Educational Effectiveness Survey™

cee
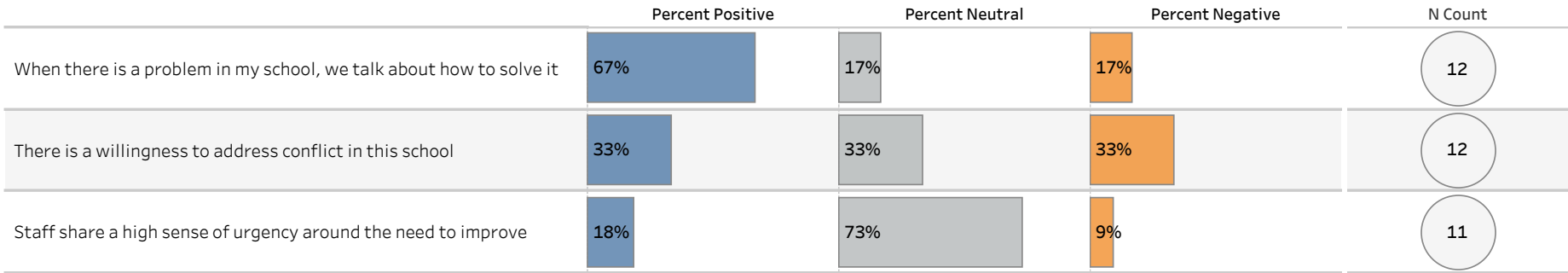The Center for Educational Effectiveness

Tool Kit

South Whidbey Middle School

South Whidbey School District

	2022	2023
Staff	n=14	n=12
Student	n=137	n=111
Family	n=56	n=42

How well does your team solve problems and resolve conflict?
2023 School Year

c|e|e The Center for Educational Effectiveness

South Whidbey Middle School | South Whidbey School District

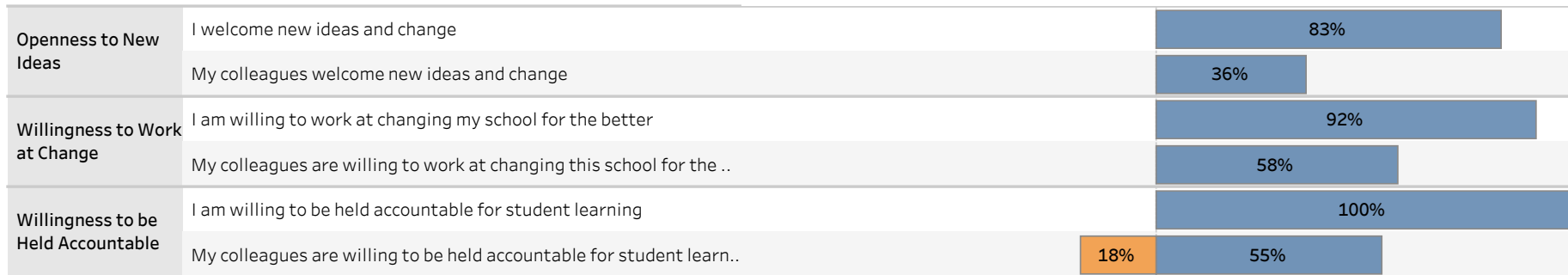|	Percent Positive	Percent Neutral	Percent Negative	N Count
When there is a problem in my school, we talk about how to solve it	67%	17%	17%	12
There is a willingness to address conflict in this school	33%	33%	33%	12
Staff share a high sense of urgency around the need to improve	18%	73%	9%	11

Is your staff ready for change?

