Educational Effectiveness Survey™

c|e|e
The Center for Educational Effectiveness

Tool Kit

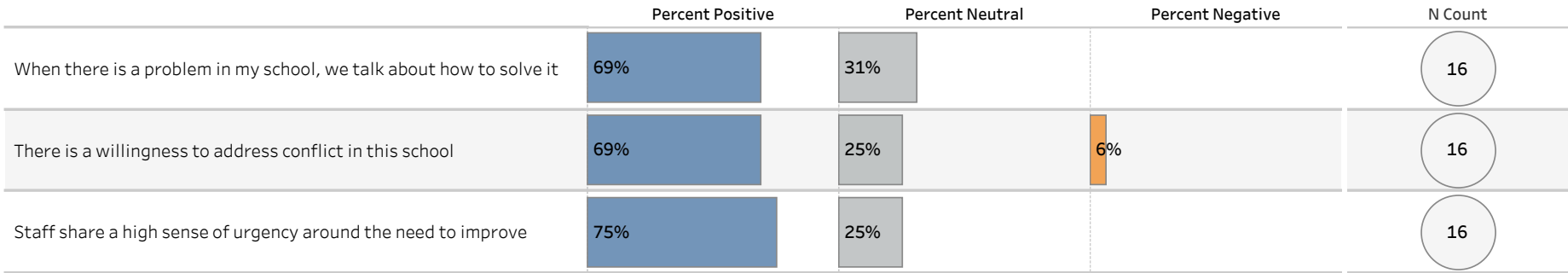## South Whidbey Elementary-North Campus

South Whidbey School District

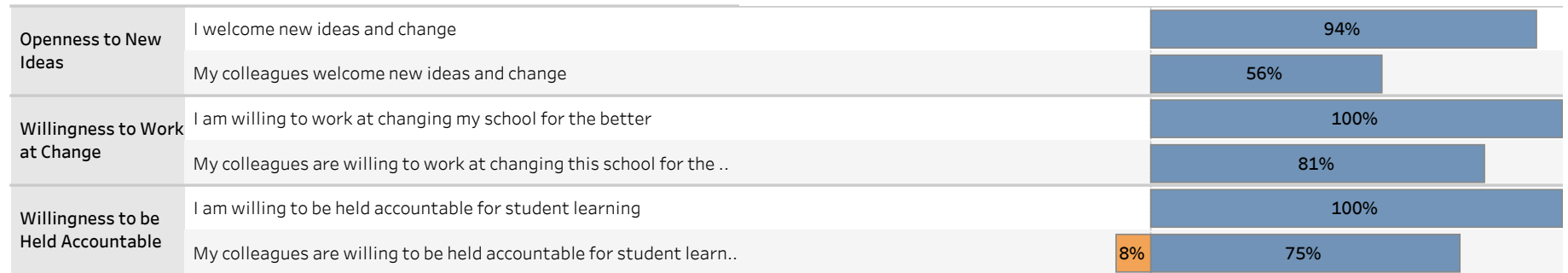|	2022	2023
Staff	n=39	n=16
Student	n=66	n=5
Family	n=82	n=73

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

South Whidbey Elementary-North Campus | South Whidbey School District

	Percent Positive	Percent Neutral	Percent Negative	N Count
When there is a problem in my school, we talk about how to solve it	69%	31%		16
There is a willingness to address conflict in this school	69%	25%	6%	16
Staff share a high sense of urgency around the need to improve	75%	25%		16

Is your staff ready for change?

