

Educational Effectiveness Survey™



9 Characteristics of High Performing Schools

Staff Edition V11

South Whidbey Middle School

South Whidbey School District

2023

N=12

2024

N=26

2025

N=19





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.

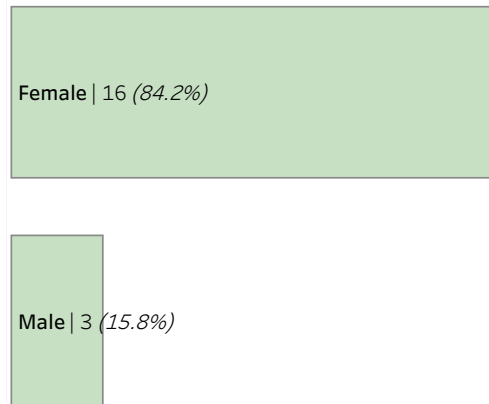
9 Characteristics of High-Performing Schools

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.

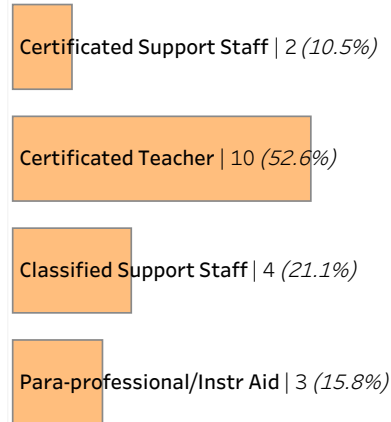


Demographics

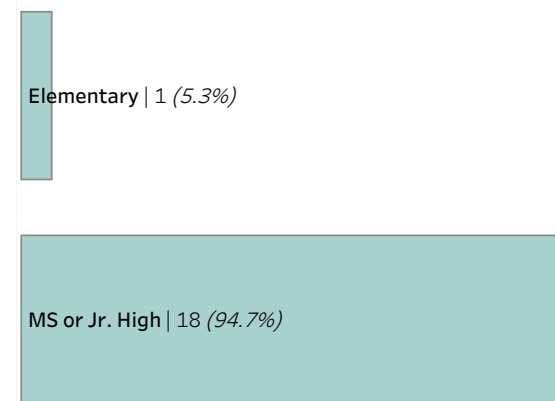
Gender



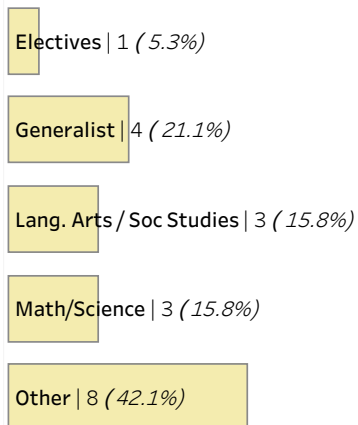
Position



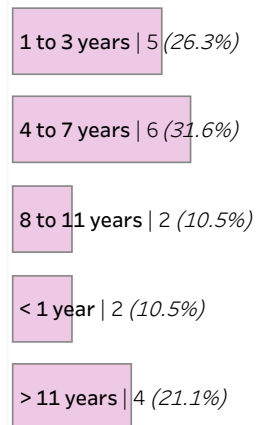
Level



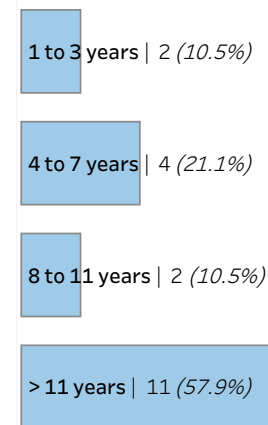
Department



School-Yrs of Service



Education-Yrs of Service



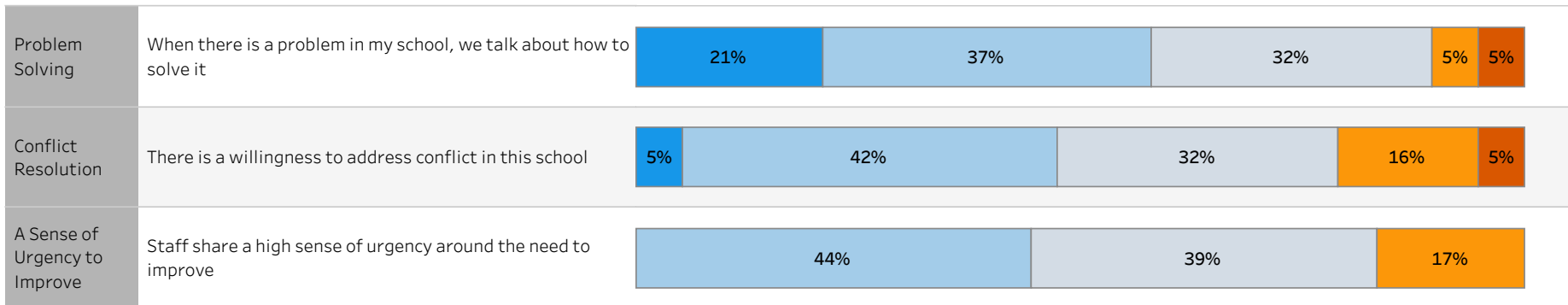
Readiness for Change

South Whidbey Middle School

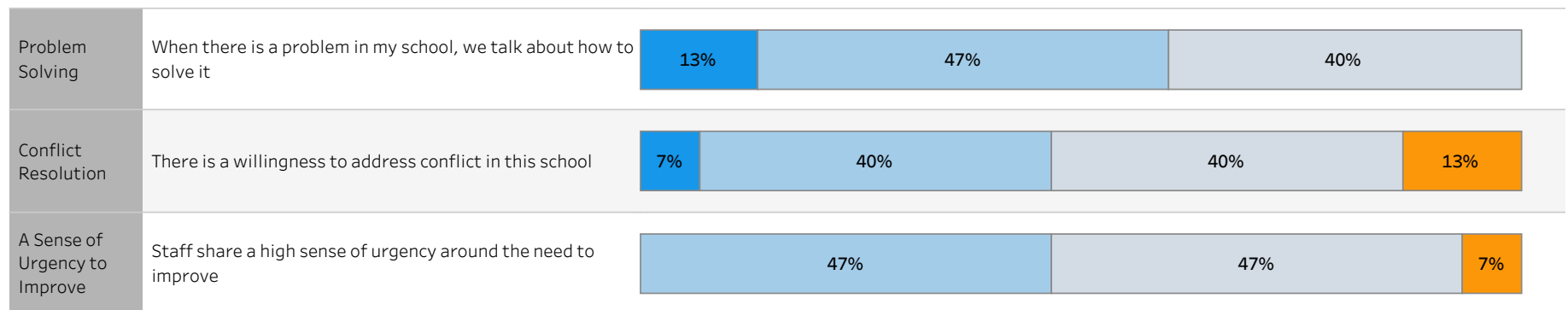
The charts below are data about your school staff, who must define, embrace, implement, and sustain change. If your staff believes there is a weakness in the problem-solving ability or in the ability to resolve conflict within this building, or does not see the urgency to improve, you must address those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

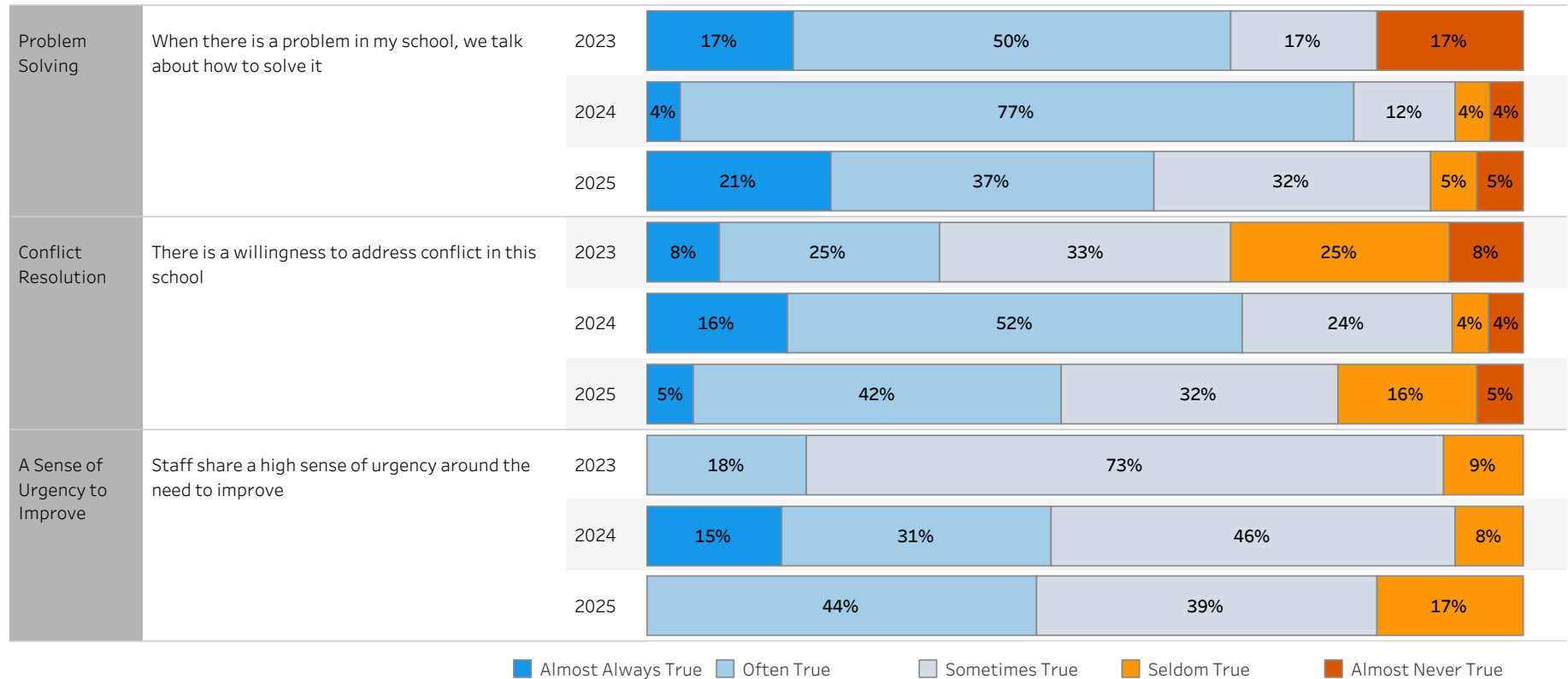


■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True
 ■ Almost Never True

Readiness for Change—LONGITUDINAL

South Whidbey Middle School

All Staff



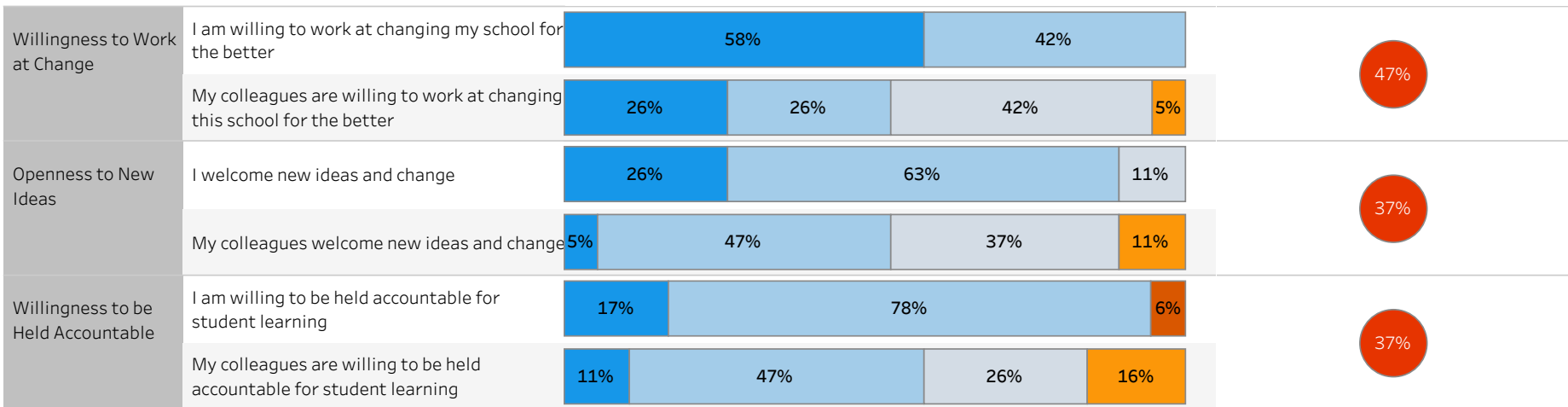
Readiness for Change—I vs. They Perspectives

South Whidbey Middle School

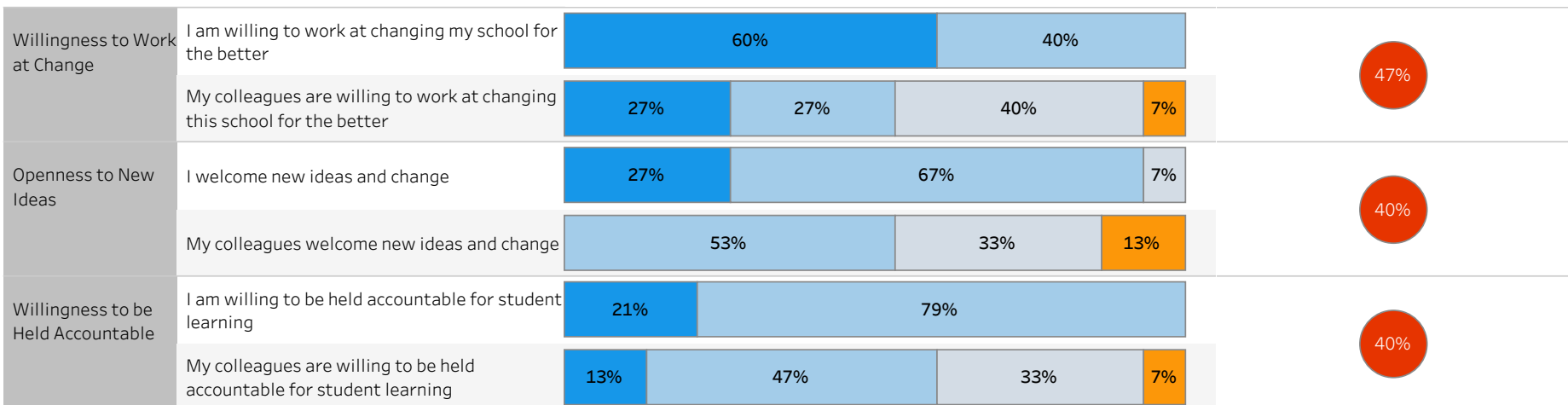
Gaps over 20% in elementary and over 25% in secondary should be investigated. Why do staff see different attitudes in their colleagues?

