

Educational Effectiveness Survey™



Tool Kit

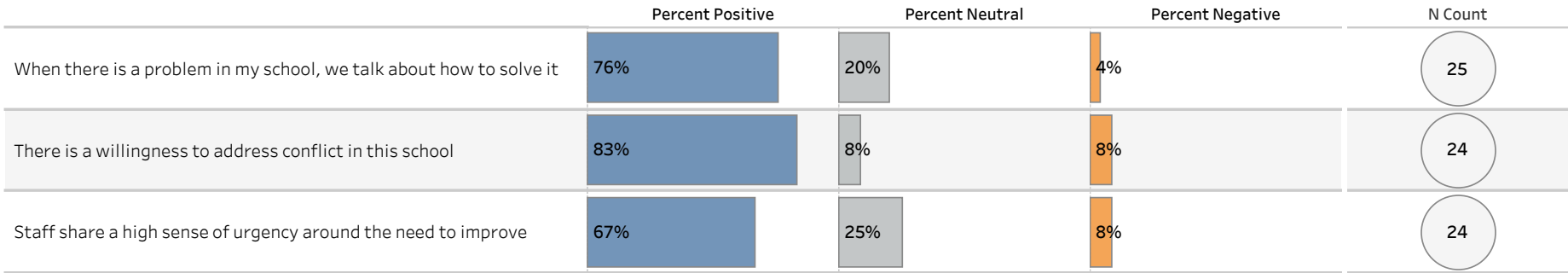
Commodore Options School

Bainbridge Island School District

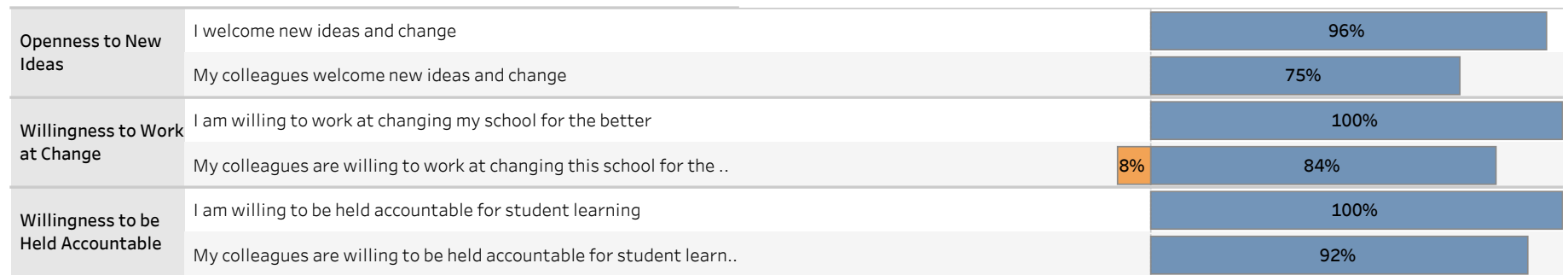
	2022	2023
Staff	n=29	n=25
Student	n=85	n=55
Family	n=56	n=24

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

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Is your staff ready for change?



■ Percent Negative ■ Percent Positive

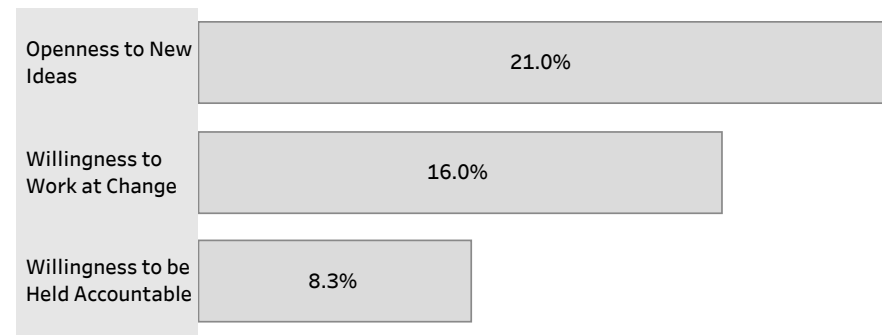
What is an I vs They Gap and why does it matter?

