



Educational Effectiveness Survey (EES)

Tool Kit

South Whidbey School District

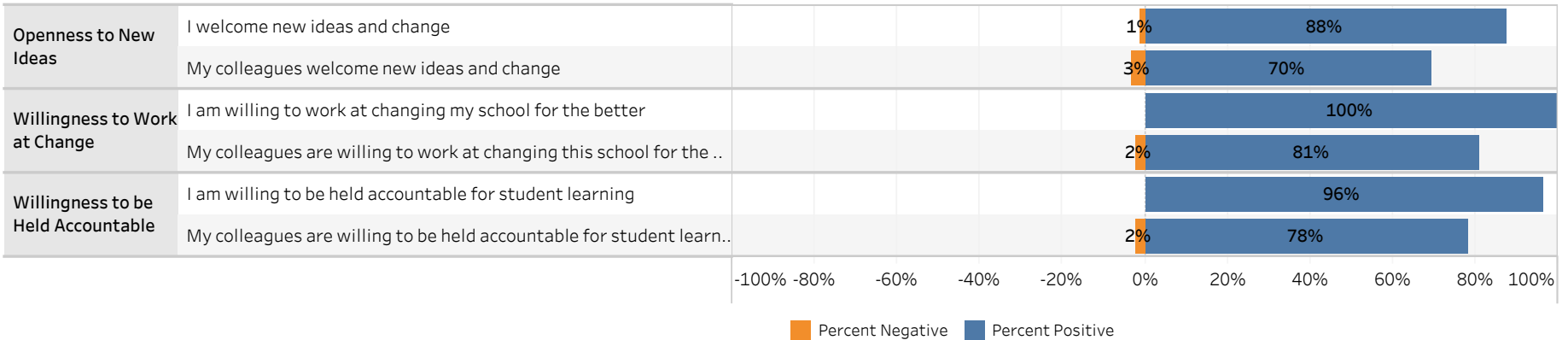
2020-21 School Year

How well does your team solve problems and resolve conflict? 2020-2021 School Year

All | South Whidbey School District

	Positive	Neutral	Negative
When there is a problem in my school, we talk about how to solve it	64 of 87 staff members	16 of 87 staff members	7 of 87 staff members
There is a willingness to address conflict in this school	52 of 88 staff members	26 of 88 staff members	10 of 88 staff members
Staff share a high sense of urgency around the need to improve	49 of 86 staff members	33 of 86 staff members	4 of 86 staff members

Is your staff ready for change?

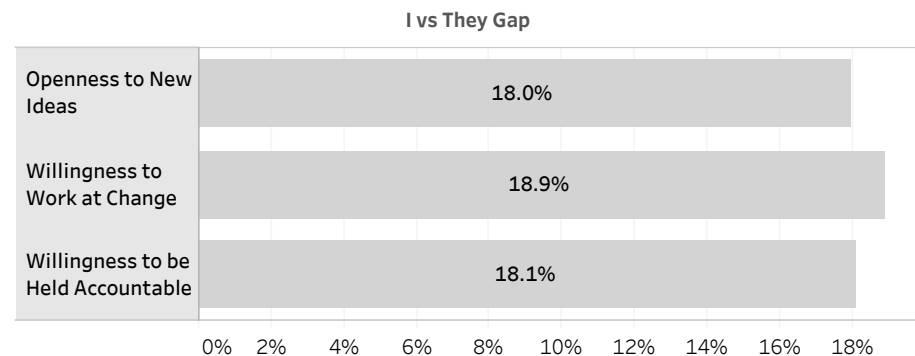


What is an I vs They Gap and why does it matter?

The more positive the beliefs and perceptions of the staff are about their readiness and willingness to change, the more efficiently change will happen.

