Educational Effectiveness Survey™



9 Characteristics of High Performing Schools

Student Edition v4.2

South Whidbey Elementary

South Whidbey School District

2023 N=100 **2024** N=157 **2025** N=58





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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

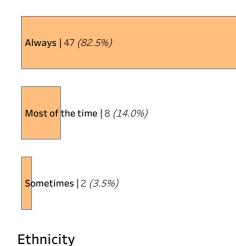


4th Grade | 30 *(51.7%)*

5th Grade | 27 (46.6%)

8th Grade | 1 (1.7%)

English at Home



White | 18 (75.0%)

Hisp/Lat of any race | 2 (8.3%)

Am Indian/ AK Native | 1 (4.2%)

Blk / Afr American | 1 (4.2%)

Pac Isl / Native HI | 1 (4.2%)

Two or more races | 1 (4.2%)

South Whidbey Elementary

Services

EL (English Learner) | 2 (28.6%)

Highly Capable | 3 *(42.9%)*

Section 504 Plan | 1 (14.3%)

Special Education | 1 (14.3%)

Activities

A few times a year | 10 *(17.9%)*

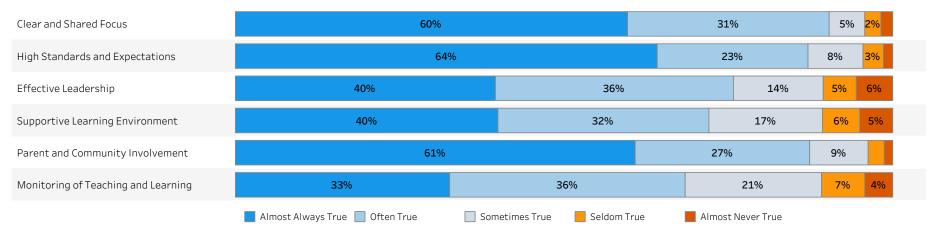
Not at all | 7 *(12.5%)*

Once or twice a month | 5 *(8.9%)*

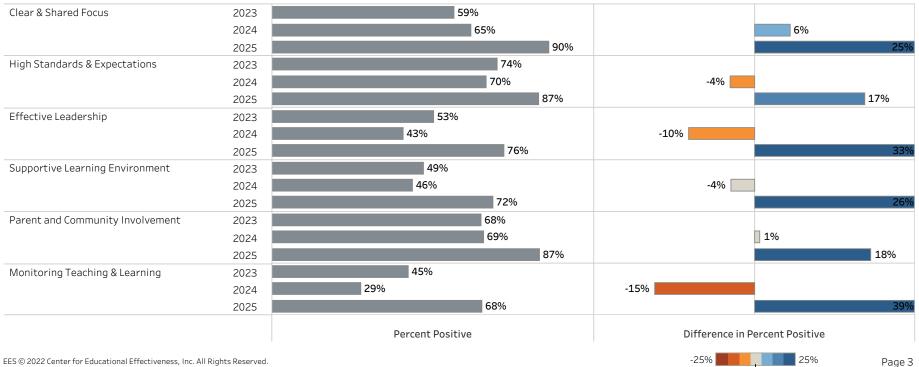
Once or twice a week | 14 (25.0%)