Openness to New Ideas	I welcome new ideas and change	94%
	My colleagues welcome new ideas and change	56%
Willingness to Work at Change	I am willing to work at changing my school for the better	100%
	My colleagues are willing to work at changing this school for the ..	81%
Willingness to be Held Accountable	I am willing to be held accountable for student learning	100%
	My colleagues are willing to be held accountable for student learn..	8% 75%

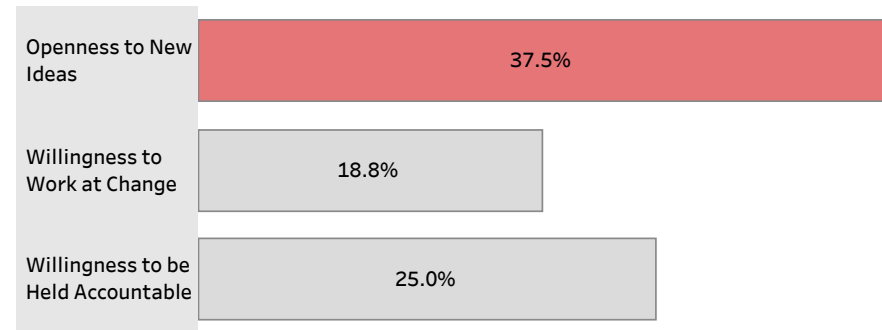■ Percent Negative ■ Percent Positive

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

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

Look for large gaps between the I vs They pair of questions. Large gaps are a sign of distrust amongst staff members.
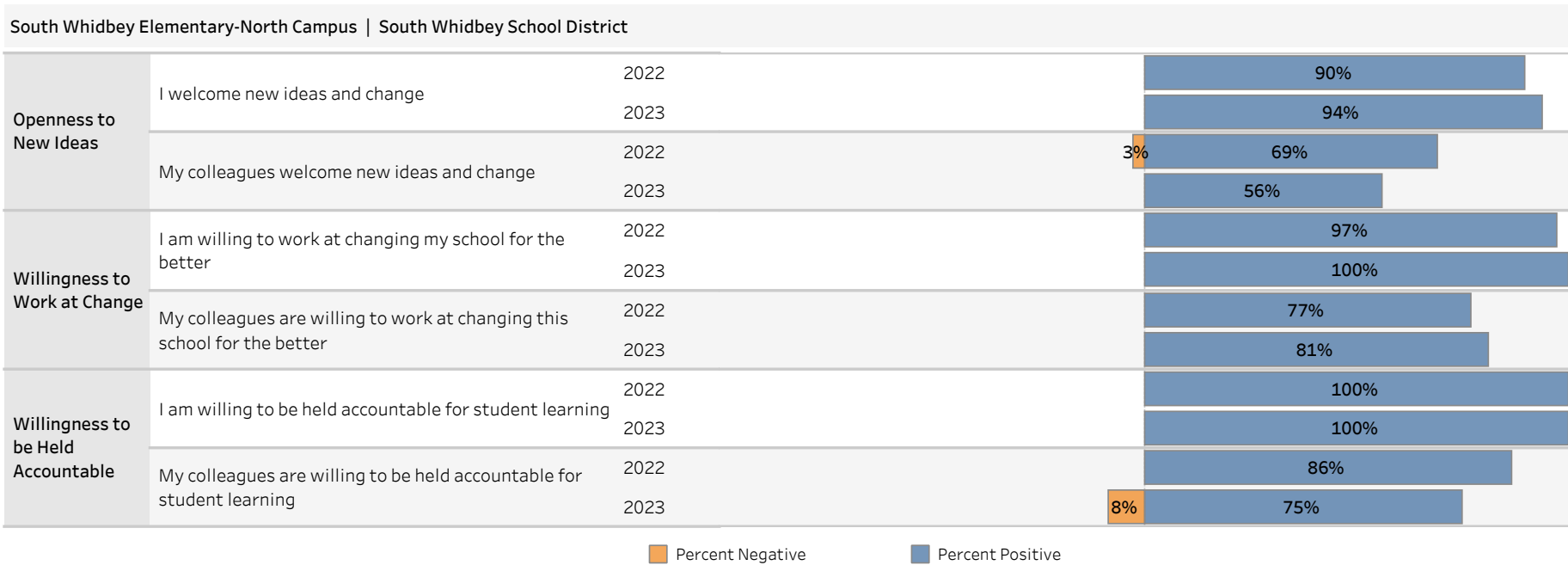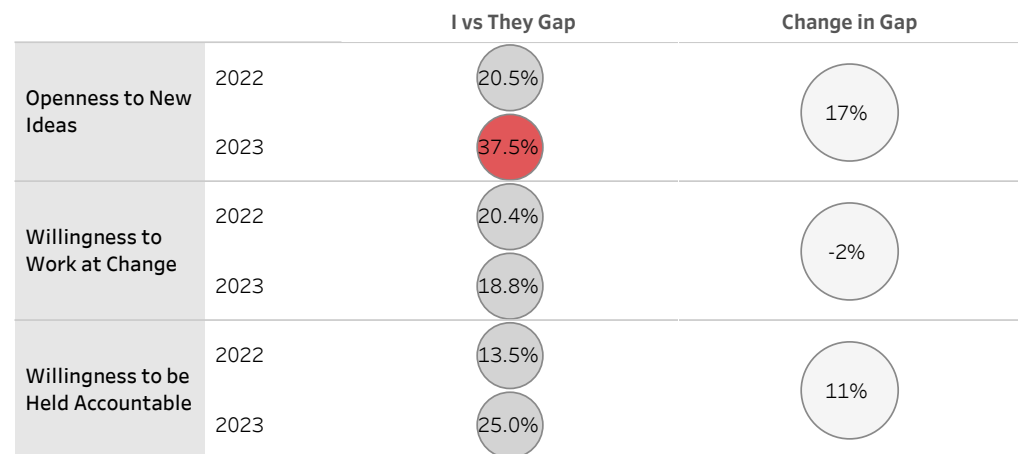
If the I vs They gaps to the right are red, the value is beyond a threshold to cause some concern and should be investigated. This threshold is **20% at the elementary level** and **25% at the secondary level**.

