

# Educational Effectiveness Survey™



9 Characteristics of High Performing Schools  
State 8 Criteria for Evaluation of Teaching and Learning  
Includes Certificated vs. Other Staff Comparison

**Staff edition**  
V10.2.1

## South Whidbey High School

South Whidbey School District

September 2019

N=42



**Better Data. Better Decisions. Better Schools.**



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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# 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

## **Structure of the EES Staff Report**

This results document contains your data results from the survey you recently administered.

## **Readiness for Change**

This is the starting point for interpreting your EES Staff data. CEE's research into over 200,000 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.

## **Comparison between certificated staff and non-certificated staff**

This section allows the reader to understand the difference in perceptions between those responsible at the classroom level (certificated) for student learning and those responsible for the support mechanisms of the school (non-certificated).

## **State 8 Criteria for Evaluation of Teaching and Learning**

The data in this report is a measure of the system of support within the school and district for development of effective instructional skills, as defined by the "State 8" and the district-selected instructional framework model that will be measured in the teacher evaluation process. Data shown are exclusively from certificated staff responses.

# Demographics

**Gender**  
 Female  
 Male  
 Other

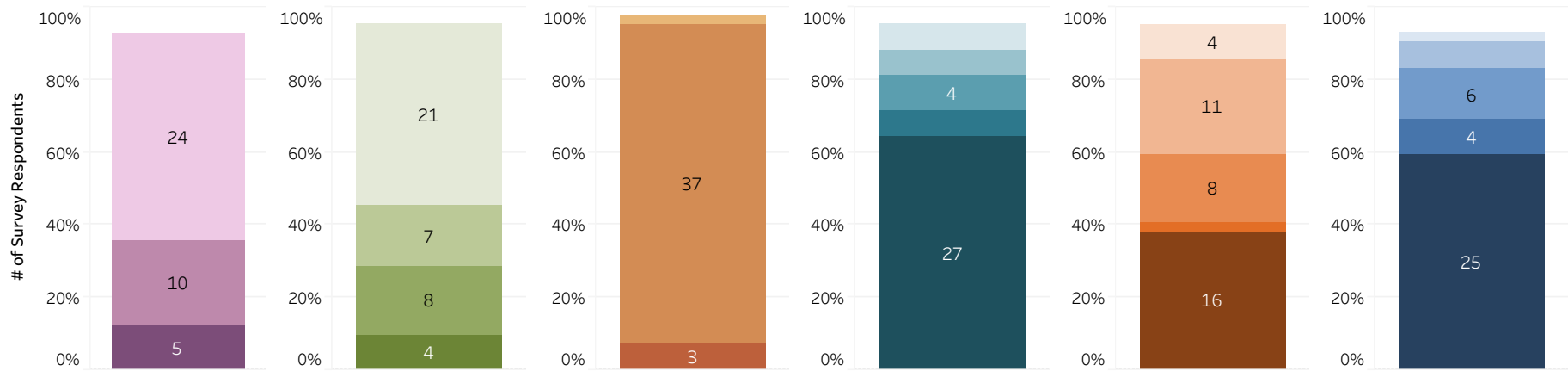
**Position**  
 Certificated Teacher  
 Certificated Support Staff  
 Classified Support Staff  
 Para-professional/Instr Aid

**Level**  
 MS or Jr. High  
 High School  
 K-12

**Department**  
 Math/Science  
 Lang. Arts / Soc Studies  
 Electives  
 Generalist  
 Other

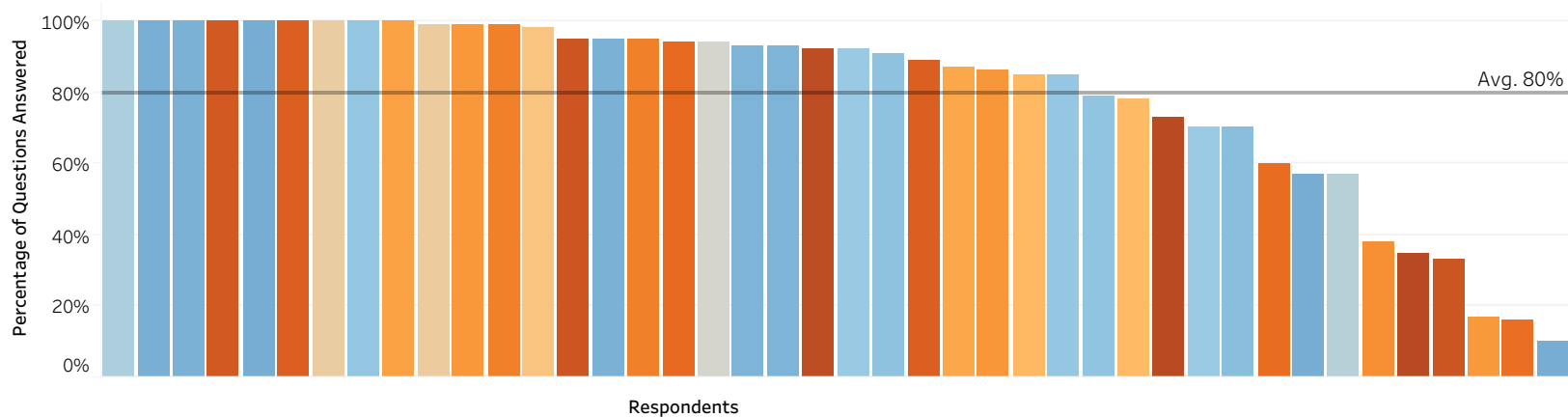
**School- Yrs of Service**  
 < 1 year  
 1 to 3 years  
 4 to 7 years  
 8 to 11 years  
 > 11 years

**Education- Yrs of Service**  
 < 1 year  
 1 to 3 years  
 4 to 7 years  
 8 to 11 years  
 > 11 years

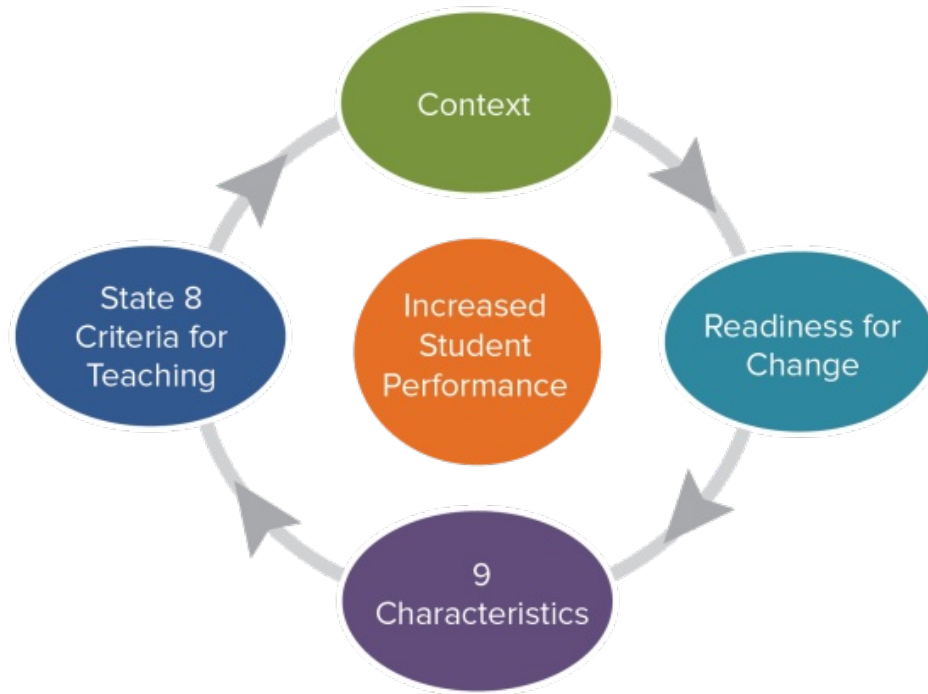


The height shows the percentage of items answered by respondent.

The color shows how positive each respondent was.



## Capacity for Improvement

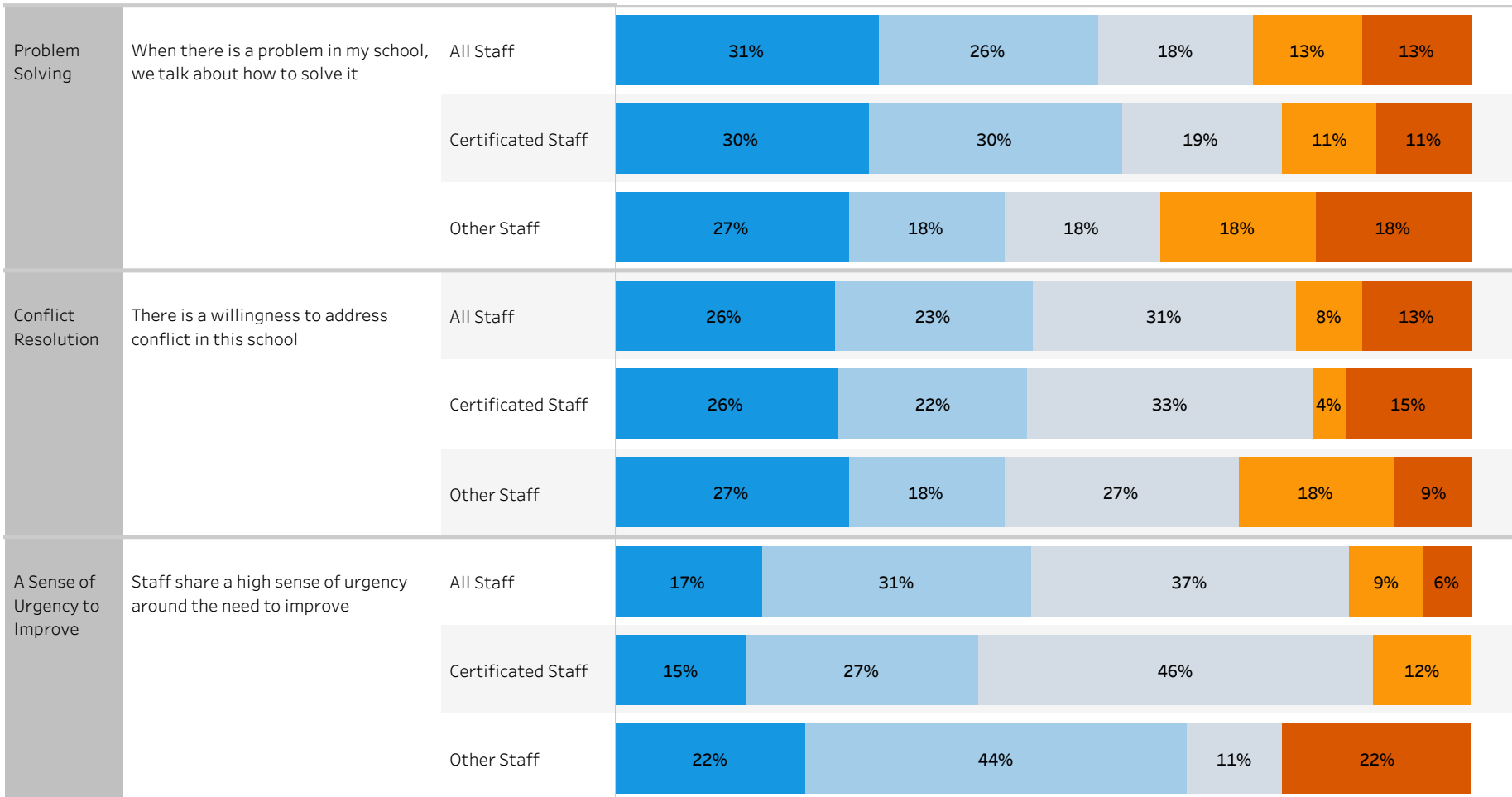


- “Context” defines the “current reality” of the student population, the school, and community.
- “Readiness for Change” defines the current capacity for change amongst the systems and adult culture of the school and district.
- 9 Characteristics define the strength and capacity of the adult systems and culture to have the difficult conversations, make decisions, and implement those changes necessary for improvement to happen.
- State 8 Criteria for Evaluation of Teaching and Learning define the specific skills necessary for effective instruction and learning.
- All four components impact the ability of the organization (school) to increase student learning and achievement.

# Readiness for Change

The three charts below are data about your school staff, who must define, embrace, implement, and sustain change. If your professional 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.

