

Educational Effectiveness Survey™



Tool Kit

South Whidbey Middle School

South Whidbey School District

2021-22 School Year

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

South Whidbey Middle School | 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	64%	21%	14%	n=14
There is a willingness to address conflict in this school	29%	64%	7%	n=14
Staff share a high sense of urgency around the need to improve	43%	57%		n=14

Is your staff ready for change?

Openness to New Ideas	I welcome new ideas and change	93%
	My colleagues welcome new ideas and change	7% 43%
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 ..	57%
Willingness to be Held Accountable	I am willing to be held accountable for student learning	92%
	My colleagues are willing to be held accountable for student learn..	75%

■ Percent Negative ■ Percent Positive

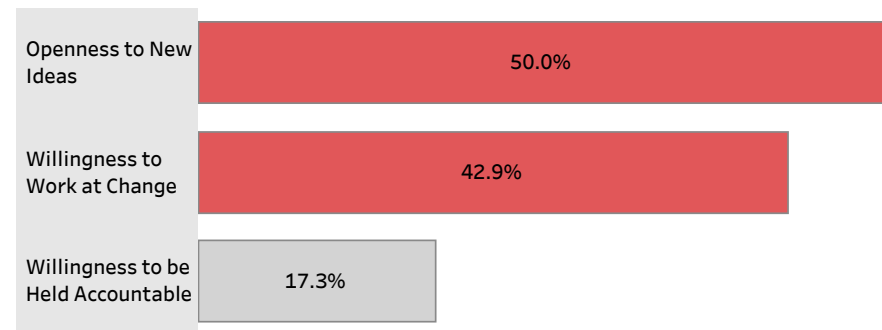
What is an I vs They Gap and why does it matter?

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.

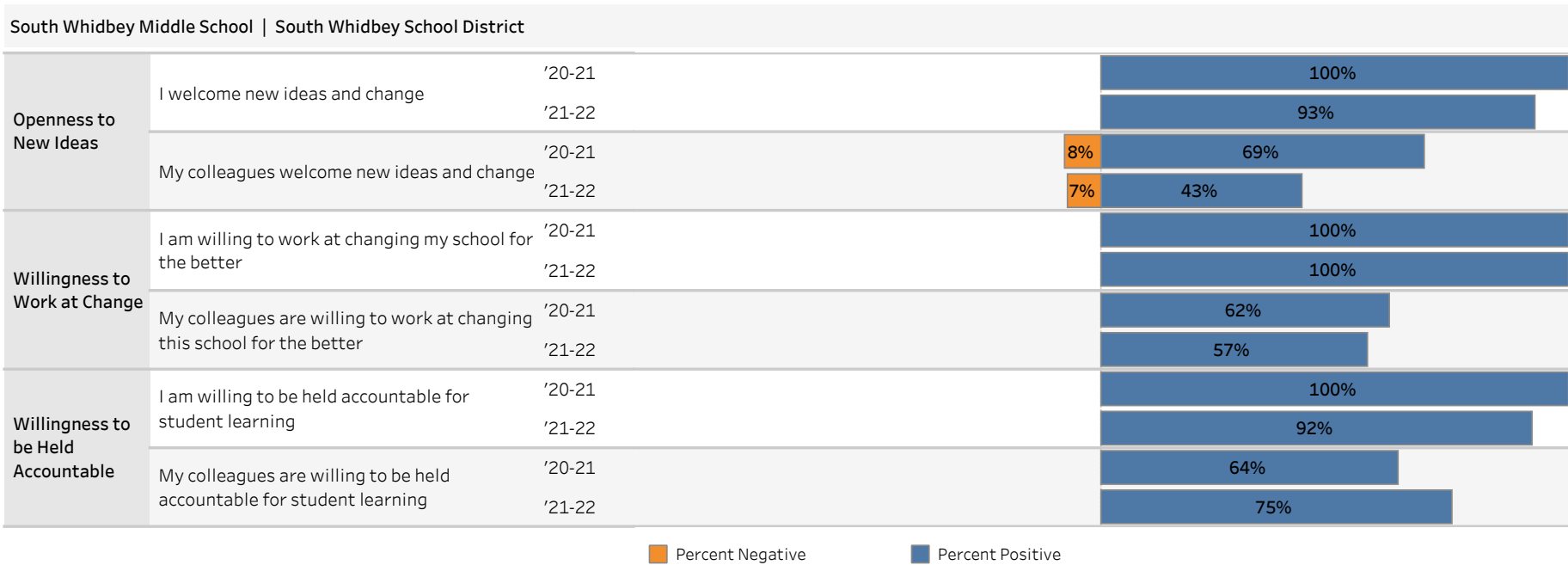
If the I vs They gaps to the right are red, the value is beyond a threshold to cause some concern and should be investigated. This threshold is **20% at the elementary level** and **25% at the secondary level**.