I vs They Gap

Openness to New Ideas	37.5%
Willingness to Work at Change	18.8%
Willingness to be Held Accountable	25.0%

Created on: 5/5/2023

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

South Whidbey Elementary-North Campus | South Whidbey School District

Category	Item	Year	Value
Openness to New Ideas	I welcome new ideas and change	2022	90%
		2023	94%
	My colleagues welcome new ideas and change	2022	3% / 69%
		2023	56%
Willingness to Work at Change	I am willing to work at changing my school for the better	2022	97%
		2023	100%
	My colleagues are willing to work at changing this school for the better	2022	77%
		2023	81%
Willingness to be Held Accountable	I am willing to be held accountable for student learning	2022	100%
		2023	100%
	My colleagues are willing to be held accountable for student learning	2022	86%
		2023	8% / 75%

■ Percent Negative   ■ Percent Positive

Why does the gap between I vs. They matter?

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

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

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

Category	Year	I vs They Gap	Change in Gap
Openness to New Ideas	2022	20.5%	17%
	2023	37.5%	
Willingness to Work at Change	2022	20.4%	-2%
	2023	18.8%	
Willingness to be Held Accountable	2022	13.5%	11%
	2023	25.0%	

EES Toolkit - RTB Change

Created on: 5/5/2023

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

Social Supports – Ensuring psychological safety and a sense of belonging

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

Having one adult that cares about you can make all the difference in the life of a child. Do students really feel staff care about them? Looking at this question from both viewpoints can validate whether staff are getting the desired results from their interactions with students and can open the door to conversations with students on why or why not they feel adults care about them.
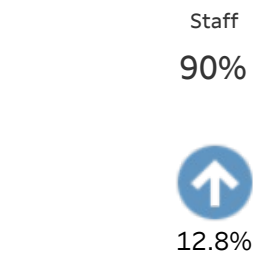
SOCIAL SUPPORTS
Salina, C, Girtz, S and Eppinga, J (2016) *Powerless to Powerful: Leadership for School Change.* Lanham, MD: Rowman & Littlefield

