



# Educational Effectiveness Survey (EES)

## Tool Kit

**South Whidbey High School**

South Whidbey School District

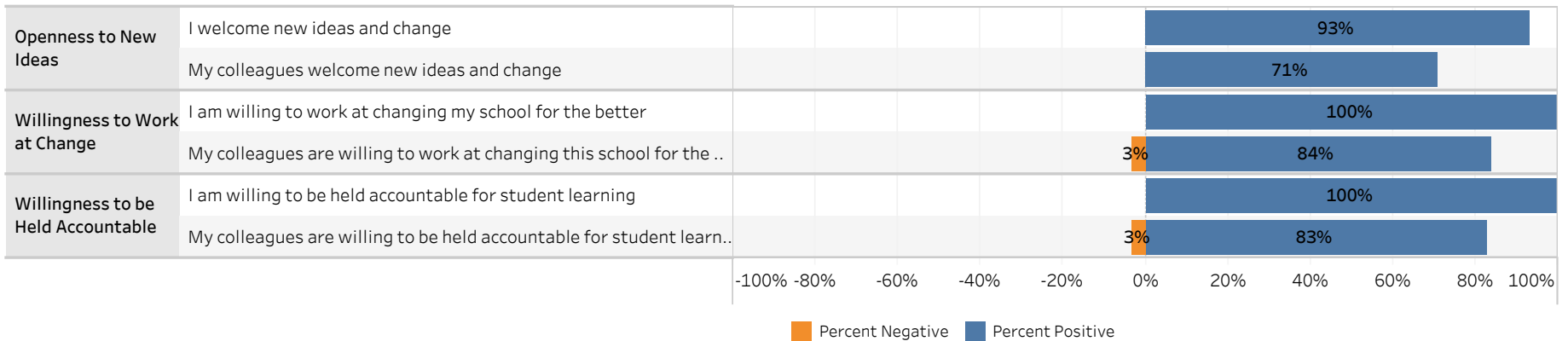
2020-21 School Year

# 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	19 of 30 staff members	7 of 30 staff members	4 of 30 staff members
There is a willingness to address conflict in this school	15 of 30 staff members	9 of 30 staff members	6 of 30 staff members
Staff share a high sense of urgency around the need to improve	16 of 29 staff members	12 of 29 staff members	1 of 29 staff members

