

Educational Effectiveness Survey™



9 Characteristics of High Performing Schools

Staff Edition V11

South Whidbey Elementary-North Campus

South Whidbey School District

'19-20

'20-21

'21-22

N=25

N=30

N=39





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.

NOTICE

The Center for Educational Effectiveness, Inc. (CEE) makes substantial effort to ensure the accurate scoring, analysis, and reporting of the results of the Educational Effectiveness Survey. However, CEE makes no warranty of any kind with regard to this material, including, but not limited to, the implied warranties of merchantability and fitness for a particular purpose. CEE shall not be liable for errors contained herein or for incidental or consequential damages in connection with the furnishing, performance, or use of this material.

No part of these materials may be copied, reproduced, republished, posted, modified, edited, transmitted, distributed, or used to create derivative works in any form or by any means without the prior written consent of Center for Educational Effectiveness, Inc. These materials are copyright protected under U.S. and international copyright laws and treaties. Violation of these laws will lead to prosecution.

Trademark notice: Center for Educational Effectiveness™ and affiliated logo, Better Data. Better Decisions. Better Schools.™ and affiliated logo, Educational Effectiveness Survey™, EES-Leadership 360™ are all trademarks of Center for Educational Effectiveness, Inc. All other trademarks cited here are the property of their respective owners.

Published by:

Center for Educational Effectiveness, Inc.

© 2003-2022 Center for Educational Effectiveness, Inc. All Rights Reserved.

Printed in the U.S.A.

Contact Information:

Phone: 425-283-0384
info@effectiveness.org
www.effectiveness.org



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.

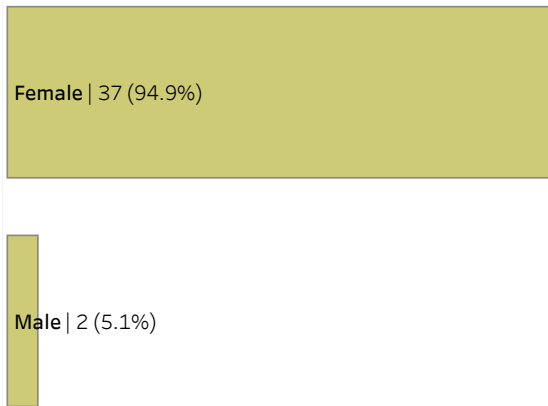
9 Characteristics of High-Performing Schools

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.

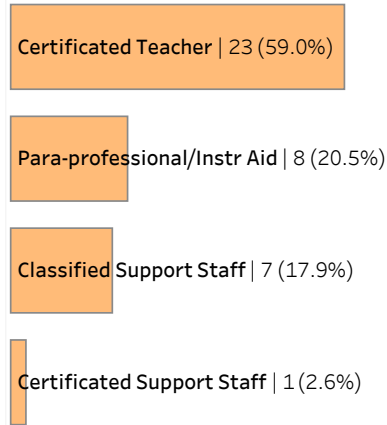


Demographics

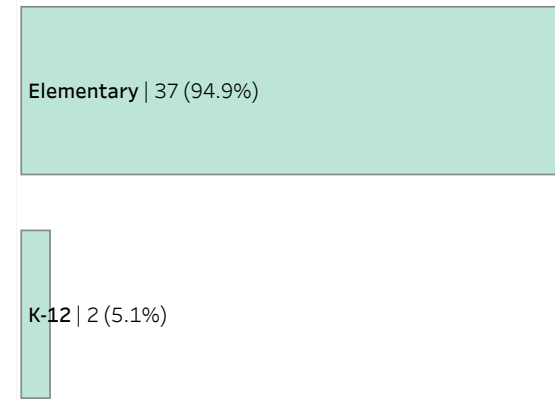
Gender



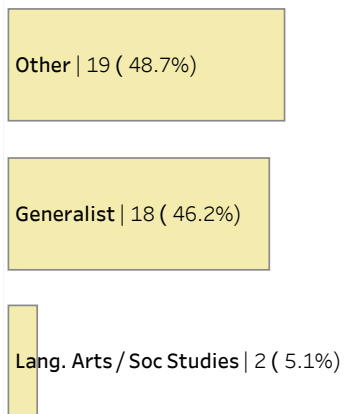
Position



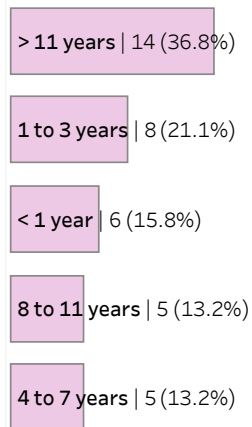
Level



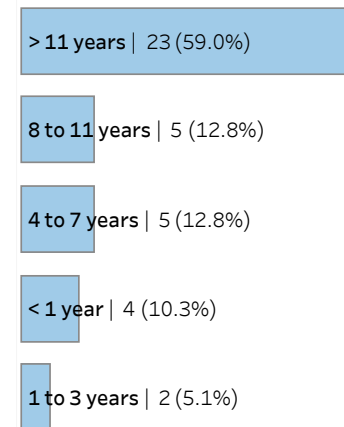
Department



School-Yrs of Service



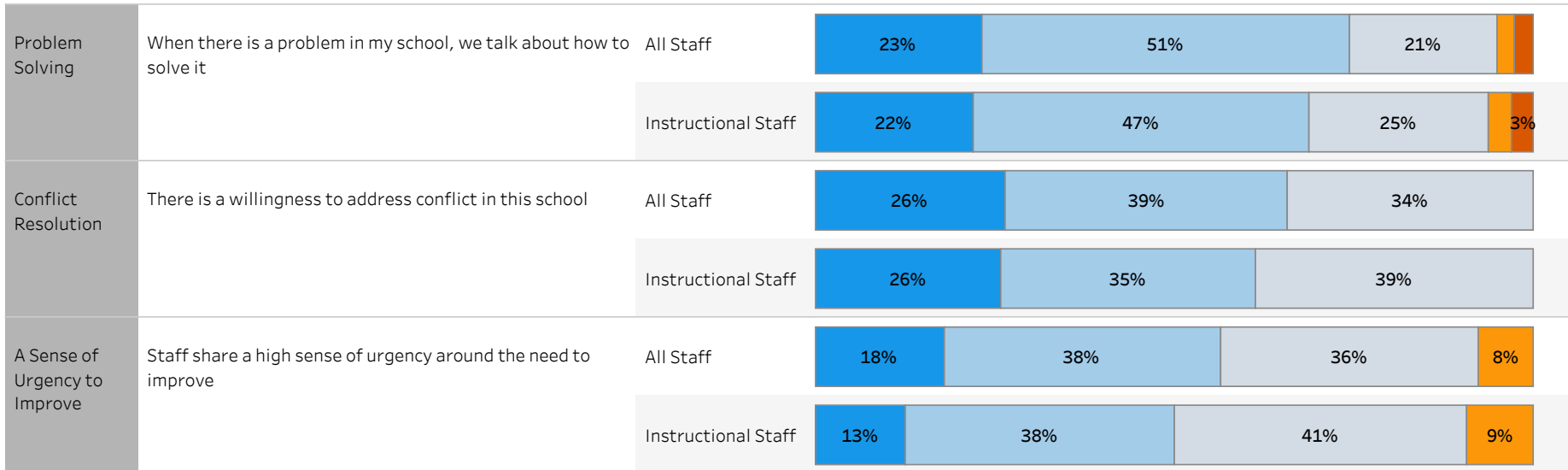
Education-Yrs of Service



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.”

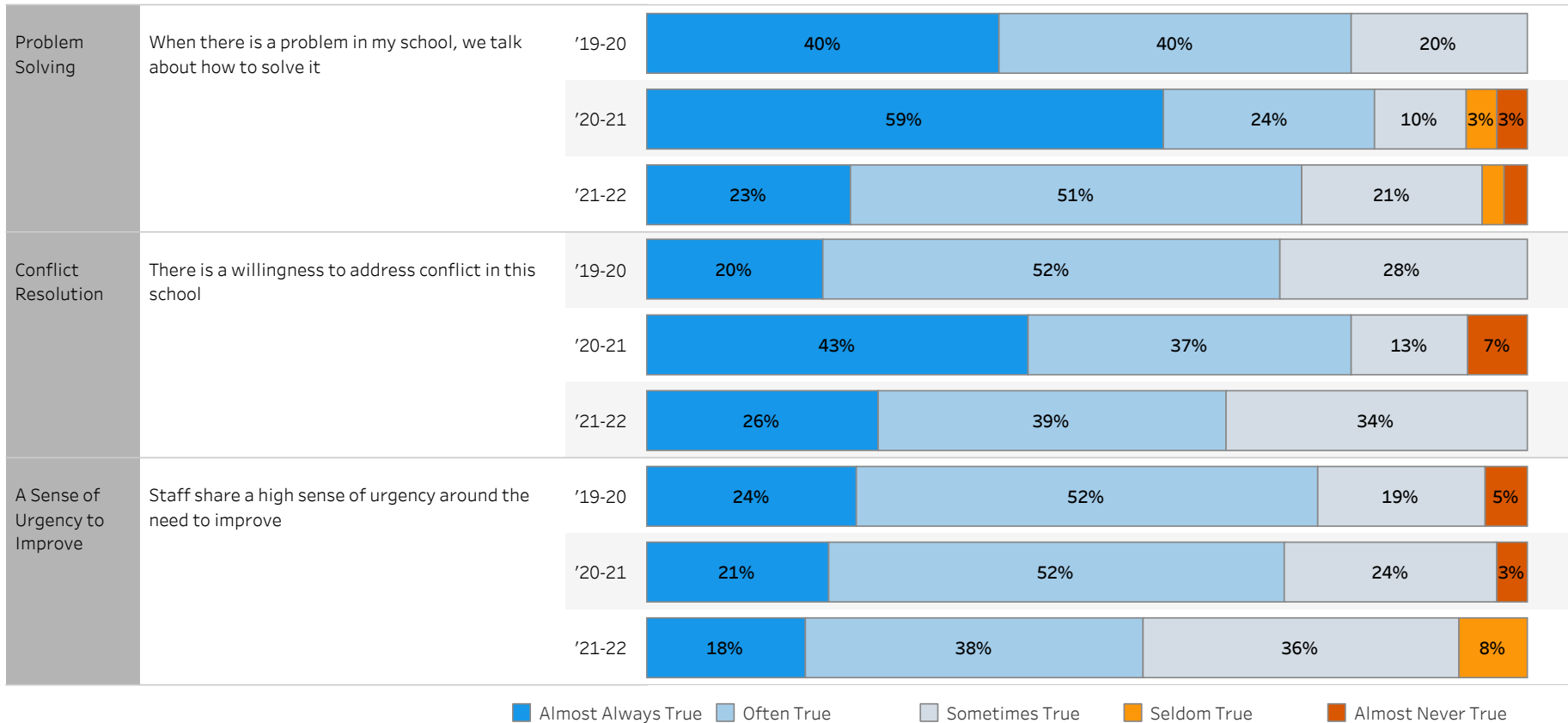
You will find these data and the rest of the “readiness for change” data in the following report section.



