# Educational Effectiveness Survey™

The Center for Educational Effectiveness

## Tool Kit

## South Whidbey Elementary

South Whidbey School District

| | 2024 | 2025 |
|---|---|---|
| Staff | n=49 | n=38 |
| Student | n=157 | n=58 |
| Family | n=156 | n=84 |

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

The Center for Educational Effectiveness

South Whidbey Elementary | 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 | 74% | 18% | 8% | 38 |
| There is a willingness to address conflict in this school | 68% | 26% | 5% | 38 |
| Staff share a high sense of urgency around the need to improve | 62% | 38% | | 37 |

## Is your staff ready for change?

| | | |
|---|---|---|
| Openness to New Ideas | I welcome new ideas and change | 84% |
| | My colleagues welcome new ideas and change | 68% |
| 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 .. | 95% |
| Willingness to be Held Accountable | I am willing to be held accountable for student learning | 100% |
| | My colleagues are willing to be held accountable for student learn.. | 95% |

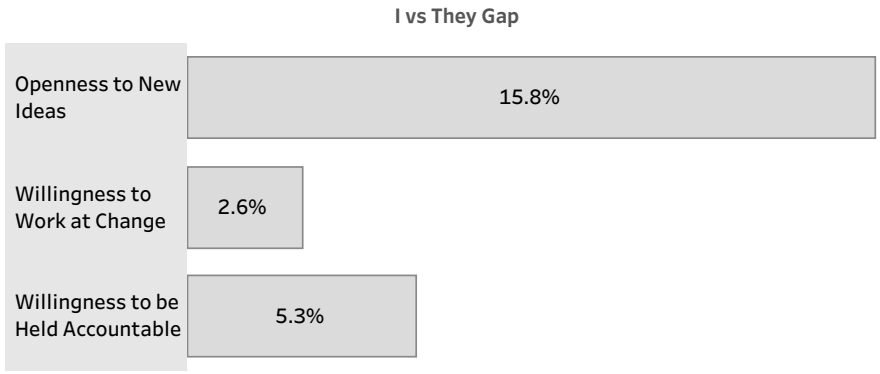
-[Percent Negativ.. Percent Positive

## 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**.




**EES Toolkit - RTB Current Administration**

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

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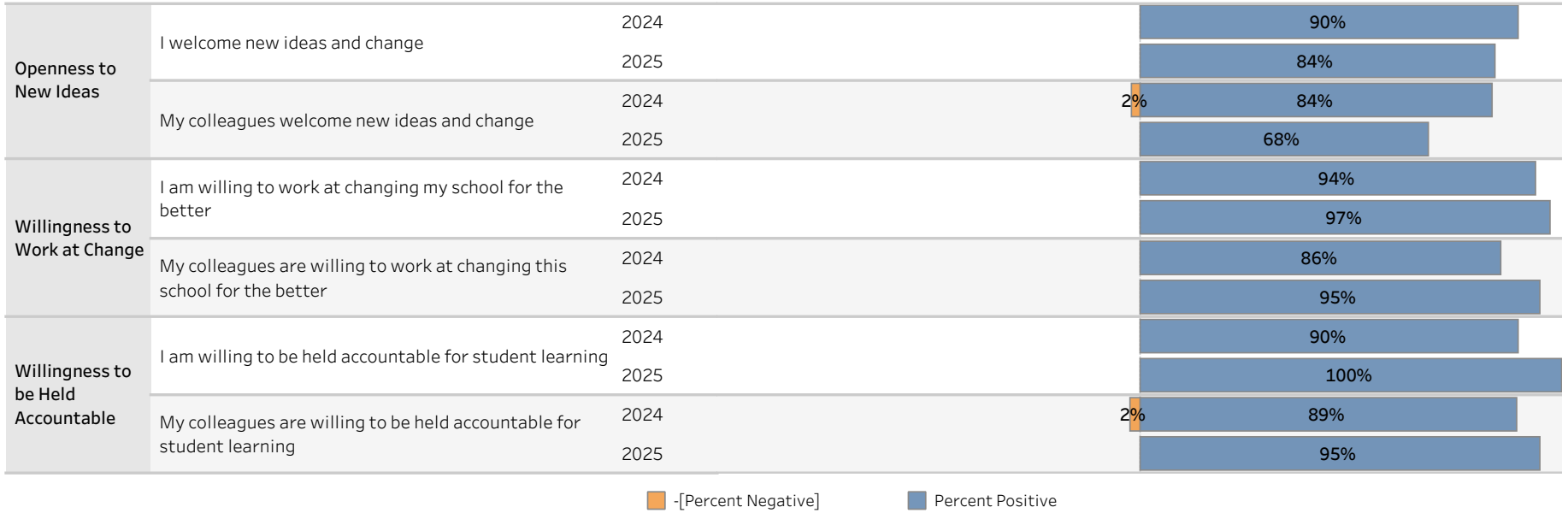
South Whidbey Elementary | South Whidbey School District




