

 *CULTURE OF EXCELLENCE & ETHICS ASSESSMENT™*

School Culture Surveys

An Excellence with Integrity Institute Resource

GUIDE TO DATA



THE SURVEY

The *Culture of Excellence & Ethics Assessment™* Student, Staff, and Parent Surveys measure cultural assets essential for shaping a safe and supportive culture, for creating an academically rigorous environment, and for improving relationships among the stake-holders. The surveys have been in development since 2005 (previous versions named CREE) and have been utilized by K-12 education organizations and educational researchers in the U.S. and across the world, including Kenya, Singapore, Mongolia, Costa Rica, South Africa, China, Mexico, Canada, Chile, Africa, India, and the Philippines.

CEEA Surveys measure:

- whether the school climate is safe;
- whether faculty and staff are intentional in fostering an academically rigorous and socially engaging environment for students;
- whether students show positive learning habits;
- whether students experience positive relationships with peers and staff;
- whether faculty and staff engage in supportive collegial relationships;
- and the extent to which the school engages student families in support of student learning and social development.

The *Culture of Excellence & Ethics Assessment* Survey can be used for either a one-time assessment or over-time monitoring of the extent to which a school's culture manifests norms and practices of excellence and ethics. To triangulate the information and explore similarities and differences in the views held by various stakeholders, the CEEA Survey is comprised of student, faculty/staff, and parent forms that include parallel questions and scales (see scale matrix below). This process of collecting information from all those engaged in the process of schooling and comparing and contrasting the results provides a 360-degree view of the issues being assessed.

The instrument is designed to produce data that describes and compares cohort groups (i.e., a school's students, its faculty, its parents), and is not intended as a diagnostic tool for benchmarking individual growth.

DATA REPORT ORGANIZATION

The CEEA Data Report consists of the following components: 1) Summary of all the data results from students and faculty/staff (plus parents if collected) presented in graphical format, 2) Tables of frequencies and means of items on the student survey, 3) Tables of frequencies and means of items on the staff survey, and 4) Tables of frequencies and means of items on the parent survey (if collected). The data presentation is organized in the order from the highest level of aggregation to the most detailed.





SCORING & SCALE CONSTRUCTION

All scales and items in the survey data reports are presented as **positive constructs**, or cultural assets that enhance student learning and social development. Therefore, a score of '5' throughout the report indicates the most positive perception(s), most frequent positive behavior(s), or absence of anti-social behavior(s), whereas a score of '1' always indicates the most negative perception(s), lack of positive behavior(s), or most

frequent anti-social behavior(s). When items are worded in a way that asks for perceptions of negative behaviors, they are reverse-coded to be consistent with the overall data presentation.

Scale scores are computed as averages of contributing items, so that their range and interpretation is the same as that of individual survey items, the most negative possible score being 1, and the most positive possible score being 5.

To assist with interpretation of the findings, Summary Data Report presents all results in terms of Areas of Concern (where we recommend commitment to more intensive effort and focus on improvement), Areas of Opportunity (where good things are happening, but where more focus and attention could pay dividends) and Areas of Optimal or Approaching Optimal (where we recommend you stay the course on what you've been doing):

Optimal performance: Maintain current focus and attention	Scores ≥ 4.5	
Approaching optimal performance: Build on current focus and attention	Scores ≥ 3.75 and < 4.5	
Area of opportunity: Intensify focus and attention	Scores ≥ 3 and < 3.75	
Area of concern: Commit to intensive effort & focus on improvement	Scores < 3	


MAKING SENSE—AND USE—OF YOUR DATA

Getting your school survey results is the beginning of the process. Making Sense of the Data Guide identifies a template for guiding your sense-making process.

Excellence with Integrity **TOOLS™**

MAKING SENSE OF THE DATA GUIDE

- 1. What story does the data tell us overall?**
 - a) What are the general trends in the data?
 - » Which scales/items are optimal or approaching optimal (green zone)?
 - » Which scales/items indicate areas of opportunity (yellow zone)?
 - » Which scales/items indicate areas of concern (red zone)?
- 2. What can we celebrate?**
 - a) What accomplishments, areas of strength, or assets does the data reveal?
 - » Review the optimal scores: How do we make sure we maintain our strengths? How can we build on them to enhance our other improvement efforts?
- 3. What improvement needs can we focus on?**
 - a) What areas of opportunity emerge from the data?
 - » Review the scales and items with scores in the yellow zone: Are we missing out on opportunities for growth?
 - b) What areas of concern emerge from the data?
 - » Review the scales and items with scores in the red zone: How can we intensify our efforts to improve these?
- 4. What does the data not tell us?**
 - a) What other information is needed? How can we get it?



Adapted from Lickona & Davidson (2005)

© 2023 Excellence with Integrity Institute | www.ewii.org

School Survey Content Matrix

Part A

Student, Staff, & Parent Surveys

Student Learning & Development/
Staff Teaching Practices

1. Safety and Well-Being

2. Learning/Teaching for
Excellence

3. Integrity, Responsibility,
Citizenship

Part B

Staff Survey

Staff Professional Capacity &
Community

4. Trust and Support

5. Professional Growth
and Collaboration

6. Collective Responsibility
for Goals and Objectives

Part C

Staff and Parent Surveys

Community Connectedness &
Partnership

7. Communication and
Participation

8. Partnership for Student
Learning

9. Partnership for Student
Social Development

MAKING SENSE OF THE DATA GUIDE

1. What story does the data tell us overall?

- a) What are the general trends in the data?
 - » Which scales/items are optimal or approaching optimal (green zone)?
 - » Which scales/items indicate areas of opportunity (yellow zone)?
 - » Which scales/items indicate areas of concern (red zone)?

2. What can we celebrate?

- a) What accomplishments, areas of strength, or assets does the data reveal?
 - » Review the optimal scores: How do we make sure we maintain our strengths? How can we build on them to enhance our other improvement efforts?

3. What improvement needs can we focus on?

- a) What areas of opportunity emerge from the data?
 - » Review the scales and items with scores in the yellow zone:
Are we missing out on opportunities for growth?
- b) What areas of concern emerge from the data?
 - » Review the scales and items with scores in the red zone:
How can we intensify our efforts to improve these?

4. What does the data not tell us?

- a) What other information is needed? How can we get it?



Adapted from Lickona & Davidson (2005)

 *CULTURE OF EXCELLENCE & ETHICS ASSESSMENT™*

School Culture Surveys

An Excellence with Integrity Institute Resource



Excellence with Integrity™
I N S T I T U T E

216 Fayette St, Suite 1, Manlius NY, 13104 • Phone: 315.692.8054 • Fax: 315.692.8091

www.ewii.org