

Educational Effectiveness Survey™



9 Characteristics of High Performing Schools

Staff Edition V11

Wilkes Elementary

Bainbridge Island School District

2022

N=49

2023

N=36





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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.

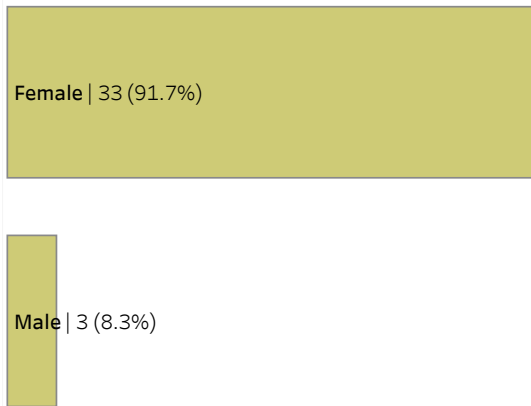
9 Characteristics of High-Performing Schools

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.

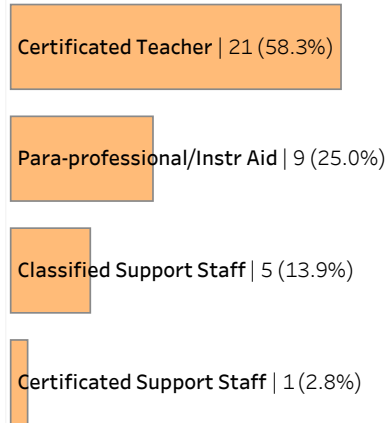


Demographics

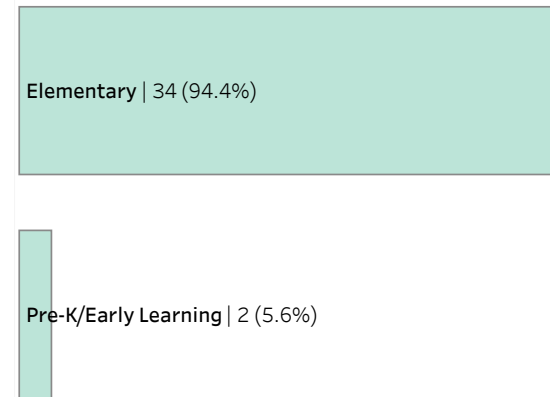
Gender



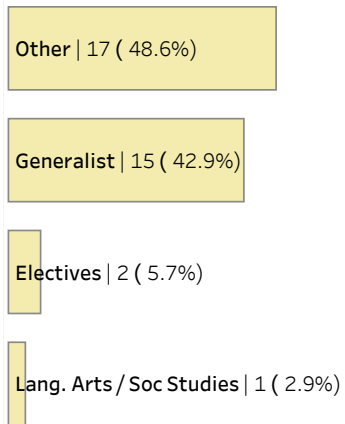
Position



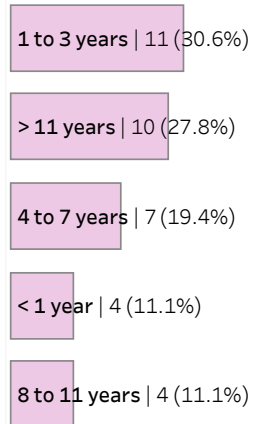
Level



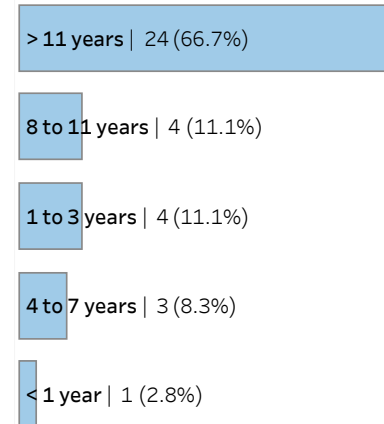
Department



School-Yrs of Service



Education-Yrs of Service

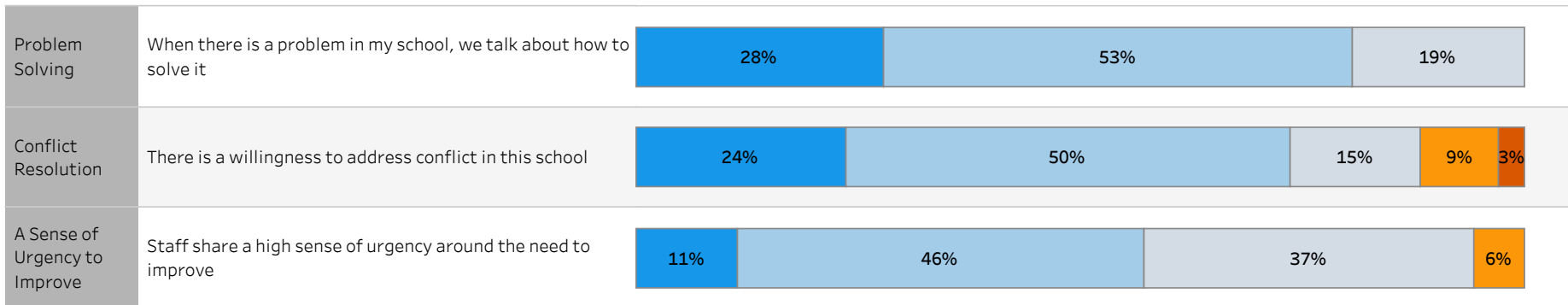


Readiness for Change

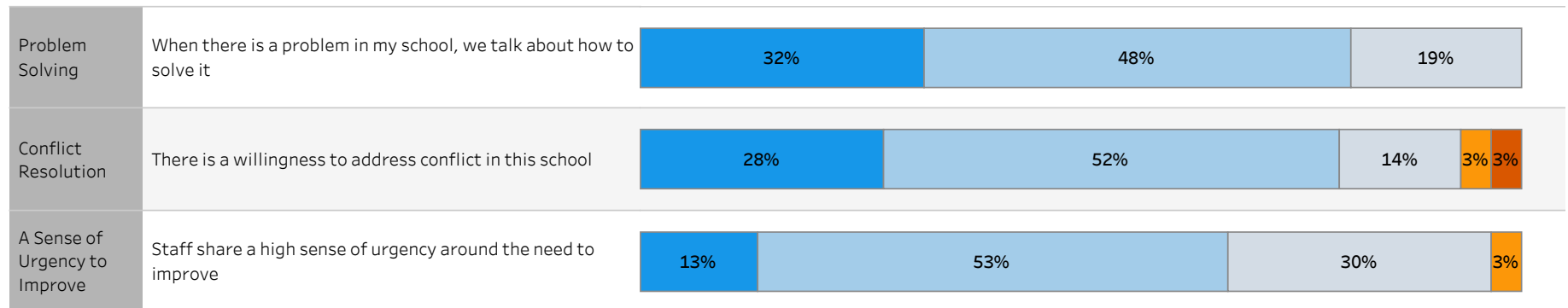
The charts below are data about your school staff, who must define, embrace, implement, and sustain change. If your staff believes there is a weakness in the problem-solving ability or in the ability to resolve conflict within this building, or does not see the urgency to improve, you must address those 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

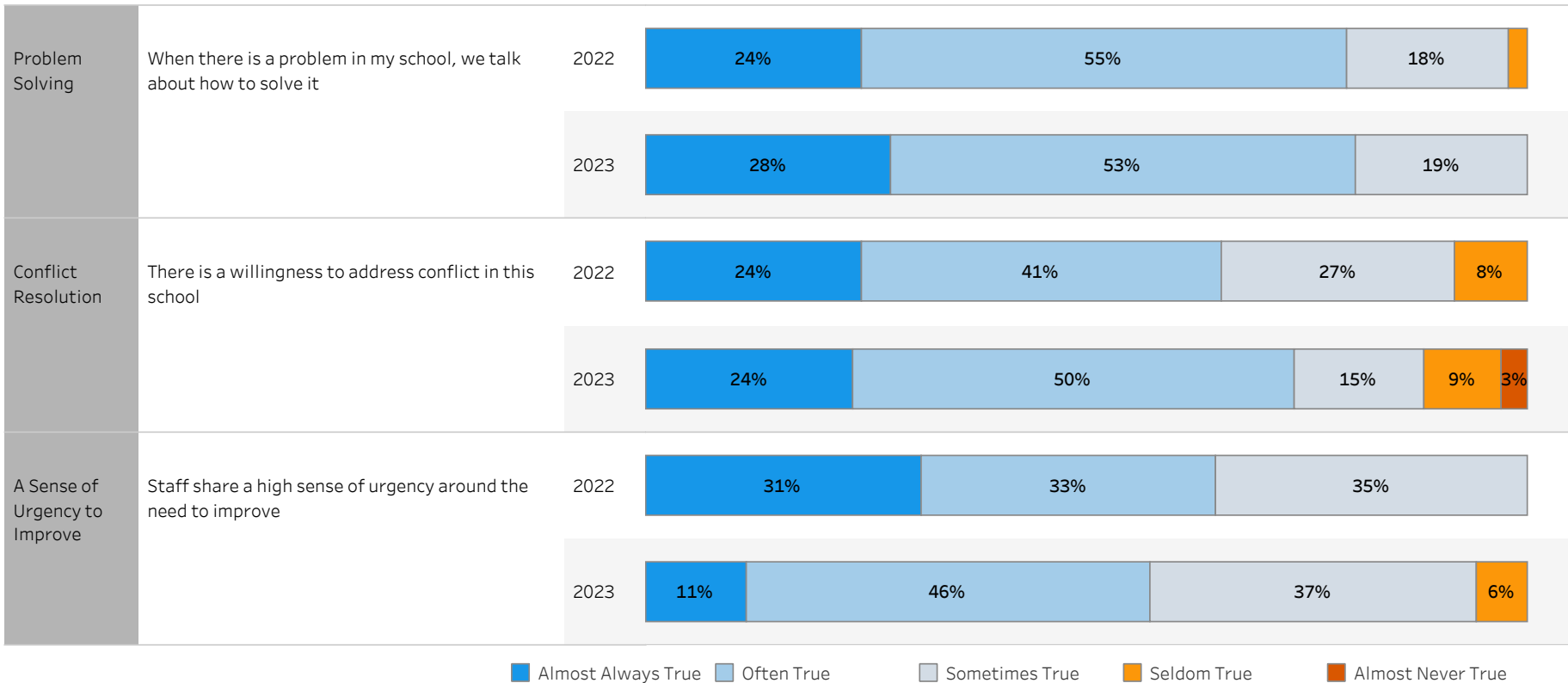


■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True
 ■ Almost Never True

Readiness for Change—LONGITUDINAL

Wilkes Elementary

All Staff

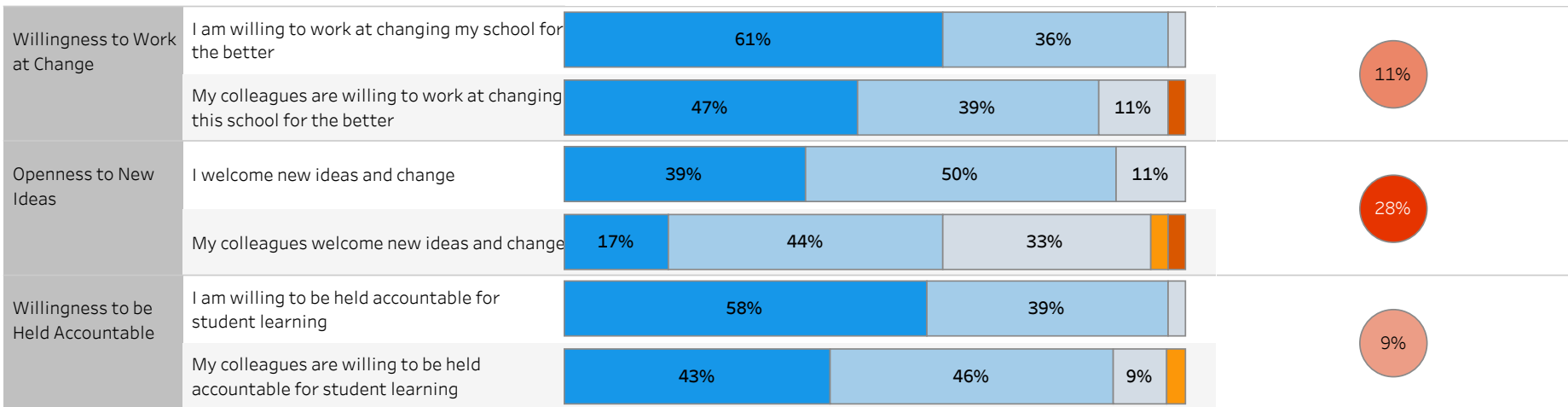


Readiness for Change—I vs. They Perspectives

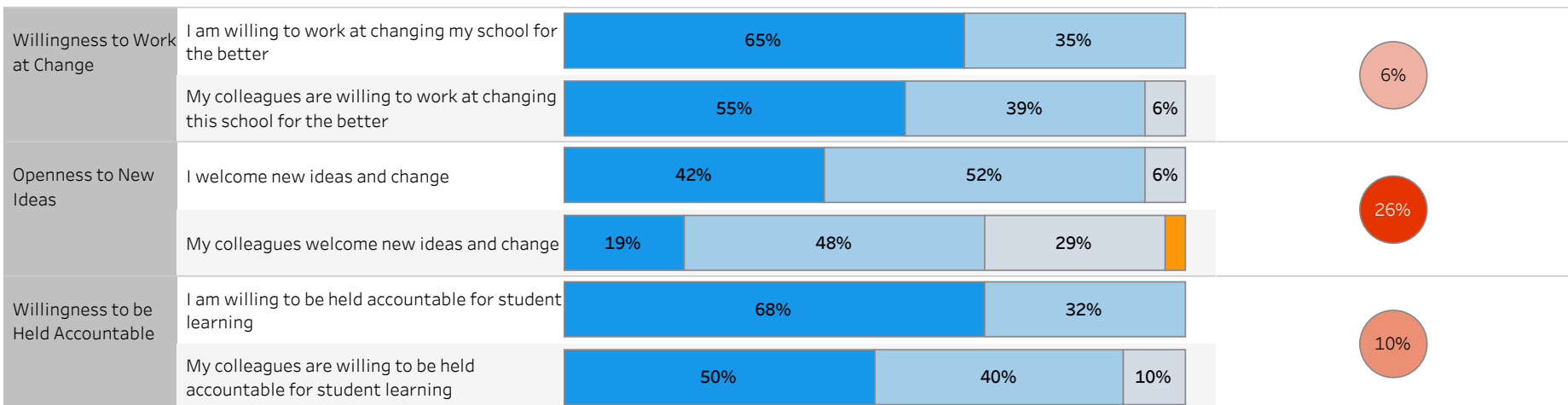
Gaps over 20% in elementary and over 25% in secondary should be investigated. Why do staff see different attitudes in their colleagues?

How large is the Gap between I vs. They?

