

Educational Effectiveness Survey™



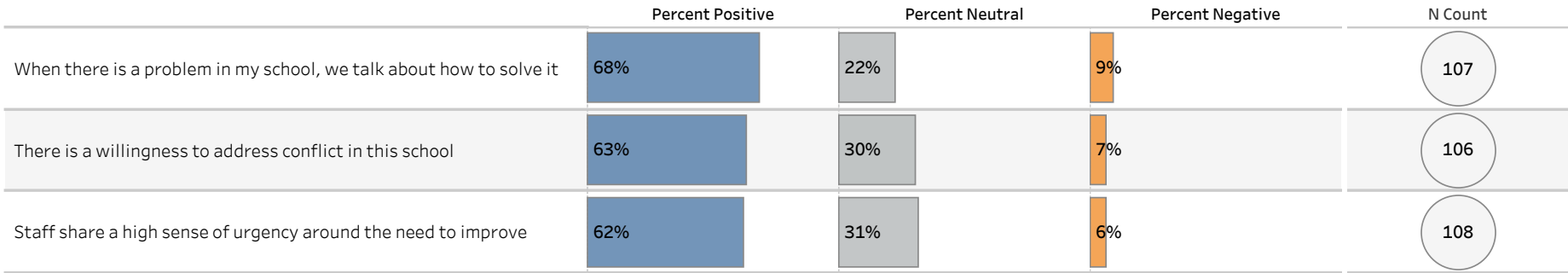
Tool Kit

South Whidbey School District

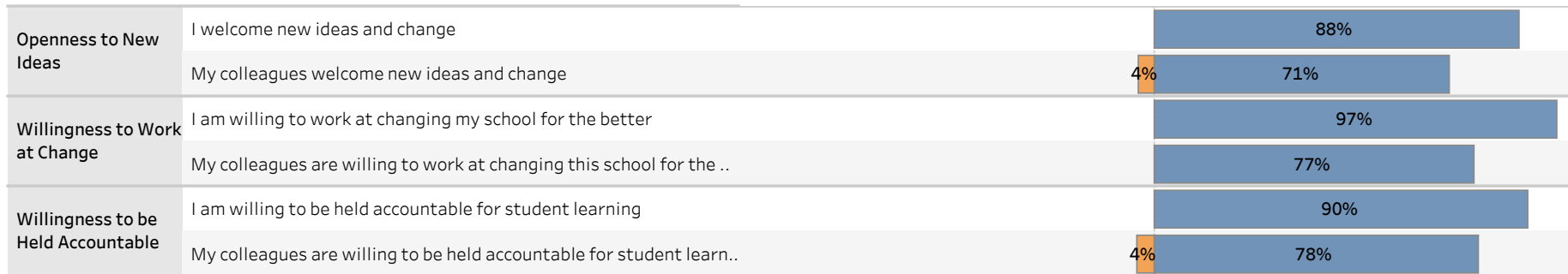
	2023	2024
Staff	n=59	n=109
Student	n=466	n=623
Family	n=200	n=295

How well does your team solve problems and resolve conflict? 2024 School Year

All | South Whidbey School District



Is your staff ready for change?



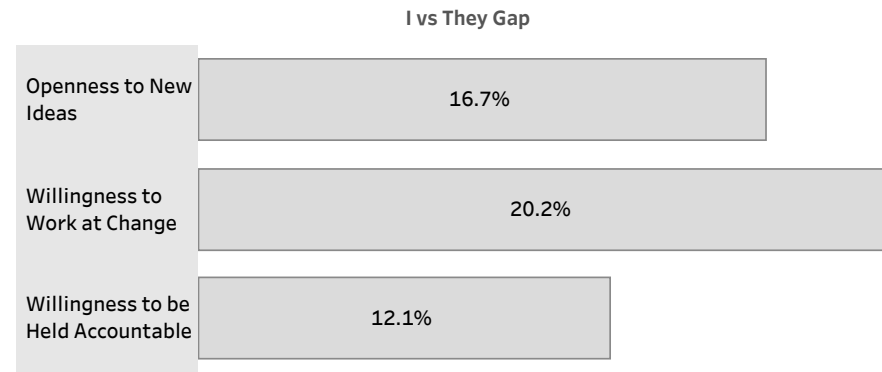
■ Percent Negative ■ Percent Positive

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.

