

Educational Effectiveness Survey™



Tool Kit

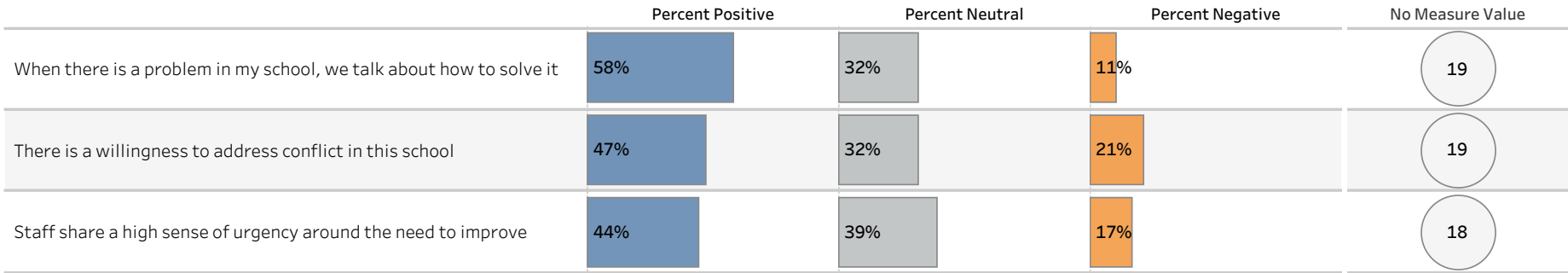
South Whidbey Middle School

South Whidbey School District

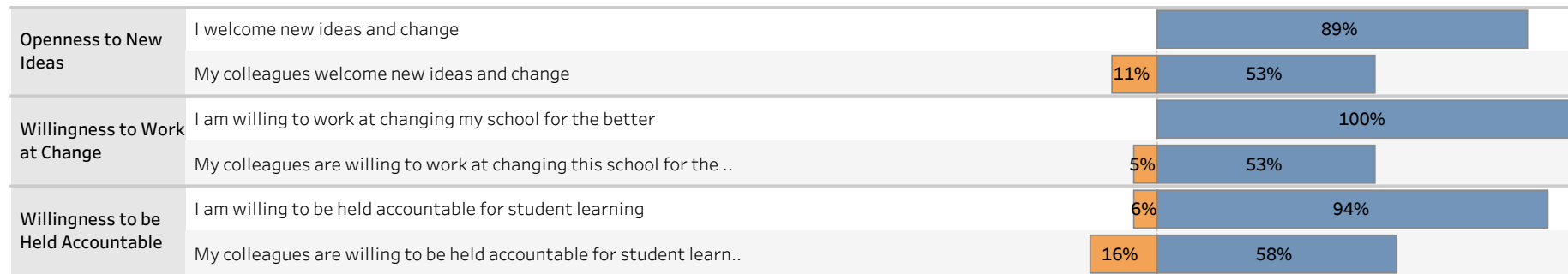
	2024	2025
Staff	n=26	n=19
Student	n=212	n=187
Family	n=66	n=24

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

South Whidbey Middle School | South Whidbey School District



Is your staff ready for change?



■ -[Percent Negativ.. ■ Percent Positive

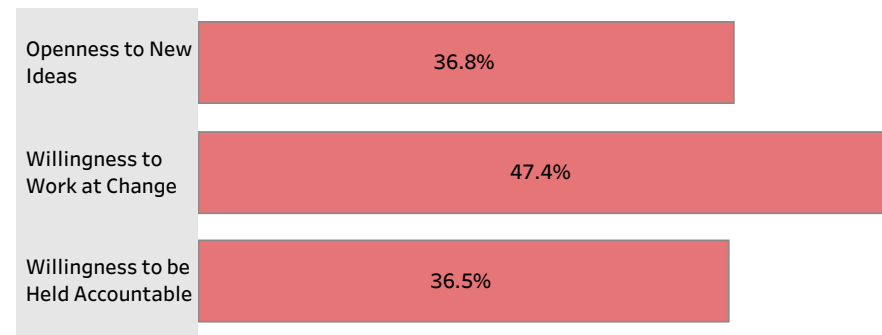
What is an I vs They Gap and why does it matter?