All Staff

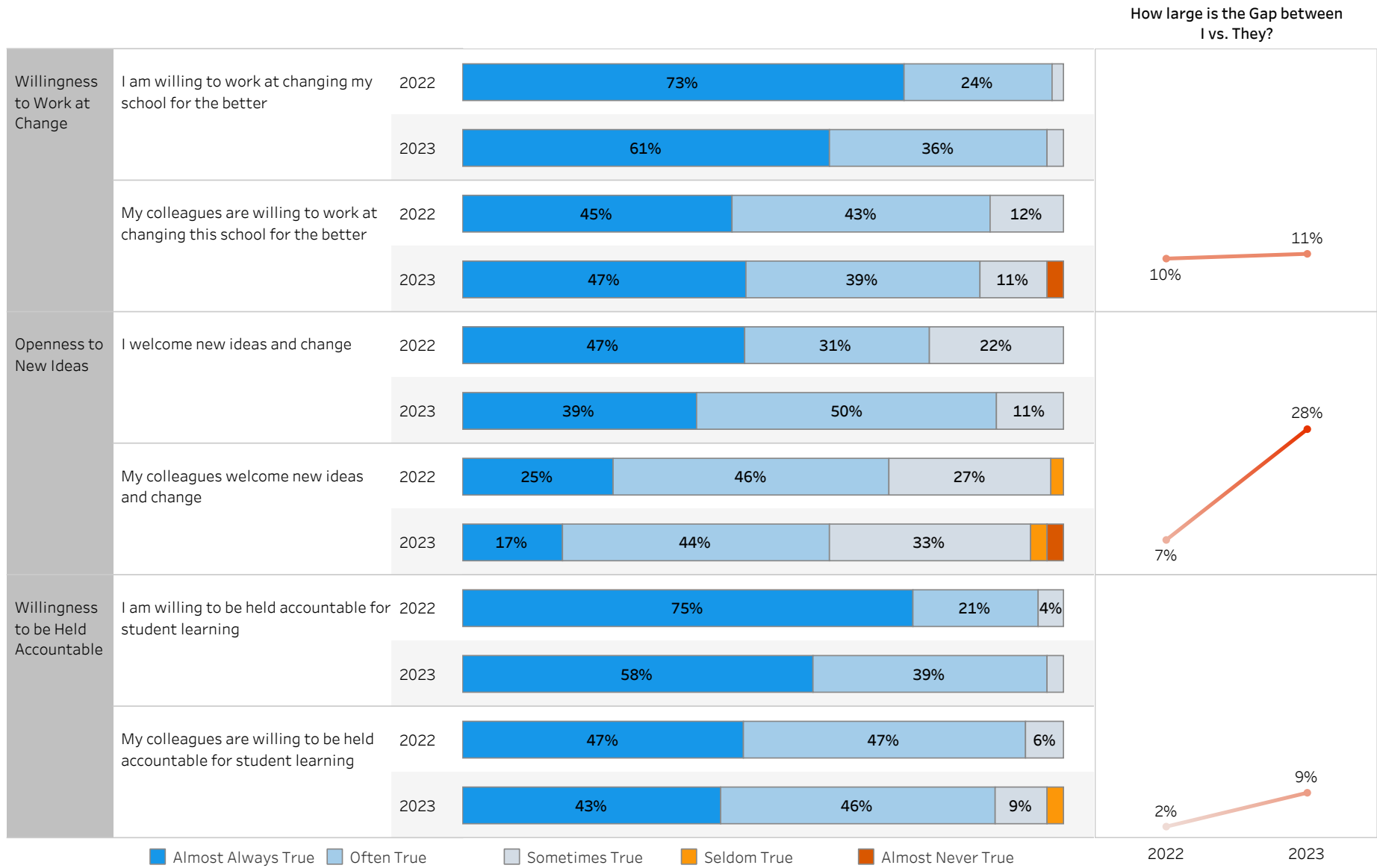


Instructional Staff



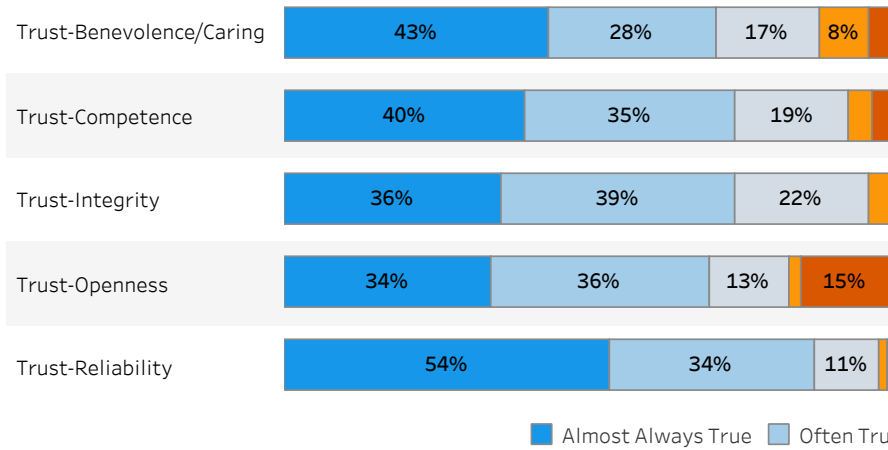
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Readiness for Change—I vs. They Perspectives— LONGITUDINAL

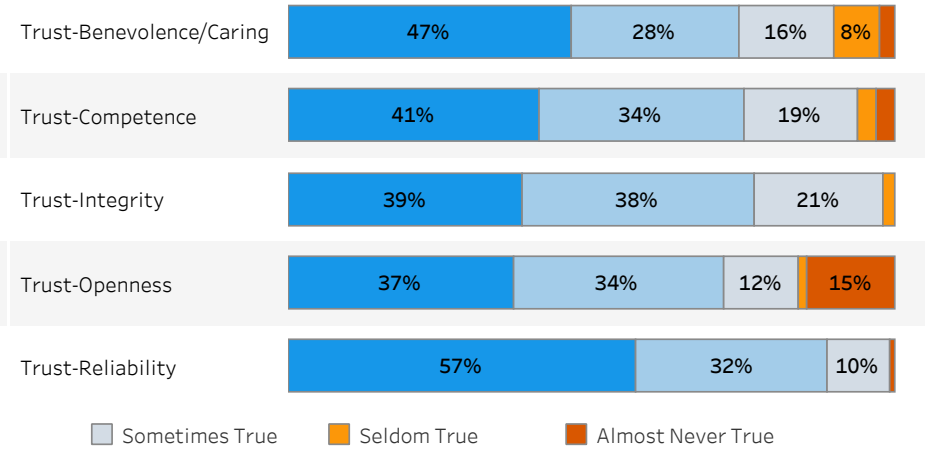


Organizational Trust

All Staff

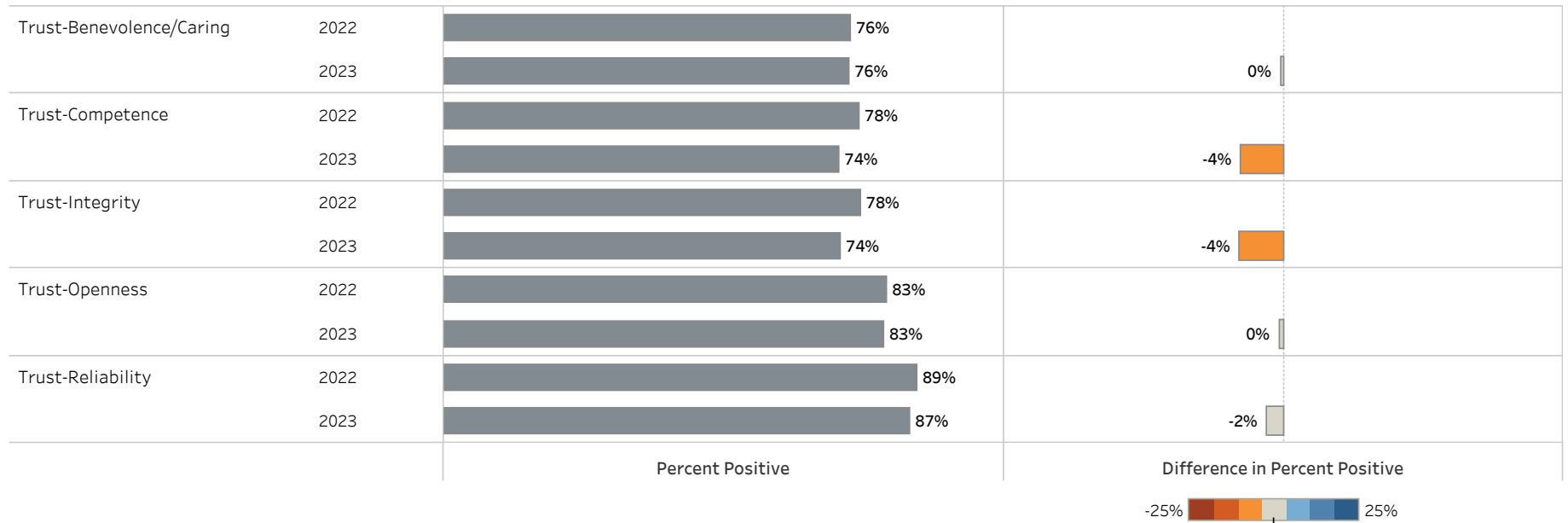


Instructional Staff



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

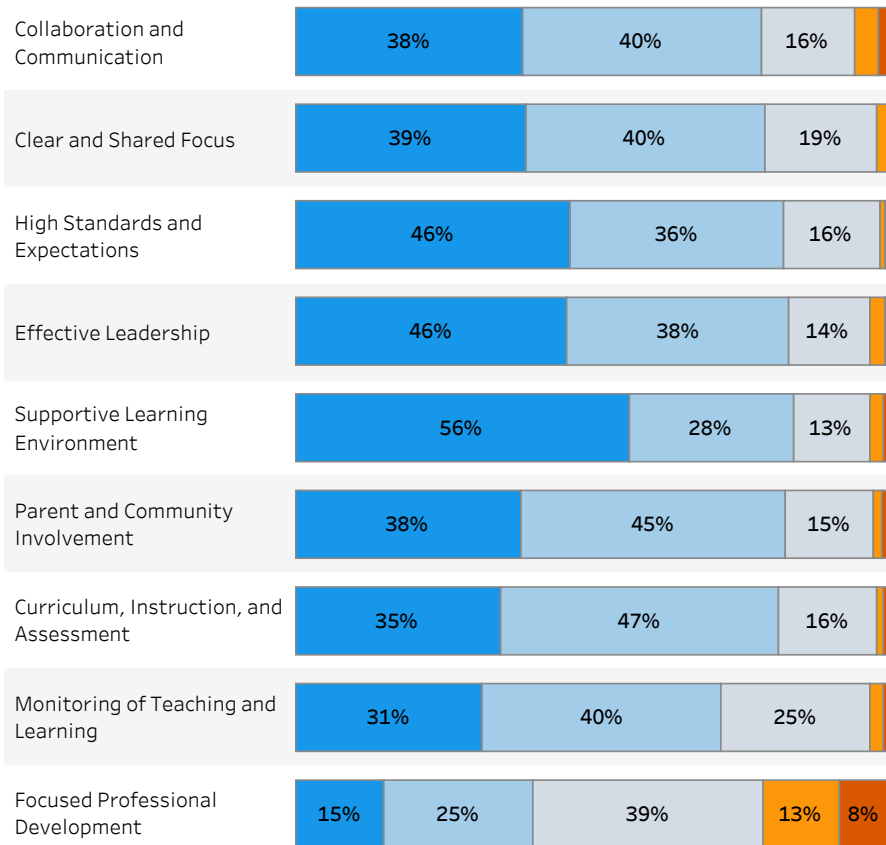
Organizational Trust—LONGITUDINAL



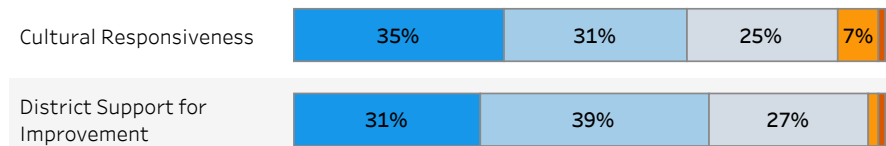
■ -25%
 ■ 0%
 ■ 25%

9 Characteristics of High-Performing Schools

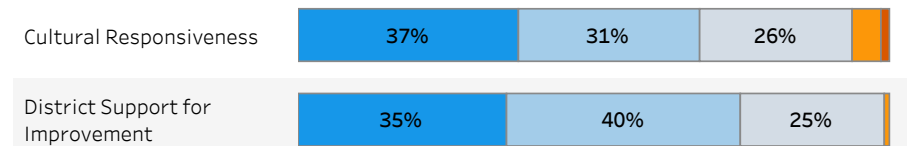
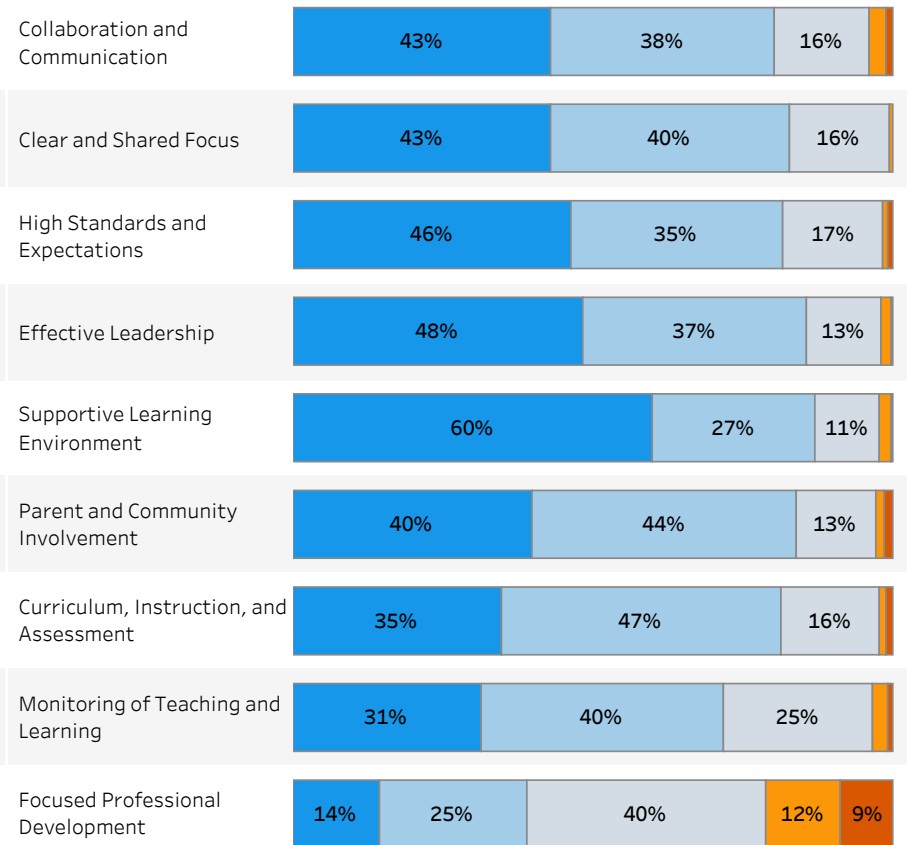
All Staff



