Educational Effectiveness Survey™

The Center for Educational Effectiveness

9 Characteristics of High Performing Schools

Staff edition

V11

South Whidbey Elementary-South Campus

South Whidbey School District

May 2021

N=16

Better Data. Better Decisions. Better Schools.

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The Center for Educational Effectiveness

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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.

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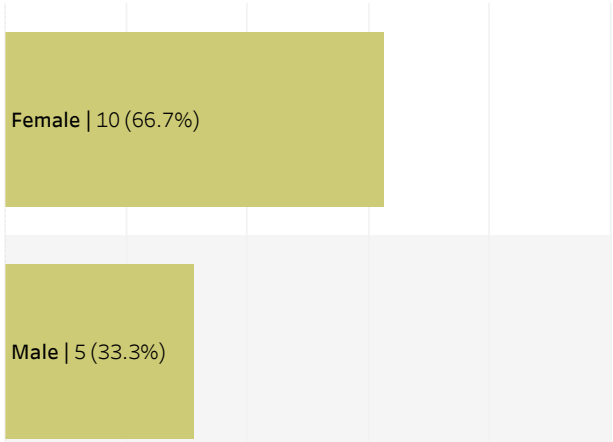
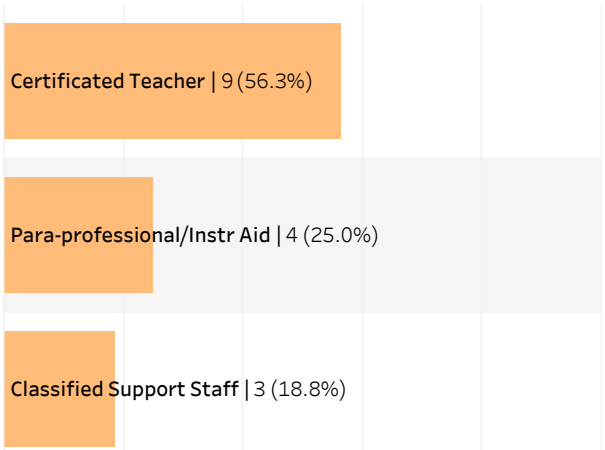
Demographics

South Whidbey Elementary-South Campus

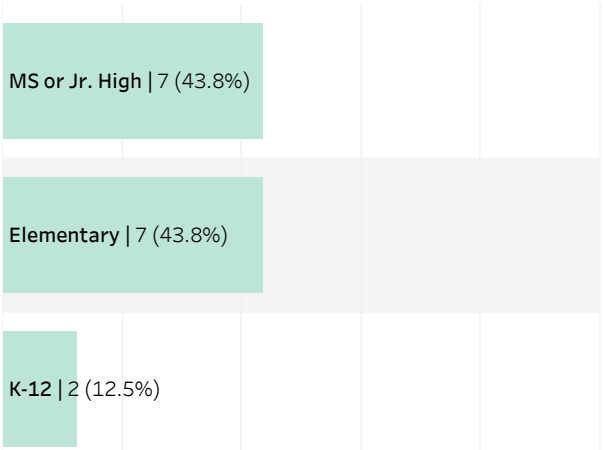
Gender



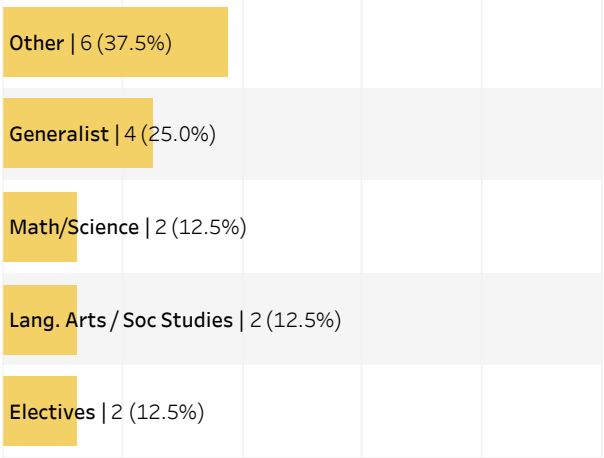
Position



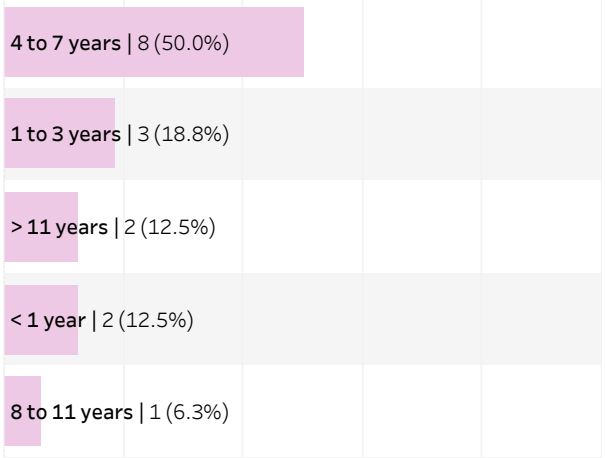
Level



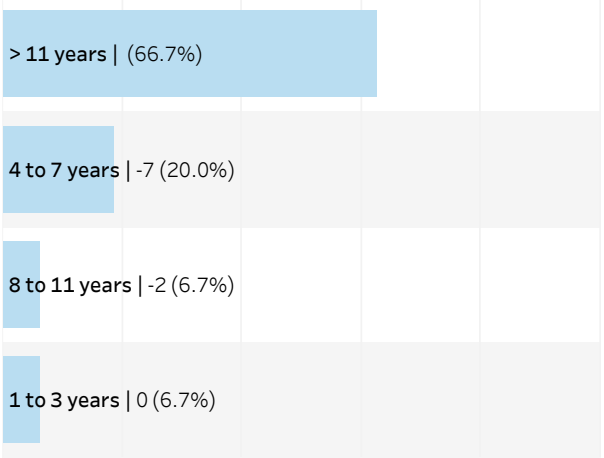
Department



School-Yrs of Service



Education-Yrs of Service



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Survey Engagement—Lowest Response Rate

All Staff | N=16

A diverse representation of parents and community members are involved in school decision-making	81%
A proportional amount of students of color, low income and students with disabilities are included in the ..	81%
I am aware that I have implicit biases	81%
I consider my students' background when designing lessons	81%
Instructional practices incorporate the interests and strengths of the home cultures of the school's stud..	81%
Learning opportunities include enrichment experiences for all students	81%
My colleagues are aware they have implicit biases	81%
Our school has specific goals around reducing disproportionalities	81%
Our school responds to disproportionality data to improve equity	81%
Our school uses non-exclusionary approaches to discipline (alternatives to suspension and expulsion)	81%
Our teachers engage in professional development activities to learn about equity	81%
School leaders demonstrate ownership of the collective vision for equity	81%
Supports are provided allowing all students to access more rigorous courses and content	81%
Teachers plan lessons utilizing a racial equity lens in order to engage historically underserved students	81%
The books and materials used in classrooms include positive representations of race, gender, and other ..	81%
The school partners with diverse community assets	81%
The school's curriculum supports cultural proficiency by including the contributions of different racial an..	81%
This school creates multiple cultural experiences between students and the community	81%
This school has a welcoming environment that embraces the diversity of:	81%
This school includes students when addressing all forms of bias	81%
This school provides curriculum that is relevant and meaningful	81%

Instructional Staff | N=13

A diverse representation of parents and community members are involved in school decision-making	77%
A proportional amount of students of color, low income and students with disabilities are included in the ..	77%
I am aware that I have implicit biases	77%
I consider my students' background when designing lessons	77%
Instructional practices incorporate the interests and strengths of the home cultures of the school's stud..	77%
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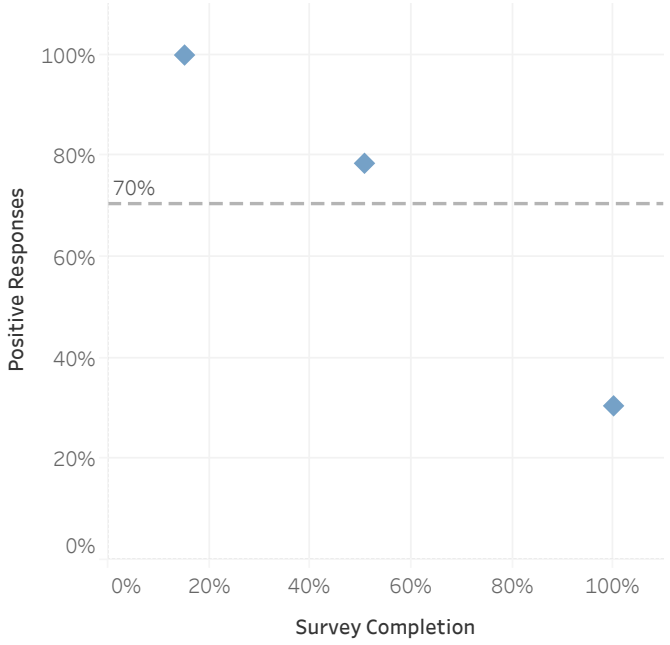
This school provides curriculum that is relevant and meaningful	77%

Measuring Survey Engagement

The questions on the left have the lowest response rates. The number of questions each respondent was shown will vary depending on the position they indicated at the beginning of the survey.

Instructional staff are shown all questions in the survey while non-instructional staff are shown a subset that omits questions not pertinent to their job assignment. The percentage answered for each question is calculated with an N count depending on whether it was a question answered by All Staff or Instructional Staff only.

The scatterplot below displays each survey respondent, the percent of total questions they answered, and the average percent positive.



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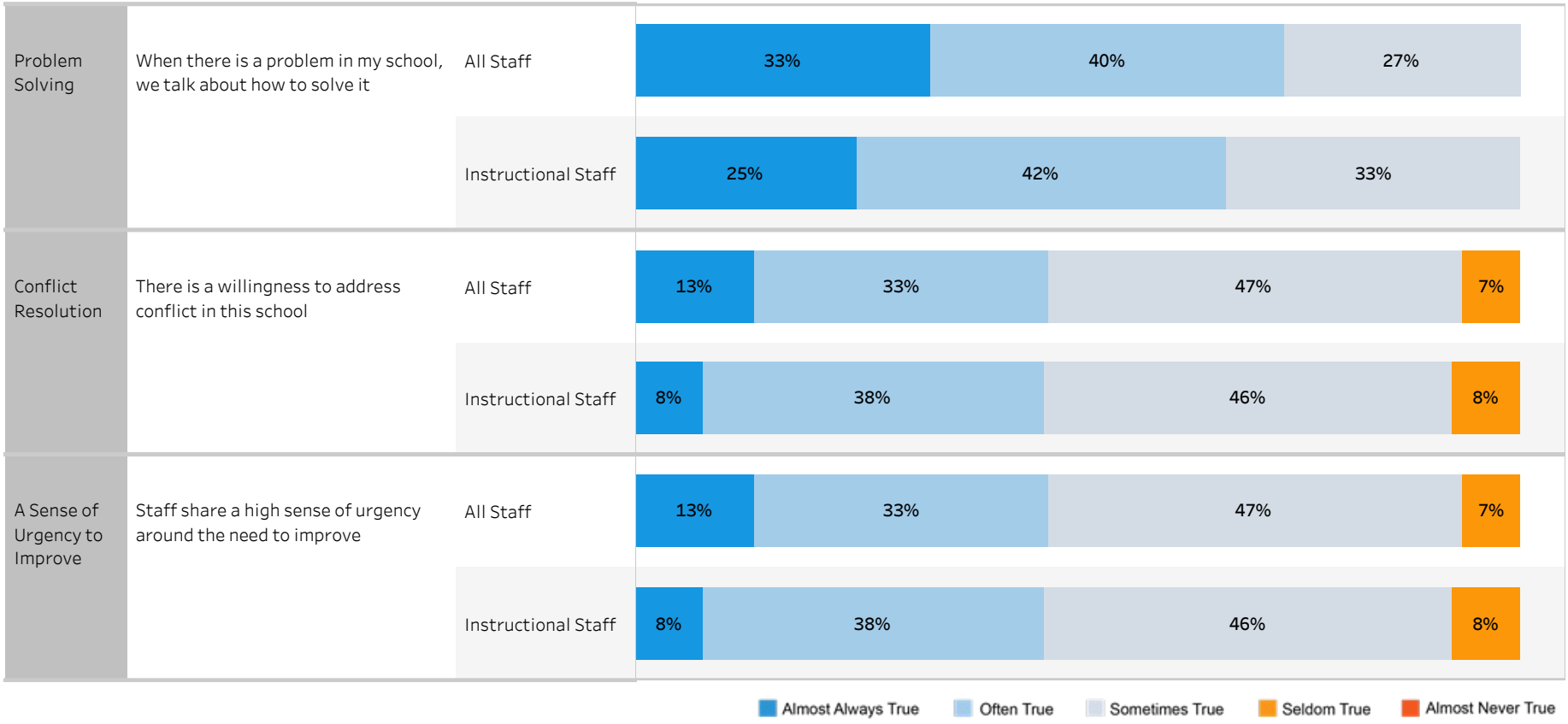
Readiness for Change

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.



