# Educational Effectiveness Survey<sup>TM</sup>

# 9 Characteristics of High Performing Schools

#### Family Edition v4

# South Whidbey School District

**2021** N=394 **2022** N=341 **2023** N=200





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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#### Introduction

#### Educational Effectiveness Survey, Family edition

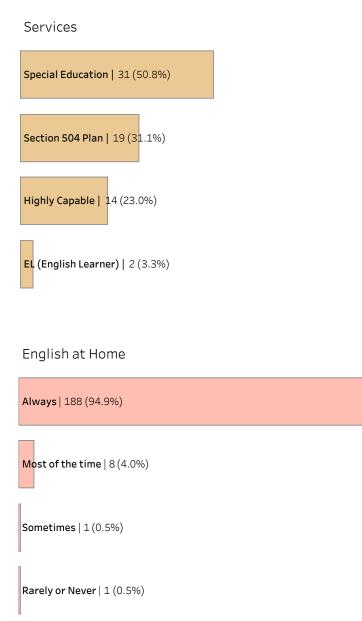
While there is no single solution for all schools, research on effective schools identified common characteristics of high-performing schools known as the 9 Characteristics. Successful schools that are engaged in improvement activities focus on these characteristics of "organizational and educator capacity"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

#### Note

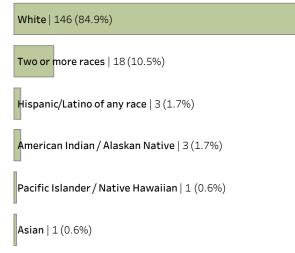
The Characteristics, "Focused Professional Development" and "Curriculum, Instruction, and Assessment" are professional activities conducted amongst the adult school community and are rarely viewed by families. Thus questions regarding these Characteristics are not a part of the survey and does not appear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

CEE's primary concern is that this report be useful and informative in stimulating conversation. If you require any additional assistance in using your report, please contact us at info@effectiveness.org.

