Educational Effectiveness Survey™

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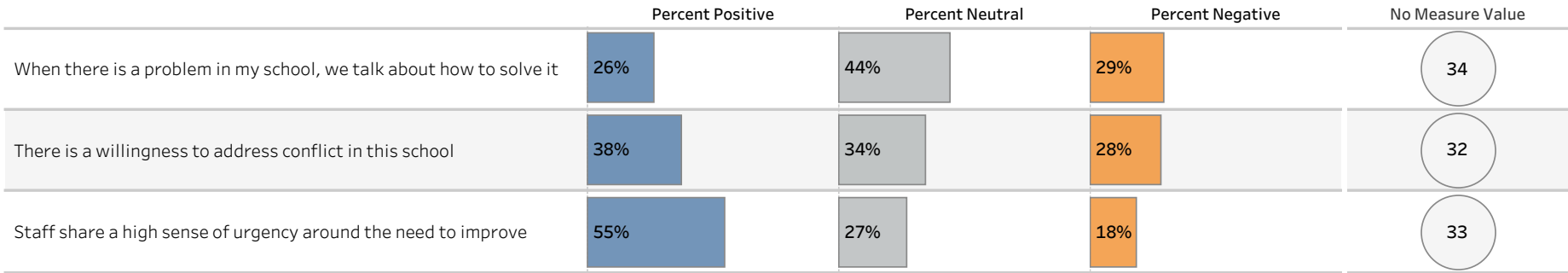The Center for Educational Effectiveness

Tool Kit

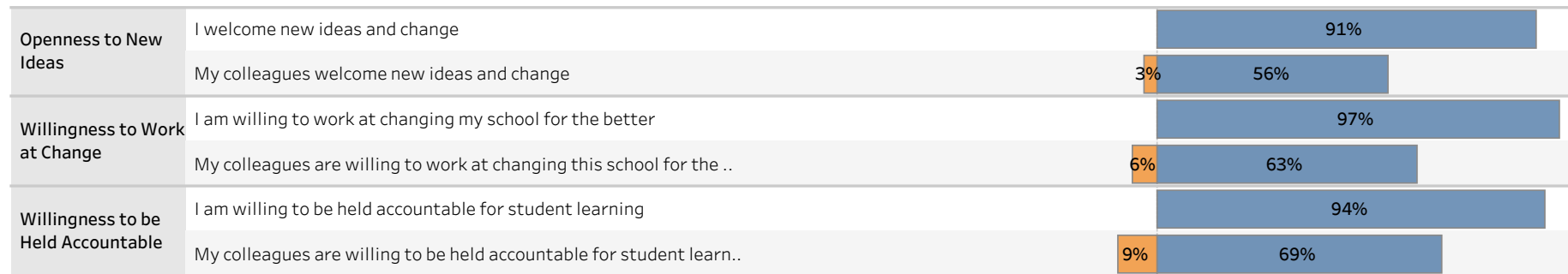### South Whidbey High School

South Whidbey School District

	2024	2025
Staff	n=34	n=35
Student	n=254	n=230
Family	n=73	n=53

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

South Whidbey High School | South Whidbey School District

	Percent Positive	Percent Neutral	Percent Negative	No Measure Value
When there is a problem in my school, we talk about how to solve it	26%	44%	29%	34
There is a willingness to address conflict in this school	38%	34%	28%	32
Staff share a high sense of urgency around the need to improve	55%	27%	18%	33

Is your staff ready for change?

Openness to New Ideas	I welcome new ideas and change	91%
	My colleagues welcome new ideas and change	3% 56%
Willingness to Work at Change	I am willing to work at changing my school for the better	97%
	My colleagues are willing to work at changing this school for the ..	6% 63%
Willingness to be Held Accountable	I am willing to be held accountable for student learning	94%
	My colleagues are willing to be held accountable for student learn..	9% 69%

