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

C C C C The Center for Educational Effectiveness

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 $\underline{\rm Ivs}$ They pair of questions. Large gaps are a sign of distrust amongst staff members.

If the <u>I vs They</u> gaps to the right are red, the value is beyond a threshold to cause some concern and should be investigated. This threshold is **20% at the elementary level** and **25% at the secondary level**.

EES Toolkit - RTB Current Administration

 $\mathsf{EES} \circledcirc \mathsf{2022}$ Center for Educational Effectiveness, Inc. All Rights Reserved.

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

South Whidbey Elementary-South Campus | South Whidbey School District

Openness to	I welcome new ideas and change	2022		80%
New Ideas	My colleagues welcome new ideas and change	2022	5%	68%
Willingness to	I am willing to work at changing my school for the better	2022		100%
Work at Change	My colleagues are willing to work at changing this school for the better	2022	5%	95%
Willingness to	I am willing to be held accountable for student learning	2022		94%
be Held Accountable	My colleagues are willing to be held accountable for student learning	2022	5%	63%
		Porcont Nogativo		

Percent Negative

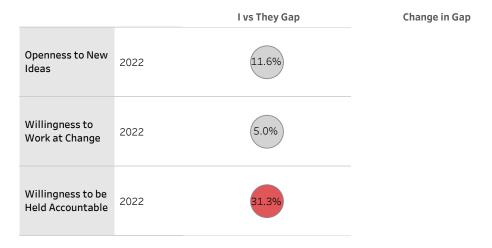
Percent Positive

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

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!



C C C C The Center for Educational Effectiveness

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



	South Whid	bey Elementary-South Campus South Whidbey School District		
Social Supports –			2022	2023
Ensuring	Staff	CIA — I understand instructional strategies to support social emotional learning objectives	92%	
psychological		CSF — Staff I work with take responsibility for ensuring each student learns in our school	82%	
safety and a sense		FPD — I receive training on instruction to support social emotional learning	92%	
of belonging		MTL — I incorporate social emotional instruction into my daily instructional delivery	92%	
Before expecting students to		SLE — Staff at this school value and respect all students	94%	
reach self-actualization, it is		SLE — Students believe the adults in this school genuinely care about them	81%	
important to ensure that the lower levels of Maslow's		SLE — The development of students' social emotional learning enhances the learning environment in our classrooms	83%	
hierarchy have been met. In		SLE — This school has effective equity practices for all	67%	
Social Supports, we explore not only from the staff	Student	BELONG — I feel good about my family traditions	84%	82%
perspective but include		BELONG — There's at least one adult in this school I can talk to if I have a problem	64%	64%
student voice to identify whether students feel they are		CSF — My teacher believes student learning is important	95%	86%
functioning in an environment		EL — If I want to talk with my teacher, they are available to me	60%	59%
focused on their wellbeing and future success.		IS — Adults in this school help me plan and set goals for my future	41%	36%
Tuture success.		IS — Students are asked to help solve problems in this school	55%	55%
Having one adult that cares		SLE — I enjoy coming to this school	46%	46%
about you can make all the difference in the life of a child.		SLE — I feel safe at this school	57%	49%
Do students really feel staff care about them? Looking at		SLE — In this school, there is at least one adult who knows and cares about me	73%	67%
this question from both		SLE — My school treats everyone fairly	60%	54%
viewpoints can validate whether staff are getting the desired results from their interactions with students and	How large	e is your "Staff vs Student" Gap for these questions? How does your so Supports compar 2022 2023	e to other	
can open the door to conversations with students on why or why not they feel adults care about them.	Staff		udent 0%	
SOCIAL SUPPORTS Salina, C, Girtz, S and Eppinga, J (2016) Powerless to Powerful: Leadership for School Change.	Student	In this school, there is at least one adult who knows and cares about me 73% 67% -10	b 0.0%	

Compared to the Social Supports Norm

EES Toolkit - Social Supports

Lanham, MD: Rowman & Littlefield

EES © 2022 Center for Educational Effectiveness, Inc. All Rights Reserved.

