

Educational Effectiveness Survey™



Professional Learning Community Module

9 Characteristics of High Performing Schools

Staff Edition V11

Colville High School

Colville School District

2021

N=34

2022

N=28

2023

N=34





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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.

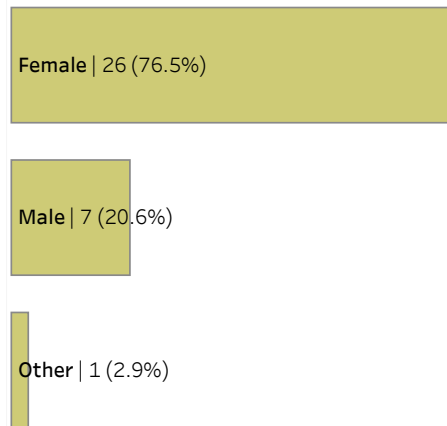
9 Characteristics of High-Performing Schools

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.

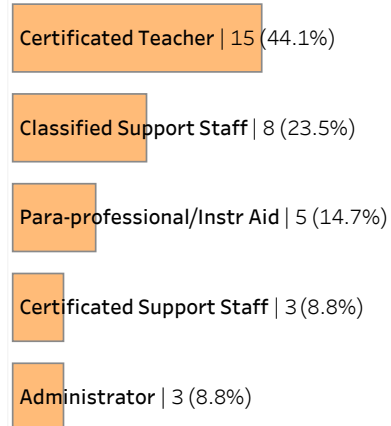


Demographics

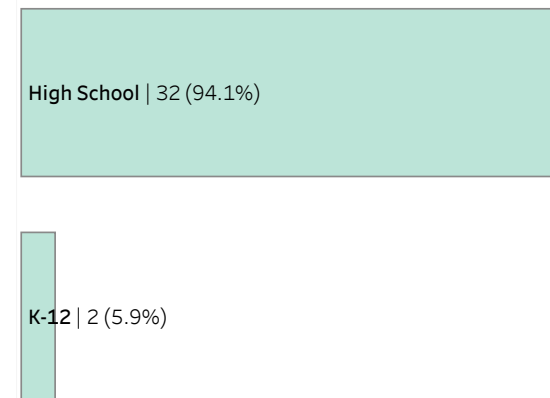
Gender



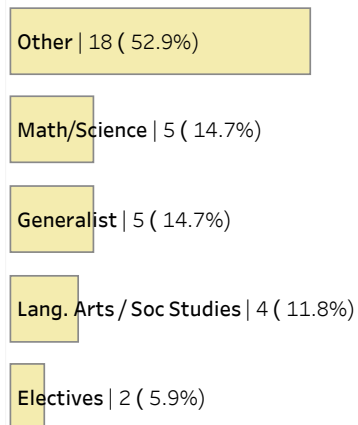
Position



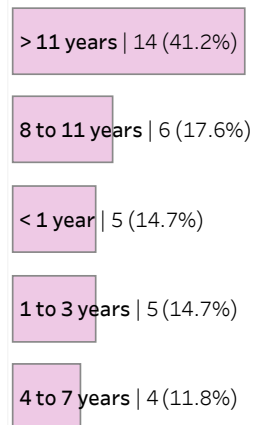
Level



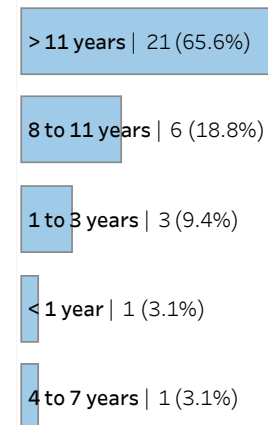
Department



School-Yrs of Service



Education-Yrs of Service



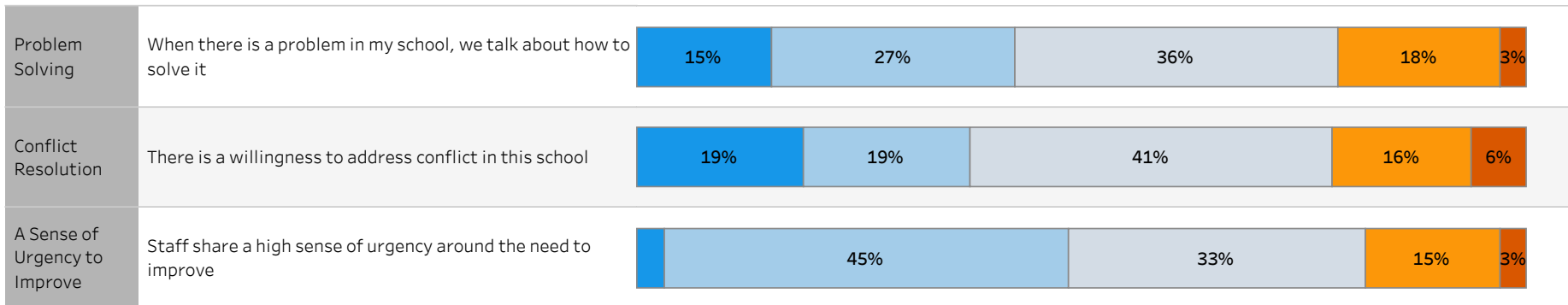
Readiness for Change

Colville High School

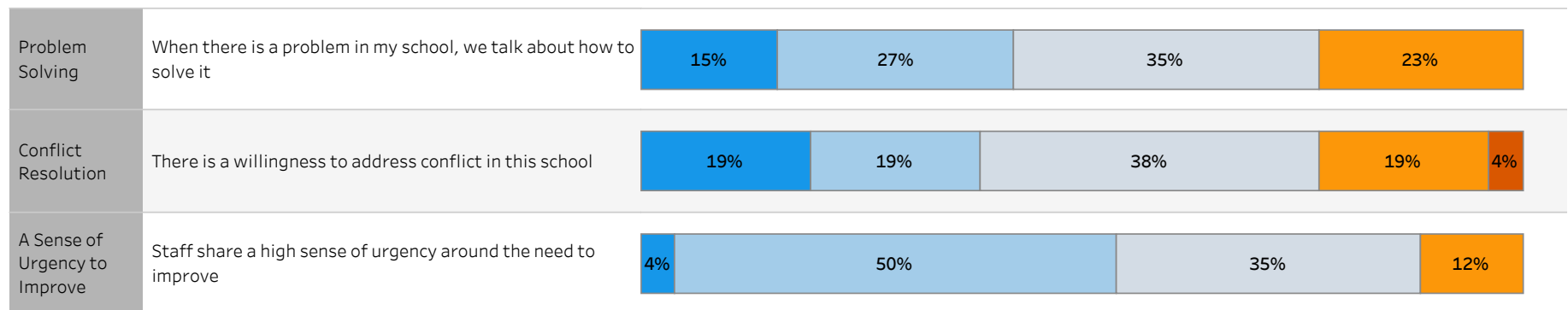
The charts below are data about your school staff, who must define, embrace, implement, and sustain change. If your staff believes there is a weakness in the problem-solving ability or in the ability to resolve conflict within this building, or does not see the urgency to improve, you must address those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

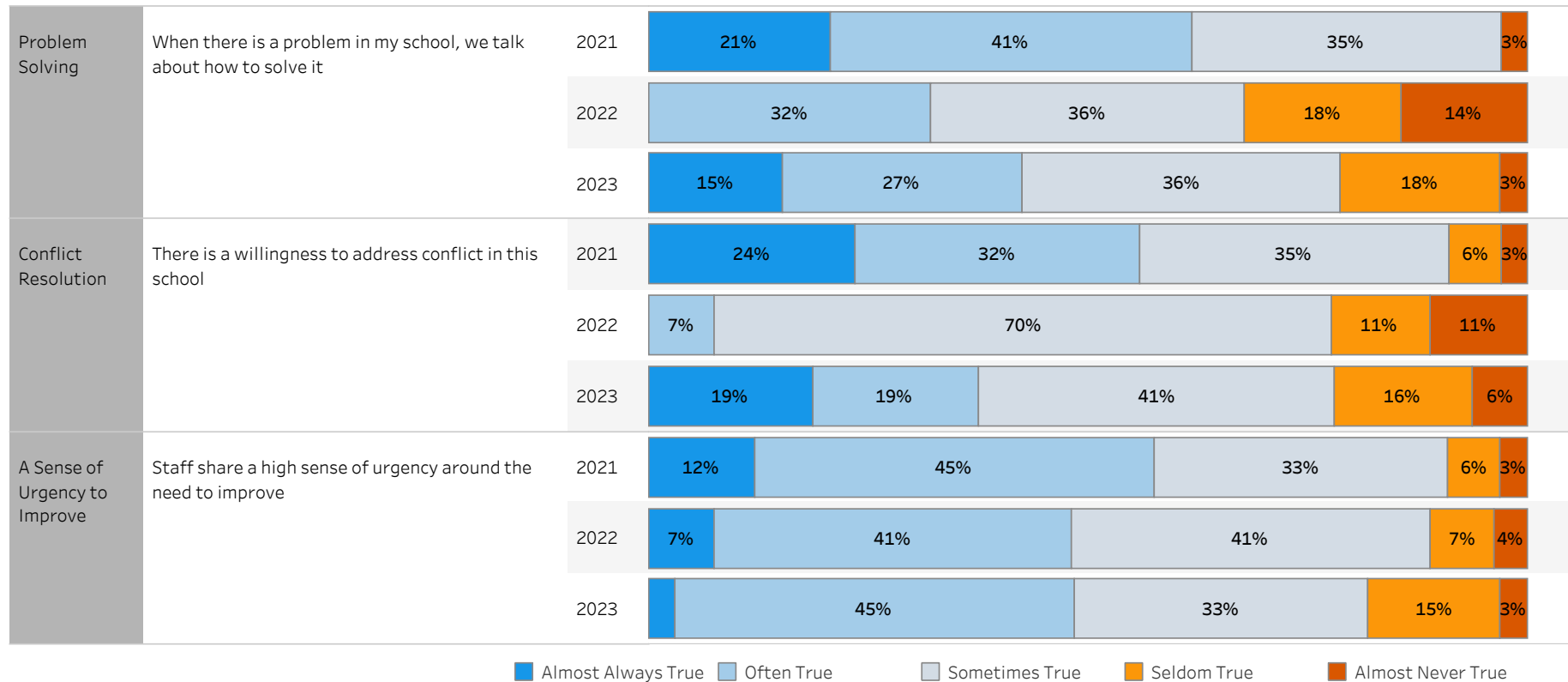


■ Almost Always True ■ Often True ■ Sometimes True ■ Seldom True ■ Almost Never True

Readiness for Change—LONGITUDINAL

Colville High School

All Staff

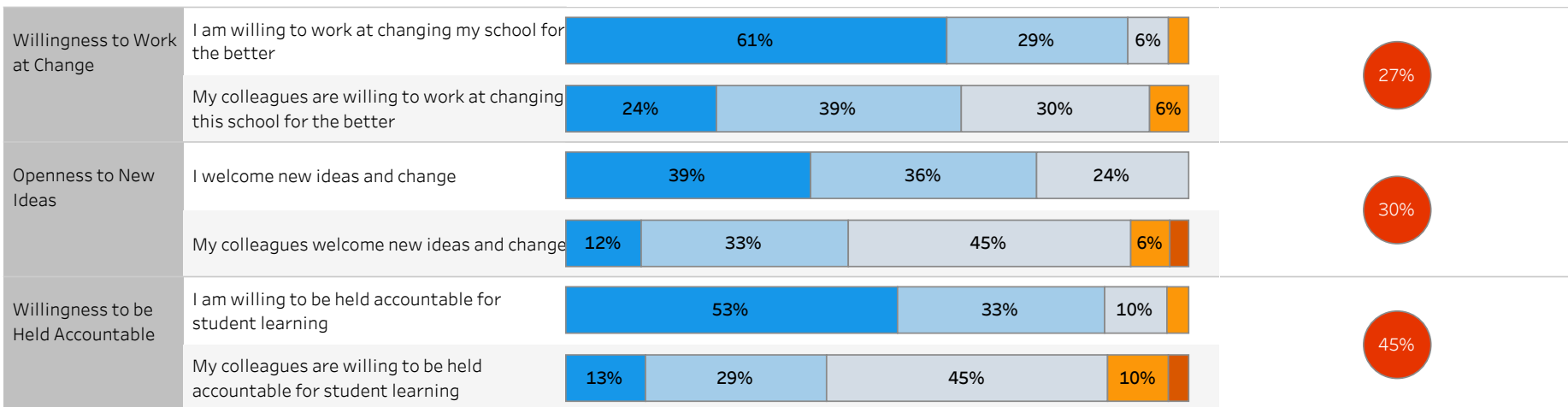


Readiness for Change—I vs. They Perspectives

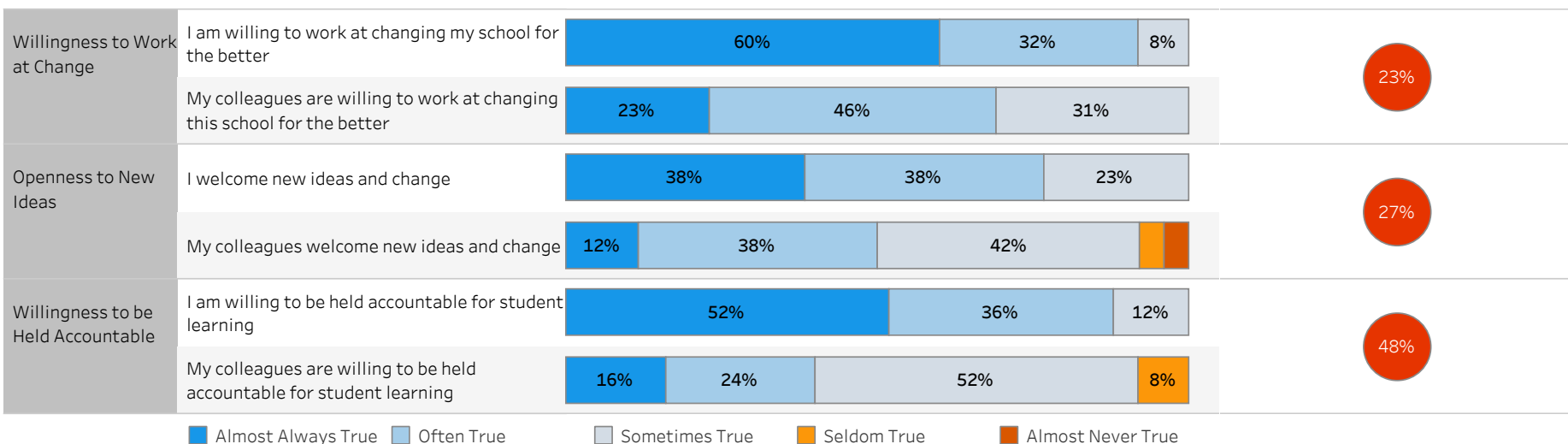
Gaps over 20% in elementary and over 25% in secondary should be investigated. Why do staff see different attitudes in their colleagues?

How large is the Gap between I vs. They?

All Staff

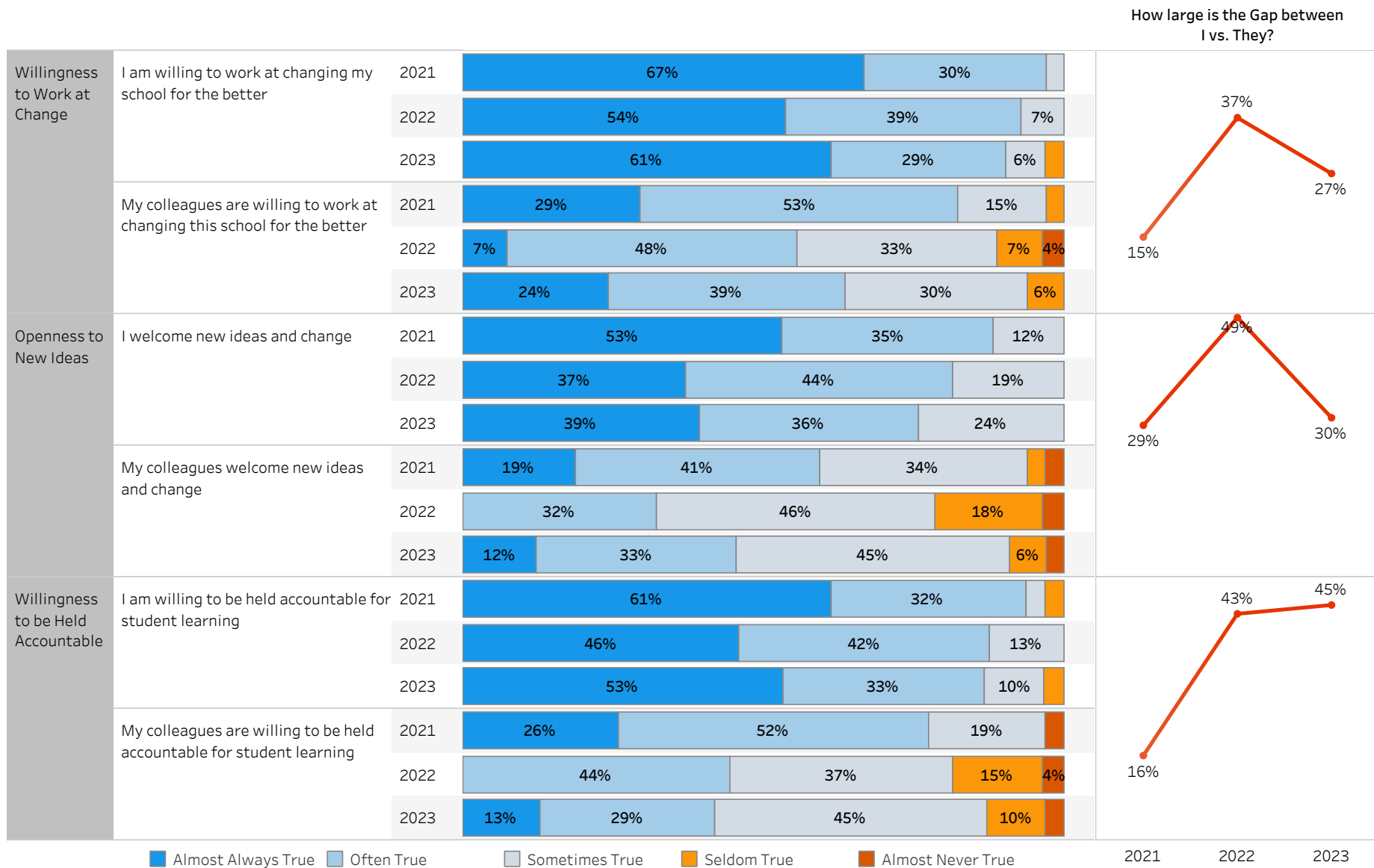


Instructional Staff



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

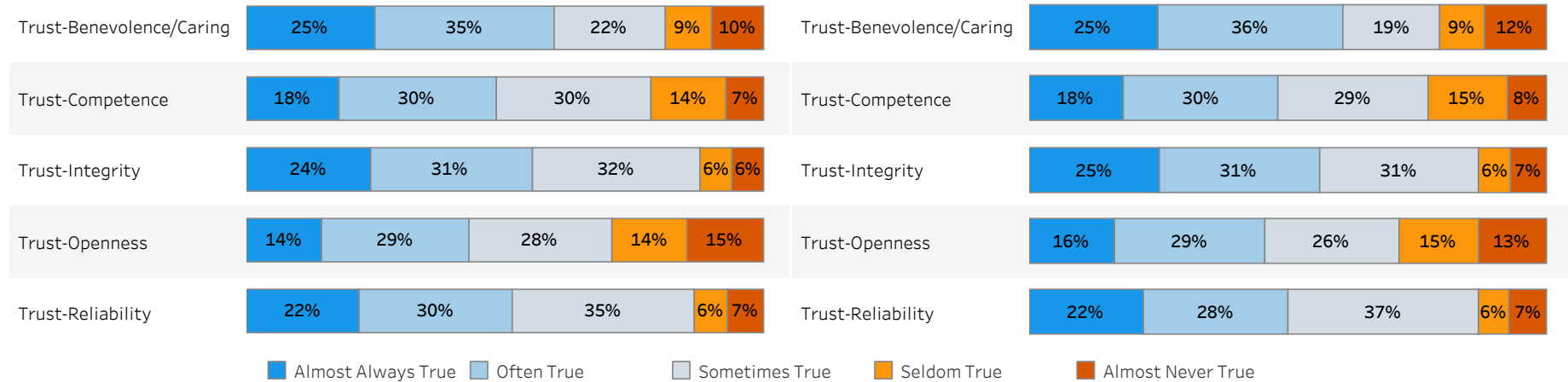
Readiness for Change—I vs. They Perspectives— LONGITUDINAL