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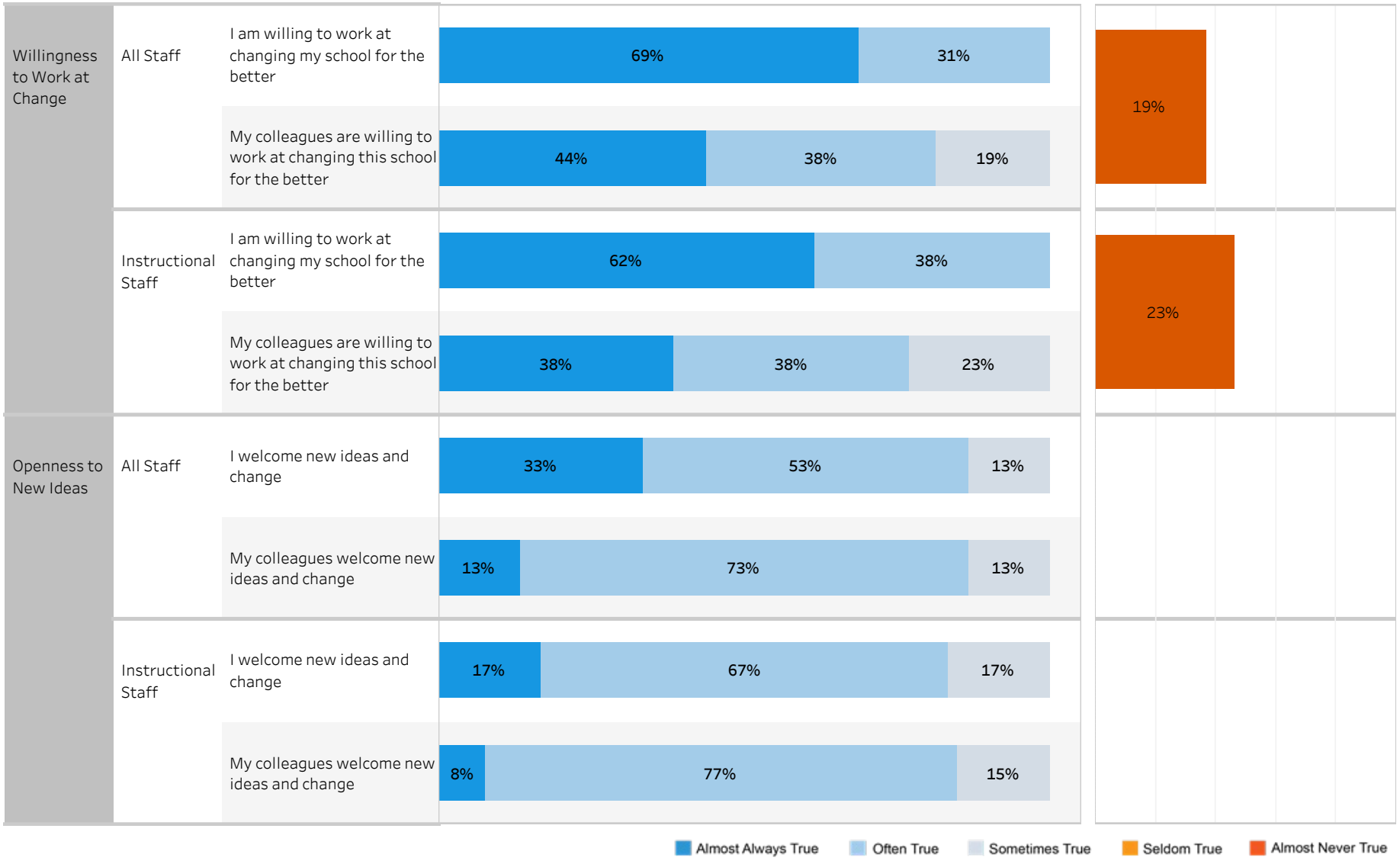
Readiness for Change—I vs. They Perspectives

South Whidbey Elementary-South Campus

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



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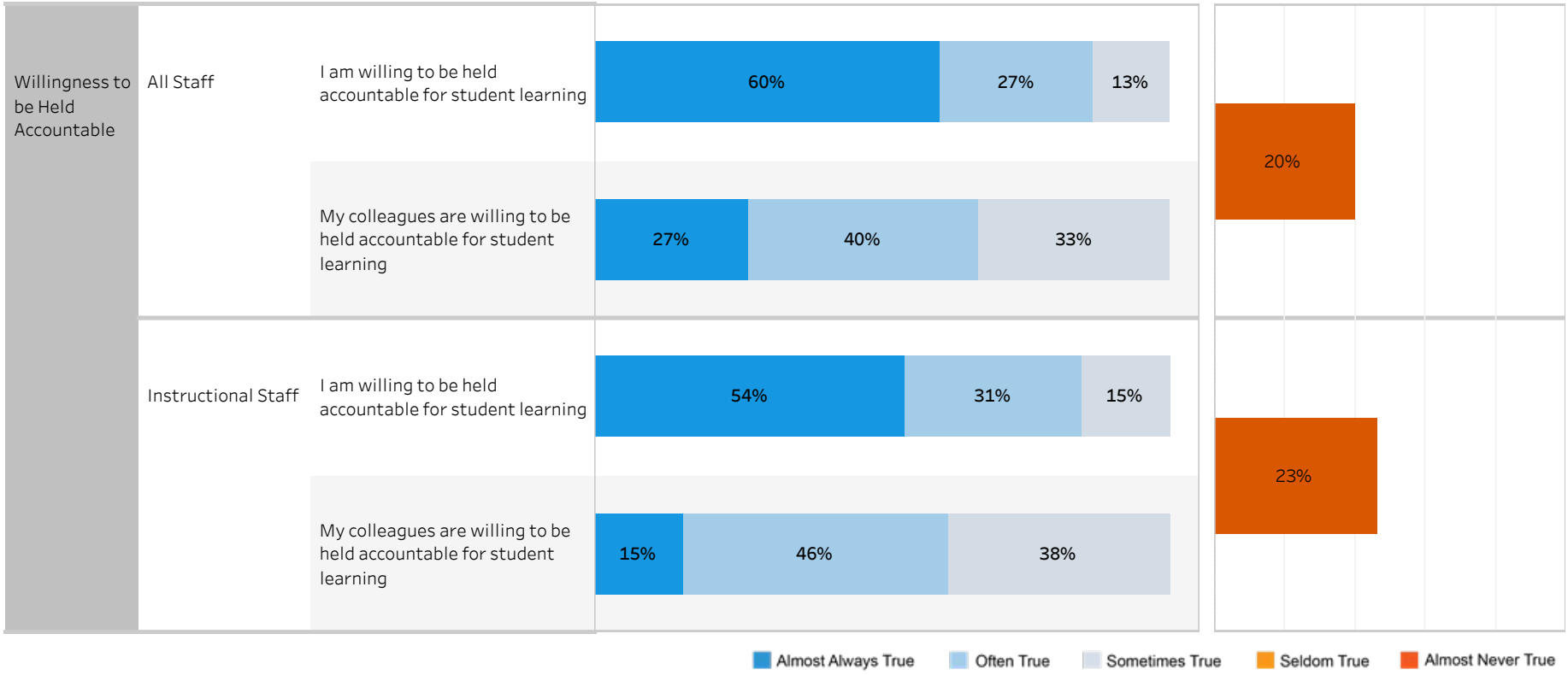

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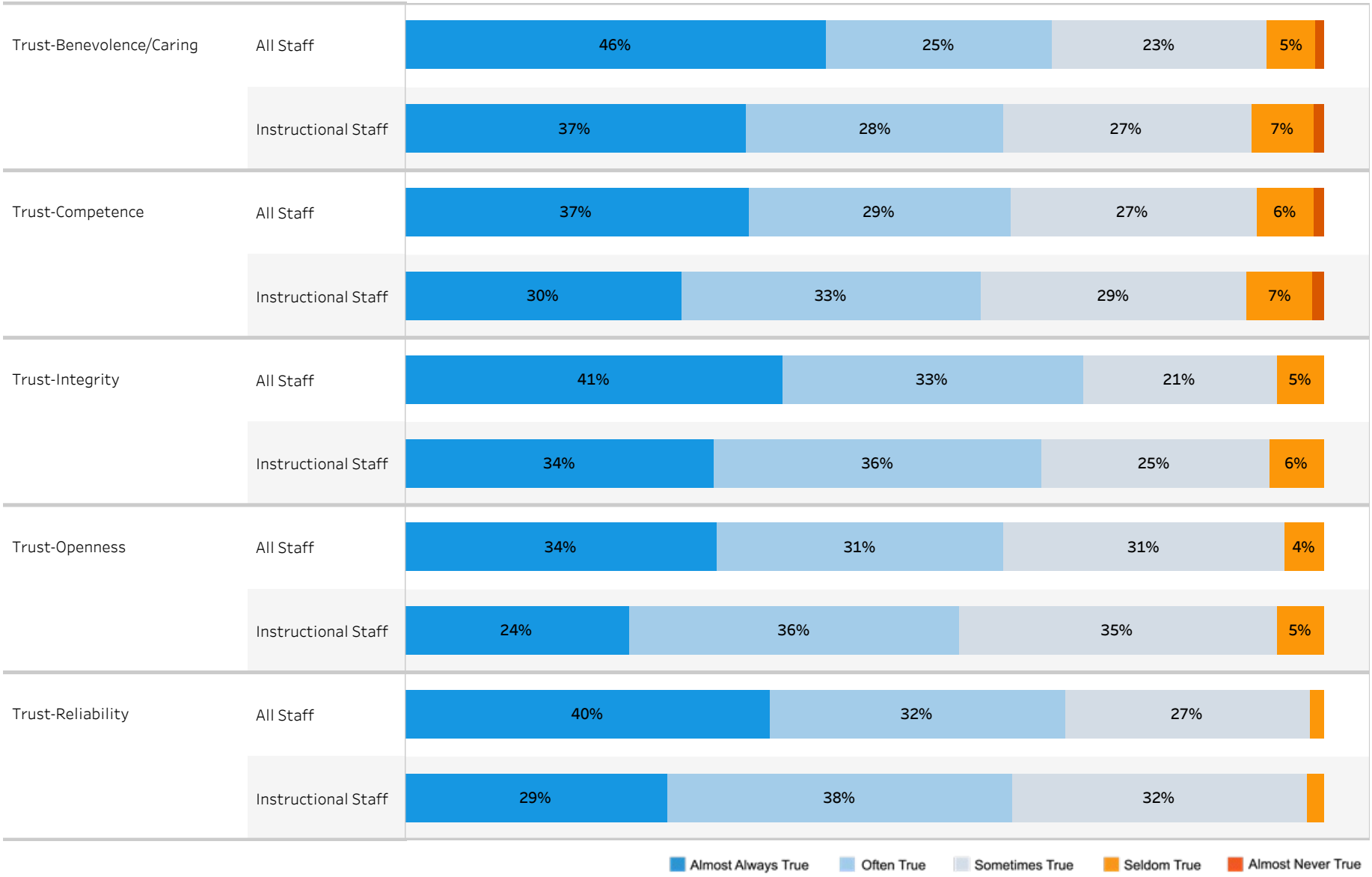
Organizational Trust

