

# Educational Effectiveness Survey™



## Tool Kit

### South Whidbey Elementary-South Campus

South Whidbey School District

	2022	2023
Staff	n=20	n=6
Student	n=155	n=100
Family	n=75	n=25

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

South Whidbey Elementary-South Campus | South Whidbey School District

## Is your staff ready for change?

### I vs They Gap

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

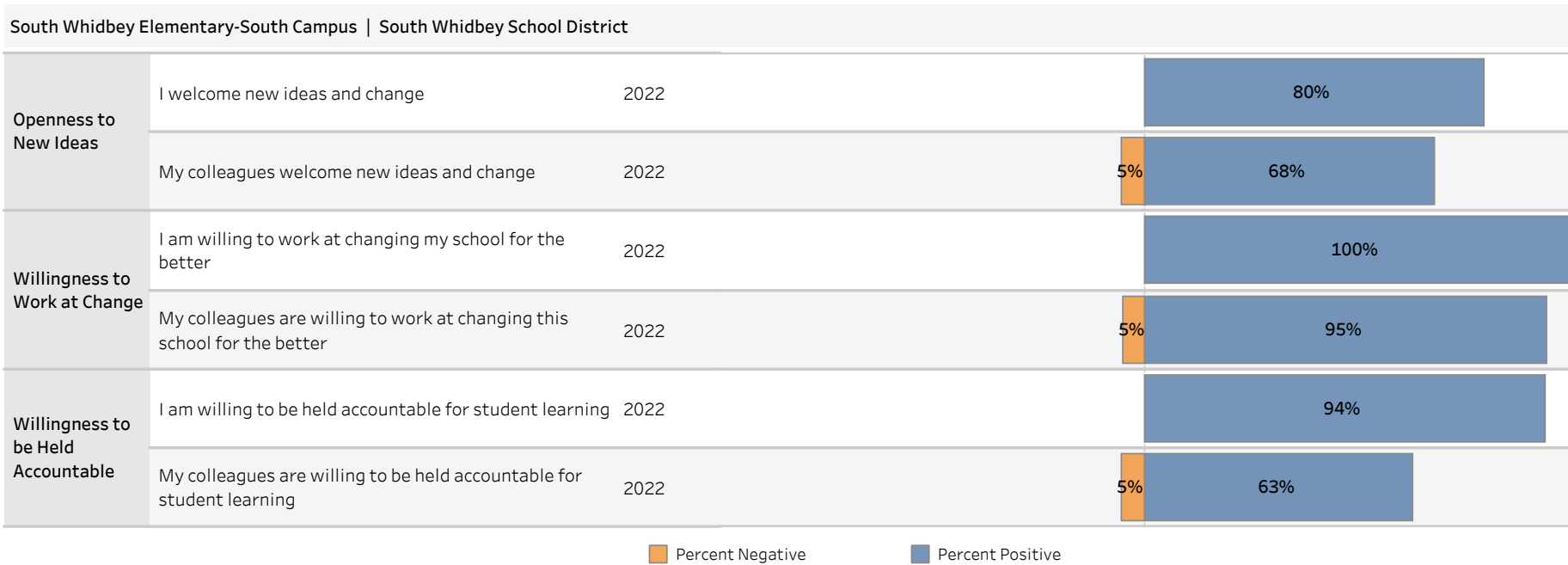
The more positive the beliefs and perceptions of the staff are about their readiness and willingness to change, the more efficiently change will happen.

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**.

