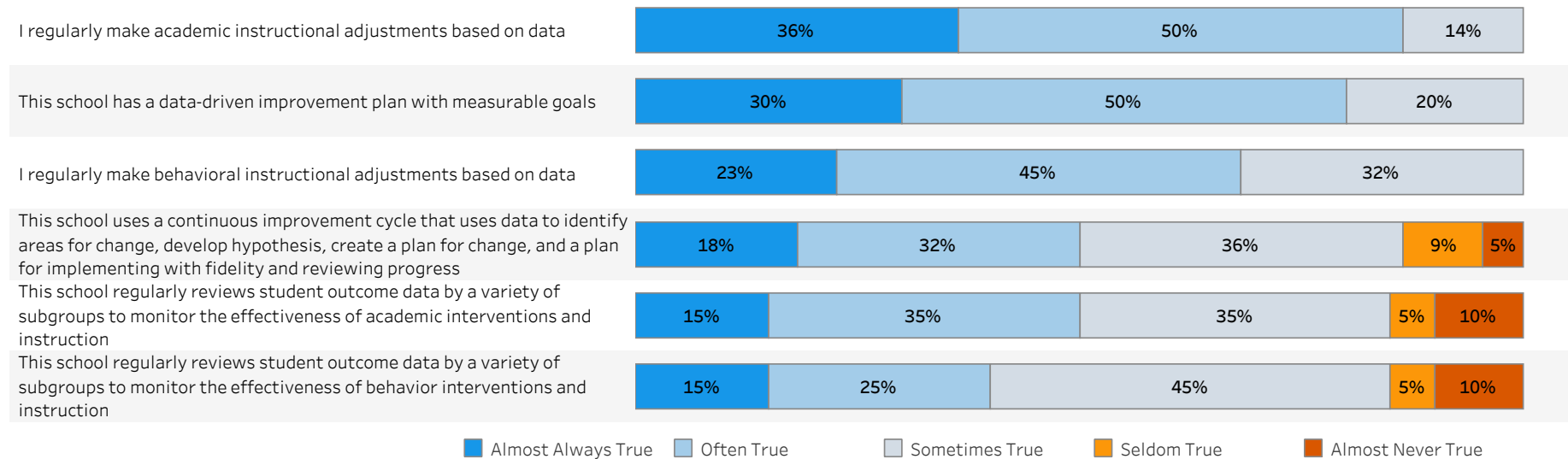
# MTSS: Academic & Behavioral Progress Monitoring

## LONGITUDINAL

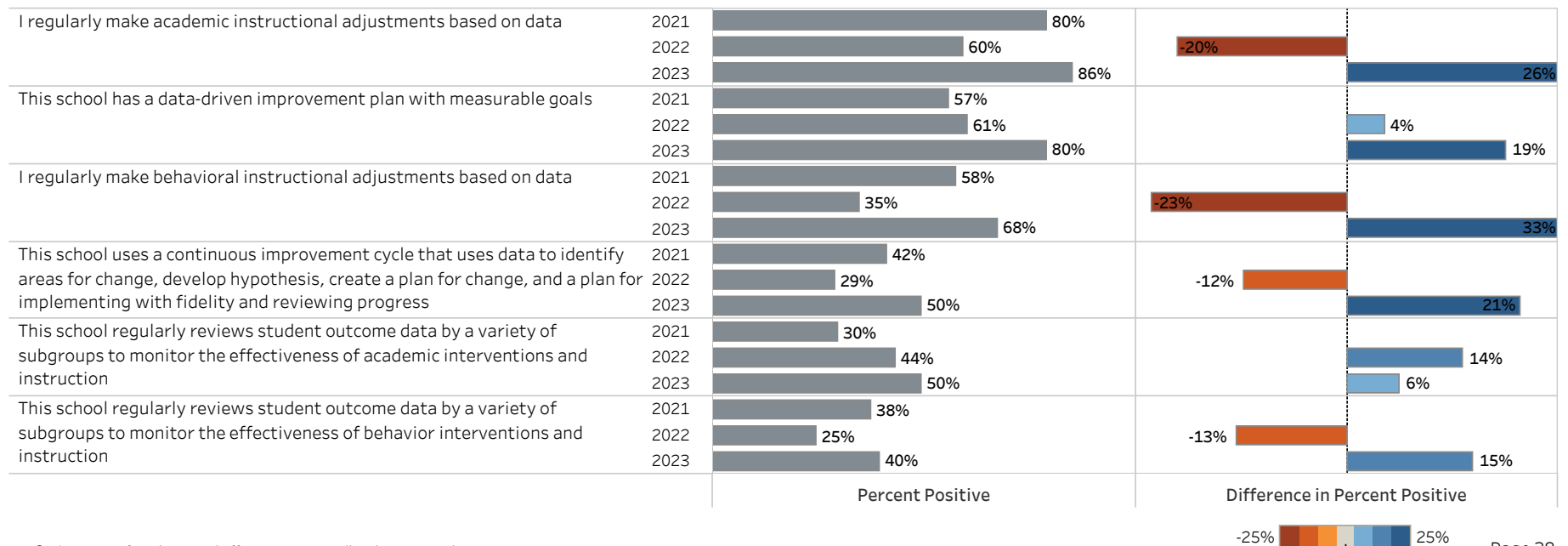
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## MTSS: Data Based Decision Making



