Educational Effectiveness Survey™

The Center for Educational Effectiveness

9 Characteristics of High Performing Schools

Staff Edition V11

South Whidbey Elementary

South Whidbey School District

2023	2024	2025
N=6	N=49	N=38

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Better Data. Better Decisions. Better Schools.

The Center for Educational Effectiveness

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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.

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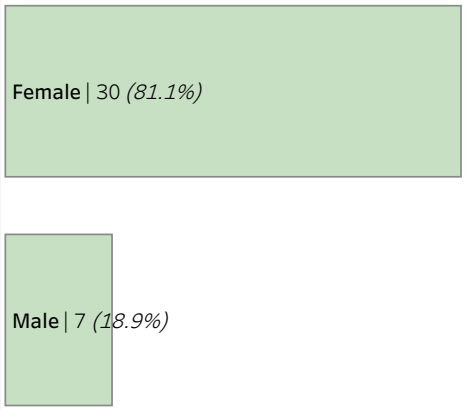
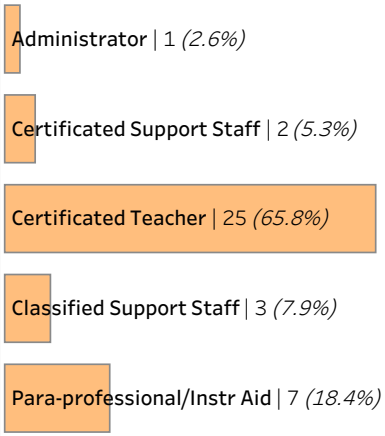
Demographics

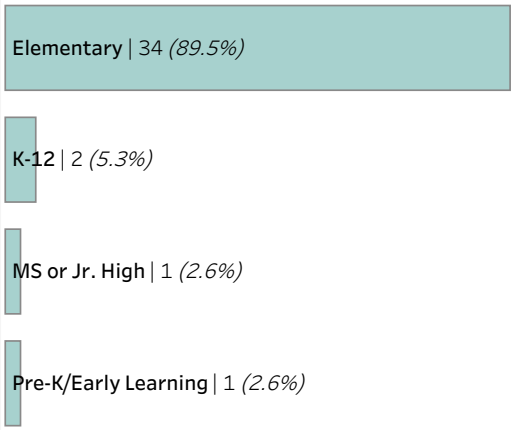
Gender



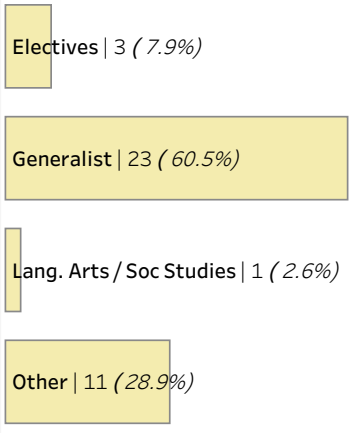
Position



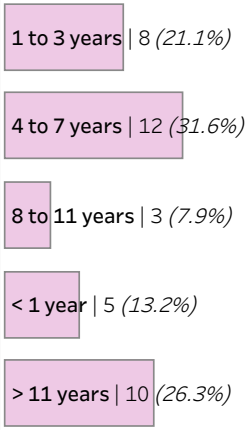
Level



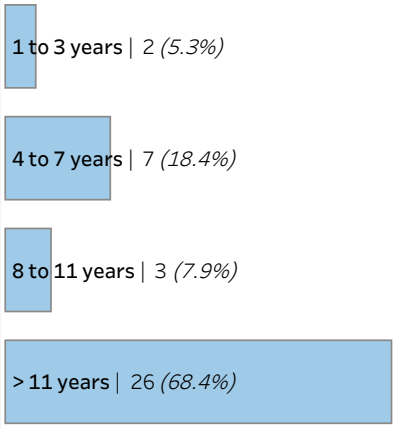
Department



School-Yrs of Service



Education-Yrs of Service



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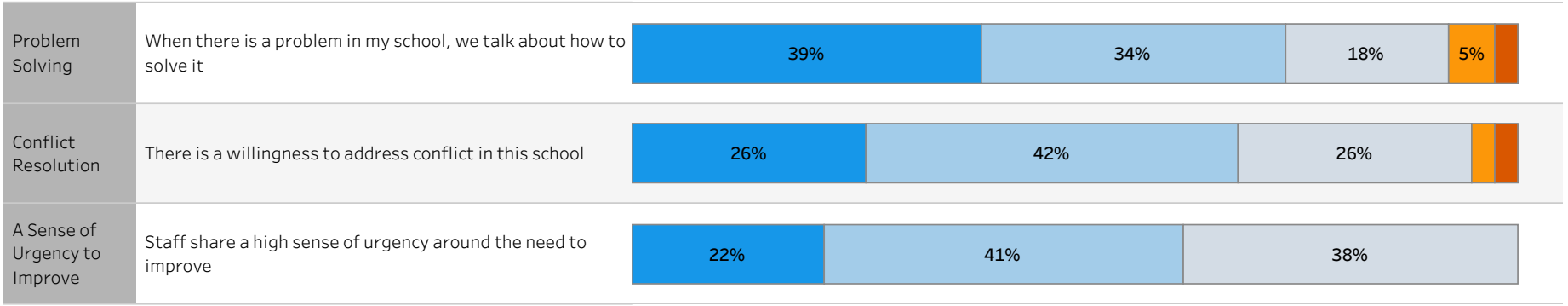
Readiness for Change

South Whidbey Elementary

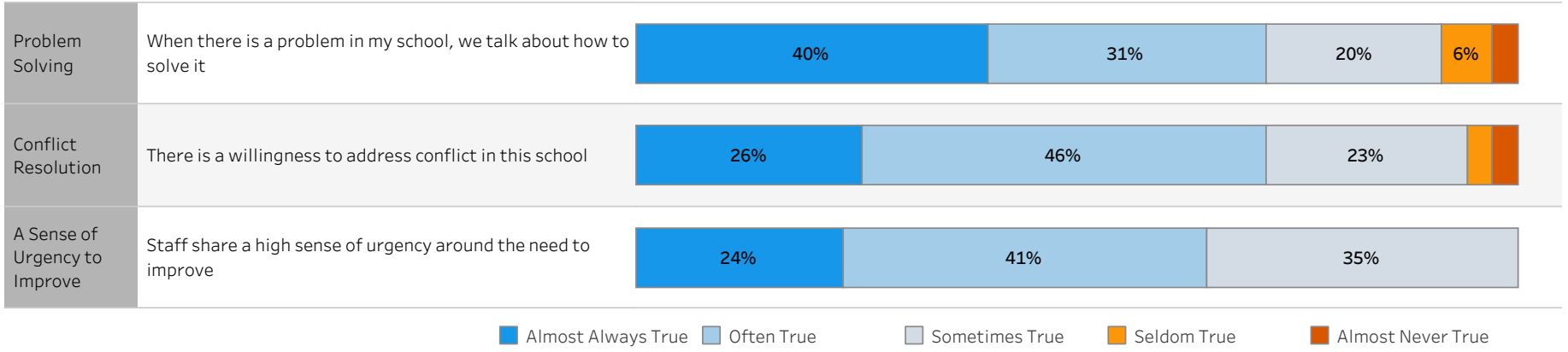
The charts below are data about your school staff, who must define, embrace, implement, and sustain change. If your staff believes there is a weakness in the problem-solving ability or in the ability to resolve conflict within this building, or does not see the urgency to improve, you must address those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



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Readiness for Change—LONGITUDINAL

South Whidbey Elementary

All Staff

Problem Solving	When there is a problem in my school, we talk about how to solve it	2023	20% 60% 20%
		2024	38% 35% 19% 4% 4%
		2025	39% 34% 18% 5% 3%
Conflict Resolution	There is a willingness to address conflict in this school	2023	20% 20% 60%
		2024	29% 35% 31%
		2025	26% 42% 26% 3%
A Sense of Urgency to Improve	Staff share a high sense of urgency around the need to improve	2023	60% 40%
		2024	27% 50% 21%
		2025	22% 41% 38%

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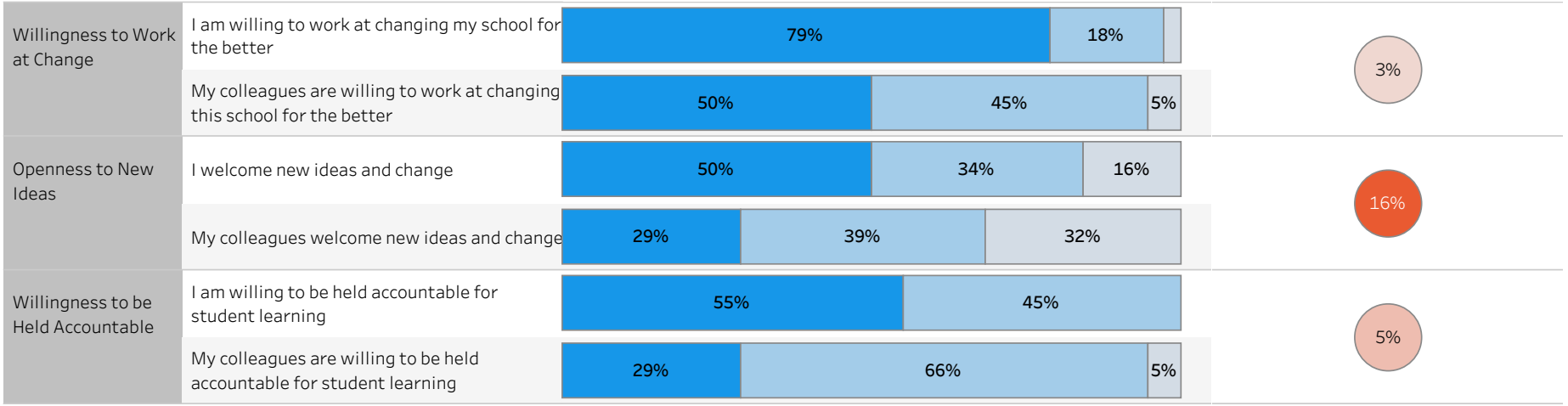
Readiness for Change—I vs. They Perspectives

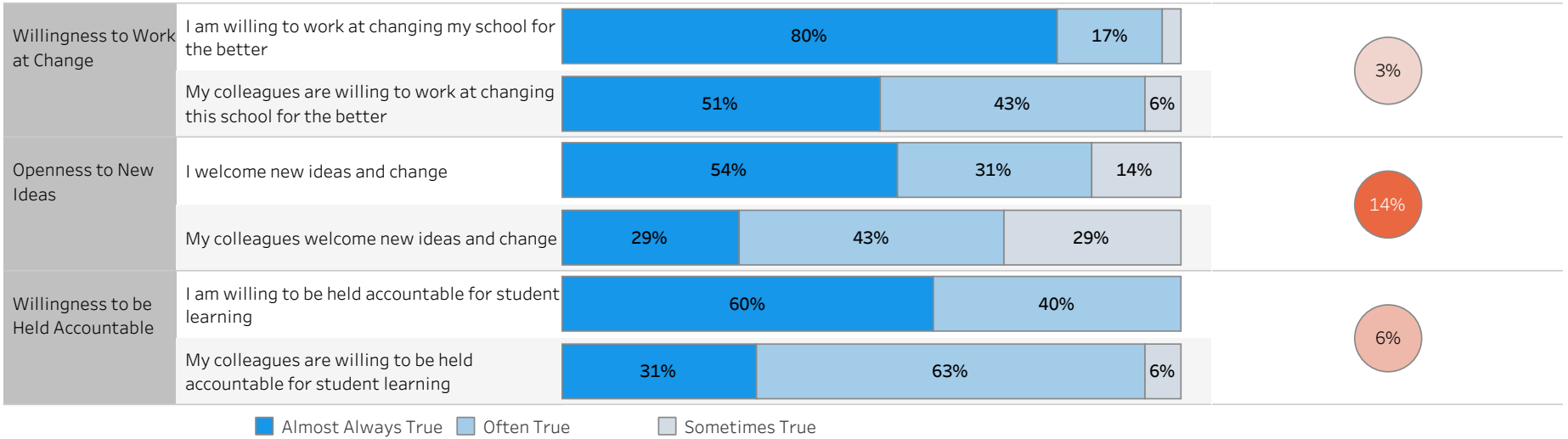
South Whidbey Elementary

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

All Staff



Instructional Staff



How large is the Gap between I vs. They?

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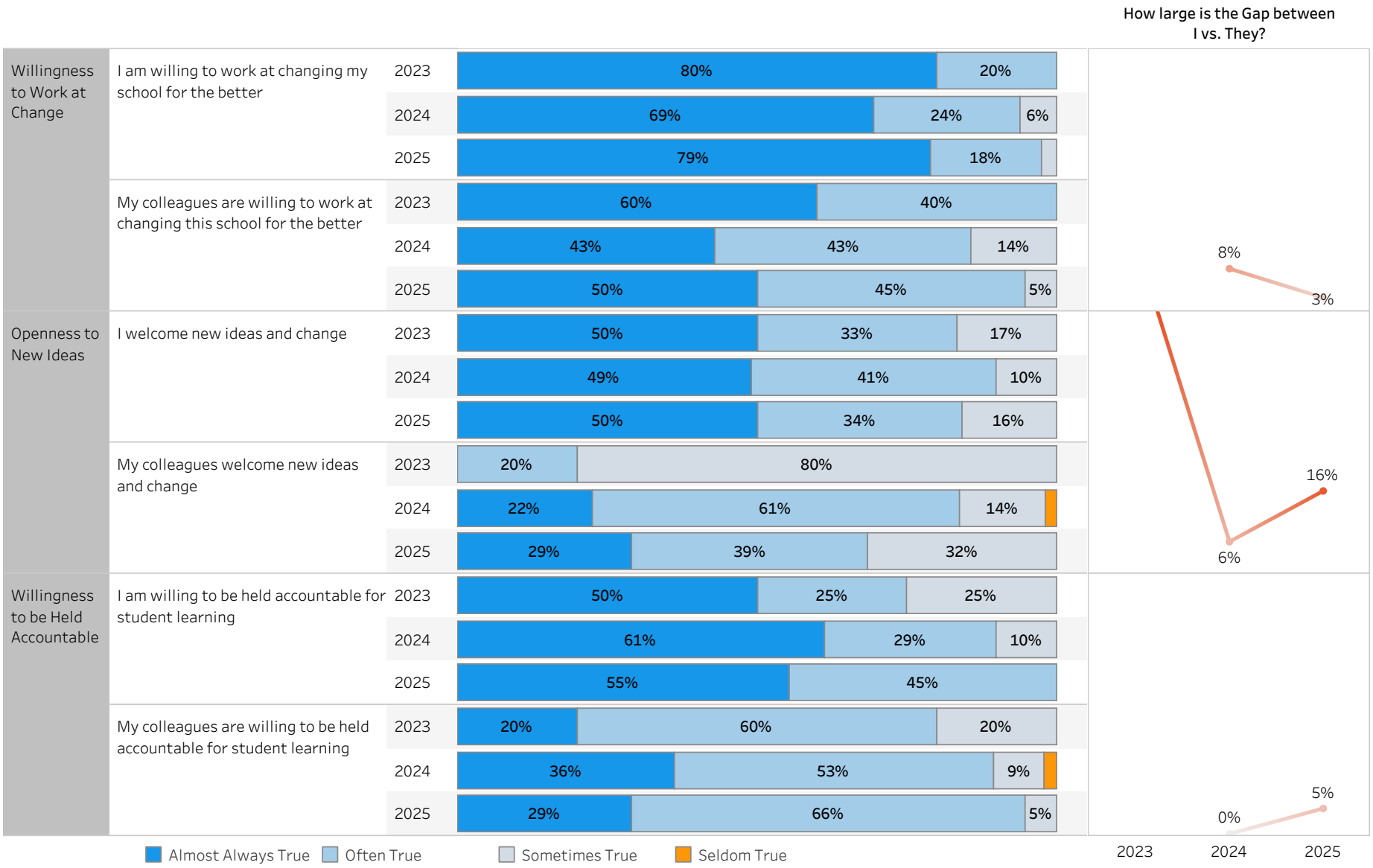
Readiness for Change—I vs. They Perspectives—LONGITUDINAL

