

Educational Effectiveness Survey™



Tool Kit

South Whidbey High School

South Whidbey School District

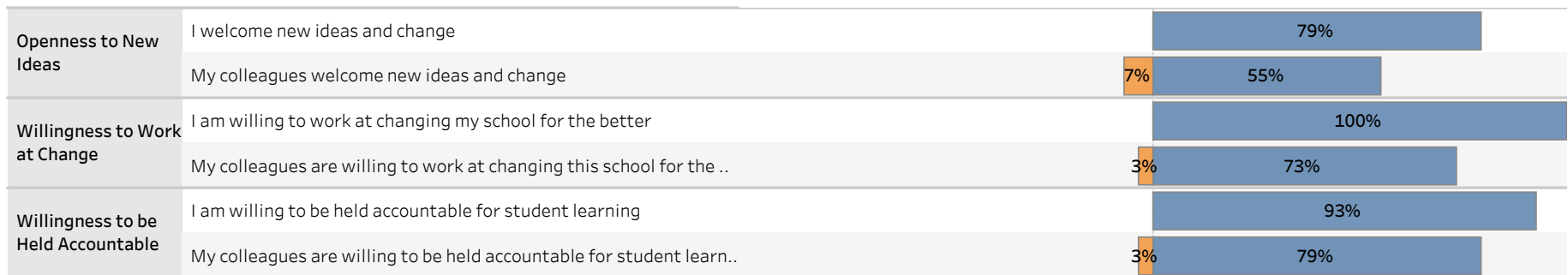
2021-22 School Year

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

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	Percent Positive	Percent Neutral	Percent Negative	# of Survey Respondents
When there is a problem in my school, we talk about how to solve it	37%	50%	13%	n=30
There is a willingness to address conflict in this school	52%	41%	7%	n=29
Staff share a high sense of urgency around the need to improve	50%	40%	10%	n=30

Is your staff ready for change?



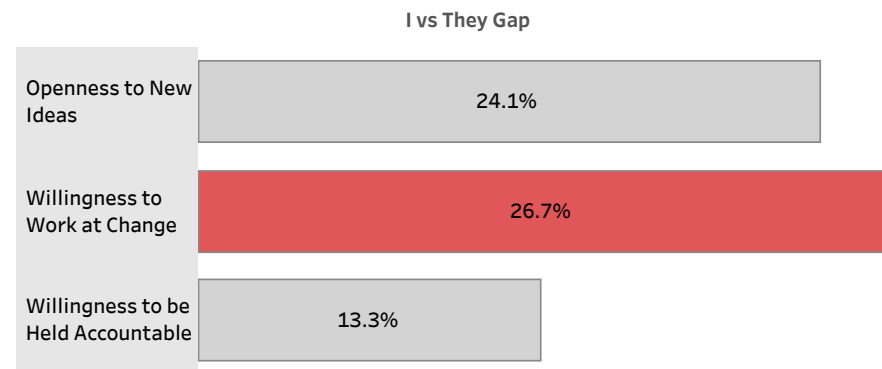
■ Percent Negative ■ Percent Positive

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.

