

Educational Effectiveness Survey™



9 Characteristics of High Performing Schools

Staff Edition V11

South Whidbey School District

2023

N=59

2024

N=109

2025

N=92





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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.

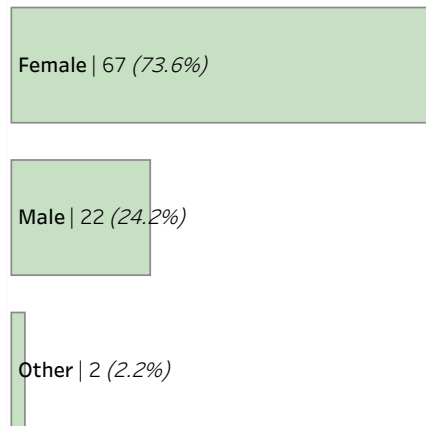
9 Characteristics of High-Performing Schools

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.

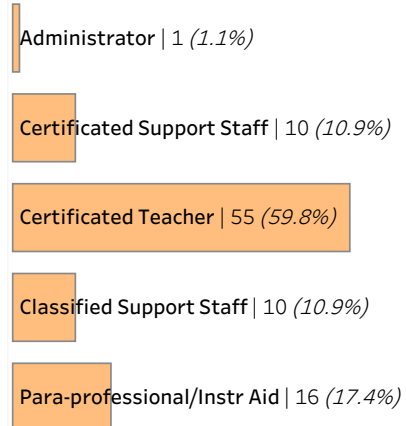


Demographics

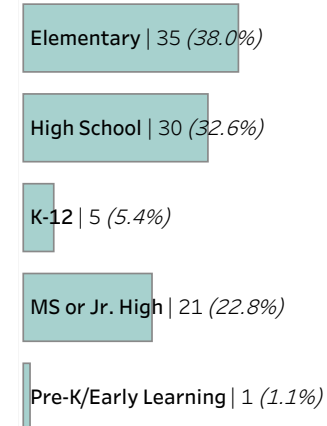
Gender



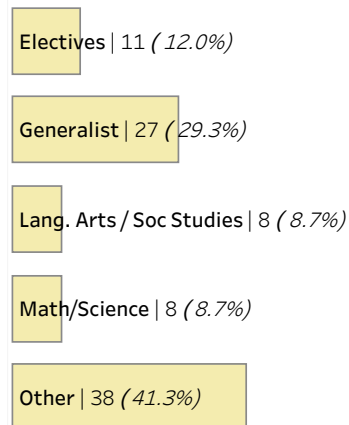
Position



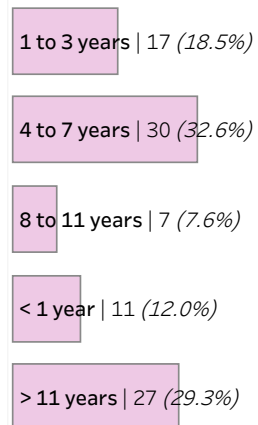
Level



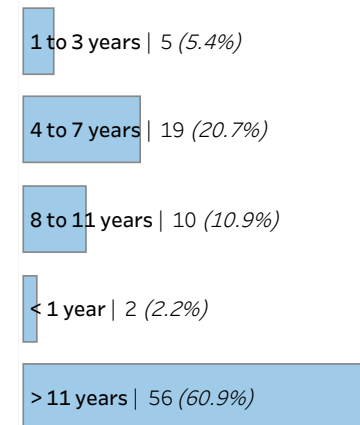
Department



School-Yrs of Service



Education-Yrs of Service

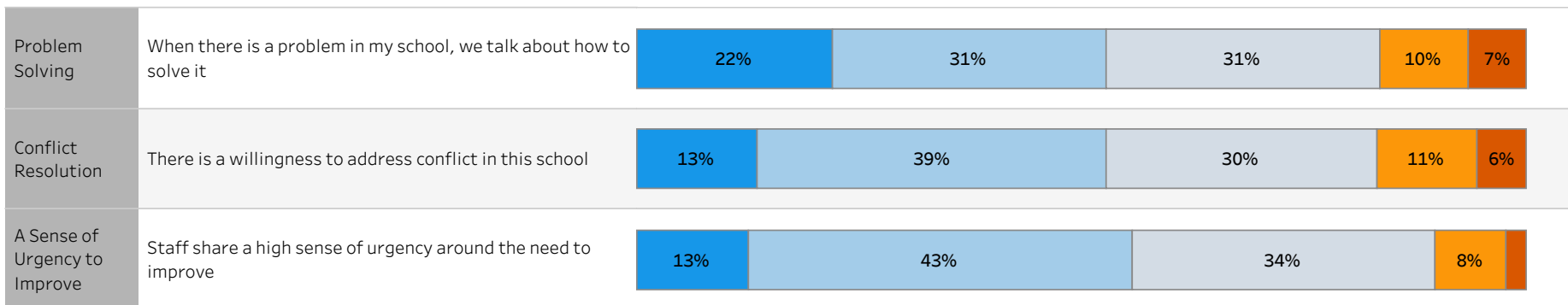


Readiness for Change

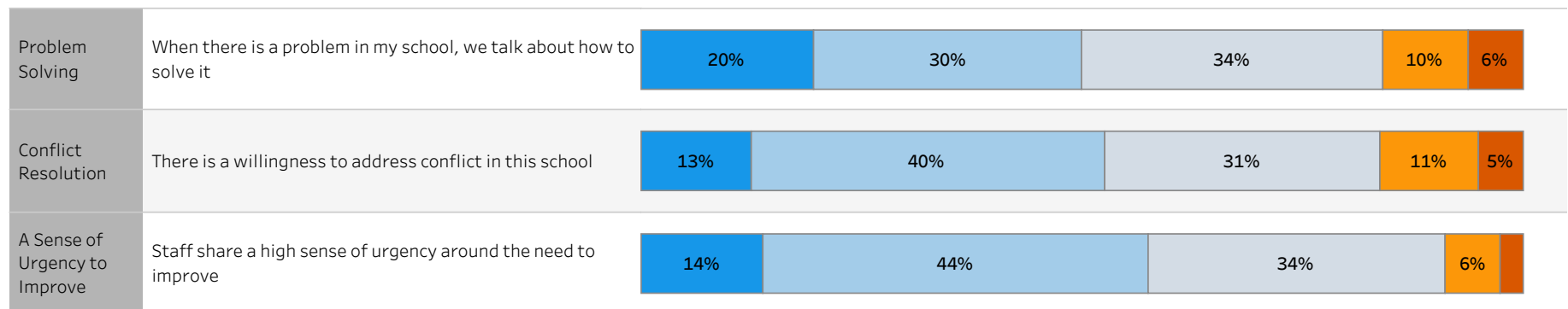
The charts below are data about your school staff, who must define, embrace, implement, and sustain change. If your staff believes there is a weakness in the problem-solving ability or in the ability to resolve conflict within this building, or does not see the urgency to improve, you must address those 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.

All Staff



Instructional Staff

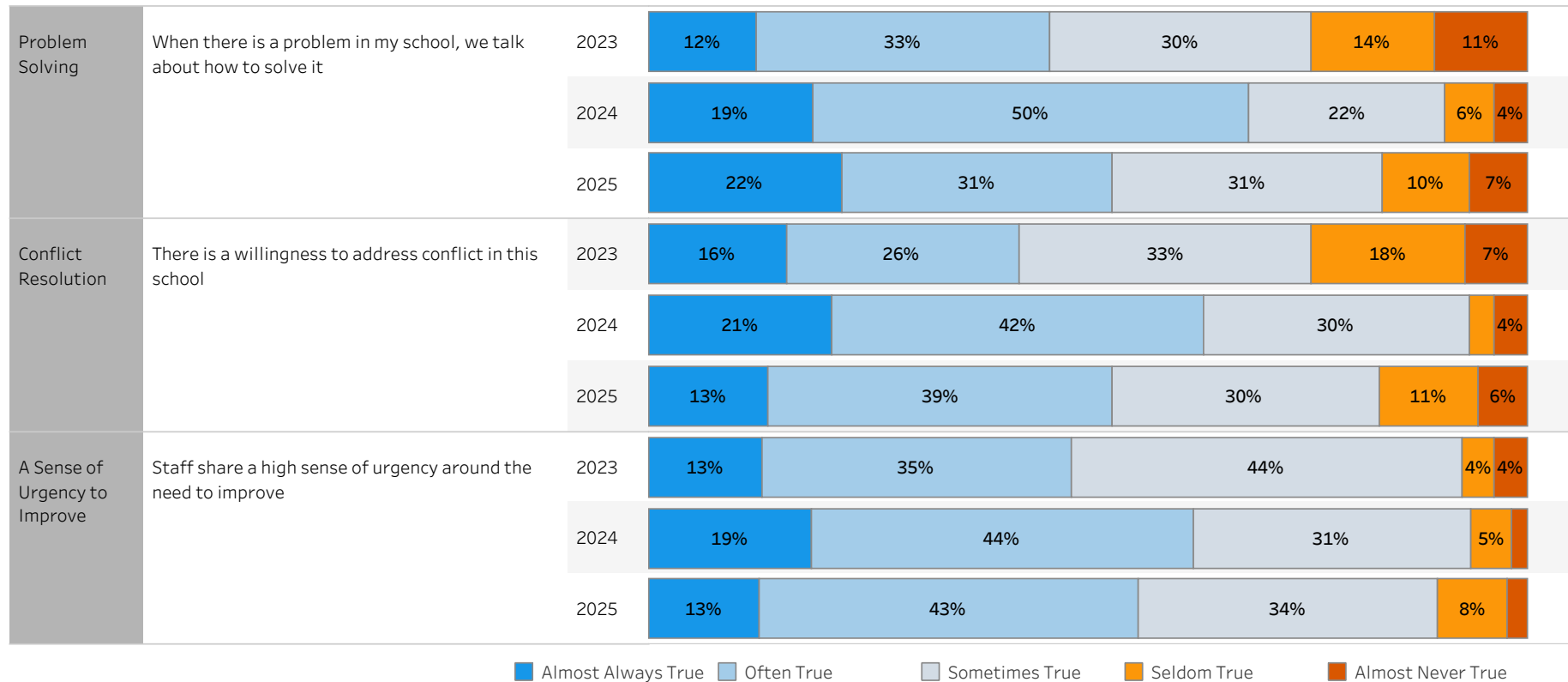


■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True
 ■ Almost Never True

Readiness for Change—LONGITUDINAL

South Whidbey School District

All Staff



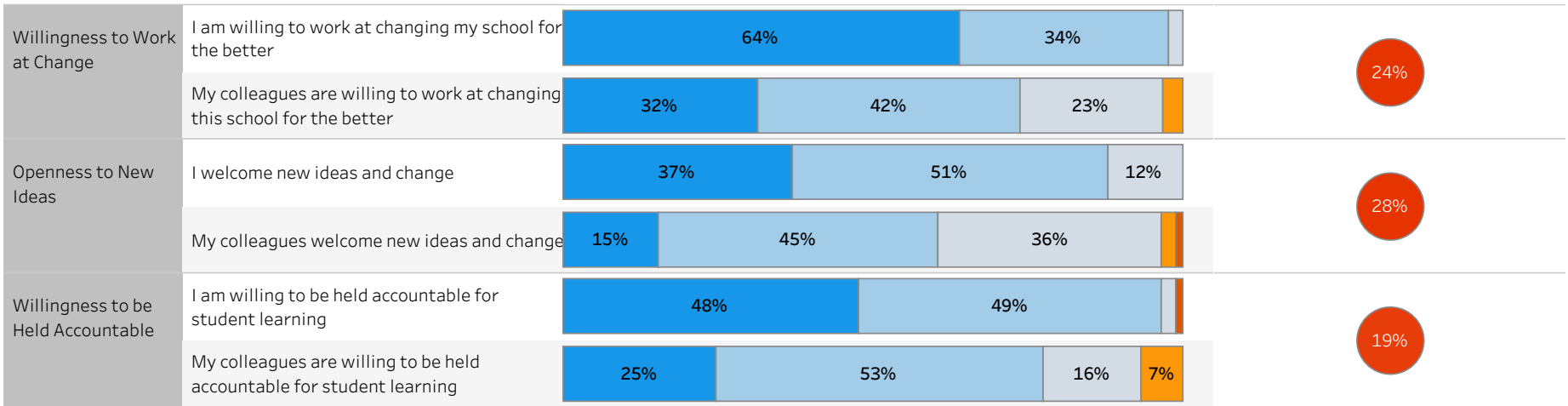
Readiness for Change—I vs. They Perspectives

South Whidbey School District

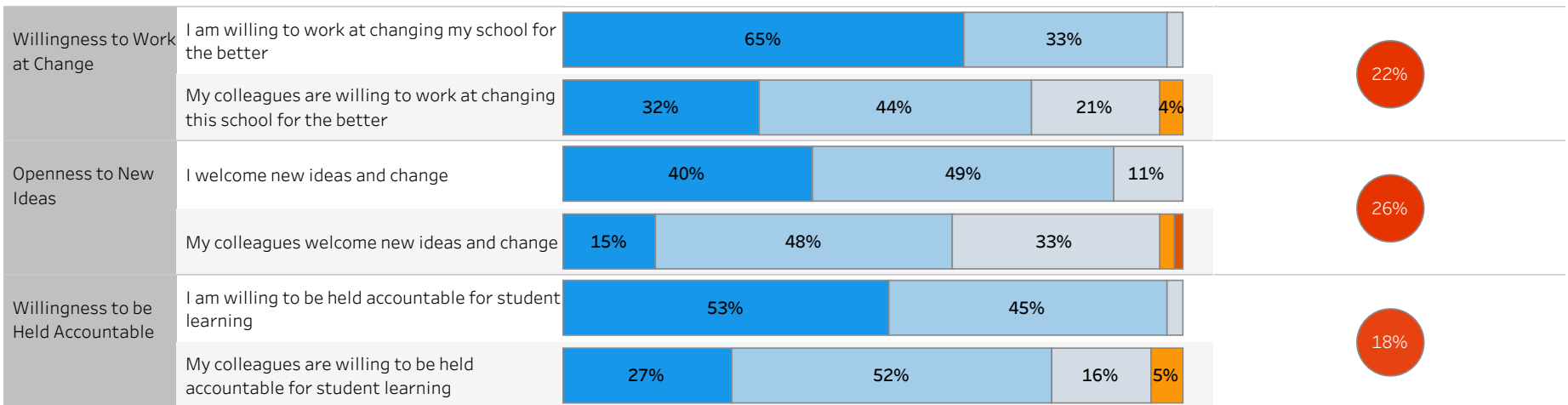
Gaps over 20% in elementary and over 25% in secondary should be investigated. Why do staff see different attitudes in their colleagues?