South Whidbey Elementary



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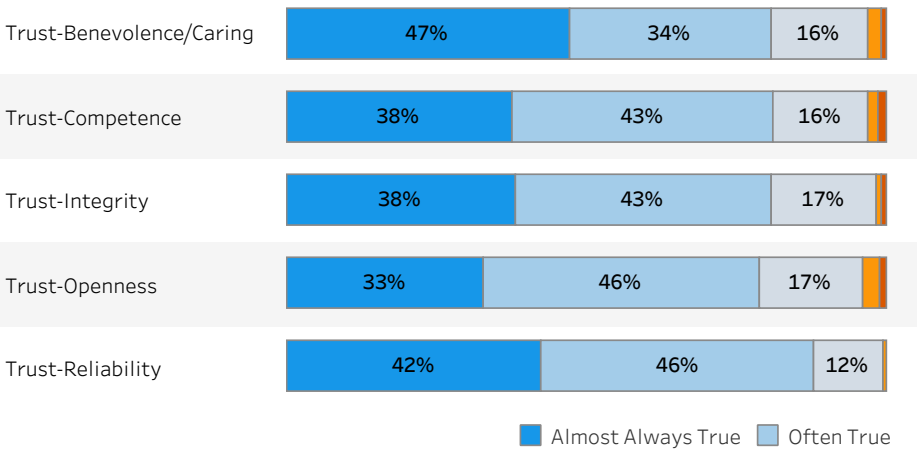
Organizational Trust

South Whidbey Elementary

All Staff



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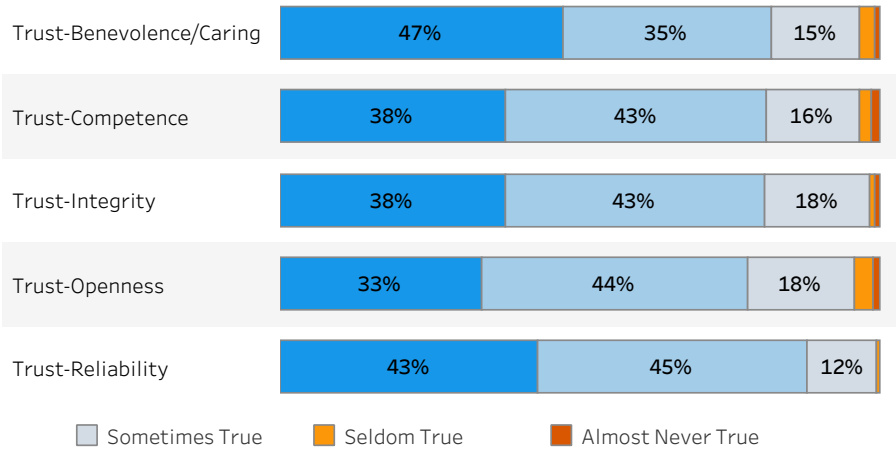
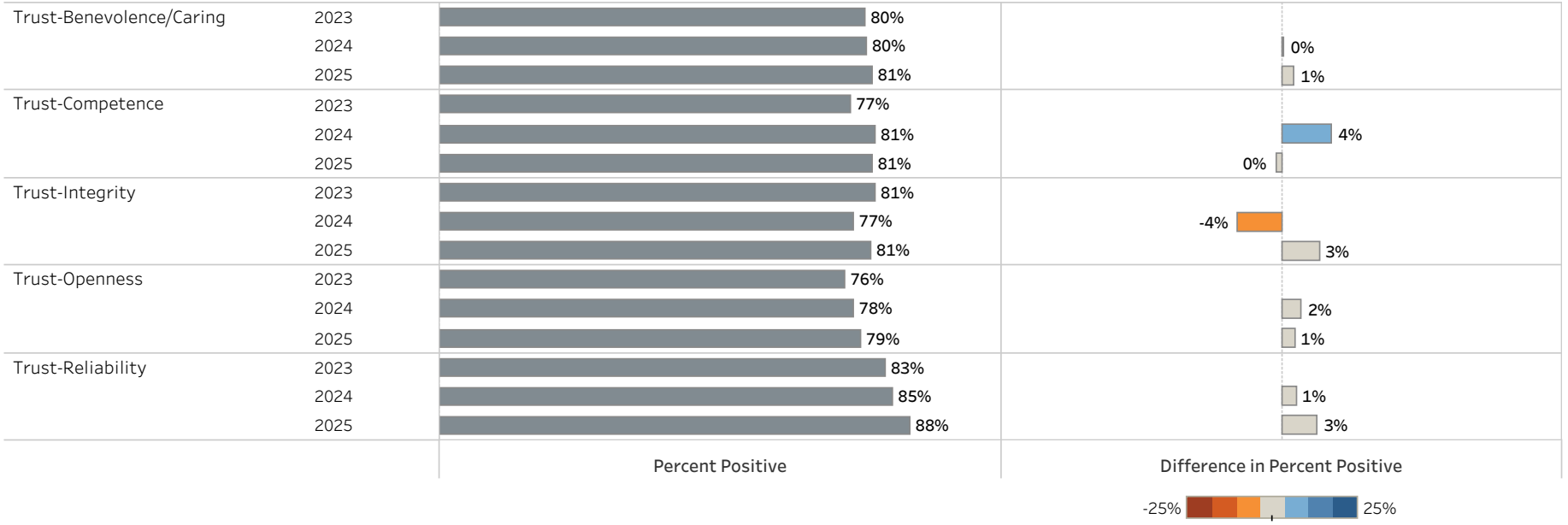


Organizational Trust—LONGITUDINAL



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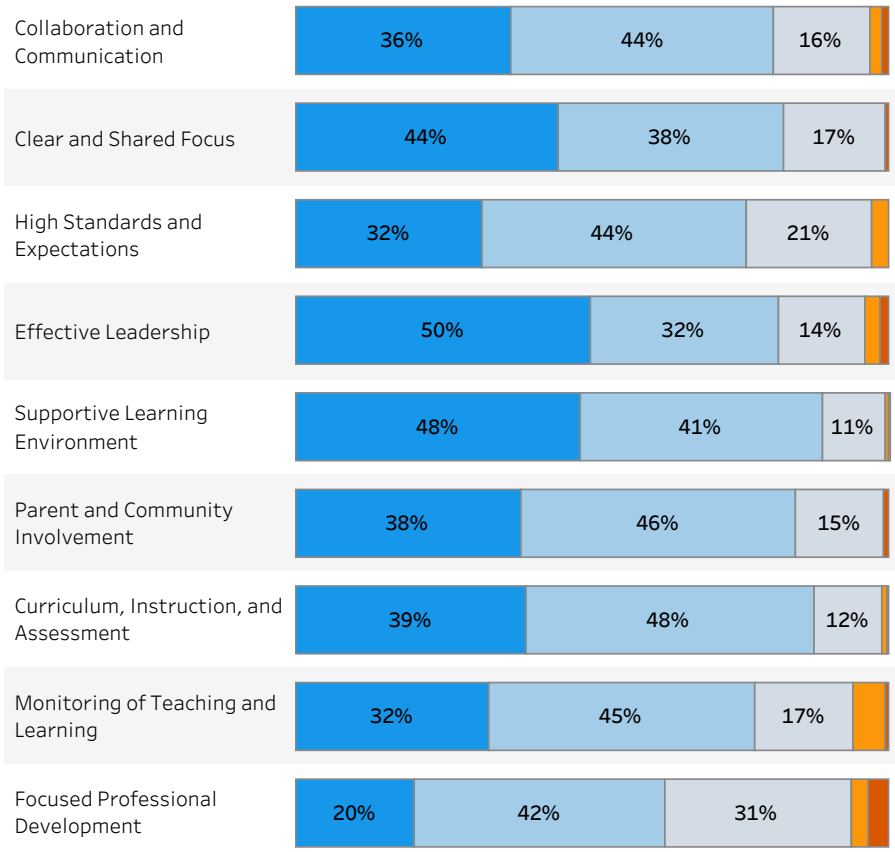
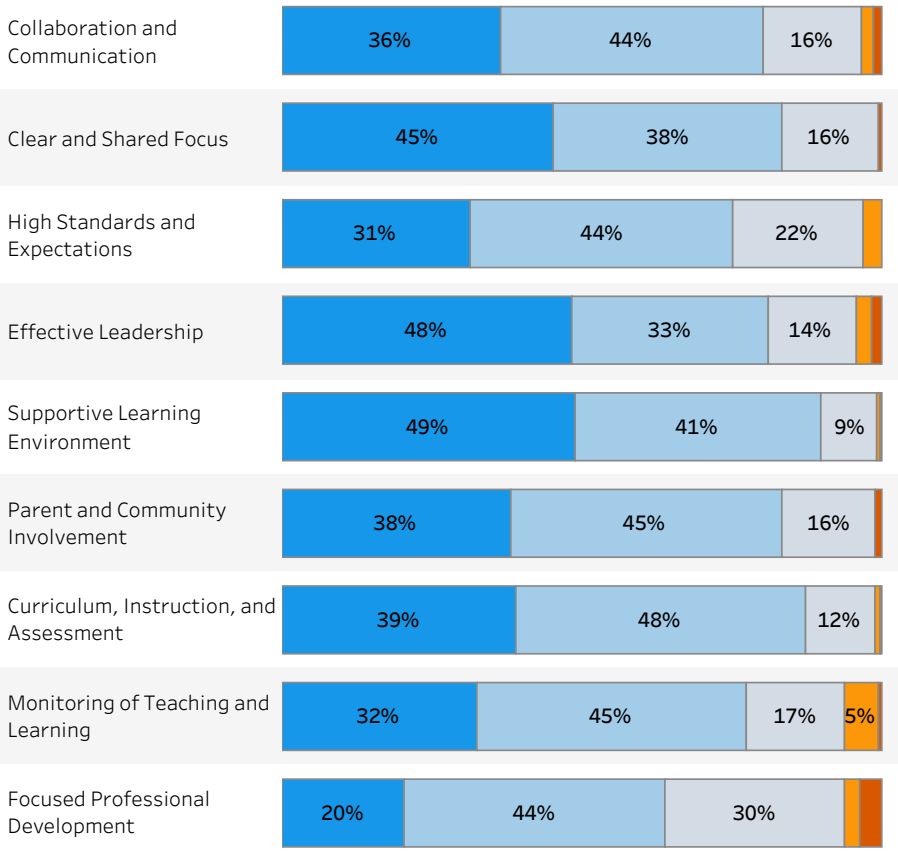
9 Characteristics of High-Performing Schools

South Whidbey Elementary

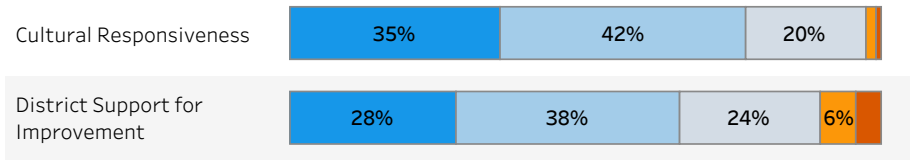
All Staff

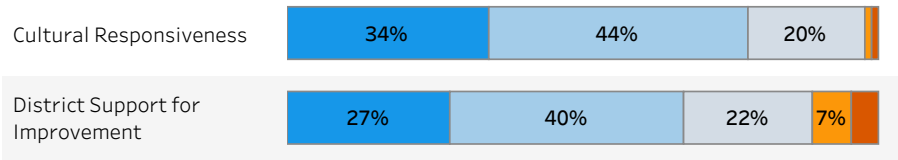


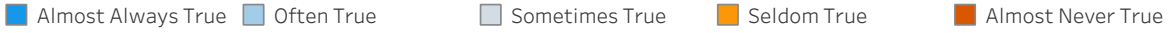
Instructional Staff



Additional Characteristics







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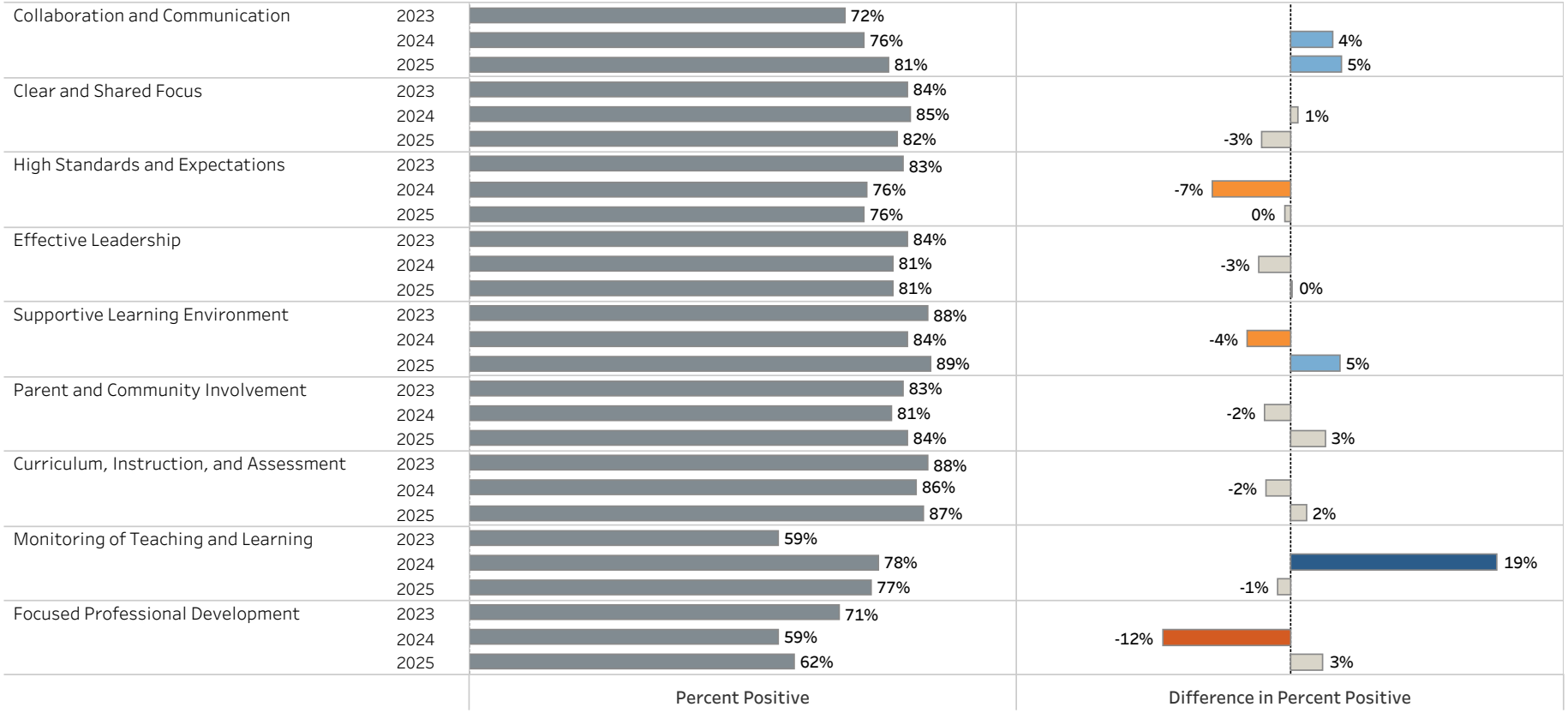
9 Characteristics of High-Performing School — LONGITUDINAL