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

Readiness for Change—LONGITUDINAL

South Whidbey Elementary-North Campus

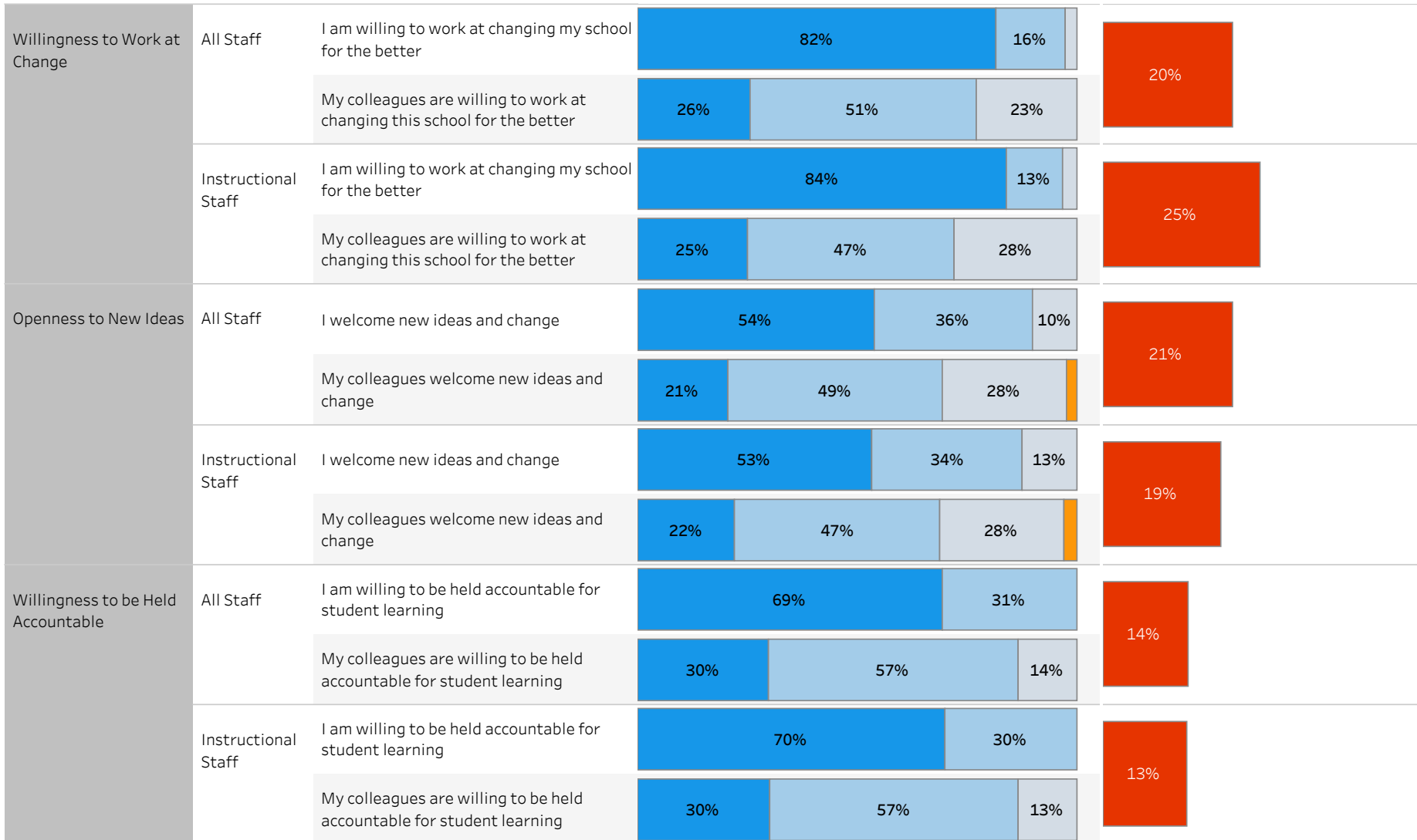


Readiness for Change—I vs. They Perspectives

South Whidbey Elementary-North Campus

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

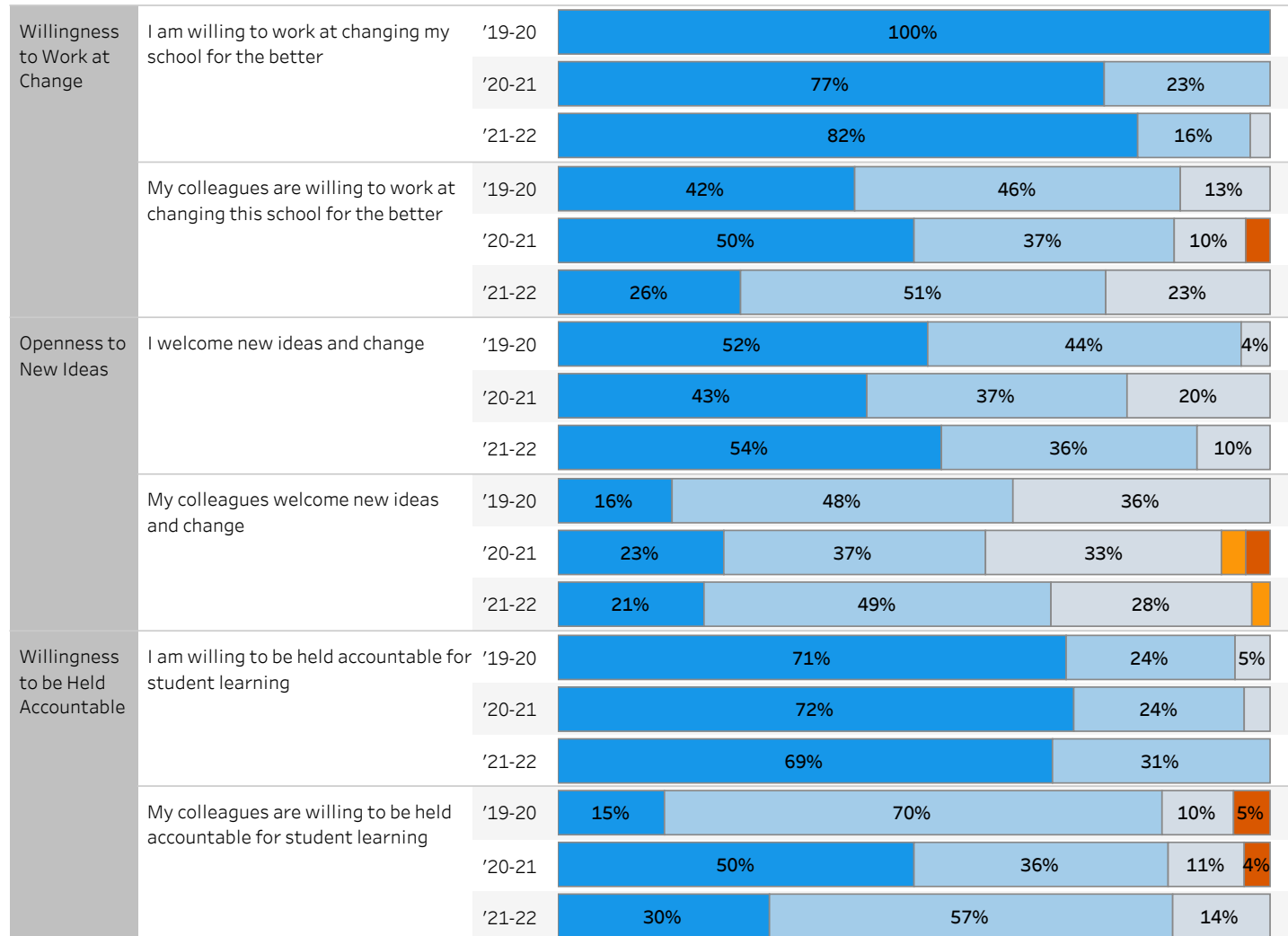
How large is the Gap between I vs. They?



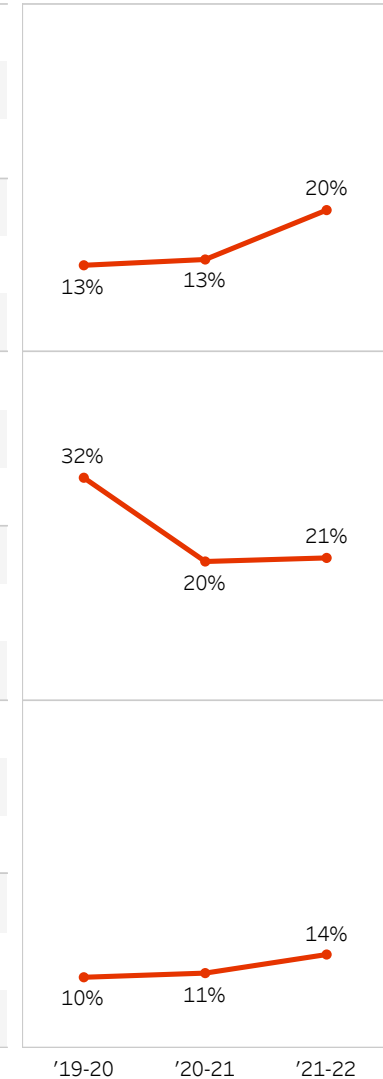
■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True

Readiness for Change—I vs. They Perspectives— LONGITUDINAL

South Whidbey Elementary-North Campus



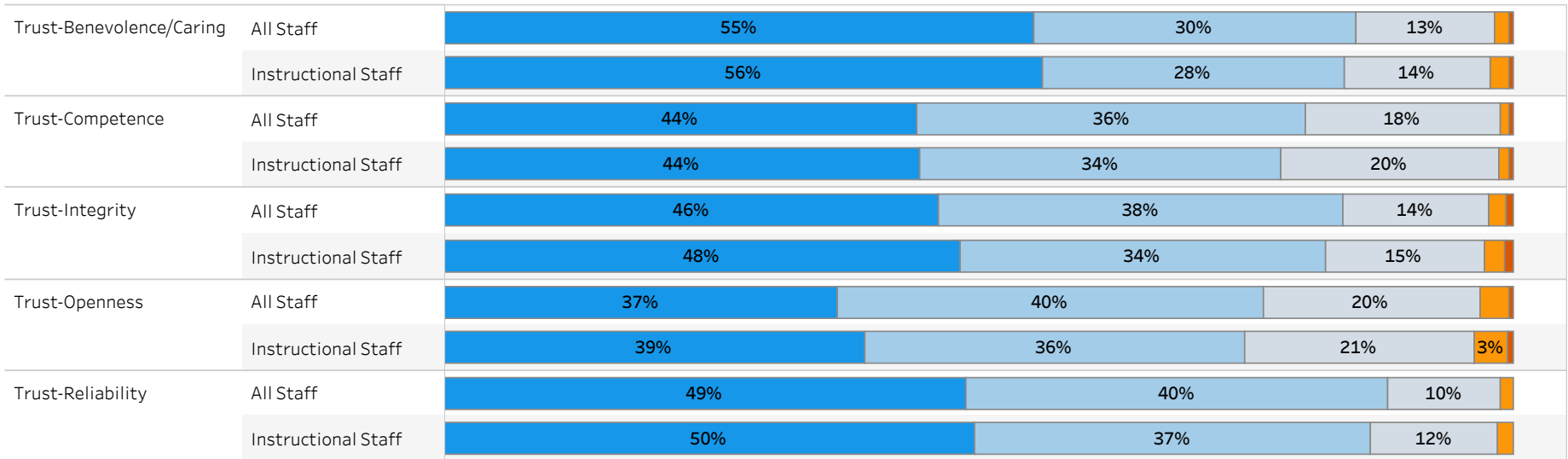
How large is the Gap between I vs. They?



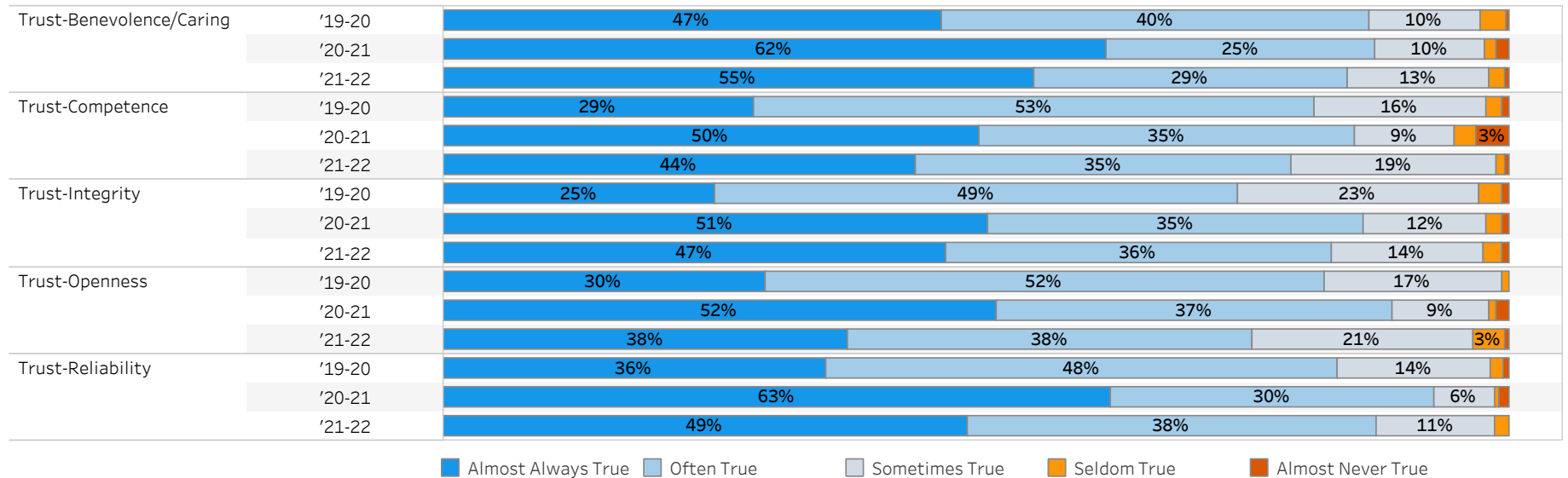
■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True
 ■ Almost Never True

Organizational Trust

South Whidbey Elementary-North Campus



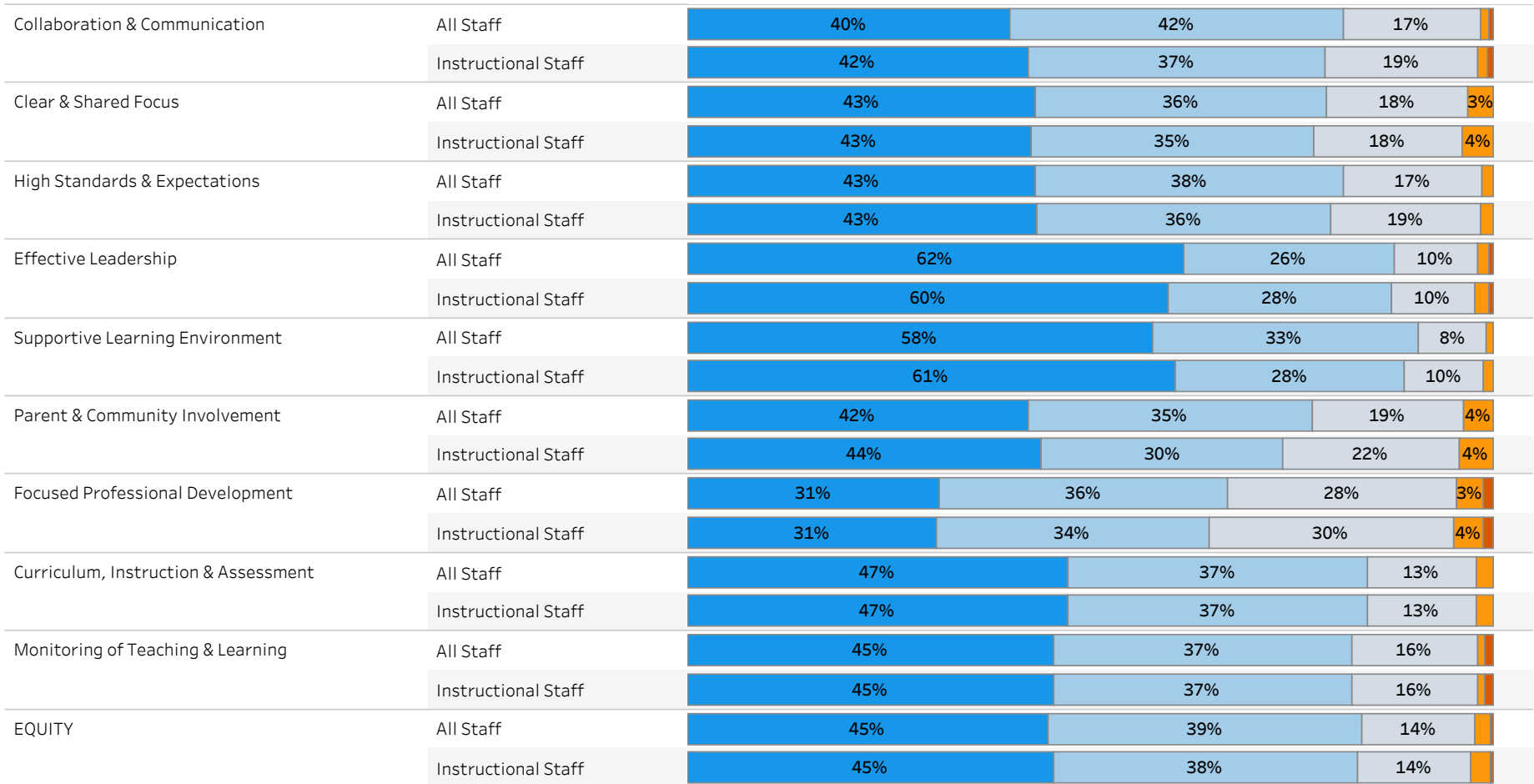
Organizational Trust—LONGITUDINAL



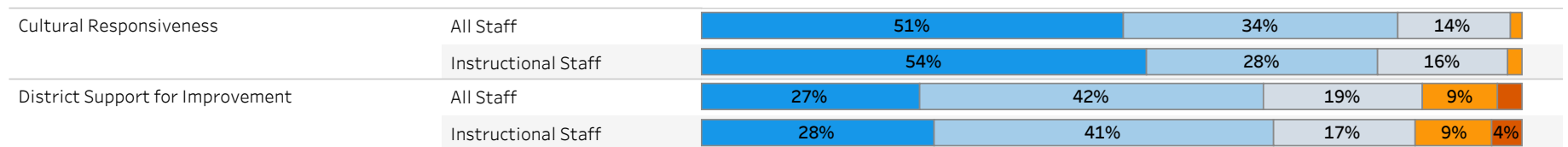
■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True
 ■ Almost Never True