How large is the Gap between I vs. They?

All Staff



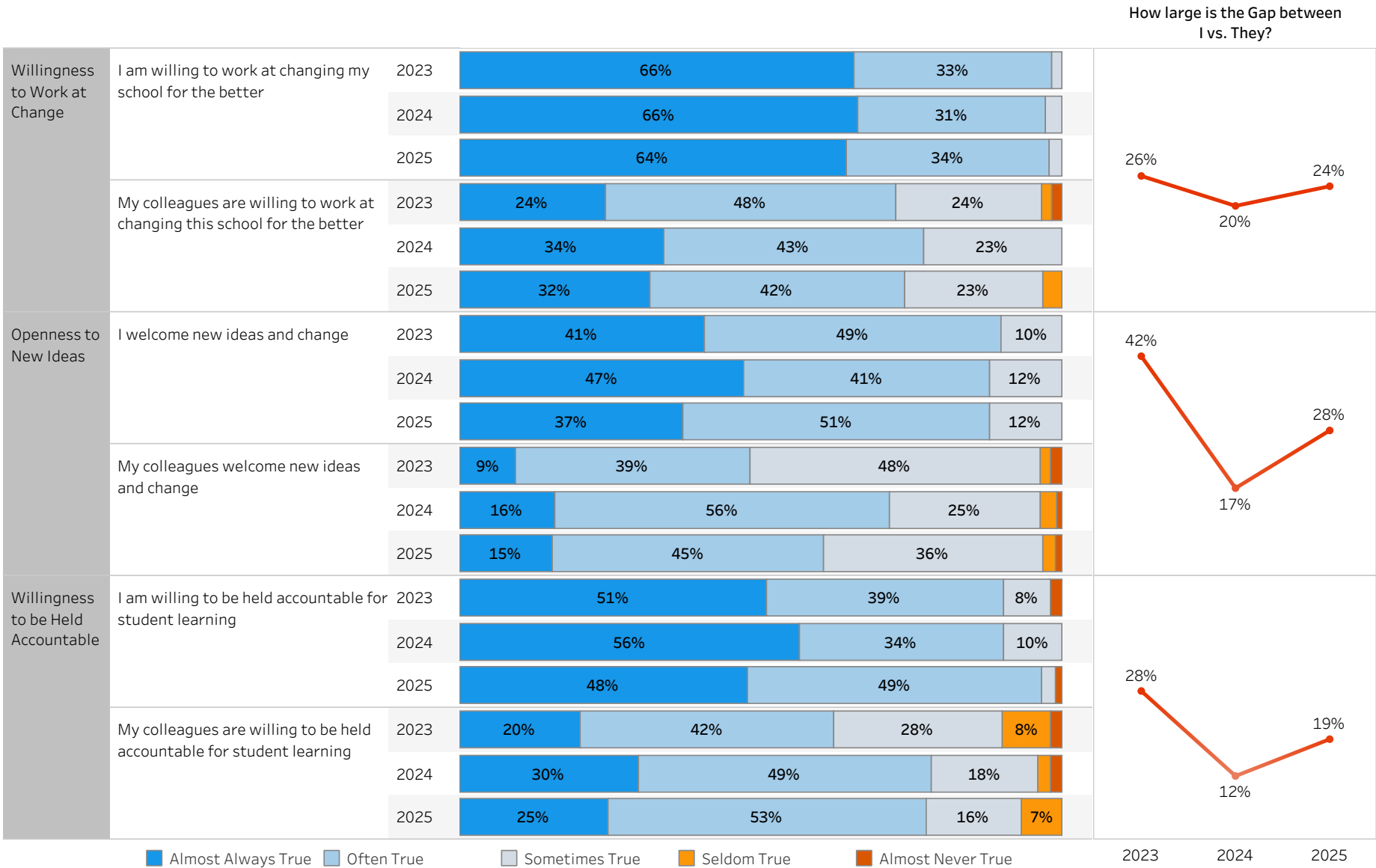
Instructional Staff



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Readiness for Change—I vs. They Perspectives— LONGITUDINAL

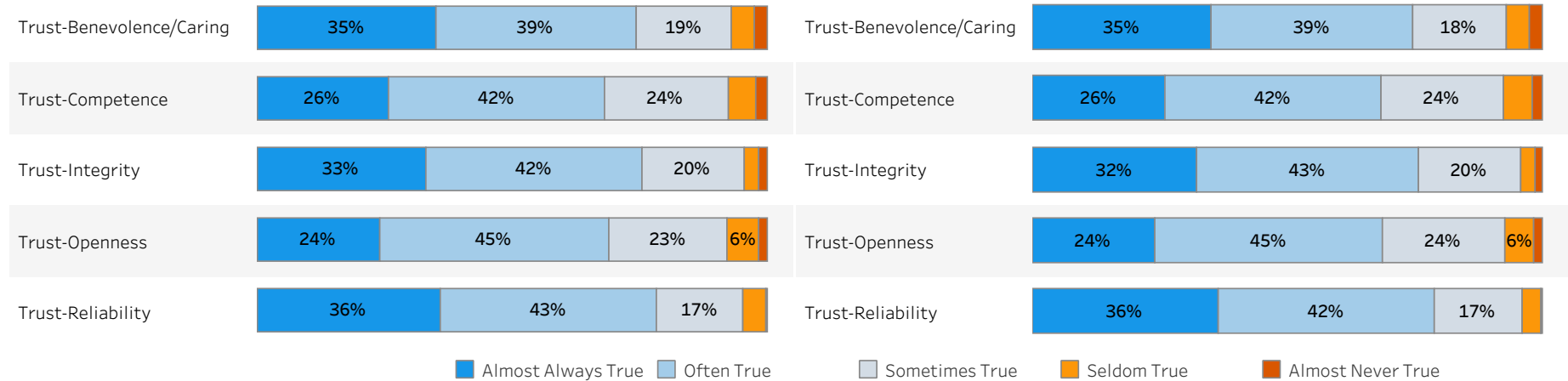
South Whidbey School District



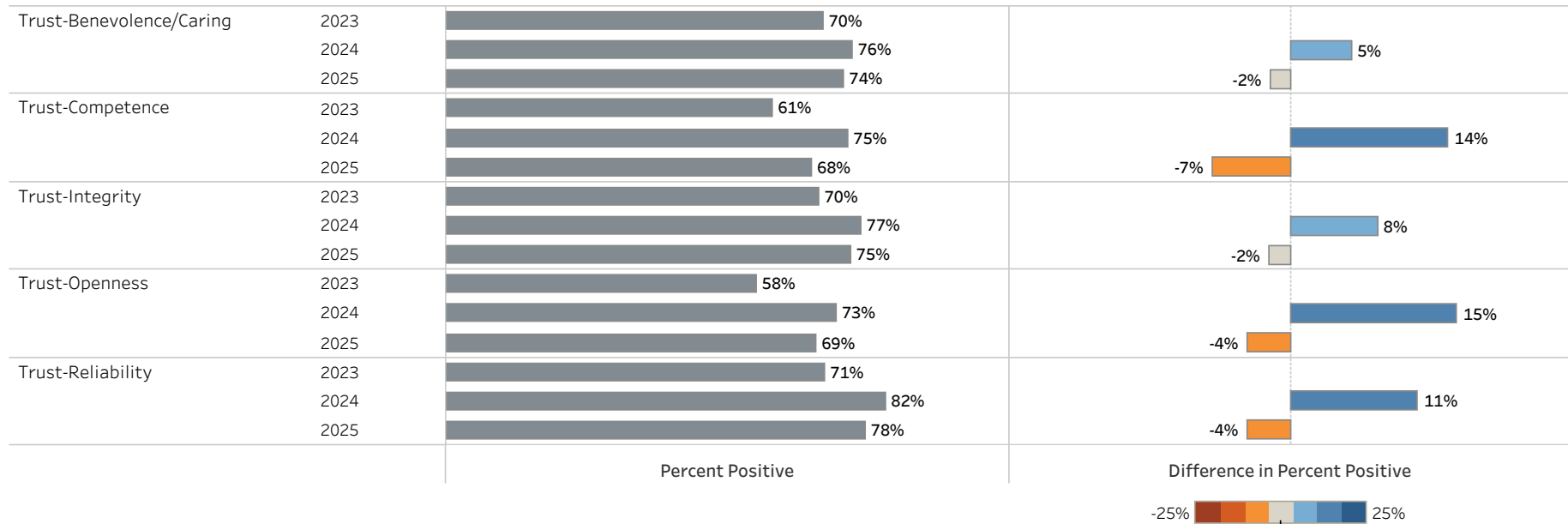
Organizational Trust

All Staff

Instructional Staff

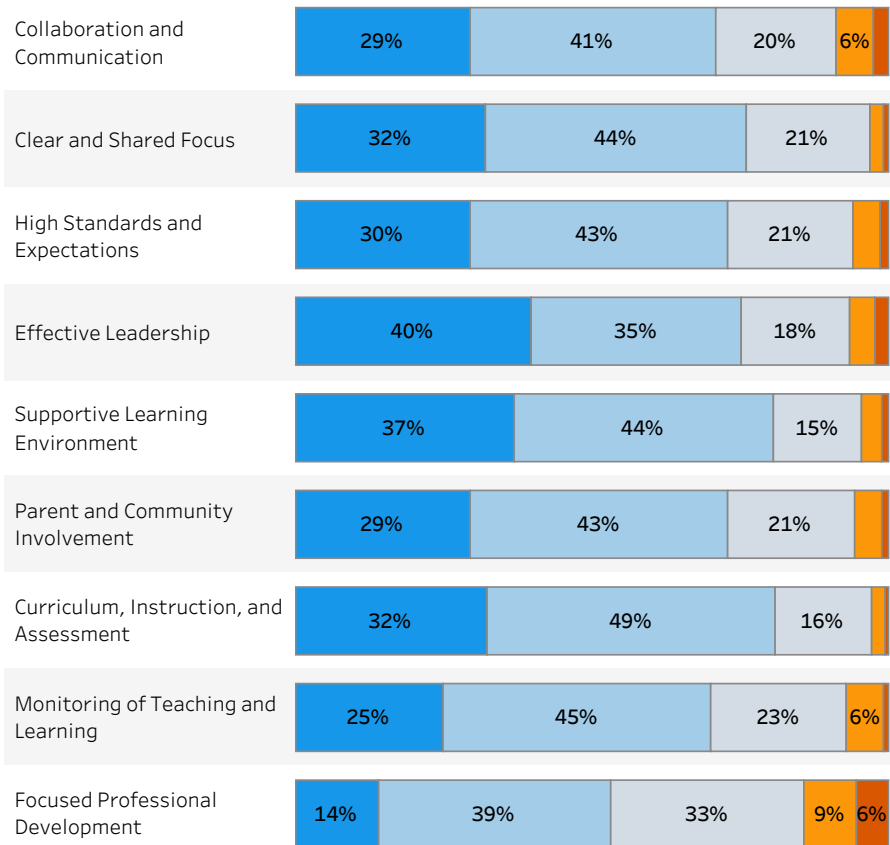


Organizational Trust—LONGITUDINAL

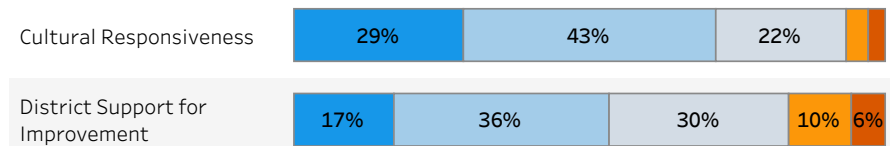


9 Characteristics of High-Performing Schools

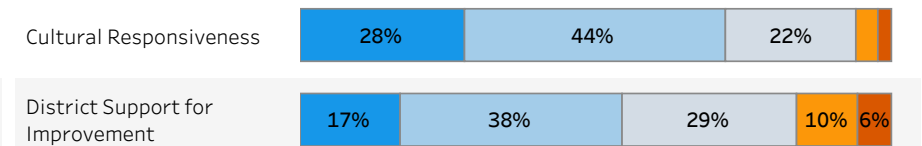
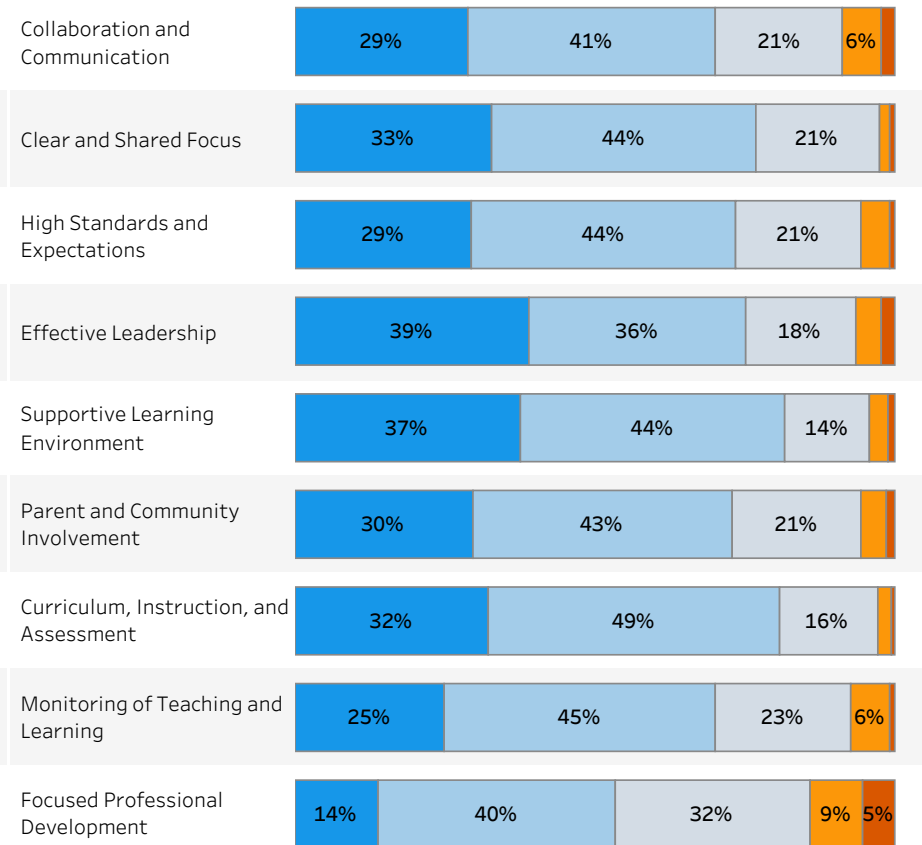
All Staff



