

Educational Effectiveness Survey™



Diversity, Equity and Inclusion Module

Staff-Student-Family Comparison Longitudinal

Wilkes Elementary

Bainbridge Island School District

	2022			2023		
Staff	Student	Family	Staff	Student	Family	
N=49	N=2	N=29	N=36	N=64	N=64	



Better Data. Better Decisions. Better Schools.



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Contact Information:

Phone: 425-283-0384
info@effectiveness.org
www.effectiveness.org

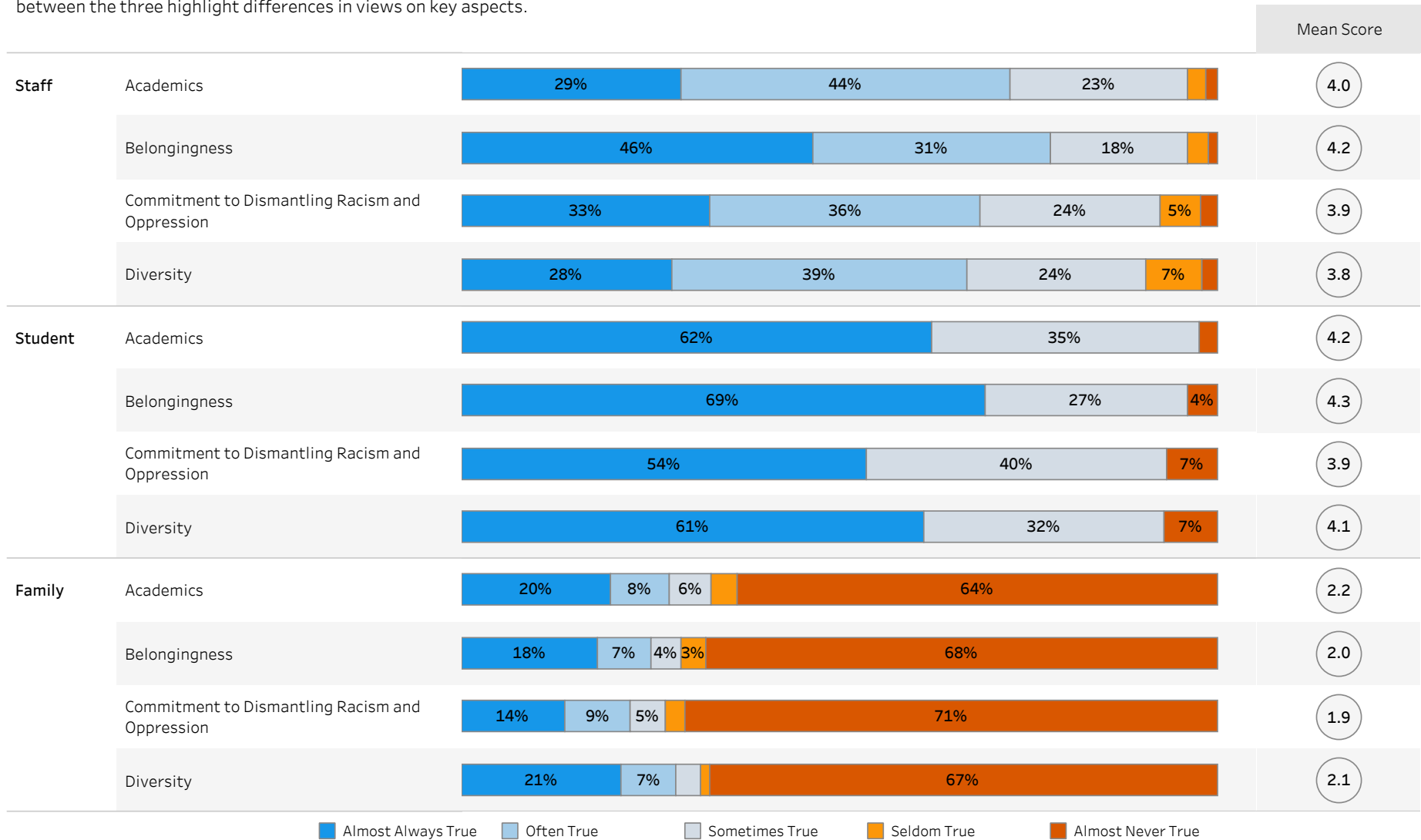


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Diversity, Equity and Inclusion Summary

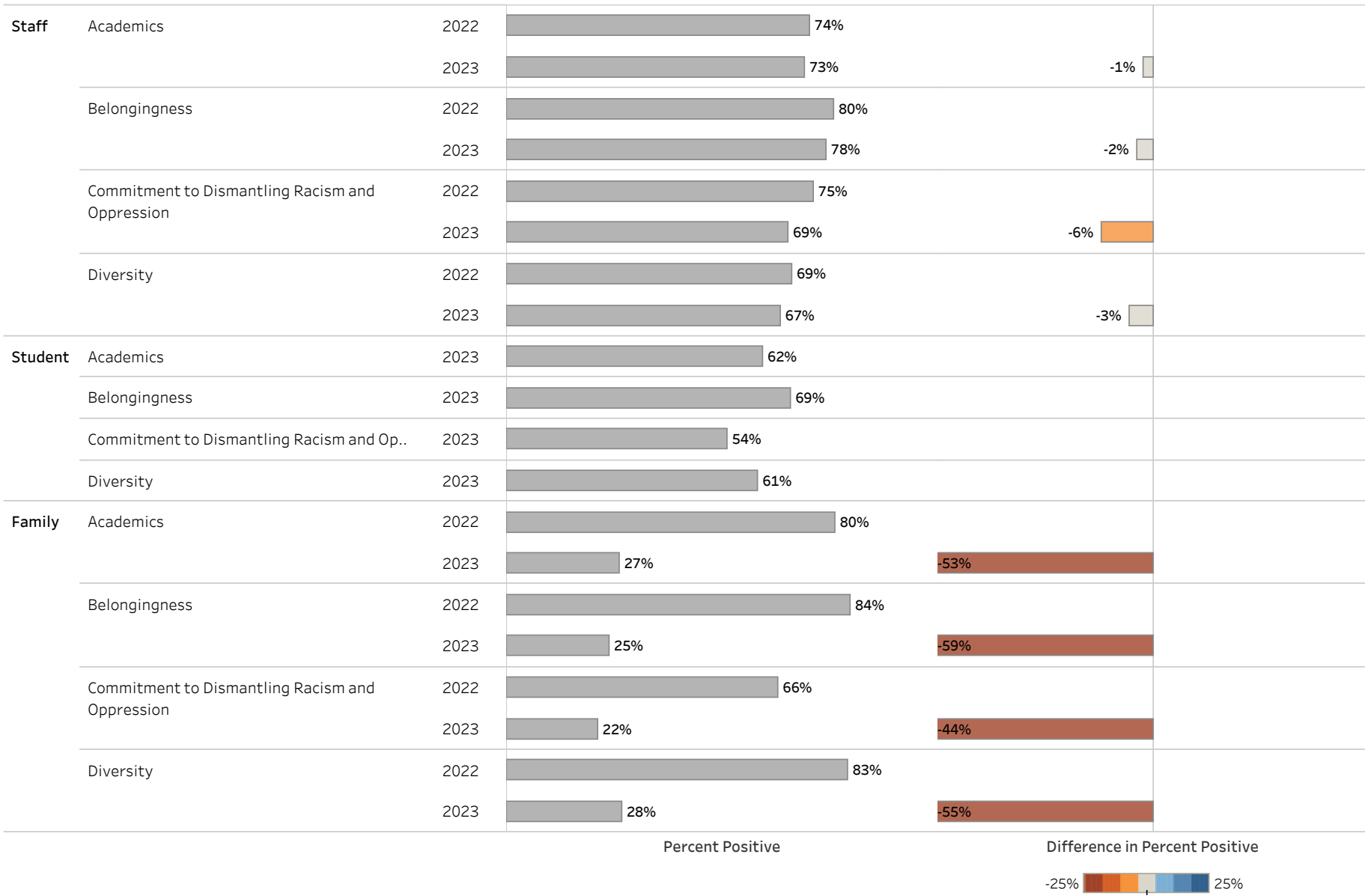
Wilkes Elementary

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.