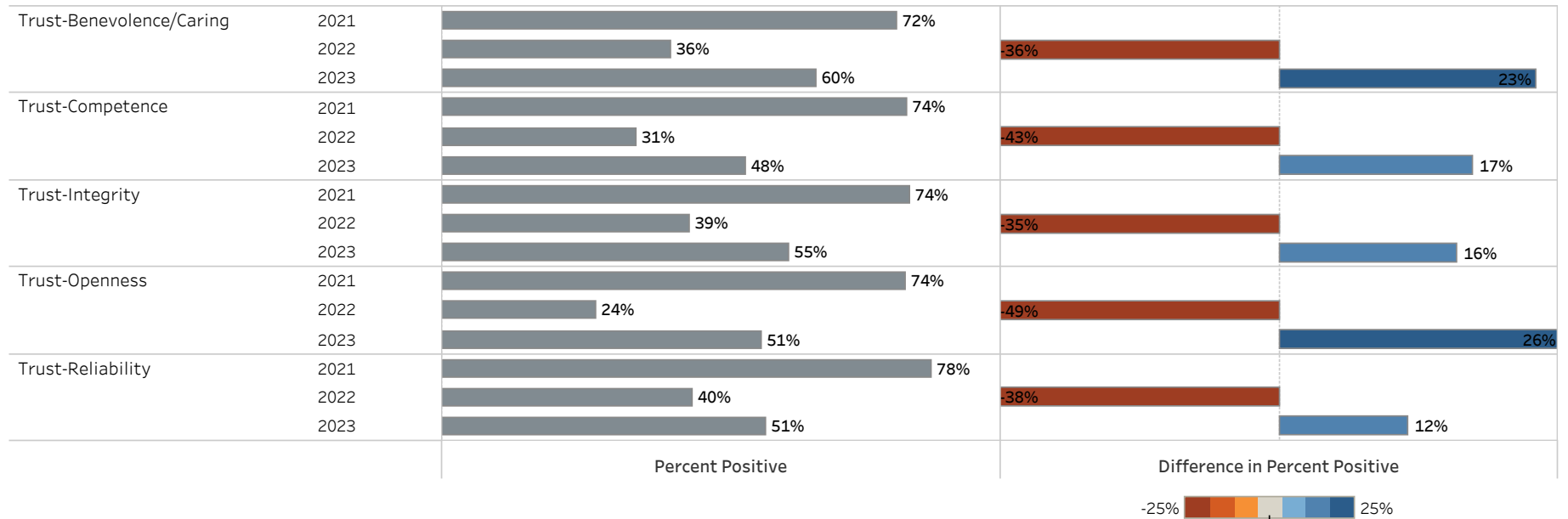
Organizational Trust

All Staff

Instructional Staff

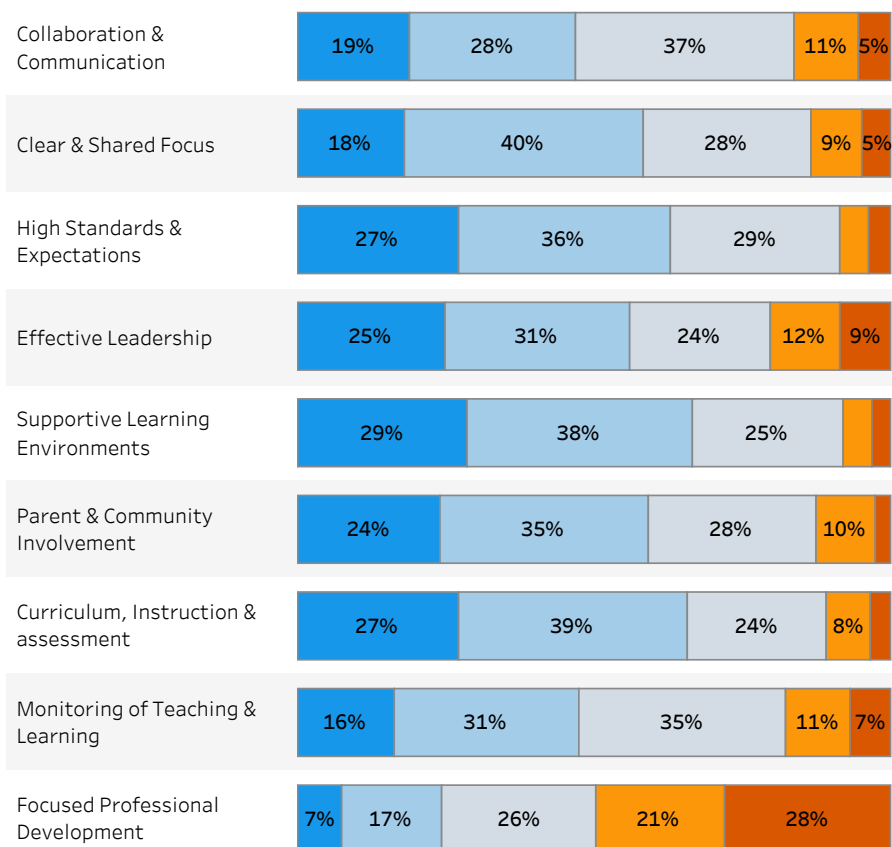


Organizational Trust—LONGITUDINAL

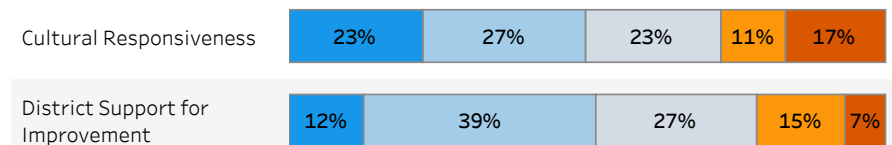


9 Characteristics of High-Performing Schools

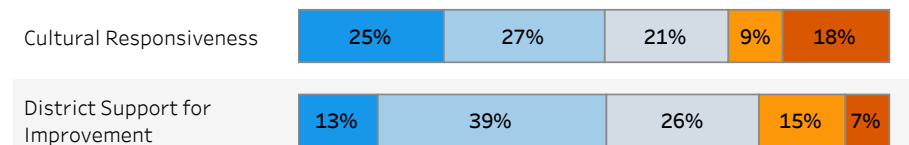
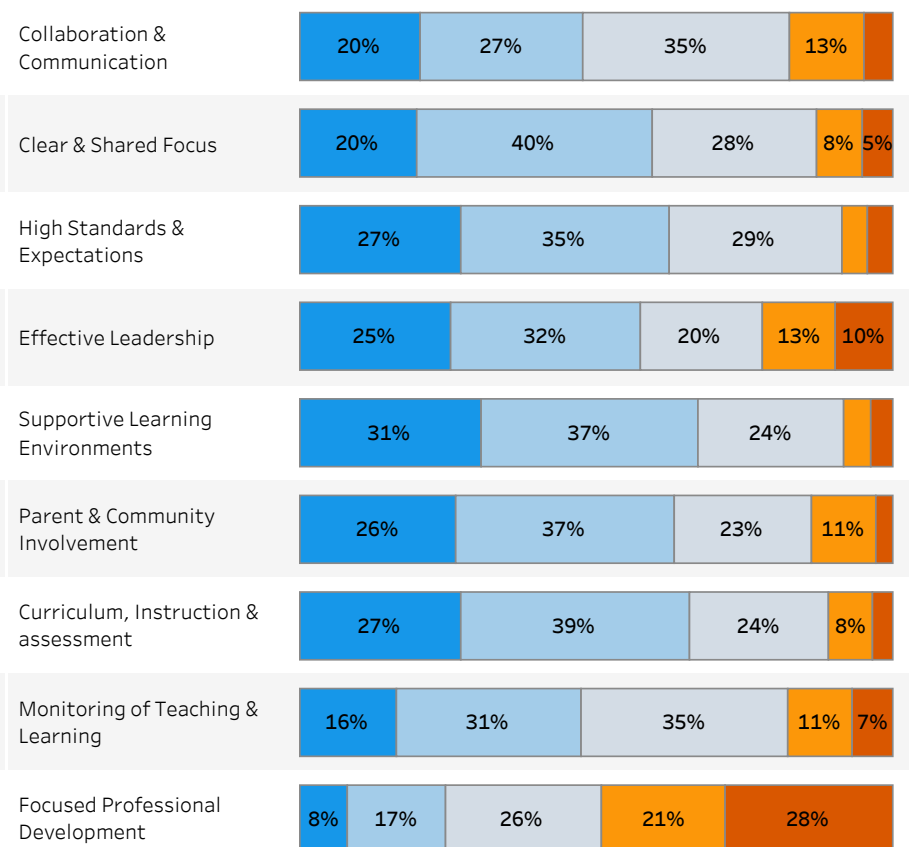
All Staff



Additional Characteristics



Instructional Staff



Almost Always True Often True

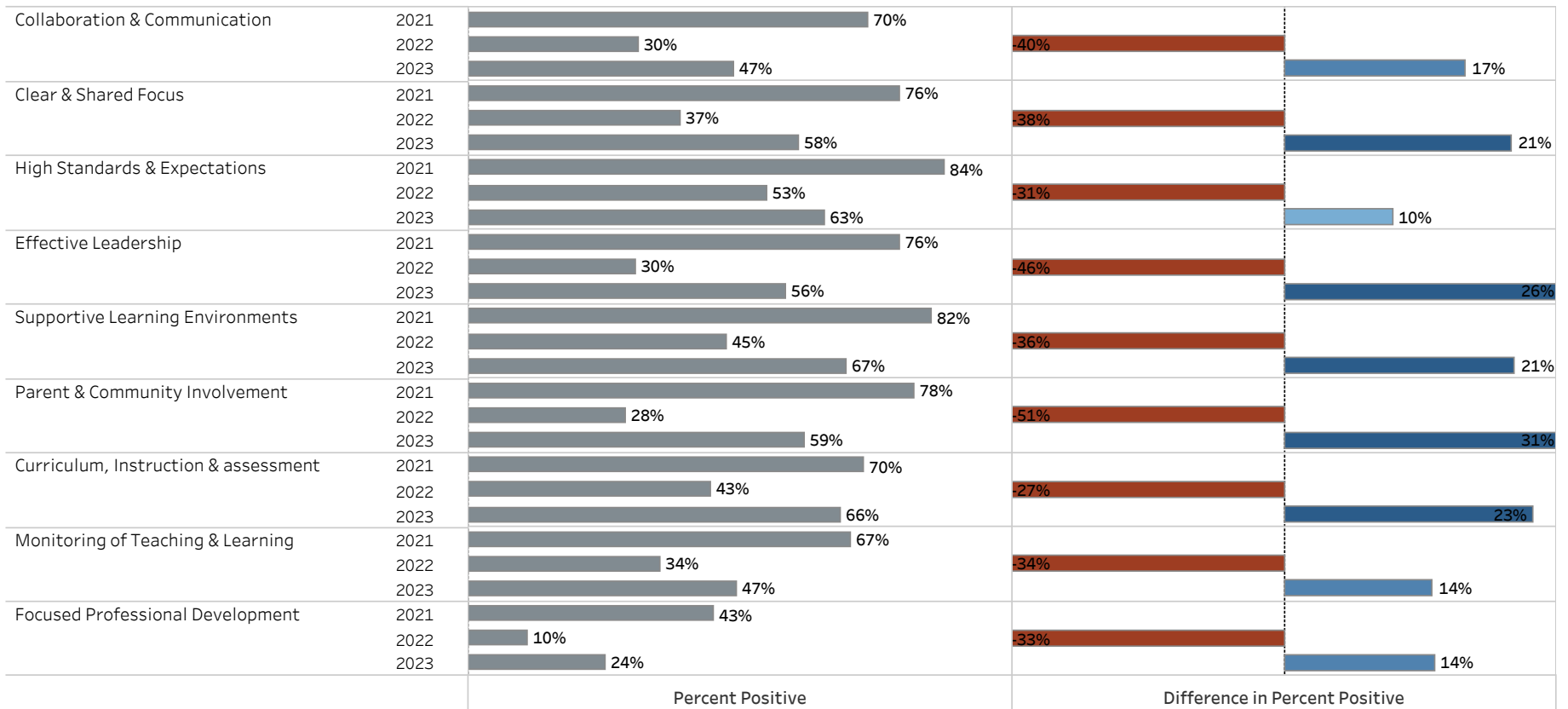
Sometimes True

Seldom True

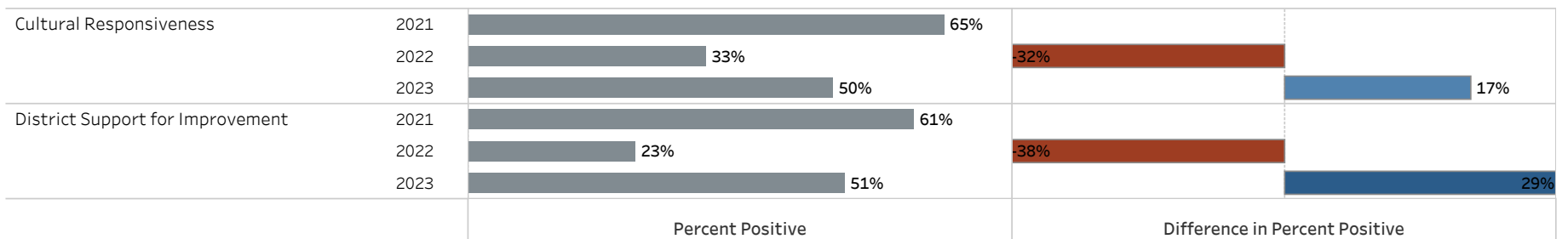
Almost Never True

9 Characteristics of High-Performing School — LONGITUDINAL

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

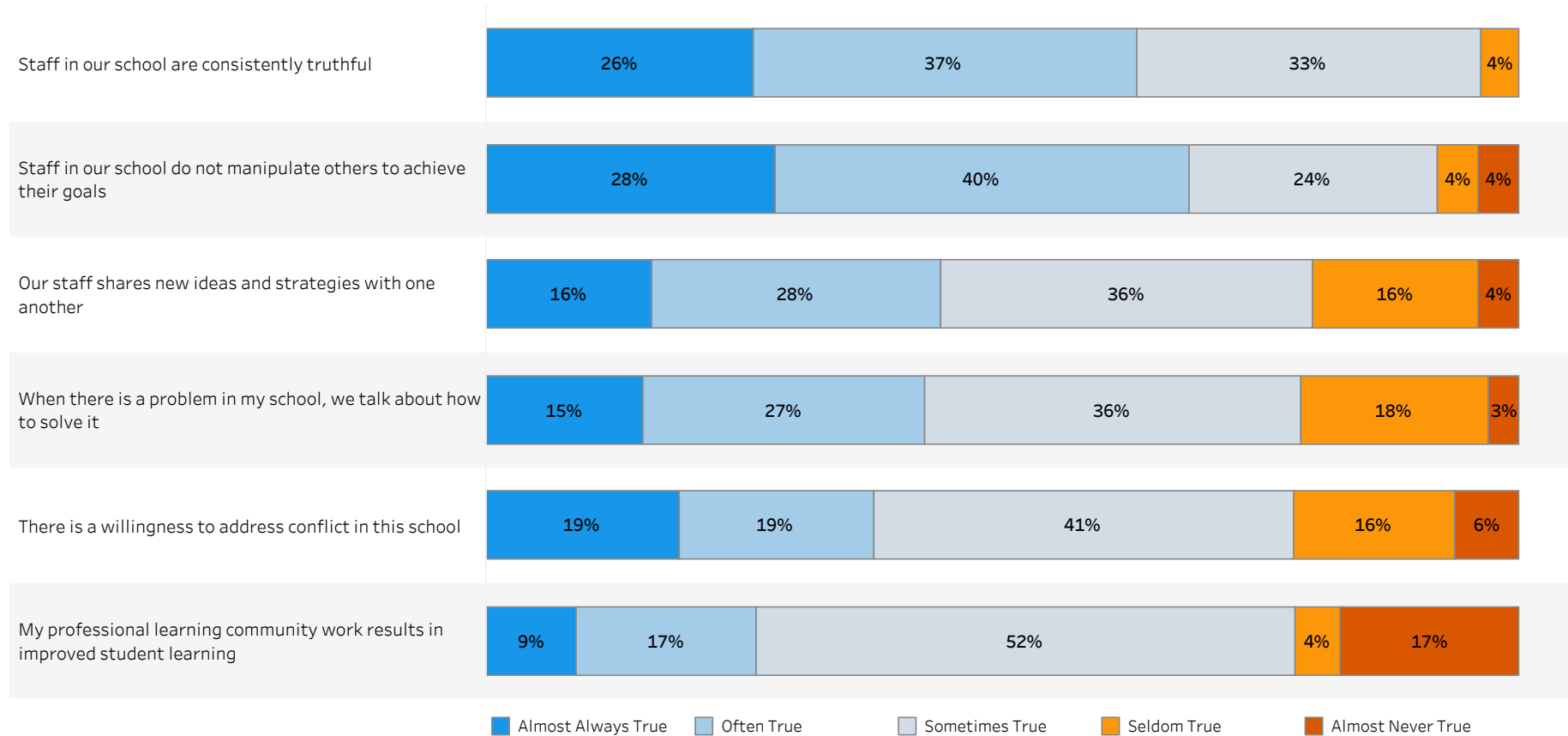


Additional Characteristics



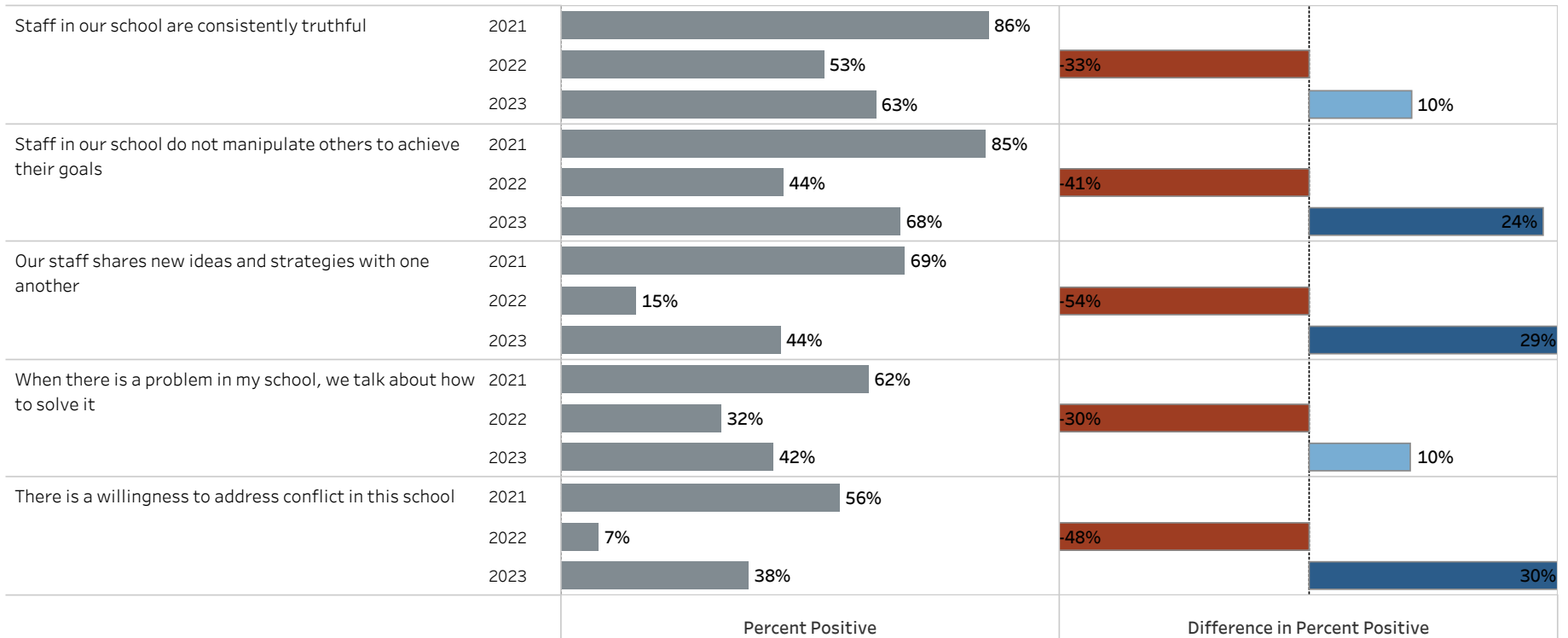
High Levels of Collaboration and Communication