## 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 | 15.8% | 10% |
| Willingness to Work at Change | 2025 | 2.6% | -6% |
| Willingness to be Held Accountable | 2025 | 5.3% | 5% |

**EES Toolkit - RTB Change**

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# Do staff and student respondents share common beliefs and perceptions for Social Supports?

The Center for Educational Effectiveness

## 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 Elementary | South Whidbey School District

| | | 2024 | 2025 |
|---|---|---|---|
| Staff | CIA — I understand instructional strategies to support social emotional learning objectives | 85% | 88% |
| | CSF — Staff I work with take responsibility for ensuring each student learns in our school | 90% | 97% |
| | FPD — I receive training on instruction to support social emotional learning | 60% | 88% |
| | MTL — I incorporate social emotional instruction into my daily instructional delivery | 97% | 91% |
| | SLE — Staff at this school value and respect all students | 87% | 95% |
| | SLE — Students believe the adults in this school genuinely care about them | 93% | 95% |
| | 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 | 73% | 84% |
| Student | BELONG — I feel good about my family traditions | 83% | 96% |
| | BELONG — There's at least one adult in this school I can talk to if I have a problem | 63% | 88% |
| | CSF — My teacher believes student learning is important | 92% | 100% |
| | EL — If I want to talk with my teacher, they are available to me | 39% | 82% |
| | IS — Adults in this school help me plan and set goals for my future | 28% | 57% |
| | IS — Students are asked to help solve problems in this school | 49% | 79% |
| | SLE — I enjoy coming to this school | 42% | 61% |
| | SLE — I feel safe at this school | 49% | 79% |
| | SLE — In this school, there is at least one adult who knows and cares about me | 70% | 89% |
| | SLE — My school treats everyone fairly | 43% | 75% |

### 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 | 93% | 95% |
| Student | In this school, there is at least one adult who knows and cares about me | 70% | 89% |

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

| Staff | Student |
|---|---|
| 91% | 80% |
| ↑ 14.2% | ↑ 11.0% |

*Compared to the Social Supports Norm*

**EES Toolkit - Social Supports**


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

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South Whidbey Elementary | 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 | 65% | 74% |
| | CIA — Regular formative assessments are used to monitor student progress toward standards | 89% | 94% |
| | CIA — Students are provided tasks that require higher-level thinking skills | 86% | 85% |
| | HSE — Academic placement is not influenced by race, gender or socioeconomic levels | 90% | 100% |
| | HSE — I believe that all students can meet state standards | 53% | 50% |
| | HSE — In our school we expect all staff to perform responsibilities with a high level of excellence | 96% | 86% |
| | HSE — Our staff believes that all students can meet state standards | 57% | 64% |
| | MTL — Assessment data are used to identify student needs and appropriate instructional intervention | 88% | 76% |
| | MTL — I provide timely feedback to students about their learning | 84% | 85% |
| | MTL — Struggling students receive early intervention and remediation to acquire skills | 55% | 50% |
| | MTL — We monitor the effectiveness of instructional interventions | 77% | 81% |
| Student | CSF — This school is doing a good job of preparing me to do well | 51% | 78% |
| | FO — I have a plan for what I want to do after high school | 58% | 68% |
| | FO — I know I will graduate from high school | 68% | 81% |
| | HSE — All students have opportunities to choose more challenging work | 44% | 72% |
| | HSE — My teacher expects all students to learn | 85% | 95% |
| | HSE — My teacher expects me to do my best | 86% | 95% |
| | HSE — My teacher provides lessons and activities that challenge me to learn | 49% | 82% |
| | MTL — My teacher helps me learn by challenging me with interesting activities in class | 35% | 75% |
| | SE — What I am doing in school will help me succeed in my life | 55% | 70% |