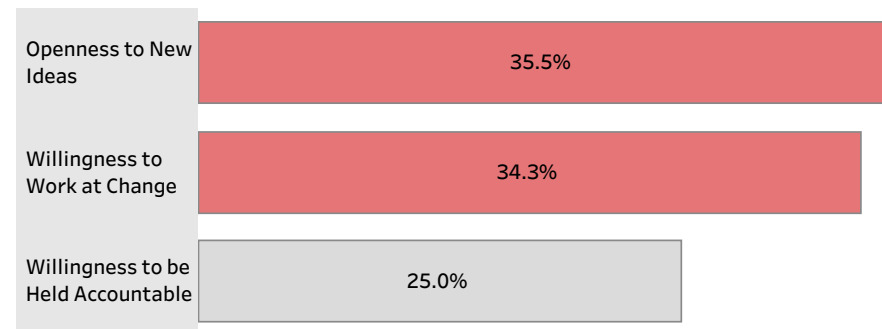■ -[Percent Negativ.. ■ Percent Positive

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

Openness to New Ideas	35.5%
Willingness to Work at Change	34.3%
Willingness to be Held Accountable	25.0%

What a difference a year makes...
Is your staff ready for change?

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Category	Statement	Year	Percent Negative	Percent Positive
Openness to New Ideas	I welcome new ideas and change	2024		88%
		2025		91%
	My colleagues welcome new ideas and change	2024	6%	68%
		2025	3%	56%
Willingness to Work at Change	I am willing to work at changing my school for the better	2024		100%
		2025		97%
	My colleagues are willing to work at changing this school for the better	2024		71%
		2025	6%	63%
Willingness to be Held Accountable	I am willing to be held accountable for student learning	2024		90%
		2025		94%
	My colleagues are willing to be held accountable for student learning	2024	6%	71%
		2025	9%	69%

Legend: ■ -[Percent Negative]   ■ Percent Positive

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	35.5%	15%
Willingness to Work at Change	2025	34.3%	5%
Willingness to be Held Accountable	2025	25.0%	6%

EES Toolkit - RTB Change

Created on: 3/30/2025

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

South Whidbey High School | South Whidbey School District

		2024	2025
Staff	CIA — I understand instructional strategies to support social emotional learning objectives	85%	77%
	CSF — Staff I work with take responsibility for ensuring each student learns in our school	94%	80%
	FPD — I receive training on instruction to support social emotional learning	48%	63%
	MTL — I incorporate social emotional instruction into my daily instructional delivery	73%	85%
	SLE — Staff at this school value and respect all students	94%	91%
	SLE — Students believe the adults in this school genuinely care about them	96%	85%
	SLE — The development of students' social emotional learning enhances the learning environment in our classrooms	88%	90%
	SLE — This school has effective equity practices for all	69%	67%
Student	BELONG — I feel good about my cultural or ethnic background	76%	81%
	BELONG — There's at least one adult in this school I can talk to if I have a problem	75%	76%
	CSF — My teacher(s) believe student learning is important	89%	86%
	EL — If I want to talk with my teacher(s), they are available to me	82%	74%
	IS — Adults in this school help me plan and set goals for my future	55%	48%
	IS — Students are involved in solving problems in this school	57%	50%
	SLE — I enjoy coming to this school	31%	34%
	SLE — I feel safe at this school	63%	70%
	SLE — In this school, there is at least one adult who knows and cares about me	83%	79%
	SLE — This school has effective equity practices for all	64%	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	96%	85%
Student	In this school, there is at least one adult who knows and cares about me	83%	79%

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

Staff	Student
80%	**67%**
↑ 2.5%	↓ -2.7%

Compared to the Social Supports Norm

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

South Whidbey High School | 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	63%	47%
	CIA — Regular formative assessments are used to monitor student progress toward standards	80%	77%
	CIA — Students are provided tasks that require higher-level thinking skills	85%	79%
	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	92%	90%
	HSE — I believe that all students can meet state standards	74%	65%
	HSE — In our school we expect all staff to perform responsibilities with a high level of excellence	83%	68%
	HSE — Our staff believes that all students can meet state standards	77%	52%
	MTL — Assessment data are used to identify student needs and appropriate instructional intervention	81%	63%
	MTL — I provide timely feedback to students about their learning	96%	89%
	MTL — Struggling students receive early intervention and remediation to acquire skills	46%	36%
	MTL — We monitor the effectiveness of instructional interventions	84%	67%
Student	CSF — This school is doing a good job of preparing me to succeed in my life	37%	42%
	FO — I have a plan for what I want to do after high school	77%	75%
	FO — I know I will graduate from high school	90%	88%
	HSE — All students have access to rigorous courses and supports	58%	64%
	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%	83%
	HSE — My teacher(s) provide lessons and activities that challenge me to learn	71%	65%
	MTL — My teacher(s) help me learn by challenging me with interesting activities in class	50%	48%
	SE — What we do in school will help me succeed in life	48%	55%

