



Educational Effectiveness Survey (EES)

Tool Kit

South Whidbey Elementary-North Campus

South Whidbey School District

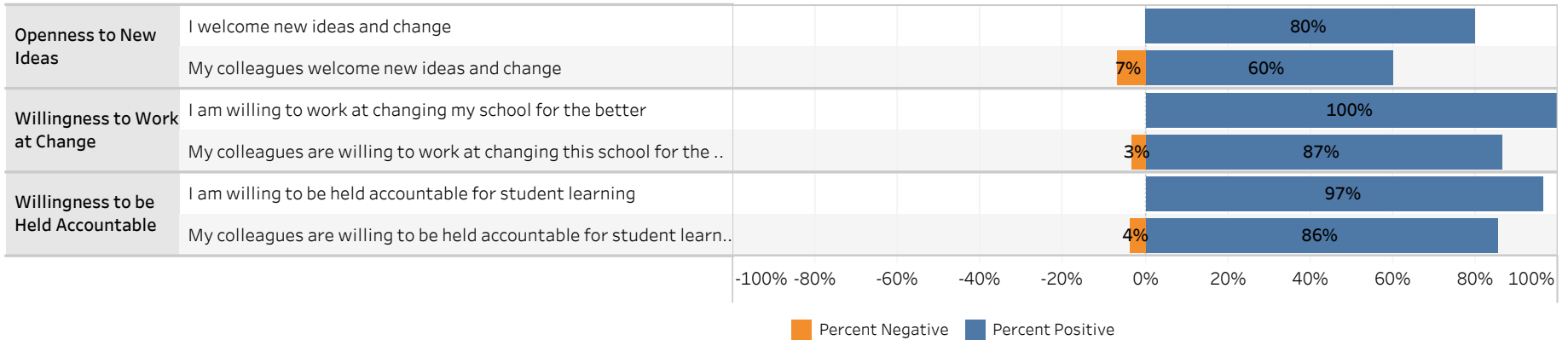
2020-21 School Year

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

South Whidbey Elementary-North Campus | South Whidbey School District

	Positive	Neutral	Negative
When there is a problem in my school, we talk about how to solve it	24 of 29 staff members	3 of 29 staff members	2 of 29 staff members
There is a willingness to address conflict in this school	24 of 30 staff members	4 of 30 staff members	2 of 30 staff members
Staff share a high sense of urgency around the need to improve	21 of 29 staff members	7 of 29 staff members	1 of 29 staff members

Is your staff ready for change?

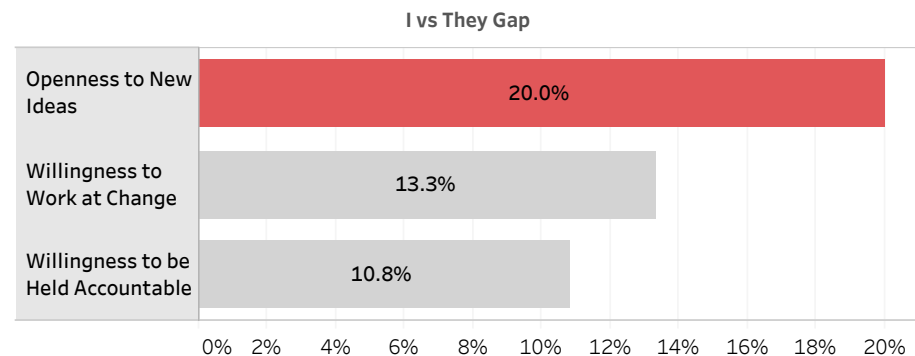


What is an I vs They Gap and why does it matter?

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.

