

Educational Effectiveness Survey™



Diversity, Equity and Inclusion Module

Staff-Student-Family Comparison Longitudinal

Bainbridge High School

Bainbridge Island School District

	2022			2023		
	Staff	Student	Family	Staff	Student	Family
	N=74	N=776	N=257	N=44	N=853	N=58



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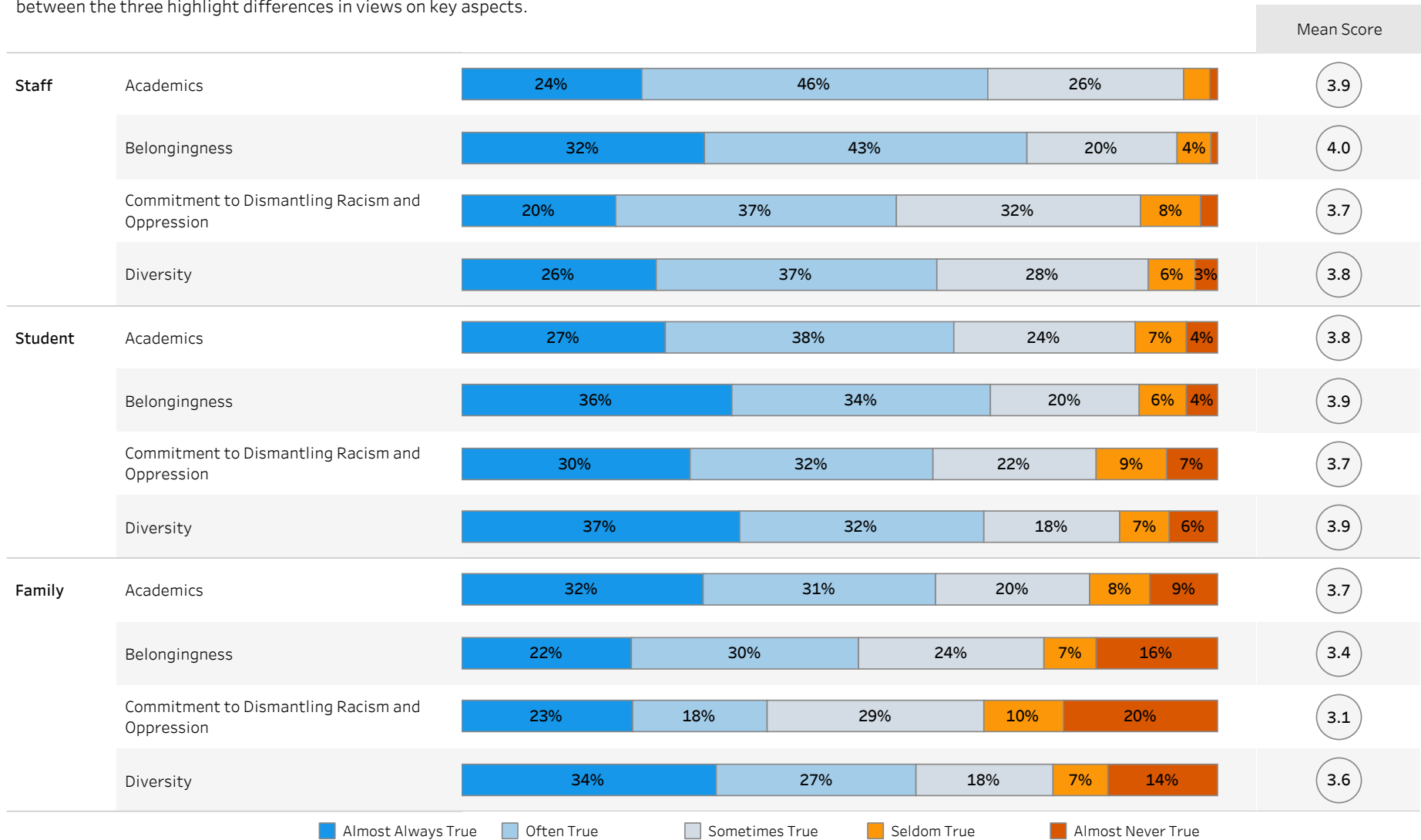
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www.effectiveness.org



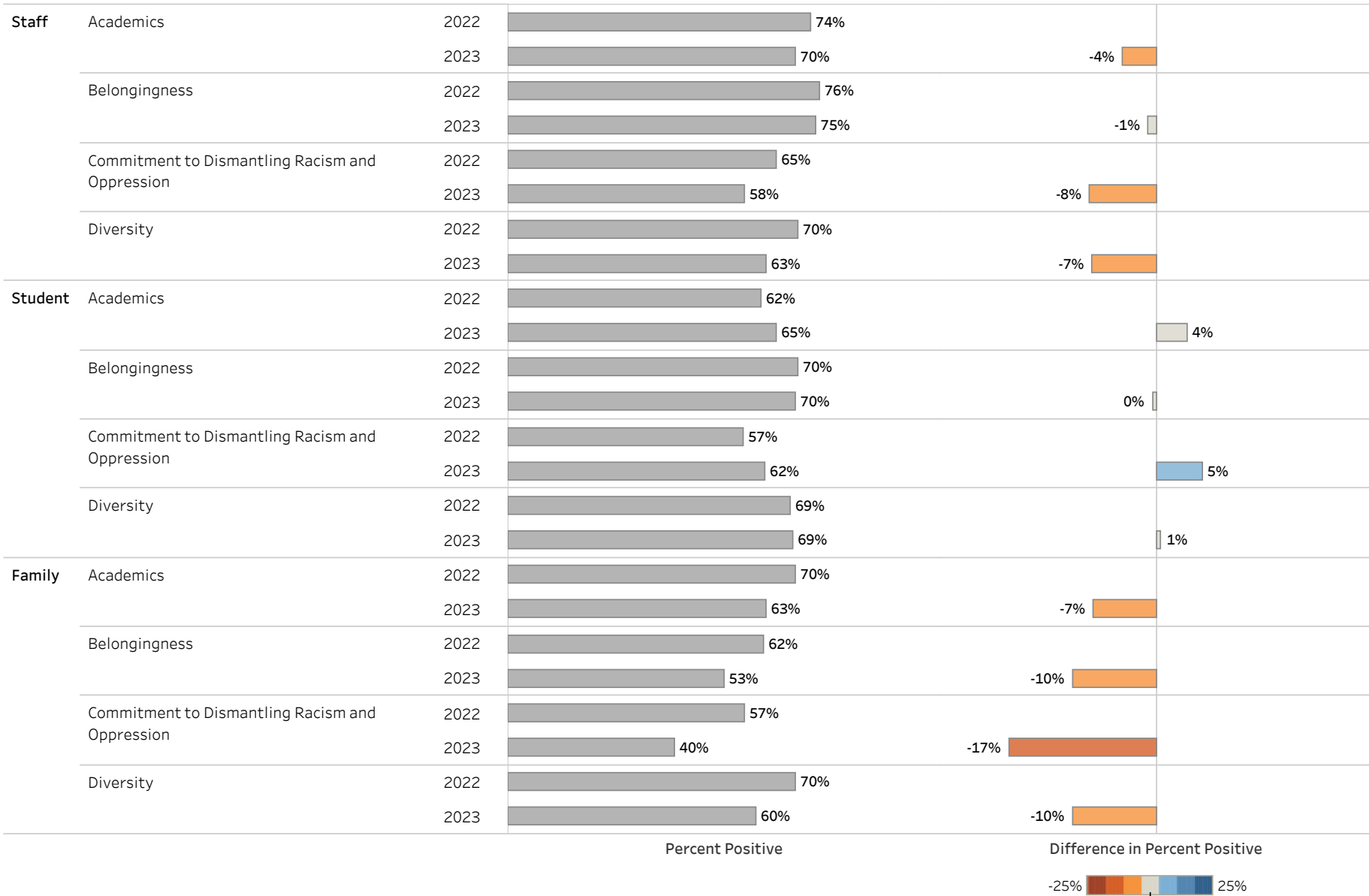
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Diversity, Equity and Inclusion Summary

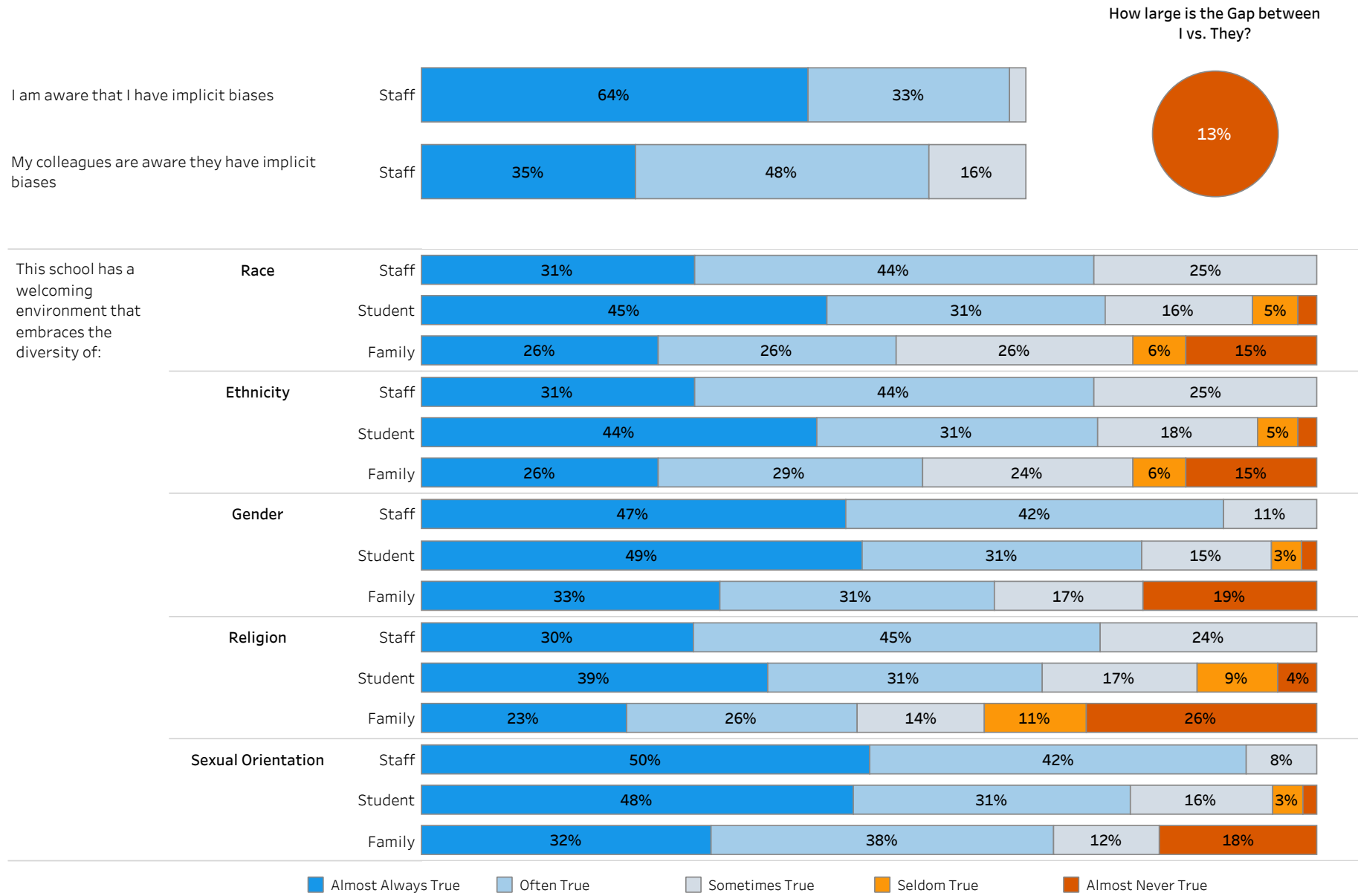
Equity and Inclusion is something that to occur must be embedded in the fabric of the organization. As such, it takes multiple perspective to create an accurate picture. In this unique report, each of the student, teacher, and parent responses are combined to provide just this global view of how well a school and/or district are navigating their path to more equitable practice. While the three surveys are combined into one report, common questions between the three highlight differences in views on key aspects.



