

# Educational Effectiveness Survey™



## Tool Kit

### Wilkes 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	80%	18%	2%	n=49
There is a willingness to address conflict in this school	65%	27%	8%	n=49
Staff share a high sense of urgency around the need to improve	65%	35%		n=48

## Is your staff ready for change?

Openness to New Ideas	I welcome new ideas and change	78%
	My colleagues welcome new ideas and change	2% 71%
Willingness to Work at Change	I am willing to work at changing my school for the better	98%
	My colleagues are willing to work at changing this school for the ..	88%
Willingness to be Held Accountable	I am willing to be held accountable for student learning	96%
	My colleagues are willing to be held accountable for student learn..	94%

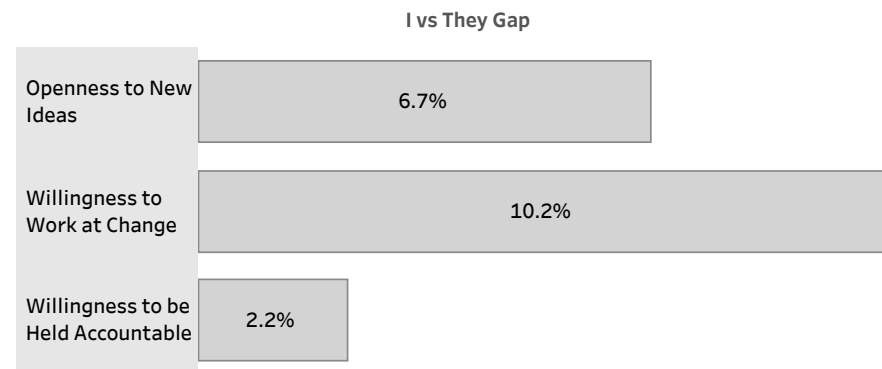
■ Percent Negative ■ Percent Positive

## 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.

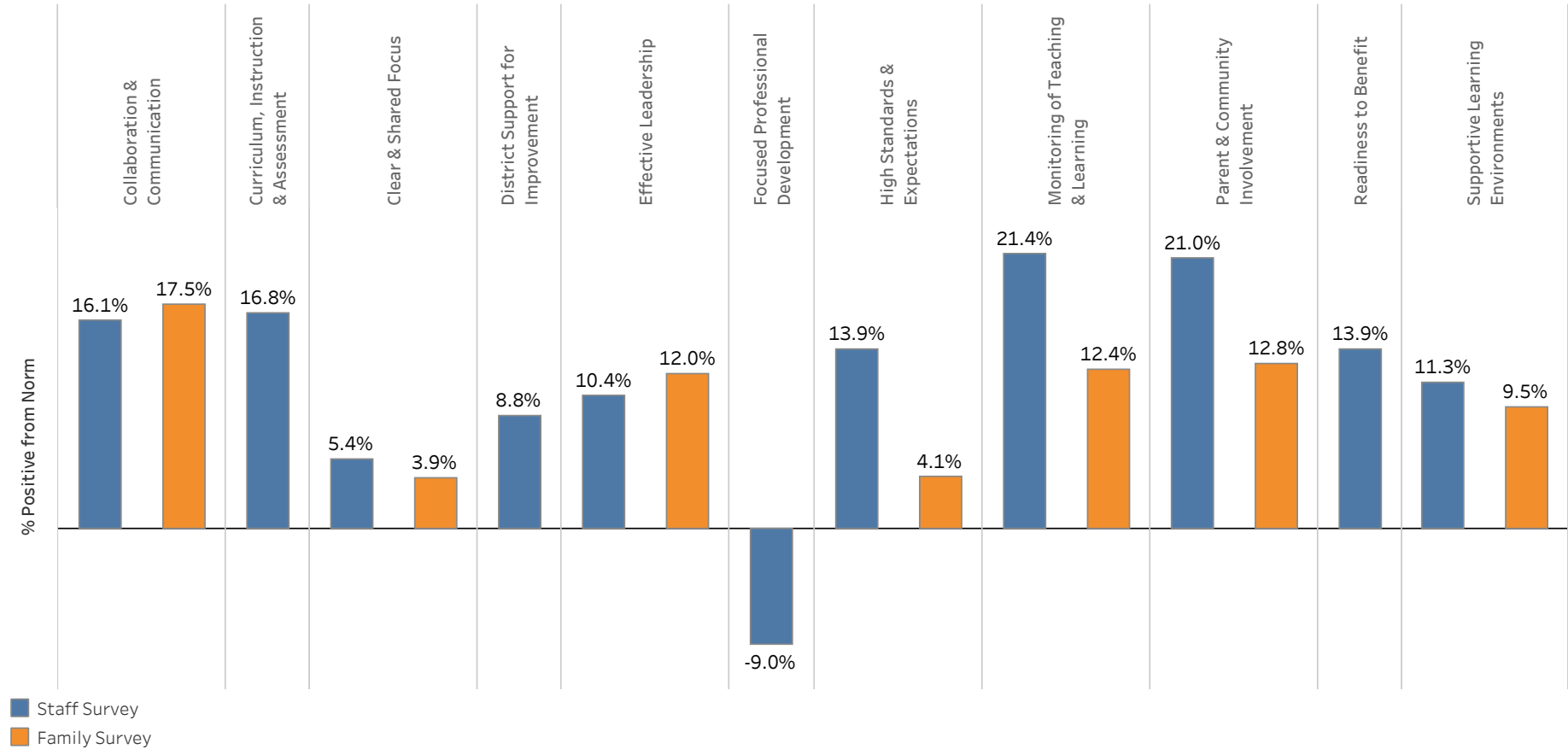
Look for large gaps between the I vs They pair of questions. Large gaps are a sign of distrust amongst staff members.

