

Educational Effectiveness Survey™



Tool Kit

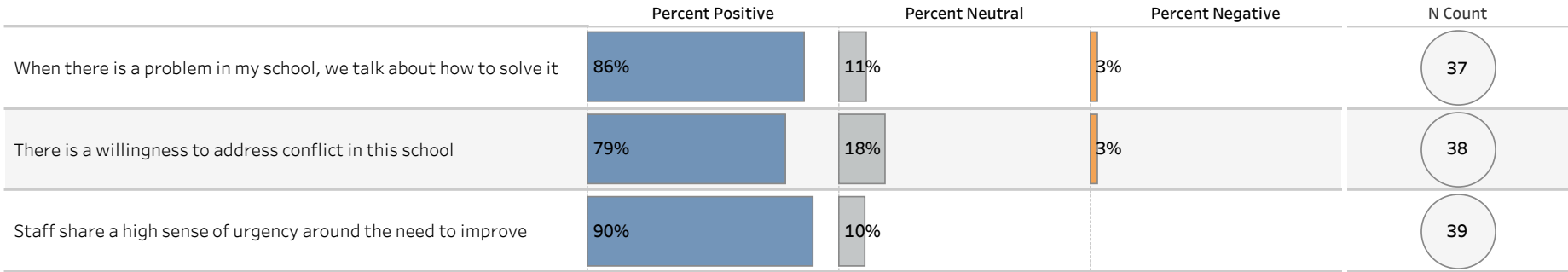
Blakely Elementary

Bainbridge Island School District

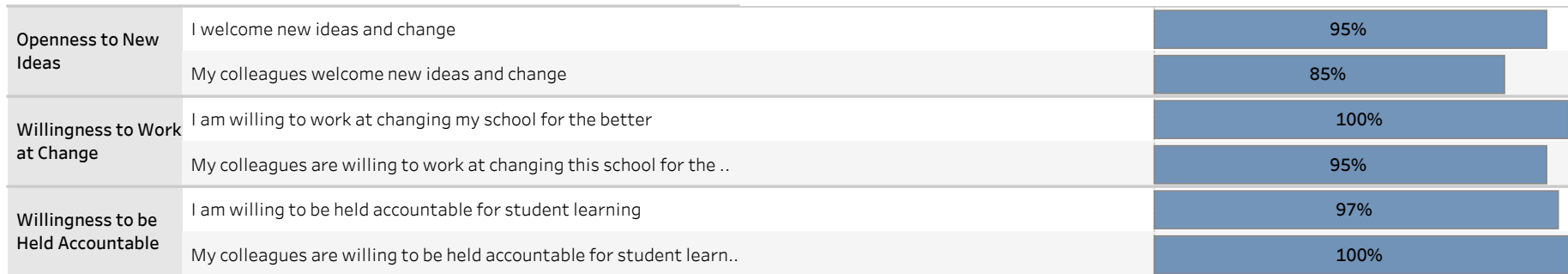
	2022	2023
Staff	n=42	n=39
Student	n=3	n=68
Family	n=108	n=22

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

Blakely Elementary | Bainbridge Island School District



Is your staff ready for change?



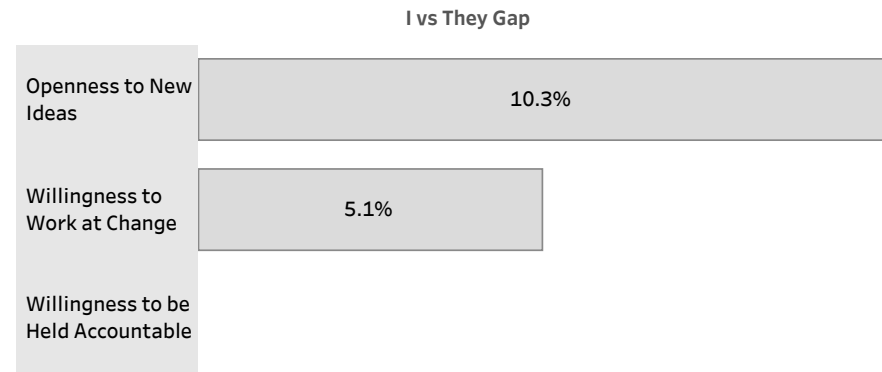
■ Percent Negative ■ Percent Positive

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.

