

# Educational Effectiveness Survey™



## 9 Characteristics of High Performing Schools

Staff Edition V11

### South Whidbey Elementary-South Campus

South Whidbey School District

'19-20

'20-21

'21-22

N=17

N=16

N=20





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.

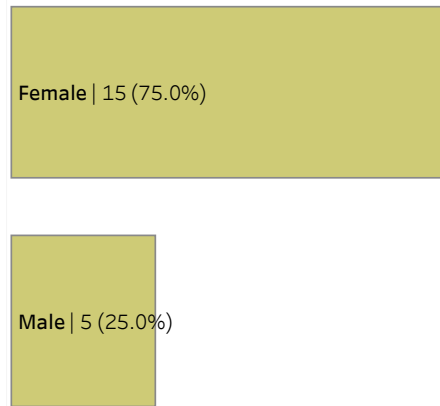
### 9 Characteristics of High-Performing Schools

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.

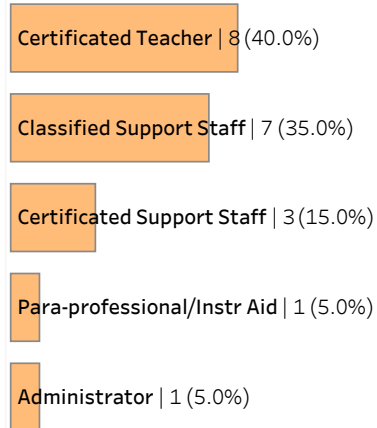


# Demographics

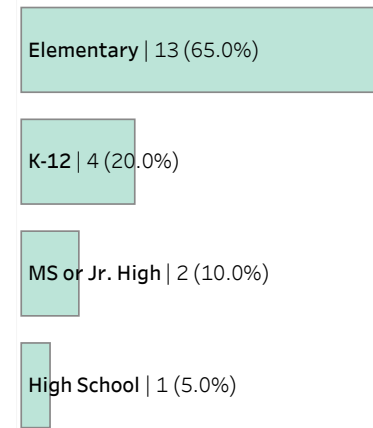
## Gender



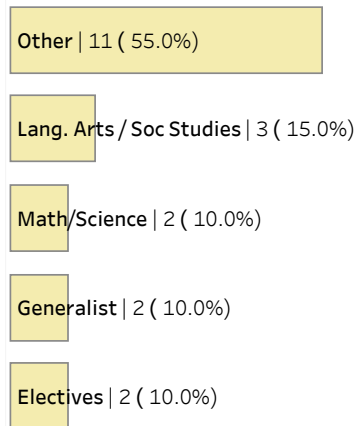
## Position



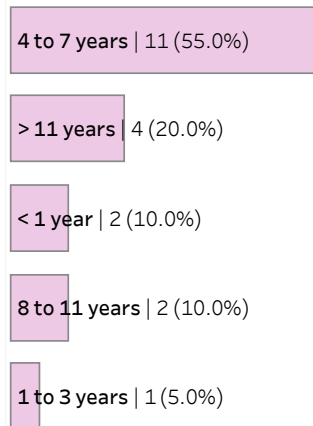
## Level



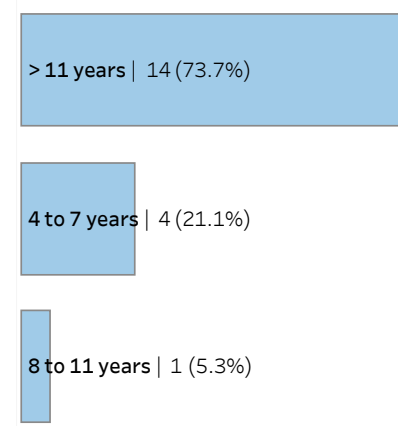
## Department



## School-Yrs of Service



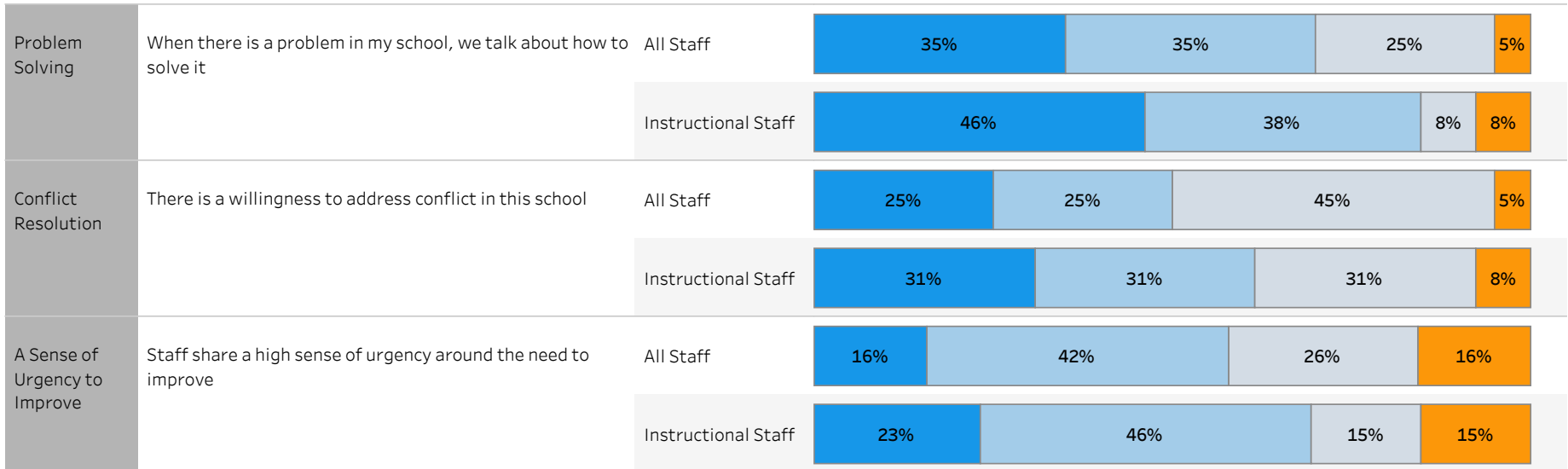
## Education-Yrs of Service



# 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.”

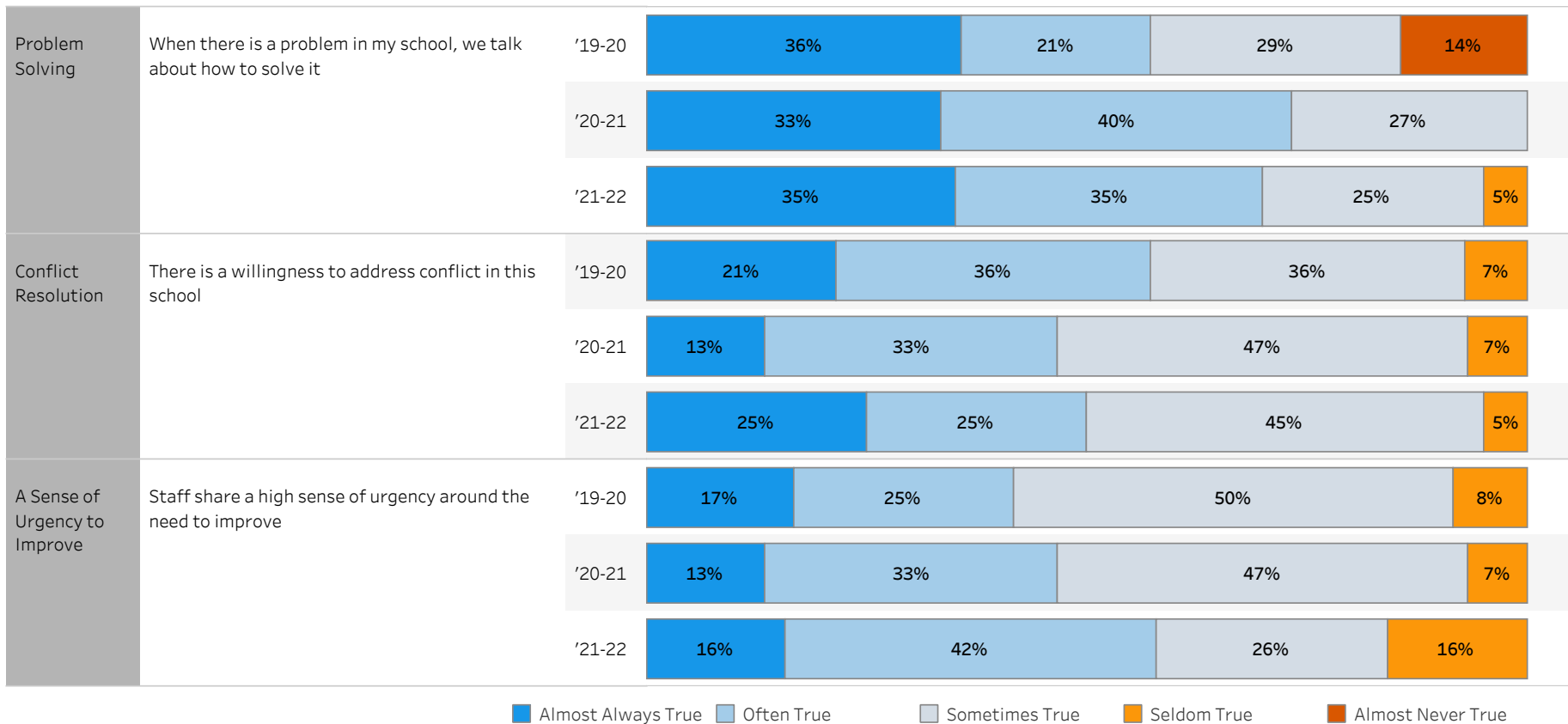
You will find these data and the rest of the “readiness for change” data in the following report section.



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

# Readiness for Change—LONGITUDINAL

South Whidbey Elementary-South Campus

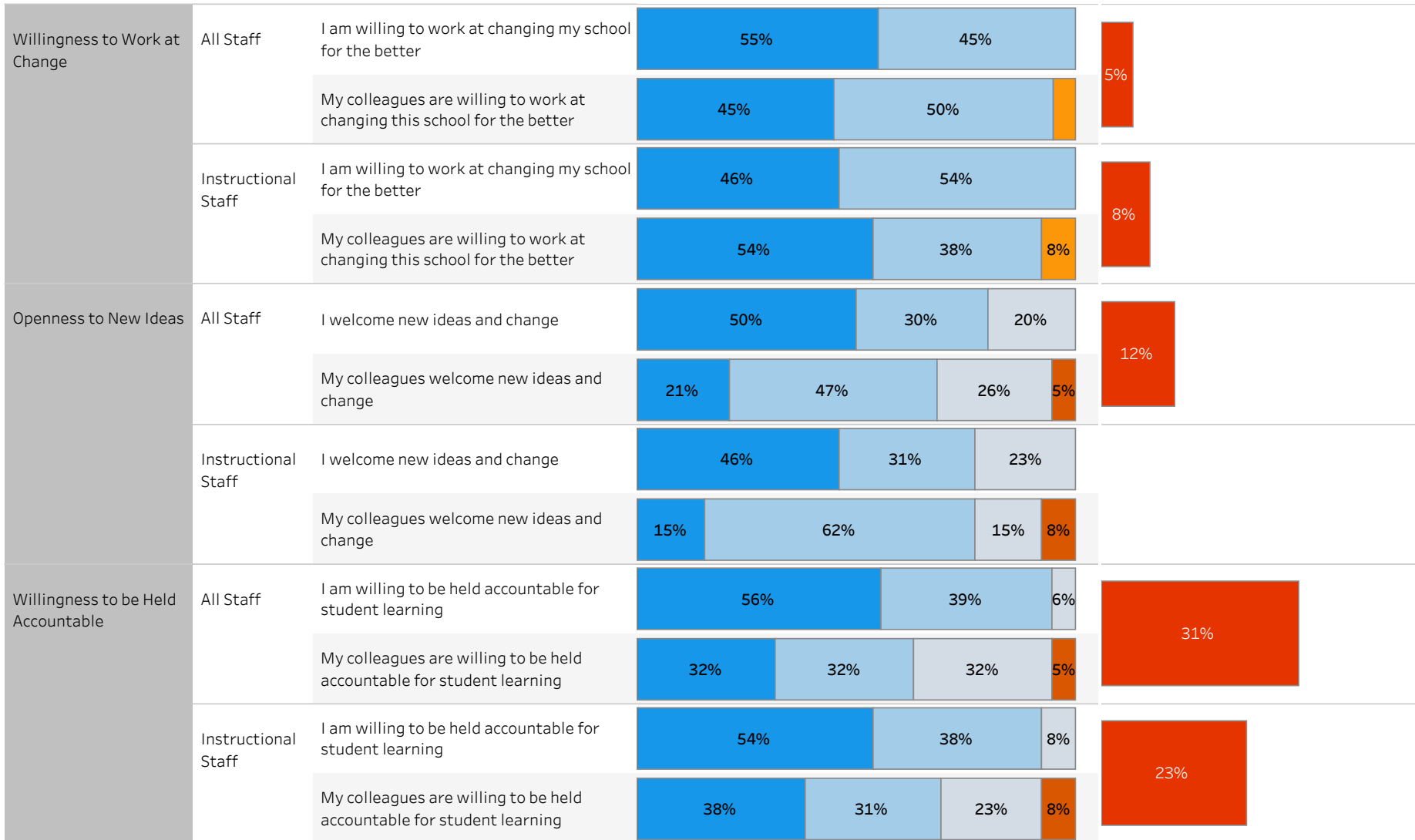


# Readiness for Change—I vs. They Perspectives

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?

How large is the Gap between I vs. They?

