CENTER FOR EDUCATIONAL EFFECTIVENESS, INC.

EDUCATIONAL EFFECTIVENESS SURVEY DISTRICT v2.1

District Name
Administration Date
Number Surveyed

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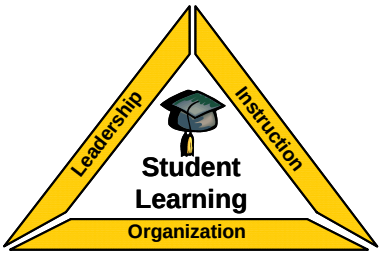

The Center for Educational Effectiveness, Inc.
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Getting the Most from Your EES-District

1. **Who took the survey?** Familiarize yourself with the demographics. These charts set the stage by explaining who took the survey and their characteristics or contexts – length of service in this building, gender, position, etc. See: Demographic Charts- Page 7 and 8
2. **Characteristics of Improving Districts:** This section presents the details on each characteristic that research has determined is present in high improving districts. The details provide both attitudinal and tactical data on specific elements.
3. **References**: Includes the references used in the development of the survey instrument as well as the resources used to support the application and use of perceptual data in the process of school and district improvement.

Finally, don't forget to start planning for the future - today!

Using formative data from the EES only works when you have an intentional, focused process you are following. Longitudinal data, over time, is essential to keep improvement conversations alive and to measure progress toward stated goals. Some questions to keep in mind might include:

- What is our plan for sharing this data with the entire leadership / district improvement team?
- What is our plan for sharing this data with the district staff?
- What is our plan for interpreting, and creating an action plan based on this data?
- What is our 5 year plan for looking at longitudinal progress with perceptual/organizational data?

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Characteristics of Improving Districts

While most districts focus on the ***outcomes*** they are reaching for, truly successful and improving districts focus on organizational effectiveness and the support and systems that drive and sustain improvement in the outcomes. The Education Effectiveness Survey - District Edition (EES-D), was developed to assist districts in continuous, sustainable improvement understanding their strengths and challenges in the areas known to impact the ability of a district to improve. More information on the research basis and for a list of recommended reading, please refer to section 4.

While there is no single solution for a district, the Research and Evaluation Office at the Office of Superintendent of Public Instruction collected and analyzed more than 80 research reports and case studies on district effectiveness, conducted over the past 10-15 years, and identified 4 categories of characteristics present in those improving districts.

Shannon, G.S. & Bylsma, P. (2004). *Characteristics of Improved School Districts: Themes from Research.* Office of Superintendent of Public Instruction. Olympia, WA.

Successful districts engaged in improvement focus on these characteristics to create and improve the system(s) that drive the outcomes.

To help districts identify and leverage these characteristics and focus on what makes a district and its schools successful, the EES-D quantifies these characteristics from the perception of district leadership and/or central administration. This results report contains a summary of the information your district leadership provided on the EES-D survey form.

In addition, if your district uses the EES Staff survey in it's schools, you will quantify the perception of district leadership and support for school improvement from the school-level perspective. Both the EES-D and the EES use correlated questions around district support. This will allow your district to look at gap analysis - is there a gap between what district leadership believes is being provided (the intent) and what the school building is perceiving (the impact)? Traditional gap analysis will inform the user of the key issues across the district as well as within central administration.

CHARACTERISTICS OF IMPROVING DISTRICTS:

1. **Effective Leadership**

2. **High Quality Teaching and Learning**

3. **Support for System-wide Improvement**

4. **Clear and Collaborative Relationships**

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Organizational Cycle of Influence

Using Data to Focus and Accelerate Your District Improvement Planning

The district improvement planning and transformation process is supported and driven by both quantitative and qualitative data. Data should be used to inform decisions, set goals, create improvement plans and measure progress toward stated goals.

We are accustomed to looking at the outcomes-- particularly the outcomes that are published in the local newspapers (e.g. “high-stakes” test scores). Truly effective districts realize that these outcomes are influenced and driven by the professional culture present in schools and districts.

