

# Educational Effectiveness Survey™



9 Characteristics of High Performing Schools

**Student SEL  
edition**

V3.2.1

## South Whidbey Elementary-South Campus

South Whidbey School District

September 2019

N=171



**Better Data. Better Decisions. Better Schools.**



The Center for Educational Effectiveness

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.

**Note:** The Characteristics, “Curriculum, Instruction, and Assessment” and “Focused Professional Development”, are professional activities conducted amongst the adult school community and are rarely viewed by students. Thus questions regarding those Characteristics are not a part of the survey and do not appear in this report.

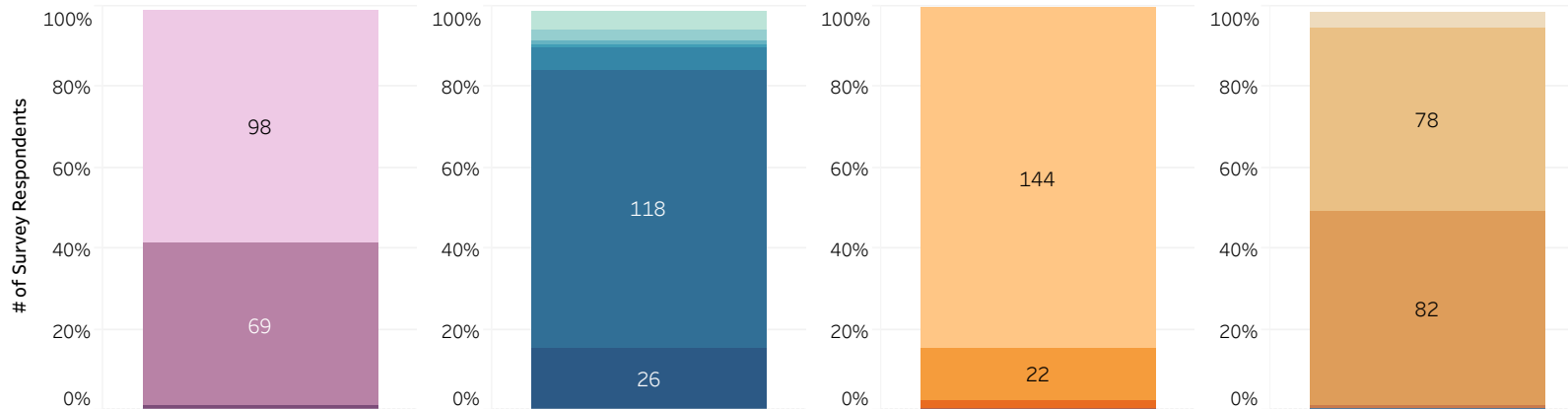
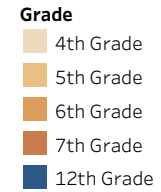
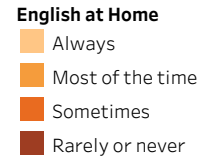
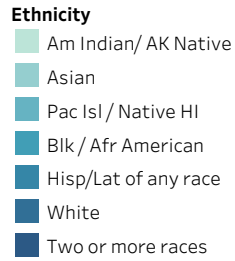
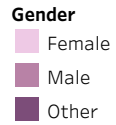
### **7 Student and School Success Principles and Expected Indicators (Indistar®) (if applicable)**

If your district utilizes the 7 Student and School Success Principles and Expected Indicators (Indistar®), the 2nd section of your report provides you with results organized by the *Principles* with detailed results on each indicator.

While there are 7 *Principles* identifying actions, changes, skills and systems necessary to improve student learning, student perspective typically only views a sub-set of the Principles: Principle 1 (Provide Strong Leadership), Principle 4 (Strengthen the School’s Instructional Program), Principle 6 (Establish a Safe and Supportive School Environment) and Principle 7 (Provide Mechanisms for Family and Community Engagement). The other three “Principles” are most often not observed by the student.

