

Educational Effectiveness Survey™



Diversity, Equity and Inclusion Module

Staff-Student-Family Comparison Longitudinal

South Whidbey Middle School

South Whidbey School District

2021			2022			2023		
Staff	Student	Family	Staff	Student	Family	Staff	Student	Family
N=13	N=135	N=55	N=14	N=137	N=56	N=12	N=112	N=42



Better Data. Better Decisions. Better Schools.



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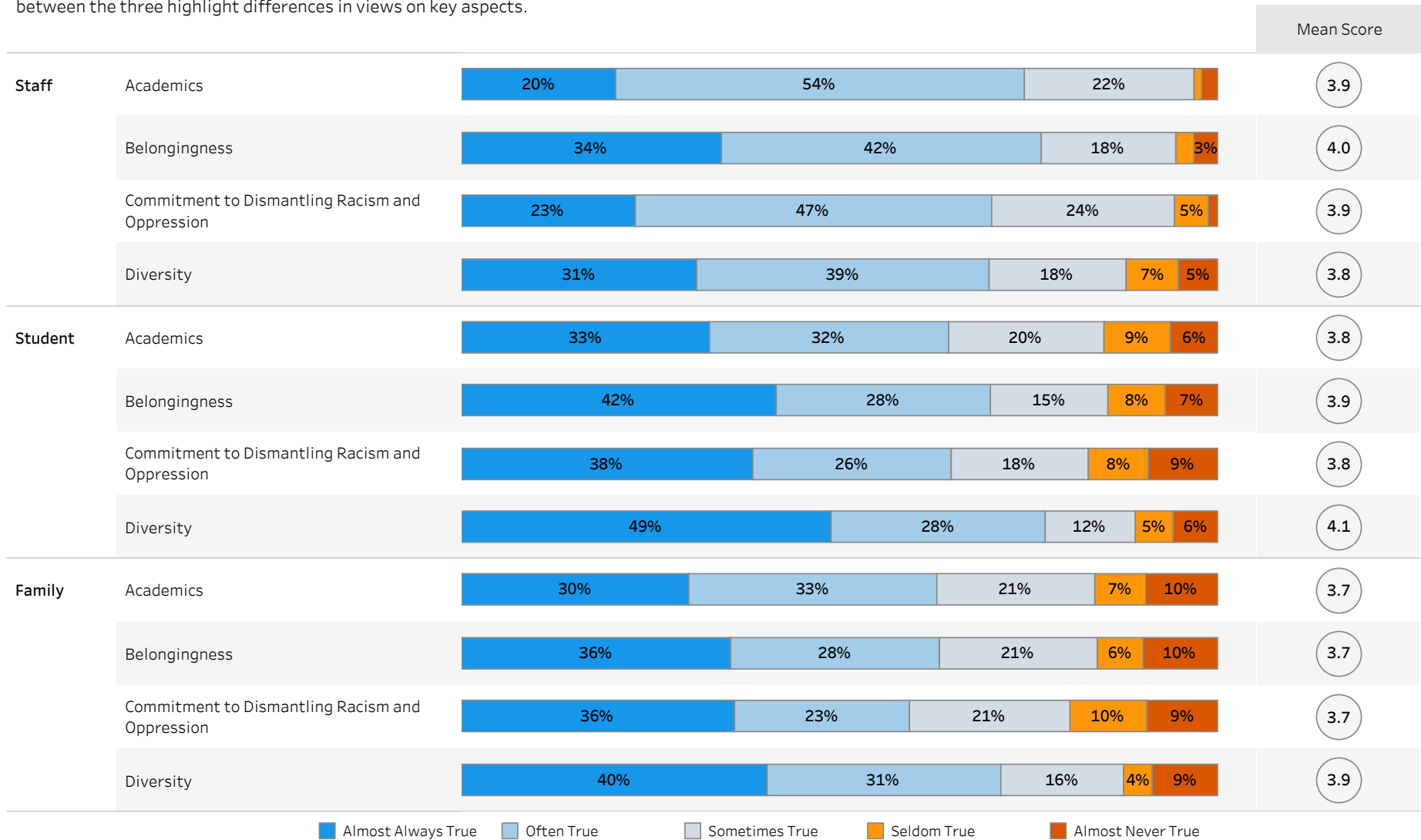
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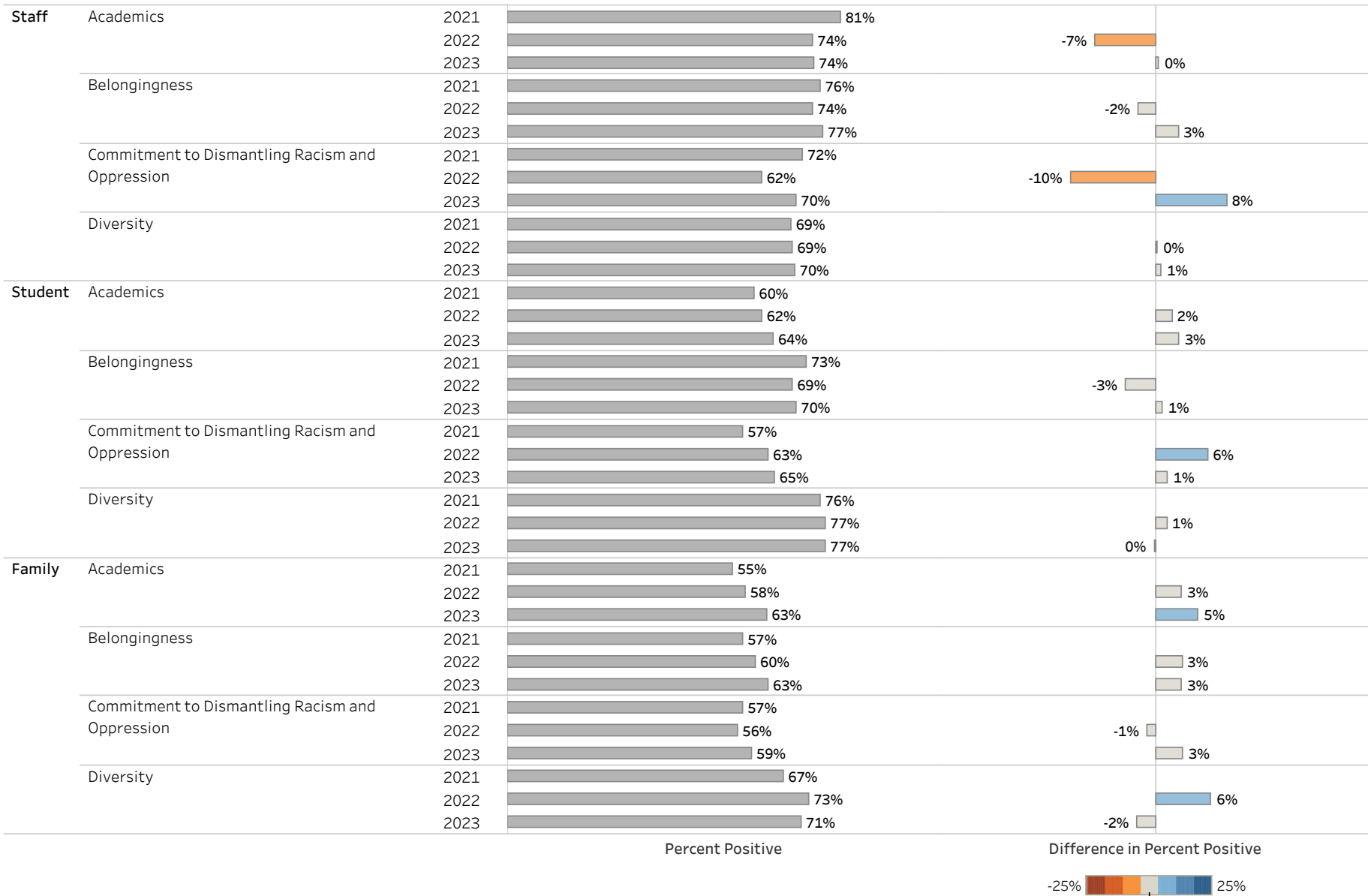
Diversity, Equity and Inclusion Summary

