

# Educational Effectiveness Survey™



## Tool Kit

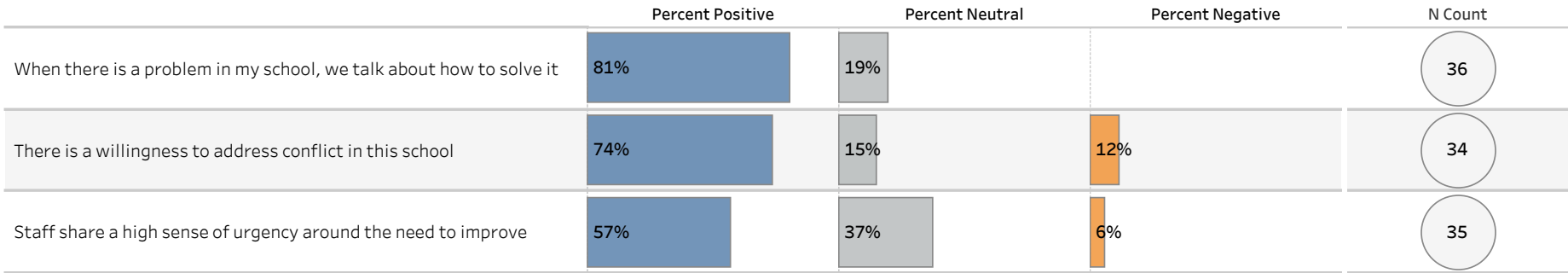
### Wilkes Elementary

Bainbridge Island School District

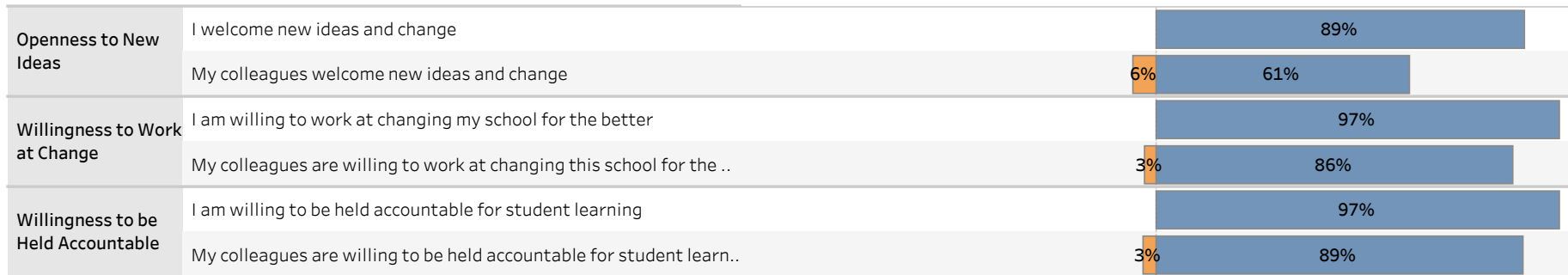
	2022	2023
Staff	n=49	n=36
Student	n=2	n=64
Family	n=29	n=64

