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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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%)*

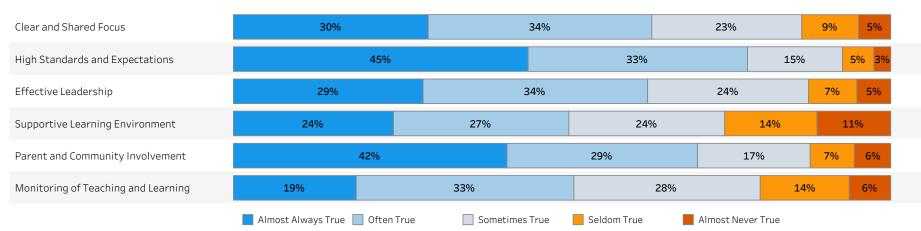
Not at all | 20 *(10.7%)*

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

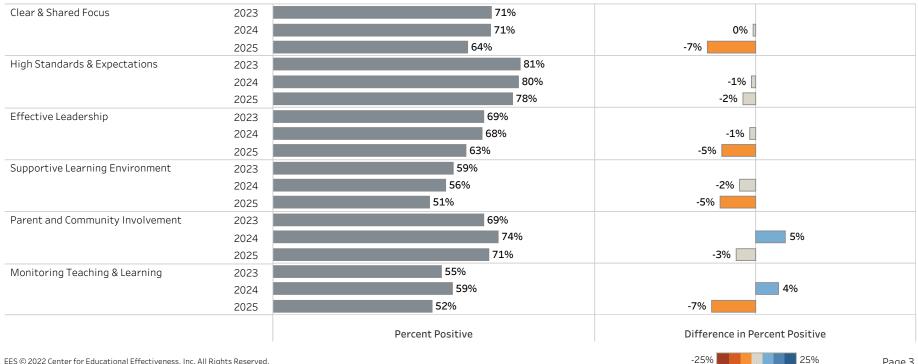
Once or twice a week | 35 (18.7%)

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

9 Characteristics Summary



9 Characteristics LONGITUDINAL

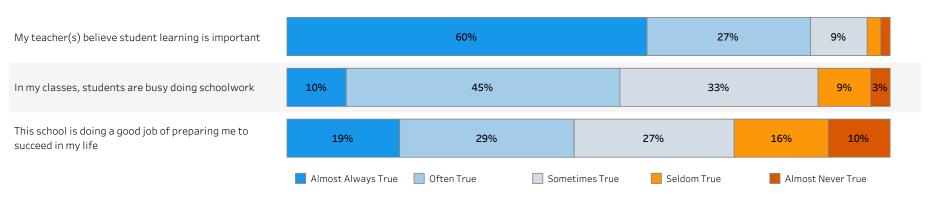


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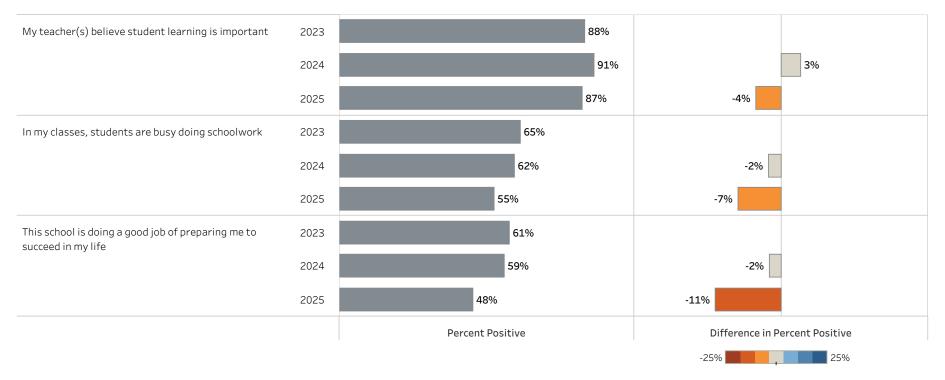
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Clear and Shared Focus