Additional Characteristics



Instructional Staff



Almost Always True Often True

Sometimes True

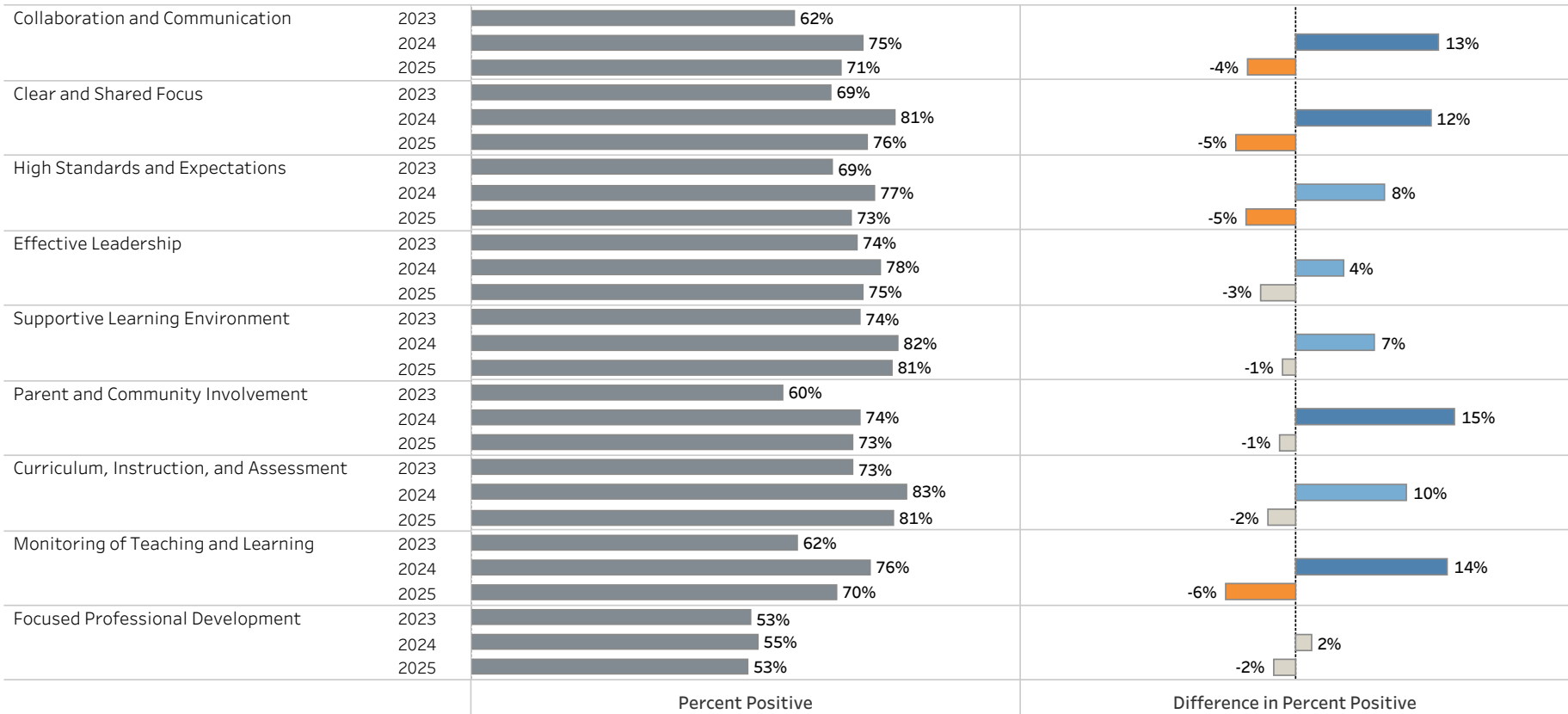
Seldom True

Almost Never True

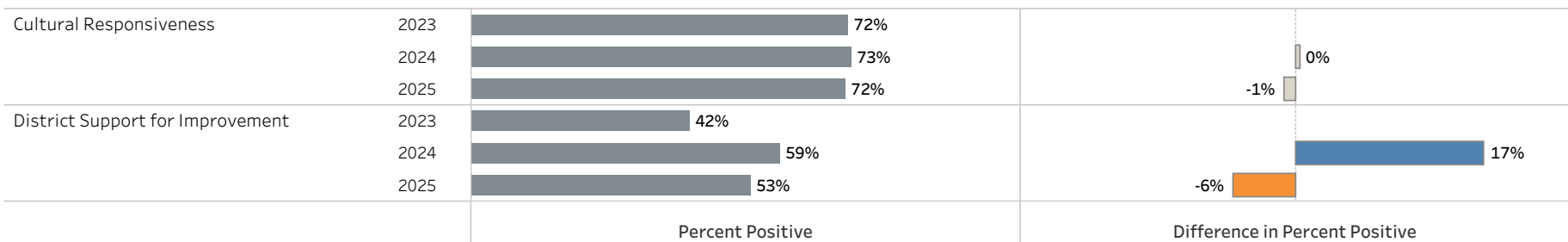
9 Characteristics of High-Performing School — LONGITUDINAL

South Whidbey School District

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

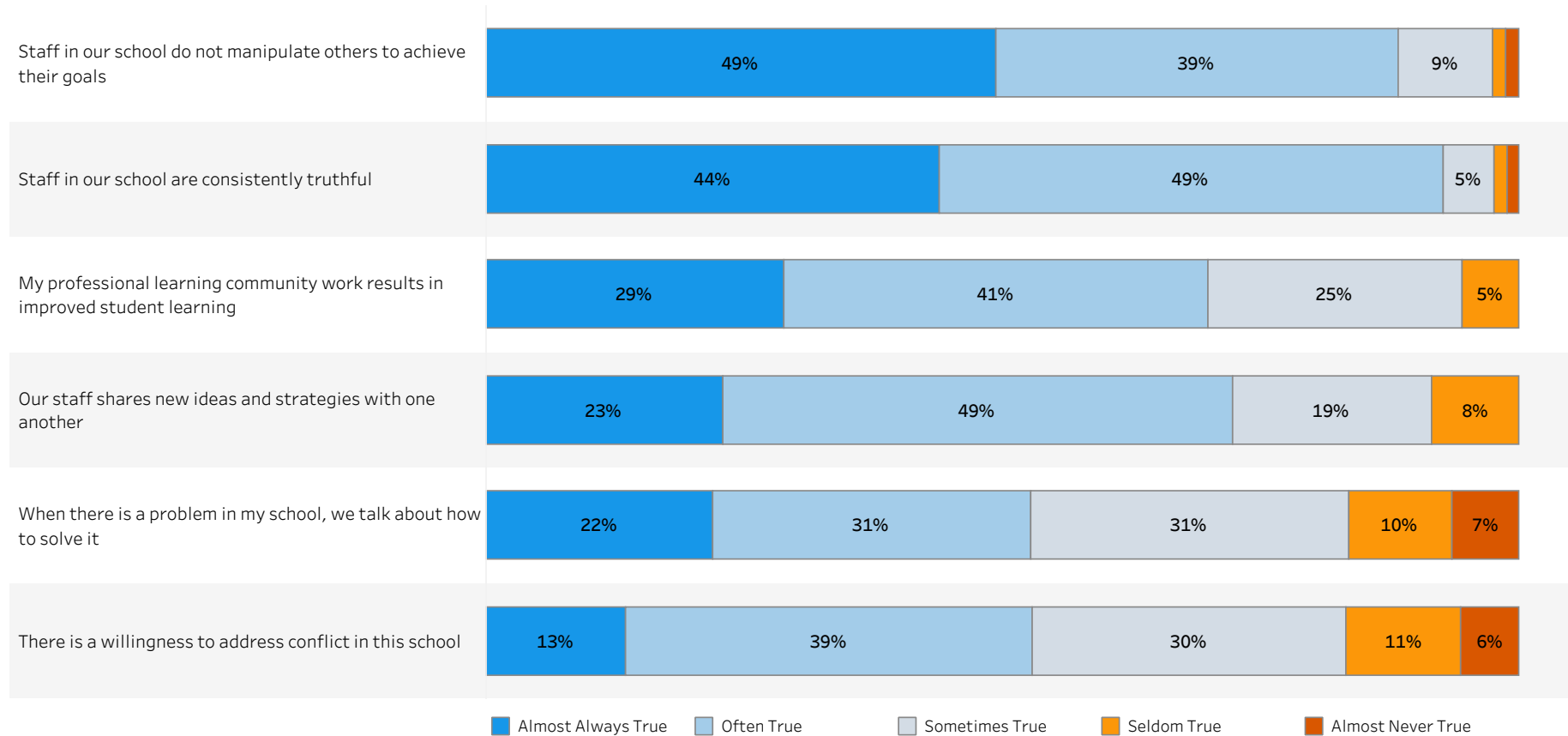


Additional Characteristics



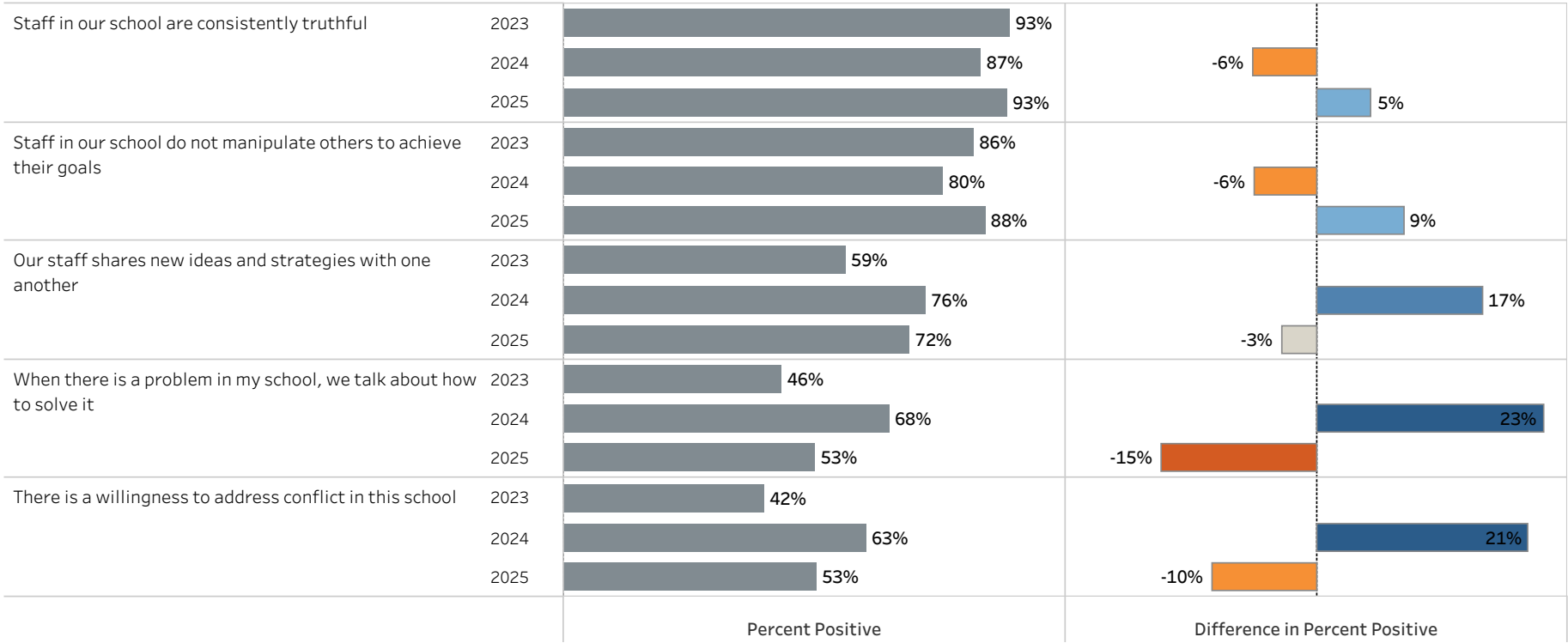
High Levels of Collaboration and Communication