How large is the Gap between I vs. They?

All Staff



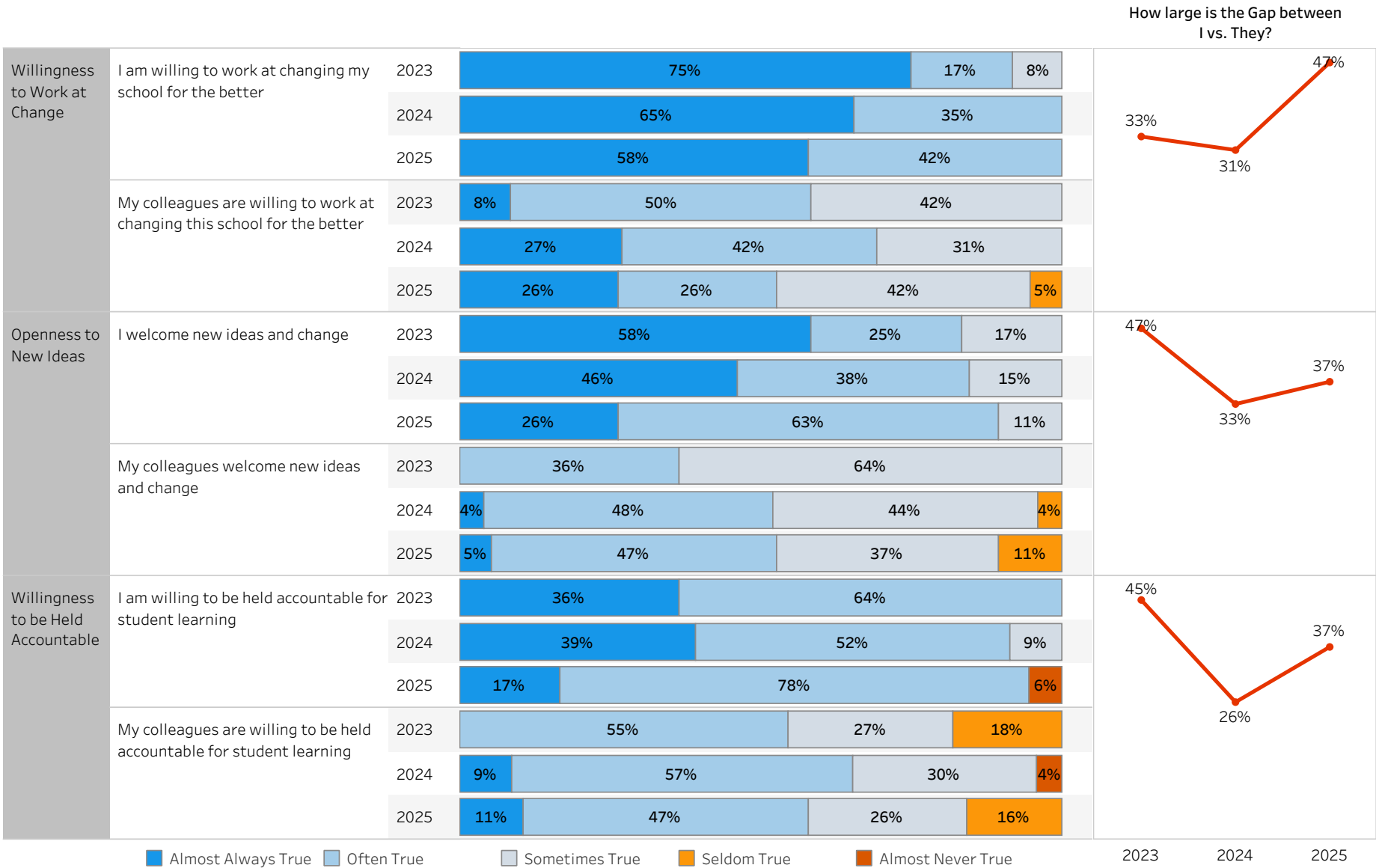
Instructional Staff



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

Readiness for Change—I vs. They Perspectives— LONGITUDINAL

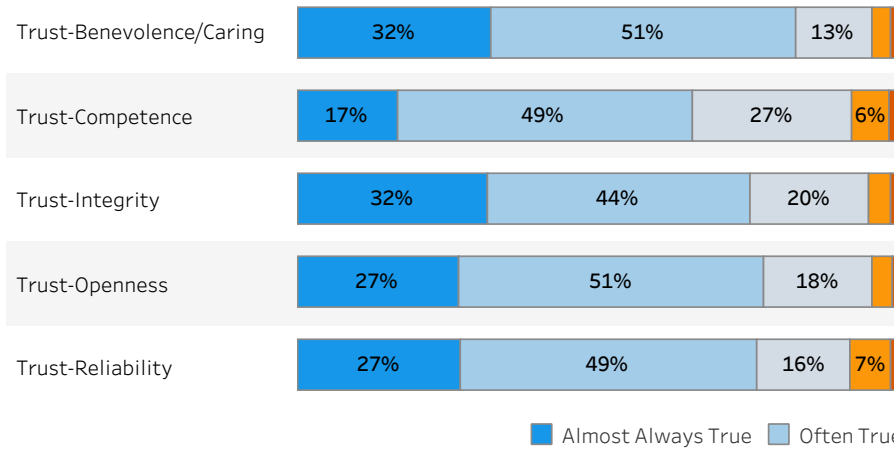
South Whidbey Middle School



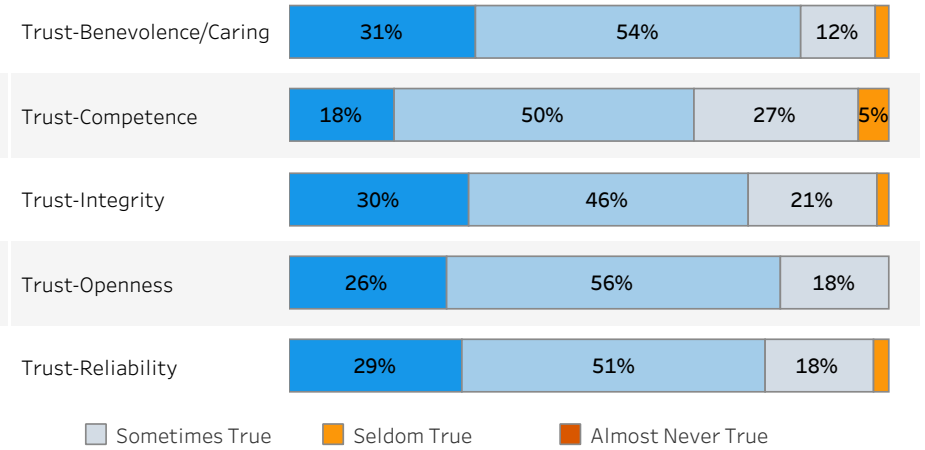
Organizational Trust

South Whidbey Middle School

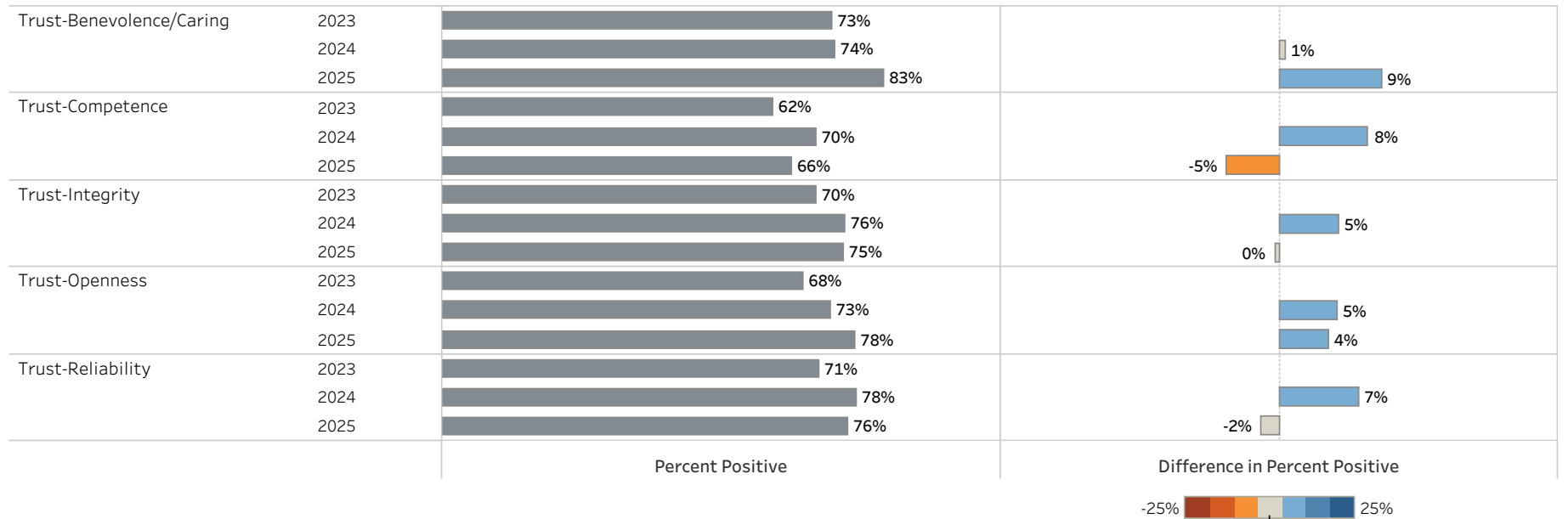
All Staff



Instructional Staff

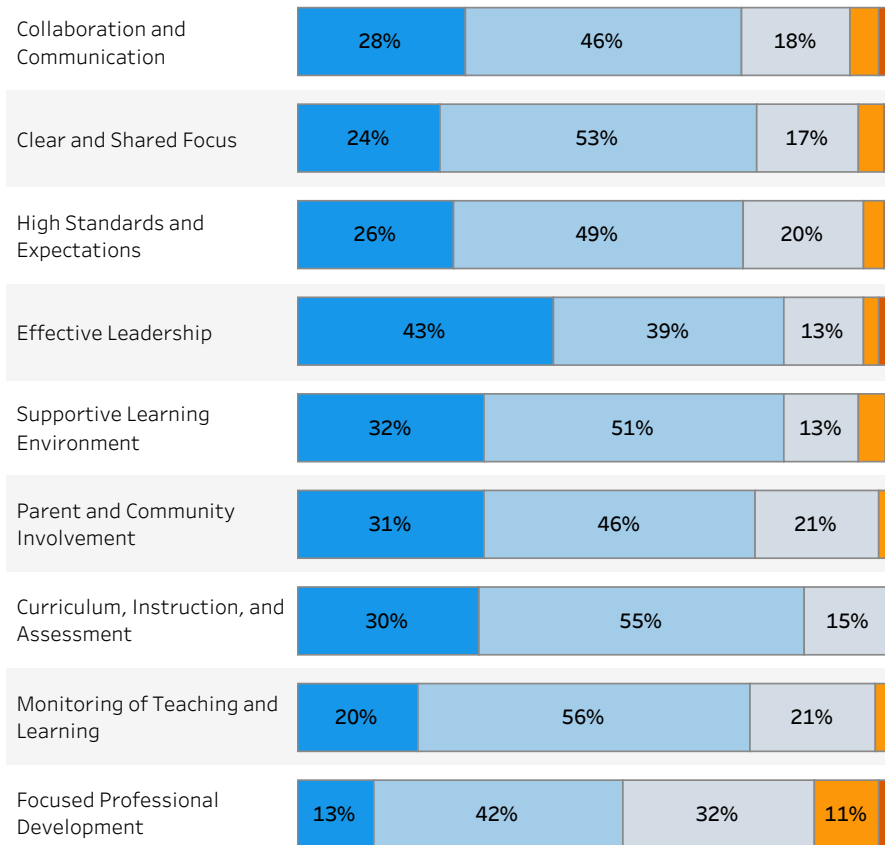


Organizational Trust—LONGITUDINAL

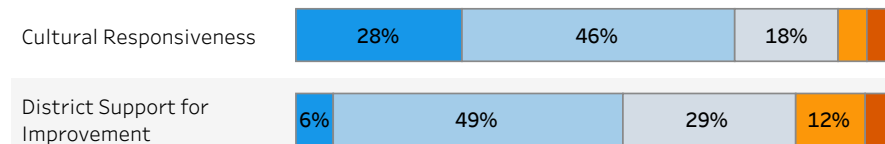


9 Characteristics of High-Performing Schools

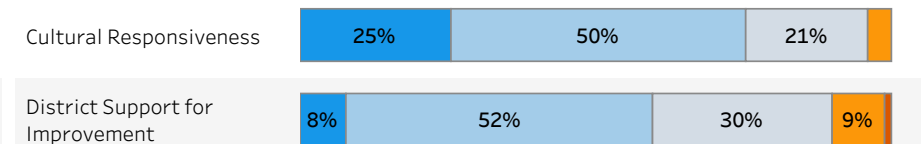
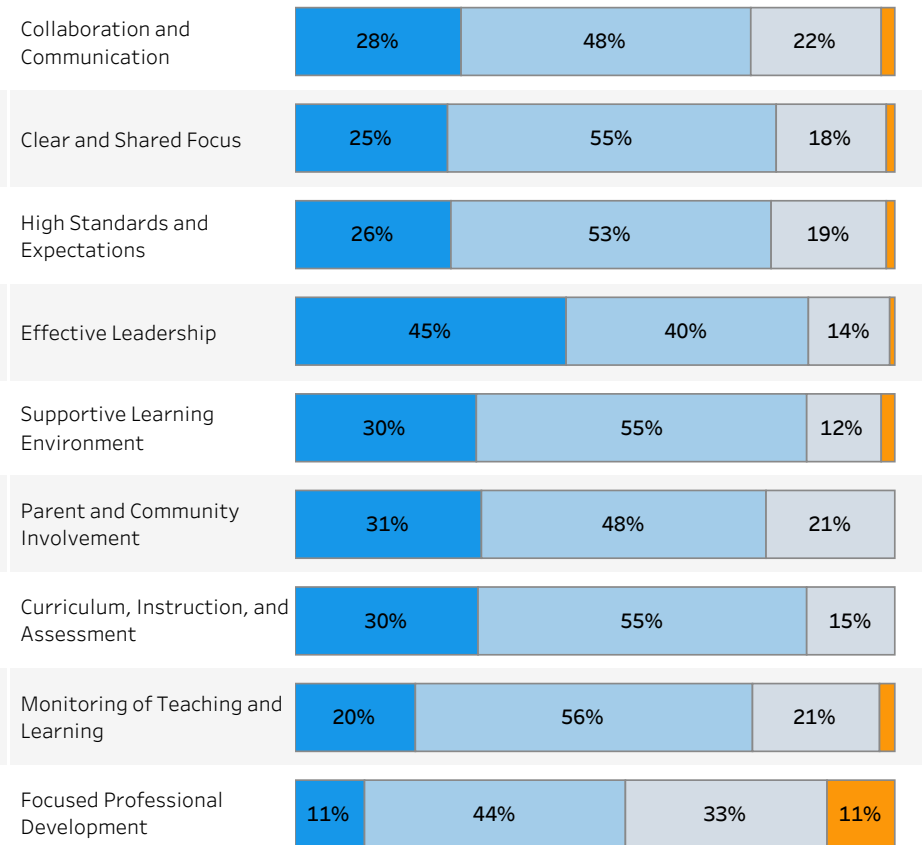
All Staff



