

Educational Effectiveness Survey™



9 Characteristics of High Performing Schools

Staff Edition V11

South Whidbey School District

'19-20

N=99

'20-21

N=90

'21-22

N=103





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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.

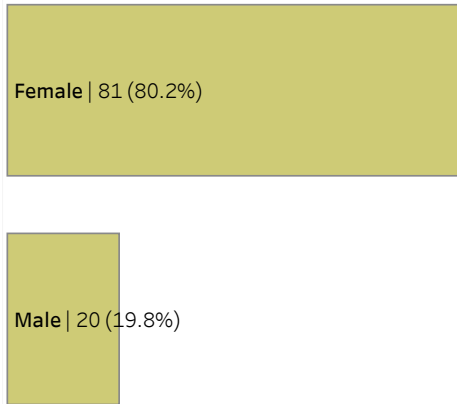
9 Characteristics of High-Performing Schools

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.

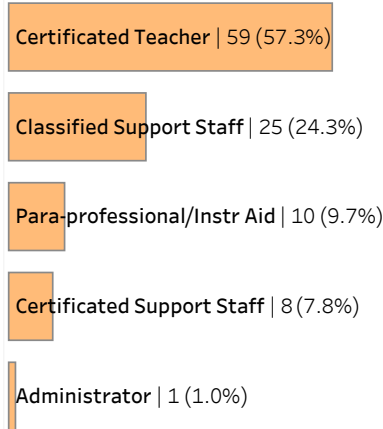


Demographics

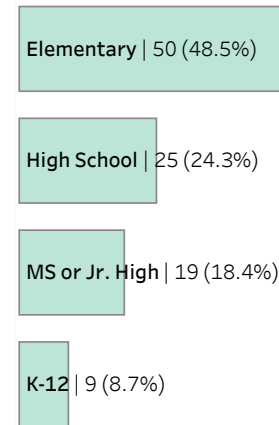
Gender



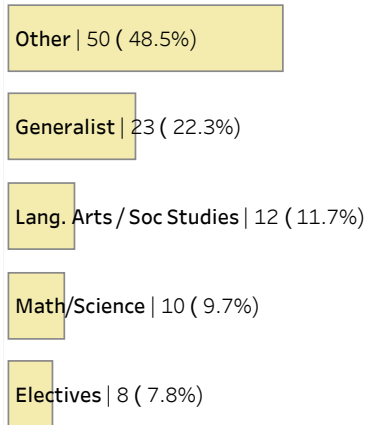
Position



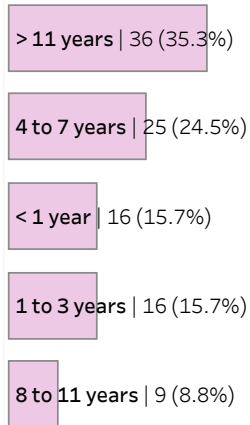
Level



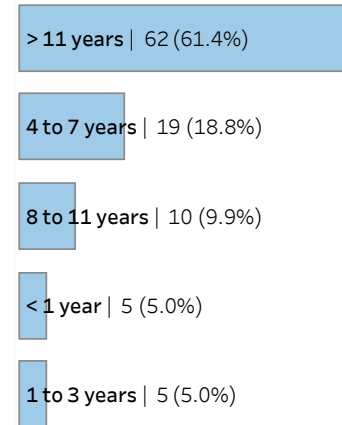
Department



School-Yrs of Service



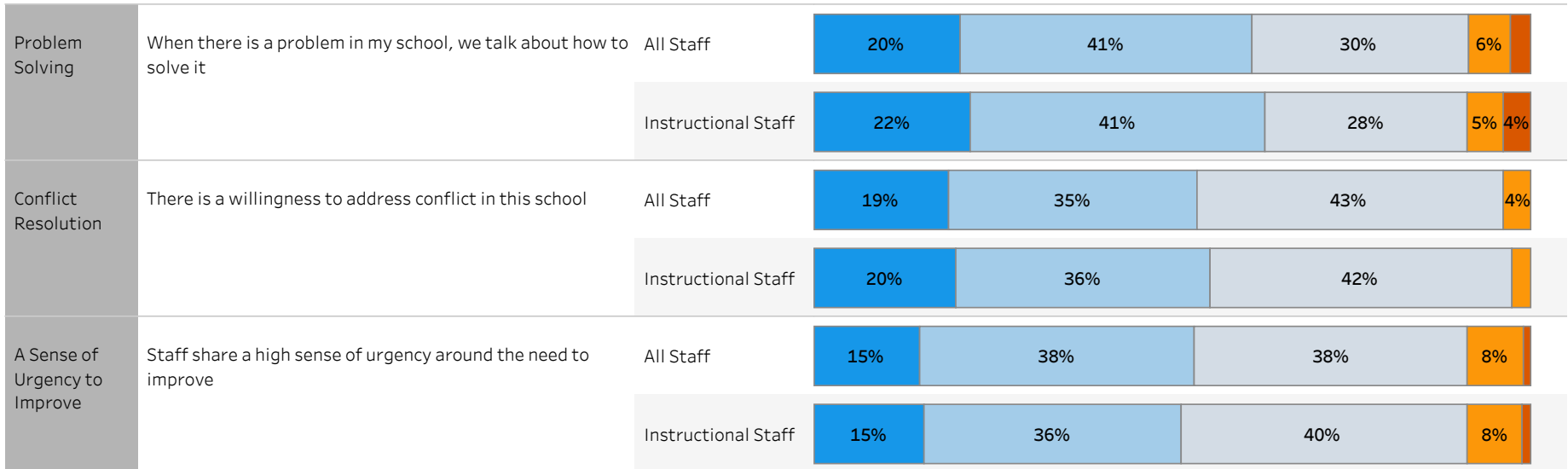
Education-Yrs of Service



Readiness for Change

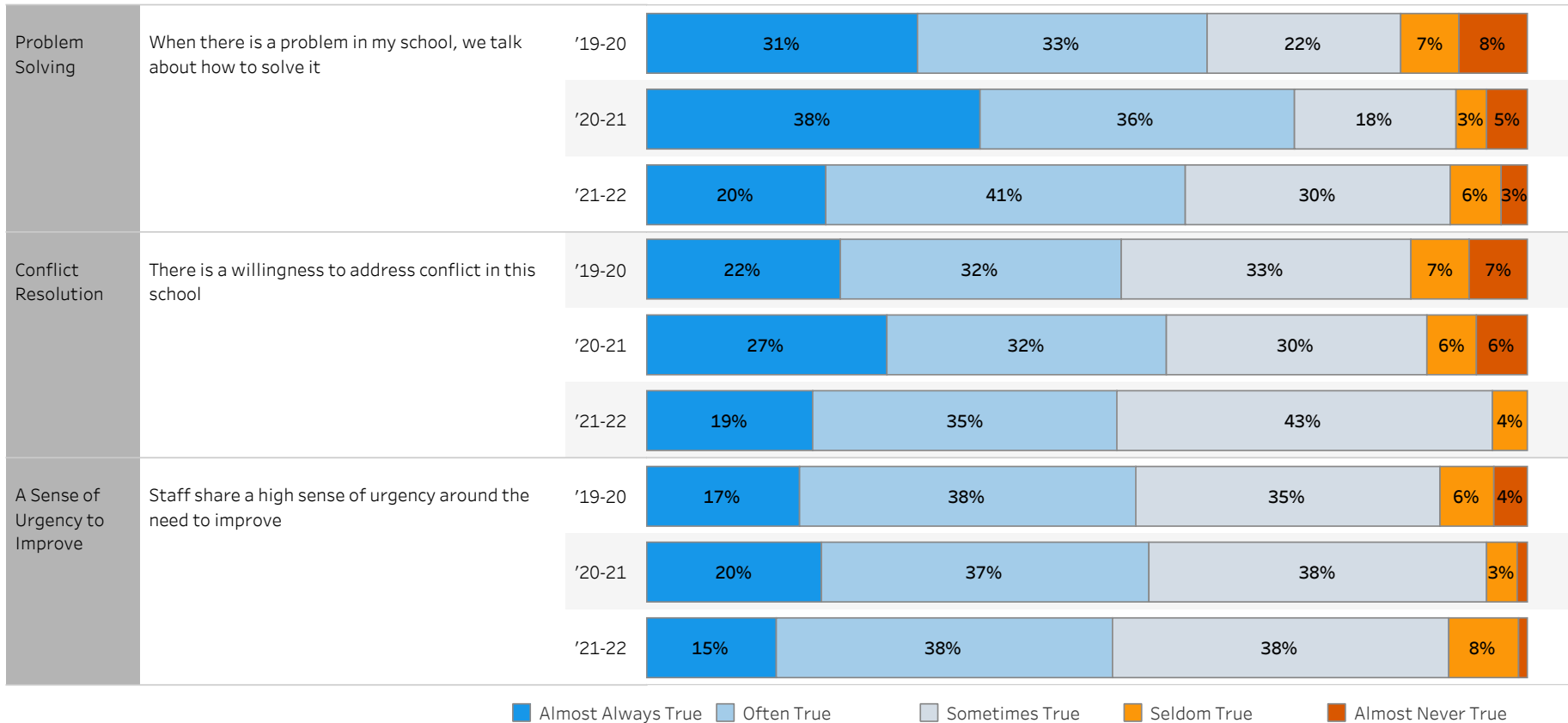
The charts below are data about your school staff, who must define, embrace, implement, and sustain change. If your staff believes there is a weakness in the problem-solving ability or in the ability to resolve conflict within this building, or does not see the urgency to improve, you must address those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