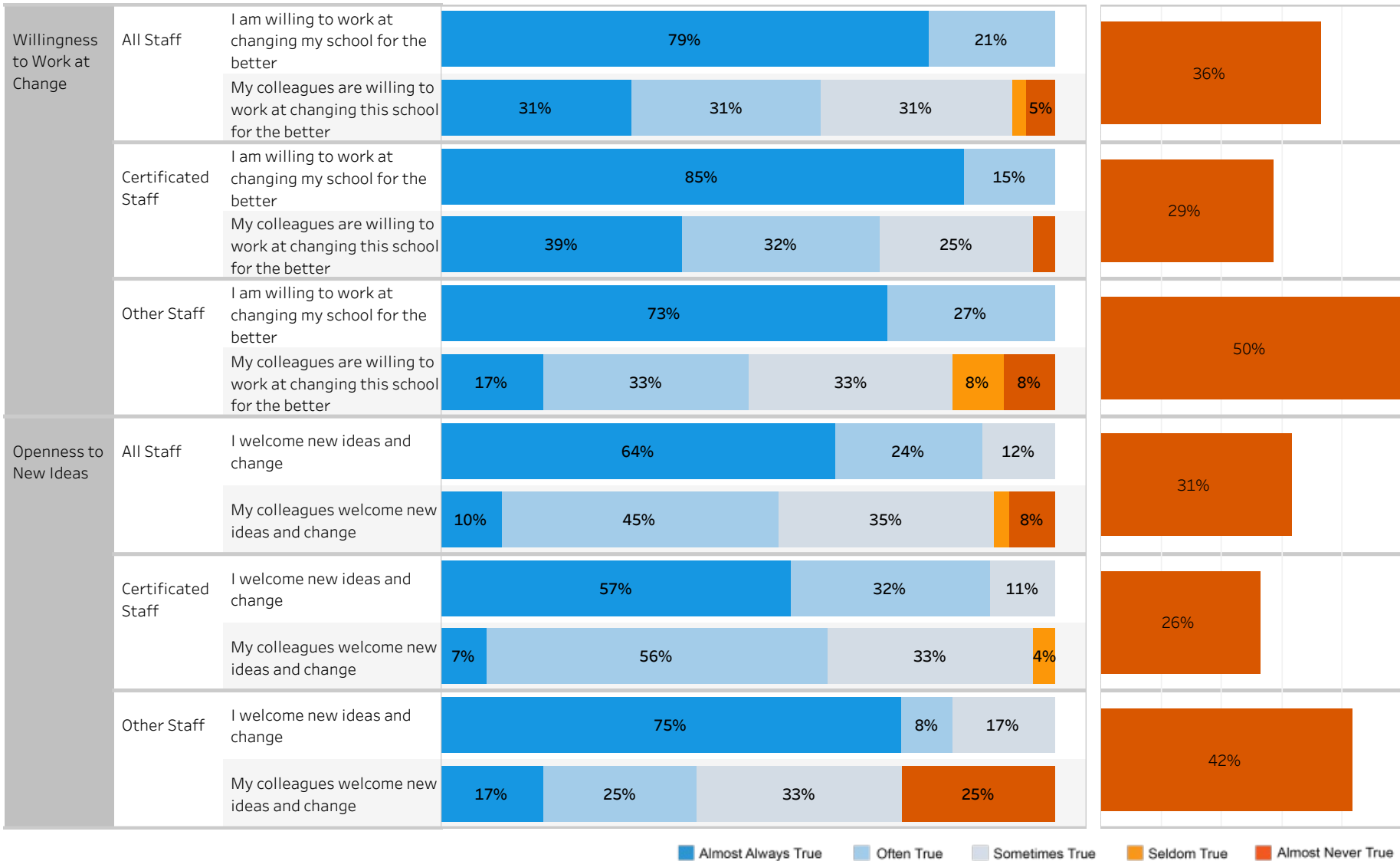


■ Almost Always True  
 ■ Often True  
 ■ Sometimes True  
 ■ Seldom True  
 ■ Almost Never True

# 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?

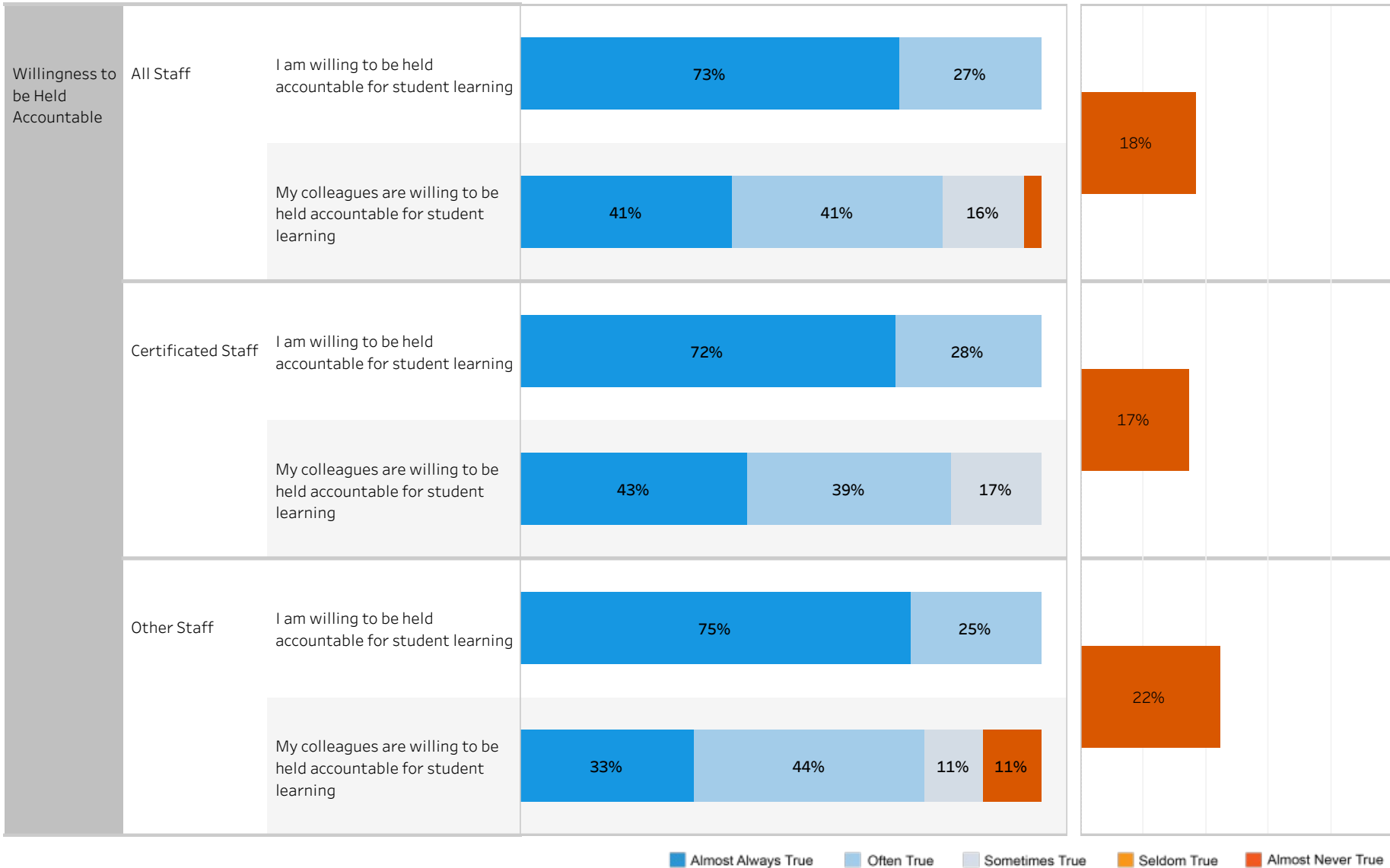
How large is the Gap between I vs. They?



# Readiness for Change—I vs. They Perspectives

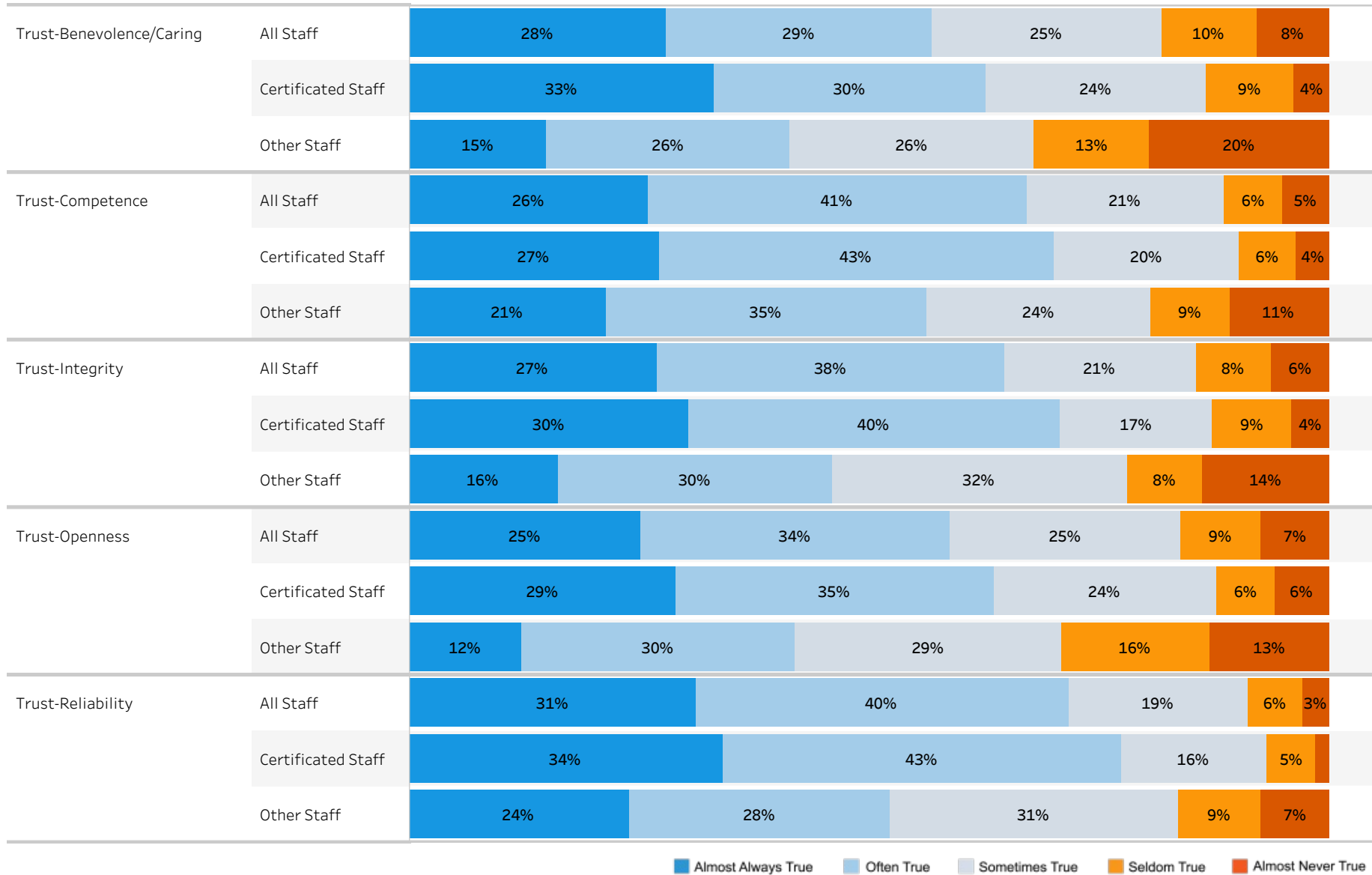
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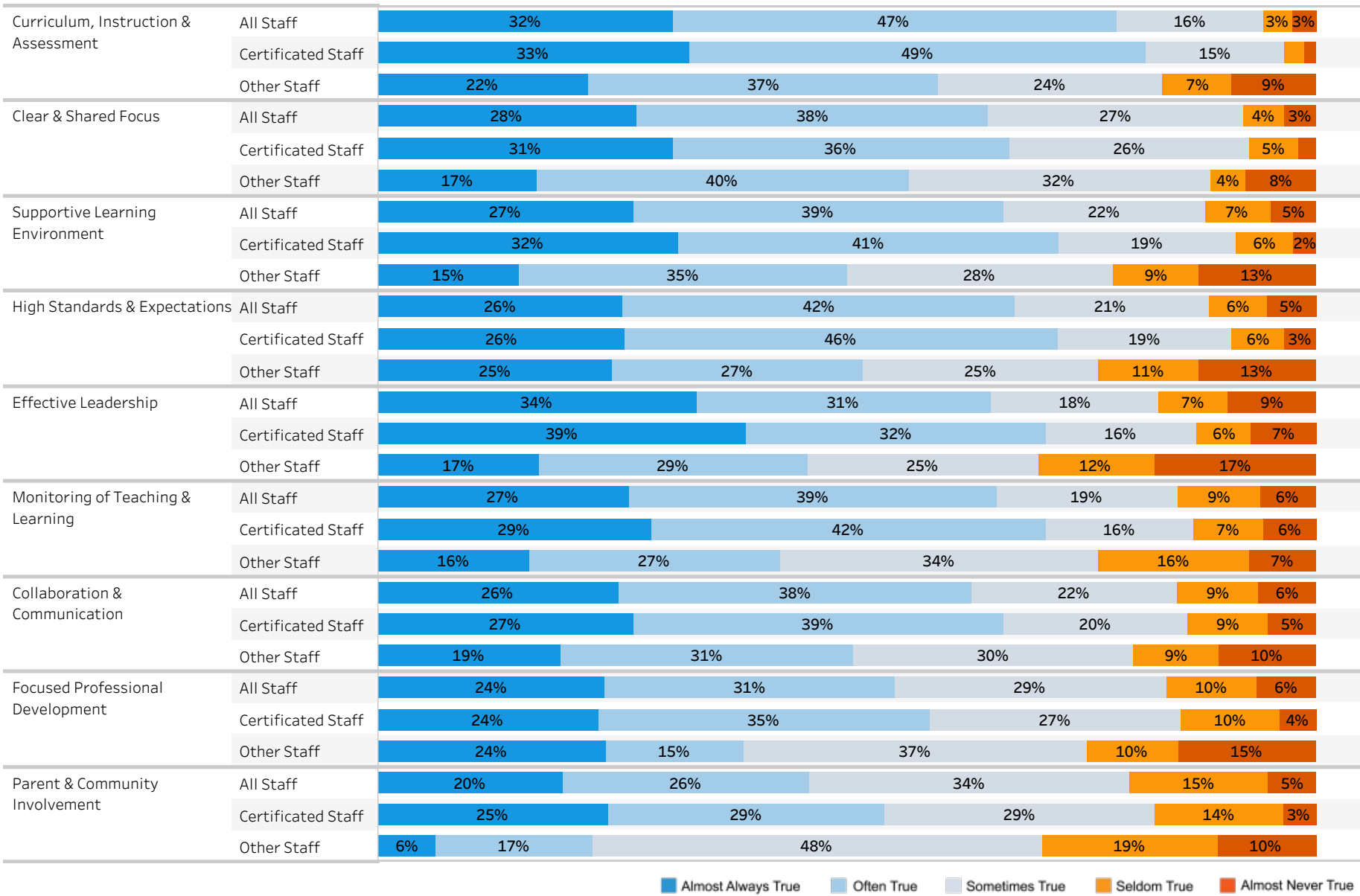


