

# Educational Effectiveness Survey™



## Tool Kit

**Blakely Elementary**

Bainbridge Island School District

2021-22 School Year

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

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	Percent Positive	Percent Neutral	Percent Negative	# of Survey Respondents
When there is a problem in my school, we talk about how to solve it	93%	7%		n=42
There is a willingness to address conflict in this school	79%	21%		n=42
Staff share a high sense of urgency around the need to improve	76%	24%		n=41

## Is your staff ready for change?

Openness to New Ideas	I welcome new ideas and change	93%
	My colleagues welcome new ideas and change	88%
Willingness to Work at Change	I am willing to work at changing my school for the better	100%
	My colleagues are willing to work at changing this school for the ..	95%
Willingness to be Held Accountable	I am willing to be held accountable for student learning	95%
	My colleagues are willing to be held accountable for student learn..	95%

■ 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.

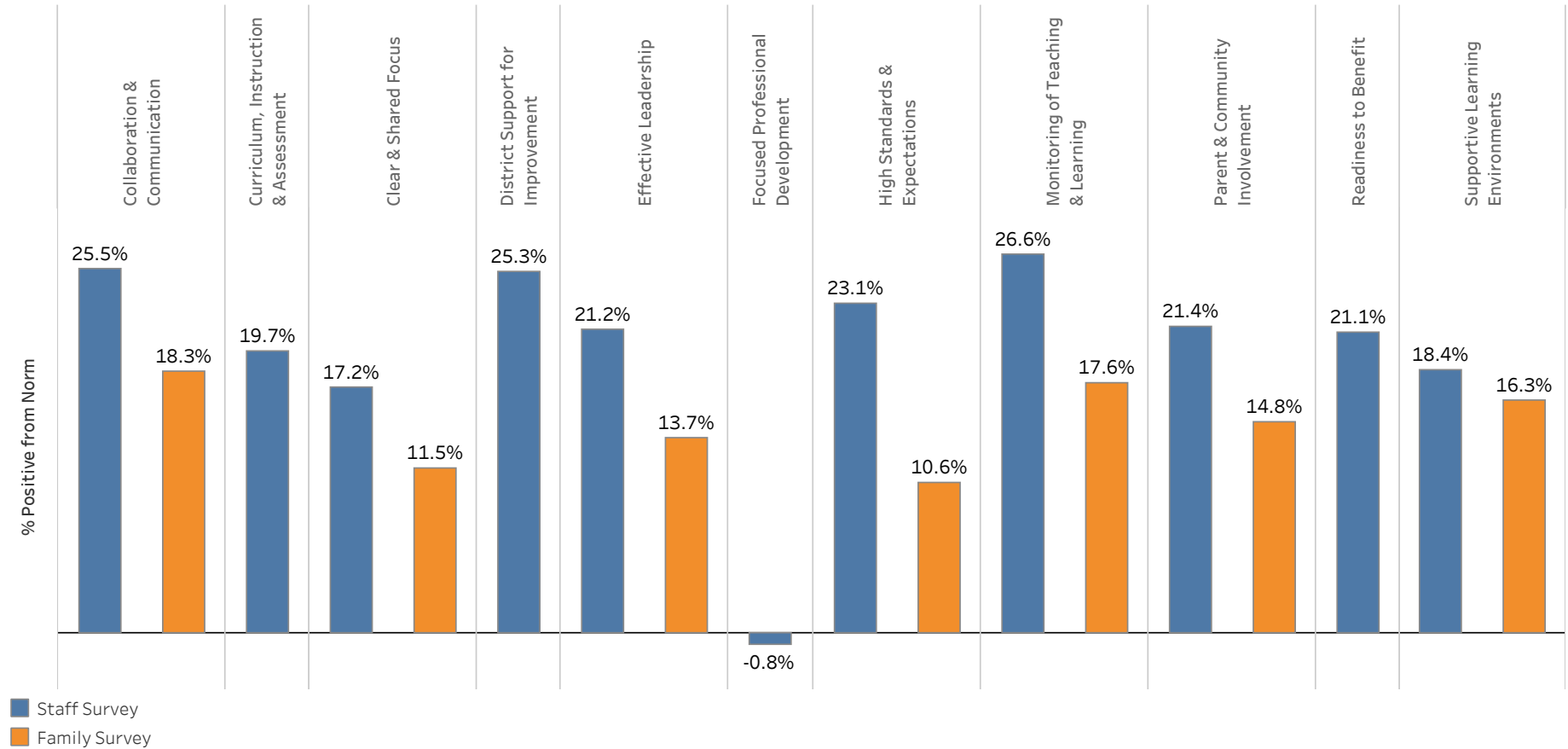
If the I vs They gaps to the right are red, the value is beyond a threshold to cause some concern and should be investigated. This threshold is **20% at the elementary level** and **25% at the secondary level**.

