

# Educational Effectiveness Survey™



Diversity, Equity and Inclusion Module

## Staff-Student-Family Comparison Longitudinal

### South Whidbey Elementary-South Campus

South Whidbey School District

2021			2022			2023		
Staff	Student	Family	Staff	Student	Family	Staff	Student	Family
N=16	N=149	N=62	N=20	N=155	N=75	N=6	N=100	N=25



**Better Data. Better Decisions. Better Schools.**



The Center for Educational Effectiveness (CEE) is a service, consulting, and research organization dedicated to the mission of partnering with K-12 schools to improve student learning.

## **NOTICE**

The Center for Educational Effectiveness, Inc. (CEE) makes substantial effort to ensure the accurate scoring, analysis, and reporting of the results of the Educational Effectiveness Survey. However, CEE makes no warranty of any kind with regard to this material, including, but not limited to, the implied warranties of merchantability and fitness for a particular purpose. CEE shall not be liable for errors contained herein or for incidental or consequential damages in connection with the furnishing, performance, or use of this material.

No part of these materials may be copied, reproduced, republished, posted, modified, edited, transmitted, distributed, or used to create derivative works in any form or by any means without the prior written consent of Center for Educational Effectiveness, Inc. These materials are copyright protected under U.S. and international copyright laws and treaties. Violation of these laws will lead to prosecution.

Trademark notice: Center for Educational Effectiveness™ and affiliated logo, Better Data. Better Decisions. Better Schools.™ and affiliated logo, Educational Effectiveness Survey™, EES-Leadership 360™ are all trademarks of Center for Educational Effectiveness, Inc. All other trademarks cited here are the property of their respective owners.