South Whidbey School District

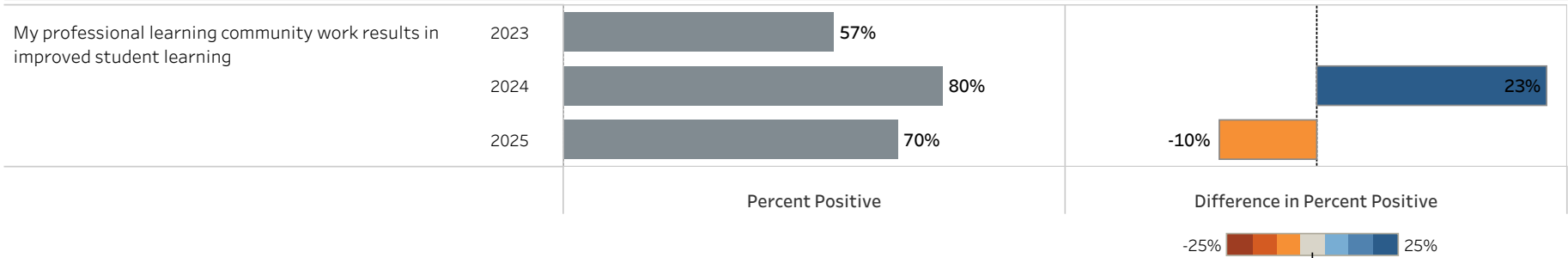


High Levels of Collaboration and Communication— LONGITUDINAL

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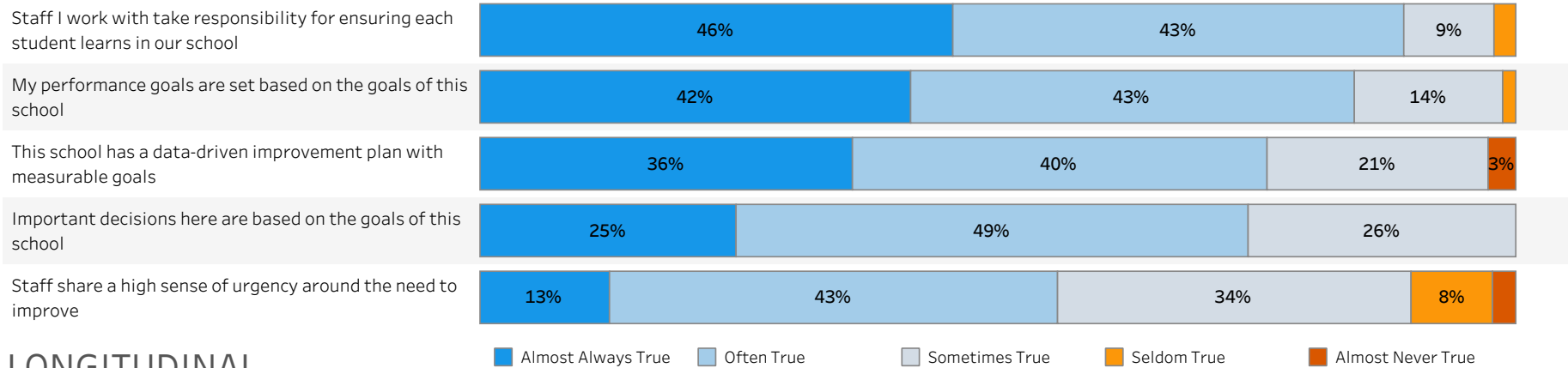


Questions answered only by Instructional Staff



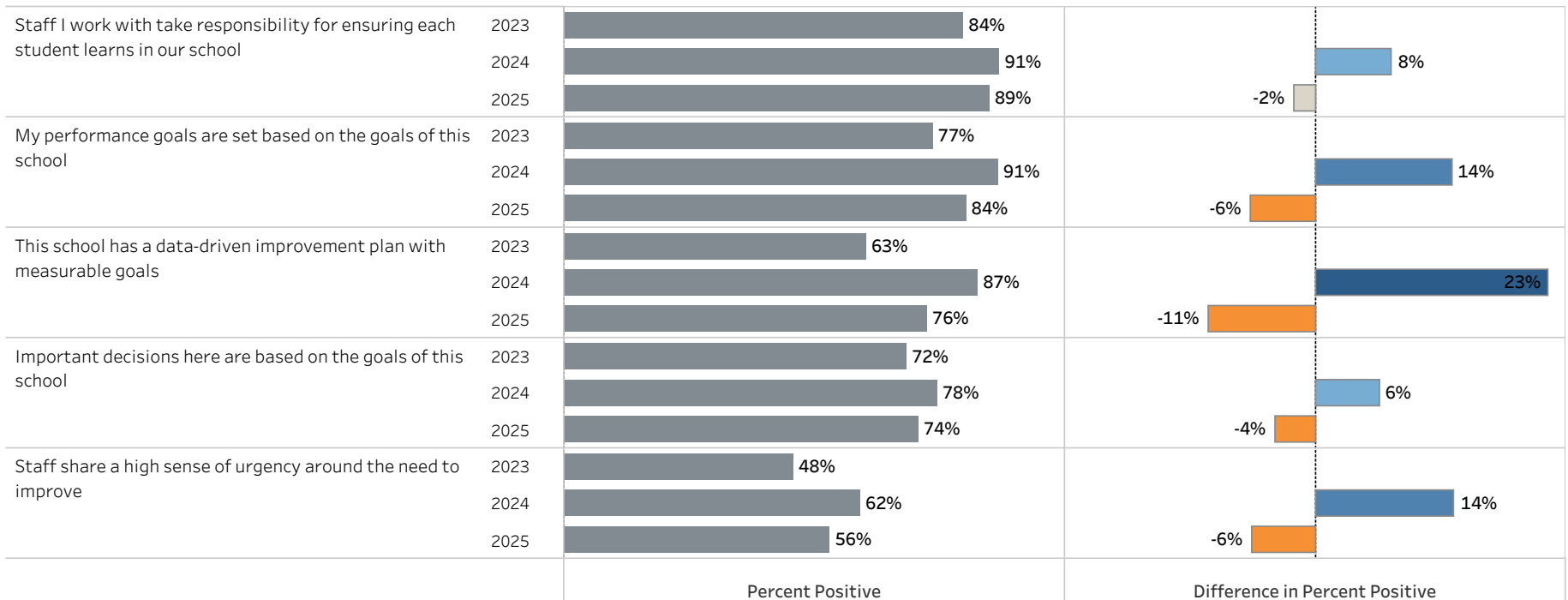
Clear and Shared Focus

South Whidbey School District



LONGITUDINAL

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



High Standards and Expectations

South Whidbey School District

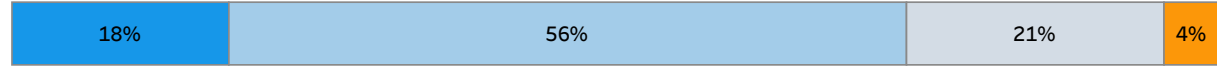
Academic placement is not influenced by race, gender or socioeconomic levels



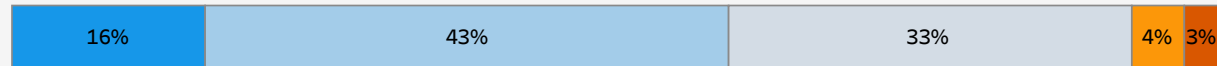
In our school we expect all staff to perform responsibilities with a high level of excellence



Students understand the expectations of this school



Our staff believes that all students can meet state standards



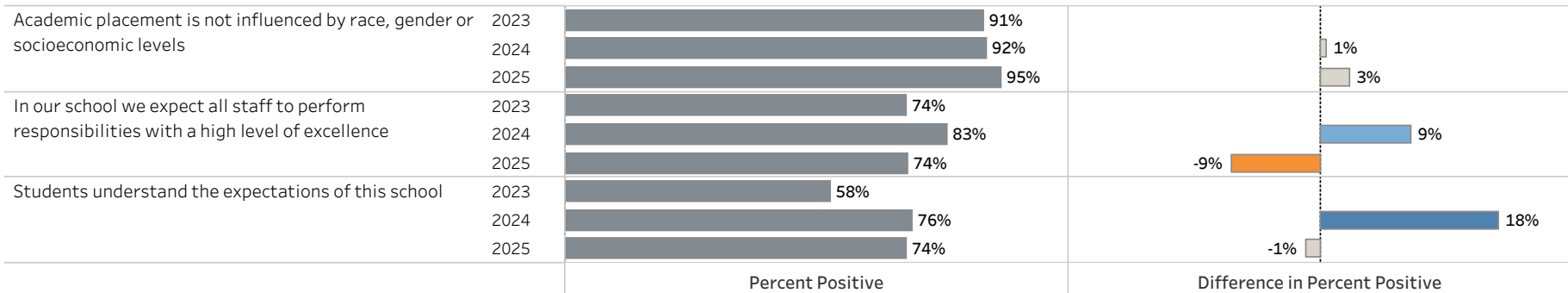
I believe that all students can meet state standards



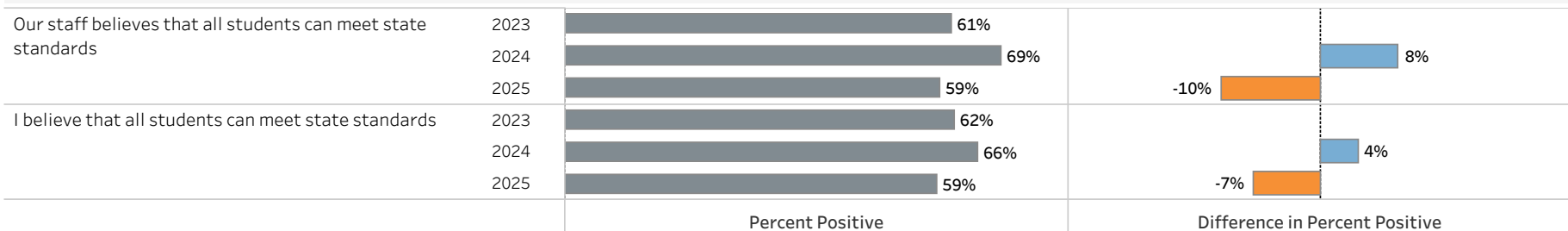
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LONGITUDINAL

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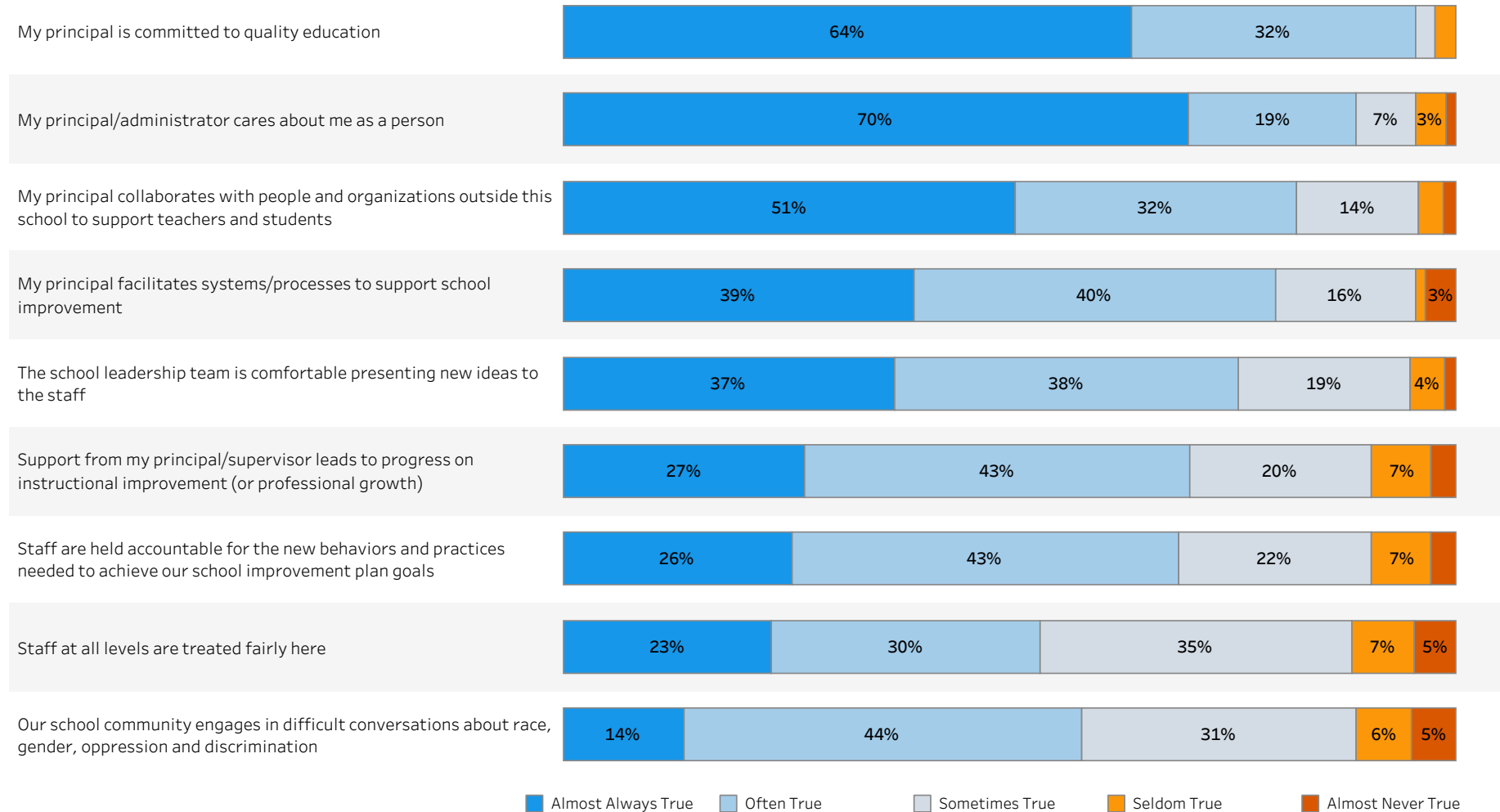


