

Educational Effectiveness Survey™



Tool Kit

South Whidbey Elementary

South Whidbey School District

	2023	2024
Staff	n=6	n=49
Student	n=100	n=157
Family	n=25	n=156

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

South Whidbey Elementary | 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	73%	19%	8%	48
There is a willingness to address conflict in this school	65%	31%	4%	48
Staff share a high sense of urgency around the need to improve	77%	21%	2%	48

Is your staff ready for change?

Openness to New Ideas	I welcome new ideas and change	90%
	My colleagues welcome new ideas and change	2% 84%
Willingness to Work at Change	I am willing to work at changing my school for the better	94%
	My colleagues are willing to work at changing this school for the ..	86%
Willingness to be Held Accountable	I am willing to be held accountable for student learning	90%
	My colleagues are willing to be held accountable for student learn..	2% 89%

■ 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	6.1%
Willingness to Work at Change	8.2%
Willingness to be Held Accountable	0.4%

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!

		I vs They Gap	Change in Gap
Openness to New Ideas	2024	6.1%	0%
Willingness to Work at Change	2024	8.2%	0%
Willingness to be Held Accountable	2024	0.4%	0%

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.

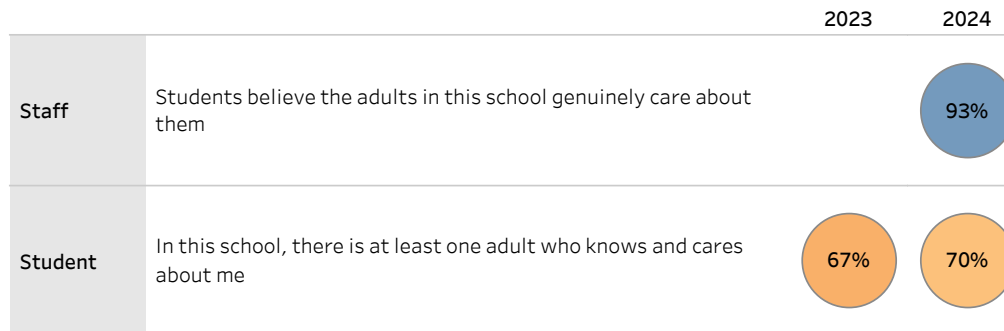
SOCIAL SUPPORTS

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

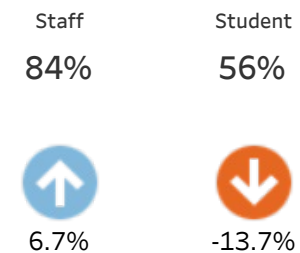
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		2023	2024
Staff	CIA — I understand instructional strategies to support social emotional learning objectives		85%
	CSF — Staff I work with take responsibility for ensuring each student learns in our school		90%
	FPD — I receive training on instruction to support social emotional learning		60%
	MTL — I incorporate social emotional instruction into my daily instructional delivery		97%
	SLE — Staff at this school value and respect all students		87%
	SLE — Students believe the adults in this school genuinely care about them		93%
	SLE — The development of students’ social emotional learning enhances the learning environment in our classrooms		85%
	SLE — This school has effective equity practices for all		73%
Student	BELONG — I feel good about my family traditions	82%	83%
	BELONG — There’s at least one adult in this school I can talk to if I have a problem	64%	63%
	CSF — My teacher believes student learning is important	86%	92%
	EL — If I want to talk with my teacher, they are available to me	59%	39%
	IS — Adults in this school help me plan and set goals for my future	36%	28%
	IS — Students are asked to help solve problems in this school	55%	49%
	SLE — I enjoy coming to this school	46%	42%
	SLE — I feel safe at this school	49%	49%
	SLE — In this school, there is at least one adult who knows and cares about me	67%	70%
	SLE — My school treats everyone fairly	54%	43%

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.