Colville High School

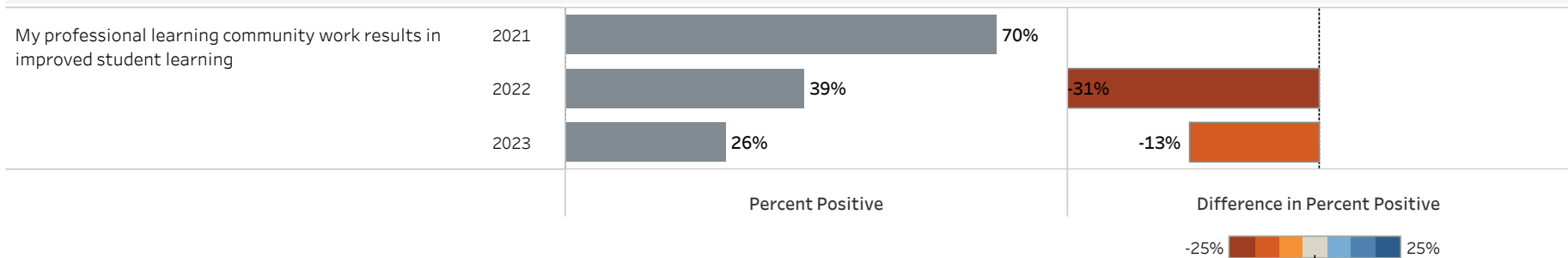


High Levels of Collaboration and Communication— LONGITUDINAL

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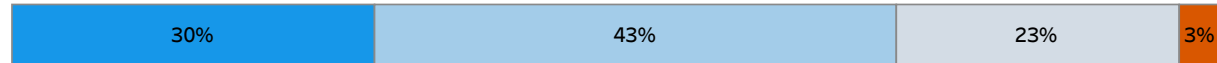
Questions answered only by Instructional Staff



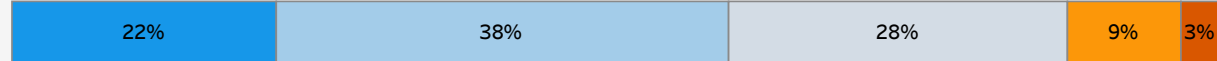
Clear and Shared Focus

Colville High School

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



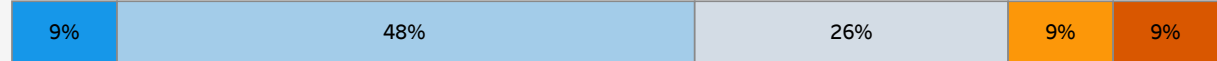
Important decisions here are based on the goals of this school



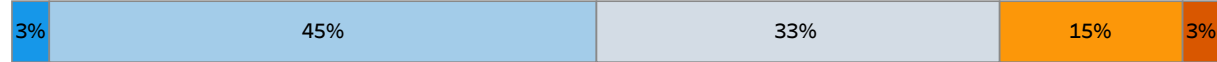
My performance goals are set based on the goals of this school



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



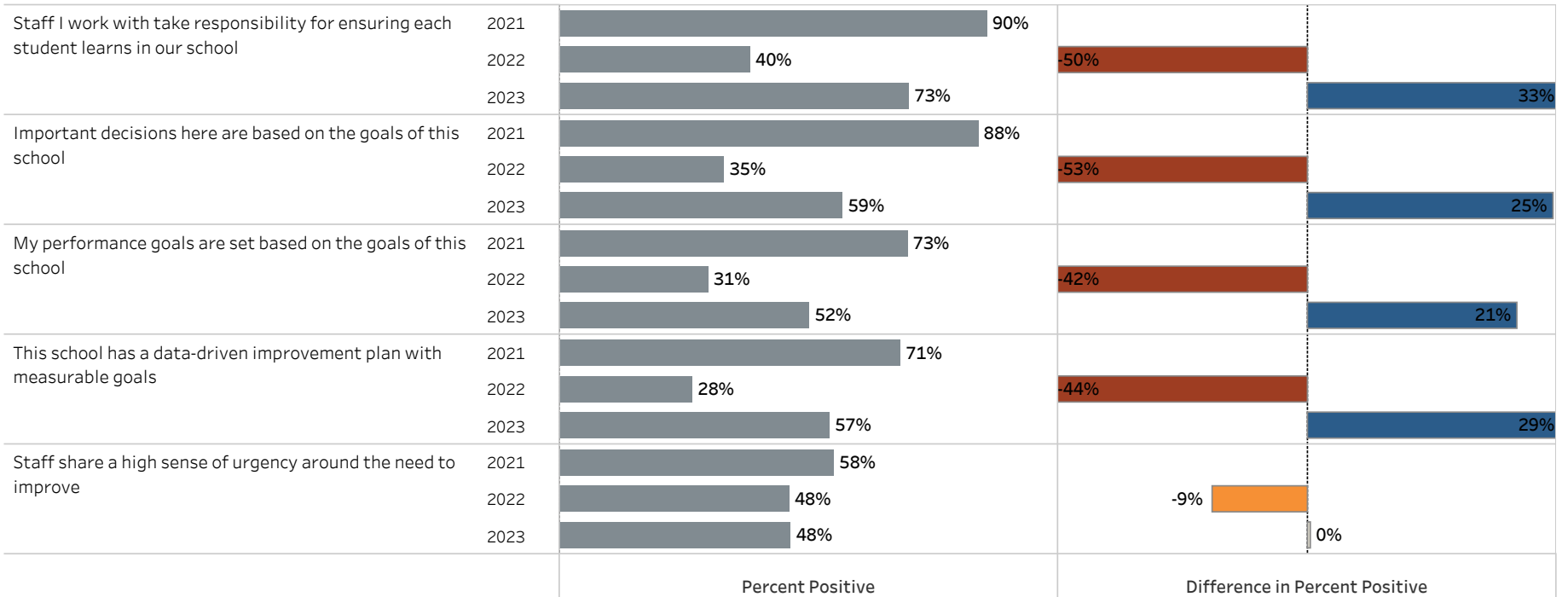
Staff share a high sense of urgency around the need to improve



Almost Always True Often True Sometimes True Seldom True Almost Never 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

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



I believe that all students can meet state standards



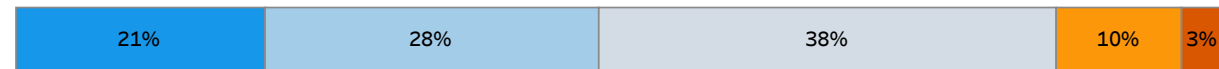
Students understand the expectations of this school



Our staff believes that all students can meet state standards



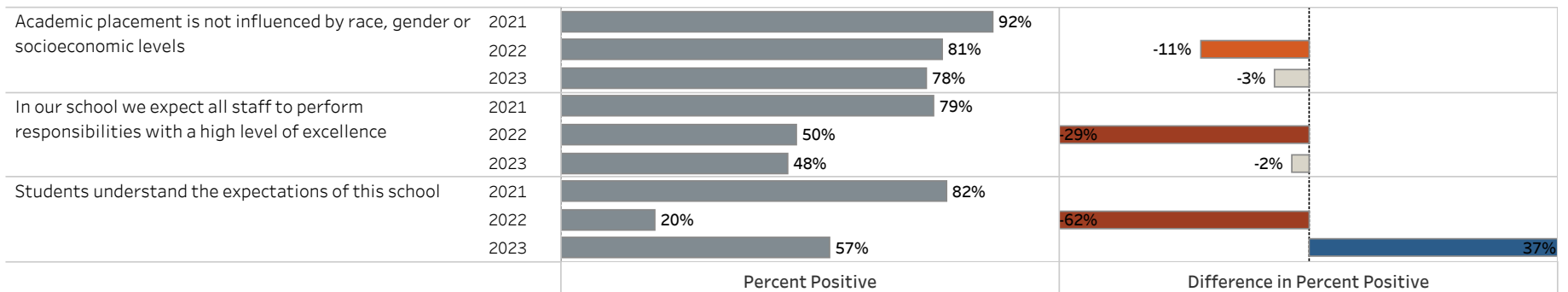
In our school we expect all staff to perform responsibilities with a high level of excellence



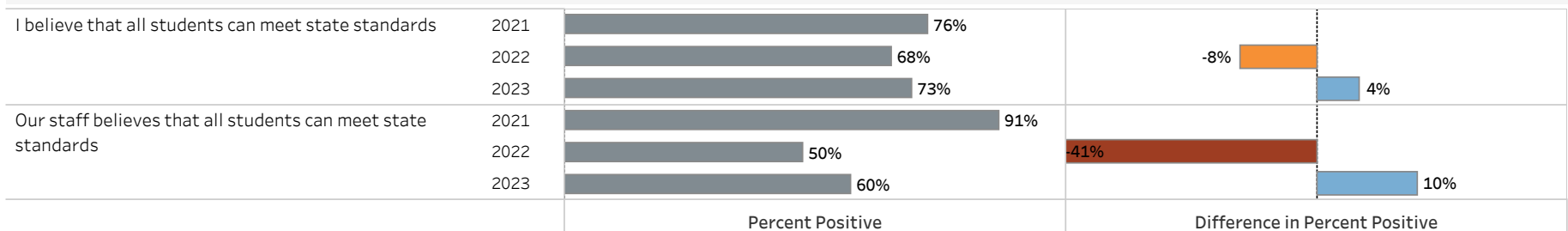
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LONGITUDINAL

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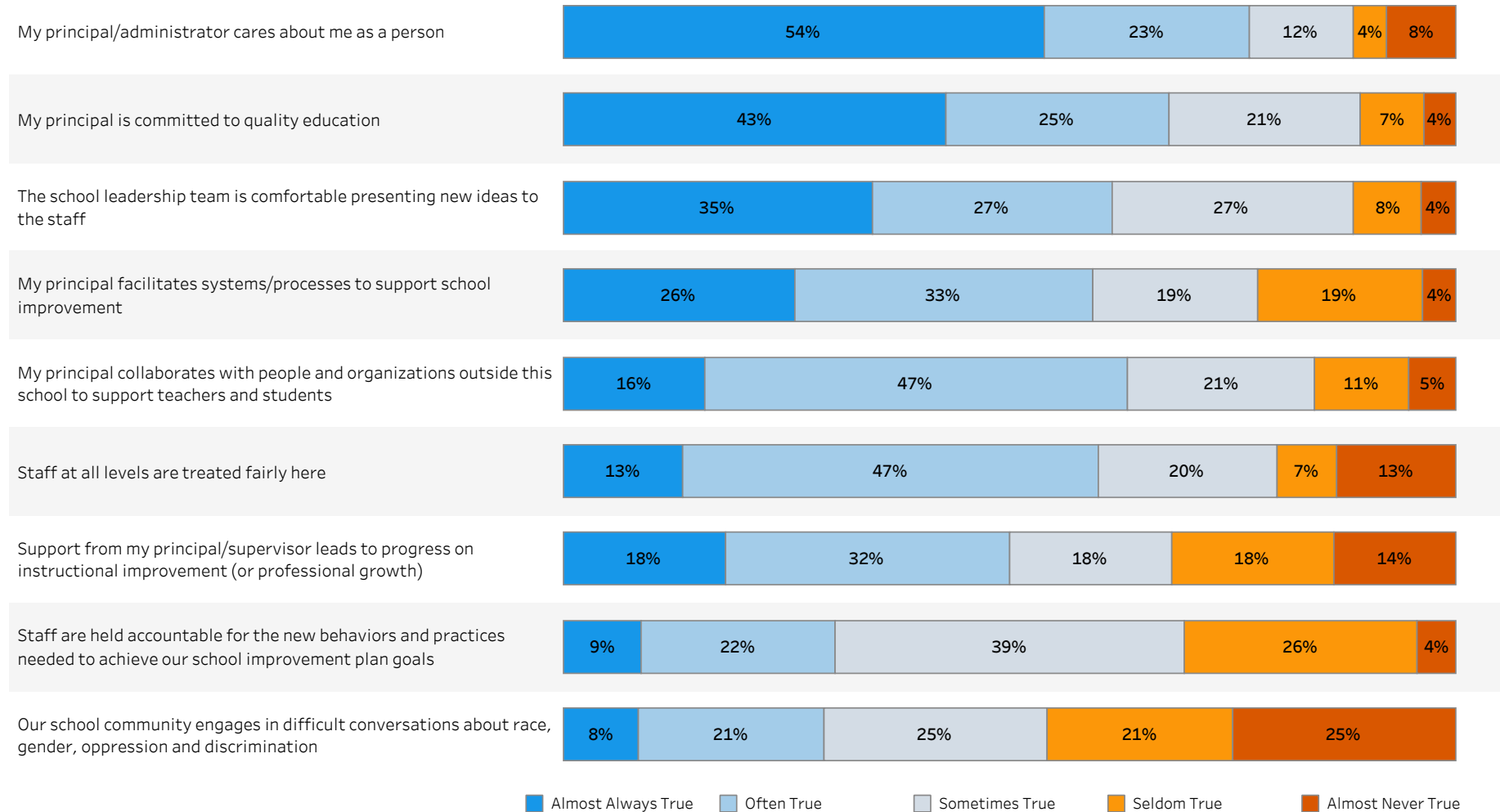