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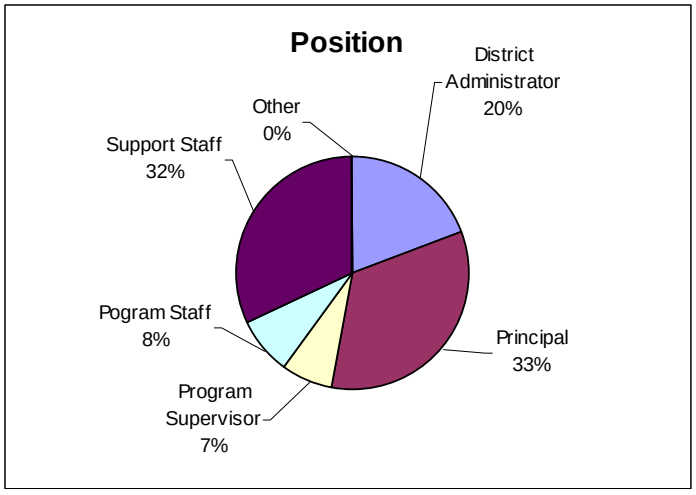
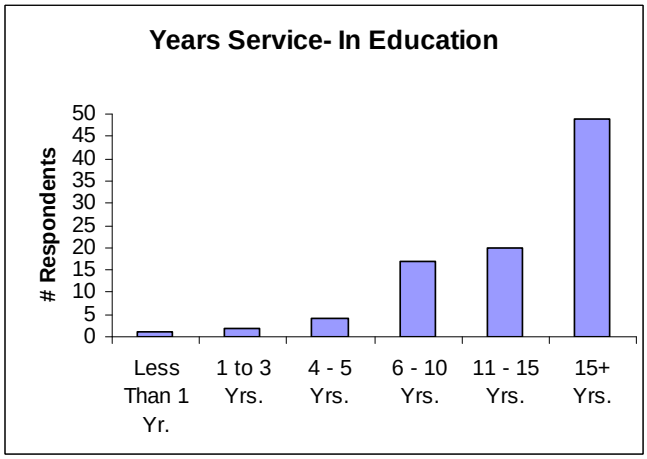
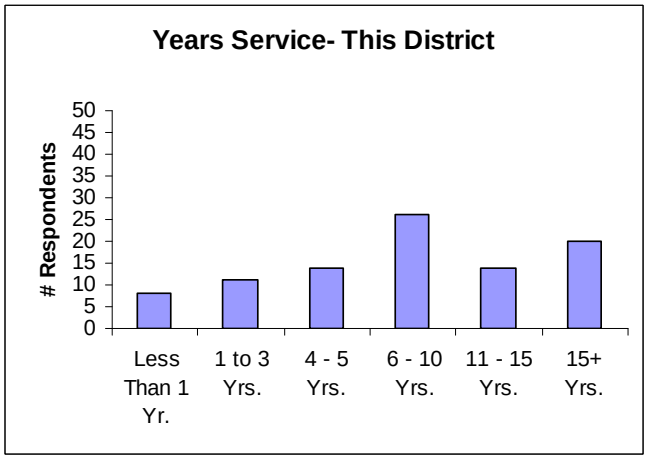
Demographic Charts – Who Took the Survey?

- Pay attention to the "position" chart – did you include all employees in the survey? If you did not – ask yourselves "why"?
- Look at length of service – you want to see diversity represented. The new staff bring energy and new ideas and the long term staff provide wisdom, calm and expertise. You need both! The longer an employee has been in a position, more difficult it is for him/her to change.







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On the Overall Summary Chart Consider:

- This is the 10,000 foot view
- Look at the overall relationship between the characteristics and their bar charts
- Remember – green is good! The 2 greens ("Almost Always True" and "Often True" are the positive perceptions
- Ivory ("sometimes true") is the "land of opportunity" – these people represent the easiest persons to bring to the positive side – give them more information and bring them into the process. If you ignore the ivory – they usually become disconnected and move to the negative
- Orange and red are the two negative perceptions – often times they reflect "history" – something that happened years ago, or something in a person's personal life. Don't spend a lot of time and energy here, it may be out of your ability to influence. Do pay attention to significant amounts of negative!
- Grey – "No Opinion or N/A". Ask why?
- In response to "where should we be?" Ask "where do we want to be?"