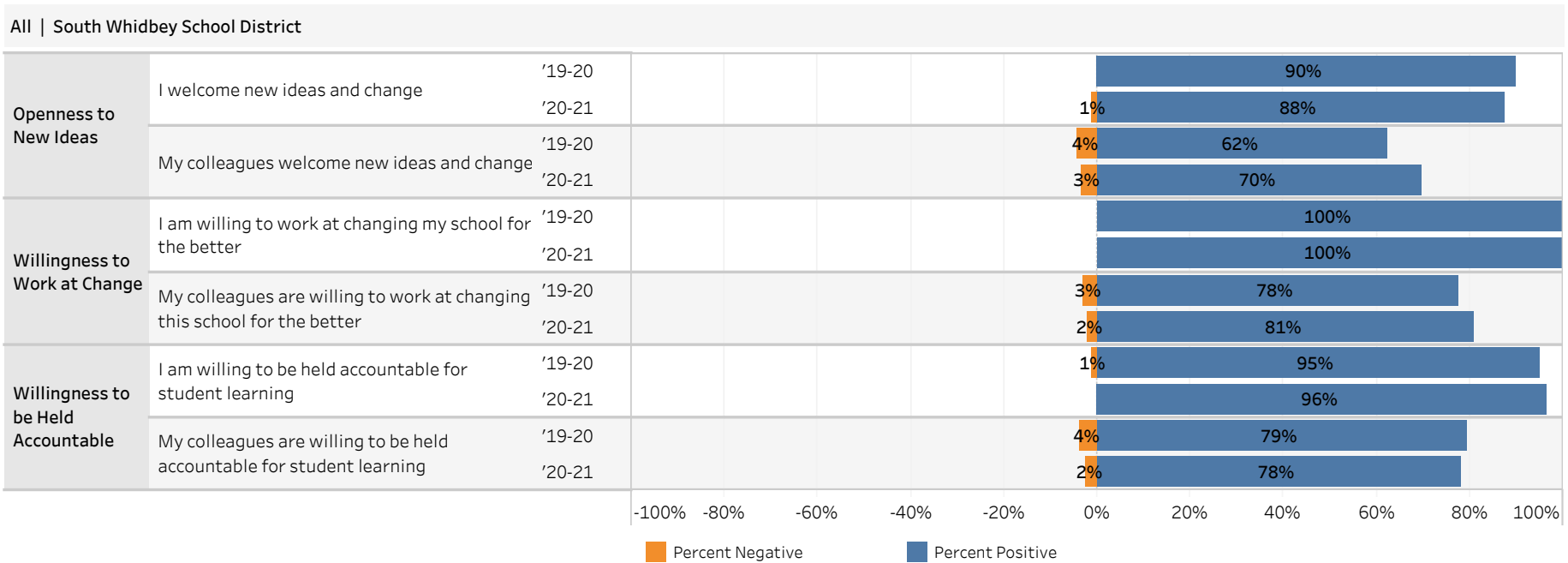
Look for large gaps between the I vs They pair of questions. Large gaps are a sign of distrust amongst staff members.

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**.



What a difference a year makes...

Is your staff ready for change?

