Educational Effectiveness Survey™



9 Characteristics of High Performing Schools

South Whidbey Middle School

South Whidbey School District

2023 N=112 **2024** N=212 **2025** N=187







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Contact Information:

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



Better Data. Better Decisions. Better Schools.

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

Female | 94 *(50.3%)*

Male | 89 *(47.6%)*

Gender

Other | 4 (2.1%)

Grade

6th Grade | 69 *(36.9%)*

7th Grade | 50 *(26.7%)*

8th Grade | 68 (36.4%)

English at Home

Always | 160 *(85.6%)*

Most of the time | 25 *(13.4%)*

Sometimes | 2 *(1.1%)*

Ethnicity

White | 128 *(75.7%)*

Two or more races | 27 *(16.0%)*

Hisp/Lat of any race | 7 (4.1%)

Am Indian/ AK Native | 3 (1.8%)

Asian | 2 *(1.2%)*

Blk / Afr American | 1 (0.6%)

Pac Isl / Native HI | 1 (0.6%)

Services

EL (English Learner) | 3 (9.4%)

South Whidbey Middle School

Highly Capable | 24 *(75.0%)*

Section 504 Plan | 5 *(15.6%)*

Activities

A few times a year | 37 *(19.8%)*

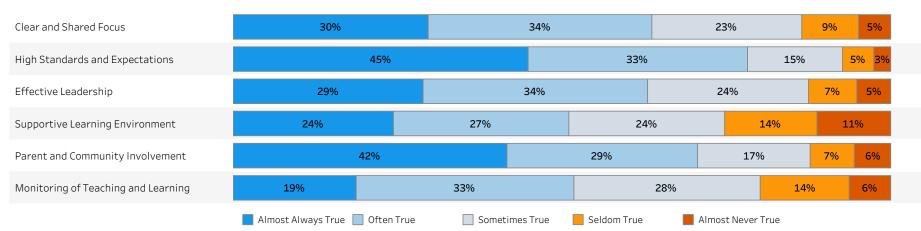
Not at all | 20 *(10.7%)*

Once or twice a month | 21 *(11.2%)*

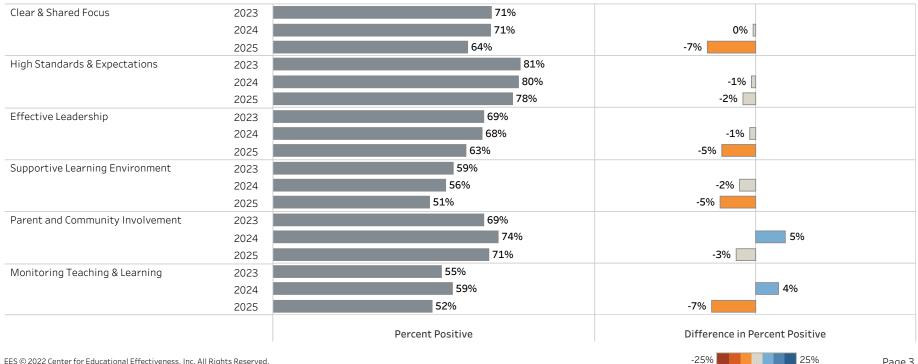
Once or twice a week | 35 (18.7%)

Three or more times a week | 74 *(39.6%)*

9 Characteristics Summary



9 Characteristics LONGITUDINAL

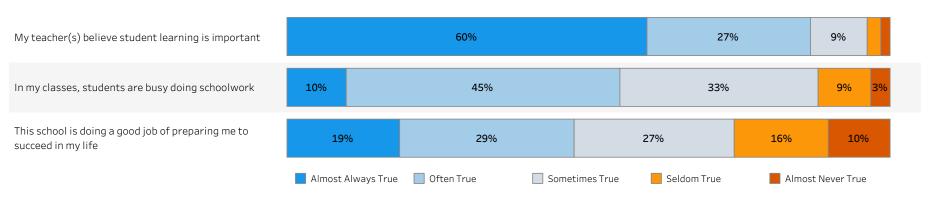


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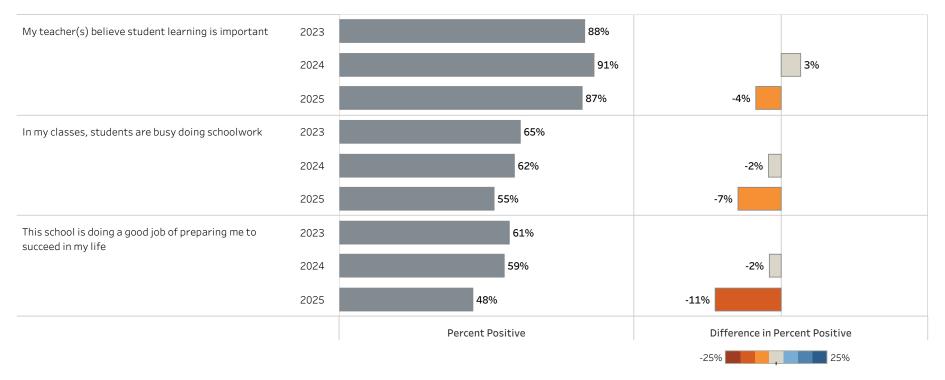
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Clear and Shared Focus





