Educational Effectiveness Survey™



9 Characteristics of High Performing Schools

Staff Edition V11

South Whidbey Middle School

South Whidbey School District

2023	2024	2025
N=12	N=26	N=19





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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

South Whidbey Middle School

Gender Female | 16 (84.2%) Male | 3 (15.8%) Department Electives | 1 (5.3%) Generalist 4 (21.1%) Lang. Arts / Soc Studies | 3 (15.8%) Math/Science 3 (15.8%)

Position

Certificated Support Staff | 2 (10.5%) Certificated Teacher | 10 (52.6%) Classified Support Staff | 4 (21.1%) Para-professional/Instr Aid | 3 (15.8%)

School-Yrs of Service

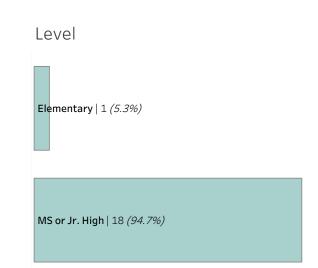
4 to 7 years | 6 (31.6%)

1 to 3 years | 5 (26.3%)

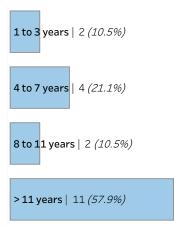
8 to 11 years | 2 *(10.5%)*

< 1 year | 2 *(10.5%)*

> 11 years | 4 (21.1%)



Education-Yrs of Service



Other | 8 (42.1%)

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	21%	37%	32%	59	6 5%
Conflict Resolution	There is a willingness to address conflict in this school	5%	42%	32%	16%	5%
A Sense of Urgency to Improve	Staff share a high sense of urgency around the need to improve	4	4%	39%	179	6

Instructional Staff

Problem Solving	When there is a problem in my school, we talk about how to solve it	13%	47%			40%	
Conflict Resolution	There is a willingness to address conflict in this school	7%	40%		40%		13%
A Sense of Urgency to Improve	Staff share a high sense of urgency around the need to improve		47%		47%		7%
	Almost Alwa	ys True 🔲 Of	ten True 📃 Sometimes Tr	ue 📃 Selo	dom True	Almost N	lever True



Readiness for Change—LONGITUDINAL

All Staff

ProblemWhen there is a problem in my school, we talk about how to solve it		17%		50%		17%		17%
		4%		77%			12%	4% 4%
	2025	21%		37%		32%		5% 5%
Conflict There is a willingness to address conflict in this Resolution school	2023	8%	25%		33%	25%		8%
	2024	16%		52%		249	%	4%
	2025	5%	42%		32%		16%	5%
Staff share a high sense of urgency around the need to improve	2023	18%	73%					9%
Urgency to need to improve Improve	2024	15%	31%			46%		8%
	2025		44%		399	6		17%
	about how to solve it There is a willingness to address conflict in this school Staff share a high sense of urgency around the	about how to solve it 2024 2025 There is a willingness to address conflict in this school 2023 2024 2025 2025 Staff share a high sense of urgency around the need to improve 2023	about how to solve it $ 2024 4\% $ $ 2025 21\% $ There is a willingness to address conflict in this school $ 2023 8\% $ $ 2024 16\% $ $ 2025 5\% $ Staff share a high sense of urgency around the need to improve $ 2023 18\% $	about how to solve it 2024 4% 2025 $21%$ $25%There is a willingness to address conflict in this school2023$ $8%$ $25%2024$ $16%2025$ $5%$ $18%2023$ $18%$ $42%2024$ $11%$ $18%2024$ $11%$ $11%$ $11%$ $11%$	about how to solve it 2024 4% -77% 2025 $21%$ $37%There is a willingness to address conflict in thisschool 2024 8\% 25\% -7\%2025$ 2024 $-16%$ $-52%2024$ $-16%$ $-52%2025$ $5%$ $-42%$ $-52%2025$ $5%$ $-42%-100%$ $-10%$ $-10%$	about how to solve it 2024 4% 77% 77% 2025 21% 37% 1 There is a willingness to address conflict in this school 2023 8% 25% 33% 1 2024 16% 52% 33% 1 <	about how to solve it $ 2024 $ $ 2024 $ $ 2025 $ $ 2025 $ $ 2023 $ $ 2023 $ $ 2023 $ $ 2024 $ $ 2024 $ $ 2024 $ $ 2024 $ $ 2024 $ $ 2024 $ $ 2024 $ $ 2024 $ $ 2025 $ $ 2024 $ $ 2025 $ $ 2024 $ $ 2025 $ $ 2025 $ $ 2024 $ $ 2025 $ $ 2025 $ $ 2024 $ $ 2025 $ $ 2025 $ $ 2024 $ $ 2025 $	about how to solve it 2024 4% 77% 12% 2025 21% 37% 22% 22% There is a willingness to address conflict in this school 2023 8% 25% 33% 25% 24% 2024 16% 52% 42% 24% 16% 24% 2025 5% 42% 32% 16% 16% Staff share a high sense of urgency around the need to improve 2023 18% 31% 53% 5% 5% 2024 15% 31% 53% 5% <t< td=""></t<>

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?

How large is the Gap between

South Whidbey Middle School

I vs. They?