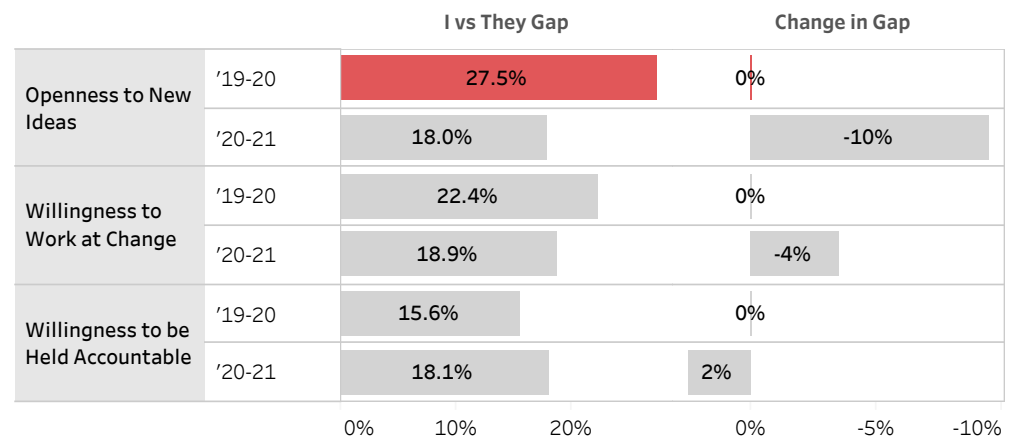


Why does the gap between I vs. They matter?

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!



What are the Top and Bottom 5 survey items from your 2021 School Year?

Look for common themes.

Are you surprised by the top or bottom items?

Do you see similarities in the Student and Parent 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 | South Whidbey School District

Survey Type	Item	% Positive Responses
Staff Survey	RTB — I am willing to work at changing my school for the better	100.0%
	SLE — Staff at this school value and respect all students	97.4%
	RTB — I am willing to be held accountable for student learning	96.4%
	SLE — Our staff can count on one another for help when needed	94.9%
	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	93.8%
	MTL — We reflect upon instructional practice to inform our conversations about improvement	56.5%
	MTL — Feedback from classroom observations leads to meaningful change in instructional practice	48.1%
	D — This district facilitates the alignment of curriculum across grades and schools	37.1%
	FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that fo..	35.0%
	FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	21.4%
Student Survey	IS — I am respectful of others at this school	95.7%
	IS — I am comfortable interacting with people from a different racial or ethnic background	95.7%
	CSF — My teacher(s) believe student learning is important	95.2%
	HSE — My teacher(s) expect me to do my best	92.6%
	BELONG — I feel good about my cultural or ethnic background	90.9%
	MTL — My teacher(s) help me learn by challenging me with interesting activities in class	52.7%
	CT — I solve problems by first breaking them into smaller steps	52.4%
	EL — In class we often work with other students to solve a problem/do a task	47.2%
	SLE — Work I do in this school is useful and interesting to me	45.5%
	IS — Adults in this school help me plan and set goals for my future	39.7%
Parent Survey	C — Communication/materials I receive from the school are in a language I can understand	97.2%
	SLE — School employees are respectful and courteous of one another	83.0%
	PCI — When I share concerns with my student's teacher, they listen	80.0%
	SLE — My student feels safe at school	78.9%
	C — Parents/families and employees at this school talk respectfully with one another	78.7%
	SLE — In this school, time is spent doing work that students find useful and interesting	46.1%
	CSF — I am informed about progress toward the improvement goals of this school	45.1%
	SLE — My student learns about the cultures of our community at their school	44.6%
	PCI — Parents/families have input into plans for improving this school	39.4%
	PCI — This school tells me how I can help my student with homework	37.3%

Where are we seeing the most change from 2020 to 2021?



