

Educational Effectiveness Survey™

9 Characteristics of High Performing Schools

Ordway Elementary

Bainbridge Island School District

'21-22

N=33





The Center for Educational Effectiveness

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.

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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

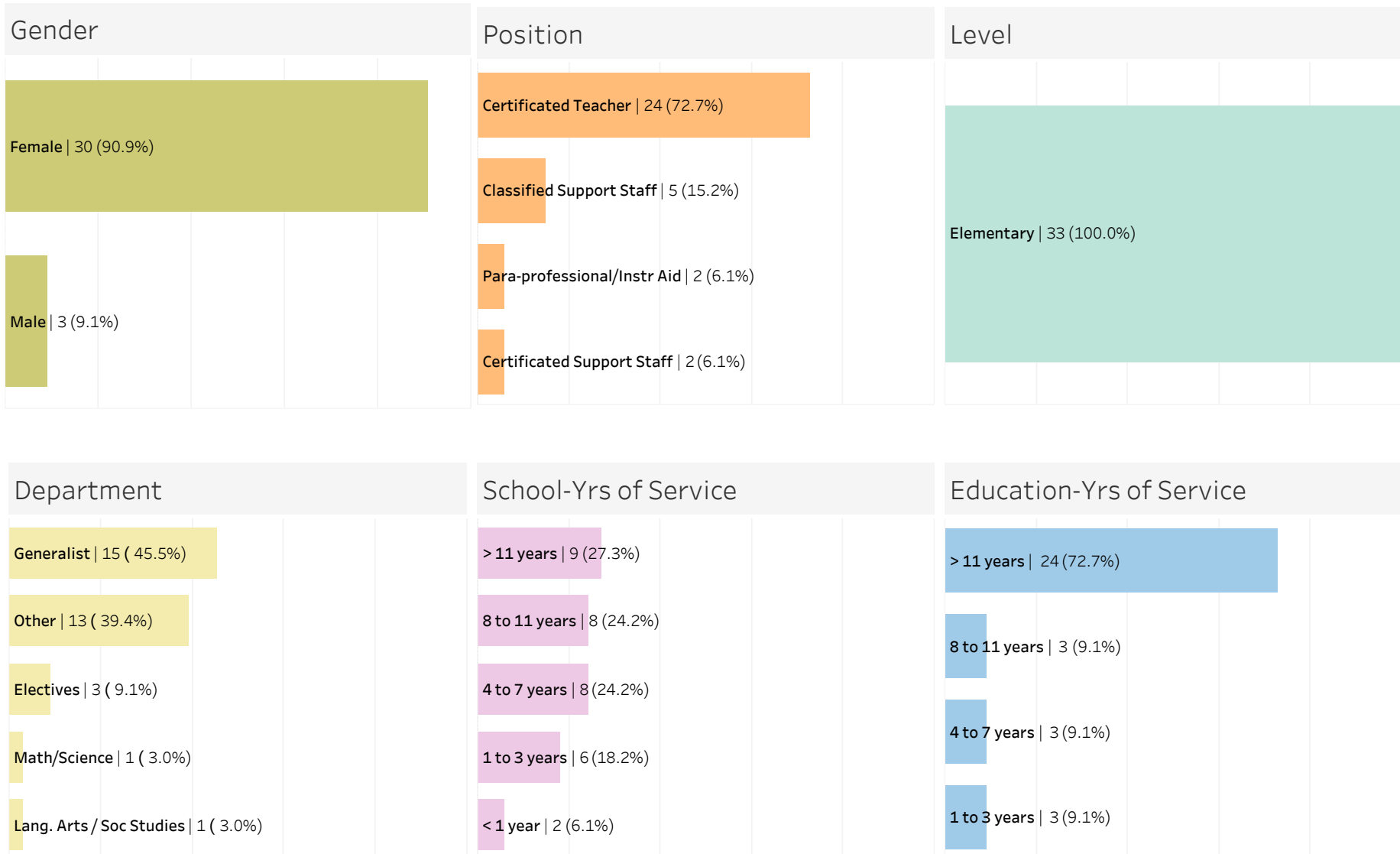
This is the starting point for interpreting your EES Staff data. CEE's research into staff survey responses has shown these items or attributes to be foundational to organizational change. This section, with your unique charted data, is the first section in the report.

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.



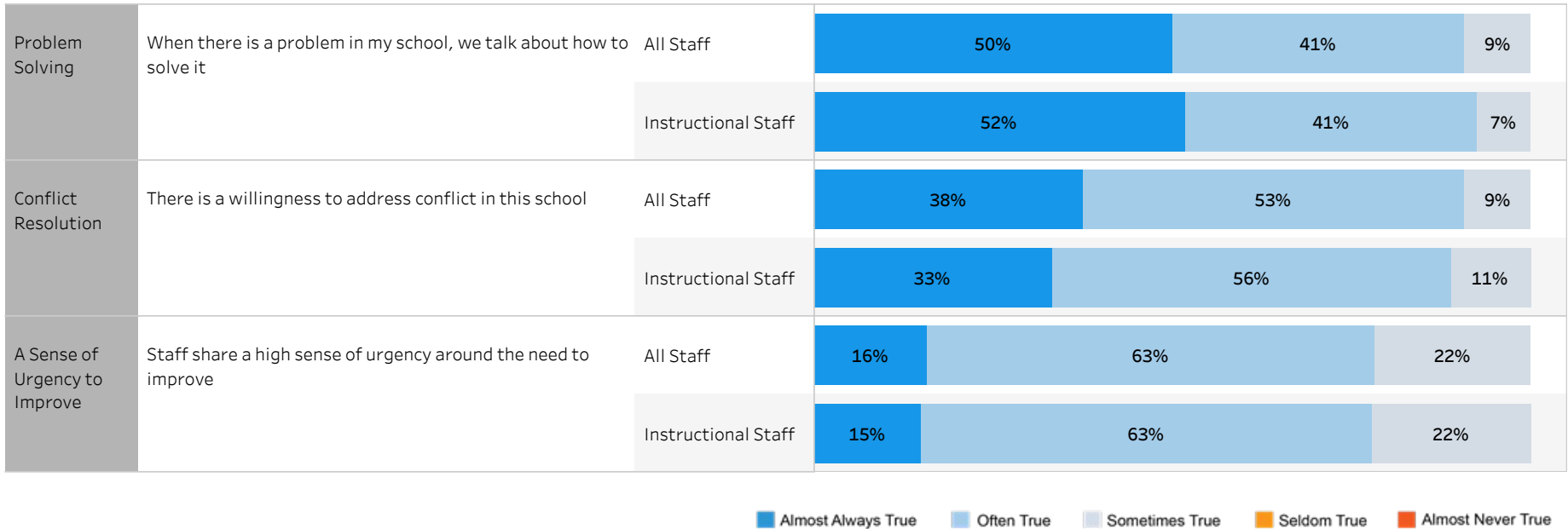
Demographics



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.”

