

Educational Effectiveness Survey™



Tool Kit

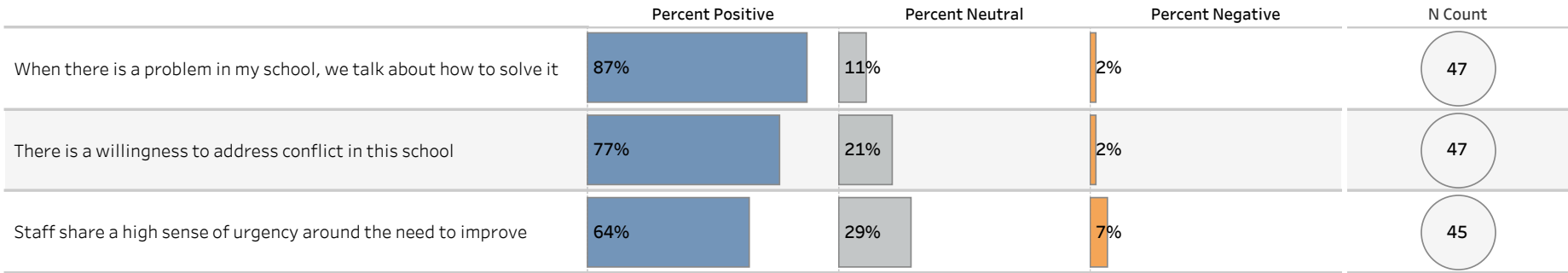
Sakai Intermediate

Bainbridge Island School District

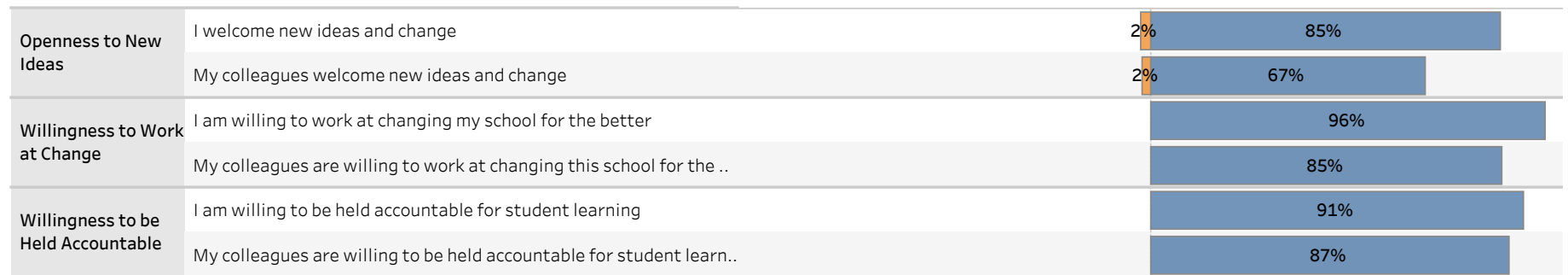
	2022	2023
Staff	n=48	n=48
Student	n=263	n=396
Family	n=32	n=20

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

Sakai Intermediate | Bainbridge Island School District



Is your staff ready for change?



■ Percent Negative ■ Percent Positive

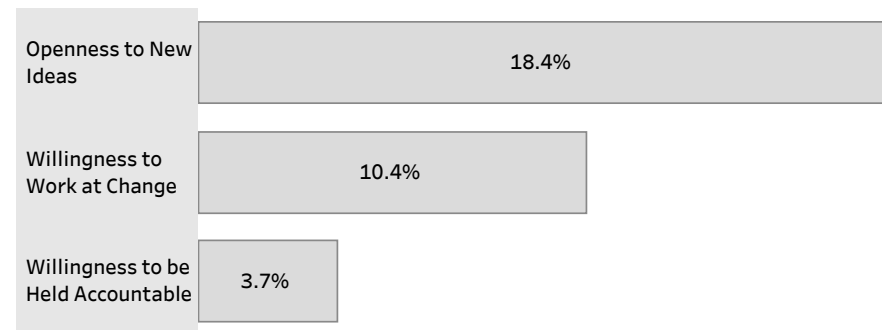
What is an I vs They Gap and why does it matter?

