Educational Effectiveness Survey™



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





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

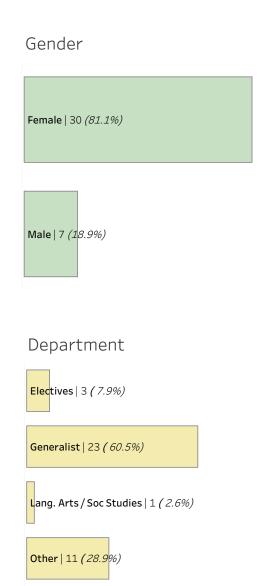
This is the starting point for interpreting your EES Staff data. CEE's research into staff survey responses has shown these items or attributes to be foundational to organizational change. This section, with your unique charted data, is the first section in the report.

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



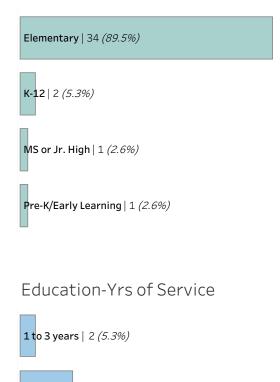
Position

Administrator | 1 (2.6%) Certificated Support Staff | 2 (5.3%) Certificated Teacher | 25 (65.8%) Classified Support Staff | 3 (7.9%) Para-professional/Instr Aid | 7 (18.4%)

School-Yrs of Service



Level



4 to 7 years | 7 *(18.4%)*

8 to 11 years | 3 (7.9%)

>11 years | 26 *(68.4%)*

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	39%		34%	18%	5%
Conflict Resolution	There is a willingness to address conflict in this school	26%	42%		26%	
A Sense of Urgency to Improve	Staff share a high sense of urgency around the need to improve	22%		41%	38%	

Instructional Staff

Problem Solving	When there is a problem in my school, we talk about how to solve it	40%		40% 31%		6%
Conflict Resolution	There is a willingness to address conflict in this school	26%		46%	23%	
A Sense of Urgency to Improve	Staff share a high sense of urgency around the need to improve	24%	41%		35%	
	Almost Alway	/s True 📃 Often True	Sometimes Tr	Je Seldom True	Almost Nev	er True

Almost Never True

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	2023 20% 2024 38% 2025 39%		60%		20%	6
		2024			35%		19%	4% 4%
		2025			34%		18%	<mark>5%</mark> 3%
Conflict Resolution	There is a willingness to address conflict in this school	2023	20% 20%			60%		
			29%		35%		31%	
		2025	26%		42%		26%	3%
A Sense of Urgency to	Staff share a high sense of urgency around the need to improve	2023		60%			40%	
Improve		2024	27%		50%		21%	
		2025	22%		41%		38%	
Almost Always True 🗌 Often True 📄 Sometimes True 📄 Seldom True 📕 Almost								er True

Readiness for Change—I vs. They Perspectives

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

South Whidbey Elementary

How large is the Gap between I vs. They?

All Staff

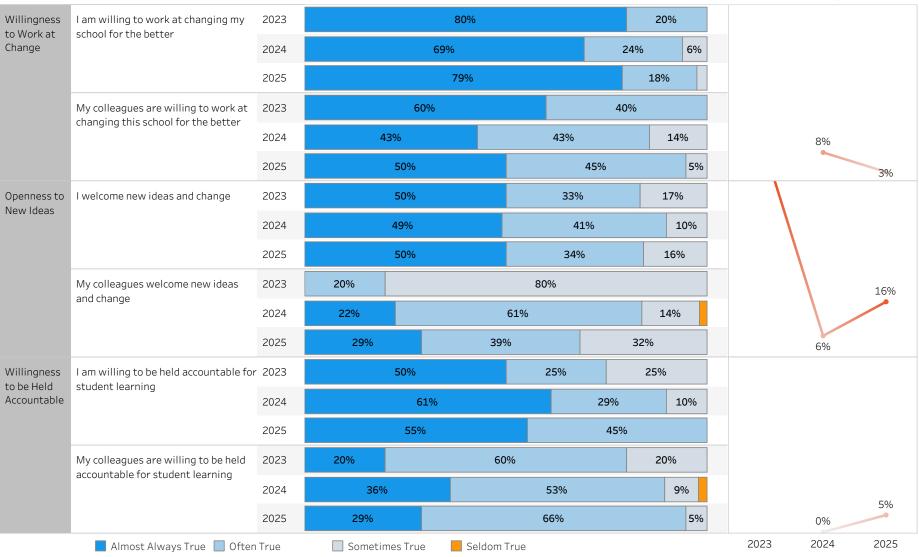
Willingness to Work at Change	I am willing to work at changing my school for the better		79%			18%	3%
	My colleagues are willing to work at changing this school for the better	50%			45%	5%	370
Openness to New Ideas	I welcome new ideas and change	50%		349	%	16%	16%
	My colleagues welcome new ideas and change	29%	39%	ò	32	2%	
Willingness to be Held Accountable	l am willing to be held accountable for student learning	55%	ò		45%		
	My colleagues are willing to be held accountable for student learning	29%		66%		5%	5%