9 Characteristics of High-Performing Schools

South Whidbey Elementary-North Campus



Additional Characteristics

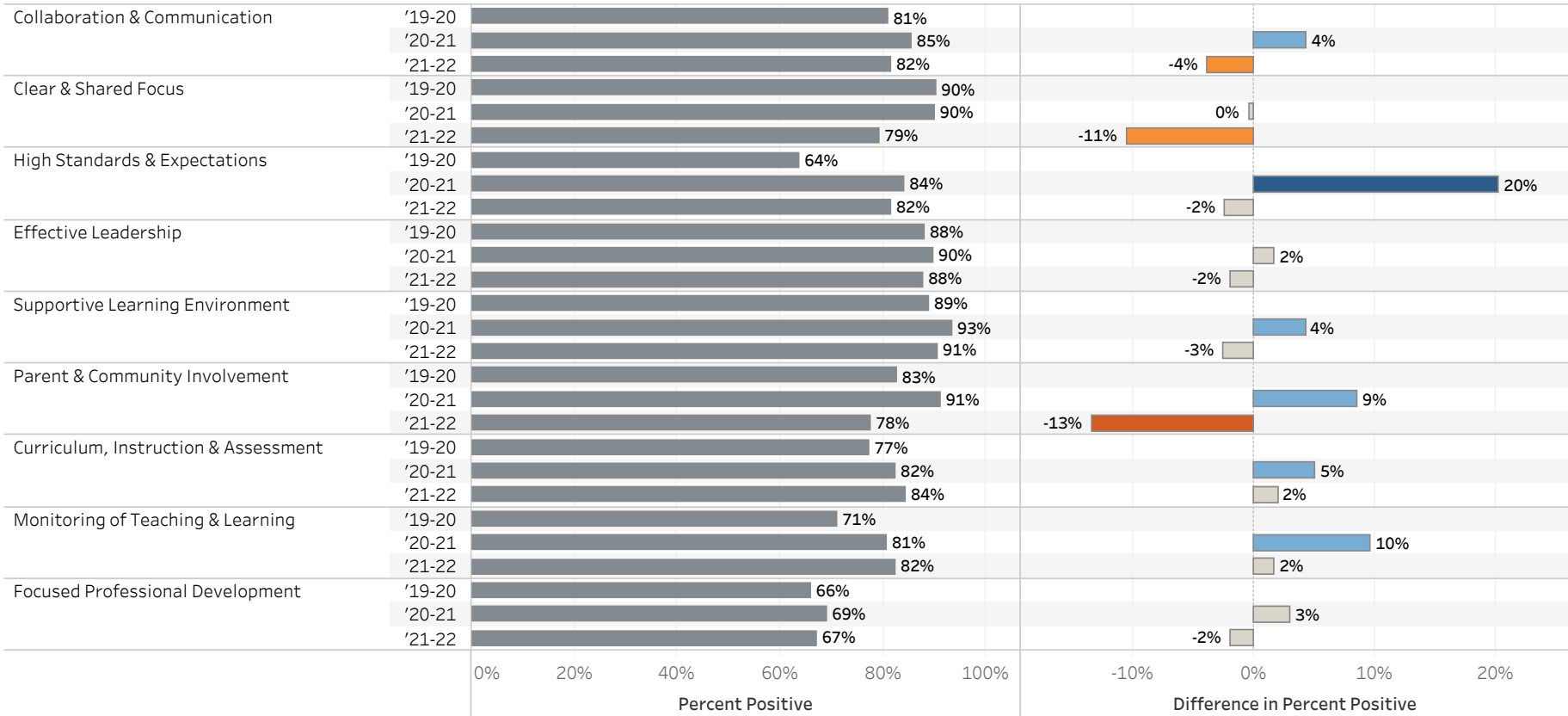


■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True
 ■ Almost Never True

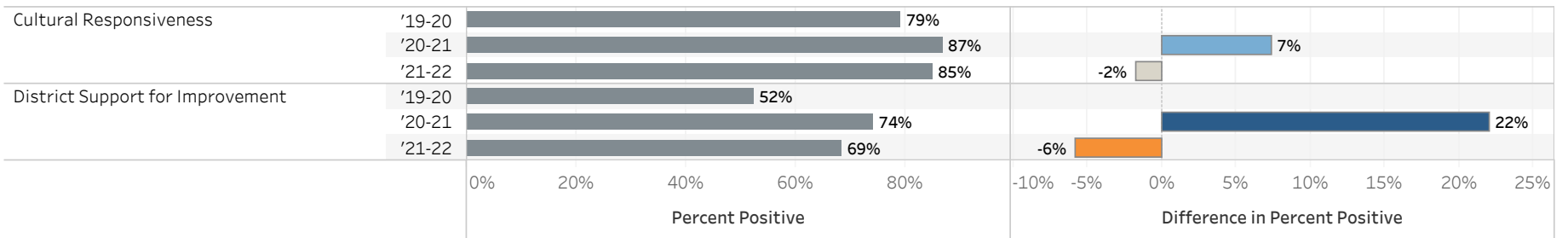
9 Characteristics of High-Performing School — LONGITUDINAL

South Whidbey Elementary-North Ca..

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

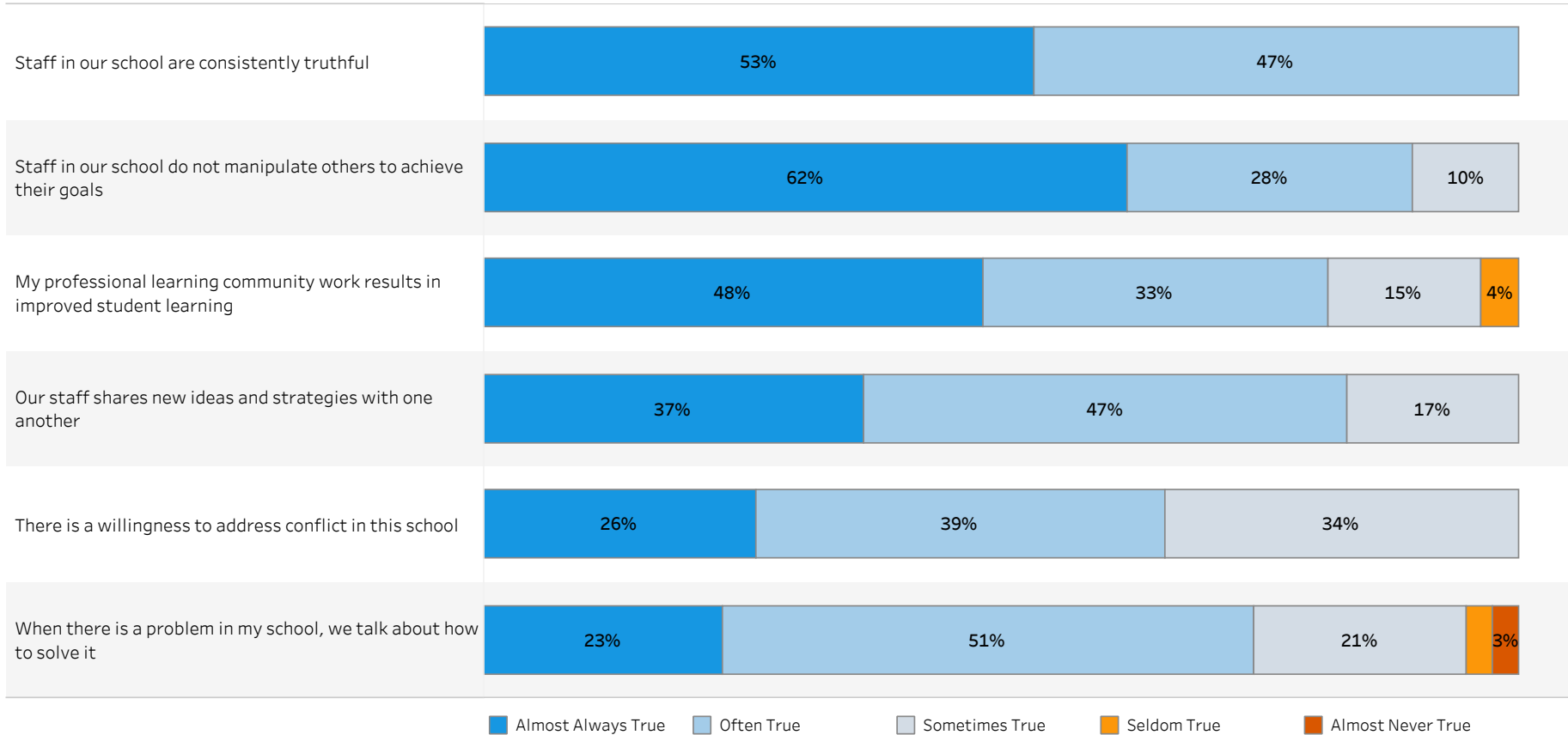


Additional Characteristics



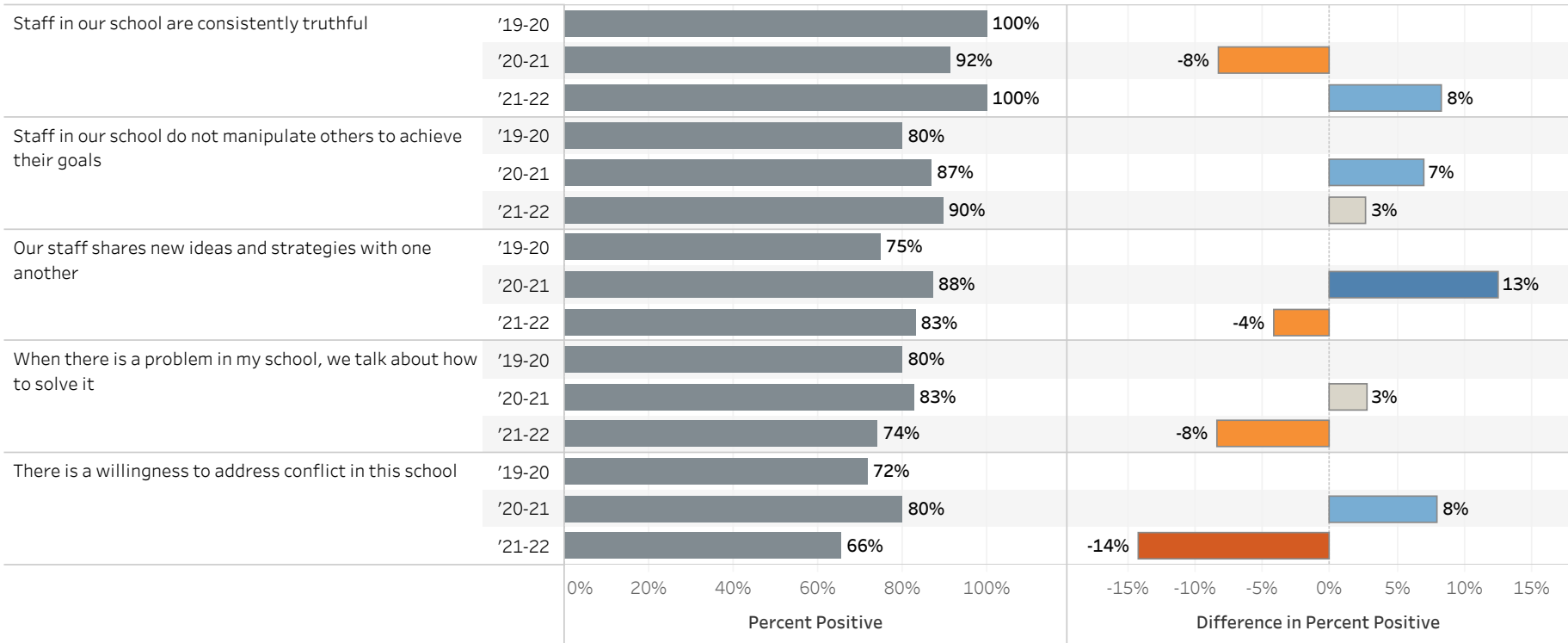
High Levels of Collaboration and Communication

South Whidbey Elementary-North Campus

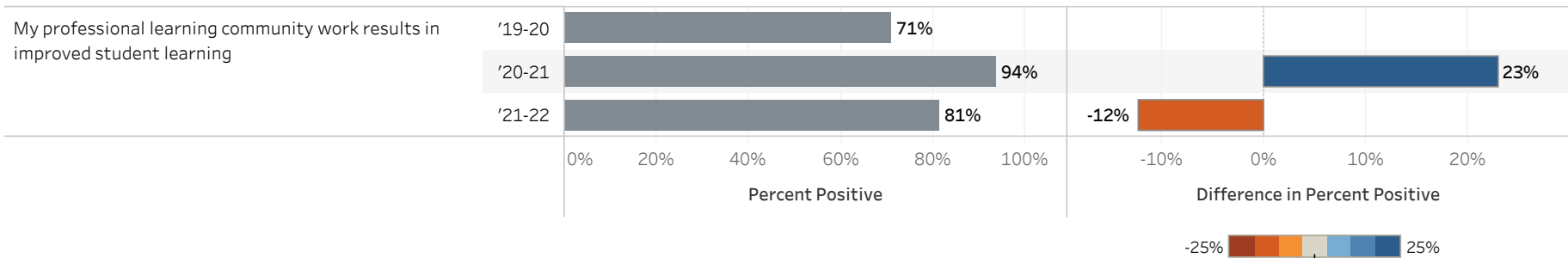


High Levels of Collaboration and Communication— LONGITUDINAL

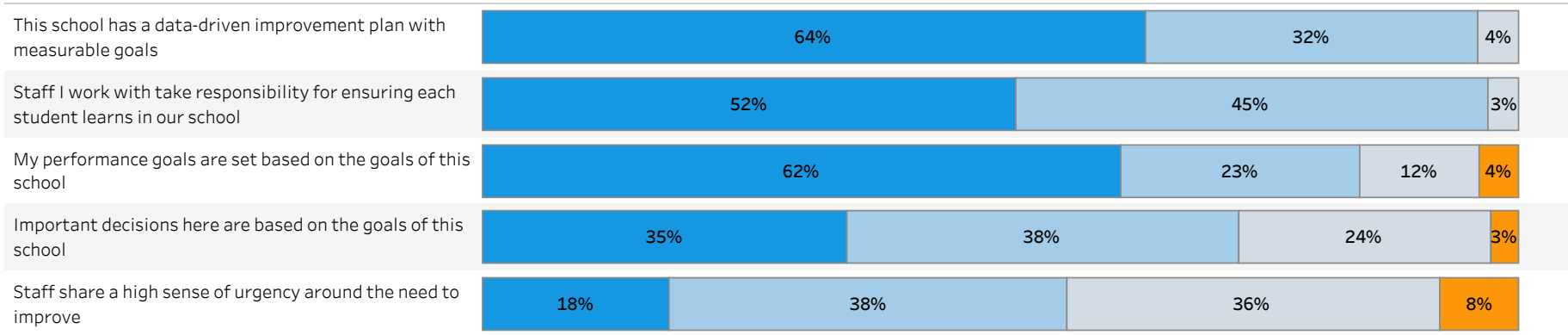
The percent difference on the right side represents the year to year change.



