

Educational Effectiveness Survey™



Tool Kit

South Whidbey Elementary-South 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-South 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	70%	25%	5%	n=20
There is a willingness to address conflict in this school	50%	45%	5%	n=20
Staff share a high sense of urgency around the need to improve	58%	26%	16%	n=19

Is your staff ready for change?

Openness to New Ideas	I welcome new ideas and change	80%
	My colleagues welcome new ideas and change	5% 68%
Willingness to Work at Change	I am willing to work at changing my school for the better	100%
	My colleagues are willing to work at changing this school for the ..	5% 95%
Willingness to be Held Accountable	I am willing to be held accountable for student learning	94%
	My colleagues are willing to be held accountable for student learn..	5% 63%

■ Percent Negative ■ Percent Positive

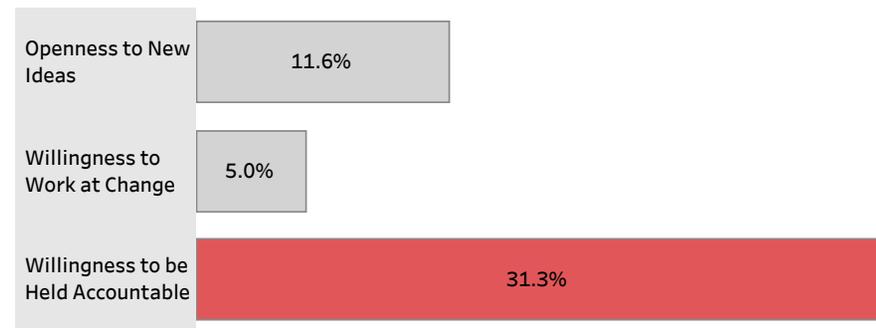
What is an I vs They Gap and why does it matter?

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.

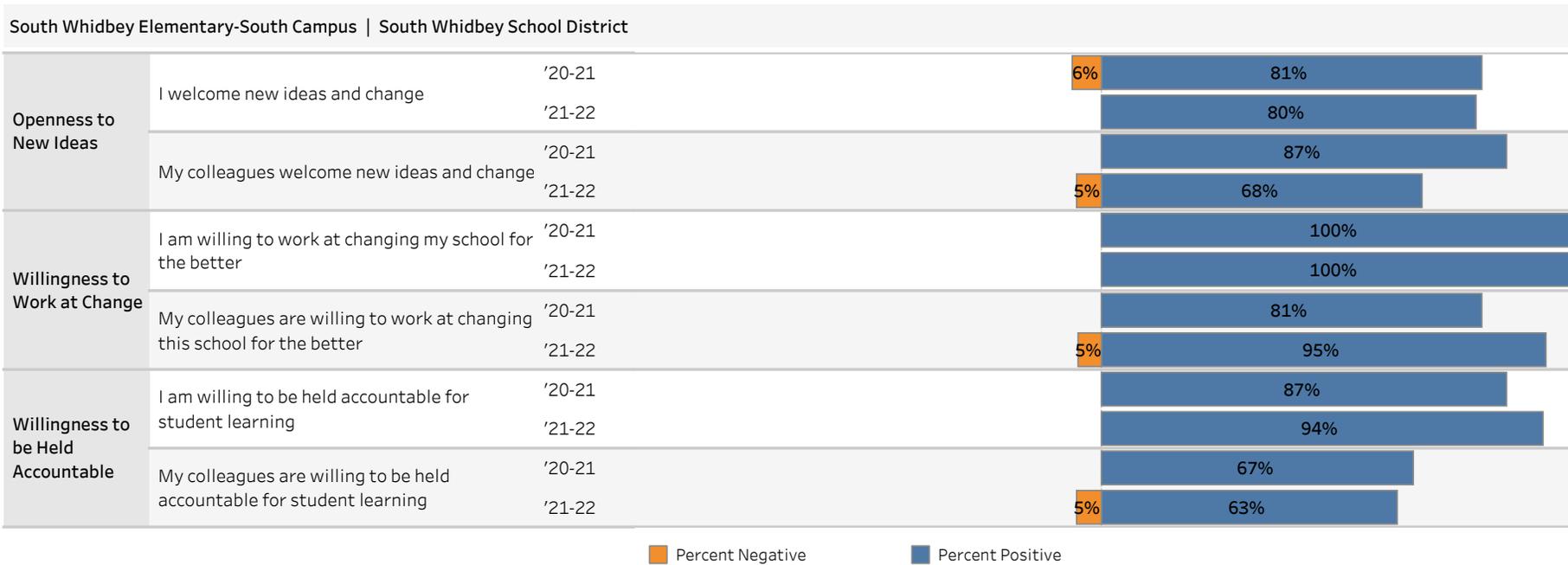
If the I vs They gaps to the right are red, the value is beyond a threshold to cause some concern and should be investigated. This threshold is **20% at the elementary level** and **25% at the secondary level**.