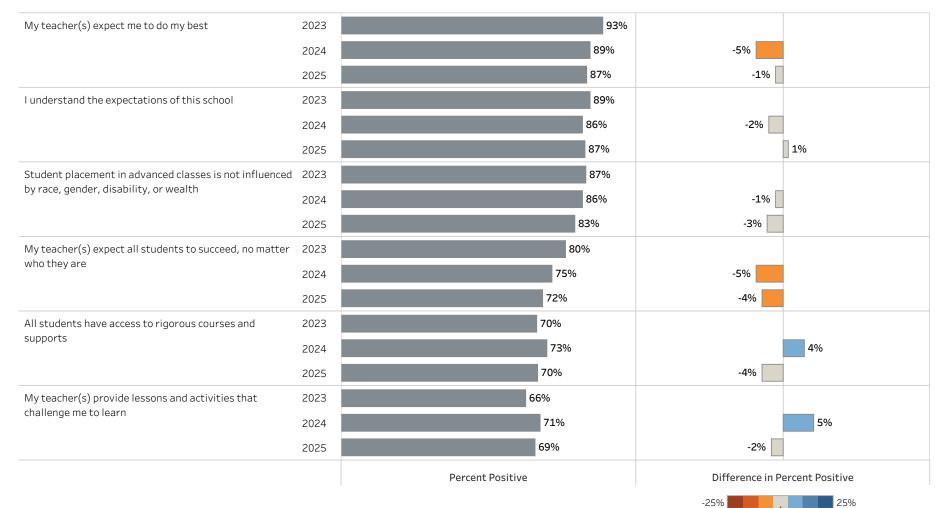
Clear and Shared Focus LONGITUDINAL



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		

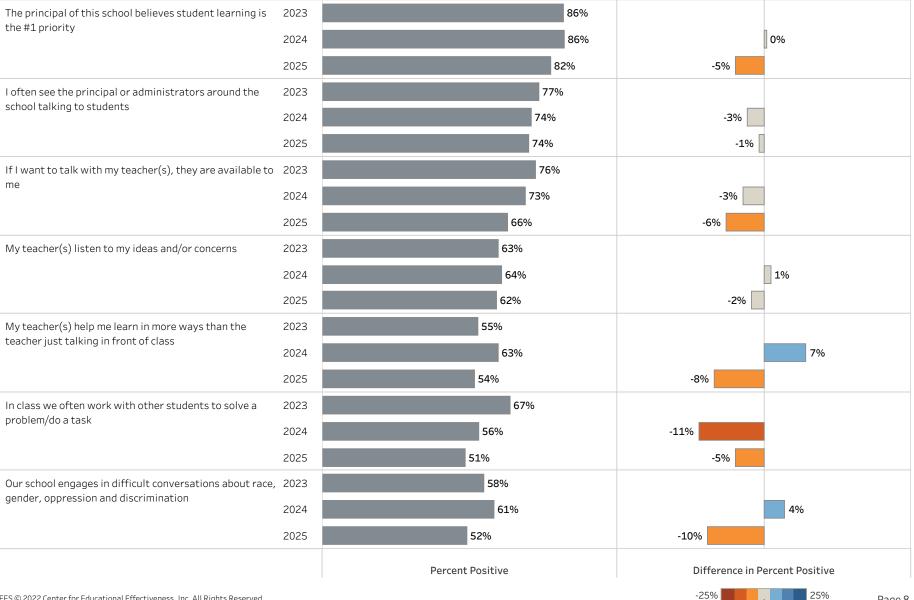
High Standards and Expectations LONGITUDINAL