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

| | | 2024 | 2025 |
|---|---|---|---|
| Staff | I believe that all students can meet state standards | 53% | 50% |
| | Our staff believes that all students can meet state standards | 57% | 64% |
| Student | My teacher(s) expect all students to succeed, no matter who they are | 85% | 95% |

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

| Staff | Student |
|---|---|
| 77% | 80% |
| 2.8% | 5.4% |

*Compared to the Academic Press Norm*



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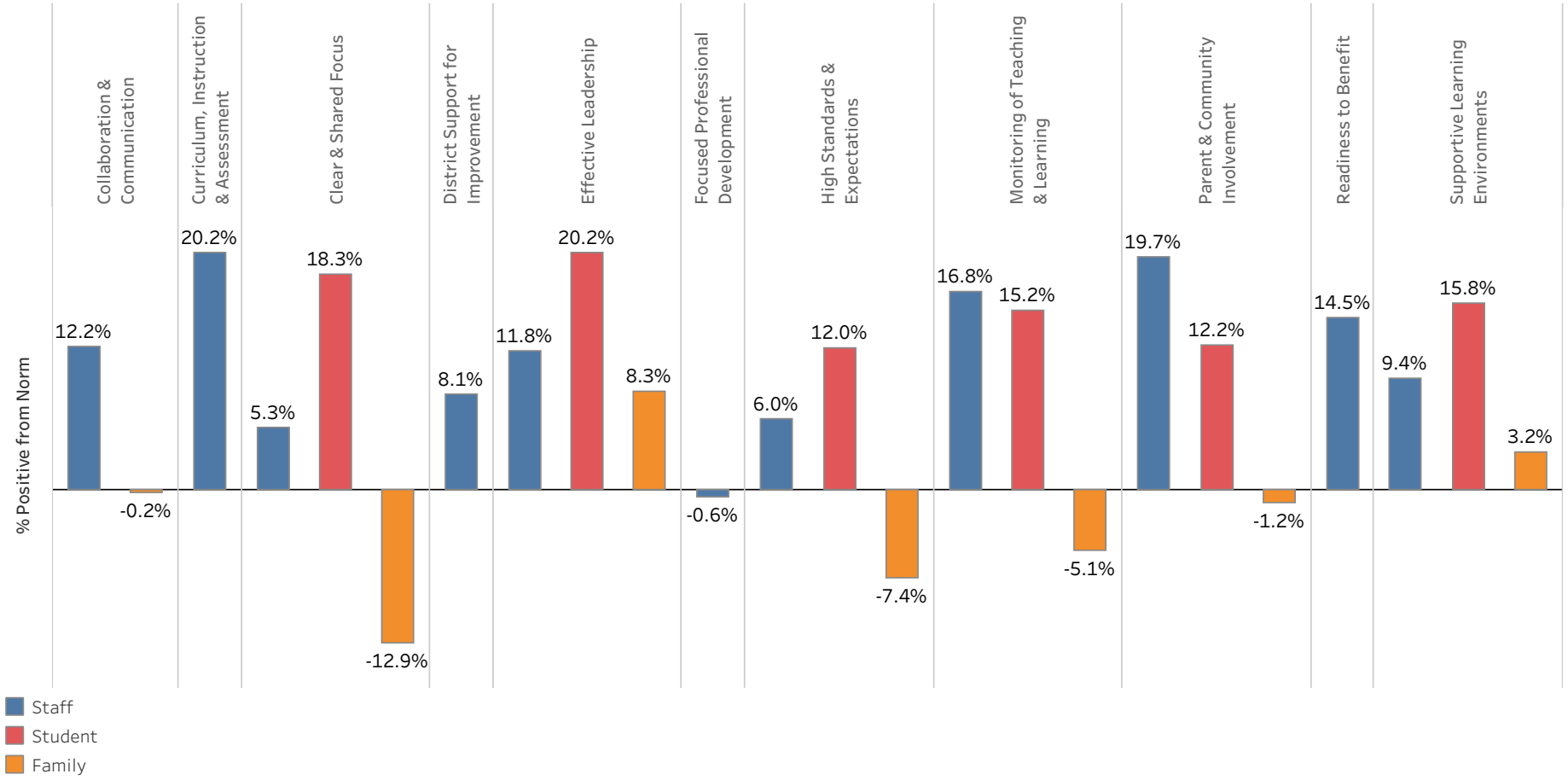
# How do you compare against other EES Schools?