Three or more times a week | 20 *(35.7%)*

9 Characteristics Summary



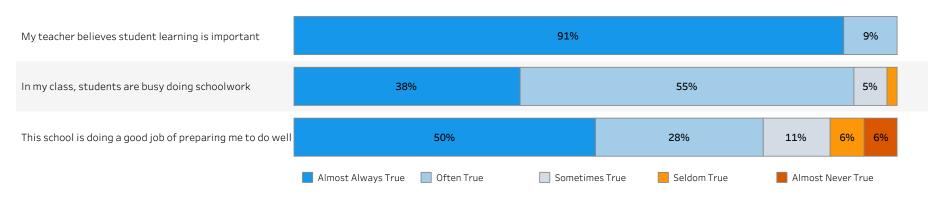
9 Characteristics LONGITUDINAL



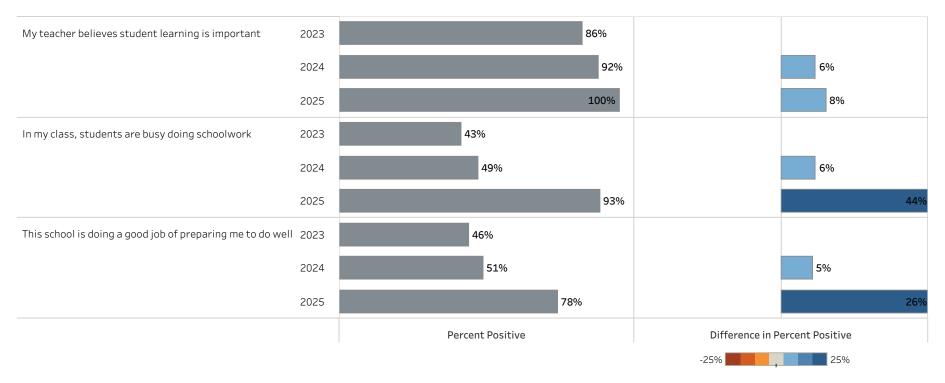
South Whidbey Elementary

Clear and Shared Focus

South Whidbey Elementary



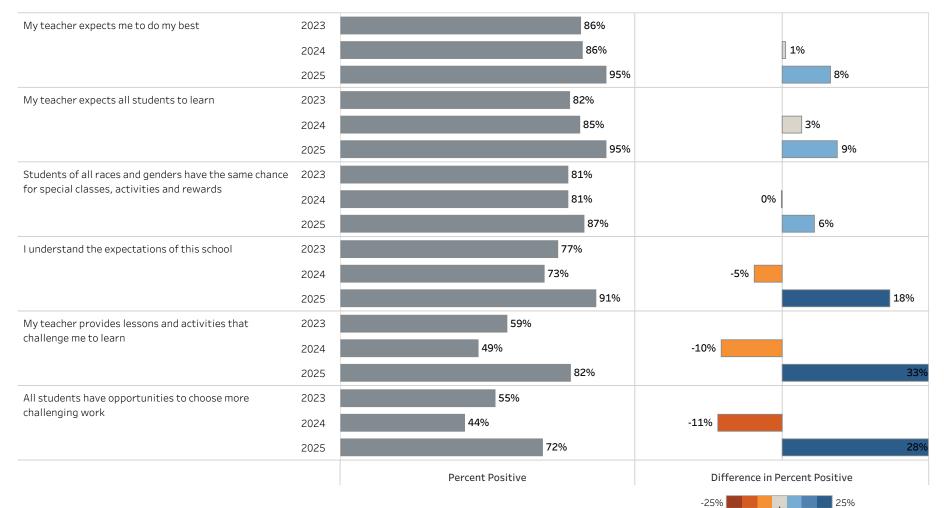
Clear and Shared Focus LONGITUDINAL



High Standards and Expectations

My teacher expects all students to learn	7	7%	189	% 4%
My teacher expects me to do my best	75	20%	4%	
I understand the expectations of this school	7	7%	14%	5% 4%
Students of all races and genders have the same chance for special classes, activities and rewards	68%	19%	8% 6%	
My teacher provides lessons and activities that challenge me to learn	50%	32%		16%
All students have opportunities to choose more challenging work	37%	35%	15%	7% 6%
	📕 Almost Always True 📃 Often True	Sometimes True	True 📕 Almos	st Never True

High Standards and Expectations LONGITUDINAL



Effective Leadership

The principal of this school believes student learning is most important	66%			26% 6%		
My teacher listens to my ideas and/or things that bother me	57%			33%	4% 4%	
My teacher helps me learn in other ways than talking in front of the class		54%			33%	<mark>4%</mark> 8%
In class we work with other students		34%		50%		13% 4%
If I want to talk with my teacher, they are available to me		33%		49%		14%
I often see the principal or administrators around the school talking to students	13%	25%		38%		13% 10%
At our school we talk about race, gender, and discrimination	9%	34%		31%	9%	17%
Alr	most Always True	Often True	So	metimes True 📃 Seld	om True	Almost Never True

69% The principal of this school believes student learning is 2023 most important 2024 76% 7% 92% 17% 2025 49% My teacher helps me learn in other ways than talking in 2023 front of the class 44% 2024 -5% 2025 87% 42% 59% If I want to talk with my teacher, they are available to me 2023 2024 39% -20% 2025 82% 439 My teacher listens to my ideas and/or things that bother 2023 51% me 45% 2024 -6% 2025 91% 469 In class we work with other students 2023 46% 33% 2024 -14% 84% 2025 51% I often see the principal or administrators around the 2023 60% school talking to students 34% 2024 26% 2025 38% 4% At our school we talk about race, gender, and 2023 37% discrimination 2024 25% -12% 2025 43% 18% Percent Positive **Difference in Percent Positive** -25% 25%

Effective Leadership LONGITUDINAL

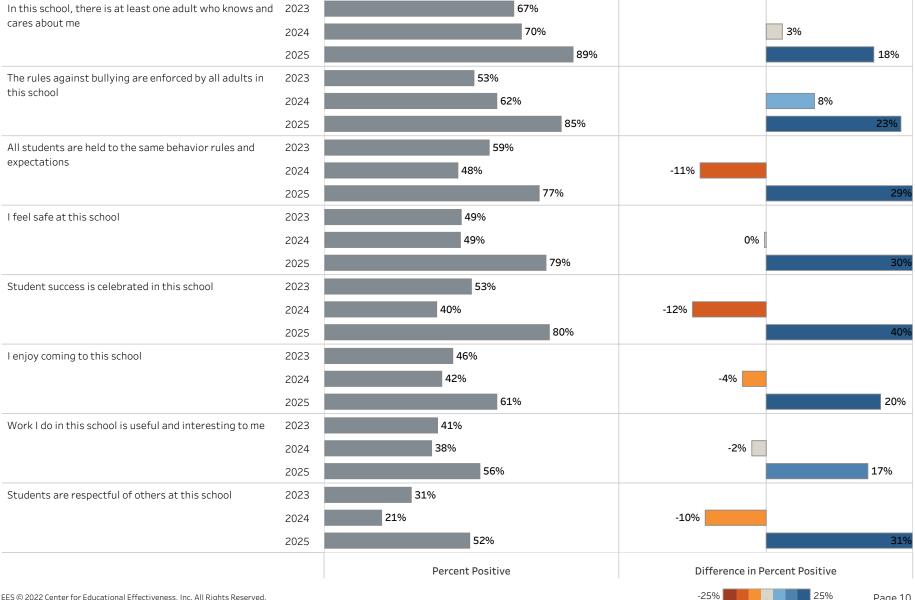
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Supportive Learning Environment