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

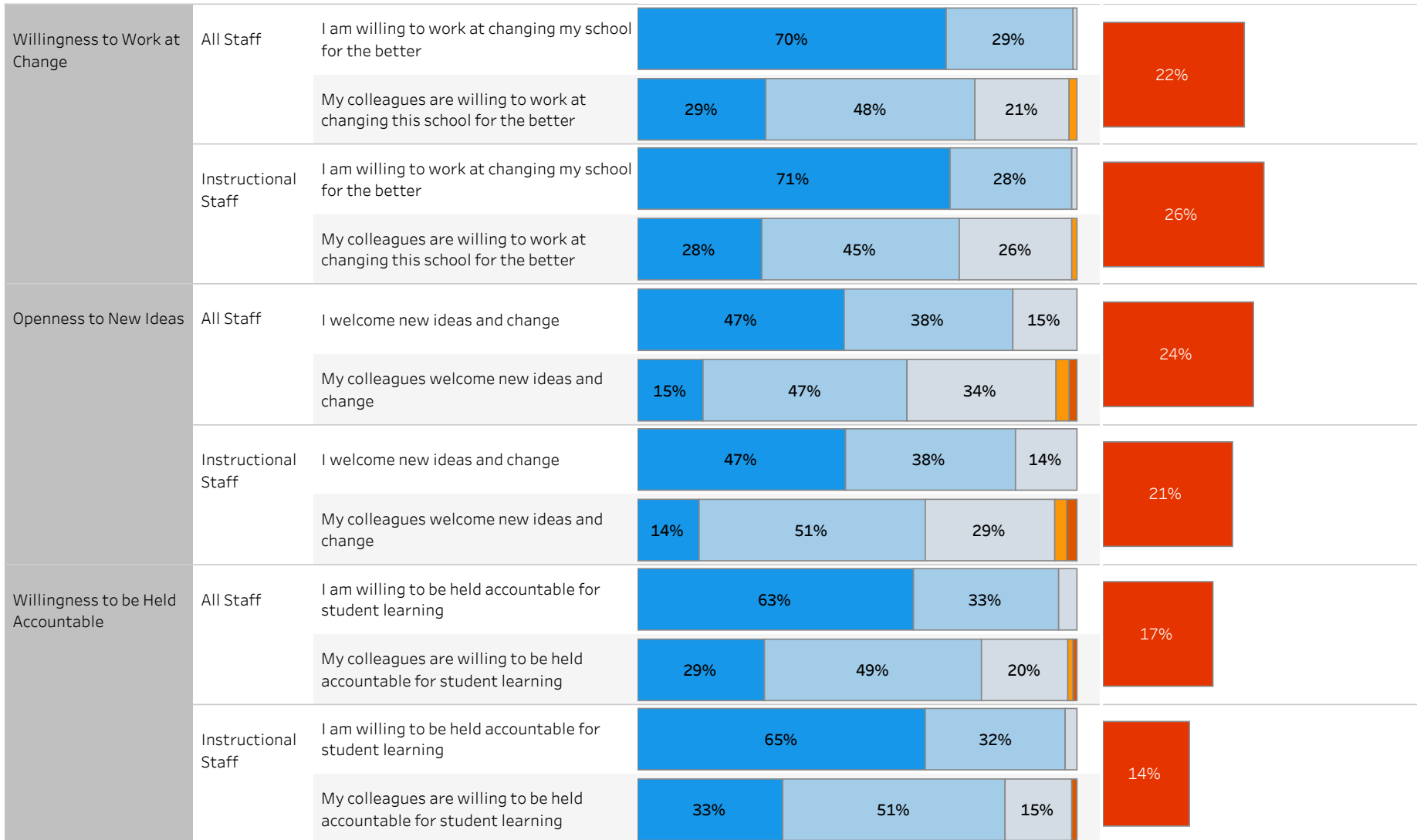
Readiness for Change—LONGITUDINAL



Readiness for Change—I vs. They Perspectives

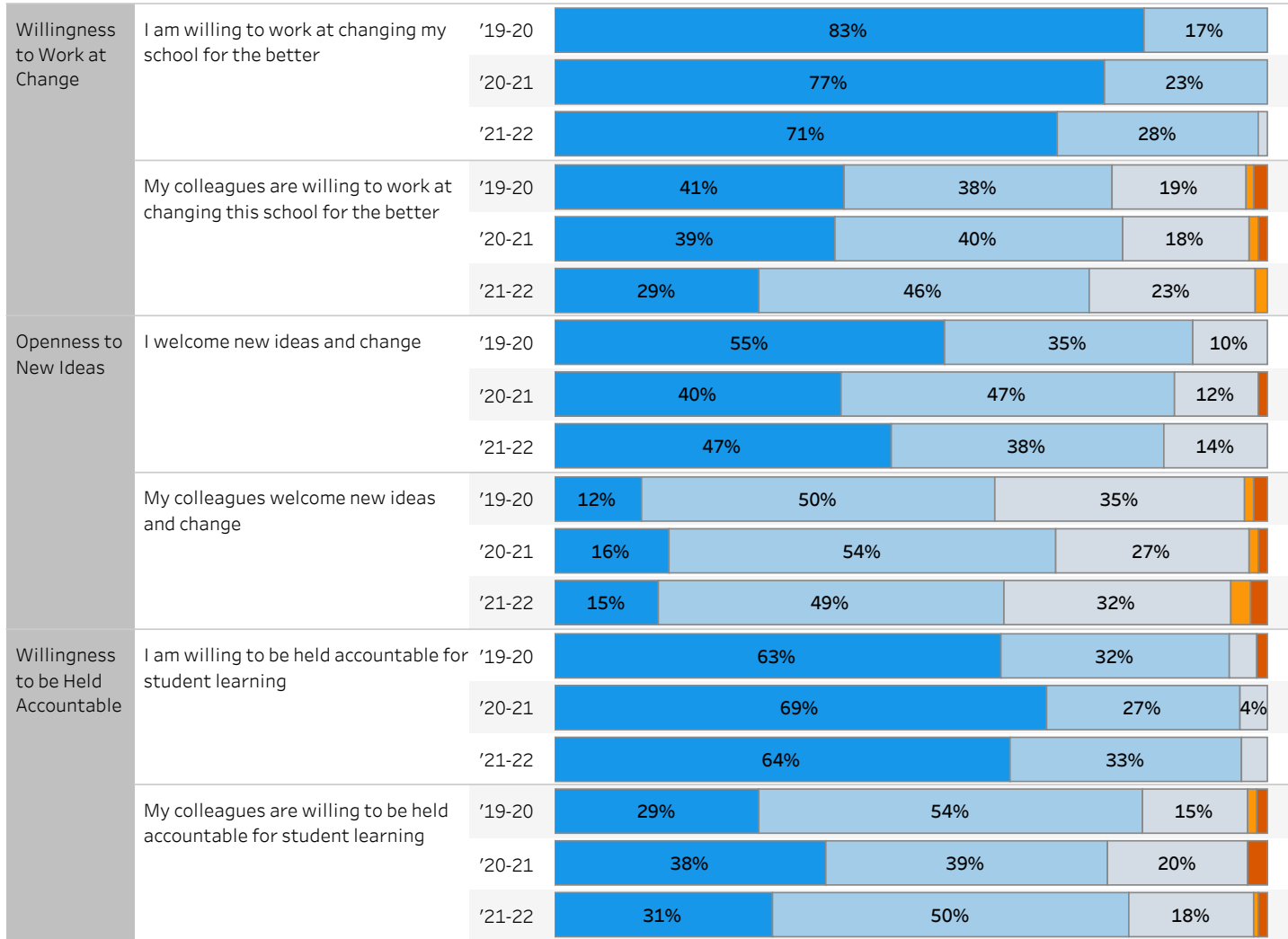
Gaps over 20% in elementary and over 25% in secondary should be investigated. Why do staff see different attitudes in their colleagues?

How large is the Gap between I vs. They?

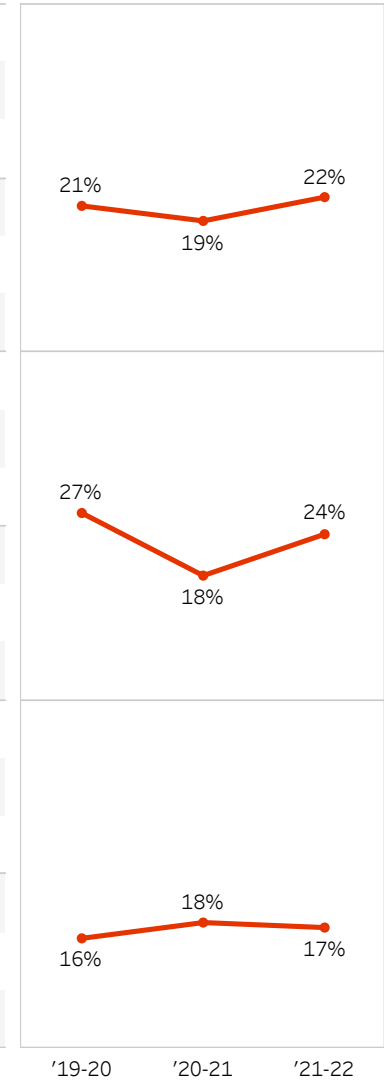


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Readiness for Change—I vs. They Perspectives— LONGITUDINAL



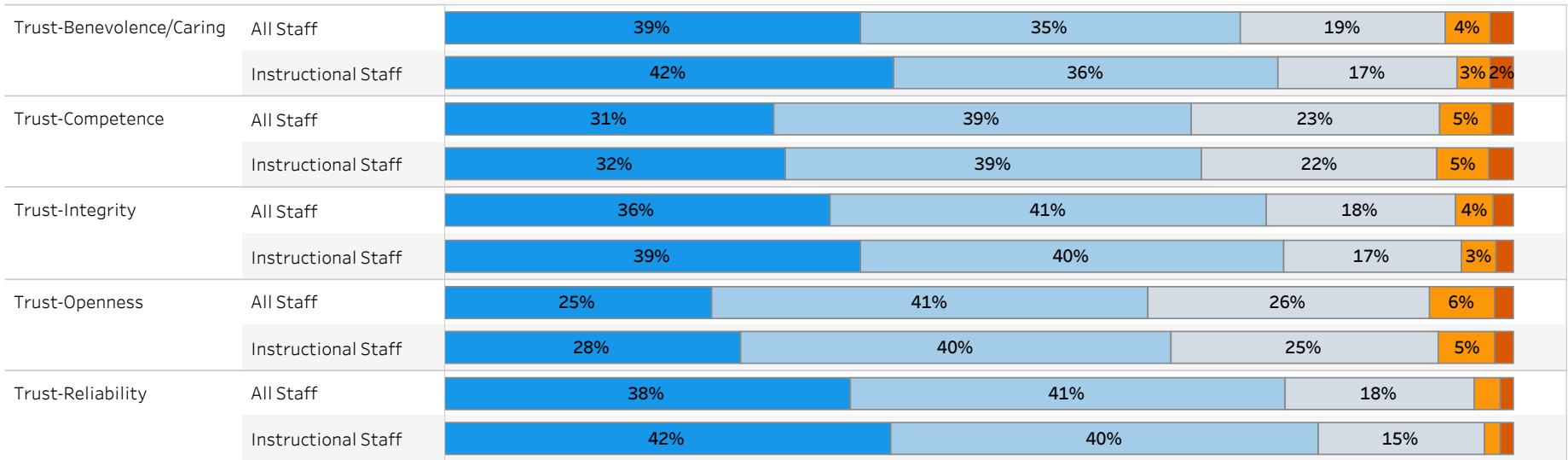
How large is the Gap between I vs. They?



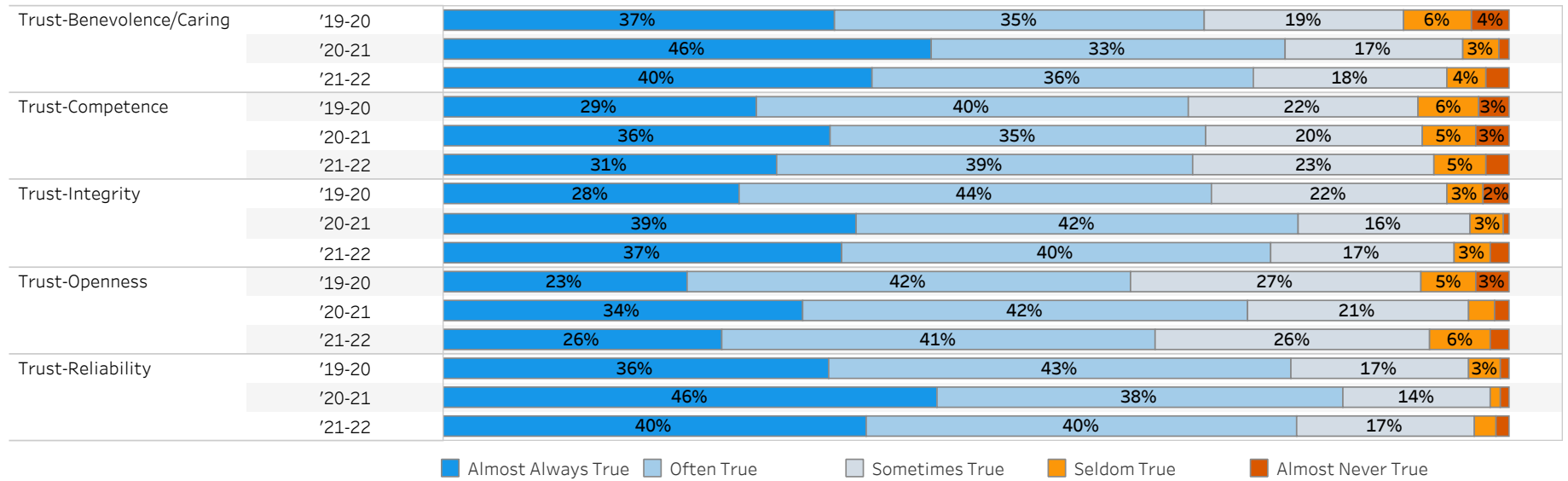
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Organizational Trust

South Whidbey School District



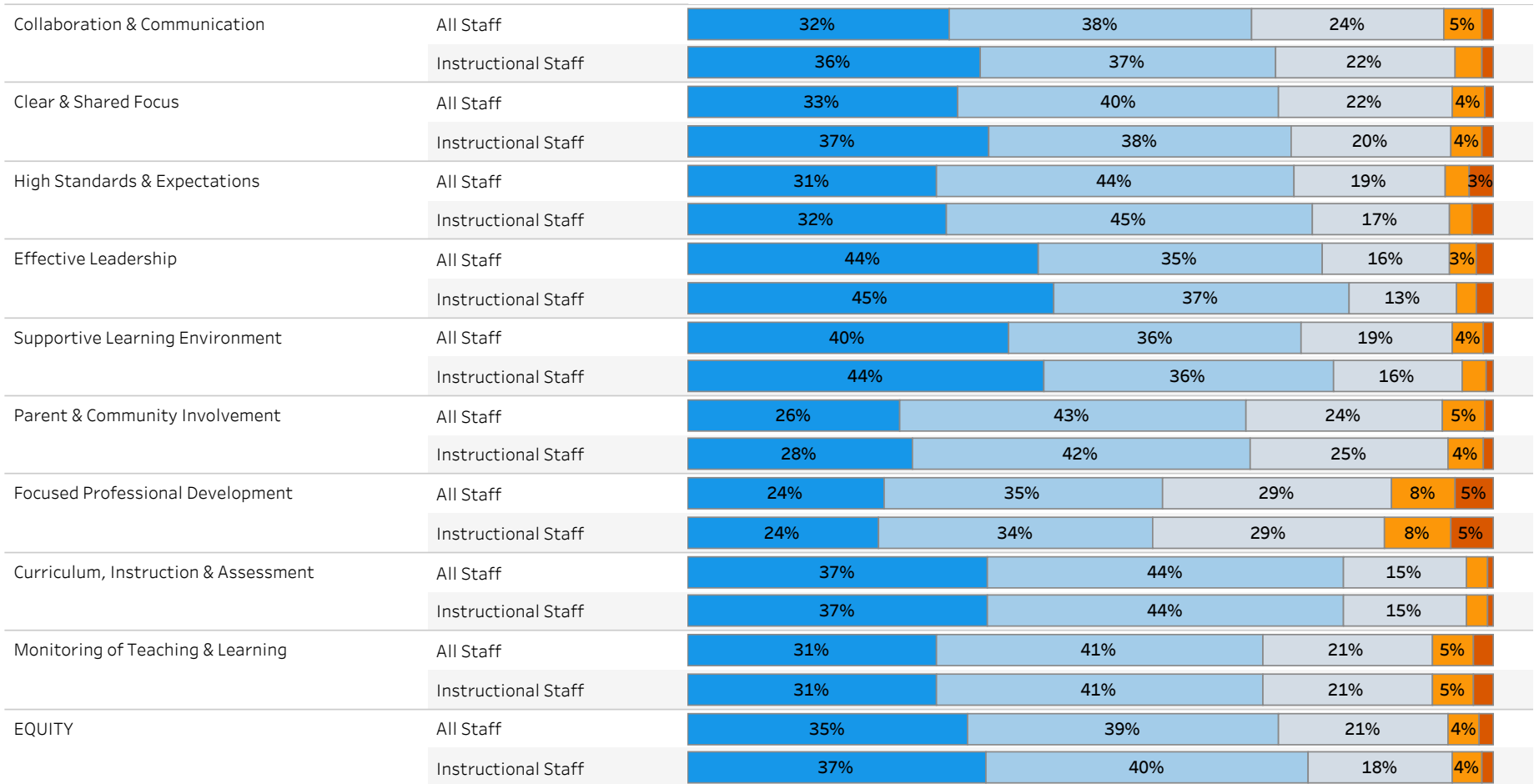
Organizational Trust—LONGITUDINAL



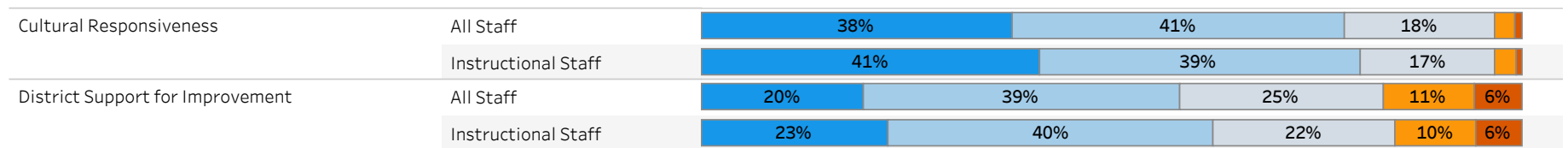
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9 Characteristics of High-Performing Schools

