

# Educational Effectiveness Survey™



## Tool Kit

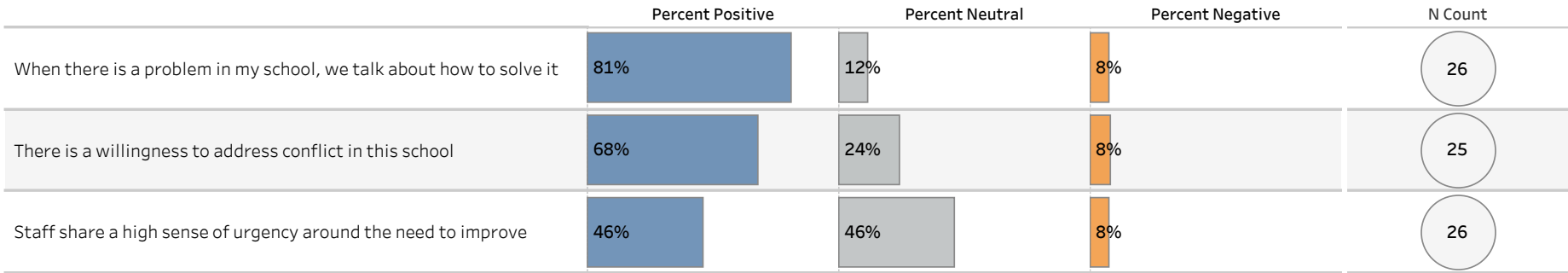
### South Whidbey Middle School

South Whidbey School District

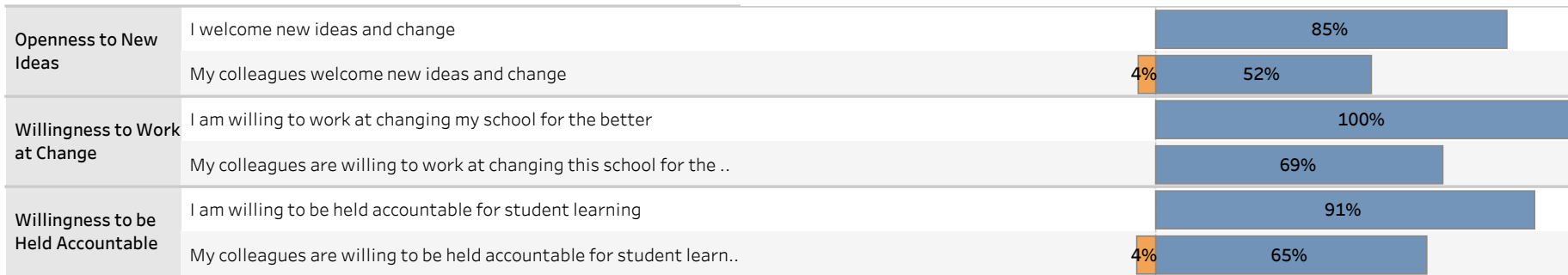
	2023	2024
Staff	n=12	n=26
Student	n=112	n=212
Family	n=42	n=66

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

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## Is your staff ready for change?



Percent Negative    Percent Positive

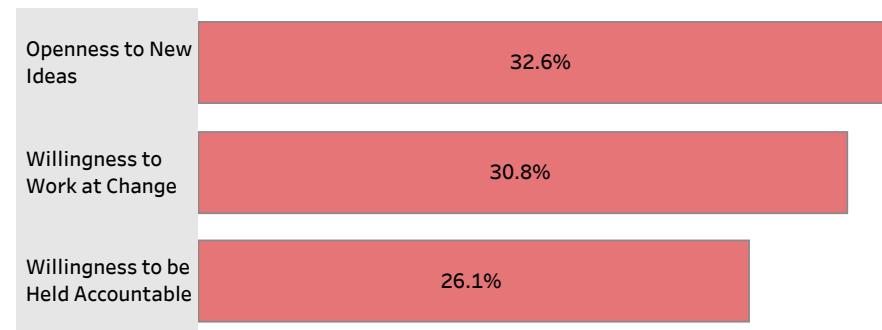
## What is an I vs They Gap and why does it matter?

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**.