Created on: 5/5/2023

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



South Whidbey Elementary-South Campus | South Whidbey School District

Academic Press - Self-Actualization Staff CIA - Instruction is personalized to meet the needs of each student: 57% Staff Locualization CIA - Regular formative assessments are used to monitor regress to ward standards 83% Staff Actualization CIA - Students are used to monitor regress to ward standards 83% Staff Actualization CIA - Students are provided tests that require infigher-level thinking skills 92% with staff vorking together and students feeling supported, the final fundational element is the presence this provide timely feedback to students can meet state standards 53% 11% MTL - bitrugating students releng supported, the final fundational element is the presence this provide timely feedback to students adout their learning supported, the final fundational element is the presence this provide timely feedback to students adout their learning supported, the final fundational element is the presence this provide timely feedback to students to do well 55% 45% Student CSF - This school is doing ag ool job of preparing me to do well 55% 45% Poil balow will graduate from high school 64% 65% 55% Our balow and standers 65% 55% 45% 55% Our balow and stander to any the staff and students releared and sign school will help me succeed in my life 66% 55% 45% 55%				2022	2023
Self - Actualization C/A - Students are provided tasks that require higher-level thinking skills 92% Standards and academic rigor 95% 95% With staff working together and students feeling supported, the final function is the standards are used to identify student needs and appropriate instructional intervention 95% 95% Students feeling supported, the final function is the presence of high expectations and rigor toward students work and learning in Academic Press, we bring the staff and students from explain for what is intended is actually being approxide is staff and students and part staff stop efform responsibilities with a high level of excellence 75% Student Core - This school is doing a good job of preparing me to do well 95% 95% Student Core - This school is doing a good job of preparing me to do well 95% 95% Student Core - This school is doing a good job of preparing me to do well 95% 95% Student Core - This school is doing a good job of preparing me to do well 95% 95% Poil believe all students can exet staff and students to learn 95% 95% Student Seene specta and good job of preparing me to do well 95% 95% Poil believe all students can exet staff school will help me succeed in whigh feese staff and students for me explain while the same chance for special classes, activities and rewards set seare kand of the three lings mush be explainge.	Academic Press –	Staff	CIA — Instruction is personalized to meet the needs of each student	67%	
CLA – Students are provided tasks that require high-relevant thinking skills 9235 Standards and academic rigor MSE – Academic placements is not influenced by race, gender or socioeconomic levels 9235 With staff working together and students feeling supported, the final foundational element is the presence finite experiations and ignor toward students the final foundational element is the presence finite experiations and ignor toward student work and learning. In Academic Press, we bring the staff and student stream provided tasks that are used to identify student needs and appropriate instructional intervention 9135 Student CSF — This school is doing a good job of preparing me to do well 5646 6696 Press, we bring the staff and student stream and user roll is a comparison by the school 6486 6696 Press, we bring the staff and student stream? Do any peers believe all students feel we believe in their ability sturdy to hold the weight of high students feel we believe in their ability sturdy to hold the weight of high subsets feel we believe in their ability sturdy to hold the weight of high subsets feel we believe in their ability sturdy to hold the weight of high subsets feel we believe in their ability sturdy to hold the weight of high subsets feel we believe in their ability sturdy to hold the weight of high subsets feel we believe in their ability sturdy to hold the weight of high subsets the lains 6796 Wet acher (b) spect all students can meet state standards 6796 Student Student My teacher (b) spect all students can meet state standards 6796 6			CIA — Regular formative assessments are used to monitor student progress toward standards	83%	
standards and academic rigor HSE -1 believe that all students can meet state standards 534 With staff working together and students feeling supported. Iter state standards 1000 1000 With staff working together and students feeling supported. Iter state standards 1000 1000 Supported. Iter state state standards 6785 MIL - Drovide timely feedback to students abut state standards 919 Standards and learning in Academic Presses, we bring the staff and students feeling experiations and rigor toward student work and learning. In Academic Presses, we bring the staff and student staff and student staff and student staff and students feeling experianced relative to expectations, opportunity, relevance and outcomes. 5510 5510 Do I believe all students can learn? Do all students feeling? 5511 5510 6696 6696 HSE – My teacher expects me to do my best opportunity, relevance and outcomes. 5516 5510 5510 Do I believe all students can meet staff standes 5636 6696 6696 HSE – My teacher expects me to do my best opportunity, relevance and outcomes. 5614 6696 6696 MIL – My teacher helps still students can meet state standards 5636 6696 6696 MIL – My teacher expects me to do my best opportunity, relevance and outcomes. 5636 6			CIA — Students are provided tasks that require higher-level thinking skills	92%	