South Whidbey School District



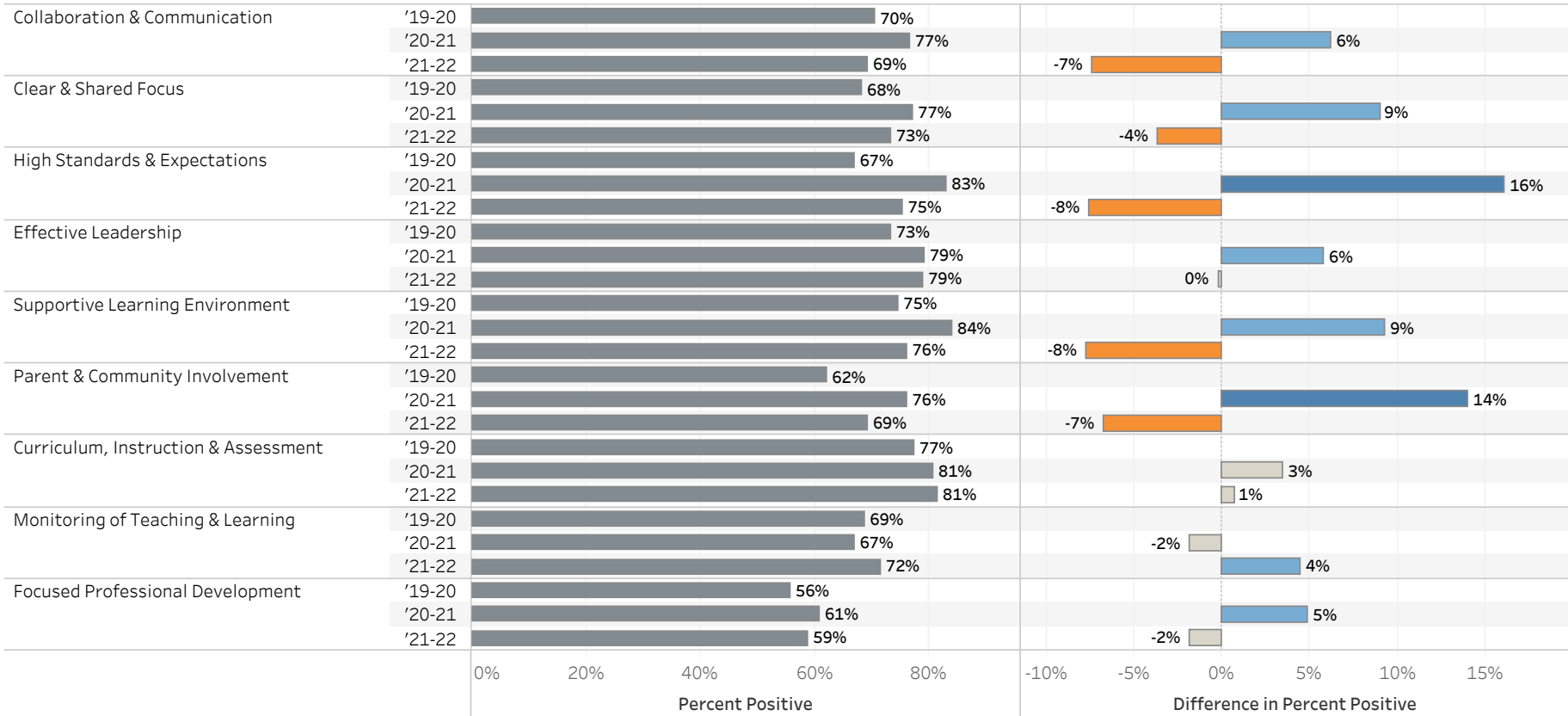
Additional Characteristics



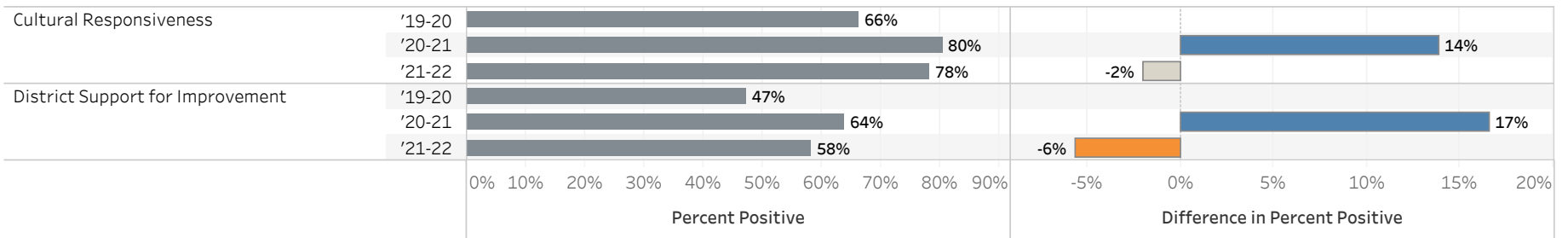
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9 Characteristics of High-Performing School – LONGITUDINAL

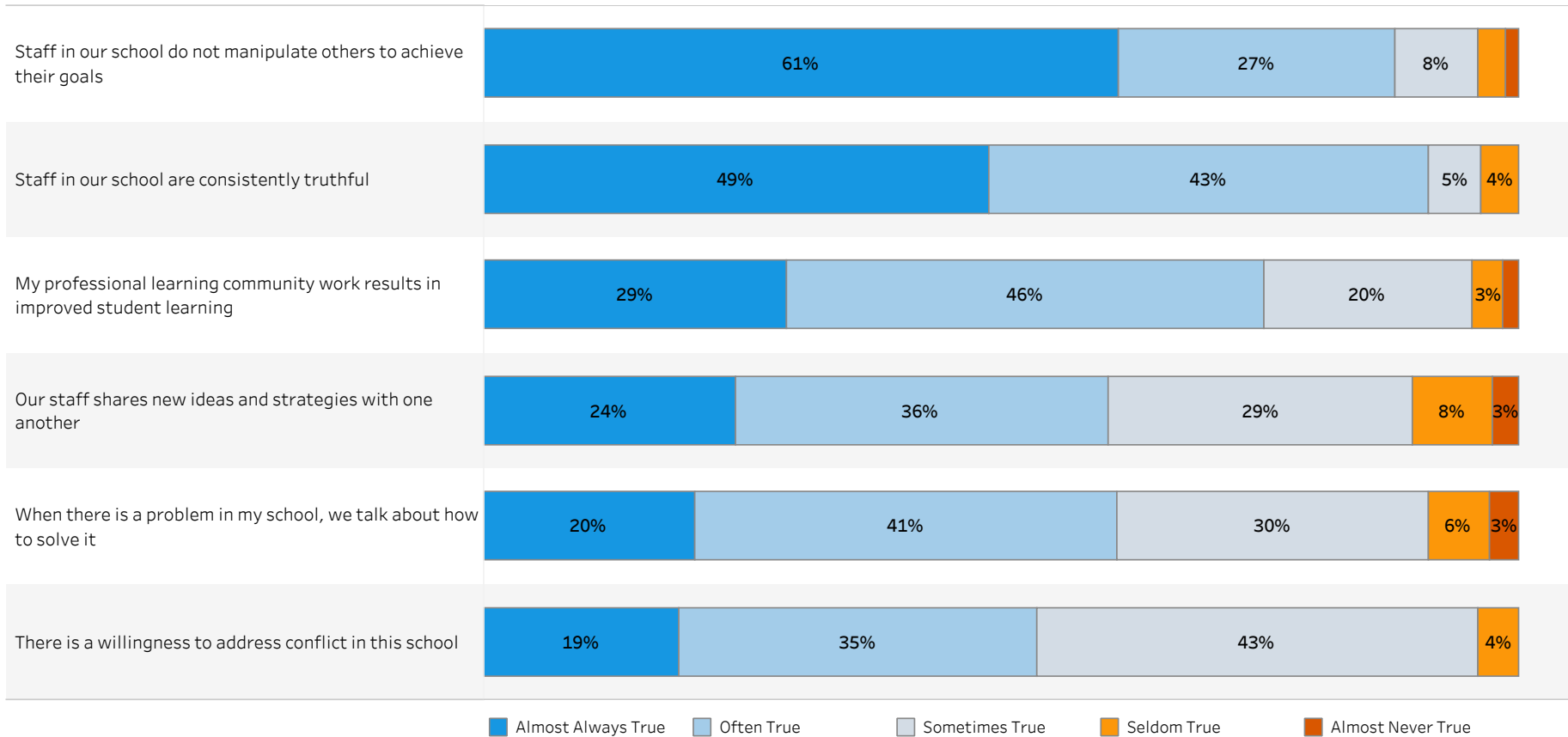
The percent difference on the right side represents the year to year change.



Additional Characteristics

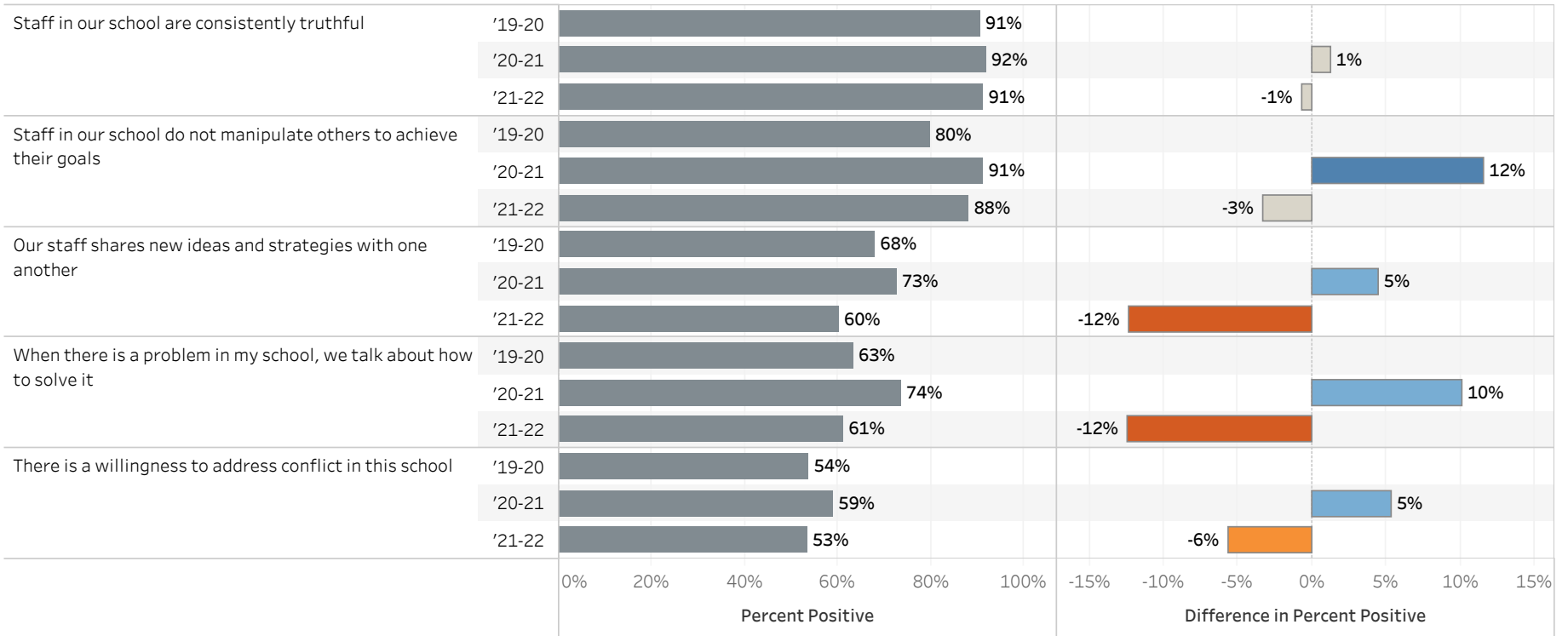


High Levels of Collaboration and Communication

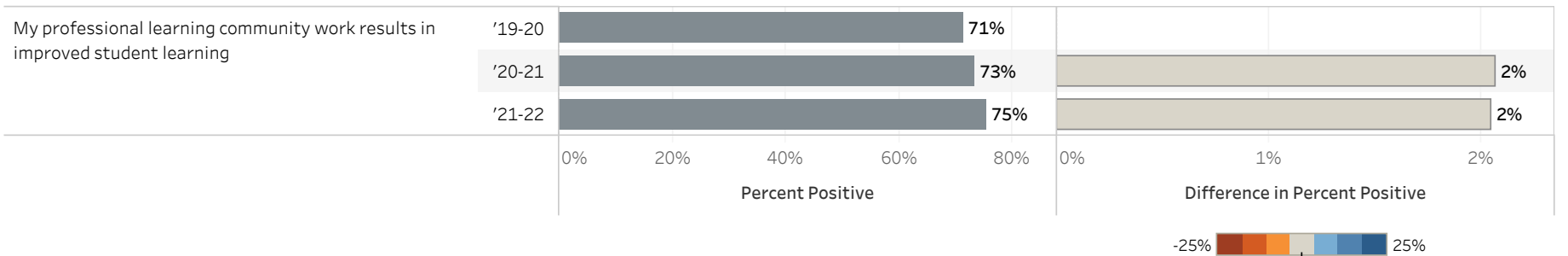


High Levels of Collaboration and Communication— LONGITUDINAL

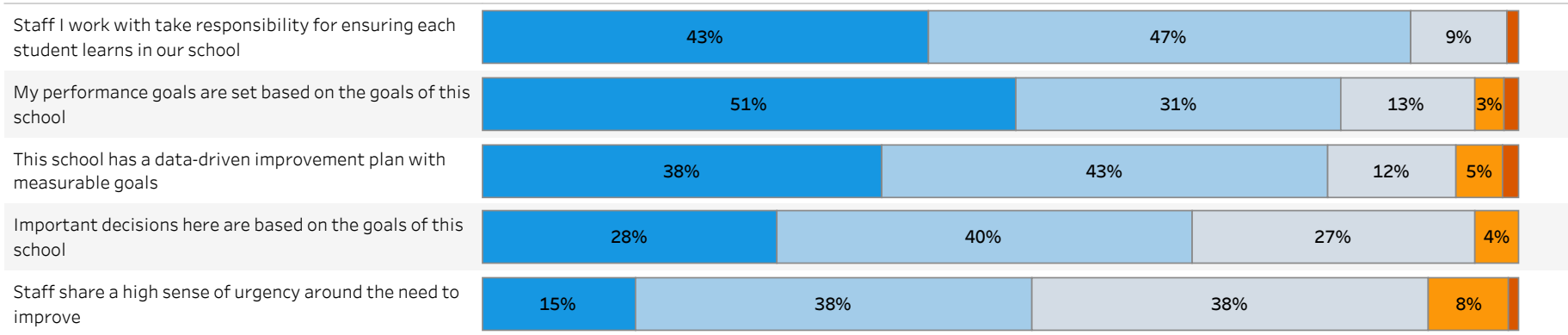
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Questions answered only by Instructional Staff