Diversity, Equity and Inclusion Summary LONGITUDINAL



Diversity, Equity and Inclusion - I vs. They Perspectives



Diversity, Equity and Inclusion - I vs. They Perspectives

LONGITUDINAL

Staff	Statement	Year	Percent Positive	Difference in Percent Positive
	I am aware that I have implicit biases	2022	91%	
		2023	97%	6%
	My colleagues are aware they have implicit biases	2022	76%	
		2023	84%	8%

This school has a welcoming environment that embraces the diversity of:

Staff	Category	Year	Percent Positive	Difference in Percent Positive
	Race	2022	75%	
		2023	75%	0%
	Ethnicity	2022	75%	
		2023	75%	0%
	Gender	2022	86%	
		2023	89%	4%
	Religion	2022	64%	
		2023	76%	12%
	Sexual Orientation	2022	89%	
		2023	92%	3%
Student	Race	2022	76%	
		2023	76%	0%
	Ethnicity	2022	78%	
		2023	75%	-2%
	Gender	2022	80%	
		2023	80%	0%
	Religion	2022	72%	
		2023	69%	-3%
	Sexual Orientation	2022	80%	
		2023	79%	-1%
Family	Race	2022	71%	
		2023	53%	-18%
	Ethnicity	2022	70%	
		2023	56%	-14%
	Gender	2022	76%	
		2023	64%	-12%
	Religion	2022	59%	
		2023	49%	-10%
	Sexual Orientation	2022	76%	
		2023	71%	-5%

Percent Positive

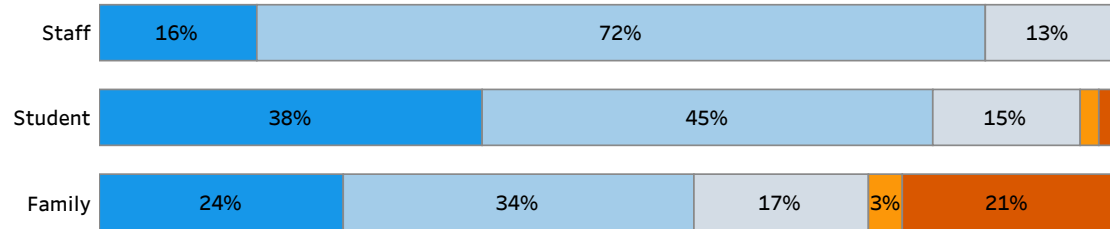
Difference in Percent Positive



Diversity, Equity and Inclusion Common Questions

Academics

The books and materials used in classrooms include positive representations of race, gender, and other marginalized people



Commitment to Dismantling Racism and Oppression

Student placement in advanced classes is not influenced by race, gender or socioeconomic levels

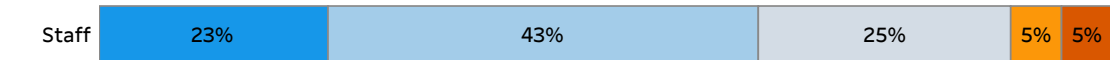


Academic placement is not influenced by race, gender or socioeconomic levels



Diversity

Our school community engages in difficult conversations about race, gender, oppression and discrimination



Our school engages in difficult conversations about race, gender, oppression and discrimination

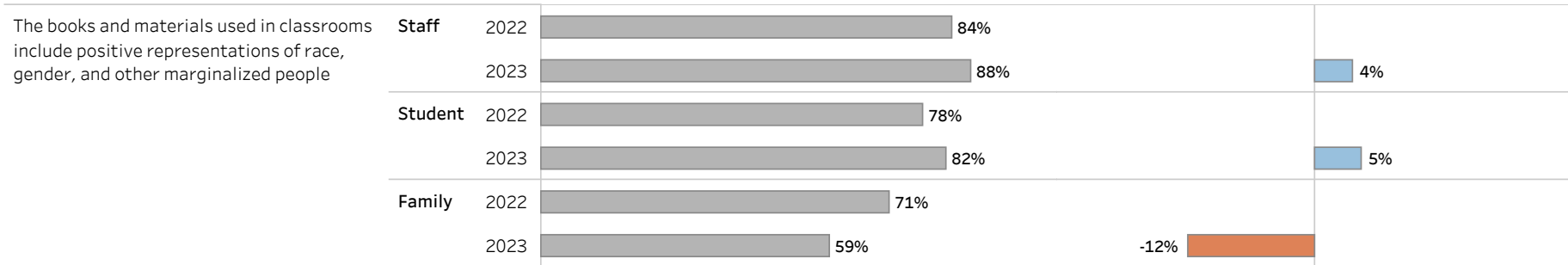


■ Almost Always True
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 ■ Sometimes True
 ■ Seldom True
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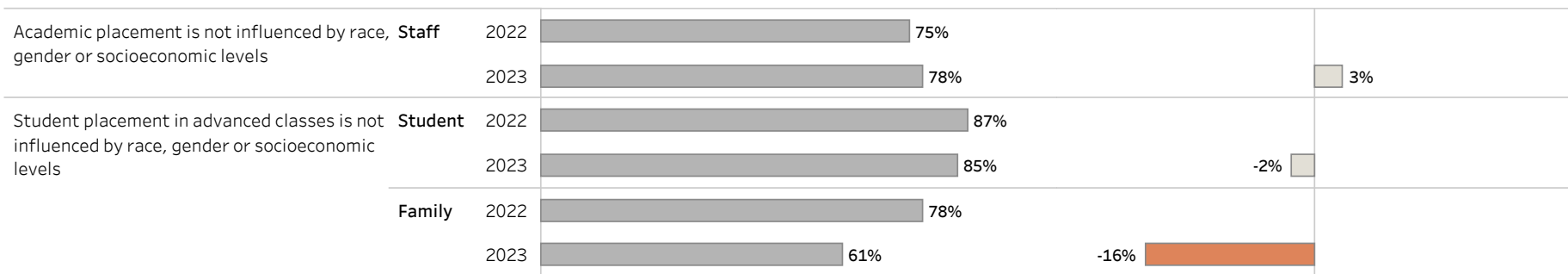
Diversity, Equity and Inclusion Common Questions