South Whidbey Elementary-South Campus



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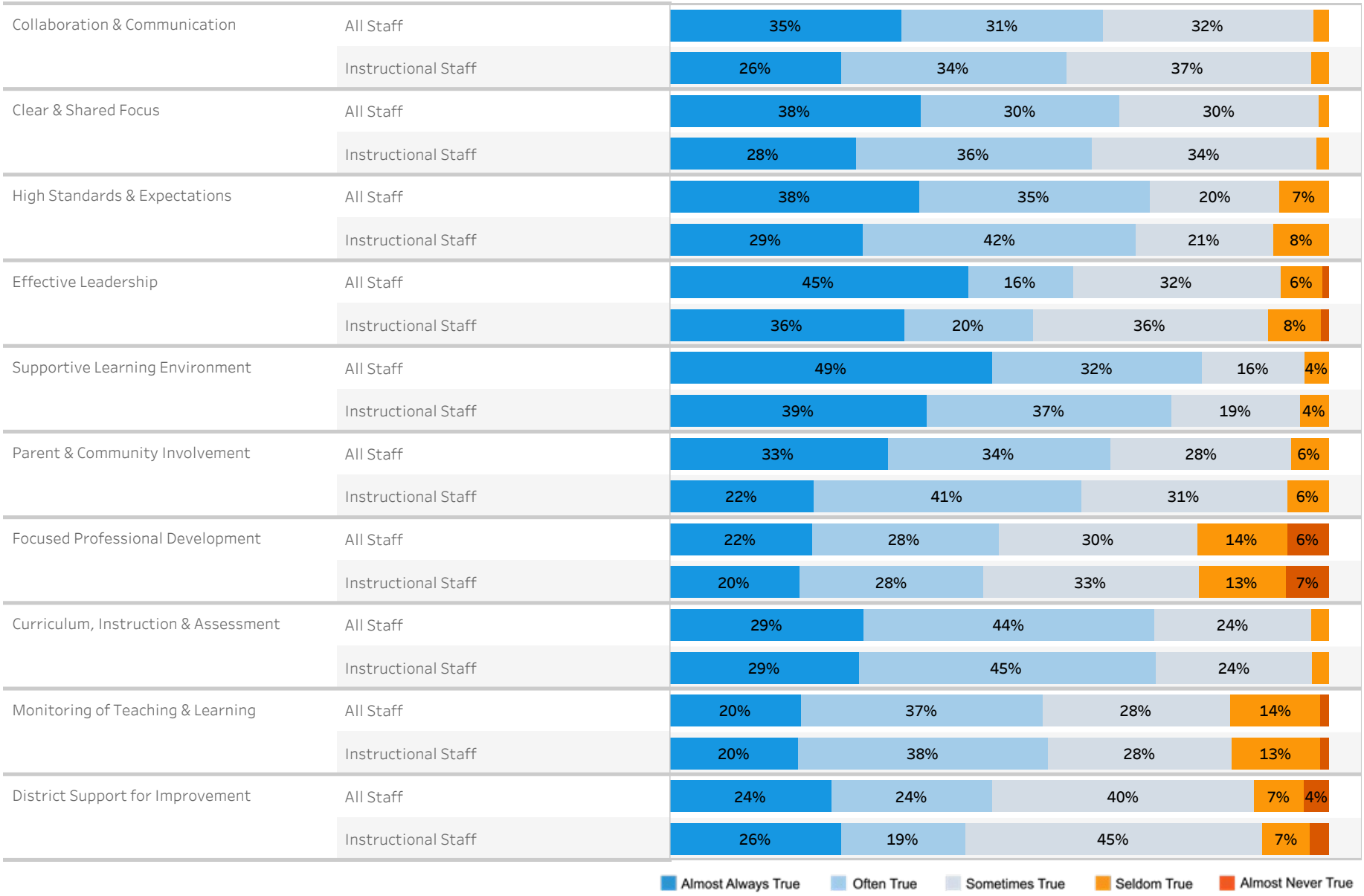
9 Characteristics of High-Performing Schools

South Whidbey Elementary-South Campus



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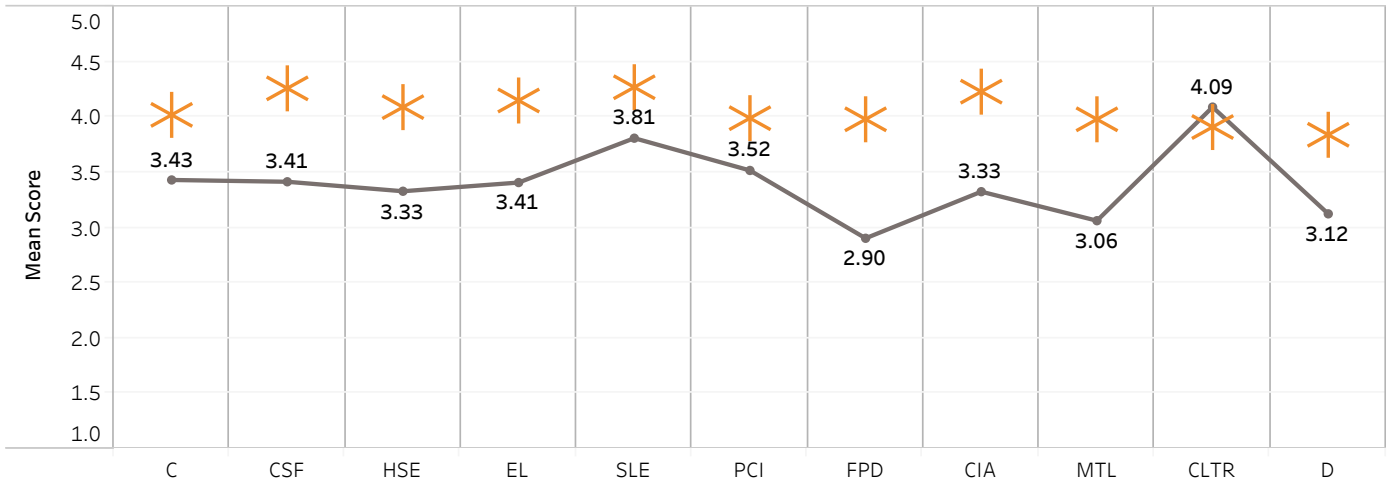
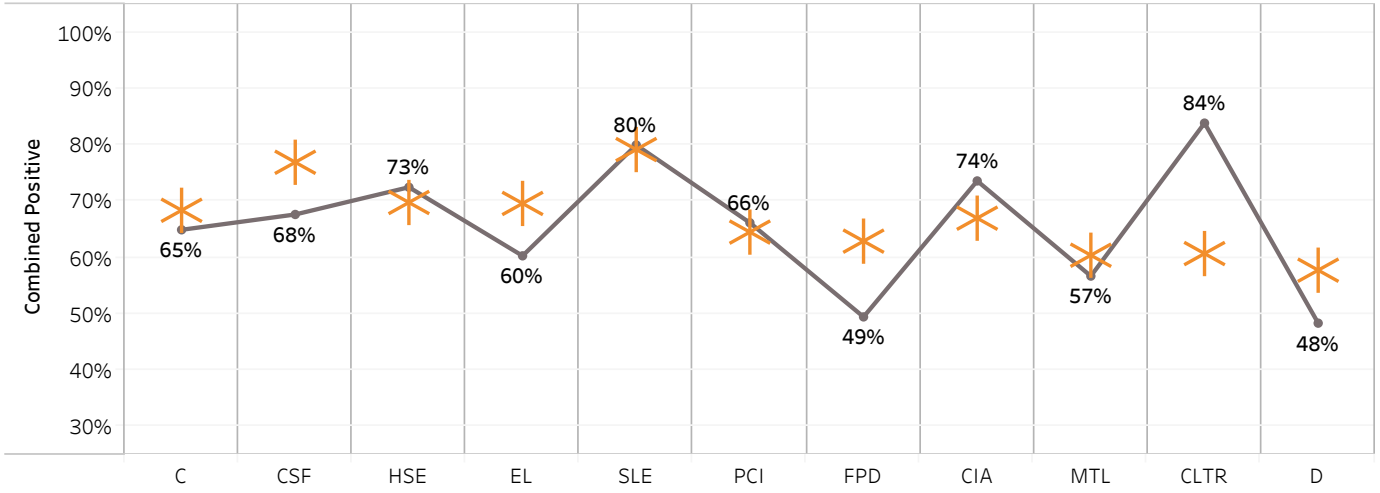
Comparison - **Mean Scores**



How does your school compare to:

- Nationwide Schools
- Your School or District

Comparison - **Percent Positive**



Characteristics

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

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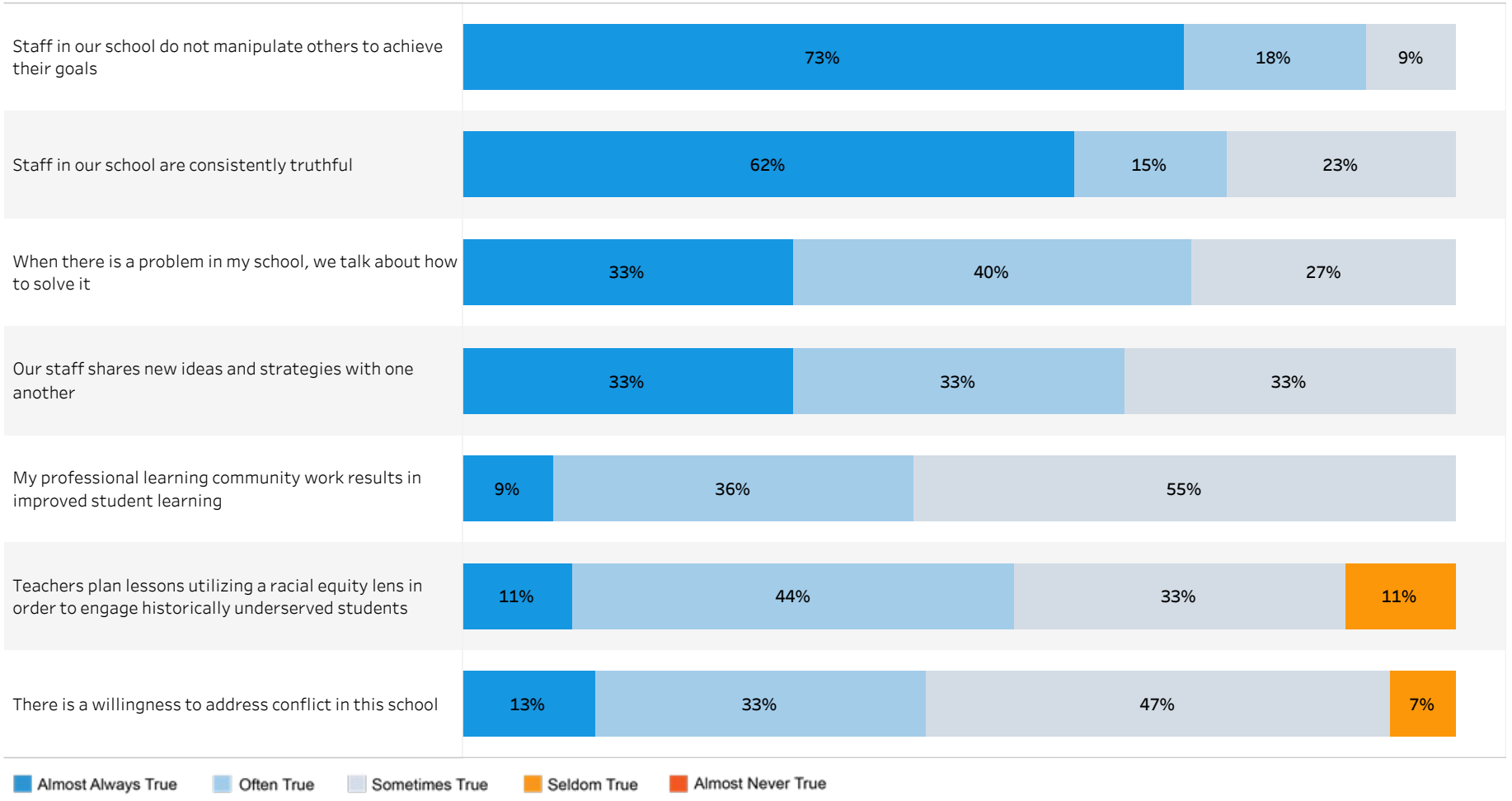
High Levels of Collaboration and Communication

