

Educational Effectiveness Survey™



9 Characteristics of High Performing Schools

Staff Edition V11

Freeman School District

2023

N=61

2024

N=35

2025

N=56





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

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

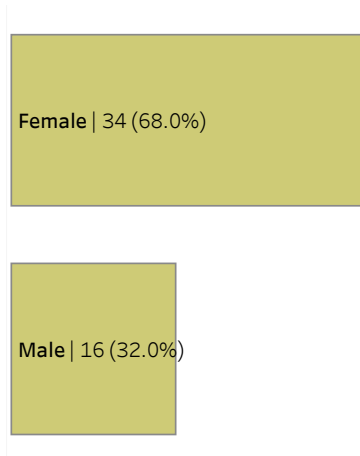
While there is no single solution for all schools, research on effective schools identified common characteristics of high-performing schools. Successful schools engaged in improvement activities focus on these characteristics to create and improve the system(s) that ultimately increase student learning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



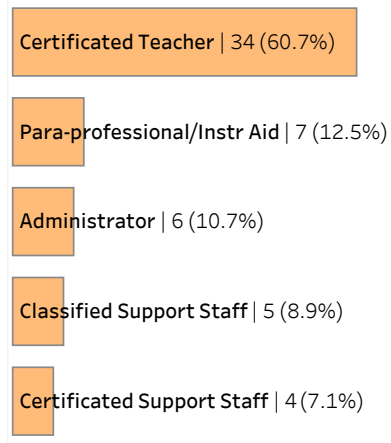
Demographics

Freeman School District

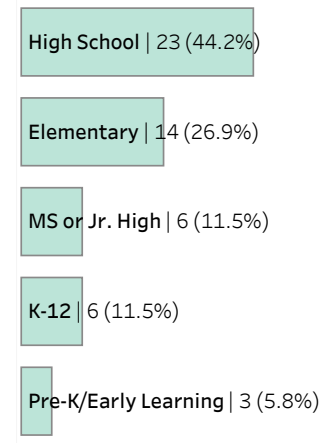
Gender



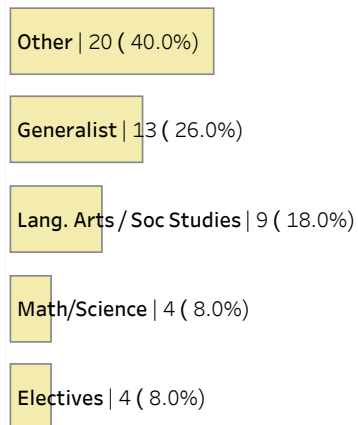
Position



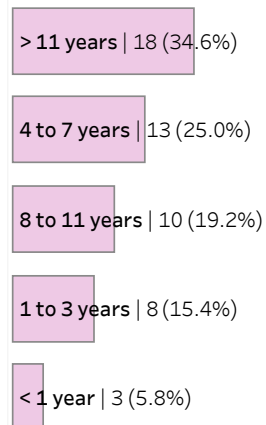
Level



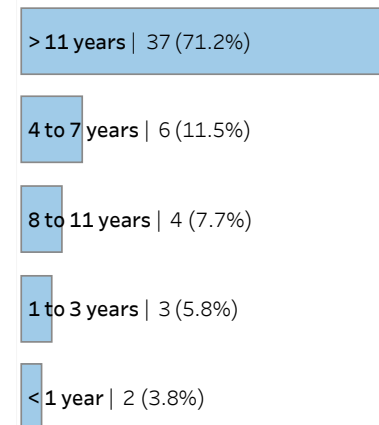
Department



School-Yrs of Service



Education-Yrs of Service



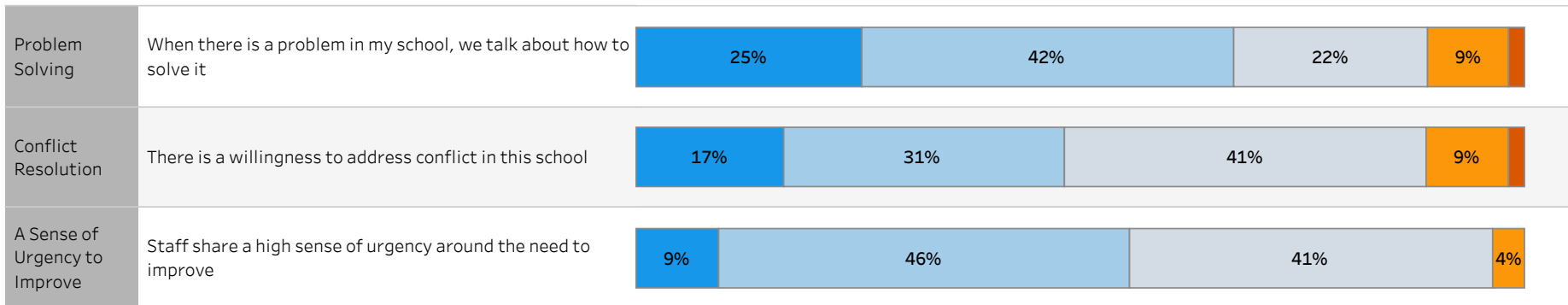
Readiness for Change

Freeman School District

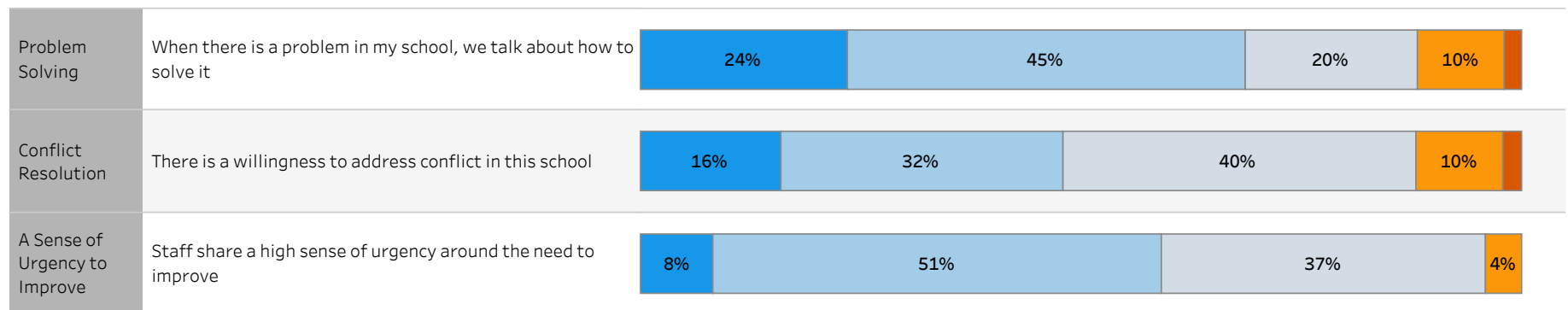
The charts below are data about your school staff, who must define, embrace, implement, and sustain change. If your staff believes there is a weakness in the problem-solving ability or in the ability to resolve conflict within this building, or does not see the urgency to improve, you must address those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

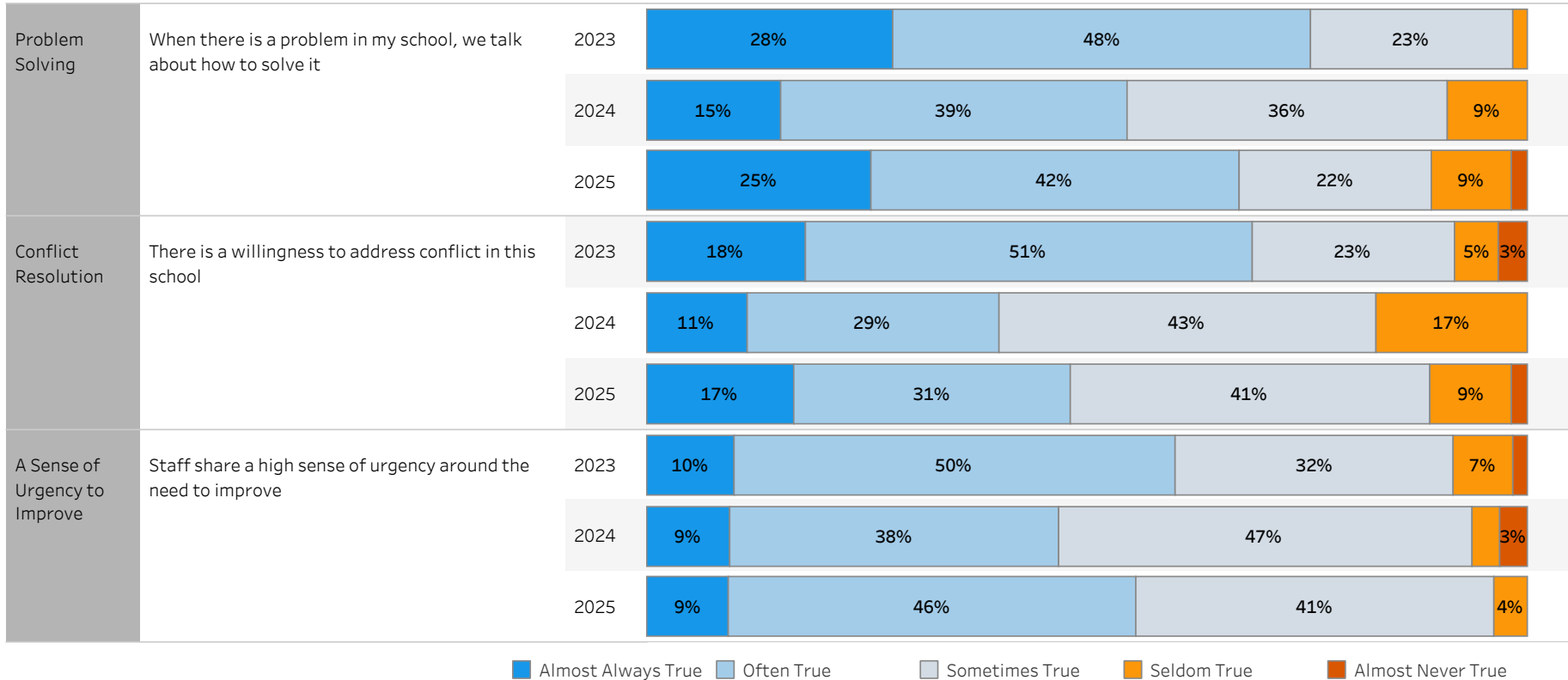


■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True
 ■ Almost Never True

Readiness for Change—LONGITUDINAL

Freeman School District

All Staff



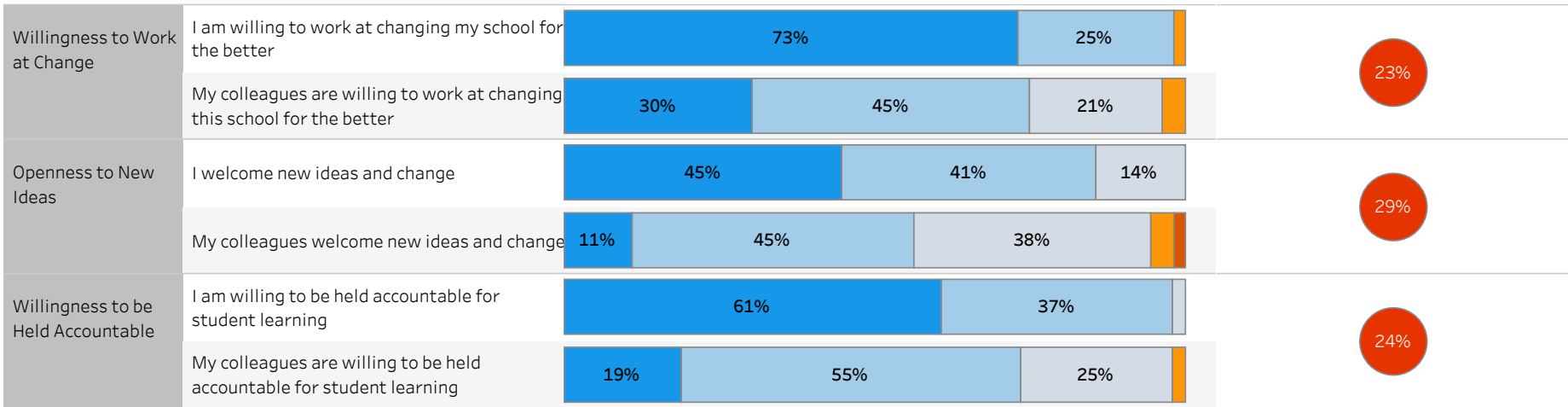
Readiness for Change—I vs. They Perspectives

Freeman School District

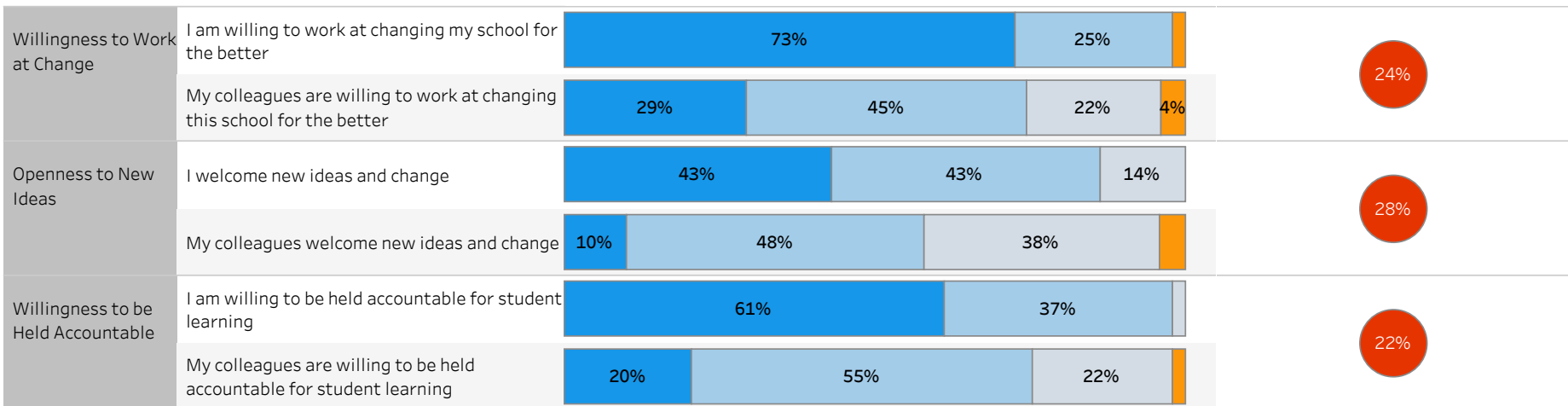
Gaps over 20% in elementary and over 25% in secondary should be investigated. Why do staff see different attitudes in their colleagues?

