Educational Effectiveness Survey™



9 Characteristics of High Performing Schools

Staff Edition V11

South Whidbey School District

2023	2024	2025
N=59	N=109	N=92



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



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.

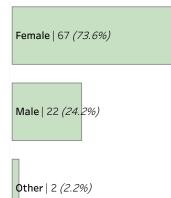
9 Characteristics of High-Performing Schools

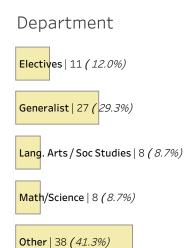
While there is no single solution for all schools, research on effective schools identified common characteristics of high-performing schools. Successful schools engaged in improvement activities focus on these characteristics to create and improve the system(s) that ultimately increase student learning and achievement.



Demographics

Gender





Position

Administrator | 1 (1.1%)

Certificated Support Staff | 10 (10.9%)

Certificated Teacher | 55 (59.8%)

Classified Support Staff | 10 (10.9%)

Para-professional/Instr Aid | 16 (17.4%)

School-Yrs of Service

1 to 3 years | 17 *(18.5%)*

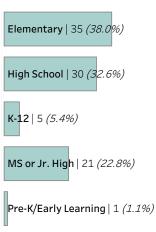
4 to 7 years | 30 *(32.6%)*

8 to 11 years | 7 *(7.6%)*

< 1 year | 11 (12.0%)

> **11 years** | 27 *(29.3%)*

Level



Education-Yrs of Service



4 to 7 years | 19 *(20.7%)*

8 to 11 years | 10 *(10.9%)*

< 1 year | 2 *(2.2%)*

> **11 years** | 56 *(60.9%)*

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.

All Staff

Problem Solving	When there is a problem in my school, we talk about how to solve it	22%	31%	31%	10% 7%
Conflict Resolution	There is a willingness to address conflict in this school	13%	39%	30%	11% 6%
A Sense of Urgency to Improve	Staff share a high sense of urgency around the need to improve	13%	43%	34%	8%

Instructional Staff

Problem Solving	When there is a problem in my school, we talk about how to solve it	20%	30%	34%		10%	6%
Conflict Resolution	There is a willingness to address conflict in this school	13%	40%	31%		11%	5%
A Sense of Urgency to Improve	Staff share a high sense of urgency around the need to improve	14% 44%			34%	69	%
	Almost Alwa	/s True 🔲 Ofter	n True Sometimes True	Seldom True	Almost	Never Tr	rue

Almost Never True

Readiness for Change—LONGITUDINAL

All Staff

Problem Solving	When there is a problem in my school, we talk about how to solve it	2023	12%		33%		30%			14%		11%
		2024	19%		50%			22%		22%	e	5% 4%
		2025	22%		31%				%		10%	7%
Conflict Resolution	······································		16%		26%		33%			18%		7%
		2024	21%		42%		30%		0%		4%	
		2025	13%		39%		30%		6		11%	6%
A Sense of Urgency to	Staff share a high sense of urgency around the need to improve	2023	13%		35%		44%				4% 4%	
Improve		2024	19%		44%	I	31%		.%		5%	
		2025	2025 13%		43%		34%				8%	
	A	most Alwa	ys True 🔲 Ofte	en True	Sometim	ies True	Seldor	n True	I	Almos	t Never	r True

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?

South Whidbey School District

How large is the Gap between I vs. They?

All Staff

Willingness to Work at Change	the better		64%				34%		
	My colleagues are willing to work at changing this school for the better	32	2%		42%		23%		
Openness to New Ideas	I welcome new ideas and change		37%		51	.%		12%	
	My colleagues welcome new ideas and change	15%		45%			36%		
Willingness to be Held Accountable	I am willing to be held accountable for student learning		48%			49%	6		
	My colleagues are willing to be held accountable for student learning	25%			53%		16%	7%	

