

Educational Effectiveness Survey™



Tool Kit

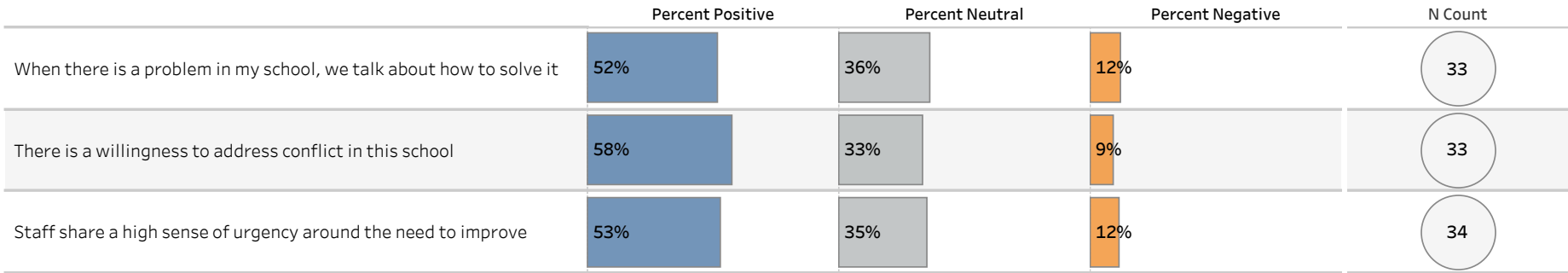
South Whidbey High School

South Whidbey School District

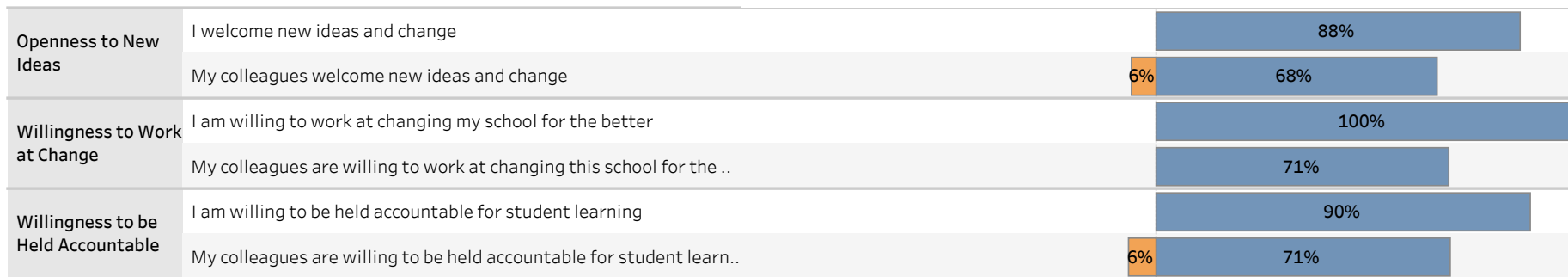
	2023	2024
Staff	n=25	n=34
Student	n=249	n=254
Family	n=60	n=73

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

South Whidbey High School | South Whidbey School District



Is your staff ready for change?



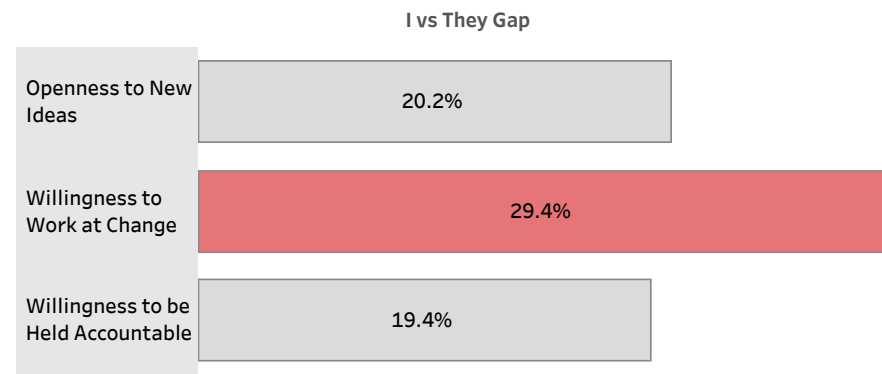
Percent Negative Percent Positive

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.