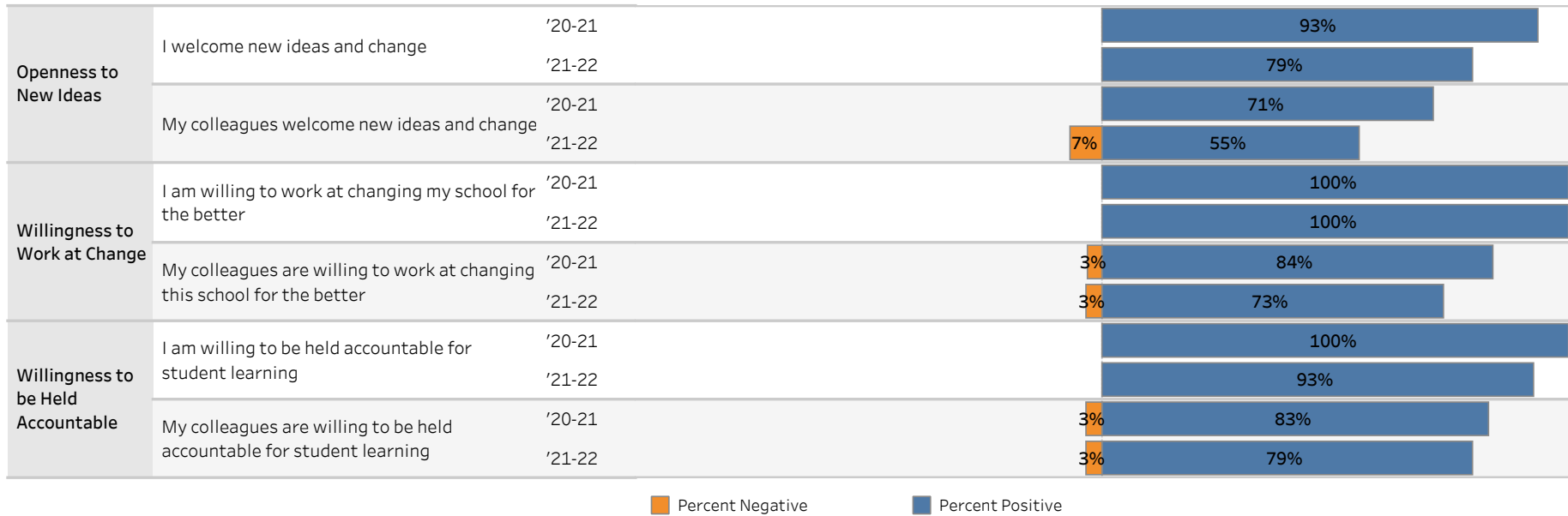
If the I vs They gaps to the right are red, the value is beyond a threshold to cause some concern and should be investigated. This threshold is **20% at the elementary level** and **25% at the secondary level**.



What a difference a year makes...

Is your staff ready for change?

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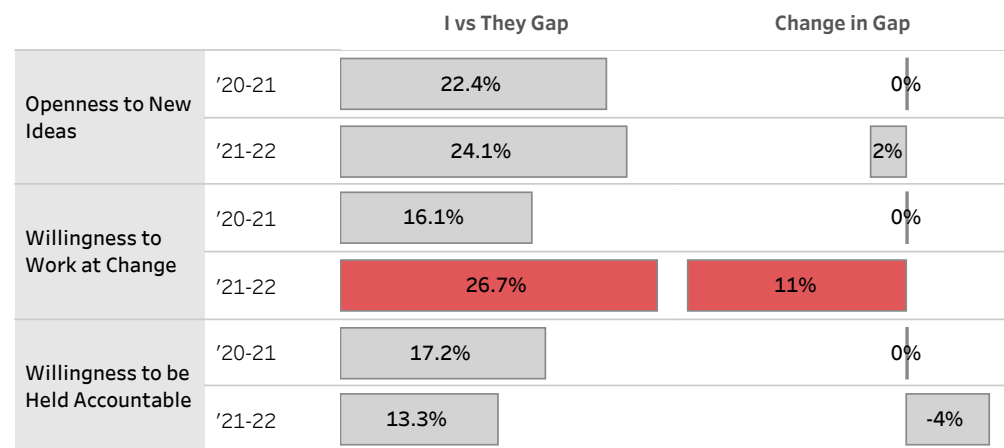


Why does the gap between I vs. They matter?

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.