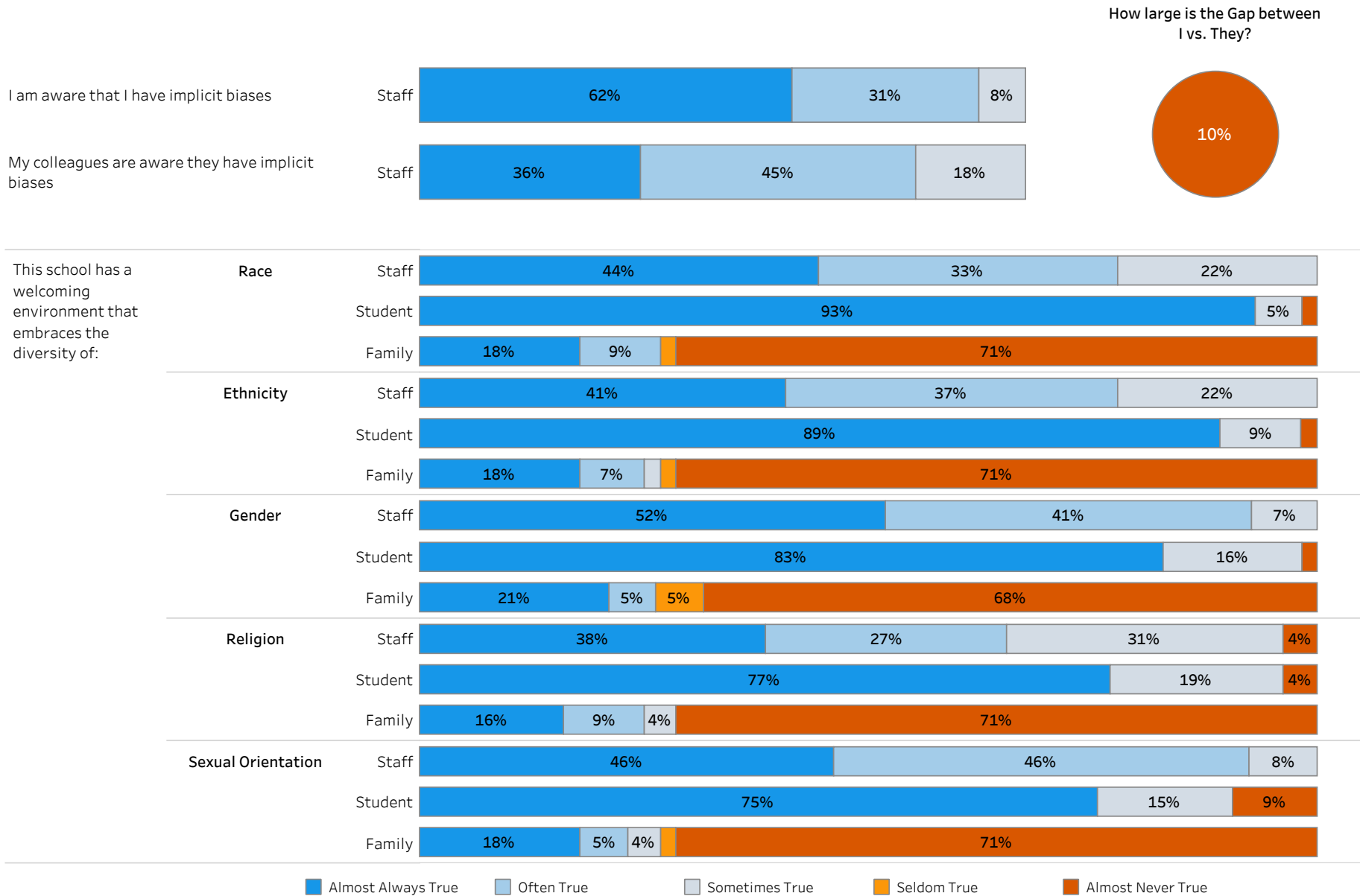


Diversity, Equity and Inclusion Summary LONGITUDINAL

Wilkes Elementary

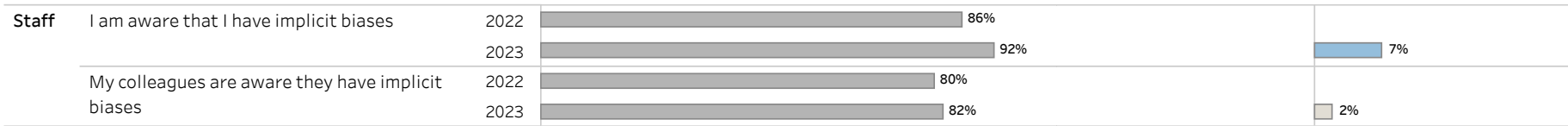


Diversity, Equity and Inclusion - I vs. They Perspectives

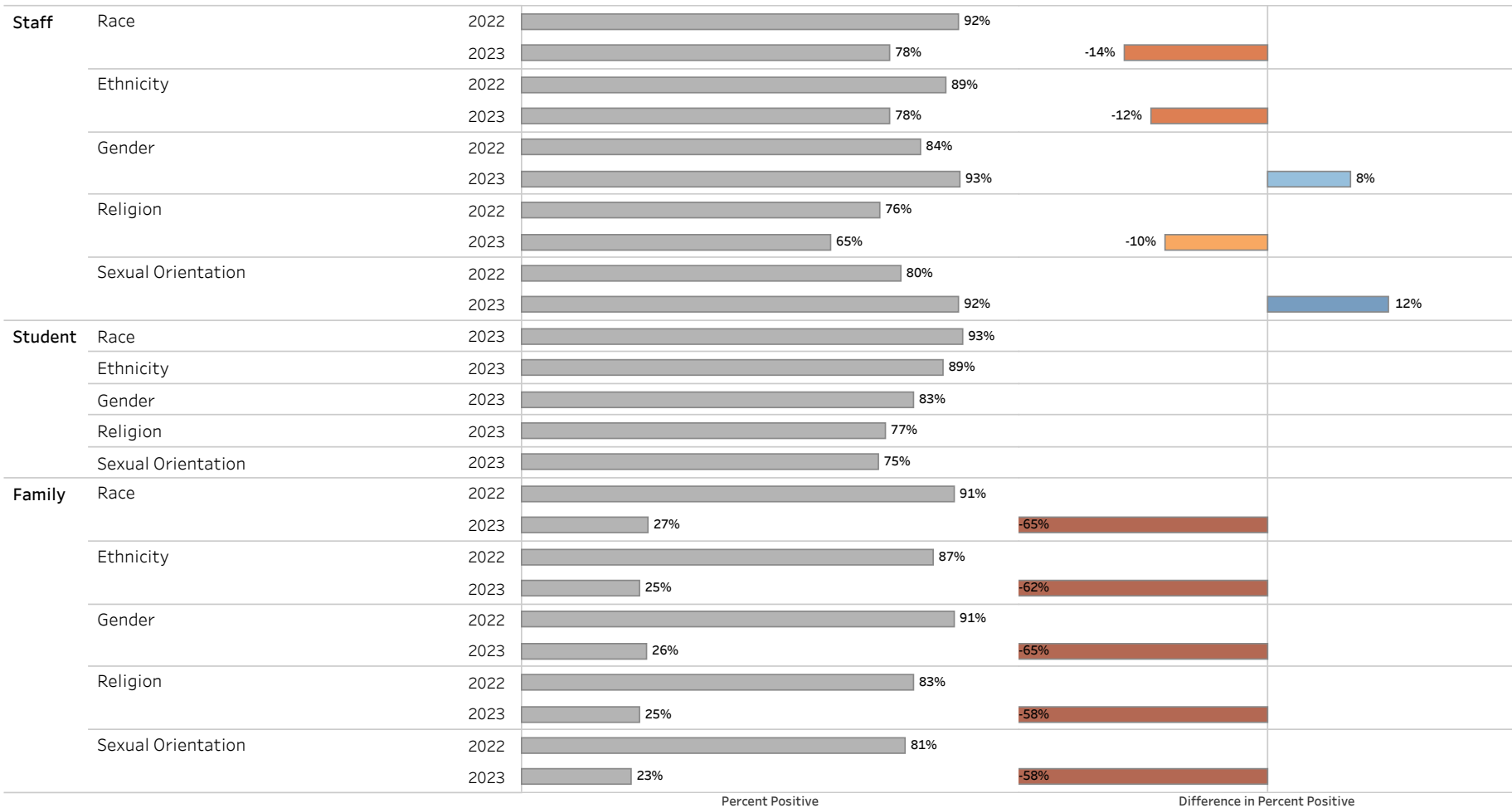


Diversity, Equity and Inclusion - I vs. They Perspectives

LONGITUDINAL



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



Percent Positive

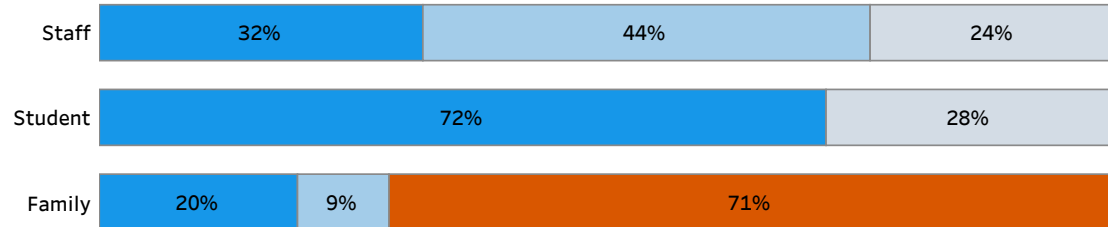
Difference in Percent Positive



Diversity, Equity and Inclusion Common Questions

Academics

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

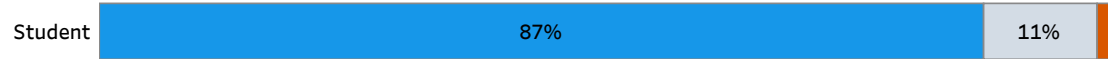


Commitment to Dismantling Racism and Oppression

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

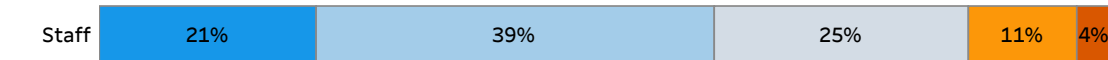


Student placement in advanced classes is not influenced by race, gender or socioeconomic levels