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.

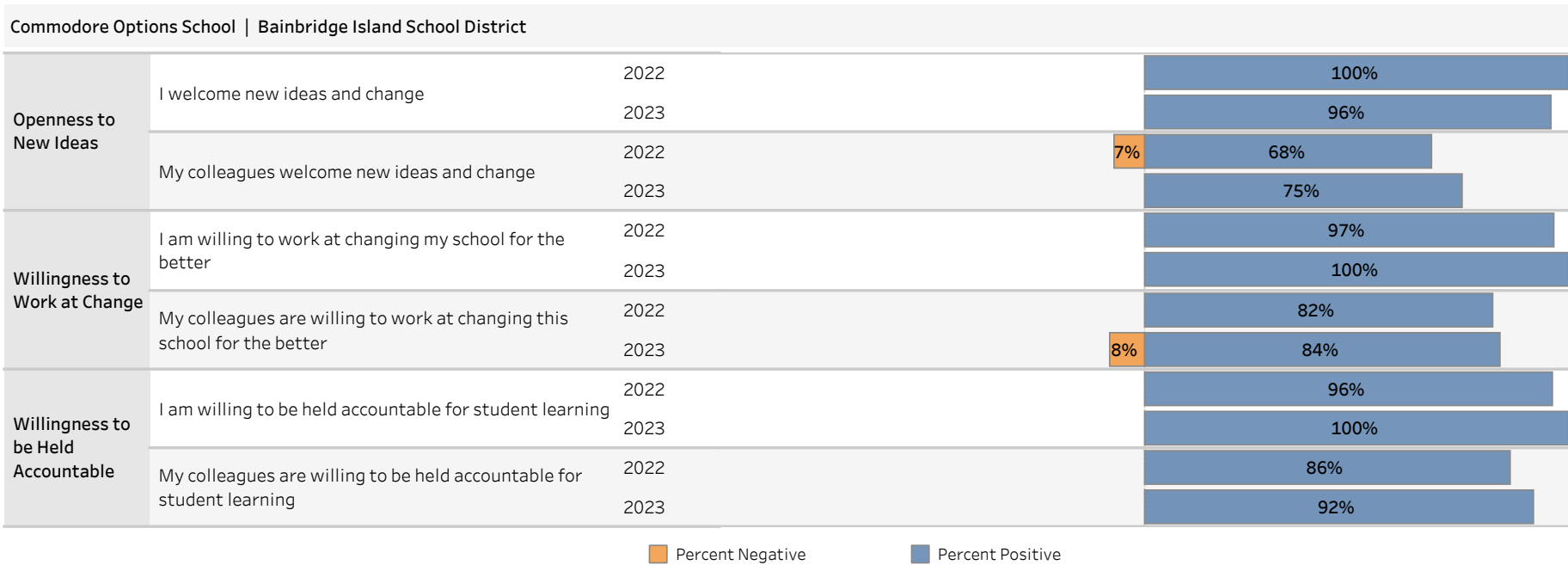
If the I vs They gaps to the right are red, the value is beyond a threshold to cause some concern and should be investigated. This threshold is **20% at the elementary level** and **25% at the secondary level**.

I vs They Gap



What a difference a year makes...

Is your staff ready for change?