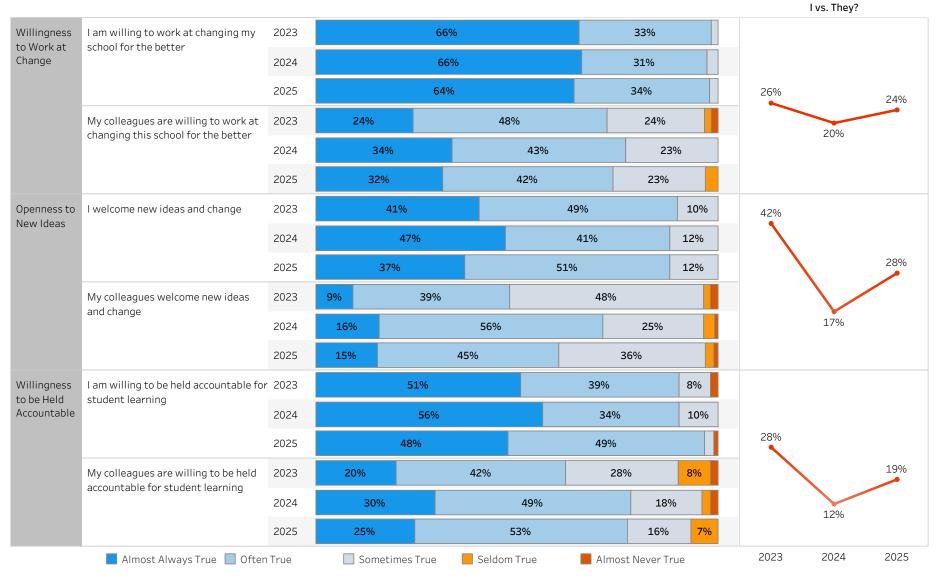
Instructional Staff

Willingness to Work at Change	I am willing to work at changing my school for the better		65%	65%		33%	
	My colleagues are willing to work at changing this school for the better	32%		44%		21%	<mark>4%</mark>
Openness to New Ideas	I welcome new ideas and change	40%			49%		11%
	My colleagues welcome new ideas and change	15%	48%			33%	
Willingness to be Held Accountable	l am willing to be held accountable for student learning		53%		45%	6	
	My colleagues are willing to be held accountable for student learning	27%		52%		16%	<mark>5%</mark>
	📕 Almost Always True 📃 Often Tru	e So	metimes True	Seldom	True	Alm	ost Never Tru

Readiness for Change—I vs. They Perspectives— LONGITUDINAL

South Whidbey School District

How large is the Gap between

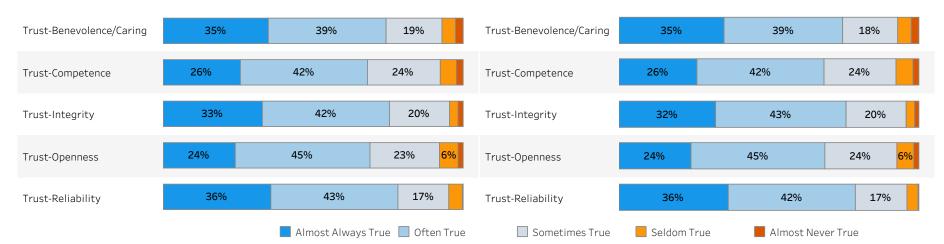


 ${\rm EES} \, \odot$ 2022 Center for Educational Effectiveness, Inc. All Rights Reserved.

Organizational Trust

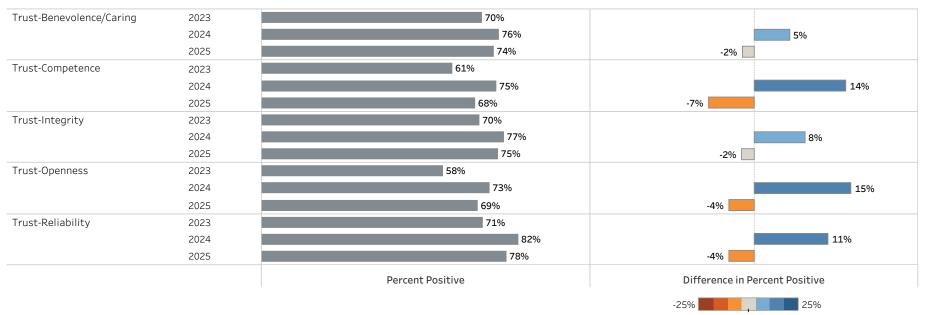
All Staff

South Whidbey School District



Instructional Staff

Organizational Trust—LONGITUDINAL



9 Characteristics of High-Performing Schools

All Staff

South Whidbey School District

Collaboration and Communication	29%	41%	20% 6%	Collaboration and Communication	29%	41%	21% <mark>6%</mark>
Clear and Shared Focus	32%	44%	21%	Clear and Shared Focus	33%	44%	21%
High Standards and Expectations	30%	43%	21%	High Standards and Expectations	29%	44%	21%
Effective Leadership	40%	35%	18%	Effective Leadership	39%	36%	18%
Supportive Learning Environment	37%	44%	15%	Supportive Learning Environment	37%	44%	14%
Parent and Community Involvement	29%	43%	21%	Parent and Community Involvement	30%	43%	21%
Curriculum, Instruction, and Assessment	32%	49%	16%	Curriculum, Instruction, and Assessment	32%	49%	16%
Monitoring of Teaching and Learning	25%	45%	23% 6%	Monitoring of Teaching and Learning	25%	45%	23% 6%
Focused Professional Development	14%	39% 33%	5 <mark>9%</mark> 6%	Focused Professional Development	14%	40% 32	% 9% 5%
Additional Characteristics							
Cultural Responsiveness	29%	43%	22%	Cultural Responsiveness	28%	44%	22%
District Support for Improvement	17%	36% 30%	<mark>10%</mark> 6%	District Support for Improvement	17%	38% 299	% 10% 6%
		Almost Always T	rue 🔲 Often True	Sometimes True	Seldom Tru	e 📕 Almost Nev	er True

Instructional Staff

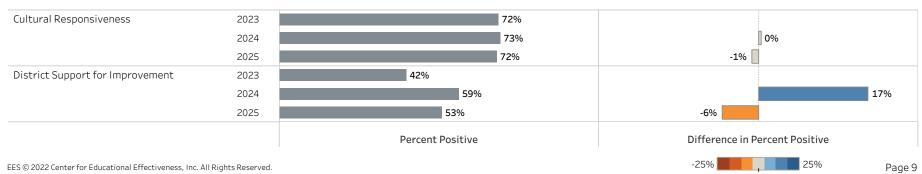
9 Characteristics of High-Performing School — LONGITUDINAL