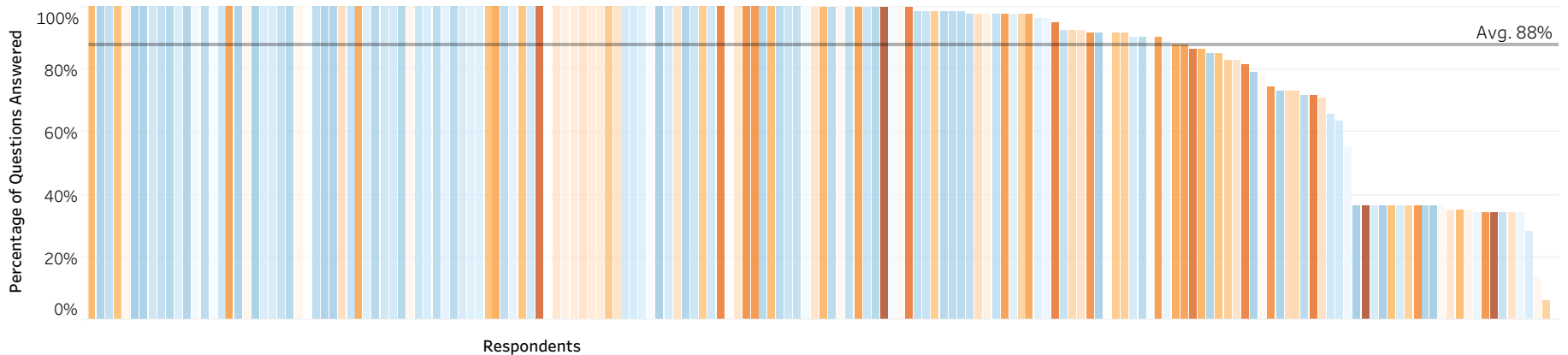
# Demographics

South Whidbey Elementary-South Campus



The height shows the percentage of items answered by respondent.

The color shows how positive each respondent was.



# Demographics

South Whidbey Elementary-South Campus

### Grades Last Year

- Mostly A's
- Mostly B's
- Mostly C's
- Mostly D's
- Mostly E/F's
- Mostly 4's
- Mostly 3's
- Mostly 2's

### Activities

- Not at all
- A few times a year
- Once or twice a month
- Once or twice a week
- Three or more times a week

### Services

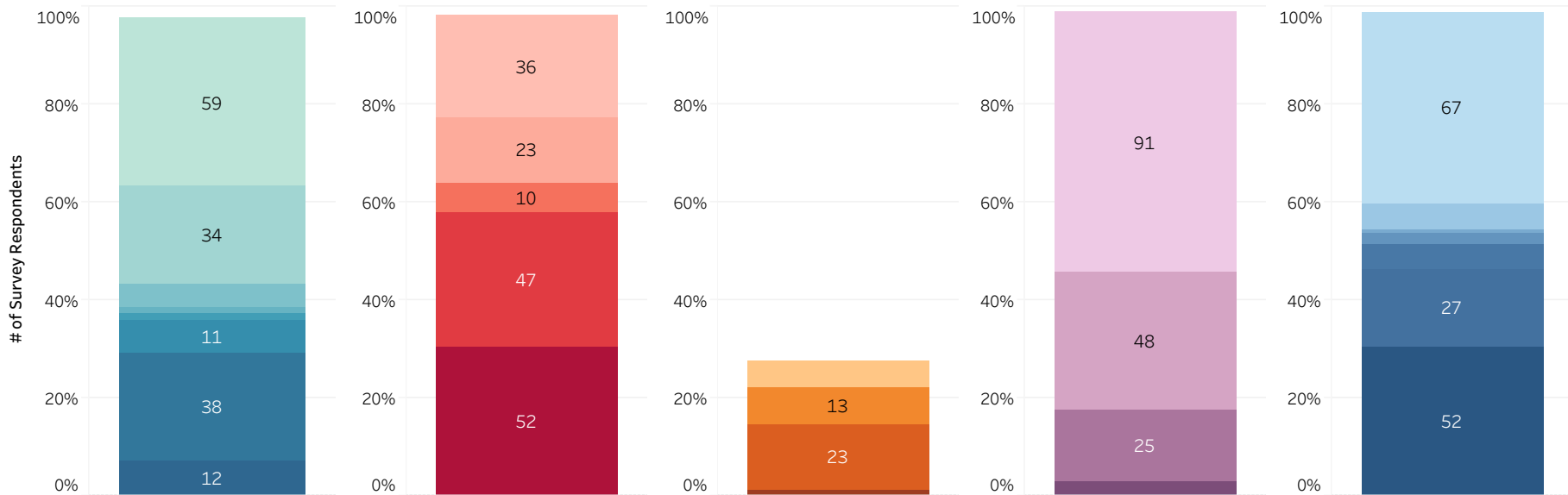
- Special Education
- EL (English Learner)
- Highly Capable
- Section 504 Plan

### Absences

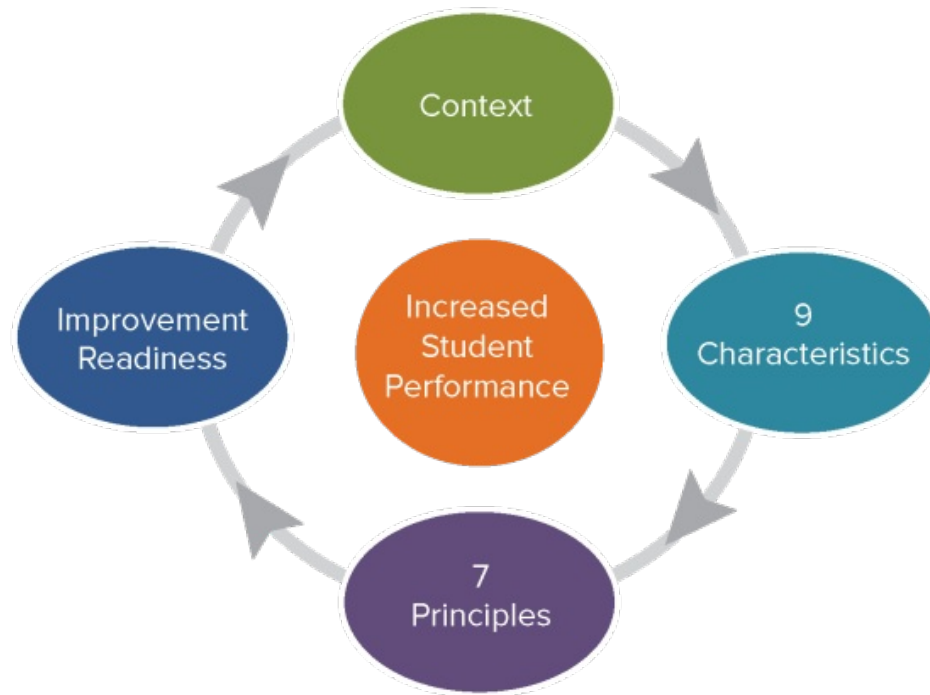
- Never
- 1 Day
- 2-4 Days
- 5 or more Days






