

Educational Effectiveness Survey™



Diversity, Equity and Inclusion Module

Staff-Student-Family Comparison Longitudinal

Sakai Intermediate

Bainbridge Island School District

	2022			2023		
Staff	Student	Family	Staff	Student	Family	
N=48	N=263	N=32	N=48	N=396	N=20	



Better Data. Better Decisions. Better Schools.



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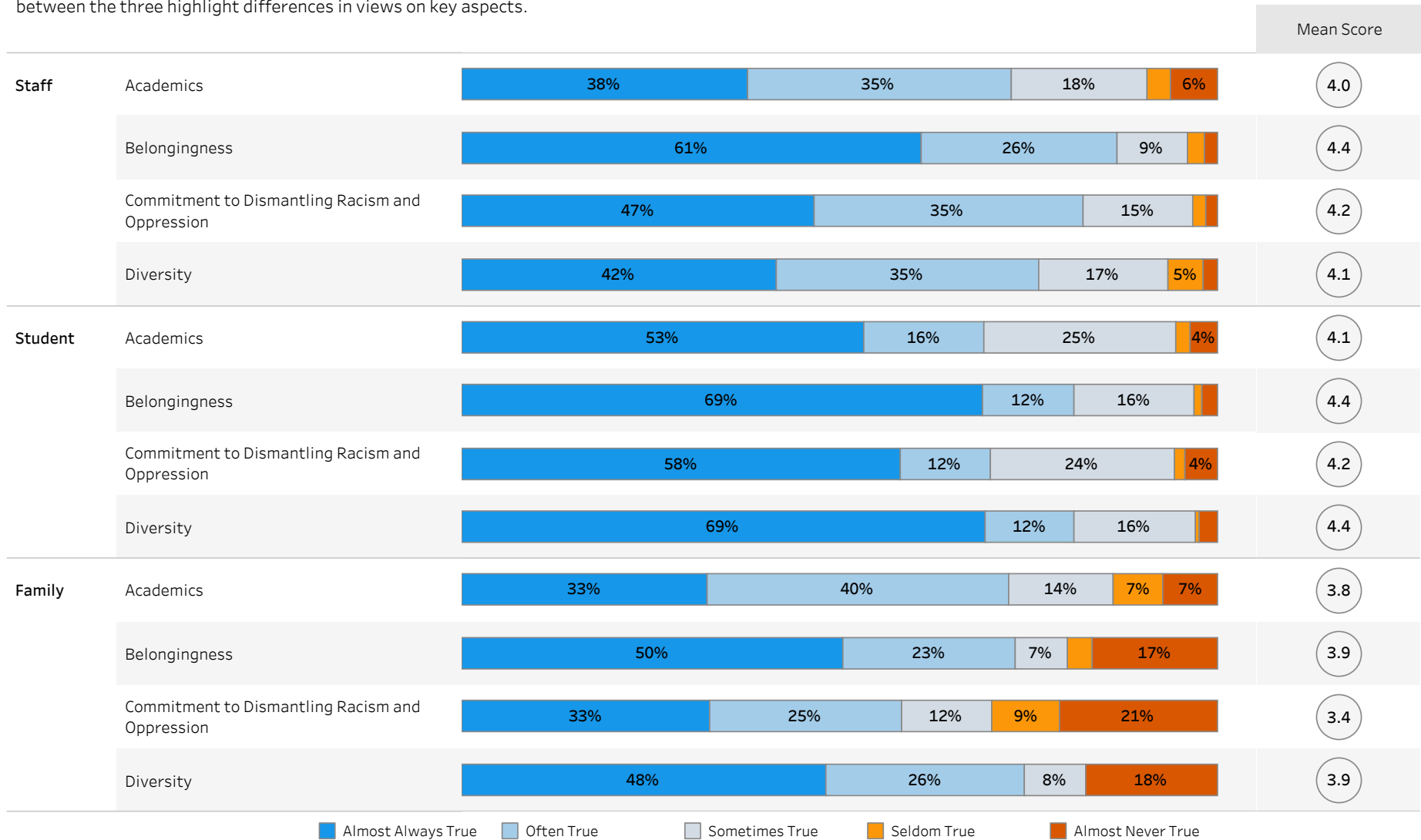


Better Data. Better Decisions. Better Schools.

Diversity, Equity and Inclusion Summary

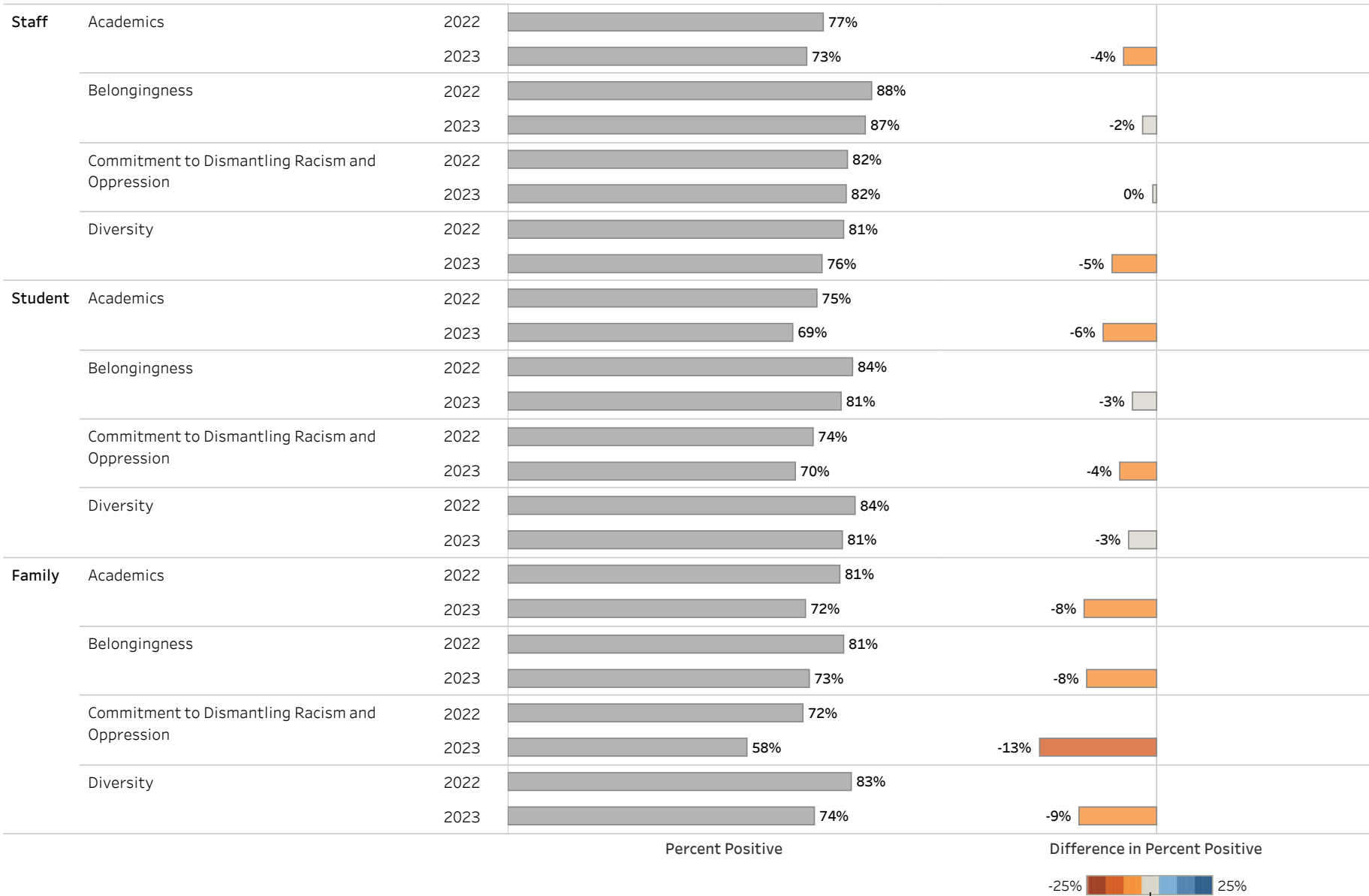
Sakai Intermediate

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.

