

Educational Effectiveness Survey™

Characteristics of Improving Districts

District Edition v4.1

South Whidbey School District

2022

N=15

2023

N=9

2024

N=17





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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Better Data. Better Decisions. Better Schools.

Introduction

The district improvement planning and transformation process is supported and driven by both quantitative and qualitative data. Data should be used to inform decisions, set goals, create school improvement plans, and measure progress toward stated goals.

Effective districts realize that outcomes (student achievement, fiscal management, safety, etc.) are defined and driven by the Mission/Vision, Leadership, and the processes, programs, and culture in place in their buildings and districts.

The Characteristics of Improved School Districts

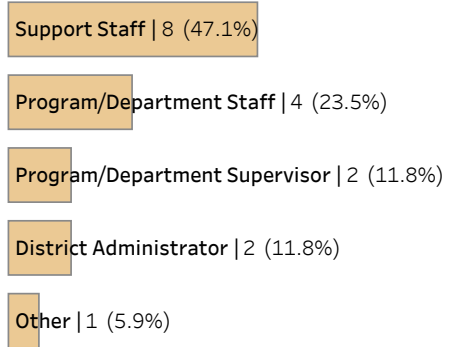
The Office of the Superintendent of Public Instruction for the state of Washington identified the characteristics common to high-improving districts. Districts who are engaged in improvement activities focus on these characteristics to create and improve the system(s) that drive the outcomes. This research was refined and published as the Characteristics of Improved School Districts (Shannon and Bylsma, 2004).

Shannon, G.S. & Bylsma, P. (2004). Characteristics of Improved School Districts: Themes from Research. Office of Superintendent of Public Instruction. Olympia, WA.

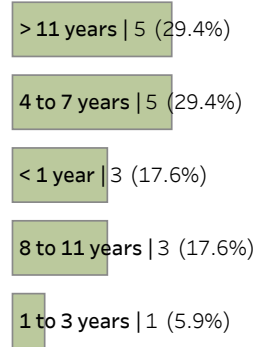
CEE's primary concern is that this report be useful and informative as you define your School and/or District Improvement Plan in order to improve student achievement. If you require any additional assistance in using your report, please contact us at info@effectiveness.org.

Demographics

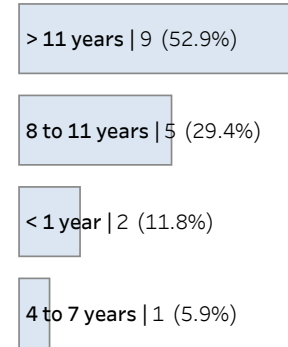
Position



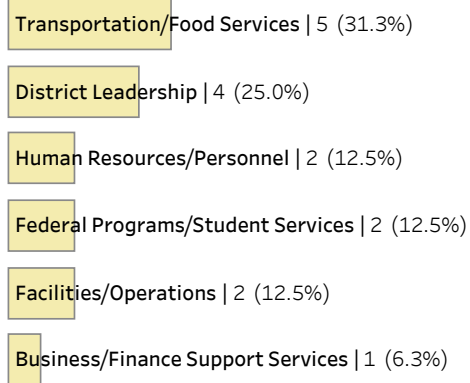
Years of Service at the District



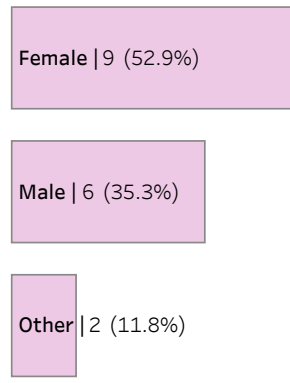
Years of Service in Education



Department



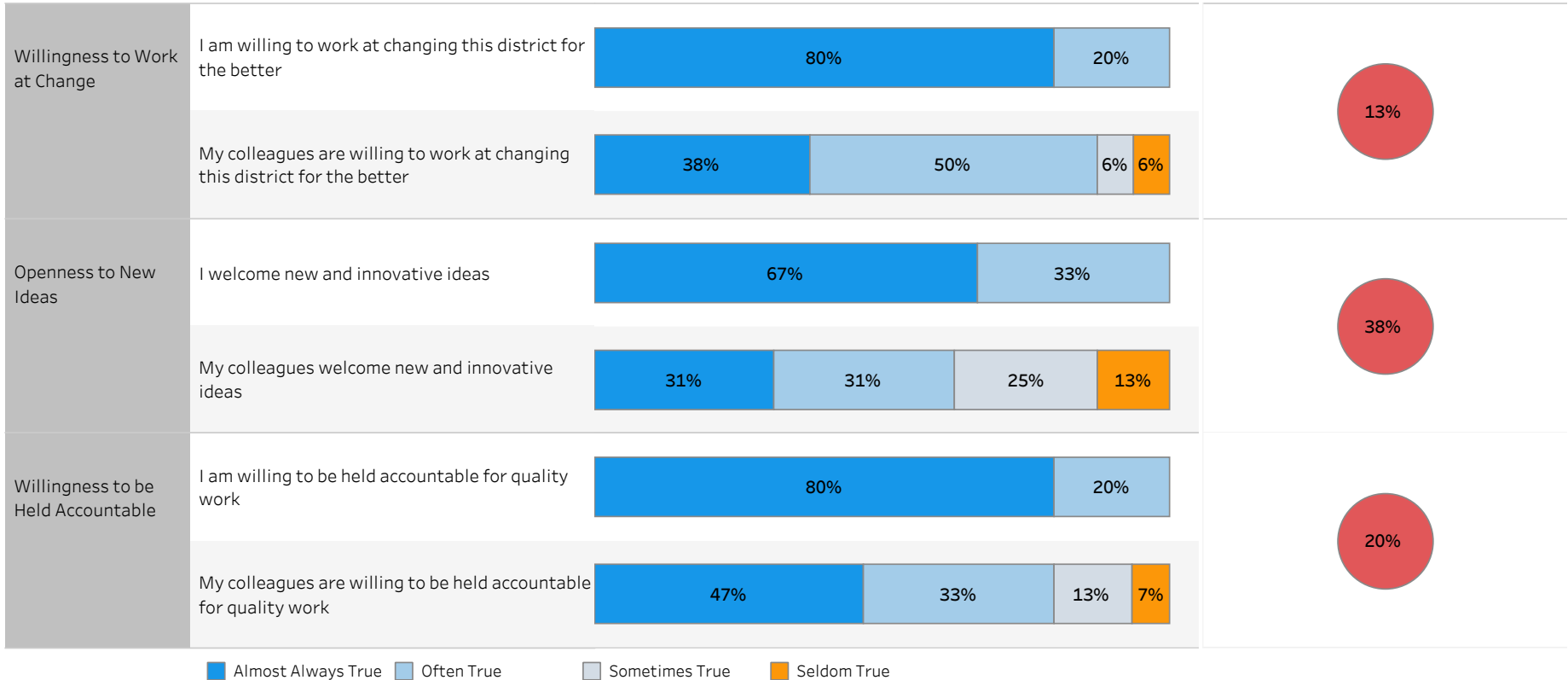
Gender



Readiness for Change—I vs. They Perspectives

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

How large is the Gap between I vs. They?

