

# Educational Effectiveness Survey™



## 9 Characteristics of High Performing Schools

## Student SEL Longitudinal edition

V4

### South Whidbey High School

South Whidbey School District

'19-20

'20-21

N=355

N=61





The Center for Educational Effectiveness (CEE) is a service, consulting, and research organization dedicated to the mission of partnering with K-12 schools to improve student learning.

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The Youth Development for Education Results workgroup of the Road Map Project in King County, Washington developed the survey items based on the workgroup's research about student motivation and engagement and the skills and dispositions that matter most to school success. The Center for Educational Effectiveness collaborated with the workgroup as the lead research partner in the development of the items, the pilot testing, and implementation of the survey items. For details about the Road Map Project and this work: <http://ydekc.wordpress.com>.

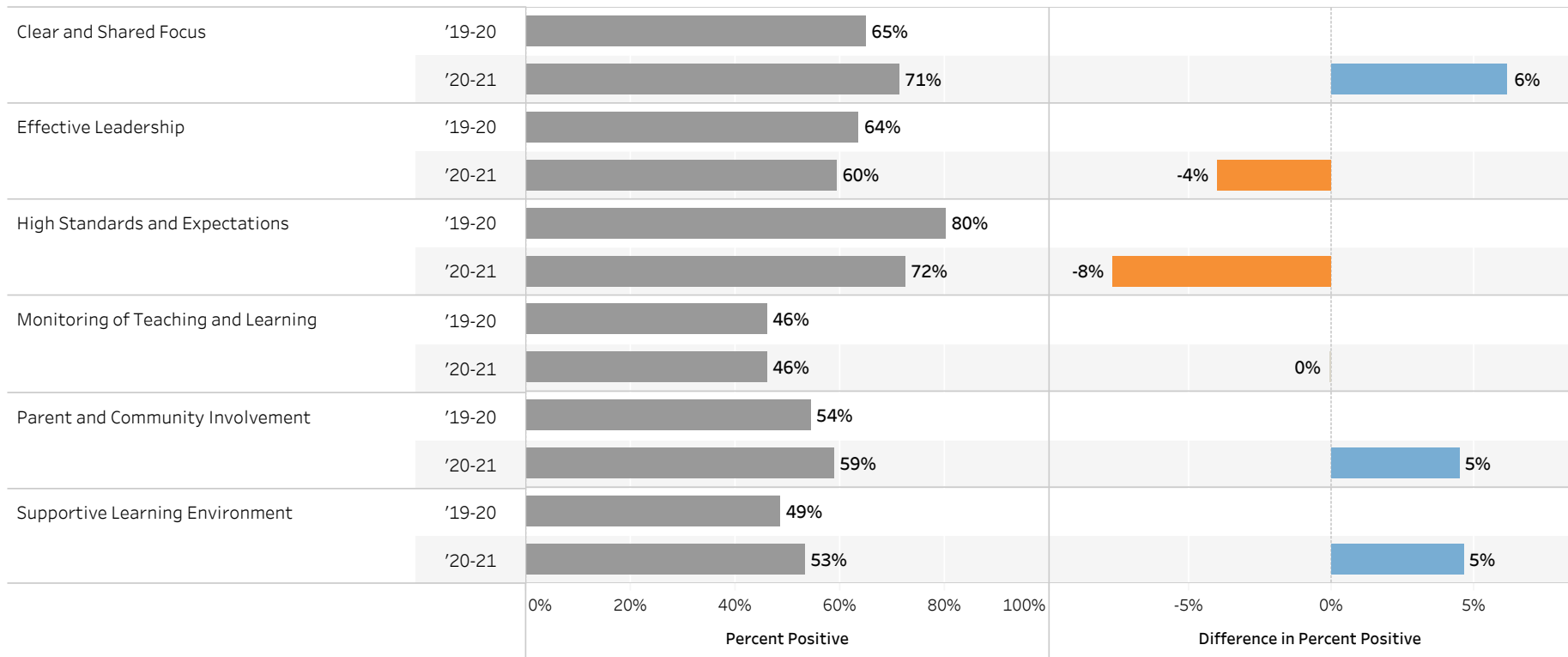
# 9 Characteristics of High-Performing Schools