Additional Characteristics



Instructional Staff

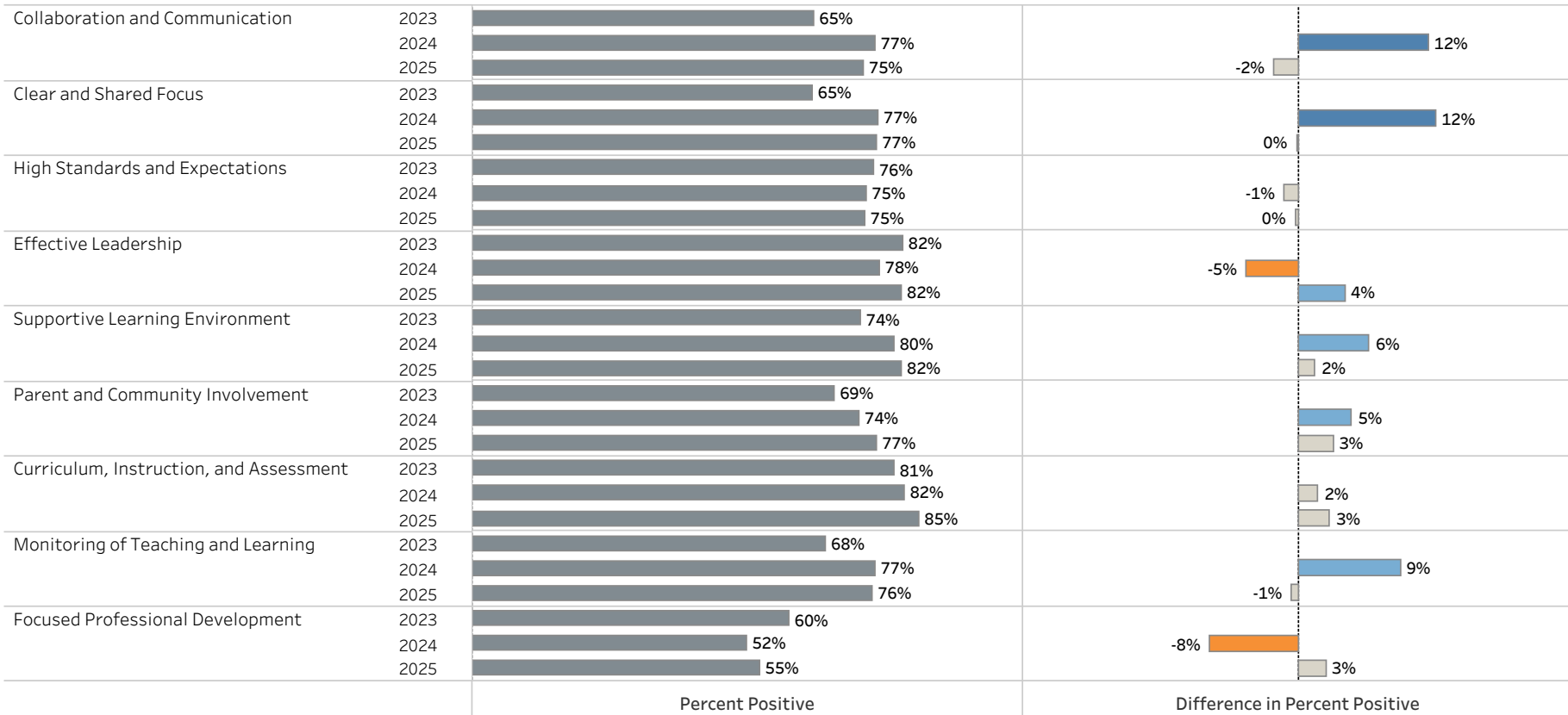


■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True
 ■ Almost Never True

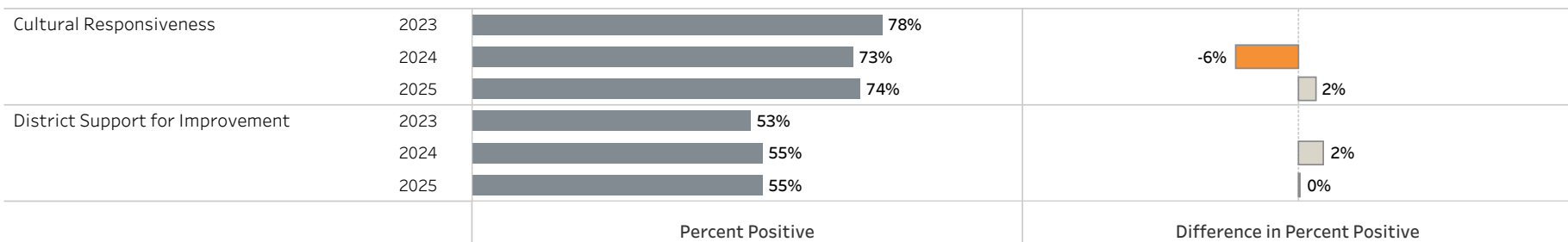
9 Characteristics of High-Performing School — LONGITUDINAL

South Whidbey Middle School

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

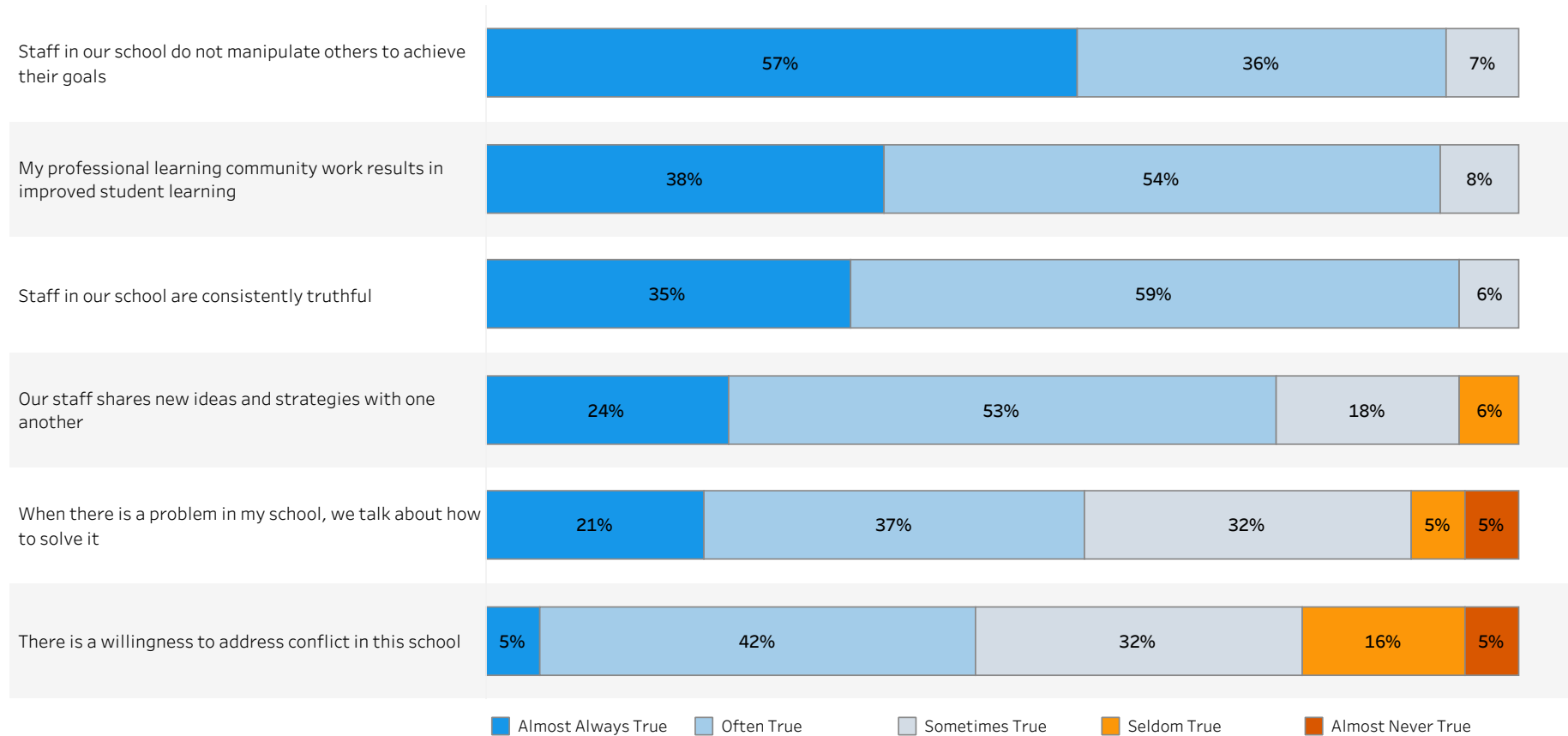


Additional Characteristics



High Levels of Collaboration and Communication

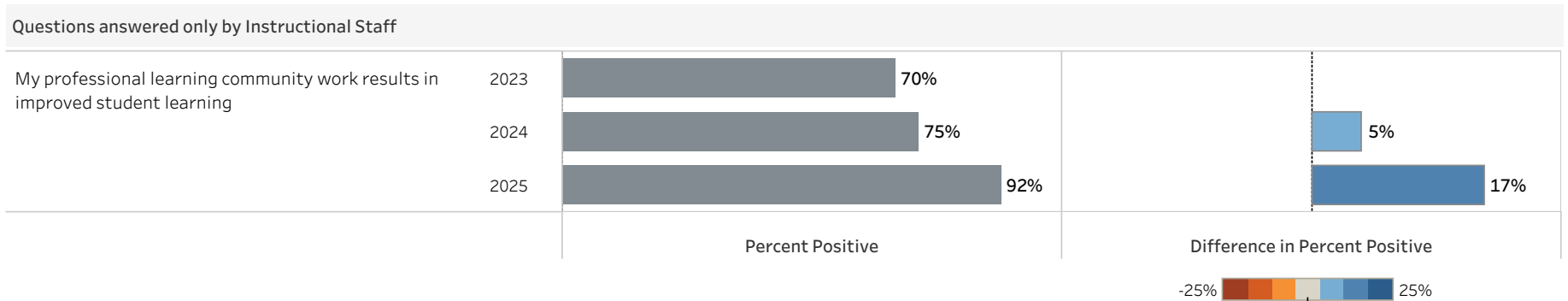
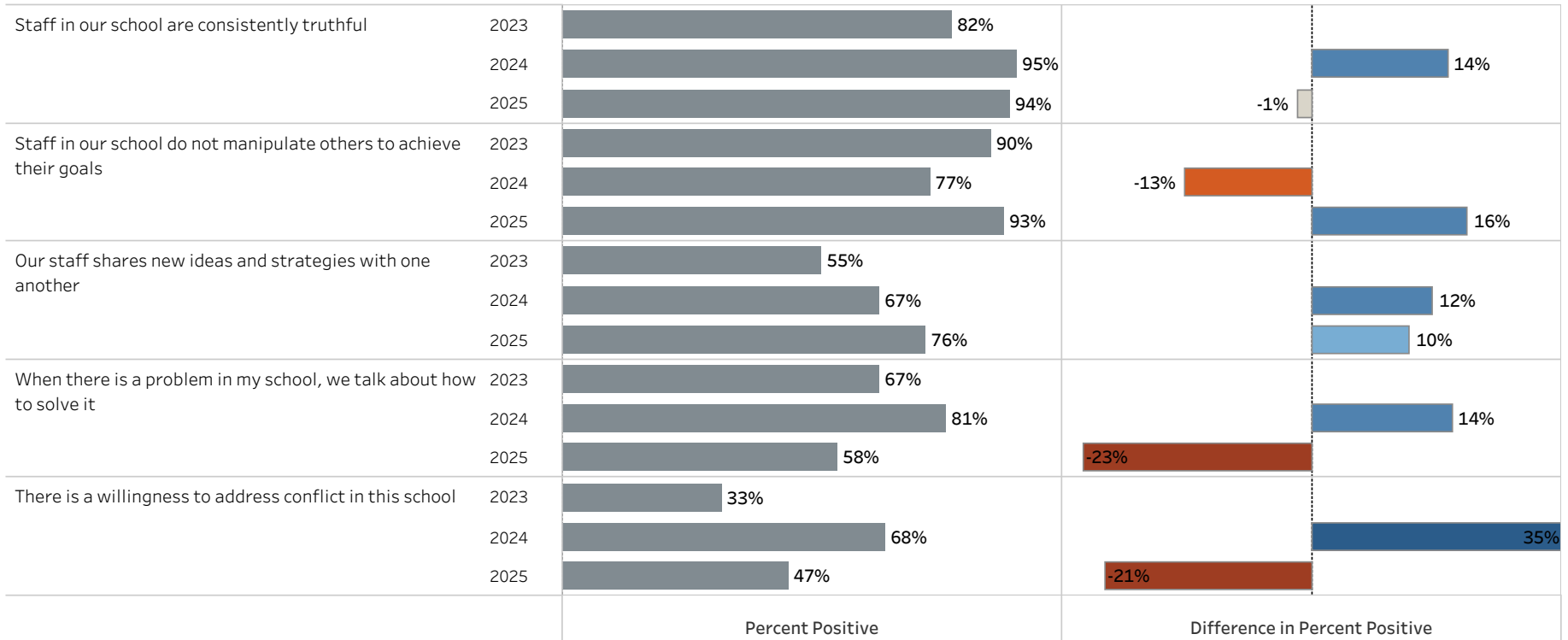
South Whidbey Middle School



