

Educational Effectiveness Survey™



Characteristics of Improving Districts

District Edition v4.1

South Whidbey School District

2023
N=9

2024
N=17

2025
N=10





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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

South Whidbey School District

Position

Other | 5 (35.7%)

Program/Department Staff | 4 (28.6%)

District Administrator | 3 (21.4%)

Support Staff | 2 (14.3%)

Years of Service at the District

4 to 7 years | 4 (40.0%)

8 to 11 years | 3 (30.0%)

> 11 years | 2 (20.0%)

< 1 year | 1 (10.0%)

Years of Service in Education

8 to 11 years | 6 (60.0%)

4 to 7 years | 2 (20.0%)

> 11 years | 2 (20.0%)

Department

Federal Programs/Student Services | 3 (30.0%)

Business/Finance Support Services | 3 (30.0%)

District Leadership | 2 (20.0%)

Teaching & Learning-Curric/Instr/Assess | 1 (10.0%)

Human Resources/Personnel | 1 (10.0%)

Gender

Female | 7 (70.0%)

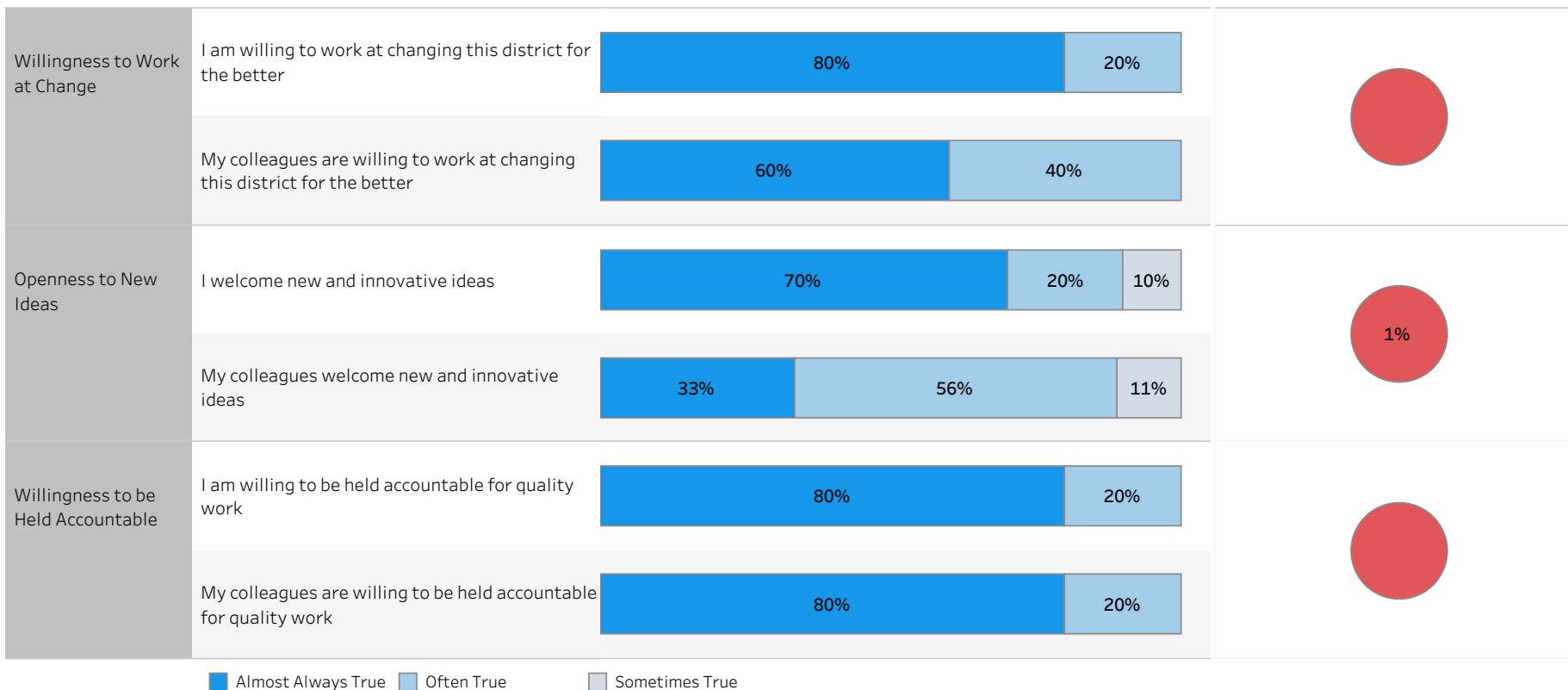
Male | 3 (30.0%)

Readiness for Change—I vs. They Perspectives

South Whidbey School District

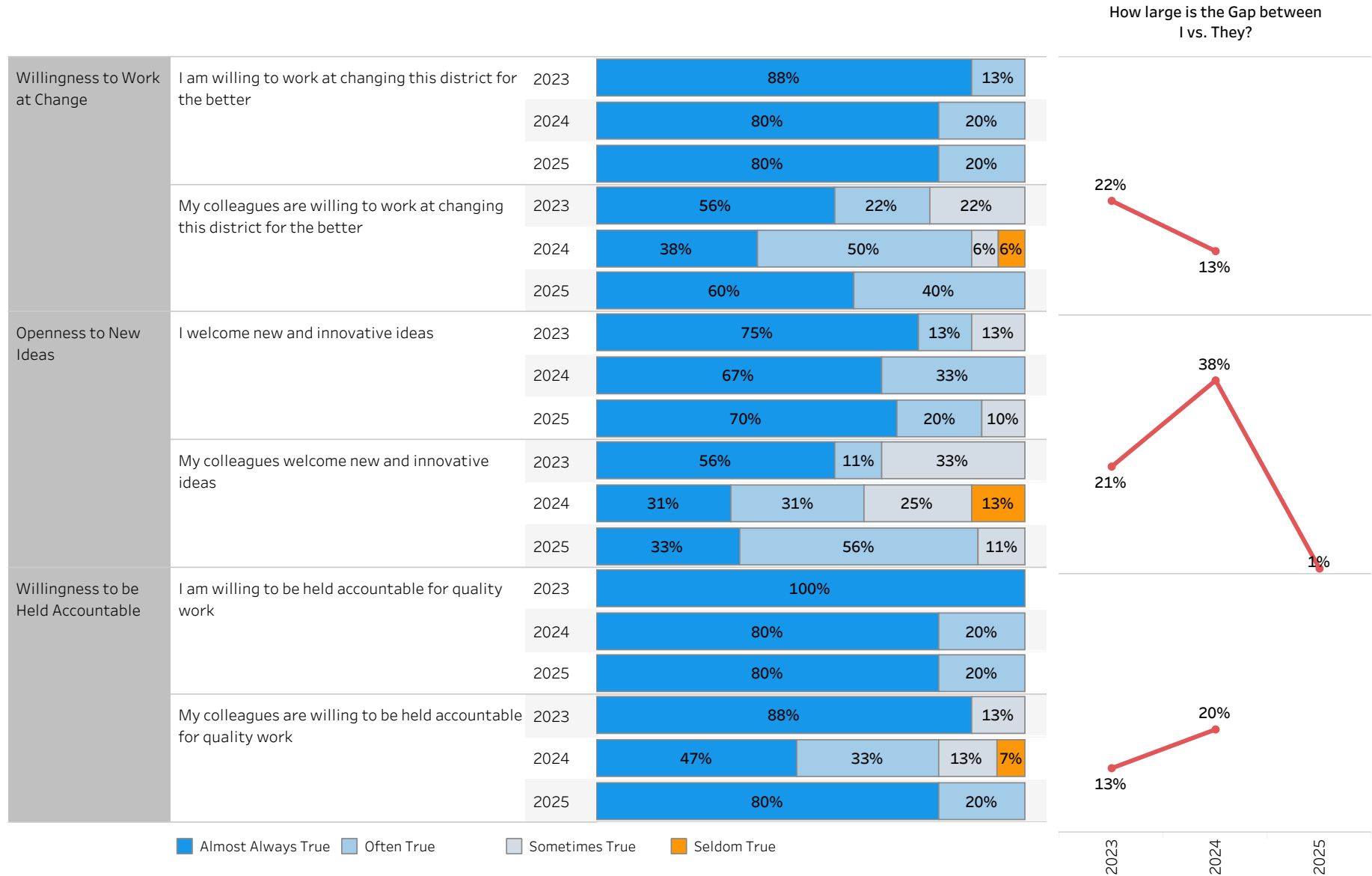
Gaps over 25% should be investigated. Why do staff see different attitudes in their colleagues?