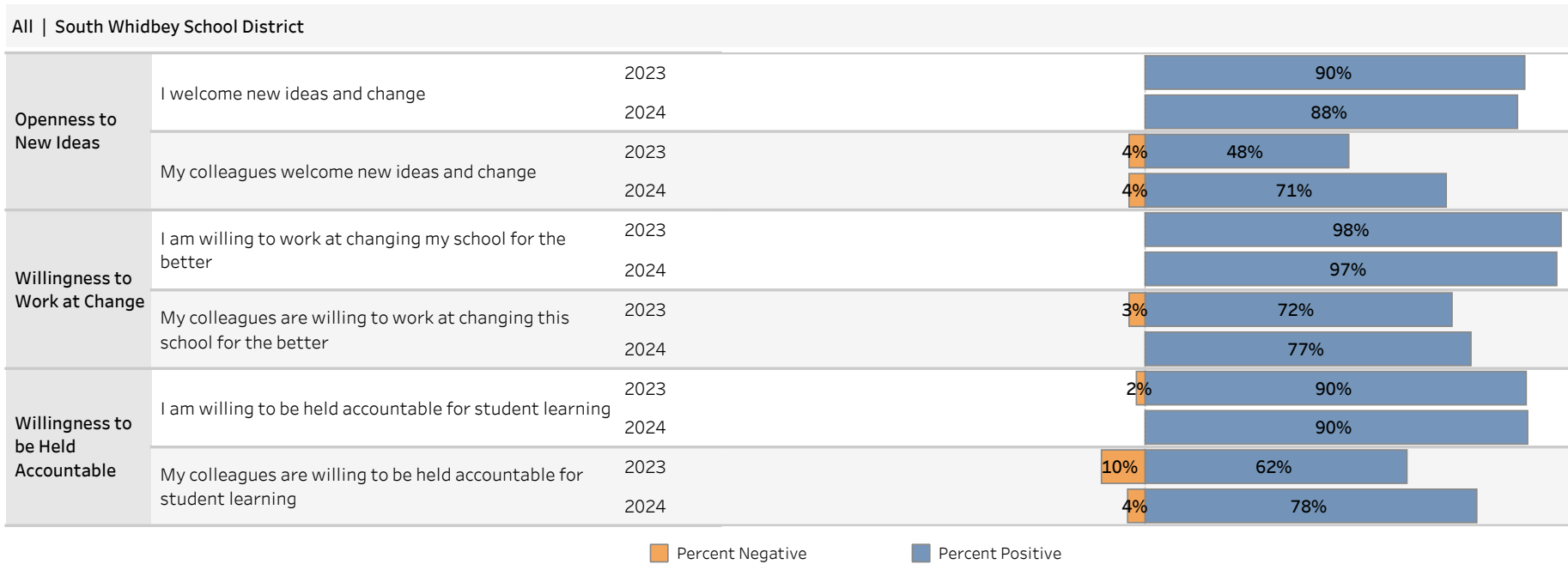
Look for large gaps between the I vs They pair of questions. Large gaps are a sign of distrust amongst staff members.

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**.



What a difference a year makes...

Is your staff ready for change?

