

Educational Effectiveness Survey™



9 Characteristics of High Performing Schools

Staff Edition V11

Bainbridge High School

Bainbridge Island School District

2022

N=74

2023

N=44





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Contact Information:

Phone: 425-283-0384

info@effectiveness.org

www.effectiveness.org



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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.

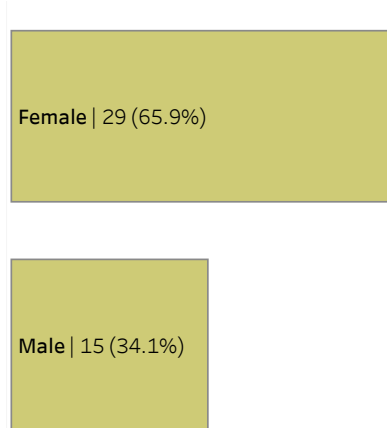
9 Characteristics of High-Performing Schools

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.

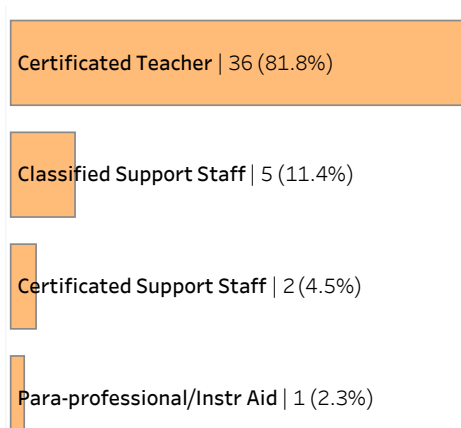


Demographics

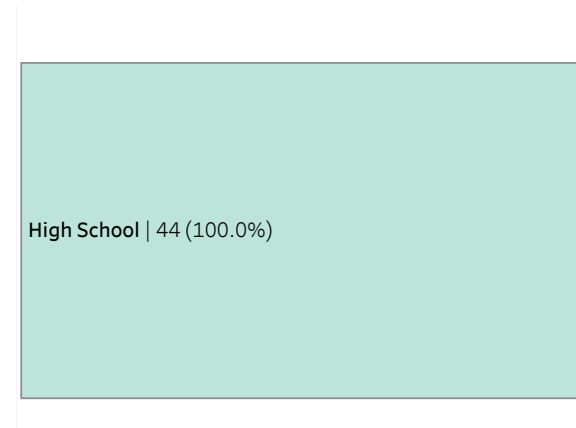
Gender



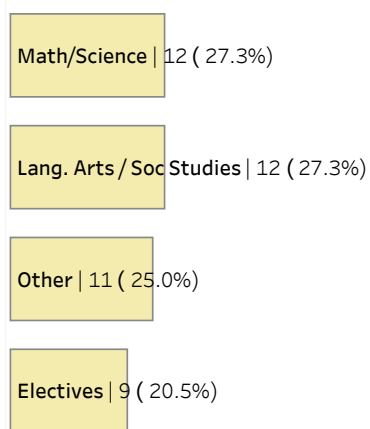
Position



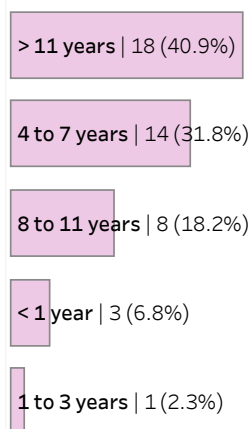
Level



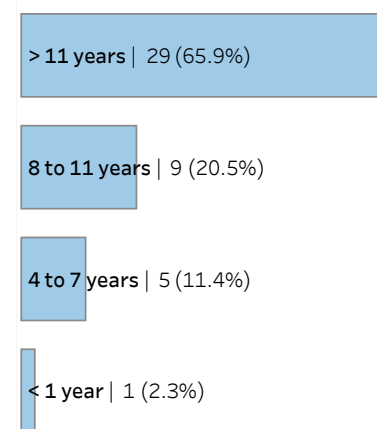
Department



School-Yrs of Service



Education-Yrs of Service

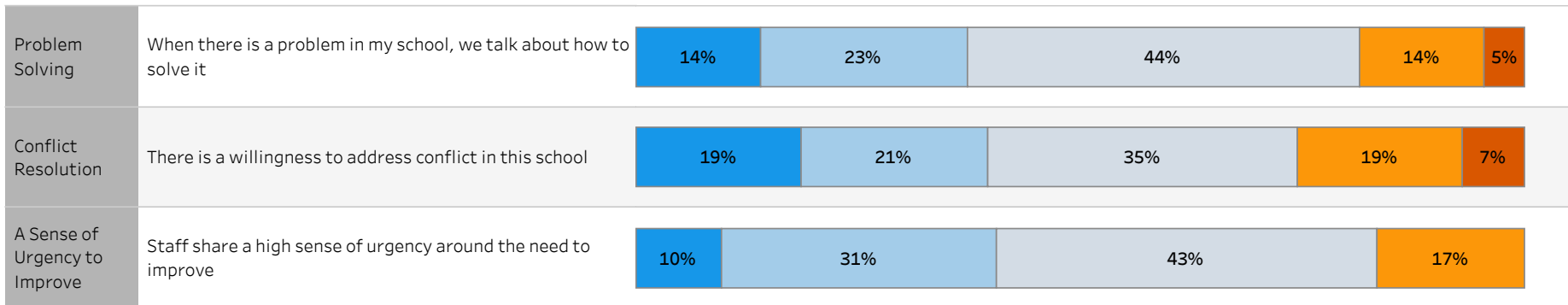


Readiness for Change

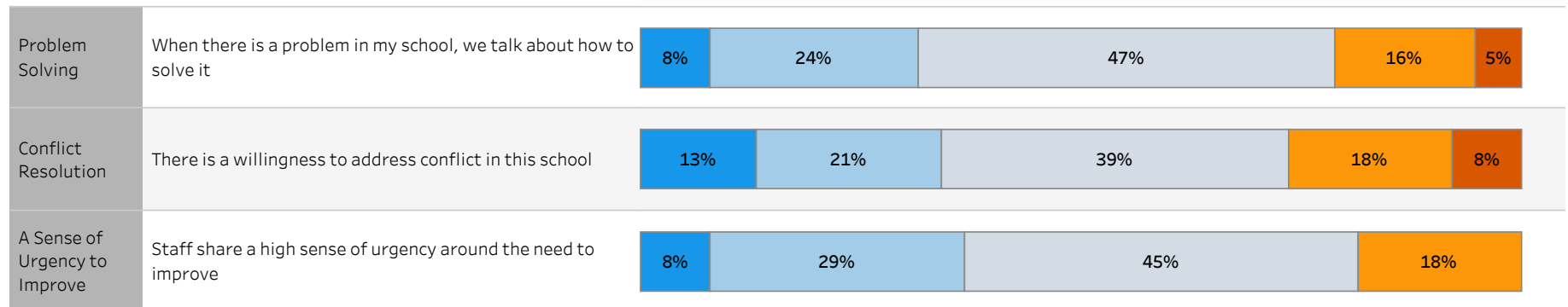
The charts below are data about your school staff, who must define, embrace, implement, and sustain change. If your staff believes there is a weakness in the problem-solving ability or in the ability to resolve conflict within this building, or does not see the urgency to improve, you must address those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



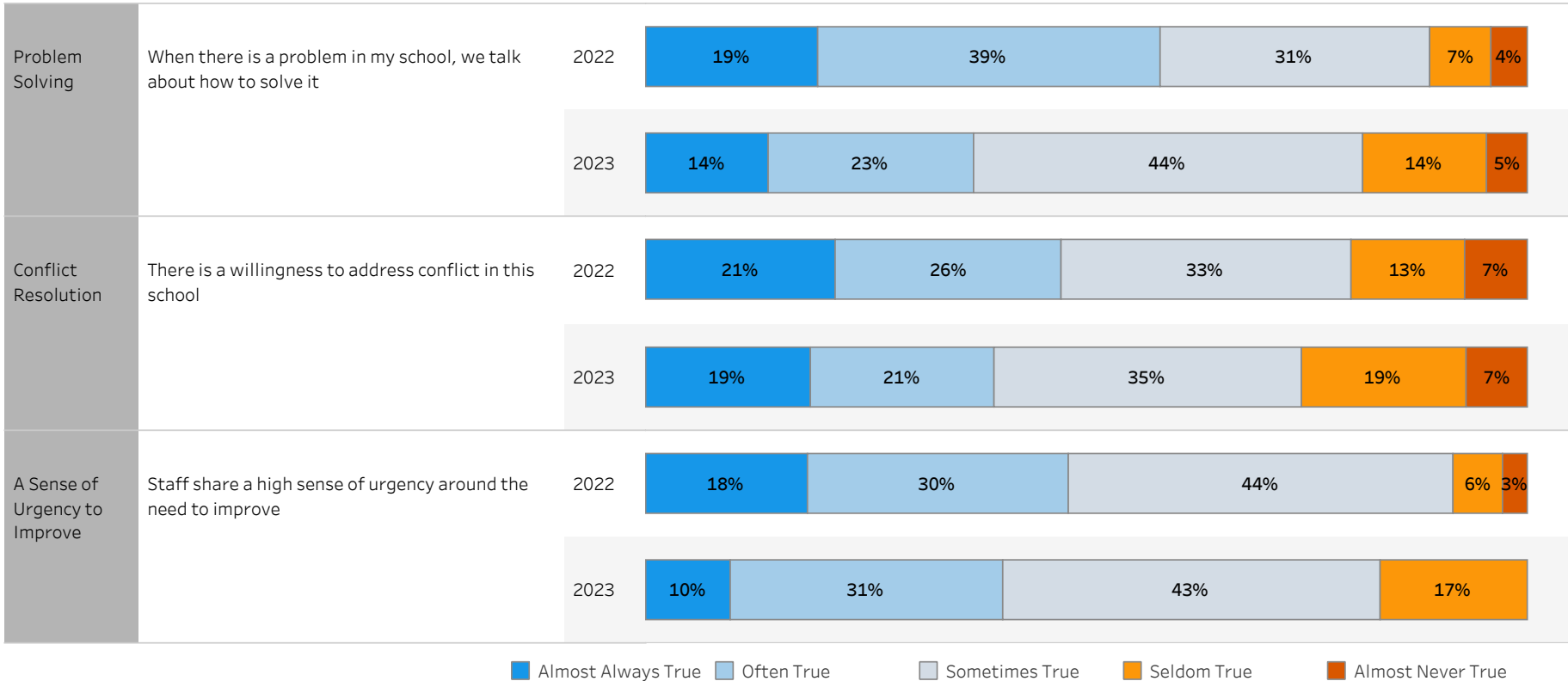
Instructional Staff



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

Readiness for Change—LONGITUDINAL

All Staff

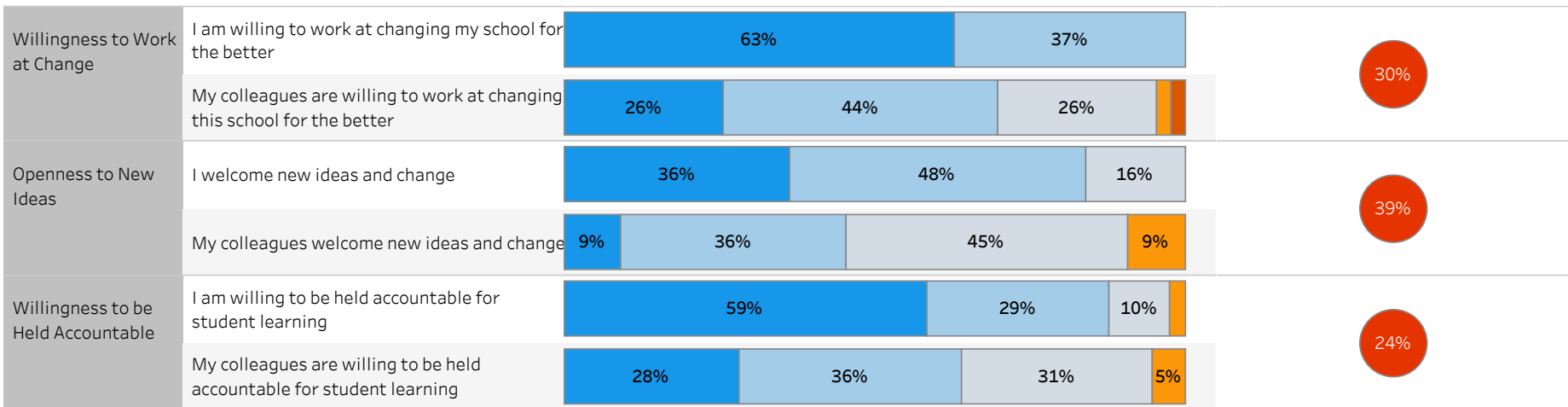


Readiness for Change—I vs. They Perspectives

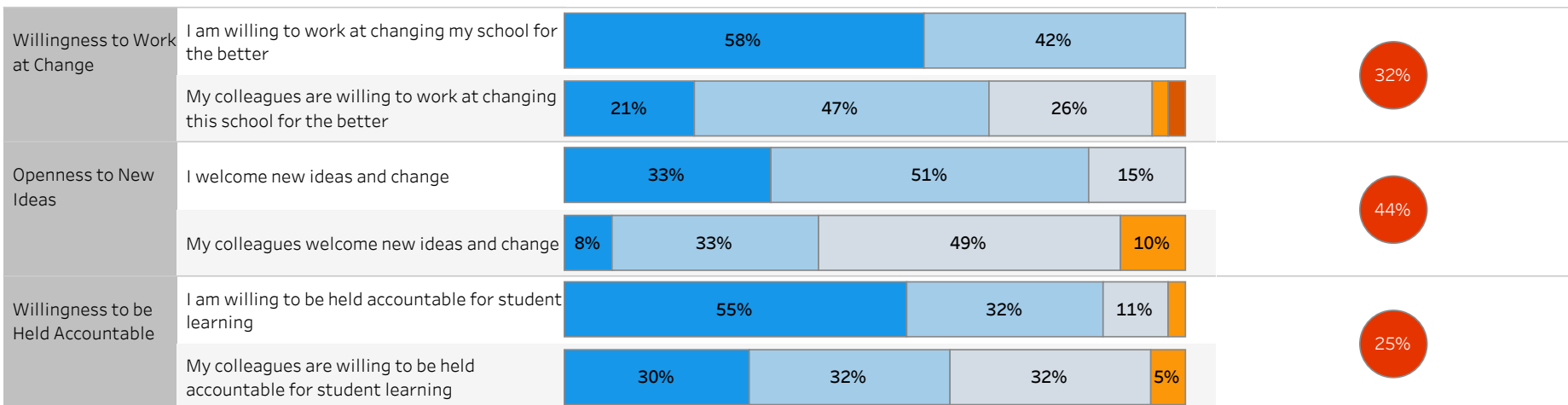
Gaps over 20% in elementary and over 25% in secondary should be investigated. Why do staff see different attitudes in their colleagues?

