

# Educational Effectiveness Survey™



## 9 Characteristics of High Performing Schools State 8 Criteria for Evaluation of Teaching and Learning

**Staff edition**

V10.2.1

Note: Due to small "N" (size of your building staff) this report does NOT include a Certificated vs Other Staff Comparison.

### South Whidbey Elementary-South Campus

South Whidbey School District

September 2019

N=17



**Better Data. Better Decisions. Better Schools.**



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

## **Structure of the EES Staff Report**

This results document contains your data results from the survey you recently administered.

## **Readiness for Change**

This is the starting point for interpreting your EES Staff data. CEE's research into over 200,000 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.

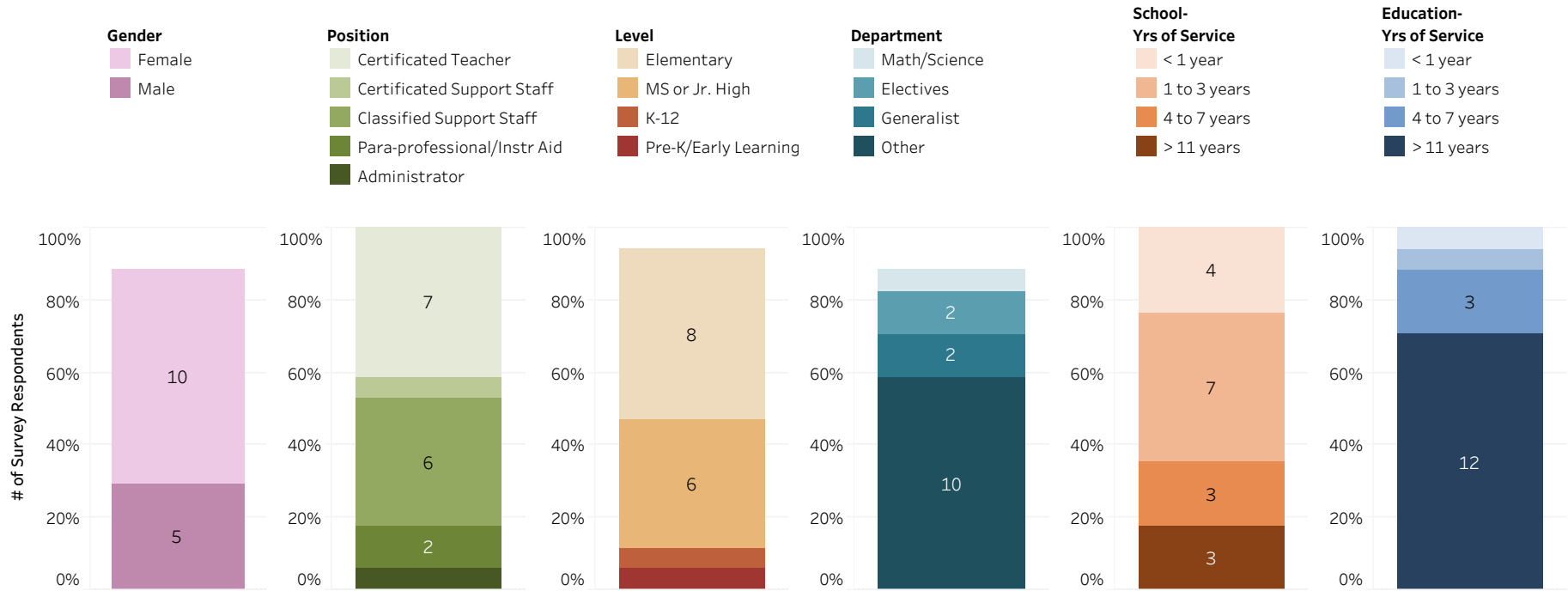
## **9 Characteristics of High-Performing Schools**

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.

## **State 8 Criteria for Evaluation of Teaching and Learning**

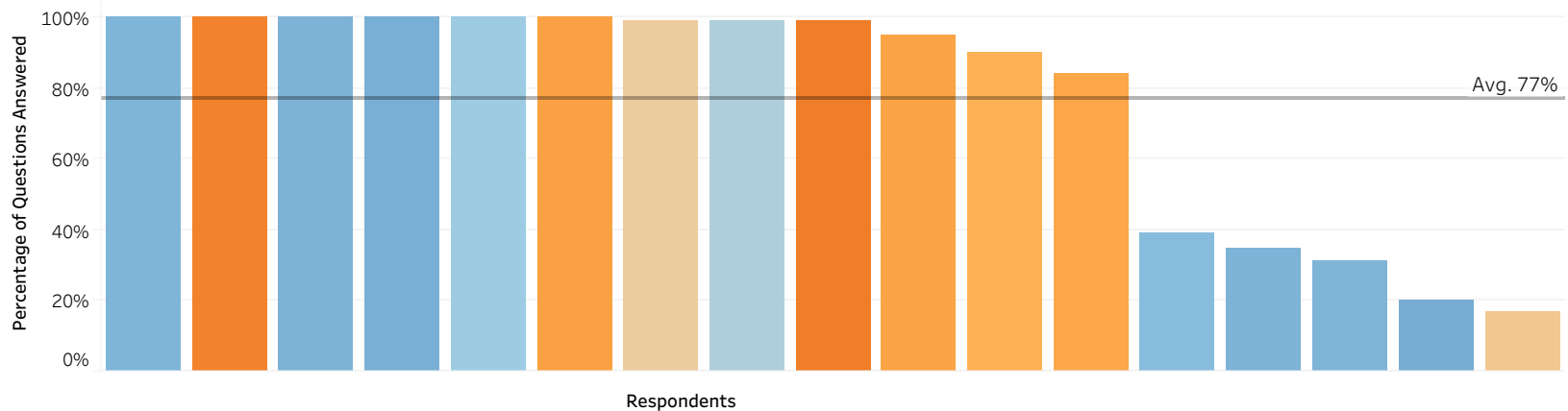
The data in this report is a measure of the system of support within the school and district for development of effective instructional skills, as defined by the "State 8" and the district-selected instructional framework model that will be measured in the teacher evaluation process. Data shown are exclusively from certificated staff responses.

# Demographics

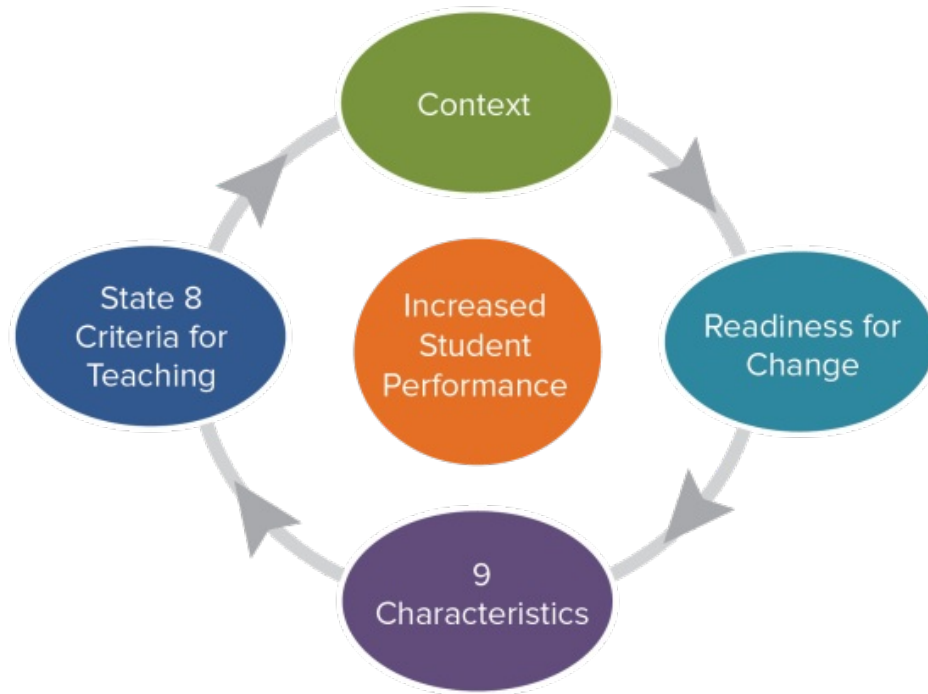


The height shows the percentage of items answered by respondent.

The color shows how positive each respondent was.



## Capacity for Improvement

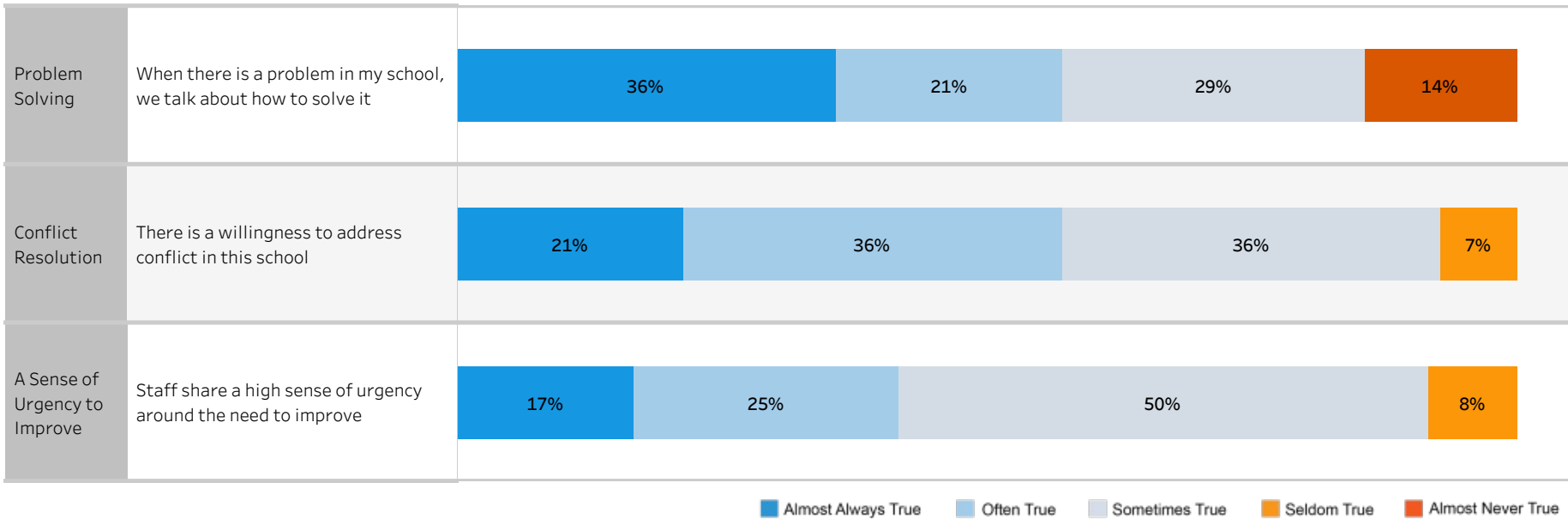


- “Context” defines the “current reality” of the student population, the school, and community.
- “Readiness for Change” defines the current capacity for change amongst the systems and adult culture of the school and district.
- 9 Characteristics define the strength and capacity of the adult systems and culture to have the difficult conversations, make decisions, and implement those changes necessary for improvement to happen.
- State 8 Criteria for Evaluation of Teaching and Learning define the specific skills necessary for effective instruction and learning.
- All four components impact the ability of the organization (school) to increase student learning and achievement.

# Readiness for Change

The three charts below are data about your school staff, who must define, embrace, implement, and sustain change. If your professional 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.”

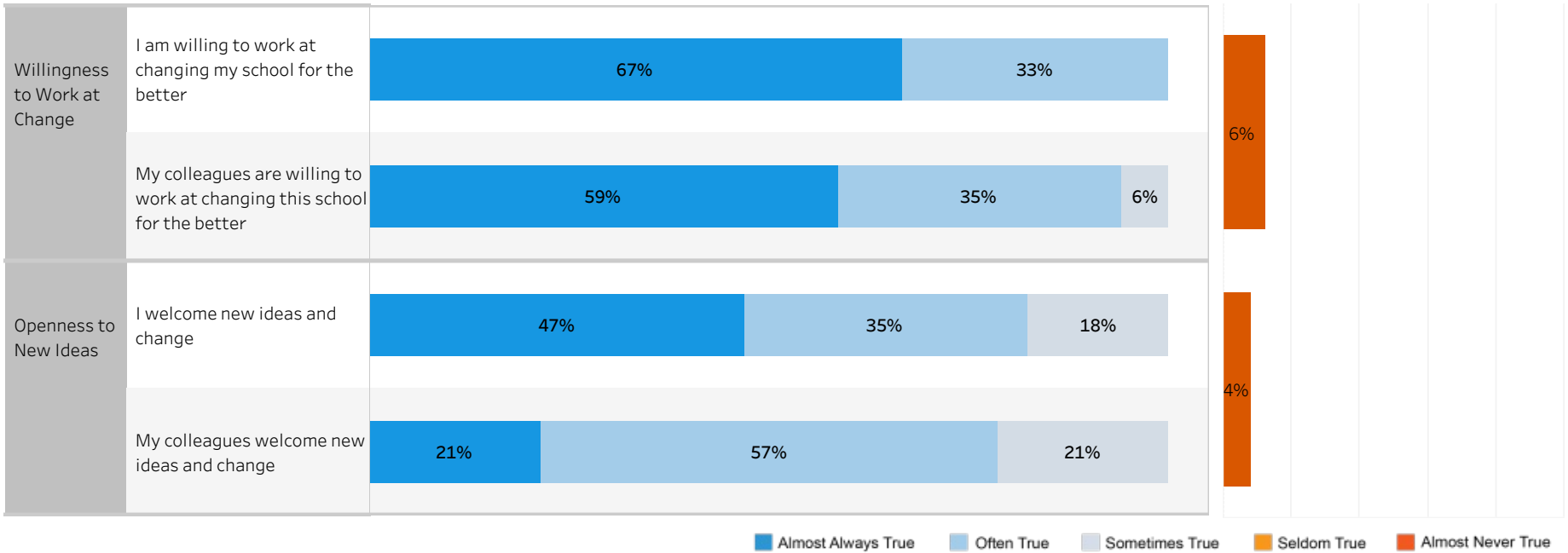
You will find these data and the rest of the “readiness for change” data in the following report section.



