

# Educational Effectiveness Survey™



## Diversity, Equity and Inclusion Module

### Staff-Student-Family Comparison Longitudinal

#### South Whidbey School District

	'20-21			'21-22		
	Staff	Student	Family	Staff	Student	Family
	N=90	N=345	N=394	N=103	N=614	N=340



**Better Data. Better Decisions. Better Schools.**



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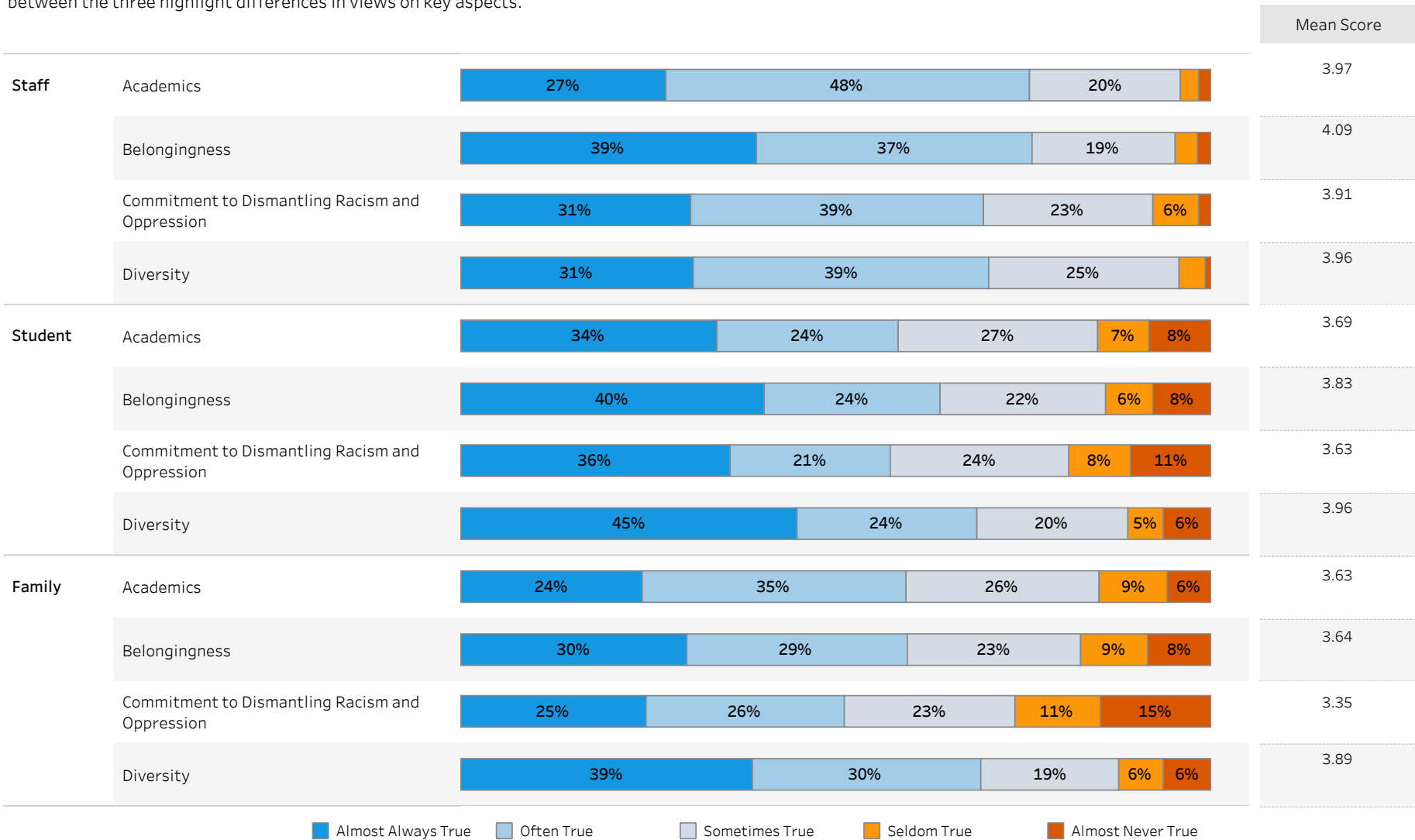


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# Diversity, Equity and Inclusion Summary

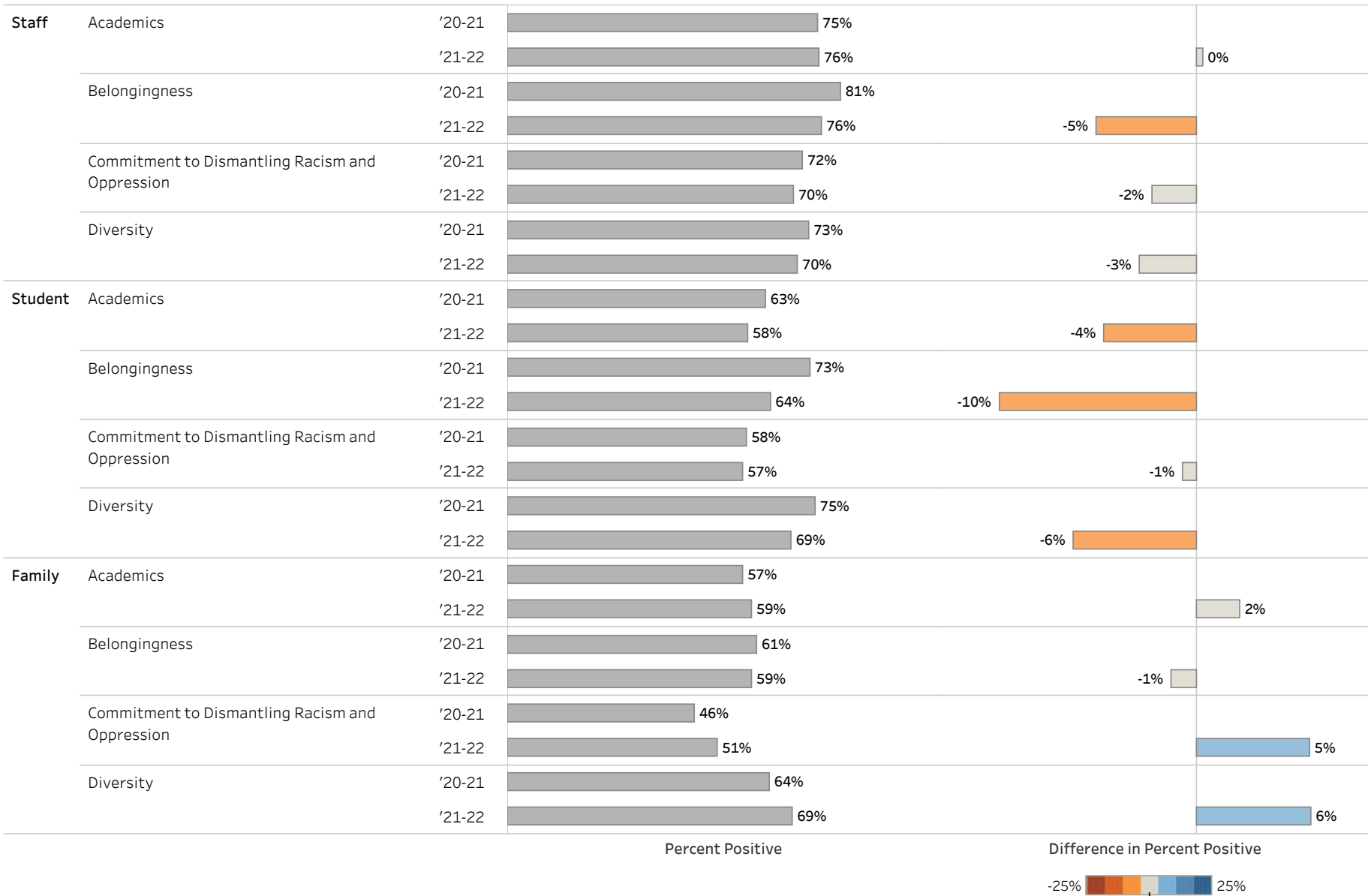
South Whidbey School District

Equity and Inclusion is something that to occur must be embedded in the fabric of the organization. As such, it takes multiple perspective to create an accurate picture. In this unique report, each of the student, teacher, and parent responses are combined to provide just this global view of how well a school and/or district are navigating their path to more equitable practice. While the three surveys are combined into one report, common questions between the three highlight differences in views on key aspects.

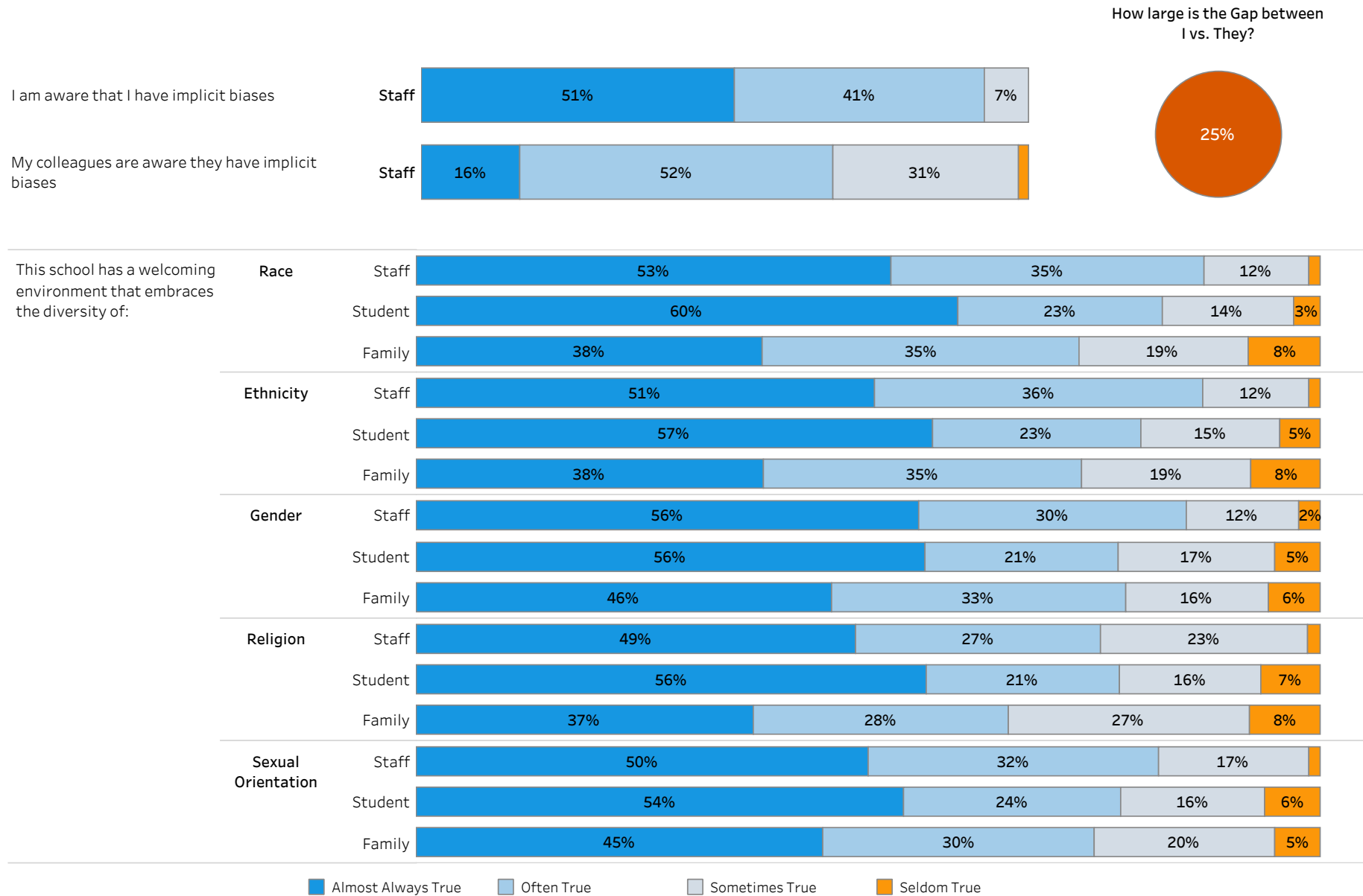


# Diversity, Equity and Inclusion Summary LONGITUDINAL

South Whidbey School District

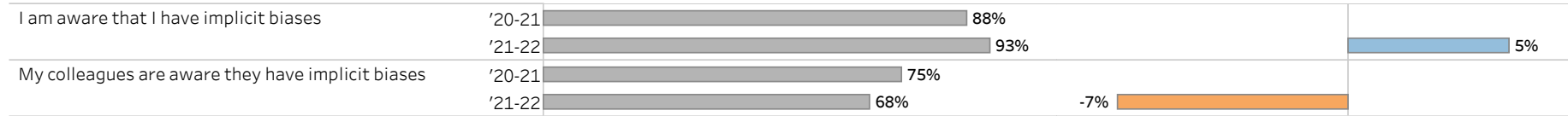


# Diversity, Equity and Inclusion - I vs. They Perspectives

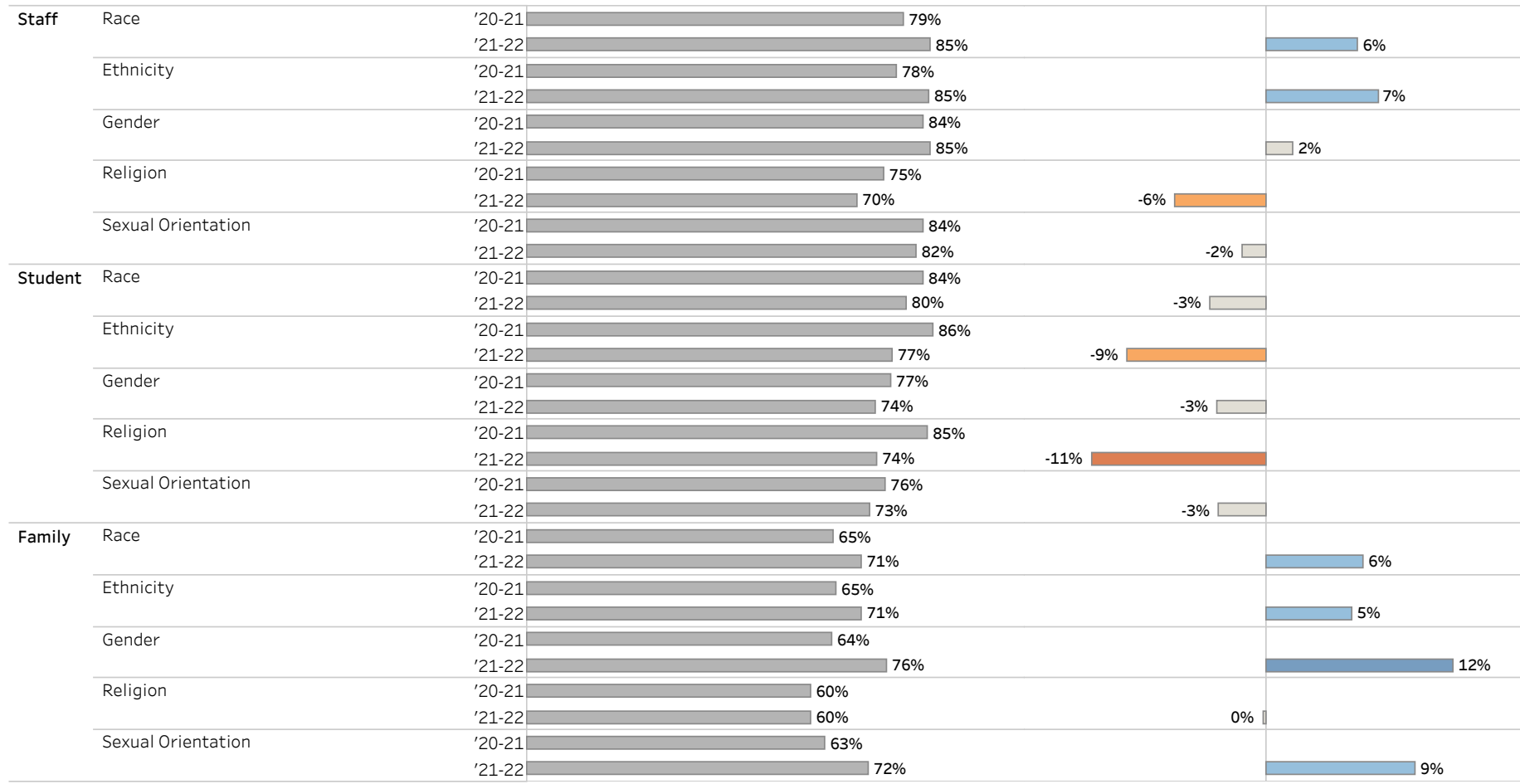


# Diversity, Equity and Inclusion - I vs. They Perspectives

## LONGITUDINAL



This school has a welcoming environment that embraces the diversity of:



Percent Positive

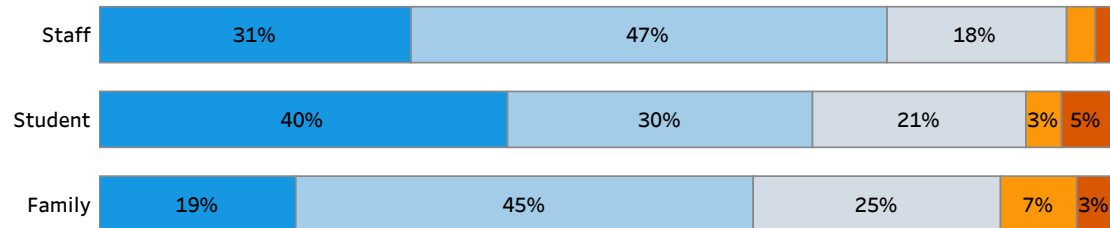
Difference in Percent Positive



# Diversity, Equity and Inclusion Common Questions

## Academics

The books and materials used in classrooms include positive representations of race, gender, and other marginalized people



## Commitment to Dismantling Racism and Oppression

Academic placement is not influenced by race, gender or socioeconomic levels

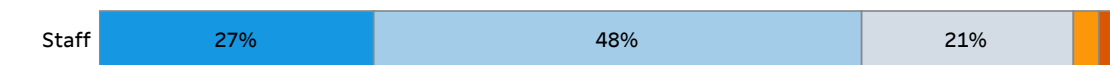


Student placement in advanced classes is not influenced by race, gender or socioeconomic levels

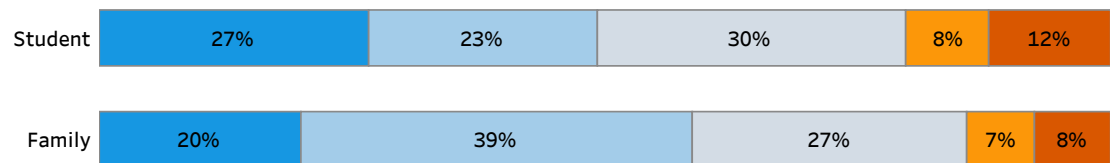


## Diversity

Our school community engages in difficult conversations about race, gender, oppression and discrimination



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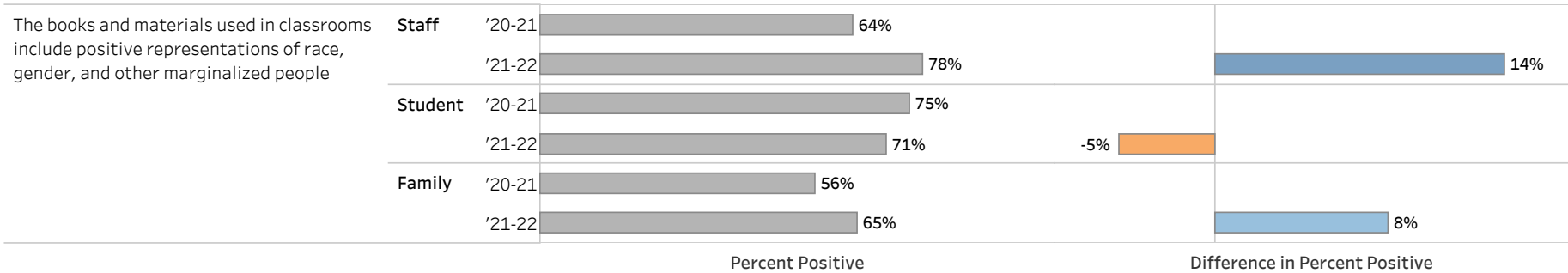


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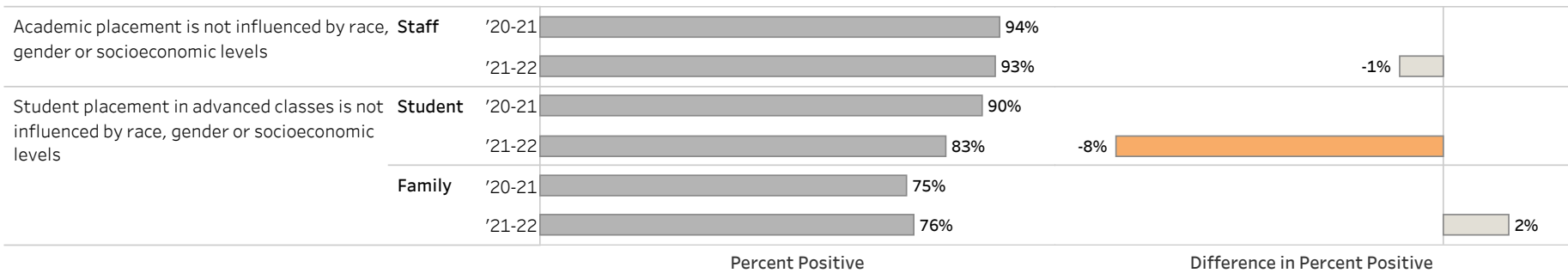
# Diversity, Equity and Inclusion Common Questions

## LONGITUDINAL

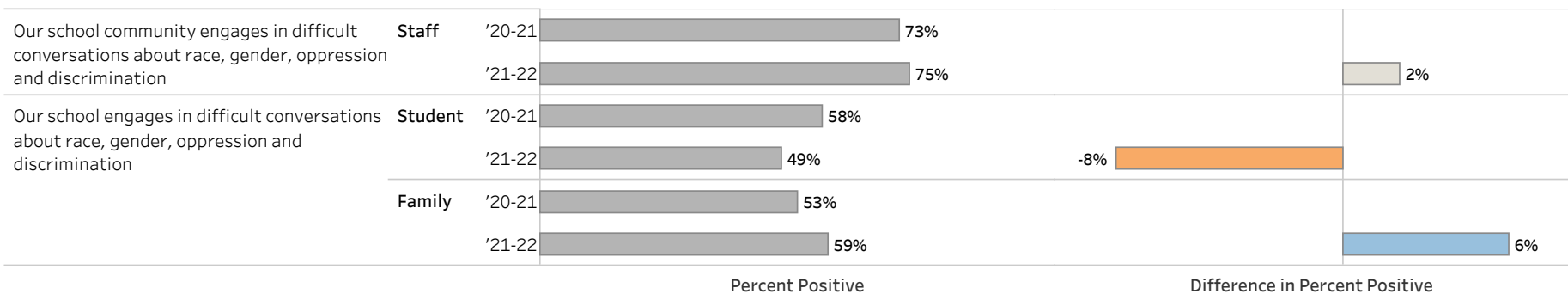
### Academics



### Commitment to Dismantling Racism and Oppression

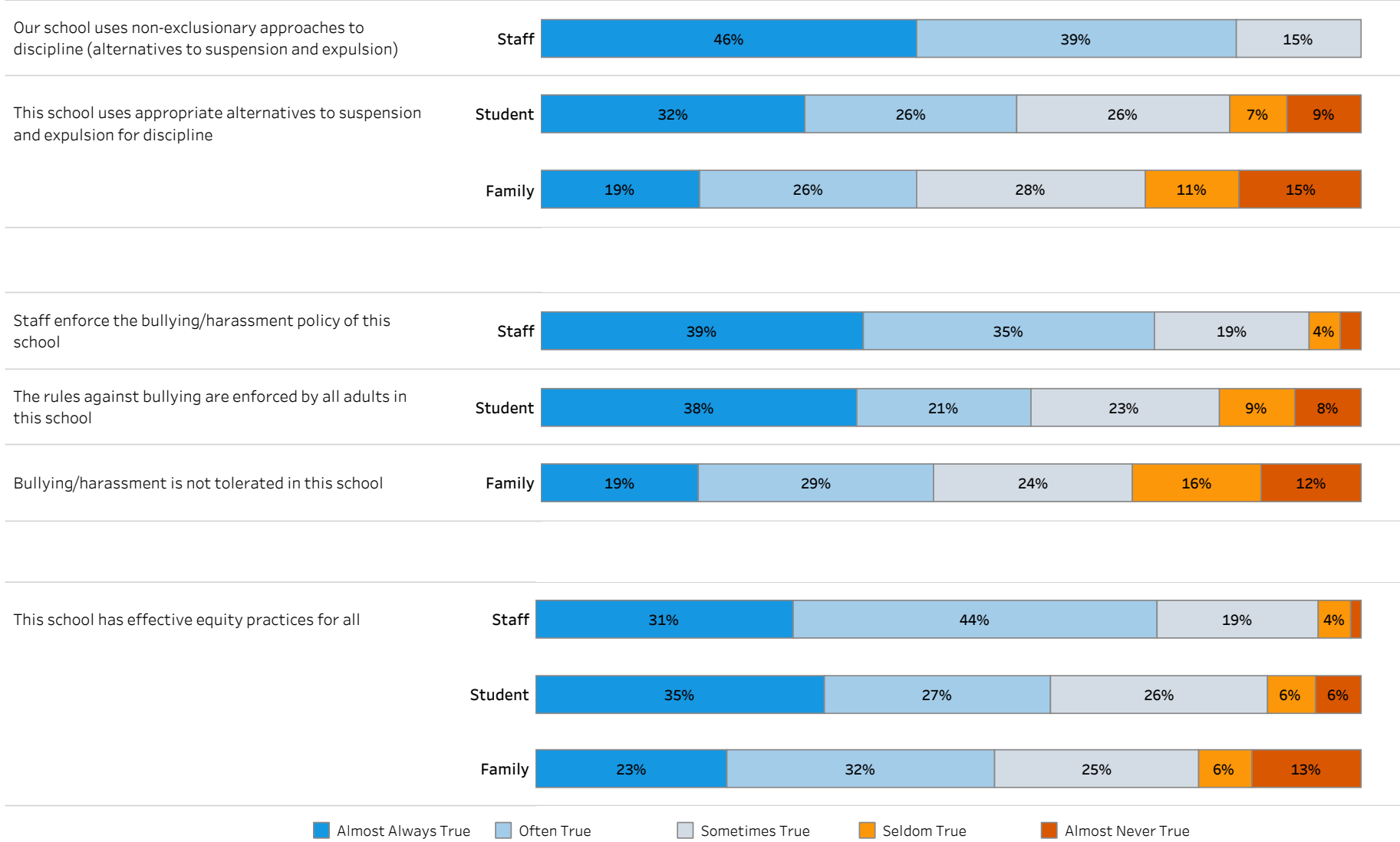


### Diversity





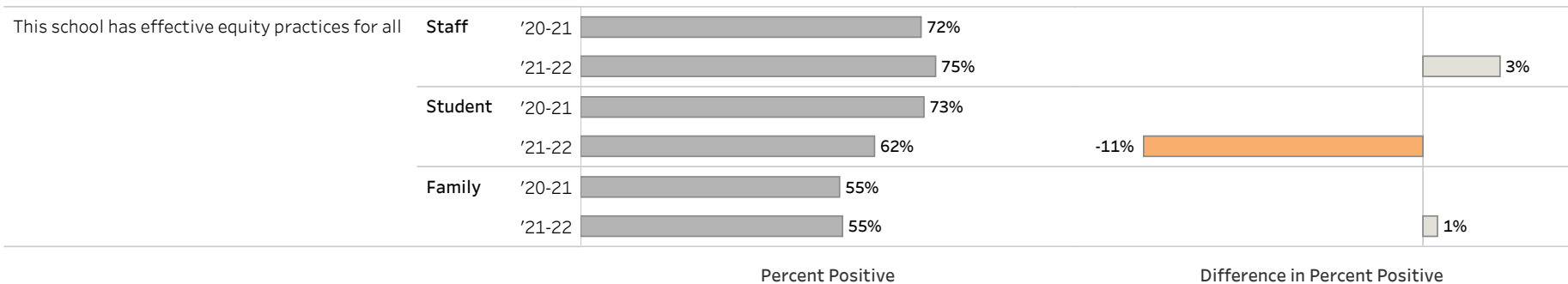
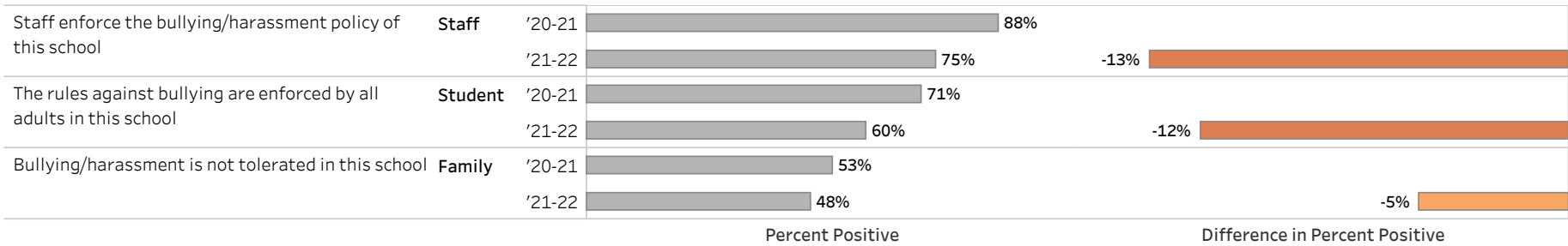
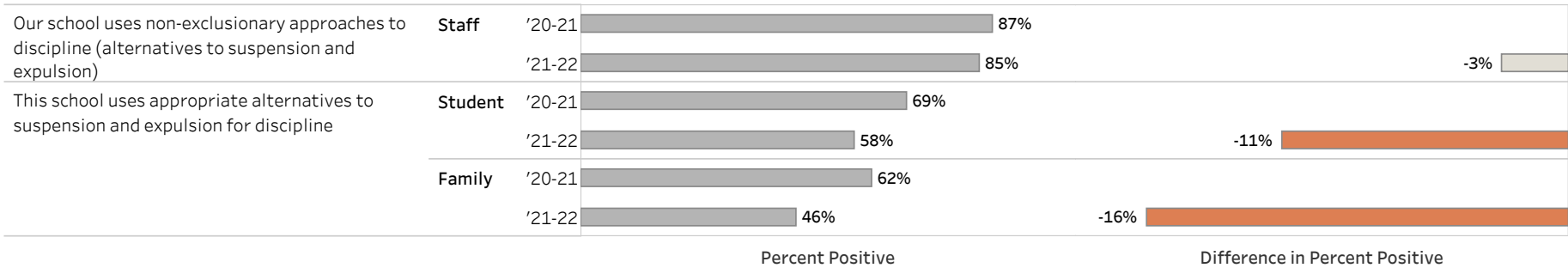
## Belongingness