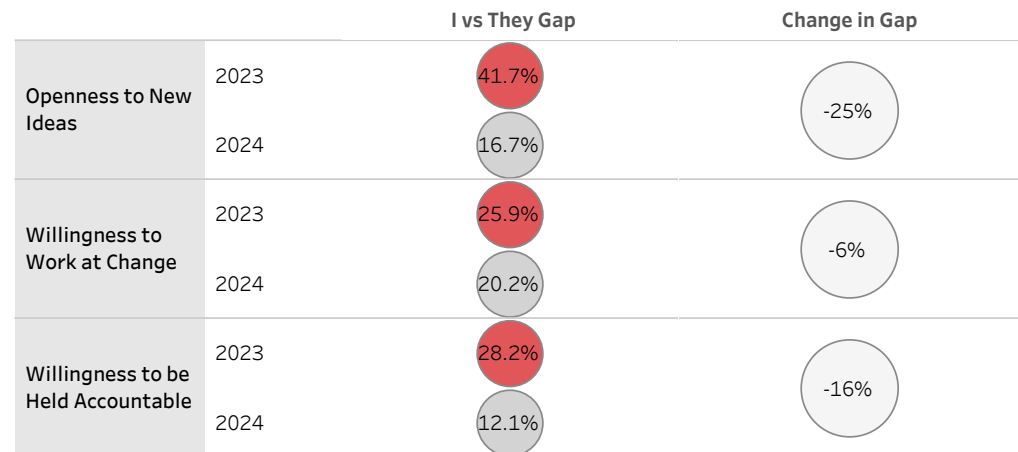


Why does the gap between I vs. They matter?

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?

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.

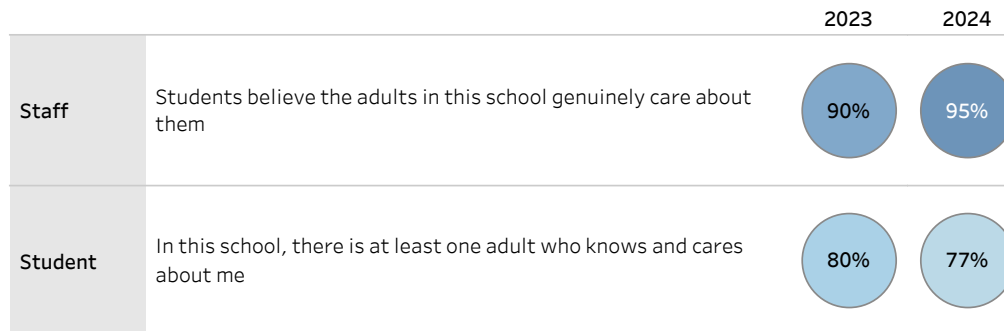
SOCIAL SUPPORTS

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

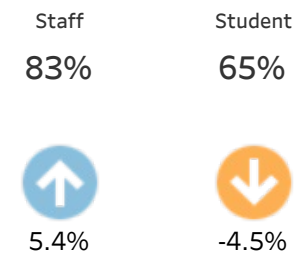
All | South Whidbey School District

		2023	2024
Staff	CIA — I understand instructional strategies to support social emotional learning objectives	85%	85%
	CSF — Staff I work with take responsibility for ensuring each student learns in our school	84%	91%
	FPD — I receive training on instruction to support social emotional learning	60%	56%
	MTL — I incorporate social emotional instruction into my daily instructional delivery	77%	85%
	SLE — Staff at this school value and respect all students	86%	90%
	SLE — Students believe the adults in this school genuinely care about them	90%	95%
	SLE — The development of students’ social emotional learning enhances the learning environment in our classrooms	89%	85%
	SLE — This school has effective equity practices for all	65%	72%
Student	BELONG — I feel good about my cultural or ethnic background	82%	80%
	BELONG — There’s at least one adult in this school I can talk to if I have a problem	72%	72%
	CSF — My teacher(s) believe student learning is important	88%	90%
	EL — If I want to talk with my teacher(s), they are available to me	74%	68%
	IS — Adults in this school help me plan and set goals for my future	40%	46%
	IS — Students are involved in solving problems in this school	52%	58%
	SLE — I enjoy coming to this school	39%	38%
	SLE — I feel safe at this school	57%	61%
	SLE — In this school, there is at least one adult who knows and cares about me	80%	77%
	SLE — This school has effective equity practices for all	57%	61%

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?