#### Demographics



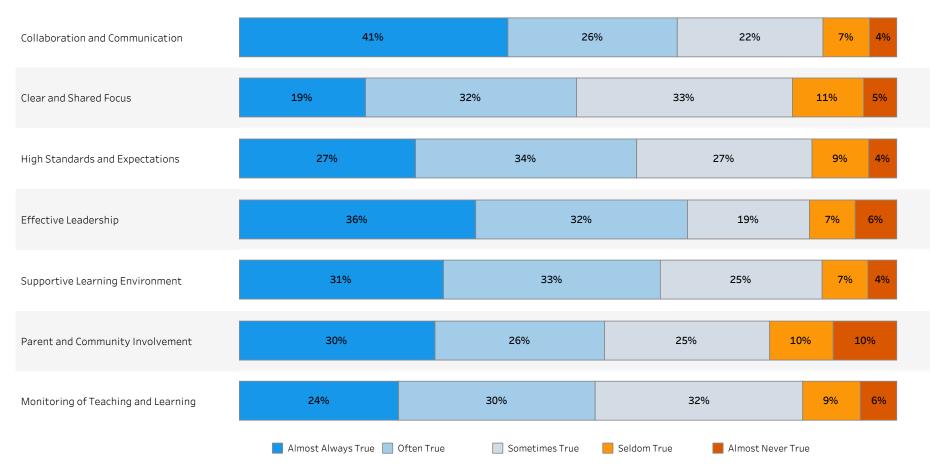
#### Ethnicity



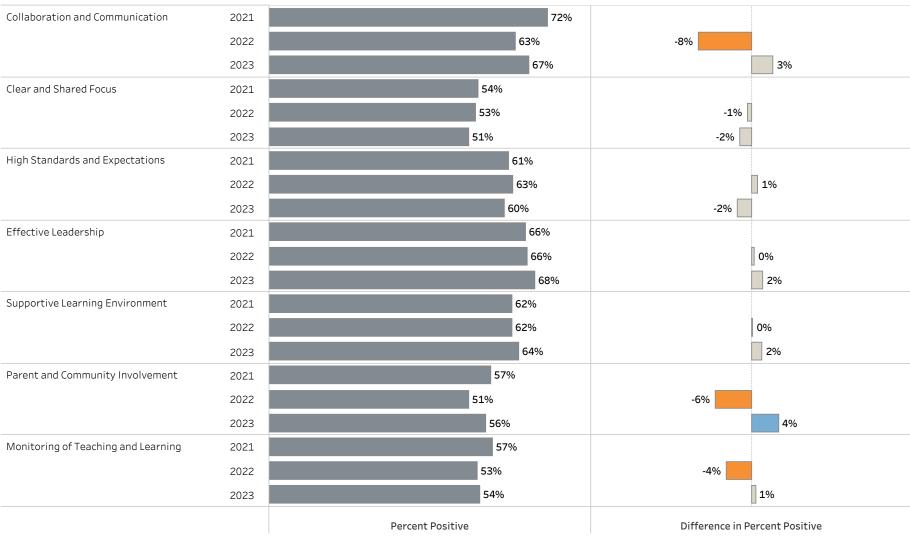
#### Communication

Emails | 152 (76.0%)
Instant Alerts/Text Messages | 22 (11.0%)
Phone Calls | 21 (10.5%)
Weekly Flyers | 2 (1.0%)
Other | 2 (1.0%)
Social Media (Facebook, Twitter, etc.) | 1 (0.5%)

## 9 Characteristics Summary



## 9 Characteristics Summary LONGITUDINAL

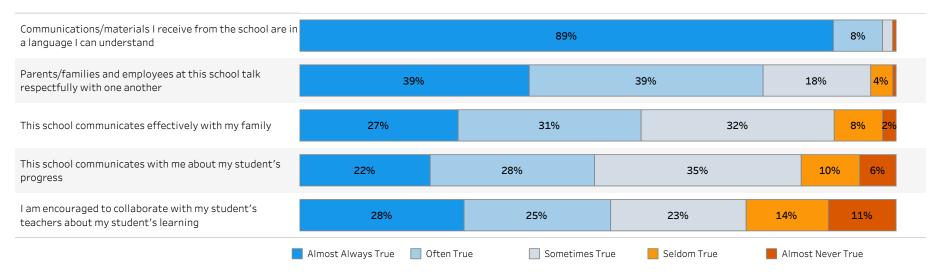


-25%

## High Levels of Collaboration and Communication

South Whidbey School District

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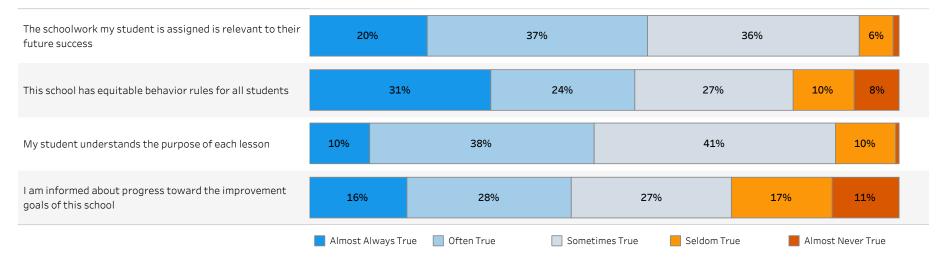