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**.



# How do you compare against other EES Schools?

## 2022 EES Survey Perceptions | Wilkes Elementary 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 Wilkes Elementary | Bainbridge Island School District

Survey Type	Item	% Positive Responses
Staff Survey	SLE — Staff at this school value and respect all students	100.0%
	RTB — I am willing to work at changing my school for the better	98.0%
	EL — My principal is committed to quality education	97.6%
	SLE — Students believe the adults in this school genuinely care about them	97.6%
	SLE — The development of students' social emotional learning enhances the learning environment in our classro..	97.5%
	EL — Our school community engages in difficult conversations about race, gender, oppression and discrimination	45.0%
	D — This district facilitates the alignment of curriculum across grades and schools	42.4%
	FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that fo..	38.7%
	FPD — I receive training on instruction to support social emotional learning	33.3%
FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	32.3%	
Student Survey		
Family Survey	C — Communication/materials I receive from the school are in a language I can understand	100.0%
	EL — The principal of this school is committed to quality education	100.0%
	SLE — School employees are respectful and courteous of one another	100.0%
	C — This school communicates effectively with my family	96.0%
	HSE — Teachers in this school are dedicated to helping all students succeed	96.0%
	SLE — This school addresses issues of diversity in a timely and effective manner	70.6%
	PCI — Parents/families have input into plans for improving this school	69.6%
	PCI — This school tells me how I can help my student with homework	68.2%
	SLE — This school has effective equity practices for all	61.1%
	CSF — My student understands the purpose of each lesson	56.5%

# 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	97%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Fam	78%
Behavior Standards	SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	Sta	85%
	CSF — This school has equitable behavior rules for all students	Fam	83%
Bullying	SLE — Staff enforce the bullying/harassment policy of this school	Sta	90%
	SLE — Bullying/harassment is not tolerated in this school	Fam	75%
Celebrating Success	SLE — We have a system for celebrating student success	Sta	87%
	SLE — This school celebrates student success	Fam	92%
Confronting Bias	FPD — We talk about race and bigotry as a staff	Sta	62%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Fam	71%
High Expectations	HSE — Our staff believes that all students can meet state standards	Sta	67%
	HSE — Teachers have high expectations for student learning at this school	Fam	84%
Intervention for Struggling Stu..	MTL — Struggling students receive early intervention and remediation to acquire skills	Sta	61%
	MTL — Struggling students receive early intervention and additional help at this school	Fam	75%
Safety	SLE — Students believe this school is a safe place	Sta	90%
	SLE — My student feels safe at school	Fam	92%
Supported Learning	SLE — Students believe the adults in this school genuinely care about them	Sta	98%
	SLE — This school provides a caring/supportive environment for my student	Fam	92%

### 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 — District administrators communicate a clear vision of good instruction and essential curriculum	45%
EL — Our school community engages in difficult conversations about race, gender, oppression and discrimination	45%
MTL — We reflect upon instructional practice to inform our conversations about improvement	43%
D — This district facilitates the alignment of curriculum across grades and schools	42%

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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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 Wilkes Elementary | Bainbridge Island School District

FPD — I receive training on instruction to support social emotional learning	49%
D — District administrators communicate a clear vision of good instruction and essential curriculum	45%
EL — Our school community engages in difficult conversations about race, gender, oppression and discrimination	45%
MTL — We reflect upon instructional practice to inform our conversations about improvement	43%
D — This district facilitates the alignment of curriculum across grades and schools	42%
FPD — We are provided training to meet the needs of a diverse student population in our school	41%
HSE — I believe that all students can meet state standards	39%
MTL — Students are encouraged to self-reflect and track progress toward goals	38%
D — District leadership communicates effectively with my school	37%
CSF — Staff share a high sense of urgency around the need to improve	35%
FPD — We talk about race and bigotry as a staff	34%

# What Family 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 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.

### Sometimes True Wilkes Elementary | Bainbridge Island School District

CSF — My student understands the purpose of each lesson	43%
SLE — This school has effective equity practices for all	39%