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.

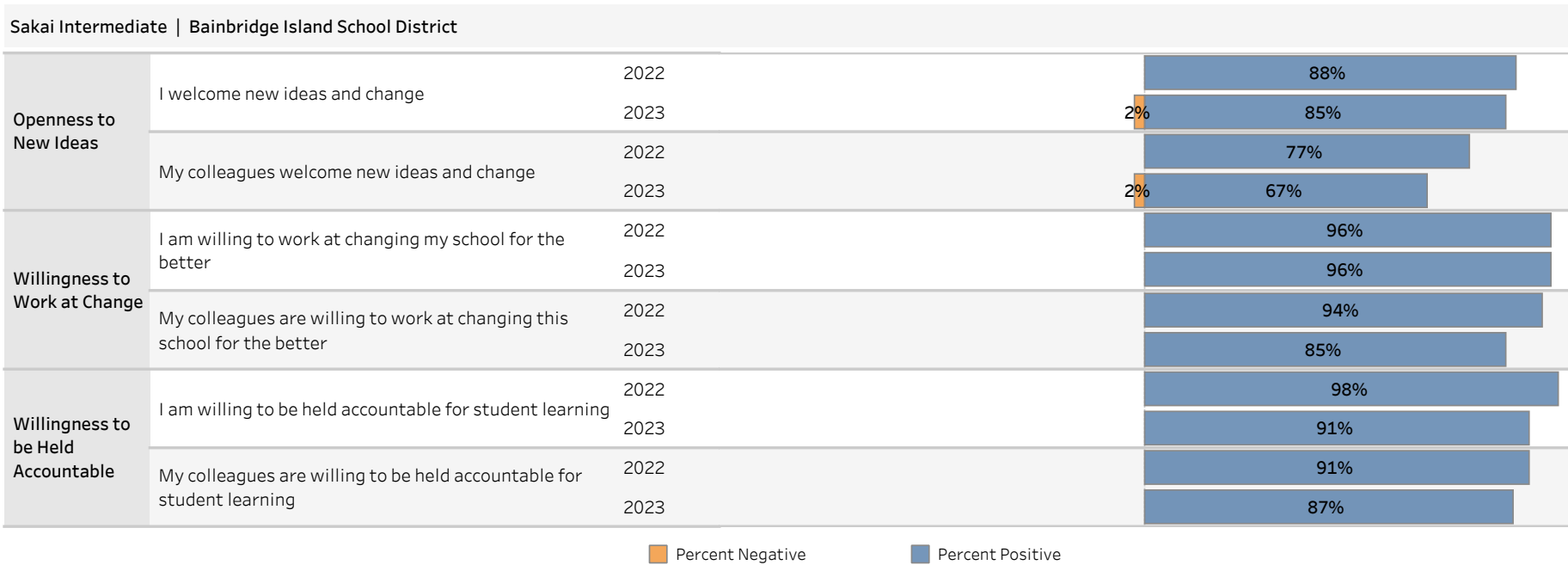
If the I vs They gaps to the right are red, the value is beyond a threshold to cause some concern and should be investigated. This threshold is **20% at the elementary level** and **25% at the secondary level**.

I vs They Gap



What a difference a year makes...

Is your staff ready for change?