Openness to New Ideas	I welcome new ideas and change	83%
	My colleagues welcome new ideas and change	36%
Willingness to Work at Change	I am willing to work at changing my school for the better	92%
	My colleagues are willing to work at changing this school for the ..	58%
Willingness to be Held Accountable	I am willing to be held accountable for student learning	100%
	My colleagues are willing to be held accountable for student learn..	18% / 55%

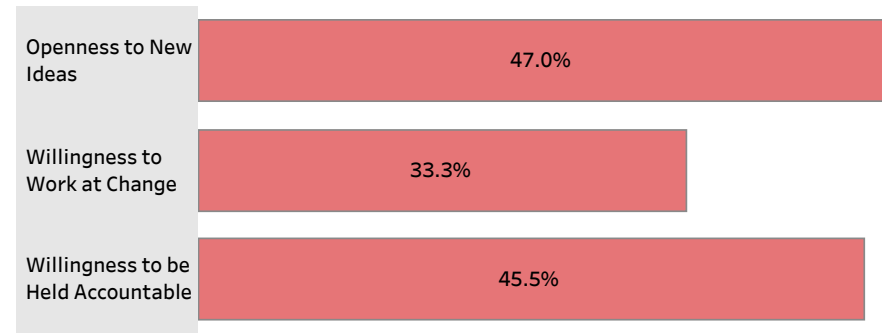■ Percent Negative   ■ Percent Positive

What is an <u>I vs They</u> 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 <u>I vs They</u> pair of questions. Large gaps are a sign of distrust amongst staff members.

If the <u>I vs They</u> 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**.
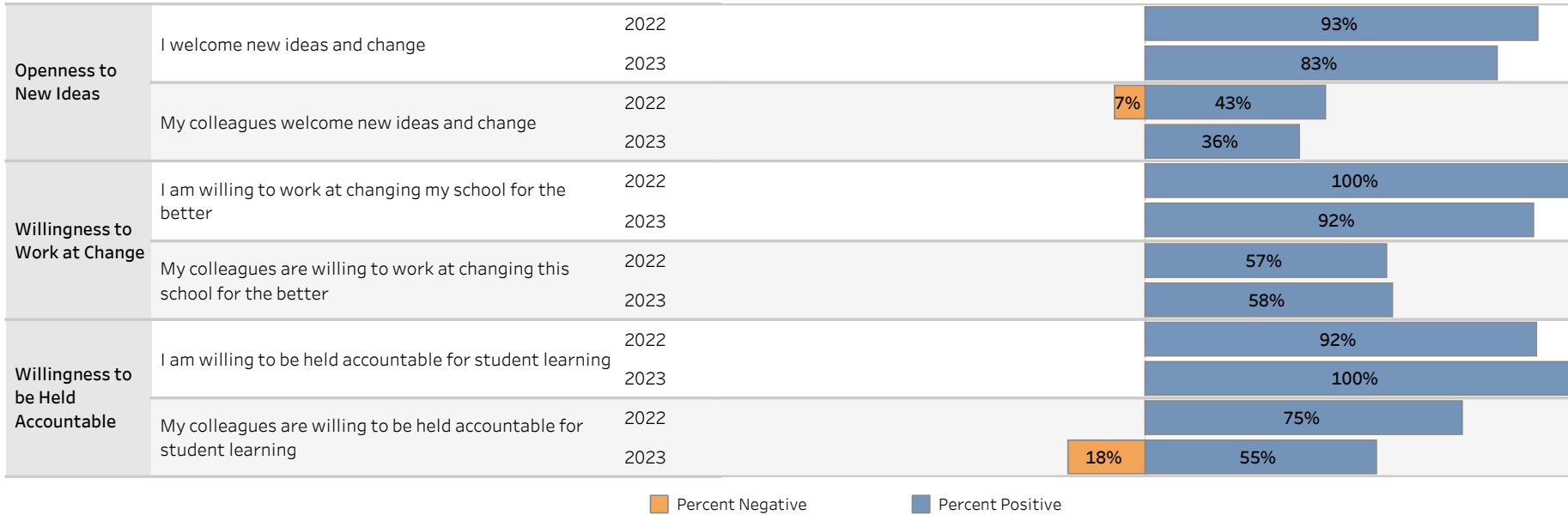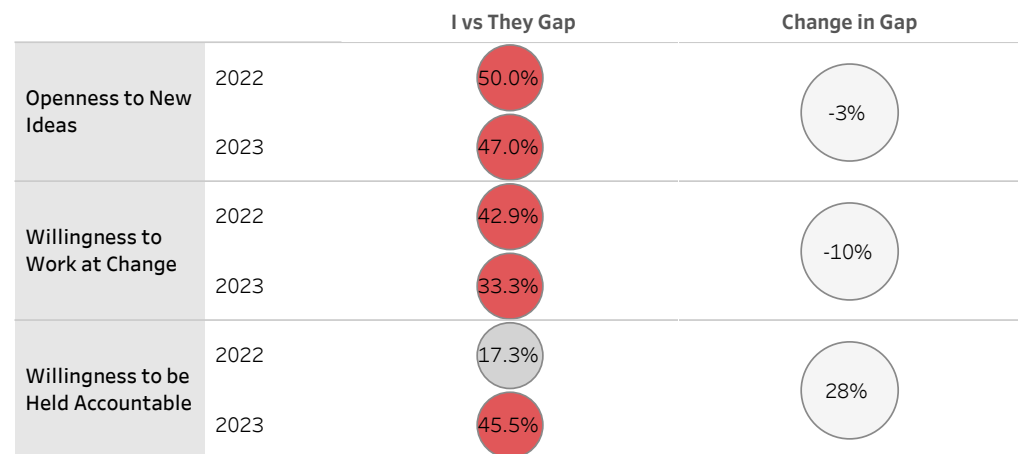
I vs They Gap