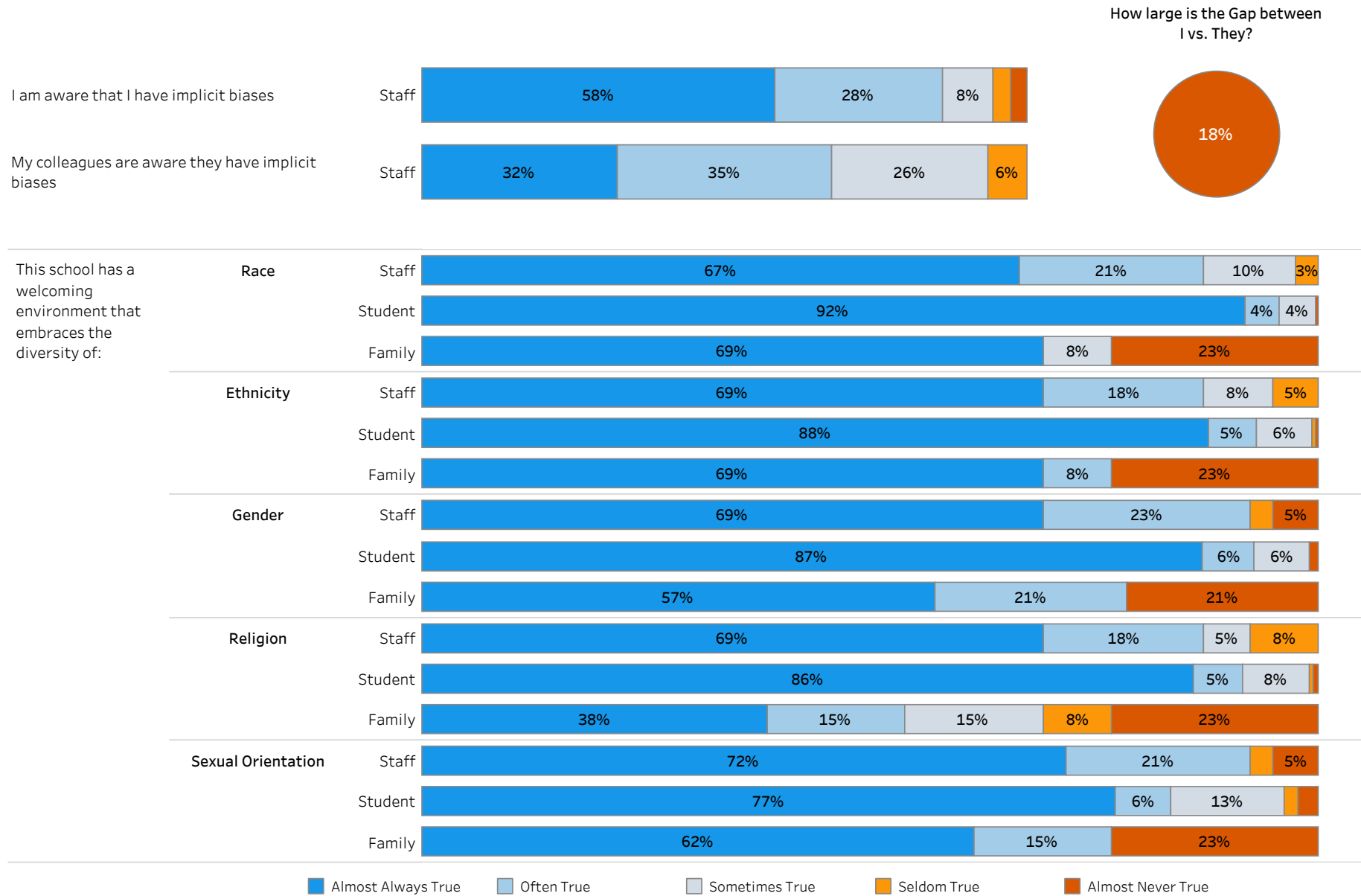


Diversity, Equity and Inclusion Summary LONGITUDINAL

Sakai Intermediate

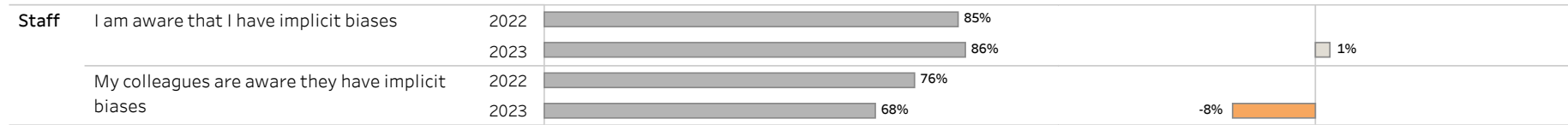


Diversity, Equity and Inclusion - I vs. They Perspectives

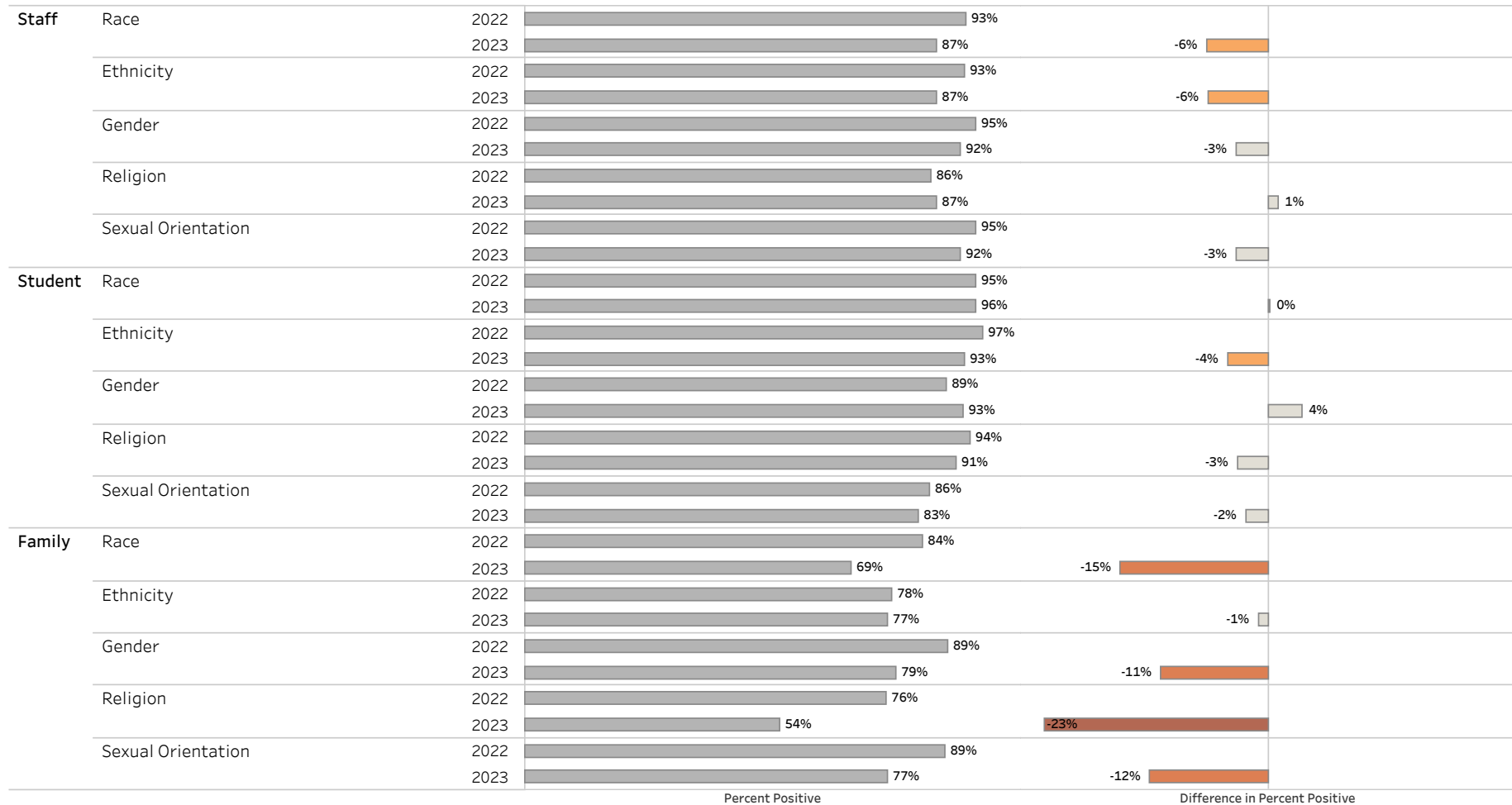


Diversity, Equity and Inclusion - I vs. They Perspectives

LONGITUDINAL



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



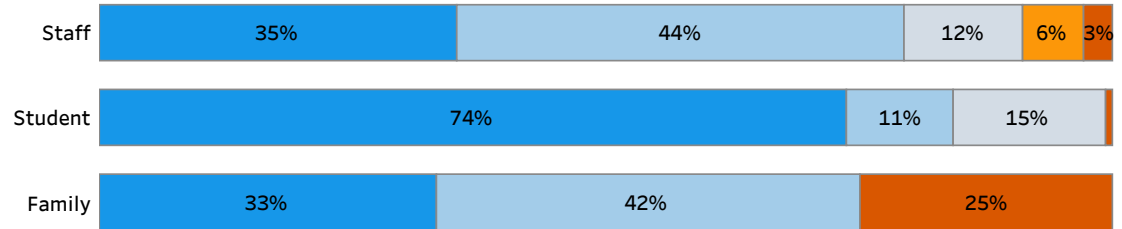
Percent Positive

Difference in Percent Positive



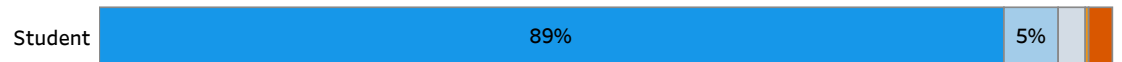
Academics

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

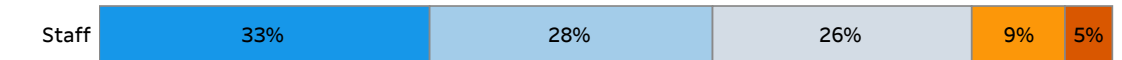


Academic placement is not influenced by race, gender or socioeconomic levels

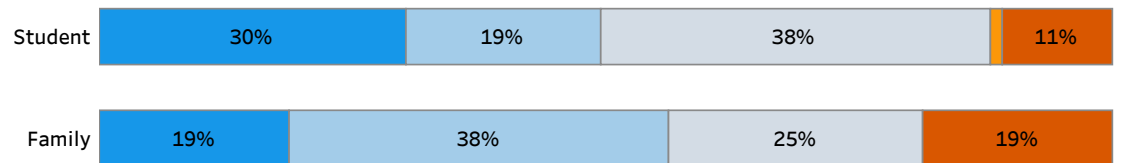


Diversity

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



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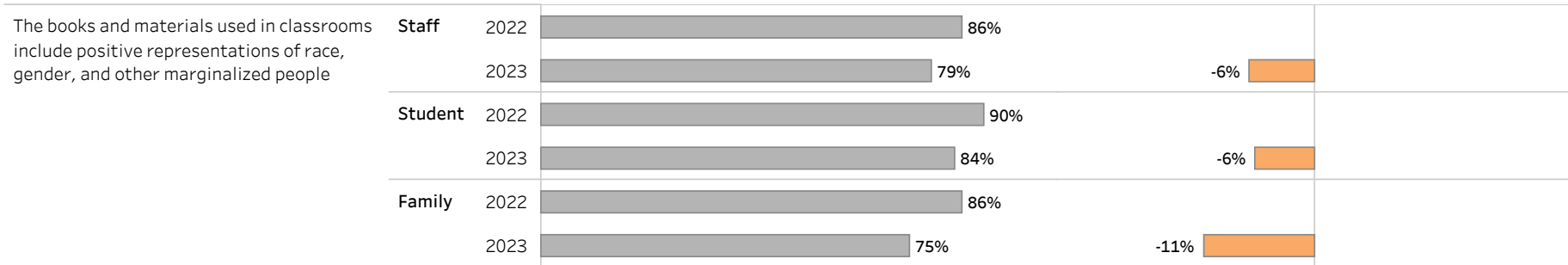


■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True
 ■ Almost Never True

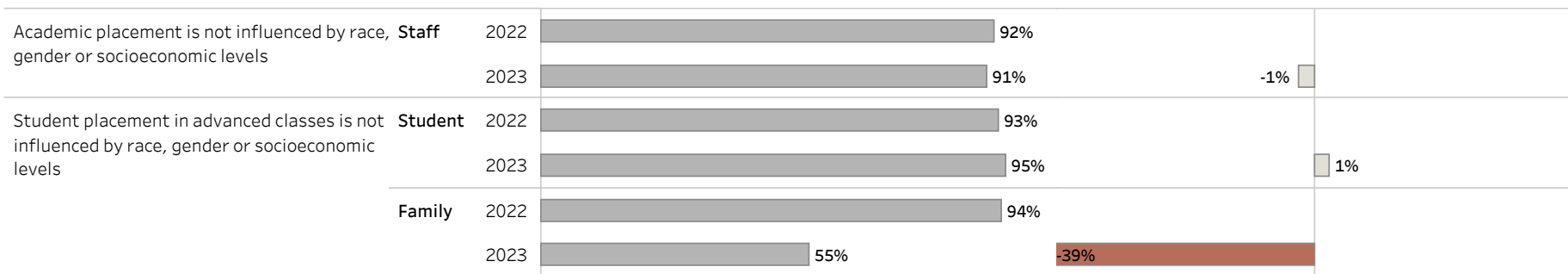
Diversity, Equity and Inclusion Common Questions