I vs They Gap



What a difference a year makes...

Is your staff ready for change?

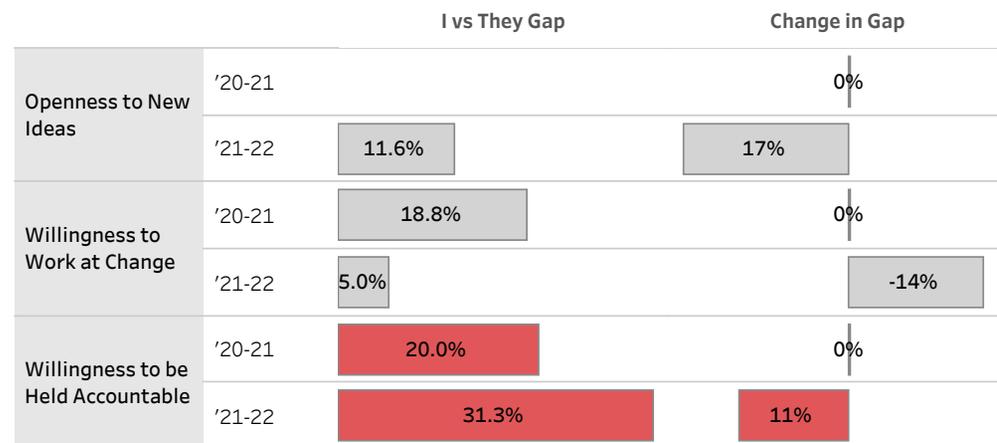


Why does the gap between I vs. They matter?

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!



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.

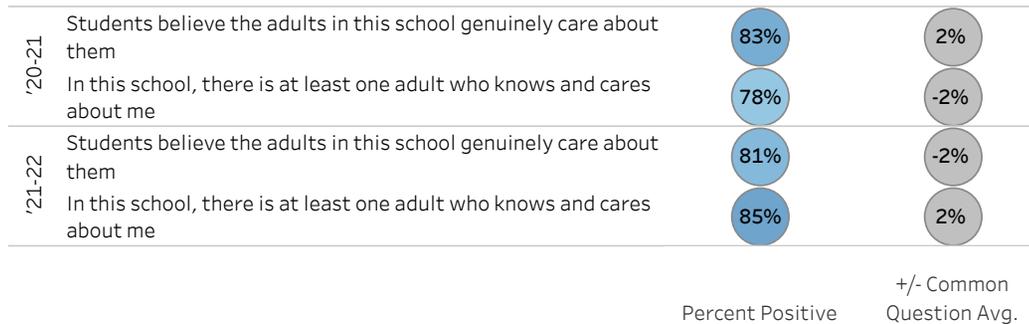
Having one adult that cares about you can make all the difference in the life of a child. Do students really feel staff care about them? Looking at this question from both viewpoints can validate whether staff are getting the desired results from their interactions with students and can open the door to conversations with students on why or why not they feel adults care about them.

SOCIAL SUPPORTS

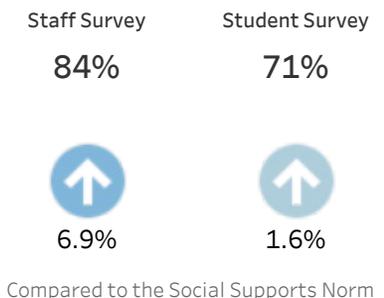
Salina, C, Girtz, S and Eppinga, J (2016) *Powerless to Powerful: Leadership for School Change*. Lanham, MD: Rowman & Littlefield