All Staff

Willingness to Work at Change	I am willing to work at changing my school for the better		58%	42	!%
	My colleagues are willing to work at changing this school for the better	26%	26%	42%	<mark>5%</mark>
Openness to New Ideas	I welcome new ideas and change	26%		63%	11%
	My colleagues welcome new ideas and change	5%	47%	37%	11%
Willingness to be Held Accountable	I am willing to be held accountable for student learning	17%	-	78%	6%
	My colleagues are willing to be held accountable for student learning	11%	47%	26%	16%

Instructional Staff

Willingness to Work at Change	the better			60%		40%	
	My colleagues are willing to work at changing this school for the better	27%	ò	27%		40%	7%
Openness to New Ideas	I welcome new ideas and change	27%	þ		67	7%	7%
	My colleagues welcome new ideas and change		53	%		33%	13%
Willingness to be Held Accountable	l am willing to be held accountable for student learning	21%			79	9%	
	My colleagues are willing to be held accountable for student learning	13%		47%		33%	7%
	📕 Almost Always True 📃 Often True	e	Some	times True	Seldo	m True	Almost Never True

Readiness for Change—I vs. They Perspectives— LONGITUDINAL

I vs. They? I am willing to work at changing my 17% 8% Willingness 2023 75% to Work at school for the better Change 2024 65% 35% 33% 58% 42% 2025 31% My colleagues are willing to work at 50% 2023 8% 42% changing this school for the better 42% 2024 27% 31% 2025 26% 26% 42% 5% 47% Openness to I welcome new ideas and change 2023 58% 25% 17% New Ideas 37% 2024 46% 38% 15% 33% 2025 26% 63% 11% 2023 My colleagues welcome new ideas 36% 64% and change 2024 48% 44% 4% 2025 47% 37% 11% 45% Willingness I am willing to be held accountable for 2023 36% 64% to be Held student learning 37% Accountable 2024 39% 52% 9% 2025 17% 78% 6% 26% 55% 27% 18% My colleagues are willing to be held 2023 accountable for student learning 9% 57% 30% 2024 2025 16% 11% 47% 26% 2023 2024 2025 Almost Always True 📃 Often True Sometimes True Seldom True Almost Never True

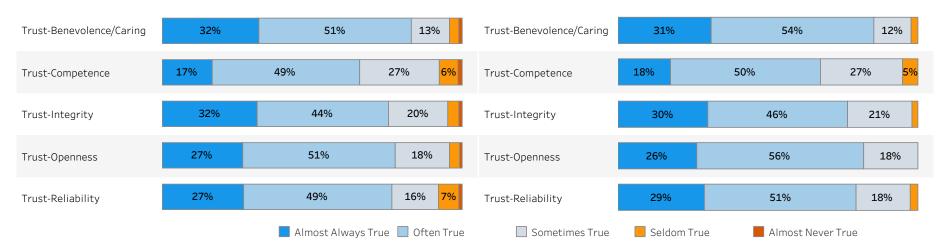
South Whidbey Middle School

How large is the Gap between

Organizational Trust

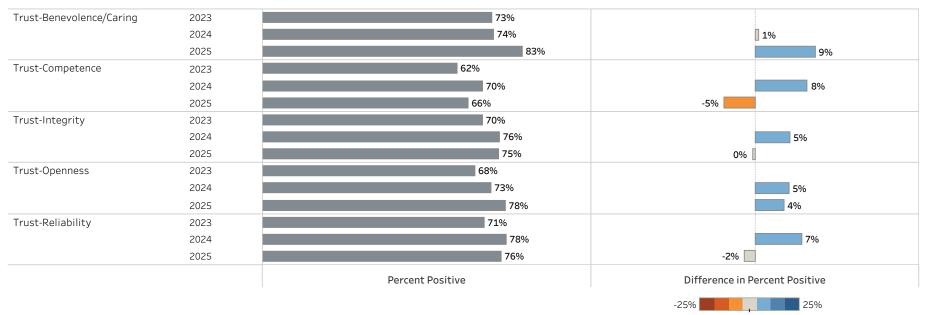
All Staff

South Whidbey Middle School



Instructional Staff

Organizational Trust—LONGITUDINAL



9 Characteristics of High-Performing Schools

All Staff

South Whidbey Middle School

Collaboration and Communication	28%	46%	18%	Collaboration and Communication	28%	48%	22%
Clear and Shared Focus	24%	53%	17%	Clear and Shared Focus	25%	55%	18%
High Standards and Expectations	26%	49%	20%	High Standards and Expectations	26%	53%	19%
Effective Leadership	43%	39%	13%	Effective Leadership	45%	40%	14%
Supportive Learning Environment	32%	51%	13%	Supportive Learning Environment	30%	55%	12%
Parent and Community Involvement	31%	46%	21%	Parent and Community Involvement	31%	48%	21%
Curriculum, Instruction, and Assessment	30%	55%	15%	Curriculum, Instruction, and Assessment	30%	55%	15%
Monitoring of Teaching and Learning	20%	56%	21%	Monitoring of Teaching and Learning	20%	56%	21%
Focused Professional Development	13%	42% 32%	11%	Focused Professional Development	11%	44% 33	% 11%
Additional Characteristics							
Cultural Responsiveness	28%	46%	18%	Cultural Responsiveness	25%	50%	21%
District Support for Improvement	<mark>6%</mark> 4	9% 29%	12%	District Support for Improvement	8%	52% 3	0% 9%
		Almost Always Tru	ie 🔲 Often True	Sometimes True	Seldom T	rue 📕 Almost Never	True

Instructional Staff

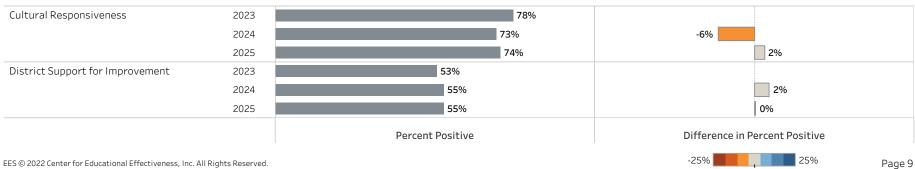
9 Characteristics of High-Performing School — LONGITUDINAL