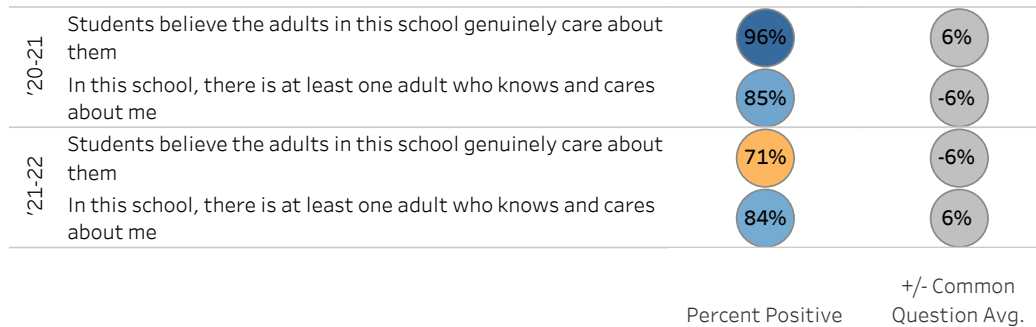
Having one adult that cares about you can make all the difference in the life of a child. Do students really feel staff care about them? Looking at this question from both viewpoints can validate whether staff are getting the desired results from their interactions with students and can open the door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

SOCIAL SUPPORTS

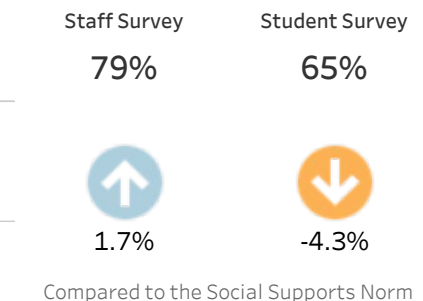
Salina, C, Girtz, S and Eppinga, J (2016) *Powerless to Powerful: Leadership for School Change*. Lanham, MD: Rowman & Littlefield

		'20-21	'21-22
Staff Survey	CIA — I understand instructional strategies to support social emotional learning objectives	91%	83%
	CSF — Staff I work with take responsibility for ensuring each student learns in our school	92%	87%
	FPD — I receive training on instruction to support social emotional learning	82%	45%
	MTL — I incorporate social emotional instruction into my daily instructional delivery	72%	83%
	SLE — Staff at this school value and respect all students	96%	73%
	SLE — Students believe the adults in this school genuinely care about them	96%	71%
	SLE — The development of students’ social emotional learning enhances the learning environment in our classrooms	87%	95%
	SLE — This school has effective equity practices for all	64%	57%
Student Survey	BELONG — I feel good about my cultural or ethnic background	95%	77%
	BELONG — There’s at least one adult in this school I can talk to if I have a problem	84%	79%
	CSF — My teacher(s) believe student learning is important	92%	90%
	EL — If I want to talk with my teacher(s), they are available to me	81%	75%
	IS — Adults in this school help me plan and set goals for my future	41%	40%
	IS — Students are involved in solving problems in this school	36%	56%
	SLE — I enjoy coming to this school	41%	35%
	SLE — I feel safe at this school	69%	61%
	SLE — In this school, there is at least one adult who knows and cares about me	85%	84%
	SLE — This school has effective equity practices for all	43%	58%

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



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



Do staff and student respondents share common beliefs and perceptions for Academic Press?

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Academic Press – Self-Actualization through high standards and academic rigor

With staff working together and students feeling supported, the final foundational element is the presence of high expectations and rigor toward student work and learning. In Academic Press, we bring the staff and student perspectives together to ensure what is intended is actually being experienced relative to expectations, opportunity, relevance and outcomes.

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

ACADEMIC PRESS



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

		'20-21	'21-22
Staff Survey	CIA — Instruction is personalized to meet the needs of each student	64%	40%
	CIA — Regular formative assessments are used to monitor student progress toward standards	86%	83%
	CIA — Students are provided tasks that require higher-level thinking skills	95%	84%
	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	87%	90%
	HSE — I believe that all students can meet state standards	65%	67%
	HSE — In our school we expect all staff to perform responsibilities with a high level of excellence	92%	57%
	HSE — Our staff believes that all students can meet state standards	85%	71%
	MTL — Assessment data are used to identify student needs and appropriate instructional intervention	67%	53%
	MTL — I provide timely feedback to students about their learning	89%	94%
	MTL — Struggling students receive early intervention and remediation to acquire skills	39%	30%
MTL — We monitor the effectiveness of instructional interventions	55%	53%	
Student Survey	CSF — This school is doing a good job of preparing me to succeed in my life	44%	36%
	FO — I have a plan for what I want to do after high school	77%	71%
	FO — I know I will graduate from high school	93%	83%
	HSE — All students have access to rigorous courses and supports	53%	54%
	HSE — My teacher(s) expect all students to succeed, no matter who they are	75%	73%
	HSE — My teacher(s) expect me to do my best	87%	87%
	HSE — My teacher(s) provide lessons and activities that challenge me to learn	62%	66%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	83%	81%
	MTL — My teacher(s) help me learn by challenging me with interesting activities in class	47%	41%
SE — What we do in school will help me succeed in life	40%	43%	