High Levels of Collaboration and Communication— LONGITUDINAL

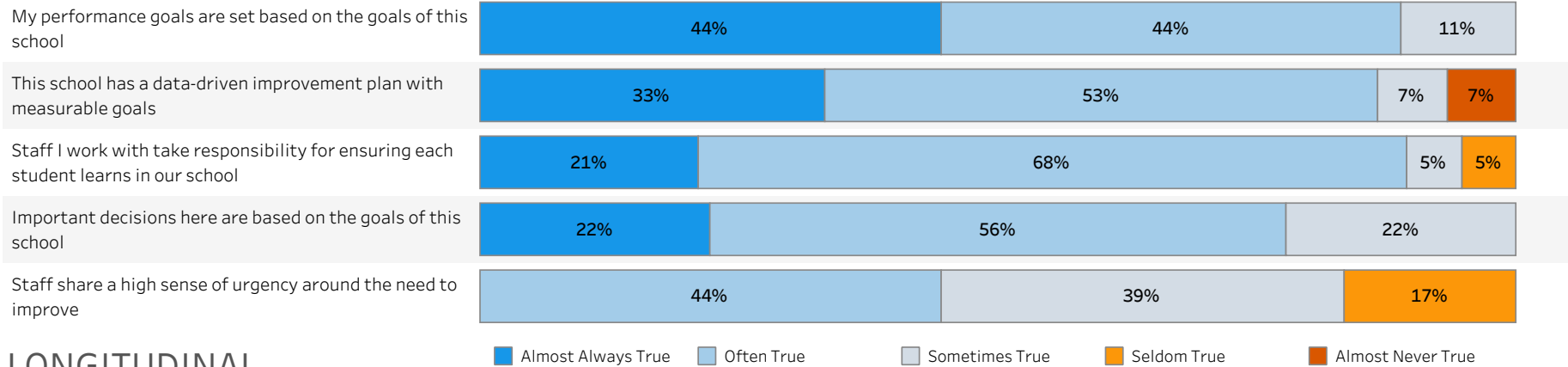
South Whidbey Middle School

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



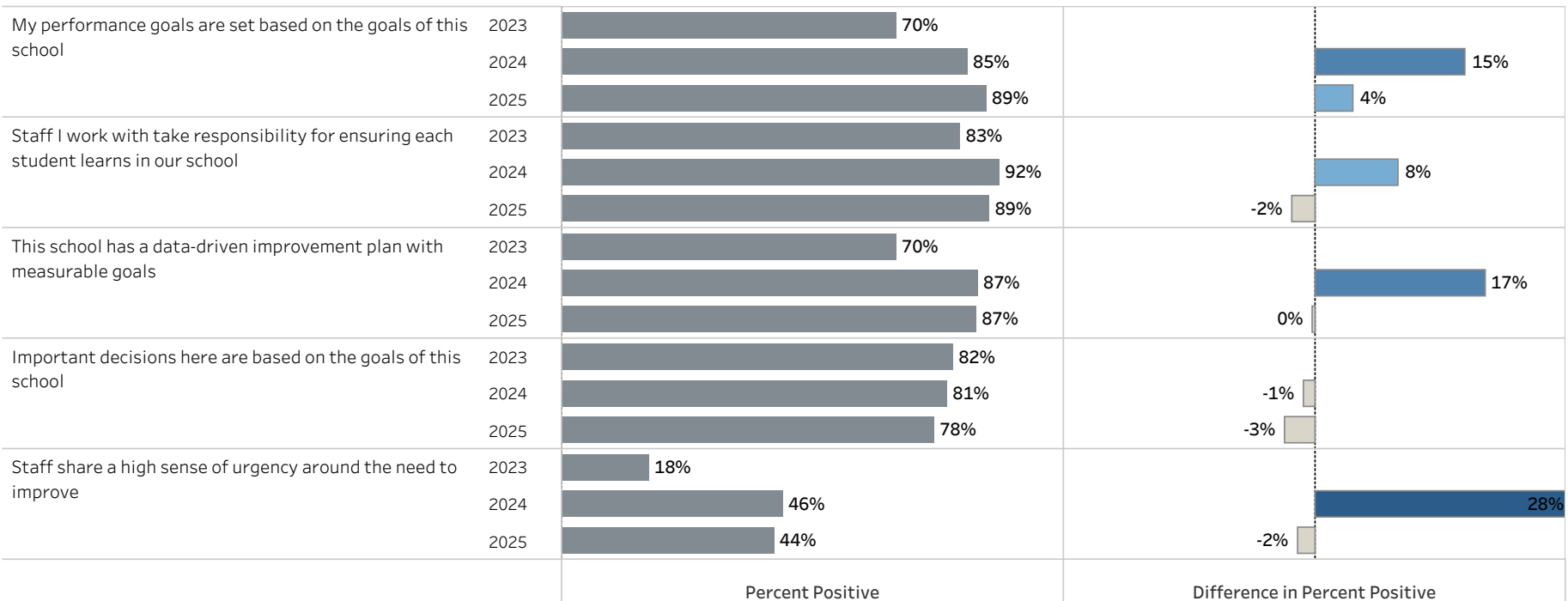
Clear and Shared Focus

South Whidbey Middle School



LONGITUDINAL

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



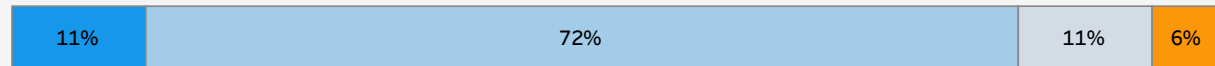
High Standards and Expectations

South Whidbey Middle School

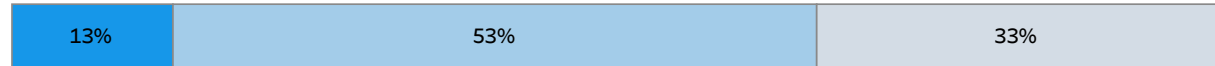
Academic placement is not influenced by race, gender or socioeconomic levels



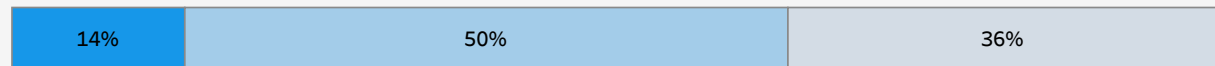
Students understand the expectations of this school



I believe that all students can meet state standards



Our staff believes that all students can meet state standards



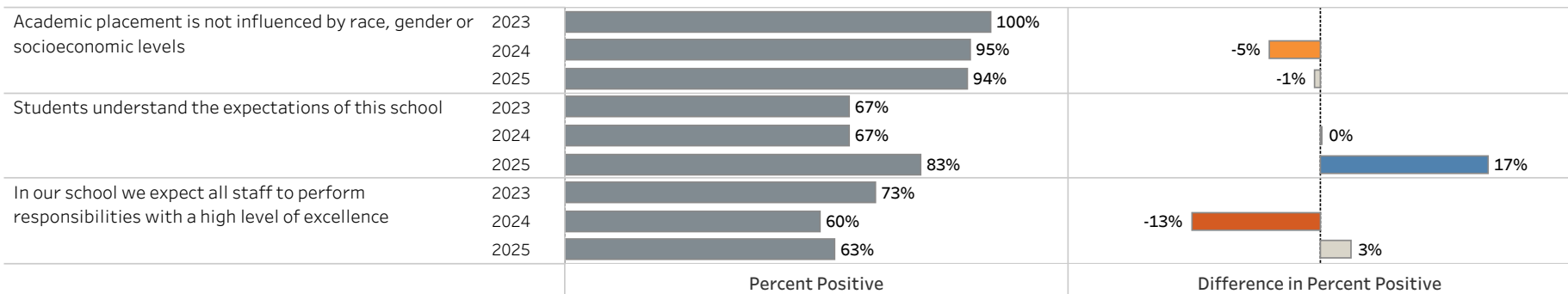
In our school we expect all staff to perform responsibilities with a high level of excellence



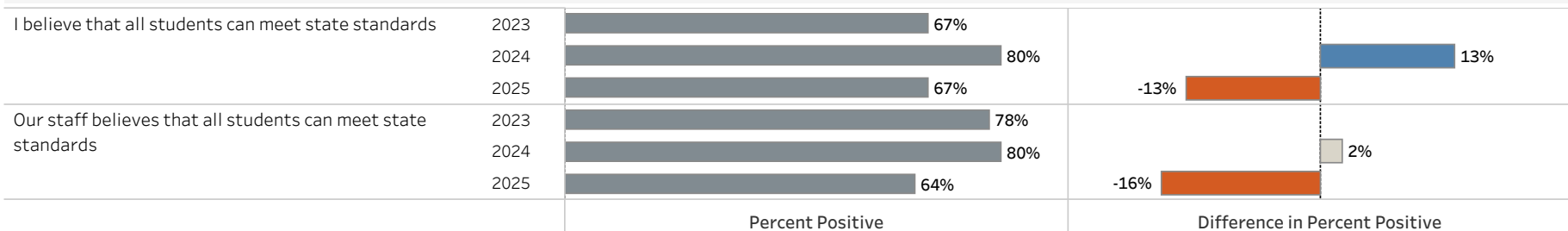
■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True
 ■ Almost Never True