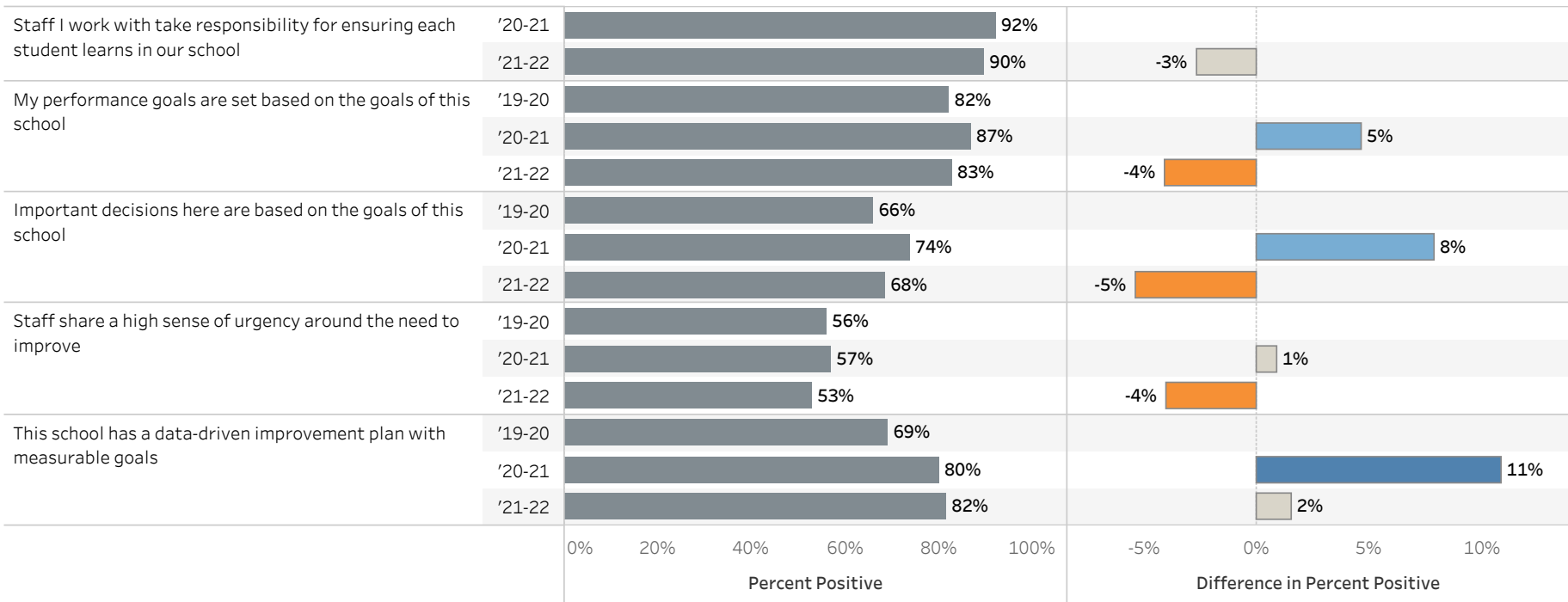
Clear and Shared Focus



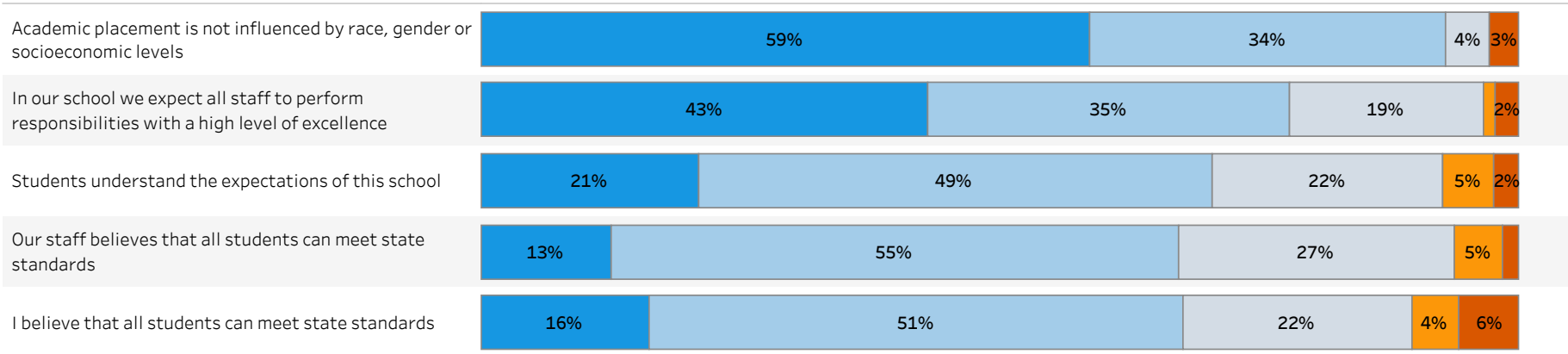
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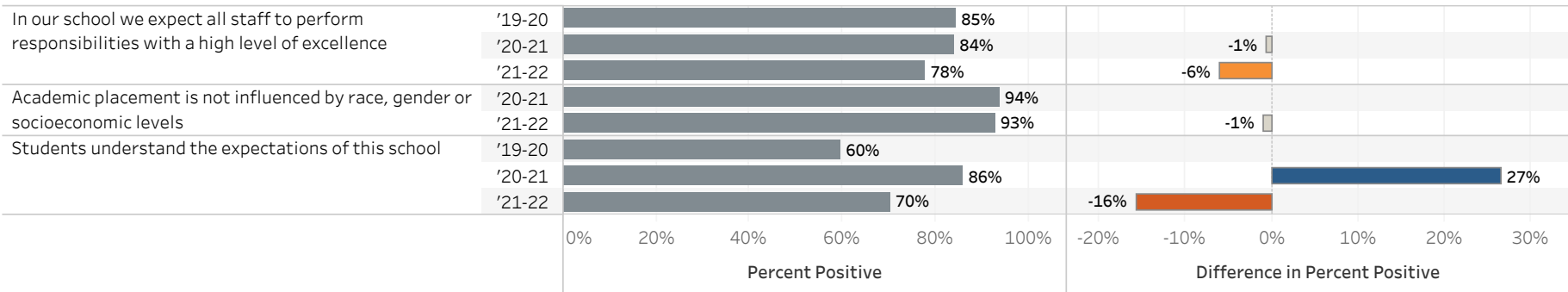
High Standards and Expectations



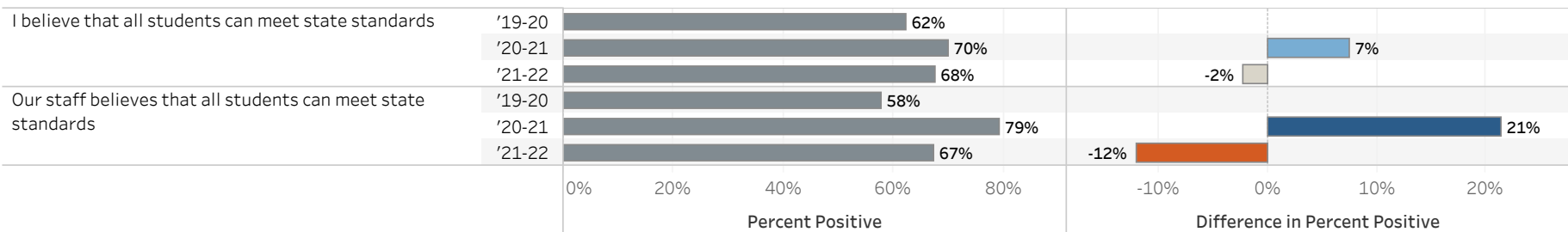
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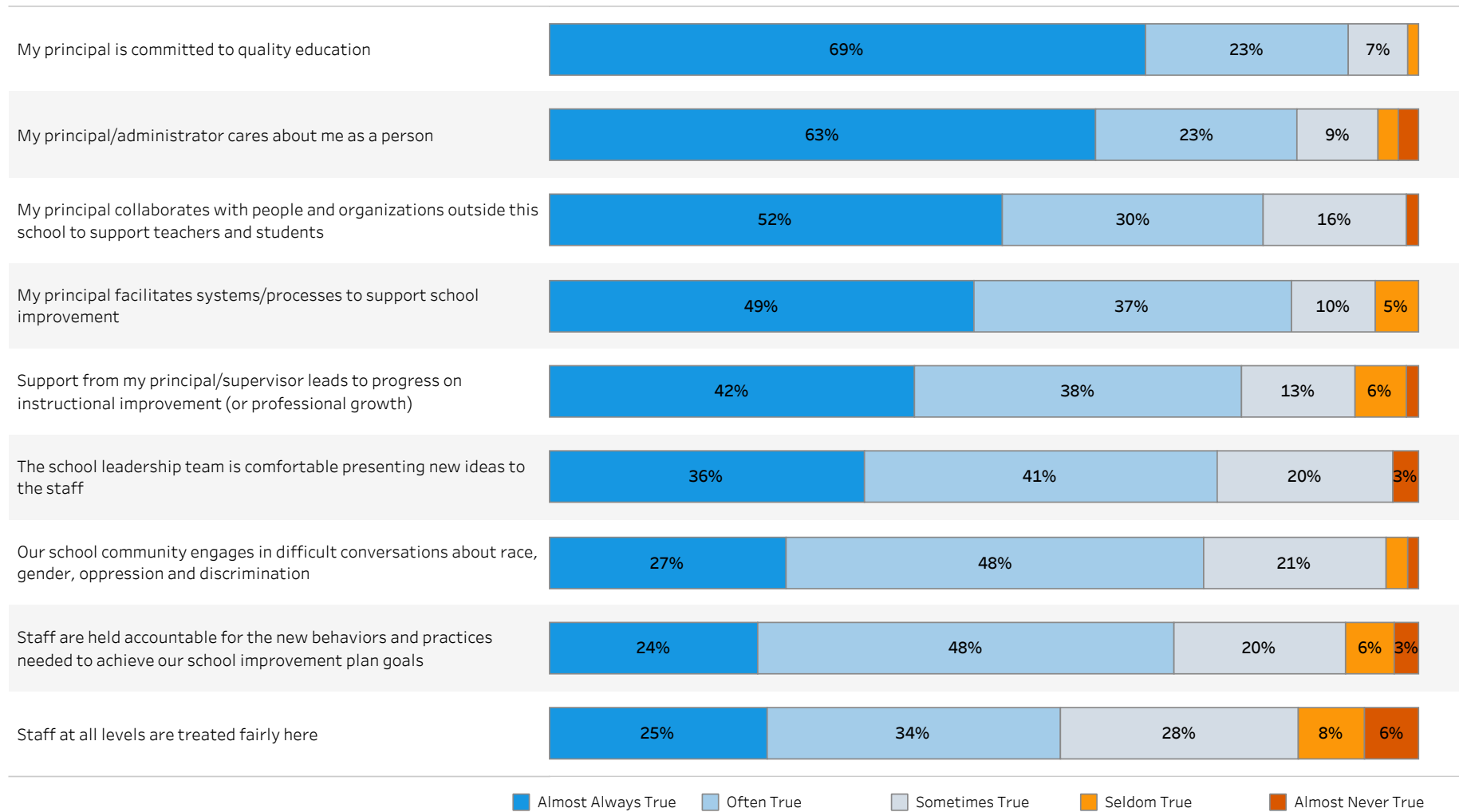
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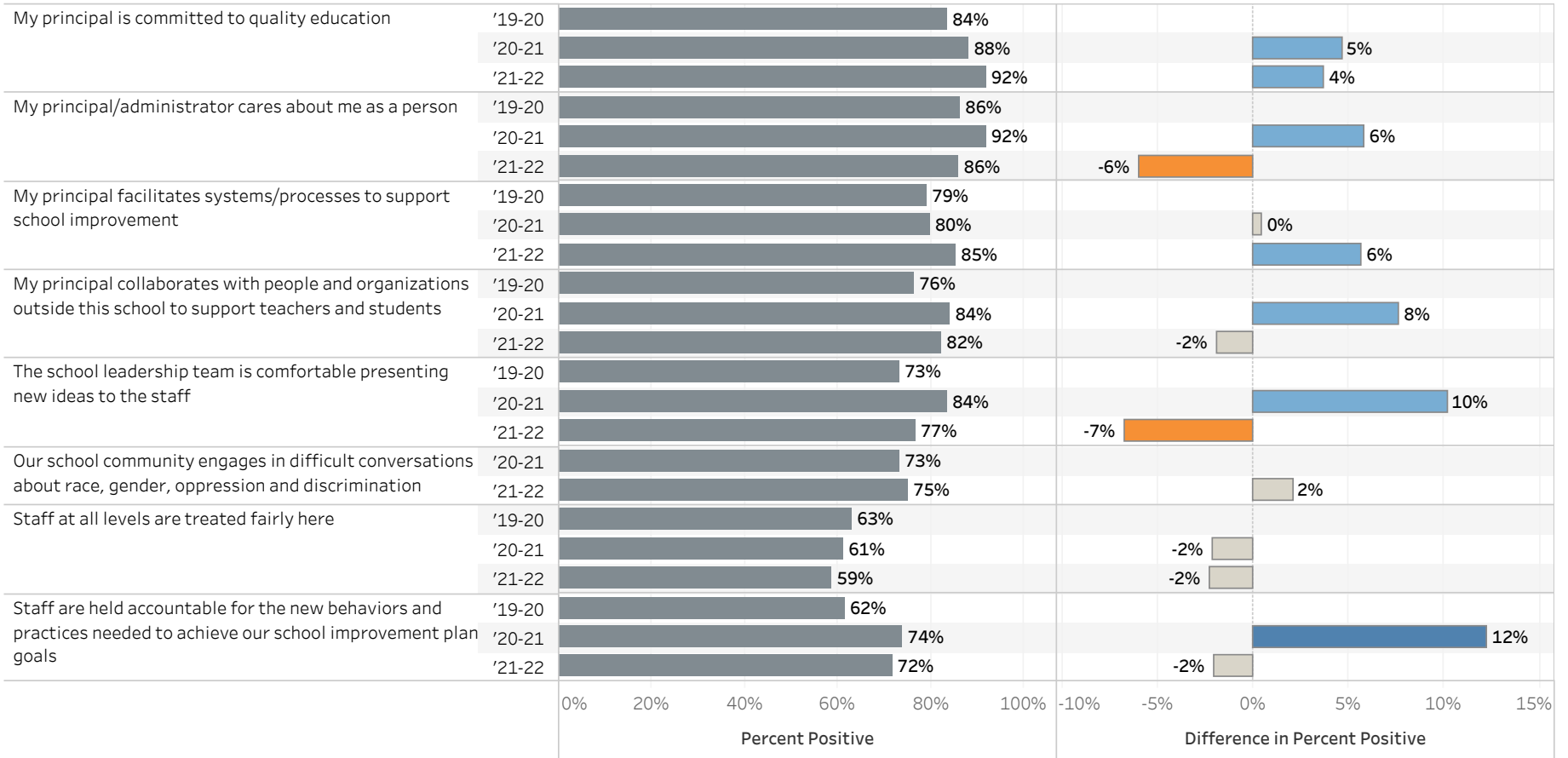