LONGITUDINAL

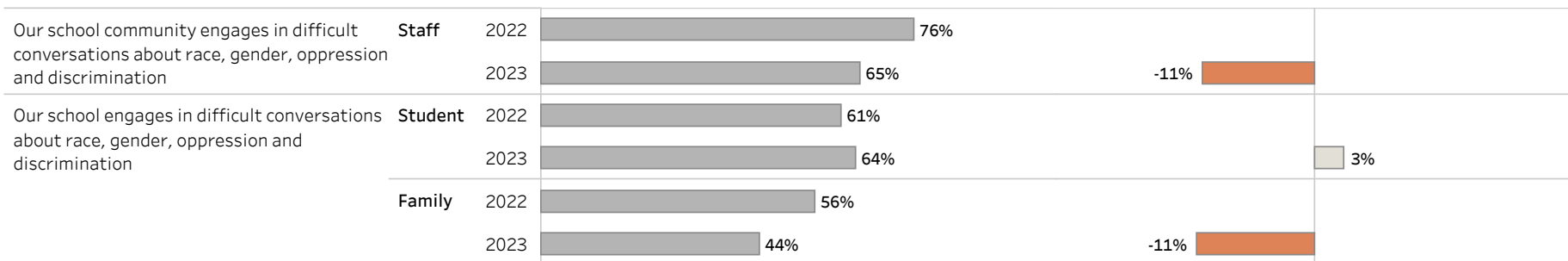
Academics



Commitment to Dismantling Racism and Oppression



Diversity

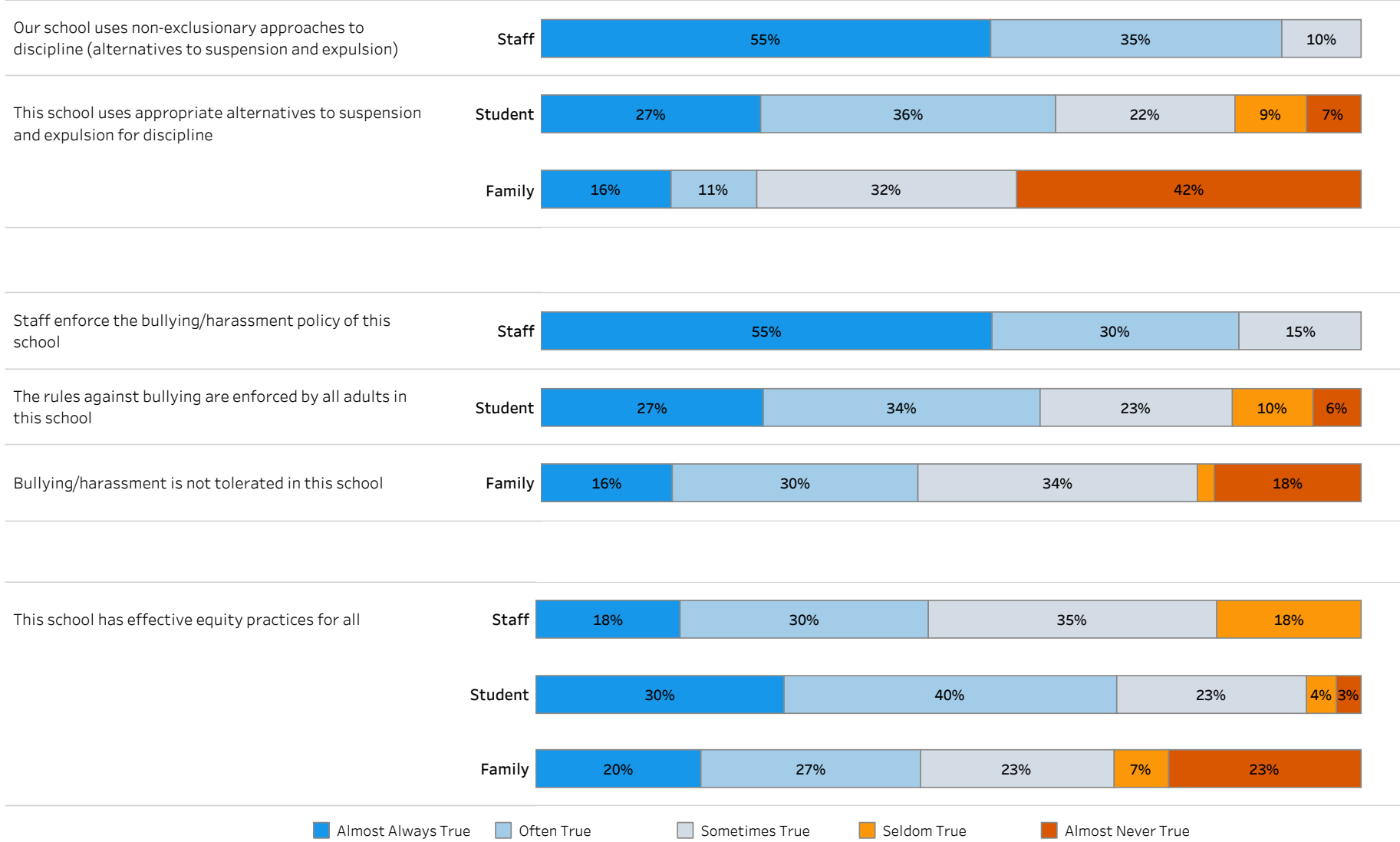


Percent Positive

Difference in Percent Positive



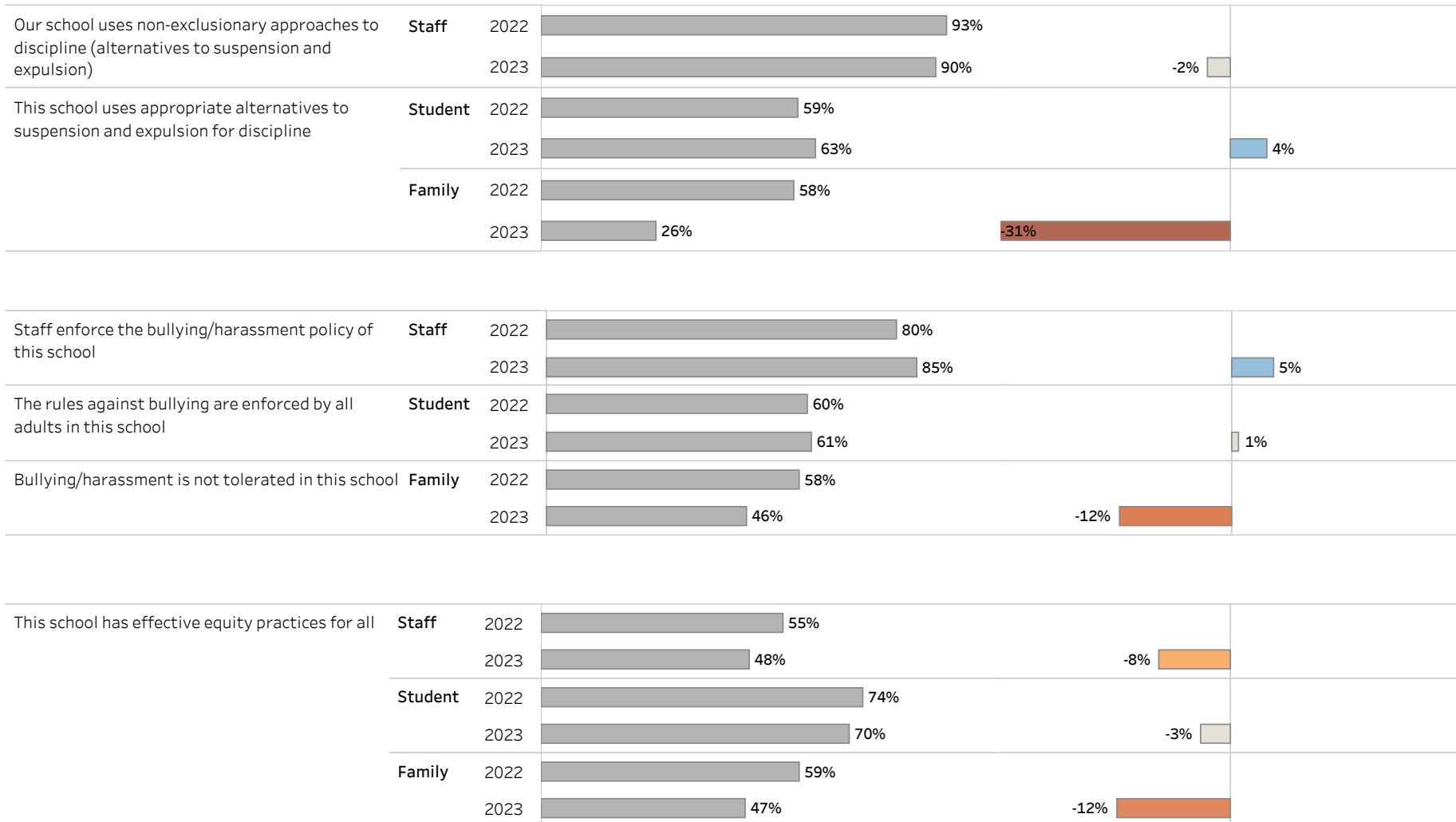
Belongingness



Diversity, Equity and Inclusion Common Questions

LONGITUDINAL

Belongingness



Percent Positive

Difference in Percent Positive



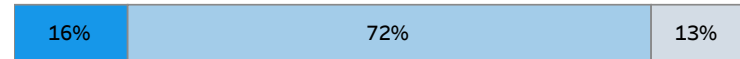
Academics - Staff

Curriculum is rigorous, challenging and culturally relevant. It represents high expectations for all students, requiring critical thinking and problem solving. It is well supported to ensure all students have opportunities to achieve success at a high academic level. Content is asset-based and has pro-social representation from various racial, gender, and other marginalized subgroups.

Students are provided tasks that require higher-level thinking skills



The books and materials used in classrooms include positive representations of race, gender, and other marginalized people

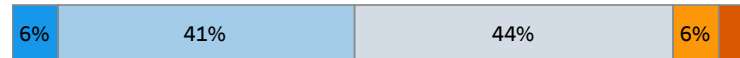


Instruction is personalized to meet the needs of each student



Instructional practices use an equity lens and effectively build on the interests, strengths and home cultures of the school's students and families. Culturally relevant pedagogy is infused into the content of literature, class projects, assignments, assessments events, field trips, ethnic studies courses, connections to families and communities, interventions and other resources.

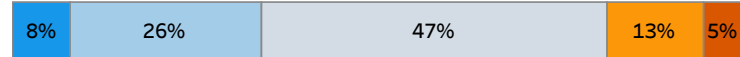
Instructional practices incorporate the interests and strengths of the home cultures of the school's students and families



Teachers plan lessons utilizing a racial equity lens in order to engage historically underserved students



We are provided training to meet the needs of a diverse student population in our school



Rigorous academic preparation is accompanied by high levels of knowledge and skills, capitalizing on and connecting to students of all backgrounds. All students have access to rigorous courses and supports to ensure success for all.

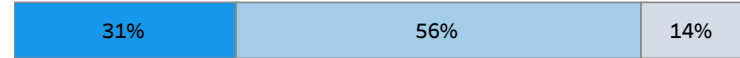
Staff I work with take responsibility for ensuring each student learns in our school



I believe that all students can meet state standards



Our staff believes that all students can meet state standards



I consider my students' background when designing lessons



■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True

Academics - Staff LONGITUDINAL

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Instruction is personalized to meet the needs of each student	2022	35%	
	2023	45%	9%
Students are provided tasks that require higher-level thinking skills	2022	87%	
	2023	89%	2%
The books and materials used in classrooms include positive representations of race, gender, and other marginalized people	2022	84%	
	2023	88%	4%
Instructional practices incorporate the interests and strengths of the home cultures of the school's students and families	2022	66%	
	2023	47%	-19%
Teachers plan lessons utilizing a racial equity lens in order to engage historically underserved students	2022	70%	
	2023	55%	-15%
We are provided training to meet the needs of a diverse student population in our school	2022	57%	
	2023	34%	-23%
I believe that all students can meet state standards	2022	76%	
	2023	84%	8%
I consider my students' background when designing lessons	2022	82%	
	2023	76%	
Our staff believes that all students can meet state standards	2022	83%	
	2023	86%	3%
Staff I work with take responsibility for ensuring each student learns in our school	2022	95%	
	2023	93%	

Percent Positive

Difference in Percent Positive



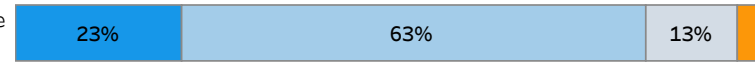
Belongingness - Staff

A safe, welcoming school environment that embraces the diversity of race, ethnicity and religion, gender and sexual orientations among students and staff members distinguishes the school. Effective strategies for managing diversity are robust and functioning effectively.

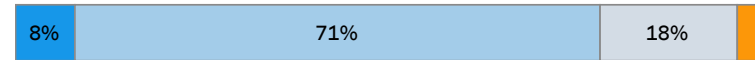
Staff at this school value and respect all students



Students believe the adults in this school genuinely care about them



Students believe this school is a safe place



Clear and effective policies, systems, structures and procedures supporting equity are in place and equitably enacted, such as democratic decision-making and non-exclusionary approaches to discipline. The school has an active and successful plan to help students learn positive social behaviors. There is evidence that the school has reduced instances of bullying, harassment and discrimination.

Our school uses non-exclusionary approaches to discipline (alternatives to suspension and expulsion)



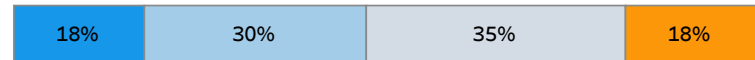
Staff enforce the bullying/harassment policy of this school



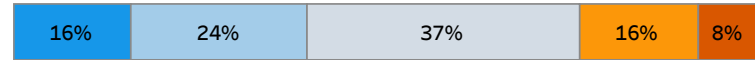
Our district has a social emotional framework (standards)



This school has effective equity practices for all

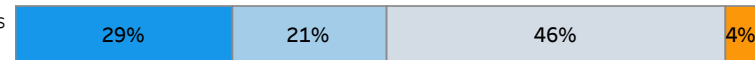


I receive training on instruction to support social emotional learning



Students feel they have a voice and are beginning to take responsible ownership of their learning. They take an active role in co-creating an anti-bias culture and dismantling racism. They learn resilience and empathy while feeling a strong sense of belonging. Diverse representation of students, parents and community members are key participants and collaborators in school decision-making and shaping the culture.

My principal collaborates with people and organizations outside this school to support teachers and students



This school includes students when addressing all forms of bias



A diverse representation of parents and community members are involved in school decision-making



■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True
 ■ Almost Never True

Belongingness - Staff LONGITUDINAL

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	2023	95%	2%
Students believe the adults in this school genuinely care about them	2022	95%	
	2023	85%	-10%
Students believe this school is a safe place	2022	75%	
	2023	79%	4%
I receive training on instruction to support social emotional learning	2022	57%	
	2023	39%	-18%
Our district has a social emotional framework (standards)	2022	58%	
	2023	85%	27%
Our school uses non-exclusionary approaches to discipline (alternatives to suspension and expulsion)	2022	93%	
	2023	90%	-2%
Staff enforce the bullying/harassment policy of this school	2022	80%	
	2023	85%	5%
This school has effective equity practices for all	2022	55%	
	2023	48%	-8%
A diverse representation of parents and community members are involved in school decision-making	2022	57%	
	2023	54%	-3%
My principal collaborates with people and organizations outside this school to support teachers and students	2022	75%	
	2023	50%	-25%
This school includes students when addressing all forms of bias	2022	74%	
	2023	65%	-10%

Percent Positive

Difference in Percent Positive



Page 12

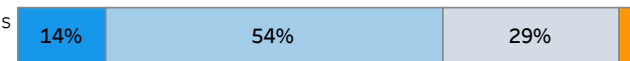
Commitment to Dismantling Racism and Oppression - Staff

Learning opportunities involve a varied and high quality curriculum (including social-emotional development) with substantial enrichment experiences. There is particular attention on reducing disparities in learning (racial, gender, etc.) created by tracking and ability grouping. There is intentional planning regarding managing structural and cultural shifts as well as changes at the systemic level.

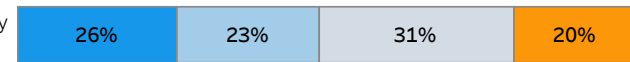
This school provides curriculum that is relevant and meaningful



Learning opportunities include enrichment experiences for all students



I incorporate social emotional instruction into my daily instructional delivery

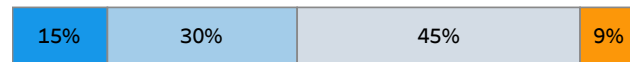


Academic placement is not predictable by race, gender or socio-economic levels; ability grouping is limited and used strategically to avoid tracking defined as intentional segregation based upon current performance, race or other criteria. High levels of inclusion in the most rigorous courses exists for low SES students, students with disability and students of color. Access and support exists for those wishing to be in the most rigorous courses and opportunities.

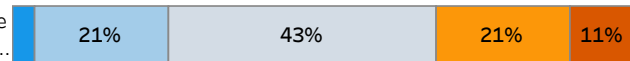
Academic placement is not influenced by race, gender or socioeconomic levels



Supports are provided allowing all students to access more rigorous courses and content



A proportional amount of students of color, low income and students with disabilities are included in the most..



Data are used to analyze, plan and change structures and systems that support racial inequities and learning outcomes. Data is used to analyze and respond to trends in targeted areas such as staffing, community engagement, staff development, student assignment, course enrollment, discipline as well as college & career planning and enrollment. Interventions on learning conditions limit disproportionality.

Our school responds to disproportionality data to improve equity



Our school has specific goals around reducing disproportionalities

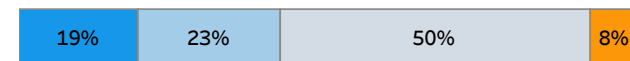


Community engagement and partnerships are an active representation of equity concerns and the valuing of diversity in the community. The school participates in community projects and draws on diverse community assets. Parents and community groups are engaged in courageous conversations about race, class, expectations, and the role of education in the community. Plans are co-created and action items are monitored for implementation and effectiveness.