How large is the Gap between I vs. They?

All Staff



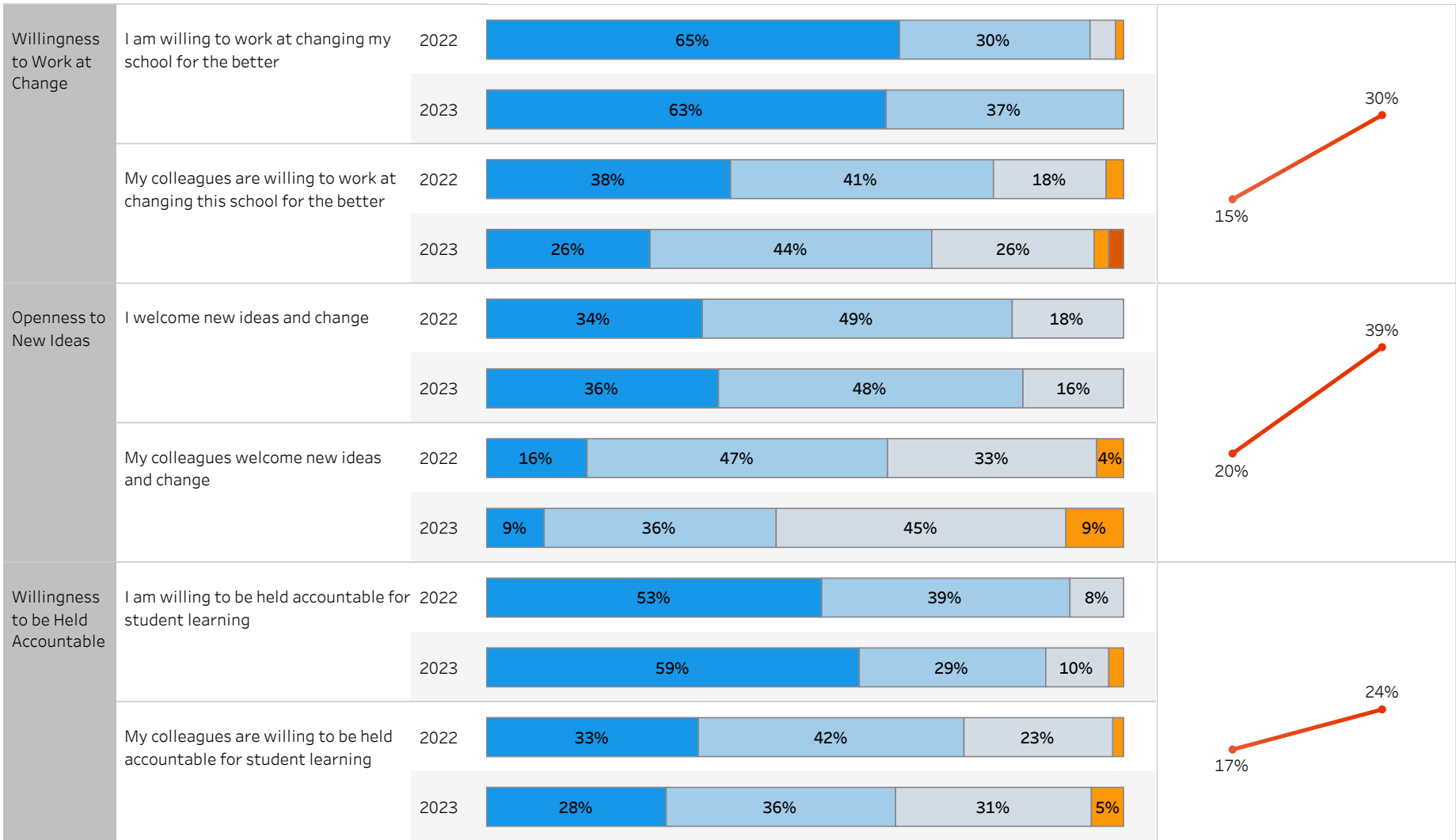
Instructional Staff



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Readiness for Change—I vs. They Perspectives— LONGITUDINAL

How large is the Gap between I vs. They?

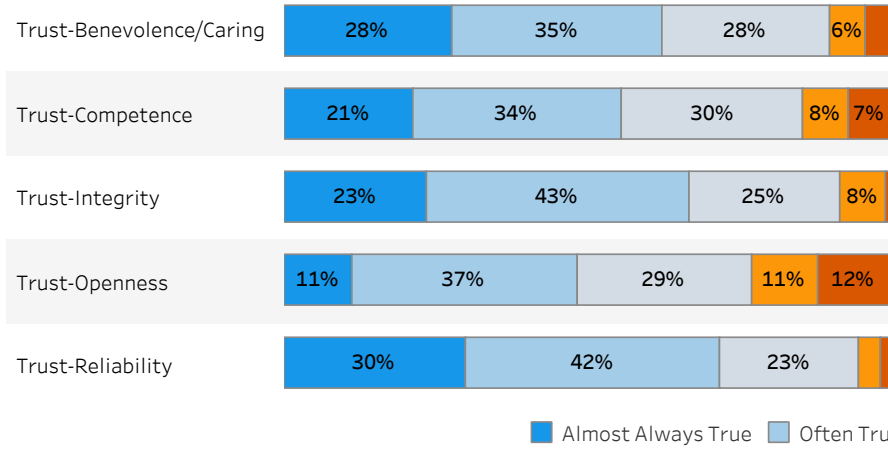


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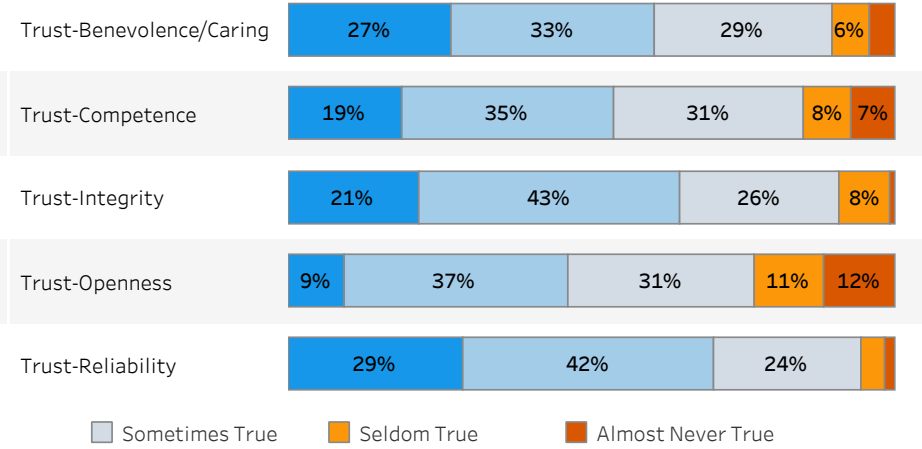
2022 2023

Organizational Trust

All Staff

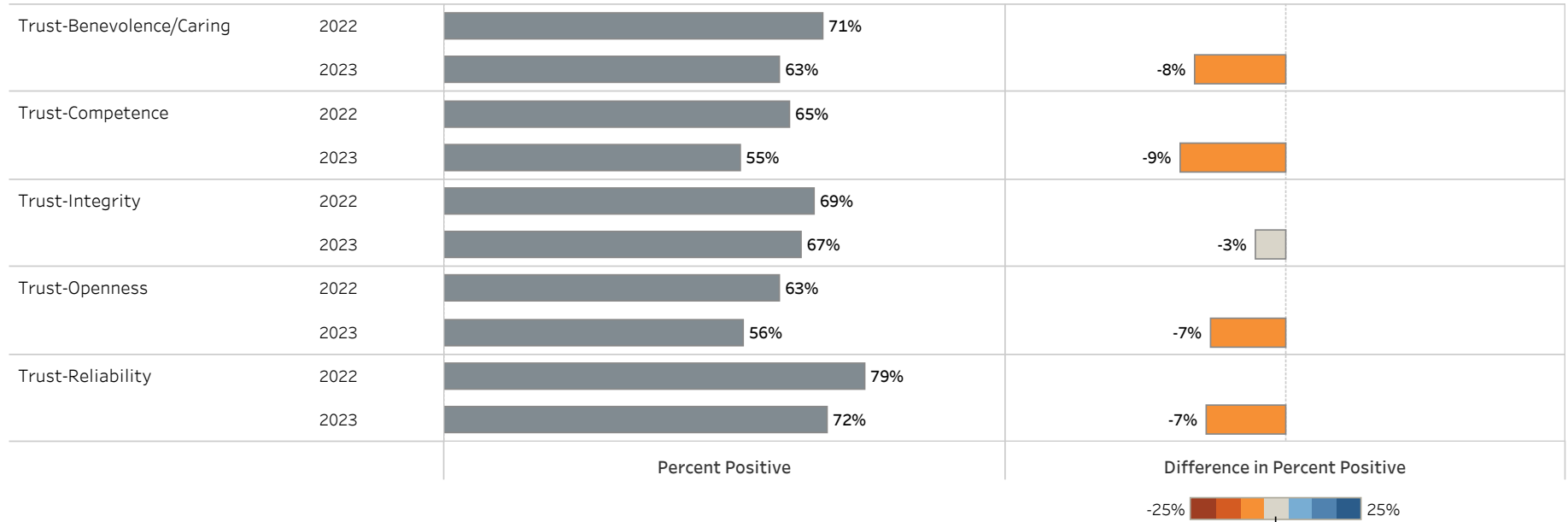


Instructional Staff



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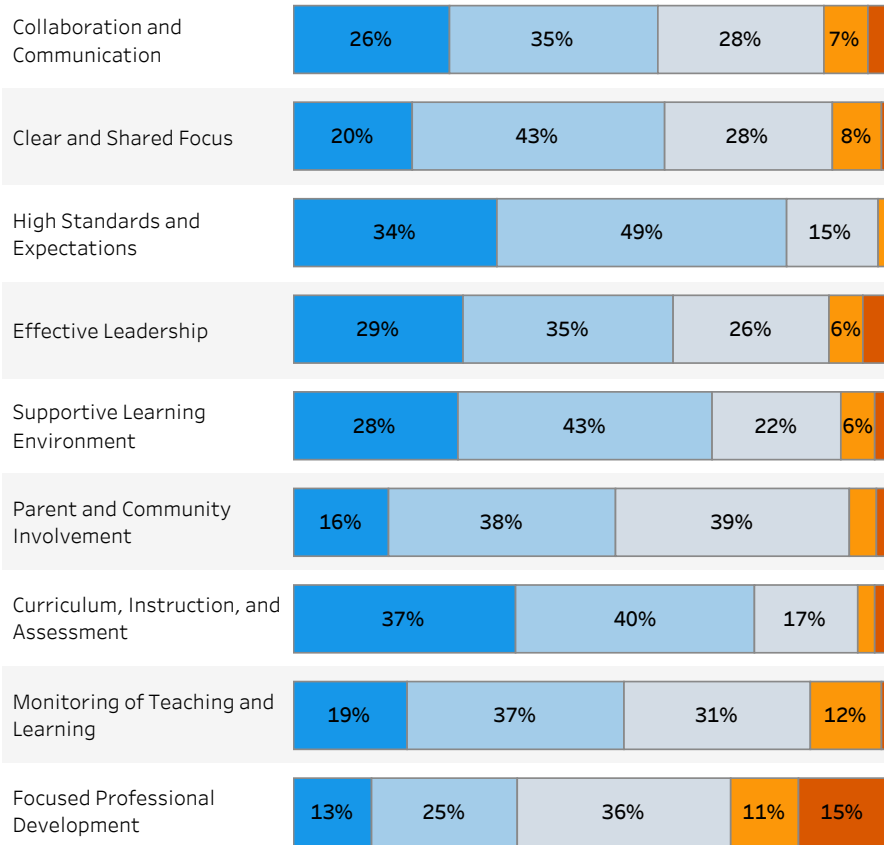
Organizational Trust—LONGITUDINAL