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Top/Bottom 5 Increase/Decrease in % Positive Responses All | South Whidbey 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	D — District leadership communicates effectively with my school	32.2%
	D — Collaboration between district and schools is based upon trust and respect	30.6%
	HSE — Students understand the expectations of this school	26.6%
	D — District administrators demonstrate commitment to improved student learning	26.1%
	FPD — We are provided training to meet the needs of a diverse student population in our school	25.7%
	D — This district facilitates the alignment of curriculum across grades and schools	-5.2%
	SLE — The development of students' social emotional learning enhances the learning environment in our classrooms	-5.7%
	MTL — I incorporate social emotional instruction into my daily instructional delivery	-8.5%
	MTL — Feedback from classroom observations leads to meaningful change in instructional practice	-11.6%
	FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruc..	-15.0%
Student Survey	CSF — In my classes, students are busy doing schoolwork	18.3%
	SLE — The rules about behavior are equally applied to all students in this school	17.5%
	PCI — This school respects student differences	16.1%
	SLE — Most students are respectful of others at this school	14.5%
	SLE — I feel safe at this school	13.4%
	FO — I am good at staying focused on my goals	-7.3%
	SM — I pay attention to how I feel	-7.8%
	CT — I solve problems by first breaking them into smaller steps	-8.4%
	SM — I concentrate on my schoolwork	-9.8%
EL — In class we often work with other students to solve a problem/do a task	-10.7%	
Parent Survey	CSF — This school has equitable behavior rules for all students	13.8%
	C — This school communicates with me about my student's progress	10.9%
	C — Parents/families and employees at this school talk respectfully with one another	9.7%
	MTL — Additional help is available to my student if they need it	9.0%
	C — This school communicates effectively with my family	8.4%
	SLE — In this school, time is spent doing work that students find useful and interesting	-4.8%
	SLE — My student enjoys going to school	-5.2%
	SLE — Teachers in this school provide students with a variety of learning opportunities	-5.7%
	MTL — I am given opportunities to discuss my student's progress at school	-7.4%
CSF — My student understands the purpose of each lesson	-13.3%	

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?



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Why use similar survey items across Staff, Parent 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 parents feel differently, why? Questions that have a large difference between groups warrant additional conversations.

			'19-20	'20-21
Academic Equity	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	Sta		94%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Stu		90%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Par		75%
Behavior Standards	SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	Sta	73%	80%
	SLE — The rules about behavior are equally applied to all students in this school	Stu	57%	75%
	CSF — This school has equitable behavior rules for all students	Par	52%	66%
Bullying	SLE — Staff enforce the bullying/harassment policy of this school	Sta	65%	88%
	SLE — The rules against bullying are enforced by all adults in this school	Stu	60%	71%
	SLE — Bullying/harassment is not tolerated in this school	Par	46%	53%
Celebrating Success	SLE — We have a system for celebrating student success	Sta	53%	69%
	SLE — Student success is celebrated in this school	Stu	49%	60%
	SLE — This school celebrates student success	Par	61%	60%
Confronting Bias	FPD — We talk about race and bigotry as a staff	Sta		68%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Stu		58%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Par		53%
High Expectations	HSE — Our staff believes that all students can meet state standards	Sta	58%	79%
	HSE — My teacher(s) expect all students to succeed, no matter who they are	Stu	77%	83%
	HSE — Teachers have high expectations for student learning at this school	Par	65%	65%
Intervention for Struggling Students	MTL — Struggling students receive early intervention and remediation to acquire skills	Sta	55%	57%
	MTL — My teacher(s) find other ways for me to learn things I find difficult	Stu	51%	53%
	MTL — Struggling students receive early intervention and additional help at this school	Par	42%	50%
Safety	SLE — Students believe this school is a safe place	Sta	61%	86%
	SLE — I feel safe at this school	Stu	64%	77%
	SLE — My student feels safe at school	Par	75%	79%
Supported Learning	SLE — Students believe the adults in this school genuinely care about them	Sta	82%	93%
	SLE — In this school, there is at least one adult who knows and cares about me	Stu	77%	79%
	SLE — This school provides a caring/supportive environment for my student	Par	68%	71%

Change in % Positive Responses

	Staff Survey	Student Survey	Parent Survey
Academic Equity			
Behavior Standards	7.8%	17.5%	13.8%
Bullying	22.9%	11.7%	6.9%
Celebrating Success	16.4%	10.9%	-1.2%
Confronting Bias			
High Expectations	21.4%	5.9%	-0.4%
Intervention for Struggling Students	1.9%	1.6%	8.1%
Safety	25.1%	13.4%	4.3%
Supported Learning	11.7%	1.6%	2.7%

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?

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.