### After HS

- Attend a four-year college
- Attend a community college
- Attend a vocational school
- Work full-time
- Join the military
- Other
- Don't Know



## Capacity for Improvement



-  "Context" defines the "current reality" of the student population, the school, and community.
-  9 Characteristics, or organizational and educator capacity defines the strength and capacity of the adult culture to implement the changes and structures defined in the 7 Principles.
-  The 7 Principles define the structure and systems essential at the school-level in order to increase student outcomes and achievement.
-  The "Improvement Readiness" defines the current capacity for change amongst the systems and adult culture of the school and district.
-  All four components impact the ability of the organization (school) to increase student performance.

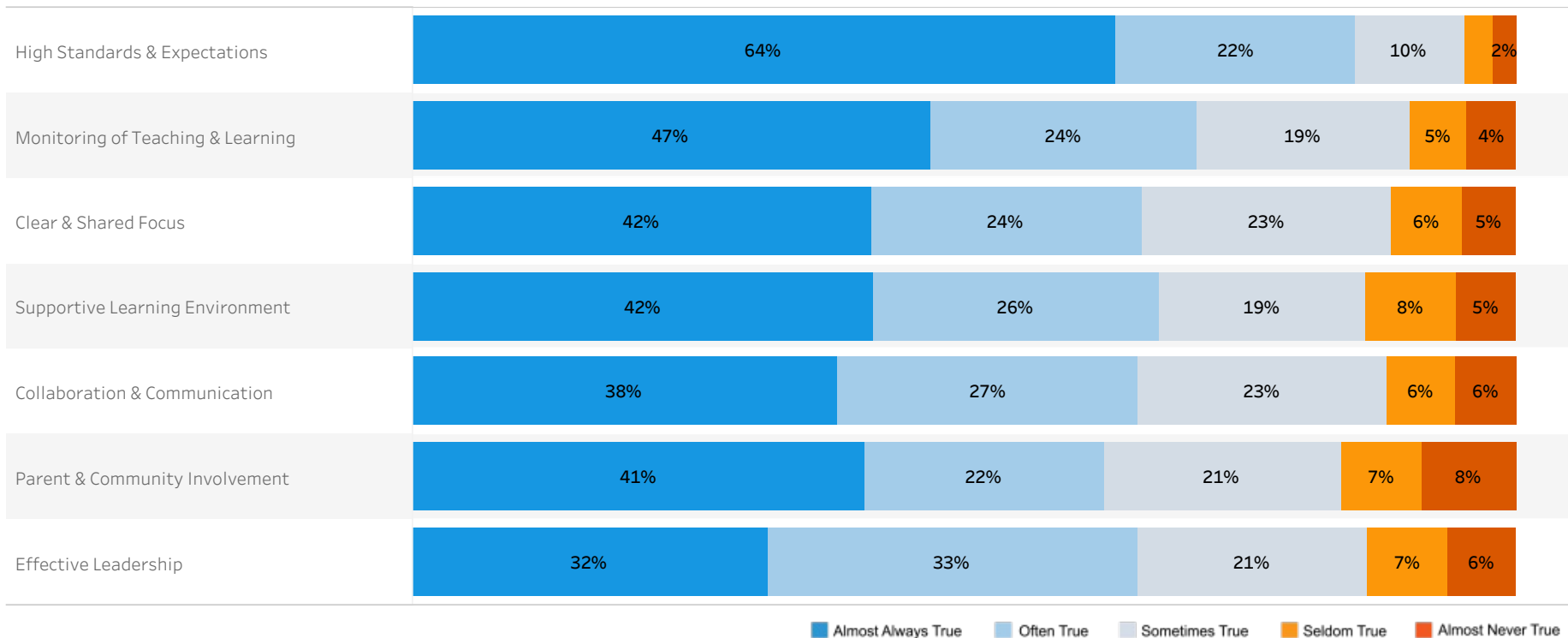
# 9 Characteristics of High-Performing Schools



