

Educational Effectiveness Survey™



9 Characteristics of High Performing Schools

**Student SEL
edition**

V3.2.1

South Whidbey Middle School

South Whidbey School District

September 2019

N=184



Better Data. Better Decisions. Better Schools.



The Center for Educational Effectiveness

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Introduction

Educational Effectiveness Survey, Student SEL Edition

While there is no single solution for all schools, research on effective schools identified common characteristics of high-performing schools known as the 9 Characteristics. Successful schools engaged in improvement activities focus on these characteristics of “organizational and educator capacity” to create and improve the system(s) that ultimately drive performance outcomes. Understanding the perceptions of your student population is essential to inform changes for improvement.

Note: The Characteristics, “Curriculum, Instruction, and Assessment” 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.

7 Student and School Success Principles and Expected Indicators (Indistar®) (if applicable)

If your district utilizes the 7 Student and School Success Principles and Expected Indicators (Indistar®), the 2nd section of your report provides you with results organized by the *Principles* with detailed results on each indicator.

While there are 7 *Principles* identifying actions, changes, skills and systems necessary to improve student learning, student perspective typically only views a sub-set of the Principles: Principle 1 (Provide Strong Leadership), Principle 4 (Strengthen the School’s Instructional Program), Principle 6 (Establish a Safe and Supportive School Environment) and Principle 7 (Provide Mechanisms for Family and Community Engagement). The other three “Principles” are most often not observed by the student.

Demographics

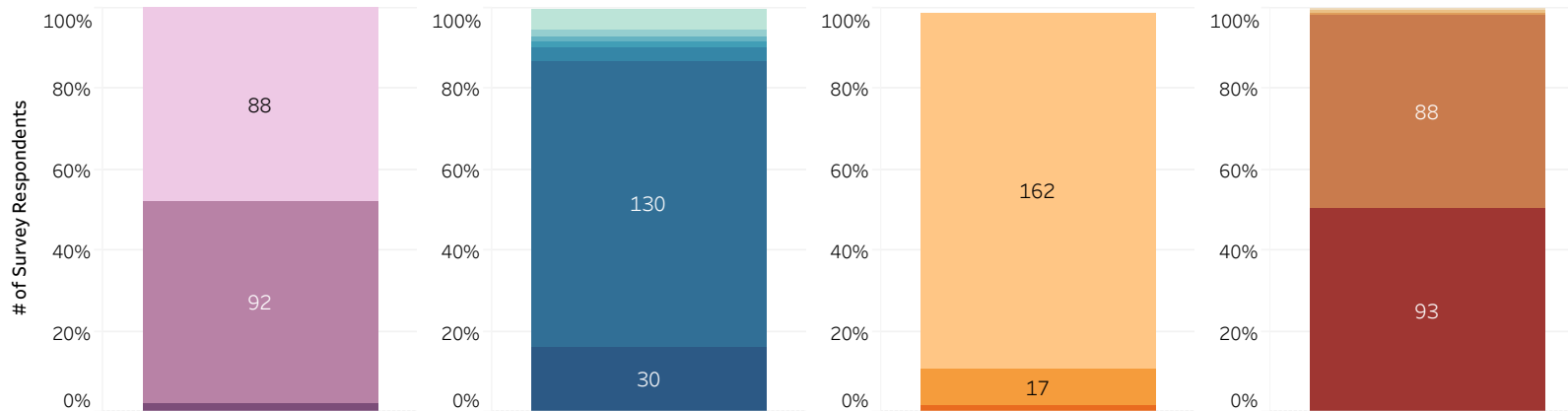
South Whidbey Middle School

Gender
 Female
 Male
 Other

Ethnicity
 Am Indian/ AK Native
 Asian
 Pac Isl/ Native HI
 Blk/ Afr American
 Hisp/Lat of any race
 White
 Two or more races

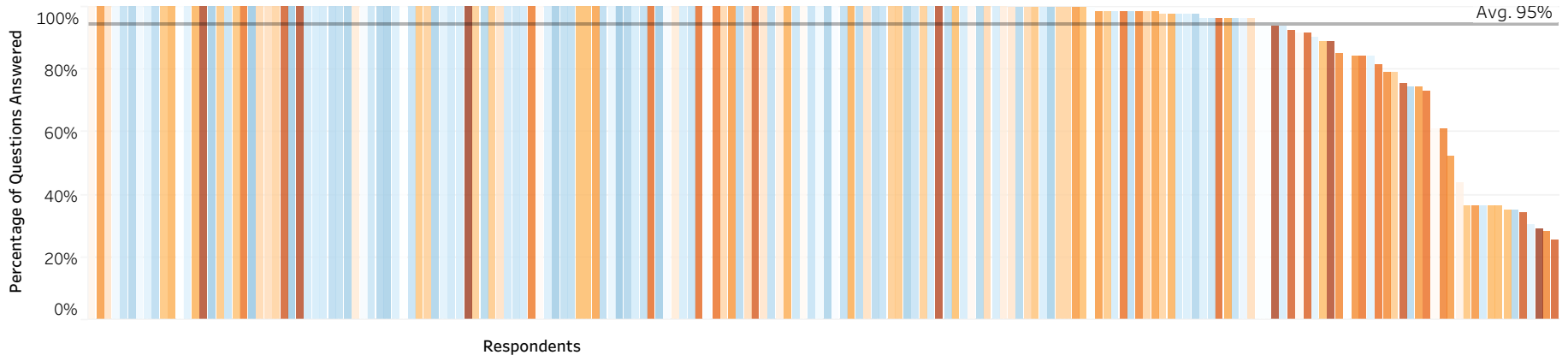
English at Home
 Always
 Most of the time
 Sometimes

Grade
 4th Grade
 5th Grade
 6th Grade
 7th Grade
 8th Grade



The height shows the percentage of items answered by respondent.

The color shows how positive each respondent was.



Demographics

South Whidbey Middle School

Grades Last Year

- Mostly A's
- Mostly B's
- Mostly C's
- Mostly D's
- Mostly E/F's
- Mostly 3's

Activities

- Not at all
- A few times a year
- Once or twice a month
- Once or twice a week
- Three or more times a week

Services

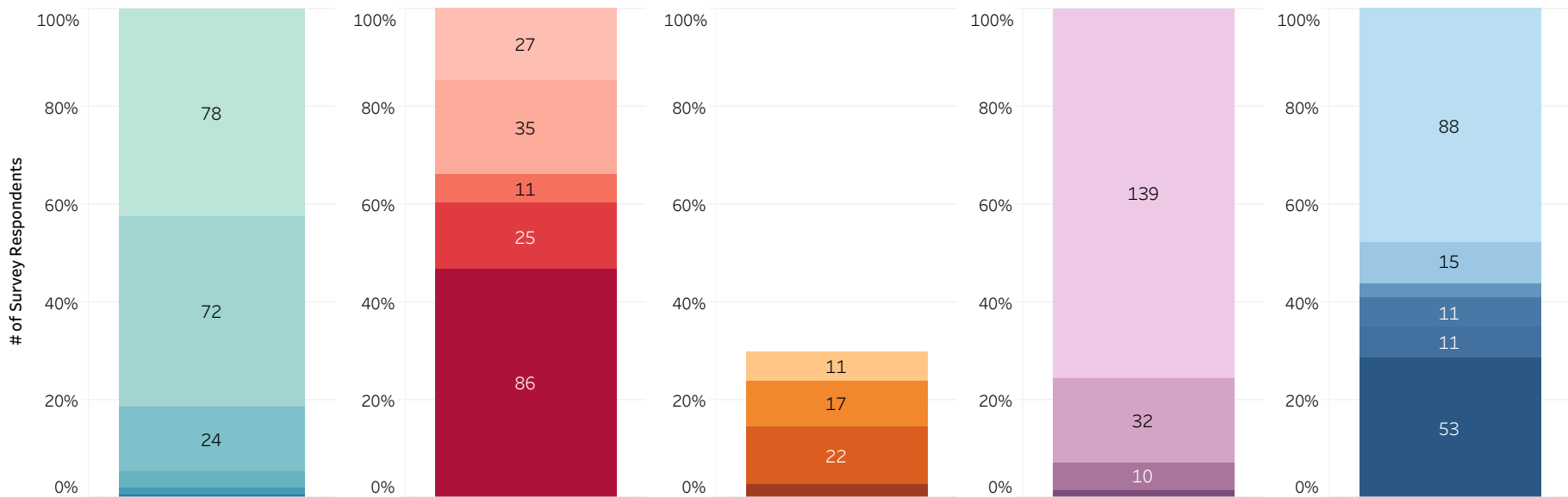
- Special Education
- EL (English Learner)
- Highly Capable
- Section 504 Plan

Absences

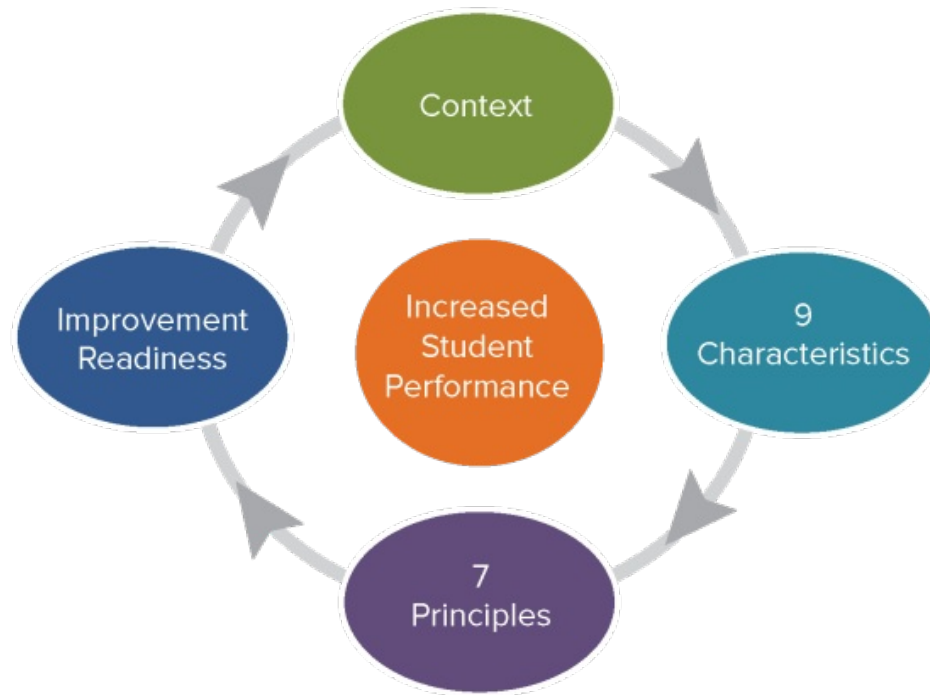
- Never
- 1 Day
- 2-4 Days
- 5 or more Days






After HS

- Attend a four-year college
- Attend a community college
- Work full-time
- Join the military
- Other
- Don't Know



Capacity for Improvement



-  "Context" defines the "current reality" of the student population, the school, and community.
-  9 Characteristics, or organizational and educator capacity defines the strength and capacity of the adult culture to implement the changes and structures defined in the 7 Principles.
-  The 7 Principles define the structure and systems essential at the school-level in order to increase student outcomes and achievement.
-  The "Improvement Readiness" defines the current capacity for change amongst the systems and adult culture of the school and district.
-  All four components impact the ability of the organization (school) to increase student performance.