# Organizational Trust

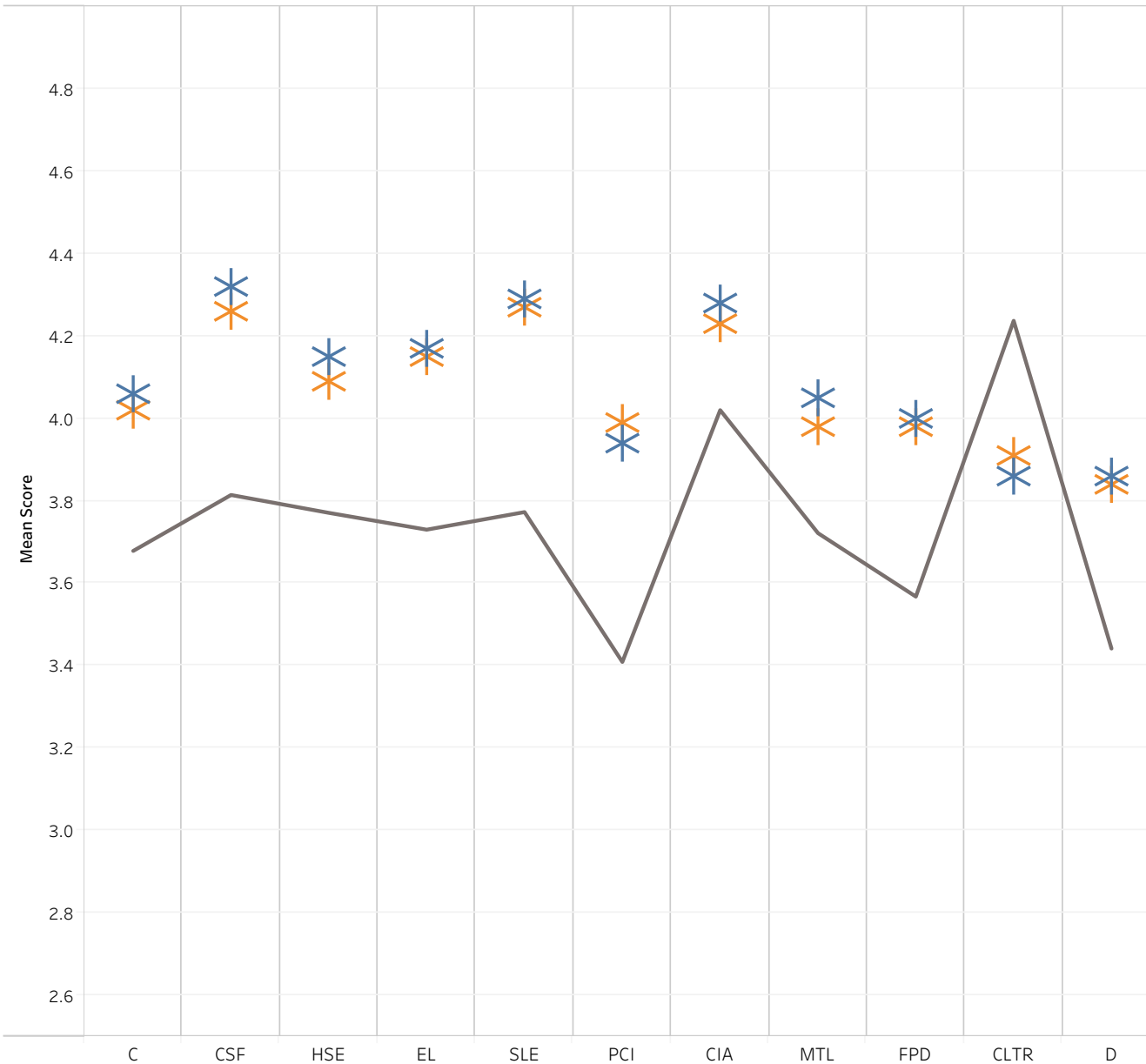


# 9 Characteristics of High-Performing Schools

South Whidbey High School



## Comparison - Mean Scores



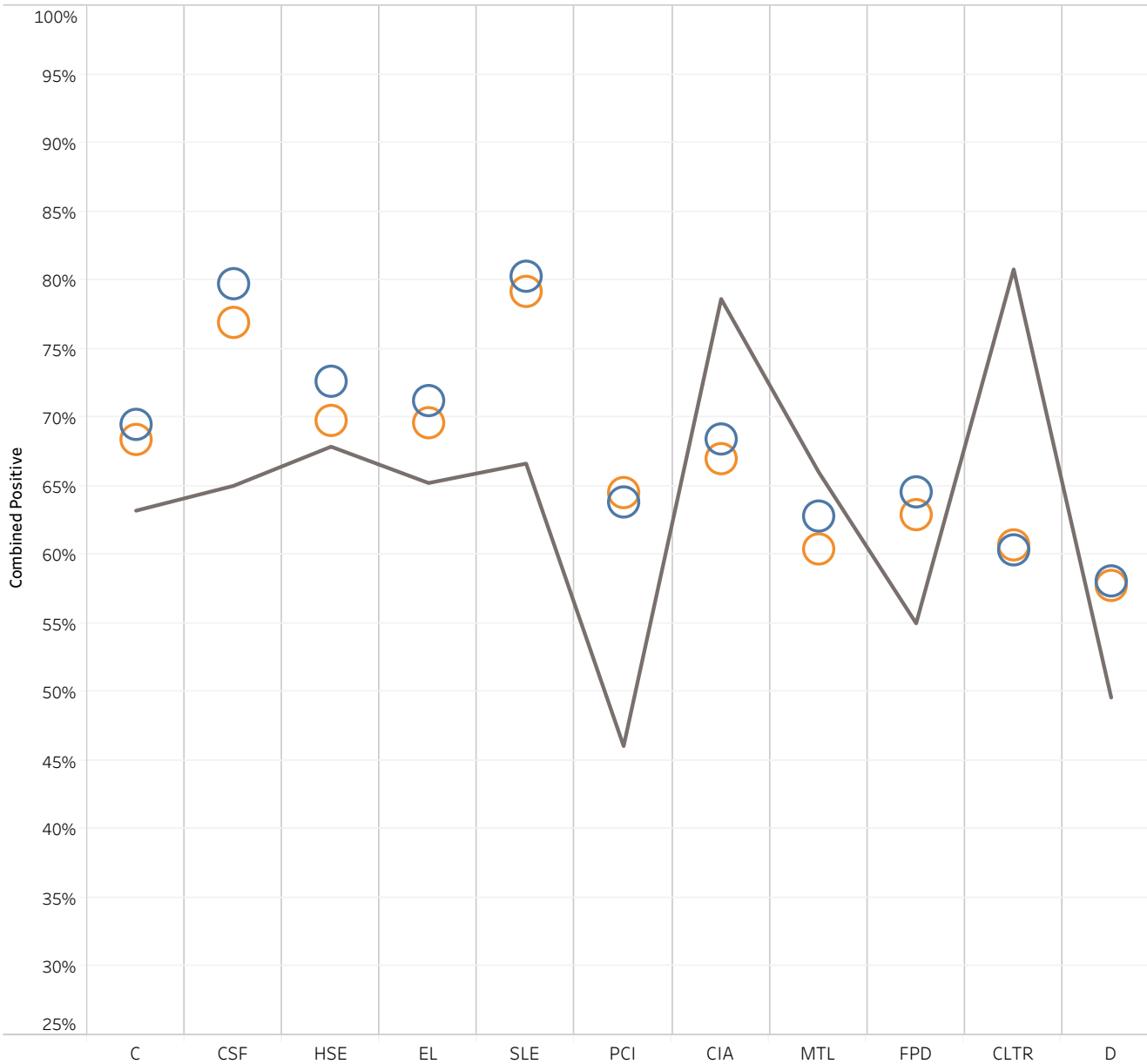
How does your school compare to:

- Schools of Distinction (High Improving Schools)
- Nationwide Schools
- Your School or District (line)

### Characteristics

- 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

# Comparison - Percent Positive Scores



How does your school compare to:

- Schools of Distinction (High Improving Schools)
- Nationwide Schools
- Your School or District (line)

**Characteristics**

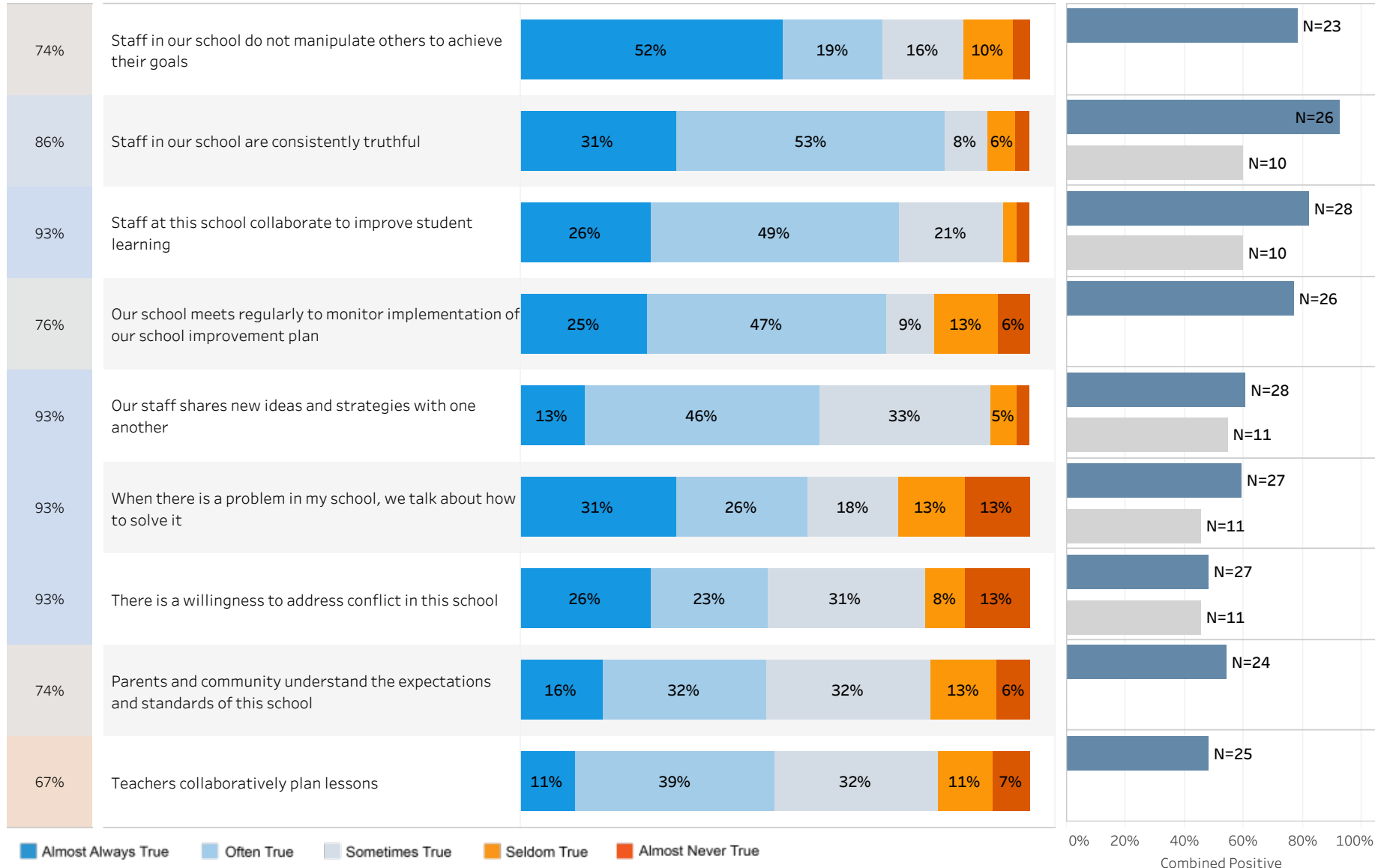
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- D — District Support for Improvement

