# Educational Effectiveness Survey™

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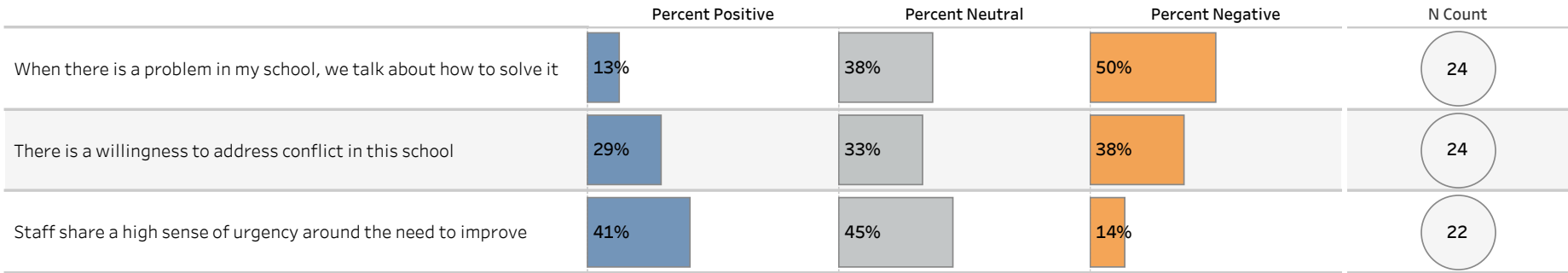The Center for Educational Effectiveness

# Tool Kit

## South Whidbey High School

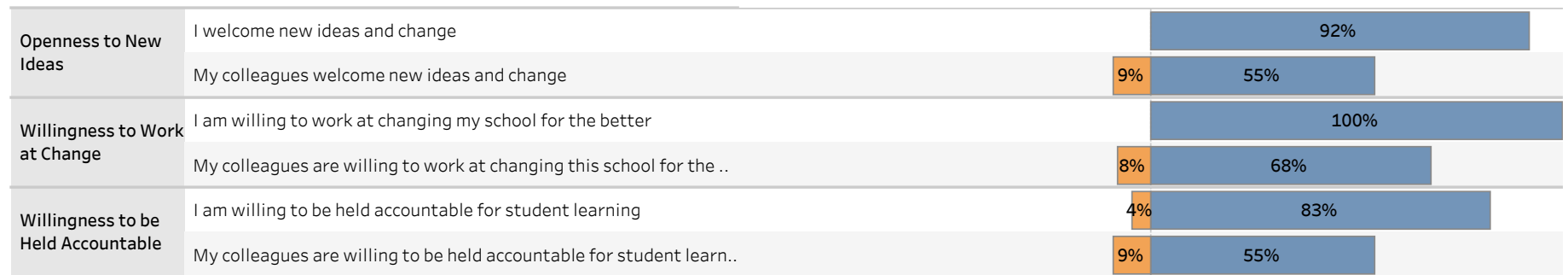### South Whidbey School District

|  | 2022 | 2023 |
|---|---|---|
| Staff | n=30 | n=25 |
| Student | n=254 | n=249 |
| Family | n=115 | n=60 |

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

South Whidbey High 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 | 13% | 38% | 50% | 24 |
| There is a willingness to address conflict in this school | 29% | 33% | 38% | 24 |
| Staff share a high sense of urgency around the need to improve | 41% | 45% | 14% | 22 |