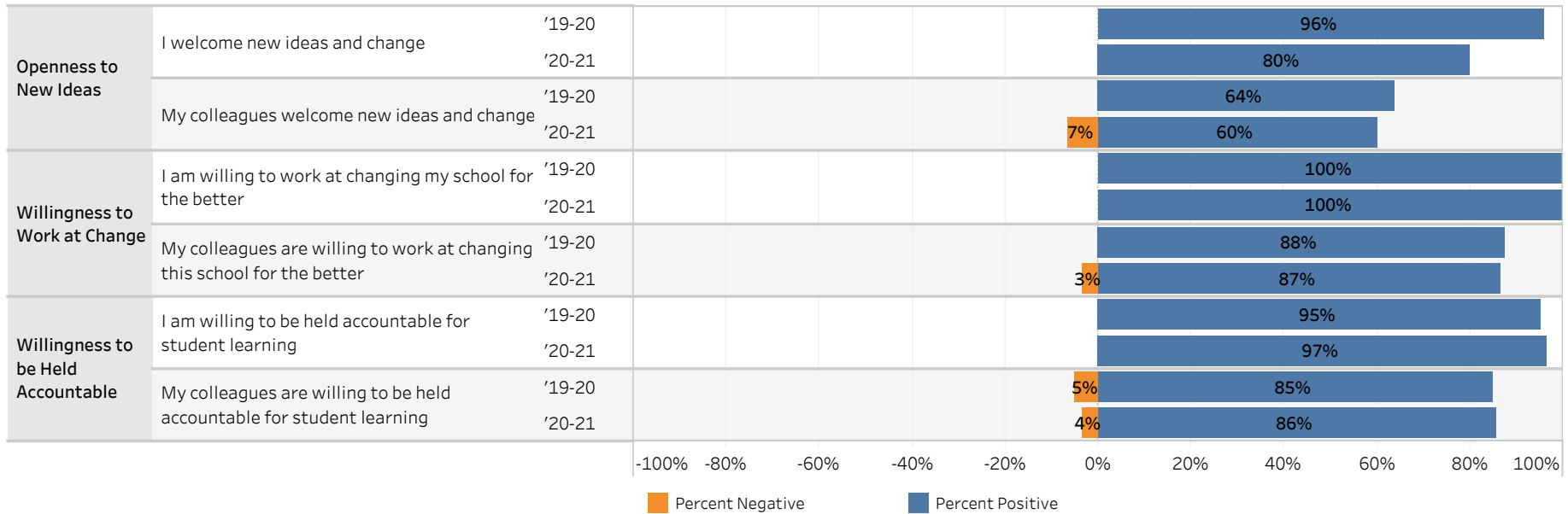
If the I vs They gaps to the right are red, the value is beyond a threshold to cause some concern and should be investigated. This threshold is **20% at the elementary level** and **25% at the secondary level**.



What a difference a year makes...

Is your staff ready for change?

South Whidbey Elementary-North Campus | South Whidbey School District

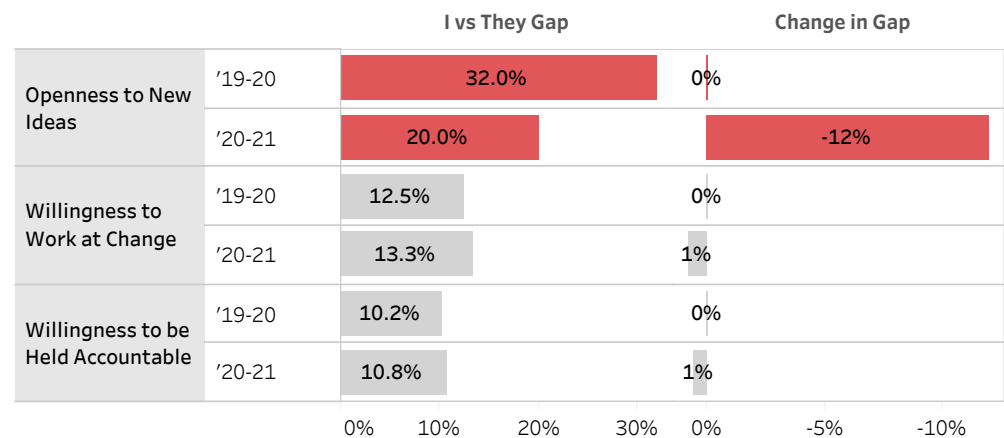


Why does the gap between I vs. They matter?