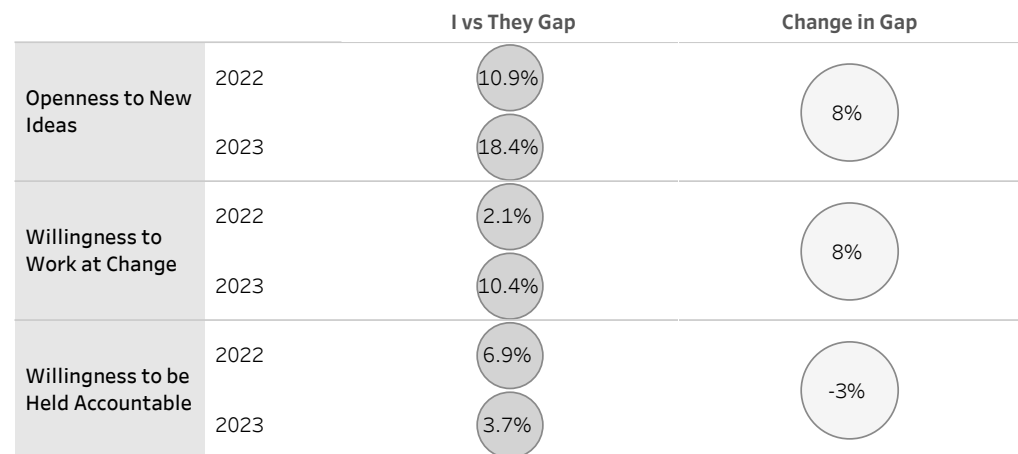


Why does the gap between I vs. They matter?

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?

Sakai Intermediate | Bainbridge Island School District

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.

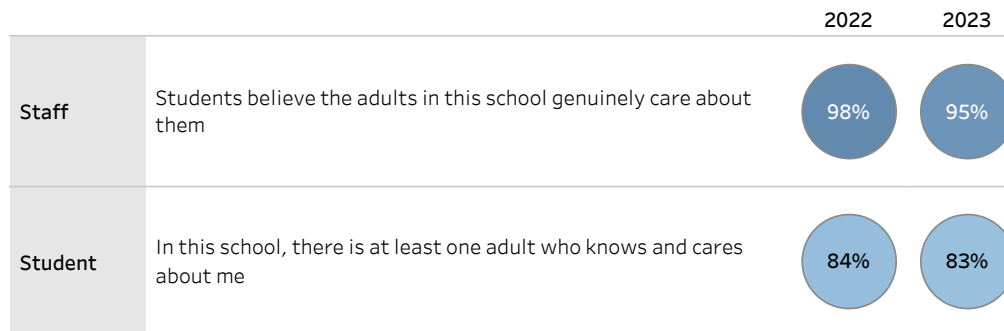
Having one adult that cares about you can make all the difference in the life of a child. Do students really feel staff care about them? Looking at this question from both viewpoints can validate whether staff are getting the desired results from their interactions with students and can open the door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

SOCIAL SUPPORTS

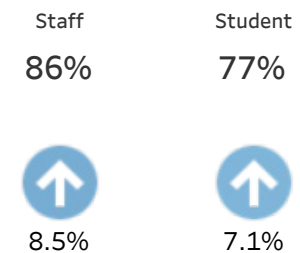
Salina, C, Girtz, S and Eppinga, J (2016) *Powerless to Powerful: Leadership for School Change*. Lanham, MD: Rowman & Littlefield

		2022	2023
Staff	CIA — I understand instructional strategies to support social emotional learning objectives	86%	87%
	CSF — Staff I work with take responsibility for ensuring each student learns in our school	100%	98%
	FPD — I receive training on instruction to support social emotional learning	54%	55%
	MTL — I incorporate social emotional instruction into my daily instructional delivery	78%	70%
	SLE — Staff at this school value and respect all students	93%	95%
	SLE — Students believe the adults in this school genuinely care about them	98%	95%
	SLE — The development of students’ social emotional learning enhances the learning environment in our classrooms	97%	97%
	SLE — This school has effective equity practices for all	93%	82%
Student	BELONG — I feel good about my cultural or ethnic background	90%	91%
	BELONG — There’s at least one adult in this school I can talk to if I have a problem	75%	86%
	CSF — My teacher(s) believe student learning is important	97%	97%
	EL — If I want to talk with my teacher(s), they are available to me	82%	68%
	IS — Adults in this school help me plan and set goals for my future	52%	46%
	IS — Students are involved in solving problems in this school	81%	70%
	SLE — I enjoy coming to this school	65%	61%
	SLE — I feel safe at this school	80%	83%
	SLE — In this school, there is at least one adult who knows and cares about me	84%	83%
	SLE — This school has effective equity practices for all	88%	81%

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.