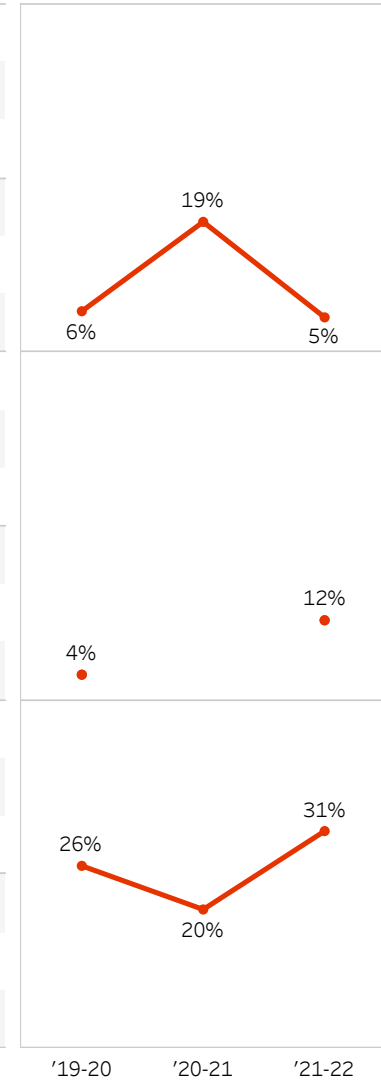


■ Almost Always True  
 ■ Often True  
 ■ Sometimes True  
 ■ Seldom True  
 ■ Almost Never True

# Readiness for Change—I vs. They Perspectives— LONGITUDINAL

Category	Statement	Year	Response Distribution				
			Almost Always True	Often True	Sometimes True	Seldom True	Almost Never True
Willingness to Work at Change	I am willing to work at changing my school for the better	'19-20	67%	33%			
		'20-21	69%	31%			
		'21-22	55%	45%			
	My colleagues are willing to work at changing this school for the better	'19-20	59%	35%	6%		
		'20-21	44%	38%	19%		
		'21-22	45%	50%	5%		
Openness to New Ideas	I welcome new ideas and change	'19-20	47%	35%	18%		
		'20-21	31%	50%	13%	6%	
		'21-22	50%	30%	20%		
	My colleagues welcome new ideas and change	'19-20	21%	57%	21%		
		'20-21	13%	73%	13%		
		'21-22	21%	47%	26%	5%	
Willingness to be Held Accountable	I am willing to be held accountable for student learning	'19-20	46%	38%	8%	8%	
		'20-21	60%	27%	13%		
		'21-22	56%	39%	6%		
	My colleagues are willing to be held accountable for student learning	'19-20	17%	42%	33%	8%	
		'20-21	27%	40%	33%		
		'21-22	32%	32%	32%	5%	

How large is the Gap between I vs. They?

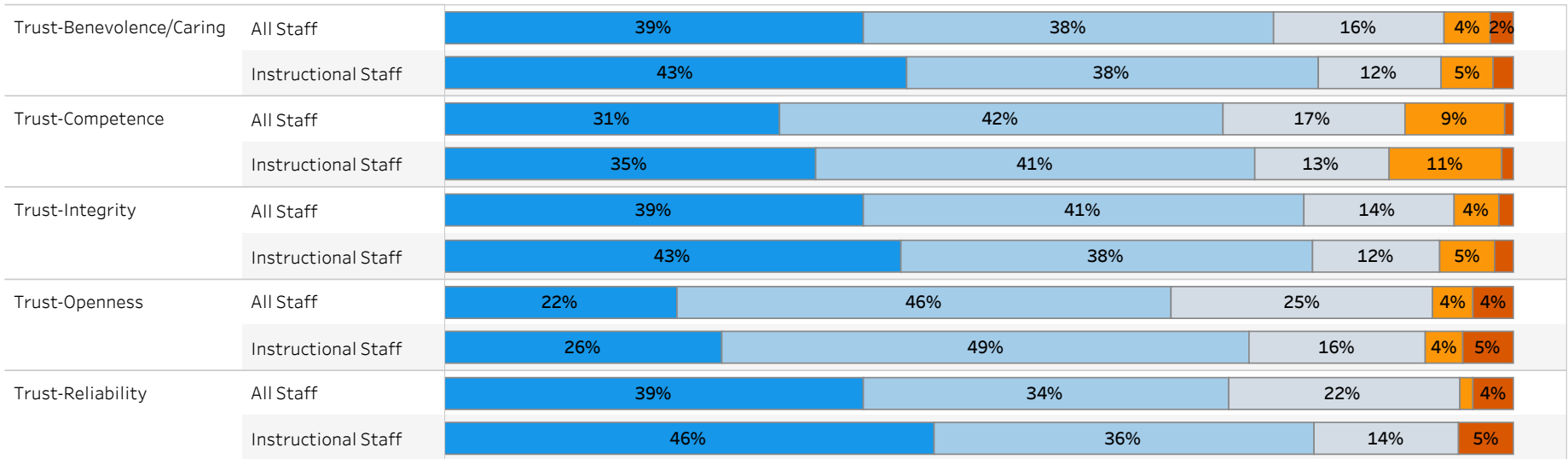


■ Almost Always True 
 ■ Often True 
 ■ Sometimes True 
 ■ Seldom True 
 ■ Almost Never True

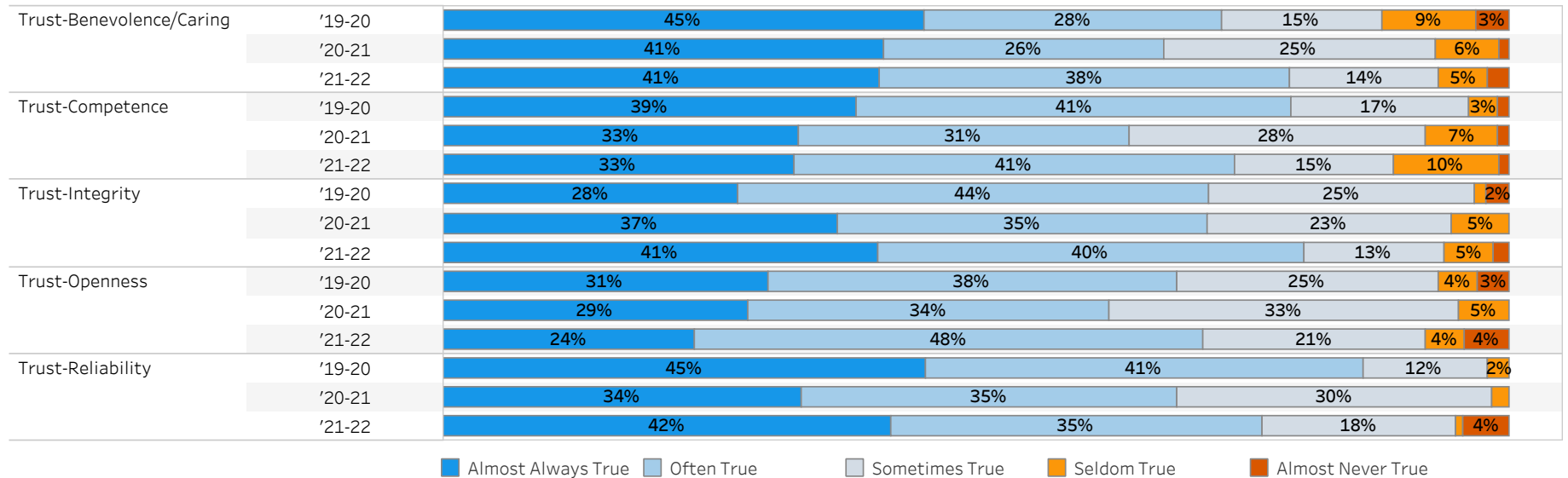


# Organizational Trust

South Whidbey Elementary-South Campus



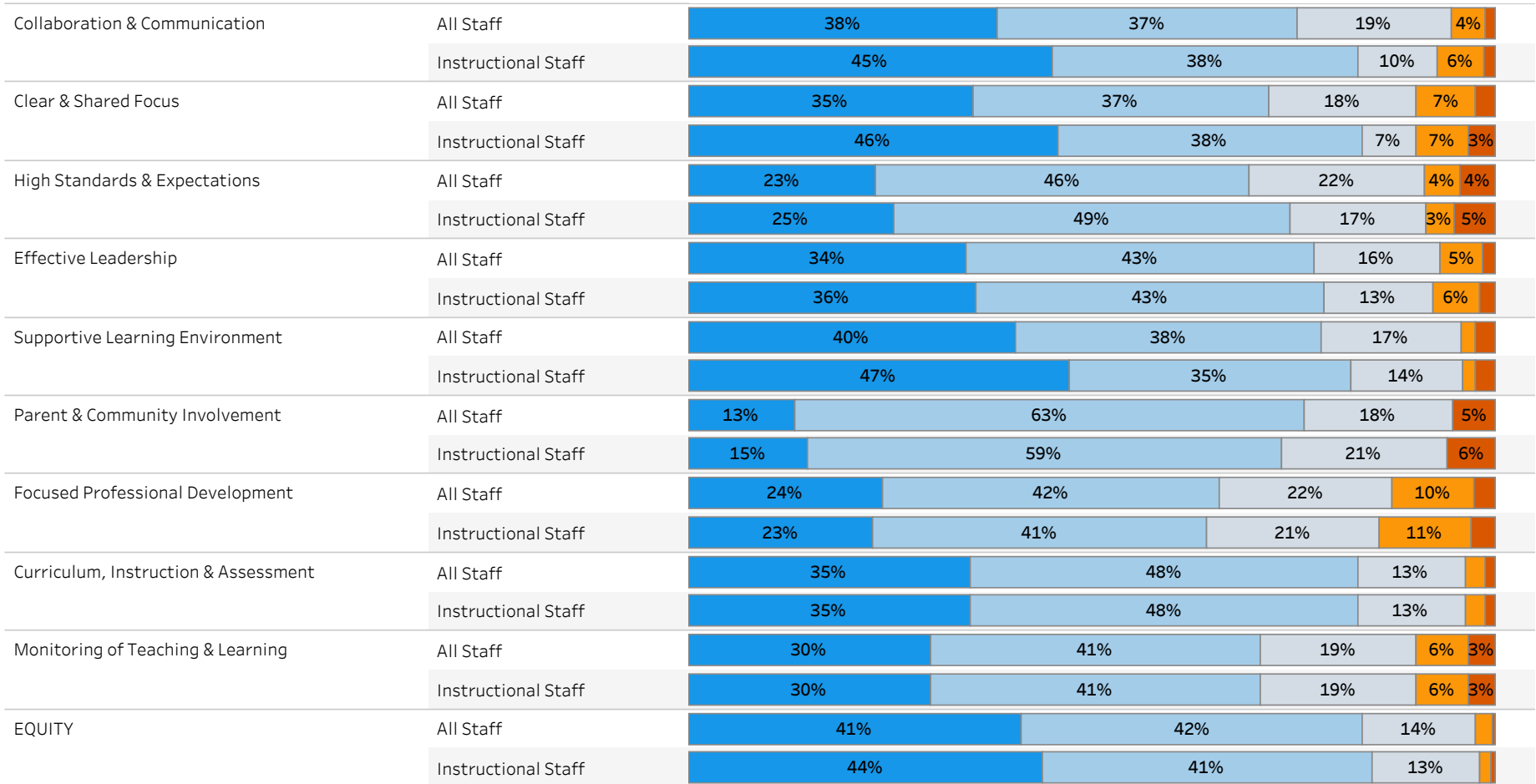
## Organizational Trust—LONGITUDINAL



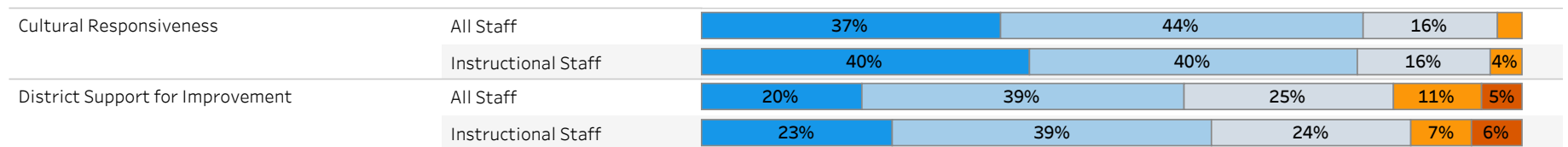
■ Almost Always True  
 ■ Often True  
 ■ Sometimes True  
 ■ Seldom True  
 ■ Almost Never True