South Whidbey School District

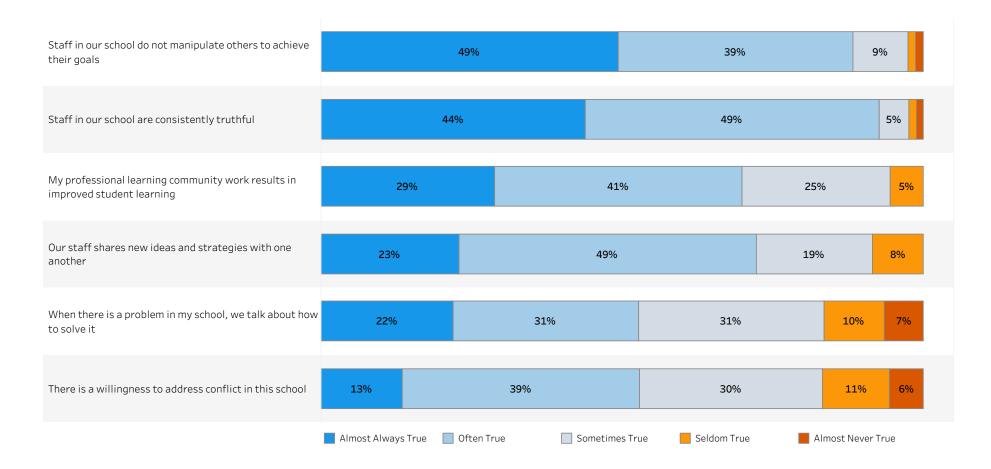
The percent difference on the right side represents the year to year change.

Collaboration and Communication	2023	62%	
	2024	75%	13%
	2025	71%	-4%
Clear and Shared Focus	2023	69%	
	2024	81%	12%
	2025	76%	-5%
High Standards and Expectations	2023	69%	
	2024	77%	8%
	2025	73%	-5%
Effective Leadership	2023	74%	
	2024	78%	4%
	2025	75%	-3%
Supportive Learning Environment	2023	74%	
	2024	82%	7%
	2025	81%	-1%
Parent and Community Involvement	2023	60%	
	2024	74%	15%
	2025	73%	-1%
Curriculum, Instruction, and Assessment	2023	73%	
	2024	83%	10%
	2025	81%	-2%
Monitoring of Teaching and Learning	2023	62%	
	2024	76%	14%
	2025	70%	-6%
Focused Professional Development	2023	53%	
	2024	55%	2%
	2025	53%	-2%
		Percent Positive	Difference in Percent Positive

Additional Characteristics

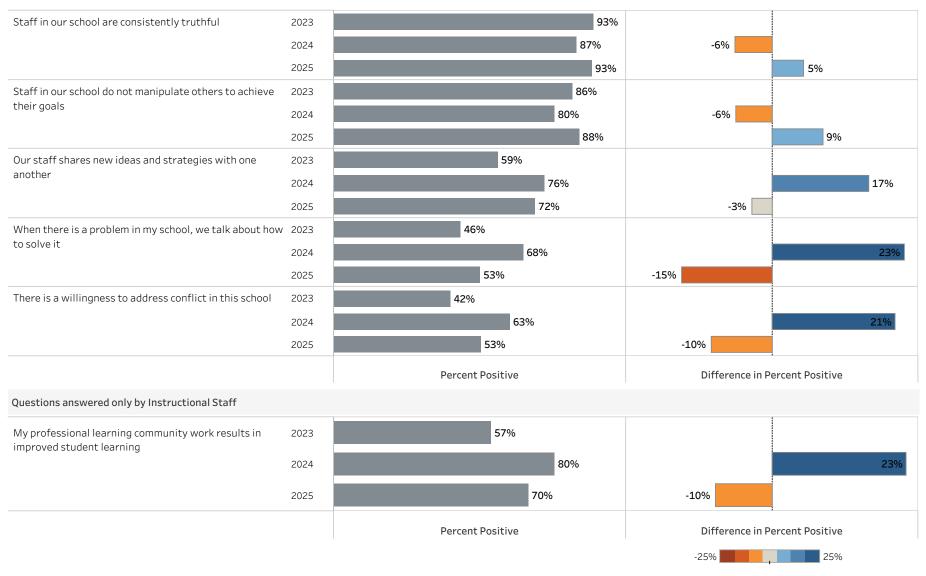


High Levels of Collaboration and Communication



High Levels of Collaboration and Communication—LONGITUDINAL

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



Clear and Shared Focus

Staff I work with take responsibility for ensuring each student learns in our school

My performance goals are set based on the goals of this school

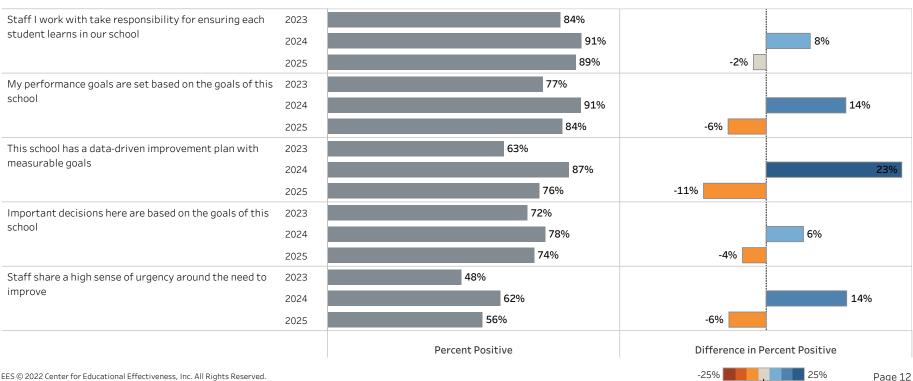
This school has a data-driven improvement plan with measurable goals