LONGITUDINAL

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

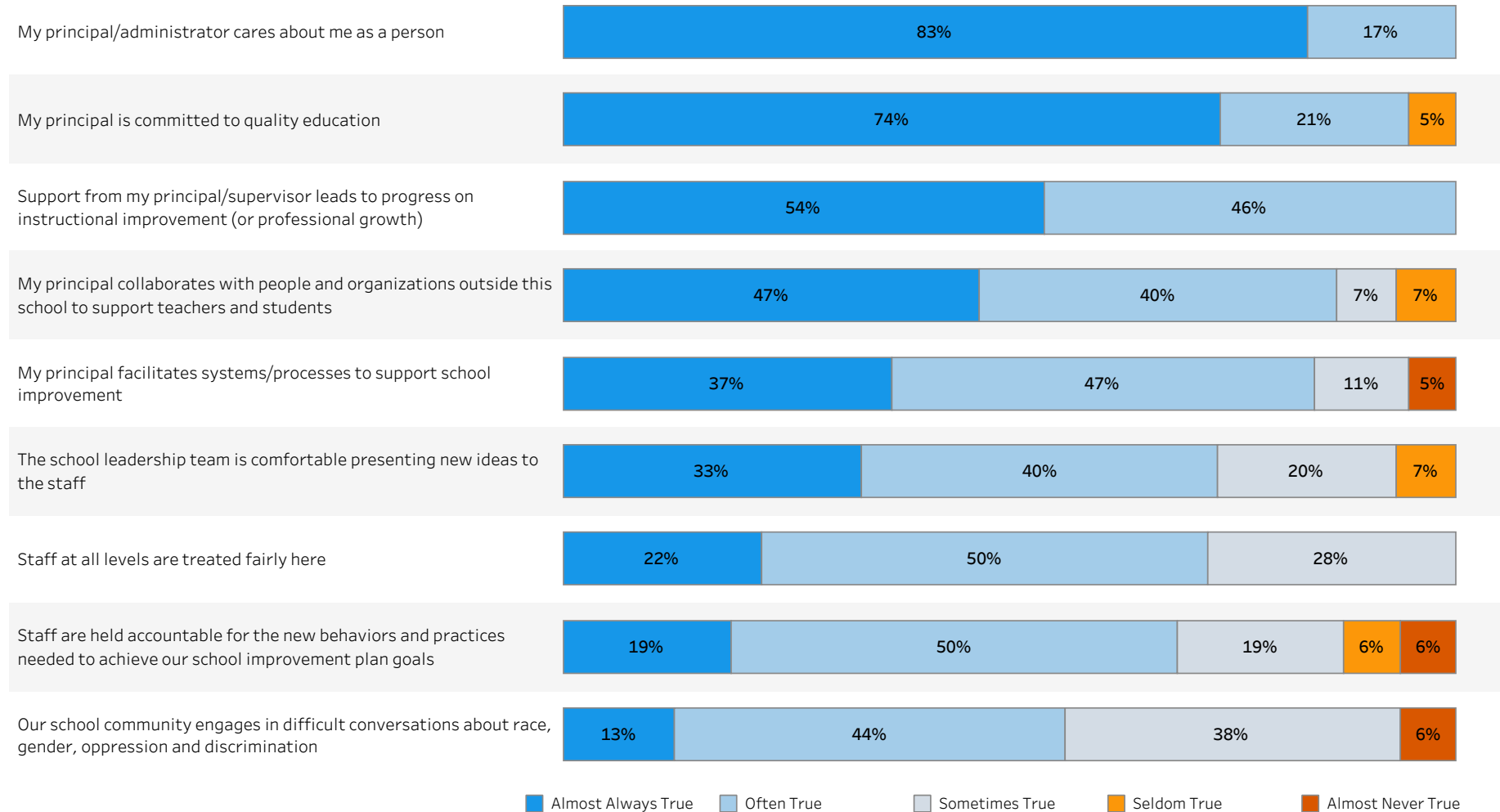


Questions answered by only Instructional Staff



Effective Leadership

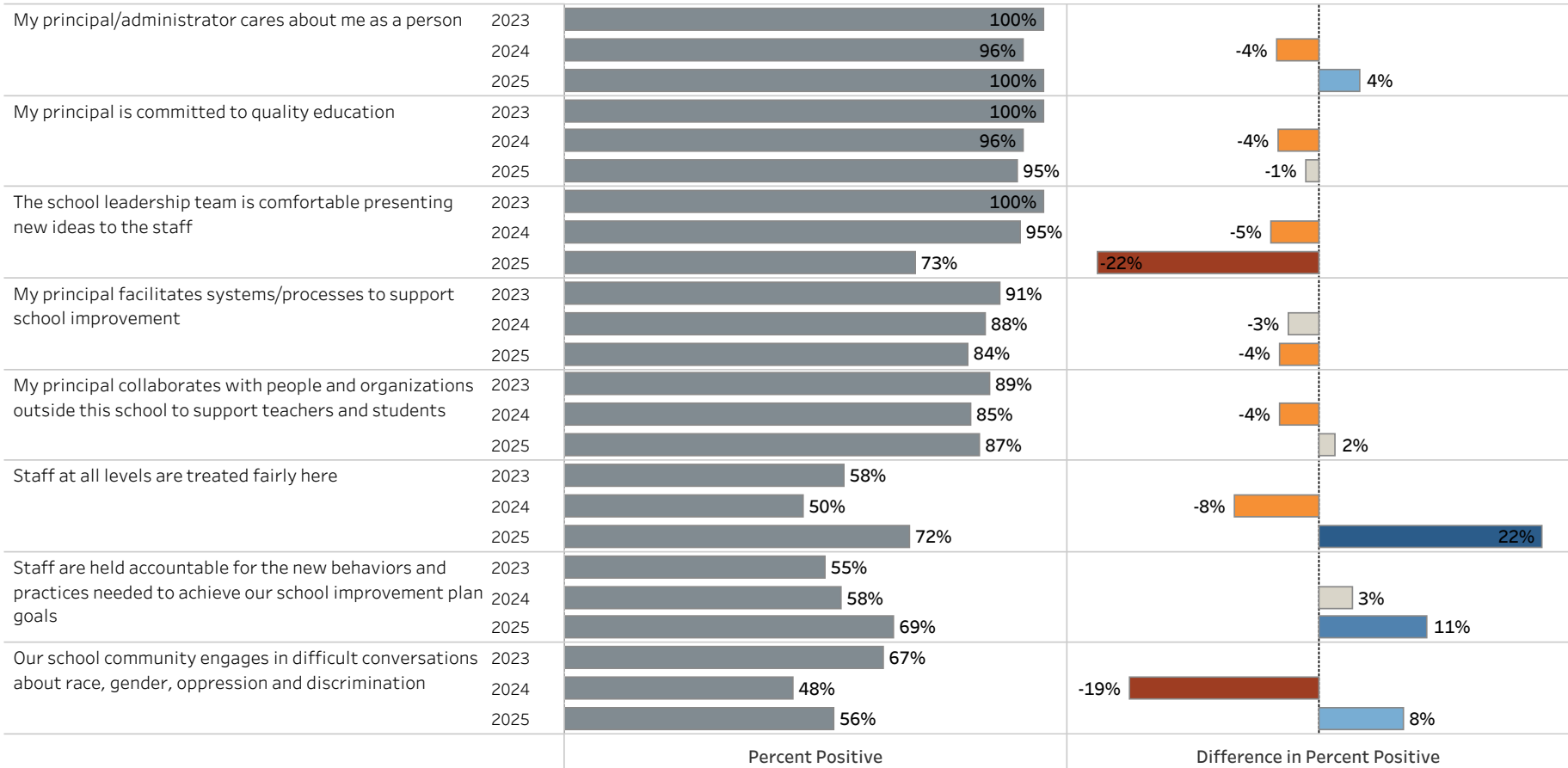
South Whidbey Middle School



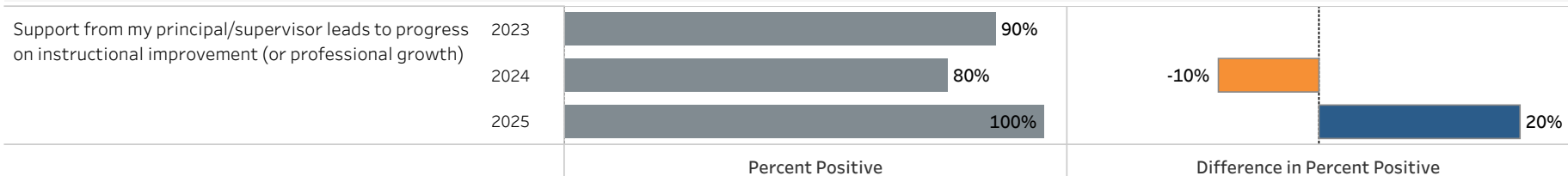
Effective Leadership—LONGITUDINAL

South Whidbey Middle School

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

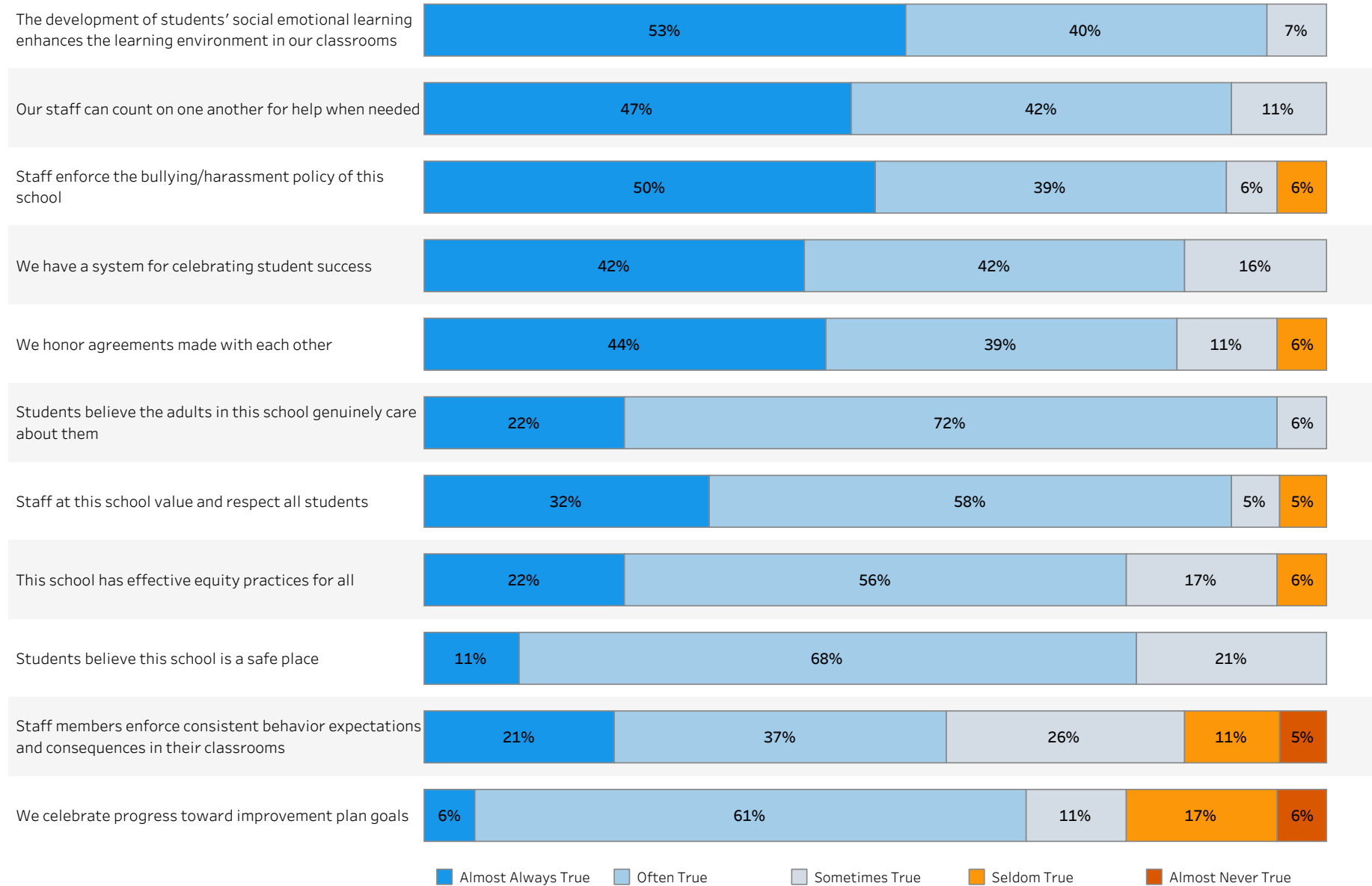


Questions answered by only Instructional Staff



Supportive Learning Environment

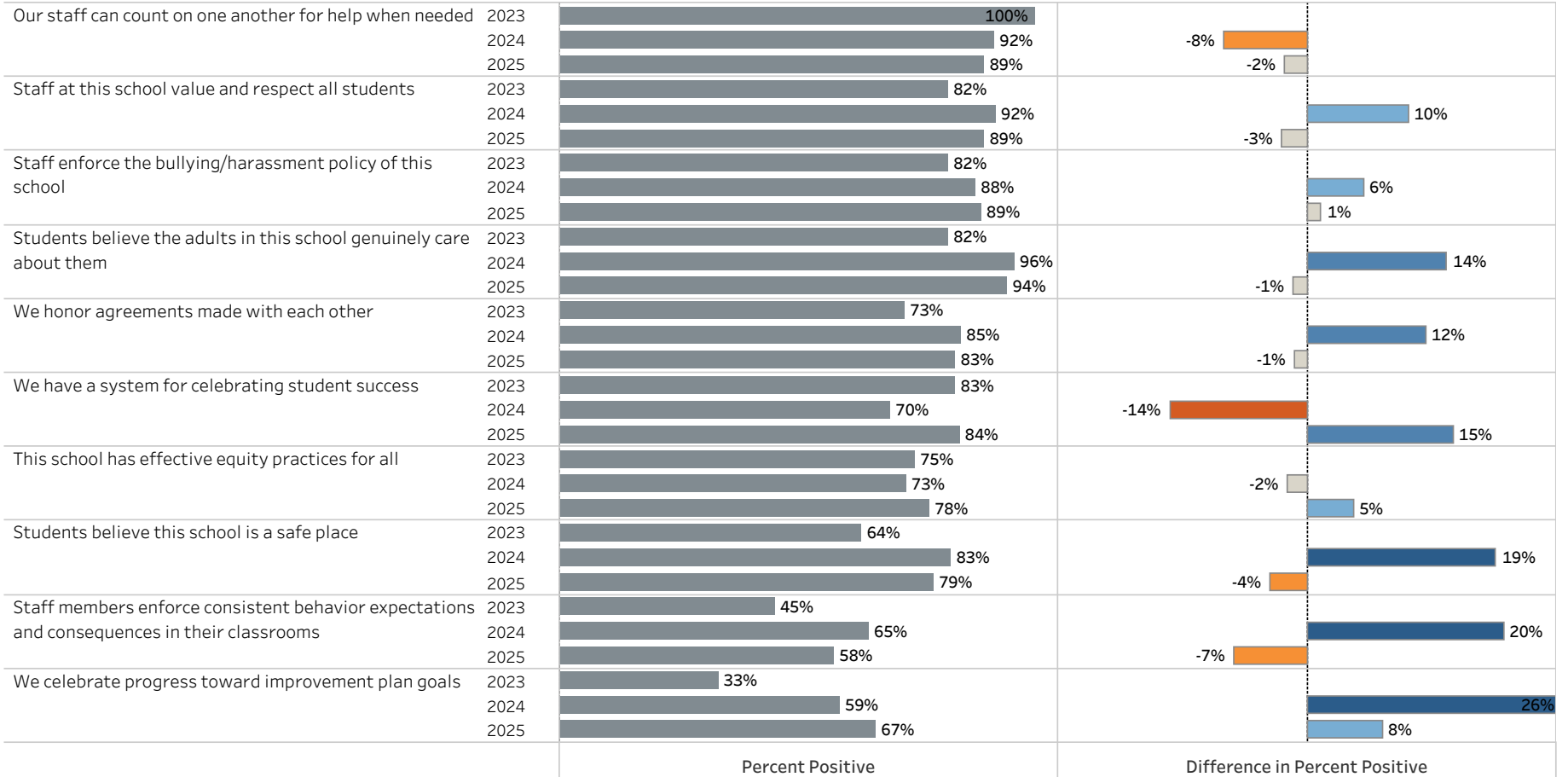
South Whidbey Middle School



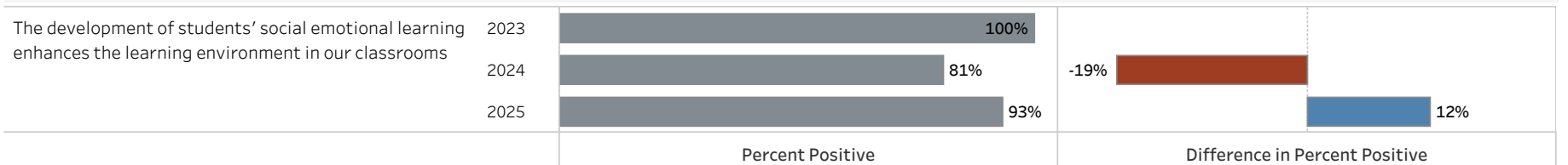
Supportive Learning Environment - LONGITUDINAL

South Whidbey Middle School

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

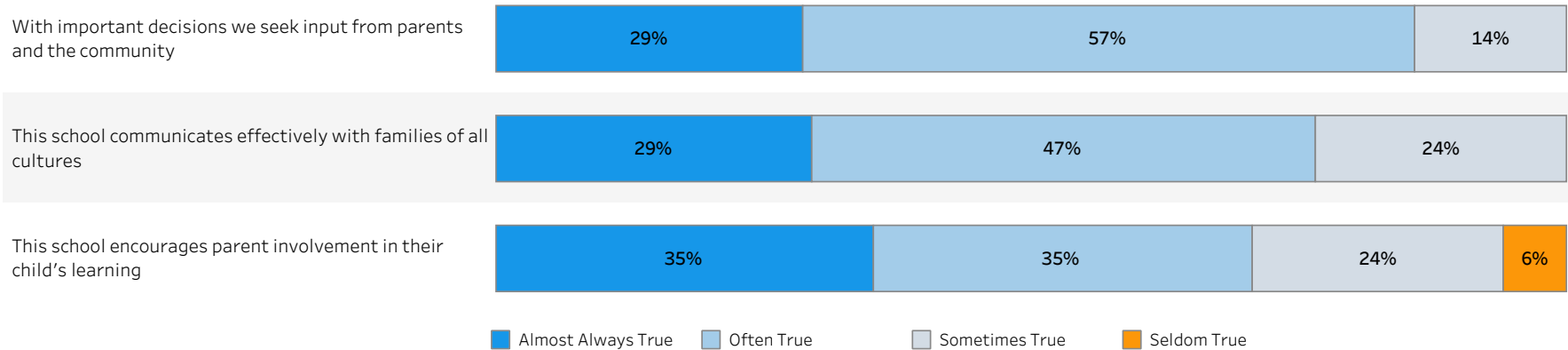


Questions answered by only Instructional Staff



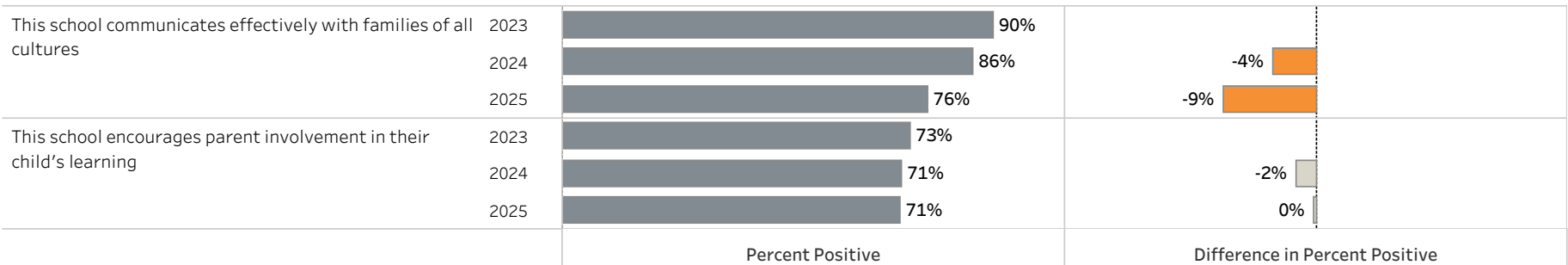
Parent and Community Involvement

South Whidbey Middle School

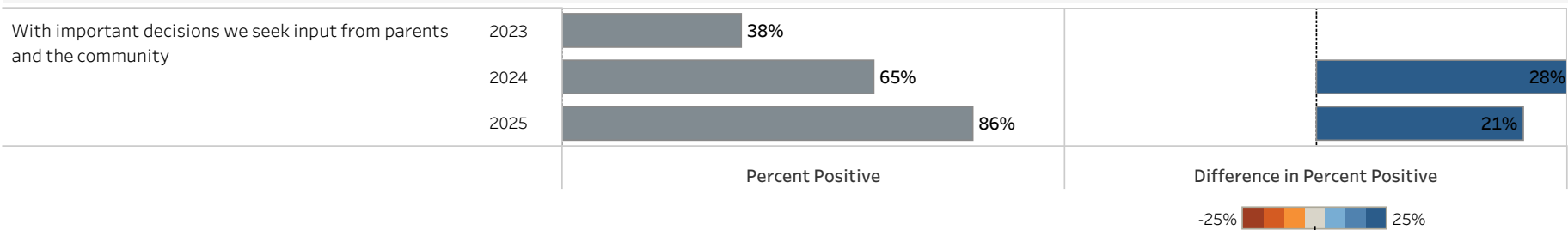


LONGITUDINAL

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



Questions answered by only Instructional Staff



High Quality Curriculum, Instruction, and Assessment

South Whidbey Middle School

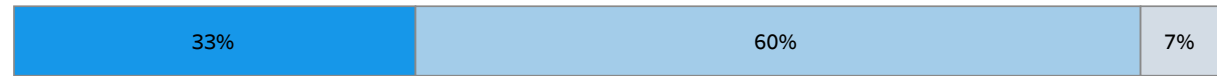
The curricula we teach are aligned with state learning standards