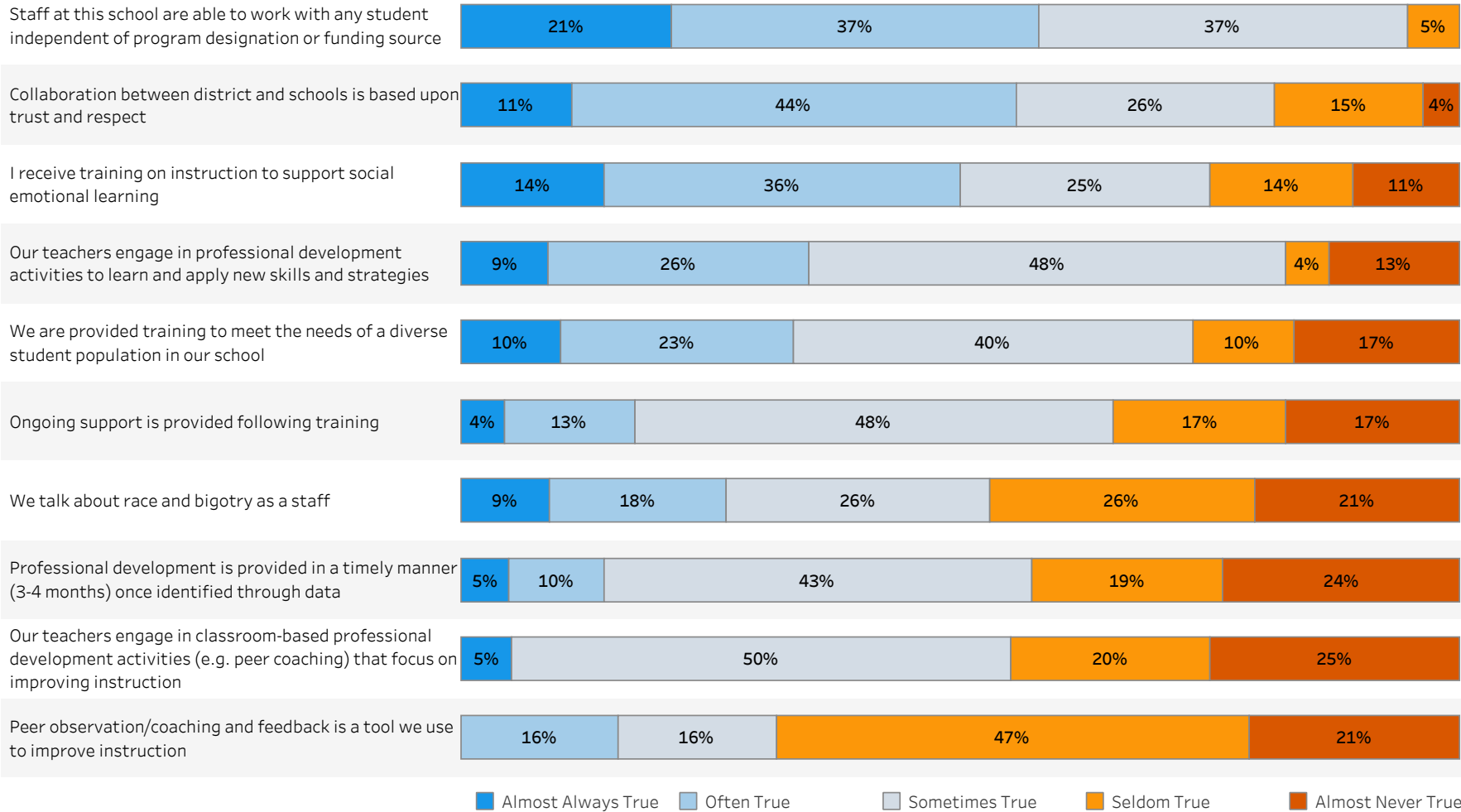
## MTSS: Data Based Decision Making LONGITUDINAL