# High Levels of Collaboration and Communication LONGITUDINAL

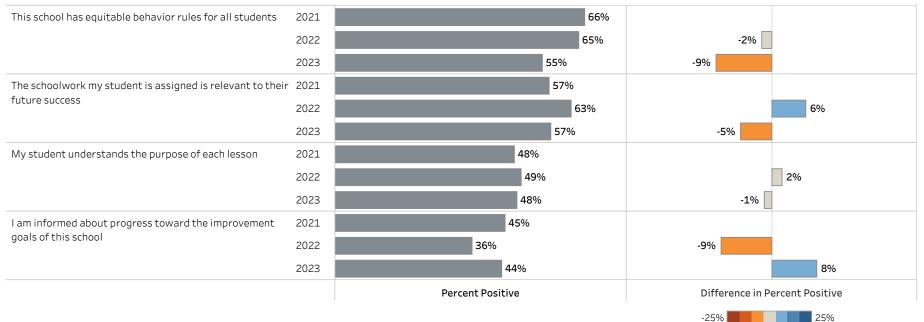
Communications/materials I receive from the school are in a language I can understand	n 2021	97%				
	2022	98%		1%		
	2023	98%	0%			
Parents/families and employees at this school talk respectfully with one another	2021	79%				
	2022	70%	-9%			
	2023	78%		8%		
This school communicates effectively with my family	2021	62%				
	2022	56%	-5%			
	2023	57%		1%		
This school communicates with me about my student's progress	2021	66%				
	2022	51%	-15%			
	2023	49%	-2%			
I am encouraged to collaborate with my student's teachers about my student's learning	2021	53%				
	2022	39%	-14%			
	2023	52%		13%		
		Percent Positive	Difference in Percent Positive			
S © 2022 Center for Educational Effectiveness, Inc. All Rights Reserved.			-25%	25% Pac		

## Clear and Shared Focus

#### South Whidbey School District



#### Clear and Shared Focus LONGITUDINAL

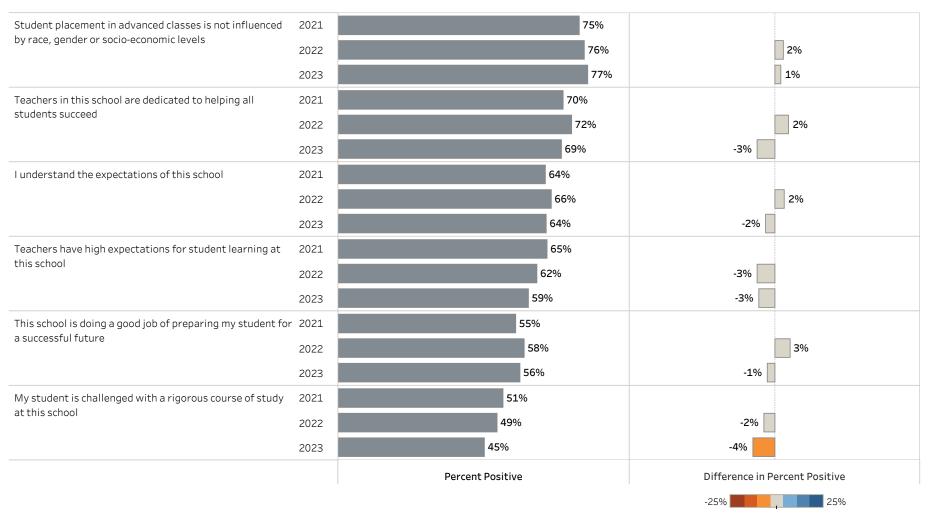


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# High Standards and Expectations

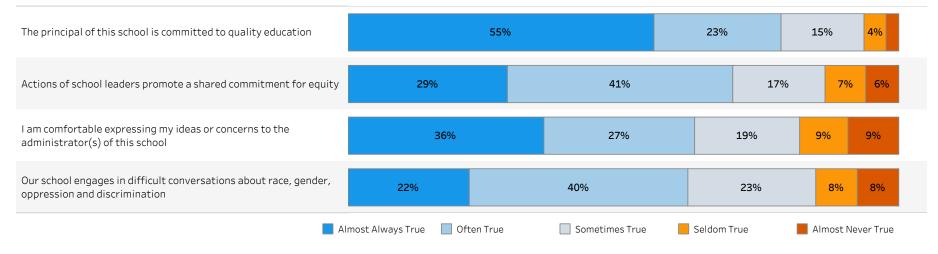
Student placement in advanced classes is not influenced by race, gender or socio-economic levels	55%				23%		10%	11%	
Teachers in this school are dedicated to helping all students succeed	34%		36%			26%		4%	
I understand the expectations of this school	31%		33%			25%		7%	4%
Teachers have high expectations for student learning at this school	20%		39%		30%			8%	3%
This school is doing a good job of preparing my student for a successful future	18%		38%		27%		11	1%	6%
My student is challenged with a rigorous course of study at this school	18%	28%			34%		13%		7%
Almost	Always True 📃 Ofte	en True	Sometimes 1	True S	Seldom True	Alı	most Never Tri	Je	