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

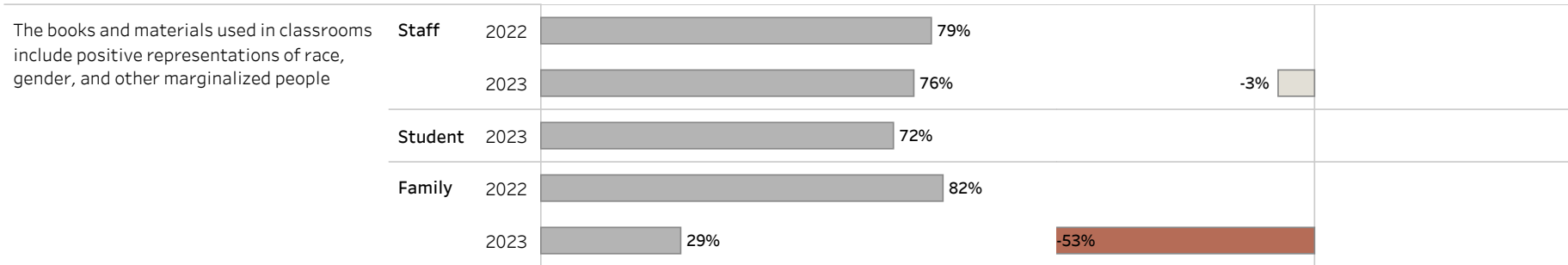


■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True
 ■ Almost Never True

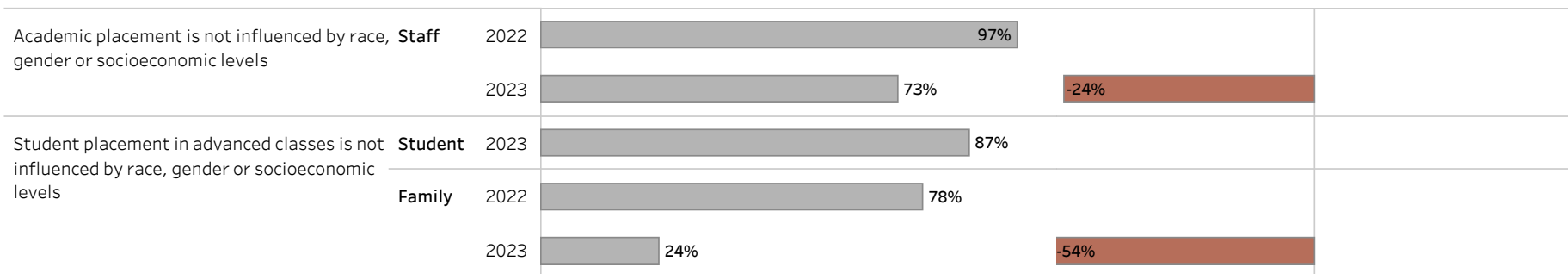
Diversity, Equity and Inclusion Common Questions