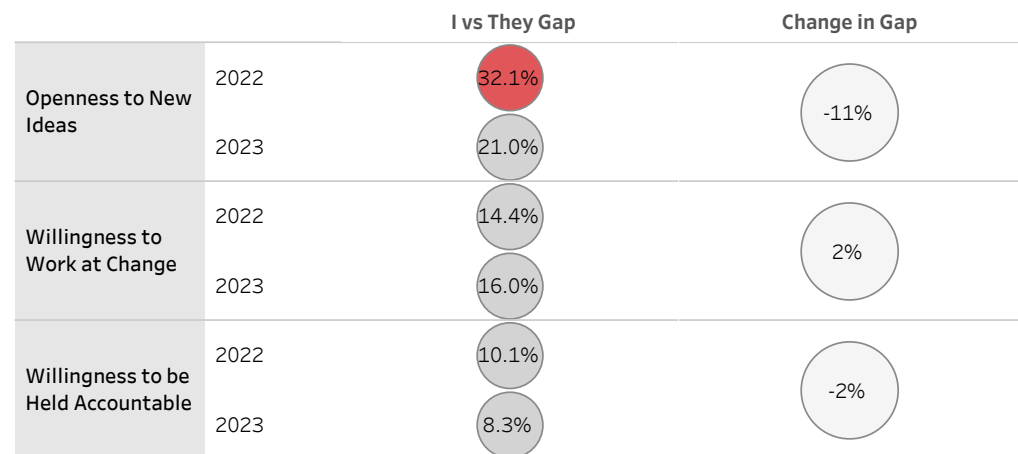


Why does the gap between I vs. They matter?

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?

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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.

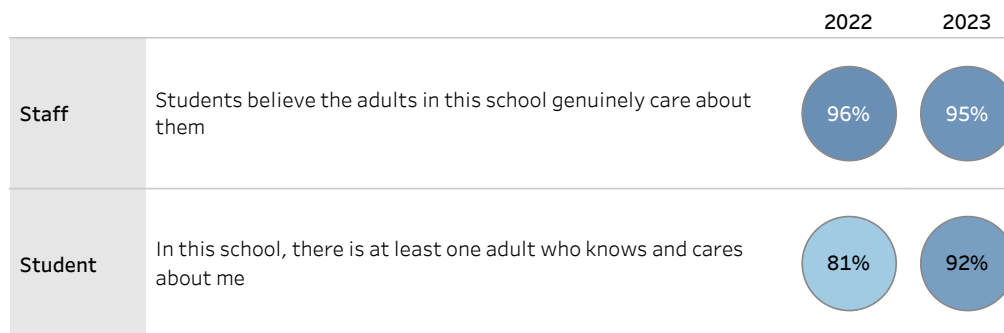
Having one adult that cares about you can make all the difference in the life of a child. Do students really feel staff care about them? Looking at this question from both viewpoints can validate whether staff are getting the desired results from their interactions with students and can open the door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

SOCIAL SUPPORTS

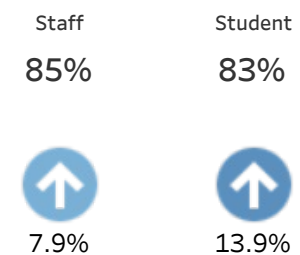
Salina, C, Girtz, S and Eppinga, J (2016) *Powerless to Powerful: Leadership for School Change*. Lanham, MD: Rowman & Littlefield

		2022	2023
Staff	CIA — I understand instructional strategies to support social emotional learning objectives	75%	80%
	CSF — Staff I work with take responsibility for ensuring each student learns in our school	92%	100%
	FPD — I receive training on instruction to support social emotional learning	33%	47%
	MTL — I incorporate social emotional instruction into my daily instructional delivery	81%	89%
	SLE — Staff at this school value and respect all students	96%	95%
	SLE — Students believe the adults in this school genuinely care about them	96%	95%
	SLE — The development of students’ social emotional learning enhances the learning environment in our classrooms	90%	85%
	SLE — This school has effective equity practices for all	80%	86%
Student	BELONG — I feel good about my cultural or ethnic background	86%	93%
	BELONG — There’s at least one adult in this school I can talk to if I have a problem	76%	90%
	CSF — My teacher(s) believe student learning is important	98%	100%
	EL — If I want to talk with my teacher(s), they are available to me	86%	69%
	IS — Adults in this school help me plan and set goals for my future	83%	59%
	IS — Students are involved in solving problems in this school	80%	75%
	SLE — I enjoy coming to this school	64%	82%
	SLE — I feel safe at this school	85%	85%
	SLE — In this school, there is at least one adult who knows and cares about me	81%	92%
	SLE — This school has effective equity practices for all	92%	89%

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.