Questions answered by only Instructional Staff



Effective Leadership

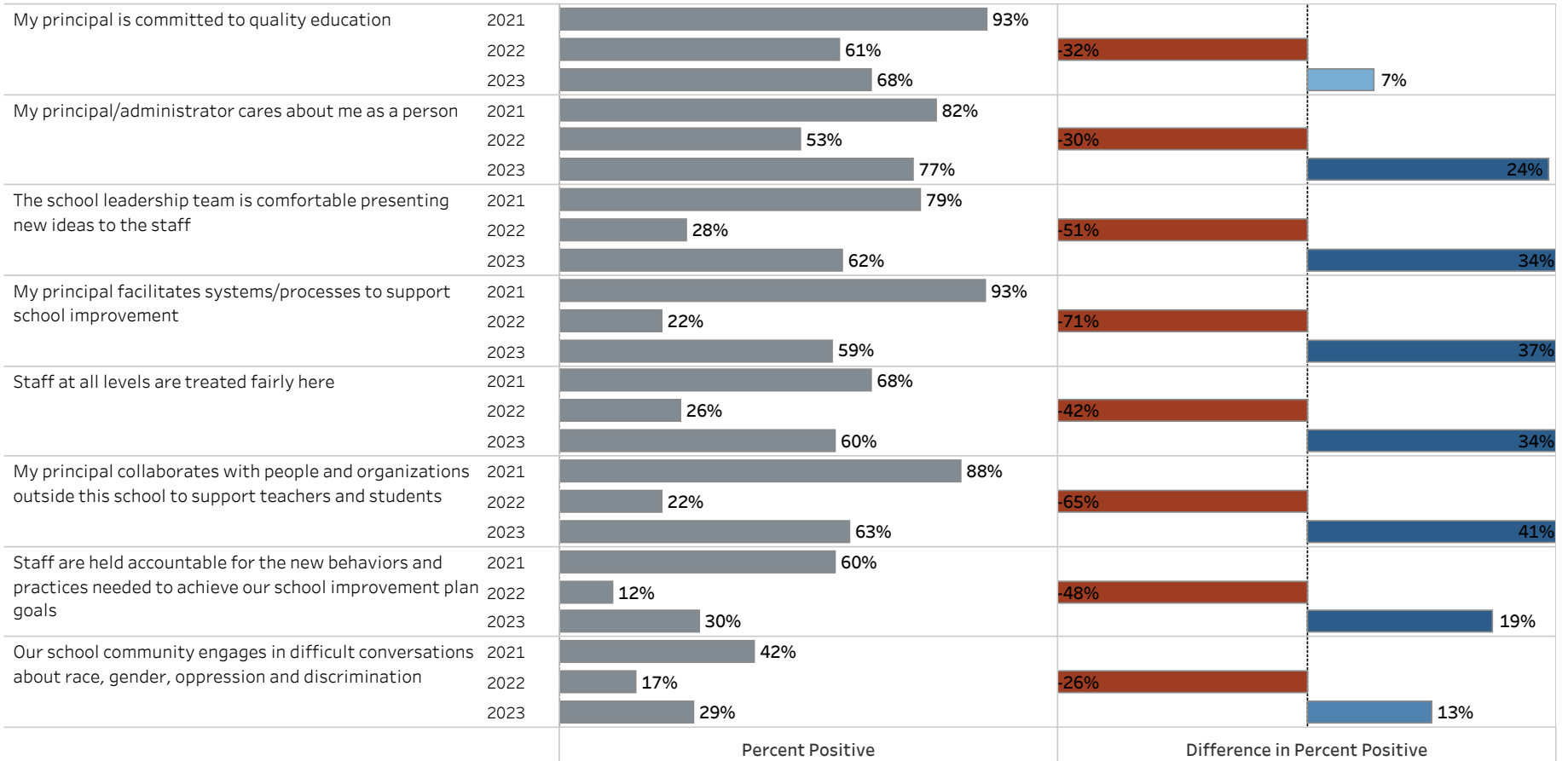
Colville High School



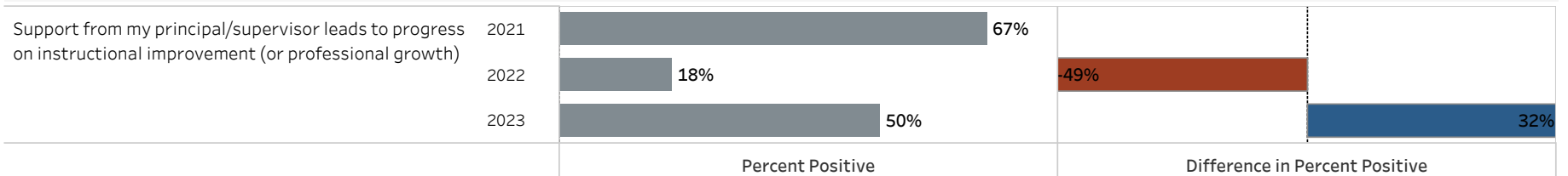
Effective Leadership—LONGITUDINAL

Colville High School

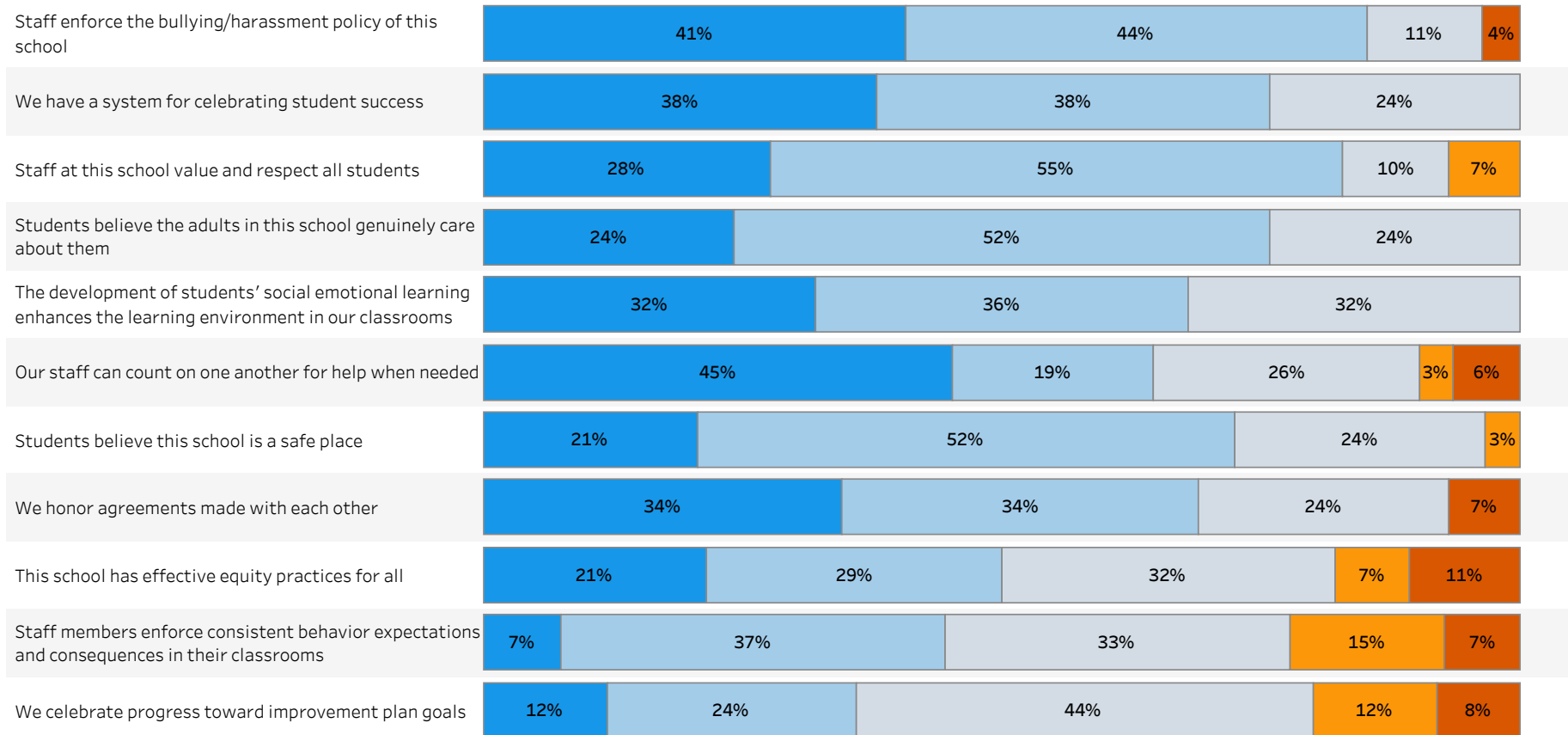
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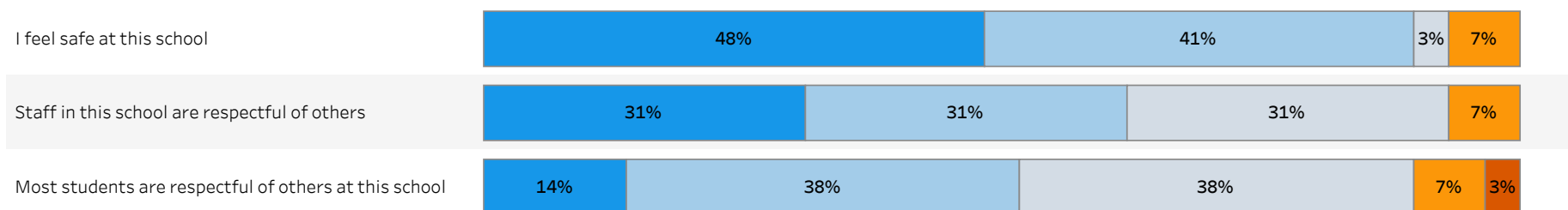
Questions answered by only Instructional Staff



Supportive Learning Environment

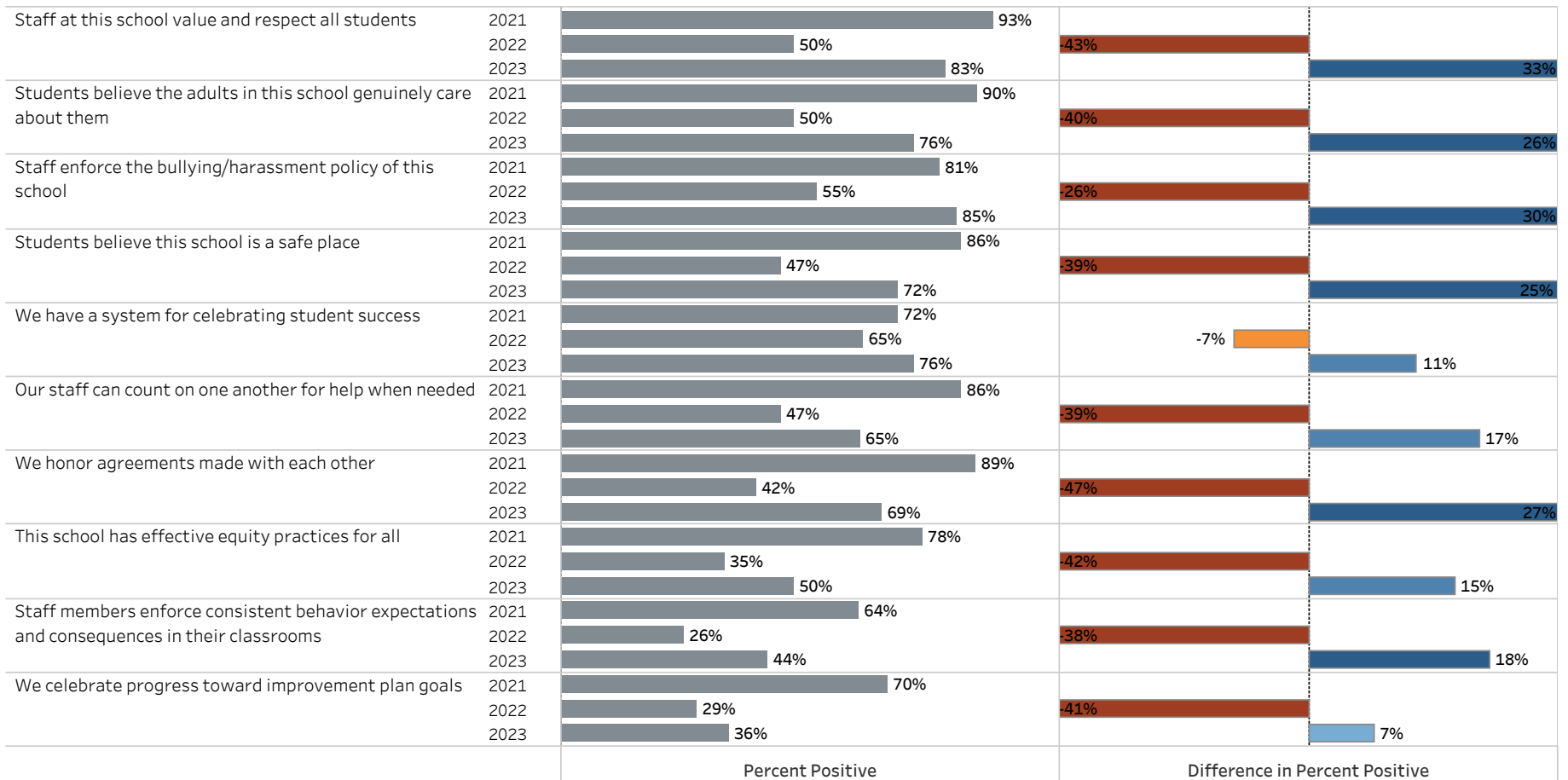


Colville Custom Questions

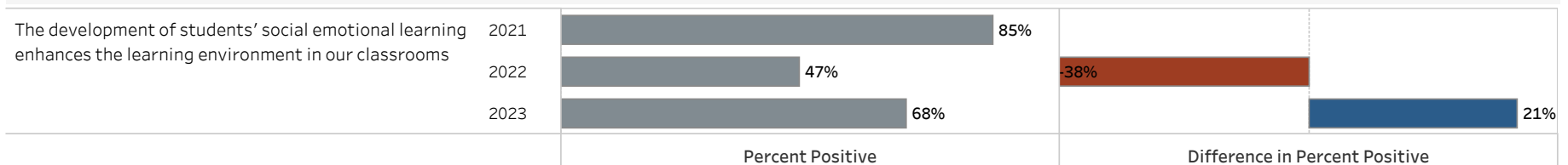


Supportive Learning Environment - LONGITUDINAL

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

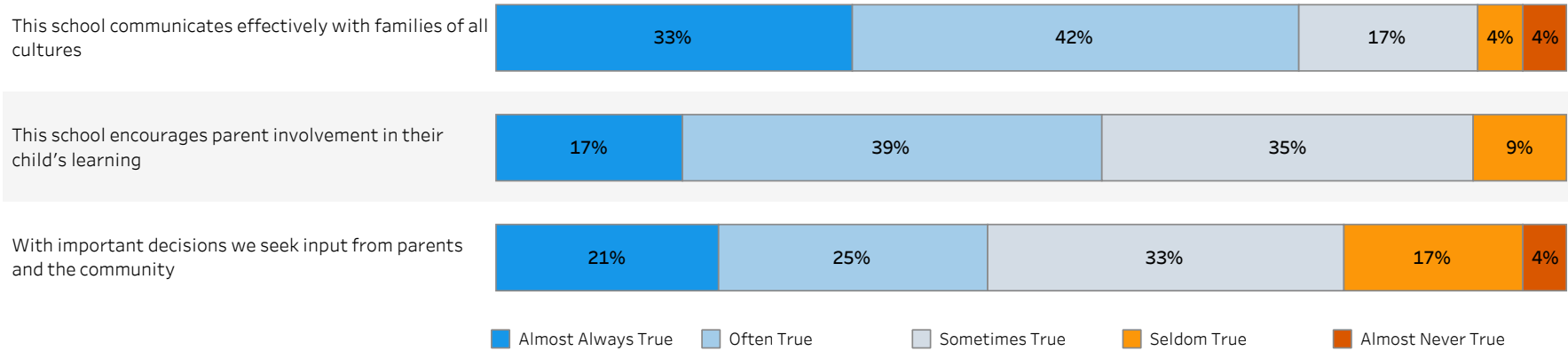


Questions answered by only Instructional Staff



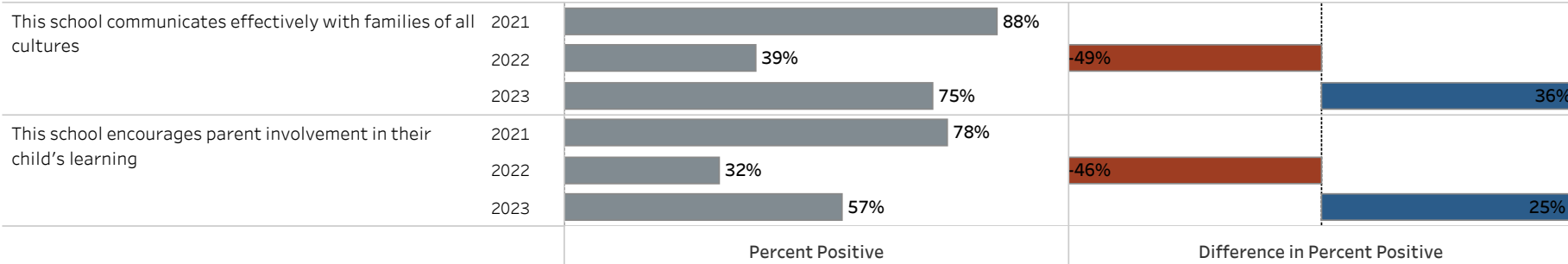
Parent and Community Involvement

Colville High School

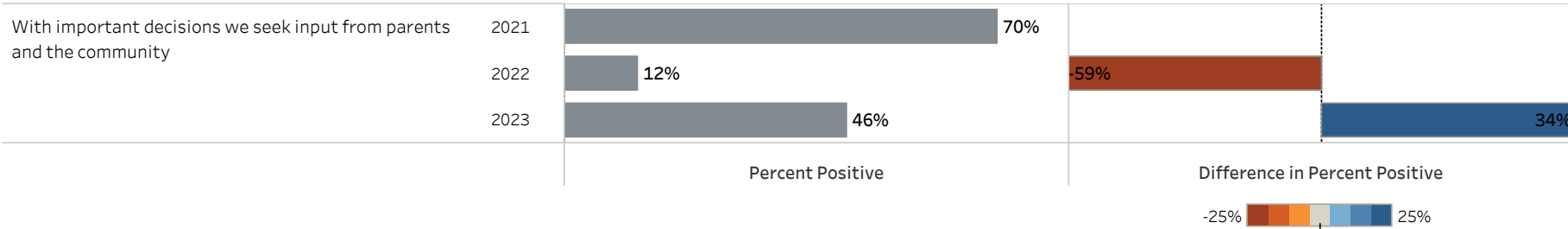


LONGITUDINAL

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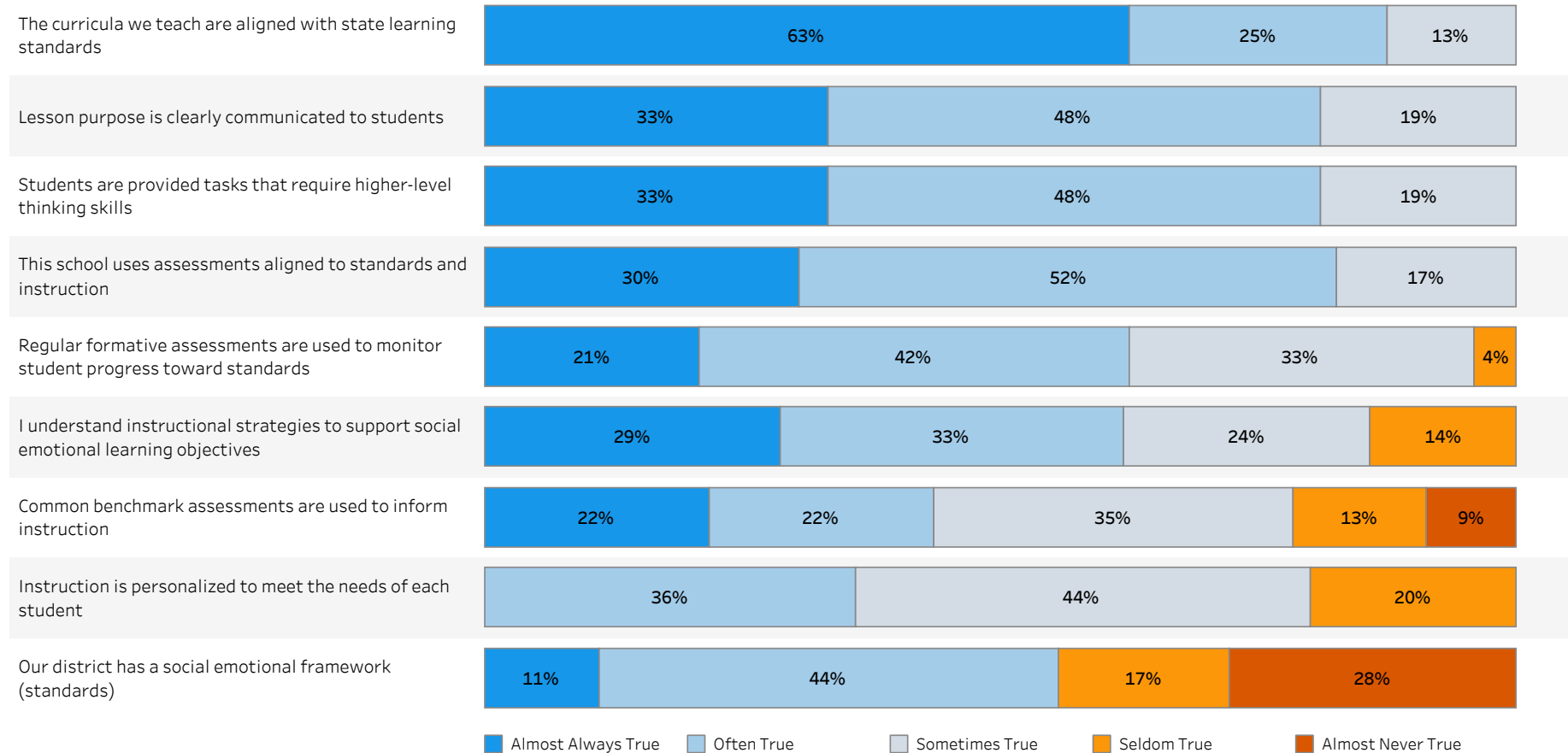