LONGITUDINAL

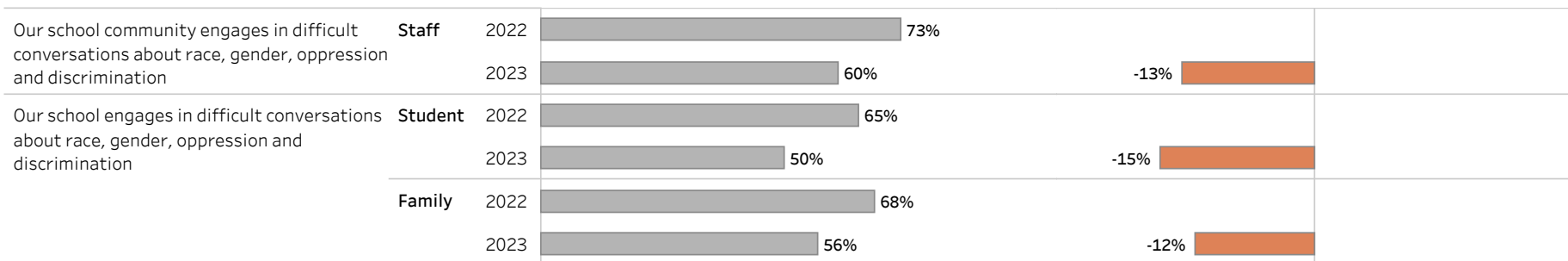
Academics



Commitment to Dismantling Racism and Oppression



Diversity

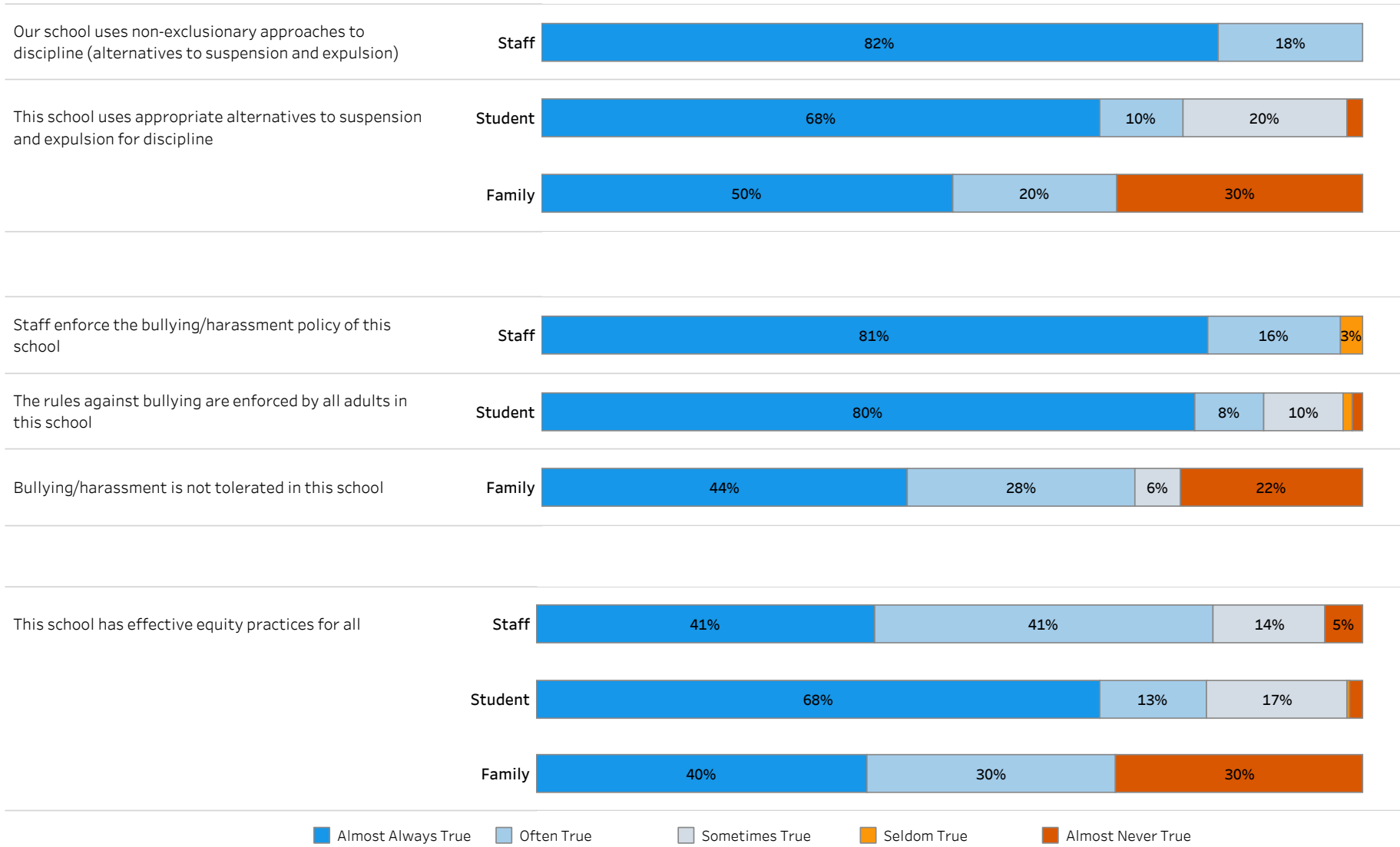


Percent Positive

Difference in Percent Positive



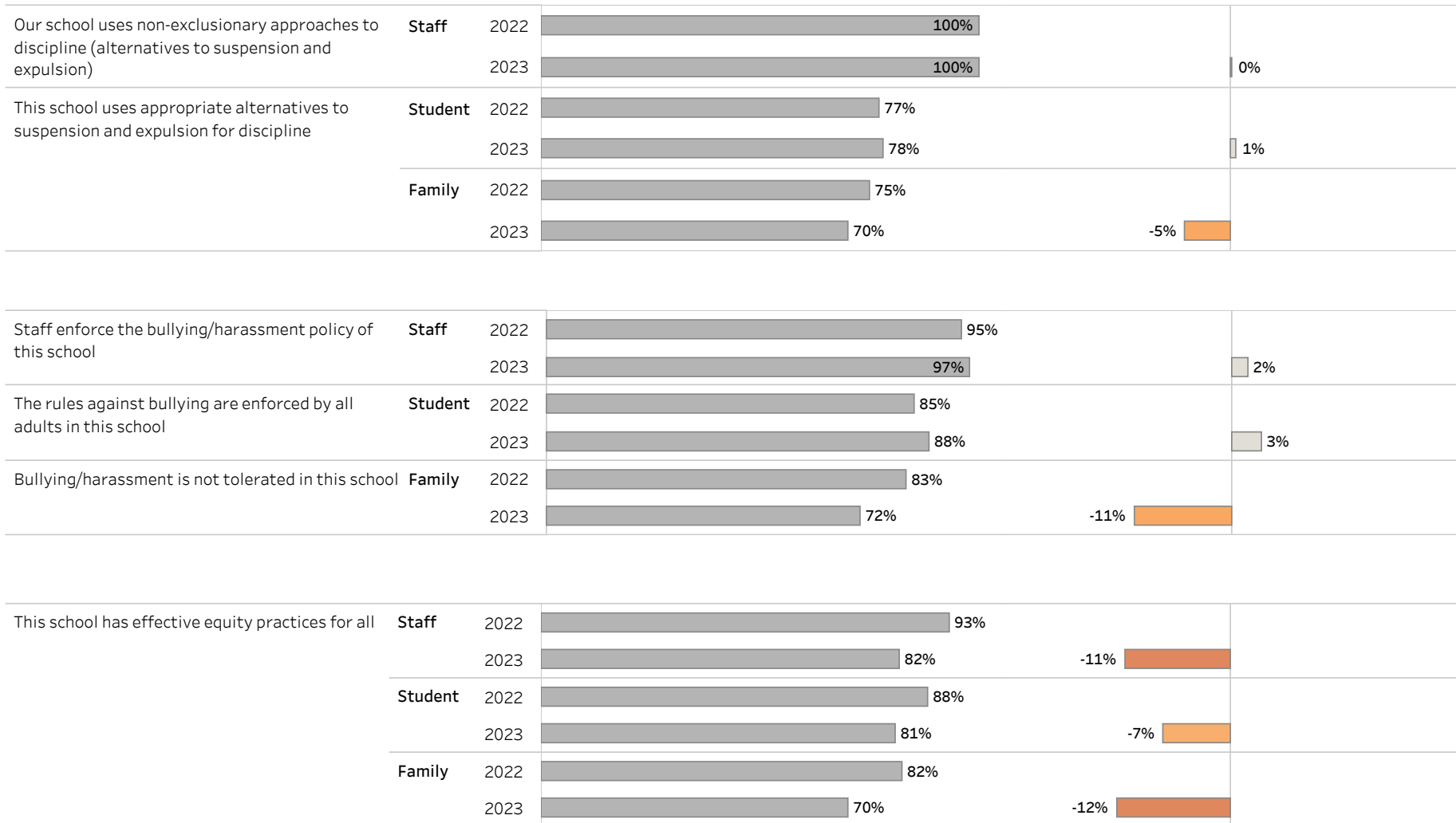
Belongingness



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

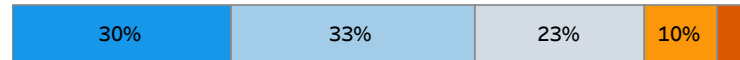


Instruction is personalized to meet the needs of each student

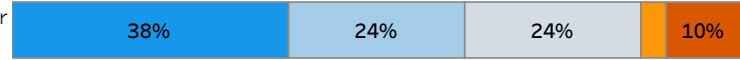


Instructional practices use an equity lens and effectively build on the interests, strengths and home cultures of the school's students and families. Culturally relevant pedagogy is infused into the content of literature, class projects, assignments, assessments events, field trips, ethnic studies courses,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

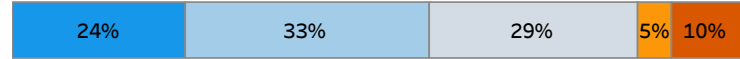
Instructional practices incorporate the interests and strengths of the home cultures of the school's students and families



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



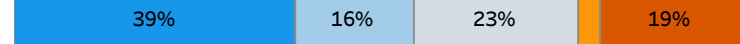
I consider my students' background when designing lessons



Our staff believes that all students can meet state standards



I believe that all students can meet state standards



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

Academics - Staff LONGITUDINAL

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Instruction is personalized to meet the needs of each student	2022	61%	
	2023	66%	5%
Students are provided tasks that require higher-level thinking skills	2022	89%	
	2023	90%	1%
The books and materials used in classrooms include positive representations of race, gender, and other marginalized people	2022	86%	
	2023	79%	-6%
Instructional practices incorporate the interests and strengths of the home cultures of the school's students and families	2022	71%	
	2023	63%	-8%
Teachers plan lessons utilizing a racial equity lens in order to engage historically underserved students	2022	71%	
	2023	62%	-9%
We are provided training to meet the needs of a diverse student population in our school	2022	67%	
	2023	57%	-10%
I believe that all students can meet state standards	2022	68%	
	2023	55%	
I consider my students' background when designing lessons	2022	77%	
	2023	79%	2%
Our staff believes that all students can meet state standards	2022	72%	
	2023	74%	2%
Staff I work with take responsibility for ensuring each student learns in our school	2022	100%	
	2023	98%	