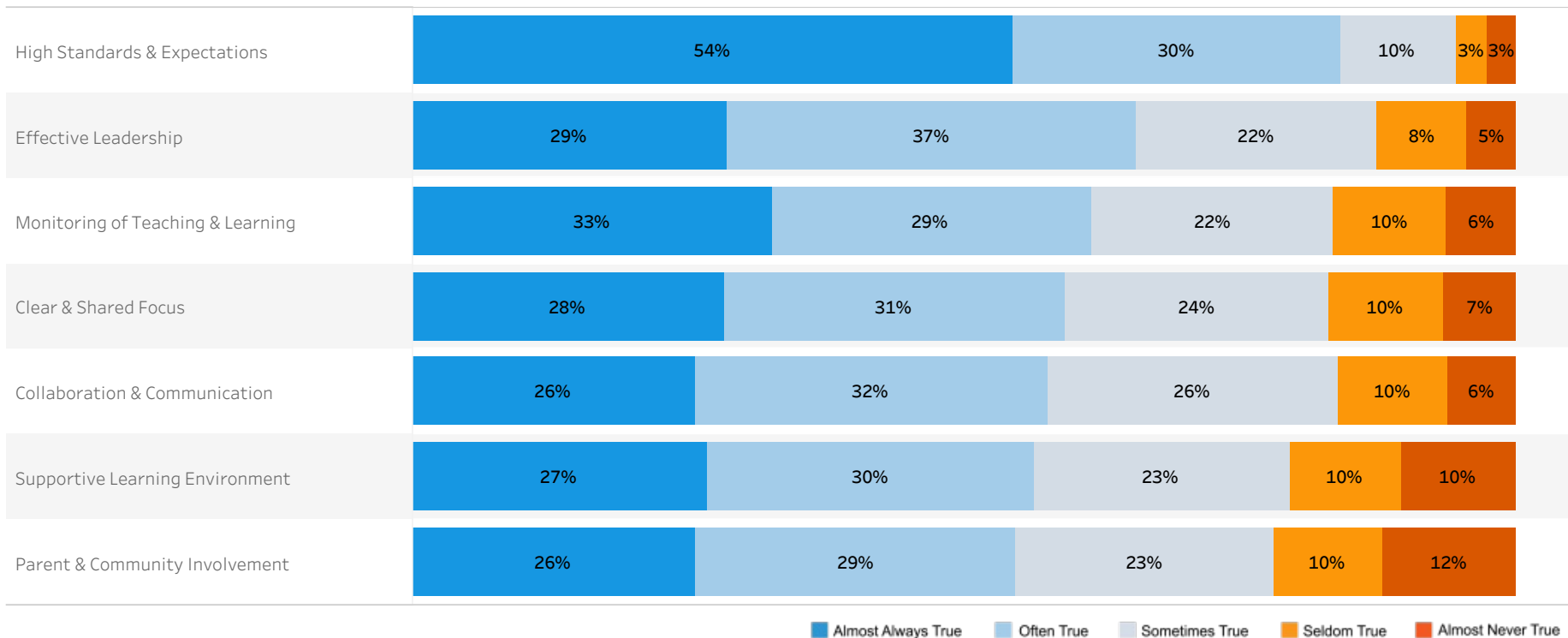
9 Characteristics of High-Performing Schools



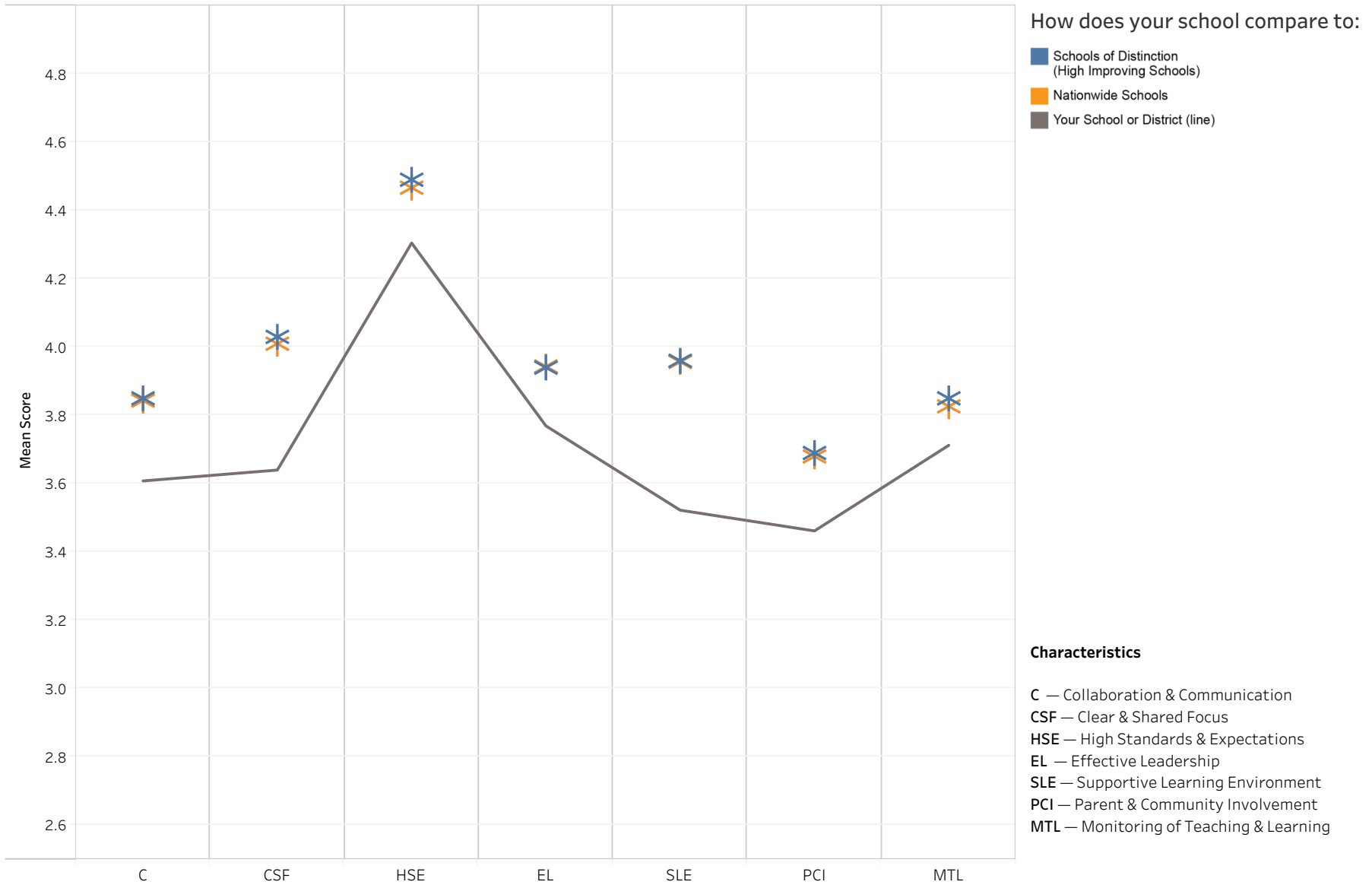
South Whidbey Middle School

9 Characteristics Summary

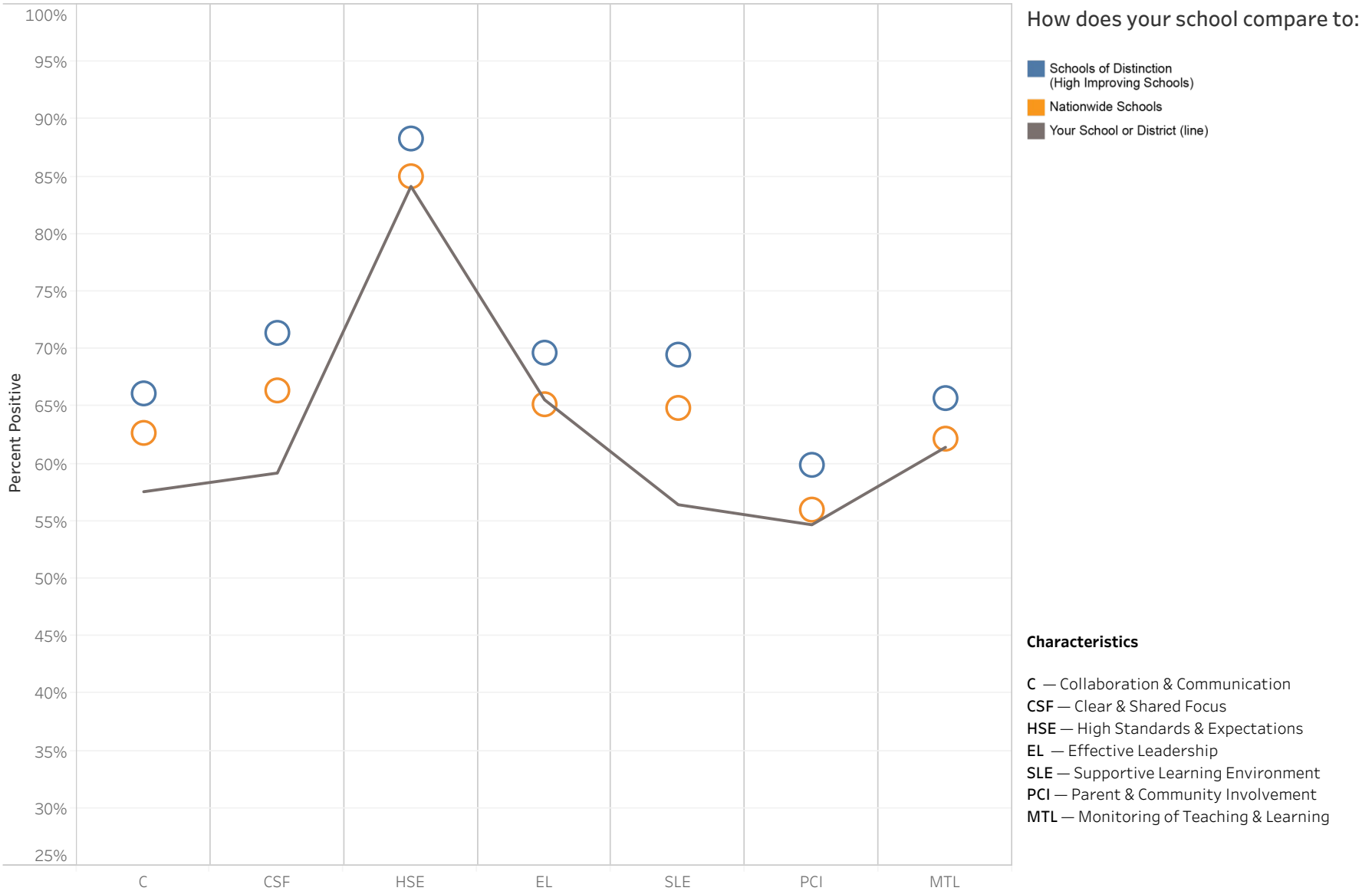
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9 Characteristics Comparison - Mean Scores



