Educational Effectiveness Survey™



9 Characteristics of High Performing Schools

Family Edition v4.2

South Whidbey Middle School

South Whidbey School District

March 2025



2024 N=66







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.

NOTICE

The Center for Educational Effectiveness, Inc. (CEE) makes substantial effort to ensure the accurate scoring, analysis, and reporting of the results of the Educational Effectiveness Survey. However, CEE makes no warranty of any kind with regard to this material, including, but not limited to, the implied warranties of merchantability and fitness for a particular purpose. CEE shall not be liable for errors contained herein or for incidental or consequential damages in connection with the furnishing, performance, or use of this material.

No part of these materials may be copied, reproduced, republished, posted, modified, edited, transmitted, distributed, or used to create derivative works in any form or by any means without the prior written consent of Center for Educational Effectiveness, Inc. These materials are copyright protected under U.S. and international copyright laws and treaties. Violation of these laws will lead to prosecution.

Trademark notice: Center for Educational Effectiveness™ and affiliated logo, Better Data. Better Decisions. Better Schools.™ and affiliated logo, Educational Effectiveness Survey™, EES-Leadership 360™ are all trademarks of Center for Educational Effectiveness, Inc. All other trademarks cited here are the property of their respective owners.

Published by: Center for Educational Effectiveness, Inc. © 2003-2022 Center for Educational Effectiveness, Inc. All Rights Reserved. Printed in the U.S.A.

Contact Information:

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



Better Data. Better Decisions. Better Schools.

Introduction

Educational Effectiveness Survey, Family edition

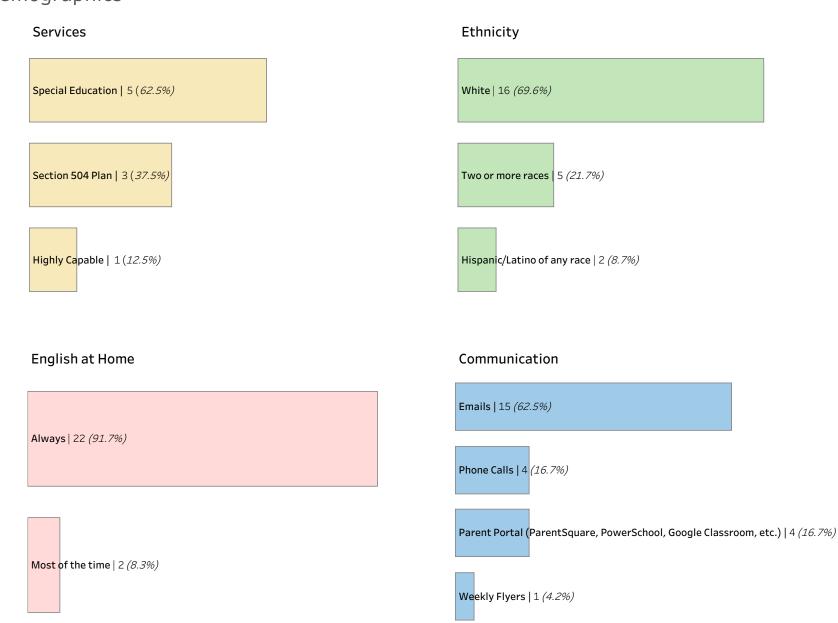
While there is no single solution for all schools, research on effective schools identified common characteristics of high-performing schools known as the 9 Characteristics. Successful schools that are engaged in improvement activities focus on these characteristics of "organizational and educator capacity"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