I vs They Gap



What a difference a year makes...

Is your staff ready for change?

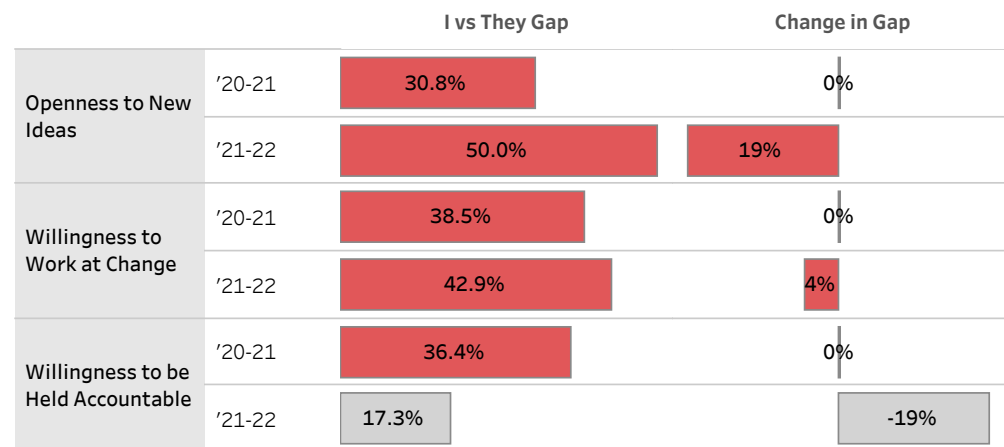


Why does the gap between I vs. They matter?

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.

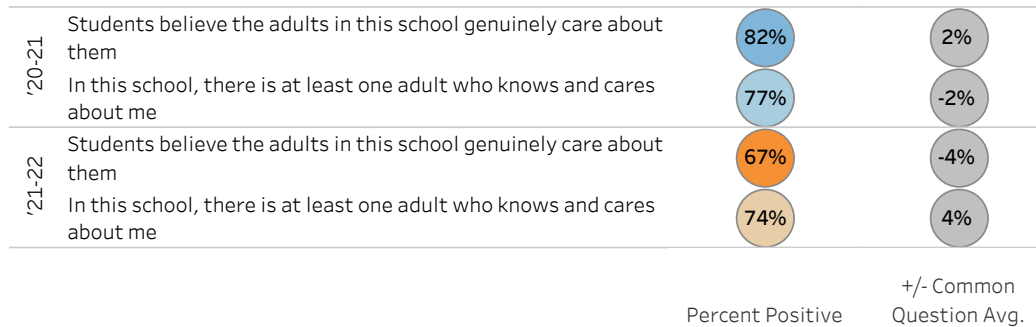
Having one adult that cares about you can make all the difference in the life of a child. Do students really feel staff care about them? Looking at this question from both viewpoints can validate whether staff are getting the desired results from their interactions with students and can open the door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

SOCIAL SUPPORTS

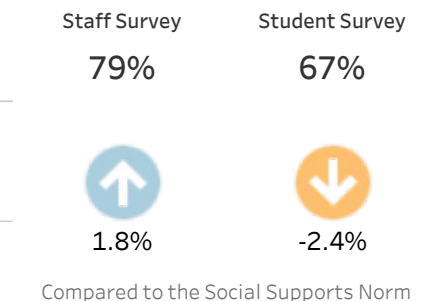
Salina, C, Girtz, S and Eppinga, J (2016) *Powerless to Powerful: Leadership for School Change*. Lanham, MD: Rowman & Littlefield