South Whidbey Elementary-South Campus



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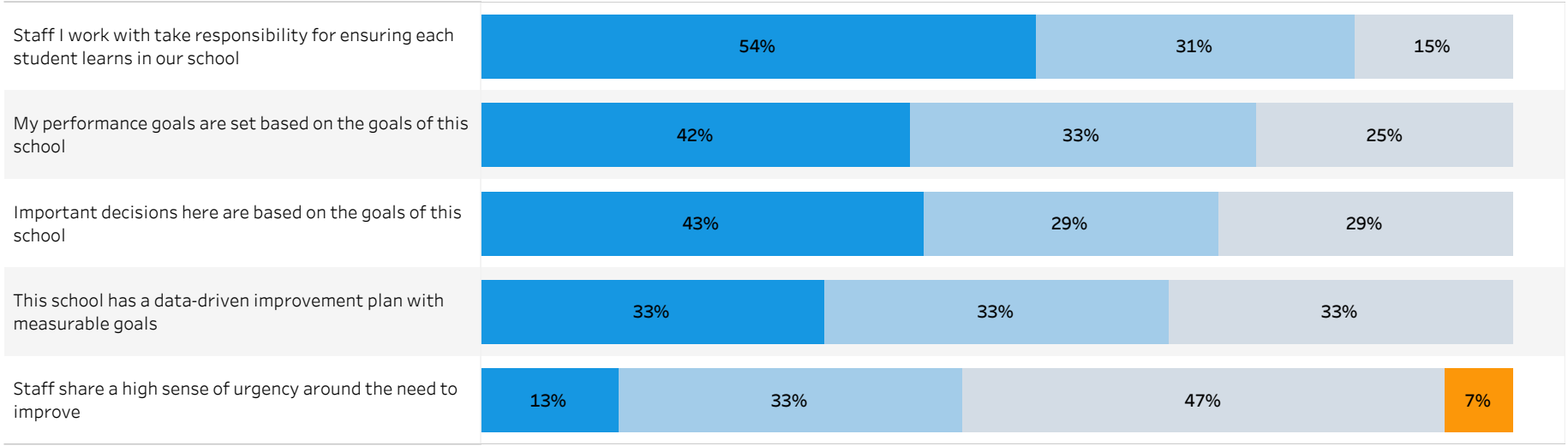
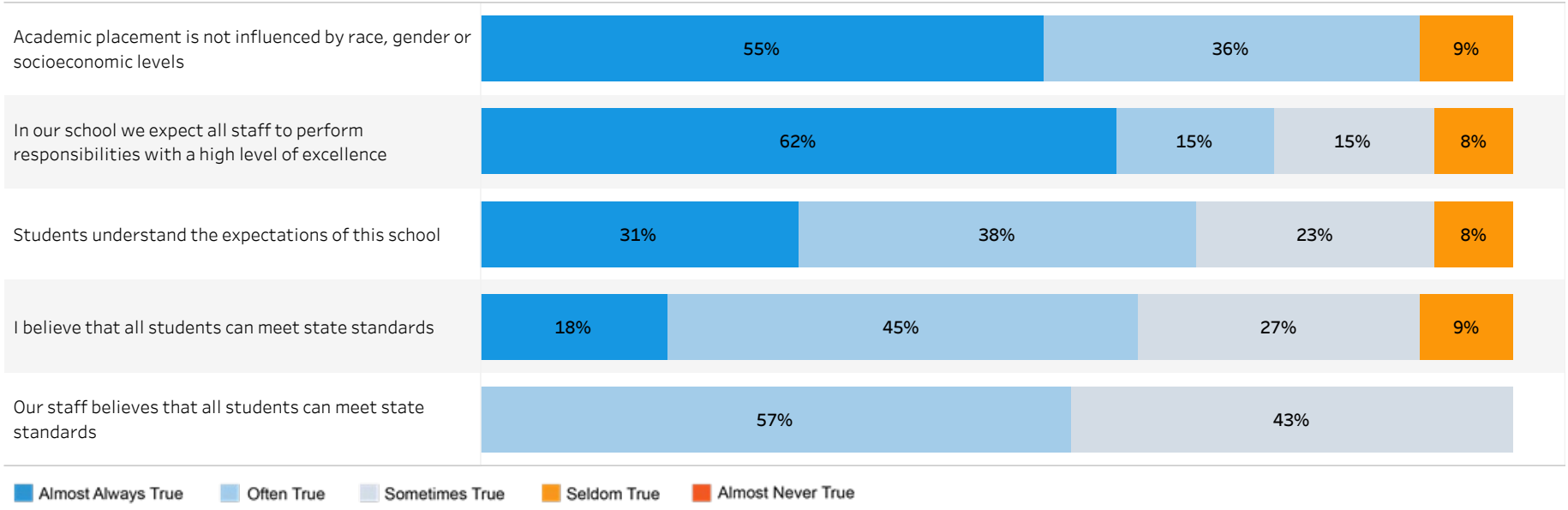
Clear and Shared Focus

South Whidbey Elementary-South Campus



High Standards and Expectations



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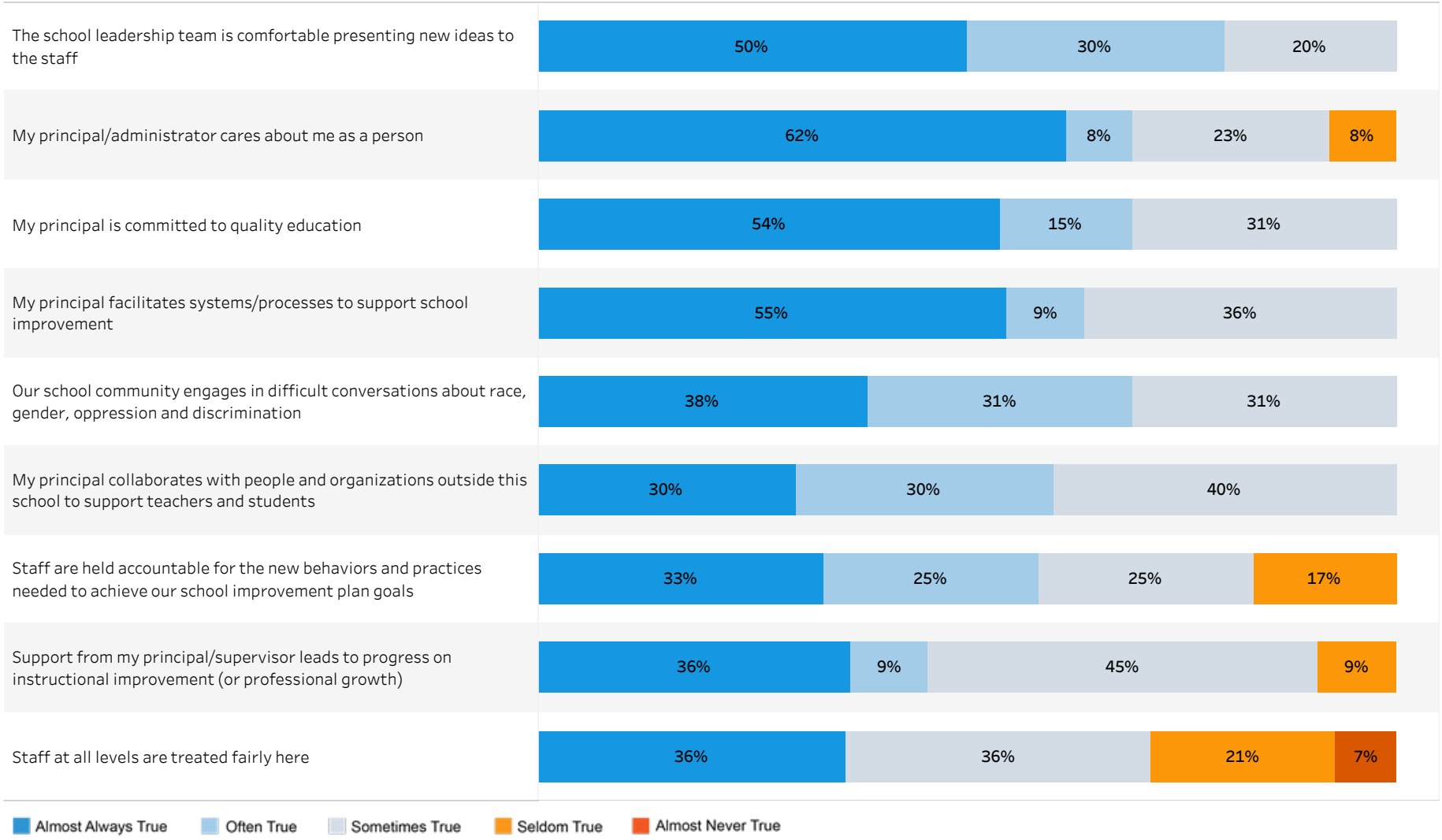
Effective Leadership