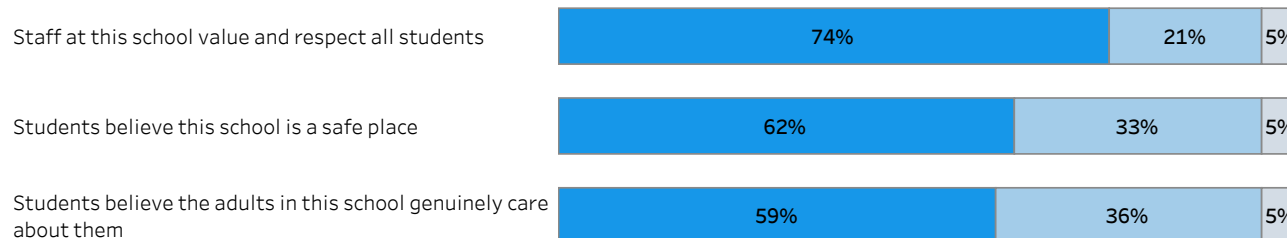
Percent Positive

Difference in Percent Positive

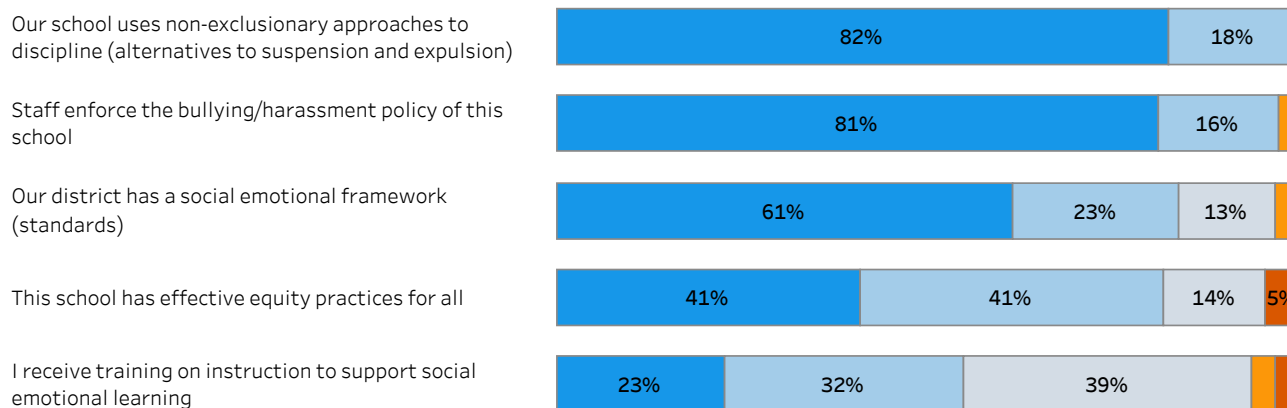


Belongingness - Staff

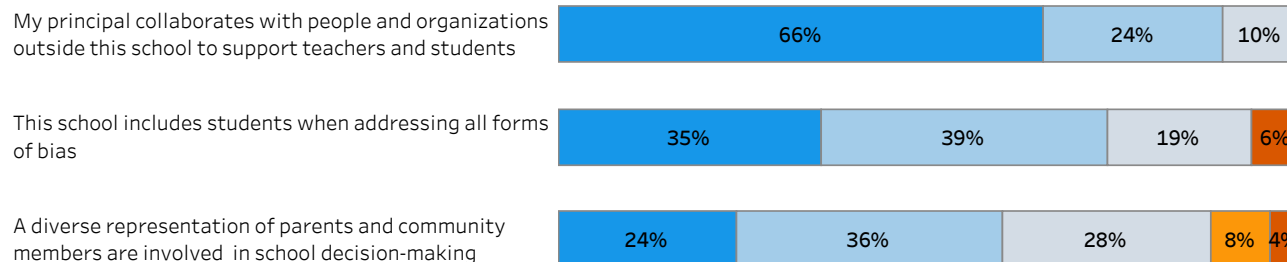
A safe, welcoming school environment that embraces the diversity of race, ethnicity and religion, gender and sexual orientations among students and staff members distinguishes the school. Effective strategies for managing diversity are robust and functioning effectively.



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.



■ Almost Always True
 ■ Often True
 ■ Sometimes True
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Belongingness - Staff LONGITUDINAL

Sakai Intermediate

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Staff at this school value and respect all students	2022	93%	
	2023	95%	2%
Students believe the adults in this school genuinely care about them	2022	98%	
	2023	95%	-3%
Students believe this school is a safe place	2022	93%	
	2023	95%	2%
I receive training on instruction to support social emotional learning	2022	54%	
	2023	55%	1%
Our district has a social emotional framework (standards)	2022	75%	
	2023	84%	9%
Our school uses non-exclusionary approaches to discipline (alternatives to suspension and expulsion)	2022	100%	
	2023	100%	0%
Staff enforce the bullying/harassment policy of this school	2022	95%	
	2023	97%	2%
This school has effective equity practices for all	2022	93%	
	2023	82%	-11%
A diverse representation of parents and community members are involved in school decision-making	2022	56%	
	2023	60%	4%
My principal collaborates with people and organizations outside this school to support teachers and students	2022	91%	
	2023	90%	-1%
This school includes students when addressing all forms of bias	2022	79%	
	2023	74%	-5%

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.

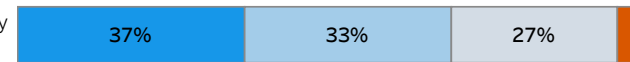
Learning opportunities include enrichment experiences for all students



This school provides curriculum that is relevant and meaningful



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..

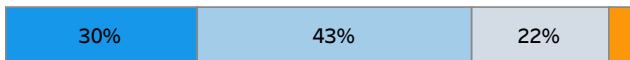


Data are used to analyze, plan and change structures and systems that support racial inequities and learning outcomes. Data is used to analyze and respond to trends in targeted areas such as staffing, community engagement, staff development, student assignment, course enrollment, discipline as well as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

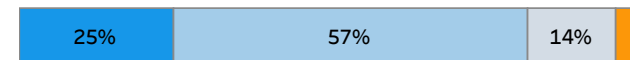


Community engagement and partnerships are an active representation of equity concerns and the valuing of diversity in the community. The school participates in community projects and draws on diverse community assets. Parents and community groups are engaged in courageous conversations about race, class,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

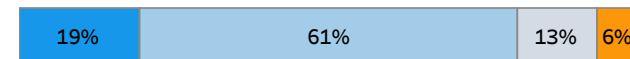
This school encourages parent involvement in their child's learning



The school partners with diverse community assets



With important decisions we seek input from parents and the community



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

Commitment to Dismantling Racism and Oppression - Staff

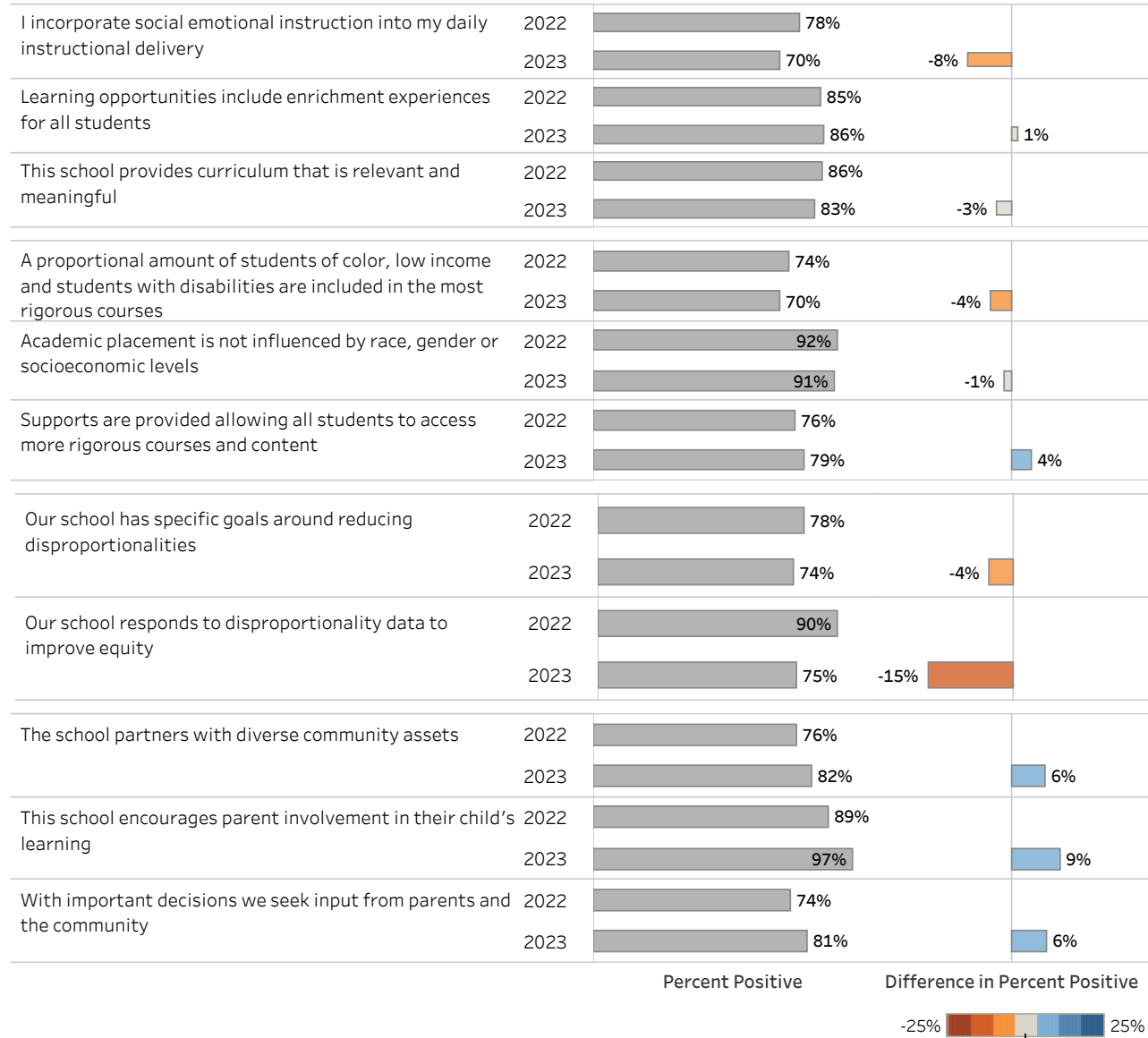
LONGITUDINAL

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.

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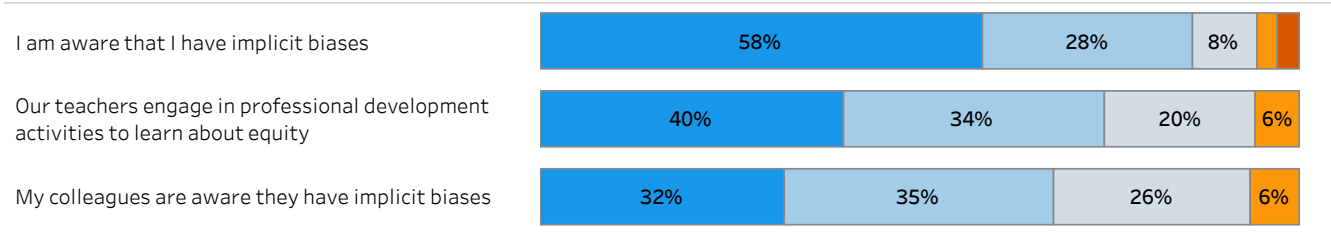
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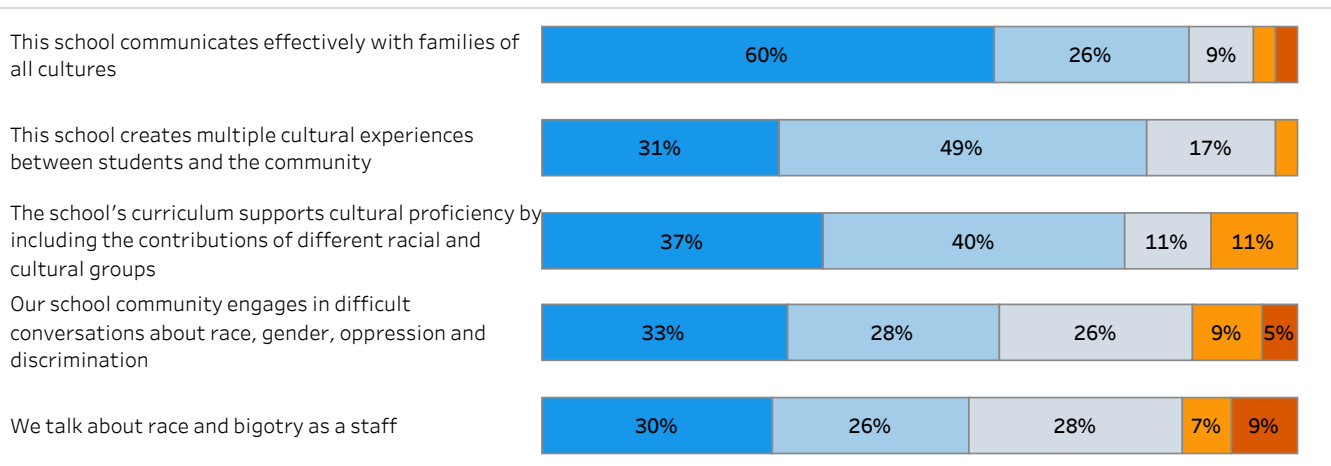


Diversity - Staff

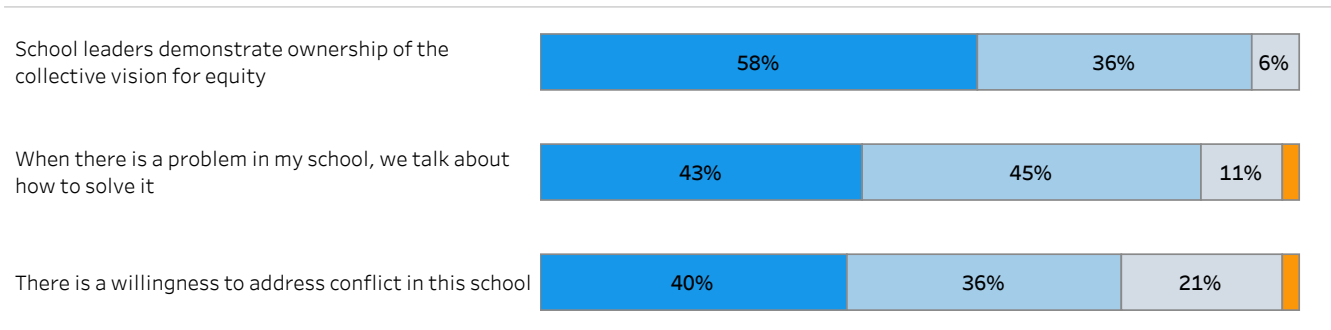
Self-awareness is encouraged as all members of the community are supported in knowing their personal equity journey and being aware of their own cultural history. There is strategic planning and actions taken regarding personal growth/development of all school and community stakeholders.