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

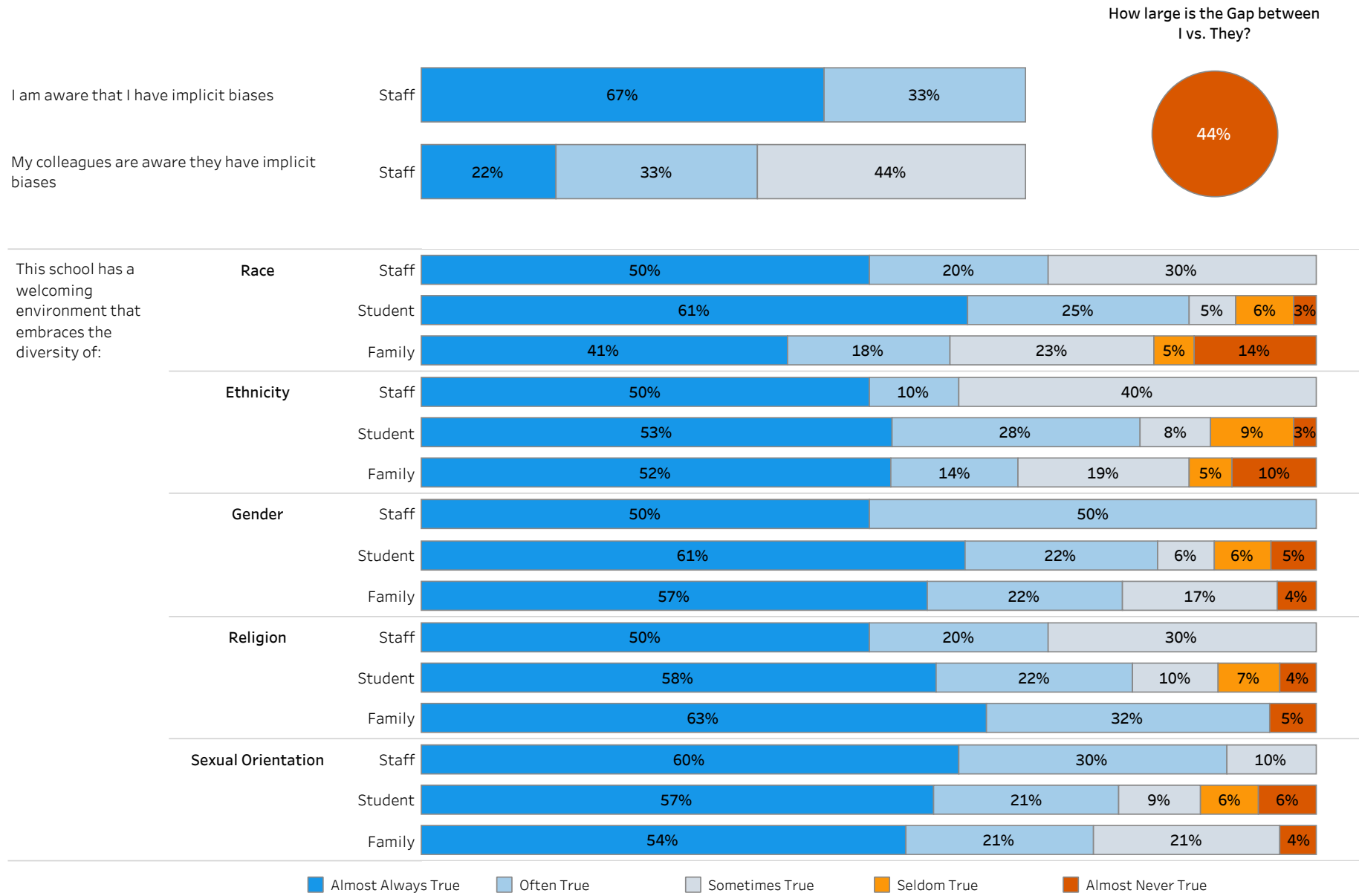


Diversity, Equity and Inclusion Summary LONGITUDINAL

South Whidbey Middle School

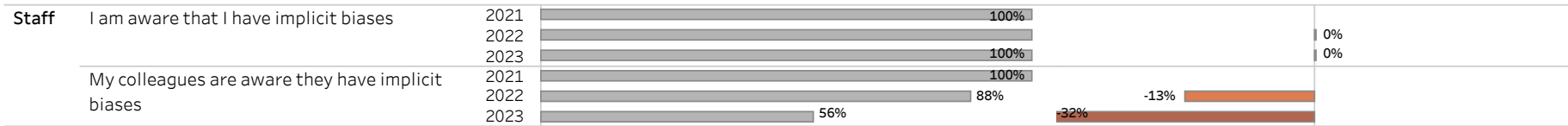


Diversity, Equity and Inclusion - I vs. They Perspectives

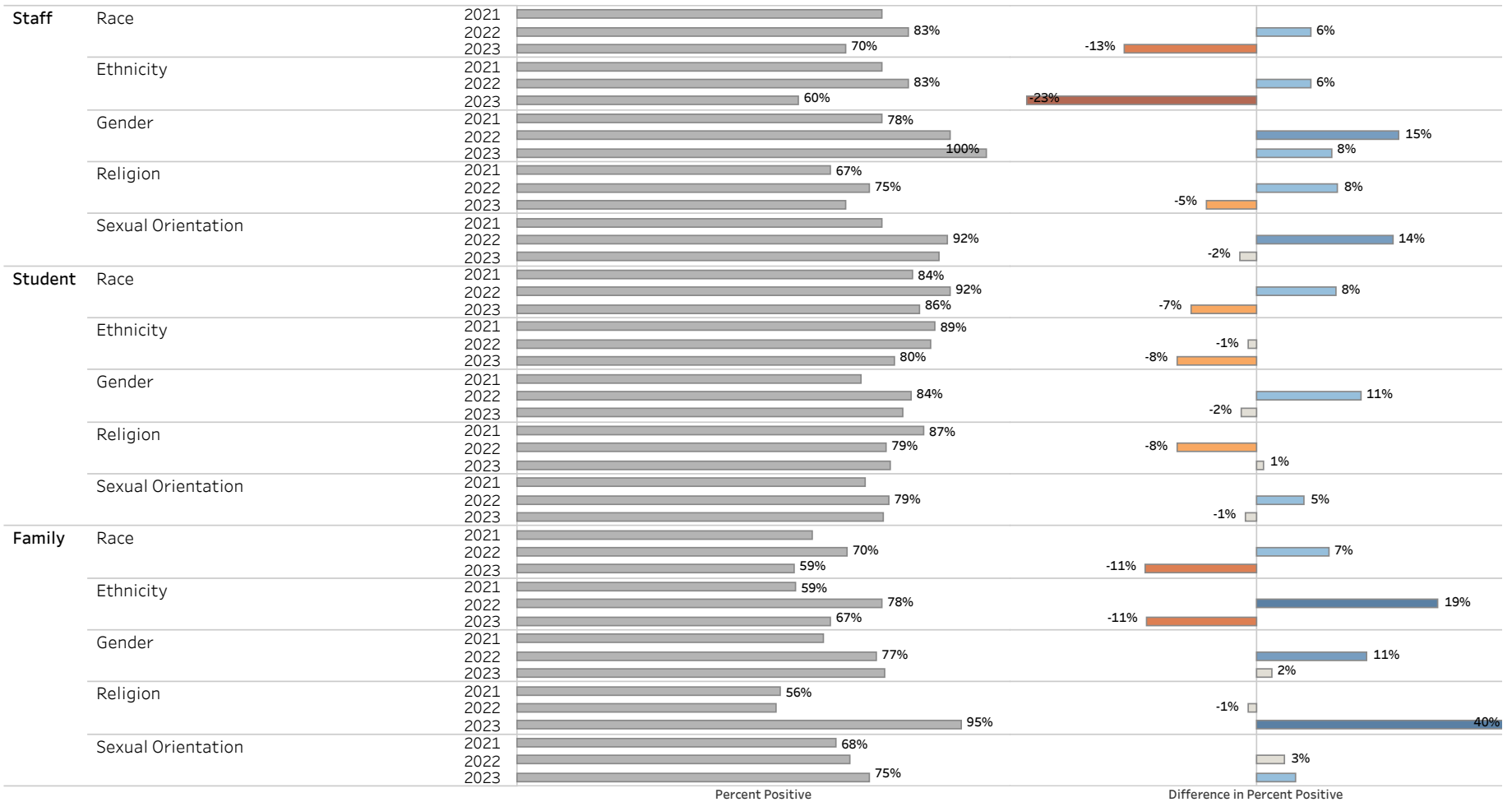


Diversity, Equity and Inclusion - I vs. They Perspectives

LONGITUDINAL



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



Percent Positive

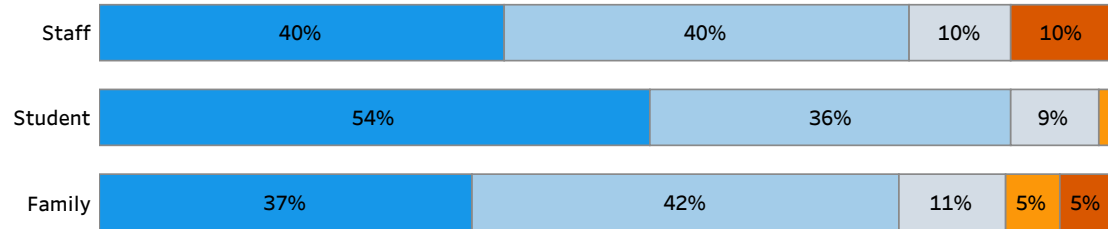
Difference in Percent Positive



Diversity, Equity and Inclusion Common Questions

Academics

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



Commitment to Dismantling Racism and Oppression

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



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

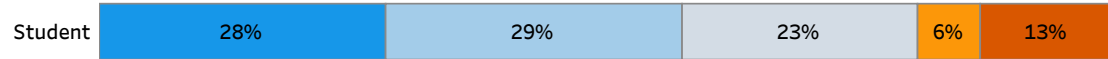


Diversity

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



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

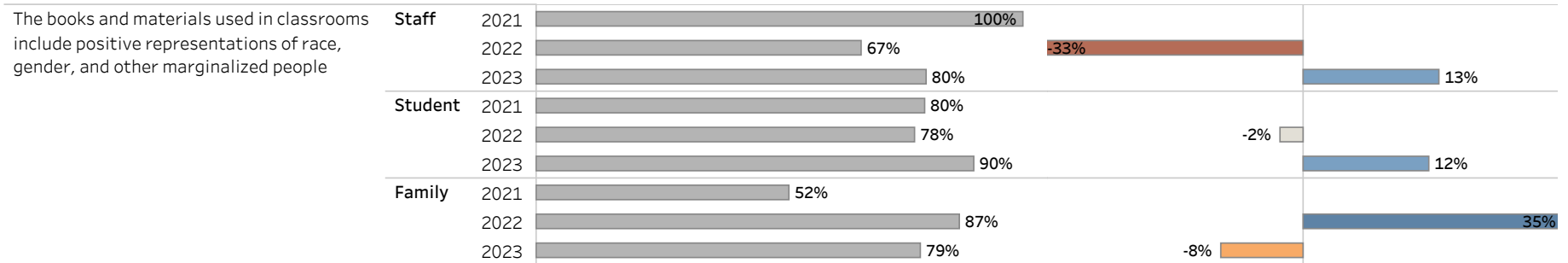


■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True
 ■ Almost Never True

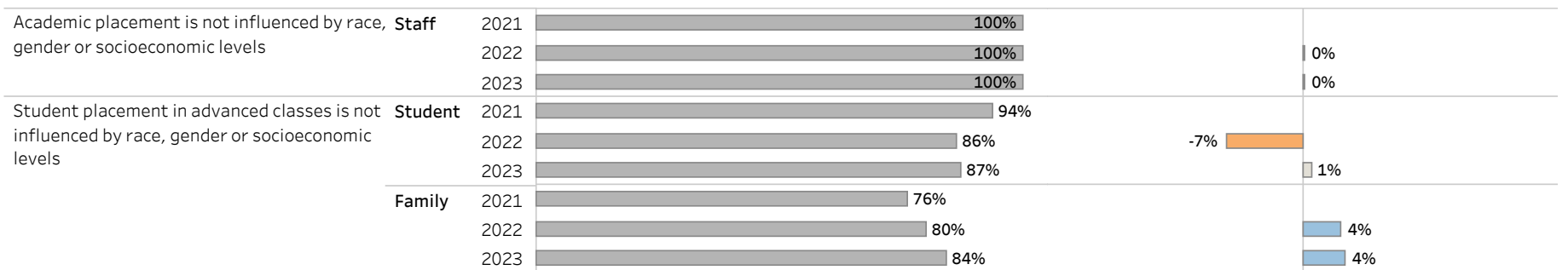
Diversity, Equity and Inclusion Common Questions

