

Educational Effectiveness Survey™



Tool Kit

South Whidbey Elementary-North Campus

South Whidbey School District

2021-22 School Year

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

South Whidbey Elementary-North Campus | 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	74%	21%	5%	n=39
There is a willingness to address conflict in this school	66%	34%		n=38
Staff share a high sense of urgency around the need to improve	56%	36%	8%	n=39

Is your staff ready for change?

Openness to New Ideas	I welcome new ideas and change	90%
	My colleagues welcome new ideas and change	3% 69%
Willingness to Work at Change	I am willing to work at changing my school for the better	97%
	My colleagues are willing to work at changing this school for the ..	77%
Willingness to be Held Accountable	I am willing to be held accountable for student learning	100%
	My colleagues are willing to be held accountable for student learn..	86%

■ Percent Negative ■ Percent Positive

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.

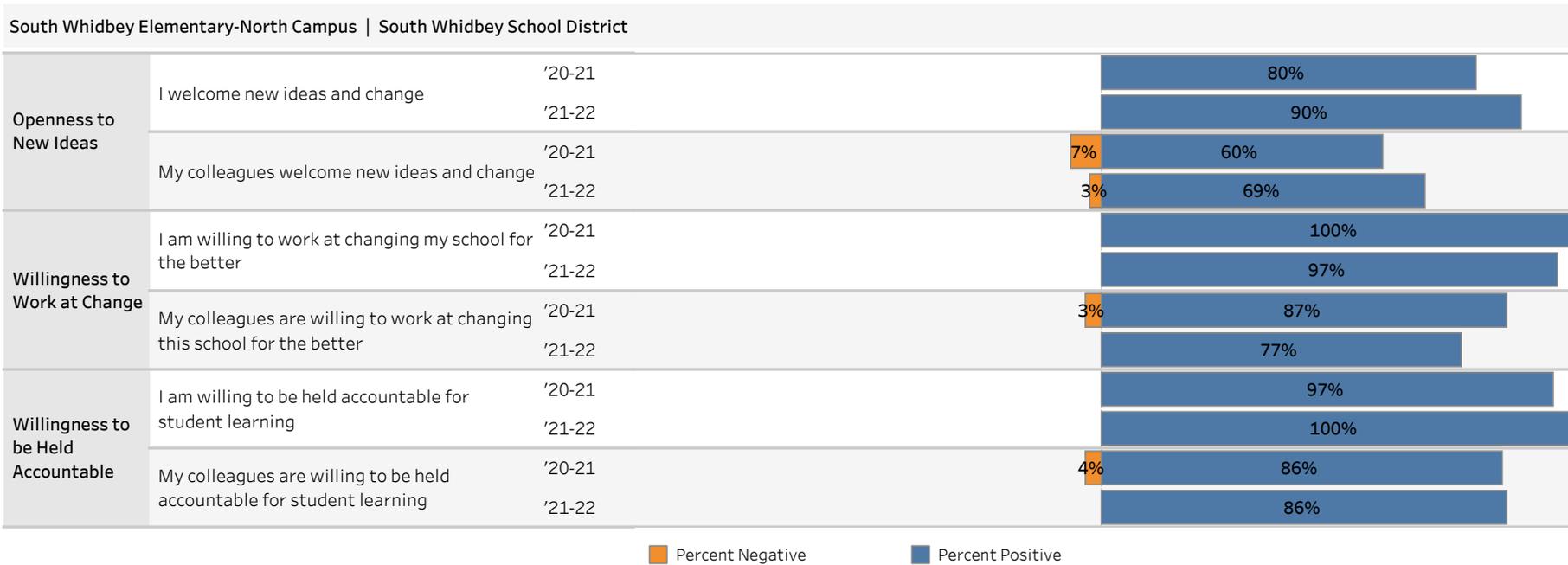
If the I vs They gaps to the right are red, the value is beyond a threshold to cause some concern and should be investigated. This threshold is **20% at the elementary level** and **25% at the secondary level**.