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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I am aware that I have implicit biases	2022	85%	
	2023	86%	1%
My colleagues are aware they have implicit biases	2022	76%	
	2023	68%	-8%
Our teachers engage in professional development activities to learn about equity	2022	89%	
	2023	74%	-14%
Our school community engages in difficult conversations about race, gender, oppression and discrimination	2022	73%	
	2023	60%	-13%
The school's curriculum supports cultural proficiency by including the contributions of different racial and cultural groups	2022	74%	
	2023	77%	3%
This school communicates effectively with families of all cultures	2022	87%	
	2023	86%	-1%
This school creates multiple cultural experiences between students and the community	2022	68%	
	2023	80%	12%
We talk about race and bigotry as a staff	2022	64%	
	2023	57%	-7%
School leaders demonstrate ownership of the collective vision for equity	2022	88%	
	2023	94%	6%
There is a willingness to address conflict in this school	2022	91%	
	2023	77%	-15%
When there is a problem in my school, we talk about how to solve it	2022	96%	
	2023	87%	-9%

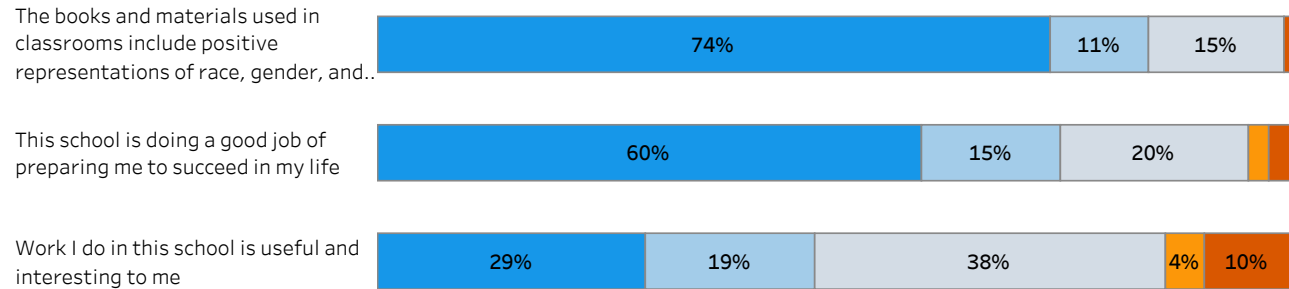
Percent Positive

Difference in Percent Positive

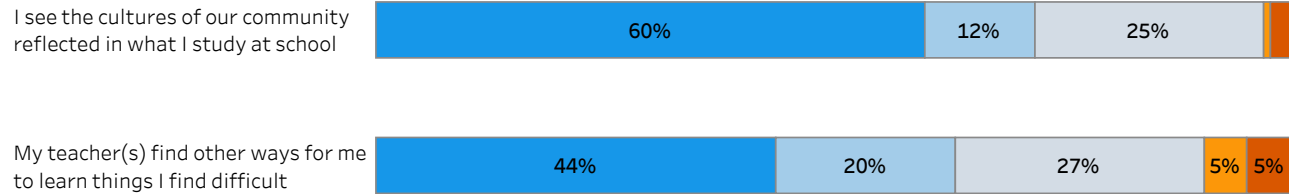


Academics - Student

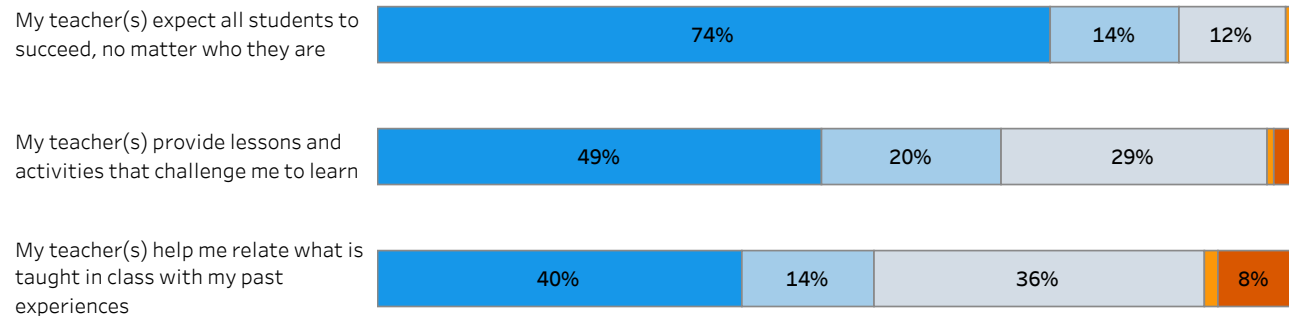
Curriculum is rigorous, challenging and culturally relevant. It represents high expectations for all students, requiring critical thinking and problem solving. It is well supported to ensure all students have opportunities to achieve success at a high academic level. Content is asset-based and has pro-social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



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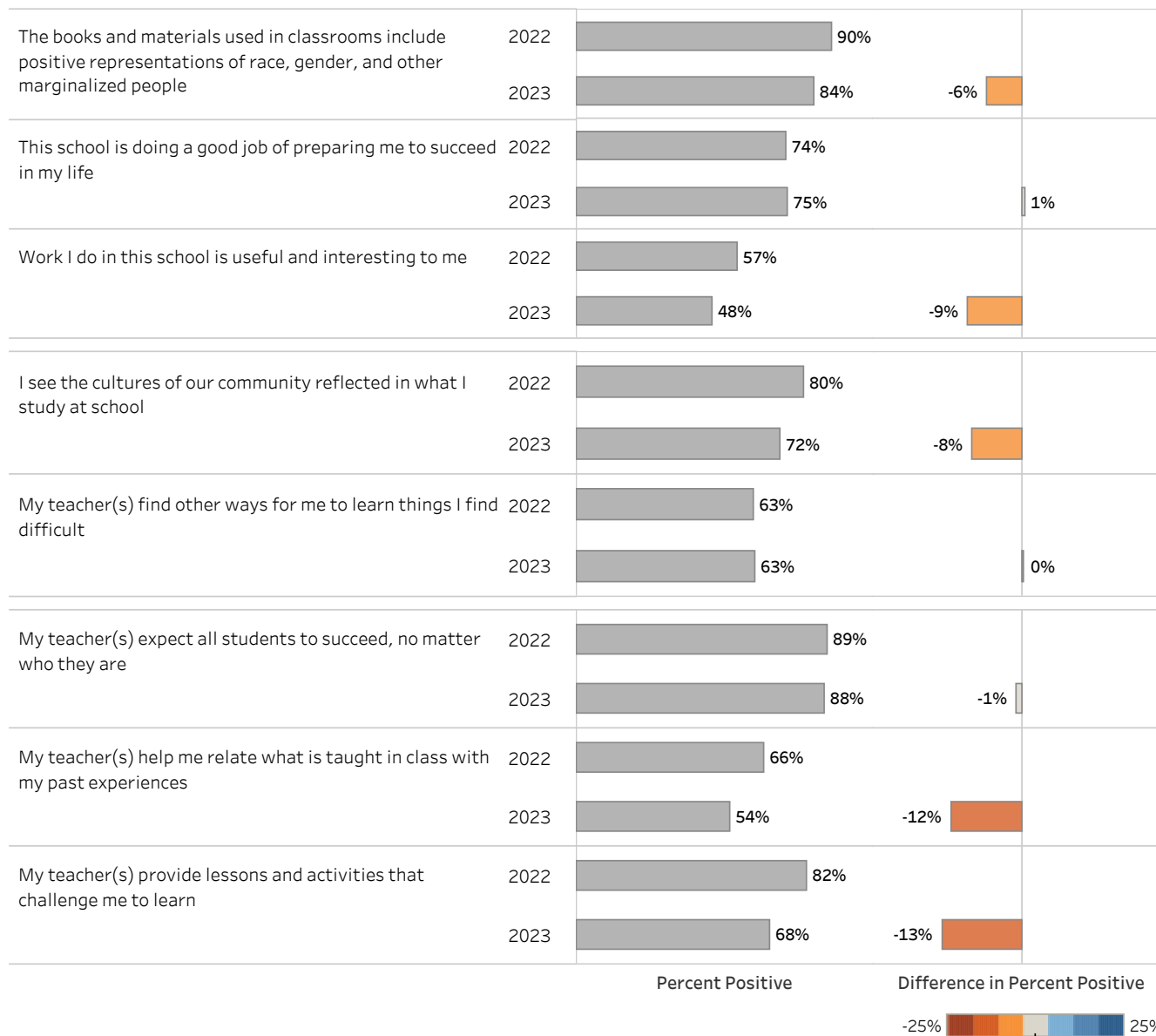
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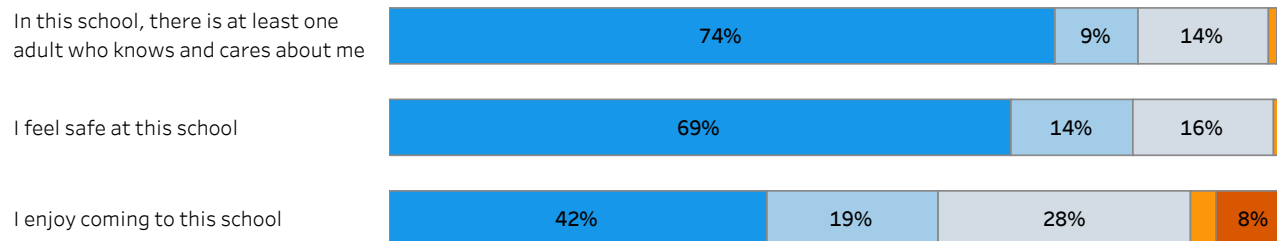
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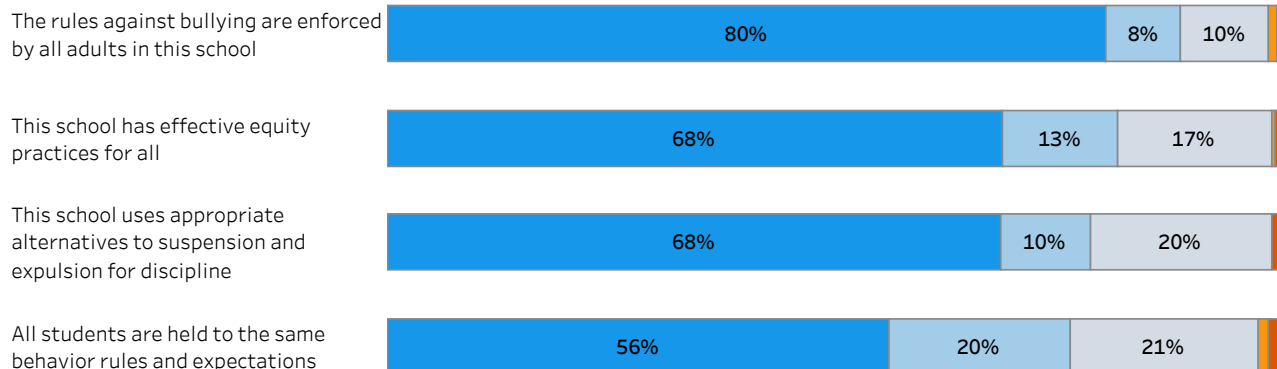


Belongingness - Student

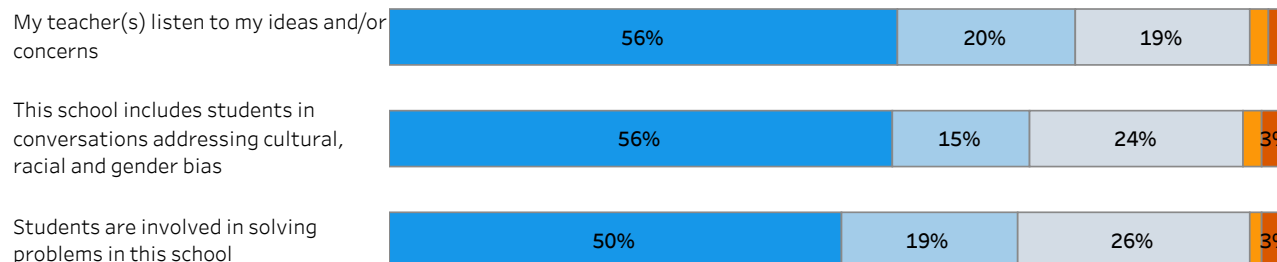
A safe, welcoming school environment that embraces the diversity of race, ethnicity and religion, gender and sexual orientations among students and staff members distinguishes the school. Effective strategies for managing diversity are robust and functioning effectively.



