

Educational Effectiveness Survey™



Tool Kit

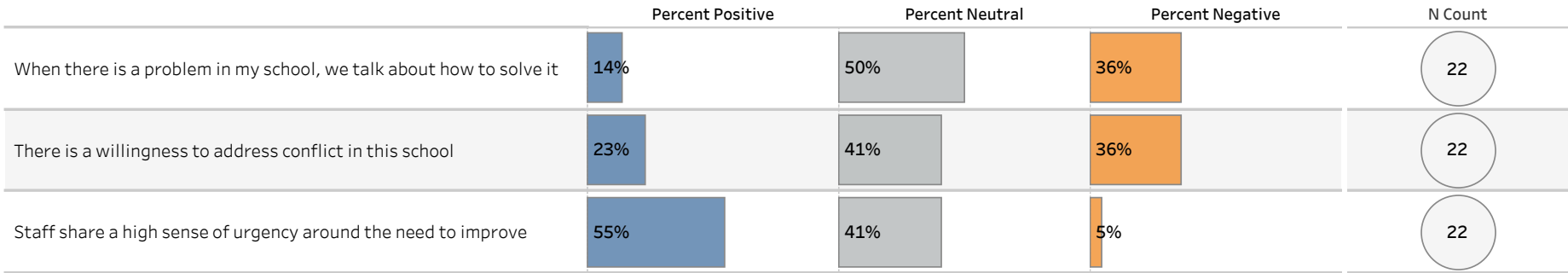
Franklin Elementary

Pullman Public Schools

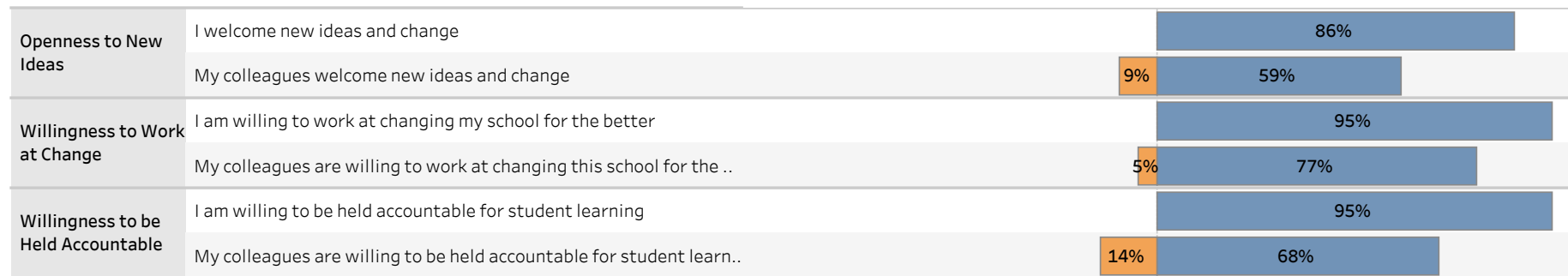
	2021	2023
Staff	n=29	n=23
Family	n=34	n=36

How well does your team solve problems and resolve conflict? 2023 School Year

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Is your staff ready for change?



Percent Negative Percent Positive

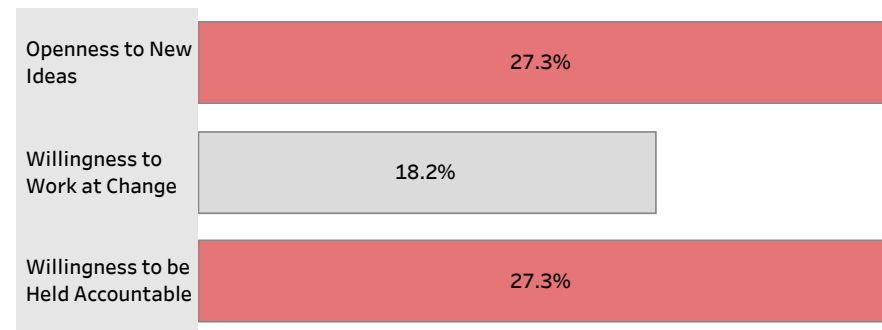
What is an I vs They Gap and why does it matter?