South Whidbey Elementary

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



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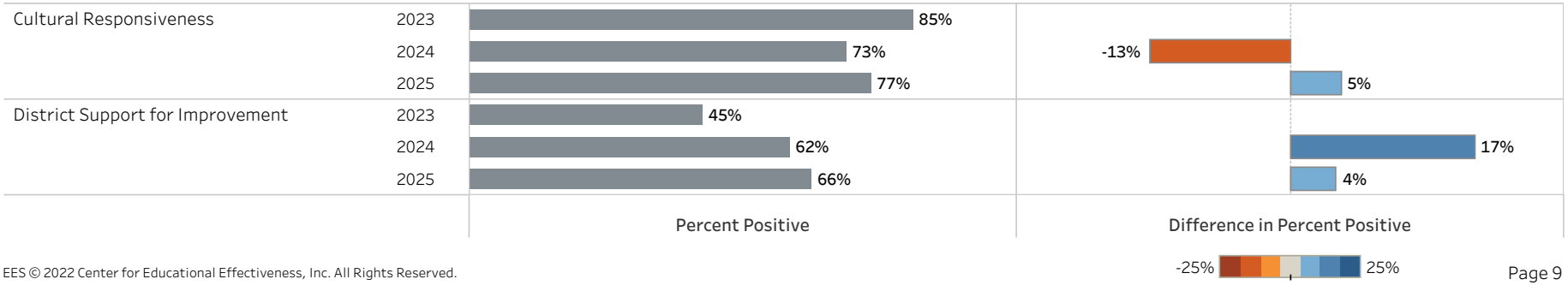

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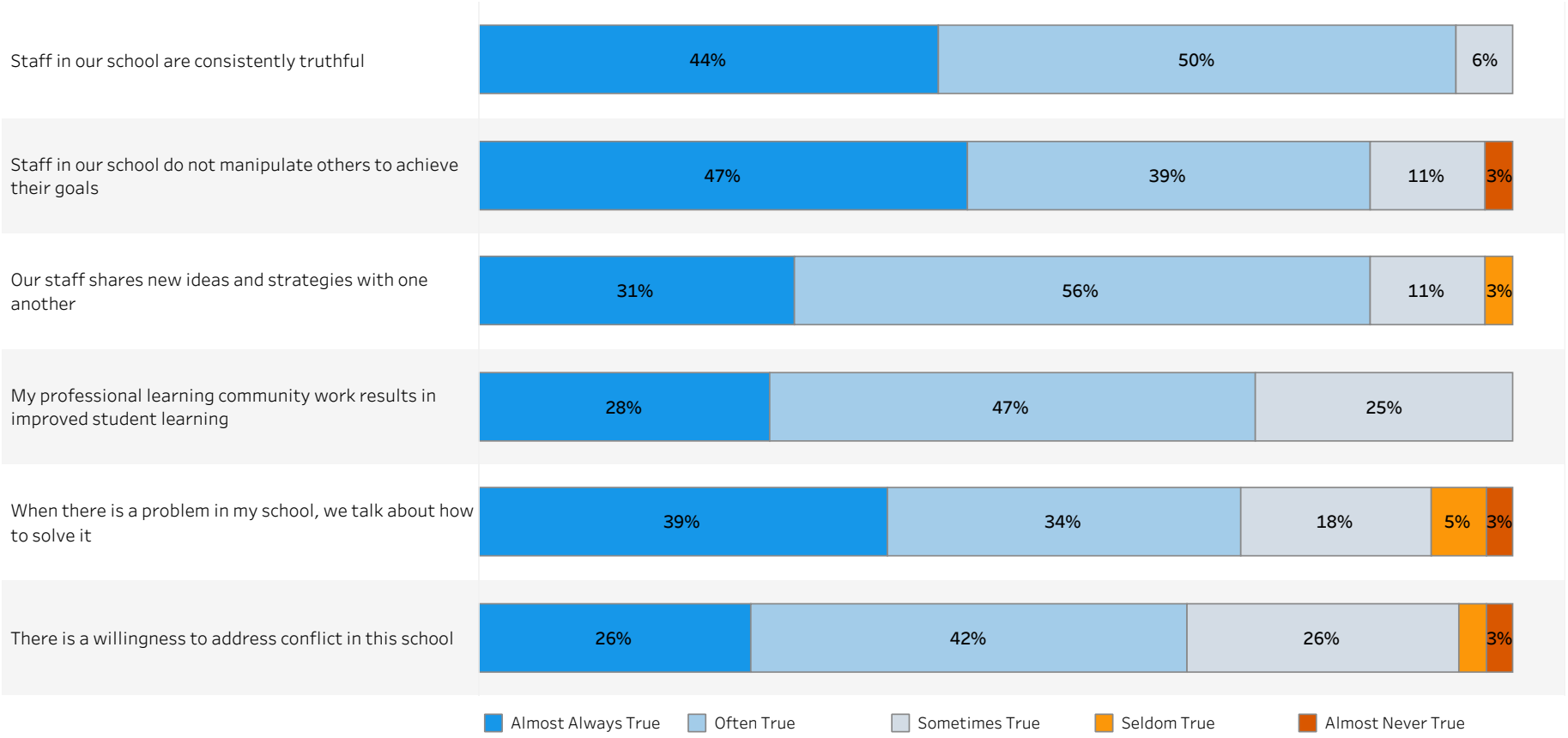
High Levels of Collaboration and Communication

South Whidbey Elementary



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High Levels of Collaboration and Communication—LONGITUDINAL

South Whidbey Elementary

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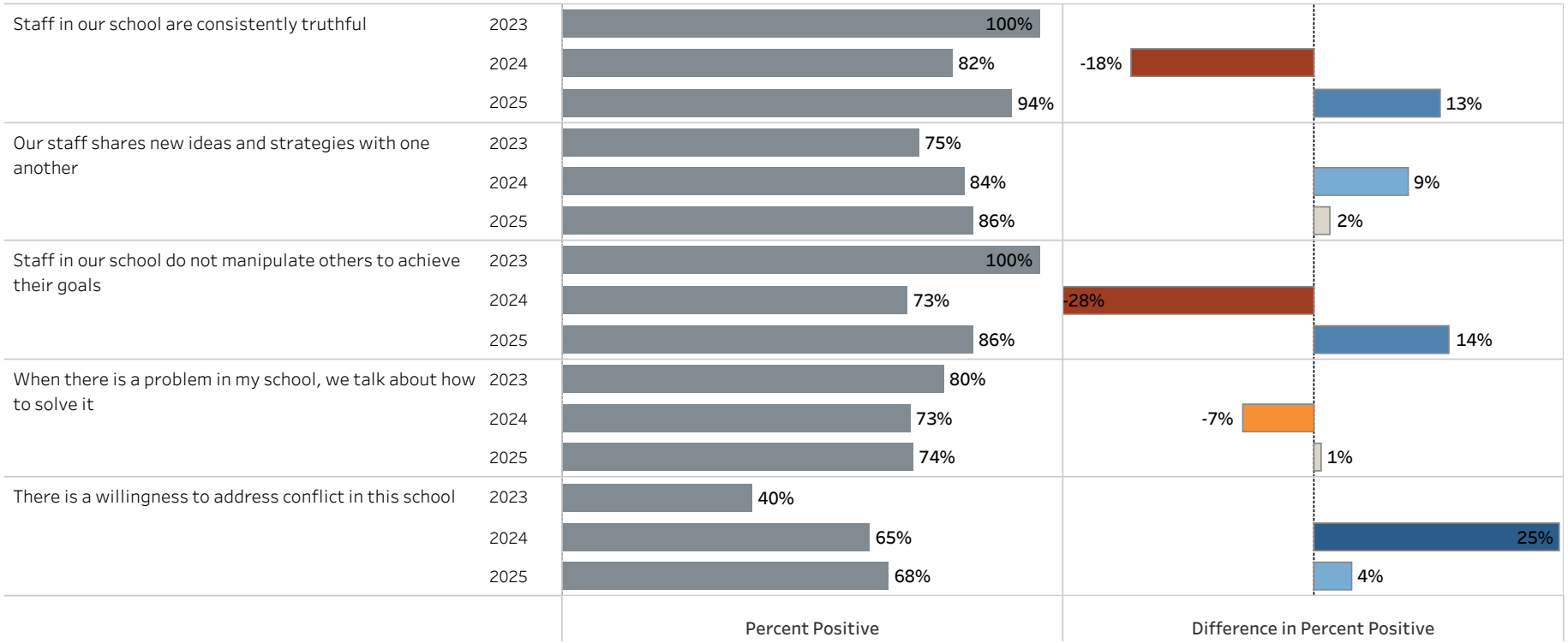
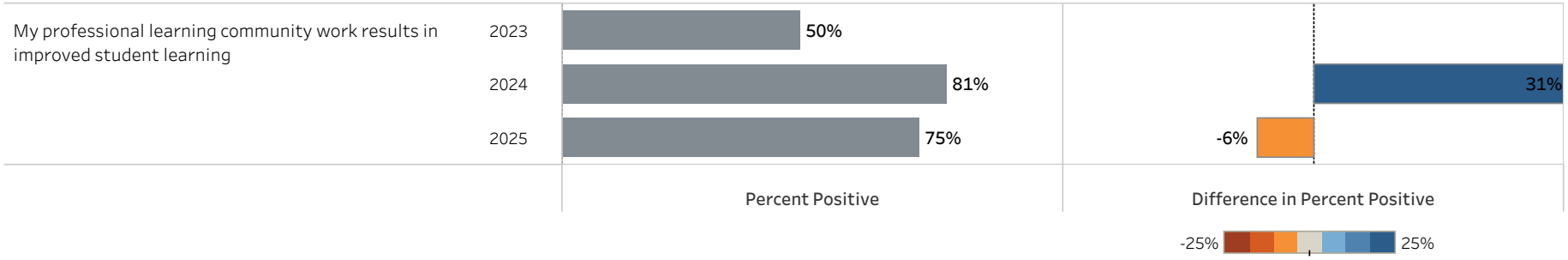


Questions answered only by Instructional Staff



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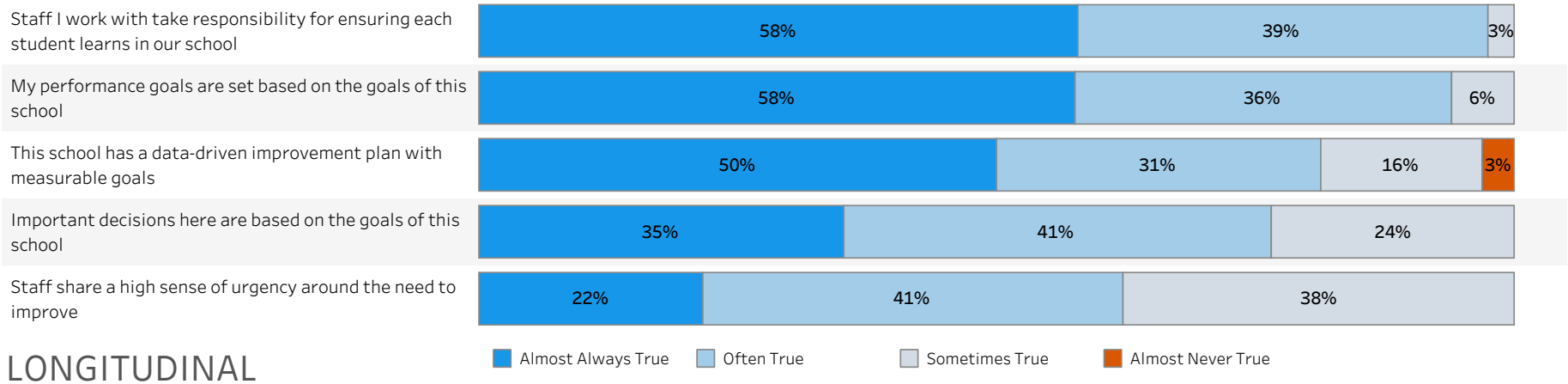
Clear and Shared Focus

South Whidbey Elementary



LONGITUDINAL

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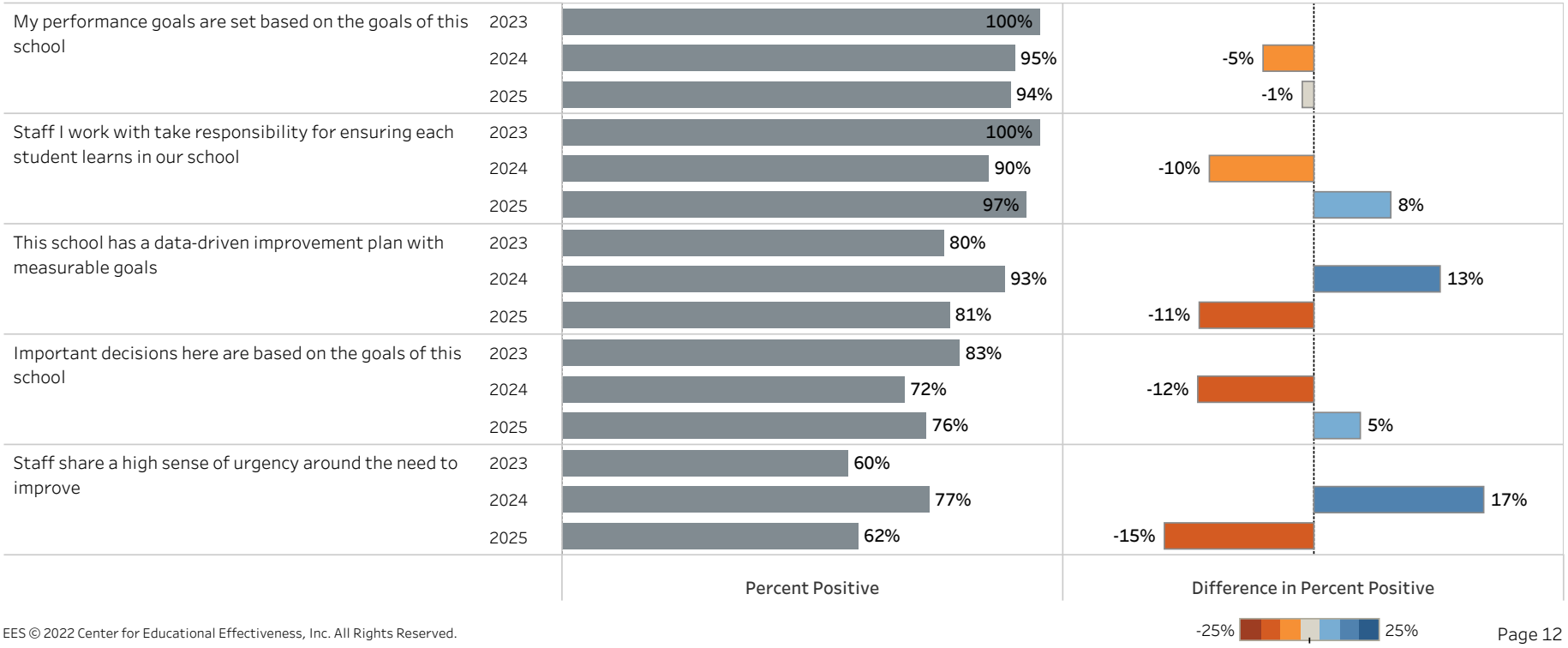

