

Educational Effectiveness Survey™



Tool Kit

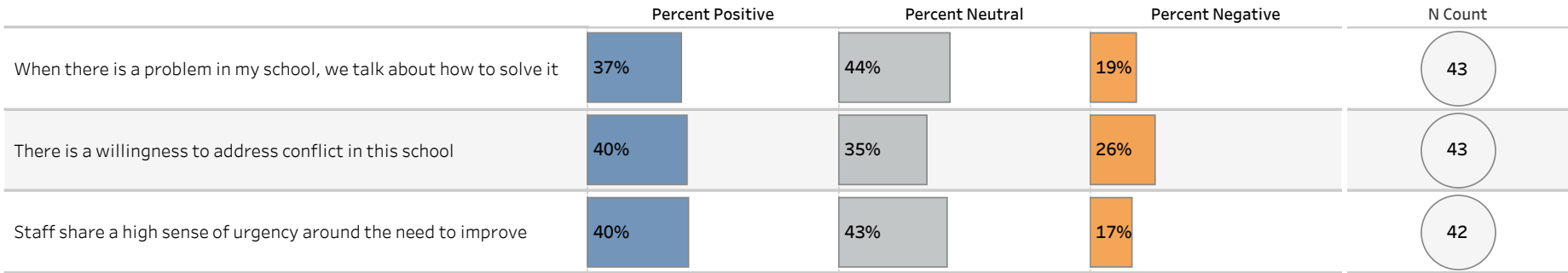
Bainbridge High School

Bainbridge Island School District

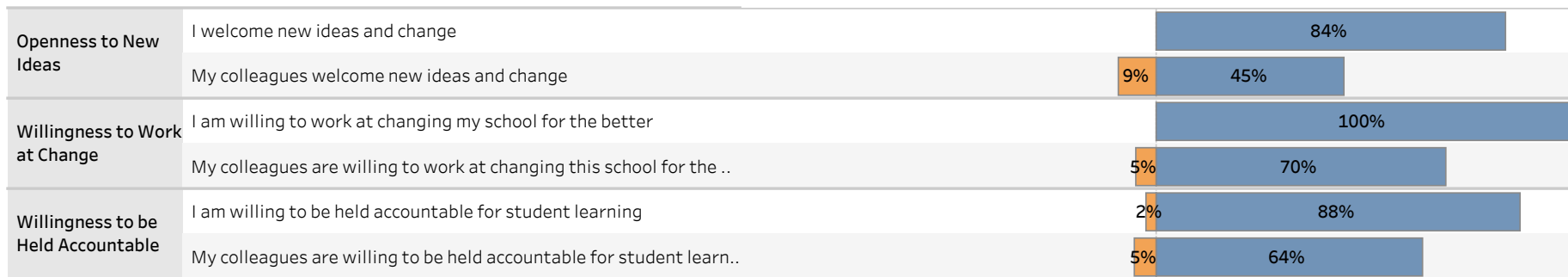
	2022	2023
Staff	n=74	n=44
Student	n=776	n=852
Family	n=257	n=58

How well does your team solve problems and resolve conflict? 2023 School Year

Bainbridge High School | Bainbridge Island School District



Is your staff ready for change?



■ Percent Negative ■ Percent Positive

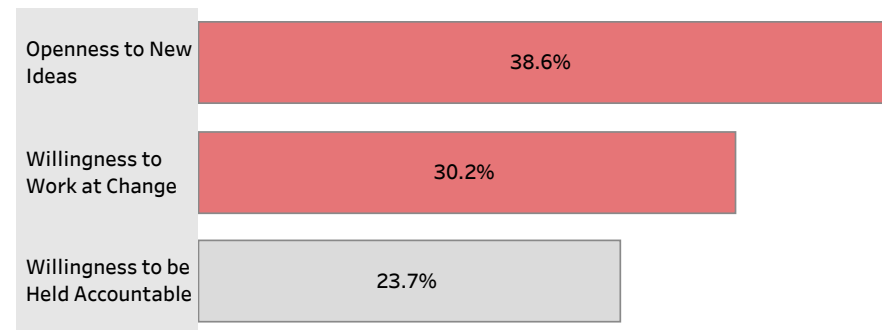
What is an I vs They Gap and why does it matter?

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



What a difference a year makes...

Is your staff ready for change?