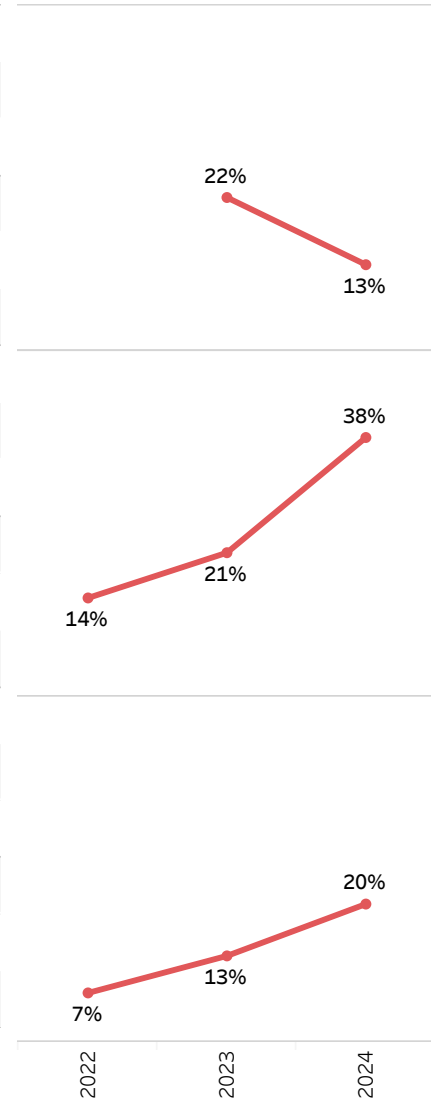


Readiness for Change—I vs. They Perspectives— LONGITUDINAL

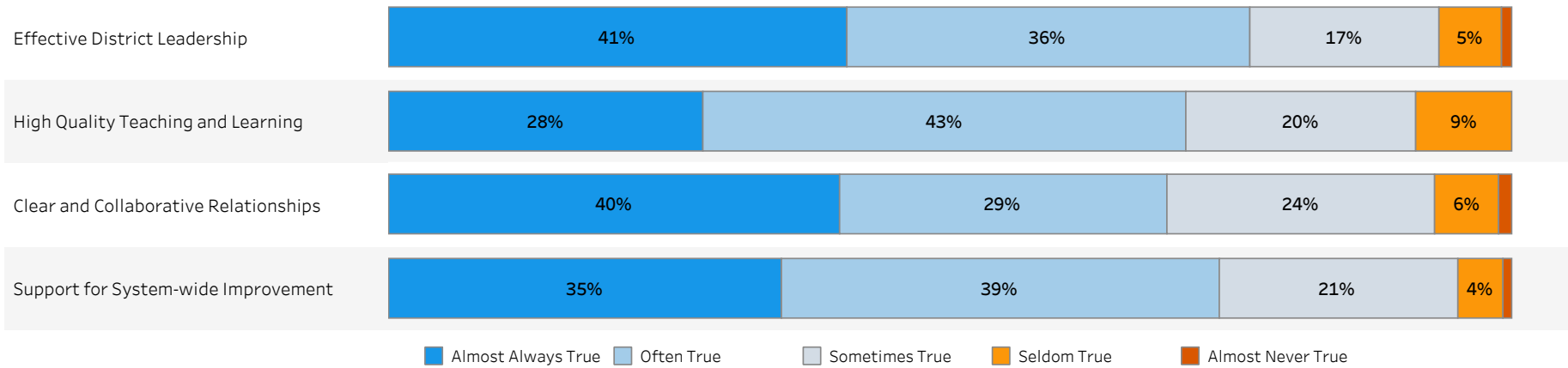
Category	Statement	Year	Almost Always True	Often True	Sometimes True	Seldom True
Willingness to Work at Change	I am willing to work at changing this district for the better	2022	87%	13%		
		2023	88%	13%		
		2024	80%	20%		
	My colleagues are willing to work at changing this district for the better	2022	64%	36%		
		2023	56%	22%	22%	
		2024	38%	50%	6%	6%
Openness to New Ideas	I welcome new and innovative ideas	2022	86%	14%		
		2023	75%	13%	13%	
		2024	67%	33%		
	My colleagues welcome new and innovative ideas	2022	36%	50%	14%	
		2023	56%	11%	33%	
		2024	31%	31%	25%	13%
Willingness to be Held Accountable	I am willing to be held accountable for quality work	2022	93%	7%		
		2023	100%			
		2024	80%	20%		
	My colleagues are willing to be held accountable for quality work	2022	57%	36%	7%	
		2023	88%	13%		
		2024	47%	33%	13%	7%

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

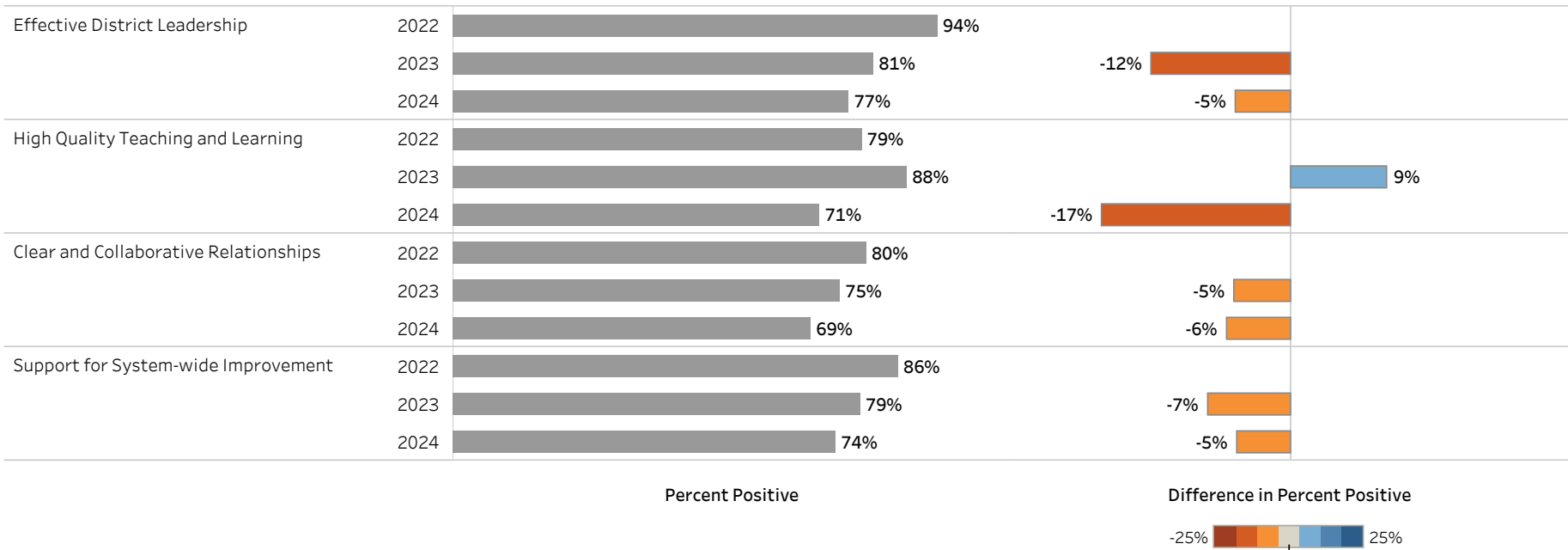
How large is the Gap between I vs. They?