I vs They Gap



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!

		I vs They Gap	Change in Gap
Openness to New Ideas	'20-21	20.0%	0%
	'21-22	20.5%	1%
Willingness to Work at Change	'20-21	13.3%	0%
	'21-22	20.4%	7%
Willingness to be Held Accountable	'20-21	10.8%	0%
	'21-22	13.5%	3%

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

		'20-21	'21-22
Staff Survey	CIA — I understand instructional strategies to support social emotional learning objectives	85%	83%
	CSF — Staff I work with take responsibility for ensuring each student learns in our school	96%	97%
	FPD — I receive training on instruction to support social emotional learning	71%	74%
	MTL — I incorporate social emotional instruction into my daily instructional delivery	95%	97%
	SLE — Staff at this school value and respect all students	100%	97%
	SLE — Students believe the adults in this school genuinely care about them	100%	100%
	SLE — The development of students’ social emotional learning enhances the learning environment in our classrooms	90%	93%
	SLE — This school has effective equity practices for all	88%	91%
Student Survey	BELONG — I feel good about my family traditions		93%
	BELONG — There’s at least one adult in this school I can talk to if I have a problem		89%
	CSF — My teacher believes student learning is important		97%
	EL — If I want to talk with my teacher, they are available to me		71%
	IS — Adults in this school help me plan and set goals for my future		60%
	IS — Students are asked to help solve problems in this school		79%
	SLE — I enjoy coming to this school		81%
	SLE — I feel safe at this school		84%
	SLE — In this school, there is at least one adult who knows and cares about me		87%
	SLE — My school treats everyone fairly		82%

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

	'20-21	'21-22	+/- Common Question Avg.
Students believe the adults in this school genuinely care about them	100%	100%	0%
Students believe the adults in this school genuinely care about them	100%	87%	7%
In this school, there is at least one adult who knows and cares about me	100%	87%	-7%

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

	Staff Survey	Student Survey
	92%	82%
	↑ 14.5%	↑ 12.9%

EES Toolkit - Social Supports

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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

		'20-21	'21-22
Staff Survey	CIA — Instruction is personalized to meet the needs of each student	67%	66%
	CIA — Regular formative assessments are used to monitor student progress toward standards	85%	93%
	CIA — Students are provided tasks that require higher-level thinking skills	85%	92%
	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	100%	93%
	HSE — I believe that all students can meet state standards	68%	62%
	HSE — In our school we expect all staff to perform responsibilities with a high level of excellence	80%	97%
	HSE — Our staff believes that all students can meet state standards	69%	69%
	MTL — Assessment data are used to identify student needs and appropriate instructional intervention	90%	90%
	MTL — I provide timely feedback to students about their learning	88%	96%
	MTL — Struggling students receive early intervention and remediation to acquire skills	76%	67%
MTL — We monitor the effectiveness of instructional interventions	86%	81%	
Student Survey	CSF — This school is doing a good job of preparing me to do well		88%
	FO — I have a plan for what I want to do after high school		81%
	FO — I know I will graduate from high school		86%
	HSE — All students have opportunities to choose more challenging work		65%
	HSE — My teacher expects all students to learn		92%
	HSE — My teacher expects me to do my best		92%
	HSE — My teacher provides lessons and activities that challenge me to learn		80%
	HSE — Students of all races and genders have the same chance for special classes, activities and rewards		89%
MTL — My teacher helps me learn by challenging me with interesting activities in class		71%	
SE — What I am doing in school will help me succeed in my life		82%	

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

Year	Question	Staff Survey	Student Survey
'20-21	I believe that all students can meet state standards	68%	0%
	Our staff believes that all students can meet state standards	69%	0%
'21-22	I believe that all students can meet state standards	62%	-12%
	Our staff believes that all students can meet state standards	69%	-5%
	My teacher(s) expect all students to succeed, no matter who they are	92%	17%

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

Question	Staff Survey	Student Survey
I believe that all students can meet state standards	79%	83%
Our staff believes that all students can meet state standards		
My teacher(s) expect all students to succeed, no matter who they are	4.4%	8.1%

Percent Positive +/- Common Questio.. Compared to the Academic Press Norm

How do you compare against other EES Schools?