South Whidbey Elementary-North Campus | South Whidbey School District

		2022	2023
Staff	CIA — I understand instructional strategies to support social emotional learning objectives	83%	92%
	CSF — Staff I work with take responsibility for ensuring each student learns in our school	97%	94%
	FPD — I receive training on instruction to support social emotional learning	74%	75%
	MTL — I incorporate social emotional instruction into my daily instructional delivery	97%	100%
	SLE — Staff at this school value and respect all students	97%	93%
	SLE — Students believe the adults in this school genuinely care about them	100%	100%
	SLE — The development of students' social emotional learning enhances the learning environment in our classrooms	93%	100%
	SLE — This school has effective equity practices for all	91%	69%
Student	BELONG — I feel good about my family traditions	88%	
	BELONG — There's at least one adult in this school I can talk to if I have a problem	81%	
	CSF — My teacher believes student learning is important	94%	
	EL — If I want to talk with my teacher, they are available to me	48%	
	IS — Adults in this school help me plan and set goals for my future	28%	
	IS — Students are asked to help solve problems in this school	63%	
	SLE — I enjoy coming to this school	66%	
	SLE — I feel safe at this school	71%	
	SLE — In this school, there is at least one adult who knows and cares about me	76%	
	SLE — My school treats everyone fairly	67%	

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

		2022	2023
Staff	Students believe the adults in this school genuinely care about them	100%	100%
Student	In this school, there is at least one adult who knows and cares about me	76%	
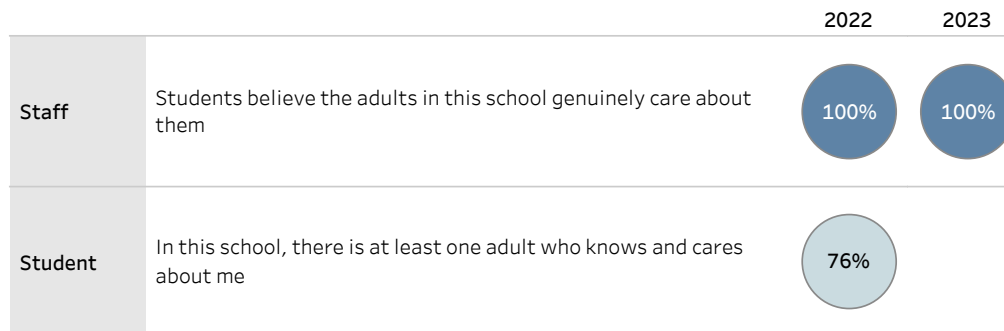
How does your school's Social Supports compare to other schools?

Staff

90%

⬆ 12.8%

Compared to the Social Supports Norm

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

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

South Whidbey Elementary-North Campus | South Whidbey School District

		2022	2023
Staff	CIA — Instruction is personalized to meet the needs of each student	66%	50%
	CIA — Regular formative assessments are used to monitor student progress toward standards	93%	77%
	CIA — Students are provided tasks that require higher-level thinking skills	92%	90%
	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	93%	85%
	HSE — I believe that all students can meet state standards	62%	54%
	HSE — In our school we expect all staff to perform responsibilities with a high level of excellence	97%	94%
	HSE — Our staff believes that all students can meet state standards	69%	58%
	MTL — Assessment data are used to identify student needs and appropriate instructional intervention	90%	92%
	MTL — I provide timely feedback to students about their learning	96%	88%
	MTL — Struggling students receive early intervention and remediation to acquire skills	67%	50%
	MTL — We monitor the effectiveness of instructional interventions	81%	85%
Student	CSF — This school is doing a good job of preparing me to do well	78%	
	FO — I have a plan for what I want to do after high school	66%	
	FO — I know I will graduate from high school	74%	
	HSE — All students have opportunities to choose more challenging work	38%	
	HSE — My teacher expects all students to learn	85%	
	HSE — My teacher expects me to do my best	86%	
	HSE — My teacher provides lessons and activities that challenge me to learn	64%	
	HSE — Students of all races and genders have the same chance for special classes, activities and rewards	81%	
	MTL — My teacher helps me learn by challenging me with interesting activities in class	47%	
	SE — What I am doing in school will help me succeed in my life	67%	