Instructional Staff

Willingness to Work at Change	I am willing to work at changing my school for the better	80%				17%	3%
-	My colleagues are willing to work at changing this school for the better	51%		43	3%	6%	3%
Openness to New Ideas	I welcome new ideas and change	54%		31%	,	14%	14%
	My colleagues welcome new ideas and change	29%	43%		29	9%	1470
Willingness to be Held Accountable	I am willing to be held accountable for student learning	60%			40%		6%
	My colleagues are willing to be held accountable for student learning	31%		63%		6%	670
	📕 Almost Always True 📃 Often True	e 📃 Sometimes True					

Readiness for Change—I vs. They Perspectives— LONGITUDINAL

South Whidbey Elementary



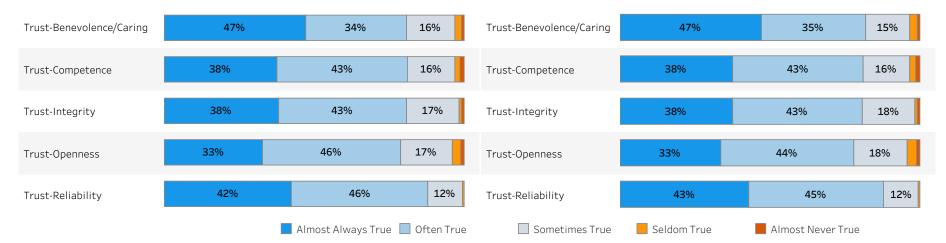
How large is the Gap between I vs. They?

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

Organizational Trust

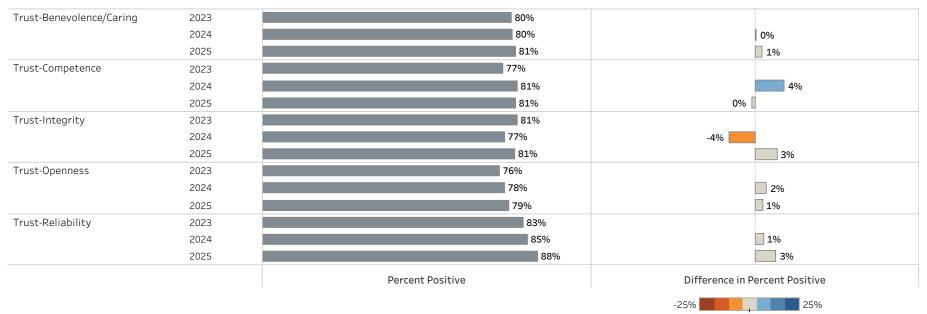
All Staff

South Whidbey Elementary



Instructional Staff

Organizational Trust—LONGITUDINAL



9 Characteristics of High-Performing Schools

All Staff

South Whidbey Elementary

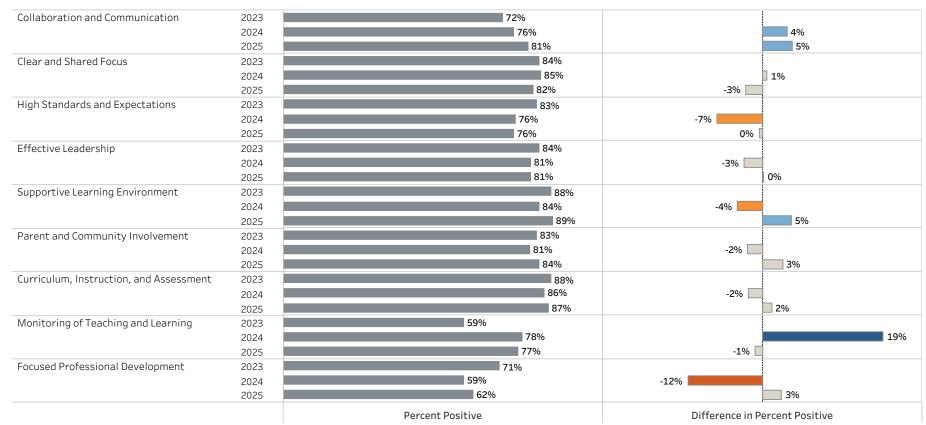


Instructional Staff

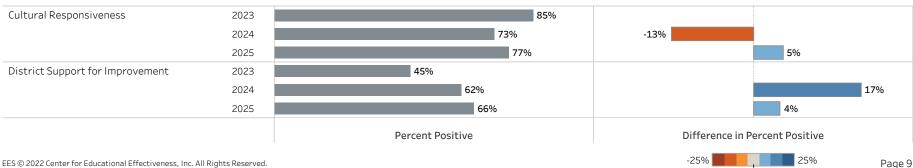
9 Characteristics of High-Performing School — LONGITUDINAL