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

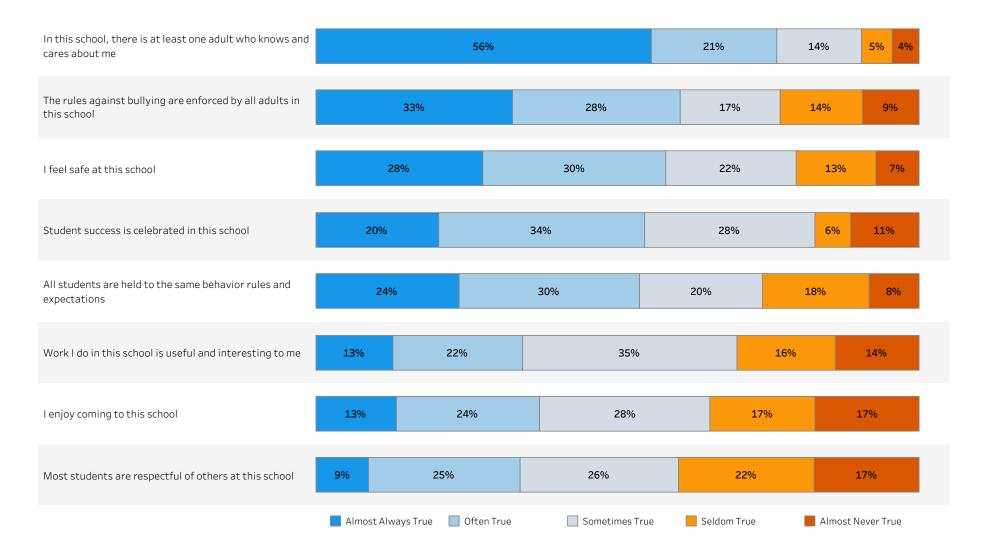
Effective Leadership LONGITUDINAL



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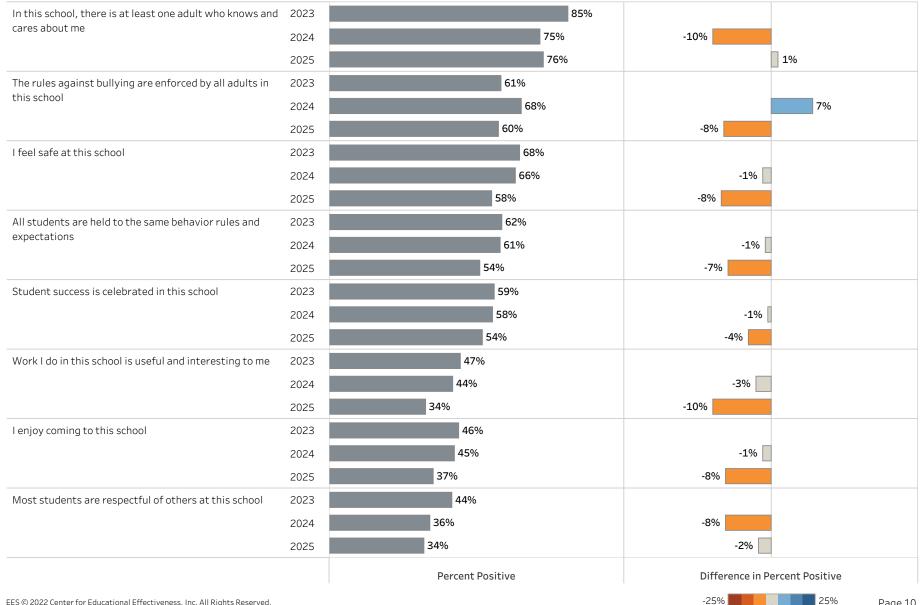
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Supportive Learning Environment



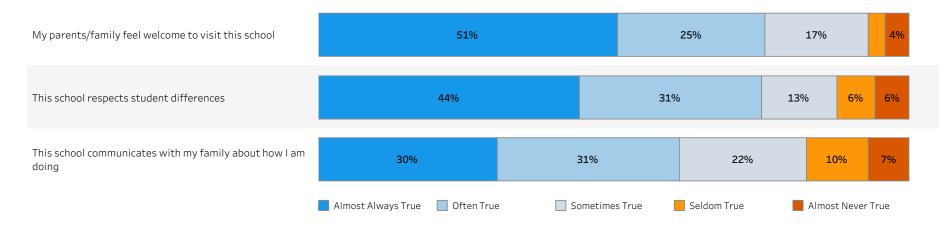
Supportive Learning Environment LONGITUDINAL



