

# Educational Effectiveness Survey™



## 9 Characteristics of High Performing Schools

Staff Edition V11

### Blakely Elementary

Bainbridge Island School District

2022

N=42

2023

N=39





The Center for Educational Effectiveness (CEE) is a service, consulting, and research organization dedicated to the mission of partnering with K-12 schools to improve student learning.

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# Introduction

## EES Staff Survey Research Framework

The Center for Educational Effectiveness brings together leading research to create the Educational Effectiveness Survey™ (EES)—a formative and diagnostic tool designed to stimulate and inform conversations for improvement within your organization. The research framework includes:

- Effective organizations
- Organizational trust
- Culturally responsive teaching
- District support for improvement
- Attributes of effective instructional practice

This report contains results from the survey you recently administered.

### Survey Question Structure

Staff are asked to identify their position when they begin the survey. Instructional staff are shown all questions in the survey while non-instructional staff are shown a subset that omits instructional practice questions. This allows for deeper analysis of the survey data.

### Readiness for Change

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

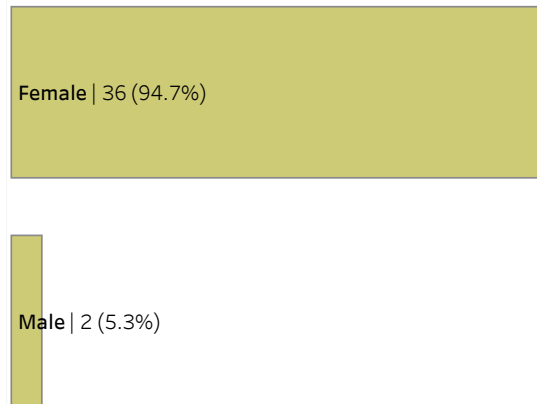
### 9 Characteristics of High-Performing Schools

While there is no single solution for all schools, research on effective schools identified common characteristics of high-performing schools. Successful schools engaged in improvement activities focus on these characteristics to create and improve the system(s) that ultimately increase student learning and achievement.

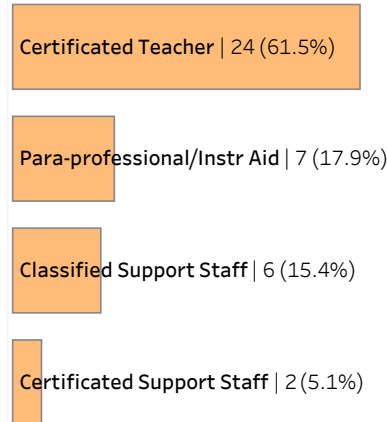


# Demographics

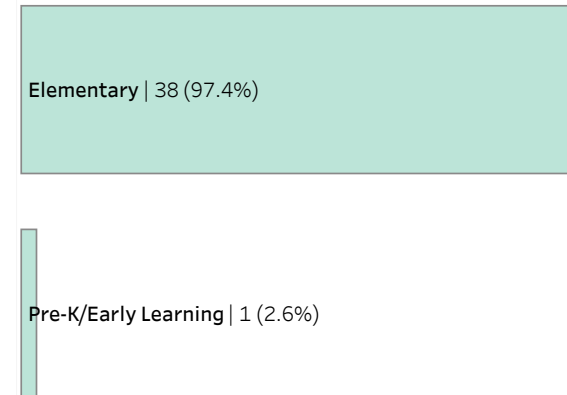
## Gender



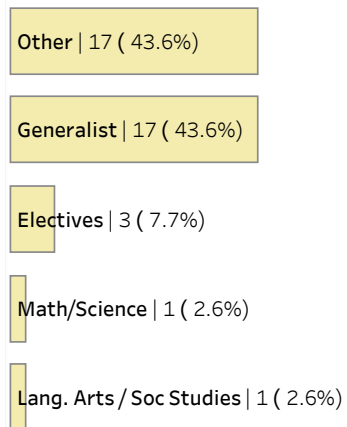
## Position



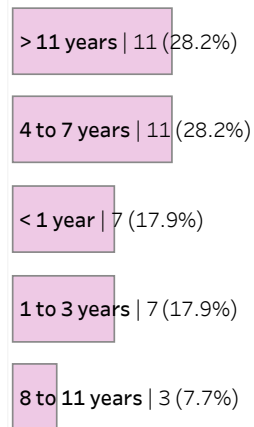
## Level



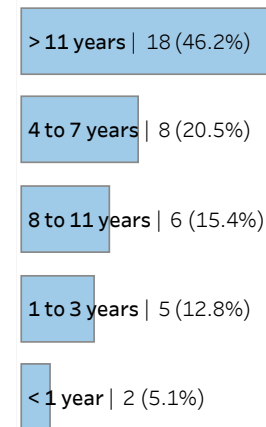
## Department



## School-Yrs of Service



## Education-Yrs of Service

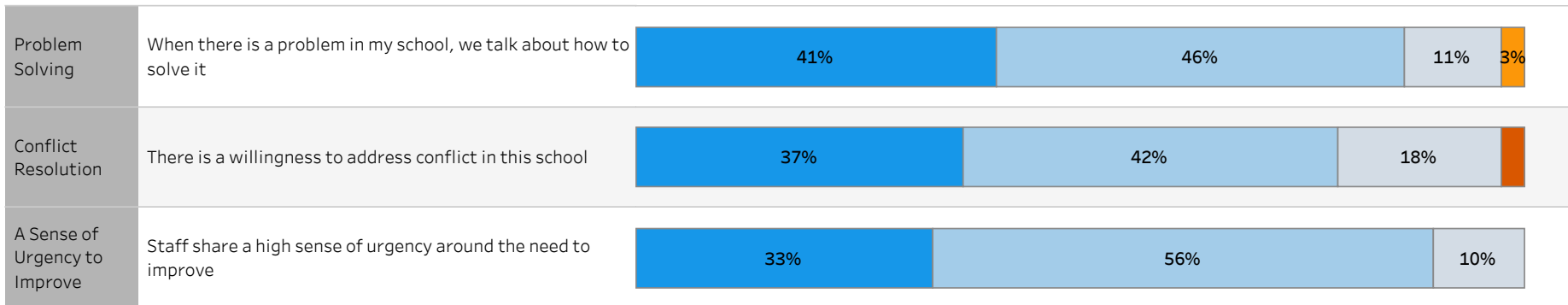


# Readiness for Change

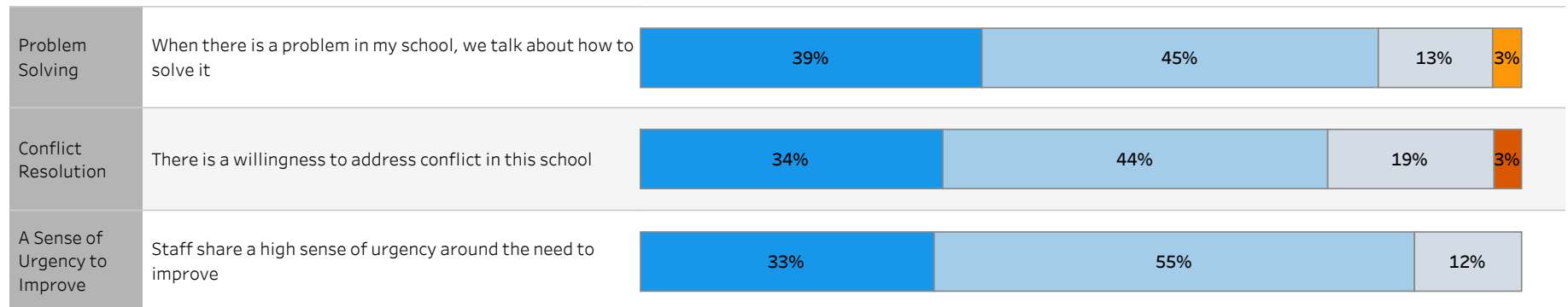
The charts below are data about your school staff, who must define, embrace, implement, and sustain change. If your staff believes there is a weakness in the problem-solving ability or in the ability to resolve conflict within this building, or does not see the urgency to improve, you must address those issues to successfully navigate and sustain change. The data contained within the EES will allow conversations about those and other issues to begin by using “the staff voice.”

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

## All Staff



## Instructional Staff

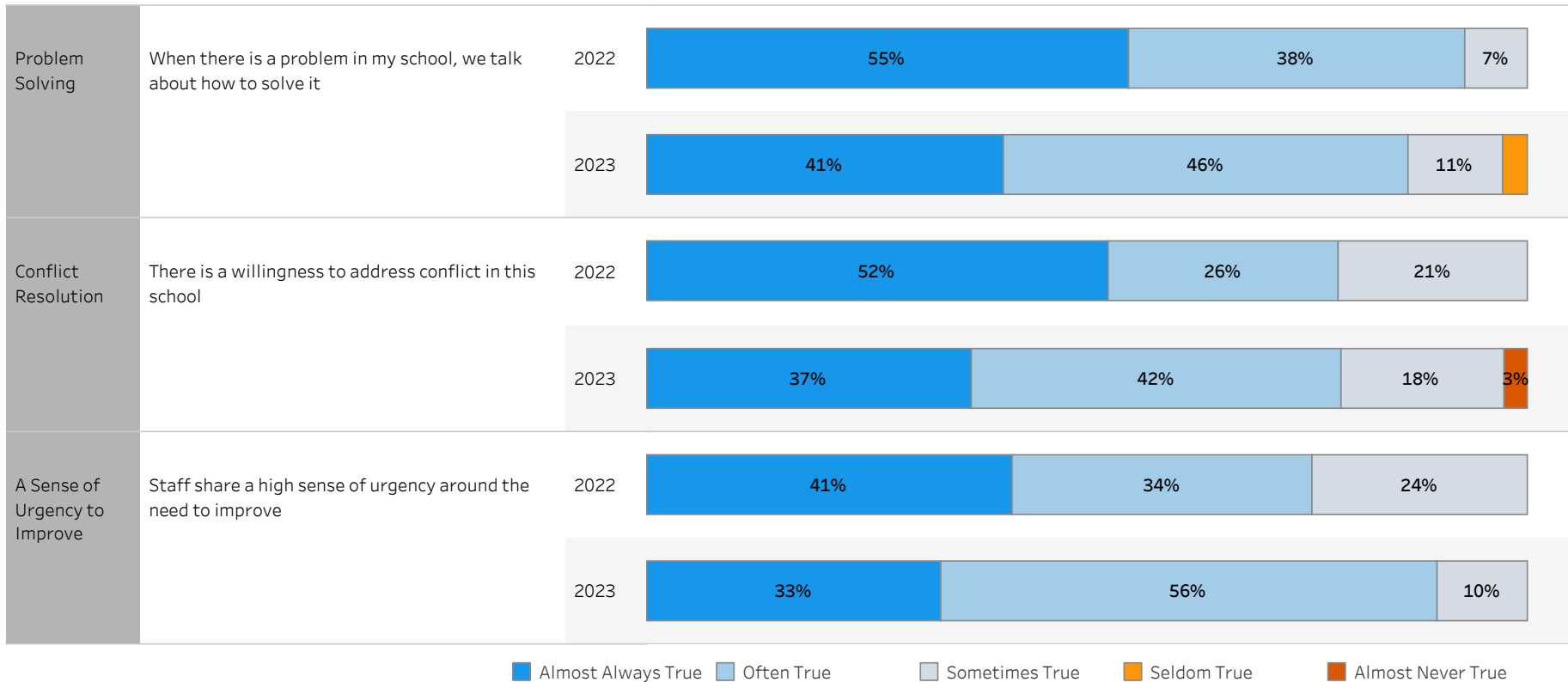


■ Almost Always True  
 ■ Often True  
 ■ Sometimes True  
 ■ Seldom True  
 ■ Almost Never True

# Readiness for Change—LONGITUDINAL

Blakely Elementary

## All Staff

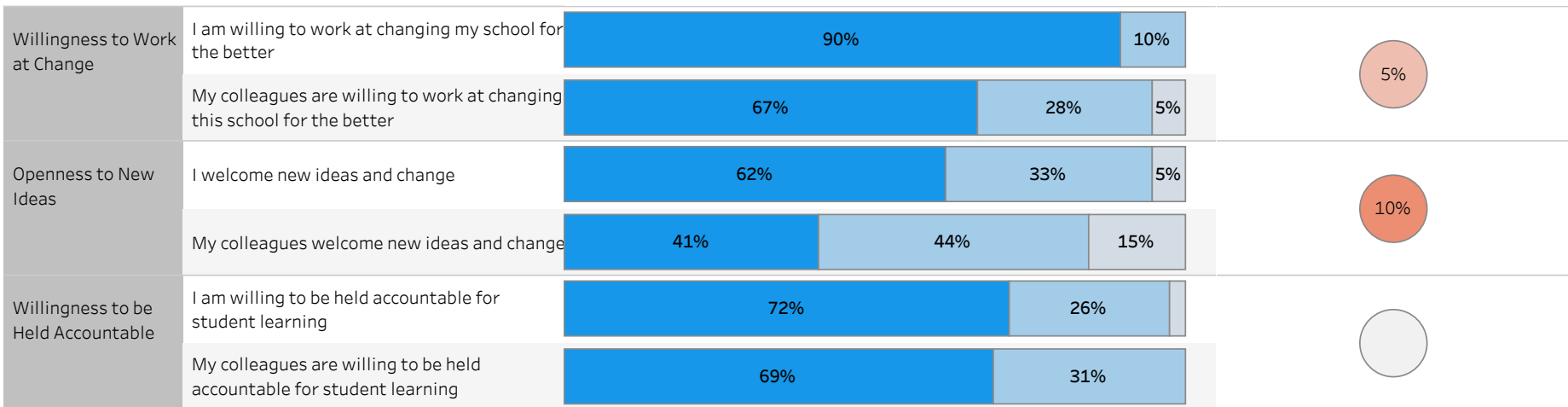


# Readiness for Change—I vs. They Perspectives

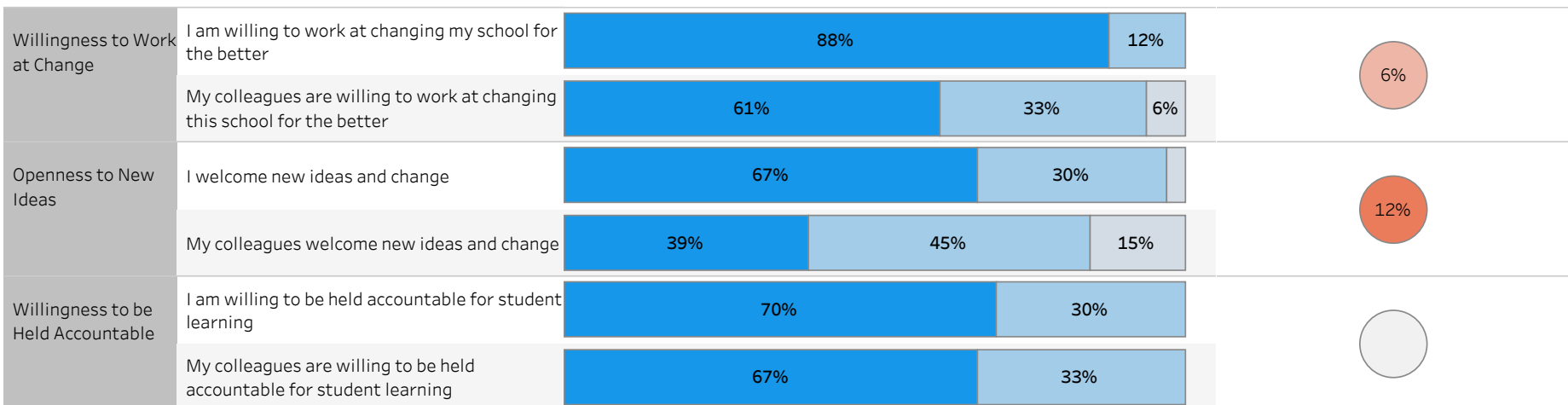
Gaps over 20% in elementary and over 25% in secondary should be investigated. Why do staff see different attitudes in their colleagues?