In this school, there is at least one adult who knows and cares about me	72%				17%	8% 4%	
The rules against bullying are enforced by all adults in this school	62%				23% 69		8%
All students are held to the same behavior rules and expectations	48%			29%		5% 4%	
Student success is celebrated in this school	3	9%		419	6	12%	6%
I feel safe at this school		10%		39%	6	9%	9% 4%
l enjoy coming to this school	32%			30%	25%	4%	11%
Students are respectful of others at this school	18%	3	34%		32%	1	.3% 4%
Work I do in this school is useful and interesting to me	11%	44	%		31%		11%
	Almost Always True	e 📃 Often True		Sometimes True	Seldom True	Almost	Never True

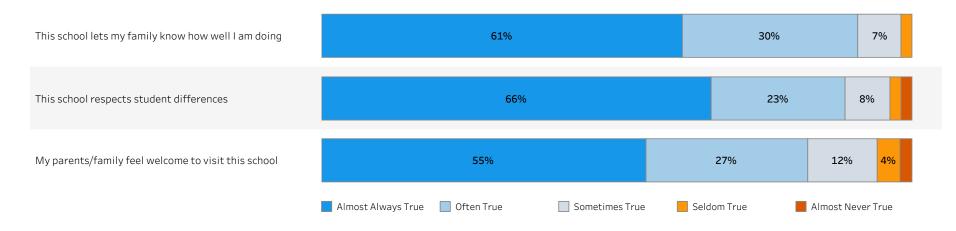
Supportive Learning Environment LONGITUDINAL