Questions answered by only Instructional Staff



Effective Leadership

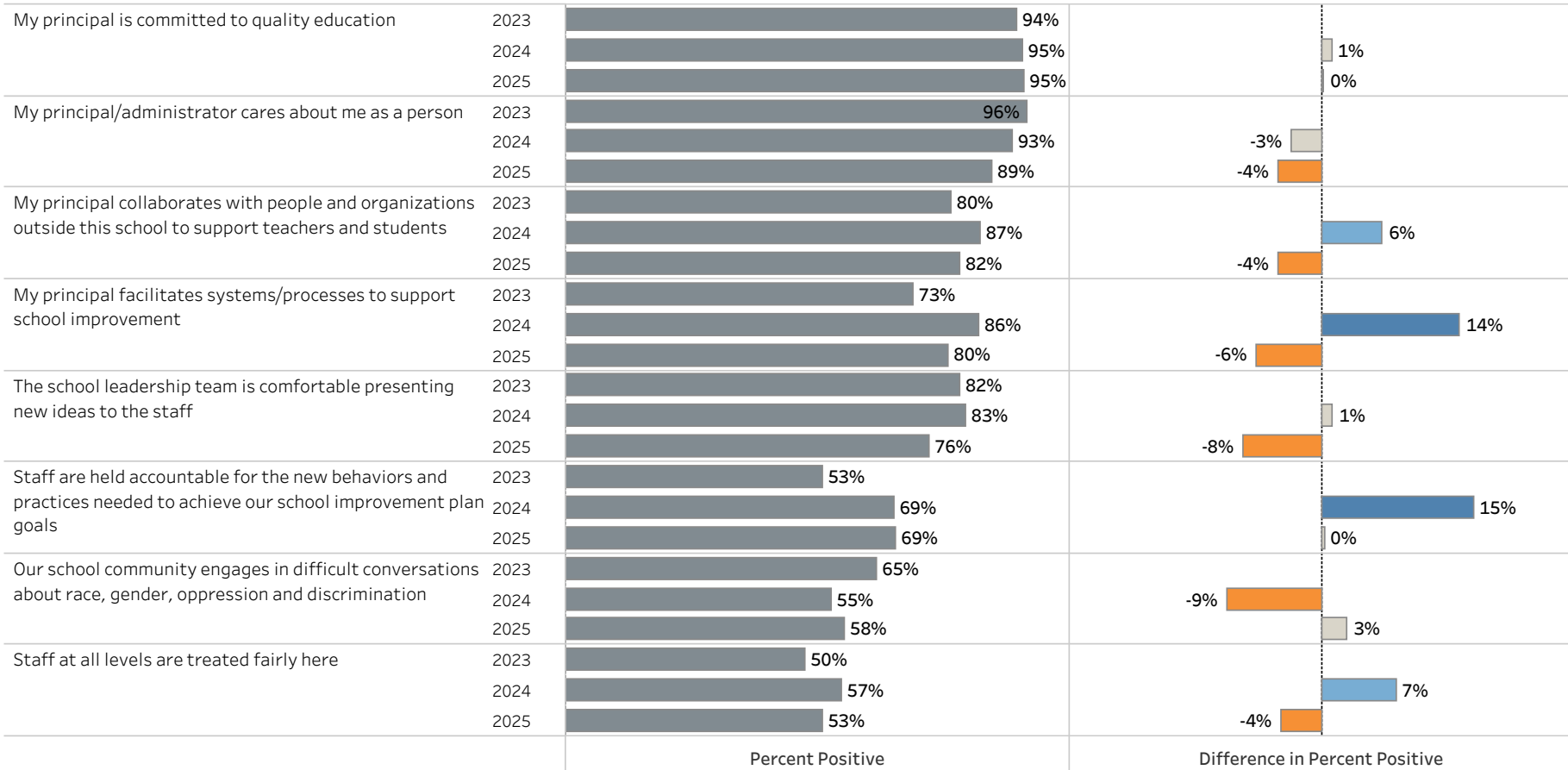
South Whidbey School District



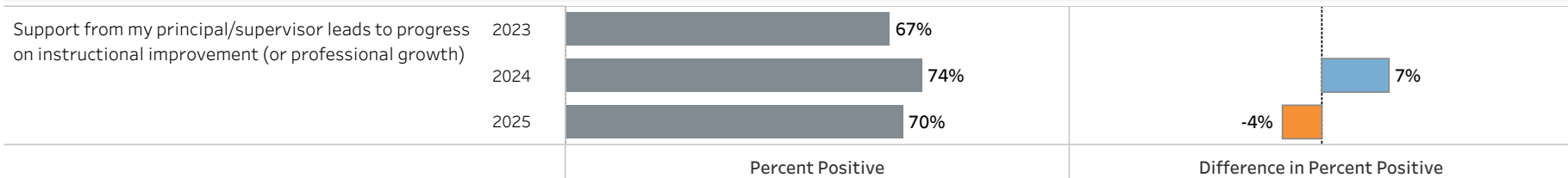
Effective Leadership—LONGITUDINAL

South Whidbey School District

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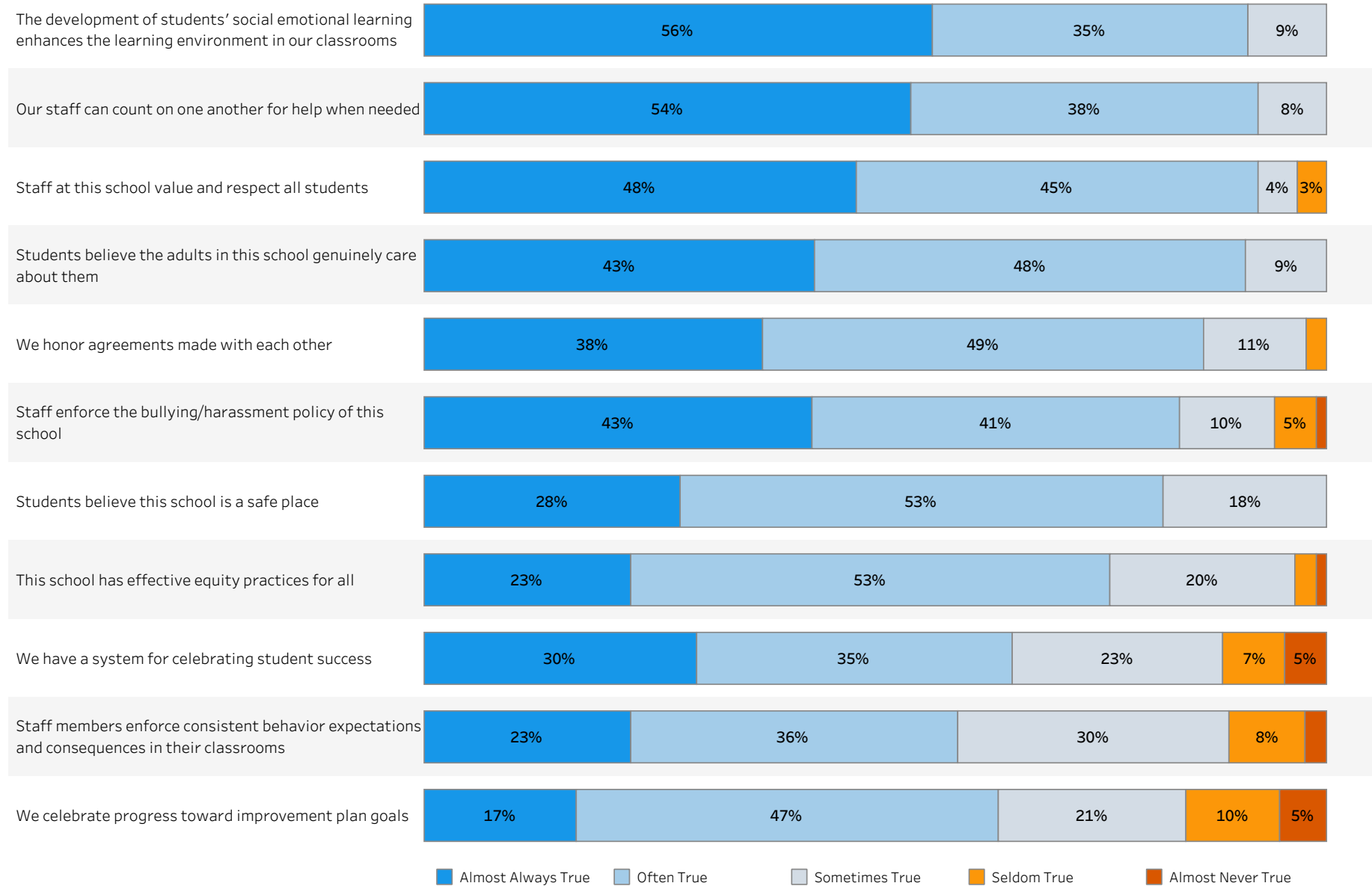


Questions answered by only Instructional Staff



Supportive Learning Environment

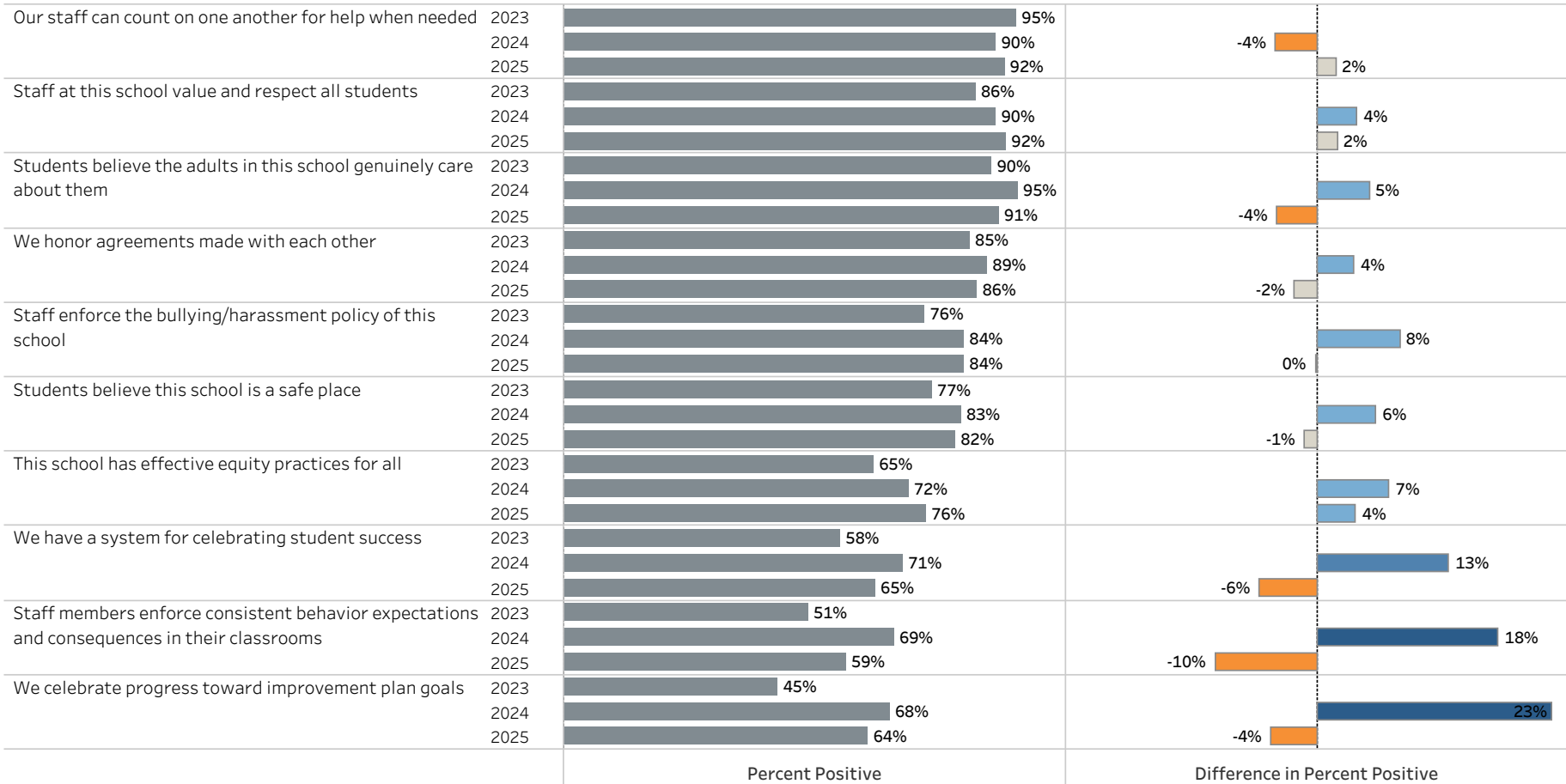
South Whidbey School District



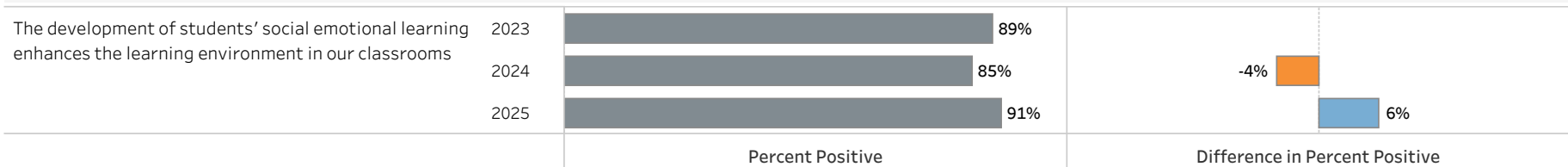
Supportive Learning Environment - LONGITUDINAL

South Whidbey School District

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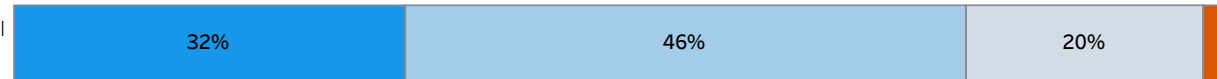
Questions answered by only Instructional Staff



Parent and Community Involvement

South Whidbey School District

This school communicates effectively with families of all cultures



This school encourages parent involvement in their child's learning



With important decisions we seek input from parents and the community



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

LONGITUDINAL

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

This school communicates effectively with families of all cultures	2023	74%	<div> <div>12%</div> <div>-7%</div> </div>
	2024	86%	
	2025	79%	
This school encourages parent involvement in their child's learning	2023	63%	<div> <div>14%</div> <div>-3%</div> </div>
	2024	77%	
	2025	74%	
		Percent Positive	Difference in Percent Positive