Note

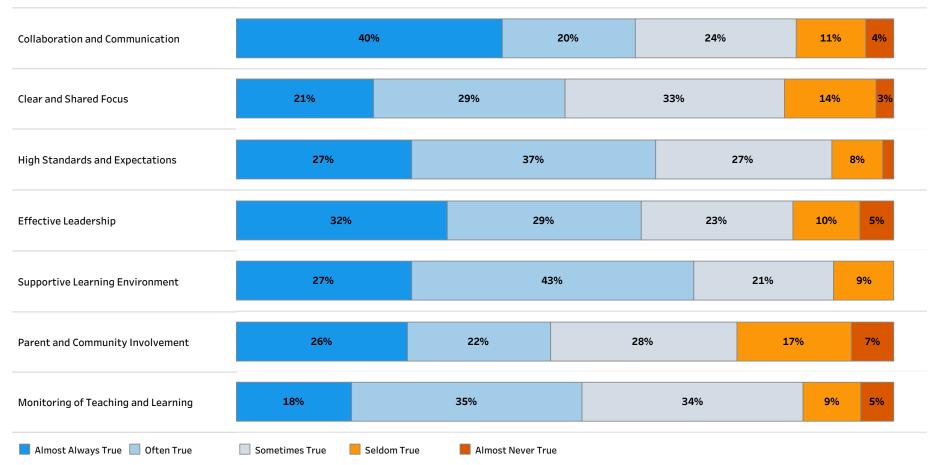
The Characteristics, "Focused Professional Development" and "Curriculum, Instruction, and Assessment" are professional activities conducted amongst the adult school community and are rarely viewed by families. Thus questions regarding these Characteristics are not a part of the survey and does not appear 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 <u>info@effectiveness.org</u>.