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

Year	Question	Staff Survey	Student Survey	Gap
'20-21	I believe that all students can meet state standards	65%	10%	-10%
	Our staff believes that all students can meet state standards	85%	10%	10%
	My teacher(s) expect all students to succeed, no matter who they are	75%	0%	0%
'21-22	I believe that all students can meet state standards	67%	3%	-3%
	Our staff believes that all students can meet state standards	71%	1%	1%
	My teacher(s) expect all students to succeed, no matter who they are	73%	3%	3%

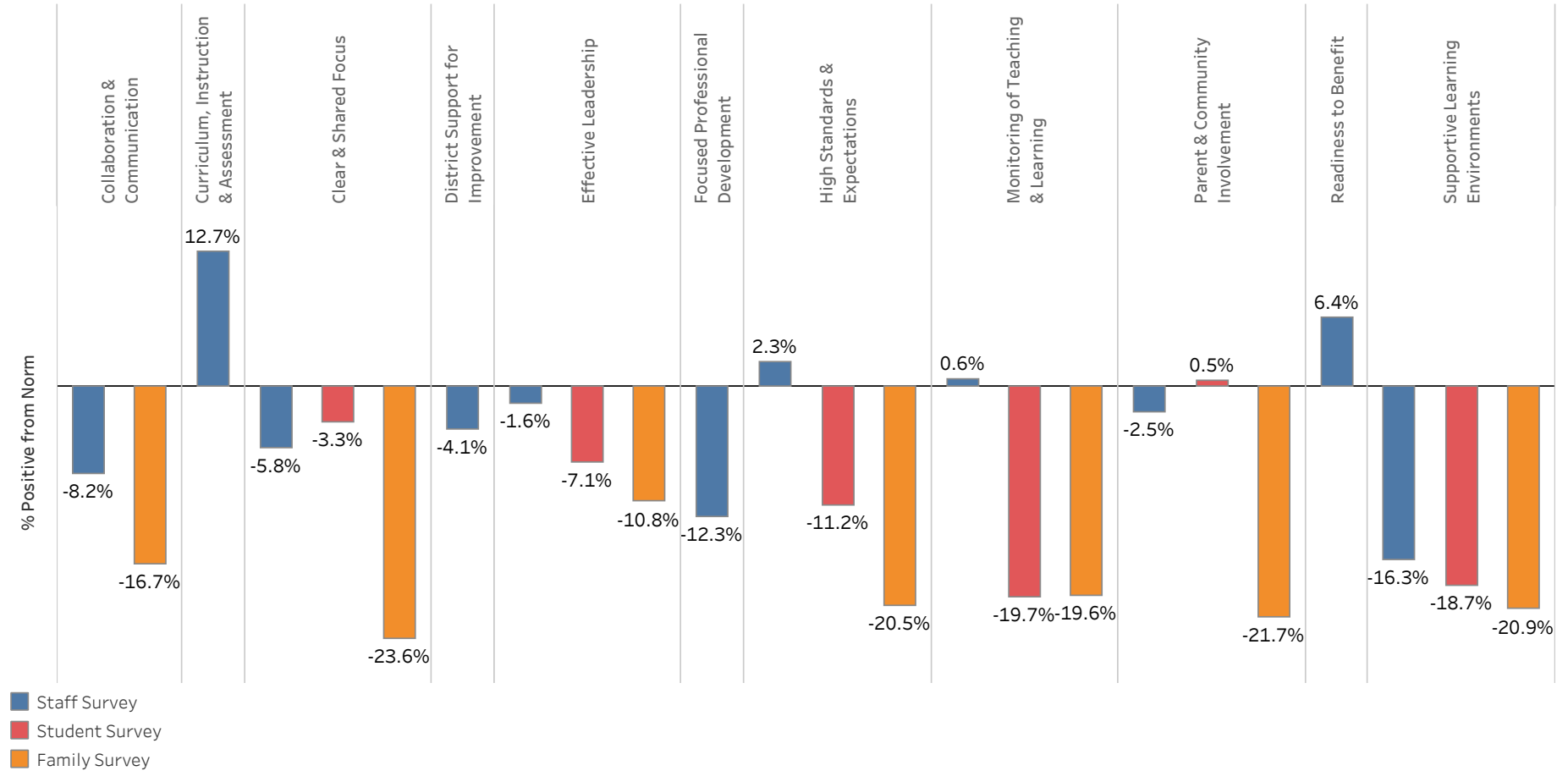
How does your school's Academic Press compare to other schools?