# Readiness for Change—I vs. They Perspectives

South Whidbey Elementary-South Campus

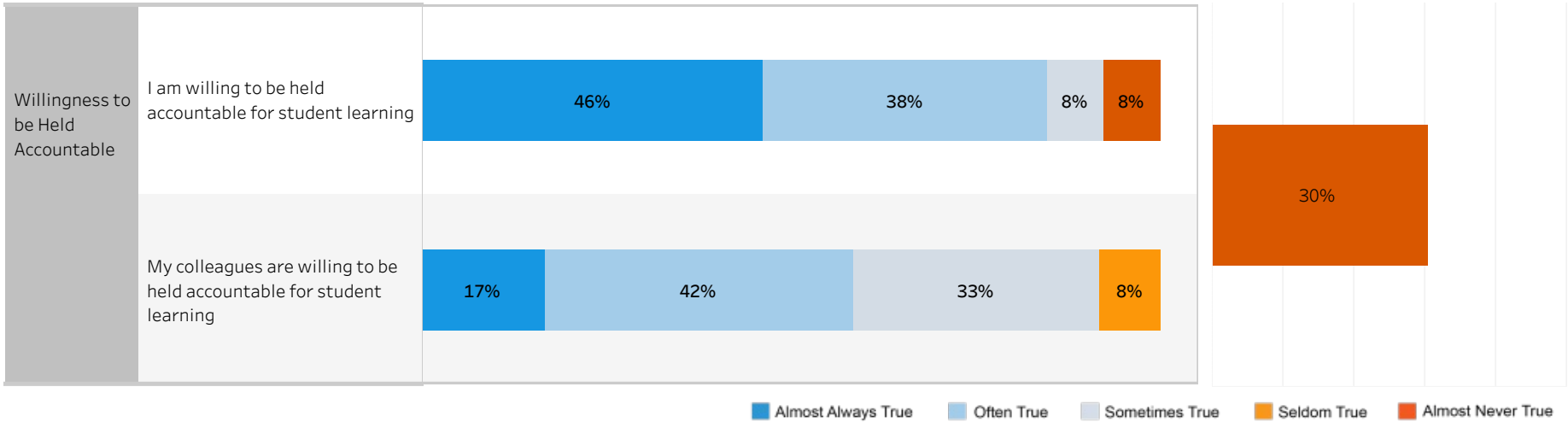
Gaps over 20% in elementary and over 25% in secondary should be investigated. Why do staff see different attitudes in their colleagues?



# Readiness for Change—I vs. They Perspectives

South Whidbey Elementary-South Campus

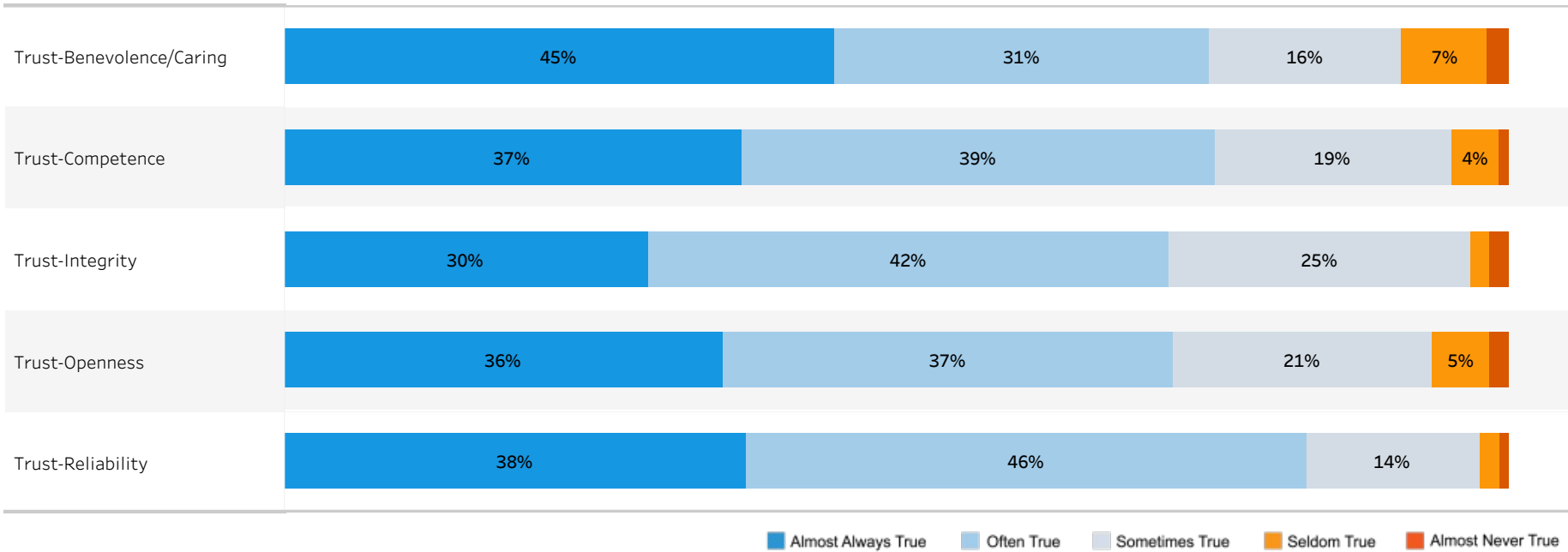
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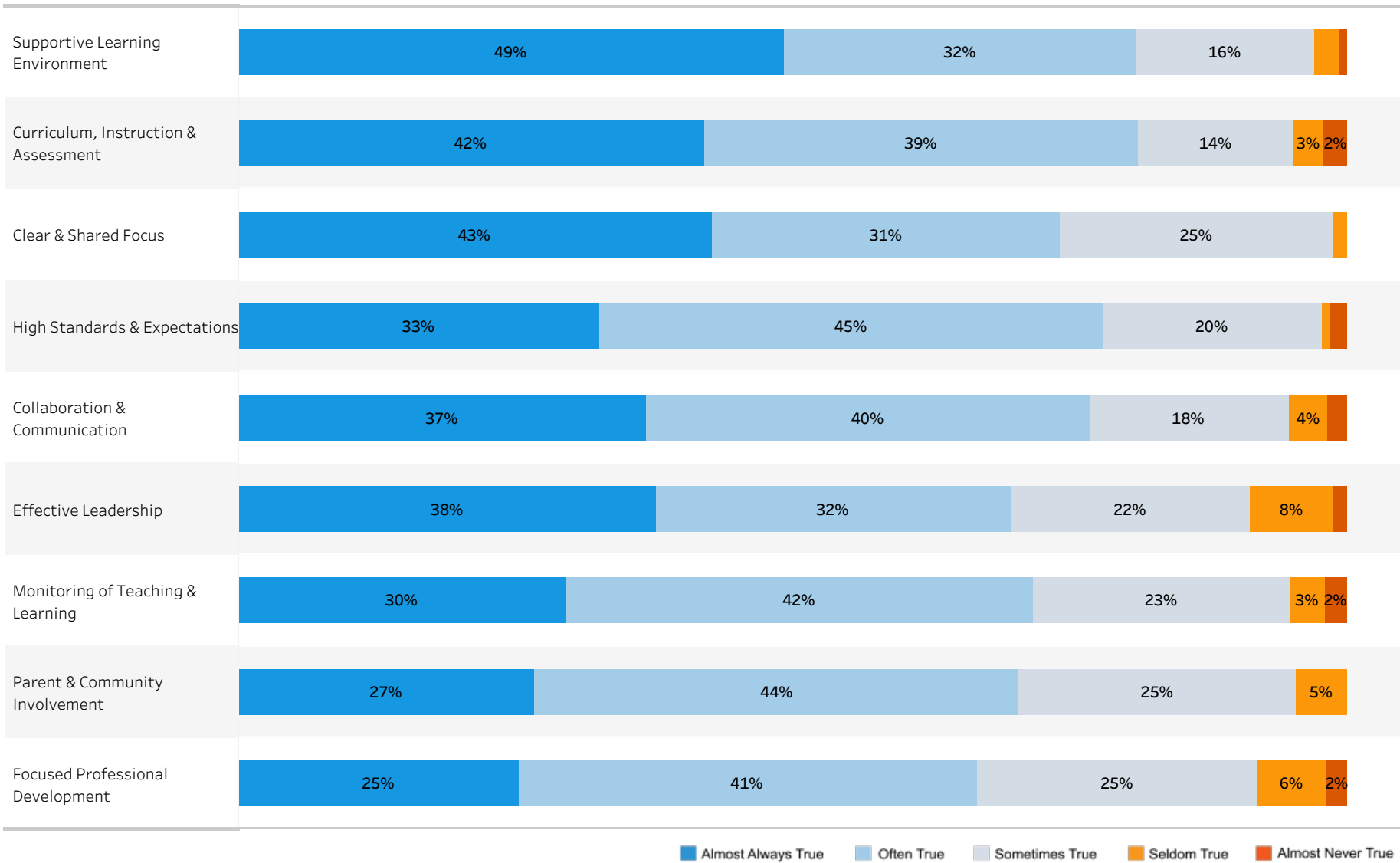
# Organizational Trust

South Whidbey Elementary-South Campus



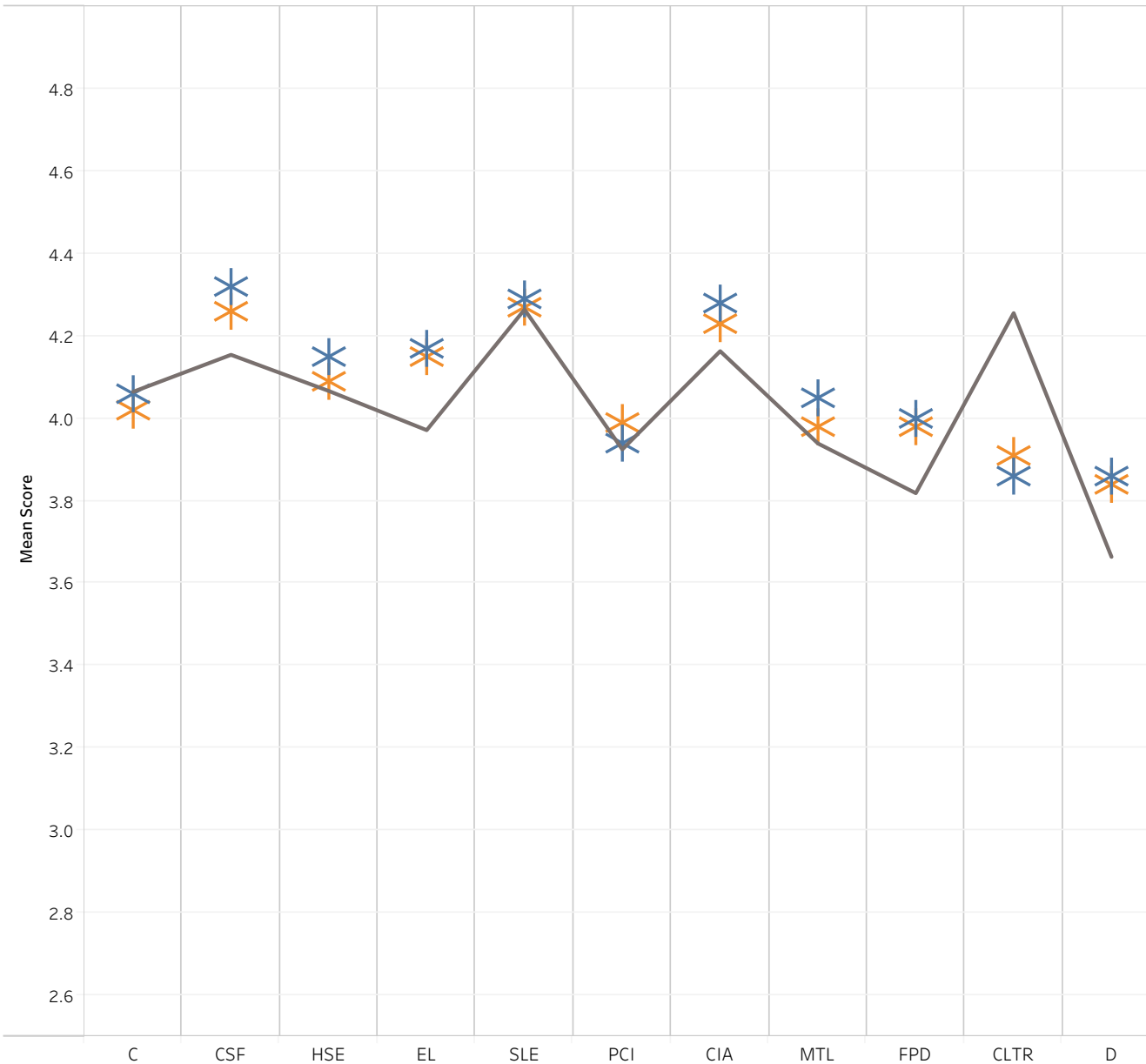
# 9 Characteristics of High-Performing Schools

