## Educational Effectiveness Survey™



## 9 Characteristics of High Performing Schools

### South Whidbey Academy

South Whidbey School District

**2025** N=13



Student Edition v4.2



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, Student SEL Edition

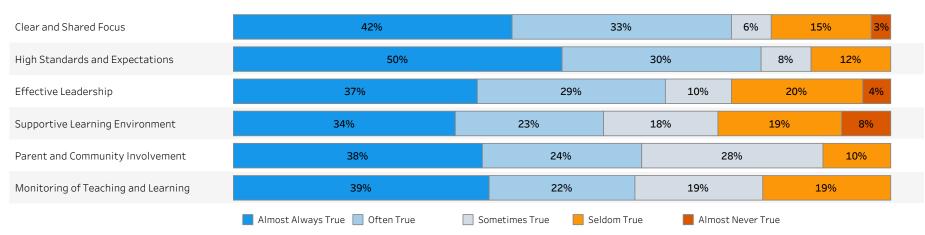
While there is no single solution for all schools, research on effective schools identified common characteristics of high-performing schools known as the 9 Characteristics. Successful schools engaged in improvement activities focus on these characteristics of "organizational and educator capacity" to 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.

Student voice is an integral part of compiling an accurate view of these school improvement constructs. In both stand-alone reporting and through common questions between staff, students, and families, the EES Student survey brings this voice to the table. Beyond the value for school staff to learn from student perspectives, CEE can make the EES Student data available to student leadership through the interactive tools. This allows students to take ownership of the school culture, efforts to improve this culture, and the ability to monitor growth over time.

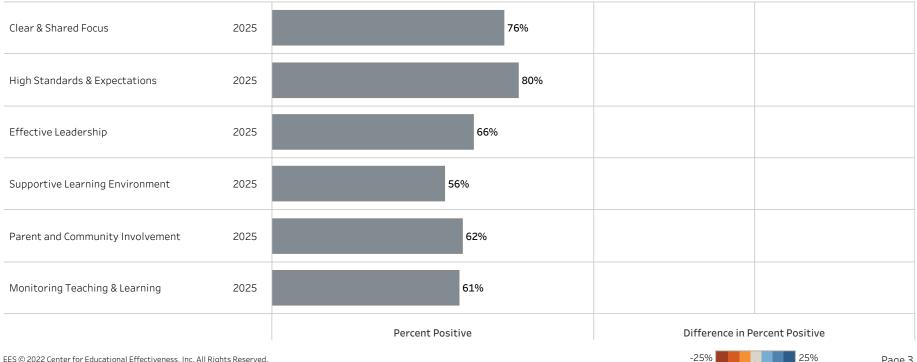
Demographics		South Whidbey Academy
Gender	English at Home	Services
Female   8 <i>(61.5%)</i>	<b>Always  </b> 12 <i>(92.3%)</i>	EL (English Learner)   1 <i>(33.3%)</i>
Male   5 <i>(38.5%)</i>	<b>Som</b> etimes   1 <i>(7.7%)</i>	Section 504 Plan   2 <i>(66.7%)</i>
Grade	Ethnicity	Activities
<b>5th Grade</b>   1 (7.7%)	White   6 <i>(50.0%)</i>	<b>A few times a year</b>   6 <i>(46.2%)</i>
<b>10th Grade</b>   2 <i>(15.4%)</i>	Am Indian/ AK Native   3 (25.0%)	Not at all   3 <i>(23.1%)</i>
<b>11th Grade</b>   6 <i>(46.2%)</i>	Hisp/Lat of any race   1 <i>(8.3%)</i> Pac Isl / Native HI   1 <i>(8.3%)</i>	<b>On</b> ce or twice a week   1 <i>(7.7%)</i>
<b>12th Grade</b>   4 <i>(30.8%)</i>	Two or more races   1 (8.3%)	Three or more times a week   3 (23.1%)

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### 9 Characteristics Summary