## Is your staff ready for change?

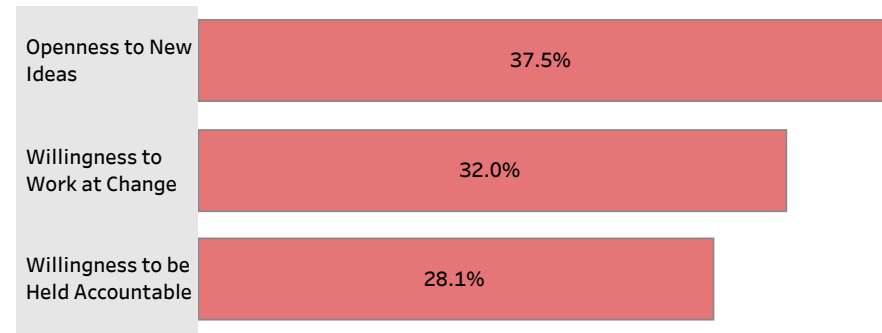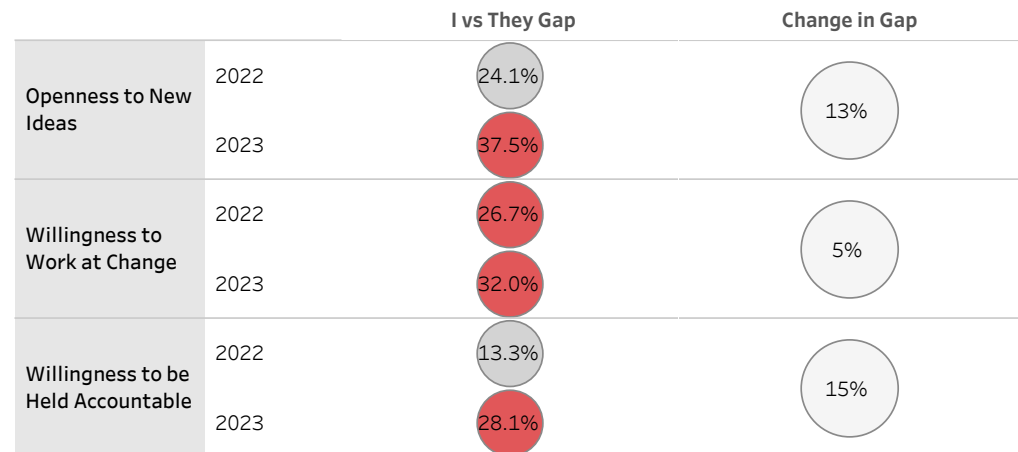| | | Percent Negative | Percent Positive |
|---|---|---|---|
| Openness to New Ideas | I welcome new ideas and change | | 92% |
| | My colleagues welcome new ideas and change | 9% | 55% |
| Willingness to Work at Change | I am willing to work at changing my school for the better | | 100% |
| | My colleagues are willing to work at changing this school for the .. | 8% | 68% |
| Willingness to be Held Accountable | I am willing to be held accountable for student learning | 4% | 83% |
| | My colleagues are willing to be held accountable for student learn.. | 9% | 55% |

■ 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

| | |
|---|---|
| Openness to New Ideas | 37.5% |
| Willingness to Work at Change | 32.0% |
| Willingness to be Held Accountable | 28.1% |

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

**South Whidbey High School | South Whidbey School District**

| Category | Statement | Year | Percent |
|---|---|---|---|
| **Openness to New Ideas** | I welcome new ideas and change | 2022 | 79% |
| | | 2023 | 92% |
| | My colleagues welcome new ideas and change | 2022 | 7% / 55% |
| | | 2023 | 9% / 55% |
| **Willingness to Work at Change** | I am willing to work at changing my school for the better | 2022 | 100% |
| | | 2023 | 100% |
| | My colleagues are willing to work at changing this school for the better | 2022 | 3% / 73% |
| | | 2023 | 8% / 68% |
| **Willingness to be Held Accountable** | I am willing to be held accountable for student learning | 2022 | 93% |
| | | 2023 | 4% / 83% |
| | My colleagues are willing to be held accountable for student learning | 2022 | 3% / 79% |
| | | 2023 | 9% / 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!

| | | I vs They Gap | Change in Gap |
|---|---|---|---|
| **Openness to New Ideas** | 2022 | 24.1% | 13% |
| | 2023 | 37.5% | |
| **Willingness to Work at Change** | 2022 | 26.7% | 5% |
| | 2023 | 32.0% | |
| **Willingness to be Held Accountable** | 2022 | 13.3% | 15% |
| | 2023 | 28.1% | |