# 9 Characteristics of High-Performing Schools

South Whidbey Elementary-South Campus



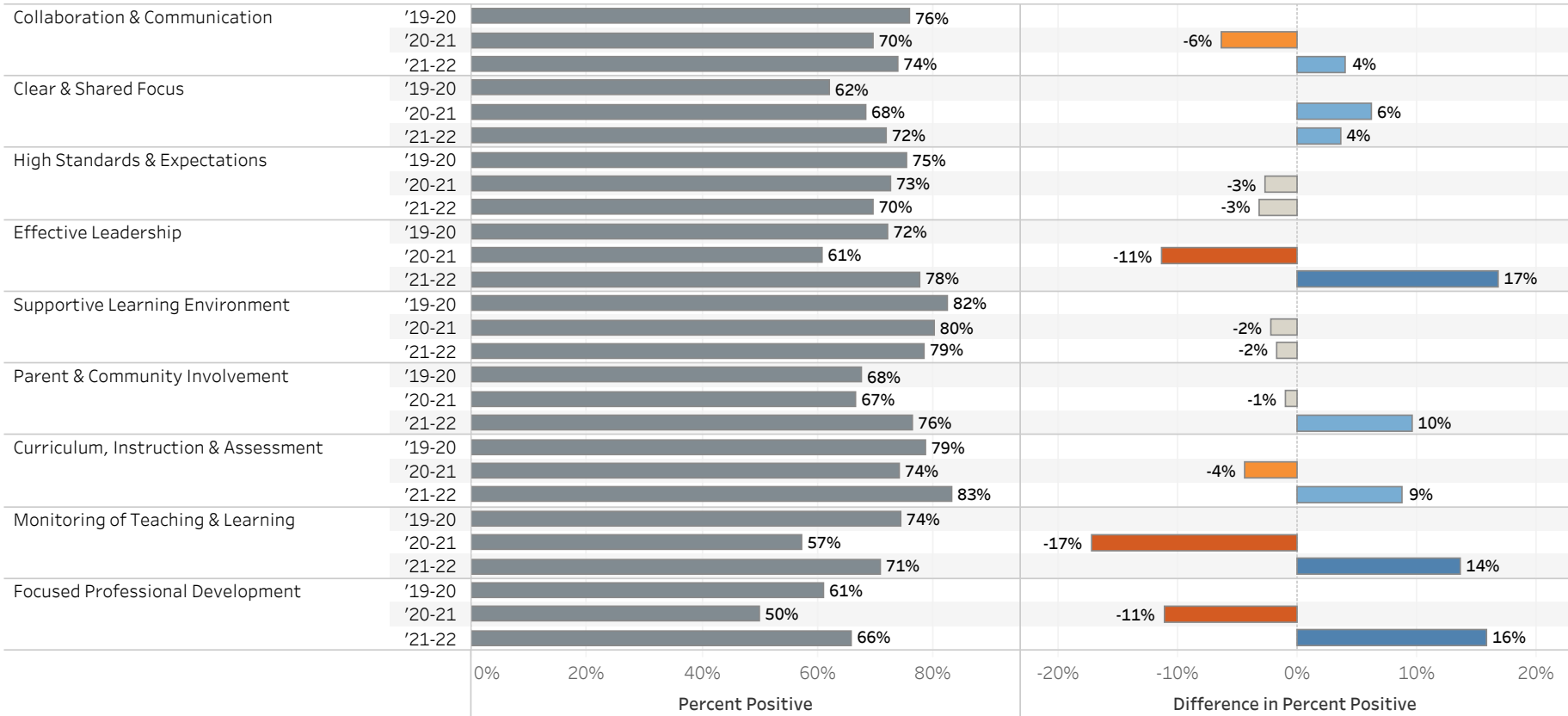
## Additional Characteristics



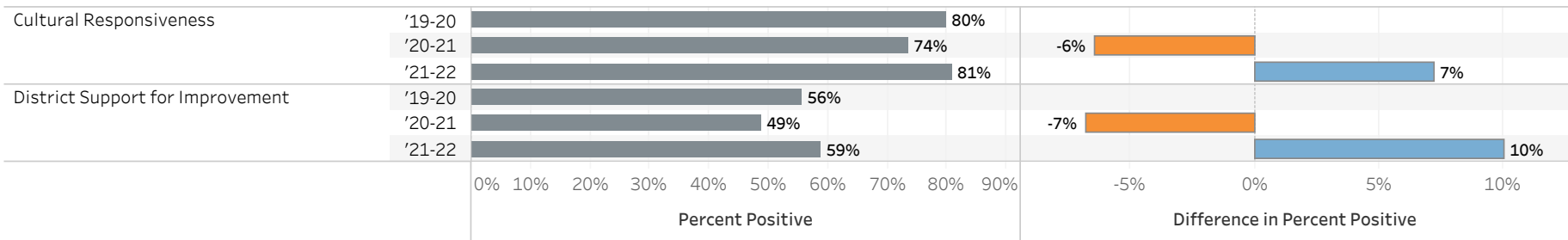
■ Almost Always True 
 ■ Often True 
 ■ Sometimes True 
 ■ Seldom True 
 ■ Almost Never True

# 9 Characteristics of High-Performing School — LONGITUDINAL

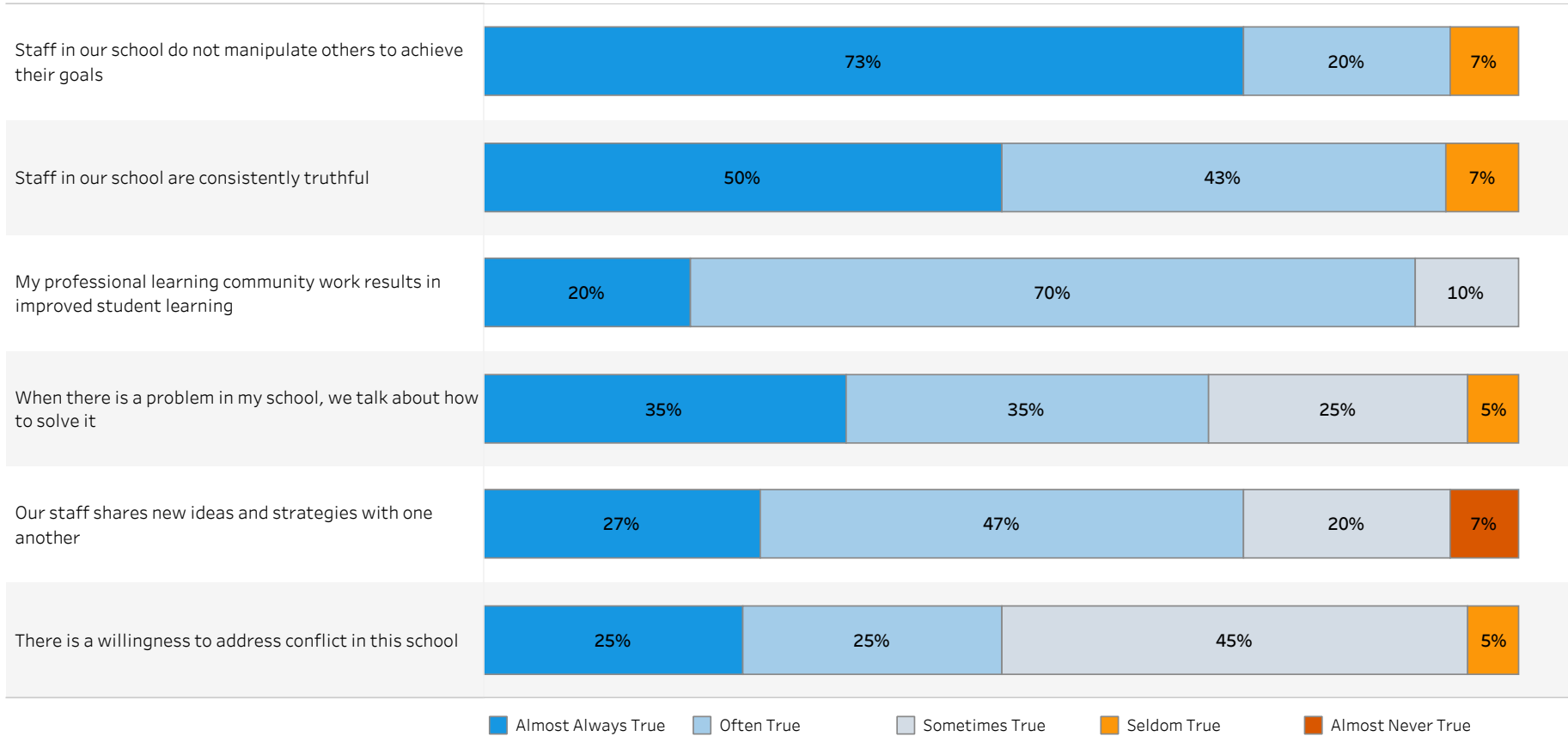
The percent difference on the right side represents the year to year change.



## Additional Characteristics

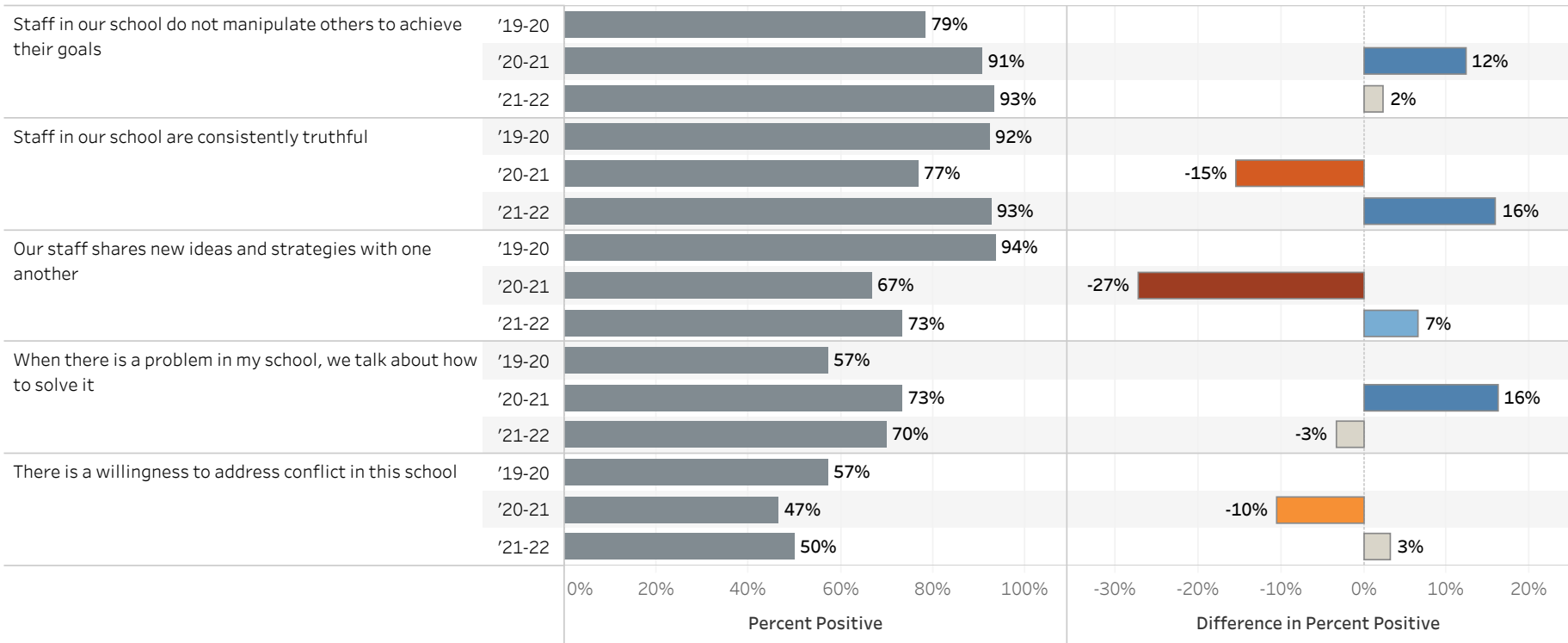


# High Levels of Collaboration and Communication

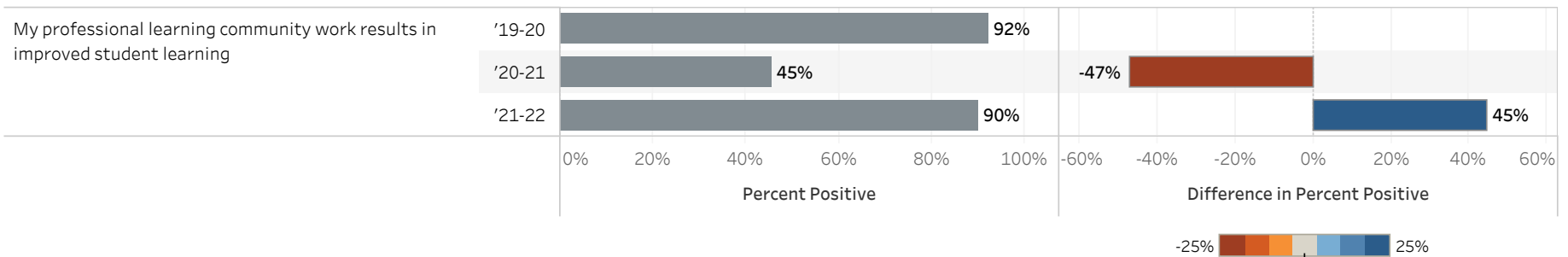


# High Levels of Collaboration and Communication— LONGITUDINAL

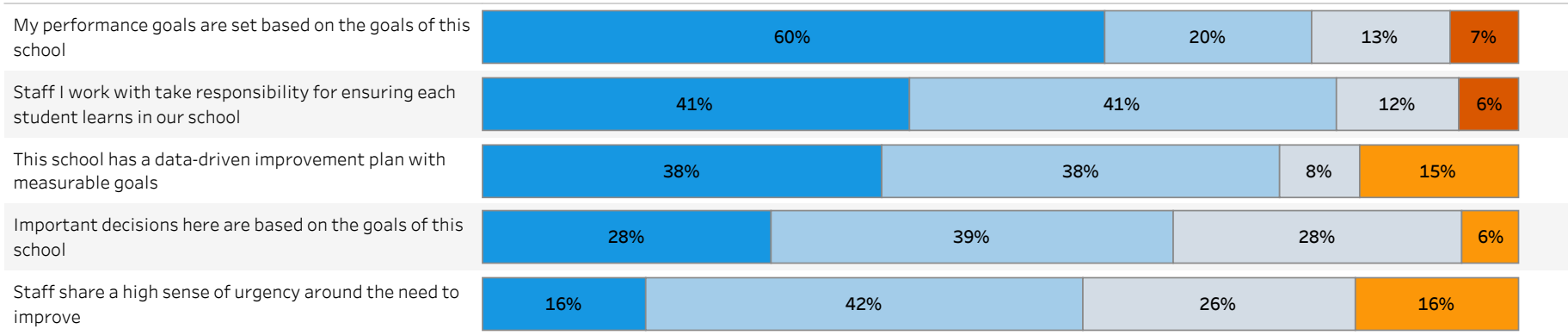
The percent difference on the right side represents the year to year change.