South Whidbey Elementary-South Campus



# Comparison - Mean Scores

South Whidbey Elementary-South Campus



How does your school compare to:

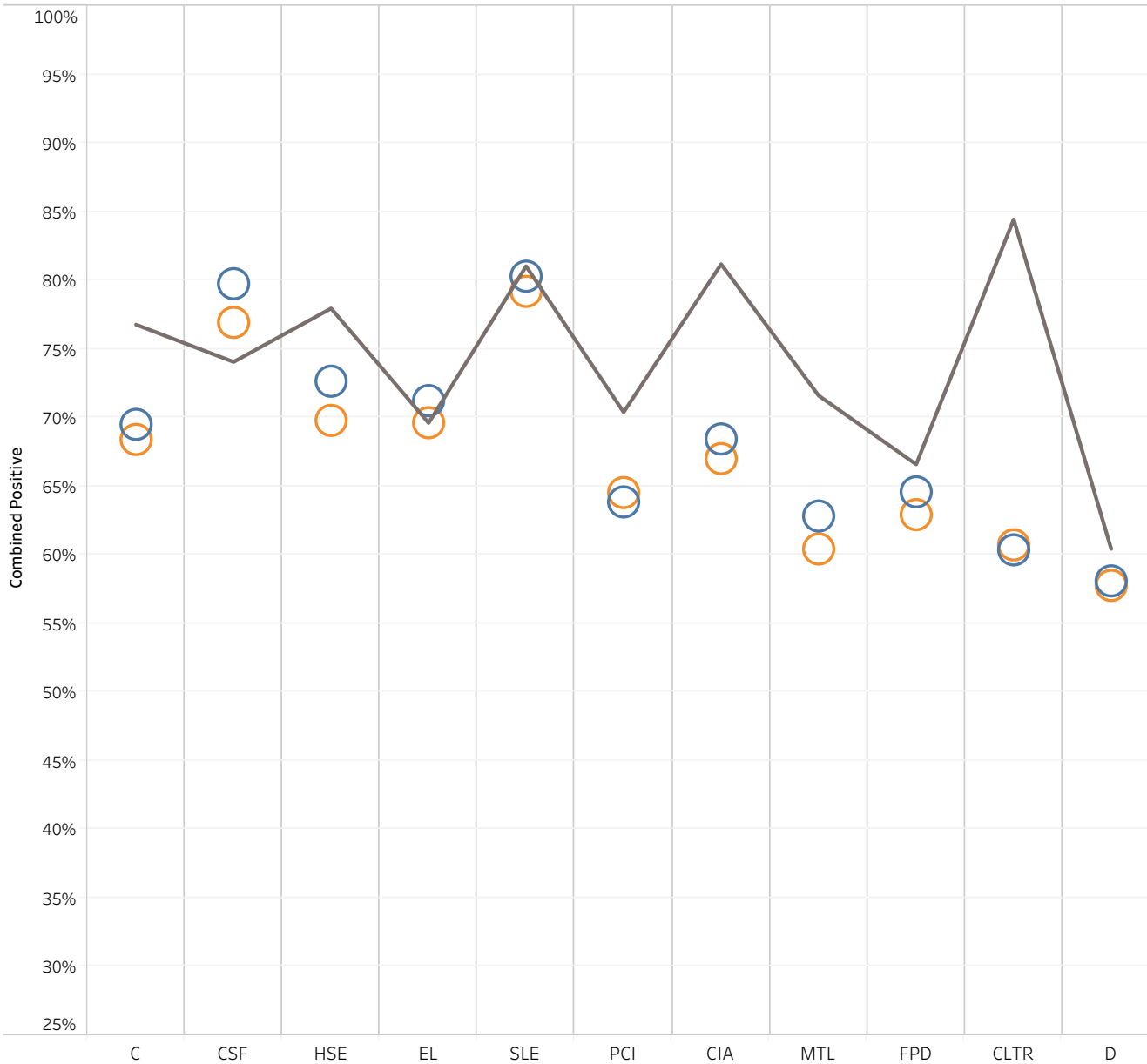
- Schools of Distinction (High Improving Schools)
- Nationwide Schools
- Your School or District (line)

### Characteristics

- 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

# Comparison - Percent Positive Scores

South Whidbey Elementary-South Campus



How does your school compare to:

- Schools of Distinction (High Improving Schools)
- Nationwide Schools
- Your School or District (line)

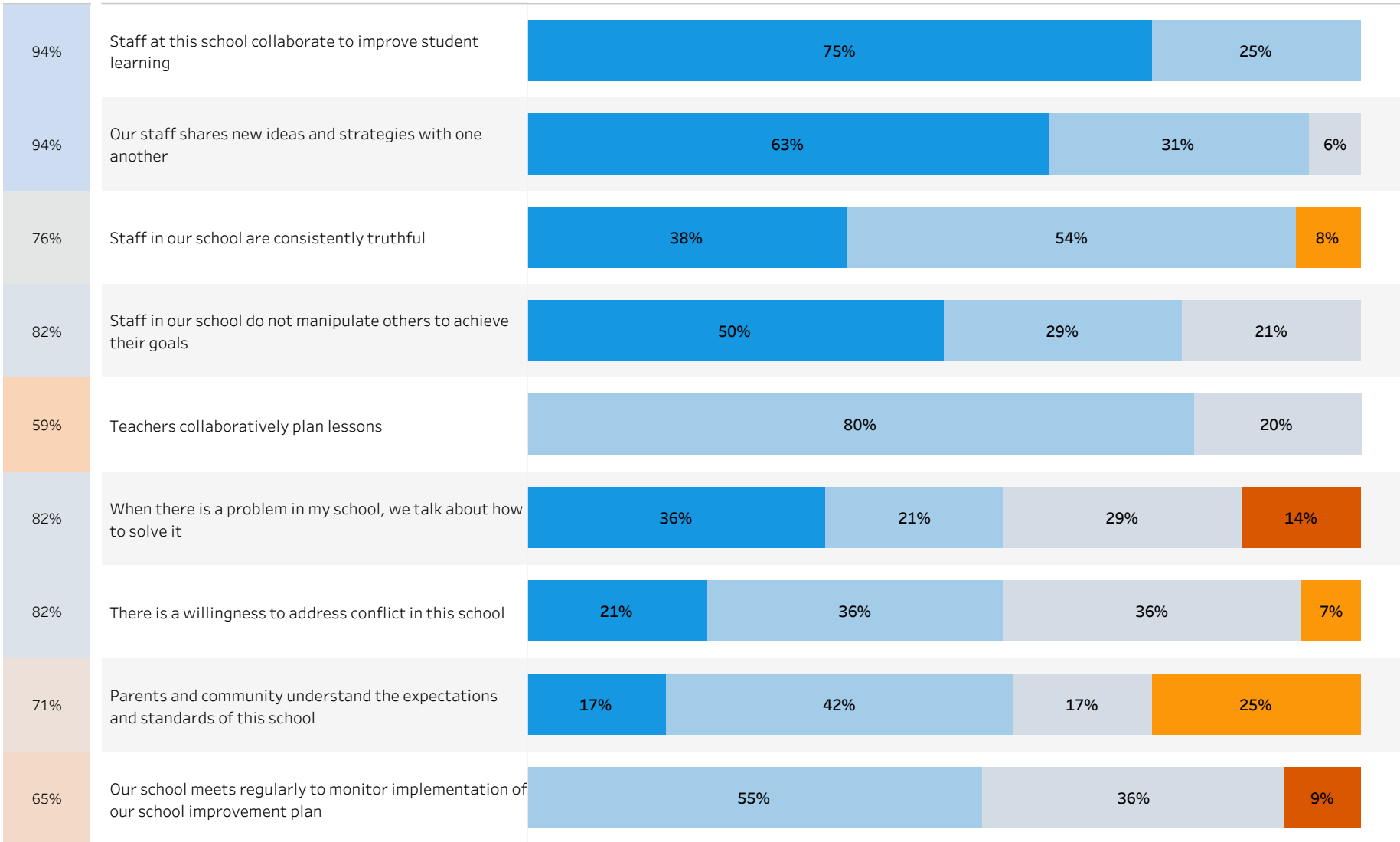
**Characteristics**

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# High Levels of Collaboration and Communication