Questions answered by only Instructional Staff



High Quality Curriculum, Instruction, and Assessment

Colville High School

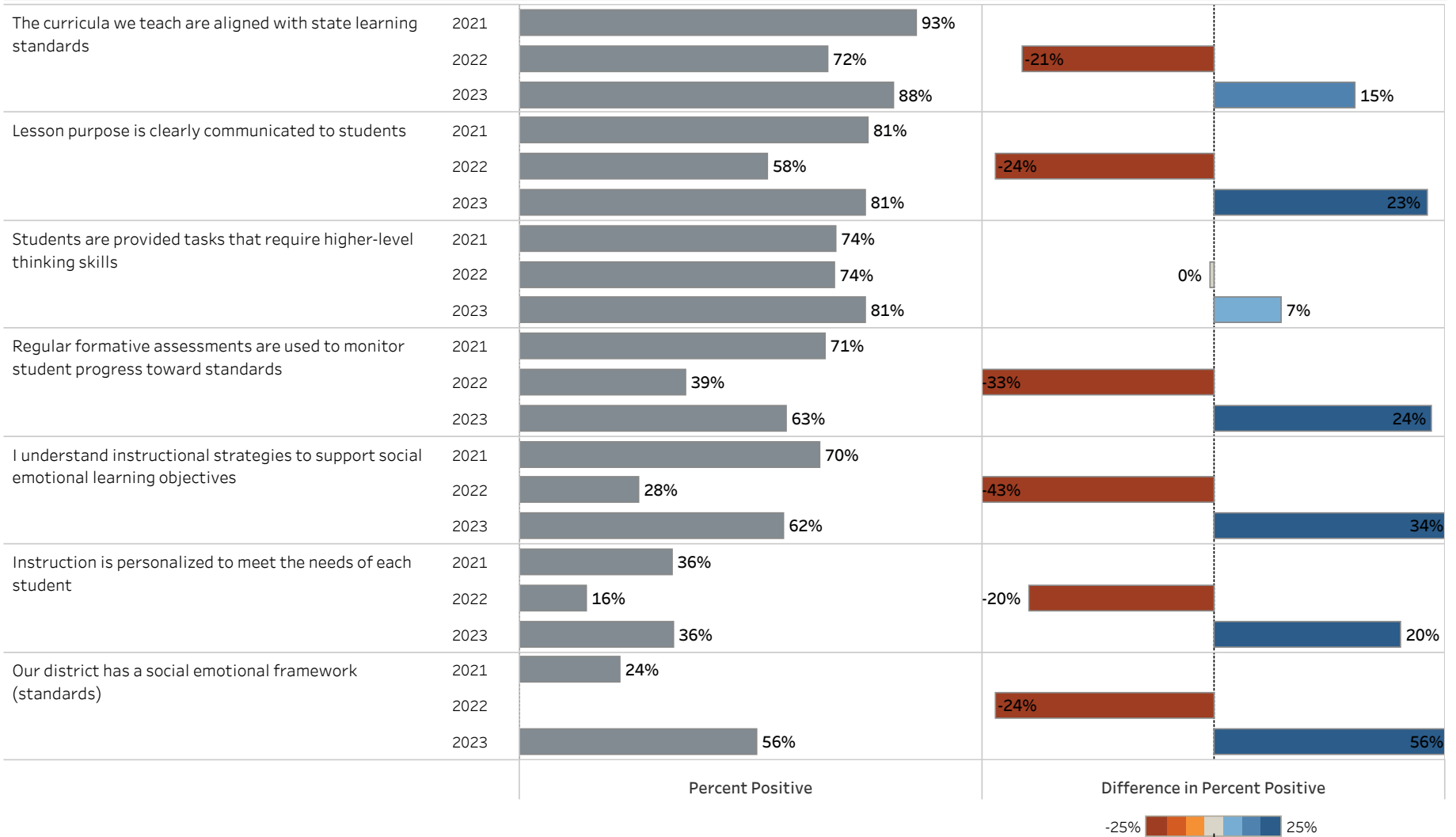


High Quality Curriculum, Instruction, and Assessment - LONGITUDINAL

Colville High School

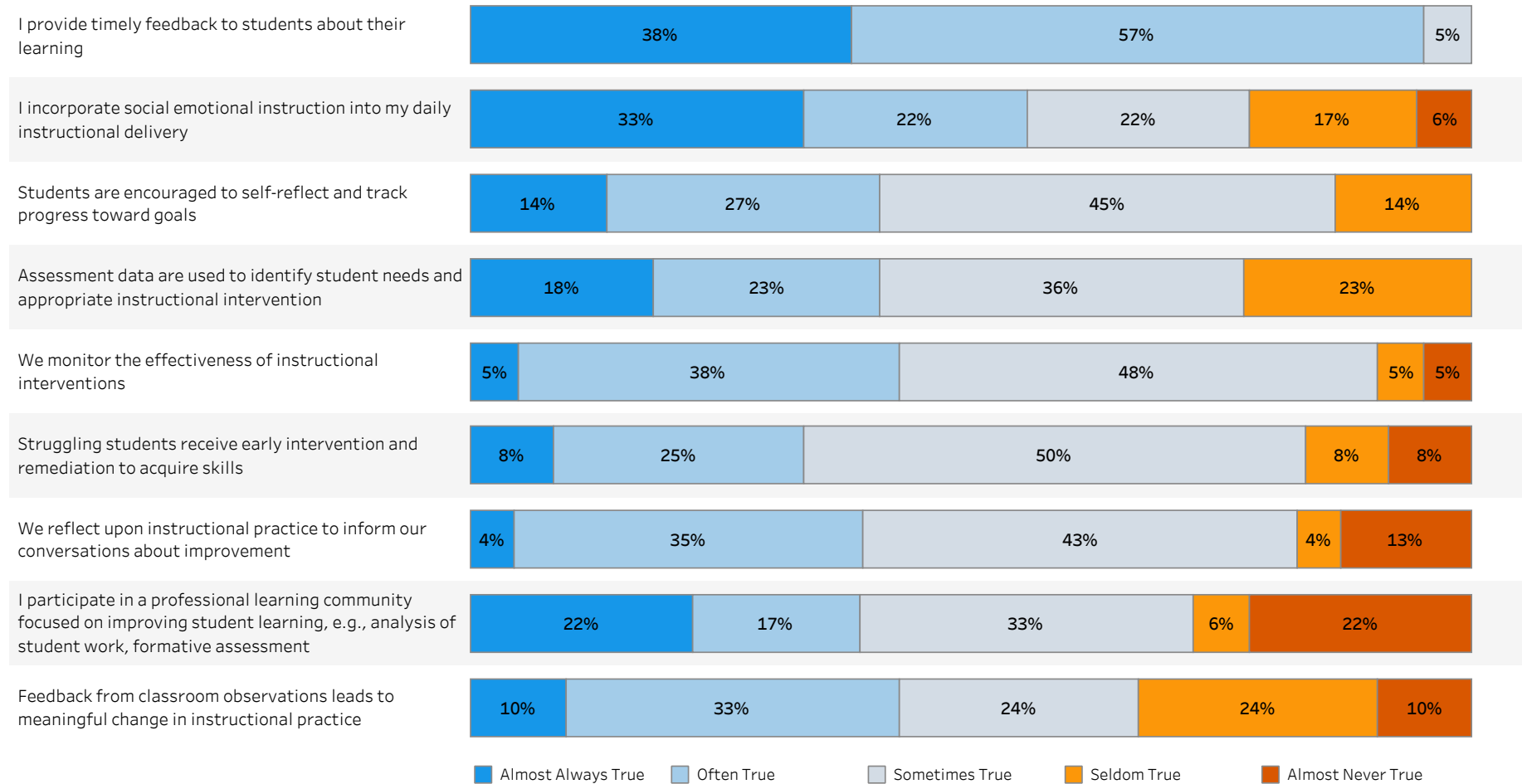
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Questions answered by only Instructional Staff



Frequent Monitoring of Teaching and Learning

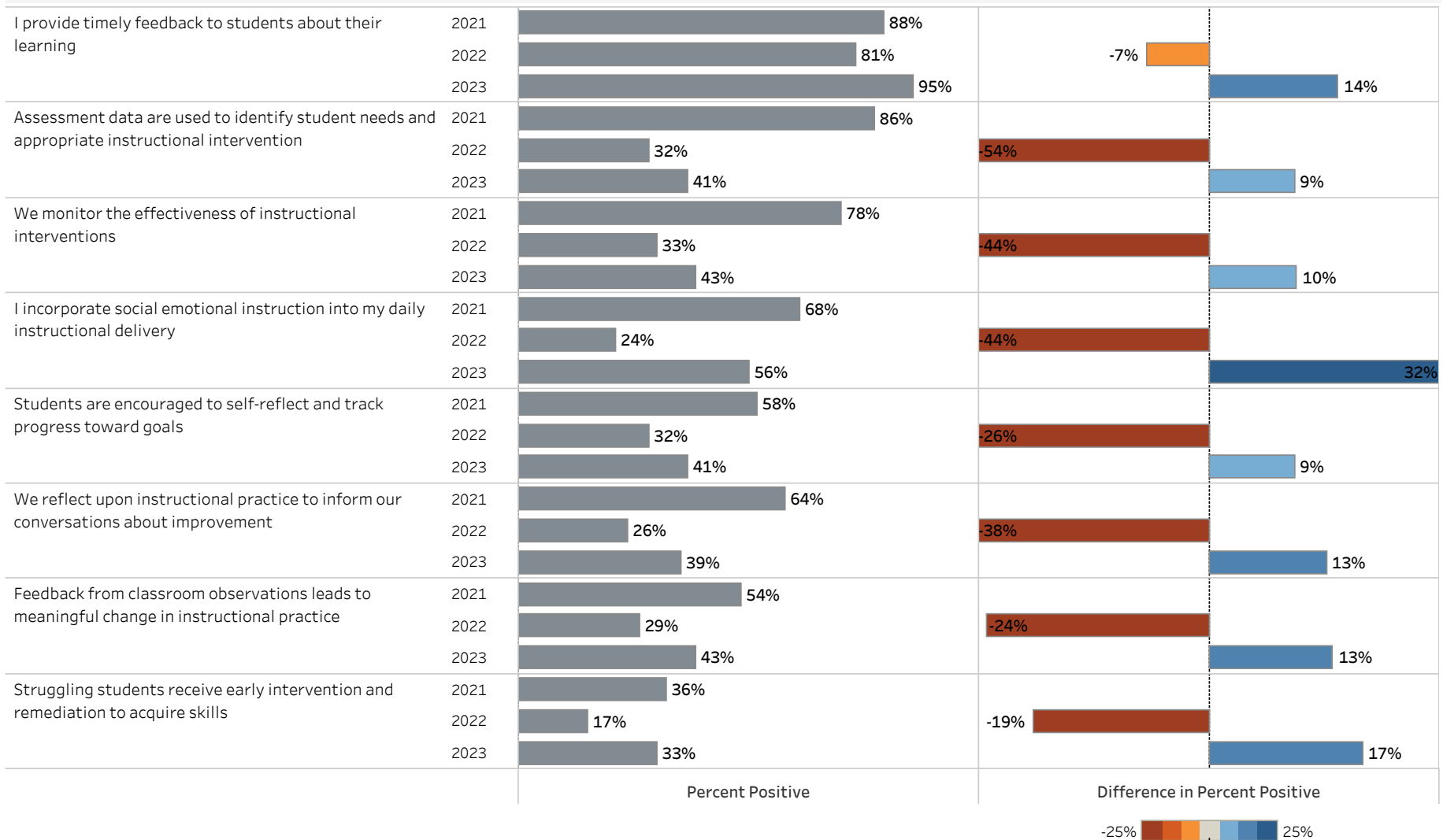
Colville High School



Frequent Monitoring of Teaching and Learning - LONGITUDINAL

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Questions answered by only Instructional Staff



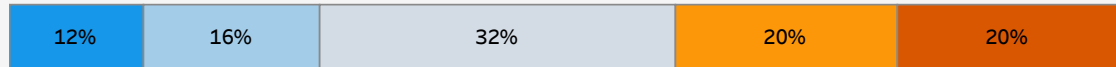
Focused Professional Development

Colville High School

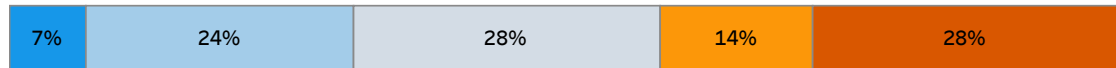
Our teachers engage in professional development activities to learn and apply new skills and strategies



I receive training on instruction to support social emotional learning



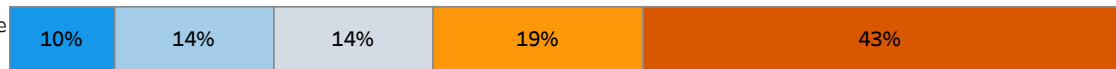
We are provided training to meet the needs of a diverse student population in our school



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

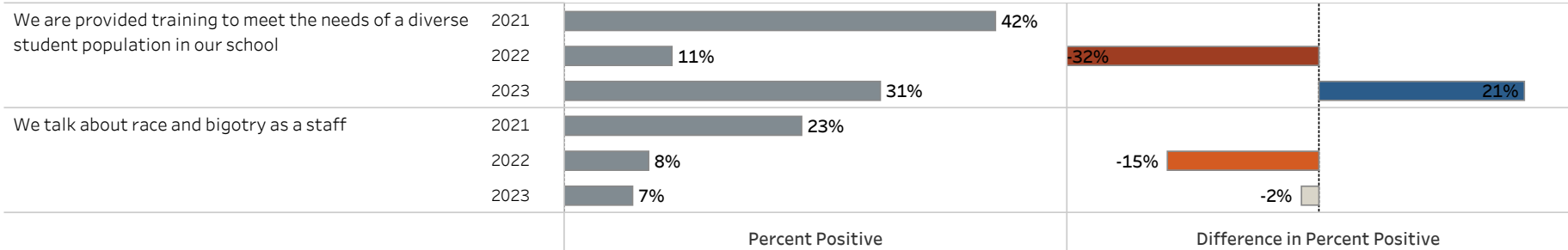


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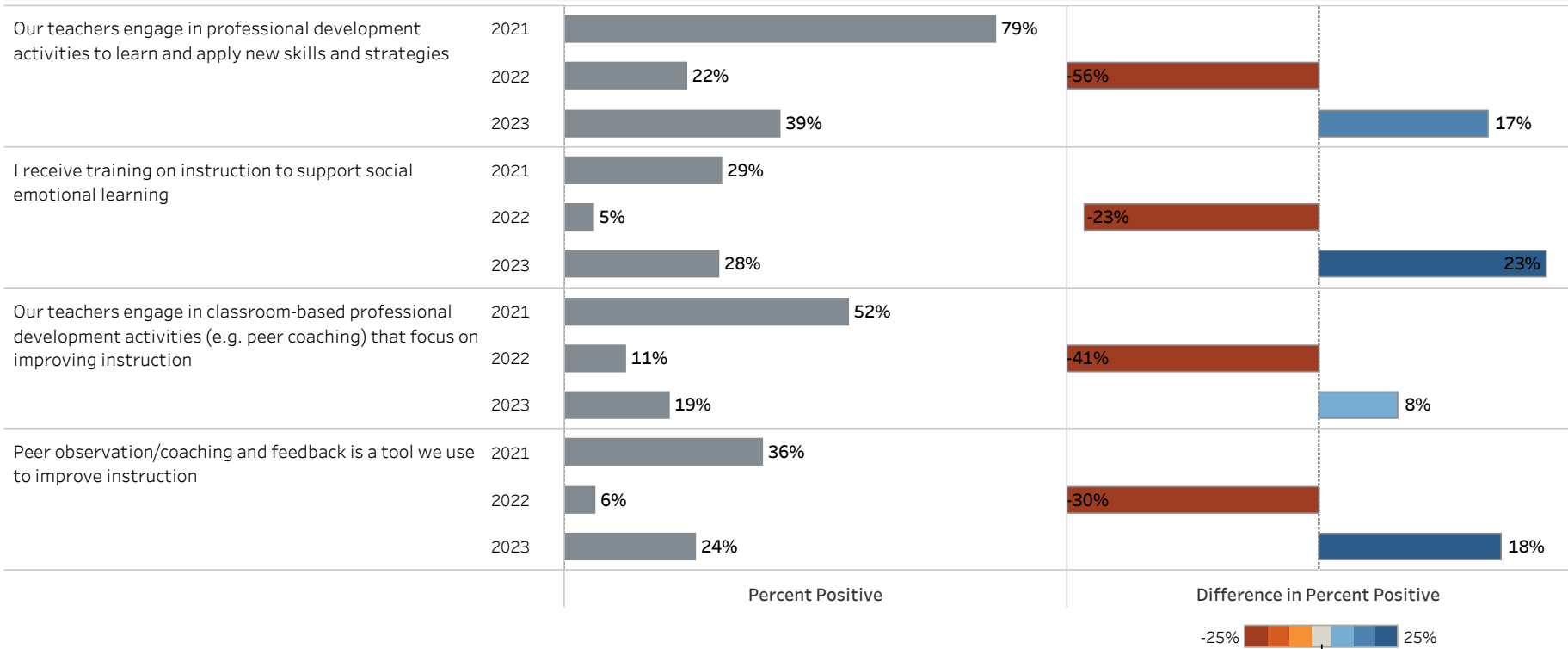
Focused Professional Development LONGITUDINAL

Colville High School

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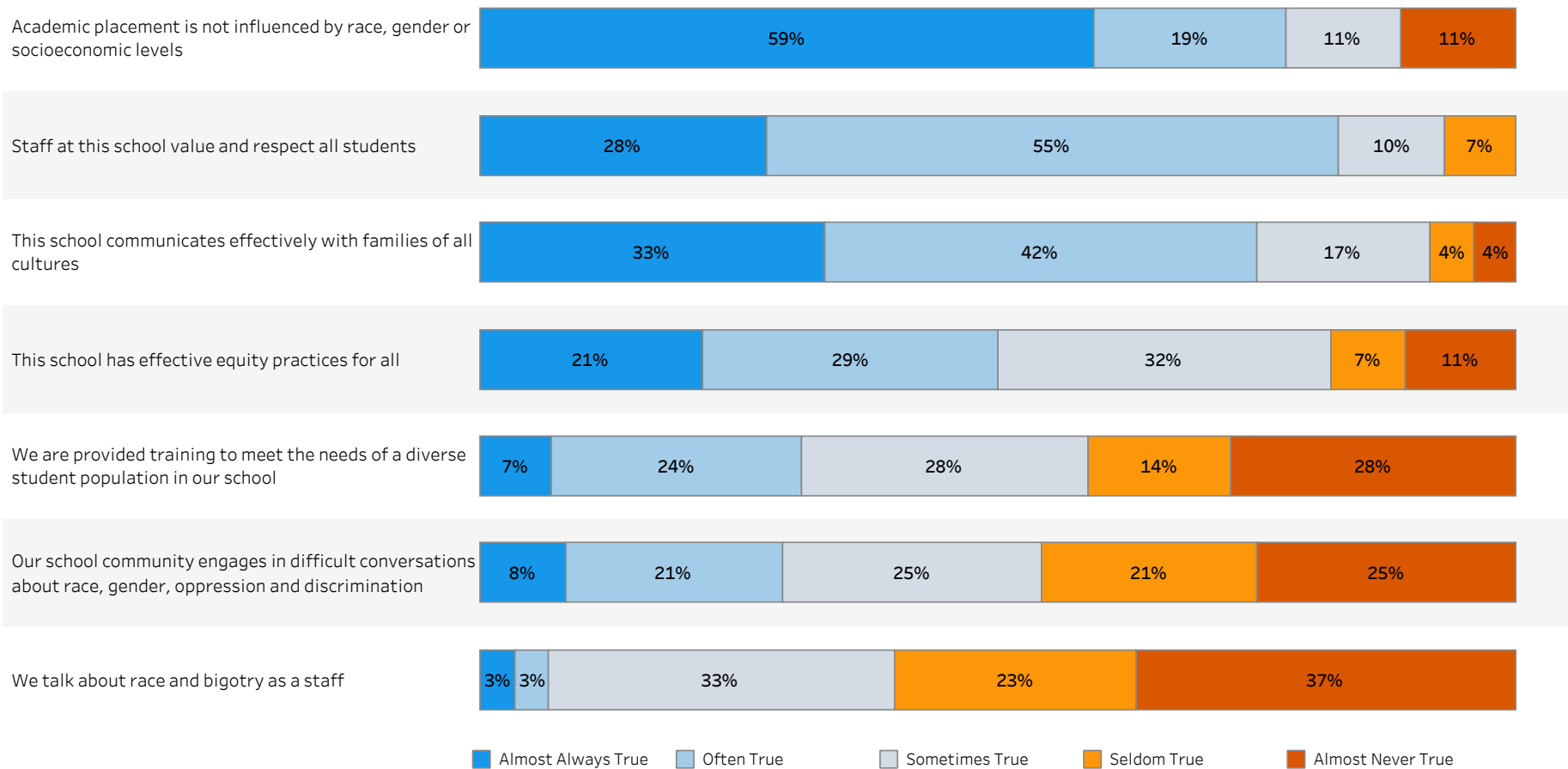