Effective Leadership

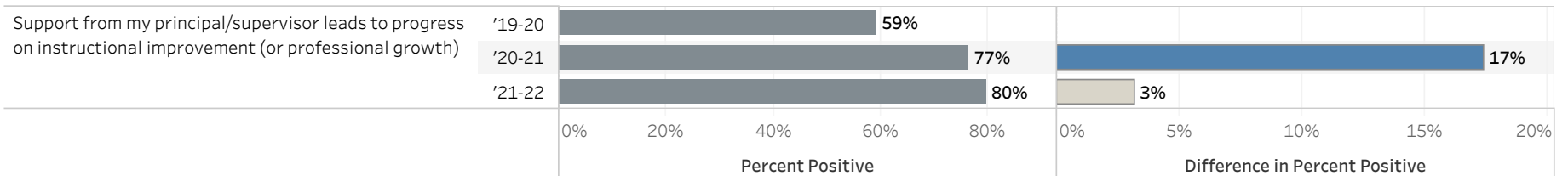


Effective Leadership—LONGITUDINAL

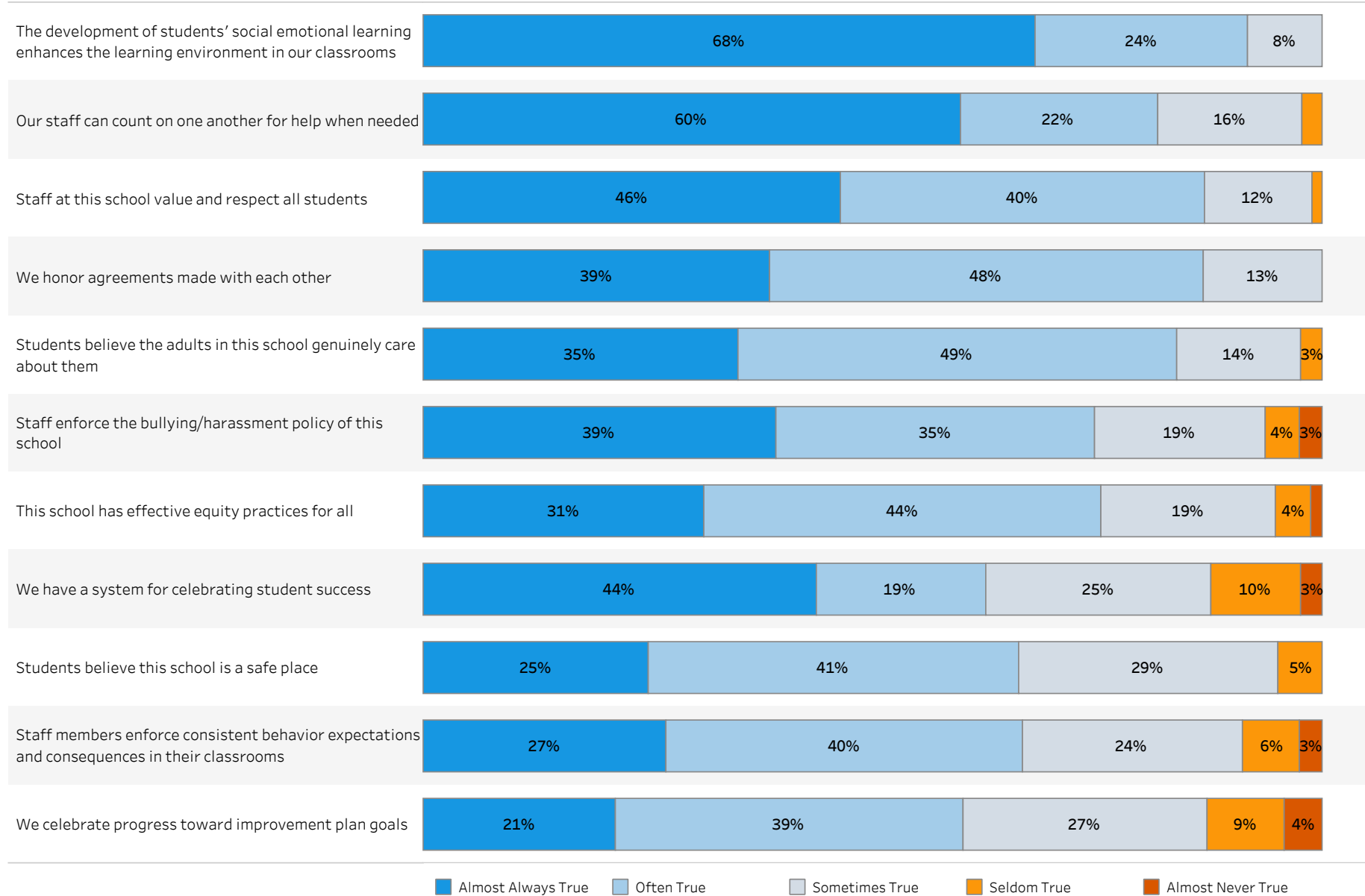
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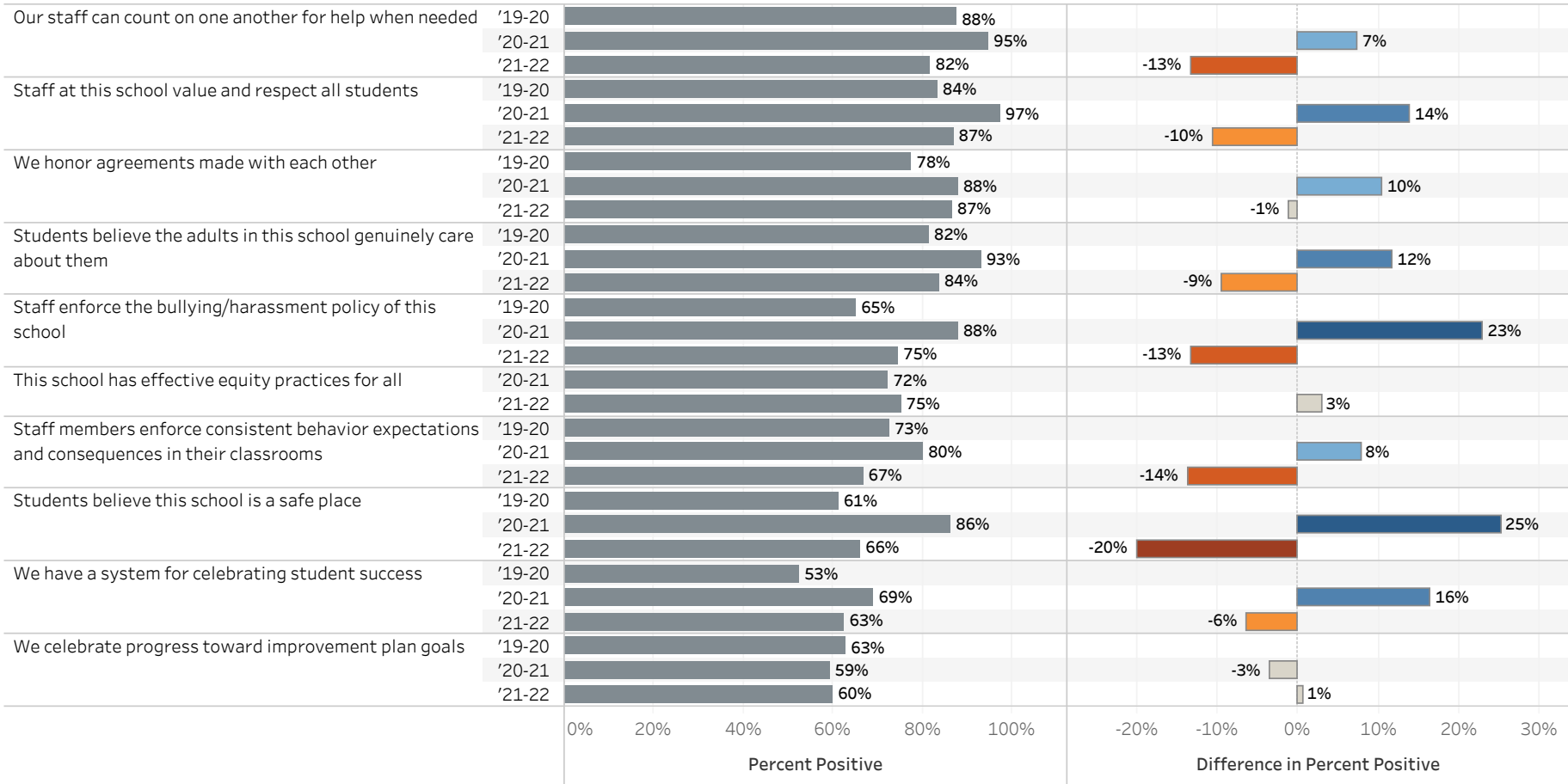


Supportive Learning Environment

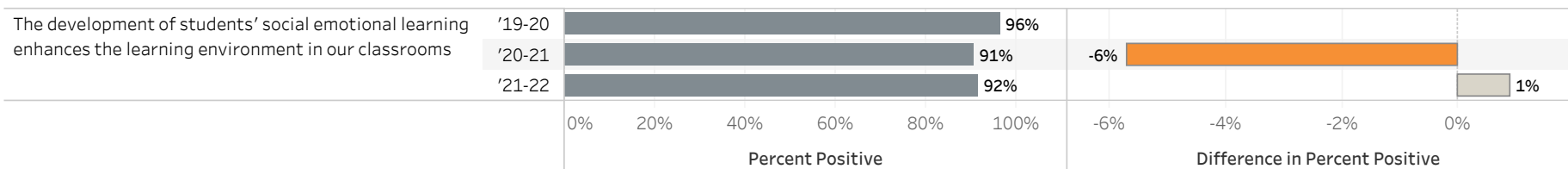


Supportive Learning Environment - LONGITUDINAL

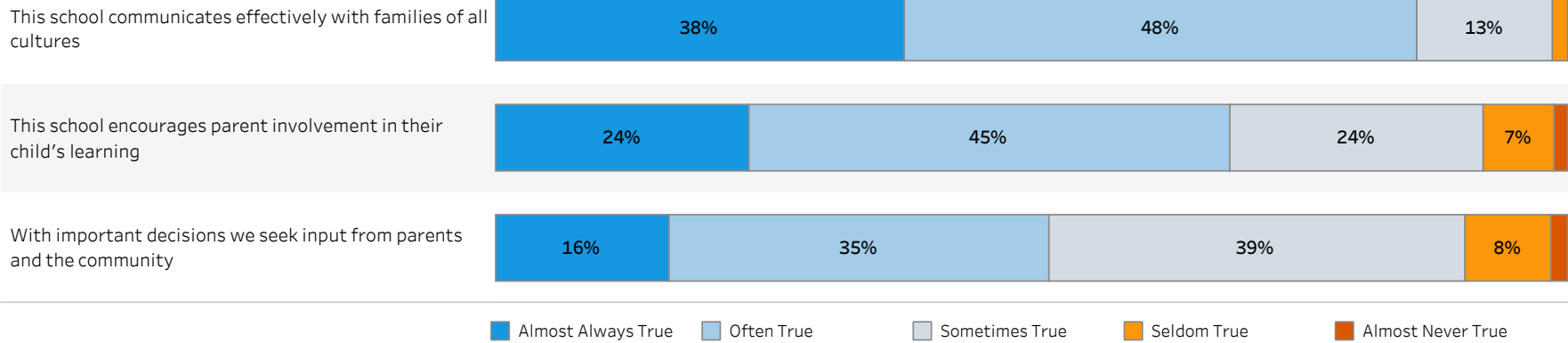
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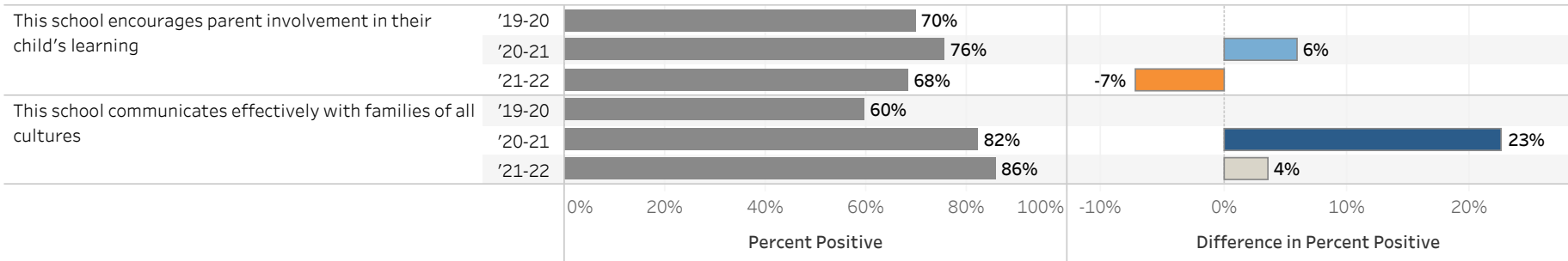


