Educational Effectiveness Survey™

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The Center for Educational Effectiveness

Tool Kit

South Whidbey School District

2021-22 School Year

How well does your team solve problems and resolve conflict?
2022 School Year

The Center for Educational Effectiveness

All | South Whidbey School District

	Percent Positive	Percent Neutral	Percent Negative	# of Survey Respondents
When there is a problem in my school, we talk about how to solve it	61%	30%	9%	n=103
There is a willingness to address conflict in this school	53%	43%	4%	n=101
Staff share a high sense of urgency around the need to improve	53%	38%	9%	n=102

Is your staff ready for change?

Openness to New Ideas	I welcome new ideas and change	85%
	My colleagues welcome new ideas and change	5% 61%
Willingness to Work at Change	I am willing to work at changing my school for the better	99%
	My colleagues are willing to work at changing this school for the ..	2% 77%
Willingness to be Held Accountable	I am willing to be held accountable for student learning	96%
	My colleagues are willing to be held accountable for student learn..	2% 78%

■ Percent Negative   ■ Percent Positive

What is an <u>I vs They</u> 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 <u>I vs They</u> pair of questions. Large gaps are a sign of distrust amongst staff members.

If the <u>I vs They</u> 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**.
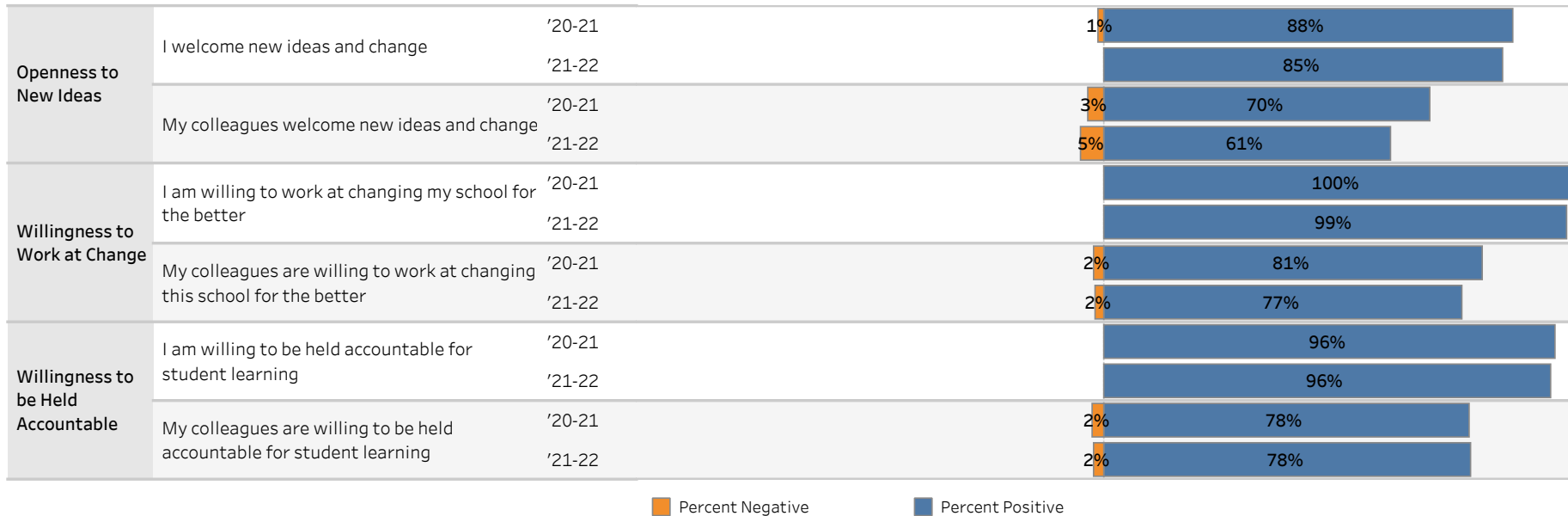
I vs They Gap

Openness to New Ideas	23.9%
Willingness to Work at Change	22.3%
Willingness to be Held Accountable	17.4%

EES Toolkit - RTB Current Administration
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Created on: 5/24/2022

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What a difference a year makes...
Is your staff ready for change?