South Whidbey Elementary-South Campus

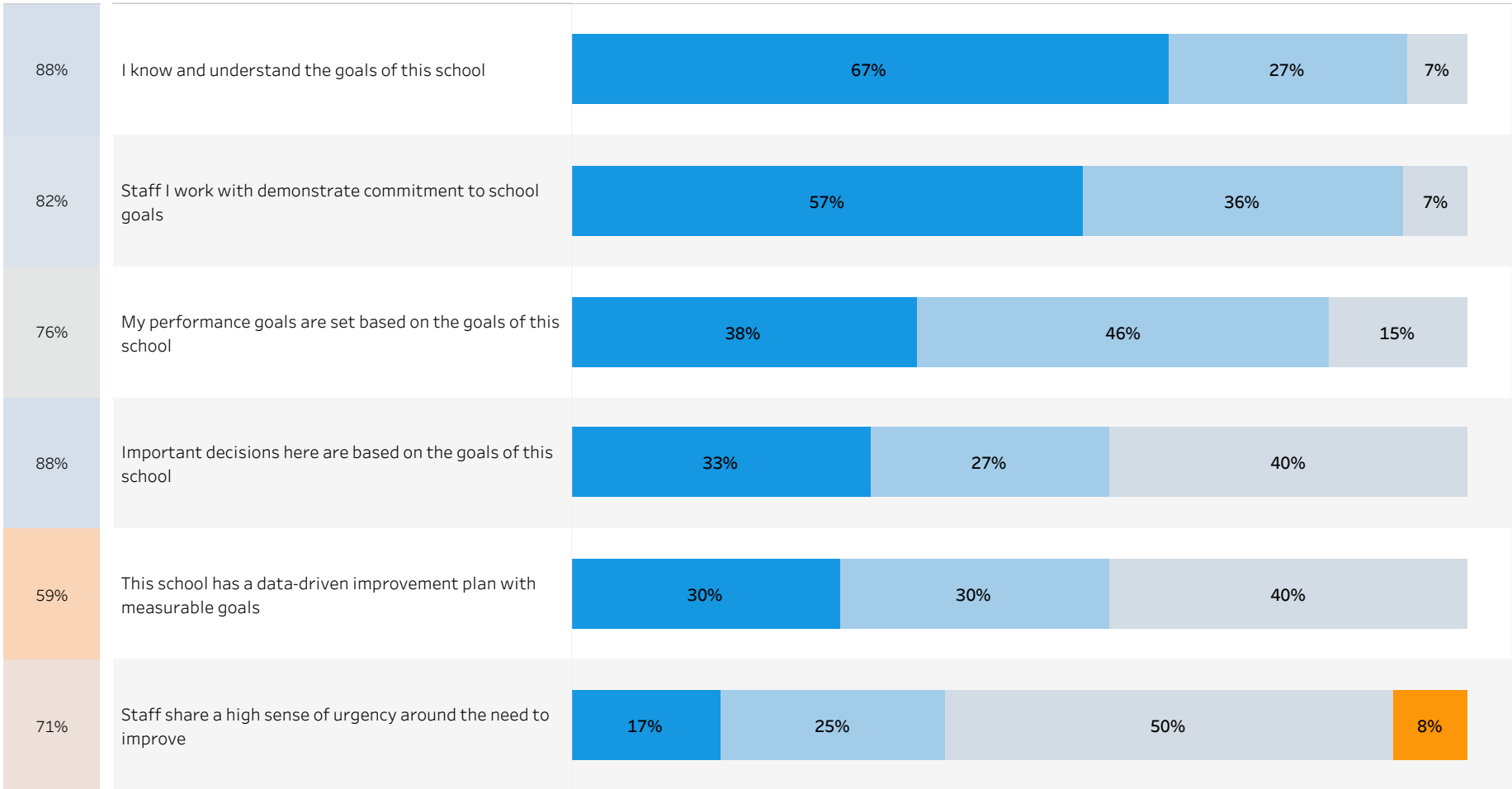
% Answered 50% 100%



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

# Clear and Shared Focus

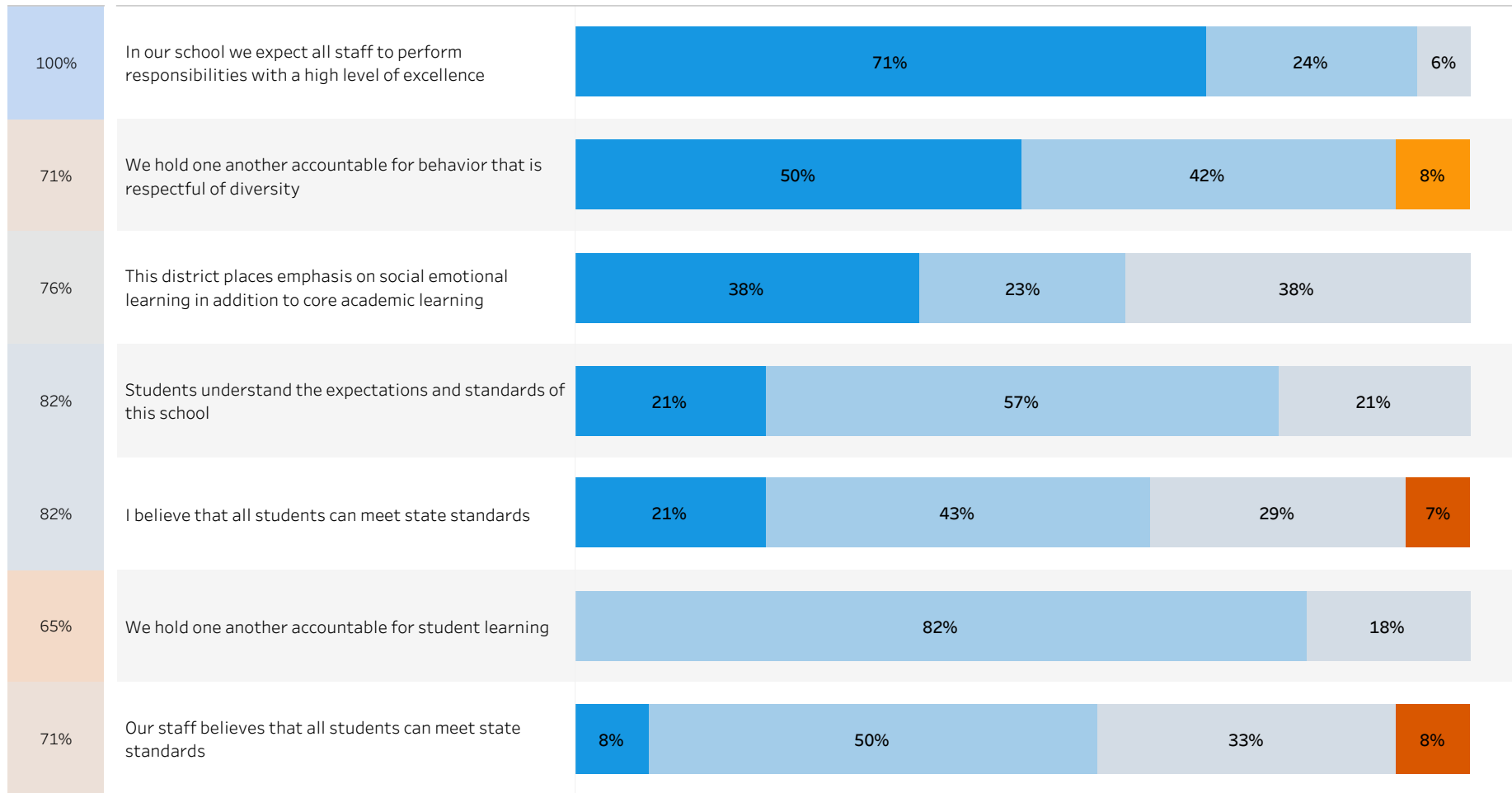
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# High Standards and Expectations

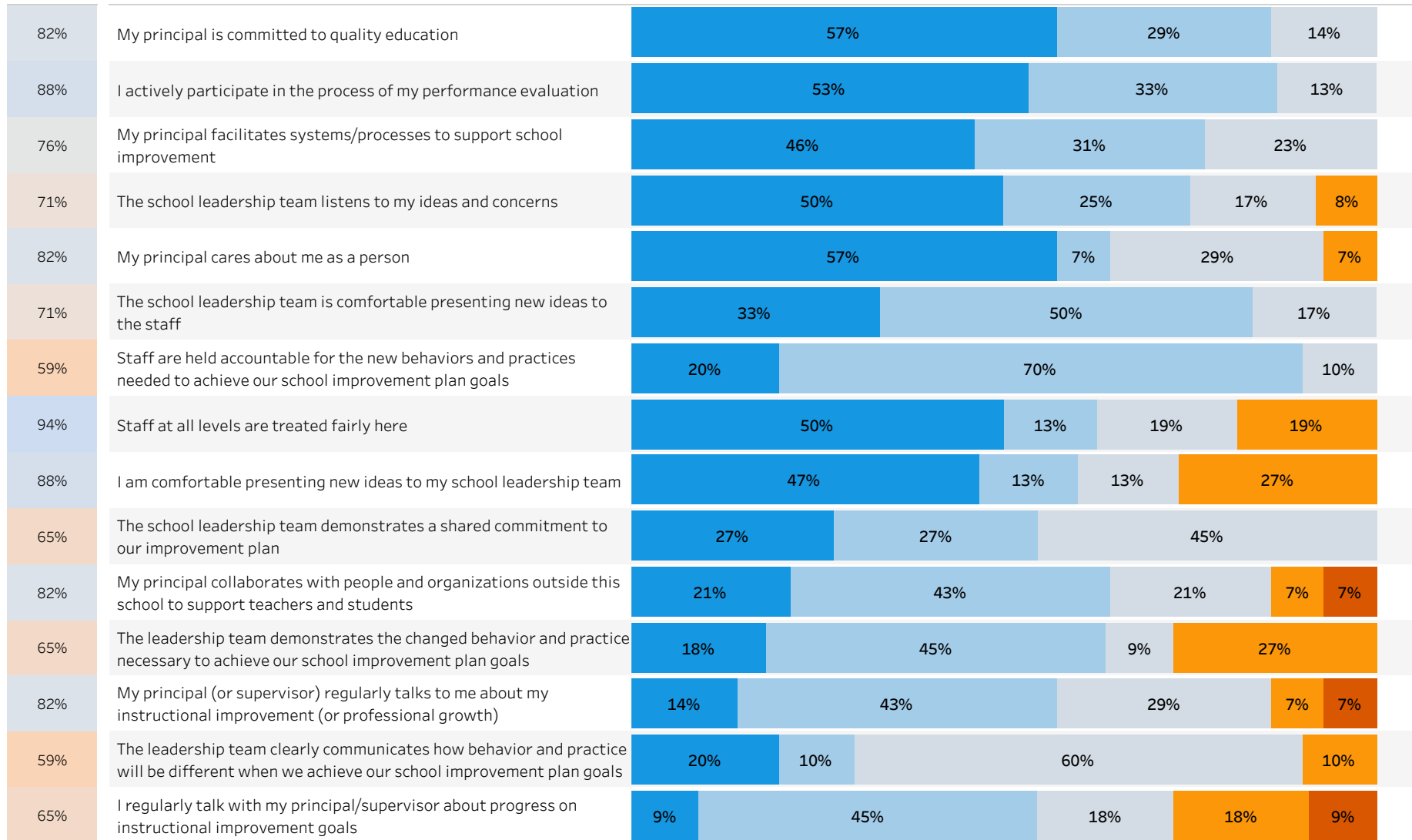
% Answered 50% 100%



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# Effective Leadership

% Answered 50% 100%



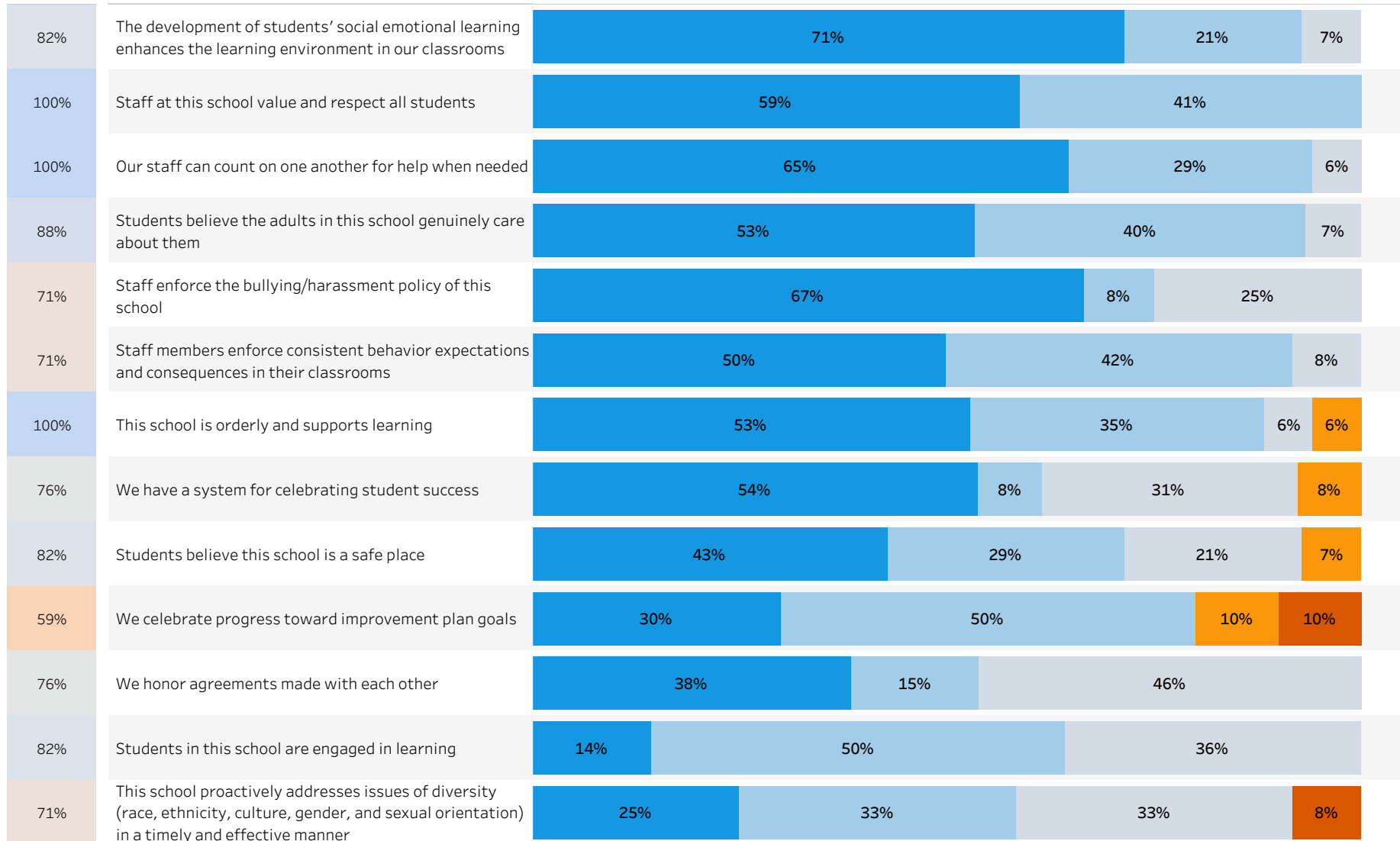
■ Almost Always True
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# Supportive Learning Environment

