

Educational Effectiveness Survey™



Tool Kit

Reynolds School District

2021-22 School Year

How well does your team solve problems and resolve conflict? 2022 School Year

All | Reynolds School District

	Percent Positive	Percent Neutral	Percent Negative	# of Survey Respondents
When there is a problem in my school, we talk about how to solve it	56%	30%	13%	n=726
There is a willingness to address conflict in this school	55%	27%	18%	n=726
Staff share a high sense of urgency around the need to improve	67%	25%	7%	n=722

Is your staff ready for change?

Openness to New Ideas	I welcome new ideas and change	0%	87%
	My colleagues welcome new ideas and change	5%	62%
Willingness to Work at Change	I am willing to work at changing my school for the better	0%	97%
	My colleagues are willing to work at changing this school for the ..	5%	74%
Willingness to be Held Accountable	I am willing to be held accountable for student learning	1%	88%
	My colleagues are willing to be held accountable for student learn..	8%	68%

■ Percent Negative ■ Percent Positive

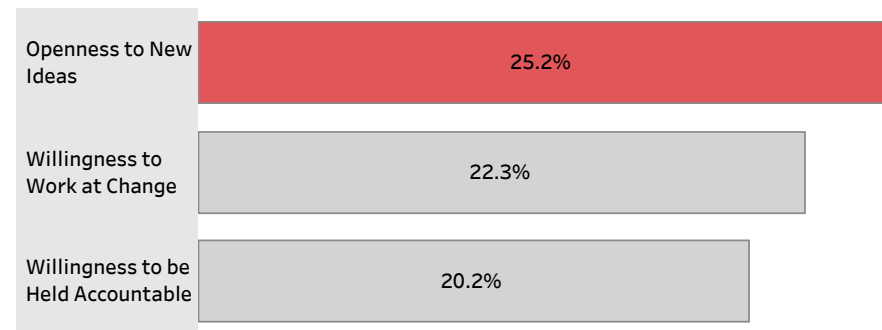
What is an I vs They Gap and why does it matter?

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**.

I vs They Gap



What a difference a year makes...

Is your staff ready for change?

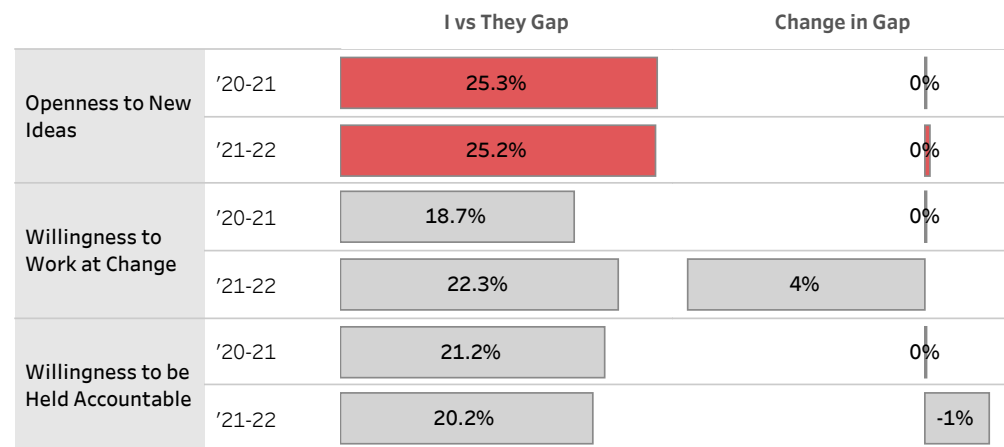


Why does the gap between I vs. They matter?

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.

