



Educational Effectiveness Survey (EES)

Tool Kit

South Whidbey Elementary-South Campus

South Whidbey School District

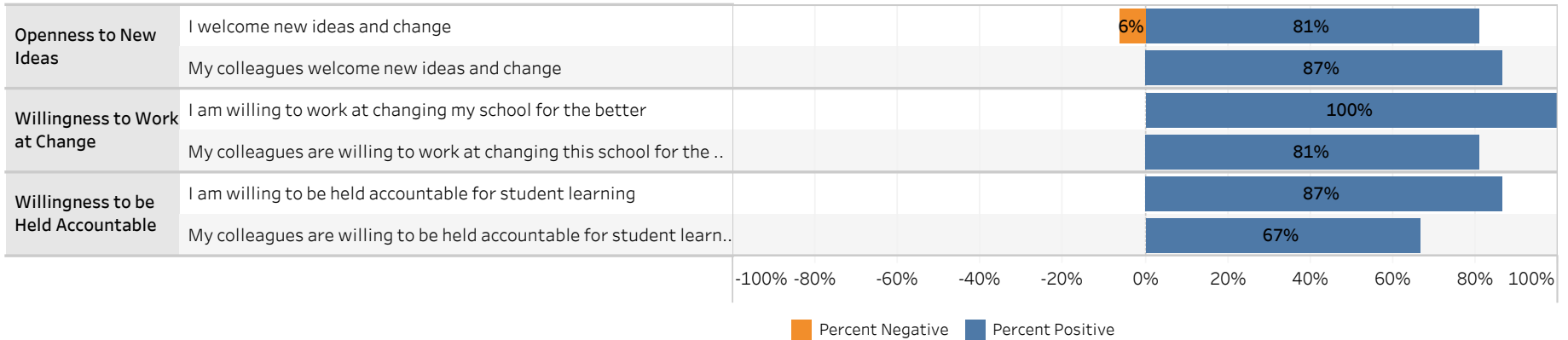
2020-21 School Year

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

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	Positive	Neutral	Negative
When there is a problem in my school, we talk about how to solve it	11 of 15 staff members	4 of 15 staff members	0 of 15 staff members
There is a willingness to address conflict in this school	7 of 15 staff members	7 of 15 staff members	1 of 15 staff members
Staff share a high sense of urgency around the need to improve	7 of 15 staff members	7 of 15 staff members	1 of 15 staff members

Is your staff ready for change?

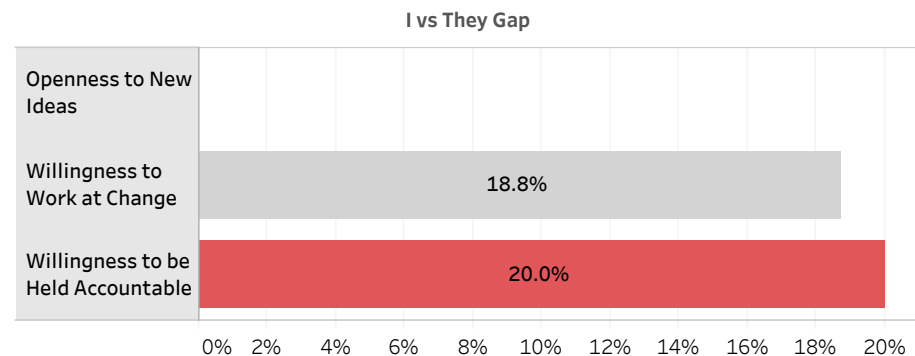


What is an I vs They Gap and why does it matter?