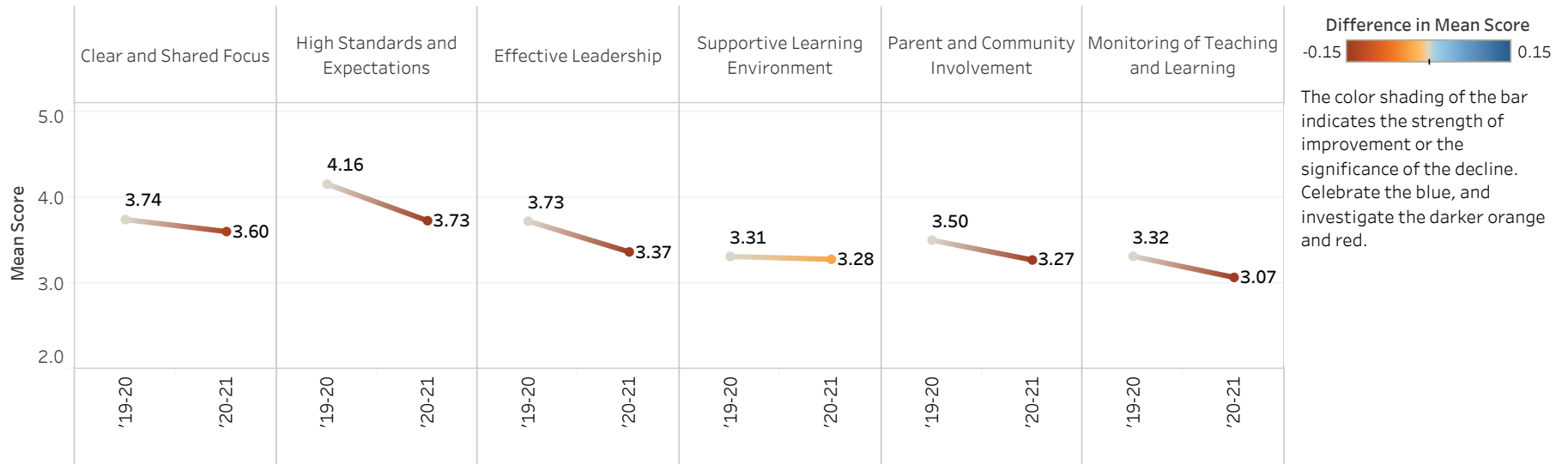
South Whidbey High School

## 9 Characteristics Student Summary

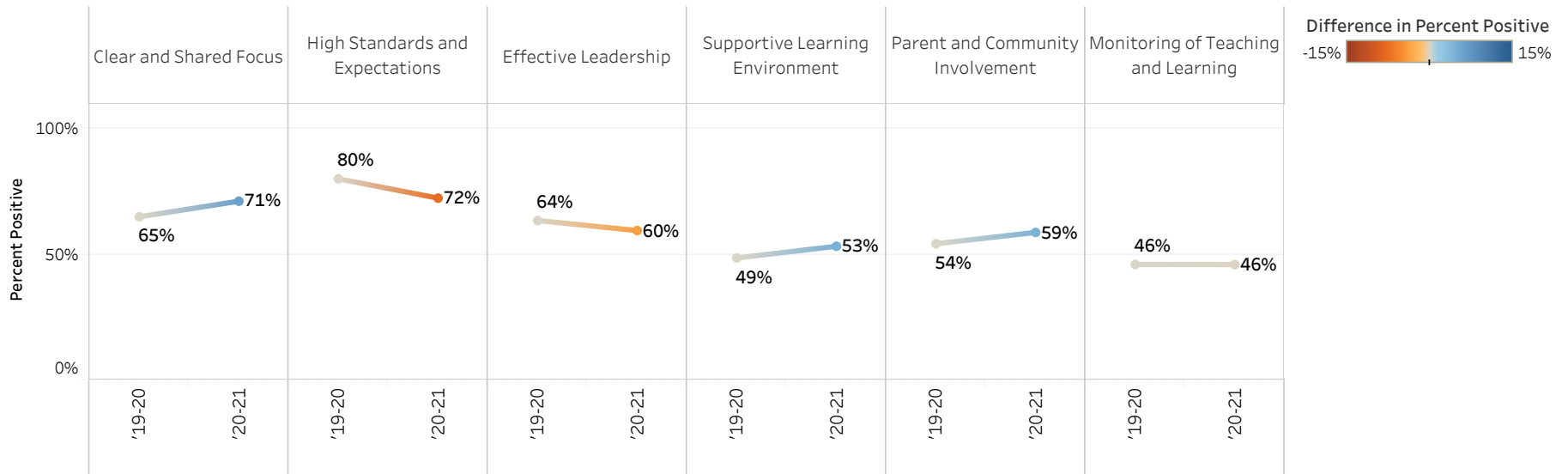
The Characteristics, "Curriculum, Instruction, and Assessment", "Communication and Collaboration", and "Focused Professional Development", are professional activities conducted amongst the adult school community and are rarely viewed by students. Thus questions regarding those Characteristics are not a part of the survey and do not appear in this report.