LONGITUDINAL

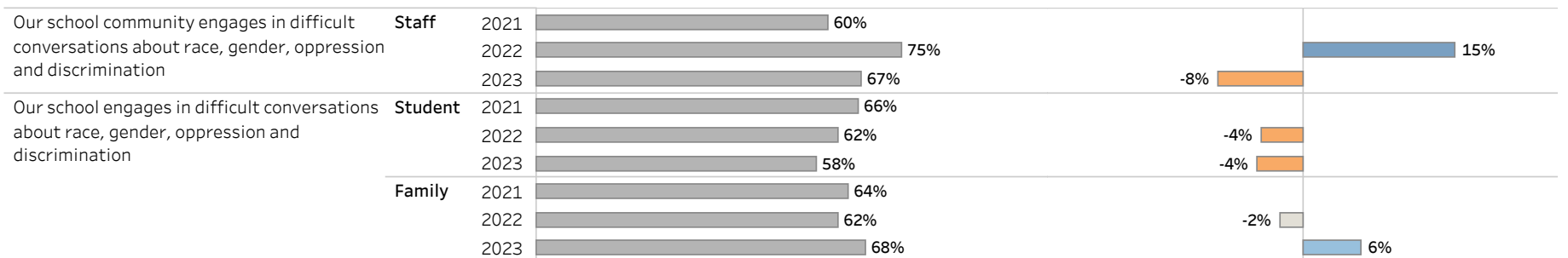
Academics



Commitment to Dismantling Racism and Oppression



Diversity

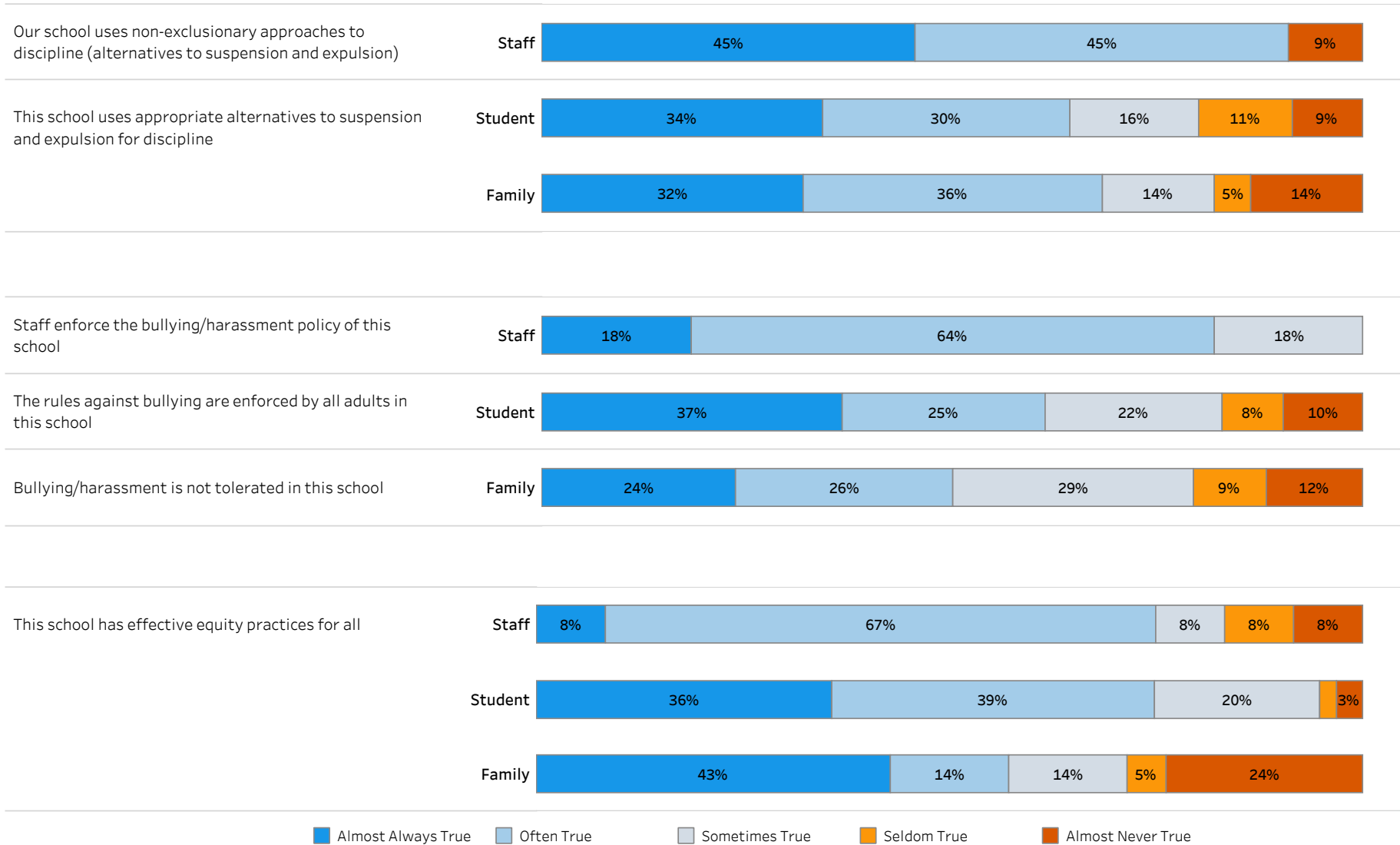


Percent Positive

Difference in Percent Positive



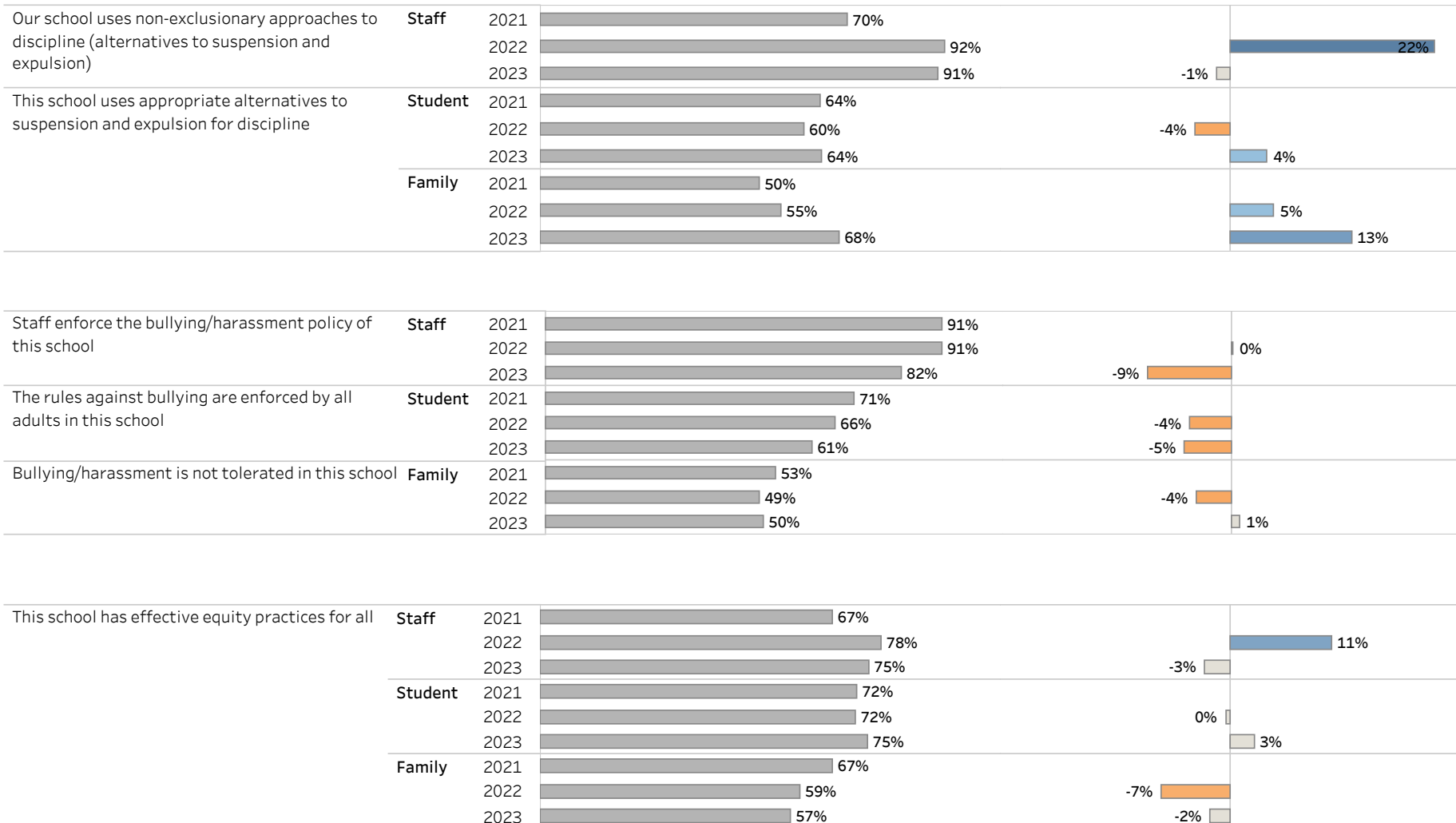
Belongingness



Diversity, Equity and Inclusion Common Questions

LONGITUDINAL

Belongingness



Percent Positive

Difference in Percent Positive



Academics - Staff

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

Students are provided tasks that require higher-level thinking skills



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

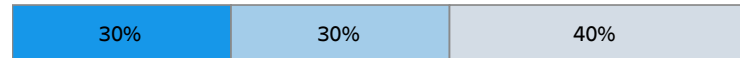


Instruction is personalized to meet the needs of each student

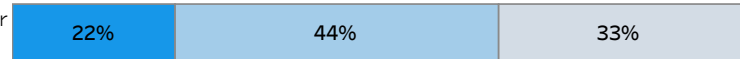


Instructional practices use an equity lens and effectively build on the interests, strengths and home cultures of the school's students and families. Culturally relevant pedagogy is infused into the content of literature, class projects, assignments, assessments events, field trips, ethnic studies courses,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

Instructional practices incorporate the interests and strengths of the home cultures of the school's students and families



Teachers plan lessons utilizing a racial equity lens in order to engage historically underserved students

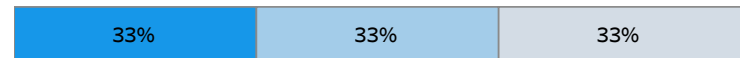


We are provided training to meet the needs of a diverse student population in our school



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

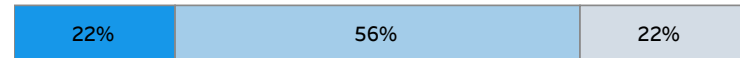
I believe that all students can meet state standards



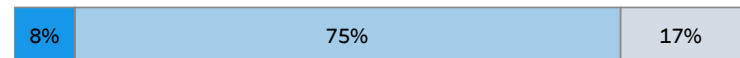
I consider my students' background when designing lessons



Our staff believes that all students can meet state standards



Staff I work with take responsibility for ensuring each student learns in our school



■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True

Academics - Staff LONGITUDINAL

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

Instruction is personalized to meet the needs of each student	2021	55%	
	2022	64%	9%
	2023	60%	-4%
Students are provided tasks that require higher-level thinking skills	2021	82%	
	2022	80%	-2%
	2023	90%	10%
The books and materials used in classrooms include positive representations of race, gender, and other marginalized people	2021	100%	
	2022	67%	-33%
	2023	80%	13%
Instructional practices incorporate the interests and strengths of the home cultures of the school's students and families	2021	75%	
	2022	64%	-11%
	2023	60%	-4%
Teachers plan lessons utilizing a racial equity lens in order to engage historically underserved students	2021	86%	
	2022	70%	-16%
	2023	67%	-3%
We are provided training to meet the needs of a diverse student population in our school	2021	64%	
	2022	77%	13%
	2023	73%	-4%
I believe that all students can meet state standards	2021	90%	
	2022	100%	10%
	2023	67%	
I consider my students' background when designing lessons	2021	75%	
	2022	80%	5%
	2023	88%	8%
Our staff believes that all students can meet state standards	2021	100%	
	2022	56%	
	2023	78%	22%
Staff I work with take responsibility for ensuring each student learns in our school	2021	92%	
	2022	85%	
	2023	83%	

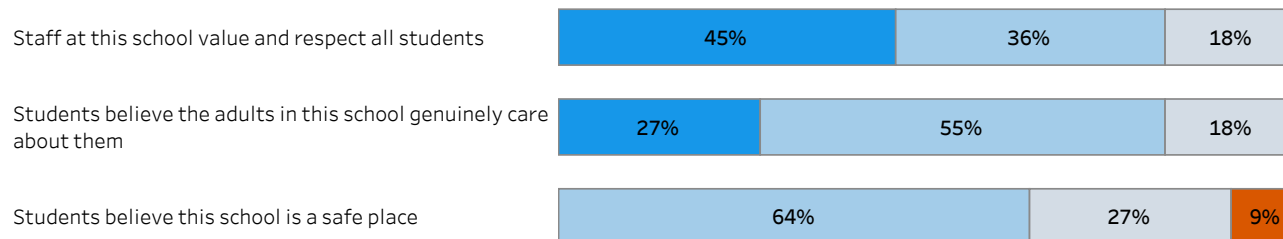
Percent Positive

Difference in Percent Positive

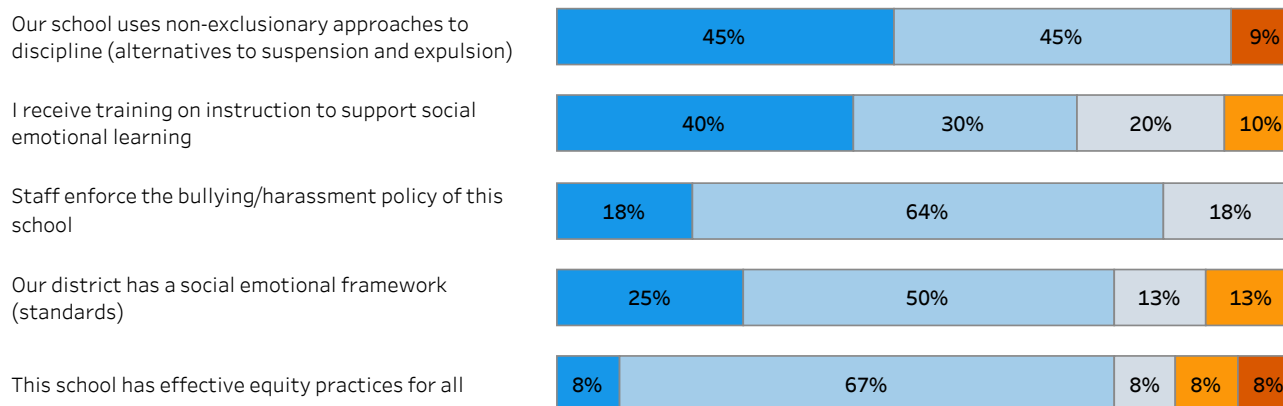


Belongingness - Staff

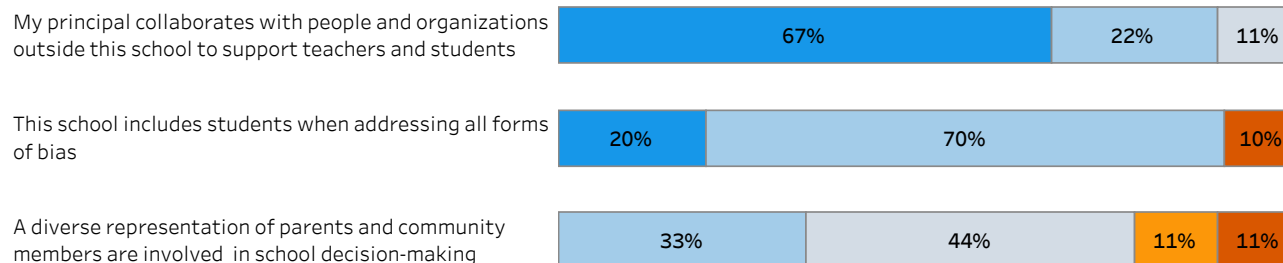
A safe, welcoming school environment that embraces the diversity of race, ethnicity and religion, gender and sexual orientations among students and staff members distinguishes the school. Effective strategies for managing diversity are robust and functioning effectively.



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



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



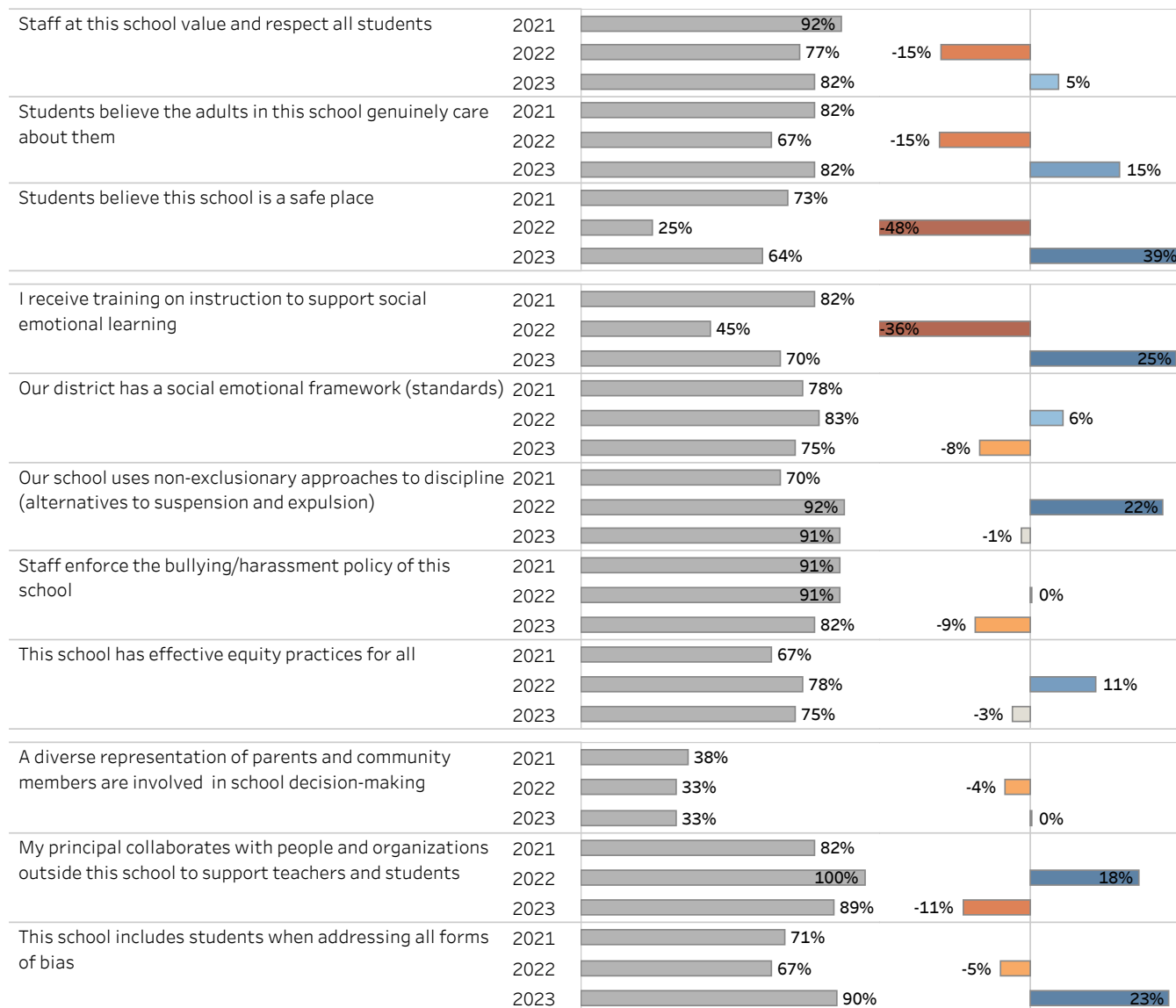
■ Almost Always True
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Belongingness - Staff LONGITUDINAL

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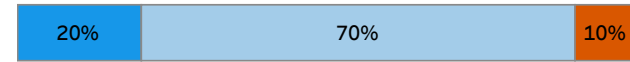
Percent Positive Difference in Percent Positive

-25% 25% Page 12

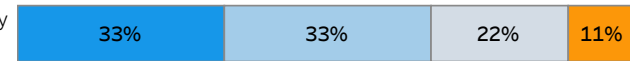
Commitment to Dismantling Racism and Oppression - Staff

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

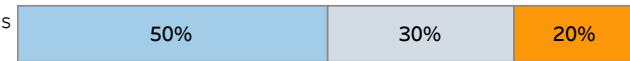
This school provides curriculum that is relevant and meaningful



I incorporate social emotional instruction into my daily instructional delivery



Learning opportunities include enrichment experiences for all students



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

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



A proportional amount of students of color, low income and students with disabilities are included in the most..