South Whidbey Elementary-South Campus

% Answered 50% 100%

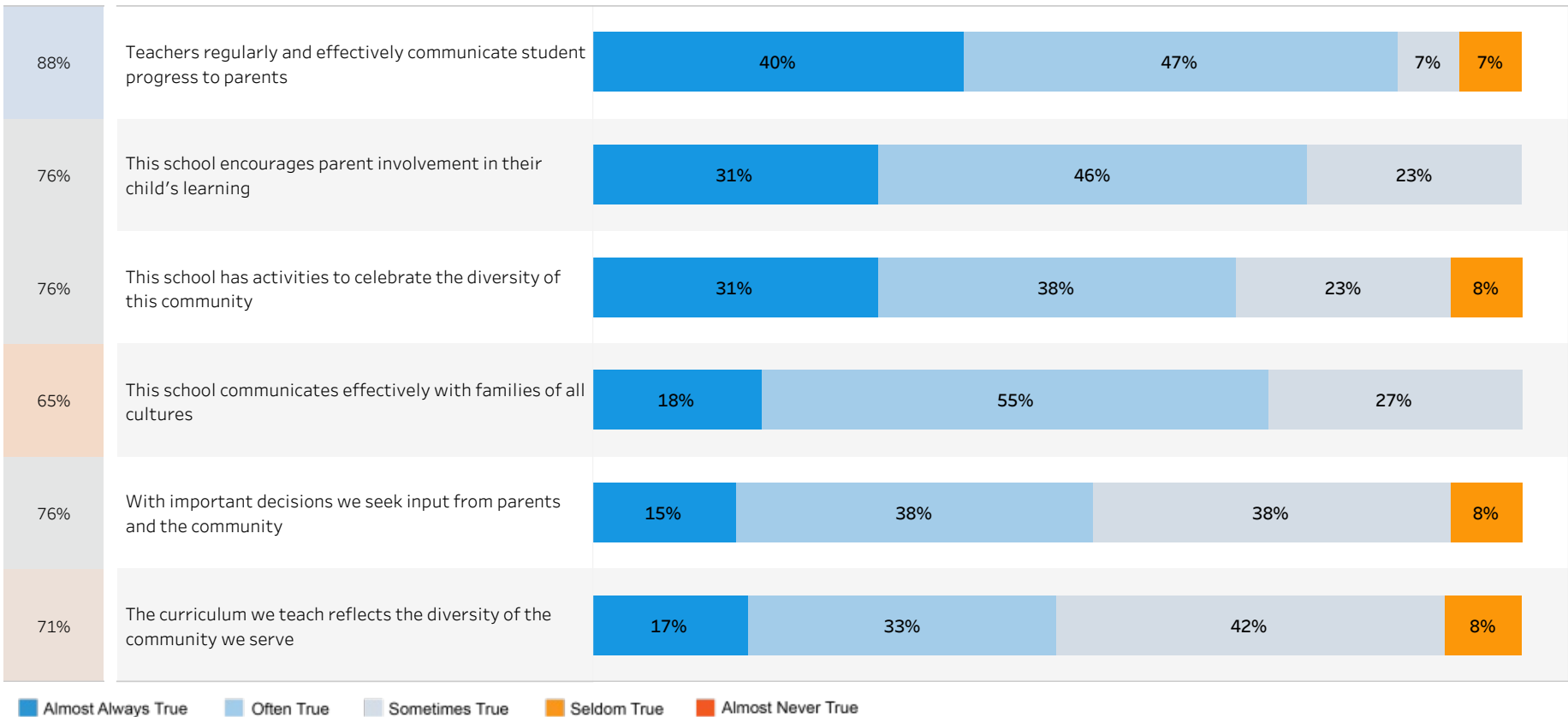


■ Almost Always True
 ■ Often True
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 ■ Almost Never True

# Parent and Community Involvement

South Whidbey Elementary-South Campus

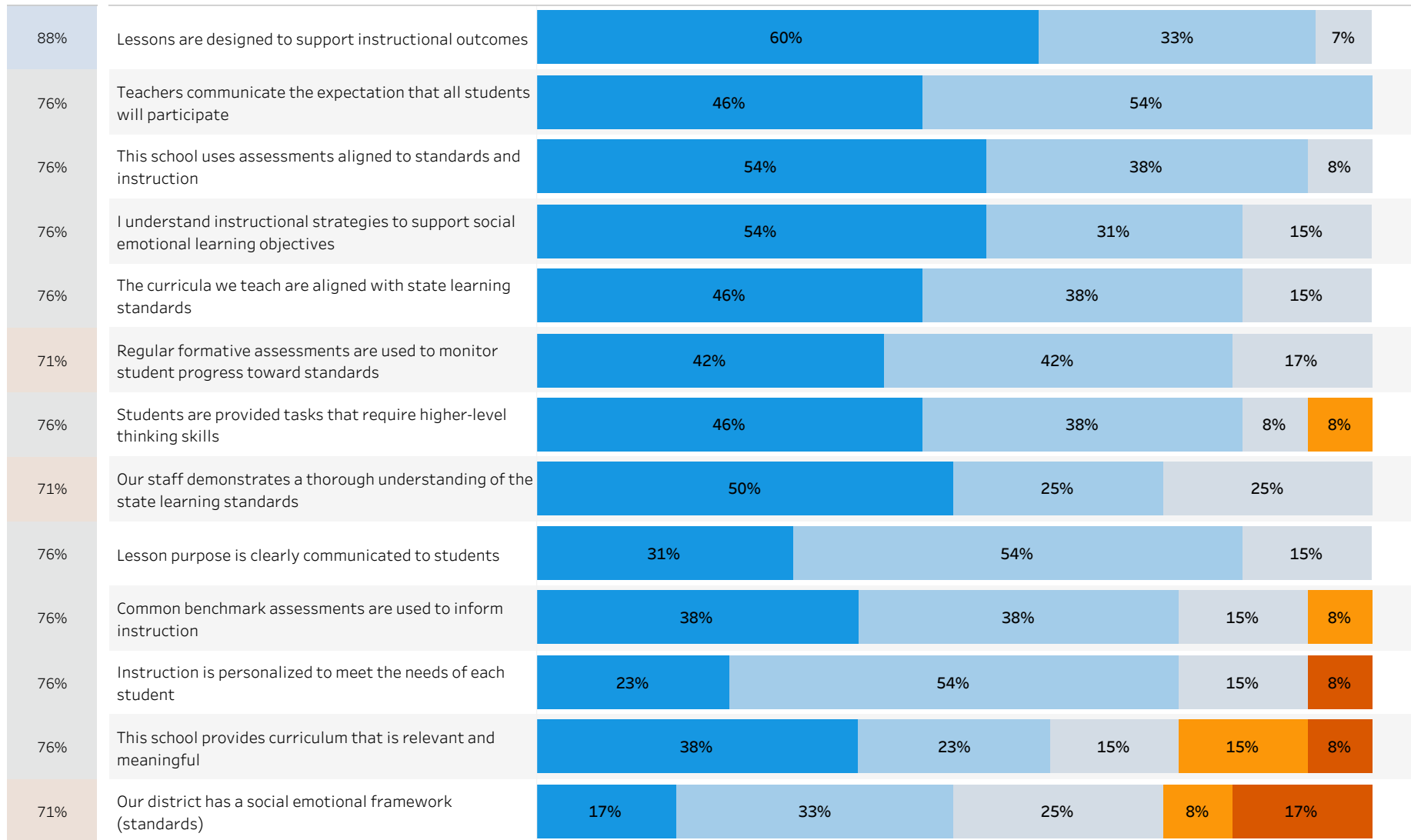
% Answered 50% 100%



# High Quality Curriculum, Instruction, and Assessment

South Whidbey Elementary-South Campus

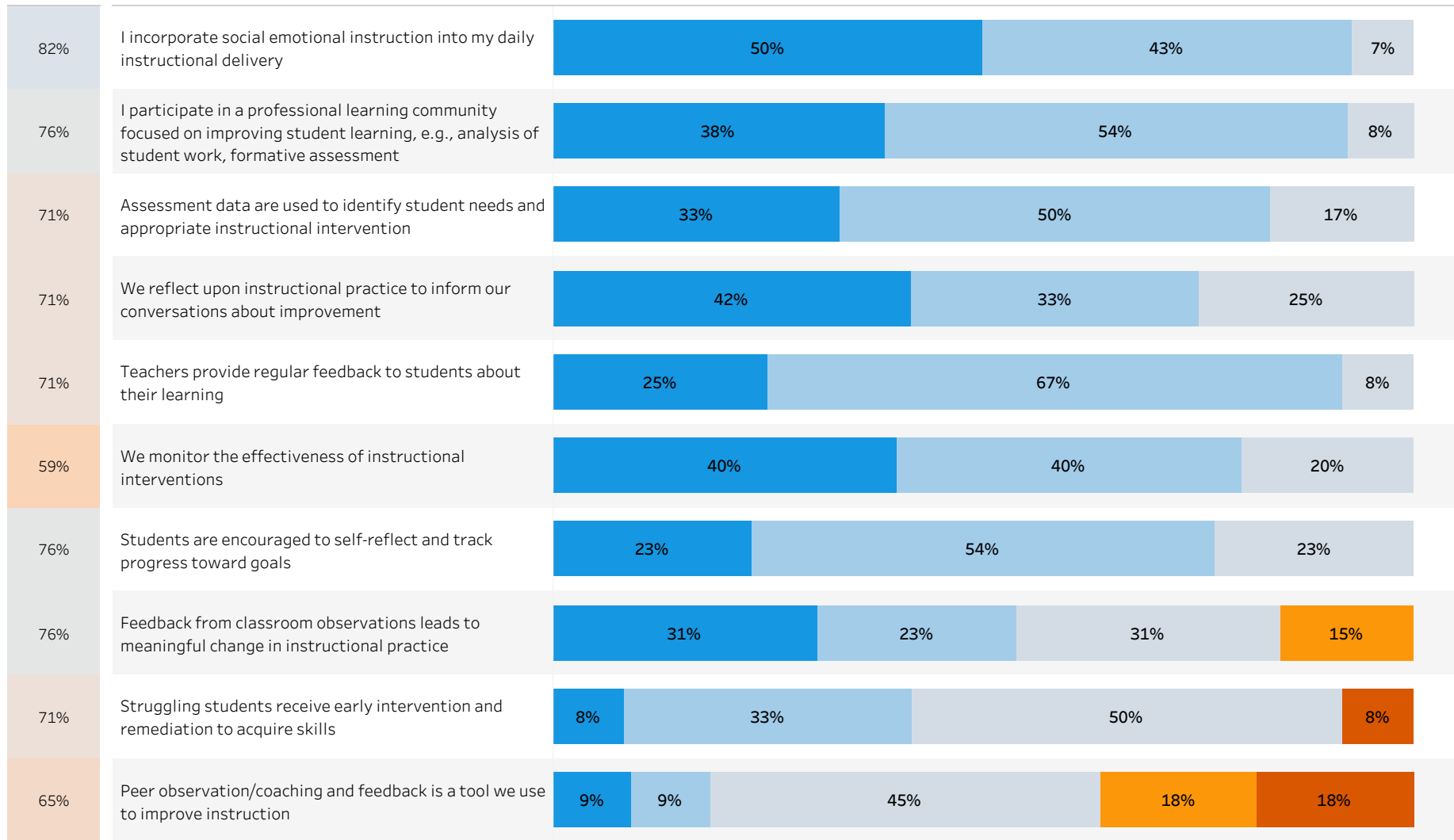
% Answered 50% 100%



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# Frequent Monitoring of Teaching and Learning