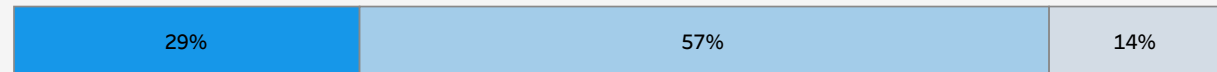
Regular formative assessments are used to monitor student progress toward standards



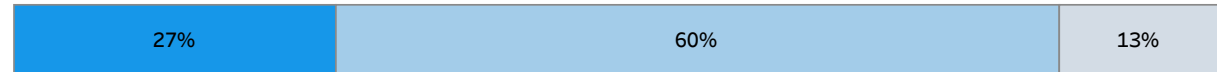
I understand instructional strategies to support social emotional learning objectives



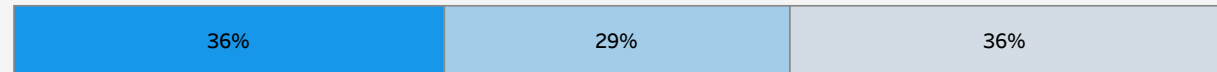
Lesson purpose is clearly communicated to students



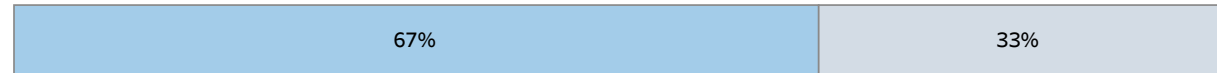
Students are provided tasks that require higher-level thinking skills



Our district has a social emotional framework (standards)



Instruction is personalized to meet the needs of each student

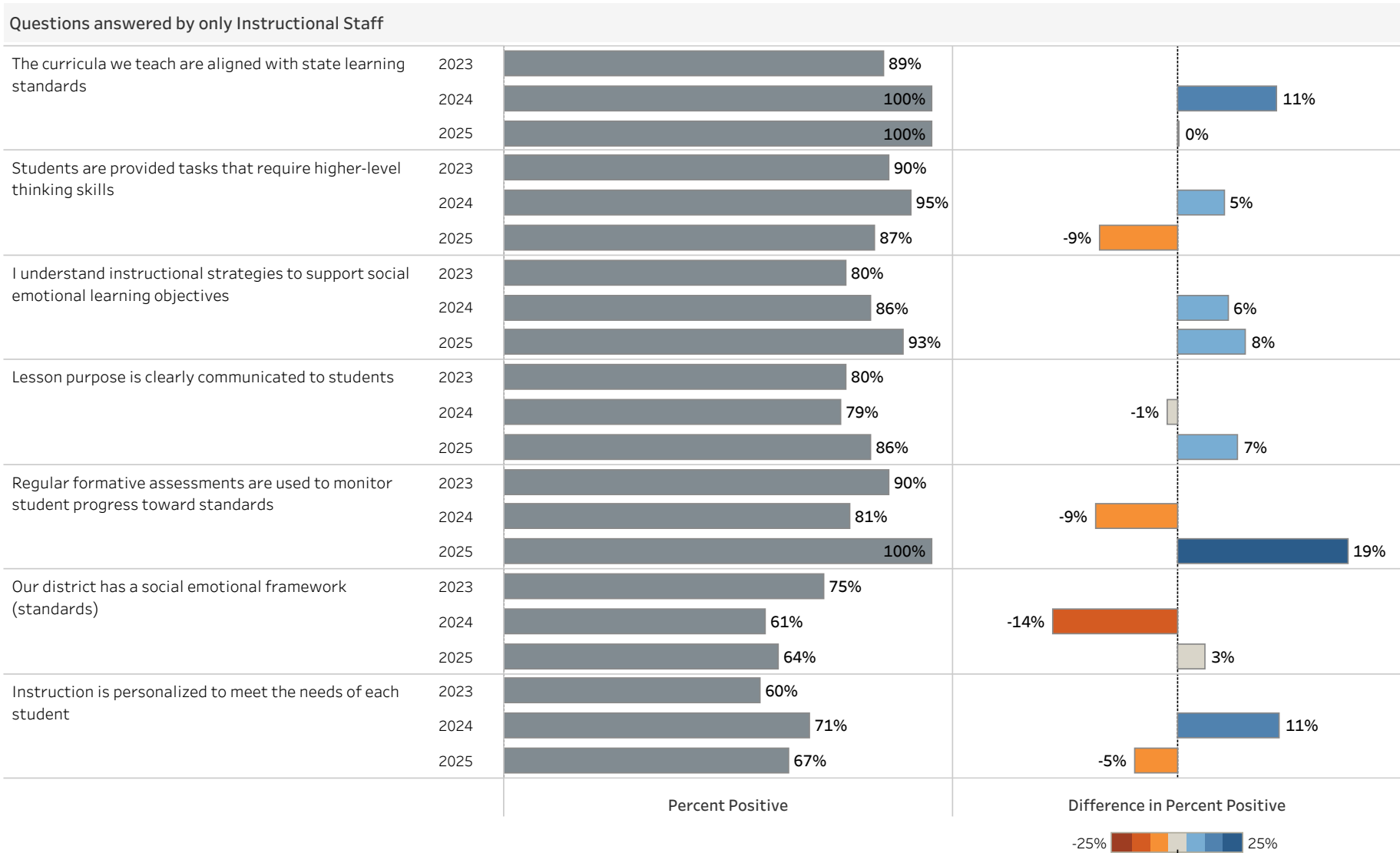


Almost Always True Often True Sometimes True

High Quality Curriculum, Instruction, and Assessment - LONGITUDINAL

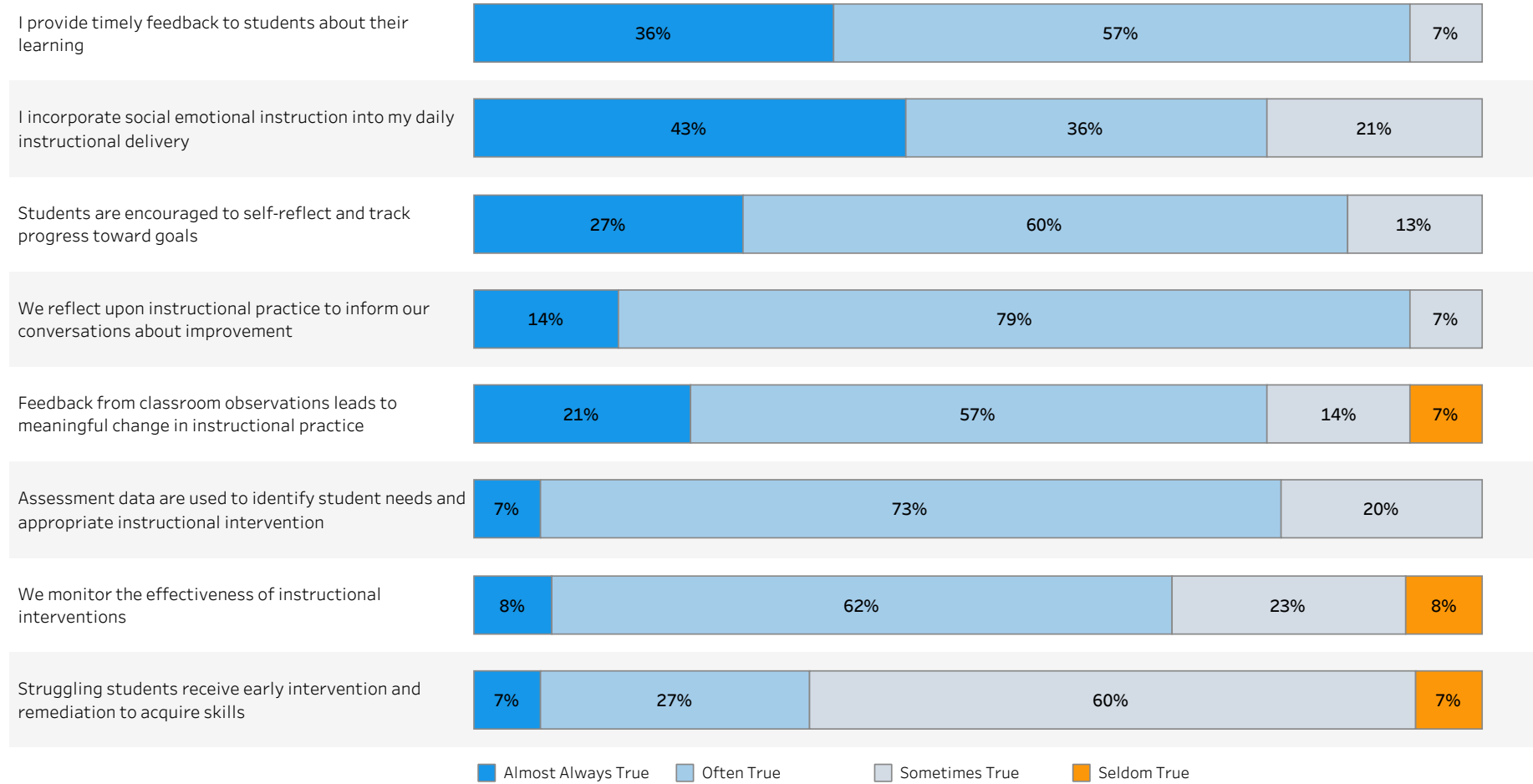
South Whidbey Middle School

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



Frequent Monitoring of Teaching and Learning

South Whidbey Middle School

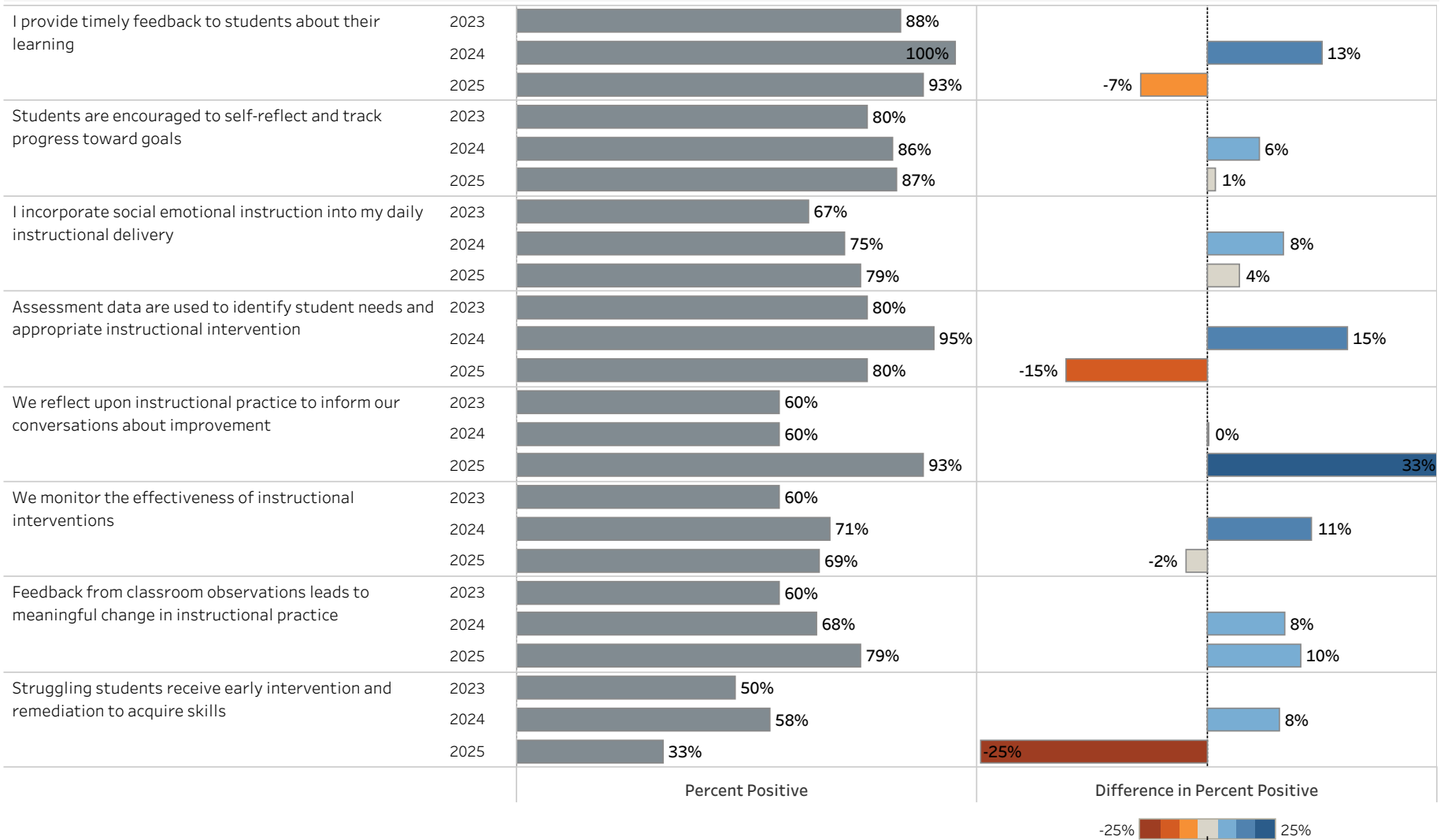


Frequent Monitoring of Teaching and Learning - LONGITUDINAL

South Whidbey Middle School

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

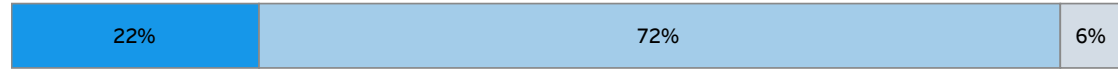
Questions answered by only Instructional Staff