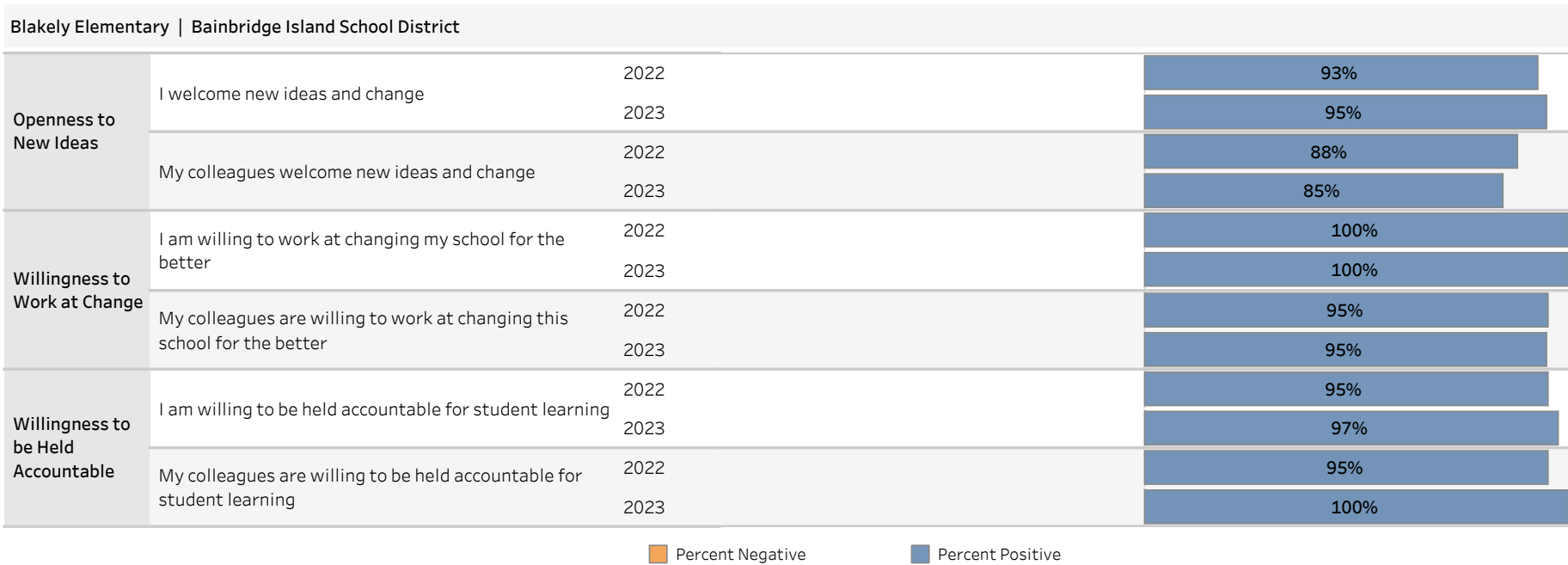
Look for large gaps between the I vs They pair of questions. Large gaps are a sign of distrust amongst staff members.

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**.



What a difference a year makes...

Is your staff ready for change?

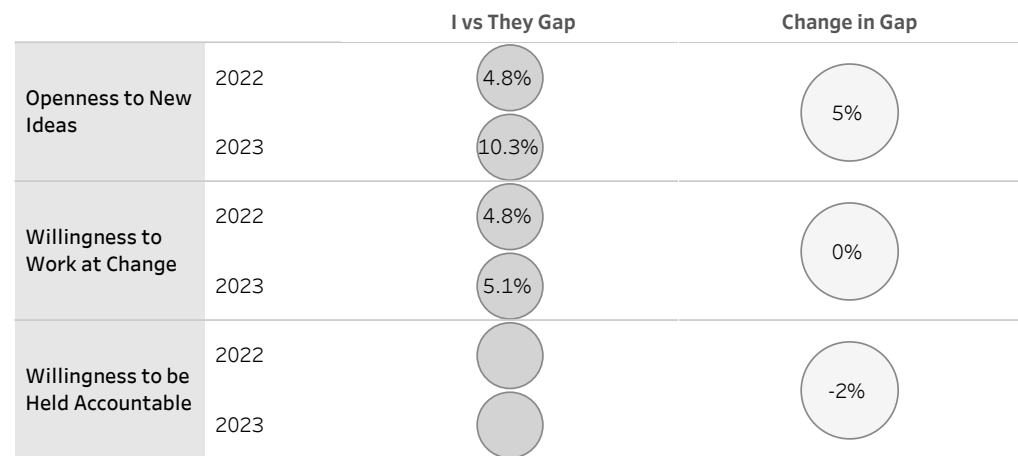


Why does the gap between I vs. They matter?