academic rigor HSE - In our school we expect all staff to perform responsibilities with a high level of excellence 71% 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 bright this intended is student perspectives together to ensure what is intended is actually being experienced relative to expectations, opportunity, relevance and outcomes. 91% 91% Do believe all students can learn? Do all students can meet state standards 60% 2022 2023 Student Press compare to other schools? Sumpres believes that all students can meet state standards </td <td></td> <td></td> <td>HSE — Academic placement is not influenced by race, gender or socioeconomic levels</td> <td>92%</td> <td></td>			HSE — Academic placement is not influenced by race, gender or socioeconomic levels	92%	
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 Presence of high expectations and rigor toward student work and learning. In Academic Presence of high expectations and rigor toward student work and learning. In Academic Presence of high expectations and rigor toward student work and learning. In Academic Presence of high expectations, opportunity, relevance and outcomes. Student SSF 40% Student CSF — This school is doing a good job of preparing me to do well actually being experienced relative to expectations, opportunity, relevance and outcomes. SSF 40% 66% 66% Di believe all students can learn? Do my peers believe all students ran learn? Do all students ran 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. How large is your "Staff vs Student" Gap for these questions? How does your school's Academic Press compare to other schools? Staff I believe that all students can meet state standards 67% Student staff 66% Student Wit eacher(s) expect all students to succeed, no matter who they are 67% 88% 83%	standards and		HSE — I believe that all students can meet state standards	58%	
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. MTL – Assessment data are used to identify student needs and appropriate instructional intervention 92% Do I believe all students can learn? Do my peers believe 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 high expectations and rigor. MTL – We monitor the effectiveness of instructional interventions 92% Sudent relative to expect 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 high expectations and rigor. Student of all races and genders have the same chance for special classes, activities in class SE – What I am doing in school will help me succeed in my life How large is your "Staff vs Students" ACADEMIC PRESS Sultanc, Girtz, Sand Eppinga, J (2016) Poweless to Powerius Leadentis ping School Change. Laham, MK: Esson and rigor. Satue How learce tail students can meet state standards Satue Satue Sultant they are My teacher(s) expect all students to succeed, no matter who they are Satue Satue Satue	academic rigor		HSE — In our school we expect all staff to perform responsibilities with a high level of excellence	71%	
and students feeling MTL – 1 provide timely feedback to students about their learning 01% supported, the final MTL – 1 provide timely feedback to students about their learning 01% foundational element is the presence of high expectations and rigor toward student work and learning. In Academic 55% 46% Press, we bring the staff and students for perspectives together to ensure what is intended is actually being experienced relative to expectations, opportunity, relevance and outcomes. 55% 46% 68% D I believe all students can learn? Do my peers believe all students can learn? Do my peers believe all students can learn? Do my peers believe all students can learn? These are key questions at the core of academic attainment for all and each of high expectations and rigor. 51% How large is your "Staff VS Student" Gap for these questions? How large is your "Staff VS Student" Gap for these questions? Student Libelieves that all students can meet state standards 55% Student 66% Our staff believes that all students can meet state standards 55% 66% -8.5%	deddenne i ger		HSE — Our staff believes that all students can meet state standards	67%	
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. MTL – Struggling students receive early intervention and remediation to acquire skills 58% Do I believe all students can learn? Do my peers believe all students for all araces and genders have the same chance for special classes, activities and rewards 58% 48% MTL – Struggling is school is doing a good job of pregramme to do well 66% 66% FO – I have a plan for what I want to do after high school 66% 66% FO – I have a plan for what I want to do after high school 66% 66% HSE – My teacher expects mail to do my best 91% 88% 82% HSE – My teacher provides lessons and activities that challenge me to learn 62% 59% HSE – My teacher helps me learn by challenging work 88% 82% HSE – My teacher helps me learn by challenging work 88% 82% HSE – Students for all races and genders have the same chance for special classes, activities and rewards 66% 66% Gottomes SE – What I am doing in school will help me succeed in my life How large is your "Staff Vs Student" Gap for these questions? How dees your scho	With staff working together		MTL — Assessment data are used to identify student needs and appropriate instructional intervention	91%	