		'20-21	'21-22
Staff Survey	CIA — I understand instructional strategies to support social emotional learning objectives	82%	64%
	CSF — Staff I work with take responsibility for ensuring each student learns in our school	92%	85%
	FPD — I receive training on instruction to support social emotional learning	82%	45%
	MTL — I incorporate social emotional instruction into my daily instructional delivery	80%	70%
	SLE — Staff at this school value and respect all students	92%	77%
	SLE — Students believe the adults in this school genuinely care about them	82%	67%
	SLE — The development of students’ social emotional learning enhances the learning environment in our classrooms	100%	91%
	SLE — This school has effective equity practices for all	67%	78%
Student Survey	BELONG — I feel good about my cultural or ethnic background	88%	80%
	BELONG — There’s at least one adult in this school I can talk to if I have a problem	66%	71%
	CSF — My teacher(s) believe student learning is important	95%	94%
	EL — If I want to talk with my teacher(s), they are available to me	80%	74%
	IS — Adults in this school help me plan and set goals for my future	32%	41%
	IS — Students are involved in solving problems in this school	60%	62%
	SLE — I enjoy coming to this school	48%	49%
	SLE — I feel safe at this school	76%	63%
	SLE — In this school, there is at least one adult who knows and cares about me	77%	74%
	SLE — This school has effective equity practices for all	72%	72%

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

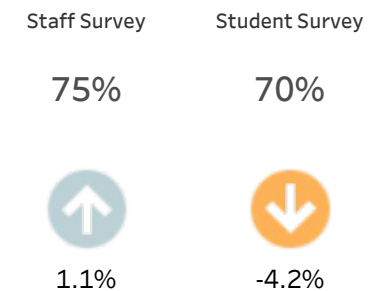
Salina, C, Girtz, S and Eppinga, J (2016) *Powerless to Powerful: Leadership for School Change*. Lanham, MD: Rowman & Littlefield

		'20-21	'21-22
Staff Survey	CIA — Instruction is personalized to meet the needs of each student	55%	64%
	CIA — Regular formative assessments are used to monitor student progress toward standards	90%	82%
	CIA — Students are provided tasks that require higher-level thinking skills	82%	80%
	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	100%	100%
	HSE — I believe that all students can meet state standards	90%	100%
	HSE — In our school we expect all staff to perform responsibilities with a high level of excellence	82%	77%
	HSE — Our staff believes that all students can meet state standards	100%	56%
	MTL — Assessment data are used to identify student needs and appropriate instructional intervention	73%	91%
	MTL — I provide timely feedback to students about their learning	91%	100%
	MTL — Struggling students receive early intervention and remediation to acquire skills	60%	60%
	MTL — We monitor the effectiveness of instructional interventions	45%	70%
	Student Survey	CSF — This school is doing a good job of preparing me to succeed in my life	51%
FO — I have a plan for what I want to do after high school		66%	64%
FO — I know I will graduate from high school		84%	79%
HSE — All students have access to rigorous courses and supports		76%	69%
HSE — My teacher(s) expect all students to succeed, no matter who they are		84%	69%
HSE — My teacher(s) expect me to do my best		93%	89%
HSE — My teacher(s) provide lessons and activities that challenge me to learn		73%	72%
HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels		94%	86%
MTL — My teacher(s) help me learn by challenging me with interesting activities in class		44%	49%
SE — What we do in school will help me succeed in life		49%	58%