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High Standards and Expectations

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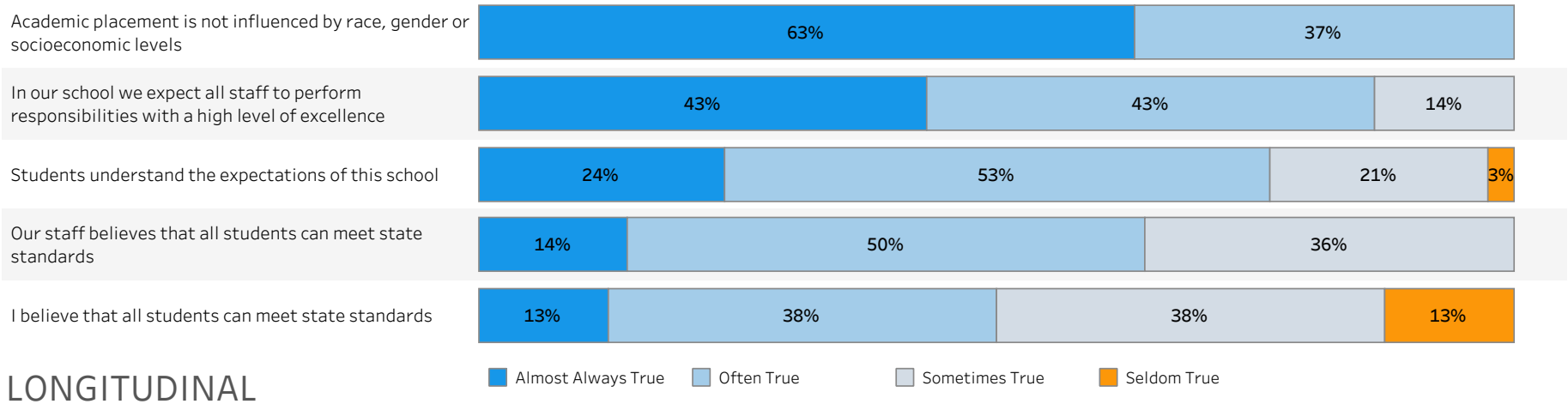

LONGITUDINAL

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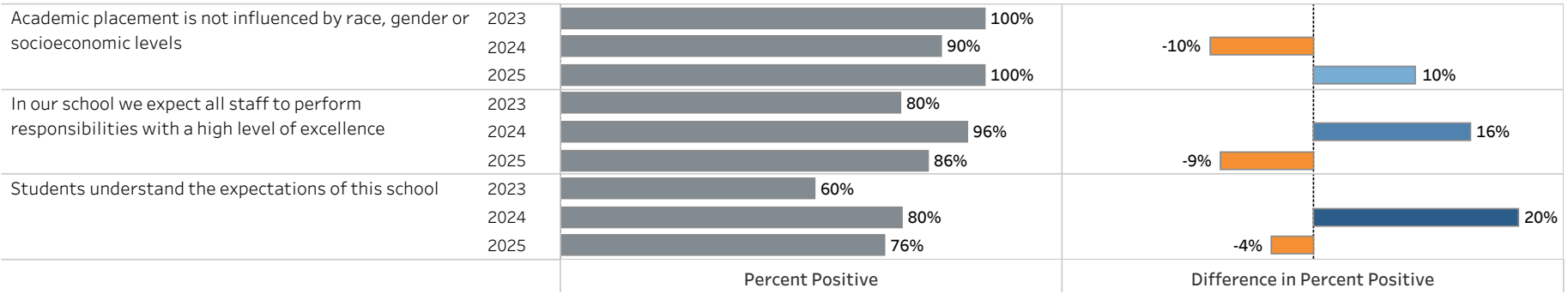
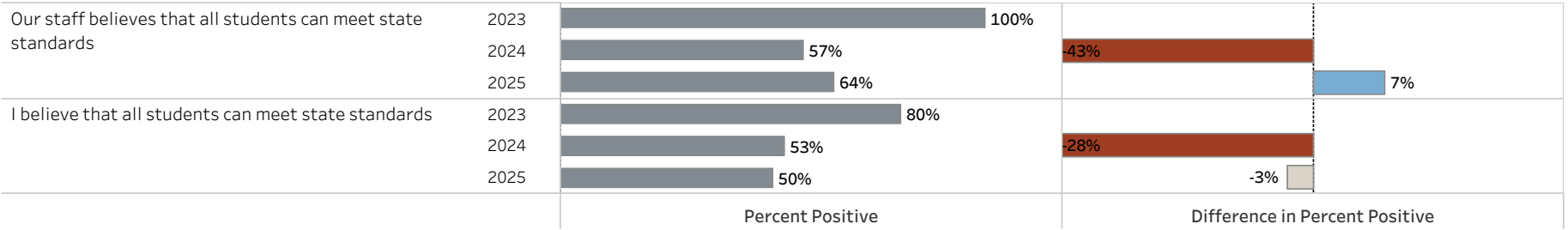


Questions answered by only Instructional Staff



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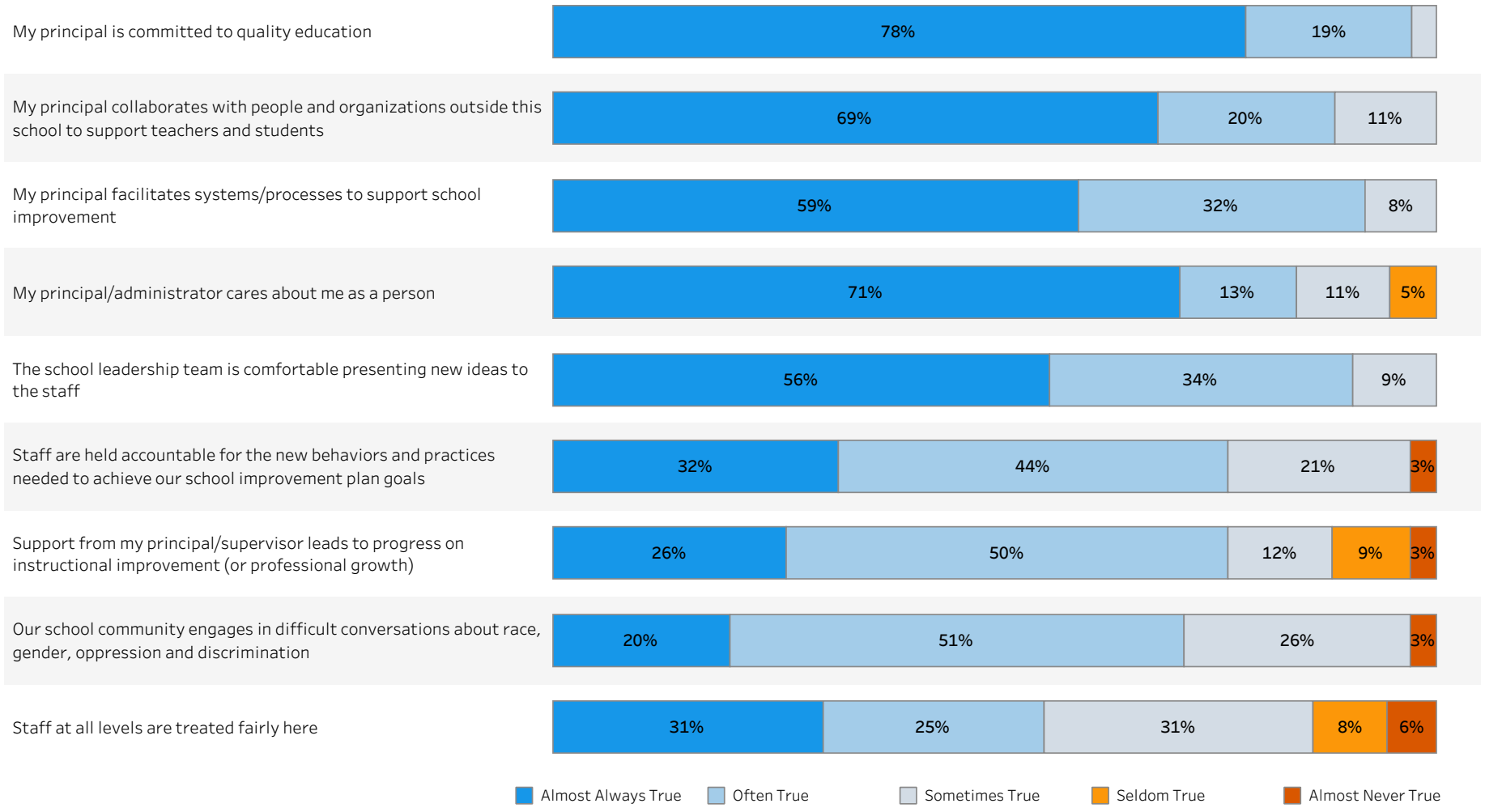
Effective Leadership

South Whidbey Elementary



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Effective Leadership—LONGITUDINAL

South Whidbey Elementary

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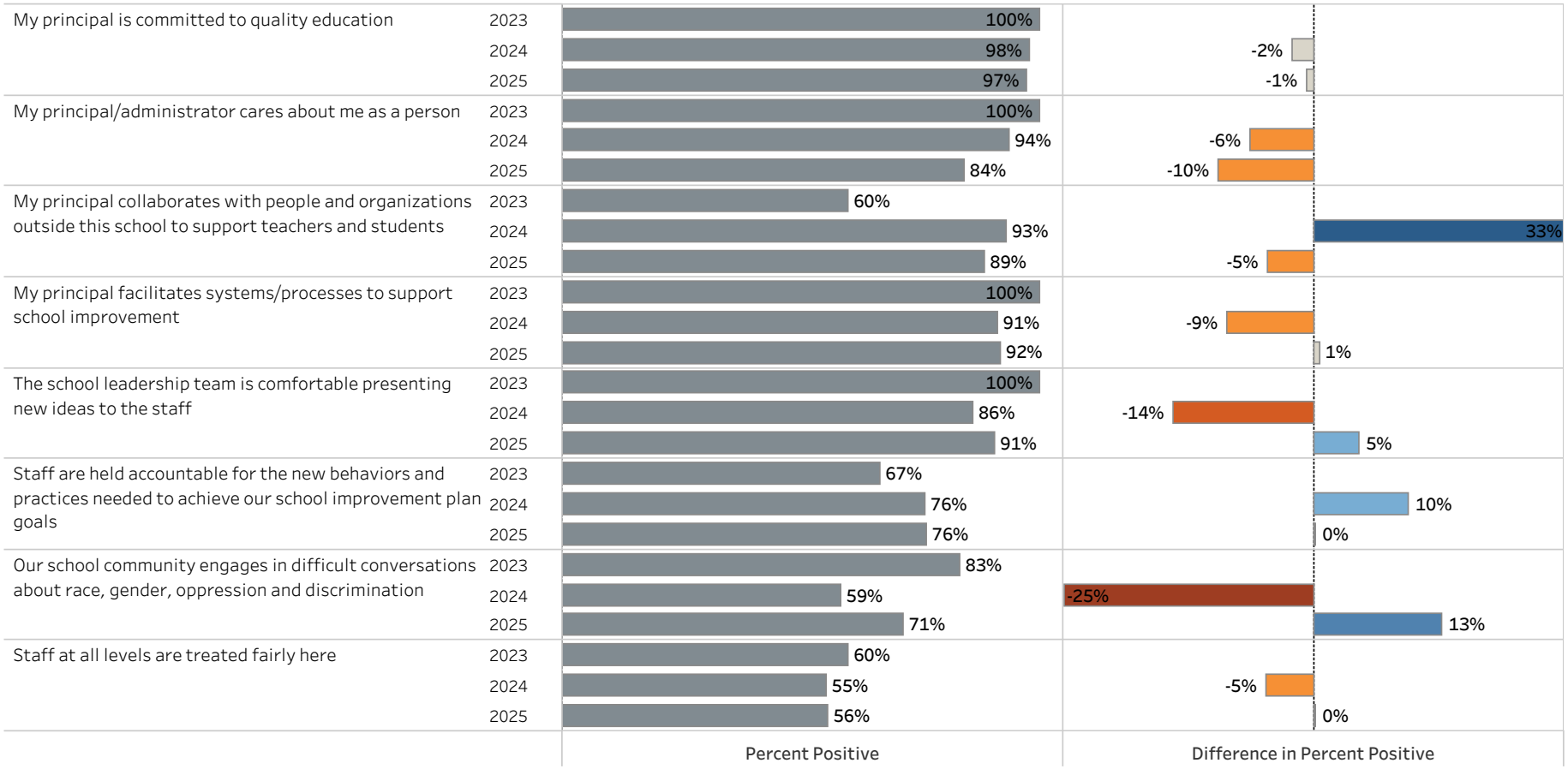

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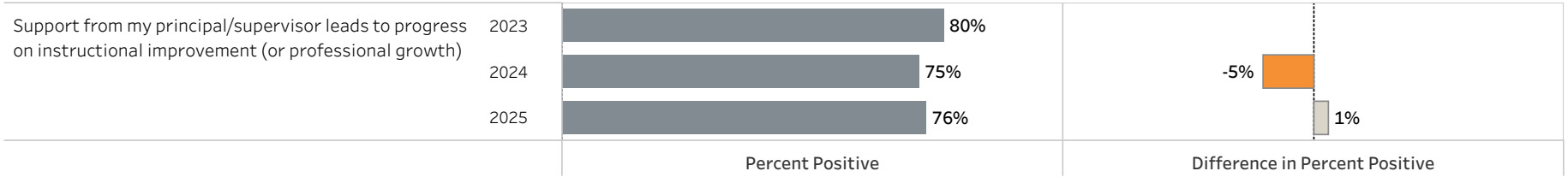