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

Wilkes Elementary | Bainbridge Island School District



## Is your staff ready for change?



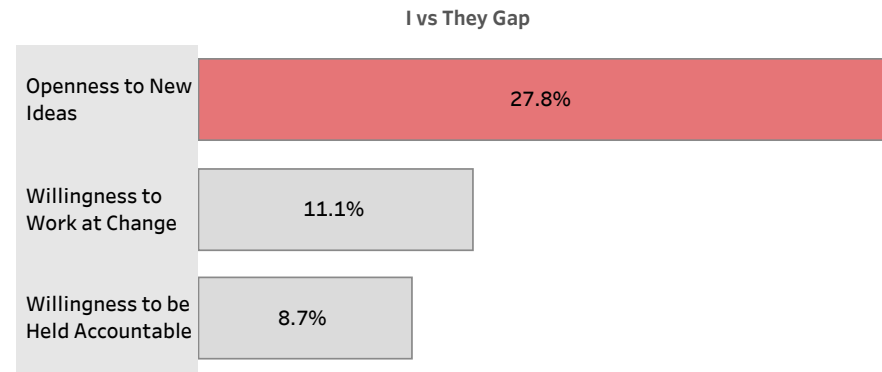
■ Percent Negative ■ Percent Positive

## 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.

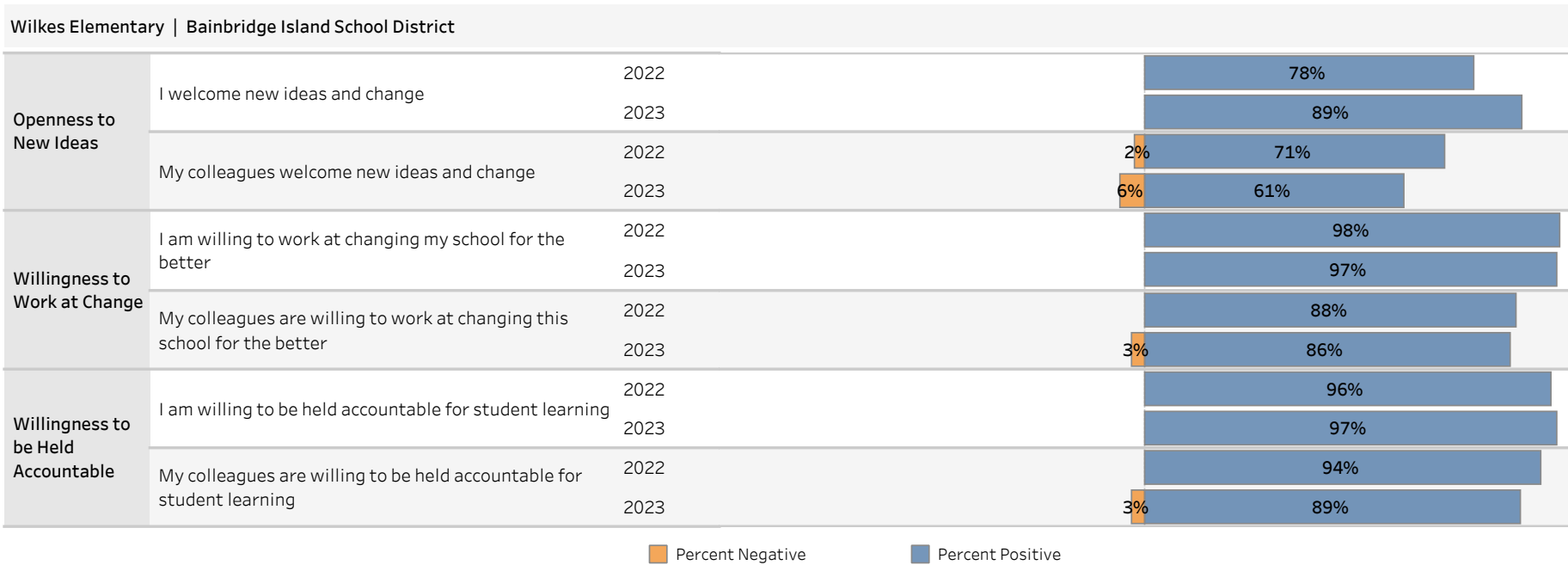
Look for large gaps between the I vs They pair of questions. Large gaps are a sign of distrust amongst staff members.

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?