How large is the Gap between I vs. They?



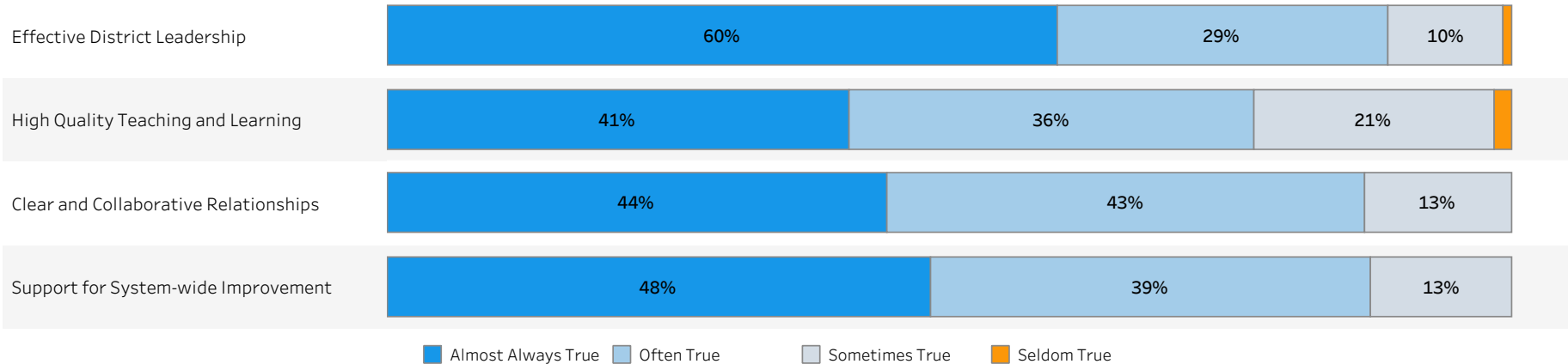
Readiness for Change—I vs. They Perspectives— LONGITUDINAL