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I enjoy coming to this school	2022	65%	
	2023	61%	-4%
I feel safe at this school	2022	80%	
	2023	83%	3%
In this school, there is at least one adult who knows and cares about me	2022	84%	
	2023	83%	-1%
All students are held to the same behavior rules and expectations	2022	80%	
	2023	76%	-4%
The rules against bullying are enforced by all adults in this school	2022	85%	
	2023	88%	3%
This school has effective equity practices for all	2022	88%	
	2023	81%	-7%
This school uses appropriate alternatives to suspension and expulsion for discipline	2022	77%	
	2023	78%	1%
My teacher(s) listen to my ideas and/or concerns	2022	79%	
	2023	76%	-3%
Students are involved in solving problems in this school	2022	81%	
	2023	70%	-11%
This school includes students in conversations addressing cultural, racial and gender bias	2022	76%	
	2023	71%	-5%

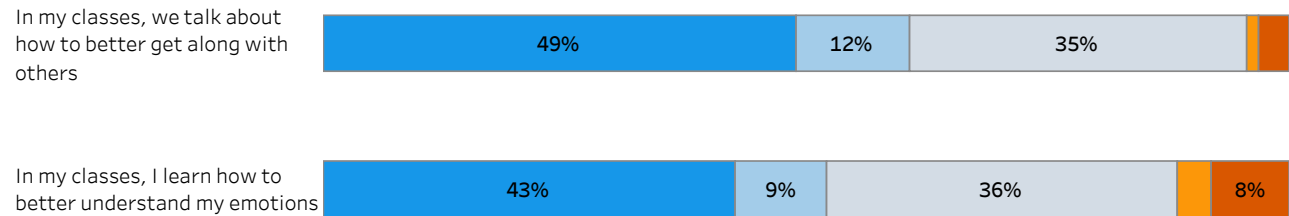
Percent Positive

Difference in Percent Positive

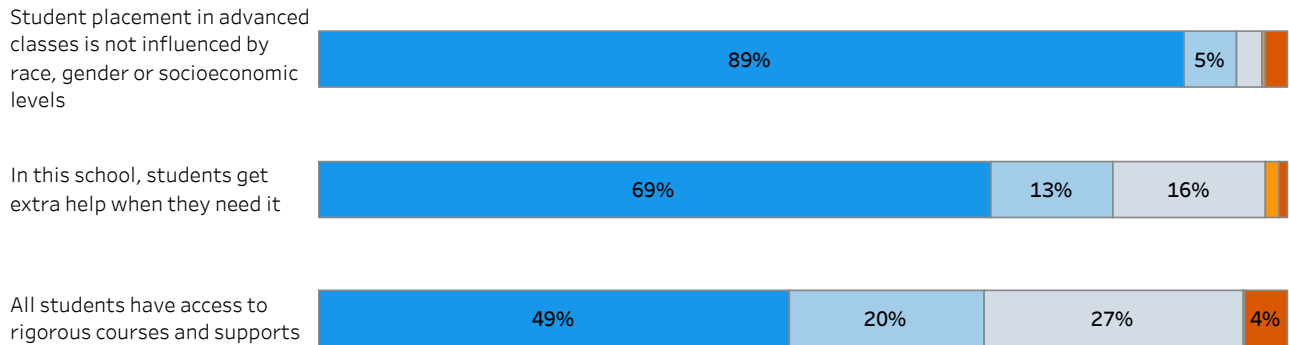
-25% 25%

Commitment to Dismantling Racism and Oppression - Student

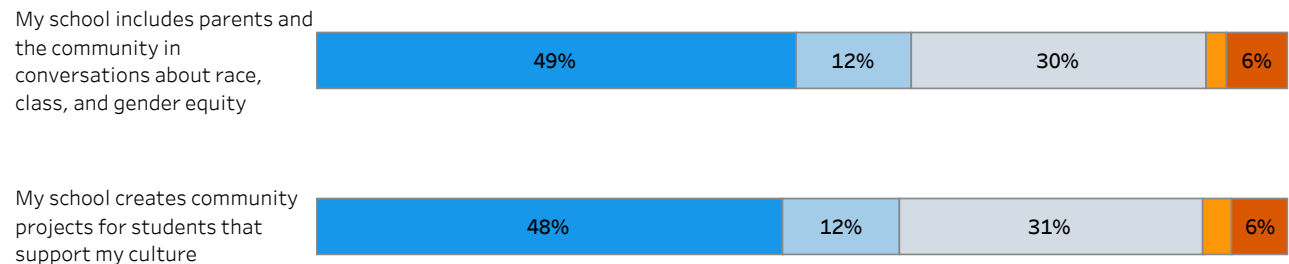
Learning opportunities involve a varied and high quality curriculum (including social-emotional development) with substantial enrichment experiences. There is particular attention on reducing disparities in learning (racial, gender, etc.) created by tracking and ability grouping. There is intentional 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.



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

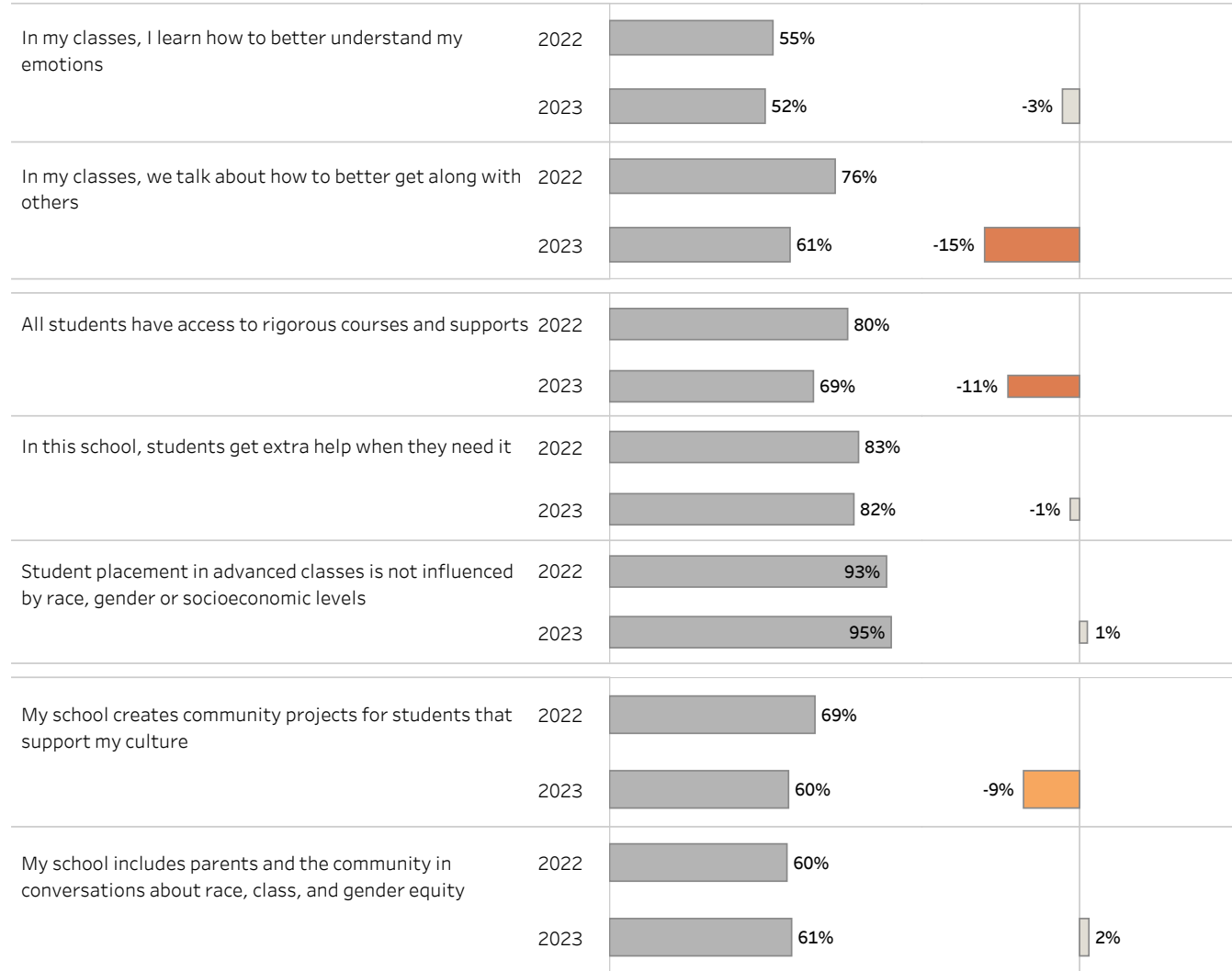
Commitment to Dismantling Racism and Oppression - Student

LONGITUDINAL

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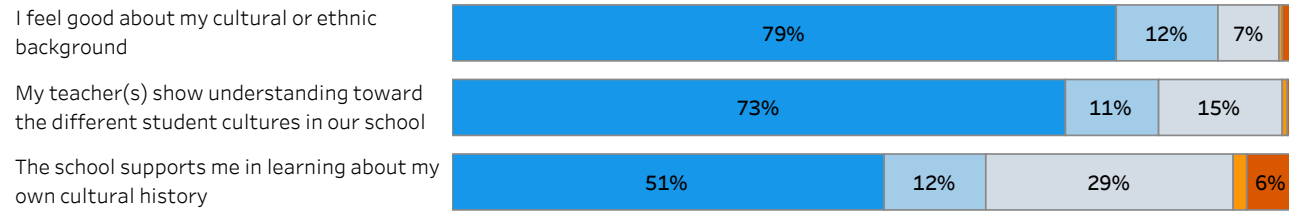
Percent Positive