### **Published by:**

**Center for Educational Effectiveness, Inc.**

**© 2003-2022 Center for Educational Effectiveness, Inc. All Rights Reserved.**

**Printed in the U.S.A.**

### **Contact Information:**

**Phone: 425-283-0384**  
**info@effectiveness.org**  
**www.effectiveness.org**

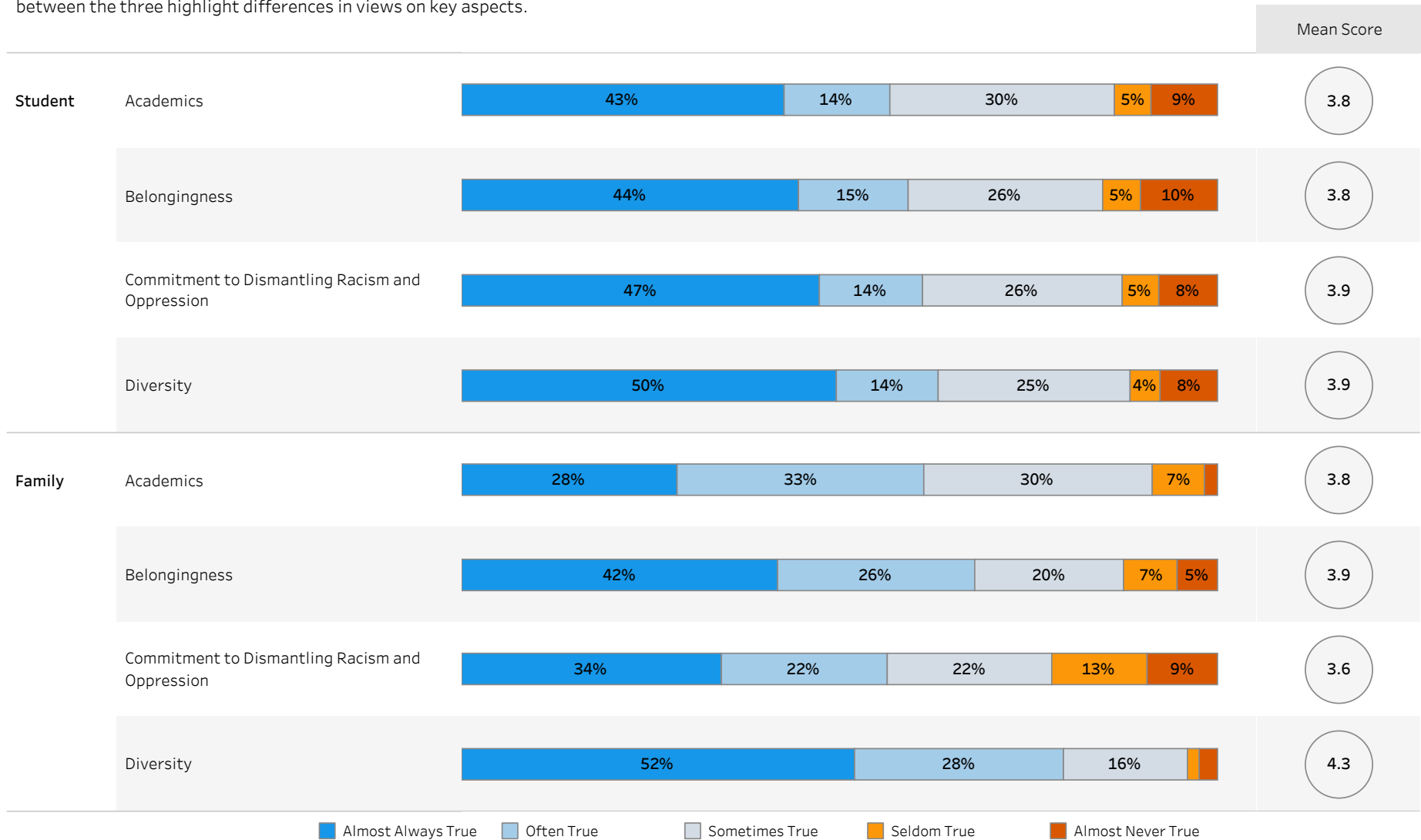


**Better Data. Better Decisions. Better Schools.**

# Diversity, Equity and Inclusion Summary

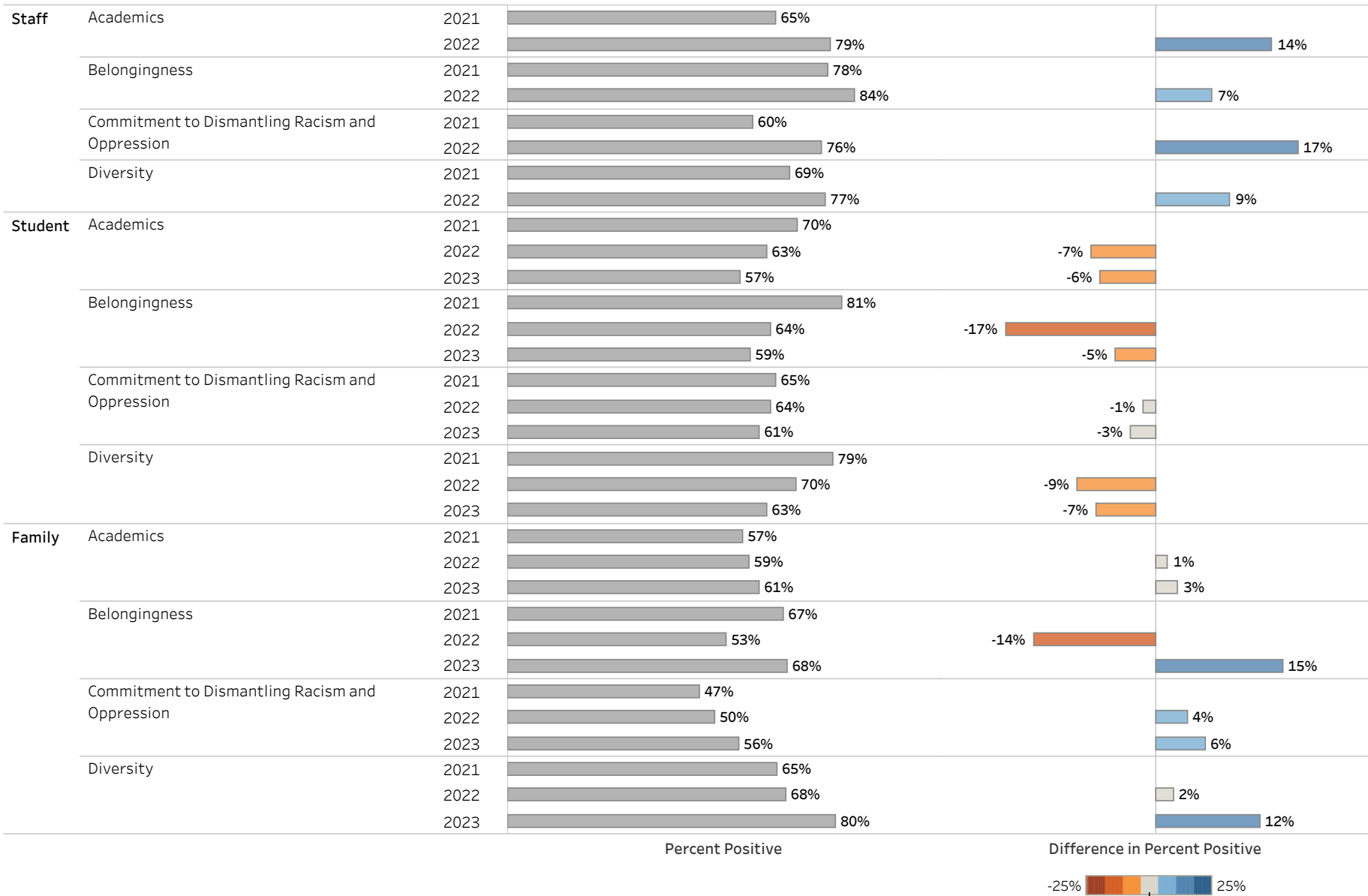
South Whidbey Elementary-South Campus

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 Elementary-South Campus

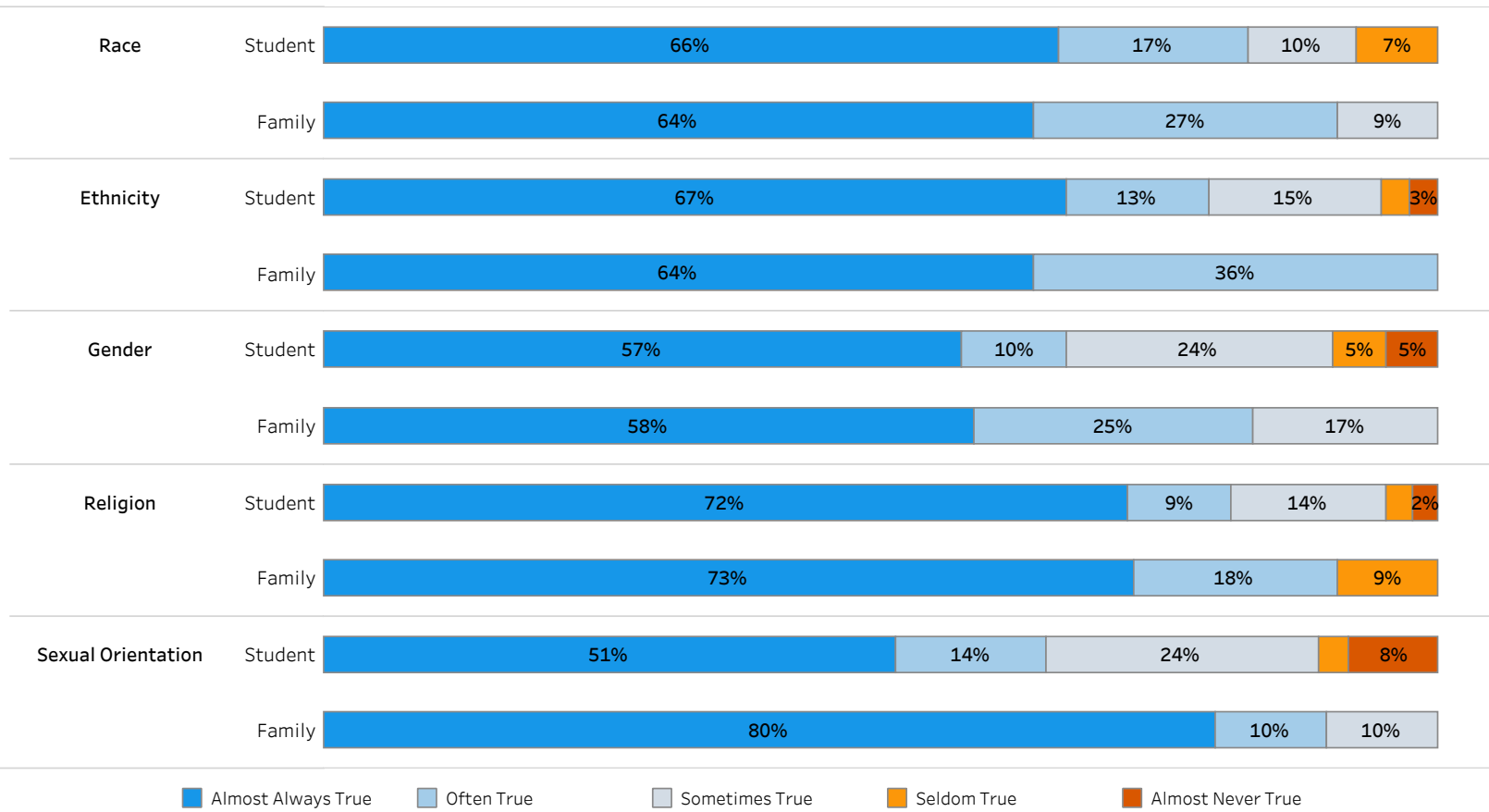


# Diversity, Equity and Inclusion - I vs. They Perspectives

South Whidbey Elementary-South Campus

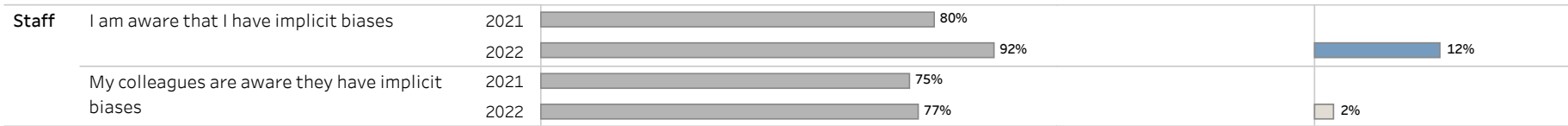
How large is the Gap between I vs. They?

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

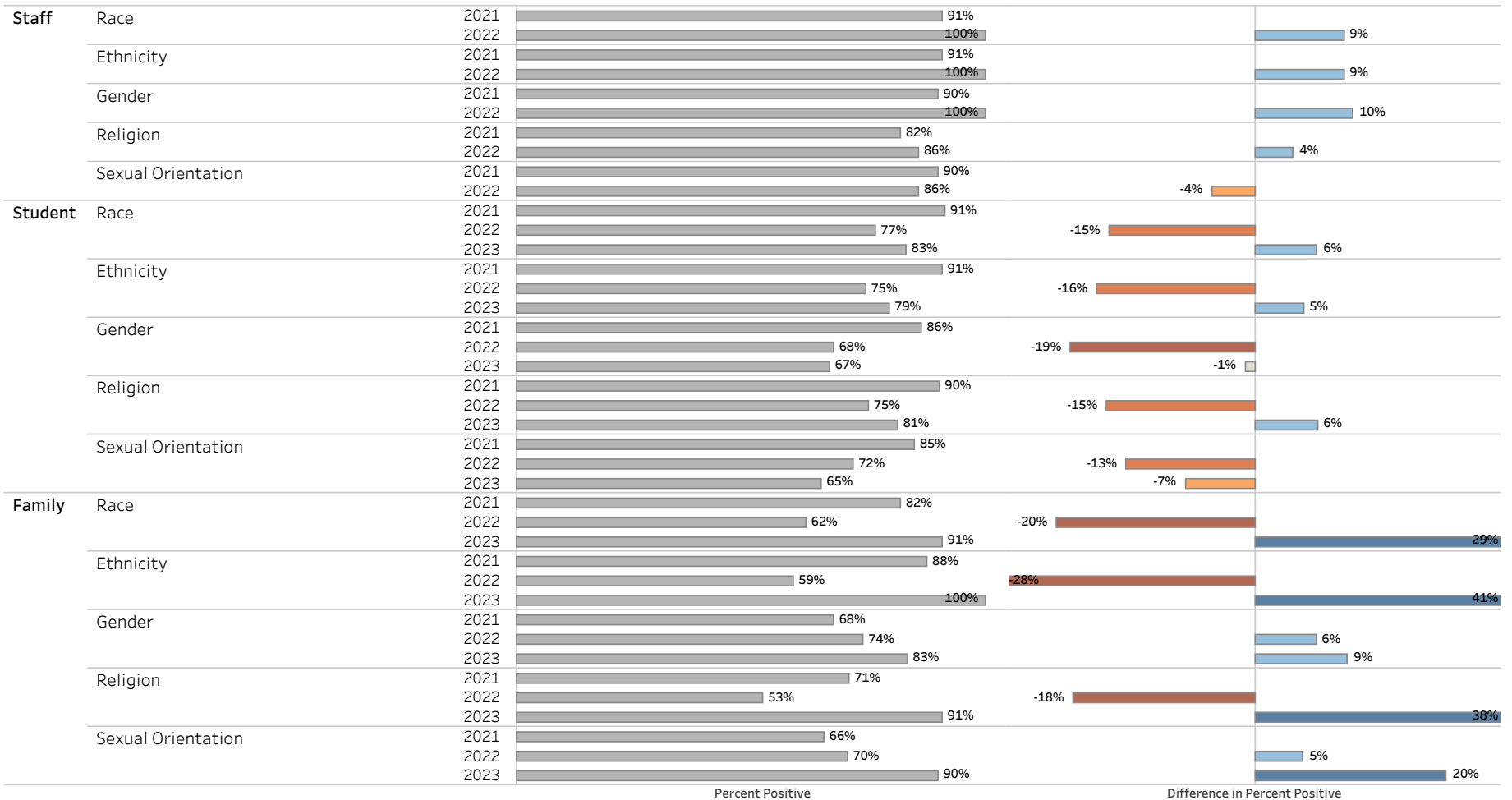


# Diversity, Equity and Inclusion - I vs. They Perspectives

## LONGITUDINAL



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



Percent Positive

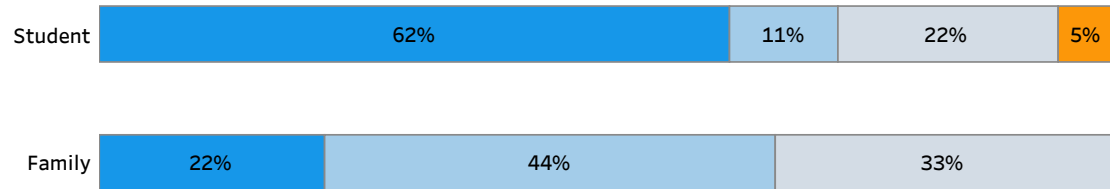
Difference in Percent Positive



# Diversity, Equity and Inclusion Common Questions

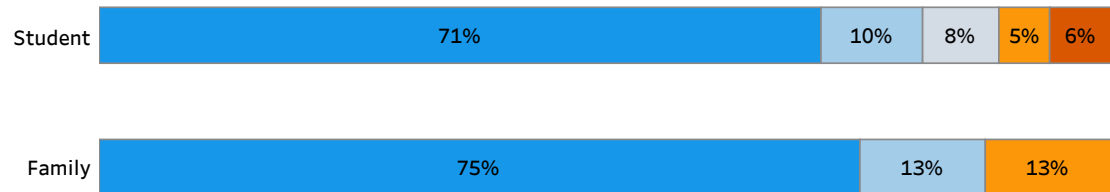
## Academics

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



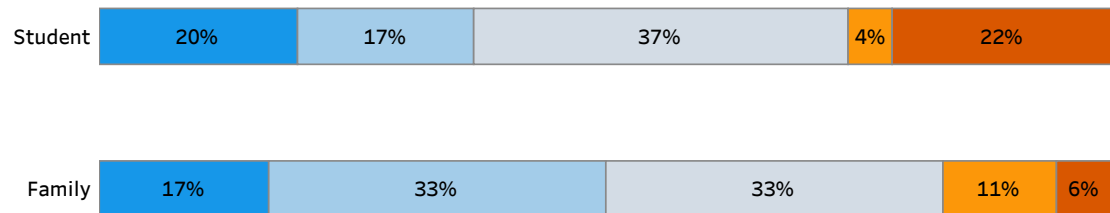
## Commitment to Dismantling Racism and Oppression

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



## Diversity

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

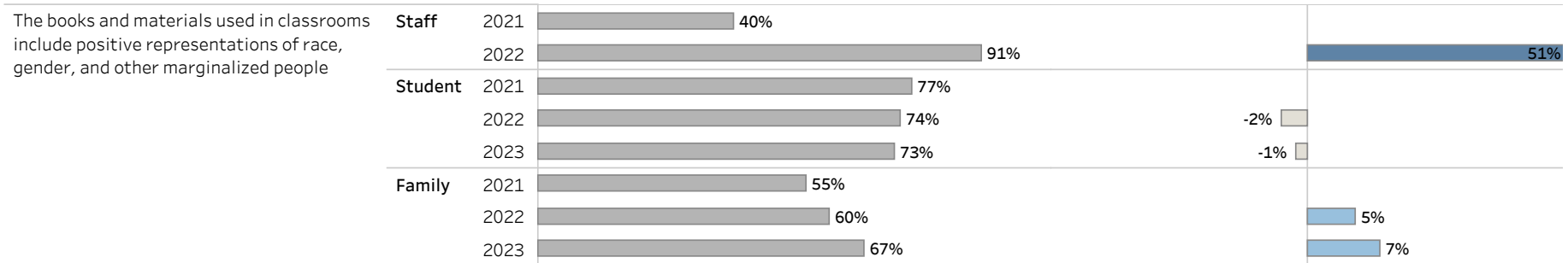


■ Almost Always True  
 ■ Often True  
 ■ Sometimes True  
 ■ Seldom True  
 ■ Almost Never True

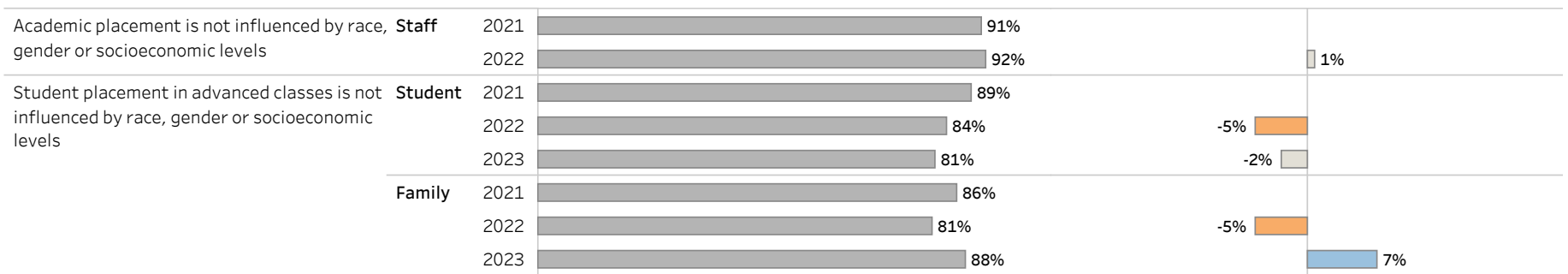
# Diversity, Equity and Inclusion Common Questions