South Whidbey School District

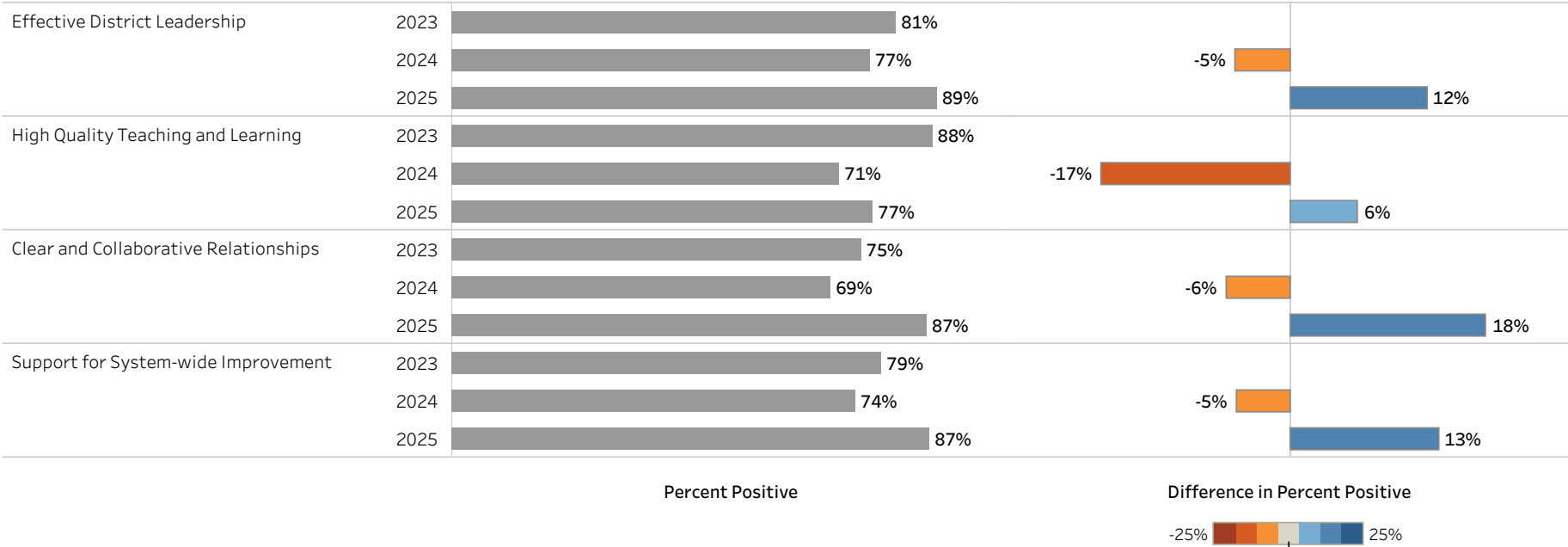


Characteristics of Improving Districts

South Whidbey School District

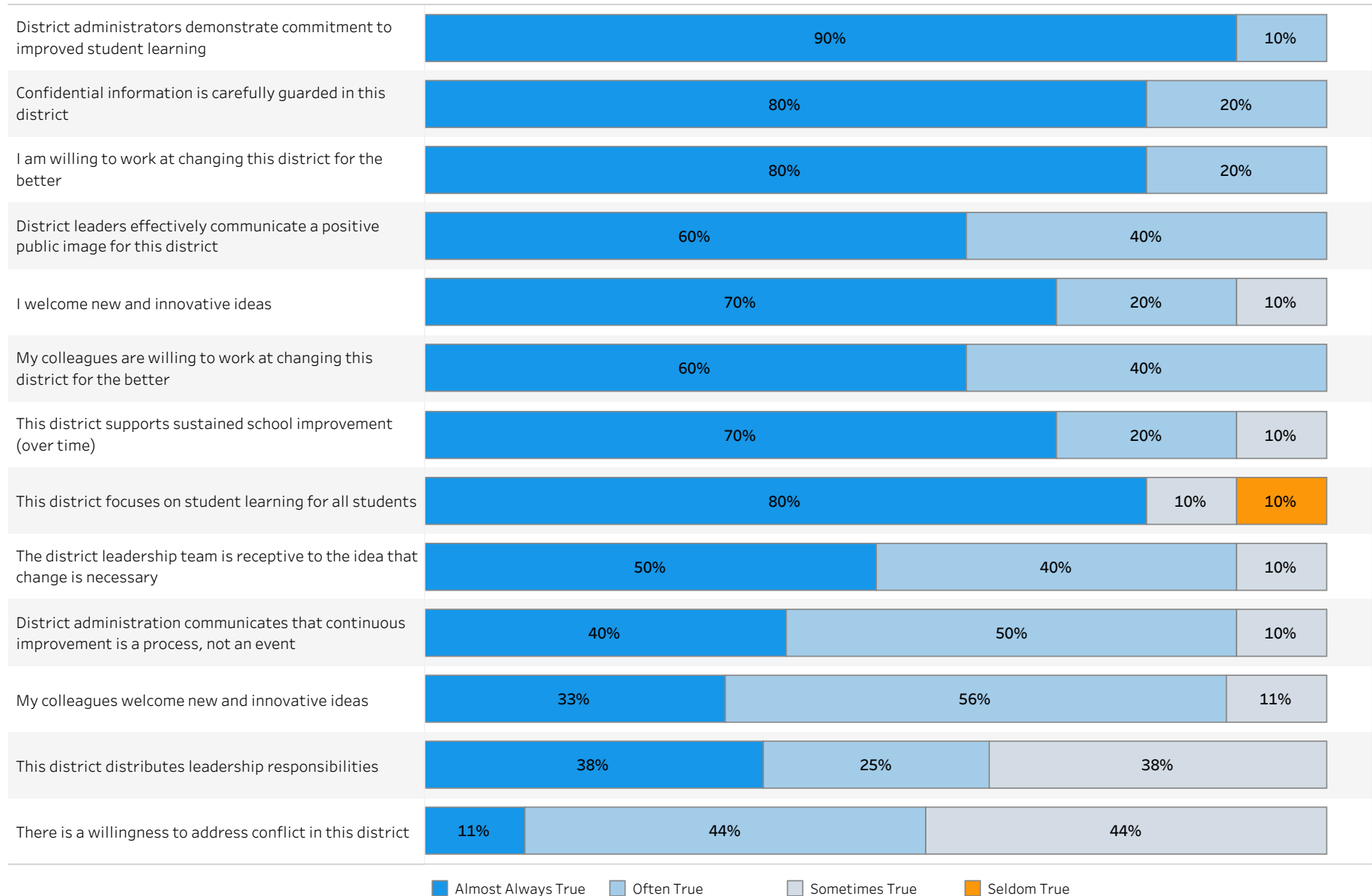


Characteristics of Improving Districts—LONGITUDINAL



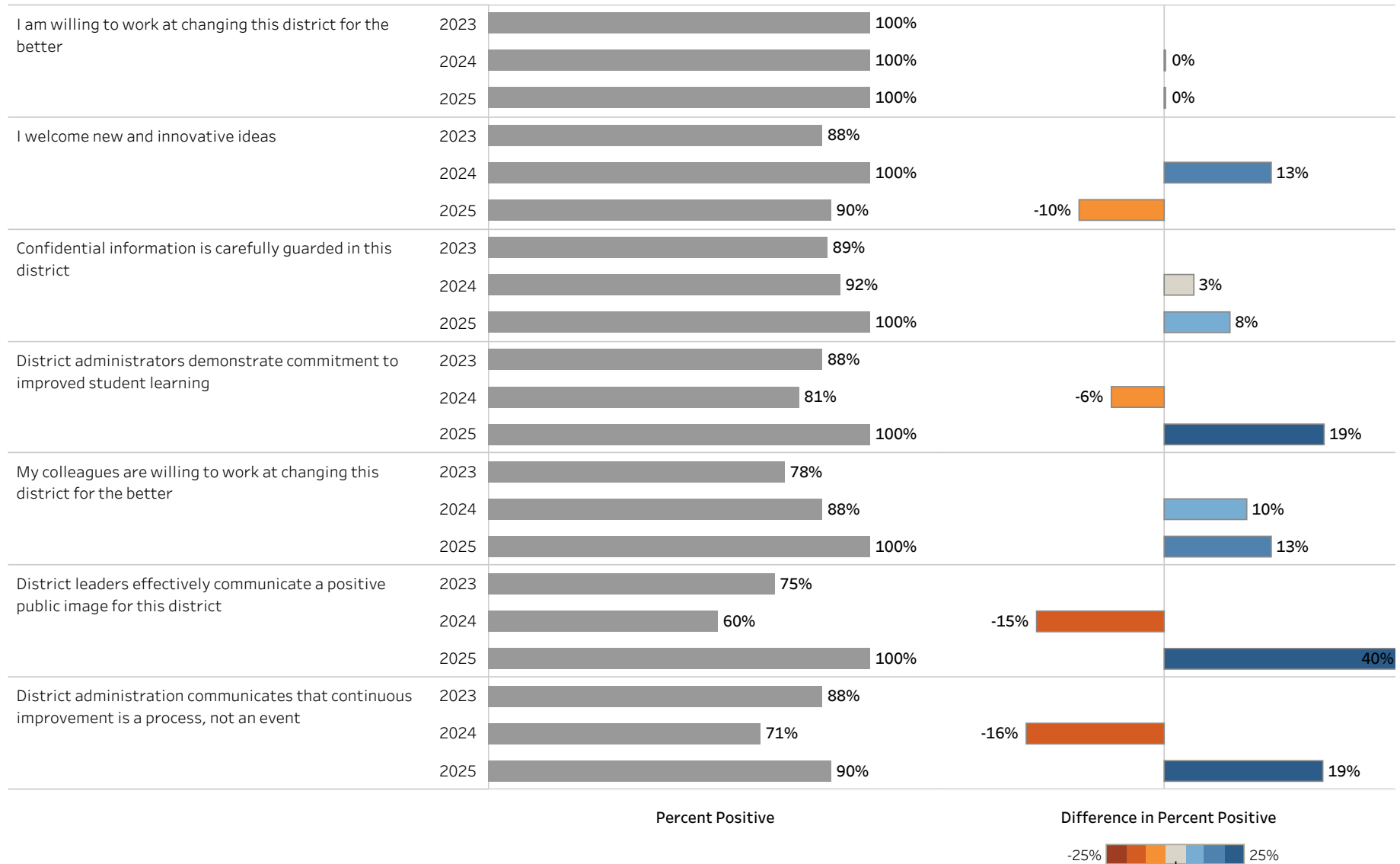