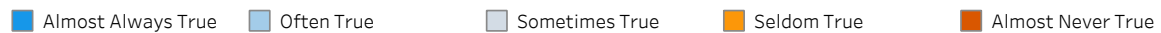
With important decisions we seek input from parents and the community



The school partners with diverse community assets



This school encourages parent involvement in their child's learning



Commitment to Dismantling Racism and Oppression - Staff

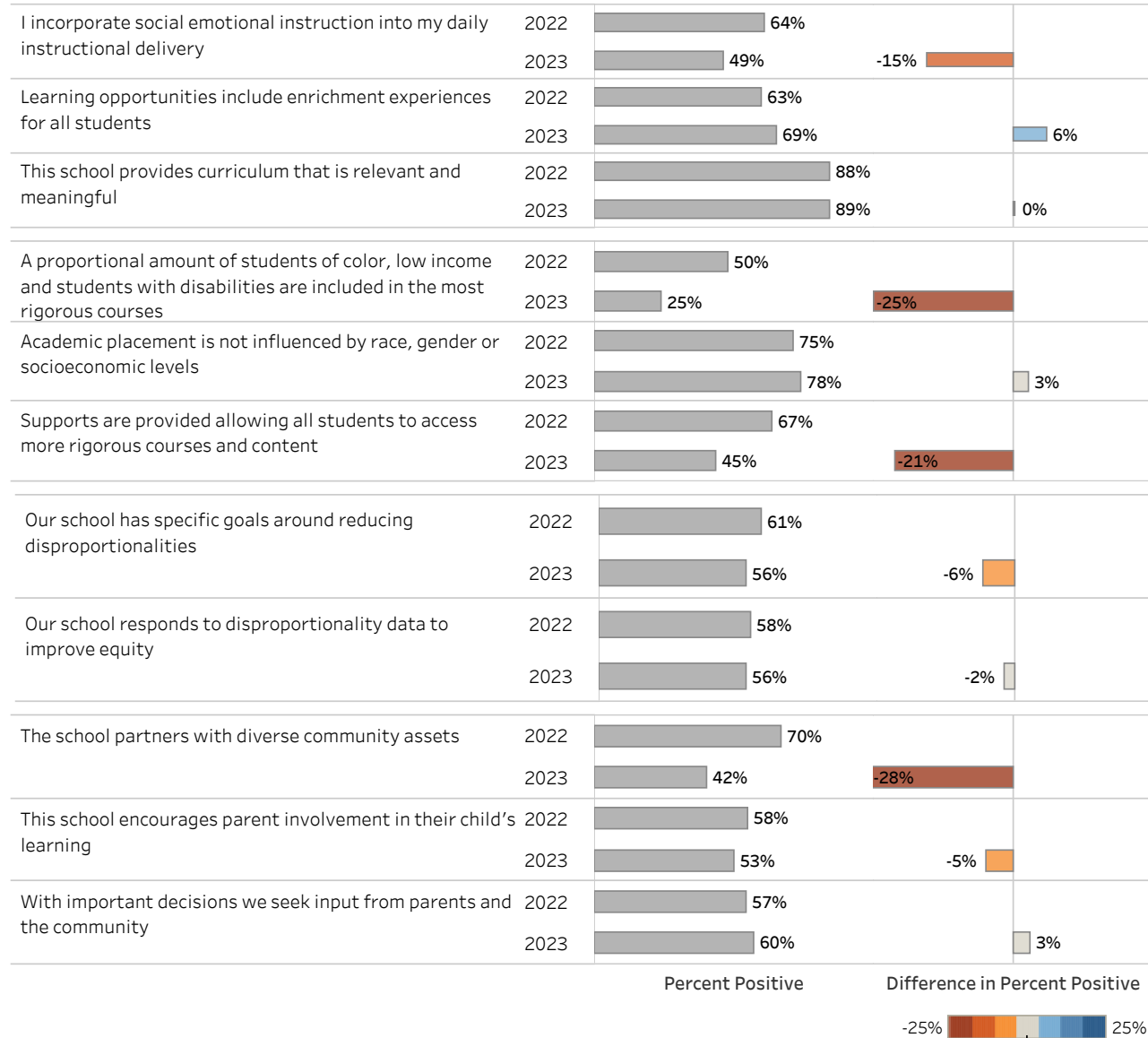
LONGITUDINAL

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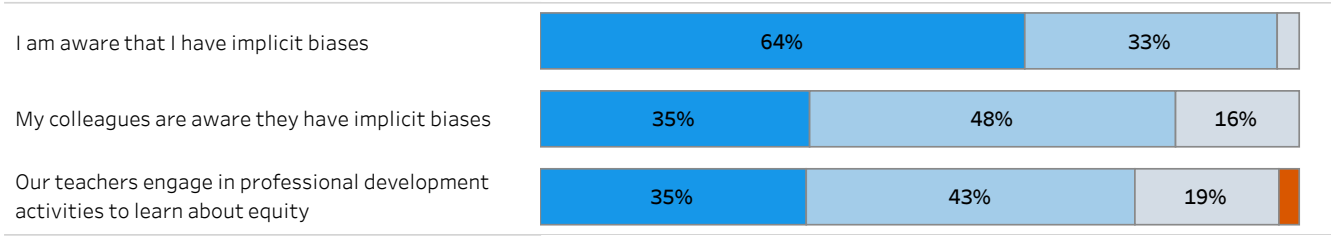
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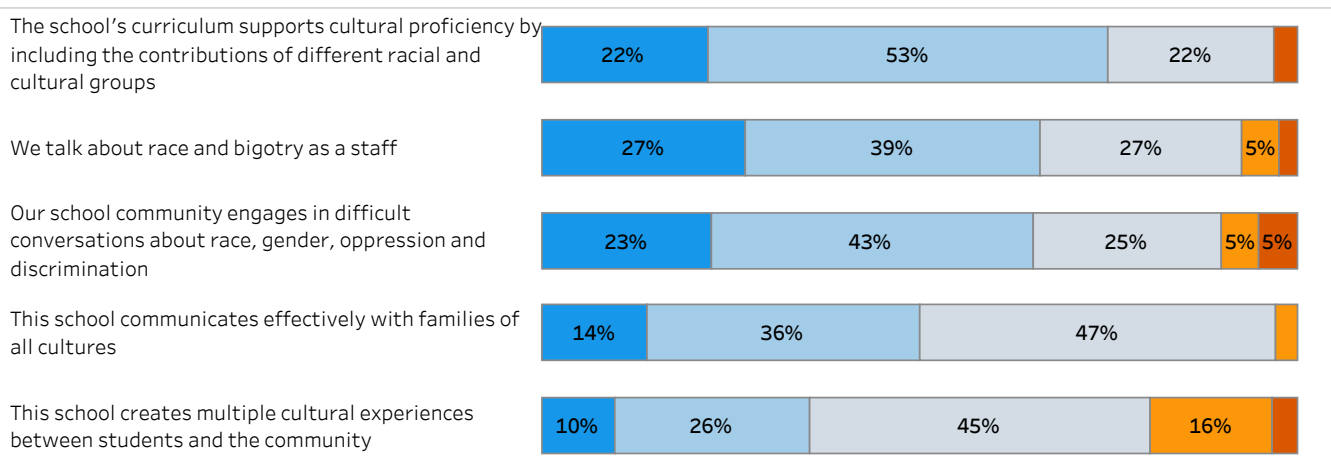


Diversity - Staff

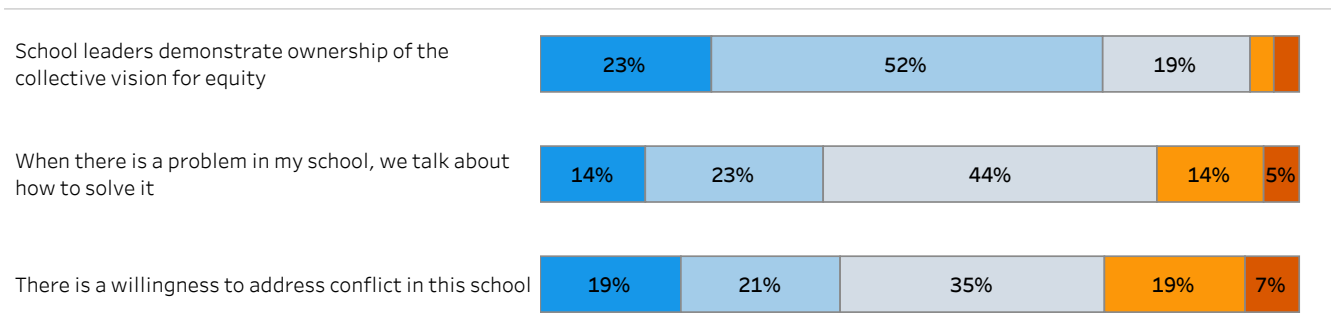
Self-awareness is encouraged as all members of the community are supported in knowing their personal equity journey and being aware of their own cultural history. There is strategic planning and actions taken regarding personal growth/development of all school and community stakeholders.



Cultural proficiency of all stakeholders is developed and monitored. There is an appreciation of different cultures and connections to families of different backgrounds. Appreciation of differences are modeled by leaders, teachers, and students who embrace difficult conversations about race, gender, economics, oppression and discrimination with a clear understanding of their own biases. The curriculum supports the development of cultural proficiency through exploration of the contributions of different racial and cultural groups in history and society as well as addressing bigotry and racism. Multiple, positive cross-cultural contacts between students, staff and community members are facilitated in and out of school.



Leaders build trust by demonstrating congruence and ownership of the collective vision for equity, active interventions designed to emphasize equity and, holding the school community accountable to its commitments. Leaders create partnerships that facilitate bridges across differences. Difference is dealt with effectively using multiple perspectives/approaches in terms of how power and resources are distributed; how decisions are made and implemented; and, how conflict is resolved.



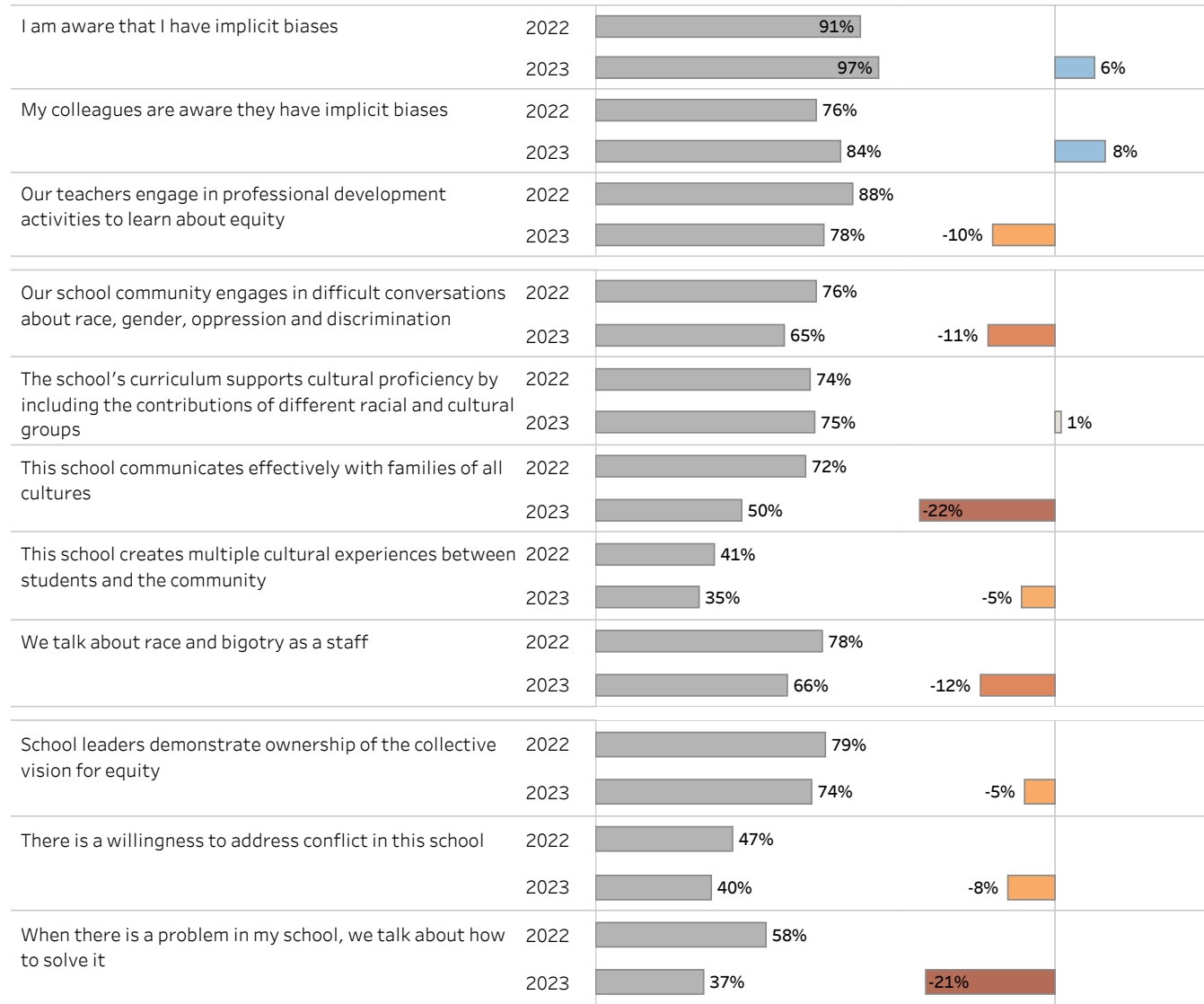
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Diversity - Staff LONGITUDINAL