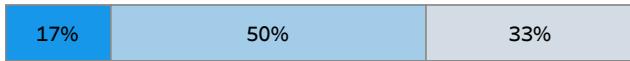


Supports are provided allowing all students to access more rigorous courses and content

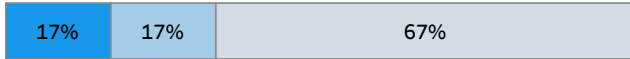


Data are used to analyze, plan and change structures and systems that support racial inequities and learning outcomes. Data is used to analyze and respond to trends in targeted areas such as staffing, community engagement, staff development, student assignment, course enrollment, discipline as well as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

Our school responds to disproportionality data to improve equity

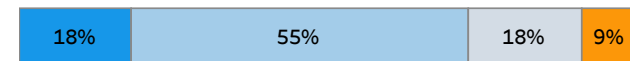


Our school has specific goals around reducing disproportionalities



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

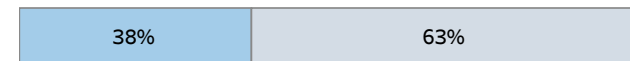
This school encourages parent involvement in their child's learning



The school partners with diverse community assets



With important decisions we seek input from parents and the community



■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True

Commitment to Dismantling Racism and Oppression - Staff

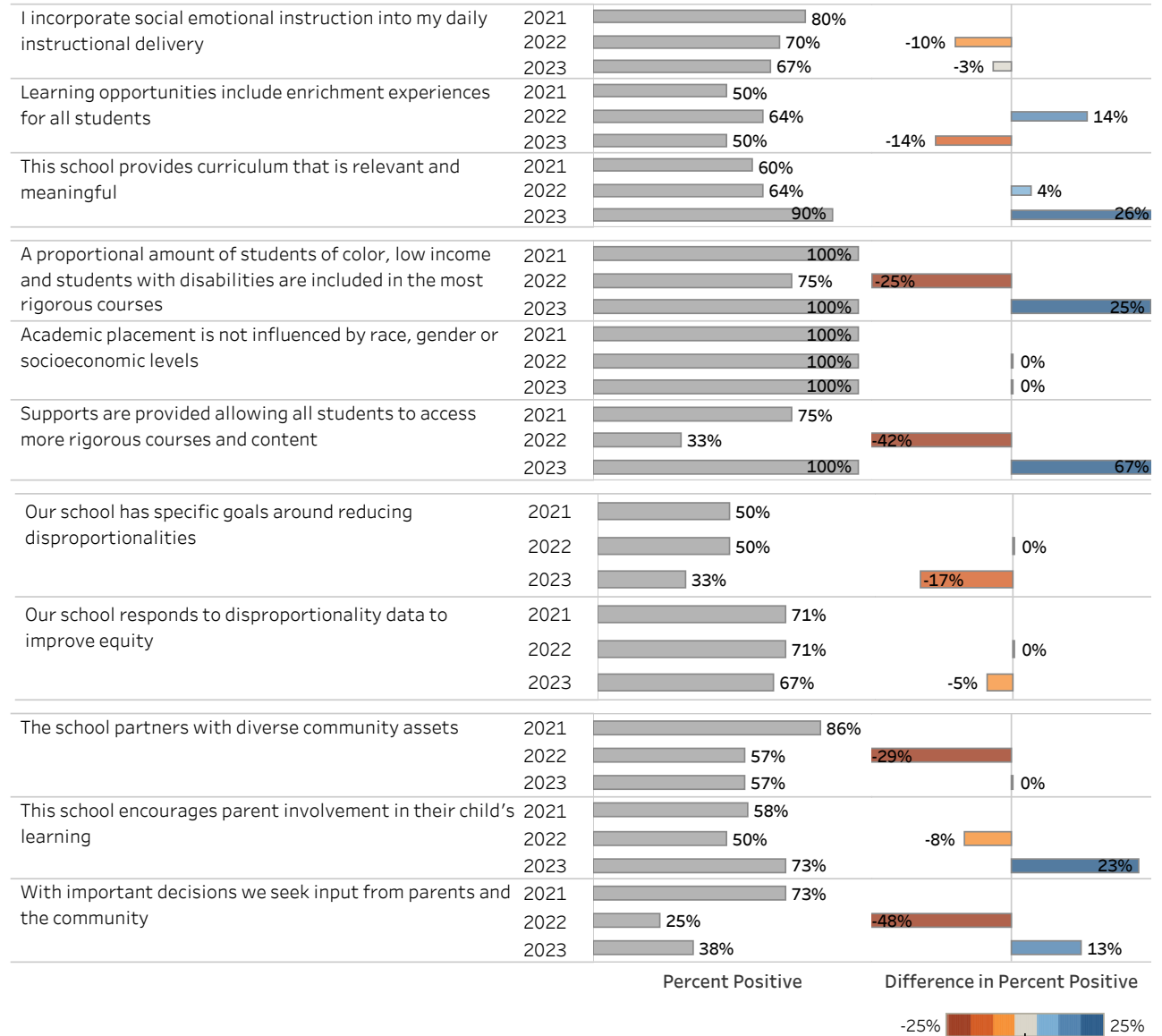
LONGITUDINAL

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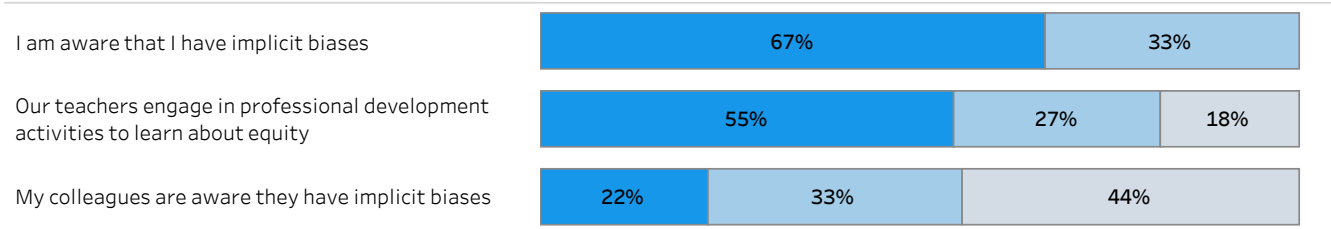
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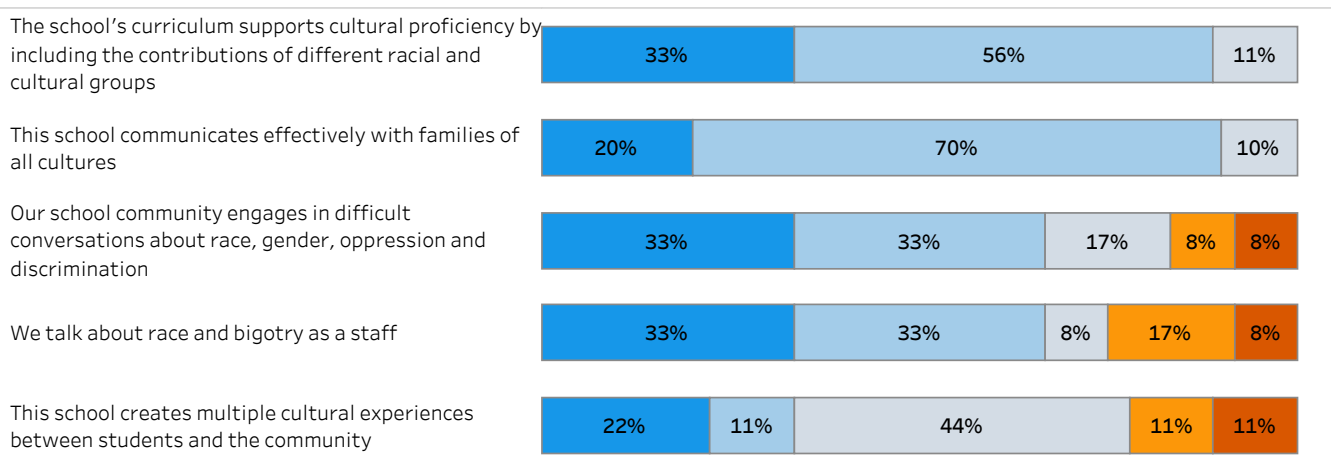


Diversity - Staff

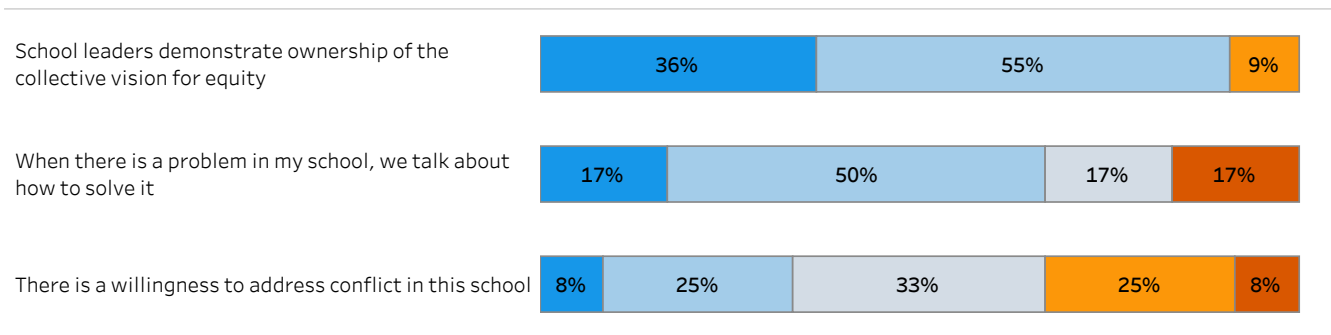
Self-awareness is encouraged as all members of the community are supported in knowing their personal equity journey and being aware of their own cultural history. There is strategic planning and actions taken regarding personal growth/development of all school and community stakeholders.



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



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



■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True
 ■ Almost Never True

Diversity - Staff LONGITUDINAL

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Statement	Year	Percent Positive	Difference in Percent Positive
I am aware that I have implicit biases	2021	100%	
	2022	100%	0%
	2023	100%	0%
My colleagues are aware they have implicit biases	2021	100%	
	2022	88%	-13%
	2023	56%	-32%
Our teachers engage in professional development activities to learn about equity	2021	100%	
	2022	85%	-15%
	2023	82%	-3%
Our school community engages in difficult conversations about race, gender, oppression and discrimination	2021	60%	
	2022	75%	15%
	2023	67%	-8%
The school's curriculum supports cultural proficiency by including the contributions of different racial and cultural groups	2021	100%	
	2022	80%	-20%
	2023	89%	9%
This school communicates effectively with families of all cultures	2021	75%	
	2022	91%	16%
	2023	90%	-1%
This school creates multiple cultural experiences between students and the community	2021	22%	
	2022	38%	15%
	2023	33%	-4%
We talk about race and bigotry as a staff	2021	42%	
	2022	50%	8%
	2023	67%	17%
School leaders demonstrate ownership of the collective vision for equity	2021	67%	
	2022	75%	8%
	2023	91%	16%
There is a willingness to address conflict in this school	2021	46%	
	2022	29%	-18%
	2023	33%	5%
When there is a problem in my school, we talk about how to solve it	2021	77%	
	2022	64%	-13%
	2023	67%	2%