		'20-21	'21-22
Staff Survey	CIA — I understand instructional strategies to support social emotional learning objectives	91%	92%
	CSF — Staff I work with take responsibility for ensuring each student learns in our school	85%	82%
	FPD — I receive training on instruction to support social emotional learning	75%	92%
	MTL — I incorporate social emotional instruction into my daily instructional delivery	45%	92%
	SLE — Staff at this school value and respect all students	100%	94%
	SLE — Students believe the adults in this school genuinely care about them	83%	81%
	SLE — The development of students’ social emotional learning enhances the learning environment in our classrooms	90%	83%
	SLE — This school has effective equity practices for all	62%	67%
Student Survey	BELONG — I feel good about my family traditions	92%	91%
	BELONG — There’s at least one adult in this school I can talk to if I have a problem	75%	80%
	CSF — My teacher believes student learning is important	96%	97%
	EL — If I want to talk with my teacher, they are available to me	79%	78%
	IS — Adults in this school help me plan and set goals for my future	47%	67%
	IS — Students are asked to help solve problems in this school	75%	75%
	SLE — I enjoy coming to this school	72%	70%
	SLE — I feel safe at this school	82%	76%
SLE — In this school, there is at least one adult who knows and cares about me	78%	85%	
SLE — My school treats everyone fairly	85%	78%	

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



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



Compared to the Social Supports Norm

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.

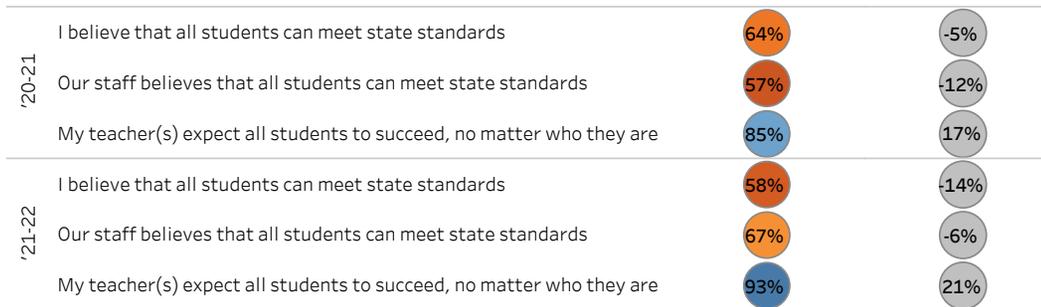
Do I believe all students can learn? Do my peers believe all students can learn? Do all students feel we believe in their ability to learn? These are key questions at the core of academic attainment for all and each of the three legs must be equally sturdy to hold the weight of high expectations and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

ACADEMIC PRESS

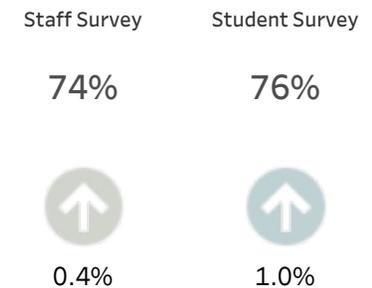
Salina, C, Girtz, S and Eppinga, J (2016) *Powerless to Powerful: Leadership for School Change*. Lanham, MD: Rowman & Littlefield

		'20-21	'21-22
Staff Survey	CIA — Instruction is personalized to meet the needs of each student	60%	67%
	CIA — Regular formative assessments are used to monitor student progress toward standards	80%	83%
	CIA — Students are provided tasks that require higher-level thinking skills	75%	92%
	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	91%	92%
	HSE — I believe that all students can meet state standards	64%	58%
	HSE — In our school we expect all staff to perform responsibilities with a high level of excellence	77%	71%
	HSE — Our staff believes that all students can meet state standards	57%	67%
	MTL — Assessment data are used to identify student needs and appropriate instructional intervention	82%	91%
	MTL — I provide timely feedback to students about their learning	80%	91%
	MTL — Struggling students receive early intervention and remediation to acquire skills	55%	58%
MTL — We monitor the effectiveness of instructional interventions	63%	58%	
Student Survey	CSF — This school is doing a good job of preparing me to do well	70%	76%
	FO — I have a plan for what I want to do after high school	71%	80%
	FO — I know I will graduate from high school	79%	82%
	HSE — All students have opportunities to choose more challenging work	78%	80%
	HSE — My teacher expects all students to learn	85%	93%
	HSE — My teacher expects me to do my best	94%	95%
	HSE — My teacher provides lessons and activities that challenge me to learn	75%	79%
	HSE — Students of all races and genders have the same chance for special classes, activities and rewards	89%	91%
	MTL — My teacher helps me learn by challenging me with interesting activities in class	64%	76%
SE — What I am doing in school will help me succeed in my life	73%	78%	