Characteristics of Improving Districts

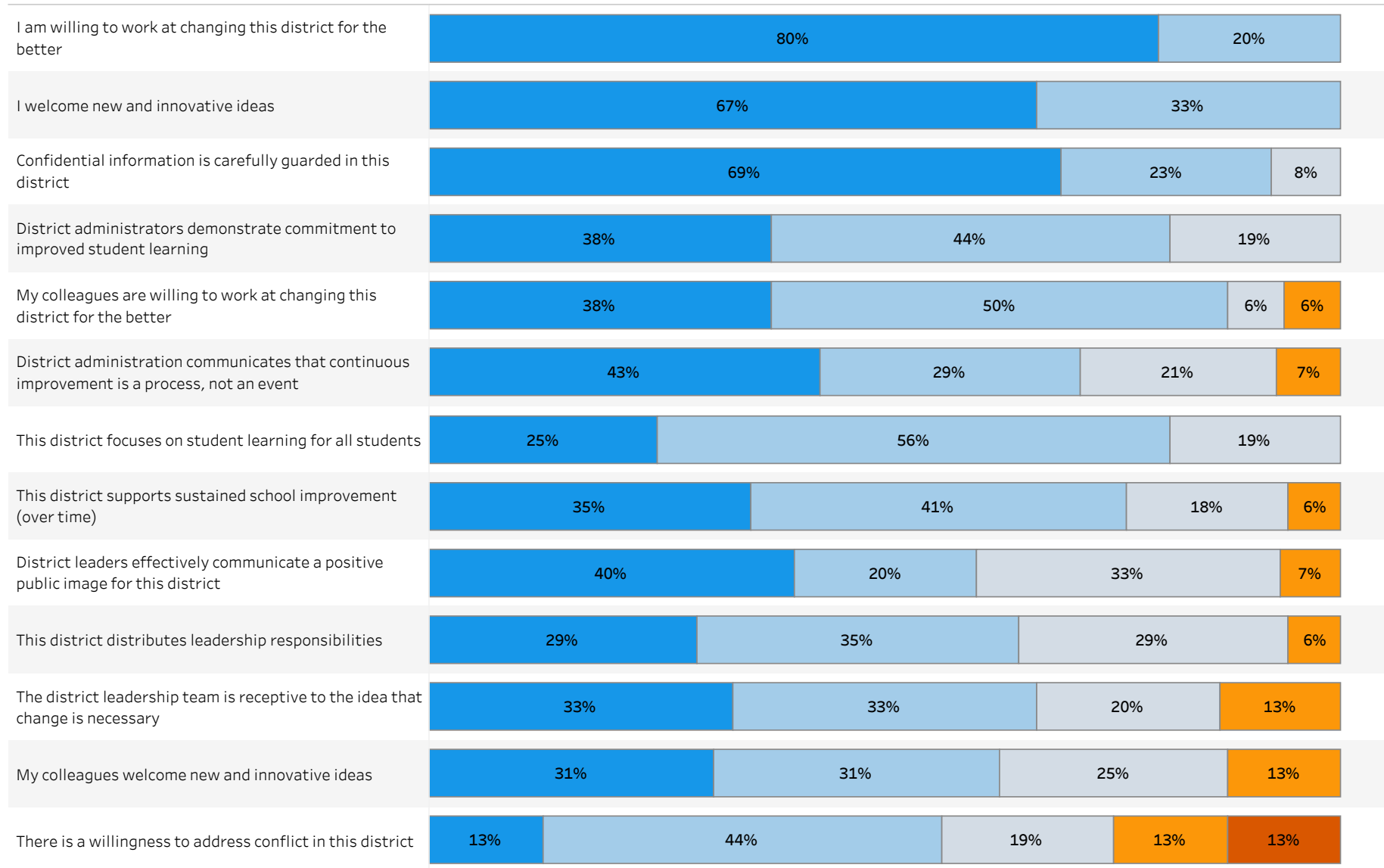


Characteristics of Improving Districts—LONGITUDINAL



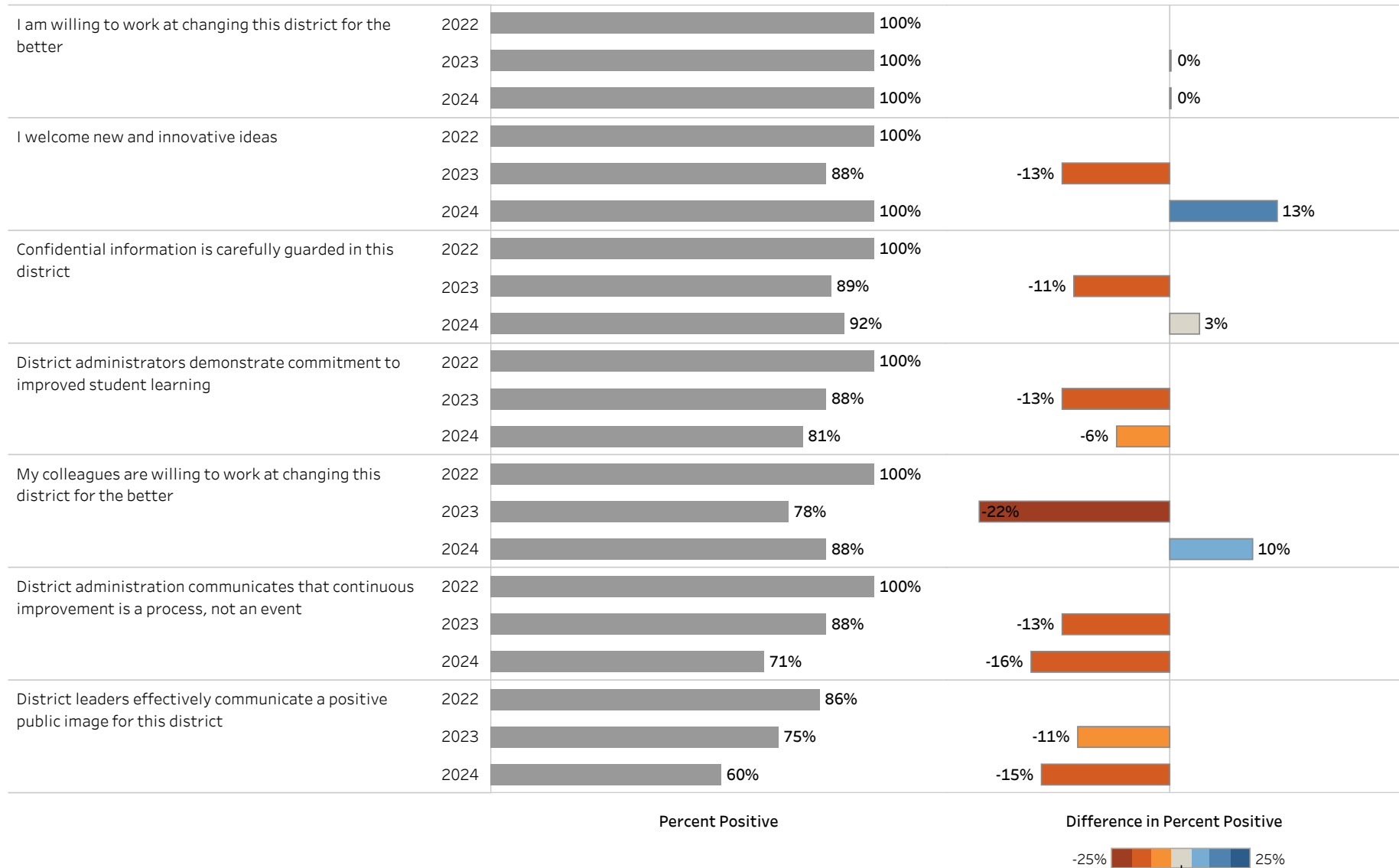
Effective District Leadership

South Whidbey School District