## LONGITUDINAL

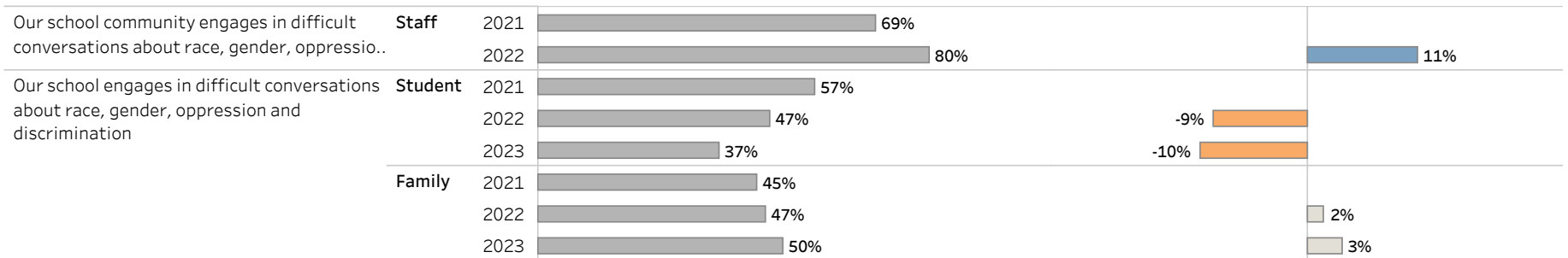
### Academics



### Commitment to Dismantling Racism and Oppression



### Diversity



Percent Positive

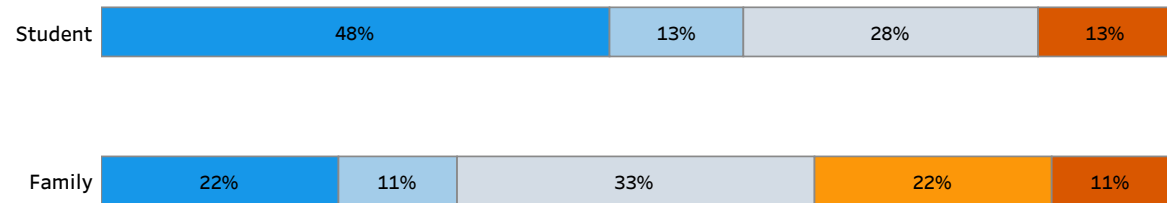
Difference in Percent Positive





## Belongingness

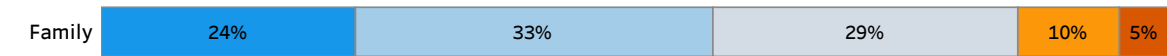
This school uses appropriate alternatives to suspension and expulsion for discipline



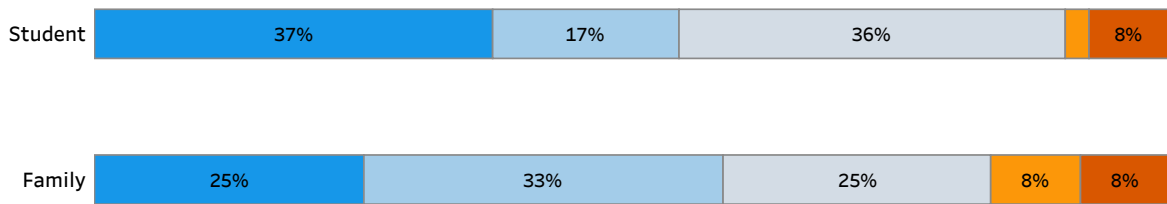
The rules against bullying are enforced by all adults in this school



Bullying/harassment is not tolerated in this school



This school has effective equity practices for all

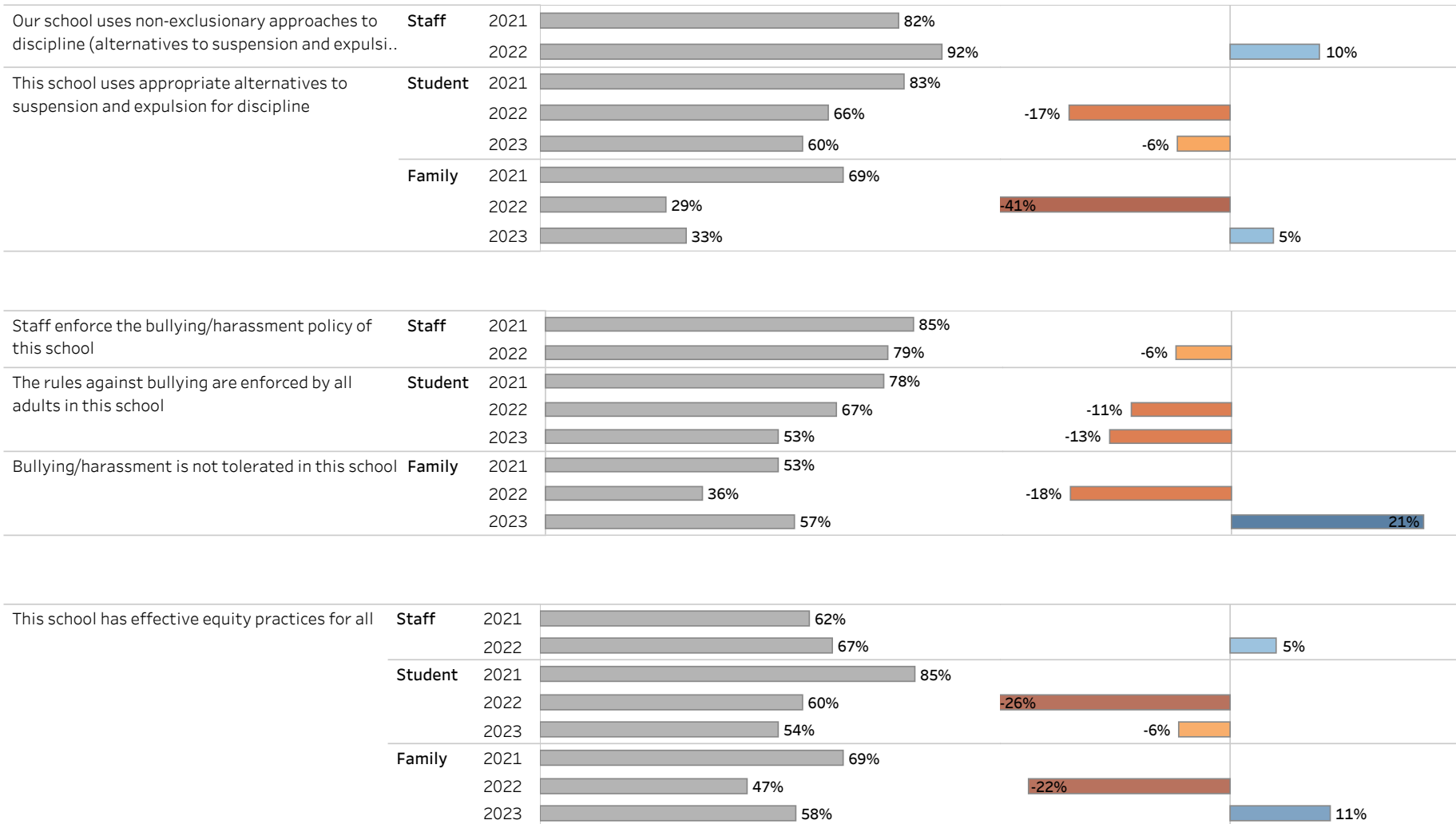


■ Almost Always True  
 ■ Often True  
 ■ Sometimes True  
 ■ Seldom True  
 ■ Almost Never True

# Diversity, Equity and Inclusion Common Questions

## LONGITUDINAL

### Belongingness



Percent Positive

Difference in Percent Positive



---

## Academics - Staff

South Whidbey Elementary-South Campus

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.

# Academics - Staff LONGITUDINAL

South Whidbey Elementary-South Campus

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.

Instruction is personalized to meet the needs of each student	2021	60%	
	2022	67%	7%
Students are provided tasks that require higher-level thinking skills	2021	75%	
	2022	92%	17%
The books and materials used in classrooms include positive representations of race, gender, and other marginalized people	2021	40%	
	2022	91%	51%
Instructional practices incorporate the interests and strengths of the home cultures of the school's students and families	2021	50%	
	2022	73%	23%
Teachers plan lessons utilizing a racial equity lens in order to engage historically underserved students	2021	56%	
	2022	91%	35%
We are provided training to meet the needs of a diverse student population in our school	2021	62%	
	2022	73%	12%
I believe that all students can meet state standards	2021	64%	
	2022	58%	
I consider my students' background when designing lessons	2021	90%	
	2022	92%	2%
Our staff believes that all students can meet state standards	2021	57%	
	2022	67%	10%
Staff I work with take responsibility for ensuring each student learns in our school	2021	85%	
	2022	82%	

Percent Positive

Difference in Percent Positive



Page 10

---

## Belongingness - Staff

South Whidbey Elementary-South Campus

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.

# Belongingness - Staff LONGITUDINAL

South Whidbey Elementary-South Campus

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.

Staff at this school value and respect all students	2021	100%	
	2022	94%	-6%
Students believe the adults in this school genuinely care about them	2021	83%	
	2022	81%	-2%
Students believe this school is a safe place	2021	83%	
	2022	69%	-15%
I receive training on instruction to support social emotional learning	2021	75%	
	2022	92%	17%
Our district has a social emotional framework (standards)	2021	56%	
	2022	92%	36%
Our school uses non-exclusionary approaches to discipline (alternatives to suspension and expulsion)	2021	82%	
	2022	92%	10%
Staff enforce the bullying/harassment policy of this school	2021	85%	
	2022	79%	-6%
This school has effective equity practices for all	2021	62%	
	2022	67%	5%
A diverse representation of parents and community members are involved in school decision-making	2021	29%	
	2022	30%	1%
My principal collaborates with people and organizations outside this school to support teachers and students	2021	60%	
	2022	77%	17%
This school includes students when addressing all forms of bias	2021	60%	
	2022	100%	40%

Percent Positive

Difference in Percent Positive



Page 12

---

## Commitment to Dismantling Racisim and Oppression - Staff

South Whidbey Elementary-South Campus

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.

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.

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.