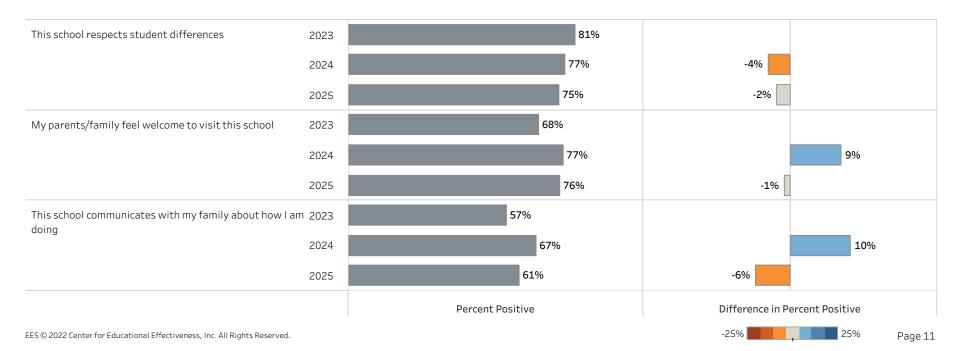


Parent and Community Involvement

South Whidbey Middle School

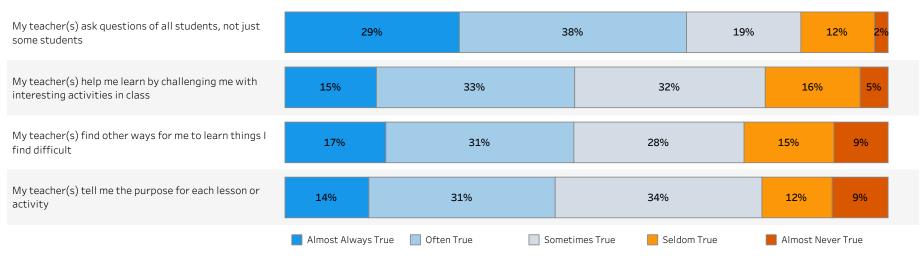


Parent and Community Involvement LONGITUDINAL

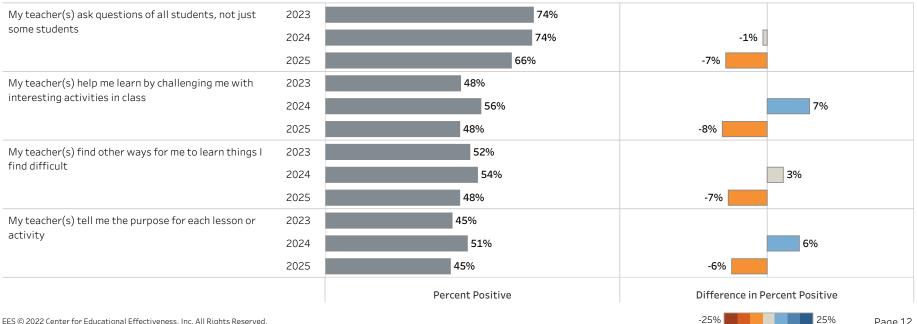


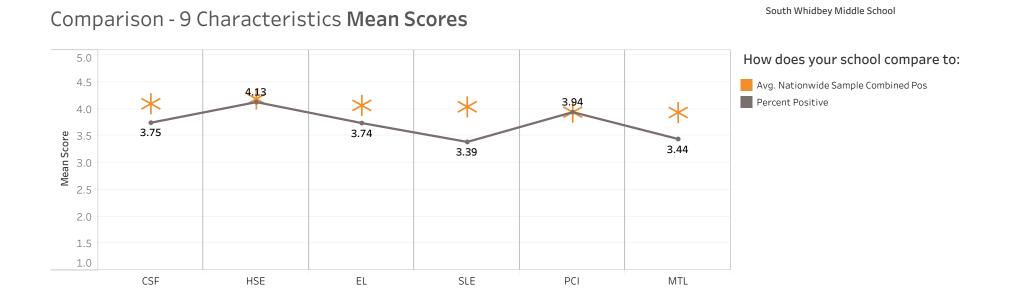
Frequent Monitoring of Teaching and Learning

South Whidbey Middle School

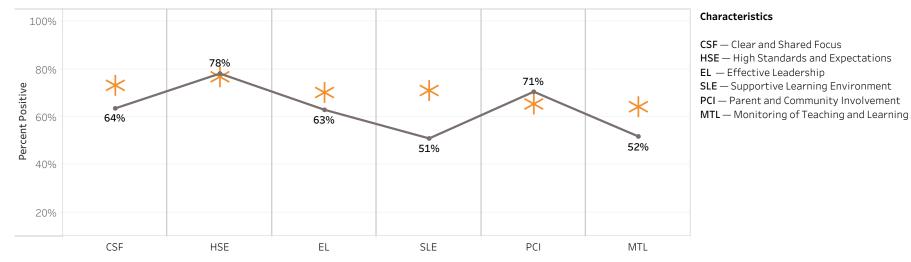


Frequent Monitoring of Teaching and Learning LONGITUDINAL





Comparison - 9 Characteristics Percent Positive



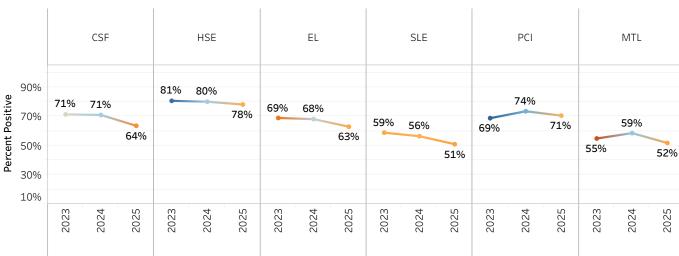
Comparison - 9 Characteristics Mean Scores LONGITUDINAL