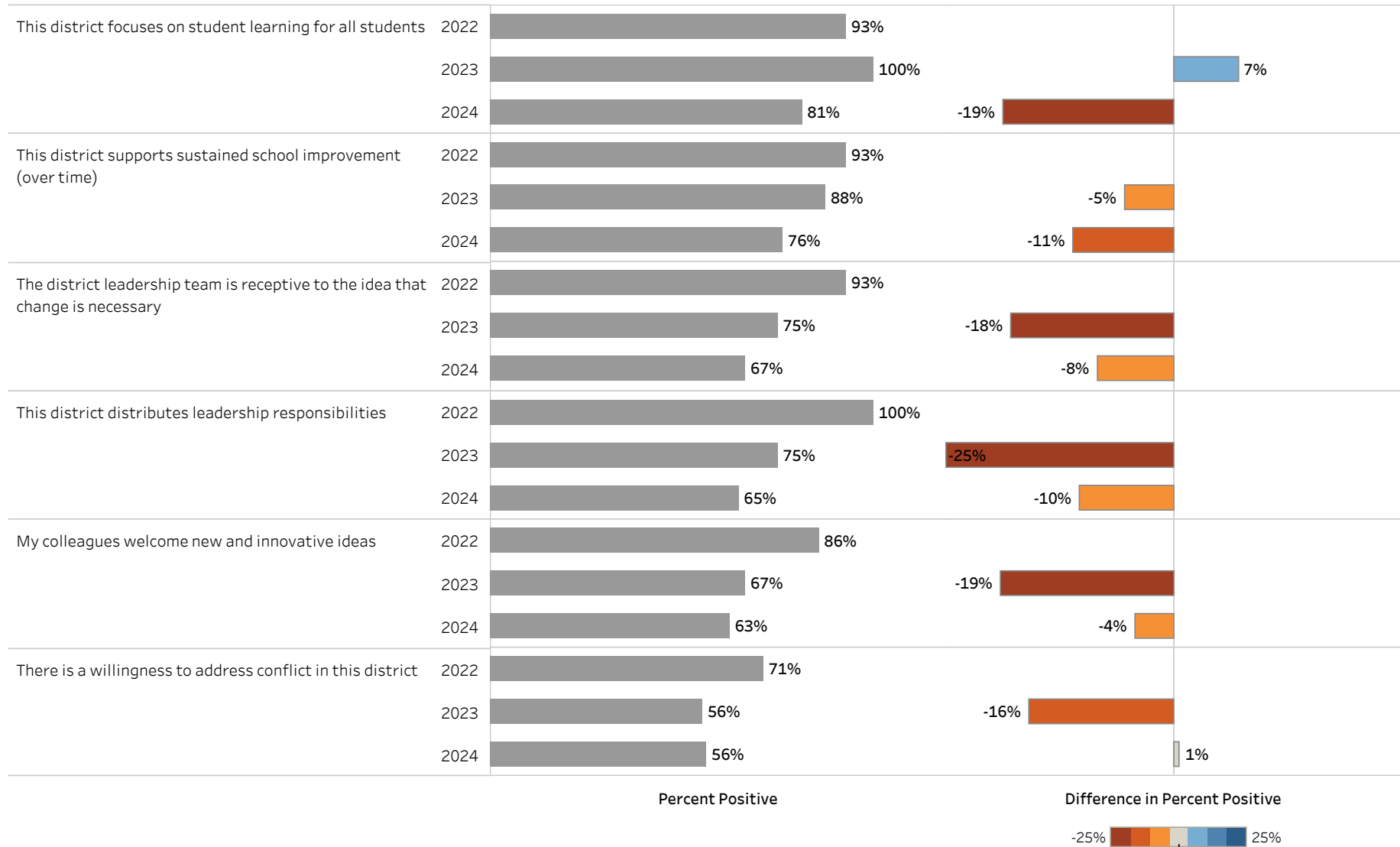


■ Almost Always True
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 ■ Almost Never True

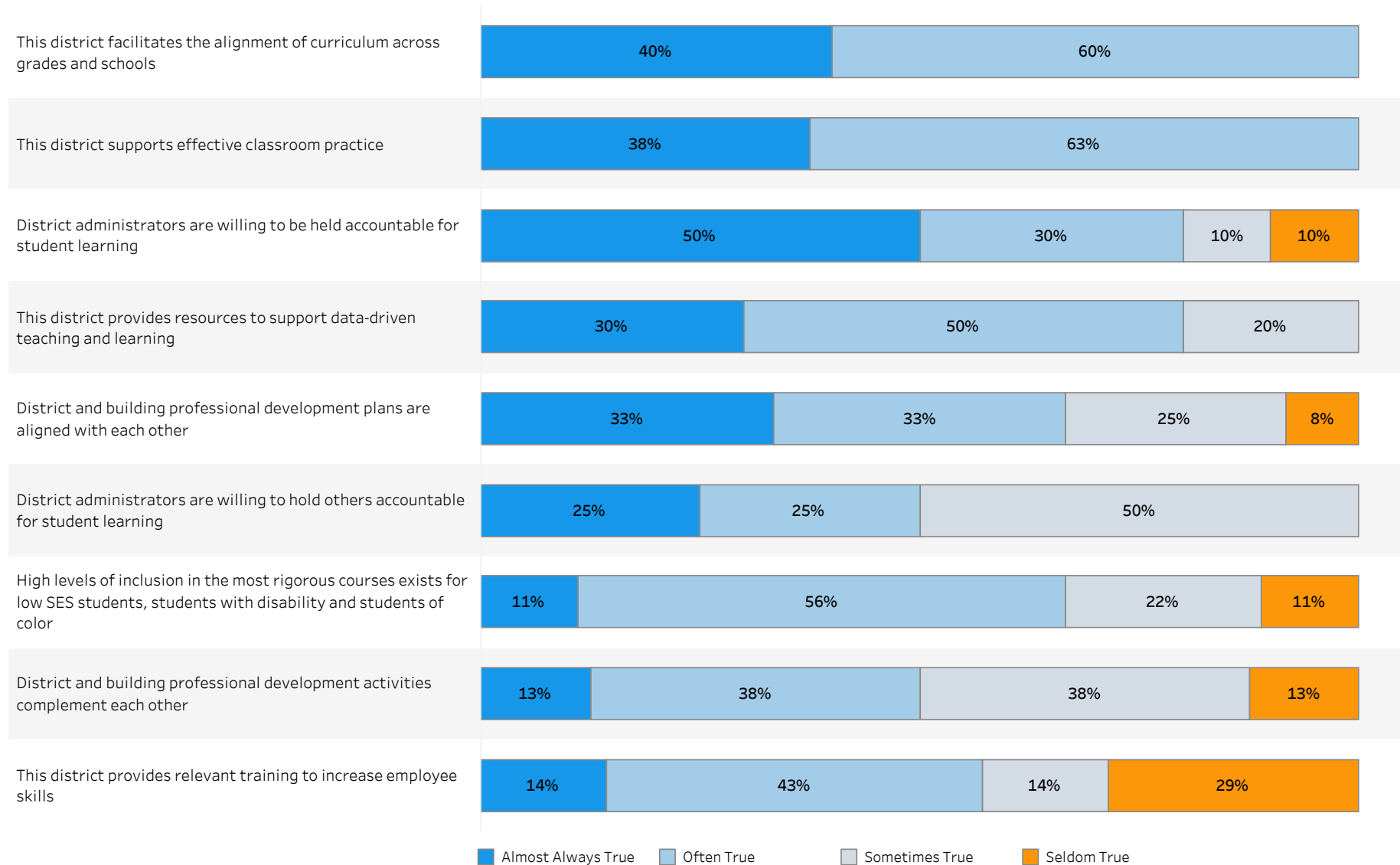
Effective District Leadership—LONGITUDINAL 1 of 2