# High Standards and Expectations LONGITUDINAL

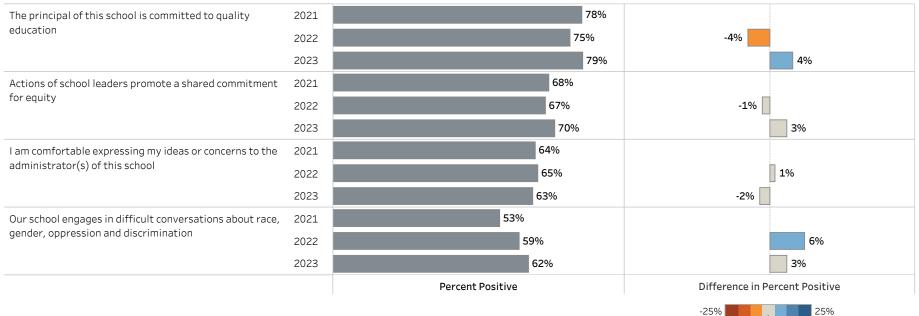


#### Effective Leadership

#### South Whidbey School District



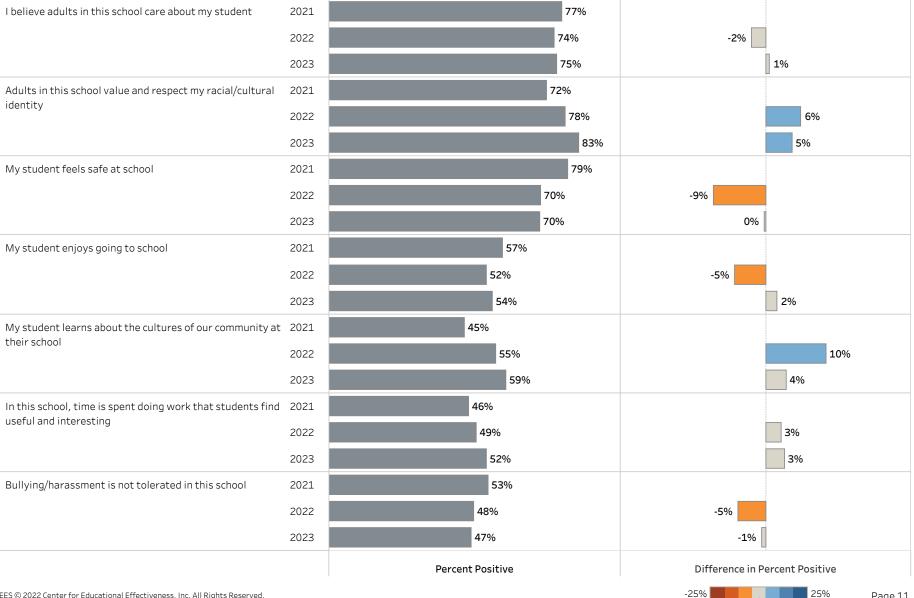
#### Effective Leadership LONGITUDINAL



# Supportive Learning Environment

School employees are respectful and courteous of one another	50%				16%			
Adults in this school value and respect my racial/cultural identity	60%		23%			8%	<mark>4%</mark> 6%	
I believe adults in this school care about my student	469	%	29%		%		20%	
This school has a welcoming environment that embraces the diversity of race, ethnicity, religion, gender, and sexual orientations	36%		3	32%		22%		6% 5%
My student feels safe at school	29%		41%			20%		7% 3%
This school provides a caring/supportive environment for my student	34%		32%			25%		6% 4%
This school celebrates student success	30%		36%		22%			6% 5%