### I vs They Gap



# What a difference a year makes...

## Is your staff ready for change?

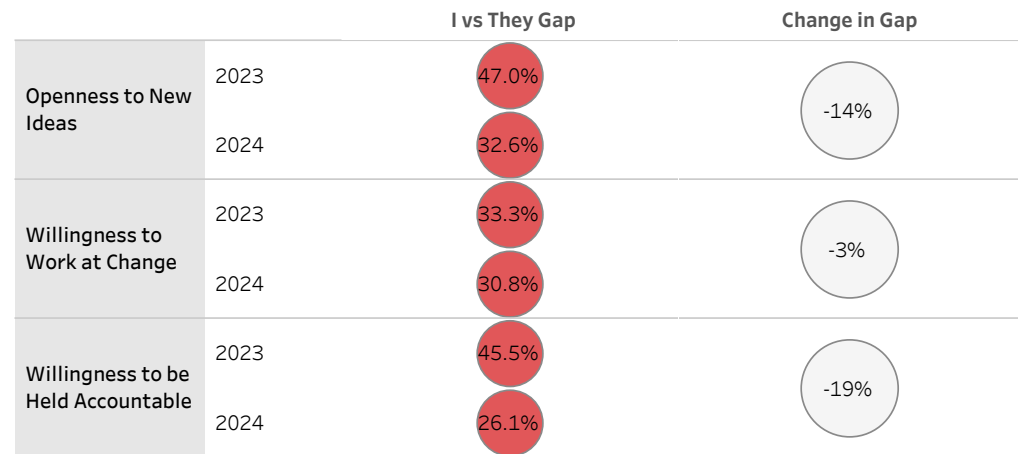


### Why does the gap between I vs. They matter?

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

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

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



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

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

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

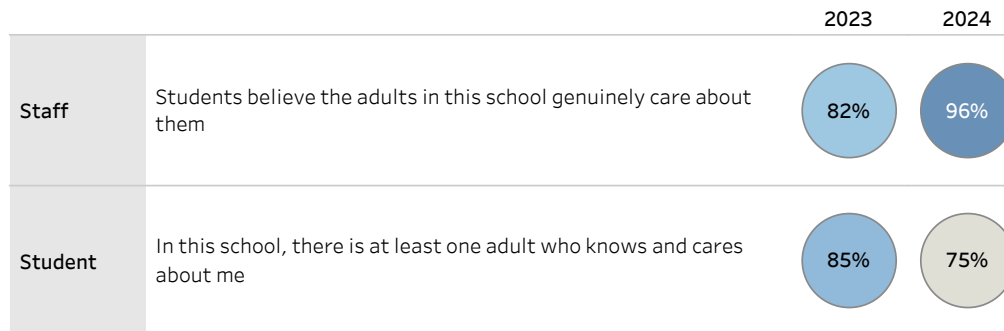
Having one adult that cares about you can make all the difference in the life of a child. Do students really feel staff care about them? Looking at this question from both viewpoints can validate whether staff are getting the desired results from their interactions with students and can open the door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

### SOCIAL SUPPORTS

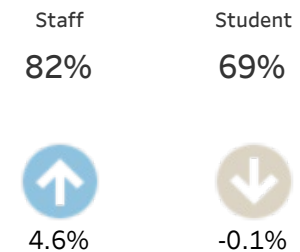
Salina, C, Girtz, S and Eppinga, J (2016) *Powerless to Powerful: Leadership for School Change*. Lanham, MD: Rowman & Littlefield

		2023	2024
Staff	CIA — I understand instructional strategies to support social emotional learning objectives	80%	86%
	CSF — Staff I work with take responsibility for ensuring each student learns in our school	83%	92%
	FPD — I receive training on instruction to support social emotional learning	70%	57%
	MTL — I incorporate social emotional instruction into my daily instructional delivery	67%	75%
	SLE — Staff at this school value and respect all students	82%	92%
	SLE — Students believe the adults in this school genuinely care about them	82%	96%
	SLE — The development of students’ social emotional learning enhances the learning environment in our classrooms	100%	81%
	SLE — This school has effective equity practices for all	75%	73%
Student	BELONG — I feel good about my cultural or ethnic background	91%	84%
	BELONG — There’s at least one adult in this school I can talk to if I have a problem	76%	75%
	CSF — My teacher(s) believe student learning is important	88%	91%
	EL — If I want to talk with my teacher(s), they are available to me	76%	73%
	IS — Adults in this school help me plan and set goals for my future	42%	48%
	IS — Students are involved in solving problems in this school	63%	68%
	SLE — I enjoy coming to this school	46%	45%
	SLE — I feel safe at this school	68%	66%
	SLE — In this school, there is at least one adult who knows and cares about me	85%	75%
	SLE — This school has effective equity practices for all	75%	73%