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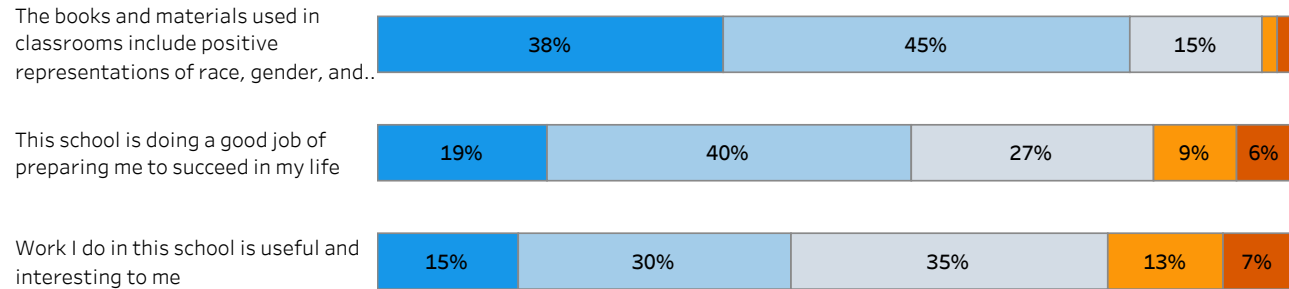
Percent Positive

Difference in Percent Positive

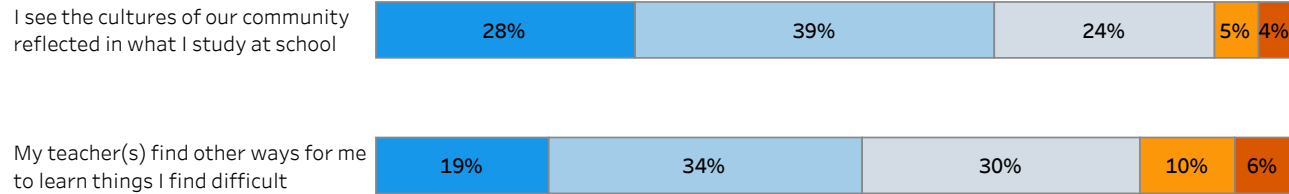


Academics - Student

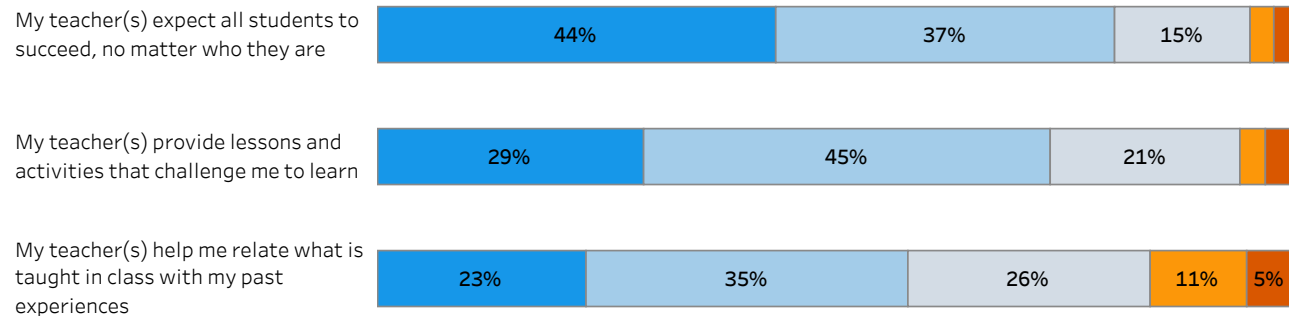
Curriculum is rigorous, challenging and culturally relevant. It represents high expectations for all students, requiring critical thinking and problem solving. It is well supported to ensure all students have opportunities to achieve success at a high academic level. Content is asset-based and has pro-social representation from various racial, gender, and other marginalized subgroups.



Instructional practices use an equity lens and effectively build on the interests, strengths and home cultures of the school's students and families. Culturally relevant pedagogy is infused into the content of literature, class projects, assignments, assessments events, field trips, ethnic studies courses, connections to families and communities, interventions and other resources.



Rigorous academic preparation is accompanied by high levels of knowledge and skills, capitalizing on and connecting to students of all backgrounds. All students have access to rigorous courses and supports to ensure success for all.



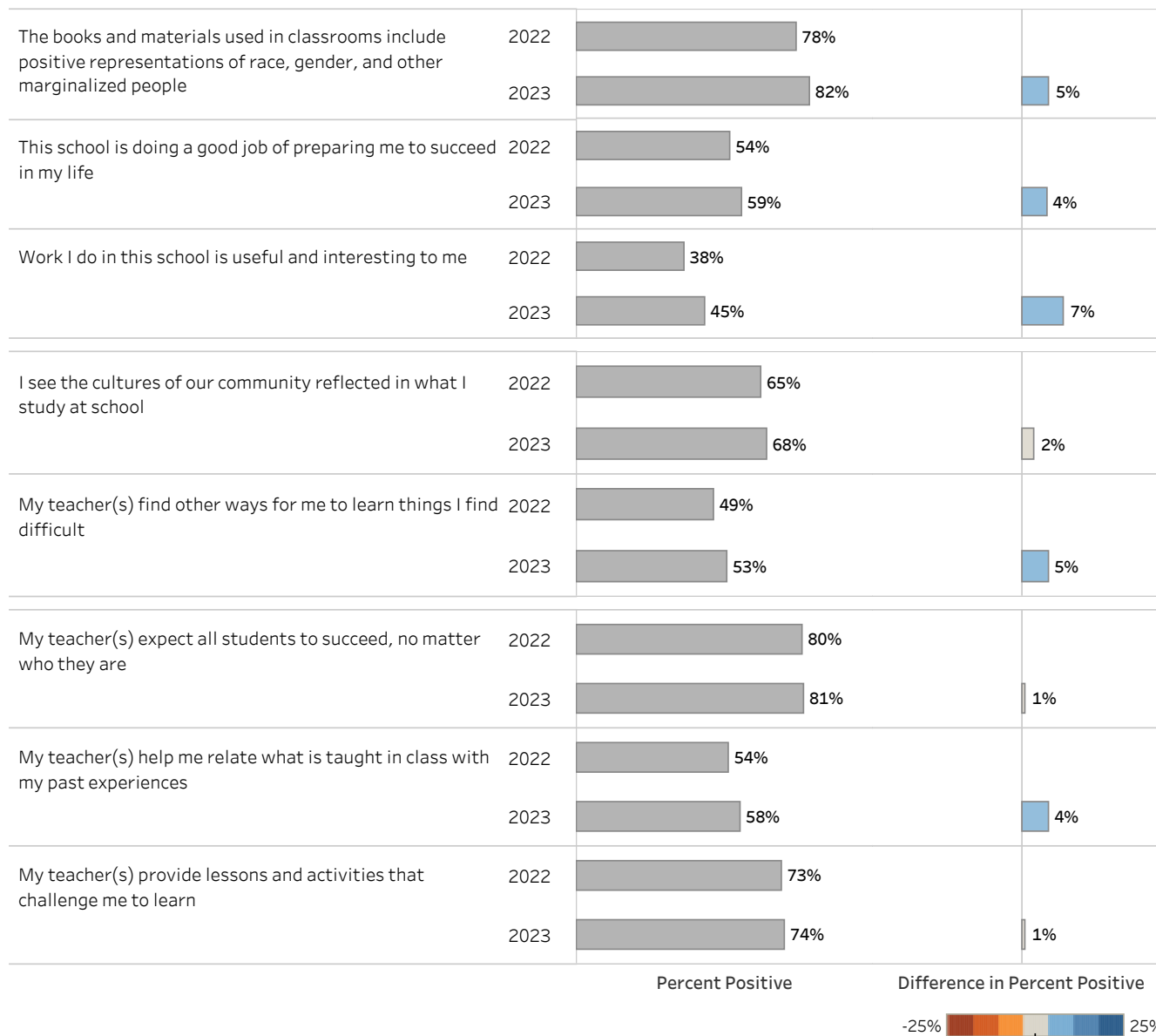
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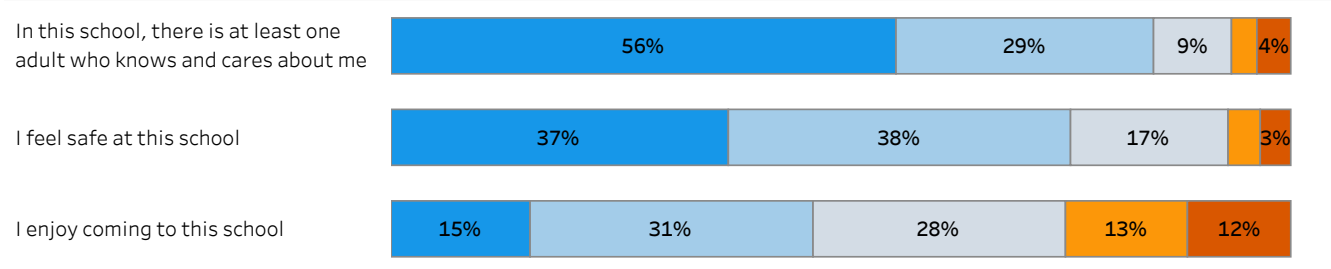
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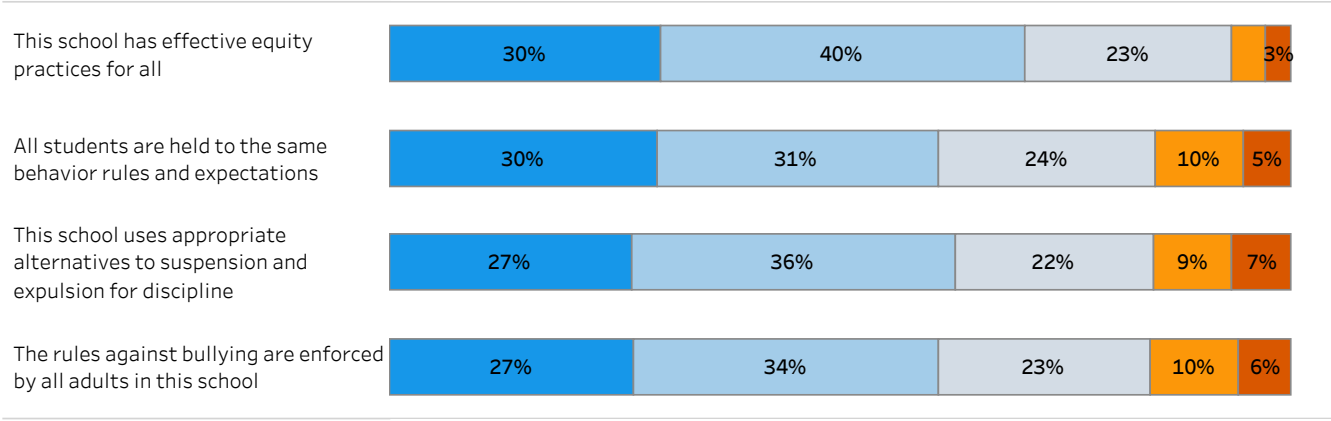


Belongingness - Student

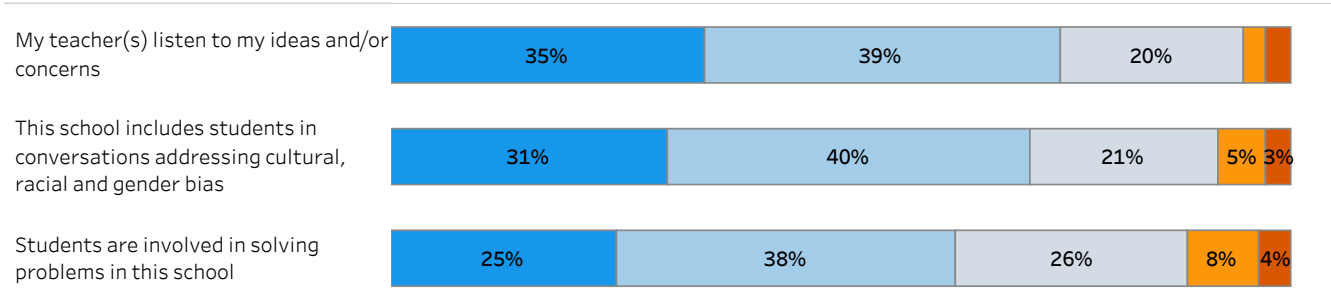
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Students feel they have a voice and are beginning to take responsible ownership of their learning. They take an active role in co-creating an anti-bias culture and dismantling racism. They learn resilience and empathy while feeling a strong sense of belonging. Diverse representation of students, parents and community members are key participants and collaborators in school decision-making and shaping the culture.