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



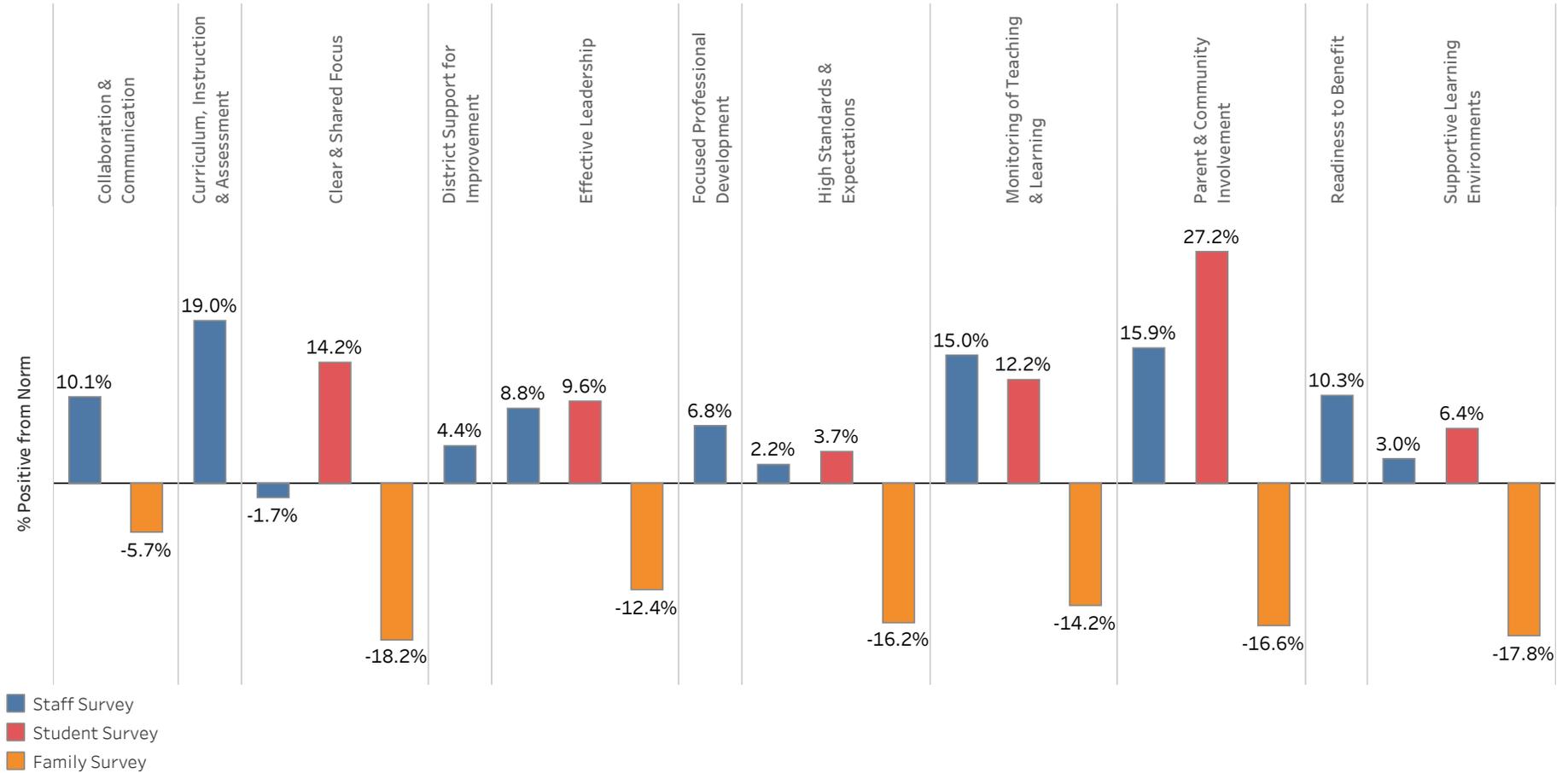
How does your school's Academic Press compare to other schools?



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-South 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-South Campus | South Whidbey School District