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



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



Compared to the Social Supports Norm

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

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

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

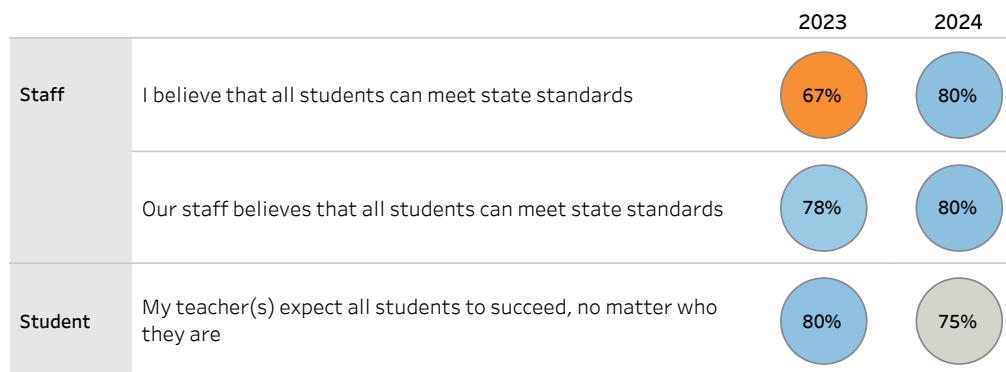
Do I believe all students can learn? Do my peers believe all students can learn? Do all students feel we believe in their ability to learn? These are key questions at the core of academic attainment for all and each of the three legs must be equally sturdy to hold the weight of high expectations and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

### ACADEMIC PRESS

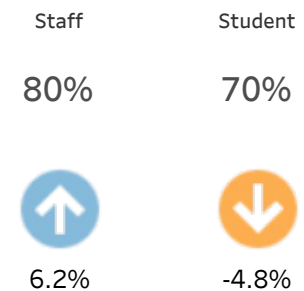
Salina, C, Girtz, S and Eppinga, J (2016) *Powerless to Powerful: Leadership for School Change*. Lanham, MD: Rowman & Littlefield

		2023	2024
Staff	CIA — Instruction is personalized to meet the needs of each student	60%	71%
	CIA — Regular formative assessments are used to monitor student progress toward standards	90%	81%
	CIA — Students are provided tasks that require higher-level thinking skills	90%	95%
	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	100%	95%
	HSE — I believe that all students can meet state standards	67%	80%
	HSE — In our school we expect all staff to perform responsibilities with a high level of excellence	73%	60%
	HSE — Our staff believes that all students can meet state standards	78%	80%
	MTL — Assessment data are used to identify student needs and appropriate instructional intervention	80%	95%
	MTL — I provide timely feedback to students about their learning	88%	100%
	MTL — Struggling students receive early intervention and remediation to acquire skills	50%	58%
MTL — We monitor the effectiveness of instructional interventions	60%	71%	
Student	CSF — This school is doing a good job of preparing me to succeed in my life	61%	59%
	FO — I have a plan for what I want to do after high school	78%	66%
	FO — I know I will graduate from high school	88%	83%
	HSE — All students have access to rigorous courses and supports	70%	73%
	HSE — My teacher(s) expect all students to succeed, no matter who they are	80%	75%
	HSE — My teacher(s) expect me to do my best	93%	89%
	HSE — My teacher(s) provide lessons and activities that challenge me to learn	66%	71%
	MTL — My teacher(s) help me learn by challenging me with interesting activities in class	48%	56%
SE — What we do in school will help me succeed in life	59%	54%	