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	36.8%	4%
Willingness to Work at Change	2025	47.4%	17%
Willingness to be Held Accountable	2025	36.5%	10%

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 Middle School South Whidbey School District		2024	2025
Staff	CIA — I understand instructional strategies to support social emotional learning objectives	86%	93%
	CSF — Staff I work with take responsibility for ensuring each student learns in our school	92%	89%
	FPD — I receive training on instruction to support social emotional learning	57%	60%
	MTL — I incorporate social emotional instruction into my daily instructional delivery	75%	79%
	SLE — Staff at this school value and respect all students	92%	89%
	SLE — Students believe the adults in this school genuinely care about them	96%	94%
	SLE — The development of students’ social emotional learning enhances the learning environment in our classrooms	81%	93%
	SLE — This school has effective equity practices for all	73%	78%
Student	BELONG — I feel good about my cultural or ethnic background	84%	82%
	BELONG — There’s at least one adult in this school I can talk to if I have a problem	75%	67%
	CSF — My teacher(s) believe student learning is important	91%	87%
	EL — If I want to talk with my teacher(s), they are available to me	73%	66%
	IS — Adults in this school help me plan and set goals for my future	48%	38%
	IS — Students are involved in solving problems in this school	68%	62%
	SLE — I enjoy coming to this school	45%	37%
	SLE — I feel safe at this school	66%	58%
	SLE — In this school, there is at least one adult who knows and cares about me	75%	76%
	SLE — This school has effective equity practices for all	73%	66%

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%	94%
Student	In this school, there is at least one adult who knows and cares about me	75%	76%

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

Staff	Student
85%	64%
<div>↑</div> 7.7%	<div>↓</div> -5.7%

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

		2024	2025
Staff	CIA — Instruction is personalized to meet the needs of each student	71%	67%
	CIA — Regular formative assessments are used to monitor student progress toward standards	81%	100%
	CIA — Students are provided tasks that require higher-level thinking skills	95%	87%
	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	95%	94%
	HSE — I believe that all students can meet state standards	80%	67%
	HSE — In our school we expect all staff to perform responsibilities with a high level of excellence	60%	63%
	HSE — Our staff believes that all students can meet state standards	80%	64%
	MTL — Assessment data are used to identify student needs and appropriate instructional intervention	95%	80%
	MTL — I provide timely feedback to students about their learning	100%	93%
	MTL — Struggling students receive early intervention and remediation to acquire skills	58%	33%
	MTL — We monitor the effectiveness of instructional interventions	71%	69%
Student	CSF — This school is doing a good job of preparing me to succeed in my life	59%	48%
	FO — I have a plan for what I want to do after high school	66%	65%
	FO — I know I will graduate from high school	83%	81%
	HSE — All students have access to rigorous courses and supports	73%	70%
	HSE — My teacher(s) expect all students to succeed, no matter who they are	75%	72%
	HSE — My teacher(s) expect me to do my best	89%	87%
	HSE — My teacher(s) provide lessons and activities that challenge me to learn	71%	69%
	MTL — My teacher(s) help me learn by challenging me with interesting activities in class	56%	48%
	SE — What we do in school will help me succeed in life	54%	52%

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

		2024	2025
Staff	I believe that all students can meet state standards	80%	67%
	Our staff believes that all students can meet state standards	80%	64%
Student	My teacher(s) expect all students to succeed, no matter who they are	75%	72%