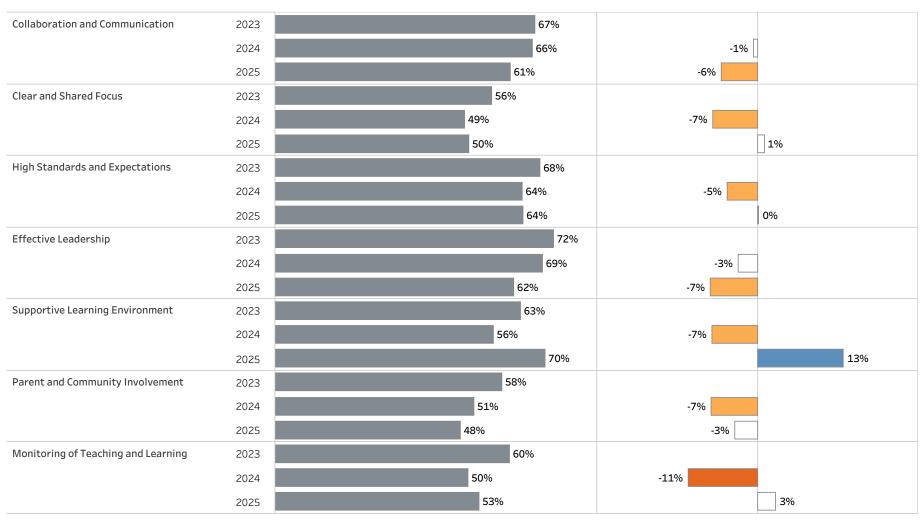
Demographics



9 Characteristics Summary



9 Characteristics Summary LONGITUDINAL



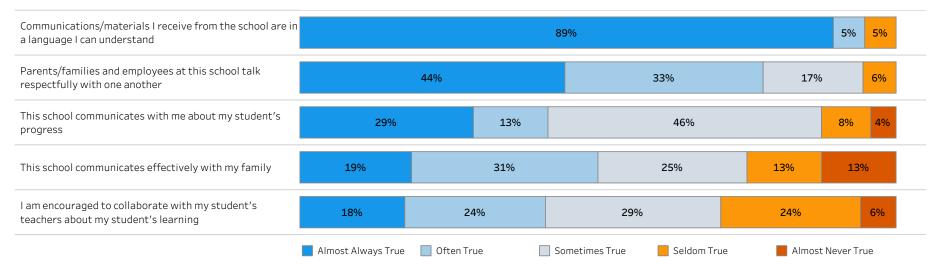
Percent Positive

Difference in Percent Positive

-25%

High Levels of Collaboration and Communication

South Whidbey Middle School

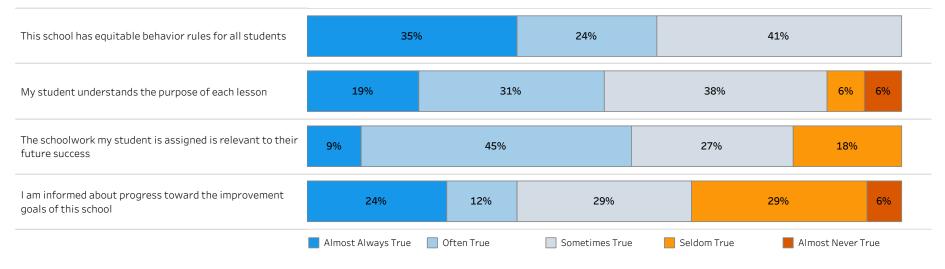


High Levels of Collaboration and Communication LONGITUDINAL

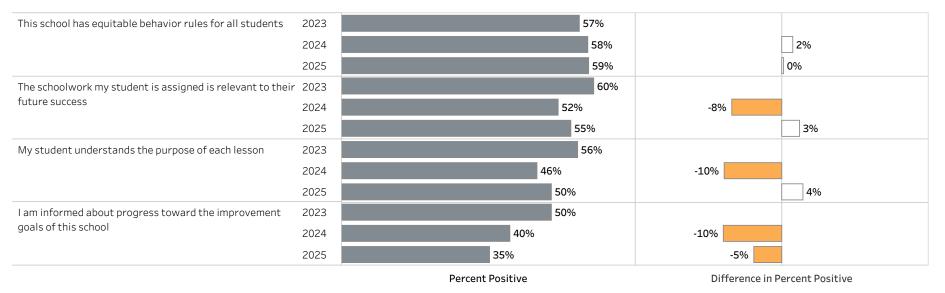
| Communications/materials I receive from the school are | n 2023 | 97% | |
|--|--------|------------------|--------------------------------|
| a language I can understand | 2024 | 97% | 0% [|
| | 2025 | 95% | -2% |
| Parents/families and employees at this school talk | 2023 | 81% | |
| respectfully with one another | 2024 | 80% | -1% |
| | 2025 | 78% | -2% |
| This school communicates effectively with my family | 2023 | 58% | |
| | 2024 | 54% | -3% |
| | 2025 | 50% | -4% |
| This school communicates with me about my student's | 2023 | 48% | |
| progress | 2024 | 55% | 7% |
| | 2025 | 42% | -13% |
| am encouraged to collaborate with my student's | 2023 | 52% | |
| eachers about my student's learning | 2024 | 45% | -7% |
| | 2025 | 41% | -3% |
| | | Percent Positive | Difference in Percent Positive |
| | | | -25% |