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Belongingness - Student LONGITUDINAL

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I enjoy coming to this school	2022	47%	0%
	2023	47%	
I feel safe at this school	2022	76%	-1%
	2023	75%	
In this school, there is at least one adult who knows and cares about me	2022	85%	0%
	2023	85%	
All students are held to the same behavior rules and expectations	2022	62%	-1%
	2023	61%	
The rules against bullying are enforced by all adults in this school	2022	60%	1%
	2023	61%	
This school has effective equity practices for all	2022	74%	-3%
	2023	70%	
This school uses appropriate alternatives to suspension and expulsion for discipline	2022	59%	4%
	2023	63%	
My teacher(s) listen to my ideas and/or concerns	2022	73%	1%
	2023	74%	
Students are involved in solving problems in this school	2022	62%	1%
	2023	63%	
This school includes students in conversations addressing cultural, racial and gender bias	2022	69%	2%
	2023	71%	

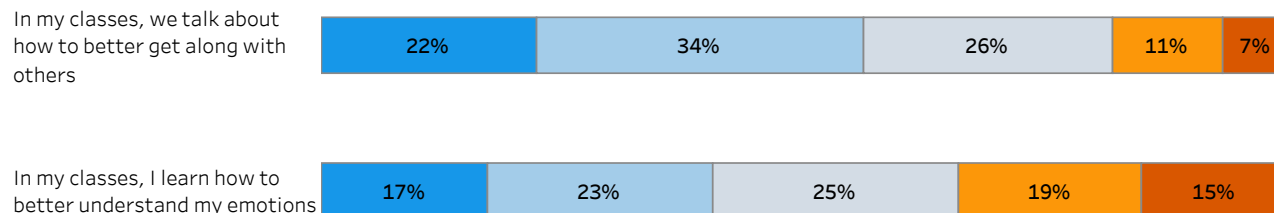
Percent Positive

Difference in Percent Positive

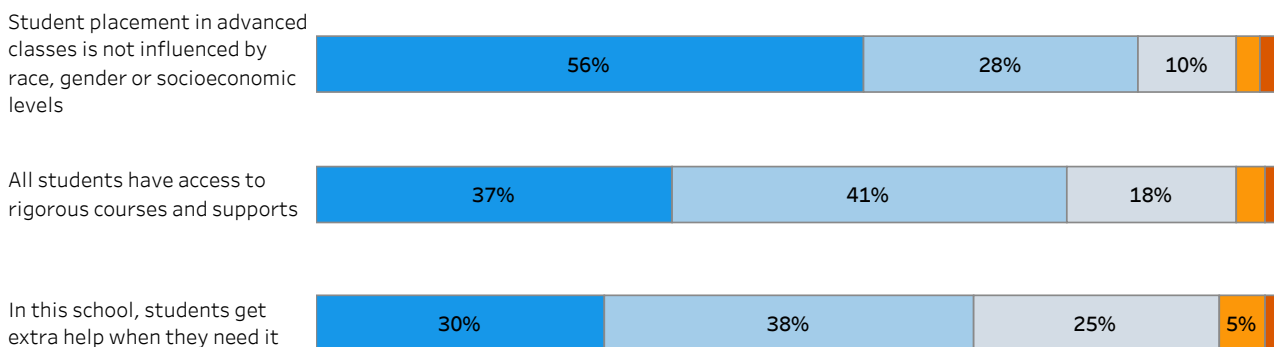


Commitment to Dismantling Racism and Oppression - Student

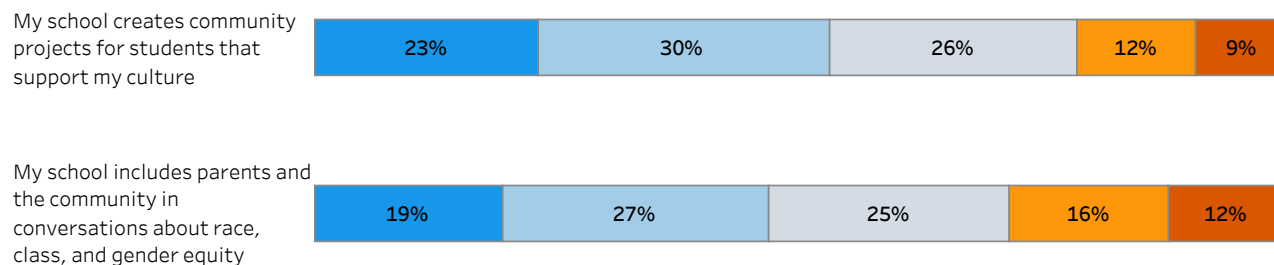
Learning opportunities involve a varied and high quality curriculum (including social-emotional development) with substantial enrichment experiences. There is particular attention on reducing disparities in learning (racial, gender, etc.) created by tracking and ability grouping. There is intentional planning regarding managing structural and cultural shifts as well as changes at the systemic level.



Academic placement is not predictable by race, gender or socio-economic levels; ability grouping is limited and used strategically to avoid tracking defined as intentional segregation based upon current performance, race or other criteria. High levels of inclusion in the most rigorous courses exists for low SES students, students with disability and students of color. Access and support exists for those wishing to be in the most rigorous courses and opportunities.



Community engagement and partnerships are an active representation of equity concerns and the valuing of diversity in the community. The school participates in community projects and draws on diverse community assets. Parents and community groups are engaged in courageous conversations about race, class, expectations, and the role of education in the community. Plans are co-created and action items are monitored for implementation and effectiveness.



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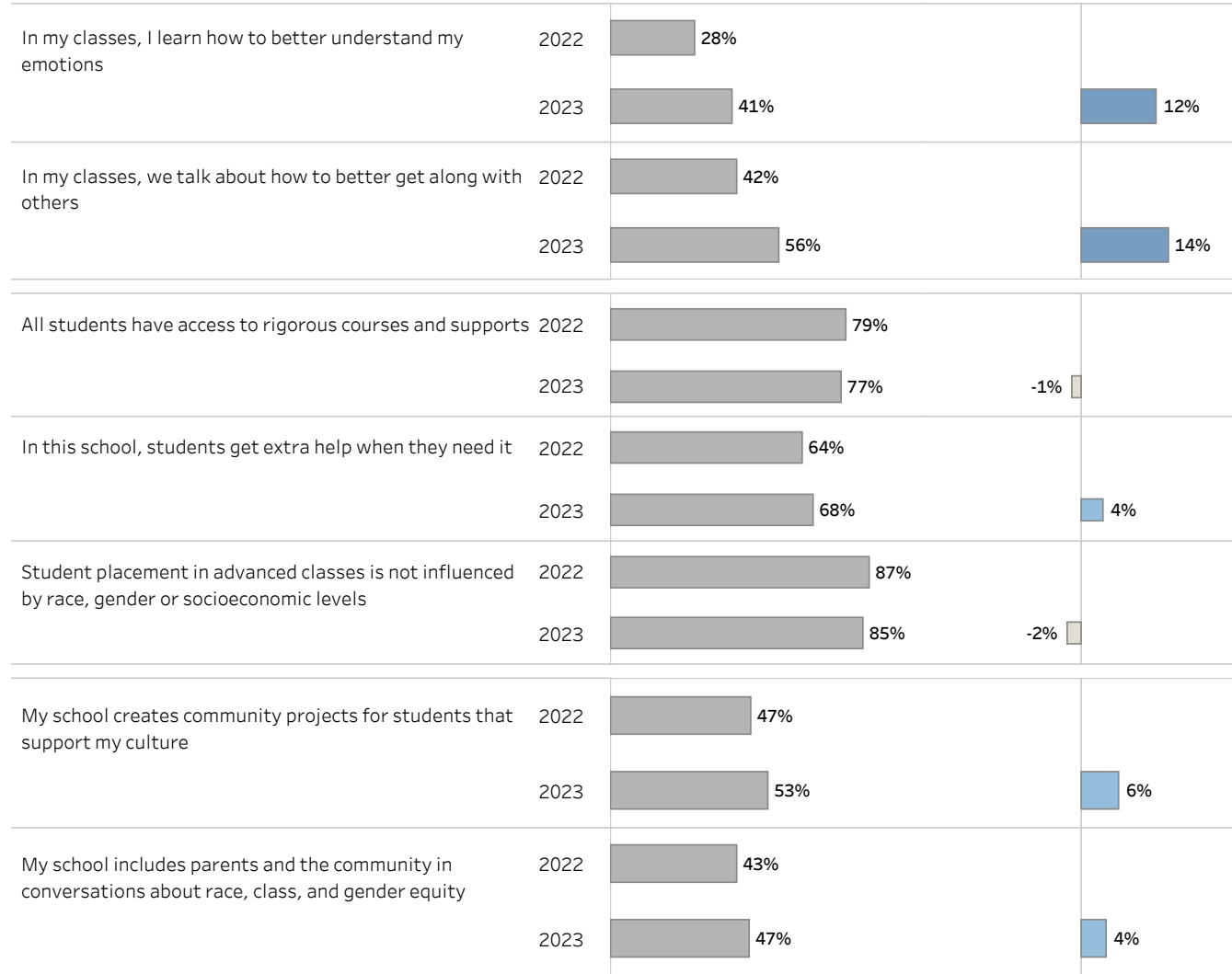
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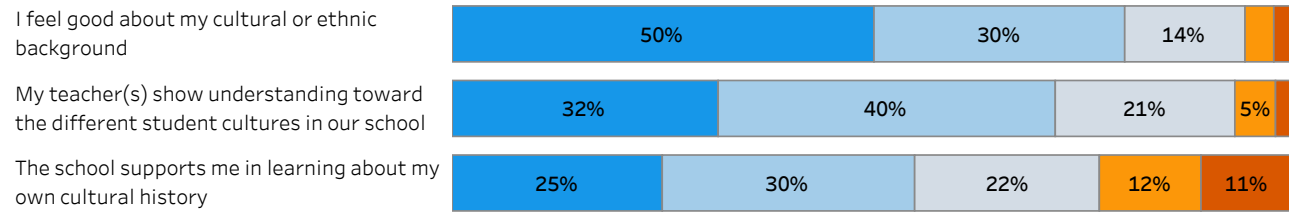
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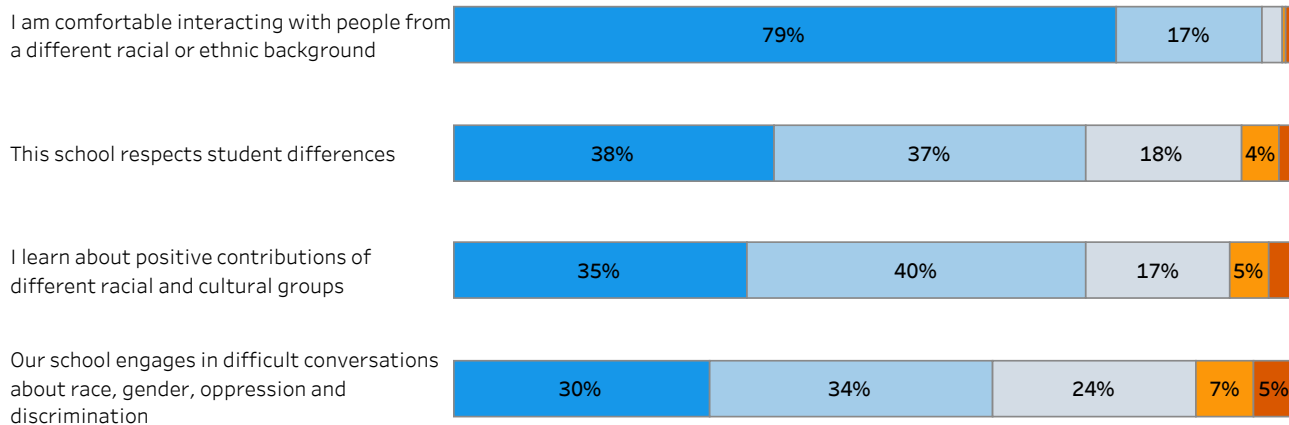


Diversity - Student

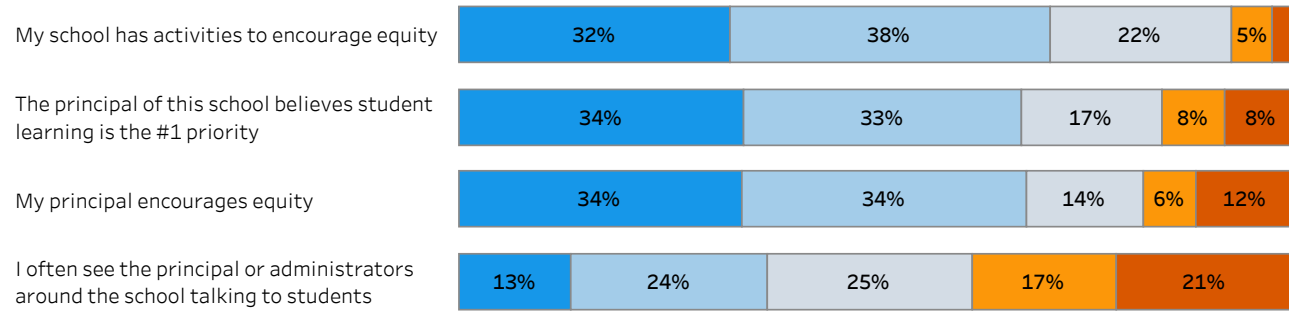
Self-awareness is encouraged as all members of the community are supported in knowing their personal equity journey and being aware of their own cultural history. There is strategic planning and actions taken regarding personal growth/development of all school and community stakeholders.