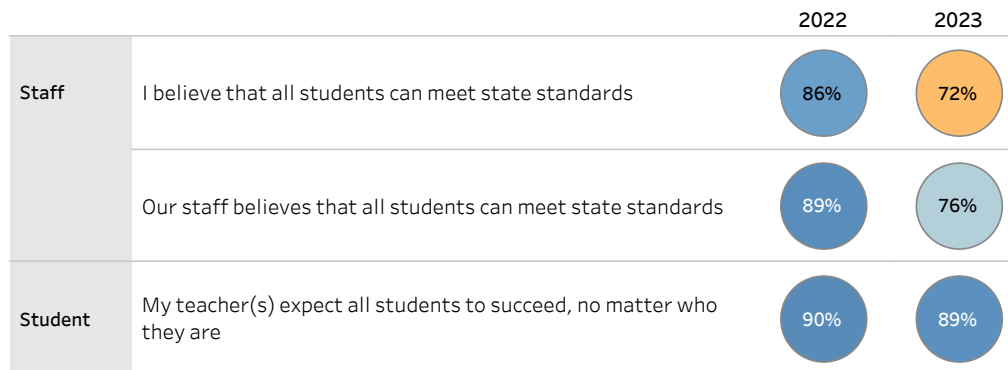
Do I believe all students can learn? Do my peers believe all students can learn? Do all students feel we believe in their ability to learn? These are key questions at the core of academic attainment for all and each of the three legs must be equally sturdy to hold the weight of high expectations and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

ACADEMIC PRESS

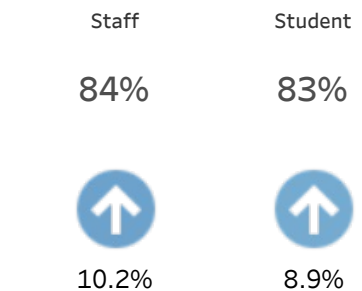
Salina, C, Girtz, S and Eppinga, J (2016) *Powerless to Powerful: Leadership for School Change*. Lanham, MD: Rowman & Littlefield

		2022	2023
Staff	CIA — Instruction is personalized to meet the needs of each student	95%	85%
	CIA — Regular formative assessments are used to monitor student progress toward standards	90%	85%
	CIA — Students are provided tasks that require higher-level thinking skills	95%	90%
	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	95%	89%
	HSE — I believe that all students can meet state standards	86%	72%
	HSE — In our school we expect all staff to perform responsibilities with a high level of excellence	96%	95%
	HSE — Our staff believes that all students can meet state standards	89%	76%
	MTL — Assessment data are used to identify student needs and appropriate instructional intervention	80%	84%
	MTL — I provide timely feedback to students about their learning	90%	95%
	MTL — Struggling students receive early intervention and remediation to acquire skills	65%	74%
MTL — We monitor the effectiveness of instructional interventions	90%	80%	
Student	CSF — This school is doing a good job of preparing me to succeed in my life	72%	84%
	FO — I have a plan for what I want to do after high school	64%	77%
	FO — I know I will graduate from high school	86%	86%
	HSE — All students have access to rigorous courses and supports	82%	75%
	HSE — My teacher(s) expect all students to succeed, no matter who they are	90%	89%
	HSE — My teacher(s) expect me to do my best	98%	91%
	HSE — My teacher(s) provide lessons and activities that challenge me to learn	82%	78%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	96%	98%
	MTL — My teacher(s) help me learn by challenging me with interesting activities in class	63%	74%
SE — What we do in school will help me succeed in life	57%	81%	