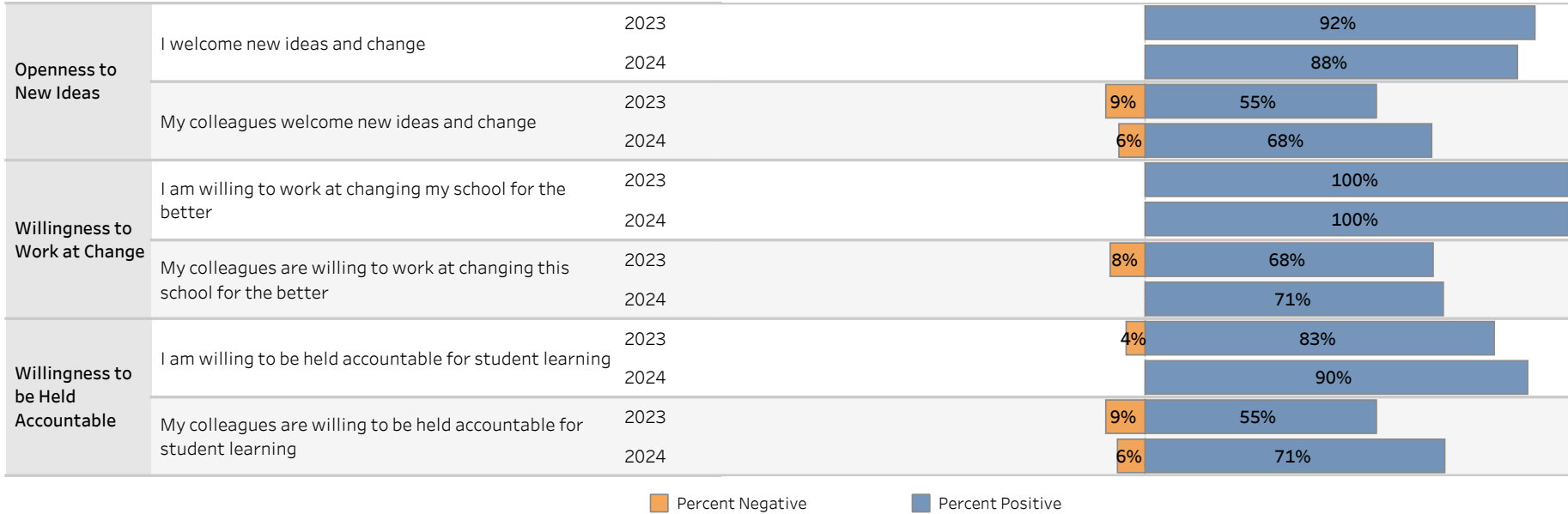
If the I vs They gaps to the right are red, the value is beyond a threshold to cause some concern and should be investigated. This threshold is **20% at the elementary level** and **25% at the secondary level**.



What a difference a year makes...

Is your staff ready for change?

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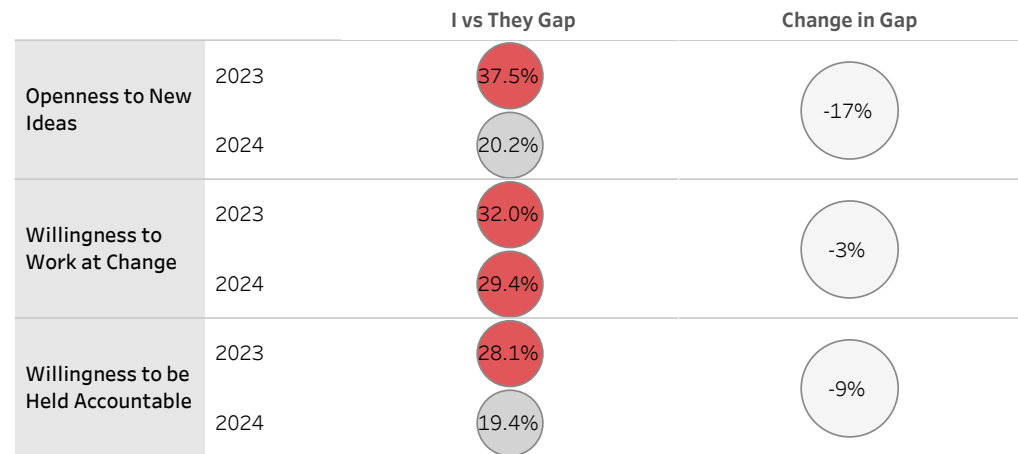


Why does the gap between I vs. They matter?