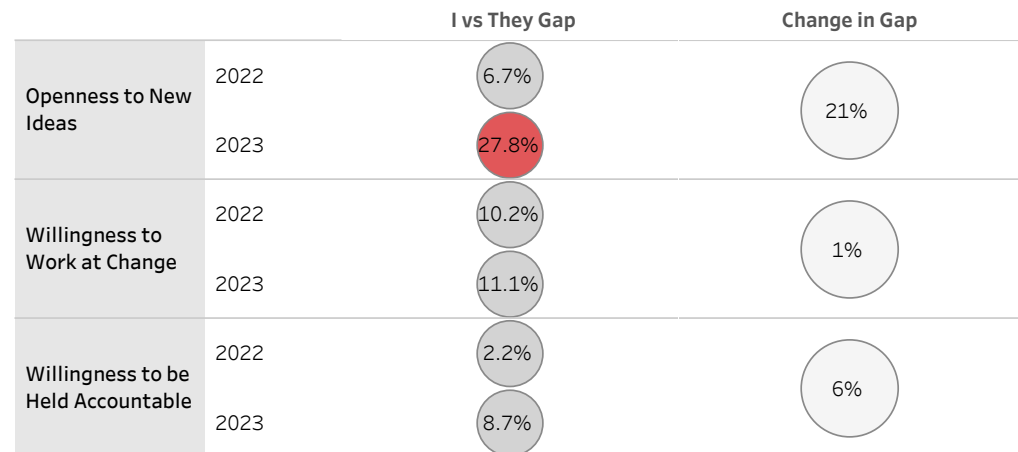


### Why does the gap between I vs. They matter?

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?

Wilkes Elementary | Bainbridge Island School District

## Social Supports – Ensuring psychological safety and a sense of belonging

Before expecting students to reach self-actualization, it is important to ensure that the lower levels of Maslow’s hierarchy have been met. In Social Supports, we explore not only from the staff perspective but include student voice to identify whether students feel they are functioning in an environment focused on their wellbeing and future success.

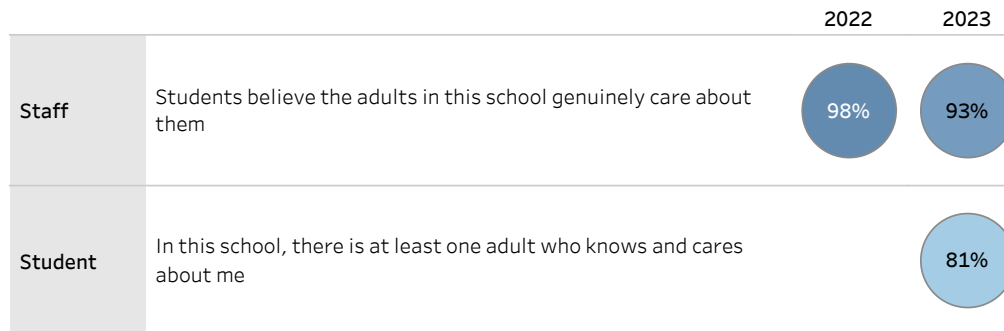
Having one adult that cares about you can make all the difference in the life of a child. Do students really feel staff care about them? Looking at this question from both viewpoints can validate whether staff are getting the desired results from their interactions with students and can open the door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

### SOCIAL SUPPORTS

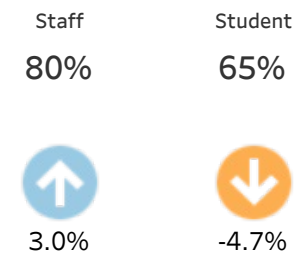
Salina, C, Girtz, S and Eppinga, J (2016) *Powerless to Powerful: Leadership for School Change*. Lanham, MD: Rowman & Littlefield

		2022	2023
Staff	CIA — I understand instructional strategies to support social emotional learning objectives	76%	79%
	CSF — Staff I work with take responsibility for ensuring each student learns in our school	93%	93%
	FPD — I receive training on instruction to support social emotional learning	33%	34%
	MTL — I incorporate social emotional instruction into my daily instructional delivery	87%	93%
	SLE — Staff at this school value and respect all students	100%	86%
	SLE — Students believe the adults in this school genuinely care about them	98%	93%
	SLE — The development of students’ social emotional learning enhances the learning environment in our classrooms	98%	97%
	SLE — This school has effective equity practices for all	66%	68%
Student	BELONG — I feel good about my family traditions		84%
	BELONG — There’s at least one adult in this school I can talk to if I have a problem		79%
	CSF — My teacher believes student learning is important		97%
	EL — If I want to talk with my teacher, they are available to me		44%
	IS — Adults in this school help me plan and set goals for my future		38%
	IS — Students are asked to help solve problems in this school		49%
	SLE — I enjoy coming to this school		60%
	SLE — I feel safe at this school		64%
	SLE — In this school, there is at least one adult who knows and cares about me		81%
	SLE — My school treats everyone fairly		48%