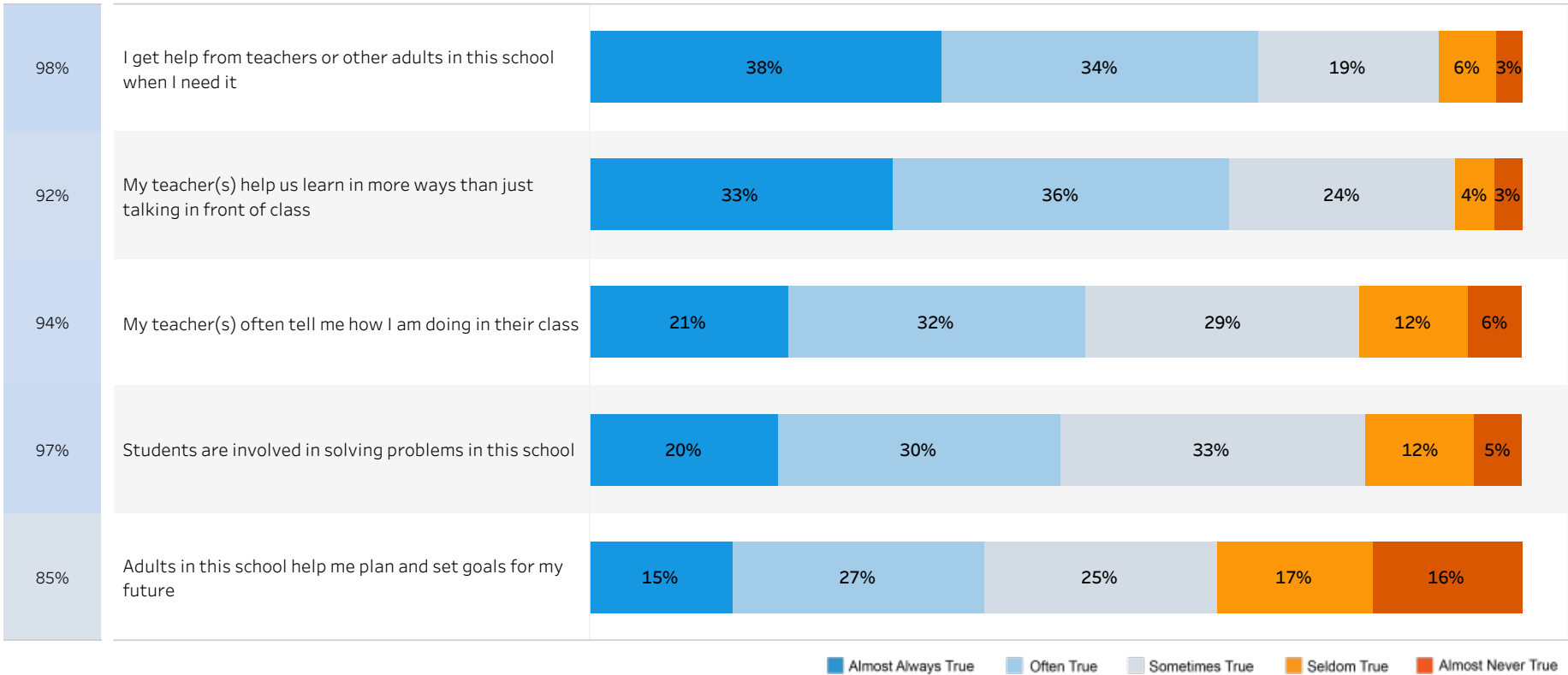
9 Characteristics Comparison - Percent Positive Scores