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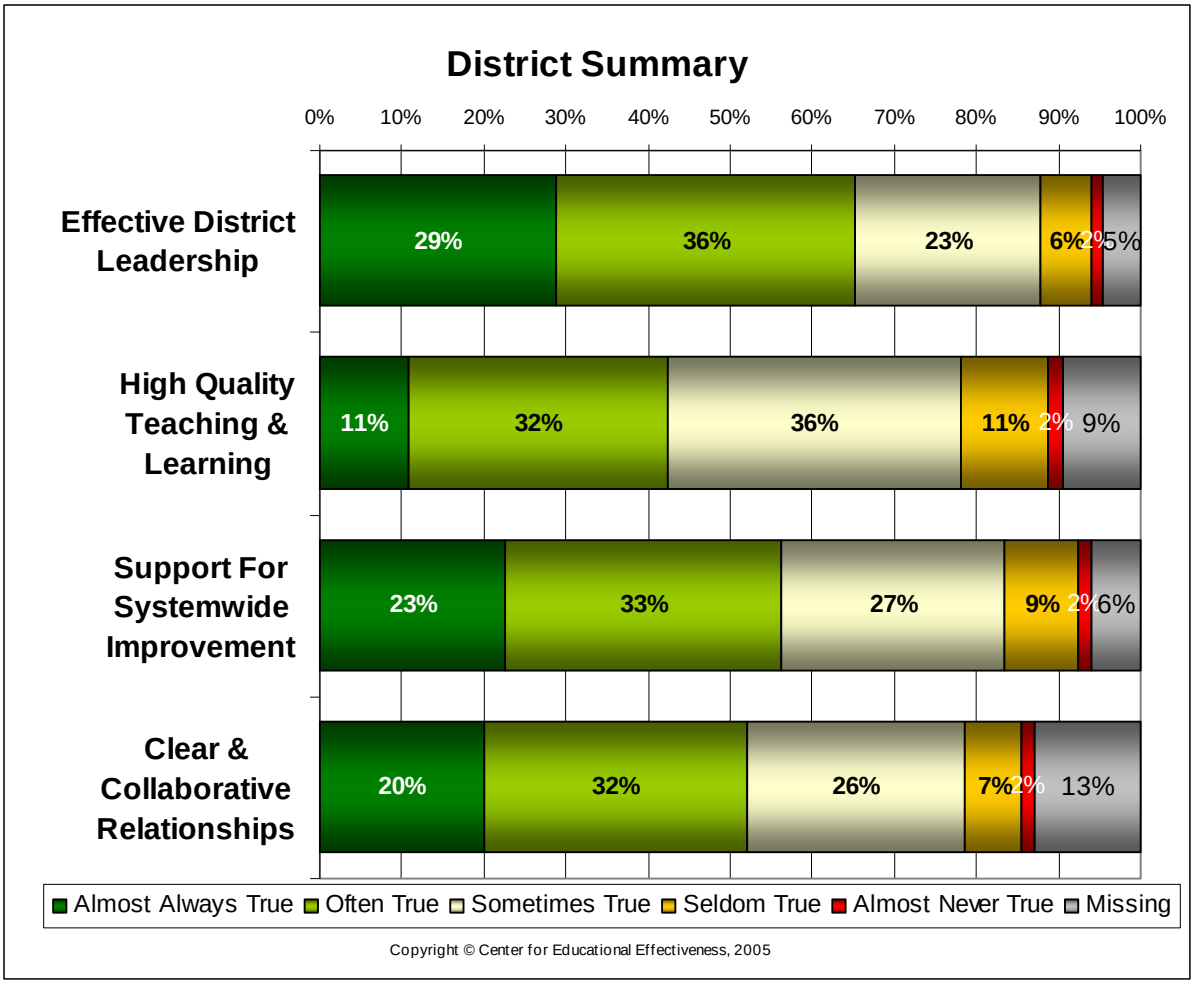
Overall Summary

The first section of your report will provide you with an overview of the results of your EES-D administration. This section ends with a look at who took the survey for your district (demographics).

As you start through your results, please keep in mind:

1) Formative/Constructive Uses: These results are to help you move forward in the process of district improvement and should not be used in an evaluative manner.

2) External factors have significant influence on these results. All readers should remember that you need to interpret these results while keeping in mind the larger context of this district and its community.