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

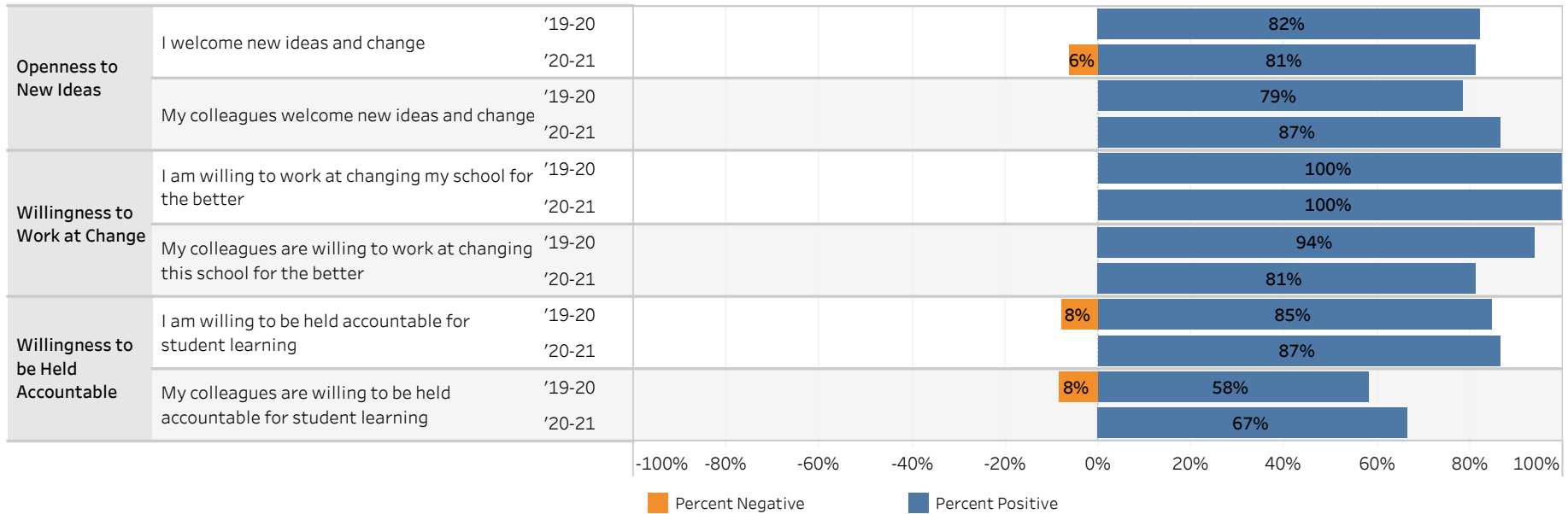
Look for large gaps between the I vs They pair of questions. Large gaps are a sign of distrust amongst staff members.

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?

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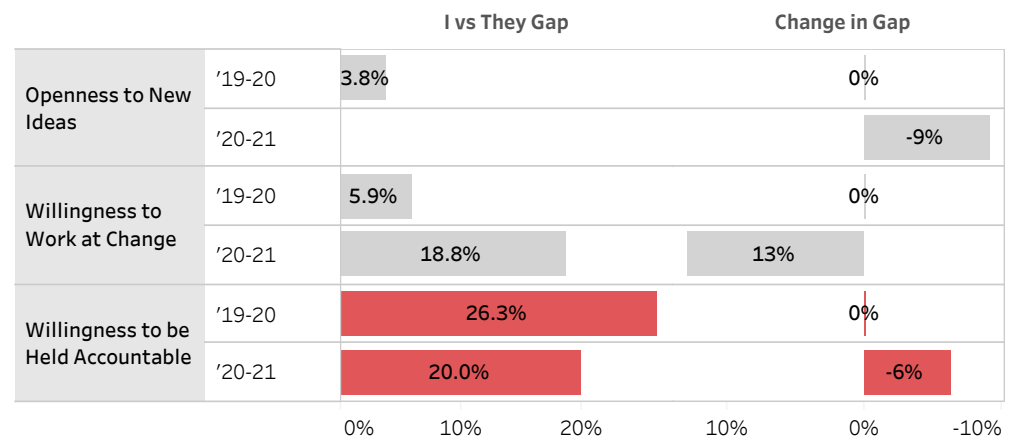


Why does the gap between I vs. They matter?

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?



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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-South Campus | 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	100.0%
	SLE — We have a system for celebrating student success	92.9%
	C — Staff in our school do not manipulate others to achieve their goals	90.9%
	CIA — I understand instructional strategies to support social emotional learning objectives	90.9%
	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	90.9%
	EL — Staff at all levels are treated fairly here	35.7%
	MTL — Feedback from classroom observations leads to meaningful change in instructional practice	33.3%
	D — This district facilitates the alignment of curriculum across grades and schools	27.3%
	FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that fo..	20.0%
FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	11.1%	
Student Survey	IS — I am respectful of others at this school	97.7%
	CSF — My teacher(s) believe student learning is important	96.5%
	HSE — My teacher(s) expect me to do my best	94.4%
	IS — I am comfortable interacting with people from a different racial or ethnic background	93.4%
	BELONG — I feel good about my cultural or ethnic background	91.9%
	CT — I solve problems by first breaking them into smaller steps	57.3%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	56.5%
	EL — I often see the principal or administrators around the school talking to students	53.0%
Parent Survey	EL — In class we often work with other students to solve a problem/do a task	50.7%
	IS — Adults in this school help me plan and set goals for my future	47.0%
	C — Communication/materials I receive from the school are in a language I can understand	98.1%
	SLE — School employees are respectful and courteous of one another	89.7%
	SLE — My student feels safe at school	88.2%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	85.7%
	SLE — Adults in this school value and respect my racial/cultural identity	82.1%
	PCI — Parents/families have input into plans for improving this school	45.5%
EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	44.9%	
HSE — My student is challenged with a rigorous course of study at this school	41.7%	
CSF — My student understands the purpose of each lesson	41.5%	
PCI — This school tells me how I can help my student with homework	36.2%	