Parent and Community Involvement

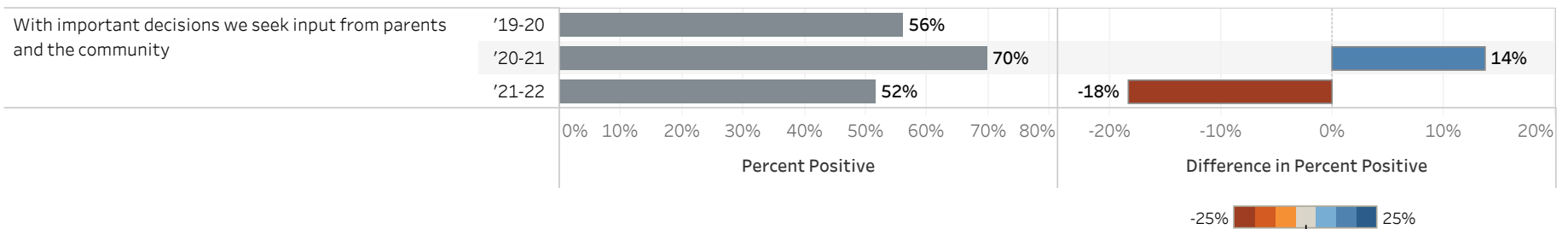


LONGITUDINAL

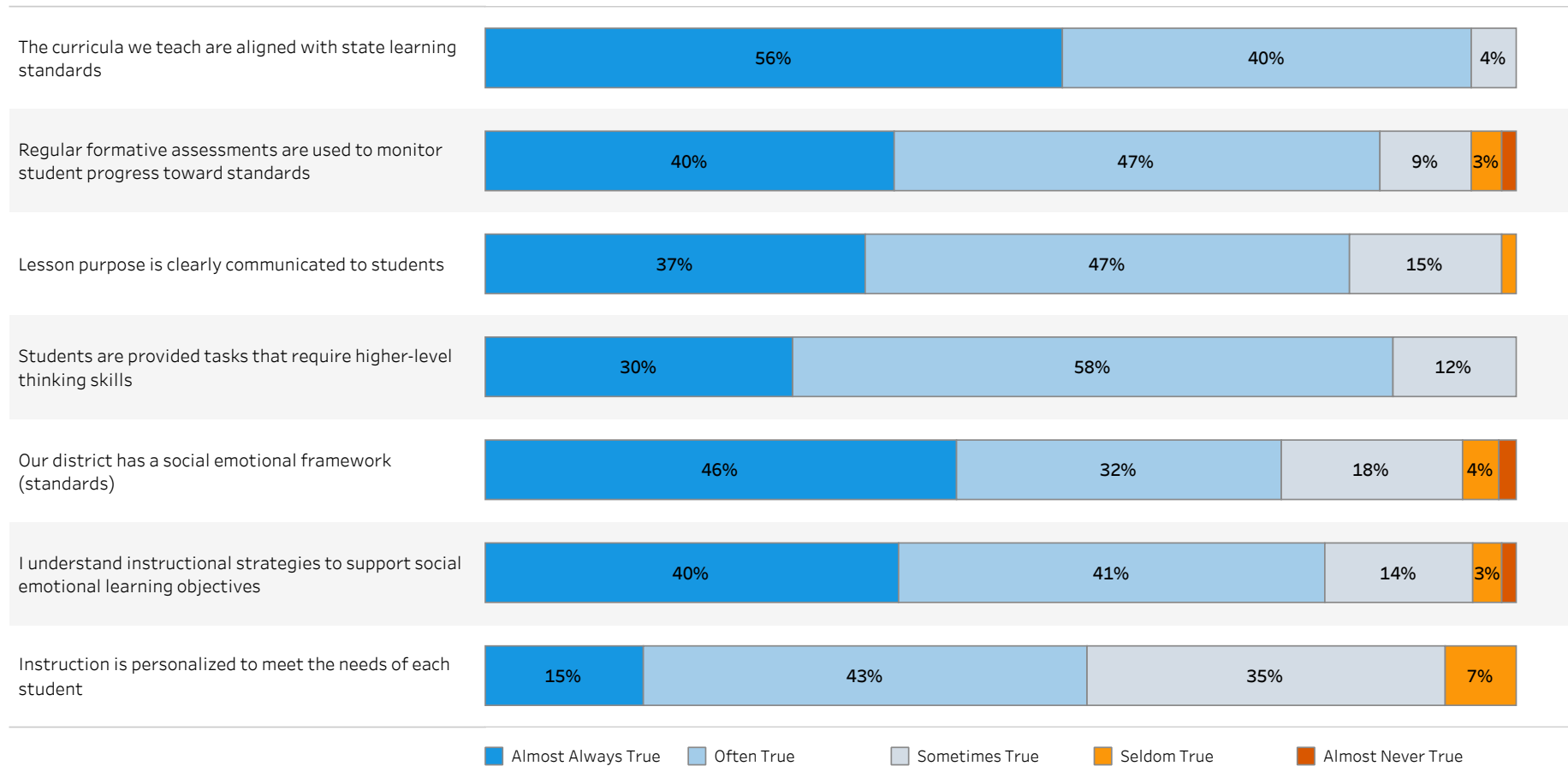
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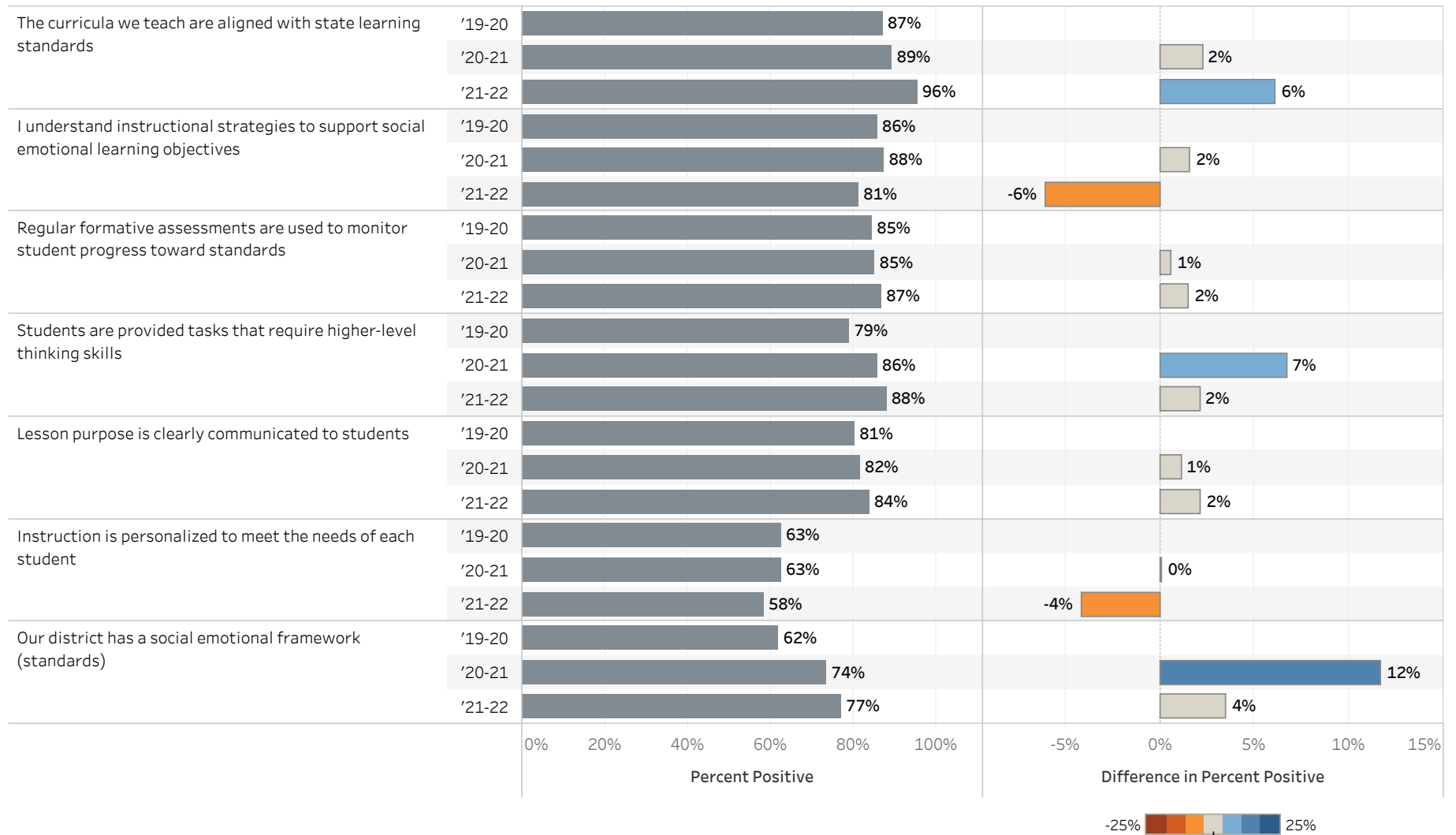
High Quality Curriculum, Instruction, and Assessment



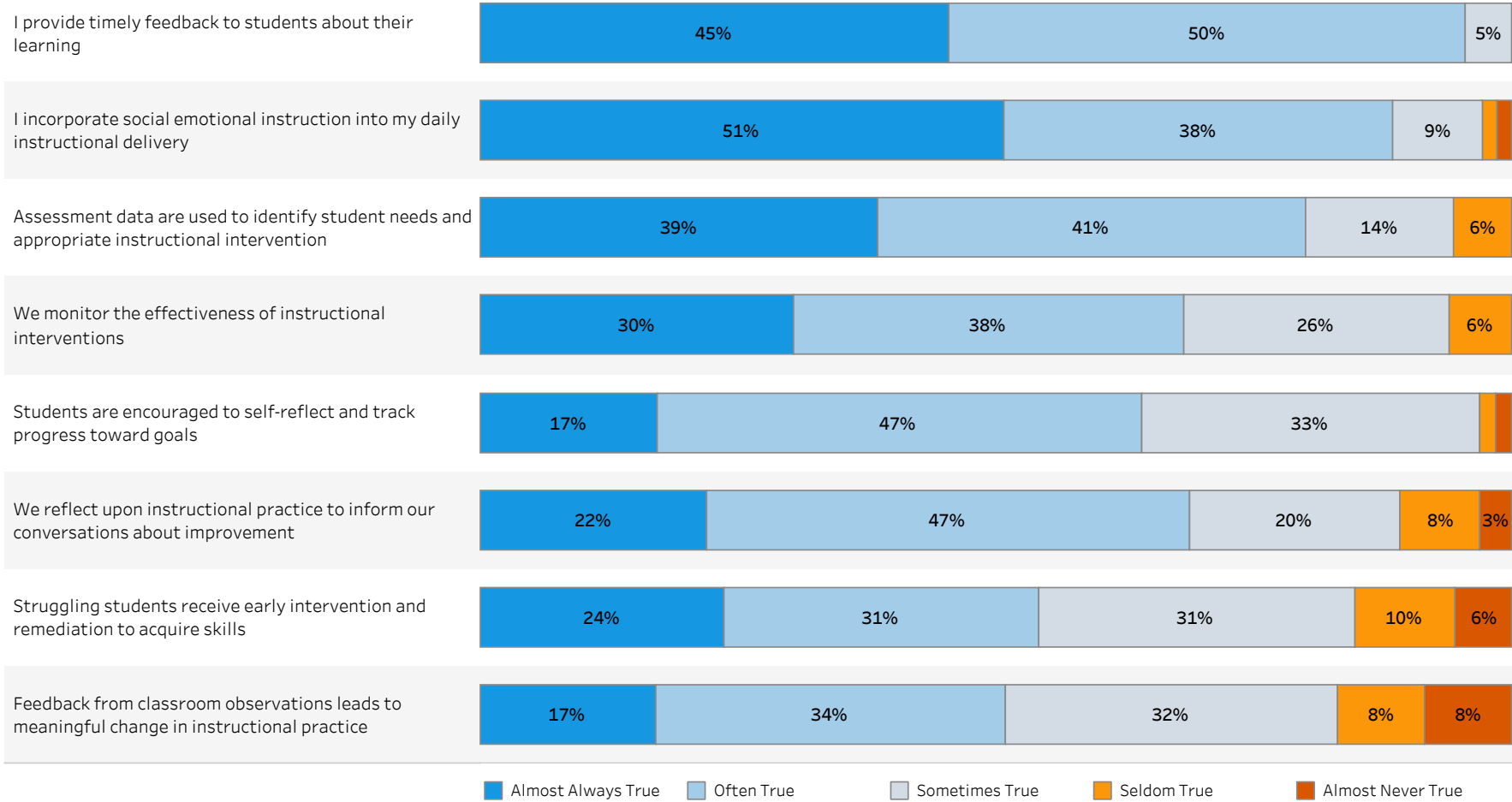
High Quality Curriculum, Instruction, and Assessment - LONGITUDINAL

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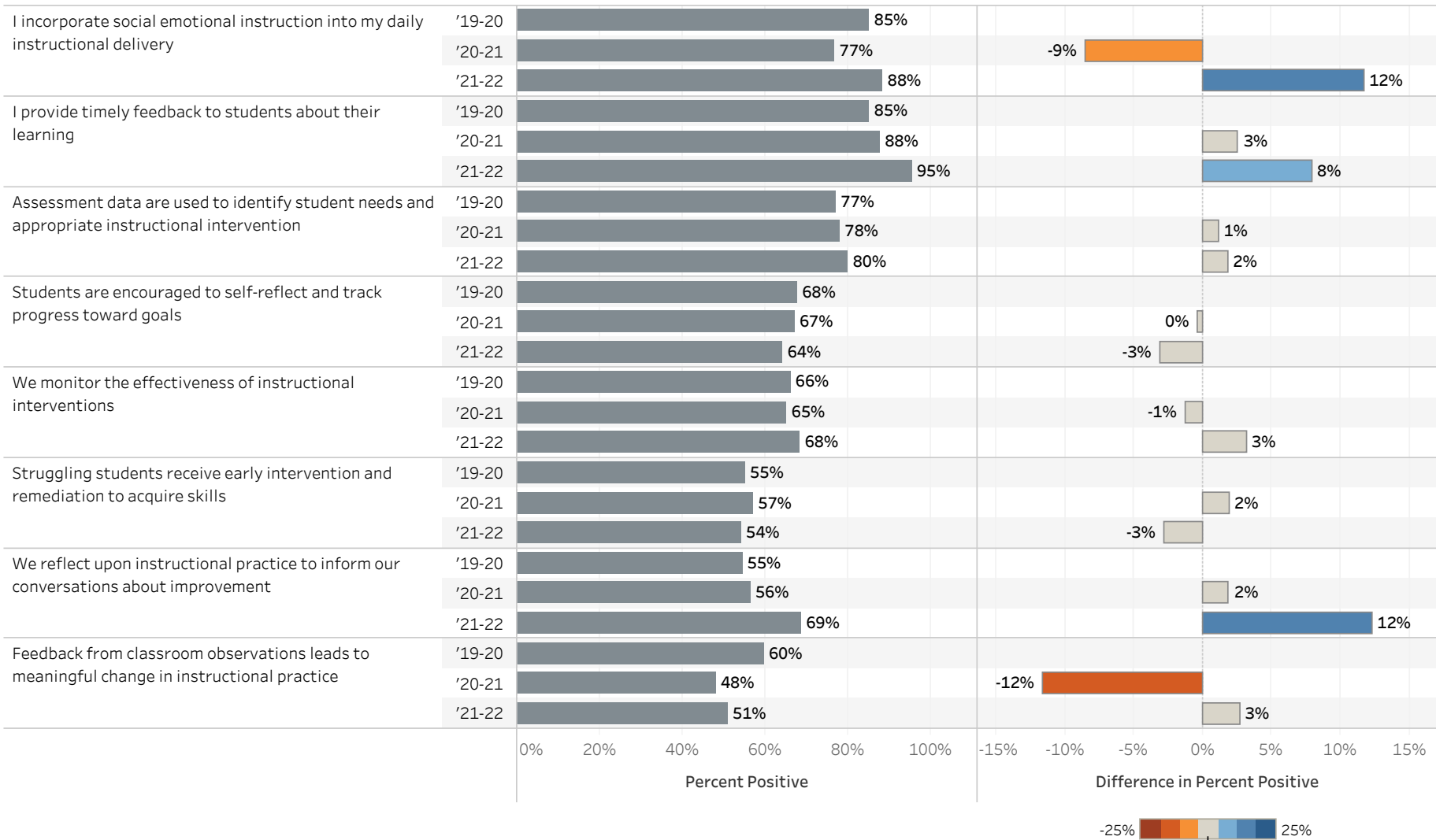
Frequent Monitoring of Teaching and Learning