Questions answered only by Instructional Staff



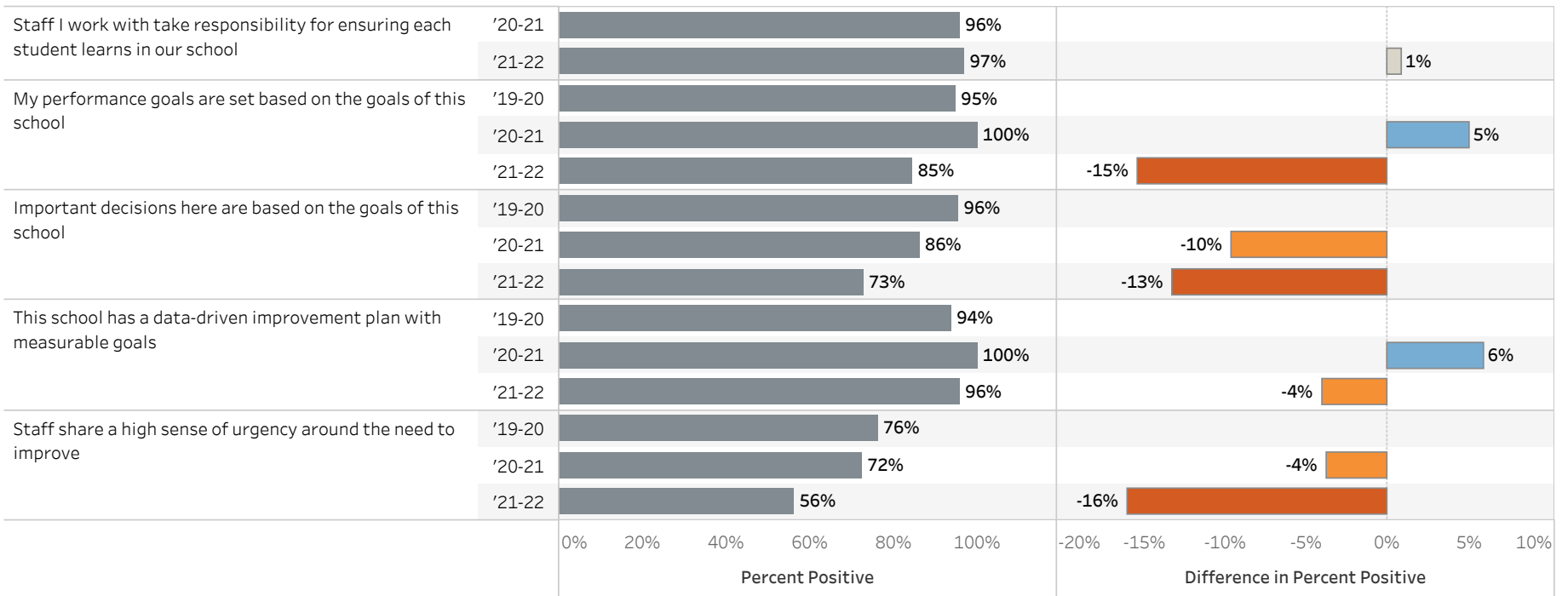
Clear and Shared Focus



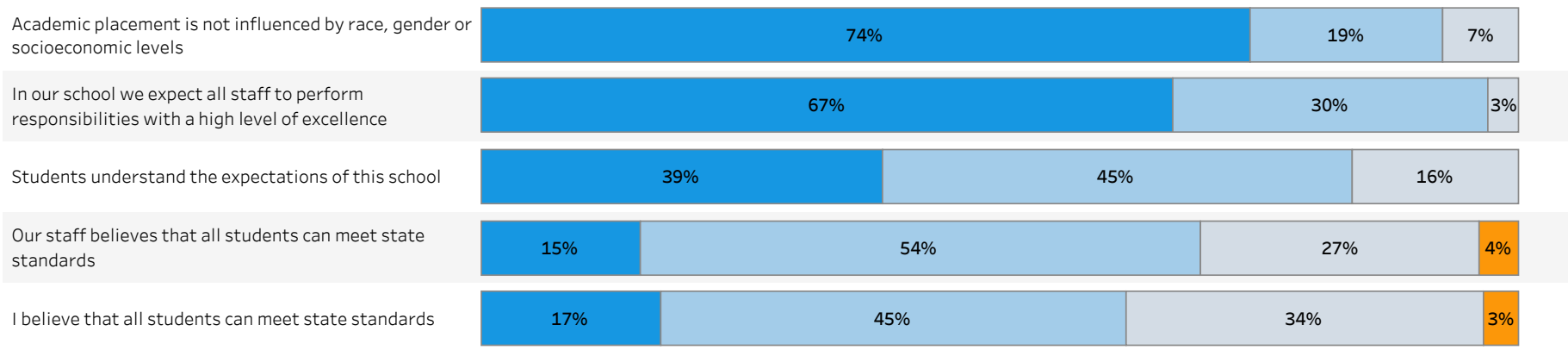
LONGITUDINAL

■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True

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



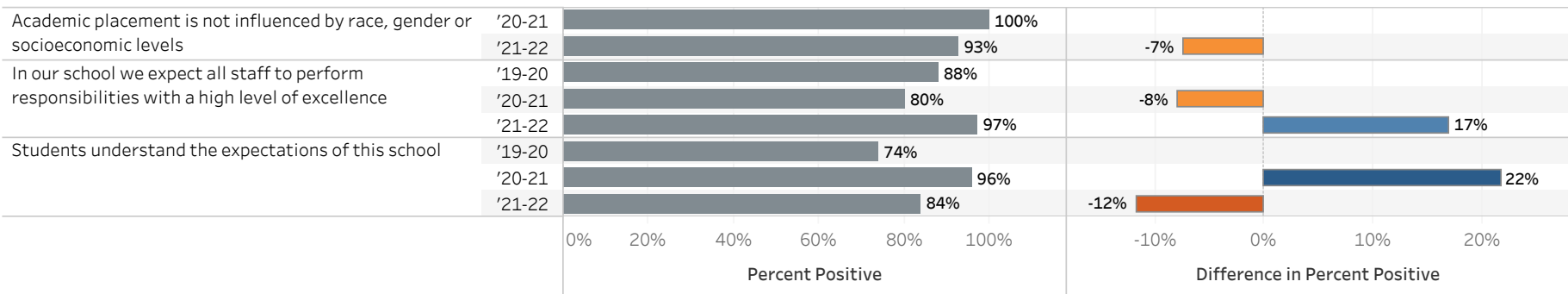
High Standards and Expectations



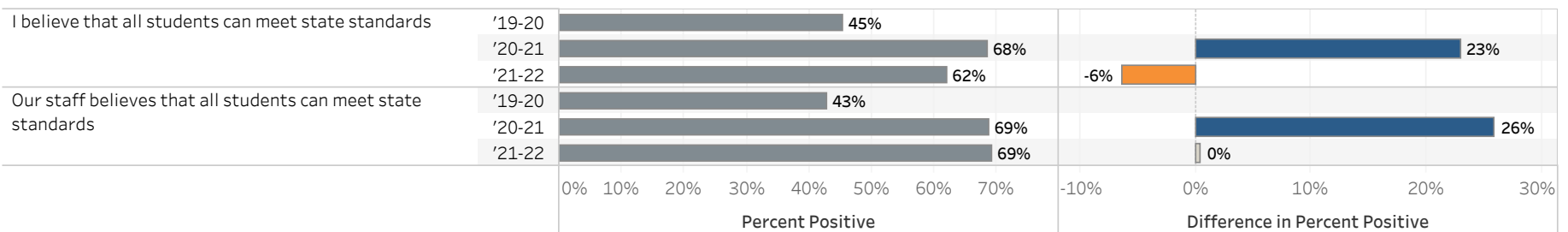
LONGITUDINAL

■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True

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

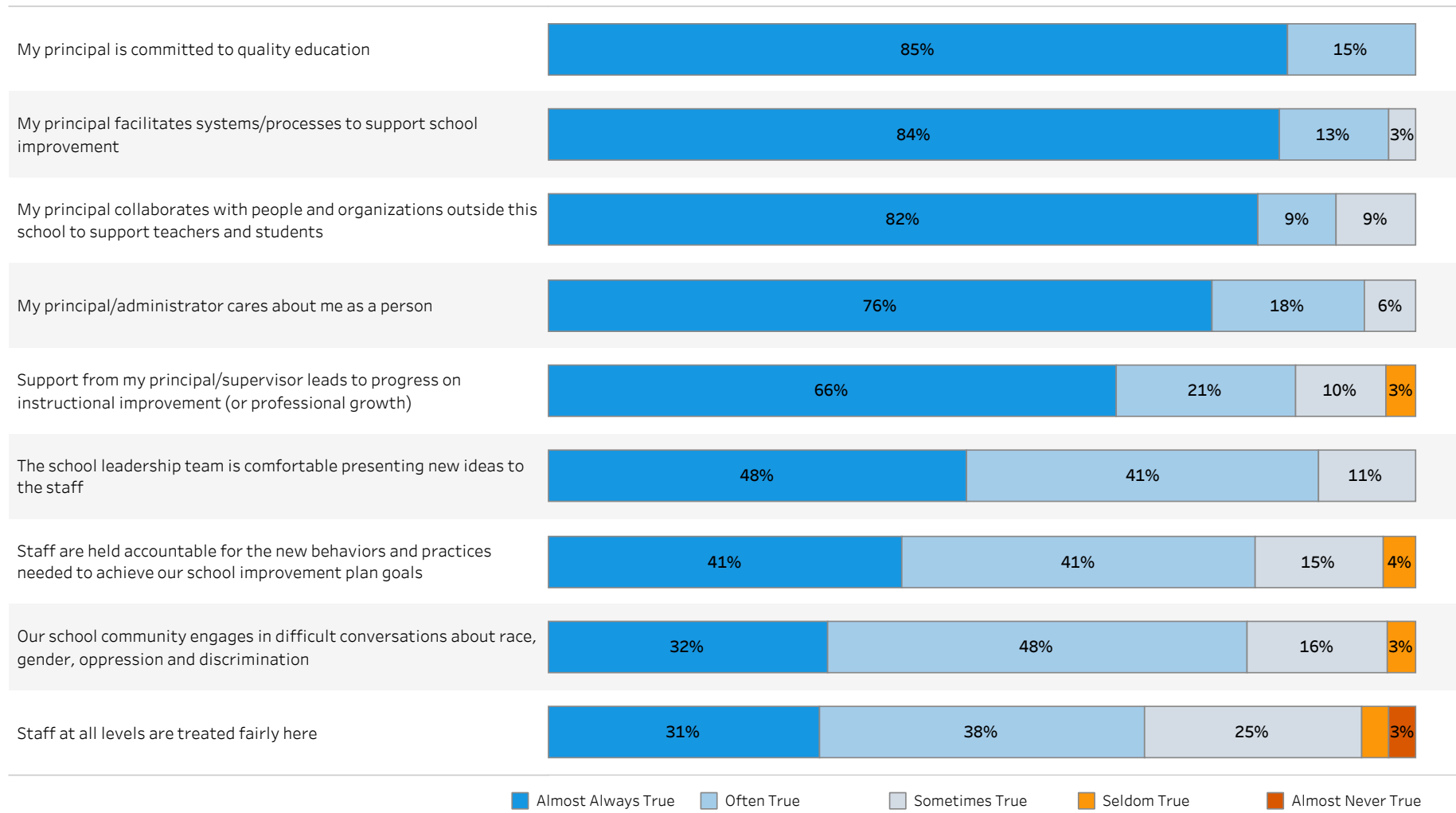


Questions answered by only Instructional Staff