# Commitment to Dismantling Racism and Oppression - Staff

## LONGITUDINAL

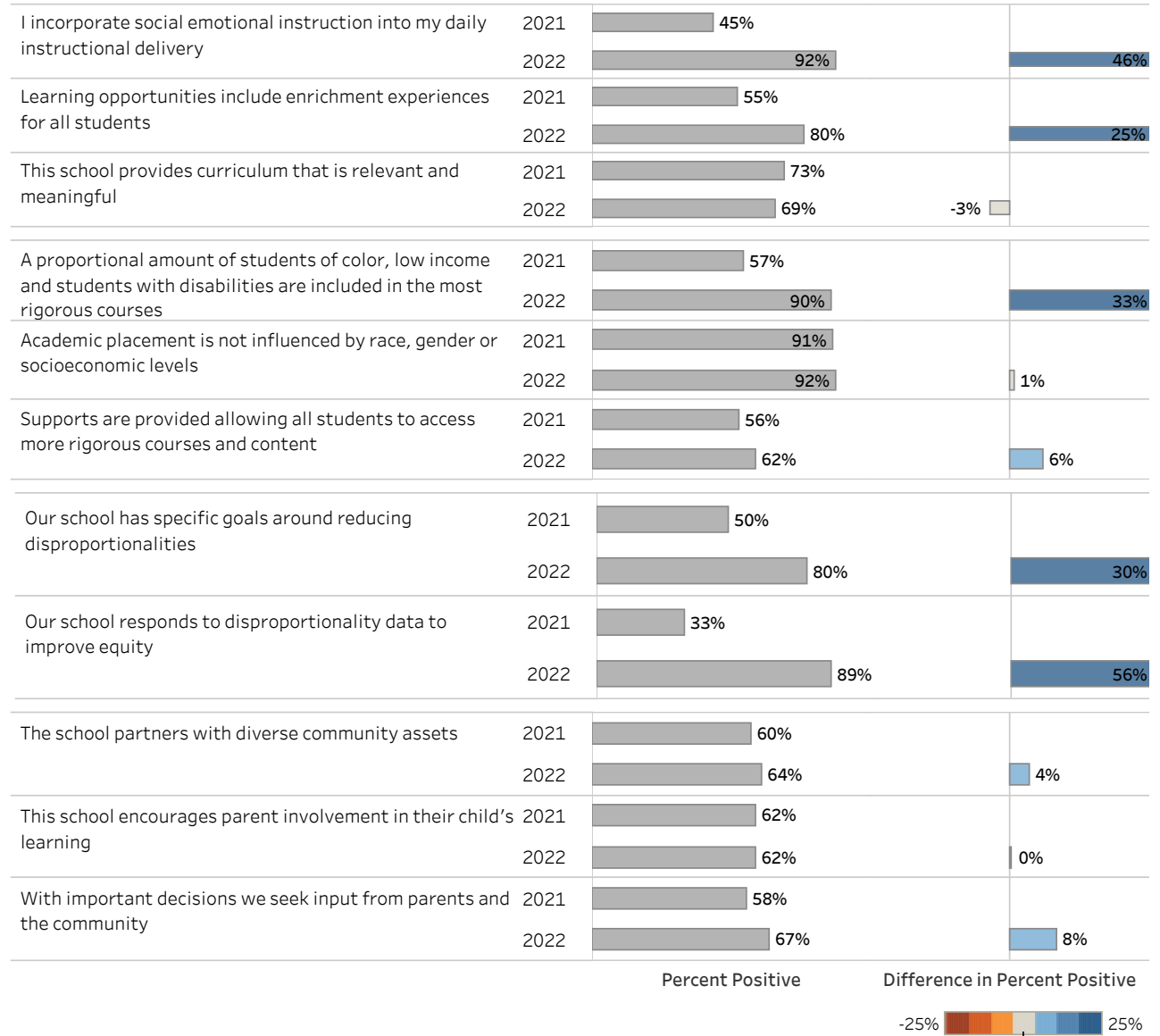
South Whidbey Elementary-South Campus

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.

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.

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.





## 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.

# Diversity - Staff LONGITUDINAL

South Whidbey Elementary-South Campus

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.

I am aware that I have implicit biases	2021	80%	
	2022	92%	12%
My colleagues are aware they have implicit biases	2021	75%	
	2022	77%	2%
Our teachers engage in professional development activities to learn about equity	2021	100%	
	2022	100%	0%
Our school community engages in difficult conversations about race, gender, oppression and discrimination	2021	69%	
	2022	80%	11%
The school's curriculum supports cultural proficiency by including the contributions of different racial and cultural groups	2021	67%	
	2022	75%	8%
This school communicates effectively with families of all cultures	2021	82%	
	2022	100%	18%
This school creates multiple cultural experiences between students and the community	2021	44%	
	2022	64%	19%
We talk about race and bigotry as a staff	2021	54%	
	2022	67%	13%
School leaders demonstrate ownership of the collective vision for equity	2021	67%	
	2022	92%	26%
There is a willingness to address conflict in this school	2021	47%	
	2022	50%	3%
When there is a problem in my school, we talk about how to solve it	2021	73%	
	2022	70%	-3%

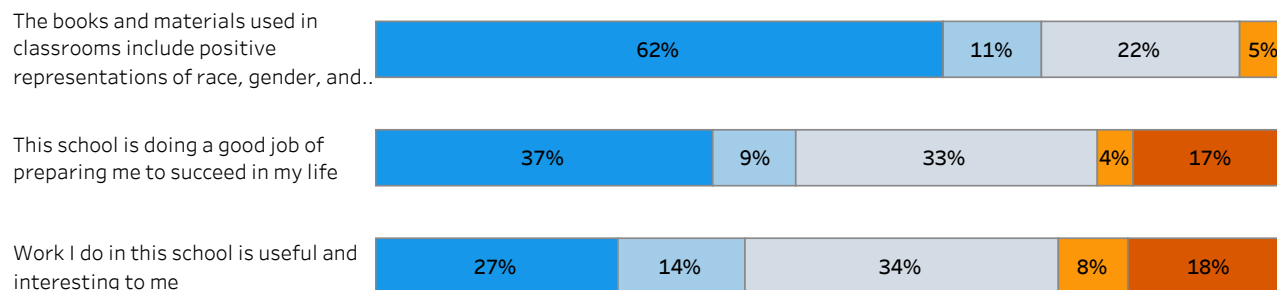
Percent Positive

Difference in Percent Positive

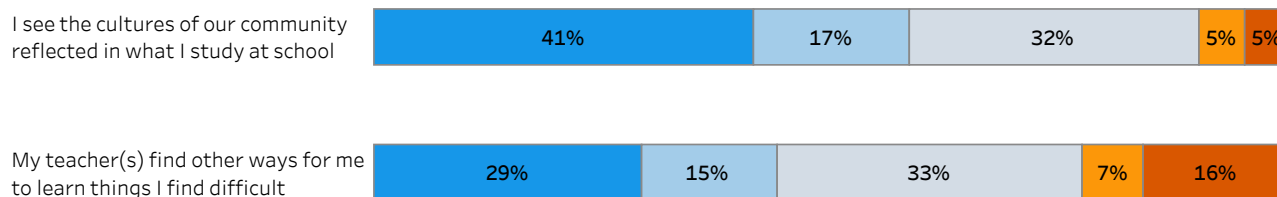


# Academics - Student

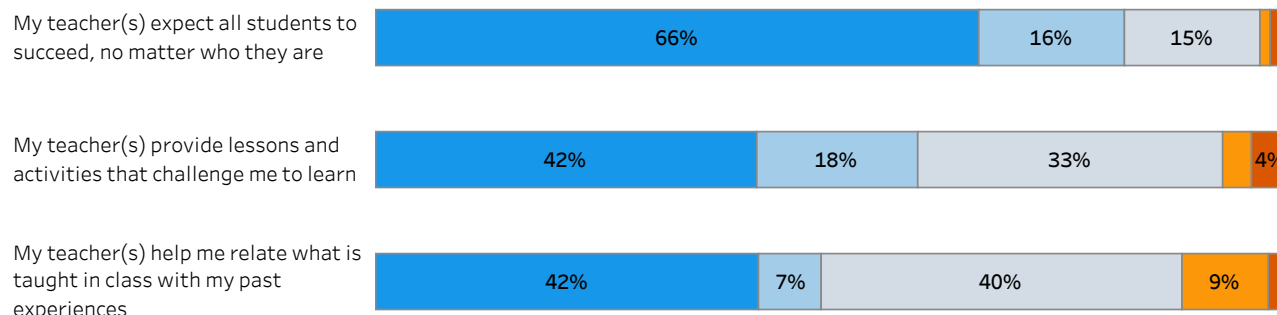
Curriculum is rigorous, challenging and culturally relevant. It represents high expectations for all students, requiring critical thinking and problem solving. It is well supported to ensure all students have opportunities to achieve success at a high academic level. Content is asset-based and has pro-social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

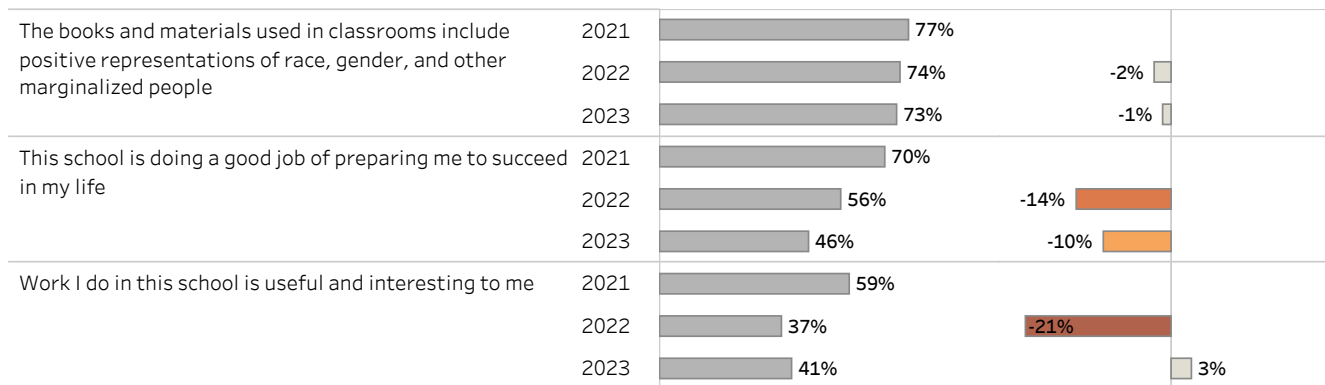


■ Almost Always True  
 ■ Often True  
 ■ Sometimes True  
 ■ Seldom True  
 ■ Almost Never True

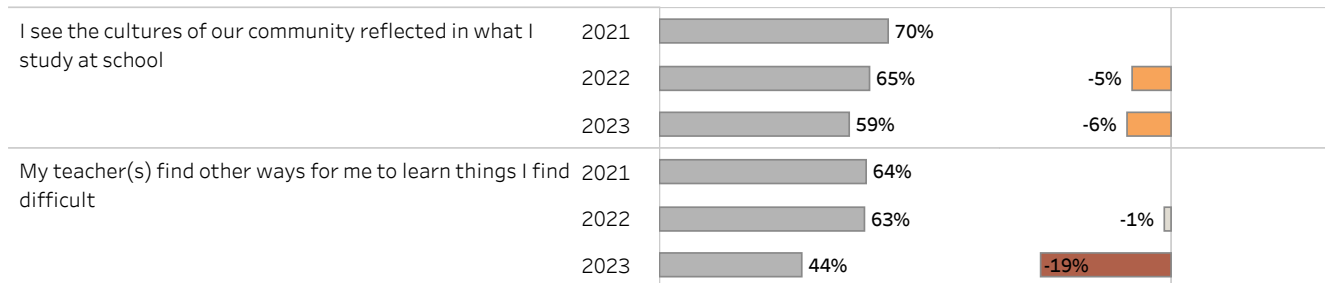
# Academics - Student LONGITUDINAL

South Whidbey Elementary-South Campus

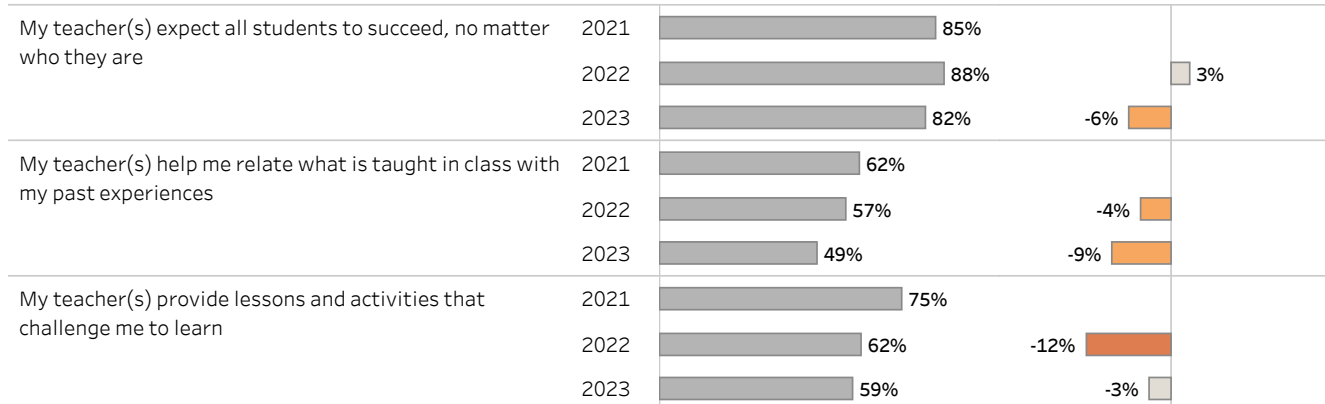
Curriculum is rigorous, challenging and culturally relevant. It represents high expectations for all students, requiring critical thinking and problem solving. It is well supported to ensure all students have opportunities to achieve success at a high academic level. Content is asset-based and has pro-social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