2022 EES Survey Perceptions | South Whidbey Elementary-North Campus 9 Characteristics of Highly Effective Schools



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



The Center for Educational Effectiveness

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.

Characteristics Legend

- C — Collaboration & Communication
- CSF — Clear & Shared Focus
- HSE — High Standards & Expectations
- EL — Effective Leadership
- SLE — Supportive Learning Environment
- PCI — Parent & Community Involvement
- CIA — Curriculum, Instruction & Assessment
- MTL — Monitoring of Teaching & Learning
- FPD — Focused Professional Development
- CLTR — Cultural Responsiveness
- D — District Support for Improvement

Characteristics Legend (Student-SEL)

- FO — Future Orientation
- BELONG — Belonging and Identity
- SM — Self Management
- GRIT — Perseverance/Grit
- SE — Self-Efficacy and Mindsets
- CT — Critical Thinking
- IS — Collaboration and Interpersonal Skills

By % Positive Responses South Whidbey Elementary-North Campus | South Whidbey School District

Survey Type	Item	% Positive Responses
Staff Survey	C — Staff in our school are consistently truthful	100.0%
	EL — My principal is committed to quality education	100.0%
	RTB — I am willing to be held accountable for student learning	100.0%
	SLE — Students believe the adults in this school genuinely care about them	100.0%
	RTB — I am willing to work at changing my school for the better	97.4%
	D — District leadership communicates effectively with my school	57.6%
	FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	57.1%
	CSF — Staff share a high sense of urgency around the need to improve	56.4%
	FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that fo..	56.0%
	PCI — With important decisions we seek input from parents and the community	52.0%
Student Survey	CSF — My teacher believes student learning is important	96.6%
	BELONG — I feel good about my family traditions	93.2%
	HSE — My teacher expects me to do my best	92.4%
	IS — I feel bad when someone gets their feelings hurt	92.1%
	PCI — This school respects student differences	92.0%
	EL — In class we work with other students	63.9%
	MTL — My teacher makes all students talk in class about what we are learning	63.7%
	IS — Adults in this school help me plan and set goals for my future	59.9%
	EL — I often see the principal or administrators around the school talking to students	56.6%
	EL — At our school we talk about race, gender, and discrimination	55.3%
Family Survey	C — Communication/materials I receive from the school are in a language I can understand	98.7%
	SLE — Adults in this school value and respect my racial/cultural identity	94.6%
	SLE — School employees are respectful and courteous of one another	91.2%
	EL — The principal of this school is committed to quality education	90.1%
	C — Parents/families and employees at this school talk respectfully with one another	87.5%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	87.5%
	PCI — Parents/families participate in important decisions about their student's education	50.8%
	CSF — My student understands the purpose of each lesson	50.8%
	CSF — I am informed about progress toward the improvement goals of this school	33.3%
	PCI — This school tells me how I can help my student with homework	31.0%
PCI — Parents/families have input into plans for improving this school	30.9%	

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



The Center for Educational Effectiveness

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

Look for common themes.

Are you surprised by either the top increases or bottom decreases?

What changes put in place, since the last survey, may have caused these differences? Example: change in school policy, expectations, etc.