### 9 Characteristics Comparison - Mean Scores

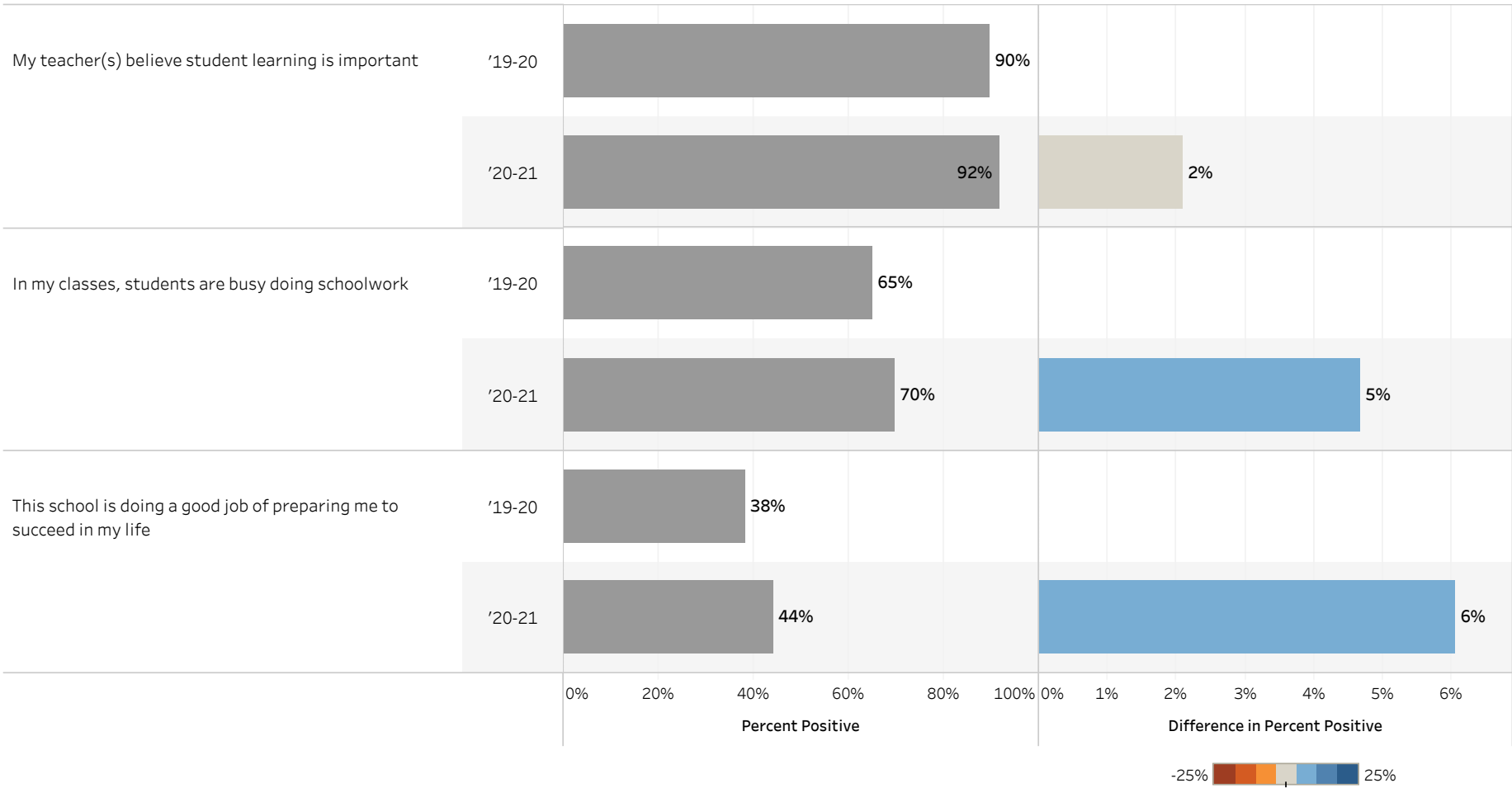


### 9 Characteristics Comparison - Percent Positive



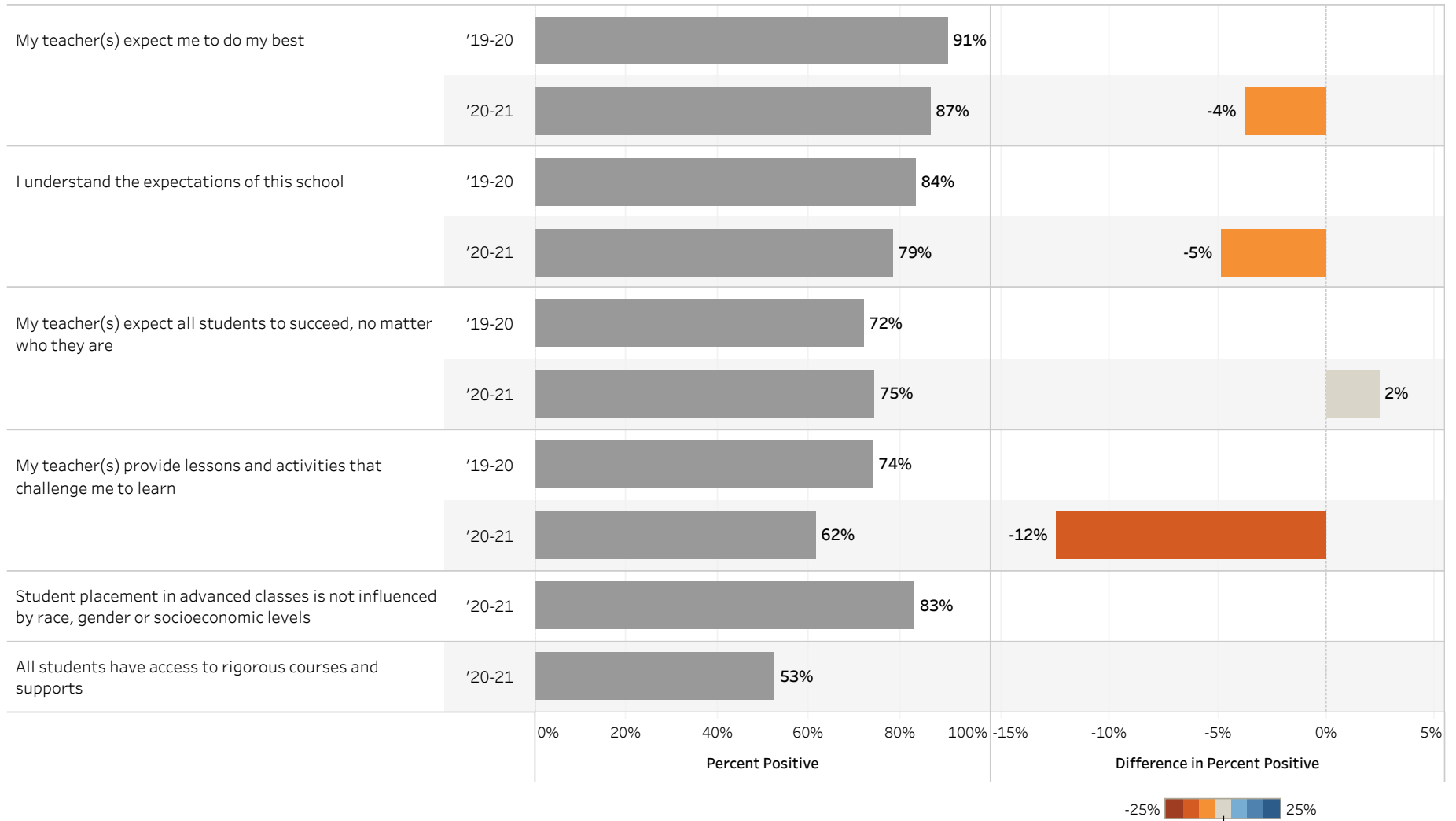
# Clear and Shared Focus

South Whidbey High School

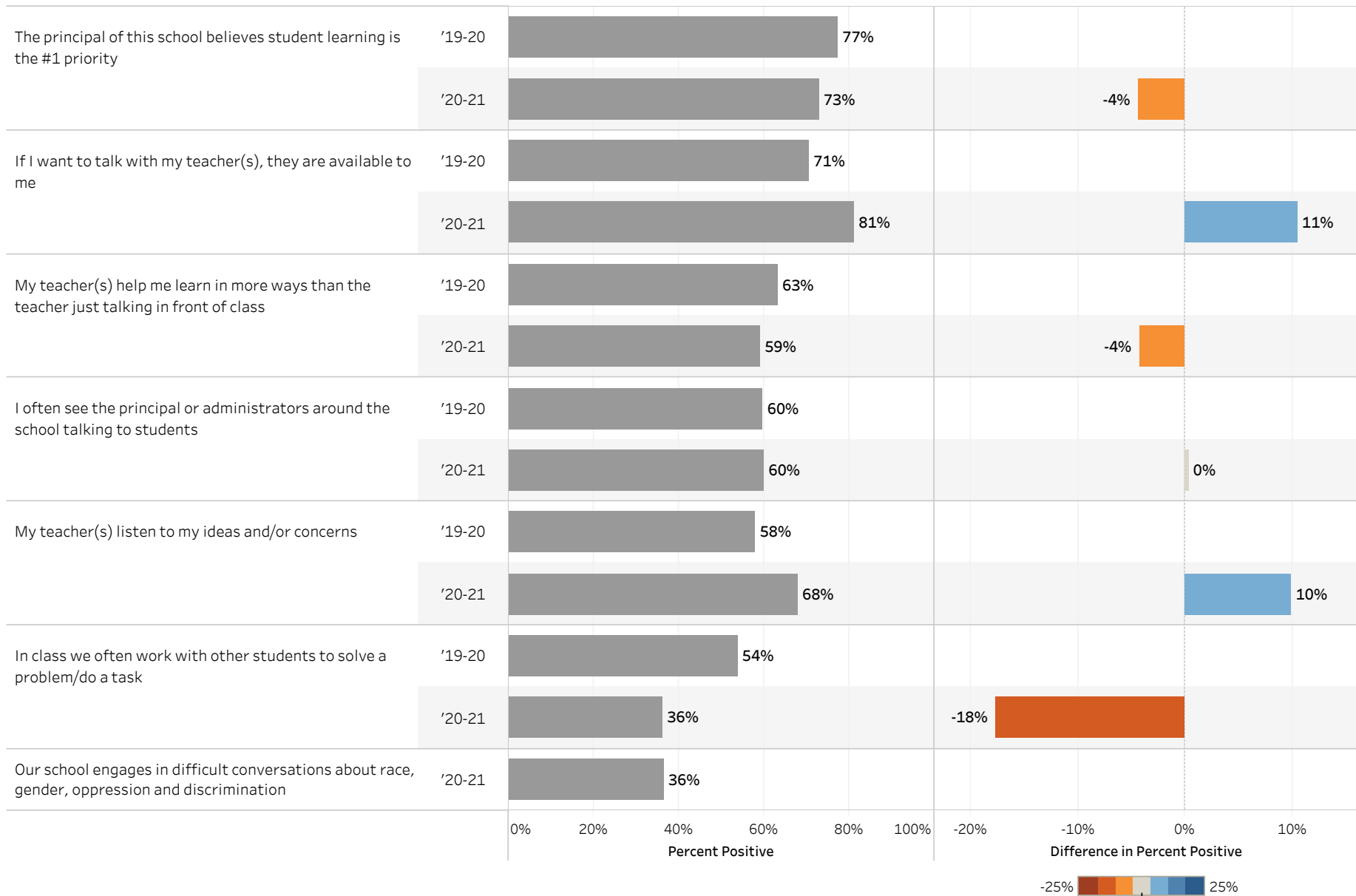


# High Standards and Expectations

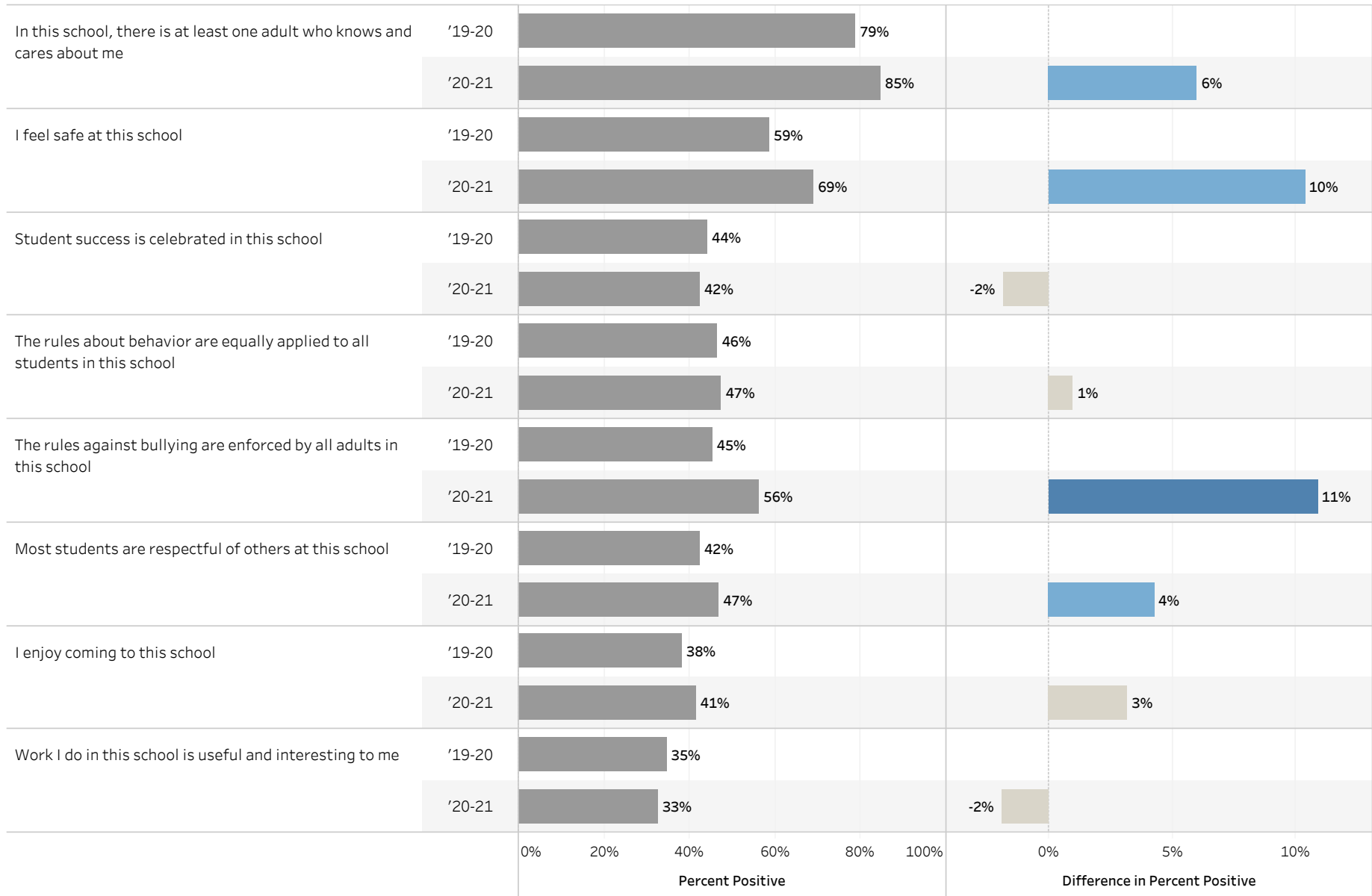
South Whidbey High School



# Effective Leadership

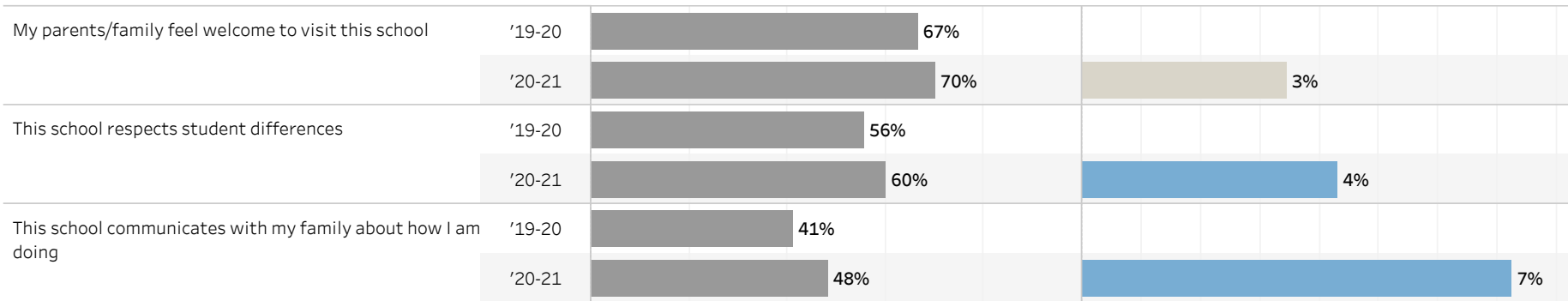


# Supportive Learning Environment

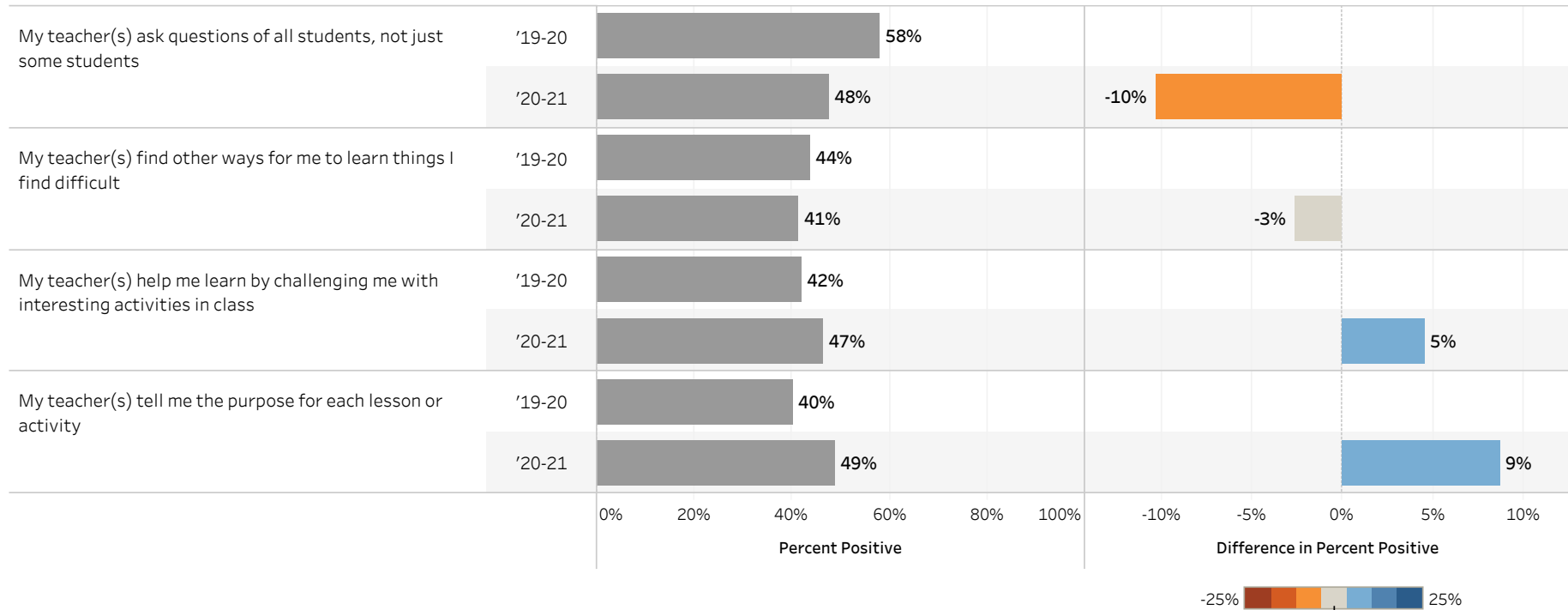




# Parent and Community Involvement



# Monitoring of Teaching and Learning



# Social and Emotional Learning



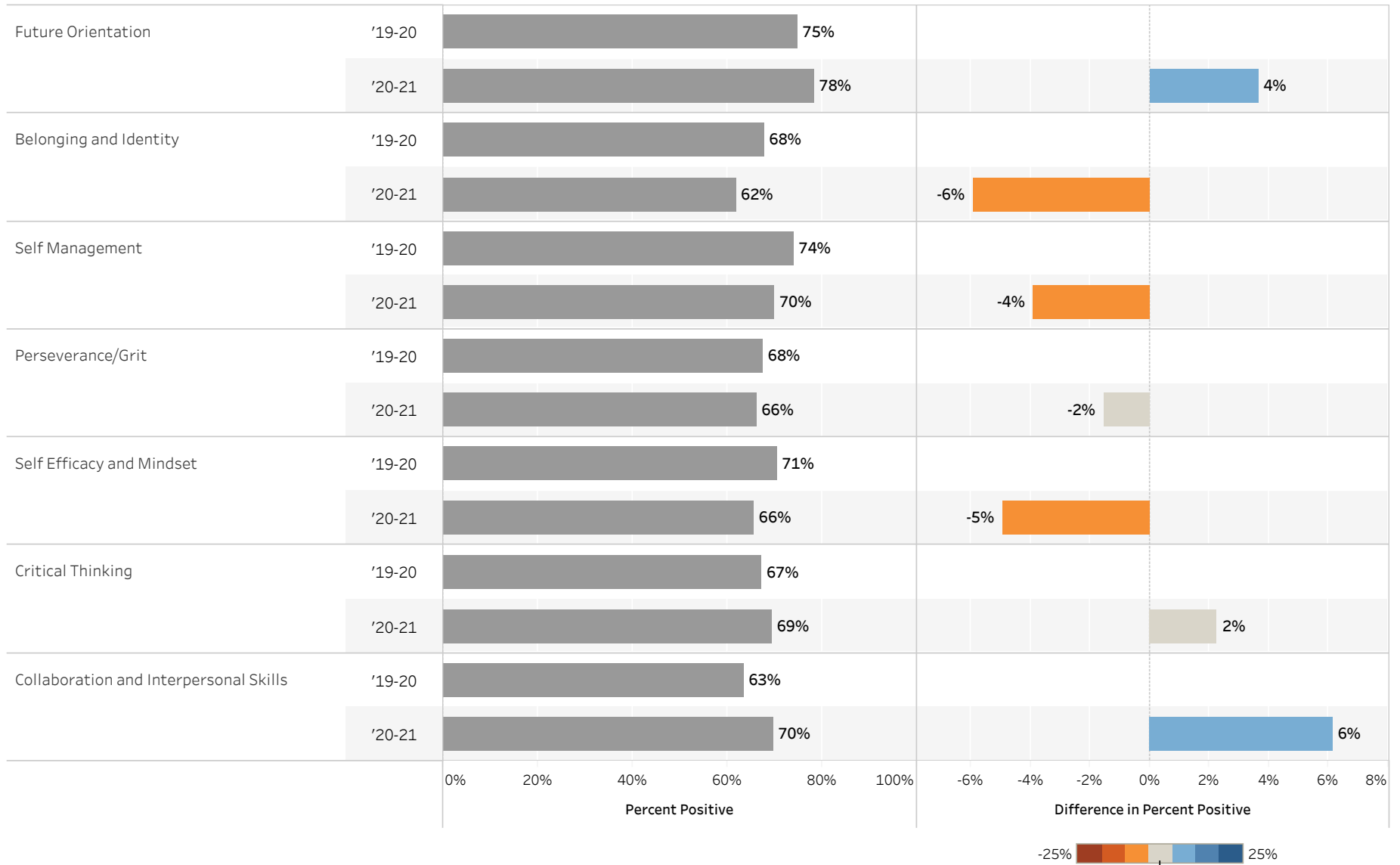
## SKILLS & DISPOSITIONS THAT SUPPORT YOUTH SUCCESS IN SCHOOL

OUTCOME DOMAINS	SKILLS & DISPOSITIONS
<b>FUTURE ORIENTATION</b>	<ul style="list-style-type: none"> <li>• <b>Goal management:</b> Setting short- and long-term goals and monitoring progress toward their achievement</li> <li>• <b>Hope and optimism:</b> Positive beliefs regarding one's future potential, goals and choices</li> </ul>