South Whidbey Middle School

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

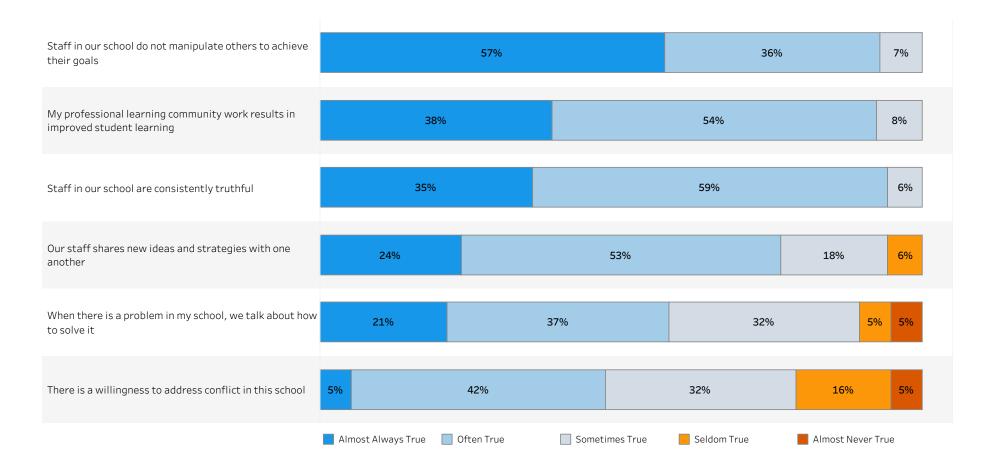
Collaboration and Communication	2023	65%		
	2024	77%	129	%
	2025	75%	-2%	
Clear and Shared Focus	2023	65%		
	2024	77%	12	2%
	2025	77%	0%	
High Standards and Expectations	2023	76%		
	2024	75%	-1%	
	2025	75%	0% 🗓	
Effective Leadership	2023	82%		
	2024	78%	-5%	
	2025	82%	4%	
Supportive Learning Environment	2023	74%		
	2024	80%	6%	
	2025	82%	2%	
Parent and Community Involvement	2023	69%		
	2024	74%	5%	
	2025	77%	3%	
Curriculum, Instruction, and Assessment	2023	81%		
	2024	82%	2%	
	2025	85%	3%	
Monitoring of Teaching and Learning	2023	68%		
	2024	77%	9%	
	2025	76%	-1%	
Focused Professional Development	2023	60%		
	2024	52%	-8%	
	2025	55%	3%	
		Percent Positive	Difference in Percent Positive	

Additional Characteristics



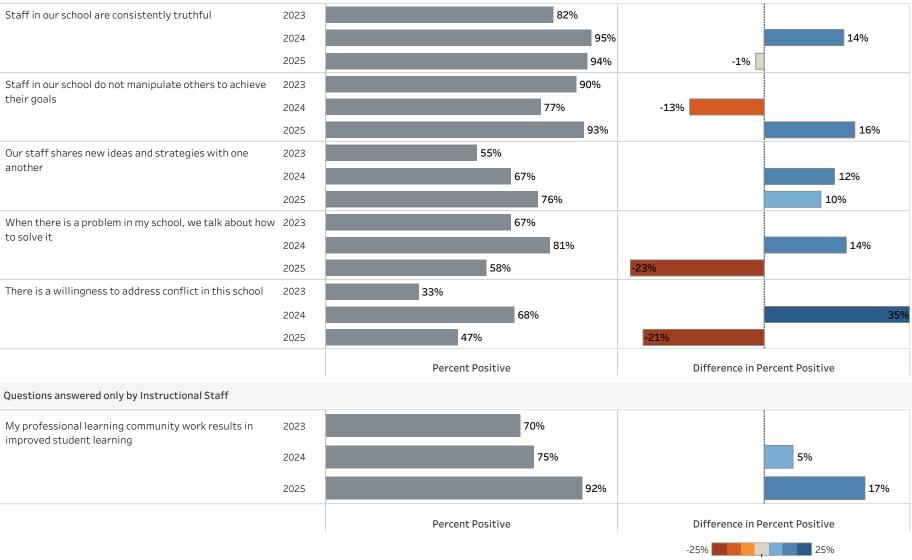
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High Levels of Collaboration and Communication



High Levels of Collaboration and Communication—LONGITUDINAL

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



Page 11

Clear and Shared Focus

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

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

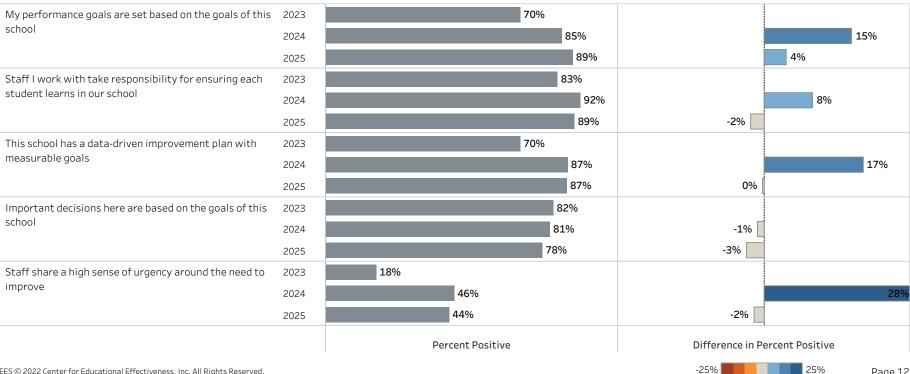
Staff I work with take responsibility for ensuring each student learns in our school

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.