# Diversity, Equity and Inclusion Common Questions

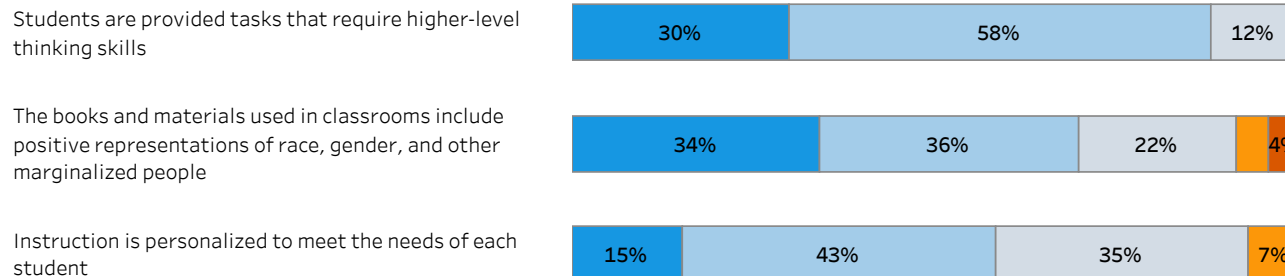
## LONGITUDINAL

### Belongingness

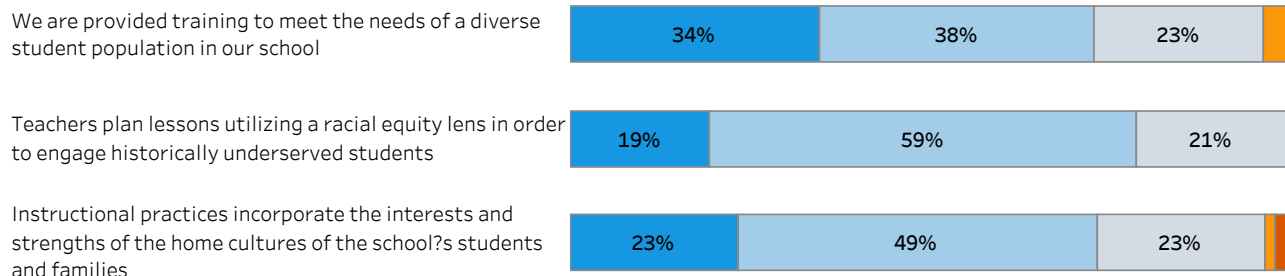


# Academics - Staff

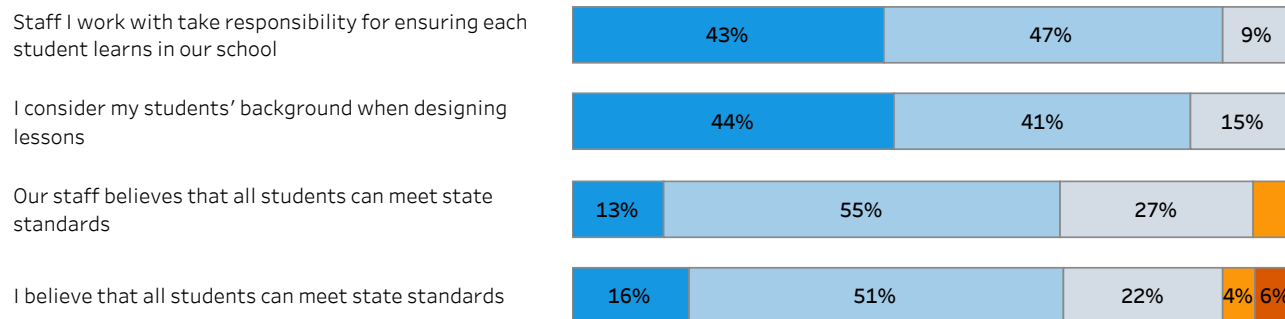
Curriculum is rigorous, challenging and culturally relevant. It represents high expectations for all students, requiring critical thinking and problem solving. It is well supported to ensure all students have opportunities to achieve success at a high academic level. Content is asset-based and has pro-social representation from various racial, gender, and other marginalized subgroups.



Instructional practices use an equity lens and effectively build on the interests, strengths and home cultures of the school's students and families. Culturally relevant pedagogy is infused into the content of literature, class projects, assignments, assessments events, field trips, ethnic studies courses, connections to families and communities, interventions and other resources.



Rigorous academic preparation is accompanied by high levels of knowledge and skills, capitalizing on and connecting to students of all backgrounds. All students have access to rigorous courses and supports to ensure success for all.



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# Academics - Staff LONGITUDINAL

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Instruction is personalized to meet the needs of each student	'20-21	63%	
	'21-22	58%	-4%
Students are provided tasks that require higher-level thinking skills	'20-21	86%	
	'21-22	88%	2%
The books and materials used in classrooms include positive representations of race, gender, and other marginalized people	'20-21	64%	
	'21-22	78%	14%
Instructional practices incorporate the interests and strengths of the home cultures of the school's students and families	'20-21	63%	
	'21-22	72%	10%
Teachers plan lessons utilizing a racial equity lens in order to engage historically underserved students	'20-21	69%	
	'21-22	78%	8%
We are provided training to meet the needs of a diverse student population in our school	'20-21	77%	
	'21-22	72%	-5%
I believe that all students can meet state standards	'20-21	70%	
	'21-22	68%	-2%
I consider my students' background when designing lessons	'20-21	88%	
	'21-22	85%	-3%
Our staff believes that all students can meet state standards	'20-21	79%	
	'21-22	67%	-12%
Staff I work with take responsibility for ensuring each student learns in our school	'20-21	92%	
	'21-22	90%	-3%

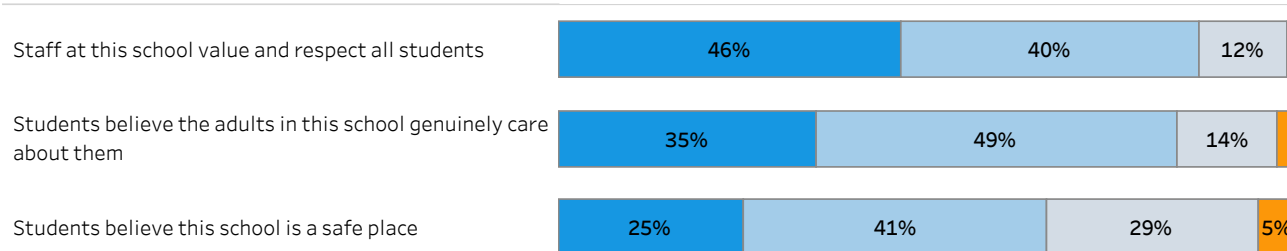
Percent Positive

Difference in Percent Positive

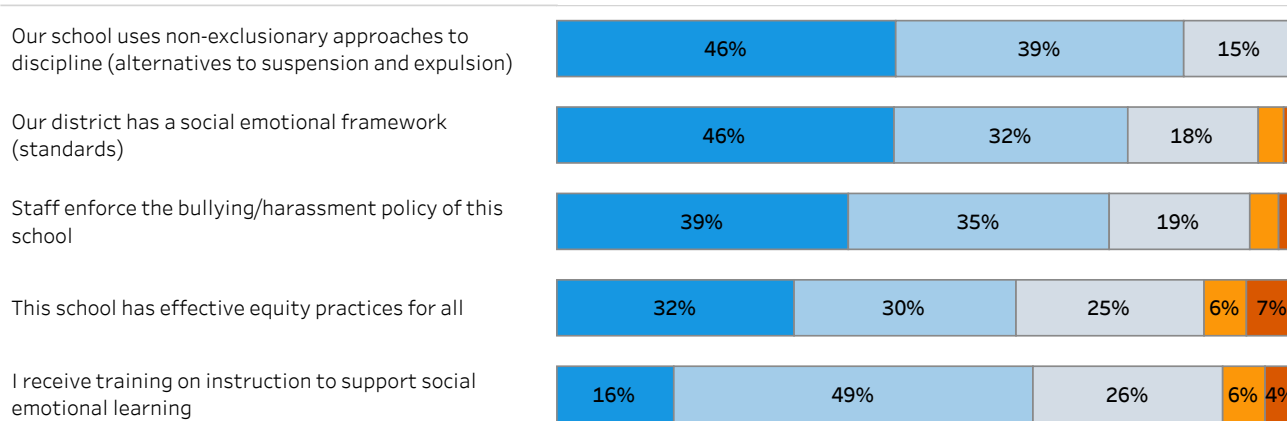


# Belongingness - Staff

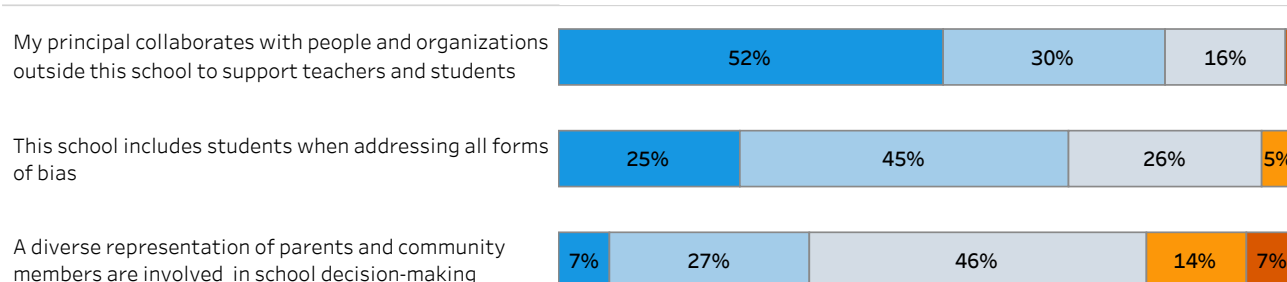
A safe, welcoming school environment that embraces the diversity of race, ethnicity and religion, gender and sexual orientations among students and staff members distinguishes the school. Effective strategies for managing diversity are robust and functioning effectively.



Clear and effective policies, systems, structures and procedures supporting equity are in place and equitably enacted, such as democratic decision-making and non-exclusionary approaches to discipline. The school has an active and successful plan to help students learn positive social behaviors. There is evidence that the school has reduced instances of bullying, harassment and discrimination.



Students feel they have a voice and are beginning to take responsible ownership of their learning. They take an active role in co-creating an anti-bias culture and dismantling racism. They learn resilience and empathy while feeling a strong sense of belonging. Diverse representation of students, parents and community members are key participants and collaborators in school decision-making and shaping the culture.



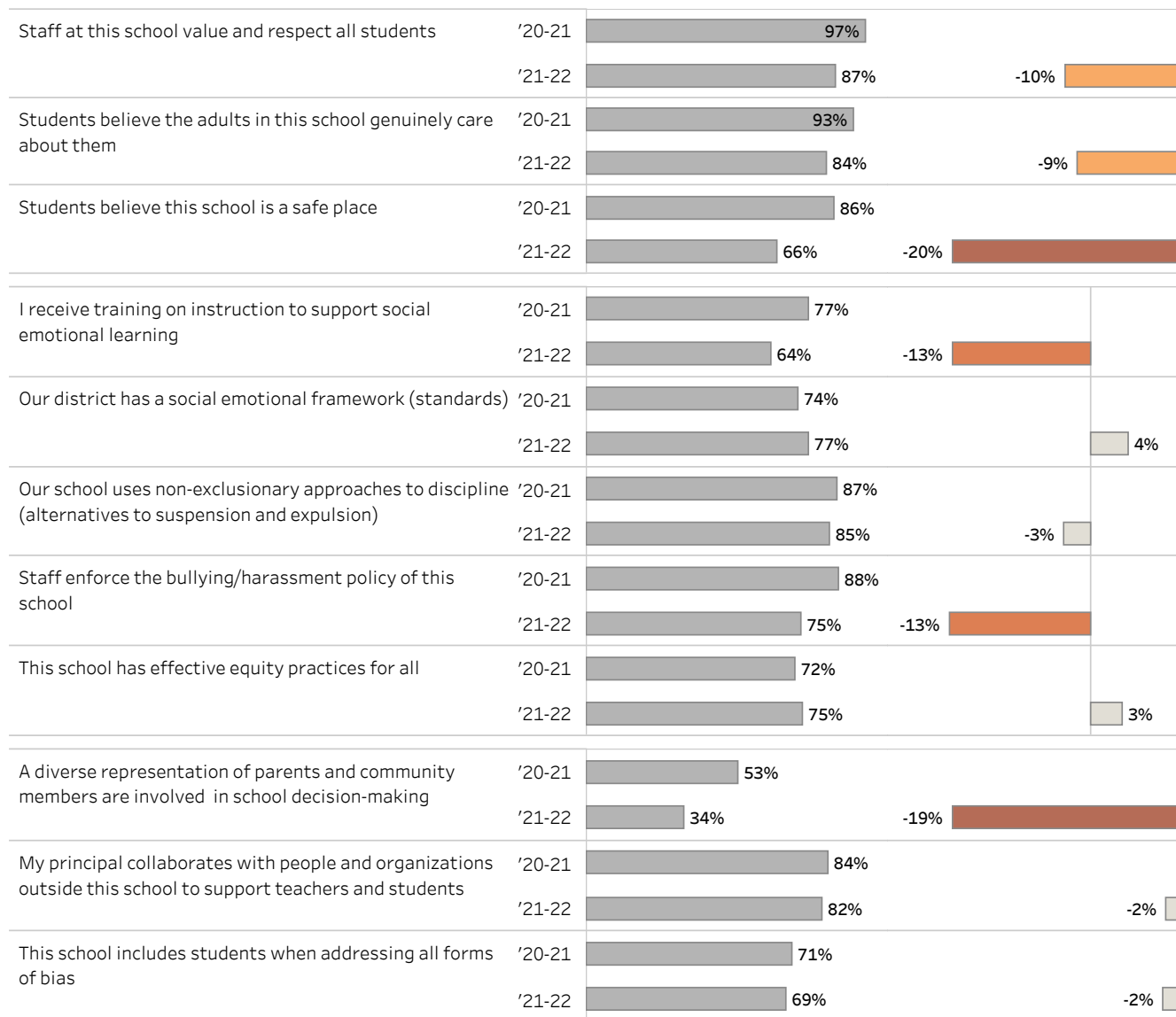
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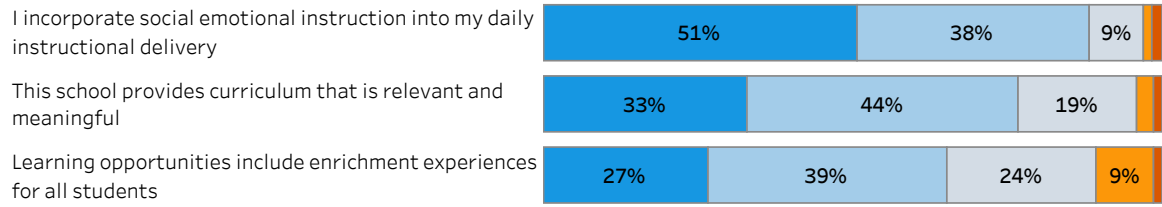
Percent Positive      Difference in Percent Positive