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



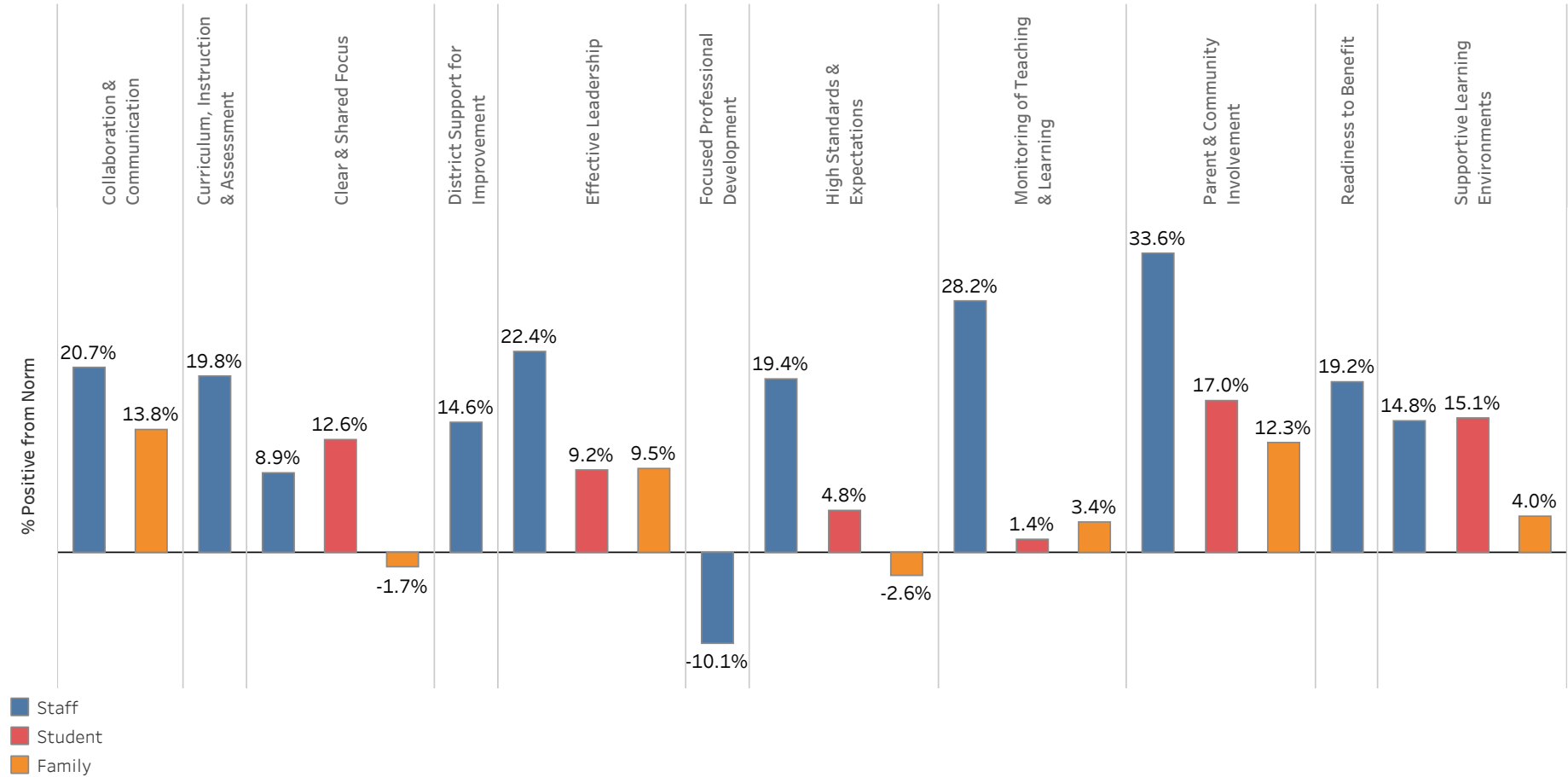
How does your school's Academic Press compare to other schools?



Compared to the Academic Press Norm

How do you compare against other EES Schools?

2023 EES Survey Perceptions | Commodore Options School 9 Characteristics of Highly Effective Schools



What are the Top and Bottom 5 survey items from your 2023 School Year?



The Center for Educational Effectiveness

By % Positive Responses Commodore Options School | 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.