Effective Leadership

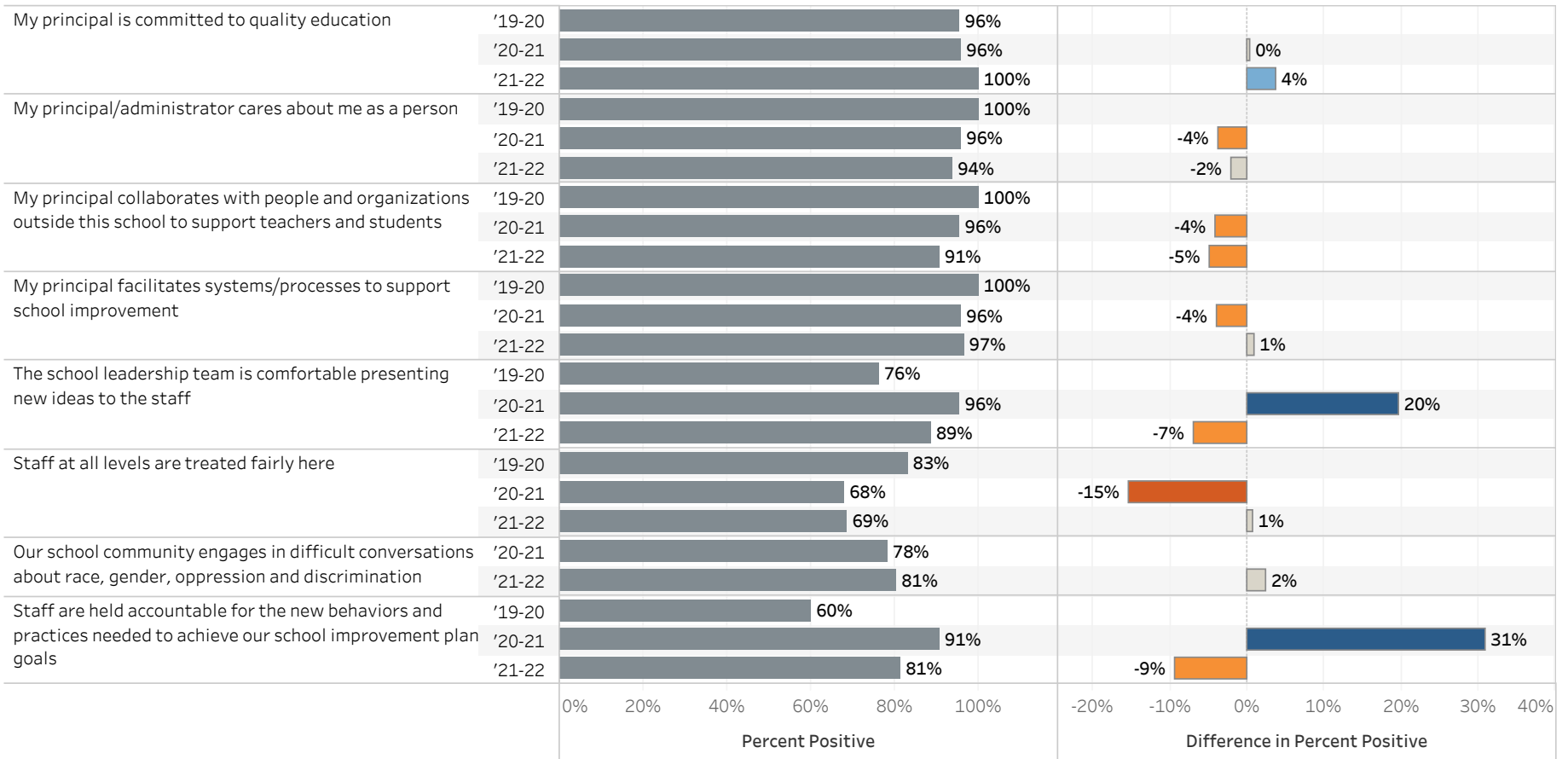
South Whidbey Elementary-North Campus



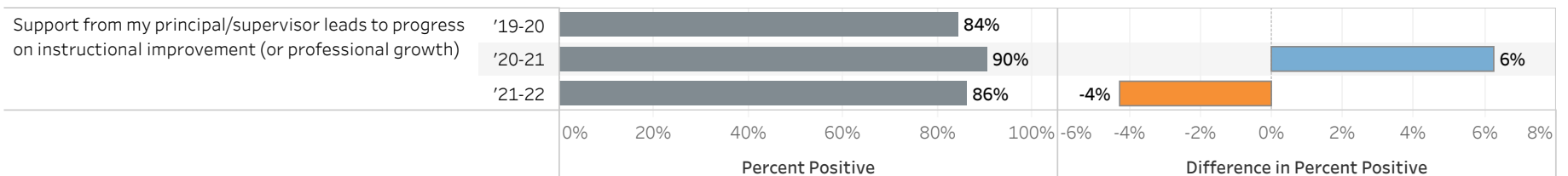
Effective Leadership—LONGITUDINAL

South Whidbey Elementary-North Campus

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

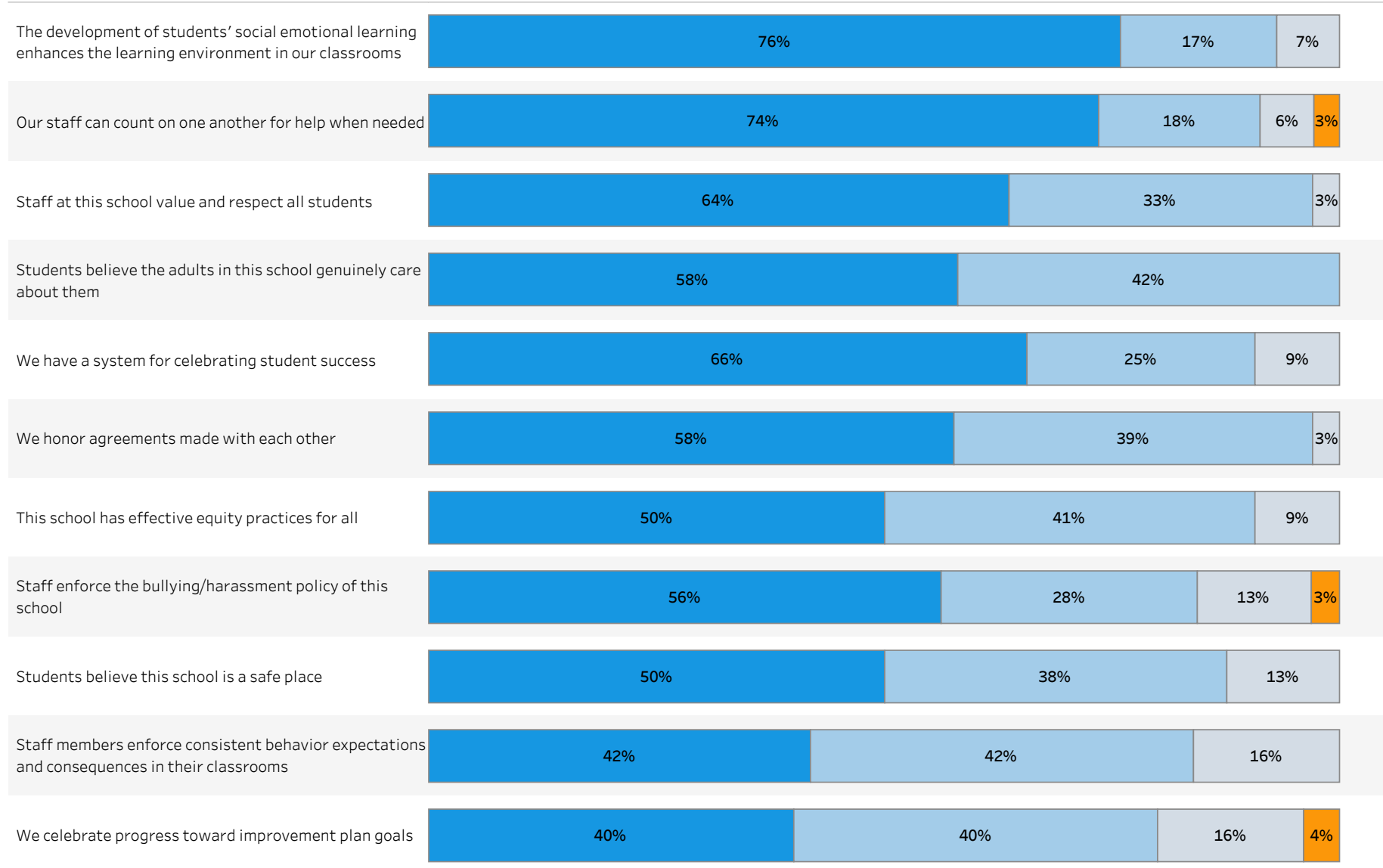


Questions answered by only Instructional Staff



Supportive Learning Environment

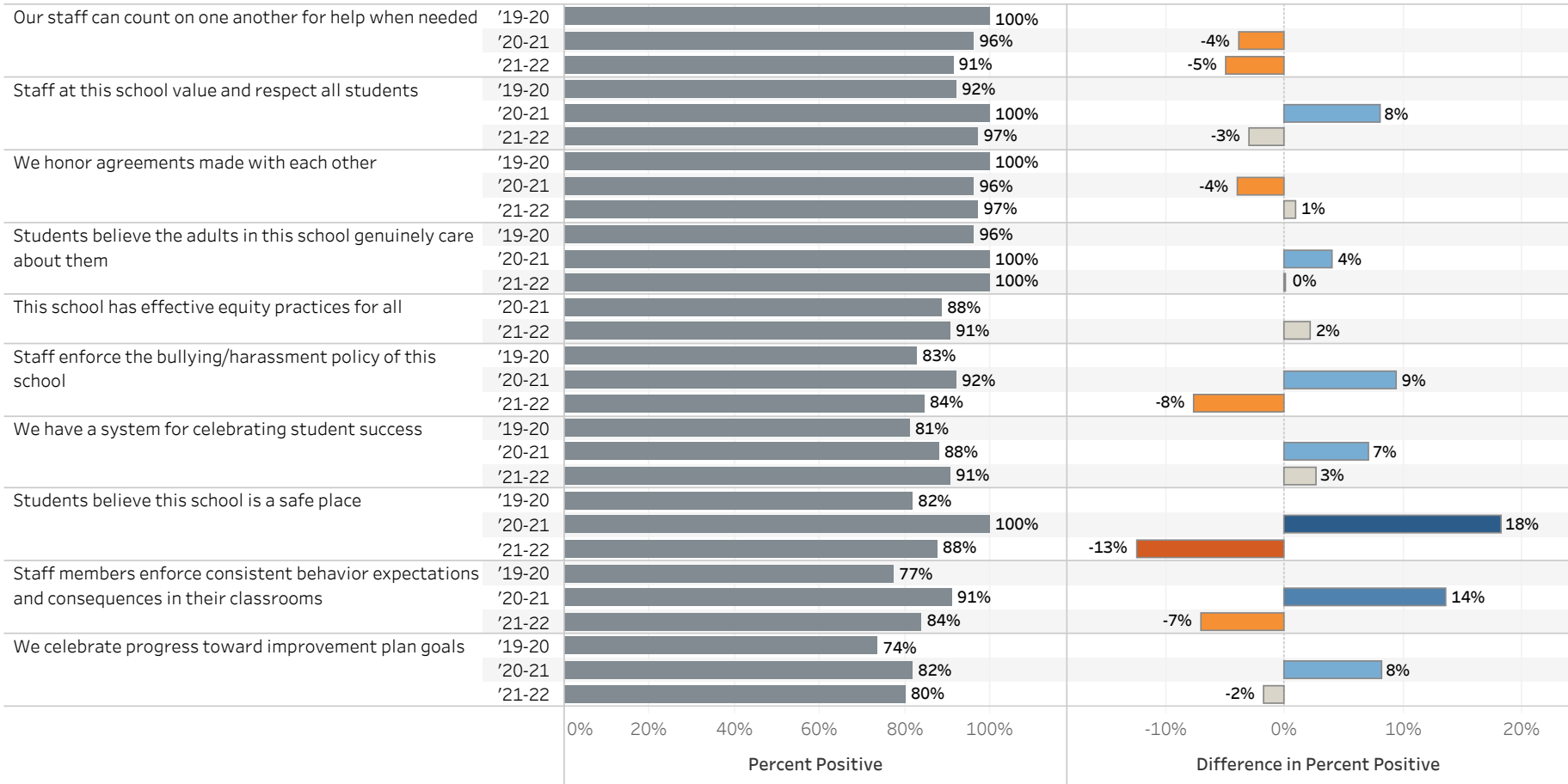
South Whidbey Elementary-North Campus



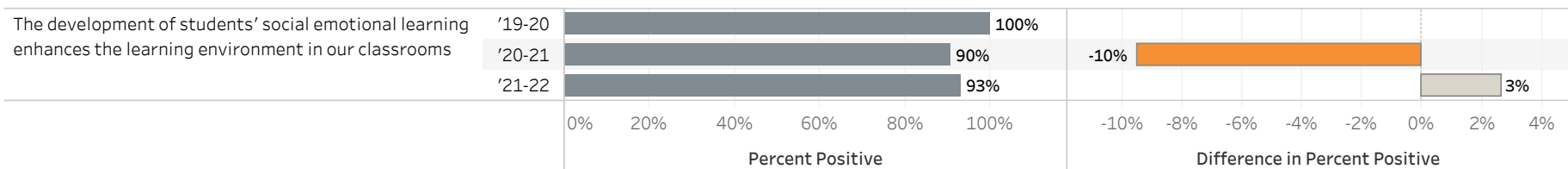
■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True