Effective District Leadership

South Whidbey School District



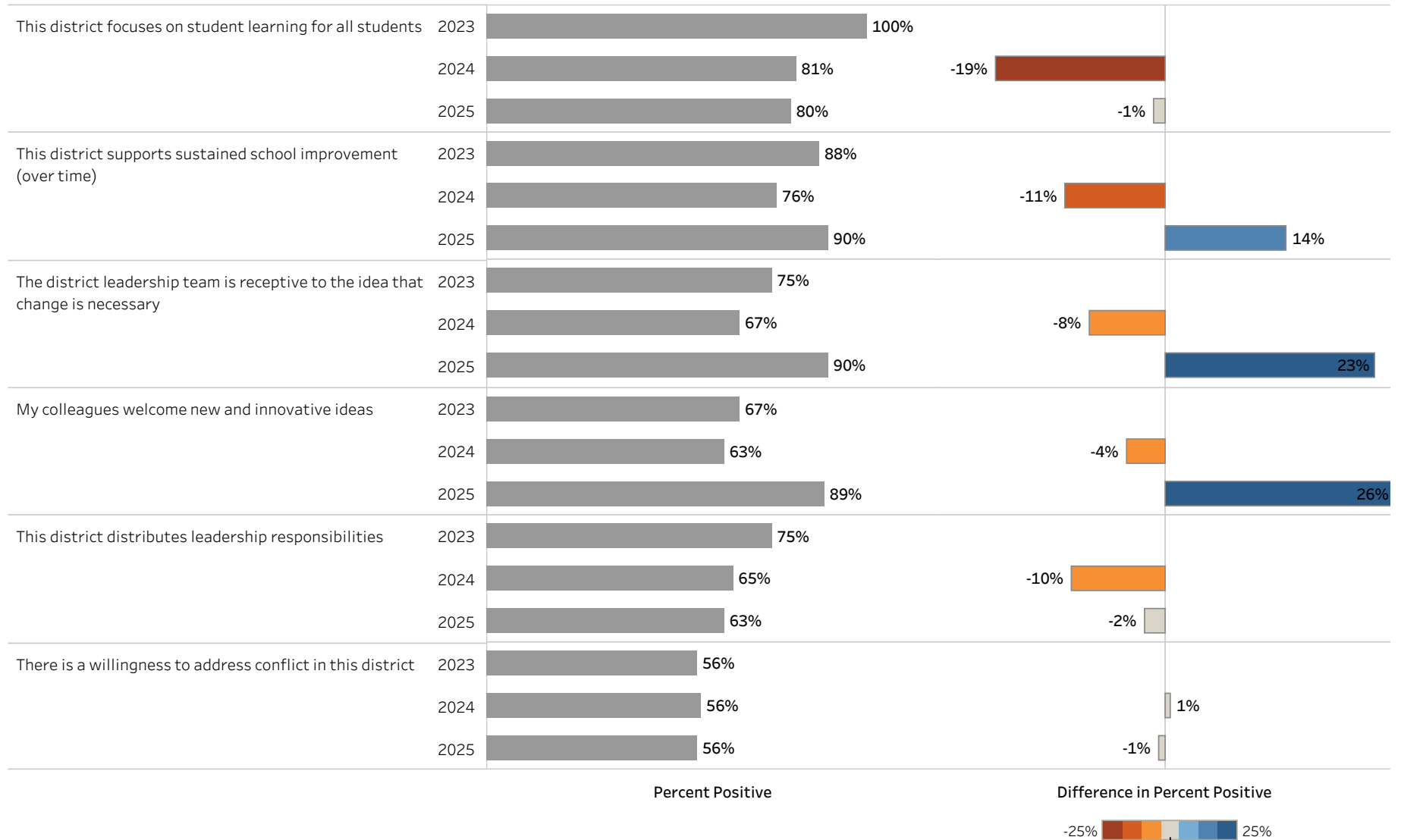
Effective District Leadership—LONGITUDINAL 1 of 2

South Whidbey School District



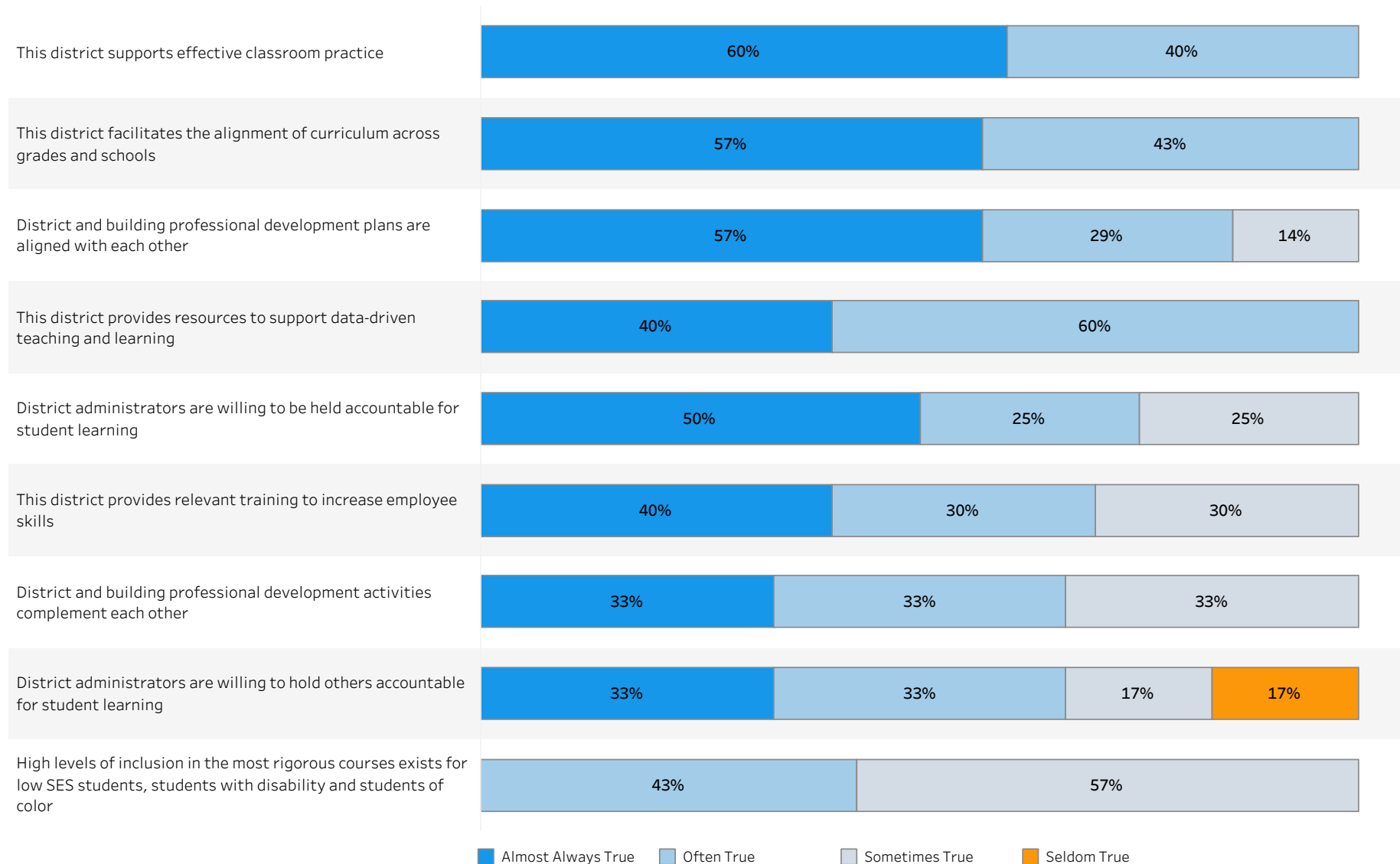
Effective District Leadership—LONGITUDINAL 2 of 2

