

# Educational Effectiveness Survey™



## Tool Kit

**Bainbridge Island School District**

2021-22 School Year

# How well does your team solve problems and resolve conflict? 2022 School Year

All | Bainbridge Island School District

	Percent Positive	Percent Neutral	Percent Negative	# of Survey Respondents
When there is a problem in my school, we talk about how to solve it	74%	19%	7%	n=313
There is a willingness to address conflict in this school	65%	24%	10%	n=310
Staff share a high sense of urgency around the need to improve	62%	32%	6%	n=306

## Is your staff ready for change?

Openness to New Ideas	I welcome new ideas and change	87%
	My colleagues welcome new ideas and change	5% 69%
Willingness to Work at Change	I am willing to work at changing my school for the better	0% 96%
	My colleagues are willing to work at changing this school for the ..	1% 86%
Willingness to be Held Accountable	I am willing to be held accountable for student learning	93%
	My colleagues are willing to be held accountable for student learn..	1% 87%

■ Percent Negative ■ Percent Positive

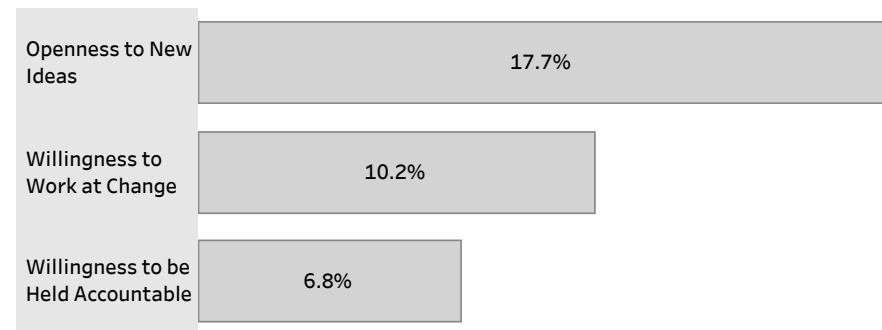
## What is an I vs They Gap and why does it matter?

The more positive the beliefs and perceptions of the staff are about their readiness and willingness to change, the more efficiently change will happen.

Look for large gaps between the I vs They pair of questions. Large gaps are a sign of distrust amongst staff members.

If the I vs They gaps to the right are red, the value is beyond a threshold to cause some concern and should be investigated. This threshold is **20% at the elementary level** and **25% at the secondary level**.

### I vs They Gap



# Do staff and student respondents share common beliefs and perceptions for Social Supports?

## Social Supports – Ensuring psychological safety and a sense of belonging

Before expecting students to reach self-actualization, it is important to ensure that the lower levels of Maslow’s hierarchy have been met. In Social Supports, we explore not only from the staff perspective but include student voice to identify whether students feel they are functioning in an environment focused on their wellbeing and future success.

Having one adult that cares about you can make all the difference in the life of a child. Do students really feel staff care about them? Looking at this question from both viewpoints can validate whether staff are getting the desired results from their interactions with students and can open the door to conversations with students on why or why not they feel adults care about them.

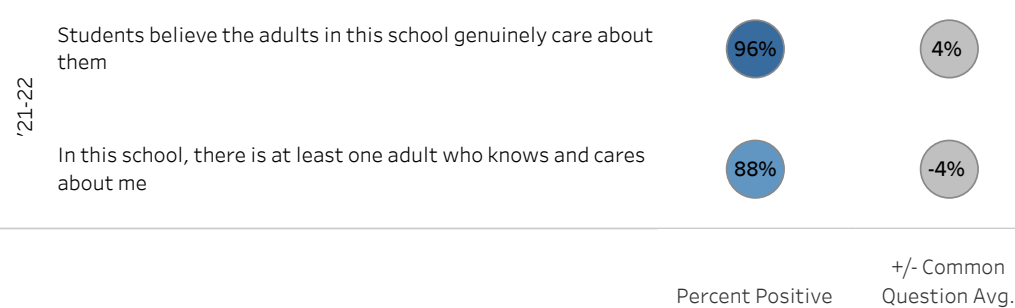
### SOCIAL SUPPORTS

Salina, C, Girtz, S and Eppinga, J (2016) *Powerless to Powerful: Leadership for School Change*. Lanham, MD: Rowman & Littlefield