All | South Whidbey School District

Academic Press – Self-Actualization through high standards and academic rigor

With staff working together and students feeling supported, the final foundational element is the presence of high expectations and rigor toward student work and learning. In Academic Press, we bring the staff and student perspectives together to ensure what is intended is actually being experienced relative to expectations, opportunity, relevance and outcomes.

Do I believe all students can learn? Do my peers believe all students can learn? Do all students feel we believe in their ability to learn? These are key questions at the core of academic attainment for all and each of the three legs must be equally sturdy to hold the weight of high expectations and rigor.

ACADEMIC PRESS



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

		2023	2024
Staff	CIA — Instruction is personalized to meet the needs of each student	50%	66%
	CIA — Regular formative assessments are used to monitor student progress toward standards	76%	84%
	CIA — Students are provided tasks that require higher-level thinking skills	77%	88%
	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	91%	92%
	HSE — I believe that all students can meet state standards	62%	66%
	HSE — In our school we expect all staff to perform responsibilities with a high level of excellence	74%	83%
	HSE — Our staff believes that all students can meet state standards	61%	69%
	MTL — Assessment data are used to identify student needs and appropriate instructional intervention	76%	87%
	MTL — I provide timely feedback to students about their learning	87%	91%
	MTL — Struggling students receive early intervention and remediation to acquire skills	36%	53%
MTL — We monitor the effectiveness of instructional interventions	57%	78%	
Student	CSF — This school is doing a good job of preparing me to succeed in my life	44%	48%
	FO — I have a plan for what I want to do after high school	69%	69%
	FO — I know I will graduate from high school	87%	82%
	HSE — All students have access to rigorous courses and supports	59%	59%
	HSE — My teacher(s) expect all students to succeed, no matter who they are	76%	80%
	HSE — My teacher(s) expect me to do my best	89%	88%
	HSE — My teacher(s) provide lessons and activities that challenge me to learn	66%	65%
	MTL — My teacher(s) help me learn by challenging me with interesting activities in class	42%	48%
SE — What we do in school will help me succeed in life	50%	52%	

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

		2023	2024
Staff	I believe that all students can meet state standards	62%	66%
	Our staff believes that all students can meet state standards	61%	69%
Student	My teacher(s) expect all students to succeed, no matter who they are	76%	80%