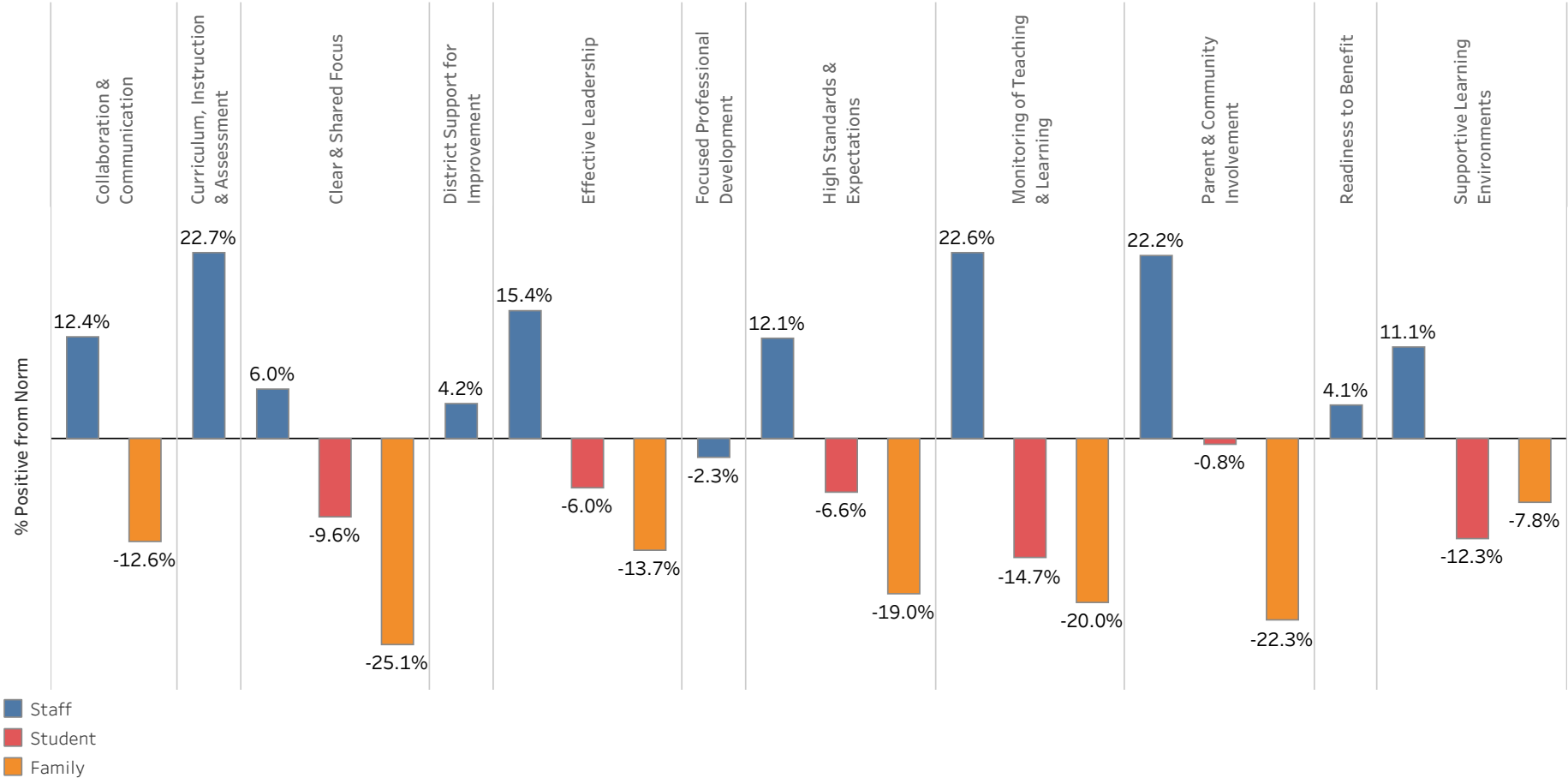
How does your school’s Academic Press compare to other schools?

Staff	Student
74%	66%
	
0.3%	-8.4%

Compared to the Academic Press Norm

How do you compare against other EES Schools?

2025 EES Survey Perceptions | South Whidbey Middle School
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 South Whidbey Middle School | South Whidbey School District

Staff Survey	CIA — Regular formative assessments are used to monitor student progress toward standards	100.0%
	CIA — The curricula we teach are aligned with state learning standards	100.0%
	EL — My principal/administrator cares about me as a person	100.0%
	EL — Support from my principal/supervisor leads to progress on instructional improvement (or professional gro..	100.0%
	RTB — I am willing to work at changing my school for the better	100.0%
	D — District administrators communicate a clear vision of good instruction and essential curriculum	42.9%
	D — District leadership communicates effectively with my school	40.0%
	MTL — Struggling students receive early intervention and remediation to acquire skills	33.3%
	FPD — We talk about race and bigotry as a staff	27.8%
	FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	20.0%
Student Survey	IS — I am comfortable interacting with people from a different racial or ethnic background	92.1%
	HSE — My teacher(s) expect me to do my best	87.4%
	HSE — I understand the expectations of this school	87.0%
	IS — I am respectful of others at this school	86.9%
	CSF — My teacher(s) believe student learning is important	86.7%
	MTL — My teacher(s) tell me the purpose for each lesson or activity	44.8%
	IS — Adults in this school help me plan and set goals for my future	38.2%
	SLE — I enjoy coming to this school	37.0%
	SLE — Work I do in this school is useful and interesting to me	34.3%
	SLE — Most students are respectful of others at this school	33.9%
Family Survey	C — Communications/materials I receive from the school are in a language I can understand	94.7%
	EL — The principal of this school is committed to quality education	85.7%
	SLE — School employees are respectful and courteous of one another	84.6%
	HSE — Teachers in this school are dedicated to helping all students succeed	84.2%
	SLE — I believe adults in this school care about my student	83.3%
	C — I am encouraged to collaborate with my student's teachers about my student's learning	41.2%
	CSF — I am informed about progress toward the improvement goals of this school	35.3%
	PCI — Parents/families participate in important decisions about their student's education	31.3%
	PCI — Parents/families have input into plans for improving this school	30.8%
	PCI — This school tells me how I can help my student with homework	13.3%