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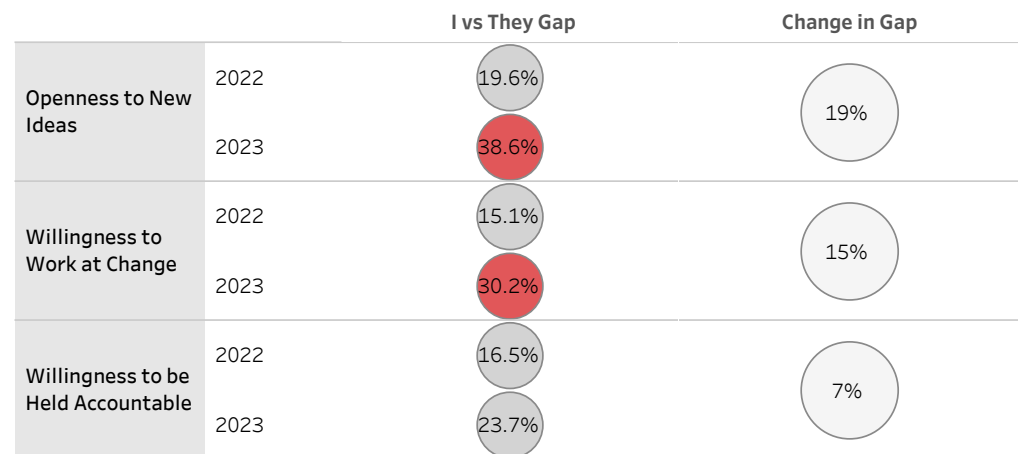


Why does the gap between I vs. They matter?

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

Pay attention to large gaps in responses between the I and They paired survey items. Large gaps indicate differences in opinions and perceptions and may represent a lack of trust amongst staff. 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**.

Note any growing gaps when looking at the longitudinal data (lower-right viz). If the most recent year's gap percentage is higher than the previous year's gap percentage, this means the gap is growing. If the gap has narrowed or decreased over time the change is represented by a negative value. Narrowing the gap is GOOD!



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.

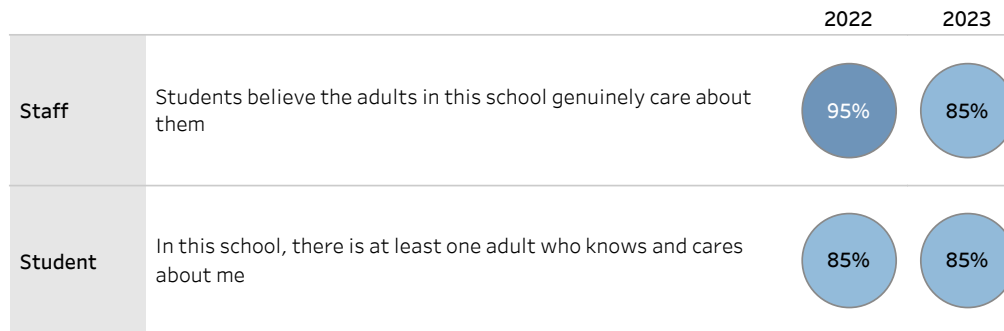
SOCIAL SUPPORTS

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

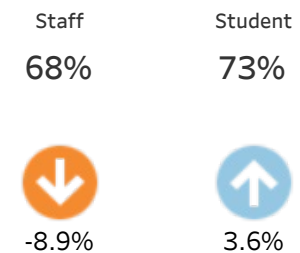
Bainbridge High School | Bainbridge Island School District

		2022	2023
Staff	CIA — I understand instructional strategies to support social emotional learning objectives	63%	64%
	CSF — Staff I work with take responsibility for ensuring each student learns in our school	95%	93%
	FPD — I receive training on instruction to support social emotional learning	57%	39%
	MTL — I incorporate social emotional instruction into my daily instructional delivery	64%	49%
	SLE — Staff at this school value and respect all students	93%	95%
	SLE — Students believe the adults in this school genuinely care about them	95%	85%
	SLE — The development of students’ social emotional learning enhances the learning environment in our classrooms	81%	69%
	SLE — This school has effective equity practices for all	55%	48%
Student	BELONG — I feel good about my cultural or ethnic background	83%	80%
	BELONG — There’s at least one adult in this school I can talk to if I have a problem	77%	81%
	CSF — My teacher(s) believe student learning is important	93%	93%
	EL — If I want to talk with my teacher(s), they are available to me	84%	84%
	IS — Adults in this school help me plan and set goals for my future	44%	52%
	IS — Students are involved in solving problems in this school	62%	63%
	SLE — I enjoy coming to this school	47%	47%
	SLE — I feel safe at this school	76%	75%
	SLE — In this school, there is at least one adult who knows and cares about me	85%	85%
	SLE — This school has effective equity practices for all	74%	70%