<b>BELONGING &amp; IDENTITY</b>	<ul style="list-style-type: none"> <li>• <b>Sense of belonging:</b> Perception of acceptance and support in a learning community</li> <li>• <b>Relationship building:</b> Establishing and maintaining positive relationships with adults and peers in school setting</li> <li>• <b>Personal identity:</b> Understanding and valuing one's own culture and beliefs</li> <li>• <b>Social capital:</b> Recognizing and using family, school, and community resources; asking for help when needed</li> </ul>
<b>SELF MANAGEMENT</b>	<ul style="list-style-type: none"> <li>• <b>Emotional regulation:</b> Assessing and regulating one's feelings and emotions</li> <li>• <b>Self-discipline:</b> Ability to focus on a task in spite of distractions</li> </ul>
<b>PERSEVERANCE / GRIT</b>	<ul style="list-style-type: none"> <li>• <b>Perseverance:</b> Tendency to persist in spite of obstacles or setbacks</li> <li>• <b>Goal orientation:</b> Commitment to the achievement of goals over time</li> </ul>
<b>SELF-EFFICACY &amp; MINDSETS</b>	<ul style="list-style-type: none"> <li>• <b>Self-Efficacy:</b> Belief in one's own capabilities and capacity to learn and succeed</li> <li>• <b>Growth mindset:</b> Belief that intelligence and ability can increase through effort</li> <li>• <b>Mastery orientation:</b> Enjoyment of learning and desire to master new skills; willingness to try new things</li> <li>• <b>Relevance:</b> Belief that work done in school is related to personal aspirations</li> </ul>
<b>CRITICAL THINKING</b>	<ul style="list-style-type: none"> <li>• <b>Metacognition:</b> Ability to reflect on one's assumptions and thinking for the purposes of deeper understanding and self-evaluation.</li> <li>• <b>Problem solving:</b> Generating and selecting from alternatives based on desired outcomes</li> <li>• <b>Analytical thinking:</b> Separating problems or issues into their component parts</li> </ul>
<b>COLLABORATION &amp; INTERPERSONAL SKILLS</b>	<ul style="list-style-type: none"> <li>• <b>Collaboration:</b> Negotiating and compromising when working in groups or pairs</li> <li>• <b>Communication:</b> Communicating effectively for a variety of purposes and audiences</li> <li>• <b>Cultural competence:</b> Ability to work effectively with people from different backgrounds; appreciation of diversity</li> <li>• <b>Conflict resolution:</b> Preventing, managing, and resolving interpersonal conflict</li> <li>• <b>Compassion:</b> Taking the perspective of and empathizing with others</li> </ul>