South Whidbey School District



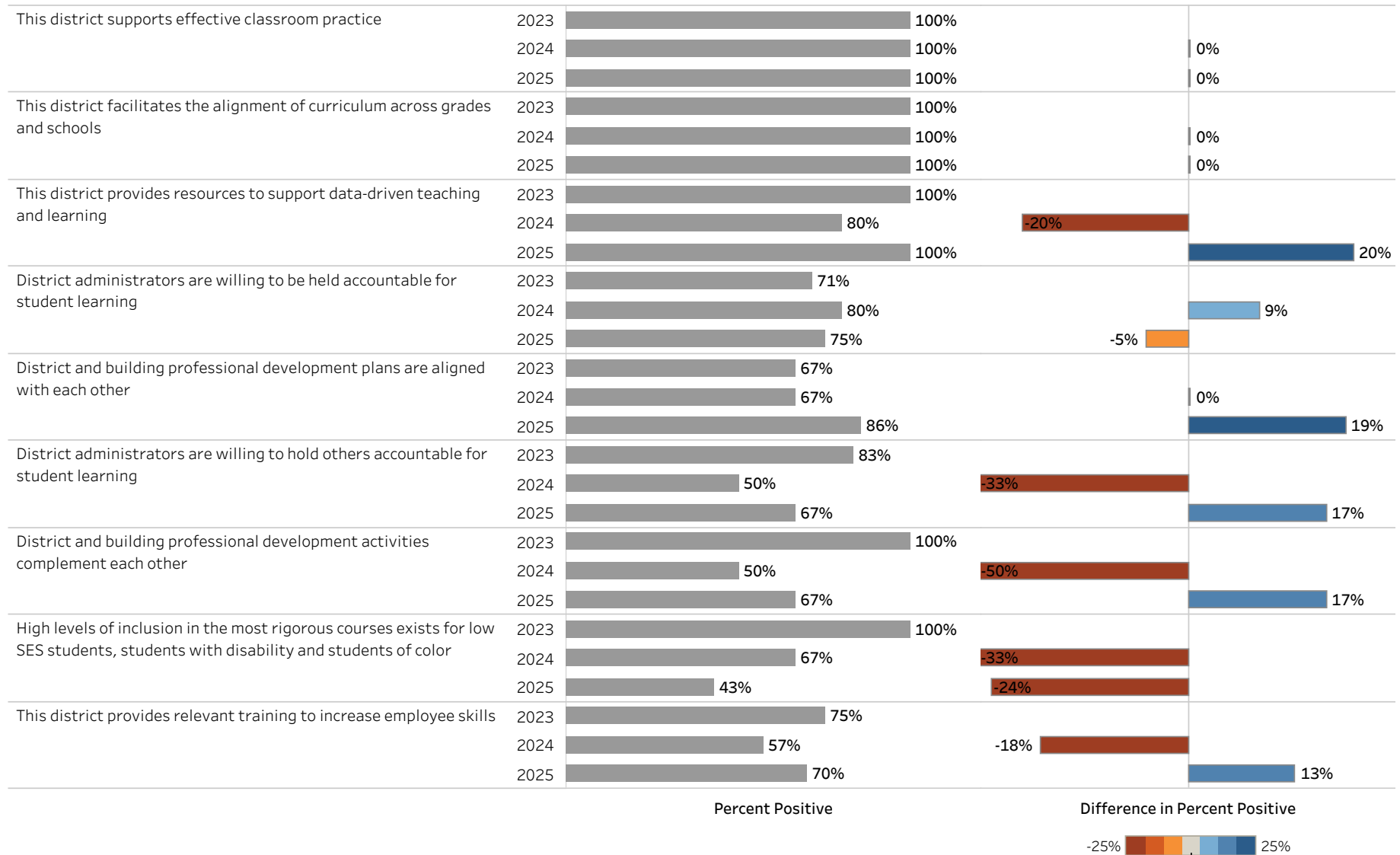
High Quality Teaching and Learning

South Whidbey School District



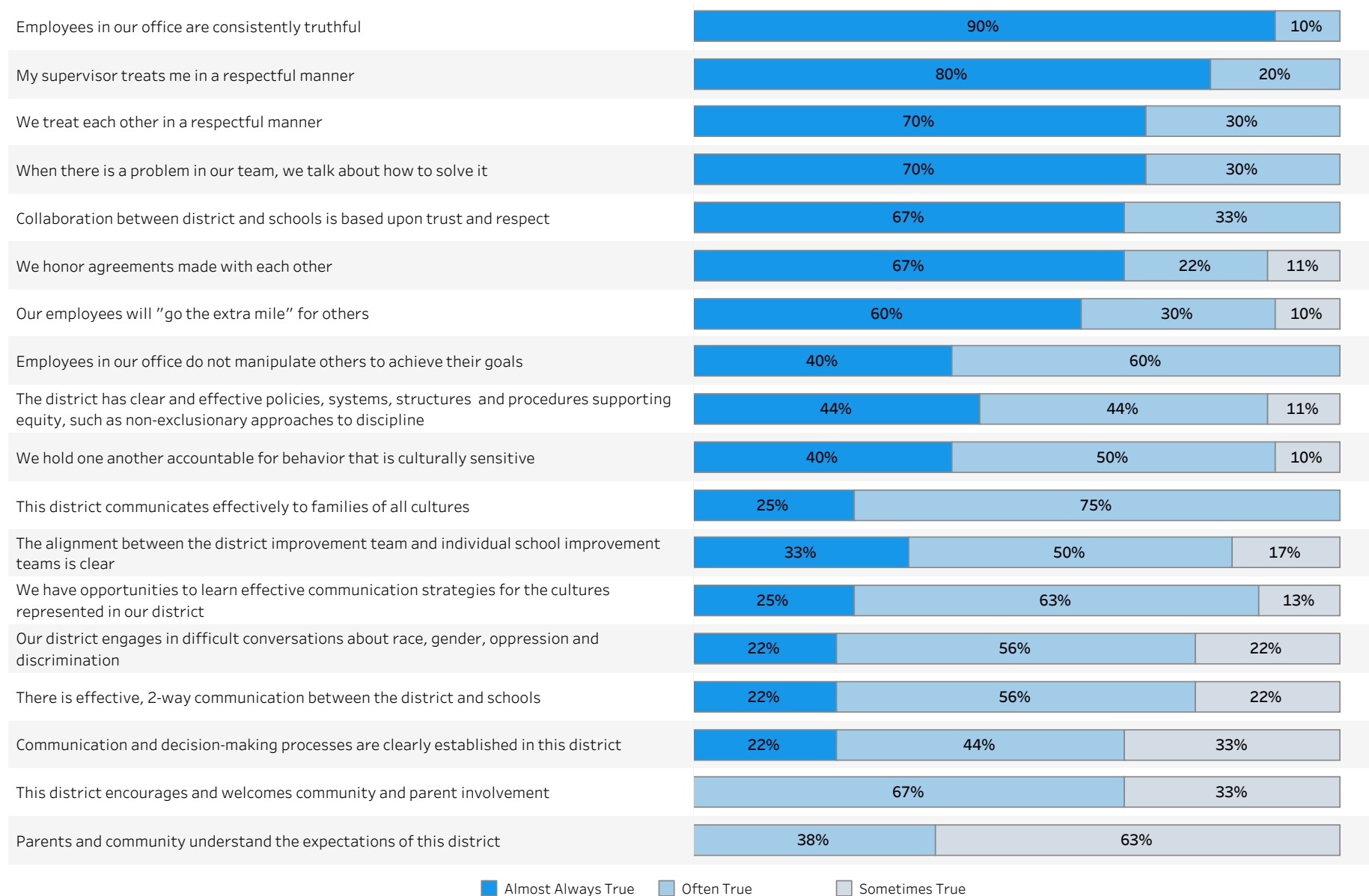
High Quality Teaching and Learning—LONGITUDINAL

