

Educational Effectiveness Survey™



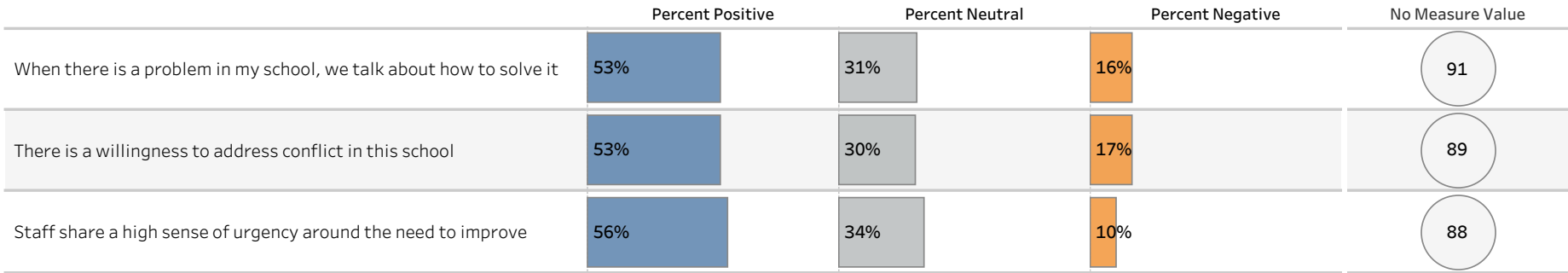
Tool Kit

South Whidbey School District

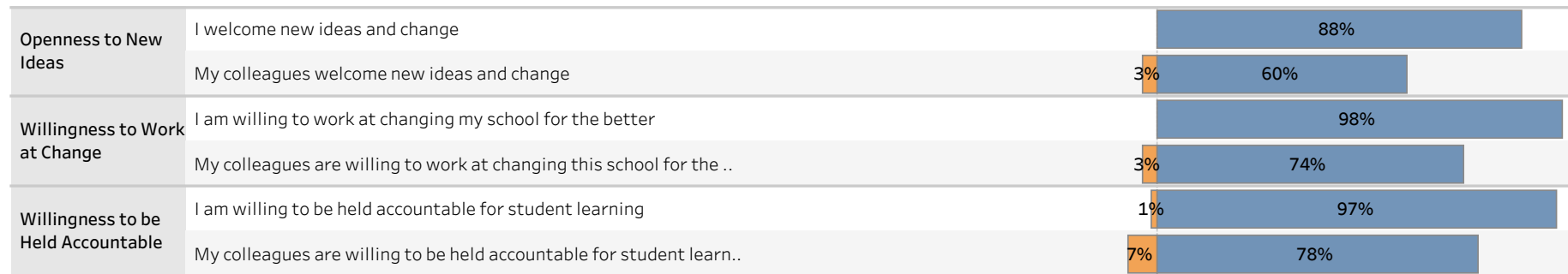
	2024	2025
Staff	n=109	n=92
Student	n=623	n=491
Family	n=295	n=174

How well does your team solve problems and resolve conflict? 2025 School Year

All | South Whidbey School District



Is your staff ready for change?



■ -[Percent Negativ.. ■ Percent Positive

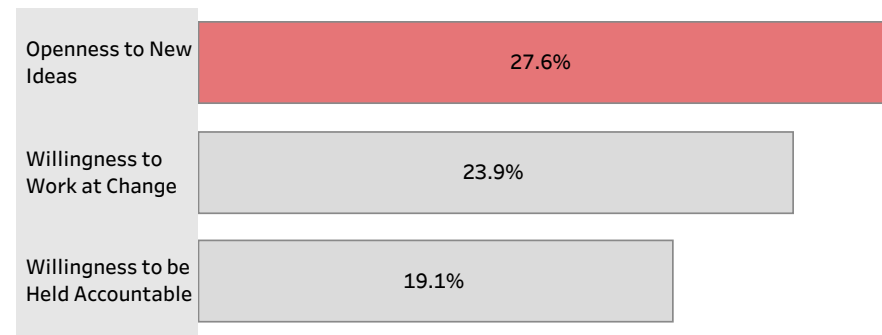
What is an I vs They Gap and why does it matter?