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

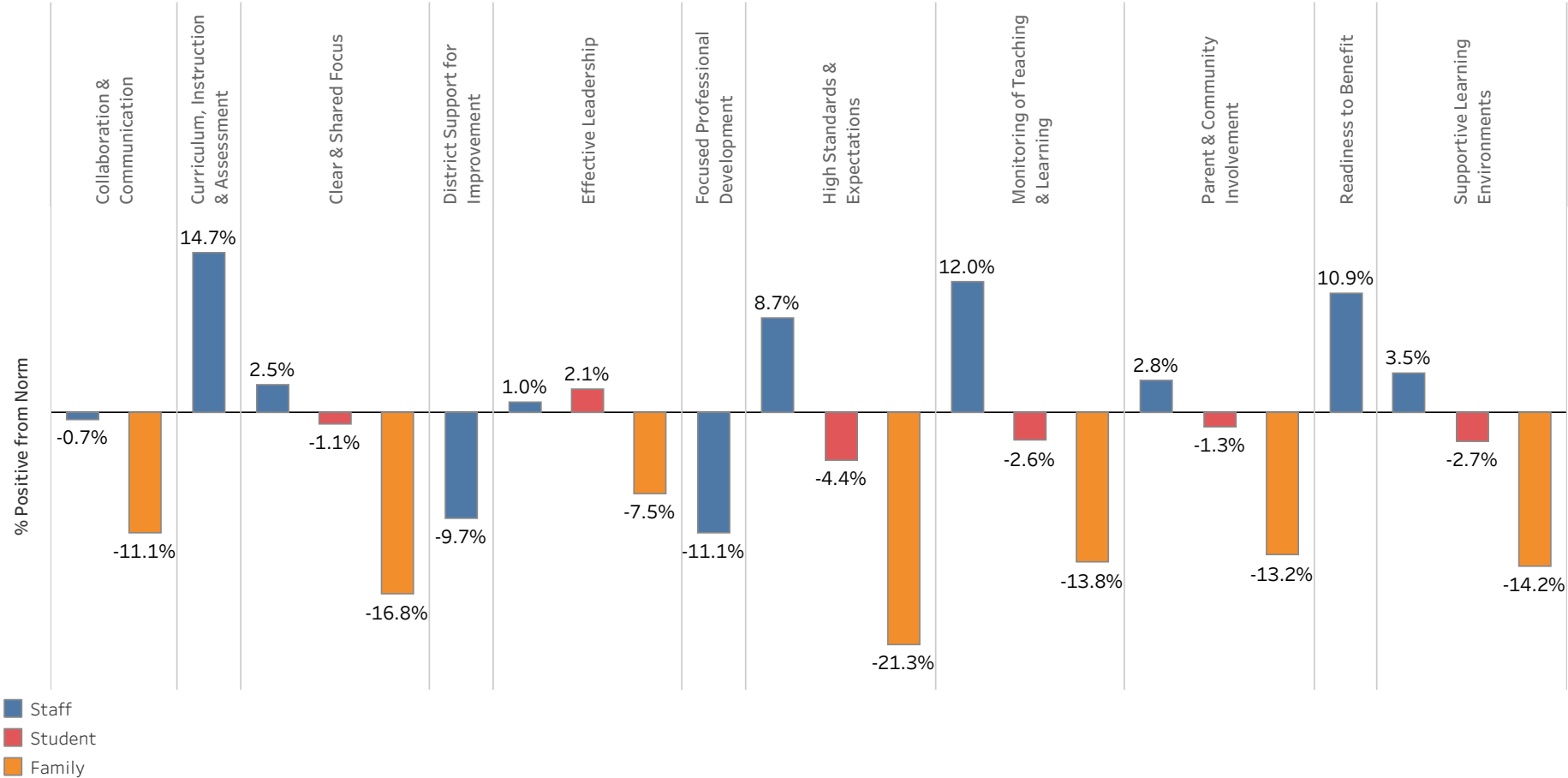|		2024	2025
Staff	I believe that all students can meet state standards	74%	65%
	Our staff believes that all students can meet state standards	77%	52%
Student	My teacher(s) expect all students to succeed, no matter who they are	80%	77%