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 South Whidbey Middle School | South Whidbey School District

Staff Survey	MTL — We reflect upon instructional practice to inform our conversations about improvement	32.9%
	FPD — We are provided training to meet the needs of a diverse student population in our school	26.4%
	EL — Staff at all levels are treated fairly here	22.2%
	D — This district facilitates the alignment of curriculum across grades and schools	21.7%
	FPD — Our teachers engage in professional development activities to learn and apply new skills and strategies	21.6%
	C — There is a willingness to address conflict in this school	-20.6%
	EL — The school leadership team is comfortable presenting new ideas to the staff	-21.9%
	FPD — We talk about race and bigotry as a staff	-22.2%
	C — When there is a problem in my school, we talk about how to solve it	-22.9%
	MTL — Struggling students receive early intervention and remediation to acquire skills	-24.6%
Student Survey	SM — I can resist doing something when I know I shouldn't do it	6.3%
	SM — I pay attention to how I feel	4.6%
	CT — When my solution to a problem is not working, I try to figure out what went wrong	1.9%
	STAMINA — I finish whatever I begin	1.4%
	SLE — In this school, there is at least one adult who knows and cares about me	1.3%
	CT — I solve problems by first breaking them into smaller steps	-8.9%
	IS — Adults in this school help me plan and set goals for my future	-9.6%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	-9.6%
	SLE — Work I do in this school is useful and interesting to me	-9.8%
	CSF — This school is doing a good job of preparing me to succeed in my life	-11.2%
Family Survey	SLE — My student enjoys going to school	29.1%
	SLE — I believe adults in this school care about my student	25.8%
	HSE — Teachers in this school are dedicated to helping all students succeed	25.6%
	SLE — This school provides a caring/supportive environment for my student	25.3%
	SLE — My student feels safe at school	23.3%
	MTL — Additional help is available to my student if they need it	-13.6%
	EL — I am comfortable expressing my ideas or concerns to the administrator(s) of this school	-13.7%
	HSE — Teachers have high expectations for student learning at this school	-15.0%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	-15.3%
	PCI — Parents/families participate in important decisions about their student's education	-18.8%

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



The Center for Educational Effectiveness

South Whidbey Middle 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.

			2024	2025
Academic Equity	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	Sta	95%	94%
	HSE — Student placement in advanced classes is not influenced by race, gender, disability, or wealth	Stu	86%	83%
	HSE — Student placement in advanced classes is not influenced by race, gender, disability, or wealth	Fam	80%	82%
Behavior Standards	SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	Sta	65%	58%
	SLE — All students are held to the same behavior rules and expectations	Stu	61%	54%
	CSF — This school has equitable behavior rules for all students	Fam	58%	59%
Bullying	SLE — Staff enforce the bullying/harassment policy of this school	Sta	88%	89%
	SLE — The rules against bullying are enforced by all adults in this school	Stu	68%	60%
	SLE — Bullying/harassment is not tolerated in this school	Fam	42%	56%
Celebrating Success	SLE — We have a system for celebrating student success	Sta	70%	84%
	SLE — Student success is celebrated in this school	Stu	58%	54%
	SLE — This school celebrates student success	Fam	63%	69%
Confronting Bias	FPD — We talk about race and bigotry as a staff	Sta	50%	28%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Stu	61%	52%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Fam	65%	50%
High Expectations	HSE — Our staff believes that all students can meet state standards	Sta	80%	64%
	HSE — My teacher(s) expect all students to succeed, no matter who they are	Stu	75%	72%
	HSE — Teachers have high expectations for student learning at this school	Fam	73%	58%
Intervention for Struggling Students	MTL — Struggling students receive early intervention and remediation to acquire skills	Sta	58%	33%
	MTL — My teacher(s) find other ways for me to learn things I find difficult	Stu	54%	48%
	MTL — Struggling students receive early intervention and additional help at this school	Fam	40%	50%
Safety	SLE — Students believe this school is a safe place	Sta	83%	79%
	SLE — I feel safe at this school	Stu	66%	58%
	SLE — My student feels safe at school	Fam	59%	82%
Supported Learning	SLE — Students believe the adults in this school genuinely care about them	Sta	96%	94%
	SLE — In this school, there is at least one adult who knows and cares about me	Stu	75%	76%
	SLE — This school provides a caring/supportive environment for my student	Fam	52%	78%