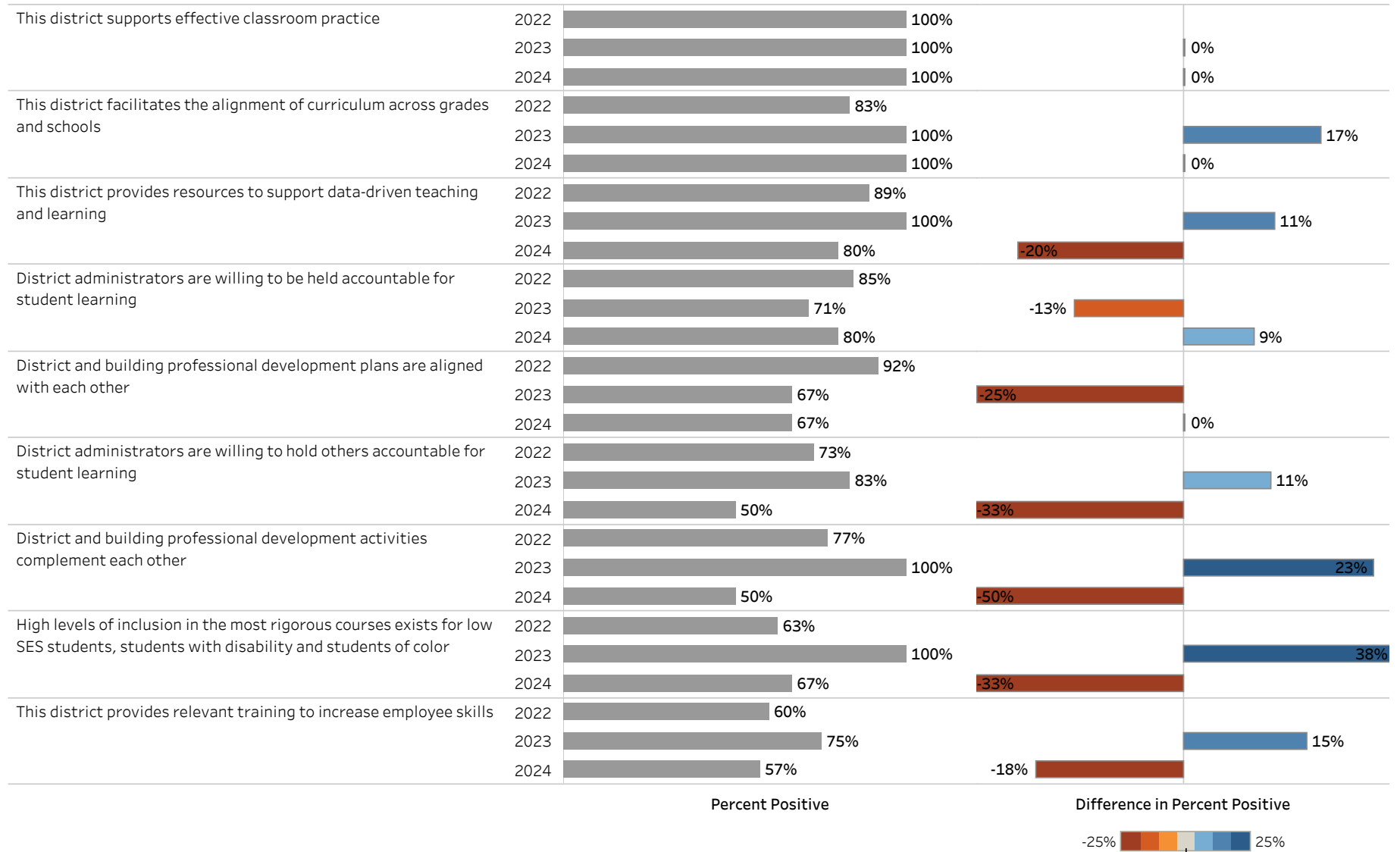
Effective District Leadership—LONGITUDINAL 2 of 2