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

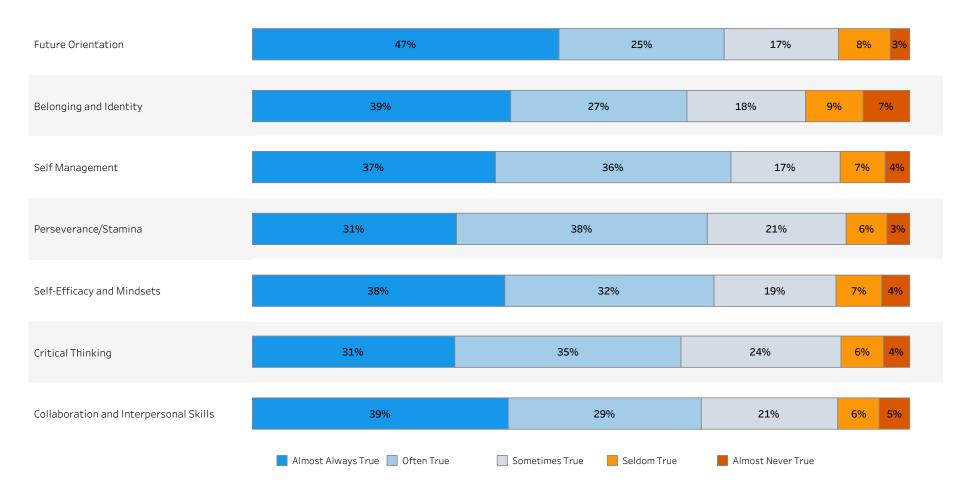
Difference in Percent Positive

-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



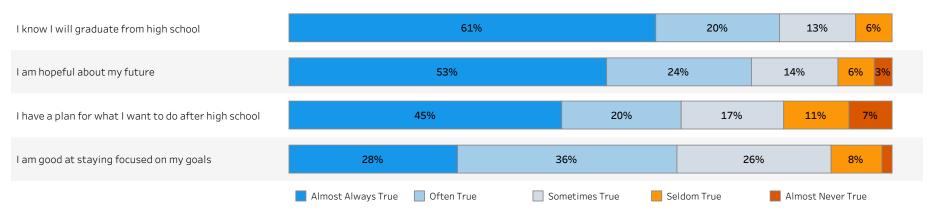
Social Emotional Learning Summary LONGITUDINAL