# What a difference a year makes...

## Is your staff ready for change?

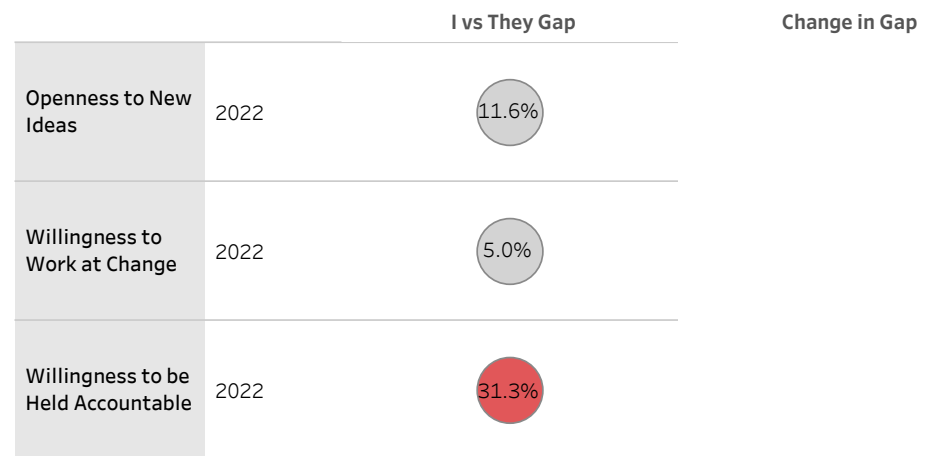


### Why does the gap between I vs. They matter?

The more positive the beliefs and perceptions of the staff are about their readiness and willingness to change, the more efficiently change will happen.

Pay attention to large gaps in responses between the I and They paired survey items. Large gaps indicate differences in opinions and perceptions and may represent a lack of trust amongst staff. If the I vs They gaps to the right are red, the value is beyond a threshold to cause some concern and should be investigated. This threshold is **20% at the elementary level** and **25% at the secondary level**.

Note any growing gaps when looking at the longitudinal data (lower-right viz). If the most recent year's gap percentage is higher than the previous year's gap percentage, this means the gap is growing. If the gap has narrowed or decreased over time the change is represented by a negative value. Narrowing the gap is GOOD!



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

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## Social Supports – Ensuring psychological safety and a sense of belonging

Before expecting students to reach self-actualization, it is important to ensure that the lower levels of Maslow’s hierarchy have been met. In Social Supports, we explore not only from the staff perspective but include student voice to identify whether students feel they are functioning in an environment focused on their wellbeing and future success.

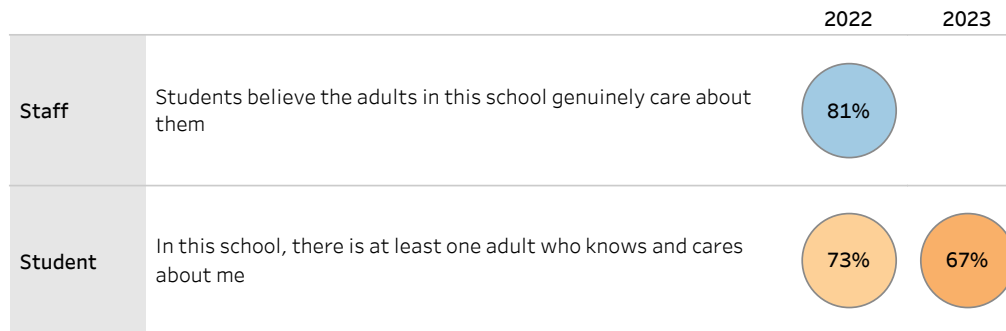
Having one adult that cares about you can make all the difference in the life of a child. Do students really feel staff care about them? Looking at this question from both viewpoints can validate whether staff are getting the desired results from their interactions with students and can open the door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