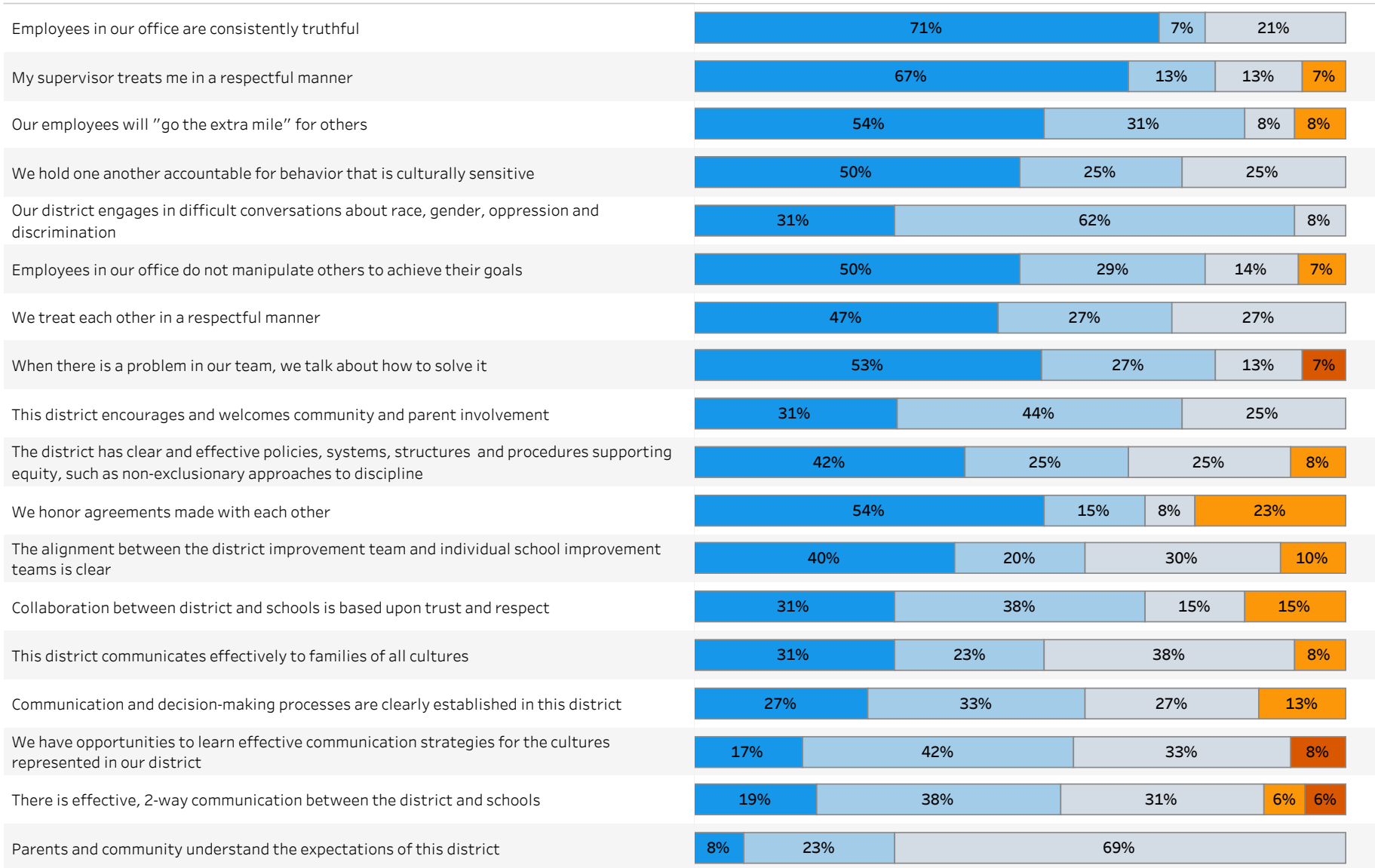
High Quality Teaching and Learning



High Quality Teaching and Learning—LONGITUDINAL

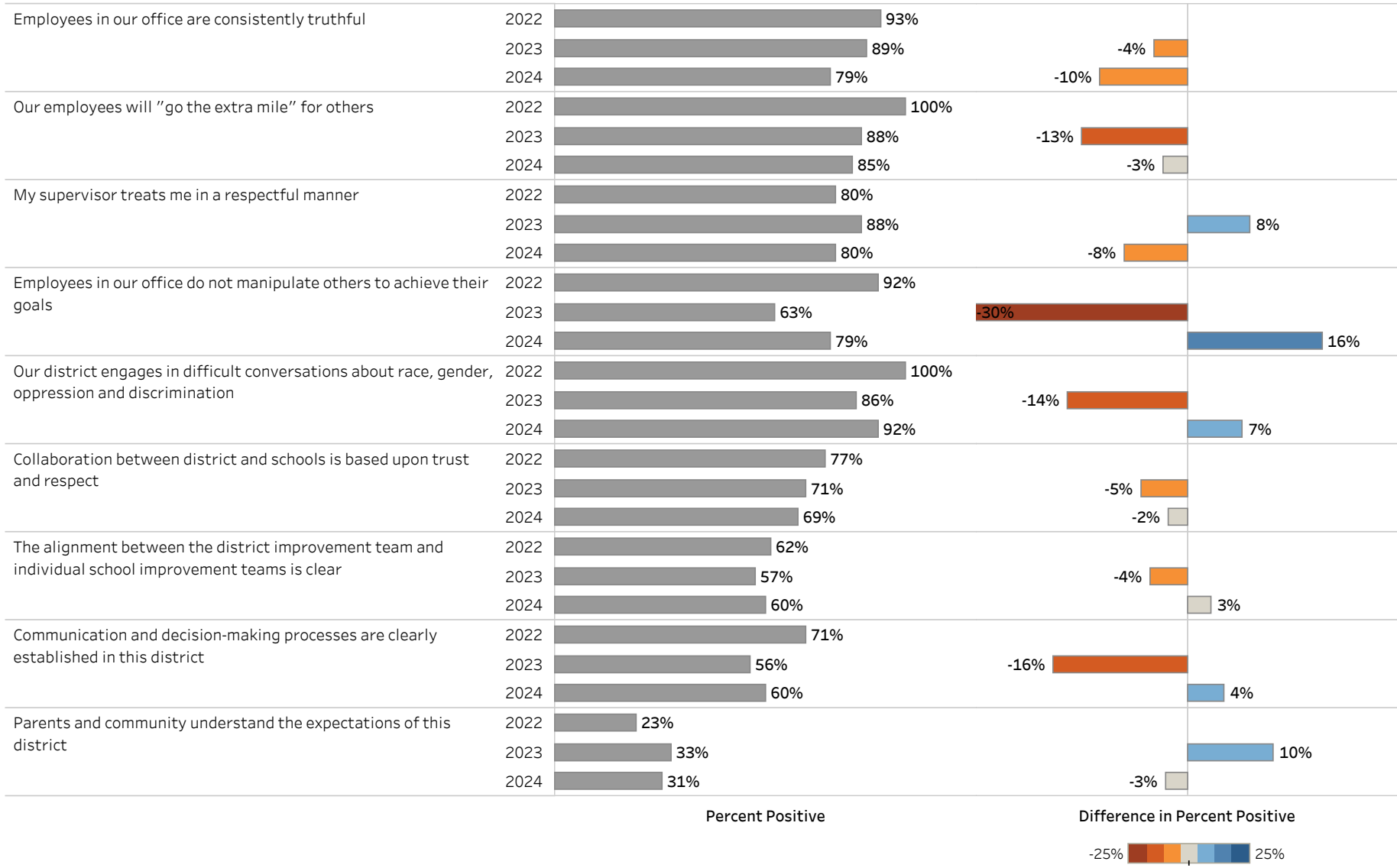


Clear and Collaborative Relationships

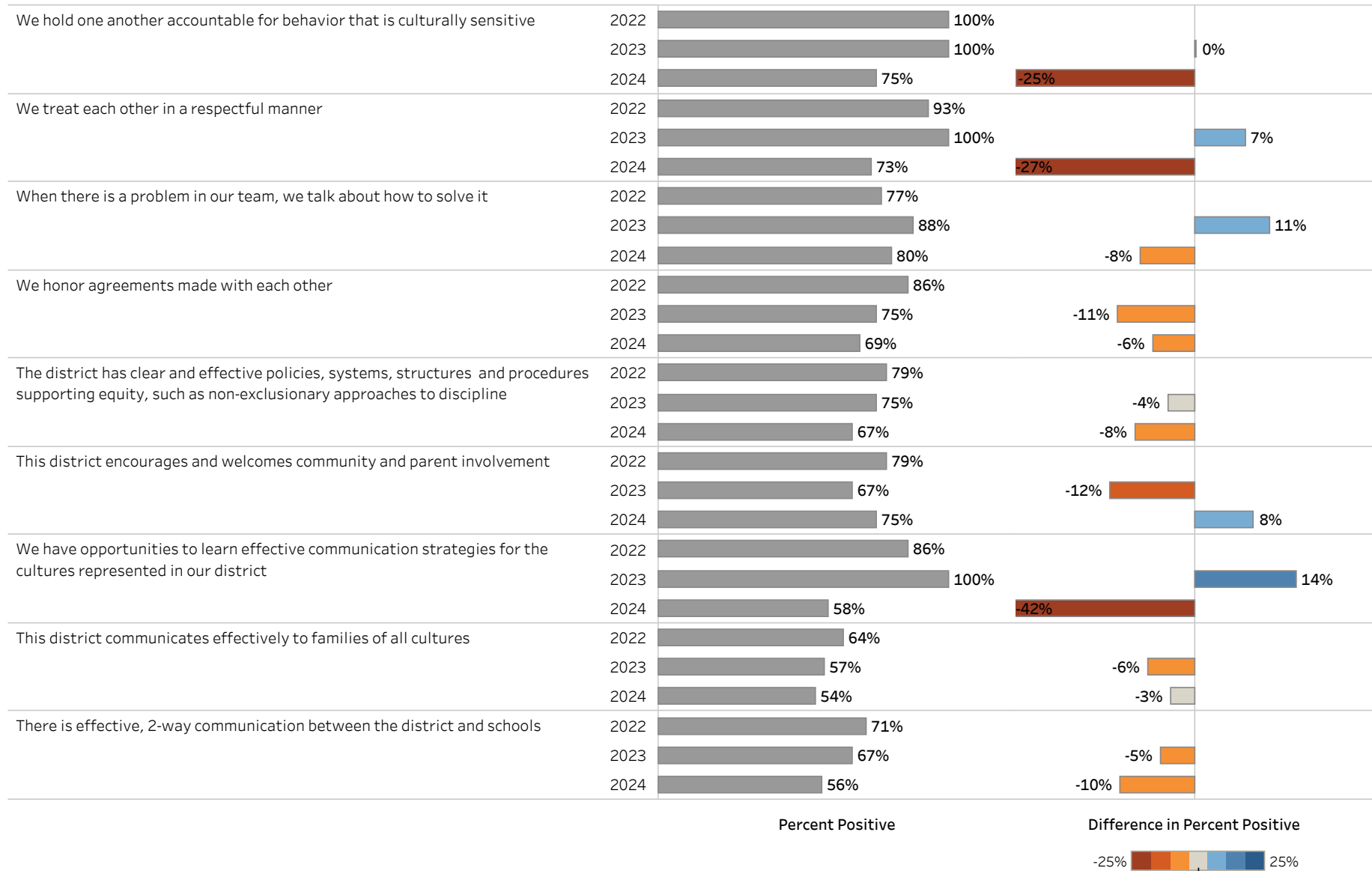