The more positive the beliefs and perceptions of the staff are about their readiness and willingness to change, the more efficiently change will happen.

Look for large gaps between the I vs They pair of questions. Large gaps are a sign of distrust amongst staff members.

If the I vs They gaps to the right are red, the value is beyond a threshold to cause some concern and should be investigated. This threshold is **20% at the elementary level** and **25% at the secondary level**.

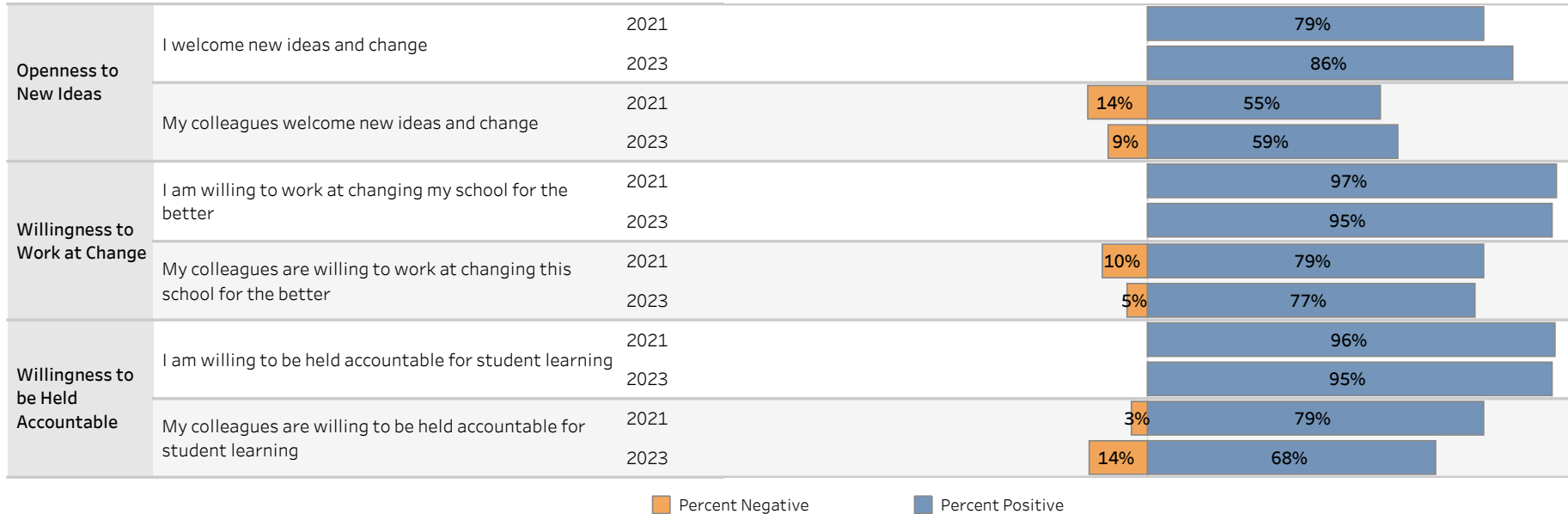
I vs They Gap



What a difference a year makes...

Is your staff ready for change?

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Why does the gap between I vs. They matter?

The more positive the beliefs and perceptions of the staff are about their readiness and willingness to change, the more efficiently change will happen.

Pay attention to large gaps in responses between the I and They paired survey items. Large gaps indicate differences in opinions and perceptions and may represent a lack of trust amongst staff. If the I vs They gaps to the right are red, the value is beyond a threshold to cause some concern and should be investigated. This threshold is **20% at the elementary** level and **25% at the secondary level**.

Note any growing gaps when looking at the longitudinal data (lower-right viz). If the most recent year's gap percentage is higher than the previous year's gap percentage, this means the gap is growing. If the gap has narrowed or decreased over time the change is represented by a negative value. Narrowing the gap is GOOD!

		I vs They Gap	Change in Gap	
Openness to New Ideas	2021	24.1%	0%	3%
	2023	27.3%		
Willingness to Work at Change	2021	17.2%	0%	1%
	2023	18.2%		
Willingness to be Held Accountable	2021	17.0%	0%	10%
	2023	27.3%		

Do staff and student respondents share common beliefs and perceptions for Social Supports?