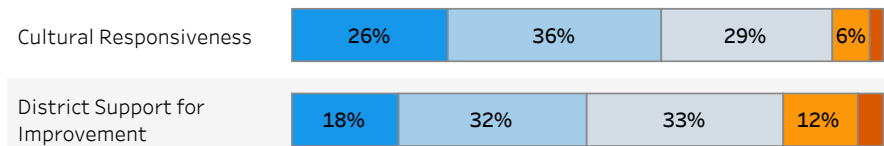
■ -25%
 ■
 ■
 ■
 ■
 ■ 25%

9 Characteristics of High-Performing Schools

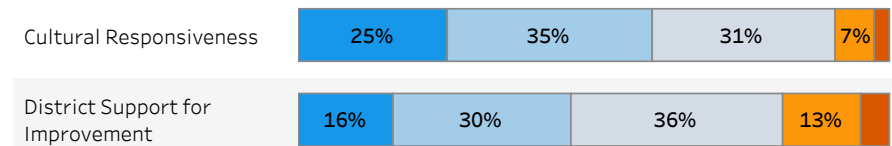
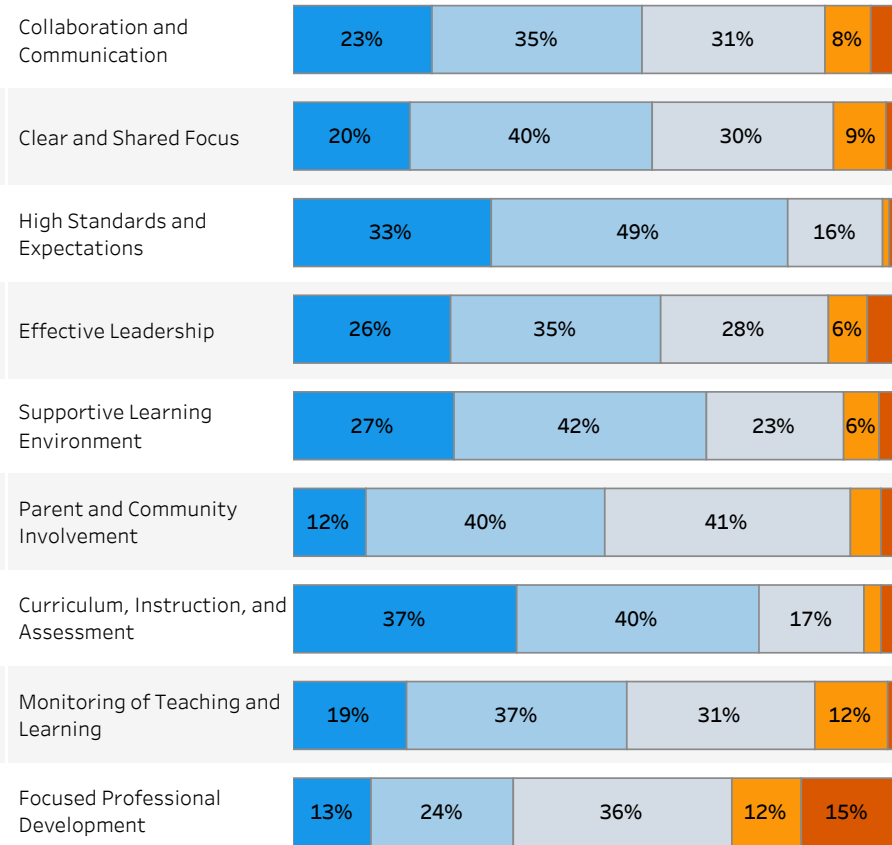
All Staff



Additional Characteristics



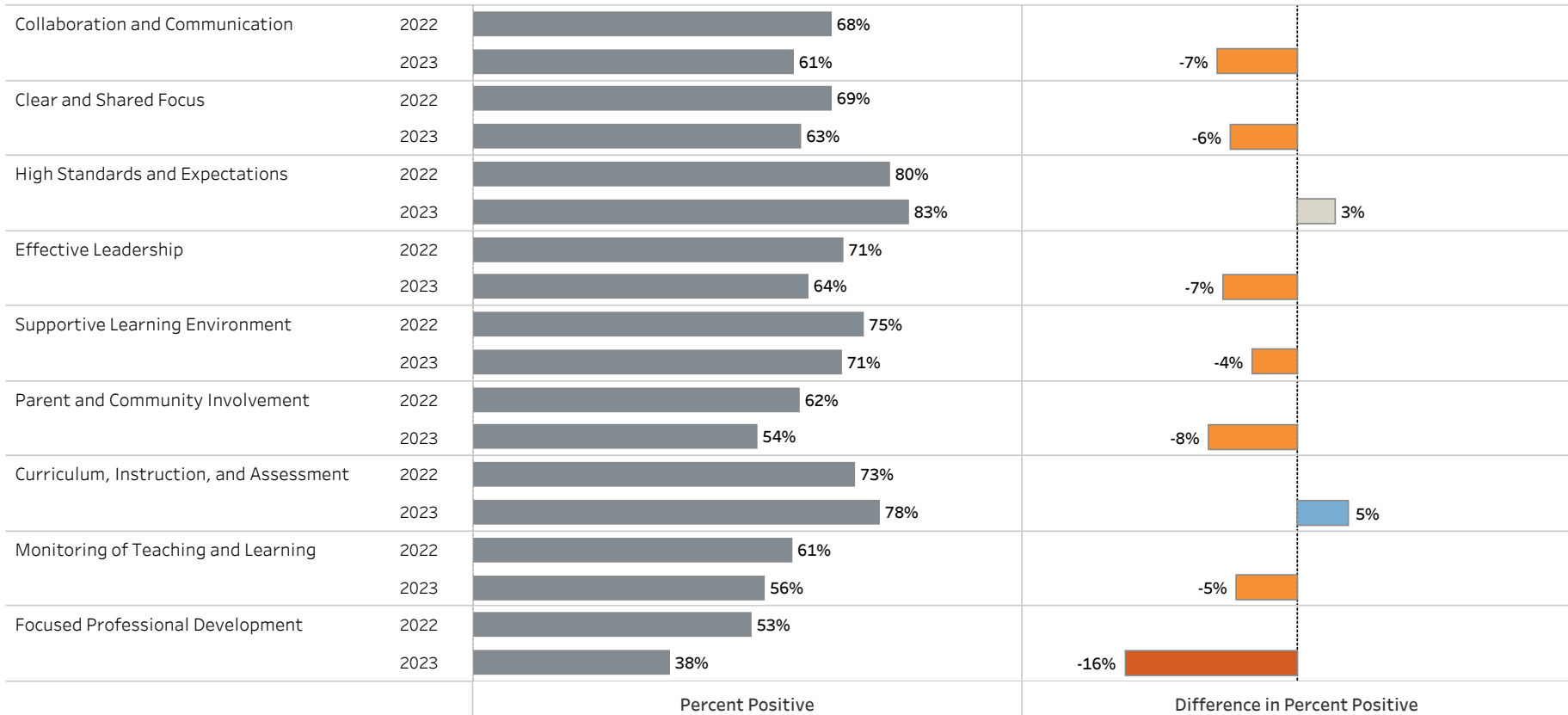
Instructional Staff



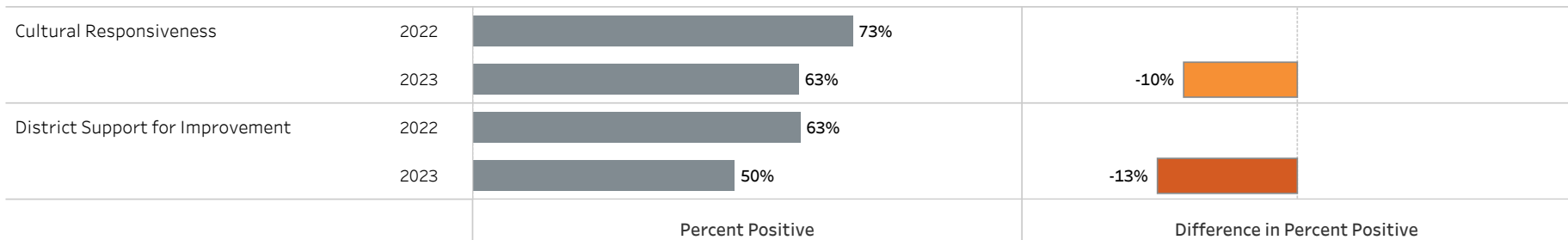
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9 Characteristics of High-Performing School — LONGITUDINAL

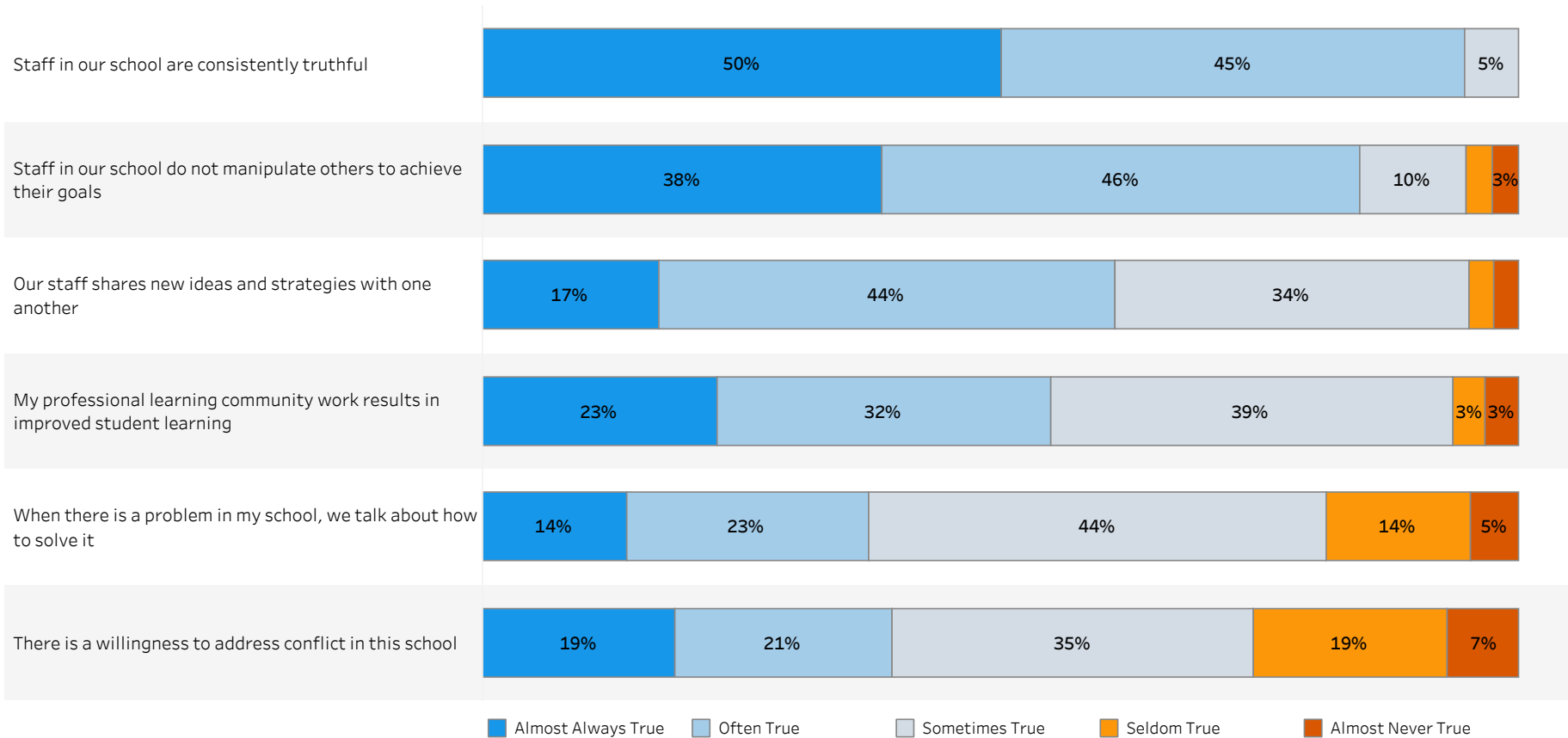
The percent difference on the right side represents the year to year change.