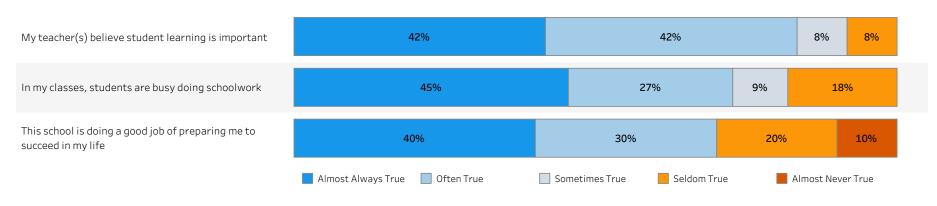
### 9 Characteristics LONGITUDINAL



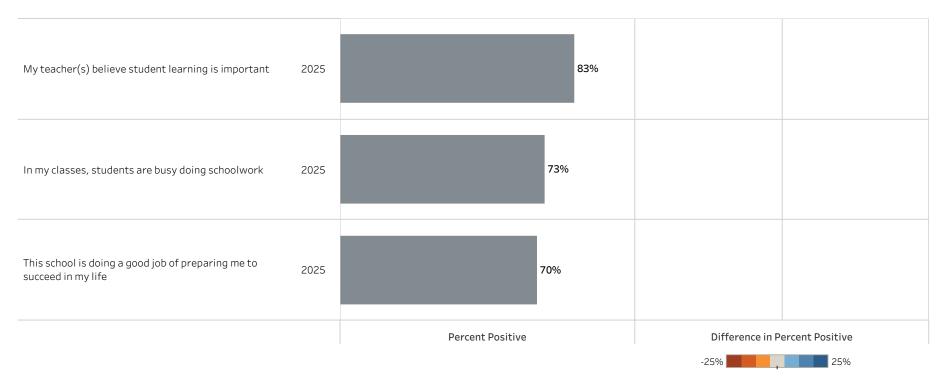
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### Clear and Shared Focus

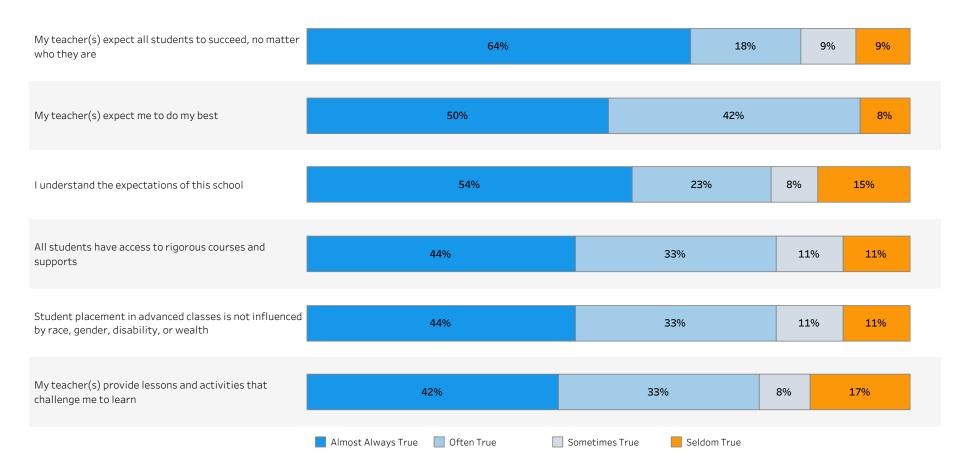




### Clear and Shared Focus LONGITUDINAL



### High Standards and Expectations



## High Standards and Expectations LONGITUDINAL

		Percent Positive	Difference in Percent Positive
My teacher(s) provide lessons and activities that challenge me to learn	2025	75%	
Student placement in advanced classes is not influenced by race, gender, disability, or wealth	2025	78%	
All students have access to rigorous courses and supports	2025	78%	
I understand the expectations of this school	2025	77%	
My teacher(s) expect me to do my best	2025	92%	
My teacher(s) expect all students to succeed, no matter who they are	2025	82%	