How large is the Gap between I vs. They?

All Staff



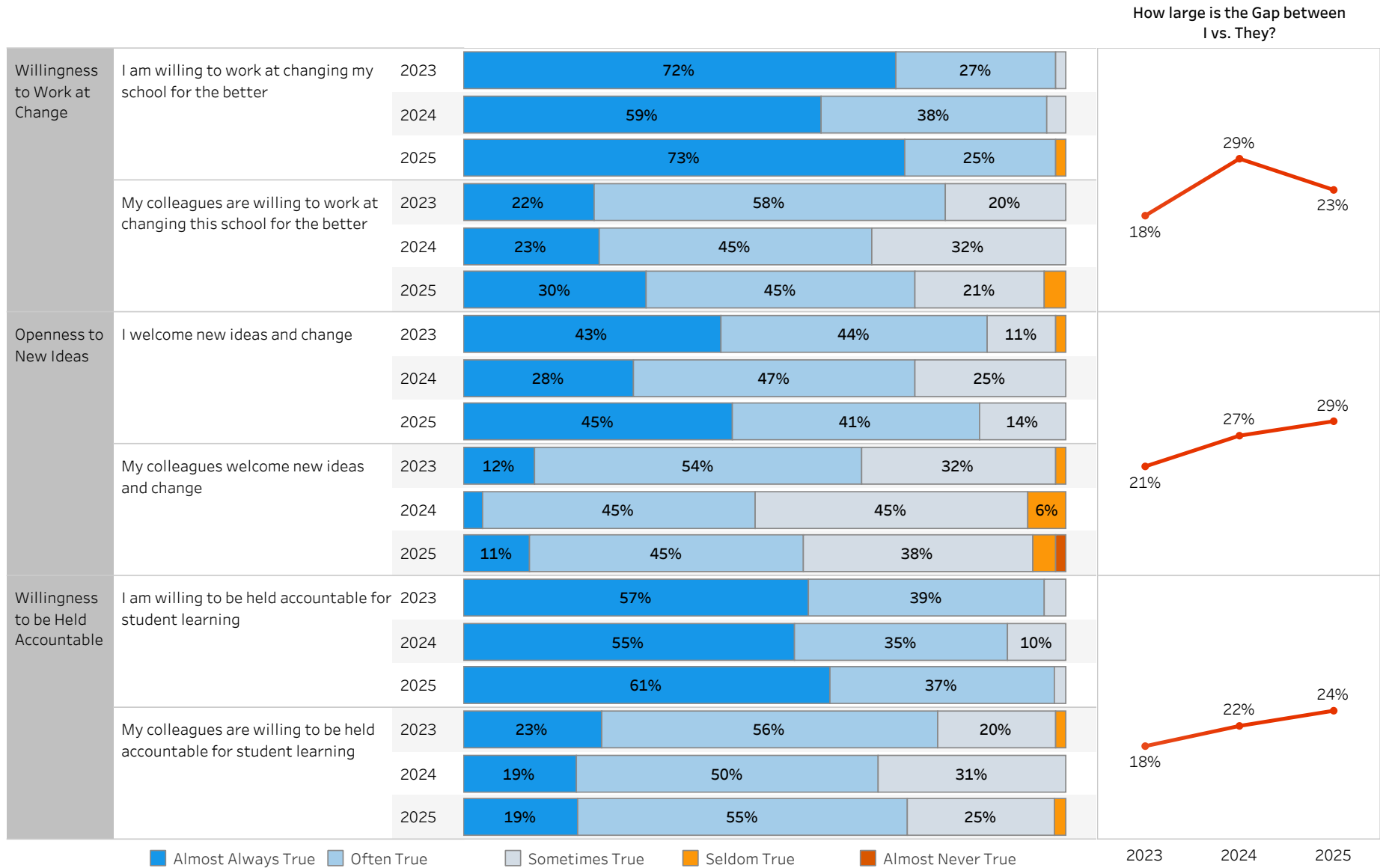
Instructional Staff



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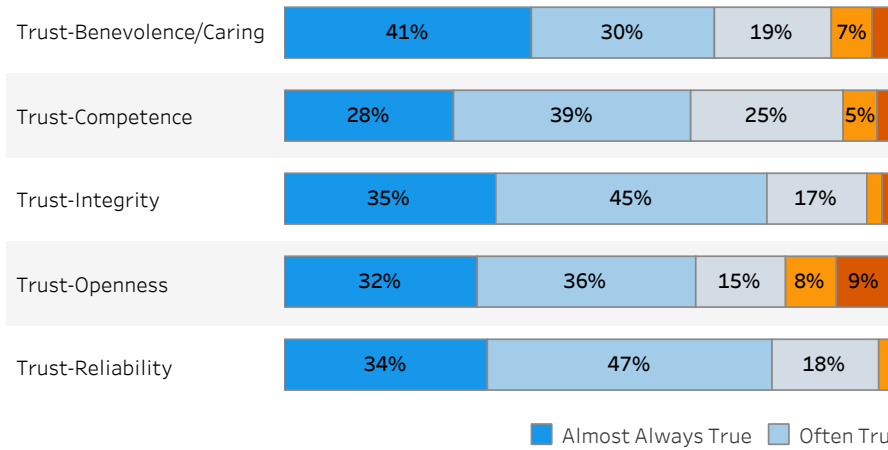
Readiness for Change—I vs. They Perspectives— LONGITUDINAL

Freeman School District

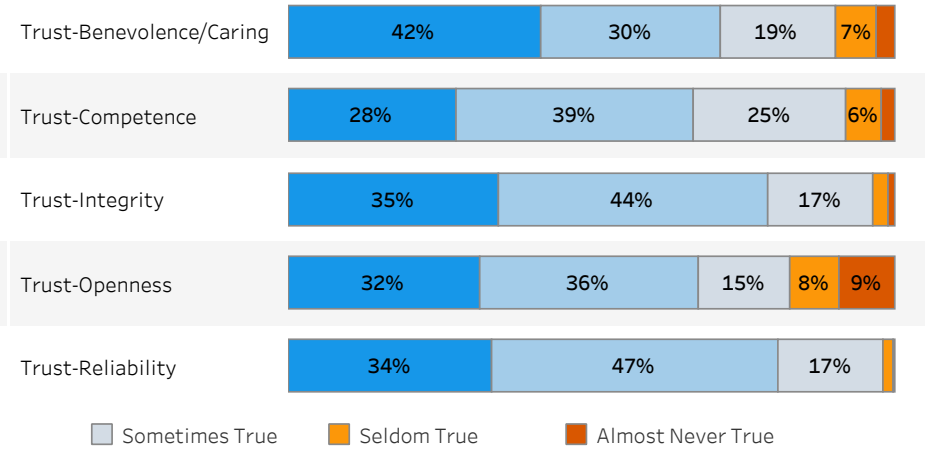


Organizational Trust

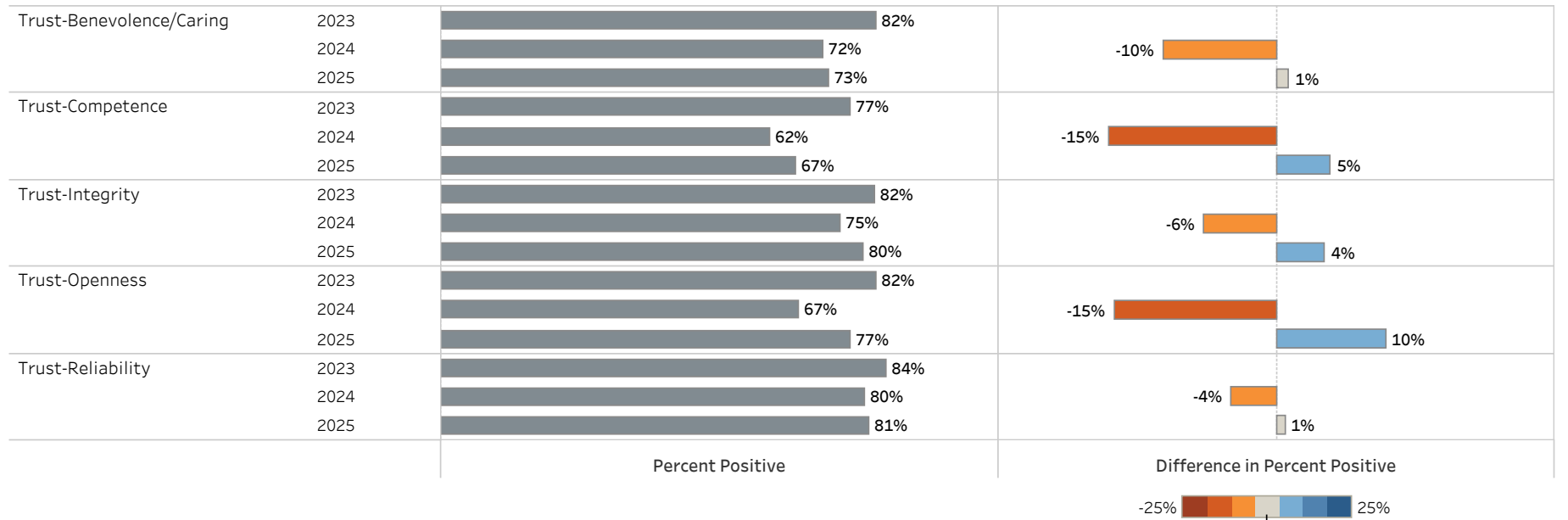
All Staff



Instructional Staff

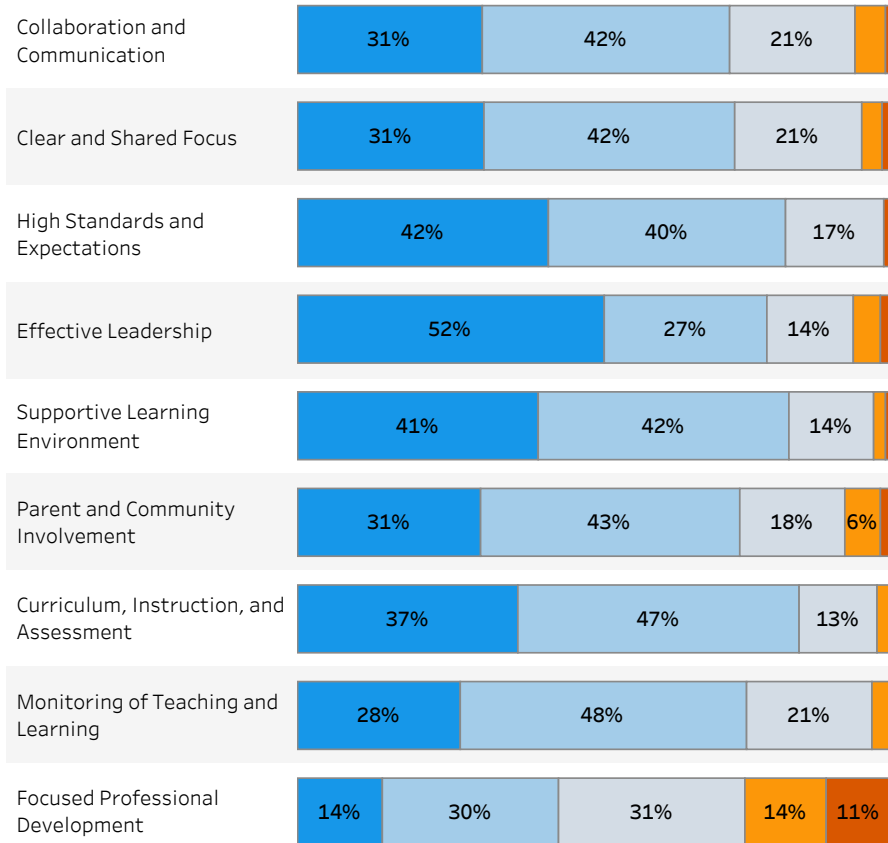


Organizational Trust—LONGITUDINAL

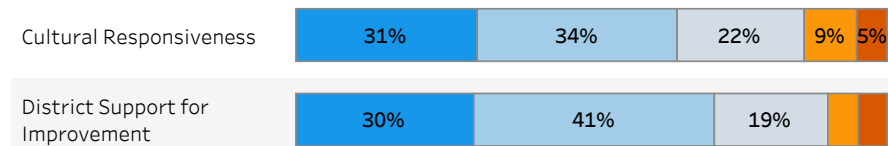


9 Characteristics of High-Performing Schools

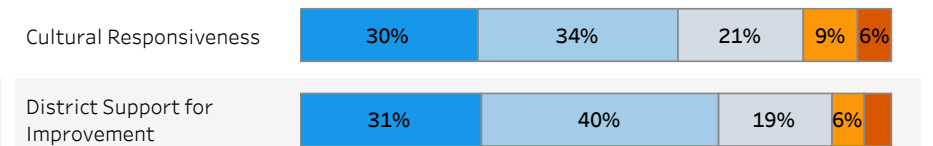
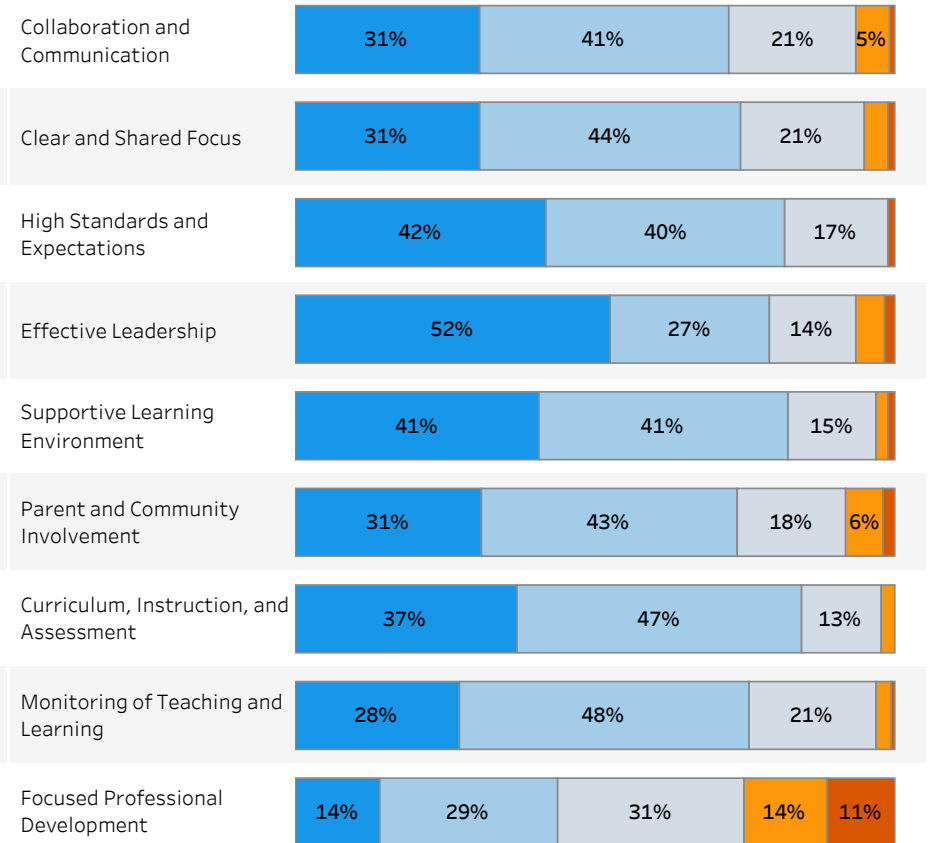
All Staff