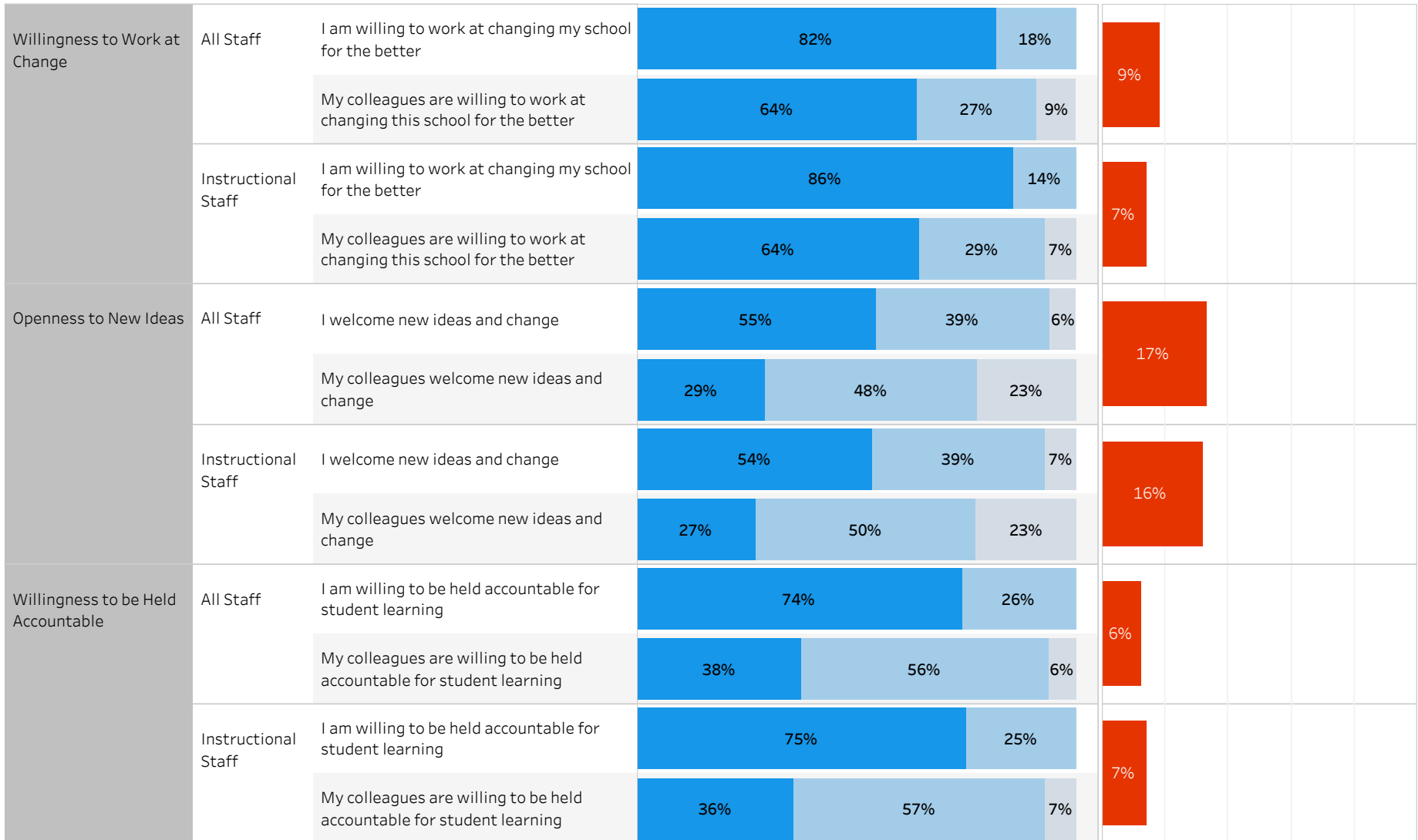
You will find these data and the rest of the “readiness for change” data in the following report section.



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?

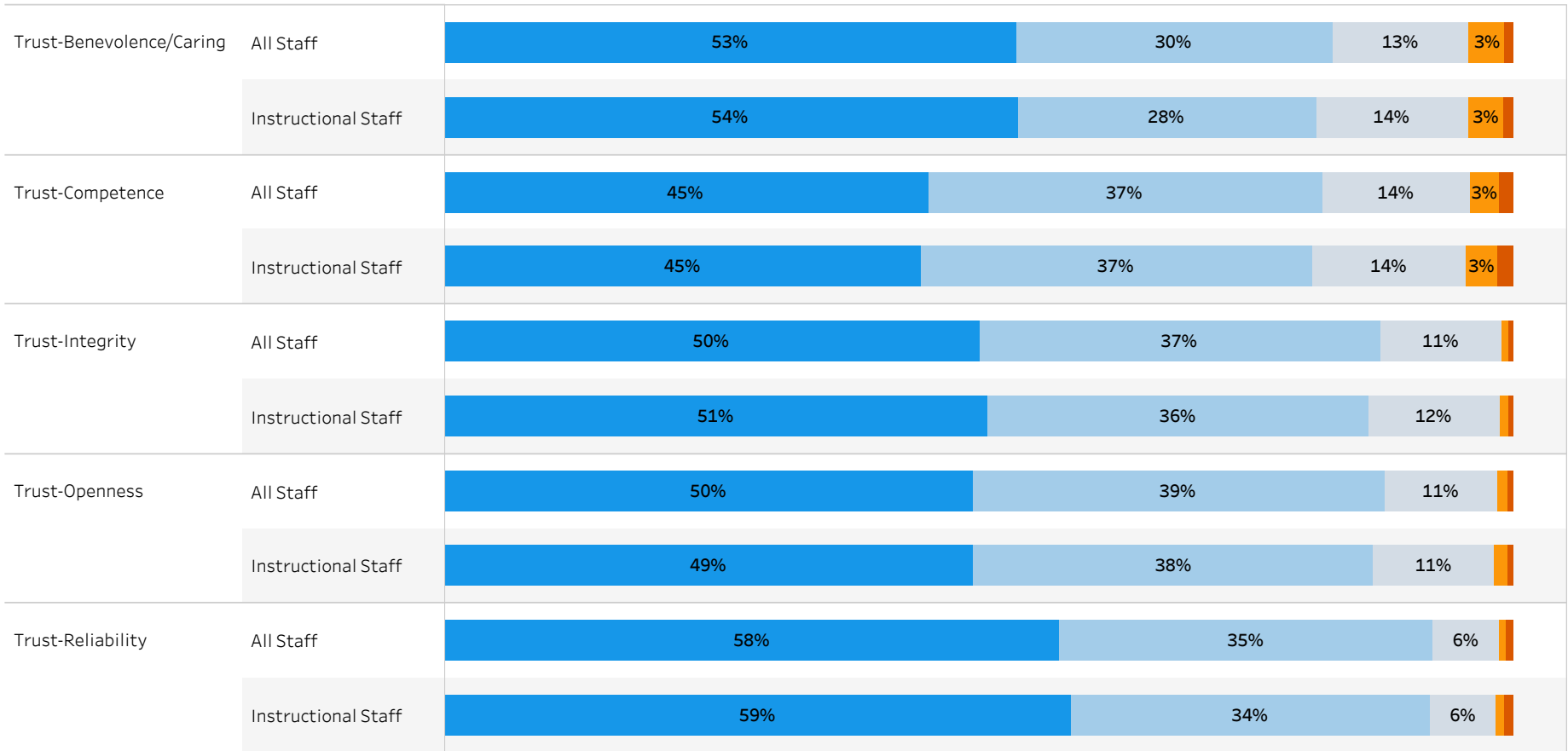
How large is the Gap between I vs. They?