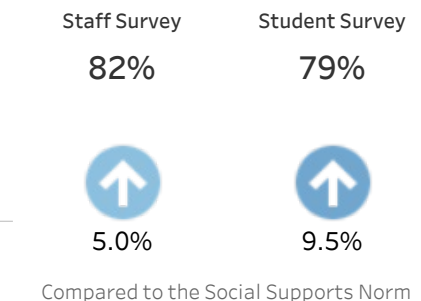
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		'21-22
Staff Survey	CIA — I understand instructional strategies to support social emotional learning objectives	75%
	CSF — Staff I work with take responsibility for ensuring each student learns in our school	96%
	FPD — I receive training on instruction to support social emotional learning	46%
	MTL — I incorporate social emotional instruction into my daily instructional delivery	79%
	SLE — Staff at this school value and respect all students	97%
	SLE — Students believe the adults in this school genuinely care about them	96%
	SLE — The development of students’ social emotional learning enhances the learning environment in our classrooms	93%
	SLE — This school has effective equity practices for all	72%
Student Survey	BELONG — I feel good about my cultural or ethnic background	87%
	BELONG — There’s at least one adult in this school I can talk to if I have a problem	77%
	CSF — My teacher(s) believe student learning is important	93%
	EL — If I want to talk with my teacher(s), they are available to me	83%
	IS — Adults in this school help me plan and set goals for my future	58%
	IS — Students are involved in solving problems in this school	79%
	SLE — I enjoy coming to this school	58%
	SLE — I feel safe at this school	85%
	SLE — In this school, there is at least one adult who knows and cares about me	88%
	SLE — This school has effective equity practices for all	81%

### How large is your “Staff vs Student” Gap for these questions?



### How does your school’s Social Supports compare to other schools?



# Do staff and student respondents share common beliefs and perceptions for Academic Press?

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## Academic Press – Self-Actualization through high standards and academic rigor

With staff working together and students feeling supported, the final foundational element is the presence of high expectations and rigor toward student work and learning. In Academic Press, we bring the staff and student perspectives together to ensure what is intended is actually being experienced relative to expectations, opportunity, relevance and outcomes.

Do I believe all students can learn? Do my peers believe all students can learn? Do all students feel we believe in their ability to learn? These are key questions at the core of academic attainment for all and each of the three legs must be equally sturdy to hold the weight of high expectations and rigor.

### ACADEMIC PRESS

Salina, C, Girtz, S and Eppinga, J (2016) *Powerless to Powerful: Leadership for School Change*. Lanham, MD: Rowman & Littlefield

		'21-22
Staff Survey	CIA — Instruction is personalized to meet the needs of each student	60%
	CIA — Regular formative assessments are used to monitor student progress toward standards	88%
	CIA — Students are provided tasks that require higher-level thinking skills	87%
	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	89%
	HSE — I believe that all students can meet state standards	73%
	HSE — In our school we expect all staff to perform responsibilities with a high level of excellence	94%
	HSE — Our staff believes that all students can meet state standards	80%
	MTL — Assessment data are used to identify student needs and appropriate instructional intervention	80%
	MTL — I provide timely feedback to students about their learning	89%
	MTL — Struggling students receive early intervention and remediation to acquire skills	54%
MTL — We monitor the effectiveness of instructional interventions	78%	
Student Survey	CSF — This school is doing a good job of preparing me to succeed in my life	75%
	FO — I have a plan for what I want to do after high school	79%
	FO — I know I will graduate from high school	90%
	HSE — All students have access to rigorous courses and supports	76%
	HSE — My teacher(s) expect all students to succeed, no matter who they are	87%
	HSE — My teacher(s) expect me to do my best	91%
	HSE — My teacher(s) provide lessons and activities that challenge me to learn	83%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	90%
MTL — My teacher(s) help me learn by challenging me with interesting activities in class	72%	
SE — What we do in school will help me succeed in life	74%	