Additional Characteristics



Instructional Staff

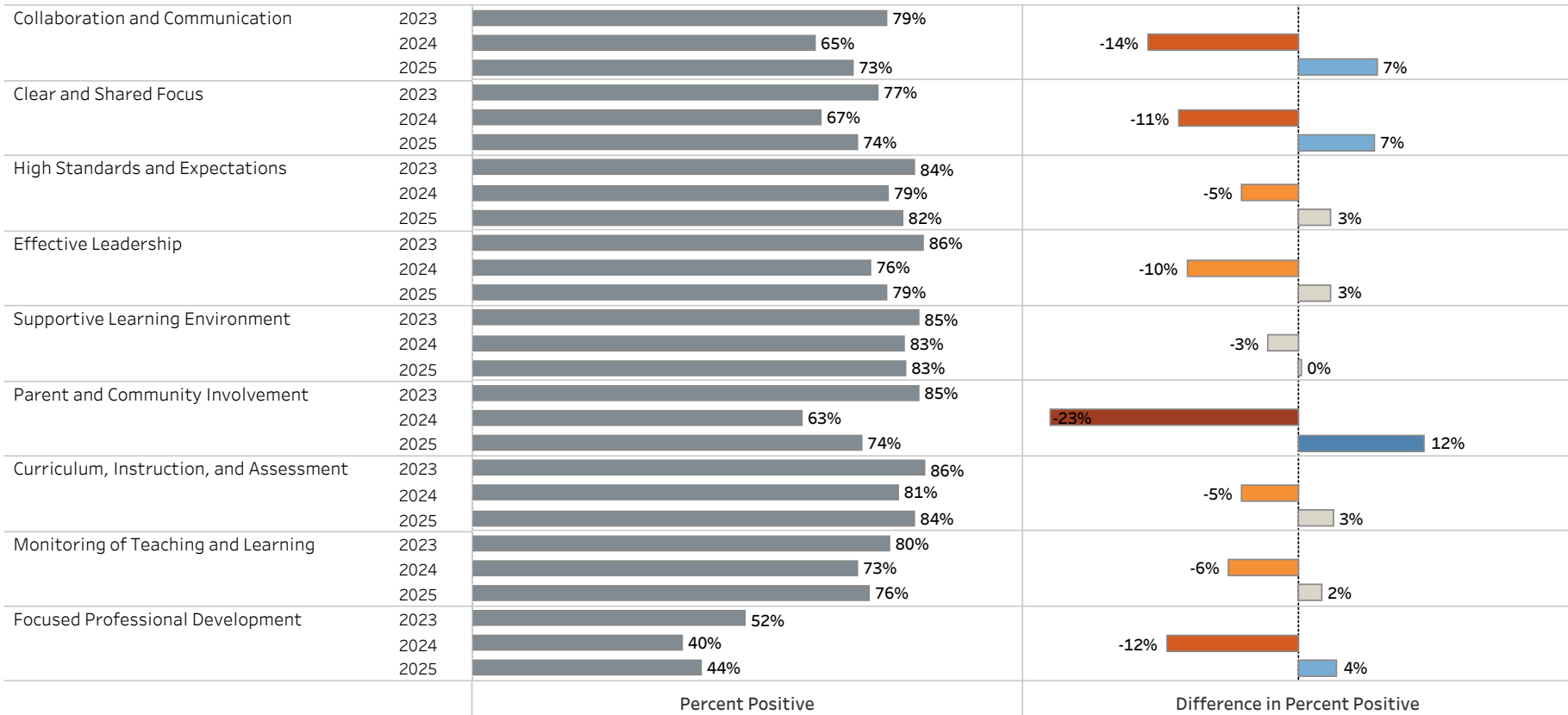


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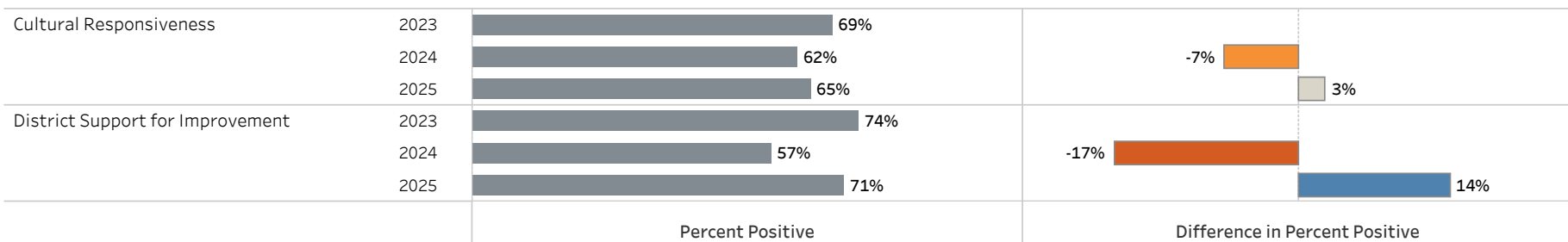
9 Characteristics of High-Performing School — LONGITUDINAL

Freeman School District

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

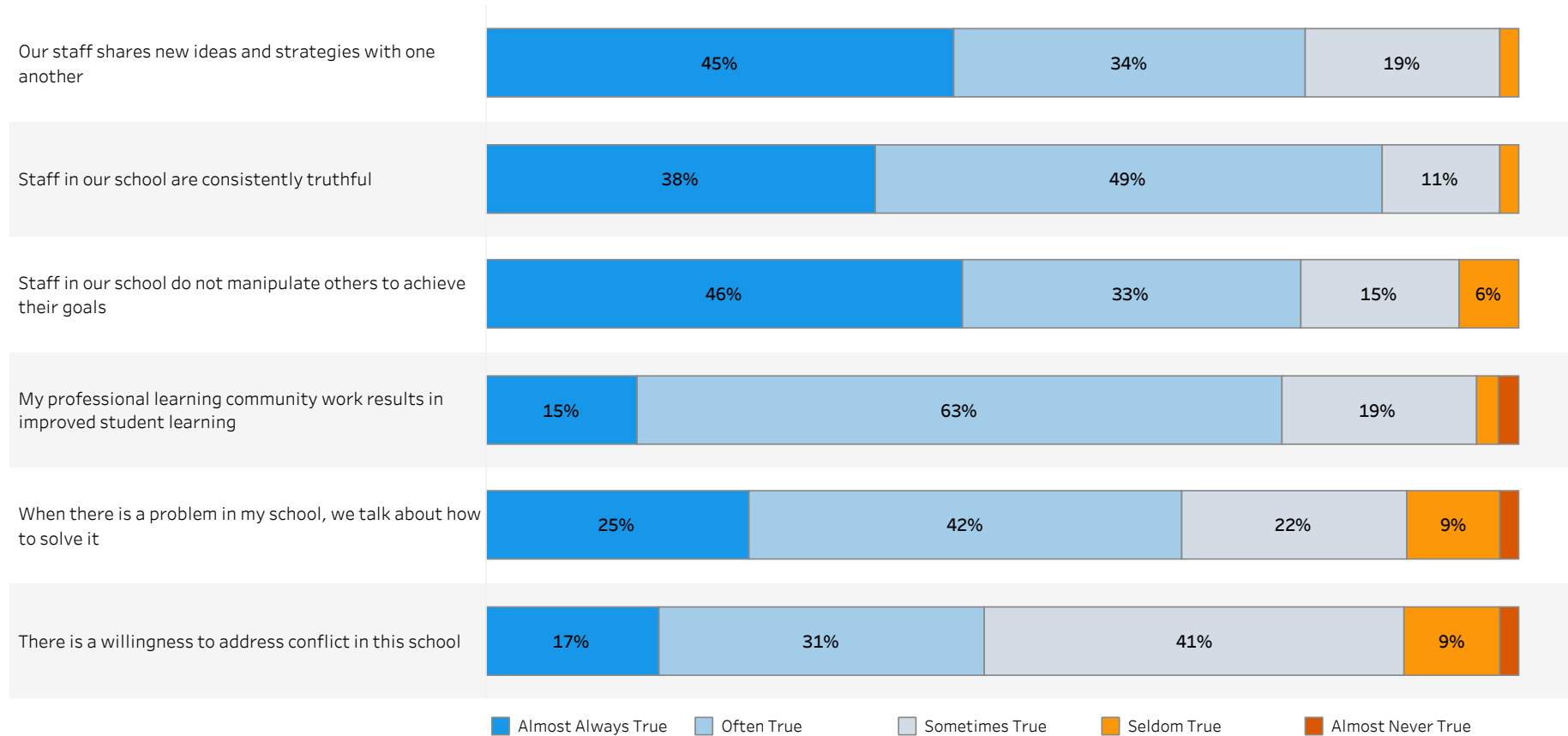


Additional Characteristics



High Levels of Collaboration and Communication

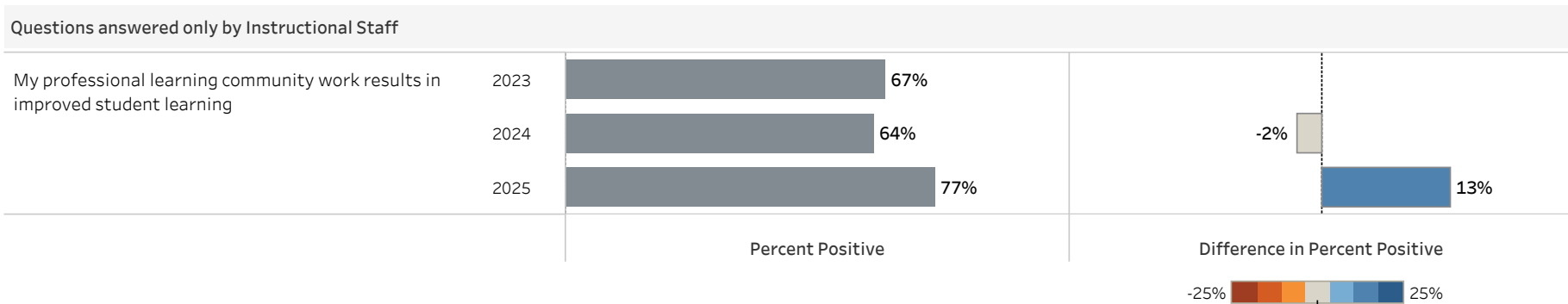
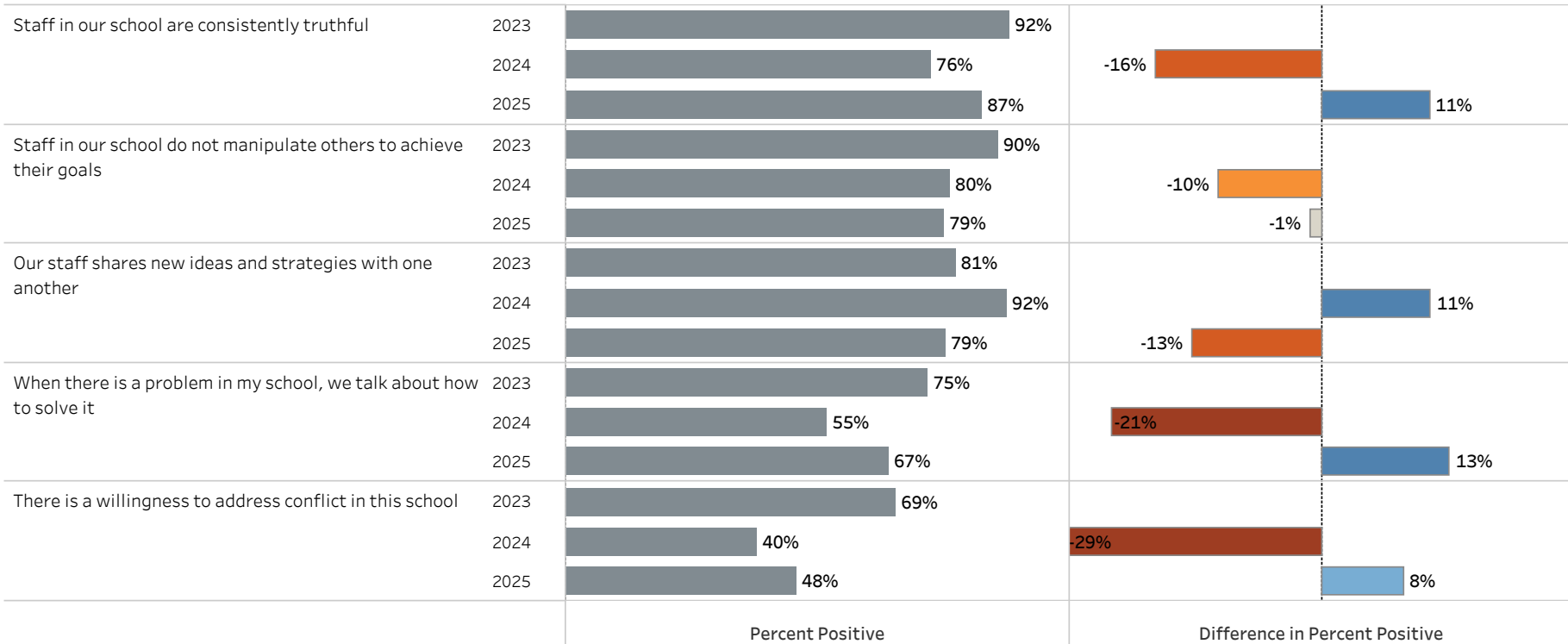
Freeman School District