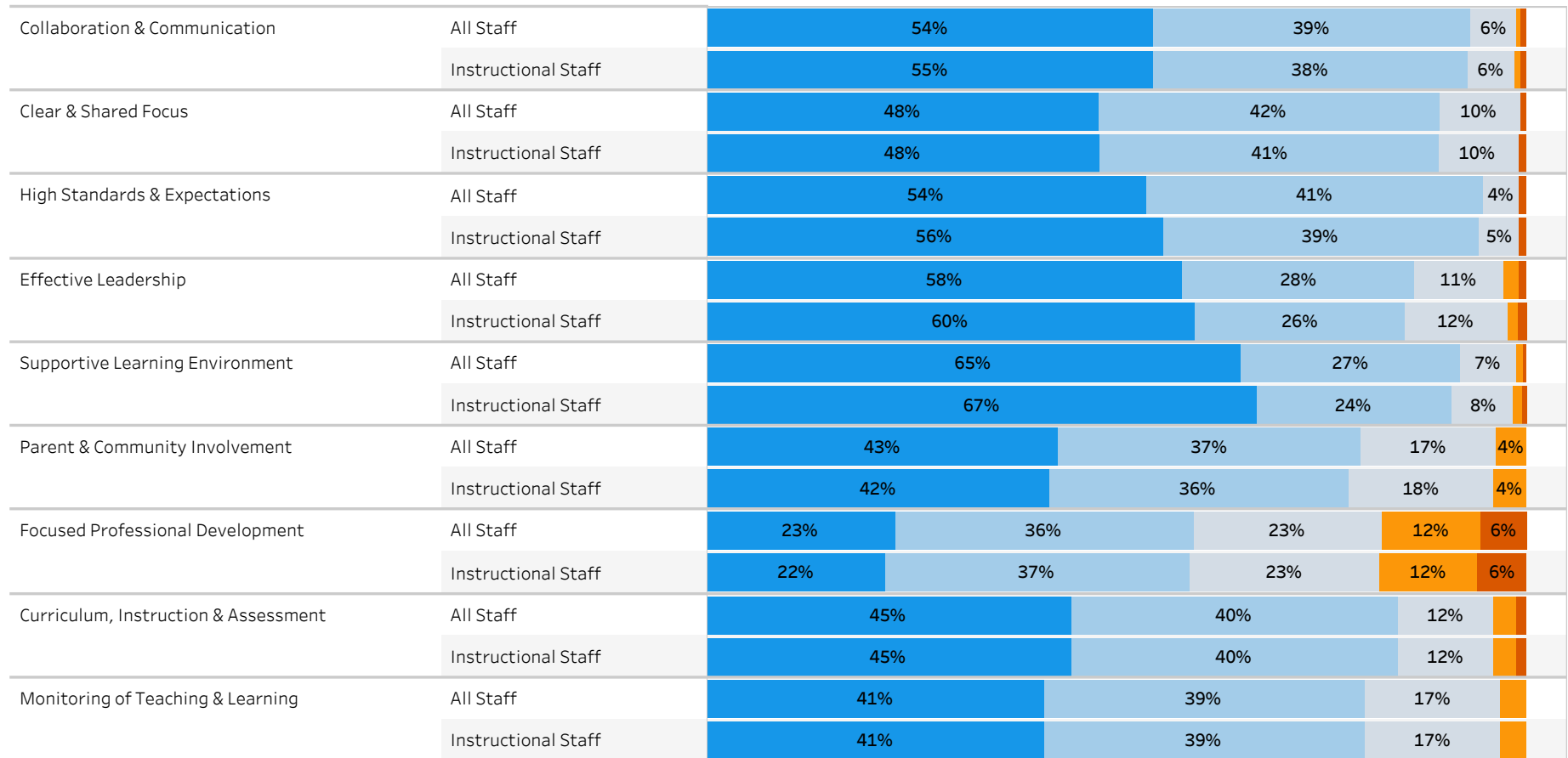
■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True
 ■ Almost Never True