All | South Whidbey School District

Category	Statement	Year	Percent Negative	Percent Positive
Openness to New Ideas	I welcome new ideas and change	'20-21	1%	88%
		'21-22		85%
	My colleagues welcome new ideas and change	'20-21	3%	70%
		'21-22	5%	61%
Willingness to Work at Change	I am willing to work at changing my school for the better	'20-21		100%
		'21-22		99%
	My colleagues are willing to work at changing this school for the better	'20-21	2%	81%
		'21-22	2%	77%
Willingness to be Held Accountable	I am willing to be held accountable for student learning	'20-21		96%
		'21-22		96%
	My colleagues are willing to be held accountable for student learning	'20-21	2%	78%
		'21-22	2%	78%

🟧 Percent Negative   🟦 Percent Positive

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!

Category	Year	I vs They Gap	Change in Gap
Openness to New Ideas	'20-21	18.0%	0%
	'21-22	23.9%	6%
Willingness to Work at Change	'20-21	18.9%	0%
	'21-22	22.3%	3%
Willingness to be Held Accountable	'20-21	18.1%	0%
	'21-22	17.4%	-1%

EES Toolkit - RTB Change

Created on: 5/24/2022

Do staff and student respondents share common beliefs and perceptions for Social Supports?

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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

		'20-21	'21-22
Staff Survey	CIA — I understand instructional strategies to support social emotional learning objectives	88%	81%
	CSF — Staff I work with take responsibility for ensuring each student learns in our school	92%	90%
	FPD — I receive training on instruction to support social emotional learning	77%	64%
	MTL — I incorporate social emotional instruction into my daily instructional delivery	77%	88%
	SLE — Staff at this school value and respect all students	97%	87%
	SLE — Students believe the adults in this school genuinely care about them	93%	84%
	SLE — The development of students' social emotional learning enhances the learning environment in our classrooms	91%	92%
	SLE — This school has effective equity practices for all	72%	75%
Student Survey	BELONG — I feel good about my cultural or ethnic background	91%	85%
	BELONG — There's at least one adult in this school I can talk to if I have a problem	73%	80%
	CSF — My teacher(s) believe student learning is important	95%	94%
	EL — If I want to talk with my teacher(s), they are available to me	80%	75%
	IS — Adults in this school help me plan and set goals for my future	40%	53%
	IS — Students are involved in solving problems in this school	63%	67%
	SLE — I enjoy coming to this school	57%	57%
	SLE — I feel safe at this school	77%	70%
	SLE — In this school, there is at least one adult who knows and cares about me	79%	83%
	SLE — This school has effective equity practices for all	73%	71%

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

		Percent Positive	+/- Common Question Avg.
'20-21	Students believe the adults in this school genuinely care about them	93%	7%
	In this school, there is at least one adult who knows and cares about me	79%	-7%
'21-22	Students believe the adults in this school genuinely care about them	84%	0%
	In this school, there is at least one adult who knows and cares about me	83%	0%