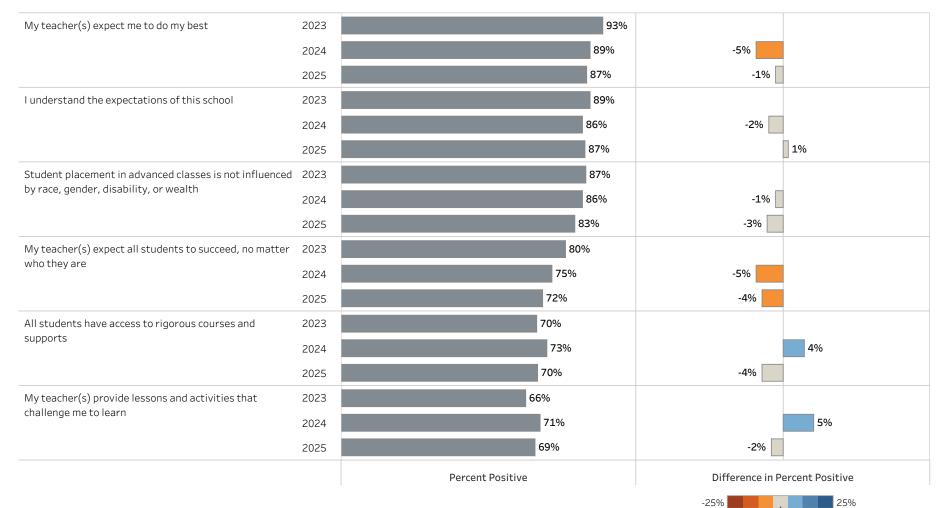
Clear and Shared Focus LONGITUDINAL



High Standards and Expectations

| I understand the expectations of this school | 56% | | | | 31% | | | | |
|--|------------------------|------------|----------------|--------|----------|----------|--------------------|--|--|
| My teacher(s) expect me to do my best | 55% | | | 32% | | | 9% | | |
| Student placement in advanced classes is not influenced by race, gender, disability, or wealth | | 64% | | | 19% | 7% | <mark>4%</mark> 6% | | |
| My teacher(s) expect all students to succeed, no matter who they are | 39% | | 32' | % | 18% | 18% | | | |
| All students have access to rigorous courses and supports | 30% | | 40% | | 23% | | <mark>4%</mark> 3% | | |
| My teacher(s) provide lessons and activities that challenge me to learn | 24% | 24% 45% | | 20% | | | 8% 3% | | |
| | Almost Always True 📃 0 | Often True | Sometimes True | Seldom | True 📕 A | lmost Ne | ever True | | |

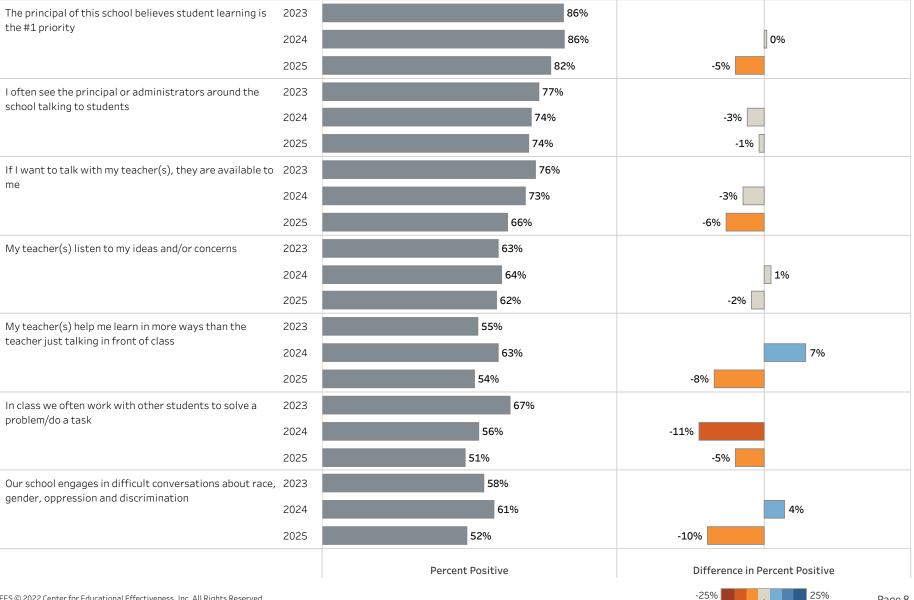
High Standards and Expectations LONGITUDINAL



Effective Leadership

| The principal of this school believes student learning is the #1 priority | 51% | | 31% | | | 11% 3% 4% | | |
|---|--------------------|------------|-------------|------------|----------|-----------|----------|------------|
| l often see the principal or administrators around the school talking to students | 39% | | | 35% | | 18% | | 7% |
| If I want to talk with my teacher(s), they are available to me | 31% | | 35% | | | 20% | 10 | 9% 4% |
| My teacher(s) listen to my ideas and/or concerns | 23% | | 39% | | 229 | % | 8% | 8% |
| In class we often work with other students to solve a problem/do a task | 16% | 3 | 35% | | 40% | | | 6% 3% |
| Our school engages in difficult conversations about race, gender, oppression and discrimination | 22% | | 30% | | 32% | | 8% | 8% |
| My teacher(s) help me learn in more ways than the teacher just talking in front of class | 19% | | 35% | | 28% | | 9% | 8% |
| Alr | most Always True 📃 | Often True | Sometimes T | rue 📒 Selo | dom True | | Almost N | lever True |