Important decisions here are based on the goals of this school

Staff share a high sense of urgency around the need to improve

LONGITUDINAL

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



46% 43% 9% 43% 42% 14% 40% 36% 21% 49% 25% 26% 13% 43% 34% 8% Almost Always True Often True Sometimes True Seldom True Almost Never True

South Whidbey School District

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

High Standards and Expectations

 Academic placement is not influenced by race, gender or socioeconomic levels
 In our school we expect all staff to perform responsibilities with a high level of excellence
 34%

 Students understand the expectations of this school
 18%
 18%

 Our staff believes that all students can meet state standards
 16%
 16%

I believe that all students can meet state standards

LONGITUDINAL

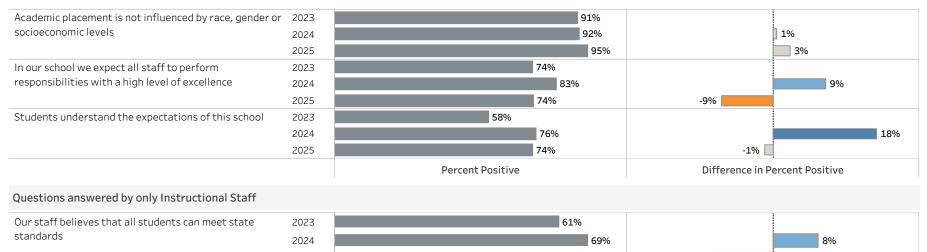
The percent difference on the right side represents the year to year change.

2025

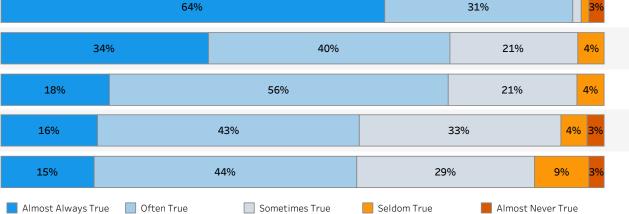
2023

2024

2025



Percent Positive



59%

59%

62%

66%

-10%

-7%

-25%

South Whidbey School District

 $\mathsf{EES} \circledcirc \mathsf{2022}$ Center for Educational Effectiveness, Inc. All Rights Reserved.

I believe that all students can meet state standards

25% Page 13

4%

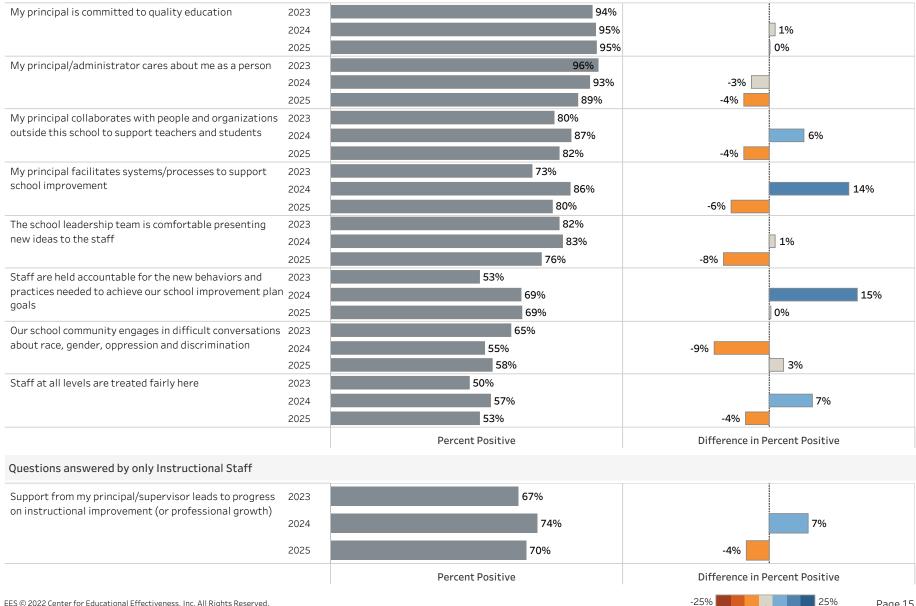
Difference in Percent Positive

Effective Leadership

My principal is committed to quality education	64%				32		
My principal/administrator cares about me as a person		70%			19	%	7% 3%
My principal collaborates with people and organizations outside this school to support teachers and students	5:	1%		32%		14	%
My principal facilitates systems/processes to support school improvement	39%			40%		16%	3%
The school leadership team is comfortable presenting new ideas to the staff	37%			38%		19%	4%
Support from my principal/supervisor leads to progress on instructional improvement (or professional growth)	27%		43%		20	0%	7%
Staff are held accountable for the new behaviors and practices needed to achieve our school improvement plan goals	26%		43%		22	%	7%
Staff at all levels are treated fairly here	23%	304	%		35%		7% 5%
Our school community engages in difficult conversations about race, gender, oppression and discrimination	14%	44%			31%		6% 5%
AI	most Always True 🛛 🗌 Ofter	n True	Sometimes T	rue 📃 Seldo	m True	📕 Almo	ost Never True