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!

		I vs They Gap	Change in Gap
Openness to New Ideas	2025	27.6%	11%
Willingness to Work at Change	2025	23.9%	4%
Willingness to be Held Accountable	2025	19.1%	7%

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

		2024	2025
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	91%	89%
	FPD — I receive training on instruction to support social emotional learning	56%	73%
	MTL — I incorporate social emotional instruction into my daily instructional delivery	85%	87%
	SLE — Staff at this school value and respect all students	90%	92%
	SLE — Students believe the adults in this school genuinely care about them	95%	91%
	SLE — The development of students’ social emotional learning enhances the learning environment in our classrooms	85%	91%
	SLE — This school has effective equity practices for all	72%	76%
Student	BELONG — I feel good about my cultural or ethnic background	80%	82%
	BELONG — There’s at least one adult in this school I can talk to if I have a problem	72%	74%
	CSF — My teacher(s) believe student learning is important	90%	88%
	EL — If I want to talk with my teacher(s), they are available to me	68%	72%
	IS — Adults in this school help me plan and set goals for my future	46%	45%
	IS — Students are involved in solving problems in this school	58%	59%
	SLE — I enjoy coming to this school	38%	38%
	SLE — I feel safe at this school	61%	67%
	SLE — In this school, there is at least one adult who knows and cares about me	77%	79%
	SLE — This school has effective equity practices for all	61%	68%

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

		2024	2025
Staff	Students believe the adults in this school genuinely care about them	95%	91%
Student	In this school, there is at least one adult who knows and cares about me	77%	79%

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

Staff	Student
86%	67%
<div>↑</div> 8.5%	<div>↓</div> -2.2%

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

		2024	2025
Staff	CIA — Instruction is personalized to meet the needs of each student	66%	62%
	CIA — Regular formative assessments are used to monitor student progress toward standards	84%	88%
	CIA — Students are provided tasks that require higher-level thinking skills	88%	83%
	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	92%	95%
	HSE — I believe that all students can meet state standards	66%	59%
	HSE — In our school we expect all staff to perform responsibilities with a high level of excellence	83%	74%
	HSE — Our staff believes that all students can meet state standards	69%	59%
	MTL — Assessment data are used to identify student needs and appropriate instructional intervention	87%	71%
	MTL — I provide timely feedback to students about their learning	91%	88%
	MTL — Struggling students receive early intervention and remediation to acquire skills	53%	42%
	MTL — We monitor the effectiveness of instructional interventions	78%	73%
Student	CSF — This school is doing a good job of preparing me to succeed in my life	48%	49%
	FO — I have a plan for what I want to do after high school	69%	70%
	FO — I know I will graduate from high school	82%	84%
	HSE — All students have access to rigorous courses and supports	59%	67%
	HSE — My teacher(s) expect all students to succeed, no matter who they are	80%	77%
	HSE — My teacher(s) expect me to do my best	88%	86%
	HSE — My teacher(s) provide lessons and activities that challenge me to learn	65%	69%
	MTL — My teacher(s) help me learn by challenging me with interesting activities in class	48%	51%
	SE — What we do in school will help me succeed in life	52%	56%

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

		2024	2025
Staff	I believe that all students can meet state standards	66%	59%
	Our staff believes that all students can meet state standards	69%	59%
Student	My teacher(s) expect all students to succeed, no matter who they are	80%	77%