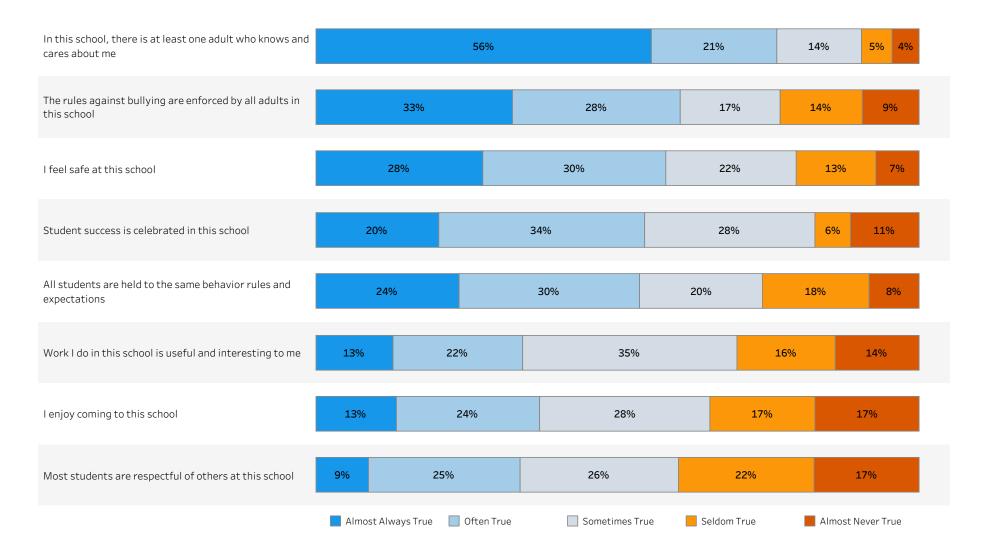
Effective Leadership LONGITUDINAL



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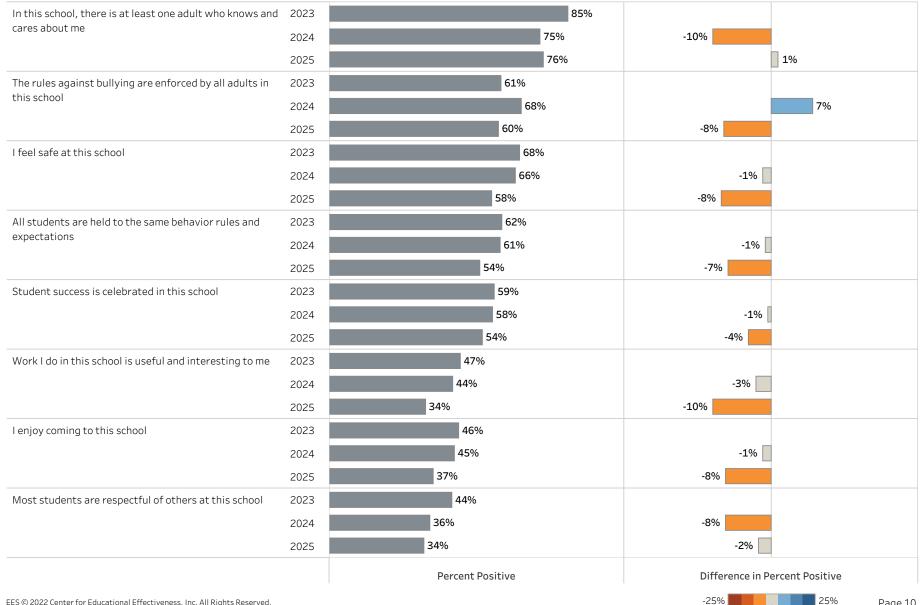
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Supportive Learning Environment



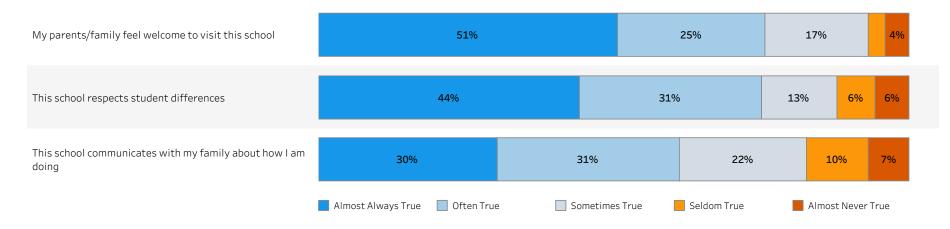
Supportive Learning Environment LONGITUDINAL