Supportive Learning Environment - LONGITUDINAL

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

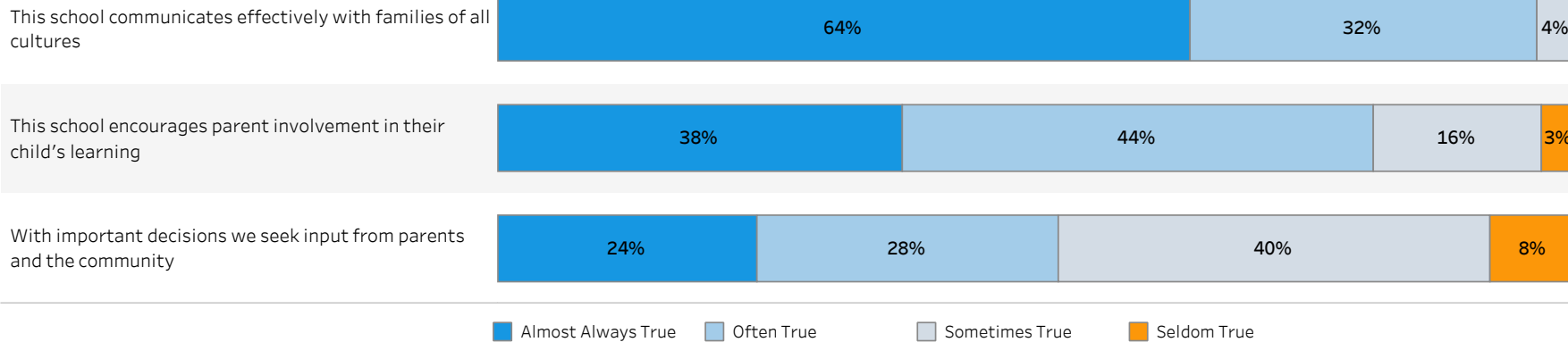


Questions answered by only Instructional Staff



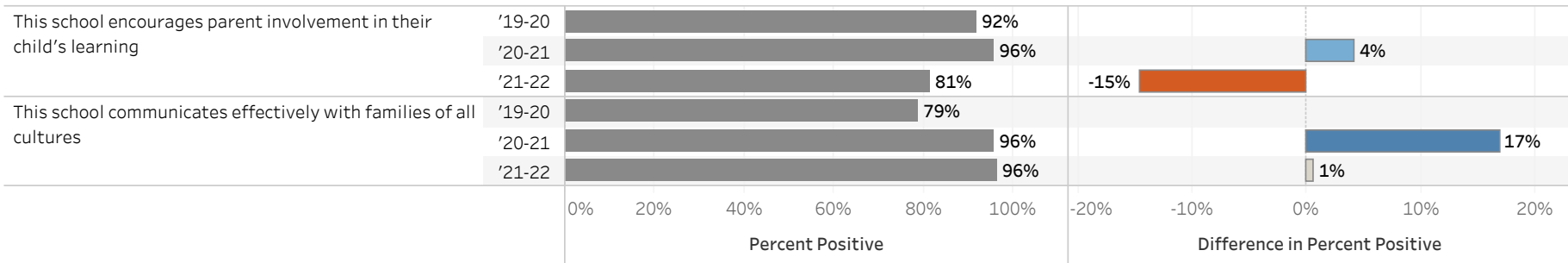
Parent and Community Involvement

South Whidbey Elementary-North Campus

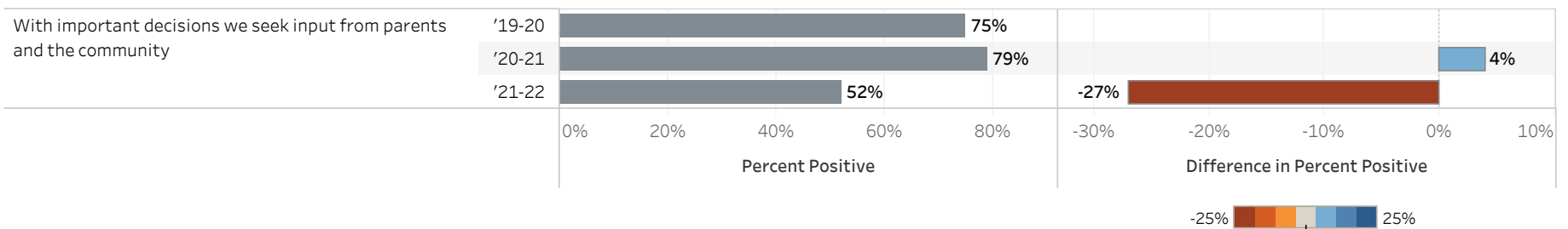


LONGITUDINAL

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

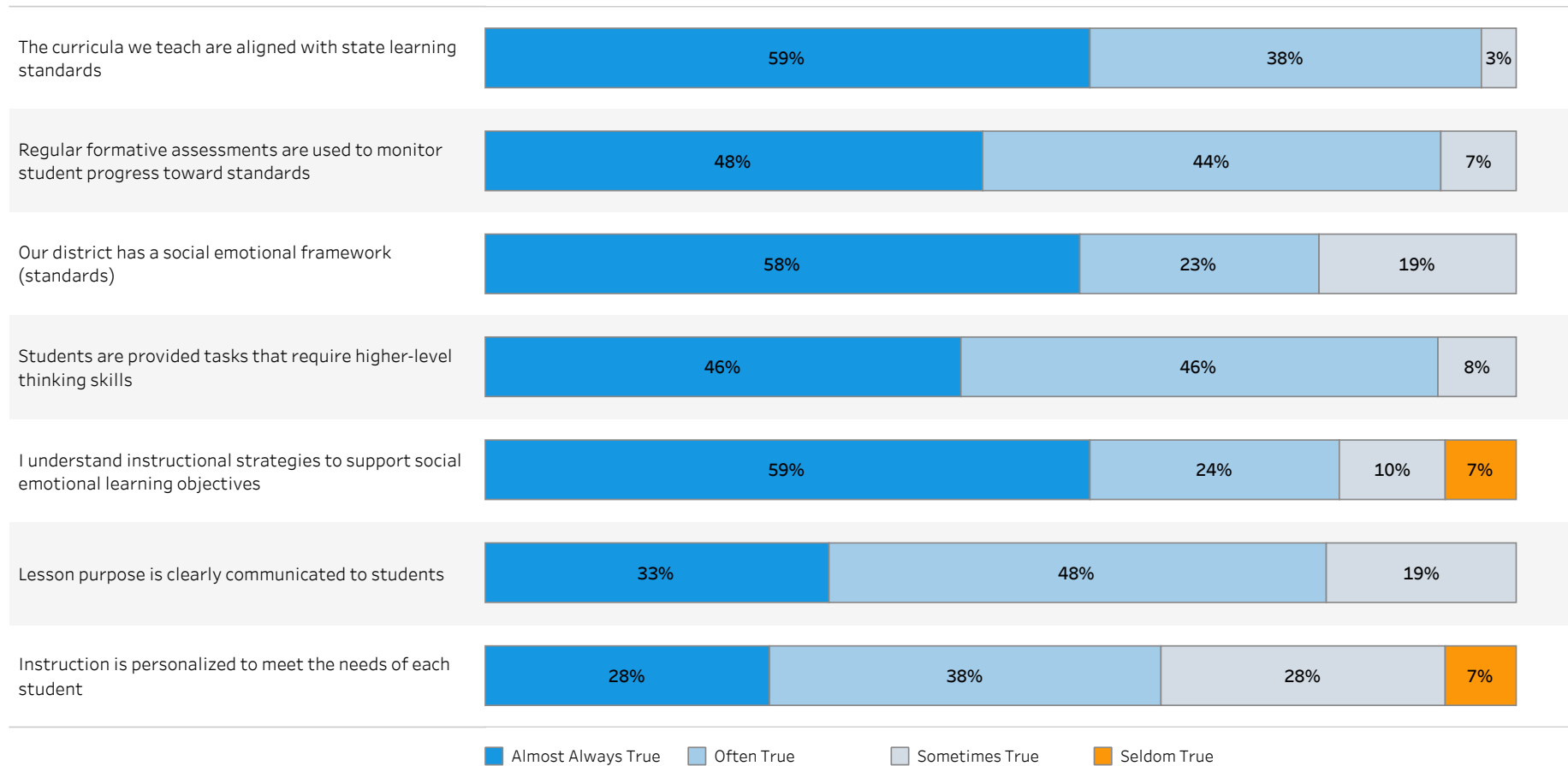


Questions answered by only Instructional Staff



High Quality Curriculum, Instruction, and Assessment

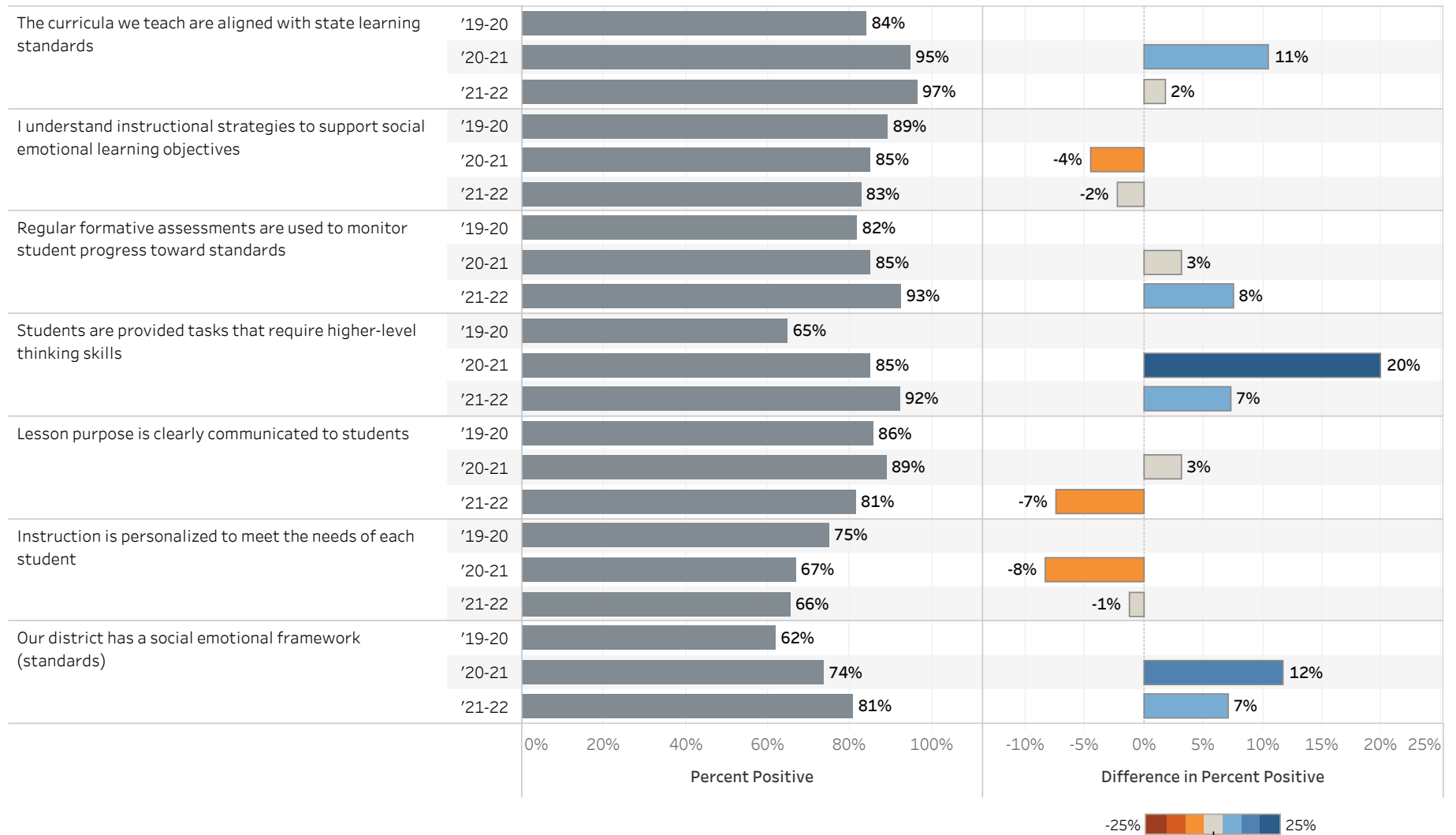
South Whidbey Elementary-North Campus



High Quality Curriculum, Instruction, and Assessment - LONGITUDINAL

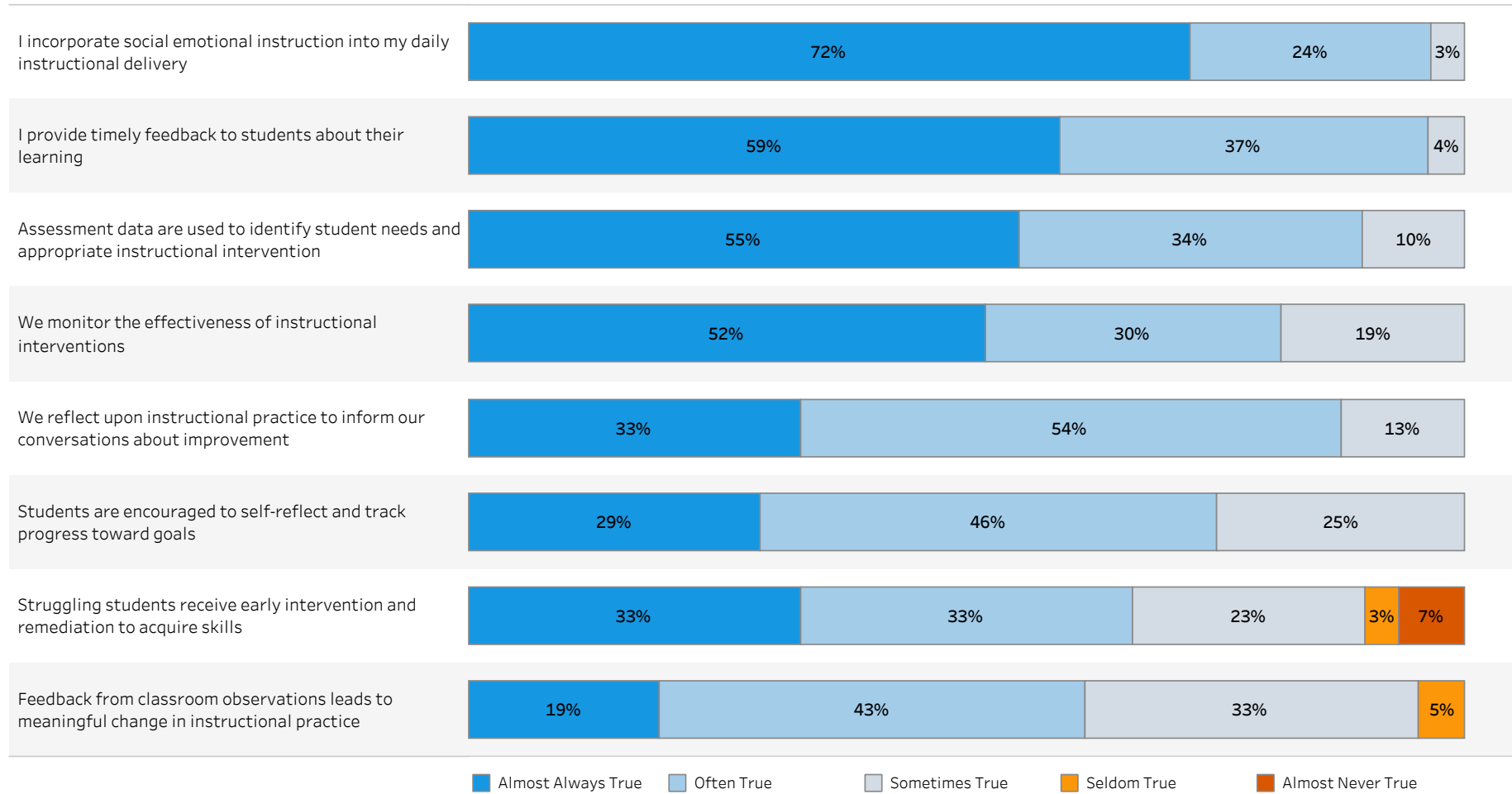
The percent difference on the right side represents the year to year change.