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%

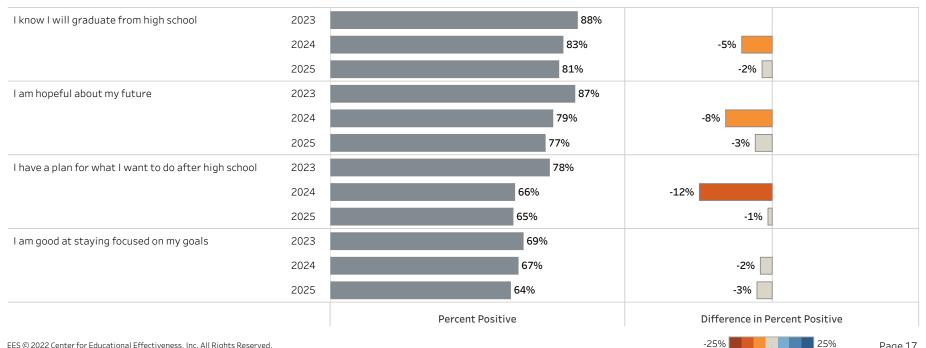
Future Orientation

- 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

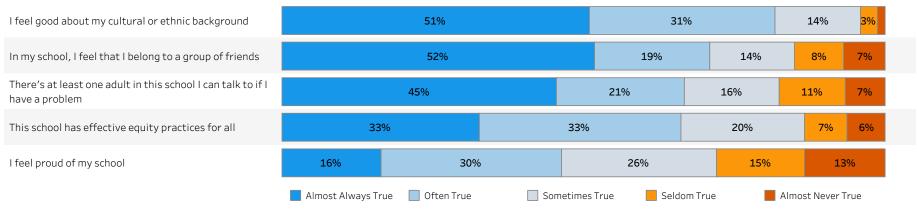


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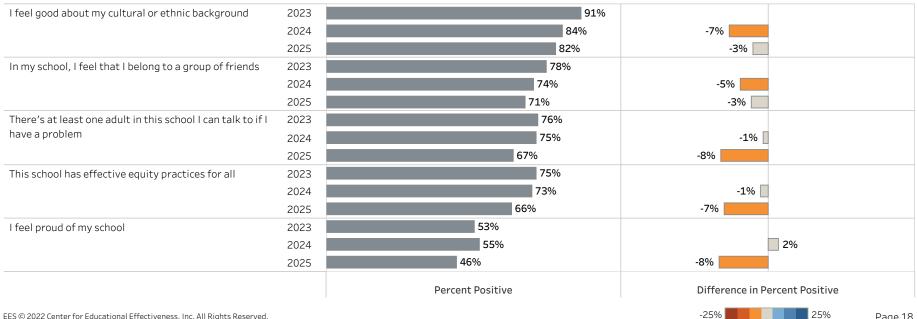
South Whidbey Middle School

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



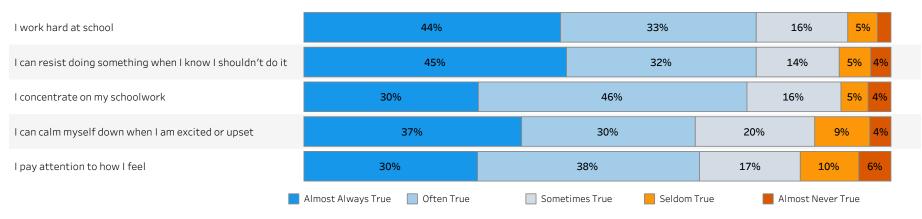
Belonging and Identity LONGITUDINAL



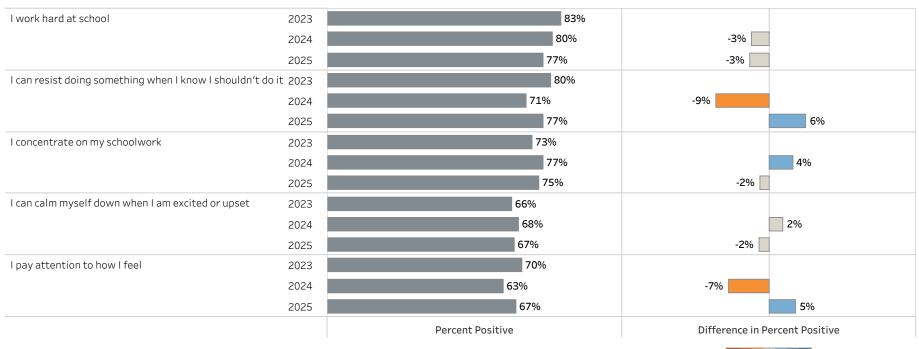
Self Management

- 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



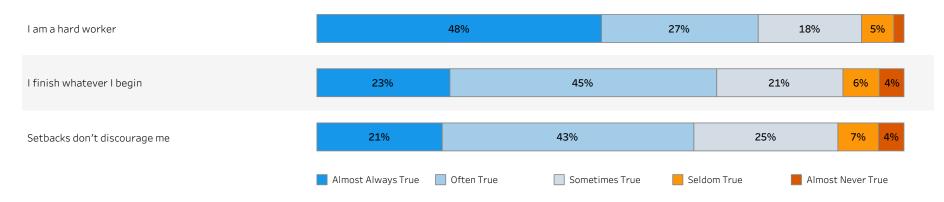
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-25%