High Levels of Collaboration and Communication

South Whidbey Middle School

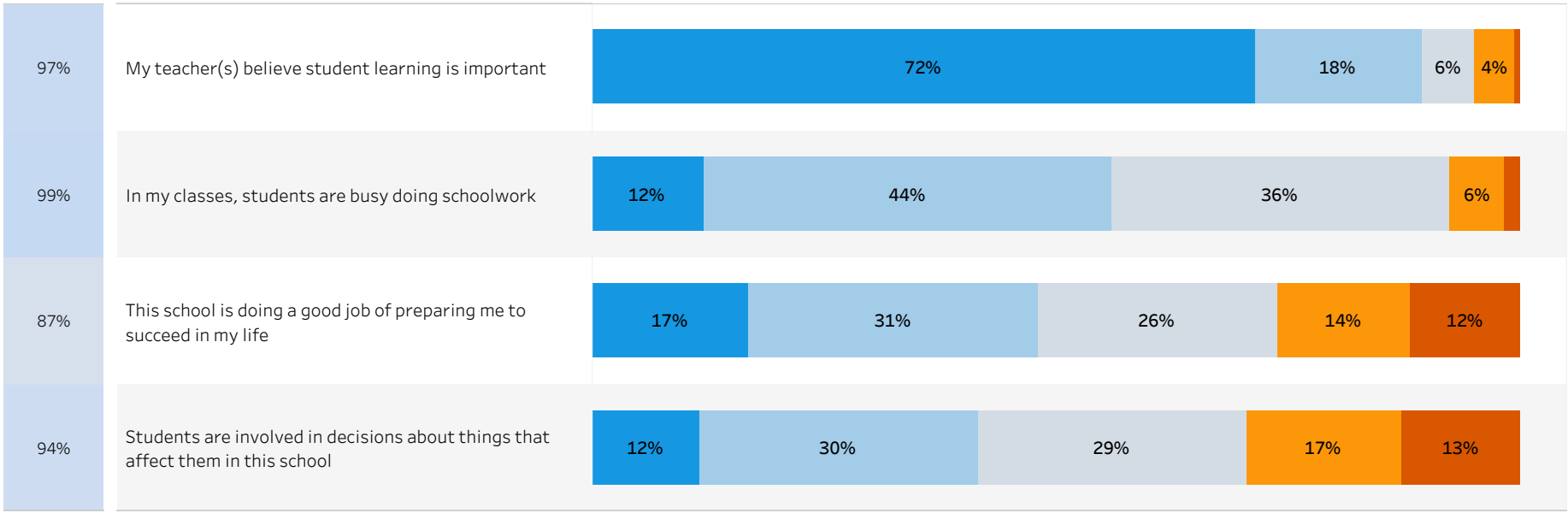
% Answered 50% 100%



Clear and Shared Focus

South Whidbey Middle School

% Answered 50% 100%

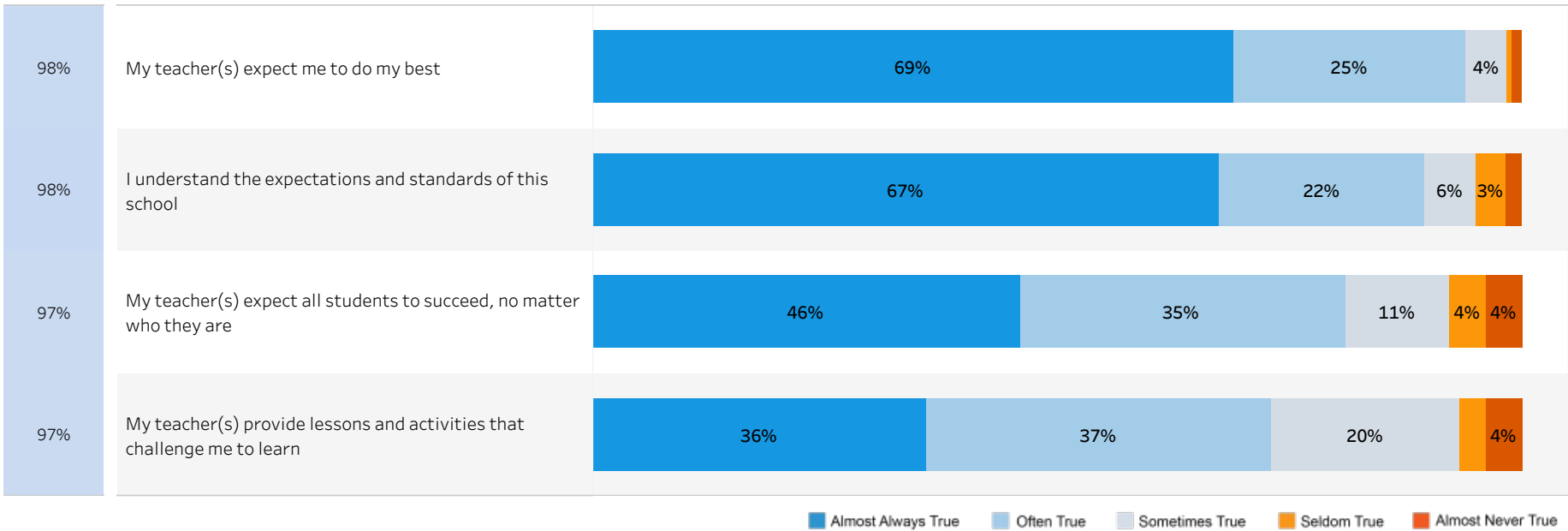


■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True
 ■ Almost Never True

High Standards and Expectations

South Whidbey Middle School

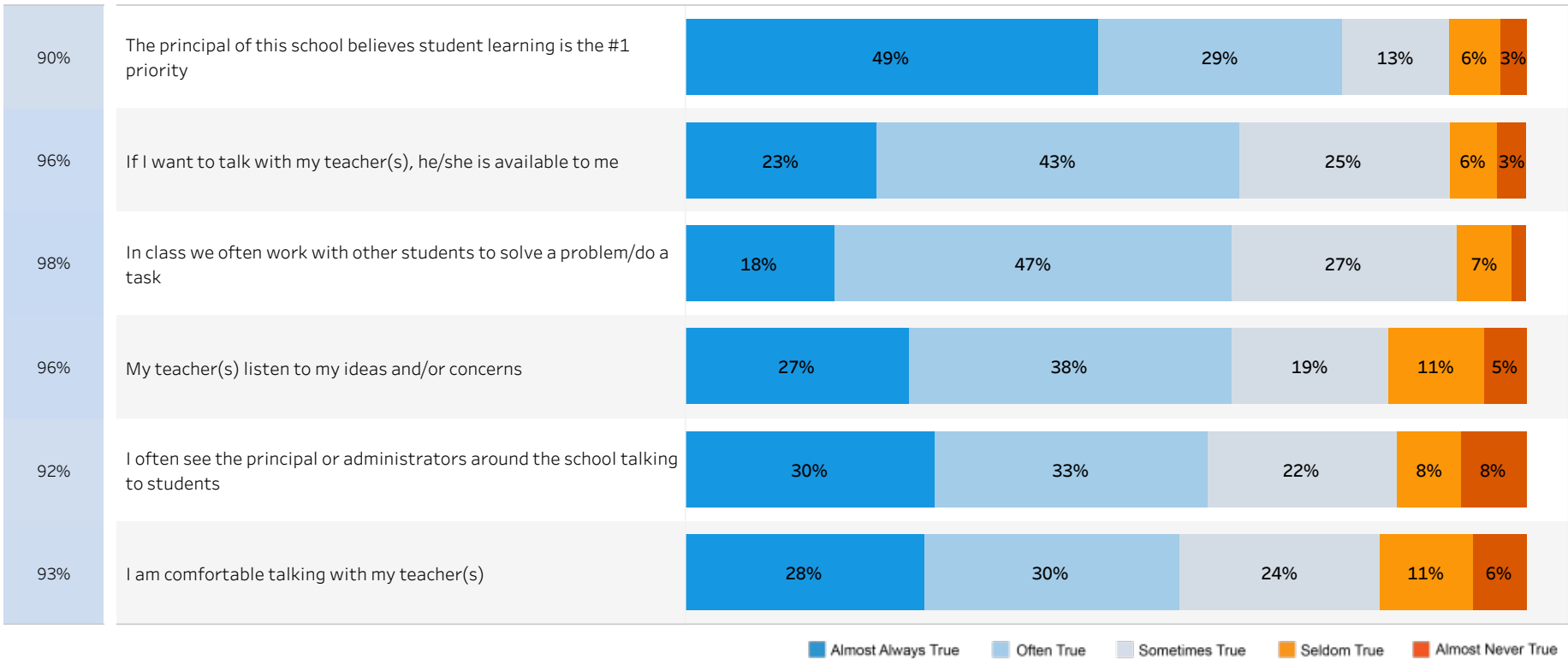
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Effective Leadership

South Whidbey Middle School

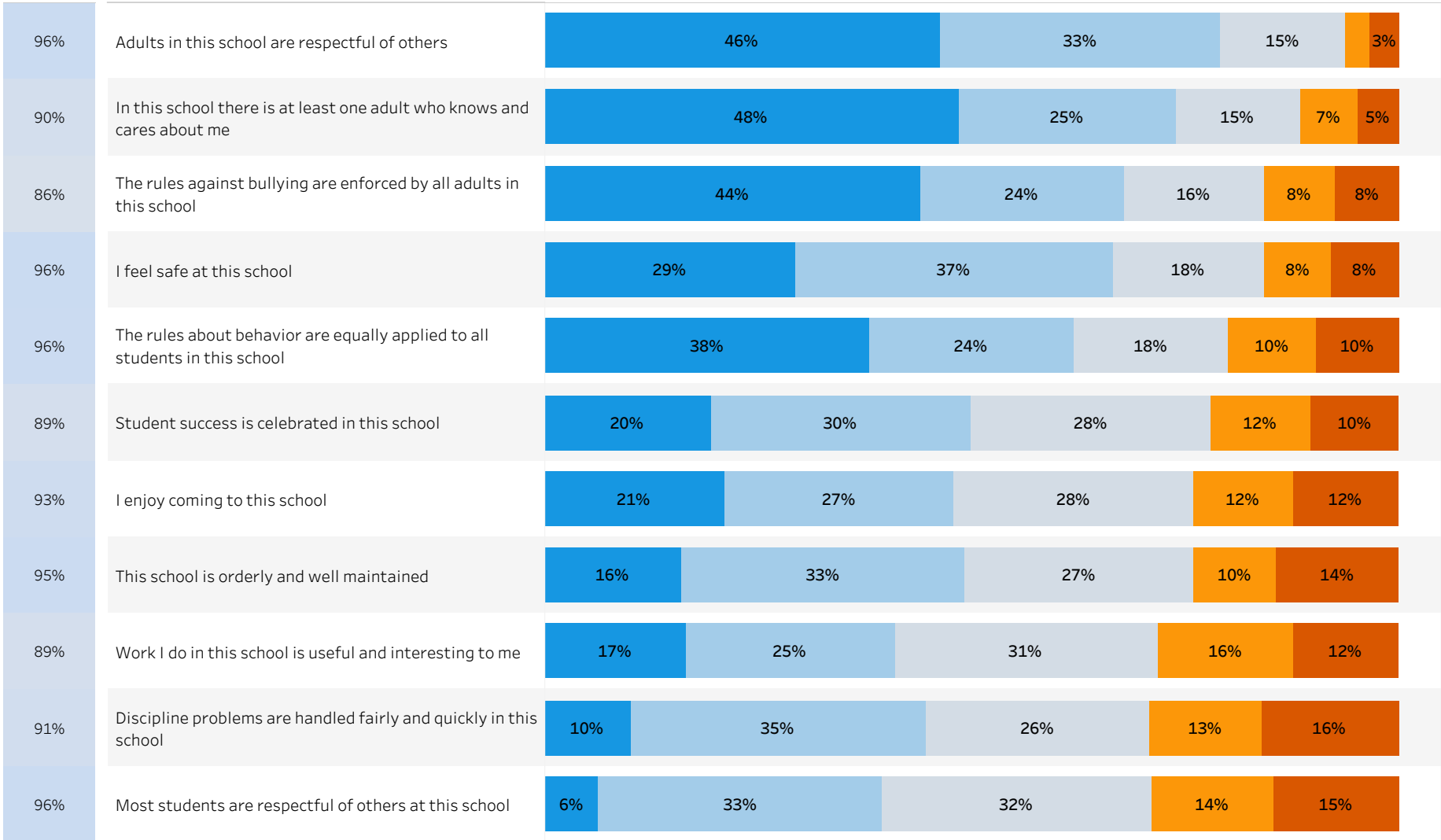
% Answered 50% 100%



Supportive Learning Environment

South Whidbey Middle School

% Answered 50% 100%

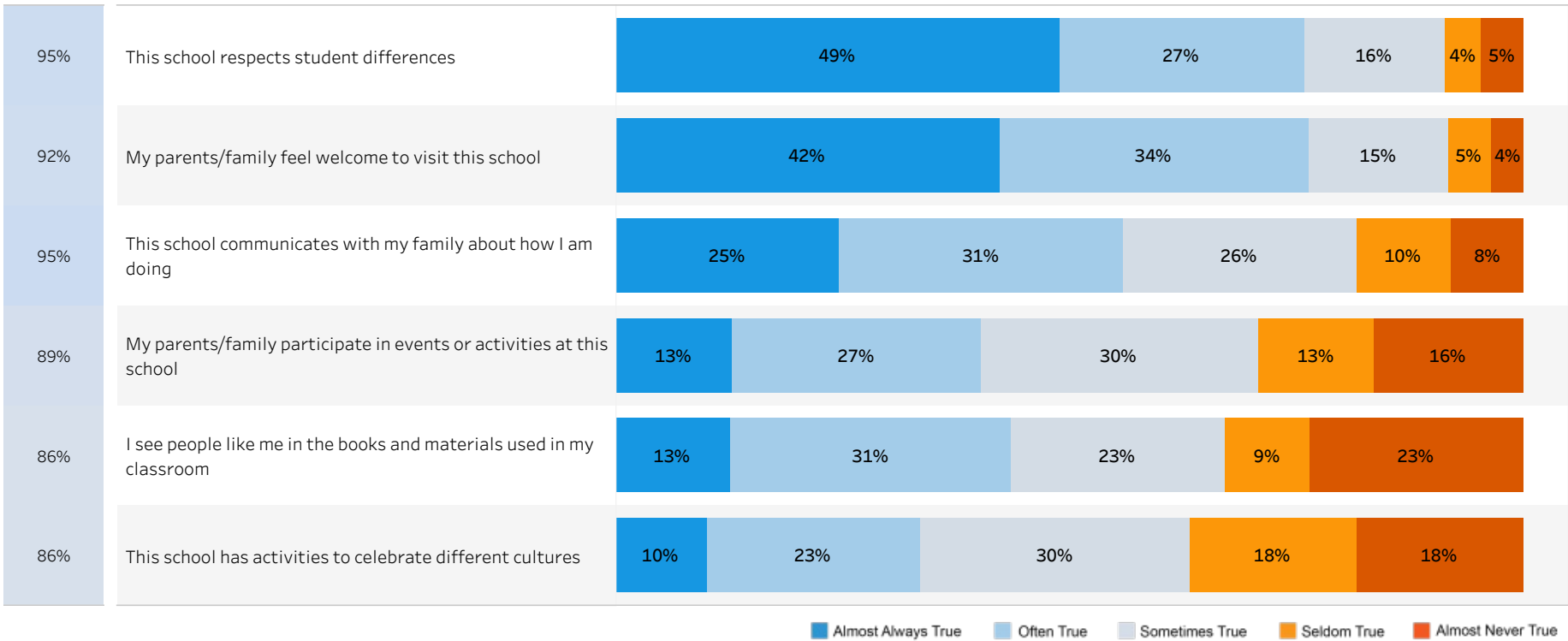


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Parent and Community Involvement