### How large is your "Staff vs Student" Gap for these questions?

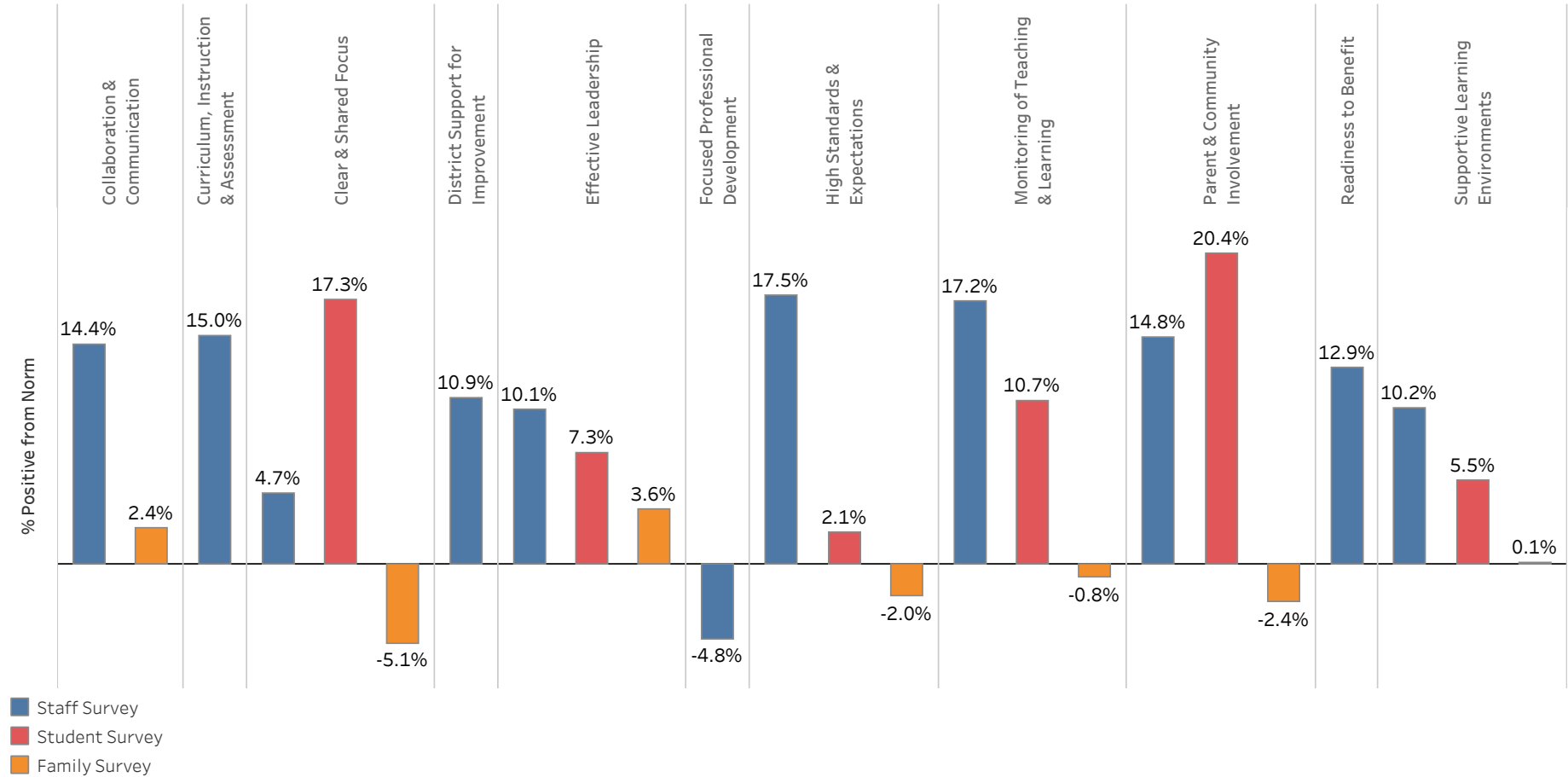
### How does your school's Academic Press compare to other schools?

			Staff Survey	Student Survey	
'21-22	I believe that all students can meet state standards	73%	-7%	80%	82%
	Our staff believes that all students can meet state standards	80%	0%	↑	↑
	My teacher(s) expect all students to succeed, no matter who they are	87%	7%	5.5%	7.3%

Percent Positive +/- Common Questio.. Compared to the Academic Press Norm

# How do you compare against other EES Schools?

## 2022 EES Survey Perceptions | All 9 Characteristics of Highly Effective Schools



# What are the Top and Bottom 5 survey items from your 2022 School Year?

Look for common themes.

Are you surprised by the top or bottom items?

Do you see similarities in the Student and Family responses?

The top and bottom 5 survey items may not reflect your reality. This gives you a starting place to dig into your data.