The Youth Development for Education Results workgroup of the Road Map Project in King County, Washington developed the student engagement, motivation, and 21st century skills survey items based on the workgroup's research about student motivation and engagement and the skills and dispositions that matter most to school success. The Center for Educational Effectiveness was contracted by the workgroup as the lead research partner in the development of the items, the pilot testing, item refinement, and implementation of the survey items. For details about the Road Map Project and this work: <http://ydekc.wordpress.com>.

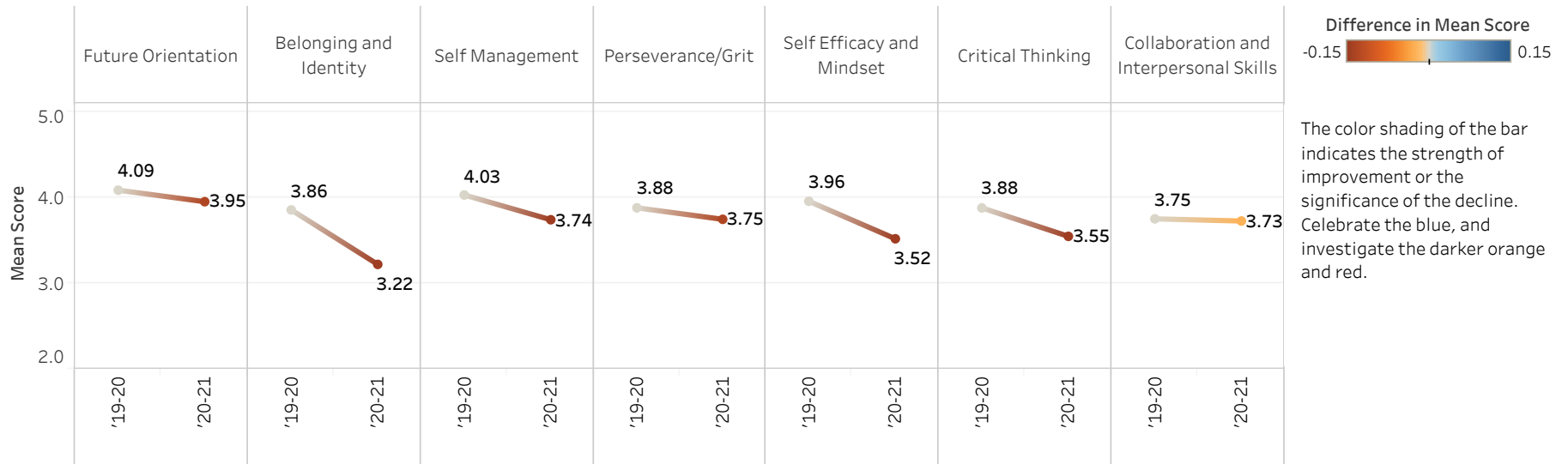
# Social and Emotional Learning

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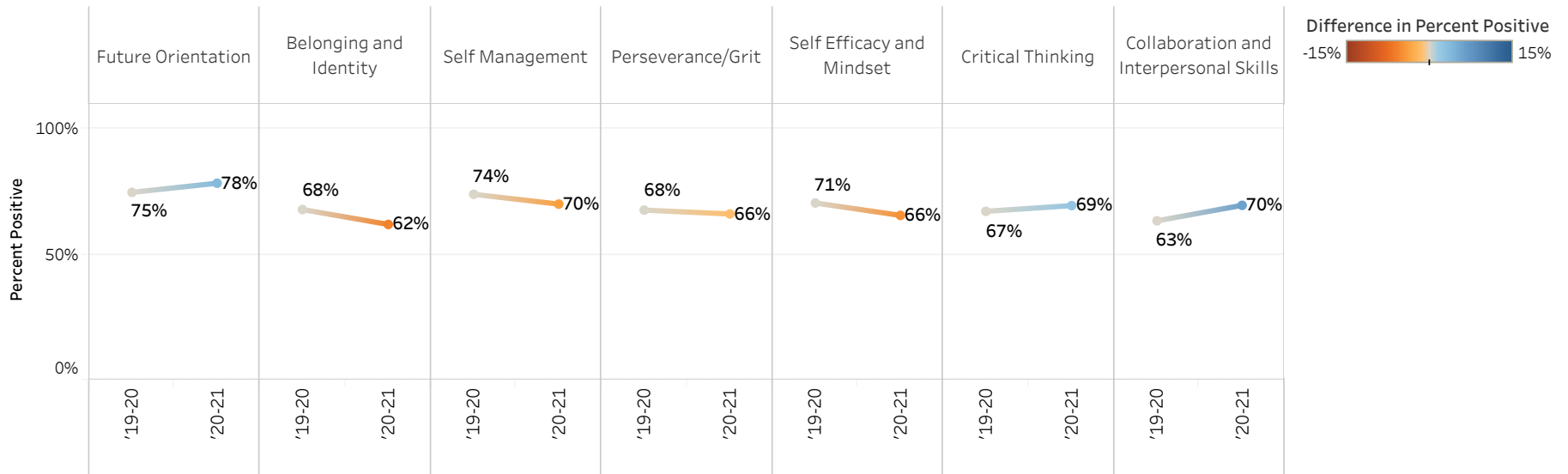


## Social Emotional Learning - Mean Scores

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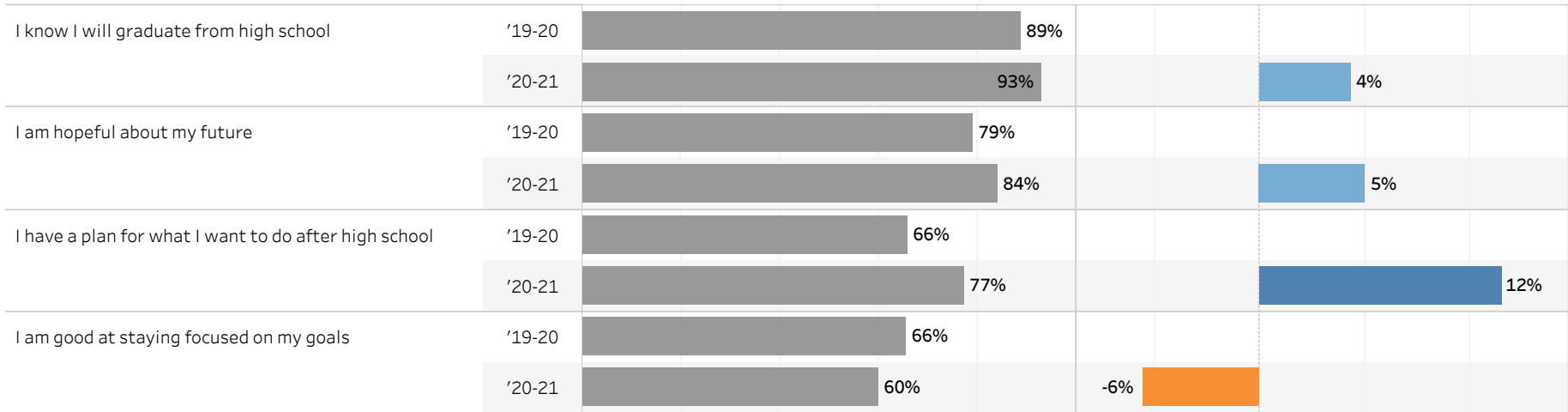