South Whidbey Middle School

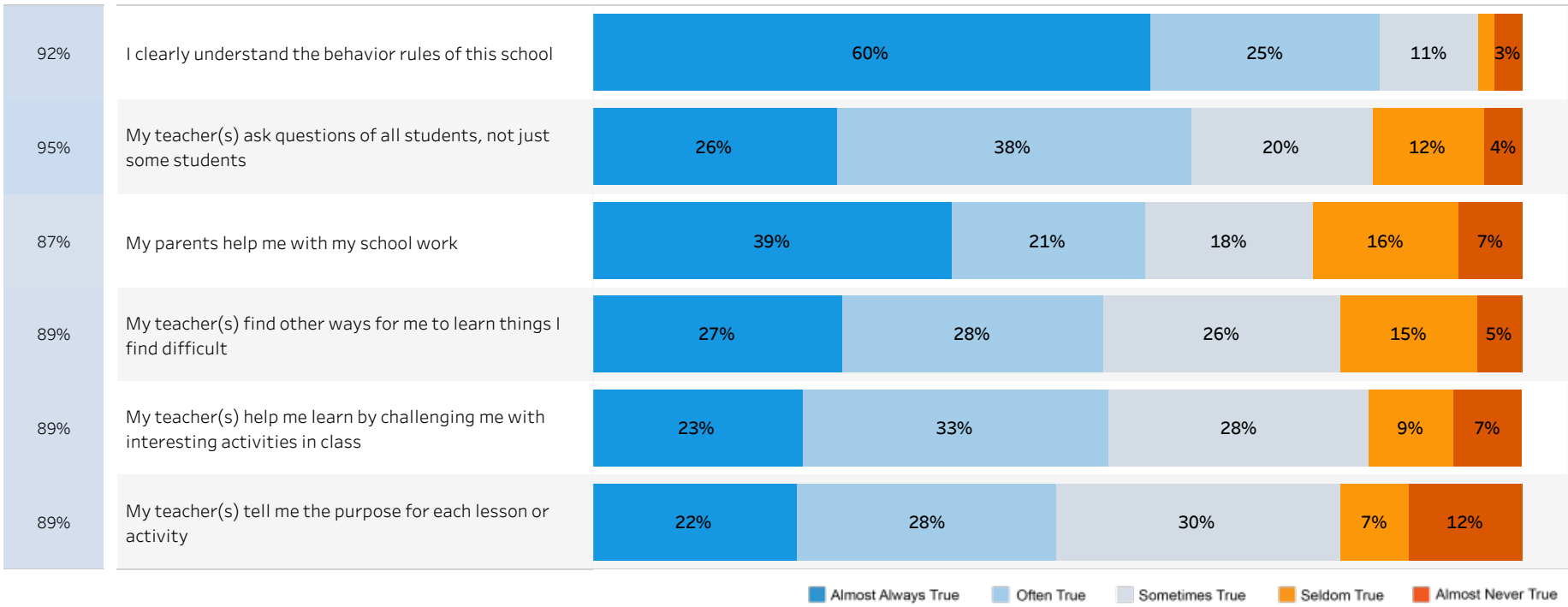
% Answered 50% 100%



Frequent Monitoring of Teaching and Learning

South Whidbey Middle School

% Answered 50% 100%



Social and Emotional Learning



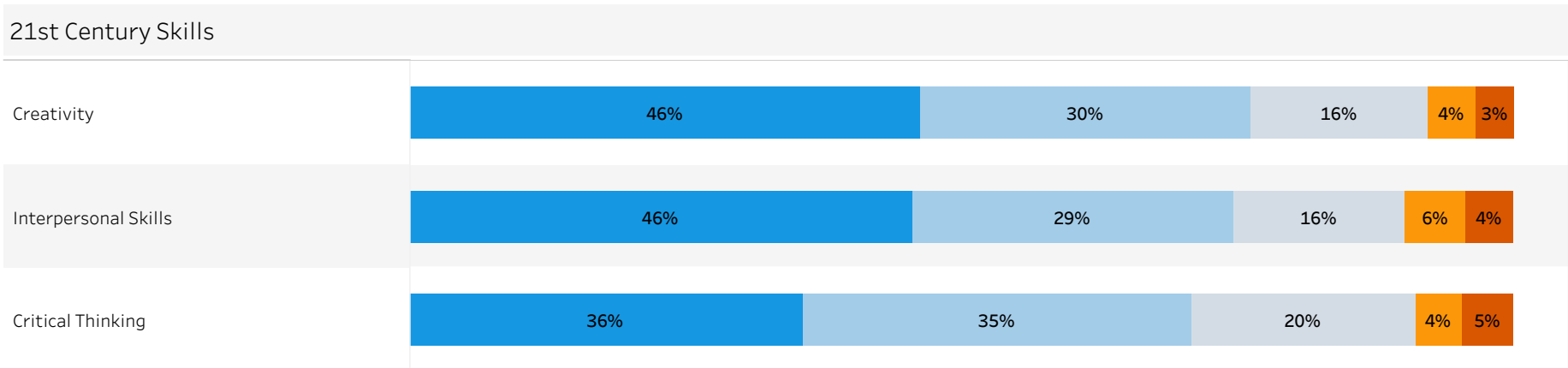
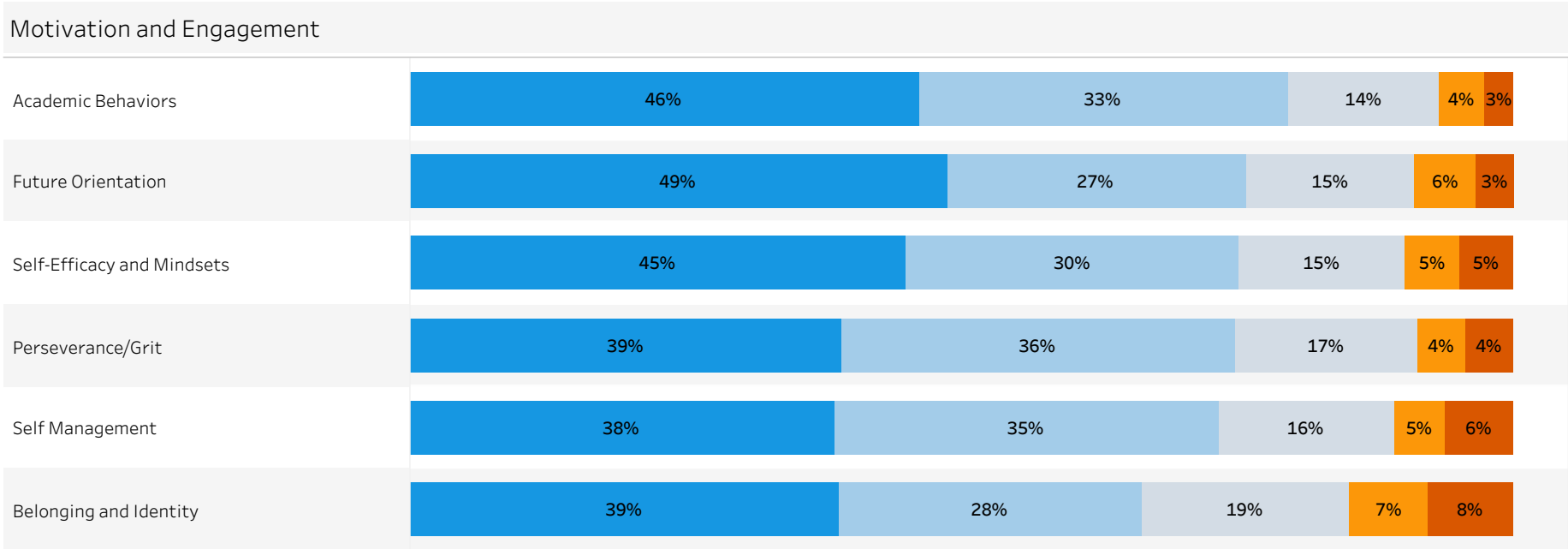
SKILLS & DISPOSITIONS THAT SUPPORT YOUTH SUCCESS IN SCHOOL