foundational element is the presence of high expectations and rigor toward student work and learning. In Academic Press, we bright the staff and student perspectives together to ensure what is intended is actually being experienced relative to expectations, and rigor toward students can expect all students and ensure that is intended is actually being experienced relative to expectations, opportunity, relevance and outcomes. Student CSF — This school is doing a good job of preparing me to do well 56% 46% 66% Do I believe all students can learn? Do my peers believe all students can learn? Do my peers believe all students can meet state standards 56% 42% 56% 42% MTL — We monitoring in school is doing a good job of preparing me to do well 66% 66% 66% 66% Po = I have a plan for what I want to do after high school 66% 66% 82% 82% Po = Unow I will graduate from high school 66% 66% 82% 82% Do I believe all students can learn? Do all students can learn? Do all students can learn? Do all acces 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 66% 42% Student for high expectations and rigor. How large is your "Staff vs Student" Gap for these questions? How does your school's Academic press chools? ACADEMIC PRESS Salina, C, Girz, S and Eppinga, J (2016) Owersis to Powerful tiegor school longe. Lanham, MC is s	5		MTL — I provide timely feedback to students about their learning	91%	
mile - We monitor the effectiveness 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. Student CSF – This school is doing a good job of preparing me to do well 64% 68% 81% Do I being experienced relative to expectations, opportunity, relevance and outcomes. Image: Student scan Description of all students can learn? Do all students can learn? Do all students feel we believe all students for figh expectations and rigor. Mile We monitor the effectiveness of base feel student staff believes that all students can meet state standards 58% 66% Our staff believes that all students can meet state standards 57% How does your school's Academic Press compare to other schools? Staff I believe that all students to succeed, no matter who feel ye are			MTL — Struggling students receive early intervention and remediation to acquire skills	58%	
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. Student CSF – This school is doing a good job of preparing me to do well 56% 46% 68% MSE – My teacher expects all students have opportunities to choose more challenging work relative to expectations, opportunity, relevance and outcomes. 65% 19% 65% 46% 65% 55% 66% 65% 65%			MTL — We monitor the effectiveness of instructional interventions	58%	
and learning. In Academic F0 - I have a plan for what I want to do after high school 64% 68% 81% Press, we bring the staff and student perspectives together to ensure what is intended is actually being experienced relatives to expectations, opportunity, relevance and outcomes. 64% 68% 81% Do I believe all students can learn? Do all students can learn? Do all students can learn? Do all students for all and each of the three legs must be equally sturdy to hold the weight of high expectations and rigor. 82% 91% 86% 82% ACADEMIC PRESS Salina, C, Girz, S and Eppinga, J (2016) Powers to Press to all students to succeed, no matter who they are 67% 80% 82% 86% 82% Student My teacher(s) expect all students to succeed, no matter who they are 66% 82% 82% 86% 82%		Student	CSF — This school is doing a good job of preparing me to do well	56%	46%
student perspectives together to ensure what is intended is actually being experienced relative to expectations, opportunity, relevance and outcomes. HSE – All students have opportunities to choose more challenging work 65% 55% Do I believe all students can learn? Do my peers believe all students can learn? Do all students can learn? Do 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. Student How large is your "Staff vs Students" can meet state standards 58% 66% Staff I believes that all students can meet state standards 58% 66% 66% Student My teacher(s) expect all students to succeed, no matter who they are 67% 62% 58% Students My teacher(s) expect all students to succeed, no matter who they are 68% 82% 28%	5		FO — I have a plan for what I want to do after high school	64%	68%
to ensure what is intended is actually being experienced relative to expectations, opportunity, relevance and outcomes. HSE – All students have opportunities to choose more challenging work 05% 93% 82% Do I believe all students can learn? Do my peers believe 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. MSE – All students can meet state standards 58% 42% 55% 42% Staff I believes that all students can meet state standards 58% 66% 66% Our staff believes that all students can meet state standards 58% 66% 66% Student My teacher(s) expect all students to succeed, no matter who they are 68% 82% 88% 85%			FO — I know I will graduate from high school	68%	81%