The Center for Educational Effectiveness

Social Supports – Ensuring psychological safety and a sense of belonging

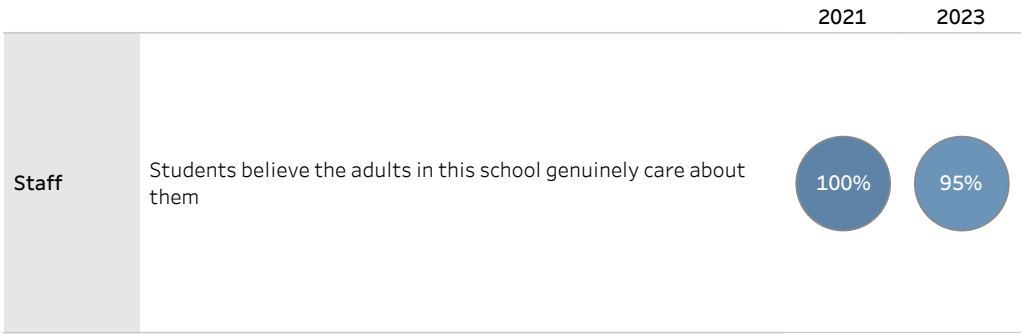
Before expecting students to reach self-actualization, it is important to ensure that the lower levels of Maslow’s hierarchy have been met. In Social Supports, we explore not only from the staff perspective but include student voice to identify whether students feel they are functioning in an environment focused on their wellbeing and future success.

Having one adult that cares about you can make all the difference in the life of a child. Do students really feel staff care about them? Looking at this question from both viewpoints can validate whether staff are getting the desired results from their interactions with students and can open the door to conversations with students on why or why not they feel adults care about them.

SOCIAL SUPPORTS
Salina, C, Girtz, S and Eppinga, J (2016) *Powerless to Powerful: Leadership for School Change*. Lanham, MD: Rowman & Littlefield

Franklin Elementary Pullman Public Schools		2021	2023
Staff	CIA — I understand instructional strategies to support social emotional learning objectives	91%	75%
	CSF — Staff I work with take responsibility for ensuring each student learns in our school	85%	86%
	FPD — I receive training on instruction to support social emotional learning	71%	48%
	MTL — I incorporate social emotional instruction into my daily instructional delivery	95%	81%
	SLE — Staff at this school value and respect all students	96%	90%
	SLE — Students believe the adults in this school genuinely care about them	100%	95%
	SLE — The development of students’ social emotional learning enhances the learning environment in our classrooms	96%	90%
	SLE — This school has effective equity practices for all	84%	45%

How large is your “Staff vs Student” Gap for these questions?



How does your school’s Social Supports compare to other schools?

Staff

76%



-1.4%

Compared to the Social Supports Norm

Do staff and student respondents share common beliefs and perceptions for Academic Press?

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Academic Press – Self-Actualization through high standards and academic rigor

With staff working together and students feeling supported, the final foundational element is the presence of high expectations and rigor toward student work and learning. In Academic Press, we bring the staff and student perspectives together to ensure what is intended is actually being experienced relative to expectations, opportunity, relevance and outcomes.

Do I believe all students can learn? Do my peers believe all students can learn? Do all students feel we believe in their ability to learn? These are key questions at the core of academic attainment for all and each of the three legs must be equally sturdy to hold the weight of high expectations and rigor.

ACADEMIC PRESS

Salina, C, Girtz, S and Eppinga, J (2016) *Powerless to Powerful: Leadership for School Change*. Lanham, MD: Rowman & Littlefield

		2021	2023
Staff	CIA — Instruction is personalized to meet the needs of each student	74%	52%
	CIA — Regular formative assessments are used to monitor student progress toward standards	91%	90%
	CIA — Students are provided tasks that require higher-level thinking skills	83%	71%
	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	83%	89%
	HSE — I believe that all students can meet state standards	70%	71%
	HSE — In our school we expect all staff to perform responsibilities with a high level of excellence	88%	91%
	HSE — Our staff believes that all students can meet state standards	65%	55%
	MTL — Assessment data are used to identify student needs and appropriate instructional intervention	86%	90%
	MTL — I provide timely feedback to students about their learning	86%	89%
	MTL — Struggling students receive early intervention and remediation to acquire skills	87%	57%
	MTL — We monitor the effectiveness of instructional interventions	87%	81%

How large is your “Staff vs Student” Gap for these questions?