South Whidbey Elementary

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

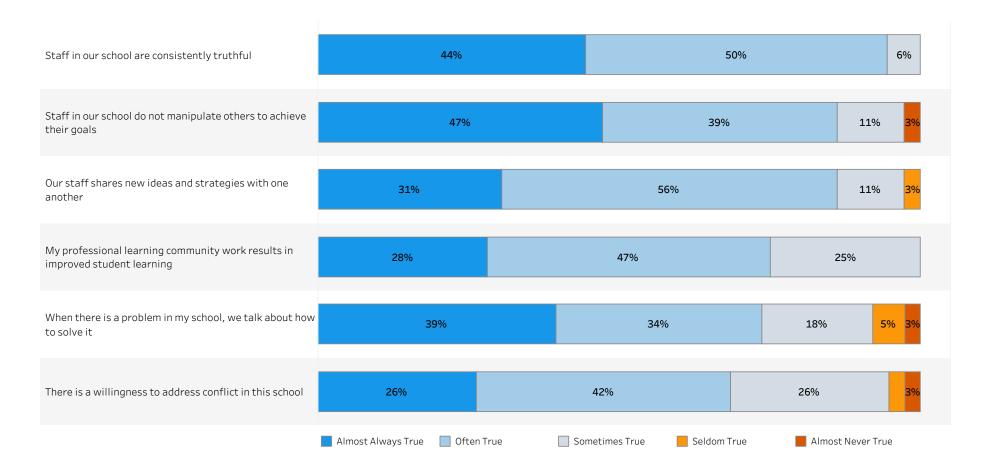


Additional Characteristics



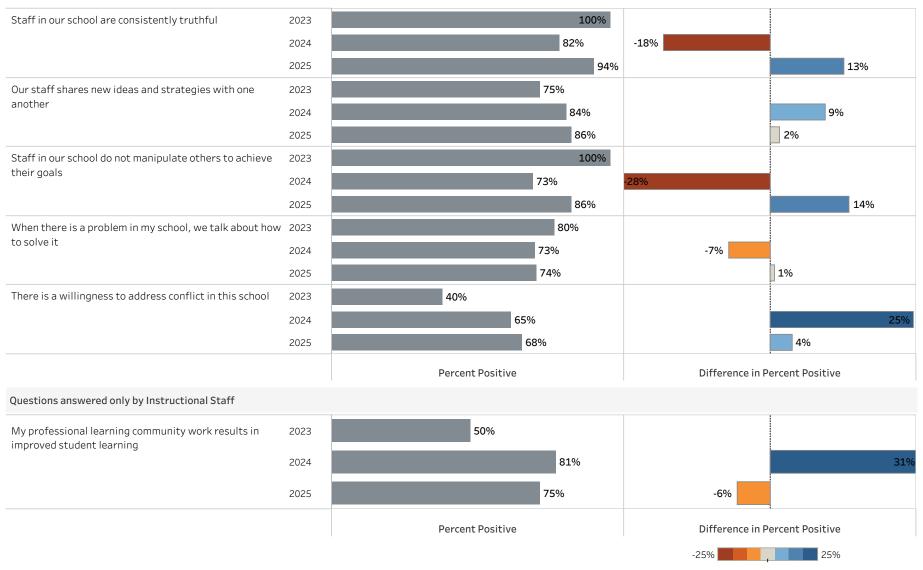
EES © 2022 Center for Educational Effectiveness, Inc. All Rights Reserved.

High Levels of Collaboration and Communication

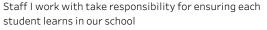


High Levels of Collaboration and Communication—LONGITUDINAL

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



Clear and Shared Focus



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

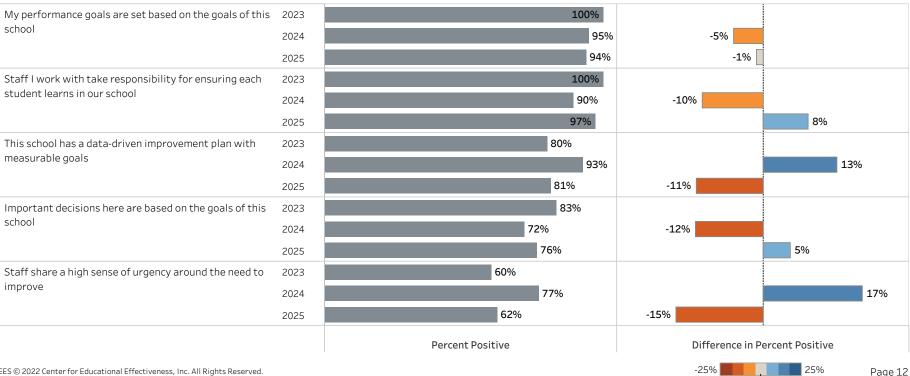
This school has a data-driven improvement plan with measurable goals