High Levels of Collaboration and Communication— LONGITUDINAL

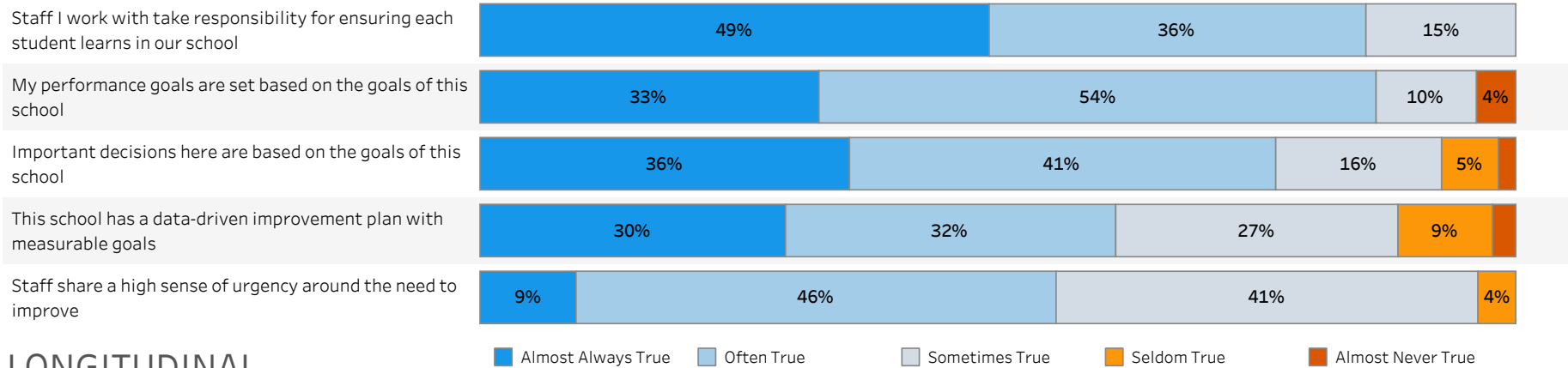
Freeman School District

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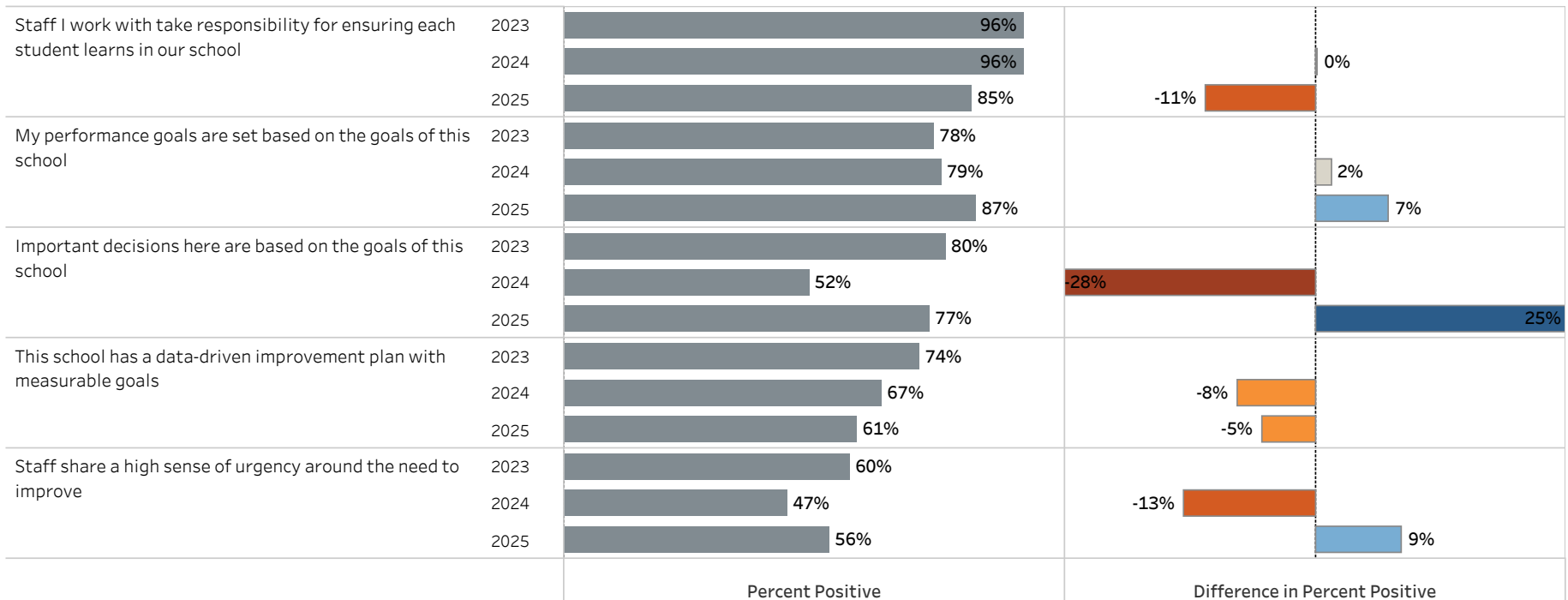
Clear and Shared Focus

Freeman School District



LONGITUDINAL

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



High Standards and Expectations

Freeman School District

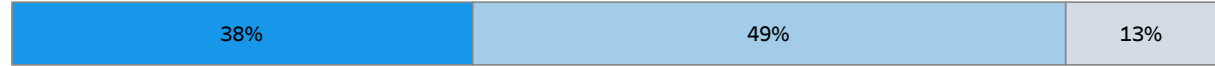
Academic placement is not influenced by race, gender or socioeconomic levels



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



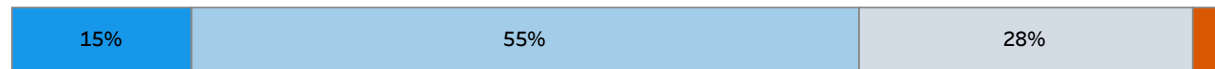
Students understand the expectations of this school



I believe that all students can meet state standards



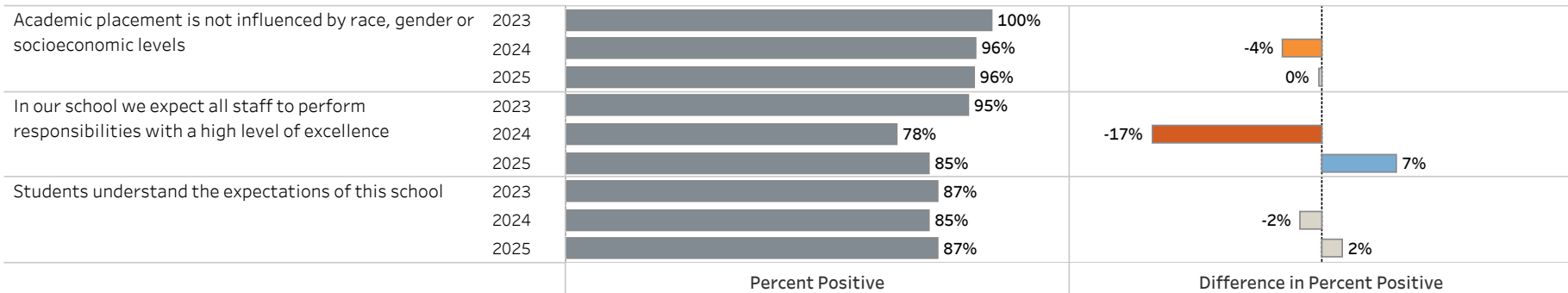
Our staff believes that all students can meet state standards



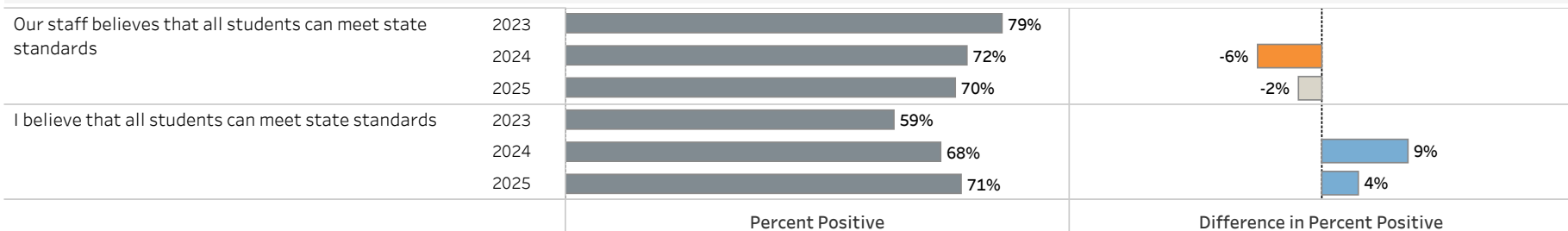
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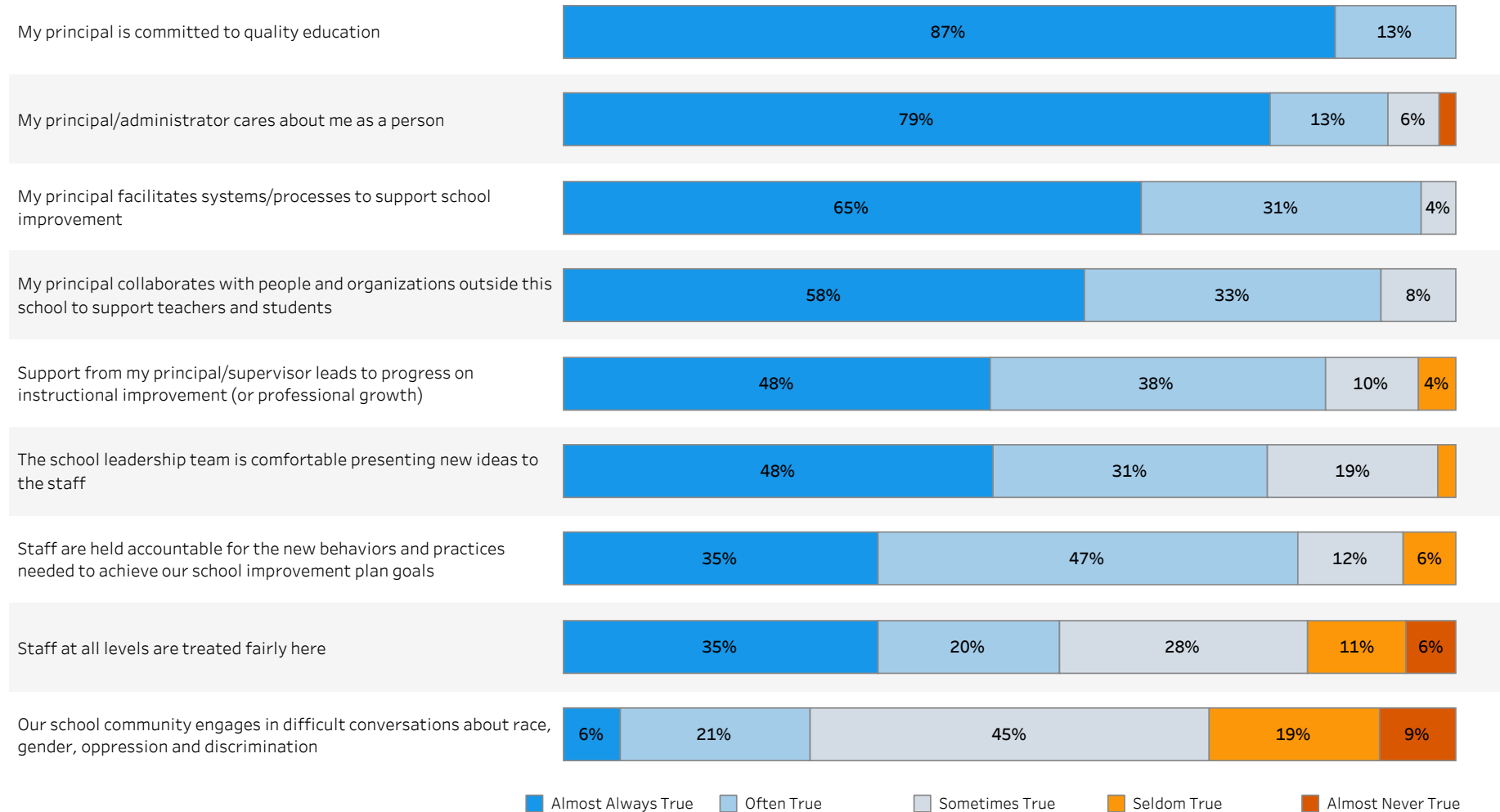