Change in % Positive Responses

	Staff	Student	Family
Academic Equity	-0.6%	-2.6%	1.8%
Behavior Standards	-7.3%	-7.2%	0.3%
Bullying	1.4%	-8.0%	13.2%
Celebrating Success	14.6%	-3.8%	5.3%
Confronting Bias	-22.2%	-9.6%	-15.3%
High Expectations	-15.7%	-3.6%	-15.0%
Intervention for Struggling Students	-24.6%	-6.5%	10.4%
Safety	-3.7%	-8.5%	23.3%
Supported Learning	-1.4%	1.3%	25.3%

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?

South Whidbey Middle School South Whidbey School District	
MTL — Struggling students receive early intervention and remediation to acquire skills	60%
FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	53%
D — This district facilitates systems and programs to support school improvement	47%
D — District leadership communicates effectively with my school	47%
RTB — My colleagues are willing to work at changing this school for the better	42%

Negative values are a good thing, indicating staff moved out of "Sometimes True" responses.	
SLE — We celebrate progress toward improvement plan goals	-29.8%
EL — Staff are held accountable for the new behaviors and practices needed to achieve our school improvement plan goals	-23.4%
MTL — We reflect upon instructional practice to inform our conversations about improvement	-22.9%
HSE — Students understand the expectations of this school	-22.2%
C — My professional learning community work results in improved student learning	-17.3%
HSE — I believe that all students can meet state standards	18.3%
C — When there is a problem in my school, we talk about how to solve it	20.0%
D — District leadership communicates effectively with my school	21.7%
MTL — Struggling students receive early intervention and remediation to acquire skills	23.2%
FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	27.0%

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 Middle School | South Whidbey School District

MTL — Struggling students receive early intervention and remediation to acquire skills	60%
FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	53%
D — This district facilitates systems and programs to support school improvement	47%
D — District leadership communicates effectively with my school	47%
RTB — My colleagues are willing to work at changing this school for the better	42%
FPD — I receive training on instruction to support social emotional learning	40%
CSF — Staff share a high sense of urgency around the need to improve	39%
FPD — We talk about race and bigotry as a staff	39%
EL — Our school community engages in difficult conversations about race, gender, oppression and discrimination	38%
RTB — My colleagues welcome new ideas and change	37%
CIA — Our district has a social emotional framework (standards)	36%
D — District administrators communicate a clear vision of good instruction and essential curriculum	36%
HSE — Our staff believes that all students can meet state standards	36%
CIA — Instruction is personalized to meet the needs of each student	33%
HSE — I believe 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

South Whidbey Middle School | South Whidbey School District

EL — In class we often work with other students to solve a problem/do a task	40%
SLE — Work I do in this school is useful and interesting to me	35%
IS — Adults in this school help me plan and set goals for my future	35%
MTL — My teacher(s) tell me the purpose for each lesson or activity	34%

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 Middle School South Whidbey School District	
SLE — My student learns about the cultures of our community at their school	46%
C — This school communicates with me about my student’s progress	46%
PCI — Parents/families participate in important decisions about their student’s education	44%
CSF — This school has equitable behavior rules for all students	41%
MTL — I am given opportunities to discuss my student’s progress at school	41%
CSF — My student understands the purpose of each lesson	38%
HSE — My student is challenged with a rigorous course of study at this school	38%
MTL — My student is encouraged to track progress toward their goals	38%
HSE — Teachers have high expectations for student learning at this school	37%
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	33%
SLE — In this school, time is spent doing work that students find useful and interesting	33%