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

Survey Type	Item	% Positive Responses
Staff Survey	C — Staff in our school are consistently truthful	100.0%
	CIA — The curricula we teach are aligned with state learning standards	100.0%
	CSF — Staff I work with take responsibility for ensuring each student learns in our school	100.0%
	EL — My principal collaborates with people and organizations outside this school to support teachers and stude..	100.0%
	EL — My principal is committed to quality education	100.0%
	PCI — This school encourages parent involvement in their child’s learning	100.0%
	RTB — I am willing to be held accountable for student learning	100.0%
	RTB — I am willing to work at changing my school for the better	100.0%
	D — District leadership communicates effectively with my school	50.0%
	FPD — I receive training on instruction to support social emotional learning	47.4%
	FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that fo..	46.7%
FPD — We are provided training to meet the needs of a diverse student population in our school	42.9%	
FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	22.2%	
Student Survey	CSF — My teacher(s) believe student learning is important	100.0%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	98.0%
	SE — It’s important to me that I improve my skills this year	94.0%
	SM — I work hard at school	94.0%
	BELONG — I feel good about my cultural or ethnic background	92.9%
	STAMINA — I finish whatever I begin	54.0%
	IS — My teacher(s) often tell me how I am doing in their class	53.8%
	FO — I am good at staying focused on my goals	52.9%
Family Survey	CT — I solve problems by first breaking them into smaller steps	49.0%
	MTL — My teacher(s) tell me the purpose for each lesson or activity	45.8%
	C — Communications/materials I receive from the school are in a language I can understand	95.7%
	C — Parents/families and employees at this school talk respectfully with one another	95.0%
	SLE — School employees are respectful and courteous of one another	95.0%
	SLE — Adults in this school value and respect my racial/cultural identity	93.3%
	PCI — When I share concerns with my student’s teacher, they listen	91.3%
	SLE — My student feels safe at school	91.3%
	SLE — This school provides a caring/supportive environment for my student	91.3%
	SLE — This school has effective equity practices for all	64.3%
	CSF — My student understands the purpose of each lesson	61.9%
PCI — This school tells me how I can help my student with homework	61.9%	
SLE — Bullying/harassment is not tolerated in this school	61.9%	
MTL — Struggling students receive early intervention and additional help at this school	55.6%	

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



The Center for Educational Effectiveness

Top/Bottom 5 Increase/Decrease in % Positive Responses District

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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	Item	% Change
Staff Survey	EL — Support from my principal/supervisor leads to progress on instructional improvement (or professional growth)	15.0%
	FPD — I receive training on instruction to support social emotional learning	14.0%
	CSF — Staff share a high sense of urgency around the need to improve	13.1%
	D — District administrators demonstrate commitment to improved student learning	13.1%
	C — There is a willingness to address conflict in this school	11.9%
	SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	-14.9%
	CIA — Lesson purpose is clearly communicated to students	-16.1%
	FPD — We talk about race and bigotry as a staff	-16.2%
	FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	-16.7%
	FPD — We are provided training to meet the needs of a diverse student population in our school	-30.2%
Student Survey	SE — What we do in school will help me succeed in life	24.8%
	STAMINA — I am a hard worker	23.7%
	IS — I can communicate effectively to a variety of people (audiences)	21.0%
	FO — I am hopeful about my future	20.3%
	SM — I work hard at school	19.9%
	EL — If I want to talk with my teacher(s), they are available to me	-17.0%
	SLE — Most students are respectful of others at this school	-20.3%
	MTL — My teacher(s) ask questions of all students, not just some students	-23.1%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	-23.5%
	IS — Adults in this school help me plan and set goals for my future	-24.0%
Family Survey	CSF — I am informed about progress toward the improvement goals of this school	15.8%
	C — This school communicates with me about my student's progress	14.3%
	PCI — Parents/families participate in important decisions about their student's education	13.8%
	C — I am encouraged to collaborate with my student's teachers about my student's learning	9.9%
	PCI — Parents/families have input into plans for improving this school	9.9%
	SLE — Teachers in this school provide students with a variety of learning opportunities	-12.3%
	CSF — This school has equitable behavior rules for all students	-13.2%
	SLE — This school has effective equity practices for all	-16.4%
	SLE — This school addresses issues of diversity in a timely and effective manner	-17.3%
	SLE — Bullying/harassment is not tolerated in this school	-22.7%

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?



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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.