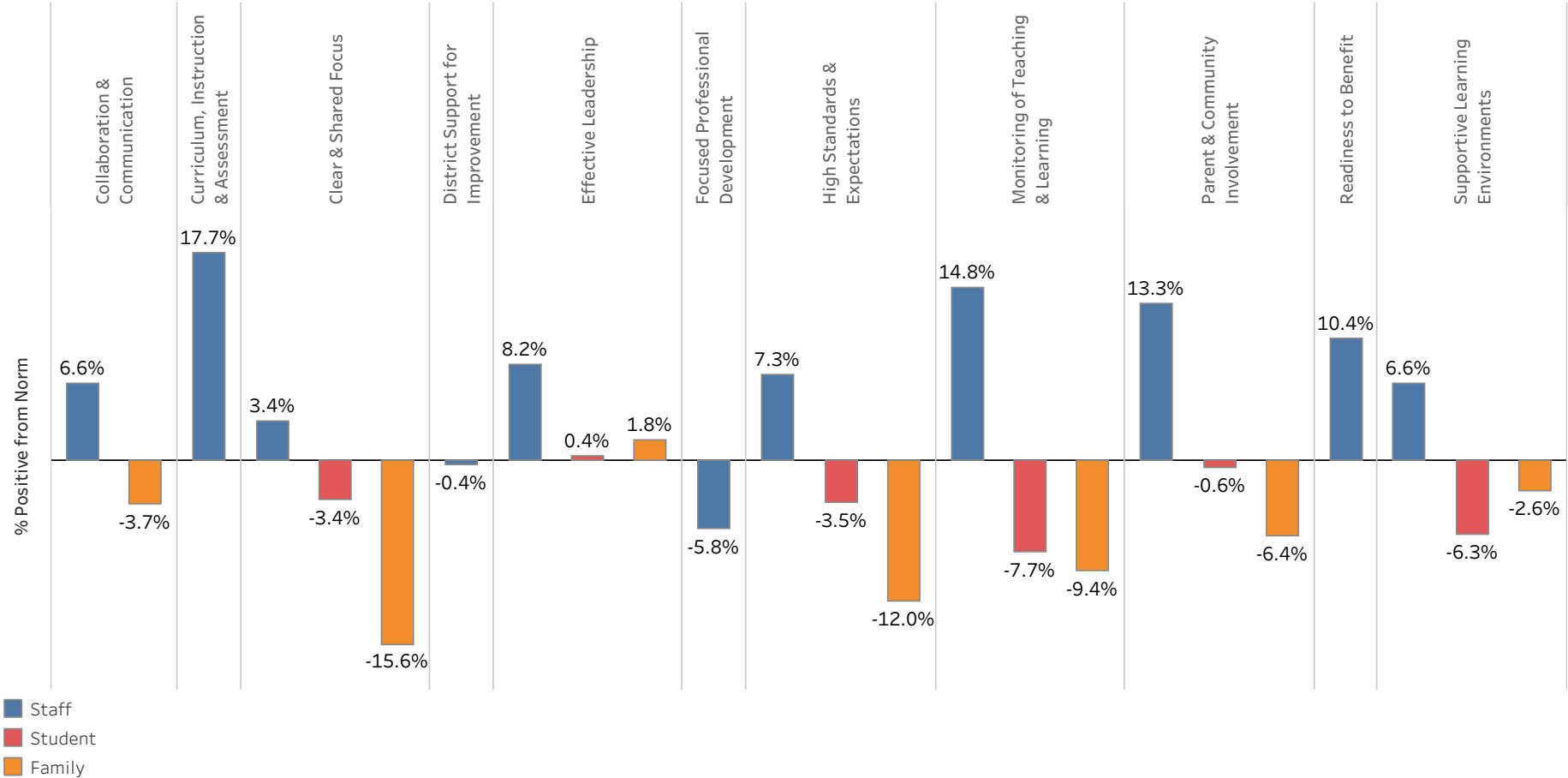
How does your school’s Academic Press compare to other schools?

Staff	Student
72%	68%
↓	↓
-1.7%	-6.5%

Compared to the Academic Press Norm

How do you compare against other EES Schools?