## Questions answered only by Instructional Staff



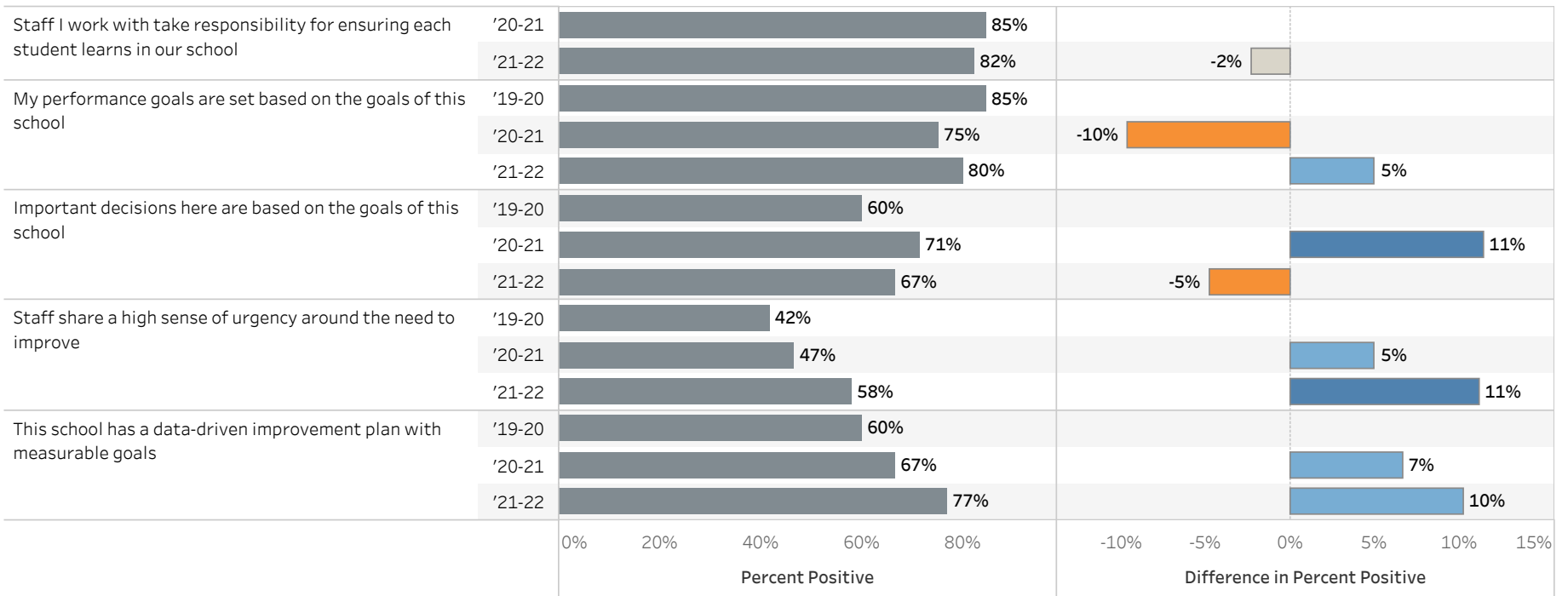
# Clear and Shared Focus



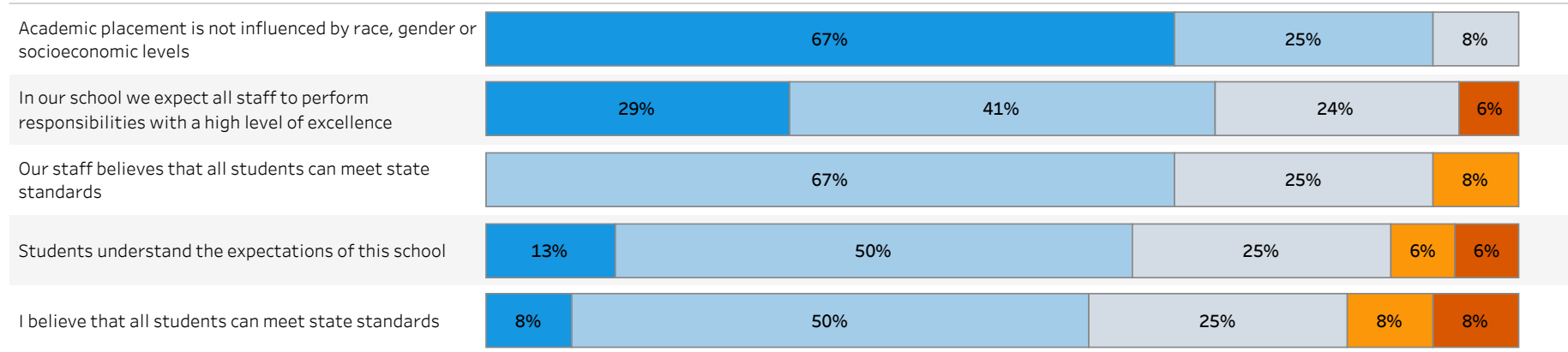
## LONGITUDINAL

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

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



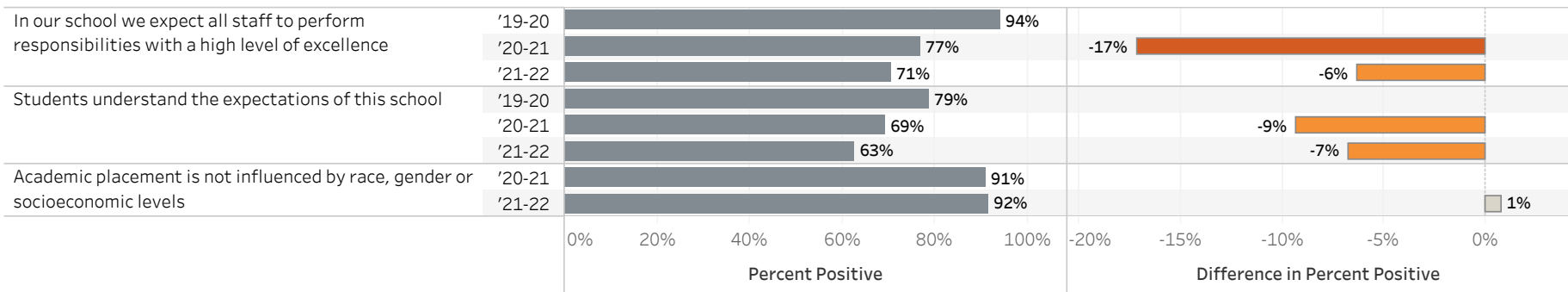
# High Standards and Expectations



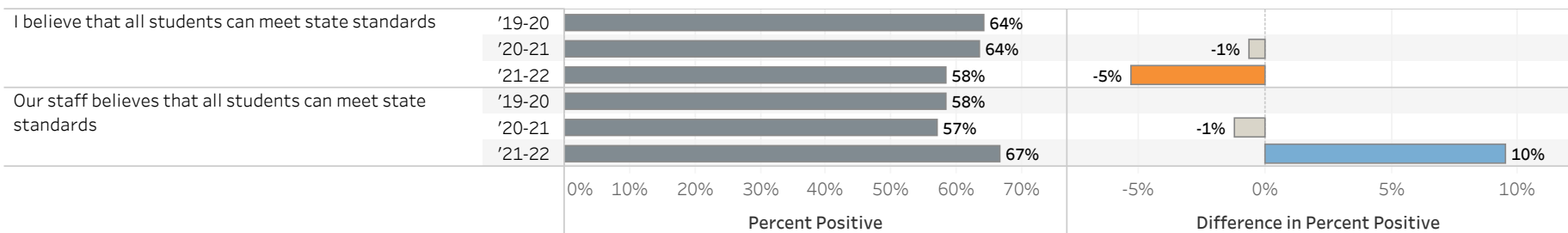
## LONGITUDINAL

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

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

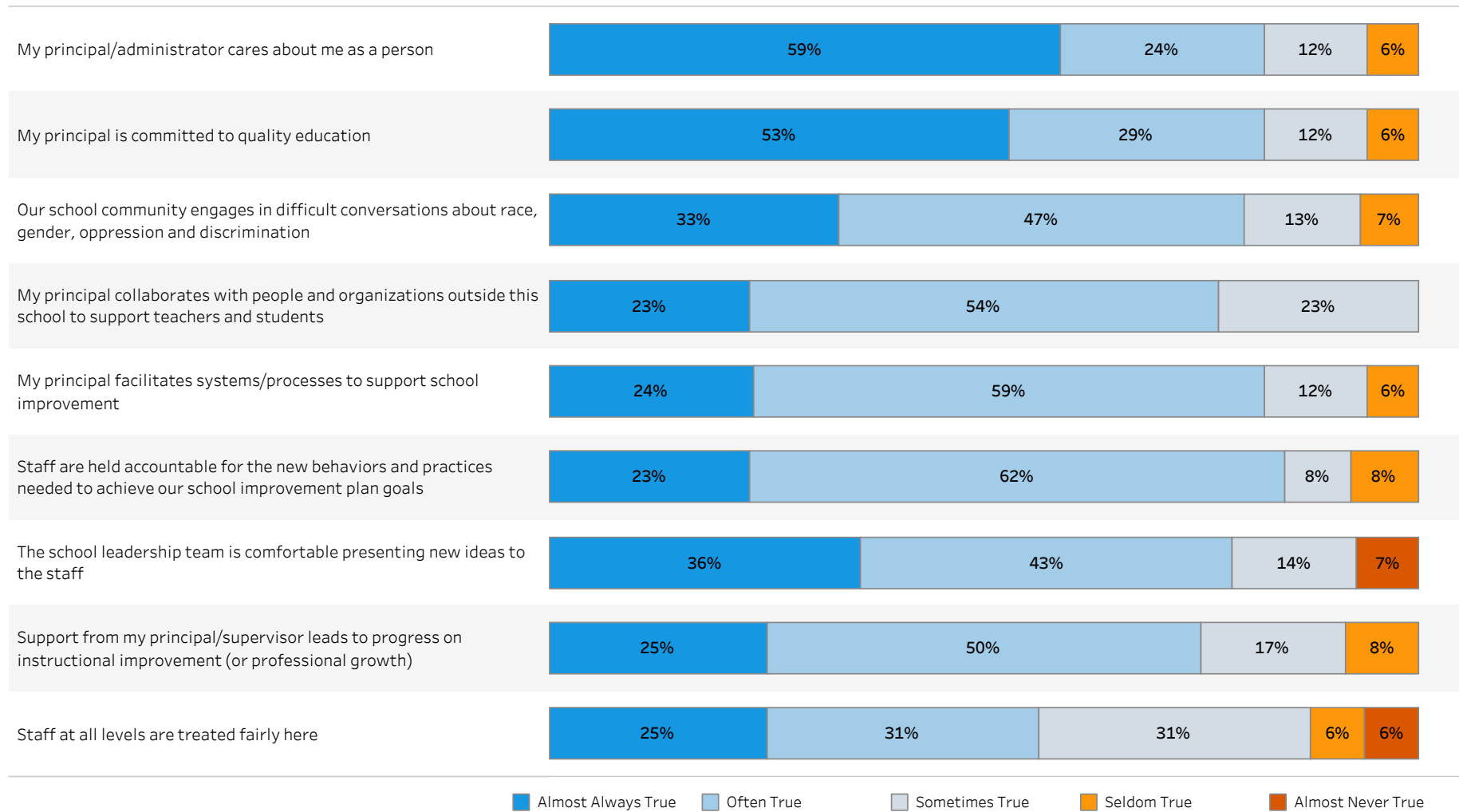


### Questions answered by only Instructional Staff



# Effective Leadership

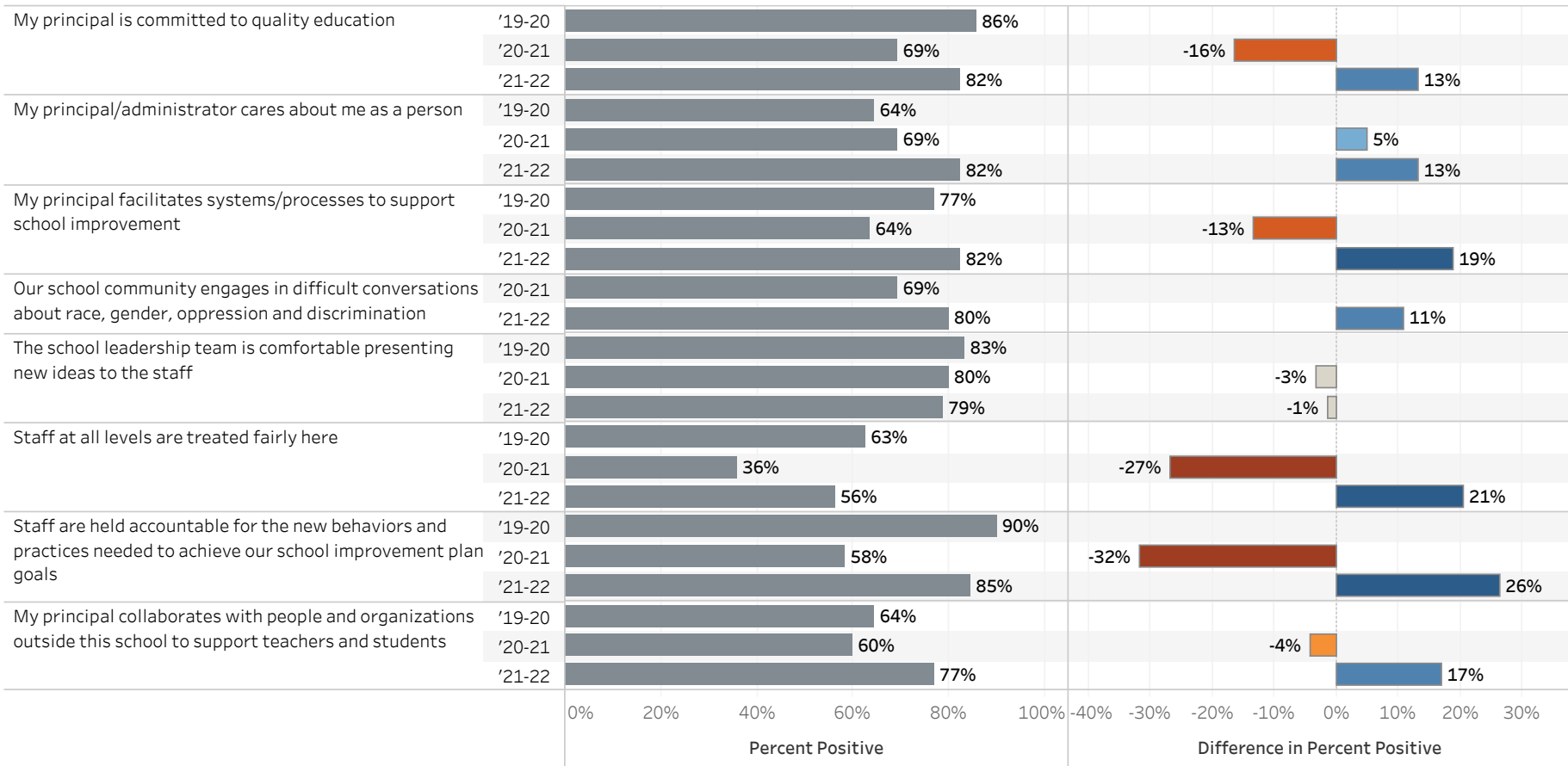
South Whidbey Elementary-South Campus



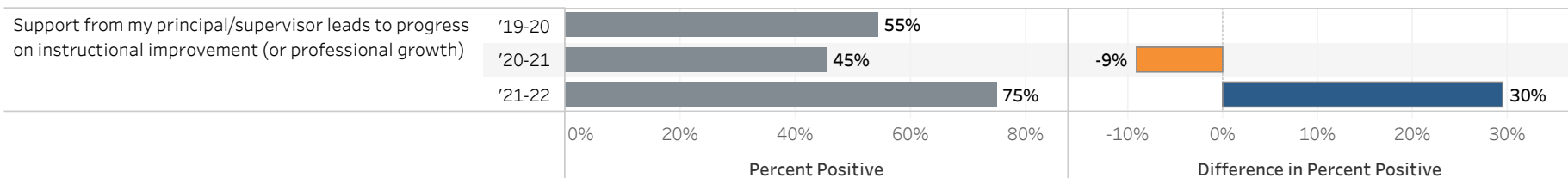


# Effective Leadership—LONGITUDINAL

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

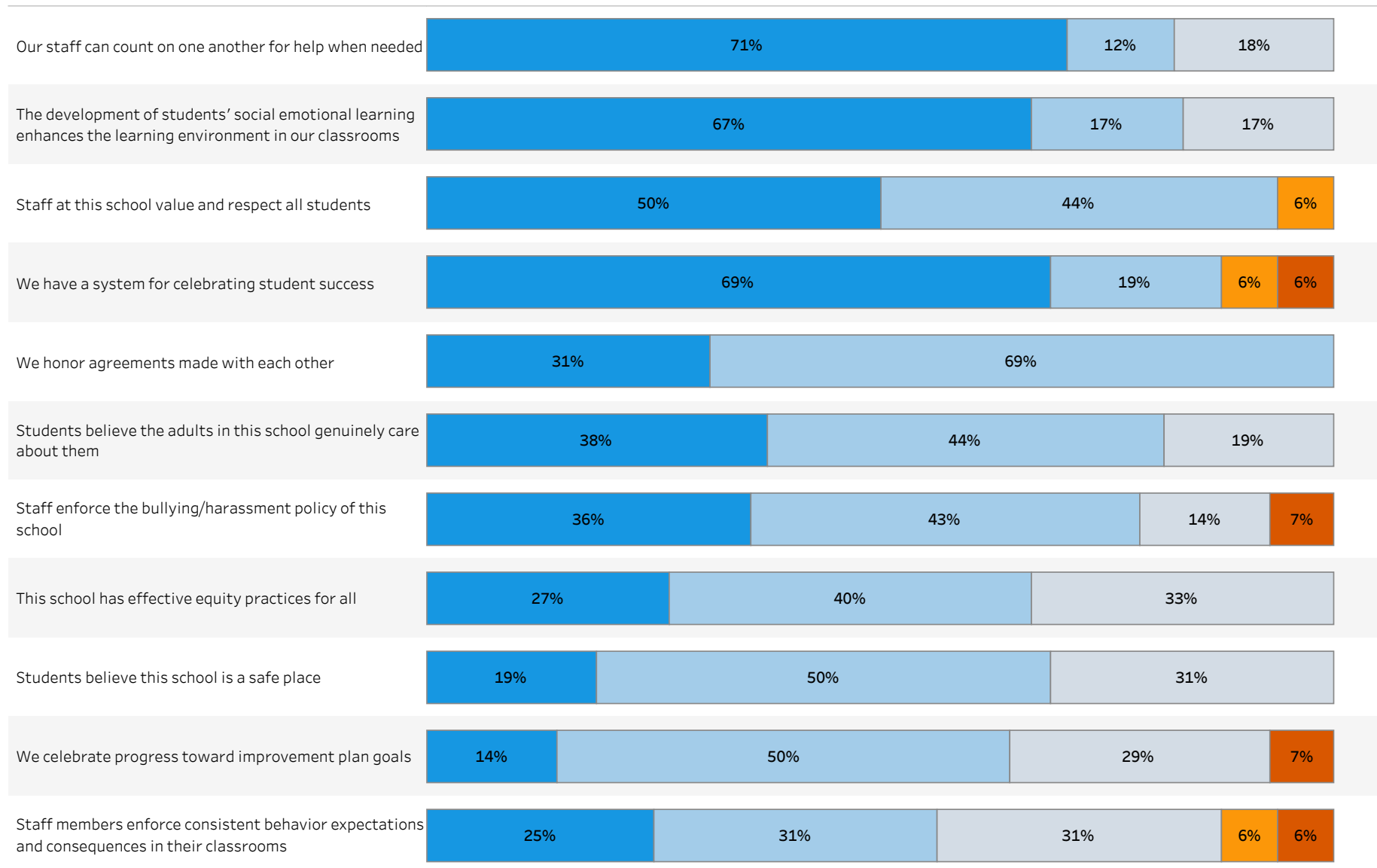


## Questions answered by only Instructional Staff



# Supportive Learning Environment

South Whidbey Elementary-South Campus