The Center for Educational Effectiveness

2025 EES Survey Perceptions | South Whidbey Elementary
9 Characteristics of Highly Effective Schools




**EES Toolkit - Norm Comparison**

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

The Center for Educational Effectiveness

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.

## By % Positive Responses

South Whidbey Elementary | South Whidbey School District

| | | |
|---|---|---|
| Staff Survey | HSE — Academic placement is not influenced by race, gender or socioeconomic levels | 100.0% |
| | RTB — I am willing to be held accountable for student learning | 100.0% |
| | CSF — Staff I work with take responsibility for ensuring each student learns in our school | 97.4% |
| | RTB — I am willing to work at changing my school for the better | 97.4% |
| | EL — My principal is committed to quality education | 97.3% |
| | EL — Staff at all levels are treated fairly here | 55.6% |
| | HSE — I believe that all students can meet state standards | 50.0% |
| | MTL — Struggling students receive early intervention and remediation to acquire skills | 50.0% |
| | FPD — We talk about race and bigotry as a staff | 35.3% |
| | FPD — Peer observation/coaching and feedback is a tool we use to improve instruction | 32.3% |
| Student Survey | CSF — My teacher believes student learning is important | 100.0% |
| | IS — I am respectful of others at this school | 96.1% |
| | BELONG — I feel good about my family traditions | 95.7% |
| | HSE — My teacher expects all students to learn | 94.7% |
| | HSE — My teacher expects me to do my best | 94.6% |
| | SLE — Work I do in this school is useful and interesting to me | 55.6% |
| | MTL — My teacher tells me the reason we do each lesson | 54.5% |
| | SLE — Students are respectful of others at this school | 51.8% |
| | EL — At our school we talk about race, gender, and discrimination | 42.9% |
| | EL — I often see the principal or administrators around the school talking to students | 38.5% |
| Family Survey | C — Communications/materials I receive from the school are in a language I can understand | 98.8% |
| | SLE — Adults in this school value and respect my racial/cultural identity | 96.5% |
| | SLE — I believe adults in this school care about my student | 96.4% |
| | EL — The principal of this school is committed to quality education | 96.3% |
| | SLE — School employees are respectful and courteous of one another | 94.1% |
| | CSF — My student understands the purpose of each lesson | 61.6% |
| | HSE — My student is challenged with a rigorous course of study at this school | 60.3% |
| | CSF — I am informed about progress toward the improvement goals of this school | 59.7% |
| | PCI — This school tells me how I can help my student with homework | 58.8% |
| | MTL — Struggling students receive early intervention and additional help at this school | 56.9% |

**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


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

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## Top/Bottom 5 Increase/Decrease in % Positive Responses

South Whidbey Elementary | South Whidbey School District

Look for common themes.

Are you surprised by either the top increases or bottom decreases?

What changes put in place, since the last survey, may have caused these differences? Example: change in school policy, expectations, etc.