Questions answered by only Instructional Staff



Frequent Monitoring of Teaching and Learning

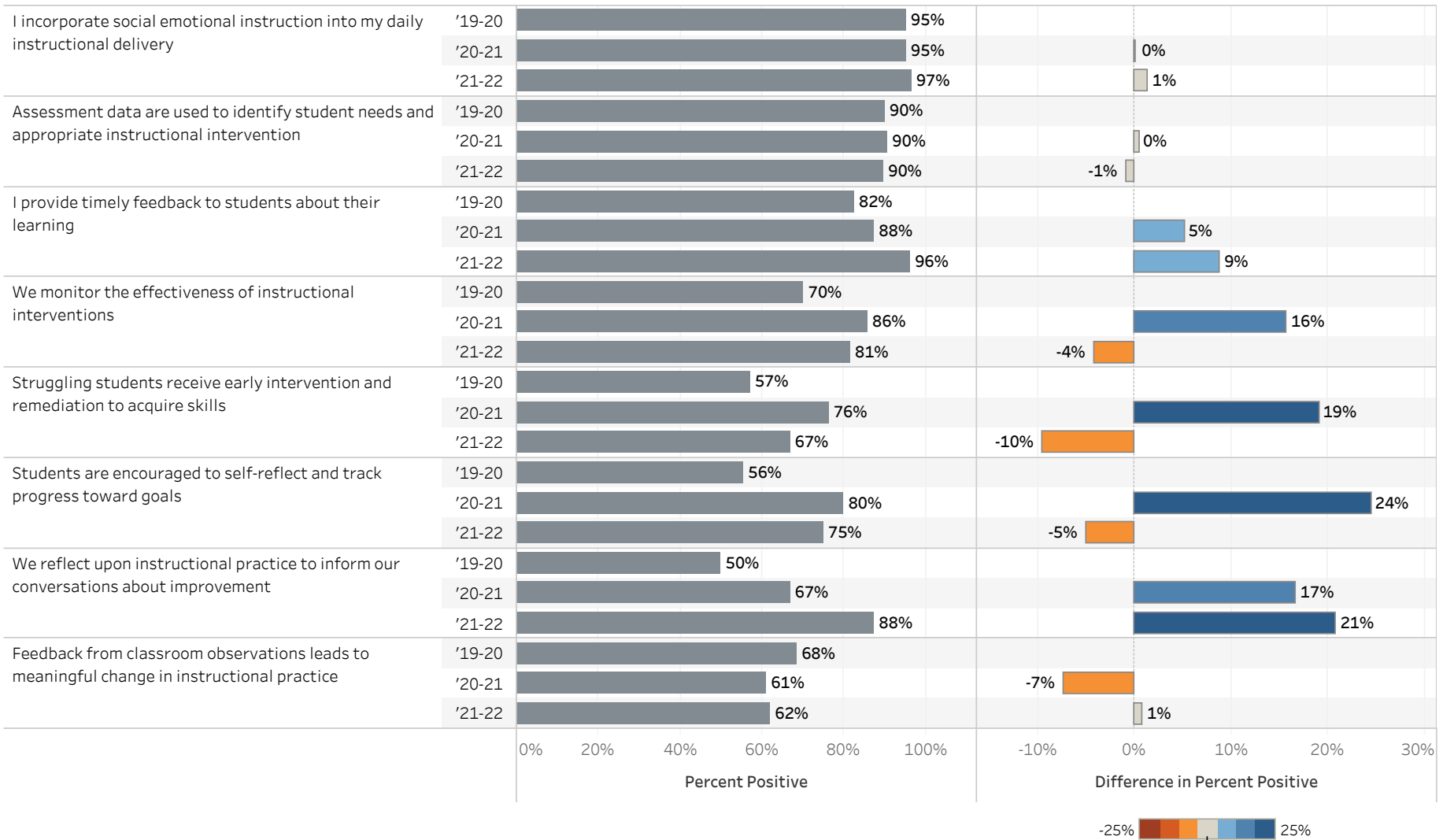
South Whidbey Elementary-North Campus



Frequent Monitoring of Teaching and Learning - LONGITUDINAL

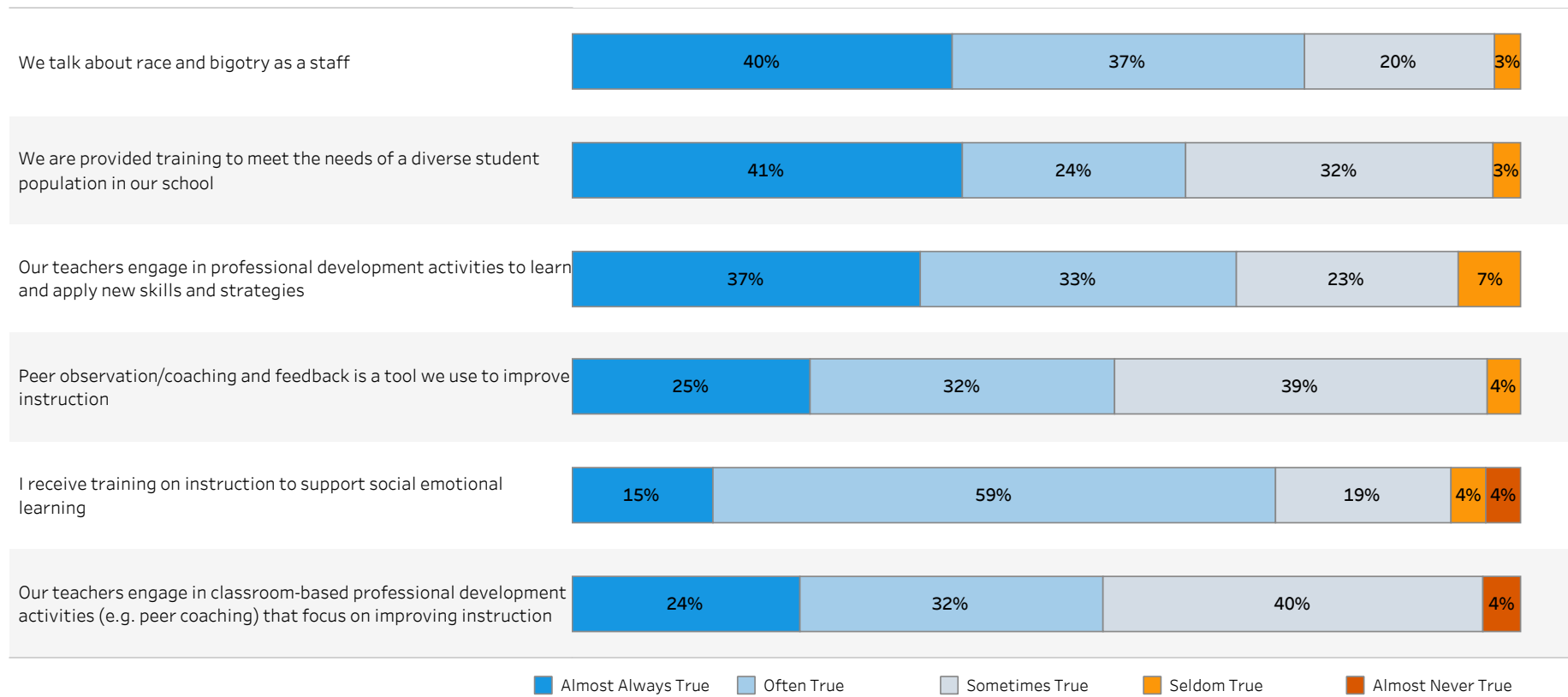
The percent difference on the right side represents the year to year change.

Questions answered by only Instructional Staff



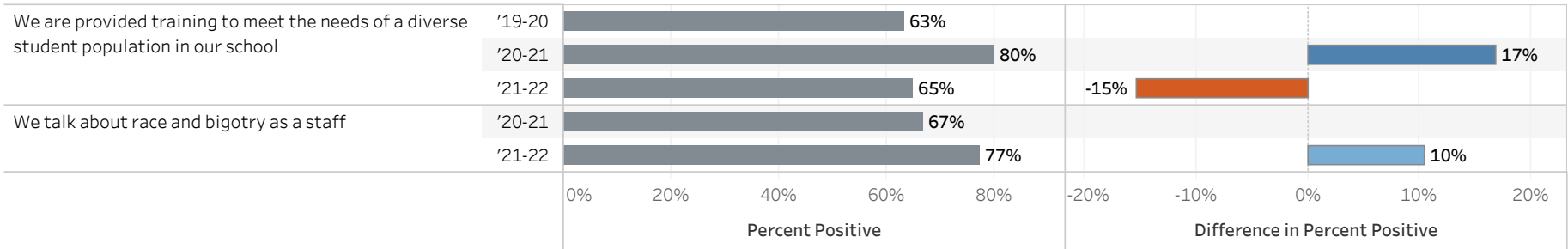
Focused Professional Development

South Whidbey Elementary-North Campus

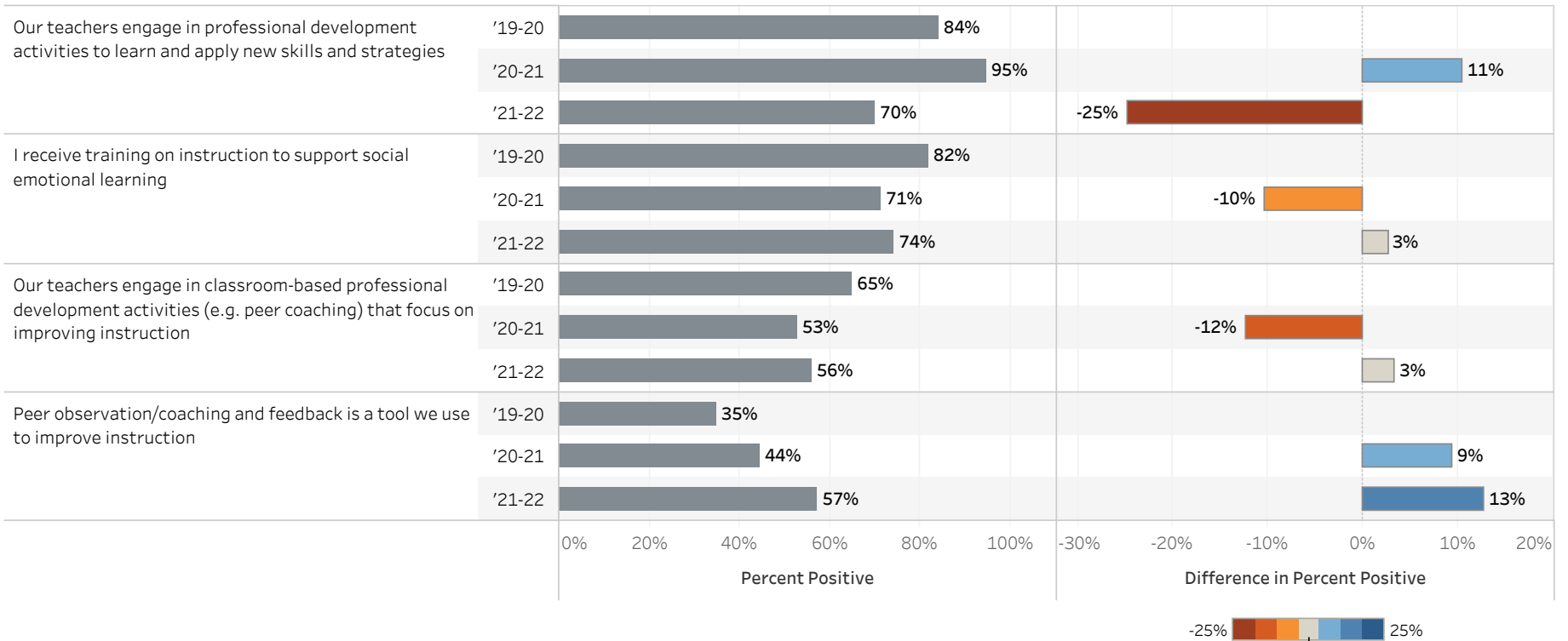


Focused Professional Development LONGITUDINAL

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

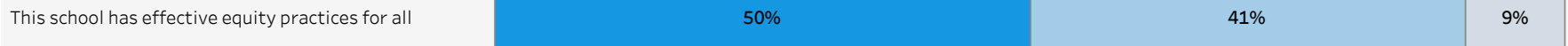


Questions answered by only Instructional Staff



Cultural Responsiveness

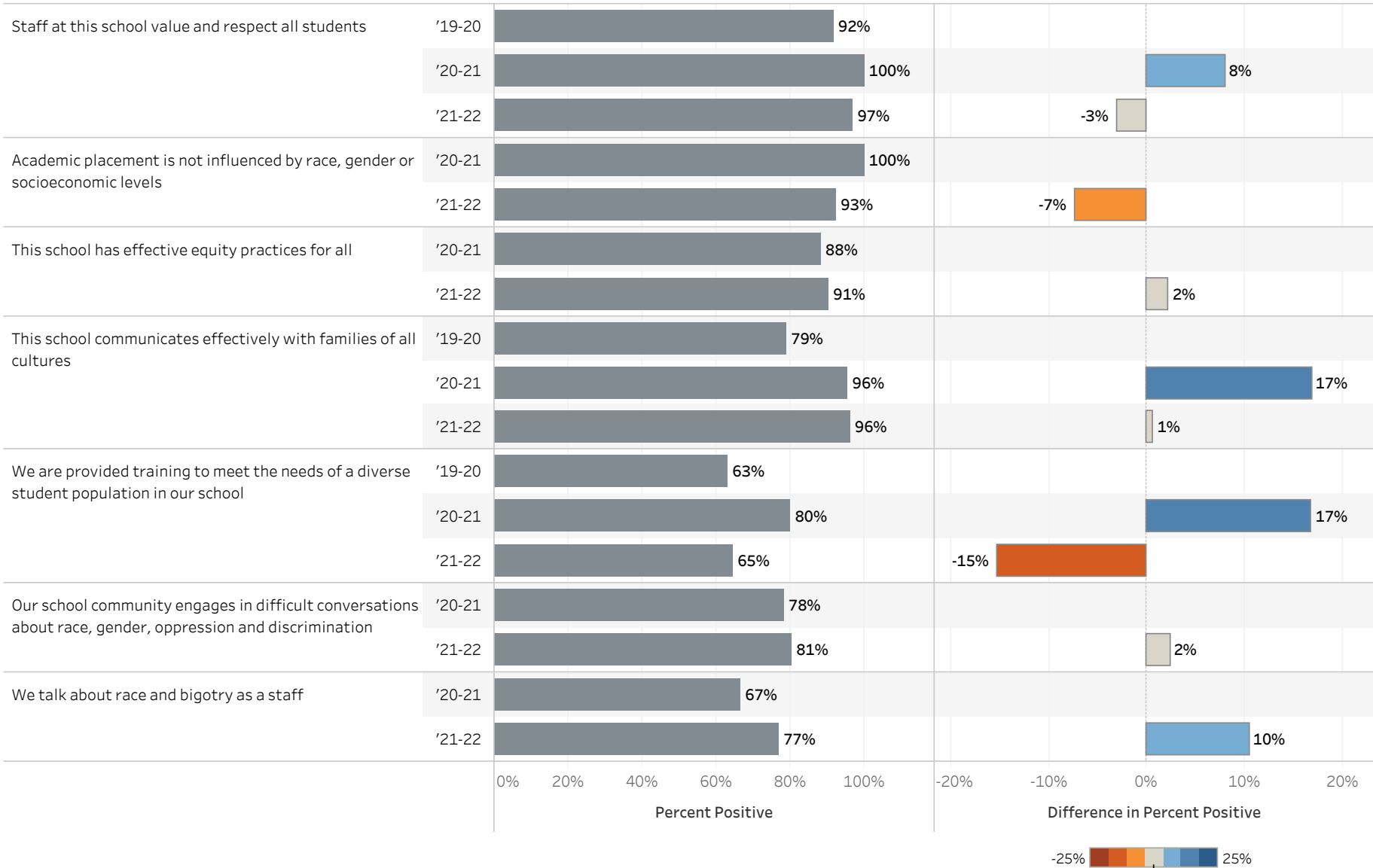
South Whidbey Elementary-North Campus



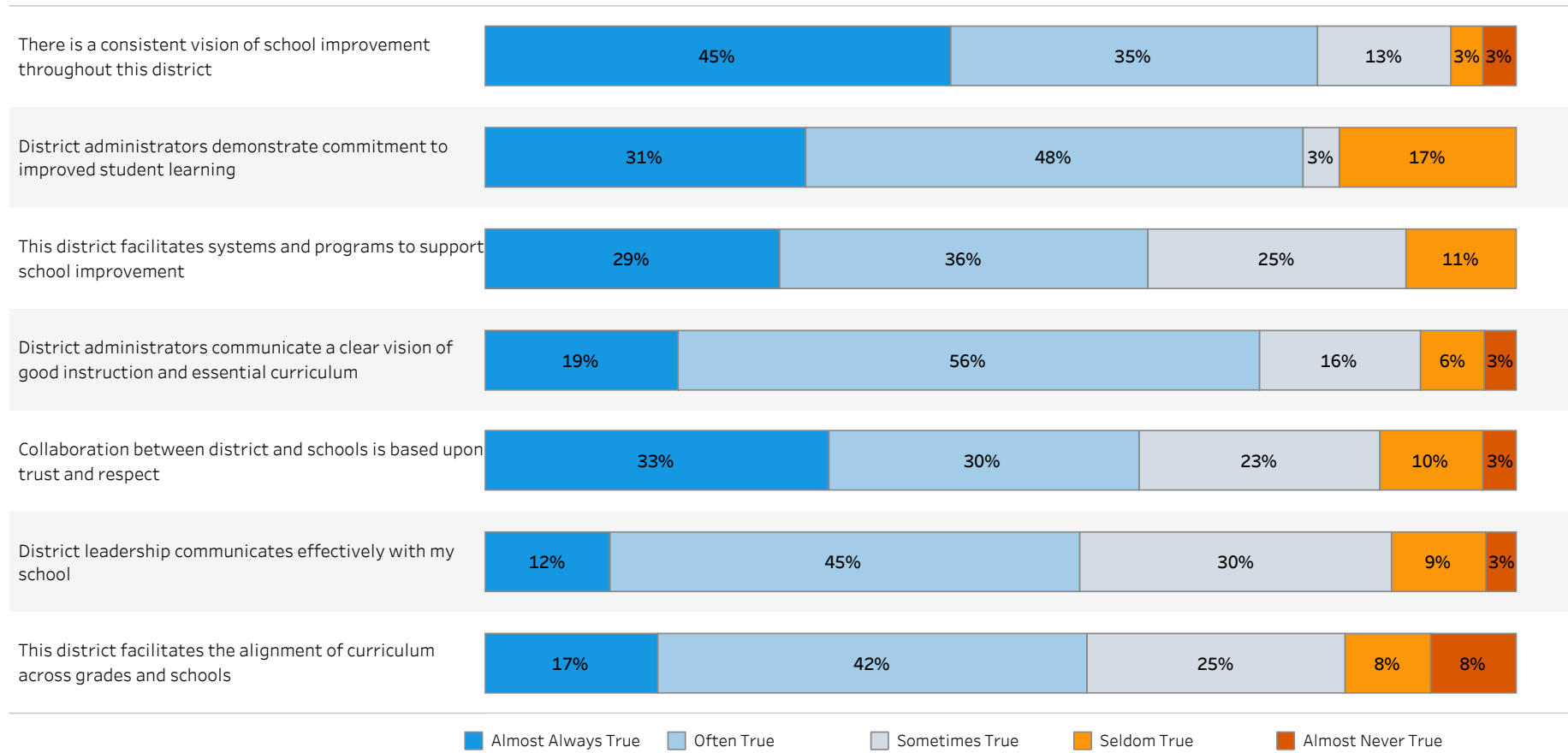
■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True

