

# Educational Effectiveness Survey™



The Center for Educational Effectiveness

Staff • Student • Family • District • Board

**A research-based survey suite**, the Educational Effectiveness Survey (EES) is a formative and diagnostic tool that helps districts and schools to:

- Examine and understand readiness to change, organizational trust, and the Characteristics of High Performing Schools
- Identify what conditions are already in place across your school community that embrace all students and support their success
- Discover students' perceptions and attitudes toward feeling hopeful, having a sense of belonging and getting social emotional support - CASEL & WA K-12 reporting available
- Understand family perceptions on the services and programs offered at their student's school

**“You cannot order people to become cohesive. You cannot order great performance. You have to create the culture and climate that makes it possible. You have to build the bonds of trust.”**

**-Michael Abrashoff**

## System-wide data reporting

CEE's survey reports make it easy to focus conversations and efforts on improvement. Looking more deeply at system-wide effectiveness, the EES surveys give a 360-degree perspective and data to inform school improvement. Partnering with CEE will save you time, free-up administrator resources, and put data at your fingertips.

### Common question analysis across Staff-Student-Family Surveys

Confronting Bias	FPD — We talk about race and bigotry as a staff	Sta	47%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Stu	56%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Fam	60%
High Expectations	HSE — Our staff believes that all students can meet state standards	Sta	71%
	HSE — My teacher(s) expect all students to succeed, no matter who they are	Stu	85%
Intervention for Struggling Students	HSE — Teachers have high expectations for student learning at this school	Fam	72%
	MTL — Struggling students receive early intervention and remediation to acquire skills	Sta	39%
	MTL — My teacher(s) find other ways for me to learn things I find difficult	Stu	66%
Safety	MTL — Struggling students receive early intervention and additional help at this school	Fam	65%
	SLE — Students believe this school is a safe place	Sta	71%
	SLE — I feel safe at this school	Stu	66%
	SLE — My student feels safe at school	Fam	85%

## Variety of Reporting

1

**Web-based interactive data dashboard**  
view data by demographics and through an equity lens

2

**District and School Report (PDF)**  
view data by characteristics of highly effective schools

3

**District and School Toolkit (PDF)**  
view data by key focus areas and common questions by stakeholders

### NEED MORE INFORMATION OR WANT TO ORDER?

Contact us at:

425.283.0384 • info@effectiveness.org • www.effectiveness.org

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**Actionable information** for school boards, superintendents, principals, counselors, and teachers to inform decision making and build collaborative school cultures. The EES Toolkit report highlights key results in your data.

## Top 5-Bottom 5 - Key focus areas

CSF — My teacher(s) believe student learning is important	91.3%
HSE — My teacher(s) expect me to do my best	87.5%
IS — I am comfortable interacting with people from a different racial or ethnic background	84.7%
HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	85.1%
HSE — My teacher(s) expect all students to succeed, no matter who they are	84.5%
CT — I solve problems by first breaking them into smaller steps	58.9%
EL — In class we often work with other students to solve a problem/do a task	58.1%
EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	55.5%
SLE — Work I do in this school is useful and interesting to me	54.7%
SLE — Most students are respectful of others at this school	49.4%

Toolkit  
report  
examples

## Neutral Responses—Greatest opportunity for positive change

CIA — Instruction is personalized to meet the needs of each student	45%
MTL — Students are encouraged to self-reflect and track progress toward goals	42%
MTL — Struggling students receive early intervention and remediation to acquire skills	41%
FPD — I receive training on instruction to support social emotional learning	38%

## Customizable Survey

In addition to the core EES surveys, supplemental modules provide flexibility to address local issues. They include:

- Diversity, Equity & Inclusion (T/F/S)
- Safety (S)
- MTSS Implementation (T)
- Technology Readiness (T/F/S)
- Instructional Technology Effectiveness (T/F/S)
- High School Pathways (S)
- CharacterStrong (T/F/S)
- Customer Satisfaction (T)
- Employee Wellness & Satisfaction (T)
- Title 1 Parent Supplement (F)

Legend: T (EES™-Staff), F (EES™-Family), S (EES™-Student)



Languages	Survey Length	Timeline
Family and Student Surveys available in multiple languages	STAFF (73 items) STUDENT (67 items) FAMILY (44 items) All surveys take less than 10 minutes to complete	Survey window – Up to 2 weeks  Reporting – Up to 5 business days from close of survey window

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