Often True

Almost Always True

44% 11% 53% 7% 33% 7% 68% 21% 5% 5% 22% 56% 22% 44% 39% 17%

Sometimes True

44%

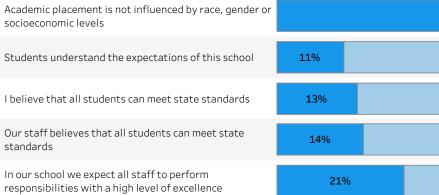
Seldom True

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South Whidbey Middle School

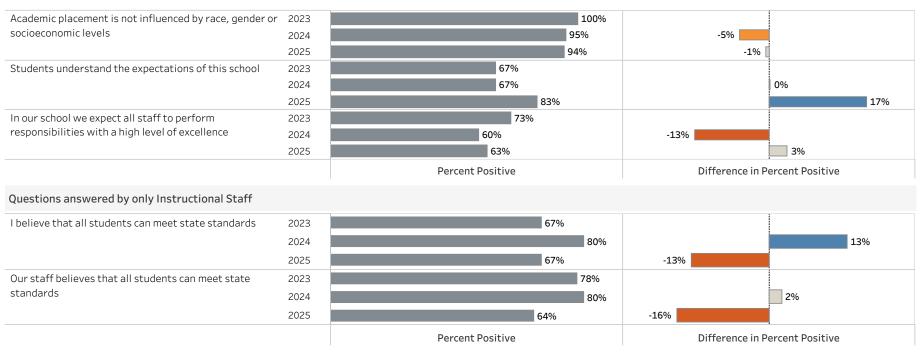
Almost Never True

High Standards and Expectations

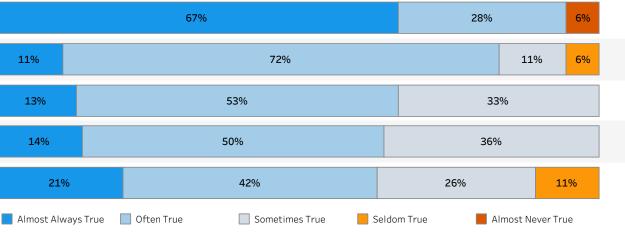


LONGITUDINAL

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



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South Whidbey Middle School

25%

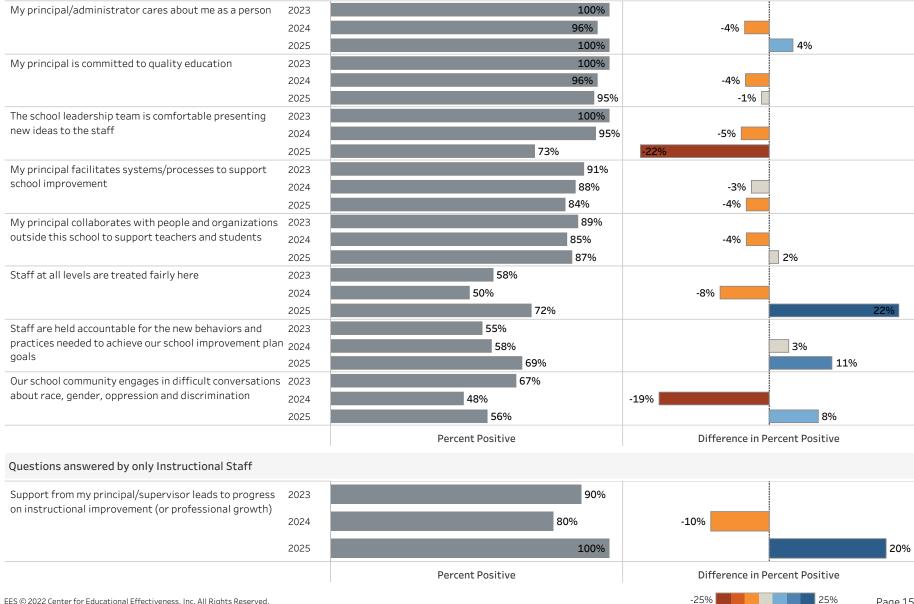
-25%

Effective Leadership

My principal/administrator cares about me as a person		839	%			17%
My principal is committed to quality education		74%			21%	5%
Support from my principal/supervisor leads to progress on instructional improvement (or professional growth)		54%			46%	
My principal collaborates with people and organizations outside this school to support teachers and students		47%		40%		7% 7%
My principal facilitates systems/processes to support school improvement	37%			47%		11% 5%
The school leadership team is comfortable presenting new ideas to the staff	33%		409	%	20%	7%
Staff at all levels are treated fairly here	22%		50%		28	3%
Staff are held accountable for the new behaviors and practices needed to achieve our school improvement plan goals	19%	5	50%		19%	6% 6%
Our school community engages in difficult conversations about race, gender, oppression and discrimination	13%	44%			38%	6%
	most Always True 📃	Often True	Sometimes Tru	ie 📃 Seldom T	rue	Almost Never True