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

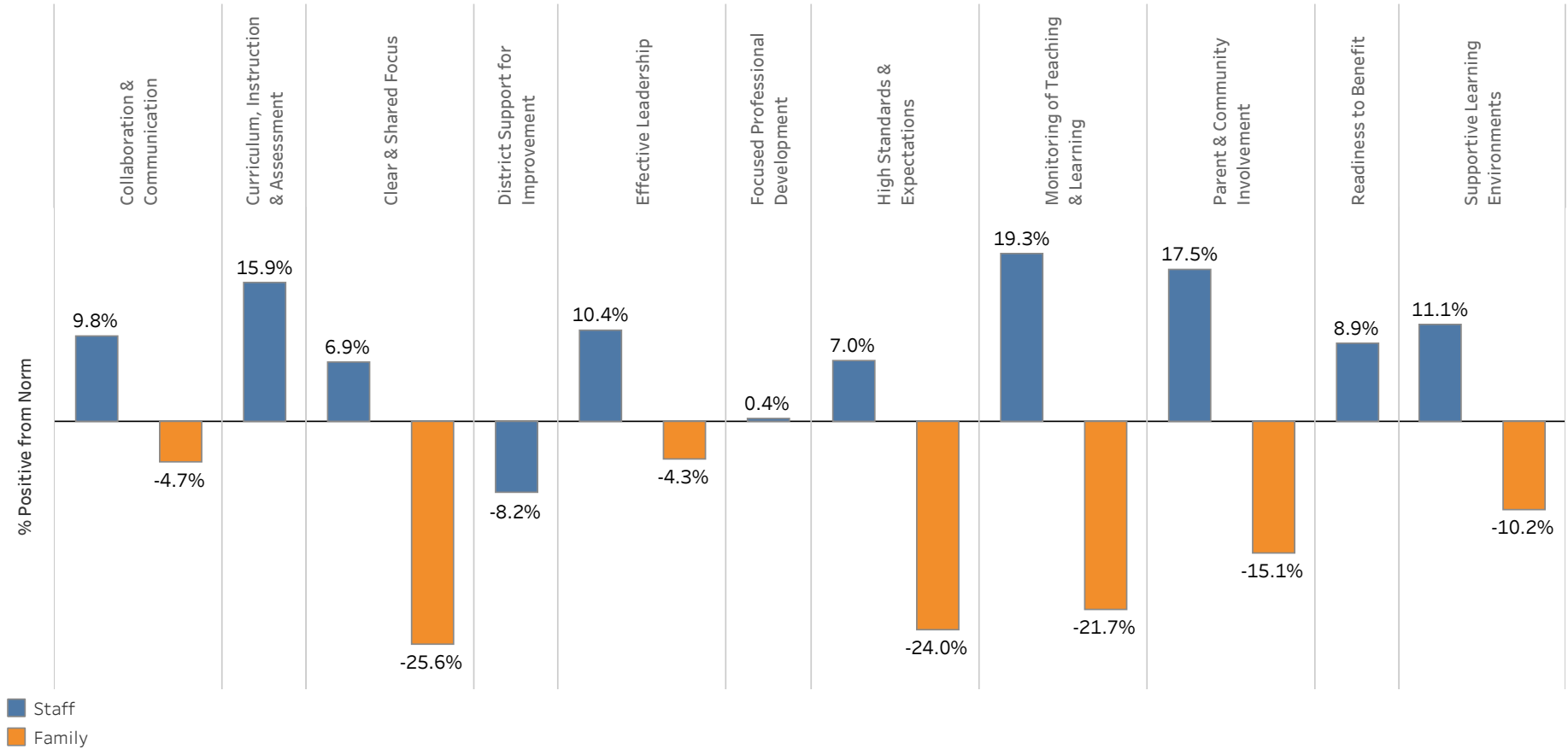|		2022	2023
Staff	I believe that all students can meet state standards	62%	54%
	Our staff believes that all students can meet state standards	69%	58%
Student	My teacher(s) expect all students to succeed, no matter who they are	85%	

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

Staff

75%

⬆

0.5%

Compared to the Academic Press Norm

How do you compare against other EES Schools?