		2021	2023
Staff	I believe that all students can meet state standards	70%	71%
	Our staff believes that all students can meet state standards	65%	55%

How does your school’s Academic Press compare to other schools?

Staff

76%

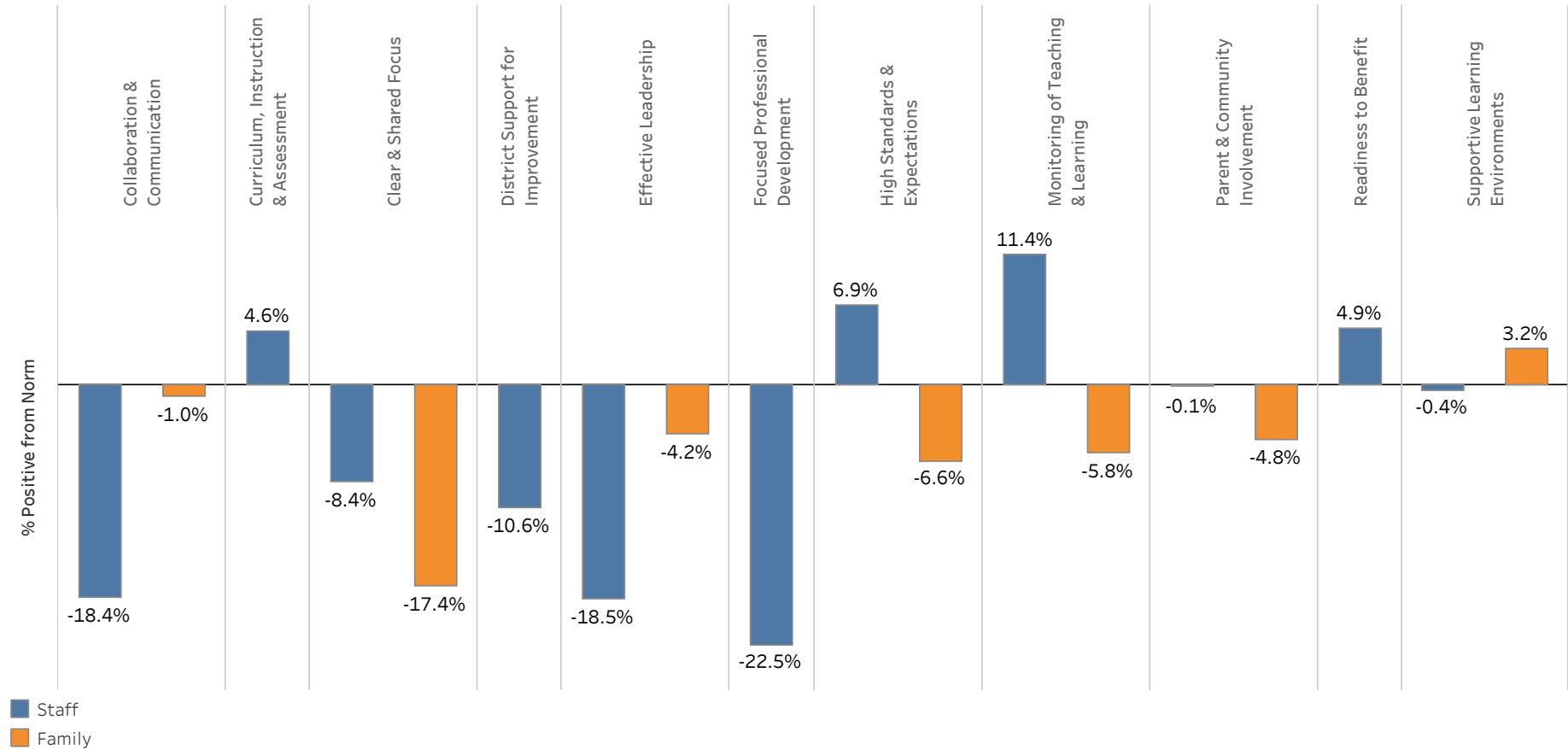


2.0%

Compared to the Academic Press Norm

How do you compare against other EES Schools?