Survey Type	Item	% Positive Responses
Staff Survey	PCI — This school communicates effectively with families of all cultures	100.0%
	RTB — I am willing to work at changing my school for the better	100.0%
	SLE — We honor agreements made with each other	100.0%
	RTB — My colleagues are willing to work at changing this school for the better	95.0%
	RTB — I am willing to be held accountable for student learning	94.4%
	C — There is a willingness to address conflict in this school	50.0%
	FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that fo..	50.0%
	FPD — Our teachers engage in professional development activities to learn and apply new skills and strategies	50.0%
	MTL — Students are encouraged to self-reflect and track progress toward goals	50.0%
	D — Collaboration between district and schools is based upon trust and respect	46.7%
D — This district facilitates the alignment of curriculum across grades and schools	45.5%	
Student Survey	CSF — My teacher believes student learning is important	97.0%
	HSE — My teacher expects me to do my best	95.2%
	HSE — My teacher expects all students to learn	93.4%
	IS — I am comfortable interacting with people from different backgrounds	92.9%
	BELONG — I feel good about my family traditions	91.2%
	MTL — My teacher tells me the reason we do each lesson	70.3%
	SLE — I enjoy coming to this school	70.2%
	IS — Adults in this school help me plan and set goals for my future	67.1%
	SLE — Work I do in this school is useful and interesting to me	65.3%
SLE — Students are respectful of others at this school	61.3%	
Family Survey	C — Communication/materials I receive from the school are in a language I can understand	97.1%
	SLE — School employees are respectful and courteous of one another	87.5%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	80.6%
	SLE — Adults in this school value and respect my racial/cultural identity	79.5%
	PCI — When I share concerns with my student's teacher, they listen	73.9%
	C — I am encouraged to collaborate with my student's teachers about my student's learning	39.1%
	SLE — Bullying/harassment is not tolerated in this school	35.9%
	CSF — I am informed about progress toward the improvement goals of this school	34.3%
	PCI — This school tells me how I can help my student with homework	31.5%
	PCI — Parents/families have input into plans for improving this school	22.2%

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-South Campus | South Whidbey School District

Look for common themes.

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

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

Survey Type	Item	% Change
Staff Survey	FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	18.9%
	MTL — I incorporate social emotional instruction into my daily instructional delivery	32.9%
	C — My professional learning community work results in improved student learning	31.0%
	MTL — We reflect upon instructional practice to inform our conversations about improvement	26.5%
	FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruc..	27.1%
	C — When there is a problem in my school, we talk about how to solve it	-6.0%
	CSF — Important decisions here are based on the goals of this school	-5.5%
	SLE — We have a system for celebrating student success	-11.5%
	SLE — Students believe this school is a safe place	-9.5%
	RTB — My colleagues welcome new ideas and change	-9.6%
Student Survey	EL — I often see the principal or administrators around the school talking to students	2.5%
	BELONG — In my school, I feel that I belong to a group of friends	2.8%
	SM — I am aware of my feelings	2.4%
	EL — In class we work with other students	2.3%
	SM — I can calm myself down when I am excited or upset	1.9%
	SLE — I feel safe at this school	-11.4%
	SLE — I enjoy coming to this school	-11.7%
	SLE — My school treats everyone fairly	-13.3%
	CSF — In my class, students are busy doing schoolwork	-18.3%
	SLE — Students are respectful of others at this school	-17.7%
Family Survey	CSF — The schoolwork my student is assigned is relevant to their future success	6.2%
	MTL — My student is encouraged to track progress toward their goals	5.7%
	HSE — My student is challenged with a rigorous course of study at this school	5.8%
	CSF — My student understands the purpose of each lesson	7.6%
	SLE — Teachers in this school provide students with a variety of learning opportunities	5.6%
	C — This school communicates with me about my student's progress	-8.7%
	CSF — This school has equitable behavior rules for all students	-13.7%
	SLE — Bullying/harassment is not tolerated in this school	-10.9%
	SLE — This school has effective equity practices for all	-13.0%
	SLE — My student feels safe at school	-15.6%

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-South 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	91%	92%
	HSE — Students of all races and genders have the same chance for special classes, activities and rewards	Stu	89%	91%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Fam	86%	81%
Behavior Standards	SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	Sta	69%	56%
	SLE — All students are held to the same behavior rules and expectations	Stu	83%	76%
	CSF — This school has equitable behavior rules for all students	Fam	75%	60%
Bullying	SLE — Staff enforce the bullying/harassment policy of this school	Sta	85%	79%
	SLE — The rules against bullying are enforced by all adults in this school	Stu	78%	82%
	SLE — Bullying/harassment is not tolerated in this school	Fam	53%	36%
Celebrating Success	SLE — We have a system for celebrating student success	Sta	93%	88%
	SLE — Student success is celebrated in this school	Stu	71%	76%
	SLE — This school celebrates student success	Fam	63%	57%
Confronting Bias	FPD — We talk about race and bigotry as a staff	Sta	54%	67%
	EL — At our school we talk about race, gender, and discrimination	Stu	57%	71%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Fam	45%	47%
High Expectations	HSE — Our staff believes that all students can meet state standards	Sta	57%	67%
	HSE — My teacher expects all students to learn	Stu	85%	93%
	HSE — Teachers have high expectations for student learning at this school	Fam	63%	59%
Intervention for Struggling Students	MTL — Struggling students receive early intervention and remediation to acquire skills	Sta	55%	58%
	MTL — My teacher finds other ways for me to learn things I find difficult	Stu	64%	80%
	MTL — Struggling students receive early intervention and additional help at this school	Fam	47%	51%
Safety	SLE — Students believe this school is a safe place	Sta	83%	69%
	SLE — I feel safe at this school	Stu	82%	76%
	SLE — My student feels safe at school	Fam	88%	60%
Supported Learning	SLE — Students believe the adults in this school genuinely care about them	Sta	83%	81%
	SLE — In this school, there is at least one adult who knows and cares about me	Stu	78%	85%
	SLE — This school provides a caring/supportive environment for my student	Fam	78%	56%