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



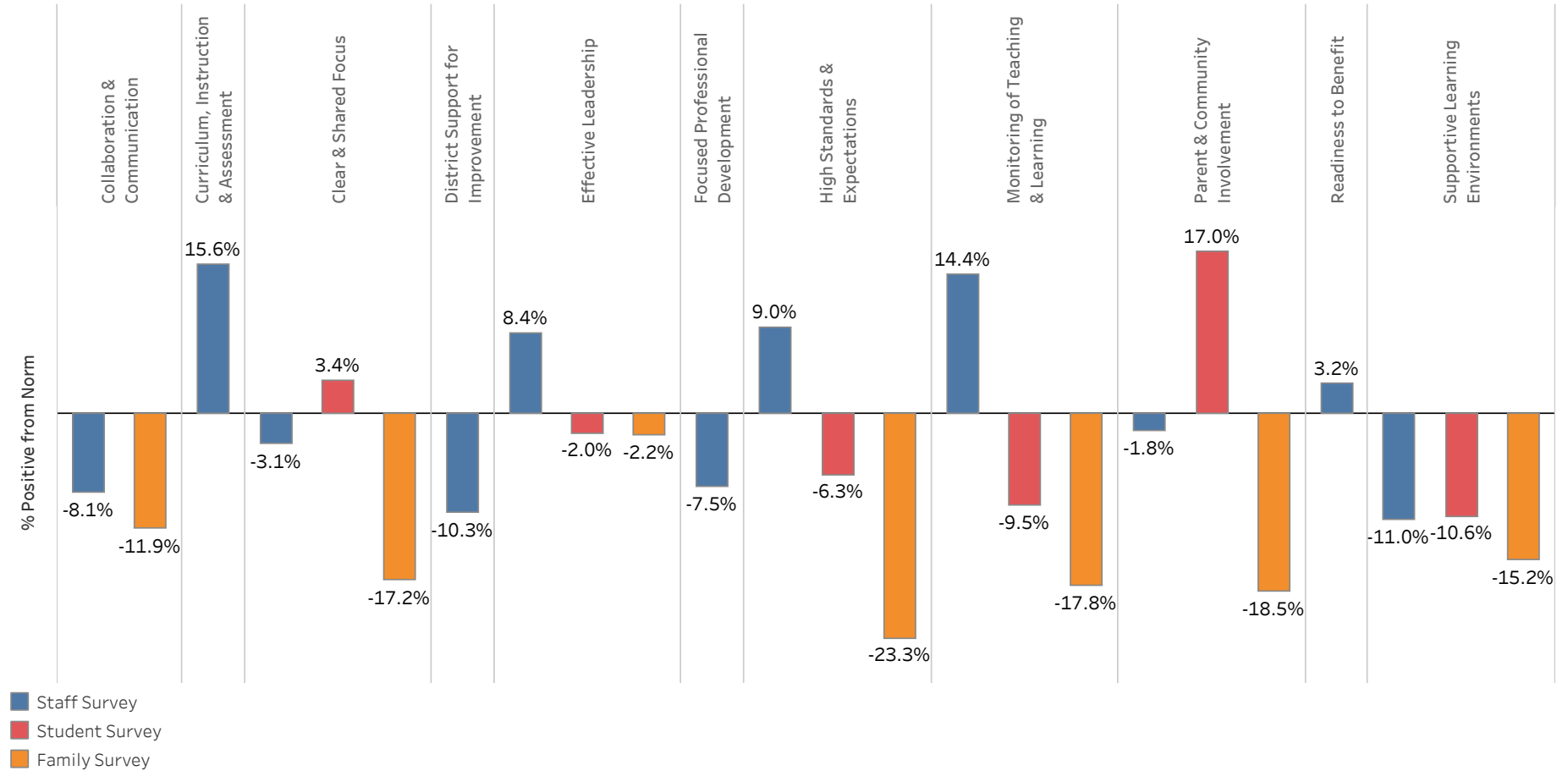
How does your school's Academic Press compare to other schools?



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

How do you compare against other EES Schools?

2022 EES Survey Perceptions | South Whidbey Middle School 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 Middle School | South Whidbey School District