Additional Characteristics



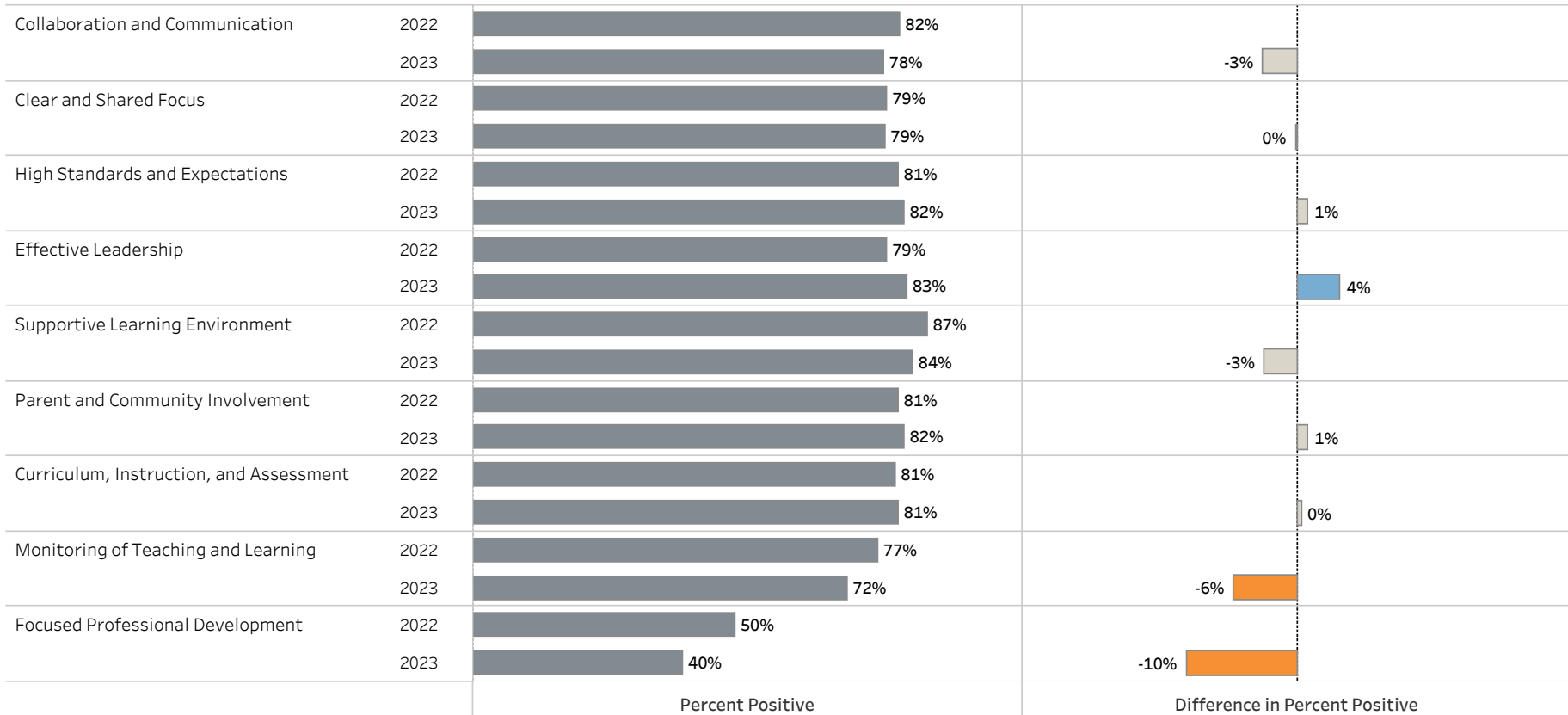
Instructional Staff



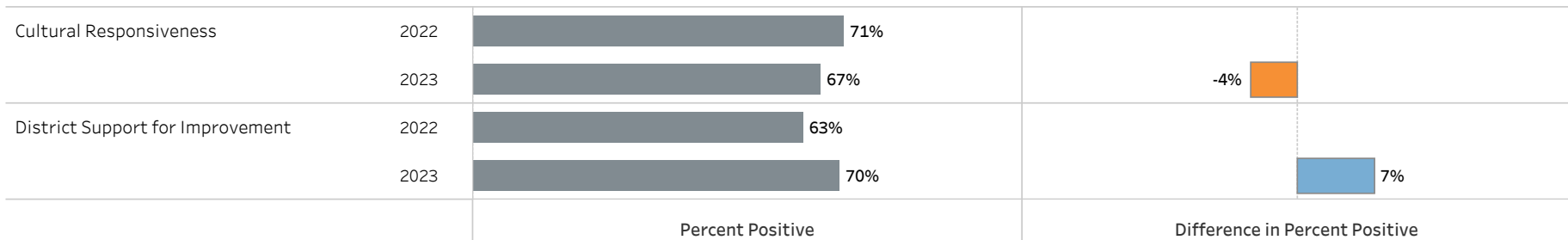
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9 Characteristics of High-Performing School – LONGITUDINAL

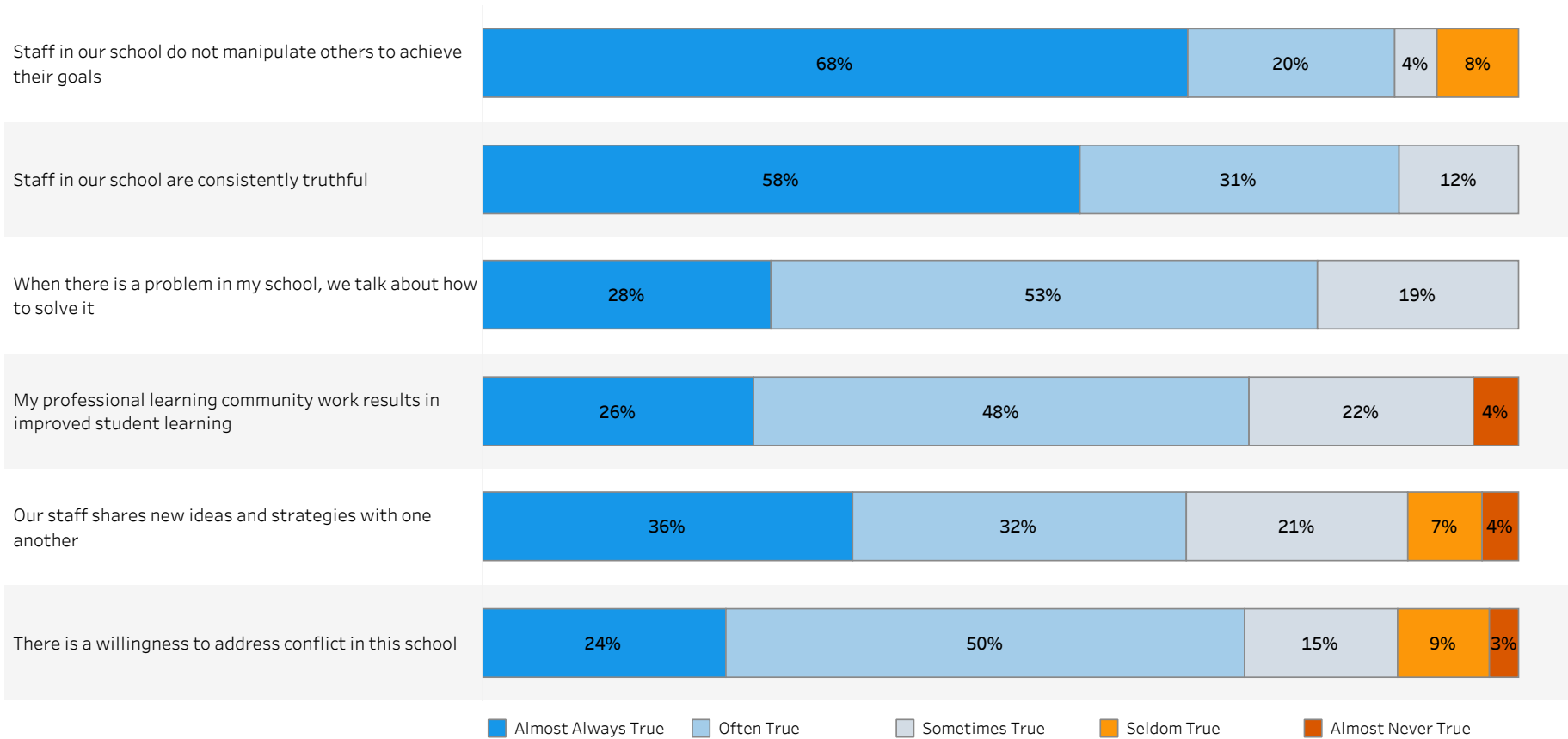
The percent difference on the right side represents the year to year change.



Additional Characteristics

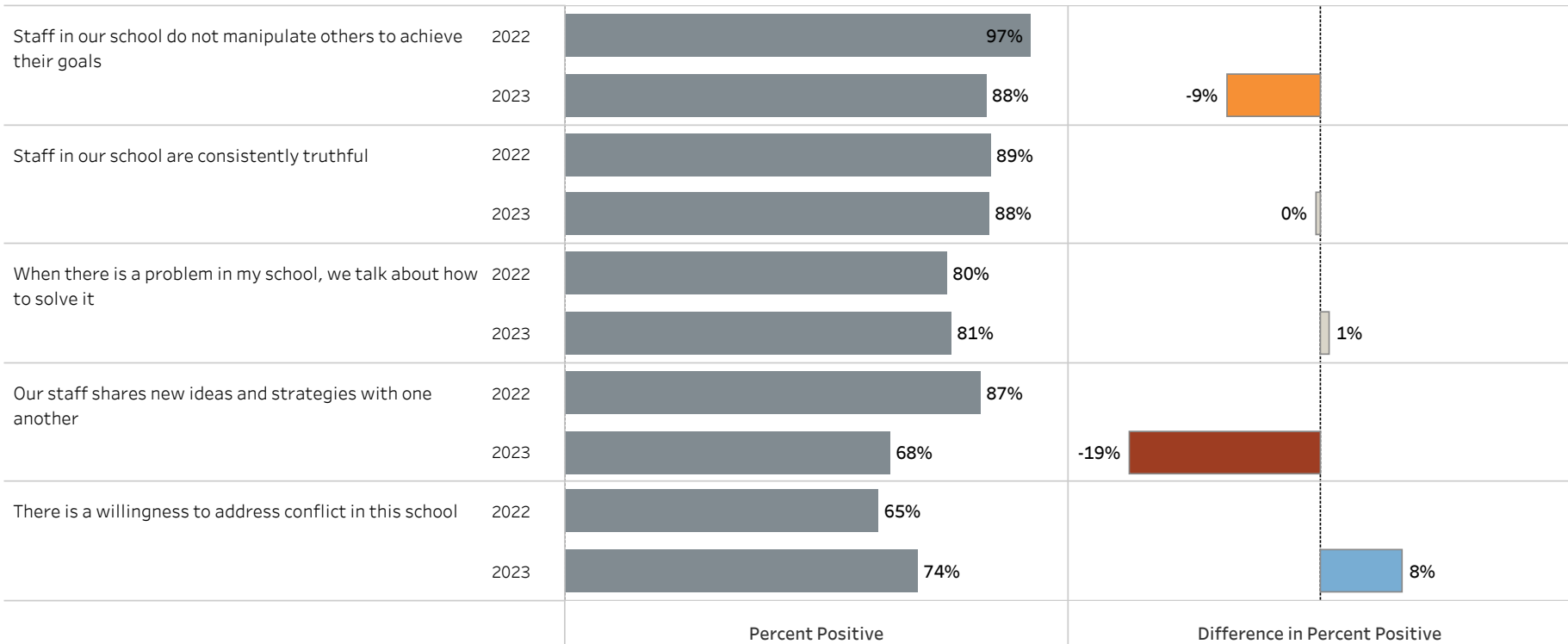


High Levels of Collaboration and Communication

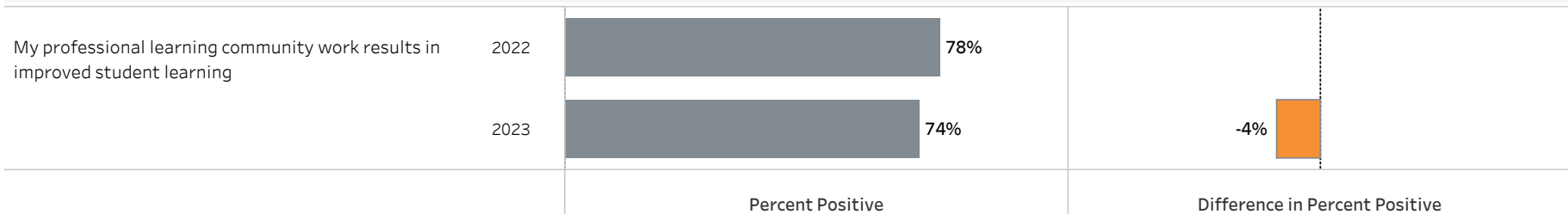


High Levels of Collaboration and Communication— LONGITUDINAL

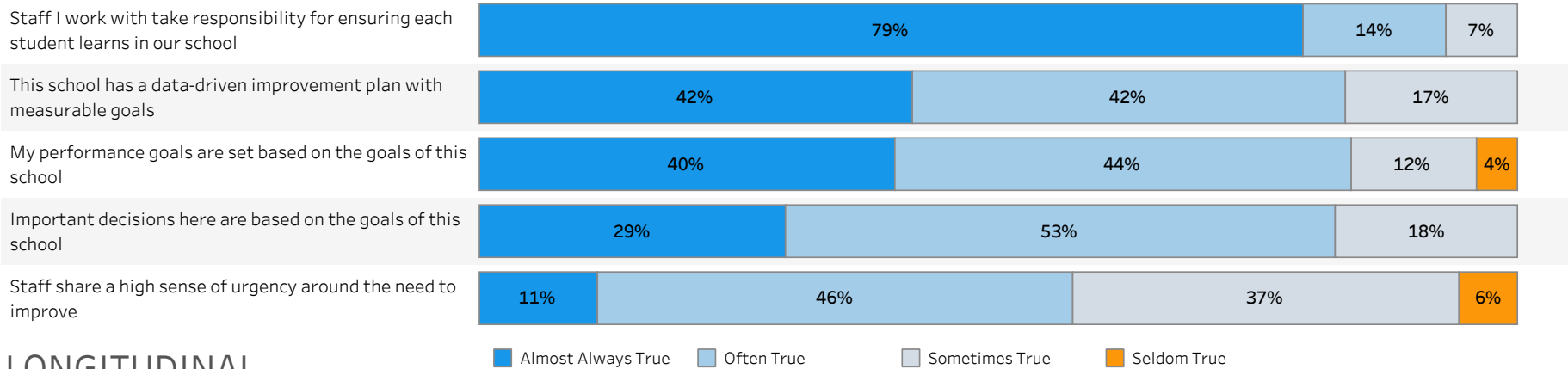
The percent difference on the right side represents the year to year change.