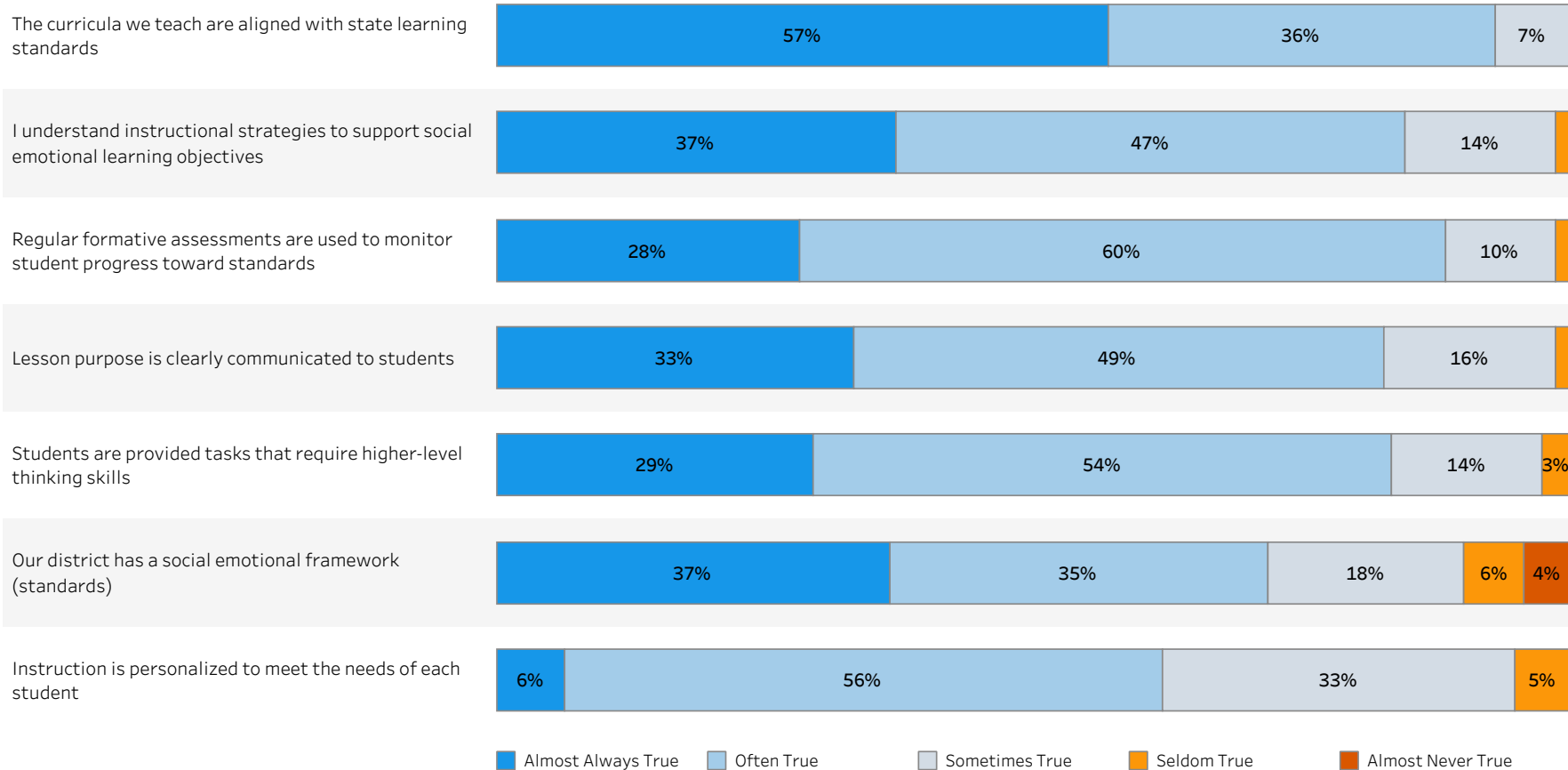
Questions answered by only Instructional Staff

With important decisions we seek input from parents and the community	2023	40%	<div> <div>19%</div> <div>7%</div> </div>
	2024	59%	
	2025	65%	
		Percent Positive	Difference in Percent Positive

■ -25%
 ■
■
■
■
■
■ 25%

High Quality Curriculum, Instruction, and Assessment

South Whidbey School District

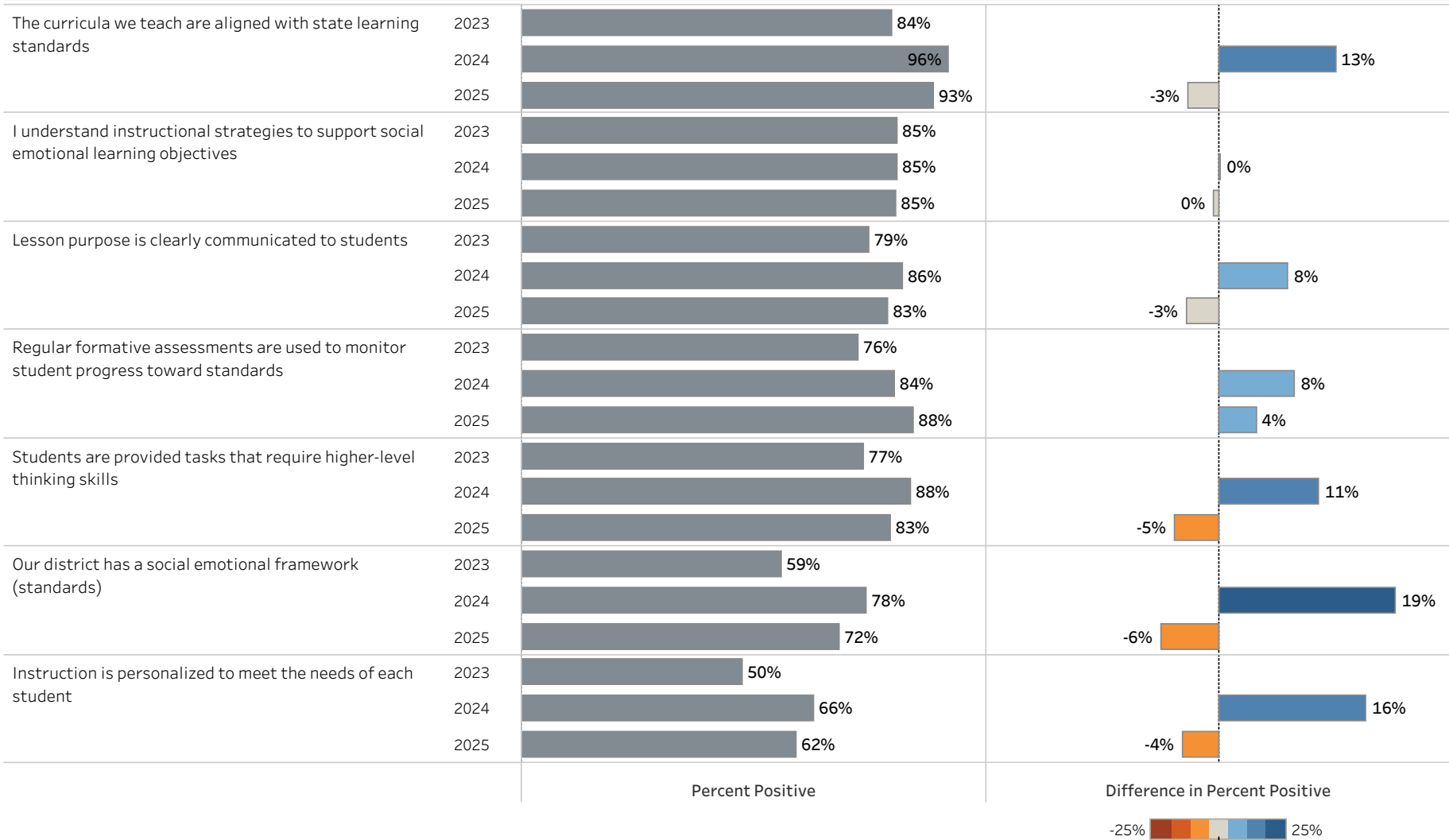


High Quality Curriculum, Instruction, and Assessment - LONGITUDINAL

South Whidbey School District

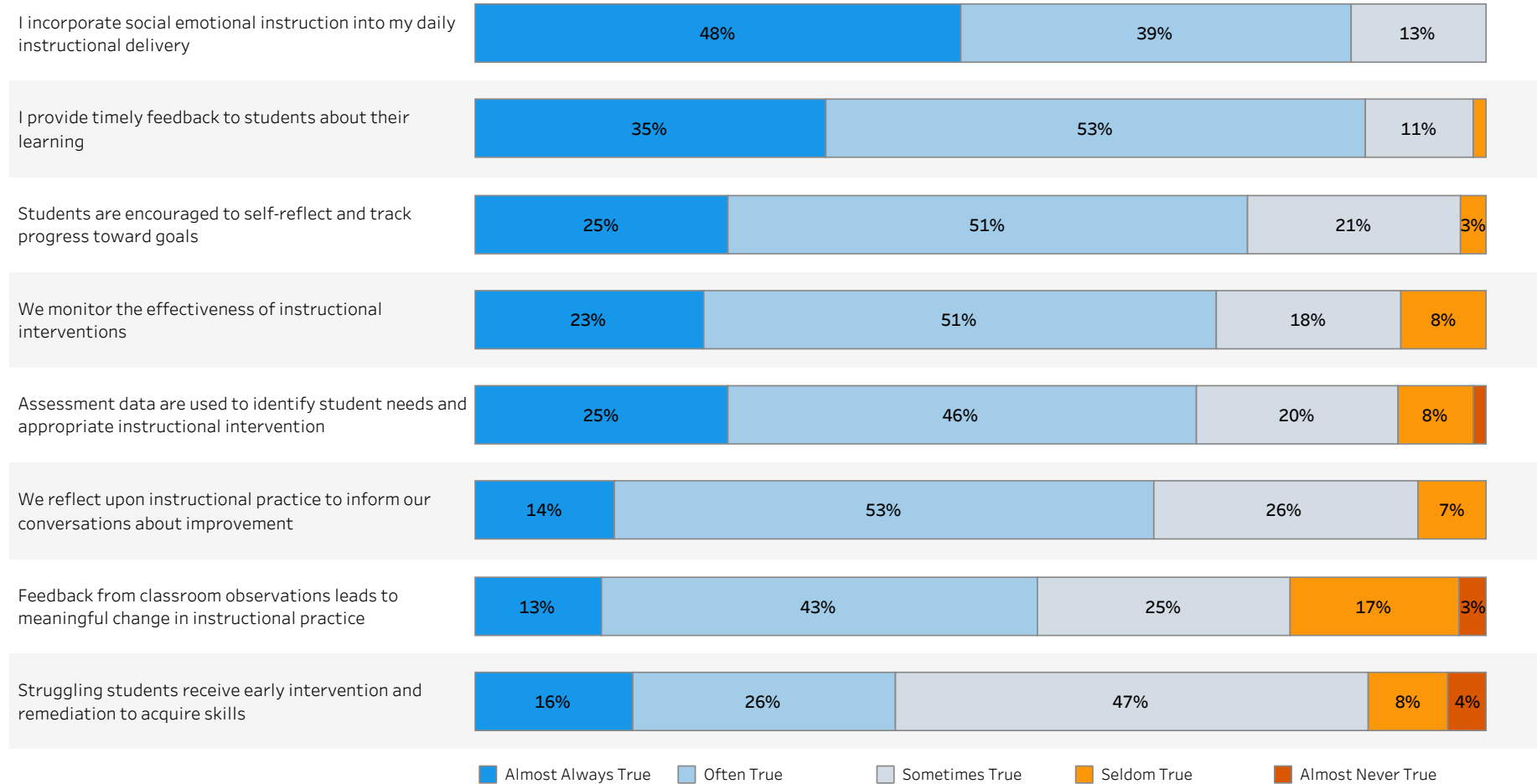
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Questions answered by only Instructional Staff



Frequent Monitoring of Teaching and Learning

South Whidbey School District

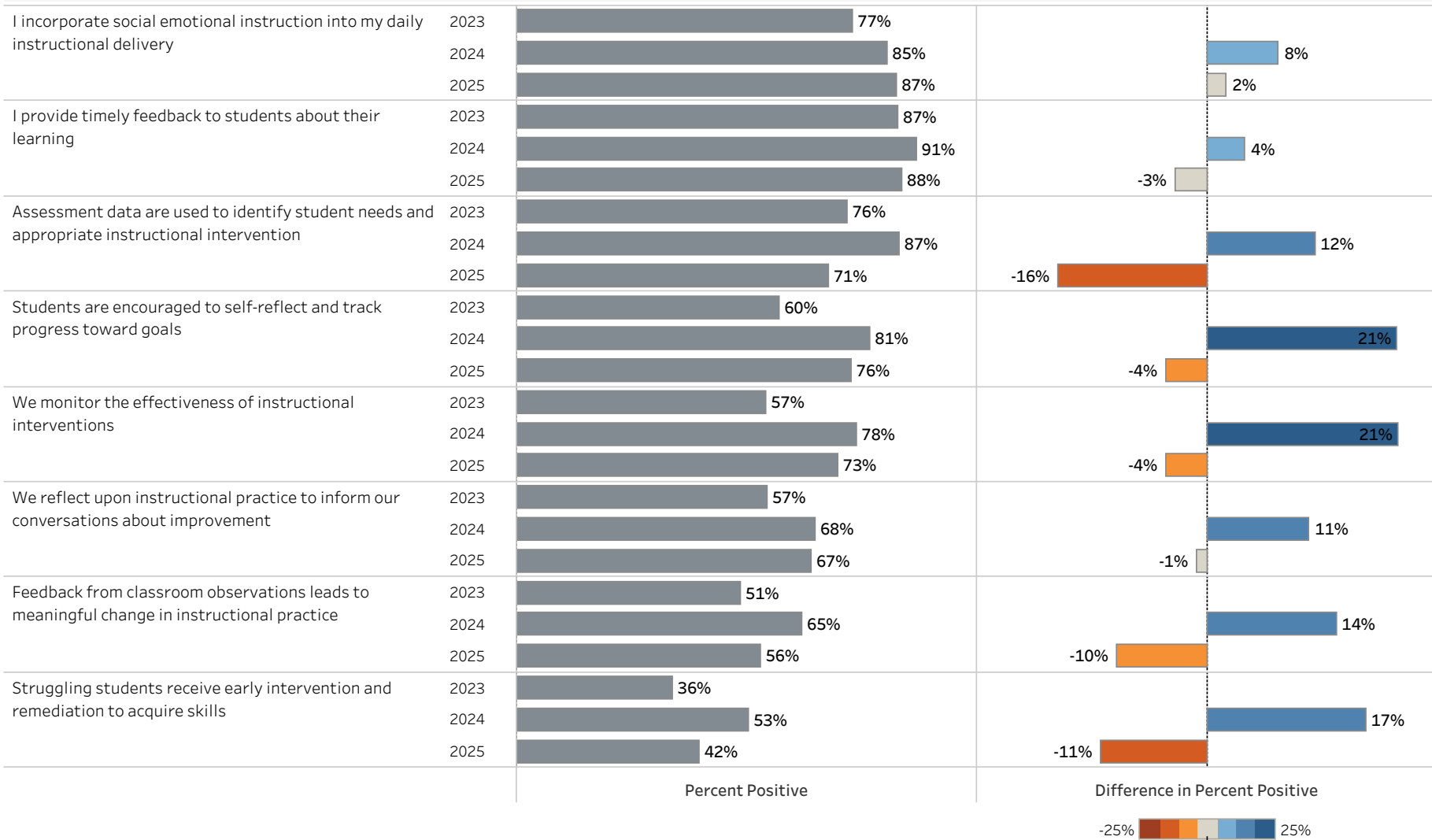


Frequent Monitoring of Teaching and Learning - LONGITUDINAL

South Whidbey School District

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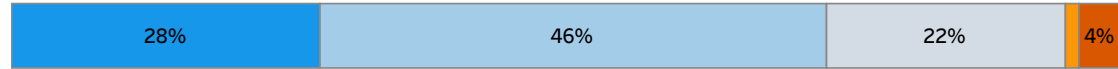
Questions answered by only Instructional Staff