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.

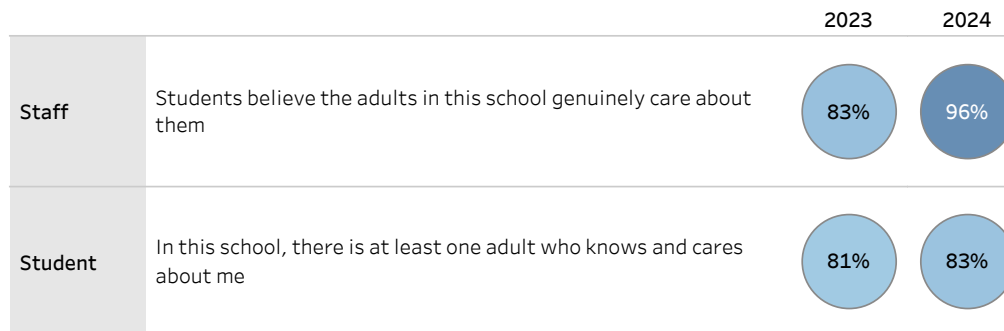
Having one adult that cares about you can make all the difference in the life of a child. Do students really feel staff care about them? Looking at this question from both viewpoints can validate whether staff are getting the desired results from their interactions with students and can open the door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

SOCIAL SUPPORTS

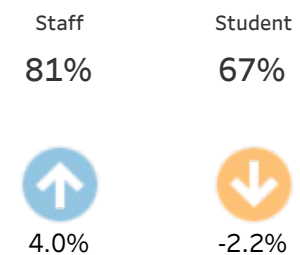
Salina, C, Girtz, S and Eppinga, J (2016) *Powerless to Powerful: Leadership for School Change*. Lanham, MD: Rowman & Littlefield

		2023	2024
Staff	CIA — I understand instructional strategies to support social emotional learning objectives	78%	85%
	CSF — Staff I work with take responsibility for ensuring each student learns in our school	71%	94%
	FPD — I receive training on instruction to support social emotional learning	40%	48%
	MTL — I incorporate social emotional instruction into my daily instructional delivery	67%	73%
	SLE — Staff at this school value and respect all students	81%	94%
	SLE — Students believe the adults in this school genuinely care about them	83%	96%
	SLE — The development of students’ social emotional learning enhances the learning environment in our classrooms	84%	88%
	SLE — This school has effective equity practices for all	48%	69%
Student	BELONG — I feel good about my cultural or ethnic background	77%	76%
	BELONG — There’s at least one adult in this school I can talk to if I have a problem	73%	75%
	CSF — My teacher(s) believe student learning is important	89%	89%
	EL — If I want to talk with my teacher(s), they are available to me	79%	82%
	IS — Adults in this school help me plan and set goals for my future	40%	55%
	IS — Students are involved in solving problems in this school	46%	57%
	SLE — I enjoy coming to this school	32%	31%
	SLE — I feel safe at this school	54%	63%
	SLE — In this school, there is at least one adult who knows and cares about me	81%	83%
	SLE — This school has effective equity practices for all	51%	64%

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.

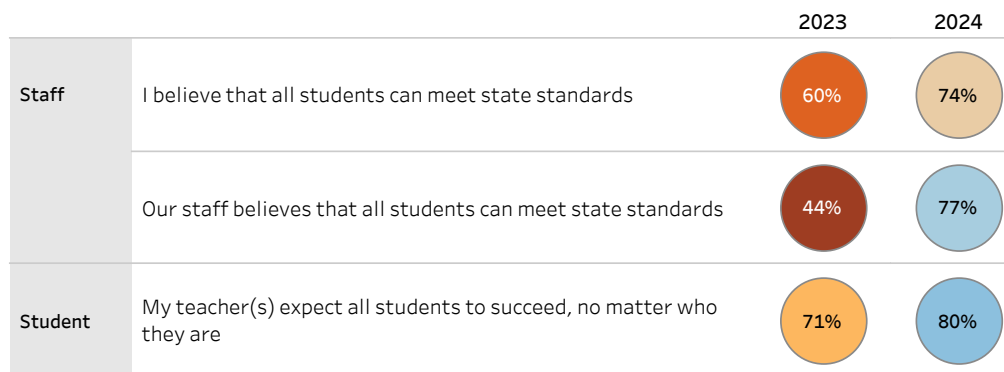
Do I believe all students can learn? Do my peers believe all students can learn? Do all students feel we believe in their ability to learn? These are key questions at the core of academic attainment for all and each of the three legs must be equally sturdy to hold the weight of high expectations and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