LONGITUDINAL

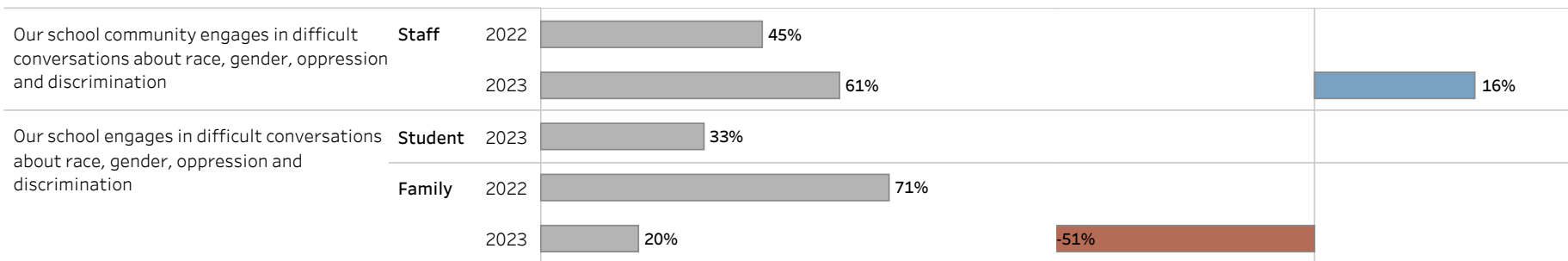
Academics



Commitment to Dismantling Racism and Oppression



Diversity



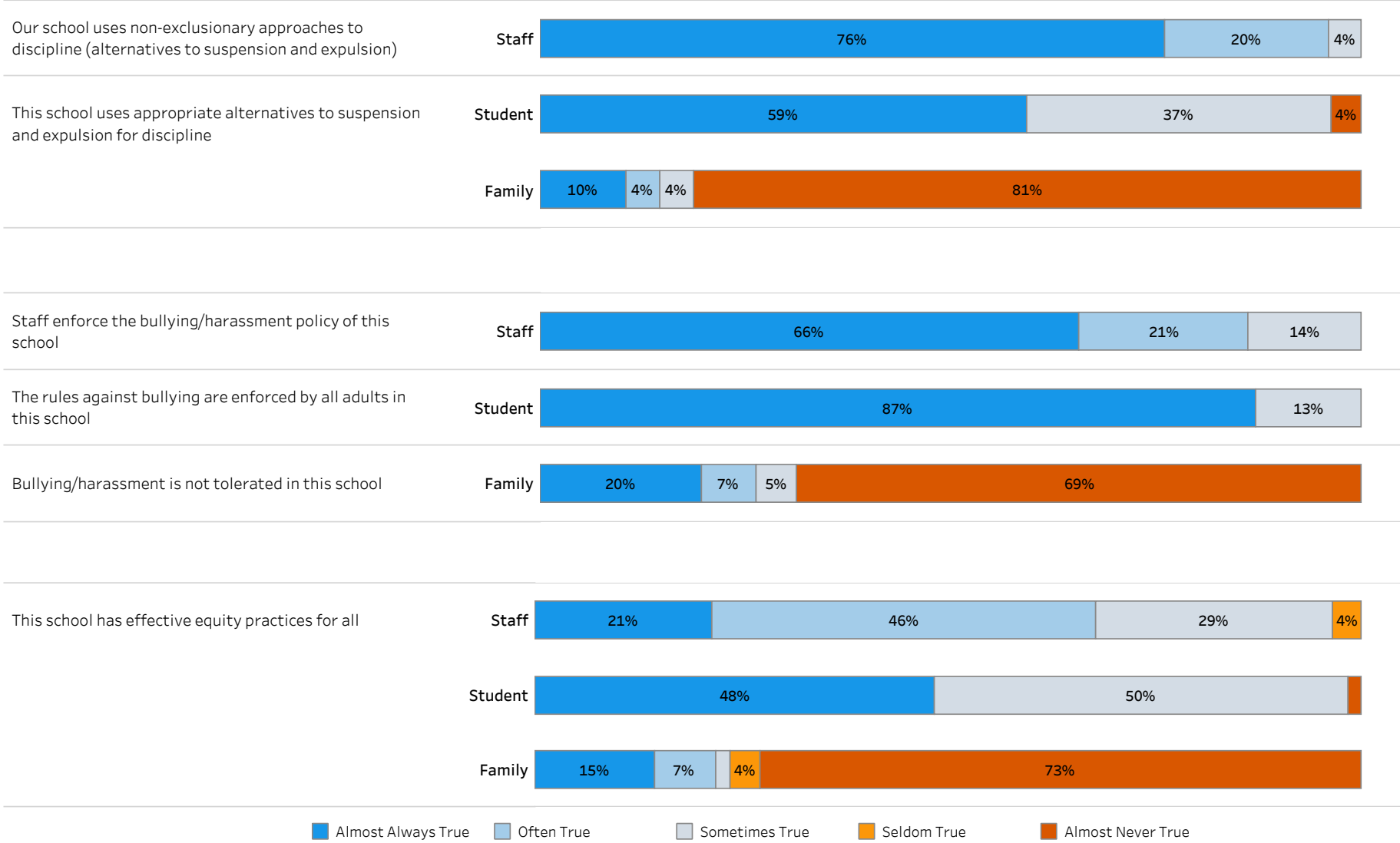
Percent Positive

Difference in Percent Positive



Diversity, Equity and Inclusion Common Questions

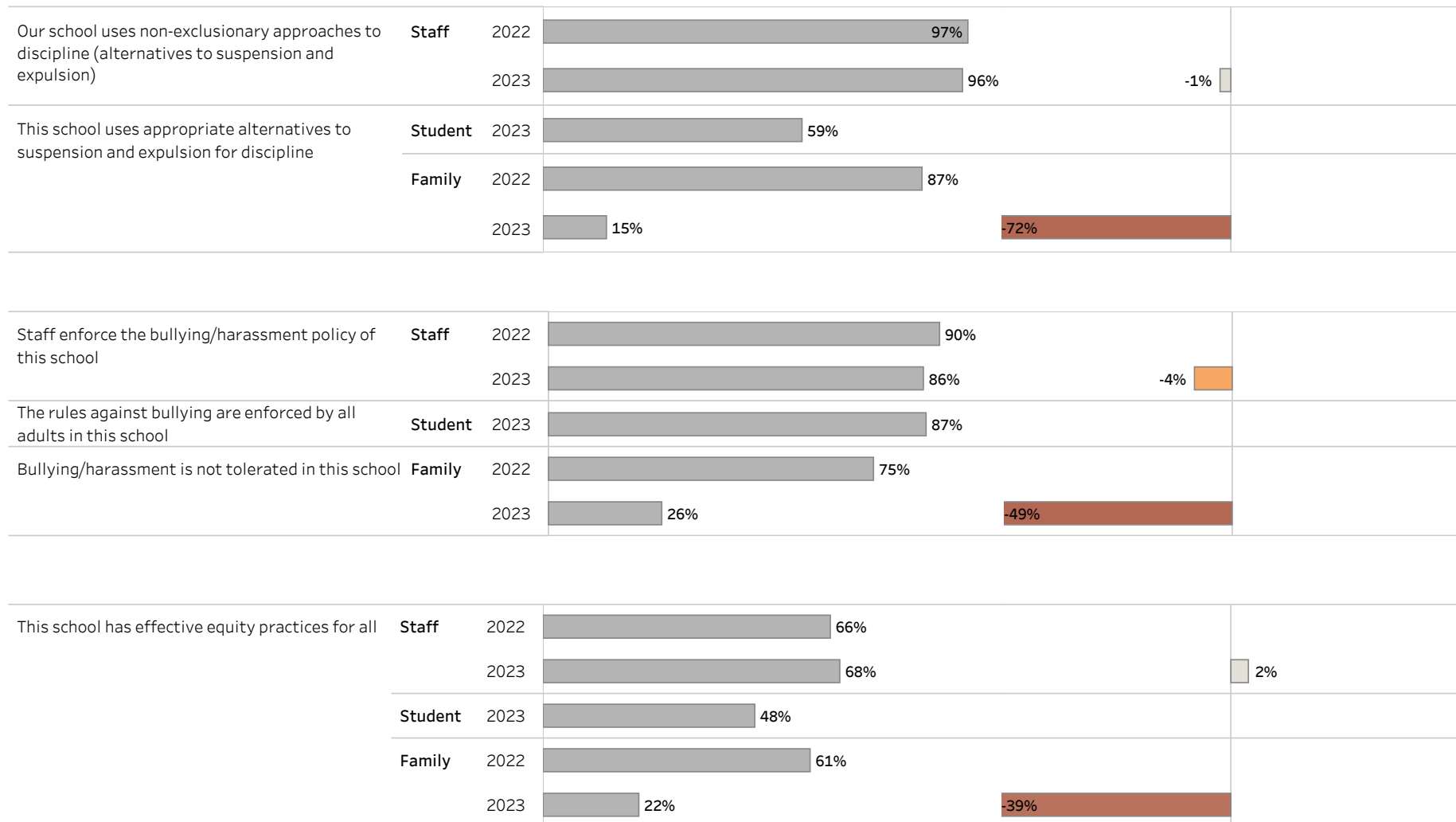
Belongingness



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

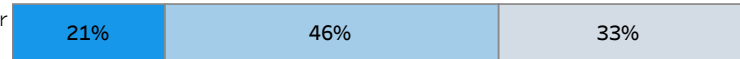


Instructional practices use an equity lens and effectively build on the interests, strengths and home cultures of the school's students and families. Culturally relevant pedagogy is infused into the content of literature, class projects, assignments, assessments events, field trips, ethnic studies courses,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

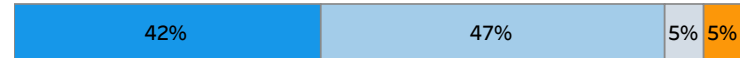


Rigorous academic preparation is accompanied by high levels of knowledge and skills, capitalizing on and connecting to students of all backgrounds. All students have access to rigorous courses and supports to ensure success for all.

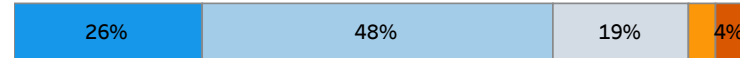
Staff I work with take responsibility for ensuring each student learns in our school



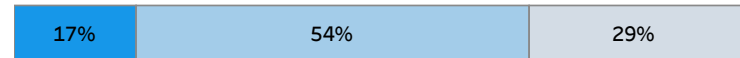
I consider my students' background when designing lessons



I believe that all students can meet state standards



Our staff believes that all students can meet state standards



■ Almost Always True
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Academics - Staff LONGITUDINAL

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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.

Instruction is personalized to meet the needs of each student	2022	72%	
	2023	62%	-10%
Students are provided tasks that require higher-level thinking skills	2022	85%	
	2023	85%	0%
The books and materials used in classrooms include positive representations of race, gender, and other marginalized people	2022	79%	
	2023	76%	-3%
Instructional practices incorporate the interests and strengths of the home cultures of the school's students and families	2022	69%	
	2023	52%	-17%
Teachers plan lessons utilizing a racial equity lens in order to engage historically underserved students	2022	78%	
	2023	67%	-11%
We are provided training to meet the needs of a diverse student population in our school	2022	51%	
	2023	58%	6%
I believe that all students can meet state standards	2022	55%	
	2023	74%	19%
I consider my students' background when designing lessons	2022	93%	
	2023	89%	
Our staff believes that all students can meet state standards	2022	67%	
	2023	71%	4%
Staff I work with take responsibility for ensuring each student learns in our school	2022	93%	
	2023	93%	0%

Percent Positive

Difference in Percent Positive

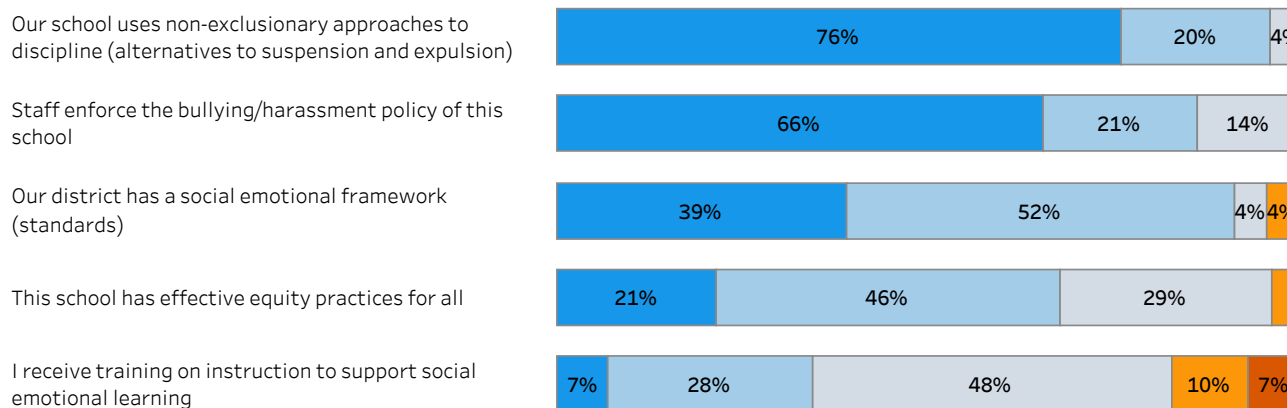


Belongingness - Staff

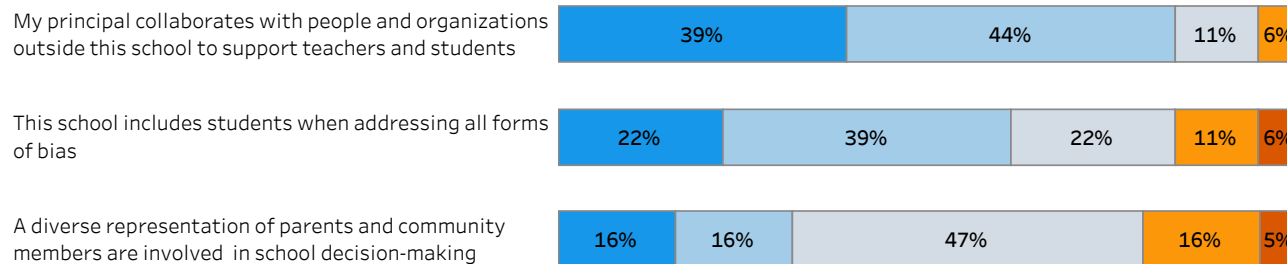
A safe, welcoming school environment that embraces the diversity of race, ethnicity and religion, gender and sexual orientations among students and staff members distinguishes the school. Effective strategies for managing diversity are robust and functioning effectively.