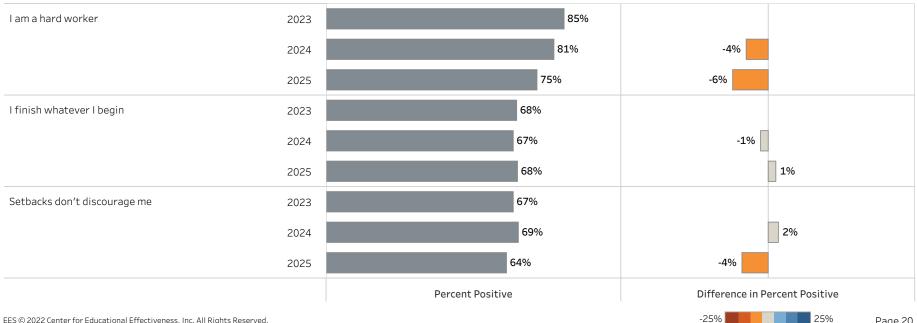
Perseverance/Stamina

South Whidbey Middle School

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



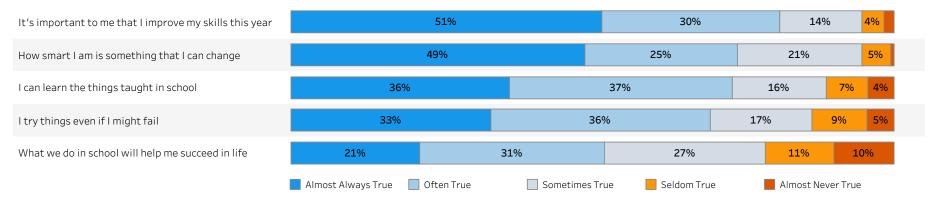
Perseverance/Stamina LONGITUDINAL



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

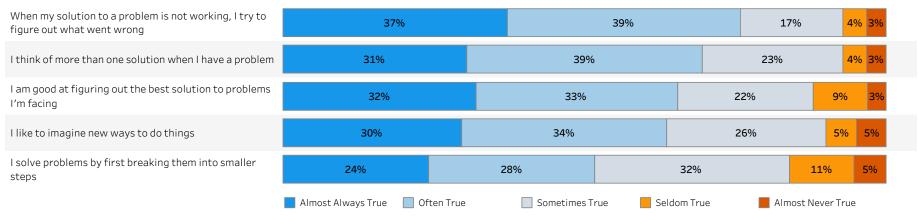
-25%

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

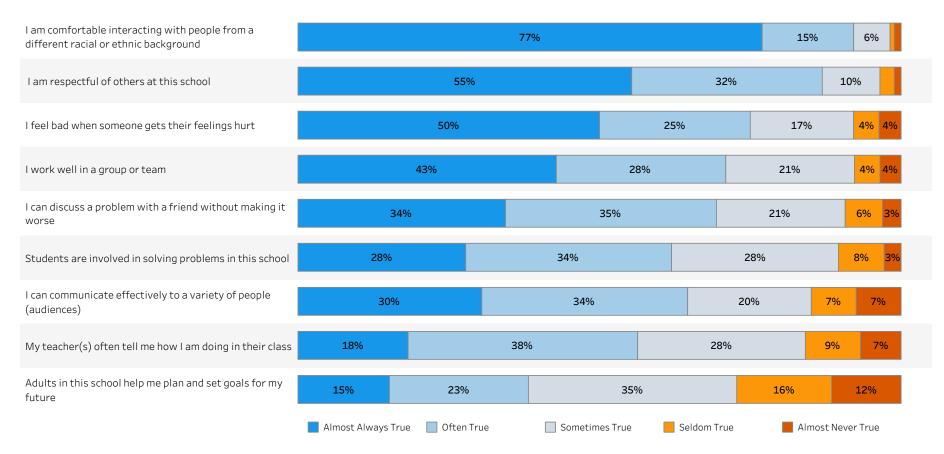
When my solution to a problem is not working, I try to	2023	82%	
figure out what went wrong	2024	74%	-8%
	2025	76%	2%
I like to imagine new ways to do things	2023	75%	
	2024	72%	-3%
		64%	-8%
I think of more than one solution when I have a problem	2023	67%	
	2024	68%	1%
	2025	69%	1%
I am good at figuring 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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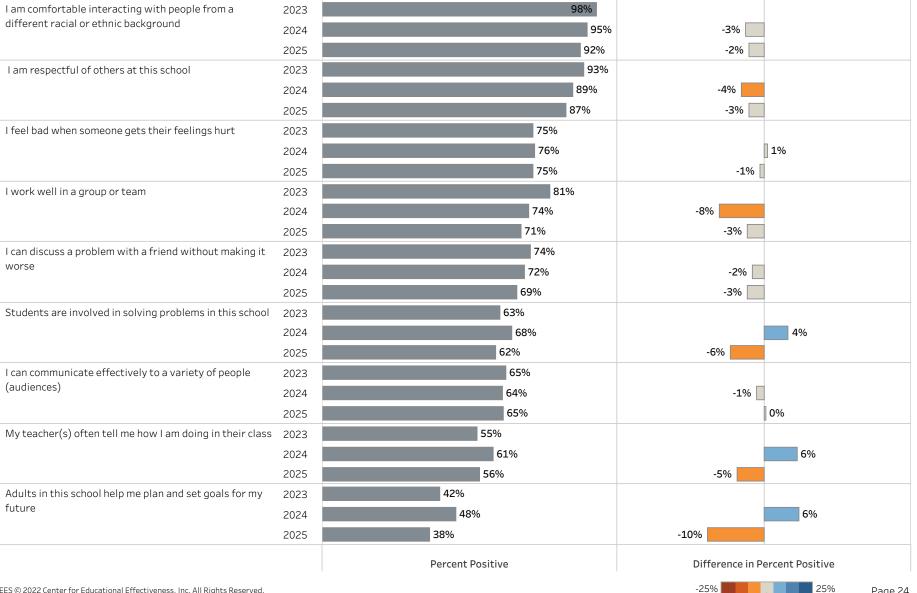
-25%