actually being experienced relative to expectations, opportunity, relevance and outcomes. HSE – My teacher expects all students to learn 88% 82% Do I believe all students can learn? Do all students feel we believe all students feel we believe all students feel we believe all students feel we believe all students on 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. Not active that all students can meet state standards 58% 66% ACADEMIC PRESS Salina, C, Girtz, S and Eppinga, J (2016) Powerfus: Leadership for School Change. Lanham, MD: Rowman & Ittleffeld My teacher(s) expect all students to succeed, no matter who they are' 68% 82%			HSE — All students have opportunities to choose more challenging work	65%	55%
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 Student & Student & Student & Students to succeed, no matter who they are			HSE — My teacher expects all students to learn	88%	82%
outcomes. HSE – Students of all races and genders have the same chance for special classes, activities and rewards 84% 81% 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 of academic attainment for all and each of the three legs must be equally sturdy to hold the weight of high expectations and rigor. How large is your "Staff vs Student" Gap for these questions? How does your school's Academic Press compare to other schools? Staff I believe that all students can meet state standards 58% 66% Our staff believes that all students can meet state standards 67% Image: Student Staff I believes that all students can meet state standards 67% Image: Student Sulana, C, Girtz, S and Eppinga, J (2016) Powerless to Powerful: Leadership for School Change. Lanham, MD: Rowman & Littlefield My teacher(s) expect all students to succeed, no matter who they are 88% 82%	, , , , , , , , , , , , , , , , , , , ,		HSE — My teacher expects me to do my best	91%	86%
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. MTL – My teacher helps me learn by challenging me with interesting activities in class SE – What I am doing in school will help me succeed in my life How does your school's Academic Press compare to other schools? Staff I believe that all students can meet state standards 58% 66% Our staff believes that all students can meet state standards 57% Student My teacher(s) expect all students to succeed, no matter who they are 67% 42% Subarts for School Change. Lanham, MD: Rowman & Littlefield My teacher(s) expect all students to succeed, no matter who they are 88% 82%	opportunity, relevance and		HSE — My teacher provides lessons and activities that challenge me to learn	62%	59%
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. SE – What I am doing in school will help me succeed in my life How does your school's Academic Press compare to other schools? ACADEMIC PRESS Salina, C, Girtz, S and Eppinga, J (2016) Poweriess to Powerful: Leadership for School Change. Lanham, MD: Rowman & Littlefield My teacher(s) expect all students to succeed, no matter who they are 67% 68% 68%	outcomes.		HSE — Students of all races and genders have the same chance for special classes, activities and rewards	84%	81%
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. Staff I believe that all students can meet state standards 58% How does your school's Academic Press compare to other schools? ACADEMIC PRESS Salina, C, Girtz, S and Eppinga, J (2016) Powerless to Powerful: Leadership for School Change. Lanham, MD: Rowman & Littlefield My teacher(s) expect all students to succeed, no matter who they are 67% 68% 88% 88% 82%	Do I believe all students can		MTL — My teacher helps me learn by challenging me with interesting activities in class	56%	42%
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. How large is your "Staff vs Student" Gap for these questions? How does your school's Academic Press compare to other schools? ACADEMIC PRESS Salina, C, Girtz, S and Eppinga, J (2016) Powerless to Powerful: Leadership for School Change. I believe that all students can meet state standards 67% 66% Student My teacher(s) expect all students to succeed, no matter who they are 88% 82% 82%			SE — What I am doing in school will help me succeed in my life	60%	52%
of academic attainment for all and each of the three legs must be equally sturdy to hold the weight of high expectations and rigor. I believe that all students can meet state standards 58% 66% ACADEMIC PRESS Salina, C, Girtz, S and Eppinga, J (2016) Powerless to Powerful: Leadership for School Change. Lanham, MD: Rowman & Littlefield My teacher(s) expect all students to succeed, no matter who they are 68% 82%	students can learn? Do all students feel we believe in their ability to learn? These	How lar	Press compare 2022 2023	to other sch	
expectations and rigor. ACADEMIC PRESS Salina, C, Girtz, S and Eppinga, J (2016) Powerless to Powerful: Leadership for School Change. Lanham, MD: Rowman & Littlefield Student My teacher(s) expect all students to succeed, no matter who they are they are My teacher(s) expect all students to succeed, no matter who they are	of academic attainment for all and each of the three legs must be equally sturdy to hold	Staff			
(2016) Powerless to Powerful: Leadership for School Change. Lanham, MD: Rowman & Littlefield My teacher(s) expect all students to succeed, no matter who they are -8.5%	expectations and rigor. ACADEMIC PRESS Salina, C, Girtz, S and Eppinga, J (2016) Powerless to Powerful: Leadership for School Change.		Our staff believes that all students can meet state standards	•	
		Student	they are		