Openness to New Ideas	47.0%
Willingness to Work at Change	33.3%
Willingness to be Held Accountable	45.5%

What a difference a year makes...
Is your staff ready for change?

South Whidbey Middle School | South Whidbey School District

Category	Statement	Year	Value
Openness to New Ideas	I welcome new ideas and change	2022	93%
		2023	83%
	My colleagues welcome new ideas and change	2022	7% 43%
		2023	36%
Willingness to Work at Change	I am willing to work at changing my school for the better	2022	100%
		2023	92%
	My colleagues are willing to work at changing this school for the better	2022	57%
		2023	58%
Willingness to be Held Accountable	I am willing to be held accountable for student learning	2022	92%
		2023	100%
	My colleagues are willing to be held accountable for student learning	2022	75%
		2023	18% 55%

■ Percent Negative ■ Percent Positive

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!

Category	Year	I vs They Gap	Change in Gap
Openness to New Ideas	2022	50.0%	-3%
	2023	47.0%	
Willingness to Work at Change	2022	42.9%	-10%
	2023	33.3%	
Willingness to be Held Accountable	2022	17.3%	28%
	2023	45.5%	

EES Toolkit - RTB Change

Created on: 5/5/2023

Do staff and student respondents share common beliefs and perceptions for Social Supports?

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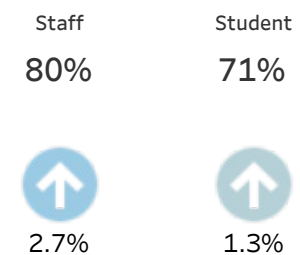
SOCIAL SUPPORTS
Salina, C, Girtz, S and Eppinga, J (2016) *Powerless to Powerful: Leadership for School Change.* Lanham, MD: Rowman & Littlefield

South Whidbey Middle School | South Whidbey School District

		2022	2023
Staff	CIA — I understand instructional strategies to support social emotional learning objectives	64%	80%
	CSF — Staff I work with take responsibility for ensuring each student learns in our school	85%	83%
	FPD — I receive training on instruction to support social emotional learning	45%	70%
	MTL — I incorporate social emotional instruction into my daily instructional delivery	70%	67%
	SLE — Staff at this school value and respect all students	77%	82%
	SLE — Students believe the adults in this school genuinely care about them	67%	82%
	SLE — The development of students' social emotional learning enhances the learning environment in our classrooms	91%	100%
	SLE — This school has effective equity practices for all	78%	75%
Student	BELONG — I feel good about my cultural or ethnic background	80%	91%
	BELONG — There's at least one adult in this school I can talk to if I have a problem	71%	76%
	CSF — My teacher(s) believe student learning is important	94%	88%
	EL — If I want to talk with my teacher(s), they are available to me	74%	76%
	IS — Adults in this school help me plan and set goals for my future	41%	42%
	IS — Students are involved in solving problems in this school	62%	63%
	SLE — I enjoy coming to this school	49%	46%
	SLE — I feel safe at this school	63%	68%
	SLE — In this school, there is at least one adult who knows and cares about me	74%	85%
	SLE — This school has effective equity practices for all	72%	75%