### Characteristics Legend

- C — Collaboration & Communication
- CSF — Clear & Shared Focus
- HSE — High Standards & Expectations
- EL — Effective Leadership
- SLE — Supportive Learning Environment
- PCI — Parent & Community Involvement
- CIA — Curriculum, Instruction & Assessment
- MTL — Monitoring of Teaching & Learning
- FPD — Focused Professional Development
- CLTR — Cultural Responsiveness
- D — District Support for Improvement

### Characteristics Legend (Student-SEL)

- FO — Future Orientation
- BELONG — Belonging and Identity
- SM — Self Management
- GRIT — Perseverance/Grit
- SE — Self-Efficacy and Mindsets
- CT — Critical Thinking
- IS — Collaboration and Interpersonal Skills

## By % Positive Responses All | Bainbridge Island School District

Survey Type	Item	% Positive Responses
Staff Survey	SLE — Staff at this school value and respect all students	96.8%
	SLE — Students believe the adults in this school genuinely care about them	96.0%
	RTB — I am willing to work at changing my school for the better	95.9%
	CSF — Staff I work with take responsibility for ensuring each student learns in our school	95.7%
	HSE — In our school we expect all staff to perform responsibilities with a high level of excellence	93.6%
	MTL — Struggling students receive early intervention and remediation to acquire skills	54.1%
	FPD — I receive training on instruction to support social emotional learning	46.2%
	D — This district facilitates the alignment of curriculum across grades and schools	44.3%
	FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that fo...	34.9%
FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	30.2%	
Student Survey	IS — I am comfortable interacting with people from a different racial or ethnic background	92.9%
	IS — I am respectful of others at this school	92.1%
	CSF — My teacher(s) believe student learning is important	92.7%
	HSE — My teacher(s) expect me to do my best	91.1%
	FO — I know I will graduate from high school	90.4%
	SLE — Most students are respectful of others at this school	64.2%
	SLE — I enjoy coming to this school	58.0%
	IS — Adults in this school help me plan and set goals for my future	57.7%
	EL — I often see the principal or administrators around the school talking to students	62.8%
SLE — Work I do in this school is useful and interesting to me	60.6%	
Family Survey	C — Communication/materials I receive from the school are in a language I can understand	99.3%
	SLE — School employees are respectful and courteous of one another	94.0%
	SLE — Adults in this school value and respect my racial/cultural identity	89.0%
	C — Parents/families and employees at this school talk respectfully with one another	88.5%
	EL — The principal of this school is committed to quality education	88.3%
	PCI — Parents/families participate in important decisions about their student's education	56.6%
	C — This school communicates with me about my student's progress	54.5%
	C — I am encouraged to collaborate with my student's teachers about my student's learning	53.8%
	PCI — Parents/families have input into plans for improving this school	51.6%
PCI — This school tells me how I can help my student with homework	41.5%	

# Do respondents across all three surveys share common beliefs and perceptions?



The Center for Educational Effectiveness

All | Bainbridge Island School District

## Why use similar survey items across Staff, Family and Student surveys?

By asking the same or very similar survey items of each stakeholder group, you can triangulate the data around potential school issues, illuminate themes or a specific challenge, and ultimately define a solution.

For example, if students feel safe at school but families feel differently, why? Questions that have a large difference between groups warrant additional conversations.

			'21-22
Academic Equity	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	Sta	89%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Stu	90%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Fam	81%
Behavior Standards	SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	Sta	78%
	SLE — All students are held to the same behavior rules and expectations	Stu	75%
	CSF — This school has equitable behavior rules for all students	Fam	77%
Bullying	SLE — Staff enforce the bullying/harassment policy of this school	Sta	92%
	SLE — The rules against bullying are enforced by all adults in this school	Stu	74%
	SLE — Bullying/harassment is not tolerated in this school	Fam	70%
Celebrating Success	SLE — We have a system for celebrating student success	Sta	79%
	SLE — Student success is celebrated in this school	Stu	75%
	SLE — This school celebrates student success	Fam	68%
Confronting Bias	FPD — We talk about race and bigotry as a staff	Sta	73%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Stu	65%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Fam	64%
High Expectations	HSE — Our staff believes that all students can meet state standards	Sta	80%
	HSE — My teacher(s) expect all students to succeed, no matter who they are	Stu	87%
	HSE — Teachers have high expectations for student learning at this school	Fam	82%
Intervention for Struggling Students	MTL — Struggling students receive early intervention and remediation to acquire skills	Sta	54%
	MTL — My teacher(s) find other ways for me to learn things I find difficult	Stu	72%
	MTL — Struggling students receive early intervention and additional help at this school	Fam	60%
Safety	SLE — Students believe this school is a safe place	Sta	89%
	SLE — I feel safe at this school	Stu	85%
	SLE — My student feels safe at school	Fam	87%
Supported Learning	SLE — Students believe the adults in this school genuinely care about them	Sta	96%
	SLE — In this school, there is at least one adult who knows and cares about me	Stu	88%
	SLE — This school provides a caring/supportive environment for my student	Fam	79%

## Change in % Positive Responses

## What to look for...

Look not for the same increase, but rather movement in the same direction across all surveys.