Compared to the Academic Press Norm

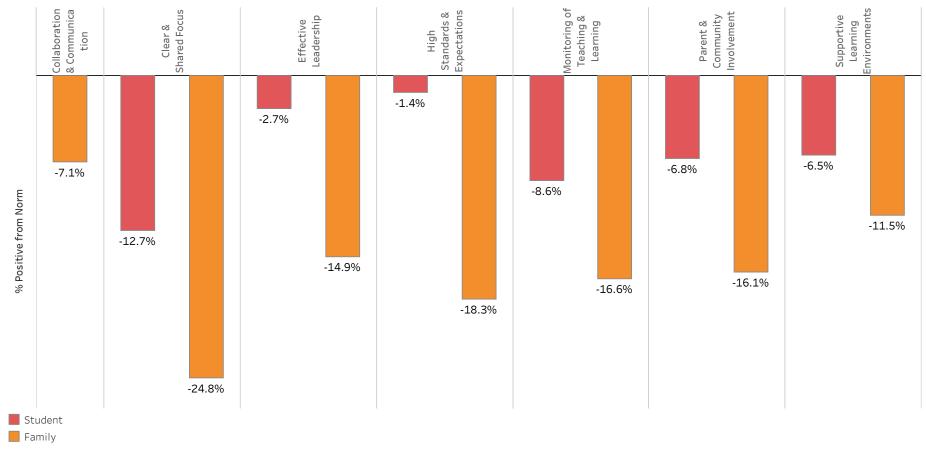
EES Toolkit - Academic Press

EES © 2022 Center for Educational Effectiveness, Inc. All Rights Reserved.

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

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%
ent	MTL — My teacher helps me learn by challenging me with interesting activities in class	42%
Student	SLE — Work I do in this school is useful and interesting to me	41%
St	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%
	C — Communications/materials I receive from the school are in a language I can understand PCI — This school respects the different cultures represented in our community	95.2% 92.3%
Y		
vey	PCI — This school respects the different cultures represented in our community	92.3%
urvey	PCI — This school respects the different cultures represented in our community PCI — When I share concerns with my student's teacher, they listen	92.3% 88.9%
y Survey	PCI — This school respects the different cultures represented in our community PCI — When I share concerns with my student's teacher, they listen SLE — This school celebrates student success	92.3% 88.9% 88.2%
nily Survey	PCI — This school respects the different cultures represented in our community PCI — When I share concerns with my student's teacher, they listen SLE — This school celebrates student success CSF — My student understands the purpose of each lesson	92.3% 88.9% 88.2% 50.0%
amily Survey	 PCI — This school respects the different cultures represented in our community PCI — When I share concerns with my student's teacher, they listen SLE — This school celebrates student success CSF — My student understands the purpose of each lesson EL — Our school engages in difficult conversations about race, gender, oppression and discrimination 	92.3% 88.9% 88.2% 50.0% 50.0%
Family Survey	PCI — This school respects the different cultures represented in our community PCI — When I share concerns with my student's teacher, they listen SLE — This school celebrates student success CSF — My student understands the purpose of each lesson EL — Our school engages in difficult conversations about race, gender, oppression and discrimination HSE — My student is challenged with a rigorous course of study at this school	92.3% 88.9% 88.2% 50.0% 50.0% 50.0%
Family Survey	PCI — This school respects the different cultures represented in our community PCI — When I share concerns with my student's teacher, they listen SLE — This school celebrates student success CSF — My student understands the purpose of each lesson EL — Our school engages in difficult conversations about race, gender, oppression and discrimination HSE — My student is challenged with a rigorous course of study at this school MTL — My student is encouraged to track progress toward their goals	92.3% 88.9% 88.2% 50.0% 50.0% 50.0% 50.0%
Family Survey	PCI — This school respects the different cultures represented in our communityPCI — When I share concerns with my student's teacher, they listenSLE — This school celebrates student successCSF — My student understands the purpose of each lessonEL — Our school engages in difficult conversations about race, gender, oppression and discriminationHSE — My student is challenged with a rigorous course of study at this schoolMTL — My student is encouraged to track progress toward their goalsMTL — Struggling students receive early intervention and additional help at this school	92.3% 88.9% 88.2% 50.0% 50.0% 50.0% 50.0% 50.0%
Family Survey	PCI — This school respects the different cultures represented in our communityPCI — When I share concerns with my student's teacher, they listenSLE — This school celebrates student successCSF — My student understands the purpose of each lessonEL — Our school engages in difficult conversations about race, gender, oppression and discriminationHSE — My student is challenged with a rigorous course of study at this schoolMTL — My student is encouraged to track progress toward their goalsMTL — Struggling students receive early intervention and additional help at this schoolPCI — Parents/families have input into plans for improving this school	92.3% 88.9% 88.2% 50.0% 50.0% 50.0% 50.0% 50.0% 40.0%