South Whidbey Elementary-South Campus

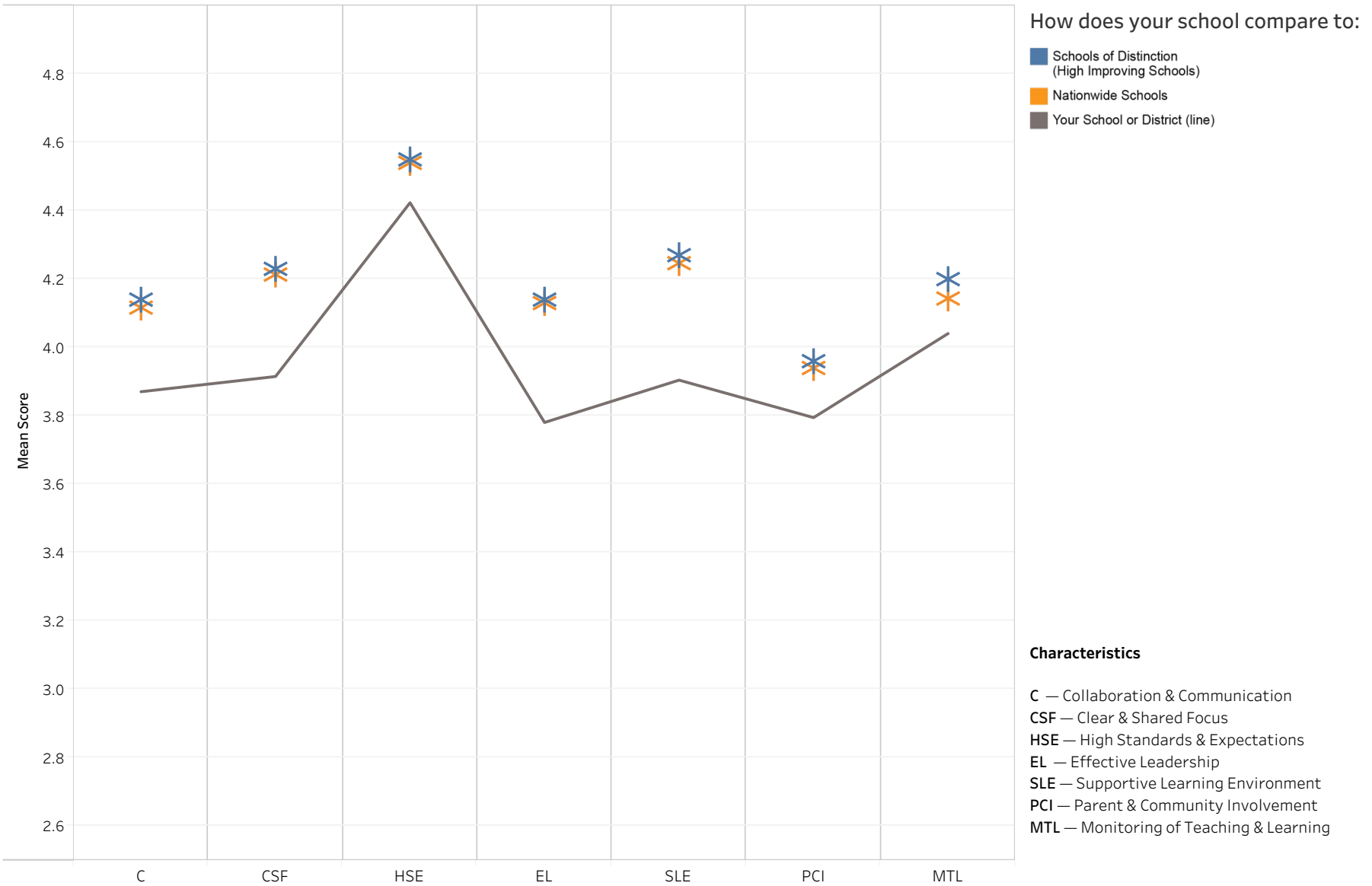
## 9 Characteristics Summary

The Characteristics, “Curriculum, Instruction, and Assessment” and “Focused Professional Development”, are professional activities conducted amongst the adult school community and are rarely viewed by students. Thus questions regarding those Characteristics are not a part of the survey and do not appear in this report.