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

Staff Survey	Student Survey
84%	68%
↑	↓
6.9%	-2.0%

Compared to the Social Supports Norm

Created on: 5/24/2022

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

All | South Whidbey School District

		'20-21	'21-22
Staff Survey	CIA — Instruction is personalized to meet the needs of each student	63%	58%
	CIA — Regular formative assessments are used to monitor student progress toward standards	85%	87%
	CIA — Students are provided tasks that require higher-level thinking skills	86%	88%
	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	94%	93%
	HSE — I believe that all students can meet state standards	70%	68%
	HSE — In our school we expect all staff to perform responsibilities with a high level of excellence	84%	78%
	HSE — Our staff believes that all students can meet state standards	79%	67%
	MTL — Assessment data are used to identify student needs and appropriate instructional intervention	78%	80%
	MTL — I provide timely feedback to students about their learning	88%	95%
	MTL — Struggling students receive early intervention and remediation to acquire skills	57%	54%
	MTL — We monitor the effectiveness of instructional interventions	65%	68%
Student Survey	CSF — This school is doing a good job of preparing me to succeed in my life	58%	60%
	FO — I have a plan for what I want to do after high school	70%	75%
	FO — I know I will graduate from high school	83%	83%
	HSE — All students have access to rigorous courses and supports	72%	67%
	HSE — My teacher(s) expect all students to succeed, no matter who they are	83%	82%
	HSE — My teacher(s) expect me to do my best	93%	91%
	HSE — My teacher(s) provide lessons and activities that challenge me to learn	72%	74%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	90%	87%
	MTL — My teacher(s) help me learn by challenging me with interesting activities in class	53%	59%
	SE — What we do in school will help me succeed in life	58%	64%

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

		Percent Positive	+/- Common Questio..
'20-21	I believe that all students can meet state standards	70%	-8%
	Our staff believes that all students can meet state standards	79%	2%
	My teacher(s) expect all students to succeed, no matter who they are	83%	6%
'21-22	I believe that all students can meet state standards	68%	-5%
	Our staff believes that all students can meet state standards	67%	-5%
	My teacher(s) expect all students to succeed, no matter who they are	82%	10%

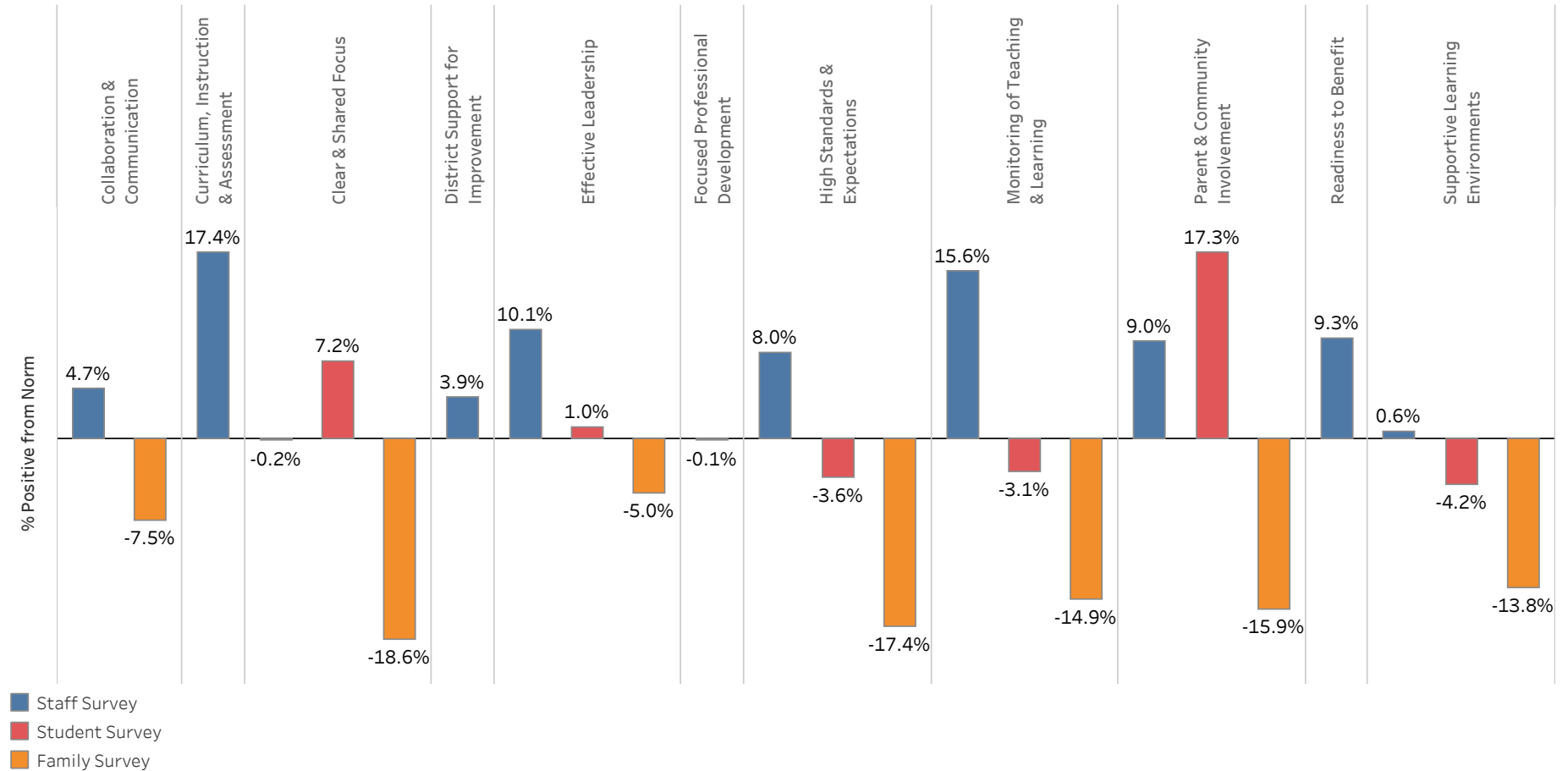### How does your school's Academic Press compare to other schools?