### 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	72%	62%
	CIA — Regular formative assessments are used to monitor student progress toward standards	94%	88%
	CIA — Students are provided tasks that require higher-level thinking skills	85%	85%
	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	97%	73%
	HSE — I believe that all students can meet state standards	55%	74%
	HSE — In our school we expect all staff to perform responsibilities with a high level of excellence	95%	93%
	HSE — Our staff believes that all students can meet state standards	67%	71%
	MTL — Assessment data are used to identify student needs and appropriate instructional intervention	91%	88%
	MTL — I provide timely feedback to students about their learning	97%	84%
	MTL — Struggling students receive early intervention and remediation to acquire skills	61%	52%
MTL — We monitor the effectiveness of instructional interventions	89%	77%	
Student	CSF — This school is doing a good job of preparing me to do well		77%
	FO — I have a plan for what I want to do after high school		63%
	FO — I know I will graduate from high school		76%
	HSE — All students have opportunities to choose more challenging work		34%
	HSE — My teacher expects all students to learn		94%
	HSE — My teacher expects me to do my best		87%
	HSE — My teacher provides lessons and activities that challenge me to learn		54%
	HSE — Students of all races and genders have the same chance for special classes, activities and rewards		87%
	MTL — My teacher helps me learn by challenging me with interesting activities in class		50%
SE — What I am doing in school will help me succeed in my life		67%	

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

		2022	2023
Staff	I believe that all students can meet state standards	55%	74%
	Our staff believes that all students can meet state standards	67%	71%
Student	My teacher(s) expect all students to succeed, no matter who they are		94%

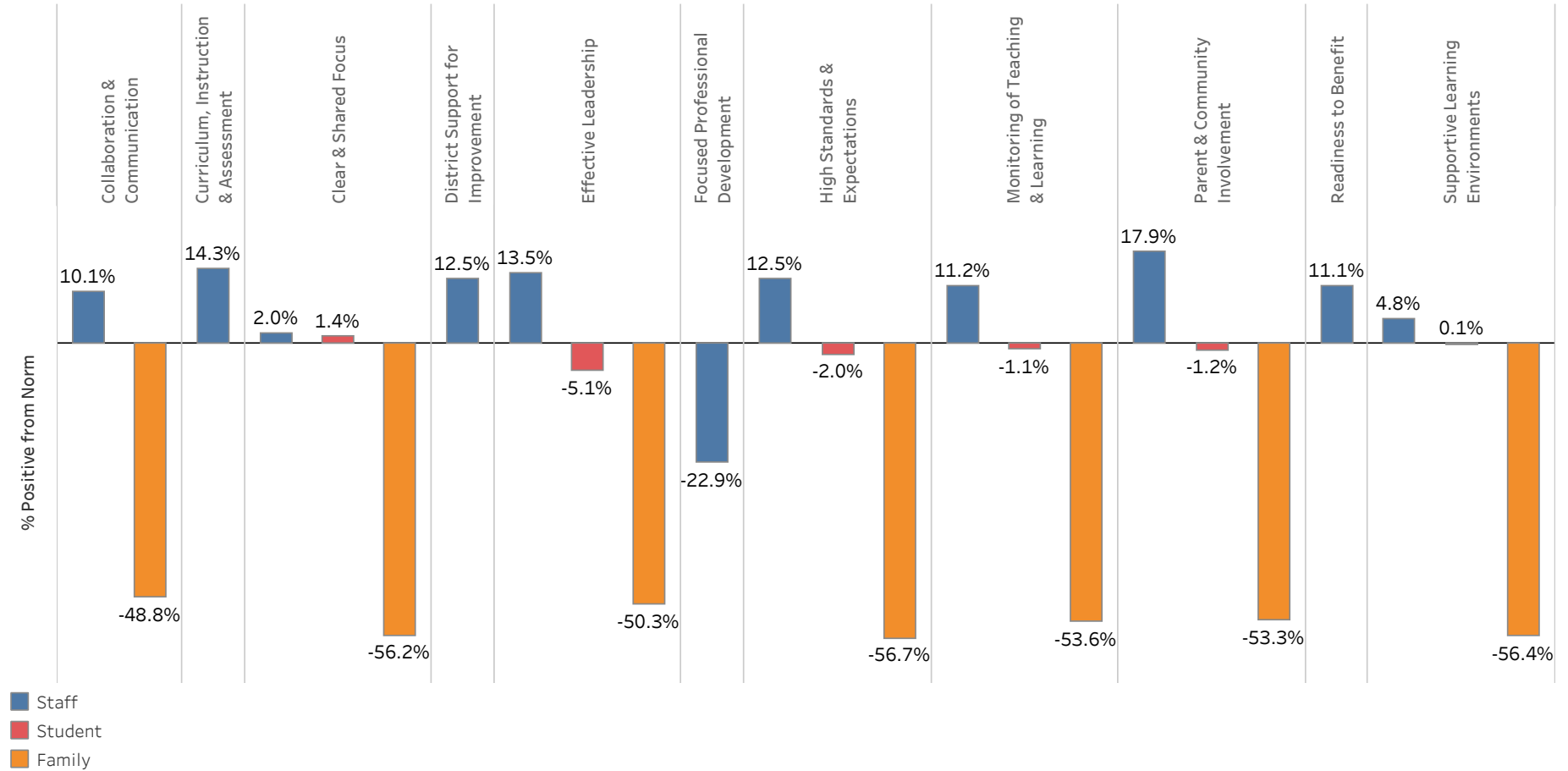
### How does your school's Academic Press compare to other schools?