### I vs They Gap

Openness to New Ideas	4.8%
Willingness to Work at Change	4.8%
Willingness to be Held Accountable	

# How do you compare against other EES Schools?

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



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

## By % Positive Responses Blakely Elementary | Bainbridge Island School District

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.

Staff Survey	Item	% Positive Responses
	C — Our staff shares new ideas and strategies with one another	100.0%
	C — Staff in our school are consistently truthful	100.0%
	CSF — Staff I work with take responsibility for ensuring each student learns in our school	100.0%
	EL — My principal is committed to quality education	100.0%
	RTB — I am willing to work at changing my school for the better	100.0%
	SLE — Staff at this school value and respect all students	100.0%
	SLE — Staff enforce the bullying/harassment policy of this school	100.0%
	SLE — The development of students' social emotional learning enhances the learning environment in our classro..	100.0%
	SLE — We honor agreements made with each other	100.0%
	MTL — Students are encouraged to self-reflect and track progress toward goals	64.5%
	D — This district facilitates the alignment of curriculum across grades and schools	57.6%
	FPD — I receive training on instruction to support social emotional learning	48.6%
	FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that fo..	43.3%
	FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	29.0%

Student Survey	Item	% Positive Responses
	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

- 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
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### 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

Family Survey	Item	% Positive Responses
	C — Communication/materials I receive from the school are in a language I can understand	100.0%
	SLE — School employees are respectful and courteous of one another	100.0%
	C — Parents/families and employees at this school talk respectfully with one another	97.9%
	SLE — Adults in this school value and respect my racial/cultural identity	97.1%
	HSE — Teachers have high expectations for student learning at this school	97.0%
	C — This school communicates with me about my student's progress	74.1%
	PCI — Parents/families have input into plans for improving this school	74.1%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	72.3%
	PCI — Parents/families participate in important decisions about their student's education	71.1%
	PCI — This school tells me how I can help my student with homework	69.0%

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



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## 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	95%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Fam	87%
Behavior Standards	SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	Sta	86%
	CSF — This school has equitable behavior rules for all students	Fam	90%
Bullying	SLE — Staff enforce the bullying/harassment policy of this school	Sta	100%
	SLE — Bullying/harassment is not tolerated in this school	Fam	86%
Celebrating Success	SLE — We have a system for celebrating student success	Sta	97%
	SLE — This school celebrates student success	Fam	90%
Confronting Bias	FPD — We talk about race and bigotry as a staff	Sta	67%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Fam	72%
High Expectations	HSE — Our staff believes that all students can meet state standards	Sta	90%
	HSE — Teachers have high expectations for student learning at this school	Fam	97%
Intervention for Struggling Stu..	MTL — Struggling students receive early intervention and remediation to acquire skills	Sta	67%
	MTL — Struggling students receive early intervention and additional help at this school	Fam	85%
Safety	SLE — Students believe this school is a safe place	Sta	97%
	SLE — My student feels safe at school	Fam	95%
Supported Learning	SLE — Students believe the adults in this school genuinely care about them	Sta	97%
	SLE — This school provides a caring/supportive environment for my student	Fam	95%

## 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?



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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?

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FPD — I receive training on instruction to support social emotional learning	49%
D — This district facilitates the alignment of curriculum across grades and schools	39%
FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	39%
FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction	33%
MTL — Struggling students receive early intervention and remediation to acquire skills	33%

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?



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## Sometimes True Blakely Elementary | Bainbridge Island School District

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.

FPD — I receive training on instruction to support social emotional learning	49%
D — This district facilitates the alignment of curriculum across grades and schools	39%
FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	39%
FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving inst..	33%
MTL — Struggling students receive early intervention and remediation to acquire skills	33%

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

**Sometimes True** Blakely Elementary | 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.