Important decisions here are based on the goals of this school

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

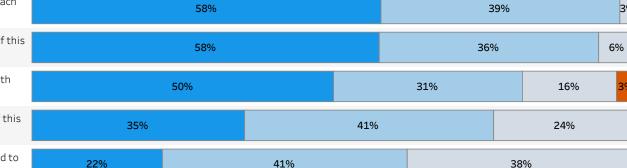
LONGITUDINAL

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



🔲 Often True

Almost Always True



Sometimes True

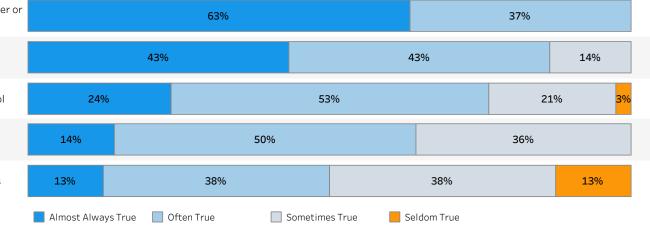
Almost Never True

South Whidbey Elementary

3%

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

High Standards and Expectations



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

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

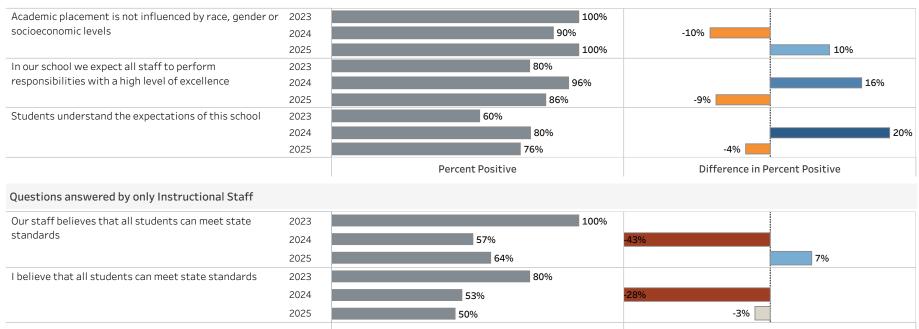
Students understand the expectations of this school

Our staff believes that all students can meet state standards

I believe that all students can meet state standards

LONGITUDINAL

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



Percent Positive

Difference in Percent Positive

25%

-25%

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

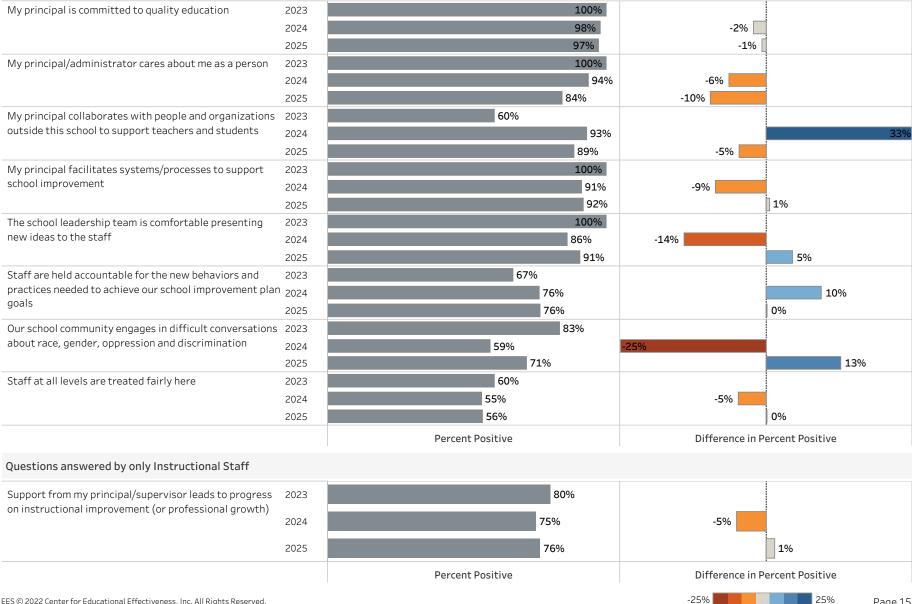
Page 13

Effective Leadership

My principal is committed to quality education				199	%			
My principal collaborates with people and organizations outside this school to support teachers and students	69%				20	0%	11%	
My principal facilitates systems/processes to support school improvement	59%				32%		8%	
My principal/administrator cares about me as a person	71%				13'	% 1	1% 5%	
The school leadership team is comfortable presenting new ideas to the staff		56%			34%	9%		
Staff are held accountable for the new behaviors and practices needed to achieve our school improvement plan goals	32%		44%			21%	3%	
Support from my principal/supervisor leads to progress on instructional improvement (or professional growth)	26%		50%			12%	9% 3%	
Our school community engages in difficult conversations about race, gender, oppression and discrimination	20%		51%			26%	3%	
Staff at all levels are treated fairly here	31%		25%	3	1%		8% 6%	
Alm	nost Always True 🛛 Often	True	Sometimes True	E Seldom	True	📕 Alm	ost Never True	