2025 EES Survey Perceptions | All
9 Characteristics of Highly Effective Schools



What are the **Top** and **Bottom** 5 survey items from your 2025 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

Staff Survey	RTB — I am willing to work at changing my school for the better	97.8%
	RTB — I am willing to be held accountable for student learning	96.6%
	EL — My principal is committed to quality education	95.5%
	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	94.8%
	CIA — The curricula we teach are aligned with state learning standards	93.1%
	D — District administrators communicate a clear vision of good instruction and essential curriculum	46.8%
	D — District leadership communicates effectively with my school	45.7%
	MTL — Struggling students receive early intervention and remediation to acquire skills	41.6%
	FPD — We talk about race and bigotry as a staff	32.1%
Student Survey	FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	25.3%
	IS — I am comfortable interacting with people from a different racial or ethnic background	90.9%
	IS — I am respectful of others at this school	89.6%
	CSF — My teacher(s) believe student learning is important	87.9%
	HSE — I understand the expectations of this school	86.5%
	HSE — My teacher(s) expect me to do my best	86.3%
	IS — Adults in this school help me plan and set goals for my future	45.2%
	BELONG — I feel proud of my school	42.1%
	SLE — Most students are respectful of others at this school	39.1%
Family Survey	SLE — Work I do in this school is useful and interesting to me	38.4%
	SLE — I enjoy coming to this school	38.3%
	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	88.7%
	SLE — Adults in this school value and respect my racial/cultural identity	87.9%
	SLE — I believe adults in this school care about my student	86.2%
	EL — The principal of this school is committed to quality education	86.2%
	CSF — I am informed about progress toward the improvement goals of this school	51.7%
	C — This school communicates with me about my student's progress	51.5%
	MTL — Struggling students receive early intervention and additional help at this school	50.9%
	PCI — Parents/families have input into plans for improving this school	50.4%
	PCI — This school tells me how I can help my student with homework	41.2%

Where are we seeing the most change from 2024 to 2025?



The Center for Educational Effectiveness

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?

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

Staff Survey	FPD — I receive training on instruction to support social emotional learning	17.7%
	C — Staff in our school do not manipulate others to achieve their goals	8.8%
	PCI — With important decisions we seek input from parents and the community	6.7%
	RTB — I am willing to be held accountable for student learning	6.3%
	SLE — The development of students' social emotional learning enhances the learning environment in our classrooms	6.0%
	C — When there is a problem in my school, we talk about how to solve it	-15.5%
	MTL — Assessment data are used to identify student needs and appropriate instructional intervention	-16.1%
	D — This district facilitates systems and programs to support school improvement	-16.1%
	FPD — We talk about race and bigotry as a staff	-17.9%
	FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	-19.7%
Student Survey	CT — When my solution to a problem is not working, I try to figure out what went wrong	9.5%
	SM — I can resist doing something when I know I shouldn't do it	8.8%
	MTL — My teacher(s) ask questions of all students, not just some students	8.4%
	HSE — All students have access to rigorous courses and supports	8.1%
	SLE — Student success is celebrated in this school	7.8%
	IS — I work well in a group or team	-2.3%
	CSF — My teacher(s) believe student learning is important	-2.4%
	FO — I am hopeful about my future	-2.4%
	HSE — My teacher(s) expect all students to succeed, no matter who they are	-2.6%
	SLE — Work I do in this school is useful and interesting to me	-4.4%
Family Survey	SLE — This school has a welcoming environment that embraces the diversity of race, ethnicity, religion, gender, sexual orientations, and ..	17.2%
	SLE — My student learns about the cultures of our community at their school	16.6%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	13.0%
	SLE — Teachers in this school provide students with a variety of learning opportunities	12.6%
	SLE — This school provides a caring/supportive environment for my student	12.5%
	C — This school communicates with me about my student's progress	-0.9%
	C — Communications/materials I receive from the school are in a language I can understand	-1.0%
	HSE — Teachers have high expectations for student learning at this school	-1.7%
	HSE — My student is challenged with a rigorous course of study at this school	-3.4%
	C — Parents/families and employees at this school talk respectfully with one another	-3.7%

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.