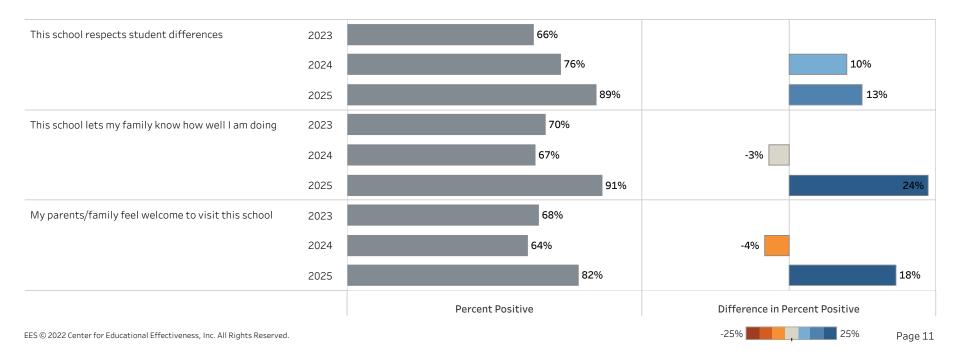
South Whidbey Elementary

Parent and Community Involvement

South Whidbey Elementary

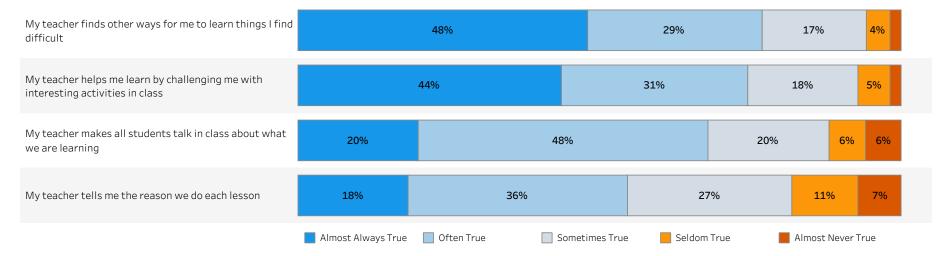


Parent and Community Involvement LONGITUDINAL

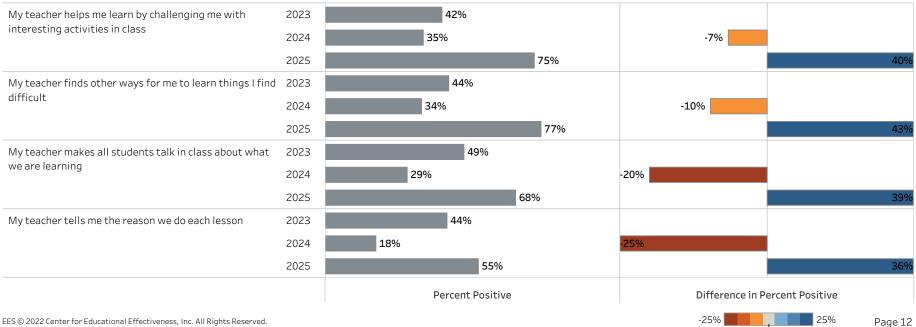


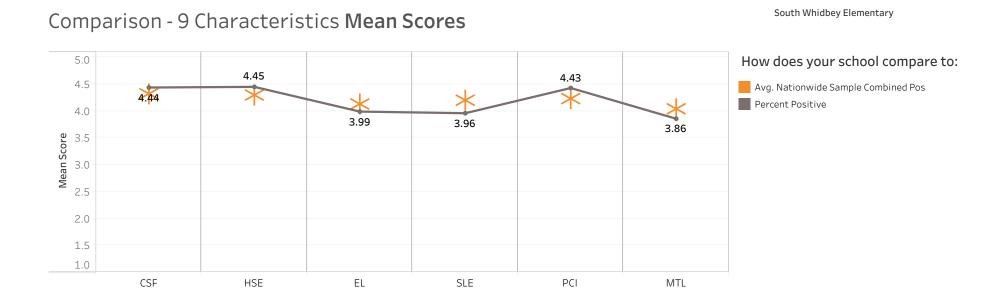
Frequent Monitoring of Teaching and Learning

South Whidbey Elementary

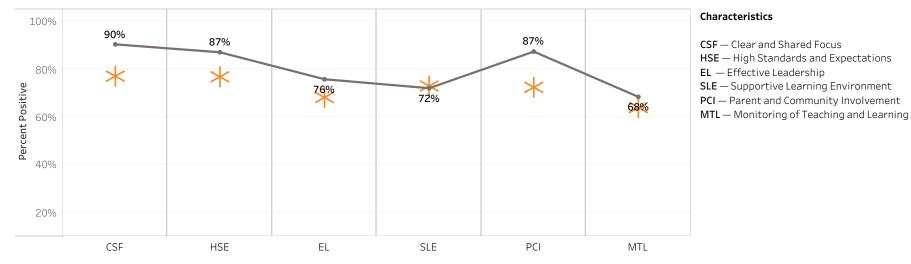


Frequent Monitoring of Teaching and Learning LONGITUDINAL

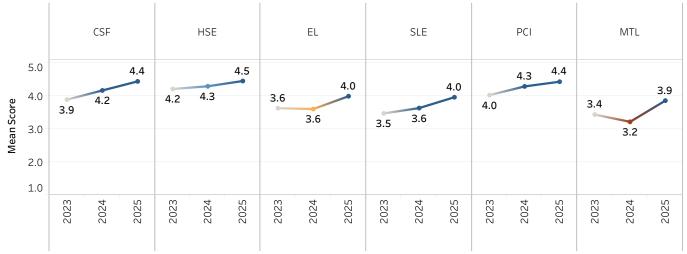




Comparison - 9 Characteristics Percent Positive



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.