When you see movement in the same direction, stagnation or incongruent movement, ask yourself why?

## What is your current land of opportunity - Staff 2022 School Year?



The Center for Educational Effectiveness

These are the survey items from your current administration with the highest percentage of neutral responses (Sometimes True). These are the items where you have the greatest opportunity to influence your Staff and shift their perceptions from neutral to positive.

Are there common themes amongst the individual survey items? Do all of the items fall within a single Characteristic?

All   Bainbridge Island School District	
D — This district facilitates the alignment of curriculum across grades and schools	41%
MTL — Struggling students receive early intervention and remediation to acquire skills	40%
FPD — I receive training on instruction to support social emotional learning	39%
D — District leadership communicates effectively with my school	36%
CIA — Instruction is personalized to meet the needs of each student	35%

Negative values are a good thing, indicating staff moved out of "Sometimes True" responses.

### From our previous survey, how did our responses shift from the neutral or "Sometimes True" responses?

To the left are the survey items with the largest decrease and increase in neutral responses from the previous survey administration. The percent of staff who moved from neutral to positive are **blue**, and the percent who moved from neutral to negative are **orange**.

What influences these changes in perceptions? What can we do to shift more staff to "Almost Always True" and "Often True" responses?



# What Staff survey items from your 2022 School Year have 33% or more Neutral responses?

This chart identifies the questions where 1 in 3 or at least 33% of the responses were neutral (Sometimes True).

Everyone has a belief or an opinion, but some have a hard time committing one way or another. Perhaps they are not sure how they feel (need more information) or they are afraid to express their opinion on certain survey items (lack of trust or fear of repercussions).

It is much easier to learn about the strengths and needs of staff when they have and share definite opinions. This significant percentage of staff represents an identifiable opportunity to focus efforts and resources toward the specific areas where staff require more information, help or clarity.

Whatever the reason, having conversations, sharing information, evaluating decision-making and making changes must continue.

If no data displays, all items have less than 33% neutral responses.

## Sometimes True All | Bainbridge Island School District

D — This district facilitates the alignment of curriculum across grades and schools	41%
MTL — Struggling students receive early intervention and remediation to acquire skills	40%
FPD — I receive training on instruction to support social emotional learning	39%
D — District leadership communicates effectively with my school	36%
CIA — Instruction is personalized to meet the needs of each student	35%

# What Student survey items from your 2022 School Year have 33% or more Neutral responses?

## What does it mean when we see survey items with a high percentage of neutral responses?

This chart identifies the questions where 1 in 3 or at least 33% of the responses were neutral (Sometimes True).

Everyone has a belief or an opinion, but some have a hard time committing one way or another. Perhaps they are not sure how they feel (need more information) or they are afraid to express their opinion on certain survey items (lack of trust or fear of repercussions).

It is much easier to learn about the strengths and needs of students when they have and share definite opinions. This significant percentage of students represents an identifiable opportunity to focus efforts and resources toward the specific areas where students require more information, help or clarity.

Whatever the reason, having conversations, sharing information, evaluating decision-making and making changes must continue.

If no data displays, all items have less than 33% neutral responses.

### Sometimes True All | Bainbridge Island School District

SLE — Work I do in this school is useful and interesting to me

35%

# What Family survey items from your 2022 School Year have 33% or more Neutral responses?

Sometimes True All | Bainbridge Island School District

## What does it mean when we see survey items with a high percentage of neutral responses?

This chart identifies the questions where 1 in 3 or at least 33% of the responses were neutral (Sometimes True).

Everyone has a belief or an opinion, but some have a hard time committing one way or another. Perhaps they are not sure how they feel (need more information) or they are afraid to express their opinion on certain survey items (lack of trust or fear of repercussions).

It is much easier to learn about the strengths and needs of families when they have and share definite opinions. This significant percentage of families represents an identifiable opportunity to focus efforts and resources toward the specific areas where families require more information, help or clarity.

Whatever the reason, having conversations, sharing information, evaluating decision-making and making changes must continue.

If no data displays, all items have less than 33% neutral responses.