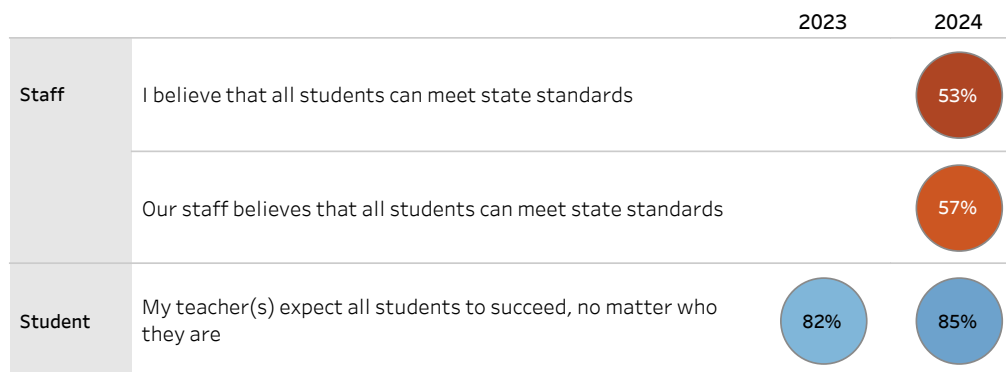
Do I believe all students can learn? Do my peers believe all students can learn? Do all students feel we believe in their ability to learn? These are key questions at the core of academic attainment for all and each of the three legs must be equally sturdy to hold the weight of high expectations and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

ACADEMIC PRESS

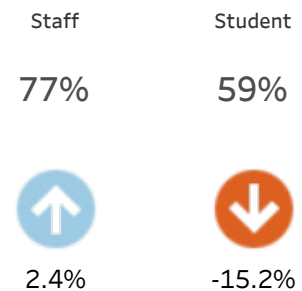
Salina, C, Girtz, S and Eppinga, J (2016) *Powerless to Powerful: Leadership for School Change*. Lanham, MD: Rowman & Littlefield

		2023	2024
Staff	CIA — Instruction is personalized to meet the needs of each student		65%
	CIA — Regular formative assessments are used to monitor student progress toward standards		89%
	CIA — Students are provided tasks that require higher-level thinking skills		86%
	HSE — Academic placement is not influenced by race, gender or socioeconomic levels		90%
	HSE — I believe that all students can meet state standards		53%
	HSE — In our school we expect all staff to perform responsibilities with a high level of excellence		96%
	HSE — Our staff believes that all students can meet state standards		57%
	MTL — Assessment data are used to identify student needs and appropriate instructional intervention		88%
	MTL — I provide timely feedback to students about their learning		84%
	MTL — Struggling students receive early intervention and remediation to acquire skills		55%
	MTL — We monitor the effectiveness of instructional interventions		77%
Student	CSF — This school is doing a good job of preparing me to do well	46%	51%
	FO — I have a plan for what I want to do after high school	68%	58%
	FO — I know I will graduate from high school	81%	68%
	HSE — All students have opportunities to choose more challenging work	55%	44%
	HSE — My teacher expects all students to learn	82%	85%
	HSE — My teacher expects me to do my best	86%	86%
	HSE — My teacher provides lessons and activities that challenge me to learn	59%	49%
	MTL — My teacher helps me learn by challenging me with interesting activities in class	42%	35%
	SE — What I am doing in school will help me succeed in my life	52%	55%