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



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



Compared to the Social Supports Norm

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

		2022	2023
Staff	CIA — Instruction is personalized to meet the needs of each student	35%	45%
	CIA — Regular formative assessments are used to monitor student progress toward standards	81%	86%
	CIA — Students are provided tasks that require higher-level thinking skills	87%	89%
	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	75%	78%
	HSE — I believe that all students can meet state standards	76%	84%
	HSE — In our school we expect all staff to perform responsibilities with a high level of excellence	93%	90%
	HSE — Our staff believes that all students can meet state standards	83%	86%
	MTL — Assessment data are used to identify student needs and appropriate instructional intervention	68%	56%
	MTL — I provide timely feedback to students about their learning	85%	86%
	MTL — Struggling students receive early intervention and remediation to acquire skills	35%	42%
MTL — We monitor the effectiveness of instructional interventions	57%	49%	
Student	CSF — This school is doing a good job of preparing me to succeed in my life	54%	59%
	FO — I have a plan for what I want to do after high school	67%	74%
	FO — I know I will graduate from high school	94%	93%
	HSE — All students have access to rigorous courses and supports	79%	77%
	HSE — My teacher(s) expect all students to succeed, no matter who they are	80%	81%
	HSE — My teacher(s) expect me to do my best	91%	90%
	HSE — My teacher(s) provide lessons and activities that challenge me to learn	73%	74%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	87%	85%
	MTL — My teacher(s) help me learn by challenging me with interesting activities in class	51%	54%
SE — What we do in school will help me succeed in life	52%	60%	

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

		2022	2023
Staff	I believe that all students can meet state standards	76%	84%
	Our staff believes that all students can meet state standards	83%	86%
Student	My teacher(s) expect all students to succeed, no matter who they are	80%	81%

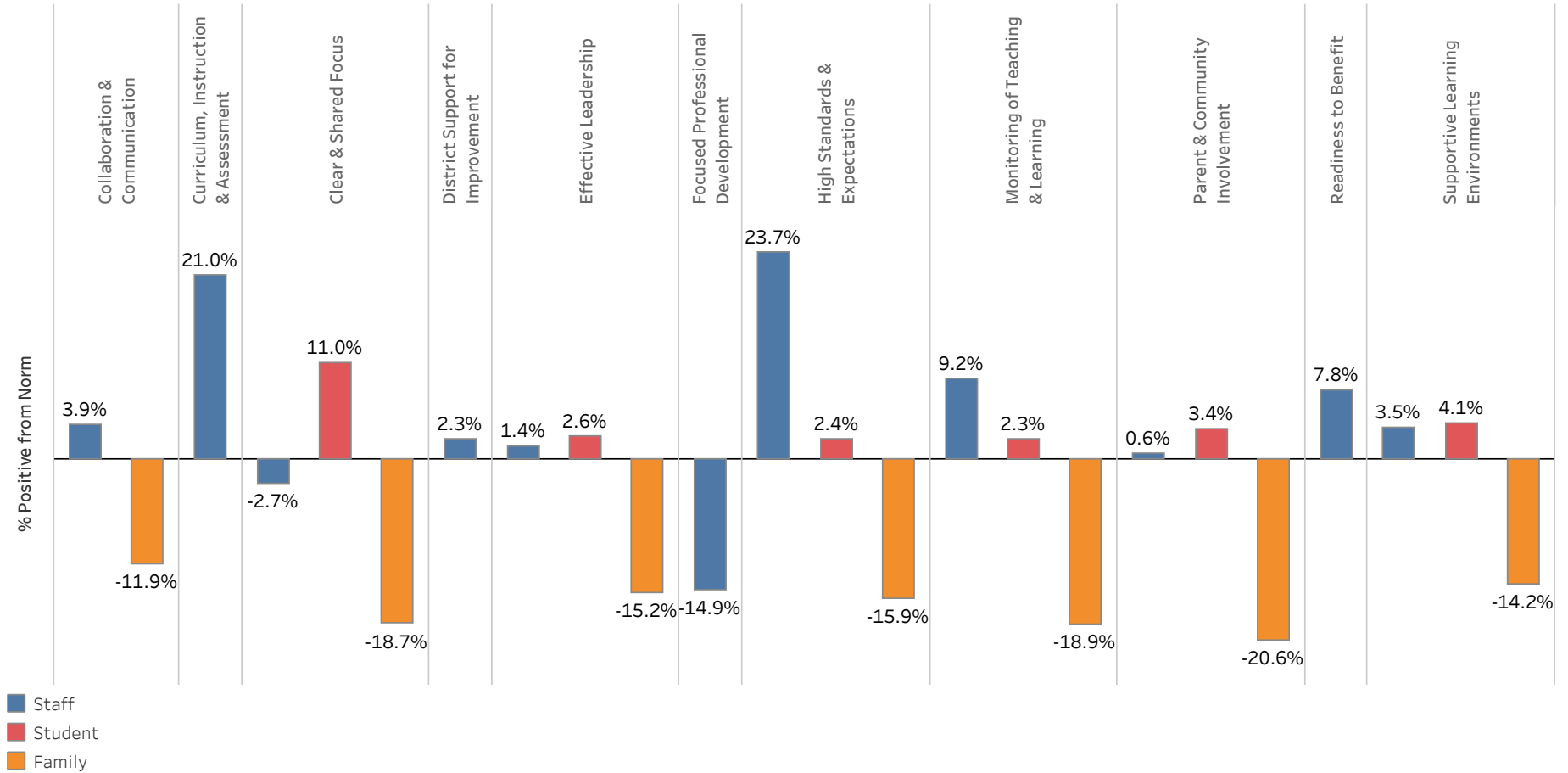
How does your school's Academic Press compare to other schools?