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

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Staff at this school value and respect all students	2022	100%	
	2023	86%	-14%
Students believe the adults in this school genuinely care about them	2022	98%	
	2023	93%	-4%
Students believe this school is a safe place	2022	90%	
	2023	96%	6%
I receive training on instruction to support social emotional learning	2022	33%	
	2023	34%	1%
Our district has a social emotional framework (standards)	2022	61%	
	2023	91%	30%
Our school uses non-exclusionary approaches to discipline (alternatives to suspension and expulsion)	2022	97%	
	2023	96%	-1%
Staff enforce the bullying/harassment policy of this school	2022	90%	
	2023	86%	-4%
This school has effective equity practices for all	2022	66%	
	2023	68%	2%
A diverse representation of parents and community members are involved in school decision-making	2022	37%	
	2023	32%	-5%
My principal collaborates with people and organizations outside this school to support teachers and students	2022	88%	
	2023	83%	-5%
This school includes students when addressing all forms of bias	2022	77%	
	2023	61%	-16%

Percent Positive

Difference in Percent Positive



Commitment to Dismantling Racism and Oppression - Staff

Wilkes Elementary

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.

I incorporate social emotional instruction into my daily instructional delivery



This school provides curriculum that is relevant and meaningful



Learning opportunities include enrichment experiences for all students

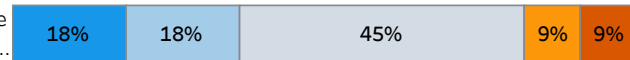


Academic placement is not predictable by race, gender or socio-economic levels; ability grouping is limited and used strategically to avoid tracking defined as intentional segregation based upon current performance, race or other criteria. High levels of inclusion in the most rigorous courses exists 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



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

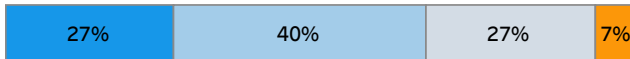


Supports are provided allowing all students to access more rigorous courses and content

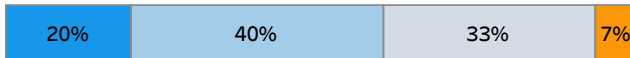


Data are used to analyze, plan and change structures and systems that support racial inequities and learning outcomes. Data is used to analyze and respond to trends in targeted areas such as staffing, community engagement, staff development, student assignment, course enrollment, discipline as well as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

Our school responds to disproportionality data to improve equity

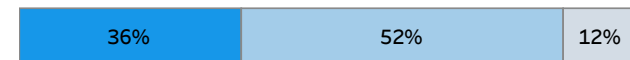


Our school has specific goals around reducing disproportionalities



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



This school encourages parent involvement in their child's learning



The school partners with diverse community assets



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

Commitment to Dismantling Racism and Oppression - Staff

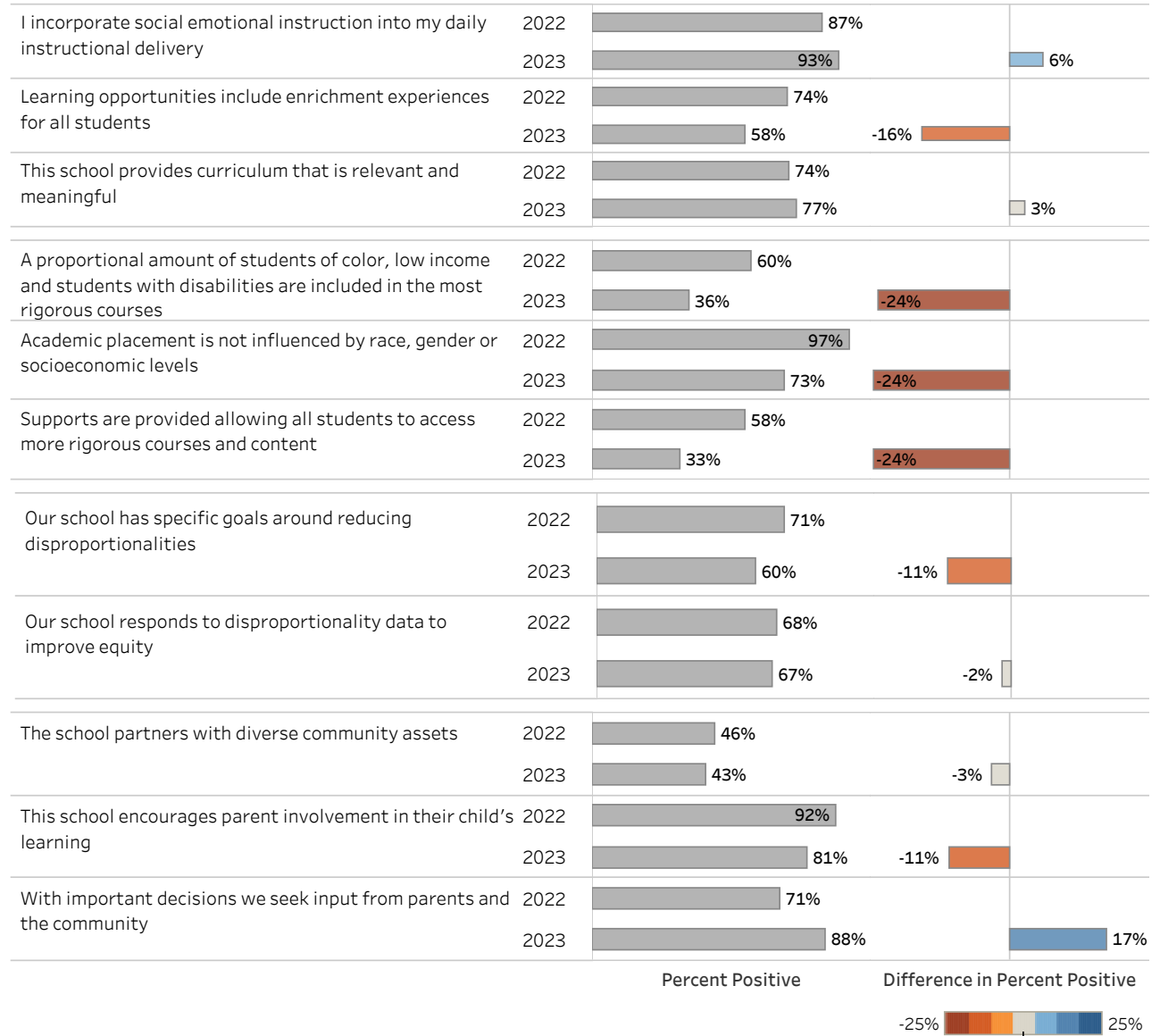
LONGITUDINAL

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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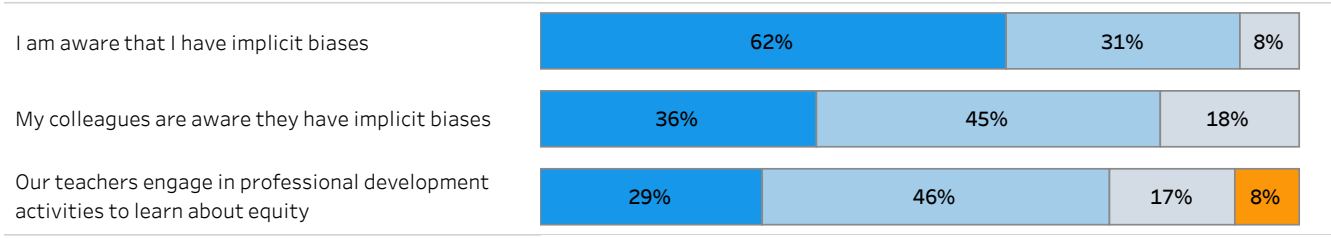
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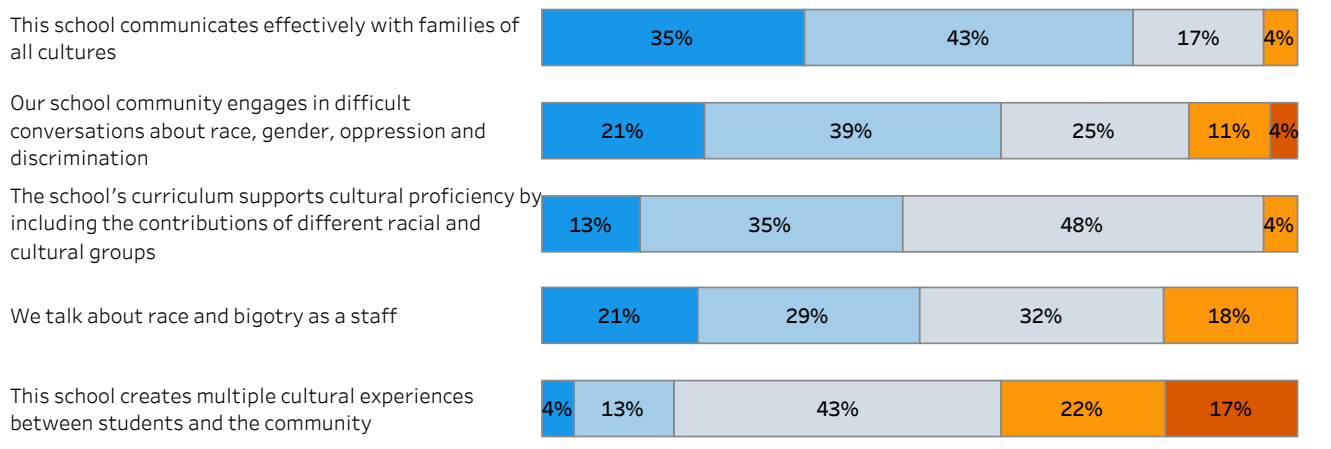