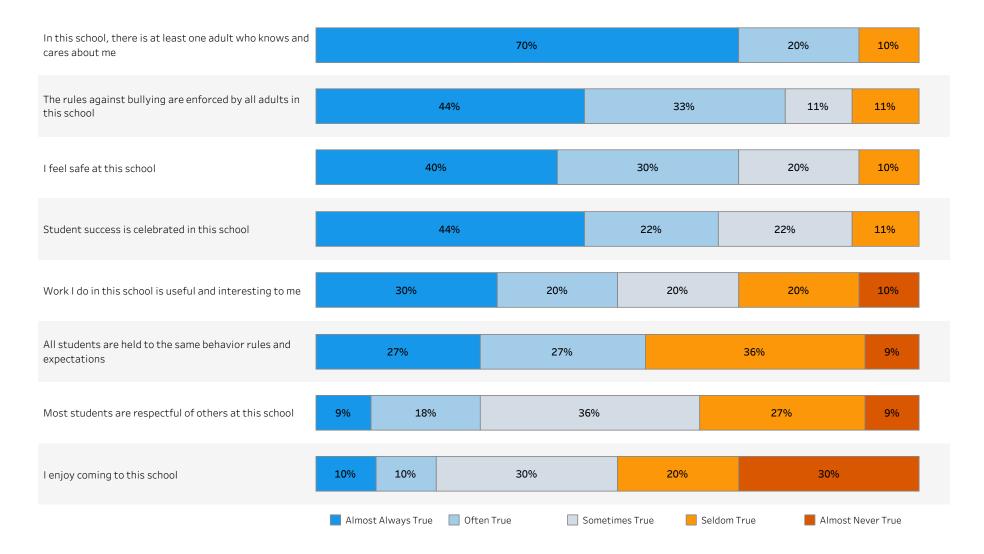
### Effective Leadership

If I want to talk with my teacher(s), they are available to me	42%			33%		25	%
My teacher(s) help me learn in more ways than the teacher just talking in front of class	33%		33%		22	2%	11%
Our school engages in difficult conversations about race, gender, oppression and discrimination	44%		2	2%	11%	2	22%
I often see the principal or administrators around the school talking to students	38%		25%		13%	25	%
In class we often work with other students to solve a problem/do a task	36%		18%	ź	27%		18%
The principal of this school believes student learning is the #1 priority	33%		33%		22	2%	11%
My teacher(s) listen to my ideas and/or concerns	33%		33%		17%		17%
	most Always True 📃 Often True	Sc	ometimes True	E Seldo	om True	📕 Almo	ost Never True

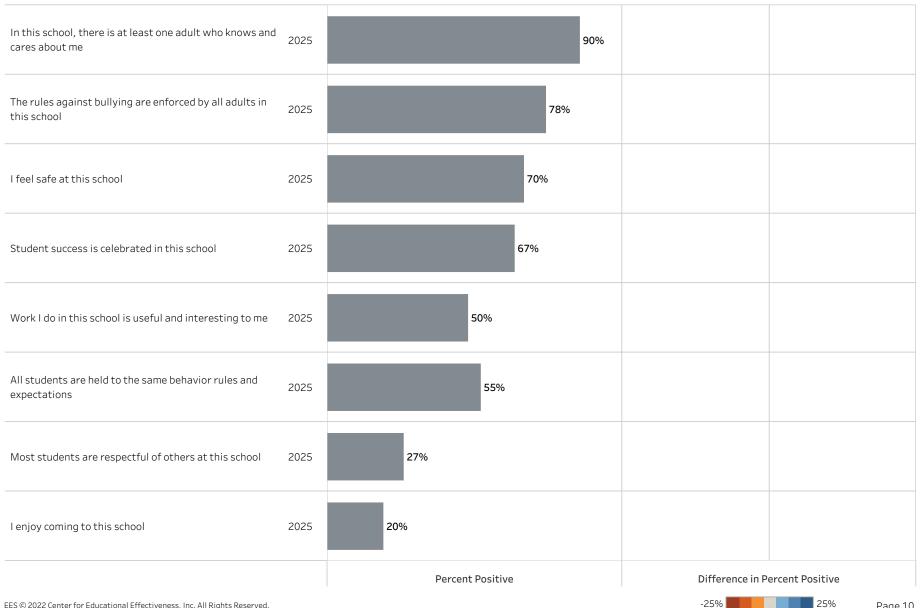
### Effective Leadership LONGITUDINAL

If I want to talk with my teacher(s), they are available to me	2025	75%	
My teacher(s) help me learn in more ways than the teacher just talking in front of class	2025	67%	
Our school engages in difficult conversations about race, gender, oppression and discrimination	2025	67%	
l often see the principal or administrators around the school talking to students	2025	63%	
In class we often work with other students to solve a problem/do a task	2025	55%	
The principal of this school believes student learning is the #1 priority	2025	67%	
My teacher(s) listen to my ideas and/or concerns	2025	67%	
		Percent Positive	Difference in Percent Positive
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### Supportive Learning Environment