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

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 Emotional Learning Summary

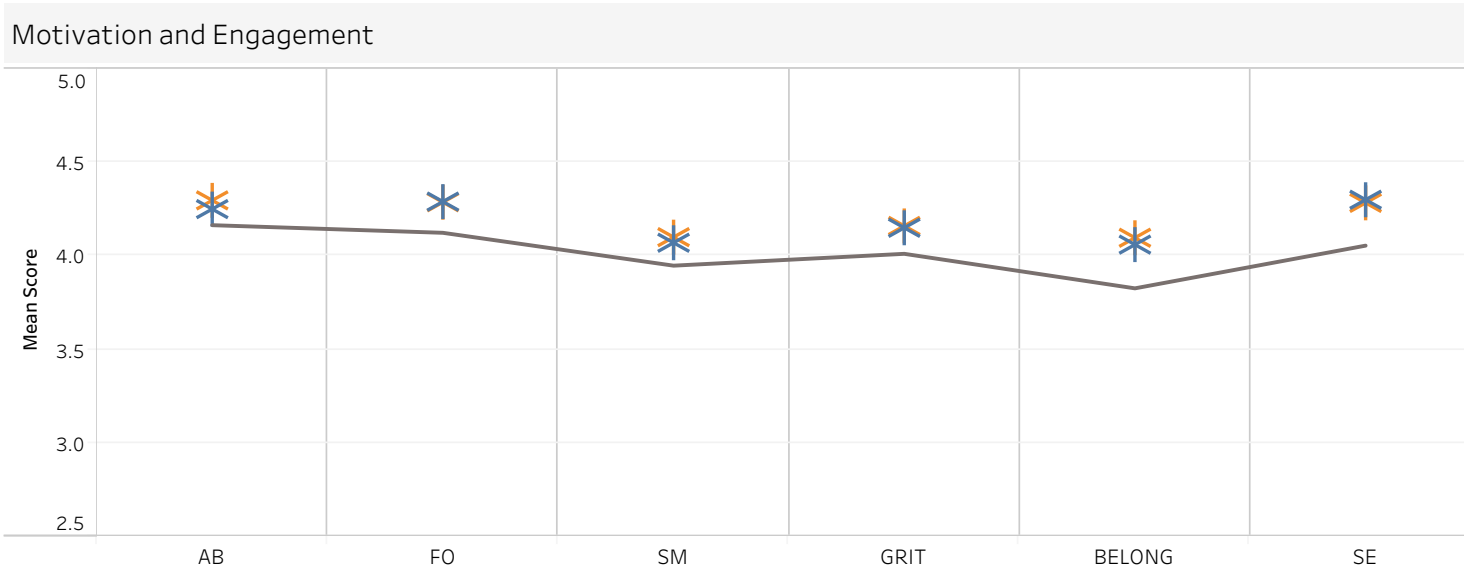
South Whidbey Middle School



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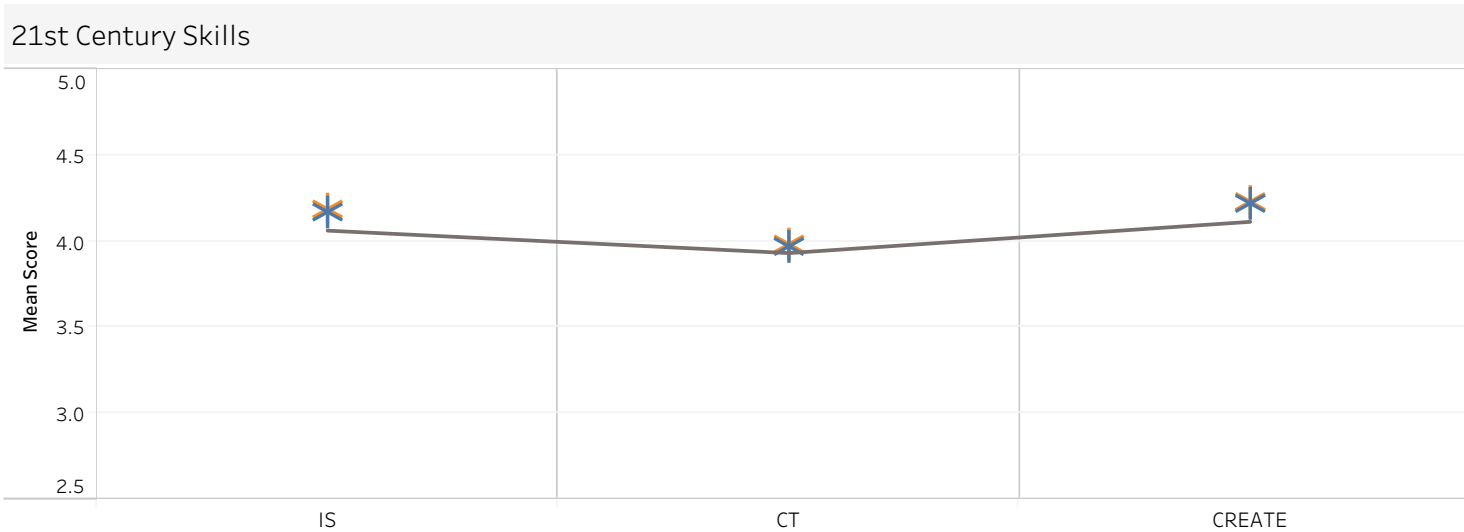
Social and Emotional Learning - Mean Scores

South Whidbey Middle School



How does your school compare to:

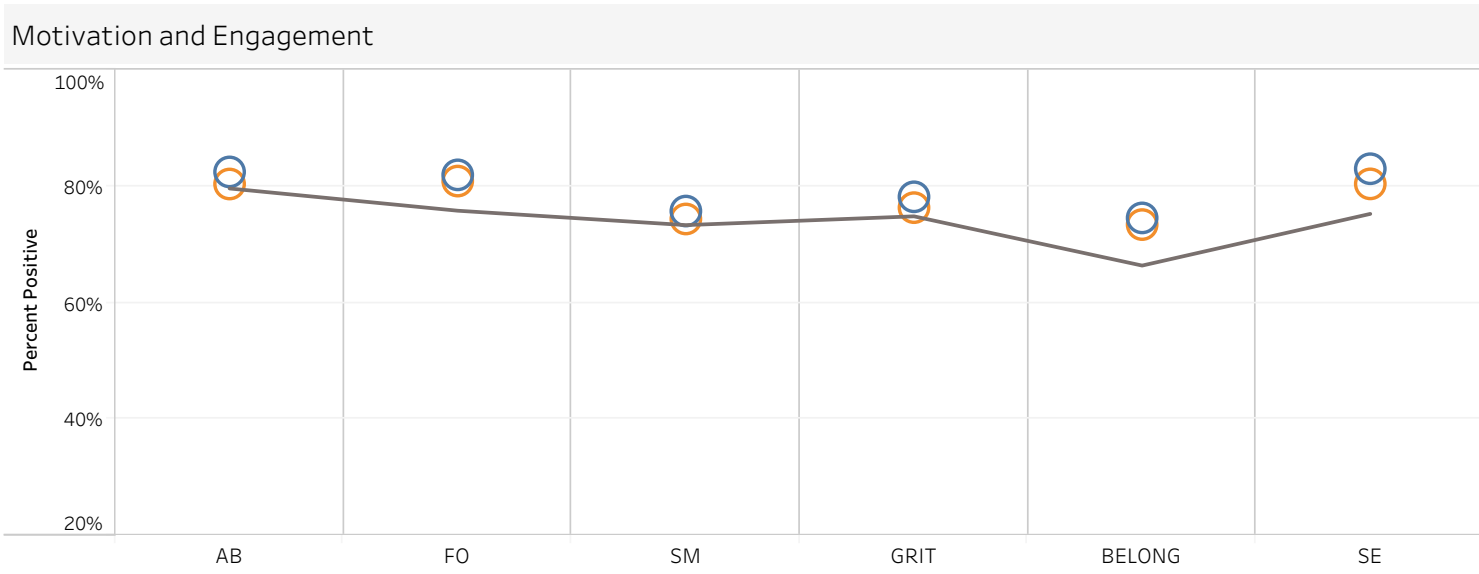
- * Schools of Distinction (High Improving Schools)
- * Nationwide Schools
- Your School or District (line)



Characteristics

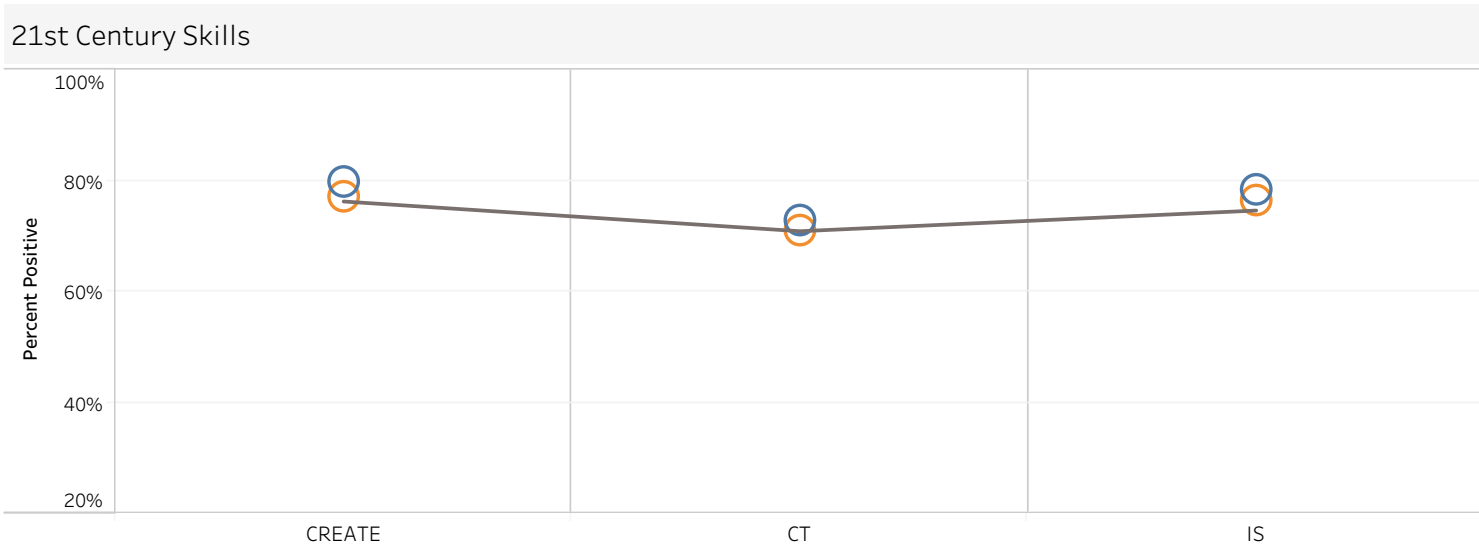
- AB — Academic Behaviors
- FO — Future Orientation
- SM — Self Management
- GRIT — Perseverance/Grit
- BELONG — Belonging and Identity
- SE — Self-Efficacy and Mindsets
- IS — Interpersonal Skills
- CREATE — Creativity
- CT — Critical Thinking

Social and Emotional Learning - Percent Positive Scores



How does your school compare to:

- Schools of Distinction (High Improving Schools)
- Nationwide Schools
- Your School or District (line)