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?

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.

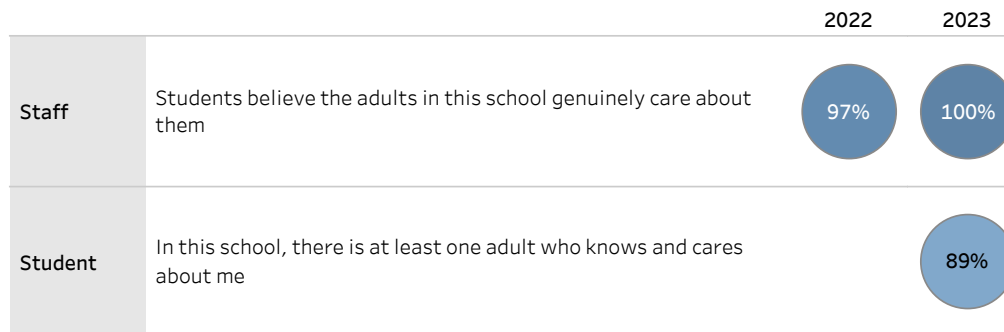
SOCIAL SUPPORTS

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

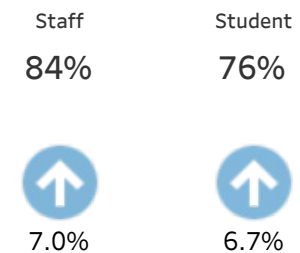
Blakely Elementary | Bainbridge Island School District

		2022	2023
Staff	CIA — I understand instructional strategies to support social emotional learning objectives	85%	71%
	CSF — Staff I work with take responsibility for ensuring each student learns in our school	100%	100%
	FPD — I receive training on instruction to support social emotional learning	49%	40%
	MTL — I incorporate social emotional instruction into my daily instructional delivery	86%	87%
	SLE — Staff at this school value and respect all students	100%	100%
	SLE — Students believe the adults in this school genuinely care about them	97%	100%
	SLE — The development of students’ social emotional learning enhances the learning environment in our classrooms	100%	100%
	SLE — This school has effective equity practices for all	78%	67%
Student	BELONG — I feel good about my family traditions		88%
	BELONG — There’s at least one adult in this school I can talk to if I have a problem		85%
	CSF — My teacher believes student learning is important		100%
	EL — If I want to talk with my teacher, they are available to me		63%
	IS — Adults in this school help me plan and set goals for my future		48%
	IS — Students are asked to help solve problems in this school		66%
	SLE — I enjoy coming to this school		58%
	SLE — I feel safe at this school		76%
	SLE — In this school, there is at least one adult who knows and cares about me		89%
	SLE — My school treats everyone fairly		88%

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	77%	68%
	CIA — Regular formative assessments are used to monitor student progress toward standards	94%	100%
	CIA — Students are provided tasks that require higher-level thinking skills	88%	97%
	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	95%	94%
	HSE — I believe that all students can meet state standards	71%	83%
	HSE — In our school we expect all staff to perform responsibilities with a high level of excellence	97%	97%
	HSE — Our staff believes that all students can meet state standards	90%	84%
	MTL — Assessment data are used to identify student needs and appropriate instructional intervention	97%	100%
	MTL — I provide timely feedback to students about their learning	88%	86%
	MTL — Struggling students receive early intervention and remediation to acquire skills	67%	84%
MTL — We monitor the effectiveness of instructional interventions	94%	93%	
Student	CSF — This school is doing a good job of preparing me to do well		89%
	FO — I have a plan for what I want to do after high school		63%
	FO — I know I will graduate from high school		79%
	HSE — All students have opportunities to choose more challenging work		51%
	HSE — My teacher expects all students to learn		96%
	HSE — My teacher expects me to do my best		90%
	HSE — My teacher provides lessons and activities that challenge me to learn		72%
	HSE — Students of all races and genders have the same chance for special classes, activities and rewards		95%
	MTL — My teacher helps me learn by challenging me with interesting activities in class		64%
	SE — What I am doing in school will help me succeed in my life		83%

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

		2022	2023
Staff	I believe that all students can meet state standards	71%	83%
	Our staff believes that all students can meet state standards	90%	84%
Student	My teacher(s) expect all students to succeed, no matter who they are		96%