## Is your staff ready for change?

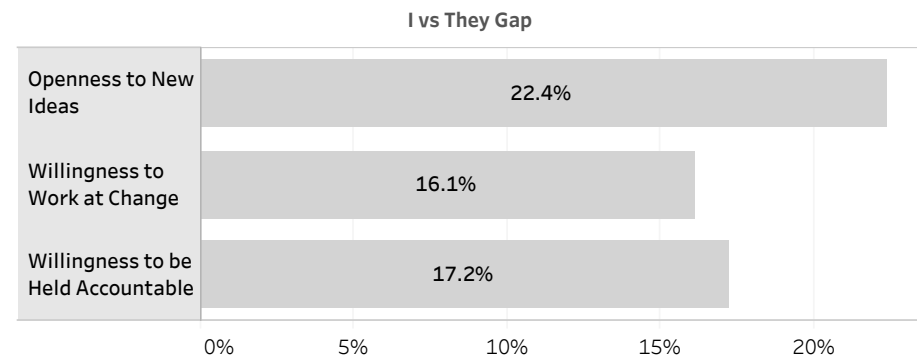


## What is an I vs They Gap and why does it matter?

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

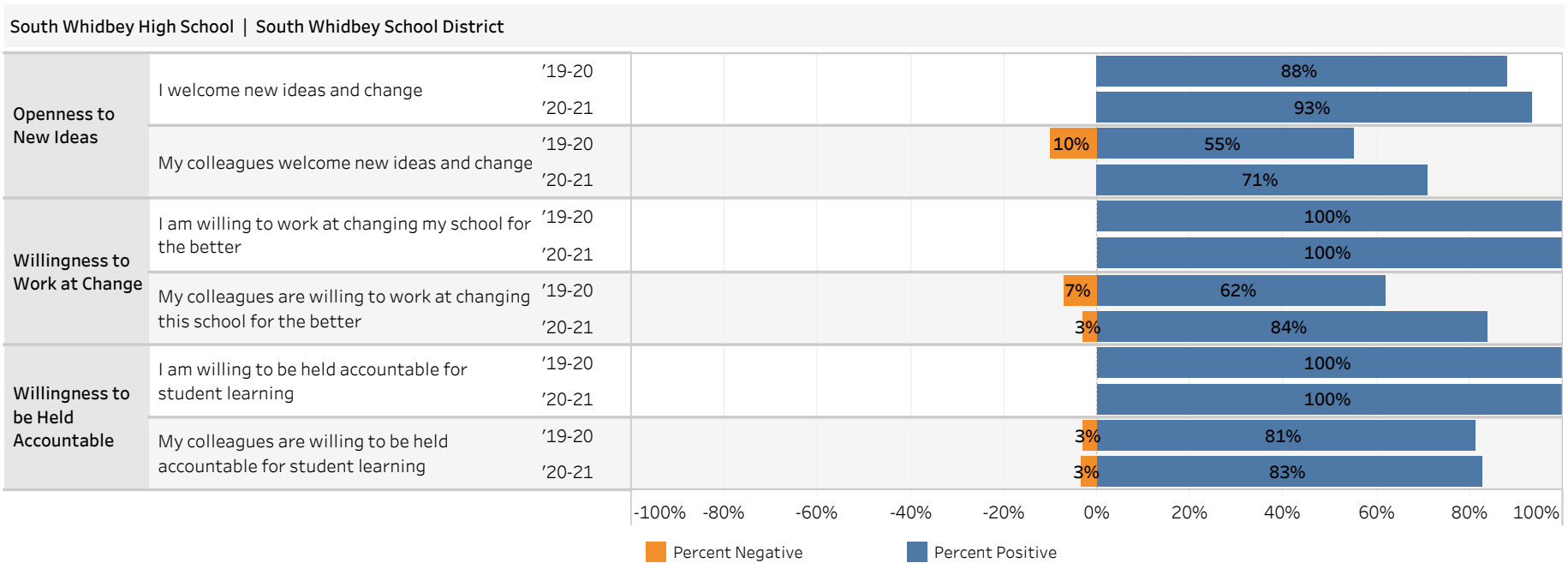
Look for large gaps between the I vs They pair of questions. Large gaps are a sign of distrust amongst staff members.

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?

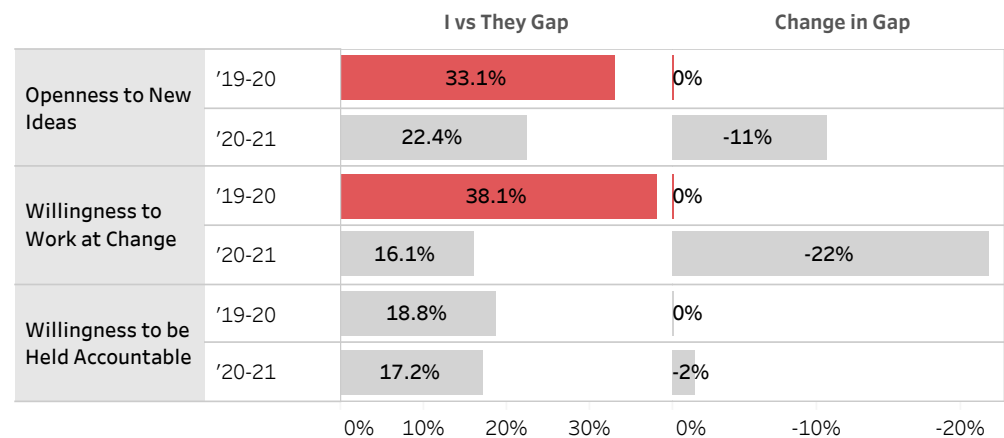


### Why does the gap between I vs. They matter?

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 High School | South Whidbey School District