Questions answered only by Instructional Staff

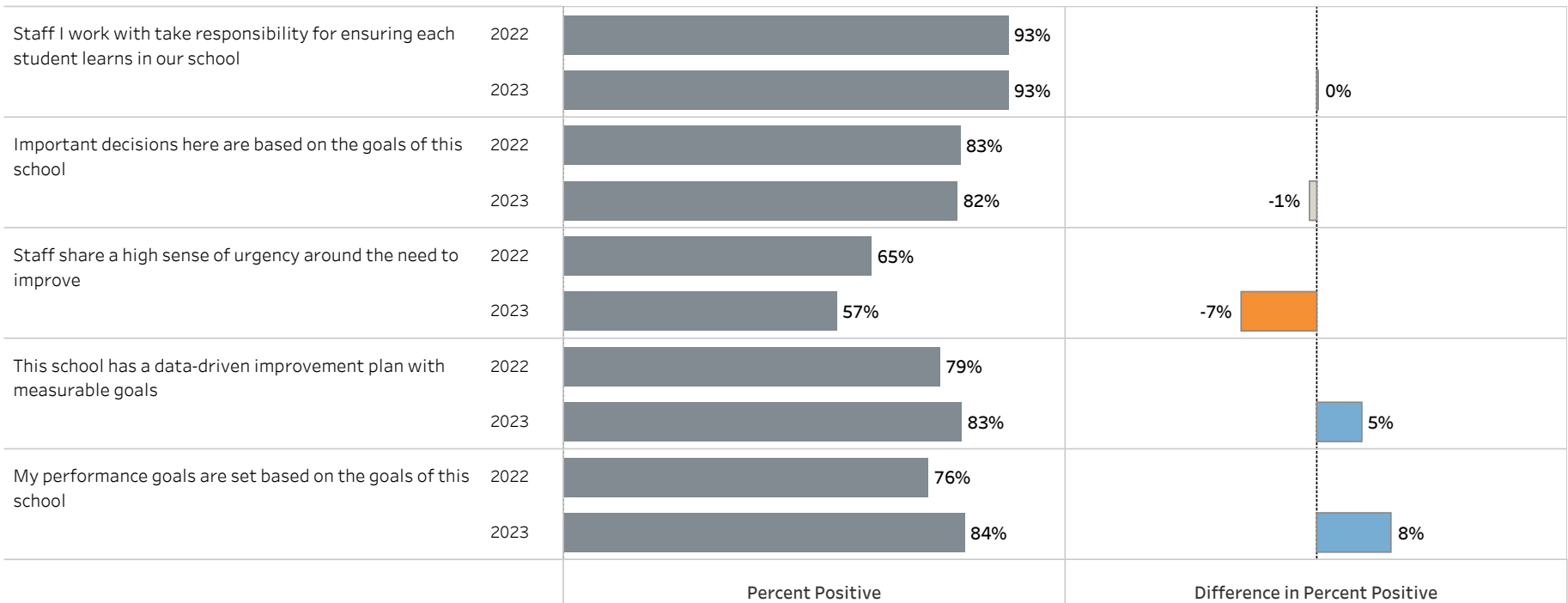


Clear and Shared Focus



LONGITUDINAL

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



High Standards and Expectations

In our school we expect all staff to perform responsibilities with a high level of excellence



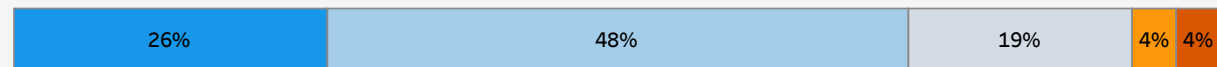
Students understand the expectations of this school



Academic placement is not influenced by race, gender or socioeconomic levels



I believe that all students can meet state standards



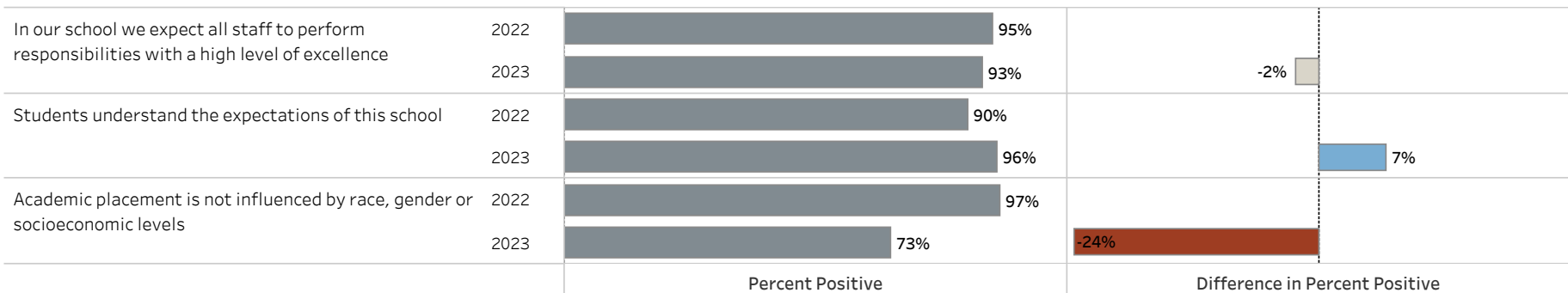
Our staff believes that all students can meet state standards



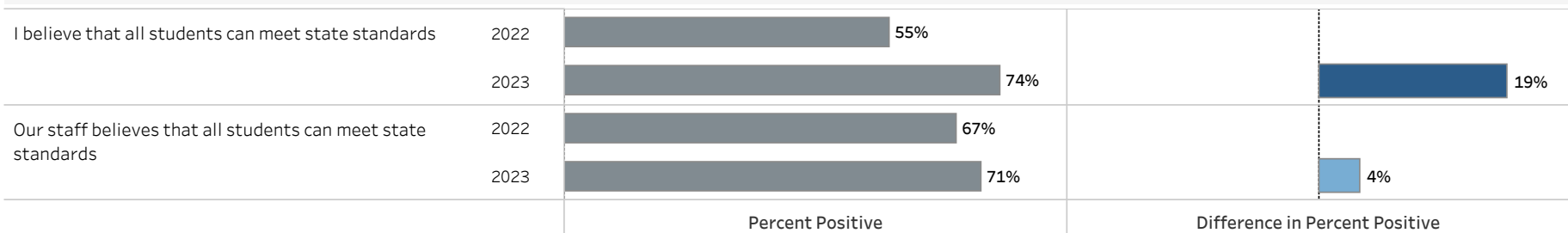
Legend: ■ Almost Always True ■ Often True ■ Sometimes True ■ Seldom True ■ Almost Never True

LONGITUDINAL

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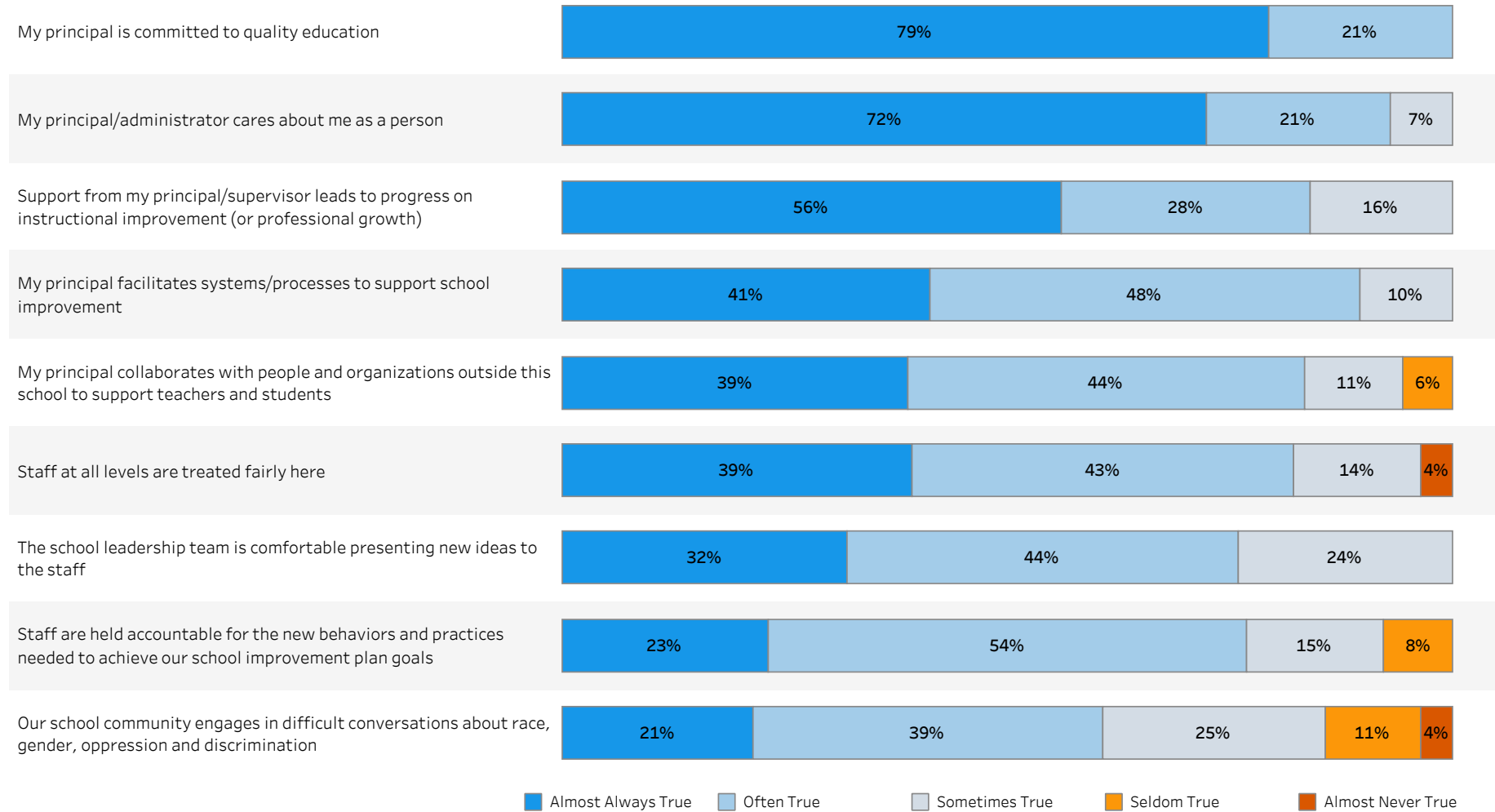