Cultural proficiency of all stakeholders is developed and monitored. There is an appreciation of different cultures and connections to families of different backgrounds. Appreciation of differences are modeled by leaders, teachers, and students who embrace difficult conversations about race, gender, economics, oppression and discrimination with a clear understanding of their own biases. The curriculum supports the development of cultural proficiency through exploration of the contributions of different racial and cultural groups in history and society as well as addressing bigotry and racism. Multiple, positive cross-cultural contacts between students, staff and community members are facilitated in and out of school.



Leaders build trust by demonstrating congruence and ownership of the collective vision for equity, active interventions designed to emphasize equity and, holding the school community accountable to its commitments. Leaders create partnerships that facilitate bridges across differences. Difference is dealt with effectively using multiple perspectives/approaches in terms of how power and resources are distributed; how decisions are made and implemented; and, how conflict is resolved.



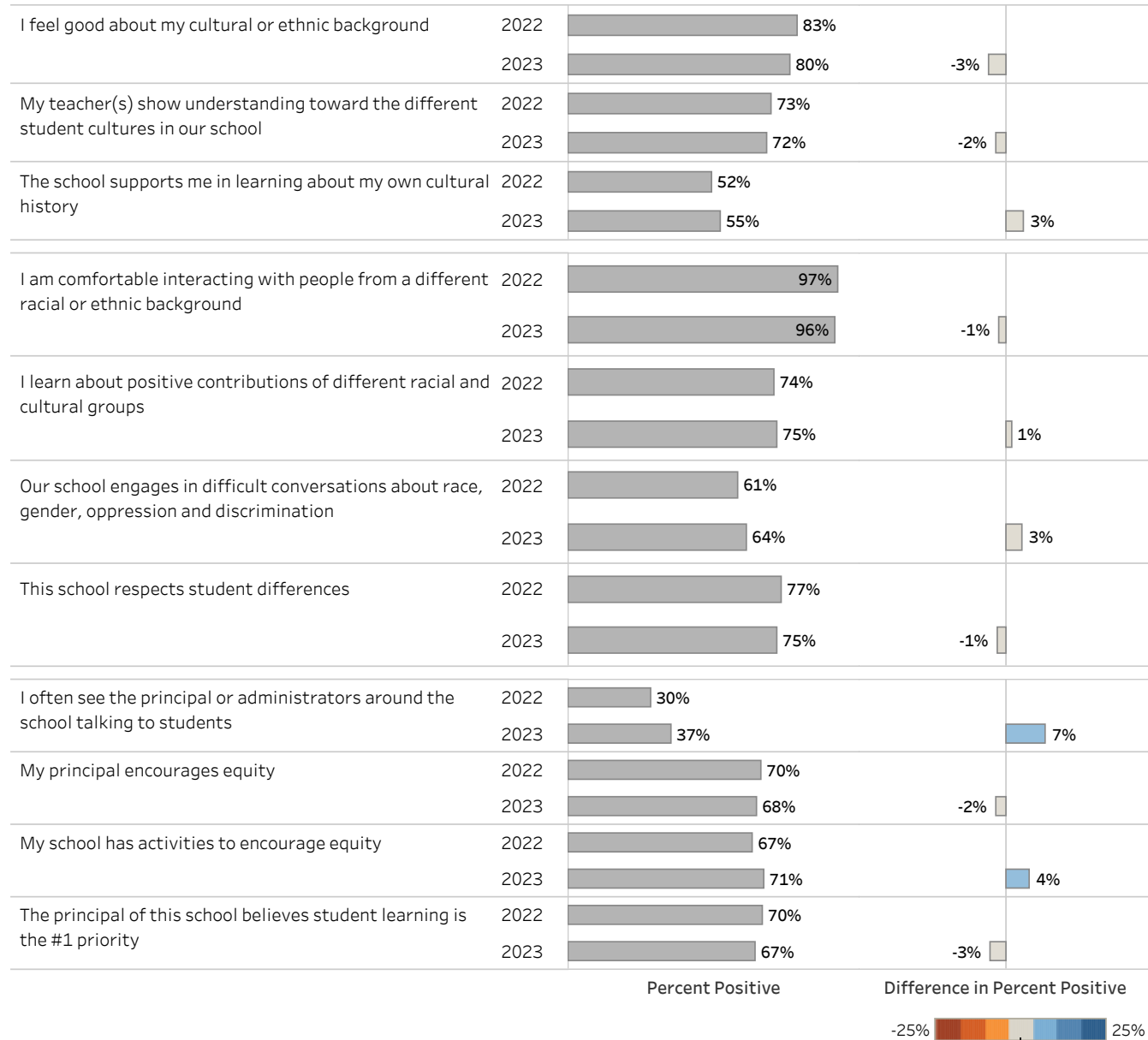
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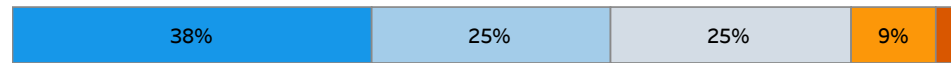
Academics - Family

Curriculum is rigorous, challenging and culturally relevant. It represents high expectations for all students, requiring critical thinking and problem solving. It is well supported to ensure all students have opportunities to achieve success at a high academic level. Content is asset-based and has pro-social representation from various racial, gender, and other marginalized subgroups.

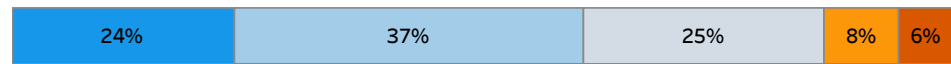
Teachers have high expectations for student learning at this school



My student is challenged with a rigorous course of study at this school



This school is doing a good job of preparing my student for a successful future

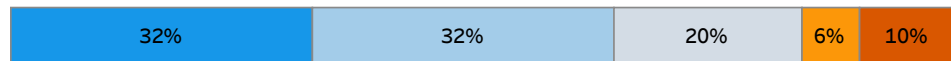


The books and materials used in classrooms include positive representations of race, gender, and other marginalized people

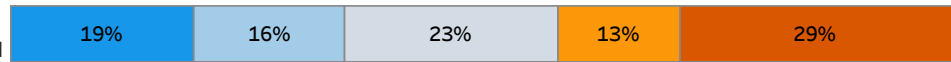


Instructional practices use an equity lens and effectively build on the interests, strengths and home cultures of the school's students and families. Culturally relevant pedagogy is infused into the content of literature, class projects, assignments, assessments events, field trips, ethnic studies courses, connections to families and communities, interventions and other resources.

Teachers in this school are dedicated to helping all students succeed



Our family's culture is reflected in what my student studies at school



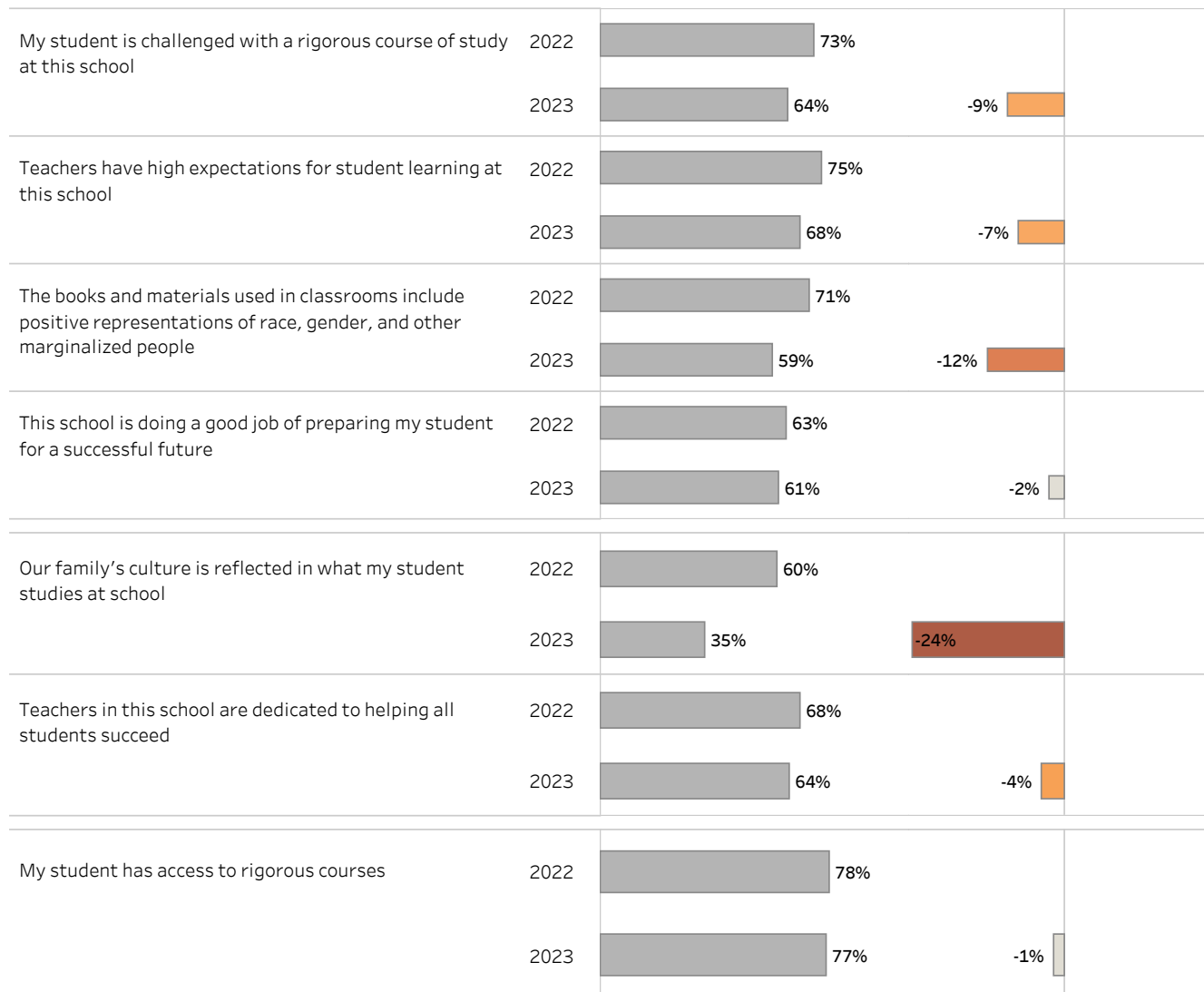
Rigorous academic preparation is accompanied by high levels of knowledge and skills, capitalizing on and connecting to students of all backgrounds. All students have access to rigorous courses and supports to ensure success for all.