Effective Leadership—LONGITUDINAL

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

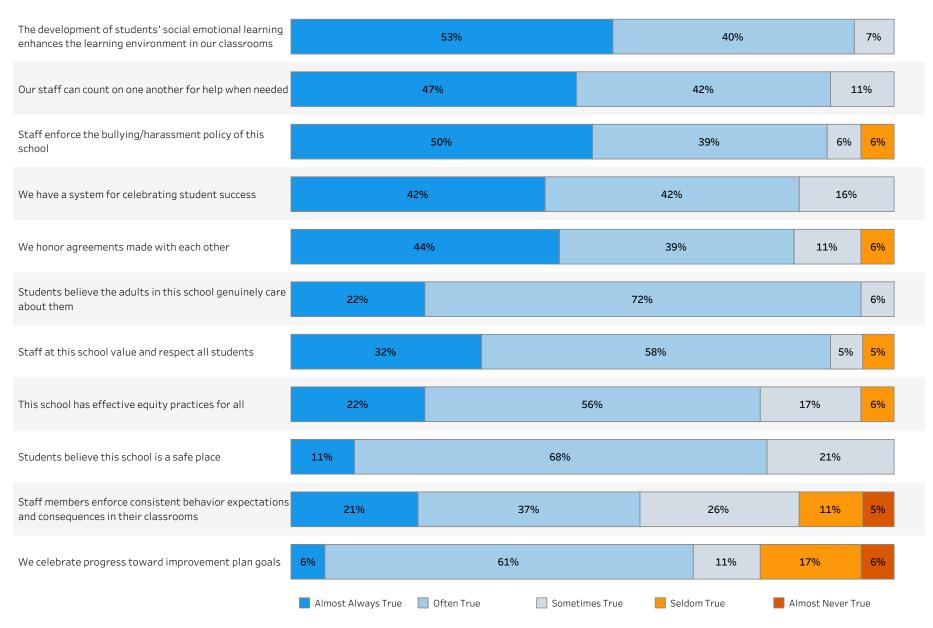


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South Whidbey Middle School

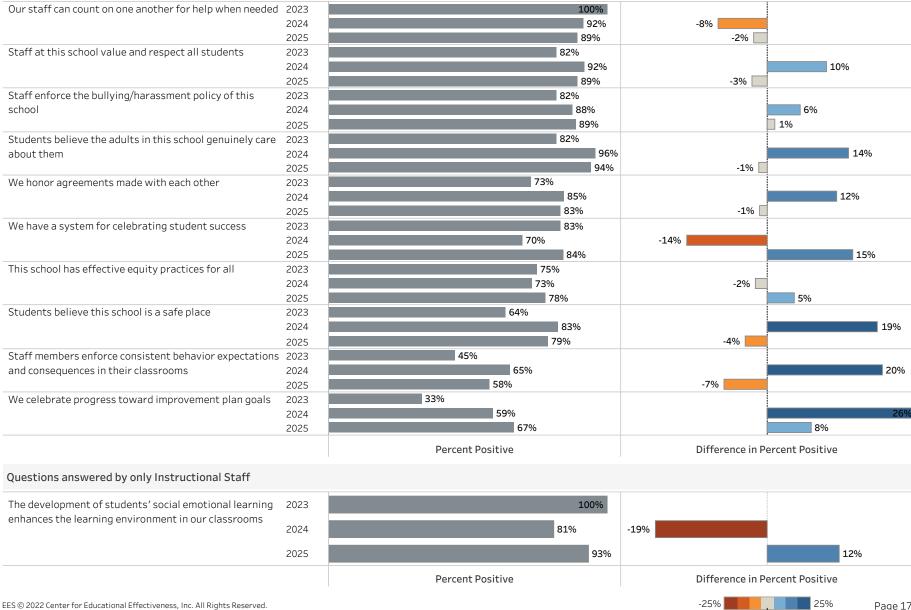
Page 15

Supportive Learning Environment



Supportive Learning Environment - LONGITUDINAL

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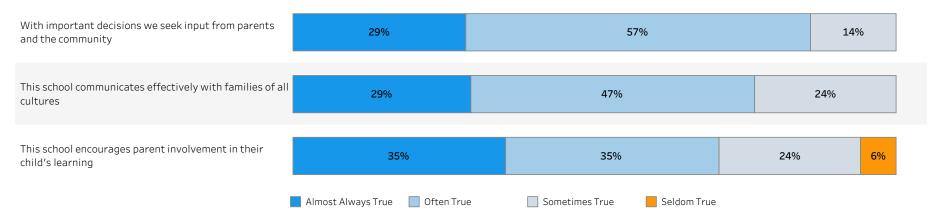