Staff	Student
77%	69%
	
2.7%	-5.3%

Compared to the Academic Press Norm

# How do you compare against other EES Schools?

## 2023 EES Survey Perceptions | Wilkes Elementary 9 Characteristics of Highly Effective Schools



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

Look for common themes.

Are you surprised by the top or bottom items?

Do you see similarities in the Student and Family responses?

The top and bottom 5 survey items may not reflect your reality. This gives you a starting place to dig into your data.

### Characteristics Legend

- C — Collaboration & Communication
- CSF — Clear & Shared Focus
- HSE — High Standards & Expectations
- EL — Effective Leadership
- SLE — Supportive Learning Environment
- PCI — Parent & Community Involvement
- CIA — Curriculum, Instruction & Assessment
- MTL — Monitoring of Teaching & Learning
- FPD — Focused Professional Development
- CLTR — Cultural Responsiveness
- D — District Support for Improvement

### Characteristics Legend (Student-SEL)

- FO — Future Orientation
- BELONG — Belonging and Identity
- SM — Self Management
- GRIT — Perseverance/Grit
- SE — Self-Efficacy and Mindsets
- CT — Critical Thinking
- IS — Collaboration and Interpersonal Skills

## By % Positive Responses Wilkes Elementary | Bainbridge Island School District

Survey Type	Item	% Positive Responses
Staff Survey	EL — My principal is committed to quality education	100.0%
	RTB — I am willing to be held accountable for student learning	97.2%
	RTB — I am willing to work at changing my school for the better	97.2%
	SLE — Our staff can count on one another for help when needed	96.6%
	SLE — The development of students' social emotional learning enhances the learning environment in our classro..	96.6%
	FPD — We talk about race and bigotry as a staff	50.0%
	SLE — We celebrate progress toward improvement plan goals	47.8%
	FPD — I receive training on instruction to support social emotional learning	34.5%
	FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that fo..	19.0%
	FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	14.3%
Student Survey	CSF — My teacher believes student learning is important	97%
	HSE — My teacher expects all students to learn	94%
	HSE — My teacher expects me to do my best	87%
	HSE — Students of all races and genders have the same chance for special classes, activities and rewards	87%
	SLE — The rules against bullying are enforced by all adults in this school	87%
	EL — At our school we talk about race, gender, and discrimination	33%
	MTL — My teacher tells me the reason we do each lesson	32%
	SLE — Students are respectful of others at this school	27%
	EL — I often see the principal or administrators around the school talking to students	26%
	CT — When I have a problem, the first thing I do is break it into smaller steps	23%
Family Survey	C — Communications/materials I receive from the school are in a language I can understand	52.5%
	EL — The principal of this school is committed to quality education	35.9%
	HSE — I understand the expectations of this school	35.9%
	SLE — I believe adults in this school care about my student	35.9%
	C — Parents/families and employees at this school talk respectfully with one another	31.7%
	C — I am encouraged to collaborate with my student's teachers about my student's learning	21.7%
	C — This school communicates effectively with my family	21.7%
	SLE — My student learns about the cultures of our community at their school	21.7%
	PCI — Parents/families have input into plans for improving this school	20.3%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	20.0%
	MTL — My student is encouraged to track progress toward their goals	19.0%
	PCI — Parents/families participate in important decisions about their student's education	16.7%