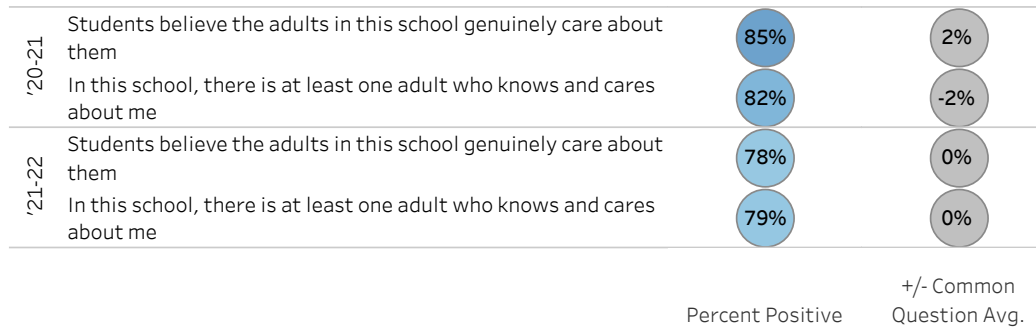
SOCIAL SUPPORTS

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

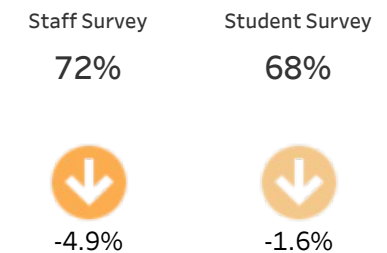
All | Reynolds School District

		'20-21	'21-22
Staff Survey	CIA — I understand instructional strategies to support social emotional learning objectives	75%	72%
	CSF — Staff I work with take responsibility for ensuring each student learns in our school	86%	79%
	FPD — I receive training on instruction to support social emotional learning	48%	34%
	MTL — I incorporate social emotional instruction into my daily instructional delivery	80%	76%
	SLE — Staff at this school value and respect all students	86%	82%
	SLE — Students believe the adults in this school genuinely care about them	85%	78%
	SLE — The development of students’ social emotional learning enhances the learning environment in our classrooms	92%	86%
	SLE — This school has effective equity practices for all	65%	57%
Student Survey	BELONG — I feel good about my cultural or ethnic background	88%	88%
	BELONG — There’s at least one adult in this school I can talk to if I have a problem	78%	75%
	CSF — My teacher(s) believe student learning is important	93%	91%
	EL — If I want to talk with my teacher(s), they are available to me	78%	69%
	IS — Adults in this school help me plan and set goals for my future	67%	60%
	IS — Students are involved in solving problems in this school	72%	63%
	SLE — I enjoy coming to this school	69%	55%
	SLE — I feel safe at this school	76%	57%
	SLE — In this school, there is at least one adult who knows and cares about me	82%	79%
	SLE — This school has effective equity practices for all	81%	67%

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?

All | Reynolds School District

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.

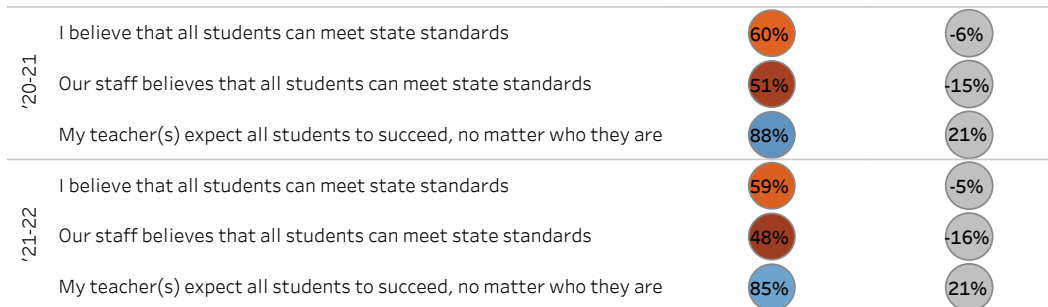
Do I believe all students can learn? Do my peers believe all students can learn? Do all students feel we believe in their ability to learn? These are key questions at the core of academic attainment for all and each of the three legs must be equally sturdy to hold the weight of high expectations and rigor.