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



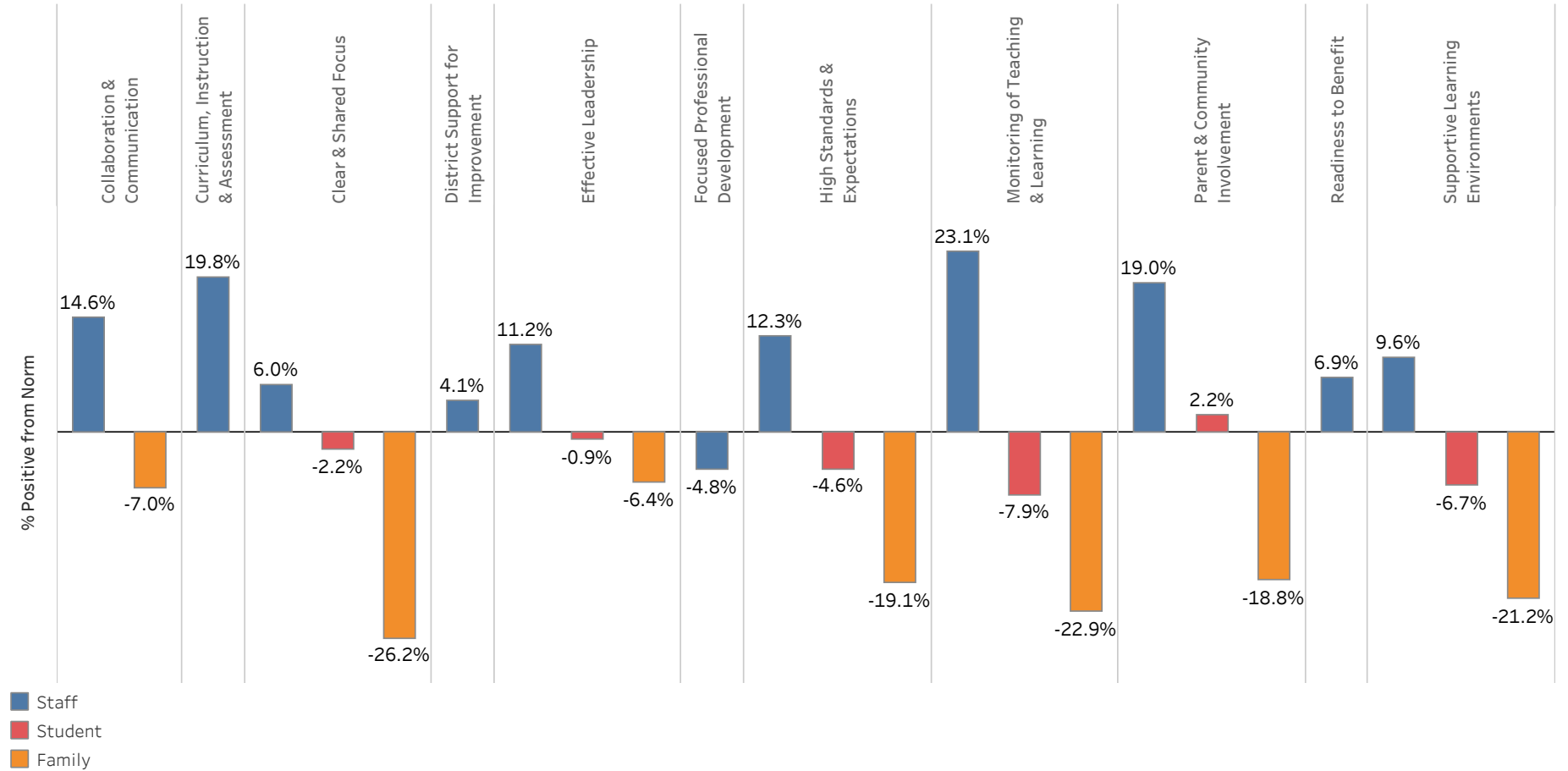
### How does your school's Academic Press compare to other schools?



Compared to the Academic Press Norm

# How do you compare against other EES Schools?

## 2024 EES Survey Perceptions | South Whidbey Middle School 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 South Whidbey Middle School | South Whidbey School District

Survey Type	Survey Item	% Positive Responses
Staff Survey	CIA — The curricula we teach are aligned with state learning standards	100.0%
	MTL — I provide timely feedback to students about their learning	100.0%
	RTB — I am willing to work at changing my school for the better	100.0%
	EL — My principal is committed to quality education	96.0%
	EL — My principal/administrator cares about me as a person	95.8%
	SLE — Students believe the adults in this school genuinely care about them	95.8%
	EL — Our school community engages in difficult conversations about race, gender, oppression and discrimination	47.8%
	FPD — Our teachers engage in professional development activities to learn and apply new skills and strategies	47.6%
	CSF — Staff share a high sense of urgency around the need to improve	46.2%
	D — This district facilitates the alignment of curriculum across grades and schools	45.0%
FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	36.8%	
Student Survey	IS — I am comfortable interacting with people from a different racial or ethnic background	94.6%
	CSF — My teacher(s) believe student learning is important	91.0%
	IS — I am respectful of others at this school	89.4%
	HSE — My teacher(s) expect me to do my best	88.6%
	EL — The principal of this school believes student learning is the #1 priority	86.3%
	MTL — My teacher(s) tell me the purpose for each lesson or activity	50.8%
	IS — Adults in this school help me plan and set goals for my future	47.8%
	SLE — I enjoy coming to this school	44.7%
	SLE — Work I do in this school is useful and interesting to me	44.1%
	SLE — Most students are respectful of others at this school	36.0%
Family Survey	C — Communications/materials I receive from the school are in a language I can understand	96.8%
	SLE — School employees are respectful and courteous of one another	86.4%
	SLE — Adults in this school value and respect my racial/cultural identity	85.3%
	EL — The principal of this school is committed to quality education	83.6%
	C — Parents/families and employees at this school talk respectfully with one another	80.0%
	HSE — Student placement in advanced classes is not influenced by race, gender, disability, or wealth	80.0%
	CSF — I am informed about progress toward the improvement goals of this school	40.0%
	MTL — Struggling students receive early intervention and additional help at this school	39.6%
	MTL — Teachers accommodate my student's individual needs by adjusting instruction	38.3%
	PCI — Parents/families have input into plans for improving this school	31.4%
PCI — This school tells me how I can help my student with homework	25.9%	