# 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
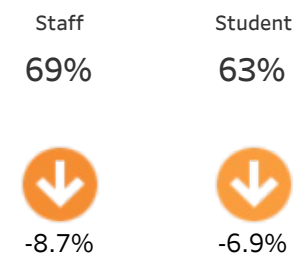
**South Whidbey High School | South Whidbey School District**

|  |  | 2022 | 2023 |
|---|---|---|---|
| **Staff** | CIA — I understand instructional strategies to support social emotional learning objectives | 83% | 78% |
|  | CSF — Staff I work with take responsibility for ensuring each student learns in our school | 87% | 71% |
|  | FPD — I receive training on instruction to support social emotional learning | 45% | 40% |
|  | MTL — I incorporate social emotional instruction into my daily instructional delivery | 83% | 67% |
|  | SLE — Staff at this school value and respect all students | 73% | 81% |
|  | SLE — Students believe the adults in this school genuinely care about them | 71% | 83% |
|  | SLE — The development of students' social emotional learning enhances the learning environment in our classrooms | 95% | 84% |
|  | SLE — This school has effective equity practices for all | 57% | 48% |
| **Student** | BELONG — I feel good about my cultural or ethnic background | 77% | 77% |
|  | BELONG — There's at least one adult in this school I can talk to if I have a problem | 79% | 73% |
|  | CSF — My teacher(s) believe student learning is important | 90% | 89% |
|  | EL — If I want to talk with my teacher(s), they are available to me | 75% | 79% |
|  | IS — Adults in this school help me plan and set goals for my future | 40% | 40% |
|  | IS — Students are involved in solving problems in this school | 56% | 46% |
|  | SLE — I enjoy coming to this school | 35% | 32% |
|  | SLE — I feel safe at this school | 61% | 54% |
|  | SLE — In this school, there is at least one adult who knows and cares about me | 84% | 81% |
|  | SLE — This school has effective equity practices for all | 58% | 51% |

### 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 | 71% | 83% |
| **Student** | In this school, there is at least one adult who knows and cares about me | 84% | 81% |
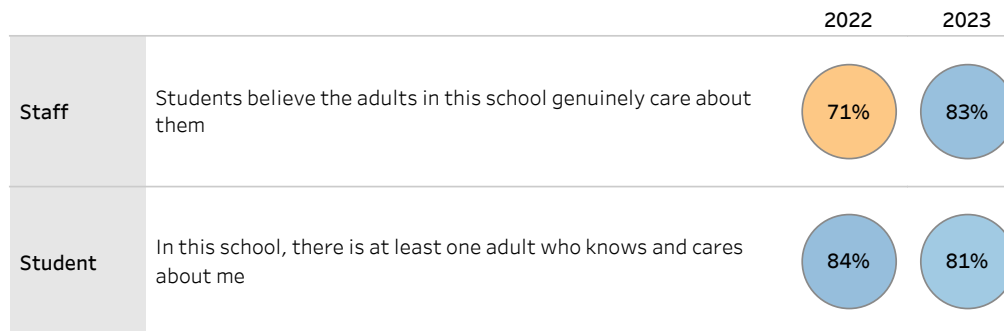
### How does your school's Social Supports compare to other schools?

| Staff | Student |
|---|---|
| 69% | 63% |
| ↓ | ↓ |
| -8.7% | -6.9% |

Compared to the Social Supports Norm

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

**South Whidbey High School | South Whidbey School District**

## 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                           | 40%  | 37%  |
|        | CIA — Regular formative assessments are used to monitor student progress toward standards     | 83%  | 61%  |
|        | CIA — Students are provided tasks that require higher-level thinking skills                    | 84%  | 63%  |
|        | HSE — Academic placement is not influenced by race, gender or socioeconomic levels            | 90%  | 89%  |
|        | HSE — I believe that all students can meet state standards                                     | 67%  | 60%  |
|        | HSE — In our school we expect all staff to perform responsibilities with a high level of excellence | 57% | 59% |
|        | HSE — Our staff believes that all students can meet state standards                           | 71%  | 44%  |
|        | MTL — Assessment data are used to identify student needs and appropriate instructional intervention | 53% | 57% |
|        | MTL — I provide timely feedback to students about their learning                              | 94%  | 89%  |
|        | MTL — Struggling students receive early intervention and remediation to acquire skills        | 30%  | 13%  |
|        | MTL — We monitor the effectiveness of instructional interventions                             | 53%  | 35%  |
| Student | CSF — This school is doing a good job of preparing me to succeed in my life                   | 36%  | 36%  |
|        | FO — I have a plan for what I want to do after high school                                     | 71%  | 66%  |
|        | FO — I know I will graduate from high school                                                   | 83%  | 89%  |
|        | HSE — All students have access to rigorous courses and supports                               | 54%  | 55%  |
|        | HSE — My teacher(s) expect all students to succeed, no matter who they are                    | 73%  | 71%  |
|        | HSE — My teacher(s) expect me to do my best                                                   | 87%  | 89%  |
|        | HSE — My teacher(s) provide lessons and activities that challenge me to learn                 | 66%  | 69%  |
|        | HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels | 81% | 80% |
|        | MTL — My teacher(s) help me learn by challenging me with interesting activities in class      | 41%  | 40%  |
|        | SE — What we do in school will help me succeed in life                                        | 43%  | 46%  |