ACADEMIC PRESS

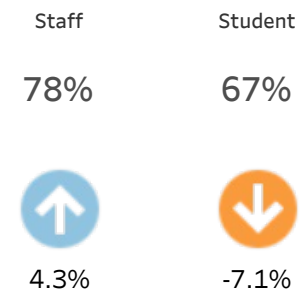
Salina, C, Girtz, S and Eppinga, J (2016) *Powerless to Powerful: Leadership for School Change*. Lanham, MD: Rowman & Littlefield

		2023	2024
Staff	CIA — Instruction is personalized to meet the needs of each student	37%	63%
	CIA — Regular formative assessments are used to monitor student progress toward standards	61%	80%
	CIA — Students are provided tasks that require higher-level thinking skills	63%	85%
	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	89%	92%
	HSE — I believe that all students can meet state standards	60%	74%
	HSE — In our school we expect all staff to perform responsibilities with a high level of excellence	59%	83%
	HSE — Our staff believes that all students can meet state standards	44%	77%
	MTL — Assessment data are used to identify student needs and appropriate instructional intervention	57%	81%
	MTL — I provide timely feedback to students about their learning	89%	96%
	MTL — Struggling students receive early intervention and remediation to acquire skills	13%	46%
MTL — We monitor the effectiveness of instructional interventions	35%	84%	
Student	CSF — This school is doing a good job of preparing me to succeed in my life	36%	37%
	FO — I have a plan for what I want to do after high school	66%	77%
	FO — I know I will graduate from high school	89%	90%
	HSE — All students have access to rigorous courses and supports	55%	58%
	HSE — My teacher(s) expect all students to succeed, no matter who they are	71%	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	69%	71%
	MTL — My teacher(s) help me learn by challenging me with interesting activities in class	40%	50%
SE — What we do in school will help me succeed in life	46%	48%	