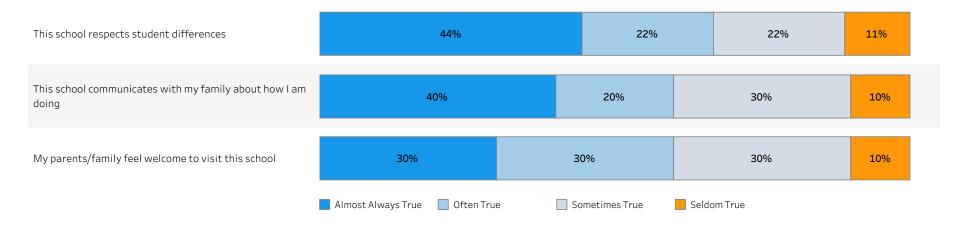


### Supportive Learning Environment LONGITUDINAL

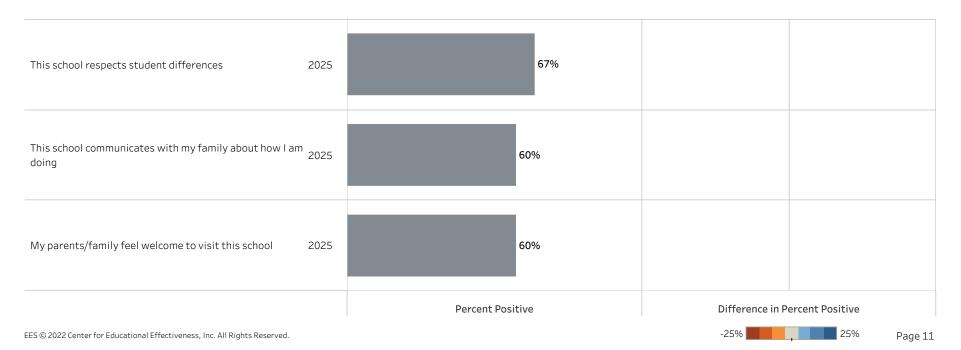


### Parent and Community Involvement

South Whidbey Academy

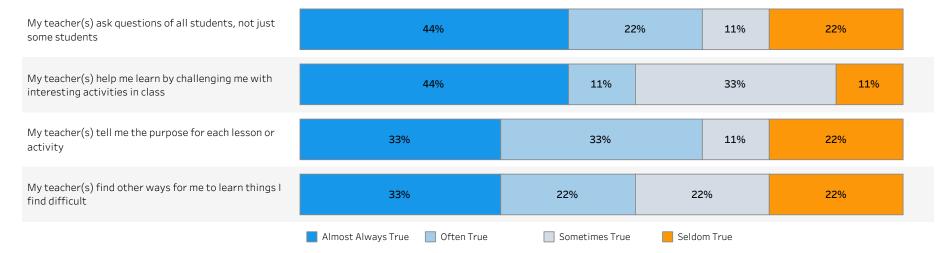


### Parent and Community Involvement LONGITUDINAL



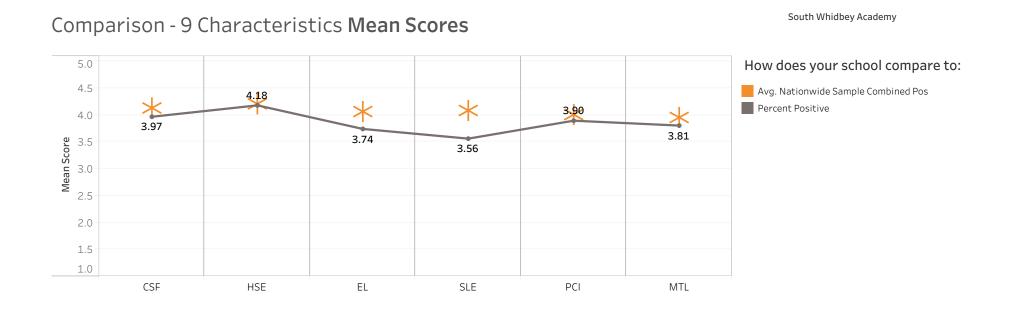
### Frequent Monitoring of Teaching and Learning