Questions answered by only Instructional Staff



Cultural Responsiveness

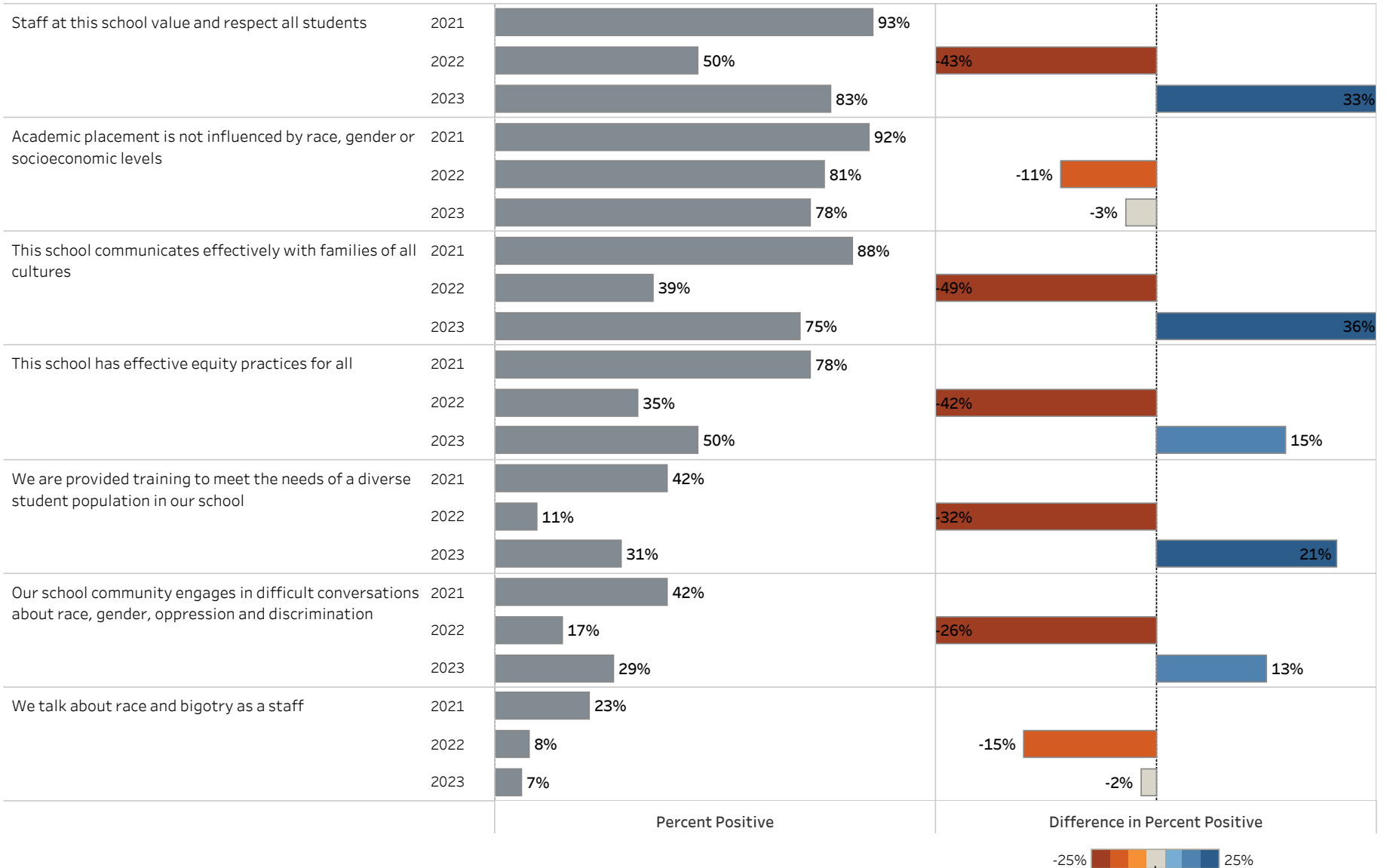
Colville High School



Cultural Responsiveness - LONGITUDINAL

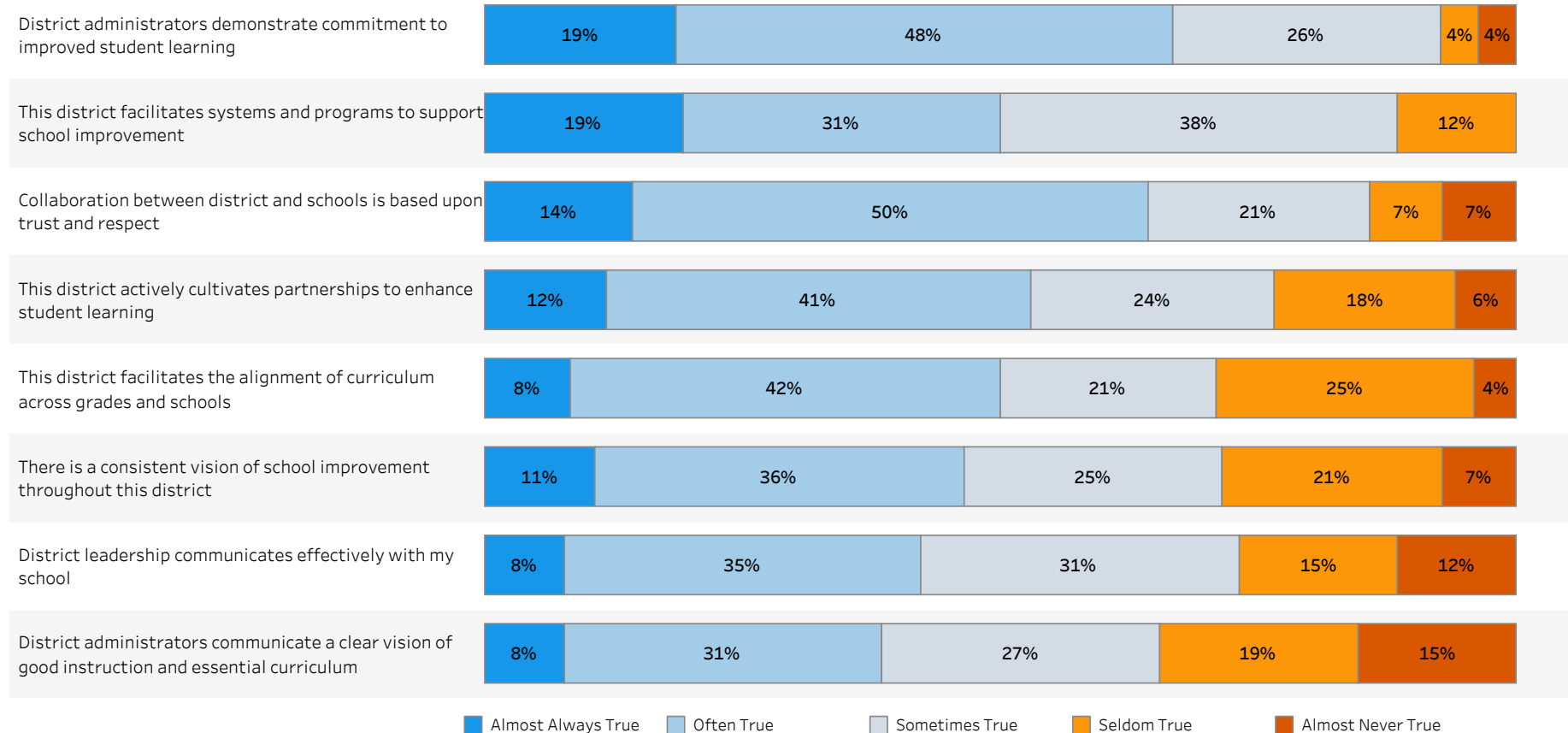
Colville High School

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



District Support for Improvement

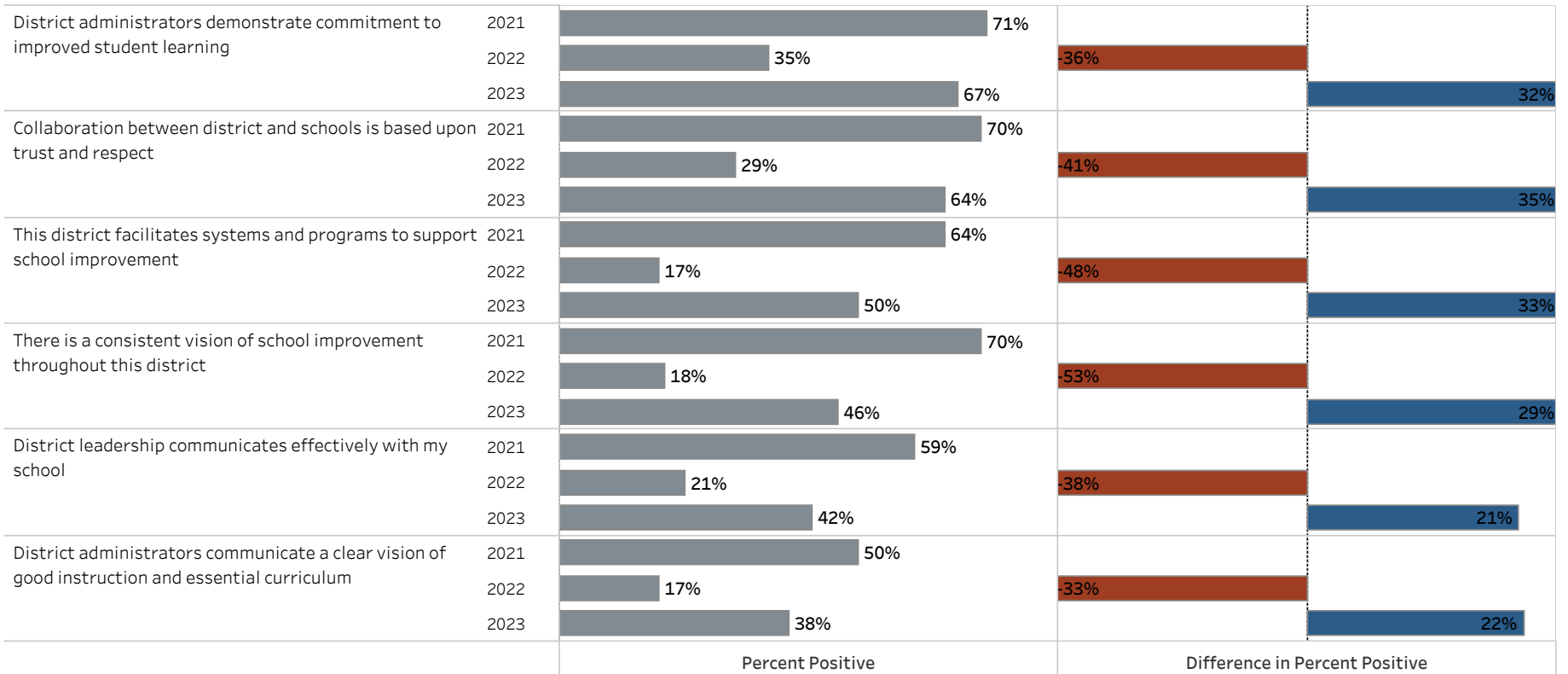
Colville High School



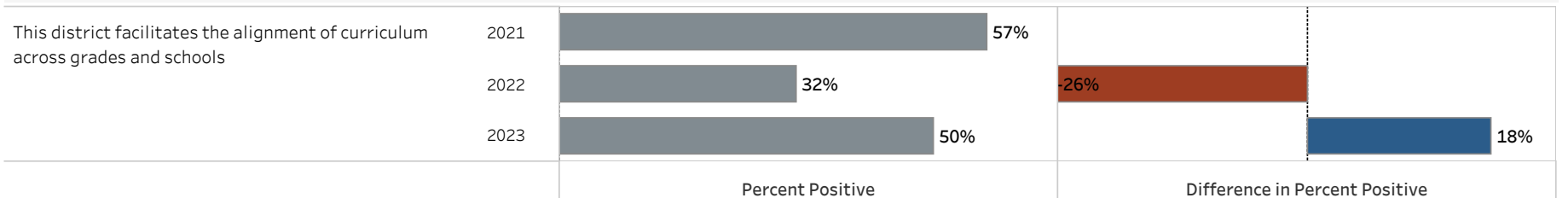
District Support for Improvement

Colville High School

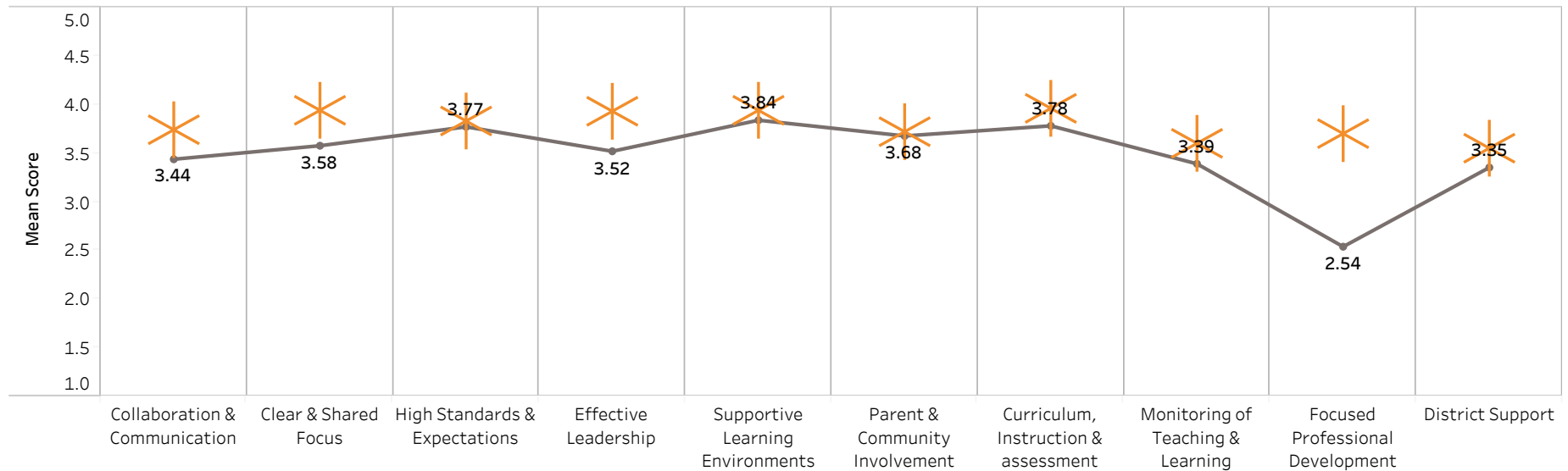
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Questions answered by only Instructional Staff

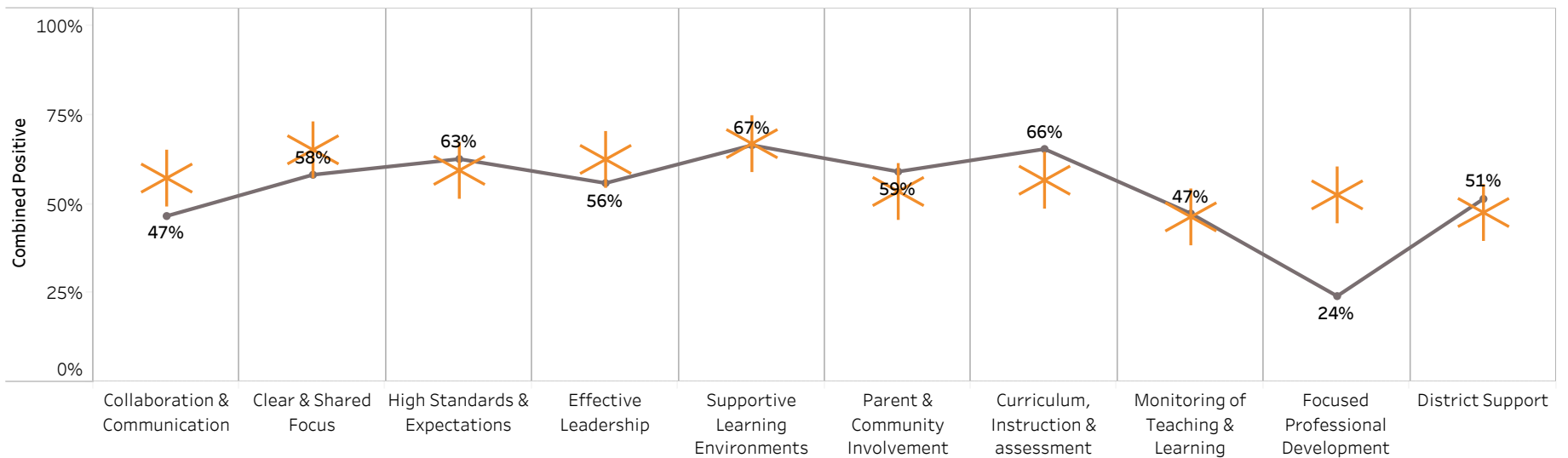


Comparison - Mean Scores



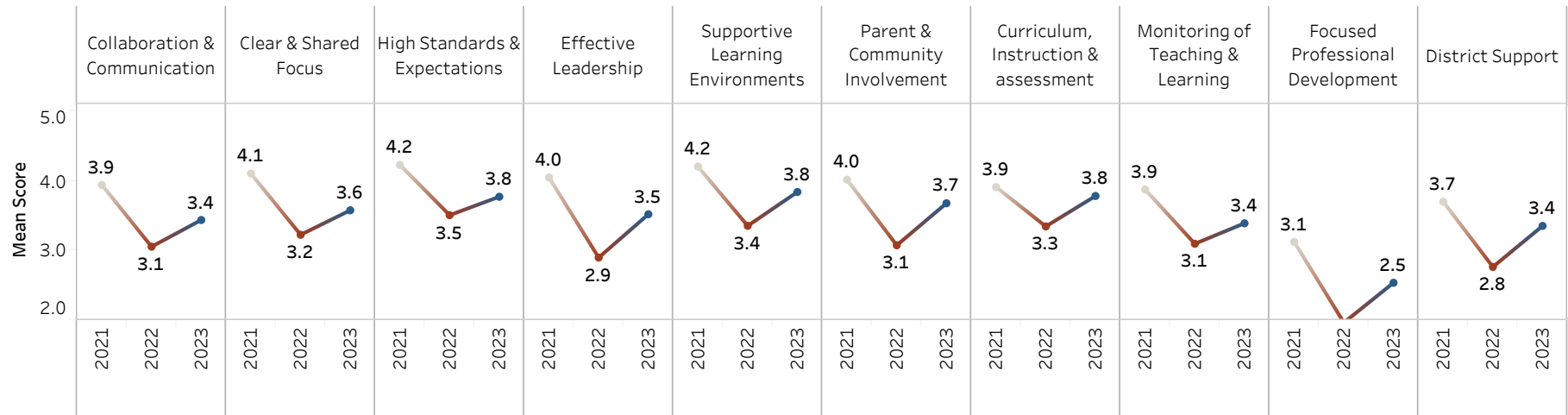
How does your school compare to: ✱ Nationwide Sample —●— Your School or District

Comparison - Percent Positive



Comparison - Mean Scores LONGITUDINAL

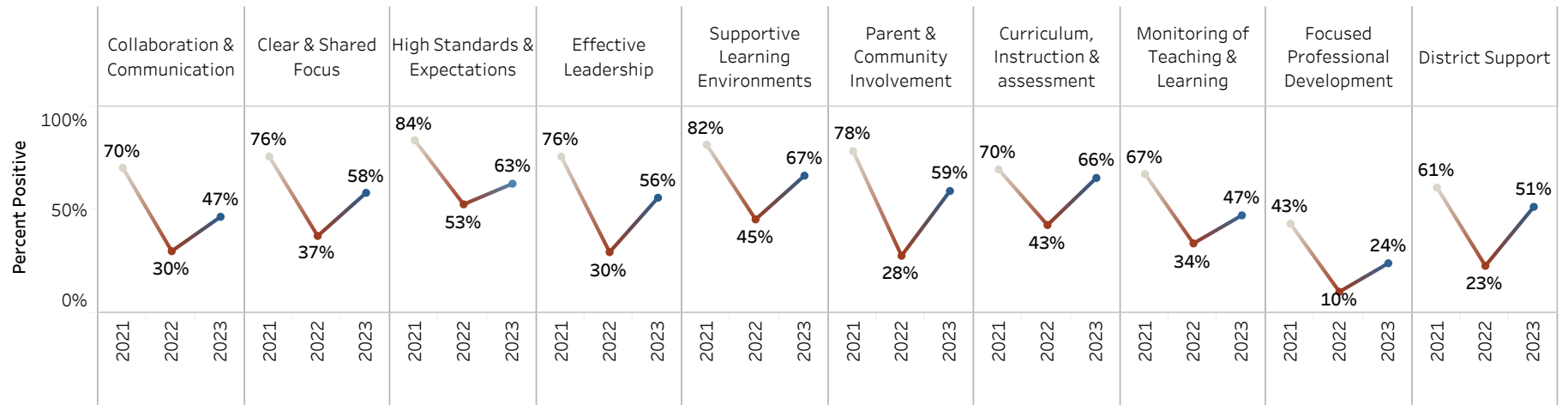
Colville High School



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.