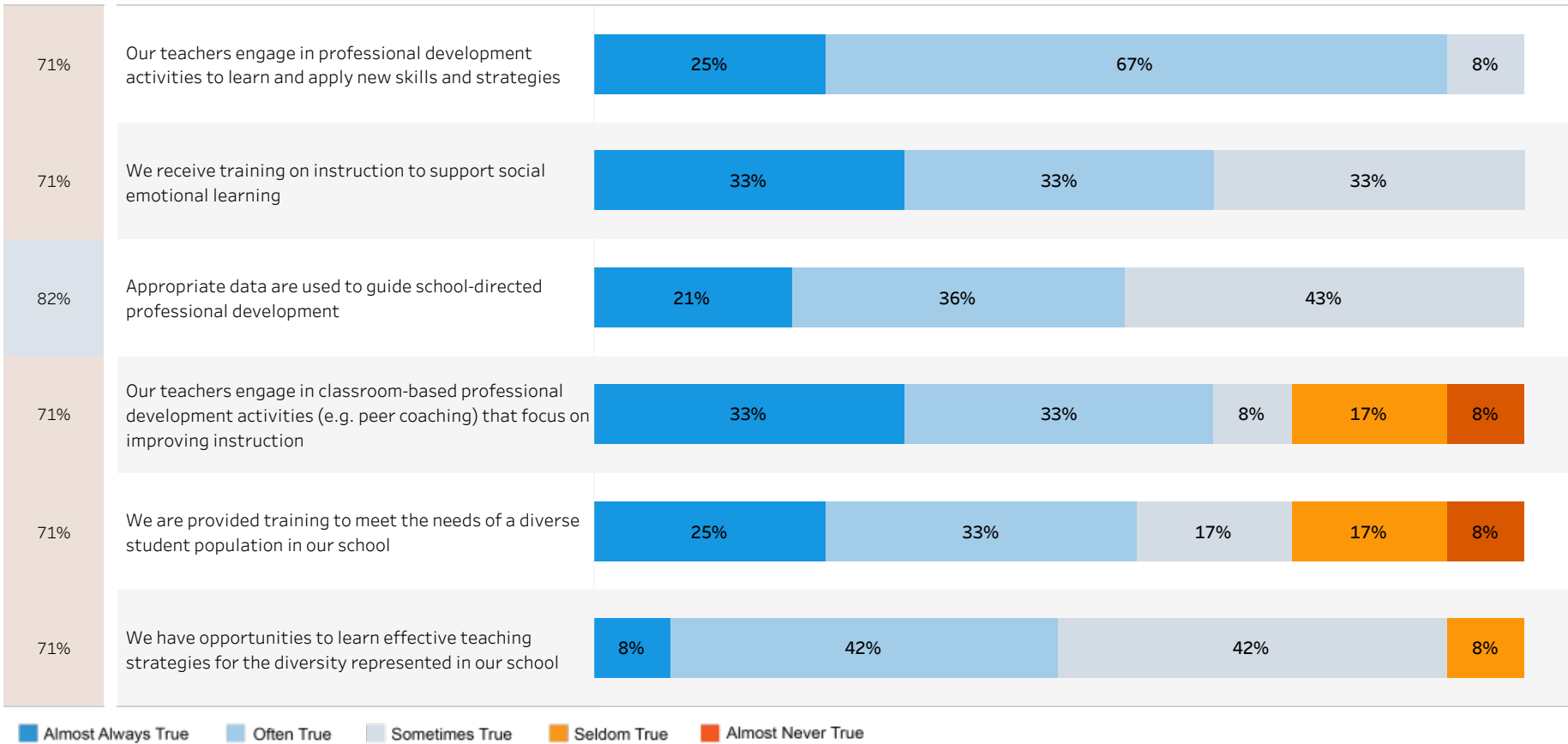
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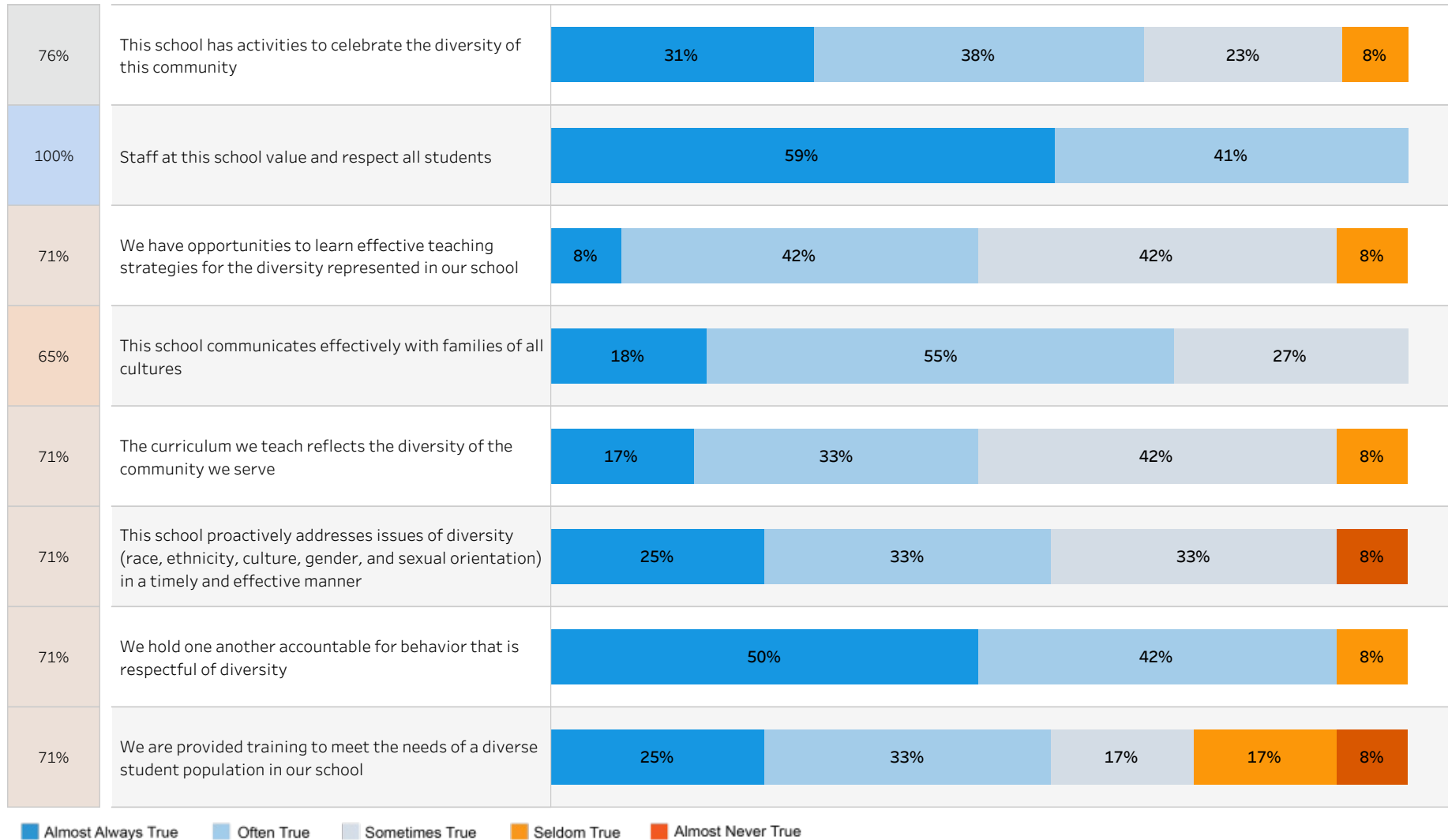
# Focused Professional Development

% Answered 50% 100%



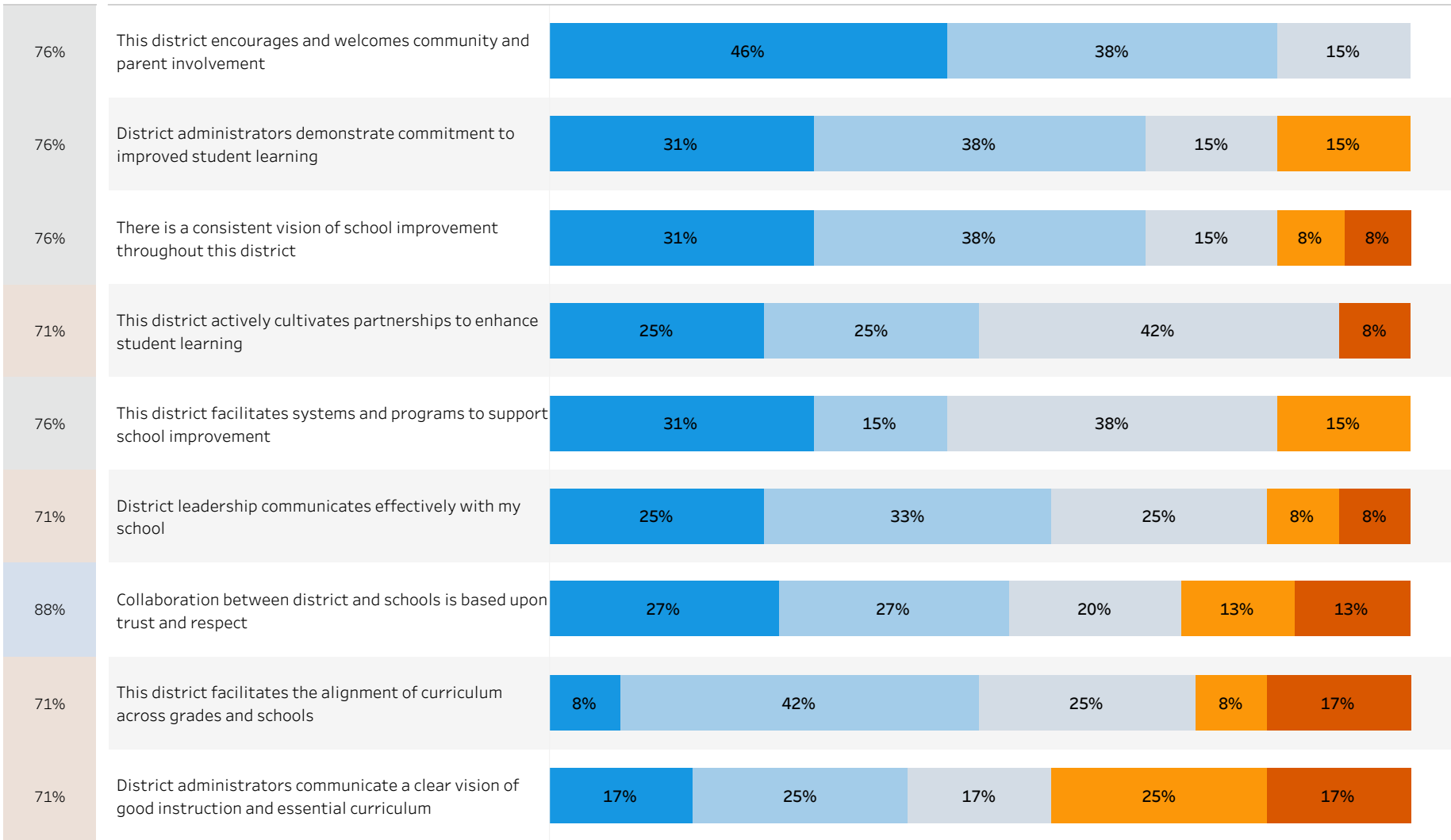
# Cultural Responsiveness

% Answered 50% 100%



# District Support for Improvement

% Answered 50% 100%



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

## State 8 Criteria for Evaluation of Teaching and Learning

**September 2010—July 2011** Between August 2010 and June 2011, the TPEP districts defined the new teacher evaluation criteria (RCW28A.405.1002(b)). This work was published in the July 2011 TPEP legislative report ([http://tpep.files.wordpress.com/2011/07/tpep\\_leg\\_report---july\\_2011\\_full.pdf](http://tpep.files.wordpress.com/2011/07/tpep_leg_report---july_2011_full.pdf)).

The TPEP districts continued to build their models by mapping their chosen instructional framework back to the 8 Washington State Criteria. This alignment of each framework back to the “State 8” was done with the input of the instructional framework authors and TPEP districts’ involvement.

The EES measures the presence of skills or systems in the “organization” as reported by the individuals within the organization. As such, the data contained within this report is not a part of the evaluation of individual teachers. The data in this report is a measure of the system of support within the school and district for development of effective instructional skills, as defined by the “State 8” and the district-selected instructional framework model that will be measured in the teacher evaluation process.

Washington State Teacher Criteria (RCW 28A.408.100 2(b))	Washington State Teacher Criteria Definitions
1. Centering instruction on high expectations for student achievement.	<b>EXPECTATIONS</b> The teacher communicates high expectations for student learning.
2. Demonstrating effective teaching practices.	<b>INSTRUCTION</b> The teacher uses research-based instructional practices to meet the needs of all students.
3. Recognizing individual student learning needs and developing strategies to address those needs.	<b>DIFFERENTIATION</b> The teacher acquires and uses specific knowledge about students’ cultural, individual intellectual and social development and uses that knowledge to adjust their practice by employing strategies that advance student learning.
4. Providing clear and intentional focus on subject matter content and curriculum.	<b>CONTENT KNOWLEDGE</b> The teacher uses content area knowledge, learning standards, appropriate pedagogy and resources to design and deliver curricula and instruction to impact student learning.
5. Fostering and managing a safe, positive learning environment.	<b>LEARNING ENVIRONMENT</b> The teacher fosters and manages a safe and inclusive learning environment that takes into account: physical, emotional, and intellectual well-being.
6. Using multiple student data elements to modify instruction and improve student learning.	<b>ASSESSMENT</b> The teacher uses multiple data elements (both formative and summative) to plan, inform, and adjust instruction and evaluate student learning.
7. Communicating and collaborating with parents and school community.	<b>FAMILIES AND COMMUNITY</b> The teacher communicates and collaborates with students, families, and all educational stakeholders in an ethical and professional manner to promote student learning.
8. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.	<b>PROFESSIONAL PRACTICE</b> The teacher participates collaboratively in the educational community to improve instruction, advance the knowledge and practice of teaching as a profession, and ultimately impact student learning.



# Expectations

Criterion 1: Centering instruction on high expectations for student achievement.