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

		2022	2023
Staff	Students believe the adults in this school genuinely care about them	67%	82%
Student	In this school, there is at least one adult who knows and cares about me	74%	85%
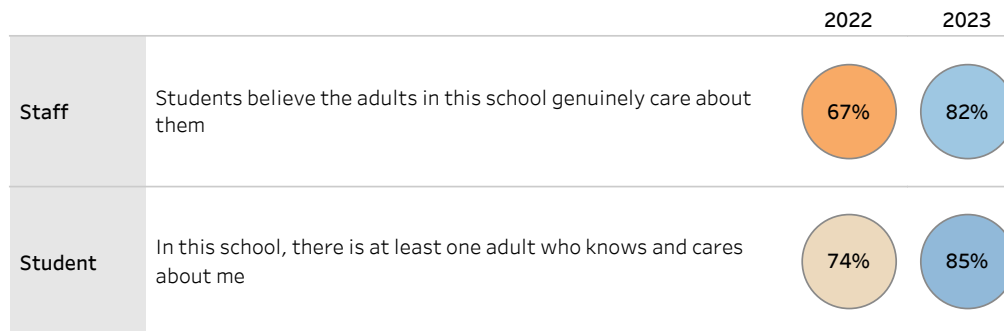
How does your school's Social Supports compare to other schools?

Staff	Student
80%	71%
↑	↑
2.7%	1.3%

Compared to the Social Supports Norm

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

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

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

Do I believe all students can learn? Do my peers believe all students can learn? Do all students feel we believe in their ability to learn? These are key questions at the core of academic attainment for all and each of the three legs must be equally sturdy to hold the weight of high expectations and rigor.
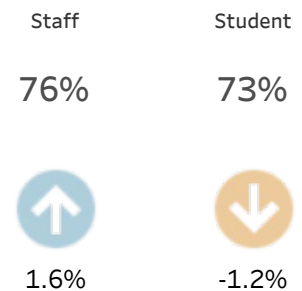
ACADEMIC PRESS
Salina, C, Girtz, S and Eppinga, J (2016) *Powerless to Powerful: Leadership for School Change.* Lanham, MD: Rowman & Littlefield

		2022	2023
Staff	CIA — Instruction is personalized to meet the needs of each student	64%	60%
	CIA — Regular formative assessments are used to monitor student progress toward standards	82%	90%
	CIA — Students are provided tasks that require higher-level thinking skills	80%	90%
	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	100%	100%
	HSE — I believe that all students can meet state standards	100%	67%
	HSE — In our school we expect all staff to perform responsibilities with a high level of excellence	77%	73%
	HSE — Our staff believes that all students can meet state standards	56%	78%
	MTL — Assessment data are used to identify student needs and appropriate instructional intervention	91%	80%
	MTL — I provide timely feedback to students about their learning	100%	88%
	MTL — Struggling students receive early intervention and remediation to acquire skills	60%	50%
	MTL — We monitor the effectiveness of instructional interventions	70%	60%
Student	CSF — This school is doing a good job of preparing me to succeed in my life	53%	61%
	FO — I have a plan for what I want to do after high school	64%	78%
	FO — I know I will graduate from high school	79%	88%
	HSE — All students have access to rigorous courses and supports	69%	70%
	HSE — My teacher(s) expect all students to succeed, no matter who they are	69%	80%
	HSE — My teacher(s) expect me to do my best	89%	93%
	HSE — My teacher(s) provide lessons and activities that challenge me to learn	72%	66%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	86%	87%
	MTL — My teacher(s) help me learn by challenging me with interesting activities in class	49%	48%
	SE — What we do in school will help me succeed in life	58%	59%