Questions answered by only Instructional Staff



Effective Leadership

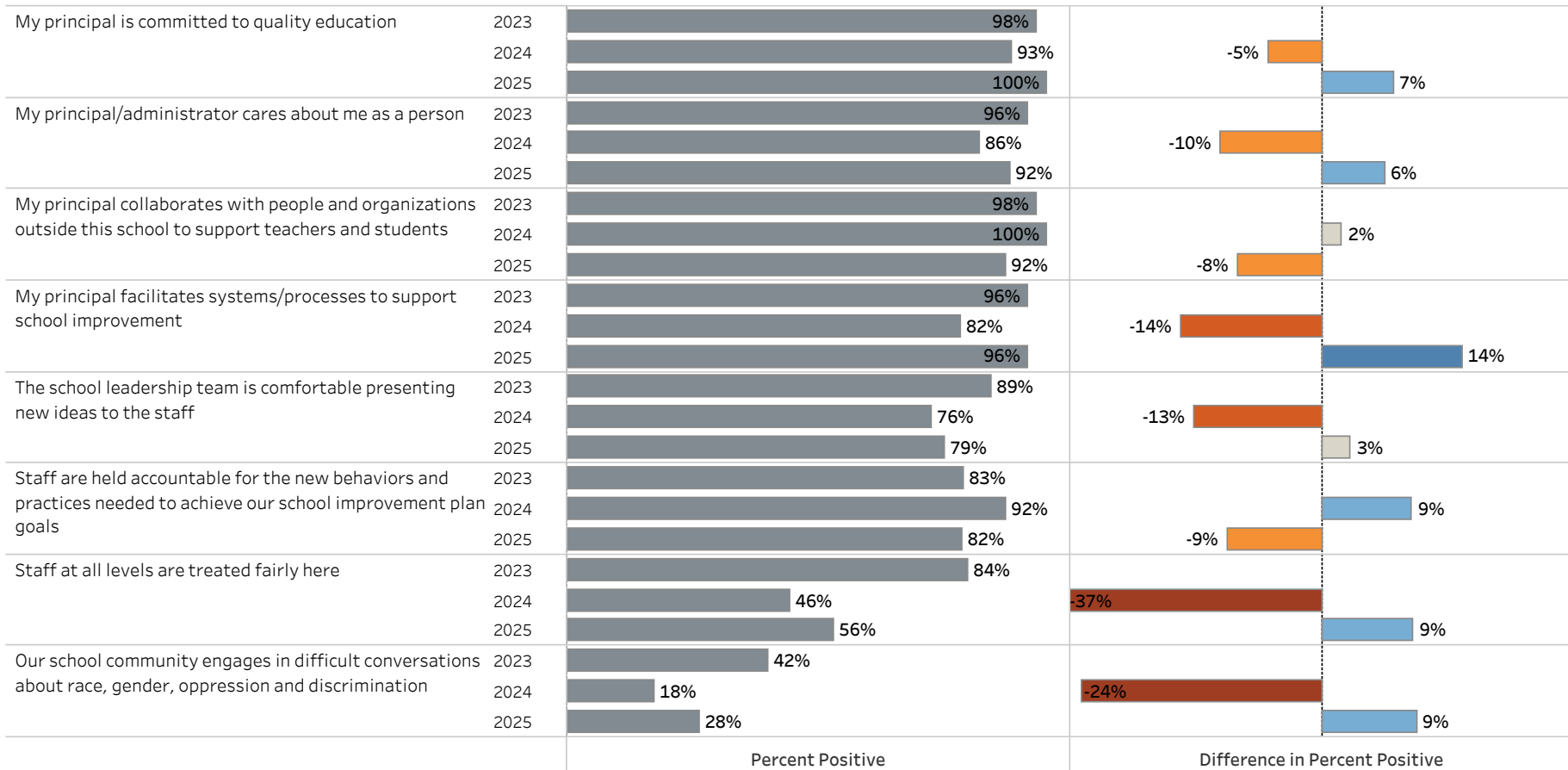
Freeman School District



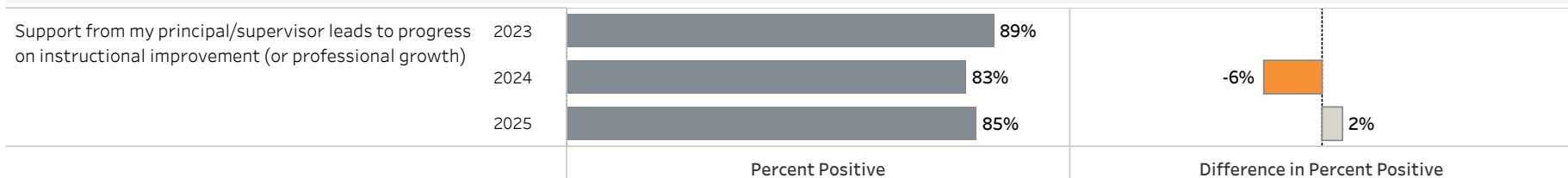
Effective Leadership—LONGITUDINAL

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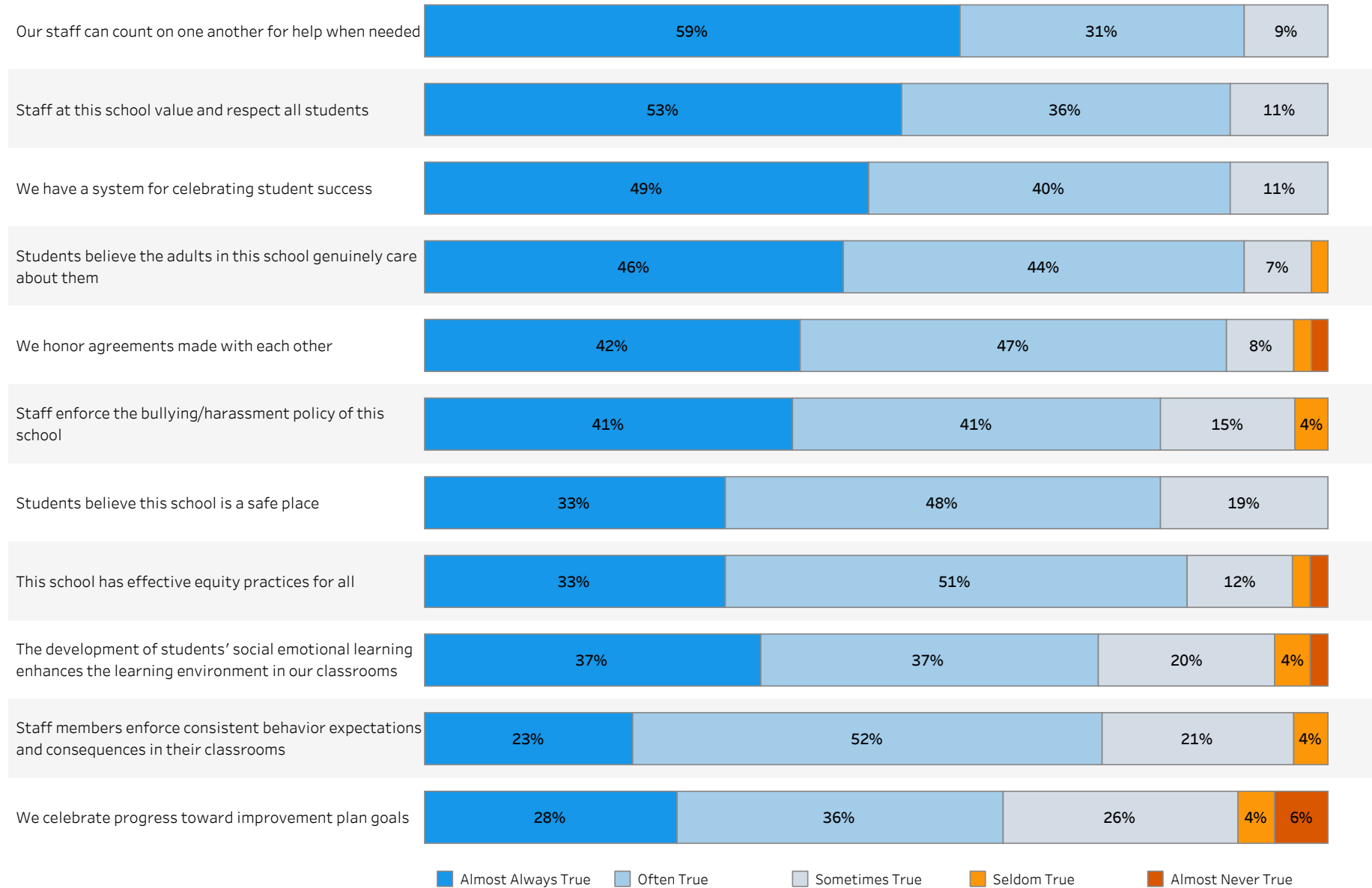


Questions answered by only Instructional Staff



Supportive Learning Environment

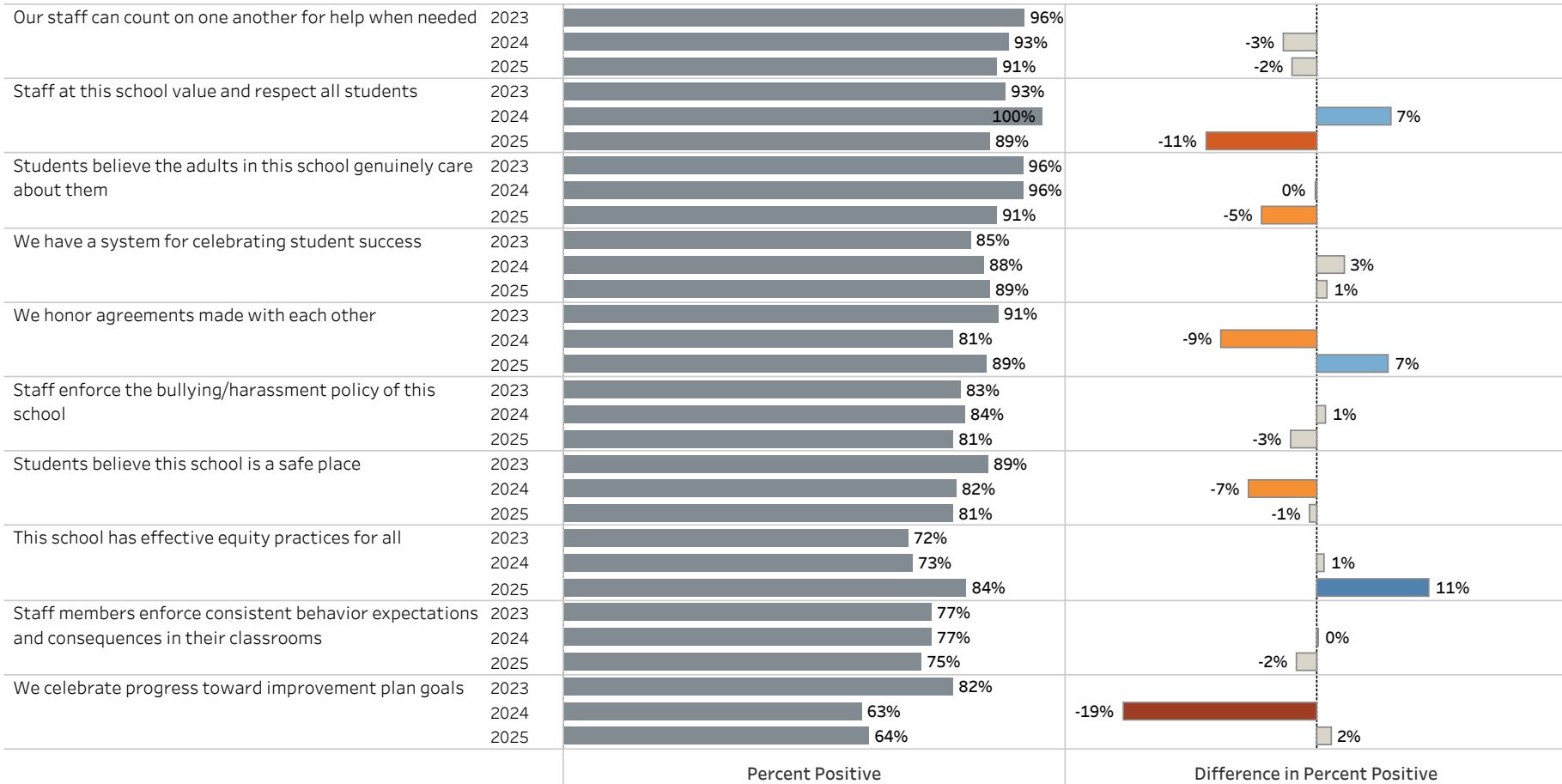
Freeman School District



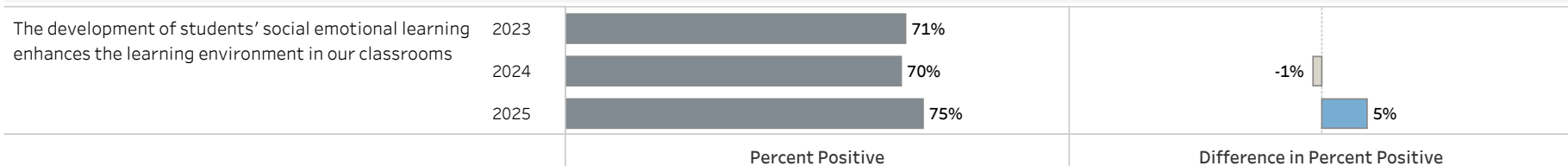
Supportive Learning Environment - LONGITUDINAL

Freeman School District

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Questions answered by only Instructional Staff



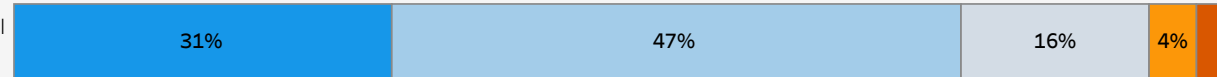
Parent and Community Involvement

Freeman School District

This school encourages parent involvement in their child's learning



This school communicates effectively with families of all cultures



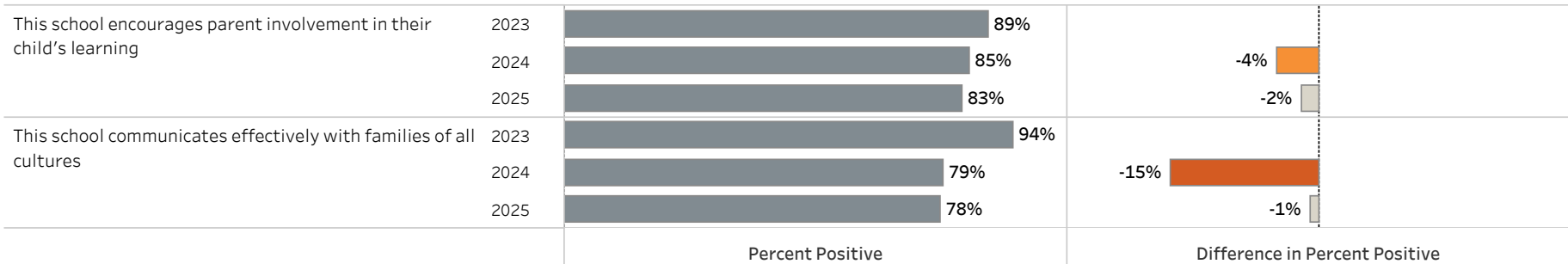
With important decisions we seek input from parents and the community