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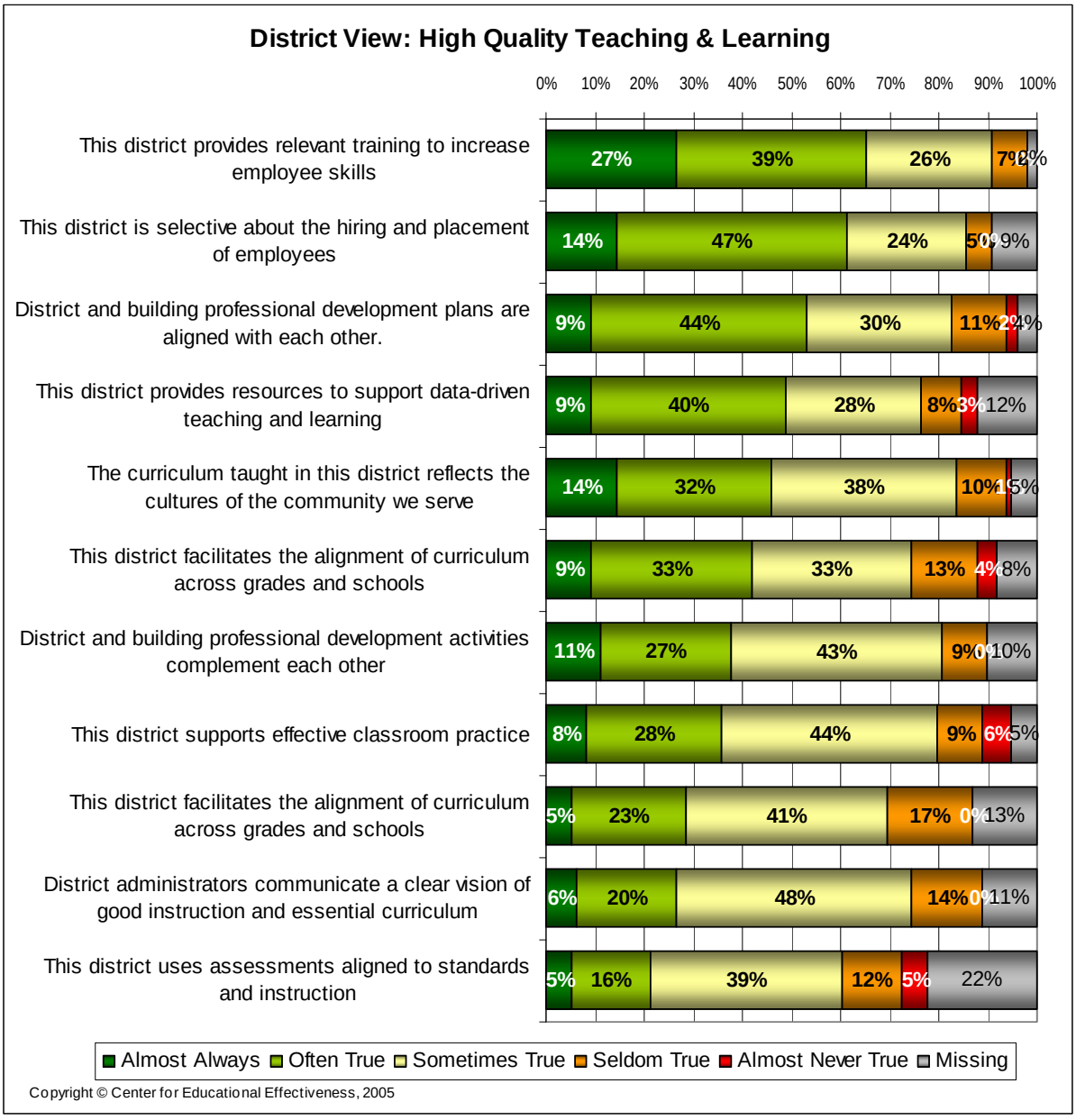
High Quality Teaching and Learning

High Quality Teaching and Learning is the core of the educational profession. Ultimately, nothing else has greater impact on students and student learning.