Staff Survey	Student Survey
75%	70%
↑	↓
0.6%	-5.1%

Compared to the Academic Press Norm

Created on: 5/24/2022

How do you compare against other EES Schools?

2022 EES Survey Perceptions | All
9 Characteristics of Highly Effective Schools

Bar chart: "% Positive from Norm" across 12 characteristics, with Staff Survey (blue), Student Survey (red), and Family Survey (orange) bars.

Collaboration & Communication: Staff 4.7%, Family -7.5%

Curriculum, Instruction & Assessment: Staff 17.4%, Student -0.2%

Clear & Shared Focus: Student 7.2%, Family -18.6%

District Support for Improvement: Staff 3.9%

Effective Leadership: Staff 10.1%, Student 1.0%, Family -5.0%

Focused Professional Development: -0.1%

High Standards & Expectations: Staff 8.0%, Student -3.6%, Family -17.4%

Monitoring of Teaching & Learning: Staff 15.6%, Student -3.1%, Family -14.9%

Parent & Community Involvement: Staff 9.0%, Student 17.3%, Family -15.9%

Readiness to Benefit: Staff 9.3%

Supportive Learning Environments: Staff 0.6%, Student -4.2%, Family -13.8%

Legend:
- Staff Survey
- Student Survey
- Family Survey

What are the Top and Bottom 5 survey items from your 2022 School Year?

By % Positive Responses   All | South Whidbey School District

Look for common themes.

Are you surprised by the top or bottom items?

Do you see similarities in the Student and Family responses?

The top and bottom 5 survey items may not reflect your reality. This gives you a starting place to dig into your data.