Difference in Percent Positive

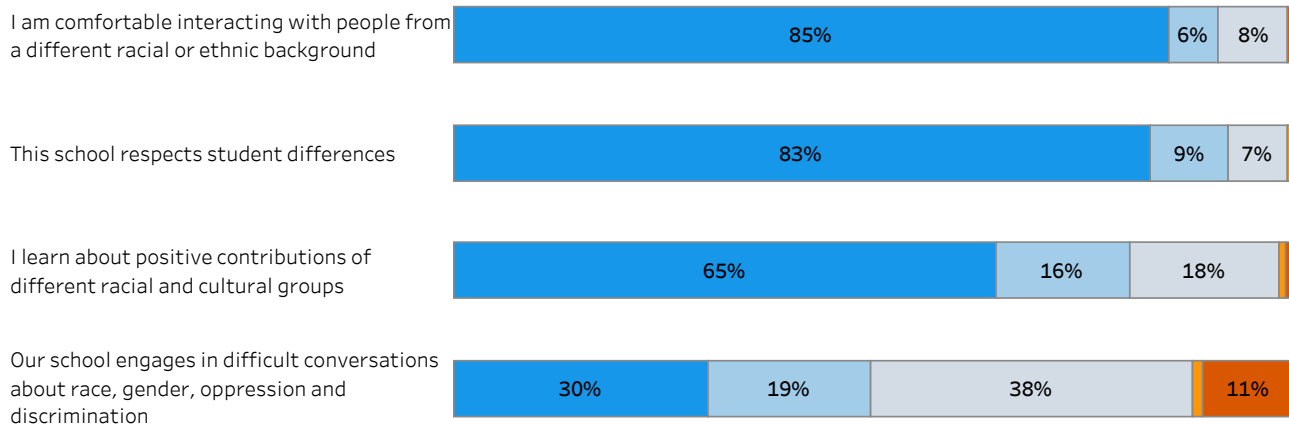


Diversity - Student

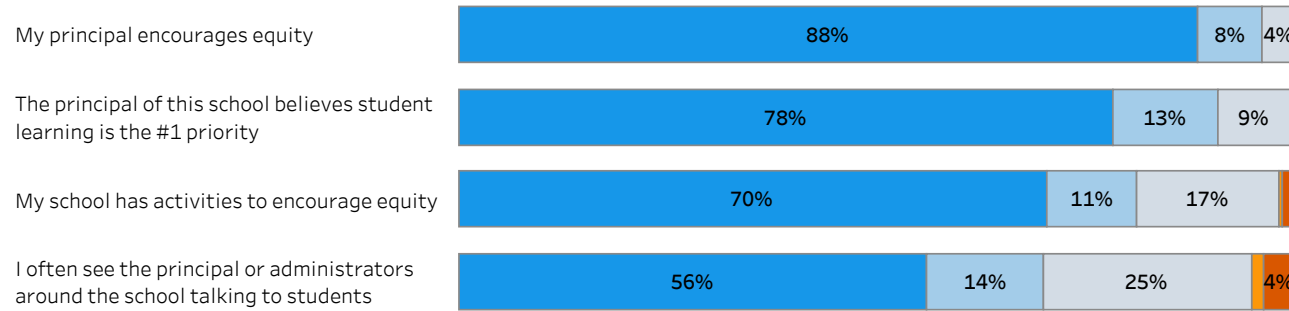
Self-awareness is encouraged as all members of the community are supported in knowing their personal equity journey and being aware of their own cultural history. There is strategic planning and actions taken regarding personal growth/development of all school and community stakeholders.



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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Diversity - Student LONGITUDINAL

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I feel good about my cultural or ethnic background	2022	90%	
	2023	91%	1%
My teacher(s) show understanding toward the different student cultures in our school	2022	86%	
	2023	84%	-3%
The school supports me in learning about my own cultural history	2022	68%	
	2023	63%	-4%
I am comfortable interacting with people from a different racial or ethnic background	2022	95%	
	2023	91%	-4%
I learn about positive contributions of different racial and cultural groups	2022	84%	
	2023	80%	-4%
Our school engages in difficult conversations about race, gender, oppression and discrimination	2022	65%	
	2023	50%	-15%
This school respects student differences	2022	93%	
	2023	92%	-1%
I often see the principal or administrators around the school talking to students	2022	72%	
	2023	70%	-2%
My principal encourages equity	2022	94%	
	2023	96%	2%
My school has activities to encourage equity	2022	85%	
	2023	81%	-4%
The principal of this school believes student learning is the #1 priority	2022	94%	
	2023	91%	-3%

Percent Positive

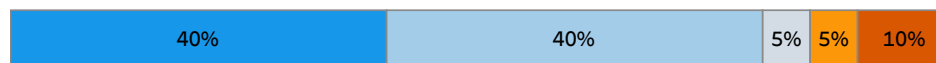
Difference in Percent Positive



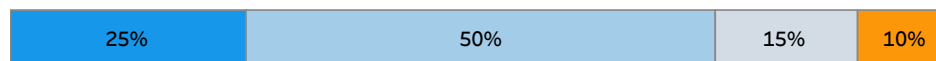
Academics - Family

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.

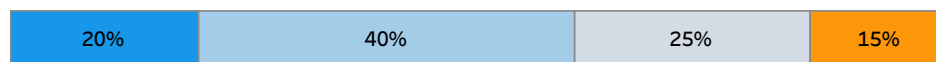
This school is doing a good job of preparing my student for a successful future



Teachers have high expectations for student learning at this school



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



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

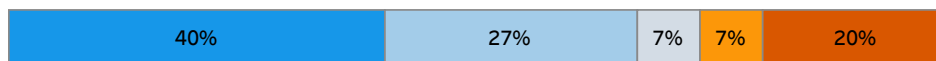


Instructional practices use an equity lens and effectively build on the interests, strengths and home cultures of the school's students and families. Culturally relevant pedagogy is infused into the content of literature, class projects, assignments, assessments events, field trips, ethnic studies courses,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

Teachers in this school are dedicated to helping all students succeed

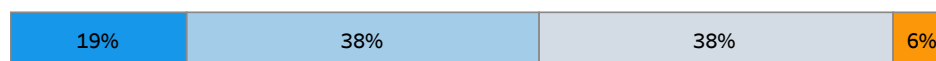


Our family's culture is reflected in what my student studies at school



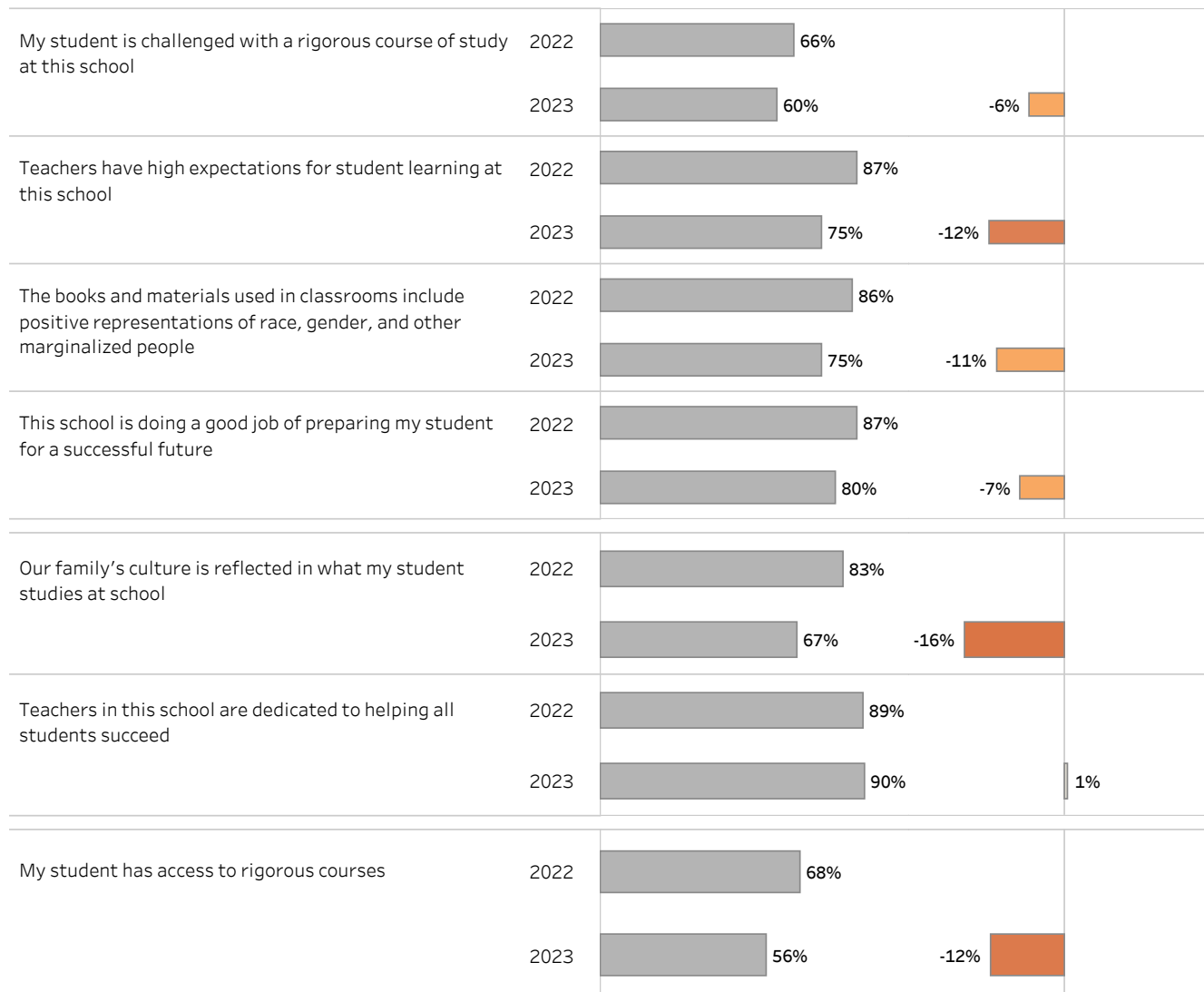
Rigorous academic preparation is accompanied by high levels of knowledge and skills, capitalizing on and connecting to students of all backgrounds. All students have access to rigorous courses and supports to ensure success for all.

My student has access to rigorous courses



Academics - Family LONGITUDINAL

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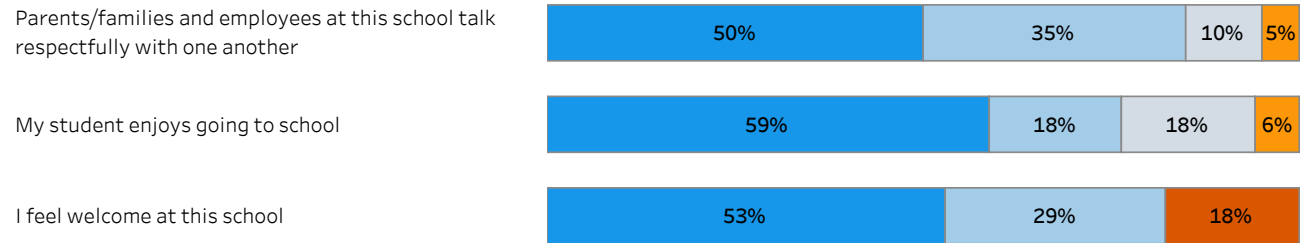
Percent Positive

Difference in Percent Positive

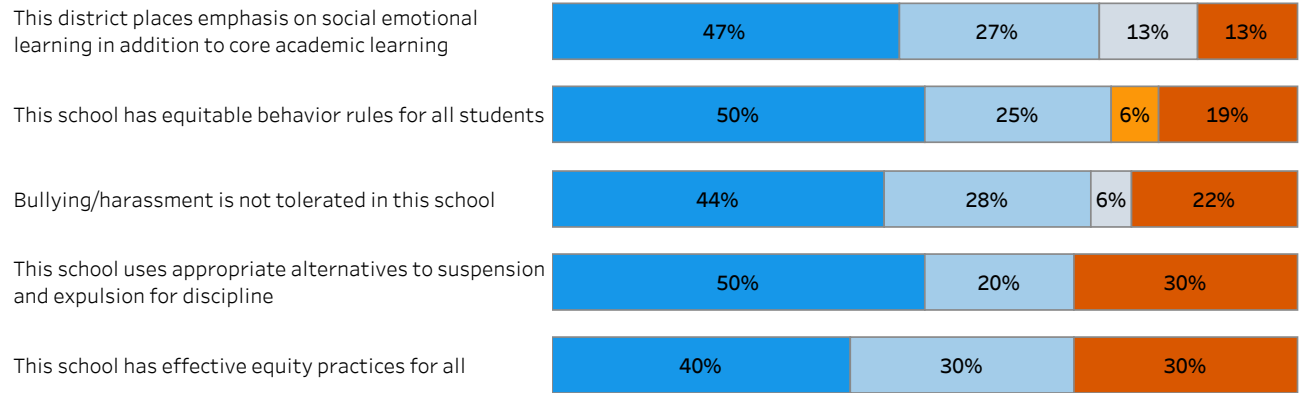


Belongingness - Family

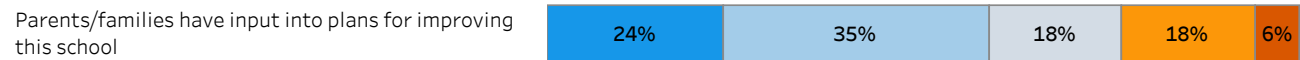
A safe, welcoming school environment that embraces the diversity of race, ethnicity and religion, gender and sexual orientations among students and staff members distinguishes the school. Effective strategies for managing diversity are robust and functioning effectively.