			2024	2025
Academic Equity	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	Sta	92%	95%
	HSE — Student placement in advanced classes is not influenced by race, gender, disability, or wealth	Stu	83%	81%
	HSE — Student placement in advanced classes is not influenced by race, gender, disability, or wealth	Fam	73%	78%
Behavior Standards	SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	Sta	69%	59%
	SLE — All students are held to the same behavior rules and expectations	Stu	56%	57%
	CSF — This school has equitable behavior rules for all students	Fam	62%	69%
Bullying	SLE — Staff enforce the bullying/harassment policy of this school	Sta	84%	84%
	SLE — The rules against bullying are enforced by all adults in this school	Stu	60%	63%
	SLE — Bullying/harassment is not tolerated in this school	Fam	47%	53%
Celebrating Success	SLE — We have a system for celebrating student success	Sta	71%	65%
	SLE — Student success is celebrated in this school	Stu	51%	58%
	SLE — This school celebrates student success	Fam	69%	77%
Confronting Bias	FPD — We talk about race and bigotry as a staff	Sta	50%	32%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Stu	53%	55%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Fam	56%	69%
High Expectations	HSE — Our staff believes that all students can meet state standards	Sta	69%	59%
	HSE — My teacher(s) expect all students to succeed, no matter who they are	Stu	80%	77%
	HSE — Teachers have high expectations for student learning at this school	Fam	68%	66%
Intervention for Struggling Students	MTL — Struggling students receive early intervention and remediation to acquire skills	Sta	53%	42%
	MTL — My teacher(s) find other ways for me to learn things I find difficult	Stu	48%	52%
	MTL — Struggling students receive early intervention and additional help at this school	Fam	47%	51%
Safety	SLE — Students believe this school is a safe place	Sta	83%	82%
	SLE — I feel safe at this school	Stu	61%	67%
	SLE — My student feels safe at school	Fam	72%	80%
Supported Learning	SLE — Students believe the adults in this school genuinely care about them	Sta	95%	91%
	SLE — In this school, there is at least one adult who knows and cares about me	Stu	77%	79%
	SLE — This school provides a caring/supportive environment for my student	Fam	69%	81%

Change in % Positive Responses

	Staff	Student	Family
Academic Equity	3.0%	-2.0%	4.8%
Behavior Standards	-10.1%	0.9%	7.2%
Bullying	-0.1%	2.9%	6.1%
Celebrating Success	-5.7%	7.8%	8.4%
Confronting Bias	-17.9%	2.2%	13.0%
High Expectations	-9.7%	-2.6%	-1.7%
Intervention for Struggling Students	-11.5%	4.5%	3.6%
Safety	-1.2%	6.2%	7.8%
Supported Learning	-3.9%	2.4%	12.5%

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 2025 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	
FPD — We talk about race and bigotry as a staff	49%
MTL — Struggling students receive early intervention and remediation to acquire skills	47%
D — This district facilitates systems and programs to support school improvement	41%
FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	40%
D — This district facilitates the alignment of curriculum across grades and schools	36%

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	-11.0%
FPD — I receive training on instruction to support social emotional learning	-9.2%
RTB — I am willing to be held accountable for student learning	-7.4%
C — Staff in our school are consistently truthful	-6.8%
SLE — We celebrate progress toward improvement plan goals	-6.7%
CSF — This school has a data-driven improvement plan with measurable goals	10.2%
FPD — We talk about race and bigotry as a staff	10.3%
RTB — My colleagues welcome new ideas and change	11.3%
D — District administrators communicate a clear vision of good instruction and essential curriculum	11.4%
D — This district facilitates systems and programs to support school improvement	13.4%

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 2025 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 All South Whidbey School District	
FPD — We talk about race and bigotry as a staff	49%
MTL — Struggling students receive early intervention and remediation to acquire skills	47%
D — This district facilitates systems and programs to support school improvement	41%
FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	40%
D — This district facilitates the alignment of curriculum across grades and schools	36%
RTB — My colleagues welcome new ideas and change	36%
EL — Staff at all levels are treated fairly here	35%
CSF — Staff share a high sense of urgency around the need to improve	34%
HSE — Our staff believes that all students can meet state standards	33%

What Student survey items from your 2025 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 — Work I do in this school is useful and interesting to me	35%
EL — In class we often work with other students to solve a problem/do a task	35%
MTL — My teacher(s) help me learn by challenging me with interesting activities in class	33%

What Family survey items from your 2025 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	36%
C — This school communicates with me about my student’s progress	36%