2023 EES Survey Perceptions | Franklin Elementary 9 Characteristics of Highly Effective Schools



What are the **Top** and **Bottom** 5 survey items from your 2023 School Year?

Look for common themes.

Are you surprised by the top or bottom items?

Do you see similarities in the Student and Family responses?

The top and bottom 5 survey items may not reflect your reality. This gives you a starting place to dig into your data.

Characteristics Legend

C — Collaboration & Communication
CSF — Clear & Shared Focus
HSE — High Standards & Expectations
EL — Effective Leadership
SLE — Supportive Learning Environment
PCI — Parent & Community Involvement
CIA — Curriculum, Instruction & Assessment
MTL — Monitoring of Teaching & Learning
FPD — Focused Professional Development
CLTR — Cultural Responsiveness
D — District Support for Improvement

Characteristics Legend (Student-SEL)

FO — Future Orientation
BELONG — Belonging and Identity
SM — Self Management
GRIT — Perseverance/Grit
SE — Self-Efficacy and Mindsets
CT — Critical Thinking
IS — Collaboration and Interpersonal Skills

By % Positive Responses Franklin Elementary | Pullman Public Schools

Staff Survey	SLE — Staff enforce the bullying/harassment policy of this school	100.0%
	SLE — Students believe this school is a safe place	100.0%
	RTB — I am willing to be held accountable for student learning	95.5%
	RTB — I am willing to work at changing my school for the better	95.5%
	SLE — Students believe the adults in this school genuinely care about them	95.0%
	EL — Our school community engages in difficult conversations about race, gender, oppression and discrimination	31.6%
	FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that fo..	31.6%
	FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	30.0%
	C — There is a willingness to address conflict in this school	22.7%
	FPD — We talk about race and bigotry as a staff	18.2%
Student Survey	C — When there is a problem in my school, we talk about how to solve it	13.6%
Family Survey	C — Communications/materials I receive from the school are in a language I can understand	100.0%
	PCI — This school respects the different cultures represented in our community	100.0%
	SLE — Adults in this school value and respect my racial/cultural identity	100.0%
	PCI — When I share concerns with my student's teacher, they listen	93.3%
	SLE — This district places emphasis on social emotional learning in addition to core academic learning	92.9%
	C — This school communicates with me about my student's progress	61.1%
	PCI — Parents/families have input into plans for improving this school	54.2%
	CSF — I am informed about progress toward the improvement goals of this school	50.0%
	CSF — My student understands the purpose of each lesson	48.1%
	PCI — This school tells me how I can help my student with homework	40.7%

Where are we seeing the most change from 2021 to 2023?



The Center for Educational Effectiveness

Top/Bottom 5 Increase/Decrease in % Positive Responses Franklin Elementary | Pullman Public Schools

Look for common themes.

Are you surprised by either the top increases or bottom decreases?

What changes put in place, since the last survey, may have caused these differences? Example: change in school policy, expectations, etc.

Staff Survey	RTB — I welcome new ideas and change	7.1%
	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	5.6%
	MTL — Assessment data are used to identify student needs and appropriate instructional intervention	4.1%
	RTB — My colleagues welcome new ideas and change	3.9%
	SLE — Staff enforce the bullying/harassment policy of this school	3.8%
	SLE — Students believe this school is a safe place	3.8%
	EL — My principal/administrator cares about me as a person	-40.6%
	D — Collaboration between district and schools is based upon trust and respect	-41.3%
	SLE — We celebrate progress toward improvement plan goals	-45.0%
	C — There is a willingness to address conflict in this school	-46.2%
Student Survey	C — When there is a problem in my school, we talk about how to solve it	-48.4%
Family Survey	SLE — This district places emphasis on social emotional learning in addition to core academic learning	13.7%
	PCI — This school respects the different cultures represented in our community	9.1%
	CSF — The schoolwork my student is assigned is relevant to their future success	9.1%
	SLE — Adults in this school value and respect my racial/cultural identity	4.8%
	C — This school communicates effectively with my family	3.9%
	PCI — This school tells me how I can help my student with homework	-21.8%
	MTL — I am given opportunities to discuss my student's progress at school	-22.0%
	EL — Actions of school leaders promote a shared commitment for equity	-22.8%
	SLE — My student enjoys going to school	-25.0%
	CSF — I am informed about progress toward the improvement goals of this school	-42.3%

Do you see increases or decreases similar to what Staff or Student responses reflected?