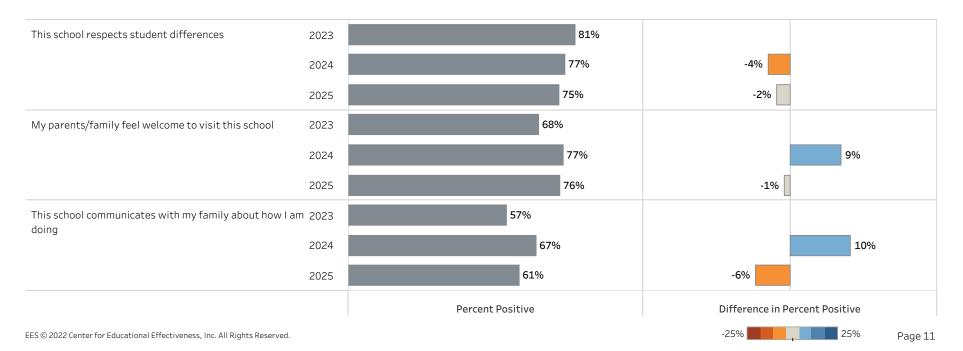


Parent and Community Involvement

South Whidbey Middle School

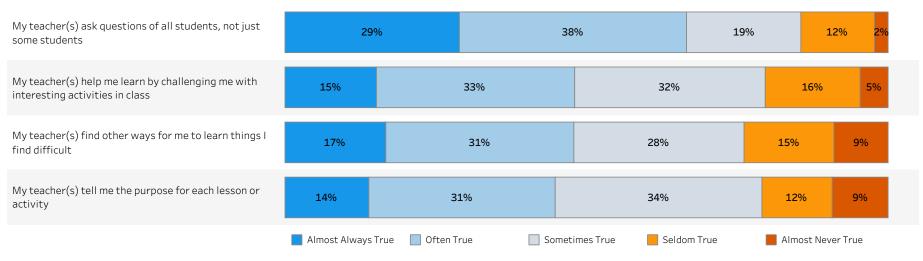


Parent and Community Involvement LONGITUDINAL

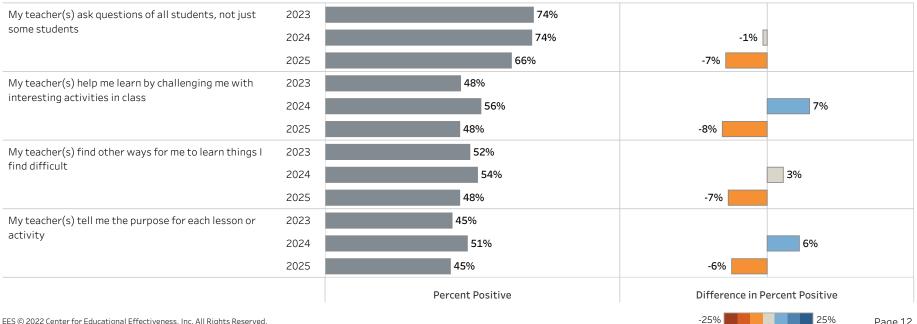


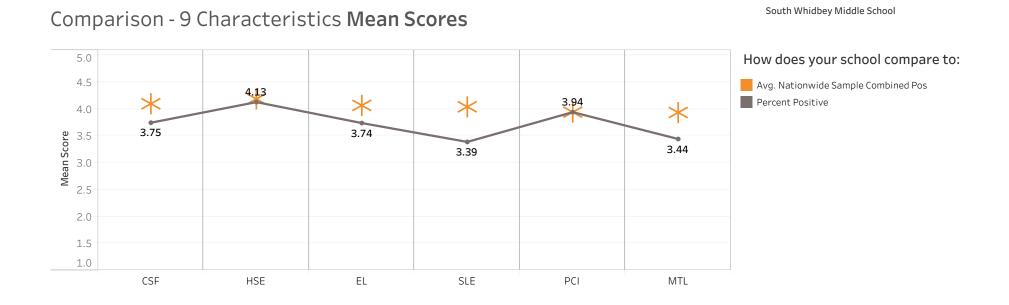
Frequent Monitoring of Teaching and Learning

South Whidbey Middle School

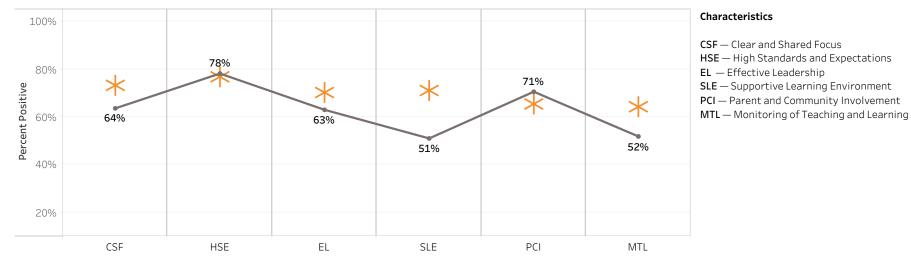


Frequent Monitoring of Teaching and Learning LONGITUDINAL





Comparison - 9 Characteristics Percent Positive



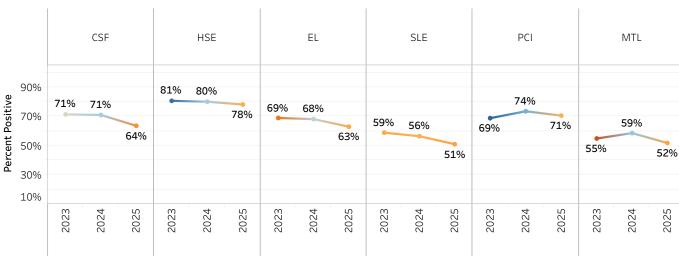
Comparison - 9 Characteristics Mean Scores LONGITUDINAL



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.