Questions answered by only Instructional Staff



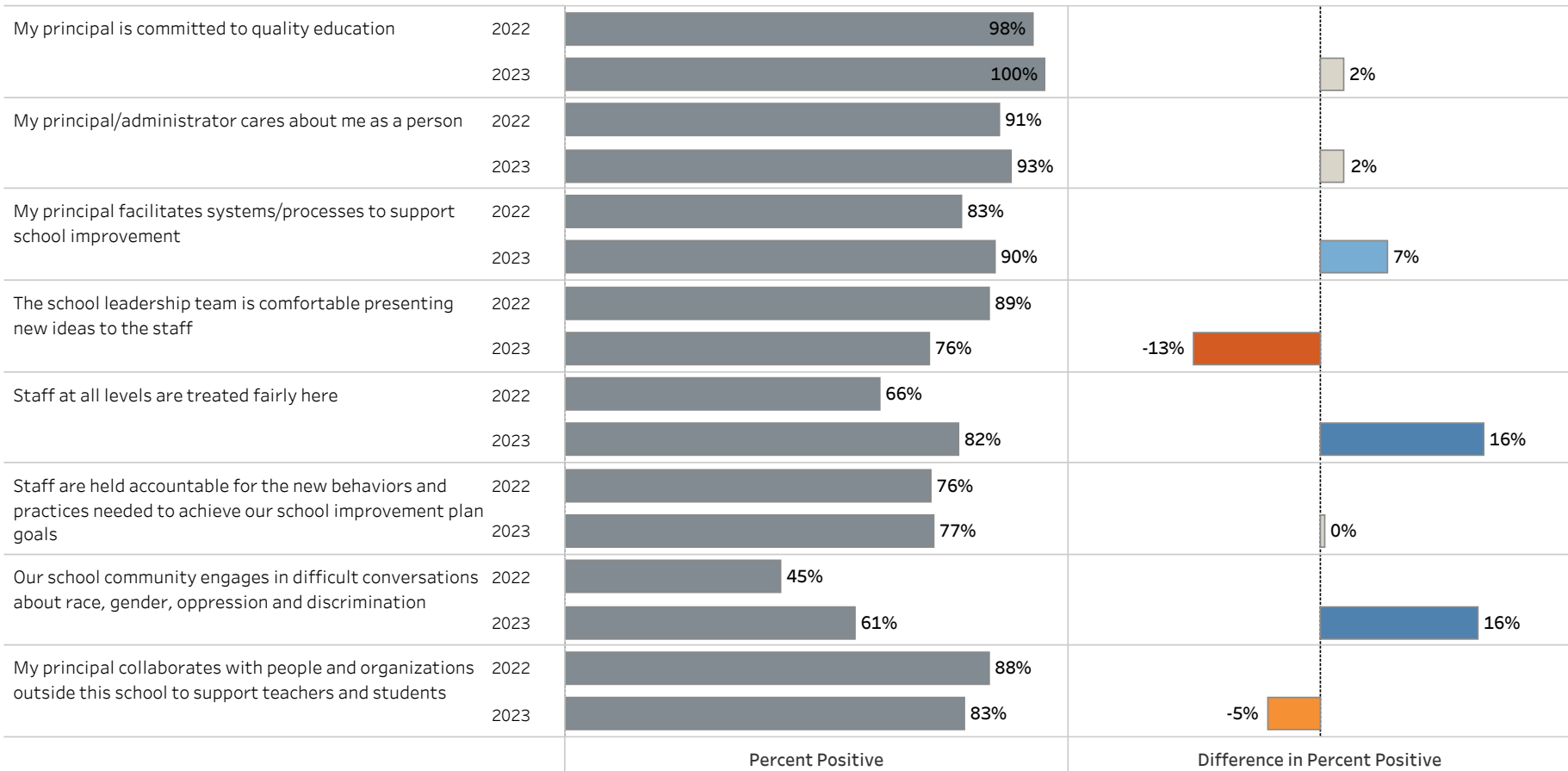
Effective Leadership

Wilkes Elementary

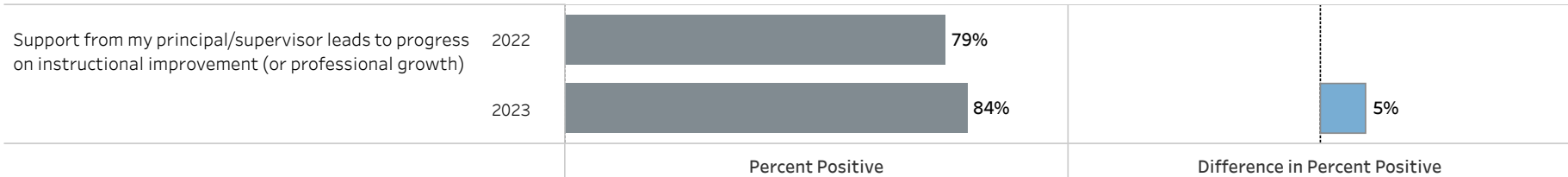


Effective Leadership—LONGITUDINAL

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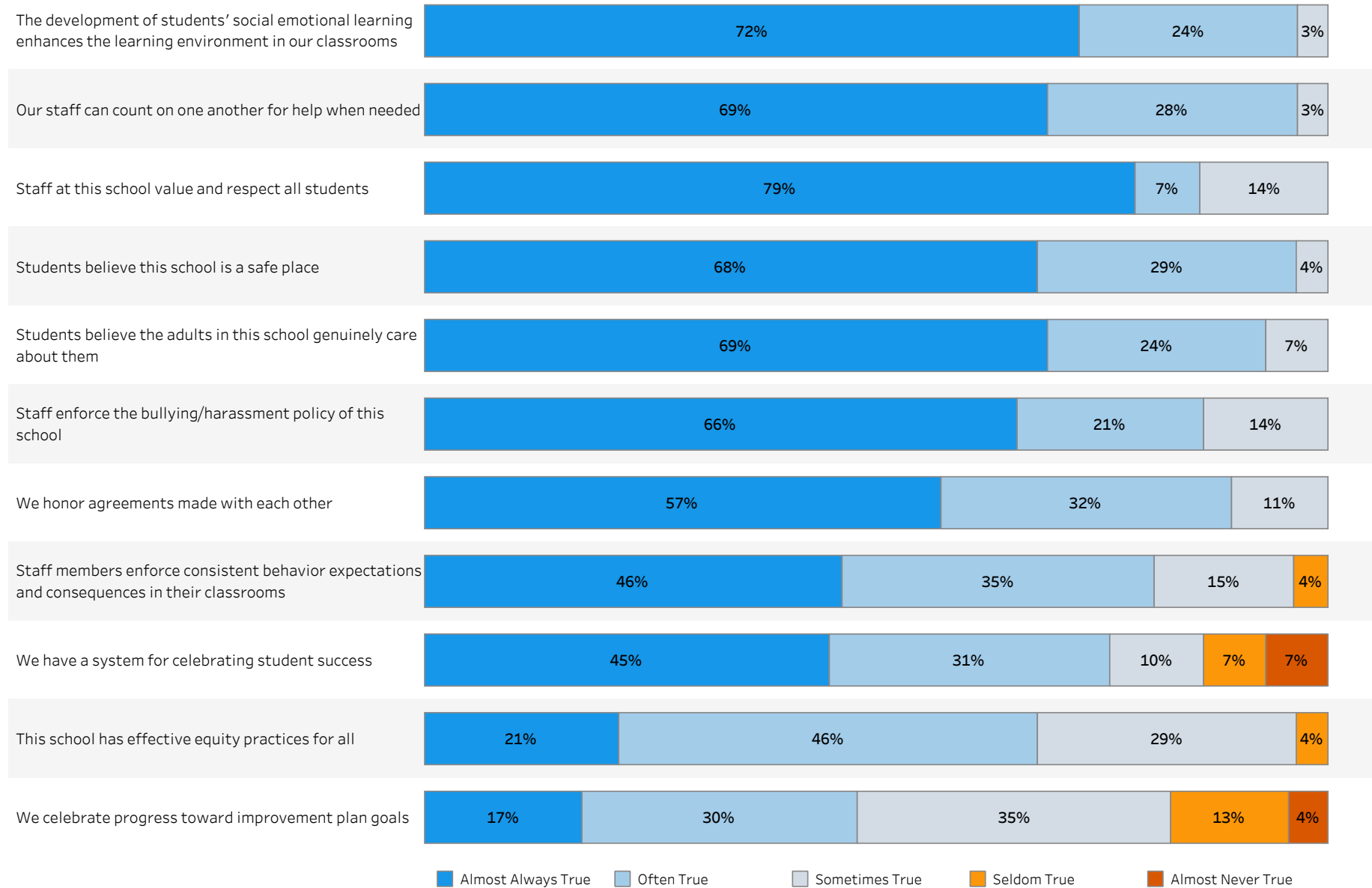


Questions answered by only Instructional Staff



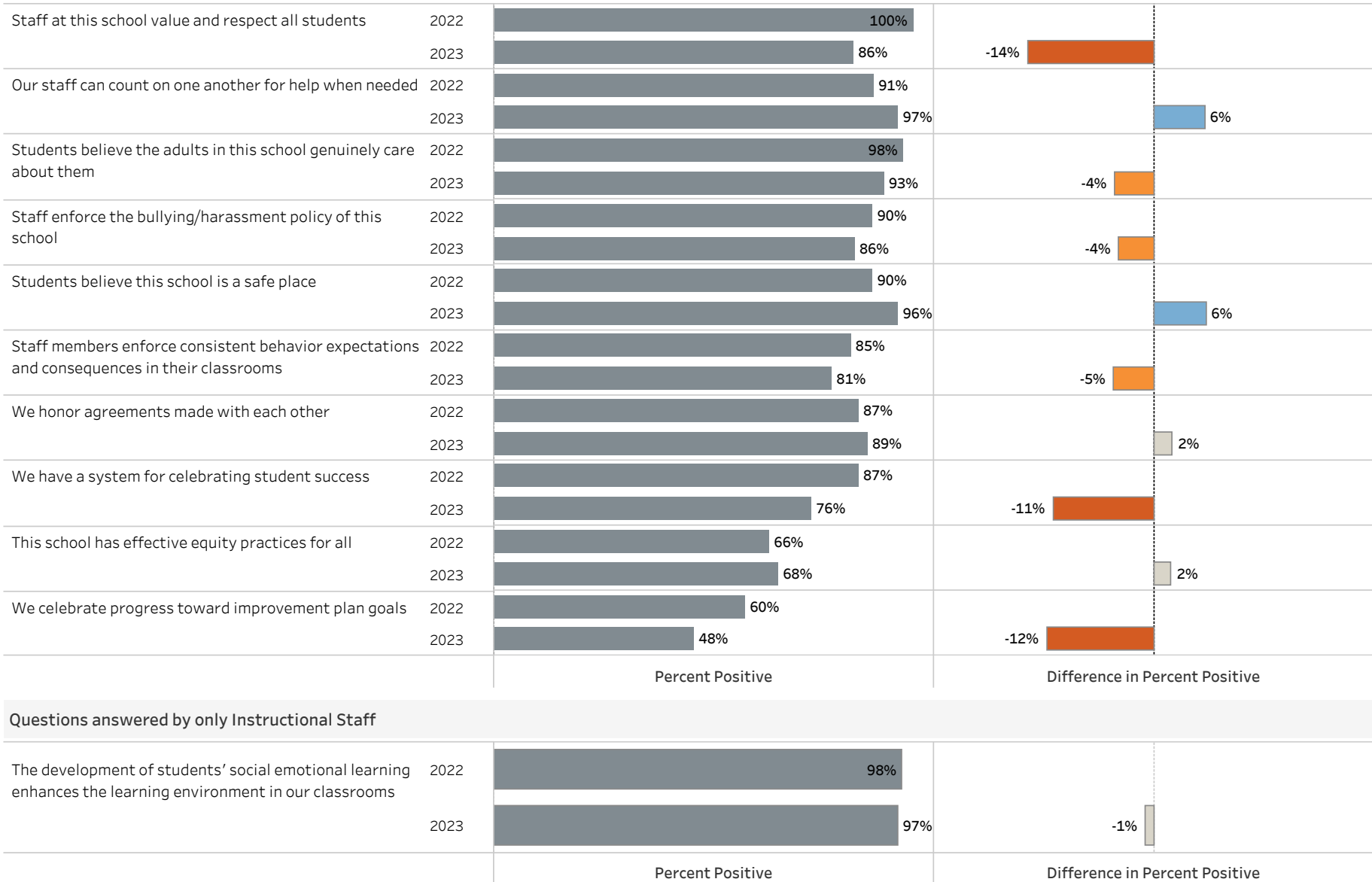
Supportive Learning Environment

Wilkes Elementary

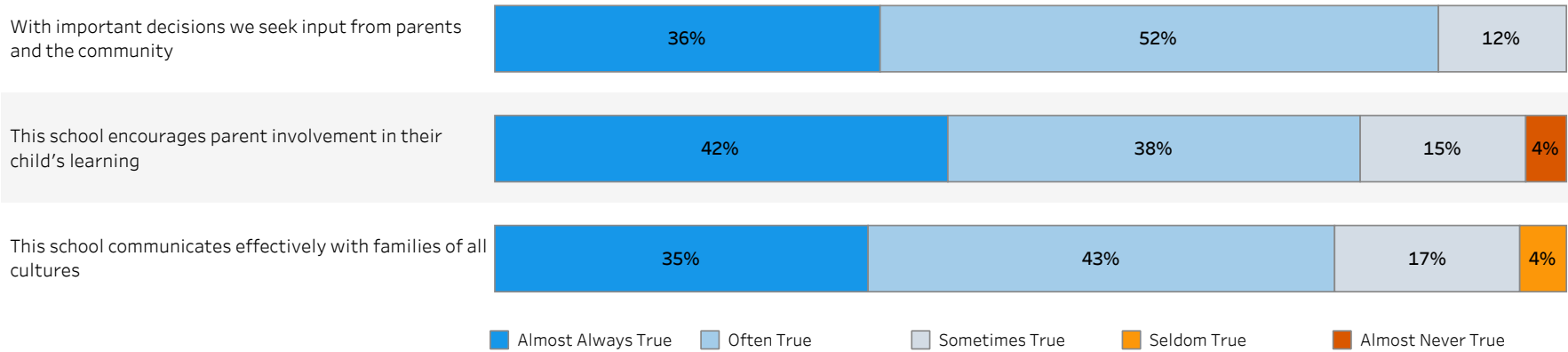


Supportive Learning Environment - LONGITUDINAL

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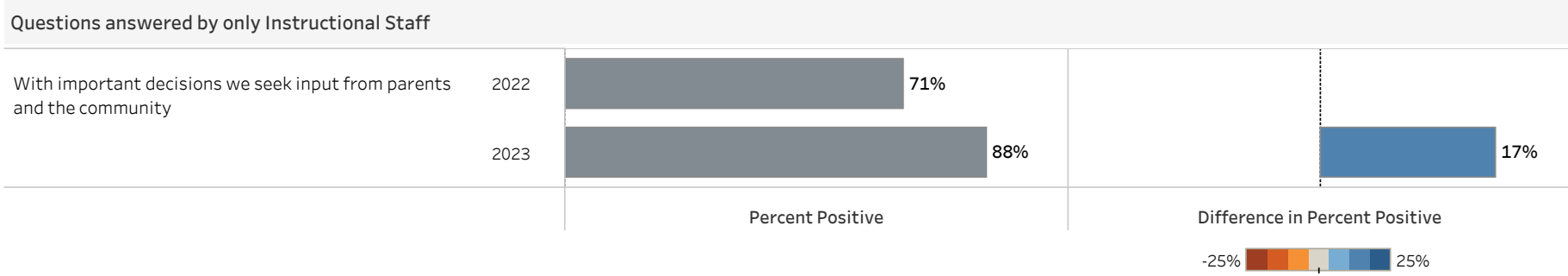
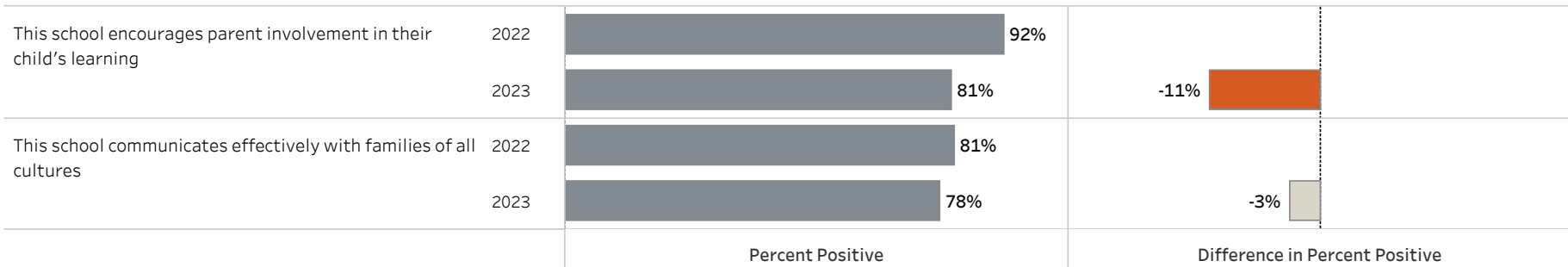