How large is your "Staff vs Student" Gap for these questions?
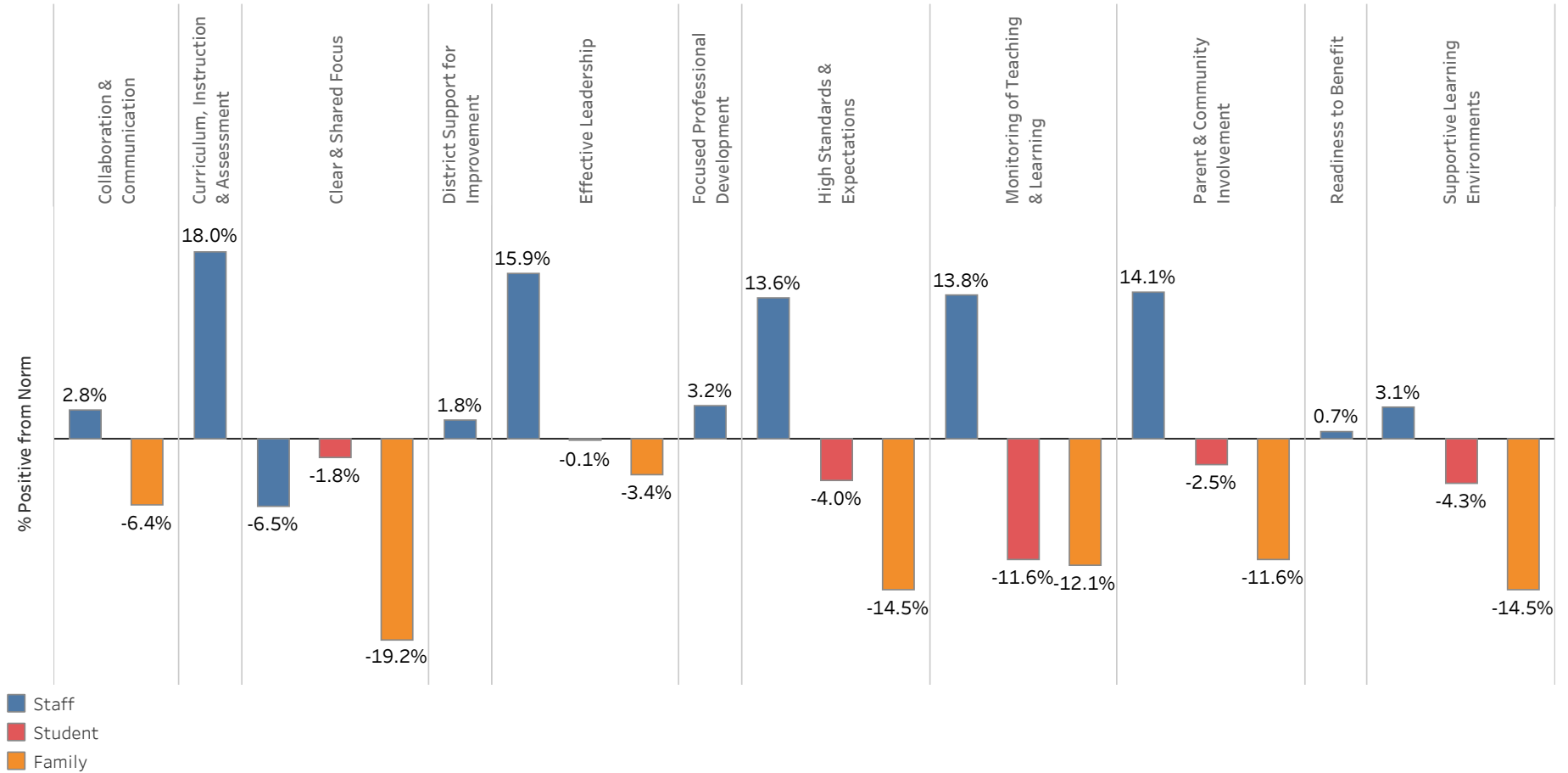
		2022	2023
Staff	I believe that all students can meet state standards	100%	67%
	Our staff believes that all students can meet state standards	56%	78%
Student	My teacher(s) expect all students to succeed, no matter who they are	69%	80%
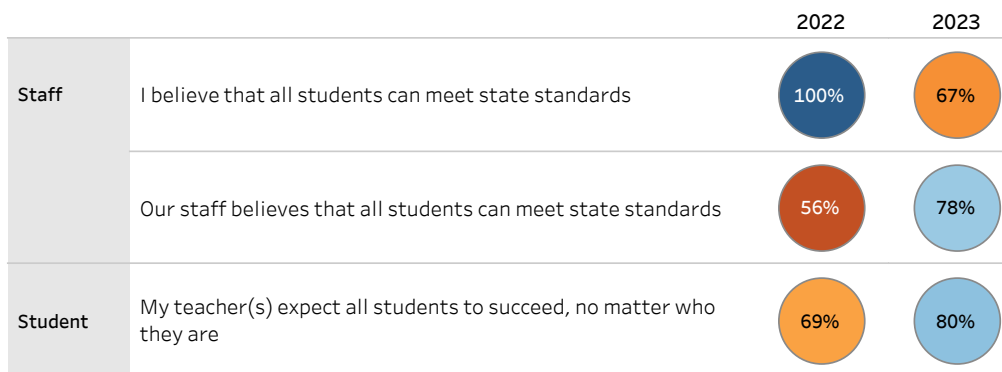
How does your school's Academic Press compare to other schools?