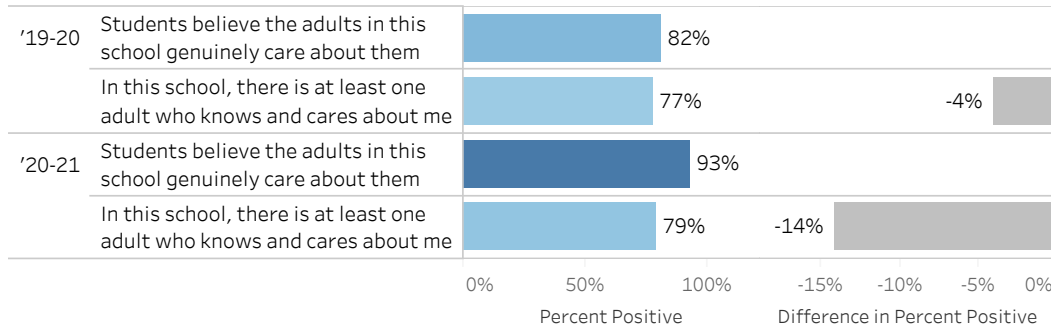
Having one adult that cares about you can make all the difference in the life of a child. Do students really feel staff care about them? Looking at this question from both viewpoints can validate whether staff are getting the desired results from their interactions with students and can open the door 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

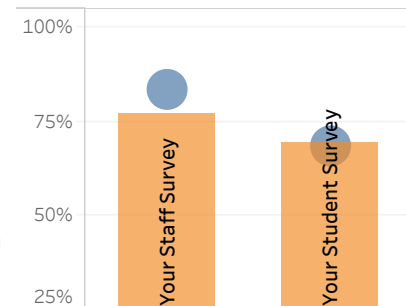
All | South Whidbey School District

			'19-20	'20-21
Staff Survey	CIA — I understand instructional strategies to support social emotional learning objectives	Sta	86%	88%
	CSF — Staff I work with take responsibility for ensuring each student learns in our school	Sta		92%
	FPD — I receive training on instruction to support social emotional learning	Sta	70%	77%
	MTL — I incorporate social emotional instruction into my daily instructional delivery	Sta	85%	77%
	SLE — Staff at this school value and respect all students	Sta	84%	97%
	SLE — Students believe the adults in this school genuinely care about them	Sta	82%	93%
	SLE — The development of students’ social emotional learning enhances the learning environment in ..	Sta	96%	91%
	SLE — This school has effective equity practices for all	Sta		72%
Student Survey	BELONG — I feel good about my cultural or ethnic background	Stu	80%	91%
	BELONG — There’s at least one adult in this school I can talk to if I have a problem	Stu	74%	73%
	CSF — My teacher(s) believe student learning is important	Stu	91%	95%
	EL — If I want to talk with my teacher(s), they are available to me	Stu	68%	80%
	IS — Adults in this school help me plan and set goals for my future	Stu	44%	40%
	IS — Students are involved in solving problems in this school	Stu	51%	63%
	SLE — I enjoy coming to this school	Stu	46%	57%
	SLE — I feel safe at this school	Stu	64%	77%
	SLE — In this school, there is at least one adult who knows and cares about me	Stu	77%	79%
	SLE — This school has effective equity practices for all	Stu		73%

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



How does your school’s Social Supports compare to other schools?



Do staff and student respondents share common beliefs and perceptions for Academic Press?

All | South Whidbey 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.