The EES-D seeks to stimulate conversations which enable a deeper understanding of, and critical conversations around teaching and learning. High level themes include:

- High expectations and accountability
- Coordinated and aligned curriculum and assessment
- Coordinated and embedded professional development
- Quality classroom instruction



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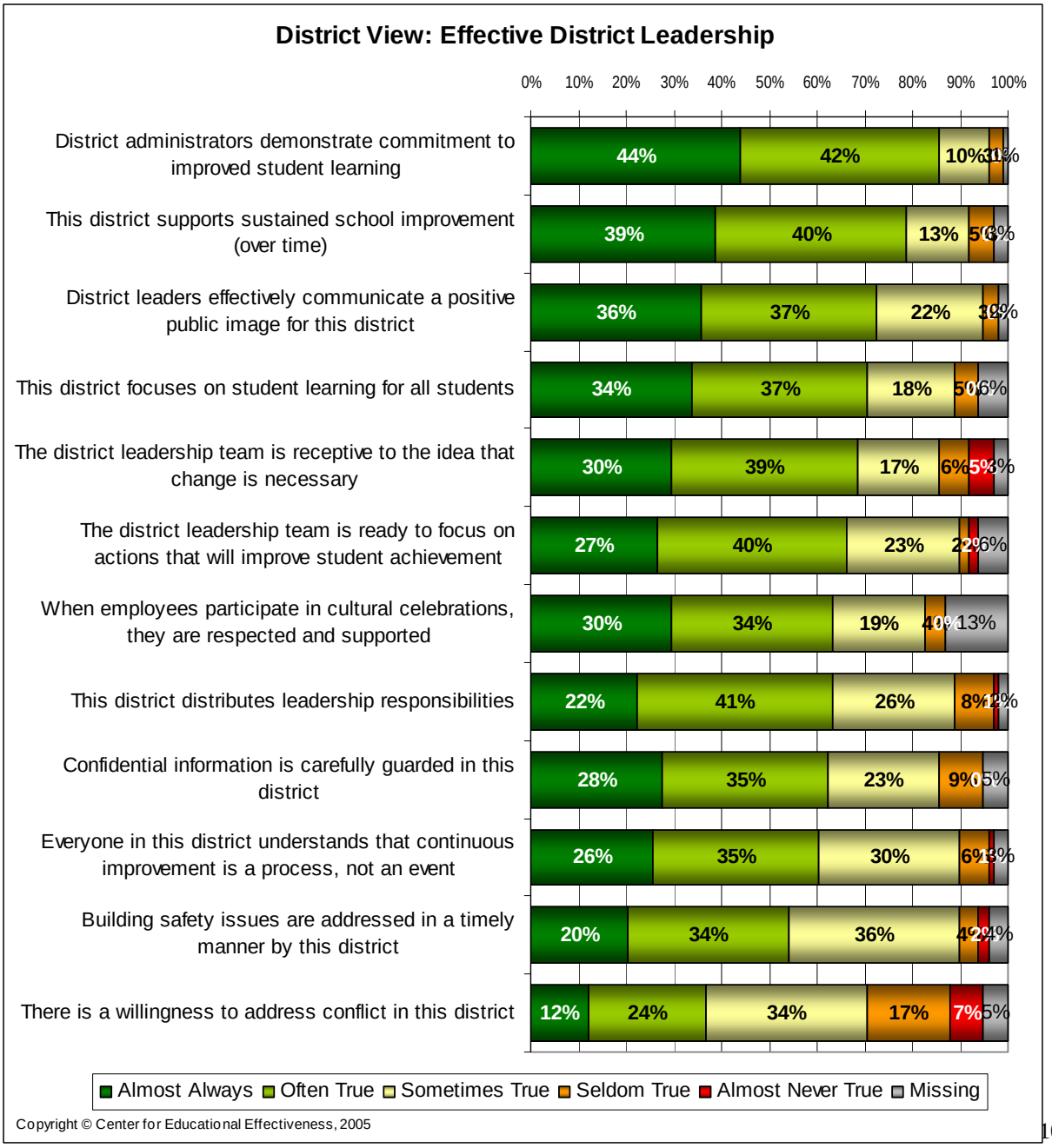
Effective District Leadership

Effective leadership is at the core of high quality and improving districts. As you review this information, remember that this is designed to stimulate conversation.