Effective Leadership—LONGITUDINAL

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

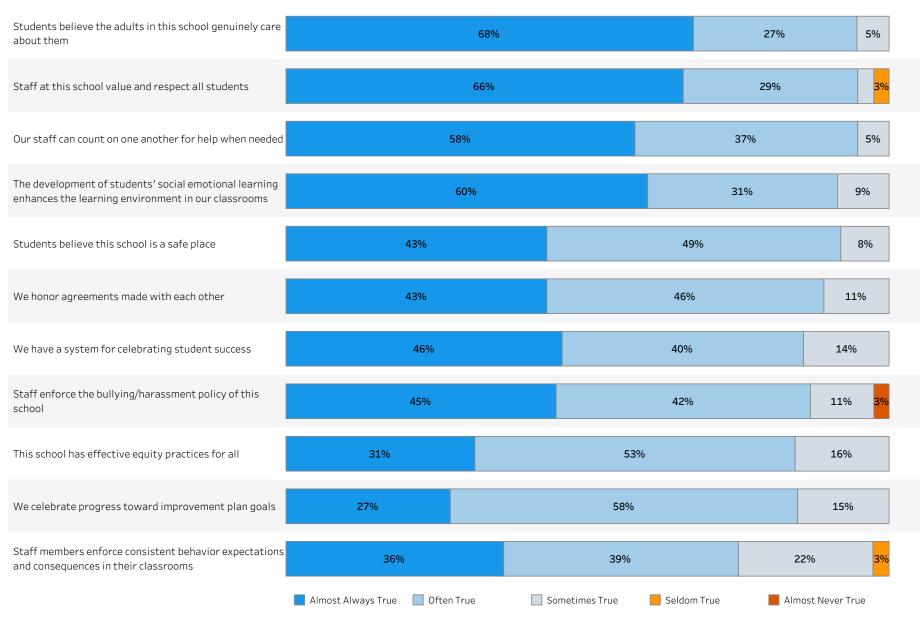


South Whidbey Elementary

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

Page 15

Supportive Learning Environment

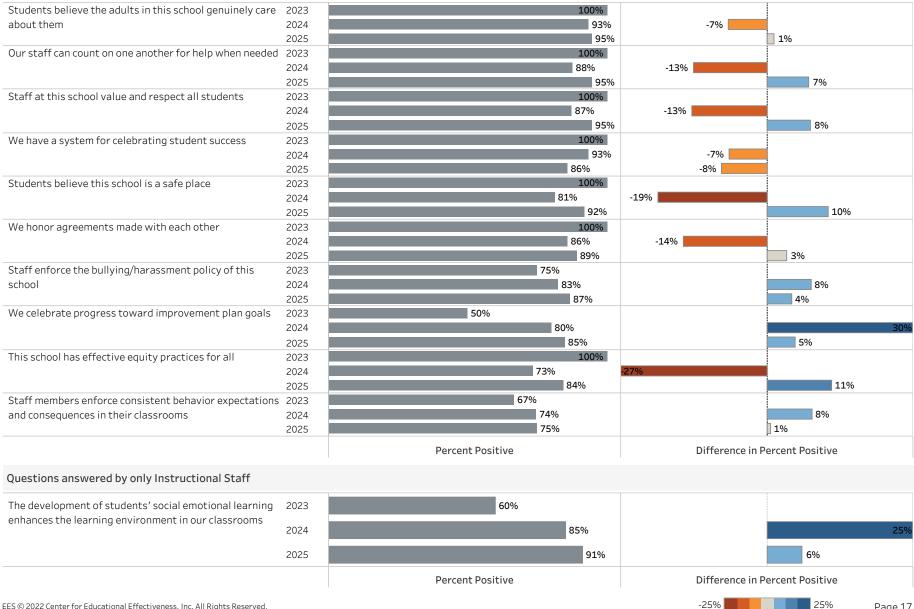


Supportive Learning Environment - LONGITUDINAL

South Whidbey Elementary

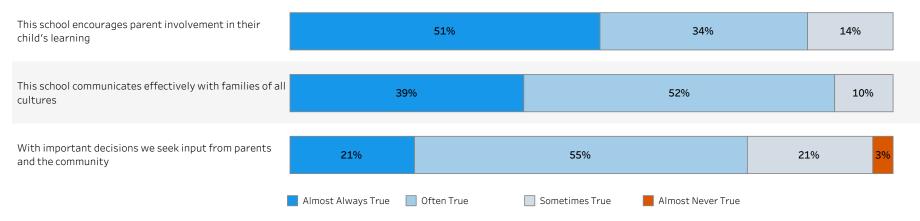
Page 17

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



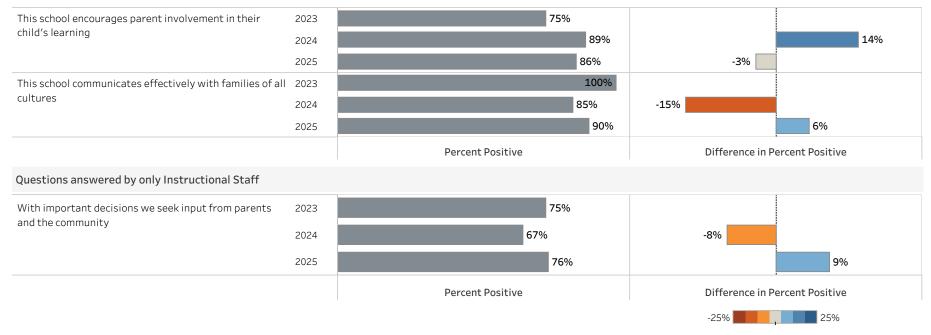
Parent and Community Involvement

South Whidbey Elementary

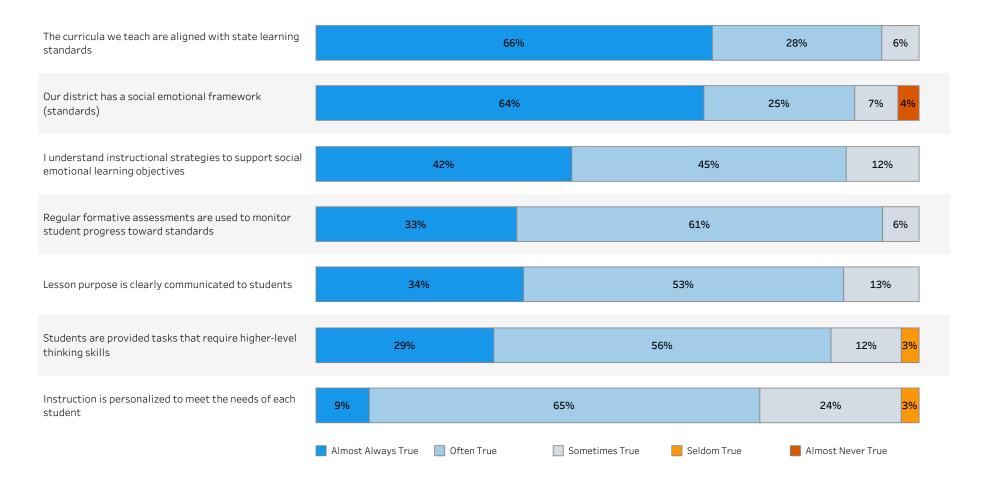


LONGITUDINAL

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



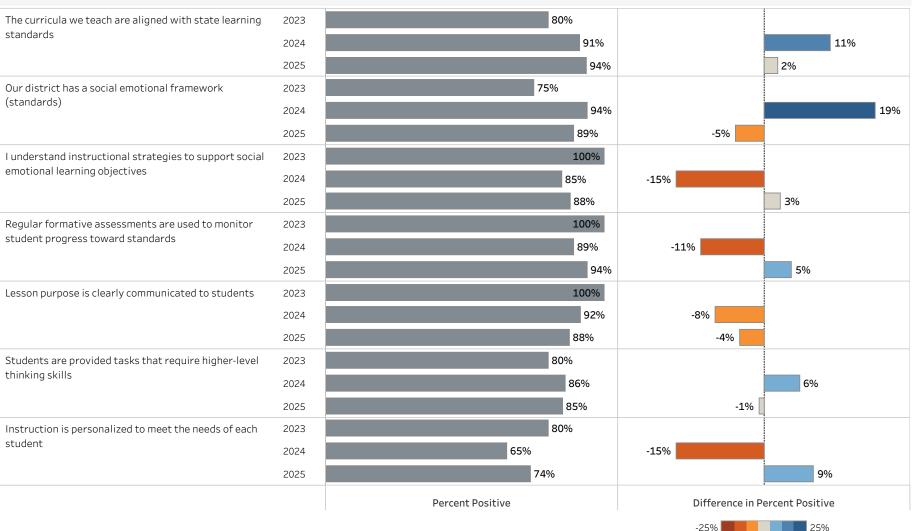
High Quality Curriculum, Instruction, and Assessment



High Quality Curriculum, Instruction, and Assessment - LONGITUDINAL

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

Questions answered by only Instructional Staff