Change in % Positive Responses

	Staff Survey	Student Survey	Family Survey
Academic Equity	0.4%	-2.7%	-4.1%
Behavior Standards	1.5%	-11.3%	-13.7%
Bullying	-5.1%	-1.8%	-10.9%
Celebrating Success	-11.5%	-9.5%	0.2%
Confronting Bias	7.4%	-6.8%	0.9%
High Expectations	4.1%	0.3%	-2.2%
Intervention for Struggling Students	-3.1%	-0.3%	-0.6%
Safety	-9.5%	-11.4%	-15.6%
Supported Learning	2.7%	-1.8%	-8.5%

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-South Campus South Whidbey School District	
C — There is a willingness to address conflict in this school	45%
MTL — Students are encouraged to self-reflect and track progress toward goals	42%
D — This district facilitates the alignment of curriculum across grades and schools	36%
D — Collaboration between district and schools is based upon trust and respect	33%
FPD — We talk about race and bigotry as a staff	33%
MTL — We monitor the effectiveness of instructional interventions	33%
SLE — This school has effective equity practices for all	33%

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

C — My professional learning community work results in improved student learning	-44.5%
MTL — I incorporate social emotional instruction into my daily instructional delivery	-37.1%
D — This district facilitates the alignment of curriculum across grades and schools	-36.4%
CIA — Our district has a social emotional framework (standards)	-36.1%
EL — Support from my principal/supervisor leads to progress on instructional improvement (or professional growth)	-28.8%
RTB — I welcome new ideas and change	7.5%
HSE — In our school we expect all staff to perform responsibilities with a high level of excellence	8.1%
SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	8.2%
RTB — My colleagues welcome new ideas and change	13.0%
SLE — Students believe this school is a safe place	14.6%

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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Sometimes True South Whidbey Elementary-South Campus | South Whidbey School District

This chart identifies the questions where 1 in 3 or at least 33% of the responses were neutral (Sometimes True).

Everyone has a belief or an opinion, but some have a hard time committing one way or another. Perhaps they are not sure how they feel (need more information) or they are afraid to express their opinion on certain survey items (lack of trust or fear of repercussions).

It is much easier to learn about the strengths and needs of staff when they have and share definite opinions. This significant percentage of staff represents an identifiable opportunity to focus efforts and resources toward the specific areas where staff require more information, help or clarity.

Whatever the reason, having conversations, sharing information, evaluating decision-making and making changes must continue.

If no data displays, all items have less than 33% neutral responses.

C — There is a willingness to address conflict in this school	45%
MTL — Students are encouraged to self-reflect and track progress toward goals	42%
D — This district facilitates the alignment of curriculum across grades and schools	36%
D — Collaboration between district and schools is based upon trust and respect	33%
FPD — We talk about race and bigotry as a staff	33%
MTL — We monitor the effectiveness of instructional interventions	33%
SLE — This school has effective equity practices for all	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-South Campus | South Whidbey School District

SLE — Students are respectful of others at this school	43%
SLE — Work I do in this school is useful and interesting to me	42%
CSF — In my class, students are busy doing schoolwork	40%
EL — In class we work with other students	39%
STAMINA — I finish whatever I begin	34%
EL — At our school we talk about race, gender, and discrimination	34%
FO — I am good at staying focused on my goals	33%
MTL — My teacher tells me the reason we do each lesson	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-South Campus | South Whidbey School District

SLE — My student learns about the cultures of our community at their school	37%
EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	36%
PCI — Parents/families have input into plans for improving this school	35%
CSF — My student understands the purpose of each lesson	33%
HSE — My student is challenged with a rigorous course of study at this school	33%