South Whidbey Middle School

Comparison - 9 Characteristics **Percent Positive** LONGITUDINAL



Characteristics

0.15

15%

Difference in Mean Score

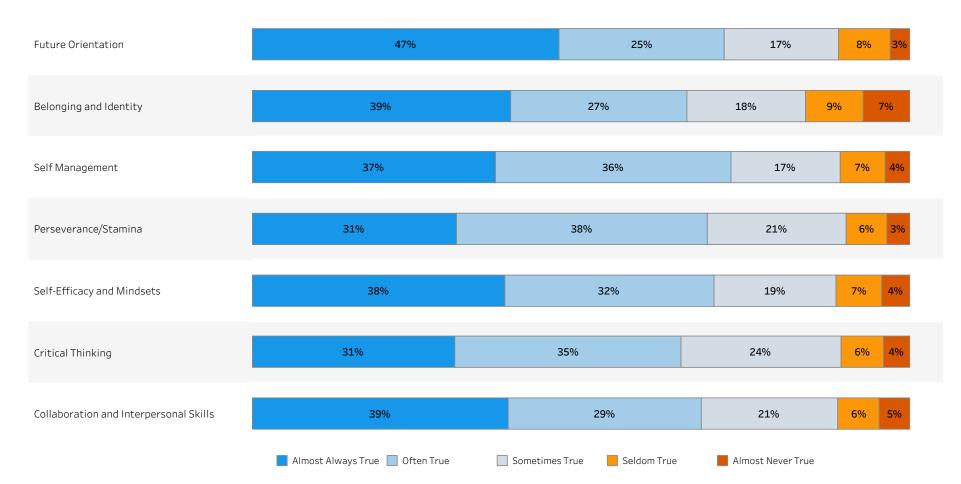
Difference in Percent Positive

-15%

-0.15

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

Social Emotional Learning Summary



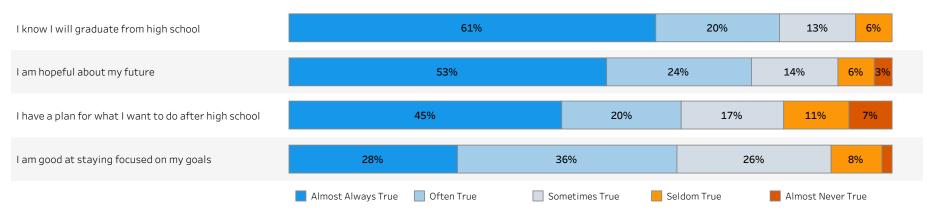
Social Emotional Learning Summary LONGITUDINAL

| Future Orientation | 2023 | 80% | |
|--------------------------------------|------|------------------|--------------------------------|
| | 2024 | 74% | -7% |
| | 2025 | 72% | -2% |
| Belonging & Identity | 2023 | 74% | |
| | 2024 | 72% | -2% |
| | 2025 | 66% | -6% |
| Self Management | 2023 | 74% | |
| | 2024 | 72% | -2% |
| | 2025 | 73% | 1% |
| Perseverance/Stamina | 2023 | 73% | |
| | 2024 | 72% | -1% |
| | 2025 | 69% | -3% |
| Self Efficacy & Mindset | 2023 | 78% | |
| | 2024 | 74% | -3% |
| | 2025 | 70% | -4% |
| Critical Thinking | 2023 | 71% | |
| | 2024 | 69% | -2% |
| | 2025 | 65% | -3% |
| Collaboration & Interpersonal Skills | 2023 | 72% | |
| | 2024 | 71% | 0% |
| | 2025 | 68% | -3% |
| | | Percent Positive | Difference in Percent Positive |
| | | | -25% |