How large is the Gap between I vs. They?

## All Staff

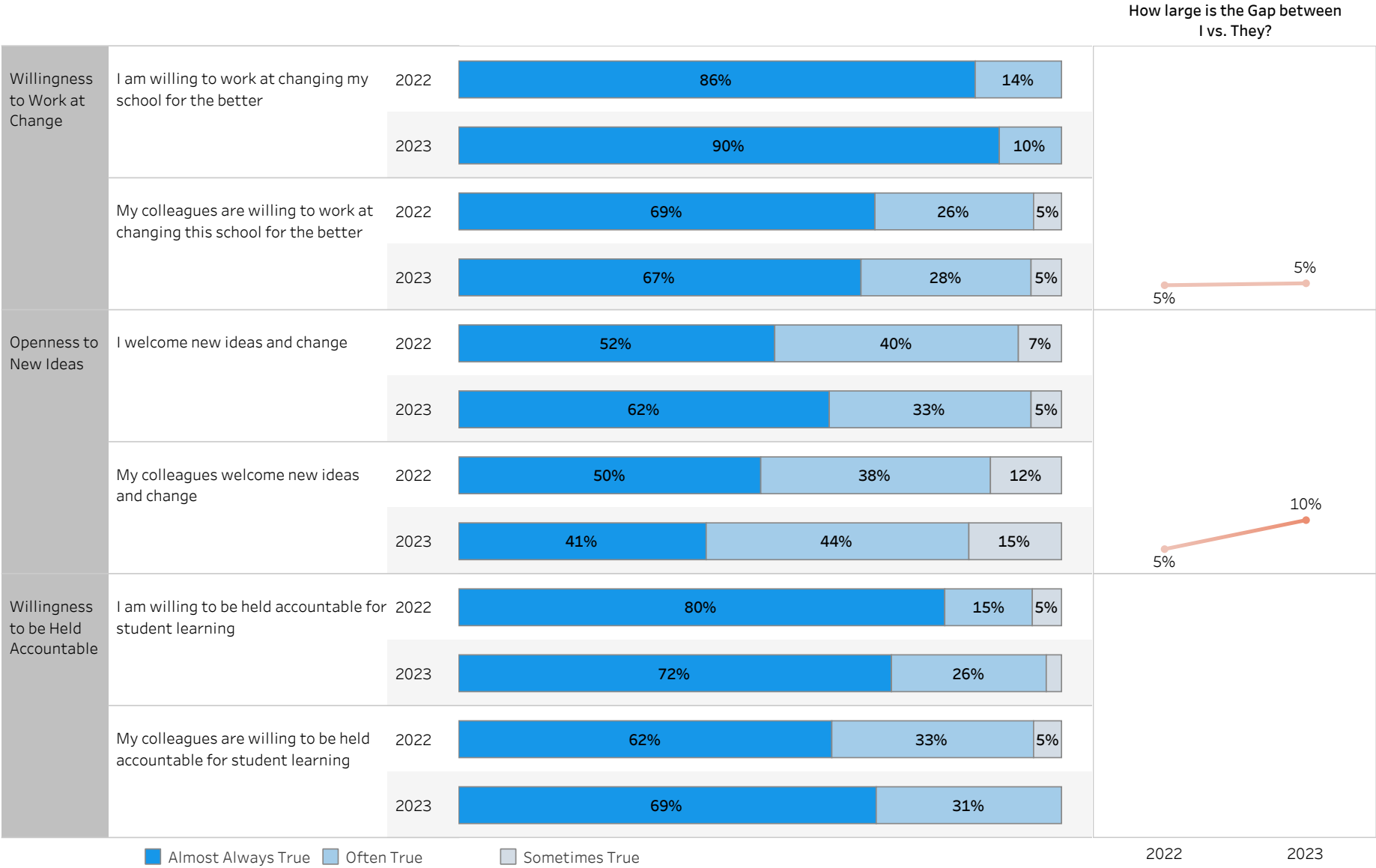


## Instructional Staff



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 ■ Often True 
 ■ Sometimes True

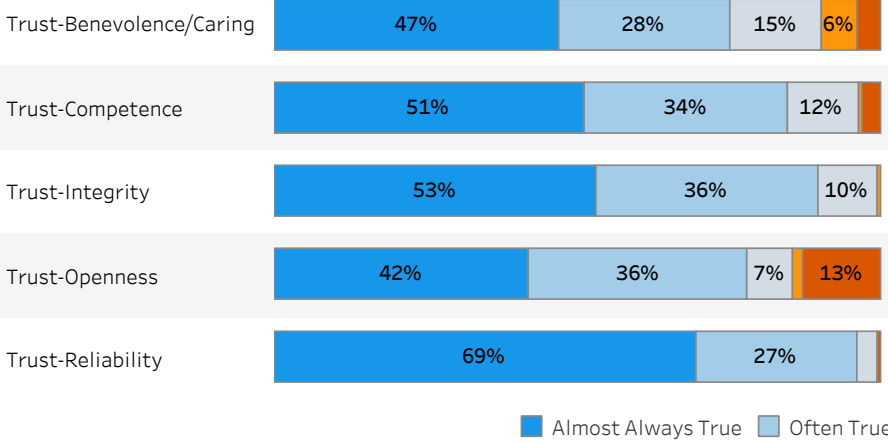
# Readiness for Change—I vs. They Perspectives— LONGITUDINAL



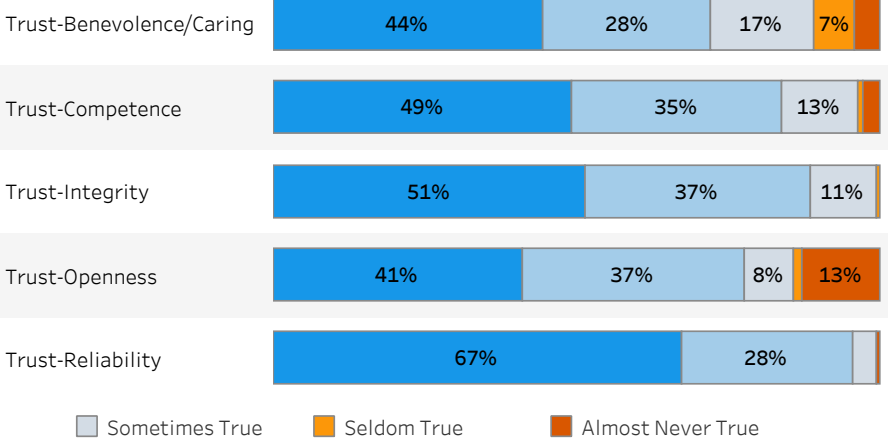


# Organizational Trust

## All Staff

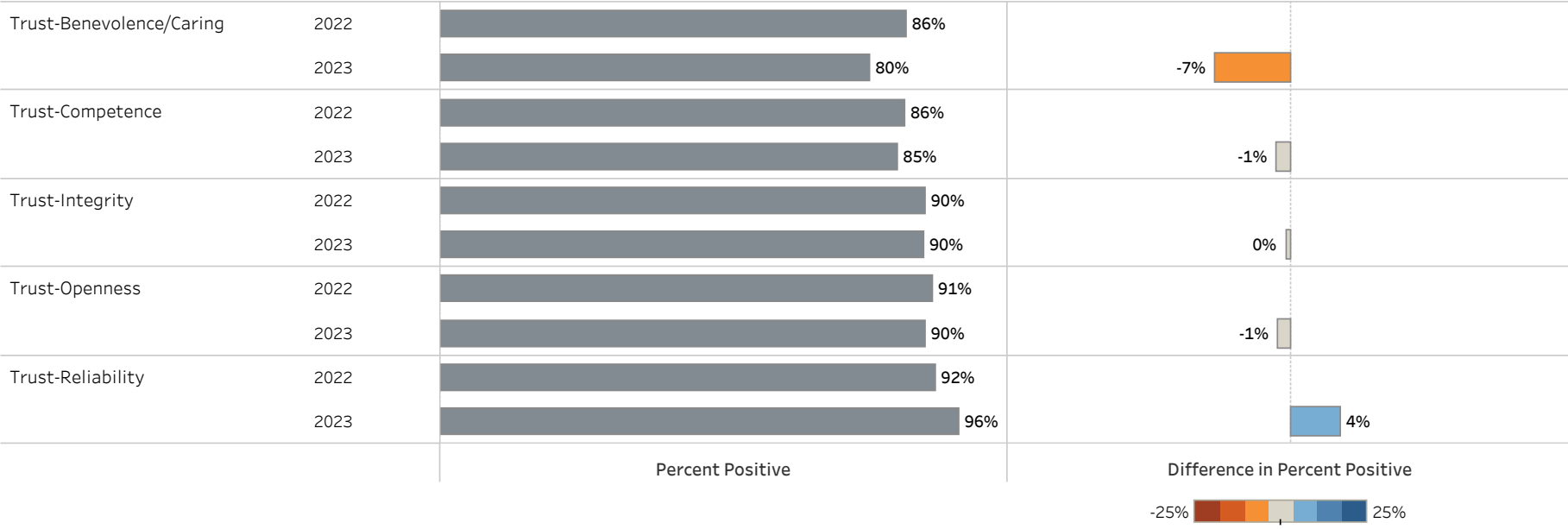


## Instructional Staff



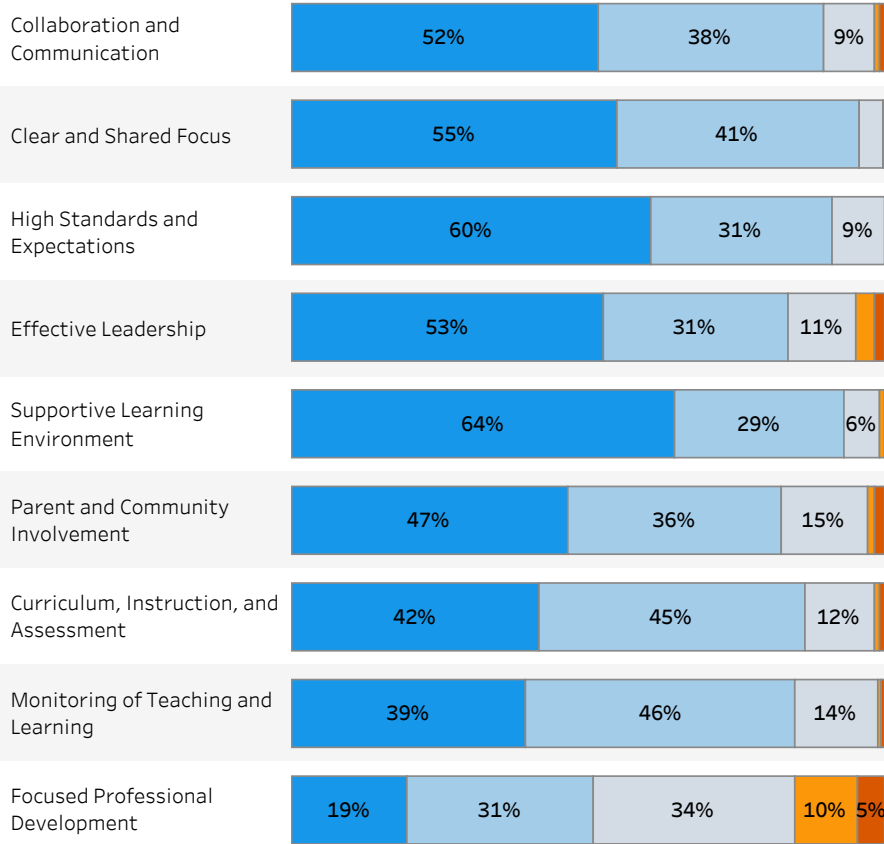
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# Organizational Trust—LONGITUDINAL

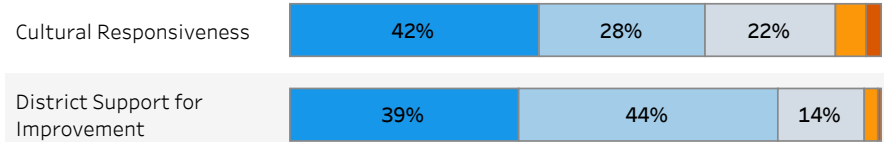


# 9 Characteristics of High-Performing Schools

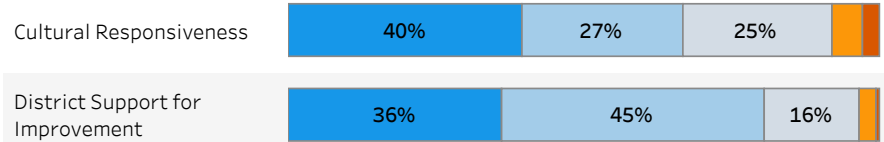
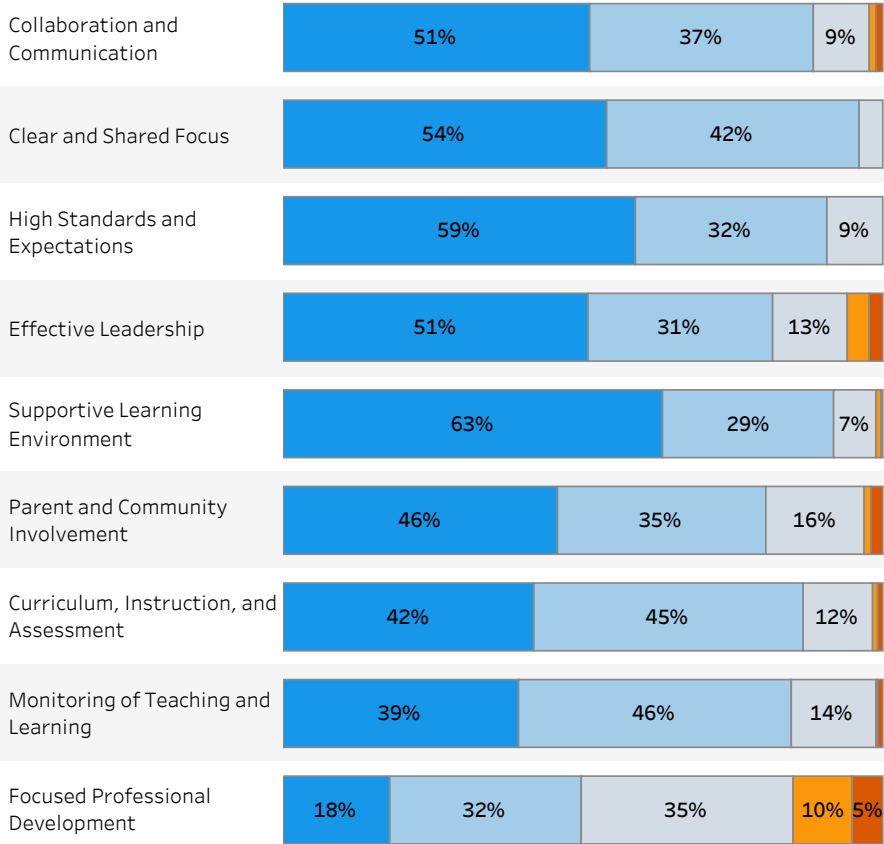
## All Staff