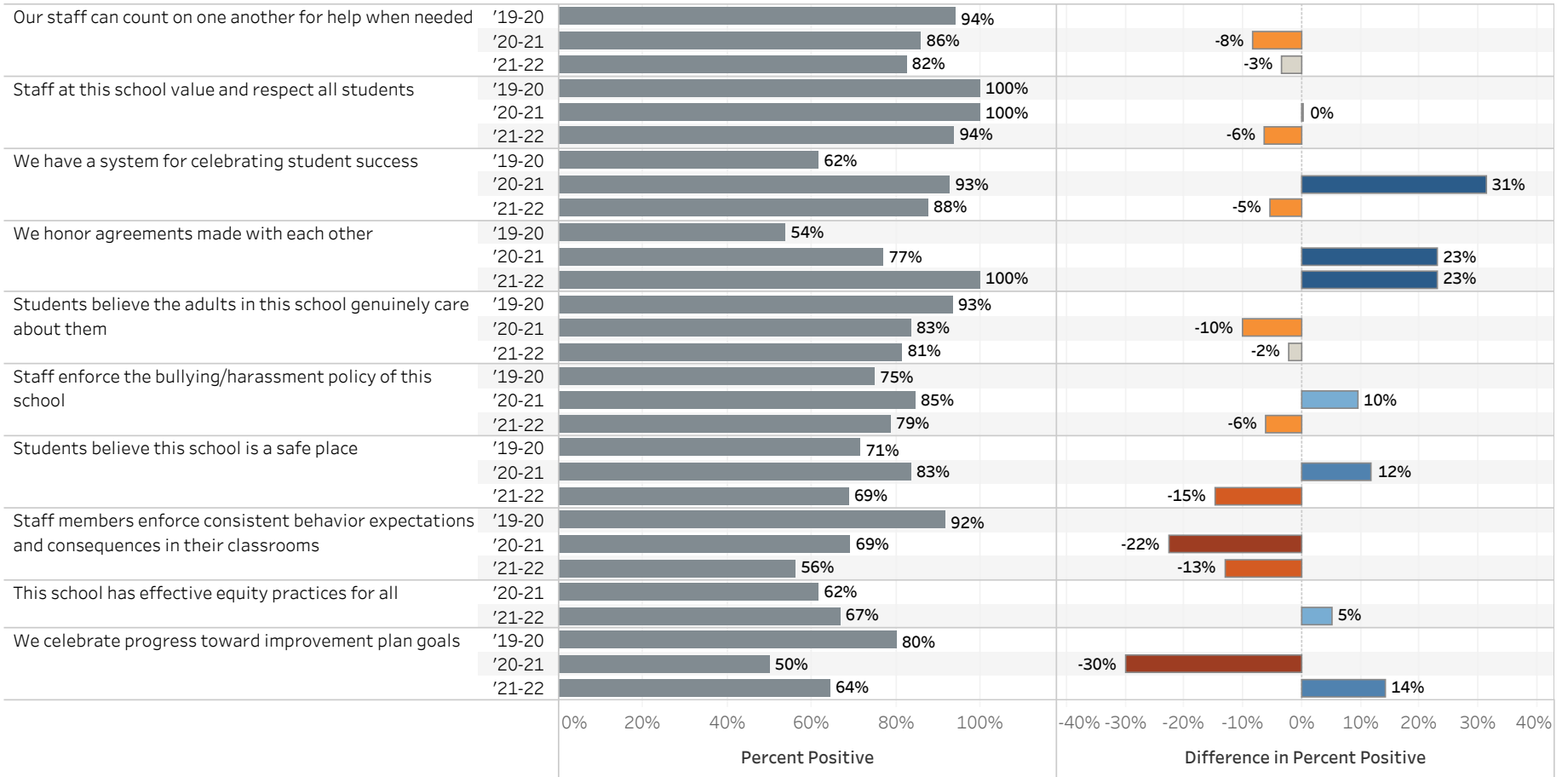


■ Almost Always True  
 ■ Often True  
 ■ Sometimes True  
 ■ Seldom True  
 ■ Almost Never True

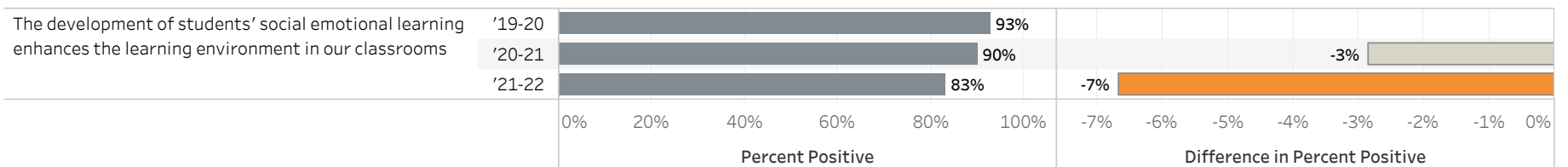
# Supportive Learning Environment - LONGITUDINAL

South Whidbey Elementary-South Campus

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



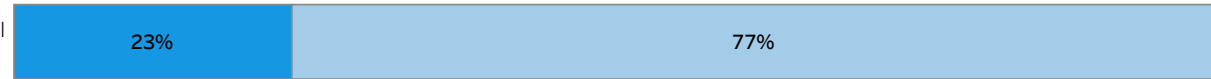
## Questions answered by only Instructional Staff



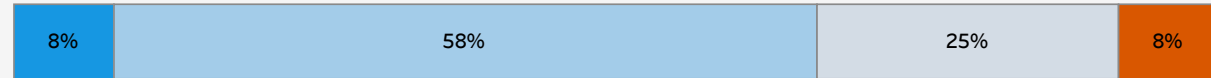
# Parent and Community Involvement

South Whidbey Elementary-South Campus

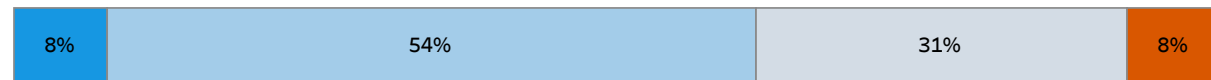
This school communicates effectively with families of all cultures



With important decisions we seek input from parents and the community



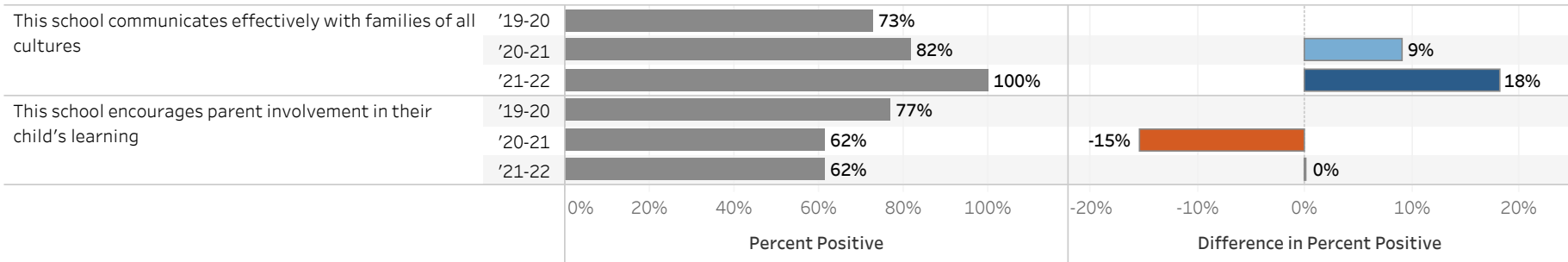
This school encourages parent involvement in their child's learning



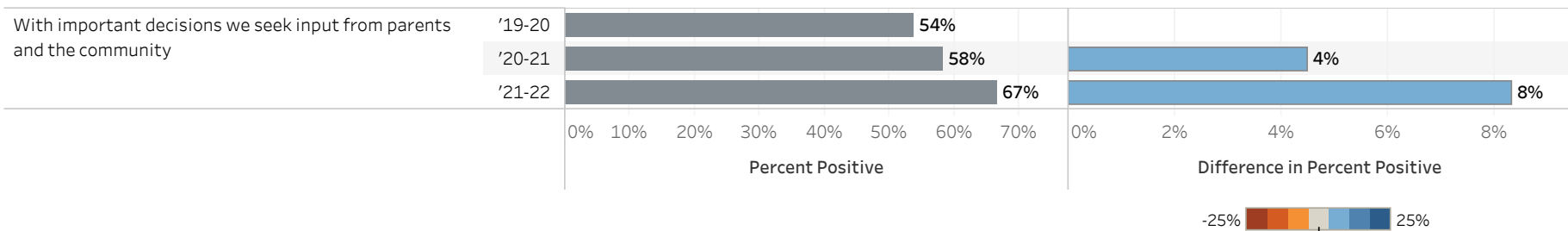
■ Almost Always True   
 ■ Often True   
 ■ Sometimes True   
 ■ Almost Never True