South Whidbey School District

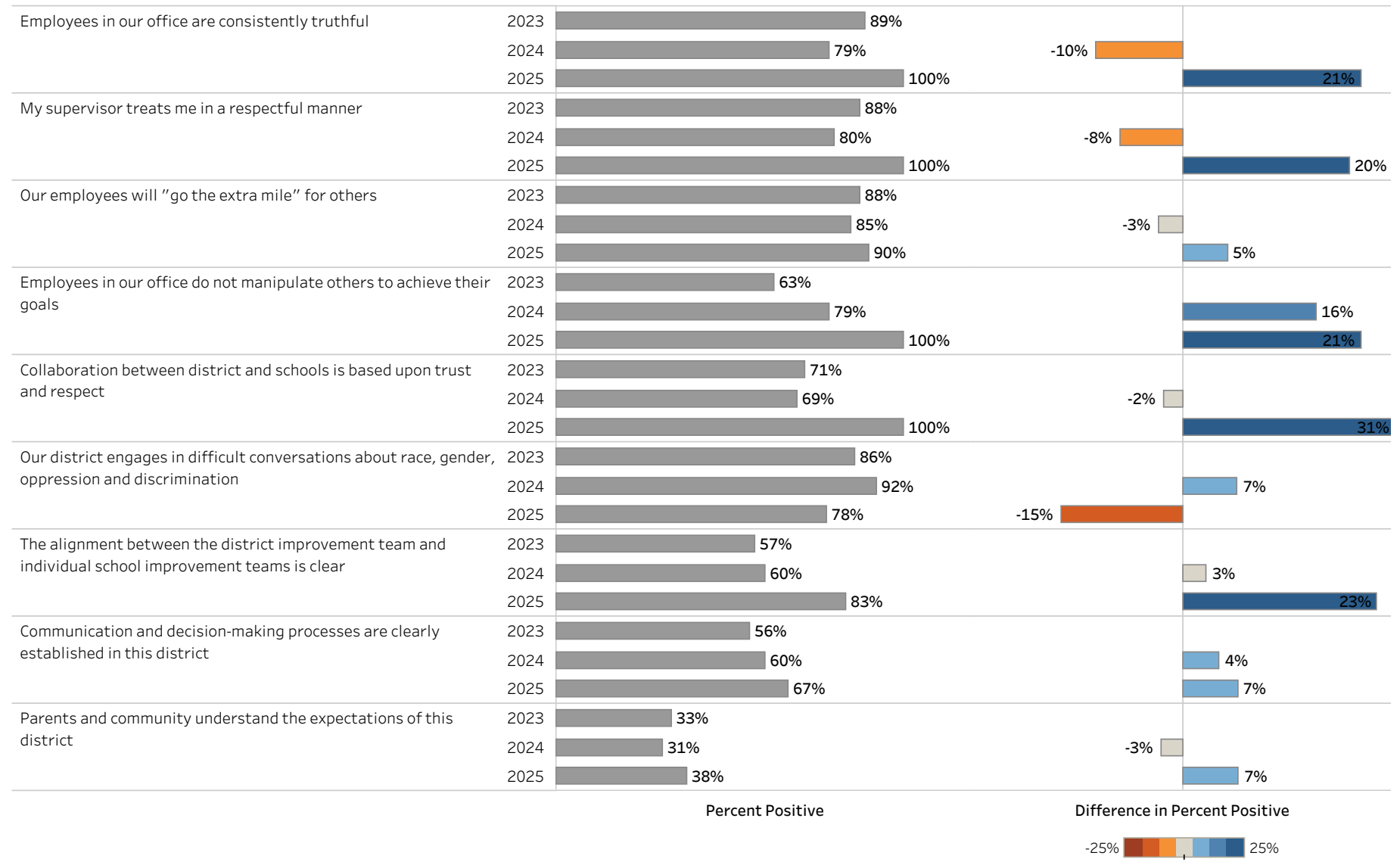


Clear and Collaborative Relationships

South Whidbey School District

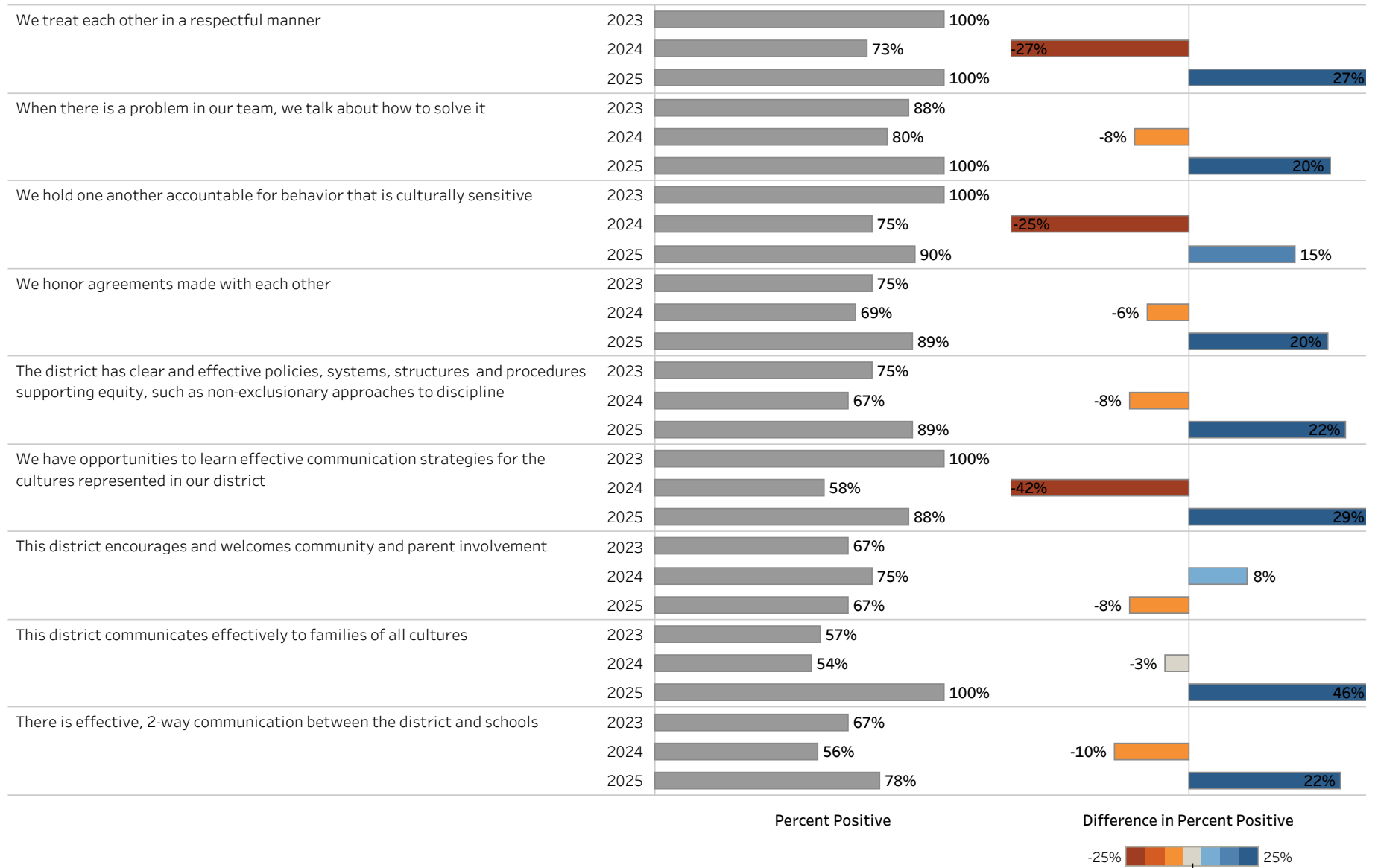