### Additional Characteristics



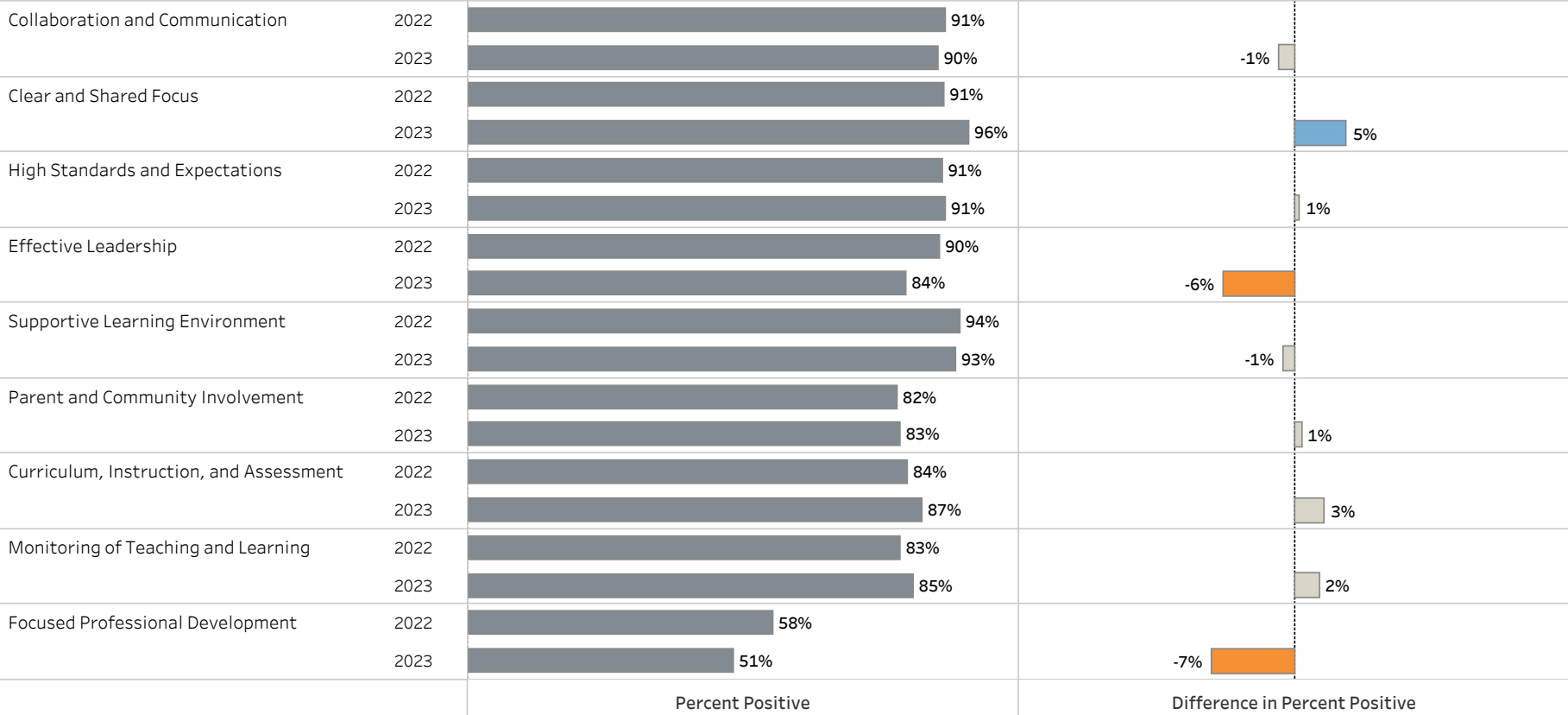
## Instructional Staff



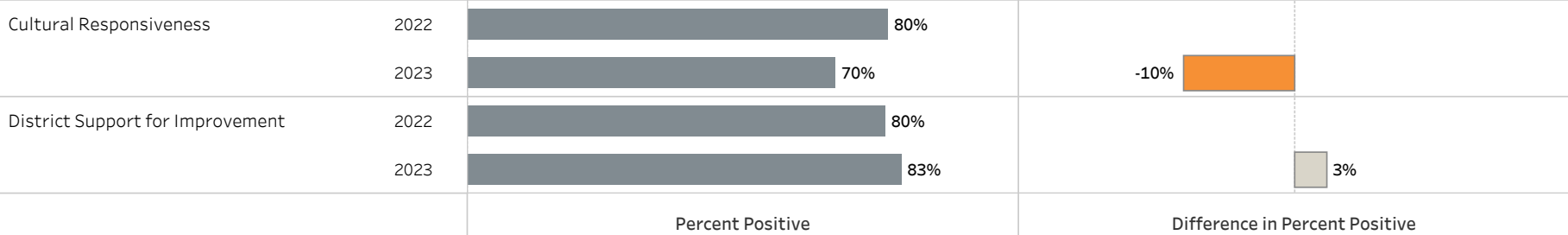
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# 9 Characteristics of High-Performing School – LONGITUDINAL

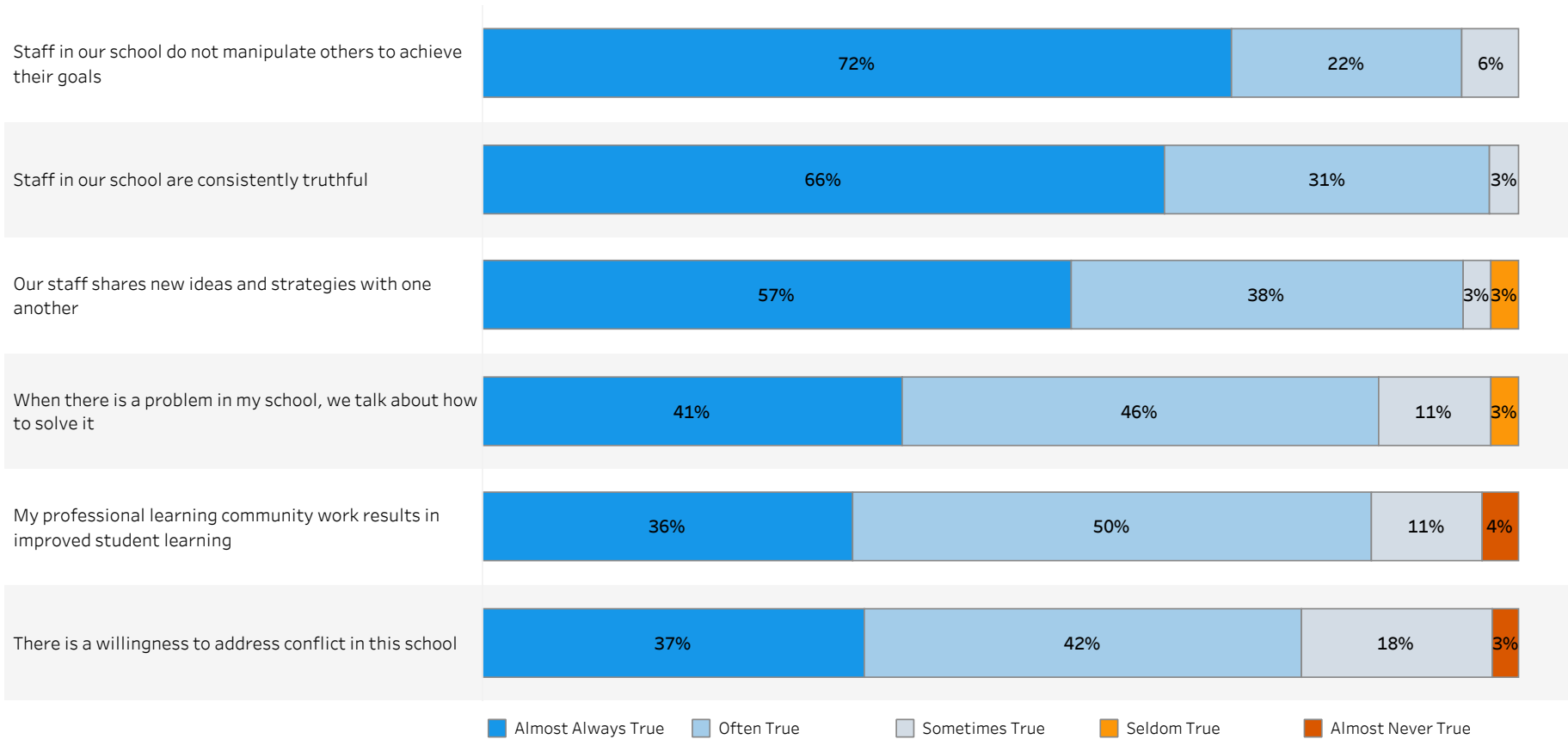
The percent difference on the right side represents the year to year change.



## Additional Characteristics

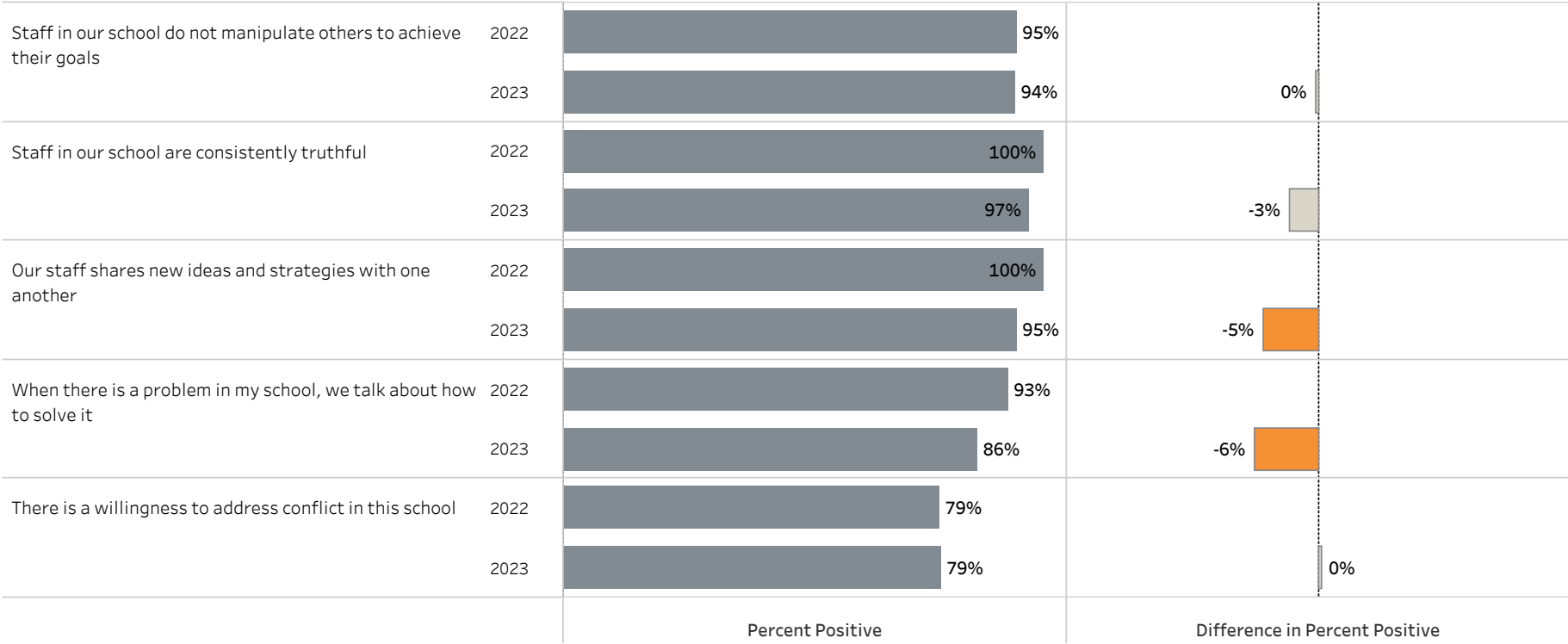


# High Levels of Collaboration and Communication

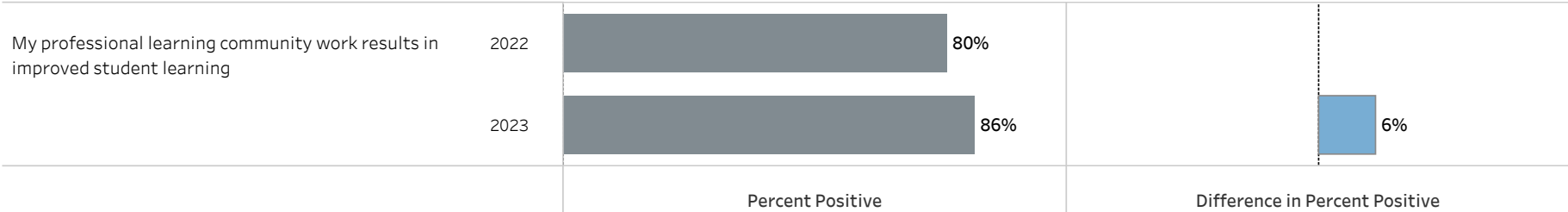


# High Levels of Collaboration and Communication— LONGITUDINAL

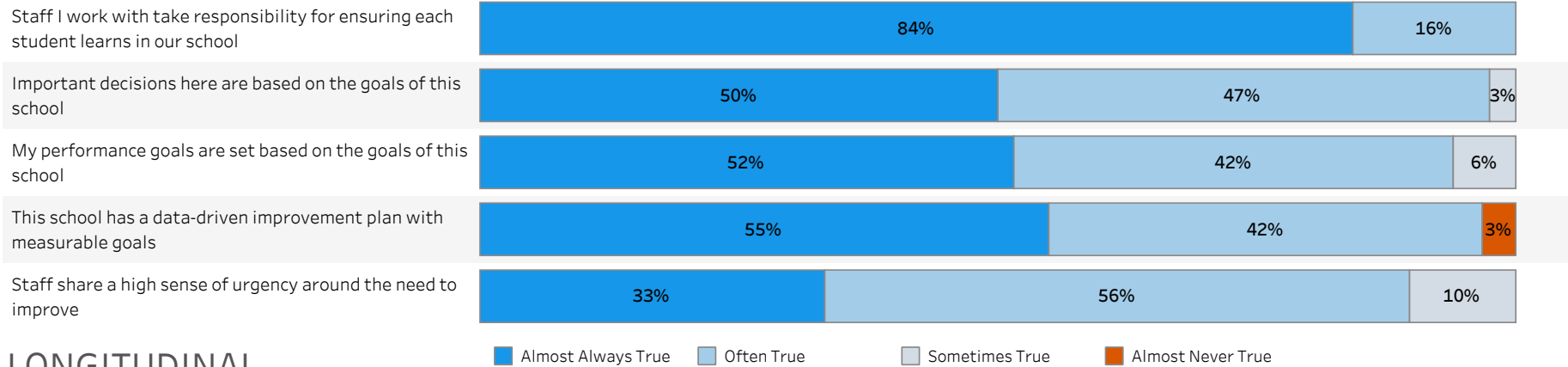
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**Questions answered only by Instructional Staff**