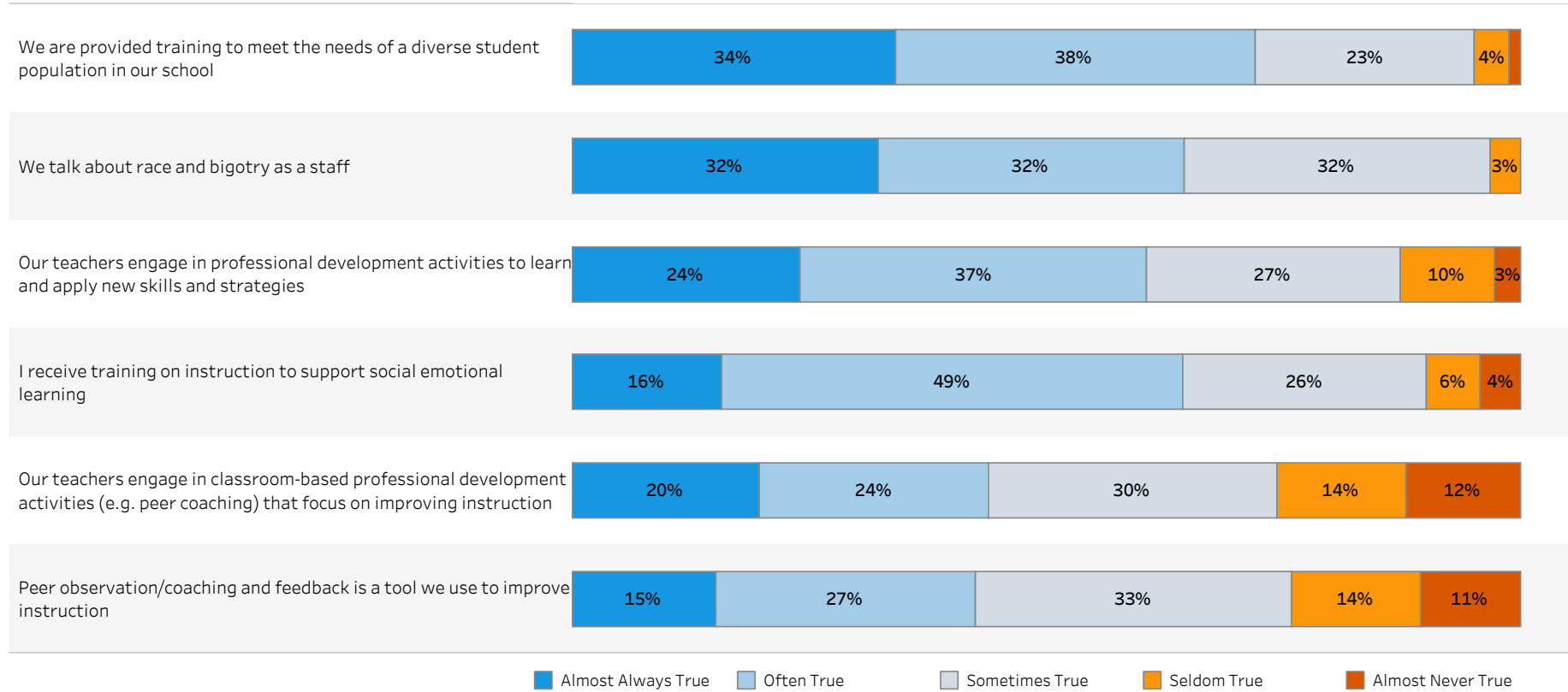
Frequent Monitoring of Teaching and Learning - LONGITUDINAL

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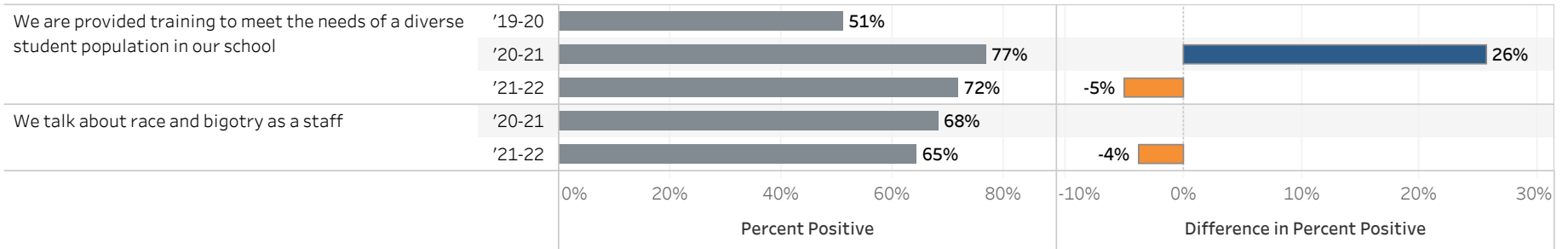


Focused Professional Development

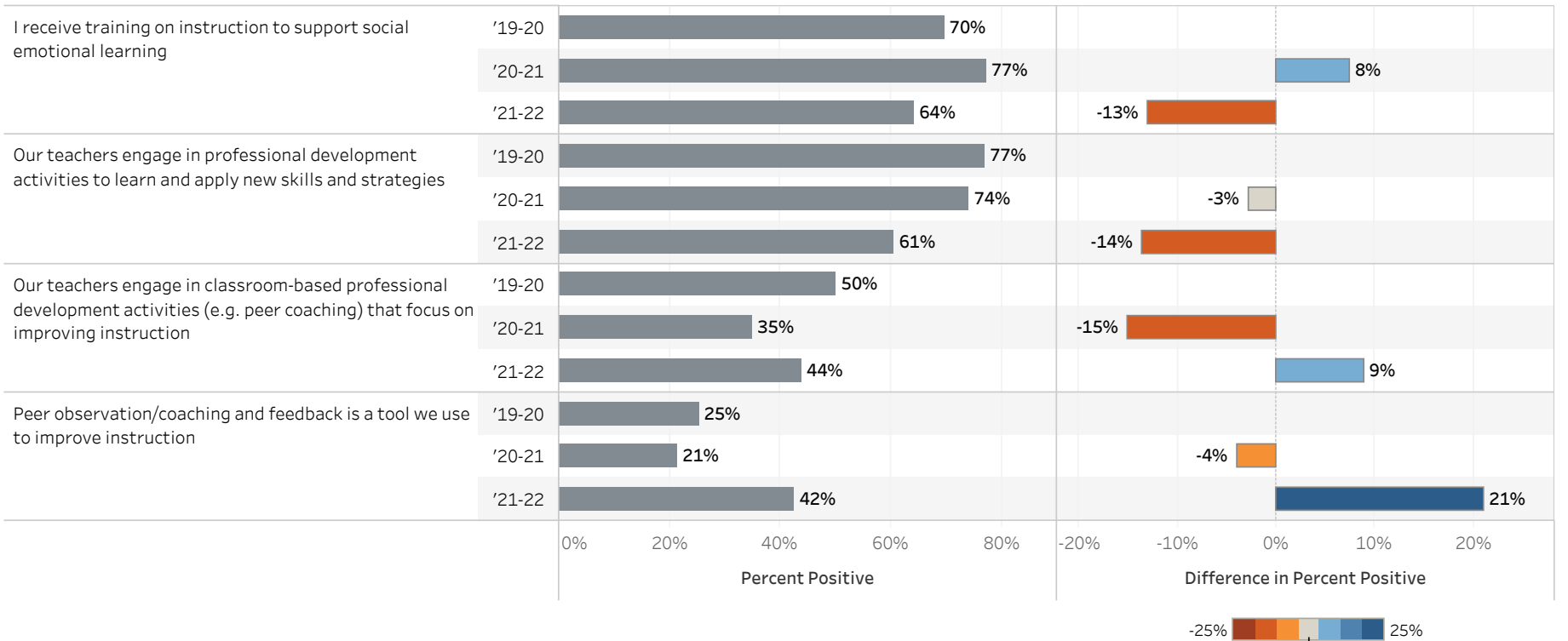


Focused Professional Development LONGITUDINAL

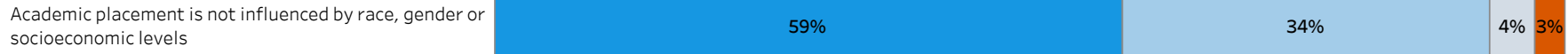
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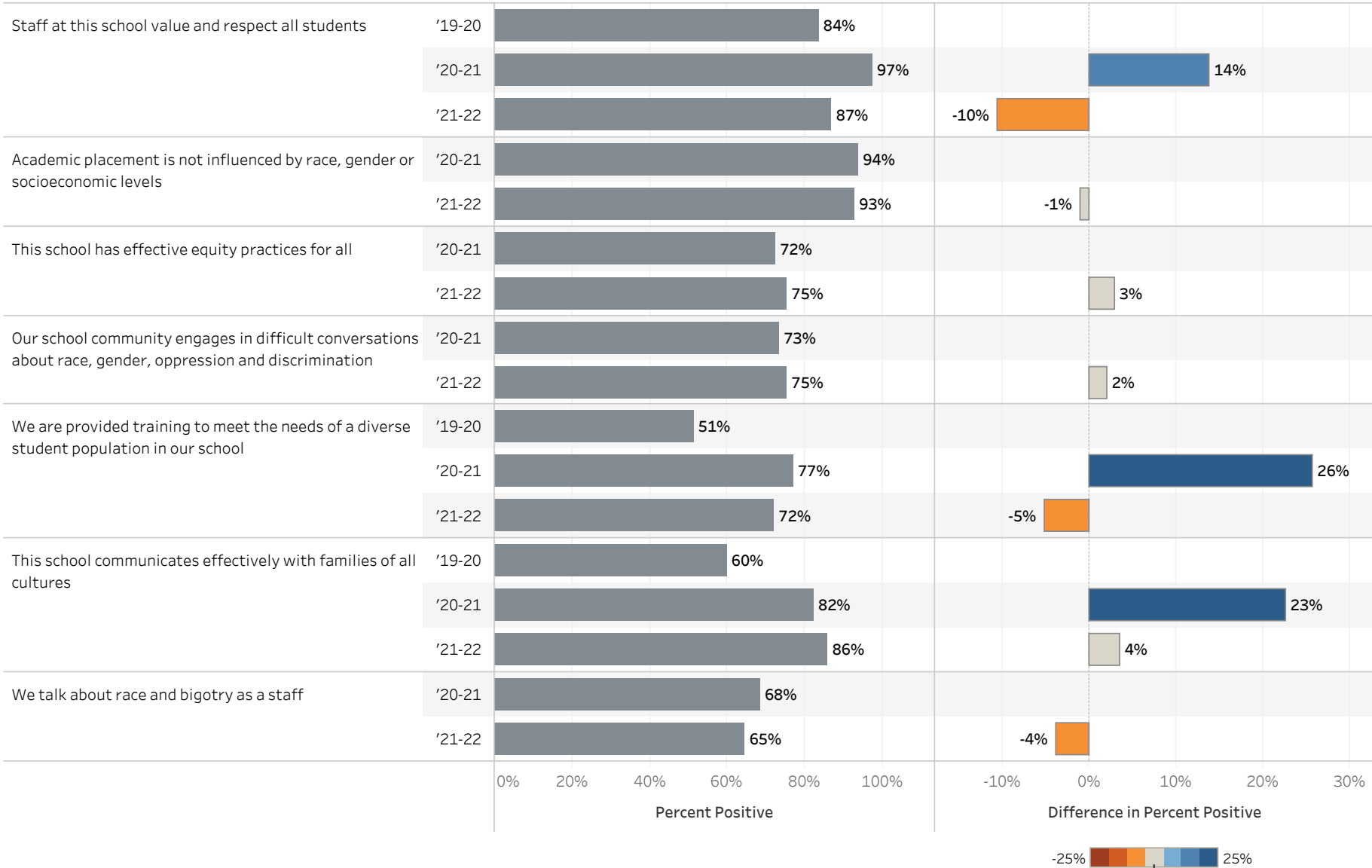
Cultural Responsiveness



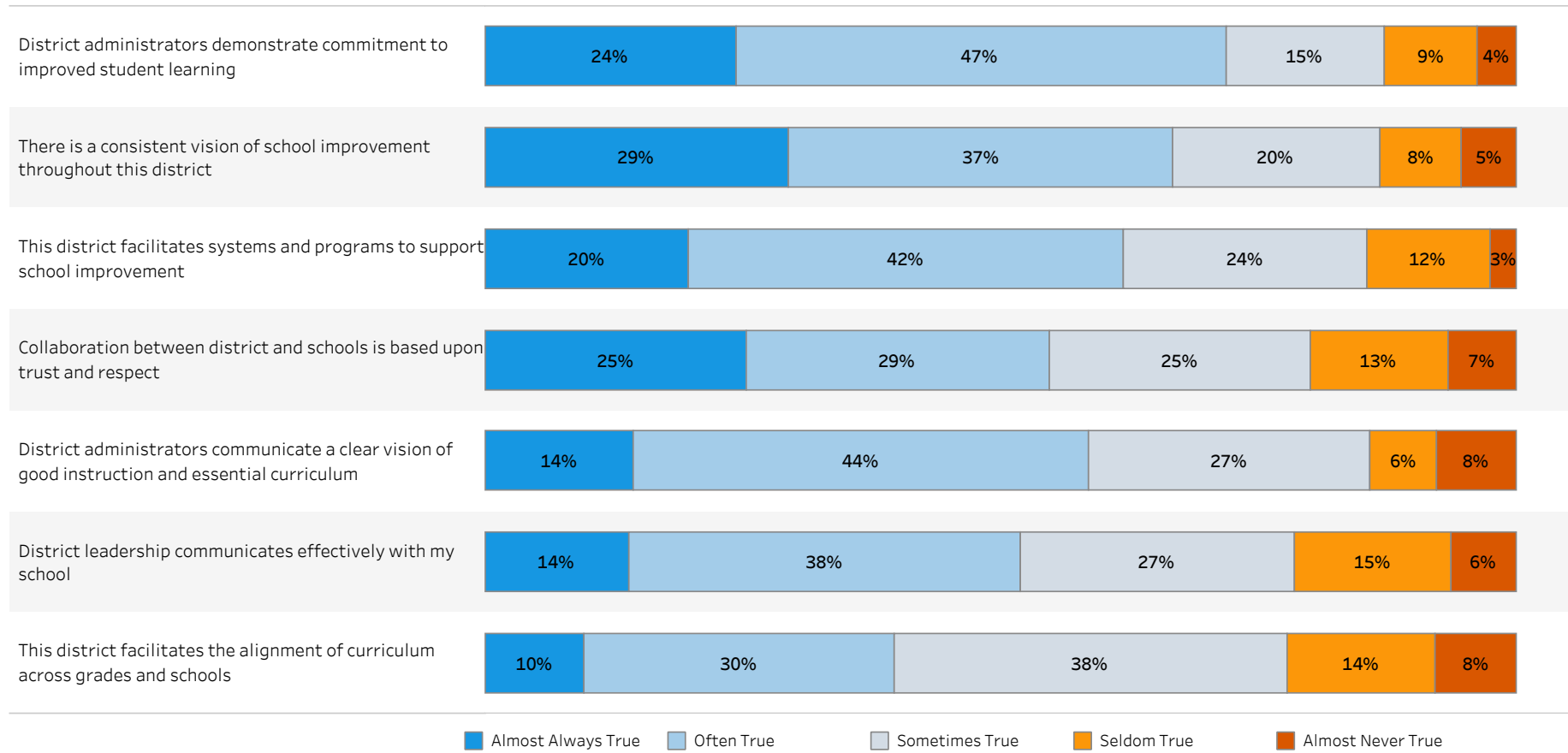
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Cultural Responsiveness - LONGITUDINAL