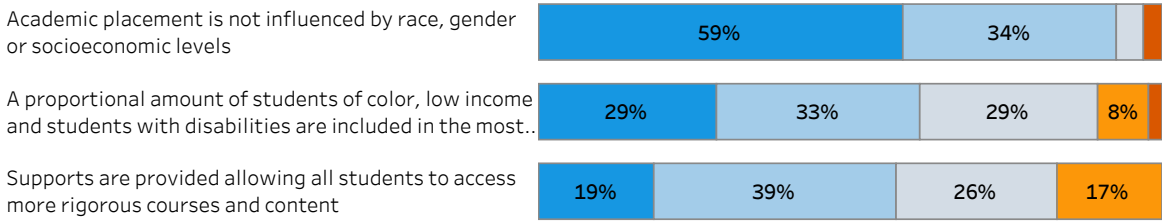
# Commitment to Dismantling Racism and Oppression - Staff

South Whidbey School District

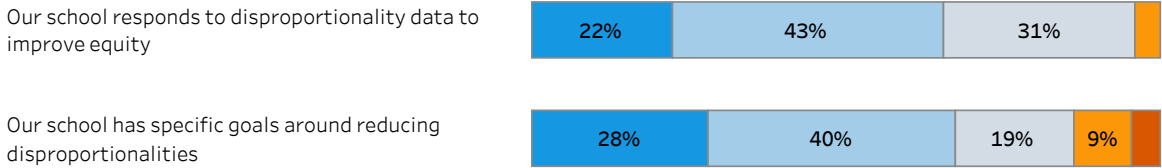
Learning opportunities involve a varied and high quality curriculum (including social-emotional development) with substantial enrichment experiences. There is particular attention on reducing disparities in learning (racial, gender, etc.) created by tracking and ability grouping. There is intentional planning regarding managing structural and cultural shifts as well as changes at the systemic level.



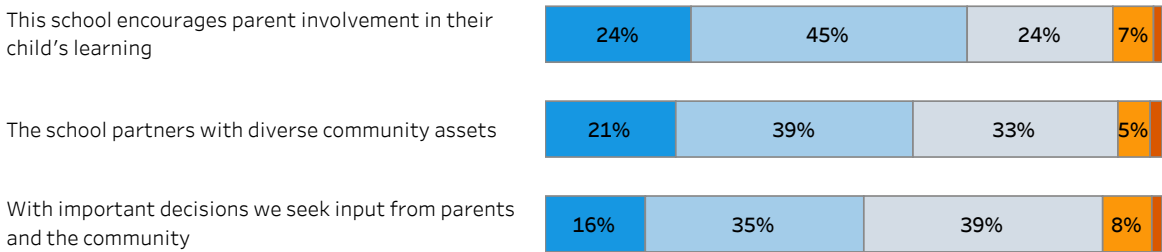
Academic placement is not predictable by race, gender or socio-economic levels; ability grouping is limited and used strategically to avoid tracking defined as intentional segregation based upon current performance, race or other criteria. High levels of inclusion in the most rigorous courses exists for low SES students, students with disability and students of color. Access and support exists for those wishing to be in the most rigorous courses and opportunities.



Data are used to analyze, plan and change structures and systems that support racial inequities and learning outcomes. Data is used to analyze and respond to trends in targeted areas such as staffing, community engagement, staff development, student assignment, course enrollment, discipline as well as college & career planning and enrollment. Interventions on learning conditions limit disproportionality.



Community engagement and partnerships are an active representation of equity concerns and the valuing of diversity in the community. The school participates in community projects and draws on diverse community assets. Parents and community groups are engaged in courageous conversations about race, class, expectations, and the role of education in the community. Plans are co-created and action items are monitored for implementation and effectiveness.



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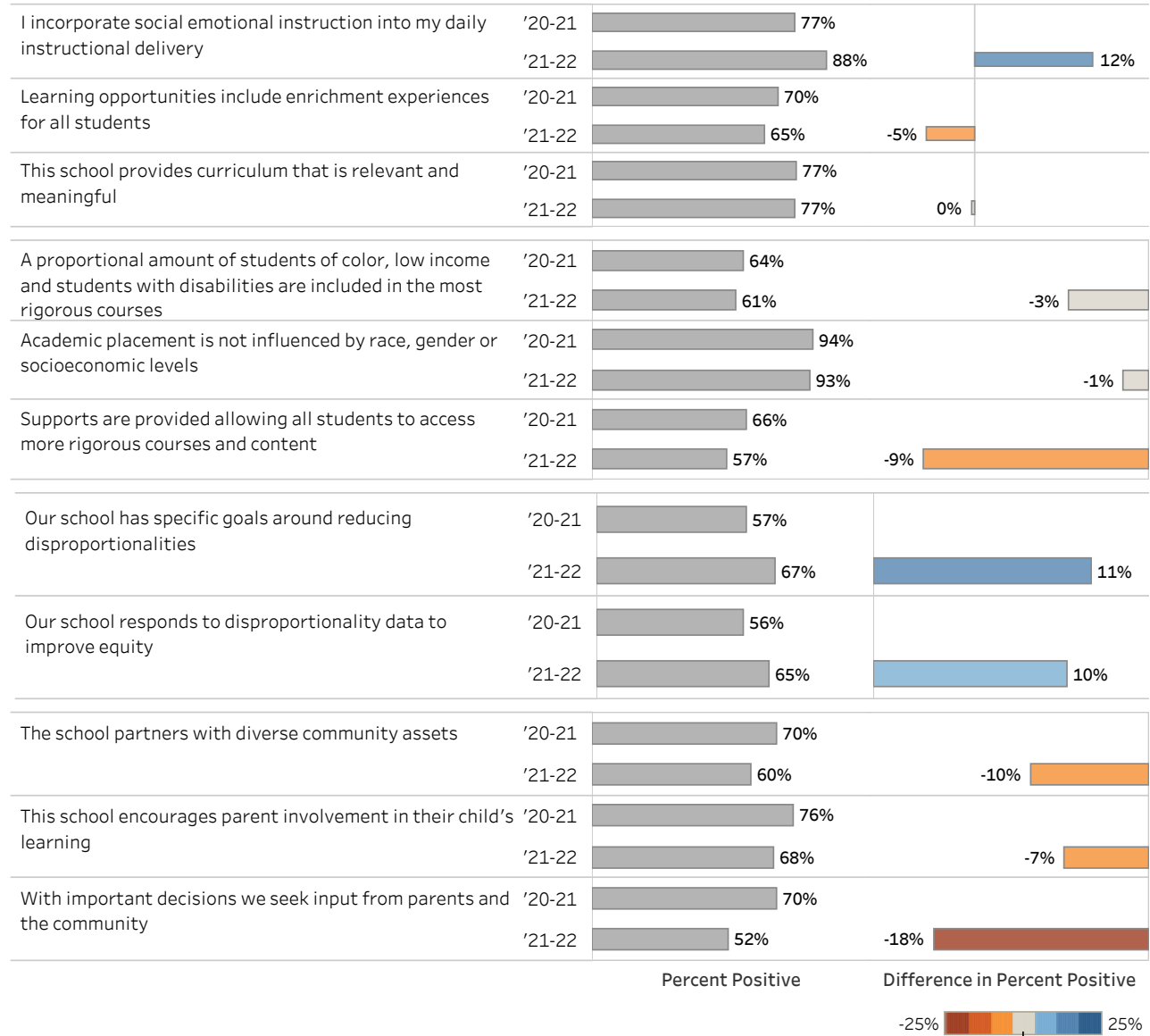
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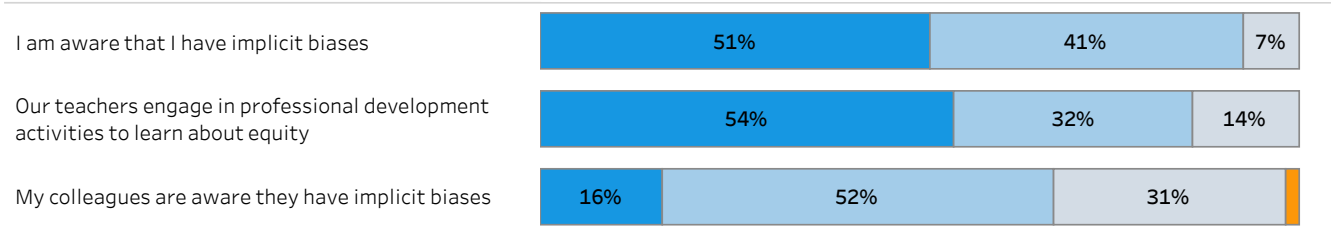
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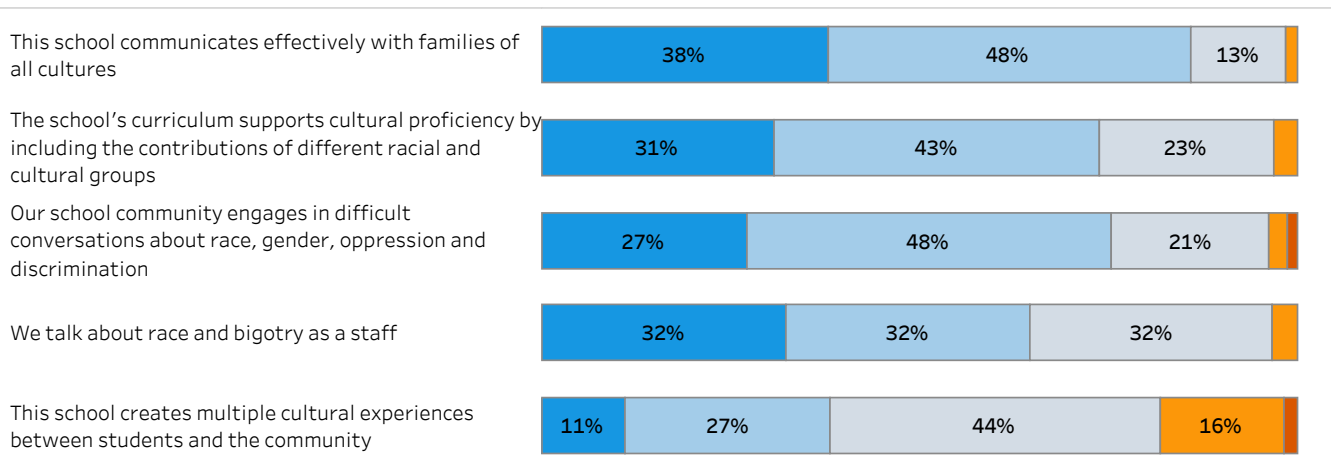


## Diversity - Staff

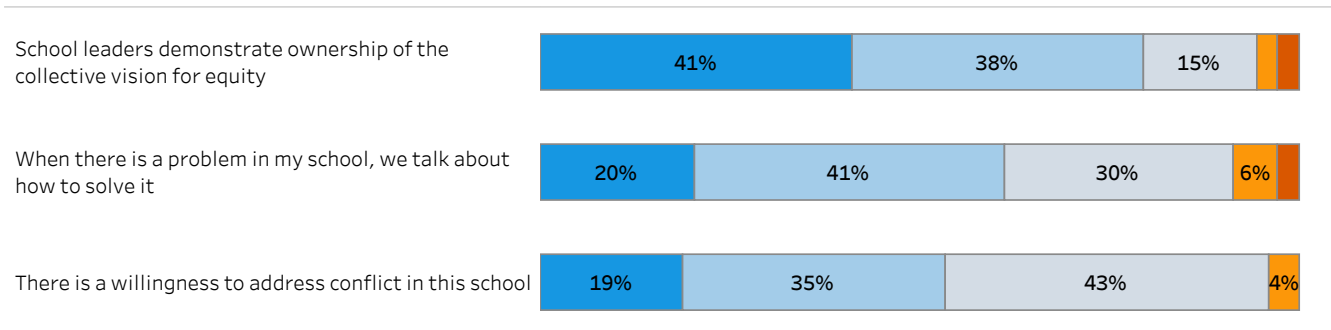
Self-awareness is encouraged as all members of the community are supported in knowing their personal equity journey and being aware of their own cultural history. There is strategic planning and actions taken regarding personal growth/development of all school and community stakeholders.



Cultural proficiency of all stakeholders is developed and monitored. There is an appreciation of different cultures and connections to families of different backgrounds. Appreciation of differences are modeled by leaders, teachers, and students who embrace difficult conversations about race, gender, economics, oppression and discrimination with a clear understanding of their own biases. The curriculum supports the development of cultural proficiency through exploration of the contributions of different racial and cultural groups in history and society as well as addressing bigotry and racism. Multiple, positive cross-cultural contacts between students, staff and community members are facilitated in and out of school.