Additional Characteristics

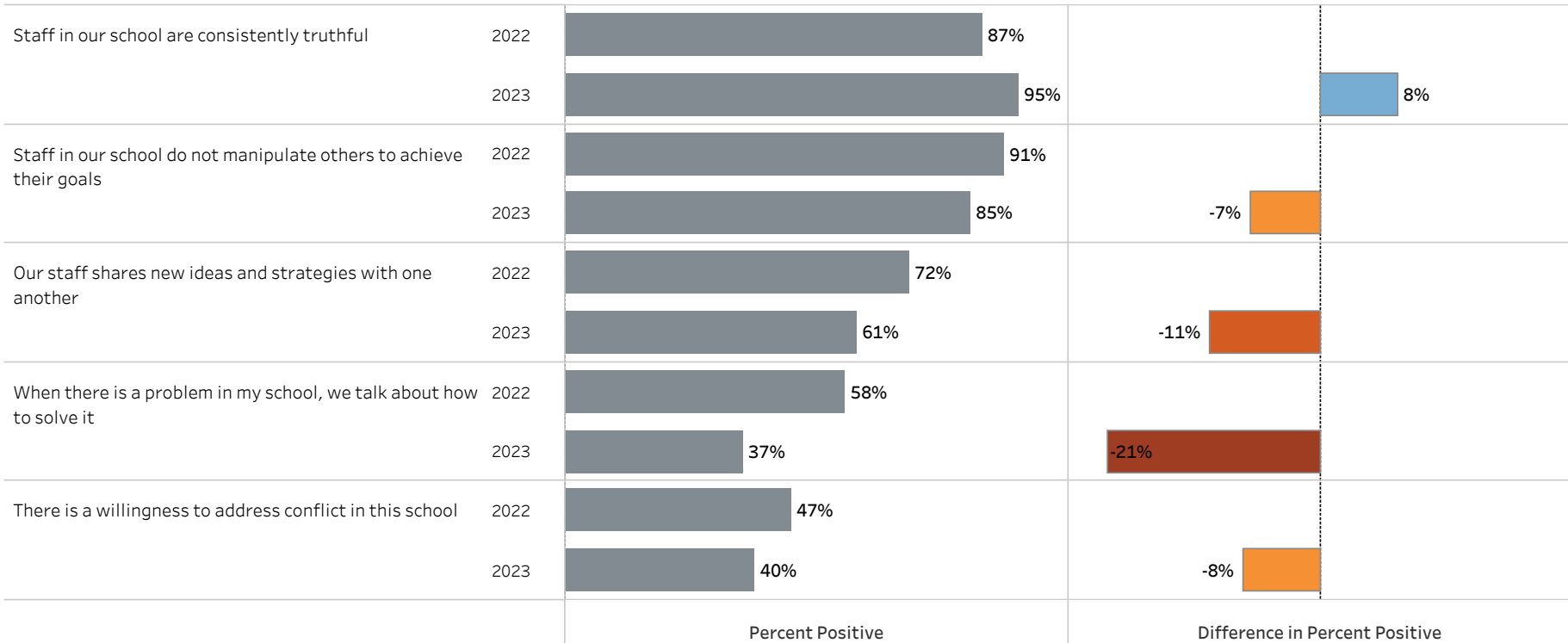


High Levels of Collaboration and Communication

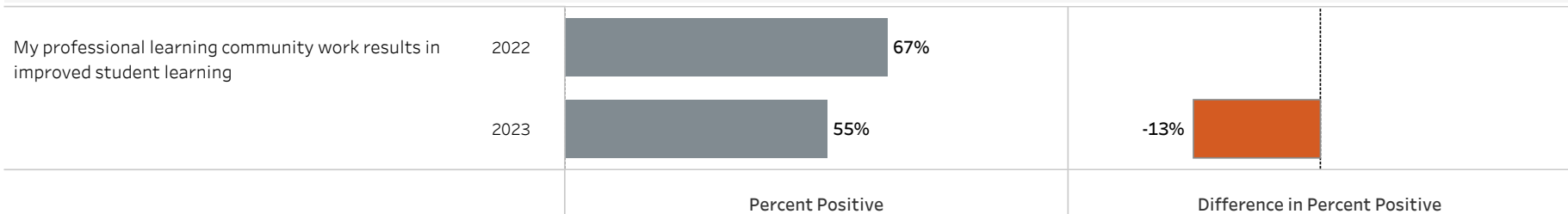


High Levels of Collaboration and Communication— LONGITUDINAL

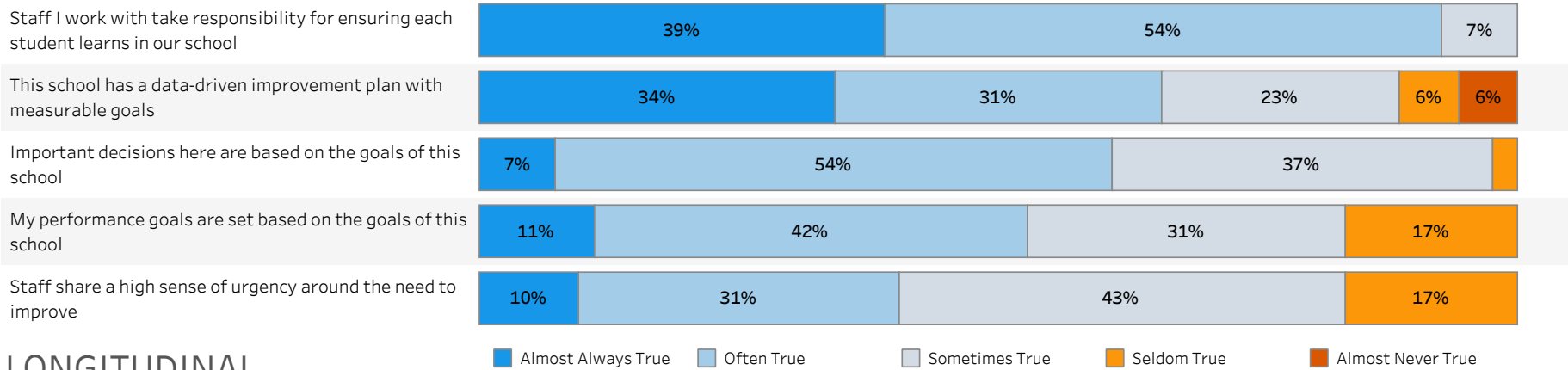
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Questions answered only by Instructional Staff

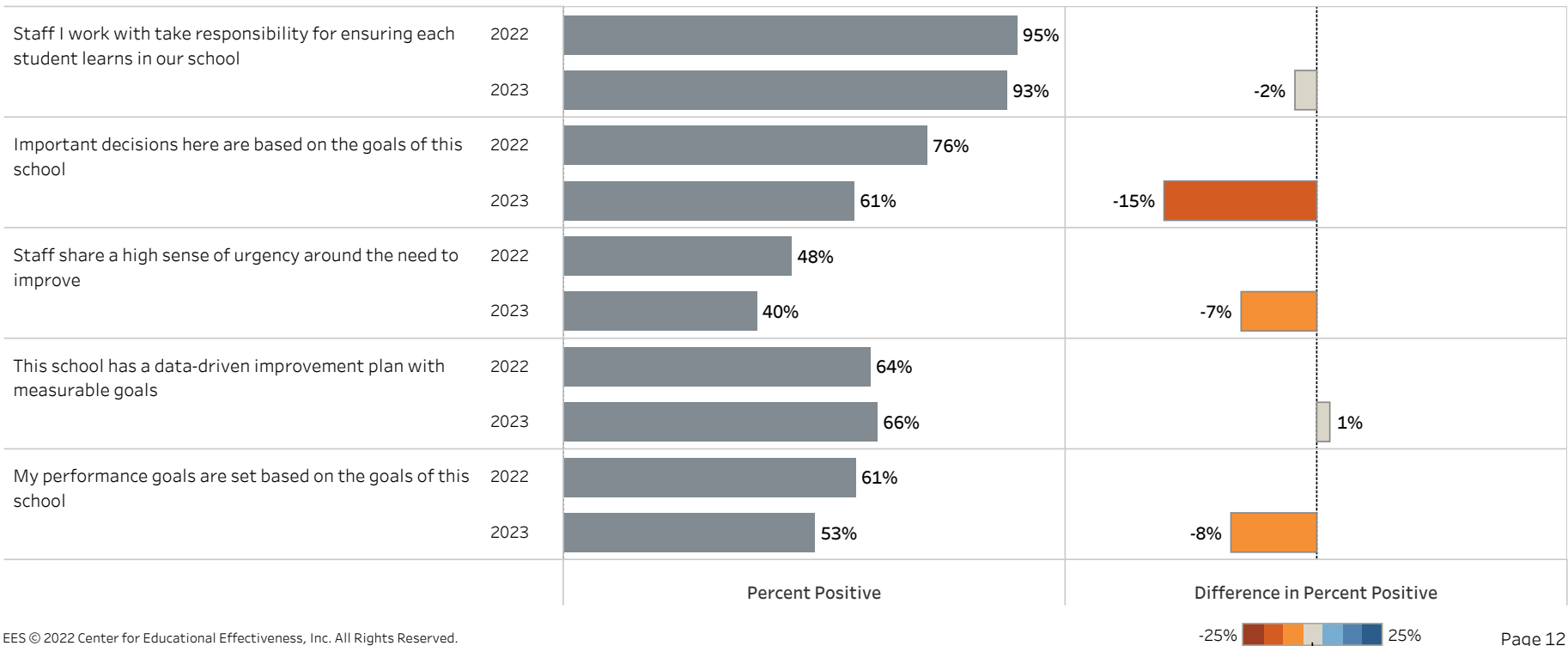


Clear and Shared Focus

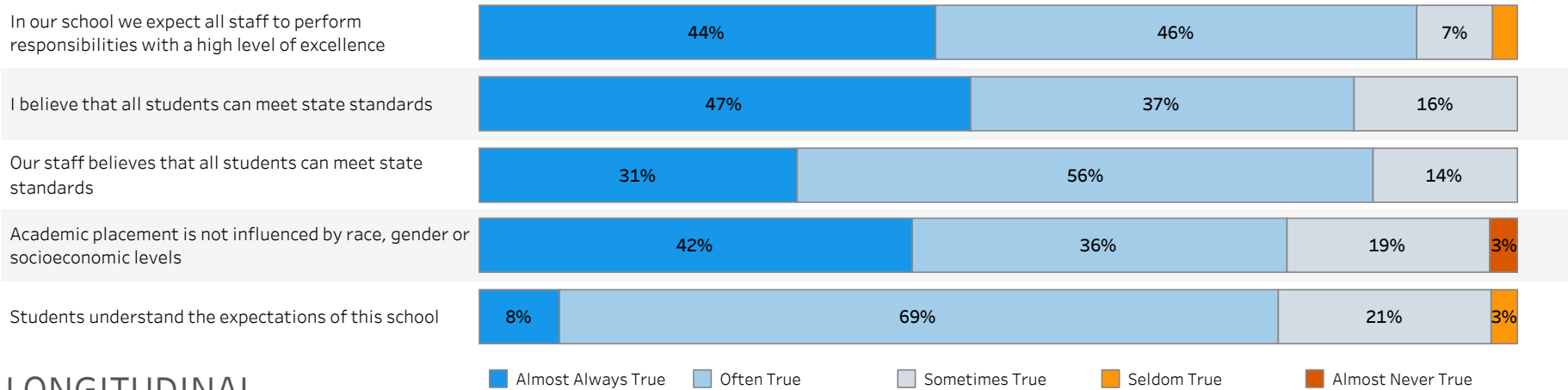


LONGITUDINAL

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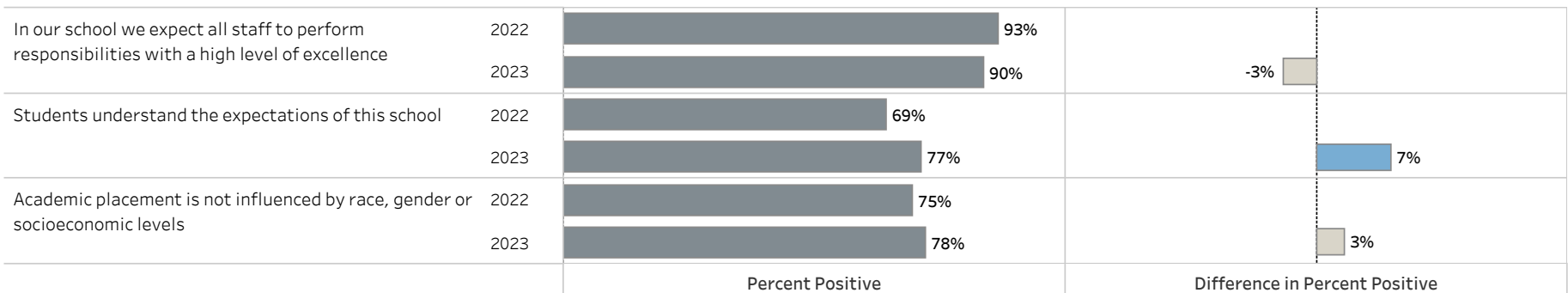


High Standards and Expectations



LONGITUDINAL

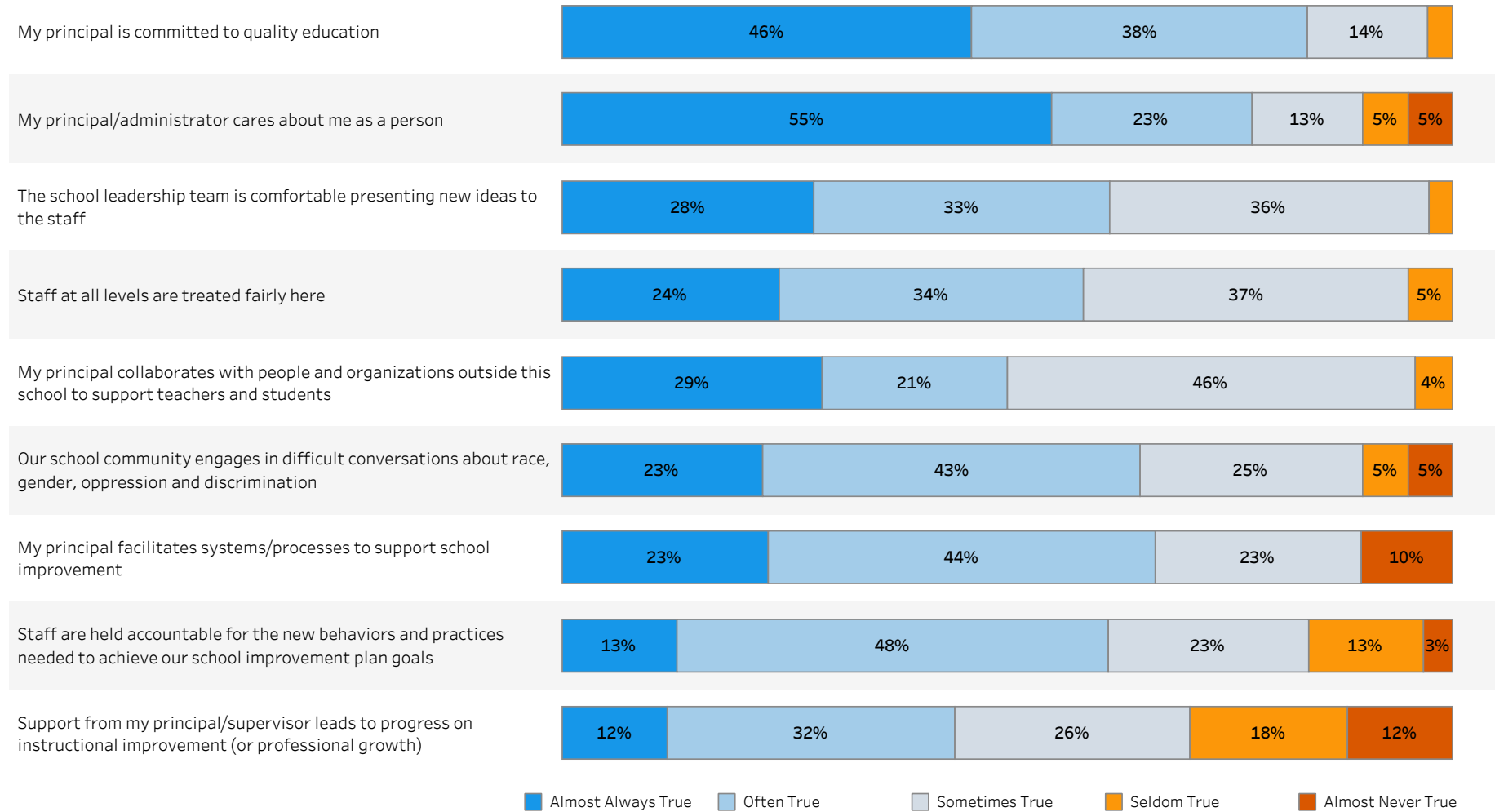
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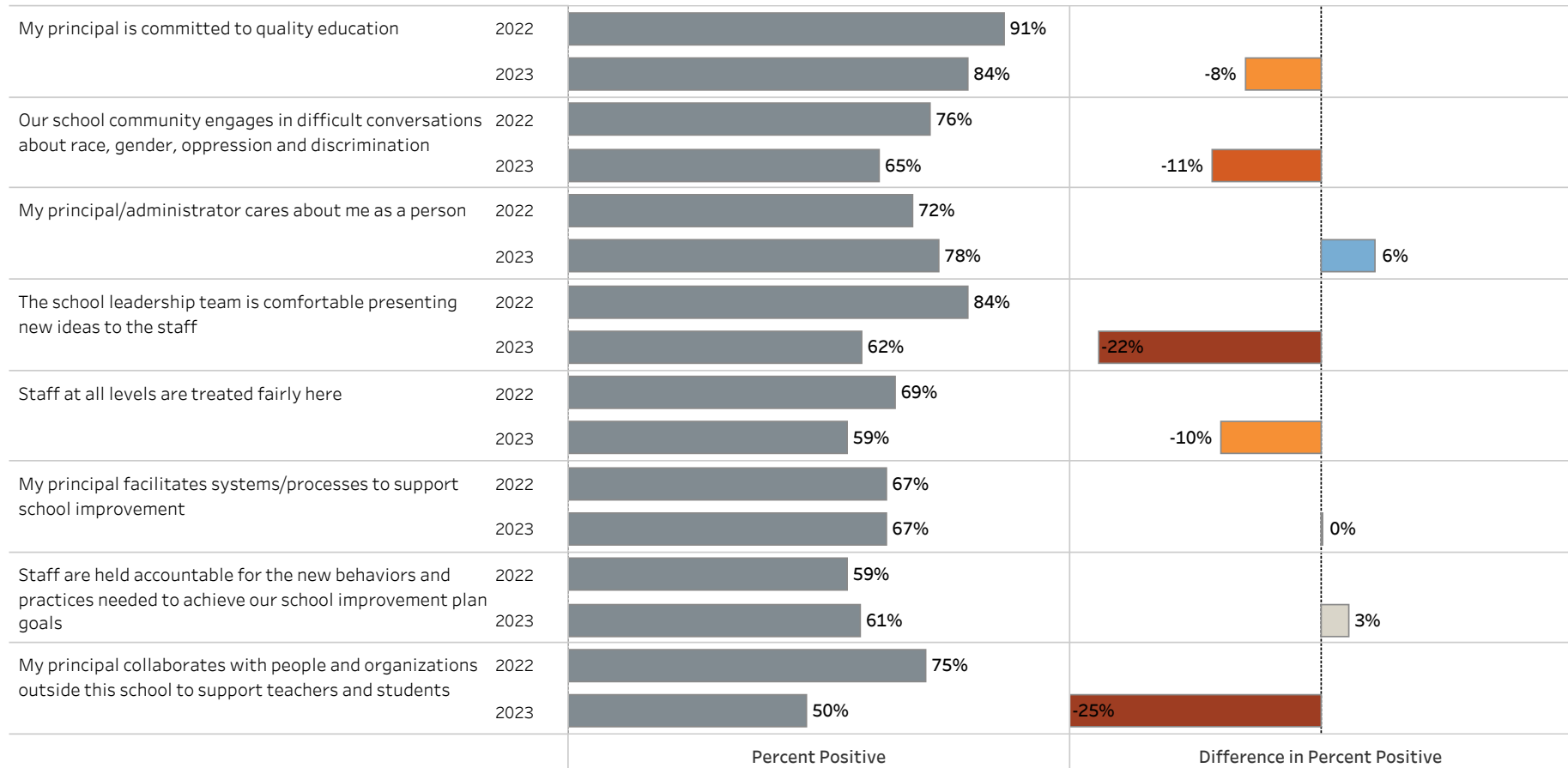