Characteristics

Difference in Mean Score

0.15

15%

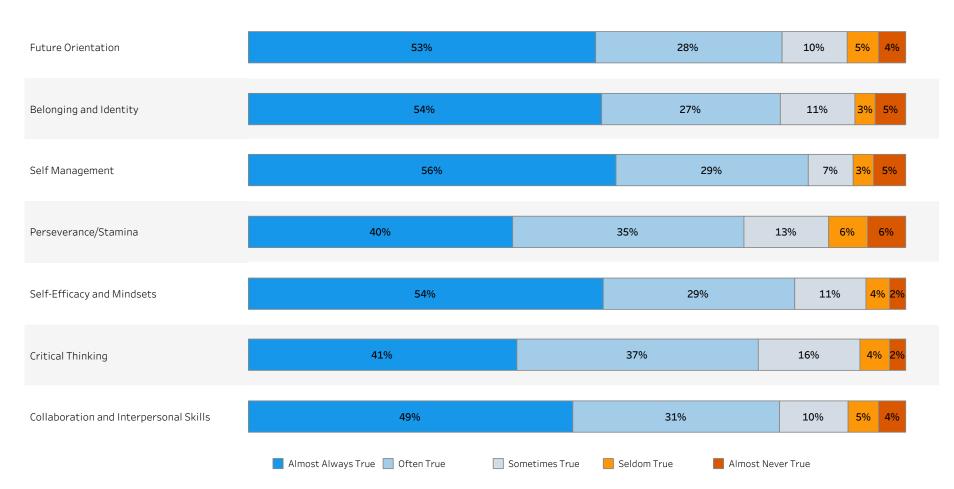
-0.15

-15%

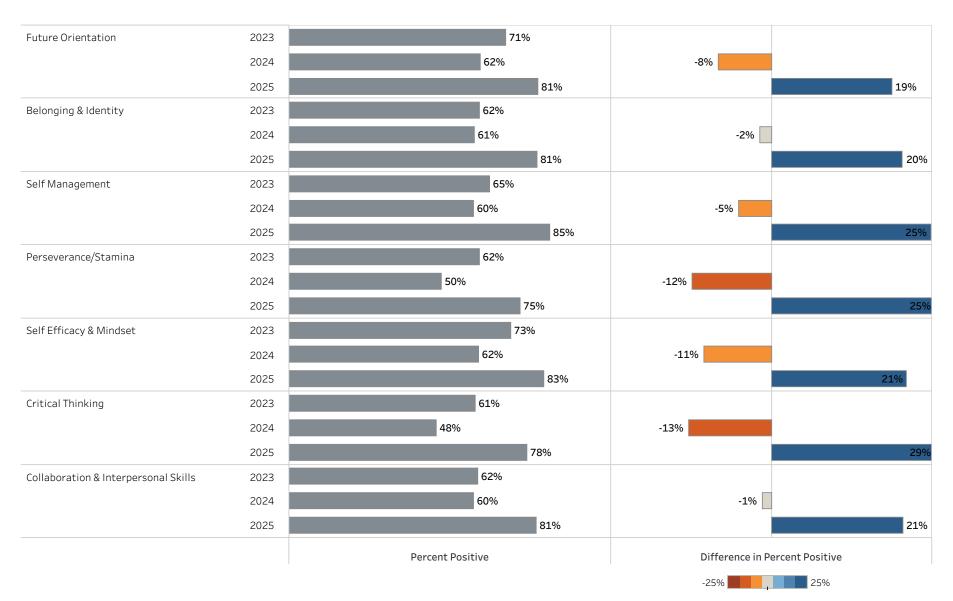
- **CSF** Clear and Shared Focus
- $\ensuremath{\mathsf{HSE}}\xspace$ High Standards and Expectations
- **EL** Effective Leadership
- **SLE** Supportive Learning Environment
- $\ensuremath{\mathsf{PCI}}-\ensuremath{\mathsf{Parent}}$ and Community Involvement
- ${\sf MTL}-{\sf Monitoring}$ of Teaching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

South Whidbey Elementary

Social Emotional Learning Summary



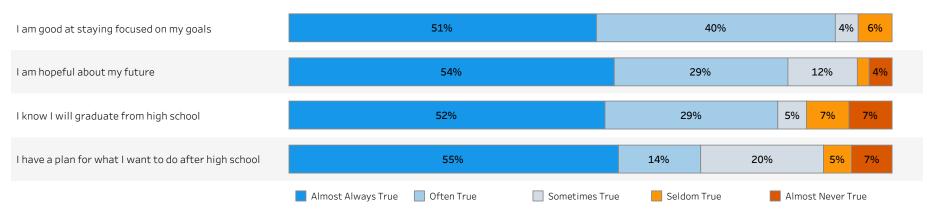
Social Emotional Learning Summary LONGITUDINAL



Future Orientation

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

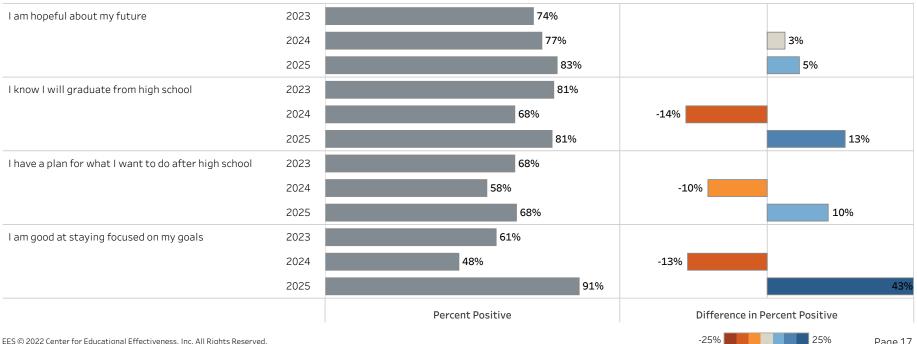
- Hope and optimism—Positive beliefs regarding one's future potential, goals and choices



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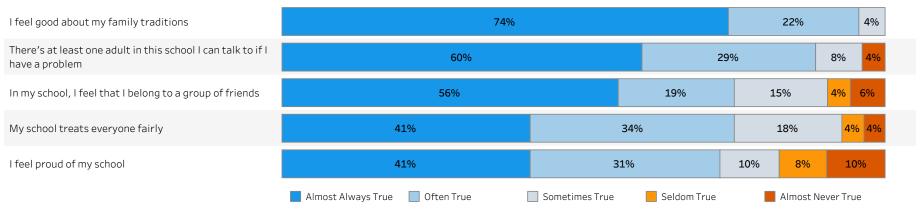
Future Orientation LONGITUDINAL