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



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

Survey Type	Item	% Change
Staff Survey	SLE — We have a system for celebrating student success	31.3%
	SLE — We honor agreements made with each other	23.1%
	C — When there is a problem in my school, we talk about how to solve it	16.2%
	MTL — Struggling students receive early intervention and remediation to acquire skills	12.9%
	C — Staff in our school do not manipulate others to achieve their goals	12.3%
	EL — Staff are held accountable for the new behaviors and practices needed to achieve our school improvement plan goals	-31.7%
	MTL — We reflect upon instructional practice to inform our conversations about improvement	-38.6%
	FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruct..	-46.7%
	C — My professional learning community work results in improved student learning	-46.9%
	MTL — I incorporate social emotional instruction into my daily instructional delivery	-47.4%
Student Survey	CSF — In my classes, students are busy doing schoolwork	24.3%
	SLE — Most students are respectful of others at this school	17.6%
	EL — If I want to talk with my teacher(s), they are available to me	14.2%
	SLE — Student success is celebrated in this school	13.2%
	EL — My teacher(s) listen to my ideas and/or concerns	13.0%
	EL — My teacher(s) help me learn in more ways than the teacher just talking in front of class	-7.8%
	EL — In class we often work with other students to solve a problem/do a task	-7.9%
	SM — I can calm myself down when I am excited or upset	-8.6%
	FO — I am good at staying focused on my goals	-8.6%
SM — I concentrate on my schoolwork	-9.5%	
Parent Survey	CSF — This school has equitable behavior rules for all students	25.0%
	SLE — My student feels safe at school	14.8%
	SLE — Bullying/harassment is not tolerated in this school	11.8%
	C — This school communicates with me about my student's progress	11.7%
	EL — I am comfortable expressing my ideas or concerns to the administrator(s) of this school	10.0%
	SLE — This district places emphasis on social emotional learning in addition to core academic learning	-8.7%
	MTL — I am given opportunities to discuss my student's progress at school	-9.0%
	PCI — Parents/families participate in important decisions about their student's education	-9.4%
	SLE — Teachers in this school provide students with a variety of learning opportunities	-11.0%
CSF — My student understands the purpose of each lesson	-16.3%	

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		91%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Stu		89%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Par		86%
Behavior Standards	SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	Sta	92%	69%
	SLE — The rules about behavior are equally applied to all students in this school	Stu	75%	83%
	CSF — This school has equitable behavior rules for all students	Par	50%	75%
Bullying	SLE — Staff enforce the bullying/harassment policy of this school	Sta	75%	85%
	SLE — The rules against bullying are enforced by all adults in this school	Stu	83%	78%
	SLE — Bullying/harassment is not tolerated in this school	Par	42%	53%
Celebrating Success	SLE — We have a system for celebrating student success	Sta	62%	93%
	SLE — Student success is celebrated in this school	Stu	58%	71%
	SLE — This school celebrates student success	Par	72%	63%
Confronting Bias	FPD — We talk about race and bigotry as a staff	Sta		54%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Stu		57%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Par		45%
High Expectations	HSE — Our staff believes that all students can meet state standards	Sta	58%	57%
	HSE — My teacher(s) expect all students to succeed, no matter who they are	Stu	83%	85%
	HSE — Teachers have high expectations for student learning at this school	Par	61%	63%
Intervention for Struggling Students	MTL — Struggling students receive early intervention and remediation to acquire skills	Sta	42%	55%
	MTL — My teacher(s) find other ways for me to learn things I find difficult	Stu	64%	64%
	MTL — Struggling students receive early intervention and additional help at this school	Par	41%	47%
Safety	SLE — Students believe this school is a safe place	Sta	71%	83%
	SLE — I feel safe at this school	Stu	73%	82%
	SLE — My student feels safe at school	Par	73%	88%
Supported Learning	SLE — Students believe the adults in this school genuinely care about them	Sta	93%	83%
	SLE — In this school, there is at least one adult who knows and cares about me	Stu	78%	78%
	SLE — This school provides a caring/supportive environment for my student	Par	79%	78%