Leaders build trust by demonstrating congruence and ownership of the collective vision for equity, active interventions designed to emphasize equity and, holding the school community accountable to its commitments. Leaders create partnerships that facilitate bridges across differences. Difference is dealt with effectively using multiple perspectives/approaches in terms of how power and resources are distributed; how decisions are made and implemented; and, how conflict is resolved.



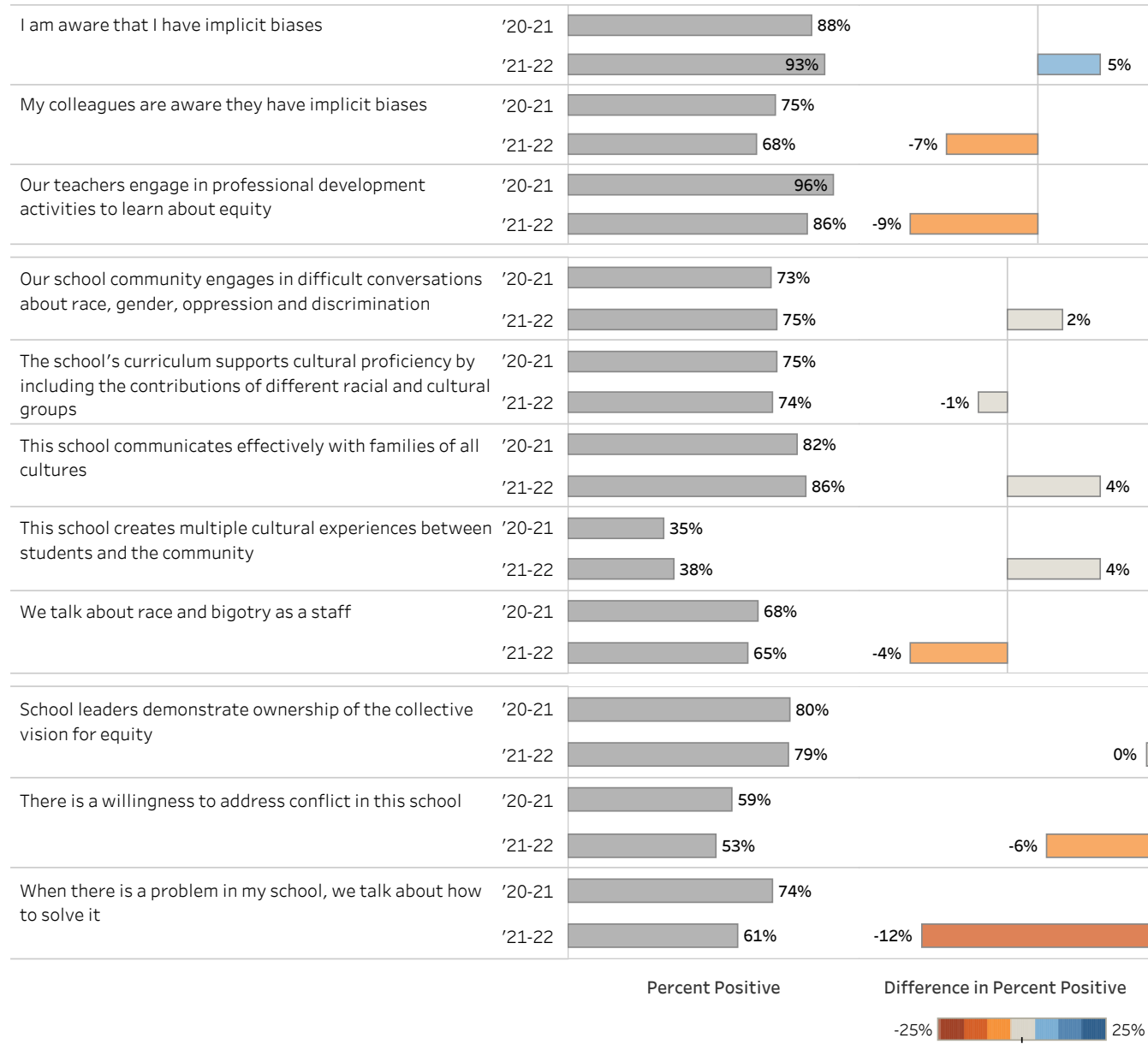
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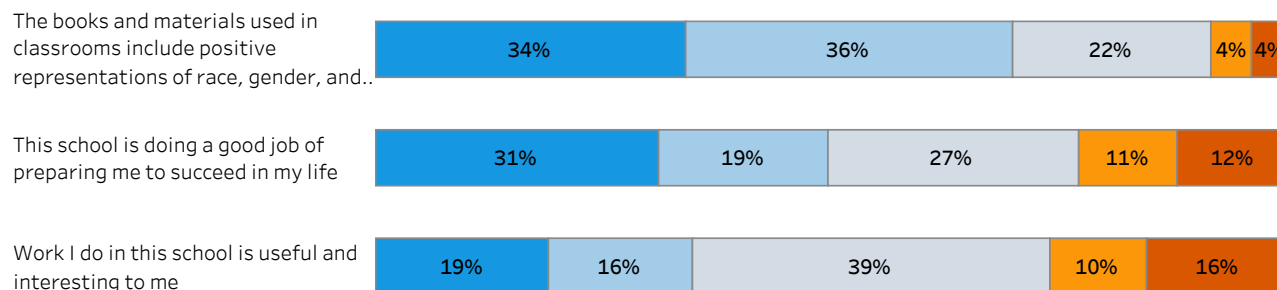
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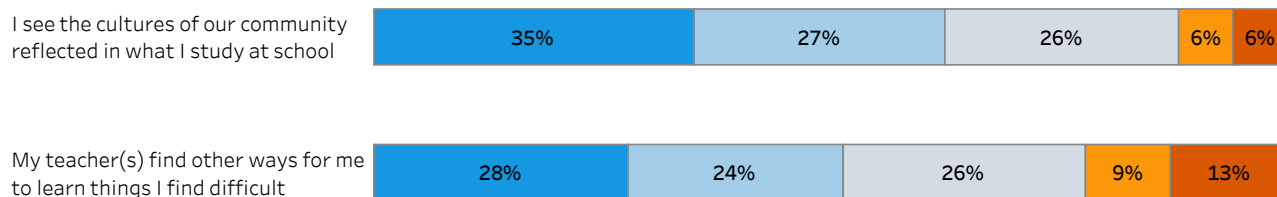


# Academics - Student

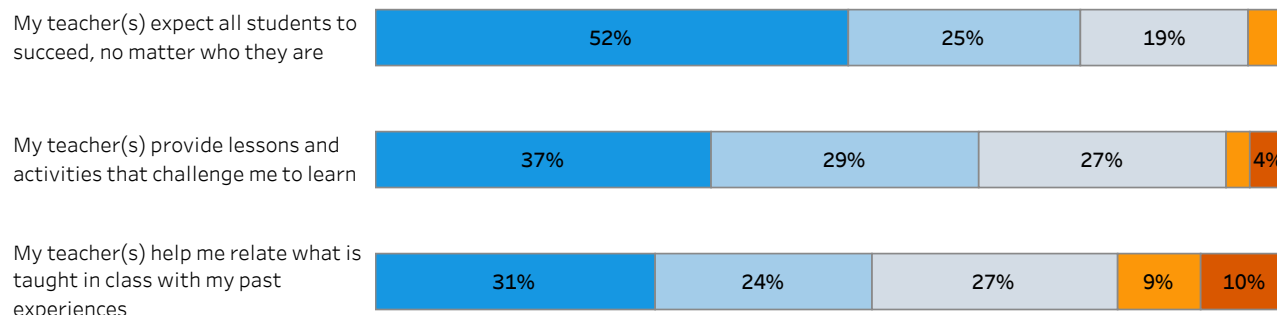
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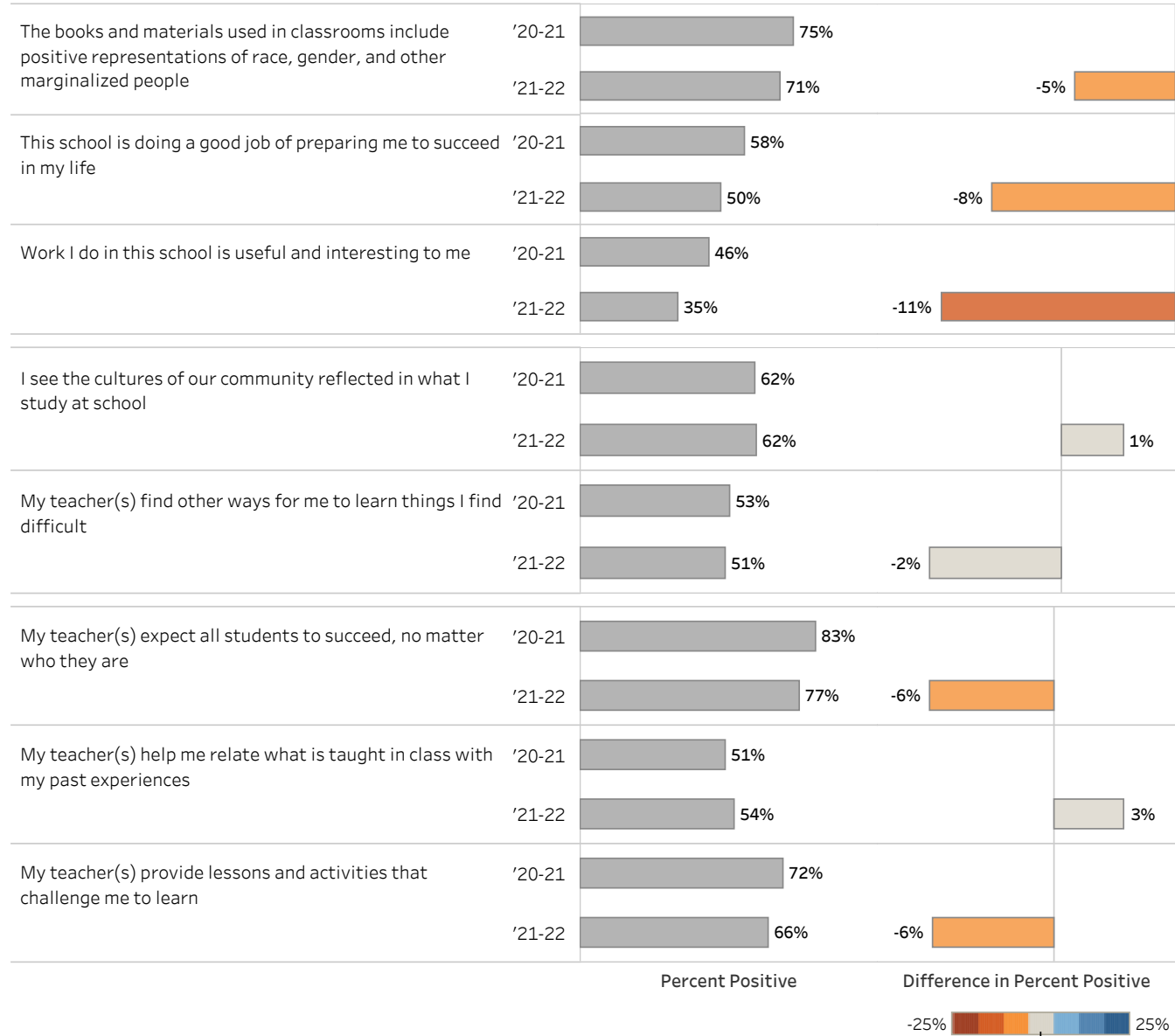
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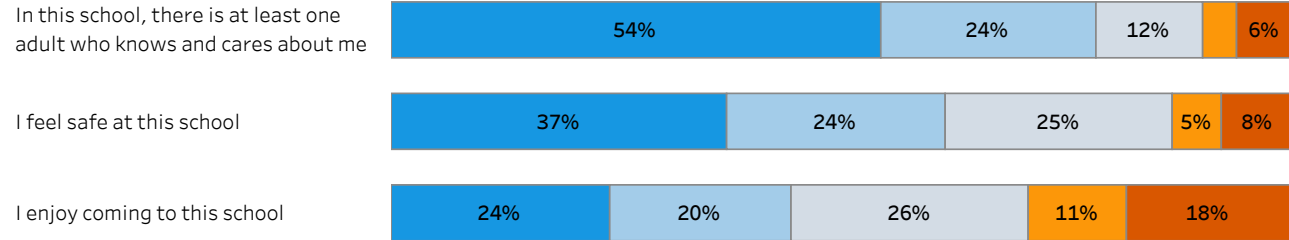
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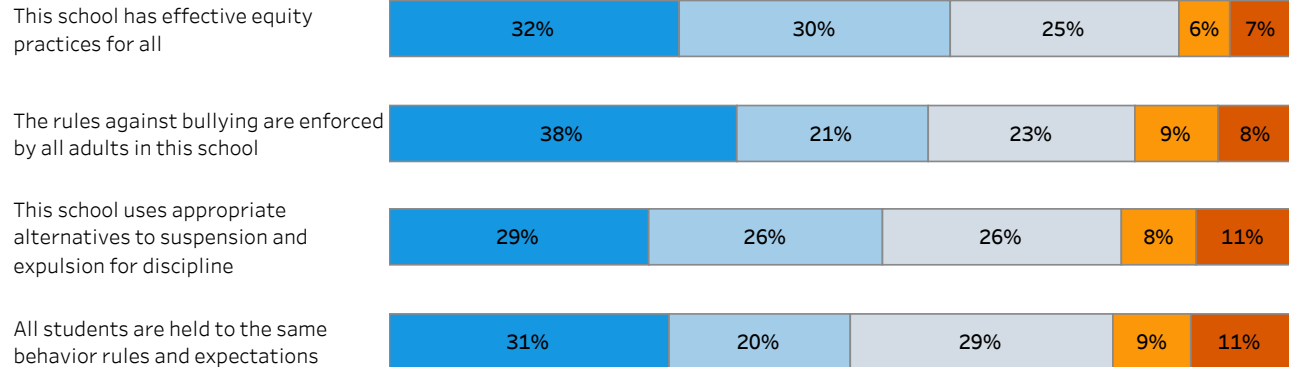