Percent Positive

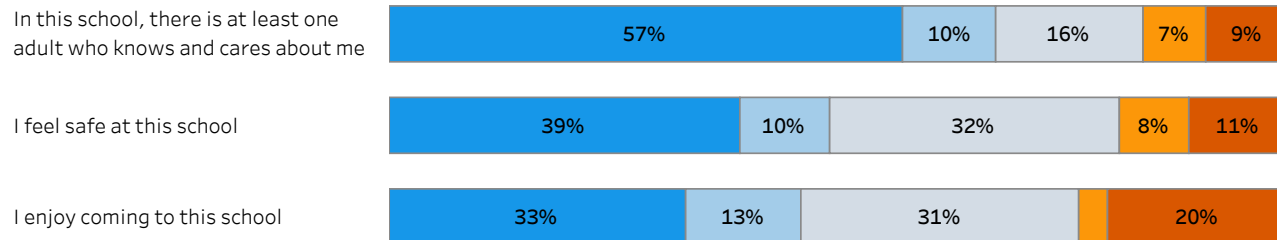
Difference in Percent Positive



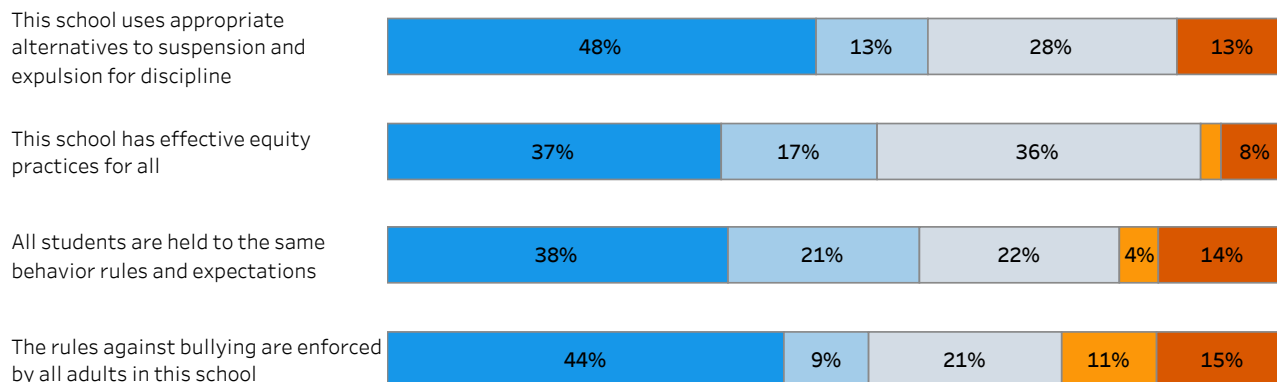
# Belongingness - Student

South Whidbey Elementary-South Campus

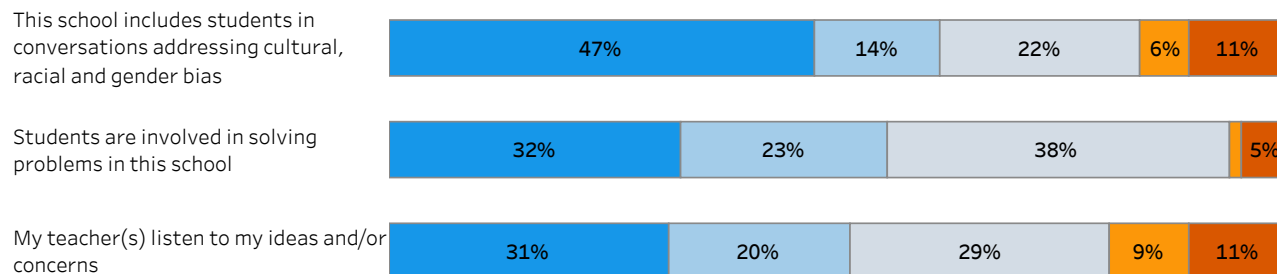
A safe, welcoming school environment that embraces the diversity of race, ethnicity and religion, gender and sexual orientations among students and staff members distinguishes the school. Effective strategies for managing diversity are robust and functioning effectively.



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.

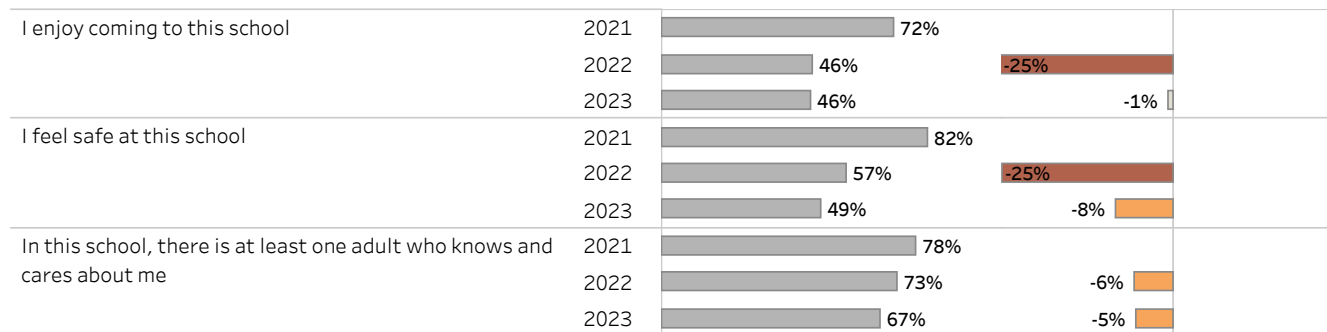


■ Almost Always True  
 ■ Often True  
 ■ Sometimes True  
 ■ Seldom True  
 ■ Almost Never True

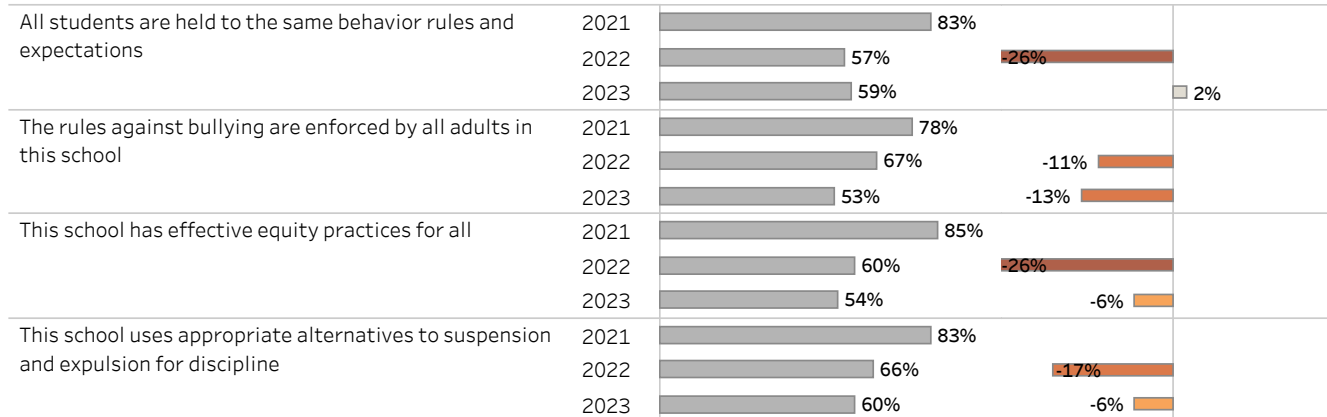
# Belongingness - Student LONGITUDINAL

South Whidbey Elementary-South Campus

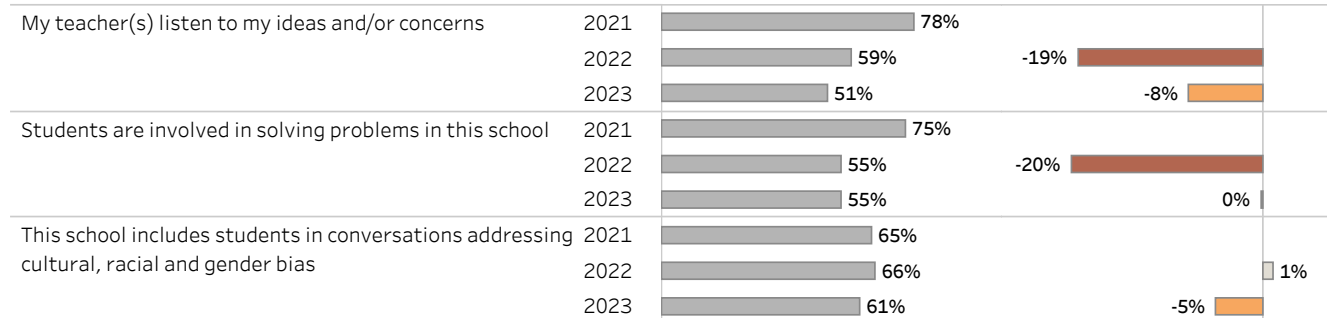
A safe, welcoming school environment that embraces the diversity of race, ethnicity and religion, gender and sexual orientations among students and staff members distinguishes the school. Effective strategies for managing diversity are robust and functioning effectively.



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.



Percent Positive

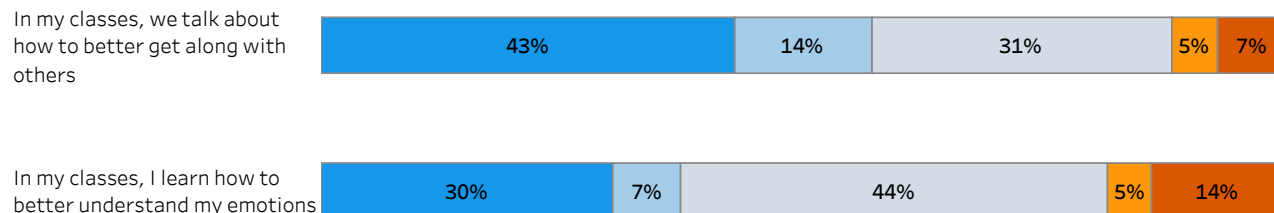
Difference in Percent Positive



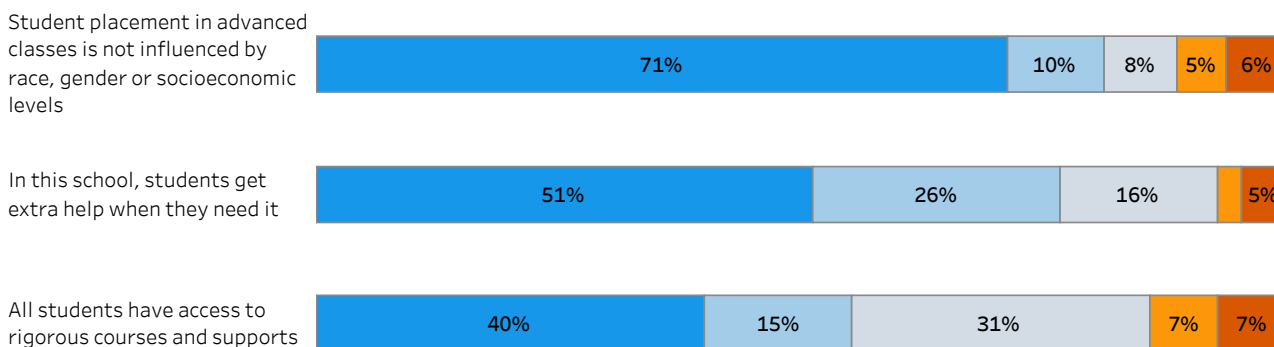
# Commitment to Dismantling Racism and Oppression - Student

South Whidbey Elementary-South Campus

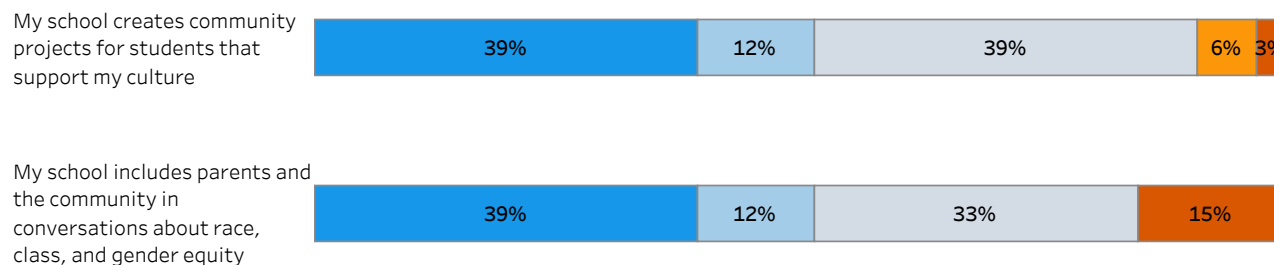
Learning opportunities involve a varied and high quality curriculum (including social-emotional development) with substantial enrichment experiences. There is particular attention on reducing disparities in learning (racial, gender, etc.) created by tracking and ability grouping. There is intentional 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.