Effective Leadership

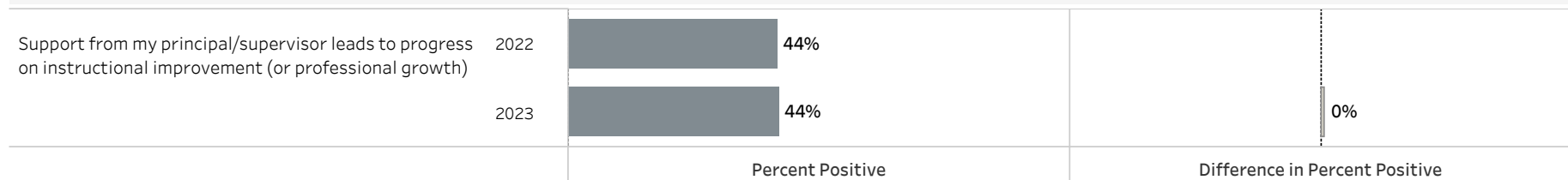


Effective Leadership—LONGITUDINAL

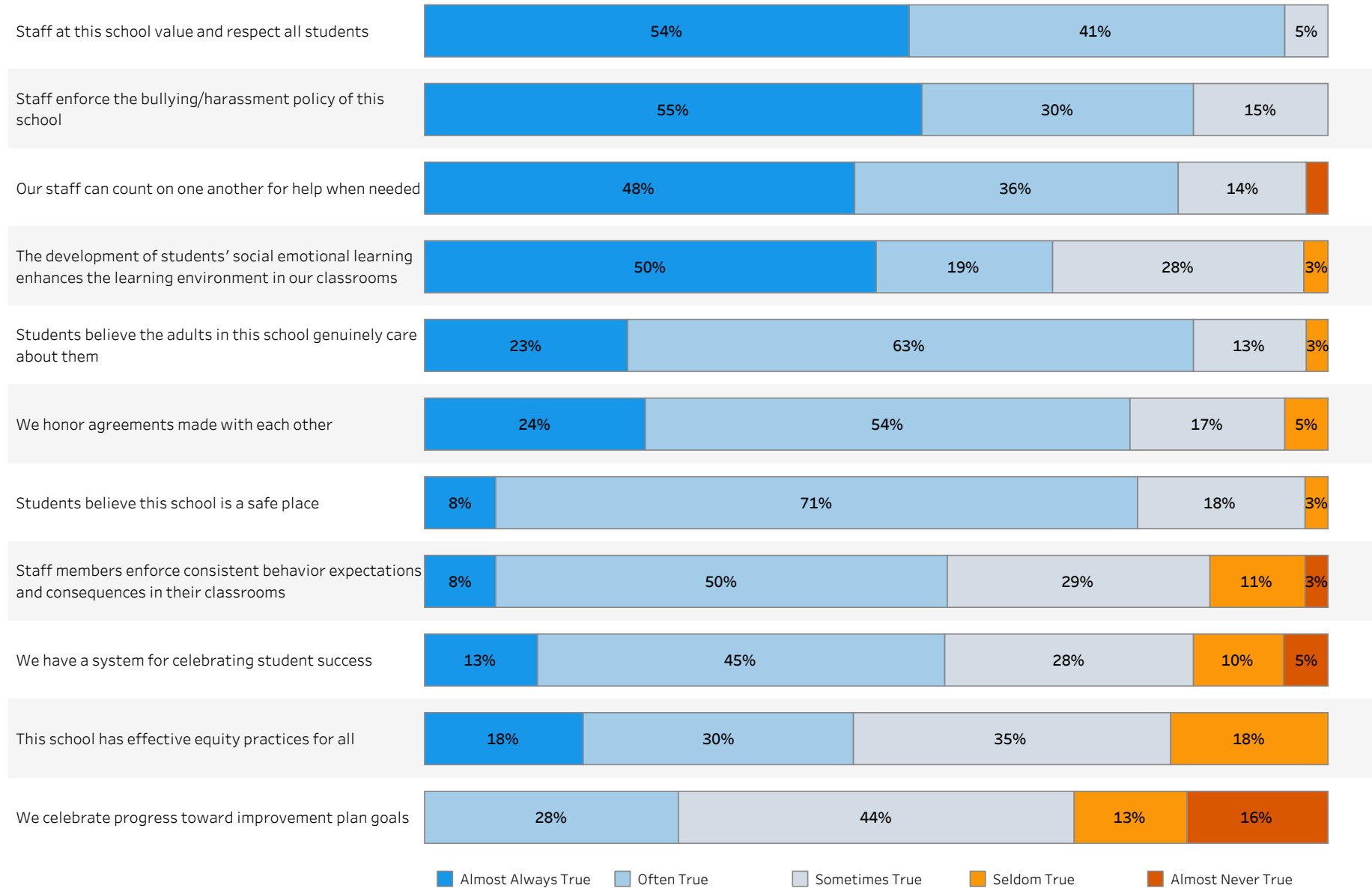
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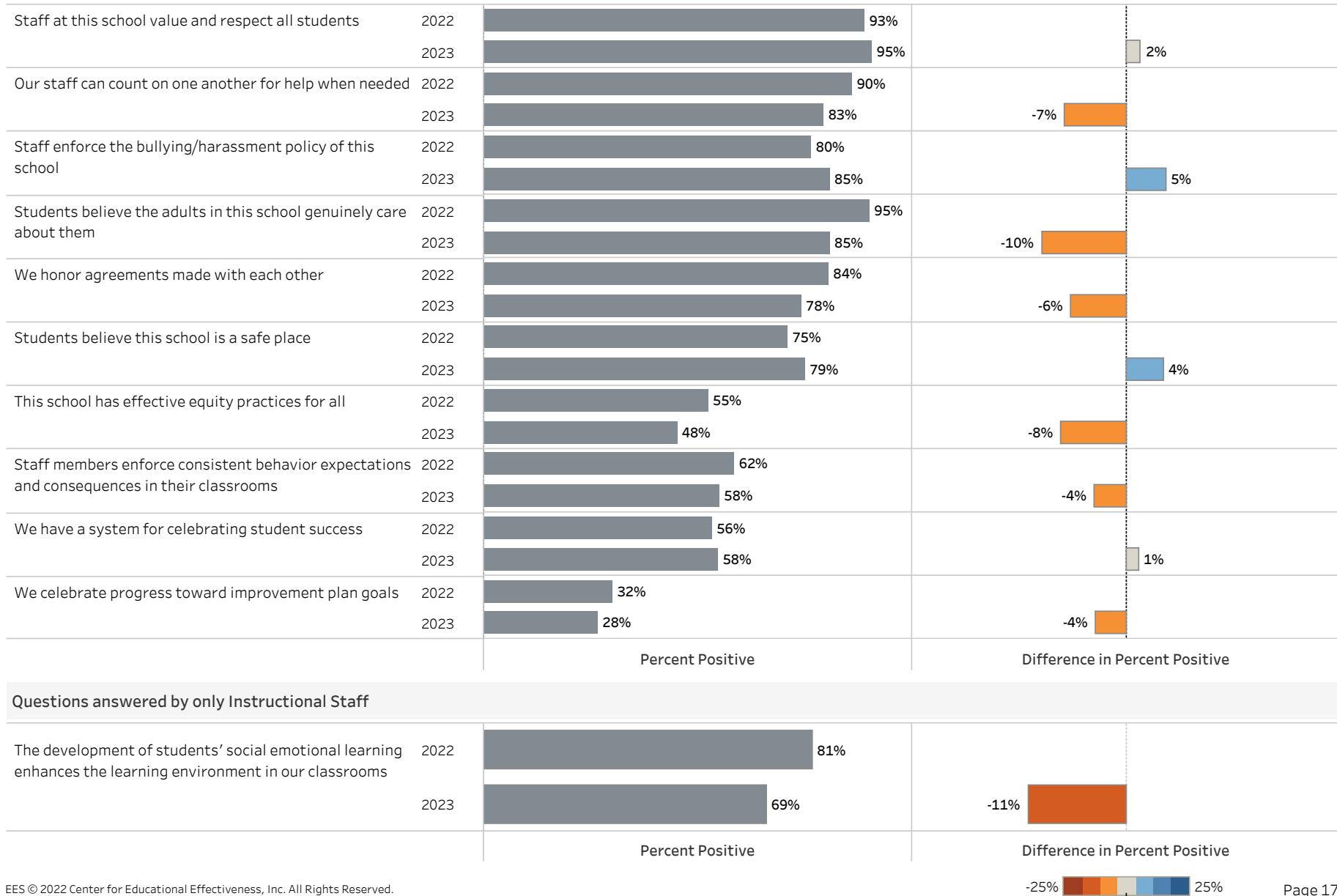


Supportive Learning Environment



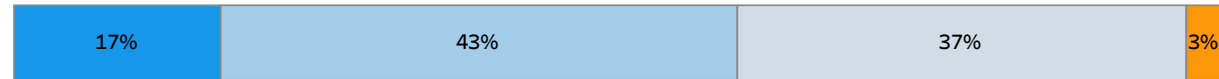
Supportive Learning Environment - LONGITUDINAL

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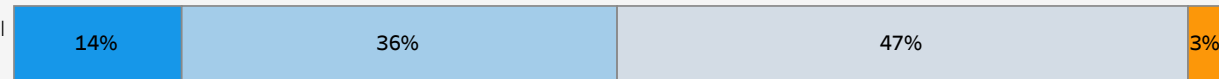


Parent and Community Involvement

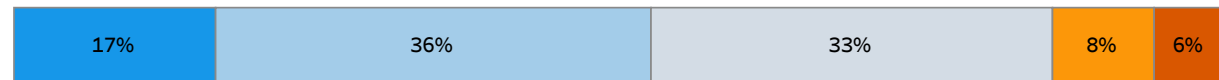
With important decisions we seek input from parents and the community



This school communicates effectively with families of all cultures



This school encourages parent involvement in their child's learning



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

LONGITUDINAL

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

Statement	Year	Percent Positive	Difference in Percent Positive
This school communicates effectively with families of all cultures	2022	72%	-22%
	2023	50%	
This school encourages parent involvement in their child's learning	2022	58%	-5%
	2023	53%	
		Percent Positive	Difference in Percent Positive

Questions answered by only Instructional Staff

Statement	Year	Percent Positive	Difference in Percent Positive
With important decisions we seek input from parents and the community	2022	57%	3%
	2023	60%	
		Percent Positive	Difference in Percent Positive

-25% ■ ■ ■ ■ ■ 25%

High Quality Curriculum, Instruction, and Assessment

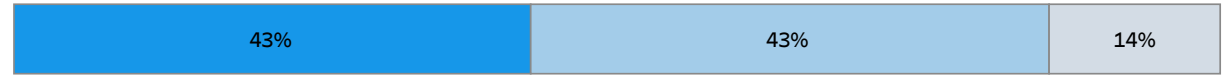
The curricula we teach are aligned with state learning standards



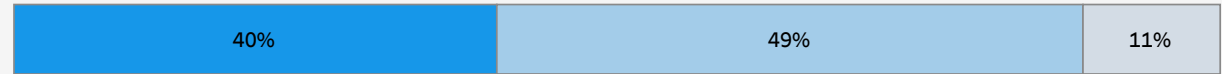
Lesson purpose is clearly communicated to students



Regular formative assessments are used to monitor student progress toward standards



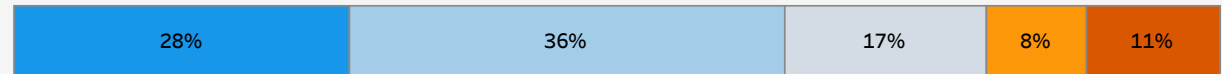
Students are provided tasks that require higher-level thinking skills