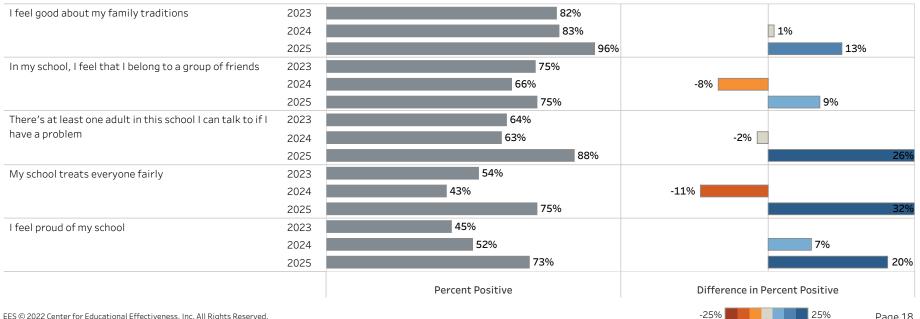
Belonging and Identity

South Whidbey Elementary

- 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



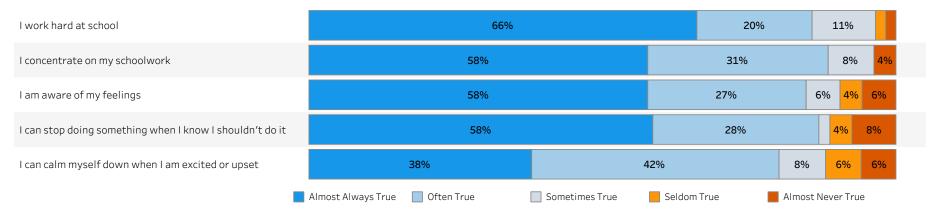
Belonging and Identity LONGITUDINAL



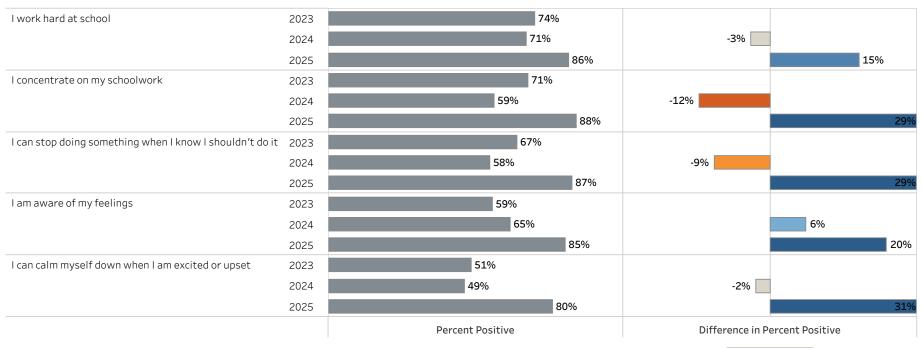
Self Management

- 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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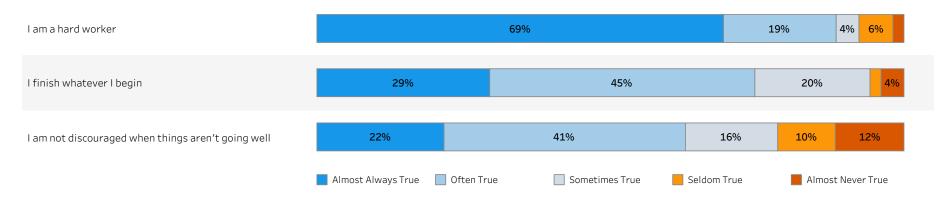
25%