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

Staff	Student
66%	**67%**
⬇	⬇
-7.6%	-8.0%

Compared to the Academic Press Norm

Created on: 3/30/2025

How do you compare against other EES Schools?

% Positive from Norm

Collaboration & Communication: -0.7% (Staff), -11.1% (Family)
Curriculum, Instruction & Assessment: 14.7% (Staff)
Clear & Shared Focus: 2.5% (Staff), -1.1% (Student), -16.8% (Family)
District Support for Improvement: -9.7% (Staff)
Effective Leadership: 1.0% (Staff), 2.1% (Student), -7.5% (Family)
Focused Professional Development: -11.1% (Staff)
High Standards & Expectations: 8.7% (Staff), -4.4% (Student), -21.3% (Family)
Monitoring of Teaching & Learning: 12.0% (Staff), -2.6% (Student), -13.8% (Family)
Parent & Community Involvement: 2.8% (Staff), -1.3% (Student), -13.2% (Family)
Readiness to Benefit: 10.9% (Staff)
Supportive Learning Environments: 3.5% (Staff), -2.7% (Student), -14.2% (Family)

■ Staff
■ Student
■ Family

Created on: 3/30/2025

What are the Top and Bottom 5 survey items from your 2025 School Year?

By % Positive Responses   South Whidbey High School | South Whidbey School District

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.

Staff Survey

Item	%
RTB — I am willing to work at changing my school for the better	97.1%
EL — My principal is committed to quality education	93.8%
RTB — I am willing to be held accountable for student learning	93.8%
RTB — I welcome new ideas and change	91.4%
SLE — Staff at this school value and respect all students	91.4%
FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that fo..	29.2%
MTL — Feedback from classroom observations leads to meaningful change in instructional practice	28.6%
C — When there is a problem in my school, we talk about how to solve it	26.5%
D — This district facilitates the alignment of curriculum across grades and schools	25.0%
FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	20.7%

Student Survey

Item	%
IS — I am comfortable interacting with people from a different racial or ethnic background	91.7%
IS — I am respectful of others at this school	90.1%
FO — I know I will graduate from high school	87.9%
CSF — My teacher(s) believe student learning is important	86.1%
HSE — I understand the expectations of this school	85.4%
CSF — This school is doing a good job of preparing me to succeed in my life	42.2%
SLE — Most students are respectful of others at this school	40.3%
SLE — Work I do in this school is useful and interesting to me	36.4%
SLE — I enjoy coming to this school	34.3%
BELONG — I feel proud of my school	31.0%

Family Survey

Item	%
C — Communications/materials I receive from the school are in a language I can understand	93.5%
SLE — School employees are respectful and courteous of one another	77.1%
SLE — Adults in this school value and respect my racial/cultural identity	74.3%
PCI — I feel welcome at this school	68.9%
SLE — I believe adults in this school care about my student	67.9%
C — I am encouraged to collaborate with my student's teachers about my student's learning	35.4%
C — This school communicates with me about my student's progress	33.3%
PCI — Parents/families have input into plans for improving this school	32.6%
SLE — Bullying/harassment is not tolerated in this school	29.5%
PCI — This school tells me how I can help my student with homework	20.5%

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

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

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.