South Whidbey Middle School

Page 17

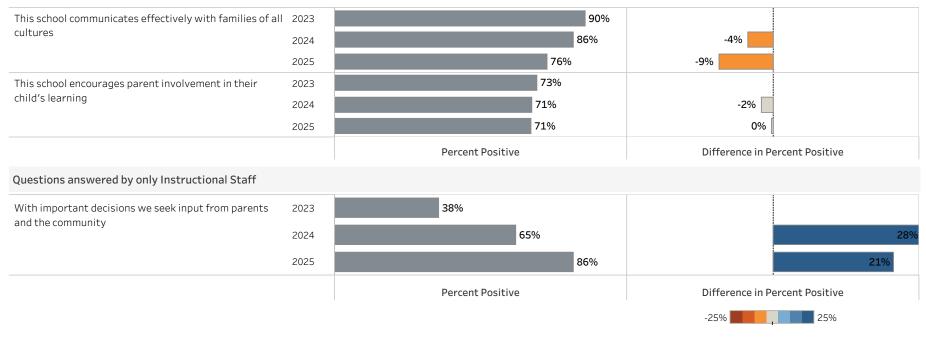
Parent and Community Involvement

South Whidbey Middle School

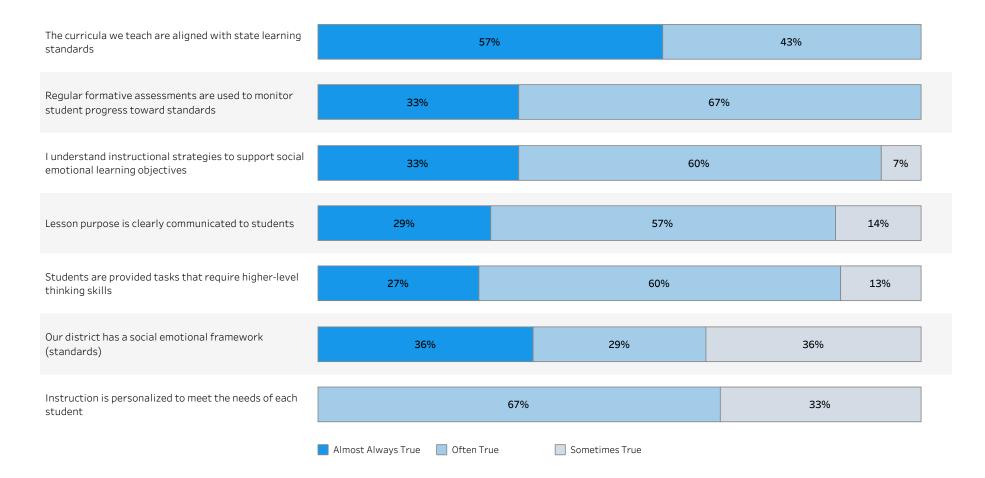


LONGITUDINAL

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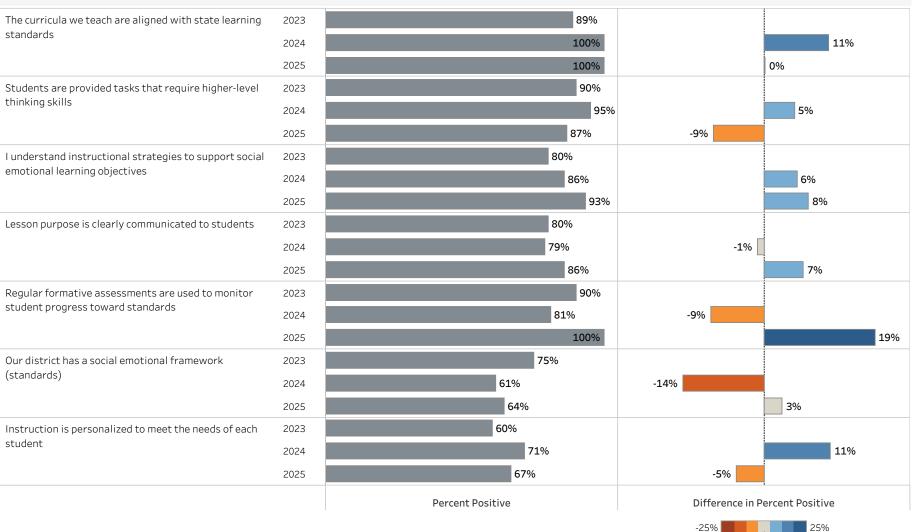
High Quality Curriculum, Instruction, and Assessment



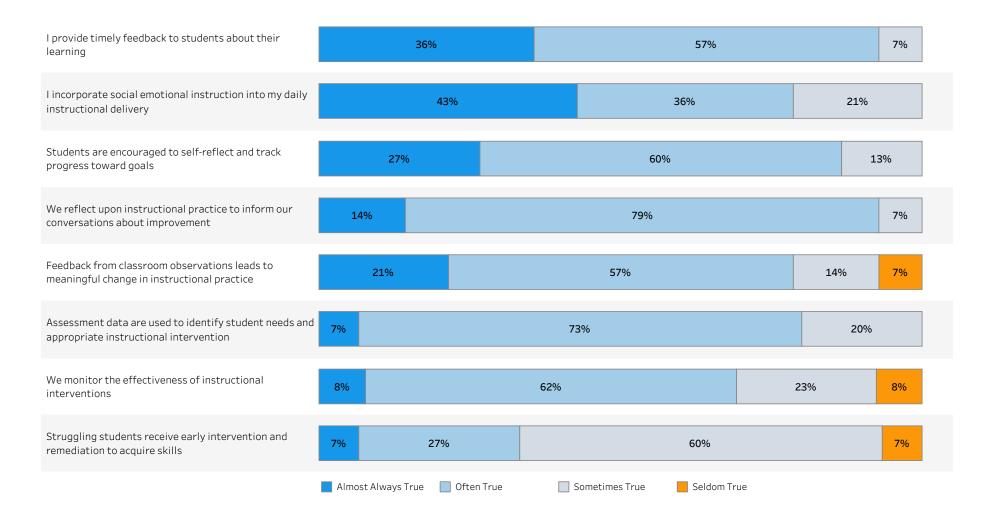
High Quality Curriculum, Instruction, and Assessment - LONGITUDINAL

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

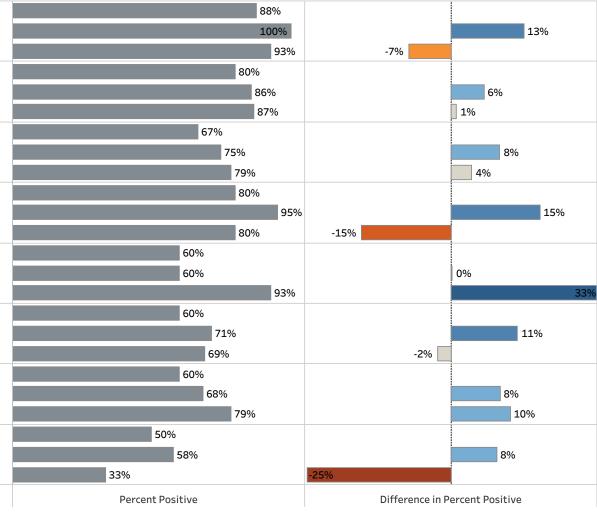


Frequent Monitoring of Teaching and Learning - LONGITUDINAL

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

Questions answered by only Instructional Staff

I provide timely feedback to students about their	2023	
learning	2024	
	2025	
Students are encouraged to self-reflect and track	2023	
progress toward goals	2024	
	2025	
l incorporate social emotional instruction into my daily	2023	
instructional delivery	2024	
	2025	
Assessment data are used to identify student needs and	2023	
appropriate instructional intervention	2024	
	2025	
We reflect upon instructional practice to inform our	2023	
conversations about improvement	2024	
	2025	
We monitor the effectiveness of instructional	2023	
interventions	2024	
	2025	
Feedback from classroom observations leads to	2023	
meaningful change in instructional practice	2024	
	2025	
Struggling students receive early intervention and	2023	
remediation to acquire skills	2024	
	2025	