South Whidbey Elementary-South Campus



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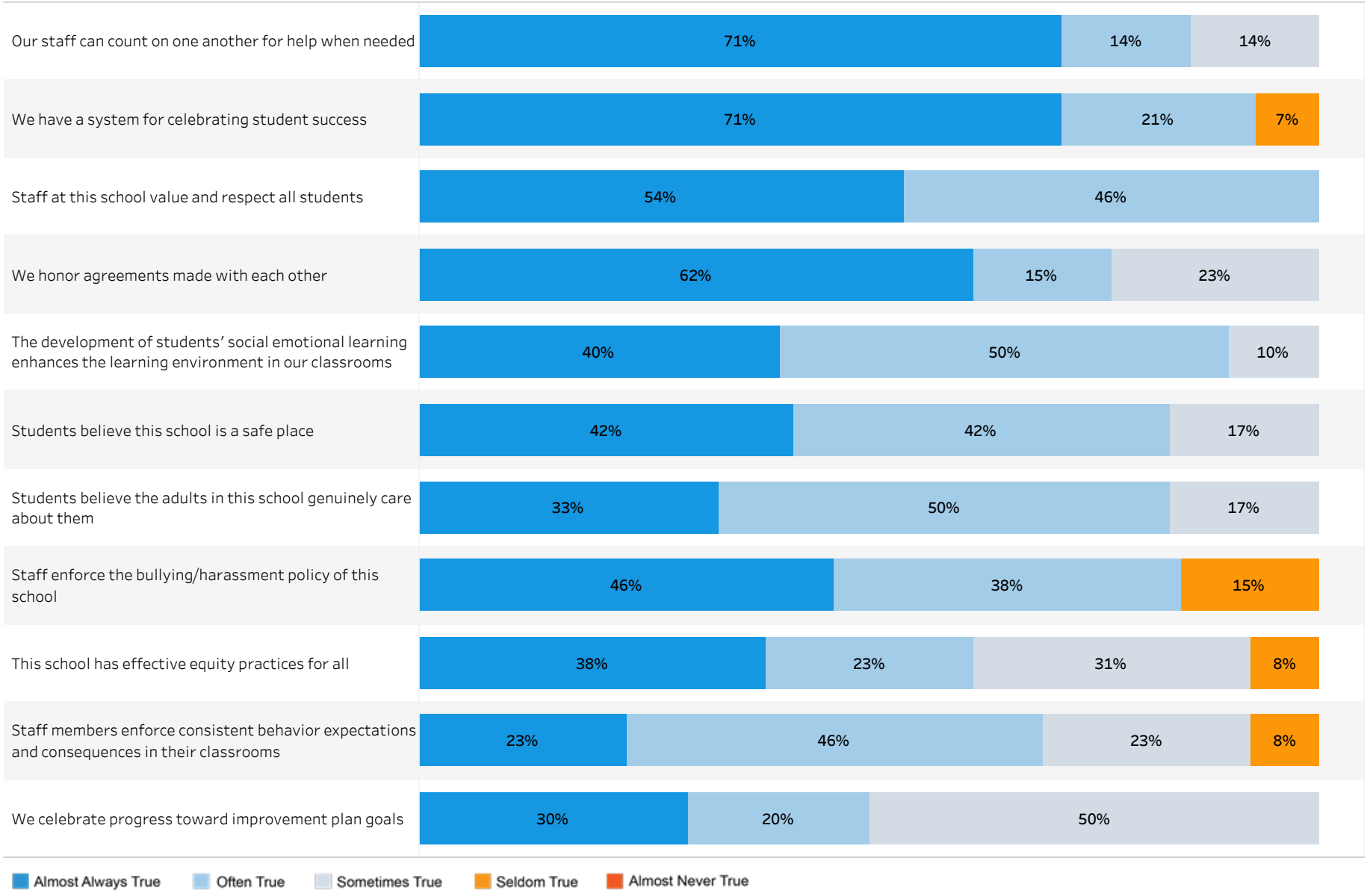
Supportive Learning Environment

South Whidbey Elementary-South Campus



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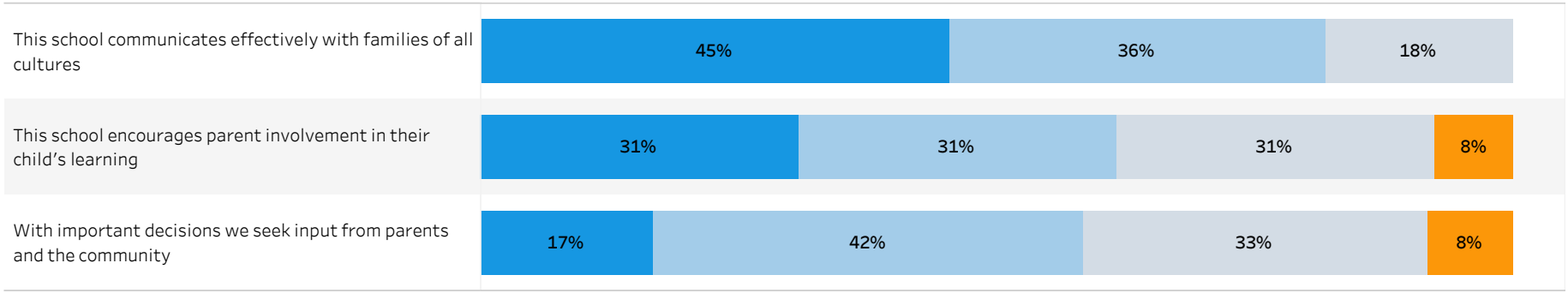
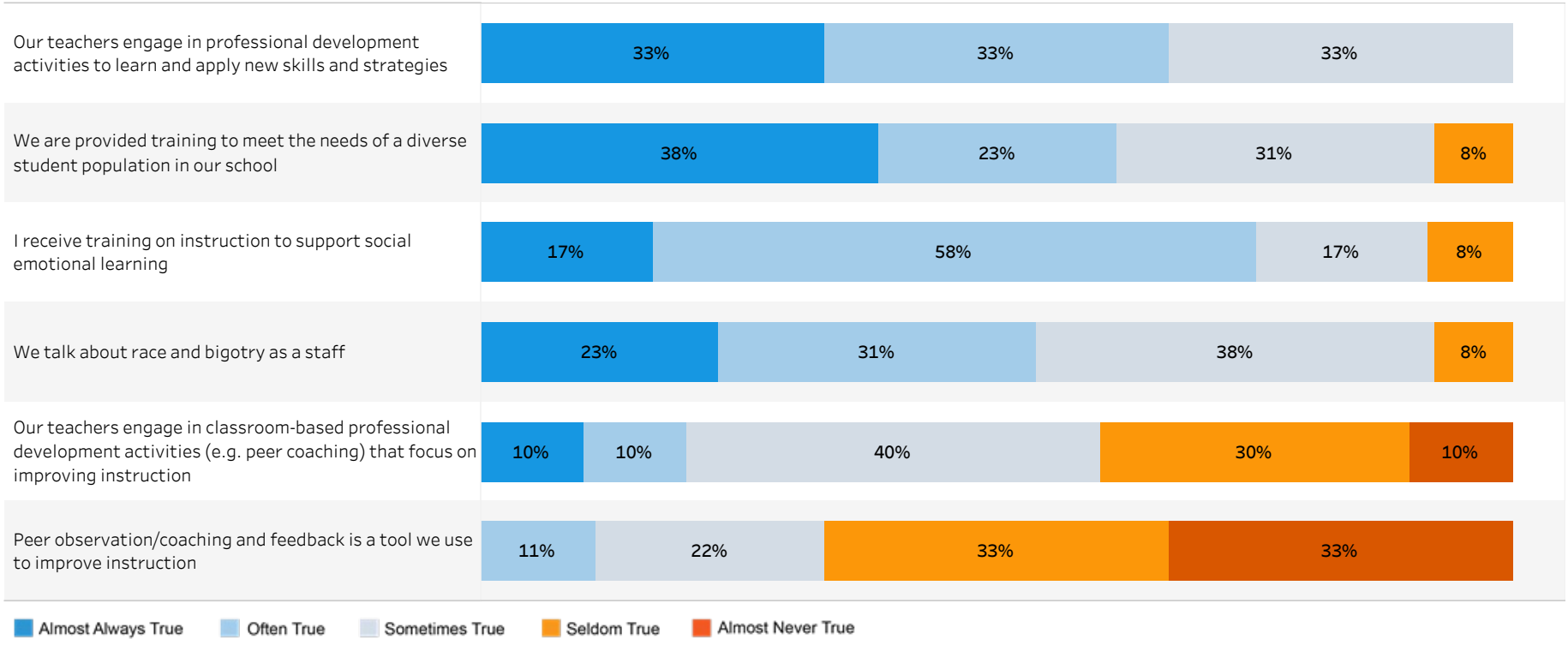
Parent and Community Involvement



Focused Professional Development



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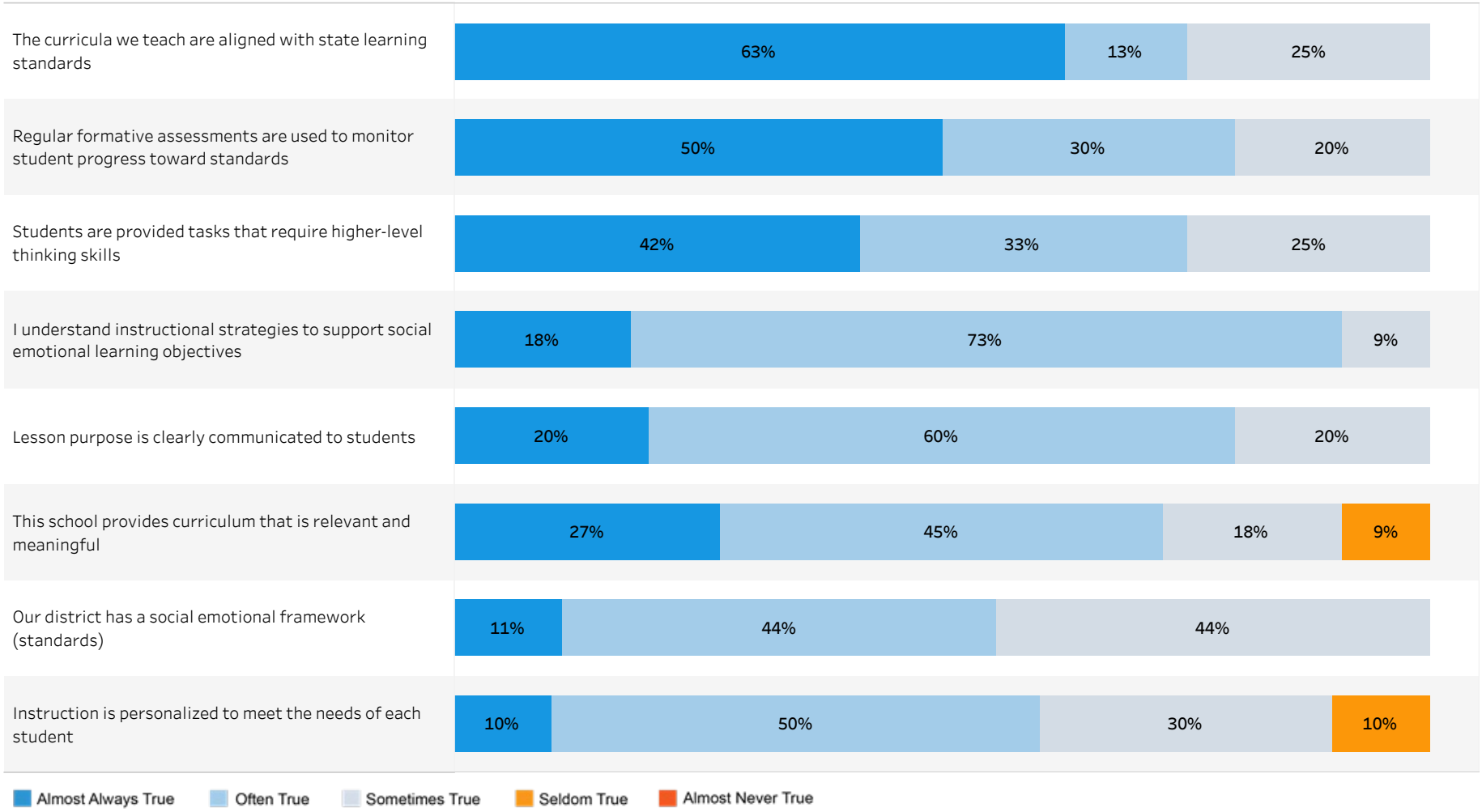
High Quality Curriculum, Instruction, and Assessment

South Whidbey Elementary-South Campus



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Frequent Monitoring of Teaching and Learning