Staff	Student
72%	75%
	
-2.4%	0.4%

Compared to the Academic Press Norm

How do you compare against other EES Schools?

2023 EES Survey Perceptions | Bainbridge High School 9 Characteristics of Highly Effective Schools



What are the Top and Bottom 5 survey items from your 2023 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 Bainbridge High School | Bainbridge Island School District

Survey Type	Item	% Positive Responses
Staff Survey	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	95.1%
	C — Staff in our school are consistently truthful	94.7%
	CIA — The curricula we teach are aligned with state learning standards	94.3%
	CSF — Staff I work with take responsibility for ensuring each student learns in our school	92.7%
	MTL — Feedback from classroom observations leads to meaningful change in instructional practice	33.3%
	D — District leadership communicates effectively with my school	30.8%
	SLE — We celebrate progress toward improvement plan goals	28.1%
	FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	14.7%
FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that fo..	12.5%	
Student Survey	IS — I am comfortable interacting with people from a different racial or ethnic background	96.2%
	IS — I am respectful of others at this school	95.2%
	CSF — My teacher(s) believe student learning is important	93.1%
	FO — I know I will graduate from high school	93.0%
	HSE — My teacher(s) expect me to do my best	89.8%
	SLE — Most students are respectful of others at this school	50.5%
	MTL — My teacher(s) tell me the purpose for each lesson or activity	47.7%
	SLE — I enjoy coming to this school	46.8%
	SLE — Work I do in this school is useful and interesting to me	45.3%
EL — I often see the principal or administrators around the school talking to students	36.9%	
Family Survey	C — Communications/materials I receive from the school are in a language I can understand	96.3%
	SLE — School employees are respectful and courteous of one another	79.3%
	C — Parents/families and employees at this school talk respectfully with one another	70.5%
	HSE — Teachers have high expectations for student learning at this school	68.0%
	SLE — I believe adults in this school care about my student	67.9%
	PCI — Parents/families have input into plans for improving this school	29.5%
	MTL — Struggling students receive early intervention and additional help at this school	24.3%
	C — I am encouraged to collaborate with my student's teachers about my student's learning	23.9%
	C — This school communicates with me about my student's progress	22.8%
PCI — This school tells me how I can help my student with homework	15.2%	

Where are we seeing the most change from 2022 to 2023?



The Center for Educational Effectiveness

Top/Bottom 5 Increase/Decrease in % Positive Responses Bainbridge High School | Bainbridge Island School District

Look for common themes.