Staff	Student
76%	73%
↑	↓
1.6%	-1.2%

Compared to the Academic Press Norm

How do you compare against other EES Schools?

2023 EES Survey Perceptions | South Whidbey Middle School
9 Characteristics of Highly Effective Schools

% Positive from Norm

Collaboration & Communication: Staff 2.8%, Family -6.4%

Curriculum, Instruction & Assessment: Staff 18.0%

Clear & Shared Focus: Staff -6.5%, Student -1.8%, Family -19.2%

District Support for Improvement: Staff 1.8%

Effective Leadership: Staff 15.9%, Student -0.1%, Family -3.4%

Focused Professional Development: Staff 3.2%

High Standards & Expectations: Staff 13.6%, Student -4.0%, Family -14.5%

Monitoring of Teaching & Learning: Staff 13.8%, Student -11.6%, Family -12.1%

Parent & Community Involvement: Staff 14.1%, Student -2.5%, Family -11.6%

Readiness to Benefit: Staff 0.7%

Supportive Learning Environments: Staff 3.1%, Student -4.3%, Family -14.5%

- Staff
- Student
- Family

What are the Top and Bottom 5 survey items from your 2023 School Year?

By % Positive Responses South Whidbey Middle School | South Whidbey School District

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

Staff Survey

Item	%
EL — My principal is committed to quality education	100.0%
EL — My principal/administrator cares about me as a person	100.0%
EL — The school leadership team is comfortable presenting new ideas to the staff	100.0%
HSE — Academic placement is not influenced by race, gender or socioeconomic levels	100.0%
RTB — I am willing to be held accountable for student learning	100.0%
SLE — Our staff can count on one another for help when needed	100.0%
SLE — The development of students' social emotional learning enhances the learning environment in our classro...	100.0%
PCI — With important decisions we seek input from parents and the community	37.5%
RTB — My colleagues welcome new ideas and change	36.4%
C — There is a willingness to address conflict in this school	33.3%
SLE — We celebrate progress toward improvement plan goals	33.3%
CSF — Staff share a high sense of urgency around the need to improve	18.2%

Student Survey

Item	%
IS — I am comfortable interacting with people from a different racial or ethnic background	97.7%
HSE — My teacher(s) expect me to do my best	93.2%
IS — I am respectful of others at this school	93.2%
BELONG — I feel good about my cultural or ethnic background	90.8%
HSE — I understand the expectations of this school	88.6%
SLE — Work I do in this school is useful and interesting to me	46.7%
SLE — I enjoy coming to this school	46.1%
MTL — My teacher(s) tell me the purpose for each lesson or activity	45.3%
SLE — Most students are respectful of others at this school	43.6%
IS — Adults in this school help me plan and set goals for my future	41.9%