Parent and Community Involvement

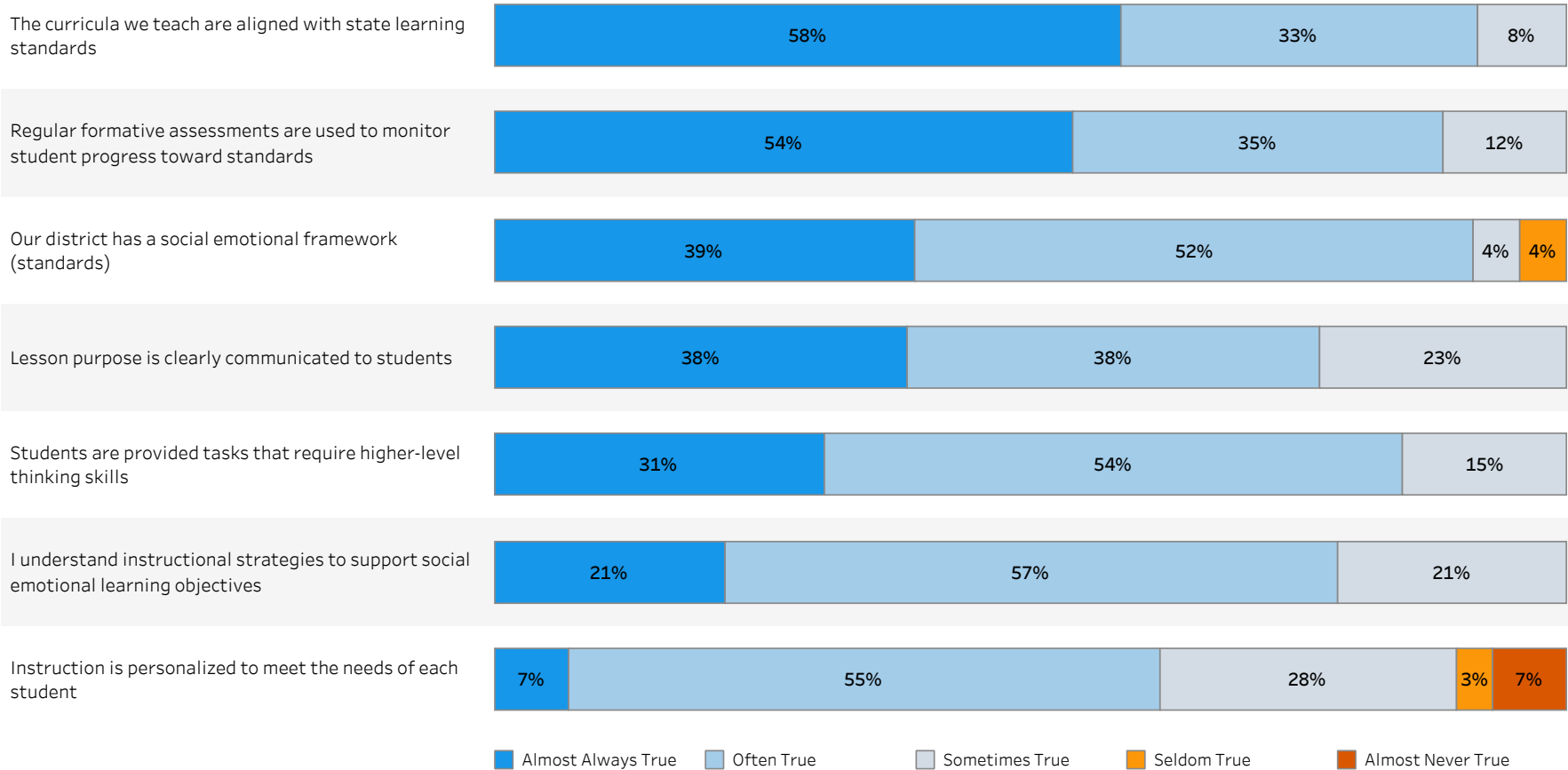


LONGITUDINAL

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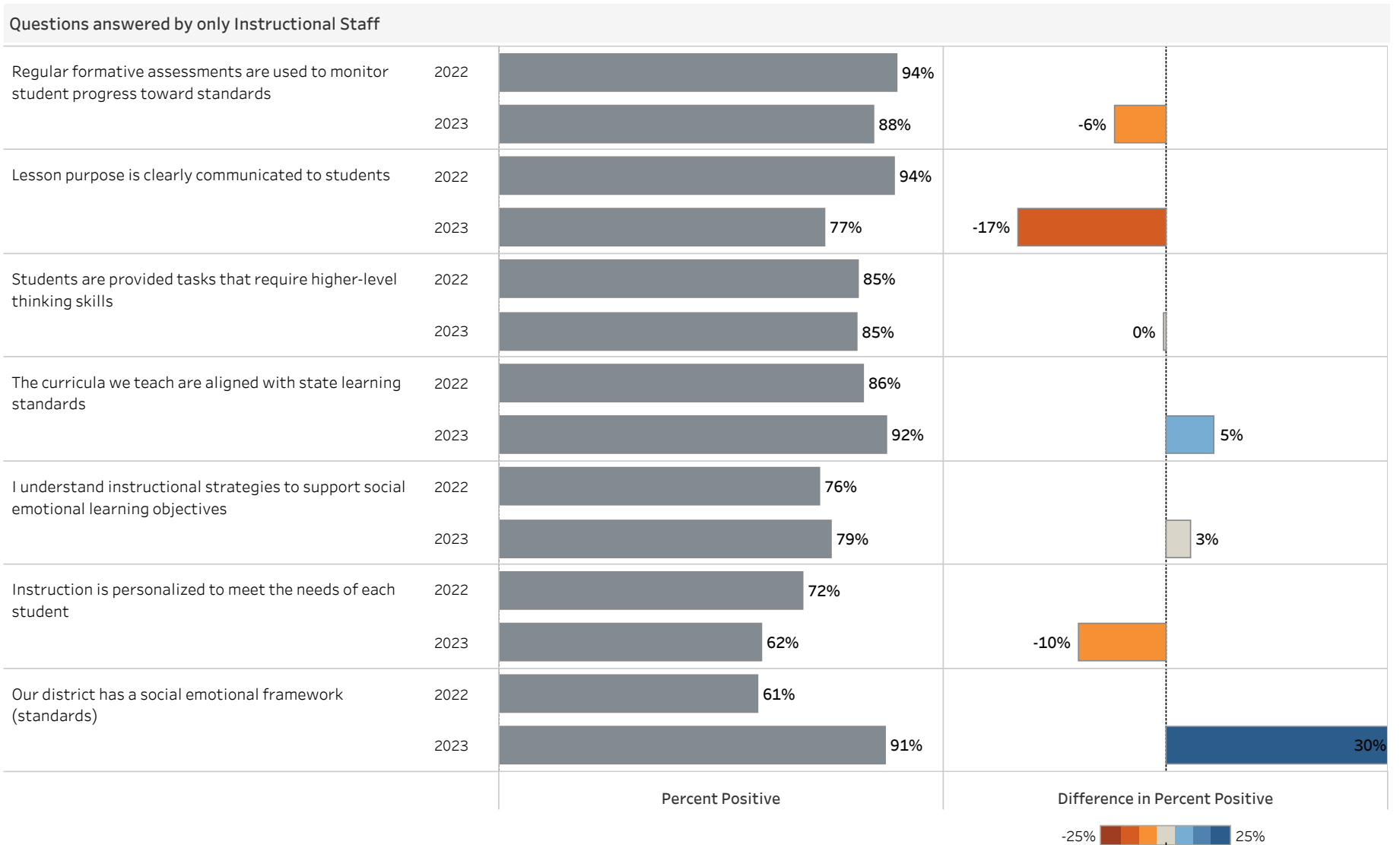


High Quality Curriculum, Instruction, and Assessment

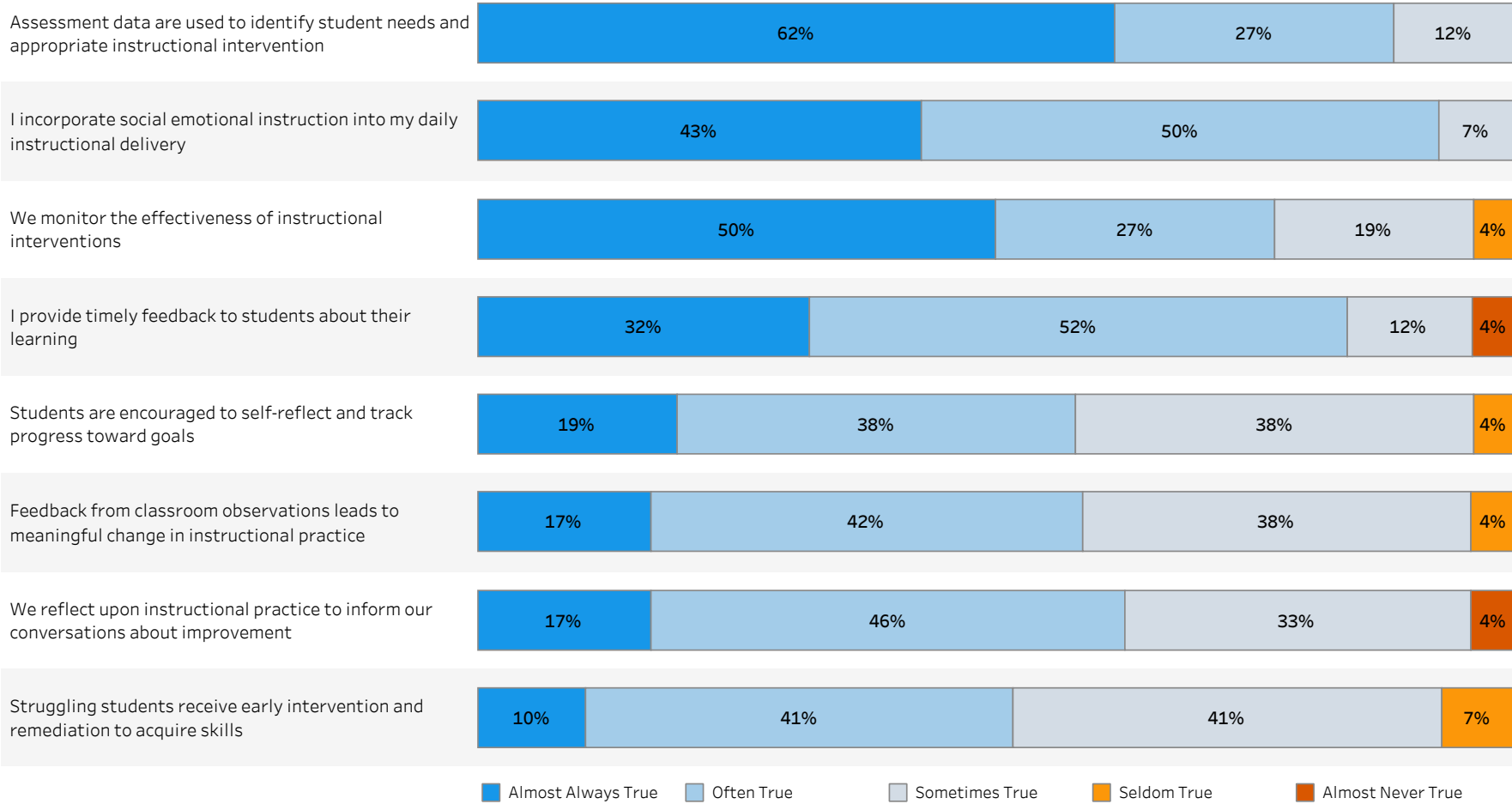


High Quality Curriculum, Instruction, and Assessment - LONGITUDINAL

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



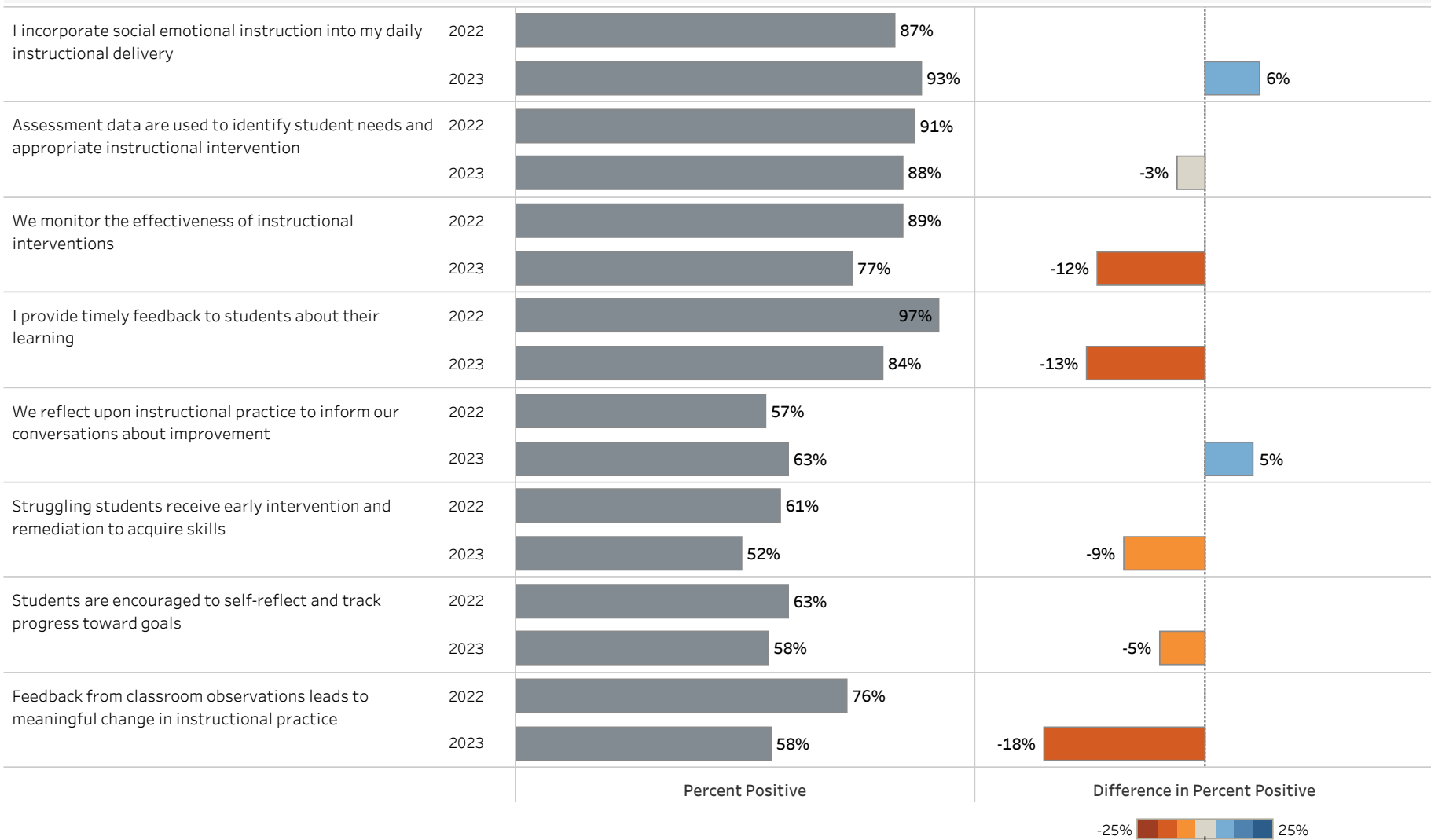
Frequent Monitoring of Teaching and Learning



Frequent Monitoring of Teaching and Learning - LONGITUDINAL

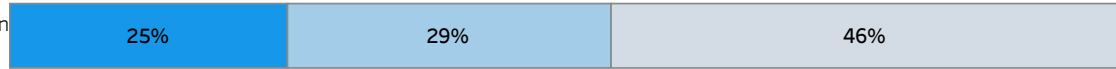
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Questions answered by only Instructional Staff

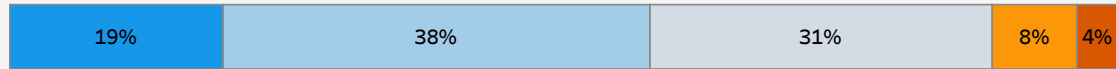


Focused Professional Development

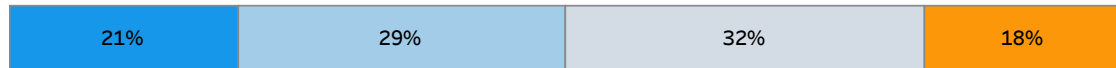
Our teachers engage in professional development activities to learn and apply new skills and strategies



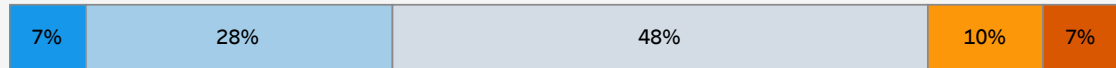
We are provided training to meet the needs of a diverse student population in our school



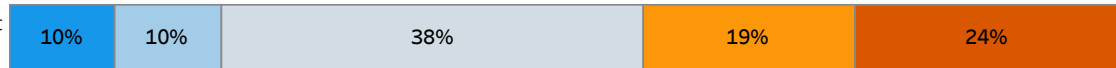
We talk about race and bigotry as a staff