Survey Type	Item	% Change
Staff Survey	HSE — In our school we expect all staff to perform responsibilities with a high level of excellence	9.2%
	FPD — We talk about race and bigotry as a staff	5.9%
	RTB — I welcome new ideas and change	8.3%
	C — Staff in our school are consistently truthful	5.8%
	FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruc..	5.2%
	D — Collaboration between district and schools is based upon trust and respect	-14.4%
	EL — Staff are held accountable for the new behaviors and practices needed to achieve our school improvement plan goals	-12.6%
	C — My professional learning community work results in improved student learning	-13.2%
	D — This district facilitates systems and programs to support school improvement	-16.1%
	FPD — Our teachers engage in professional development activities to learn and apply new skills and strategies	-13.9%
Family Survey	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	12.4%
	SLE — Adults in this school value and respect my racial/cultural identity	3.8%
	SLE — This school has a welcoming environment that embraces the diversity of race, ethnicity, religion, gender, and sexual orientations	4.7%
	CSF — The schoolwork my student is assigned is relevant to their future success	4.8%
	SLE — My student learns about the cultures of our community at their school	-8.2%
	CSF — My student understands the purpose of each lesson	4.0%
	MTL — Struggling students receive early intervention and additional help at this school	-8.5%
	CSF — I am informed about progress toward the improvement goals of this school	-5.3%
	PCI — Parents/families have input into plans for improving this school	-5.8%
	MTL — I am given opportunities to discuss my student's progress at school	-5.4%

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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South Whidbey Elementary-North Campus | South Whidbey School District

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.

			'20-21	'21-22
Academic Equity	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	Sta	100%	93%
	HSE — Students of all races and genders have the same chance for special classes, activities and rewards	Stu		89%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Fam	71%	88%
Behavior Standards	SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	Sta	91%	84%
	SLE — All students are held to the same behavior rules and expectations	Stu		69%
	CSF — This school has equitable behavior rules for all students	Fam	76%	72%
Bullying	SLE — Staff enforce the bullying/harassment policy of this school	Sta	92%	84%
	SLE — The rules against bullying are enforced by all adults in this school	Stu		91%
	SLE — Bullying/harassment is not tolerated in this school	Fam	58%	53%
Celebrating Success	SLE — We have a system for celebrating student success	Sta	88%	91%
	SLE — Student success is celebrated in this school	Stu		68%
	SLE — This school celebrates student success	Fam	70%	77%
Confronting Bias	FPD — We talk about race and bigotry as a staff	Sta	67%	77%
	EL — At our school we talk about race, gender, and discrimination	Stu		55%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Fam	64%	62%
High Expectations	HSE — Our staff believes that all students can meet state standards	Sta	69%	69%
	HSE — My teacher expects all students to learn	Stu		92%
	HSE — Teachers have high expectations for student learning at this school	Fam	71%	66%
Intervention for Struggling Students	MTL — Struggling students receive early intervention and remediation to acquire skills	Sta	76%	67%
	MTL — My teacher finds other ways for me to learn things I find difficult	Stu		73%
	MTL — Struggling students receive early intervention and additional help at this school	Fam	65%	54%
Safety	SLE — Students believe this school is a safe place	Sta	100%	88%
	SLE — I feel safe at this school	Stu		84%
	SLE — My student feels safe at school	Fam	83%	75%
Supported Learning	SLE — Students believe the adults in this school genuinely care about them	Sta	100%	100%
	SLE — In this school, there is at least one adult who knows and cares about me	Stu		87%
	SLE — This school provides a caring/supportive environment for my student	Fam	82%	78%

Change in % Positive Responses

	Staff Survey	Family Survey
Academic Equity	-4.0%	12.4%
Behavior Standards	-6.9%	-5.1%
Bullying	-5.8%	-1.3%
Celebrating Success	-0.8%	1.8%
Confronting Bias	5.9%	-1.0%
High Expectations	-8.4%	-3.6%
Intervention for Struggling Students	-9.5%	-8.5%
Safety	-10.3%	-5.3%
Supported Learning	-1.2%	-3.1%

What to look for...

Look not for the same increase, but rather movement in the same direction across all surveys.

When you see movement in the same direction, stagnation or incongruent movement, ask yourself why?

What is your current land of opportunity - Staff 2022 School Year?