## Social Emotional Learning - Percent Positive

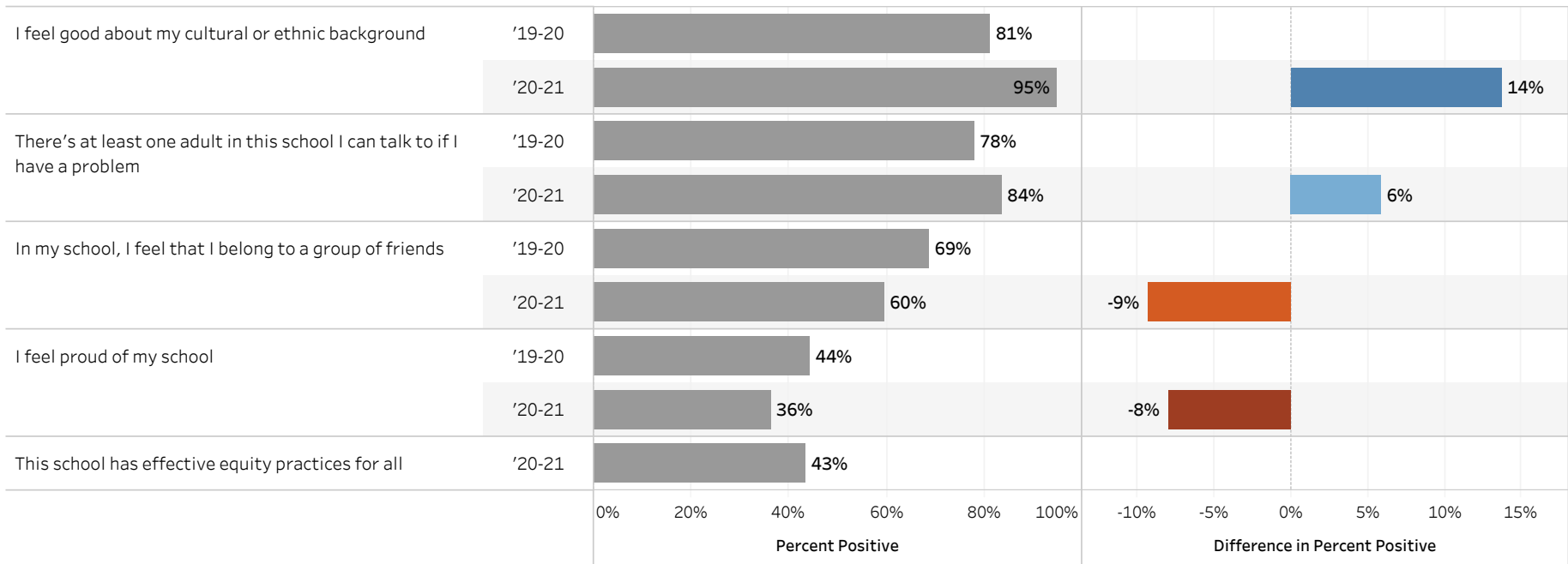


# Future Orientation

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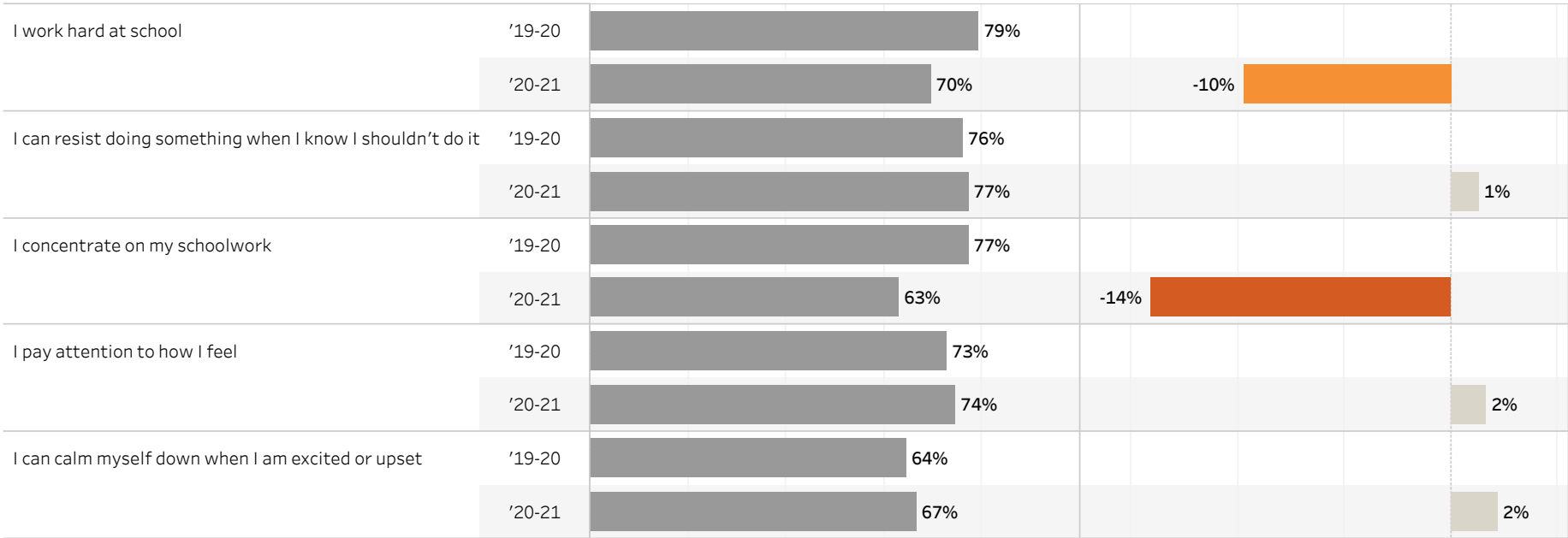