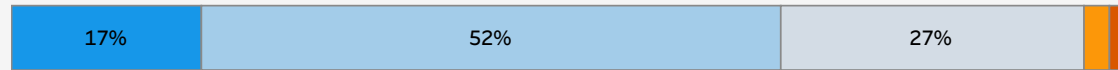
Focused Professional Development

South Whidbey School District

I receive training on instruction to support social emotional learning



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



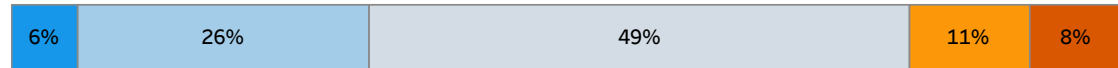
Our teachers engage in professional development activities to learn and apply new skills and strategies



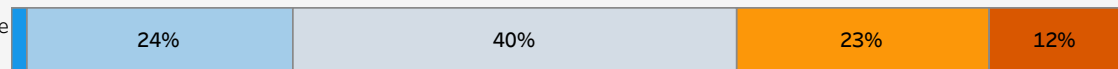
Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction



We talk about race and bigotry as a staff



Peer observation/coaching and feedback is a tool we use to improve instruction

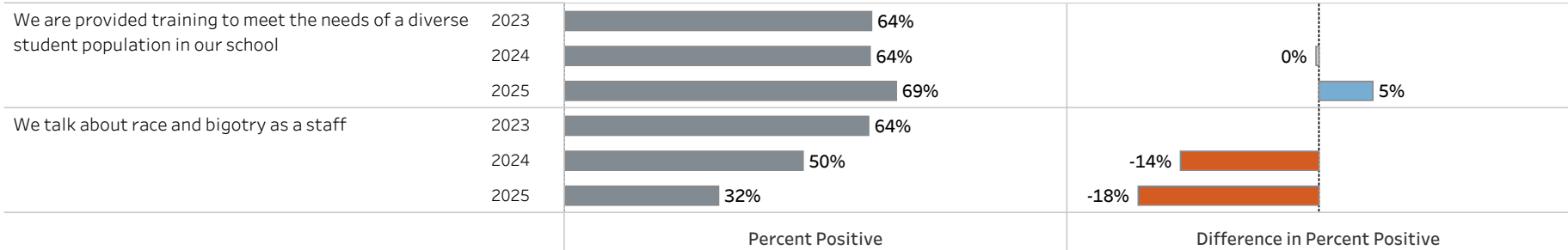


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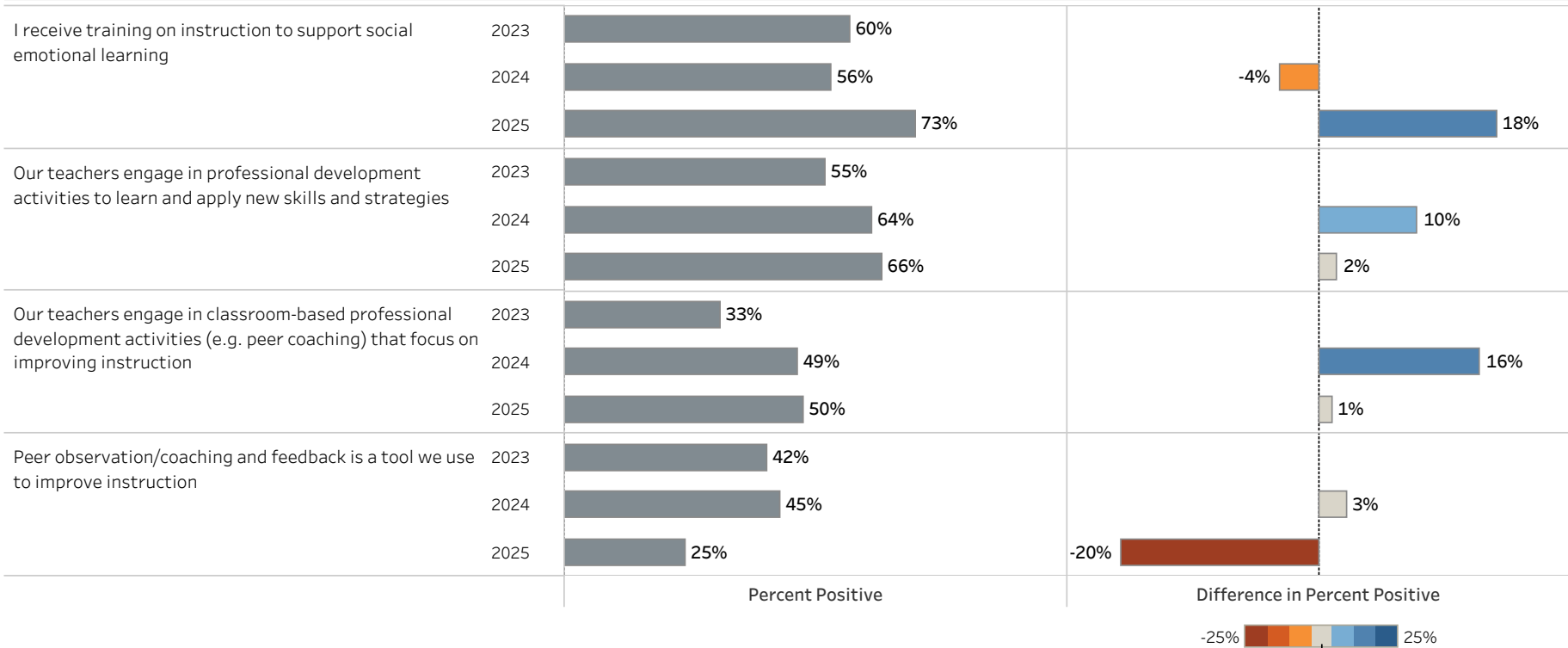
Focused Professional Development LONGITUDINAL

South Whidbey School District

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



Questions answered by only Instructional Staff



Cultural Responsiveness

South Whidbey School District

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



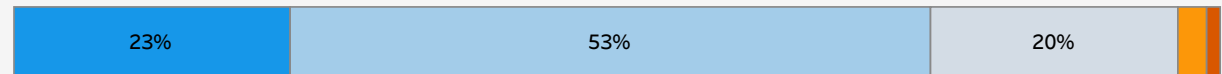
Staff at this school value and respect all students



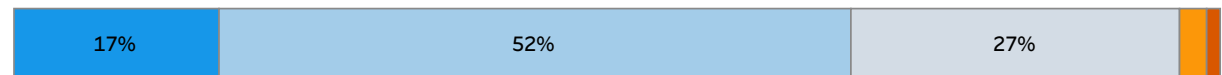
This school communicates effectively with families of all cultures



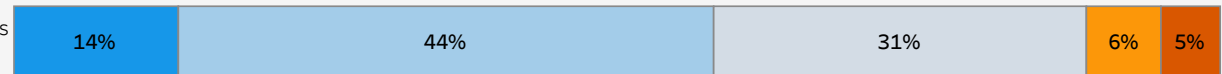
This school has effective equity practices for all



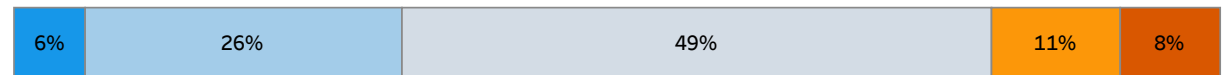
We are provided training to meet the needs of a diverse student population in our school



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



We talk about race and bigotry as a staff

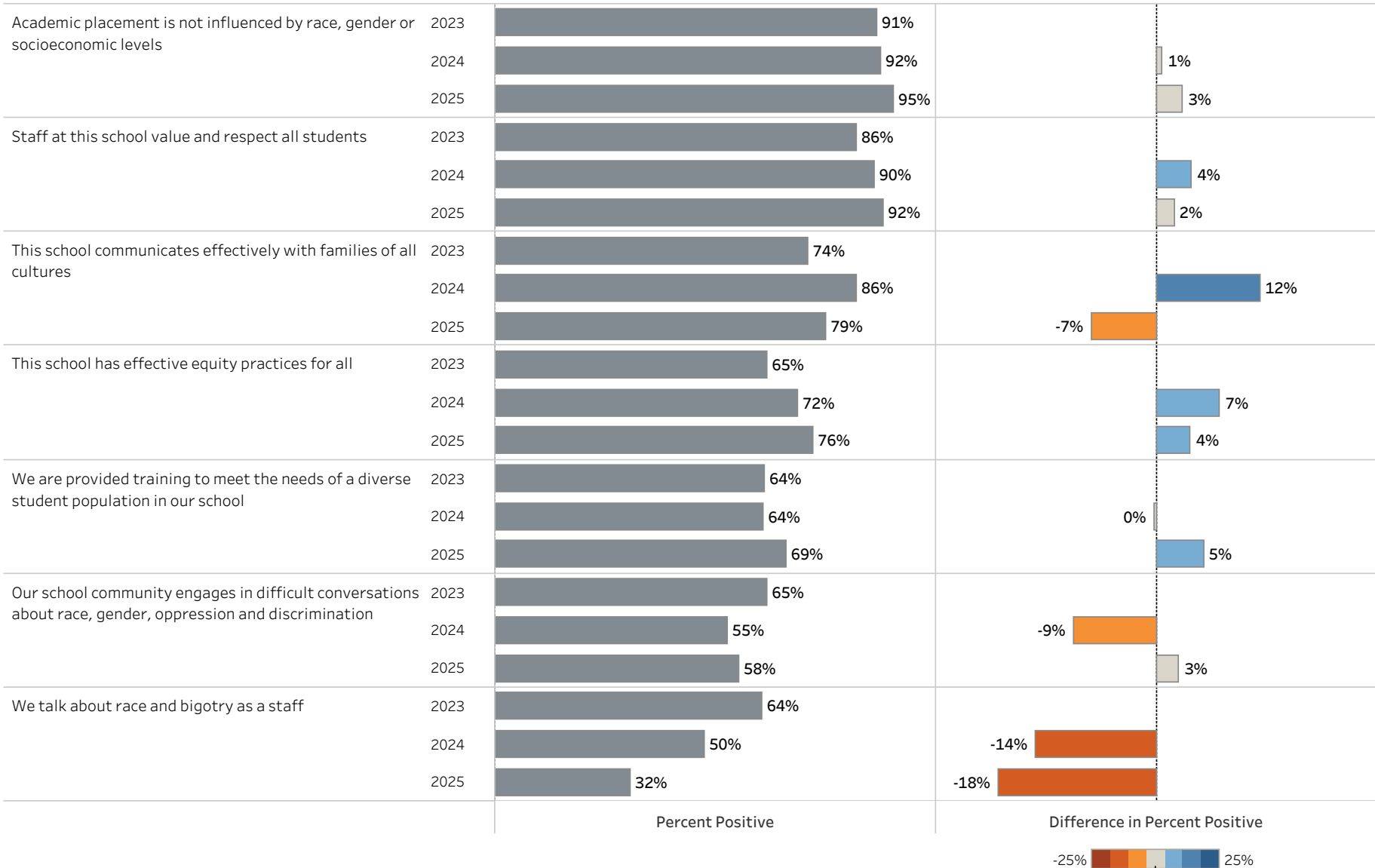


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Cultural Responsiveness - LONGITUDINAL

South Whidbey School District

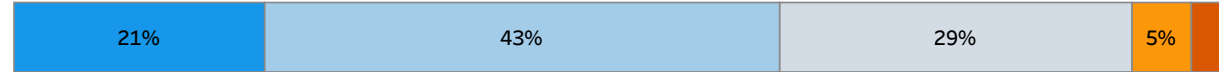
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District Support for Improvement

South Whidbey School District

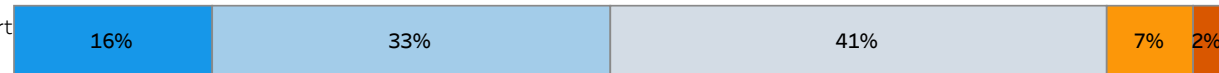
There is a consistent vision of school improvement throughout this district



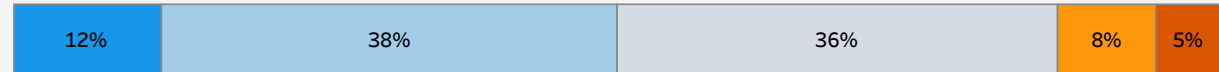
District administrators demonstrate commitment to improved student learning



This district facilitates systems and programs to support school improvement



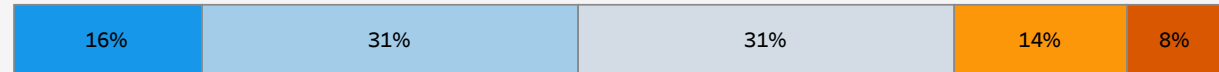
This district facilitates the alignment of curriculum across grades and schools