Staff Survey	Student Survey
71%	65%
	
-3.2%	-9.8%

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

How do you compare against other EES Schools?

2022 EES Survey Perceptions | South Whidbey High School 9 Characteristics of Highly Effective Schools



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

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 High School | South Whidbey School District

Survey Type	Item	% Positive Responses
Staff Survey	RTB — I am willing to work at changing my school for the better	100.0%
	SLE — The development of students' social emotional learning enhances the learning environment in our classro..	95.0%
	CIA — Lesson purpose is clearly communicated to students	94.7%
	CIA — The curricula we teach are aligned with state learning standards	94.4%
	MTL — I provide timely feedback to students about their learning	94.4%
	MTL — Feedback from classroom observations leads to meaningful change in instructional practice	29.4%
	D — This district facilitates the alignment of curriculum across grades and schools	22.2%
	FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that fo..	22.2%
	FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	16.7%
SLE — We have a system for celebrating student success	15.0%	
Student Survey	IS — I am comfortable interacting with people from a different racial or ethnic background	96.6%
	CSF — My teacher(s) believe student learning is important	90.4%
	IS — I am respectful of others at this school	89.7%
	HSE — My teacher(s) expect me to do my best	87.3%
	SLE — In this school, there is at least one adult who knows and cares about me	83.9%
	SLE — Most students are respectful of others at this school	35.4%
	MTL — My teacher(s) tell me the purpose for each lesson or activity	34.8%
	SLE — I enjoy coming to this school	34.6%
	SLE — Work I do in this school is useful and interesting to me	30.6%
BELONG — I feel proud of my school	28.8%	
Family Survey	C — Communication/materials I receive from the school are in a language I can understand	97.2%
	SLE — School employees are respectful and courteous of one another	79.2%
	SLE — I believe adults in this school care about my student	76.1%
	HSE — Teachers in this school are dedicated to helping all students succeed	69.7%
	PCI — When I share concerns with my student's teacher, they listen	69.6%
	MTL — Struggling students receive early intervention and additional help at this school	33.8%
	CSF — I am informed about progress toward the improvement goals of this school	32.7%
	PCI — Parents/families have input into plans for improving this school	28.7%
	C — I am encouraged to collaborate with my student's teachers about my student's learning	27.2%
PCI — This school tells me how I can help my student with homework	17.0%	

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 High School | South Whidbey School District

Look for common themes.