Do respondents across all three surveys share common beliefs and perceptions?



The Center for Educational Effectiveness

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Why use similar survey items across Staff, Family and Student surveys?

By asking the same or very similar survey items of each stakeholder group, you can triangulate the data around potential school issues, illuminate themes or a specific challenge, and ultimately define a solution.

For example, if students feel safe at school but families feel differently, why? Questions that have a large difference between groups warrant additional conversations.

			2021	2023
Academic Equity	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	Sta	83%	89%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Fam	90%	81%
Behavior Standards	SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	Sta	96%	80%
	CSF — This school has equitable behavior rules for all students	Fam	87%	83%
Bullying	SLE — Staff enforce the bullying/harassment policy of this school	Sta	96%	100%
	SLE — Bullying/harassment is not tolerated in this school	Fam	88%	83%
Celebrating Success	SLE — We have a system for celebrating student success	Sta	88%	70%
	SLE — This school celebrates student success	Fam	91%	83%
Confronting Bias	FPD — We talk about race and bigotry as a staff	Sta	48%	18%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Fam	64%	67%
High Expectations	HSE — Our staff believes that all students can meet state standards	Sta	65%	55%
	HSE — Teachers have high expectations for student learning at this school	Fam	93%	83%
Intervention for Struggling Stu..	MTL — Struggling students receive early intervention and remediation to acquire skills	Sta	87%	57%
	MTL — Struggling students receive early intervention and additional help at this school	Fam	71%	70%
Safety	SLE — Students believe this school is a safe place	Sta	96%	100%
	SLE — My student feels safe at school	Fam	96%	88%
Supported Learning	SLE — Students believe the adults in this school genuinely care about them	Sta	100%	95%
	SLE — This school provides a caring/supportive environment for my student	Fam	89%	91%

Change in % Positive Responses

	Staff	Family
Academic Equity	5.6%	-9.2%
Behavior Standards	-16.2%	-3.6%
Bullying	3.8%	-4.2%
Celebrating Success	-18.0%	-8.0%
Confronting Bias	-30.0%	2.7%
High Expectations	-10.2%	-9.5%
Intervention for Struggling Students	-29.8%	-1.4%
Safety	3.8%	-8.8%
Supported Learning	-5.0%	1.3%

What to look for...

Look not for the same increase, but rather movement in the same direction across all surveys.

When you see movement in the same direction, stagnation or incongruent movement, ask yourself why?

What is your current land of opportunity - Staff 2023 School Year?



The Center for Educational Effectiveness

These are the survey items from your current administration with the highest percentage of neutral responses (Sometimes True). These are the items where you have the greatest opportunity to influence your Staff and shift their perceptions from neutral to positive.

Are there common themes amongst the individual survey items? Do all of the items fall within a single Characteristic?

Franklin Elementary Pullman Public Schools	
C — When there is a problem in my school, we talk about how to solve it	50%
D — This district facilitates systems and programs to support school improvement	50%
CSF — Important decisions here are based on the goals of this school	43%
C — There is a willingness to address conflict in this school	41%
CSF — Staff share a high sense of urgency around the need to improve	41%
EL — My principal facilitates systems/processes to support school improvement	41%
FPD — We talk about race and bigotry as a staff	41%
SLE — This school has effective equity practices for all	41%

Negative values are a good thing, indicating staff moved out of "Sometimes True" responses.	
HSE — I believe that all students can meet state standards	-16.1%
FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	-7.7%
RTB — I welcome new ideas and change	-7.1%
C — My professional learning community work results in improved student learning	-4.8%
EL — Our school community engages in difficult conversations about race, gender, oppression and discrimination	-4.4%
C — There is a willingness to address conflict in this school	27.1%
EL — My principal is committed to quality education	28.0%
SLE — This school has effective equity practices for all	28.9%
FPD — Our teachers engage in professional development activities to learn and apply new skills and strategies	29.0%
EL — My principal facilitates systems/processes to support school improvement	33.2%

From our previous survey, how did our responses shift from the neutral or "Sometimes True" responses?