Diversity - Staff

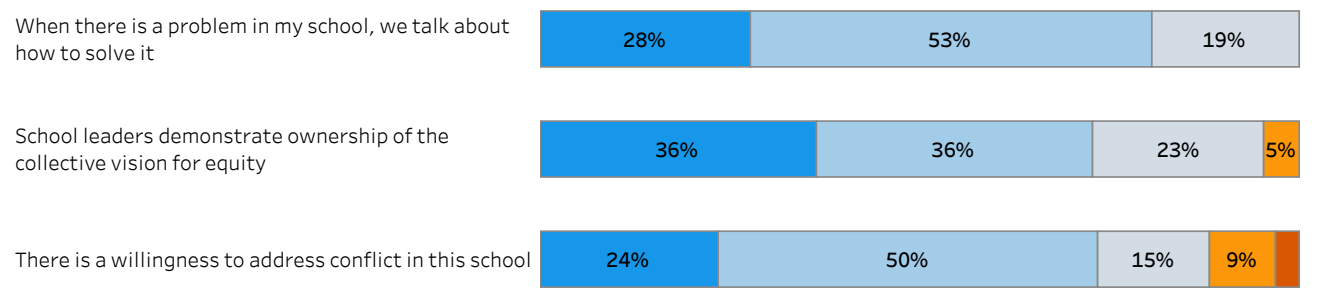
Self-awareness is encouraged as all members of the community are supported in knowing their personal equity journey and being aware of their own cultural history. There is strategic planning and actions taken regarding personal growth/development of all school and community stakeholders.



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.



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

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I am aware that I have implicit biases	2022	86%	
	2023	92%	7%
My colleagues are aware they have implicit biases	2022	80%	
	2023	82%	2%
Our teachers engage in professional development activities to learn about equity	2022	92%	
	2023	75%	-17%
Our school community engages in difficult conversations about race, gender, oppression and discrimination	2022	45%	
	2023	61%	16%
The school's curriculum supports cultural proficiency by including the contributions of different racial and cultural groups	2022	66%	
	2023	48%	-18%
This school communicates effectively with families of all cultures	2022	81%	
	2023	78%	-3%
This school creates multiple cultural experiences between students and the community	2022	31%	
	2023	17%	-14%
We talk about race and bigotry as a staff	2022	62%	
	2023	50%	-12%
School leaders demonstrate ownership of the collective vision for equity	2022	76%	
	2023	73%	-4%
There is a willingness to address conflict in this school	2022	65%	
	2023	74%	8%
When there is a problem in my school, we talk about how to solve it	2022	80%	
	2023	81%	1%

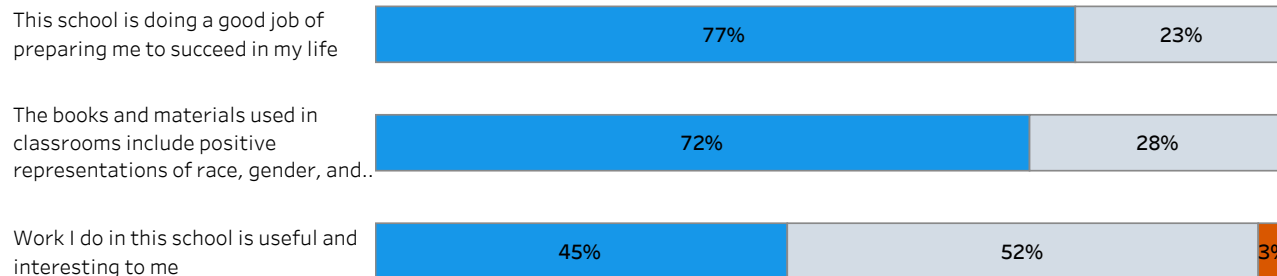
Percent Positive

Difference in Percent Positive

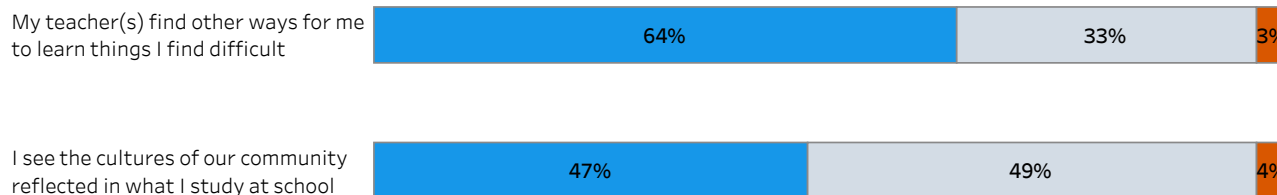


Academics - Student

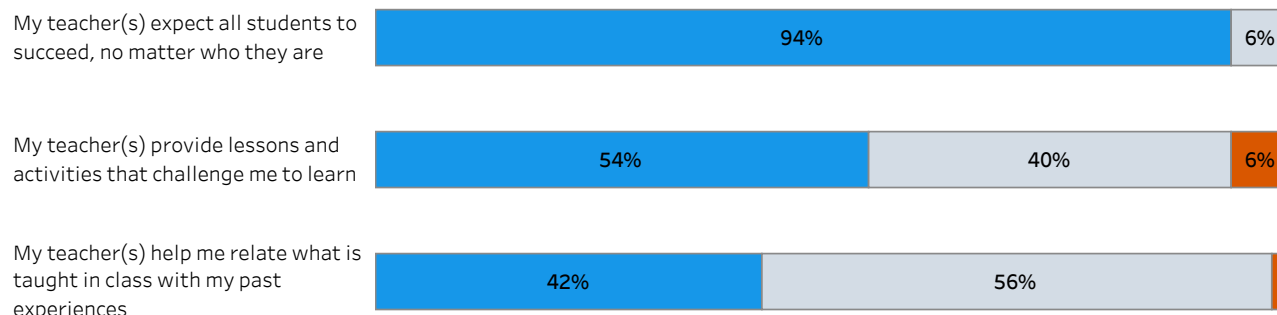
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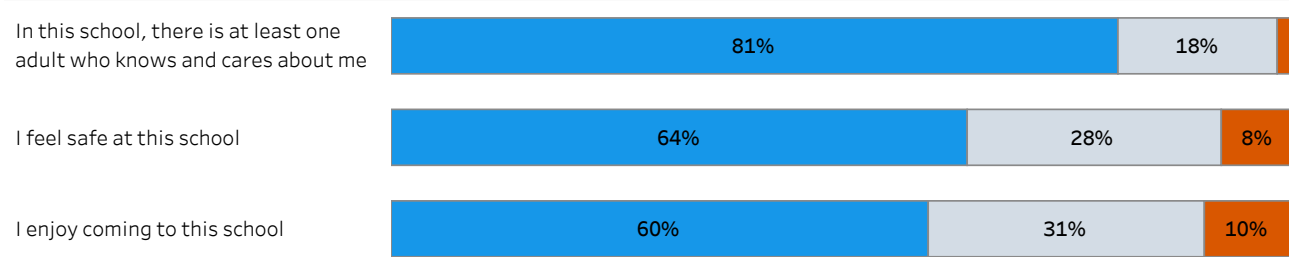
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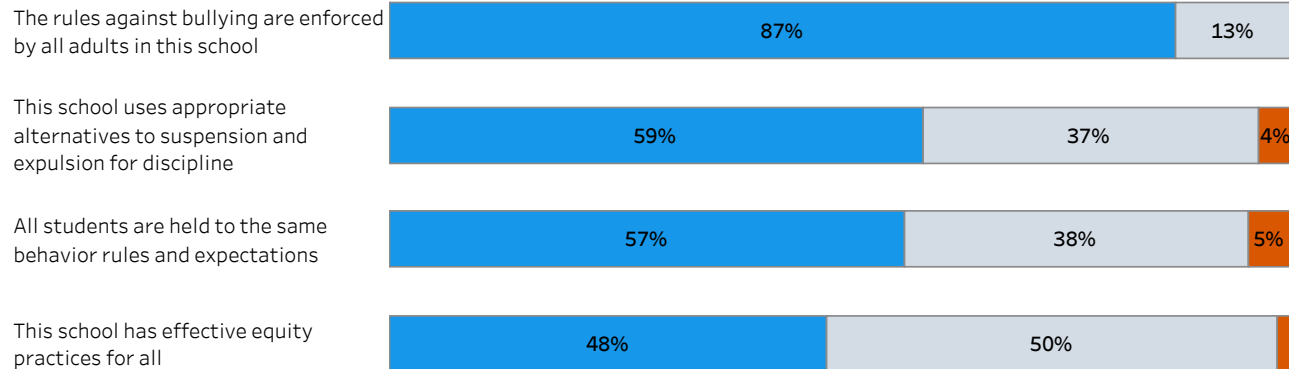
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Belongingness - Student