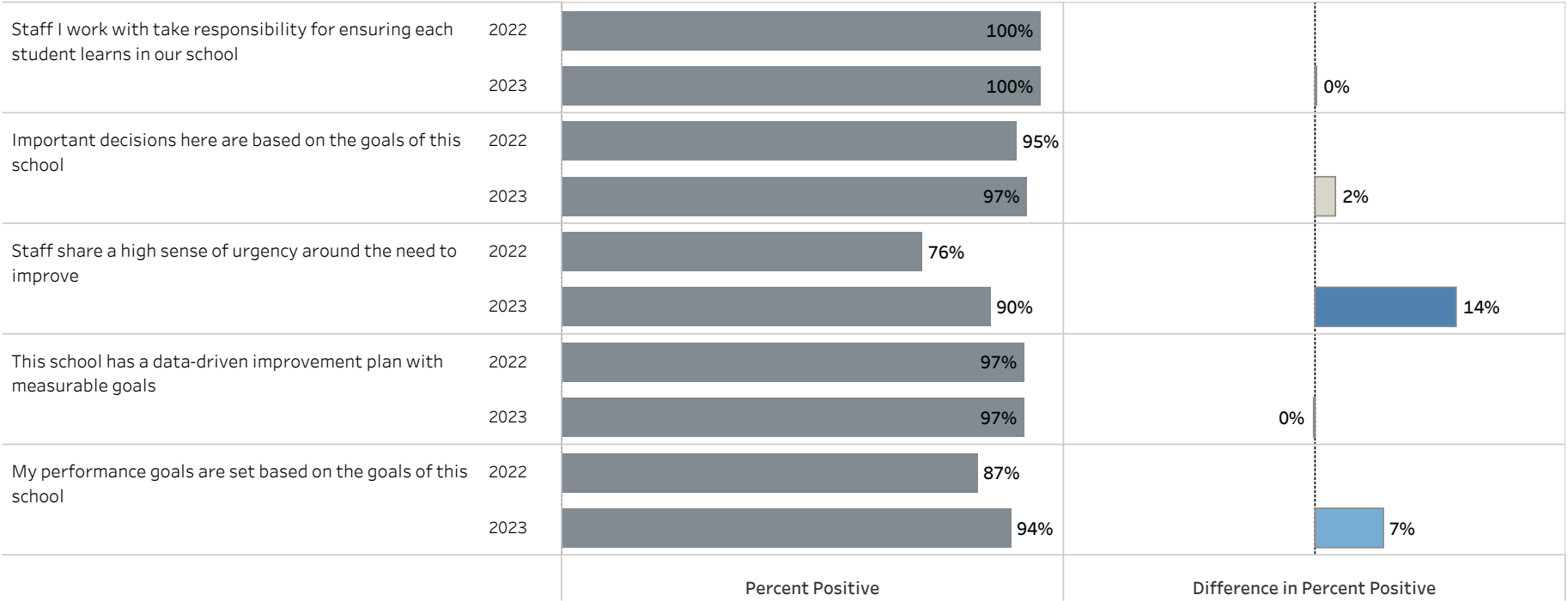


# Clear and Shared Focus

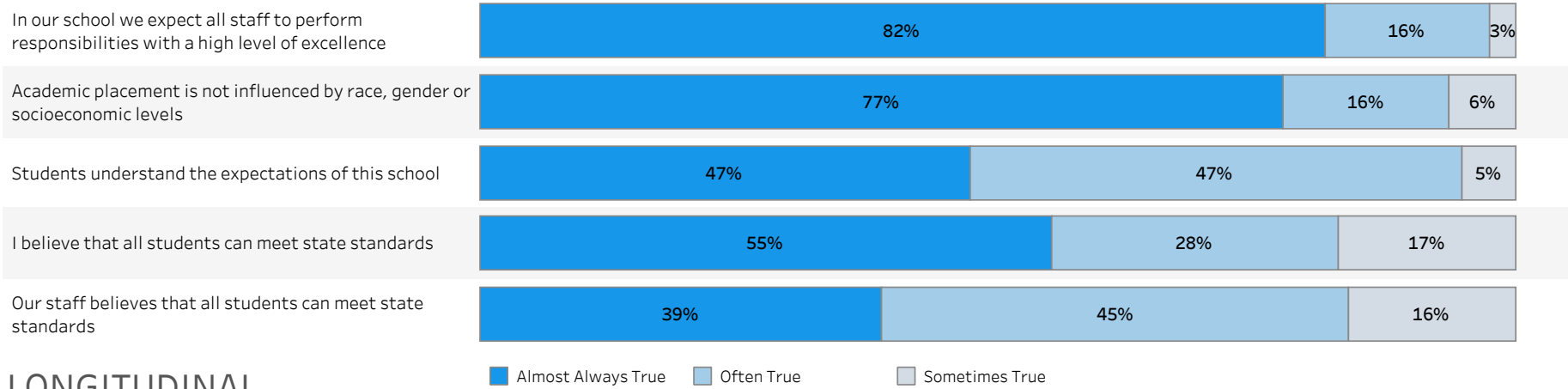


## LONGITUDINAL

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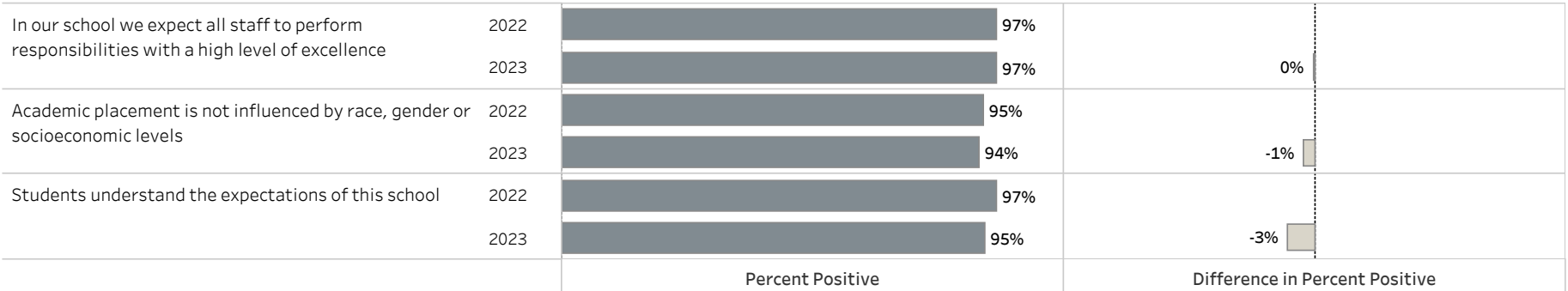


# High Standards and Expectations

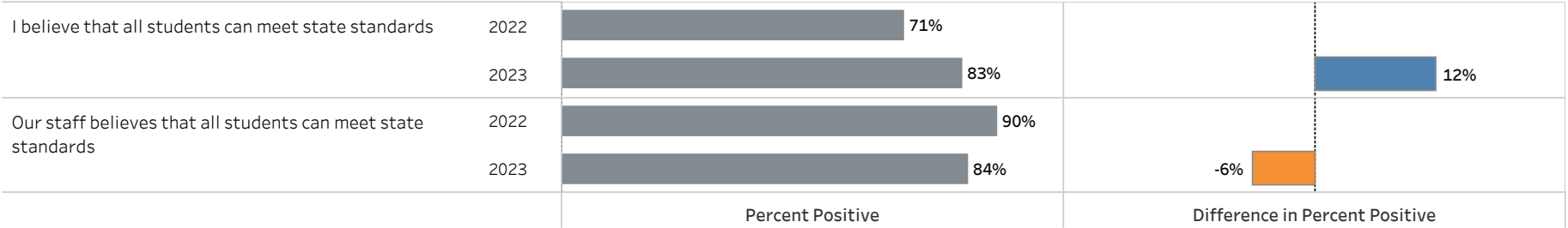


## LONGITUDINAL

The percent difference on the right side represents the year to year change.



### Questions answered by only Instructional Staff



# Effective Leadership

Blakely Elementary

The school leadership team is comfortable presenting new ideas to the staff



My principal is committed to quality education



Staff are held accountable for the new behaviors and practices needed to achieve our school improvement plan goals



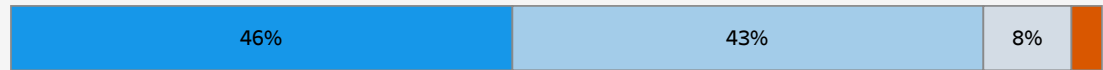
My principal/administrator cares about me as a person



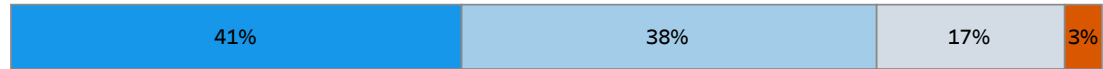
My principal facilitates systems/processes to support school improvement



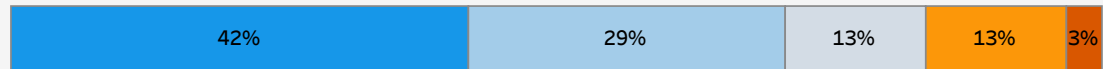
Staff at all levels are treated fairly here



Support from my principal/supervisor leads to progress on instructional improvement (or professional growth)



My principal collaborates with people and organizations outside this school to support teachers and students



Our school community engages in difficult conversations about race, gender, oppression and discrimination

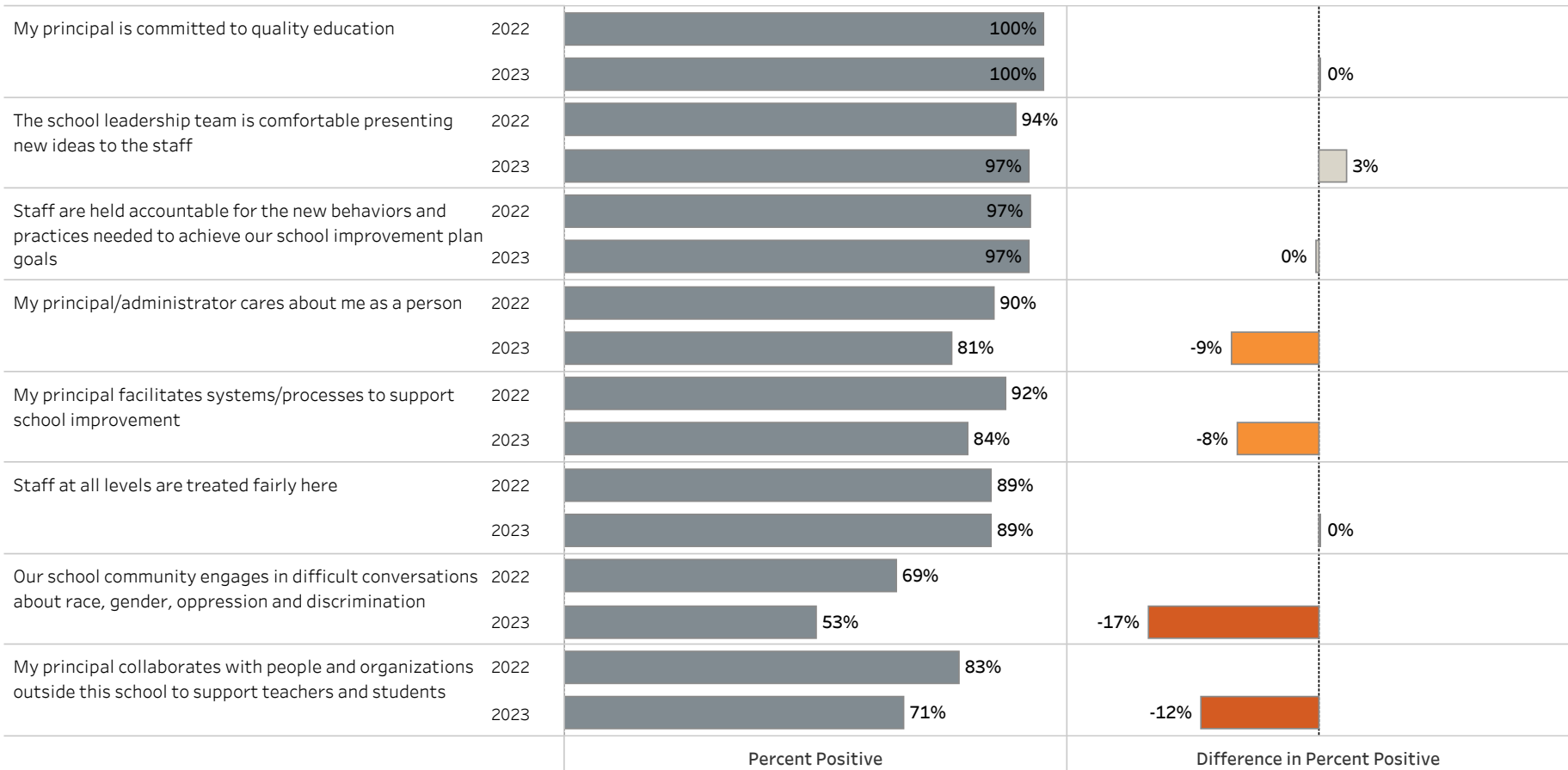


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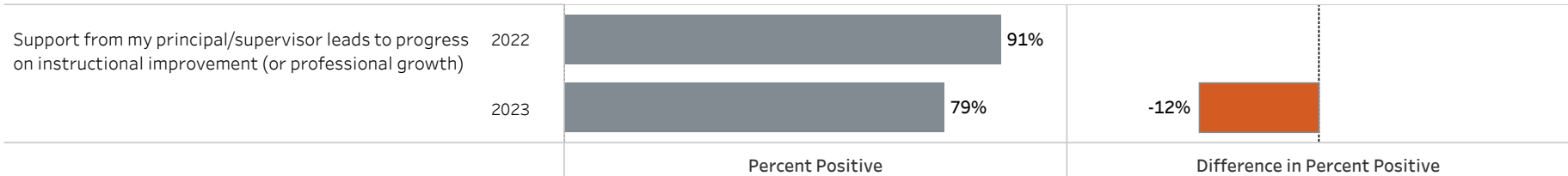