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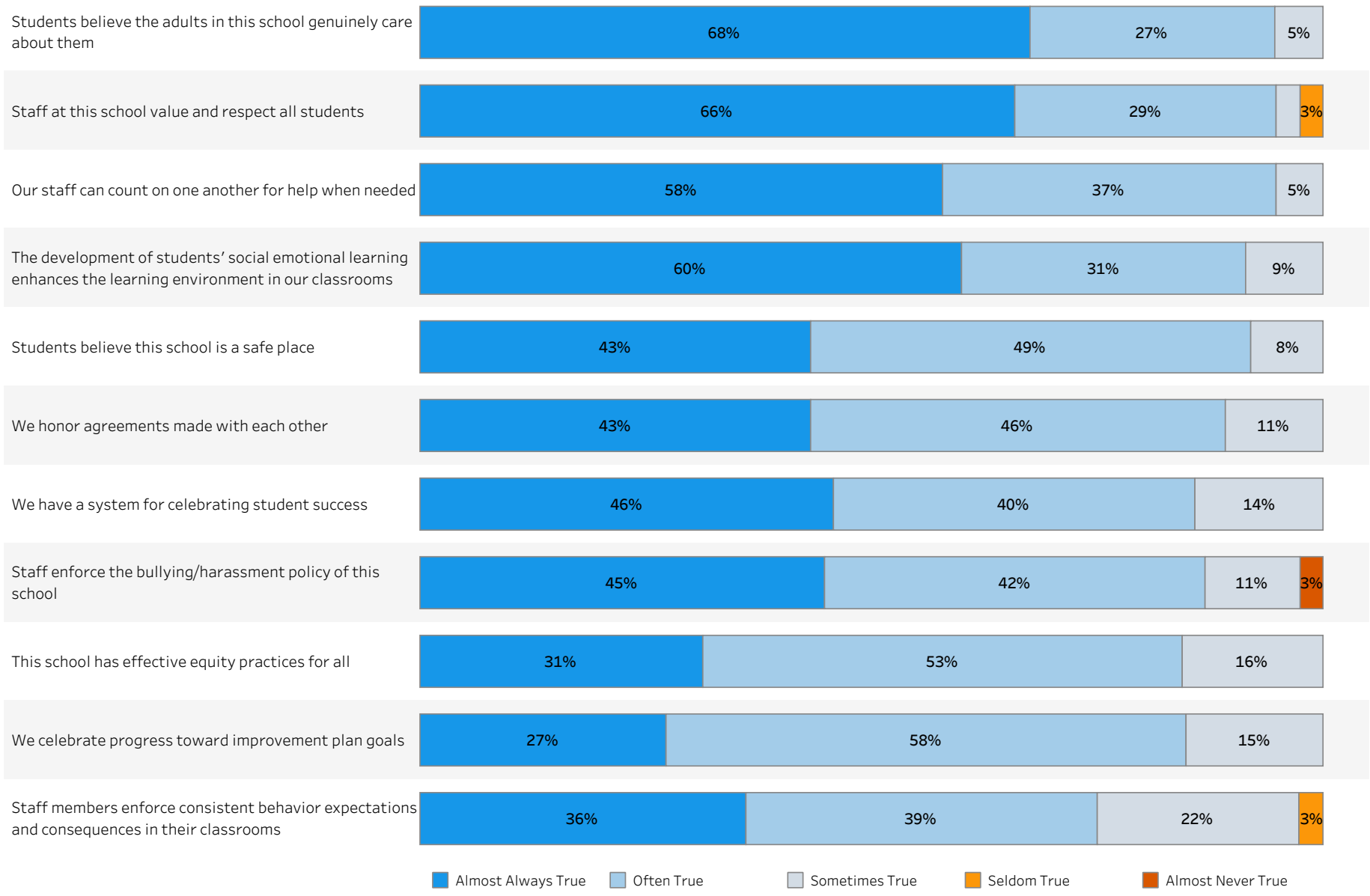
-25% 25%

Supportive Learning Environment

South Whidbey Elementary



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Supportive Learning Environment - LONGITUDINAL

South Whidbey Elementary

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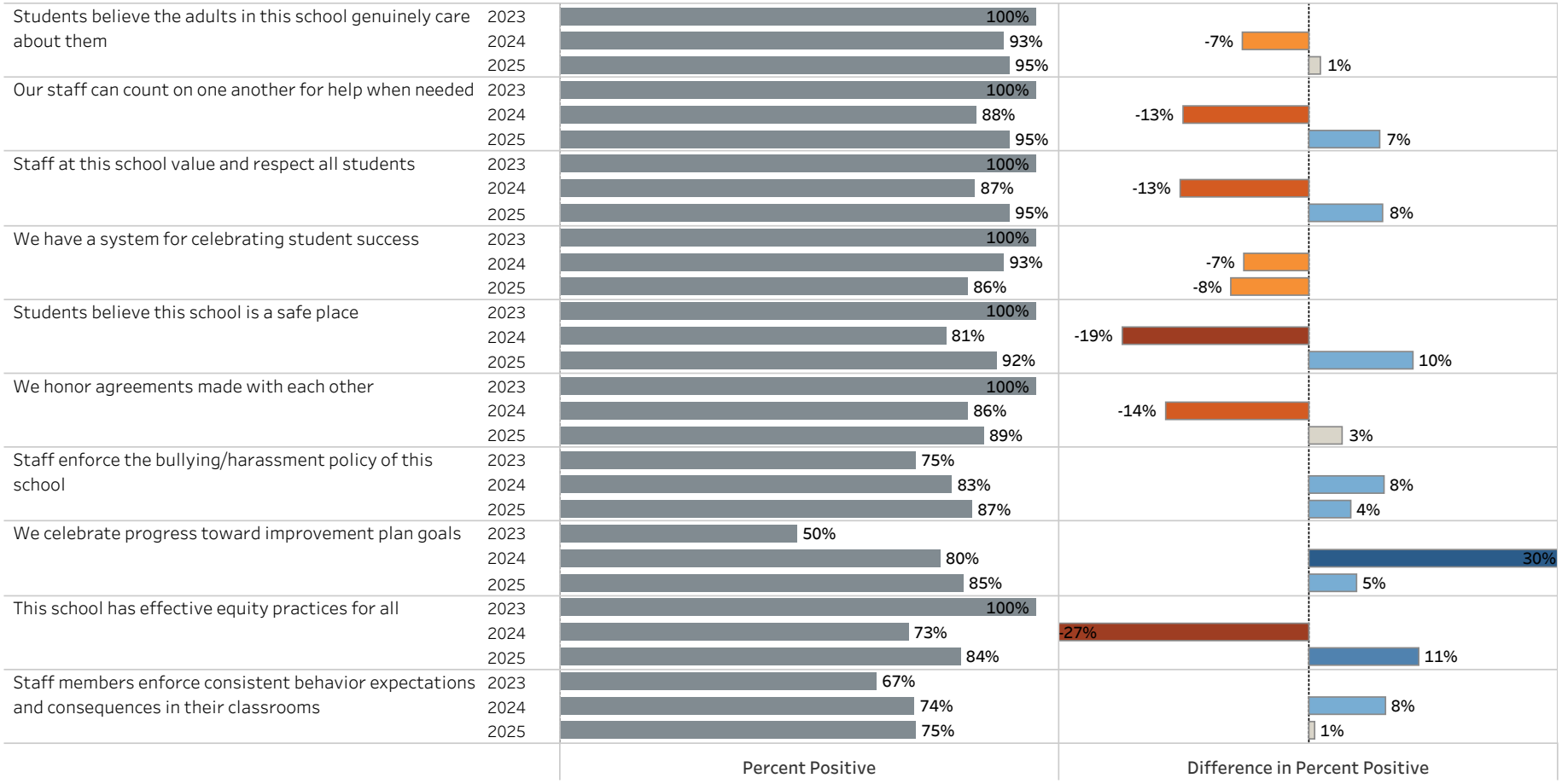

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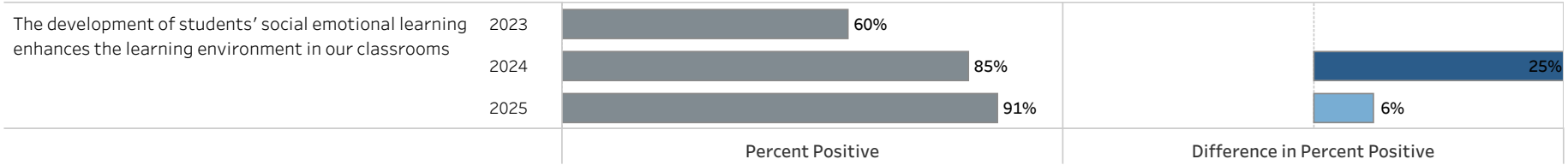

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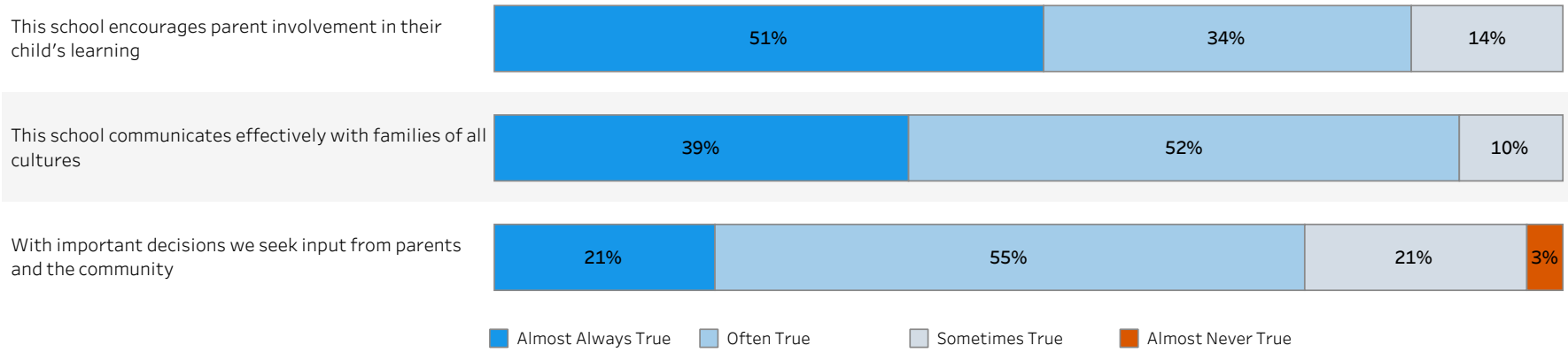
Parent and Community Involvement

South Whidbey Elementary



LONGITUDINAL

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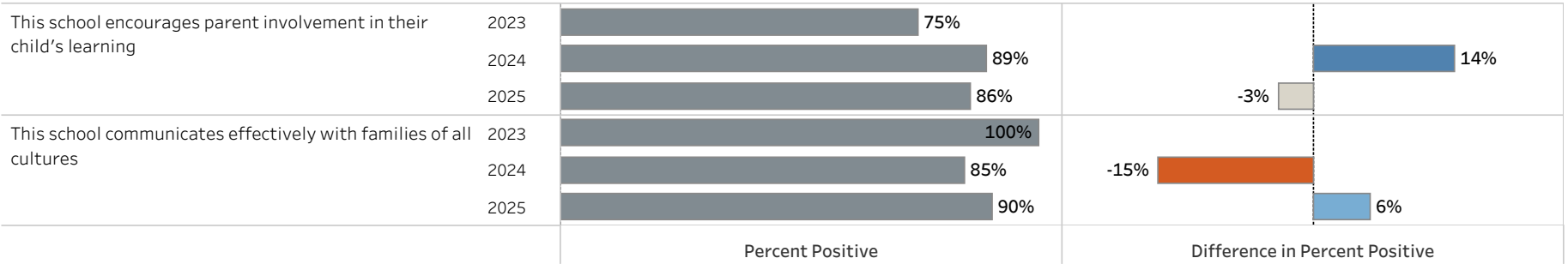

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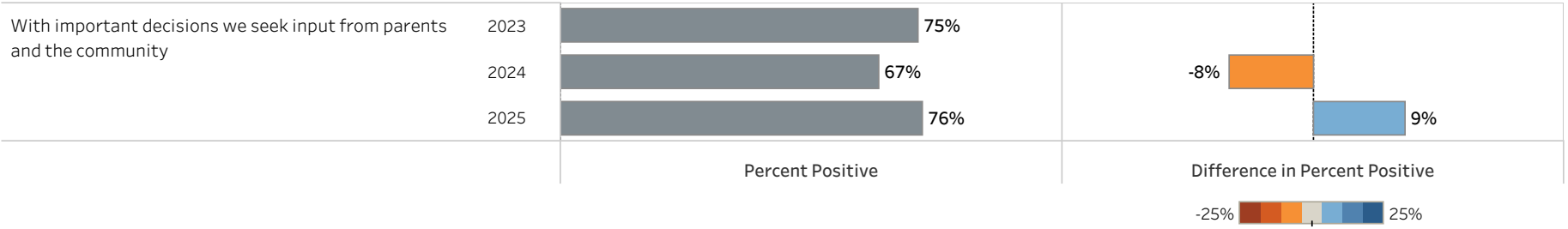

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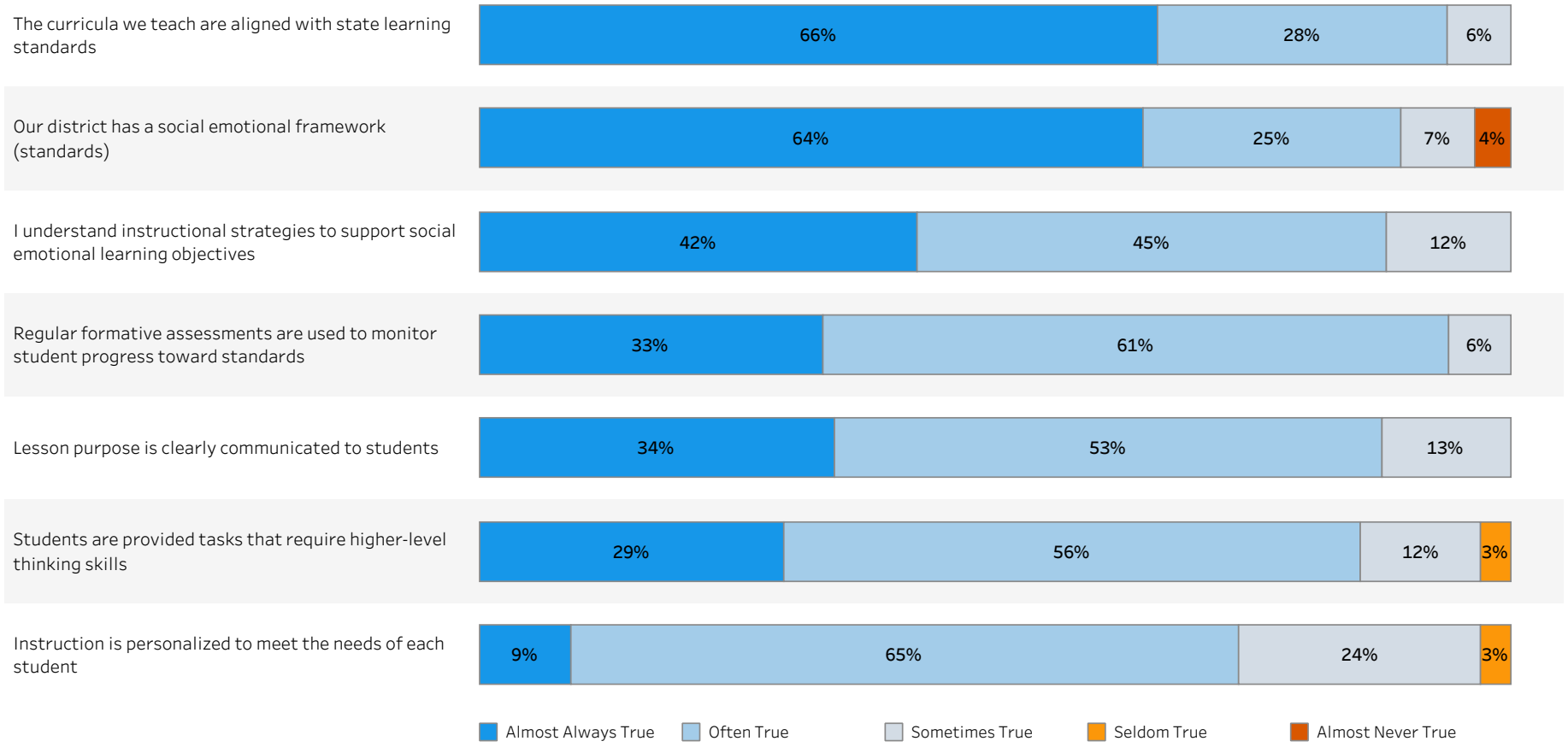
High Quality Curriculum, Instruction, and Assessment