Collaboration and Interpersonal Skills

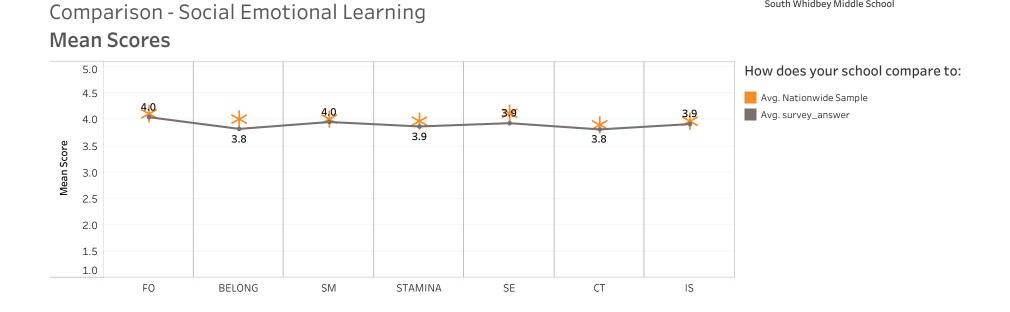
- Collaboration—Negotiating and compromising when working in groups or pairs
- Communication—Communicating effectively for a variety of purposes and audiences
- Cultural competence—Ability to work effectively with people from different backgrounds; appreciation of diversity
- Conflict resolution—Preventing,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



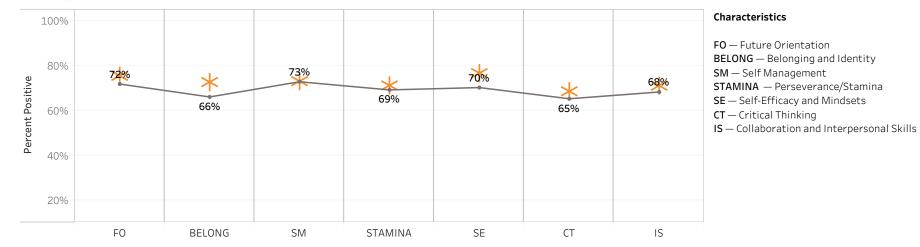
Collaboration and Interpersonal Skills LONGITUDINAL



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Comparison - Social Emotional Learning Percent Positive



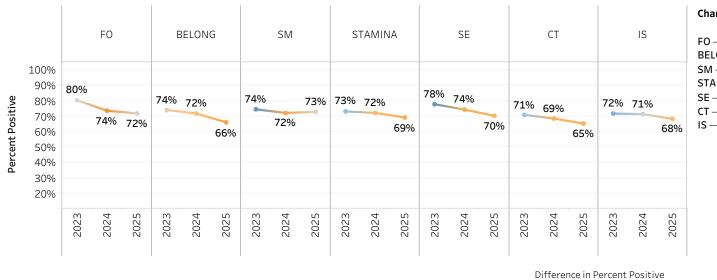
Comparison - Social Emotional Learning Mean Scores LONGITUDINAL



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