Organizational Trust

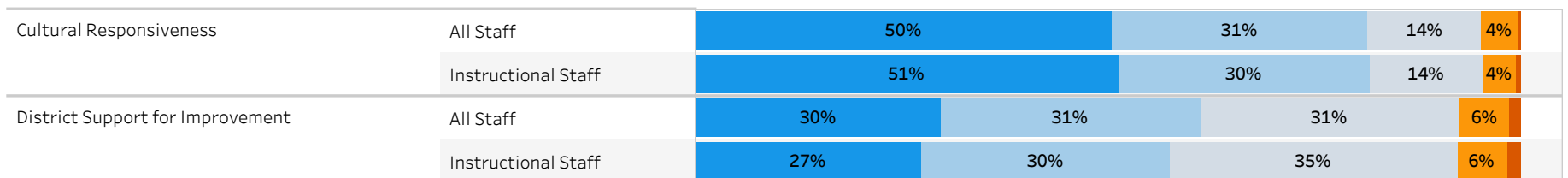
Ordway Elementary



9 Characteristics of High-Performing Schools

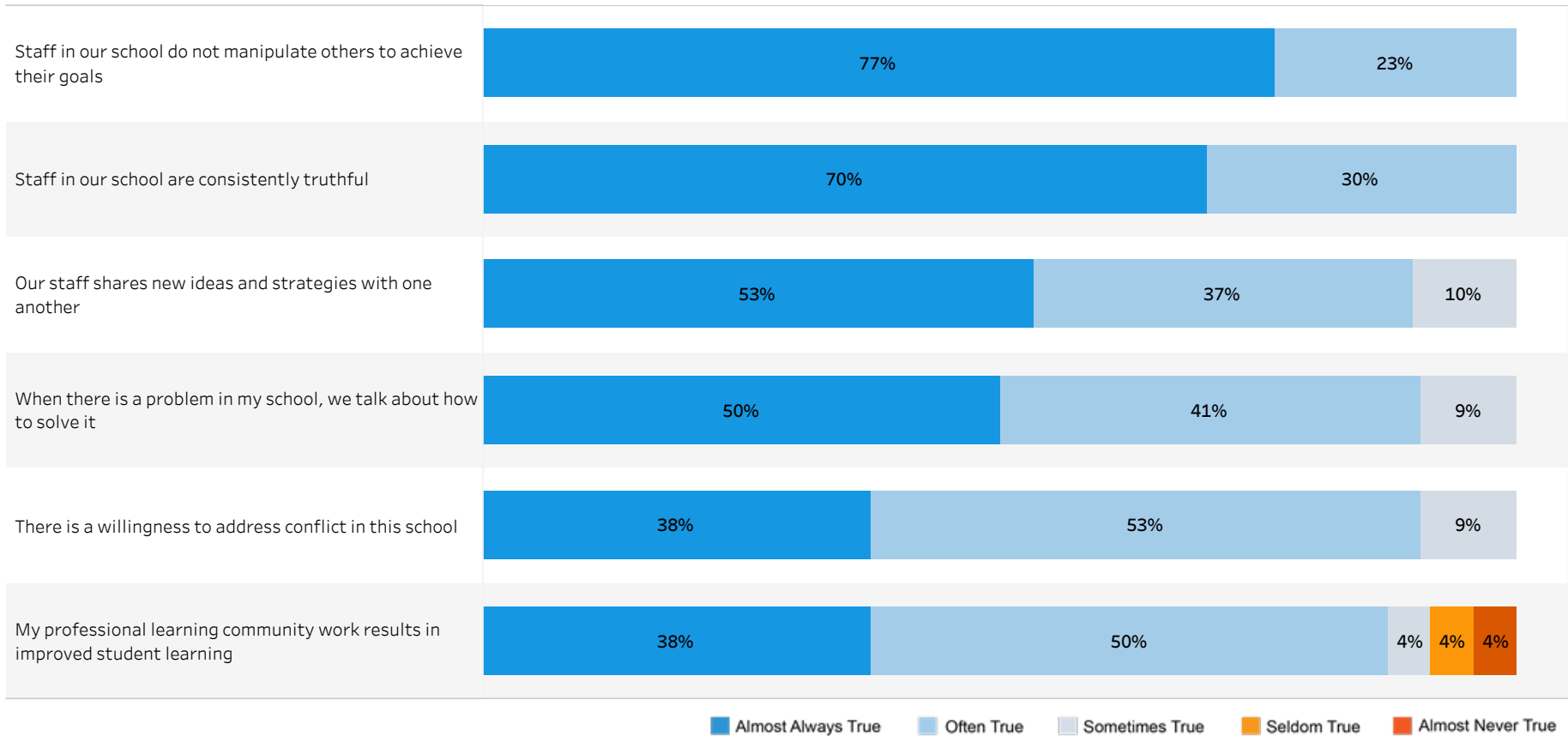


Additional Characteristics

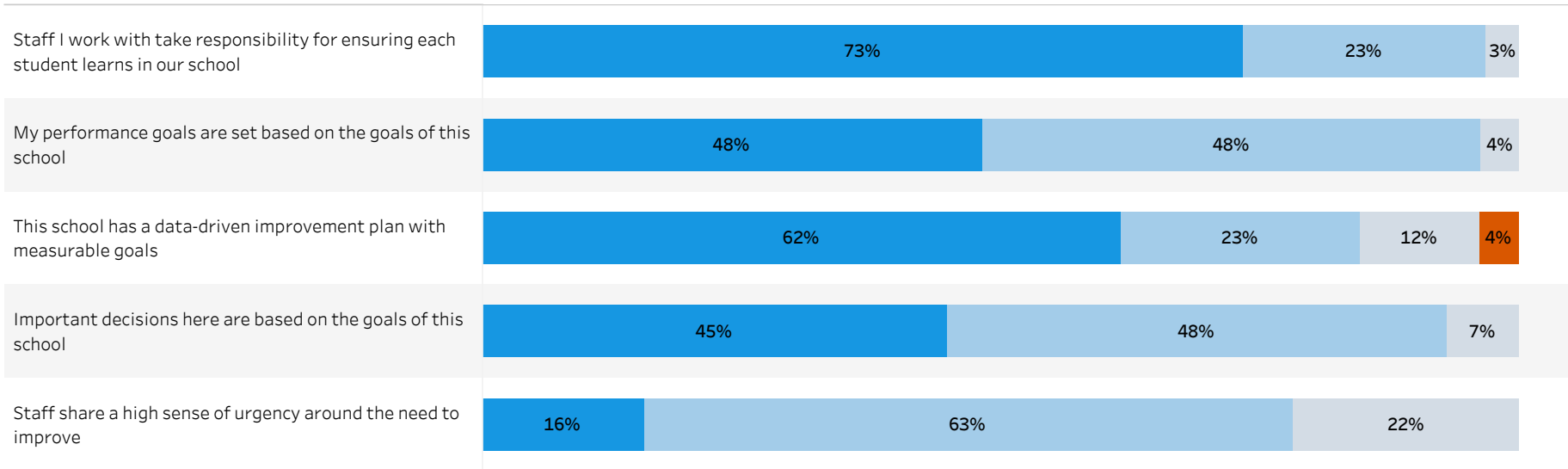


■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True