Our district has a social emotional framework (standards)



I understand instructional strategies to support social emotional learning objectives



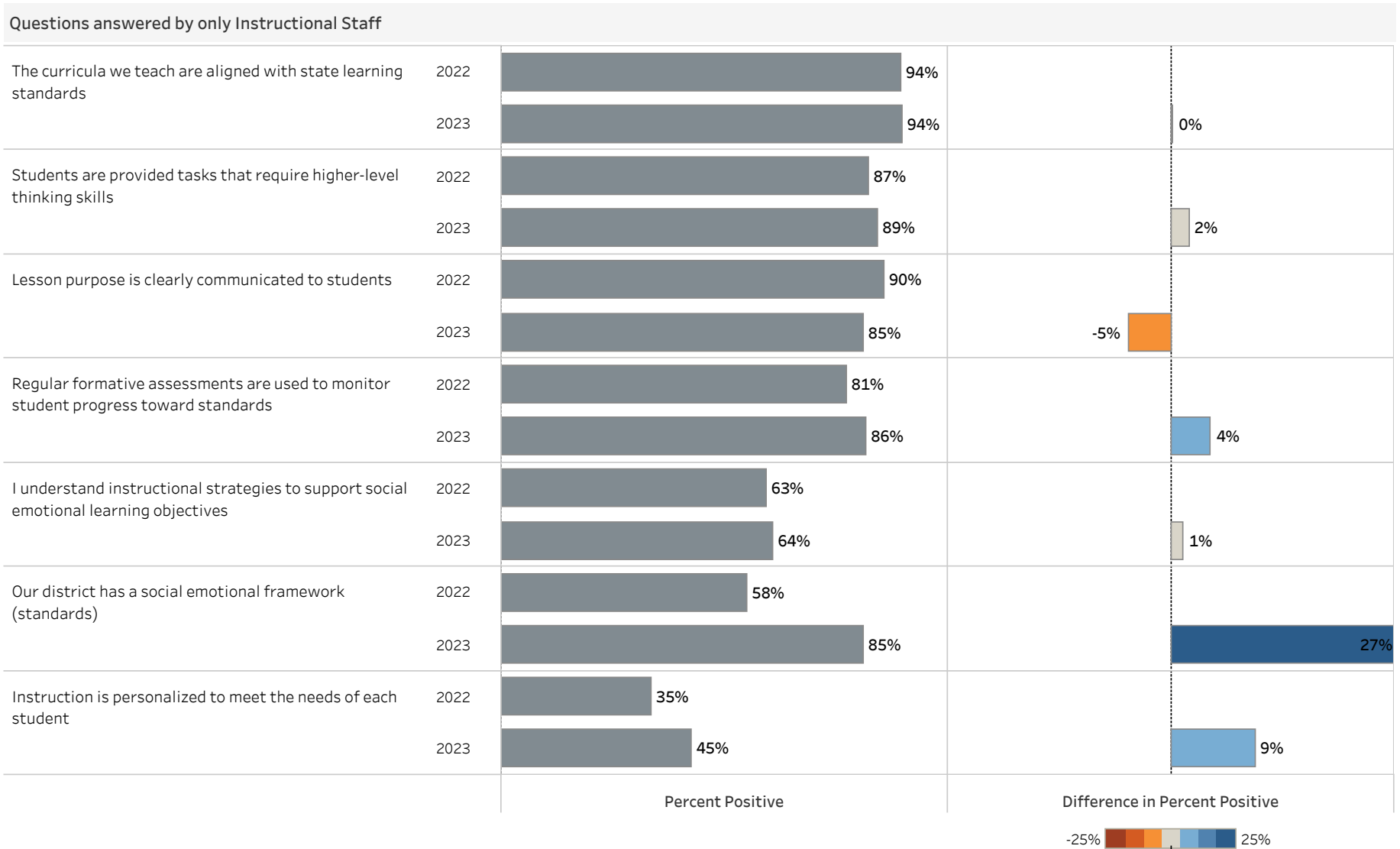
Instruction is personalized to meet the needs of each student



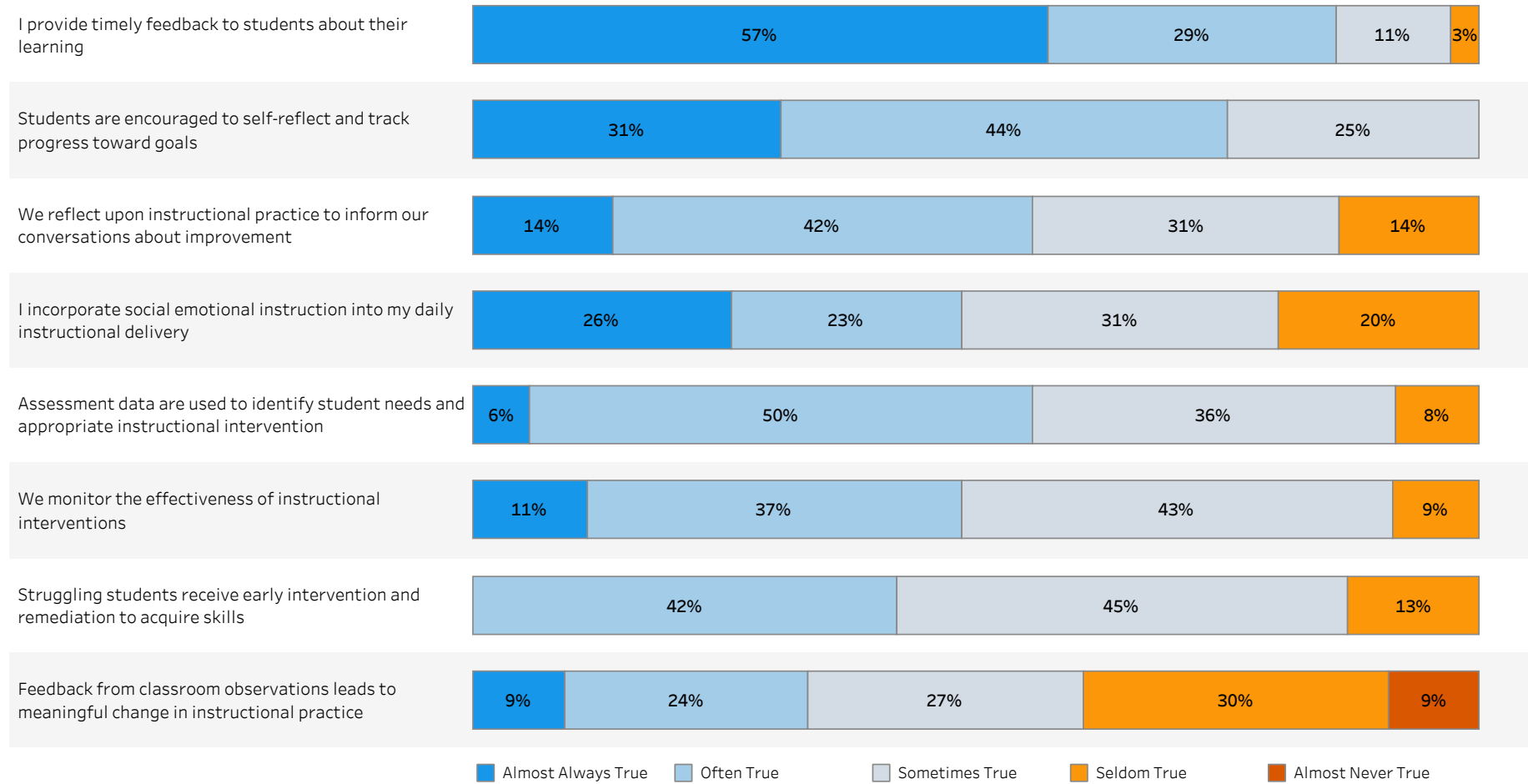
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High Quality Curriculum, Instruction, and Assessment - LONGITUDINAL

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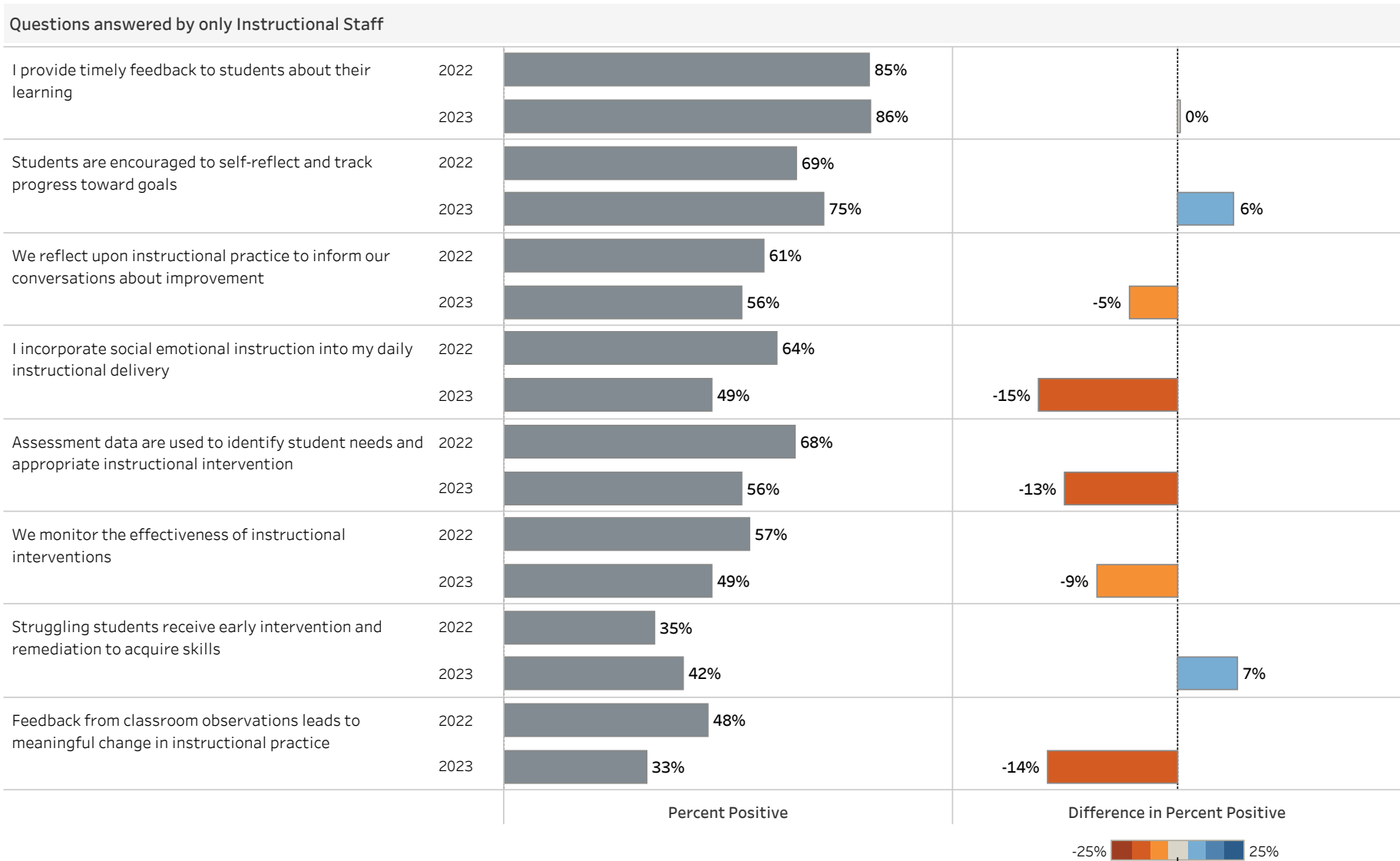