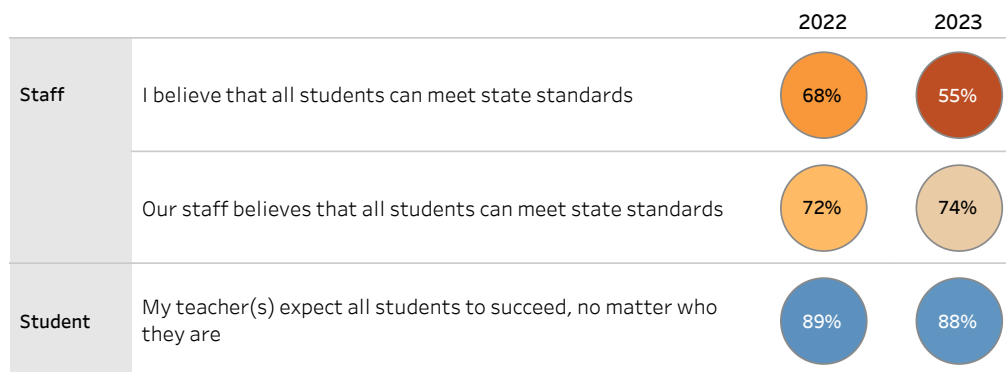
Do I believe all students can learn? Do my peers believe all students can learn? Do all students feel we believe in their ability to learn? These are key questions at the core of academic attainment for all and each of the three legs must be equally sturdy to hold the weight of high expectations and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

ACADEMIC PRESS

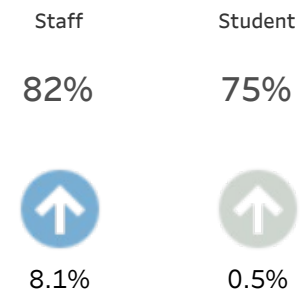
Salina, C, Girtz, S and Eppinga, J (2016) *Powerless to Powerful: Leadership for School Change*. Lanham, MD: Rowman & Littlefield

		2022	2023
Staff	CIA — Instruction is personalized to meet the needs of each student	61%	66%
	CIA — Regular formative assessments are used to monitor student progress toward standards	83%	91%
	CIA — Students are provided tasks that require higher-level thinking skills	89%	90%
	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	92%	91%
	HSE — I believe that all students can meet state standards	68%	55%
	HSE — In our school we expect all staff to perform responsibilities with a high level of excellence	91%	95%
	HSE — Our staff believes that all students can meet state standards	72%	74%
	MTL — Assessment data are used to identify student needs and appropriate instructional intervention	89%	88%
	MTL — I provide timely feedback to students about their learning	91%	97%
	MTL — Struggling students receive early intervention and remediation to acquire skills	57%	61%
MTL — We monitor the effectiveness of instructional interventions	86%	93%	
Student	CSF — This school is doing a good job of preparing me to succeed in my life	74%	75%
	FO — I have a plan for what I want to do after high school	69%	54%
	FO — I know I will graduate from high school	87%	87%
	HSE — All students have access to rigorous courses and supports	80%	69%
	HSE — My teacher(s) expect all students to succeed, no matter who they are	89%	88%
	HSE — My teacher(s) expect me to do my best	95%	91%
	HSE — My teacher(s) provide lessons and activities that challenge me to learn	82%	68%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	93%	95%
MTL — My teacher(s) help me learn by challenging me with interesting activities in class	66%	55%	
SE — What we do in school will help me succeed in life	68%	67%	