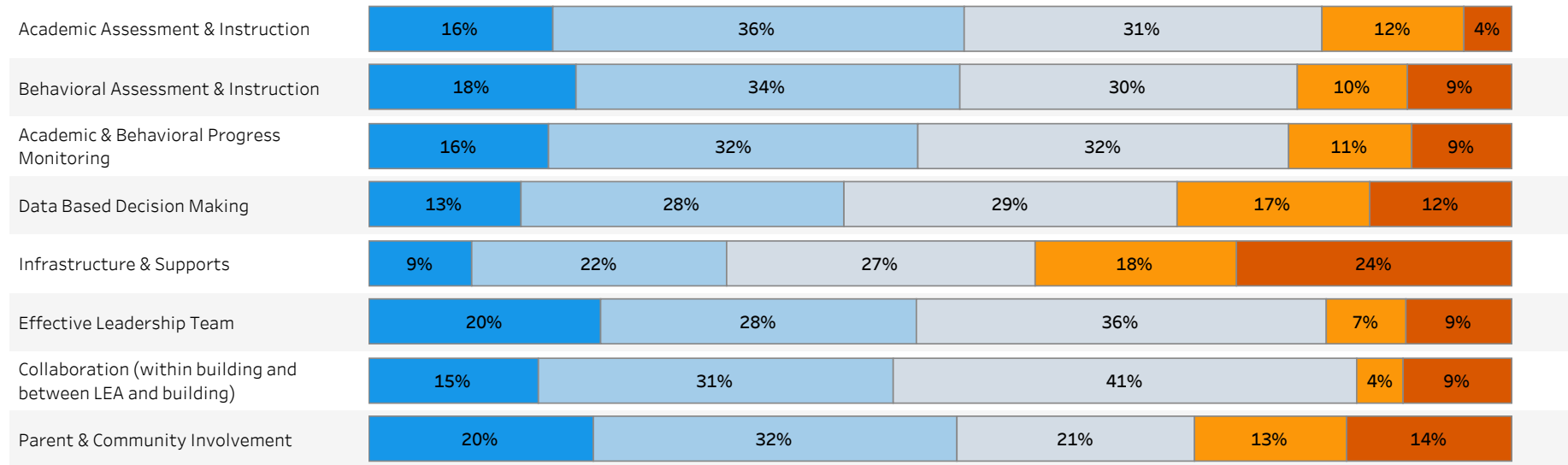
Comparison - Percent Positive LONGITUDINAL



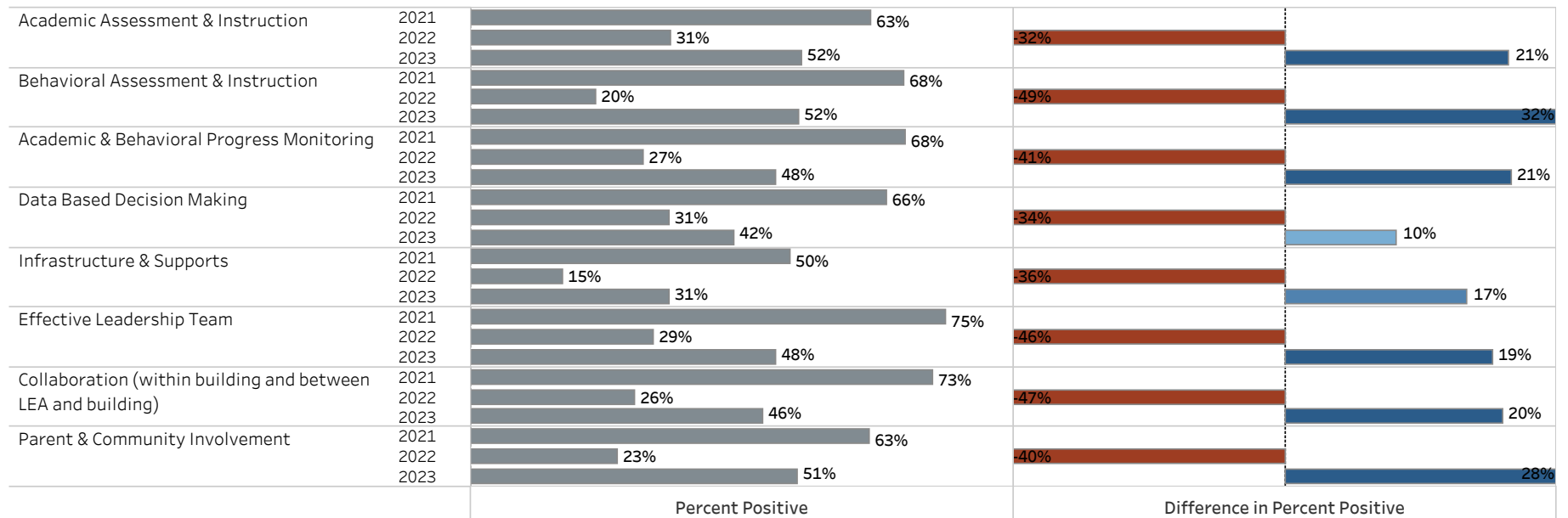
Difference in Percent Positive
-15% 15%

Multi-tiered System of Supports (MTSS)

Colville High School



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



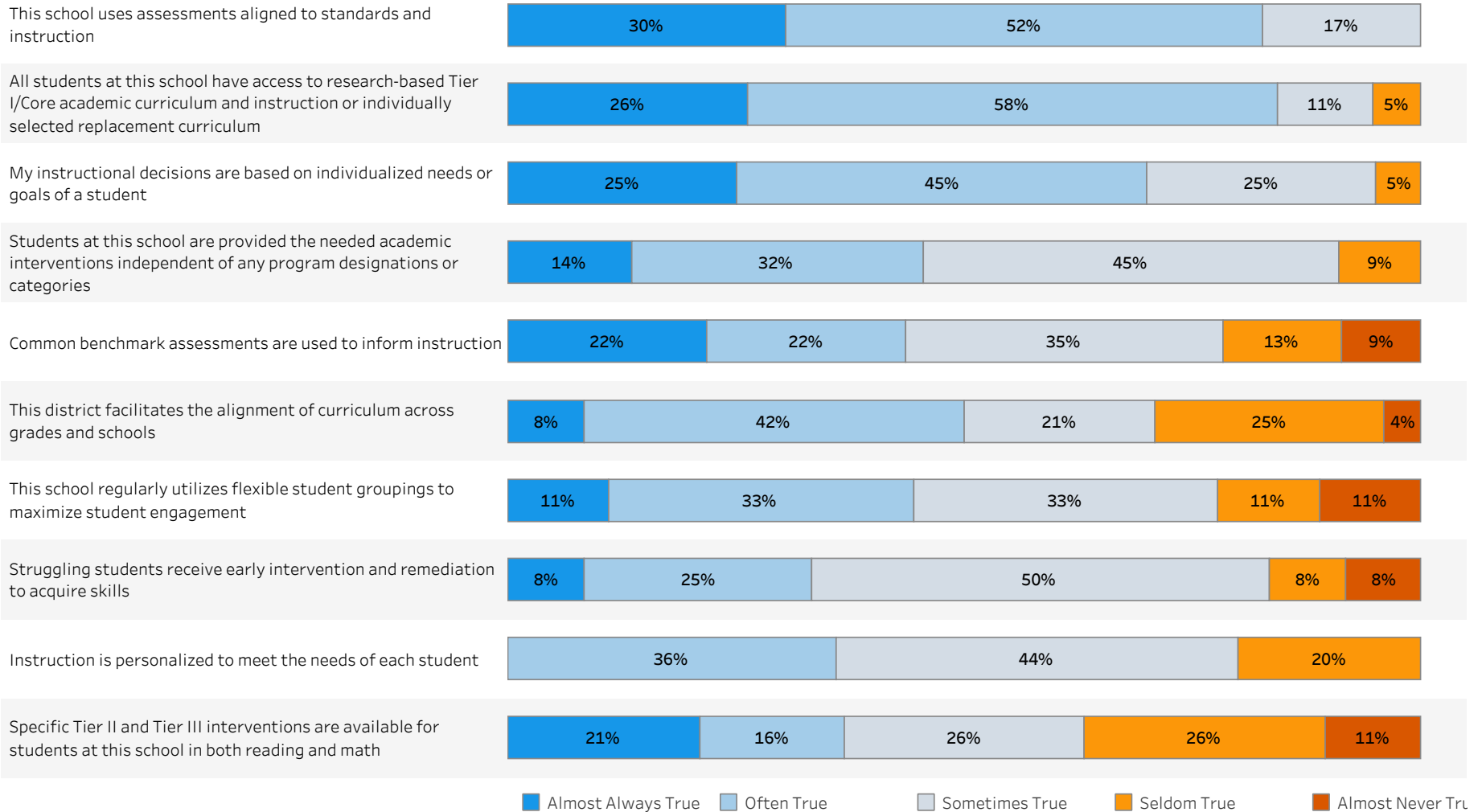
Percent Positive

Difference in Percent Positive

-25% ■ ■ ■ ■ ■ 25%

MTSS: Academic Assessment & Instruction

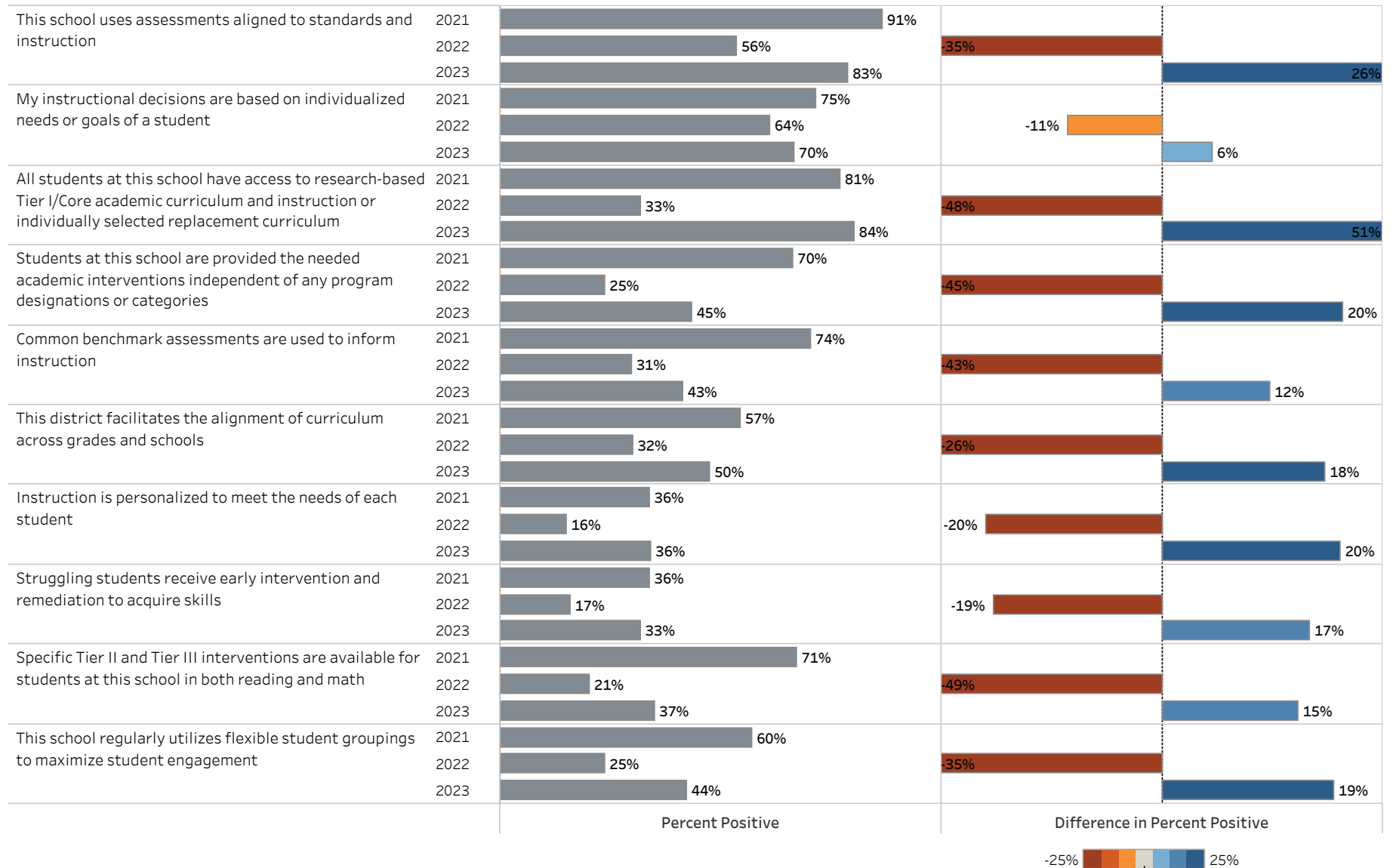
Colville High School



MTSS: Academic Assessment & Instruction

LONGITUDINAL

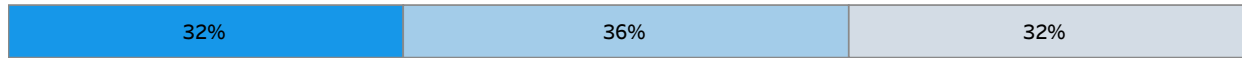
Colville High School



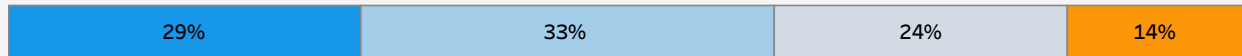
MTSS: Behavioral Assessment & Instruction

Colville High School

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



I understand instructional strategies to support social emotional learning objectives



I incorporate social emotional instruction into my daily instructional delivery



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



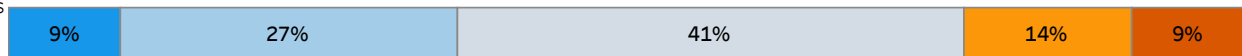
This school has a Tier I/Core behavioral program for all students that includes behavioral expectations, recognitions and positive consequence systems



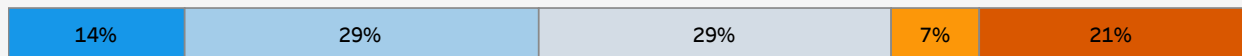
This school has a measurement and tracking system in place for progress on improving student behavior



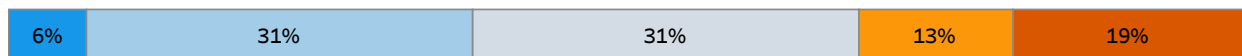
This school provides specific behavioral interventions in varying intensities based upon individual student need



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



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

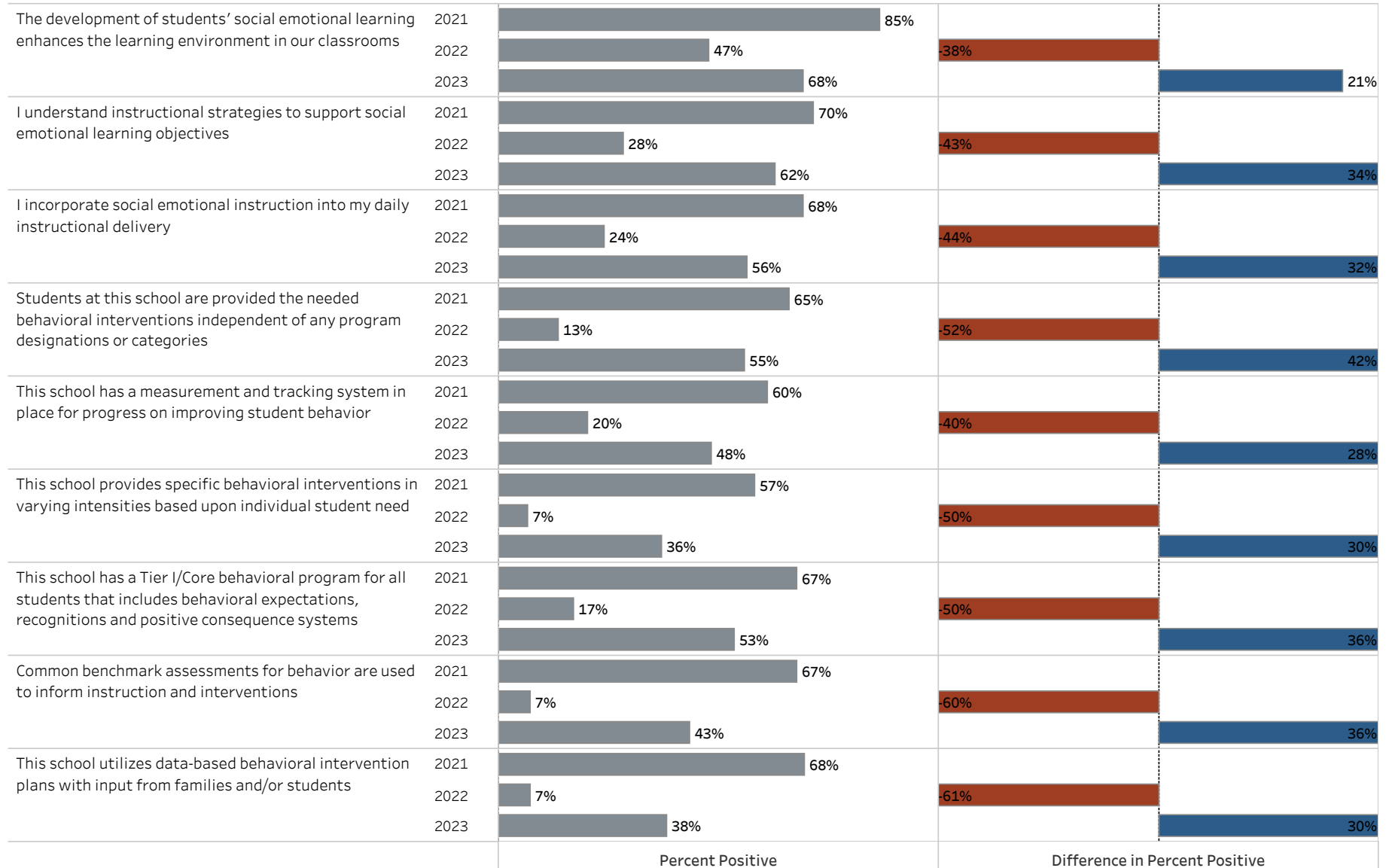


■ Almost Always True
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 ■ Seldom True
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MTSS: Behavioral Assessment & Instruction