			2022	2023
Academic Equity	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	Sta	95%	89%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Stu	96%	98%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Fam	81%	77%
Behavior Standards	SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	Sta	83%	68%
	SLE — All students are held to the same behavior rules and expectations	Stu	76%	69%
	CSF — This school has equitable behavior rules for all students	Fam	89%	76%
Bullying	SLE — Staff enforce the bullying/harassment policy of this school	Sta	100%	95%
	SLE — The rules against bullying are enforced by all adults in this school	Stu	86%	84%
	SLE — Bullying/harassment is not tolerated in this school	Fam	85%	62%
Celebrating Success	SLE — We have a system for celebrating student success	Sta	92%	89%
	SLE — Student success is celebrated in this school	Stu	75%	76%
	SLE — This school celebrates student success	Fam	88%	86%
Confronting Bias	FPD — We talk about race and bigotry as a staff	Sta	70%	54%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Stu	78%	54%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Fam	73%	83%
High Expectations	HSE — Our staff believes that all students can meet state standards	Sta	89%	76%
	HSE — My teacher(s) expect all students to succeed, no matter who they are	Stu	90%	89%
	HSE — Teachers have high expectations for student learning at this school	Fam	84%	77%
Intervention for Struggling Students	MTL — Struggling students receive early intervention and remediation to acquire skills	Sta	65%	74%
	MTL — My teacher(s) find other ways for me to learn things I find difficult	Stu	71%	76%
	MTL — Struggling students receive early intervention and additional help at this school	Fam	67%	56%
Safety	SLE — Students believe this school is a safe place	Sta	96%	95%
	SLE — I feel safe at this school	Stu	85%	85%
	SLE — My student feels safe at school	Fam	92%	91%
Supported Learning	SLE — Students believe the adults in this school genuinely care about them	Sta	96%	95%
	SLE — In this school, there is at least one adult who knows and cares about me	Stu	81%	92%
	SLE — This school provides a caring/supportive environment for my student	Fam	96%	91%

Change in % Positive Responses

	Staff	Student	Family
Academic Equity	-6.0%	2.3%	-4.6%
Behavior Standards	-14.9%	-7.7%	-13.2%
Bullying	-5.0%	-2.1%	-22.7%
Celebrating Success	-2.5%	1.3%	-1.1%
Confronting Bias	-16.2%	-23.5%	9.3%
High Expectations	-13.0%	-1.2%	-7.0%
Intervention for Struggling Students	8.7%	5.0%	-11.9%
Safety	-1.0%	-0.2%	-1.1%
Supported Learning	-1.3%	10.9%	-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?



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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?

Commodore Options School Bainbridge Island School District	
FPD — We are provided training to meet the needs of a diverse student population in our school	48%
D — District leadership communicates effectively with my school	45%
D — This district facilitates the alignment of curriculum across grades and schools	39%
D — District administrators communicate a clear vision of good instruction and essential curriculum	33%
FPD — We talk about race and bigotry as a staff	33%

Negative values are a good thing, indicating staff moved out of "Sometimes True" responses.	
FPD — I receive training on instruction to support social emotional learning	-31.3%
FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction	-20.7%
D — District administrators demonstrate commitment to improved student learning	-14.2%
MTL — I incorporate social emotional instruction into my daily instructional delivery	-13.8%
FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	-11.1%
EL — The school leadership team is comfortable presenting new ideas to the staff	13.1%
MTL — We monitor the effectiveness of instructional interventions	15.0%
CIA — Lesson purpose is clearly communicated to students	16.1%
SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	19.1%
FPD — We are provided training to meet the needs of a diverse student population in our school	36.1%

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?



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Sometimes True Commodore Options School | 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 — We are provided training to meet the needs of a diverse student population in our school	48%
D — District leadership communicates effectively with my school	45%
D — This district facilitates the alignment of curriculum across grades and schools	39%
D — District administrators communicate a clear vision of good instruction and essential curriculum	33%
FPD — We talk about race and bigotry as a staff	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 Commodore Options School | Bainbridge Island School District

FO — I am good at staying focused on my goals	43%
STAMINA — I finish whatever I begin	42%
CT — I solve problems by first breaking them into smaller steps	41%
EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	38%
MTL — My teacher(s) tell me the purpose for each lesson or activity	38%
IS — My teacher(s) often tell me how I am doing in their class	37%
CT — When my solution to a problem is not working, I try to figure out what went wrong	36%
MTL — My teacher(s) ask questions of all students, not just some students	35%
CT — I am good at figuring out the best solution to problems I'm facing	34%
SLE — Most students are respectful of others at this school	34%

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

Sometimes True Commodore Options School | 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.