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



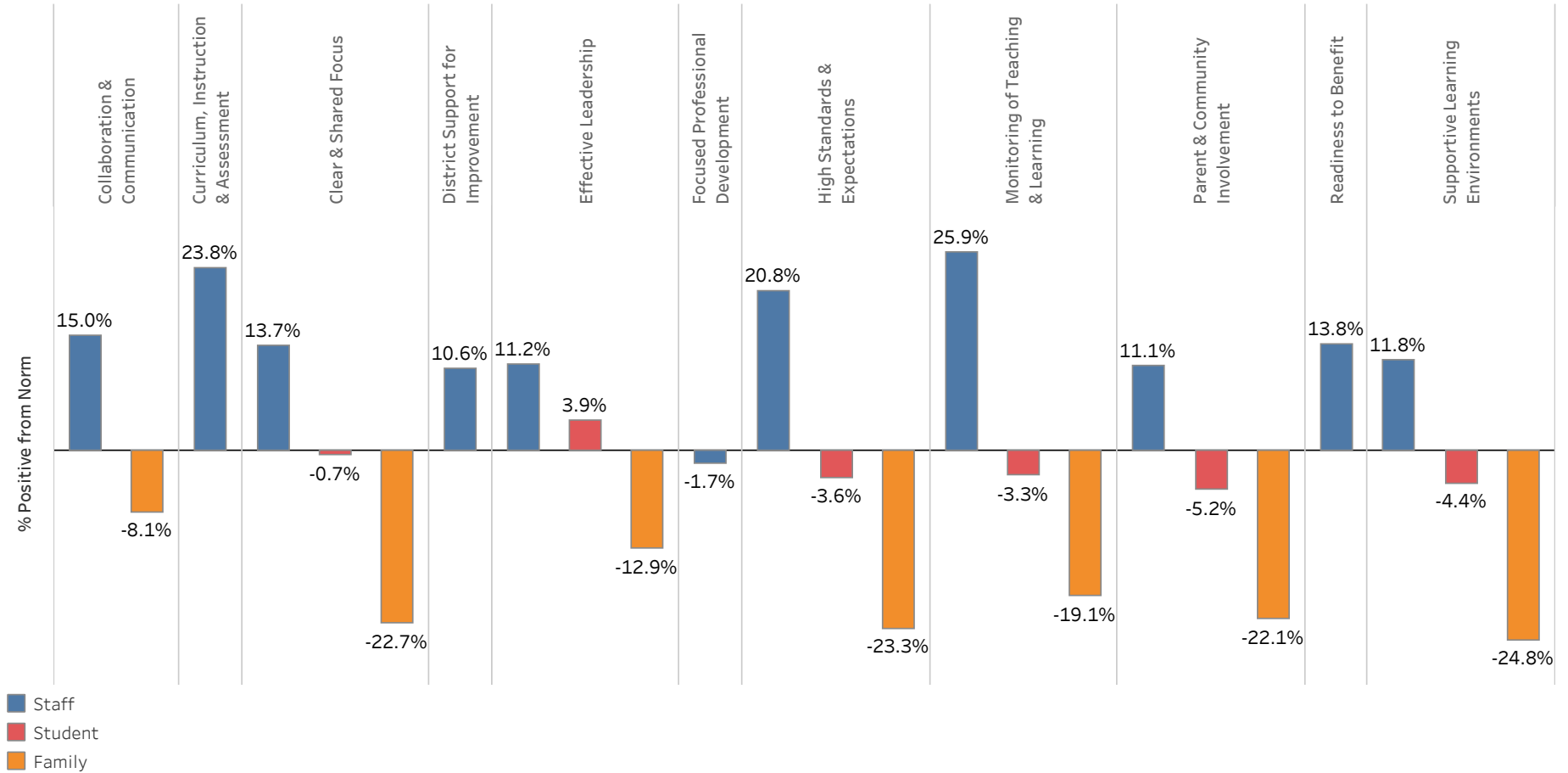
How does your school's Academic Press compare to other schools?



Compared to the Academic Press Norm

How do you compare against other EES Schools?

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

Survey Type	Item	% Positive Responses
Staff Survey	CIA — The curricula we teach are aligned with state learning standards	100.0%
	RTB — I am willing to work at changing my school for the better	100.0%
	SLE — We honor agreements made with each other	96.6%
	SLE — Students believe the adults in this school genuinely care about them	96.4%
	MTL — I provide timely feedback to students about their learning	95.8%
	MTL — Struggling students receive early intervention and remediation to acquire skills	45.8%
	FPD — We talk about race and bigotry as a staff	43.3%
	PCI — With important decisions we seek input from parents and the community	42.3%
	SLE — We have a system for celebrating student success	33.3%
FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that fo..	32.0%	
Student Survey	IS — I am comfortable interacting with people from a different racial or ethnic background	93.1%
	FO — I know I will graduate from high school	90.0%
	CSF — My teacher(s) believe student learning is important	88.6%
	HSE — My teacher(s) expect me to do my best	88.0%
	IS — I am respectful of others at this school	87.5%
	MTL — My teacher(s) tell me the purpose for each lesson or activity	41.8%
	CSF — This school is doing a good job of preparing me to succeed in my life	36.9%
	SLE — Most students are respectful of others at this school	36.4%
	SLE — I enjoy coming to this school	31.1%
BELONG — I feel proud of my school	30.9%	
Family Survey	C — Communications/materials I receive from the school are in a language I can understand	96.9%
	SLE — School employees are respectful and courteous of one another	79.2%
	C — Parents/families and employees at this school talk respectfully with one another	68.3%
	HSE — Student placement in advanced classes is not influenced by race, gender, disability, or wealth	66.7%
	PCI — When I share concerns with my student’s teacher, they listen	61.3%
	SLE — In this school, time is spent doing work that students find useful and interesting	32.3%
	SLE — This district places emphasis on social emotional learning in addition to core academic learning	30.5%
	MTL — Struggling students receive early intervention and additional help at this school	26.0%
	PCI — Parents/families have input into plans for improving this school	21.0%
PCI — This school tells me how I can help my student with homework	14.8%	

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 High 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.