South Whidbey Academy

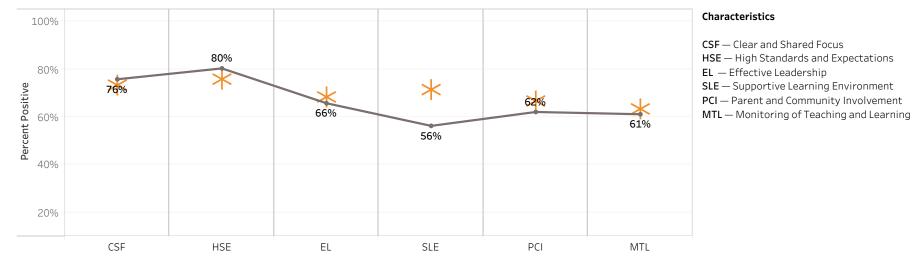


### Frequent Monitoring of Teaching and Learning LONGITUDINAL

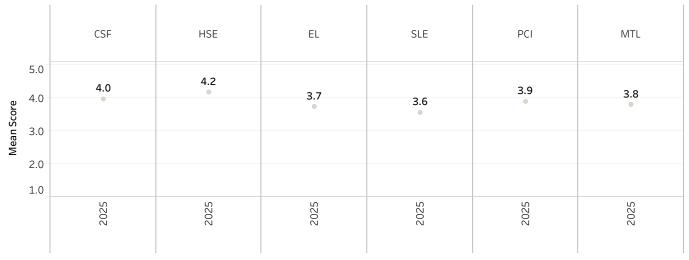
		Percent Positive	-25% 25% Page 12
My teacher(s) find other ways for me to learn things I find difficult	2025	56%	
My teacher(s) tell me the purpose for each lesson or activity	2025	67%	
My teacher(s) help me learn by challenging me with interesting activities in class	2025	56%	
My teacher(s) ask questions of all students, not just some students	2025	67%	



### Comparison - 9 Characteristics Percent Positive



## Comparison - 9 Characteristics Mean Scores LONGITUDINAL



# The color shading of the bar indicates the strength of improvement or the significance of the decline. Celebrate the blue, and investigate the darker orange and red.

### Comparison - 9 Characteristics **Percent Positive** LONGITUDINAL



#### Characteristics

Difference in Mean Score

0.15

15%

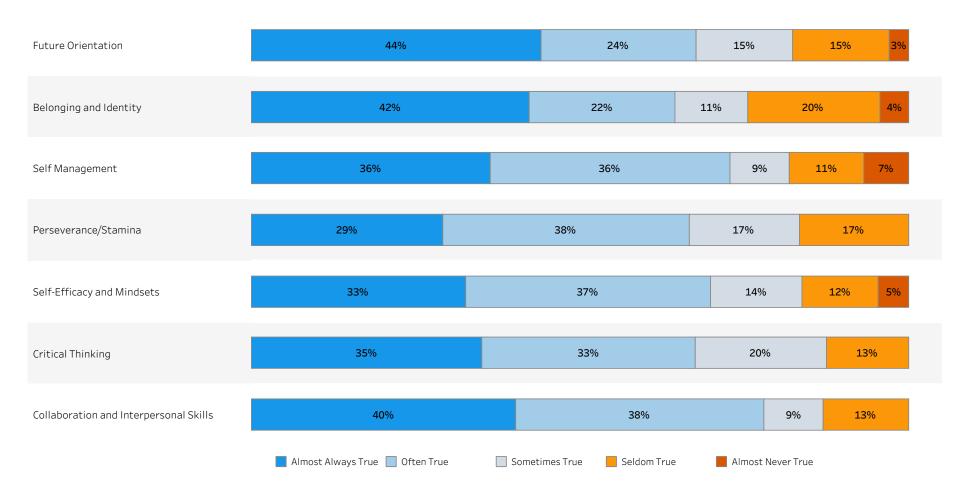
-0.15

-15%

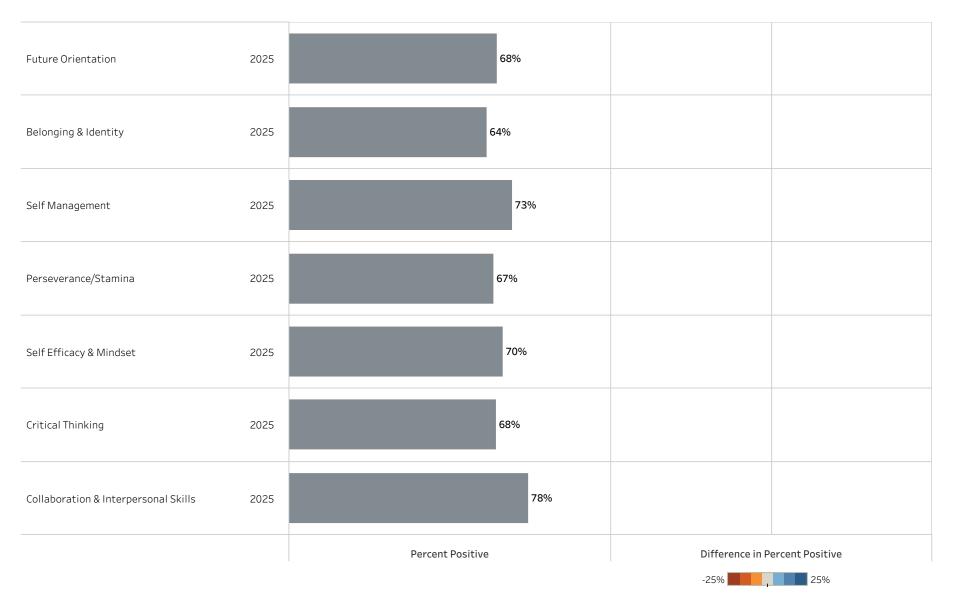
- **CSF** Clear and Shared Focus
- $\ensuremath{\mathsf{HSE}}\xspace$  High Standards and Expectations
- ${\rm EL}-{\rm Effective}$  Leadership
- **SLE** Supportive Learning Environment
- PCI Parent and Community Involvement
- ${\rm MTL-Monitoring}$  of Teaching and Learning