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



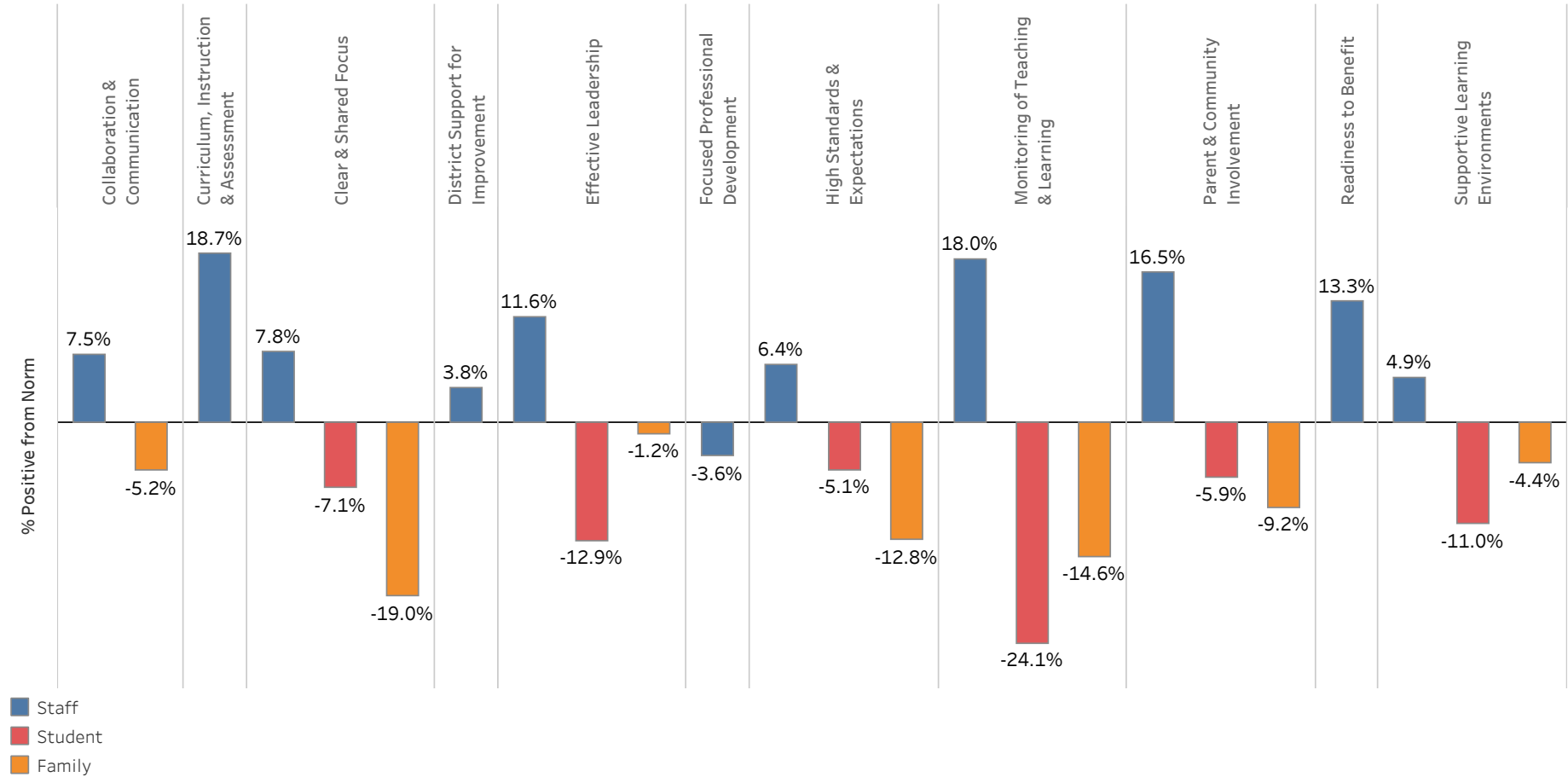
How does your school's Academic Press compare to other schools?



Compared to the Academic Press Norm

How do you compare against other EES Schools?

2024 EES Survey Perceptions | South Whidbey Elementary 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 Elementary | South Whidbey School District

Survey Type	Survey Item	% Positive Responses
Staff Survey	EL — My principal is committed to quality education	97.9%
	MTL — I incorporate social emotional instruction into my daily instructional delivery	97.4%
	HSE — In our school we expect all staff to perform responsibilities with a high level of excellence	95.7%
	CSF — My performance goals are set based on the goals of this school	95.0%
	CIA — Our district has a social emotional framework (standards)	94.1%
	FPD — We talk about race and bigotry as a staff	54.8%
	HSE — I believe that all students can meet state standards	52.5%
	D — Collaboration between district and schools is based upon trust and respect	51.2%
	D — District leadership communicates effectively with my school	46.3%
	FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	45.9%
Student Survey	CSF — My teacher believes student learning is important	92.4%
	HSE — My teacher expects me to do my best	86.4%
	HSE — My teacher expects all students to learn	85.3%
	BELONG — I feel good about my family traditions	83.1%
	HSE — Students of all races and genders have the same chance for special classes, activities and rewards	81.2%
	MTL — My teacher makes all students talk in class about what we are learning	29.3%
	IS — Adults in this school help me plan and set goals for my future	28.2%
	EL — At our school we talk about race, gender, and discrimination	24.6%
	SLE — Students are respectful of others at this school	20.6%
MTL — My teacher tells me the reason we do each lesson	18.1%	
Family Survey	C — Communications/materials I receive from the school are in a language I can understand	98.6%
	SLE — I believe adults in this school care about my student	93.6%
	SLE — School employees are respectful and courteous of one another	93.1%
	EL — The principal of this school is committed to quality education	92.6%
	C — Parents/families and employees at this school talk respectfully with one another	90.6%
	SLE — Bullying/harassment is not tolerated in this school	55.5%
	PCI — Parents/families have input into plans for improving this school	55.3%
	CSF — My student understands the purpose of each lesson	51.6%
	CSF — I am informed about progress toward the improvement goals of this school	51.1%
	PCI — This school tells me how I can help my student with homework	42.0%