Cultural Responsiveness - LONGITUDINAL

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

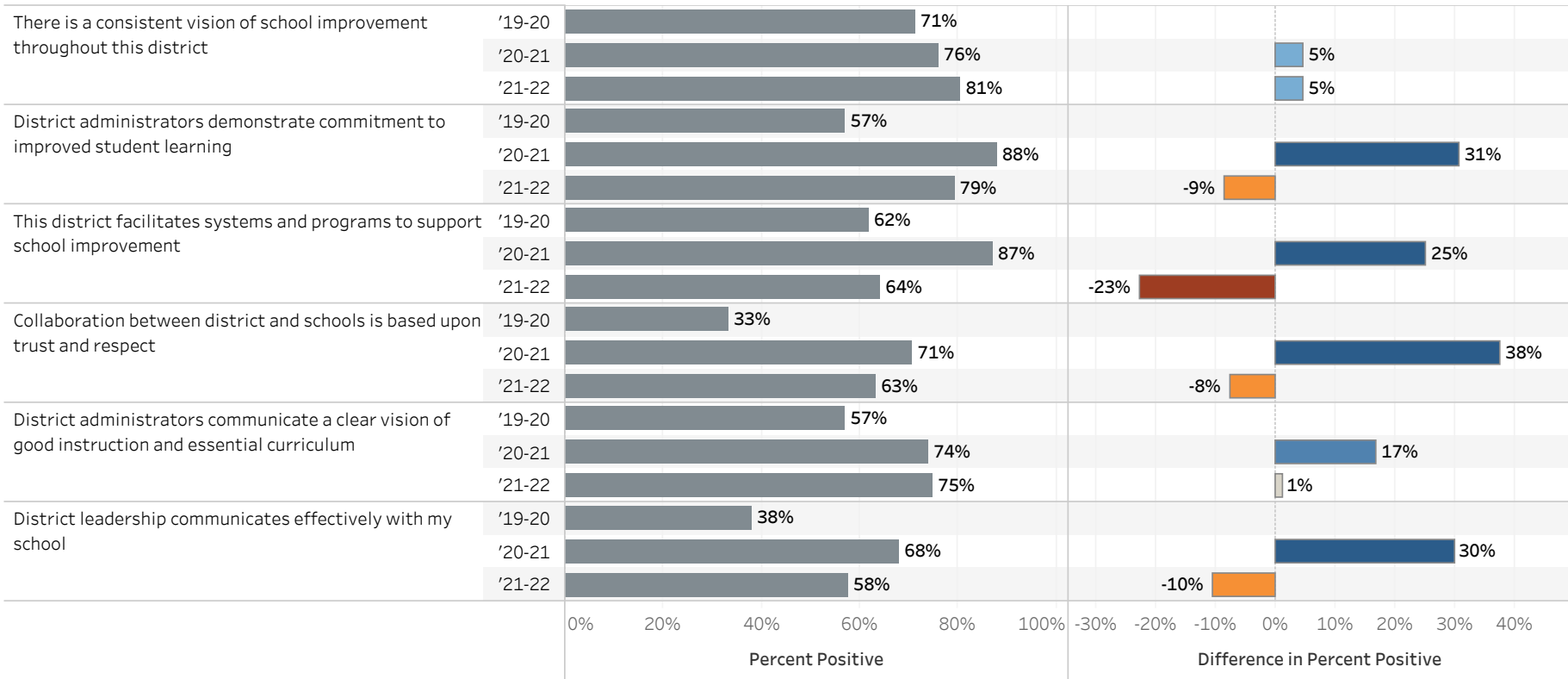


District Support for Improvement

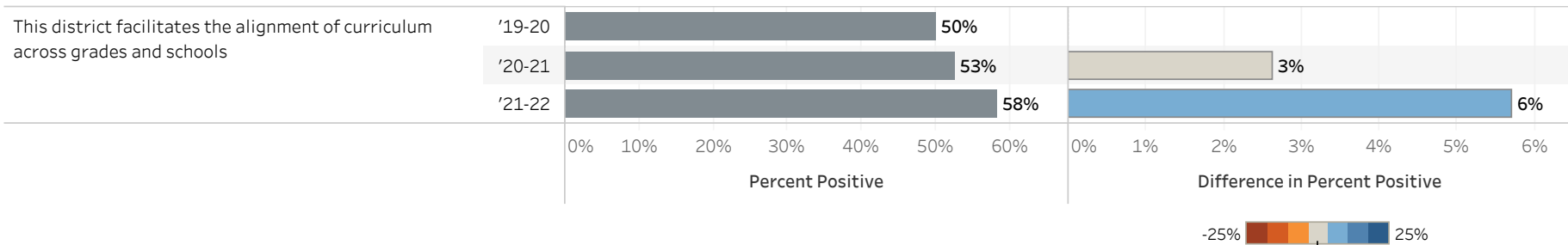


District Support for Improvement

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

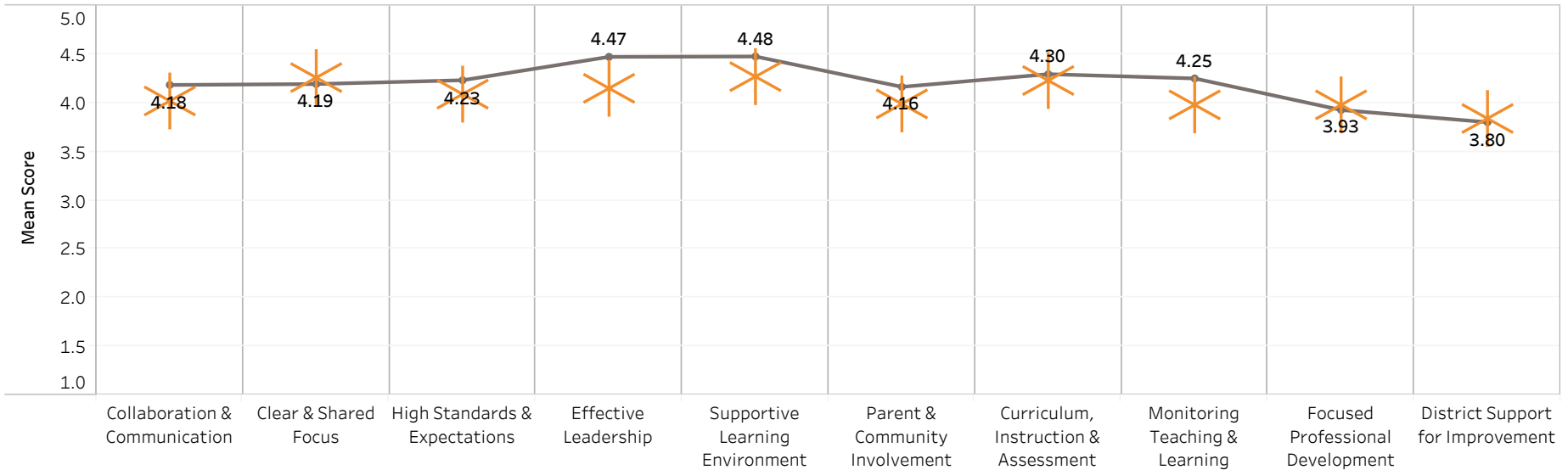


Questions answered by only Instructional Staff



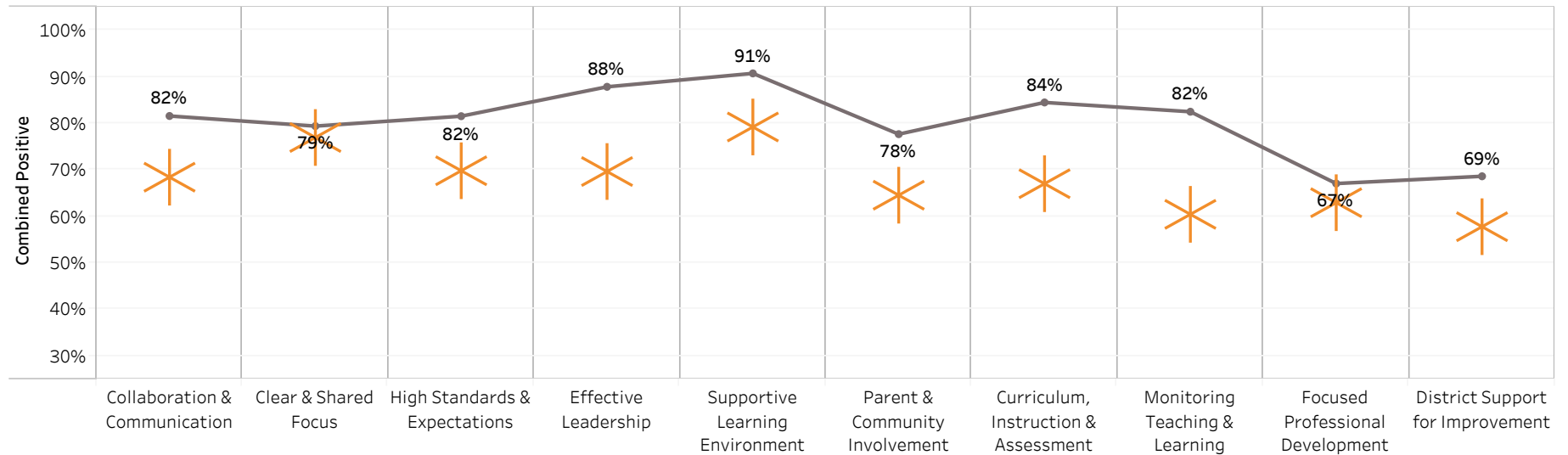
Comparison - Mean Scores

South Whidbey Elementary-North Campus

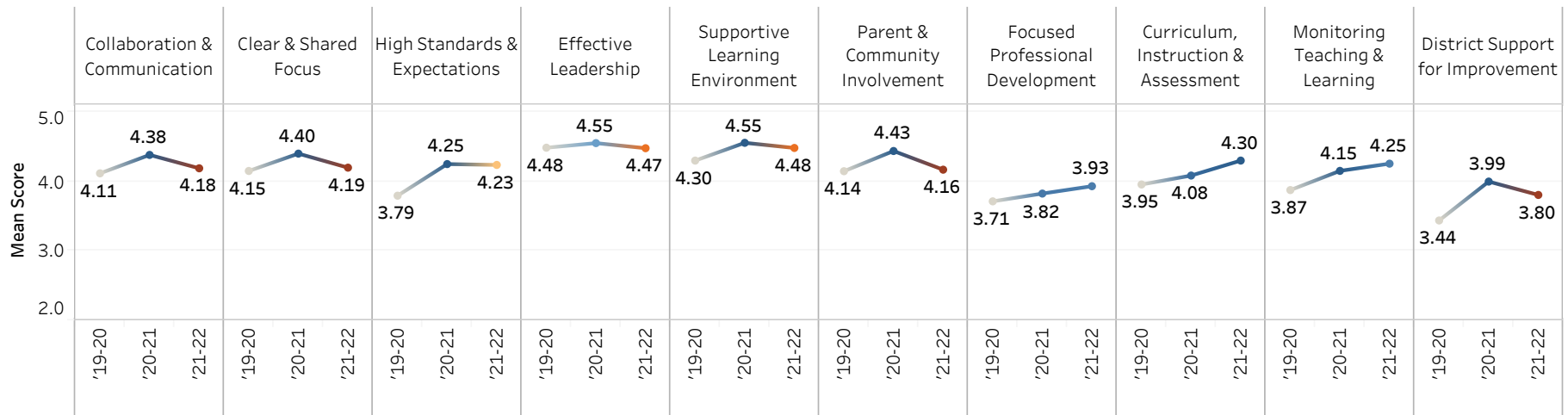


Comparison - Percent Positive

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



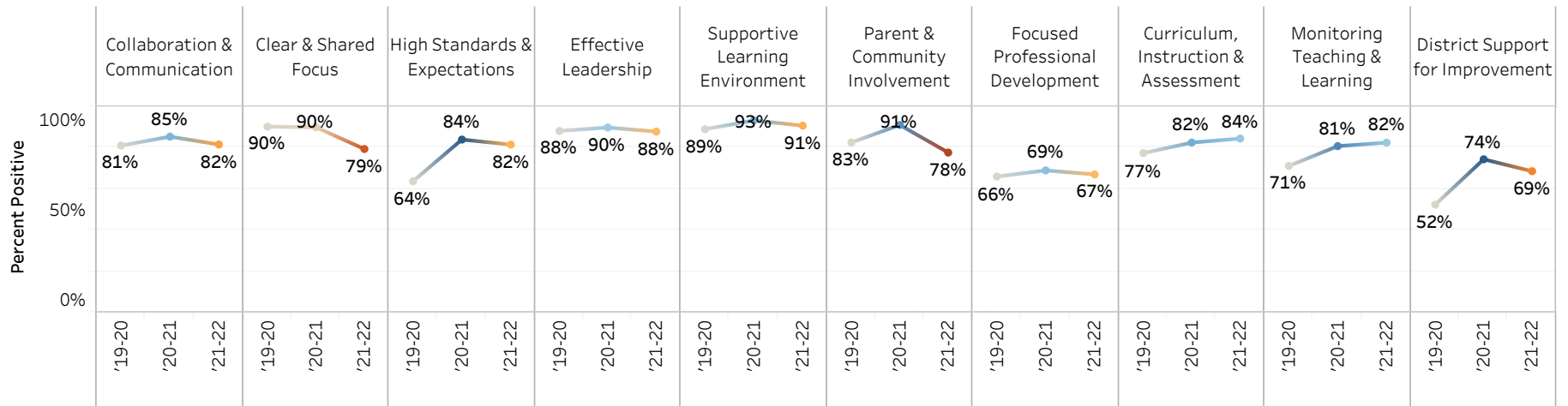
Comparison - Mean Scores LONGITUDINAL



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%