-25%

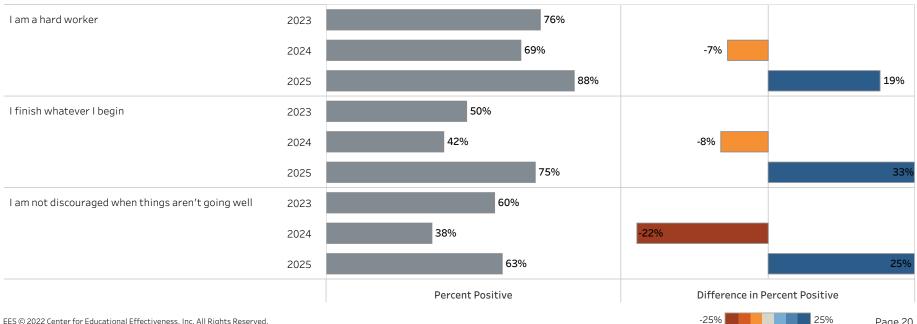
Perseverance/Stamina

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

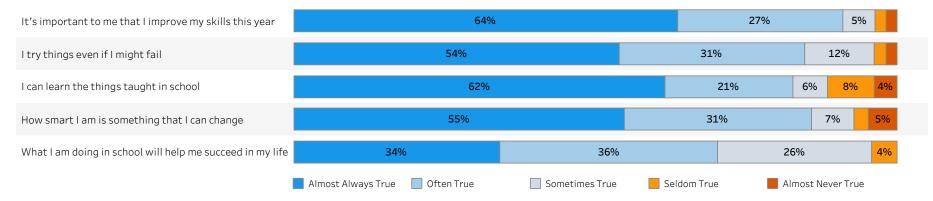


Perseverance/Stamina LONGITUDINAL

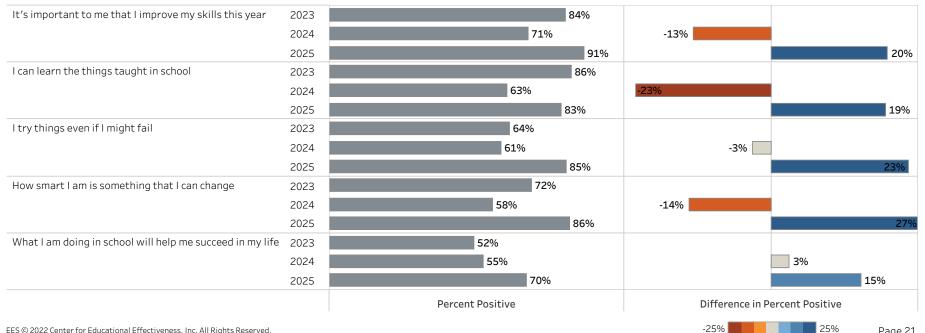


Self-Efficacy and Mindsets

- 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



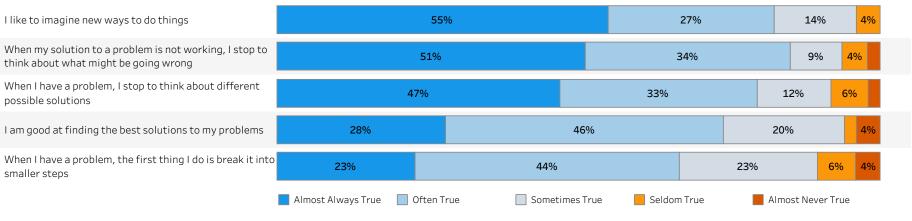
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Critical Thinking

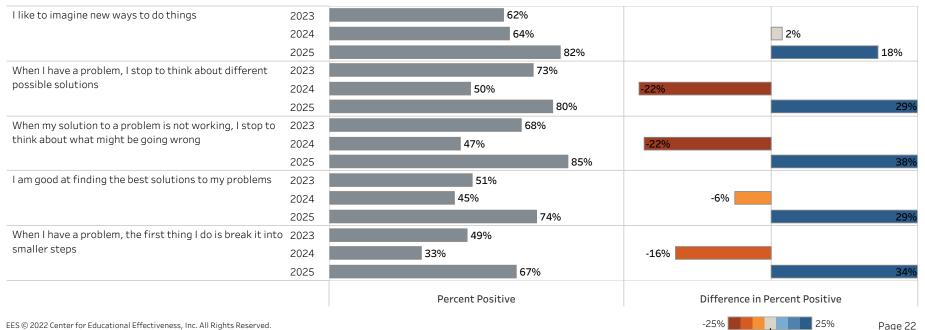
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- Metacognition—Ability to reflect on one's assumptions and thinking for the purposes of deeper understanding and self-evaluation.

- Problem solving—Generating and selecting from alternatives based on desired outcomes
- Analytical thinking—Separating problems or issues into their component parts