### SOCIAL SUPPORTS

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

		2022	2023
Staff	CIA — I understand instructional strategies to support social emotional learning objectives	92%	
	CSF — Staff I work with take responsibility for ensuring each student learns in our school	82%	
	FPD — I receive training on instruction to support social emotional learning	92%	
	MTL — I incorporate social emotional instruction into my daily instructional delivery	92%	
	SLE — Staff at this school value and respect all students	94%	
	SLE — Students believe the adults in this school genuinely care about them	81%	
	SLE — The development of students’ social emotional learning enhances the learning environment in our classrooms	83%	
	SLE — This school has effective equity practices for all	67%	
Student	BELONG — I feel good about my family traditions	84%	82%
	BELONG — There’s at least one adult in this school I can talk to if I have a problem	64%	64%
	CSF — My teacher believes student learning is important	95%	86%
	EL — If I want to talk with my teacher, they are available to me	60%	59%
	IS — Adults in this school help me plan and set goals for my future	41%	36%
	IS — Students are asked to help solve problems in this school	55%	55%
	SLE — I enjoy coming to this school	46%	46%
	SLE — I feel safe at this school	57%	49%
	SLE — In this school, there is at least one adult who knows and cares about me	73%	67%
	SLE — My school treats everyone fairly	60%	54%

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



### How does your school’s Social Supports compare to other schools?



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.

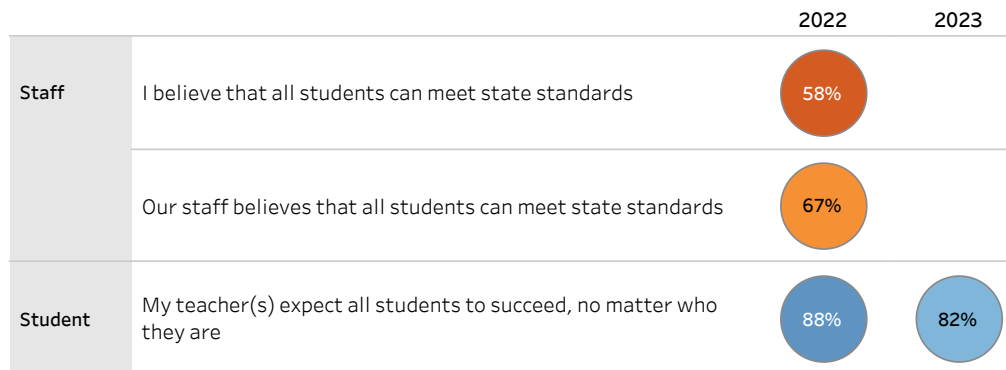
Do I believe all students can learn? Do my peers believe all students can learn? Do all students feel we believe in their ability to learn? These are key questions at the core of academic attainment for all and each of the three legs must be equally sturdy to hold the weight of high expectations and 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	67%	
	CIA — Regular formative assessments are used to monitor student progress toward standards	83%	
	CIA — Students are provided tasks that require higher-level thinking skills	92%	
	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	92%	
	HSE — I believe that all students can meet state standards	58%	
	HSE — In our school we expect all staff to perform responsibilities with a high level of excellence	71%	
	HSE — Our staff believes that all students can meet state standards	67%	
	MTL — Assessment data are used to identify student needs and appropriate instructional intervention	91%	
	MTL — I provide timely feedback to students about their learning	91%	
	MTL — Struggling students receive early intervention and remediation to acquire skills	58%	
	MTL — We monitor the effectiveness of instructional interventions	58%	
Student	CSF — This school is doing a good job of preparing me to do well	56%	46%
	FO — I have a plan for what I want to do after high school	64%	68%
	FO — I know I will graduate from high school	68%	81%
	HSE — All students have opportunities to choose more challenging work	65%	55%
	HSE — My teacher expects all students to learn	88%	82%
	HSE — My teacher expects me to do my best	91%	86%
	HSE — My teacher provides lessons and activities that challenge me to learn	62%	59%
	HSE — Students of all races and genders have the same chance for special classes, activities and rewards	84%	81%
	MTL — My teacher helps me learn by challenging me with interesting activities in class	56%	42%
SE — What I am doing in school will help me succeed in my life	60%	52%	