This characteristic embodies 3 significant themes:
- Focus on all students learning
- Dynamic and distributed leadership
- Sustained improvement

Effective leadership is required to implement change processes within the school. This leadership takes many forms. Principals often play this role, but so do teachers and other staff, including those in the district office. Effective leaders advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.



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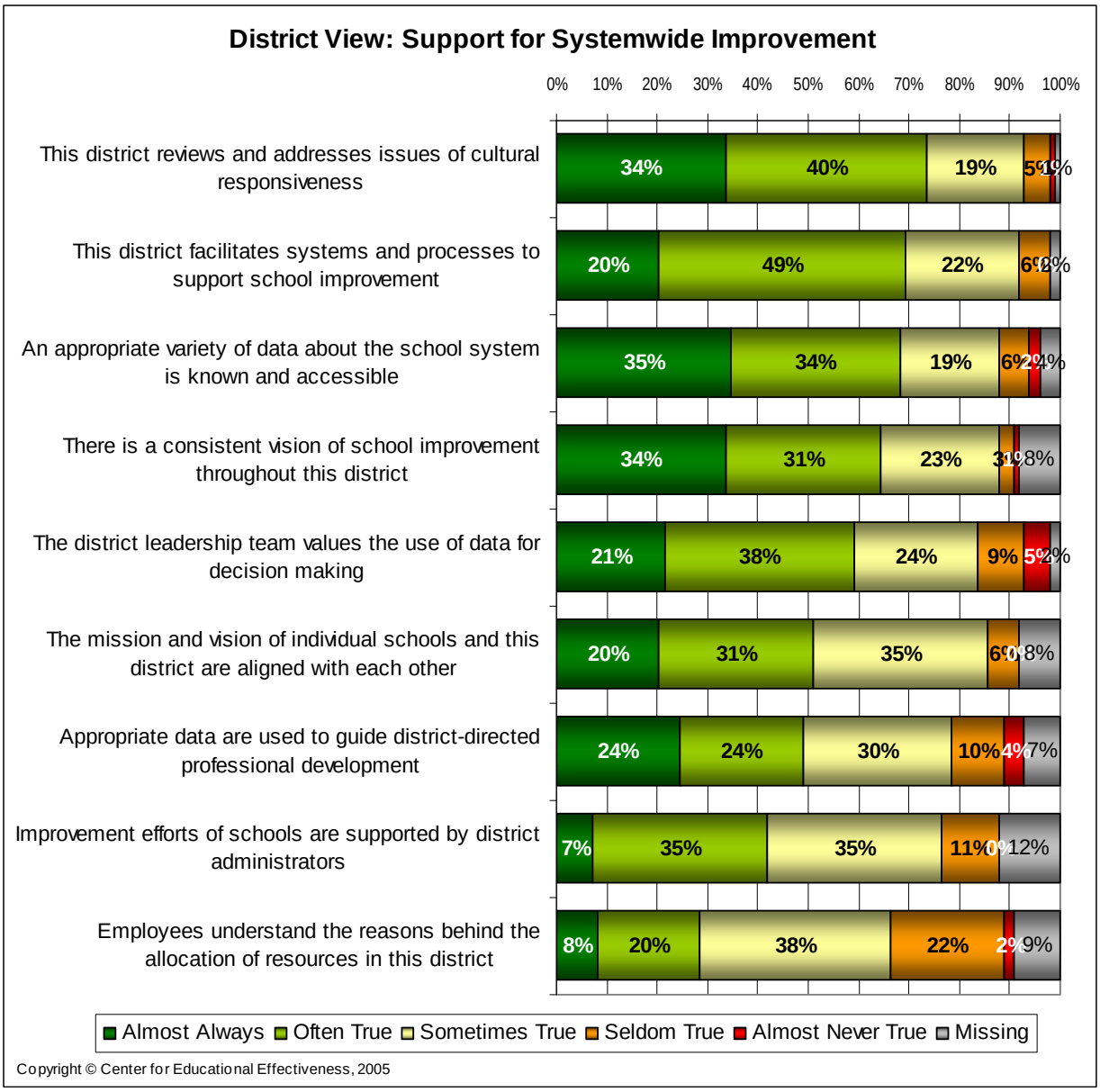
Support for System-wide Improvement