Frequent Monitoring of Teaching and Learning

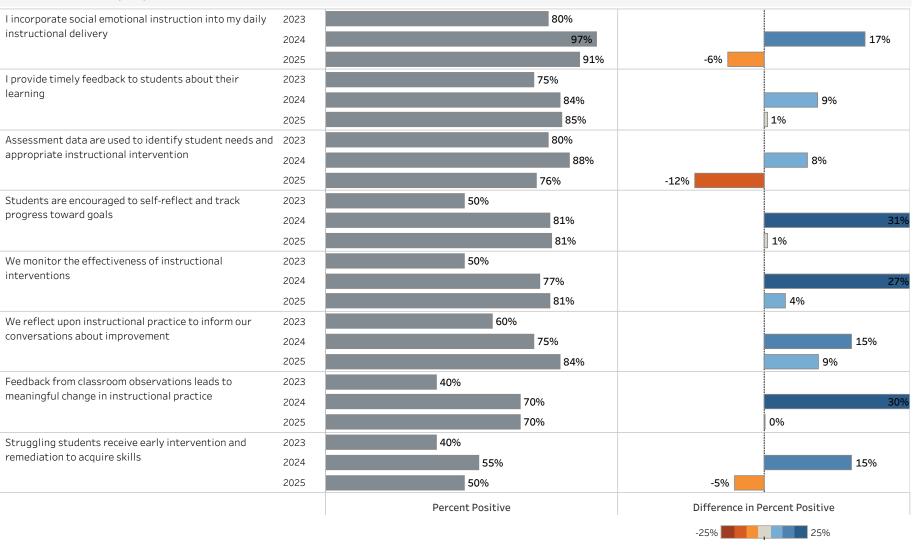
l incorporate social emotional instruction into my daily instructional delivery		68	%		24%	9%		
I provide timely feedback to students about their learning	33%			52%	15%			
We monitor the effectiveness of instructional interventions	35%	5		45%	10%			
Students are encouraged to self-reflect and track progress toward goals	28%			53%		16% 3		
Assessment data are used to identify student needs and appropriate instructional intervention	3:	9%		36%	1	5% 9%		
We reflect upon instructional practice to inform our conversations about improvement	22%			63%		13% 3		
Feedback from classroom observations leads to meaningful change in instructional practice	13%		57%		17%	10% 3		
Struggling students receive early intervention and remediation to acquire skills	18%	32	%	38%	ó	9%		
	Almost Always True	Often True	Sometime	es True 📃 Seldom True	e 📕 A	Imost Never True		