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



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

Student

66%

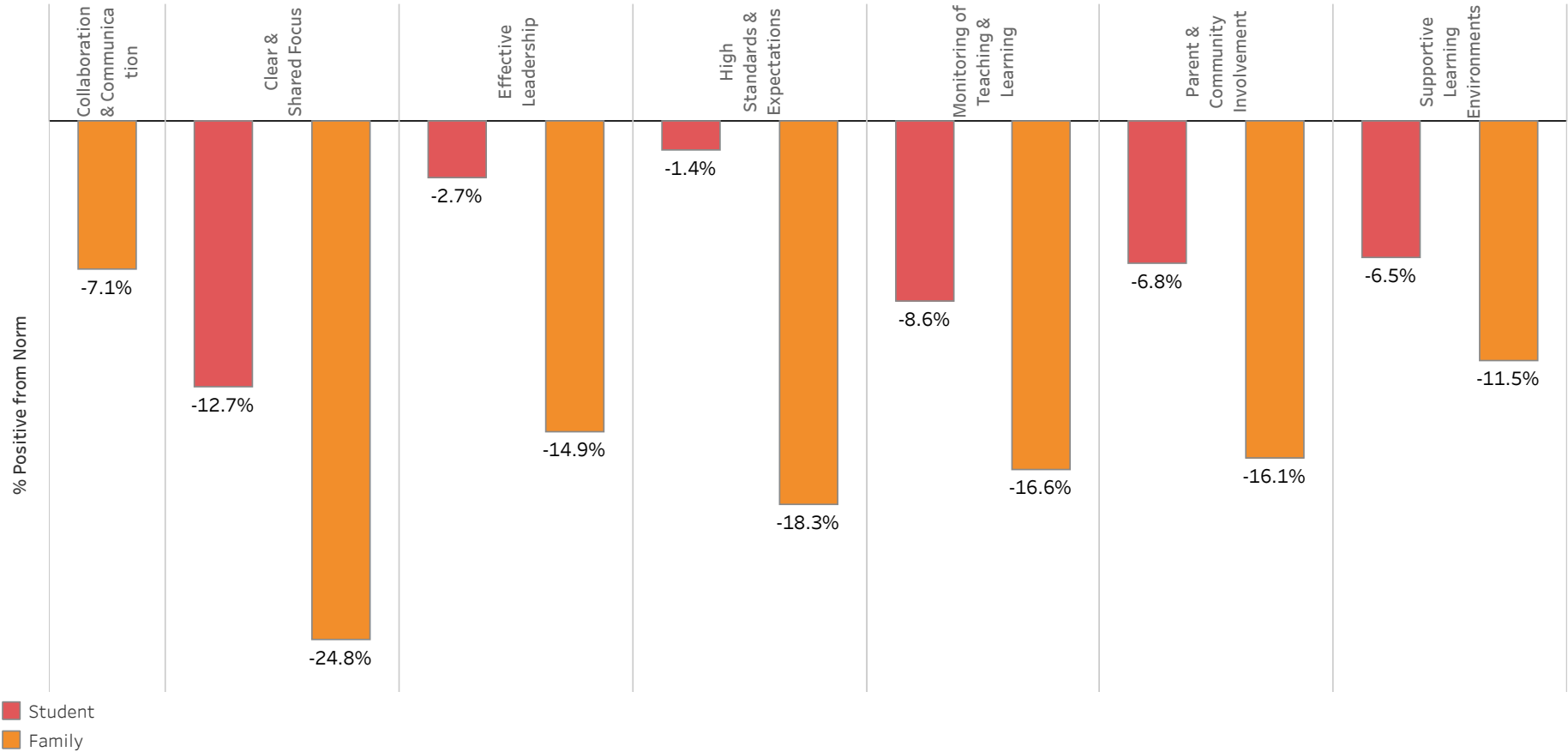


-8.5%

Compared to the Academic Press Norm

# How do you compare against other EES Schools?

## 2023 EES Survey Perceptions | South Whidbey Elementary-South Campus 9 Characteristics of Highly Effective Schools



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

## By % Positive Responses South Whidbey Elementary-South Campus | 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

### Student Survey

### Family Survey

CSF — My teacher believes student learning is important	86%
SE — I can learn the things taught in school	86%
HSE — My teacher expects me to do my best	86%
IS — I am respectful of others at this school	84%
SE — It's important to me that I improve my skills this year	84%
MTL — My teacher helps me learn by challenging me with interesting activities in class	42%
SLE — Work I do in this school is useful and interesting to me	41%
EL — At our school we talk about race, gender, and discrimination	37%
IS — Adults in this school help me plan and set goals for my future	36%
SLE — Students are respectful of others at this school	31%
SLE — Adults in this school value and respect my racial/cultural identity	100.0%
C — Communications/materials I receive from the school are in a language I can understand	95.2%
PCI — This school respects the different cultures represented in our community	92.3%
PCI — When I share concerns with my student's teacher, they listen	88.9%
SLE — This school celebrates student success	88.2%
CSF — My student understands the purpose of each lesson	50.0%
EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	50.0%
HSE — My student is challenged with a rigorous course of study at this school	50.0%
MTL — My student is encouraged to track progress toward their goals	50.0%
MTL — Struggling students receive early intervention and additional help at this school	50.0%
PCI — Parents/families have input into plans for improving this school	40.0%
PCI — Parents/families participate in important decisions about their student's education	37.5%