# Belongingness - Student

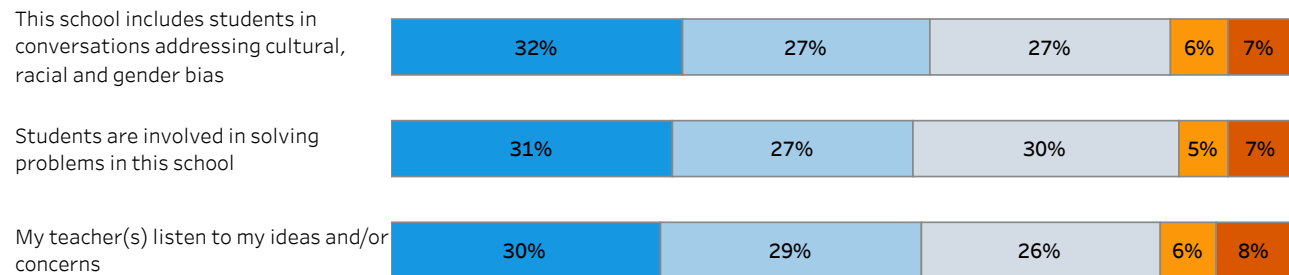
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I enjoy coming to this school	'20-21	57%	
	'21-22	44%	-13%
I feel safe at this school	'20-21	77%	
	'21-22	61%	-16%
In this school, there is at least one adult who knows and cares about me	'20-21	79%	
	'21-22	78%	-1%
All students are held to the same behavior rules and expectations	'20-21	75%	
	'21-22	51%	-24%
The rules against bullying are enforced by all adults in this school	'20-21	71%	
	'21-22	60%	-12%
This school has effective equity practices for all	'20-21	73%	
	'21-22	62%	-11%
This school uses appropriate alternatives to suspension and expulsion for discipline	'20-21	69%	
	'21-22	58%	-11%
My teacher(s) listen to my ideas and/or concerns	'20-21	73%	
	'21-22	59%	-14%
Students are involved in solving problems in this school	'20-21	63%	
	'21-22	58%	-5%
This school includes students in conversations addressing cultural, racial and gender bias	'20-21	59%	
	'21-22	60%	1%

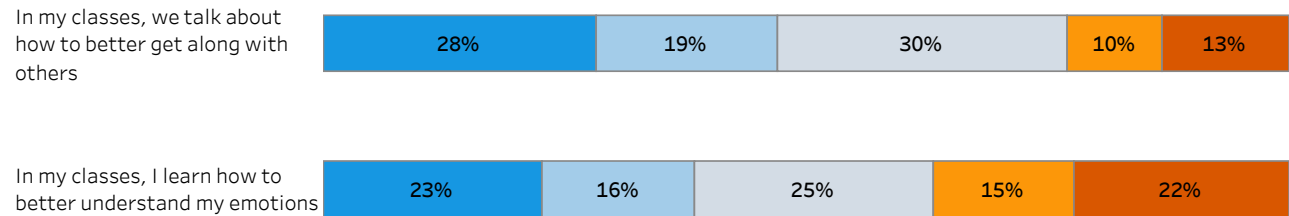
Percent Positive

Difference in Percent Positive

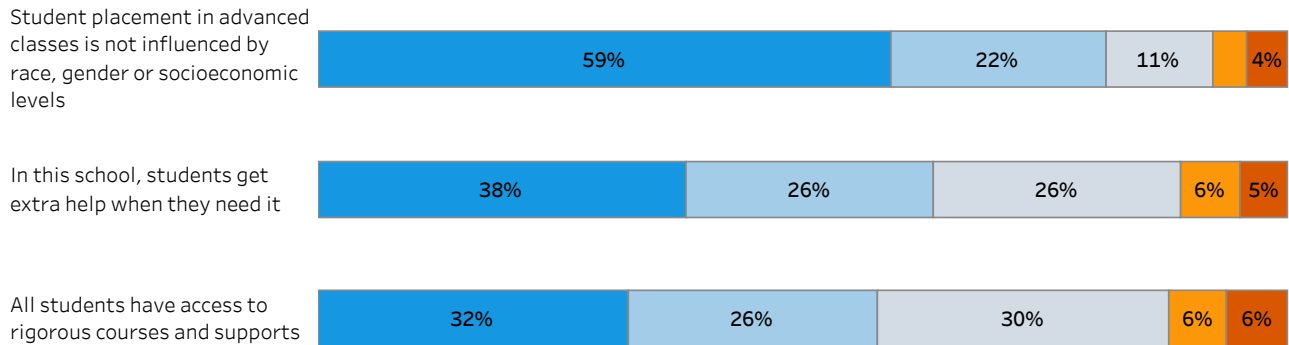


# Commitment to Dismantling Racism and Oppression - Student

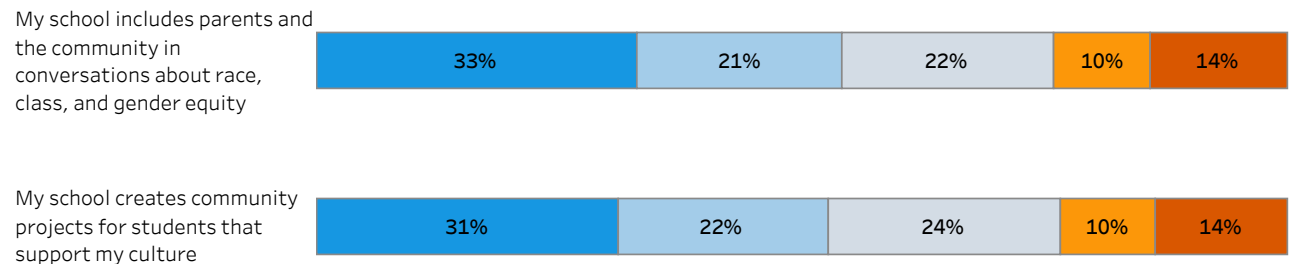
Learning opportunities involve a varied and high quality curriculum (including social-emotional development) with substantial enrichment experiences. There is particular attention on reducing disparities in learning (racial, gender, etc.) created by tracking and ability grouping. There is intentional planning regarding managing structural and cultural shifts as well as changes at the systemic level.



Academic placement is not predictable by race, gender or socio-economic levels; ability grouping is limited and used strategically to avoid tracking defined as intentional segregation based upon current performance, race or other criteria. High levels of inclusion in the most rigorous courses exists for low SES students, students with disability and students of color. Access and support exists for those wishing to be in the most rigorous courses and opportunities.



Community engagement and partnerships are an active representation of equity concerns and the valuing of diversity in the community. The school participates in community projects and draws on diverse community assets. Parents and community groups are engaged in courageous conversations about race, class, expectations, and the role of education in the community. Plans are co-created and action items are monitored for implementation and effectiveness.



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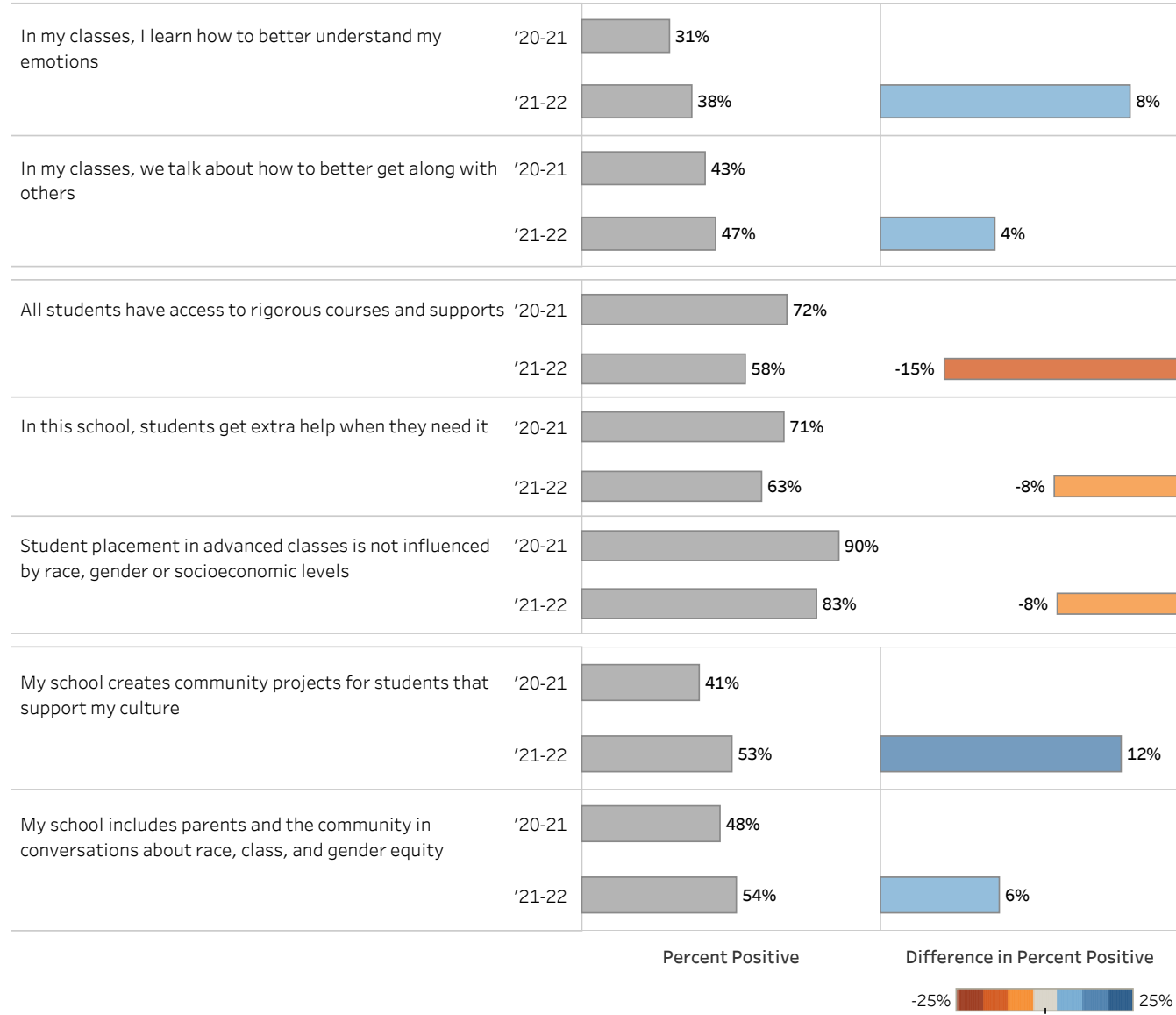
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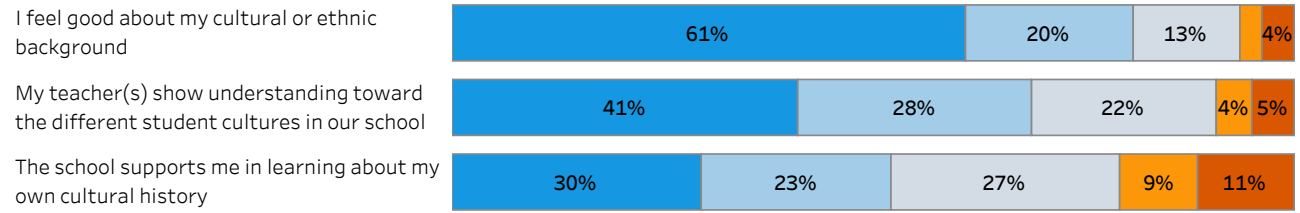
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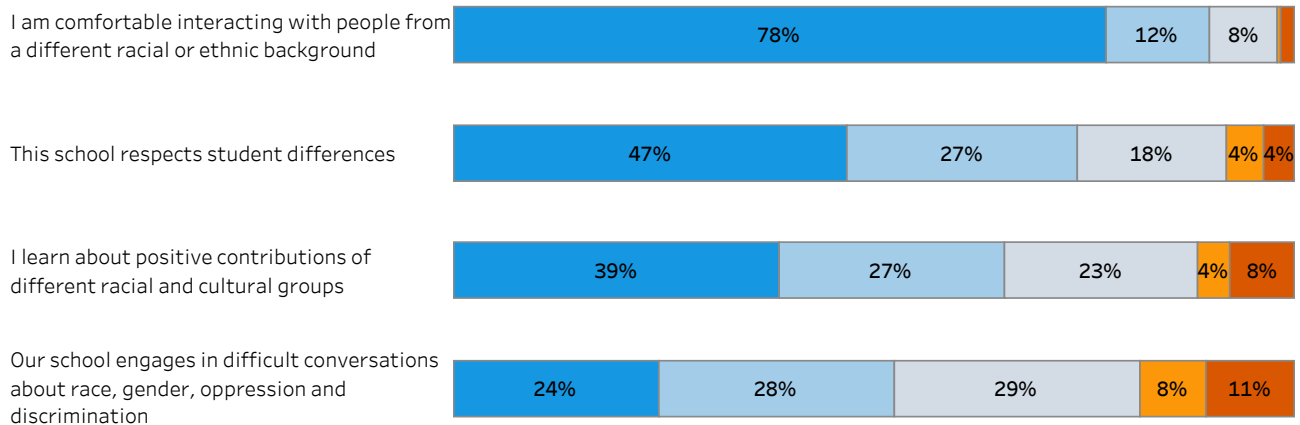


# Diversity - Student

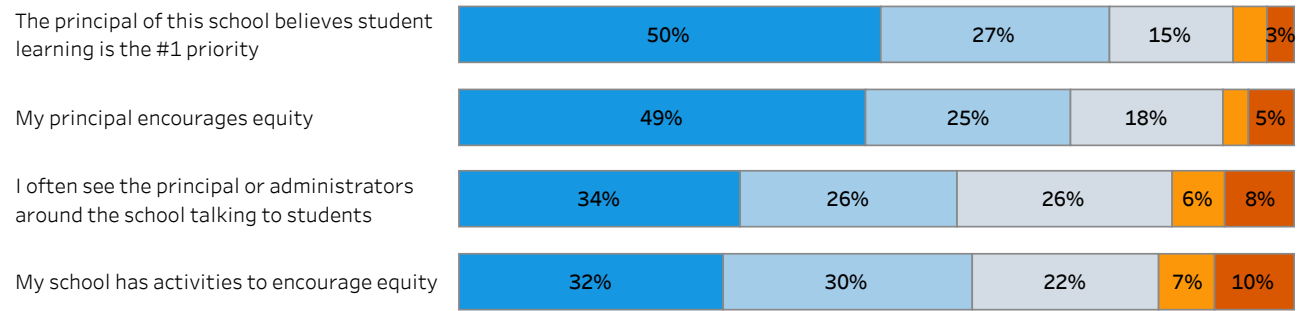
Self-awareness is encouraged as all members of the community are supported in knowing their personal equity journey and being aware of their own cultural history. There is strategic planning and actions taken regarding personal growth/development of all school and community stakeholders.



Cultural proficiency of all stakeholders is developed and monitored. There is an appreciation of different cultures and connections to families of different backgrounds. Appreciation of differences are modeled by leaders, teachers, and students who embrace difficult conversations about race, gender, economics, oppression and discrimination with a clear understanding of their own biases. The curriculum supports the development of cultural proficiency through exploration of the contributions of different racial and cultural groups in history and society as well as addressing bigotry and racism. Multiple, positive cross-cultural contacts between students, staff and community members are facilitated in and out of school.



Leaders build trust by demonstrating congruence and ownership of the collective vision for equity, active interventions designed to emphasize equity and, holding the school community accountable to its commitments. Leaders create partnerships that facilitate bridges across differences. Difference is dealt with effectively using multiple perspectives/approaches in terms of how power and resources are distributed; how decisions are made and implemented; and, how conflict is resolved.