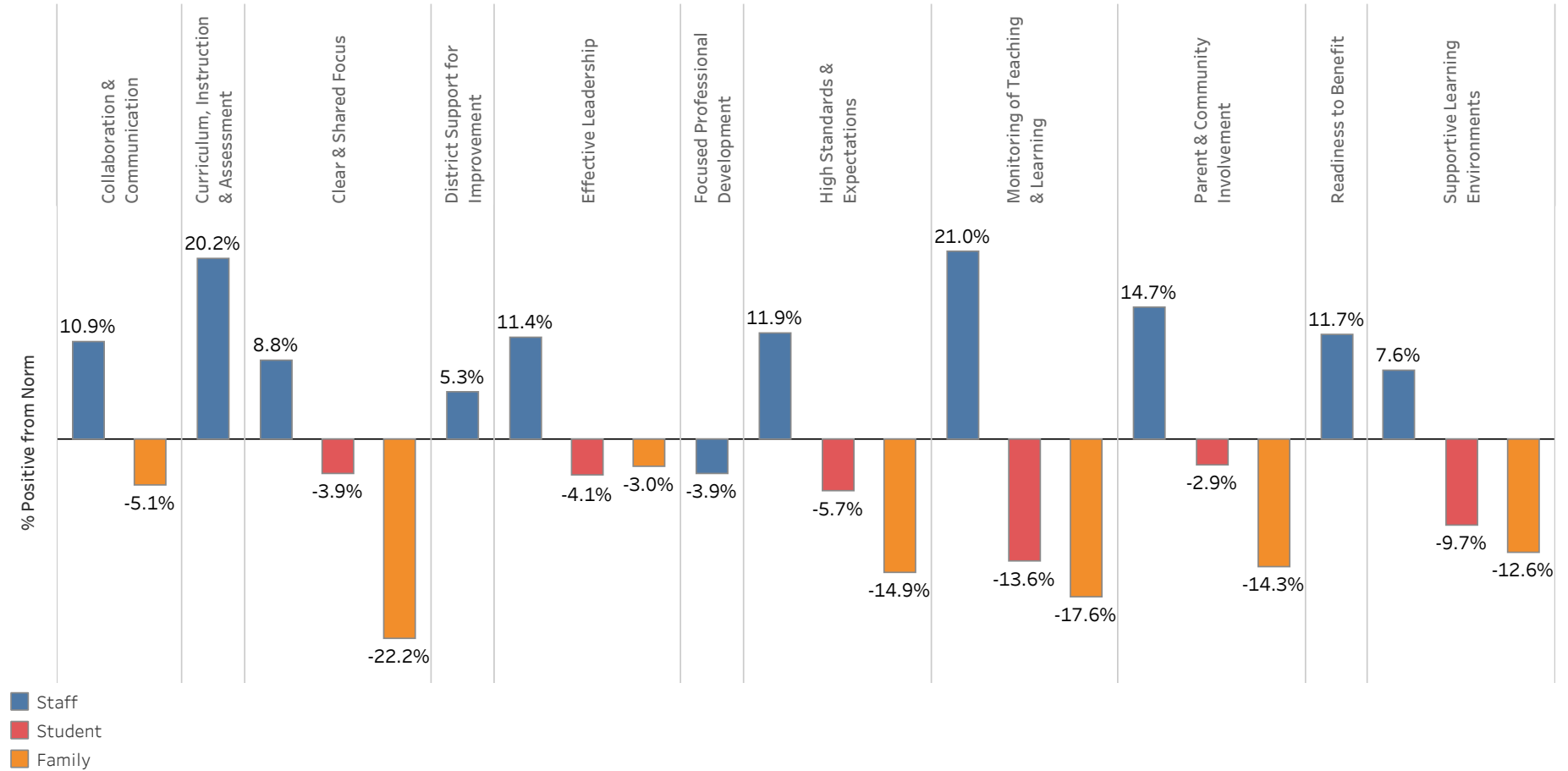
How does your school's Academic Press compare to other schools?

Staff	Student
78%	66%
	
3.9%	-8.4%

Compared to the Academic Press Norm

How do you compare against other EES Schools?

2024 EES Survey Perceptions | All 9 Characteristics of Highly Effective Schools



What are the Top and Bottom 5 survey items from your 2024 School Year?

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

By % Positive Responses All | South Whidbey School District

Survey Type	Item	% Positive Responses
Staff Survey	RTB — I am willing to work at changing my school for the better	97.2%
	CIA — The curricula we teach are aligned with state learning standards	96.3%
	EL — My principal is committed to quality education	95.2%
	SLE — Students believe the adults in this school genuinely care about them	94.8%
	EL — My principal/administrator cares about me as a person	93.2%
	D — This district facilitates the alignment of curriculum across grades and schools	50.6%
	FPD — We talk about race and bigotry as a staff	50.0%
	FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that fo..	48.7%
	D — District leadership communicates effectively with my school	47.4%
	FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	45.0%
Student Survey	CSF — My teacher(s) believe student learning is important	90.3%
	IS — I am comfortable interacting with people from a different racial or ethnic background	88.9%
	HSE — My teacher(s) expect me to do my best	87.8%
	IS — I am respectful of others at this school	86.4%
	HSE — Student placement in advanced classes is not influenced by race, gender, disability, or wealth	83.1%
	BELONG — I feel proud of my school	44.2%
	SLE — Work I do in this school is useful and interesting to me	42.8%
	MTL — My teacher(s) tell me the purpose for each lesson or activity	38.9%
	SLE — I enjoy coming to this school	38.5%
	SLE — Most students are respectful of others at this school	32.2%
Family Survey	C — Communications/materials I receive from the school are in a language I can understand	97.8%
	SLE — School employees are respectful and courteous of one another	88.5%
	EL — The principal of this school is committed to quality education	83.5%
	C — Parents/families and employees at this school talk respectfully with one another	82.7%
	SLE — Adults in this school value and respect my racial/cultural identity	77.9%
	MTL — Struggling students receive early intervention and additional help at this school	47.3%
	SLE — Bullying/harassment is not tolerated in this school	47.0%
	CSF — I am informed about progress toward the improvement goals of this school	44.4%
	PCI — Parents/families have input into plans for improving this school	40.5%
	PCI — This school tells me how I can help my student with homework	31.5%