Clear and Shared Focus

South Whidbey Middle School



Clear and Shared Focus LONGITUDINAL



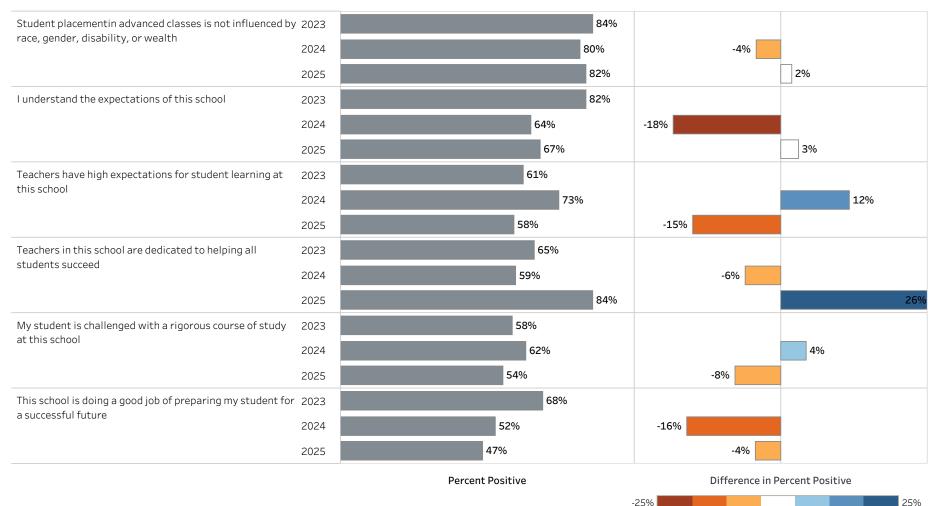
-25%

25%

High Standards and Expectations

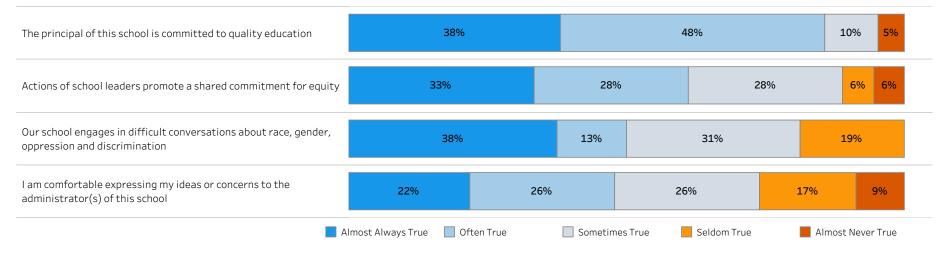
| Student placementin advanced classes is not influenced by race, gender, disability, or wealth | 45% | | | 36% | | | | 18% | |
|---|--------------------|-------------|-------|--------------|--------|------|------|---------------|-----|
| Teachers in this school are dedicated to helping all students succeed | | 42% | | 42% | | | | 11% 5% | |
| I understand the expectations of this school | 29% | | 38% | | 25% | | | 8% | |
| Teachers have high expectations for student learning at this school | 21% | | 37% | | 37% | | 37% | 5% | |
| My student is challenged with a rigorous course of study at this school | 17% | 38% 38% | | ó | | 8% | | | |
| This school is doing a good job of preparing my student for a successful future | 16% | 32% | | | 26% | | 16% | | 11% |
| | Almost Always True | 🔲 Often Tru | e Son | netimes True | Seldom | True | Almo | ost Never Tru | Ъ |