	Survey Item	%
Staff Survey	RTB — I am willing to work at changing my school for the better	99.0%
	RTB — I am willing to be held accountable for student learning	95.7%
	CIA — The curricula we teach are aligned with state learning standards	95.6%
	MTL — I provide timely feedback to students about their learning	95.5%
	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	92.9%
	PCI — With important decisions we seek input from parents and the community	51.6%
	MTL — Feedback from classroom observations leads to meaningful change in instructional practice	50.8%
	FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that fo..	43.9%
	FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	42.4%
	D — This district facilitates the alignment of curriculum across grades and schools	39.7%
Student Survey	CSF — My teacher(s) believe student learning is important	94.2%
	IS — I am comfortable interacting with people from a different racial or ethnic background	92.2%
	HSE — My teacher(s) expect me to do my best	91.1%
	IS — I am respectful of others at this school	89.7%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	86.5%
	SLE — I enjoy coming to this school	56.7%
	MTL — My teacher(s) tell me the purpose for each lesson or activity	53.3%
	IS — Adults in this school help me plan and set goals for my future	52.5%
	SLE — Most students are respectful of others at this school	50.9%
	SLE — Work I do in this school is useful and interesting to me	49.2%
Family Survey	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	87.0%
	SLE — Adults in this school value and respect my racial/cultural identity	78.0%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	76.2%
	PCI — When I share concerns with my student's teacher, they listen	75.3%
	PCI — Parents/families participate in important decisions about their student's education	41.6%
	C — I am encouraged to collaborate with my student's teachers about my student's learning	39.4%
	CSF — I am informed about progress toward the improvement goals of this school	36.5%
	PCI — Parents/families have input into plans for improving this school	30.0%
	PCI — This school tells me how I can help my student with homework	23.6%

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

Created on: 5/24/2022

Where are we seeing the most change from 2021 to 2022?

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.

Staff Survey

FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	8.7%
MTL — We reflect upon instructional practice to inform our conversations about improvement	3.2%
MTL — I incorporate social emotional instruction into my daily instructional delivery	7.1%
FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruc..	8.5%
MTL — Feedback from classroom observations leads to meaningful change in instructional practice	5.4%
D — District administrators demonstrate commitment to improved student learning	-12.7%
D — Collaboration between district and schools is based upon trust and respect	-15.3%
HSE — Students understand the expectations of this school	-15.0%
D — District leadership communicates effectively with my school	-16.5%
SLE — Students believe this school is a safe place	-15.7%

Student Survey

EL — In class we often work with other students to solve a problem/do a task	6.9%
EL — I often see the principal or administrators around the school talking to students	3.9%
BELONG — In my school, I feel that I belong to a group of friends	4.7%
SM — I pay attention to how I feel	4.5%
CT — I solve problems by first breaking them into smaller steps	3.4%
SLE — I feel safe at this school	-11.6%
MTL — My teacher(s) ask questions of all students, not just some students	-11.2%
CSF — In my classes, students are busy doing schoolwork	-14.5%
SLE — Most students are respectful of others at this school	-13.8%
SLE — All students are held to the same behavior rules and expectations	-16.3%

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

Family Survey

PCI — This school respects the different cultures represented in our community	3.6%
SLE — Adults in this school value and respect my racial/cultural identity	3.5%
MTL — My student is encouraged to track progress toward their goals	2.9%
SLE — Teachers in this school provide students with a variety of learning opportunities	3.4%
CSF — My student understands the purpose of each lesson	5.3%
CSF — This school has equitable behavior rules for all students	-5.9%
C — This school communicates effectively with my family	-4.6%
CSF — I am informed about progress toward the improvement goals of this school	-5.1%
C — Parents/families and employees at this school talk respectfully with one another	-6.3%
C — This school communicates with me about my student's progress	-8.3%