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

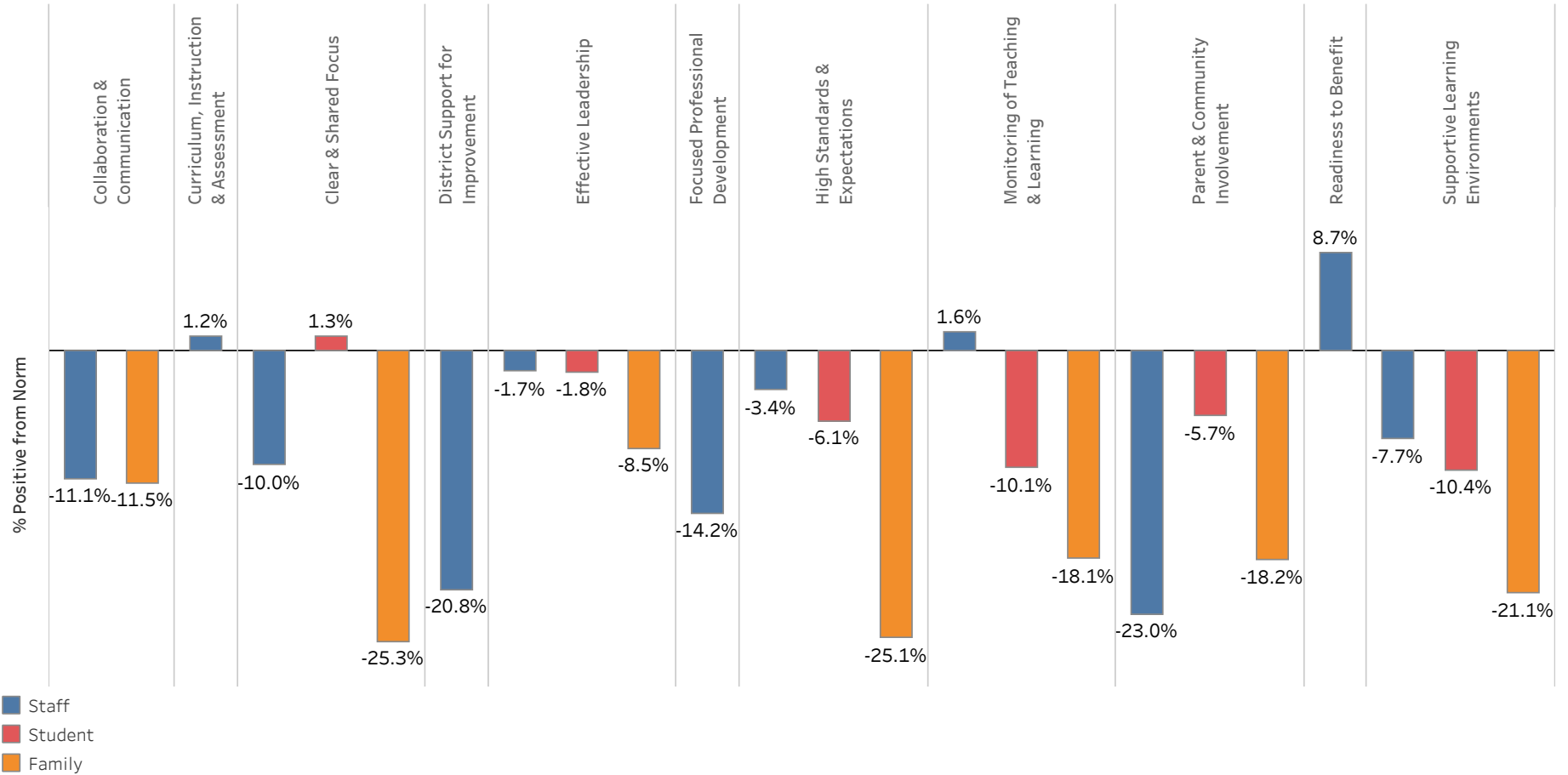|         |                                                                    | 2022 | 2023 |
|---------|--------------------------------------------------------------------|------|------|
| Staff   | I believe that all students can meet state standards               | 67%  | 60%  |
|         | Our staff believes that all students can meet state standards      | 71%  | 44%  |
| Student | My teacher(s) expect all students to succeed, no matter who they are | 73% | 71%  |