# Effective Leadership—LONGITUDINAL

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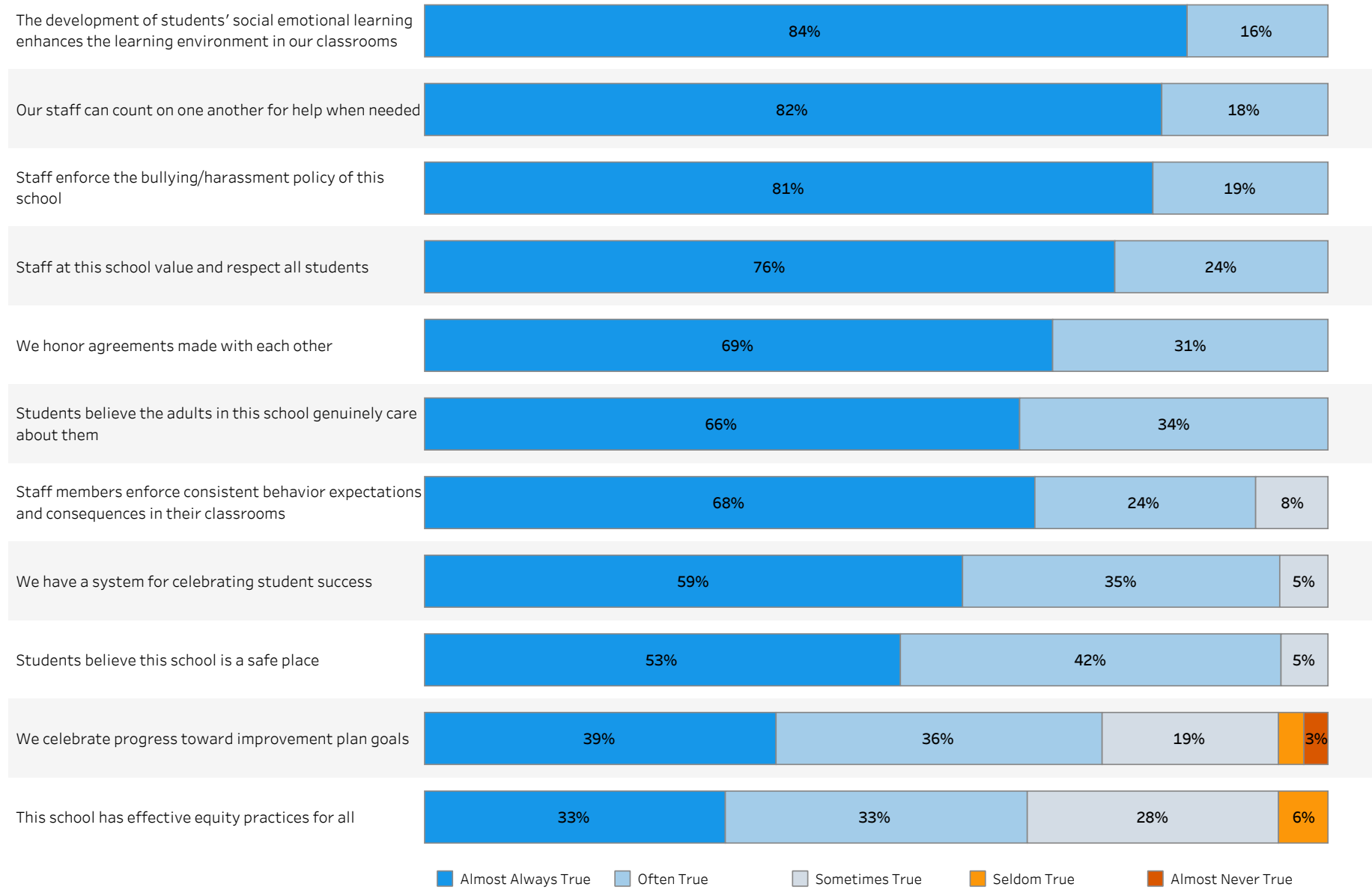


## Questions answered by only Instructional Staff



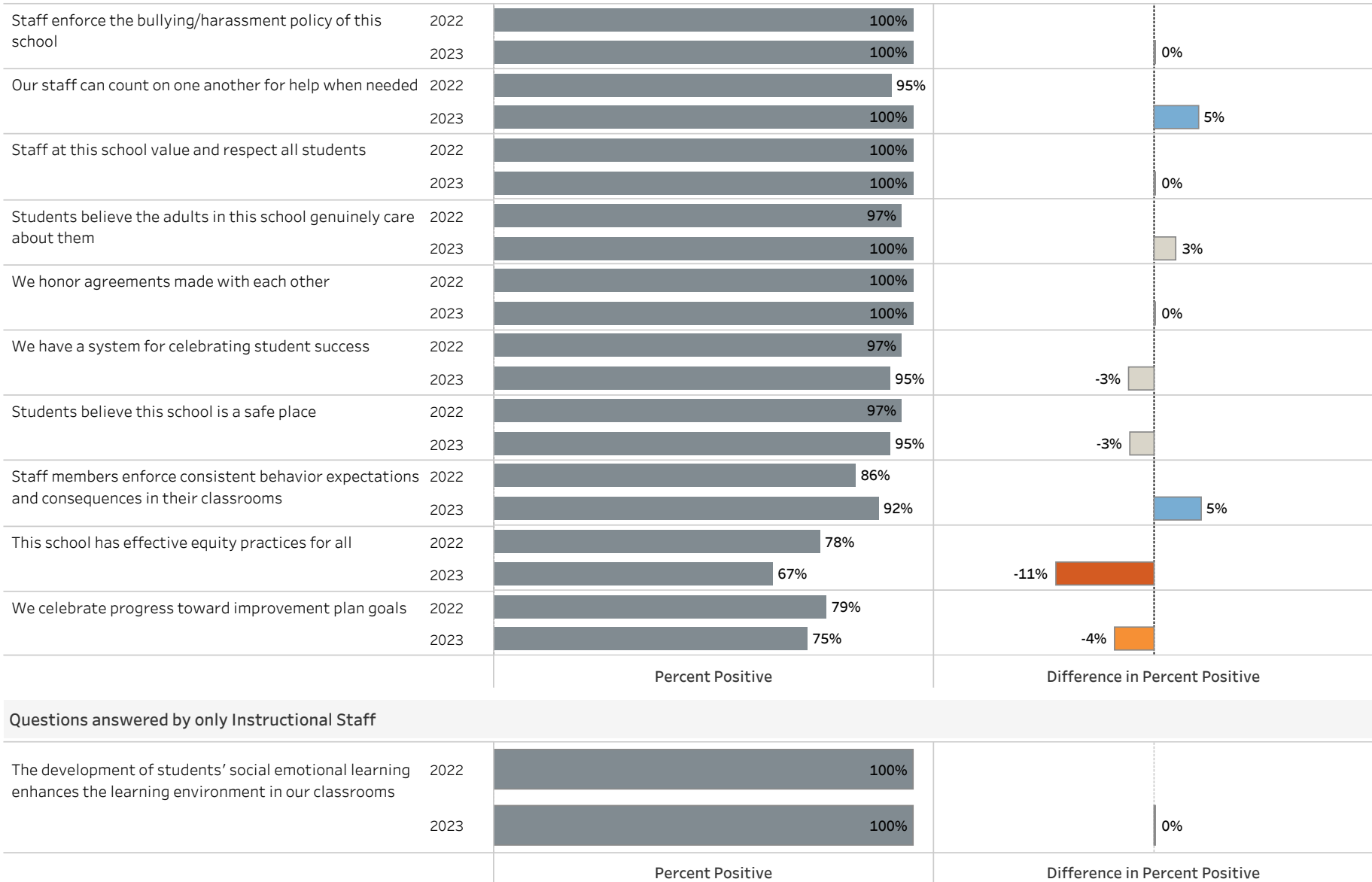
# Supportive Learning Environment

Blakely Elementary

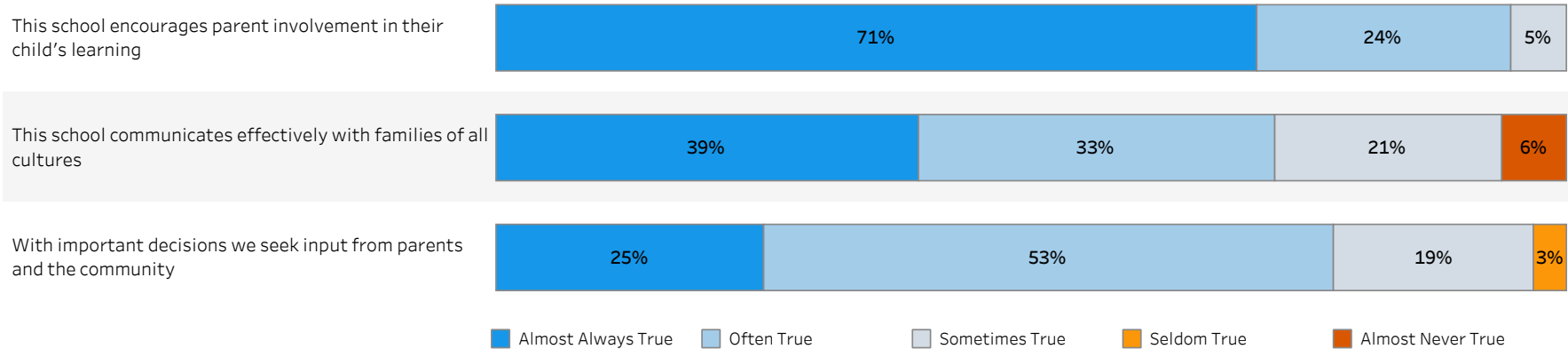


# Supportive Learning Environment - LONGITUDINAL

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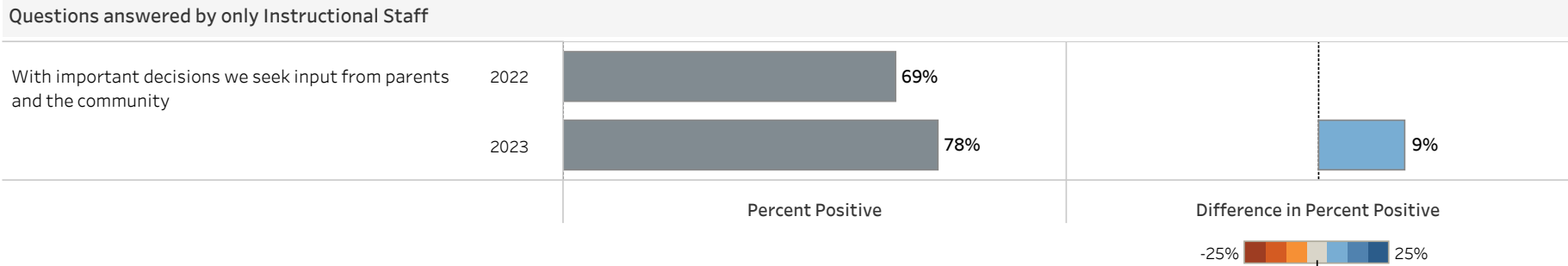
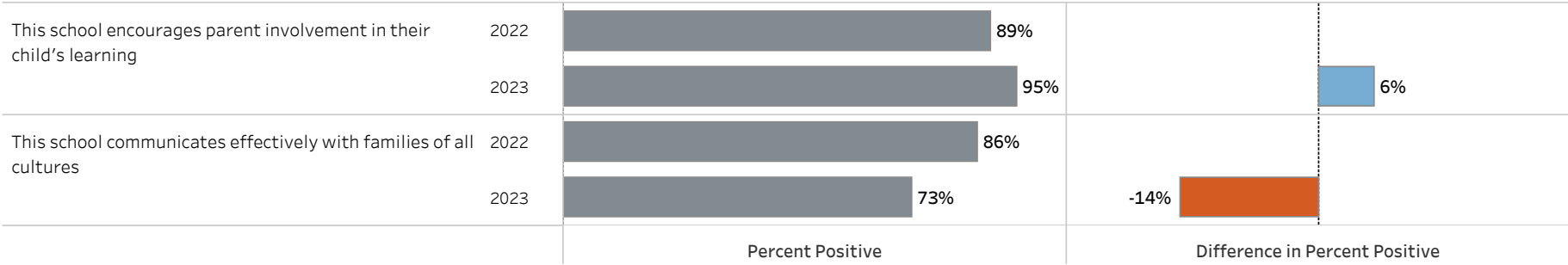