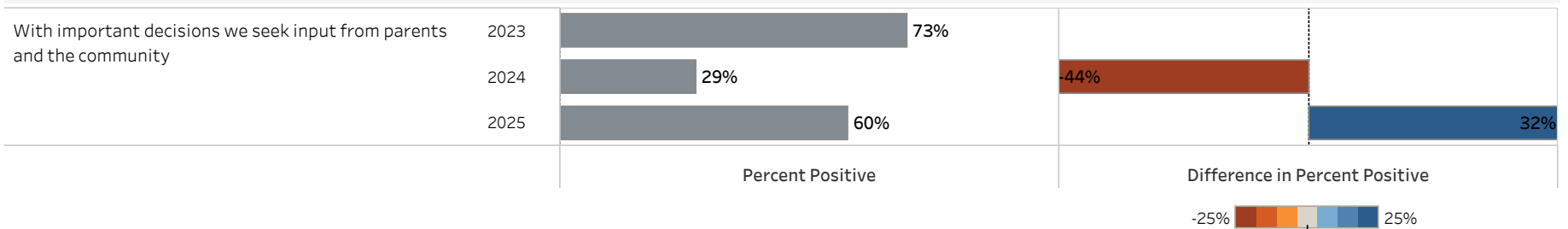
Almost Always True Often True Sometimes True Seldom True Almost Never True

LONGITUDINAL

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Questions answered by only Instructional Staff



High Quality Curriculum, Instruction, and Assessment

Freeman School District

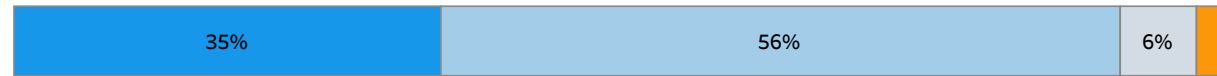
The curricula we teach are aligned with state learning standards



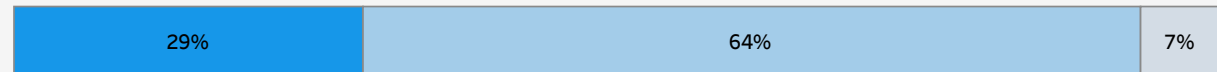
Our district has a social emotional framework (standards)



Students are provided tasks that require higher-level thinking skills



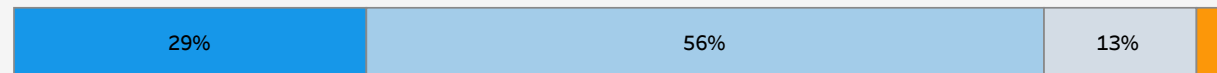
Lesson purpose is clearly communicated to students



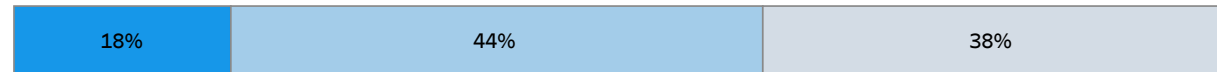
I understand instructional strategies to support social emotional learning objectives



Regular formative assessments are used to monitor student progress toward standards



Instruction is personalized to meet the needs of each student



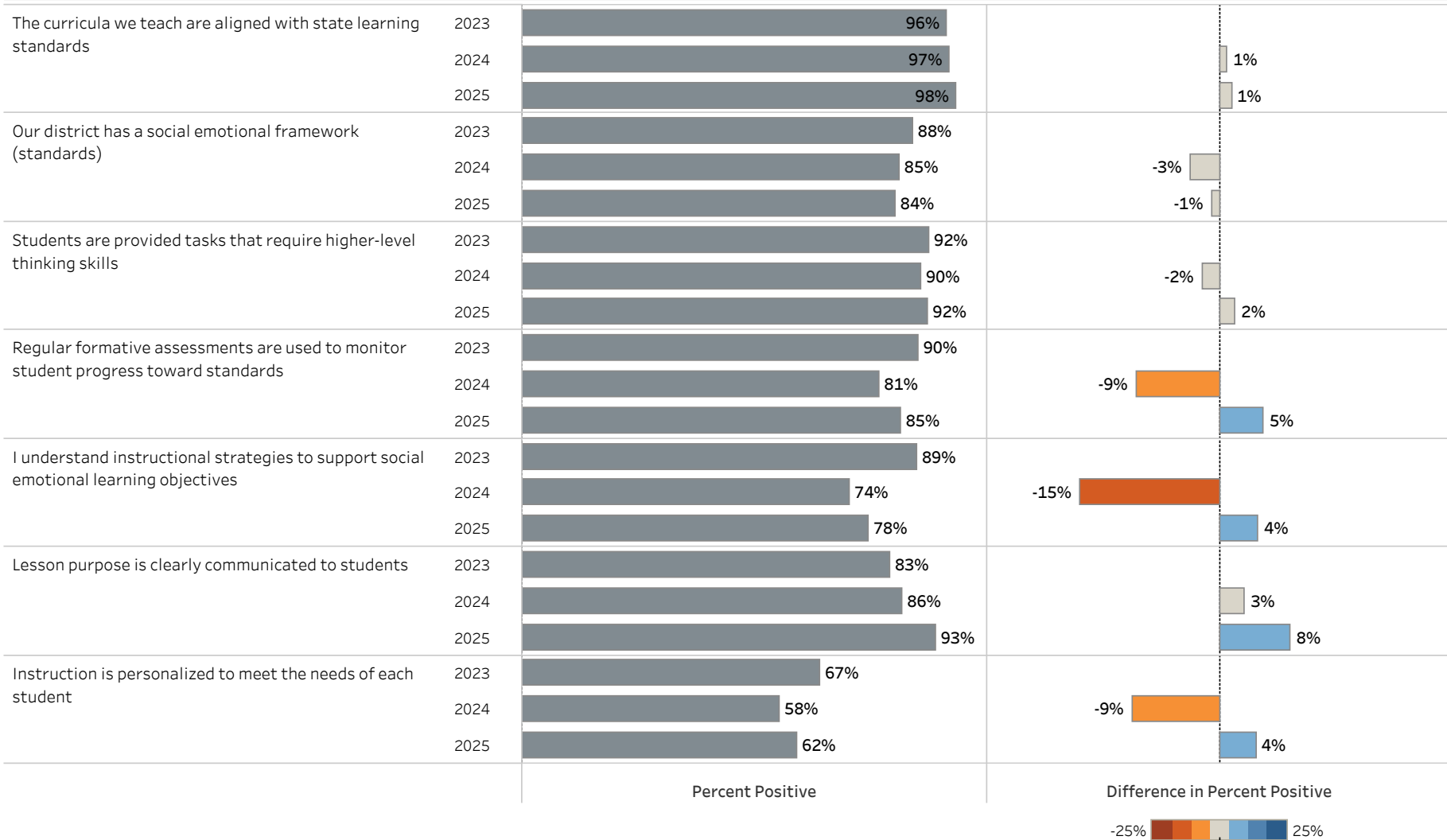
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High Quality Curriculum, Instruction, and Assessment - LONGITUDINAL

Freeman School District

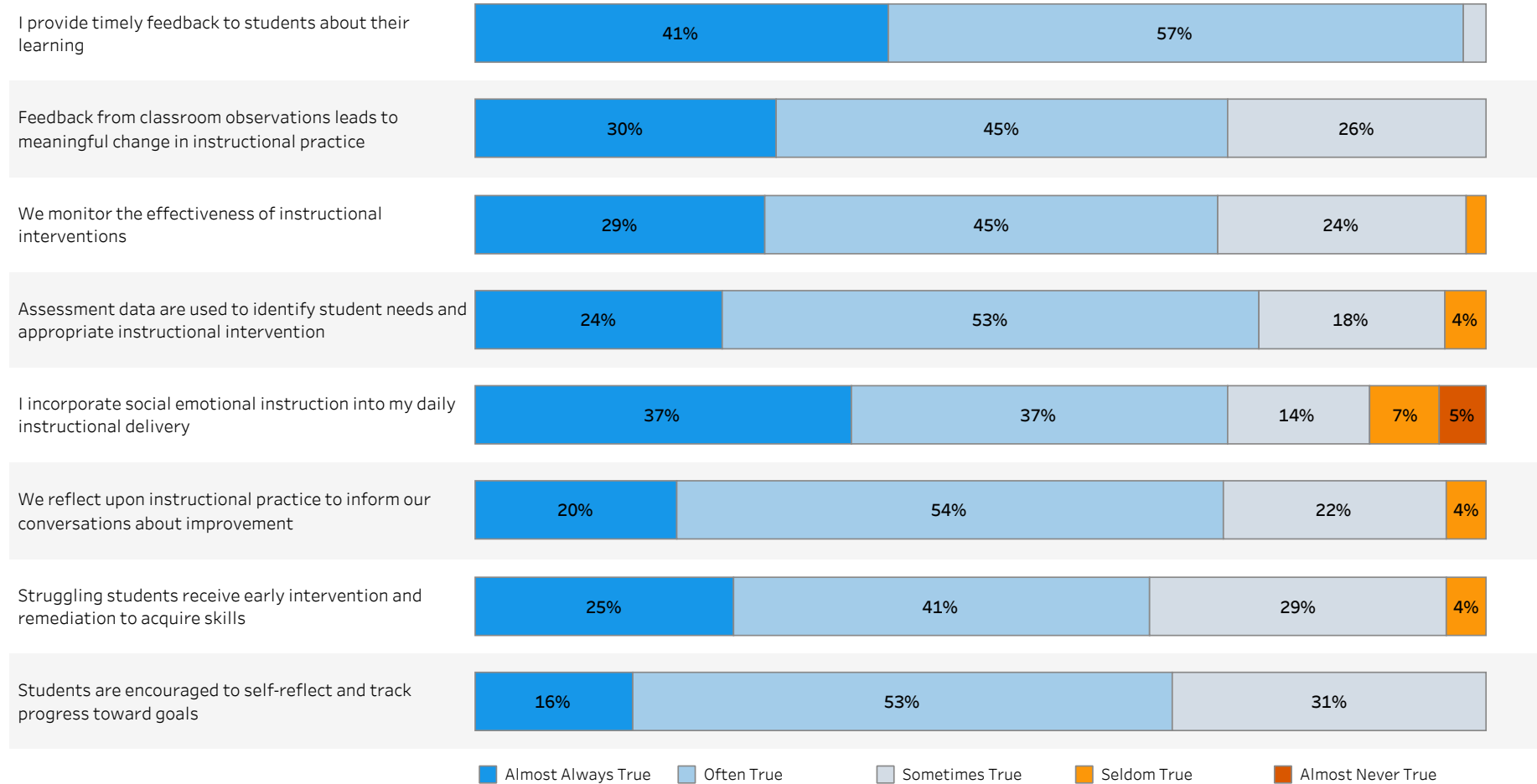
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Questions answered by only Instructional Staff



Frequent Monitoring of Teaching and Learning

Freeman School District

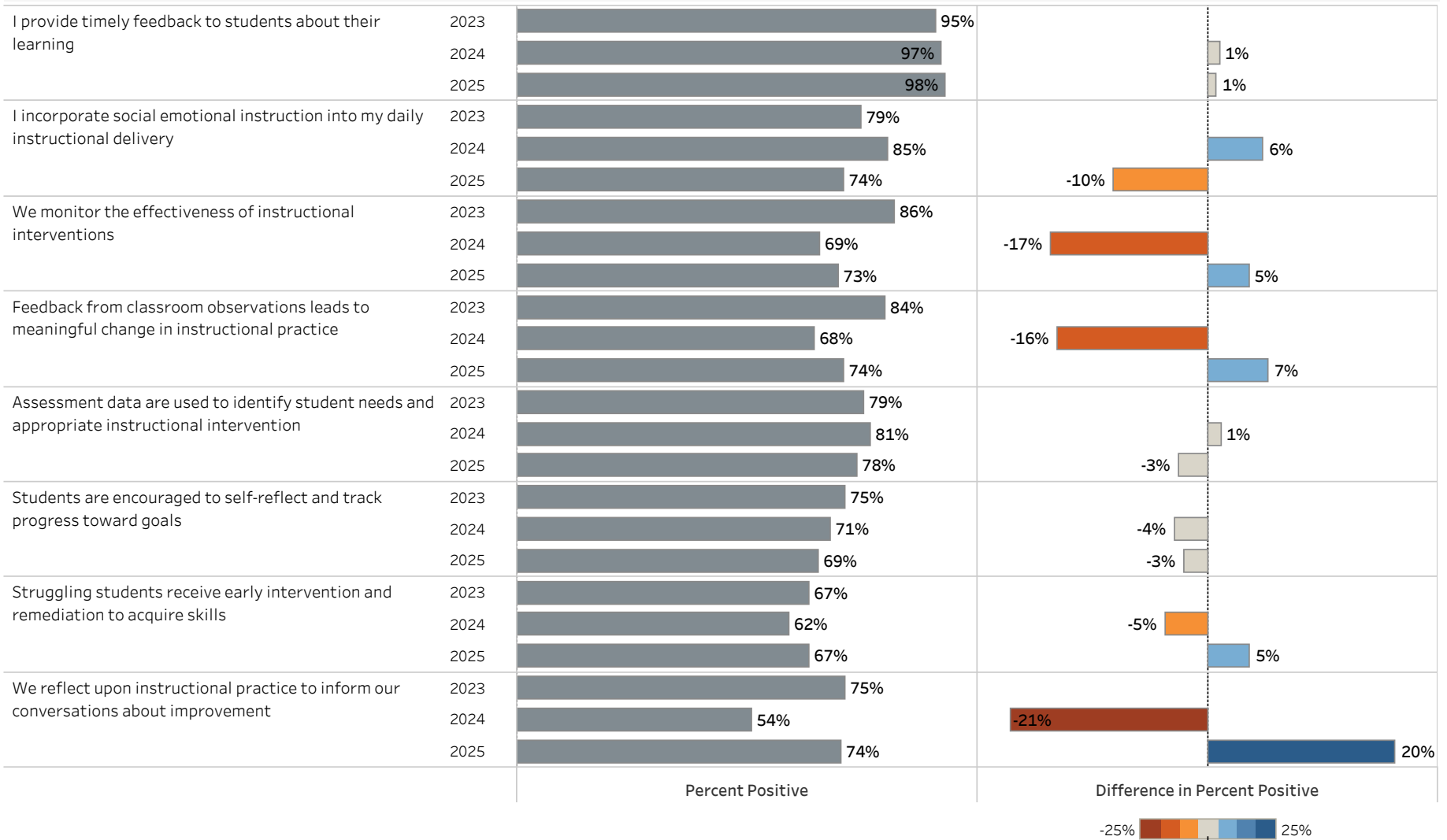


Frequent Monitoring of Teaching and Learning - LONGITUDINAL

Freeman School District

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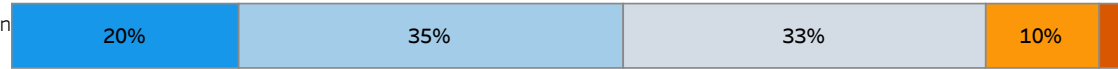
Questions answered by only Instructional Staff