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



The Center for Educational Effectiveness

## Top/Bottom 5 Increase/Decrease in % Positive Responses Wilkes 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	CIA — Our district has a social emotional framework (standards)	30.0%
	D — This district facilitates the alignment of curriculum across grades and schools	25.6%
	HSE — I believe that all students can meet state standards	18.8%
	PCI — With important decisions we seek input from parents and the community	17.4%
	EL — Staff at all levels are treated fairly here	16.3%
	FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	-18.0%
	C — Our staff shares new ideas and strategies with one another	-19.0%
	FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruc..	-19.7%
	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	-24.3%
	FPD — Our teachers engage in professional development activities to learn and apply new skills and strategies	-24.6%
Family Survey	CSF — My student understands the purpose of each lesson	-33.2%
	SLE — This school has effective equity practices for all	-39.3%
	C — This school communicates with me about my student's progress	-44.6%
	SLE — This school addresses issues of diversity in a timely and effective manner	-46.0%
	PCI — This school tells me how I can help my student with homework	-46.1%
	PCI — I feel welcome at this school	-65.0%
	SLE — My student feels safe at school	-65.4%
	SLE — Adults in this school value and respect my racial/cultural identity	-69.1%
	C — This school communicates effectively with my family	-74.3%
	SLE — School employees are respectful and courteous of one another	-75.9%

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?



The Center for Educational Effectiveness

Wilkes 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	97%	73%
	HSE — Students of all races and genders have the same chance for special classes, activities and rewards	Stu		87%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Fam	78%	24%
Behavior Standards	SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	Sta	85%	81%
	SLE — All students are held to the same behavior rules and expectations	Stu		57%
	CSF — This school has equitable behavior rules for all students	Fam	83%	26%
Bullying	SLE — Staff enforce the bullying/harassment policy of this school	Sta	90%	86%
	SLE — The rules against bullying are enforced by all adults in this school	Stu		87%
	SLE — Bullying/harassment is not tolerated in this school	Fam	75%	26%
Celebrating Success	SLE — We have a system for celebrating student success	Sta	87%	76%
	SLE — Student success is celebrated in this school	Stu		42%
	SLE — This school celebrates student success	Fam	92%	29%
Confronting Bias	FPD — We talk about race and bigotry as a staff	Sta	62%	50%
	EL — At our school we talk about race, gender, and discrimination	Stu		33%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Fam	71%	20%
High Expectations	HSE — Our staff believes that all students can meet state standards	Sta	67%	71%
	HSE — My teacher expects all students to learn	Stu		94%
	HSE — Teachers have high expectations for student learning at this school	Fam	84%	28%
Intervention for Struggling Students	MTL — Struggling students receive early intervention and remediation to acquire skills	Sta	61%	52%
	MTL — My teacher finds other ways for me to learn things I find difficult	Stu		64%
	MTL — Struggling students receive early intervention and additional help at this school	Fam	75%	24%
Safety	SLE — Students believe this school is a safe place	Sta	90%	96%
	SLE — I feel safe at this school	Stu		64%
	SLE — My student feels safe at school	Fam	92%	26%
Supported Learning	SLE — Students believe the adults in this school genuinely care about them	Sta	98%	93%
	SLE — In this school, there is at least one adult who knows and cares about me	Stu		81%
	SLE — This school provides a caring/supportive environment for my student	Fam	92%	31%

## Change in % Positive Responses

	Staff	Family
Academic Equity	-24.3%	-53.7%
Behavior Standards	-4.6%	-56.4%
Bullying	-4.0%	-48.8%
Celebrating Success	-11.3%	-63.2%
Confronting Bias	-11.7%	-50.8%
High Expectations	4.2%	-56.1%
Intervention for Struggling Students	-8.8%	-51.3%
Safety	6.0%	-65.4%
Supported Learning	-4.5%	-60.9%

## 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?



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?