Effective Leadership—LONGITUDINAL

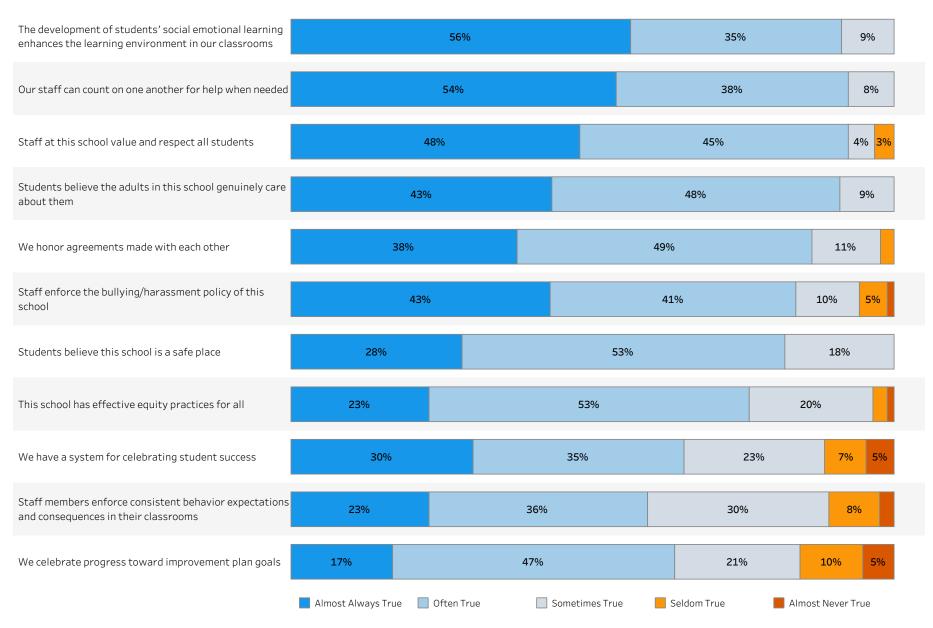
The percent difference on the right side represents the year to year change.



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

Page 15

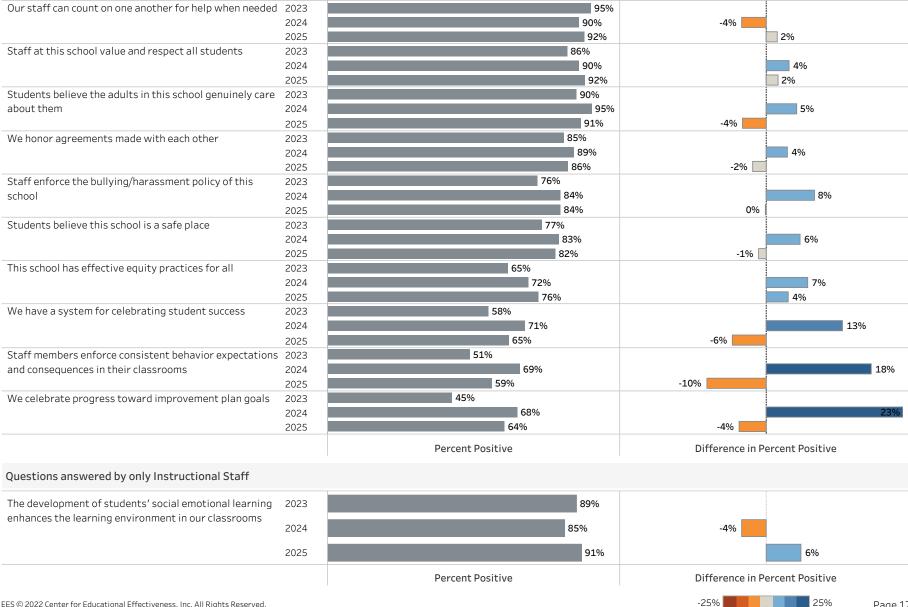
Supportive Learning Environment



Supportive Learning Environment - LONGITUDINAL

South Whidbey School District

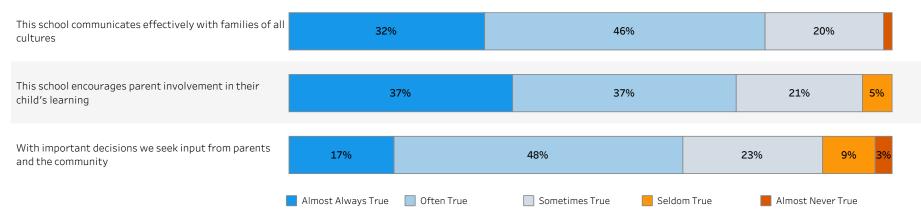
The percent difference on the right side represents the year to year change.