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

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

Survey Type	Item	% Change
Staff Survey	CIA — Lesson purpose is clearly communicated to students	5.0%
	MTL — I incorporate social emotional instruction into my daily instructional delivery	7.2%
	SLE — The development of students' social emotional learning enhances the learning environment in our classrooms	6.5%
	FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	9.1%
	MTL — Feedback from classroom observations leads to meaningful change in instructional practice	12.8%
	FPD — We are provided training to meet the needs of a diverse student population in our school	-21.3%
	D — Collaboration between district and schools is based upon trust and respect	-21.5%
	D — District leadership communicates effectively with my school	-19.8%
	SLE — Students believe this school is a safe place	-22.2%
	SLE — Staff enforce the bullying/harassment policy of this school	-21.1%
Student Survey	EL — In class we often work with other students to solve a problem/do a task	17.6%
	IS — Students are involved in solving problems in this school	11.8%
	SLE — This school has effective equity practices for all	11.6%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	11.5%
	SE — It's important to me that I improve my skills this year	9.3%
	CT — I think of more than one solution when I have a problem	-9.8%
	IS — My teacher(s) often tell me how I am doing in their class	-12.4%
	SLE — The rules against bullying are enforced by all adults in this school	-10.3%
	MTL — My teacher(s) tell me the purpose for each lesson or activity	-10.0%
	BELONG — I feel good about my cultural or ethnic background	-14.0%
Family Survey	SLE — My student learns about the cultures of our community at their school	11.7%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	11.5%
	PCI — This school respects the different cultures represented in our community	7.3%
	CSF — My student understands the purpose of each lesson	7.4%
	MTL — My student is encouraged to track progress toward their goals	8.3%
	EL — The principal of this school is committed to quality education	-4.2%
	C — This school communicates effectively with my family	-4.4%
	PCI — This school tells me how I can help my student with homework	-4.3%
	C — Parents/families and employees at this school talk respectfully with one another	-9.1%
	C — This school communicates with me about my student's progress	-8.7%

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?



The Center for Educational Effectiveness

South Whidbey High School | 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	87%	90%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Stu	83%	81%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Fam	73%	66%
Behavior Standards	SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	Sta	83%	45%
	SLE — All students are held to the same behavior rules and expectations	Stu	47%	46%
	CSF — This school has equitable behavior rules for all students	Fam	53%	57%
Bullying	SLE — Staff enforce the bullying/harassment policy of this school	Sta	85%	50%
	SLE — The rules against bullying are enforced by all adults in this school	Stu	56%	45%
	SLE — Bullying/harassment is not tolerated in this school	Fam	46%	48%
Celebrating Success	SLE — We have a system for celebrating student success	Sta	43%	15%
	SLE — Student success is celebrated in this school	Stu	42%	47%
	SLE — This school celebrates student success	Fam	47%	43%
Confronting Bias	FPD — We talk about race and bigotry as a staff	Sta	87%	54%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Stu	36%	50%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Fam	40%	63%
High Expectations	HSE — Our staff believes that all students can meet state standards	Sta	85%	71%
	HSE — My teacher(s) expect all students to succeed, no matter who they are	Stu	75%	73%
	HSE — Teachers have high expectations for student learning at this school	Fam	59%	62%
Intervention for Struggling Students	MTL — Struggling students receive early intervention and remediation to acquire skills	Sta	39%	30%
	MTL — My teacher(s) find other ways for me to learn things I find difficult	Stu	41%	42%
	MTL — Struggling students receive early intervention and additional help at this school	Fam	35%	34%
Safety	SLE — Students believe this school is a safe place	Sta	81%	55%
	SLE — I feel safe at this school	Stu	69%	61%
	SLE — My student feels safe at school	Fam	71%	67%
Supported Learning	SLE — Students believe the adults in this school genuinely care about them	Sta	96%	71%
	SLE — In this school, there is at least one adult who knows and cares about me	Stu	85%	84%
	SLE — This school provides a caring/supportive environment for my student	Fam	55%	61%

Change in % Positive Responses

	Staff Survey	Student Survey	Family Survey
Academic Equity	1.4%	-2.0%	-3.7%
Behavior Standards	-19.3%	-1.0%	-1.5%
Bullying	-21.1%	-10.3%	-1.1%
Celebrating Success	-11.9%	2.6%	1.3%
Confronting Bias	-16.0%	11.5%	11.5%
High Expectations	-10.8%	-2.0%	4.1%
Intervention for Struggling Students	3.0%	1.8%	1.5%
Safety	-22.2%	-8.7%	0.1%
Supported Learning	-18.5%	-3.5%	3.7%

What to look for...