# 9 Characteristics Comparison - Mean Scores

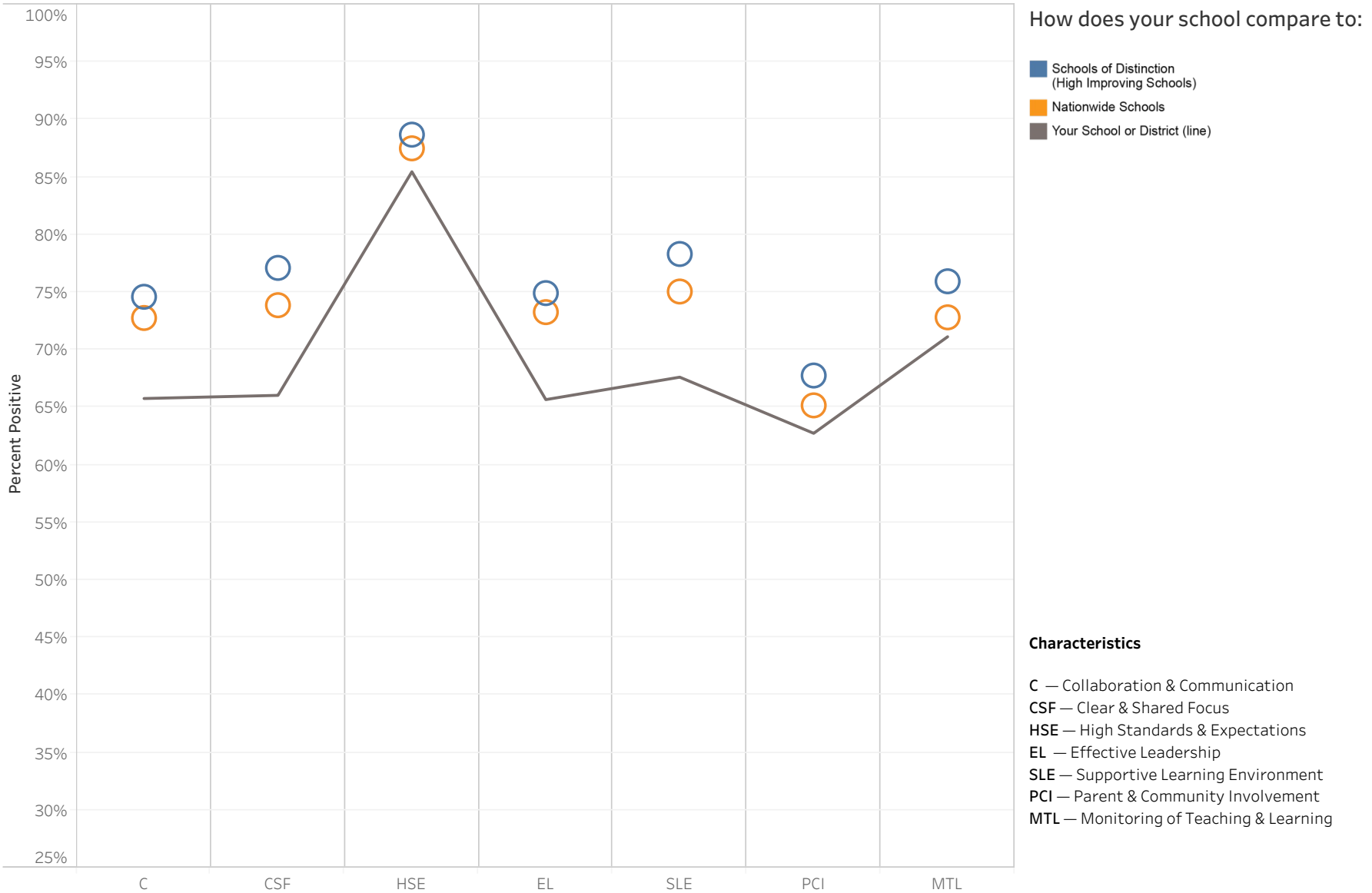
South Whidbey Elementary-South Campus





# 9 Characteristics Comparison - Percent Positive Scores

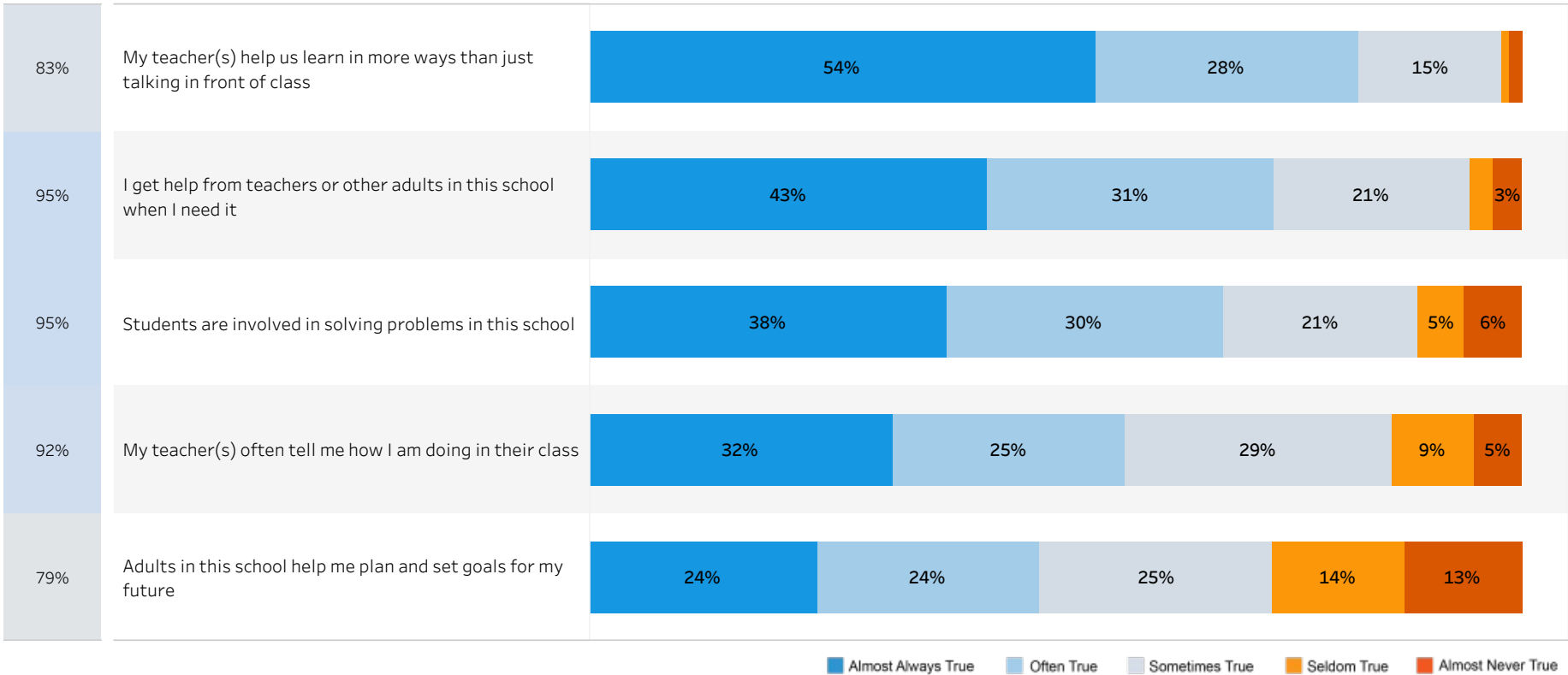