Where are we seeing the most change from 2023 to 2024?



The Center for Educational Effectiveness

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

Look for common themes.

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

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

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

Survey Type	Statement	% Change
Staff Survey	D — District administrators communicate a clear vision of good instruction and essential curriculum	25.8%
	D — This district facilitates systems and programs to support school improvement	23.6%
	SLE — We celebrate progress toward improvement plan goals	23.5%
	CSF — This school has a data-driven improvement plan with measurable goals	23.3%
	RTB — My colleagues welcome new ideas and change	23.1%
	SLE — Our staff can count on one another for help when needed	-4.2%
	C — Staff in our school do not manipulate others to achieve their goals	-6.2%
	C — Staff in our school are consistently truthful	-6.2%
	EL — Our school community engages in difficult conversations about race, gender, oppression and discrimination	-9.4%
	FPD — We talk about race and bigotry as a staff	-13.6%
Student Survey	SLE — The rules against bullying are enforced by all adults in this school	7.2%
	BELONG — I feel proud of my school	7.0%
	PCI — This school respects student differences	6.2%
	IS — Adults in this school help me plan and set goals for my future	6.1%
	IS — Students are involved in solving problems in this school	6.0%
	IS — I am comfortable interacting with people from a different racial or ethnic background	-5.0%
	SE — I can learn the things taught in school	-6.4%
	EL — If I want to talk with my teacher(s), they are available to me	-6.8%
	SM — I can resist doing something when I know I shouldn't do it	-7.3%
	CT — When my solution to a problem is not working, I try to figure out what went wrong	-8.0%
Family Survey	HSE — My student is challenged with a rigorous course of study at this school	10.1%
	HSE — Teachers have high expectations for student learning at this school	9.2%
	PCI — Parents/families participate in important decisions about their student's education	8.4%
	PCI — Parents/families have input into plans for improving this school	7.4%
	CSF — This school has equitable behavior rules for all students	6.4%
	HSE — Student placement in advanced classes is not influenced by race, gender, disability, or wealth	-4.4%
	SLE — Adults in this school value and respect my racial/cultural identity	-4.7%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	-5.5%
	PCI — This school tells me how I can help my student with homework	-6.2%
	SLE — My student learns about the cultures of our community at their school	-7.4%

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



The Center for Educational Effectiveness

All | 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.