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

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

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 High School South Whidbey School District	
CIA — Instruction is personalized to meet the needs of each student	55%
C — When there is a problem in my school, we talk about how to solve it	50%
D — This district facilitates the alignment of curriculum across grades and schools	50%
SLE — We have a system for celebrating student success	50%
FPD — I receive training on instruction to support social emotional learning	45%
MTL — Struggling students receive early intervention and remediation to acquire skills	45%

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	-23.2%
CIA — Lesson purpose is clearly communicated to students	-18.5%
MTL — I incorporate social emotional instruction into my daily instructional delivery	-16.7%
HSE — I believe that all students can meet state standards	-15.0%
FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction	-12.8%
C — When there is a problem in my school, we talk about how to solve it	26.7%
FPD — I receive training on instruction to support social emotional learning	26.8%
SLE — Staff enforce the bullying/harassment policy of this school	29.4%
HSE — In our school we expect all staff to perform responsibilities with a high level of excellence	31.4%
FPD — We talk about race and bigotry as a staff	32.9%

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?

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

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

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

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

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

Sometimes True South Whidbey High School | South Whidbey School District

CIA — Instruction is personalized to meet the needs of each student	55%
C — When there is a problem in my school, we talk about how to solve it	50%
D — This district facilitates the alignment of curriculum across grades and schools	50%
SLE — We have a system for celebrating student success	50%
FPD — I receive training on instruction to support social emotional learning	45%
MTL — Struggling students receive early intervention and remediation to acquire skills	45%
C — Our staff shares new ideas and strategies with one another	43%
FPD — We talk about race and bigotry as a staff	43%
C — There is a willingness to address conflict in this school	41%
MTL — Feedback from classroom observations leads to meaningful change in instructional practice	41%
PCI — With important decisions we seek input from parents and the community	41%
SLE — Staff enforce the bullying/harassment policy of this school	41%
CSF — Staff share a high sense of urgency around the need to improve	40%
HSE — In our school we expect all staff to perform responsibilities with a high level of excellence	39%
EL — The school leadership team is comfortable presenting new ideas to the staff	39%
RTB — My colleagues welcome new ideas and change	38%
MTL — Assessment data are used to identify student needs and appropriate instructional intervention	37%
PCI — This school communicates effectively with families of all cultures	37%
SLE — We celebrate progress toward improvement plan goals	37%
MTL — We monitor the effectiveness of instructional interventions	35%
EL — Staff are held accountable for the new behaviors and practices needed to achieve our school improvement plan goals	35%
SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	35%
EL — Our school community engages in difficult conversations about race, gender, oppression and discrimination	35%
MTL — Students are encouraged to self-reflect and track progress toward goals	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 High School | South Whidbey School District

MTL — My teacher(s) tell me the purpose for each lesson or activity	39%
SLE — Work I do in this school is useful and interesting to me	39%
SLE — Most students are respectful of others at this school	37%
MTL — My teacher(s) help me learn by challenging me with interesting activities in class	37%
CT — I solve problems by first breaking them into smaller steps	35%
STAMINA — I finish whatever I begin	34%
IS — Adults in this school help me plan and set goals for my future	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 South Whidbey High School | South Whidbey School District

PCI — Parents/families participate in important decisions about their student’s education	45%
SLE — In this school, time is spent doing work that students find useful and interesting	40%
MTL — Struggling students receive early intervention and additional help at this school	39%
CSF — My student understands the purpose of each lesson	39%
SLE — This school celebrates student success	37%
C — Parents/families and employees at this school talk respectfully with one another	35%
SLE — This district places emphasis on social emotional learning in addition to core academic learning	35%
C — This school communicates effectively with my family	34%
SLE — My student enjoys going to school	34%
HSE — My student is challenged with a rigorous course of study at this school	34%
C — This school communicates with me about my student’s progress	33%