# Belonging and Identity

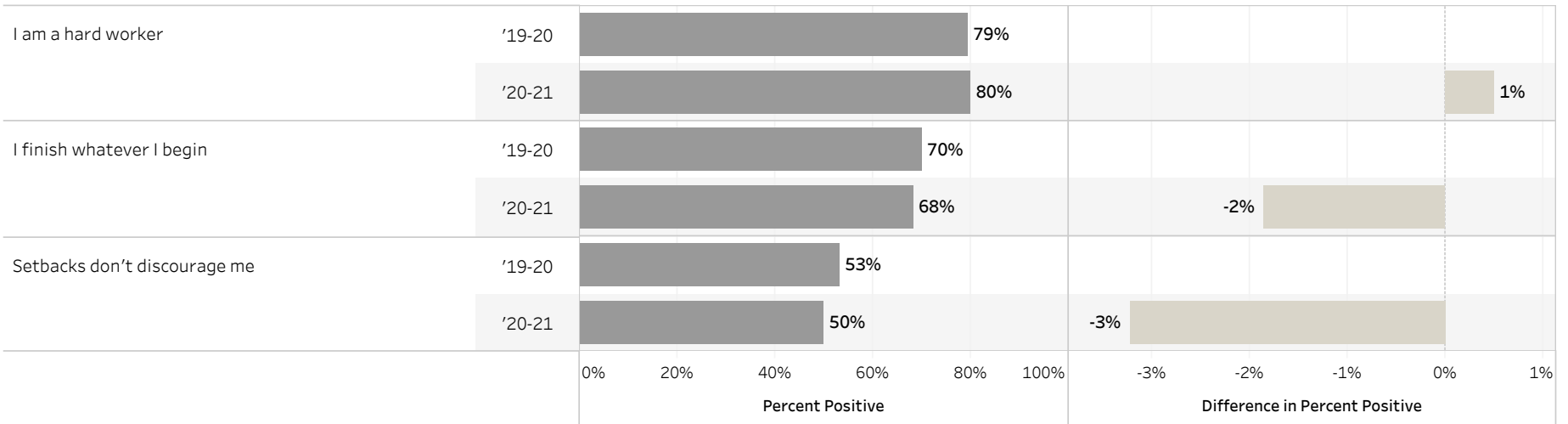


# Self Management

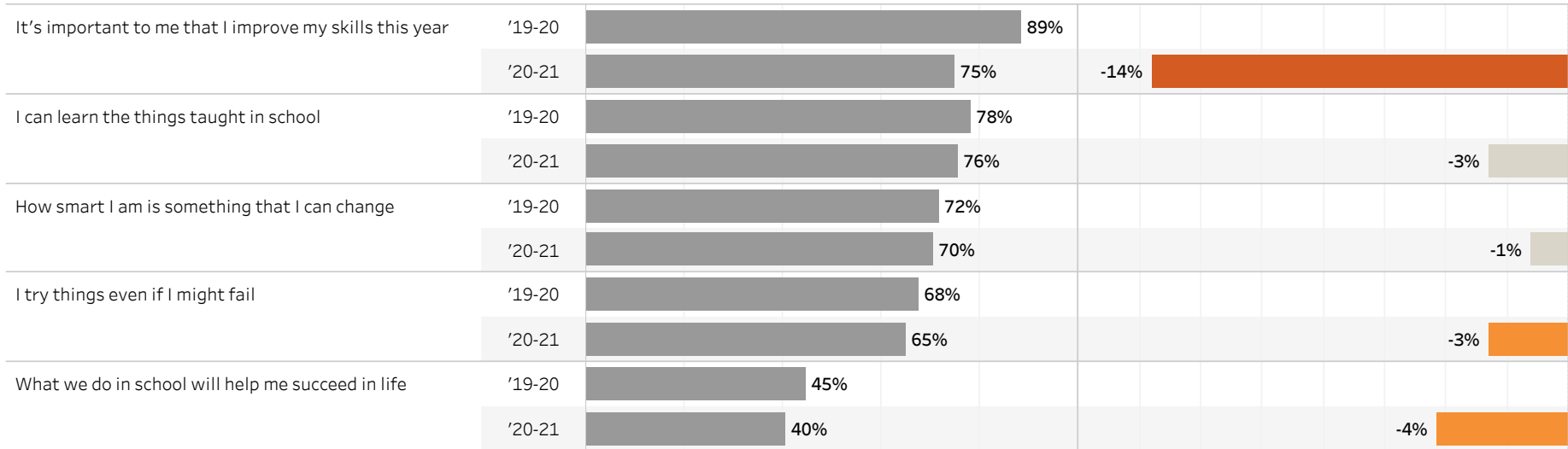
South Whidbey High School



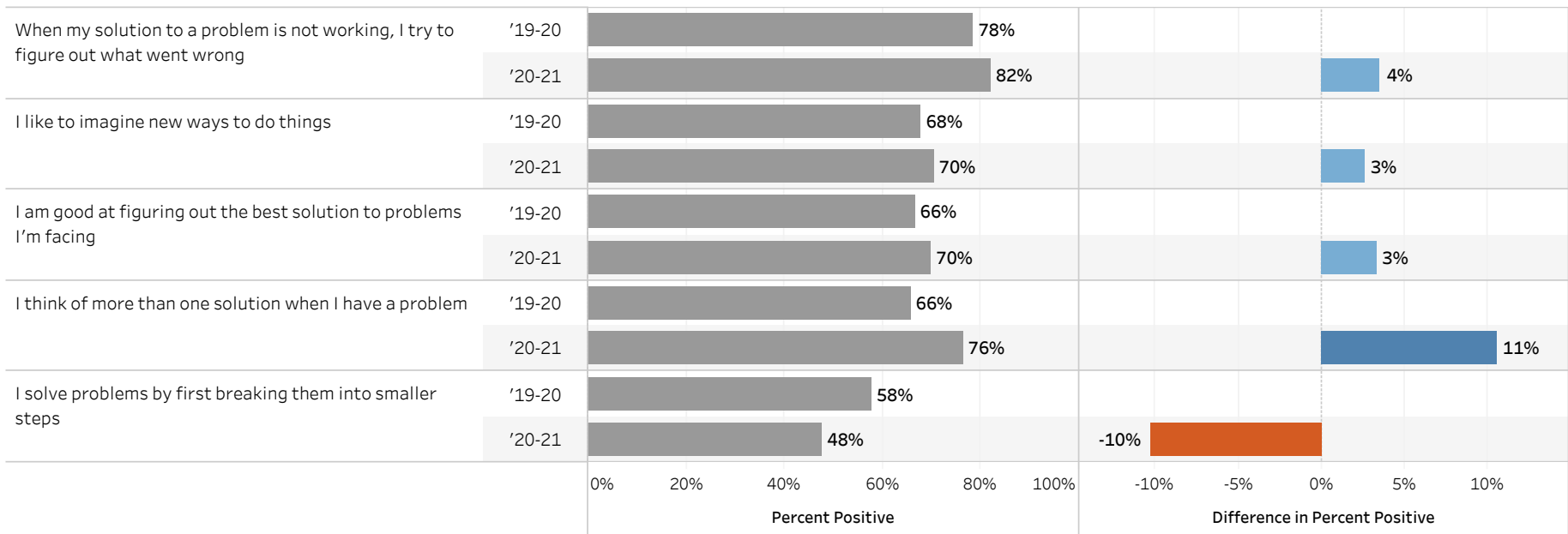
# Perseverance/Grit



## Self-Efficacy and Mindsets



## Critical Thinking



# Interpersonal Skills

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