			2023	2024
Academic Equity	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	Sta	91%	92%
	HSE — Student placement in advanced classes is not influenced by race, gender, disability, or wealth	Stu	83%	83%
	HSE — Student placement in advanced classes is not influenced by race, gender, disability, or wealth	Fam	77%	73%
Behavior Standards	SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	Sta	51%	69%
	SLE — All students are held to the same behavior rules and expectations	Stu	53%	56%
	CSF — This school has equitable behavior rules for all students	Fam	55%	62%
Bullying	SLE — Staff enforce the bullying/harassment policy of this school	Sta	76%	84%
	SLE — The rules against bullying are enforced by all adults in this school	Stu	52%	60%
	SLE — Bullying/harassment is not tolerated in this school	Fam	47%	47%
Celebrating Success	SLE — We have a system for celebrating student success	Sta	58%	71%
	SLE — Student success is celebrated in this school	Stu	50%	51%
	SLE — This school celebrates student success	Fam	66%	69%
Confronting Bias	FPD — We talk about race and bigotry as a staff	Sta	64%	50%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Stu	51%	53%
	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	61%	69%
	HSE — My teacher(s) expect all students to succeed, no matter who they are	Stu	76%	80%
	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	36%	53%
	MTL — My teacher(s) find other ways for me to learn things I find difficult	Stu	45%	48%
	MTL — Struggling students receive early intervention and additional help at this school	Fam	43%	47%
Safety	SLE — Students believe this school is a safe place	Sta	77%	83%
	SLE — I feel safe at this school	Stu	57%	61%
	SLE — My student feels safe at school	Fam	70%	72%
Supported Learning	SLE — Students believe the adults in this school genuinely care about them	Sta	90%	95%
	SLE — In this school, there is at least one adult who knows and cares about me	Stu	80%	77%
	SLE — This school provides a caring/supportive environment for my student	Fam	65%	69%

Change in % Positive Responses

	Staff	Student	Family
Academic Equity	0.7%	0.6%	-4.4%
Behavior Standards	18.1%	3.3%	6.4%
Bullying	8.3%	7.2%	-0.1%
Celebrating Success	13.1%	0.4%	2.5%
Confronting Bias	-13.6%	1.9%	-5.5%
High Expectations	7.8%	3.9%	9.2%
Intervention for Struggling Students	17.3%	2.8%	4.1%
Safety	5.9%	3.9%	2.3%
Supported Learning	5.3%	-2.6%	3.4%

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 2024 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.

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

All South Whidbey School District	
MTL — Struggling students receive early intervention and remediation to acquire skills	39%
FPD — We talk about race and bigotry as a staff	39%
PCI — With important decisions we seek input from parents and the community	34%
D — District leadership communicates effectively with my school	34%
FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction	33%

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

RTB — My colleagues welcome new ideas and change	-23.1%
D — District administrators communicate a clear vision of good instruction and essential curriculum	-18.7%
CIA — Instruction is personalized to meet the needs of each student	-17.2%
C — My professional learning community work results in improved student learning	-15.5%
CIA — Our district has a social emotional framework (standards)	-15.5%
EL — The school leadership team is comfortable presenting new ideas to the staff	5.6%
D — District leadership communicates effectively with my school	6.8%
C — Staff in our school do not manipulate others to achieve their goals	8.9%
EL — Our school community engages in difficult conversations about race, gender, oppression and discrimination	9.3%
FPD — We talk about race and bigotry as a staff	9.5%

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 2024 School Year have 33% or more Neutral responses?



The Center for Educational Effectiveness

Sometimes True All | 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.

MTL — Struggling students receive early intervention and remediation to acquire skills	39%
FPD — We talk about race and bigotry as a staff	39%
PCI — With important decisions we seek input from parents and the community	34%
D — District leadership communicates effectively with my school	34%

What Student survey items from your 2024 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 All | South Whidbey School District

SLE — Most students are respectful of others at this school	40%
EL — In class we often work with other students to solve a problem/do a task	39%
MTL — My teacher(s) tell me the purpose for each lesson or activity	35%
STAMINA — I finish whatever I begin	35%
SLE — Work I do in this school is useful and interesting to me	35%
MTL — My teacher(s) help me learn by challenging me with interesting activities in class	34%
CSF — In my classes, students are busy doing schoolwork	34%
SLE — I enjoy coming to this school	33%

What Family survey items from your 2024 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 All | South Whidbey School District

CSF — My student understands the purpose of each lesson	39%
SLE — My student learns about the cultures of our community at their school	35%