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



The Center for Educational Effectiveness

## Top/Bottom 5 Increase/Decrease in % Positive Responses South Whidbey Middle School | 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.

Survey Type	Item	% Change
Staff Survey	C — There is a willingness to address conflict in this school	34.7%
	CSF — Staff share a high sense of urgency around the need to improve	28.0%
	PCI — With important decisions we seek input from parents and the community	27.5%
	SLE — We celebrate progress toward improvement plan goals	25.8%
	SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	19.8%
	D — District administrators demonstrate commitment to improved student learning	-13.8%
	SLE — We have a system for celebrating student success	-13.8%
	CIA — Our district has a social emotional framework (standards)	-13.9%
	FPD — We talk about race and bigotry as a staff	-16.7%
	EL — Our school community engages in difficult conversations about race, gender, oppression and discrimination	-18.8%
SLE — The development of students' social emotional learning enhances the learning environment in our classrooms	-19.0%	
Student Survey	PCI — This school communicates with my family about how I am doing	10.3%
	PCI — My parents/family feel welcome to visit this school	8.7%
	MTL — My teacher(s) help me learn by challenging me with interesting activities in class	7.2%
	EL — My teacher(s) help me learn in more ways than the teacher just talking in front of class	7.2%
	SLE — The rules against bullying are enforced by all adults in this school	7.1%
	SM — I can resist doing something when I know I shouldn't do it	-9.0%
	SLE — In this school, there is at least one adult who knows and cares about me	-9.9%
	SE — I can learn the things taught in school	-10.1%
	EL — In class we often work with other students to solve a problem/do a task	-11.1%
	FO — I have a plan for what I want to do after high school	-12.3%
Family Survey	HSE — Teachers have high expectations for student learning at this school	11.8%
	C — This school communicates with me about my student's progress	7.0%
	HSE — My student is challenged with a rigorous course of study at this school	4.4%
	SLE — Adults in this school value and respect my racial/cultural identity	4.3%
	PCI — Parents/families have input into plans for improving this school	3.8%
	SLE — In this school, time is spent doing work that students find useful and interesting	-18.8%
	MTL — Teachers accommodate my student's individual needs by adjusting instruction	-19.7%
	PCI — This school tells me how I can help my student with homework	-20.0%
	SLE — My student learns about the cultures of our community at their school	-21.3%
	SLE — This district places emphasis on social emotional learning in addition to core academic learning	-22.8%