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 South Whidbey Elementary-North Campus | South Whidbey School District

Staff Survey	Item	% Positive Responses
	CSF — My performance goals are set based on the goals of this school	100.0%
	CSF — This school has a data-driven improvement plan with measurable goals	100.0%
	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	100.0%
	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	100.0%
	SLE — Students believe the adults in this school genuinely care about them	100.0%
	SLE — Students believe this school is a safe place	100.0%
	MTL — Feedback from classroom observations leads to meaningful change in instructional practice	61.1%
	RTB — My colleagues welcome new ideas and change	60.0%
	D — This district facilitates the alignment of curriculum across grades and schools	52.6%
	FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that fo..	52.6%
	FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	44.4%

Student Survey	Item	% Positive Responses
	C — Communication/materials I receive from the school are in a language I can understand	98.5%
	SLE — School employees are respectful and courteous of one another	89.8%
	EL — The principal of this school is committed to quality education	87.5%
	PCI — When I share concerns with my student's teacher, they listen	87.0%
	C — Parents/families and employees at this school talk respectfully with one another	84.4%
	HSE — My student is challenged with a rigorous course of study at this school	54.3%
	MTL — My student is encouraged to track progress toward their goals	53.6%
	PCI — Parents/families have input into plans for improving this school	49.0%
	PCI — This school tells me how I can help my student with homework	48.6%
	CSF — I am informed about progress toward the improvement goals of this school	47.1%

Parent Survey	Item	% Positive Responses
	C — Communication/materials I receive from the school are in a language I can understand	98.5%
	SLE — School employees are respectful and courteous of one another	89.8%
	EL — The principal of this school is committed to quality education	87.5%
	PCI — When I share concerns with my student's teacher, they listen	87.0%
	C — Parents/families and employees at this school talk respectfully with one another	84.4%
	HSE — My student is challenged with a rigorous course of study at this school	54.3%
	MTL — My student is encouraged to track progress toward their goals	53.6%
	PCI — Parents/families have input into plans for improving this school	49.0%
	PCI — This school tells me how I can help my student with homework	48.6%
	CSF — I am informed about progress toward the improvement goals of this school	47.1%

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



The Center for Educational Effectiveness

Top/Bottom 5 Increase/Decrease in % Positive Responses South Whidbey Elementary-North Campus | 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.

Staff Survey		
	D — Collaboration between district and schools is based upon trust and respect	37.5%
	EL — Staff are held accountable for the new behaviors and practices needed to achieve our school improvement plan goals	30.9%
	D — District administrators demonstrate commitment to improved student learning	30.9%
	D — District leadership communicates effectively with my school	29.9%
	HSE — Our staff believes that all students can meet state standards	25.9%
	CSF — Important decisions here are based on the goals of this school	-9.6%
	FPD — I receive training on instruction to support social emotional learning	-10.4%
	FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruct..	-12.4%
	EL — Staff at all levels are treated fairly here	-15.3%
	RTB — I welcome new ideas and change	-16.0%

Student Survey		

Do you see increases or decreases similar to what Staff or Student responses reflected?

Parent Survey		
	SLE — My student learns about the cultures of our community at their school	17.3%
	MTL — Struggling students receive early intervention and additional help at this school	15.3%
	C — This school communicates with me about my student's progress	11.7%
	CSF — This school has equitable behavior rules for all students	10.4%
	HSE — My student is challenged with a rigorous course of study at this school	9.8%
	SLE — I believe adults in this school care about my student	-4.7%
	EL — The principal of this school is committed to quality education	-6.3%
	SLE — In this school, time is spent doing work that students find useful and interesting	-6.5%
	CSF — The schoolwork my student is assigned is relevant to their future success	-9.6%
	CSF — My student understands the purpose of each lesson	-14.6%

Do respondents across all three surveys share common beliefs and perceptions?