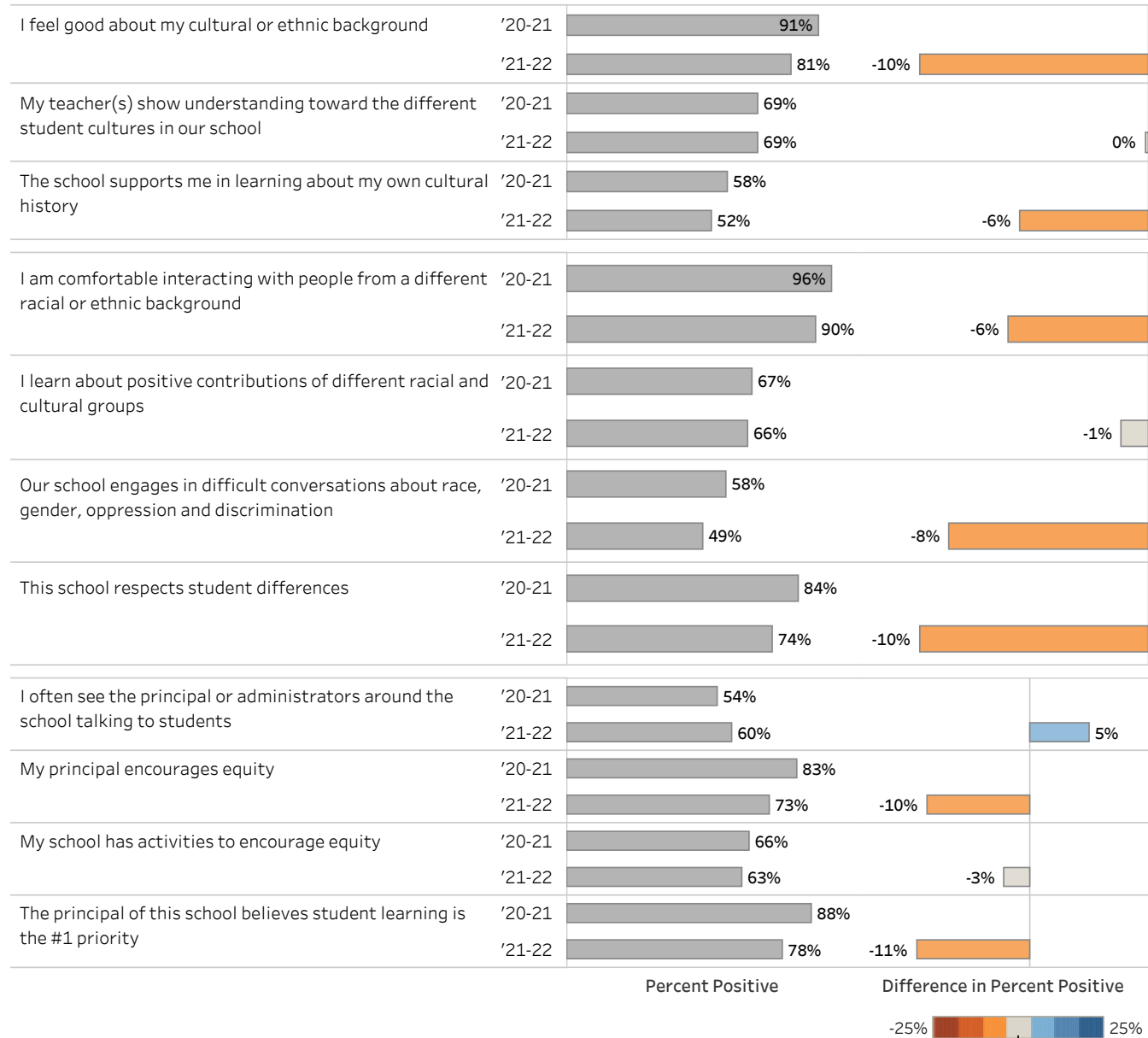
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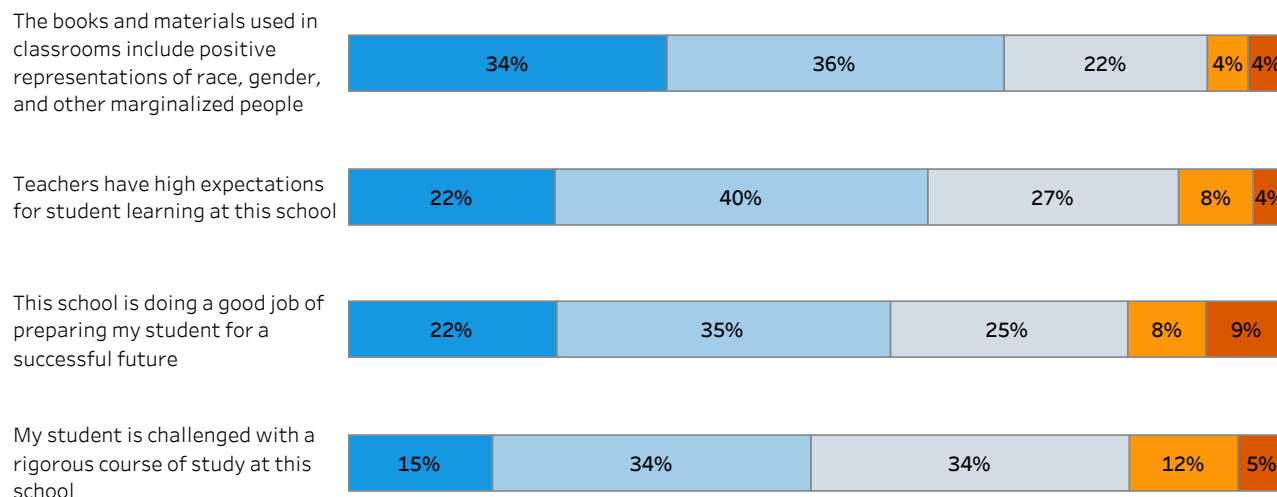
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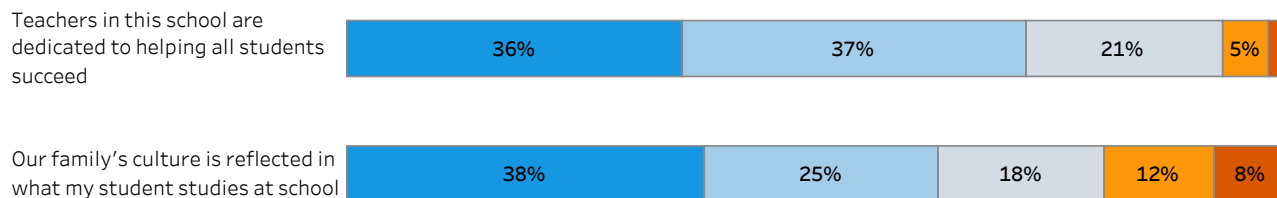


# Academics - Family

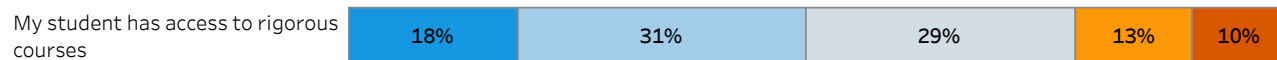
Curriculum is rigorous, challenging and culturally relevant. It represents high expectations for all students, requiring critical thinking and problem solving. It is well supported to ensure all students have opportunities to achieve success at a high academic level. Content is asset-based and has pro-social representation from various racial, gender, and other marginalized subgroups.



Instructional practices use an equity lens and effectively build on the interests, strengths and home cultures of the school's students and families. Culturally relevant pedagogy is infused into the content of literature, class projects, assignments, assessments events, field trips, ethnic studies courses, connections to families and communities, interventions and other resources.



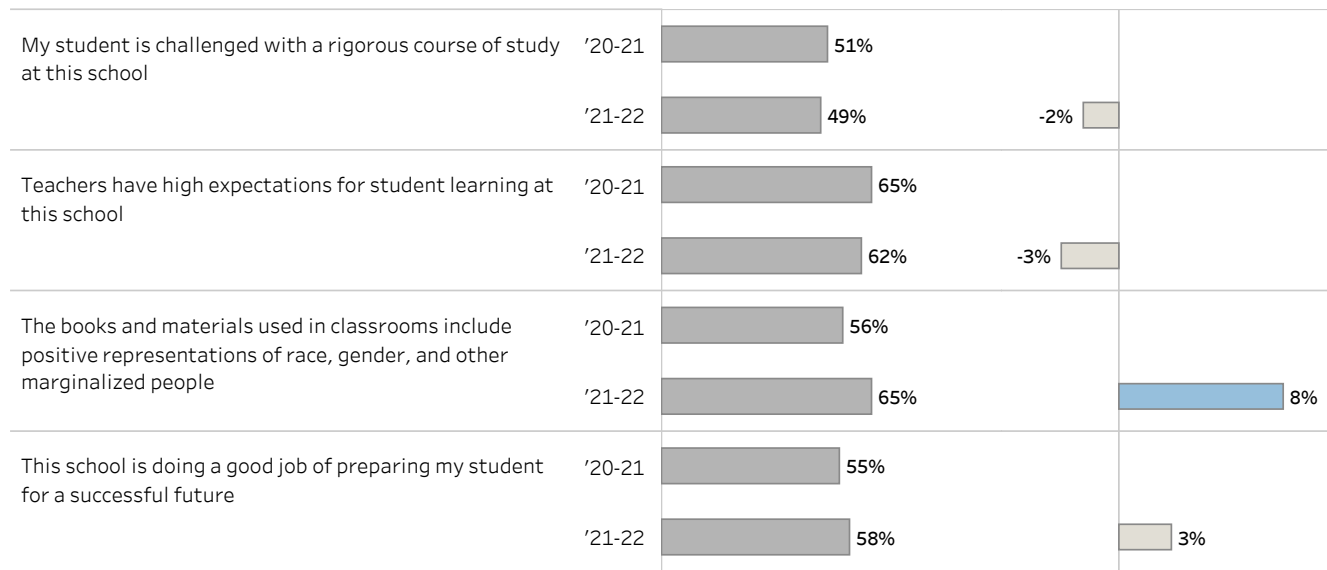
Rigorous academic preparation is accompanied by high levels of knowledge and skills, capitalizing on and connecting to students of all backgrounds. All students have access to rigorous courses and supports to ensure success for all.



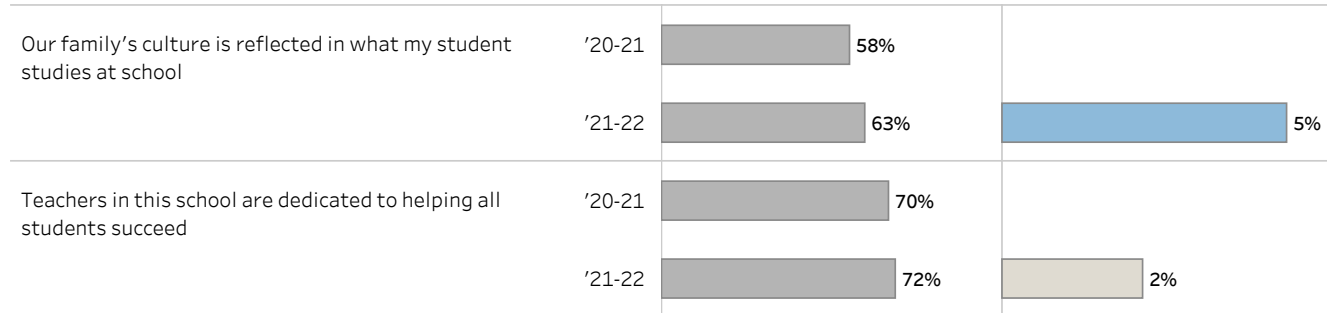
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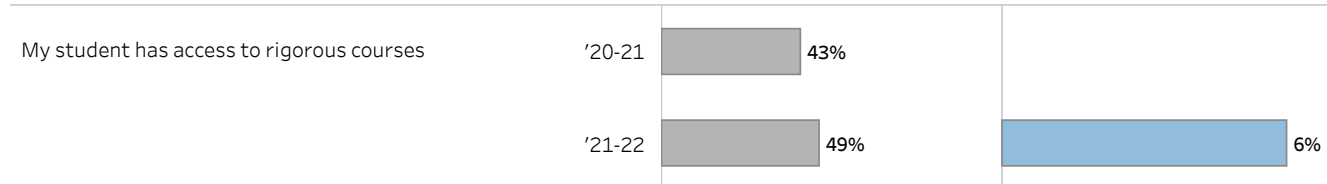
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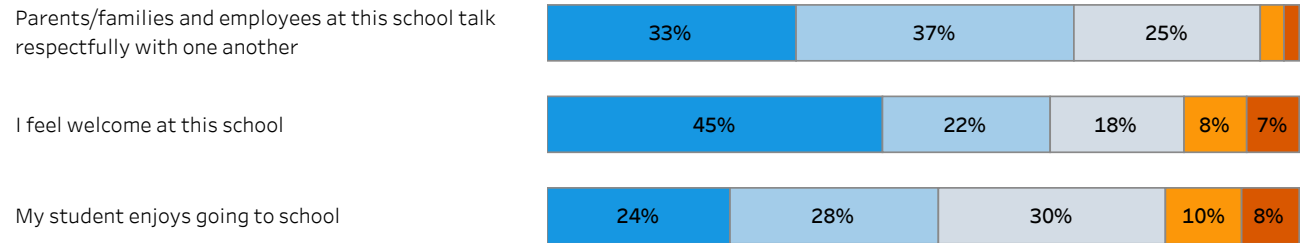
Percent Positive

Difference in Percent Positive

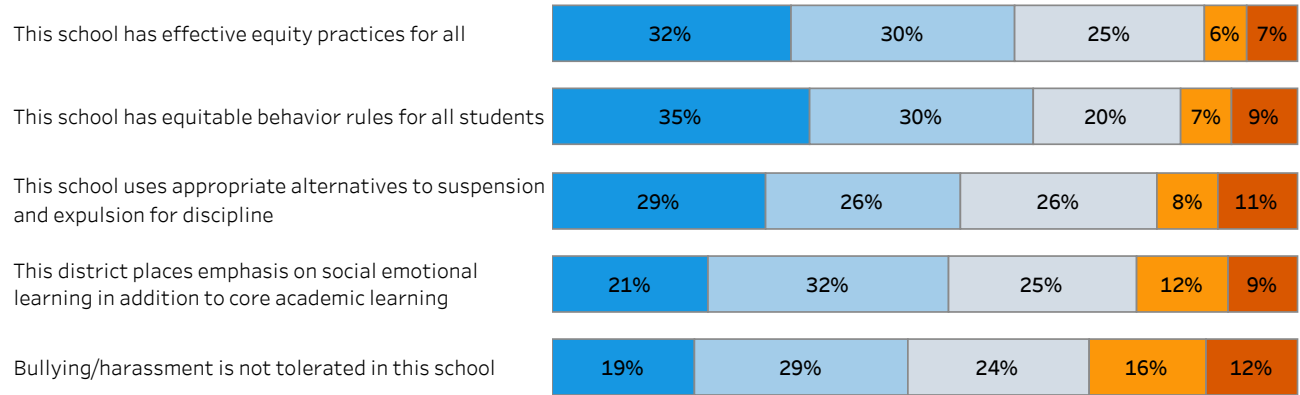


# Belongingness - Family

A safe, welcoming school environment that embraces the diversity of race, ethnicity and religion, gender and sexual orientations among students and staff members distinguishes the school. Effective strategies for managing diversity are robust and functioning effectively.