Clear and Collaborative Relationships— LONGITUDINAL 1 of 2



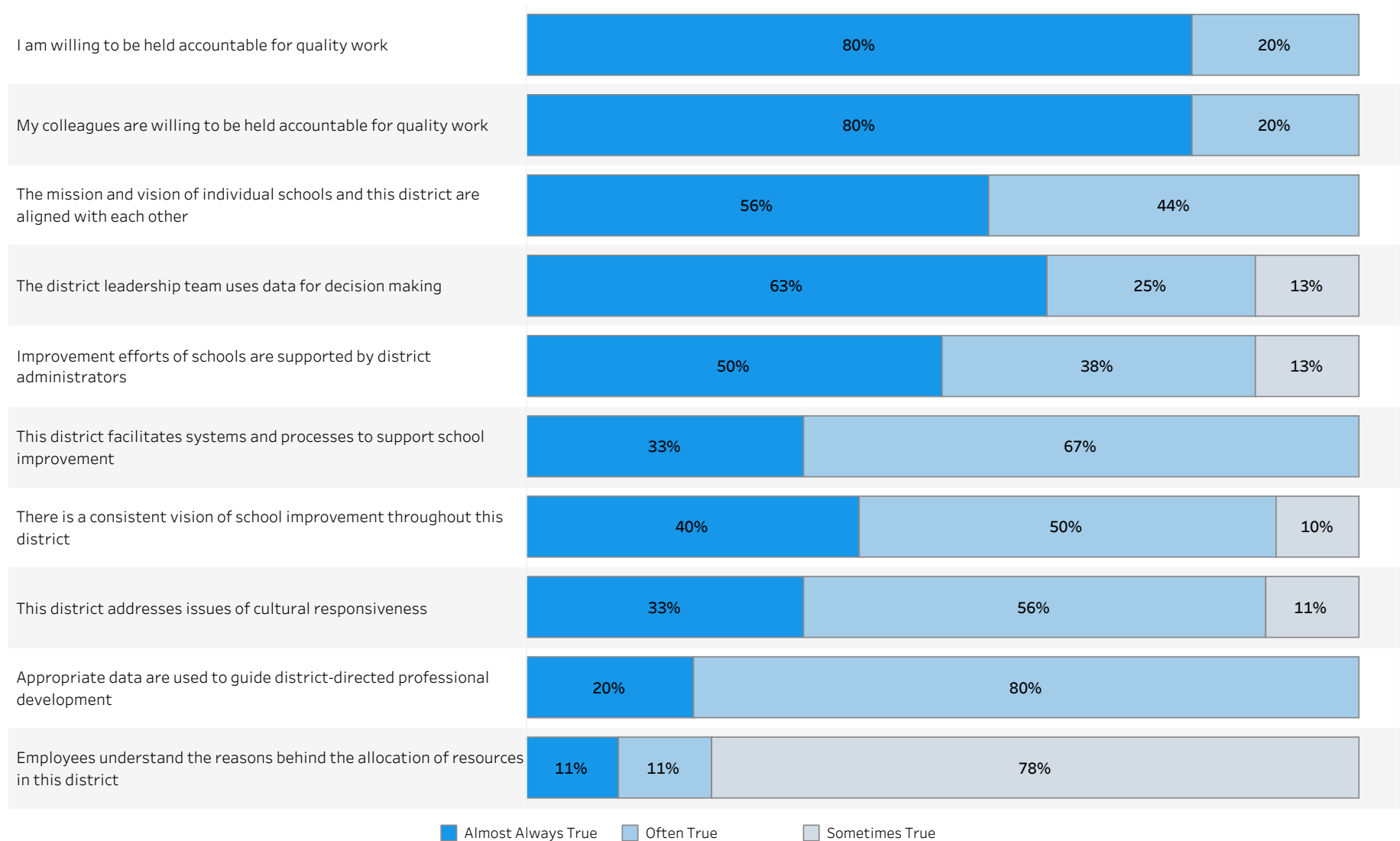
Clear and Collaborative Relationships— LONGITUDINAL 2 of 2