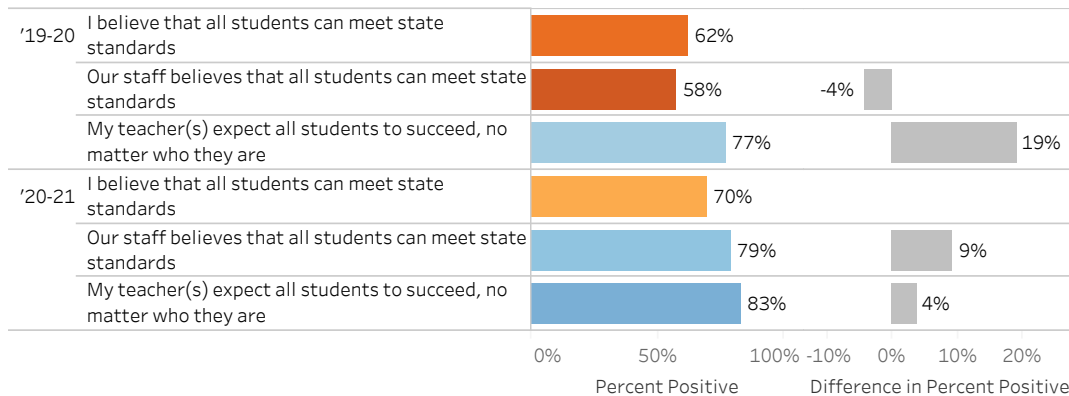
Do I believe all students can learn? Do my peers believe all students can learn? Do all students feel we believe in their ability to learn? These are key questions at the core of academic attainment for all and each of the three legs must be equally sturdy to hold the weight of high expectations and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

ACADEMIC PRESS

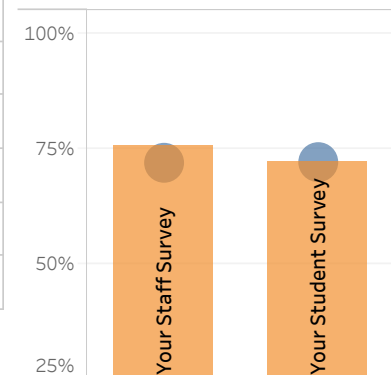
Salina, C, Girtz, S and Eppinga, J (2016) *Powerless to Powerful: Leadership for School Change*. Lanham, MD: Rowman & Littlefield

			'19-20	'20-21
Staff Survey	CIA — Instruction is personalized to meet the needs of each student	Sta	63%	63%
	CIA — Regular formative assessments are used to monitor student progress toward standards	Sta	85%	85%
	CIA — Students are provided tasks that require higher-level thinking skills	Sta	79%	86%
	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	Sta		94%
	HSE — I believe that all students can meet state standards	Sta	62%	70%
	HSE — In our school we expect all staff to perform responsibilities with a high level of excellence	Sta	85%	84%
	HSE — Our staff believes that all students can meet state standards	Sta	58%	79%
	MTL — Assessment data are used to identify student needs and appropriate instructional intervention	Sta	77%	78%
	MTL — I provide timely feedback to students about their learning	Sta	85%	88%
	MTL — Struggling students receive early intervention and remediation to acquire skills	Sta	55%	57%
Student Survey	CSF — This school is doing a good job of preparing me to succeed in my life	Stu	47%	58%
	FO — I have a plan for what I want to do after high school	Stu	68%	70%
	FO — I know I will graduate from high school	Stu	86%	83%
	HSE — All students have access to rigorous courses and supports	Stu		72%
	HSE — My teacher(s) expect all students to succeed, no matter who they are	Stu	77%	83%
	HSE — My teacher(s) expect me to do my best	Stu	93%	93%
	HSE — My teacher(s) provide lessons and activities that challenge me to learn	Stu	75%	72%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Stu		90%
	MTL — My teacher(s) help me learn by challenging me with interesting activities in class	Stu	51%	53%
	SE — What we do in school will help me succeed in life	Stu	56%	58%

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



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



What is your current land of opportunity - Staff 2021 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 South Whidbey School District	
D — This district facilitates the alignment of curriculum across grades and schools	44%
CSF — Staff share a high sense of urgency around the need to improve	38%
MTL — We reflect upon instructional practice to inform our conversations about improvement	34%
D — District administrators communicate a clear vision of good instruction and essential curriculum	33%
FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction	33%
MTL — Feedback from classroom observations leads to meaningful change in instructional practice	33%