South Whidbey Elementary-South Campus



# High Levels of Collaboration and Communication

South Whidbey Elementary-South Campus

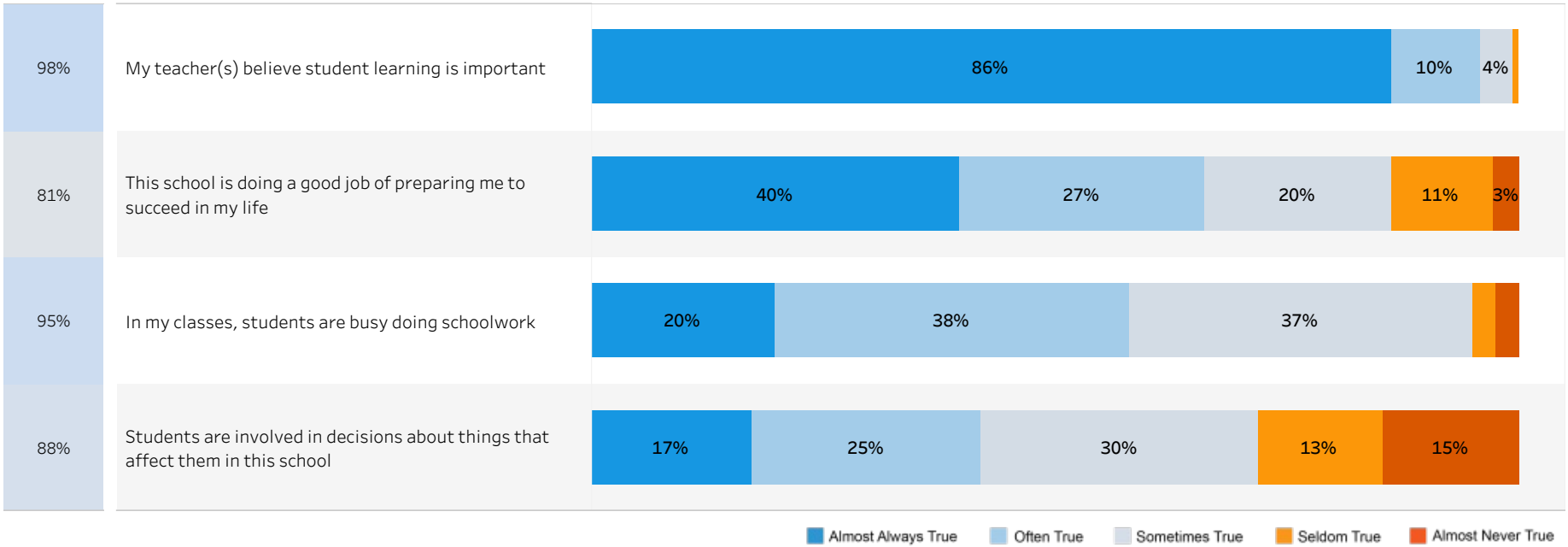
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# Clear and Shared Focus