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

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

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Category	Item		'20-21	'21-22
Academic Equity	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	Sta	94%	93%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Stu	90%	87%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Fam	75%	76%
Behavior Standards	SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	Sta	80%	67%
	SLE — All students are held to the same behavior rules and expectations	Stu	75%	62%
	CSF — This school has equitable behavior rules for all students	Fam	66%	65%
Bullying	SLE — Staff enforce the bullying/harassment policy of this school	Sta	88%	75%
	SLE — The rules against bullying are enforced by all adults in this school	Stu	71%	68%
	SLE — Bullying/harassment is not tolerated in this school	Fam	53%	48%
Celebrating Success	SLE — We have a system for celebrating student success	Sta	69%	63%
	SLE — Student success is celebrated in this school	Stu	60%	61%
	SLE — This school celebrates student success	Fam	60%	57%
Confronting Bias	FPD — We talk about race and bigotry as a staff	Sta	68%	65%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Stu	58%	60%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Fam	53%	59%
High Expectations	HSE — Our staff believes that all students can meet state standards	Sta	79%	67%
	HSE — My teacher(s) expect all students to succeed, no matter who they are	Stu	83%	82%
	HSE — Teachers have high expectations for student learning at this school	Fam	65%	62%
Intervention for Struggling Students	MTL — Struggling students receive early intervention and remediation to acquire skills	Sta	57%	54%
	MTL — My teacher(s) find other ways for me to learn things I find difficult	Stu	53%	62%
	MTL — Struggling students receive early intervention and additional help at this school	Fam	50%	46%
Safety	SLE — Students believe this school is a safe place	Sta	86%	66%
	SLE — I feel safe at this school	Stu	77%	70%
	SLE — My student feels safe at school	Fam	79%	70%
Supported Learning	SLE — Students believe the adults in this school genuinely care about them	Sta	93%	84%
	SLE — In this school, there is at least one adult who knows and cares about me	Stu	79%	83%
	SLE — This school provides a caring/supportive environment for my student	Fam	71%	67%

Change in % Positive Responses

	Staff Survey	Student Survey	Family Survey
Academic Equity	-0.5%	-4.9%	0.9%
Behavior Standards	-7.4%	-16.3%	-5.9%
Bullying	-12.6%	-9.4%	-4.1%
Celebrating Success	-7.8%	-8.1%	-0.4%
Confronting Bias	-2.0%	-6.0%	2.9%
High Expectations	-12.4%	-4.7%	-0.7%
Intervention for Struggling Students	-1.6%	-1.3%	-4.1%
Safety	-15.7%	-11.6%	-4.3%
Supported Learning	-7.5%	-0.9%	-2.2%

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?

Created on: 5/24/2022

What is your current land of opportunity - Staff 2022 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 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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C — There is a willingness to address conflict in this school	43%
PCI — With important decisions we seek input from parents and the community	39%
CSF — Staff share a high sense of urgency around the need to improve	38%
D — This district facilitates the alignment of curriculum across grades and schools	38%
CIA — Instruction is personalized to meet the needs of each student	35%

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

MTL — We reflect upon instructional practice to inform our conversations about improvement	-13.6%
MTL — I incorporate social emotional instruction into my daily instructional delivery	-13.0%
D — There is a consistent vision of school improvement throughout this district	-11.4%
MTL — I provide timely feedback to students about their learning	-8.0%
EL — My principal facilitates systems/processes to support school improvement	-6.5%
PCI — With important decisions we seek input from parents and the community	11.7%
SLE — Our staff can count on one another for help when needed	12.2%
HSE — Students understand the expectations of this school	12.5%
C — There is a willingness to address conflict in this school	13.0%
SLE — Students believe this school is a safe place	16.4%

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?

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Created on: 5/24/2022

What Student survey items from your 2022 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

SLE — Work I do in this school is useful and interesting to me	39%
SLE — Most students are respectful of others at this school	38%
MTL — My teacher(s) tell me the purpose for each lesson or activity	36%
EL — In class we often work with other students to solve a problem/do a task	35%
MTL — My teacher(s) help me learn by challenging me with interesting activities in class	34%

What Family survey items from your 2022 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 families when they have and share definite opinions. This significant percentage of families represents an identifiable opportunity to focus efforts and resources toward the specific areas where families 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	39%
PCI — Parents/families participate in important decisions about their student's education	36%
SLE — In this school, time is spent doing work that students find useful and interesting	34%
HSE — My student is challenged with a rigorous course of study at this school	34%
PCI — Parents/families have input into plans for improving this school	34%