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 Elementary | 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

Staff Survey	PCI — This school respects student differences	9.9%
Staff Survey	IS — I work well in a group or team	8.7%
Staff Survey	SLE — The rules against bullying are enforced by all adults in this school	8.3%
Staff Survey	IS — I can communicate well with people	7.7%
Staff Survey	BELONG — I feel proud of my school	7.4%
Staff Survey	STAMINA — I am not discouraged when things aren't going well	-22.3%
Staff Survey	CT — When I have a problem, I stop to think about different possible solutions	-22.3%
Staff Survey	SE — I can learn the things taught in school	-23.0%
Staff Survey	MTL — My teacher tells me the reason we do each lesson	-25.5%
Staff Survey	EL — I often see the principal or administrators around the school talking to students	-26.0%

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

Family Survey

Family Survey	SLE — In this school, time is spent doing work that students find useful and interesting	21.4%
Family Survey	PCI — Parents/families participate in important decisions about their student's education	21.0%
Family Survey	SLE — My student enjoys going to school	20.1%
Family Survey	SLE — This district places emphasis on social emotional learning in addition to core academic learning	17.7%
Family Survey	SLE — I believe adults in this school care about my student	17.6%
Family Survey	MTL — I am given opportunities to discuss my student's progress at school	-8.3%
Family Survey	SLE — This school has a welcoming environment that embraces the diversity of race, ethnicity, religion, gender, sexual orientations, and ..	-11.9%
Family Survey	SLE — Adults in this school value and respect my racial/cultural identity	-13.1%
Family Survey	HSE — Student placement in advanced classes is not influenced by race, gender, disability, or wealth	-14.4%
Family Survey	PCI — This school respects the different cultures represented in our community	-16.3%

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		90%
	HSE — Students of all races and genders have the same chance for special classes, activities and rewards	Stu	81%	81%
	HSE — Student placement in advanced classes is not influenced by race, gender, disability, or wealth	Fam	88%	73%
Behavior Standards	SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	Sta		74%
	SLE — All students are held to the same behavior rules and expectations	Stu	59%	48%
	CSF — This school has equitable behavior rules for all students	Fam	55%	70%
Bullying	SLE — Staff enforce the bullying/harassment policy of this school	Sta		83%
	SLE — The rules against bullying are enforced by all adults in this school	Stu	53%	62%
	SLE — Bullying/harassment is not tolerated in this school	Fam	57%	55%
Celebrating Success	SLE — We have a system for celebrating student success	Sta		93%
	SLE — Student success is celebrated in this school	Stu	53%	40%
	SLE — This school celebrates student success	Fam	88%	84%
Confronting Bias	FPD — We talk about race and bigotry as a staff	Sta		55%
	EL — At our school we talk about race, gender, and discrimination	Stu	37%	25%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Fam	50%	57%
High Expectations	HSE — Our staff believes that all students can meet state standards	Sta		57%
	HSE — My teacher expects all students to learn	Stu	82%	85%
	HSE — Teachers have high expectations for student learning at this school	Fam	68%	73%
Intervention for Struggling Students	MTL — Struggling students receive early intervention and remediation to acquire skills	Sta		55%
	MTL — My teacher finds other ways for me to learn things I find difficult	Stu	44%	34%
	MTL — Struggling students receive early intervention and additional help at this school	Fam	50%	62%
Safety	SLE — Students believe this school is a safe place	Sta		81%
	SLE — I feel safe at this school	Stu	49%	49%
	SLE — My student feels safe at school	Fam	81%	86%
Supported Learning	SLE — Students believe the adults in this school genuinely care about them	Sta		93%
	SLE — In this school, there is at least one adult who knows and cares about me	Stu	67%	70%
	SLE — This school provides a caring/supportive environment for my student	Fam	81%	84%