Frequent Monitoring of Teaching and Learning -LONGITUDINAL

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

Questions answered by only Instructional Staff

learning



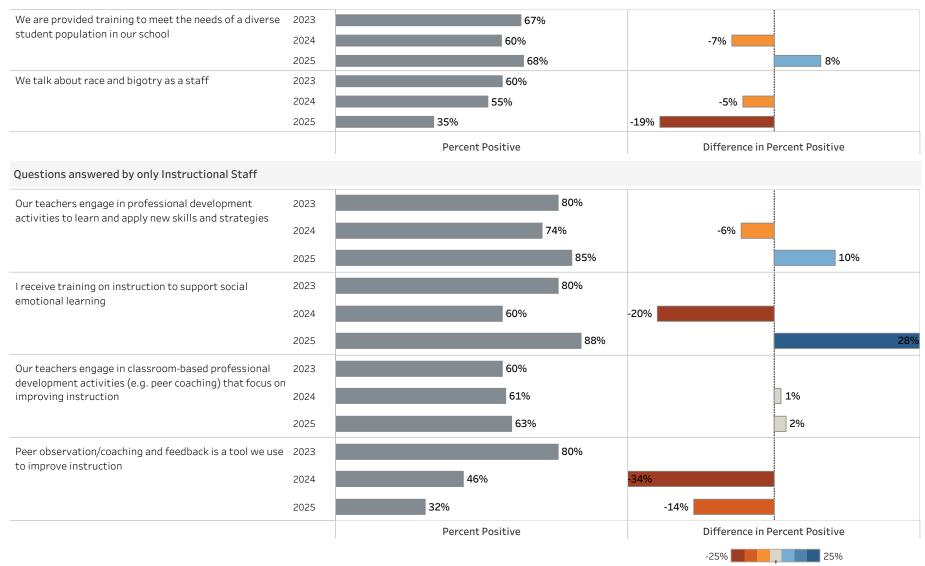
Focused Professional Development

Our teachers engage in professional development activities to learn and apply new skills and strategies	36%	48%	15%
l receive training on instruction to support social emotional learning	35%	53%	9% 3%
We are provided training to meet the needs of a diverse student population in our school	24%	43%	30% 3%
Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction	13%	50%	27% 3% 7%
We talk about race and bigotry as a staff	6% 29%	56%	<mark>6%</mark> 3%
Peer observation/coaching and feedback is a tool we use to improve instruction	3% 29%	52%	6% 10%
	most Always True 📃 Often True	Sometimes True	m True Almost Never True

Focused Professional Development LONGITUDINAL

South Whidbey Elementary

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

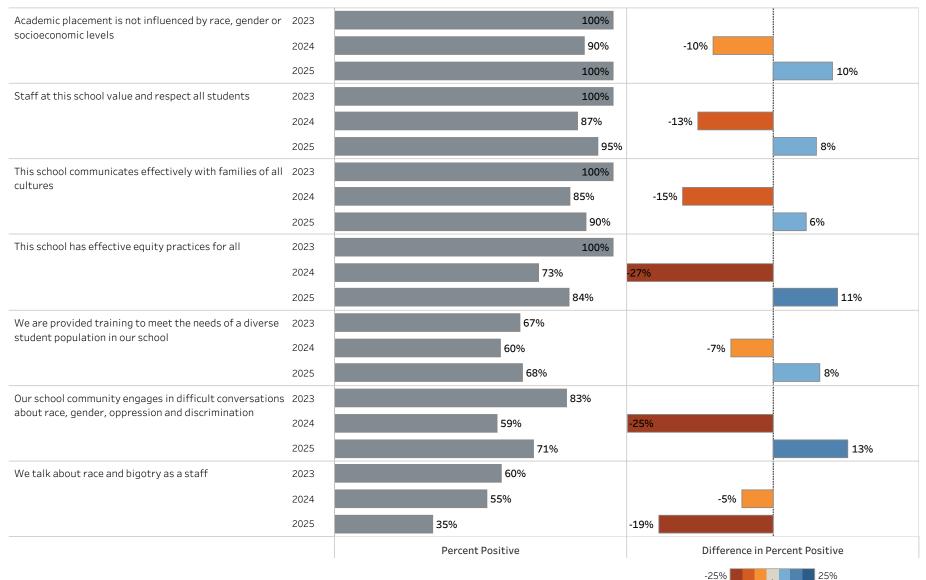


Cultural Responsiveness

Academic placement is not influenced by race, gender or socioeconomic levels		63%			37%	
Staff at this school value and respect all students		66%			29%	3%
This school communicates effectively with families of all cultures	39%			52%		10%
This school has effective equity practices for all	31%		5	53%		16%
We are provided training to meet the needs of a diverse student population in our school	24%		43%		30%	3%
Our school community engages in difficult conversations about race, gender, oppression and discrimination	20%		51%		26%	3%
We talk about race and bigotry as a staff	6% 299	6		56%		<mark>6%</mark> 3%
	📕 Almost Always True 📃	Often True	Sometimes True	Seldom True	Almost Ne	ver True