To the left are the survey items with the largest decrease and increase in neutral responses from the previous survey administration. The percent of staff who moved from neutral to positive are **blue**, and the percent who moved from neutral to negative are **orange**.

What influences these changes in perceptions? What can we do to shift more staff to "Almost Always True" and "Often True" responses?

What Staff survey items from your 2023 School Year have 33% or more Neutral responses?

This chart identifies the questions where 1 in 3 or at least 33% of the responses were neutral (Sometimes True).

Everyone has a belief or an opinion, but some have a hard time committing one way or another. Perhaps they are not sure how they feel (need more information) or they are afraid to express their opinion on certain survey items (lack of trust or fear of repercussions).

It is much easier to learn about the strengths and needs of staff when they have and share definite opinions. This significant percentage of staff represents an identifiable opportunity to focus efforts and resources toward the specific areas where staff require more information, help or clarity.

Whatever the reason, having conversations, sharing information, evaluating decision-making and making changes must continue.

If no data displays, all items have less than 33% neutral responses.

Sometimes True Franklin Elementary | Pullman Public Schools

C — When there is a problem in my school, we talk about how to solve it	50%
D — This district facilitates systems and programs to support school improvement	50%
CSF — Important decisions here are based on the goals of this school	43%
C — There is a willingness to address conflict in this school	41%
CSF — Staff share a high sense of urgency around the need to improve	41%
EL — My principal facilitates systems/processes to support school improvement	41%
FPD — We talk about race and bigotry as a staff	41%
SLE — This school has effective equity practices for all	41%
C — Our staff shares new ideas and strategies with one another	40%
HSE — Our staff believes that all students can meet state standards	40%
EL — Staff at all levels are treated fairly here	35%
CIA — Instruction is personalized to meet the needs of each student	33%
D — District leadership communicates effectively with my school	33%
D — There is a consistent vision of school improvement throughout this district	33%
FPD — Our teachers engage in professional development activities to learn and apply new skills and strategies	33%
MTL — We reflect upon instructional practice to inform our conversations about improvement	33%

What Student survey items from your 2023 School Year have 33% or more Neutral responses?

Sometimes True Franklin Elementary | Pullman Public Schools

What does it mean when we see survey items with a high percentage of neutral responses?

This chart identifies the questions where 1 in 3 or at least 33% of the responses were neutral (Sometimes True).

Everyone has a belief or an opinion, but some have a hard time committing one way or another. Perhaps they are not sure how they feel (need more information) or they are afraid to express their opinion on certain survey items (lack of trust or fear of repercussions).

It is much easier to learn about the strengths and needs of students when they have and share definite opinions. This significant percentage of students represents an identifiable opportunity to focus efforts and resources toward the specific areas where students require more information, help or clarity.

Whatever the reason, having conversations, sharing information, evaluating decision-making and making changes must continue.

If no data displays, all items have less than 33% neutral responses.

What Family survey items from your 2023 School Year have 33% or more Neutral responses?

What does it mean when we see survey items with a high percentage of neutral responses?

This chart identifies the questions where 1 in 3 or at least 33% of the responses were neutral (Sometimes True).

Everyone has a belief or an opinion, but some have a hard time committing one way or another. Perhaps they are not sure how they feel (need more information) or they are afraid to express their opinion on certain survey items (lack of trust or fear of repercussions).

It is much easier to learn about the strengths and needs of families when they have and share definite opinions. This significant percentage of families represents an identifiable opportunity to focus efforts and resources toward the specific areas where families require more information, help or clarity.

Whatever the reason, having conversations, sharing information, evaluating decision-making and making changes must continue.

If no data displays, all items have less than 33% neutral responses.

Sometimes True Franklin Elementary Pullman Public Schools	
CSF — My student understands the purpose of each lesson	52%
CSF — I am informed about progress toward the improvement goals of this school	38%
PCI — This school tells me how I can help my student with homework	33%