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

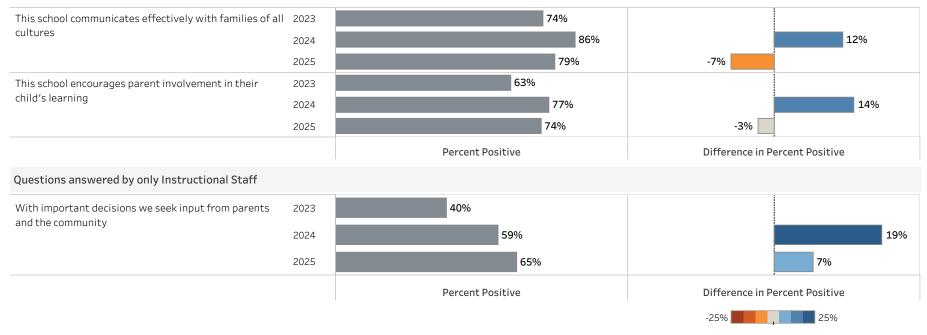
Parent and Community Involvement

South Whidbey School District

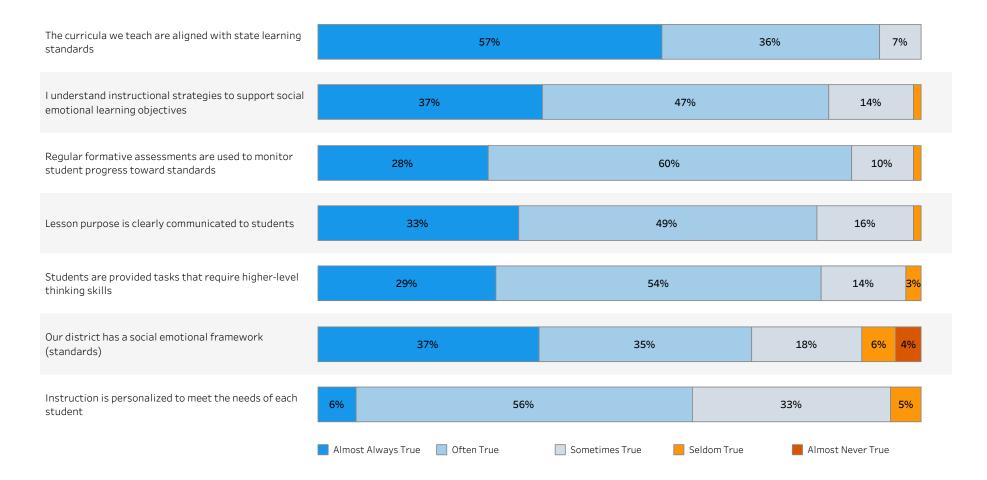


LONGITUDINAL

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



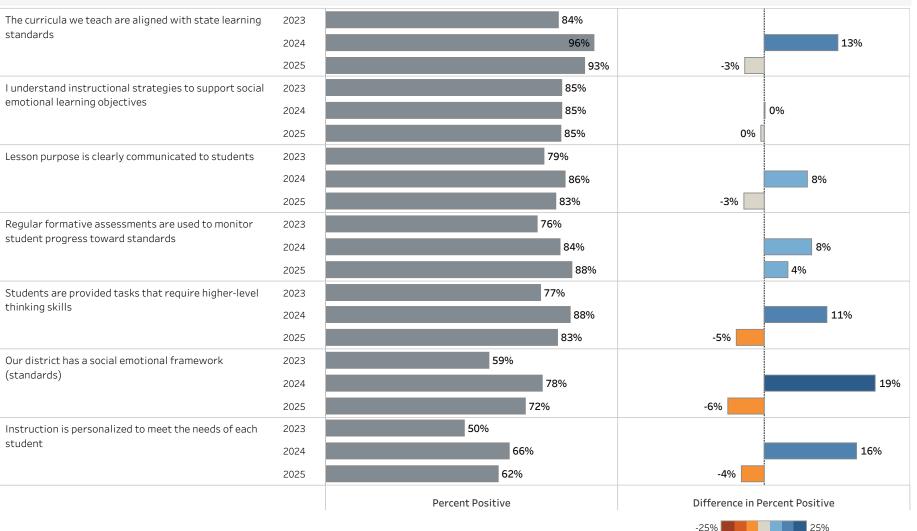
High Quality Curriculum, Instruction, and Assessment



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

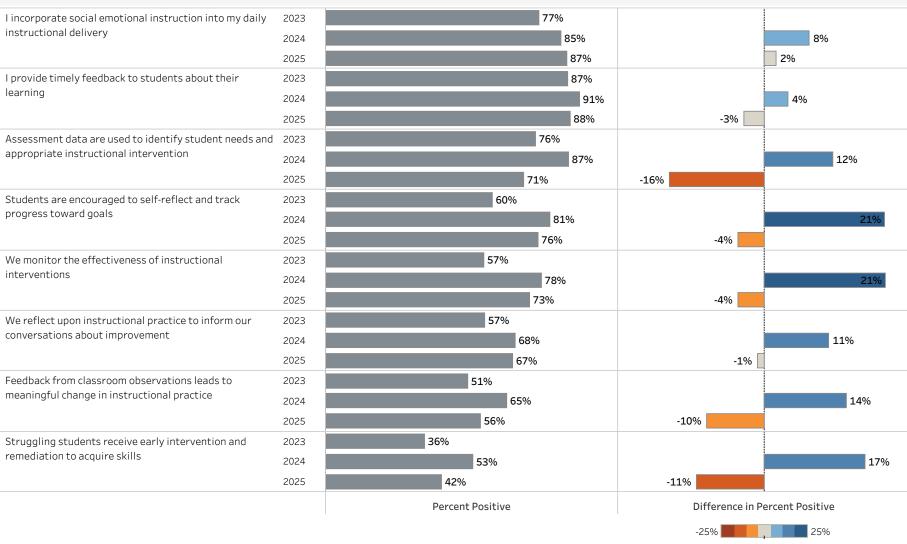
l incorporate social emotional instruction into my daily instructional delivery		48%		399	%		13%	
I provide timely feedback to students about their learning	35%		53%			11%		
Students are encouraged to self-reflect and track progress toward goals	25%		51%			21%	3%	
We monitor the effectiveness of instructional interventions	23%		51%			18%	8%	
Assessment data are used to identify student needs and appropriate instructional intervention	25%		46%			20%	8%	
We reflect upon instructional practice to inform our conversations about improvement	14%		53%			26%	7%	
Feedback from classroom observations leads to meaningful change in instructional practice	13%	439	6	25	5%	179	6 3%	
Struggling students receive early intervention and remediation to acquire skills	16%	26%		47%			8% 4%	
	Almost Always True	📃 Often True	Sometimes True	e 🧧 Seldom	True	📕 Almost Nev	er True	