Survey Type	Item	% Positive Responses
Staff Survey	C — Staff in our school are consistently truthful	100.0%
	EL — My principal/administrator cares about me as a person	100.0%
	RTB — I am willing to be held accountable for student learning	100.0%
	RTB — I am willing to work at changing my school for the better	100.0%
	SLE — Our staff can count on one another for help when needed	100.0%
	MTL — Struggling students receive early intervention and remediation to acquire skills	39.1%
	D — This district facilitates the alignment of curriculum across grades and schools	31.8%
	FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that fo..	30.0%
	MTL — Feedback from classroom observations leads to meaningful change in instructional practice	29.4%
	FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	10.5%
Student Survey	BELONG — I feel good about my cultural or ethnic background	94.9%
	IS — I am comfortable interacting with people from a different racial or ethnic background	93.3%
	FO — I know I will graduate from high school	93.0%
	CSF — My teacher(s) believe student learning is important	91.8%
	IS — I am respectful of others at this school	91.1%
	BELONG — I feel proud of my school	36.4%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	36.4%
	EL — In class we often work with other students to solve a problem/do a task	36.2%
	IS — Students are involved in solving problems in this school	35.7%
SLE — Work I do in this school is useful and interesting to me	32.6%	
Parent Survey	C — Communication/materials I receive from the school are in a language I can understand	95.8%
	PCI — When I share concerns with my student's teacher, they listen	73.9%
	C — Parents/families and employees at this school talk respectfully with one another	73.3%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	73.1%
	EL — The principal of this school is committed to quality education	72.5%
	MTL — Struggling students receive early intervention and additional help at this school	34.9%
	SLE — In this school, time is spent doing work that students find useful and interesting	30.2%
	PCI — This school tells me how I can help my student with homework	29.9%
	PCI — Parents/families have input into plans for improving this school	29.0%
SLE — My student learns about the cultures of our community at their school	22.2%	

# 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 High School | 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	FPD — We are provided training to meet the needs of a diverse student population in our school	45.6%
	D — Collaboration between district and schools is based upon trust and respect	38.4%
	SLE — Students believe this school is a safe place	36.3%
	D — District leadership communicates effectively with my school	33.0%
	HSE — Students understand the expectations of this school	31.2%
	FPD — Our teachers engage in professional development activities to learn and apply new skills and strategies	-11.7%
	MTL — Struggling students receive early intervention and remediation to acquire skills	-12.4%
	FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruc..	-12.9%
	FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	-18.6%
	MTL — Feedback from classroom observations leads to meaningful change in instructional practice	-27.3%
Student Survey	IS — My teacher(s) often tell me how I am doing in their class	14.8%
	BELONG — I feel good about my cultural or ethnic background	13.7%
	FO — I have a plan for what I want to do after high school	11.5%
	SLE — The rules against bullying are enforced by all adults in this school	10.9%
	CT — I think of more than one solution when I have a problem	10.6%
	CT — I solve problems by first breaking them into smaller steps	-10.3%
	HSE — My teacher(s) provide lessons and activities that challenge me to learn	-12.5%
	SE — It's important to me that I improve my skills this year	-13.6%
	SM — I concentrate on my schoolwork	-14.1%
EL — In class we often work with other students to solve a problem/do a task	-17.7%	
Parent Survey	C — Parents/families and employees at this school talk respectfully with one another	10.3%
	C — This school communicates effectively with my family	7.3%
	EL — The principal of this school is committed to quality education	7.0%
	CSF — This school has equitable behavior rules for all students	6.9%
	C — This school communicates with me about my student's progress	6.2%
	SLE — In this school, time is spent doing work that students find useful and interesting	-9.7%
	SLE — My student enjoys going to school	-11.3%
	CSF — My student understands the purpose of each lesson	-12.4%
	MTL — My student is encouraged to track progress toward their goals	-15.9%
	MTL — I am given opportunities to discuss my student's progress at school	-18.8%