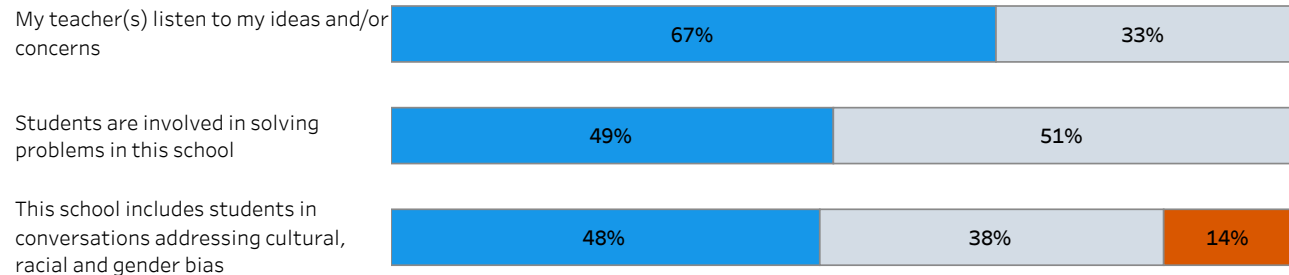
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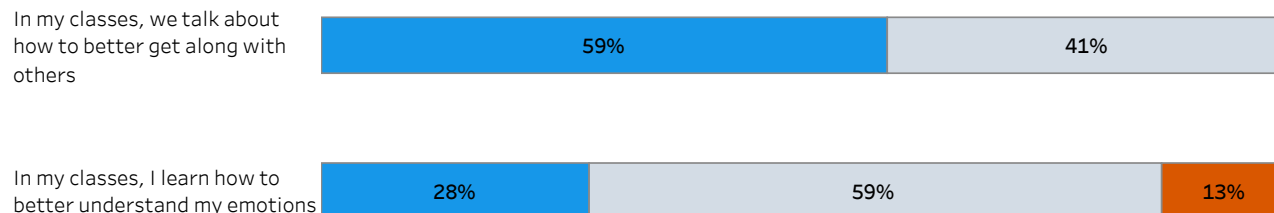
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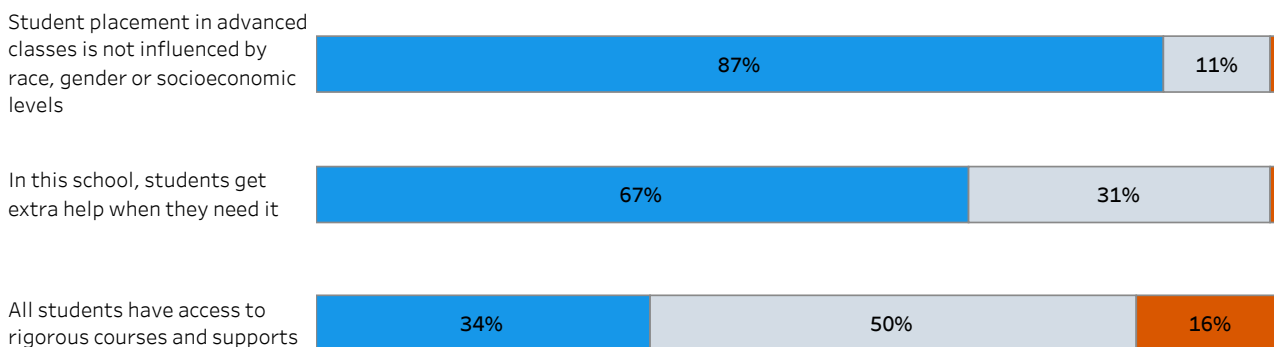
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Commitment to Dismantling Racism and Oppression - Student

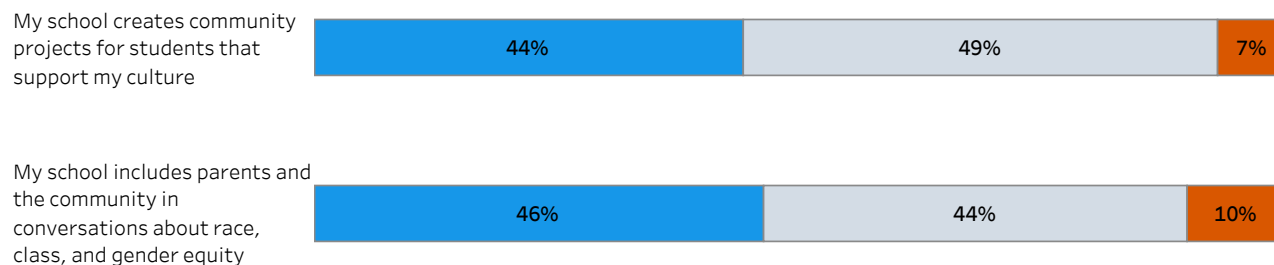
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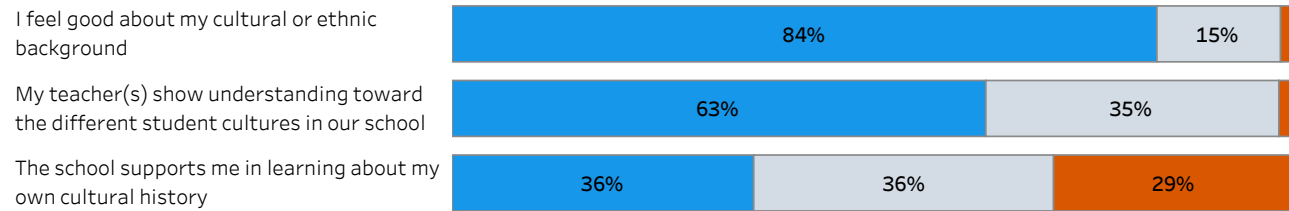
Community engagement and partnerships are an active representation of equity concerns and the valuing of diversity in the community. The school participates in community projects and draws on diverse community assets. Parents and community groups are engaged in courageous conversations about race, class,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



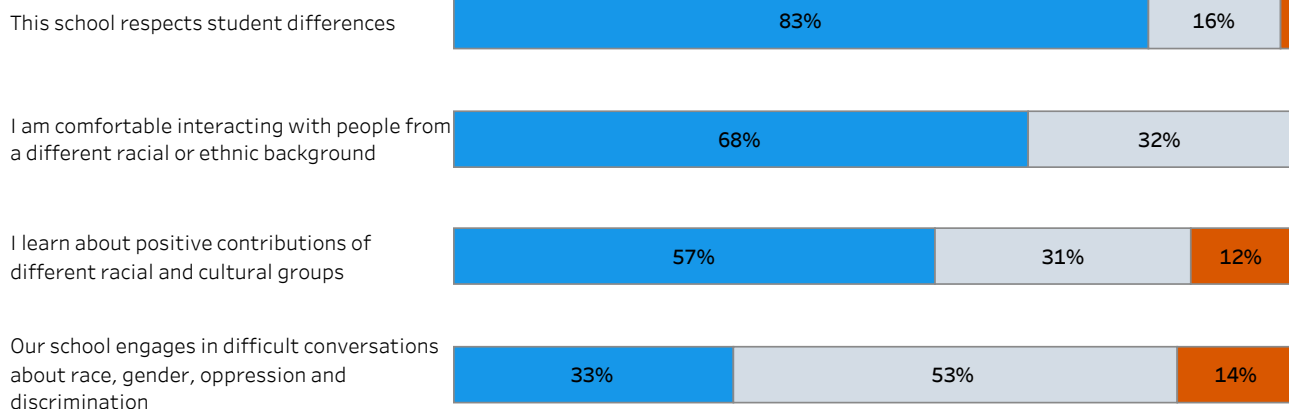
■ Almost Always True
 ■ Sometimes True
 ■ Almost Never True