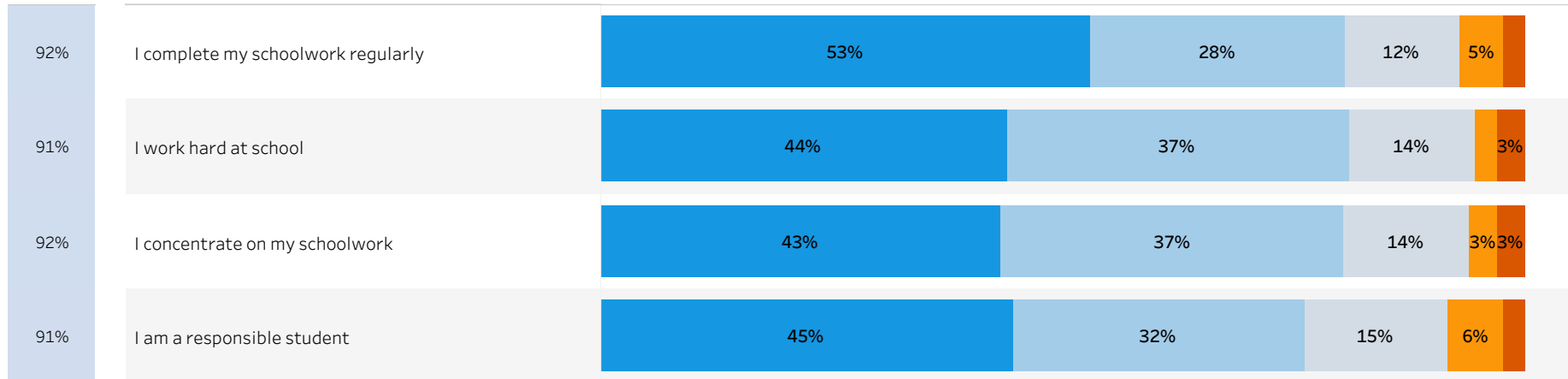


Characteristics

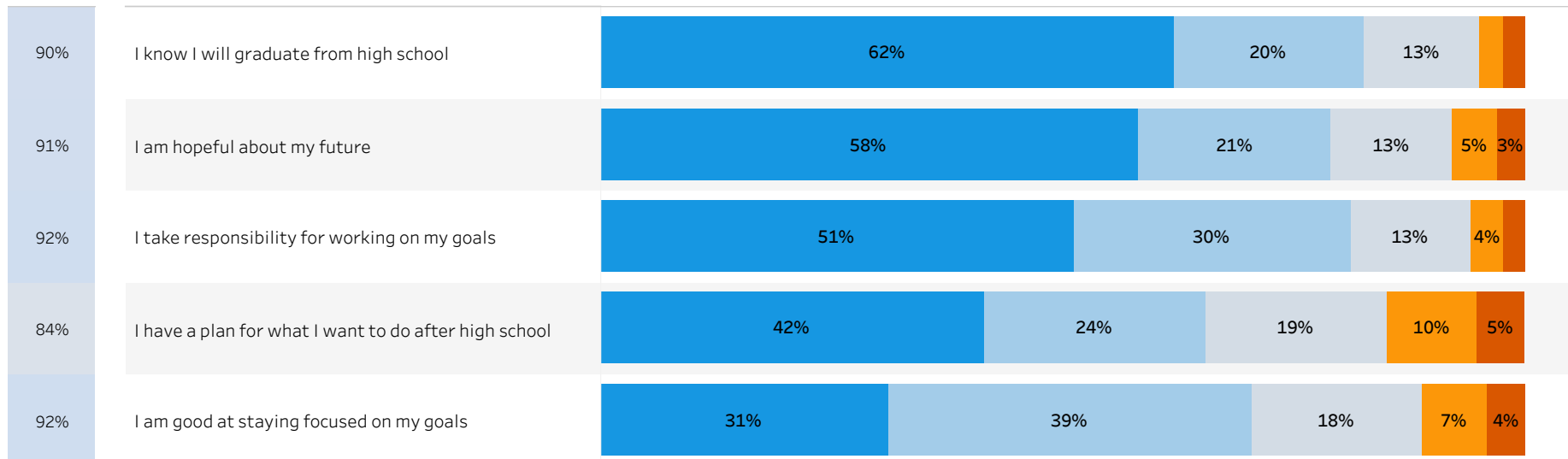
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Academic Behaviors

% Answered 50% 100%



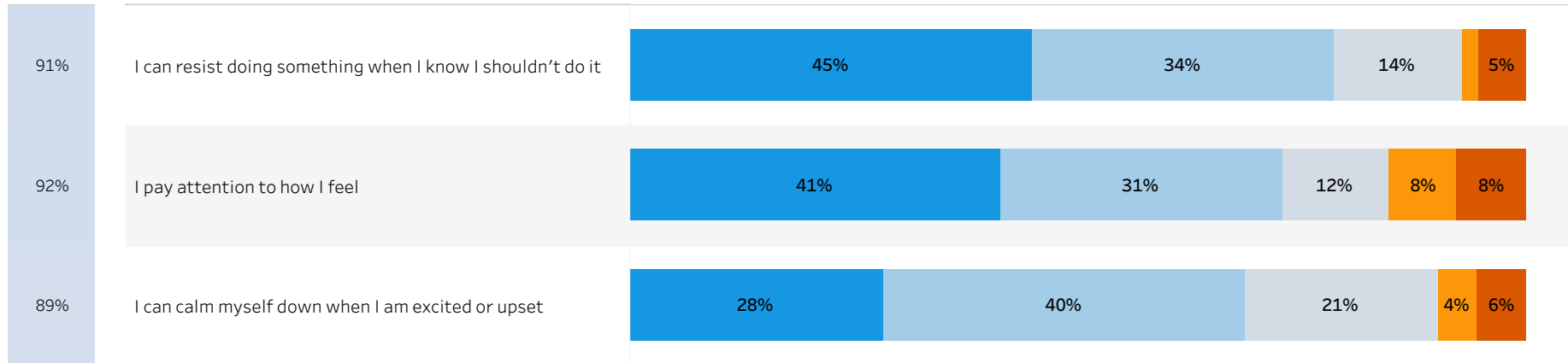
Future Orientation



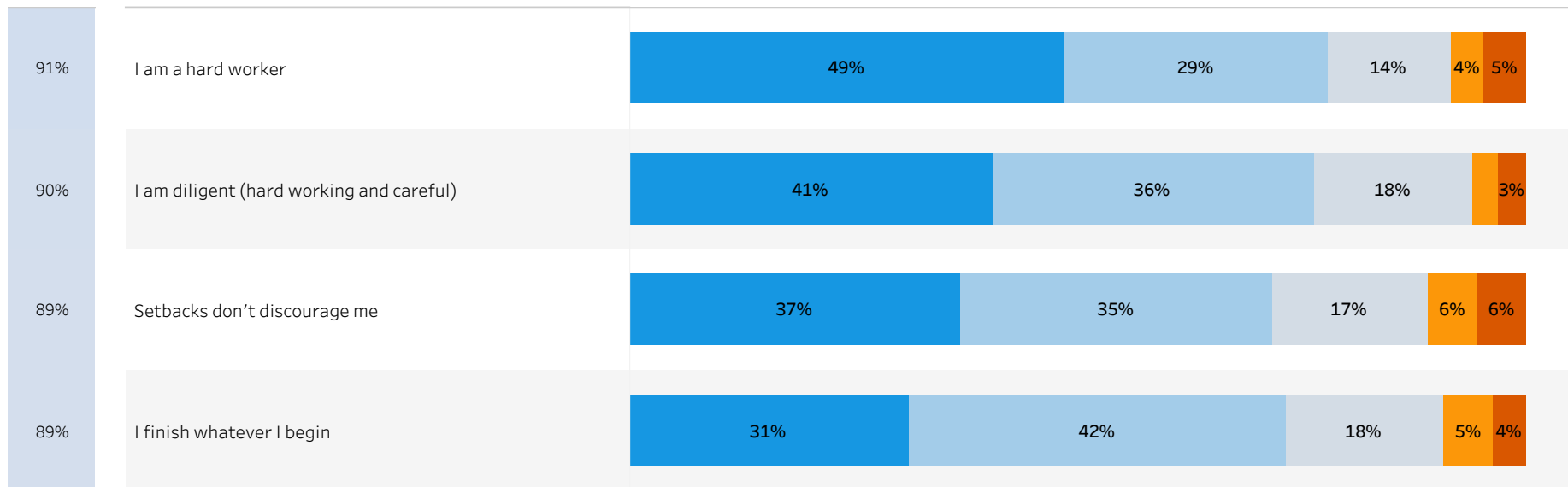
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Self Management