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

# Commitment to Dismantling Racism and Oppression - Student

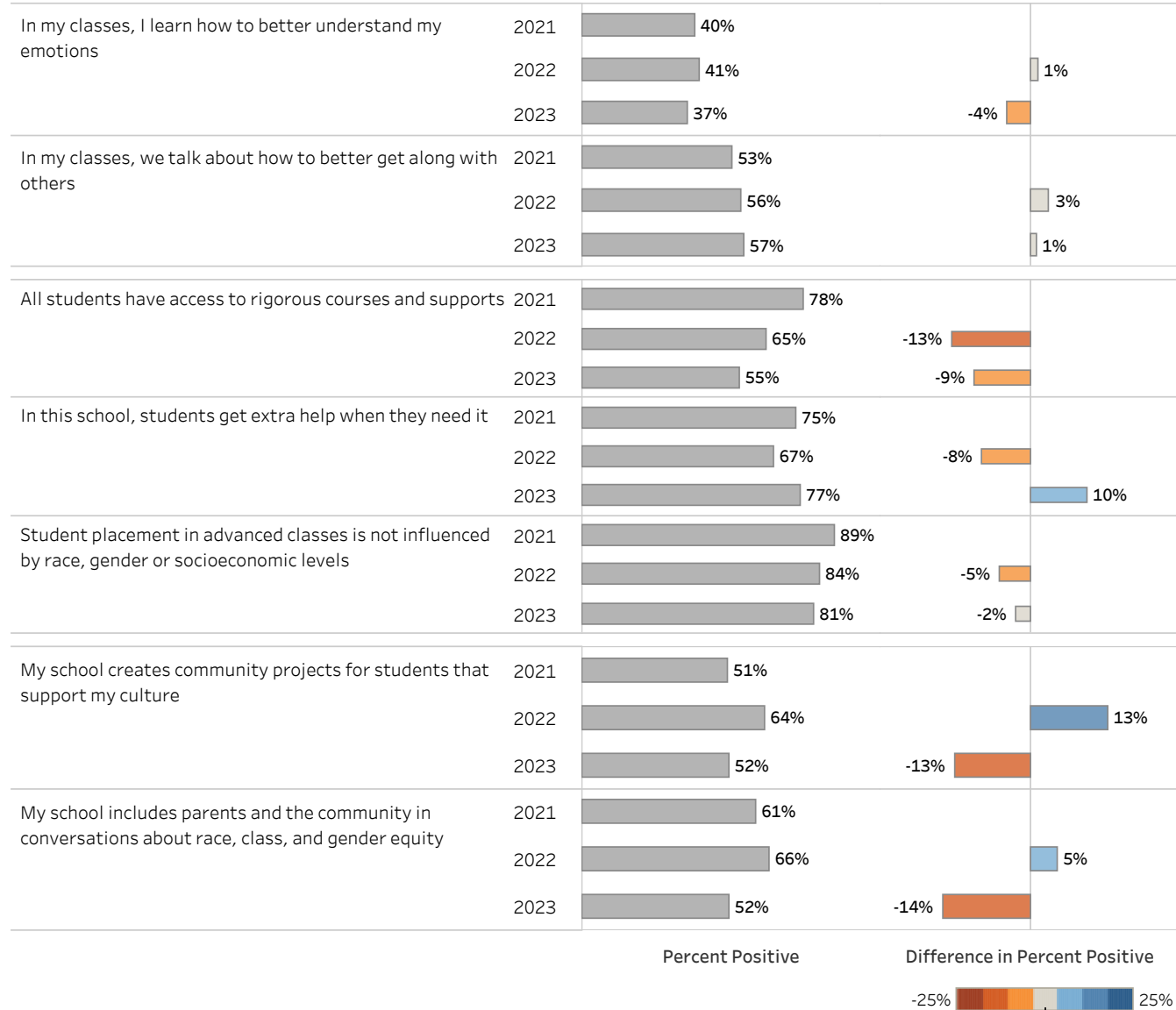
## LONGITUDINAL

South Whidbey Elementary-South Campus

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.

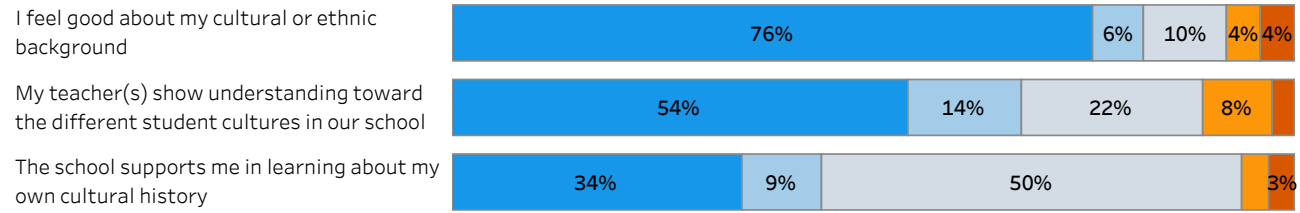
Community engagement and partnerships are an active representation of equity concerns and the valuing of diversity in the community. The school participates in community projects and draws on diverse community assets. Parents and community groups are engaged in courageous conversations about race, class,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



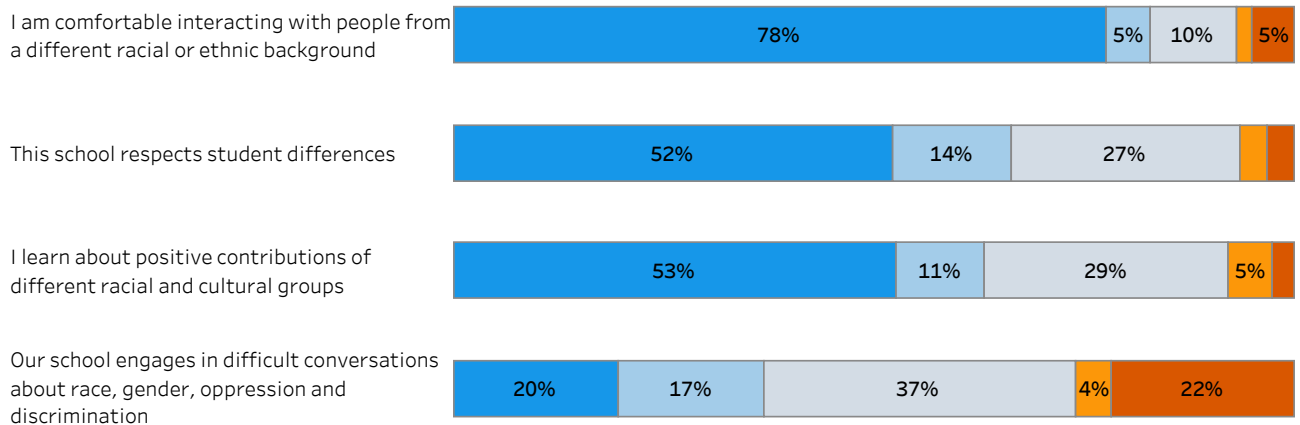


# Diversity - Student

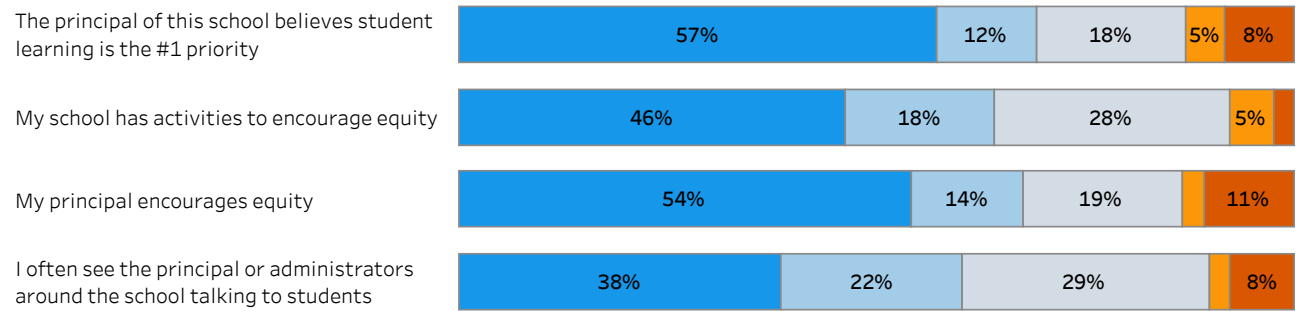
Self-awareness is encouraged as all members of the community are supported in knowing their personal equity journey and being aware of their own cultural history. There is strategic planning and actions taken regarding personal growth/development of all school and community stakeholders.



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.