## LONGITUDINAL

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

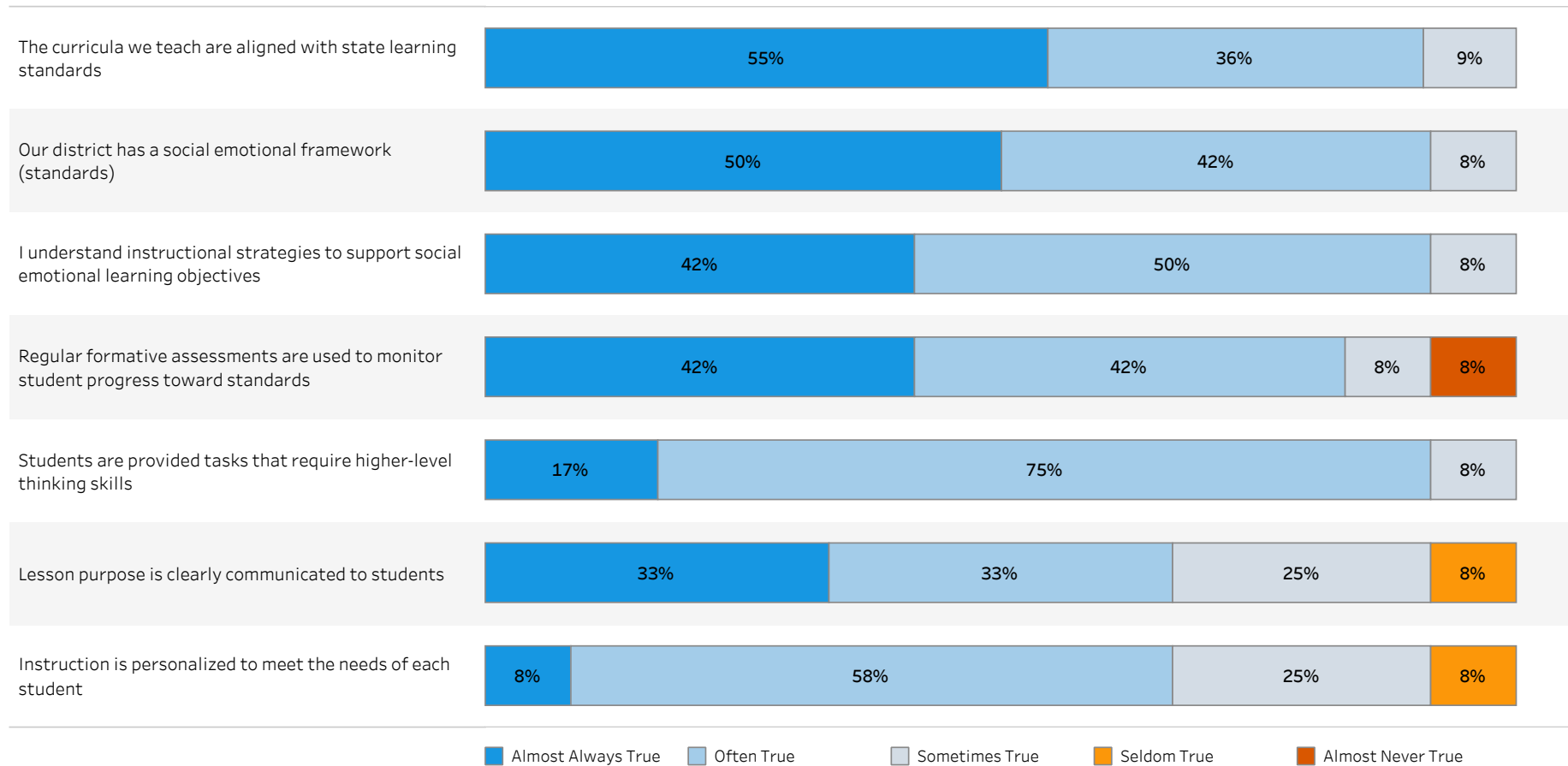


### Questions answered by only Instructional Staff



# High Quality Curriculum, Instruction, and Assessment

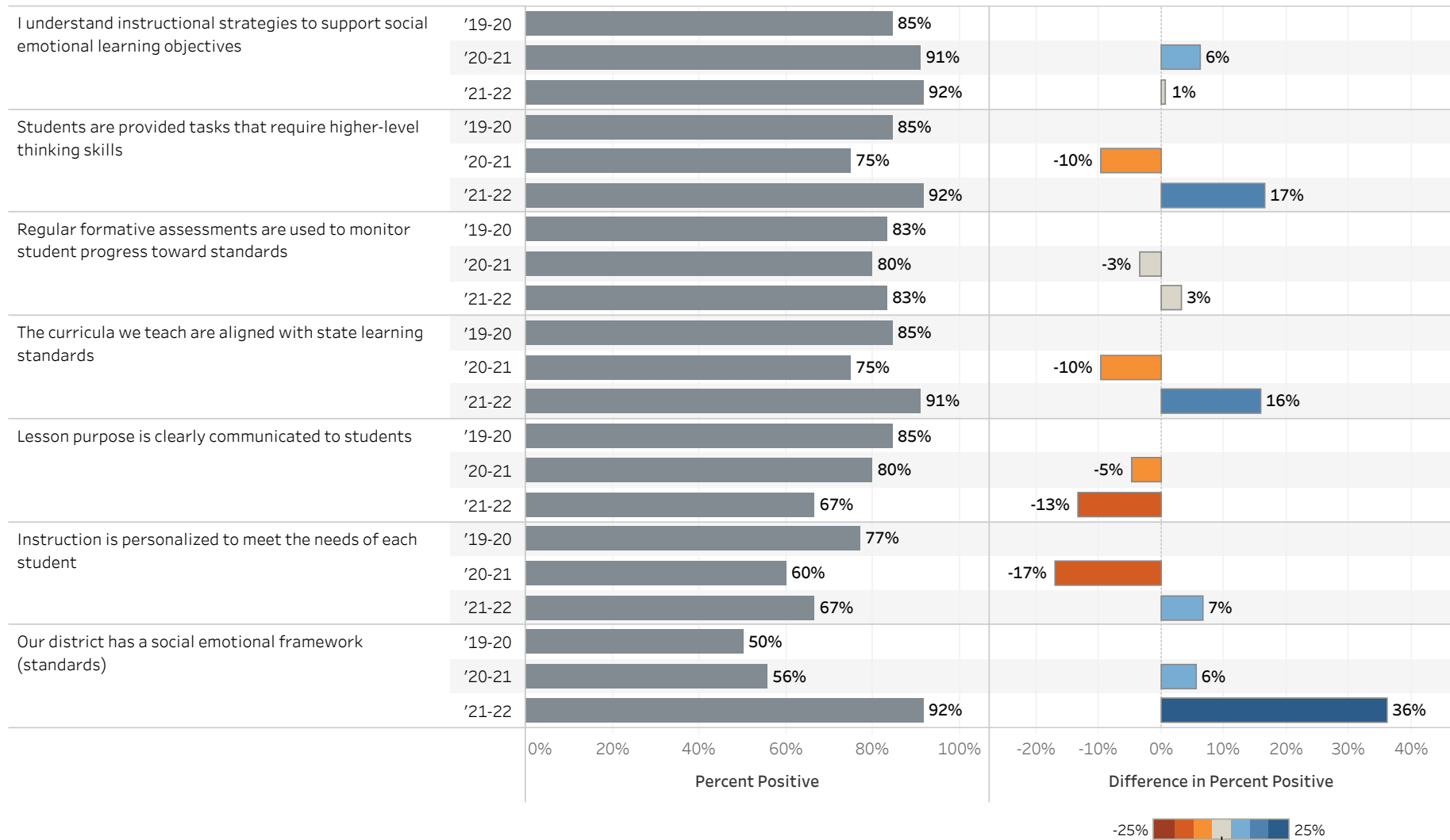
South Whidbey Elementary-South Campus



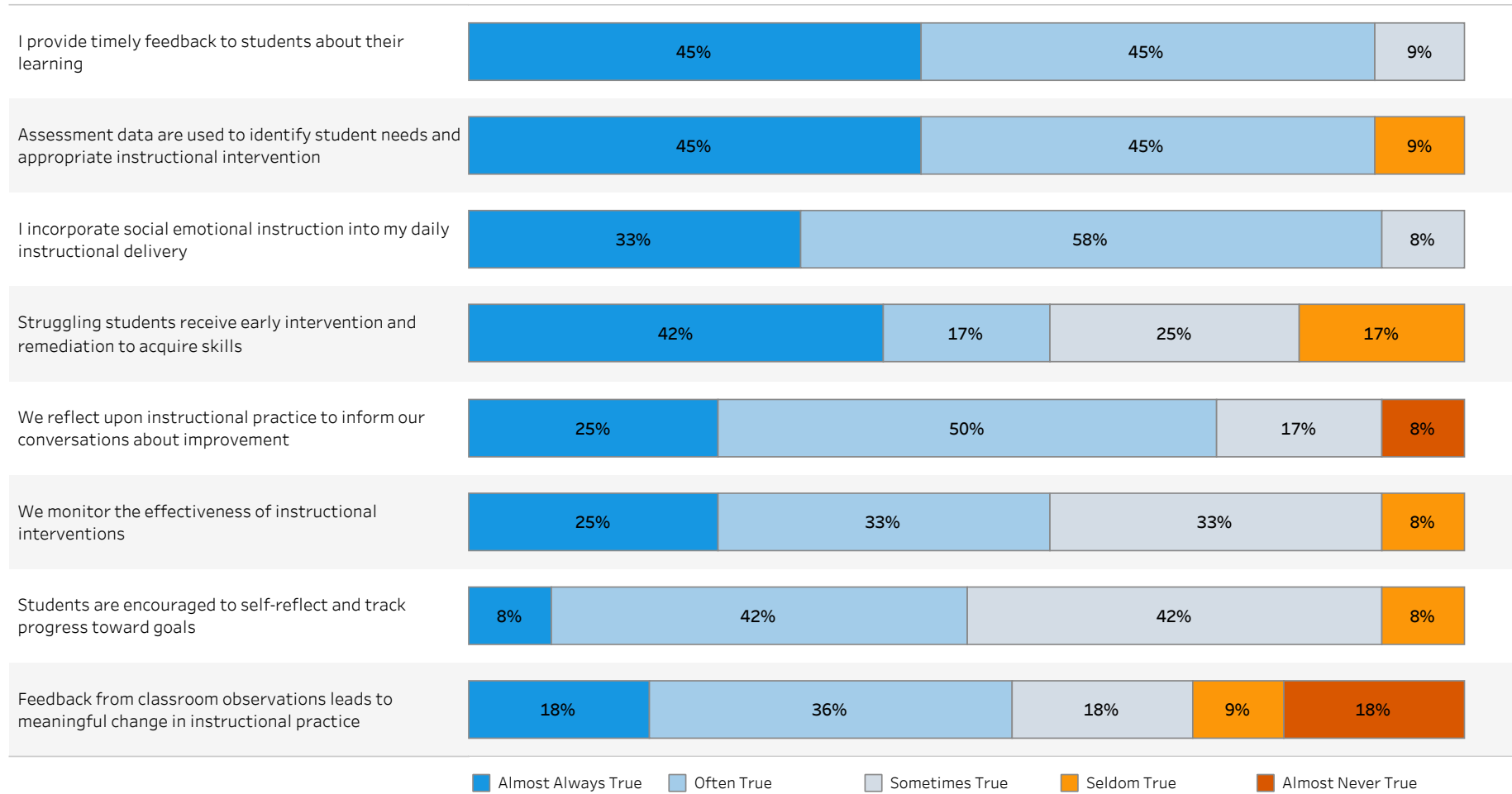
# High Quality Curriculum, Instruction, and Assessment - LONGITUDINAL

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

## Questions answered by only Instructional Staff



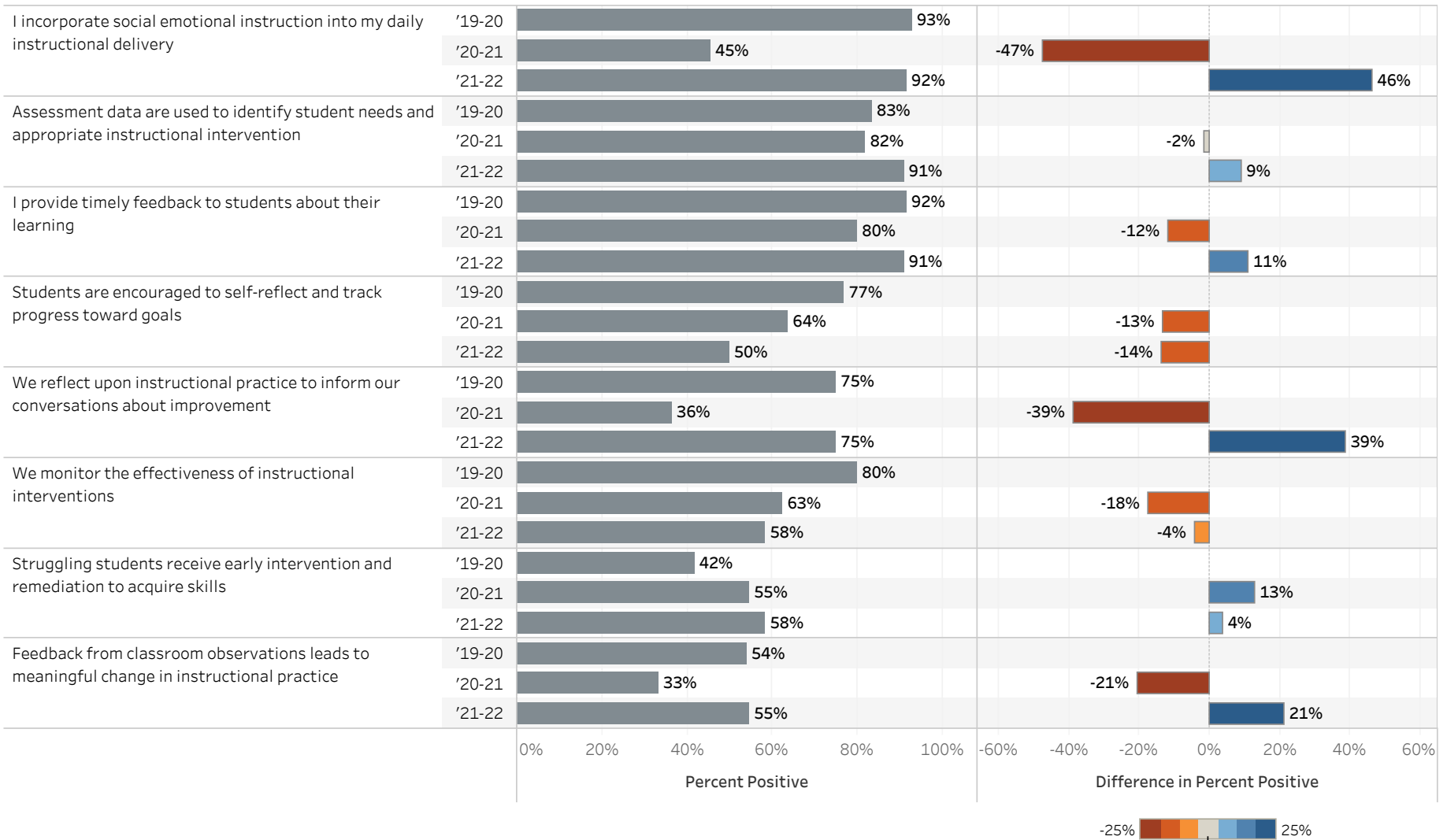
# Frequent Monitoring of Teaching and Learning