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



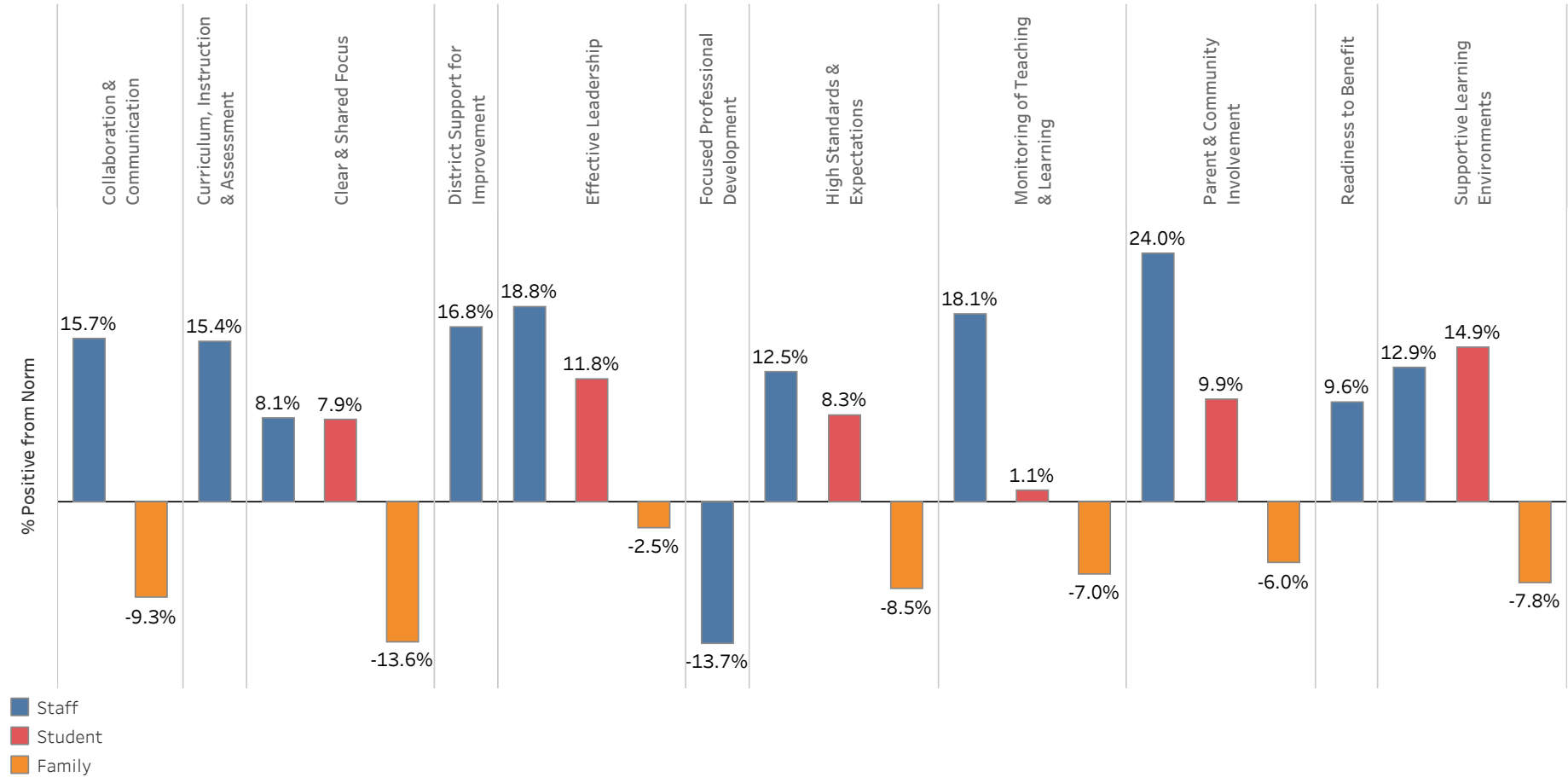
How does your school's Academic Press compare to other schools?



Compared to the Academic Press Norm

How do you compare against other EES Schools?

2023 EES Survey Perceptions | Sakai Intermediate 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 Sakai Intermediate | Bainbridge Island School District