Change in % Positive Responses

	Student	Family
Academic Equity	0.0%	-14.4%
Behavior Standards	-11.2%	14.7%
Bullying	8.3%	-1.7%
Celebrating Success	-12.5%	-3.8%
Confronting Bias	-12.4%	7.4%
High Expectations	3.3%	4.6%
Intervention for Struggling Students	-9.6%	12.0%
Safety	-0.2%	4.9%
Supported Learning	2.8%	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?

South Whidbey Elementary South Whidbey School District	
FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	41%
HSE — I believe that all students can meet state standards	38%
MTL — Struggling students receive early intervention and remediation to acquire skills	38%
D — Collaboration between district and schools is based upon trust and respect	37%
FPD — We talk about race and bigotry as a staff	36%

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 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 Elementary | South Whidbey School District

FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	41%
HSE — I believe that all students can meet state standards	38%
MTL — Struggling students receive early intervention and remediation to acquire skills	38%
D — Collaboration between district and schools is based upon trust and respect	37%
FPD — We talk about race and bigotry as a staff	36%
HSE — Our staff believes that all students can meet state standards	34%
D — This district facilitates the alignment of curriculum across grades and schools	33%

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 South Whidbey Elementary | South Whidbey School District

EL — In class we work with other students	62%
SLE — Students are respectful of others at this school	62%
MTL — My teacher makes all students talk in class about what we are learning	56%
MTL — My teacher tells me the reason we do each lesson	54%
CT — When I have a problem, the first thing I do is break it into smaller steps	53%
IS — Adults in this school help me plan and set goals for my future	52%
MTL — My teacher helps me learn by challenging me with interesting activities in class	51%
IS — My teacher tells me how I am doing in class	51%
EL — At our school we talk about race, gender, and discrimination	51%
MTL — My teacher finds other ways for me to learn things I find difficult	50%
STAMINA — I finish whatever I begin	50%
EL — If I want to talk with my teacher, they are available to me	50%
STAMINA — I am not discouraged when things aren't going well	49%
CT — When my solution to a problem is not working, I stop to think about what might be going wrong	48%
SLE — My school treats everyone fairly	47%
FO — I am good at staying focused on my goals	47%
EL — My teacher helps me learn in other ways than talking in front of the class	46%
HSE — All students have opportunities to choose more challenging work	46%
CT — I am good at finding the best solutions to my problems	46%
SLE — Work I do in this school is useful and interesting to me	45%
IS — Students are asked to help solve problems in this school	45%
EL — I often see the principal or administrators around the school talking to students	44%
CSF — In my class, students are busy doing schoolwork	44%
HSE — My teacher provides lessons and activities that challenge me to learn	44%
SLE — Student success is celebrated in this school	44%
CT — When I have a problem, I stop to think about different possible solutions	43%
SLE — I enjoy coming to this school	42%
EL — My teacher listens to my ideas and/or things that bother me	41%
SLE — All students are held to the same behavior rules and expectations	40%
SM — I can calm myself down when I am excited or upset	40%
CSF — This school is doing a good job of preparing me to do well	38%
SM — I can stop doing something when I know I shouldn't do it	38%
BELONG — I feel proud of my school	37%
IS — I can talk about a problem with a friend without making it worse	37%
SM — I concentrate on my schoolwork	37%
SLE — I feel safe at this school	36%
SE — I try things even if I might fail	36%
SE — How smart I am is something that I can change	35%
SE — What I am doing in school will help me succeed in my life	35%
SE — I can learn the things taught in 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 South Whidbey Elementary | South Whidbey School District

CSF — My student understands the purpose of each lesson

40%