# Parent and Community Involvement

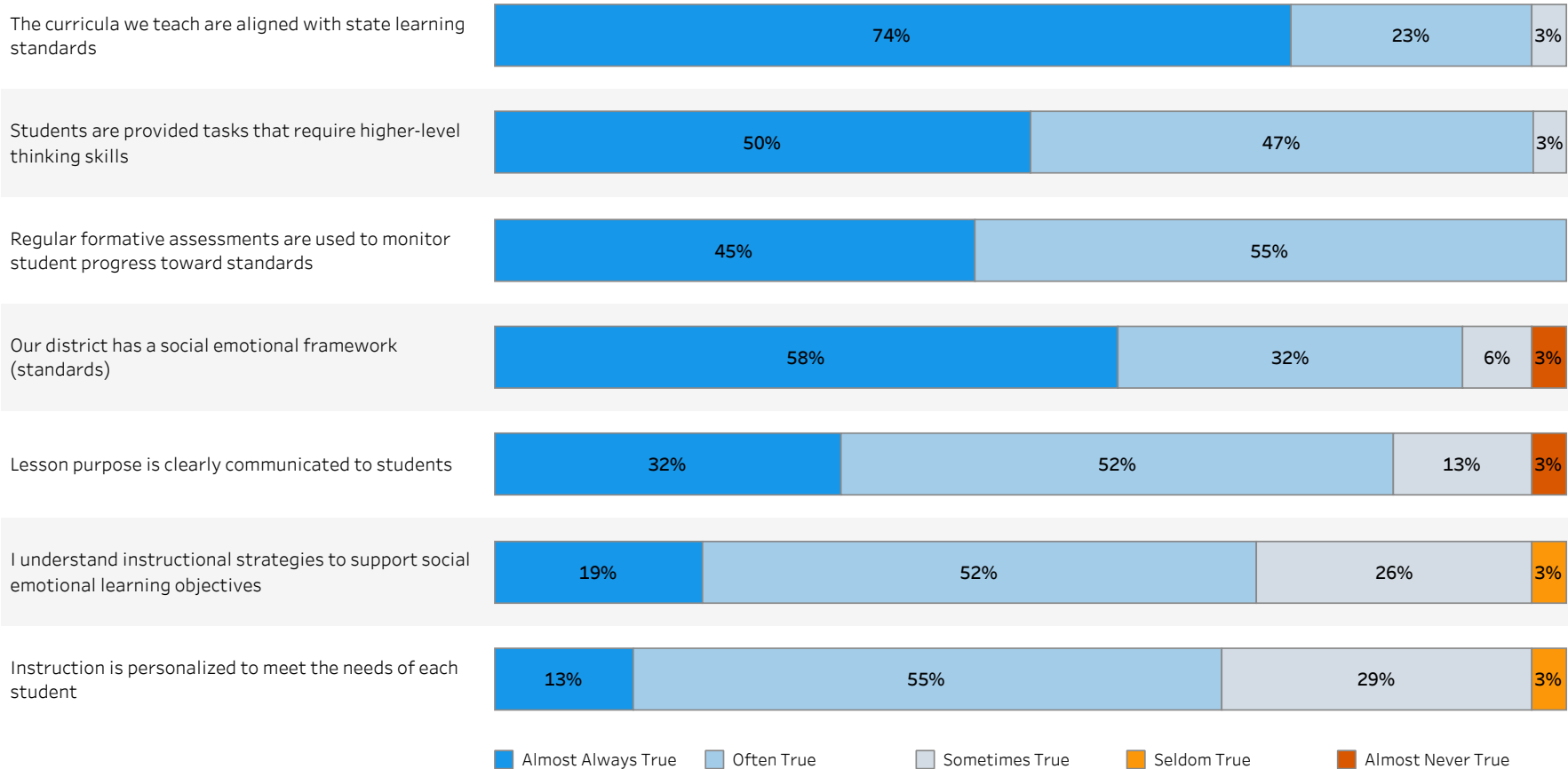


## LONGITUDINAL

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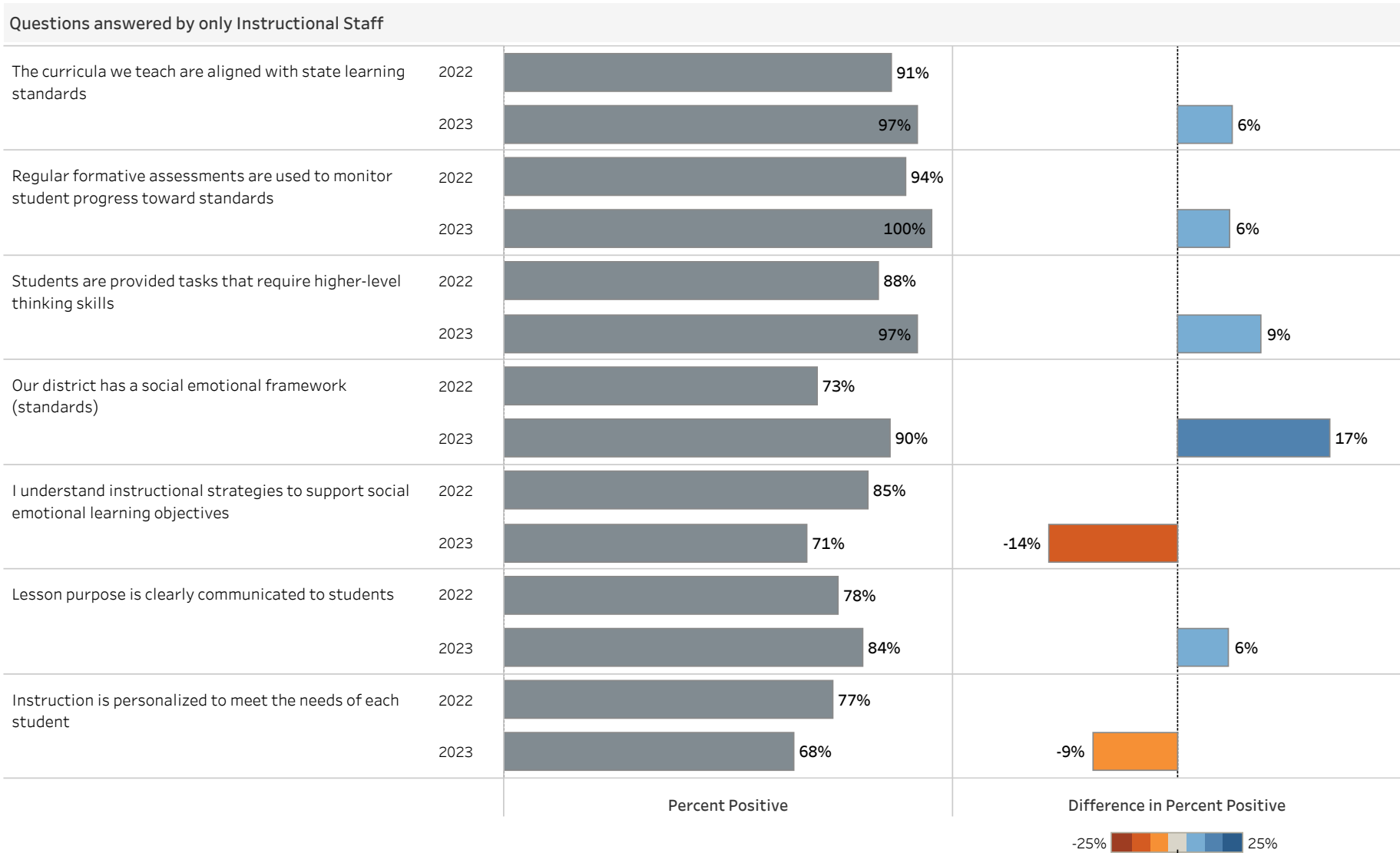


# High Quality Curriculum, Instruction, and Assessment

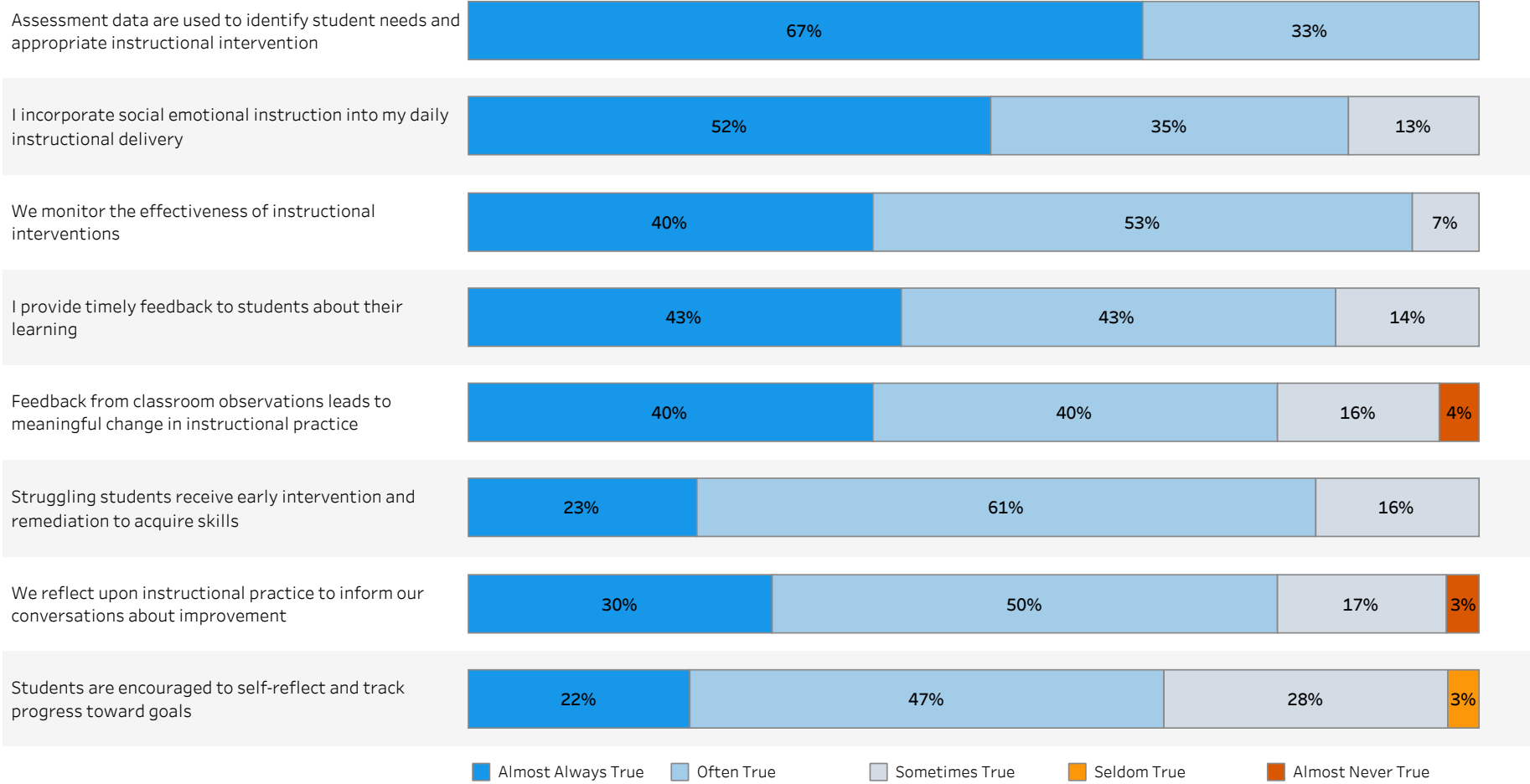


# High Quality Curriculum, Instruction, and Assessment - LONGITUDINAL

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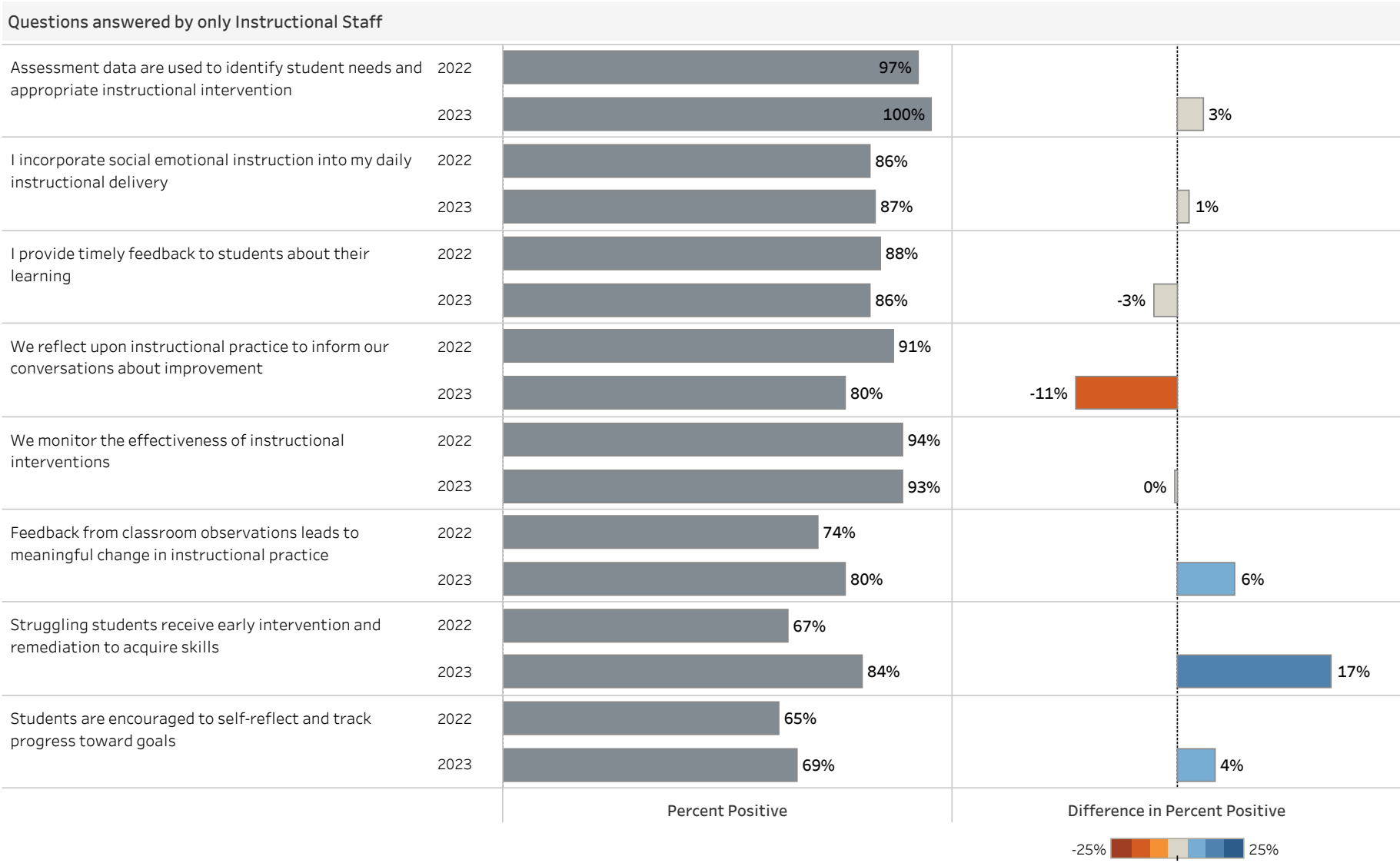


# Frequent Monitoring of Teaching and Learning



# Frequent Monitoring of Teaching and Learning - LONGITUDINAL

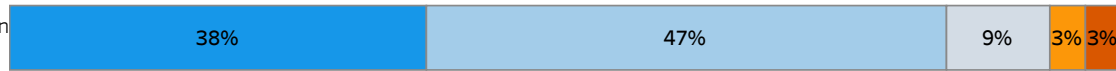
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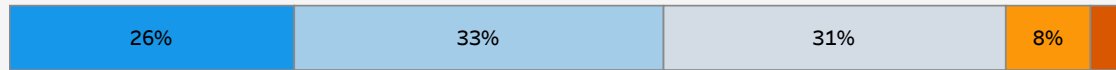


# Focused Professional Development

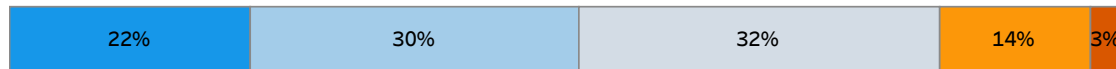
Our teachers engage in professional development activities to learn and apply new skills and strategies



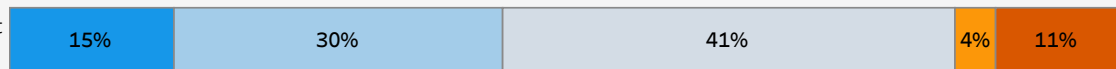
We talk about race and bigotry as a staff



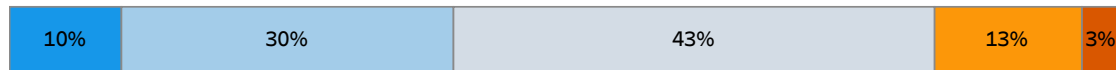
We are provided training to meet the needs of a diverse student population in our school



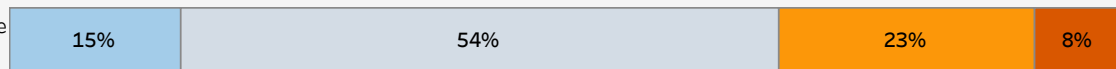
Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction



I receive training on instruction to support social emotional learning



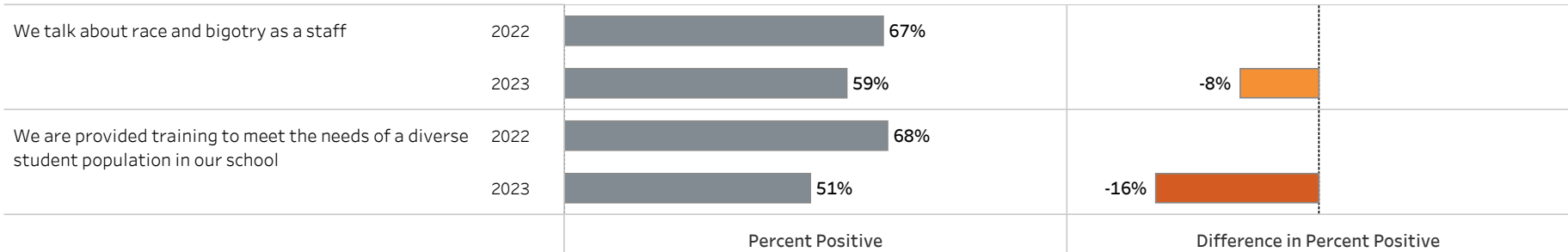
Peer observation/coaching and feedback is a tool we use to improve instruction



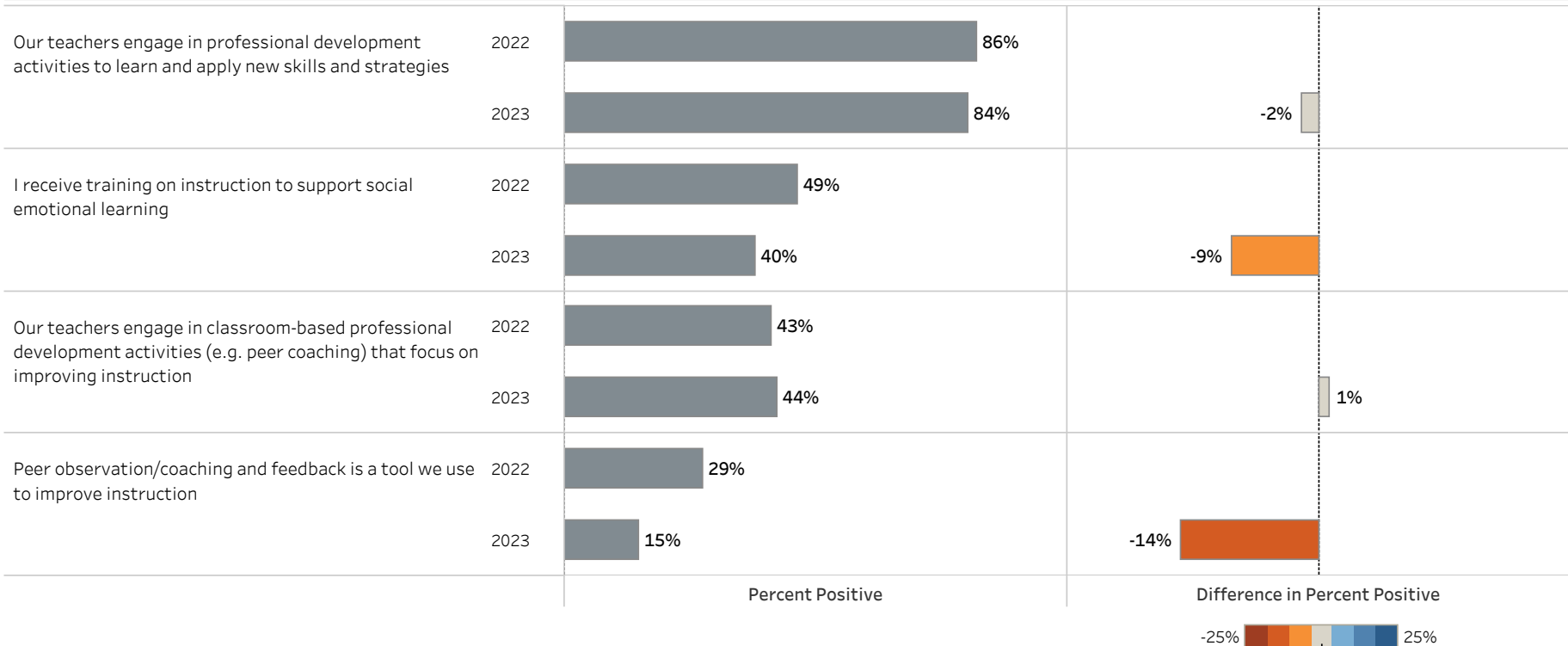
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# Focused Professional Development LONGITUDINAL

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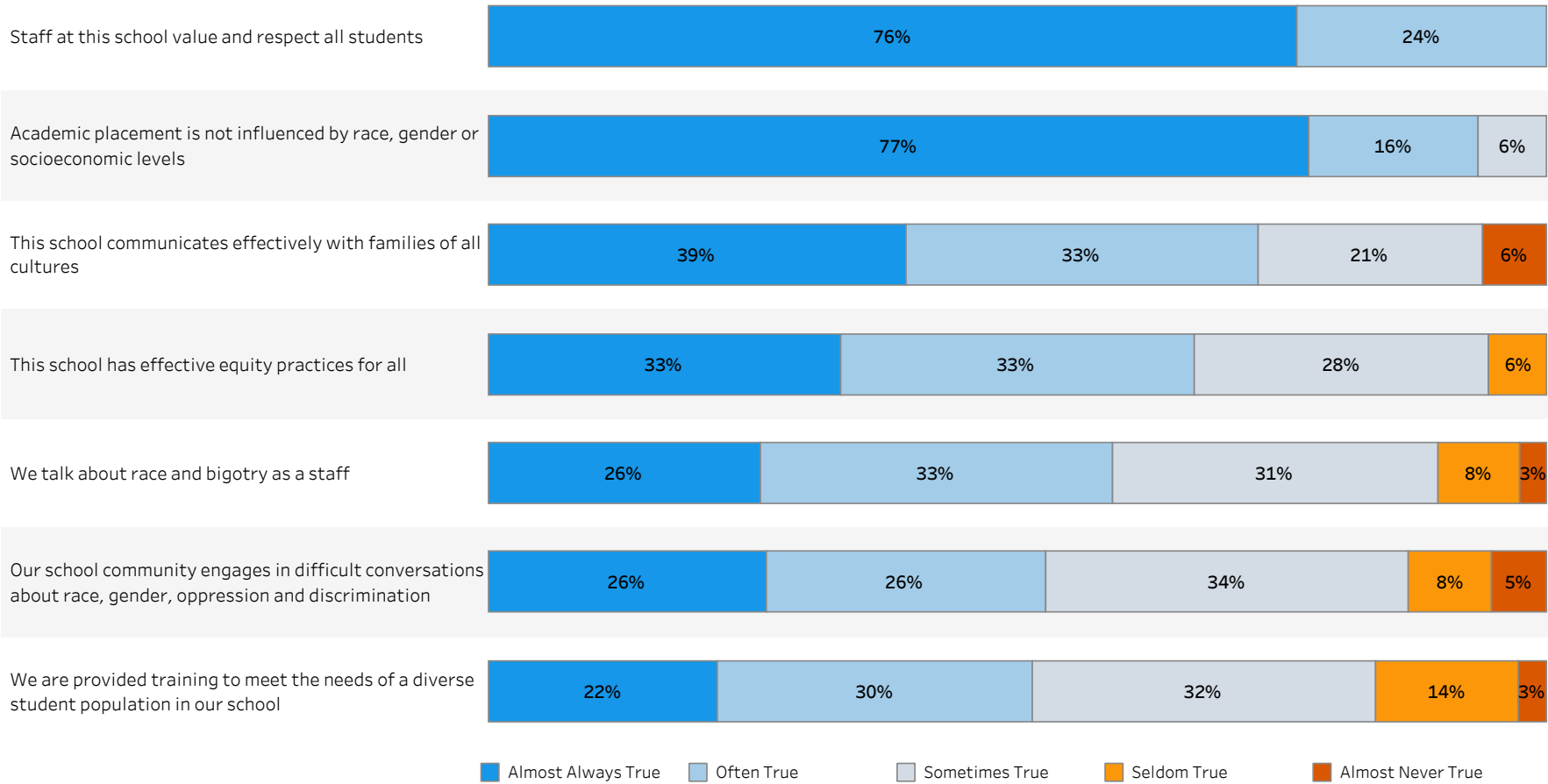