ACADEMIC PRESS

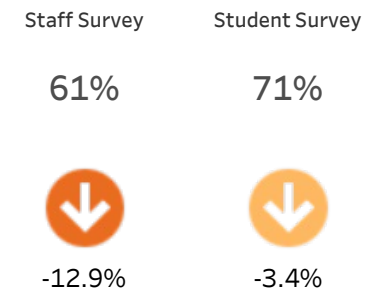
Salina, C, Girtz, S and Eppinga, J (2016) *Powerless to Powerful: Leadership for School Change*. Lanham, MD: Rowman & Littlefield

		'20-21	'21-22
Staff Survey	CIA — Instruction is personalized to meet the needs of each student	36%	36%
	CIA — Regular formative assessments are used to monitor student progress toward standards	72%	66%
	CIA — Students are provided tasks that require higher-level thinking skills	74%	70%
	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	83%	79%
	HSE — I believe that all students can meet state standards	60%	59%
	HSE — In our school we expect all staff to perform responsibilities with a high level of excellence	80%	74%
	HSE — Our staff believes that all students can meet state standards	51%	48%
	MTL — Assessment data are used to identify student needs and appropriate instructional intervention	68%	57%
	MTL — I provide timely feedback to students about their learning	87%	83%
	MTL — Struggling students receive early intervention and remediation to acquire skills	30%	22%
MTL — We monitor the effectiveness of instructional interventions	63%	52%	
Student Survey	CSF — This school is doing a good job of preparing me to succeed in my life	72%	64%
	FO — I have a plan for what I want to do after high school	69%	70%
	FO — I know I will graduate from high school	79%	76%
	HSE — All students have access to rigorous courses and supports	80%	66%
	HSE — My teacher(s) expect all students to succeed, no matter who they are	88%	85%
	HSE — My teacher(s) expect me to do my best	93%	88%
	HSE — My teacher(s) provide lessons and activities that challenge me to learn	80%	73%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	87%	83%
MTL — My teacher(s) help me learn by challenging me with interesting activities in class	68%	60%	
SE — What we do in school will help me succeed in life	70%	65%	

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



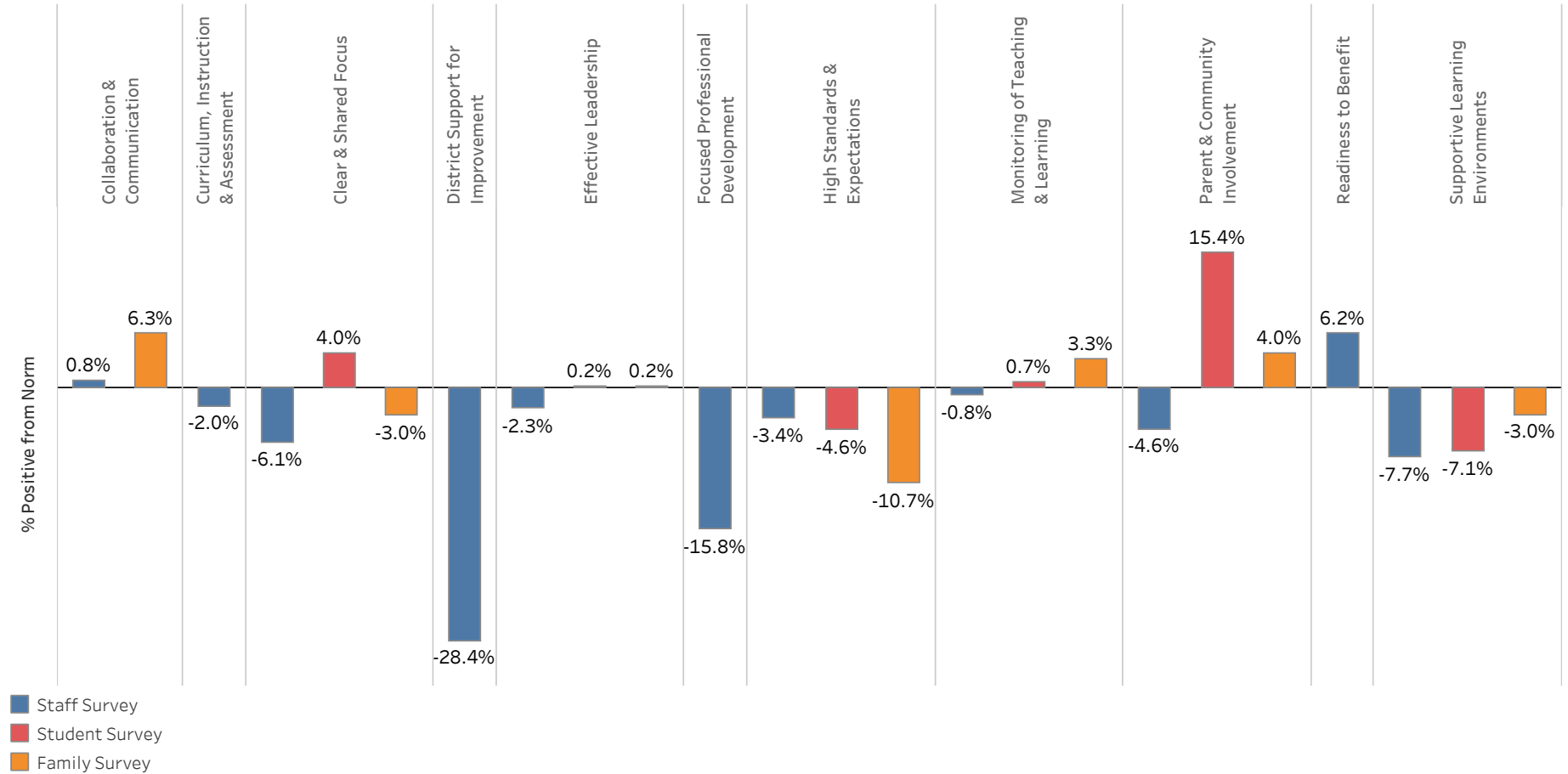
How does your school's Academic Press compare to other schools?