-25%

25%

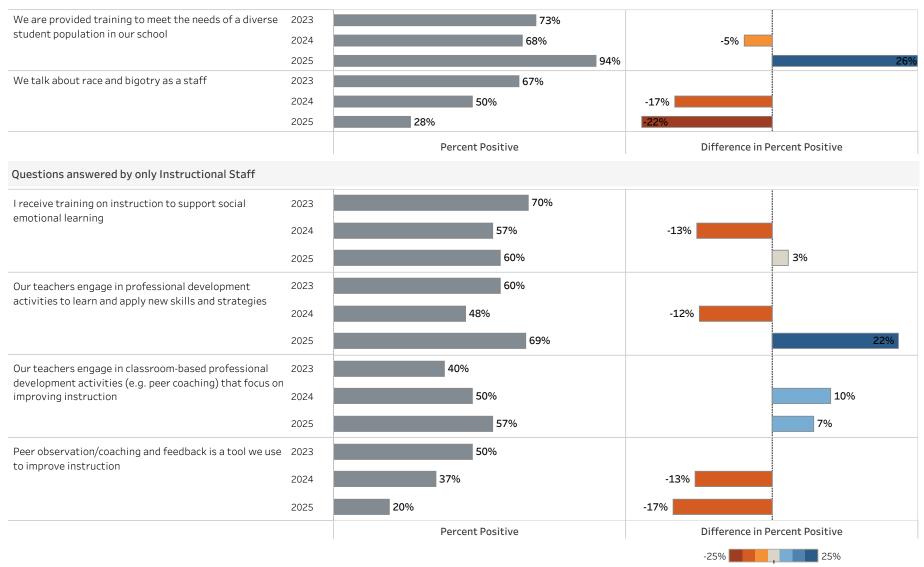
Focused Professional Development

We are provided training to meet the needs of a diverse student population in our school	22%	72%		6%
I receive training on instruction to support social emotional learning	33%	27%	40%	
Our teachers engage in professional development activities to learn and apply new skills and strategies	8%	62%	31%	
Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction	57%		29%	14%
We talk about race and bigotry as a staff	11% 17%	39%	22%	11%
Peer observation/coaching and feedback is a tool we use to improve instruction	20%	53%	27%	
A 📃	Imost Always True 📃 Often True	Sometimes True	Seldom True 📕 Almos	st Never True

Focused Professional Development LONGITUDINAL

South Whidbey Middle School

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

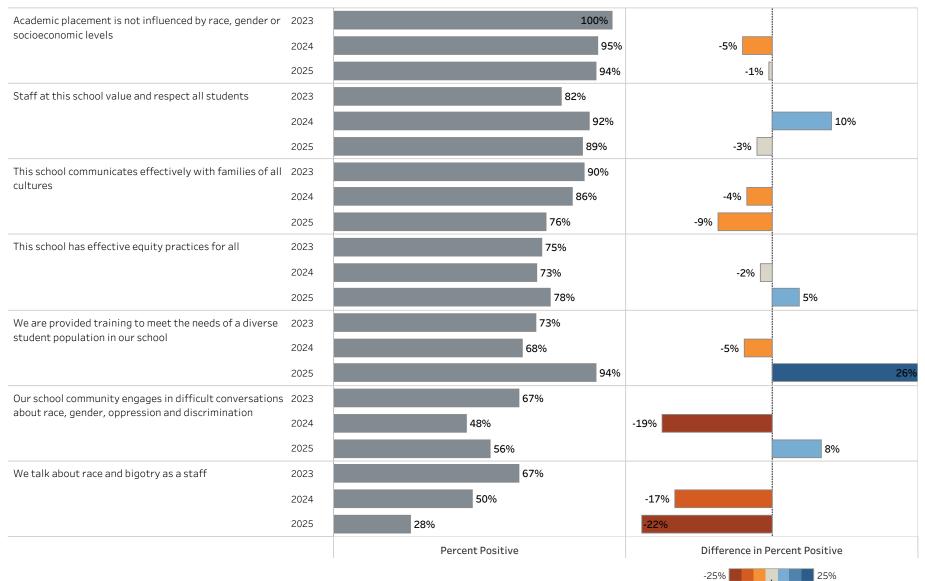


Cultural Responsiveness

Academic placement is not influenced by race, gender o socioeconomic levels	r	67%		28% 6%
We are provided training to meet the needs of a diverse student population in our school	22%		72%	6%
Staff at this school value and respect all students	32%		58%	5% 5%
This school communicates effectively with families of a cultures	29%	47%		24%
This school has effective equity practices for all	22%	56%		17% 6%
Our school community engages in difficult conversation about race, gender, oppression and discrimination	^{IS} 13%	44%	38%	6%
We talk about race and bigotry as a staff	11% 17%	39%	2	2% 11%
	Almost Always True	Often True 📃 Sometimes True	Seldom True	Almost Never True