Frequent Monitoring of Teaching and Learning

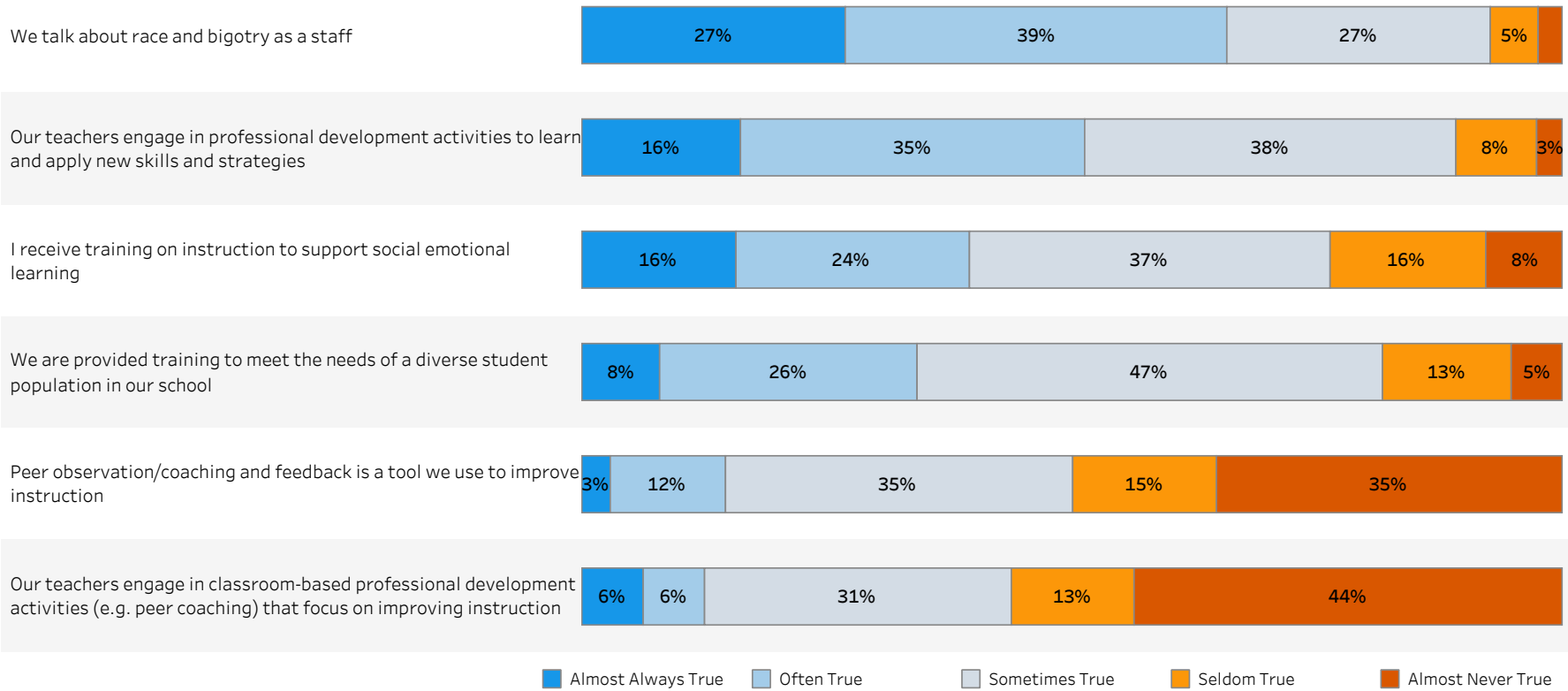


Frequent Monitoring of Teaching and Learning - LONGITUDINAL

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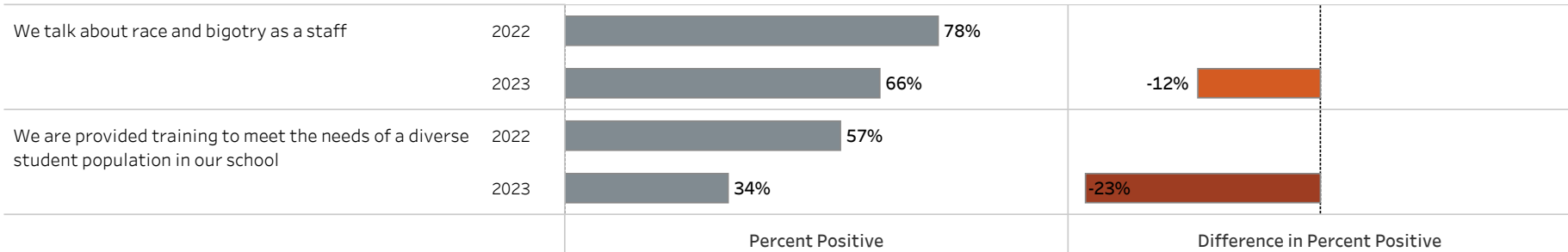


Focused Professional Development

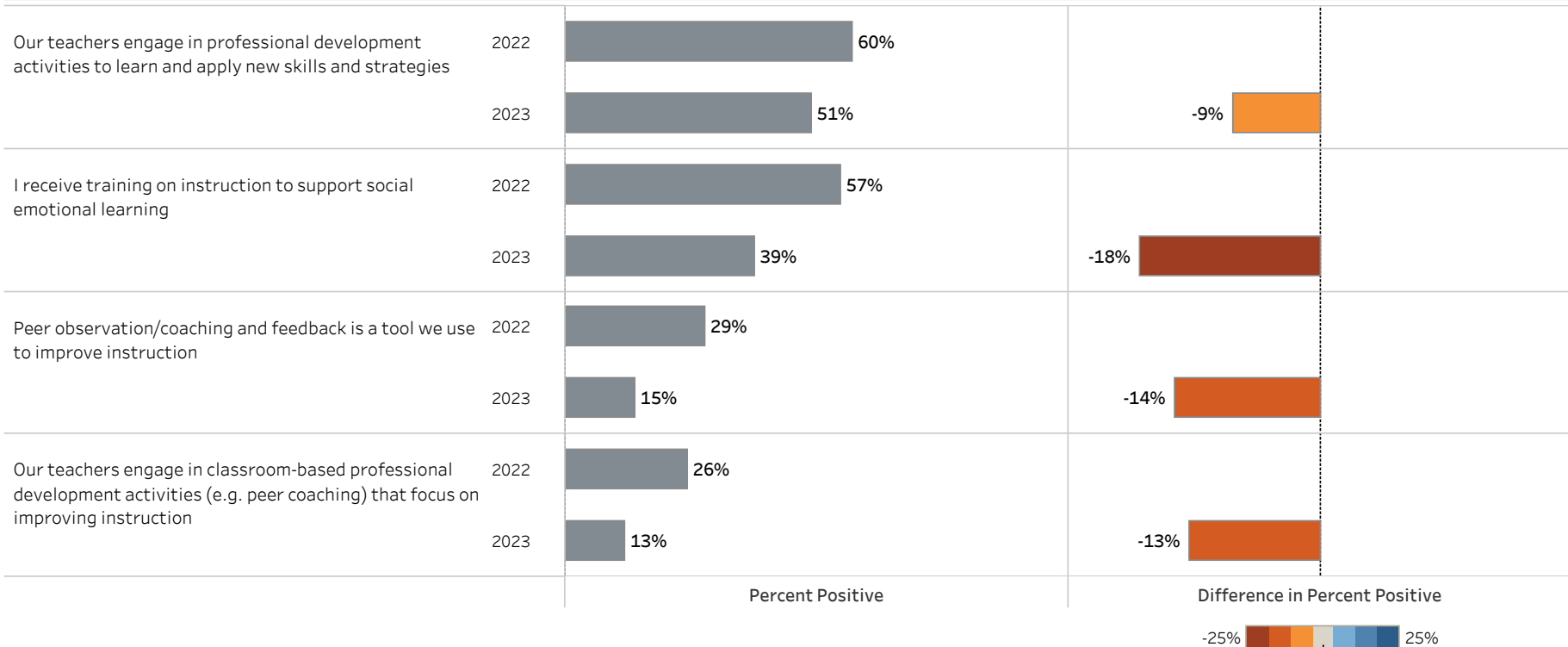


Focused Professional Development LONGITUDINAL

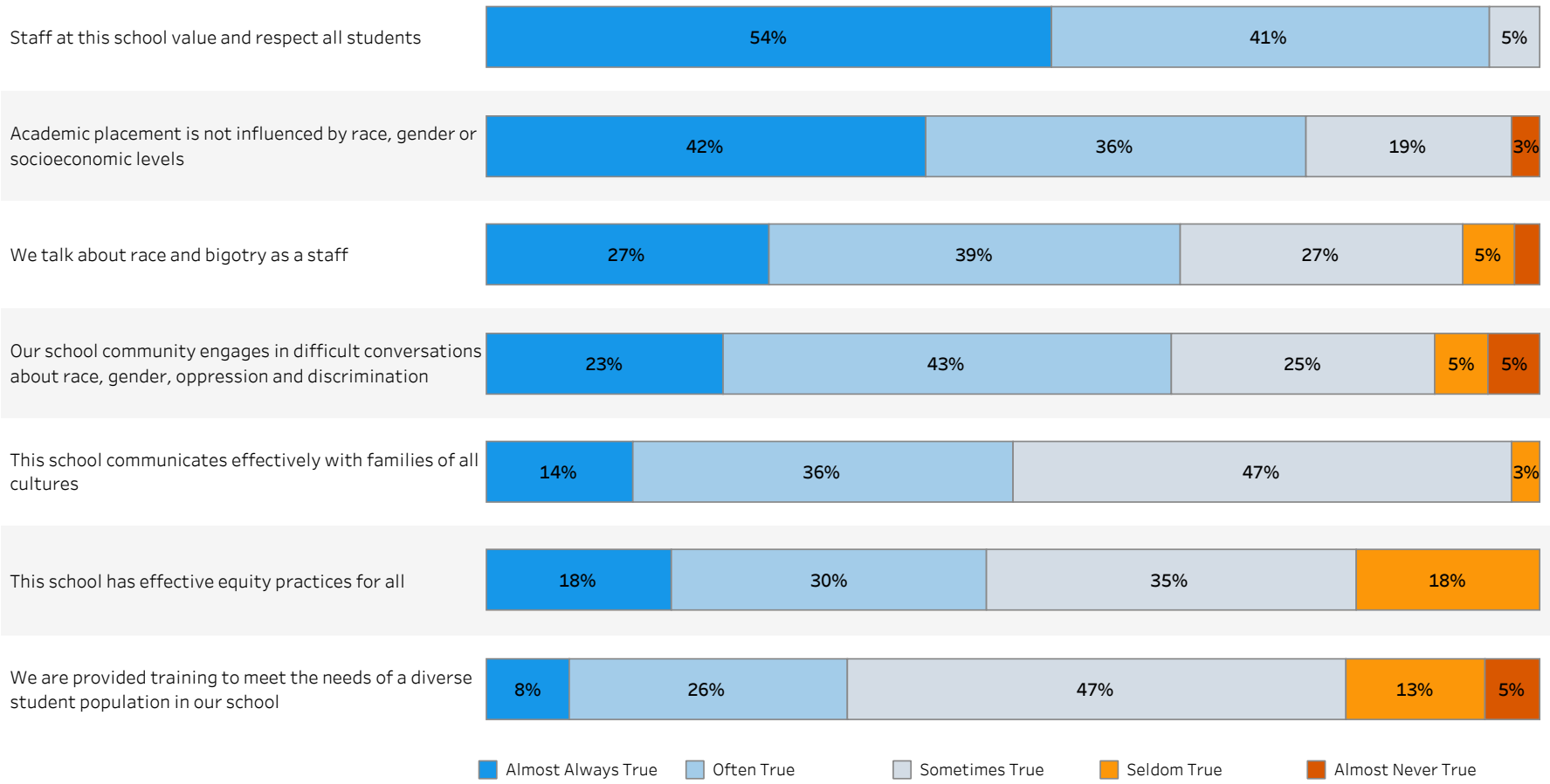
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Questions answered by only Instructional Staff

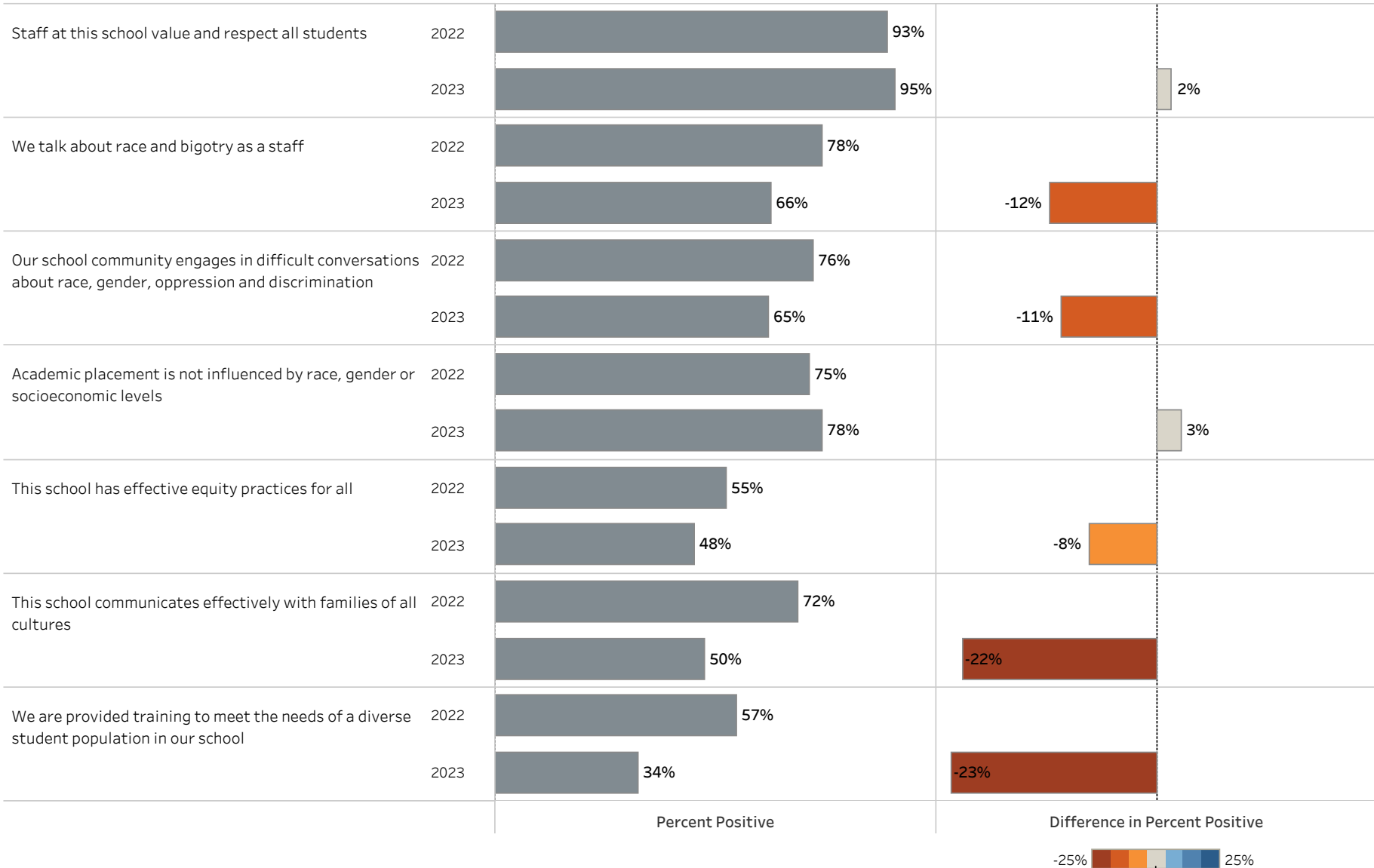


Cultural Responsiveness



Cultural Responsiveness - LONGITUDINAL

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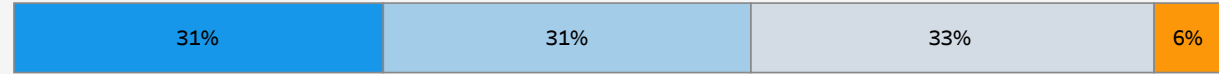


District Support for Improvement

District administrators demonstrate commitment to improved student learning



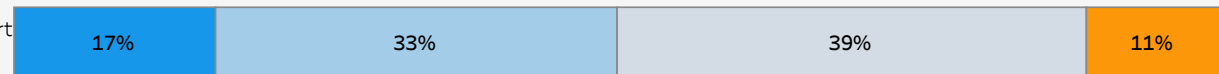
There is a consistent vision of school improvement throughout this district