Percent Positive +/- Common Questio.. Compared to the Academic Press Norm

How do you compare against other EES Schools?

2022 EES Survey Perceptions | All 9 Characteristics of Highly Effective Schools



What are the Top and Bottom 5 survey items from your 2022 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 All | Reynolds School District

Survey Type	Item	% Positive Responses
Staff Survey	RTB — I am willing to work at changing my school for the better	96.7%
	RTB — I am willing to be held accountable for student learning	88.1%
	RTB — I welcome new ideas and change	87.1%
	SLE — The development of students' social emotional learning enhances the learning environment in our classro..	85.6%
	C — Staff in our school are consistently truthful	83.1%
	FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	28.0%
	D — Collaboration between district and schools is based upon trust and respect	27.3%
	D — District administrators communicate a clear vision of good instruction and essential curriculum	22.4%
	MTL — Struggling students receive early intervention and remediation to acquire skills	21.9%
	D — District leadership communicates effectively with my school	15.4%
Student Survey	CSF — My teacher(s) believe student learning is important	91.1%
	HSE — My teacher(s) expect me to do my best	88.1%
	BELONG — I feel good about my cultural or ethnic background	87.5%
	HSE — My teacher(s) expect all students to succeed, no matter who they are	85.0%
	IS — I am respectful of others at this school	83.9%
	BELONG — I feel proud of my school	58.8%
	SLE — I feel safe at this school	56.5%
	SLE — I enjoy coming to this school	55.0%
	SLE — Work I do in this school is useful and interesting to me	53.7%
	SLE — Most students are respectful of others at this school	41.6%
Family Survey	C — Communication/materials I receive from the school are in a language I can understand	91.7%
	SLE — School employees are respectful and courteous of one another	86.1%
	C — Parents/families and employees at this school talk respectfully with one another	85.2%
	PCI — This school respects the different cultures represented in our community	83.3%
	SLE — Adults in this school value and respect my racial/cultural identity	82.0%
	CSF — I am informed about progress toward the improvement goals of this school	62.4%
	SLE — Bullying/harassment is not tolerated in this school	62.1%
	PCI — Parents/families have input into plans for improving this school	61.7%
	PCI — This school tells me how I can help my student with homework	56.4%
	HSE — My student is challenged with a rigorous course of study at this school	50.4%

Where are we seeing the most change from 2021 to 2022?