EES Toolkit - Top 5 and Bottom 5

EES © 2022 Center for Educational Effectiveness, Inc. All Rights Reserved.

Created on: 5/5/2023

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



		Top/Bottom 5 Increase/Decrease in % Positive Responses South Whidbey Elementary-South Campus School District	South Whidbey
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		
		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%
	eV	BELONG — In my school, I feel that I belong to a group of friends	8.2%
	Survey	CT — When my solution to a problem is not working, I stop to think about what might be going wrong	6.3%
	t SI	SE — I can learn the things taught in school	6.1%
	Student	PCI — This school respects student differences	-13.0%
	tuc	SLE — The rules against bullying are enforced by all adults in this school	-13.3%
	S	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%
Do you soo instaasaa ar		SLE — This school celebrates student success	30.9%
Do you see increases or decreases similar to what		PCI — This school respects the different cultures represented in our community	26.9%
Staff or Student responses	>	SLE — This school provides a caring/supportive environment for my student	25.1%
reflected?	iily Survey	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%
	Family	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 respondents across all three surveys share common beliefs and perceptions?

C e e The Center for Educational Effectiveness

South Whidbey Elementary-South Campus | South Whidbey School District

Why use similar survey items acros 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 fee 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%
SS		HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Fam	81%	88%
	Behavior	SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	Sta	56%	
	Standards	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	SLE — We have a system for celebrating student success	Sta	88%	
	Success	SLE — Student success is celebrated in this school	Stu	57%	53%
		SLE — This school celebrates student success	Fam	57%	88%
fic	Confronting	FPD — We talk about race and bigotry as a staff	Sta	67%	
efine	Bias	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	HSE — Our staff believes that all students can meet state standards	Sta	67%	
	Expectations	HSE — My teacher expects all students to learn	Stu	88%	82%
eel		HSE — Teachers have high expectations for student learning at this school	Fam	59%	68%
	Intervention for	MTL — Struggling students receive early intervention and remediation to acquire skills	Sta	58%	
	Struggling	MTL — My teacher finds other ways for me to learn things I find difficult	Stu	63%	44%
	Students	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	SLE — Students believe the adults in this school genuinely care about them	Sta	81%	
	Learning	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?

EES Toolkit - Common Questions

EES © 2022 Center for Educational Effectiveness, Inc. All Rights Reserved.

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 Elementary-South Campus | South Whidbey School District

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?



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.

51%
49%
43%
40%
40%
40%
38%
38%
37%
37%
36%
36%
35%
34%
34%
34%
34%
33%
33%

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

EES Toolkit - 33% Neutral or More Student EES © 2022 Center for Educational Effectiveness, Inc. All Rights Reserved.

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%