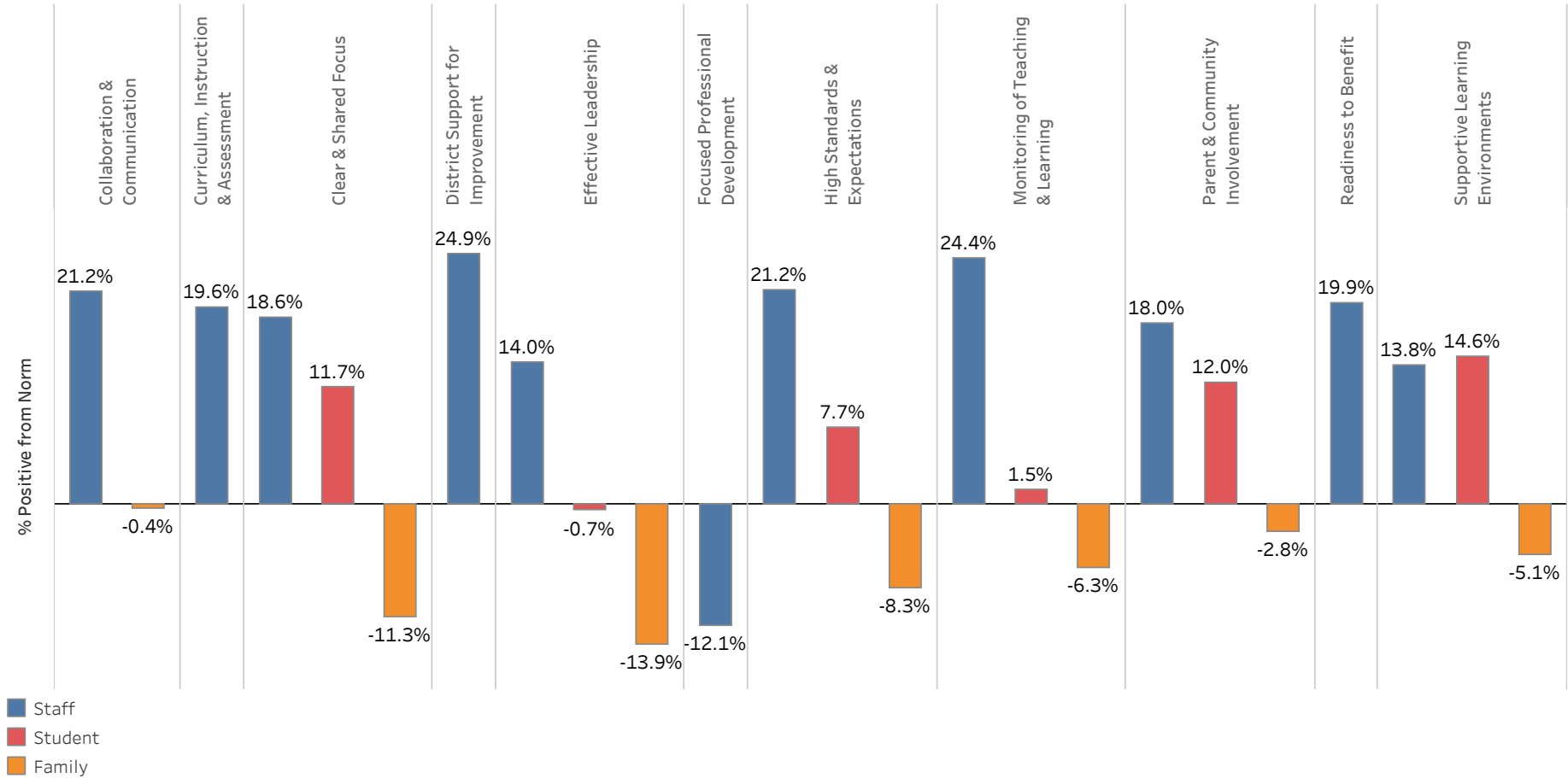
How does your school's Academic Press compare to other schools?

Staff	Student
90%	78%
	
15.6%	3.8%

Compared to the Academic Press Norm

How do you compare against other EES Schools?