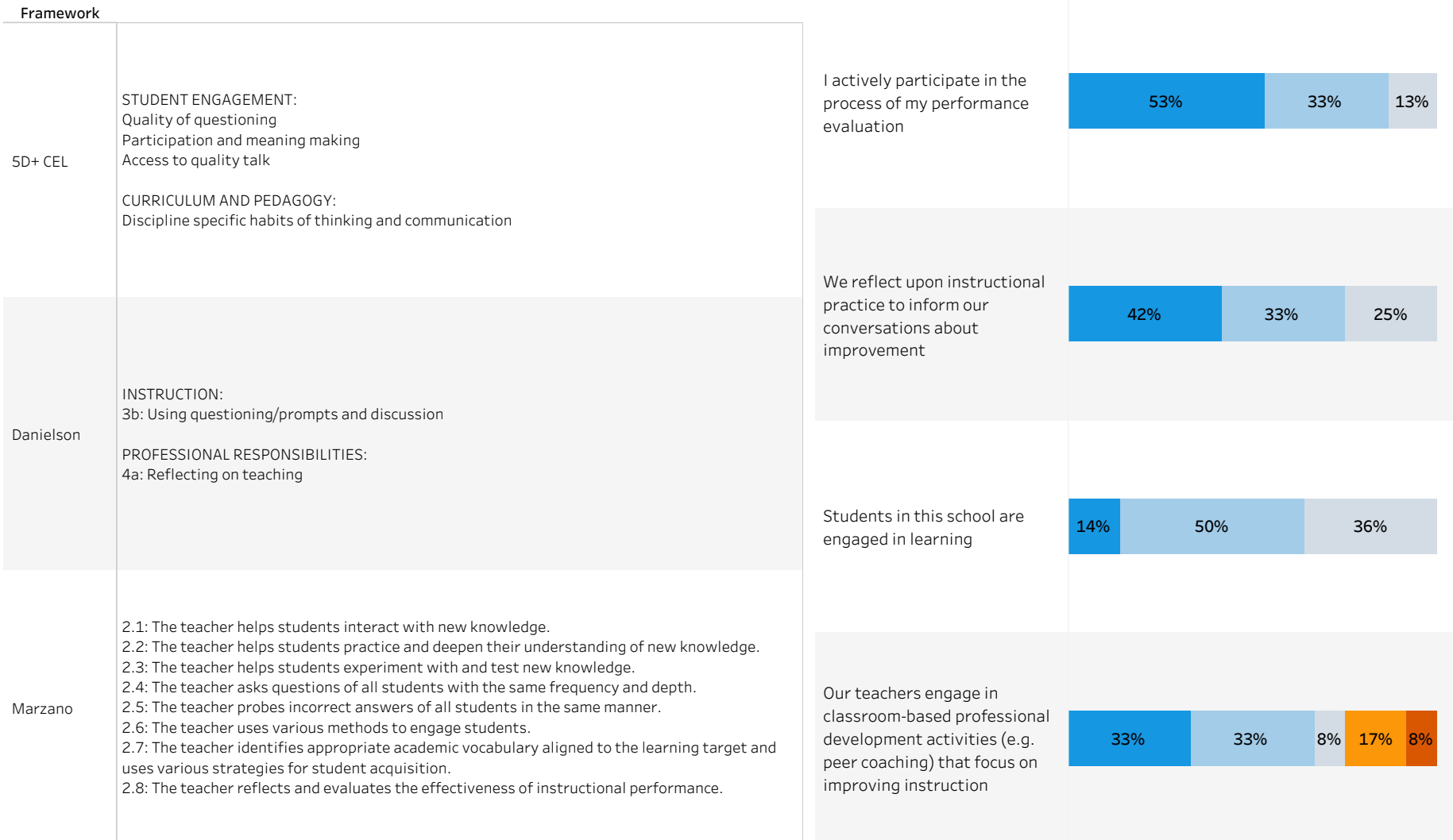
Framework	Item	Almost Always True	Often True	Sometimes True	Seldom True	Almost Never True	
5D+ CEL	STUDENT ENGAGEMENT: Ownership of learning Work of high cognitive demand Substance of student talk	Teachers communicate the expectation that all students will participate					46% (dark blue), 54% (light blue)
	PURPOSE: Connection to standards and broader purpose Communication of standards and learning target	The curricula we teach are aligned with state learning standards					46% (dark blue), 38% (light blue), 15% (grey)
		Students are provided tasks that require higher-level thinking skills					46% (dark blue), 38% (light blue), 8% (grey), 8% (orange)
Danielson	CLASSROOM ENVIRONMENT: 2b: Establishing a culture for learning  INSTRUCTION: 3a: Communicating with Students 3c: Engaging students in learning	Lesson purpose is clearly communicated to students					31% (dark blue), 54% (light blue), 15% (grey)
		We have a system for celebrating student success					54% (dark blue), 8% (grey), 31% (light blue), 8% (orange)
		Students are encouraged to self-reflect and track progress toward goals					23% (dark blue), 54% (light blue), 23% (grey)
Marzano	1.1: The teacher develops, aligns, and communicates clear learning targets (daily) and goals with scales (long term) that communicate high expectations for learning. 1.2: The teacher provides opportunities for students to self-reflect and track progress toward learning goals. 1.3: The teacher celebrates student success.	Students understand the expectations and standards of this school					21% (dark blue), 57% (light blue), 21% (grey)
		I believe that all students can meet state standards					21% (dark blue), 43% (light blue), 29% (grey), 7% (orange)
		Our staff believes that all students can meet state standards					8% (dark blue), 50% (light blue), 33% (grey), 8% (orange)

Certificated Staff Responses Only



# Instruction

## Criterion 2: Demonstrating effective teaching practices.

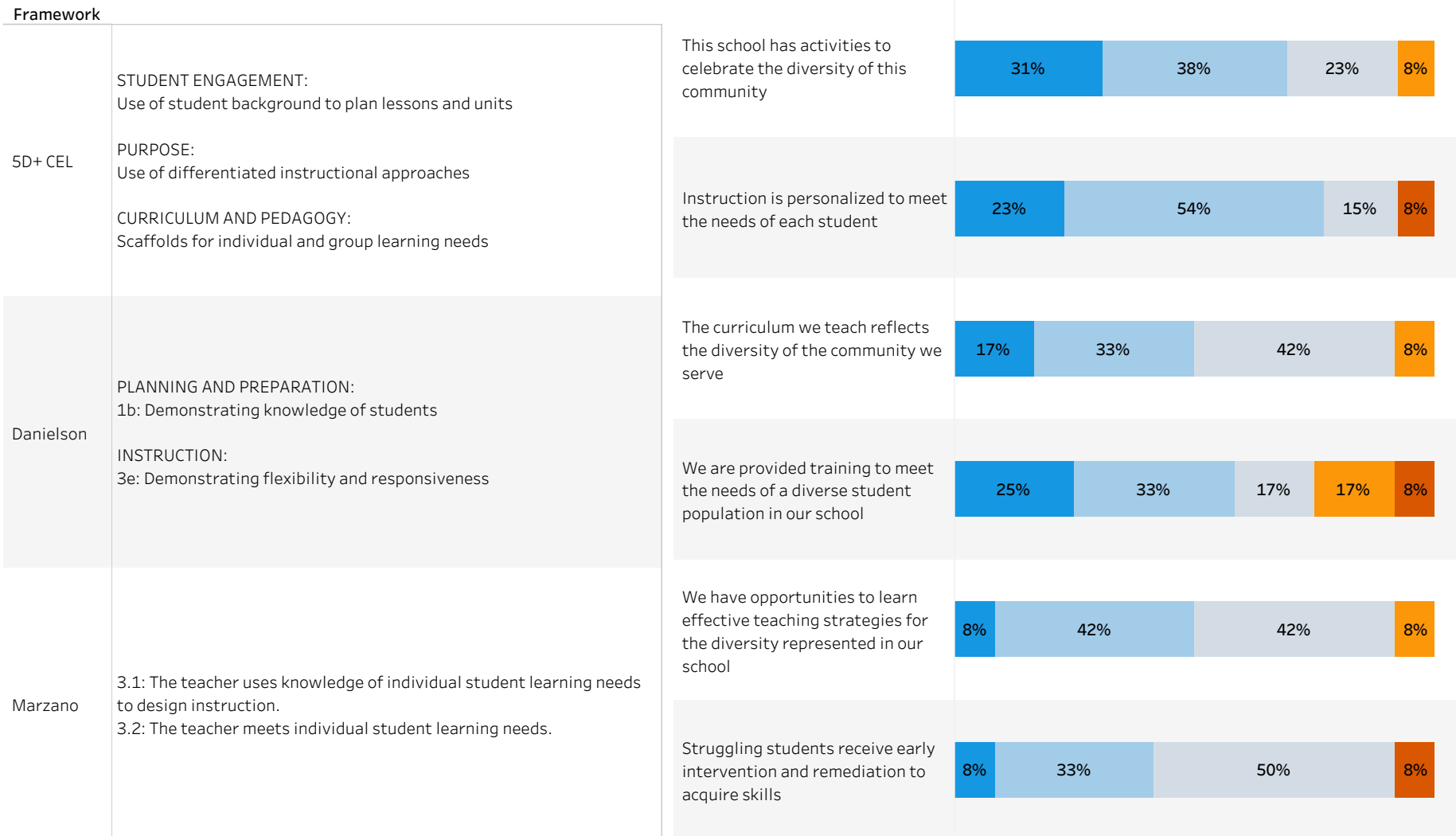


Certificated Staff Responses Only



# Differentiation

Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.

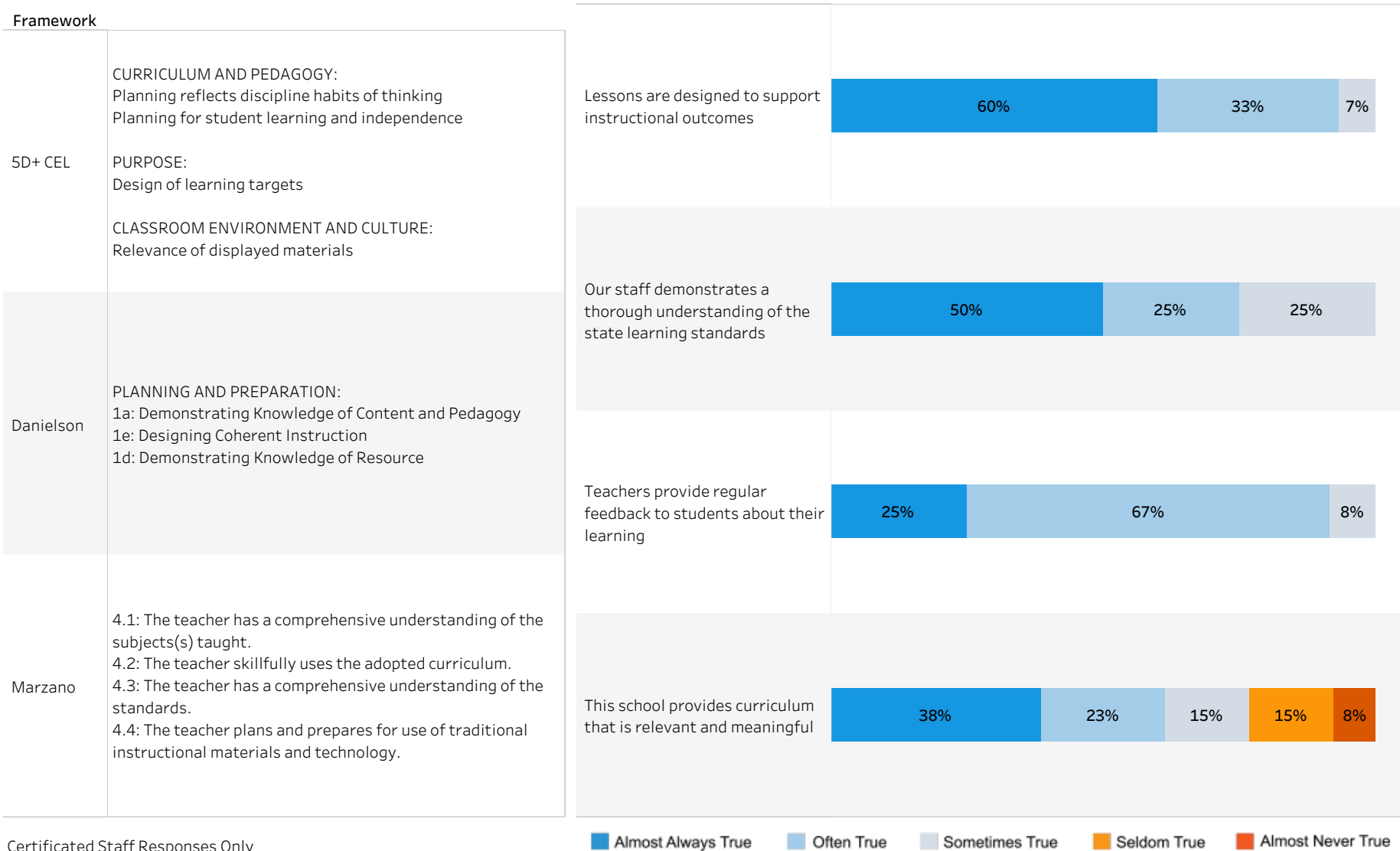


Certificated Staff Responses Only

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

# Content Knowledge

Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.