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		87%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Stu		83%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Par		73%
Behavior Standards	SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	Sta	61%	83%
	SLE — The rules about behavior are equally applied to all students in this school	Stu	46%	47%
	CSF — This school has equitable behavior rules for all students	Par	46%	53%
Bullying	SLE — Staff enforce the bullying/harassment policy of this school	Sta	57%	85%
	SLE — The rules against bullying are enforced by all adults in this school	Stu	45%	56%
	SLE — Bullying/harassment is not tolerated in this school	Par	42%	46%
Celebrating Success	SLE — We have a system for celebrating student success	Sta	33%	43%
	SLE — Student success is celebrated in this school	Stu	44%	42%
	SLE — This school celebrates student success	Par	52%	47%
Confronting Bias	FPD — We talk about race and bigotry as a staff	Sta		87%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Stu		36%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Par		40%
High Expectations	HSE — Our staff believes that all students can meet state standards	Sta	69%	85%
	HSE — My teacher(s) expect all students to succeed, no matter who they are	Stu	72%	75%
	HSE — Teachers have high expectations for student learning at this school	Par	68%	59%
Intervention for Struggling Students	MTL — Struggling students receive early intervention and remediation to acquire skills	Sta	52%	39%
	MTL — My teacher(s) find other ways for me to learn things I find difficult	Stu	44%	41%
	MTL — Struggling students receive early intervention and additional help at this school	Par	40%	35%
Safety	SLE — Students believe this school is a safe place	Sta	44%	81%
	SLE — I feel safe at this school	Stu	59%	69%
	SLE — My student feels safe at school	Par	74%	71%
Supported Learning	SLE — Students believe the adults in this school genuinely care about them	Sta	68%	96%
	SLE — In this school, there is at least one adult who knows and cares about me	Stu	79%	85%
	SLE — This school provides a caring/supportive environment for my student	Par	60%	55%

## Change in % Positive Responses

	Staff Survey	Student Survey	Parent Survey
Academic Equity			
Behavior Standards	22.0%	1.0%	6.9%
Bullying	27.9%	10.9%	4.1%
Celebrating Success	10.1%	-1.8%	-5.4%
Confronting Bias			
High Expectations	16.0%	2.4%	-8.5%
Intervention for Struggling Students	-12.4%	-2.6%	-5.1%
Safety	36.3%	10.4%	-3.5%
Supported Learning	27.7%	6.0%	-4.7%

## 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.

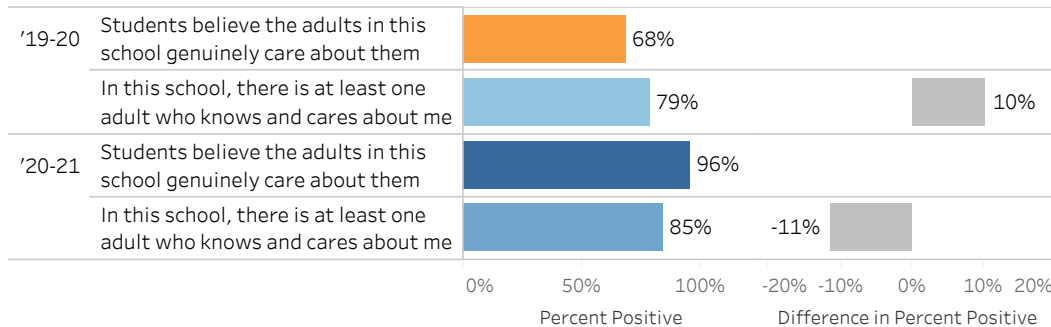
Having one adult that cares about you can make all the difference in the life of a child. Do students really feel staff care about them? Looking at this question from both viewpoints can validate whether staff are getting the desired results from their interactions with students and can open the door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