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

learning

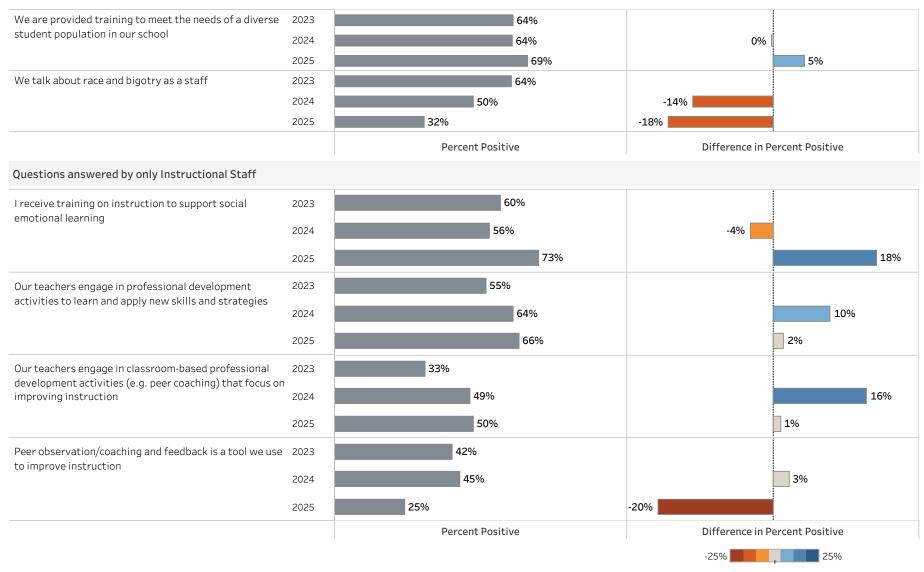


Focused Professional Development

I receive training on instruction to support social emotional learning	28%		46%	22%	4%
We are provided training to meet the needs of a diverse student population in our school	17%	5	2%	27%	
Our teachers engage in professional development activities to learn and apply new skills and strategies	23%		43%	28%	3%
Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction	7%	43%	29%	15%	6%
We talk about race and bigotry as a staff	6% 26%		49%	11%	8%
Peer observation/coaching and feedback is a tool we use to improve instruction	24%		40%	23%	12%
A	Imost Always True 🛛 🗌 (Often True	Sometimes True 📃 Seldom Tr	rue 📕 Almost N	ever True

Focused Professional Development LONGITUDINAL

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

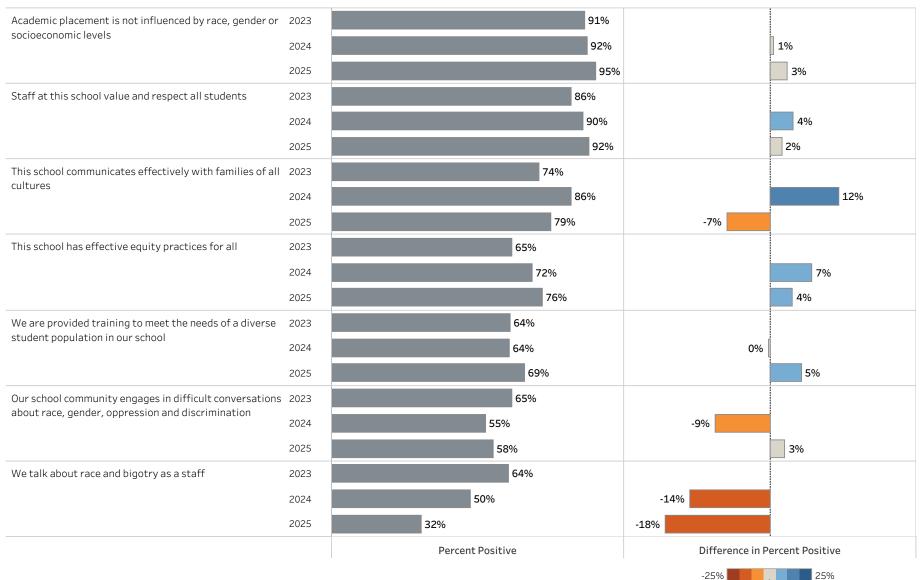


Cultural Responsiveness

Academic placement is not influenced by race, gender o socioeconomic levels	64%					31%		
Staff at this school value and respect all students		48%			459	6		4% 3%
This school communicates effectively with families of a cultures	329	6		46%			209	6
This school has effective equity practices for all	23%		5	3%			20%	
We are provided training to meet the needs of a diverse student population in our school	17%		52%				27%	
Our school community engages in difficult conversation about race, gender, oppression and discrimination	s 14%		44%			31%		6% 5%
We talk about race and bigotry as a staff	6%	26%		49%			11%	8%
	Almost Always True	Often True	Sometimes	s True 🧧 S	eldom True		Almost Neve	r True