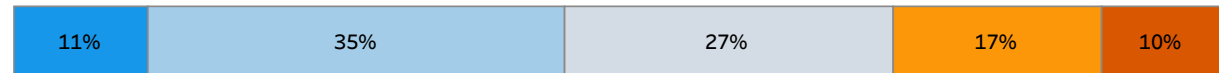
Collaboration between district and schools is based upon trust and respect



District administrators communicate a clear vision of good instruction and essential curriculum



District leadership communicates effectively with my school

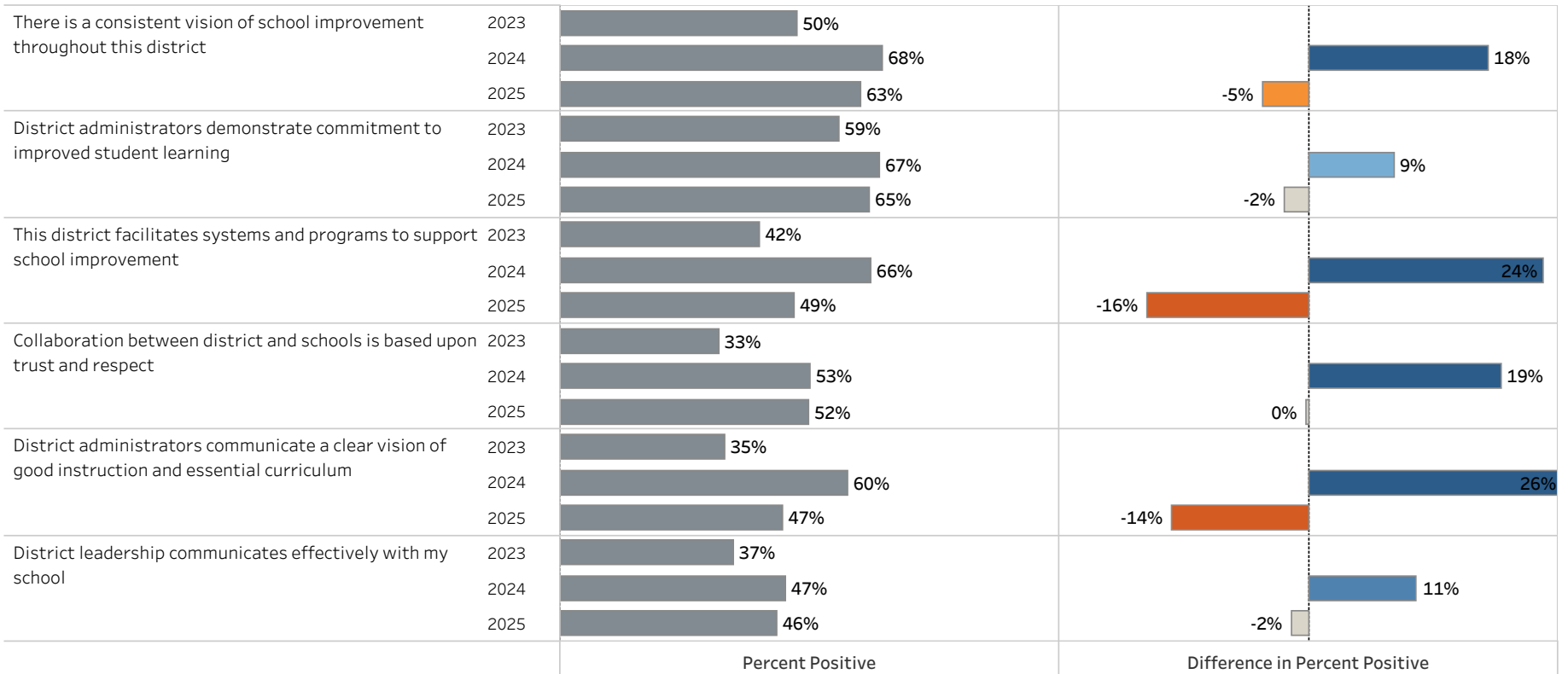


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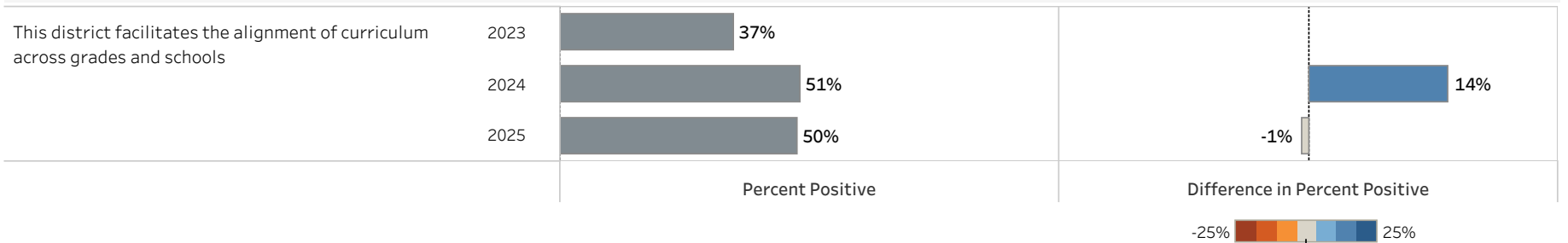
District Support for Improvement

South Whidbey School District

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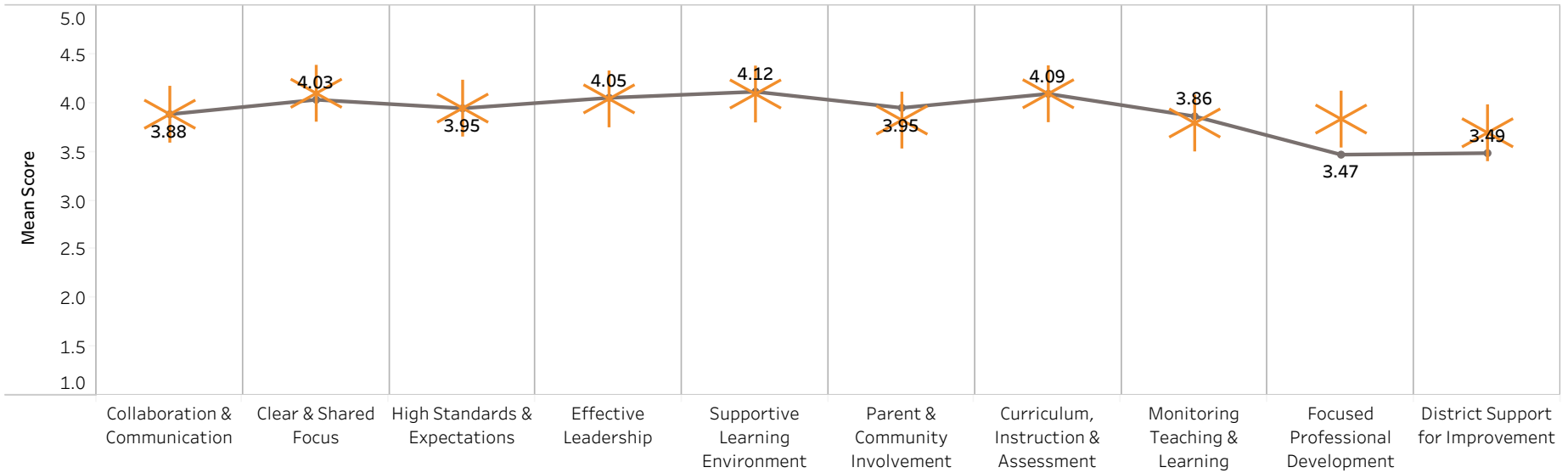


Questions answered by only Instructional Staff



Comparison - Mean Scores

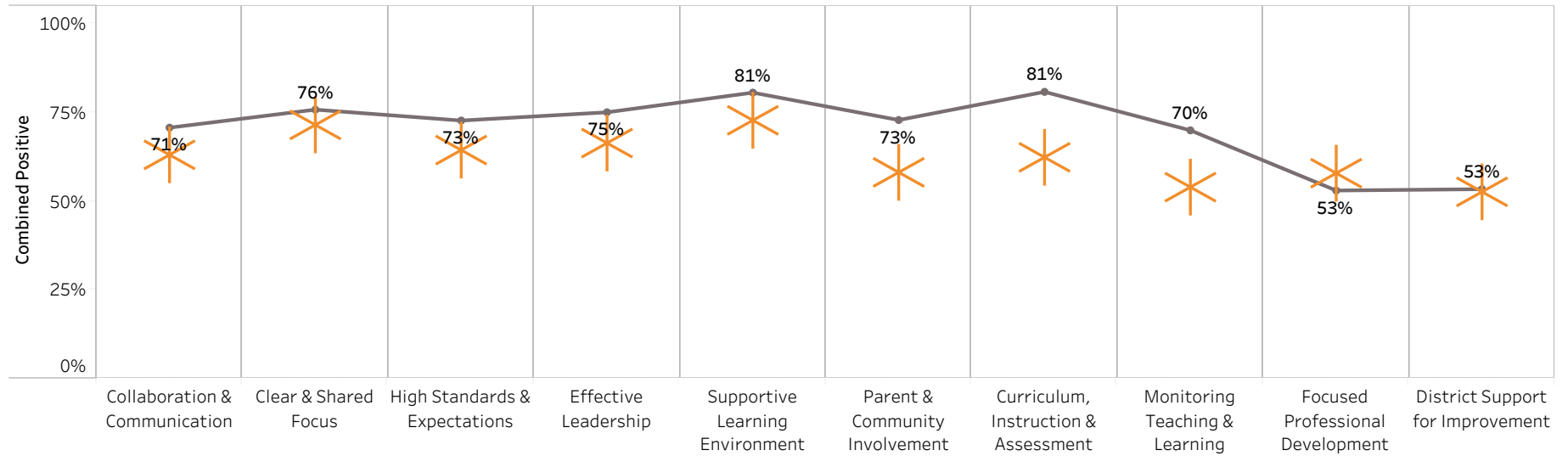
South Whidbey School District



Comparison - Percent Positive

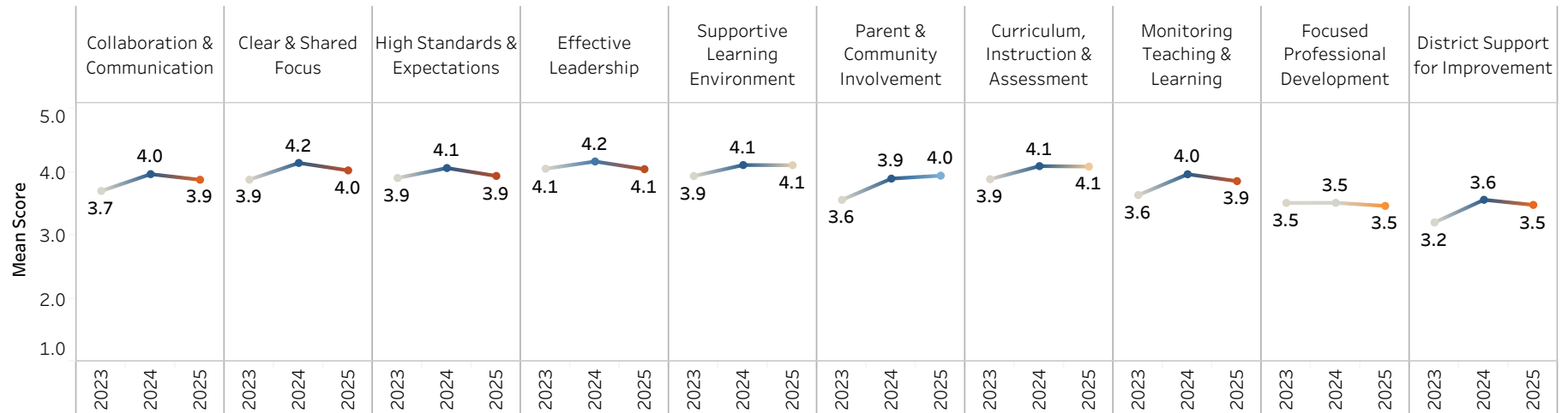
How does your school compare to:

- ✱ Avg. Nationwide Sample
- Avg. Your School or District



Comparison - Mean Scores LONGITUDINAL

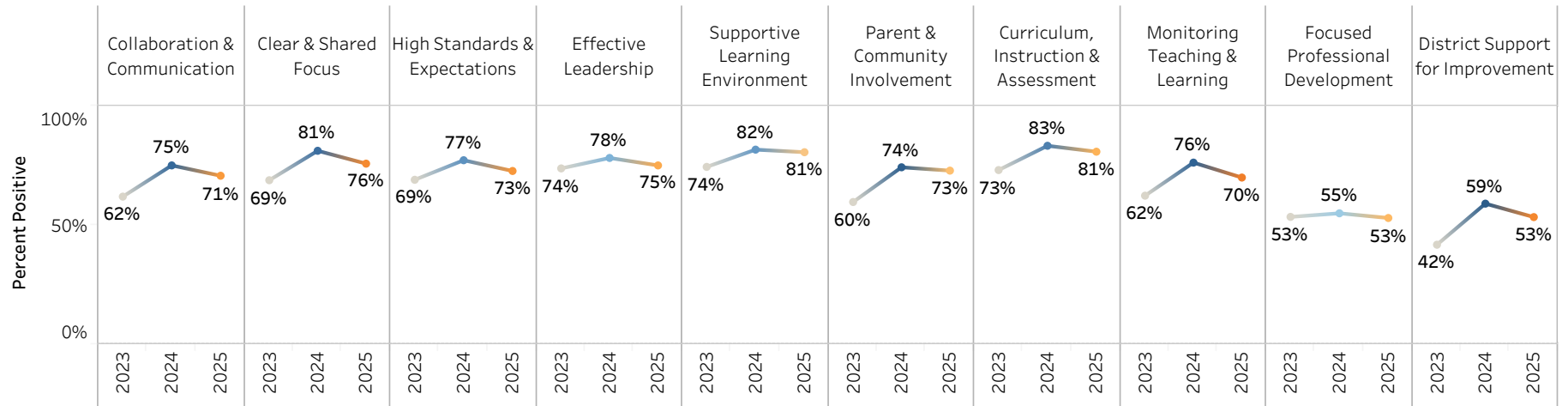
South Whidbey School District



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%