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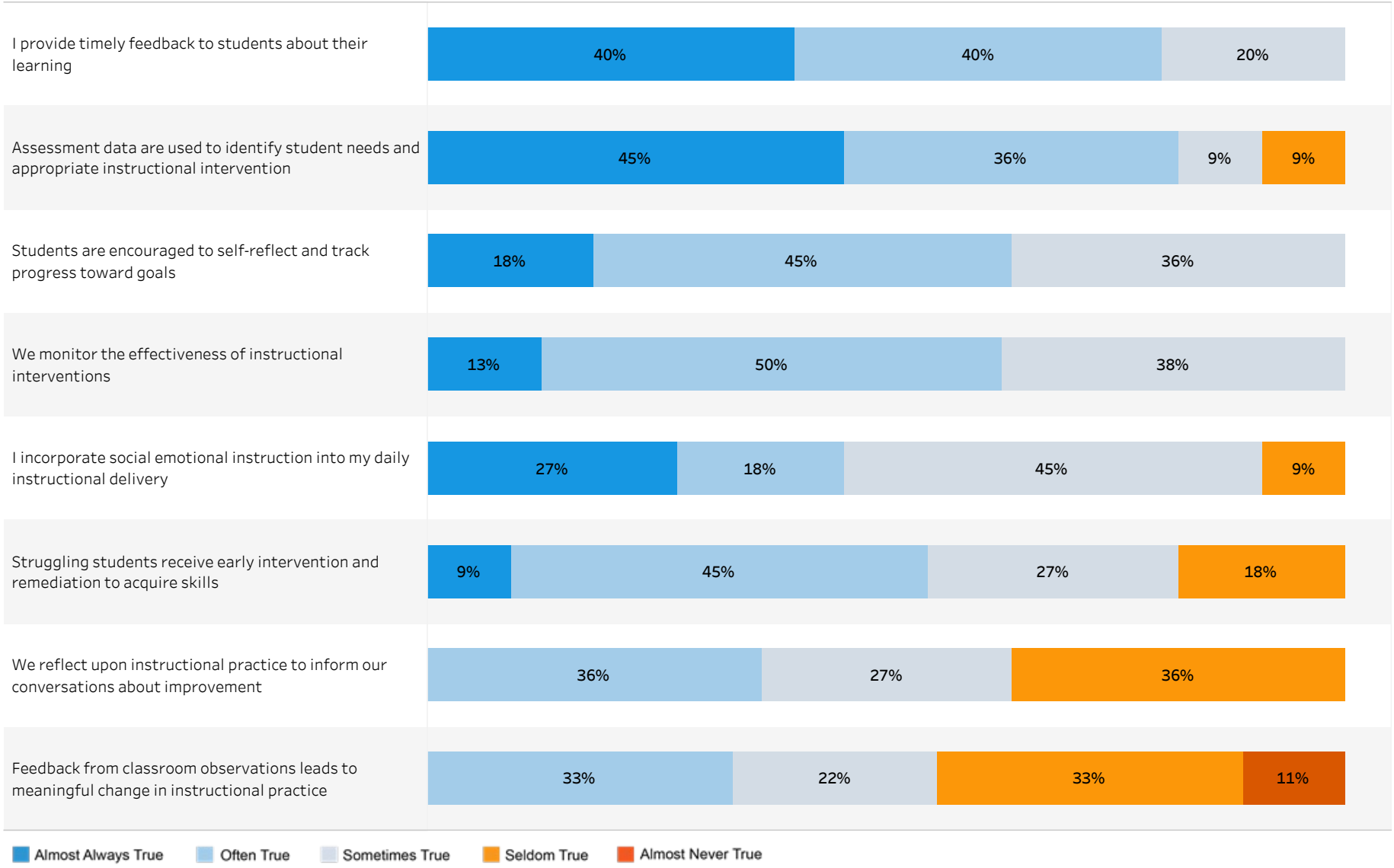

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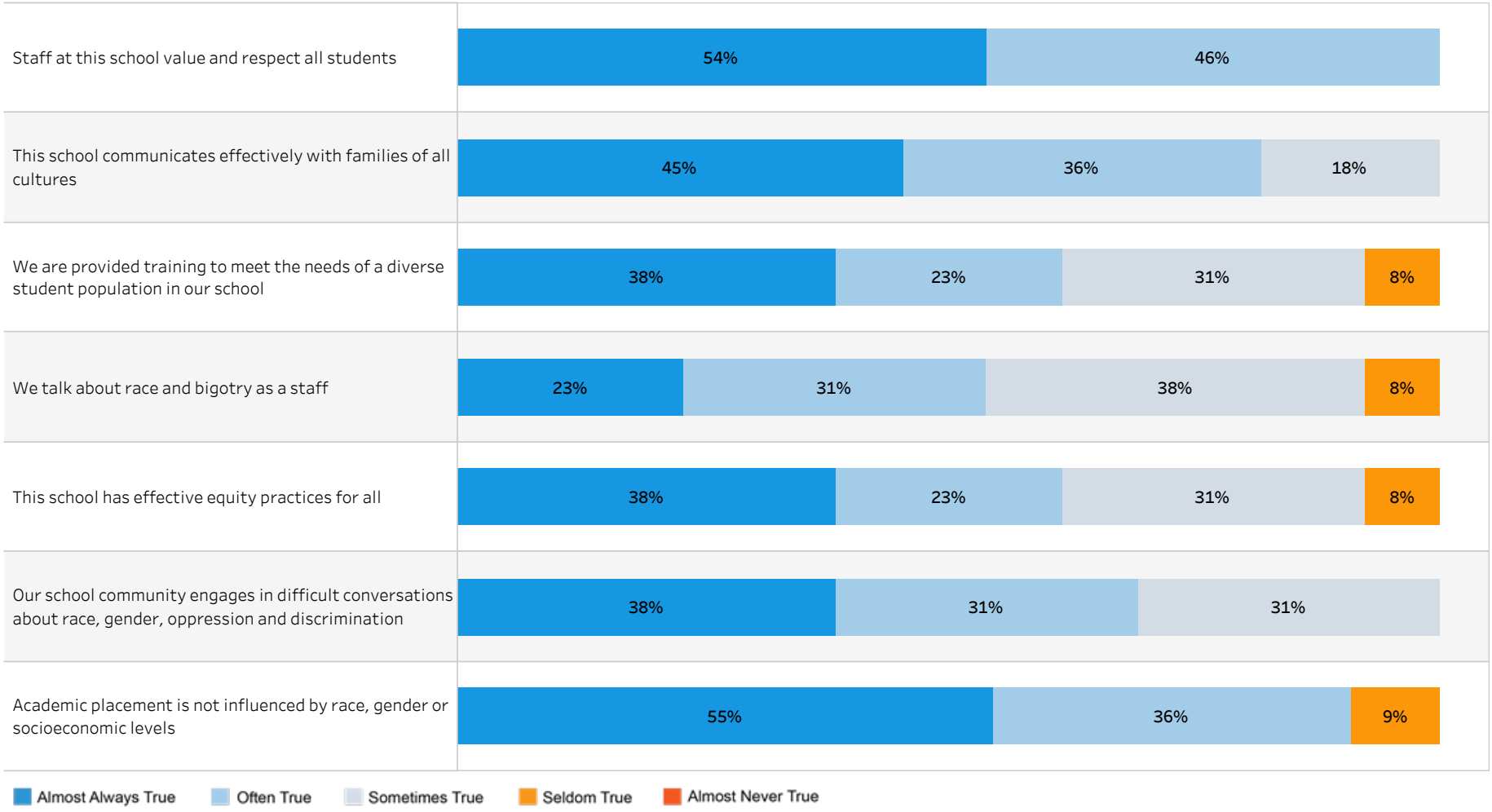
Cultural Responsiveness

South Whidbey Elementary-South Campus



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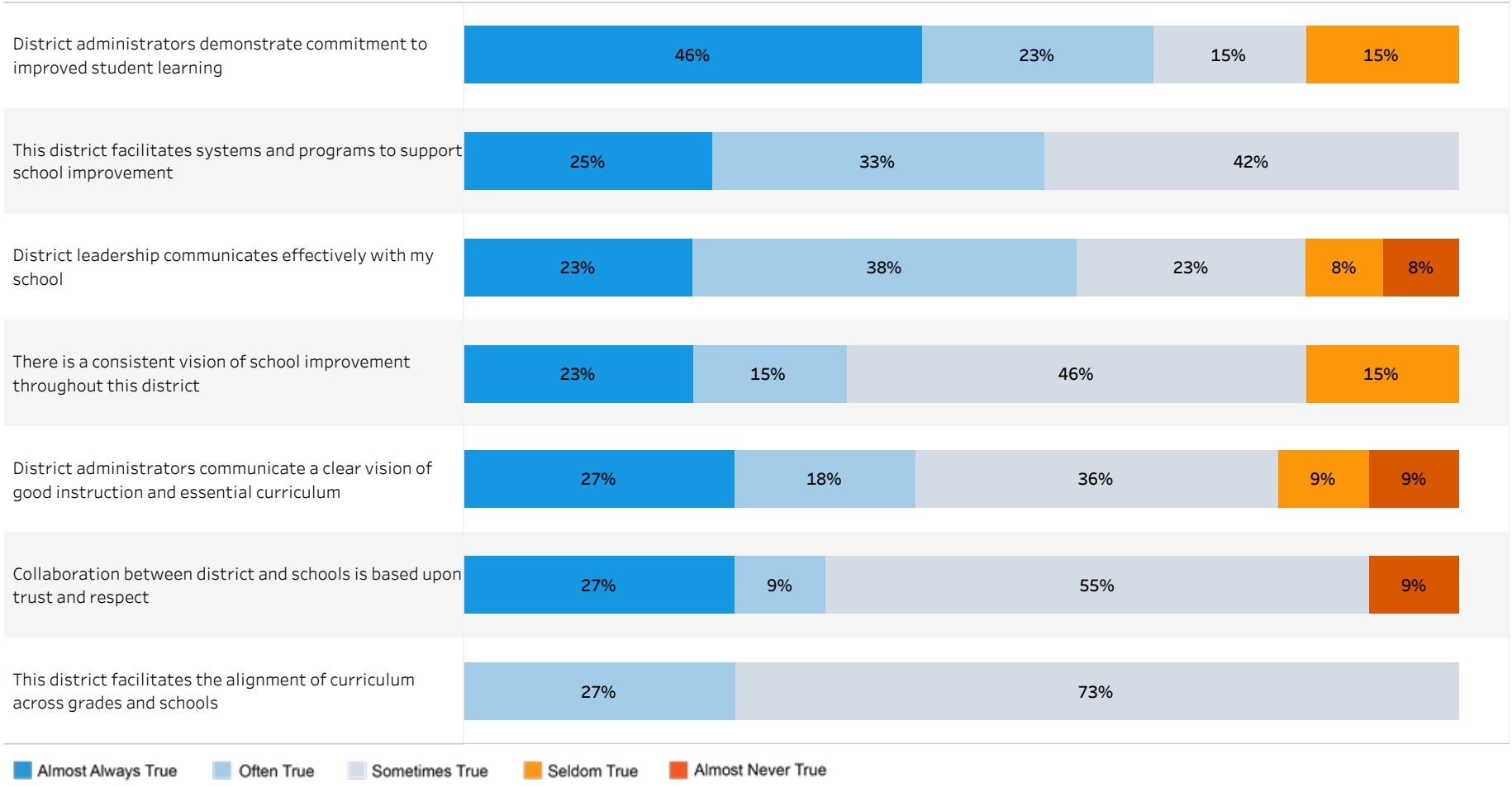
District Support for Improvement