PCI — This school tells me how I can help my student with homework	33.3%

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



The Center for Educational Effectiveness

## Top/Bottom 5 Increase/Decrease in % Positive Responses South Whidbey Elementary-South Campus | 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

Student Survey

Family Survey

FO — I know I will graduate from high school	13.4%
CT — When I have a problem, I stop to think about different possible solutions	9.7%
BELONG — In my school, I feel that I belong to a group of friends	8.2%
CT — When my solution to a problem is not working, I stop to think about what might be going wrong	6.3%
SE — I can learn the things taught in school	6.1%
PCI — This school respects student differences	-13.0%
SLE — The rules against bullying are enforced by all adults in this school	-13.3%
MTL — My teacher helps me learn by challenging me with interesting activities in class	-14.2%
EL — My teacher helps me learn in other ways than talking in front of the class	-15.9%
MTL — My teacher finds other ways for me to learn things I find difficult	-19.0%
SLE — This school celebrates student success	30.9%
PCI — This school respects the different cultures represented in our community	26.9%
SLE — This school provides a caring/supportive environment for my student	25.1%
SLE — This school has a welcoming environment that embraces the diversity of race, ethnicity, religion, gender, and sexual orientations	24.8%
C — I am encouraged to collaborate with my student’s teachers about my student’s learning	24.1%
C — This school communicates with me about my student’s progress	-3.9%
HSE — I understand the expectations of this school	-4.1%
CSF — The schoolwork my student is assigned is relevant to their future success	-4.2%
CSF — This school has equitable behavior rules for all students	-5.0%
MTL — My student is encouraged to track progress toward their goals	-10.4%

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



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



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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.