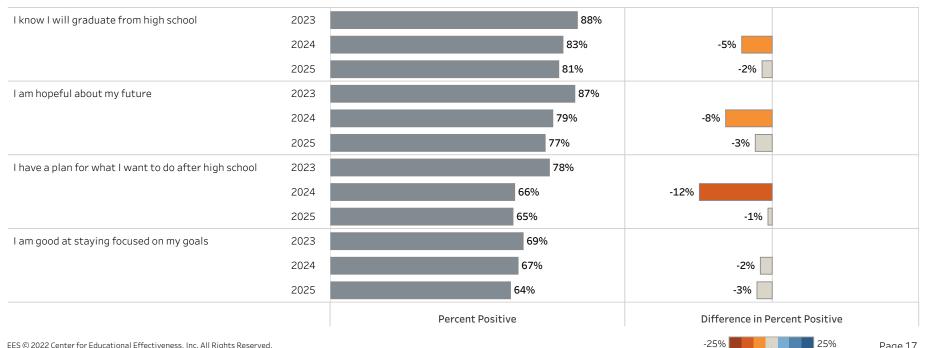
Future Orientation

- 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

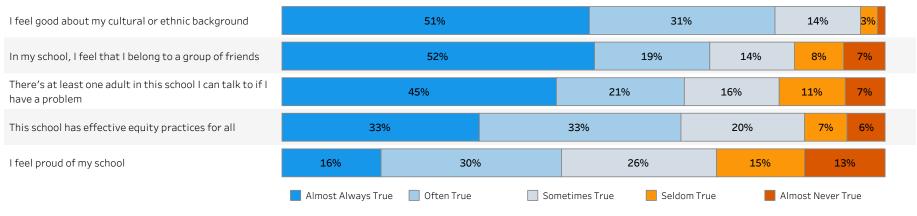


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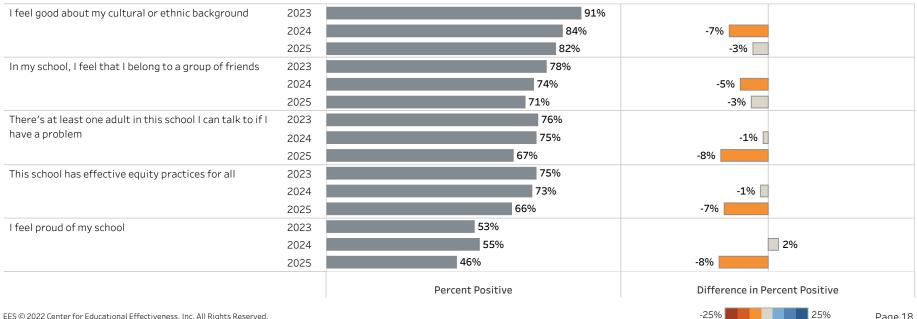
South Whidbey Middle School

Belonging and Identity

- 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



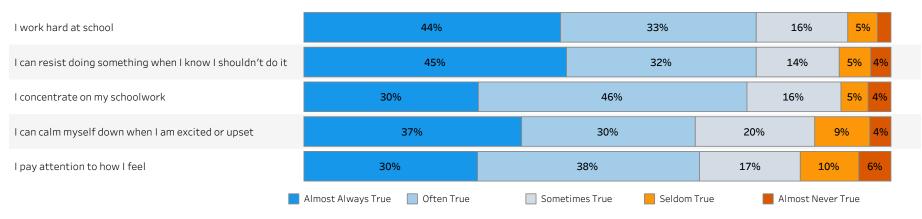
Belonging and Identity LONGITUDINAL



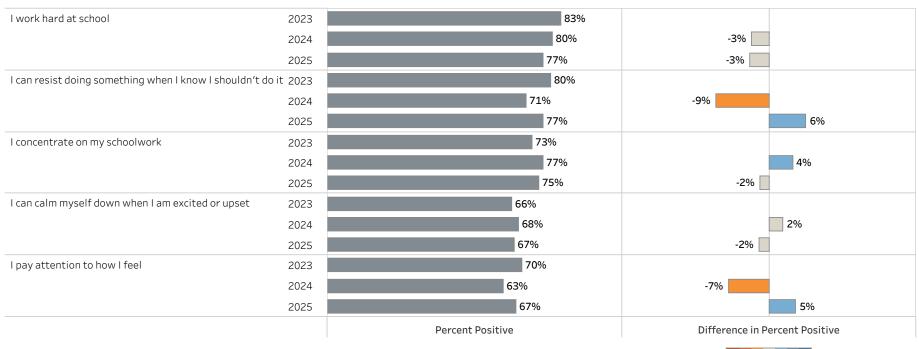
Self Management

- 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



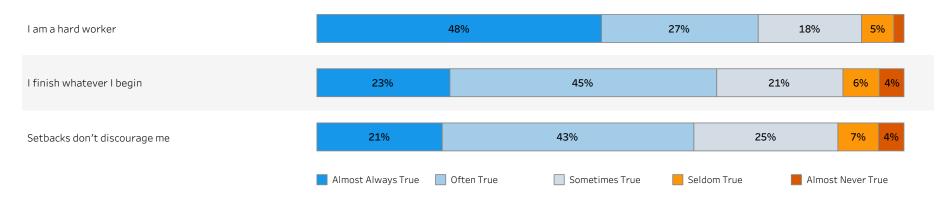
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-25%

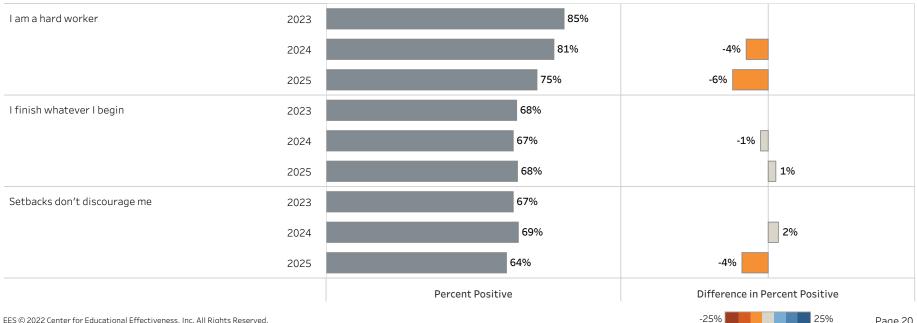
Perseverance/Stamina

South Whidbey Middle School

- Perseverance—Tendency to persist in spite of obstacles or setbacks
- Goal orientation—Commitment to the achievement of goals over time