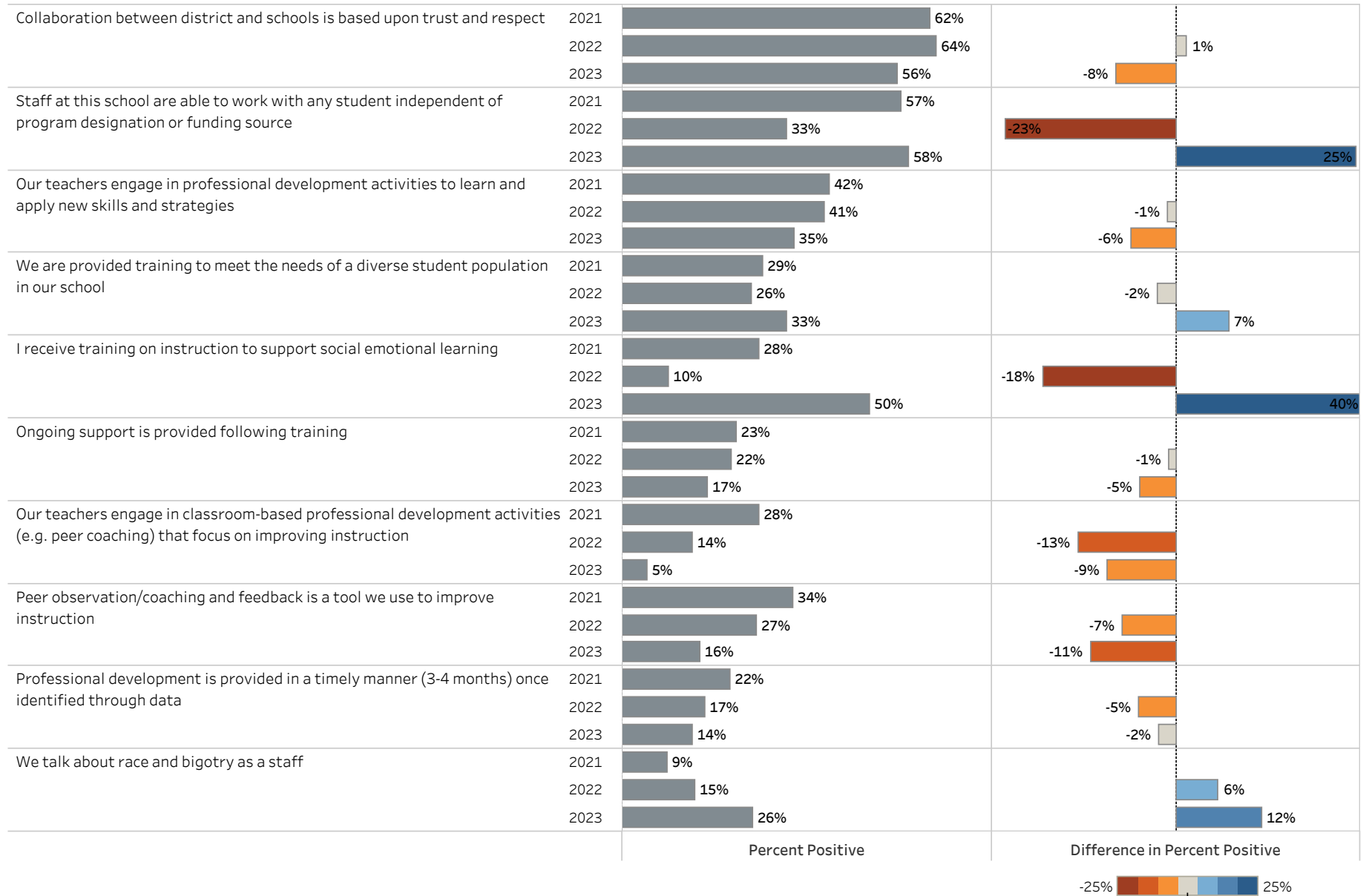
# MTSS: Infrastructure & Supports

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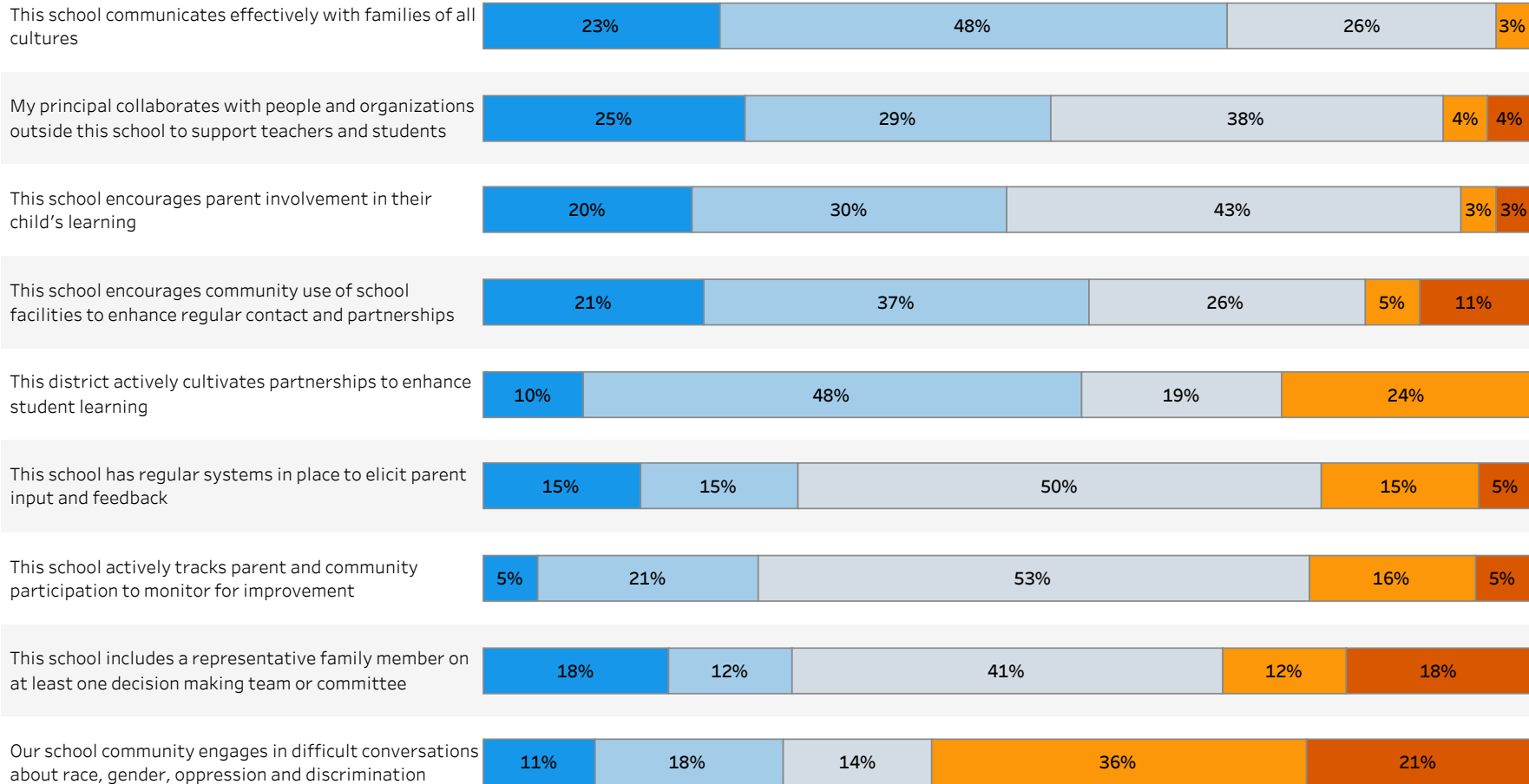
# MTSS: Infrastructure & Supports LONGITUDINAL

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# MTSS: Parent & Community Involvement

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# MTSS: Parent & Community Involvement LONGITUDINAL

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