Staff Survey		
FPD — I receive training on instruction to support social emotional learning	15.2%
MTL — I incorporate social emotional instruction into my daily instructional delivery	12.1%
RTB — I welcome new ideas and change	3.5%
EL — My principal is committed to quality education	3.4%
RTB — I am willing to be held accountable for student learning	3.4%
C — My professional learning community work results in improved student learning	-27.9%
MTL — Feedback from classroom observations leads to meaningful change in instructional practice	-28.0%
FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	-29.3%
MTL — We reflect upon instructional practice to inform our conversations about improvement	-30.7%
D — This district facilitates systems and programs to support school improvement	-35.4%

Student Survey	
HSE — I understand the expectations of this school	7.6%
SLE — I feel safe at this school	7.4%
PCI — My parents/family feel welcome to visit this school	7.2%
SLE — The rules against bullying are enforced by all adults in this school	6.7%
SE — What we do in school will help me succeed in life	6.2%
EL — If I want to talk with my teacher(s), they are available to me	-7.3%
IS — Adults in this school help me plan and set goals for my future	-7.9%
CT — I am good at figuring out the best solution to problems I'm facing	-7.9%
SLE — Work I do in this school is useful and interesting to me	-8.1%
SE — It's important to me that I improve my skills this year	-9.5%

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

Family Survey	
SLE — My student learns about the cultures of our community at their school	22.1%
SLE — This school has a welcoming environment that embraces the diversity of race, ethnicity, religion, gender, sexual orientations, and ..	21.7%
SLE — Adults in this school value and respect my racial/cultural identity	18.7%
SLE — Teachers in this school provide students with a variety of learning opportunities	18.1%
EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	17.0%
EL — I am comfortable expressing my ideas or concerns to the administrator(s) of this school	-3.9%
SLE — Bullying/harassment is not tolerated in this school	-4.3%
C — This school communicates with me about my student's progress	-5.6%
MTL — Teachers accommodate my student's individual needs by adjusting instruction	-6.3%
C — Parents/families and employees at this school talk respectfully with one another	-10.6%

Created on: 3/30/2025

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

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.

Category	Item		2024	2025
Academic Equity	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	Sta	92%	90%
	HSE — Student placement in advanced classes is not influenced by race, gender, disability, or wealth	Stu	82%	77%
	HSE — Student placement in advanced classes is not influenced by race, gender, disability, or wealth	Fam	67%	66%
Behavior Standards	SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	Sta	64%	39%
	SLE — All students are held to the same behavior rules and expectations	Stu	57%	54%
	CSF — This school has equitable behavior rules for all students	Fam	47%	50%
Bullying	SLE — Staff enforce the bullying/harassment policy of this school	Sta	83%	77%
	SLE — The rules against bullying are enforced by all adults in this school	Stu	51%	58%
	SLE — Bullying/harassment is not tolerated in this school	Fam	34%	30%
Celebrating Success	SLE — We have a system for celebrating student success	Sta	33%	31%
	SLE — Student success is celebrated in this school	Stu	51%	55%
	SLE — This school celebrates student success	Fam	43%	60%
Confronting Bias	FPD — We talk about race and bigotry as a staff	Sta	43%	31%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Stu	63%	60%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Fam	45%	63%
High Expectations	HSE — Our staff believes that all students can meet state standards	Sta	77%	52%
	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	54%	58%
Intervention for Struggling Students	MTL — Struggling students receive early intervention and remediation to acquire skills	Sta	46%	36%
	MTL — My teacher(s) find other ways for me to learn things I find difficult	Stu	49%	49%
	MTL — Struggling students receive early intervention and additional help at this school	Fam	26%	38%
Safety	SLE — Students believe this school is a safe place	Sta	86%	72%
	SLE — I feel safe at this school	Stu	63%	70%
	SLE — My student feels safe at school	Fam	55%	63%
Supported Learning	SLE — Students believe the adults in this school genuinely care about them	Sta	96%	85%
	SLE — In this school, there is at least one adult who knows and cares about me	Stu	83%	79%
	SLE — This school provides a caring/supportive environment for my student	Fam	51%	63%

Change in % Positive Responses

	Staff	Student	Family
Academic Equity	-2.7%	-4.6%	-1.0%
Behavior Standards	-25.0%	-2.7%	2.6%
Bullying	-6.1%	6.7%	-4.3%
Celebrating Success	-2.1%	4.7%	16.9%
Confronting Bias	-12.1%	-2.9%	17.0%
High Expectations	-25.1%	-2.8%	3.6%
Intervention for Struggling Students	-10.1%	-0.3%	12.5%
Safety	-13.8%	7.4%	7.3%
Supported Learning	-11.6%	-3.4%	11.8%

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?