 ■ Almost Never True

High Levels of Collaboration and Communication

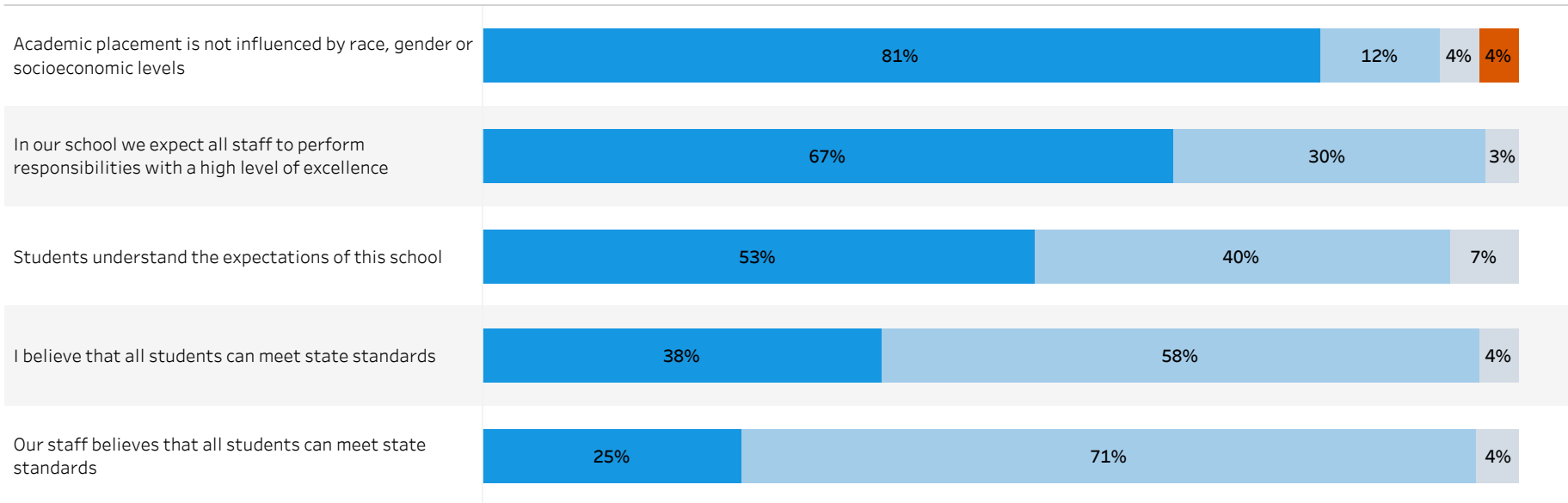


Clear and Shared Focus



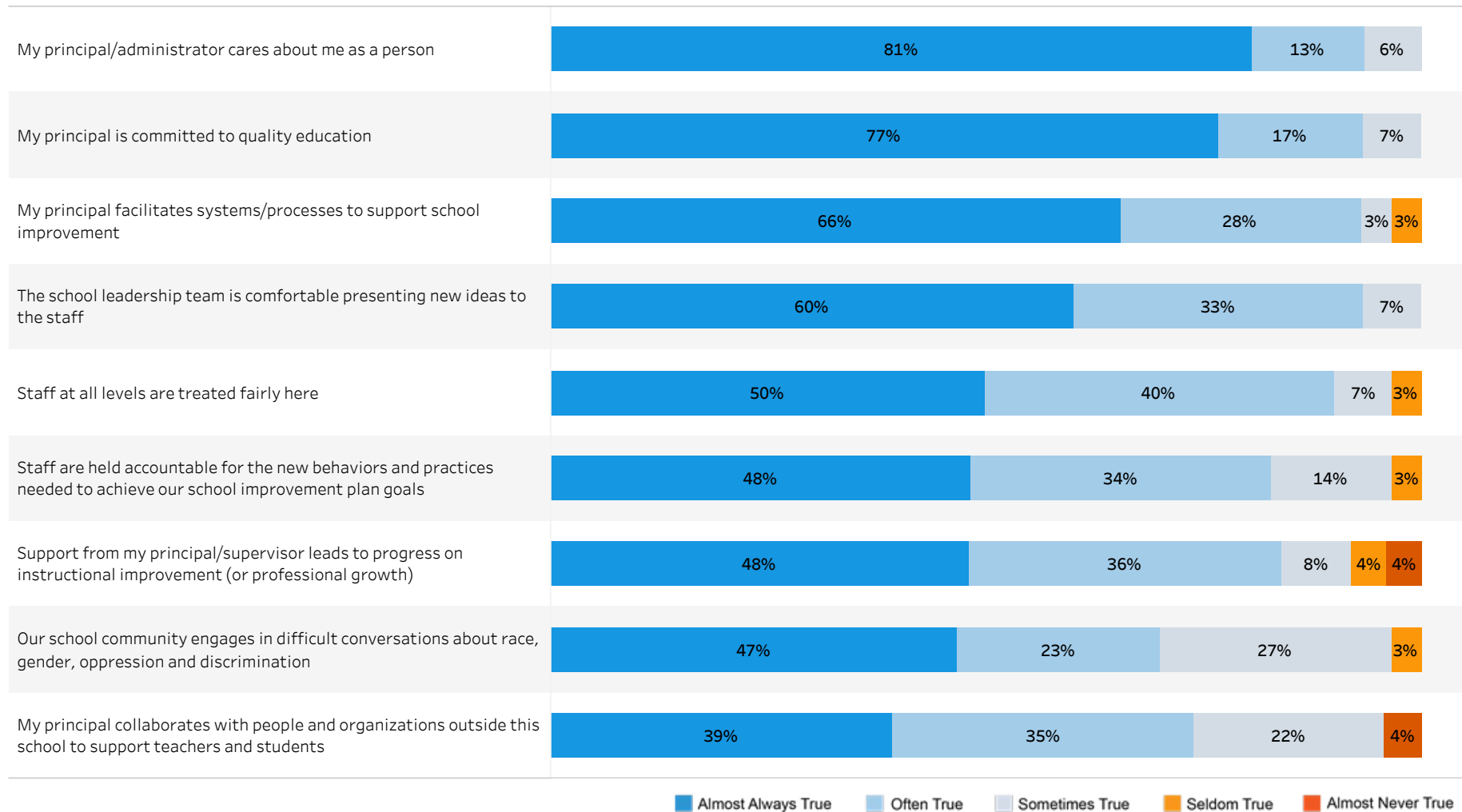
High Standards & Expectations

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



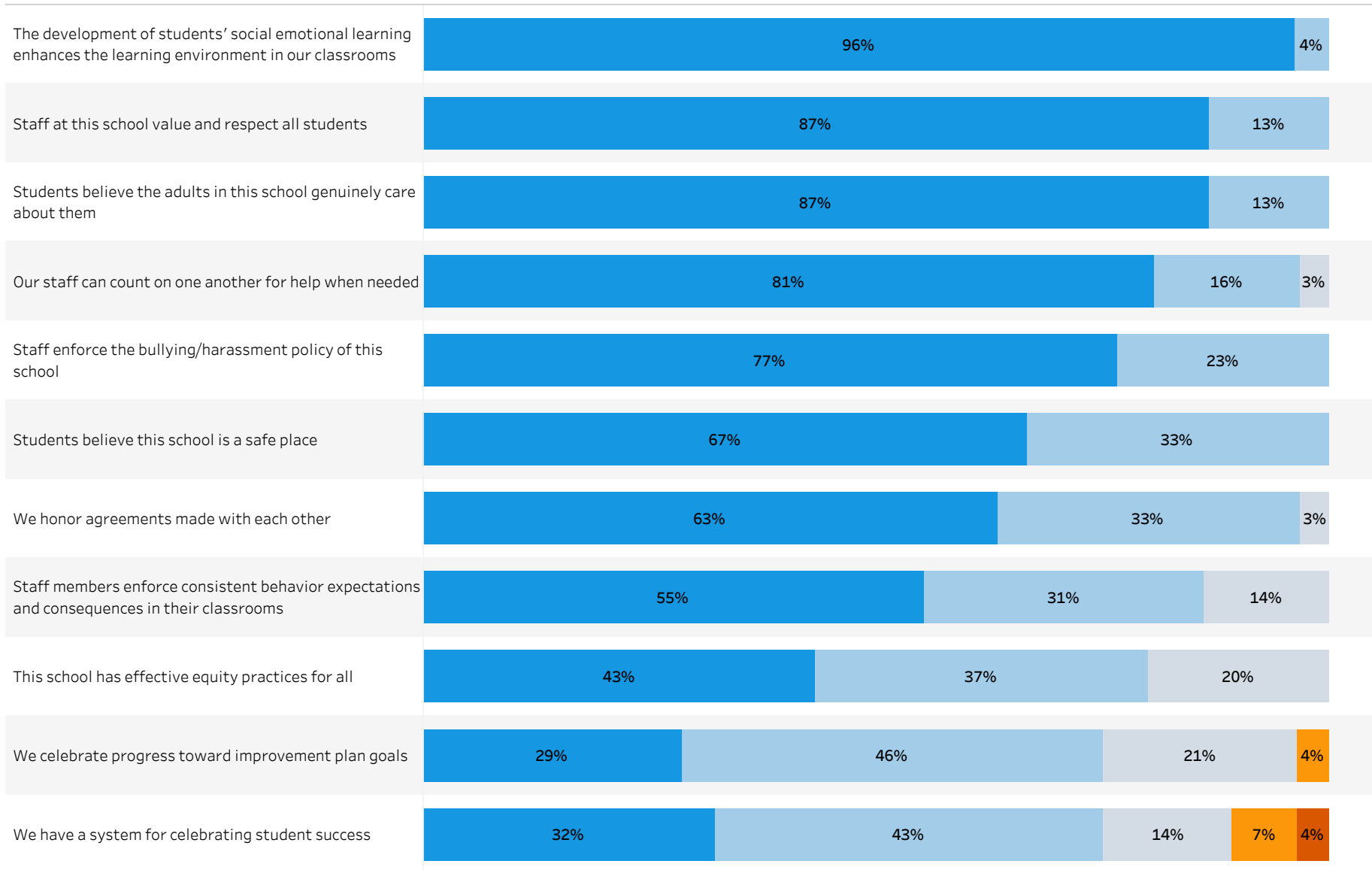