Survey Type	Survey Item	% Positive Responses
Staff Survey	EL — My principal facilitates systems/processes to support school improvement	100.0%
	EL — My principal is committed to quality education	100.0%
	SLE — Our staff can count on one another for help when needed	100.0%
	CSF — Staff I work with take responsibility for ensuring each student learns in our school	97.6%
	PCI — This school encourages parent involvement in their child’s learning	97.4%
	FPD — We talk about race and bigotry as a staff	56.5%
	FPD — I receive training on instruction to support social emotional learning	54.8%
	HSE — I believe that all students can meet state standards	54.8%
	FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that fo..	31.0%
	FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	21.4%
Student Survey	CSF — My teacher believes student learning is important	97%
	HSE — Students of all races and genders have the same chance for special classes, activities and rewards	95%
	PCI — This school respects student differences	92%
	IS — I am respectful of others at this school	92%
	HSE — My teacher expects me to do my best	91%
	EL — At our school we talk about race, gender, and discrimination	50%
	SLE — Work I do in this school is useful and interesting to me	48%
	IS — Adults in this school help me plan and set goals for my future	46%
	CT — When I have a problem, the first thing I do is break it into smaller steps	41%
	MTL — My teacher tells me the reason we do each lesson	37%
Family Survey	C — Communications/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	94.4%
	HSE — I understand the expectations of this school	94.4%
	HSE — Teachers in this school are dedicated to helping all students succeed	90.0%
	C — Parents/families and employees at this school talk respectfully with one another	85.0%
	PCI — Parents/families have input into plans for improving this school	58.8%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	56.3%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	54.5%
	C — This school communicates with me about my student’s progress	50.0%
	C — I am encouraged to collaborate with my student’s teachers about my student’s learning	47.1%

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



The Center for Educational Effectiveness

Top/Bottom 5 Increase/Decrease in % Positive Responses Sakai Intermediate | 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.

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

Survey Type	Statement	% Change
Staff Survey	CIA — Our district has a social emotional framework (standards)	8.9%
	PCI — This school encourages parent involvement in their child’s learning	8.8%
	CIA — Regular formative assessments are used to monitor student progress toward standards	7.8%
	MTL — We monitor the effectiveness of instructional interventions	7.0%
	PCI — With important decisions we seek input from parents and the community	6.4%
	C — There is a willingness to address conflict in this school	-14.9%
	CIA — Lesson purpose is clearly communicated to students	-16.1%
	FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruc..	-17.2%
	C — My professional learning community work results in improved student learning	-18.9%
	MTL — We reflect upon instructional practice to inform our conversations about improvement	-25.8%
Student Survey	BELONG — There’s at least one adult in this school I can talk to if I have a problem	11.0%
	SLE — Student success is celebrated in this school	4.5%
	SLE — The rules against bullying are enforced by all adults in this school	3.3%
	BELONG — I feel proud of my school	3.0%
	SLE — I feel safe at this school	2.9%
	CT — When my solution to a problem is not working, I stop to think about what might be going wrong	-14.6%
	EL — At our school we talk about race, gender, and discrimination	-15.0%
	FO — I have a plan for what I want to do after high school	-15.1%
	CT — I like to imagine new ways to do things	-17.0%
	MTL — My teacher tells me the reason we do each lesson	-20.7%
Family Survey	PCI — This school tells me how I can help my student with homework	24.0%
	HSE — I understand the expectations of this school	10.1%
	PCI — I feel welcome at this school	7.4%
	SLE — In this school, time is spent doing work that students find useful and interesting	5.0%
	CSF — The schoolwork my student is assigned is relevant to their future success	5.0%
	SLE — This school provides a caring/supportive environment for my student	-15.0%
	CSF — This school has equitable behavior rules for all students	-16.3%
	SLE — Adults in this school value and respect my racial/cultural identity	-17.3%
	SLE — This school has a welcoming environment that embraces the diversity of race, ethnicity, religion, gender, and sexual orientations	-19.5%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	-39.2%