2023 EES Survey Perceptions | Blakely Elementary 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 Blakely Elementary | 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	Survey Item	% Positive Responses
Staff Survey	CIA — Regular formative assessments are used to monitor student progress toward standards	100.0%
	CSF — Staff I work with take responsibility for ensuring each student learns in our school	100.0%
	EL — My principal is committed to quality education	100.0%
	MTL — Assessment data are used to identify student needs and appropriate instructional intervention	100.0%
	RTB — I am willing to work at changing my school for the better	100.0%
	RTB — My colleagues are willing to be held accountable for student learning	100.0%
	SLE — Our staff can count on one another for help when needed	100.0%
	SLE — Staff at this school value and respect all students	100.0%
	SLE — Staff enforce the bullying/harassment policy of this school	100.0%
	SLE — Students believe the adults in this school genuinely care about them	100.0%
	SLE — The development of students' social emotional learning enhances the learning environment in our classro..	100.0%
	SLE — We honor agreements made with each other	100.0%
	EL — Our school community engages in difficult conversations about race, gender, oppression and discrimination	52.6%
	FPD — We are provided training to meet the needs of a diverse student population in our school	51.4%
	FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that fo..	44.4%
FPD — I receive training on instruction to support social emotional learning	40.0%	
FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	15.4%	
Student Survey	CSF — My teacher believes student learning is important	100%
	HSE — My teacher expects all students to learn	96%
	SLE — The rules against bullying are enforced by all adults in this school	96%
	HSE — Students of all races and genders have the same chance for special classes, activities and rewards	95%
	IS — I am respectful of others at this school	95%
	STAMINA — I am not discouraged when things aren't going well	40%
	CT — When I have a problem, the first thing I do is break it into smaller steps	35%
	EL — I often see the principal or administrators around the school talking to students	33%
	MTL — My teacher tells me the reason we do each lesson	28%
EL — At our school we talk about race, gender, and discrimination	16%	
Family Survey	C — Communications/materials I receive from the school are in a language I can understand	100.0%
	PCI — I feel welcome at this school	90.0%
	PCI — When I share concerns with my student's teacher, they listen	90.0%
	C — Parents/families and employees at this school talk respectfully with one another	89.5%
	HSE — Teachers in this school are dedicated to helping all students succeed	89.5%
	C — This school communicates with me about my student's progress	59.1%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	58.8%
	PCI — This school tells me how I can help my student with homework	58.8%
	CSF — My student understands the purpose of each lesson	57.9%
	MTL — Struggling students receive early intervention and additional help at this school	50.0%

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



The Center for Educational Effectiveness

Top/Bottom 5 Increase/Decrease in % Positive Responses Blakely Elementary | 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	D — This district facilitates the alignment of curriculum across grades and schools	23.1%
	MTL — Struggling students receive early intervention and remediation to acquire skills	17.2%
	CIA — Our district has a social emotional framework (standards)	17.0%
	CSF — Staff share a high sense of urgency around the need to improve	14.1%
	HSE — I believe that all students can meet state standards	12.2%
	FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	-13.6%
	PCI — This school communicates effectively with families of all cultures	-13.8%
	CIA — I understand instructional strategies to support social emotional learning objectives	-14.3%
	FPD — We are provided training to meet the needs of a diverse student population in our school	-16.2%
	EL — Our school community engages in difficult conversations about race, gender, oppression and discrimination	-16.8%
Family Survey	PCI — Parents/families participate in important decisions about their student’s education	2.6%
	PCI — I feel welcome at this school	1.5%
	C — Communications/materials I receive from the school are in a language I can understand	0.0%
	CSF — I am informed about progress toward the improvement goals of this school	-3.8%
	MTL — My student is encouraged to track progress toward their goals	-5.2%
	SLE — Bullying/harassment is not tolerated in this school	-25.1%
	EL — The principal of this school is committed to quality education	-25.4%
	SLE — This school has effective equity practices for all	-26.4%
	PCI — This school respects the different cultures represented in our community	-28.6%
	MTL — Struggling students receive early intervention and additional help at this school	-35.1%