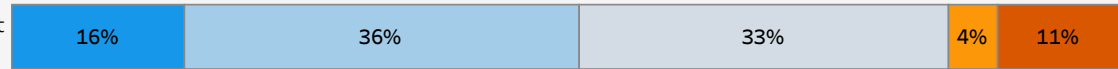
Focused Professional Development

Freeman School District

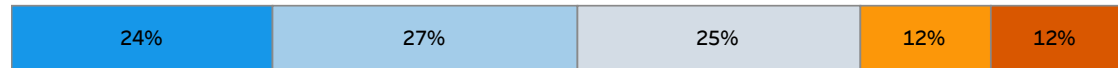
Our teachers engage in professional development activities to learn and apply new skills and strategies



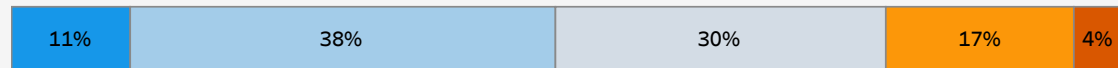
Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction



I receive training on instruction to support social emotional learning



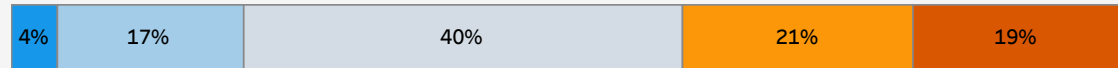
We are provided training to meet the needs of a diverse student population in our school



Peer observation/coaching and feedback is a tool we use to improve instruction



We talk about race and bigotry as a staff

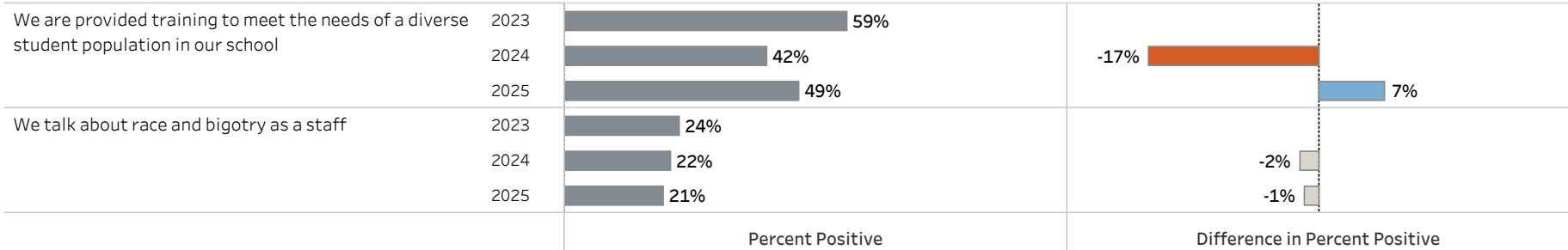


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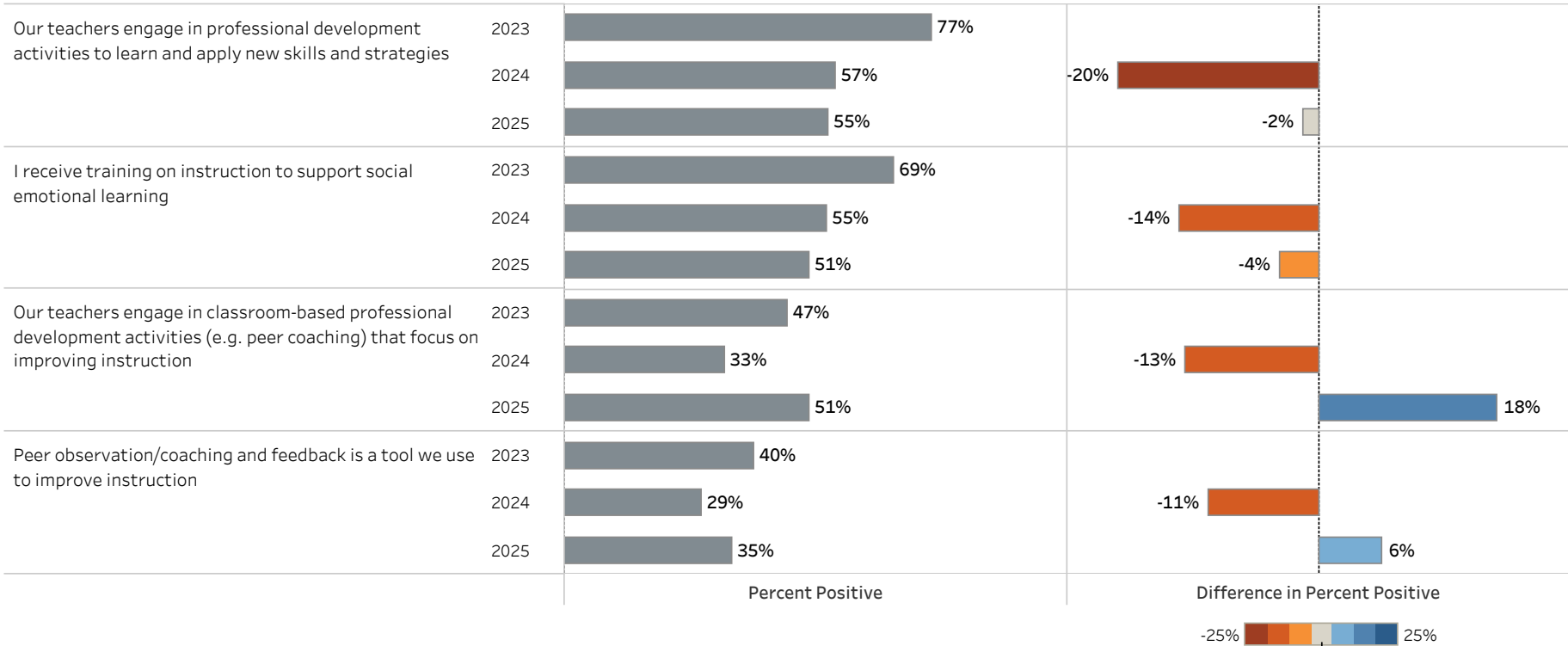
Focused Professional Development LONGITUDINAL

Freeman School District

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Questions answered by only Instructional Staff



Cultural Responsiveness

Freeman School District

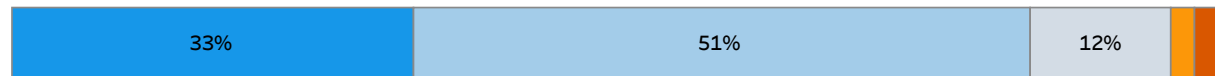
Academic placement is not influenced by race, gender or socioeconomic levels



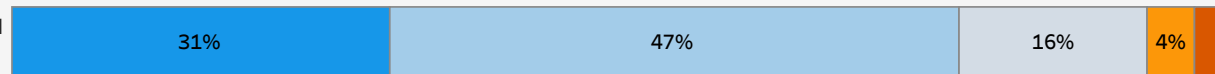
Staff at this school value and respect all students



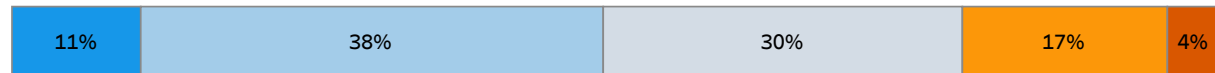
This school has effective equity practices for all



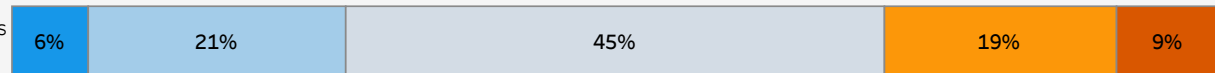
This school communicates effectively with families of all cultures



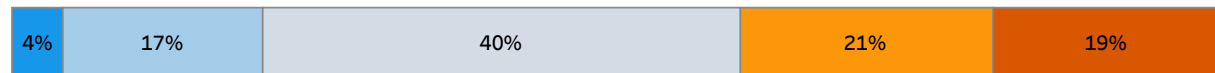
We are provided training to meet the needs of a diverse student population in our school



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



We talk about race and bigotry as a staff

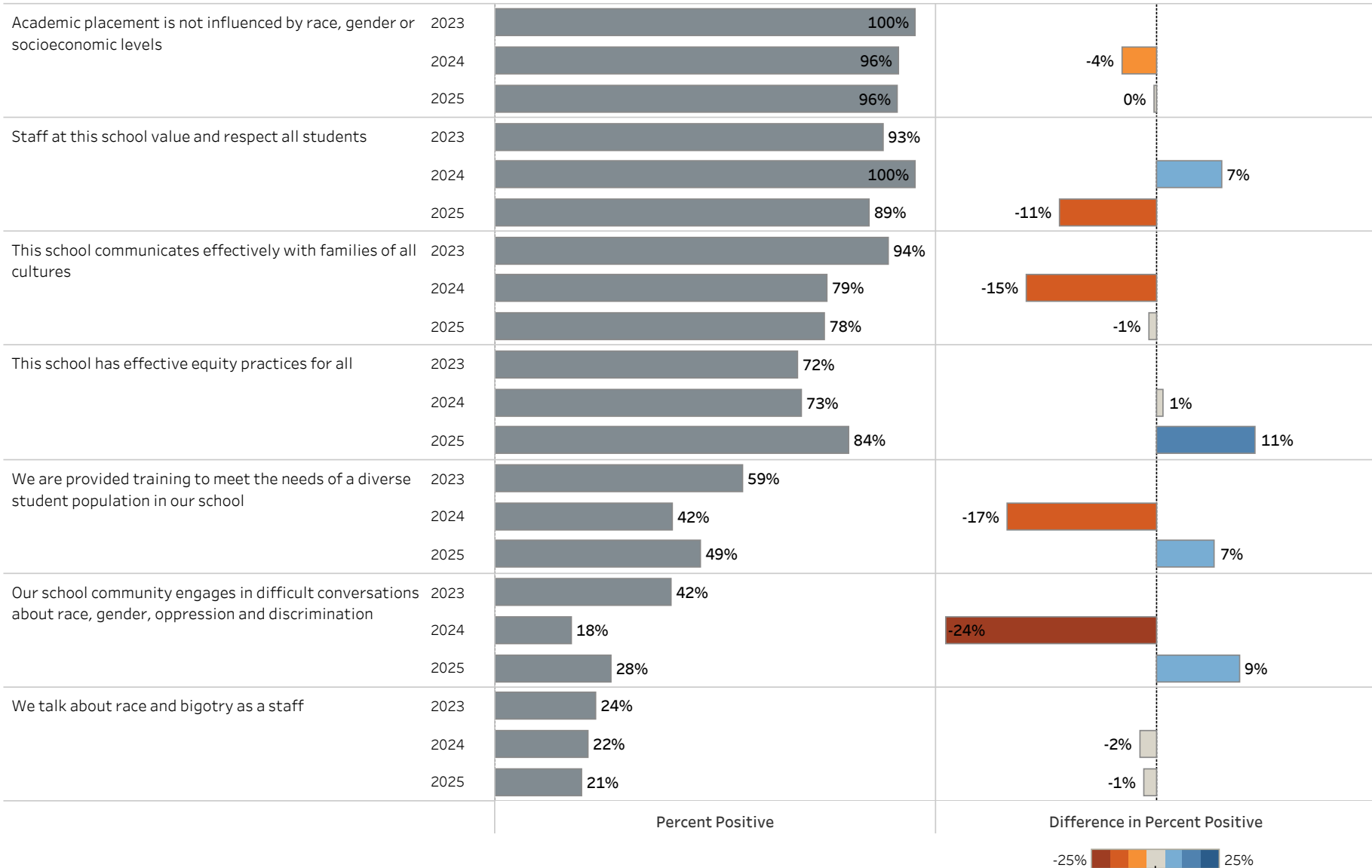


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Cultural Responsiveness - LONGITUDINAL

Freeman School District

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District Support for Improvement

Freeman School District

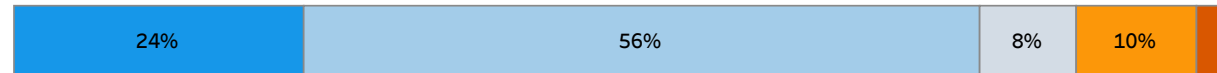
District administrators demonstrate commitment to improved student learning



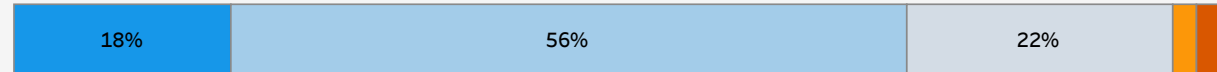
This district facilitates systems and programs to support school improvement



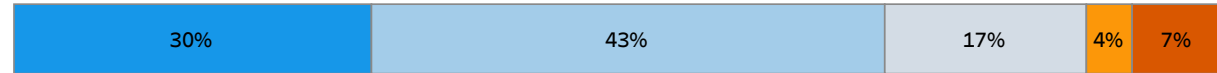
District administrators communicate a clear vision of good instruction and essential curriculum



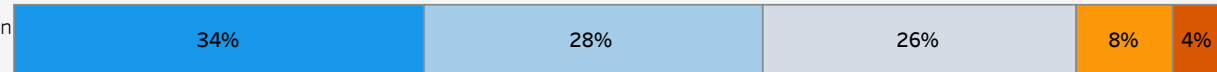
This district facilitates the alignment of curriculum across grades and schools