The Center for Educational Effectiveness

These are the survey items from your current administration with the highest percentage of neutral responses (Sometimes True). These are the items where you have the greatest opportunity to influence your Staff and shift their perceptions from neutral to positive.

Are there common themes amongst the individual survey items? Do all of the items fall within a single Characteristic?

South Whidbey Elementary-North Campus South Whidbey School District	
FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction	40%
PCI — With important decisions we seek input from parents and the community	40%
FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	39%
CSF — Staff share a high sense of urgency around the need to improve	36%
HSE — I believe that all students can meet state standards	34%

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	-15.3%
HSE — In our school we expect all staff to perform responsibilities with a high level of excellence	-13.0%
D — This district facilitates the alignment of curriculum across grades and schools	-11.8%
D — There is a consistent vision of school improvement throughout this district	-11.1%
RTB — I welcome new ideas and change	-9.7%
FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	17.1%
HSE — I believe that all students can meet state standards	18.7%
PCI — With important decisions we seek input from parents and the community	18.9%
FPD — We are provided training to meet the needs of a diverse student population in our school	20.4%
C — There is a willingness to address conflict in this school	20.9%

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 2022 School Year have 33% or more Neutral responses?



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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 Elementary-North Campus | South Whidbey School District

FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving inst..	40%
PCI — With important decisions we seek input from parents and the community	40%
FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	39%
CSF — Staff share a high sense of urgency around the need to improve	36%
HSE — I believe that all students can meet state standards	34%
C — There is a willingness to address conflict in this school	34%
MTL — Feedback from classroom observations leads to meaningful change in instructional practice	33%

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 South Whidbey Elementary-North Campus | South Whidbey School District

EL — I often see the principal or administrators around the school talking to students	55%
EL — In class we work with other students	55%
IS — Adults in this school help me plan and set goals for my future	52%
MTL — My teacher makes all students talk in class about what we are learning	52%
SLE — Students are respectful of others at this school	52%
CT — I am good at finding the best solutions to my problems	51%
SM — I can calm myself down when I am excited or upset	50%
HSE — All students have opportunities to choose more challenging work	49%
STAMINA — I finish whatever I begin	48%
EL — If I want to talk with my teacher, they are available to me	47%
SLE — Work I do in this school is useful and interesting to me	47%
EL — At our school we talk about race, gender, and discrimination	46%
STAMINA — I am not discouraged when things aren't going well	46%
MTL — My teacher tells me the reason we do each lesson	44%
FO — I am good at staying focused on my goals	44%
SLE — All students are held to the same behavior rules and expectations	44%
MTL — My teacher helps me learn by challenging me with interesting activities in class	44%
SLE — Student success is celebrated in this school	43%
CT — When I have a problem, the first thing I do is break it into smaller steps	41%
IS — My teacher tells me how I am doing in class	40%
CSF — In my class, students are busy doing schoolwork	39%
CT — When my solution to a problem is not working, I stop to think about what might be going wrong	39%
CT — When I have a problem, I stop to think about different possible solutions	38%
MTL — My teacher finds other ways for me to learn things I find difficult	38%
IS — I am comfortable interacting with people from different backgrounds	36%
SE — How smart I am is something that I can change	35%
EL — My teacher helps me learn in other ways than talking in front of the class	34%
HSE — My teacher provides lessons and activities that challenge me to learn	33%
IS — I can talk about a problem with a friend without making it worse	33%

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 South Whidbey Elementary-North Campus | South Whidbey School District

PCI — This school tells me how I can help my student with homework	45%
PCI — Parents/families have input into plans for improving this school	42%
CSF — My student understands the purpose of each lesson	42%
HSE — My student is challenged with a rigorous course of study at this school	37%
MTL — I am given opportunities to discuss my student’s progress at school	35%
CSF — I am informed about progress toward the improvement goals of this school	35%
MTL — Struggling students receive early intervention and additional help at this school	35%
MTL — Teachers accommodate my student’s individual needs by adjusting instruction	34%