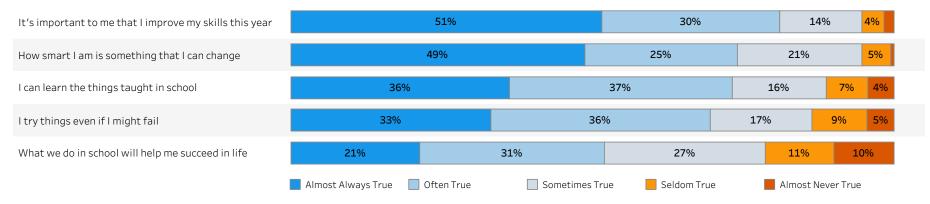
Perseverance/Stamina LONGITUDINAL



South Whidbey Middle School

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 | 2023 | 84% | |
|---|------|------------------|--------------------------------|
| | 2024 | 84% | 0% |
| | 2025 | 81% | -3% |
| How smart I am is something that I can change | 2023 | 81% | |
| | 2024 | 81% | 0% [|
| | 2025 | 74% | -7% |
| I can learn the things taught in school | 2023 | 88% | |
| | 2024 | 78% | -10% |
| | 2025 | 73% | -5% |
| I try things even if I might fail | 2023 | 75% | |
| | 2024 | 73% | -2% |
| | 2025 | 69% | -4% |
| What we do in school will help me succeed in life | 2023 | 59% | |
| | 2024 | 54% | -5% |
| | 2025 | 52% | -2% |
| | | Percent Positive | Difference in Percent Positive |

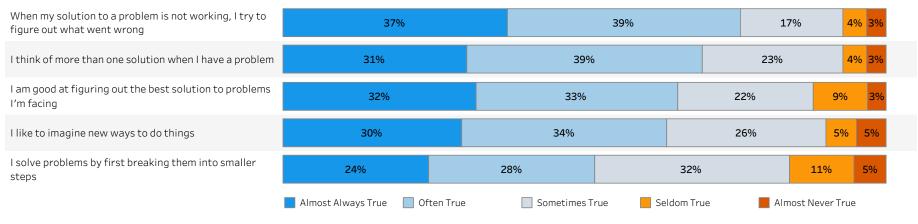
-25%

Critical Thinking

South Whidbey Middle School

- 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

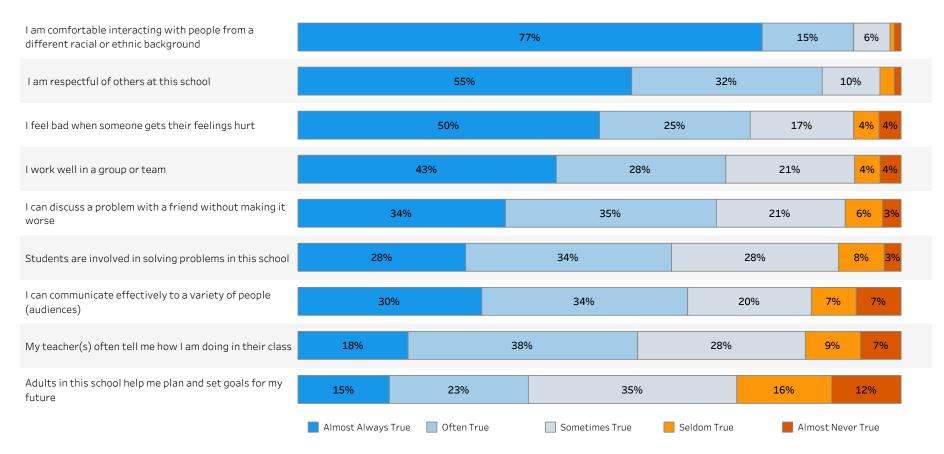
| When my solution to a problem is not working, I try to | 2023 | 82% | |
|---|------|------------------|--------------------------------|
| figure out what went wrong | 2024 | 74% | -8% |
| | 2025 | 76% | 2% |
| I like to imagine new ways to do things | 2023 | 75% | |
| | 2024 | 72% | -3% |
| | | 64% | -8% |
| I think of more than one solution when I have a problem | 2023 | 67% | |
| | 2024 | 68% | 1% |
| | 2025 | 69% | 1% |
| I am good at figuring out the best solution to problems I'm facing | 2023 | 72% | |
| | 2024 | 68% | -4% |
| | 2025 | 65% | -2% |
| I solve problems by first breaking them into smaller | 2023 | 58% | |
| steps | 2024 | 61% | 3% |
| | 2025 | 52% | -9% |
| | | Percent Positive | Difference in Percent Positive |
| | | | |