South Whidbey Elementary-South Campus



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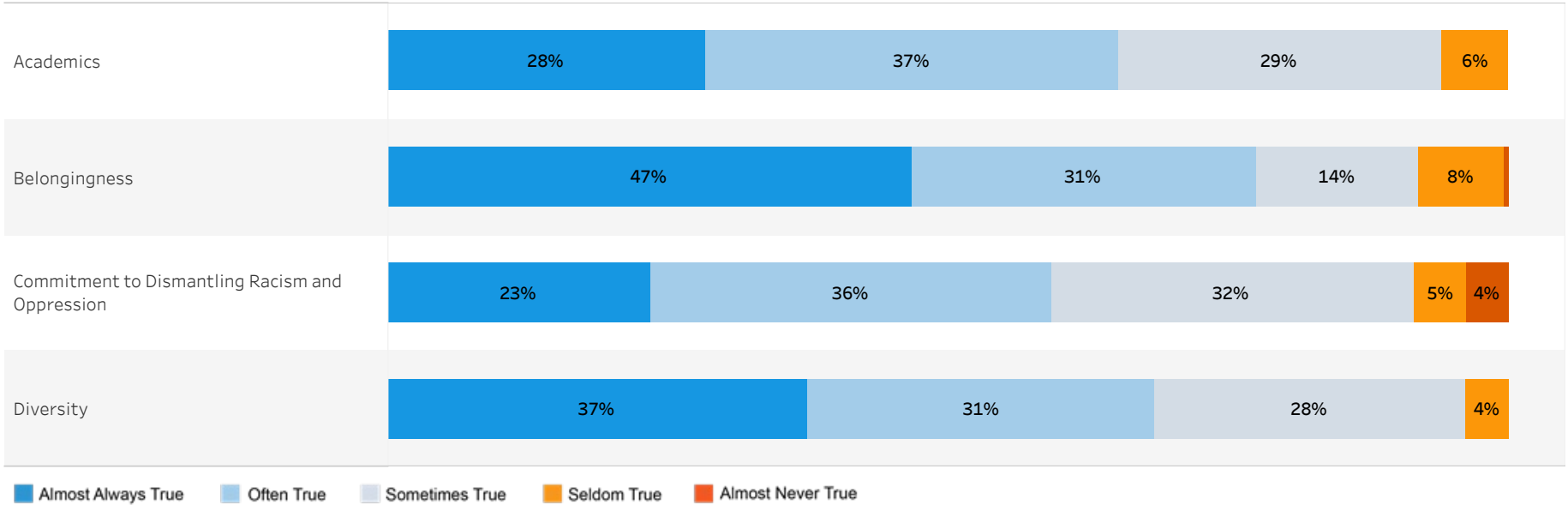
Educational Effectiveness Survey™

Diversity, Equity and Inclusion Module

The Center for Educational Effectiveness

South Whidbey Elementary-South Campus



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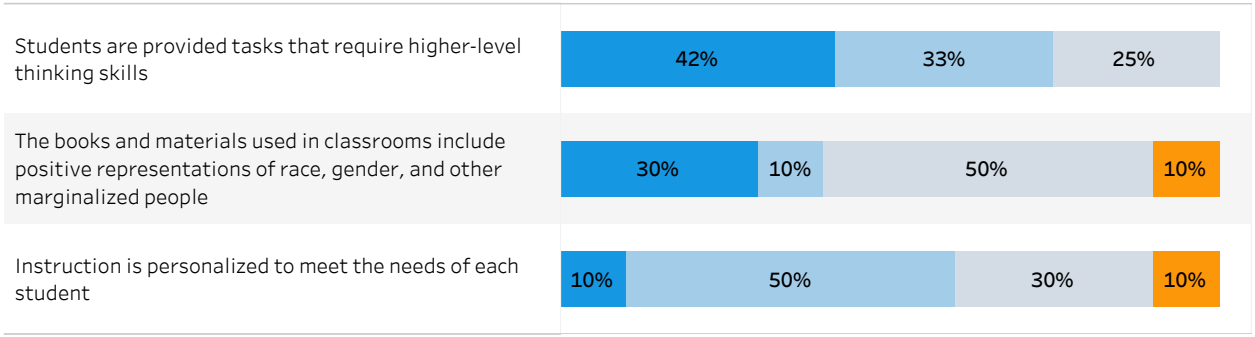
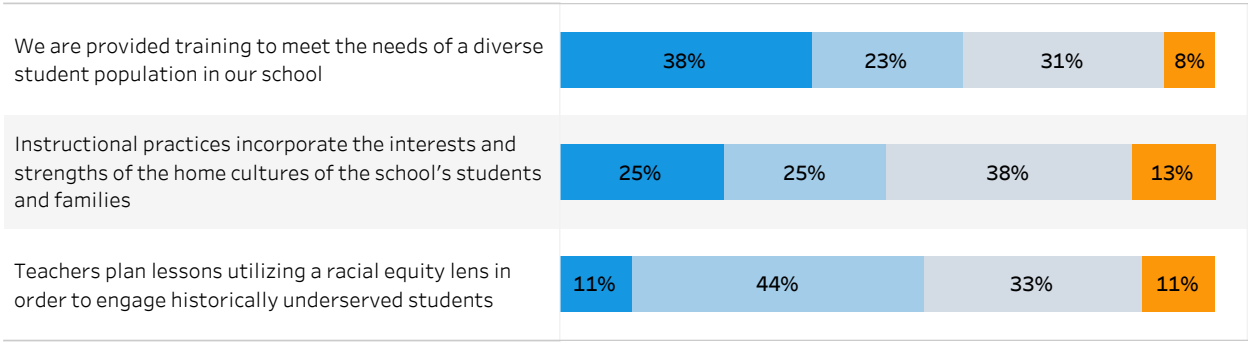
Academics

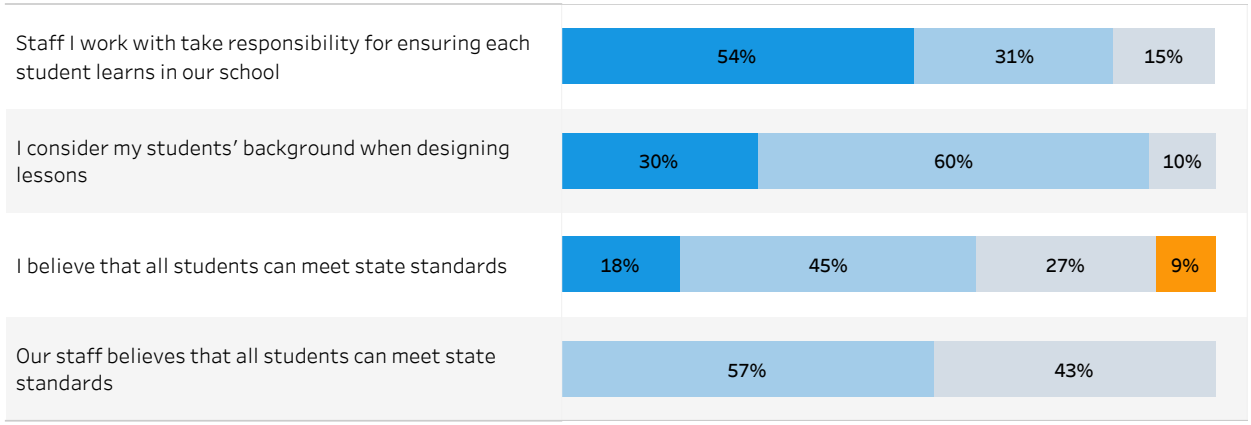
Curriculum is rigorous, challenging and culturally relevant. It represents high expectations for all students, requiring critical thinking and problem solving. It is well supported to ensure all students have opportunities to achieve success at a high academic level. Content is asset-based and has pro-social representation from various racial, gender, and other marginalized subgroups.



Instructional practices use an equity lens and effectively build on the interests, strengths and home cultures of the school's students and families. Culturally relevant pedagogy is infused into the content of literature, class projects, assignments, assessments events, field trips, ethnic studies courses, connections to families and communities, interventions and other resources.



Rigorous academic preparation is accompanied by high levels of knowledge and skills, capitalizing on and connecting to students of all backgrounds. All students have access to rigorous courses and supports to ensure success for all.



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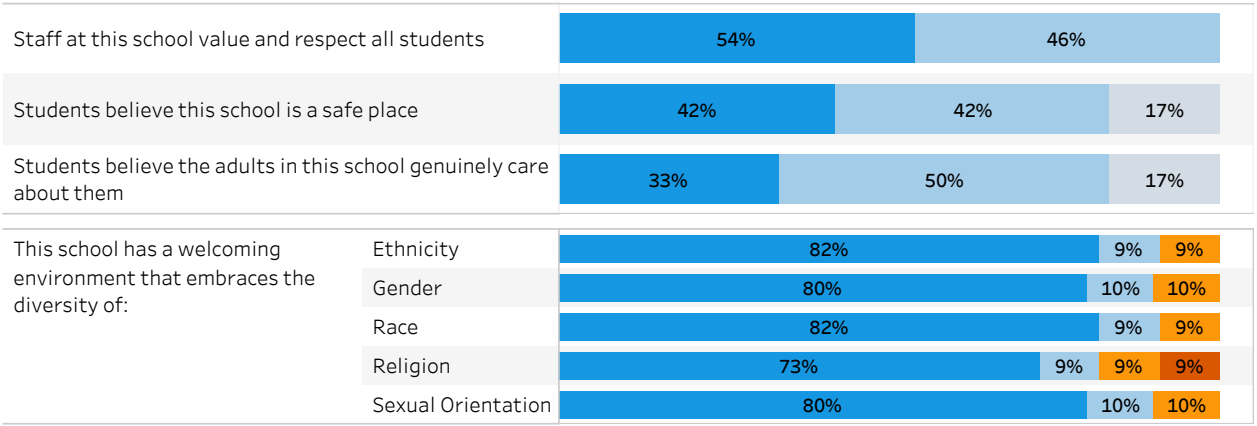
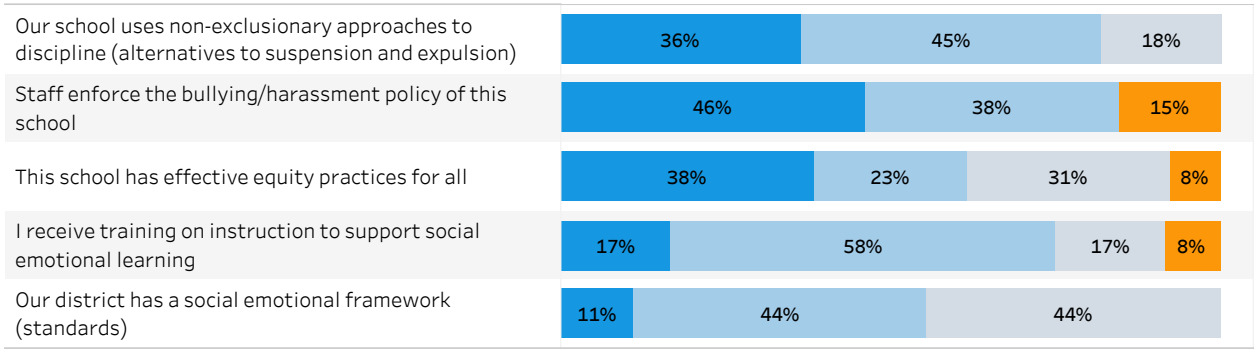
Belongingness

South Whidbey Elementary-South Campus

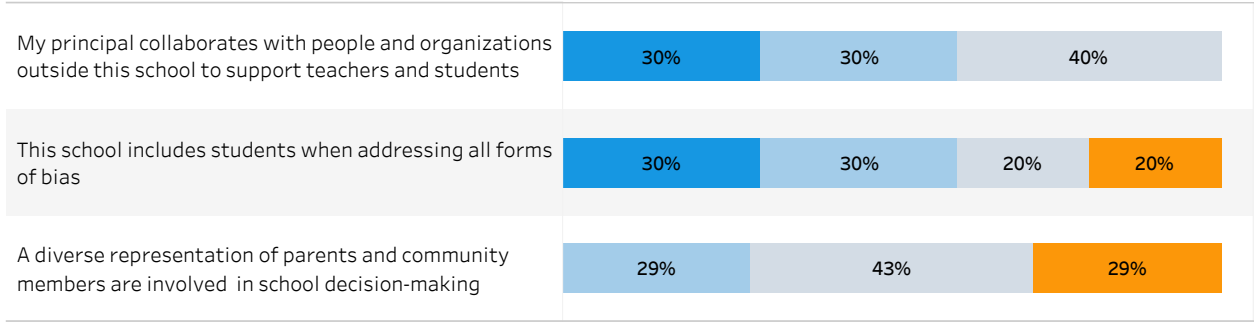
A safe, welcoming school environment that embraces the diversity of race, ethnicity and religion, gender and sexual orientations among students and staff members distinguishes the school. Effective strategies for managing diversity are robust and functioning effectively.