High Standards and Expectations LONGITUDINAL

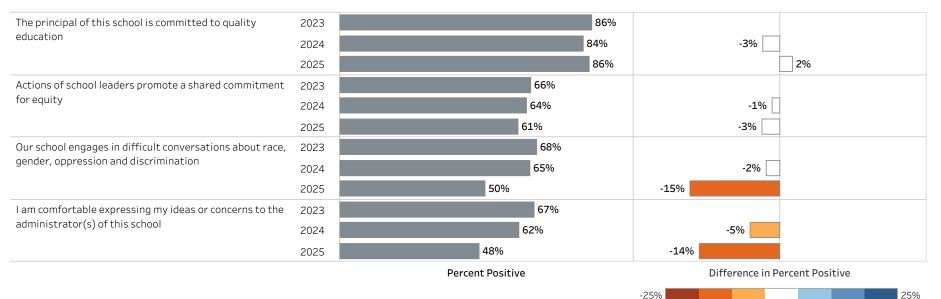


Effective Leadership

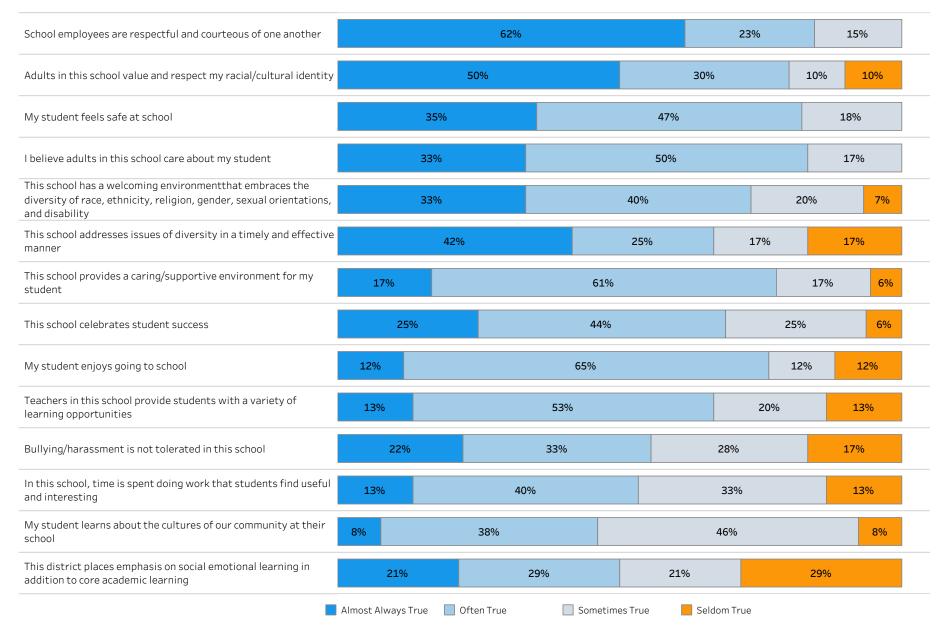
South Whidbey Middle School



Effective Leadership LONGITUDINAL

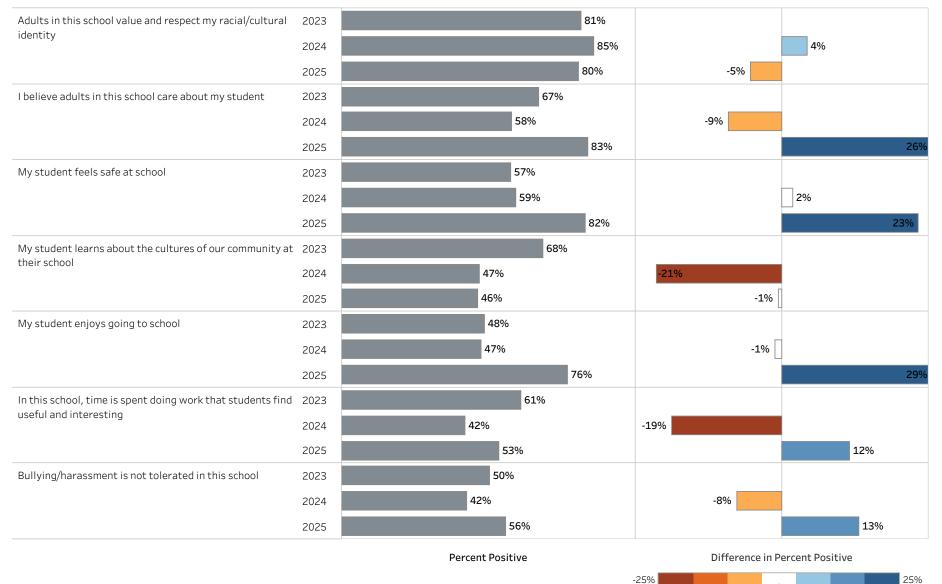


Supportive Learning Environment



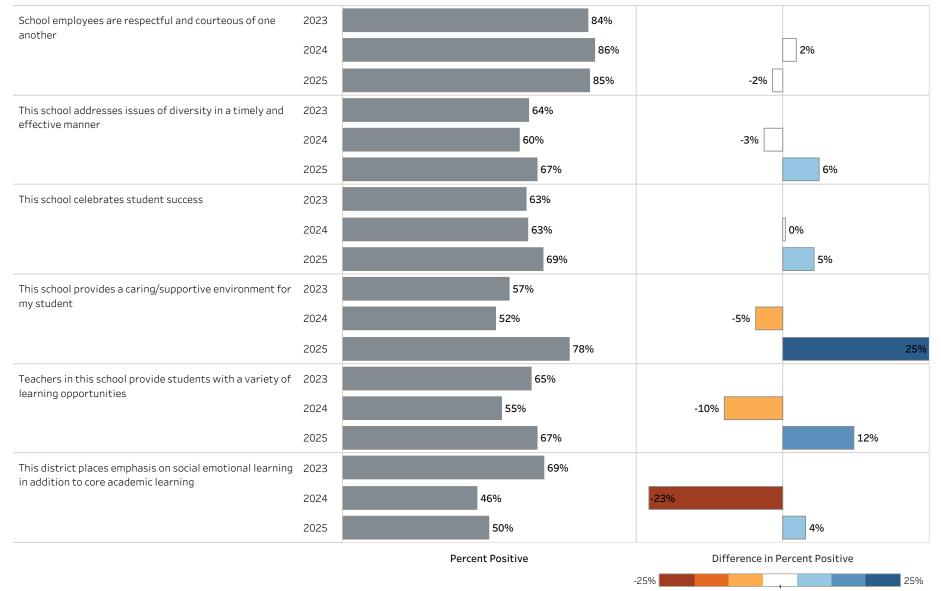