Effective Leadership

Ordway Elementary



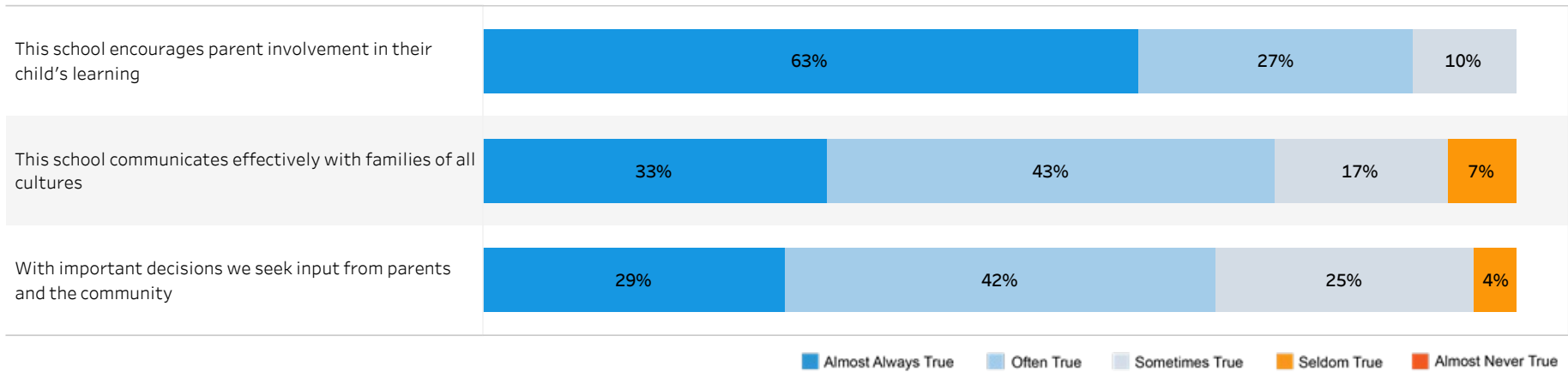
Supportive Learning Environment

Ordway Elementary

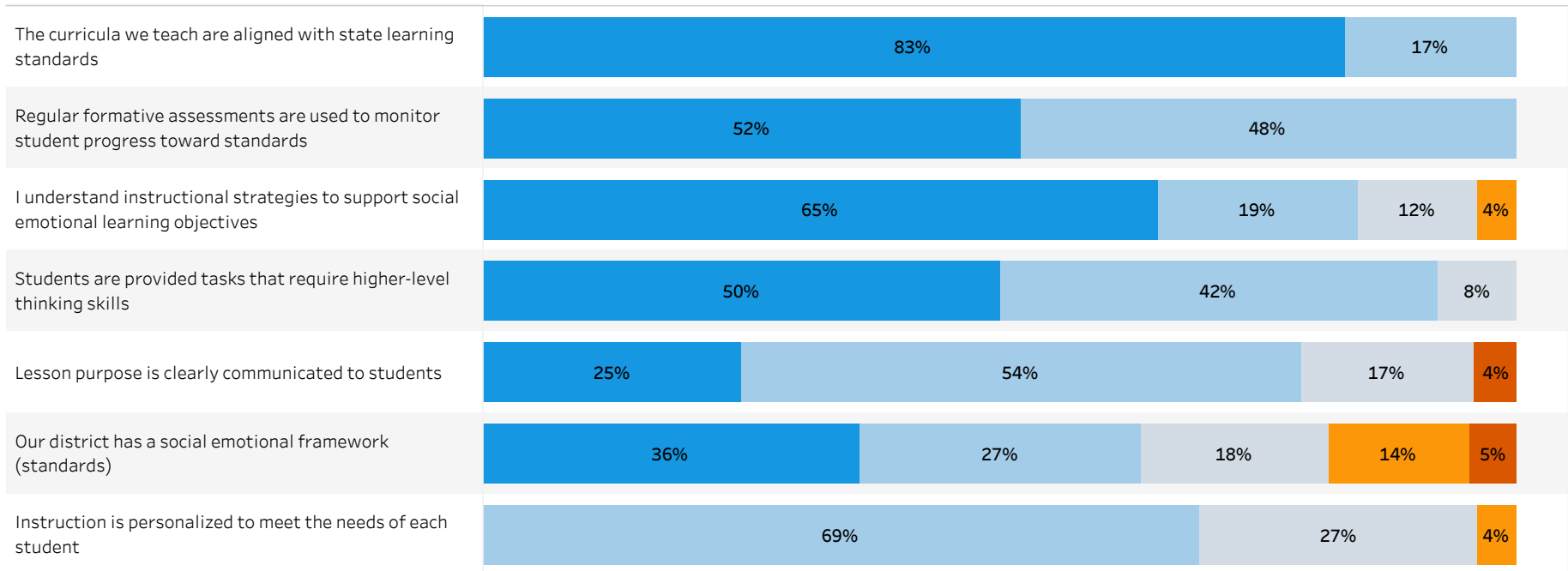


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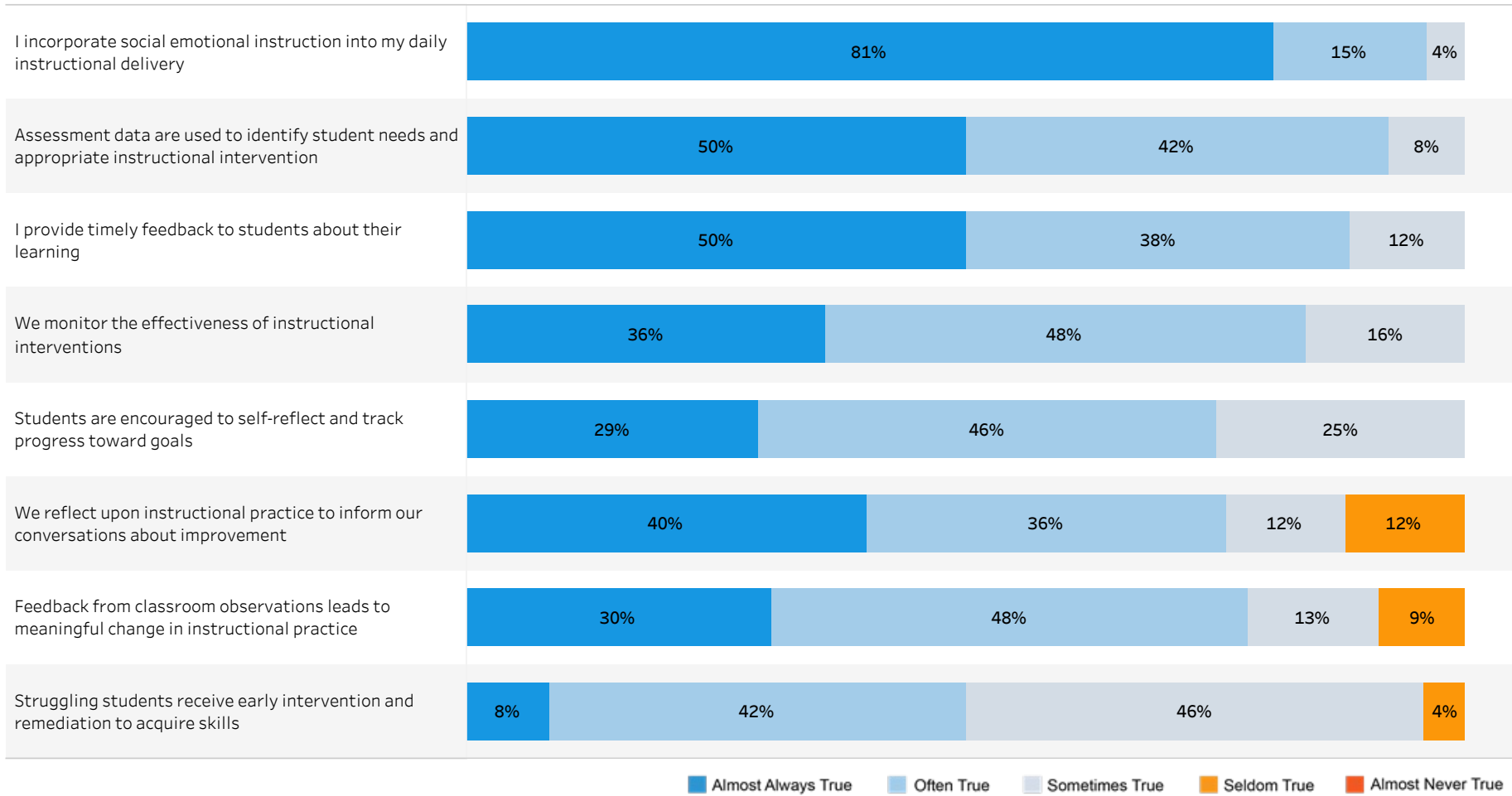
Parent and Community Involvement