South Whidbey Elementary



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High Quality Curriculum, Instruction, and Assessment - LONGITUDINAL

South Whidbey Elementary

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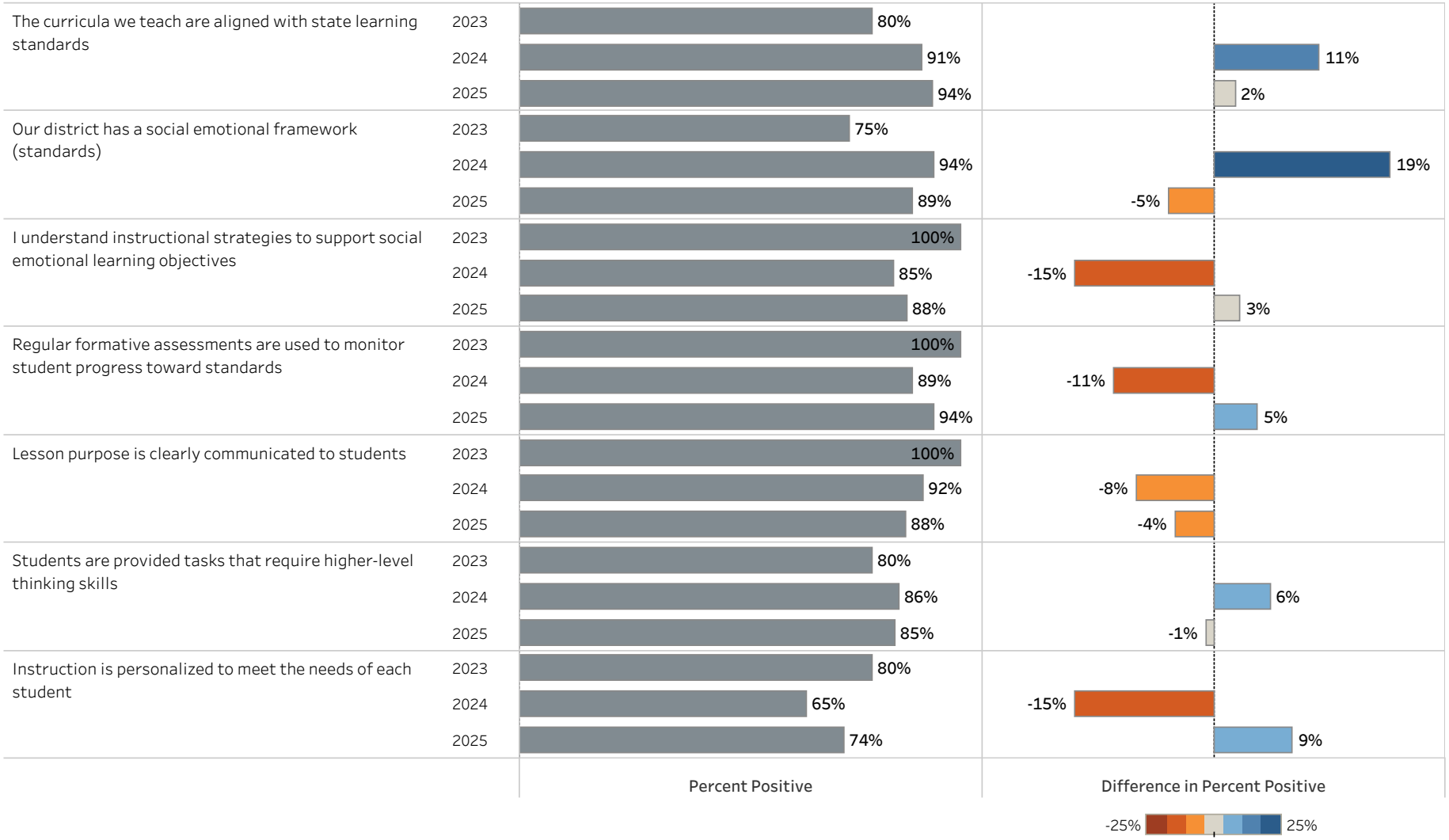

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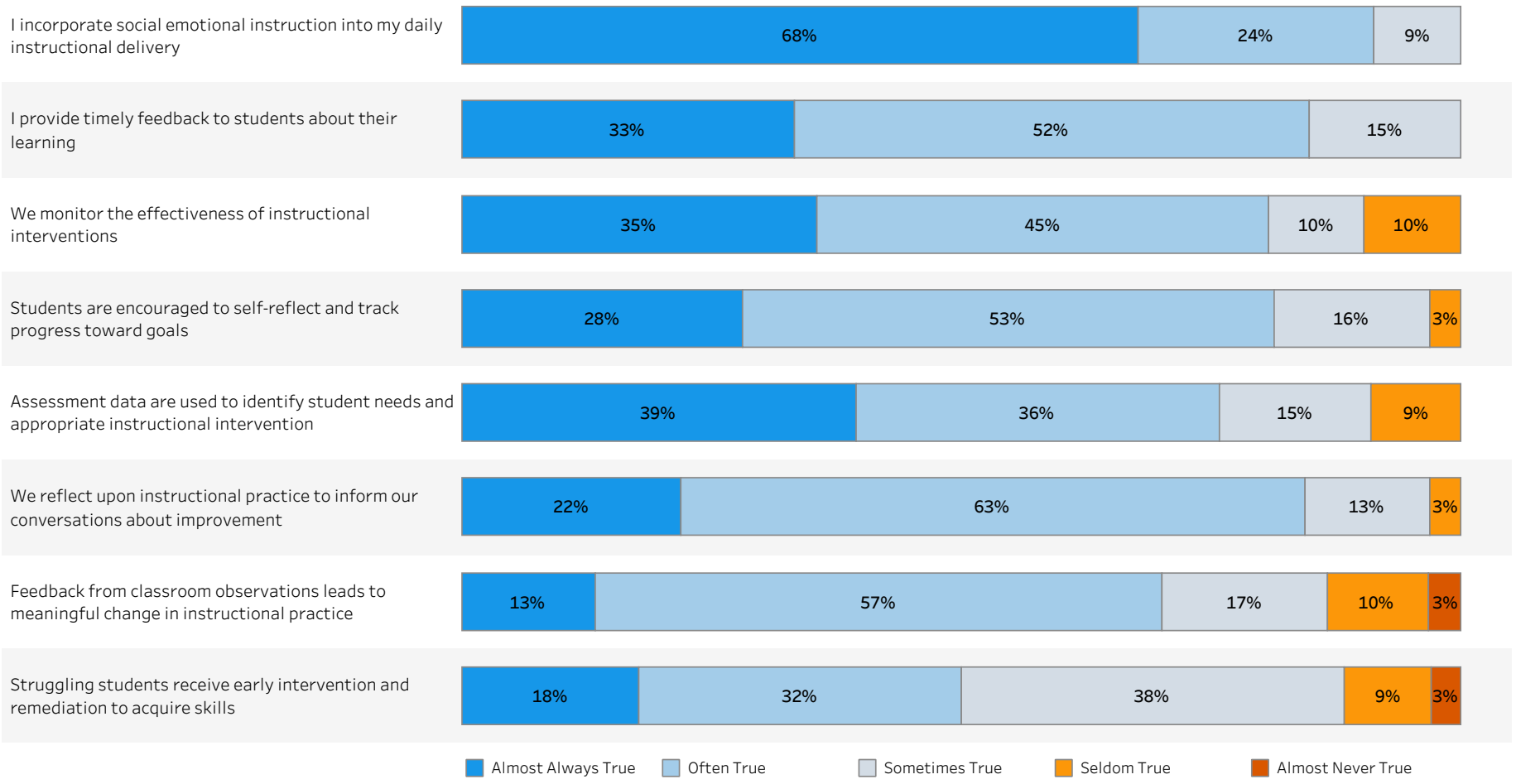
Frequent Monitoring of Teaching and Learning

South Whidbey Elementary



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Frequent Monitoring of Teaching and Learning - LONGITUDINAL

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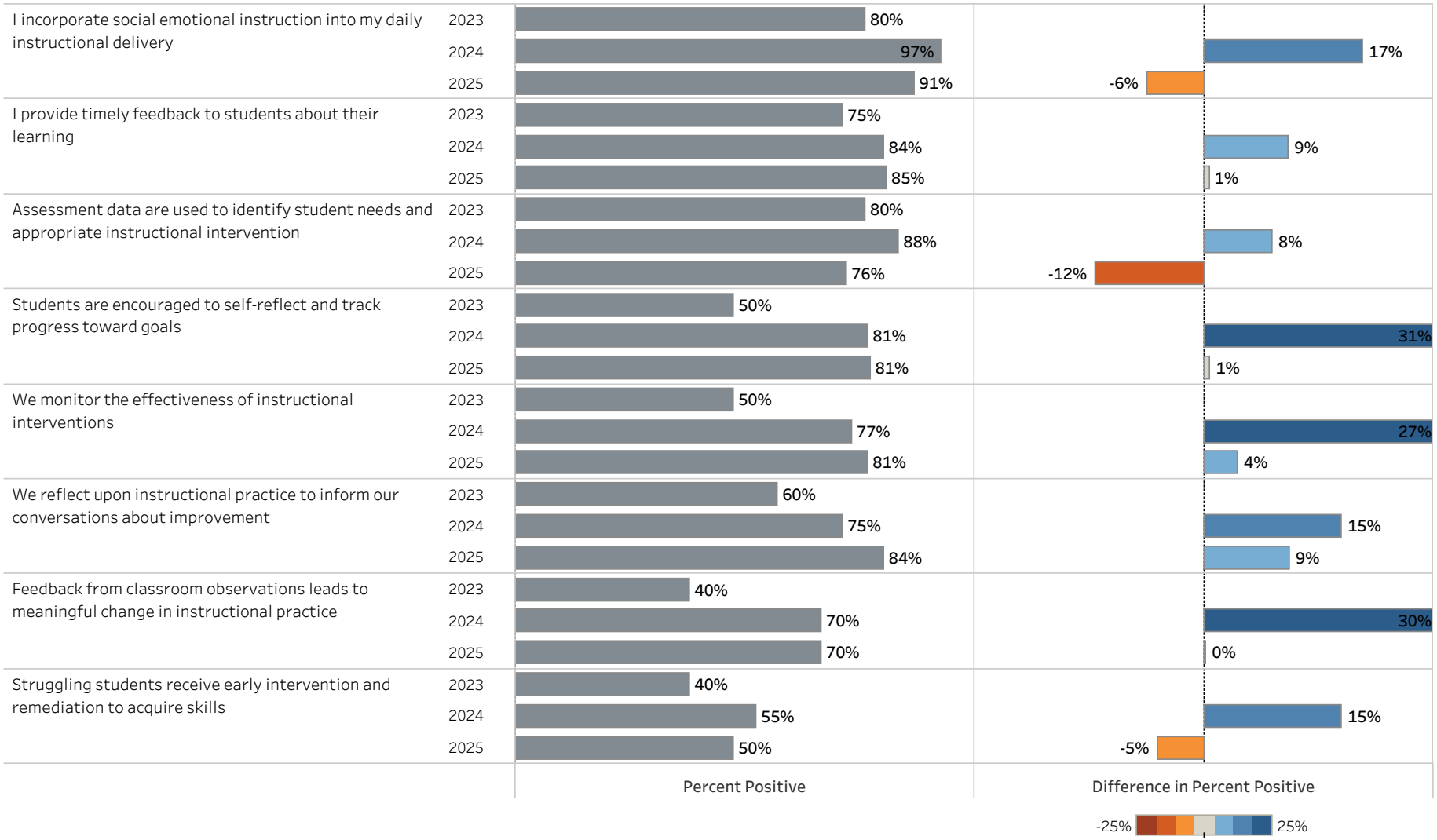

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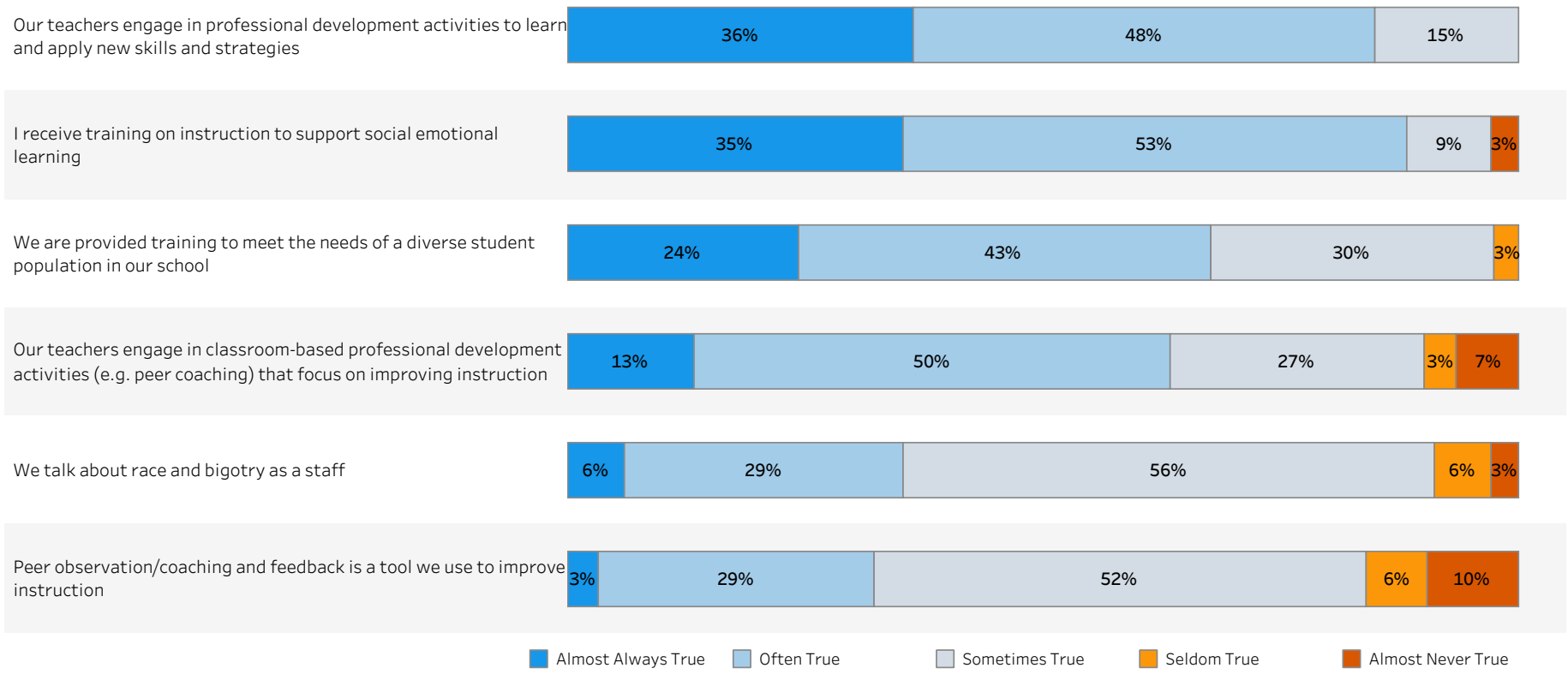
Focused Professional Development