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

Survey Type	Statement	% Change
Staff Survey	CIA — Our district has a social emotional framework (standards)	58.9%
	MTL — We monitor the effectiveness of instructional interventions	48.7%
	PCI — This school communicates effectively with families of all cultures	45.1%
	HSE — Students understand the expectations of this school	45.0%
	C — My professional learning community work results in improved student learning	44.6%
	EL — Our school community engages in difficult conversations about race, gender, oppression and discrimination	-2.9%
	RTB — I welcome new ideas and change	-4.1%
	EL — My principal/administrator cares about me as a person	-4.9%
	C — Staff in our school are consistently truthful	-10.7%
	FPD — We talk about race and bigotry as a staff	-21.9%
Student Survey	IS — Adults in this school help me plan and set goals for my future	15.0%
	SLE — Work I do in this school is useful and interesting to me	13.2%
	SLE — This school has effective equity practices for all	13.1%
	FO — I have a plan for what I want to do after high school	11.1%
	SLE — All students are held to the same behavior rules and expectations	11.0%
	IS — I am comfortable interacting with people from a different racial or ethnic background	-2.4%
	SM — I can resist doing something when I know I shouldn't do it	-2.6%
	SM — I can calm myself down when I am excited or upset	-3.0%
	PCI — My parents/family feel welcome to visit this school	-4.2%
	CSF — In my classes, students are busy doing schoolwork	-4.7%
Family Survey	MTL — I am given opportunities to discuss my student's progress at school	12.3%
	C — This school communicates with me about my student's progress	10.1%
	HSE — My student is challenged with a rigorous course of study at this school	9.8%
	EL — I am comfortable expressing my ideas or concerns to the administrator(s) of this school	8.8%
	CSF — The schoolwork my student is assigned is relevant to their future success	6.4%
	SLE — This district places emphasis on social emotional learning in addition to core academic learning	-12.3%
	MTL — Additional help is available to my student if they need it	-16.7%
	PCI — When I share concerns with my student's teacher, they listen	-18.7%
	SLE — Adults in this school value and respect my racial/cultural identity	-19.4%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	-23.4%

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



The Center for Educational Effectiveness

South Whidbey High School | 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	89%	92%
	HSE — Student placement in advanced classes is not influenced by race, gender, disability, or wealth	Stu	80%	82%
	HSE — Student placement in advanced classes is not influenced by race, gender, disability, or wealth	Fam	69%	67%
Behavior Standards	SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	Sta	32%	64%
	SLE — All students are held to the same behavior rules and expectations	Stu	46%	57%
	CSF — This school has equitable behavior rules for all students	Fam	42%	47%
Bullying	SLE — Staff enforce the bullying/harassment policy of this school	Sta	68%	83%
	SLE — The rules against bullying are enforced by all adults in this school	Stu	48%	51%
	SLE — Bullying/harassment is not tolerated in this school	Fam	35%	34%
Celebrating Success	SLE — We have a system for celebrating student success	Sta	14%	33%
	SLE — Student success is celebrated in this school	Stu	45%	51%
	SLE — This school celebrates student success	Fam	47%	43%
Confronting Bias	FPD — We talk about race and bigotry as a staff	Sta	65%	43%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Stu	54%	63%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Fam	69%	45%
High Expectations	HSE — Our staff believes that all students can meet state standards	Sta	44%	77%
	HSE — My teacher(s) expect all students to succeed, no matter who they are	Stu	71%	80%
	HSE — Teachers have high expectations for student learning at this school	Fam	62%	54%
Intervention for Struggling Students	MTL — Struggling students receive early intervention and remediation to acquire skills	Sta	13%	46%
	MTL — My teacher(s) find other ways for me to learn things I find difficult	Stu	42%	49%
	MTL — Struggling students receive early intervention and additional help at this school	Fam	23%	26%
Safety	SLE — Students believe this school is a safe place	Sta	63%	86%
	SLE — I feel safe at this school	Stu	54%	63%
	SLE — My student feels safe at school	Fam	65%	55%
Supported Learning	SLE — Students believe the adults in this school genuinely care about them	Sta	83%	96%
	SLE — In this school, there is at least one adult who knows and cares about me	Stu	81%	83%
	SLE — This school provides a caring/supportive environment for my student	Fam	53%	51%