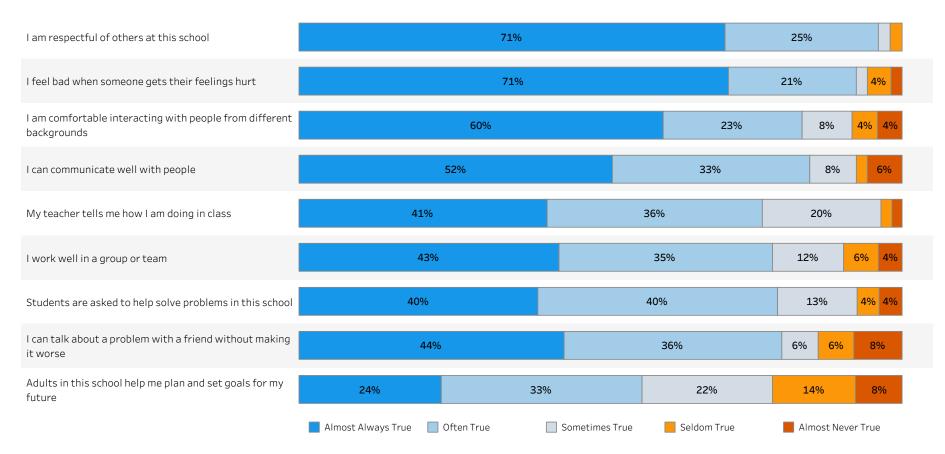


Critical Thinking LONGITUDINAL

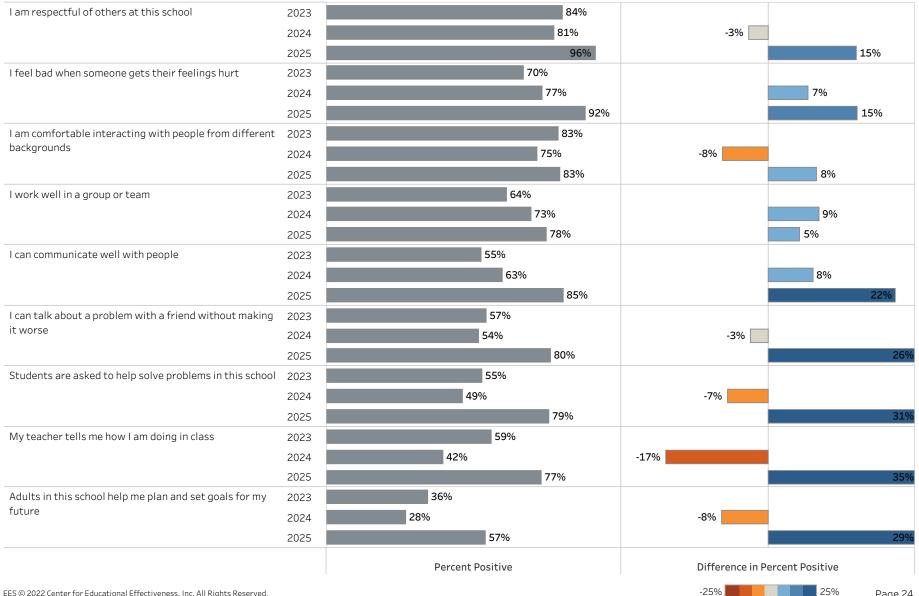


Collaboration and Interpersonal Skills

- 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

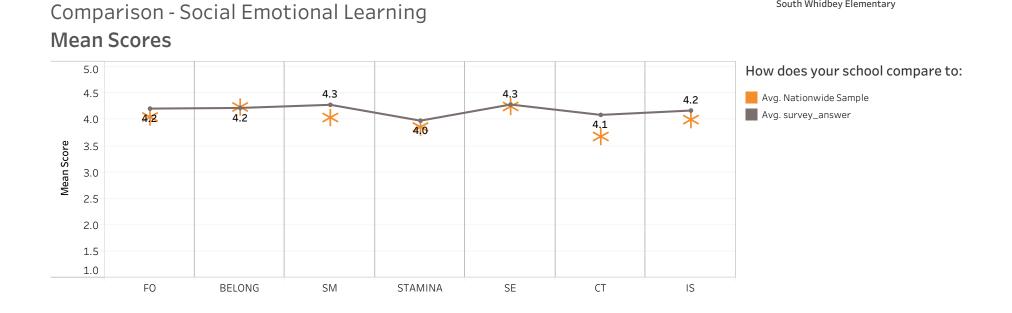


Collaboration and Interpersonal Skills LONGITUDINAL

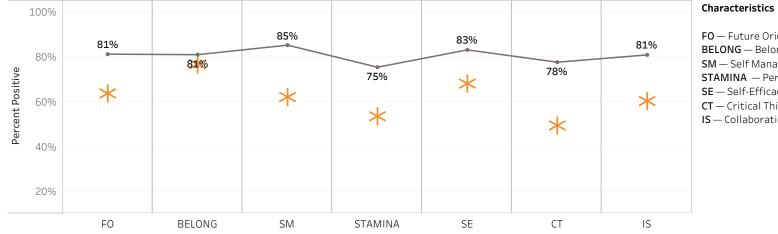


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Comparison - Social Emotional Learning Percent Positive

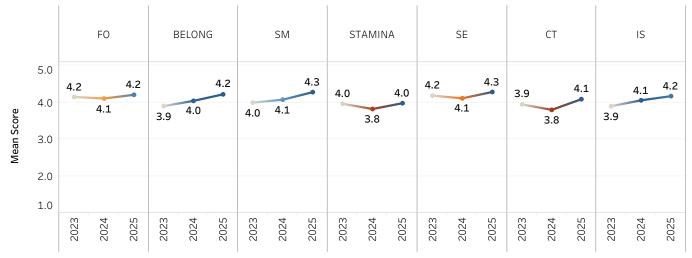


FO — Future Orientation BELONG — Belonging and Identity SM — Self Management **STAMINA** — Perseverance/Stamina SE — Self-Efficacy and Mindsets **CT** — Critical Thinking

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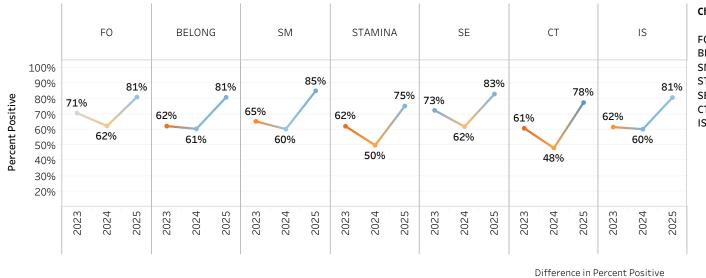
IS — Collaboration and Interpersonal Skills

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



Characteristics

0.15

15%

Difference in Mean Score

-0.15

-15%

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