The Center for Educational Effectiveness

South Whidbey Elementary-North Campus | South Whidbey School District

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		100%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Par		71%
Behavior Standards	SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	Sta	77%	91%
	CSF — This school has equitable behavior rules for all students	Par	66%	76%
Bullying	SLE — Staff enforce the bullying/harassment policy of this school	Sta	83%	92%
	SLE — Bullying/harassment is not tolerated in this school	Par	58%	58%
Celebrating Success	SLE — We have a system for celebrating student success	Sta	81%	88%
	SLE — This school celebrates student success	Par	71%	70%
Confronting Bias	FPD — We talk about race and bigotry as a staff	Sta		67%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Par		64%
High Expectations	HSE — Our staff believes that all students can meet state standards	Sta	43%	69%
	HSE — Teachers have high expectations for student learning at this school	Par	65%	71%
Intervention for Struggling Studen..	MTL — Struggling students receive early intervention and remediation to acquire skills	Sta	57%	76%
	MTL — Struggling students receive early intervention and additional help at this school	Par	50%	65%
Safety	SLE — Students believe this school is a safe place	Sta	82%	100%
	SLE — My student feels safe at school	Par	73%	83%
Supported Learning	SLE — Students believe the adults in this school genuinely care about them	Sta	96%	100%
	SLE — This school provides a caring/supportive environment for my student	Par	76%	82%

Change in % Positive Responses

	Staff Survey	Parent Survey
Academic Equity		
Behavior Standards	13.6%	10.4%
Bullying	9.4%	0.5%
Celebrating Success	7.0%	-0.9%
Confronting Bias		
High Expectations	25.9%	6.3%
Intervention for Struggling Students	19.0%	15.3%
Safety	18.2%	9.1%
Supported Learning	4.0%	6.0%

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 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?

South Whidbey Elementary-North Campus South Whidbey School District	
D — This district facilitates the alignment of curriculum across grades and schools	37%
MTL — Feedback from classroom observations leads to meaningful change in instructional practice	33%
RTB — My colleagues welcome new ideas and change	33%
HSE — Our staff believes that all students can meet state standards	31%
CIA — Instruction is personalized to meet the needs of each student	29%

Negative values are a good thing, indicating staff moved out of "Sometimes True" responses.	
EL — Staff are held accountable for the new behaviors and practices needed to achieve our school improvement plan goals	-30.5%
HSE — I believe that all students can meet state standards	-29.7%
D — Collaboration between district and schools is based upon trust and respect	-29.2%
D — District administrators demonstrate commitment to improved student learning	-25.3%
MTL — Students are encouraged to self-reflect and track progress toward goals	-23.9%
EL — Staff at all levels are treated fairly here	7.3%
CIA — Instruction is personalized to meet the needs of each student	7.7%
CSF — Important decisions here are based on the goals of this school	9.6%
D — There is a consistent vision of school improvement throughout this district	9.7%
RTB — I welcome new ideas and change	16.0%

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

Sometimes True South Whidbey Elementary-North Campus | South Whidbey School District

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.

D — This district facilitates the alignment of curriculum across grades and schools	37%
MTL — Feedback from classroom observations leads to meaningful change in instructional practice	33%
RTB — My colleagues welcome new ideas and change	33%

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



The Center for Educational Effectiveness

South Whidbey Elementary-North Campus | South Whidbey School District

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?

CSF — I am informed about progress toward the improvement goals of this school	32%
CSF — My student understands the purpose of each lesson	31%
SLE — This school has effective equity practices for all	30%
SLE — Bullying/harassment is not tolerated in this school	29%
SLE — In this school, time is spent doing work that students find useful and interesting	28%

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

PCI — Parents/families have input into plans for improving this school	-20.0%
HSE — My student is challenged with a rigorous course of study at this school	-19.4%
MTL — My student is encouraged to track progress toward their goals	-17.7%
HSE — Teachers have high expectations for student learning at this school	-15.6%
C — This school communicates with me about my student's progress	-15.5%
EL — The principal of this school is committed to quality education	1.6%
SLE — This school celebrates student success	3.1%
CSF — The schoolwork my student is assigned is relevant to their future success	3.3%
SLE — Bullying/harassment is not tolerated in this school	4.7%
CSF — My student understands the purpose of each lesson	4.7%

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?

Sometimes True South Whidbey Elementary-North Campus | South Whidbey 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 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.