# High Levels of Collaboration and Communication

South Whidbey High School

% Answered 50% 100%

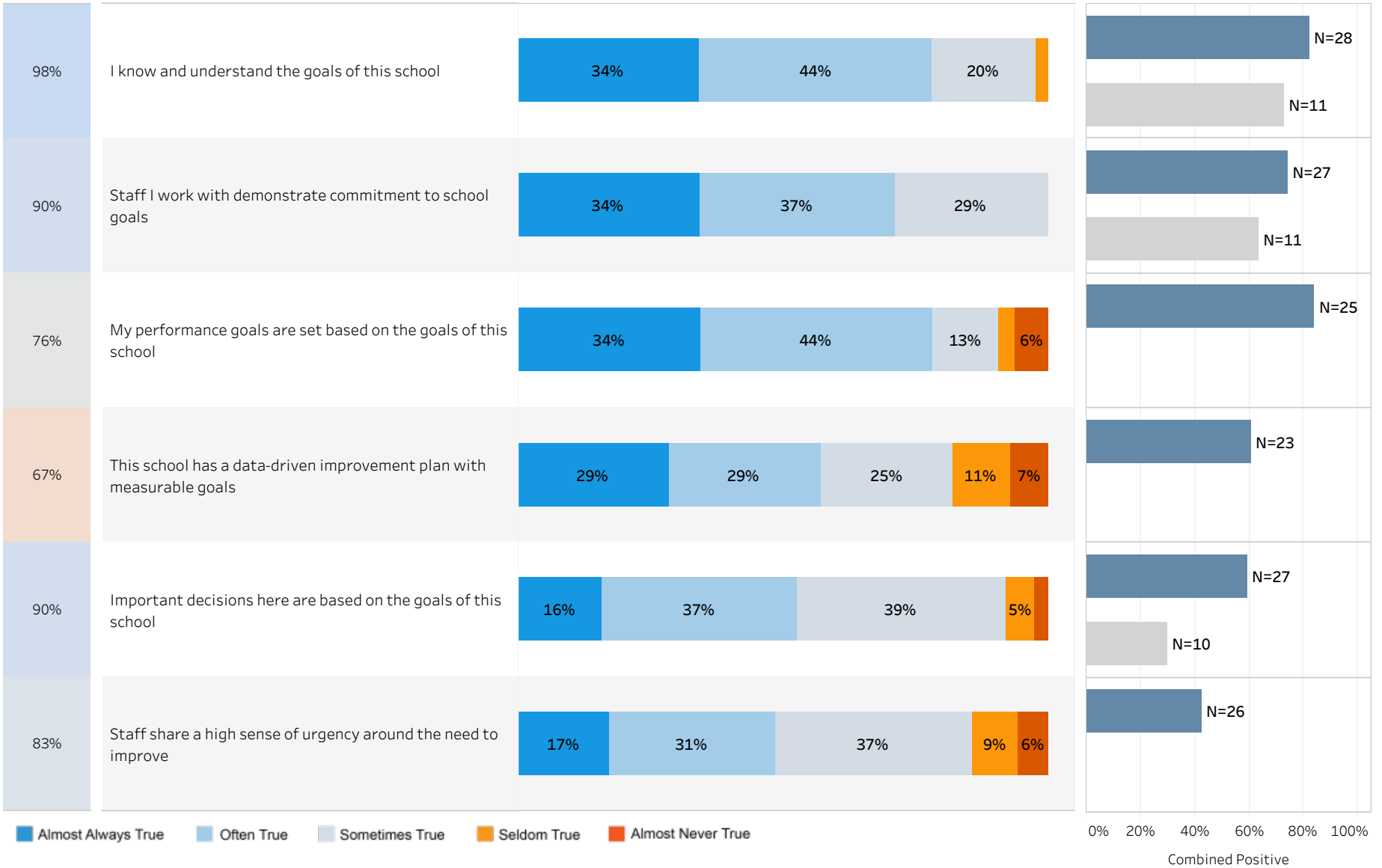
Certificated Staff Classified/Other Staff



# Clear and Shared Focus

% Answered 50% 100%

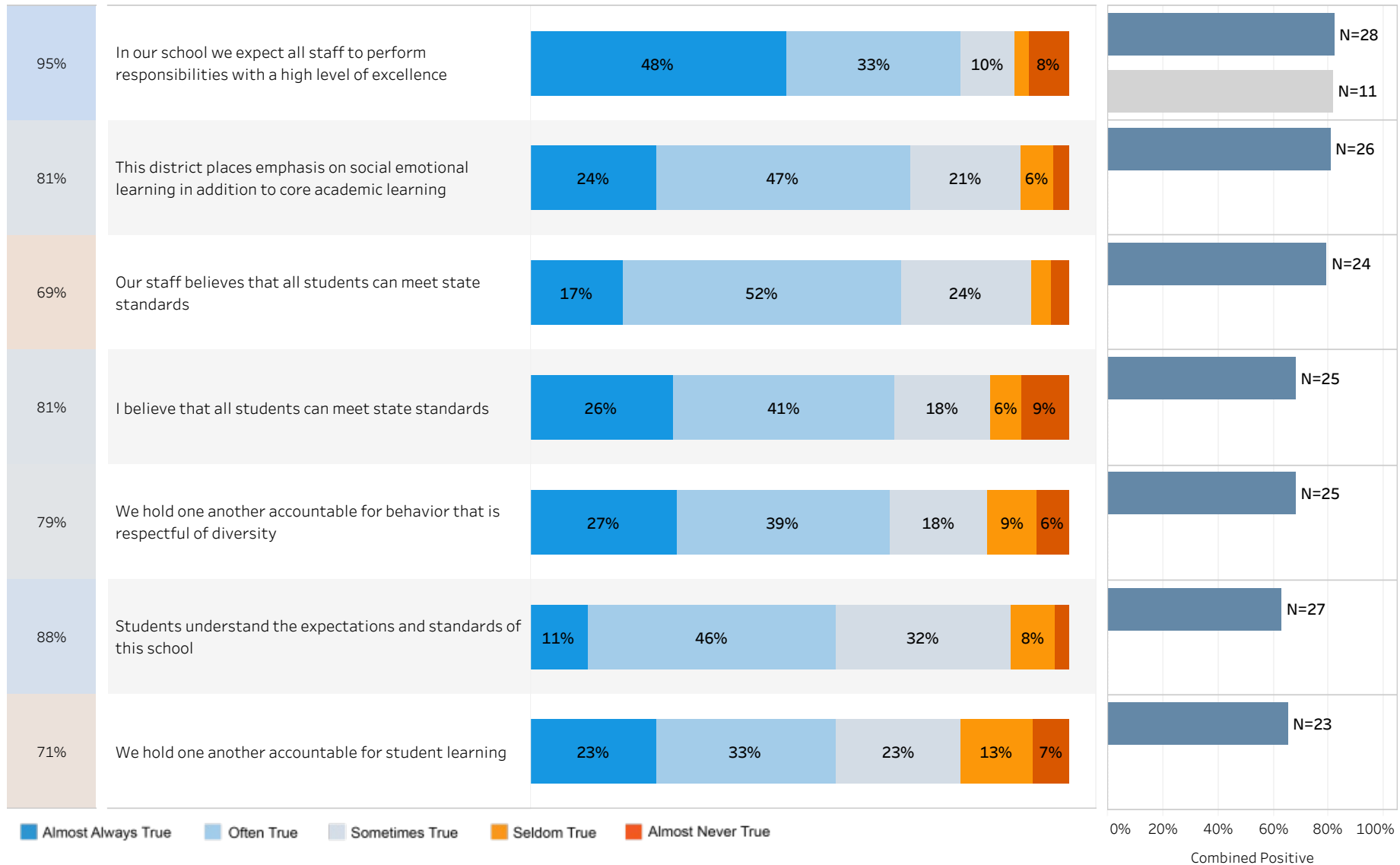
Certificated Staff Classified/Other Staff