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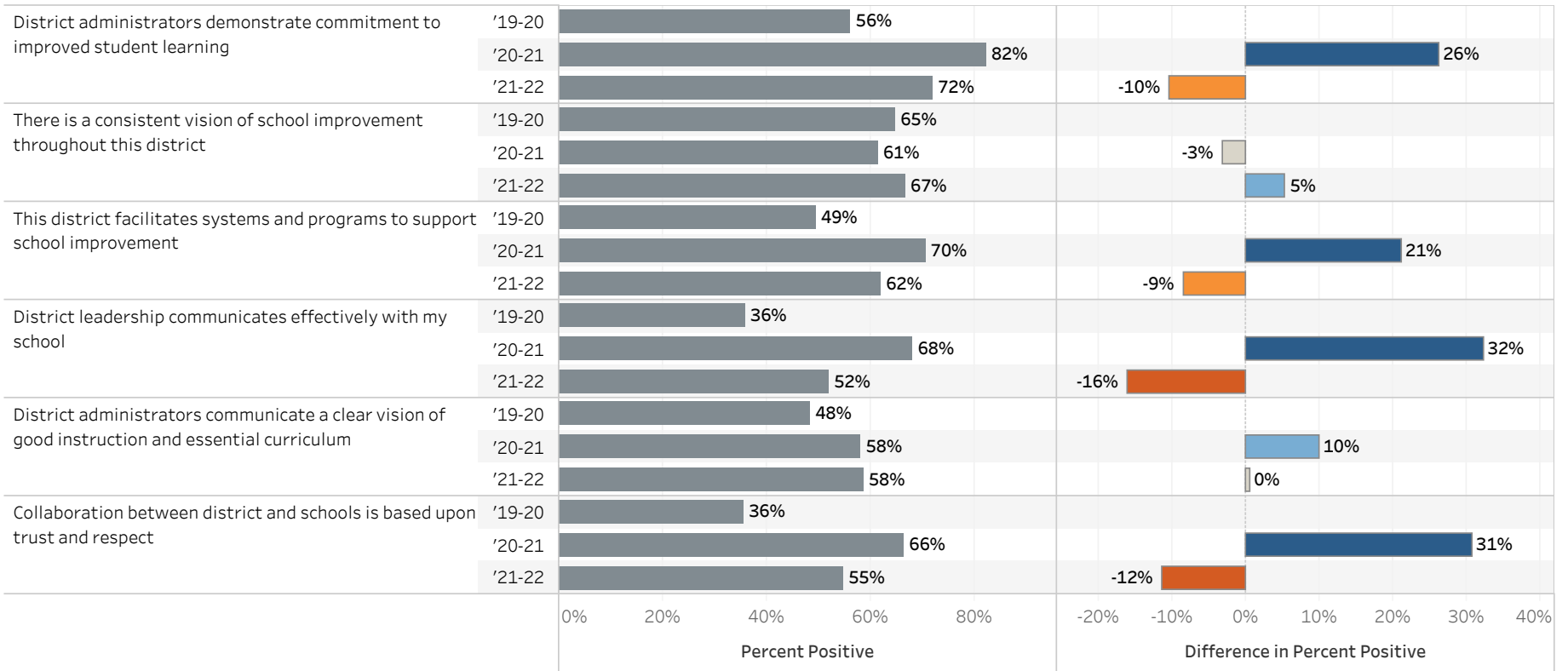


District Support for Improvement

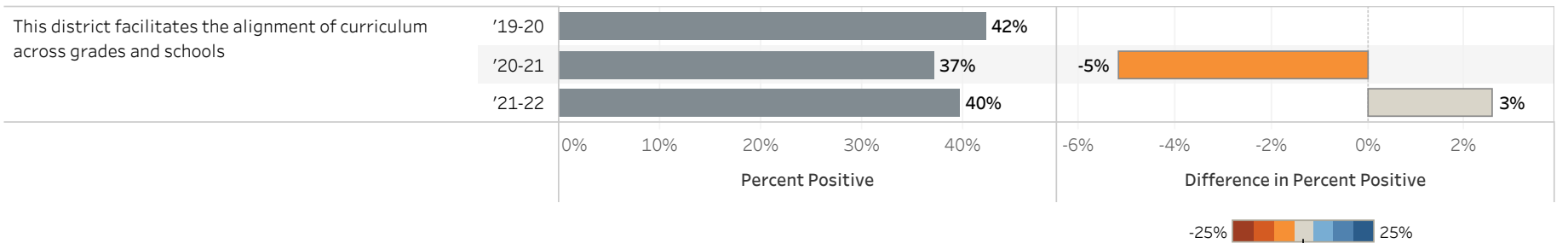


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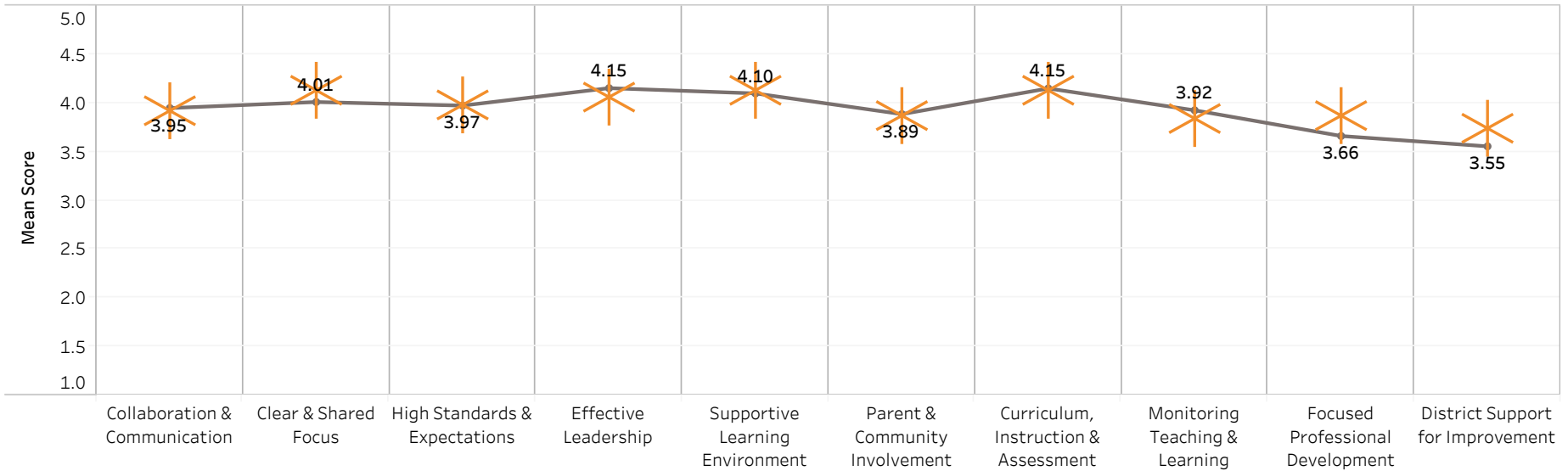
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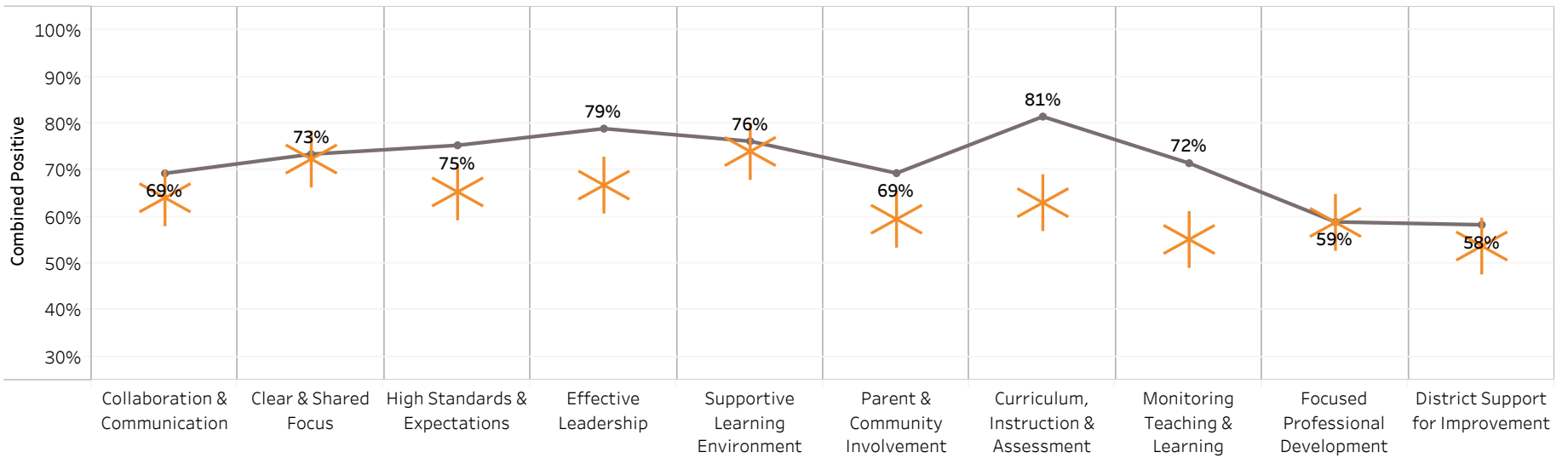


Comparison - Mean Scores

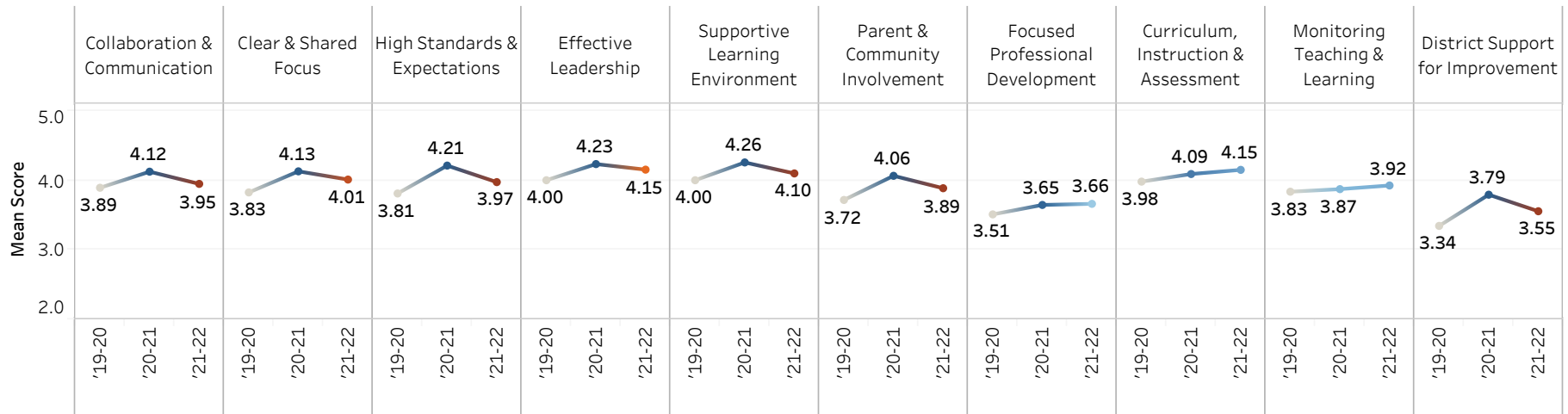


How does your school compare to:
■ Avg. Your School or District
✱ Nationwide Schools

Comparison - Percent Positive



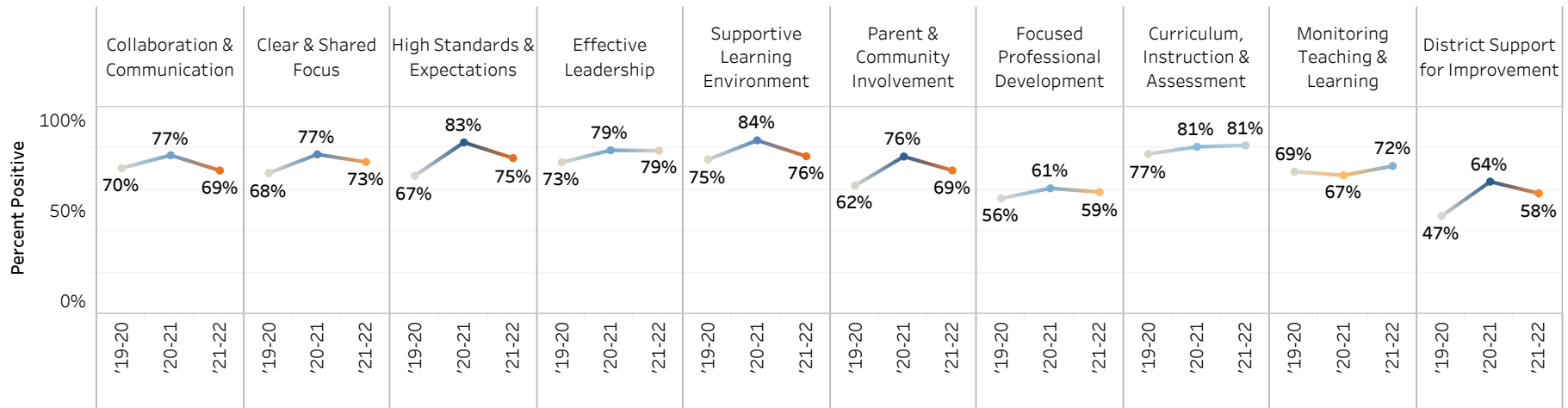
Comparison - Mean Scores LONGITUDINAL



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%