■ Almost Always True
 ■ Often True
 ■ Sometimes True
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 ■ Almost Never True

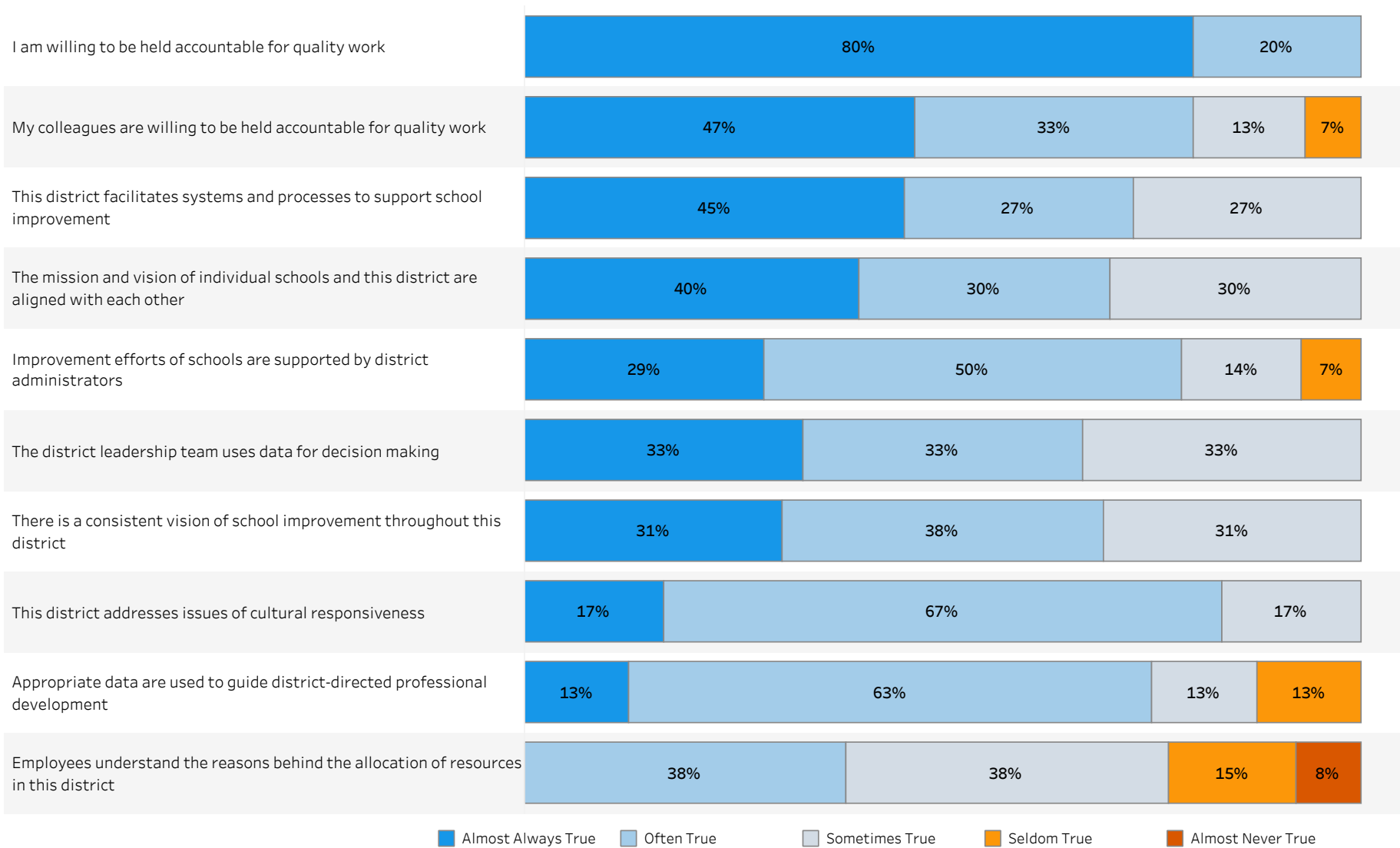
Clear and Collaborative Relationships— LONGITUDINAL 1 of 2