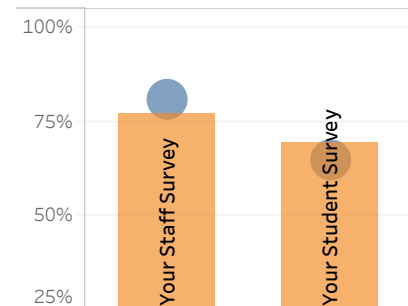
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			'19-20	'20-21
Staff Survey	CIA — I understand instructional strategies to support social emotional learning objectives	Sta	84%	91%
	CSF — Staff I work with take responsibility for ensuring each student learns in our school	Sta		92%
	FPD — I receive training on instruction to support social emotional learning	Sta	62%	82%
	MTL — I incorporate social emotional instruction into my daily instructional delivery	Sta	81%	72%
	SLE — Staff at this school value and respect all students	Sta	73%	96%
	SLE — Students believe the adults in this school genuinely care about them	Sta	68%	96%
	SLE — The development of students’ social emotional learning enhances the learning environment in ..	Sta	97%	87%
	SLE — This school has effective equity practices for all	Sta		64%
Student Survey	BELONG — I feel good about my cultural or ethnic background	Stu	81%	95%
	BELONG — There’s at least one adult in this school I can talk to if I have a problem	Stu	78%	84%
	CSF — My teacher(s) believe student learning is important	Stu	90%	92%
	EL — If I want to talk with my teacher(s), they are available to me	Stu	71%	81%
	IS — Adults in this school help me plan and set goals for my future	Stu	42%	41%
	IS — Students are involved in solving problems in this school	Stu	44%	36%
	SLE — I enjoy coming to this school	Stu	38%	41%
	SLE — I feel safe at this school	Stu	59%	69%
	SLE — In this school, there is at least one adult who knows and cares about me	Stu	79%	85%
SLE — This school has effective equity practices for all	Stu		43%	

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.

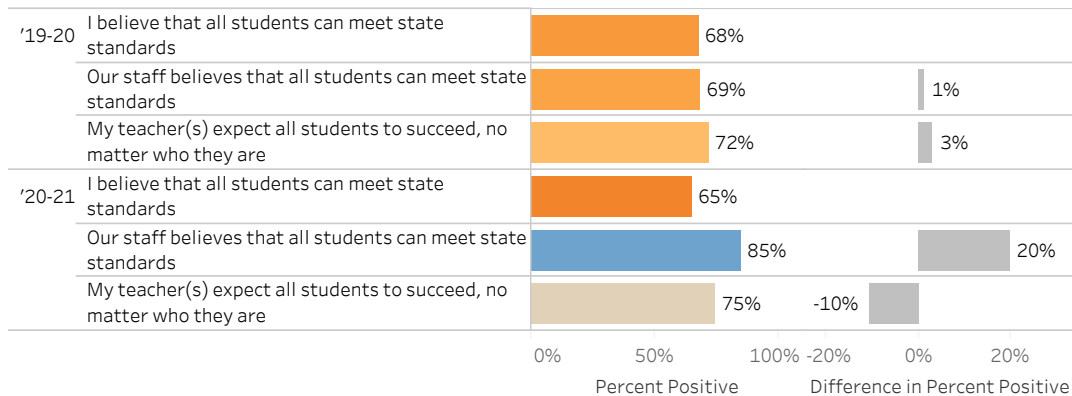
Do I believe all students can learn? Do my peers believe all students can learn? Do all students feel we believe in their ability to learn? These are key questions at the core of academic attainment for all and each of the three legs must be equally sturdy to hold the weight of high expectations and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