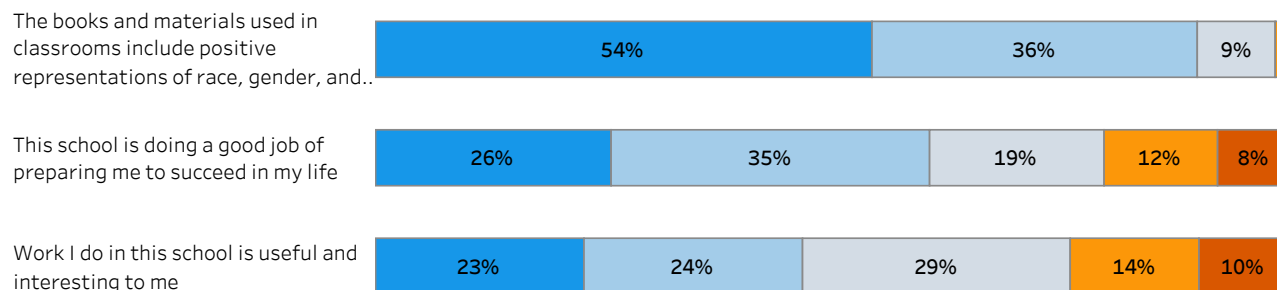
Percent Positive

Difference in Percent Positive

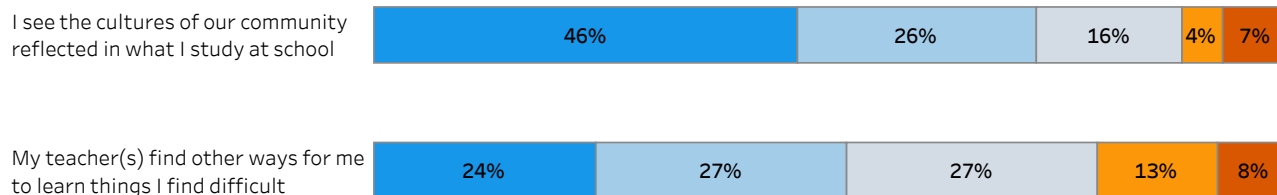


Academics - Student

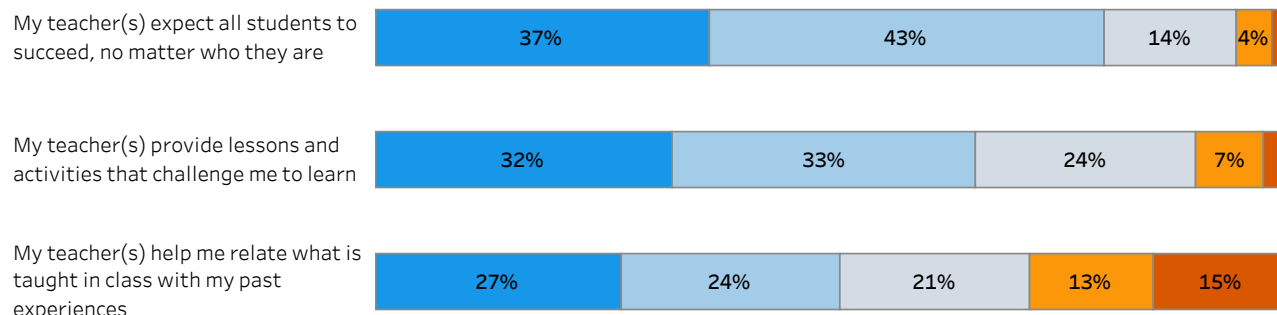
Curriculum is rigorous, challenging and culturally relevant. It represents high expectations for all students, requiring critical thinking and problem solving. It is well supported to ensure all students have opportunities to achieve success at a high academic level. Content is asset-based and has pro-social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



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



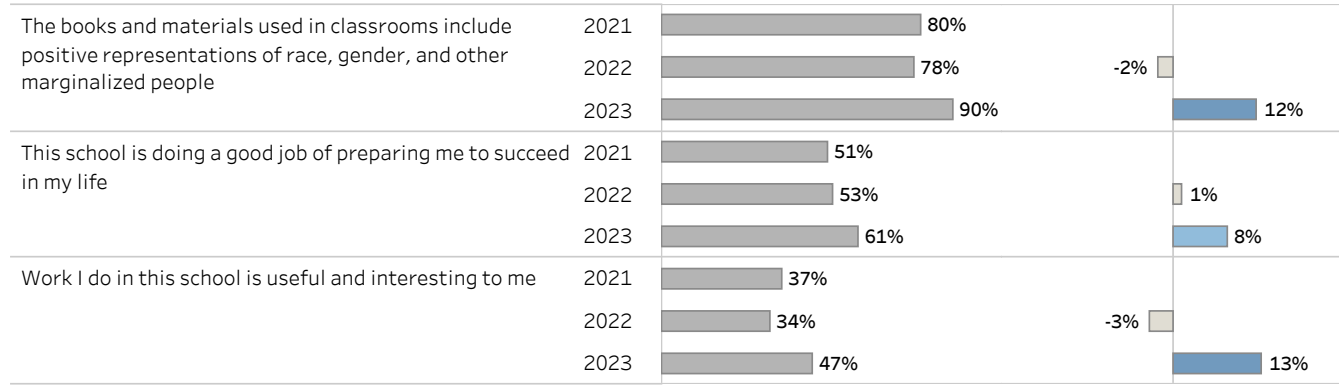
Rigorous academic preparation is accompanied by high levels of knowledge and skills, capitalizing on and connecting to students of all backgrounds. All students have access to rigorous courses and supports to ensure success for all.



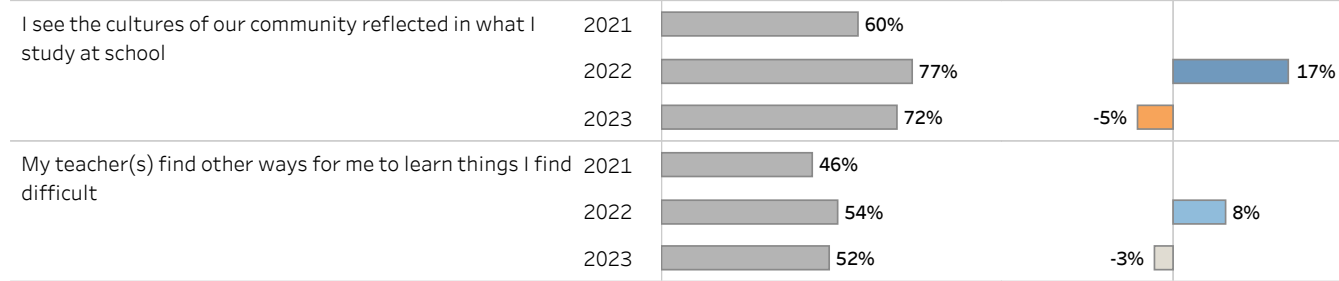
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Academics - Student LONGITUDINAL

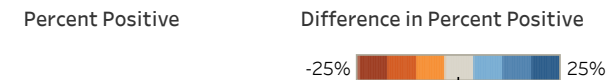
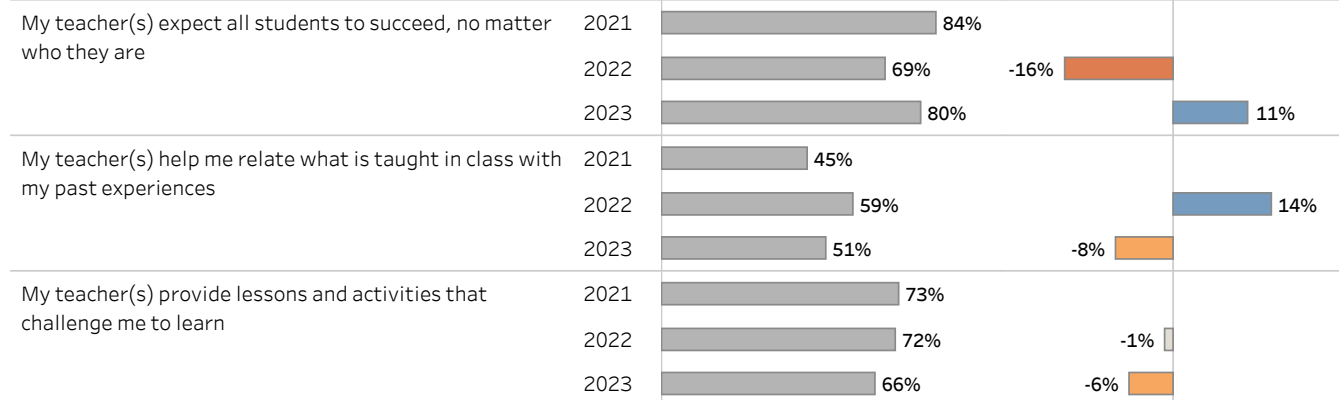
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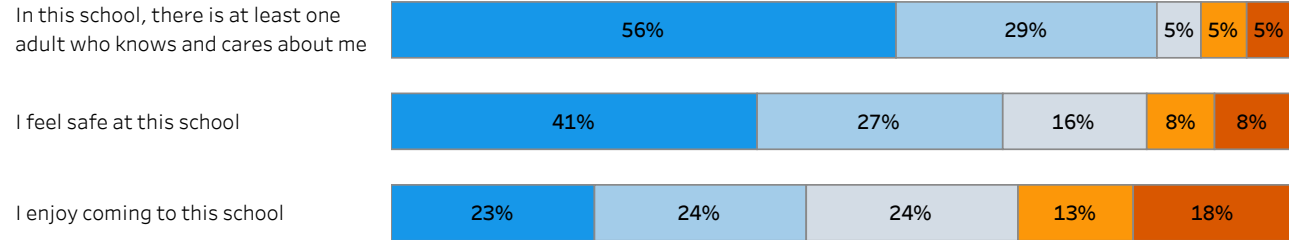


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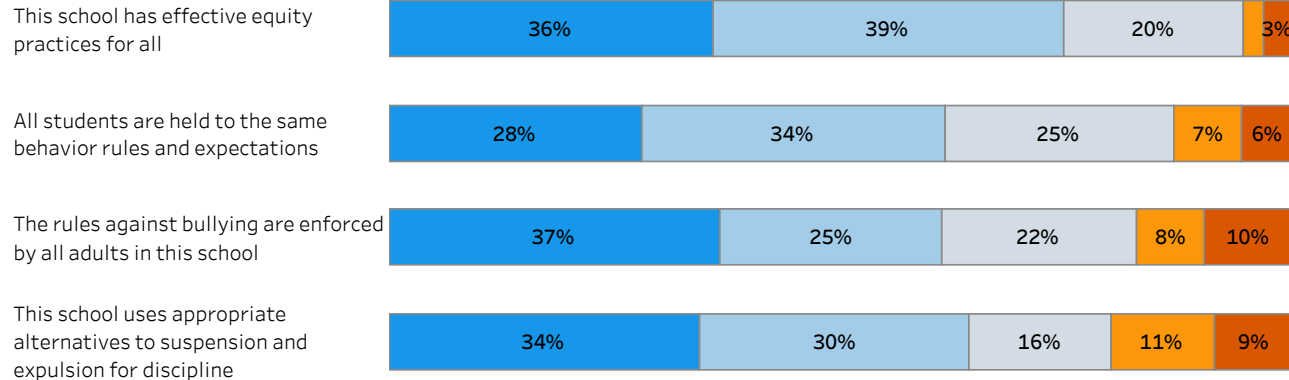


Belongingness - Student

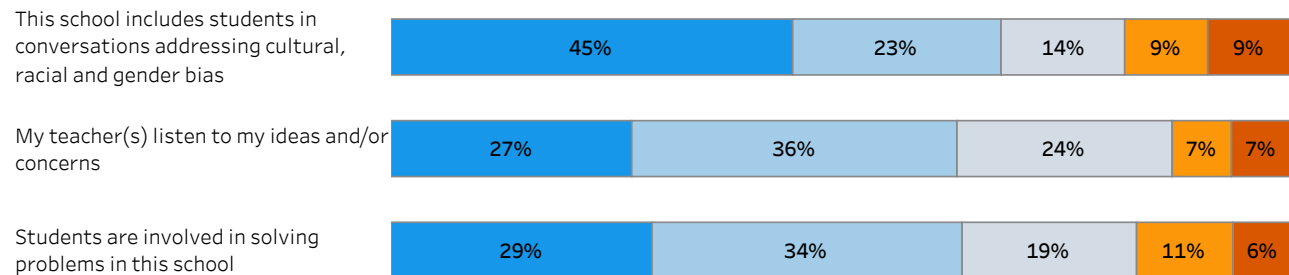
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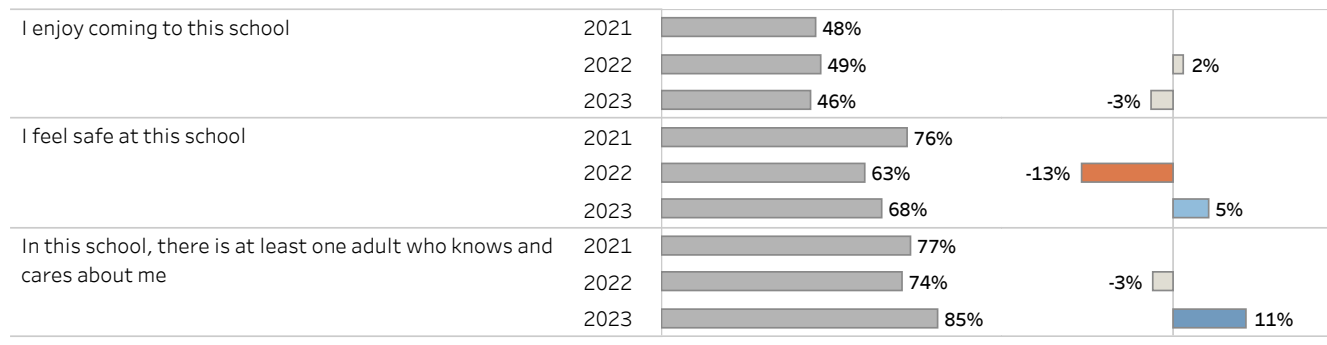
Students feel they have a voice and are beginning to take responsible ownership of their learning. They take an active role in co-creating an anti-bias culture and dismantling racism. They learn resilience and empathy while feeling a strong sense of belonging. Diverse representation of students, parents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