# High Standards and Expectations

% Answered 50% 100%

Certificated Staff Classified/Other Staff



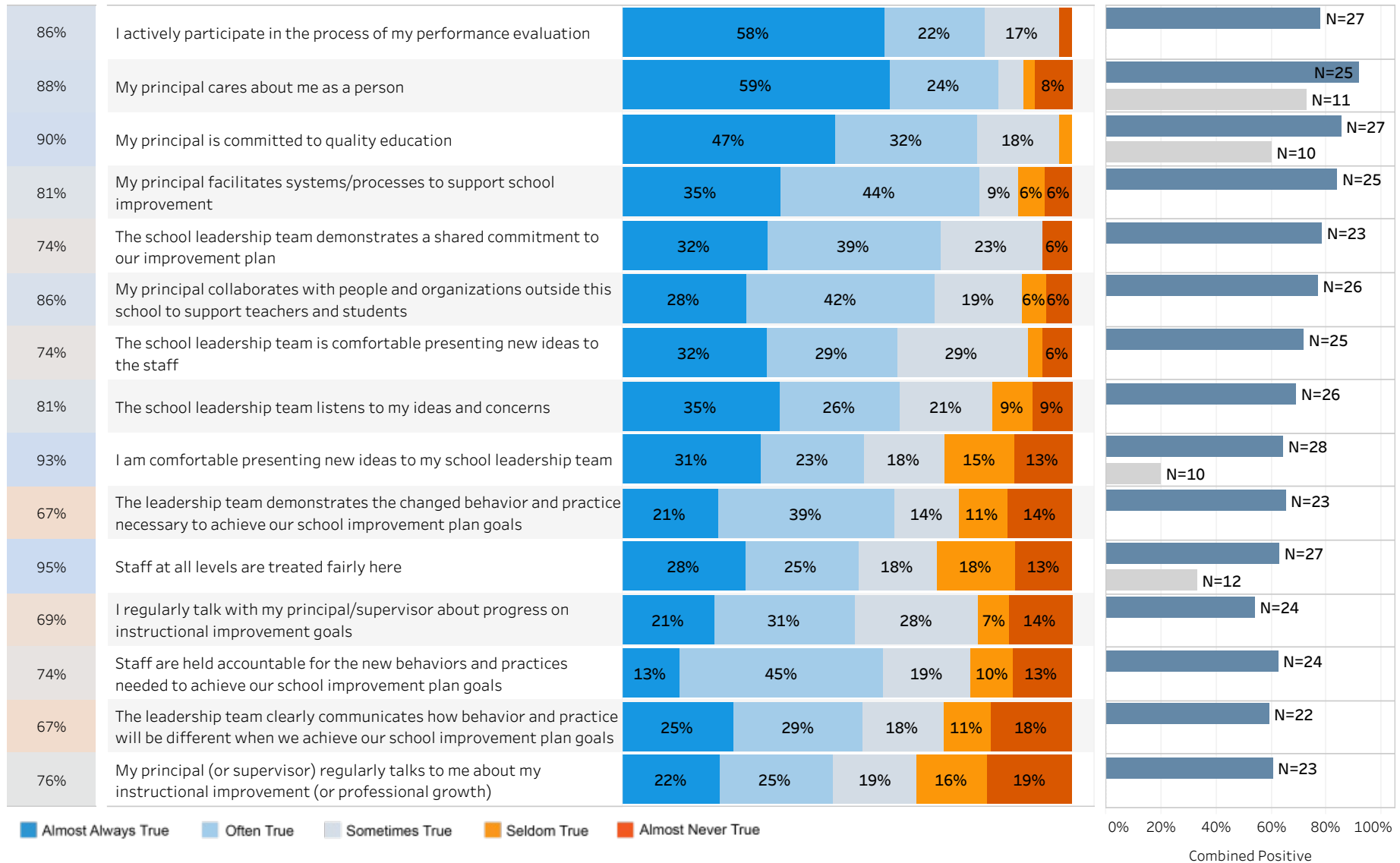
# Effective Leadership

South Whidbey High School

% Answered 50% 100%

Certificated Staff

Classified/Other Staff



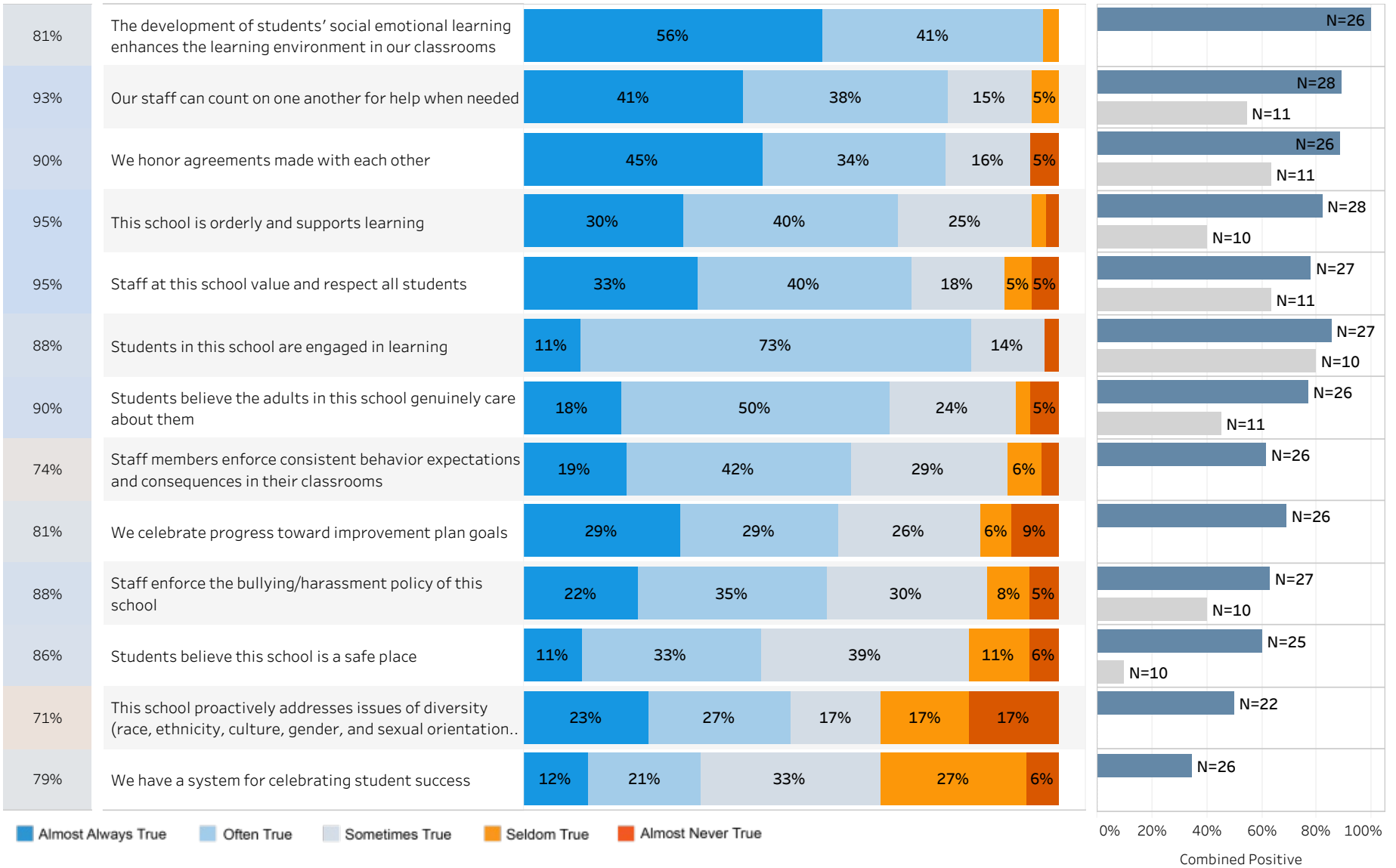


# Supportive Learning Environment

South Whidbey High School

% Answered 50% 100%

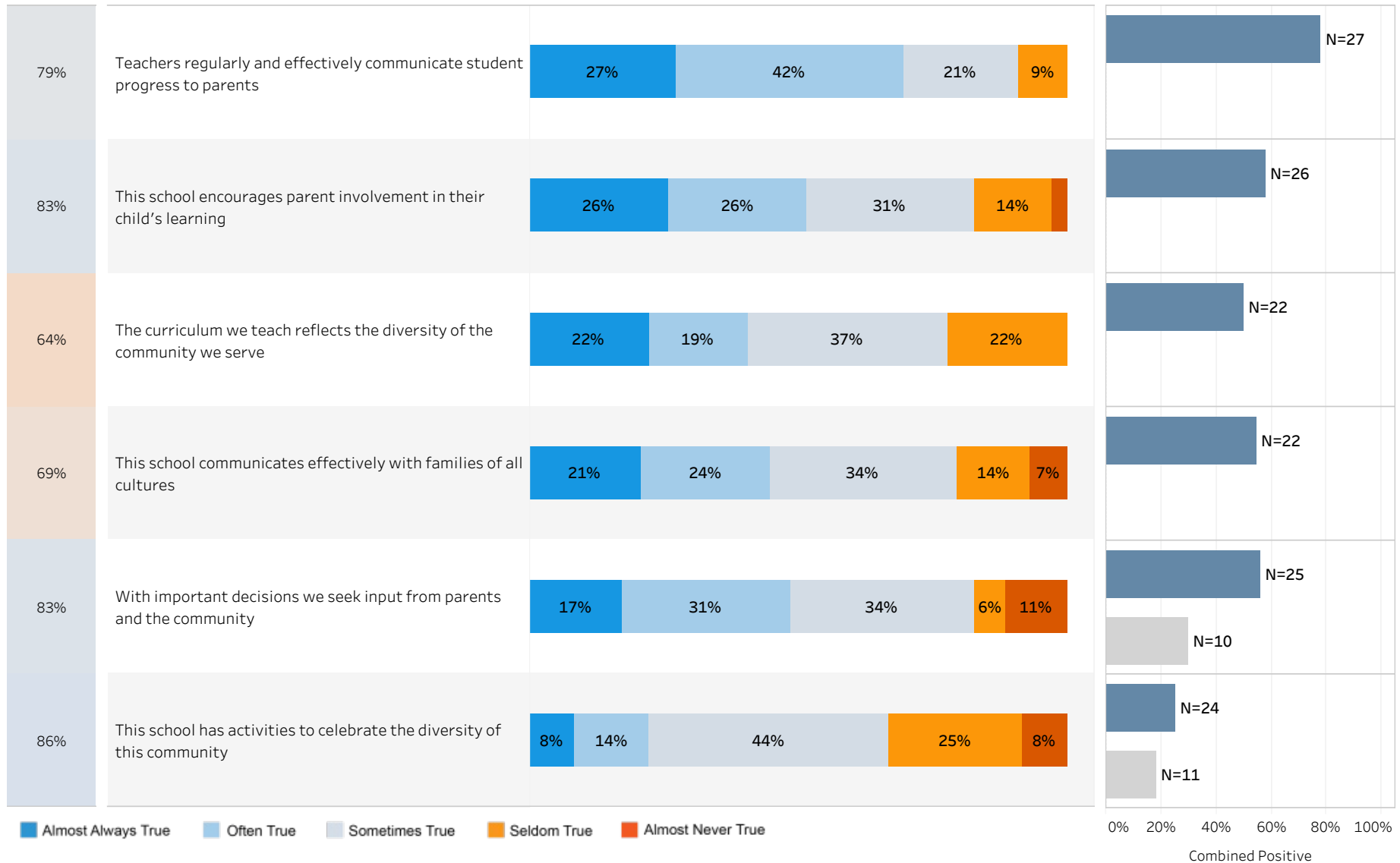
Certificated Staff Classified/Other Staff