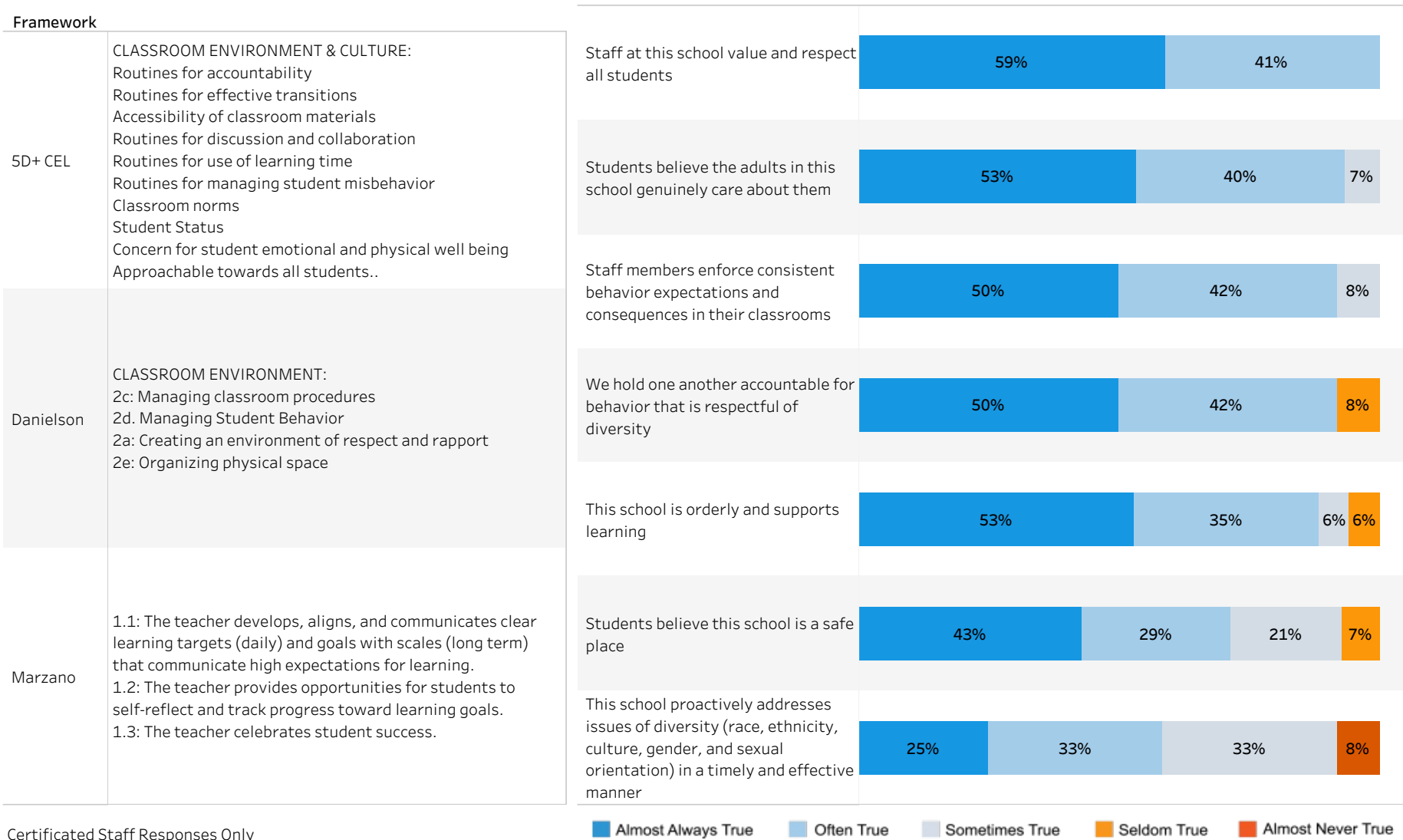


Certificated Staff Responses Only

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

# Learning Environment

Criterion 5: Fostering and managing a safe, positive learning environment.

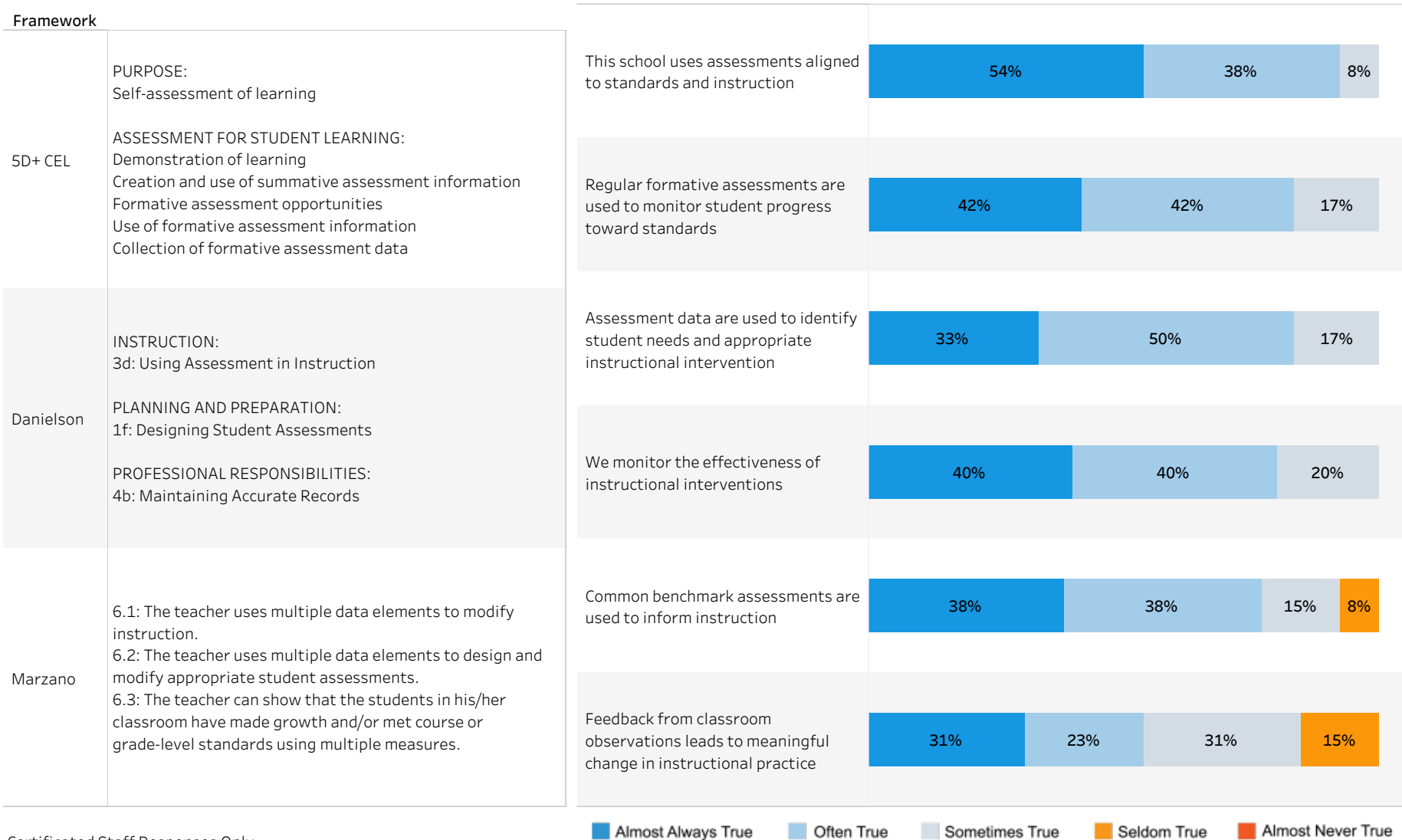


Certificated Staff Responses Only

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

# Assessment

Criterion 6: Using multiple student data elements to modify instruction and improve student learning.



Certificated Staff Responses Only

# Families and Community

## Criterion 7: Communicating and collaborating with parents and school community.

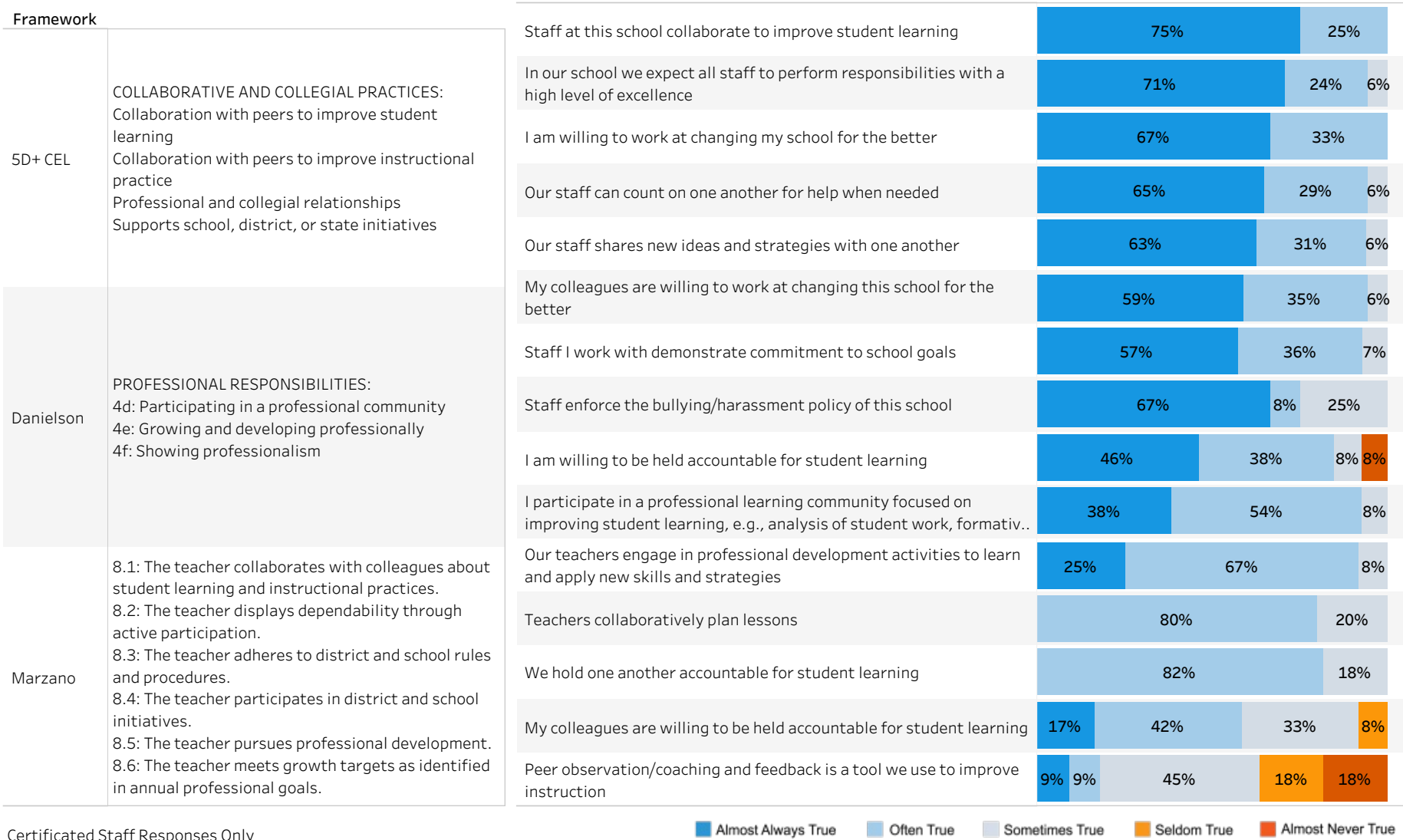
Framework			
5D+ CEL	<p>COMMUNICATING AND COLLABORATING:</p> <ul style="list-style-type: none"> <li>Communication about student progress with parents and caretakers</li> <li>Culturally relevant communication with parents and caretakers</li> <li>Goals of instruction are communicated to parents and caretakers</li> <li>Communication about instructional programs with community</li> <li>Communication within the school community about student progress</li> </ul>	Teachers regularly and effectively communicate student progress to parents	
		This school encourages parent involvement in their child's learning	
Danielson	<p>PROFESSIONAL RESPONSIBILITIES:</p> <p>4c: Communicating with families</p>	This school communicates effectively with families of all cultures	
		With important decisions we seek input from parents and the community	
Marzano	<p>7.1: The teacher communicates and collaborates with parents/guardians/school/community in a timely and professional manner regarding courses, programs, school events, and grade level expectations.</p> <p>7.2: The teacher communicates individual student progress to parents/guardians in a timely and professional manner and collaborates with parents in support of student learning.</p> <p>7.3: The teacher collaborates with families and school/community to support student learning</p>	Parents and community understand the expectations and standards of this school	

Certificated Staff Responses Only

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

# Professional Practice

Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.



Certificated Staff Responses Only

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