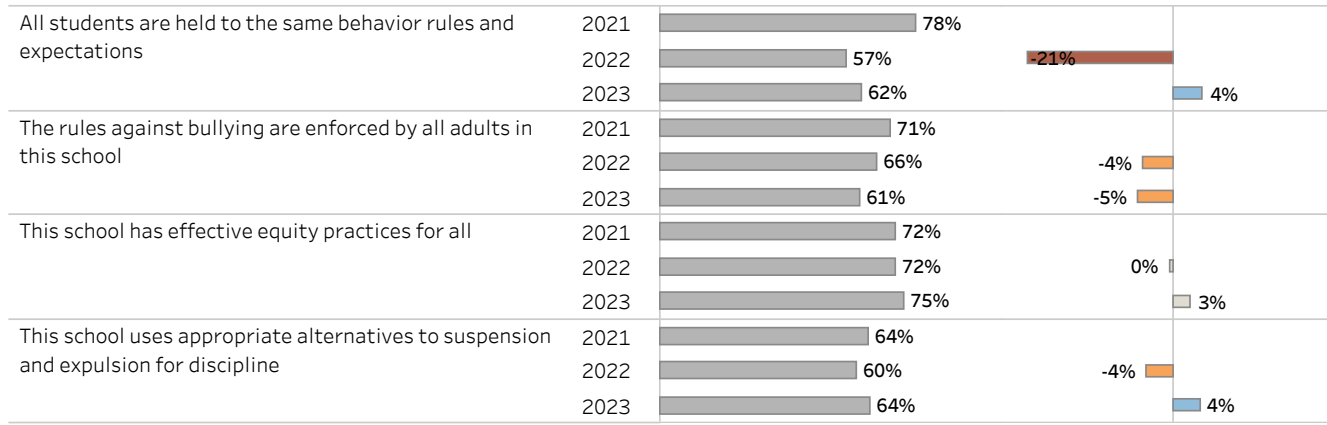
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Belongingness - Student LONGITUDINAL

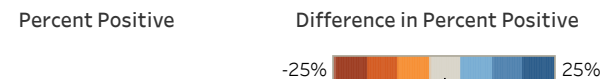
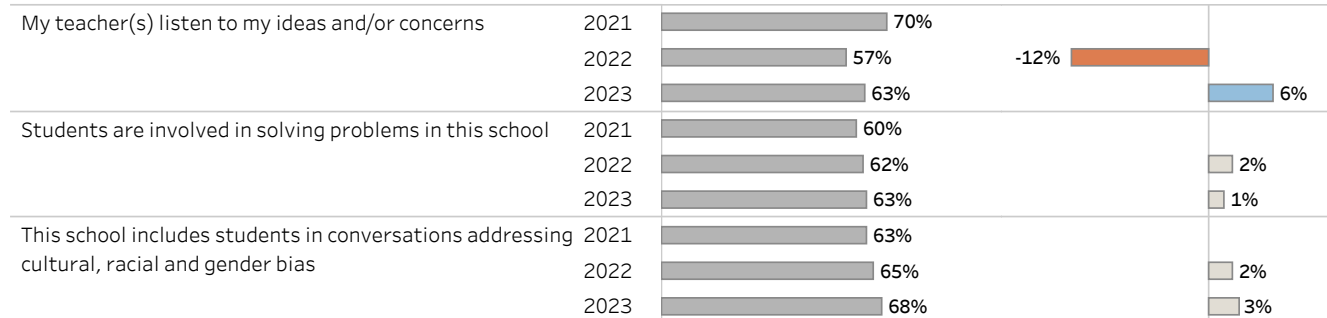
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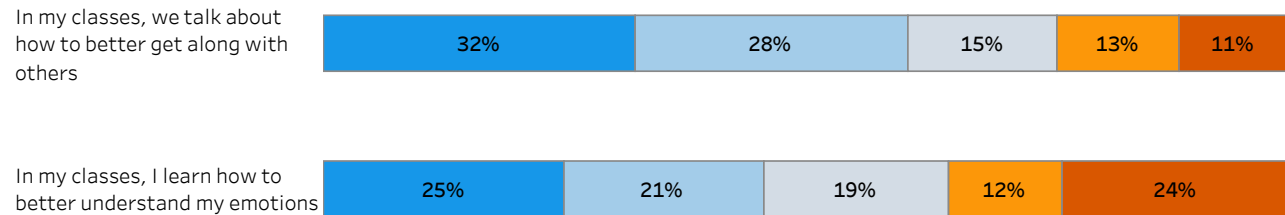


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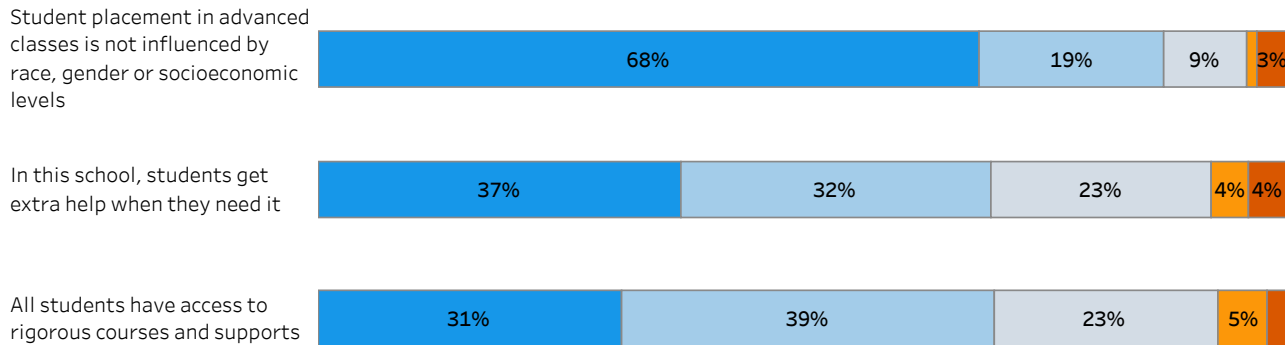


Commitment to Dismantling Racism and Oppression - Student

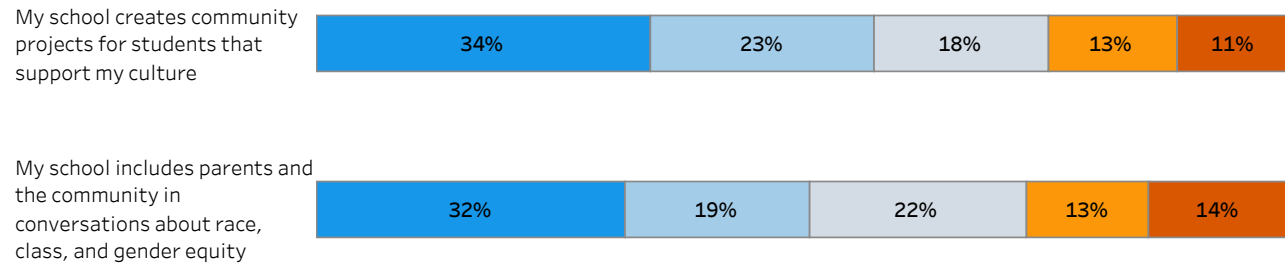
Learning opportunities involve a varied and high quality curriculum (including social-emotional development) with substantial enrichment experiences. There is particular attention on reducing disparities in learning (racial, gender, etc.) created by tracking and ability grouping. There is intentional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



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



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



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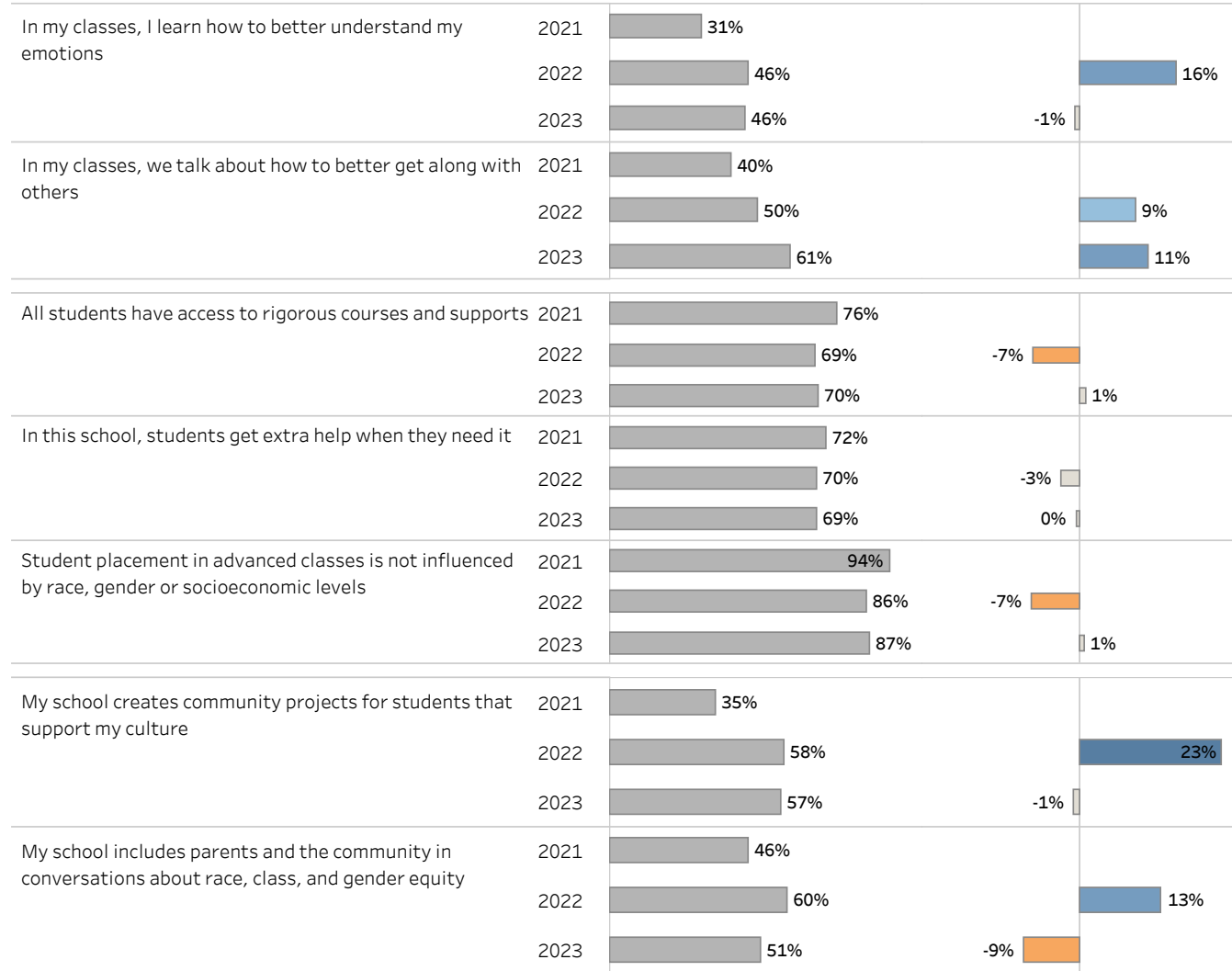
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LONGITUDINAL

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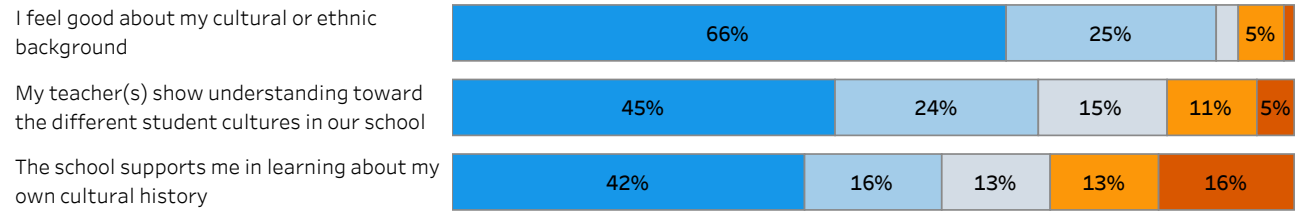
Percent Positive

Difference in Percent Positive

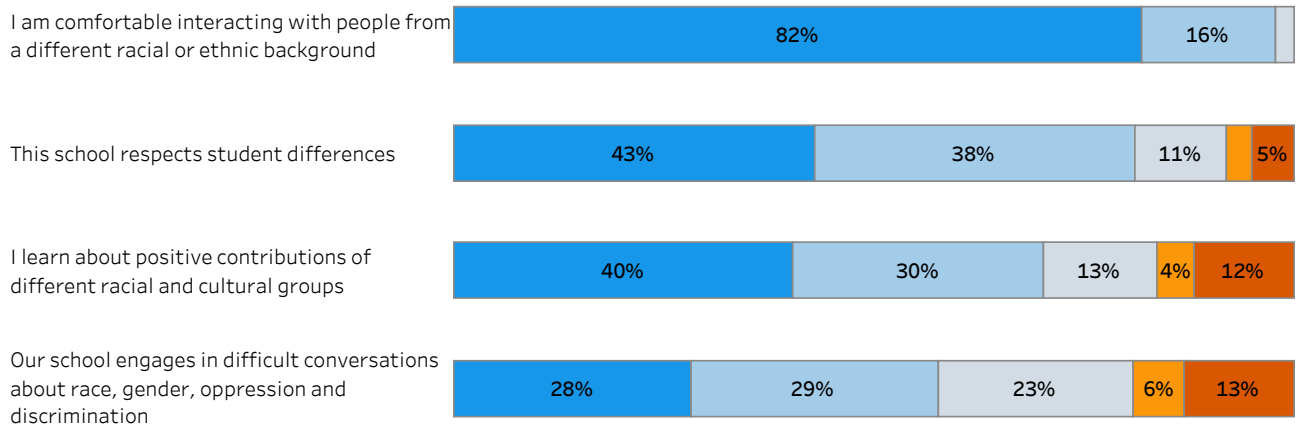


Diversity - Student

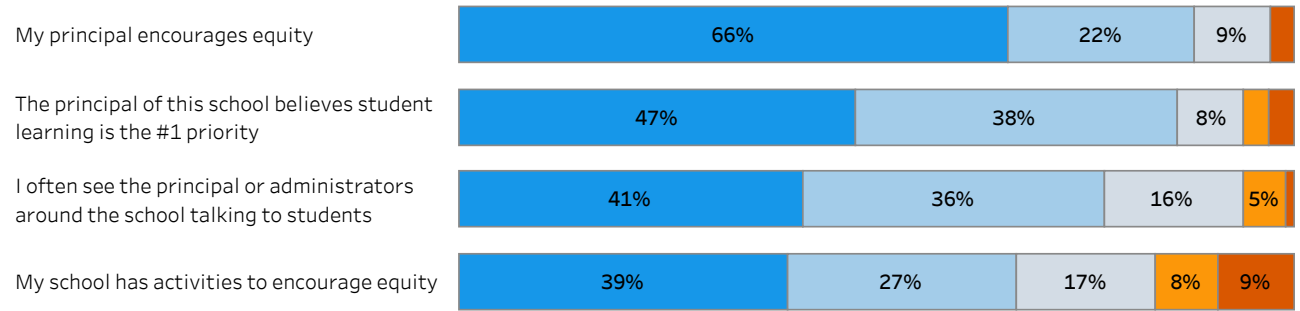
Self-awareness is encouraged as all members of the community are supported in knowing their personal equity journey and being aware of their own cultural history. There is strategic planning and actions taken regarding personal growth/development of all school and community stakeholders.