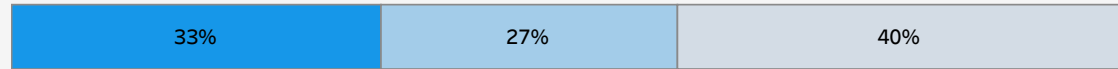
Focused Professional Development

South Whidbey Middle School

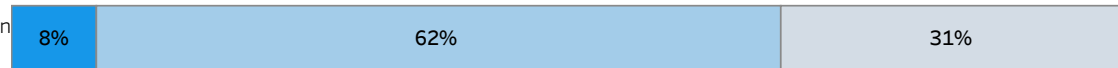
We are provided training to meet the needs of a diverse student population in our school



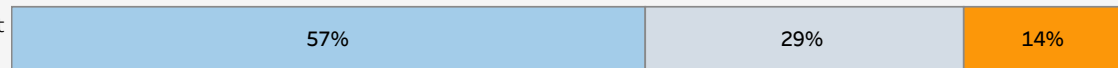
I receive training on instruction to support social emotional learning



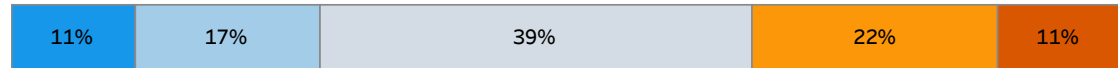
Our teachers engage in professional development activities to learn and apply new skills and strategies



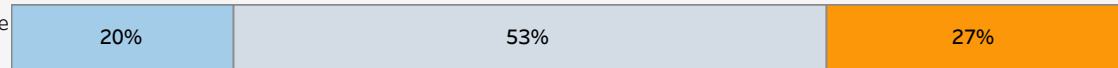
Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction



We talk about race and bigotry as a staff



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

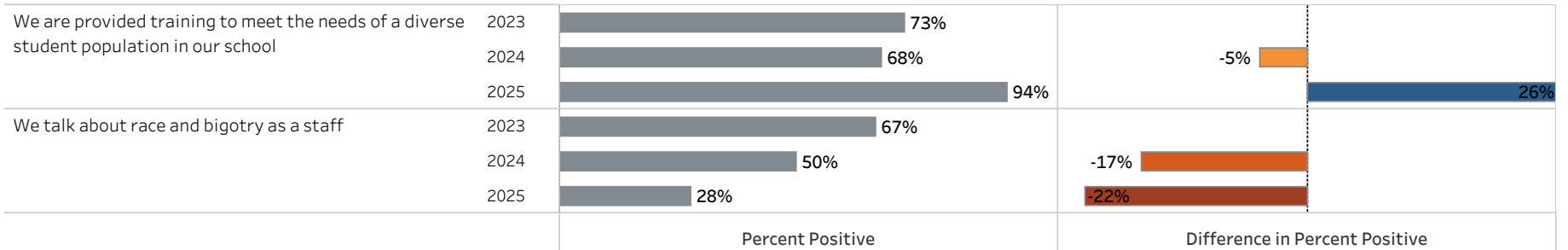


■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True
 ■ Almost Never True

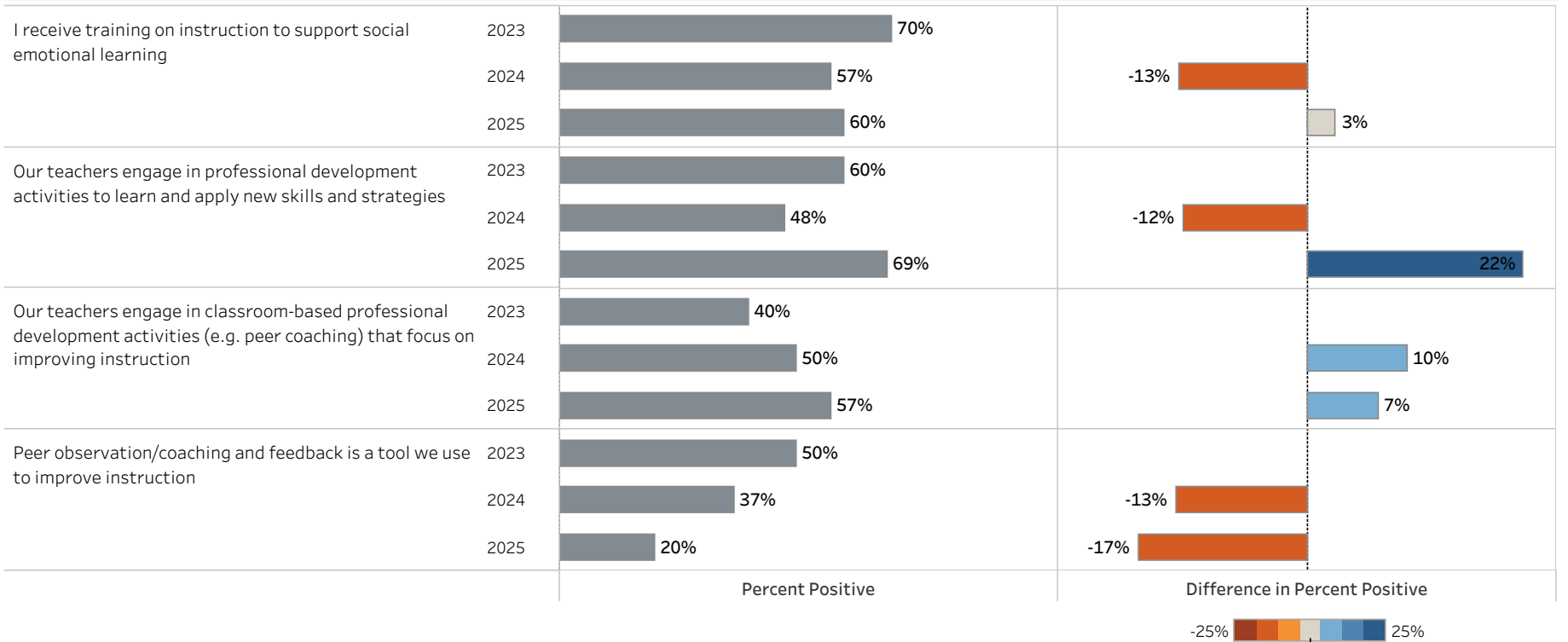
Focused Professional Development LONGITUDINAL

South Whidbey Middle School

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



Questions answered by only Instructional Staff



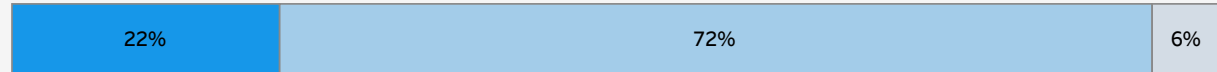
Cultural Responsiveness

South Whidbey Middle School

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



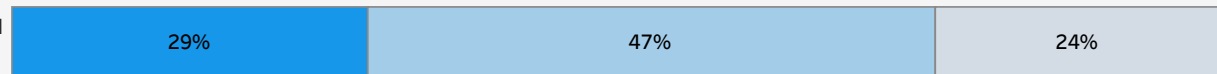
We are provided training to meet the needs of a diverse student population in our school



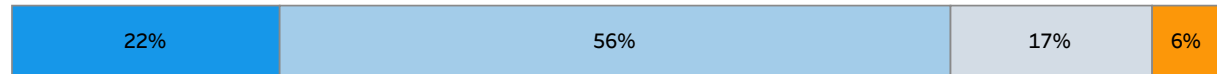
Staff at this school value and respect all students



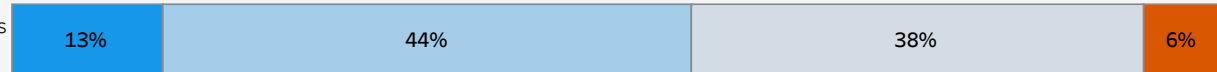
This school communicates effectively with families of all cultures



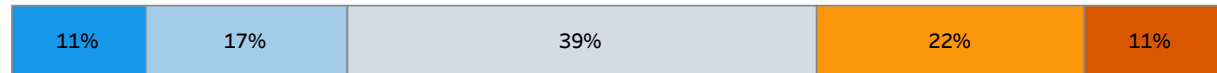
This school has effective equity practices for all