Cultural Responsiveness - LONGITUDINAL

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



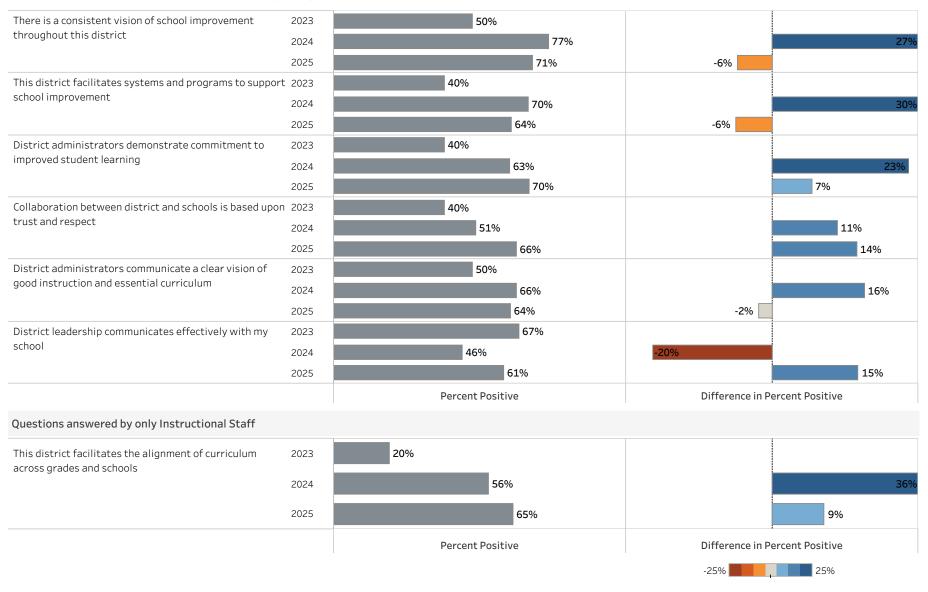
EES © 2022 Center for Educational Effectiveness, Inc. All Rights Reserved.

District Support for Improvement

There is a consistent vision of school improvement throughout this district	34%		37%			23%	6%
District administrators demonstrate commitment to improved student learning	32%		38%		19%	ó	5% 5%
This district facilitates systems and programs to support school improvement	31%		33%		28%		<mark>6%</mark> 3%
Collaboration between district and schools is based upon trust and respect	34%		31%		20%		11% 3%
This district facilitates the alignment of curriculum across grades and schools	16%		48%		32	%	3%
District administrators communicate a clear vision of good instruction and essential curriculum	24%		39%		27%		6% 3%
District leadership communicates effectively with my school	22%		39%		19%	11%	8%
A	Imost Always True 🛛 Often T	rue	Sometimes True	Seldom True	e 📕 Ali	most Never T	rue

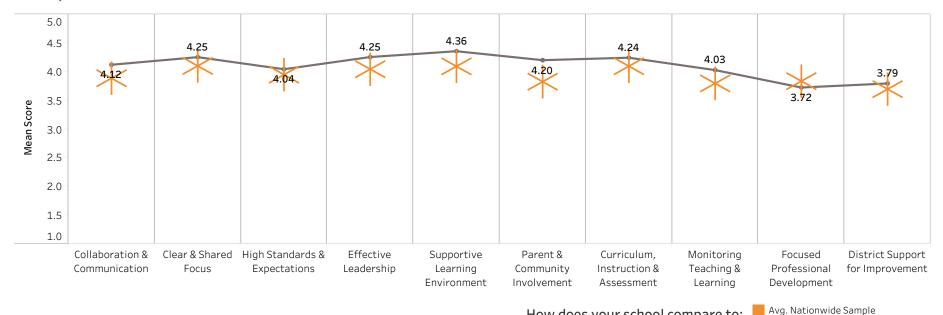
District Support for Improvement

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



Comparison - Mean Scores

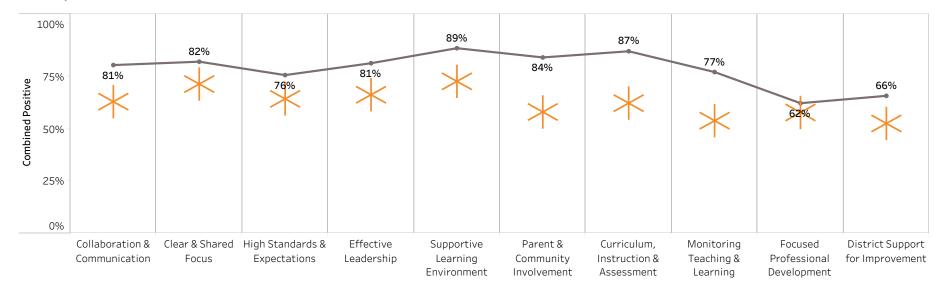
South Whidbey Elementary



Comparison - Percent Positive

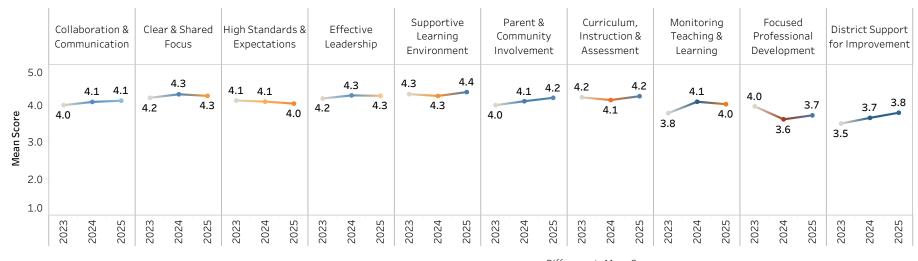
How does your school compare to:

Avg. Your School or District



Comparison - Mean Scores LONGITUDINAL

South Whidbey Elementary



Comparison - Percent Positive LONGITUDINAL

Difference in Mean Score -0.15

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