Change in % Positive Responses

	Staff Survey	Student Survey	Parent Survey
Academic Equity			
Behavior Standards	-22.4%	7.8%	25.0%
Bullying	9.6%	-5.7%	11.8%
Celebrating Success	31.3%	13.2%	-8.5%
Confronting Bias			
High Expectations	-1.2%	1.8%	2.2%
Intervention for Struggling Students	12.9%	-0.1%	6.8%
Safety	11.9%	9.5%	14.8%
Supported Learning	-10.0%	-0.1%	-0.9%

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.

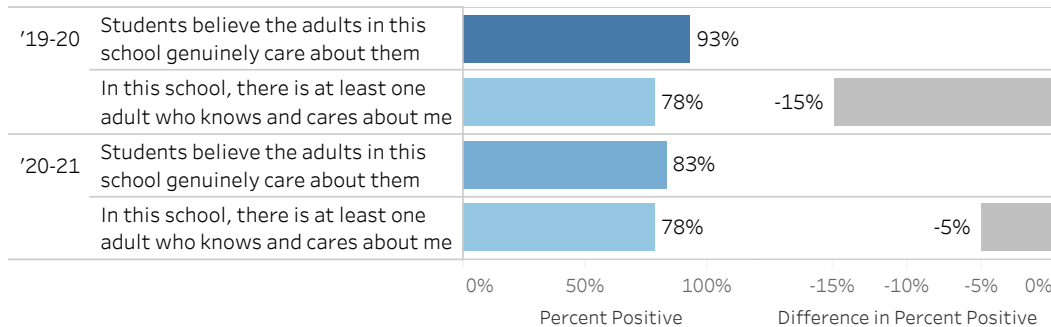
SOCIAL SUPPORTS

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

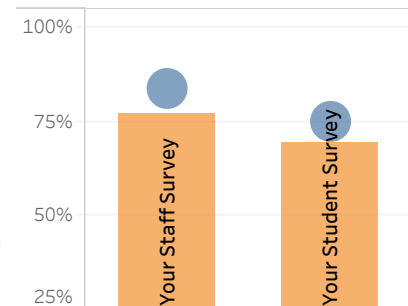
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			'19-20	'20-21
Staff Survey	CIA — I understand instructional strategies to support social emotional learning objectives	Sta	85%	91%
	CSF — Staff I work with take responsibility for ensuring each student learns in our school	Sta		85%
	FPD — I receive training on instruction to support social emotional learning	Sta	67%	75%
	MTL — I incorporate social emotional instruction into my daily instructional delivery	Sta	93%	45%
	SLE — Staff at this school value and respect all students	Sta	100%	100%
	SLE — Students believe the adults in this school genuinely care about them	Sta	93%	83%
	SLE — The development of students’ social emotional learning enhances the learning environment in ..	Sta	93%	90%
	SLE — This school has effective equity practices for all	Sta		62%
Student Survey	BELONG — I feel good about my cultural or ethnic background	Stu	84%	92%
	BELONG — There’s at least one adult in this school I can talk to if I have a problem	Stu	72%	75%
	CSF — My teacher(s) believe student learning is important	Stu	96%	96%
	EL — If I want to talk with my teacher(s), they are available to me	Stu	64%	79%
	IS — Adults in this school help me plan and set goals for my future	Stu	48%	47%
	IS — Students are involved in solving problems in this school	Stu	68%	75%
	SLE — I enjoy coming to this school	Stu	62%	72%
	SLE — I feel safe at this school	Stu	73%	82%
	SLE — In this school, there is at least one adult who knows and cares about me	Stu	78%	78%
	SLE — This school has effective equity practices for all	Stu		85%

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?

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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.