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



The Center for Educational Effectiveness

Sakai Intermediate | 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	92%	91%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Stu	93%	95%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Fam	94%	55%
Behavior Standards	SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	Sta	84%	84%
	SLE — All students are held to the same behavior rules and expectations	Stu	80%	76%
	CSF — This school has equitable behavior rules for all students	Fam	91%	75%
Bullying	SLE — Staff enforce the bullying/harassment policy of this school	Sta	95%	97%
	SLE — The rules against bullying are enforced by all adults in this school	Stu	85%	88%
	SLE — Bullying/harassment is not tolerated in this school	Fam	83%	72%
Celebrating Success	SLE — We have a system for celebrating student success	Sta	93%	95%
	SLE — Student success is celebrated in this school	Stu	63%	67%
	SLE — This school celebrates student success	Fam	81%	71%
Confronting Bias	FPD — We talk about race and bigotry as a staff	Sta	64%	57%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Stu	65%	50%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Fam	68%	56%
High Expectations	HSE — Our staff believes that all students can meet state standards	Sta	72%	74%
	HSE — My teacher(s) expect all students to succeed, no matter who they are	Stu	89%	88%
	HSE — Teachers have high expectations for student learning at this school	Fam	87%	75%
Intervention for Struggling Students	MTL — Struggling students receive early intervention and remediation to acquire skills	Sta	57%	61%
	MTL — My teacher(s) find other ways for me to learn things I find difficult	Stu	63%	63%
	MTL — Struggling students receive early intervention and additional help at this school	Fam	67%	69%
Safety	SLE — Students believe this school is a safe place	Sta	93%	95%
	SLE — I feel safe at this school	Stu	80%	83%
	SLE — My student feels safe at school	Fam	94%	80%
Supported Learning	SLE — Students believe the adults in this school genuinely care about them	Sta	98%	95%
	SLE — In this school, there is at least one adult who knows and cares about me	Stu	84%	83%
	SLE — This school provides a caring/supportive environment for my student	Fam	90%	75%

Change in % Positive Responses

	Staff	Student	Family
Academic Equity	-1.5%	1.4%	-39.2%
Behavior Standards	-0.7%	-4.4%	-16.3%
Bullying	1.8%	3.3%	-10.5%
Celebrating Success	1.7%	4.5%	-10.9%
Confronting Bias	-7.1%	-15.0%	-11.6%
High Expectations	2.2%	-0.9%	-12.1%
Intervention for Struggling Students	4.1%	0.4%	2.6%
Safety	1.5%	2.9%	-13.5%
Supported Learning	-2.9%	-0.7%	-15.0%

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?

Sakai Intermediate Bainbridge Island School District	
FPD — I receive training on instruction to support social emotional learning	39%
FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction	38%
D — This district facilitates the alignment of curriculum across grades and schools	32%
FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	32%
RTB — My colleagues welcome new ideas and change	31%

Negative values are a good thing, indicating staff moved out of "Sometimes True" responses.	
MTL — Struggling students receive early intervention and remediation to acquire skills	-14.2%
PCI — With important decisions we seek input from parents and the community	-12.8%
CIA — Regular formative assessments are used to monitor student progress toward standards	-10.9%
CIA — Our district has a social emotional framework (standards)	-9.0%
PCI — This school encourages parent involvement in their child's learning	-8.8%
C — There is a willingness to address conflict in this school	12.8%
MTL — We reflect upon instructional practice to inform our conversations about improvement	15.5%
CIA — Lesson purpose is clearly communicated to students	16.1%
C — My professional learning community work results in improved student learning	18.9%
FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction	20.7%

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?



The Center for Educational Effectiveness

Sometimes True Sakai Intermediate | 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	39%
FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving inst..	38%

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 Sakai Intermediate | Bainbridge Island School District

EL — In class we often work with other students to solve a problem/do a task	47%
MTL — My teacher(s) tell me the purpose for each lesson or activity	43%
CT — I solve problems by first breaking them into smaller steps	42%
STAMINA — Setbacks don't discourage me	40%
IS — Adults in this school help me plan and set goals for my future	40%
SLE — Work I do in this school is useful and interesting to me	38%
EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	38%
SLE — Most students are respectful of others at this school	38%
STAMINA — I finish whatever I begin	36%
CT — I am good at figuring out the best solution to problems I'm facing	36%
FO — I am good at staying focused on my goals	36%
MTL — My teacher(s) help me learn by challenging me with interesting activities in class	35%
CT — I think of more than one solution when I have a problem	35%

What Family survey items from your 2023 School Year have 33% or more Neutral responses?

Sometimes True Sakai Intermediate | Bainbridge Island School District

C — This school communicates with me about my student's progress

35%

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.