South Whidbey Middle School

Supportive Learning Environment LONGITUDINAL 1 of 2

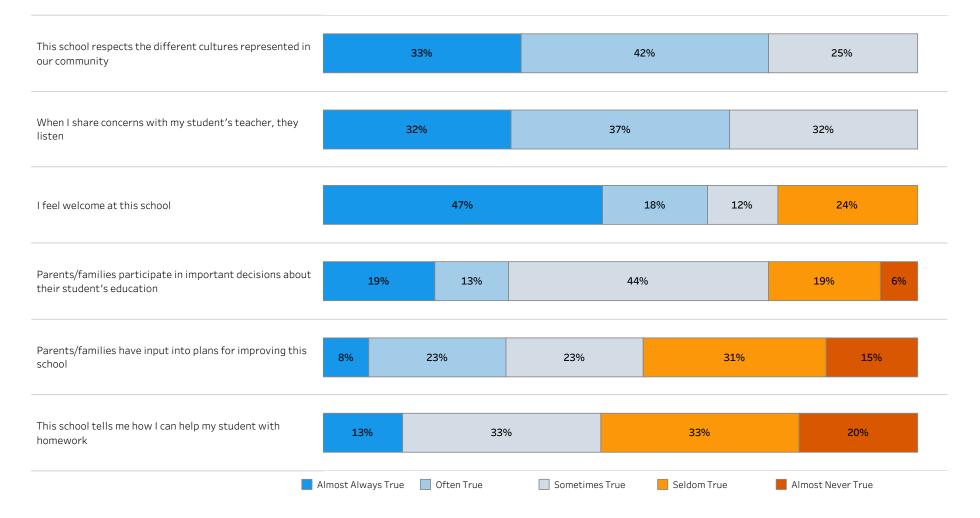


EES © 2022 Center for Educational Effectiveness, Inc. All Rights Reserved.

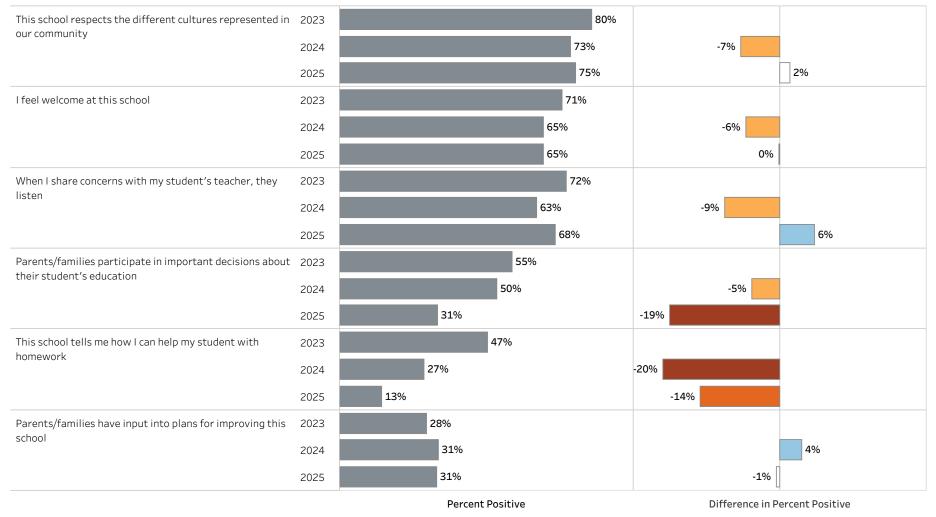
Supportive Learning Environment LONGITUDINAL 2 of 2