% Answered 50% 100%



Perseverance/Grit

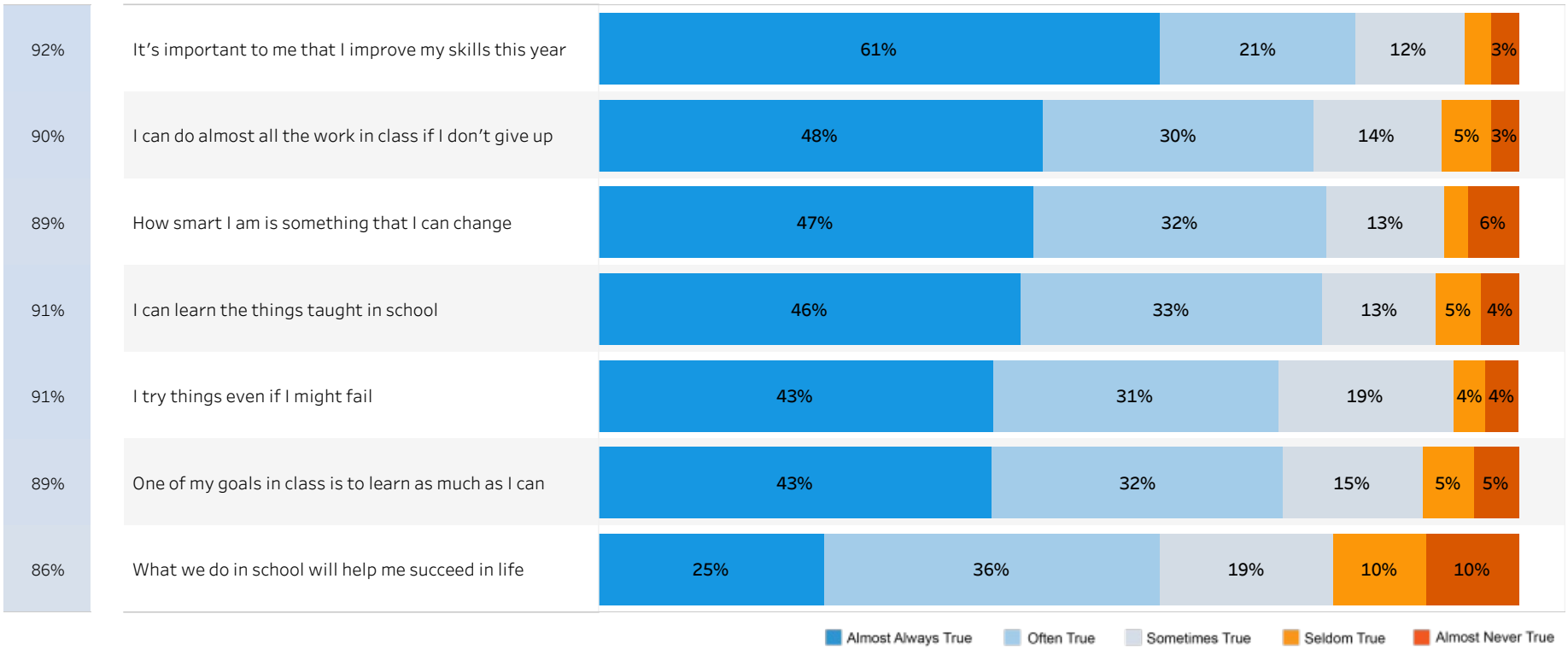


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Self-Efficacy and Mindsets

South Whidbey Middle School

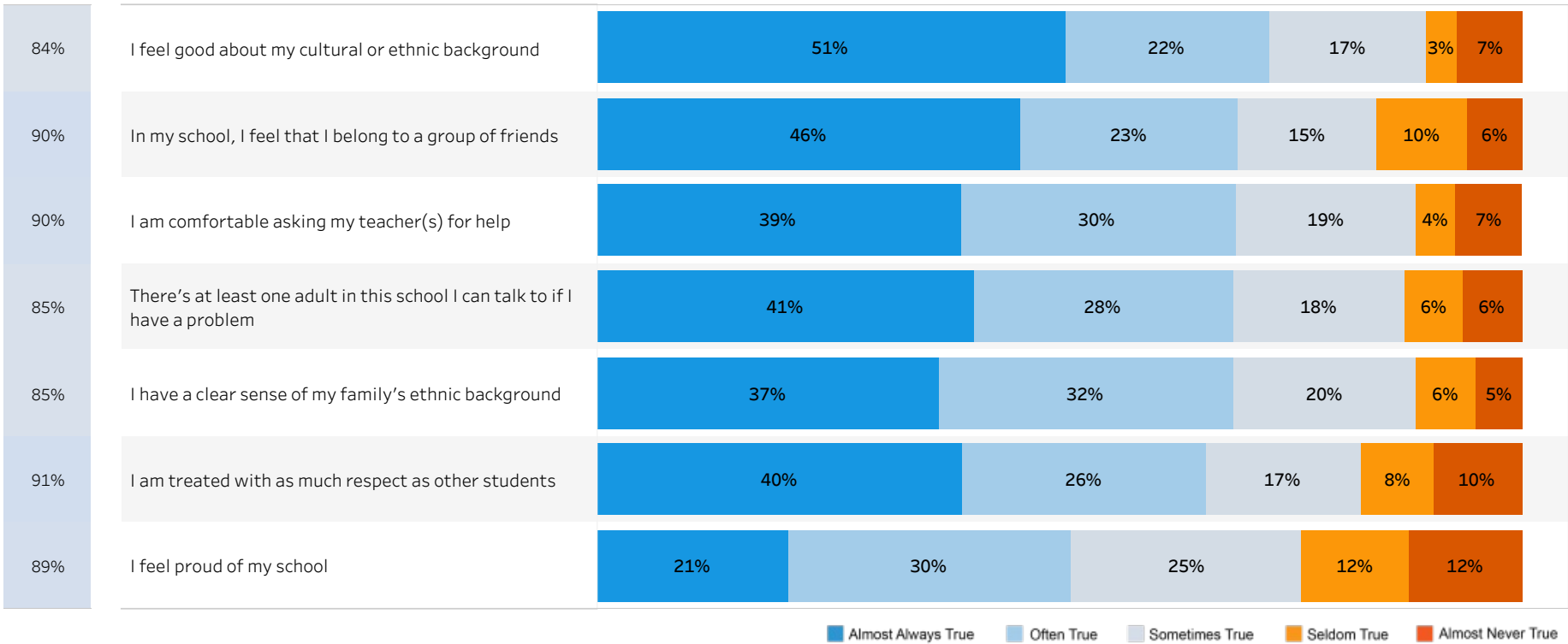
% Answered 50% 100%



Belonging and Identity

South Whidbey Middle School

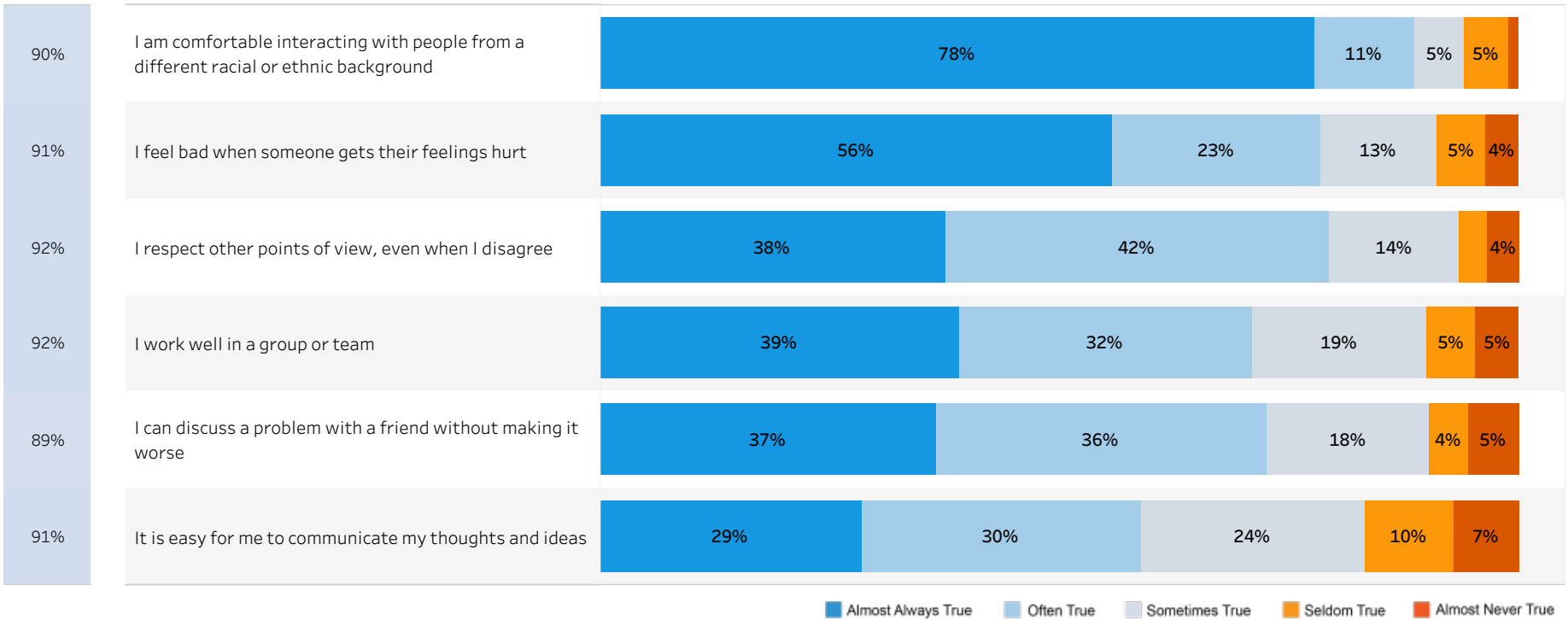
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Interpersonal Skills

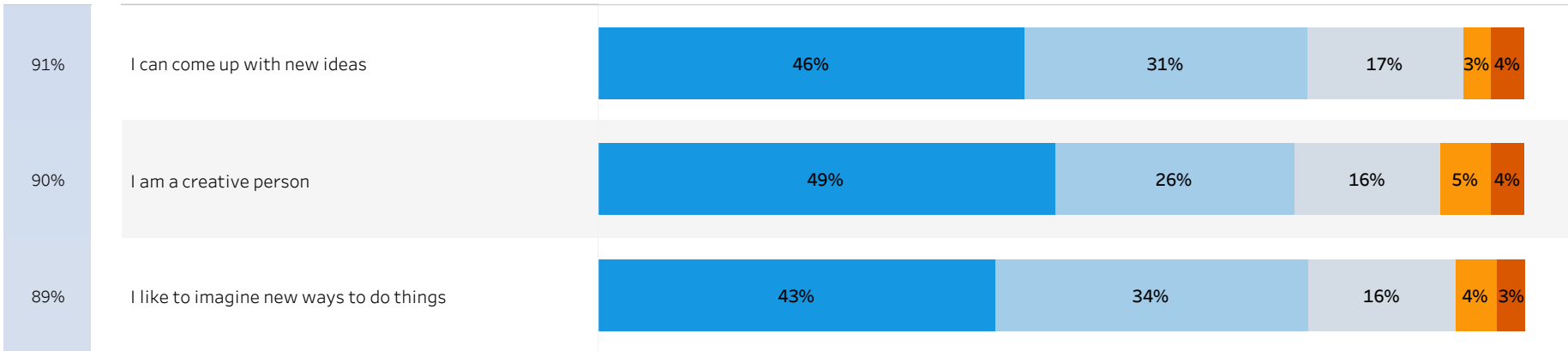
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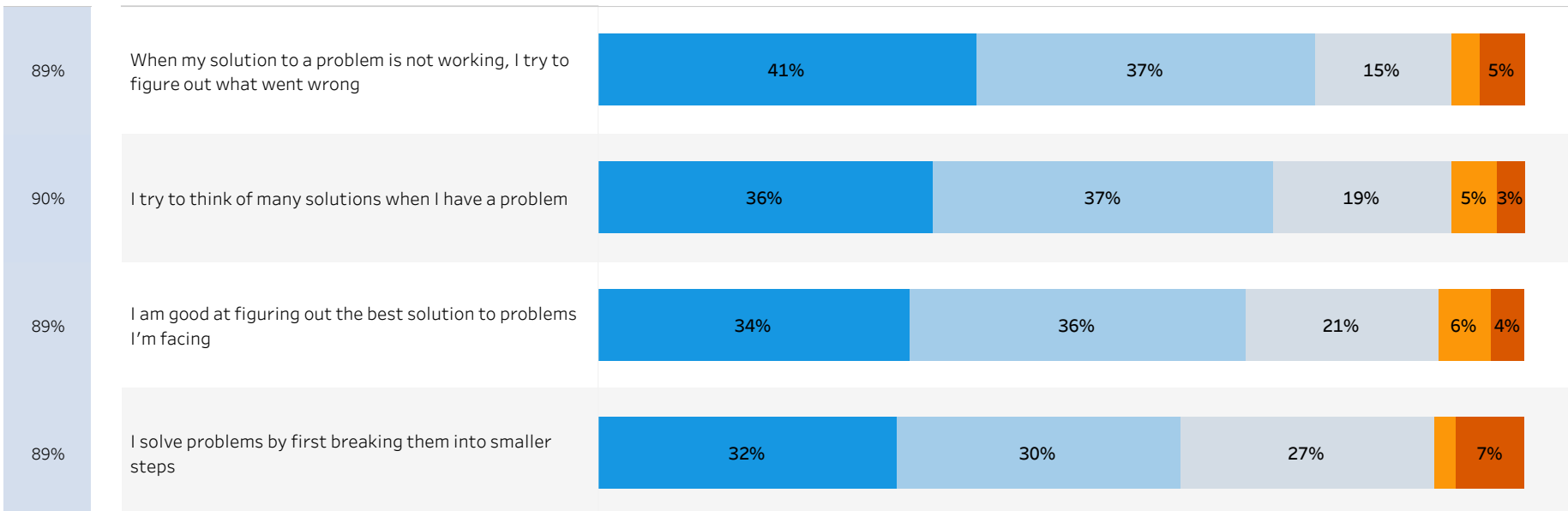


Creativity

% Answered 50% 100%



Critical Thinking



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