Cultural Responsiveness - LONGITUDINAL

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

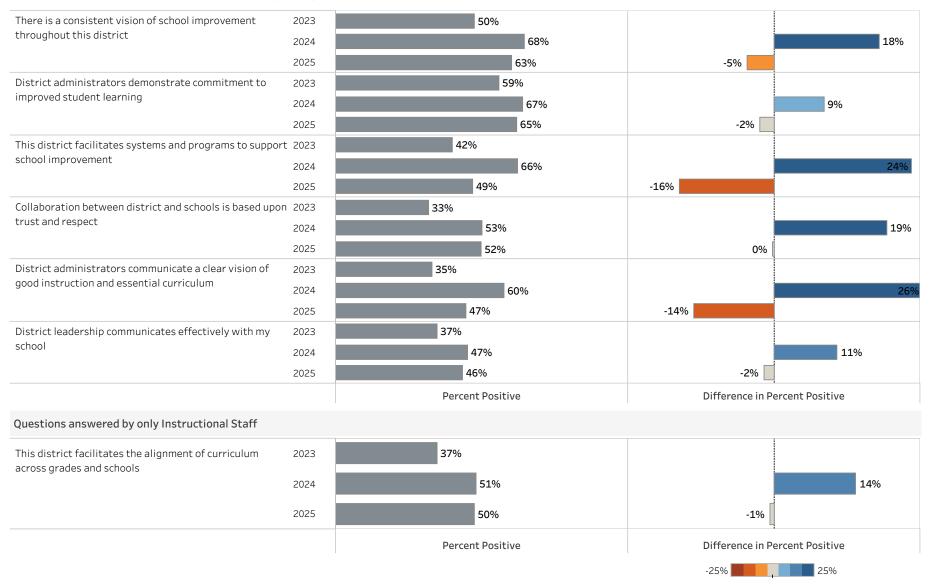


District Support for Improvement

There is a consistent vision of school improvement throughout this district	21%	43%		29	9%	5%
District administrators demonstrate commitment to improved student learning	23% 42%			23%		7% 5%
This district facilitates systems and programs to support school improvement	t 16%	33%		41%		7% 2%
This district facilitates the alignment of curriculum across grades and schools	12%	38%		36%		% 5%
Collaboration between district and schools is based upo trust and respect	n 20%	33%		26%	15%	7%
District administrators communicate a clear vision of good instruction and essential curriculum	16%	31%	31%		14%	8%
District leadership communicates effectively with my school	11%	35%	27%		17%	10%
	Almost Always True	Often True Sometim	es True 📃 Seldor	m True	Almost Never T	rue

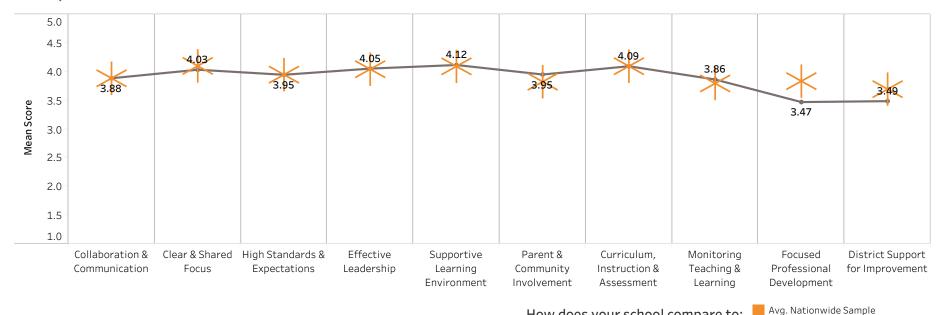
District Support for Improvement

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



Comparison - Mean Scores

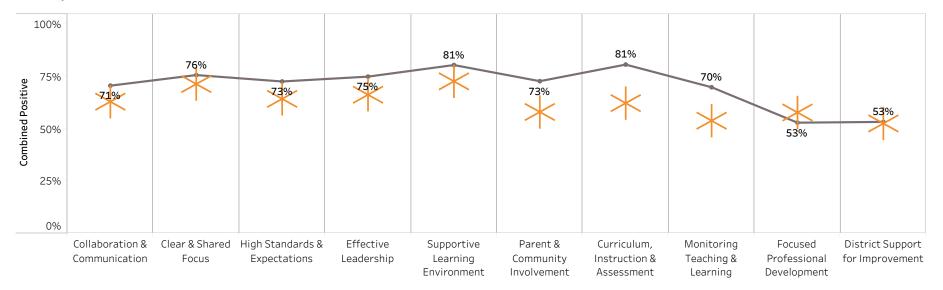
South Whidbey School District



Comparison - Percent Positive

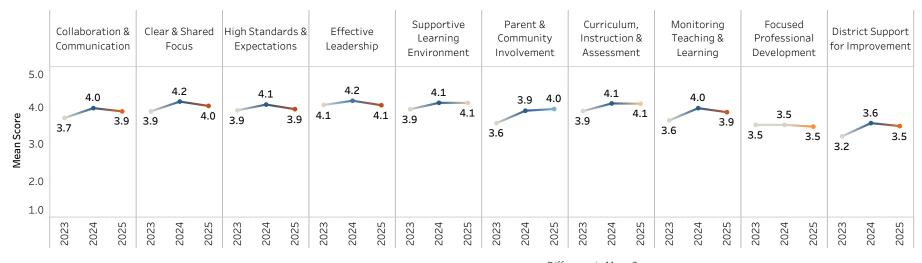
How does your school compare to:

Avg. Your School or District



Comparison - Mean Scores LONGITUDINAL

South Whidbey School District



Comparison - Percent Positive LONGITUDINAL

Difference in Mean Score -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.