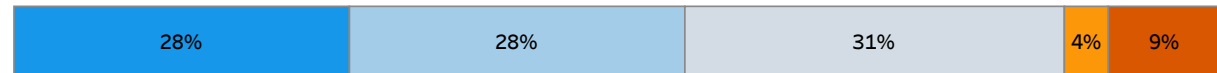
There is a consistent vision of school improvement throughout this district



Collaboration between district and schools is based upon trust and respect



District leadership communicates effectively with my school

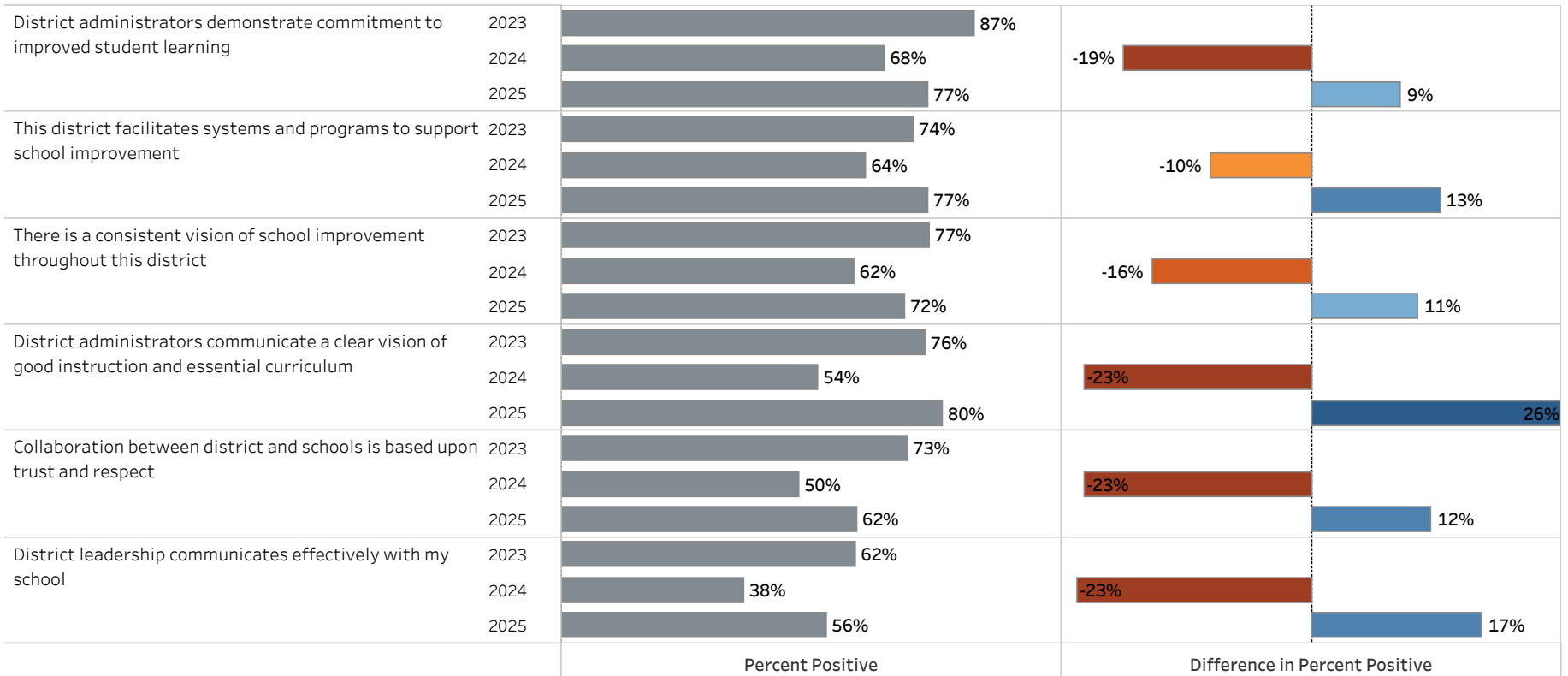


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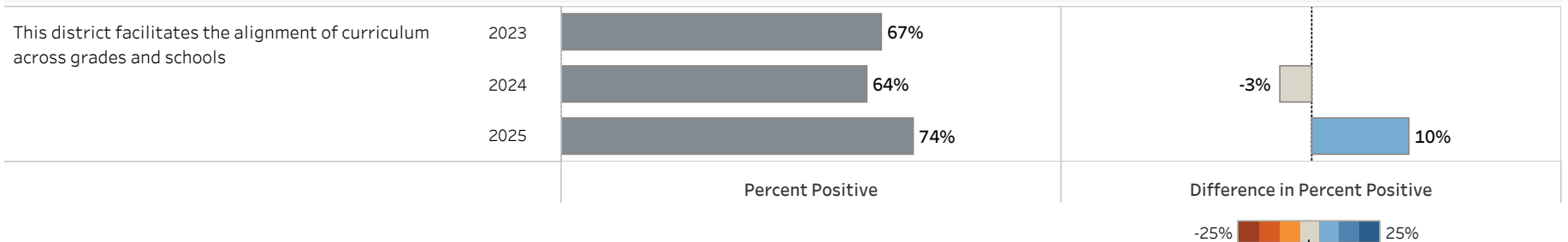
District Support for Improvement

Freeman School District

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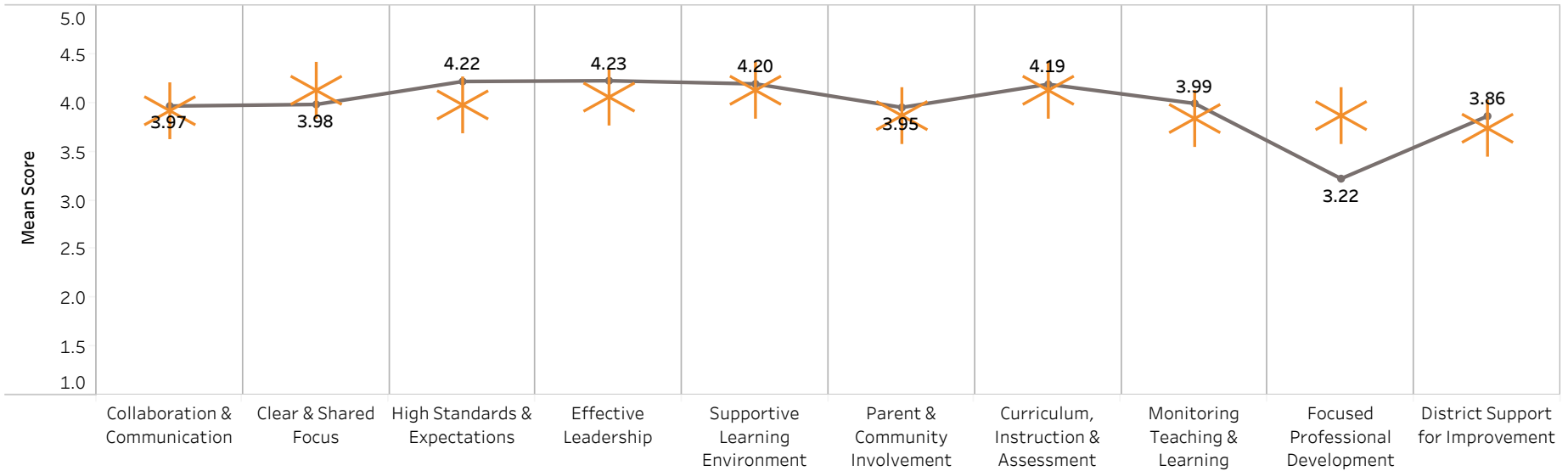


Questions answered by only Instructional Staff



Comparison - Mean Scores

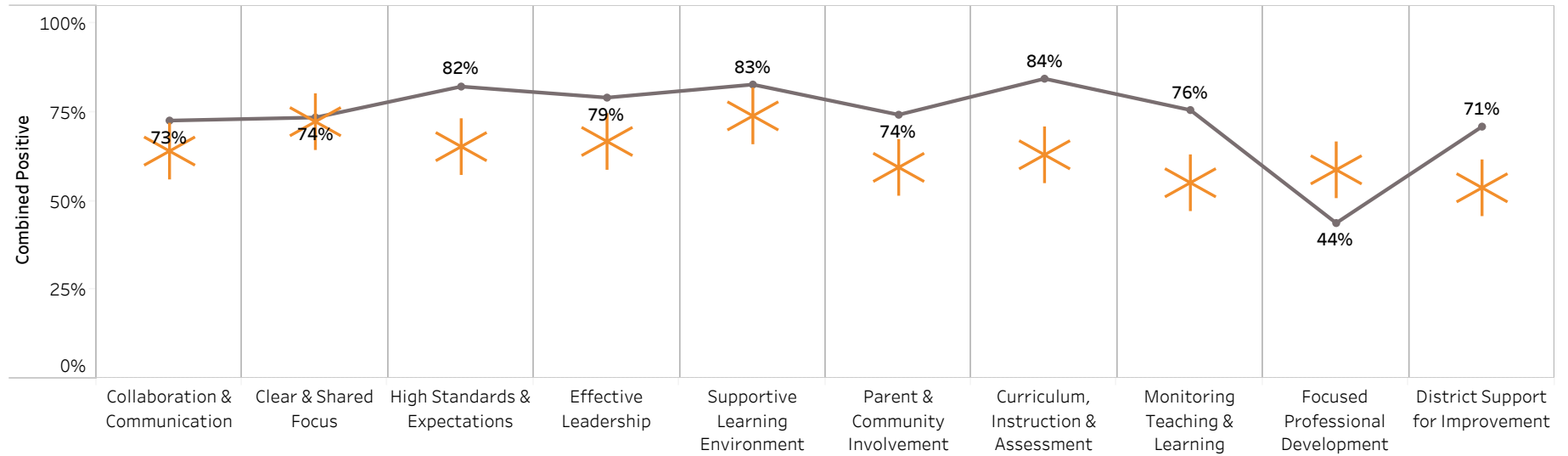
Freeman School District



Comparison - Percent Positive

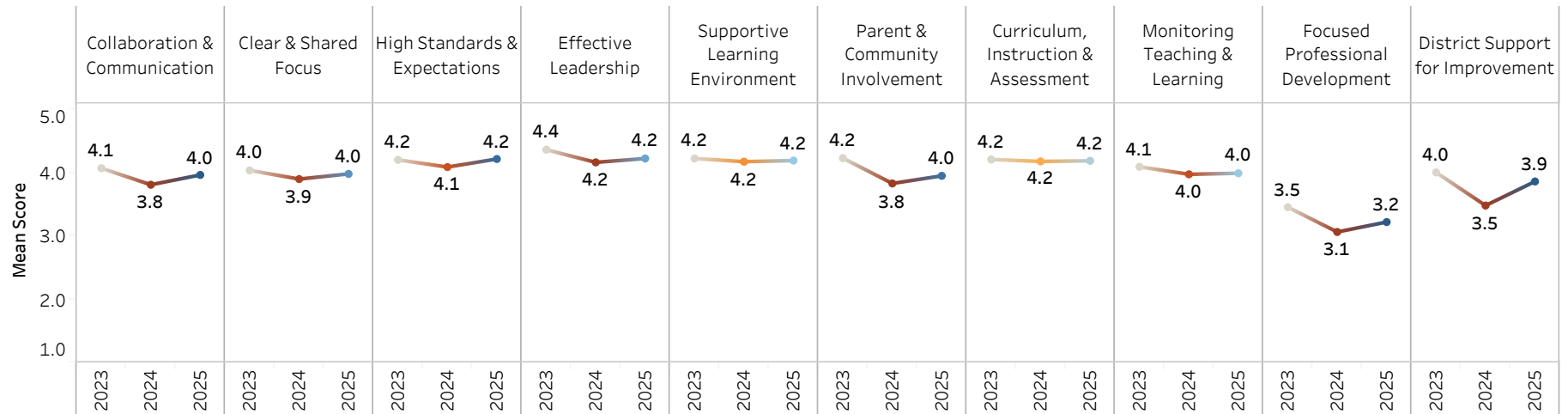
How does your school compare to:

✱ Nationwide Sample
● Your School or District



Comparison - Mean Scores LONGITUDINAL

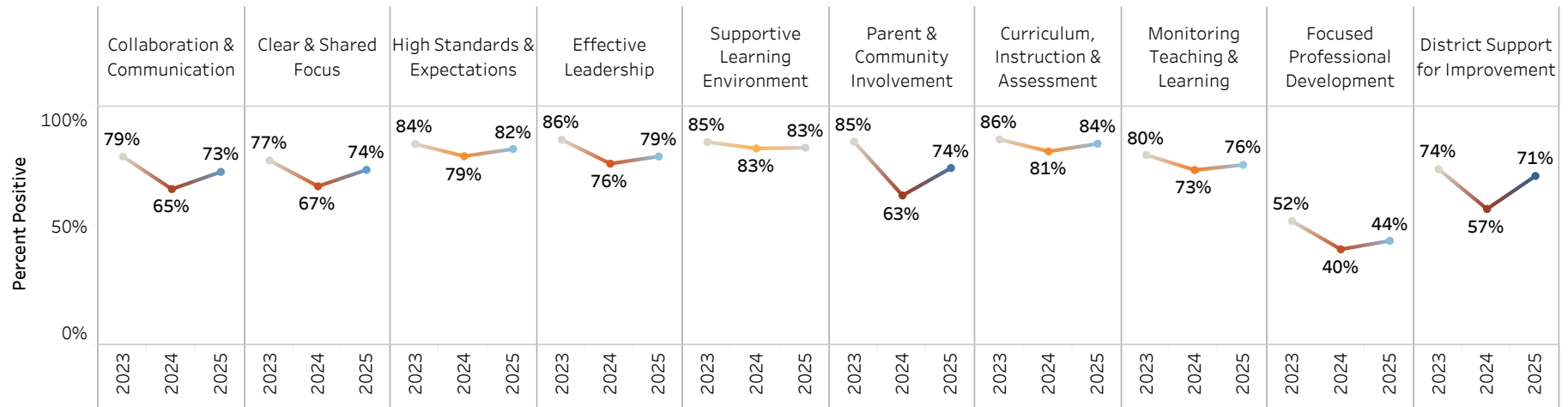
Freeman School District



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%