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



We talk about race and bigotry as a staff

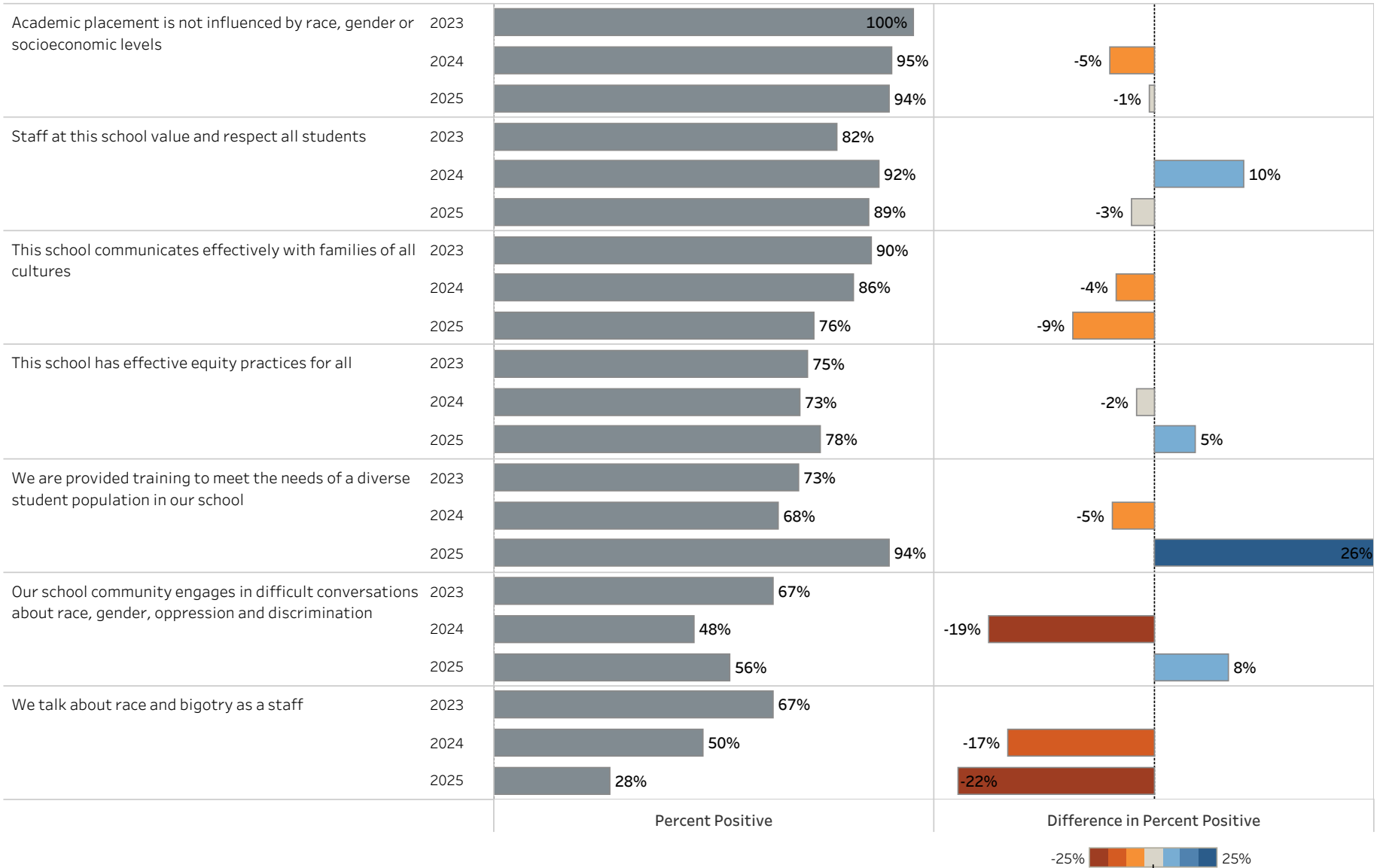


■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True
 ■ Almost Never True

Cultural Responsiveness - LONGITUDINAL

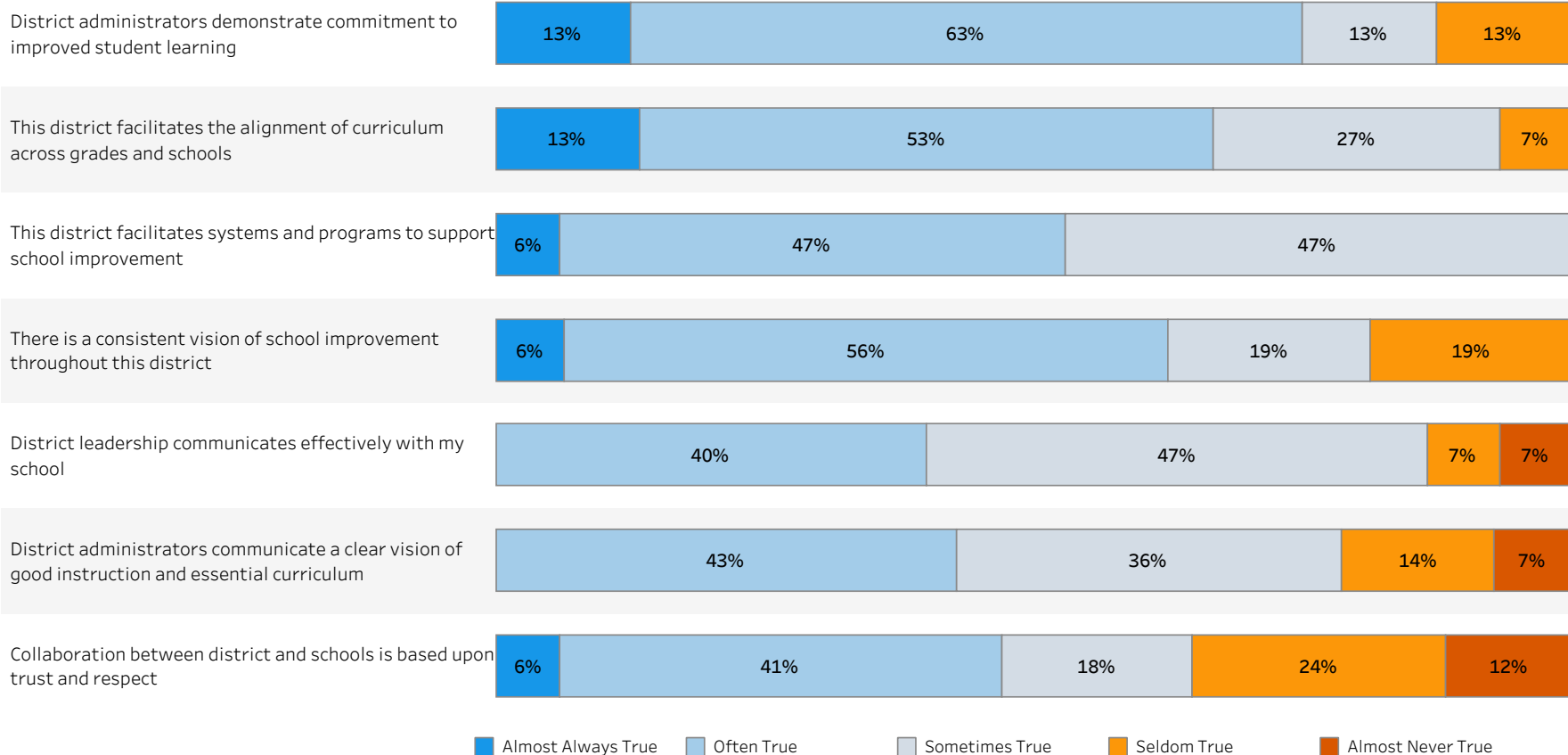
South Whidbey Middle School

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



District Support for Improvement

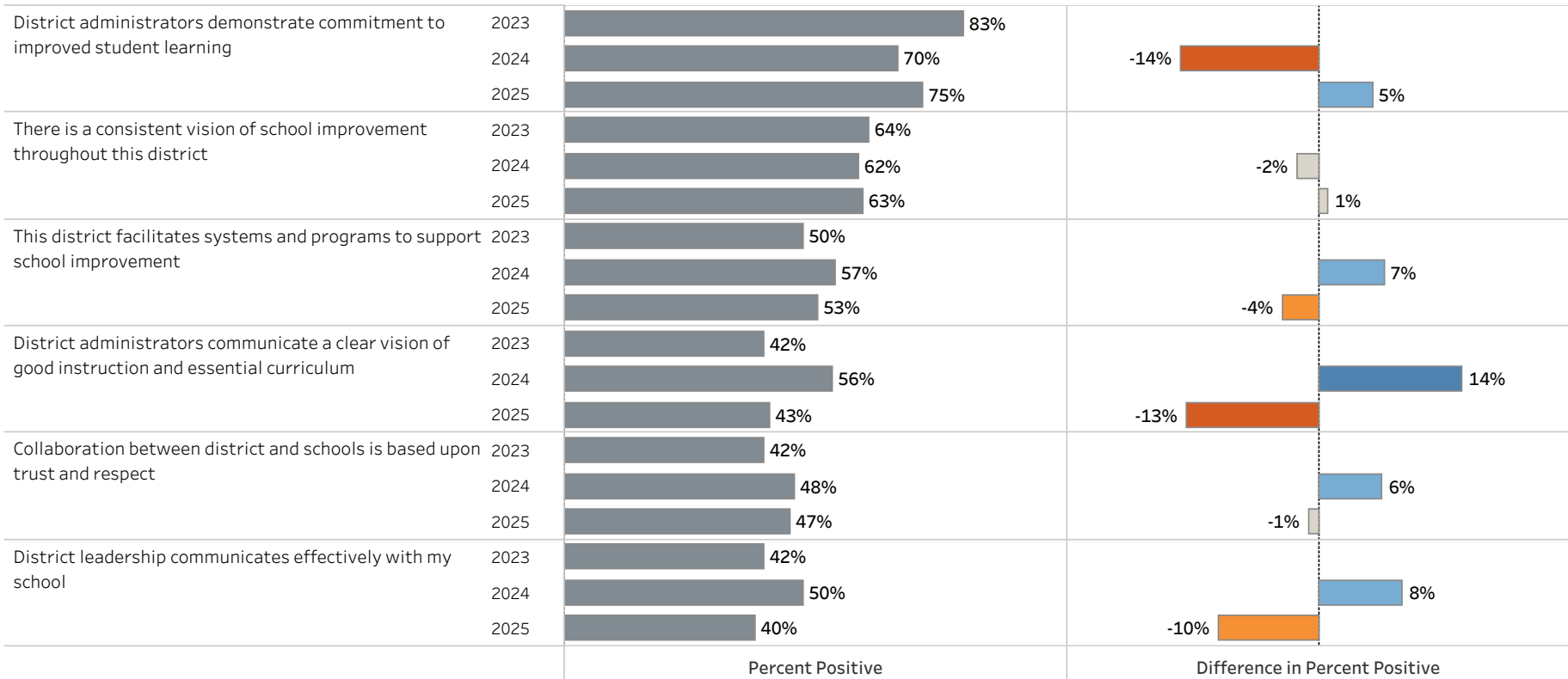
South Whidbey Middle School



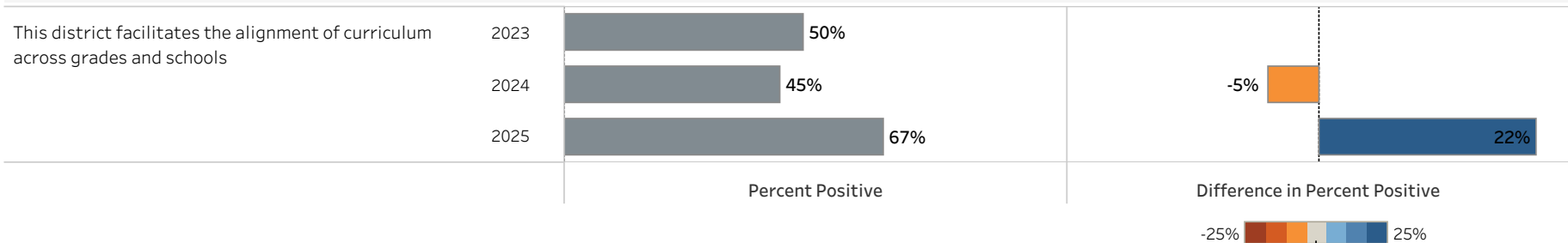
District Support for Improvement

South Whidbey Middle School

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

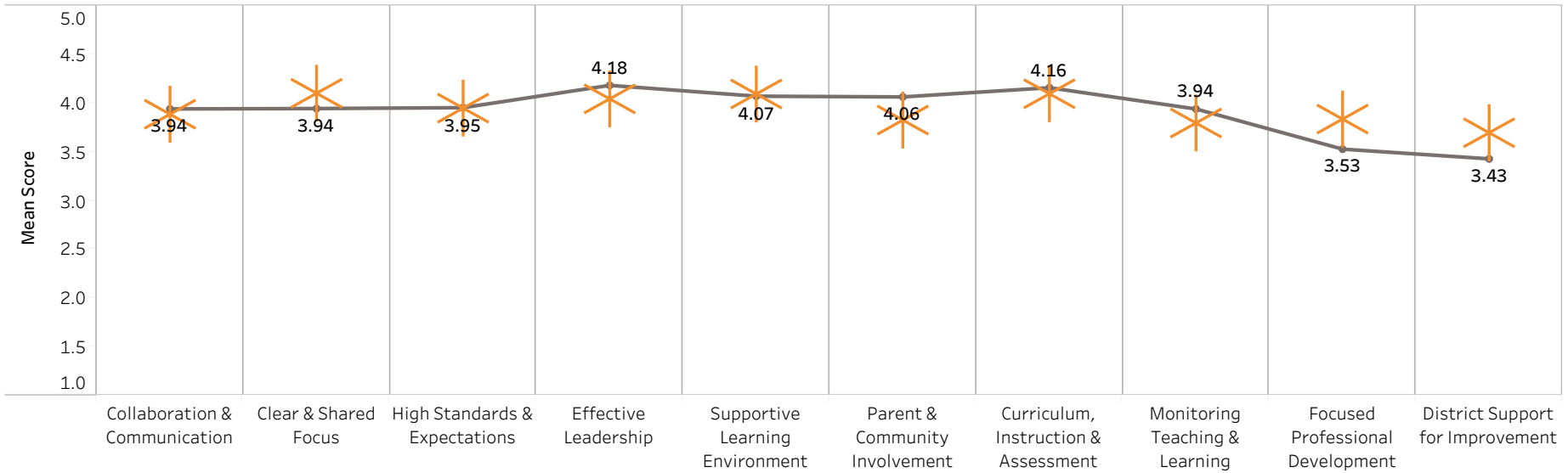


Questions answered by only Instructional Staff



Comparison - Mean Scores

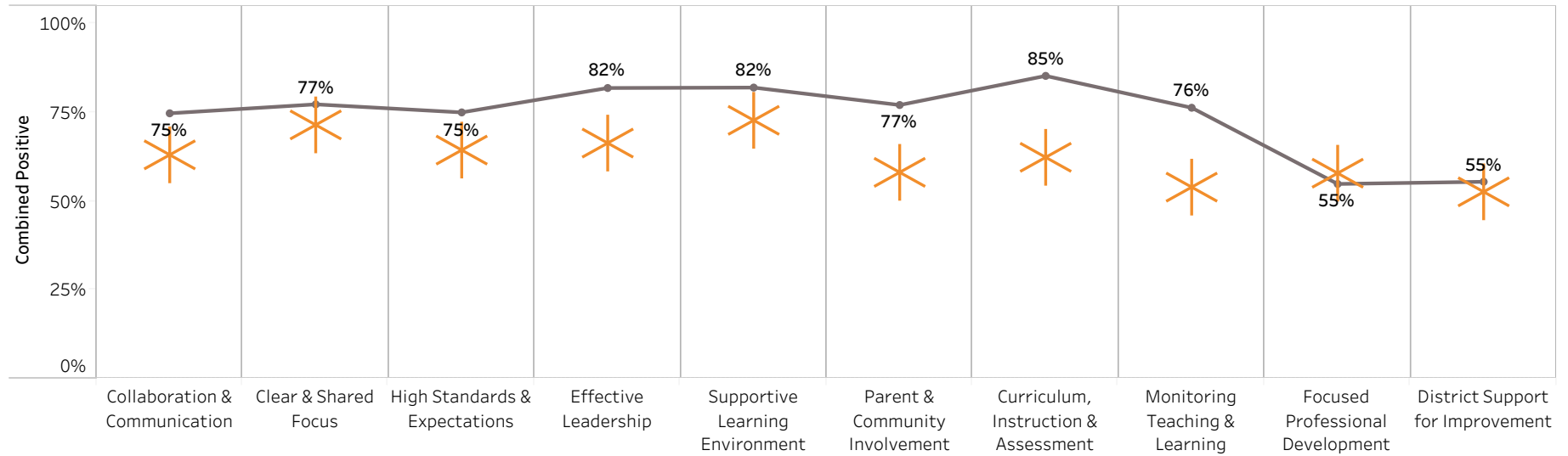
South Whidbey Middle School



Comparison - Percent Positive

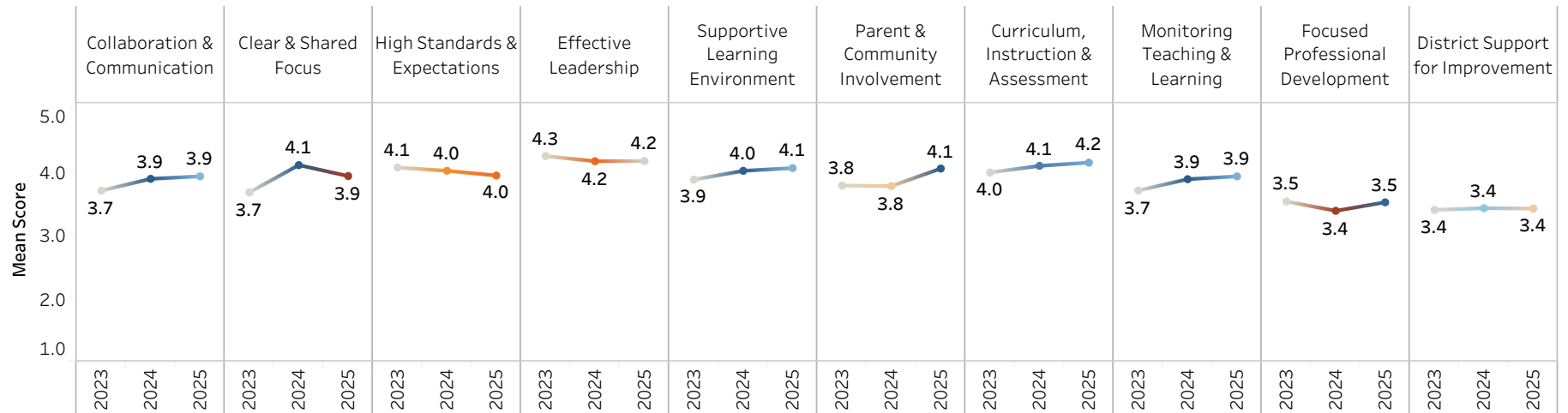
How does your school compare to:

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



Comparison - Mean Scores LONGITUDINAL

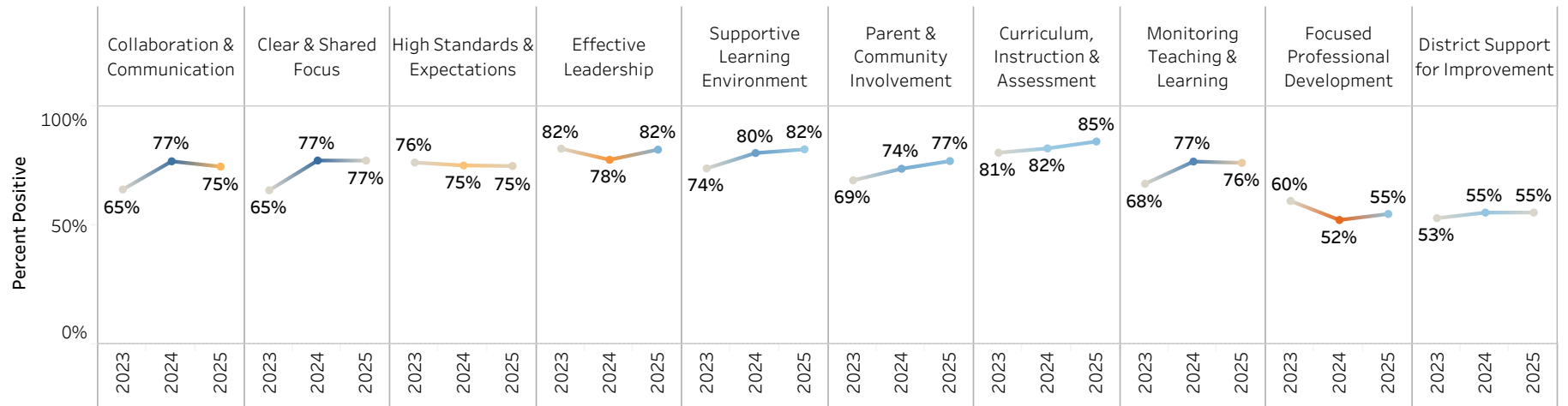
South Whidbey Middle School



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%