Support for system-wide improvement provides the critical infrastructure for PK-12 systemic improvement. Key themes supporting this component include:

- Effective use of data
- Strategic allocation of resources
- Program coherence



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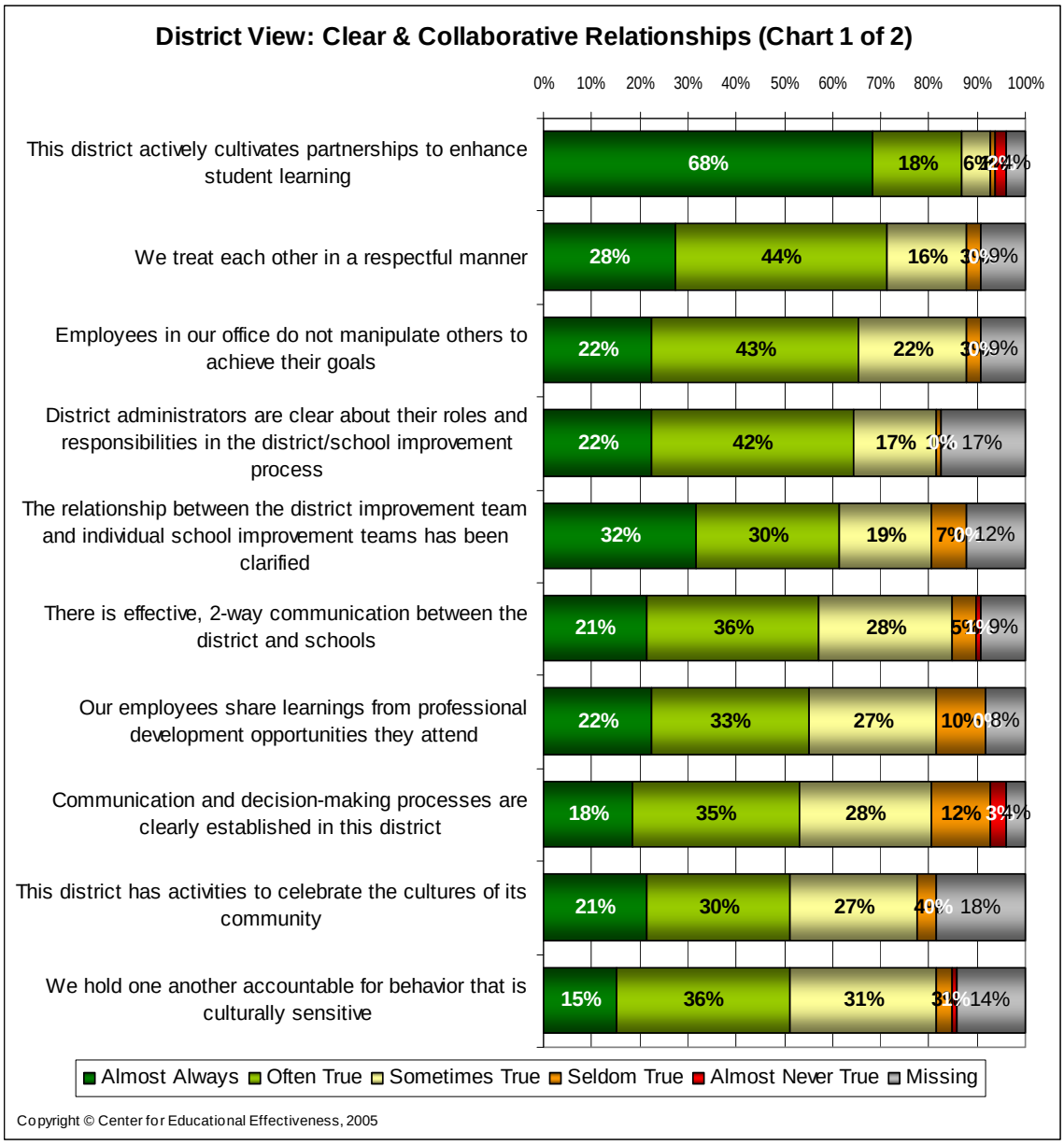
Clear and Collaborative Relationships