# Parent and Community Involvement

% Answered 50% 100%

Certificated Staff Classified/Other Staff

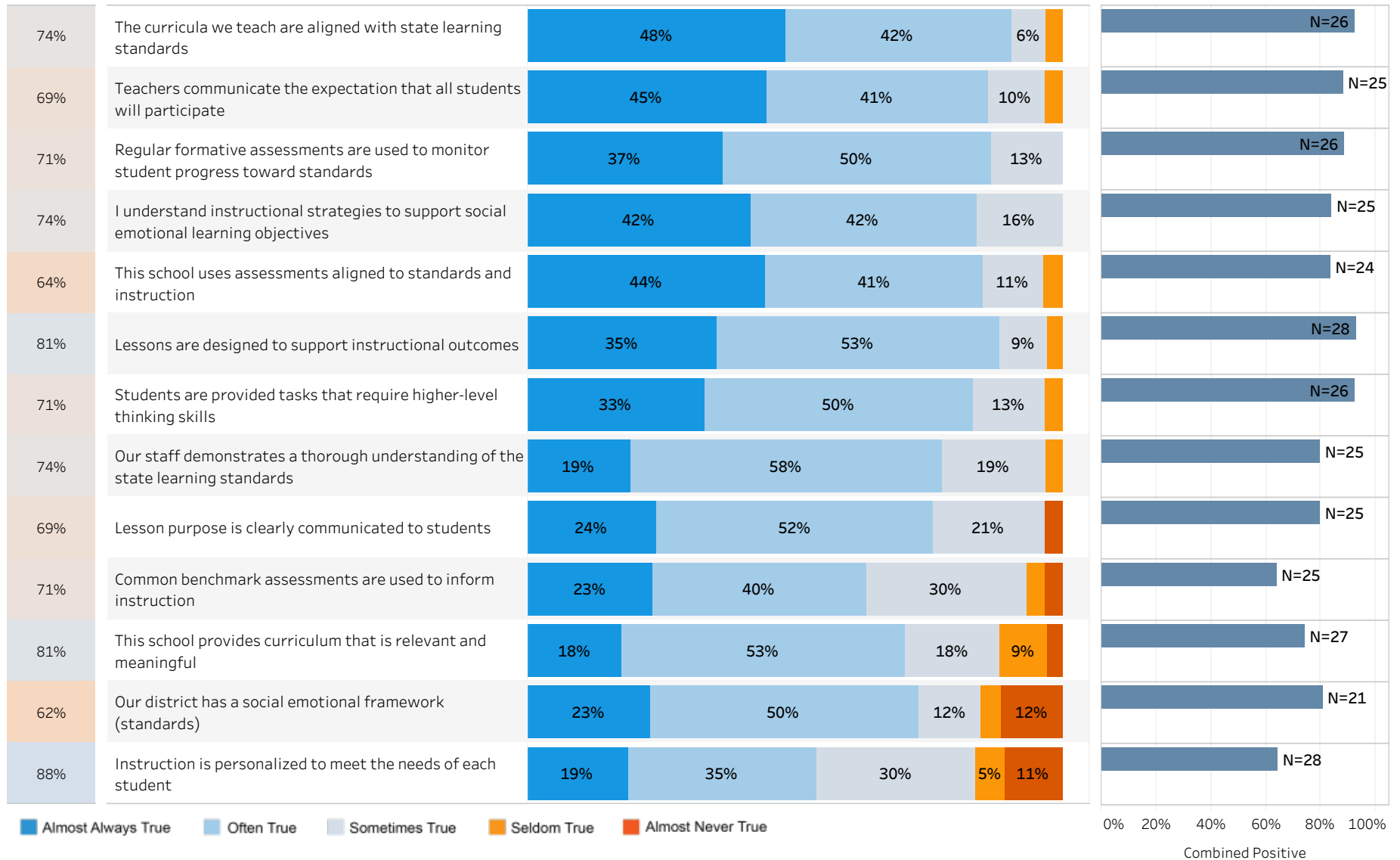


# High Quality Curriculum, Instruction, and Assessment

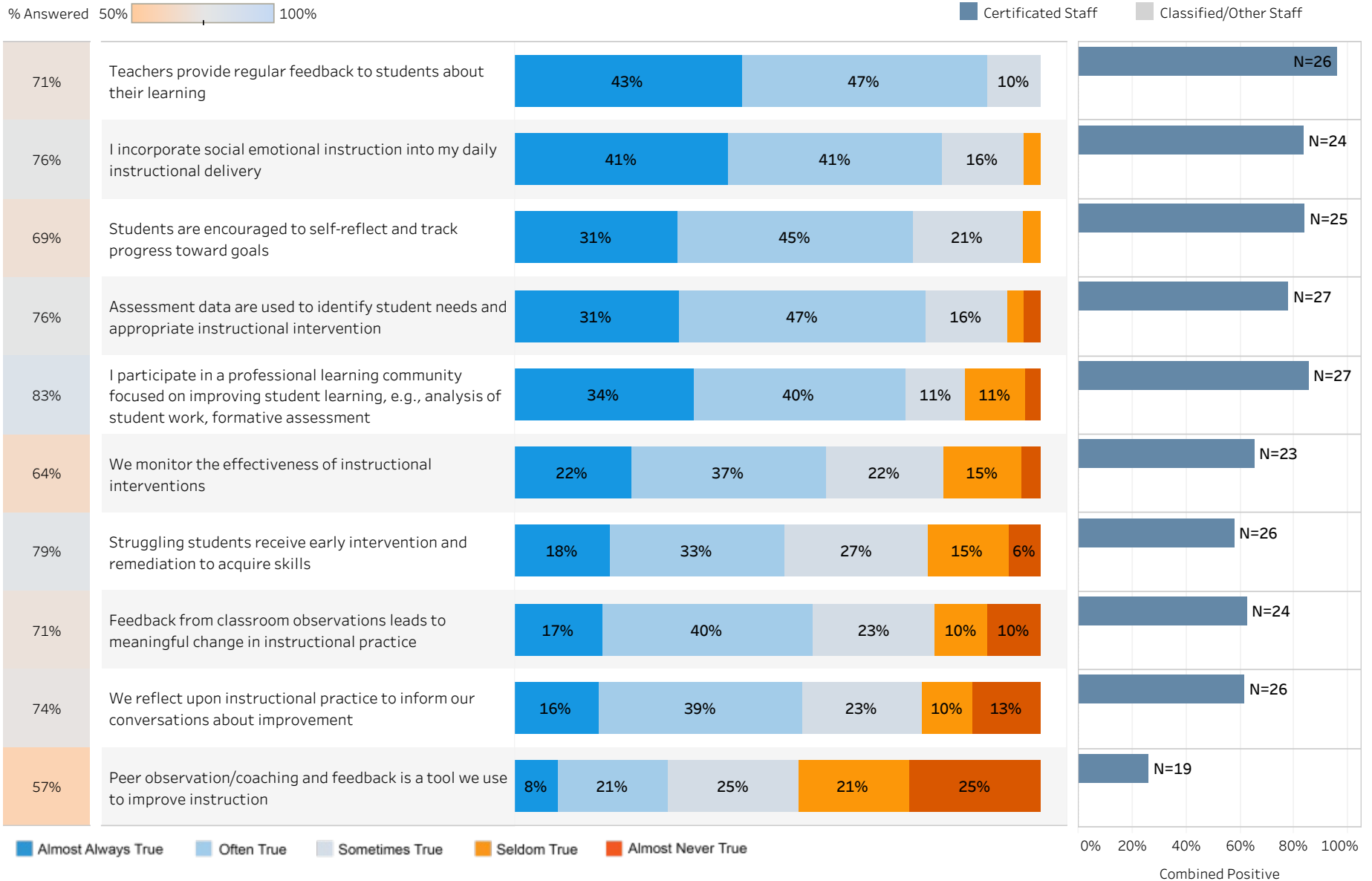
South Whidbey High School

% Answered 50% 100%

Certificated Staff Classified/Other Staff



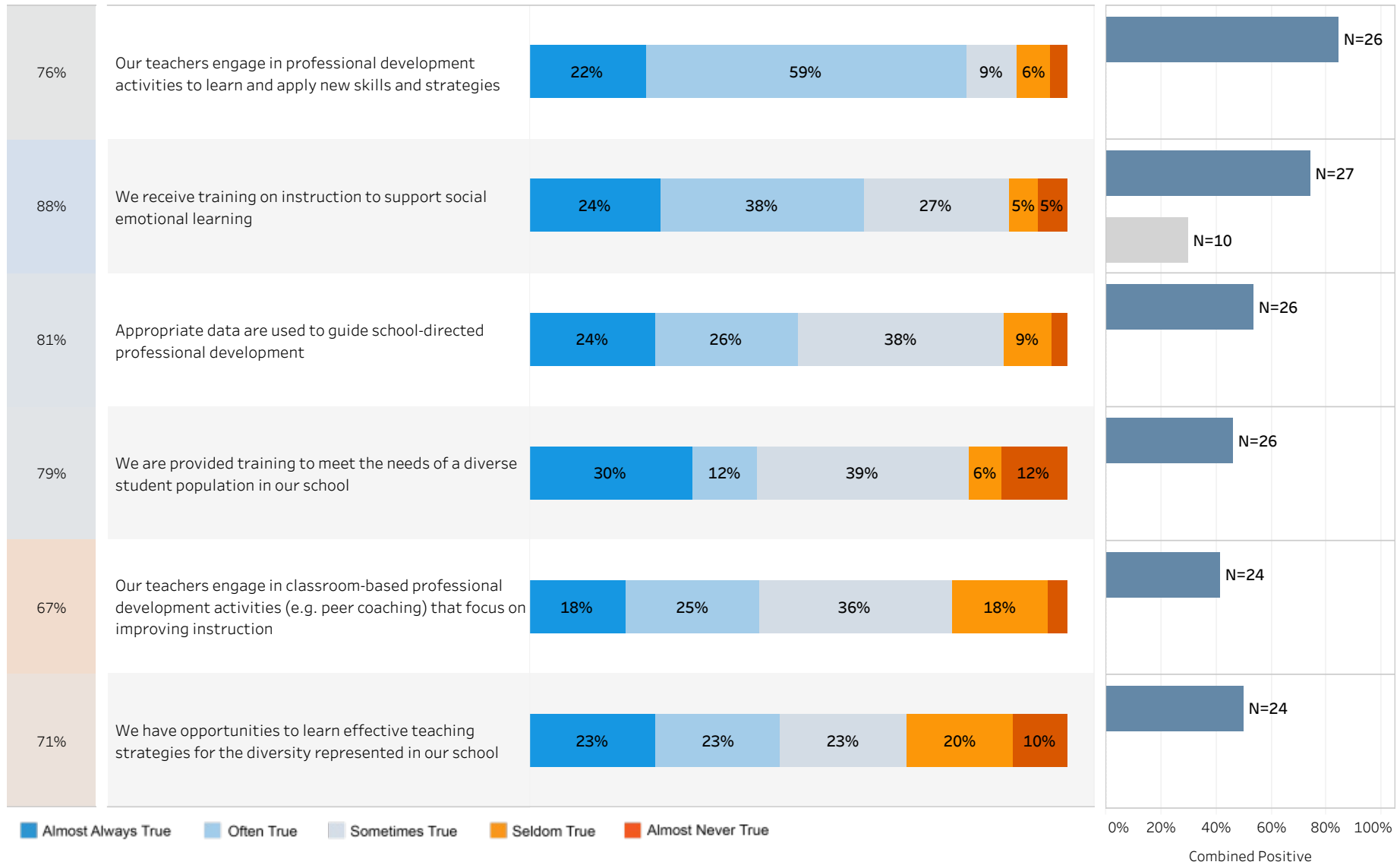
# Frequent Monitoring of Teaching and Learning



# Focused Professional Development

% Answered 50% 100%

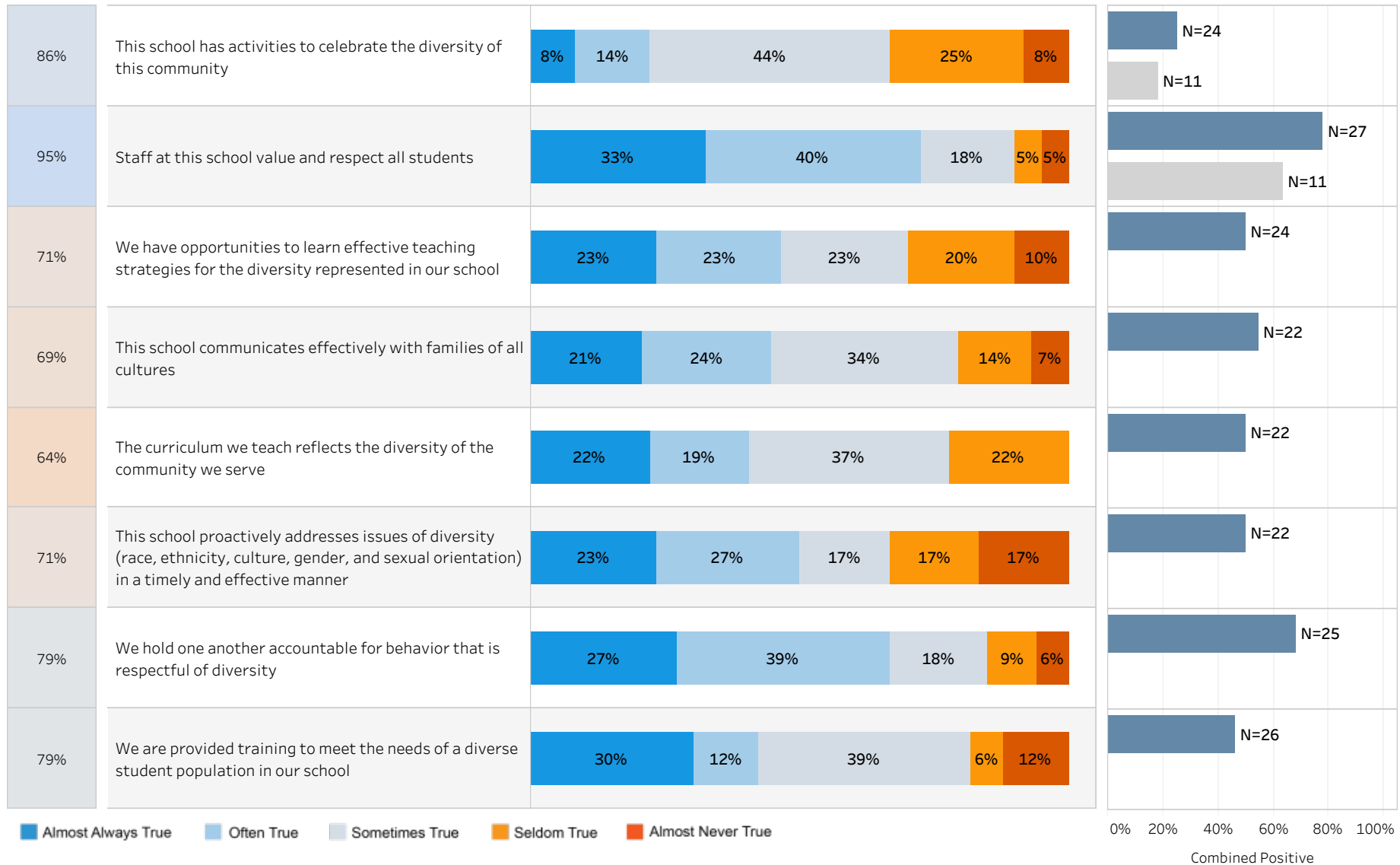
Certificated Staff Classified/Other Staff



# Cultural Responsiveness

% Answered 50% 100%

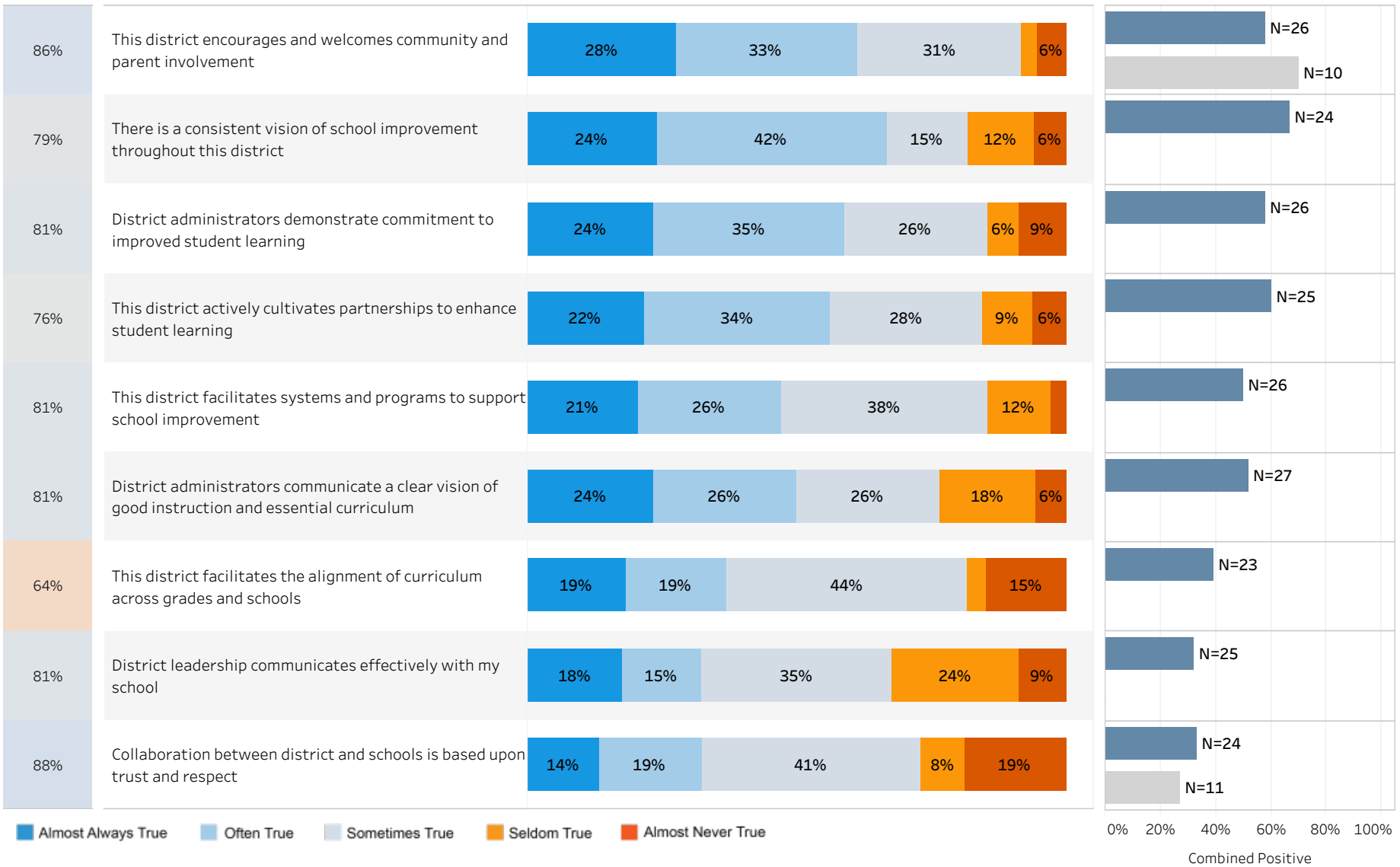
Certificated Staff Classified/Other Staff



# District Support for Improvement

% Answered 50% 100%

Certificated Staff Classified/Other Staff



## State 8 Criteria for Evaluation of Teaching and Learning

**September 2010—July 2011** Between August 2010 and June 2011, the TPEP districts defined the new teacher evaluation criteria (RCW28A.405.1002(b)). This work was published in the July 2011 TPEP legislative report ([http://tpep.files.wordpress.com/2011/07/tpep\\_leg\\_report---july\\_2011\\_full.pdf](http://tpep.files.wordpress.com/2011/07/tpep_leg_report---july_2011_full.pdf)).

The TPEP districts continued to build their models by mapping their chosen instructional framework back to the 8 Washington State Criteria. This alignment of each framework back to the “State 8” was done with the input of the instructional framework authors and TPEP districts’ involvement.

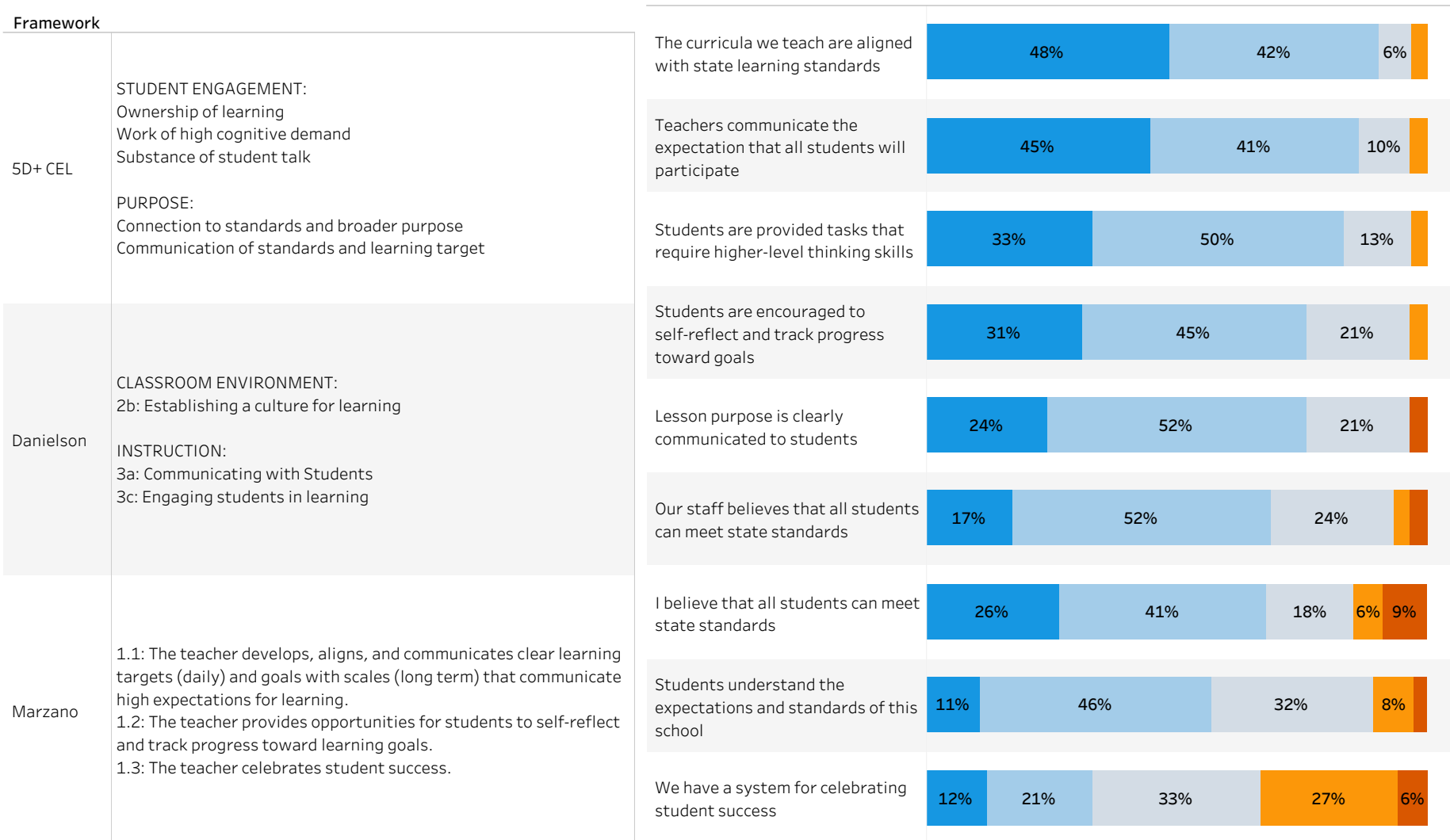
The EES measures the presence of skills or systems in the “organization” as reported by the individuals within the organization. As such, the data contained within this report is not a part of the evaluation of individual teachers. The data in this report is a measure of the system of support within the school and district for development of effective instructional skills, as defined by the “State 8” and the district-selected instructional framework model that will be measured in the teacher evaluation process.