			2022	2023
Academic Equity	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	Sta	92%	
	HSE — Students of all races and genders have the same chance for special classes, activities and rewards	Stu	84%	81%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Fam	81%	88%
Behavior Standards	SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	Sta	56%	
	SLE — All students are held to the same behavior rules and expectations	Stu	57%	59%
	CSF — This school has equitable behavior rules for all students	Fam	60%	55%
Bullying	SLE — Staff enforce the bullying/harassment policy of this school	Sta	79%	
	SLE — The rules against bullying are enforced by all adults in this school	Stu	67%	53%
	SLE — Bullying/harassment is not tolerated in this school	Fam	36%	57%
Celebrating Success	SLE — We have a system for celebrating student success	Sta	88%	
	SLE — Student success is celebrated in this school	Stu	57%	53%
	SLE — This school celebrates student success	Fam	57%	88%
Confronting Bias	FPD — We talk about race and bigotry as a staff	Sta	67%	
	EL — At our school we talk about race, gender, and discrimination	Stu	47%	37%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Fam	47%	50%
High Expectations	HSE — Our staff believes that all students can meet state standards	Sta	67%	
	HSE — My teacher expects all students to learn	Stu	88%	82%
	HSE — Teachers have high expectations for student learning at this school	Fam	59%	68%
Intervention for Struggling Students	MTL — Struggling students receive early intervention and remediation to acquire skills	Sta	58%	
	MTL — My teacher finds other ways for me to learn things I find difficult	Stu	63%	44%
	MTL — Struggling students receive early intervention and additional help at this school	Fam	51%	50%
Safety	SLE — Students believe this school is a safe place	Sta	69%	
	SLE — I feel safe at this school	Stu	57%	49%
	SLE — My student feels safe at school	Fam	60%	81%
Supported Learning	SLE — Students believe the adults in this school genuinely care about them	Sta	81%	
	SLE — In this school, there is at least one adult who knows and cares about me	Stu	73%	67%
	SLE — This school provides a caring/supportive environment for my student	Fam	56%	81%

## Change in % Positive Responses

	Staff	Student	Family
Academic Equity		-2.5%	6.9%
Behavior Standards		2.0%	-5.0%
Bullying		-13.3%	21.2%
Celebrating Success		-4.2%	30.9%
Confronting Bias		-10.4%	3.4%
High Expectations		-6.1%	9.0%
Intervention for Struggling Students		-19.0%	-1.1%
Safety		-8.3%	20.7%
Supported Learning		-5.4%	25.1%

## 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?



The Center for Educational Effectiveness

These are the survey items from your current administration with the highest percentage of neutral responses (Sometimes True). These are the items where you have the greatest opportunity to influence your Staff and shift their perceptions from neutral to positive.

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Are there common themes amongst the individual survey items?  
Do all of the items fall within a single Characteristic?

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

### 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?



The Center for Educational Effectiveness

## Sometimes True South Whidbey Elementary-South Campus | South Whidbey School District

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.

# 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 Elementary-South Campus | South Whidbey School District

EL — In class we work with other students	51%
CSF — In my class, students are busy doing schoolwork	49%
MTL — My teacher makes all students talk in class about what we are learning	43%
MTL — My teacher helps me learn by challenging me with interesting activities in class	40%
SLE — Students are respectful of others at this school	40%
STAMINA — I finish whatever I begin	40%
IS — Students are asked to help solve problems in this school	38%
IS — Adults in this school help me plan and set goals for my future	38%
SM — I can calm myself down when I am excited or upset	37%
EL — At our school we talk about race, gender, and discrimination	37%
SLE — My school treats everyone fairly	36%
CT — I am good at finding the best solutions to my problems	36%
MTL — My teacher tells me the reason we do each lesson	35%
BELONG — I feel proud of my school	34%
SLE — Work I do in this school is useful and interesting to me	34%
CT — I like to imagine new ways to do things	34%
CT — When I have a problem, the first thing I do is break it into smaller steps	34%
HSE — My teacher provides lessons and activities that challenge me to learn	33%
MTL — My teacher finds other ways for me to learn things I find difficult	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 Elementary-South Campus | South Whidbey School District

MTL — My student is encouraged to track progress toward their goals	44%
PCI — This school tells me how I can help my student with homework	40%
SLE — Teachers in this school provide students with a variety of learning opportunities	39%
C — This school communicates with me about my student's progress	38%
CSF — This school has equitable behavior rules for all students	35%
CSF — The schoolwork my student is assigned is relevant to their future success	35%
EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	33%
MTL — Struggling students receive early intervention and additional help at this school	33%