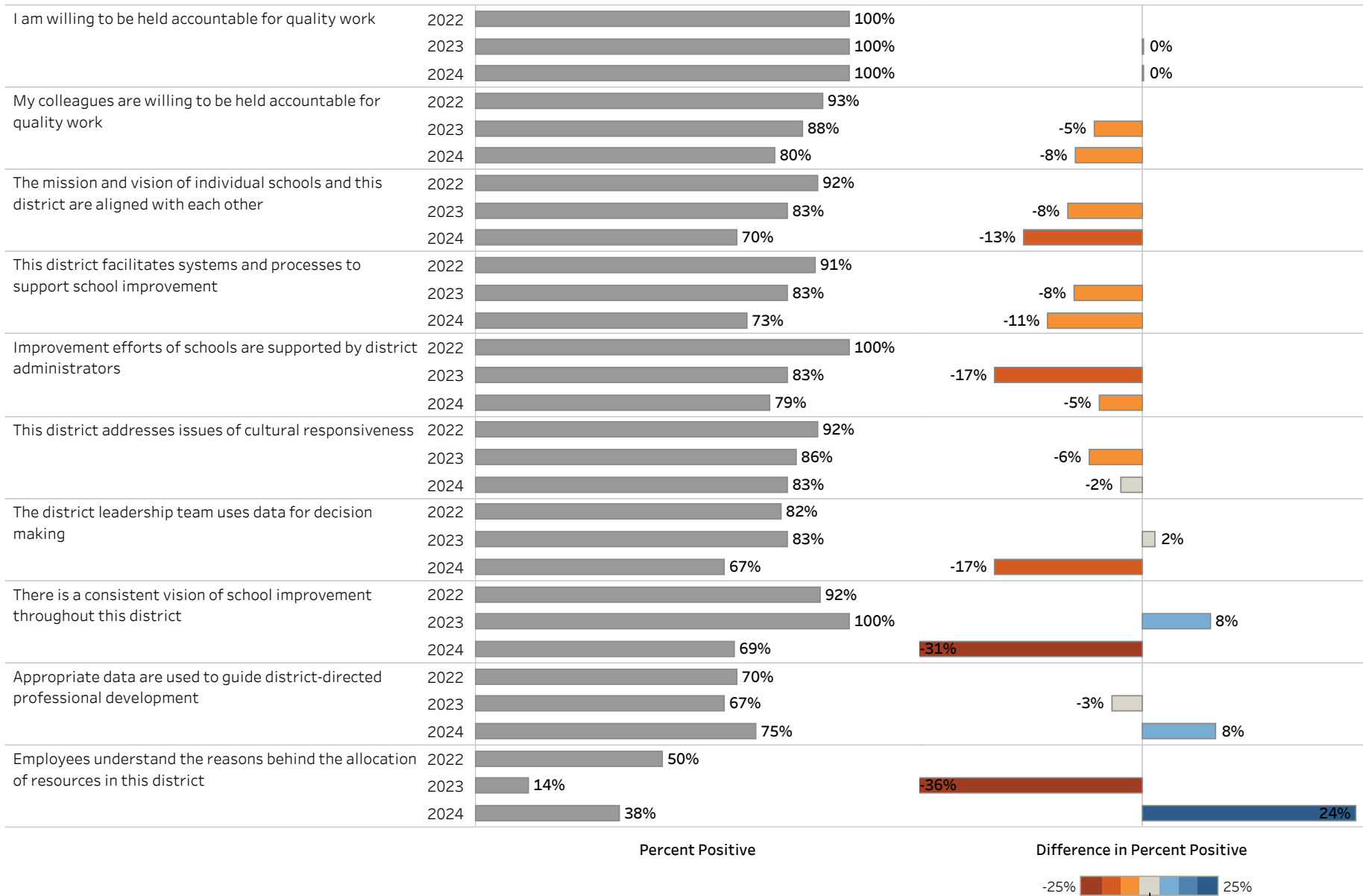
Clear and Collaborative Relationships— LONGITUDINAL 2 of 2



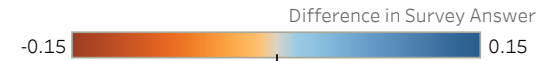
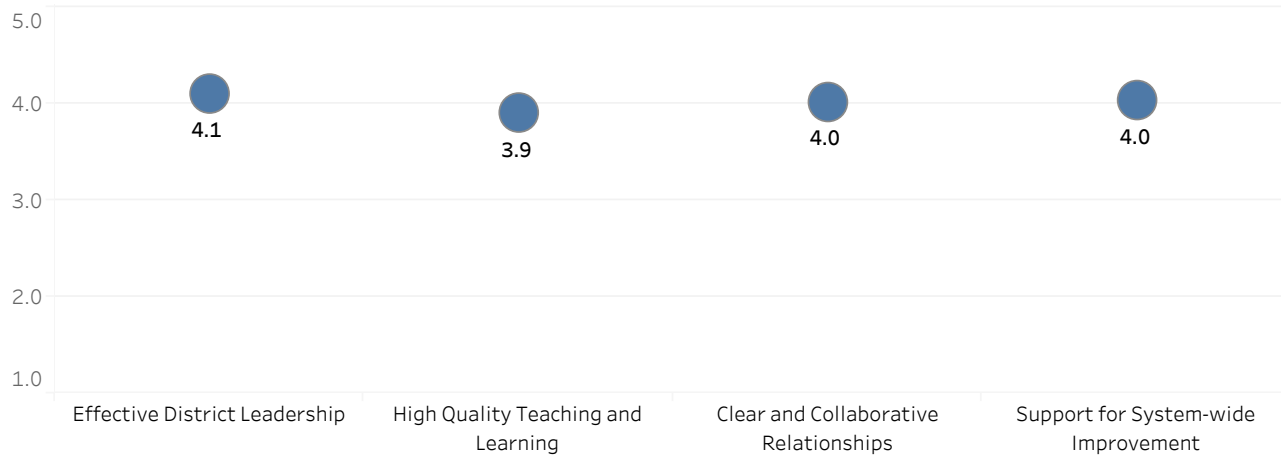
Support for System-wide Improvement



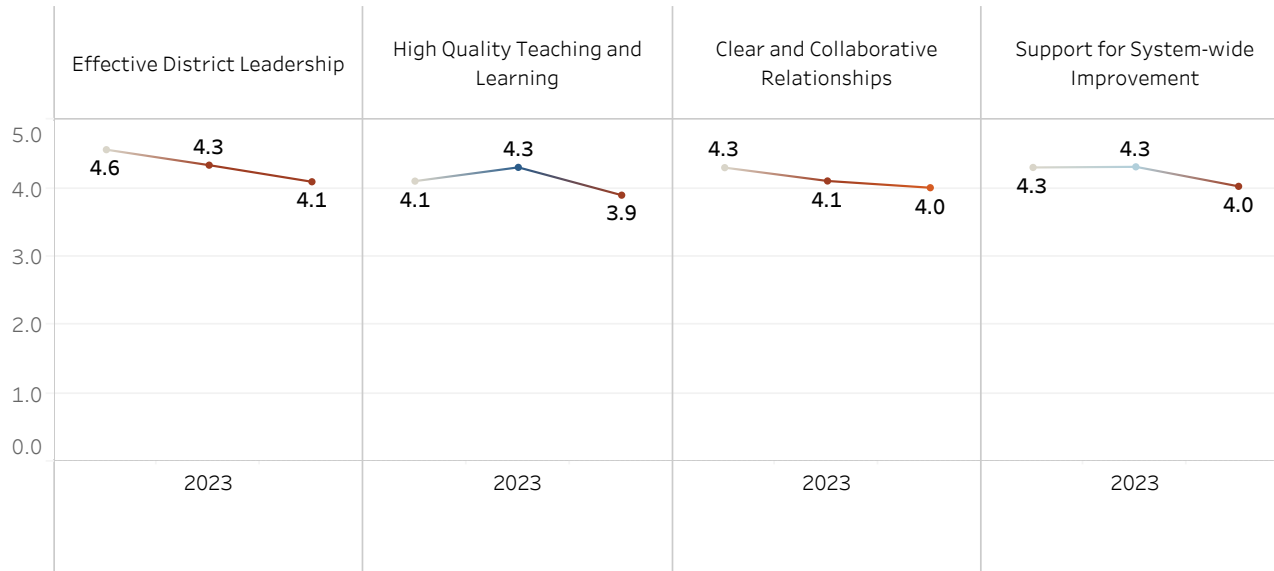
Support for System-wide Improvement—LONGITUDINAL



District Summary Comparison - Mean Scores



LONGITUDINAL



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.