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### Social Emotional Learning Summary



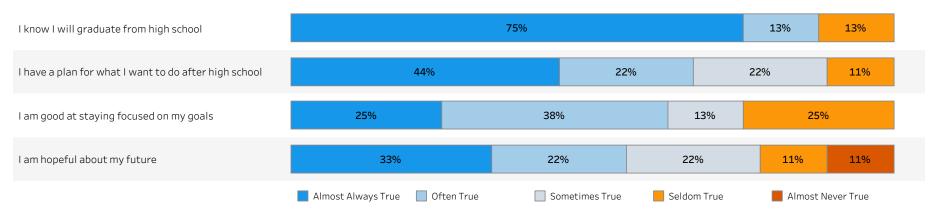
## Social Emotional Learning Summary LONGITUDINAL



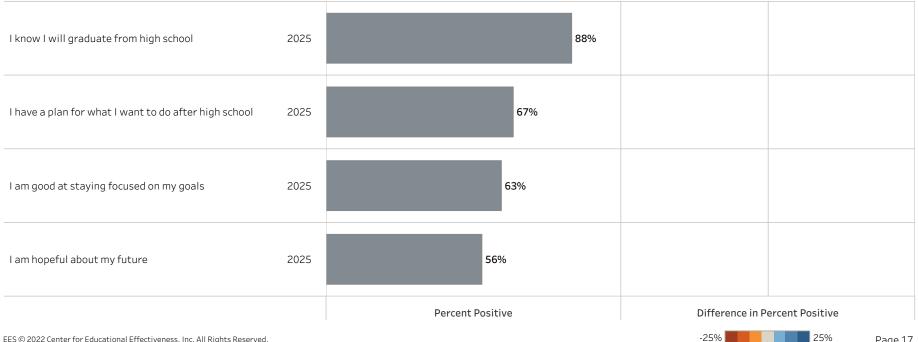
### **Future Orientation**

- Goal management—Setting short- and long-term goals and monitoring progress

- Hope and optimism—Positive beliefs regarding one's future potential, goals and choices



### **Future Orientation LONGITUDINAL**

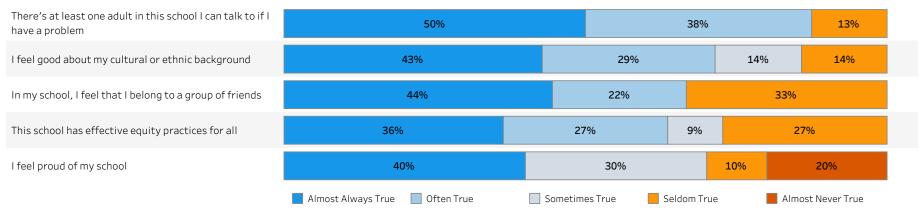


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### Belonging and Identity

South Whidbey Academy

- 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



### Belonging and Identity LONGITUDINAL

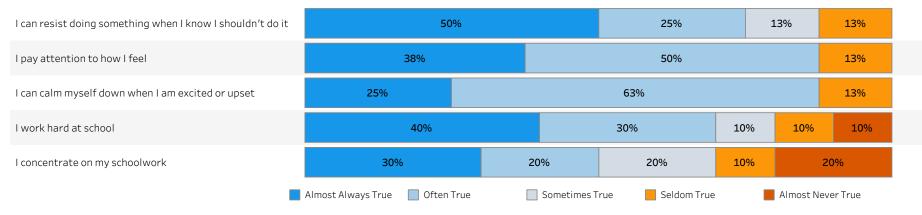
There's at least one adult in this school I can talk to if I have a problem	2025	88%	
I feel good about my cultural or ethnic background	2025	71%	
In my school, I feel that I belong to a group of friends	2025	67%	
This school has effective equity practices for all	2025	64%	
I feel proud of my school	2025	40%	
		Percent Positive	Difference in Percent Positive