Washington State Teacher Criteria (RCW 28A.408.100 2(b))	Washington State Teacher Criteria Definitions
1. Centering instruction on high expectations for student achievement.	<b>EXPECTATIONS</b> The teacher communicates high expectations for student learning.
2. Demonstrating effective teaching practices.	<b>INSTRUCTION</b> The teacher uses research-based instructional practices to meet the needs of all students.
3. Recognizing individual student learning needs and developing strategies to address those needs.	<b>DIFFERENTIATION</b> The teacher acquires and uses specific knowledge about students’ cultural, individual intellectual and social development and uses that knowledge to adjust their practice by employing strategies that advance student learning.
4. Providing clear and intentional focus on subject matter content and curriculum.	<b>CONTENT KNOWLEDGE</b> The teacher uses content area knowledge, learning standards, appropriate pedagogy and resources to design and deliver curricula and instruction to impact student learning.
5. Fostering and managing a safe, positive learning environment.	<b>LEARNING ENVIRONMENT</b> The teacher fosters and manages a safe and inclusive learning environment that takes into account: physical, emotional, and intellectual well-being.
6. Using multiple student data elements to modify instruction and improve student learning.	<b>ASSESSMENT</b> The teacher uses multiple data elements (both formative and summative) to plan, inform, and adjust instruction and evaluate student learning.
7. Communicating and collaborating with parents and school community.	<b>FAMILIES AND COMMUNITY</b> The teacher communicates and collaborates with students, families, and all educational stakeholders in an ethical and professional manner to promote student learning.
8. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.	<b>PROFESSIONAL PRACTICE</b> The teacher participates collaboratively in the educational community to improve instruction, advance the knowledge and practice of teaching as a profession, and ultimately impact student learning.



# Expectations

Criterion 1: Centering instruction on high expectations for student achievement.

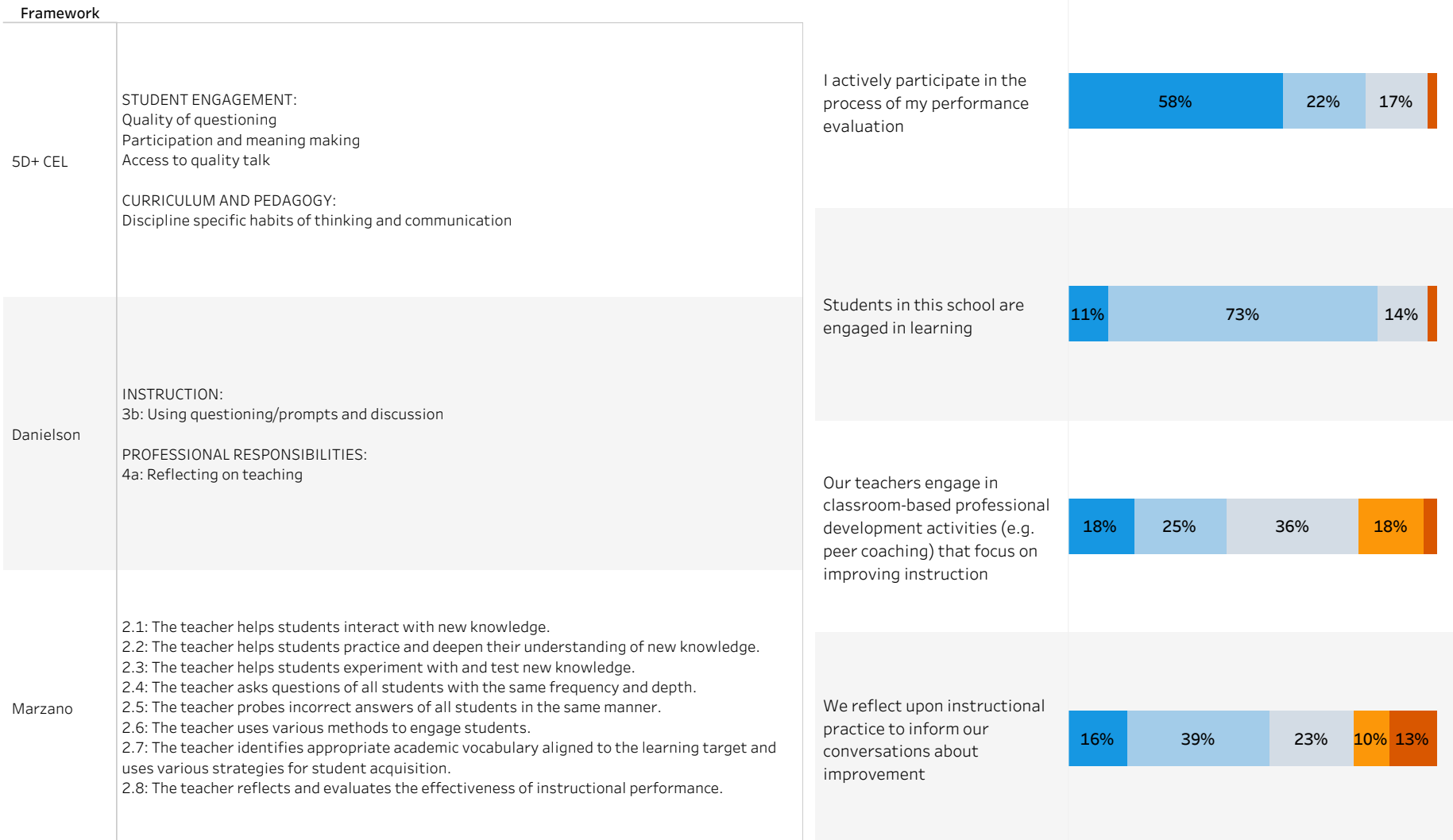


Certificated Staff Responses Only



# Instruction

## Criterion 2: Demonstrating effective teaching practices.

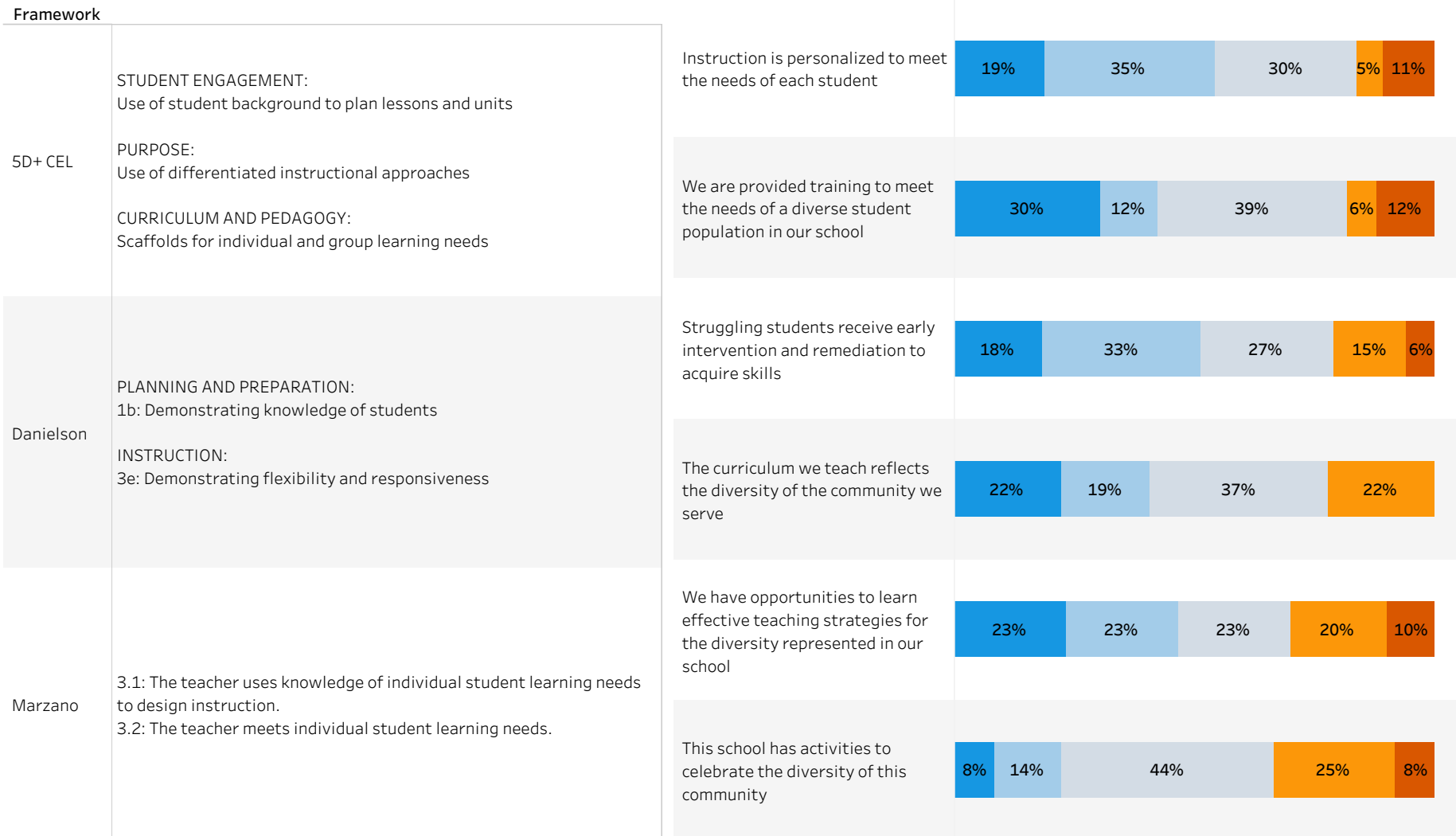


Certificated Staff Responses Only



# Differentiation

Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.

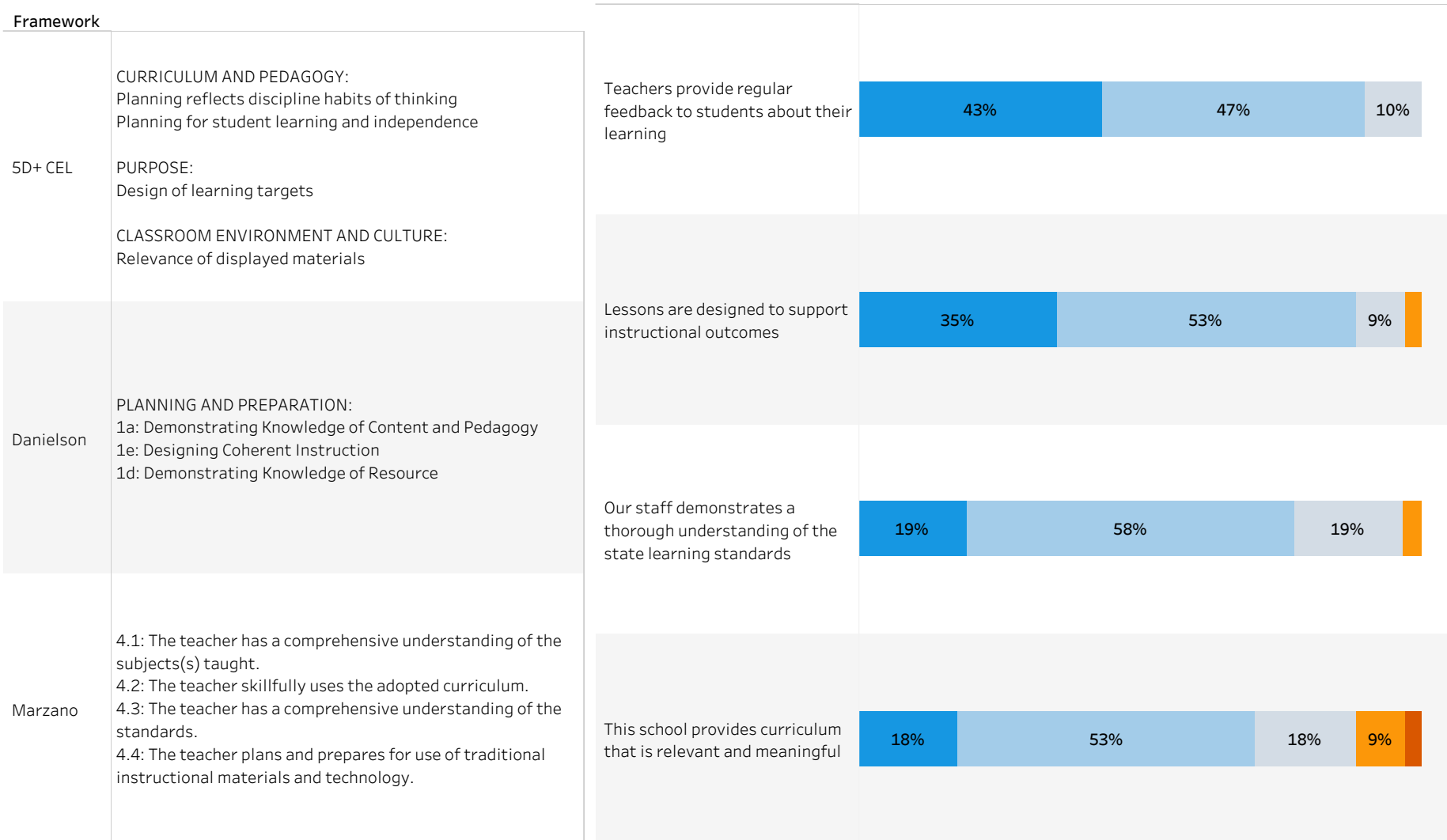


Certificated Staff Responses Only



# Content Knowledge

Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.