This school addresses issues of diversity in a timely and effective manner	29%		33%		22%		12% 3%	
Teachers in this school provide students with a variety of learning opportunities	21%		37%		32%		9%	
My student enjoys going to school	29%		25%		32%		9% 5%	
This district places emphasis on social emotional learning in addition to core academic learning	29%		32%		21%		11%	7%
My student learns about the cultures of our community at their school	24%		34%		26%		5%	10%
In this school, time is spent doing work that students find useful and interesting	13%	39%			36%			9% 3%
Bullying/harassment is not tolerated in this school	15%	32%		32	2%		12%	9%

# Supportive Learning Environment LONGITUDINAL 1 of 2

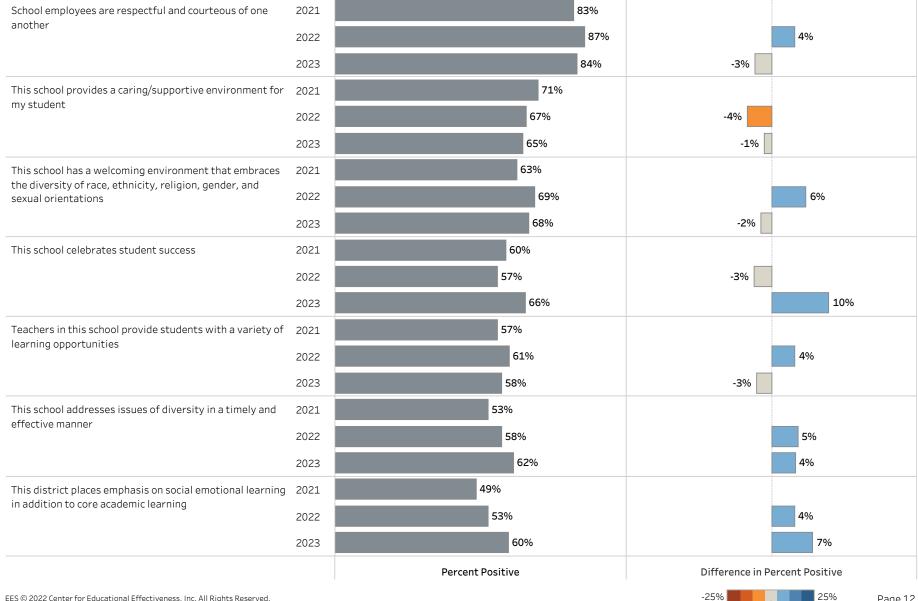


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# Supportive Learning Environment LONGITUDINAL 2 of 2