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

HSE — Students understand the expectations of this school	-22.9%
SLE — Staff enforce the bullying/harassment policy of this school	-19.9%
D — District leadership communicates effectively with my school	-19.6%
D — District administrators demonstrate commitment to improved student learning	-18.2%
FPD — We are provided training to meet the needs of a diverse student population in our school	-17.0%
MTL — I incorporate social emotional instruction into my daily instructional delivery	9.3%
D — This district facilitates the alignment of curriculum across grades and schools	9.7%
FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction	10.4%
SLE — We celebrate progress toward improvement plan goals	11.0%
D — There is a consistent vision of school improvement throughout this district	14.4%

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 2021 School Year have 33% or more Neutral responses?



The Center for Educational Effectiveness

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 | South Whidbey School District

D — This district facilitates the alignment of curriculum across grades and schools	44%
CSF — Staff share a high sense of urgency around the need to improve	38%
MTL — We reflect upon instructional practice to inform our conversations about improvement	34%
D — District administrators communicate a clear vision of good instruction and essential curriculum	33%
FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving inst..	33%
MTL — Feedback from classroom observations leads to meaningful change in instructional practice	33%

What is your current land of opportunity - Student 2021 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 Students 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 South Whidbey School District	
EL — In class we often work with other students to solve a problem/do a task	35%
CT — I solve problems by first breaking them into smaller steps	31%
MTL — My teacher(s) help me learn by challenging me with interesting activities in class	31%
SLE — Most students are respectful of others at this school	28%
MTL — My teacher(s) find other ways for me to learn things I find difficult	27%

Negative values are a good thing, indicating students moved out of "Sometimes True" responses.	
CSF — In my classes, students are busy doing schoolwork	-13.7%
MTL — My teacher(s) tell me the purpose for each lesson or activity	-8.7%
BELONG — I feel good about my cultural or ethnic background	-8.3%
PCI — My parents/family feel welcome to visit this school	-8.1%
PCI — This school respects student differences	-7.7%
CT — I solve problems by first breaking them into smaller steps	5.0%
SM — I pay attention to how I feel	6.2%
GRIT — I finish whatever I begin	7.1%
SM — I concentrate on my schoolwork	9.1%
GRIT — I am a hard worker	9.5%

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 students 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 students to "Almost Always True" and "Often True" responses?

What Student survey items from your 2021 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 | South Whidbey School District

EL — In class we often work with other students to solve a problem/do a task

35%

What is your current land of opportunity - Parent 2021 School Year?

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 Parents 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 South Whidbey School District	
CSF — My student understands the purpose of each lesson	36%
SLE — In this school, time is spent doing work that students find useful and interesting	36%
SLE — This school addresses issues of diversity in a timely and effective manner	33%
SLE — Bullying/harassment is not tolerated in this school	33%
CSF — I am informed about progress toward the improvement goals of this school	32%

Negative values are a good thing, indicating students moved out of "Sometimes True" responses.	
MTL — Additional help is available to my student if they need it	-9.7%
C — This school communicates with me about my student's progress	-8.9%
C — This school communicates effectively with my family	-8.9%
PCI — Parents/families have input into plans for improving this school	-8.6%
HSE — My student is challenged with a rigorous course of study at this school	-8.1%
SLE — This school celebrates student success	1.6%
SLE — Bullying/harassment is not tolerated in this school	1.7%
CSF — My student understands the purpose of each lesson	3.0%
SLE — This school addresses issues of diversity in a timely and effective manner	4.3%
PCI — This school respects the different cultures represented in our community	4.5%

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 parents 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 parents to "Almost Always True" and "Often True" responses?

What Parent survey items from your 2021 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 parents when they have and share definite opinions. This significant percentage of parents represents an identifiable opportunity to focus efforts and resources toward the specific areas where parents 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 | South Whidbey School District

CSF — My student understands the purpose of each lesson	36%
SLE — In this school, time is spent doing work that students find useful and interesting	36%