Clear & collaborative relationships are the "oil" which lubricates the process of change within any organization. Trust and respect are the core in utilizing clear and collaborative relationships to move your district forward. Themes include:

- Culture of professional collaborative relationships
- Clear understanding of roles and responsibilities
- Managing and working with the external environment



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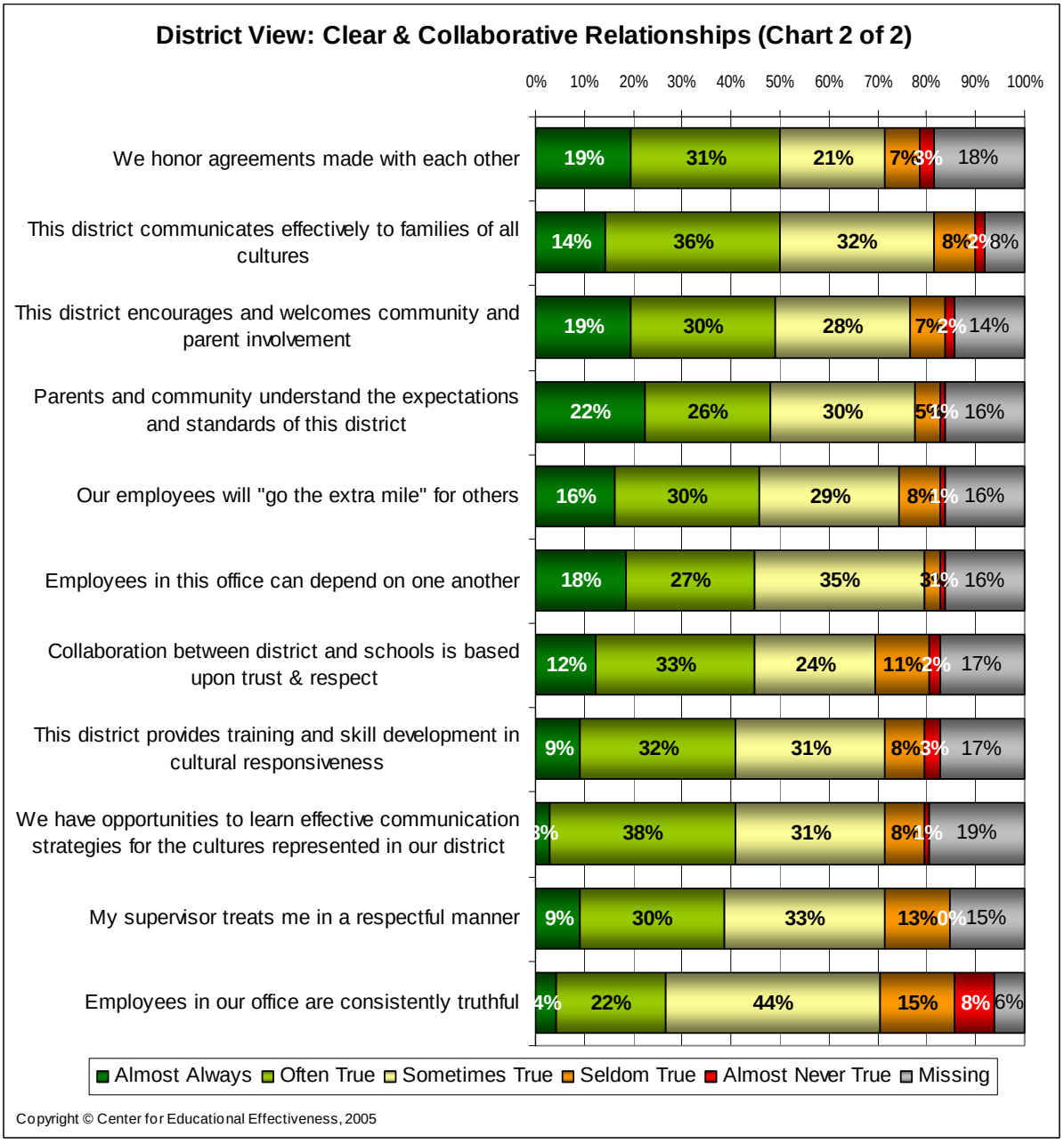
Clear and Collaborative Relationships (Chart 2 of 2)



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