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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

D — This district facilitates systems and programs to support school improvement	53%
MTL — We reflect upon instructional practice to inform our conversations about improvement	52%
MTL — Struggling students receive early intervention and remediation to acquire skills	50%
FPD — We talk about race and bigotry as a staff	47%
D — This district facilitates the alignment of curriculum across grades and schools	46%

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

FPD — I receive training on instruction to support social emotional learning	-25.2%
PCI — With important decisions we seek input from parents and the community	-23.1%
D — District leadership communicates effectively with my school	-16.7%
FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction	-10.7%
MTL — I incorporate social emotional instruction into my daily instructional delivery	-8.3%
MTL — We reflect upon instructional practice to inform our conversations about improvement	19.9%
EL — Staff at all levels are treated fairly here	20.4%
EL — Support from my principal/supervisor leads to progress on instructional improvement (or professional growth)	20.7%
MTL — Feedback from classroom observations leads to meaningful change in instructional practice	21.9%
D — This district facilitates systems and programs to support school improvement	23.5%

From our previous survey, how did our responses shift from the neutral or "Sometimes True" responses?

To the left are the survey items with the largest decrease and increase in neutral responses from the previous survey administration. The percent of staff who moved from neutral to positive are **blue**, and the percent who moved from neutral to negative are **orange**.

What influences these changes in perceptions? What can we do to shift more staff to "Almost Always True" and "Often True" responses?

What Staff survey items from your 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 South Whidbey High School | South Whidbey School District

Item	%
D — This district facilitates systems and programs to support school improvement	53%
MTL — We reflect upon instructional practice to inform our conversations about improvement	52%
MTL — Struggling students receive early intervention and remediation to acquire skills	50%
FPD — We talk about race and bigotry as a staff	47%
D — This district facilitates the alignment of curriculum across grades and schools	46%
C — When there is a problem in my school, we talk about how to solve it	44%
EL — Staff at all levels are treated fairly here	44%
CIA — Instruction is personalized to meet the needs of each student	43%
FPD — Our teachers engage in professional development activities to learn and apply new skills and strategies	43%
SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	43%
D — There is a consistent vision of school improvement throughout this district	42%
RTB — My colleagues welcome new ideas and change	41%
EL — Support from my principal/supervisor leads to progress on instructional improvement (or professional growth)	41%
MTL — Feedback from classroom observations leads to meaningful change in instructional practice	39%
SLE — We have a system for celebrating student success	38%
D — Collaboration between district and schools is based upon trust and respect	37%
FPD — We are provided training to meet the needs of a diverse student population in our school	36%
CSF — This school has a data-driven improvement plan with measurable goals	36%
SLE — We celebrate progress toward improvement plan goals	35%
C — There is a willingness to address conflict in this school	34%
D — District administrators communicate a clear vision of good instruction and essential curriculum	33%
D — District administrators demonstrate commitment to improved student learning	33%
EL — Our school community engages in difficult conversations about race, gender, oppression and discrimination	33%
FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving inst...	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   South Whidbey High School | South Whidbey School District

MTL — My teacher(s) help me learn by challenging me with interesting activities in class	39%
EL — In class we often work with other students to solve a problem/do a task	37%
SLE — Work I do in this school is useful and interesting to me	36%
CSF — This school is doing a good job of preparing me to succeed in my life	35%
MTL — My teacher(s) tell me the purpose for each lesson or activity	34%
IS — Adults in this school help me plan and set goals for my future	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   South Whidbey High School | South Whidbey School District

Item	%
CSF — My student understands the purpose of each lesson	47%
MTL — Teachers accommodate my student's individual needs by adjusting instruction	42%
SLE — In this school, time is spent doing work that students find useful and interesting	42%
C — This school communicates with me about my student's progress	41%
C — Parents/families and employees at this school talk respectfully with one another	38%
C — I am encouraged to collaborate with my student's teachers about my student's learning	38%
PCI — This school tells me how I can help my student with homework	36%
MTL — Struggling students receive early intervention and additional help at this school	36%
HSE — This school is doing a good job of preparing my student for a successful future	35%
SLE — Bullying/harassment is not tolerated in this school	34%
SLE — My student enjoys going to school	33%