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



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



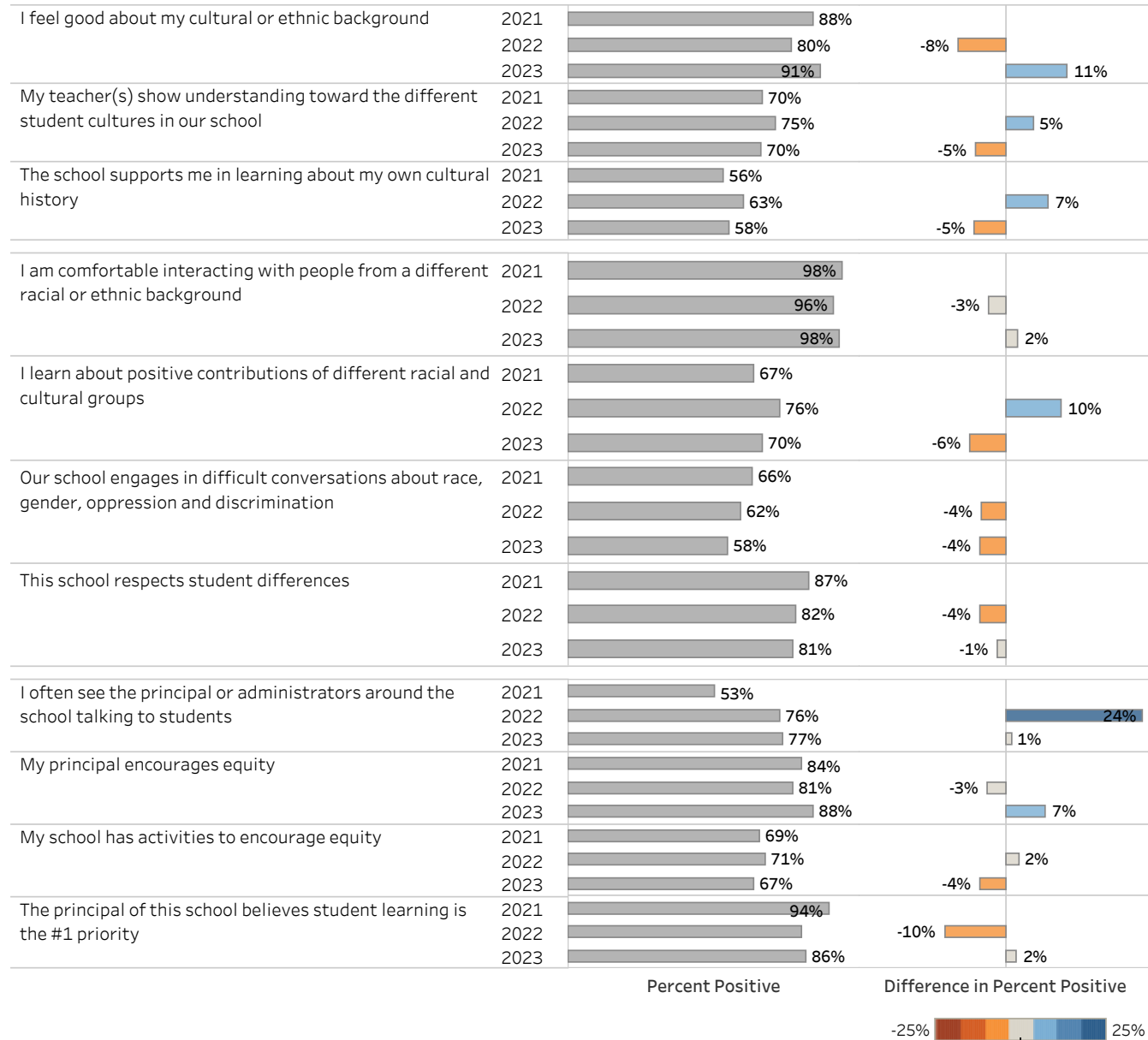
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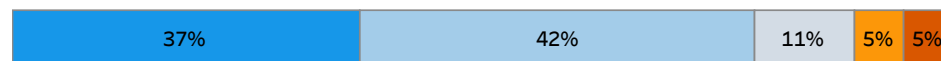
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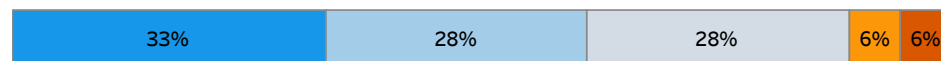
Academics - Family

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

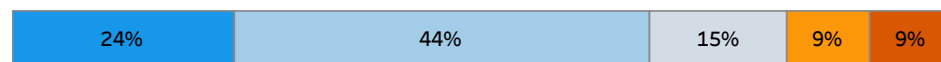
The books and materials used in classrooms include positive representations of race, gender, and other marginalized people



Teachers have high expectations for student learning at this school



This school is doing a good job of preparing my student for a successful future

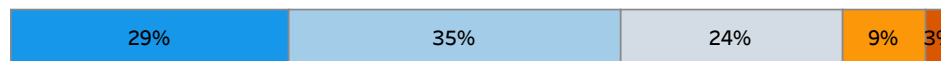


My student is challenged with a rigorous course of study at this school

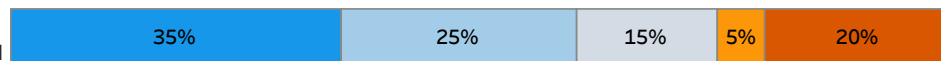


Instructional practices use an equity lens and effectively build on the interests, strengths and home cultures of the school's students and families. Culturally relevant pedagogy is infused into the content of literature, class projects, assignments, assessments events, field trips, ethnic studies courses,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

Teachers in this school are dedicated to helping all students succeed



Our family's culture is reflected in what my student studies at school



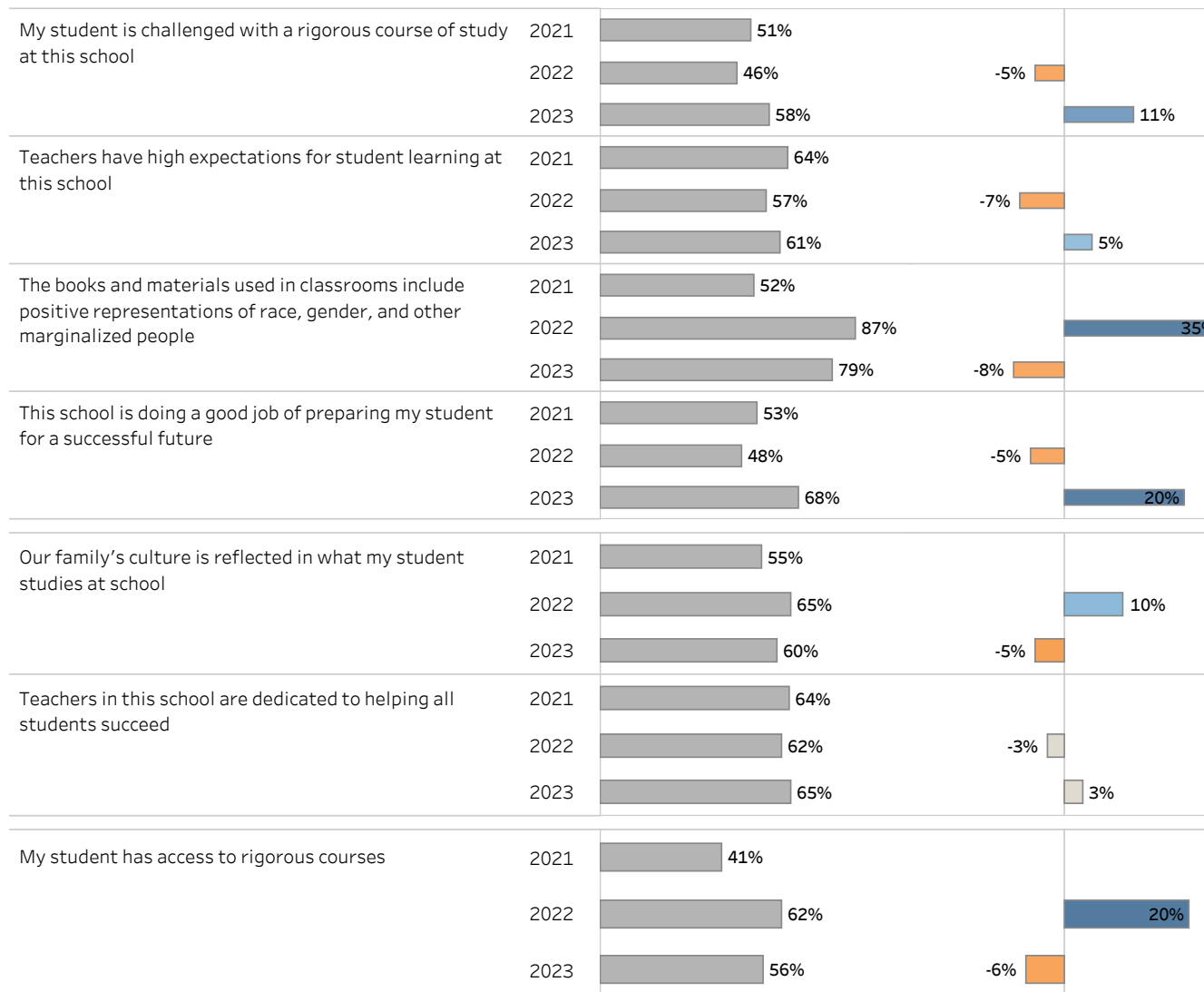
Rigorous academic preparation is accompanied by high levels of knowledge and skills, capitalizing on and connecting to students of all backgrounds. All students have access to rigorous courses and supports to ensure success for all.

My student has access to rigorous courses



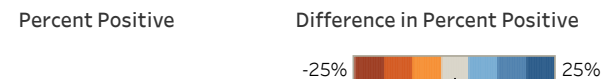
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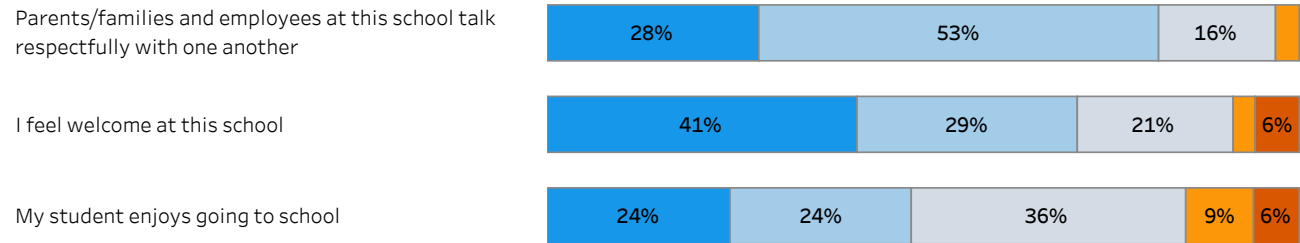
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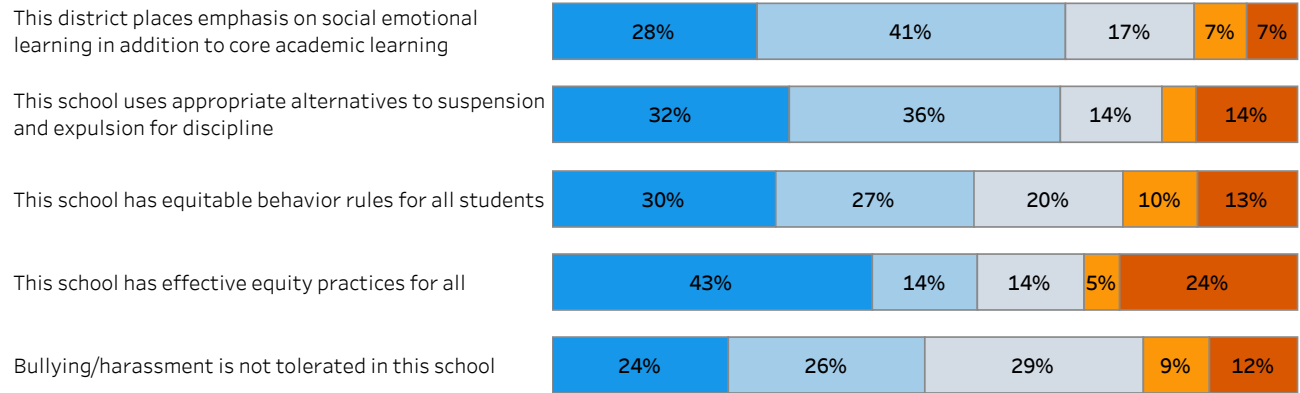