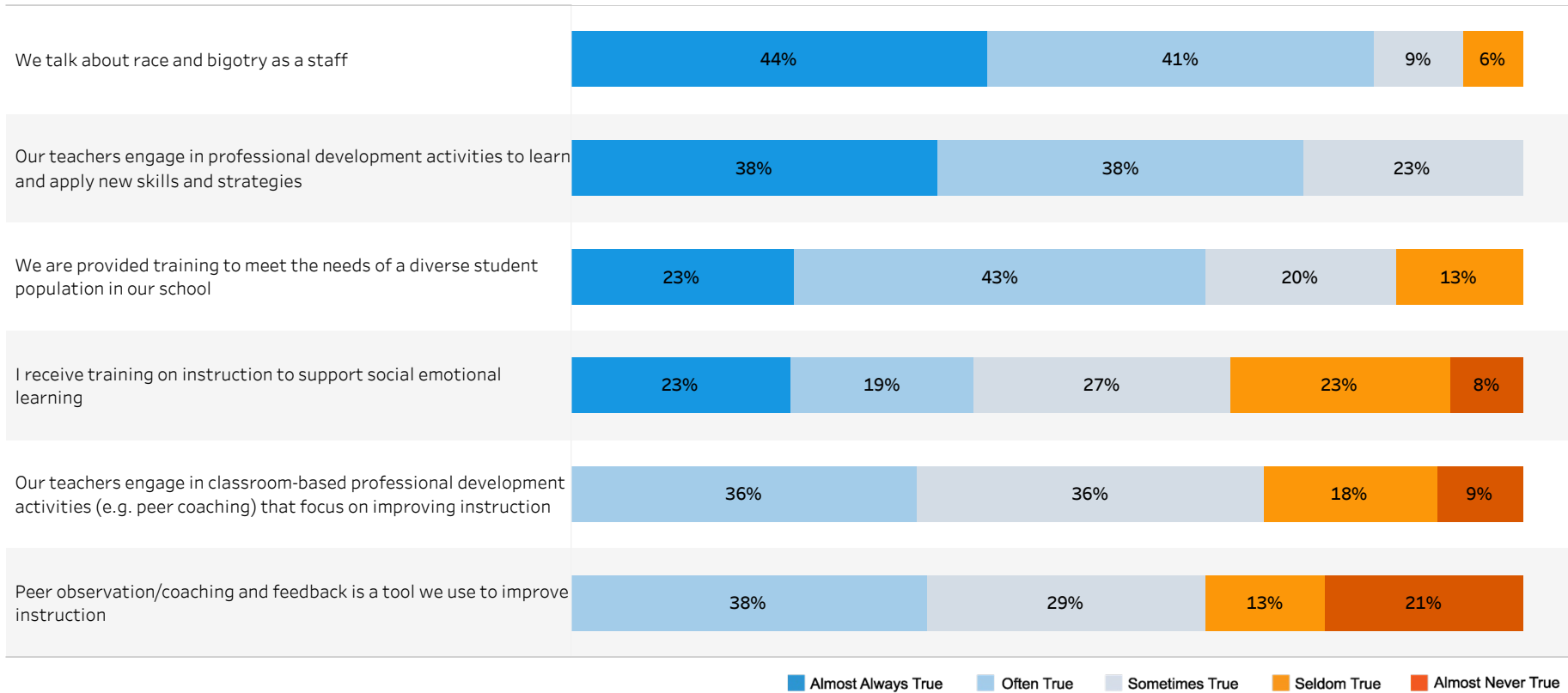
High Quality Curriculum, Instruction, and Assessment