Family Survey

Item	%
C — Communications/materials I receive from the school are in a language I can understand	97.2%
EL — The principal of this school is committed to quality education	86.5%
HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	84.2%
SLE — School employees are respectful and courteous of one another	84.0%
HSE — I understand the expectations of this school	82.1%
CSF — I am informed about progress toward the improvement goals of this school	50.0%
SLE — Bullying/harassment is not tolerated in this school	50.0%
SLE — My student enjoys going to school	48.5%
C — This school communicates with me about my student's progress	47.5%
PCI — This school tells me how I can help my student with homework	46.9%
PCI — Parents/families have input into plans for improving this school	27.6%

Where are we seeing the most change from 2022 to 2023?

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.

Staff Survey

Item	%
SLE — We have a system for celebrating student success	50.0%
SLE — Students believe this school is a safe place	38.6%
EL — The school leadership team is comfortable presenting new ideas to the staff	30.0%
D — This district facilitates the alignment of curriculum across grades and schools	30.0%
C — Our staff shares new ideas and strategies with one another	29.5%
SLE — We celebrate progress toward improvement plan goals	-16.7%
RTB — My colleagues are willing to be held accountable for student learning	-20.5%
CSF — Staff share a high sense of urgency around the need to improve	-24.7%
SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	-27.3%
HSE — I believe that all students can meet state standards	-33.3%

Student Survey

Item	%
FO — I am hopeful about my future	16.4%
FO — I have a plan for what I want to do after high school	13.9%
SLE — Work I do in this school is useful and interesting to me	13.1%
BELONG — In my school, I feel that I belong to a group of friends	11.5%
HSE — My teacher(s) expect all students to succeed, no matter who they are	11.1%
SLE — The rules against bullying are enforced by all adults in this school	-5.1%
SM — I can calm myself down when I am excited or upset	-5.3%
CSF — My teacher(s) believe student learning is important	-6.2%
HSE — My teacher(s) provide lessons and activities that challenge me to learn	-6.2%
PCI — My parents/family feel welcome to visit this school	-13.9%

Do you see increases or decreases similar to what Staff or Student responses reflected?

Family Survey

Item	%
PCI — This school tells me how I can help my student with homework	29.9%
SLE — In this school, time is spent doing work that students find useful and interesting	21.8%
HSE — I understand the expectations of this school	21.7%
HSE — This school is doing a good job of preparing my student for a successful future	19.6%
SLE — This school celebrates student success	17.5%
SLE — School employees are respectful and courteous of one another	-7.7%
SLE — This school has a welcoming environment that embraces the diversity of race, ethnicity, religion, gender, and sexual orientations	-11.6%
SLE — This school provides a caring/supportive environment for my student	-12.7%
CSF — This school has equitable behavior rules for all students	-15.8%
SLE — My student feels safe at school	-20.2%

Created on: 5/5/2023

Do respondents across all three surveys share common beliefs and perceptions?

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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.

Category	Item		2022	2023
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	86%	87%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Fam	80%	84%
Behavior Standards	SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	Sta	73%	45%
	SLE — All students are held to the same behavior rules and expectations	Stu	57%	62%
	CSF — This school has equitable behavior rules for all students	Fam	73%	57%
Bullying	SLE — Staff enforce the bullying/harassment policy of this school	Sta	91%	82%
	SLE — The rules against bullying are enforced by all adults in this school	Stu	66%	61%
	SLE — Bullying/harassment is not tolerated in this school	Fam	49%	50%
Celebrating Success	SLE — We have a system for celebrating student success	Sta	33%	83%
	SLE — Student success is celebrated in this school	Stu	54%	59%
	SLE — This school celebrates student success	Fam	45%	63%
Confronting Bias	FPD — We talk about race and bigotry as a staff	Sta	50%	67%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Stu	62%	58%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Fam	62%	68%
High Expectations	HSE — Our staff believes that all students can meet state standards	Sta	56%	78%
	HSE — My teacher(s) expect all students to succeed, no matter who they are	Stu	69%	80%
	HSE — Teachers have high expectations for student learning at this school	Fam	57%	61%
Intervention for Struggling Students	MTL — Struggling students receive early intervention and remediation to acquire skills	Sta	60%	50%
	MTL — My teacher(s) find other ways for me to learn things I find difficult	Stu	54%	52%
	MTL — Struggling students receive early intervention and additional help at this school	Fam	49%	54%
Safety	SLE — Students believe this school is a safe place	Sta	25%	64%
	SLE — I feel safe at this school	Stu	63%	68%
	SLE — My student feels safe at school	Fam	77%	57%
Supported Learning	SLE — Students believe the adults in this school genuinely care about them	Sta	67%	82%
	SLE — In this school, there is at least one adult who knows and cares about me	Stu	74%	85%
	SLE — This school provides a caring/supportive environment for my student	Fam	70%	57%