South Whidbey Elementary



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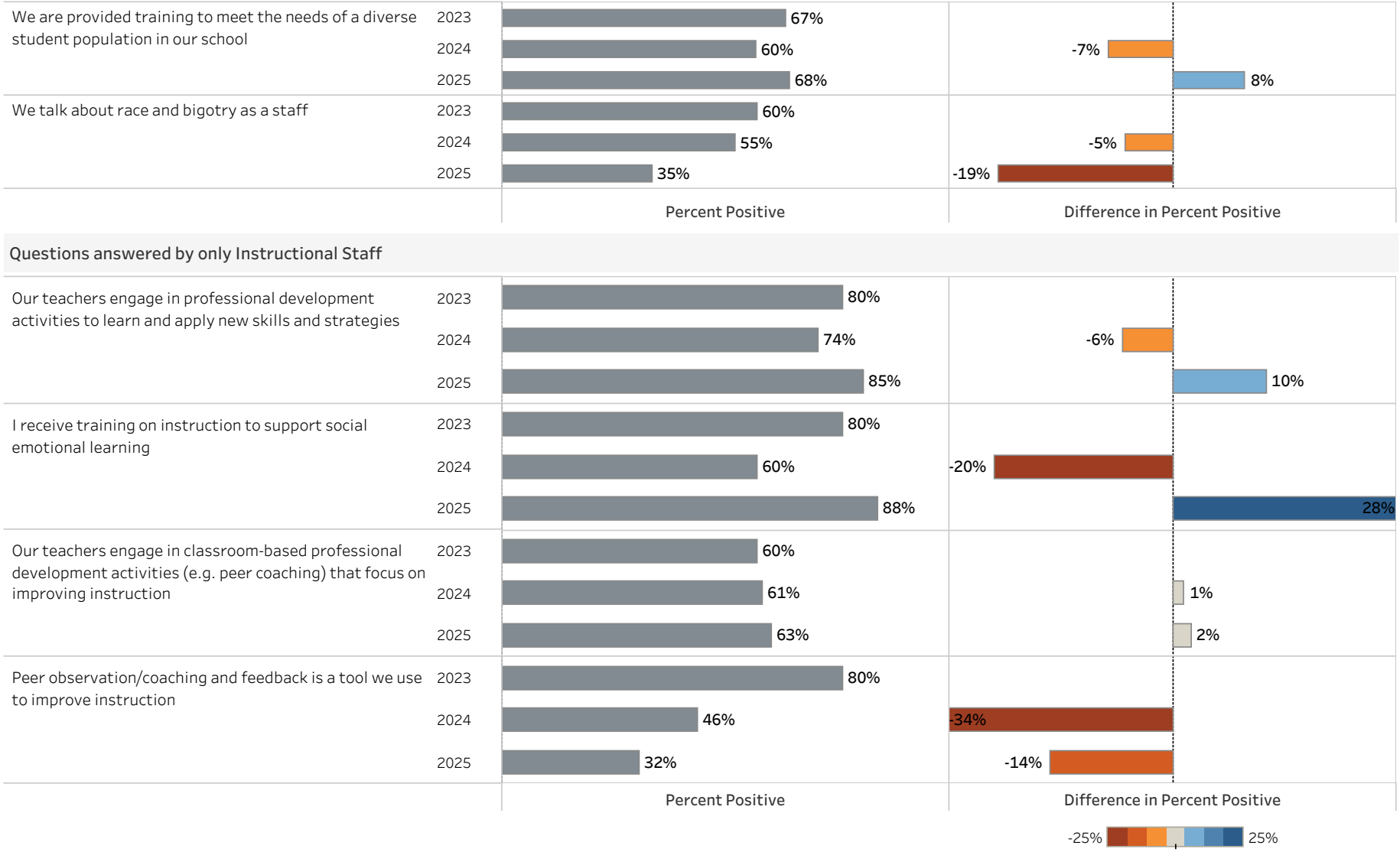
Focused Professional Development LONGITUDINAL

South Whidbey Elementary

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



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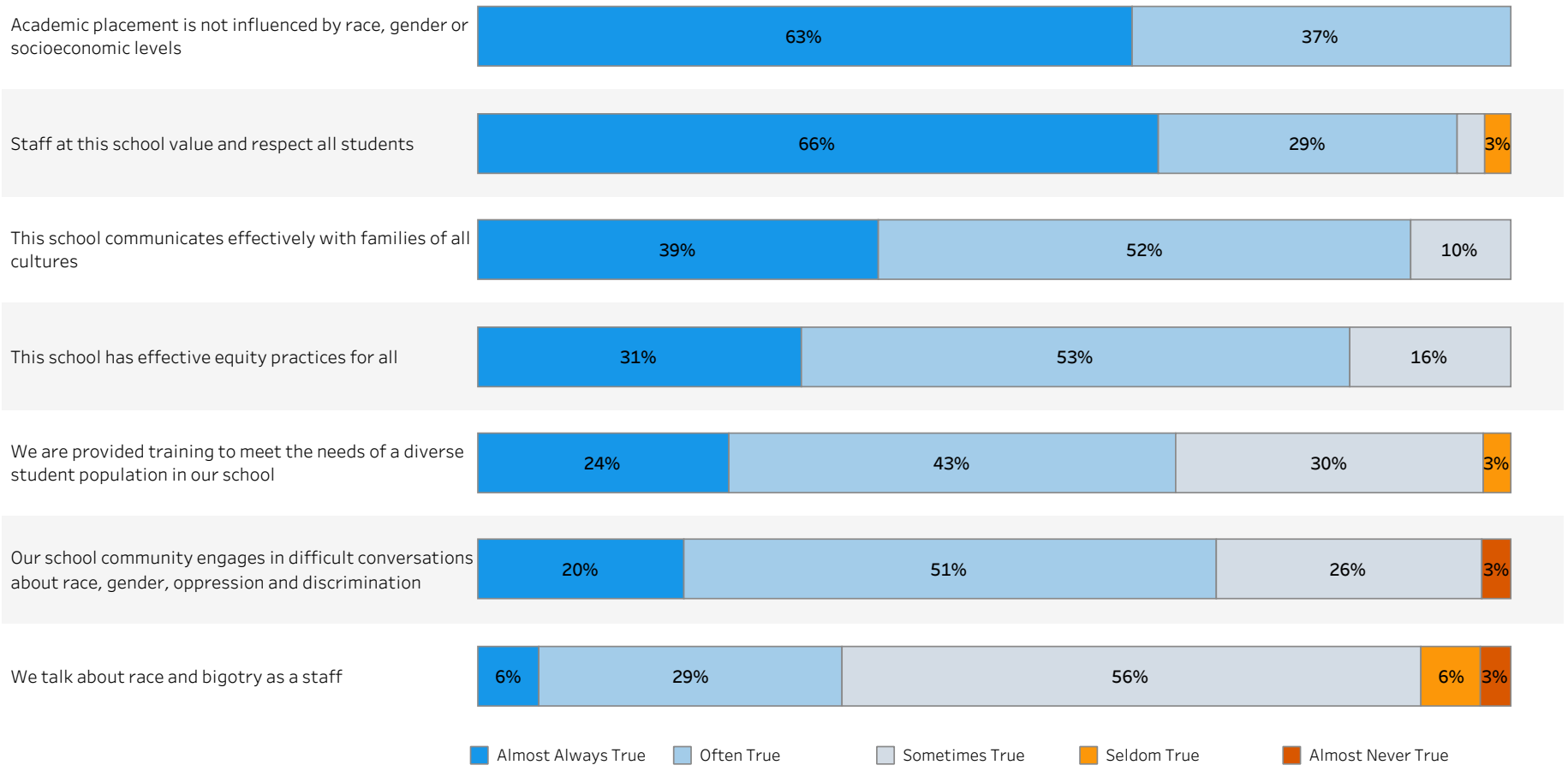
Cultural Responsiveness

South Whidbey Elementary



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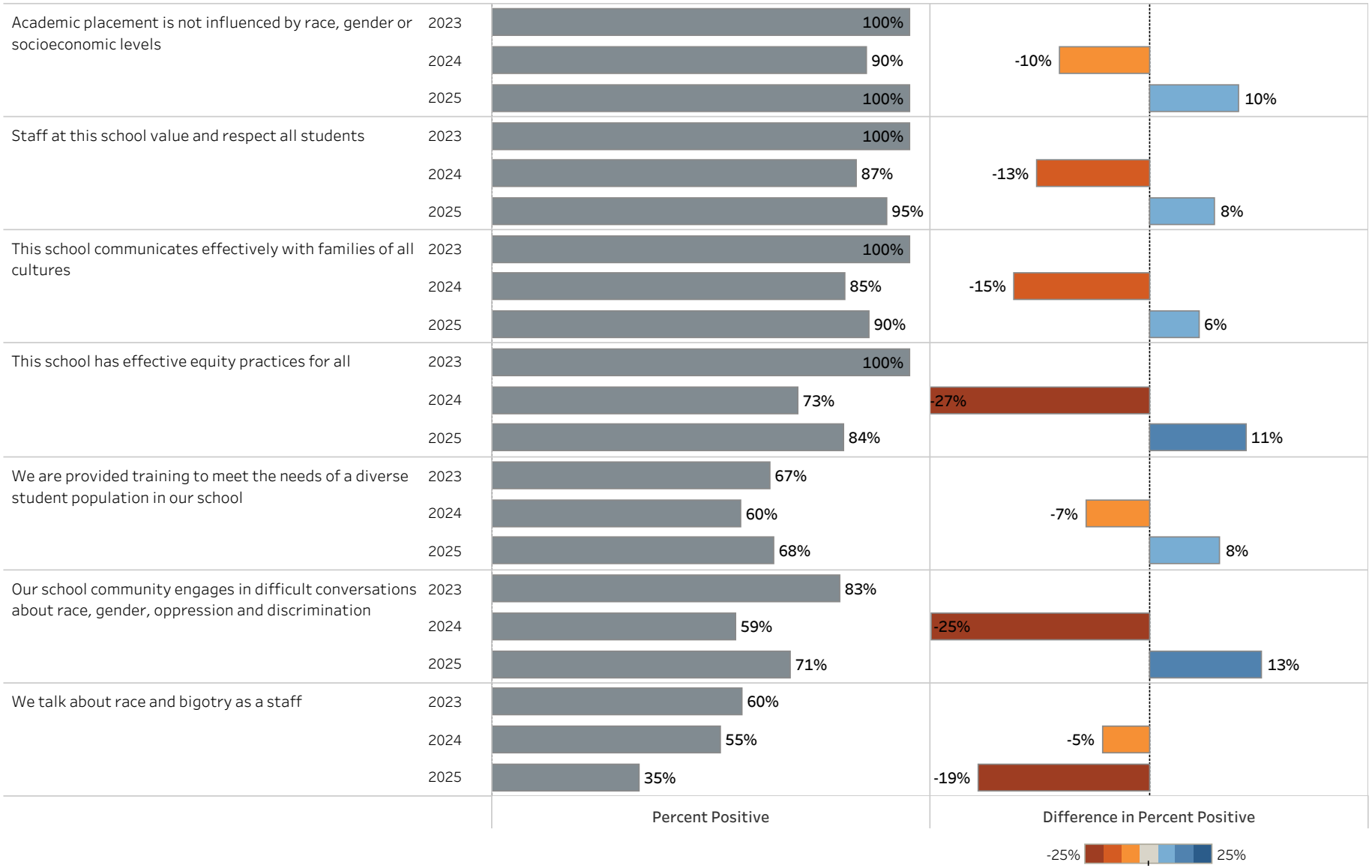
Cultural Responsiveness - LONGITUDINAL

South Whidbey Elementary

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



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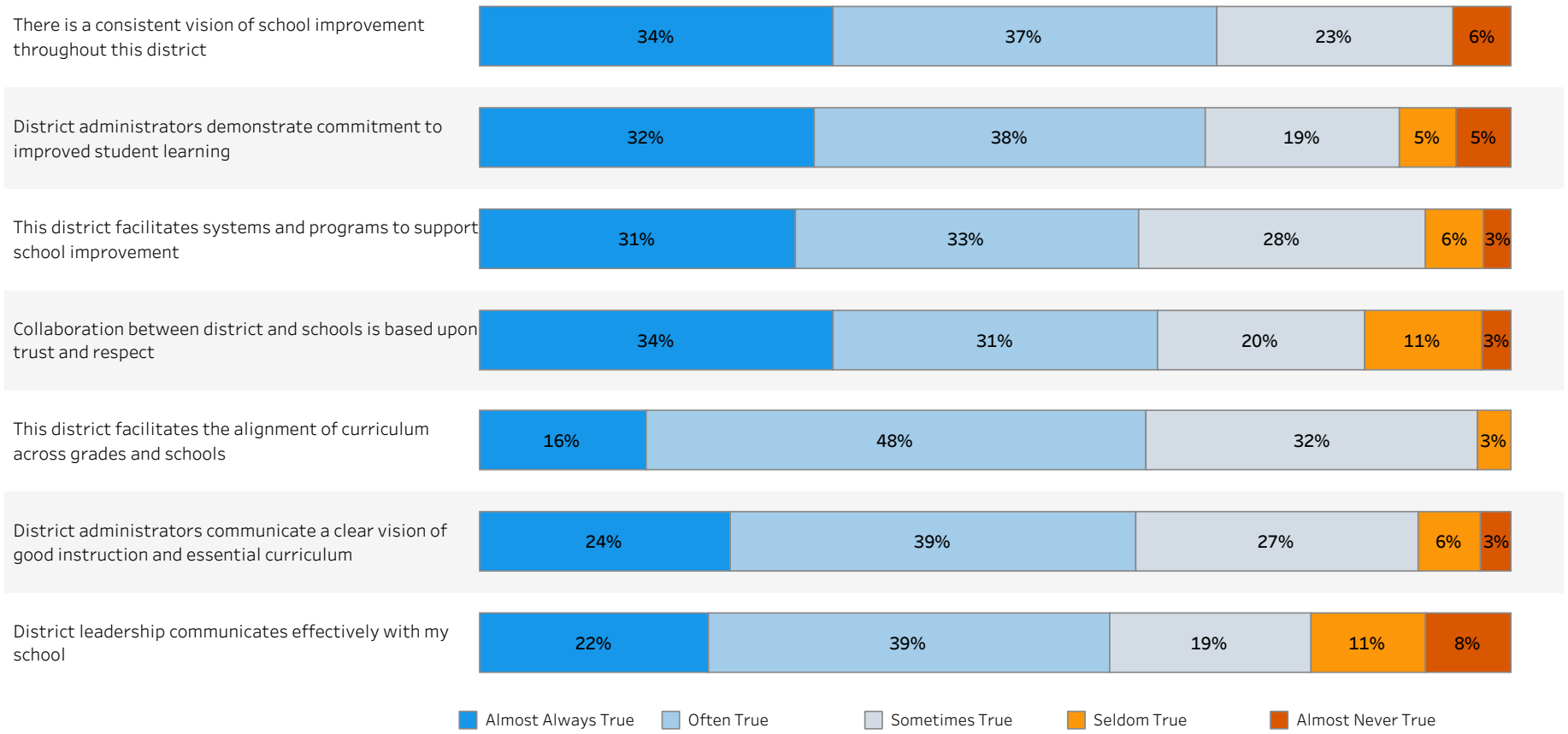
District Support for Improvement