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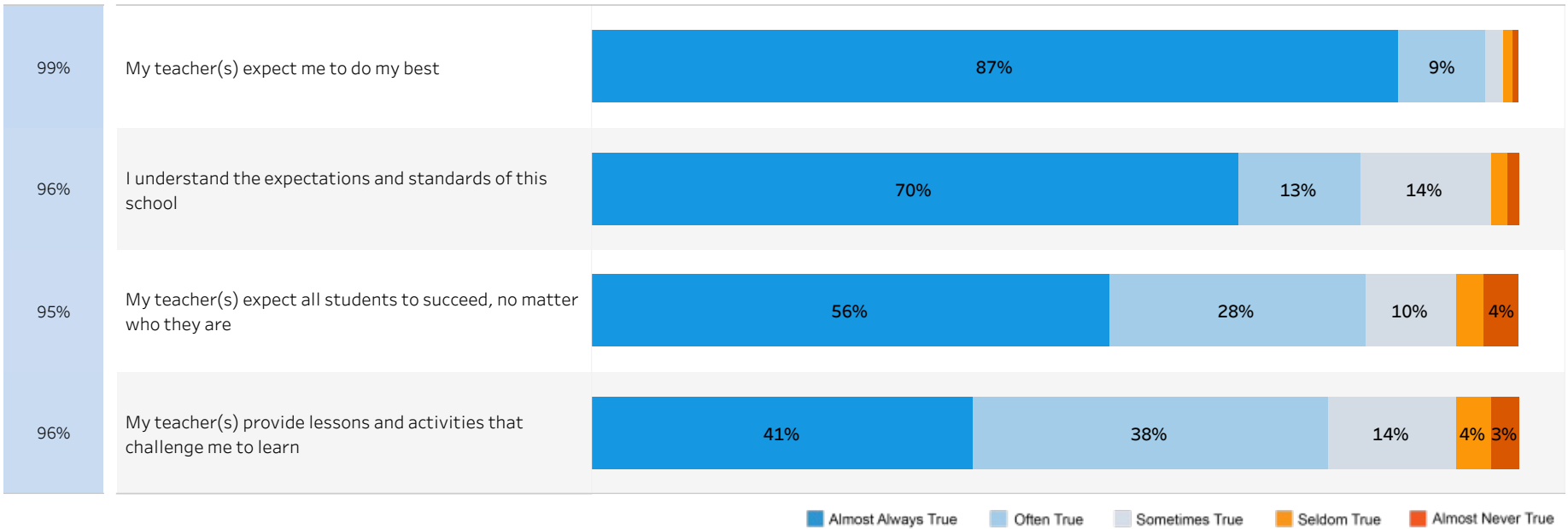
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# High Standards and Expectations

South Whidbey Elementary-South Campus

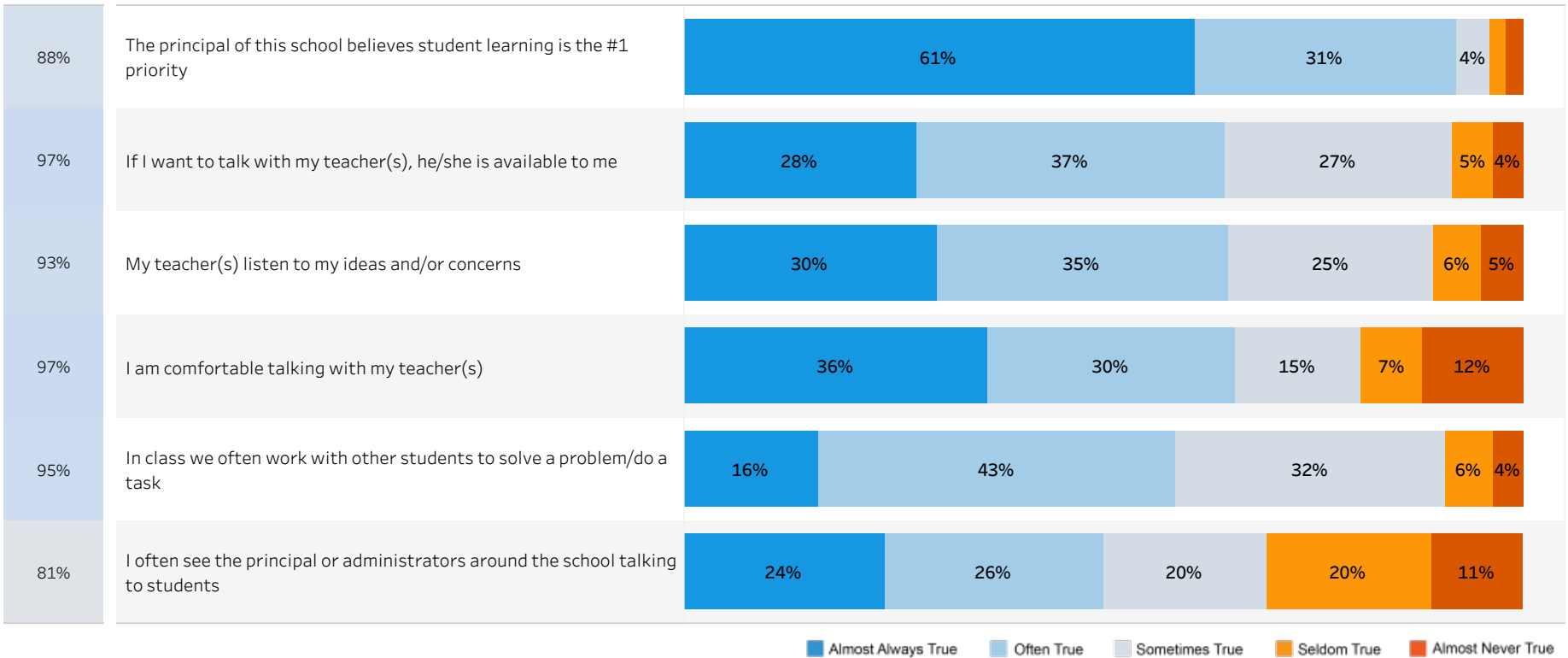
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# Effective Leadership