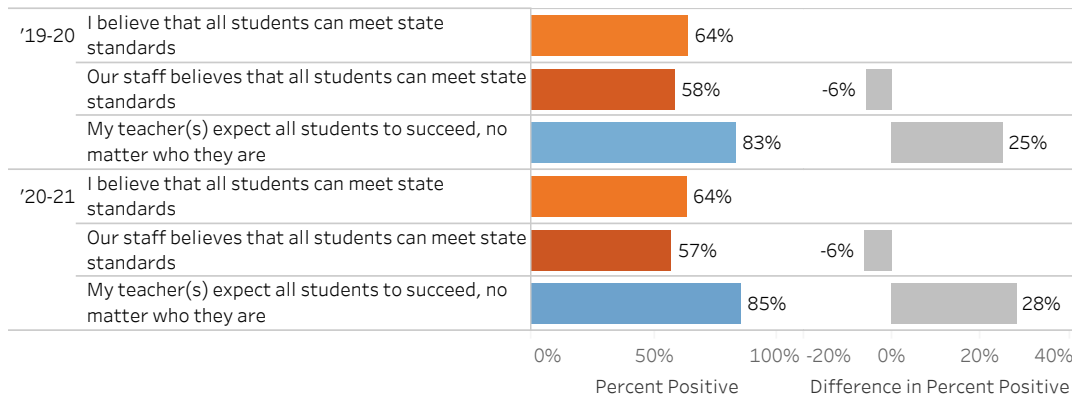
Do I believe all students can learn? Do my peers believe all students can learn? Do all students feel we believe in their ability to learn? These are key questions at the core of academic attainment for all and each of the three legs must be equally sturdy to hold the weight of high expectations and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

ACADEMIC PRESS

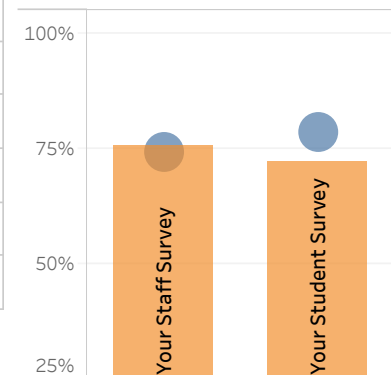
Salina, C, Girtz, S and Eppinga, J (2016) *Powerless to Powerful: Leadership for School Change*. Lanham, MD: Rowman & Littlefield

			'19-20	'20-21
Staff Survey	CIA — Instruction is personalized to meet the needs of each student	Sta	77%	60%
	CIA — Regular formative assessments are used to monitor student progress toward standards	Sta	83%	80%
	CIA — Students are provided tasks that require higher-level thinking skills	Sta	85%	75%
	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	Sta		91%
	HSE — I believe that all students can meet state standards	Sta	64%	64%
	HSE — In our school we expect all staff to perform responsibilities with a high level of excellence	Sta	94%	77%
	HSE — Our staff believes that all students can meet state standards	Sta	58%	57%
	MTL — Assessment data are used to identify student needs and appropriate instructional intervention	Sta	83%	82%
	MTL — I provide timely feedback to students about their learning	Sta	92%	80%
	MTL — Struggling students receive early intervention and remediation to acquire skills	Sta	42%	55%
	MTL — We monitor the effectiveness of instructional interventions	Sta	80%	63%
Student Survey	CSF — This school is doing a good job of preparing me to succeed in my life	Stu	66%	70%
	FO — I have a plan for what I want to do after high school	Stu	78%	71%
	FO — I know I will graduate from high school	Stu	85%	79%
	HSE — All students have access to rigorous courses and supports	Stu		78%
	HSE — My teacher(s) expect all students to succeed, no matter who they are	Stu	83%	85%
	HSE — My teacher(s) expect me to do my best	Stu	96%	94%
	HSE — My teacher(s) provide lessons and activities that challenge me to learn	Stu	79%	75%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Stu		89%
	MTL — My teacher(s) help me learn by challenging me with interesting activities in class	Stu	66%	64%
	SE — What we do in school will help me succeed in life	Stu	75%	73%

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?

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D — This district facilitates the alignment of curriculum across grades and schools	73%
C — My professional learning community work results in improved student learning	55%
D — Collaboration between district and schools is based upon trust and respect	55%
SLE — We celebrate progress toward improvement plan goals	50%
C — There is a willingness to address conflict in this school	47%
CSF — Staff share a high sense of urgency around the need to improve	47%

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

FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	-23.2%
SLE — We honor agreements made with each other	-23.1%
MTL — Struggling students receive early intervention and remediation to acquire skills	-22.7%
FPD — I receive training on instruction to support social emotional learning	-16.7%
C — Staff in our school do not manipulate others to achieve their goals	-12.3%
FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction	31.7%
D — Collaboration between district and schools is based upon trust and respect	34.5%
MTL — I incorporate social emotional instruction into my daily instructional delivery	38.3%
C — My professional learning community work results in improved student learning	46.9%
D — This district facilitates the alignment of curriculum across grades and schools	47.7%

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 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?