The Center for Educational Effectiveness

Top/Bottom 5 Increase/Decrease in % Positive Responses All | Reynolds 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	Item	% Change
Staff Survey	RTB — I welcome new ideas and change	-0.6%
	CIA — Instruction is personalized to meet the needs of each student	0.4%
	RTB — My colleagues are willing to be held accountable for student learning	-0.7%
	CSF — Staff share a high sense of urgency around the need to improve	-0.3%
	RTB — I am willing to work at changing my school for the better	-0.4%
	EL — Support from my principal/supervisor leads to progress on instructional improvement (or professional growth)	-11.6%
	SLE — Staff enforce the bullying/harassment policy of this school	-9.2%
	SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	-9.4%
	CSF — Important decisions here are based on the goals of this school	-8.9%
	FPD — We are provided training to meet the needs of a diverse student population in our school	-10.0%
Student Survey	EL — I often see the principal or administrators around the school talking to students	-1.2%
	EL — In class we often work with other students to solve a problem/do a task	-2.2%
	IS — I work well in a group or team	-1.7%
	BELONG — In my school, I feel that I belong to a group of friends	-1.9%
	FO — I know I will graduate from high school	-2.7%
	BELONG — I feel proud of my school	-15.7%
	SLE — I enjoy coming to this school	-15.4%
	SLE — All students are held to the same behavior rules and expectations	-17.2%
	SLE — I feel safe at this school	-18.1%
	SLE — Most students are respectful of others at this school	-21.5%
Family Survey	CSF — My student understands the purpose of each lesson	7.3%
	SLE — In this school, time is spent doing work that students find useful and interesting	2.3%
	CSF — The schoolwork my student is assigned is relevant to their future success	3.5%
	SLE — Teachers in this school provide students with a variety of learning opportunities	0.7%
	MTL — Teachers accommodate my student's individual needs by adjusting instruction	2.3%
	C — Parents/families and employees at this school talk respectfully with one another	-3.6%
	CSF — I am informed about progress toward the improvement goals of this school	-3.4%
	CSF — This school has equitable behavior rules for all students	-4.9%
	SLE — My student feels safe at school	-4.8%
	SLE — Bullying/harassment is not tolerated in this school	-6.8%

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

All | Reynolds 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.

			'20-21	'21-22
Academic Equity	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	Sta	83%	79%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Stu	87%	83%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Fam	81%	76%
Behavior Standards	SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	Sta	67%	54%
	SLE — All students are held to the same behavior rules and expectations	Stu	82%	65%
	CSF — This school has equitable behavior rules for all students	Fam	83%	76%
Bullying	SLE — Staff enforce the bullying/harassment policy of this school	Sta	80%	68%
	SLE — The rules against bullying are enforced by all adults in this school	Stu	77%	69%
	SLE — Bullying/harassment is not tolerated in this school	Fam	74%	62%
Celebrating Success	SLE — We have a system for celebrating student success	Sta	75%	69%
	SLE — Student success is celebrated in this school	Stu	71%	64%
	SLE — This school celebrates student success	Fam	74%	75%
Confronting Bias	FPD — We talk about race and bigotry as a staff	Sta	64%	60%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Stu	67%	66%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Fam	64%	63%
High Expectations	HSE — Our staff believes that all students can meet state standards	Sta	51%	48%
	HSE — My teacher(s) expect all students to succeed, no matter who they are	Stu	88%	85%
	HSE — Teachers have high expectations for student learning at this school	Fam	76%	72%
Intervention for Struggling Students	MTL — Struggling students receive early intervention and remediation to acquire skills	Sta	30%	22%
	MTL — My teacher(s) find other ways for me to learn things I find difficult	Stu	74%	67%
	MTL — Struggling students receive early intervention and additional help at this school	Fam	67%	67%
Safety	SLE — Students believe this school is a safe place	Sta	64%	50%
	SLE — I feel safe at this school	Stu	76%	57%
	SLE — My student feels safe at school	Fam	78%	69%
Supported Learning	SLE — Students believe the adults in this school genuinely care about them	Sta	85%	78%
	SLE — In this school, there is at least one adult who knows and cares about me	Stu	82%	79%
	SLE — This school provides a caring/supportive environment for my student	Fam	79%	74%