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.



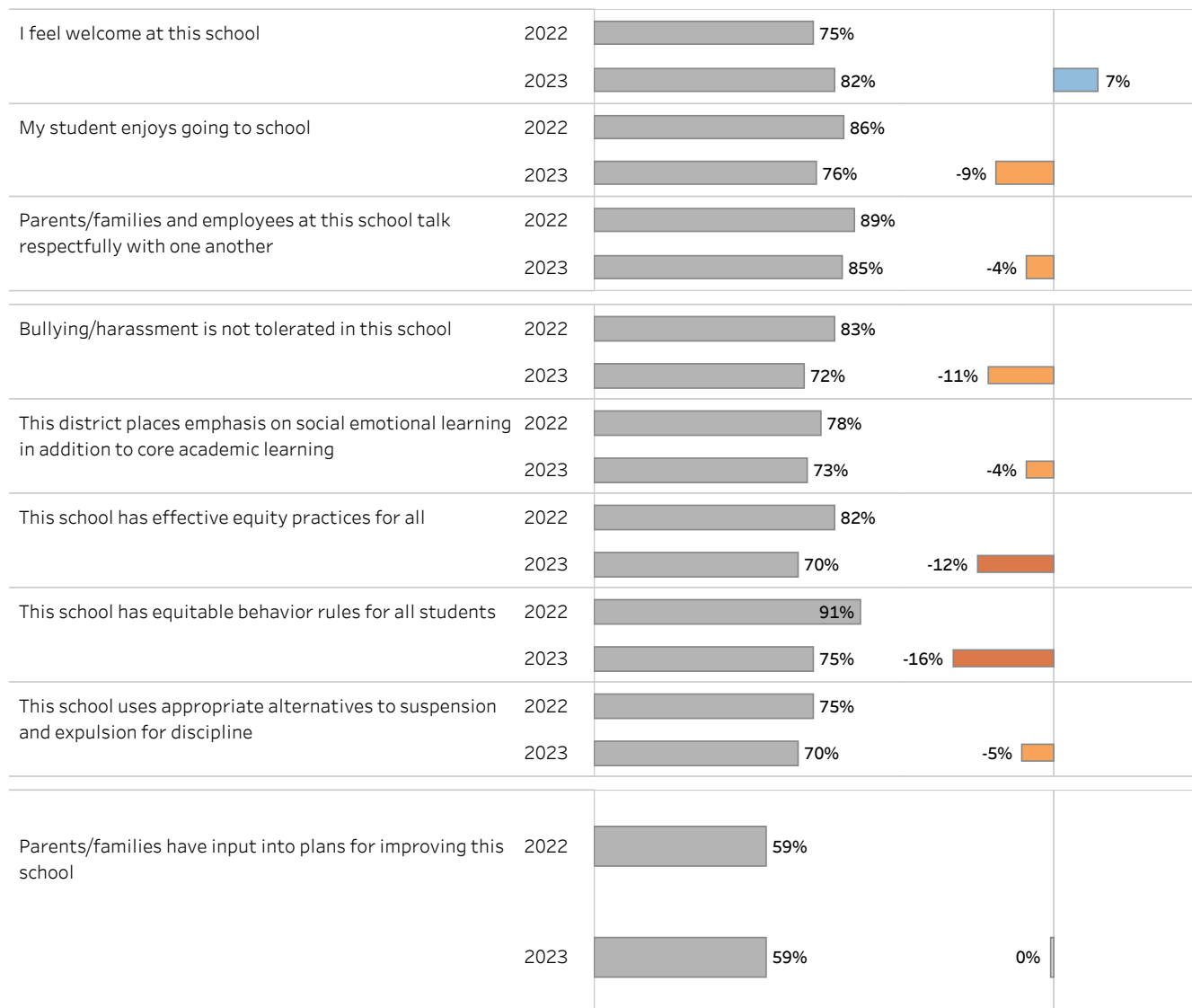
■ Almost Always True
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Belongingness - Family LONGITUDINAL

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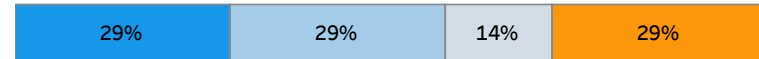
Percent Positive Difference in Percent Positive



Commitment to Dismantling Racism and Oppression - Family

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

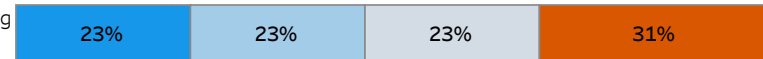


Student placement in advanced classes is not influenced by race, gender or socioeconomic levels



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

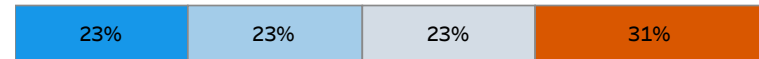


Community engagement and partnerships are an active representation of equity concerns and the valuing of diversity in the community. The school participates in community projects and draws on diverse community assets. Parents and community groups are engaged in courageous conversations about race, class,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

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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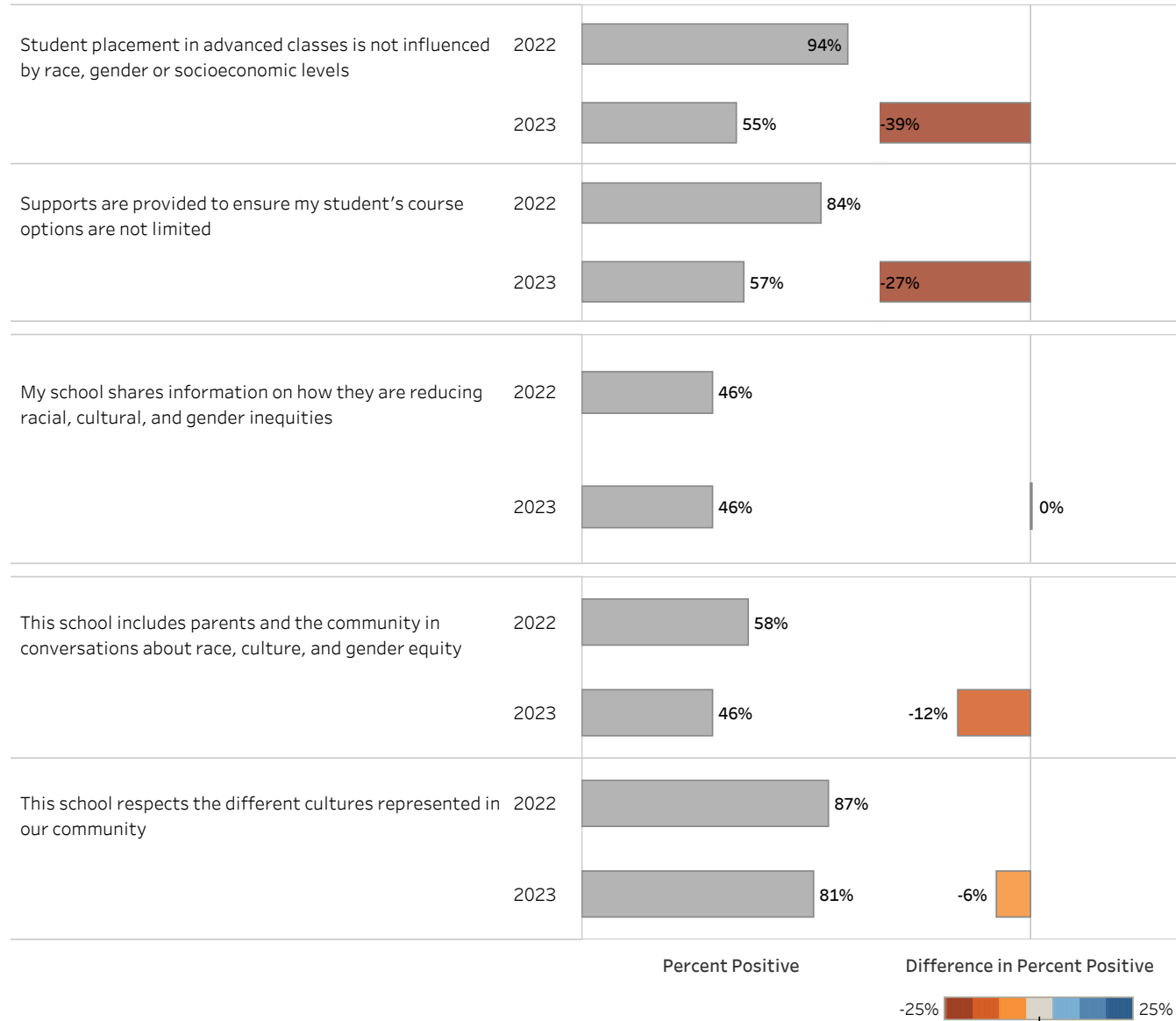
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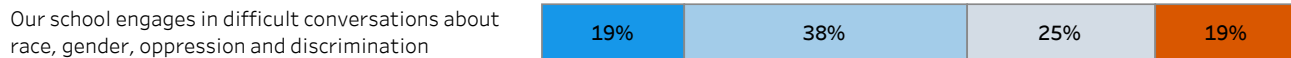


Diversity - Family

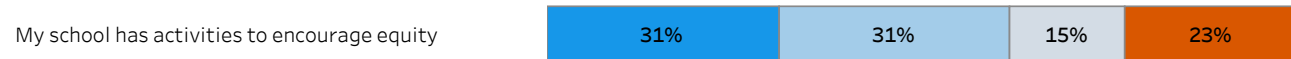
Self-awareness is encouraged as all members of the community are supported in knowing their personal equity journey and being aware of their own cultural history. There is strategic planning and actions taken regarding personal growth/development of all school and community stakeholders.



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.



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My student learns about the cultures of our community at their school	2022	81%	
	2023	76%	-4%
My student's teachers embrace my student's culture	2022	84%	
	2023	58%	-26%
Adults in this school value and respect my racial/cultural identity	2022	90%	
	2023	73%	-17%
Communications/materials I receive from the school are in a language I can understand	2022	100%	
	2023	100%	0%
My student learns about positive contributions of different racial and cultural groups	2022	83%	
	2023	73%	-10%
Our school engages in difficult conversations about race, gender, oppression and discrimination	2022	68%	
	2023	56%	-12%
Actions of school leaders promote a shared commitment for equity	2022	85%	
	2023	84%	-1%
My school has activities to encourage equity	2022	80%	
	2023	62%	-18%
This school addresses issues of diversity in a timely and effective manner	2022	76%	
	2023	71%	-5%

Percent Positive

Difference in Percent Positive