Cultural Responsiveness - LONGITUDINAL

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

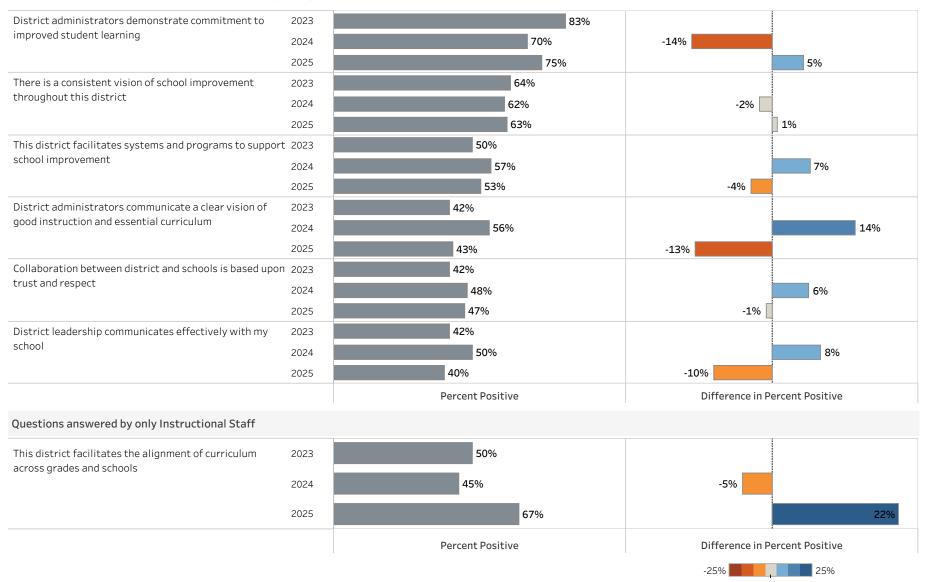


District Support for Improvement

District administrators demonstrate commitment to improved student learning	13%		13%	13%				
This district facilitates the alignment of curriculum across grades and schools	13%	53	3%			27%	7	7%
This district facilitates systems and programs to suppor school improvement	t 6%	47%			41	7%		
There is a consistent vision of school improvement throughout this district	6%	56%			19%		19%	
District leadership communicates effectively with my school		40%		47%			7% 7	7%
District administrators communicate a clear vision of good instruction and essential curriculum		43%		36%		14	14% 79	
Collaboration between district and schools is based upo trust and respect	n 6%	41%		18%	24	4%	12%	
	Almost Always True	e 🔲 Often True	Sometimes True	Seldom	True	Almost No	ever True	

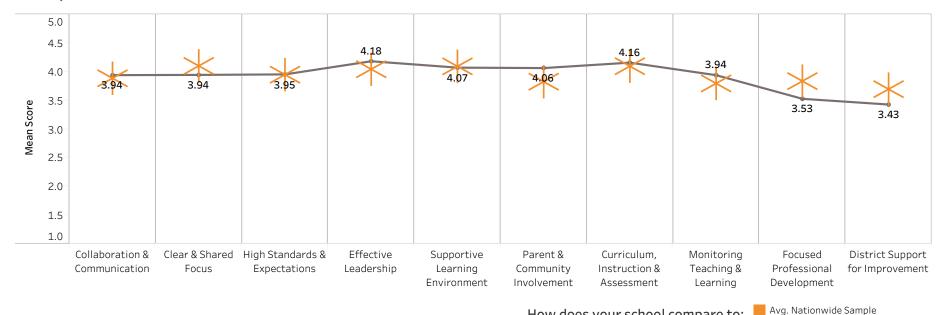
District Support for Improvement

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



Comparison - Mean Scores

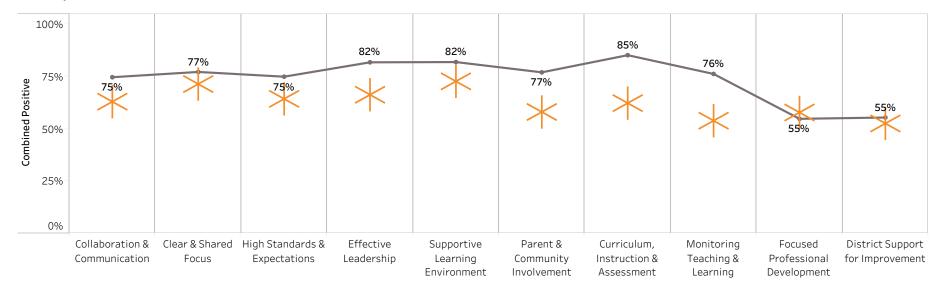
South Whidbey Middle School



Comparison - Percent Positive

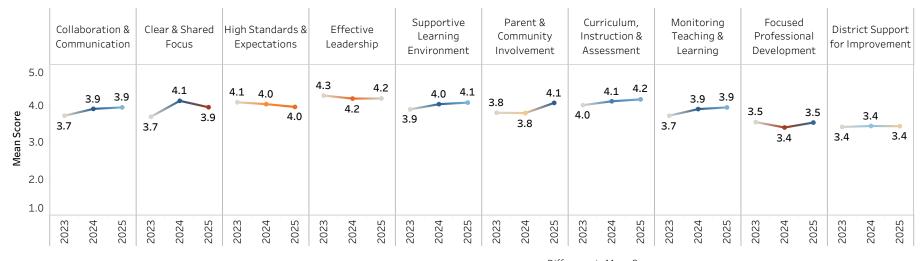
How does your school compare to:

Avg. Your School or District



Comparison - Mean Scores LONGITUDINAL

South Whidbey Middle School



Comparison - Percent Positive LONGITUDINAL

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.

		Collaboration & Communication			Clear & Shared Focus			High Standards & Expectations		Effective Leadership		Supportive Learning Environment		Parent & Community Involvement		Curriculum, Instruction & Assessment		Monitoring Teaching & Learning		Focused Professional Development			District Support for Improvement		·						
Percent Positive	50%	65%	77%	75%	65%	77%	77%	76%	75%		82%	78%	32%	74%	80%	82%	69%	74%	77%	81%	_	85%	68%	77%	76%	60%	52%	55%	53%	55%	55%
	0%																														
		2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
	Difference in Percent Positive -15%																														