Frequent Monitoring of Teaching and Learning

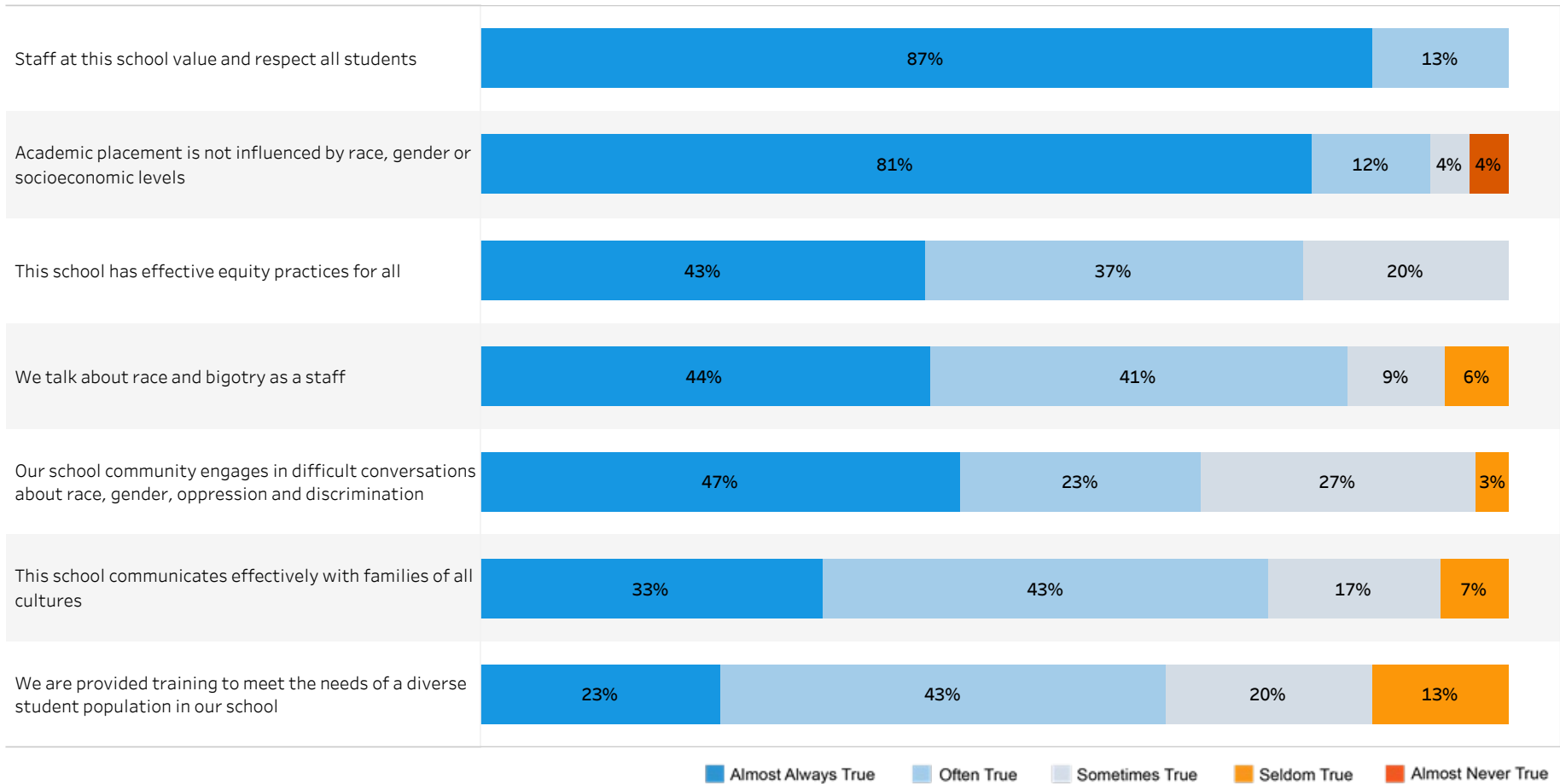


Focused Professional Development

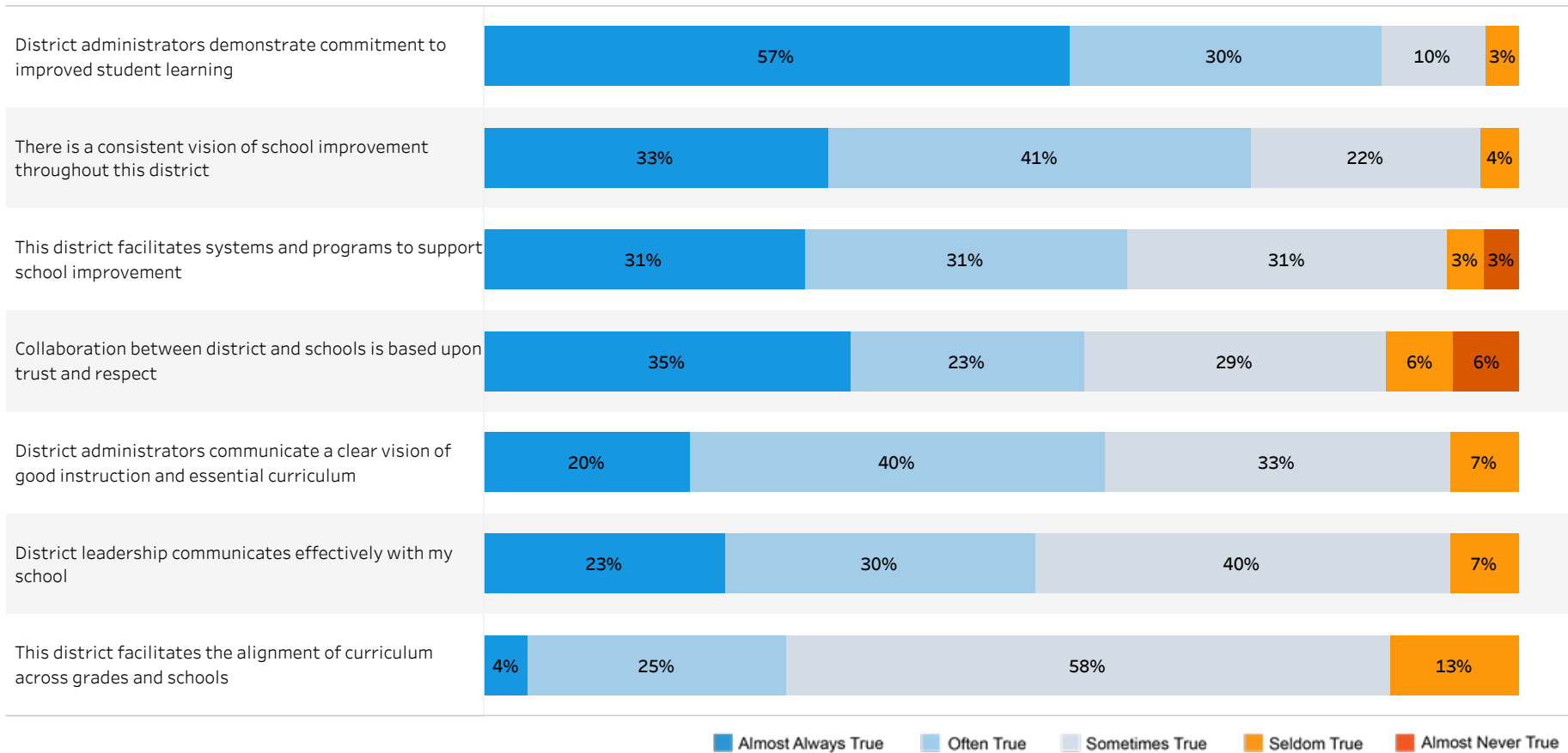


Cultural Responsiveness

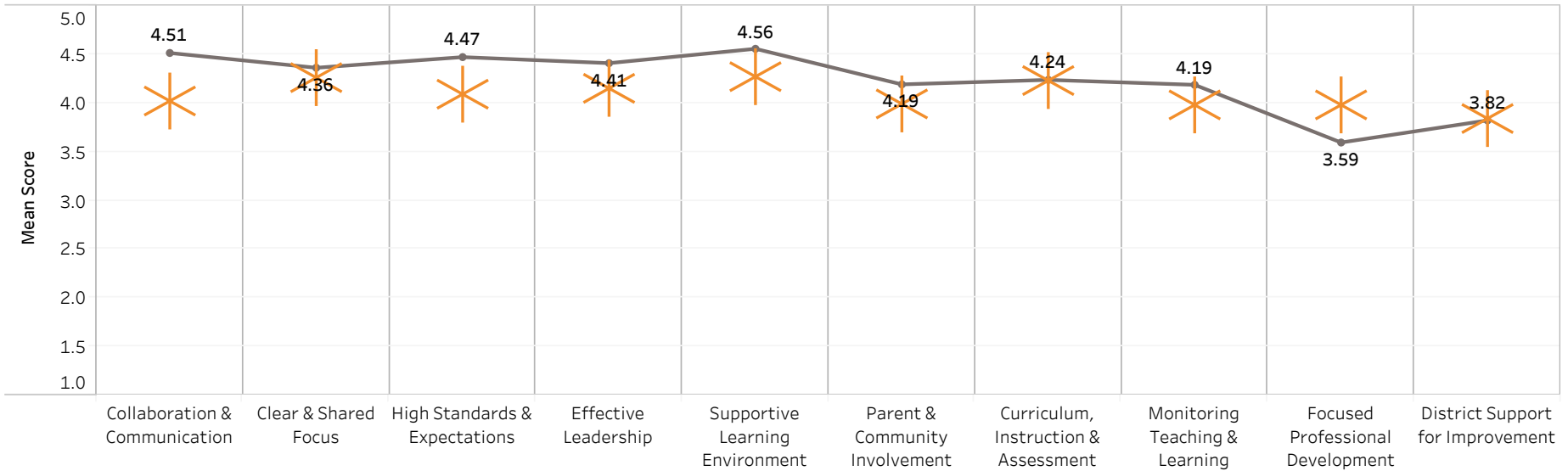
Ordway Elementary



District Support for Improvement



Comparison - Mean Scores



Comparison - Percent Positive

How does your school compare to:
■ Avg. Your School or District
✱ Nationwide Schools