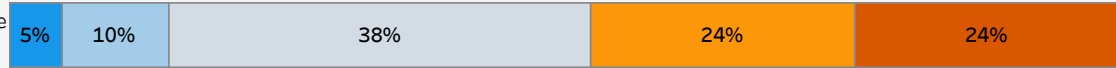
I receive training on instruction to support social emotional learning



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



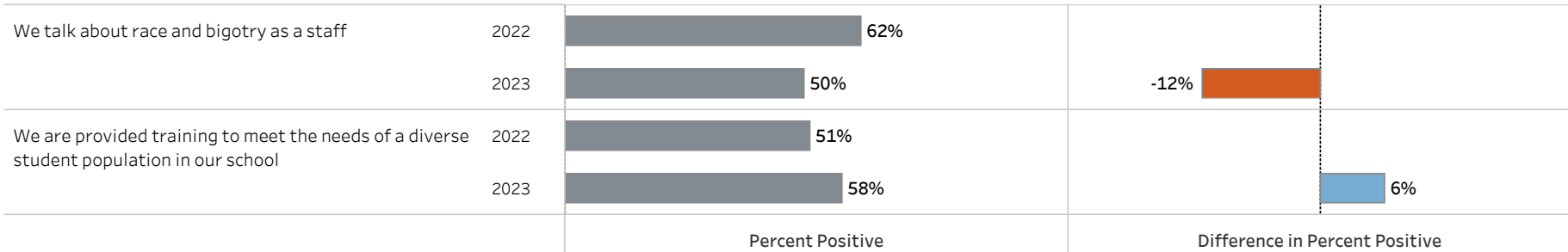
Peer observation/coaching and feedback is a tool we use to improve instruction



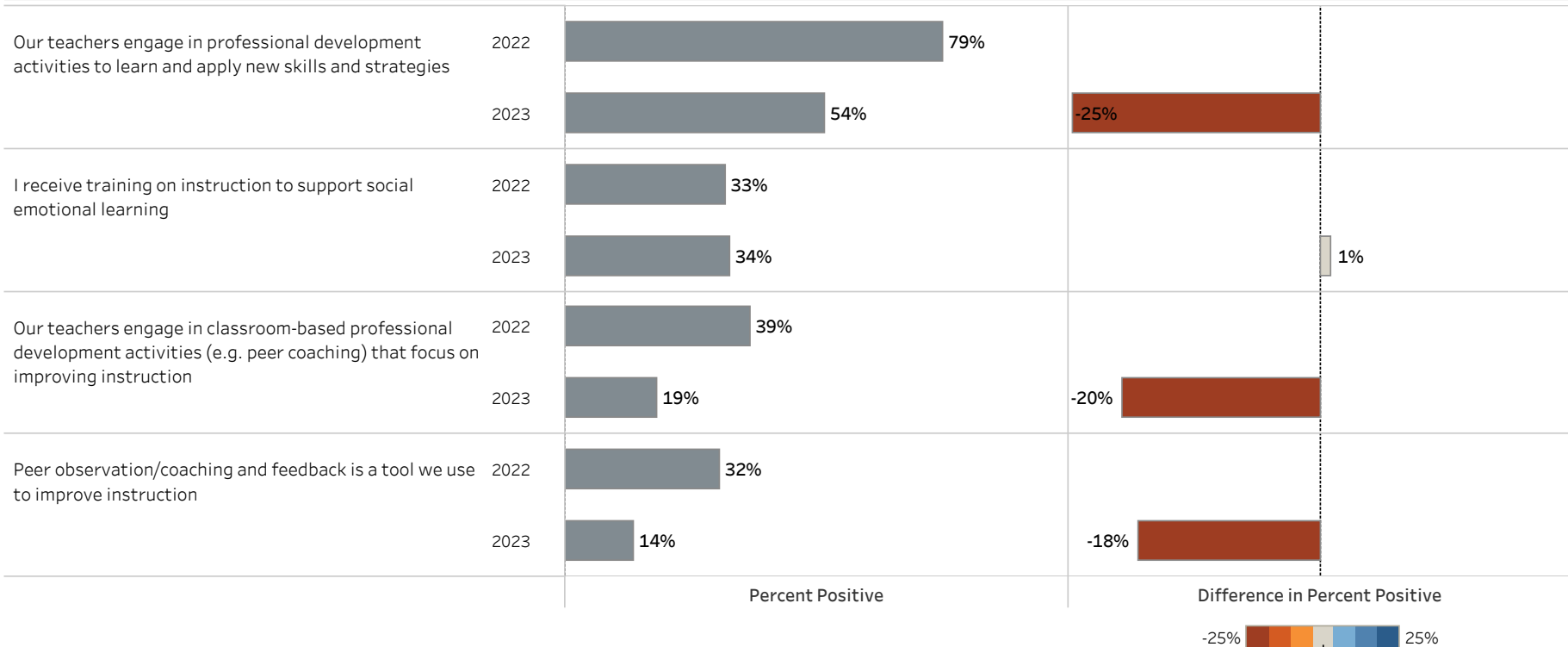
■ Almost Always True
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 ■ Almost Never True

Focused Professional Development LONGITUDINAL

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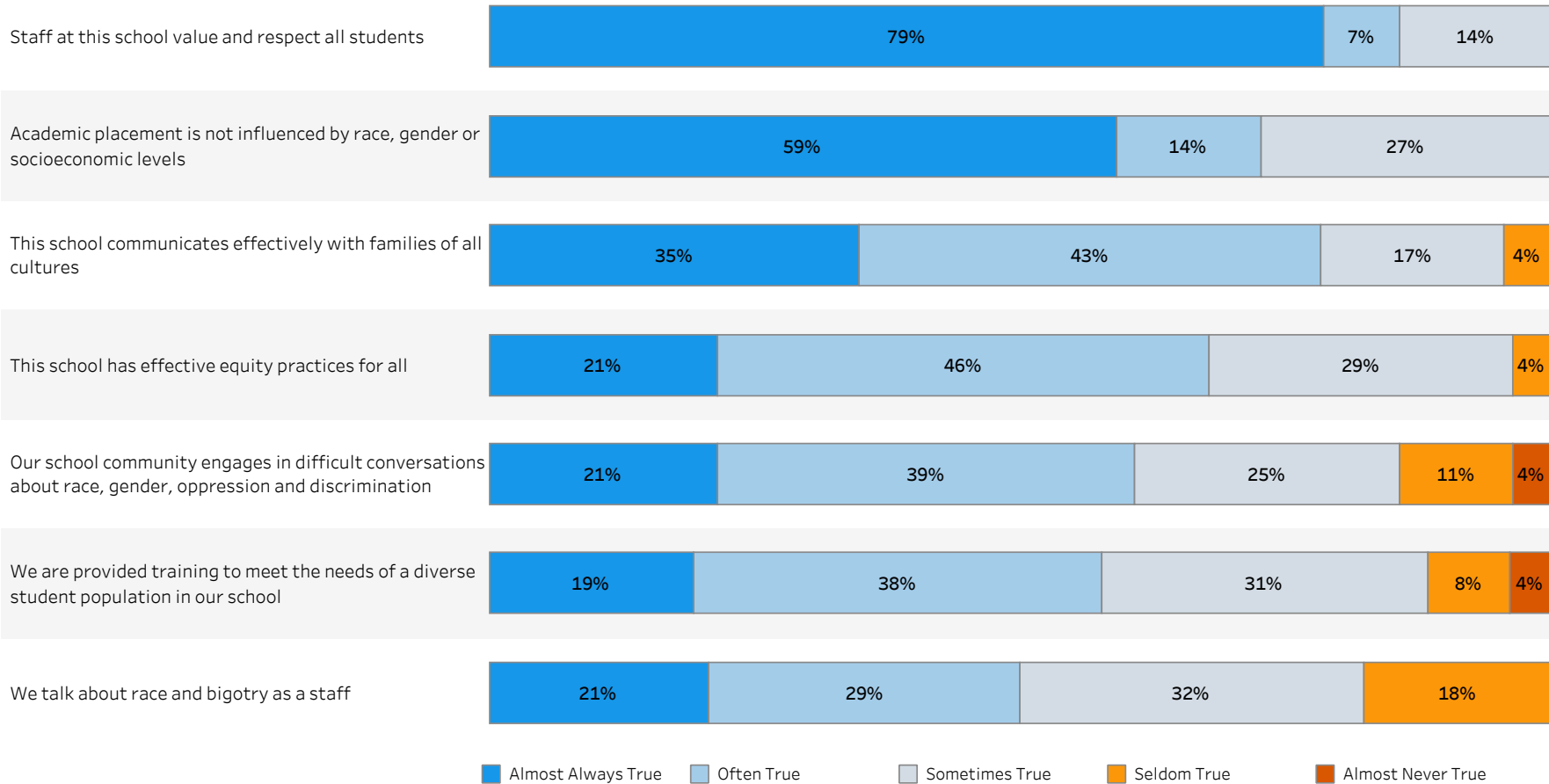