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

| Staff | Student |
|-------|---------|
| 56%   | 65%     |
| ⬇ -17.8% | ⬇ -9.8% |

Compared to the Academic Press Norm

# How do you compare against other EES Schools?

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



% Positive from Norm

**Collaboration & Communication**
-11.1% -11.5%

**Curriculum, Instruction & Assessment**
1.2%
-10.0%

**Clear & Shared Focus**
1.3%
-25.3%

**District Support for Improvement**
-20.8%

**Effective Leadership**
-1.7% -1.8%
-8.5%

**Focused Professional Development**
-14.2%

**High Standards & Expectations**
-3.4%
-6.1%
-25.1%

**Monitoring of Teaching & Learning**
1.6%
-10.1%
-18.1%

**Parent & Community Involvement**
-5.7%
-23.0%
-18.2%

**Readiness to Benefit**
8.7%

**Supportive Learning Environments**
-7.7%
-10.4%
-21.1%

■ Staff
■ Student
■ Family

Created on: 5/5/2023

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

## By % Positive Responses   South Whidbey High 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.

### Staff Survey

| Item | % |
|---|---|
| C — Staff in our school are consistently truthful | 100.0% |
| RTB — I am willing to work at changing my school for the better | 100.0% |
| EL — My principal/administrator cares about me as a person | 95.2% |
| RTB — I welcome new ideas and change | 92.0% |
| EL — My principal is committed to quality education | 90.5% |
| MTL — Struggling students receive early intervention and remediation to acquire skills | 13.3% |
| C — When there is a problem in my school, we talk about how to solve it | 12.5% |
| FPD — Peer observation/coaching and feedback is a tool we use to improve instruction | 11.8% |
| FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that fo.. | 11.1% |
| CIA — Our district has a social emotional framework (standards) | 9.1% |

### Student Survey

| Item | % |
|---|---|
| IS — I am comfortable interacting with people from a different racial or ethnic background | 95.5% |
| CSF — My teacher(s) believe student learning is important | 89.1% |
| HSE — My teacher(s) expect me to do my best | 88.6% |
| FO — I know I will graduate from high school | 88.5% |
| IS — I am respectful of others at this school | 88.2% |
| CSF — This school is doing a good job of preparing me to succeed in my life | 36.2% |
| SLE — Most students are respectful of others at this school | 35.8% |
| SLE — I enjoy coming to this school | 32.2% |
| SLE — Work I do in this school is useful and interesting to me | 31.3% |
| BELONG — I feel proud of my school | 27.7% |

### Family Survey

| Item | % |
|---|---|
| C — Communications/materials I receive from the school are in a language I can understand | 100.0% |
| PCI — When I share concerns with my student's teacher, they listen | 80.0% |
| SLE — Adults in this school value and respect my racial/cultural identity | 75.0% |
| SLE — School employees are respectful and courteous of one another | 75.0% |
| HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels | 69.0% |
| SLE — In this school, time is spent doing work that students find useful and interesting | 29.1% |
| C — This school communicates with me about my student's progress | 28.8% |
| MTL — Struggling students receive early intervention and additional help at this school | 22.5% |
| PCI — Parents/families have input into plans for improving this school | 19.2% |
| PCI — This school tells me how I can help my student with homework | 16.0% |

**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

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

**Top/Bottom 5 Increase/Decrease in % Positive Responses**  South Whidbey High School | South Whidbey School District

Look for common themes.