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### Self Management

South Whidbey Academy

- Emotional regulation—Assessing and regulating one's feelings and emotions
- Self-discipline—Ability to focus on a task in spite of distractions



### Self Management LONGITUDINAL

I concentrate on my schoolwork	2025	50%	
I work hard at school	2025	70%	
I can calm myself down when I am excited or upset	2025	88%	
I pay attention to how I feel	2025	88%	
l can resist doing something when I know I shouldn't do	oit 2025	75%	

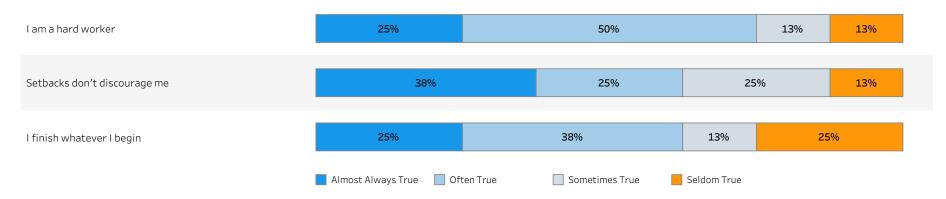
-25%

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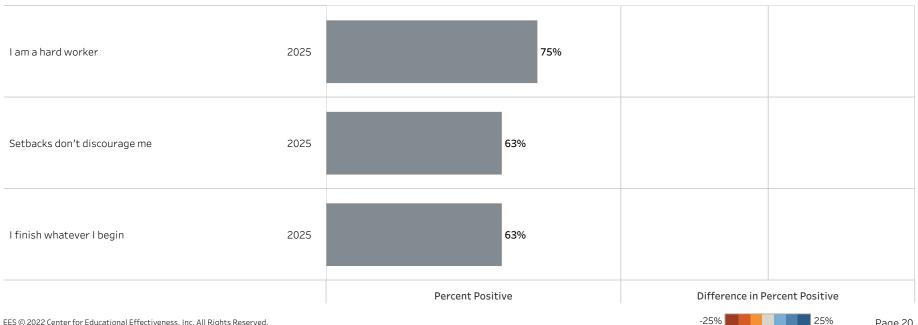
### Perseverance/Stamina

- Perseverance—Tendency to persist in spite of obstacles or setbacks

- Goal orientation—Commitment to the achievement of goals over time



### Perseverance/Stamina LONGITUDINAL



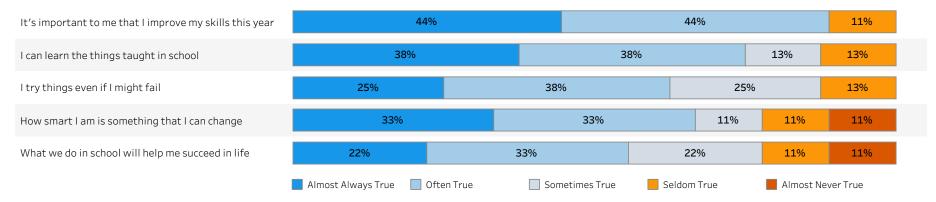
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### Self-Efficacy and Mindsets

- 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



### Self-Efficacy and Mindsets LONGITUDINAL

It's important to me that I improve my skills this year	2025	89%	
I can learn the things taught in school	2025	75%	
l try things even if I might fail	2025	63%	
How smart I am is something that I can change	2025	67%	
What we do in school will help me succeed in life	2025	56%	
		Percent Positive	Difference in Percent Positive

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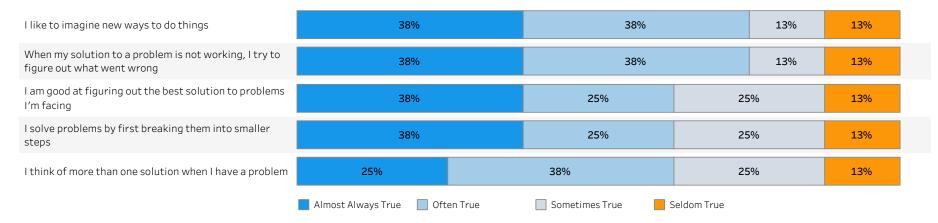
25%