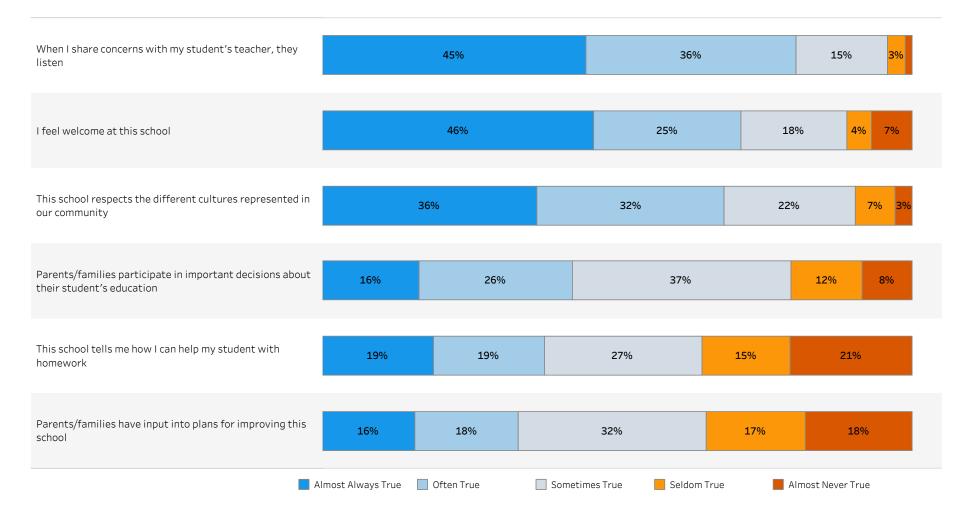


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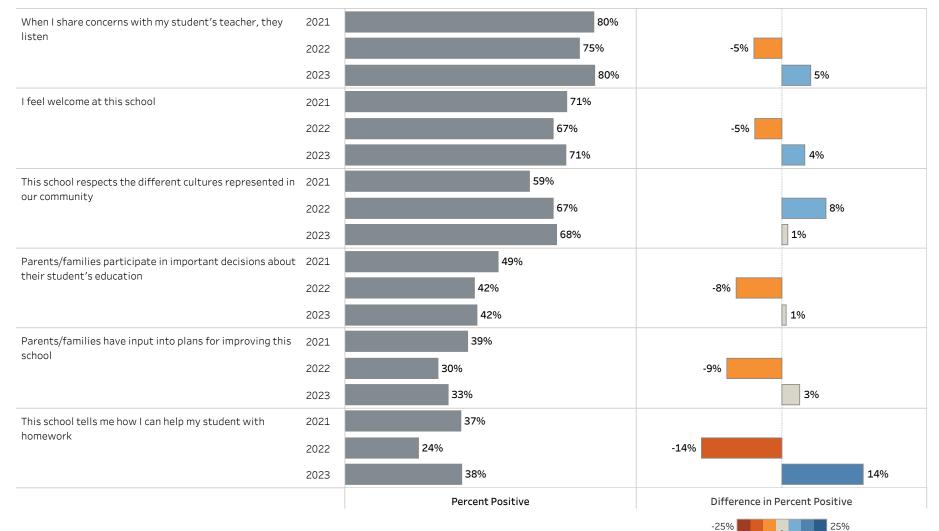
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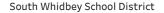
### Parent and Community Involvement