Change in % Positive Responses

	Staff Survey	Student Survey	Family Survey
Academic Equity	-1.5%	-4.8%	-1.9%
Behavior Standards	-9.4%	-17.2%	-4.9%
Bullying	-9.2%	-11.5%	-6.8%
Celebrating Success	-1.9%	-9.5%	0.0%
Confronting Bias	-2.0%	-5.8%	-0.1%
High Expectations	-3.1%	-6.4%	-1.9%
Intervention for Struggling Students	-3.2%	-11.5%	0.1%
Safety	-8.3%	-18.1%	-4.8%
Supported Learning	-6.9%	-6.1%	-2.4%

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 2022 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?

All Reynolds School District	
CIA — Instruction is personalized to meet the needs of each student	46%
HSE — Our staff believes that all students can meet state standards	40%
PCI — With important decisions we seek input from parents and the community	37%
MTL — Struggling students receive early intervention and remediation to acquire skills	37%
MTL — Students are encouraged to self-reflect and track progress toward goals	37%

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

MTL — Struggling students receive early intervention and remediation to acquire skills	-6.1%
D — District leadership communicates effectively with my school	-5.8%
D — District administrators communicate a clear vision of good instruction and essential curriculum	-5.4%
CIA — Instruction is personalized to meet the needs of each student	-4.9%
D — Collaboration between district and schools is based upon trust and respect	-4.5%
SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	6.8%
C — Our staff shares new ideas and strategies with one another	7.5%
PCI — This school encourages parent involvement in their child's learning	7.8%
FPD — Our teachers engage in professional development activities to learn and apply new skills and strategies	8.8%
CIA — The curricula we teach are aligned with state learning standards	9.8%

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 2022 School Year have 33% or more 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 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 All | Reynolds School District

CIA — Instruction is personalized to meet the needs of each student	46%
HSE — Our staff believes that all students can meet state standards	40%
PCI — With important decisions we seek input from parents and the community	37%
MTL — Struggling students receive early intervention and remediation to acquire skills	37%
MTL — Students are encouraged to self-reflect and track progress toward goals	37%
D — This district facilitates the alignment of curriculum across grades and schools	36%
FPD — I receive training on instruction to support social emotional learning	36%
MTL — We monitor the effectiveness of instructional interventions	34%
FPD — We are provided training to meet the needs of a diverse student population in our school	34%
D — This district facilitates systems and programs to support school improvement	34%
RTB — My colleagues welcome new ideas and change	33%

What Student survey items from your 2022 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 All | Reynolds School District

CSF — In my classes, students are busy doing schoolwork	41%
SLE — Most students are respectful of others at this school	41%
EL — In class we often work with other students to solve a problem/do a task	39%
SLE — Work I do in this school is useful and interesting to me	38%
STAMINA — I finish whatever I begin	37%
MTL — My teacher(s) help me learn by challenging me with interesting activities in class	36%
CT — I am good at figuring out the best solution to problems I'm facing	36%
STAMINA — Setbacks don't discourage me	35%
CT — I solve problems by first breaking them into smaller steps	34%
SLE — I enjoy coming to this school	34%
SLE — I feel safe at this school	34%
HSE — All students have access to rigorous courses and supports	33%
IS — Students are involved in solving problems in this school	33%

What Family survey items from your 2022 School Year have 33% or more Neutral responses?

Sometimes True All | Reynolds 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.