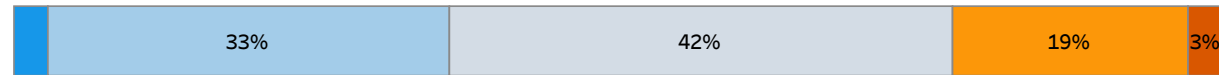
Collaboration between district and schools is based upon trust and respect



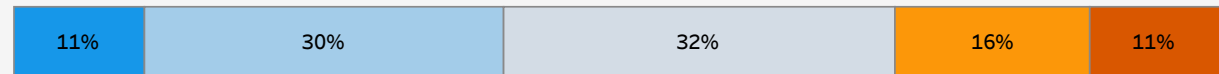
This district facilitates systems and programs to support school improvement



This district facilitates the alignment of curriculum across grades and schools



District administrators communicate a clear vision of good instruction and essential curriculum



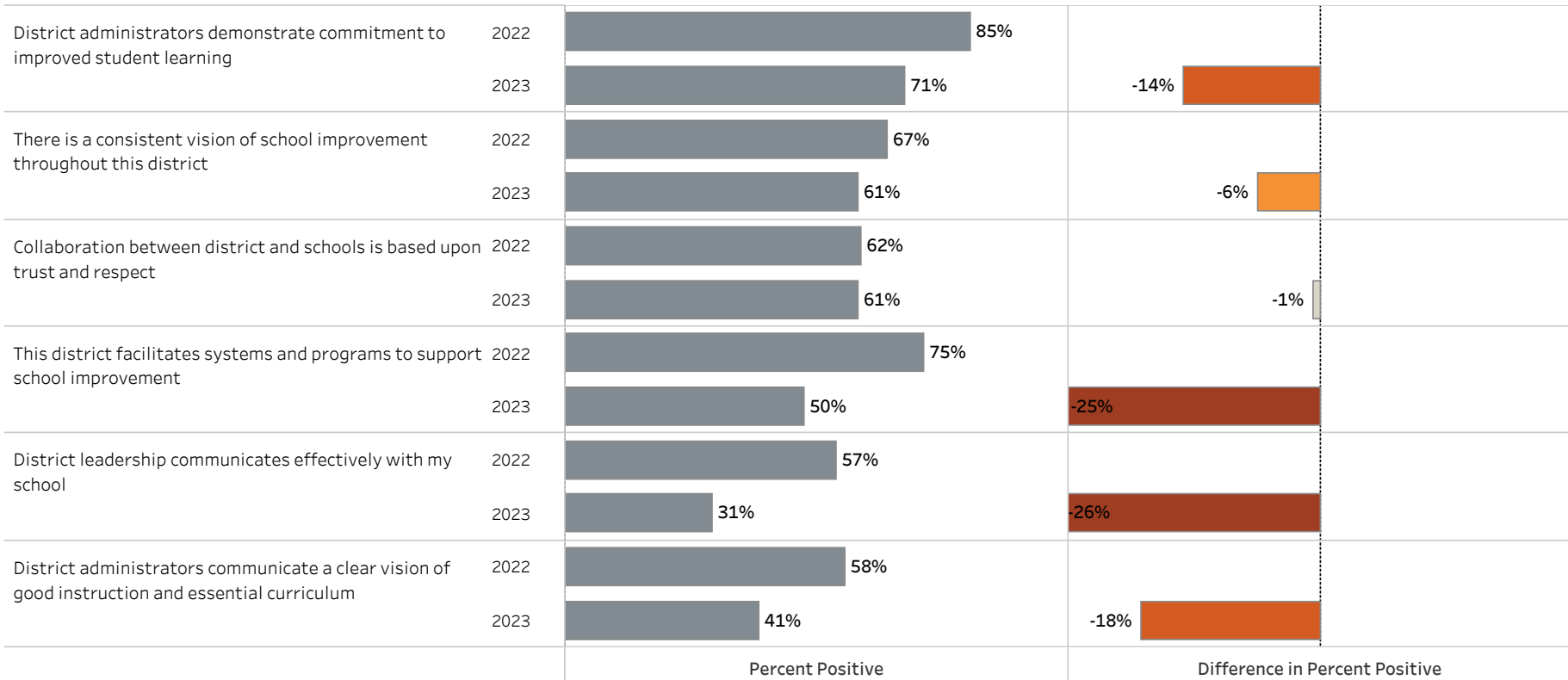
District leadership communicates effectively with my school



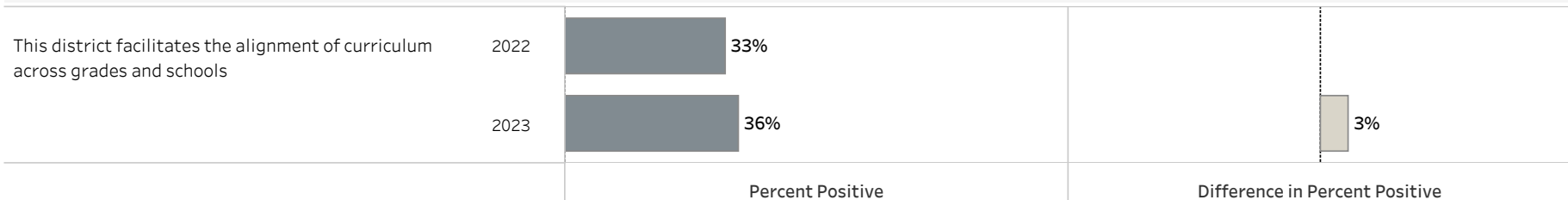
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District Support for Improvement

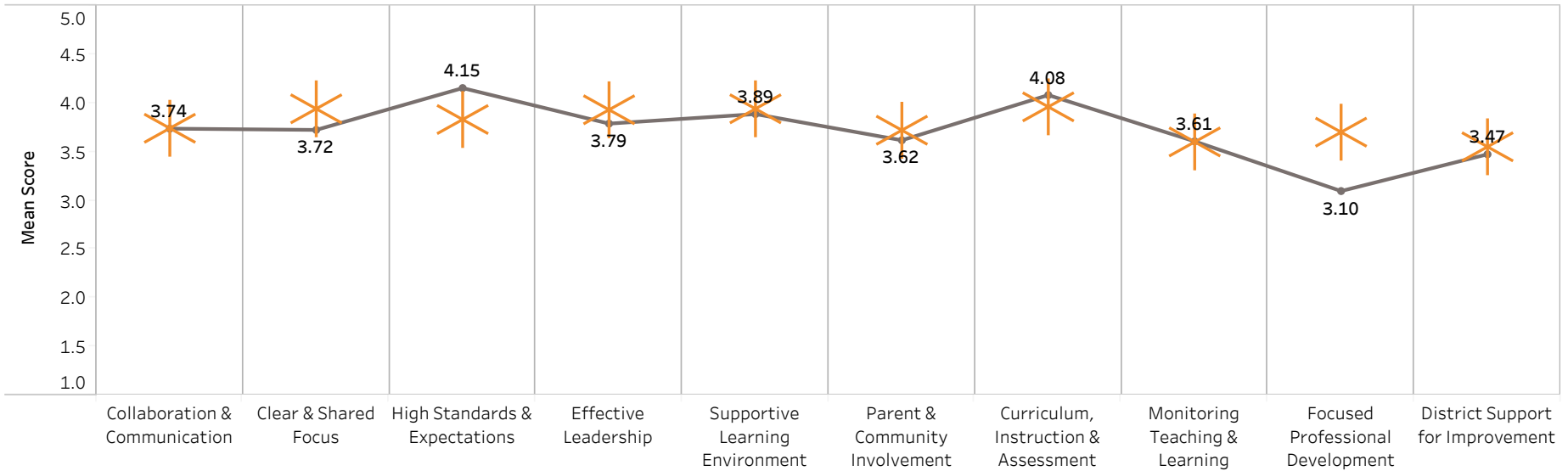
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Questions answered by only Instructional Staff

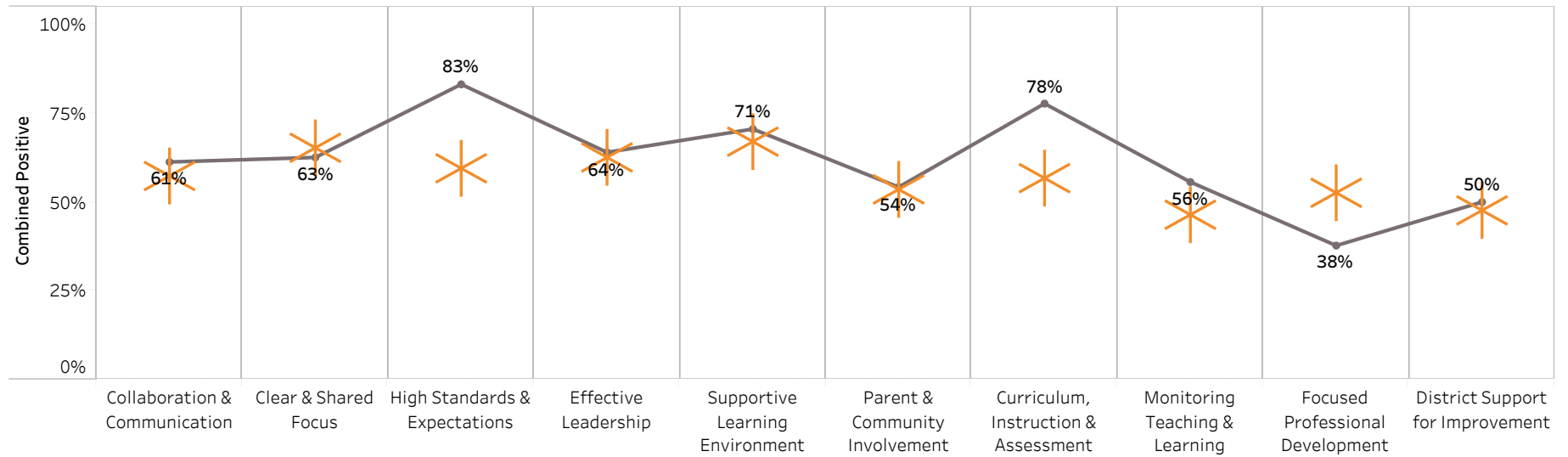


Comparison - Mean Scores

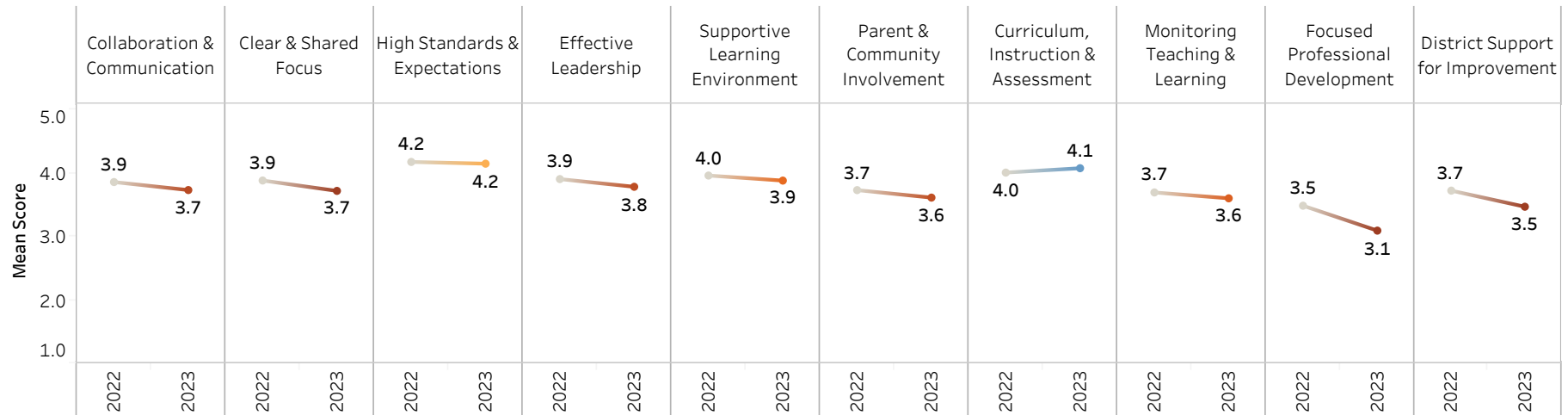


How does your school compare to: ✱ Nationwide Sample ■ Your School or District

Comparison - Percent Positive



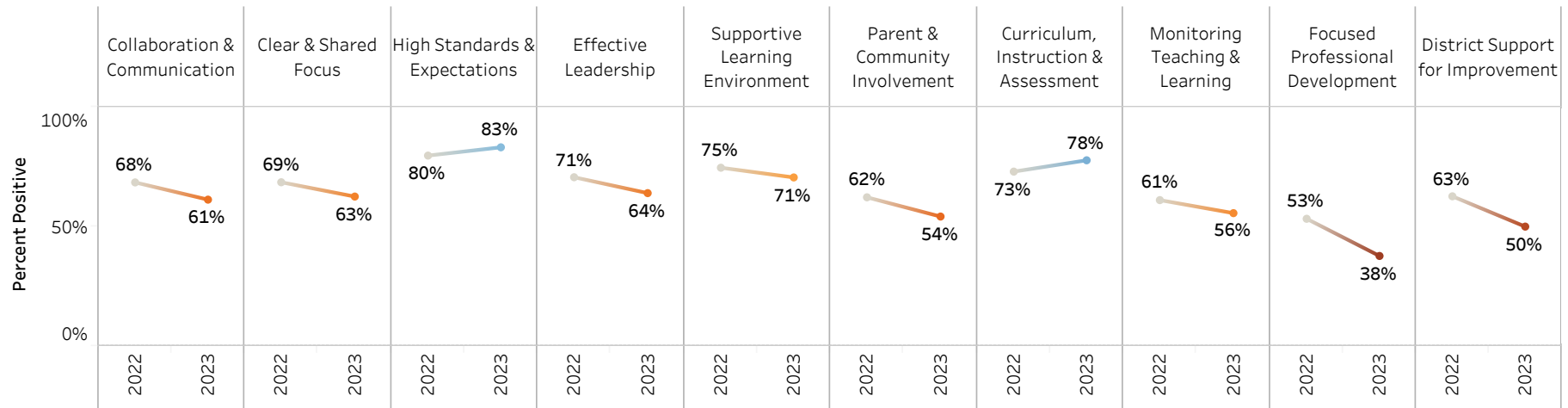
Comparison - Mean Scores LONGITUDINAL



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%