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

| | | |
|---|---|---|
| Staff Survey | FPD — I receive training on instruction to support social emotional learning | 28.2% |
| | D — District leadership communicates effectively with my school | 14.8% |
| | D — Collaboration between district and schools is based upon trust and respect | 14.5% |
| | C — Staff in our school do not manipulate others to achieve their goals | 13.6% |
| | EL — Our school community engages in difficult conversations about race, gender, oppression and discrimination | 12.9% |
| | MTL — Assessment data are used to identify student needs and appropriate instructional intervention | -11.7% |
| | FPD — Peer observation/coaching and feedback is a tool we use to improve instruction | -13.7% |
| | CSF — Staff share a high sense of urgency around the need to improve | -14.9% |
| | RTB — My colleagues welcome new ideas and change | -15.3% |
| | FPD — We talk about race and bigotry as a staff | -19.5% |
| Student Survey | EL — In class we work with other students | 51.2% |
| | EL — My teacher listens to my ideas and/or things that bother me | 46.0% |
| | CSF — In my class, students are busy doing schoolwork | 43.5% |
| | EL — If I want to talk with my teacher, they are available to me | 43.1% |
| | FO — I am good at staying focused on my goals | 43.0% |
| | CSF — My teacher believes student learning is important | 7.6% |
| | HSE — Students of all races and genders have the same chance for special classes, activities and rewards | 5.6% |
| | FO — I am hopeful about my future | 5.5% |
| | IS — I work well in a group or team | 5.4% |
| | EL — I often see the principal or administrators around the school talking to students | 4.2% |
| Family Survey | EL — Our school engages in difficult conversations about race, gender, oppression and discrimination | 21.3% |
| | SLE — My student learns about the cultures of our community at their school | 18.0% |
| | SLE — This school addresses issues of diversity in a timely and effective manner | 17.5% |
| | PCI — This school tells me how I can help my student with homework | 16.8% |
| | SLE — This school has a welcoming environment that embraces the diversity of race, ethnicity, religion, gender, sexual orientations, and .. | 15.6% |
| | SLE — In this school, time is spent doing work that students find useful and interesting | 0.3% |
| | C — Communications/materials I receive from the school are in a language I can understand | 0.2% |
| | C — Parents/families and employees at this school talk respectfully with one another | -1.2% |
| | CSF — The schoolwork my student is assigned is relevant to their future success | -2.5% |
| | MTL — Struggling students receive early intervention and additional help at this school | -5.1% |


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

The Center for Educational Effectiveness

South Whidbey Elementary | 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 | 90% | 100% |
| | HSE — Students of all races and genders have the same chance for special classes, activities and rewards | Stu | 81% | 87% |
| | HSE — Student placement in advanced classes is not influenced by race, gender, disability, or wealth | Fam | 73% | 88% |
| Behavior Standards | SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms | Sta | 74% | 75% |
| | SLE — All students are held to the same behavior rules and expectations | Stu | 48% | 77% |
| | CSF — This school has equitable behavior rules for all students | Fam | 70% | 79% |
| Bullying | SLE — Staff enforce the bullying/harassment policy of this school | Sta | 83% | 87% |
| | SLE — The rules against bullying are enforced by all adults in this school | Stu | 62% | 85% |
| | SLE — Bullying/harassment is not tolerated in this school | Fam | 55% | 64% |
| Celebrating Success | SLE — We have a system for celebrating student success | Sta | 93% | 86% |
| | SLE — Student success is celebrated in this school | Stu | 40% | 80% |
| | SLE — This school celebrates student success | Fam | 84% | 88% |
| Confronting Bias | FPD — We talk about race and bigotry as a staff | Sta | 55% | 35% |
| | EL — At our school we talk about race, gender, and discrimination | Stu | 25% | 43% |
| | EL — Our school engages in difficult conversations about race, gender, oppression and discrimination | Fam | 57% | 79% |
| High Expectations | HSE — Our staff believes that all students can meet state standards | Sta | 57% | 64% |
| | HSE — My teacher expects all students to learn | Stu | 85% | 95% |
| | HSE — Teachers have high expectations for student learning at this school | Fam | 73% | 74% |
| Intervention for Struggling Students | MTL — Struggling students receive early intervention and remediation to acquire skills | Sta | 55% | 50% |
| | MTL — My teacher finds other ways for me to learn things I find difficult | Stu | 34% | 77% |
| | MTL — Struggling students receive early intervention and additional help at this school | Fam | 62% | 57% |
| Safety | SLE — Students believe this school is a safe place | Sta | 81% | 92% |
| | SLE — I feel safe at this school | Stu | 49% | 79% |
| | SLE — My student feels safe at school | Fam | 86% | 88% |
| Supported Learning | SLE — Students believe the adults in this school genuinely care about them | Sta | 93% | 95% |
| | SLE — In this school, there is at least one adult who knows and cares about me | Stu | 70% | 89% |
| | SLE — This school provides a caring/supportive environment for my student | Fam | 84% | 91% |