### ACADEMIC PRESS

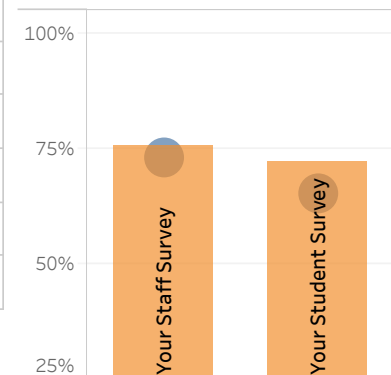
Salina, C, Girtz, S and Eppinga, J (2016) *Powerless to Powerful: Leadership for School Change*. Lanham, MD: Rowman & Littlefield

			'19-20	'20-21
Staff Survey	CIA — Instruction is personalized to meet the needs of each student	Sta	54%	64%
	CIA — Regular formative assessments are used to monitor student progress toward standards	Sta	87%	86%
	CIA — Students are provided tasks that require higher-level thinking skills	Sta	83%	95%
	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	Sta		87%
	HSE — I believe that all students can meet state standards	Sta	68%	65%
	HSE — In our school we expect all staff to perform responsibilities with a high level of excellence	Sta	80%	92%
	HSE — Our staff believes that all students can meet state standards	Sta	69%	85%
	MTL — Assessment data are used to identify student needs and appropriate instructional intervention	Sta	78%	67%
	MTL — I provide timely feedback to students about their learning	Sta	90%	89%
	MTL — Struggling students receive early intervention and remediation to acquire skills	Sta	52%	39%
Student Survey	CSF — This school is doing a good job of preparing me to succeed in my life	Stu	38%	44%
	FO — I have a plan for what I want to do after high school	Stu	66%	77%
	FO — I know I will graduate from high school	Stu	89%	93%
	HSE — All students have access to rigorous courses and supports	Stu		53%
	HSE — My teacher(s) expect all students to succeed, no matter who they are	Stu	72%	75%
	HSE — My teacher(s) expect me to do my best	Stu	91%	87%
	HSE — My teacher(s) provide lessons and activities that challenge me to learn	Stu	74%	62%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Stu		83%
	MTL — My teacher(s) help me learn by challenging me with interesting activities in class	Stu	42%	47%
	SE — What we do in school will help me succeed in life	Stu	45%	40%

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?

South Whidbey High School   South Whidbey School District	
MTL — Feedback from classroom observations leads to meaningful change in instructional practice	47%
MTL — We reflect upon instructional practice to inform our conversations about improvement	45%
D — District administrators communicate a clear vision of good instruction and essential curriculum	43%
MTL — Struggling students receive early intervention and remediation to acquire skills	43%
SLE — We have a system for celebrating student success	43%

Negative values are a good thing, indicating staff moved out of "Sometimes True" responses.	
FPD — We are provided training to meet the needs of a diverse student population in our school	-31.4%
SLE — Students believe this school is a safe place	-23.5%
HSE — Students understand the expectations of this school	-20.4%
D — District leadership communicates effectively with my school	-19.9%
SLE — Students believe the adults in this school genuinely care about them	-19.8%
FPD — Our teachers engage in professional development activities to learn and apply new skills and strategies	16.7%
D — District administrators communicate a clear vision of good instruction and essential curriculum	17.0%
MTL — We monitor the effectiveness of instructional interventions	17.8%
MTL — We reflect upon instructional practice to inform our conversations about improvement	22.9%
MTL — Feedback from classroom observations leads to meaningful change in instructional practice	23.7%

## 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?



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 South Whidbey High School | South Whidbey School District

MTL — Feedback from classroom observations leads to meaningful change in instructional practice	47%
MTL — We reflect upon instructional practice to inform our conversations about improvement	45%
D — District administrators communicate a clear vision of good instruction and essential curriculum	43%
MTL — Struggling students receive early intervention and remediation to acquire skills	43%
SLE — We have a system for celebrating student success	43%
CSF — Staff share a high sense of urgency around the need to improve	41%
SLE — We celebrate progress toward improvement plan goals	41%
MTL — We monitor the effectiveness of instructional interventions	40%
D — This district facilitates the alignment of curriculum across grades and schools	36%
C — Teachers plan lessons utilizing a racial equity lens in order to engage historically underserved students	35%
FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving inst..	35%

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



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## South Whidbey High School | 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?