Wilkes Elementary   Bainbridge Island School District	
FPD — I receive training on instruction to support social emotional learning	48%
FPD — Our teachers engage in professional development activities to learn and apply new skills and strategies	46%
MTL — Struggling students receive early intervention and remediation to acquire skills	41%
D — District leadership communicates effectively with my school	40%
MTL — Students are encouraged to self-reflect and track progress toward goals	38%

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

CIA — Our district has a social emotional framework (standards)	-24.7%
HSE — I believe that all students can meet state standards	-21.0%
EL — Our school community engages in difficult conversations about race, gender, oppression and discrimination	-20.0%
PCI — With important decisions we seek input from parents and the community	-14.5%
D — District administrators communicate a clear vision of good instruction and essential curriculum	-13.5%
FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	15.5%
CIA — Lesson purpose is clearly communicated to students	16.6%
MTL — Feedback from classroom observations leads to meaningful change in instructional practice	16.8%
HSE — Academic placement is not influenced by race, gender or socioeconomic levels	24.3%
FPD — Our teachers engage in professional development activities to learn and apply new skills and strategies	24.6%

## From our previous survey, how did our responses shift from the neutral or "Sometimes True" responses?

To the left are the survey items with the largest decrease and increase in neutral responses from the previous survey administration. The percent of staff who moved from neutral to positive are **blue**, and the percent who moved from neutral to negative are **orange**.

What influences these changes in perceptions? What can we do to shift more staff to "Almost Always True" and "Often True" responses?

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



The Center for Educational Effectiveness

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.

## Sometimes True Wilkes Elementary | Bainbridge Island School District

FPD — I receive training on instruction to support social emotional learning	48%
FPD — Our teachers engage in professional development activities to learn and apply new skills and strategies	46%
MTL — Struggling students receive early intervention and remediation to acquire skills	41%
D — District leadership communicates effectively with my school	40%
MTL — Students are encouraged to self-reflect and track progress toward goals	38%
FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving inst..	38%
FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	38%
MTL — Feedback from classroom observations leads to meaningful change in instructional practice	38%
CSF — Staff share a high sense of urgency around the need to improve	37%
SLE — We celebrate progress toward improvement plan goals	35%
MTL — We reflect upon instructional practice to inform our conversations about improvement	33%
RTB — My colleagues welcome new ideas and change	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 Wilkes Elementary | Bainbridge Island School District

SLE — Students are respectful of others at this school	64%
MTL — My teacher tells me the reason we do each lesson	60%
CT — When I have a problem, the first thing I do is break it into smaller steps	60%
IS — I can talk about a problem with a friend without making it worse	58%
EL — If I want to talk with my teacher, they are available to me	56%
EL — I often see the principal or administrators around the school talking to students	56%
CSF — In my class, students are busy doing schoolwork	54%
IS — My teacher tells me how I am doing in class	53%
EL — At our school we talk about race, gender, and discrimination	53%
CT — When I have a problem, I stop to think about different possible solutions	52%
SLE — Work I do in this school is useful and interesting to me	52%
FO — I am good at staying focused on my goals	52%
IS — Students are asked to help solve problems in this school	51%
CT — When my solution to a problem is not working, I stop to think about what might be going wrong	50%
HSE — All students have opportunities to choose more challenging work	50%
SLE — My school treats everyone fairly	50%
IS — I work well in a group or team	49%
MTL — My teacher helps me learn by challenging me with interesting activities in class	48%
STAMINA — I am not discouraged when things aren't going well	48%
CT — I am good at finding the best solutions to my problems	47%
EL — In class we work with other students	46%
CT — I like to imagine new ways to do things	46%
SLE — Student success is celebrated in this school	45%
SM — I can calm myself down when I am excited or upset	44%
EL — My teacher helps me learn in other ways than talking in front of the class	44%
STAMINA — I finish whatever I begin	43%
IS — Adults in this school help me plan and set goals for my future	42%
SM — I concentrate on my schoolwork	40%
HSE — My teacher provides lessons and activities that challenge me to learn	40%
IS — I can communicate well with people	39%
SLE — All students are held to the same behavior rules and expectations	38%
MTL — My teacher makes all students talk in class about what we are learning	33%

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

**Sometimes True** Wilkes Elementary | 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.