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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Blakely Elementary | 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	95%	94%
	HSE — Students of all races and genders have the same chance for special classes, activities and rewards	Stu		95%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Fam	87%	64%
Behavior Standards	SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	Sta	86%	92%
	SLE — All students are held to the same behavior rules and expectations	Stu		65%
	CSF — This school has equitable behavior rules for all students	Fam	90%	67%
Bullying	SLE — Staff enforce the bullying/harassment policy of this school	Sta	100%	100%
	SLE — The rules against bullying are enforced by all adults in this school	Stu		96%
	SLE — Bullying/harassment is not tolerated in this school	Fam	86%	61%
Celebrating Success	SLE — We have a system for celebrating student success	Sta	97%	95%
	SLE — Student success is celebrated in this school	Stu		76%
	SLE — This school celebrates student success	Fam	90%	80%
Confronting Bias	FPD — We talk about race and bigotry as a staff	Sta	67%	59%
	EL — At our school we talk about race, gender, and discrimination	Stu		16%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Fam	72%	59%
High Expectations	HSE — Our staff believes that all students can meet state standards	Sta	90%	84%
	HSE — My teacher expects all students to learn	Stu		96%
	HSE — Teachers have high expectations for student learning at this school	Fam	97%	80%
Intervention for Struggling Students	MTL — Struggling students receive early intervention and remediation to acquire skills	Sta	67%	84%
	MTL — My teacher finds other ways for me to learn things I find difficult	Stu		67%
	MTL — Struggling students receive early intervention and additional help at this school	Fam	85%	50%
Safety	SLE — Students believe this school is a safe place	Sta	97%	95%
	SLE — I feel safe at this school	Stu		76%
	SLE — My student feels safe at school	Fam	95%	80%
Supported Learning	SLE — Students believe the adults in this school genuinely care about them	Sta	97%	100%
	SLE — In this school, there is at least one adult who knows and cares about me	Stu		89%
	SLE — This school provides a caring/supportive environment for my student	Fam	95%	85%

Change in % Positive Responses

	Staff	Family
Academic Equity	-1.0%	-23.6%
Behavior Standards	5.4%	-22.9%
Bullying	0.0%	-25.1%
Celebrating Success	-2.8%	-10.3%
Confronting Bias	-7.7%	-13.5%
High Expectations	-6.1%	-17.0%
Intervention for Struggling Students	17.2%	-35.1%
Safety	-2.7%	-15.1%
Supported Learning	2.6%	-10.1%

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?

Blakely Elementary Bainbridge Island School District	
FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	54%
FPD — I receive training on instruction to support social emotional learning	43%
FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction	41%
EL — Our school community engages in difficult conversations about race, gender, oppression and discrimination	34%
FPD — We are provided training to meet the needs of a diverse student population in our school	32%

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

D — This district facilitates the alignment of curriculum across grades and schools	-26.5%
CIA — Our district has a social emotional framework (standards)	-20.2%
MTL — Struggling students receive early intervention and remediation to acquire skills	-17.2%
CSF — Staff share a high sense of urgency around the need to improve	-14.1%
D — This district facilitates systems and programs to support school improvement	-10.8%
EL — Support from my principal/supervisor leads to progress on instructional improvement (or professional growth)	8.4%
FPD — We talk about race and bigotry as a staff	9.3%
CIA — I understand instructional strategies to support social emotional learning objectives	11.1%
EL — Our school community engages in difficult conversations about race, gender, oppression and discrimination	14.8%
FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	15.1%

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 Blakely Elementary | 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 — Peer observation/coaching and feedback is a tool we use to improve instruction	54%
FPD — I receive training on instruction to support social emotional learning	43%
FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving inst..	41%
EL — Our school community engages in difficult conversations about race, gender, oppression and discrimination	34%

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 Blakely Elementary | Bainbridge Island School District

MTL — My teacher tells me the reason we do each lesson	63%
CT — When I have a problem, the first thing I do is break it into smaller steps	57%
STAMINA — I am not discouraged when things aren't going well	53%
SLE — Students are respectful of others at this school	51%
SLE — Work I do in this school is useful and interesting to me	49%
EL — I often see the principal or administrators around the school talking to students	49%
EL — In class we work with other students	47%
CT — I am good at finding the best solutions to my problems	47%
IS — Adults in this school help me plan and set goals for my future	44%
STAMINA — I finish whatever I begin	42%
HSE — All students have opportunities to choose more challenging work	42%
EL — At our school we talk about race, gender, and discrimination	41%
IS — I work well in a group or team	39%
CSF — In my class, students are busy doing schoolwork	39%
SM — I am aware of my feelings	38%
IS — My teacher tells me how I am doing in class	38%
SM — I can calm myself down when I am excited or upset	36%
FO — I am good at staying focused on my goals	36%
SLE — I enjoy coming to this school	36%
SLE — All students are held to the same behavior rules and expectations	35%
FO — I have a plan for what I want to do after high school	35%
MTL — My teacher makes all students talk in class about what we are learning	35%
IS — I can communicate well with people	34%
EL — If I want to talk with my teacher, they are available to me	34%
CT — I like to imagine new ways to do things	34%

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 Blakely Elementary | Bainbridge Island School District

PCI — This school tells me how I can help my student with homework

35%