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

Bar chart: % Positive from Norm

- Collaboration & Communication: Staff 9.8%, Family -4.7%
- Curriculum, Instruction & Assessment: Staff 15.9%
- Clear & Shared Focus: Staff 6.9%, Family -25.6%
- District Support for Improvement: Staff -8.2%
- Effective Leadership: Staff 10.4%, Family -4.3%
- Focused Professional Development: Staff 0.4%
- High Standards & Expectations: Staff 7.0%, Family -24.0%
- Monitoring of Teaching & Learning: Staff 19.3%, Family -21.7%
- Parent & Community Involvement: Staff 17.5%, Family -15.1%
- Readiness to Benefit: Staff 8.9%
- Supportive Learning Environments: Staff 11.1%, Family -10.2%

Legend:
■ Staff
■ Family

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

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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.

By % Positive Responses   South Whidbey Elementary-North Campus | South Whidbey School District

Staff Survey

Item	%
CSF — My performance goals are set based on the goals of this school	100.0%
EL — My principal collaborates with people and organizations outside this school to support teachers and stude..	100.0%
MTL — I incorporate social emotional instruction into my daily instructional delivery	100.0%
RTB — I am willing to be held accountable for student learning	100.0%
RTB — I am willing to work at changing my school for the better	100.0%
SLE — Our staff can count on one another for help when needed	100.0%
SLE — Students believe the adults in this school genuinely care about them	100.0%
SLE — The development of students' social emotional learning enhances the learning environment in our classro..	100.0%
SLE — We honor agreements made with each other	100.0%
FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that fo..	46.2%
D — District administrators communicate a clear vision of good instruction and essential curriculum	43.8%
EL — Staff at all levels are treated fairly here	40.0%
D — Collaboration between district and schools is based upon trust and respect	37.5%
D — District leadership communicates effectively with my school	37.5%

Student Survey

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

Family Survey

Item	%
C — Communications/materials I receive from the school are in a language I can understand	97.1%
EL — The principal of this school is committed to quality education	89.9%
SLE — School employees are respectful and courteous of one another	89.8%
SLE — I believe adults in this school care about my student	84.9%
C — Parents/families and employees at this school talk respectfully with one another	84.6%
MTL — My student is encouraged to track progress toward their goals	45.6%
HSE — My student is challenged with a rigorous course of study at this school	45.6%
PCI — Parents/families have input into plans for improving this school	45.3%
CSF — I am informed about progress toward the improvement goals of this school	43.3%
PCI — Parents/families participate in important decisions about their student's education	42.2%

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

Top/Bottom 5 Increase/Decrease in % Positive Responses   South Whidbey Elementary-North 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

Item	Change
CSF — Staff share a high sense of urgency around the need to improve	18.6%
CSF — My performance goals are set based on the goals of this school	15.4%
SLE — We celebrate progress toward improvement plan goals	12.3%
PCI — With important decisions we seek input from parents and the community	11.6%
CIA — Our district has a social emotional framework (standards)	10.1%
SLE — This school has effective equity practices for all	-21.9%
D — Collaboration between district and schools is based upon trust and respect	-25.8%
CSF — This school has a data-driven improvement plan with measurable goals	-26.8%
EL — Staff at all levels are treated fairly here	-28.8%
D — District administrators communicate a clear vision of good instruction and essential curriculum	-31.3%