South Whidbey Elementary



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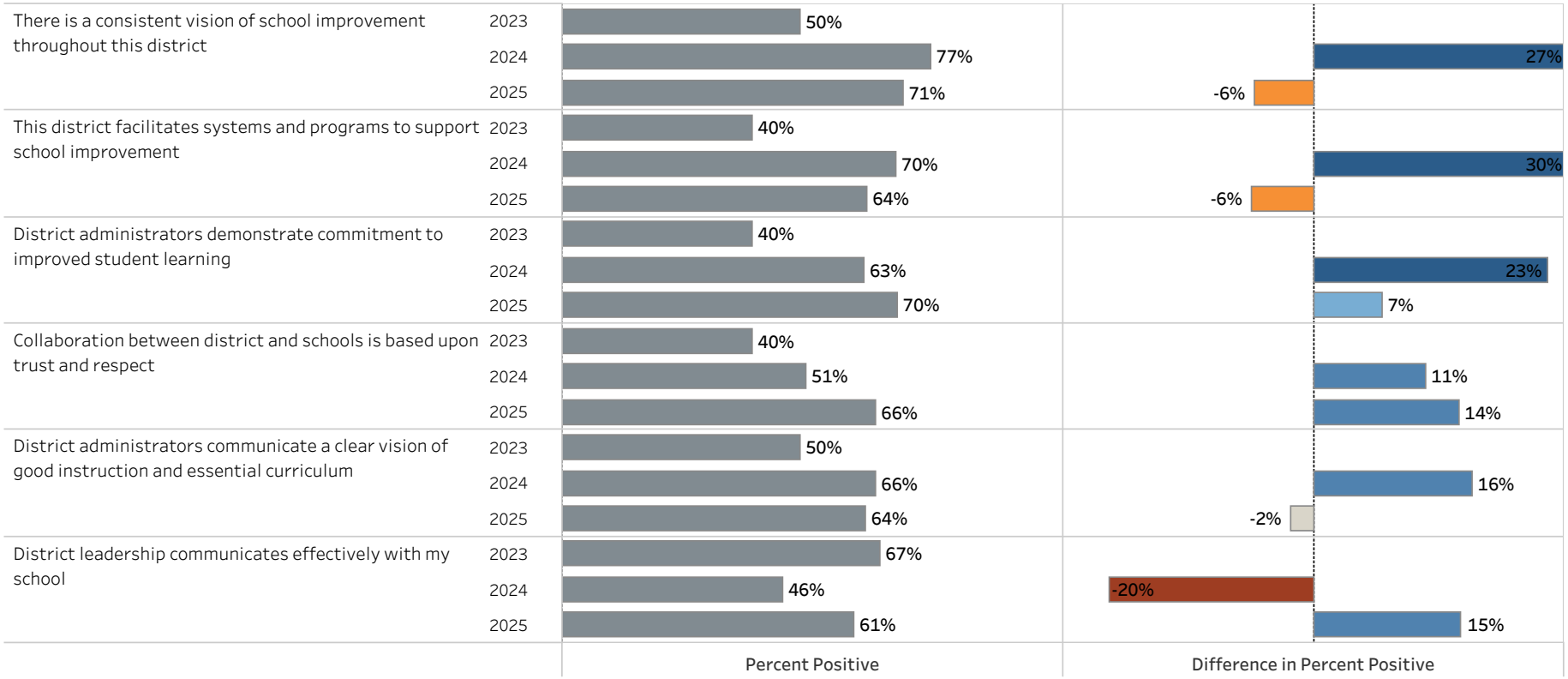
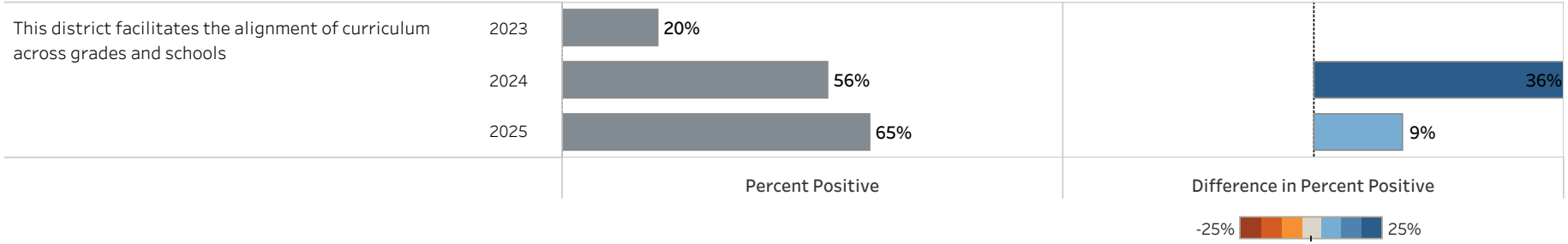
District Support for Improvement

South Whidbey Elementary

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



Questions answered by only Instructional Staff



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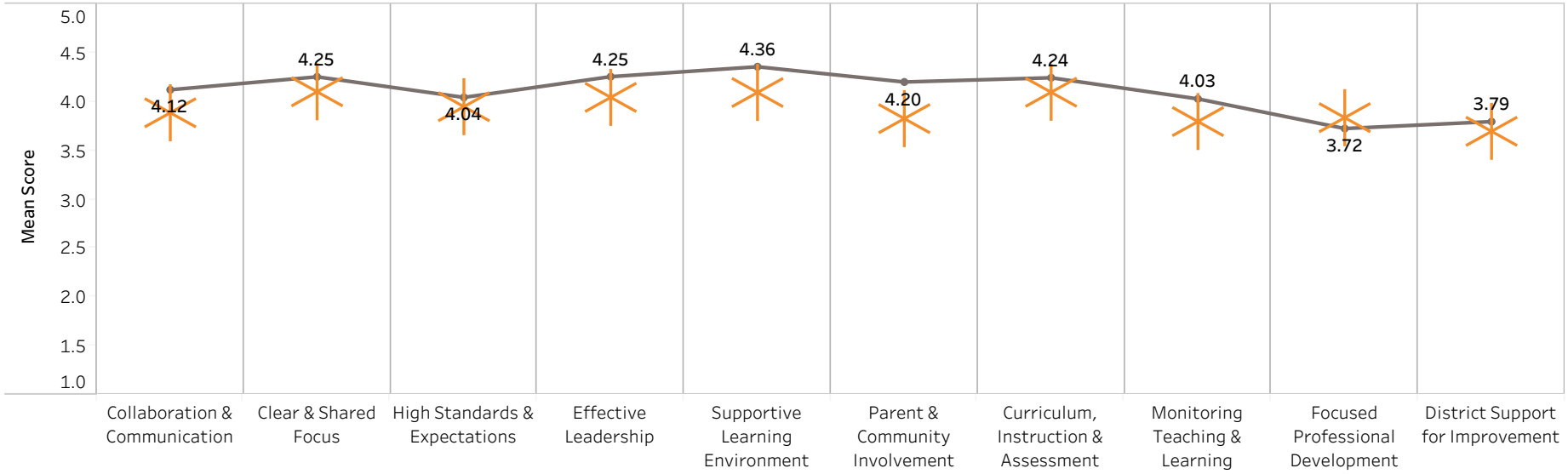
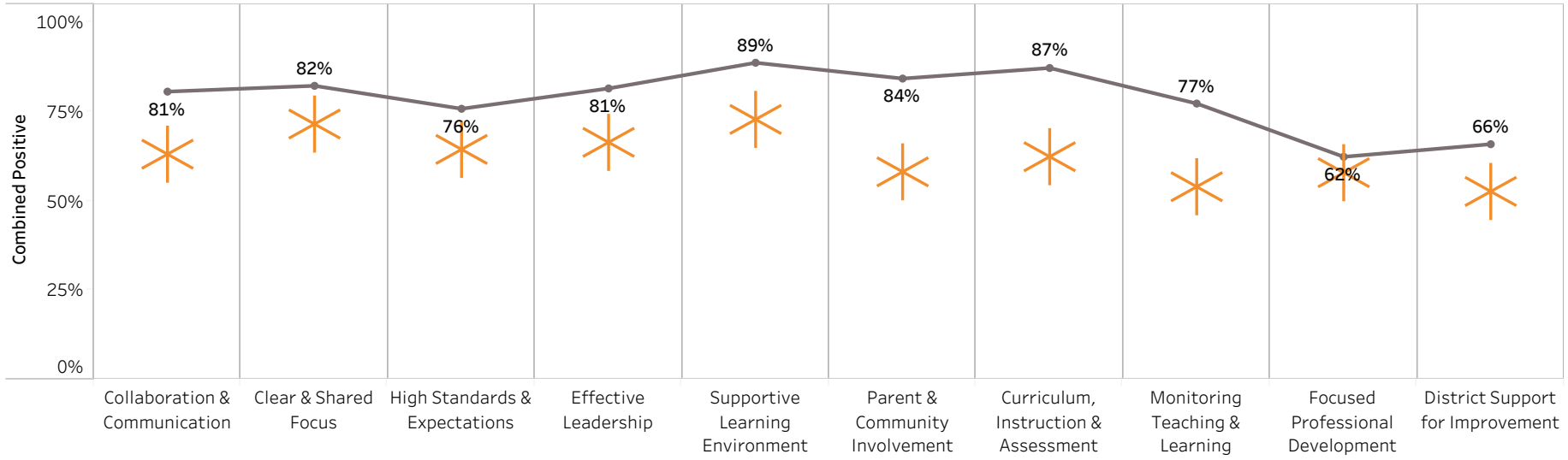
Comparison - **Mean Scores**



Comparison - **Percent Positive**

How does your school compare to:
Avg. Nationwide Sample
Avg. Your School or District



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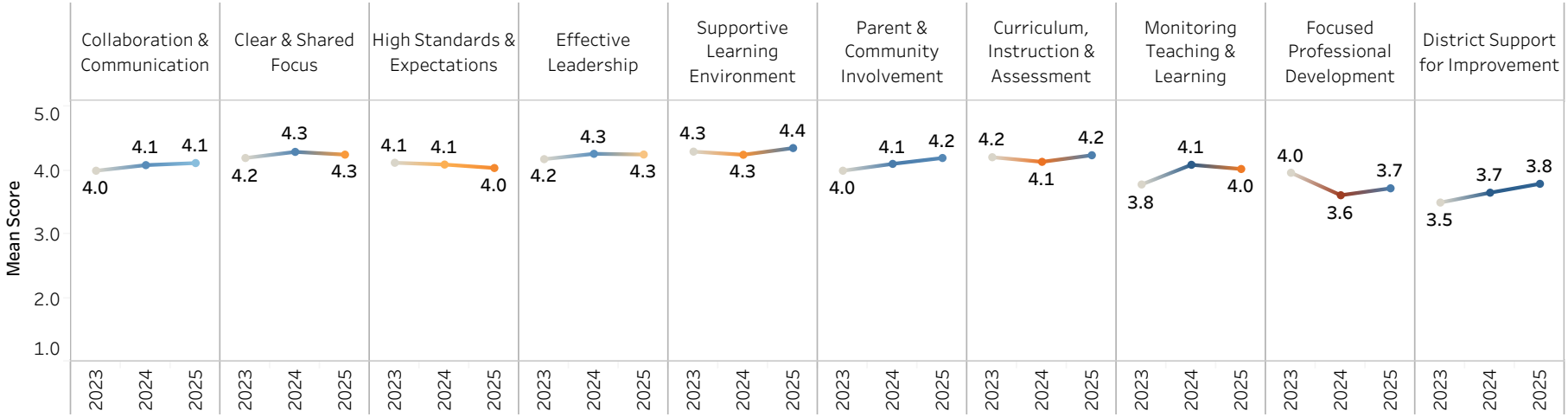
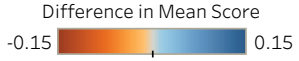
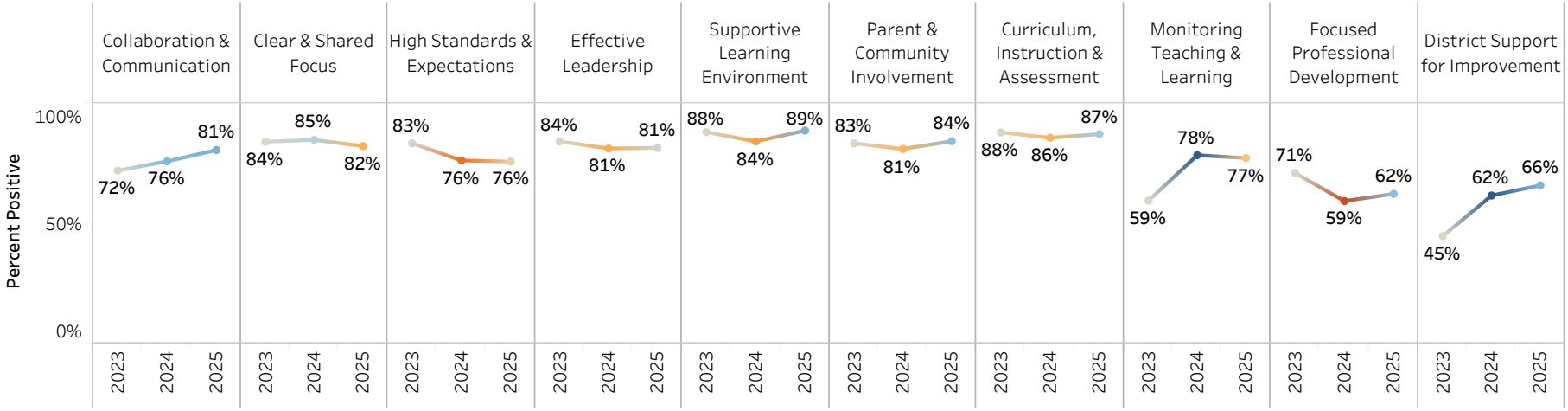
Comparison - **Mean Scores** LONGITUDINAL

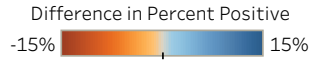




The color shading of the bar indicates the strength of improvement or the significance of the decline. Celebrate the blue, and investigate the darker orange and red.

Comparison - **Percent Positive** LONGITUDINAL





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