# Frequent Monitoring of Teaching and Learning - LONGITUDINAL

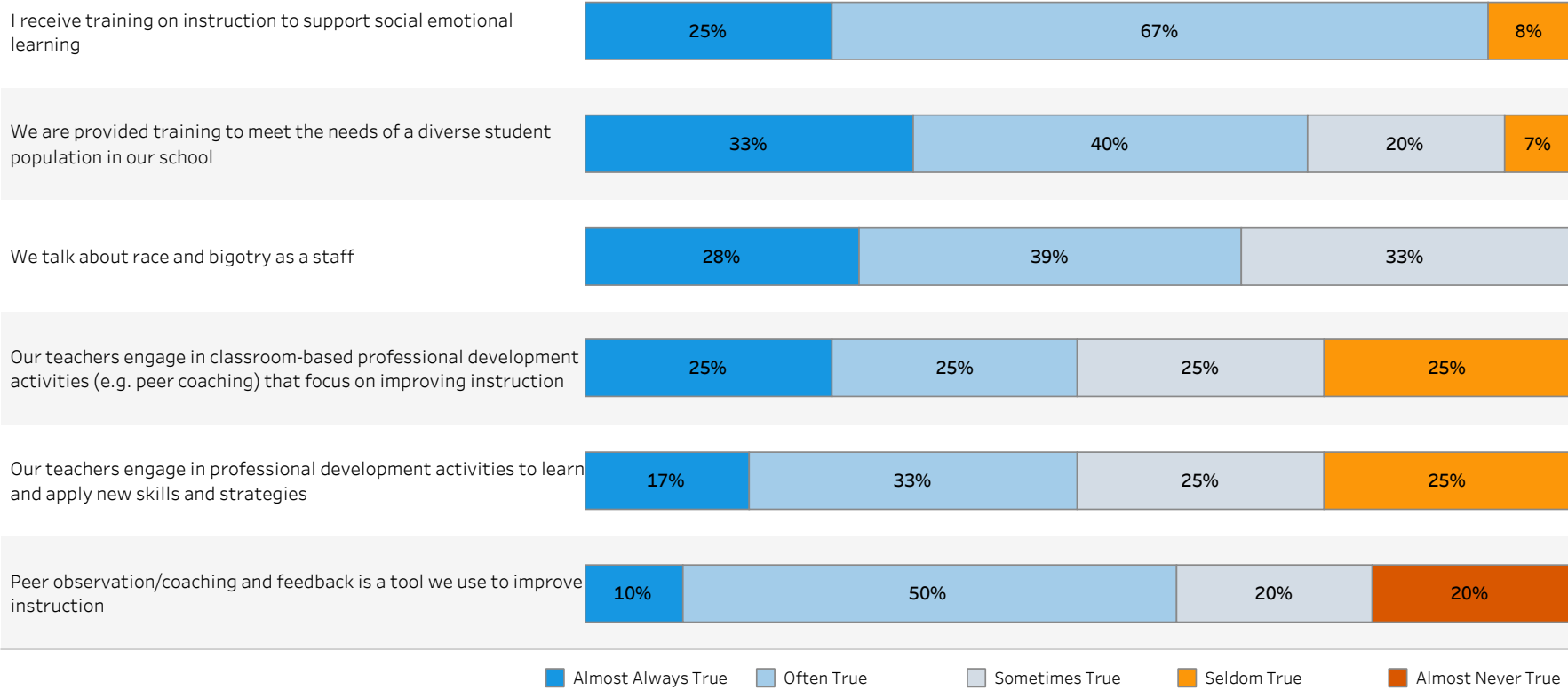
The percent difference on the right side represents the year to year change.

## Questions answered by only Instructional Staff



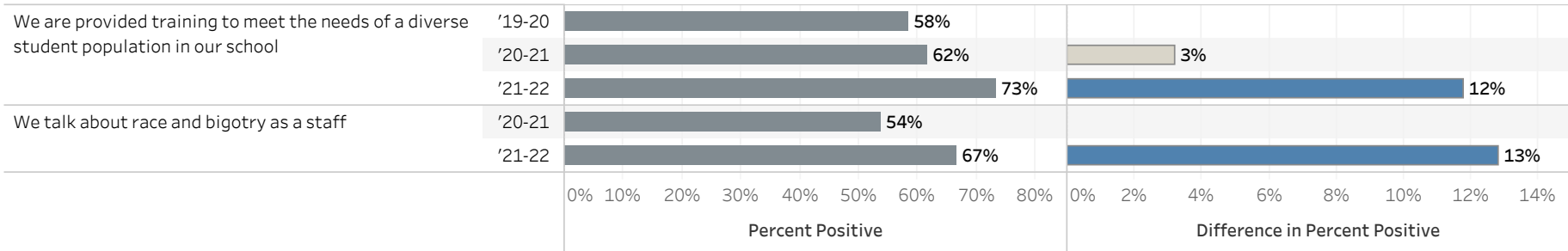


# Focused Professional Development

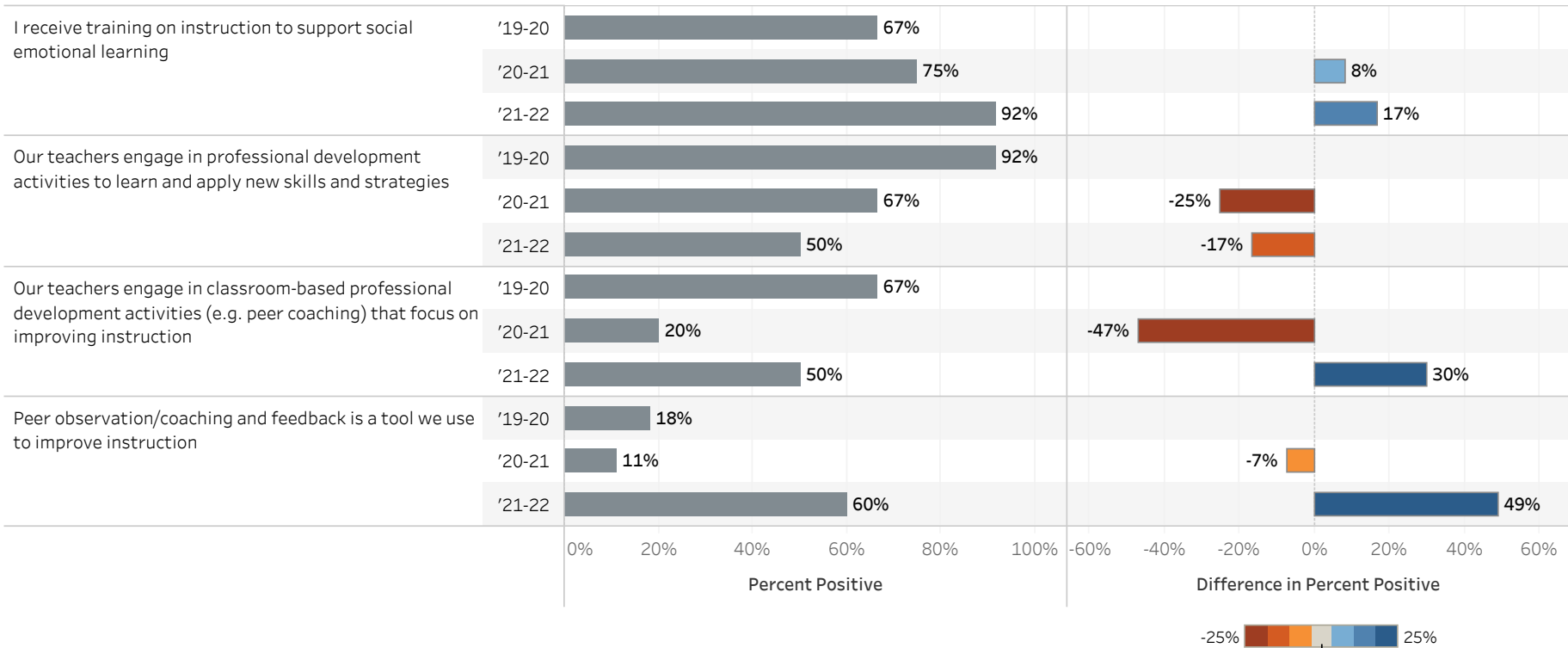


# Focused Professional Development LONGITUDINAL

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



## Questions answered by only Instructional Staff



# Cultural Responsiveness

South Whidbey Elementary-South Campus

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



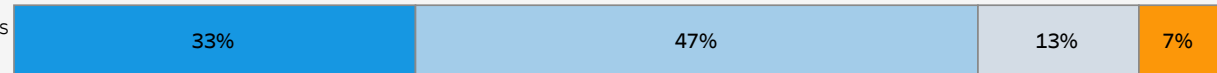
Staff at this school value and respect all students



This school communicates effectively with families of all cultures



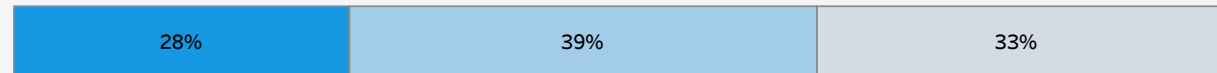
Our school community engages in difficult conversations about race, gender, oppression and discrimination



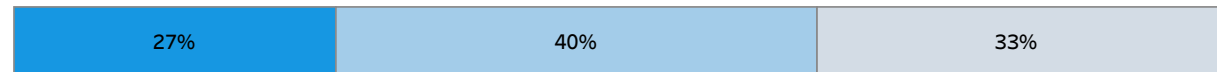
We are provided training to meet the needs of a diverse student population in our school



We talk about race and bigotry as a staff



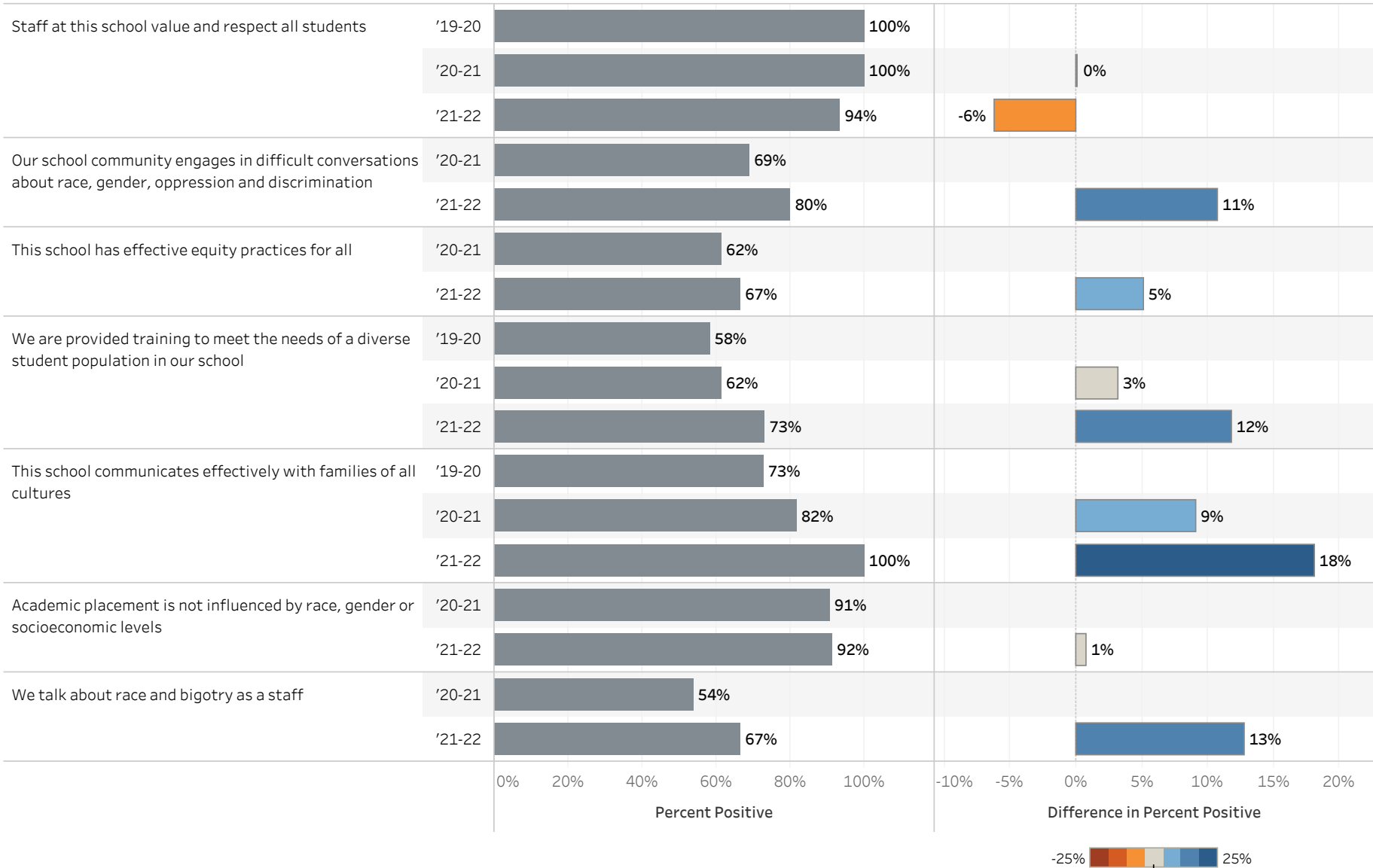
This school has effective equity practices for all