Belongingness - Family

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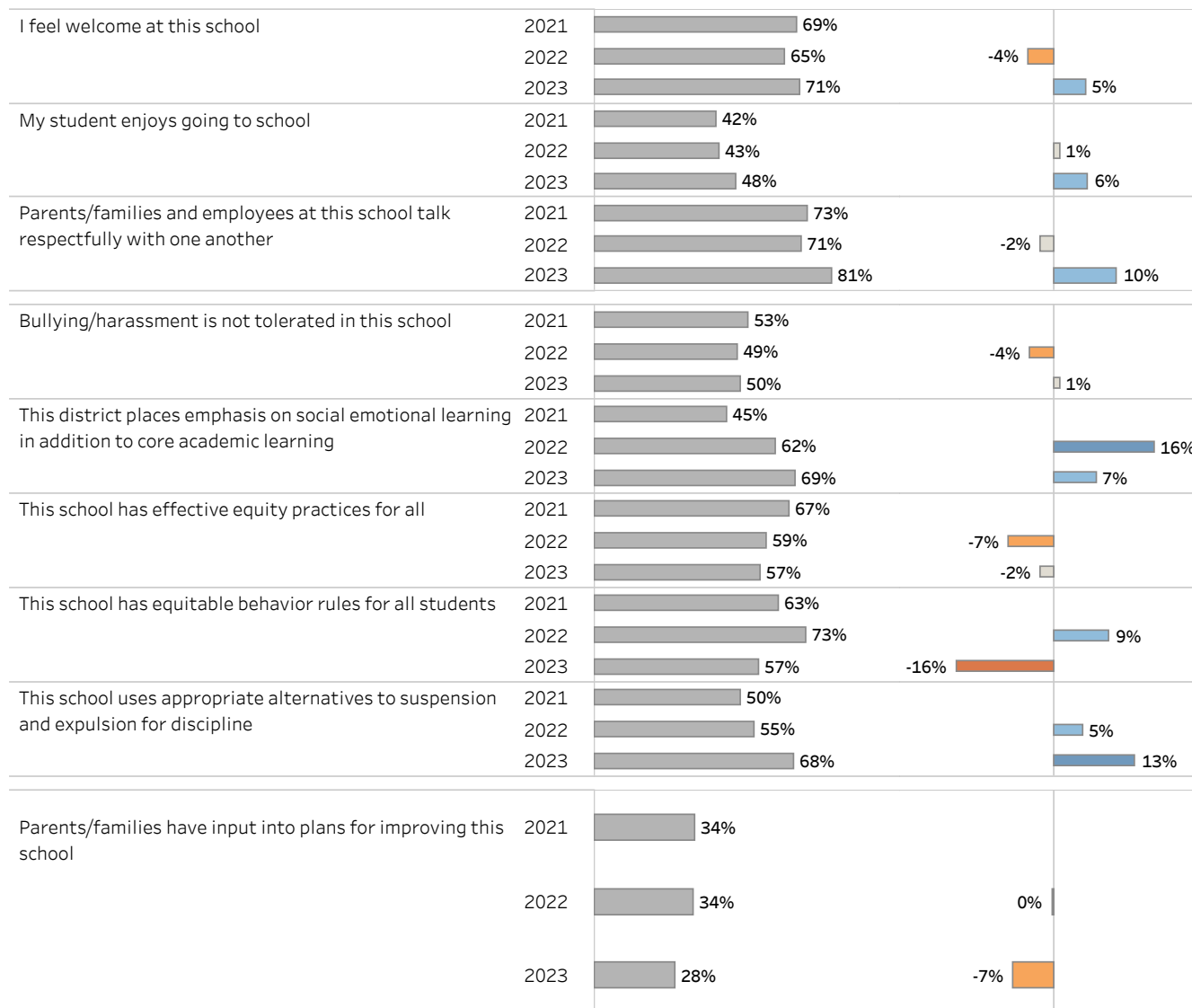
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Percent Positive

Difference in Percent Positive



Commitment to Dismantling Racism and Oppression - Family

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



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



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

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

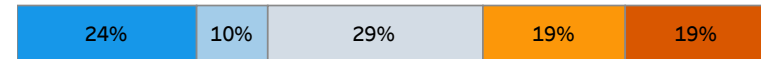


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This school respects the different cultures represented in our community



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



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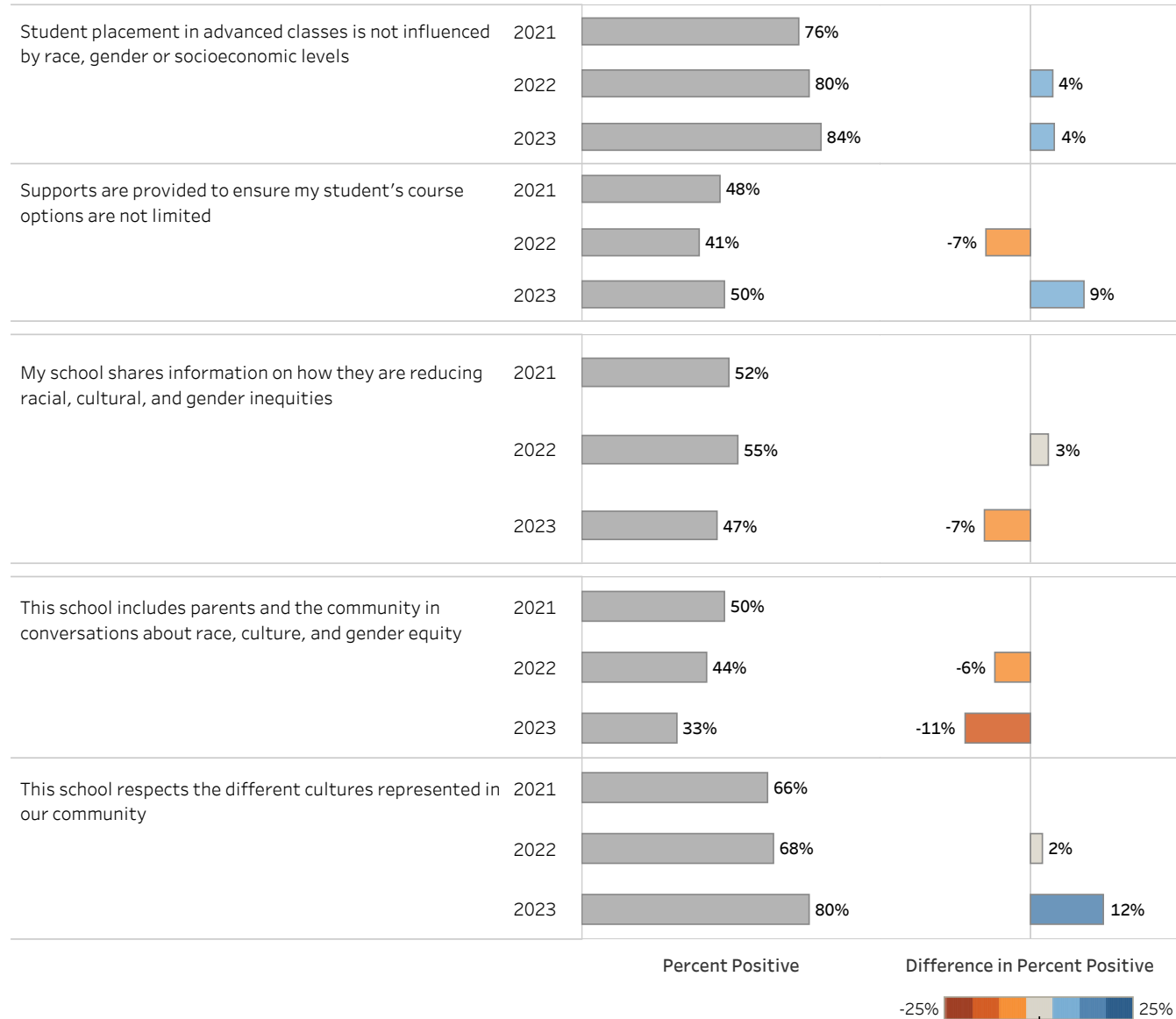
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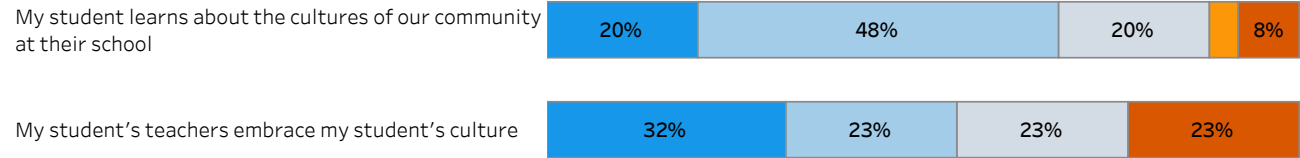
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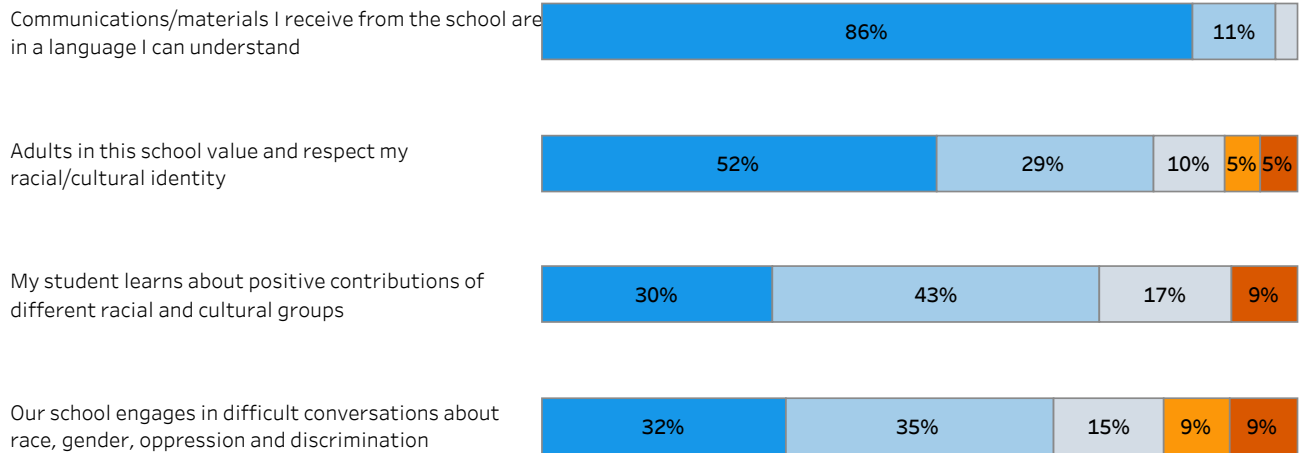


Diversity - Family

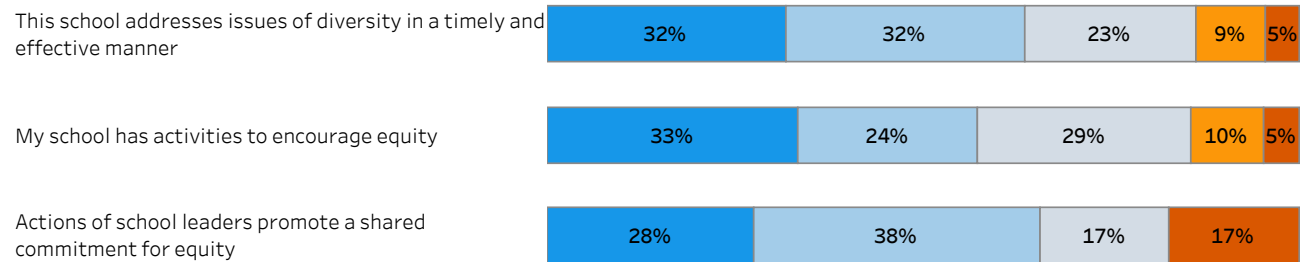
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Statement	Year	Percent Positive	Difference in Percent Positive
My student learns about the cultures of our community at their school	2021	45%	
	2022	58%	14%
	2023	68%	10%
My student's teachers embrace my student's culture	2021	73%	
	2022	75%	2%
	2023	55%	-20%
Adults in this school value and respect my racial/cultural identity	2021	68%	
	2022	82%	14%
	2023	81%	-1%
Communications/materials I receive from the school are in a language I can understand	2021	95%	
	2022	100%	5%
	2023	97%	-3%
My student learns about positive contributions of different racial and cultural groups	2021	61%	
	2022	71%	10%
	2023	74%	3%
Our school engages in difficult conversations about race, gender, oppression and discrimination	2021	64%	
	2022	62%	-2%
	2023	68%	6%
Actions of school leaders promote a shared commitment for equity	2021	74%	
	2022	73%	-1%
	2023	66%	-8%
My school has activities to encourage equity	2021	46%	
	2022	64%	18%
	2023	57%	-7%
This school addresses issues of diversity in a timely and effective manner	2021	59%	
	2022	63%	4%
	2023	64%	0%

Percent Positive

Difference in Percent Positive