## Change in % Positive Responses

| | Staff | Student | Family |
|---|---|---|---|
| Academic Equity | 10.3% | 5.6% | 14.8% |
| Behavior Standards | 0.6% | 29.1% | 9.5% |
| Bullying | 4.2% | 23.0% | 8.5% |
| Celebrating Success | -7.8% | 40.2% | 3.4% |
| Confronting Bias | -19.5% | 18.3% | 21.3% |
| High Expectations | 7.1% | 9.5% | 1.4% |
| Intervention for Struggling Students | -5.0% | 42.5% | -5.1% |
| Safety | 10.5% | 30.3% | 1.8% |
| Supported Learning | 1.3% | 18.4% | 7.0% |

## 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?


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# 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 Elementary \| South Whidbey School District | |
|---|---|
| FPD — We talk about race and bigotry as a staff | 56% |
| FPD — Peer observation/coaching and feedback is a tool we use to improve instruction | 52% |
| MTL — Struggling students receive early intervention and remediation to acquire skills | 38% |
| CSF — Staff share a high sense of urgency around the need to improve | 38% |
| HSE — I believe that all students can meet state standards | 38% |

| **Negative values are a good thing, indicating staff moved out of "Sometimes True" responses.** | |
|---|---|
| D — Collaboration between district and schools is based upon trust and respect | -16.6% |
| C — Staff in our school are consistently truthful | -12.6% |
| D — District leadership communicates effectively with my school | -12.3% |
| RTB — My colleagues are willing to work at changing this school for the better | -9.0% |
| FPD — I receive training on instruction to support social emotional learning | -8.7% |
| CSF — This school has a data-driven improvement plan with measurable goals | 13.2% |
| D — District administrators communicate a clear vision of good instruction and essential curriculum | 15.1% |
| CSF — Staff share a high sense of urgency around the need to improve | 17.0% |
| RTB — My colleagues welcome new ideas and change | 17.3% |
| FPD — We talk about race and bigotry as a staff | 20.2% |

## 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?


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# What Staff survey items from your 2025 School Year have 33% or more Neutral responses?

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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.

## Sometimes True

South Whidbey Elementary | South Whidbey School District

| | |
|---|---|
| FPD — We talk about race and bigotry as a staff | 56% |
| FPD — Peer observation/coaching and feedback is a tool we use to improve instruction | 52% |
| MTL — Struggling students receive early intervention and remediation to acquire skills | 38% |
| CSF — Staff share a high sense of urgency around the need to improve | 38% |
| HSE — I believe that all students can meet state standards | 38% |
| HSE — Our staff believes that all students can meet state standards | 36% |

If no data displays, all items have less than 33% neutral responses.


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# What Student survey items from your 2025 School Year have 33% or more Neutral responses?

The Center for Educational Effectiveness

## What does it mean when we see survey items with a high percentage of neutral responses?

This chart identifies the questions where 1 in 3 or at least 33% of the responses were neutral (Sometimes True).

Everyone has a belief or an opinion, but some have a hard time committing one way or another. Perhaps they are not sure how they feel (need more information) or they are afraid to express their opinion on certain survey items (lack of trust or fear of repercussions).

It is much easier to learn about the strengths and needs of students when they have and share definite opinions. This significant percentage of students represents an identifiable opportunity to focus efforts and resources toward the specific areas where students require more information, help or clarity.

Whatever the reason, having conversations, sharing information, evaluating decision-making and making changes must continue.

If no data displays, all items have less than 33% neutral responses.

## Sometimes True

South Whidbey Elementary | South Whidbey School District

| | |
|---|---|
| EL — I often see the principal or administrators around the school talking to students | 38% |


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# What Family survey items from your 2025 School Year have 33% or more Neutral responses?

The Center for Educational Effectiveness

## Sometimes True

South Whidbey Elementary | South Whidbey School District

### 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.


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