Change in % Positive Responses

	Staff	Student	Family
Academic Equity	0.0%	0.9%	4.2%
Behavior Standards	-27.3%	4.4%	-15.8%
Bullying	-9.1%	-5.1%	1.0%
Celebrating Success	50.0%	4.8%	17.5%
Confronting Bias	16.7%	-4.4%	5.7%
High Expectations	22.2%	11.1%	4.5%
Intervention for Struggling Students	-10.0%	-2.5%	4.7%
Safety	38.6%	5.3%	-20.2%
Supported Learning	15.2%	10.8%	-12.7%

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 2023 School Year?

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

Item	%
CSF — Staff share a high sense of urgency around the need to improve	73%
RTB — My colleagues welcome new ideas and change	64%
PCI — With important decisions we seek input from parents and the community	63%
SLE — We celebrate progress toward improvement plan goals	58%
D — Collaboration between district and schools is based upon trust and respect	42%
D — District administrators communicate a clear vision of good instruction and essential curriculum	42%
D — District leadership communicates effectively with my school	42%
D — This district facilitates systems and programs to support school improvement	42%
RTB — My colleagues are willing to work at changing this school for the better	42%

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

Item	Value
SLE — We have a system for celebrating student success	-50.0%
SLE — Students believe this school is a safe place	-39.4%
FPD — We talk about race and bigotry as a staff	-33.3%
C — Our staff shares new ideas and strategies with one another	-31.8%
C — There is a willingness to address conflict in this school	-31.0%
EL — Staff are held accountable for the new behaviors and practices needed to achieve our school improvement plan goals	18.2%
SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	18.2%
D — District leadership communicates effectively with my school	23.5%
D — This district facilitates systems and programs to support school improvement	23.5%
SLE — We celebrate progress toward improvement plan goals	25.0%

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?

Created on: 5/5/2023

What Staff survey items from your 2023 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.

Sometimes True South Whidbey Middle School | South Whidbey School District

Item	%
CSF — Staff share a high sense of urgency around the need to improve	73%
RTB — My colleagues welcome new ideas and change	64%
PCI — With important decisions we seek input from parents and the community	63%
SLE — We celebrate progress toward improvement plan goals	58%
D — Collaboration between district and schools is based upon trust and respect	42%
D — District administrators communicate a clear vision of good instruction and essential curriculum	42%
D — District leadership communicates effectively with my school	42%
D — This district facilitates systems and programs to support school improvement	42%
RTB — My colleagues are willing to work at changing this school for the better	42%
CIA — Instruction is personalized to meet the needs of each student	40%
FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving inst...	40%
MTL — Struggling students receive early intervention and remediation to acquire skills	40%
EL — Staff are held accountable for the new behaviors and practices needed to achieve our school improvement plan goals	36%
SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	36%
C — There is a willingness to address conflict in this school	33%
HSE — I believe that all students can meet state standards	33%

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

What Student survey items from your 2023 School Year have 33% or more Neutral responses?

Sometimes True South Whidbey Middle School | South Whidbey School District

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 2023 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.

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CSF — My student understands the purpose of each lesson	38%
C — This school communicates effectively with my family	36%
SLE — My student enjoys going to school	36%