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

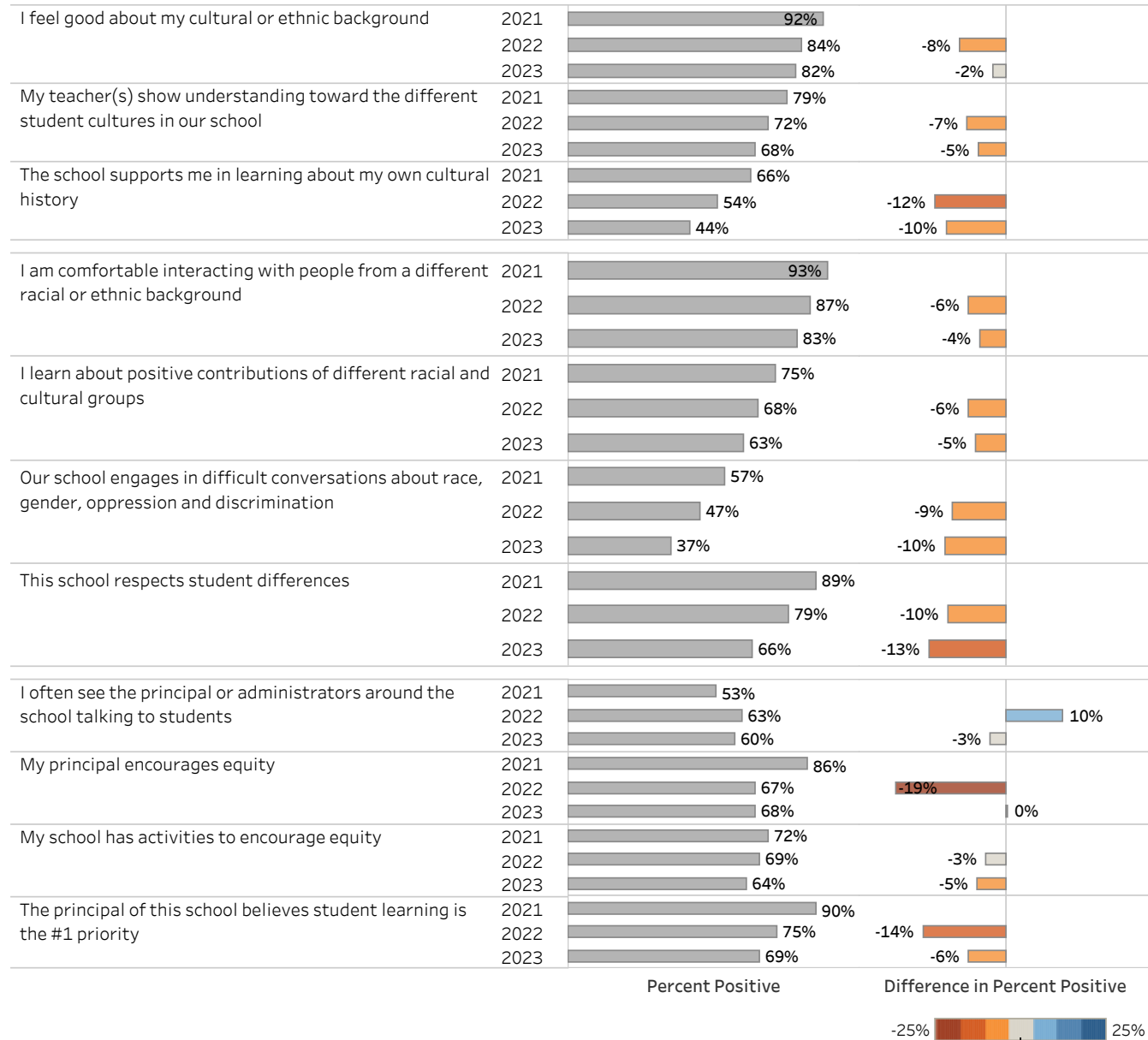
# Diversity - Student LONGITUDINAL

South Whidbey Elementary-South Campus

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.

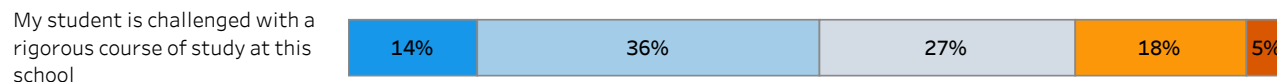
Cultural proficiency of all stakeholders is developed and monitored. There is an appreciation of different cultures and connections to families of different backgrounds. Appreciation of differences are modeled by leaders, teachers, and students who embrace difficult conversations about race, gender, 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.

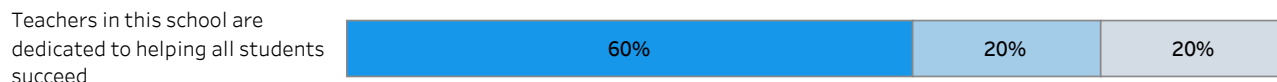


# Academics - Family

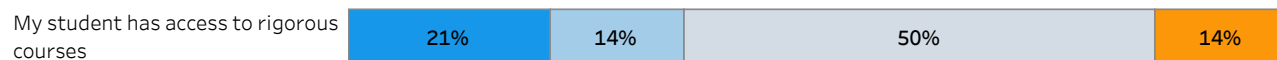
Curriculum is rigorous, challenging and culturally relevant. It represents high expectations for all students, requiring critical thinking and problem solving. It is well supported to ensure all students have opportunities to achieve success at a high academic level. Content is asset-based and has pro-social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



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.

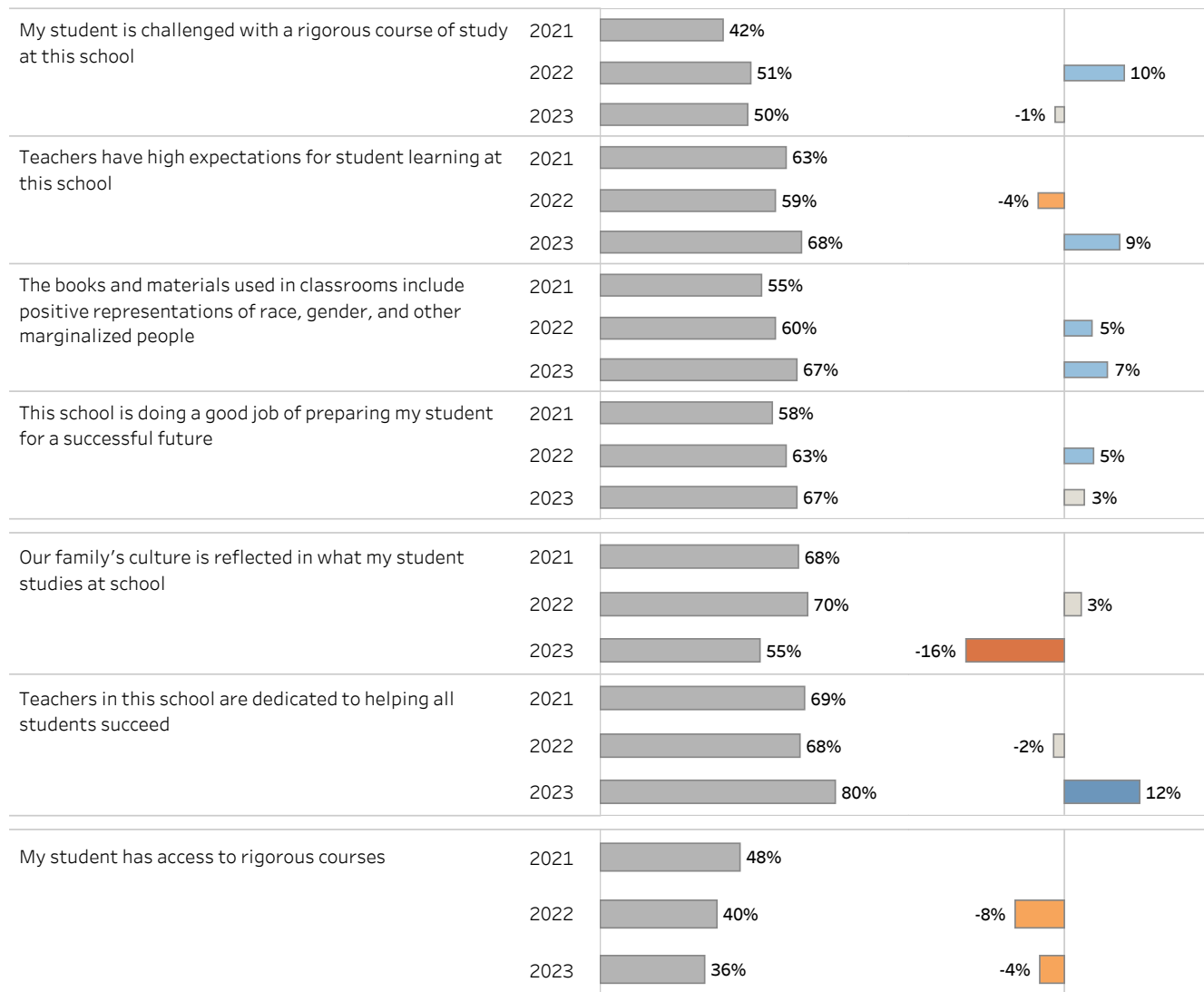


■ Almost Always True  
 ■ Often True  
 ■ Sometimes True  
 ■ Seldom True

# Academics - Family LONGITUDINAL

South Whidbey Elementary-South Campus

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.

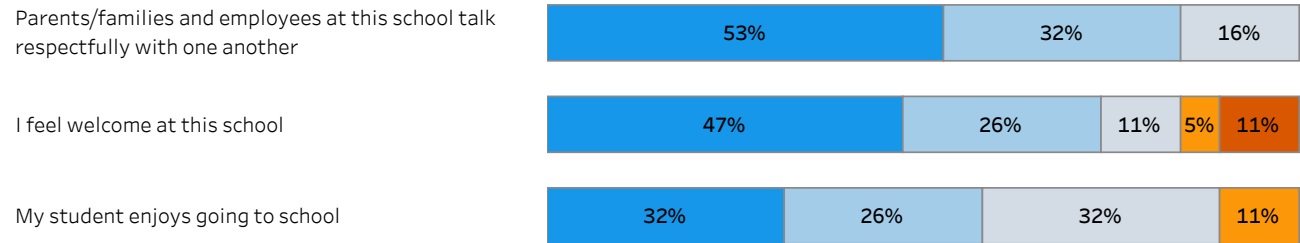
Percent Positive

Difference in Percent Positive

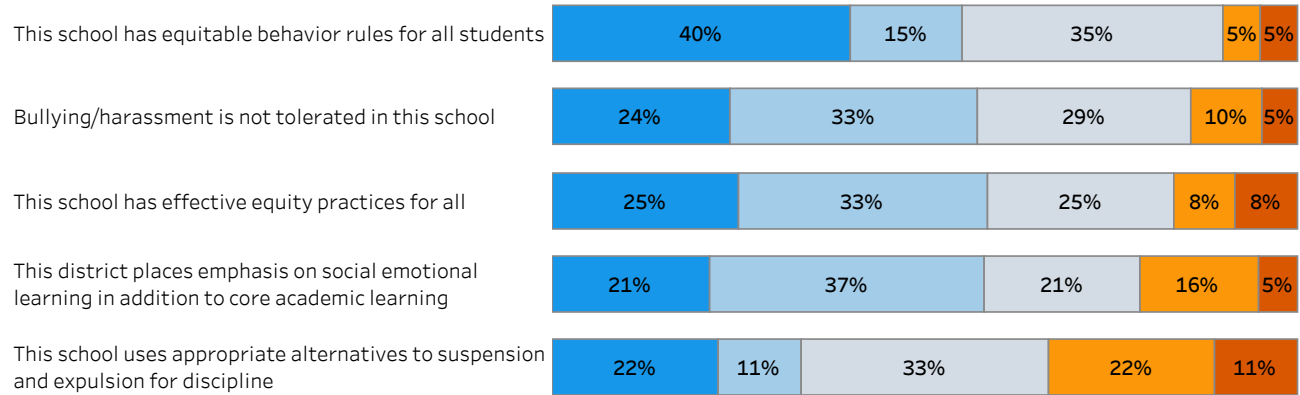


# Belongingness - Family

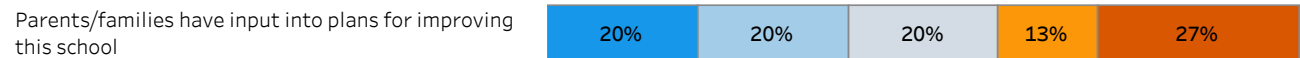
A safe, welcoming school environment that embraces the diversity of race, ethnicity and religion, gender and sexual orientations among students and staff members distinguishes the school. Effective strategies for managing diversity are robust and functioning effectively.