Student Survey

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

Family Survey

Item	Change
MTL — I am given opportunities to discuss my student's progress at school	28.2%
PCI — This school tells me how I can help my student with homework	21.6%
PCI — Parents/families have input into plans for improving this school	14.4%
C — I am encouraged to collaborate with my student's teachers about my student's learning	11.1%
CSF — I am informed about progress toward the improvement goals of this school	10.0%
SLE — Adults in this school value and respect my racial/cultural identity	-10.2%
HSE — Teachers in this school are dedicated to helping all students succeed	-11.0%
MTL — My student is encouraged to track progress toward their goals	-12.9%
HSE — Teachers have high expectations for student learning at this school	-13.3%
MTL — Additional help is available to my student if they need it	-20.3%

Created on: 5/5/2023

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

South Whidbey Elementary-North Campus | South Whidbey School District

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

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

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

			2022	2023
Academic Equity	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	Sta	93%	85%
	HSE — Students of all races and genders have the same chance for special classes, activities and rewards	Stu	81%	
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Fam	88%	79%
Behavior Standards	SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	Sta	84%	79%
	SLE — All students are held to the same behavior rules and expectations	Stu	44%	
	CSF — This school has equitable behavior rules for all students	Fam	72%	64%
Bullying	SLE — Staff enforce the bullying/harassment policy of this school	Sta	84%	80%
	SLE — The rules against bullying are enforced by all adults in this school	Stu	83%	
	SLE — Bullying/harassment is not tolerated in this school	Fam	53%	52%
Celebrating Success	SLE — We have a system for celebrating student success	Sta	91%	87%
	SLE — Student success is celebrated in this school	Stu	41%	
	SLE — This school celebrates student success	Fam	77%	78%
Confronting Bias	FPD — We talk about race and bigotry as a staff	Sta	77%	60%
	EL — At our school we talk about race, gender, and discrimination	Stu	19%	
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Fam	62%	56%
High Expectations	HSE — Our staff believes that all students can meet state standards	Sta	69%	58%
	HSE — My teacher expects all students to learn	Stu	85%	
	HSE — Teachers have high expectations for student learning at this school	Fam	66%	52%
Intervention for Struggling Students	MTL — Struggling students receive early intervention and remediation to acquire skills	Sta	67%	50%
	MTL — My teacher finds other ways for me to learn things I find difficult	Stu	51%	
	MTL — Struggling students receive early intervention and additional help at this school	Fam	54%	52%
Safety	SLE — Students believe this school is a safe place	Sta	88%	94%
	SLE — I feel safe at this school	Stu	71%	
	SLE — My student feels safe at school	Fam	75%	77%
Supported Learning	SLE — Students believe the adults in this school genuinely care about them	Sta	100%	100%
	SLE — In this school, there is at least one adult who knows and cares about me	Stu	76%	
	SLE — This school provides a caring/supportive environment for my student	Fam	78%	75%

Change in % Positive Responses

	Staff	Student	Family
Academic Equity	-8.0%		-8.9%
Behavior Standards	-5.3%		-8.5%
Bullying	-4.4%		-0.6%
Celebrating Success	-4.0%		0.7%
Confronting Bias	-17.1%		-5.2%
High Expectations	-10.9%		-13.3%
Intervention for Struggling Students	-16.7%		-1.9%
Safety	6.3%		1.8%
Supported Learning	0.0%		-2.7%

What to look for...

Look not for the same increase, but rather movement in the same direction across all surveys.

When you see movement in the same direction, stagnation or incongruent movement, ask yourself why?

What is your current land of opportunity - Staff 2023 School Year?