Survey Type	Item	% Positive Responses
Staff Survey	CIA — The curricula we teach are aligned with state learning standards	100.0%
	EL — My principal collaborates with people and organizations outside this school to support teachers and students	100.0%
	EL — My principal is committed to quality education	100.0%
	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	100.0%
	HSE — I believe that all students can meet state standards	100.0%
	MTL — I provide timely feedback to students about their learning	100.0%
	RTB — I am willing to work at changing my school for the better	100.0%
	C — There is a willingness to address conflict in this school	28.6%
	C — Our staff shares new ideas and strategies with one another	25.0%
	PCI — With important decisions we seek input from parents and the community	25.0%
	SLE — Students believe this school is a safe place	25.0%
D — This district facilitates the alignment of curriculum across grades and schools	20.0%	
Student Survey	IS — I am comfortable interacting with people from a different racial or ethnic background	95.6%
	CSF — My teacher(s) believe student learning is important	93.8%
	HSE — My teacher(s) expect me to do my best	88.6%
	IS — I am respectful of others at this school	87.0%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	86.4%
	MTL — My teacher(s) help me learn by challenging me with interesting activities in class	49.2%
	SLE — Most students are respectful of others at this school	47.0%
	MTL — My teacher(s) tell me the purpose for each lesson or activity	43.5%
	IS — Adults in this school help me plan and set goals for my future	40.5%
SLE — Work I do in this school is useful and interesting to me	33.6%	
Family Survey	C — Communication/materials I receive from the school are in a language I can understand	100.0%
	SLE — School employees are respectful and courteous of one another	91.7%
	SLE — Adults in this school value and respect my racial/cultural identity	82.1%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	80.0%
	SLE — My student feels safe at school	77.4%
	SLE — In this school, time is spent doing work that students find useful and interesting	38.8%
	PCI — Parents/families participate in important decisions about their student's education	38.3%
	C — I am encouraged to collaborate with my student's teachers about my student's learning	34.7%
	PCI — Parents/families have input into plans for improving this school	34.1%
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 Middle 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	Statement	% Change
Staff Survey	CSF — This school has a data-driven improvement plan with measurable goals	13.8%
	MTL — We monitor the effectiveness of instructional interventions	14.5%
	MTL — Students are encouraged to self-reflect and track progress toward goals	15.1%
	EL — Our school community engages in difficult conversations about race, gender, oppression and discrimination	8.2%
	RTB — My colleagues are willing to be held accountable for student learning	12.0%
	HSE — Students understand the expectations of this school	-30.5%
	D — District administrators demonstrate commitment to improved student learning	-26.9%
	D — Collaboration between district and schools is based upon trust and respect	-27.8%
	D — District leadership communicates effectively with my school	-34.6%
	HSE — Our staff believes that all students can meet state standards	-30.3%
Student Survey	EL — I often see the principal or administrators around the school talking to students	11.1%
	CT — I am good at figuring out the best solution to problems I'm facing	9.1%
	STAMINA — I finish whatever I begin	8.9%
	EL — In class we often work with other students to solve a problem/do a task	9.8%
	CT — I solve problems by first breaking them into smaller steps	7.9%
	BELONG — I feel good about my cultural or ethnic background	-9.0%
	MTL — My teacher(s) ask questions of all students, not just some students	-8.7%
	EL — The principal of this school believes student learning is the #1 priority	-10.0%
	CSF — In my classes, students are busy doing schoolwork	-14.1%
	SLE — All students are held to the same behavior rules and expectations	-13.0%
Family Survey	SLE — This district places emphasis on social emotional learning in addition to core academic learning	5.7%
	SLE — Adults in this school value and respect my racial/cultural identity	8.2%
	EL — The principal of this school is committed to quality education	3.9%
	SLE — This school has a welcoming environment that embraces the diversity of race, ethnicity, religion, gender, and sexual orientations	3.8%
	CSF — The schoolwork my student is assigned is relevant to their future success	3.6%
	SLE — Bullying/harassment is not tolerated in this school	-8.7%
	C — This school communicates effectively with my family	-11.5%
	C — This school communicates with me about my student's progress	-13.1%
	MTL — Additional help is available to my student if they need it	-19.3%
	C — I am encouraged to collaborate with my student's teachers about my student's learning	-16.5%

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

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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%	100%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Stu	94%	86%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Fam	76%	80%
Behavior Standards	SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	Sta	67%	73%
	SLE — All students are held to the same behavior rules and expectations	Stu	78%	57%
	CSF — This school has equitable behavior rules for all students	Fam	63%	73%
Bullying	SLE — Staff enforce the bullying/harassment policy of this school	Sta	91%	91%
	SLE — The rules against bullying are enforced by all adults in this school	Stu	71%	66%
	SLE — Bullying/harassment is not tolerated in this school	Fam	53%	49%
Celebrating Success	SLE — We have a system for celebrating student success	Sta	50%	33%
	SLE — Student success is celebrated in this school	Stu	55%	54%
	SLE — This school celebrates student success	Fam	58%	45%
Confronting Bias	FPD — We talk about race and bigotry as a staff	Sta	42%	50%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Stu	66%	62%
	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	100%	56%
	HSE — My teacher(s) expect all students to succeed, no matter who they are	Stu	84%	69%
	HSE — Teachers have high expectations for student learning at this school	Fam	64%	57%
Intervention for Struggling Students	MTL — Struggling students receive early intervention and remediation to acquire skills	Sta	60%	60%
	MTL — My teacher(s) find other ways for me to learn things I find difficult	Stu	46%	54%
	MTL — Struggling students receive early intervention and additional help at this school	Fam	48%	49%
Safety	SLE — Students believe this school is a safe place	Sta	73%	25%
	SLE — I feel safe at this school	Stu	76%	63%
	SLE — My student feels safe at school	Fam	79%	77%
Supported Learning	SLE — Students believe the adults in this school genuinely care about them	Sta	82%	67%
	SLE — In this school, there is at least one adult who knows and cares about me	Stu	77%	74%
	SLE — This school provides a caring/supportive environment for my student	Fam	72%	70%