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Sometimes True South Whidbey Elementary-South 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	73%
C — My professional learning community work results in improved student learning	55%
D — Collaboration between district and schools is based upon trust and respect	55%
SLE — We celebrate progress toward improvement plan goals	50%
C — There is a willingness to address conflict in this school	47%
CSF — Staff share a high sense of urgency around the need to improve	47%
D — There is a consistent vision of school improvement throughout this district	46%
EL — Support from my principal/supervisor leads to progress on instructional improvement (or professional growth)	45%
MTL — I incorporate social emotional instruction into my daily instructional delivery	45%
CIA — Our district has a social emotional framework (standards)	44%
HSE — Our staff believes that all students can meet state standards	43%
D — This district facilitates systems and programs to support school improvement	42%
EL — My principal collaborates with people and organizations outside this school to support teachers and students	40%
FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving inst..	40%
FPD — We talk about race and bigotry as a staff	38%
MTL — We monitor the effectiveness of instructional interventions	38%
D — District administrators communicate a clear vision of good instruction and essential curriculum	36%
EL — My principal facilitates systems/processes to support school improvement	36%
MTL — Students are encouraged to self-reflect and track progress toward goals	36%
EL — Staff at all levels are treated fairly here	36%
C — Our staff shares new ideas and strategies with one another	33%
C — Teachers plan lessons utilizing a racial equity lens in order to engage historically underserved students	33%
CSF — This school has a data-driven improvement plan with measurable goals	33%
FPD — Our teachers engage in professional development activities to learn and apply new skills and strategies	33%
PCI — With important decisions we seek input from parents and the community	33%
RTB — My colleagues are willing to be held accountable for student learning	33%

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

South Whidbey Elementary-South 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 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?

EL — In class we often work with other students to solve a problem/do a task	29%
CT — I solve problems by first breaking them into smaller steps	26%
IS — My teacher(s) often tell me how I am doing in their class	25%
MTL — My teacher(s) help me learn by challenging me with interesting activities in class	23%
MTL — My teacher(s) find other ways for me to learn things I find difficult	23%

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

CSF — In my classes, students are busy doing schoolwork	-20.9%
EL — My teacher(s) listen to my ideas and/or concerns	-12.7%
SLE — Most students are respectful of others at this school	-11.7%
BELONG — There's at least one adult in this school I can talk to if I have a problem	-10.7%
EL — If I want to talk with my teacher(s), they are available to me	-9.9%
CT — I solve problems by first breaking them into smaller steps	4.1%
FO — I know I will graduate from high school	4.3%
HSE — My teacher(s) provide lessons and activities that challenge me to learn	4.9%
GRIT — I am a hard worker	6.2%
SM — I concentrate on my schoolwork	7.4%

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 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?

Sometimes True South Whidbey Elementary-South 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 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.

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



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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?

PCI — This school respects the different cultures represented in our community	39%
CSF — My student understands the purpose of each lesson	38%
CSF — The schoolwork my student is assigned is relevant to their future success	38%
SLE — This district places emphasis on social emotional learning in addition to core academic learning	37%
EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	37%

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

HSE — This school is doing a good job of preparing my student for a successful future	-18.9%
CSF — This school has equitable behavior rules for all students	-16.5%
MTL — Additional help is available to my student if they need it	-13.3%
C — This school communicates with me about my student's progress	-12.3%
SLE — My student learns about the cultures of our community at their school	-11.1%
MTL — I am given opportunities to discuss my student's progress at school	5.7%
PCI — This school respects the different cultures represented in our community	7.0%
PCI — Parents/families participate in important decisions about their student's education	8.6%
CSF — I am informed about progress toward the improvement goals of this school	11.1%
SLE — This district places emphasis on social emotional learning in addition to core academic learning	13.0%

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 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 South Whidbey Elementary-South Campus | South Whidbey School District

PCI — This school respects the different cultures represented in our community	39%
CSF — My student understands the purpose of each lesson	38%
CSF — The schoolwork my student is assigned is relevant to their future success	38%
SLE — This district places emphasis on social emotional learning in addition to core academic learning	37%
EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	37%
HSE — My student is challenged with a rigorous course of study at this school	35%
SLE — In this school, time is spent doing work that students find useful and interesting	34%
SLE — This school addresses issues of diversity in a timely and effective manner	33%