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

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

South Whidbey Elementary-North Campus | South Whidbey School District

CIA — Instruction is personalized to meet the needs of each student	50%
D — Collaboration between district and schools is based upon trust and respect	44%
RTB — My colleagues welcome new ideas and change	44%
D — This district facilitates the alignment of curriculum across grades and schools	42%
EL — Staff at all levels are treated fairly here	40%
FPD — We talk about race and bigotry as a staff	40%

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

MTL — Feedback from classroom observations leads to meaningful change in instructional practice	-16.7%
FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	-16.2%
MTL — Students are encouraged to self-reflect and track progress toward goals	-15.0%
PCI — With important decisions we seek input from parents and the community	-12.7%
CSF — Staff share a high sense of urgency around the need to improve	-10.9%
D — District administrators communicate a clear vision of good instruction and essential curriculum	21.9%
SLE — This school has effective equity practices for all	21.9%
CIA — Instruction is personalized to meet the needs of each student	22.4%
D — District administrators demonstrate commitment to improved student learning	23.2%
CSF — This school has a data-driven improvement plan with measurable goals	26.8%

From our previous survey, how did our responses shift from the neutral or "Sometimes True" responses?

To the left are the survey items with the largest decrease and increase in neutral responses from the previous survey administration. The percent of staff who moved from neutral to positive are **blue**, and the percent who moved from neutral to negative are **orange**.

What influences these changes in perceptions? What can we do to shift more staff to "Almost Always True" and "Often True" responses?

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

This chart identifies the questions where 1 in 3 or at least 33% of the responses were neutral (Sometimes True).

Everyone has a belief or an opinion, but some have a hard time committing one way or another. Perhaps they are not sure how they feel (need more information) or they are afraid to express their opinion on certain survey items (lack of trust or fear of repercussions).

It is much easier to learn about the strengths and needs of staff when they have and share definite opinions. This significant percentage of staff represents an identifiable opportunity to focus efforts and resources toward the specific areas where staff require more information, help or clarity.

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

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

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

CIA — Instruction is personalized to meet the needs of each student	50%
D — Collaboration between district and schools is based upon trust and respect	44%
RTB — My colleagues welcome new ideas and change	44%
D — This district facilitates the alignment of curriculum across grades and schools	42%
EL — Staff at all levels are treated fairly here	40%
FPD — We talk about race and bigotry as a staff	40%
HSE — I believe that all students can meet state standards	38%
D — District administrators communicate a clear vision of good instruction and essential curriculum	38%
D — This district facilitates systems and programs to support school improvement	36%
MTL — Struggling students receive early intervention and remediation to acquire skills	33%

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

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

What does it mean when we see survey items with a high percentage of neutral responses?

This chart identifies the questions where 1 in 3 or at least 33% of the responses were neutral (Sometimes True).

Everyone has a belief or an opinion, but some have a hard time committing one way or another. Perhaps they are not sure how they feel (need more information) or they are afraid to express their opinion on certain survey items (lack of trust or fear of repercussions).

It is much easier to learn about the strengths and needs of students when they have and share definite opinions. This significant percentage of students represents an identifiable opportunity to focus efforts and resources toward the specific areas where students require more information, help or clarity.

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

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

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

What does it mean when we see survey items with a high percentage of neutral responses?

This chart identifies the questions where 1 in 3 or at least 33% of the responses were neutral (Sometimes True).

Everyone has a belief or an opinion, but some have a hard time committing one way or another. Perhaps they are not sure how they feel (need more information) or they are afraid to express their opinion on certain survey items (lack of trust or fear of repercussions).

It is much easier to learn about the strengths and needs of families when they have and share definite opinions. This significant percentage of families represents an identifiable opportunity to focus efforts and resources toward the specific areas where families require more information, help or clarity.

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

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

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

Item	%
CSF — My student understands the purpose of each lesson	47%
PCI — Parents/families participate in important decisions about their student's education	41%
MTL — Teachers accommodate my student's individual needs by adjusting instruction	40%
MTL — Additional help is available to my student if they need it	38%
HSE — Teachers have high expectations for student learning at this school	35%
MTL — My student is encouraged to track progress toward their goals	35%
HSE — My student is challenged with a rigorous course of study at this school	34%