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

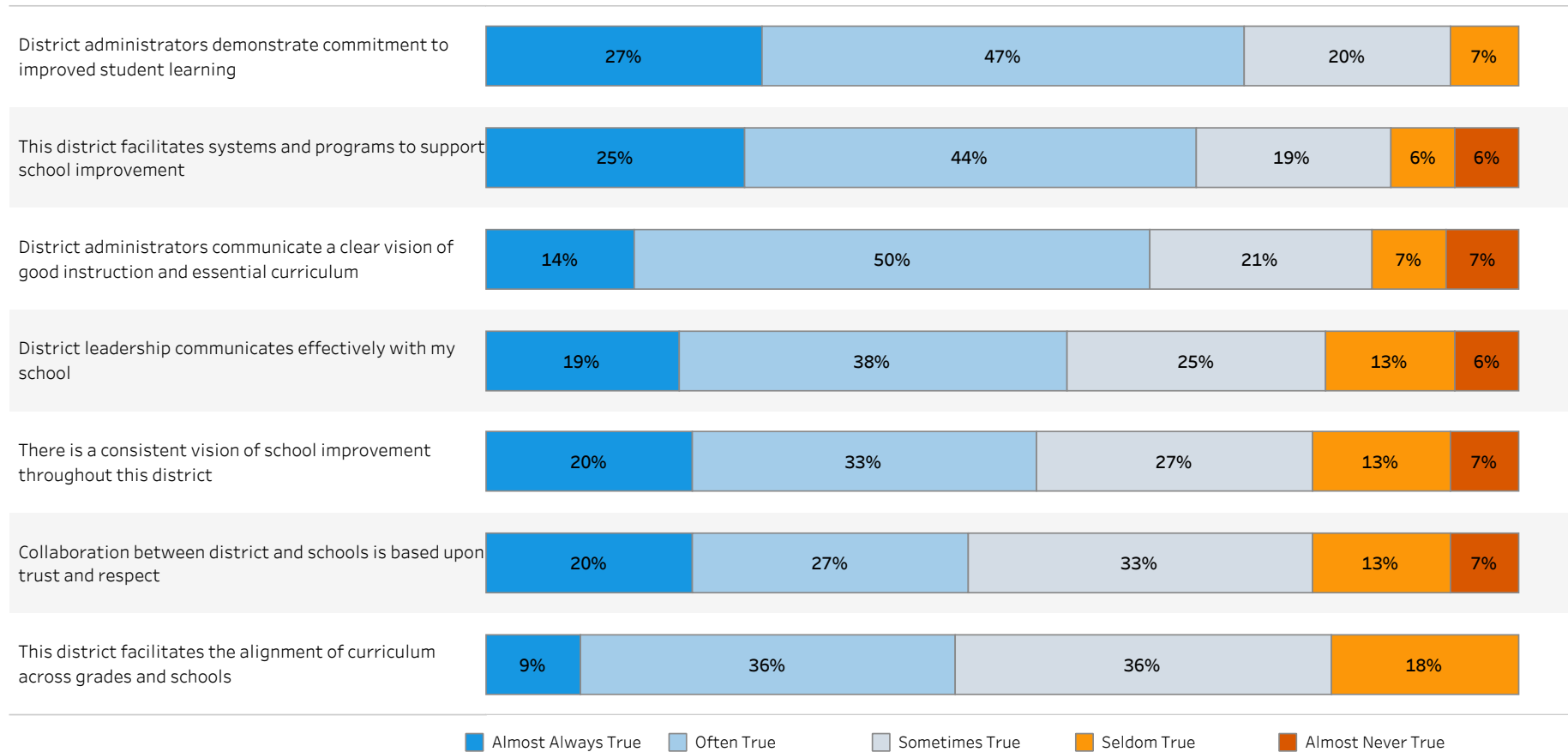
# Cultural Responsiveness - LONGITUDINAL

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



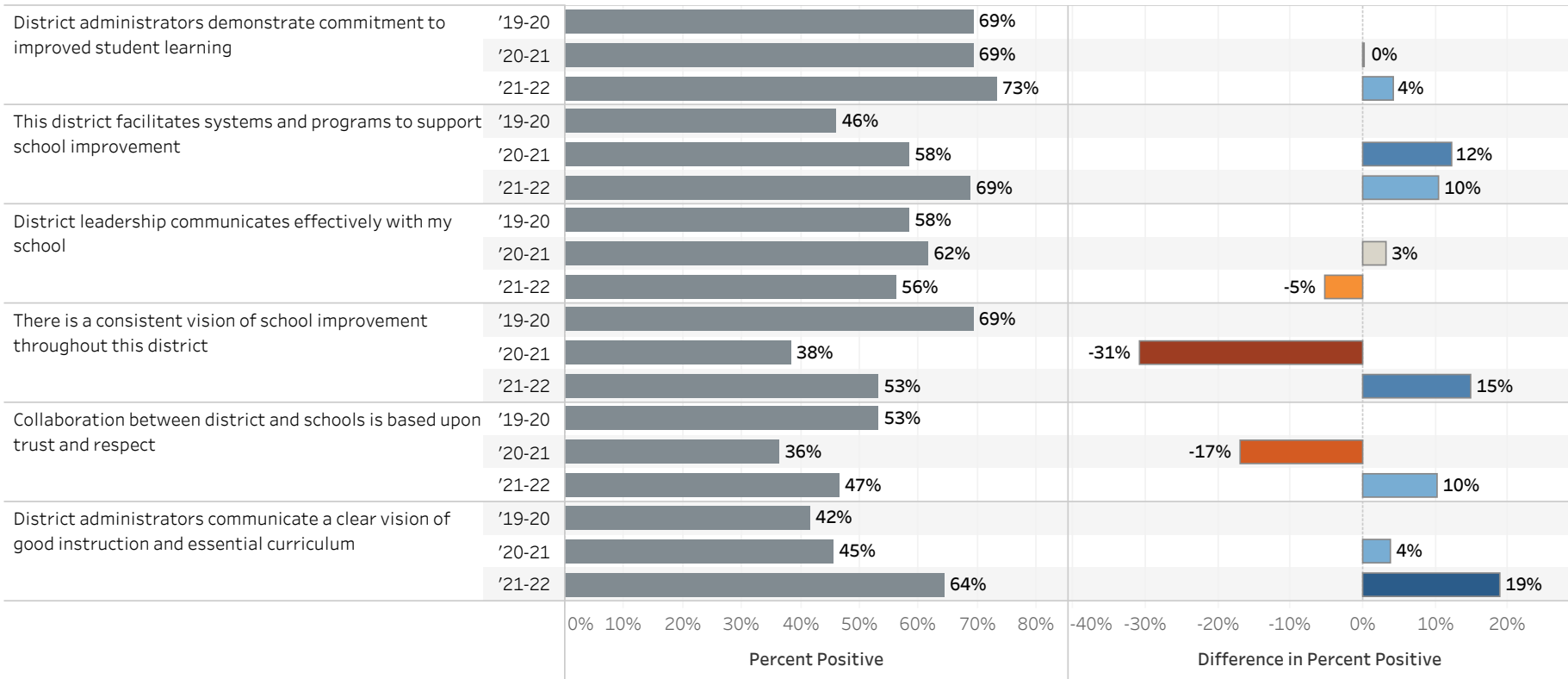
# District Support for Improvement

South Whidbey Elementary-South Campus

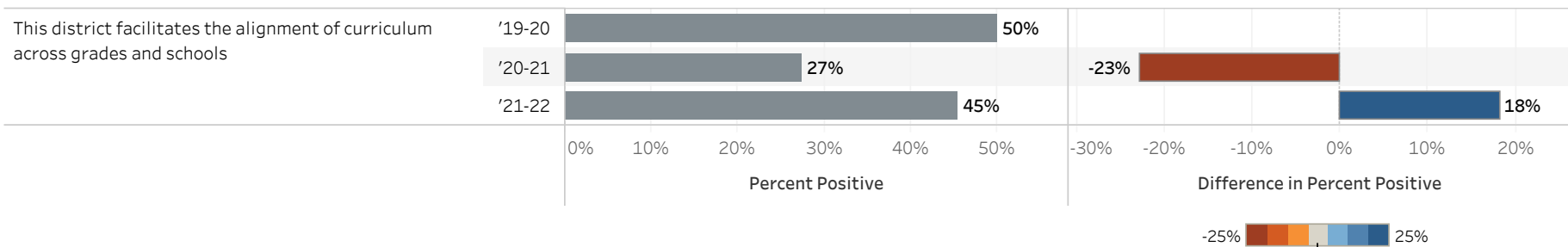


# District Support for Improvement

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



## Questions answered by only Instructional Staff

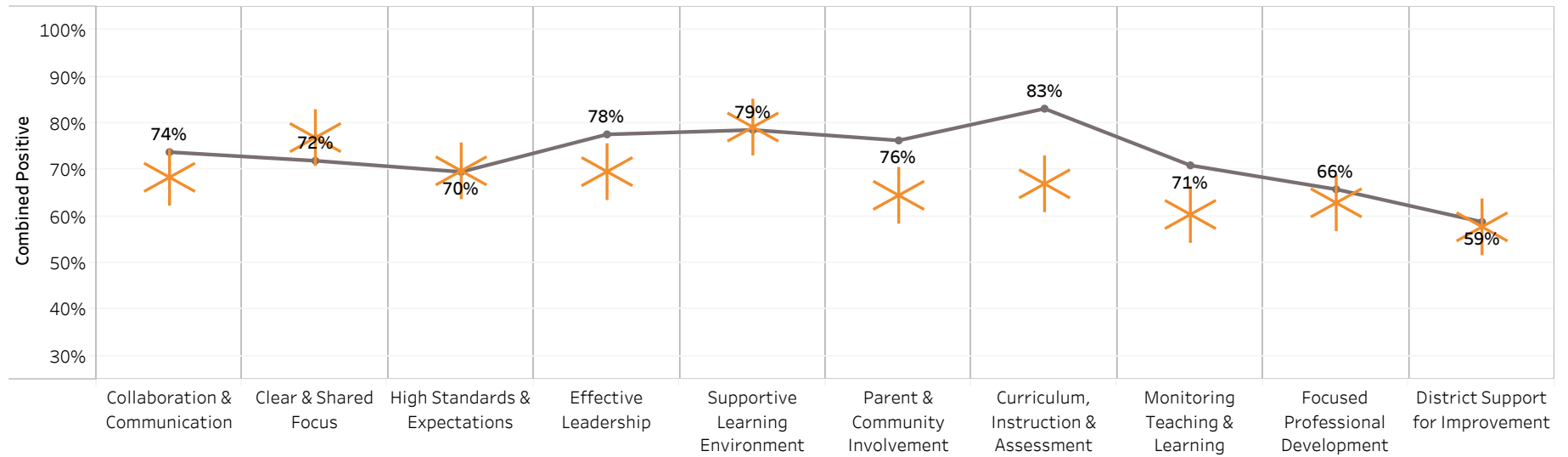


## Comparison - Mean Scores



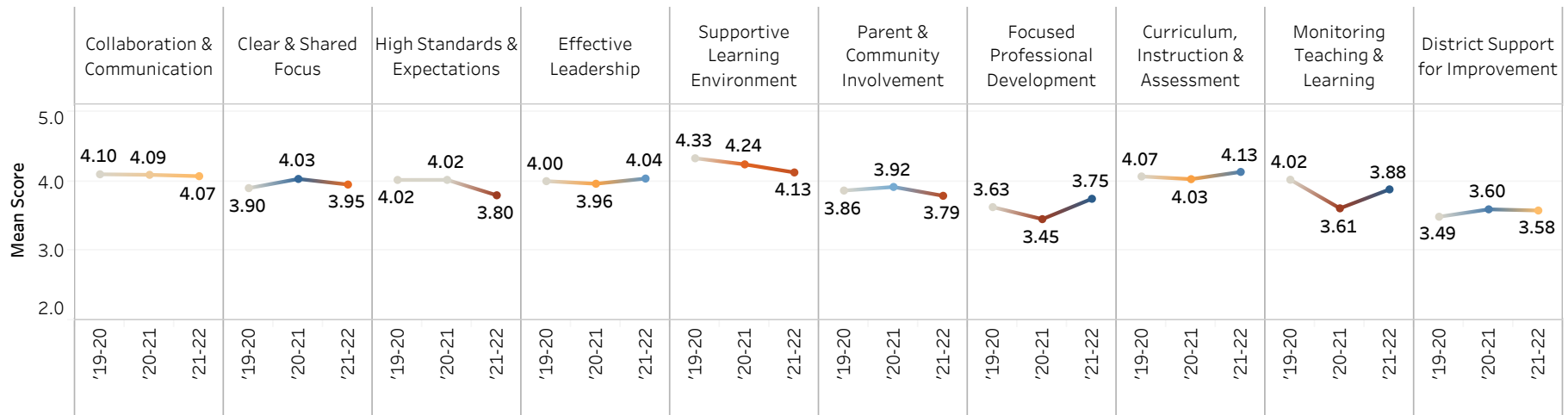
## Comparison - Percent Positive

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



# Comparison - Mean Scores LONGITUDINAL

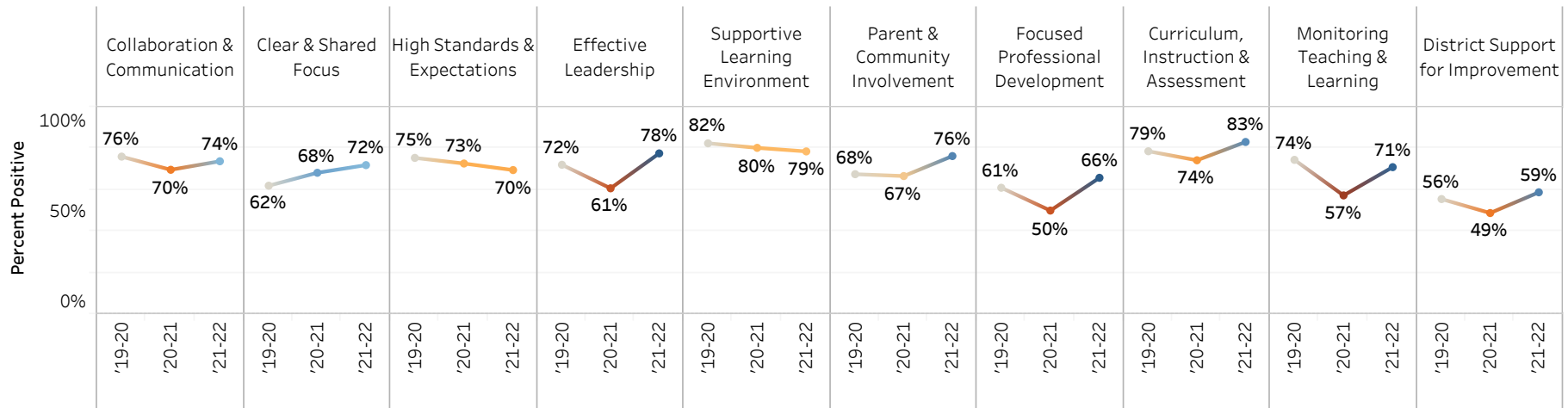
South Whidbey Elementary-South Campus



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%