Are you surprised by either the top increases or bottom decreases?

What changes put in place, since the last survey, may have caused these differences? Example: change in school policy, expectations, etc.

Survey Type	Statement	% Change
Staff Survey	CIA — Our district has a social emotional framework (standards)	27.4%
	CIA — Instruction is personalized to meet the needs of each student	9.4%
	HSE — I believe that all students can meet state standards	8.2%
	C — Staff in our school are consistently truthful	7.7%
	HSE — Students understand the expectations of this school	7.4%
	EL — The school leadership team is comfortable presenting new ideas to the staff	-22.1%
	FPD — We are provided training to meet the needs of a diverse student population in our school	-23.2%
	D — This district facilitates systems and programs to support school improvement	-25.0%
	EL — My principal collaborates with people and organizations outside this school to support teachers and students	-25.0%
	D — District leadership communicates effectively with my school	-25.8%
Student Survey	CT — I think of more than one solution when I have a problem	8.3%
	IS — Adults in this school help me plan and set goals for my future	8.3%
	CT — I solve problems by first breaking them into smaller steps	8.1%
	SE — What we do in school will help me succeed in life	7.6%
	FO — I have a plan for what I want to do after high school	7.2%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	-2.2%
	EL — The principal of this school believes student learning is the #1 priority	-2.7%
	BELONG — I feel good about my cultural or ethnic background	-2.9%
	SLE — This school has effective equity practices for all	-3.2%
	EL — In class we often work with other students to solve a problem/do a task	-4.1%
Family Survey	SLE — This school celebrates student success	12.3%
	SLE — Teachers in this school provide students with a variety of learning opportunities	3.8%
	SLE — This district places emphasis on social emotional learning in addition to core academic learning	0.0%
	C — Communications/materials I receive from the school are in a language I can understand	-2.1%
	HSE — This school is doing a good job of preparing my student for a successful future	-2.5%
	C — This school communicates with me about my student's progress	-17.6%
	SLE — This school addresses issues of diversity in a timely and effective manner	-18.3%
	HSE — I understand the expectations of this school	-19.4%
	EL — The principal of this school is committed to quality education	-20.9%
PCI — This school respects the different cultures represented in our community	-25.0%	

Do you see increases or decreases similar to what Staff or Student responses reflected?

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



The Center for Educational Effectiveness

Bainbridge High School | 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.

			2022	2023
Academic Equity	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	Sta	75%	78%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Stu	87%	85%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Fam	78%	61%
Behavior Standards	SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	Sta	62%	58%
	SLE — All students are held to the same behavior rules and expectations	Stu	62%	61%
	CSF — This school has equitable behavior rules for all students	Fam	67%	61%
Bullying	SLE — Staff enforce the bullying/harassment policy of this school	Sta	80%	85%
	SLE — The rules against bullying are enforced by all adults in this school	Stu	60%	61%
	SLE — Bullying/harassment is not tolerated in this school	Fam	58%	46%
Celebrating Success	SLE — We have a system for celebrating student success	Sta	56%	58%
	SLE — Student success is celebrated in this school	Stu	61%	60%
	SLE — This school celebrates student success	Fam	48%	60%
Confronting Bias	FPD — We talk about race and bigotry as a staff	Sta	78%	66%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Stu	61%	64%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Fam	56%	44%
High Expectations	HSE — Our staff believes that all students can meet state standards	Sta	83%	86%
	HSE — My teacher(s) expect all students to succeed, no matter who they are	Stu	80%	81%
	HSE — Teachers have high expectations for student learning at this school	Fam	75%	68%
Intervention for Struggling Students	MTL — Struggling students receive early intervention and remediation to acquire skills	Sta	35%	42%
	MTL — My teacher(s) find other ways for me to learn things I find difficult	Stu	49%	53%
	MTL — Struggling students receive early intervention and additional help at this school	Fam	40%	24%
Safety	SLE — Students believe this school is a safe place	Sta	75%	79%
	SLE — I feel safe at this school	Stu	76%	75%
	SLE — My student feels safe at school	Fam	80%	64%
Supported Learning	SLE — Students believe the adults in this school genuinely care about them	Sta	95%	85%
	SLE — In this school, there is at least one adult who knows and cares about me	Stu	85%	85%
	SLE — This school provides a caring/supportive environment for my student	Fam	65%	60%

Change in % Positive Responses

	Staff	Student	Family
Academic Equity	2.8%	-2.2%	-16.3%
Behavior Standards	-3.6%	-1.0%	-6.5%
Bullying	4.6%	0.9%	-12.2%
Celebrating Success	1.5%	-0.8%	12.3%
Confronting Bias	-12.1%	2.9%	-11.4%
High Expectations	3.1%	0.6%	-7.3%
Intervention for Struggling Students	6.7%	4.6%	-15.7%
Safety	4.4%	-0.8%	-16.0%
Supported Learning	-9.7%	0.1%	-4.9%

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 2023 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?