## Questions answered by only Instructional Staff



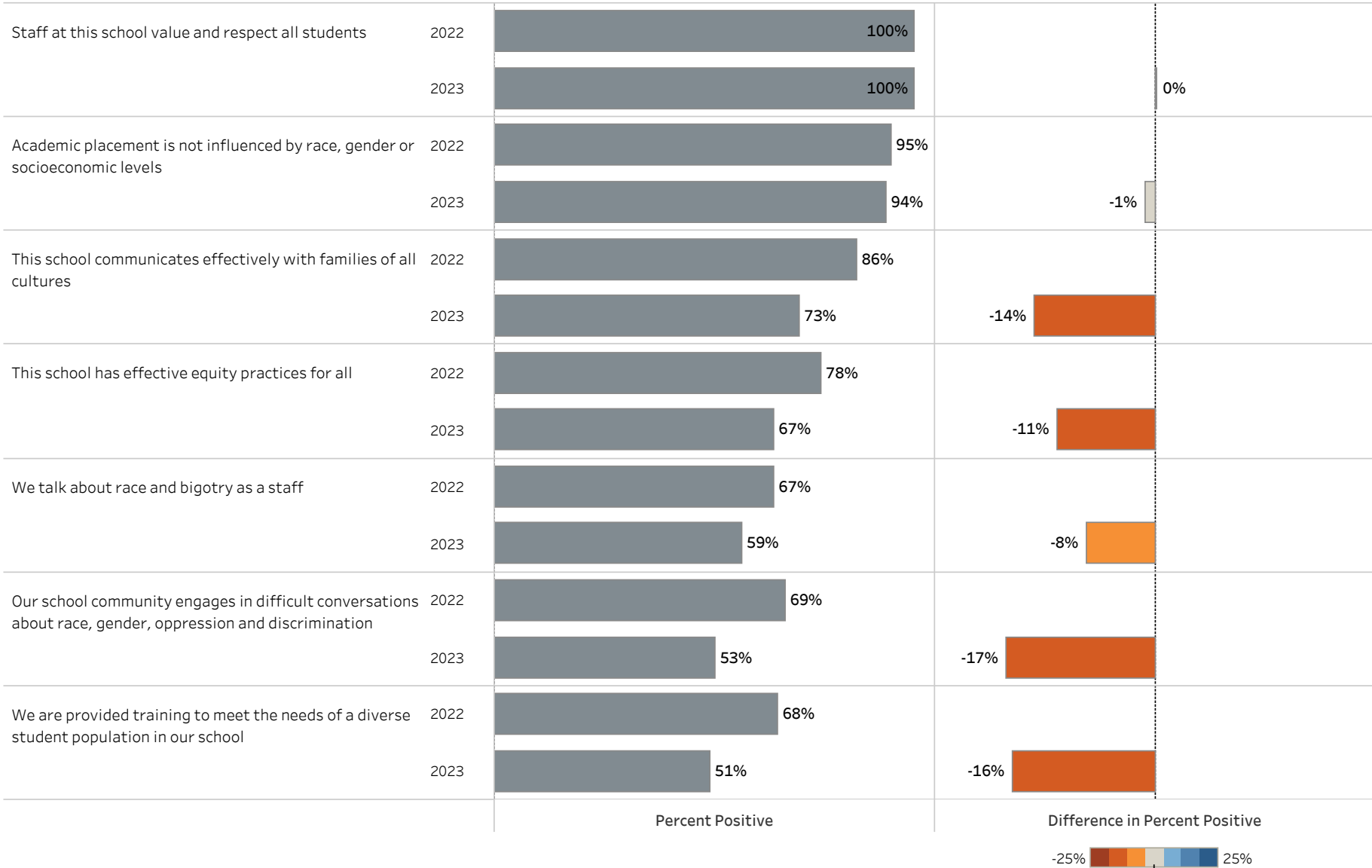
# Cultural Responsiveness

Blakely Elementary

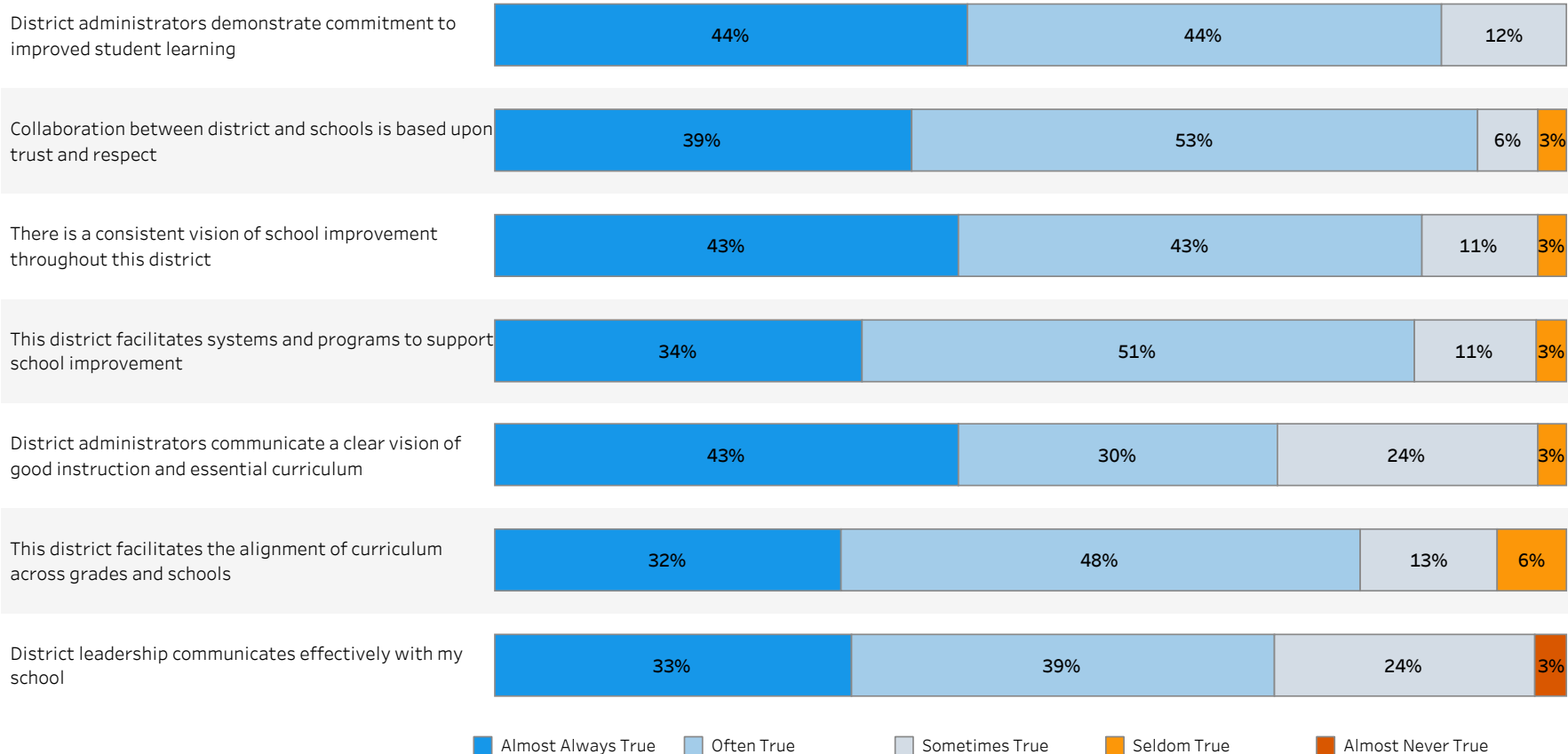


# Cultural Responsiveness - LONGITUDINAL

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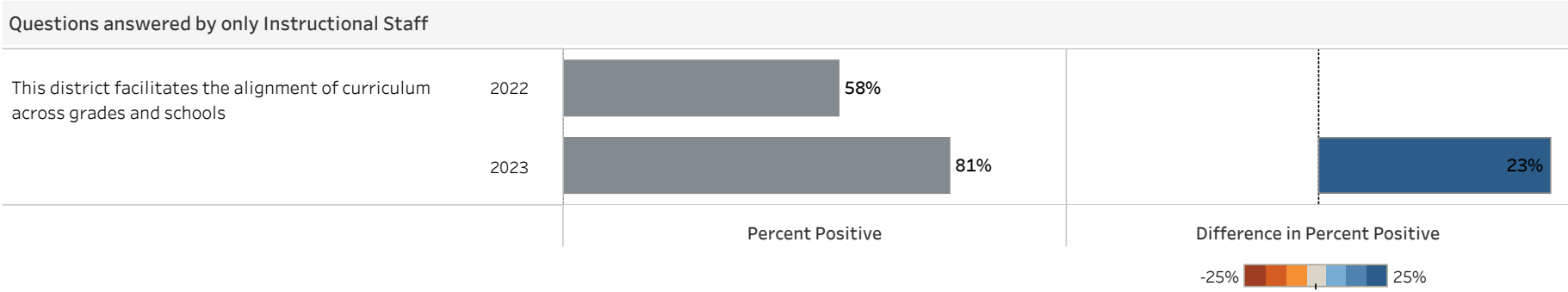
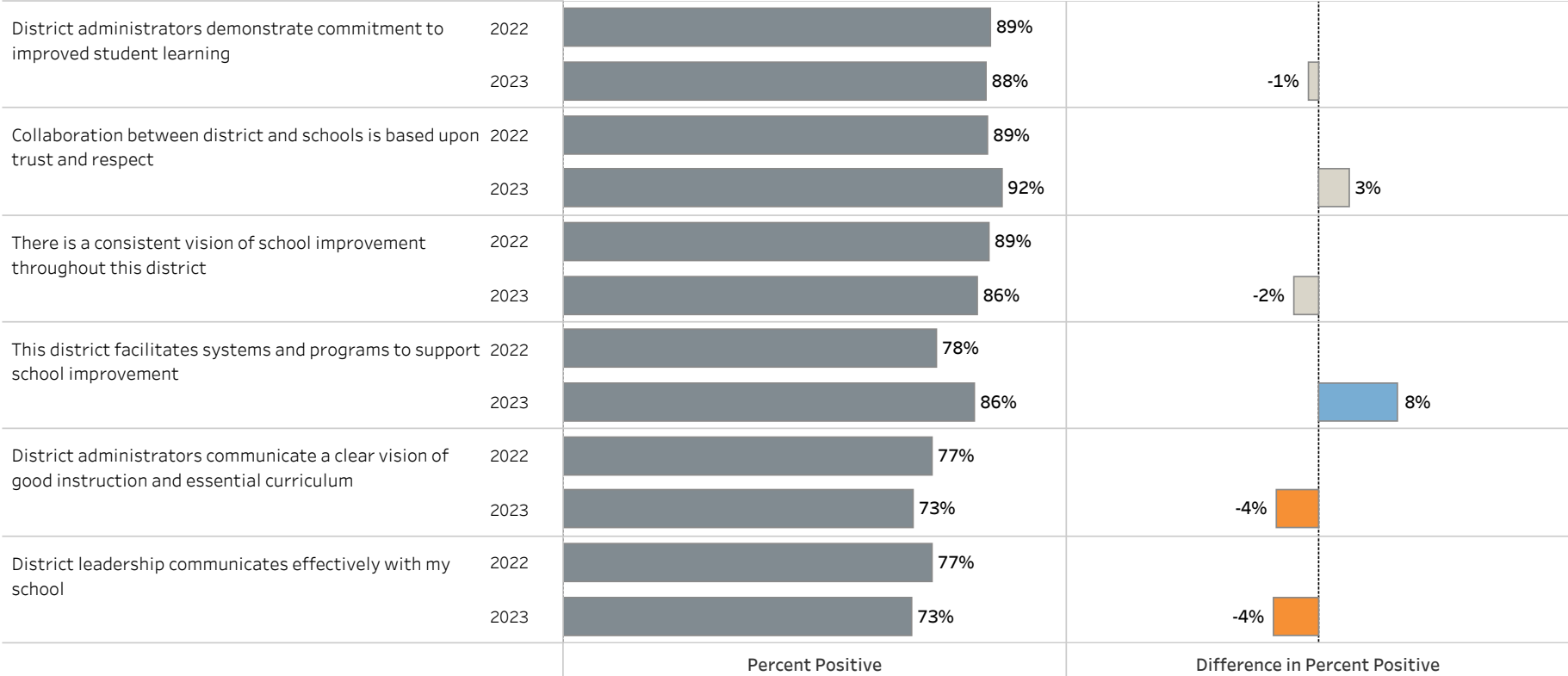


# District Support for Improvement

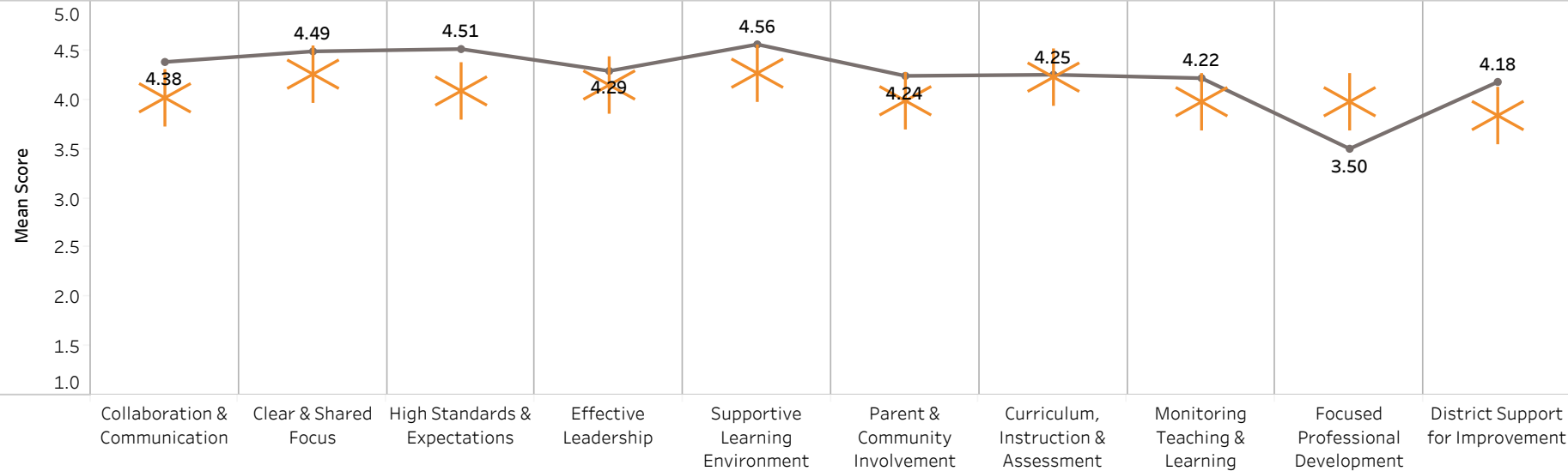


# District Support for Improvement

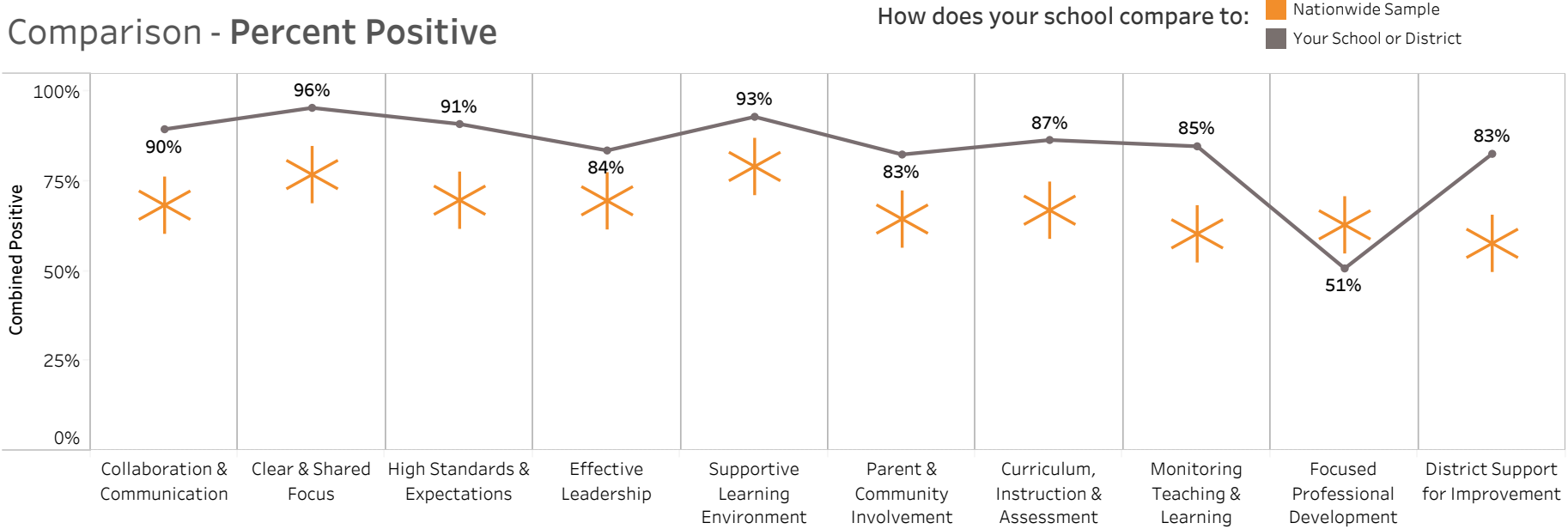
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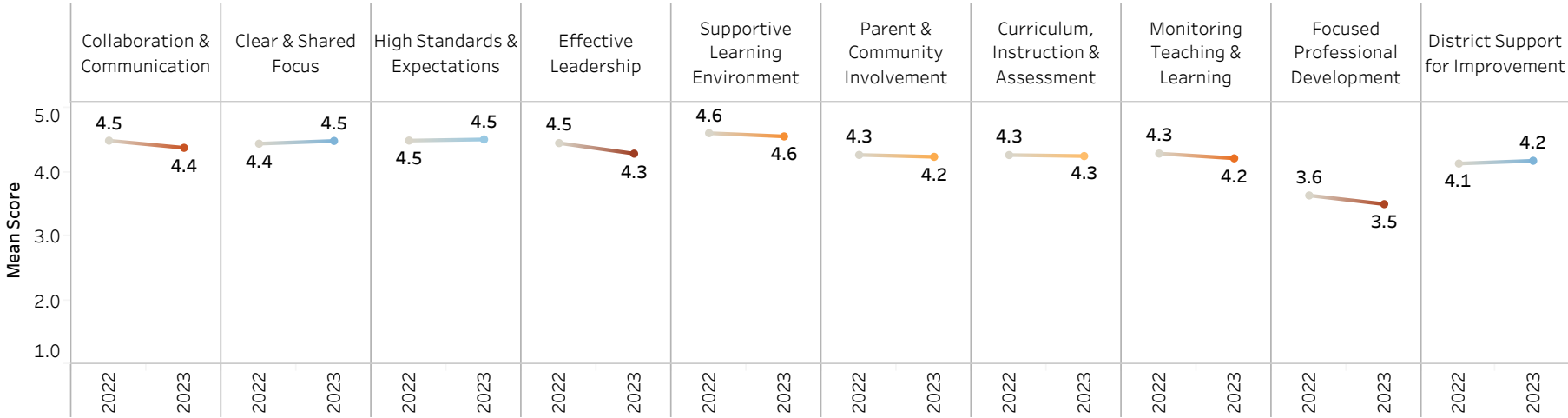
### Comparison - Mean Scores



### Comparison - Percent Positive



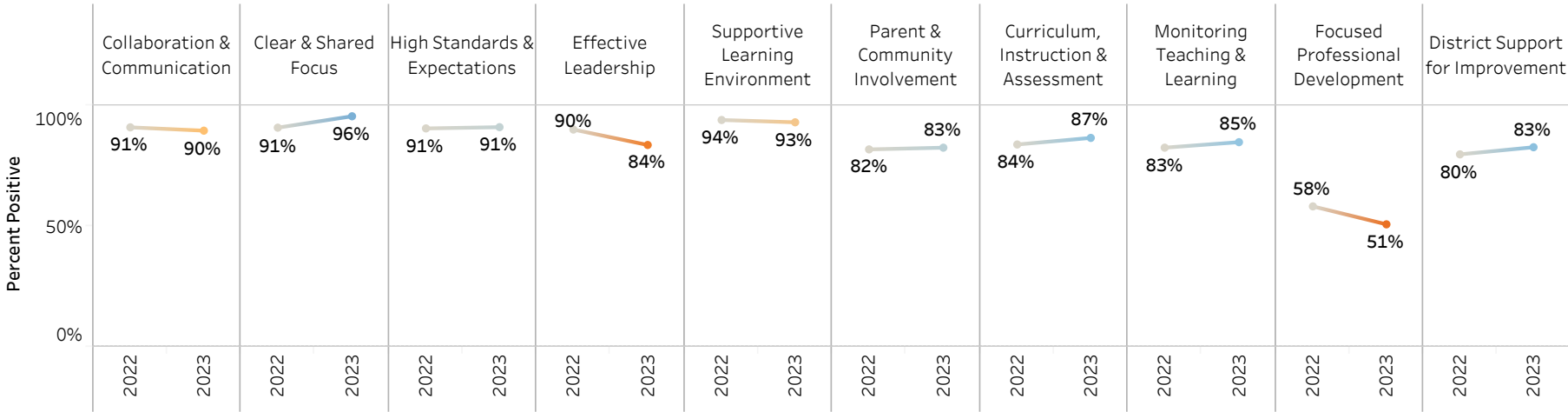
# Comparison - Mean Scores LONGITUDINAL



Difference in Mean Score  
 -0.15 0.15

The color shading of the bar indicates the strength of improvement or the significance of the decline. Celebrate the blue, and investigate the darker orange and red.

# Comparison - Percent Positive LONGITUDINAL



Difference in Percent Positive  
 -15% 15%