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

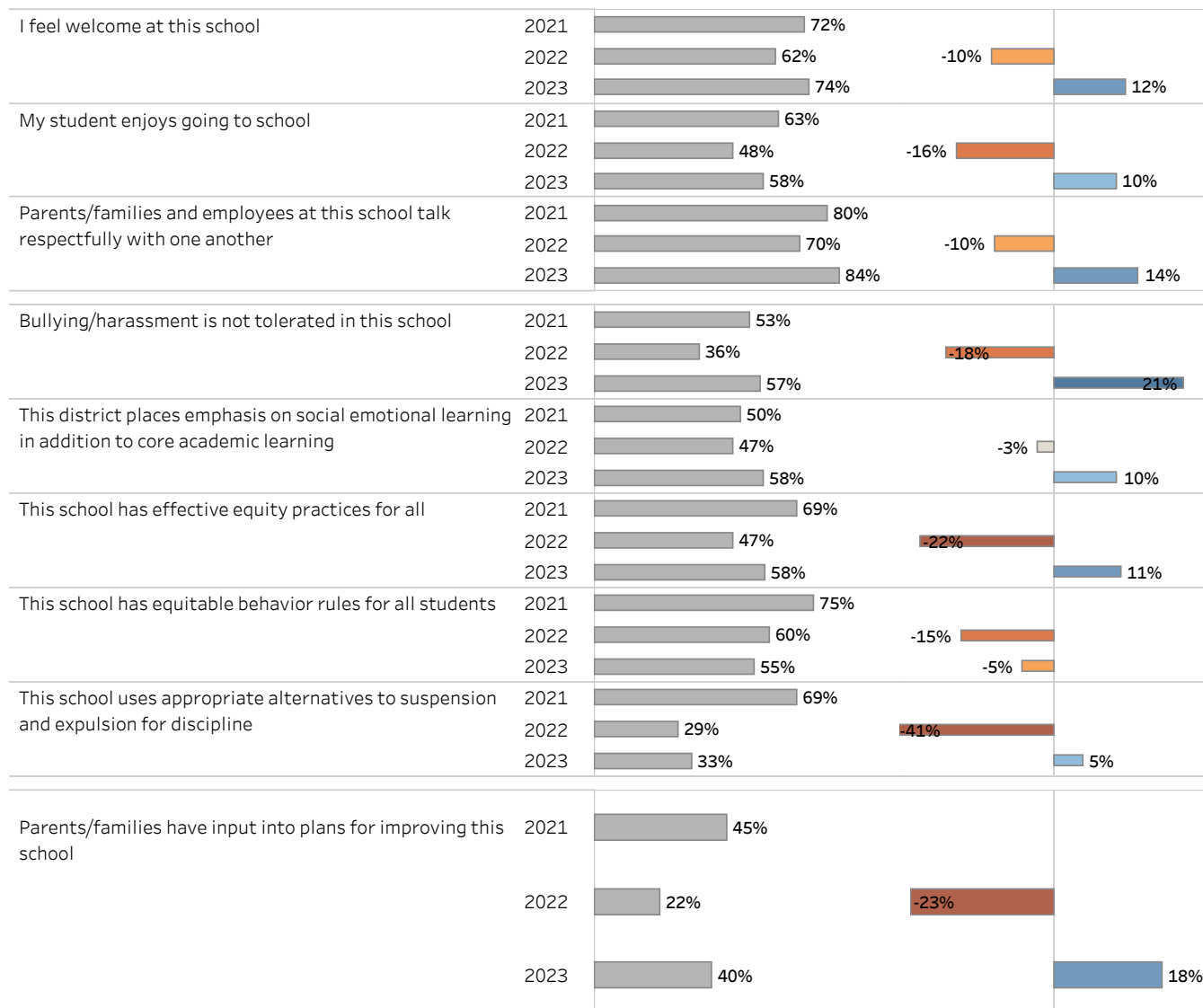
# Belongingness - Family LONGITUDINAL

South Whidbey Elementary-South Campus

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.



Percent Positive

Difference in Percent Positive

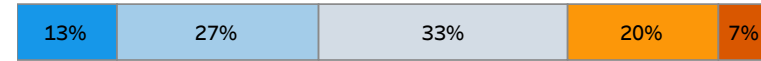
# Commitment to Dismantling Racism and Oppression - Family

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.

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

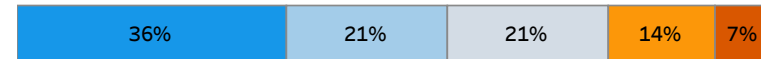


Community engagement and partnerships are an active representation of equity concerns and the valuing of diversity in the community. The school participates in community projects and draws on diverse community assets. Parents and community groups are engaged in courageous conversations about race, class,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

This school respects the different cultures represented in our community



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



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

# Commitment to Dismantling Racism and Oppression - Family

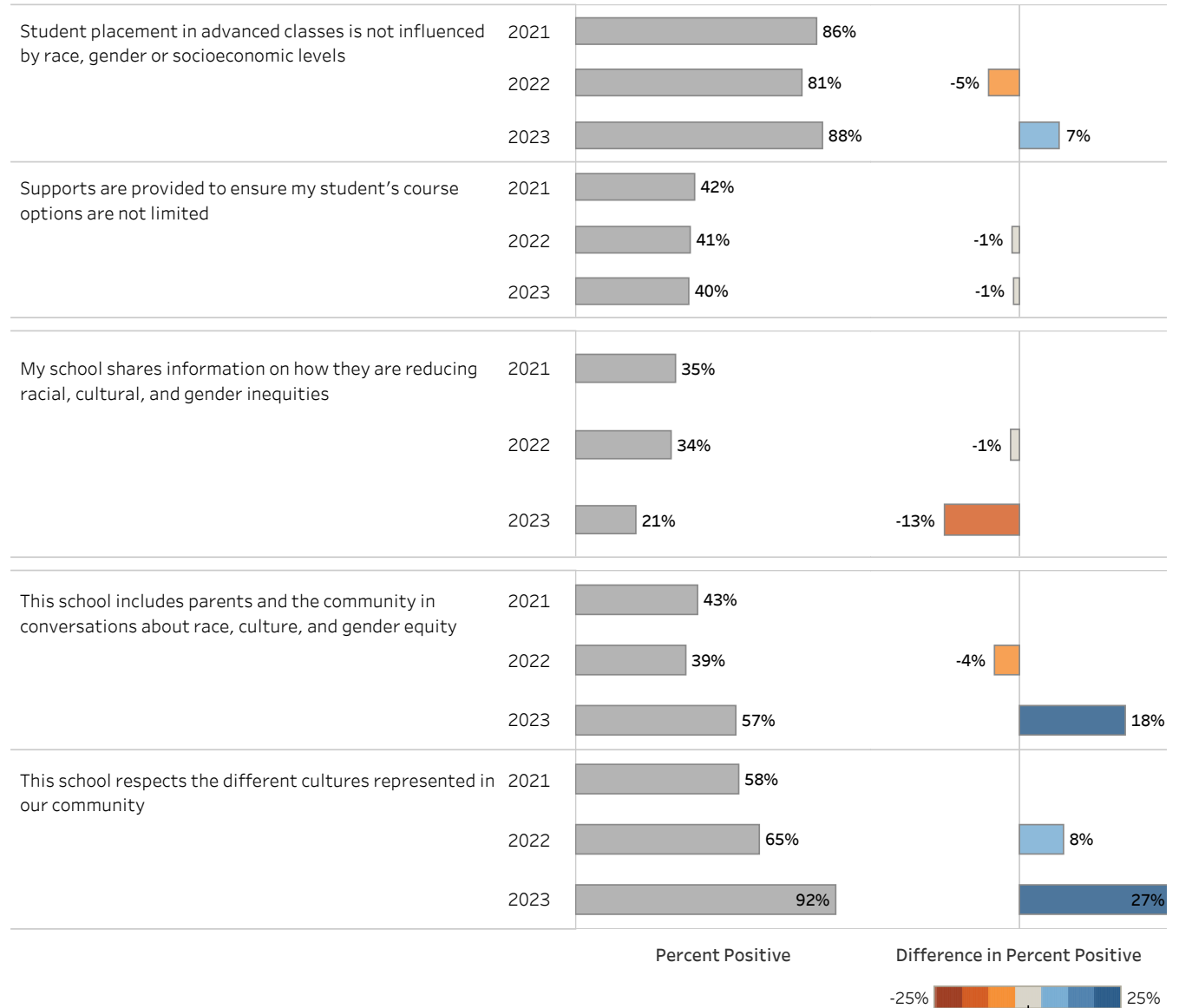
## LONGITUDINAL

South Whidbey Elementary-South Campus

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.

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.

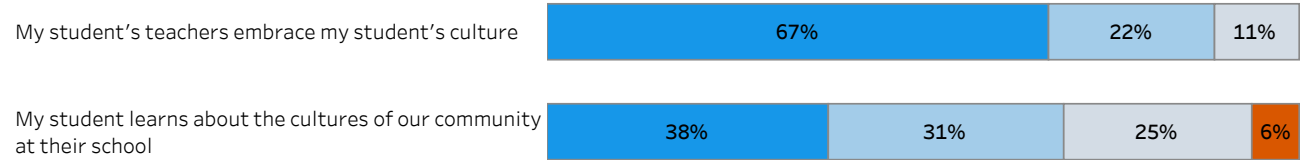
Community engagement and partnerships are an active representation of equity concerns and the valuing of diversity in the community. The school participates in community projects and draws on diverse community assets. Parents and community groups are engaged in courageous conversations about race, class,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



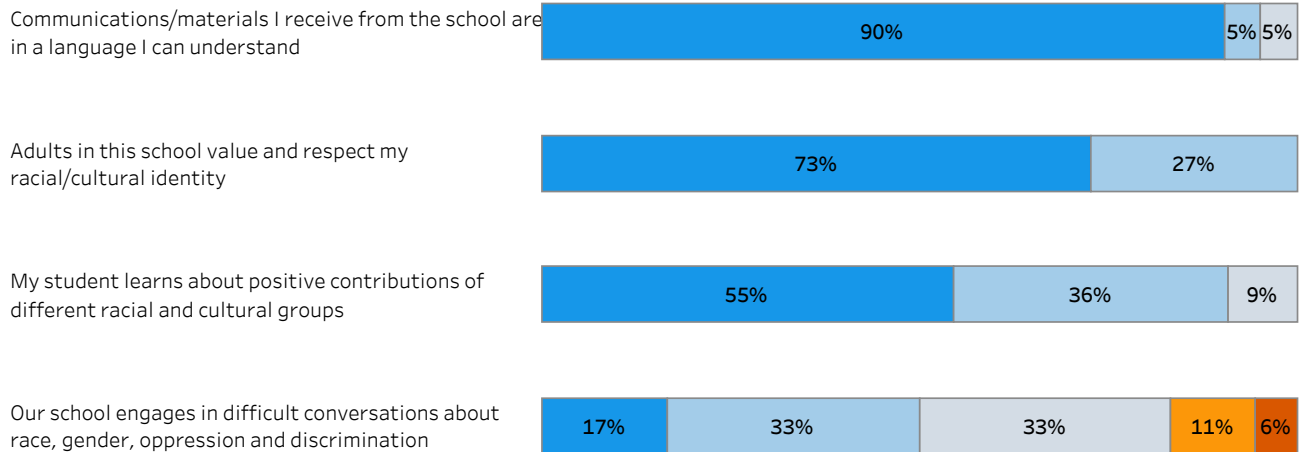


# Diversity - Family

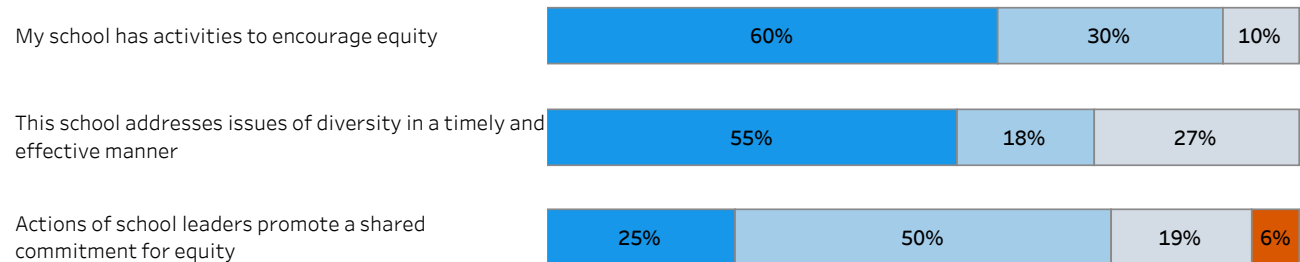
Self-awareness is encouraged as all members of the community are supported in knowing their personal equity journey and being aware of their own cultural history. There is strategic planning and actions taken regarding personal growth/development of all school and community stakeholders.



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   
 ■ Almost Never True

# Diversity - Family LONGITUDINAL

South Whidbey Elementary-South Campus

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.