Parent and Community Involvement



Parent and Community Involvement LONGITUDINAL

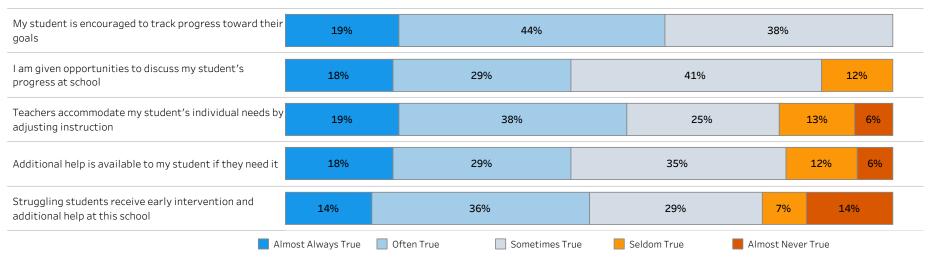


-25%

25%

Frequent Monitoring of Teaching and Learning

South Whidbey Middle School



Frequent Monitoring of Teaching and Learning LONGITUDINAL

| Additional help is available to my student if they need it | | 73% | | |
|---|------|-----|-------|-----|
| | 2024 | 61% | -12% | |
| | 2025 | 47% | -14% | |
| My student is encouraged to track progress toward their goals | 2023 | 54% | | |
| | 2024 | 53% | -1% [| |
| | 2025 | 63% | | 10% |
| I am given opportunities to discuss my student's progress at school | 2023 | 62% | | |
| | 2024 | 56% | -5% | |
| | 2025 | 47% | -9% | |
| Teachers accommodate my student's individual needs by | | 58% | | |
| adjusting instruction | 2024 | 38% | -20% | |
| | 2025 | 56% | | 18% |
| Struggling students receive early intervention and additional help at this school | 2023 | 54% | | |
| | 2024 | 40% | -14% | |
| | 2025 | 50% | | 10% |

Percent Positive

Difference in Percent Positive

-25%

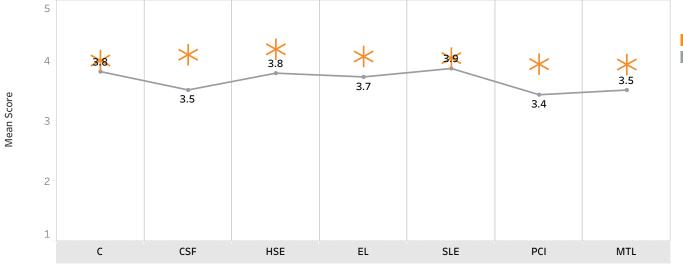
25%

Comparison - Mean Scores

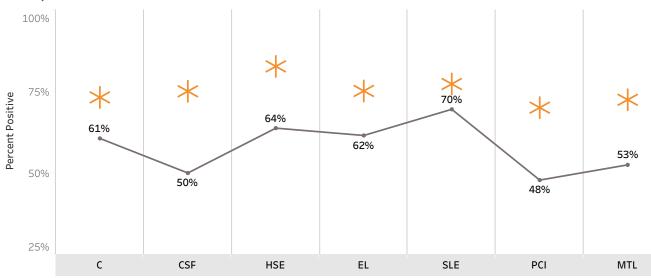
South Whidbey Middle School

How does your school compare to:

CEE Database Your school/district



Comparison - Percent Positive



Characteristics

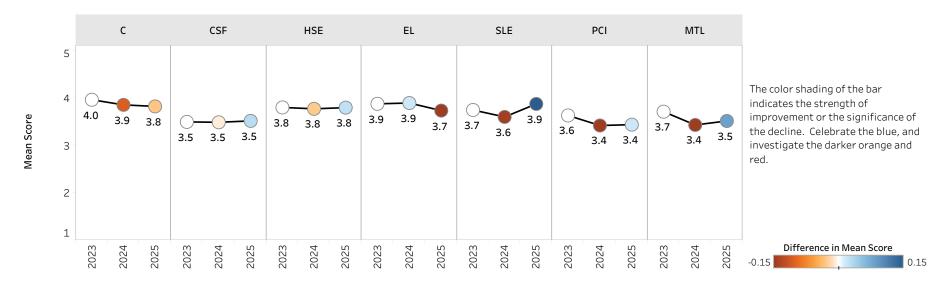
C — Collaboration & Communication
CSF — Clear & Shared Focus
HSE — High Standards & Expectations
EL — Effective Leadership
SLE — Supportive Learning Environment

PCI – Parent & Community Involvement

 $\mathsf{MTL}-\mathsf{Monitoring}$ of Teaching & Learning

Comparison - Mean Scores LONGITUDINAL

South Whidbey Middle School



Comparison - Percent Positive LONGITUDINAL