Diversity - Student

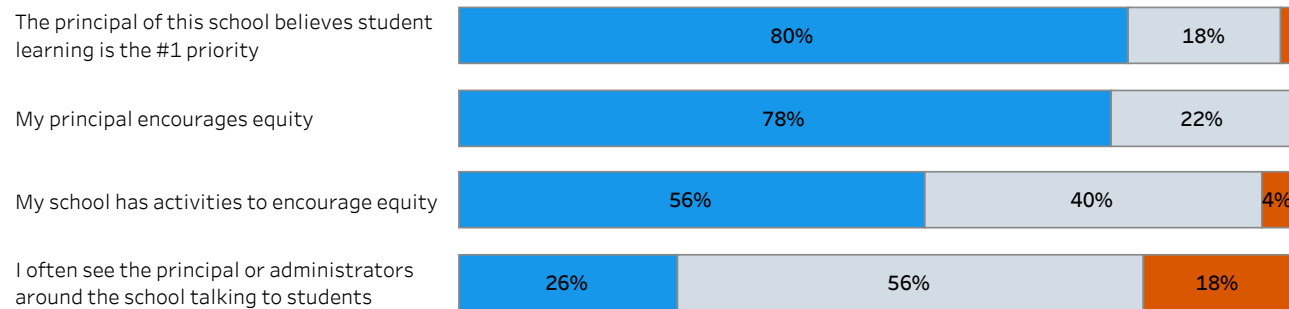
Self-awareness is encouraged as all members of the community are supported in knowing their personal equity journey and being aware of their own cultural history. There is strategic planning and actions taken regarding personal growth/development of all school and community stakeholders.



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.



■ Almost Always True
 ■ Sometimes True
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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.

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



Teachers have high expectations for student learning 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



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

Academics - Family LONGITUDINAL

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.

My student is challenged with a rigorous course of study at this school	2022	79%	
	2023	29%	-50%
Teachers have high expectations for student learning at this school	2022	84%	
	2023	28%	-56%
The books and materials used in classrooms include positive representations of race, gender, and other marginalized people	2022	82%	
	2023	29%	-53%
This school is doing a good job of preparing my student for a successful future	2022	80%	
	2023	25%	-55%
Our family's culture is reflected in what my student studies at school	2022	82%	
	2023	27%	-55%
Teachers in this school are dedicated to helping all students succeed	2022	96%	
	2023	31%	-65%
My student has access to rigorous courses	2022	58%	
	2023	25%	-34%

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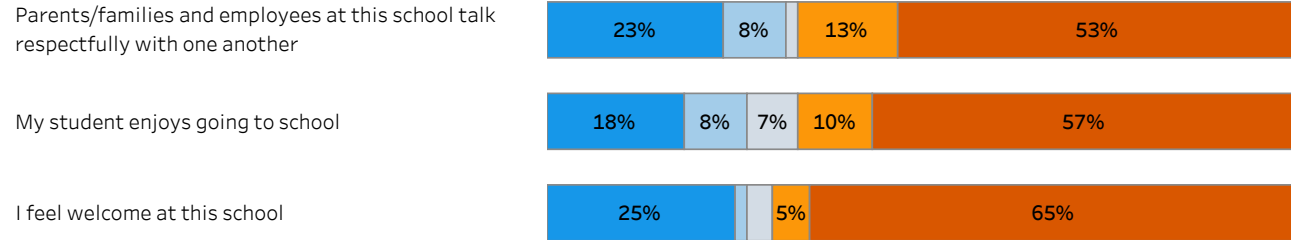
Percent Positive

Difference in Percent Positive

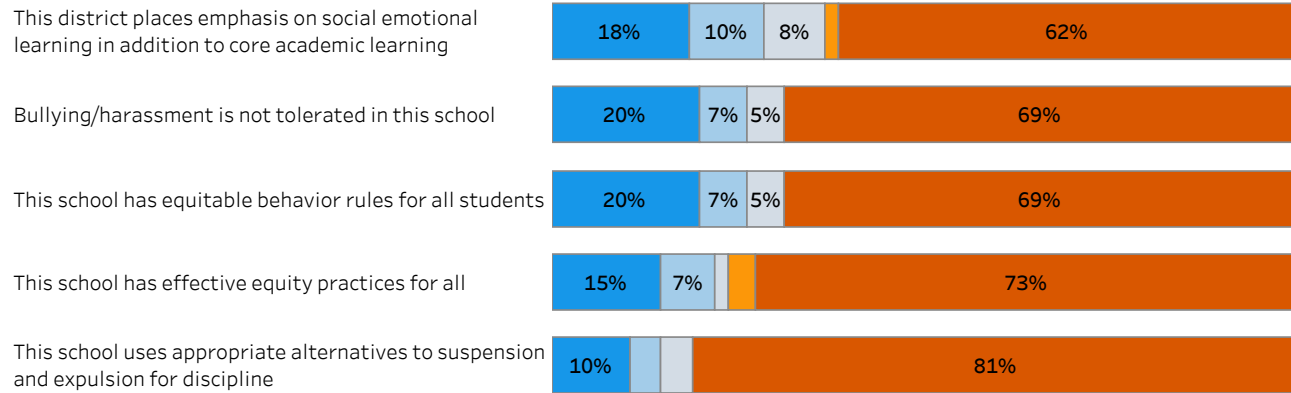


Belongingness - Family

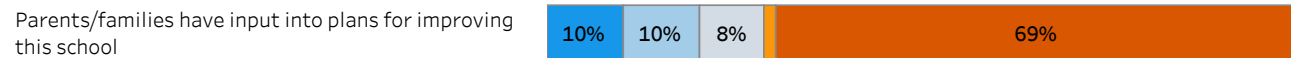
A safe, welcoming school environment that embraces the diversity of race, ethnicity and religion, gender and sexual orientations among students and staff members distinguishes the school. Effective strategies for managing diversity are robust and functioning effectively.



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

Belongingness - Family LONGITUDINAL

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I feel welcome at this school	2022	92%	
	2023	27%	-65%
My student enjoys going to school	2022	80%	
	2023	27%	-53%
Parents/families and employees at this school talk respectfully with one another	2022	96%	
	2023	32%	-64%
Bullying/harassment is not tolerated in this school	2022	75%	
	2023	26%	-49%
This district places emphasis on social emotional learning in addition to core academic learning	2022	92%	
	2023	28%	-64%
This school has effective equity practices for all	2022	61%	
	2023	22%	-39%
This school has equitable behavior rules for all students	2022	83%	
	2023	26%	-56%
This school uses appropriate alternatives to suspension and expulsion for discipline	2022	87%	
	2023	15%	-72%
Parents/families have input into plans for improving this school	2022	70%	
	2023	20%	-49%

Percent Positive

Difference in Percent Positive



Commitment to Dismantling Racism and Oppression - Family

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.

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



Commitment to Dismantling Racism and Oppression - Family

LONGITUDINAL

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Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	2022	78%	
	2023	24%	-54%
Supports are provided to ensure my student's course options are not limited	2022	67%	
	2023	25%	-42%
My school shares information on how they are reducing racial, cultural, and gender inequities	2022	47%	
	2023	19%	-29%
This school includes parents and the community in conversations about race, culture, and gender equity	2022	60%	
	2023	15%	-45%
This school respects the different cultures represented in our community	2022	77%	
	2023	28%	-49%

Percent Positive

Difference in Percent Positive



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.

My student's teachers embrace my student's culture

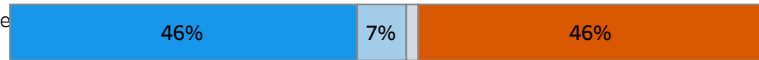


My student learns about the cultures of our community at their school



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.

Communications/materials I receive from the school are in a language I can understand



My student learns about positive contributions of different racial and cultural groups



Adults in this school value and respect my racial/cultural identity



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



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.

Actions of school leaders promote a shared commitment for equity



This school addresses issues of diversity in a timely and effective manner



My school has activities to encourage equity



■ Almost Always True
 ■ Often True
 ■ Sometimes True
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Diversity - Family LONGITUDINAL

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My student learns about the cultures of our community at their school	2022	86%	
	2023	22%	-64%
My student's teachers embrace my student's culture	2022	84%	
	2023	27%	-57%
Adults in this school value and respect my racial/cultural identity	2022	94%	
	2023	25%	-69%
Communications/materials I receive from the school are in a language I can understand	2022	100%	
	2023	52%	-48%
My student learns about positive contributions of different racial and cultural groups	2022	65%	
	2023	28%	-37%
Our school engages in difficult conversations about race, gender, oppression and discrimination	2022	71%	
	2023	20%	-51%
Actions of school leaders promote a shared commitment for equity	2022	87%	
	2023	30%	-57%
My school has activities to encourage equity	2022	89%	
	2023	25%	-64%
This school addresses issues of diversity in a timely and effective manner	2022	71%	
	2023	25%	-46%

Percent Positive

Difference in Percent Positive