South Whidbey School District



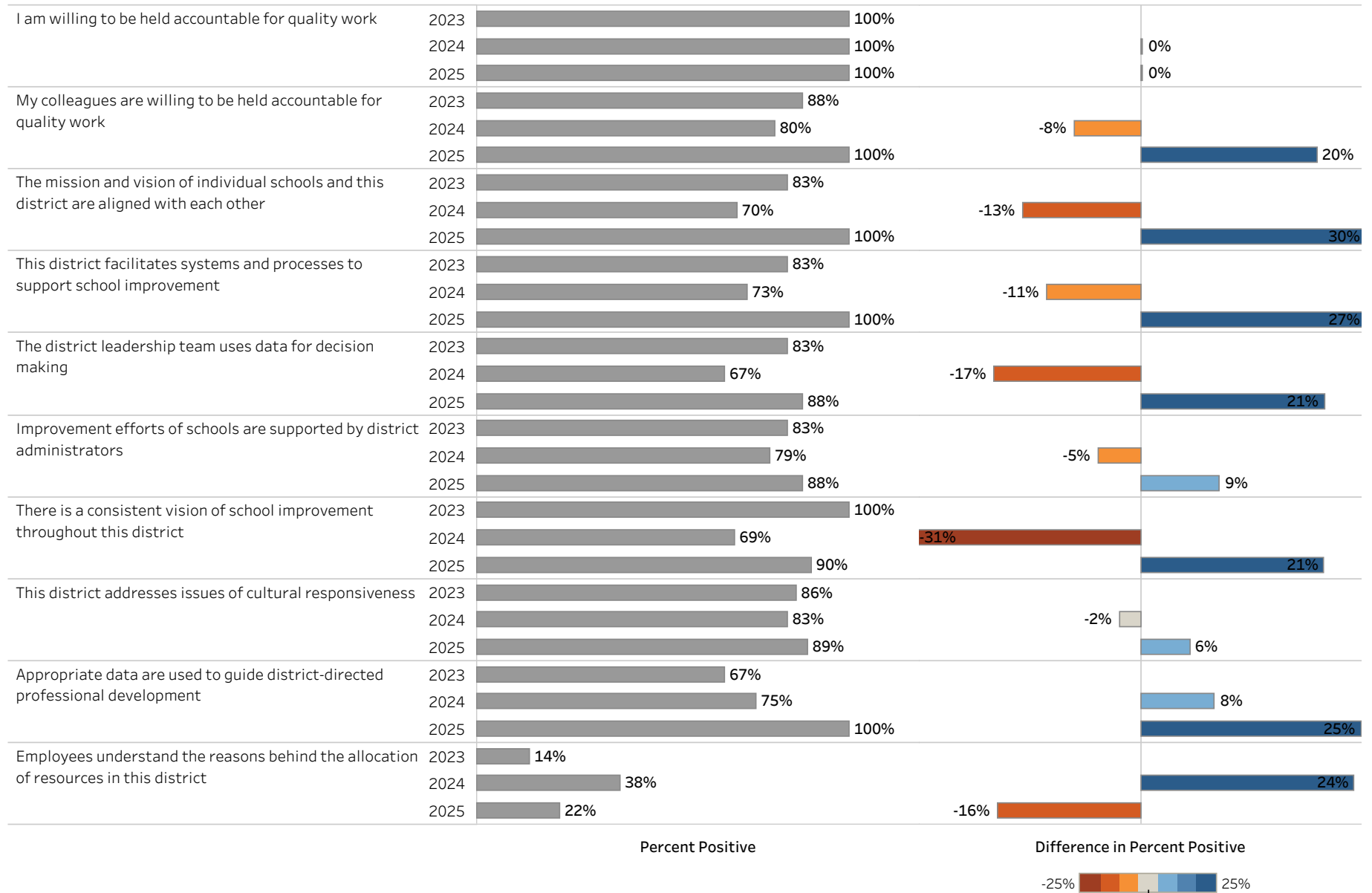
Support for System-wide Improvement

South Whidbey School District



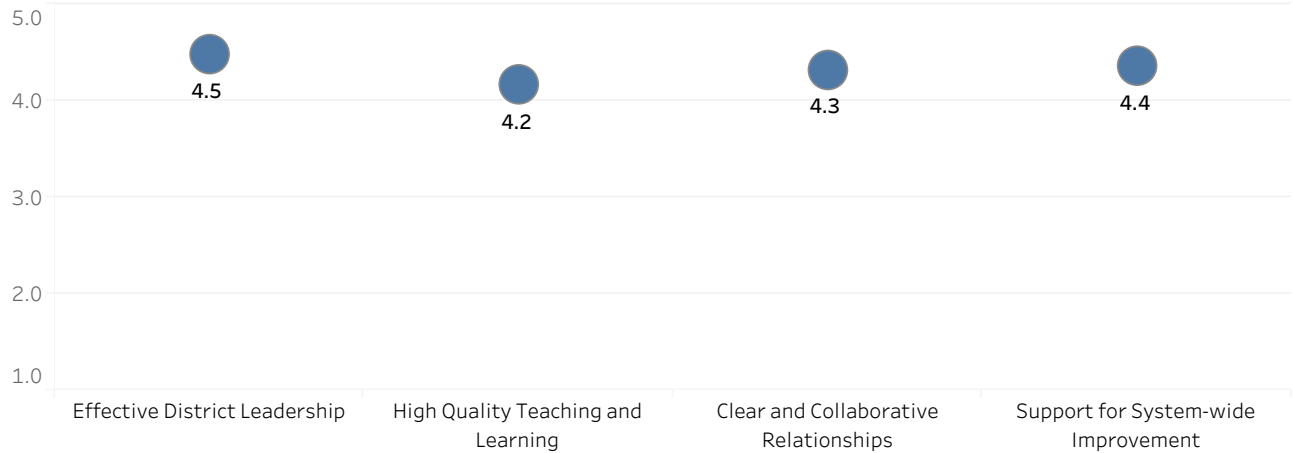
Support for System-wide Improvement—LONGITUDINAL

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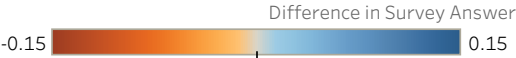
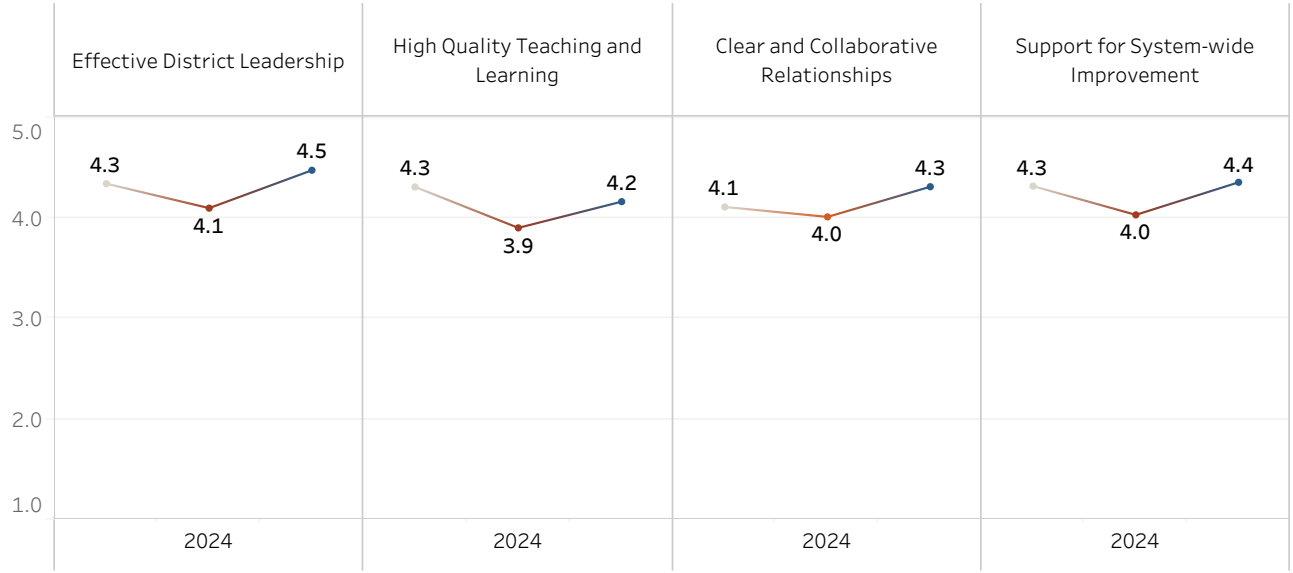


District Summary Comparison - Mean Scores

South Whidbey School District



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.