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

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

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

## Staff Survey

| Item | % |
|---|---|
| C — Staff in our school are consistently truthful | 19.0% |
| SLE — Staff enforce the bullying/harassment policy of this school | 18.4% |
| EL — My principal/administrator cares about me as a person | 18.0% |
| SLE — Our staff can count on one another for help when needed | 15.5% |
| RTB — I welcome new ideas and change | 12.7% |
| D — Collaboration between district and schools is based upon trust and respect | -32.8% |
| PCI — With important decisions we seek input from parents and the community | -35.3% |
| HSE — Students understand the expectations of this school | -36.7% |
| D — There is a consistent vision of school improvement throughout this district | -39.6% |
| CIA — Our district has a social emotional framework (standards) | -44.8% |

## Student Survey

| Item | % |
|---|---|
| SM — I concentrate on my schoolwork | 8.0% |
| CT — I solve problems by first breaking them into smaller steps | 7.0% |
| BELONG — In my school, I feel that I belong to a group of friends | 5.9% |
| FO — I know I will graduate from high school | 5.6% |
| SM — I can resist doing something when I know I shouldn't do it | 5.4% |
| PCI — This school respects student differences | -5.6% |
| SLE — I feel safe at this school | -6.3% |
| EL — In class we often work with other students to solve a problem/do a task | -6.5% |
| SLE — This school has effective equity practices for all | -6.6% |
| IS — Students are involved in solving problems in this school | -9.4% |

## Family Survey

| Item | % |
|---|---|
| PCI — When I share concerns with my student's teacher, they listen | 10.4% |
| SLE — Adults in this school value and respect my racial/cultural identity | 7.5% |
| C — Parents/families and employees at this school talk respectfully with one another | 7.4% |
| EL — Our school engages in difficult conversations about race, gender, oppression and discrimination | 5.6% |
| C — I am encouraged to collaborate with my student's teachers about my student's learning | 4.9% |
| CSF — This school has equitable behavior rules for all students | -14.6% |
| SLE — Teachers in this school provide students with a variety of learning opportunities | -15.3% |
| CSF — The schoolwork my student is assigned is relevant to their future success | -16.8% |
| SLE — This school has effective equity practices for all | -17.1% |
| HSE — This school is doing a good job of preparing my student for a successful future | -17.7% |

Created on: 5/5/2023

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

**South Whidbey High School | South Whidbey School District**

## Why use similar survey items across Staff, Family and Student surveys?

By asking the same or very similar survey items of each stakeholder group, you can triangulate the data around potential school issues, illuminate themes or a specific challenge, and ultimately define a solution.

For example, if students feel safe at school but families feel differently, why? Questions that have a large difference between groups warrant additional conversations.