Clear and effective policies, systems, structures and procedures supporting equity are in place and equitably enacted, such as democratic decision-making and non-exclusionary approaches to discipline. The school has an active and successful plan to help students learn positive social behaviors. There is evidence that the school has reduced instances of bullying, harassment and discrimination.



Students feel they have a voice and are beginning to take responsible ownership of their learning. They take an active role in co-creating an anti-bias culture and dismantling racism. They learn resilience and empathy while feeling a strong sense of belonging. Diverse representation of students, parents and community members are key participants and collaborators in school decision-making and shaping the culture.



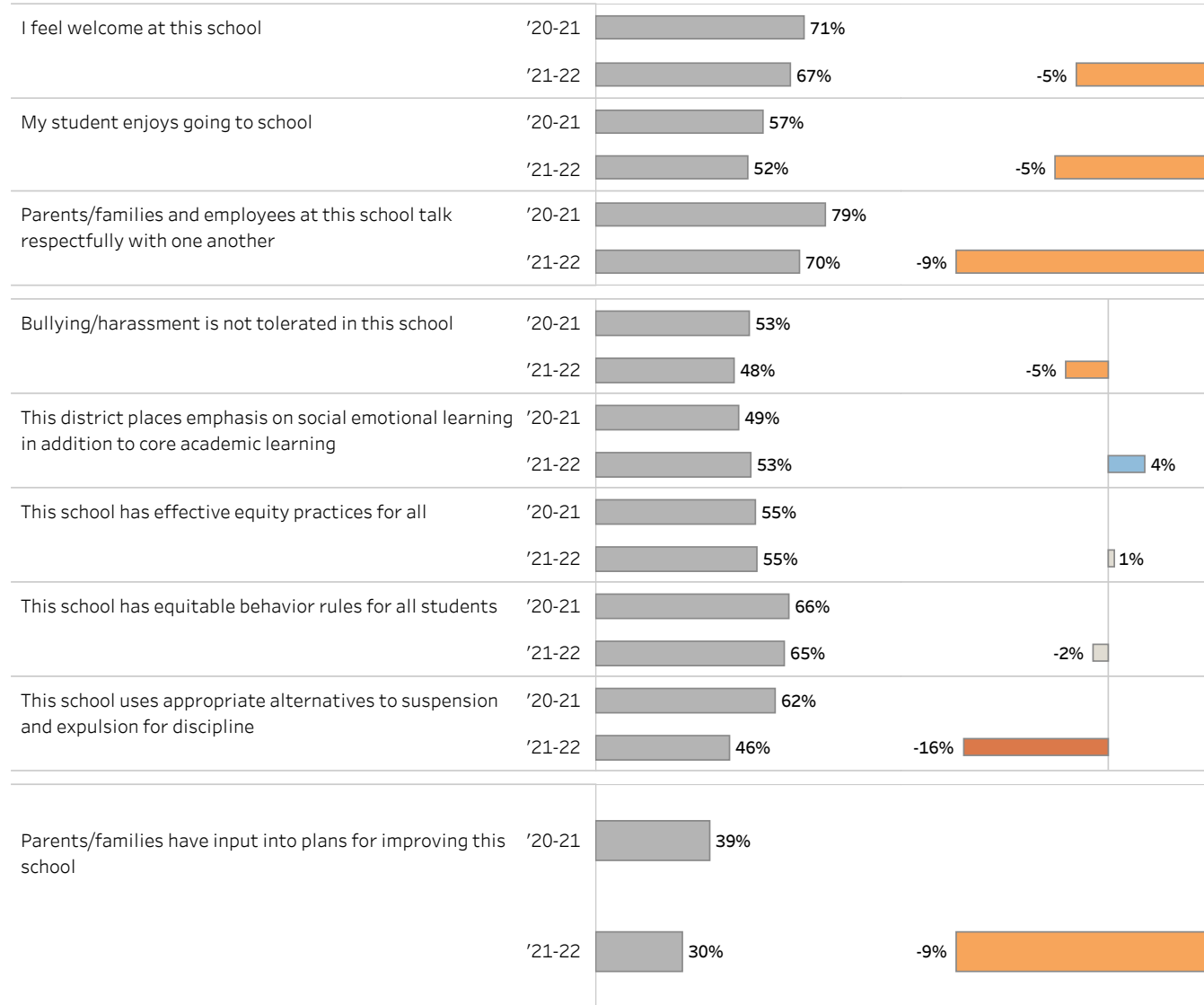
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Student placement in advanced classes is not influenced by race, gender or socioeconomic levels



Supports are provided to ensure my student's course options are not limited



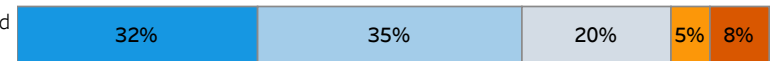
Data are used to analyze, plan and change structures and systems that support racial inequities and learning outcomes. Data is used to analyze and respond to trends in targeted areas such as staffing, community engagement, staff development, student assignment, course enrollment, discipline as well as college & career planning and enrollment. Interventions on learning conditions limit disproportionality.

My school shares information on how they are reducing racial, cultural, and gender inequities

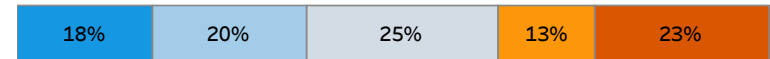


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This school respects the different cultures represented in our community



This school includes parents and the community in conversations about race, culture, and gender equity



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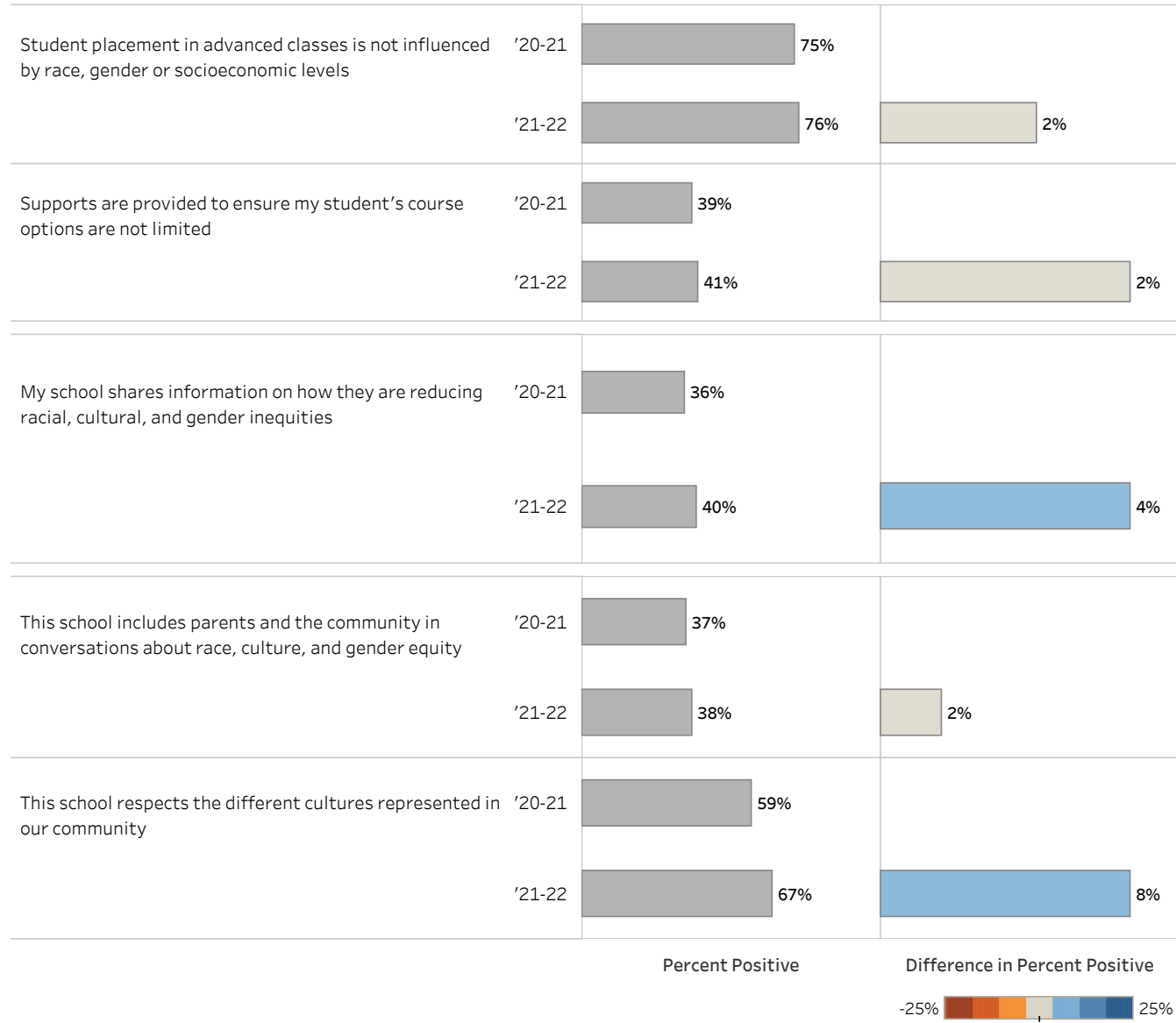
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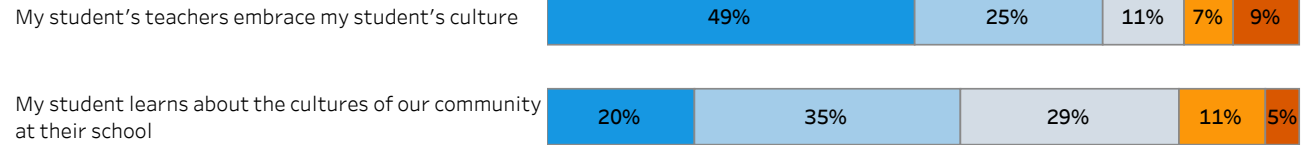
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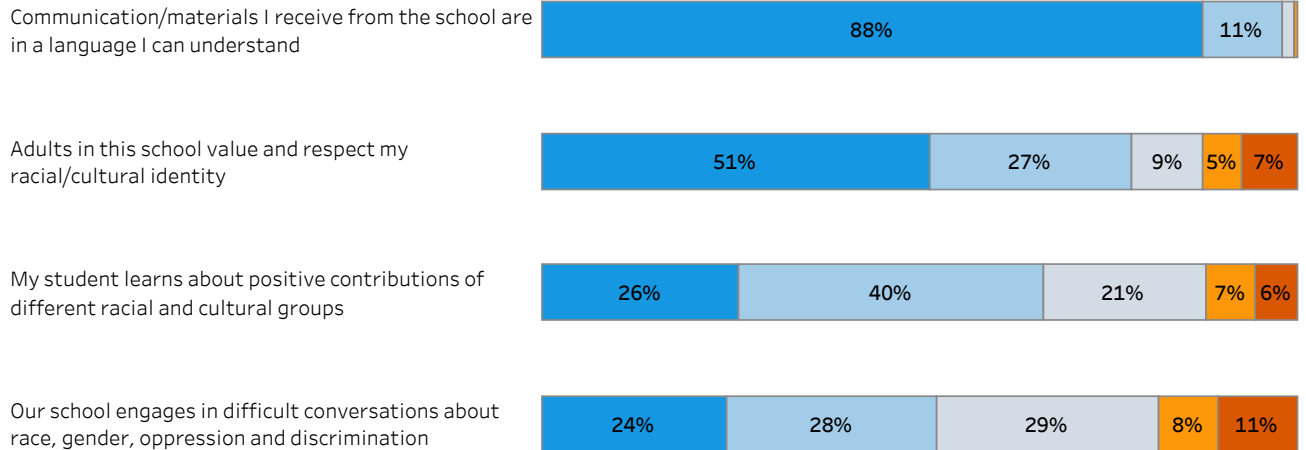


## Diversity - Family

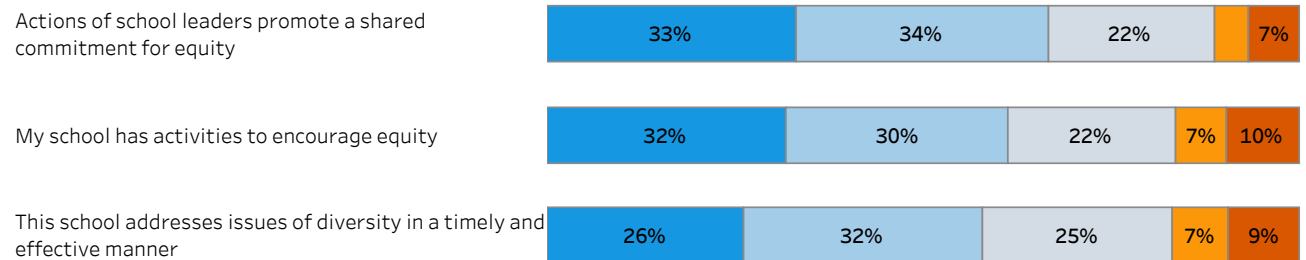
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My student learns about the cultures of our community at their school	'20-21	45%	
	'21-22	55%	10%
My student's teachers embrace my student's culture	'20-21	69%	
	'21-22	74%	5%
Adults in this school value and respect my racial/cultural identity	'20-21	72%	
	'21-22	78%	6%
Communication/materials I receive from the school are in a language I can understand	'20-21	97%	
	'21-22	98%	1%
My student learns about positive contributions of different racial and cultural groups	'20-21	52%	
	'21-22	67%	14%
Our school engages in difficult conversations about race, gender, oppression and discrimination	'20-21	53%	
	'21-22	59%	6%
Actions of school leaders promote a shared commitment for equity	'20-21	68%	
	'21-22	67%	-1%
My school has activities to encourage equity	'20-21	48%	
	'21-22	57%	8%
This school addresses issues of diversity in a timely and effective manner	'20-21	53%	
	'21-22	58%	5%

Percent Positive

Difference in Percent Positive