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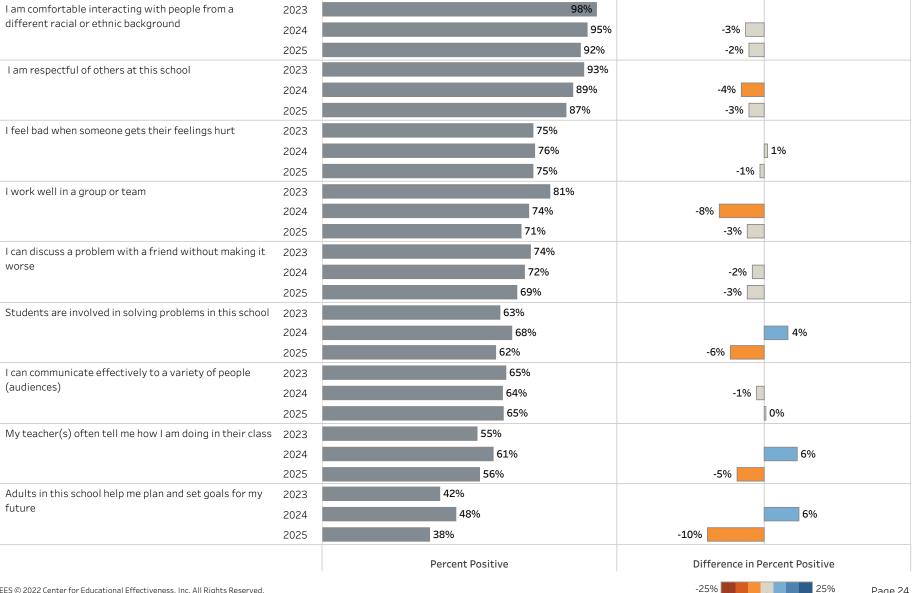
-25%

Collaboration and Interpersonal Skills

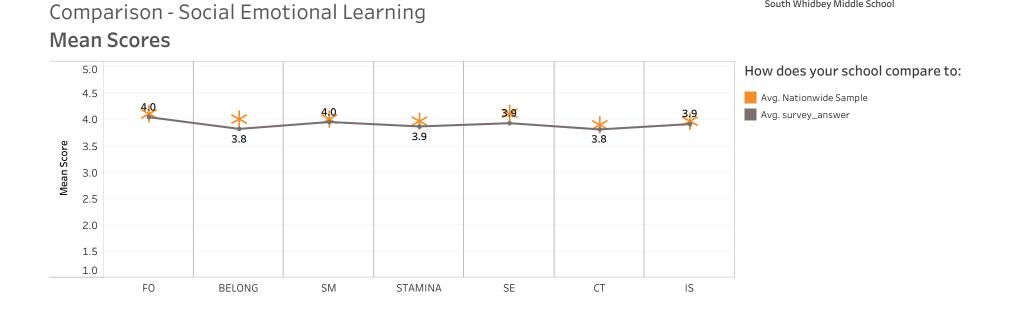
- Collaboration—Negotiating and compromising when working in groups or pairs
- Communication—Communicating effectively for a variety of purposes and audiences
- Cultural competence—Ability to work effectively with people from different backgrounds; appreciation of diversity
- Conflict resolution—Preventing, managing, and resolving interpersonal conflict Compassion: Taking the perspective of and empathizing with others



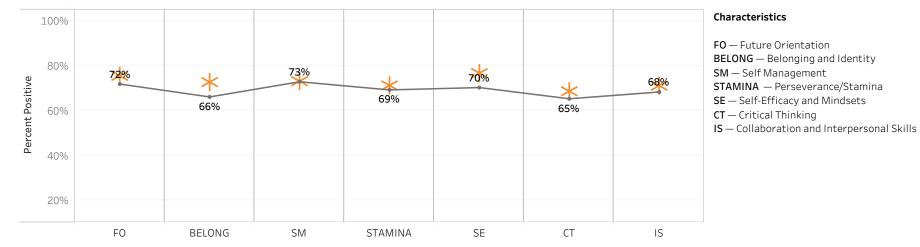
Collaboration and Interpersonal Skills LONGITUDINAL



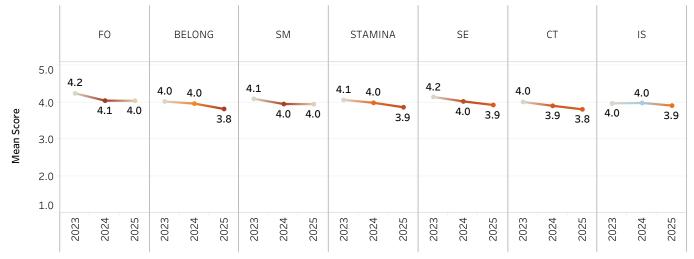
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Comparison - Social Emotional Learning Percent Positive



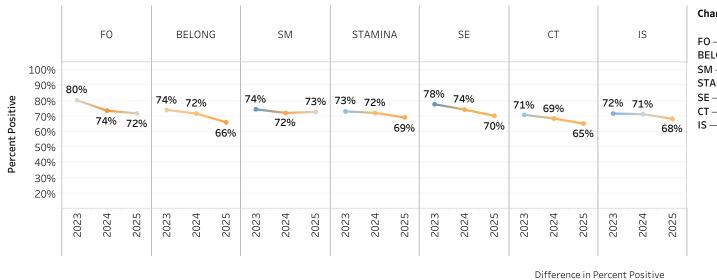
Comparison - Social Emotional Learning Mean Scores LONGITUDINAL



South Whidbey Middle School

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



Characteristics

0.15

15%

Difference in Mean Score

-0.15

-15%

- **FO** Future Orientation
- $\ensuremath{\mathsf{BELONG}}\xspace \ensuremath{\mathsf{Belong}}\xspace$ and Identity
- SM Self Management
- STAMINA Perseverance/Stamina
- ${\bf SE}-{\bf Self}{-}{\bf Efficacy}$ and Mindsets
- **CT** Critical Thinking
- ${\rm IS-Collaboration}$ and Interpersonal Skills