Change in % Positive Responses

	Staff Survey	Student Survey	Family Survey
Academic Equity	0.0%	-3.7%	2.1%
Behavior Standards	4.4%	-13.0%	-6.2%
Bullying	-15.9%	-2.5%	-8.7%
Celebrating Success	-6.8%	-2.1%	-7.9%
Confronting Bias	4.2%	-2.1%	-1.1%
High Expectations	-30.3%	-6.1%	-2.6%
Intervention for Struggling Students	4.7%	5.7%	-6.6%
Safety	-19.9%	-7.8%	-0.4%
Supported Learning	-6.1%	-2.0%	-4.3%

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 Middle School South Whidbey School District	
SLE — Students believe this school is a safe place	67%
C — There is a willingness to address conflict in this school	64%
D — District administrators communicate a clear vision of good instruction and essential curriculum	58%
SLE — We have a system for celebrating student success	58%
CSF — Staff share a high sense of urgency around the need to improve	57%

Negative values are a good thing, indicating staff moved out of "Sometimes True" responses.	
MTL — We monitor the effectiveness of instructional interventions	-34.5%
CSF — This school has a data-driven improvement plan with measurable goals	-33.8%
EL — Our school community engages in difficult conversations about race, gender, oppression and discrimina..	-23.3%
CSF — Important decisions here are based on the goals of this school	-21.2%
FPD — We are provided training to meet the needs of a diverse student population in our school	-21.0%
D — District administrators communicate a clear vision of good instruction and essential curriculum	25.0%
SLE — We have a system for celebrating student success	25.0%
RTB — My colleagues welcome new ideas and change	26.9%
HSE — Students understand the expectations of this school	29.4%
SLE — We honor agreements made with each other	33.3%
SLE — Students believe this school is a safe place	39.4%

From our previous survey, how did our responses shift from the neutral or "Sometimes True" responses?

To the left are the survey items with the largest decrease and increase in neutral responses from the previous survey administration. The percent of staff who moved from neutral to positive are **blue**, and the percent who moved from neutral to negative are **orange**.

What influences these changes in perceptions? What can we do to shift more staff to "Almost Always True" and "Often True" responses?

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 Middle School | South Whidbey School District

SLE — Students believe this school is a safe place	67%
C — There is a willingness to address conflict in this school	64%
D — District administrators communicate a clear vision of good instruction and essential curriculum	58%
SLE — We have a system for celebrating student success	58%
CSF — Staff share a high sense of urgency around the need to improve	57%
C — Our staff shares new ideas and strategies with one another	50%
D — This district facilitates the alignment of curriculum across grades and schools	50%
FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	50%
PCI — With important decisions we seek input from parents and the community	50%
RTB — My colleagues welcome new ideas and change	50%
HSE — Our staff believes that all students can meet state standards	44%
RTB — My colleagues are willing to work at changing this school for the better	43%
FPD — We talk about race and bigotry as a staff	42%
SLE — We honor agreements made with each other	42%
MTL — Students are encouraged to self-reflect and track progress toward goals	40%
MTL — We reflect upon instructional practice to inform our conversations about improvement	40%
PCI — This school encourages parent involvement in their child's learning	40%
D — District administrators demonstrate commitment to improved student learning	38%
HSE — Students understand the expectations of this school	38%
FPD — I receive training on instruction to support social emotional learning	36%
FPD — Our teachers engage in professional development activities to learn and apply new skills and strategies	36%
SLE — Students believe the adults in this school genuinely care about them	33%
SLE — We celebrate progress toward improvement plan goals	33%

What Student survey items from your 2022 School Year have 33% or more Neutral responses?

Sometimes True South Whidbey Middle School | South Whidbey School District

EL — My teacher(s) help me learn in more ways than the teacher just talking in front of class

36%

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.

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 Middle School | South Whidbey School District

CSF — My student understands the purpose of each lesson	48%
SLE — My student enjoys going to school	45%
SLE — In this school, time is spent doing work that students find useful and interesting	43%
PCI — Parents/families participate in important decisions about their student's education	38%
C — This school communicates effectively with my family	38%
SLE — Teachers in this school provide students with a variety of learning opportunities	37%
SLE — I believe adults in this school care about my student	36%
C — This school communicates with me about my student's progress	35%
HSE — Teachers in this school are dedicated to helping all students succeed	34%
MTL — Teachers accommodate my student's individual needs by adjusting instruction	34%
SLE — My student learns about the cultures of our community at their school	33%