LONGITUDINAL

Colville High School



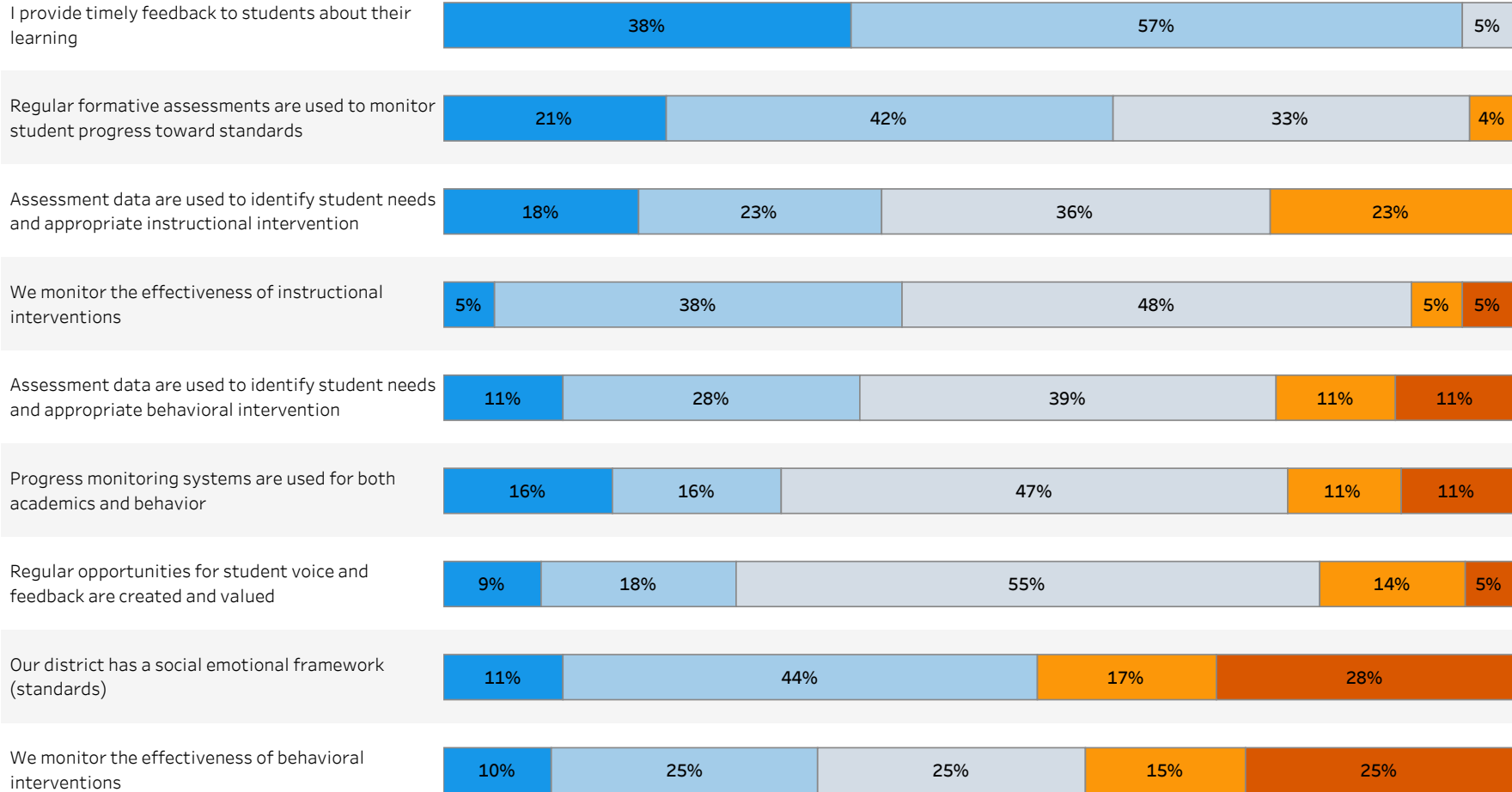
Percent Positive

Difference in Percent Positive

-25% 25%

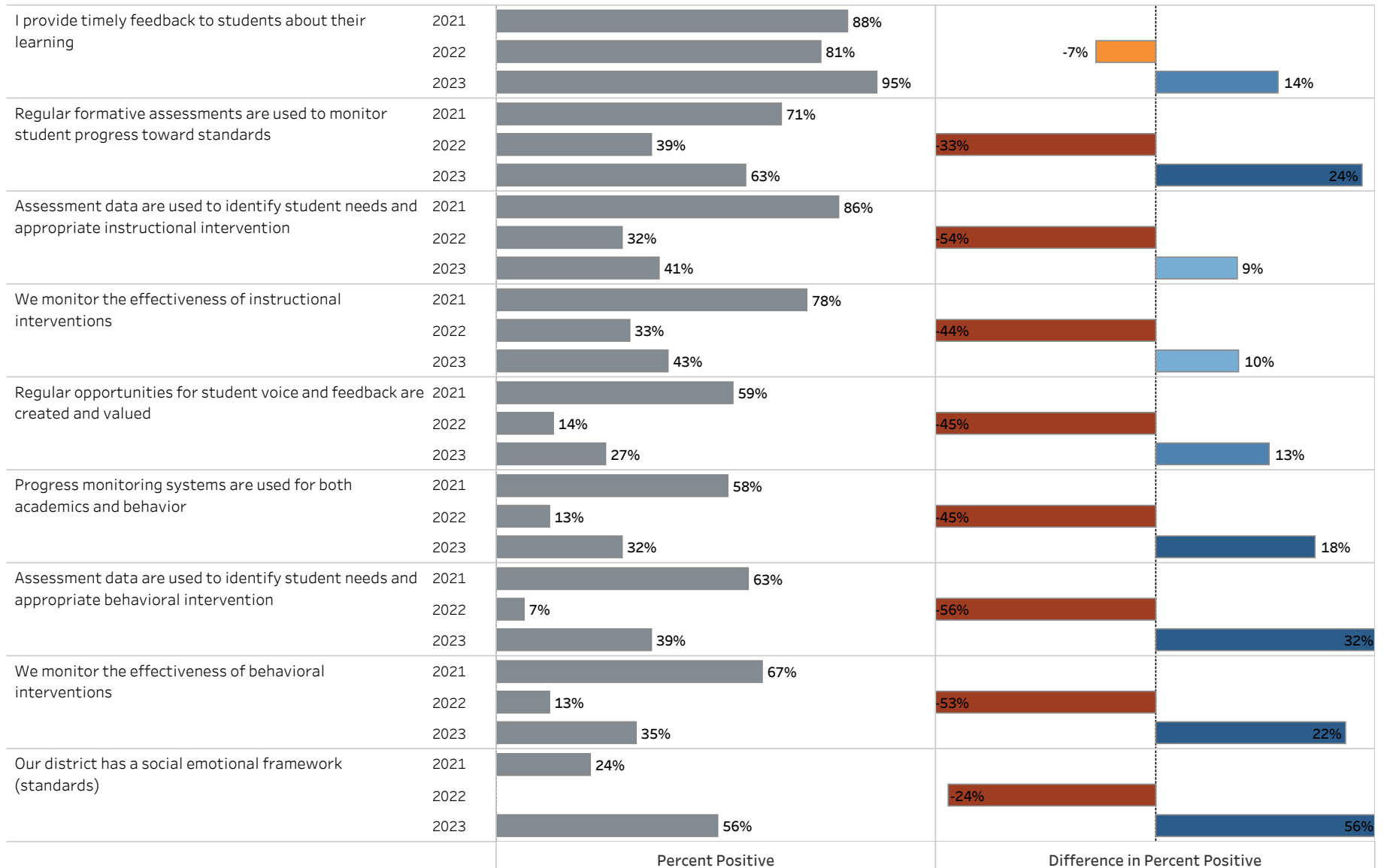
MTSS: Academic & Behavioral Progress Monitoring

Colville High School

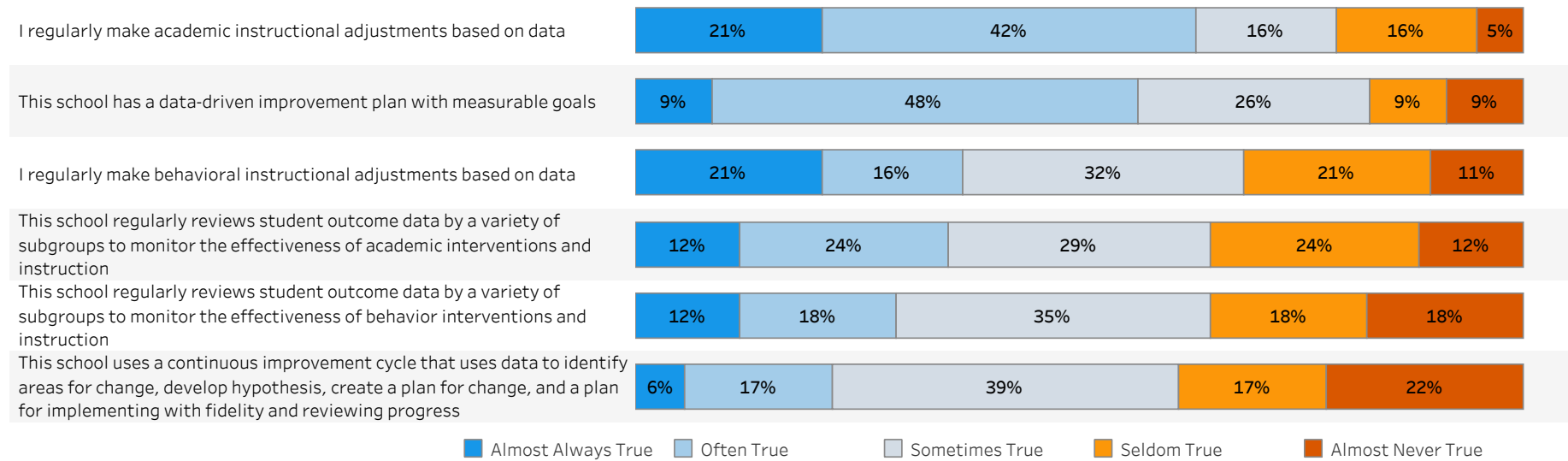


MTSS: Academic & Behavioral Progress Monitoring

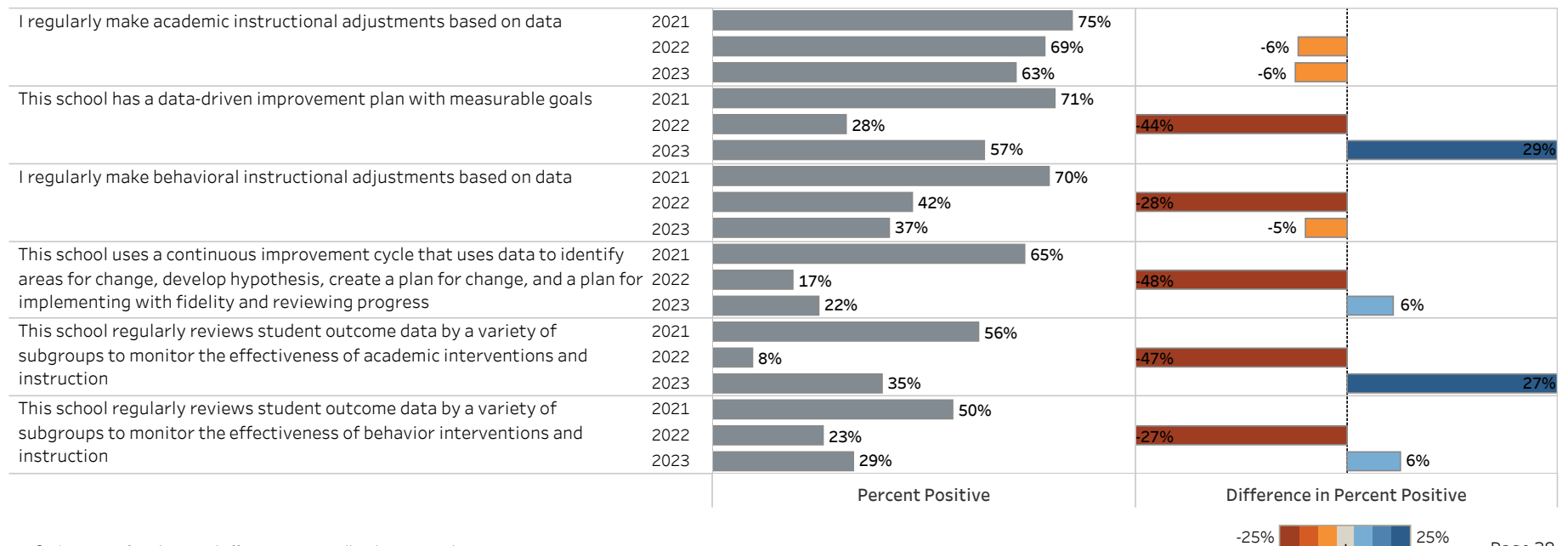
LONGITUDINAL



MTSS: Data Based Decision Making

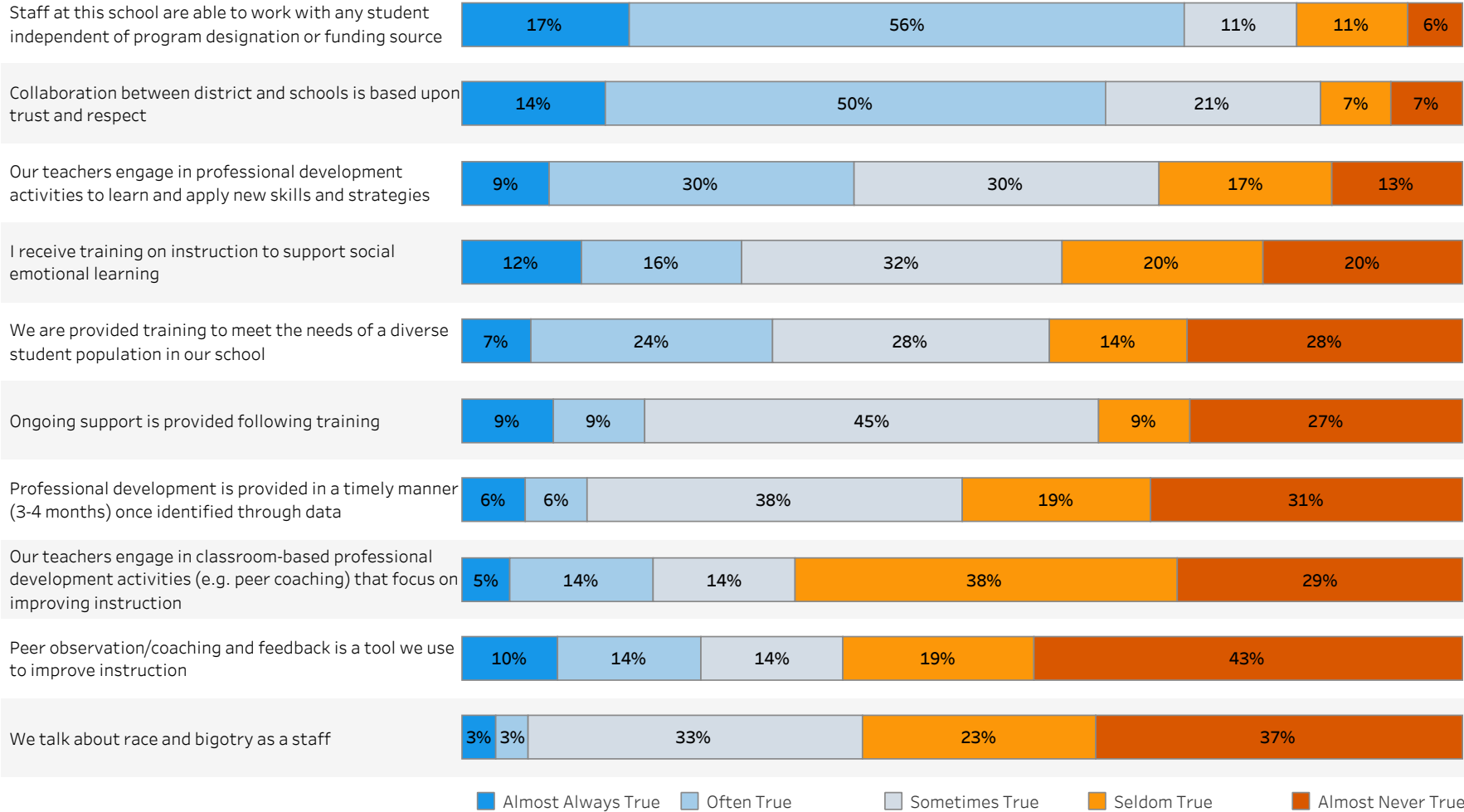


MTSS: Data Based Decision Making LONGITUDINAL



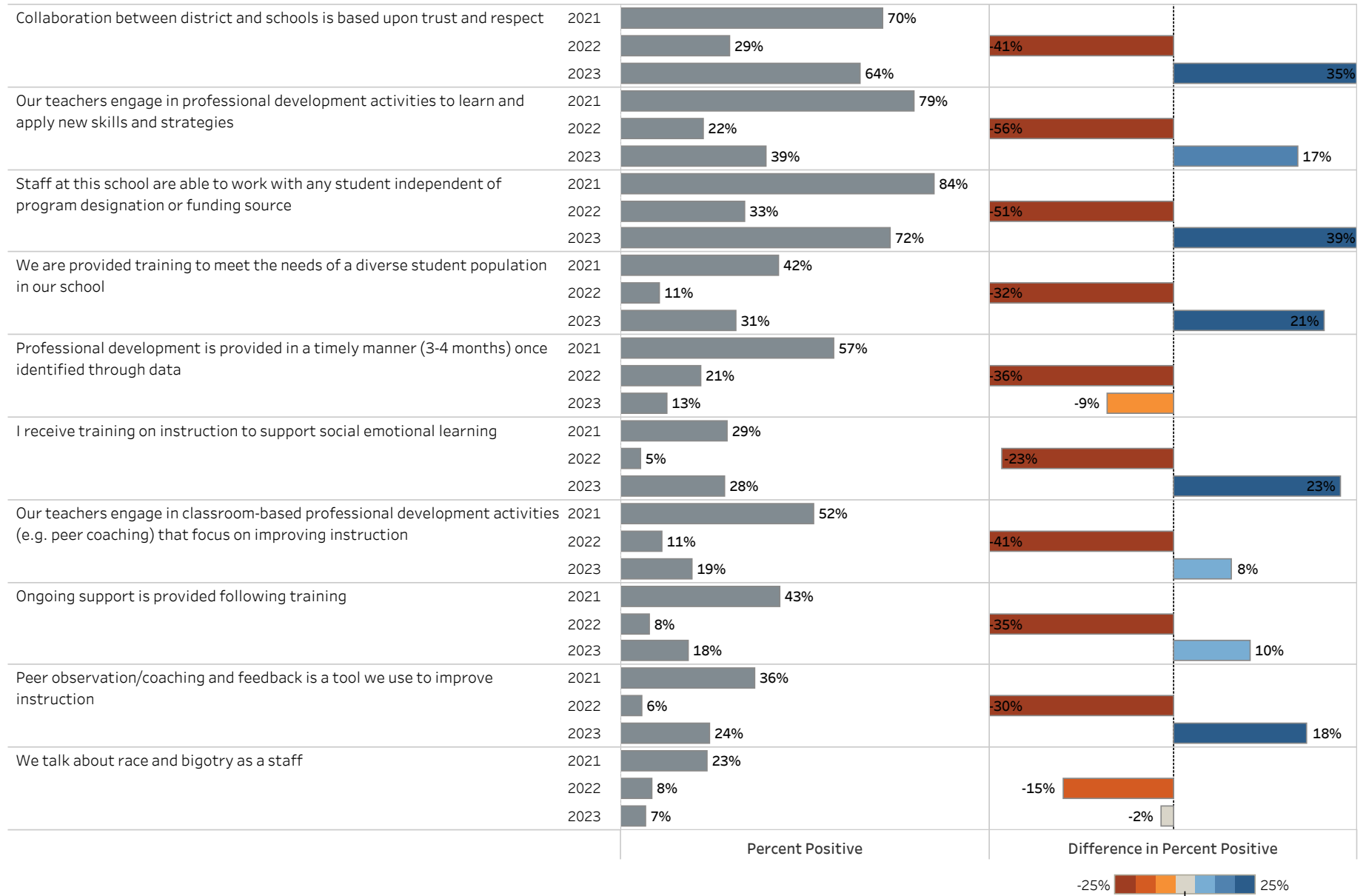
MTSS: Infrastructure & Supports

Colville High School



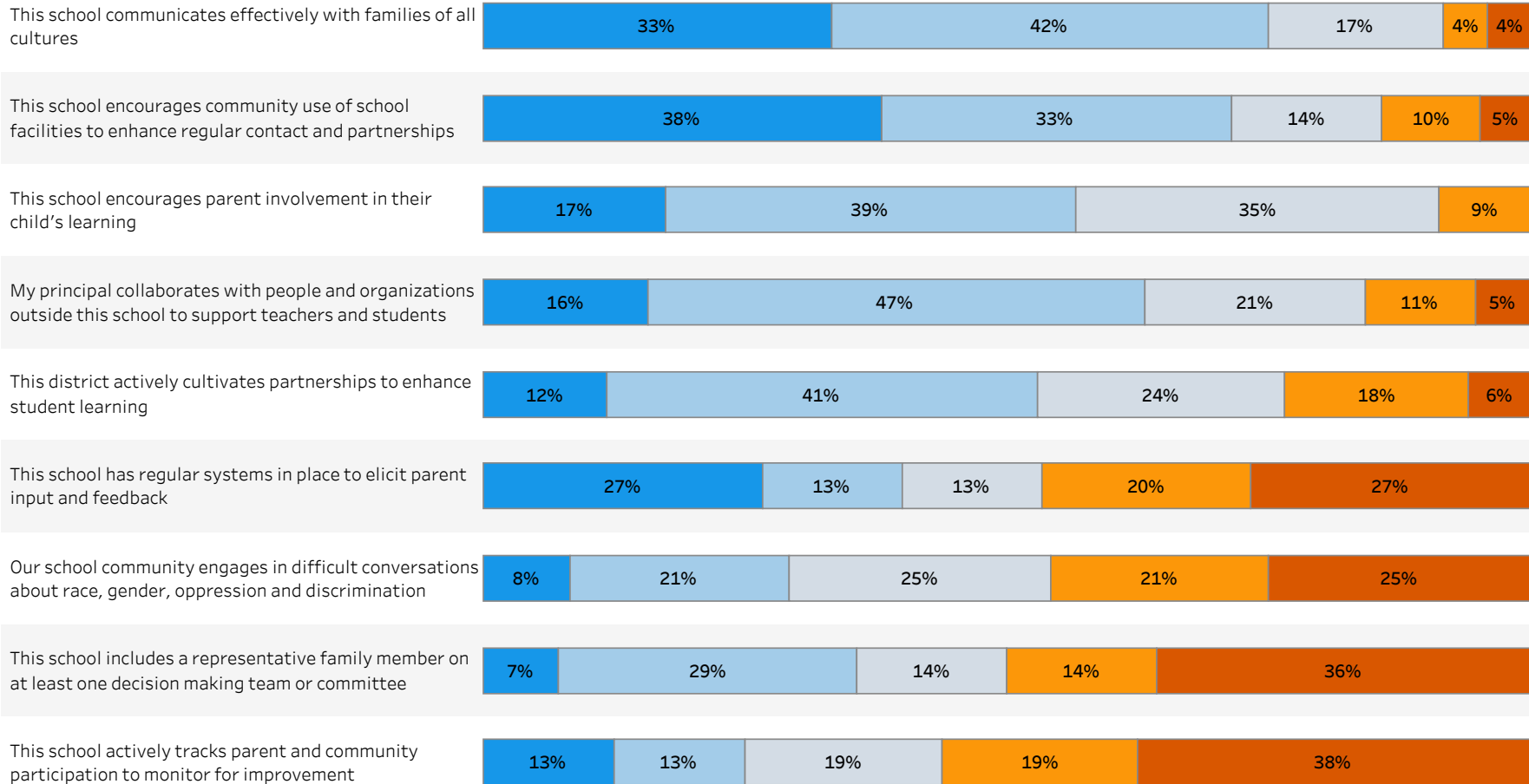
MTSS: Infrastructure & Supports LONGITUDINAL

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MTSS: Parent & Community Involvement

Colville High School



MTSS: Parent & Community Involvement LONGITUDINAL

Colville High School