Questions answered by only Instructional Staff



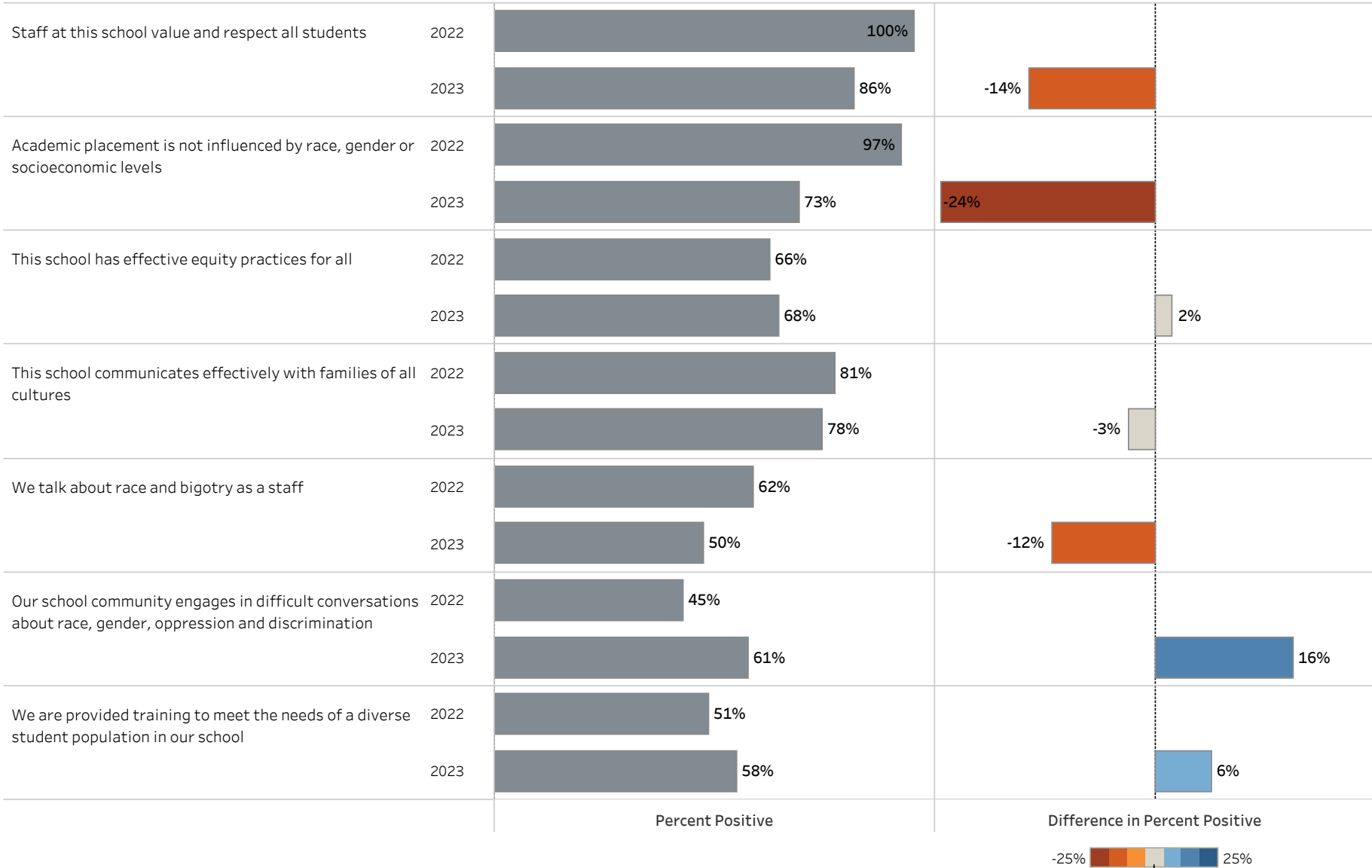
Cultural Responsiveness

Wilkes Elementary

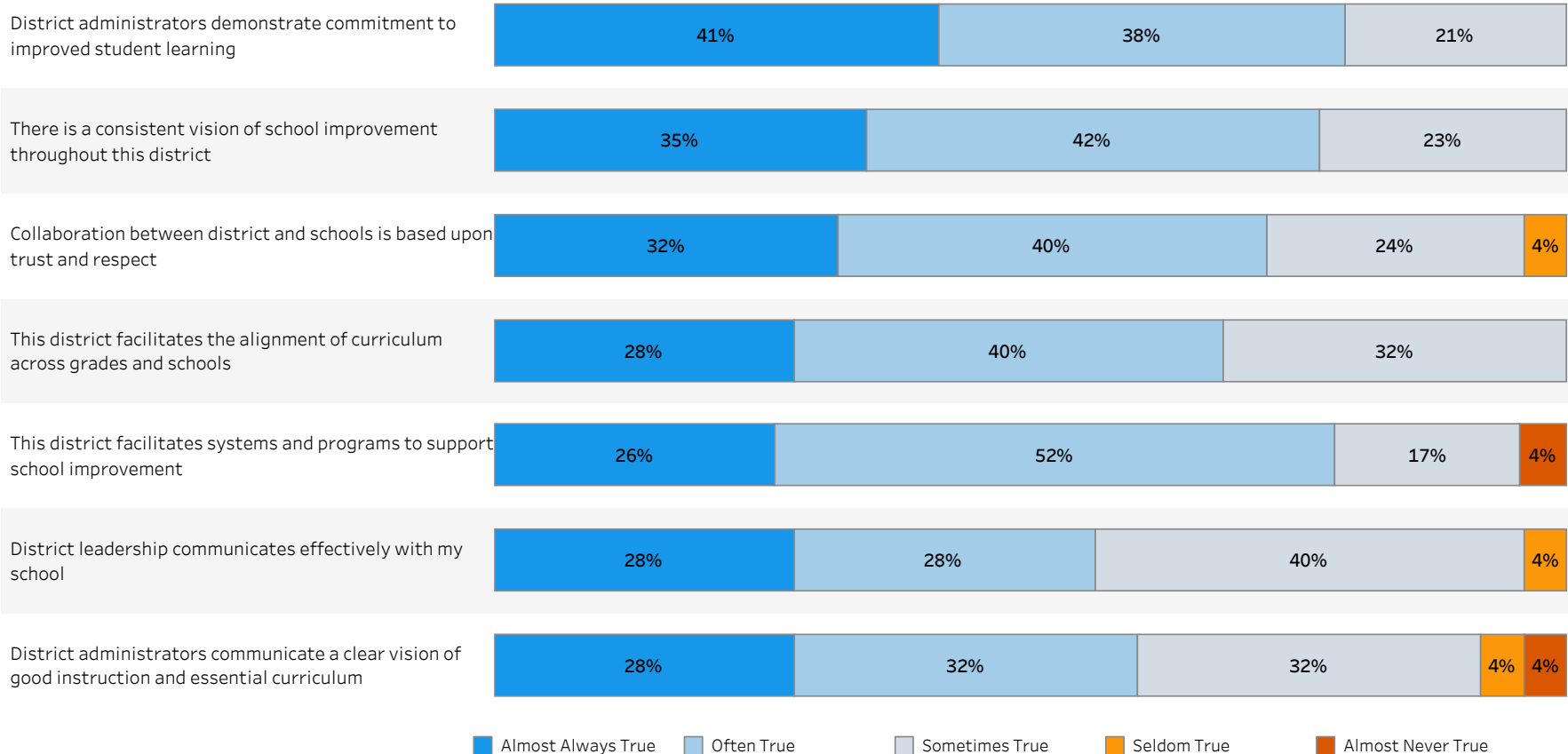


Cultural Responsiveness - LONGITUDINAL

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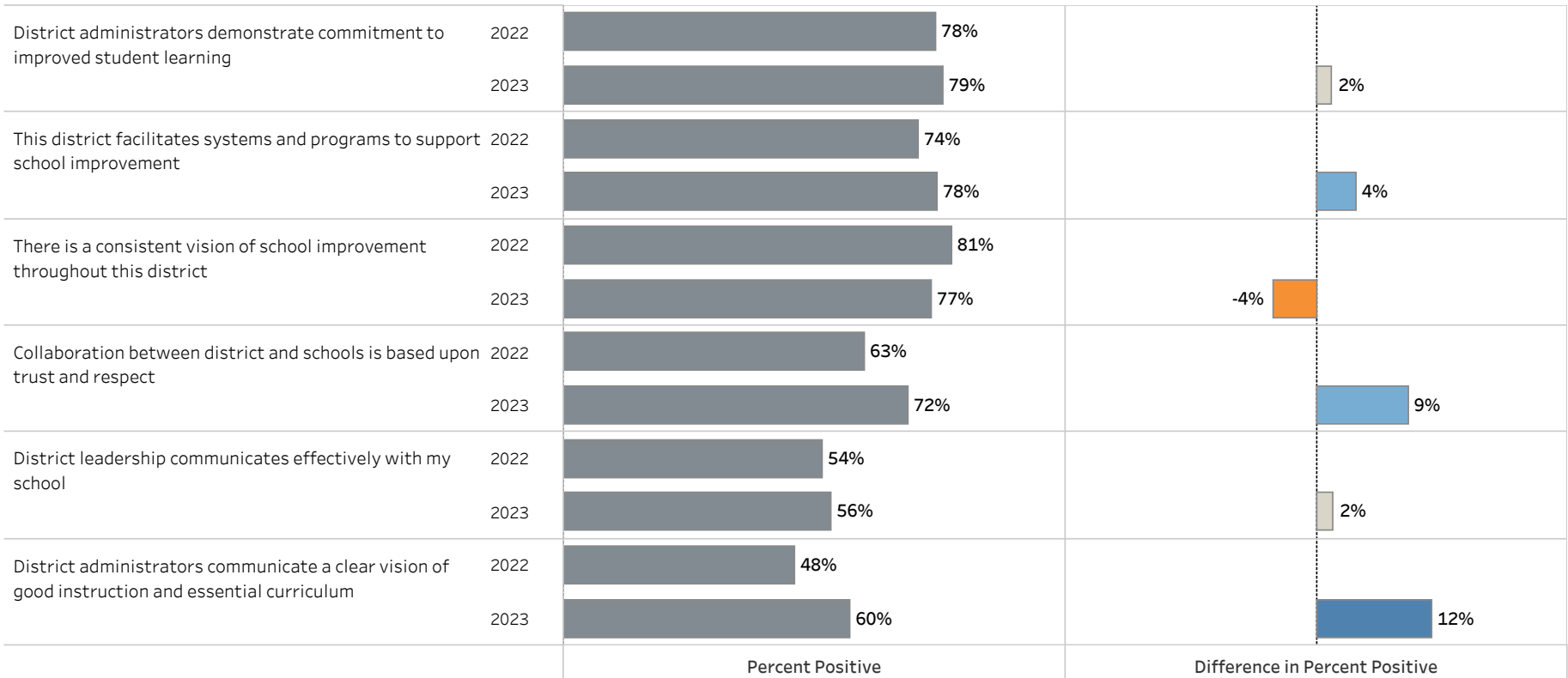


District Support for Improvement

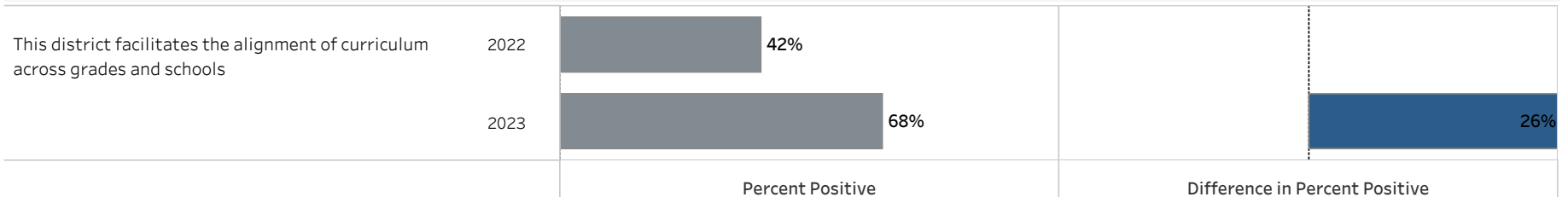


District Support for Improvement

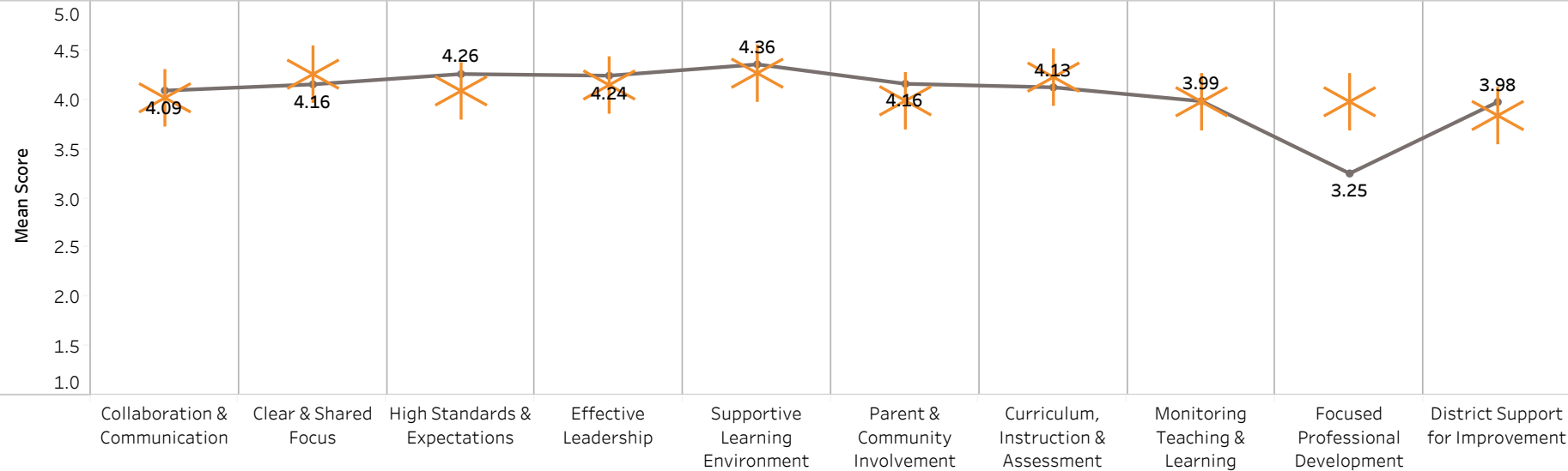
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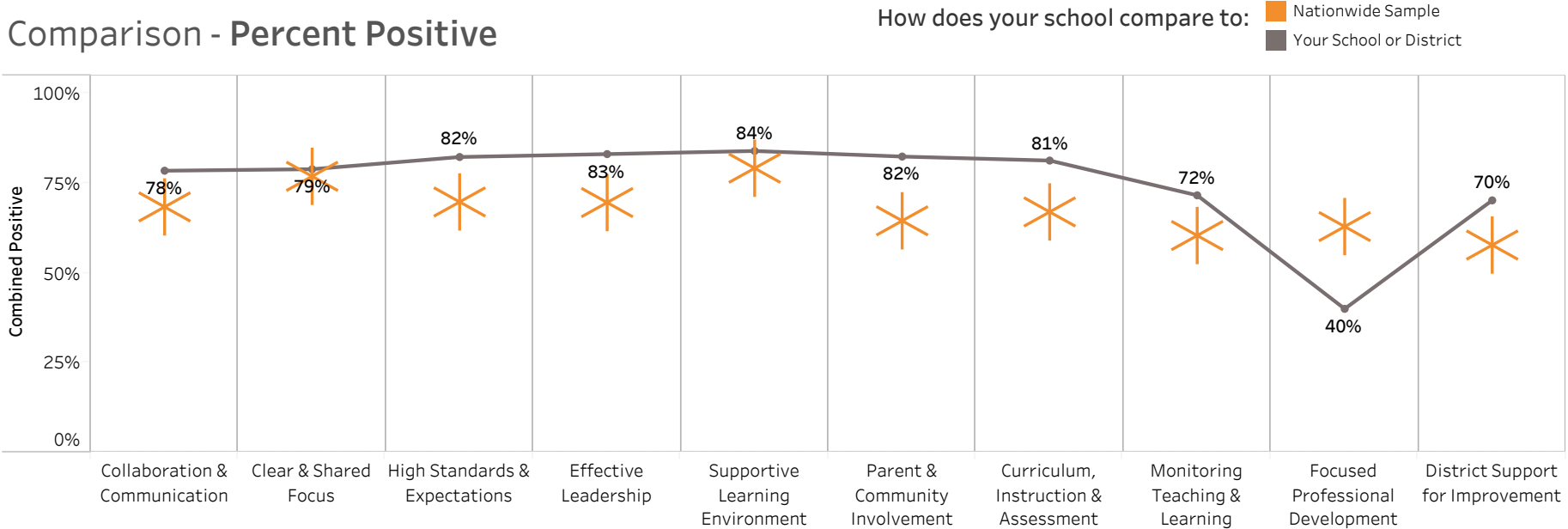
Questions answered by only Instructional Staff



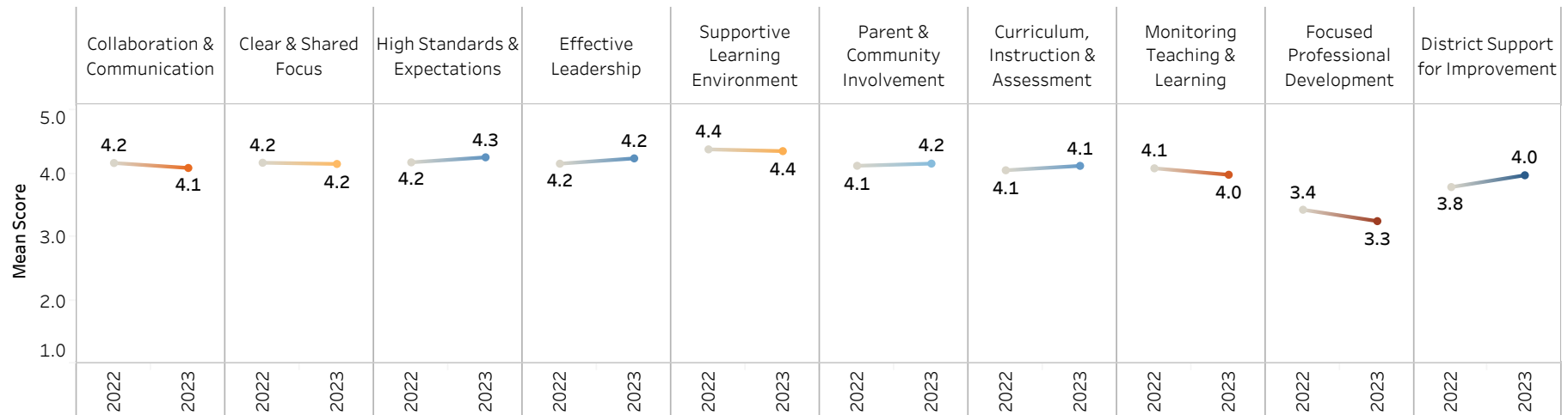
Comparison - Mean Scores



Comparison - Percent Positive



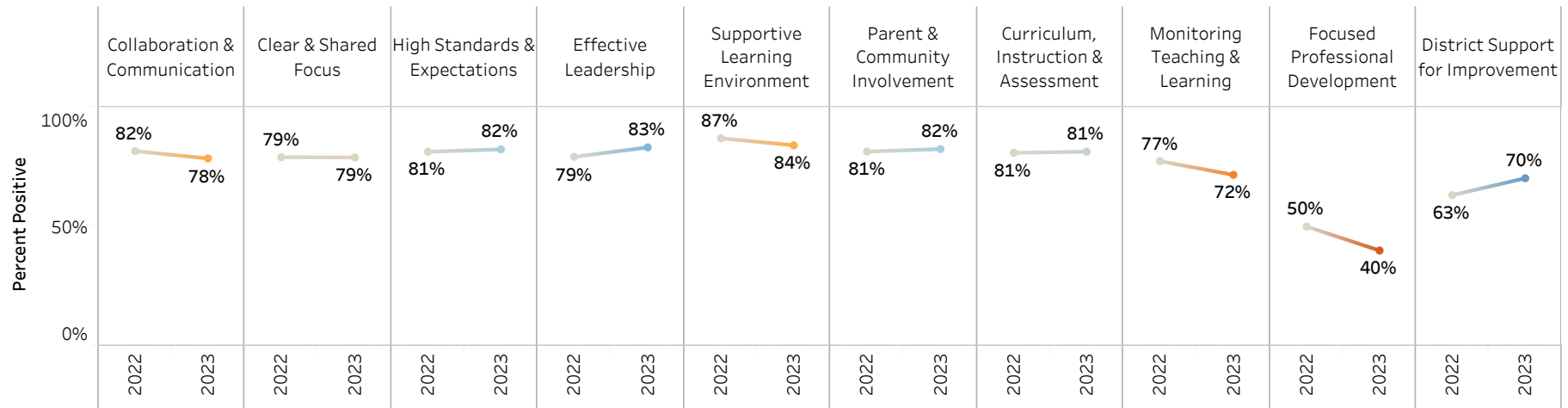
Comparison - Mean Scores LONGITUDINAL



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%