Bainbridge High School Bainbridge Island School District	
CIA — Instruction is personalized to meet the needs of each student	47%
FPD — We are provided training to meet the needs of a diverse student population in our school	47%
PCI — This school communicates effectively with families of all cultures	47%
EL — My principal collaborates with people and organizations outside this school to support teachers and students	46%
RTB — My colleagues welcome new ideas and change	45%

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

CIA — Our district has a social emotional framework (standards)	-14.6%
MTL — Struggling students receive early intervention and remediation to acquire skills	-13.6%
EL — Support from my principal/supervisor leads to progress on instructional improvement (or professional growth)	-13.1%
CIA — I understand instructional strategies to support social emotional learning objectives	-12.5%
D — Collaboration between district and schools is based upon trust and respect	-10.5%
FPD — We are provided training to meet the needs of a diverse student population in our school	15.9%
D — This district facilitates systems and programs to support school improvement	20.1%
PCI — This school communicates effectively with families of all cultures	23.2%
EL — The school leadership team is comfortable presenting new ideas to the staff	23.7%
EL — My principal collaborates with people and organizations outside this school to support teachers and students	35.1%

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 2023 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 Bainbridge High School | Bainbridge Island School District

CIA — Instruction is personalized to meet the needs of each student	47%
FPD — We are provided training to meet the needs of a diverse student population in our school	47%
PCI — This school communicates effectively with families of all cultures	47%
EL — My principal collaborates with people and organizations outside this school to support teachers and students	46%
RTB — My colleagues welcome new ideas and change	45%
MTL — Struggling students receive early intervention and remediation to acquire skills	45%
C — When there is a problem in my school, we talk about how to solve it	44%
SLE — We celebrate progress toward improvement plan goals	44%
D — District leadership communicates effectively with my school	44%
CSF — Staff share a high sense of urgency around the need to improve	43%
MTL — We monitor the effectiveness of instructional interventions	43%
D — This district facilitates the alignment of curriculum across grades and schools	42%
D — This district facilitates systems and programs to support school improvement	39%
C — My professional learning community work results in improved student learning	39%
FPD — Our teachers engage in professional development activities to learn and apply new skills and strategies	38%
PCI — With important decisions we seek input from parents and the community	37%
FPD — I receive training on instruction to support social emotional learning	37%
CSF — Important decisions here are based on the goals of this school	37%
EL — Staff at all levels are treated fairly here	37%
MTL — Assessment data are used to identify student needs and appropriate instructional intervention	36%
EL — The school leadership team is comfortable presenting new ideas to the staff	36%
FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	35%
SLE — This school has effective equity practices for all	35%
C — There is a willingness to address conflict in this school	35%
C — Our staff shares new ideas and strategies with one another	34%
D — There is a consistent vision of school improvement throughout this district	33%
PCI — This school encourages parent involvement in their child's learning	33%

What Student survey items from your 2023 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 Bainbridge High School | Bainbridge Island School District

SLE — Work I do in this school is useful and interesting to me	35%
MTL — My teacher(s) help me learn by challenging me with interesting activities in class	34%
MTL — My teacher(s) tell me the purpose for each lesson or activity	33%

What Family survey items from your 2023 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 Bainbridge High School | Bainbridge Island School District

SLE — In this school, time is spent doing work that students find useful and interesting	44%
HSE — I understand the expectations of this school	44%
CSF — My student understands the purpose of each lesson	43%
PCI — Parents/families have input into plans for improving this school	41%
C — This school communicates with me about my student's progress	40%
CSF — The schoolwork my student is assigned is relevant to their future success	39%
MTL — Struggling students receive early intervention and additional help at this school	38%
SLE — Bullying/harassment is not tolerated in this school	34%