Clear and effective policies, systems, structures and procedures supporting equity are in place and equitably enacted, such as democratic decision-making and non-exclusionary approaches to discipline. The school has an active and successful plan to help students learn positive social behaviors. There is evidence that the school has reduced instances of bullying, harassment and discrimination.



Students feel they have a voice and are beginning to take responsible ownership of their learning. They take an active role in co-creating an anti-bias culture and dismantling racism. They learn resilience and empathy while feeling a strong sense of belonging. Diverse representation of students, parents and community members are key participants and collaborators in school decision-making and shaping the culture.



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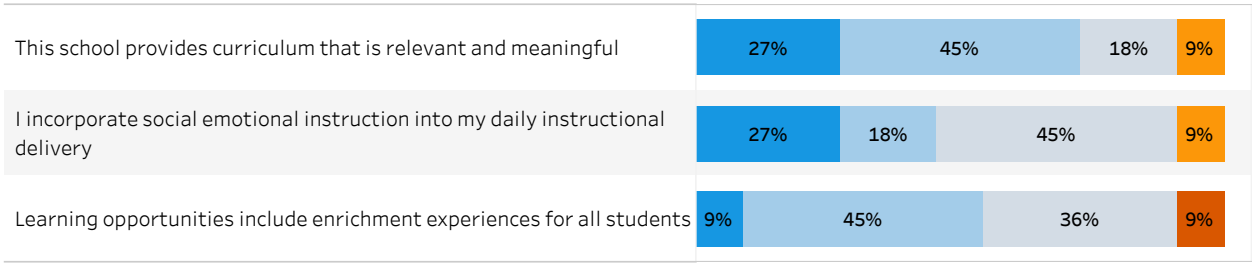
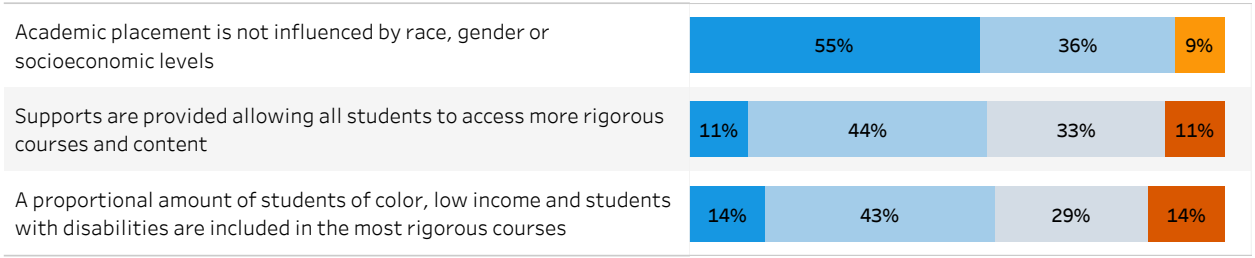
Commitment to Dismantling Racism and Oppression

South Whidbey Elementary-South Campus

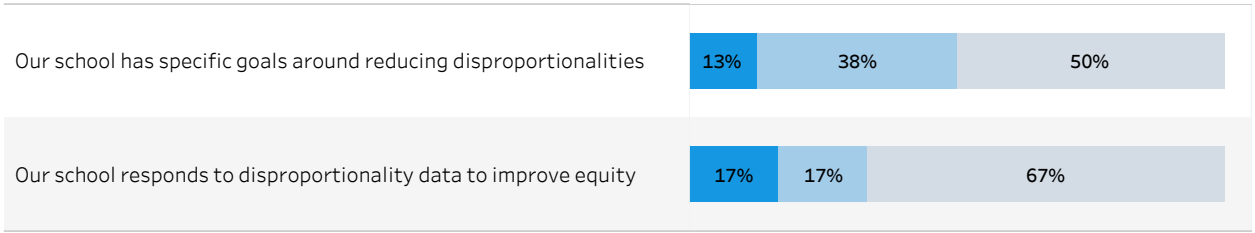
Learning opportunities involve a varied and high quality curriculum (including social-emotional development) with substantial enrichment experiences. There is particular attention on reducing disparities in learning (racial, gender, etc.) created by tracking and ability grouping. There is intentional planning regarding managing structural and cultural shifts as well as changes at the systemic level.



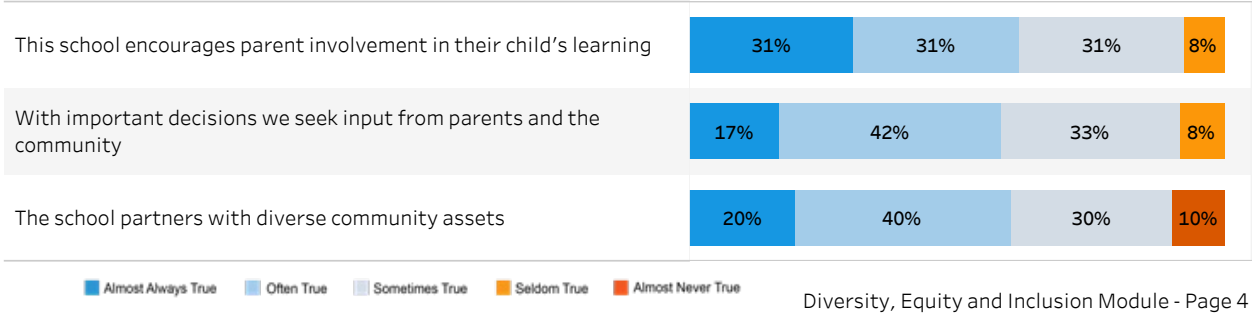
Academic placement is not predictable by race, gender or socio-economic levels; ability grouping is limited and used strategically to avoid tracking defined as intentional segregation based upon current performance, race or other criteria. High levels of inclusion in the most rigorous courses exists for low SES students, students with disability and students of color. Access and support exists for those wishing to be in the most rigorous courses and opportunities.



Data are used to analyze, plan and change structures and systems that support racial inequities and learning outcomes. Data is used to analyze and respond to trends in targeted areas such as staffing, community engagement, staff development, student assignment, course enrollment, discipline as well as college & career planning and enrollment. Interventions on learning conditions limit disproportionality.



Community engagement and partnerships are an active representation of equity concerns and the valuing of diversity in the community. The school participates in community projects and draws on diverse community assets. Parents and community groups are engaged in courageous conversations about race, class, expectations, and the role of education in the community. Plans are co-created and action items are monitored for implementation and effectiveness.



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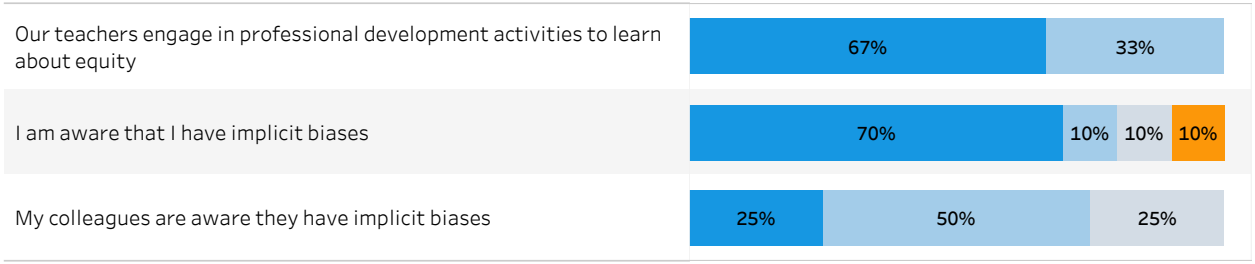
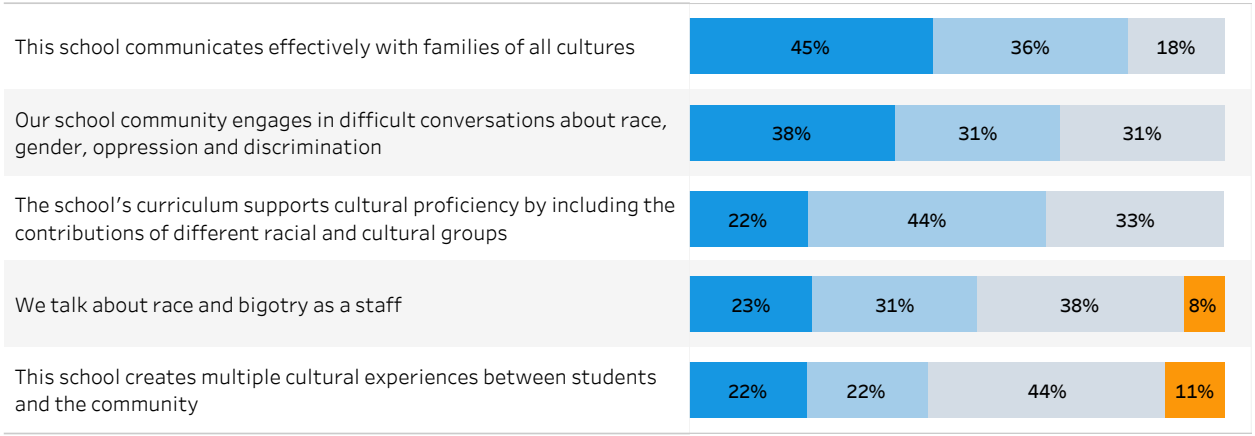
Diversity

South Whidbey Elementary-South Campus

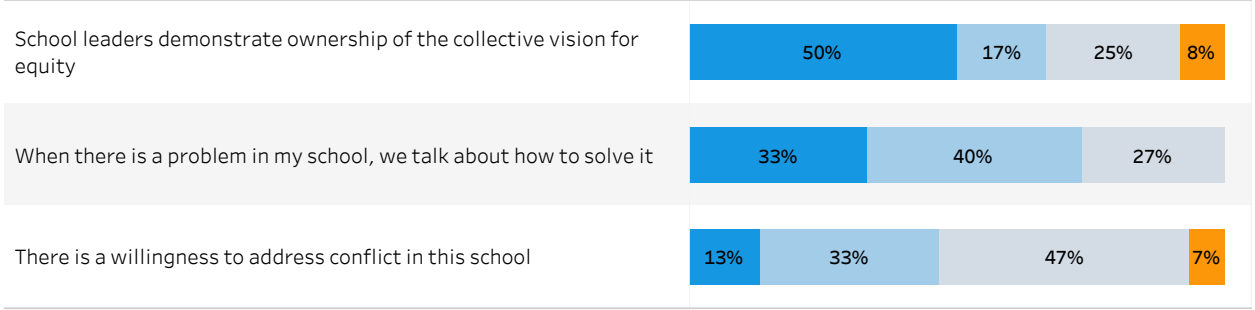
Self-awareness is encouraged as all members of the community are supported in knowing their personal equity journey and being aware of their own cultural history. There is strategic planning and actions taken regarding personal growth/development of all school and community stakeholders.



Cultural proficiency of all stakeholders is developed and monitored. There is an appreciation of different cultures and connections to families of different backgrounds. Appreciation of differences are modeled by leaders, teachers, and students who embrace difficult conversations about race, gender, economics, oppression and discrimination with a clear understanding of their own biases. The curriculum supports the development of cultural proficiency through exploration of the contributions of different racial and cultural groups in history and society as well as addressing bigotry and racism. Multiple, positive cross- cultural contacts between students, staff and community members are facilitated in and out of school.



Leaders build trust by demonstrating congruence and ownership of the collective vision for equity, active interventions designed to emphasize equity and, holding the school community accountable to its commitments. Leaders create partnerships that facilitate bridges across differences. Difference is dealt with effectively using multiple perspectives/approaches in terms of how power and resources are distributed; how decisions are made and implemented; and, how conflict is resolved.



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