My student has access to rigorous courses



Academics - Family LONGITUDINAL

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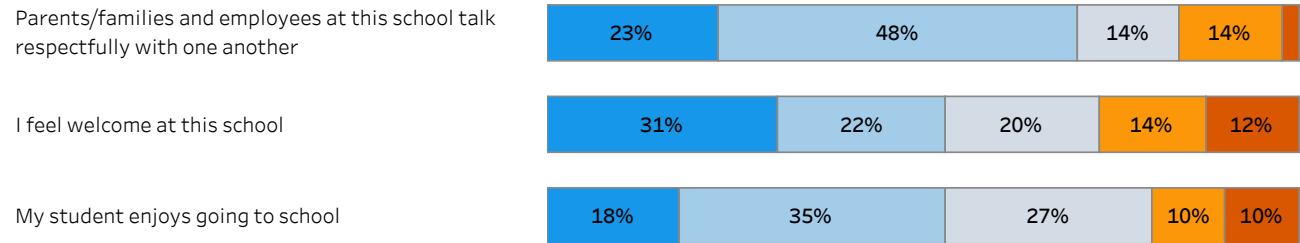
Percent Positive

Difference in Percent Positive

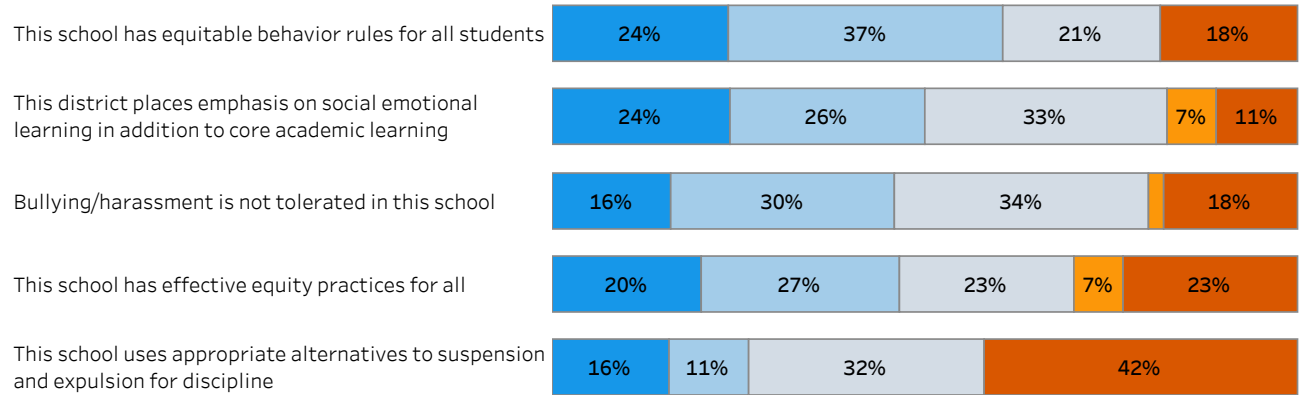


Belongingness - Family

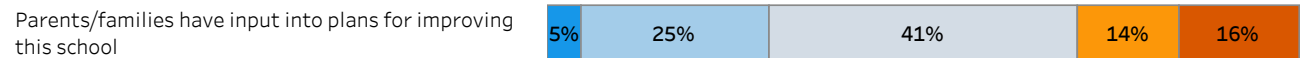
A safe, welcoming school environment that embraces the diversity of race, ethnicity and religion, gender and sexual orientations among students and staff members distinguishes the school. Effective strategies for managing diversity are robust and functioning effectively.



Clear and effective policies, systems, structures and procedures supporting equity are in place and equitably enacted, such as democratic decision-making and non-exclusionary approaches to discipline. The school has an active and successful plan to help students learn positive social behaviors. There is evidence that the school has reduced instances of bullying, harassment and discrimination.



Students feel they have a voice and are beginning to take responsible ownership of their learning. They take an active role in co-creating an anti-bias culture and dismantling racism. They learn resilience and empathy while feeling a strong sense of belonging. Diverse representation of students, parents and community members are key participants and collaborators in school decision-making and shaping the culture.



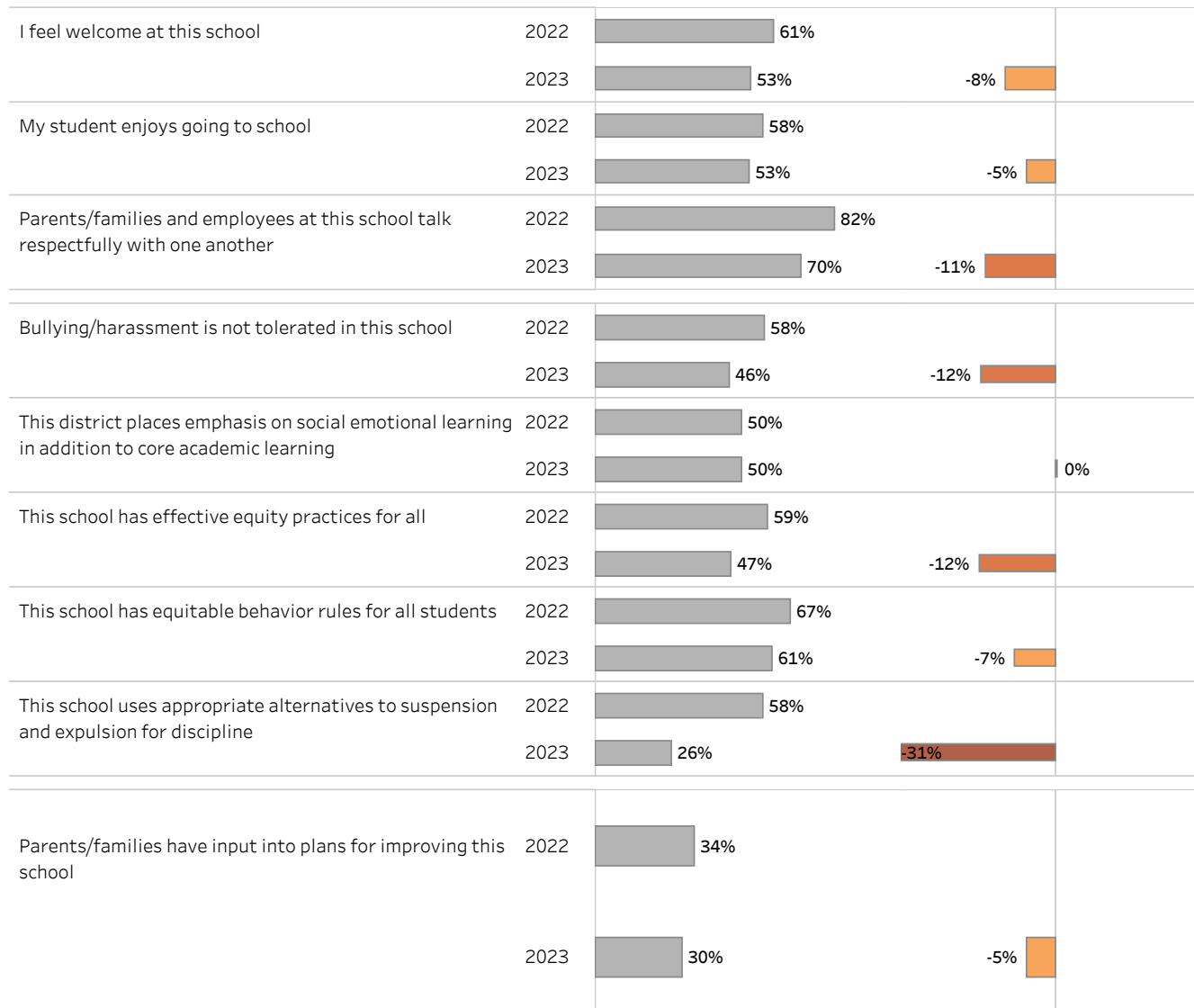
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Difference in Percent Positive



Commitment to Dismantling Racism and Oppression - Family

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Student placement in advanced classes is not influenced by race, gender or socioeconomic levels



Supports are provided to ensure my student's course options are not limited



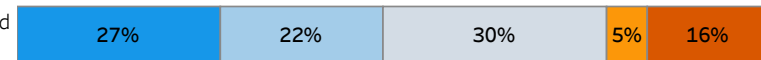
Data are used to analyze, plan and change structures and systems that support racial inequities and learning outcomes. Data is used to analyze and respond to trends in targeted areas such as staffing, community engagement, staff development, student assignment, course enrollment, discipline as well as college & career planning and enrollment. Interventions on learning conditions limit disproportionality.

My school shares information on how they are reducing racial, cultural, and gender inequities

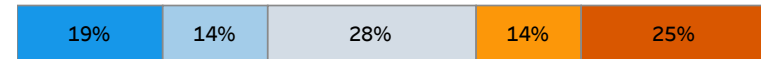


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This school respects the different cultures represented in our community



This school includes parents and the community in conversations about race, culture, and gender equity



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Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	2022	78%	
	2023	61%	-16%
Supports are provided to ensure my student's course options are not limited	2022	55%	
	2023	38%	-18%
My school shares information on how they are reducing racial, cultural, and gender inequities	2022	44%	
	2023	24%	-20%
This school includes parents and the community in conversations about race, culture, and gender equity	2022	43%	
	2023	33%	-10%
This school respects the different cultures represented in our community	2022	74%	
	2023	49%	-25%

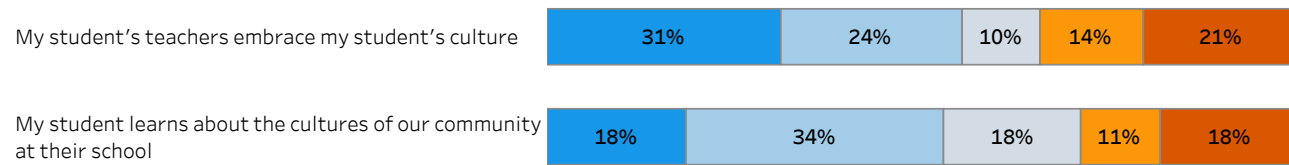
Percent Positive

Difference in Percent Positive

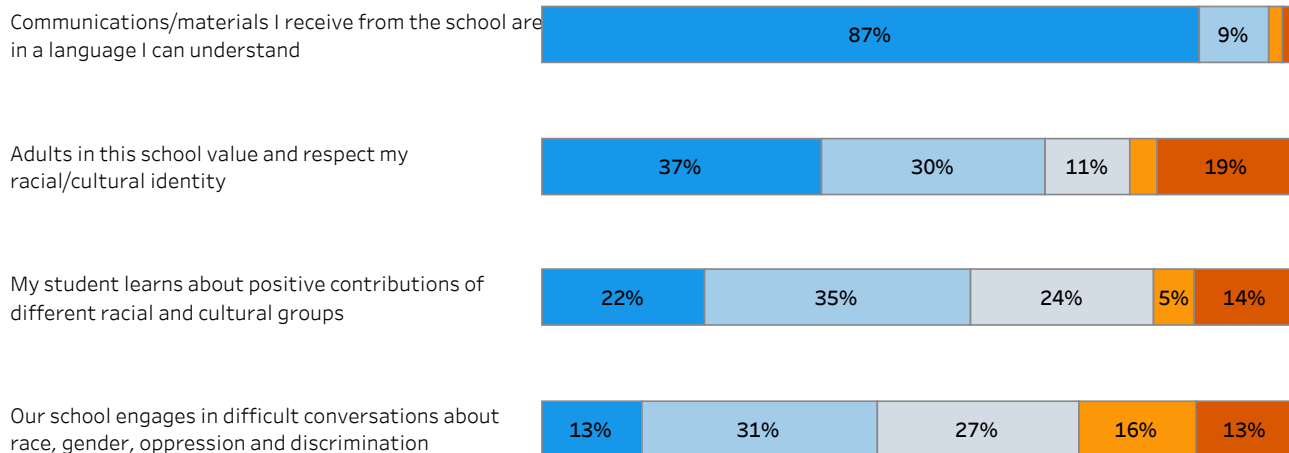


Diversity - Family

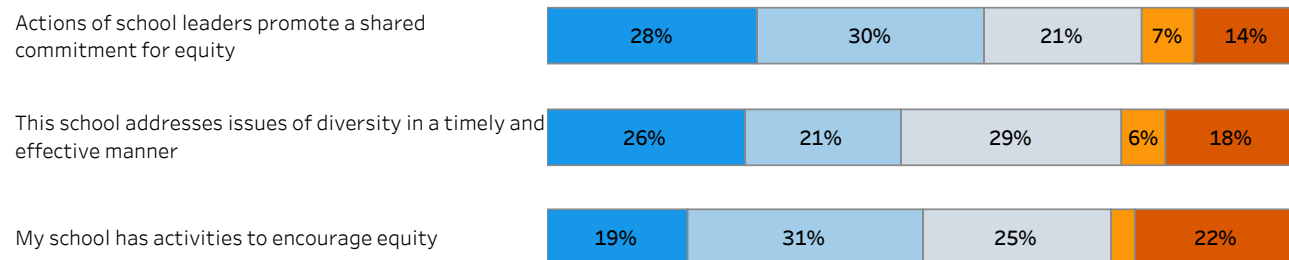
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