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



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



The Center for Educational Effectiveness

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

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

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

			2023	2024
Academic Equity	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	Sta	100%	95%
	HSE — Student placement in advanced classes is not influenced by race, gender, disability, or wealth	Stu	87%	86%
	HSE — Student placement in advanced classes is not influenced by race, gender, disability, or wealth	Fam	84%	80%
Behavior Standards	SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	Sta	45%	65%
	SLE — All students are held to the same behavior rules and expectations	Stu	62%	61%
	CSF — This school has equitable behavior rules for all students	Fam	57%	58%
Bullying	SLE — Staff enforce the bullying/harassment policy of this school	Sta	82%	88%
	SLE — The rules against bullying are enforced by all adults in this school	Stu	61%	68%
	SLE — Bullying/harassment is not tolerated in this school	Fam	50%	42%
Celebrating Success	SLE — We have a system for celebrating student success	Sta	83%	70%
	SLE — Student success is celebrated in this school	Stu	59%	58%
	SLE — This school celebrates student success	Fam	63%	63%
Confronting Bias	FPD — We talk about race and bigotry as a staff	Sta	67%	50%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Stu	58%	61%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Fam	68%	65%
High Expectations	HSE — Our staff believes that all students can meet state standards	Sta	78%	80%
	HSE — My teacher(s) expect all students to succeed, no matter who they are	Stu	80%	75%
	HSE — Teachers have high expectations for student learning at this school	Fam	61%	73%
Intervention for Struggling Students	MTL — Struggling students receive early intervention and remediation to acquire skills	Sta	50%	58%
	MTL — My teacher(s) find other ways for me to learn things I find difficult	Stu	52%	54%
	MTL — Struggling students receive early intervention and additional help at this school	Fam	54%	40%
Safety	SLE — Students believe this school is a safe place	Sta	64%	83%
	SLE — I feel safe at this school	Stu	68%	66%
	SLE — My student feels safe at school	Fam	57%	59%
Supported Learning	SLE — Students believe the adults in this school genuinely care about them	Sta	82%	96%
	SLE — In this school, there is at least one adult who knows and cares about me	Stu	85%	75%
	SLE — This school provides a caring/supportive environment for my student	Fam	57%	52%

## Change in % Positive Responses

	Staff	Student	Family
Academic Equity	-5.0%	-1.3%	-4.2%
Behavior Standards	19.8%	-0.9%	1.8%
Bullying	5.7%	7.1%	-7.6%
Celebrating Success	-13.8%	-0.6%	0.5%
Confronting Bias	-16.7%	3.6%	-2.3%
High Expectations	2.2%	-4.6%	11.8%
Intervention for Struggling Students	7.9%	2.8%	-13.9%
Safety	19.0%	-1.4%	1.9%
Supported Learning	14.0%	-9.9%	-4.7%

## 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 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?

South Whidbey Middle School   South Whidbey School District	
FPD — Our teachers engage in professional development activities to learn and apply new skills and strategies	48%
CSF — Staff share a high sense of urgency around the need to improve	46%
RTB — My colleagues welcome new ideas and change	44%
EL — Staff are held accountable for the new behaviors and practices needed to achieve our school improvement plan goals	42%
SLE — We celebrate progress toward improvement plan goals	41%

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

PCI — With important decisions we seek input from parents and the community	-32.5%
CSF — Staff share a high sense of urgency around the need to improve	-26.6%
D — Collaboration between district and schools is based upon trust and respect	-21.7%
CSF — My performance goals are set based on the goals of this school	-20.0%
RTB — My colleagues welcome new ideas and change	-19.6%
EL — Our school community engages in difficult conversations about race, gender, oppression and discrimination	18.1%
CIA — Our district has a social emotional framework (standards)	20.8%
SLE — We have a system for celebrating student success	22.1%
FPD — We talk about race and bigotry as a staff	25.0%
FPD — Our teachers engage in professional development activities to learn and apply new skills and strategies	27.6%

## 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?

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 Middle School | South Whidbey School District

FPD — Our teachers engage in professional development activities to learn and apply new skills and strategies	48%
CSF — Staff share a high sense of urgency around the need to improve	46%
RTB — My colleagues welcome new ideas and change	44%
EL — Staff are held accountable for the new behaviors and practices needed to achieve our school improvement plan goals	42%
SLE — We celebrate progress toward improvement plan goals	41%
EL — Staff at all levels are treated fairly here	38%
MTL — Struggling students receive early intervention and remediation to acquire skills	37%
D — This district facilitates systems and programs to support school improvement	35%
EL — Our school community engages in difficult conversations about race, gender, oppression and discrimination	35%
SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	35%
C — Our staff shares new ideas and strategies with one another	33%
CIA — Our district has a social emotional framework (standards)	33%
FPD — We talk about race and bigotry as a staff	33%
HSE — Students understand the expectations of this school	33%

# What Student survey items from your 2024 School Year have 33% or more Neutral responses?

**Sometimes True** South Whidbey Middle School | 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 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 South Whidbey Middle School | South Whidbey School District

CSF — The schoolwork my student is assigned is relevant to their future success	41%
SLE — In this school, time is spent doing work that students find useful and interesting	40%
CSF — My student understands the purpose of each lesson	39%
CSF — I am informed about progress toward the improvement goals of this school	38%
SLE — My student learns about the cultures of our community at their school	38%
MTL — Teachers accommodate my student's individual needs by adjusting instruction	35%