-25%

### Critical Thinking

#### South Whidbey Academy

- 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



### Critical Thinking LONGITUDINAL

		Percent Positive	Difference in Percent Positive
I think of more than one solution when I have a problem	2025	63%	
l solve problems by first breaking them into smaller steps	2025	63%	
I am good at figuring out the best solution to problems I'm facing	2025	63%	
When my solution to a problem is not working, I try to figure out what went wrong	2025	75%	
I like to imagine new ways to do things	2025	75%	

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-25%

### Collaboration and Interpersonal Skills

- 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

l am comfortable interacting with people from a different racial or ethnic background		67%		22%	11%
I am respectful of others at this school	38%		50	1%	13%
I feel bad when someone gets their feelings hurt	33%		56%	5	11%
Adults in this school help me plan and set goals for my future	44%		22%	22%	11%
I can discuss a problem with a friend without making it worse	25%		63%		13%
My teacher(s) often tell me how I am doing in their class	44%		33%	5	22%
Students are involved in solving problems in this school	44%		22%	22%	11%
I can communicate effectively to a variety of people (audiences)	25%		50%	13%	13%
I work well in a group or team	38%		25%	25%	13%
	Almost Always True 📃 Of	ten True 📃 S	Sometimes True	Seldom True	

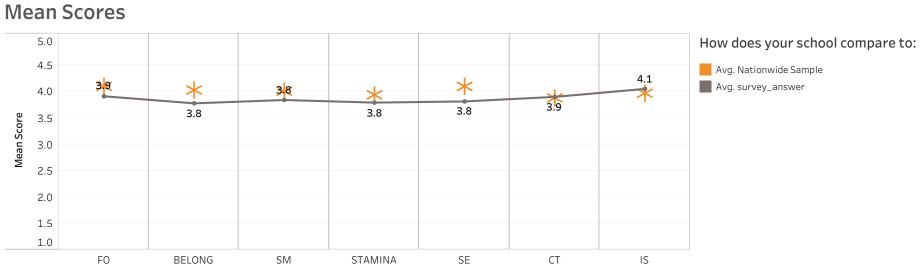
# Collaboration and Interpersonal Skills LONGITUDINAL

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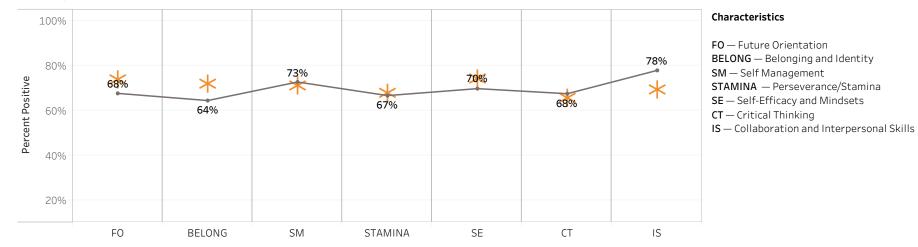
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-25% 25% Pa

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### Comparison - Social Emotional Learning Percent Positive



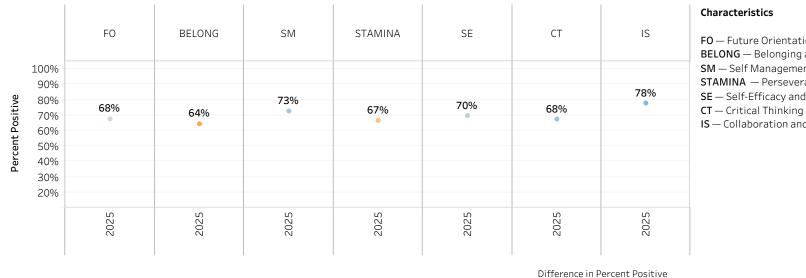
Comparison - Social Emotional Learning

### Comparison - Social Emotional Learning Mean Scores LONGITUDINAL



The color shading of the bar indicates the strength of improvement or the significance of the decline. Celebrate the blue, and investigate the darker orange and red.

### Comparison - Social Emotional Learning Percent Positive LONGITUDINAL



-0.15

-15%

**FO** — Future Orientation

0.15

15%

- **BELONG** Belonging and Identity
- SM Self Management
- **STAMINA** Perseverance/Stamina
- SE Self-Efficacy and Mindsets
- **IS** Collaboration and Interpersonal Skills