MTL — My teacher(s) ask questions of all students, not just some students	45%
SLE — Student success is celebrated in this school	40%
EL — In class we often work with other students to solve a problem/do a task	40%
GRIT — Setbacks don't discourage me	39%
CT — I solve problems by first breaking them into smaller steps	35%

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

CSF — This school is doing a good job of preparing me to succeed in my life	-14.6%
MTL — My teacher(s) tell me the purpose for each lesson or activity	-11.5%
EL — My teacher(s) help me learn in more ways than the teacher just talking in front of class	-11.3%
IS — My teacher(s) often tell me how I am doing in their class	-10.3%
EL — My teacher(s) listen to my ideas and/or concerns	-9.3%
SLE — Student success is celebrated in this school	8.4%
EL — In class we often work with other students to solve a problem/do a task	8.6%
HSE — My teacher(s) provide lessons and activities that challenge me to learn	11.9%
SM — I work hard at school	12.0%
MTL — My teacher(s) ask questions of all students, not just some students	19.0%

### 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 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 South Whidbey High School | South Whidbey School District

MTL — My teacher(s) ask questions of all students, not just some students	45%
SLE — Student success is celebrated in this school	40%
EL — In class we often work with other students to solve a problem/do a task	40%
GRIT — Setbacks don't discourage me	39%
CT — I solve problems by first breaking them into smaller steps	35%
IS — Adults in this school help me plan and set goals for my future	34%

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

## South Whidbey High School | 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?

SLE — In this school, time is spent doing work that students find useful and interesting	45%
CSF — My student understands the purpose of each lesson	41%
SLE — This school addresses issues of diversity in a timely and effective manner	40%
SLE — This school has effective equity practices for all	38%
PCI — This school respects the different cultures represented in our community	37%

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

C — I am encouraged to collaborate with my student's teachers about my student's learning	-9.2%
C — Parents/families and employees at this school talk respectfully with one another	-7.8%
PCI — When I share concerns with my student's teacher, they listen	-6.4%
EL — The principal of this school is committed to quality education	-6.2%
PCI — Parents/families have input into plans for improving this school	-5.8%
SLE — School employees are respectful and courteous of one another	6.7%
CSF — I am informed about progress toward the improvement goals of this school	8.0%
PCI — This school respects the different cultures represented in our community	10.7%
SLE — This school addresses issues of diversity in a timely and effective manner	11.7%
MTL — I am given opportunities to discuss my student's progress at school	12.2%

### 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 High School | South Whidbey School District

SLE — In this school, time is spent doing work that students find useful and interesting	45%
CSF — My student understands the purpose of each lesson	41%
SLE — This school addresses issues of diversity in a timely and effective manner	40%
SLE — This school has effective equity practices for all	38%
PCI — This school respects the different cultures represented in our community	37%
HSE — This school is doing a good job of preparing my student for a successful future	37%
SLE — This school celebrates student success	37%
SLE — Bullying/harassment is not tolerated in this school	37%
MTL — Struggling students receive early intervention and additional help at this school	36%
CSF — The schoolwork my student is assigned is relevant to their future success	36%
SLE — This school provides a caring/supportive environment for my student	35%
SLE — This district places emphasis on social emotional learning in addition to core academic learning	35%
EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	35%
CSF — I am informed about progress toward the improvement goals of this school	35%
HSE — My student is challenged with a rigorous course of study at this school	34%
SLE — Teachers in this school provide students with a variety of learning opportunities	34%
MTL — Teachers accommodate my student's individual needs by adjusting instruction	34%
SLE — This school has a welcoming environment that embraces the diversity of race, ethnicity, religion, gender, and sexua..	34%
C — This school communicates effectively with my family	33%
SLE — My student learns about the cultures of our community at their school	33%