| Category | Item | | 2022 | 2023 |
|---|---|---|---|---|
| Academic Equity | HSE — Academic placement is not influenced by race, gender or socioeconomic levels | Sta | 90% | 89% |
| | HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels | Stu | 81% | 80% |
| | HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels | Fam | 66% | 69% |
| Behavior Standards | SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms | Sta | 45% | 32% |
| | SLE — All students are held to the same behavior rules and expectations | Stu | 46% | 46% |
| | CSF — This school has equitable behavior rules for all students | Fam | 57% | 42% |
| Bullying | SLE — Staff enforce the bullying/harassment policy of this school | Sta | 50% | 68% |
| | SLE — The rules against bullying are enforced by all adults in this school | Stu | 45% | 48% |
| | SLE — Bullying/harassment is not tolerated in this school | Fam | 48% | 35% |
| Celebrating Success | SLE — We have a system for celebrating student success | Sta | 15% | 14% |
| | SLE — Student success is celebrated in this school | Stu | 47% | 45% |
| | SLE — This school celebrates student success | Fam | 43% | 47% |
| Confronting Bias | FPD — We talk about race and bigotry as a staff | Sta | 54% | 65% |
| | EL — Our school engages in difficult conversations about race, gender, oppression and discrimination | Stu | 50% | 54% |
| | EL — Our school engages in difficult conversations about race, gender, oppression and discrimination | Fam | 63% | 69% |
| High Expectations | HSE — Our staff believes that all students can meet state standards | Sta | 71% | 44% |
| | HSE — My teacher(s) expect all students to succeed, no matter who they are | Stu | 73% | 71% |
| | HSE — Teachers have high expectations for student learning at this school | Fam | 62% | 62% |
| Intervention for Struggling Students | MTL — Struggling students receive early intervention and remediation to acquire skills | Sta | 30% | 13% |
| | MTL — My teacher(s) find other ways for me to learn things I find difficult | Stu | 42% | 42% |
| | MTL — Struggling students receive early intervention and additional help at this school | Fam | 34% | 23% |
| Safety | SLE — Students believe this school is a safe place | Sta | 55% | 63% |
| | SLE — I feel safe at this school | Stu | 61% | 54% |
| | SLE — My student feels safe at school | Fam | 67% | 65% |
| Supported Learning | SLE — Students believe the adults in this school genuinely care about them | Sta | 71% | 83% |
| | SLE — In this school, there is at least one adult who knows and cares about me | Stu | 84% | 81% |
| | SLE — This school provides a caring/supportive environment for my student | Fam | 61% | 53% |

## Change in % Positive Responses

| | Staff | Student | Family |
|---|---|---|---|
| Academic Equity | -1.1% | -0.5% | 2.9% |
| Behavior Standards | -13.4% | -0.3% | -14.6% |
| Bullying | 18.4% | 3.5% | -13.4% |
| Celebrating Success | -0.7% | -1.3% | 3.7% |
| Confronting Bias | 11.6% | 4.1% | 5.6% |
| High Expectations | -26.1% | -1.2% | 0.4% |
| Intervention for Struggling Students | -16.7% | -0.5% | -11.3% |
| Safety | 7.5% | -6.3% | -1.8% |
| Supported Learning | 11.9% | -2.6% | -8.8% |

## 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?

Created on: 5/5/2023

# 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 High School | South Whidbey School District**

| | |
|---|---|
| CIA — Our district has a social emotional framework (standards) | 73% |
| EL — Staff are held accountable for the new behaviors and practices needed to achieve our school improvement plan goals | 60% |
| C — My professional learning community work results in improved student learning | 58% |
| FPD — I receive training on instruction to support social emotional learning | 55% |
| D — There is a consistent vision of school improvement throughout this district | 53% |

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

| | |
|---|---|
| EL — The school leadership team is comfortable presenting new ideas to the staff | -22.2% |
| SLE — We have a system for celebrating student success | -16.7% |
| SLE — Our staff can count on one another for help when needed | -15.5% |
| SLE — We celebrate progress toward improvement plan goals | -14.6% |
| SLE — Staff enforce the bullying/harassment policy of this school | -14.6% |
| HSE — Our staff believes that all students can meet state standards | 26.8% |
| EL — My principal facilitates systems/processes to support school improvement | 27.4% |
| C — My professional learning community work results in improved student learning | 28.5% |
| D — There is a consistent vision of school improvement throughout this district | 31.9% |
| CIA — Our district has a social emotional framework (standards) | 49.7% |