Change in % Positive Responses

	Staff	Student	Family
Academic Equity	3.4%	1.7%	-2.3%
Behavior Standards	32.7%	11.0%	5.1%
Bullying	14.3%	2.9%	-0.7%
Celebrating Success	19.0%	5.4%	-4.4%
Confronting Bias	-21.9%	8.8%	-23.4%
High Expectations	32.5%	8.6%	-7.7%
Intervention for Struggling Students	32.5%	7.4%	3.5%
Safety	23.2%	8.7%	-9.7%
Supported Learning	13.1%	1.4%	-1.9%

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 High School South Whidbey School District	
PCI — With important decisions we seek input from parents and the community	54%
FPD — I receive training on instruction to support social emotional learning	52%
FPD — We talk about race and bigotry as a staff	47%
SLE — We have a system for celebrating student success	44%
FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction	44%

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

CIA — Our district has a social emotional framework (standards)	-48.7%
C — My professional learning community work results in improved student learning	-39.4%
PCI — This school communicates effectively with families of all cultures	-38.9%
EL — Staff are held accountable for the new behaviors and practices needed to achieve our school improvement plan goals	-32.0%
EL — My principal facilitates systems/processes to support school improvement	-31.2%
SLE — We have a system for celebrating student success	11.1%
SLE — We celebrate progress toward improvement plan goals	15.3%
FPD — We talk about race and bigotry as a staff	16.2%
PCI — With important decisions we seek input from parents and the community	18.6%
D — District leadership communicates effectively with my school	26.7%

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 High School | South Whidbey School District

PCI — With important decisions we seek input from parents and the community	54%
FPD — I receive training on instruction to support social emotional learning	52%
FPD — We talk about race and bigotry as a staff	47%
SLE — We have a system for celebrating student success	44%
FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving inst..	44%
D — District leadership communicates effectively with my school	43%
MTL — Struggling students receive early intervention and remediation to acquire skills	42%
SLE — We celebrate progress toward improvement plan goals	38%
C — When there is a problem in my school, we talk about how to solve it	36%
EL — Our school community engages in difficult conversations about race, gender, oppression and discrimination	36%
CSF — Staff share a high sense of urgency around the need to improve	35%
C — There is a willingness to address conflict in this school	33%
CIA — Instruction is personalized to meet the needs of each student	33%
FPD — Our teachers engage in professional development activities to learn and apply new skills and strategies	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 High School | South Whidbey School District

CSF — This school is doing a good job of preparing me to succeed in my life	37%
SLE — Most students are respectful of others at this school	36%
MTL — My teacher(s) tell me the purpose for each lesson or activity	34%
SLE — Work I do in this school is useful and interesting to me	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 High School | South Whidbey School District

MTL — Struggling students receive early intervention and additional help at this school	44%
HSE — My student is challenged with a rigorous course of study at this school	43%
MTL — My student is encouraged to track progress toward their goals	43%
CSF — The schoolwork my student is assigned is relevant to their future success	42%
SLE — My student learns about the cultures of our community at their school	40%
SLE — In this school, time is spent doing work that students find useful and interesting	40%
SLE — Teachers in this school provide students with a variety of learning opportunities	39%
HSE — Teachers have high expectations for student learning at this school	37%
C — This school communicates with me about my student's progress	36%
SLE — My student enjoys going to school	36%
MTL — Teachers accommodate my student's individual needs by adjusting instruction	36%
CSF — I am informed about progress toward the improvement goals of this school	35%
MTL — Additional help is available to my student if they need it	35%
PCI — This school tells me how I can help my student with homework	34%
SLE — This school celebrates student success	34%
CSF — My student understands the purpose of each lesson	34%
HSE — This school is doing a good job of preparing my student for a successful future	34%
SLE — This school has a welcoming environment that embraces the diversity of race, ethnicity, religion, gender, sexual ori..	34%
PCI — Parents/families have input into plans for improving this school	34%
HSE — Teachers in this school are dedicated to helping all students succeed	33%