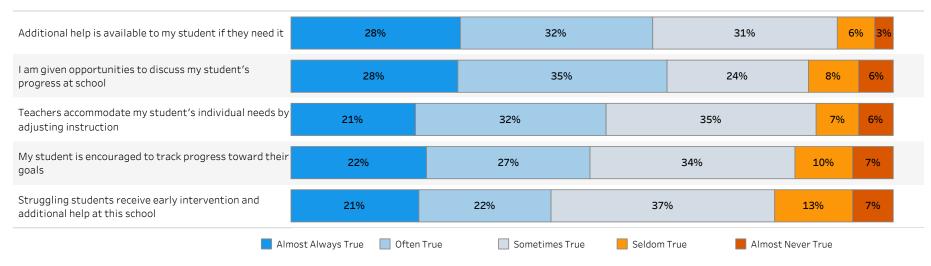


# Parent and Community Involvement LONGITUDINAL

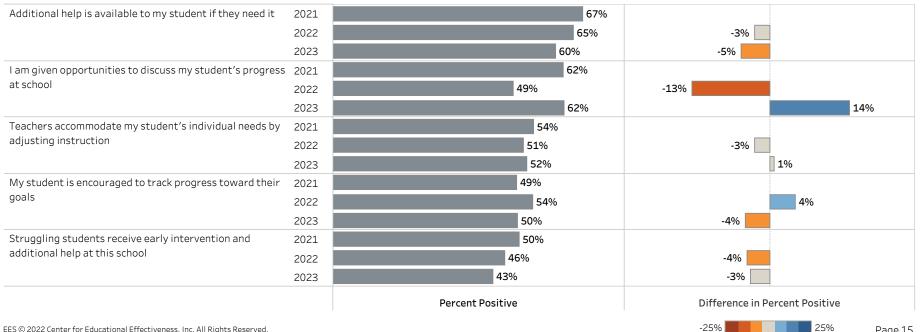


## Frequent Monitoring of Teaching and Learning



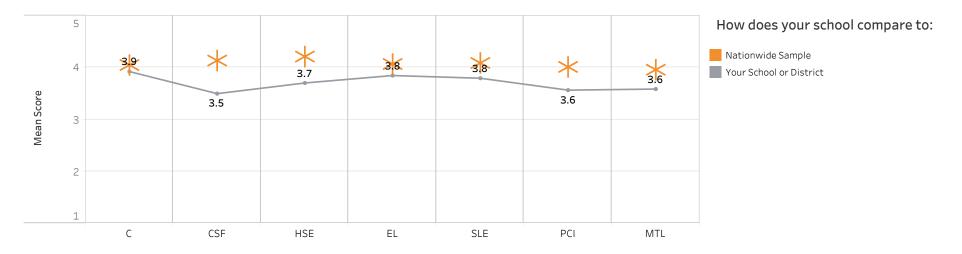


#### Frequent Monitoring of Teaching and Learning LONGITUDINAL

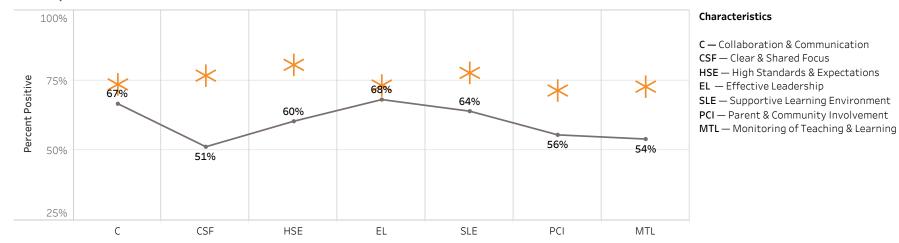


#### Comparison - Mean Scores

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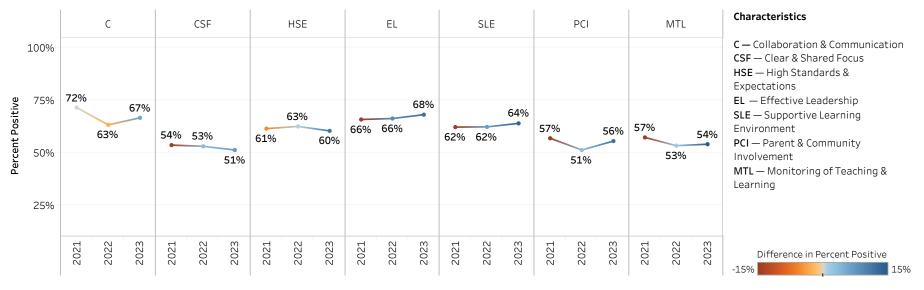


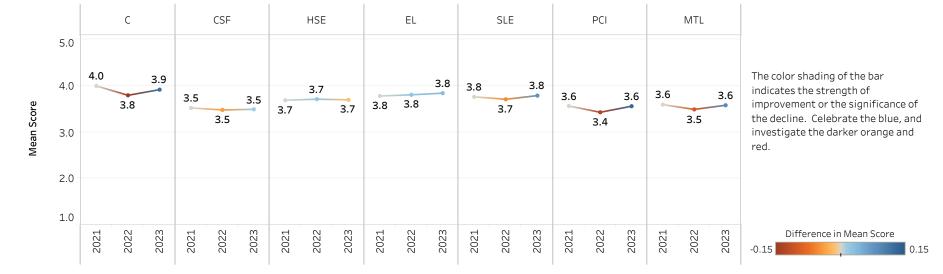
#### Comparison - Percent Positive



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#### Comparison - Mean Scores LONGITUDINAL