## 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 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.

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

## Sometimes True    South Whidbey High School | South Whidbey School District

| Item | % |
|---|---|
| CIA — Our district has a social emotional framework (standards) | 73% |
| EL — Staff are held accountable for the new behaviors and practices needed to achieve our school improvement plan goals | 60% |
| C — My professional learning community work results in improved student learning | 58% |
| FPD — I receive training on instruction to support social emotional learning | 55% |
| D — There is a consistent vision of school improvement throughout this district | 53% |
| CIA — Instruction is personalized to meet the needs of each student | 53% |
| FPD — Our teachers engage in professional development activities to learn and apply new skills and strategies | 50% |
| MTL — Students are encouraged to self-reflect and track progress toward goals | 50% |
| PCI — This school communicates effectively with families of all cultures | 50% |
| C — Our staff shares new ideas and strategies with one another | 47% |
| EL — My principal facilitates systems/processes to support school improvement | 47% |
| FPD — Peer observation/coaching and feedback is a tool we use to improve instruction | 47% |
| MTL — Struggling students receive early intervention and remediation to acquire skills | 47% |
| CSF — Staff share a high sense of urgency around the need to improve | 45% |
| EL — Staff at all levels are treated fairly here | 44% |
| HSE — Our staff believes that all students can meet state standards | 44% |
| MTL — We reflect upon instructional practice to inform our conversations about improvement | 44% |
| CSF — Important decisions here are based on the goals of this school | 43% |
| D — This district facilitates systems and programs to support school improvement | 42% |
| SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms | 42% |
| HSE — Students understand the expectations of this school | 40% |
| D — District administrators communicate a clear vision of good instruction and essential curriculum | 39% |
| FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving inst.. | 39% |
| C — When there is a problem in my school, we talk about how to solve it | 38% |
| EL — Support from my principal/supervisor leads to progress on instructional improvement (or professional growth) | 38% |
| RTB — My colleagues are willing to be held accountable for student learning | 36% |
| RTB — My colleagues welcome new ideas and change | 36% |
| D — This district facilitates the alignment of curriculum across grades and schools | 36% |
| CSF — My performance goals are set based on the goals of this school | 35% |
| PCI — With important decisions we seek input from parents and the community | 35% |
| C — There is a willingness to address conflict in this school | 33% |
| SLE — This school has effective equity practices for all | 33% |
| SLE — We have a system for celebrating student success | 33% |

# What Student 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 students when they have and share definite opinions. This significant percentage of students represents an identifiable opportunity to focus efforts and resources toward the specific areas where students require more information, help or clarity.

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

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

**Sometimes True**   South Whidbey High School | South Whidbey School District

| | |
|---|---|
| MTL — My teacher(s) help me learn by challenging me with interesting activities in class | 40% |
| IS — Students are involved in solving problems in this school | 39% |
| SLE — Work I do in this school is useful and interesting to me | 37% |
| STAMINA — I finish whatever I begin | 37% |
| STAMINA — Setbacks don't discourage me | 36% |
| EL — In class we often work with other students to solve a problem/do a task | 35% |
| IS — Adults in this school help me plan and set goals for my future | 35% |
| SE — What we do in school will help me succeed in life | 34% |
| BELONG — I feel proud of my school | 33% |
| MTL — My teacher(s) tell me the purpose for each lesson or activity | 33% |

# 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.

### Sometimes True  South Whidbey High School | South Whidbey School District

| Item | % |
|------|---|
| SLE — In this school, time is spent doing work that students find useful and interesting | 51% |
| CSF — The schoolwork my student is assigned is relevant to their future success | 51% |
| MTL — Struggling students receive early intervention and additional help at this school | 50% |
| SLE — Teachers in this school provide students with a variety of learning opportunities | 46% |
| HSE — My student is challenged with a rigorous course of study at this school | 46% |
| C — This school communicates with me about my student's progress | 44% |
| HSE — This school is doing a good job of preparing my student for a successful future | 44% |
| MTL — Teachers accommodate my student's individual needs by adjusting instruction | 44% |
| CSF — My student understands the purpose of each lesson | 43% |
| C — This school communicates effectively with my family | 42% |
| SLE — My student enjoys going to school | 41% |
| SLE — This school has a welcoming environment that embraces the diversity of race, ethnicity, religion, gender, and sexua.. | 41% |
| PCI — Parents/families have input into plans for improving this school | 40% |
| PCI — Parents/families participate in important decisions about their student's education | 37% |
| SLE — This school provides a caring/supportive environment for my student | 37% |
| SLE — Bullying/harassment is not tolerated in this school | 37% |
| MTL — I am given opportunities to discuss my student's progress at school | 36% |
| CSF — This school has equitable behavior rules for all students | 36% |
| PCI — This school respects the different cultures represented in our community | 35% |
| HSE — I understand the expectations of this school | 34% |
| CSF — I am informed about progress toward the improvement goals of this school | 33% |
| HSE — Teachers in this school are dedicated to helping all students succeed | 33% |
| SLE — This school celebrates student success | 33% |