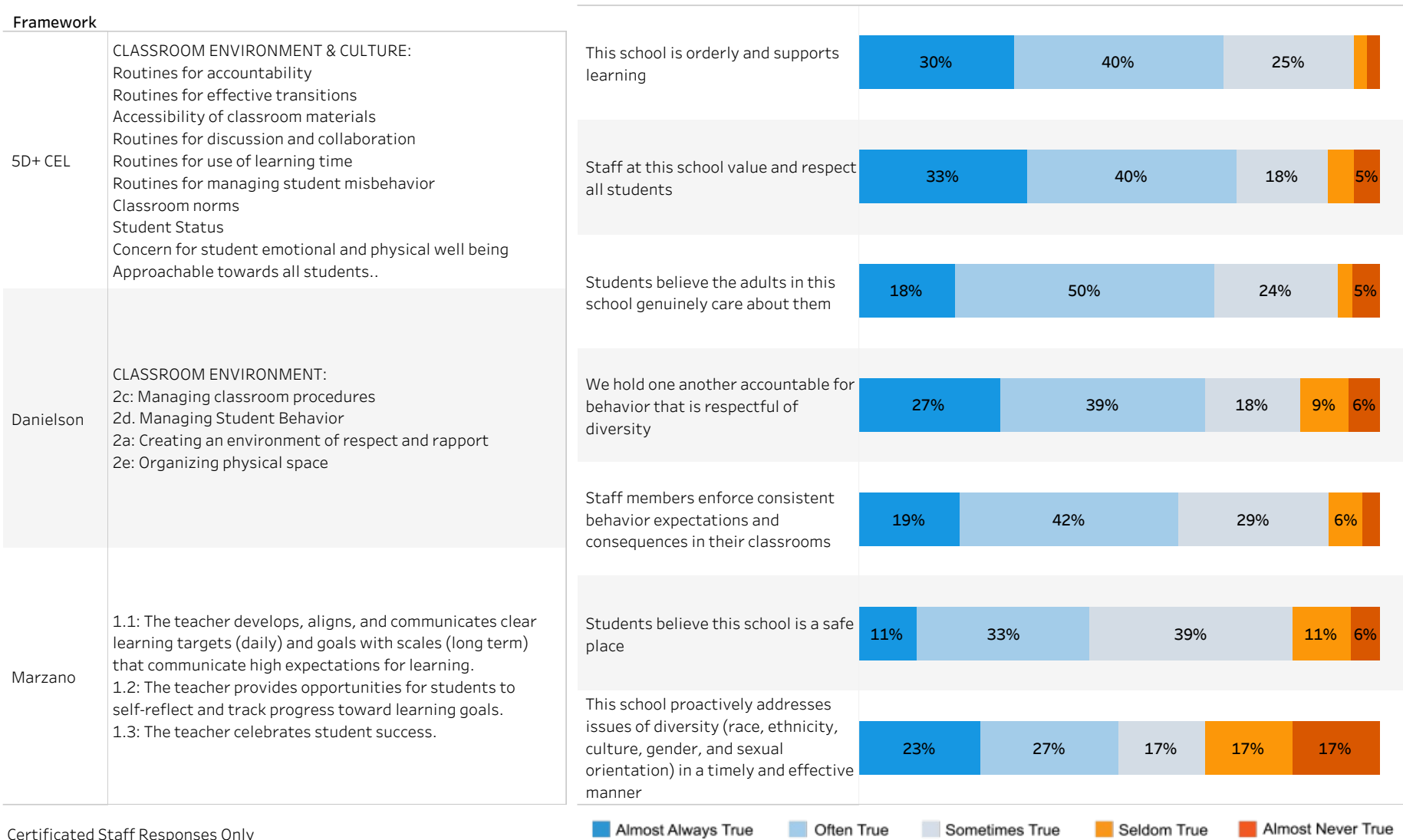


Certificated Staff Responses Only

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

# Learning Environment

Criterion 5: Fostering and managing a safe, positive learning environment.

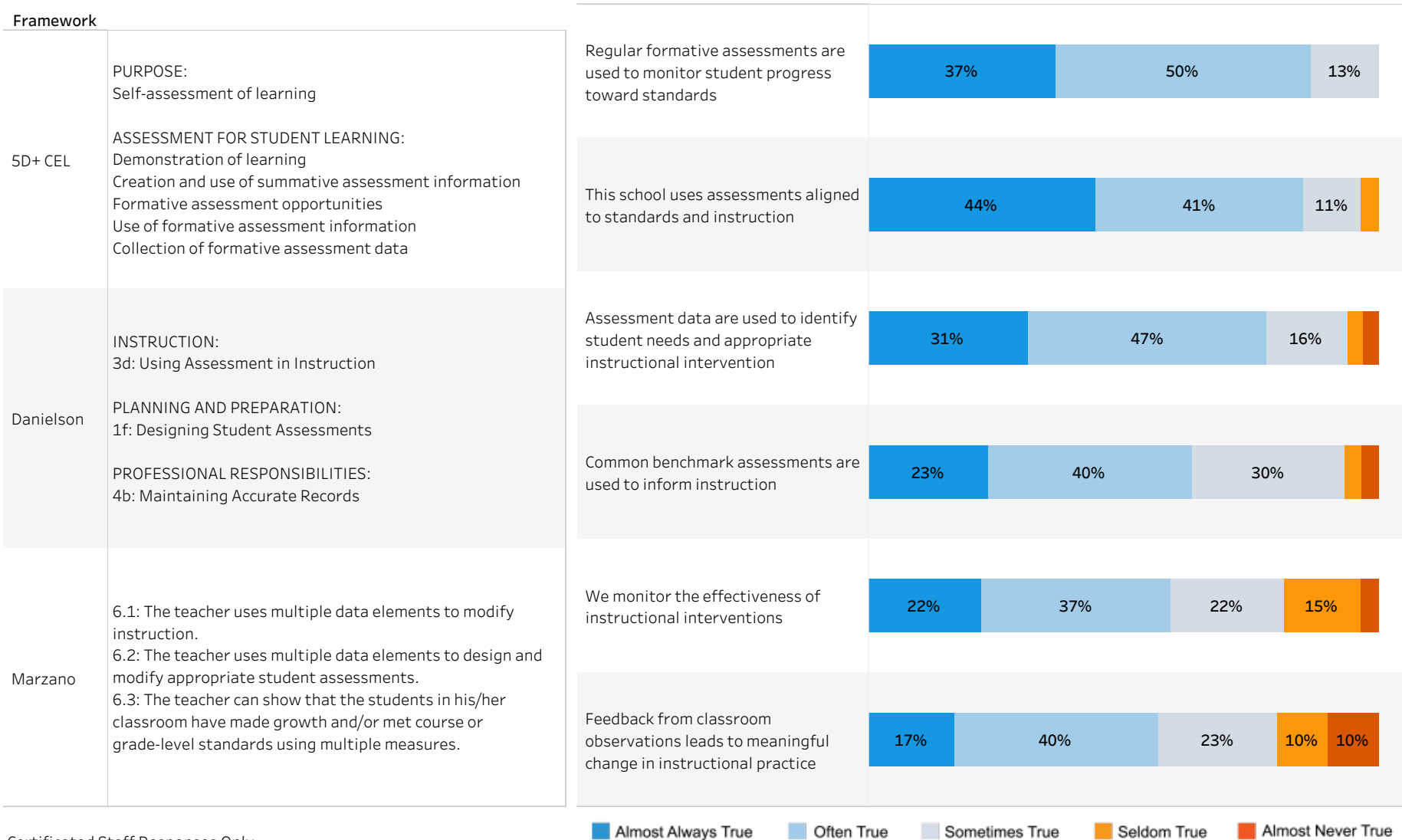


Certificated Staff Responses Only

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

# Assessment

Criterion 6: Using multiple student data elements to modify instruction and improve student learning.



Certificated Staff Responses Only

# Families and Community

## Criterion 7: Communicating and collaborating with parents and school community.

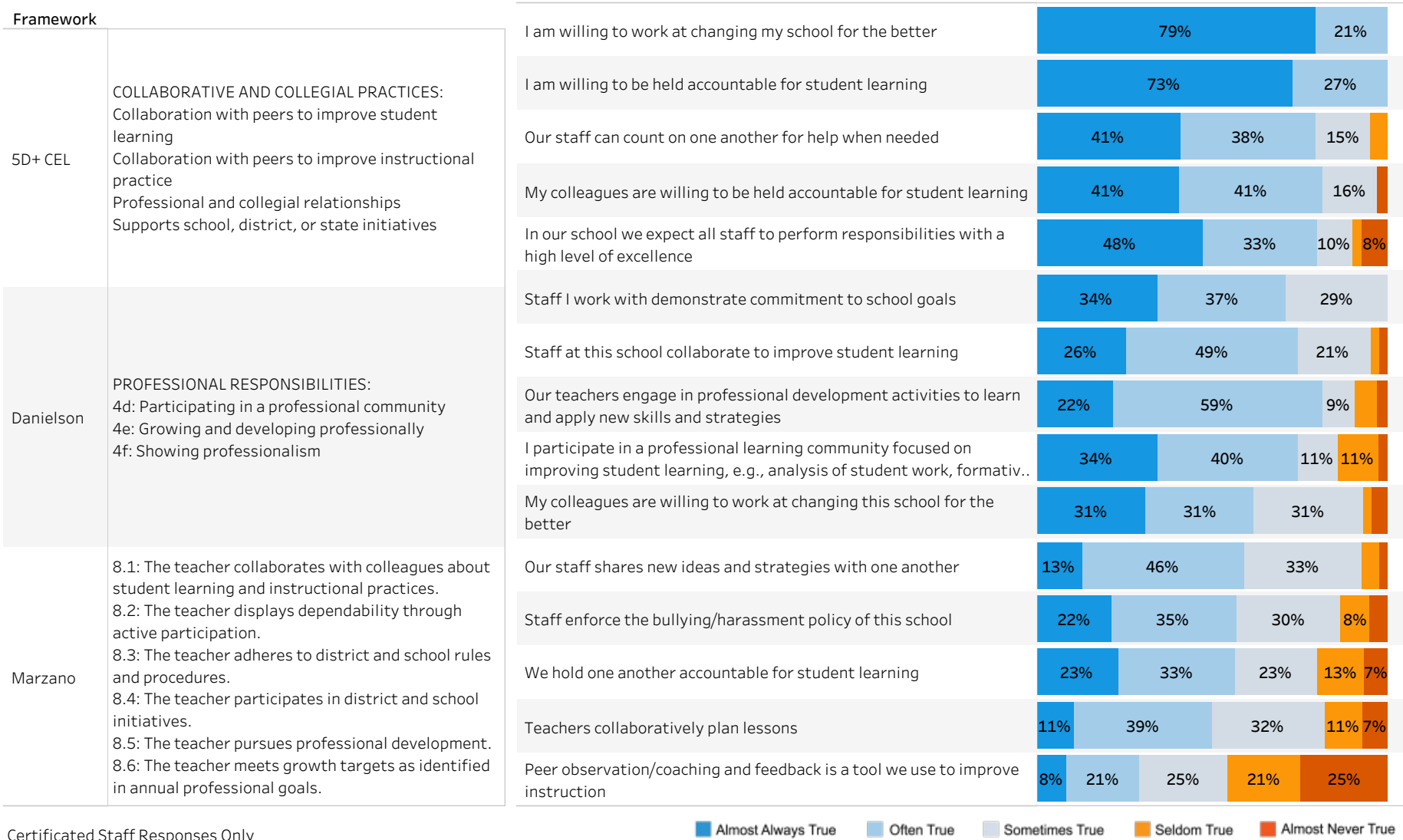
Framework							
5D+ CEL	<p>COMMUNICATING AND COLLABORATING:</p> <ul style="list-style-type: none"> <li>Communication about student progress with parents and caretakers</li> <li>Culturally relevant communication with parents and caretakers</li> <li>Goals of instruction are communicated to parents and caretakers</li> <li>Communication about instructional programs with community</li> <li>Communication within the school community about student progress</li> </ul>	Teachers regularly and effectively communicate student progress to parents	27%	42%	21%	9%	
		This school encourages parent involvement in their child's learning	26%	26%	31%	14%	
Danielson	<p>PROFESSIONAL RESPONSIBILITIES:</p> <p>4c: Communicating with families</p>	Parents and community understand the expectations and standards of this school	16%	32%	32%	13%	6%
		This school communicates effectively with families of all cultures	21%	24%	34%	14%	7%
Marzano	<p>7.1: The teacher communicates and collaborates with parents/guardians/school/community in a timely and professional manner regarding courses, programs, school events, and grade level expectations.</p> <p>7.2: The teacher communicates individual student progress to parents/guardians in a timely and professional manner and collaborates with parents in support of student learning.</p> <p>7.3: The teacher collaborates with families and school/community to support student learning</p>	With important decisions we seek input from parents and the community	17%	31%	34%	6%	11%

Certificated Staff Responses Only

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

# Professional Practice

Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.



Certificated Staff Responses Only

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