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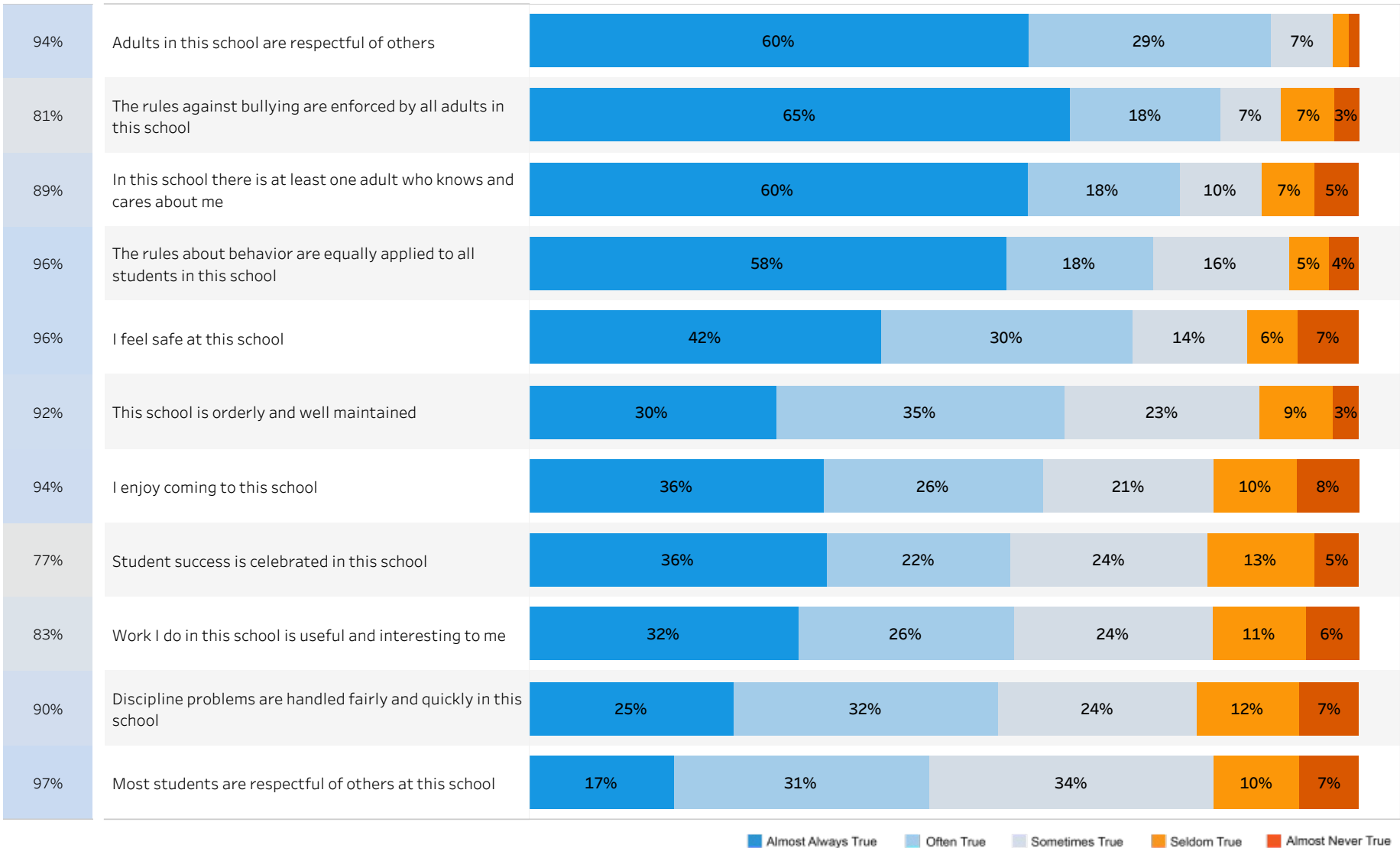
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# Supportive Learning Environment

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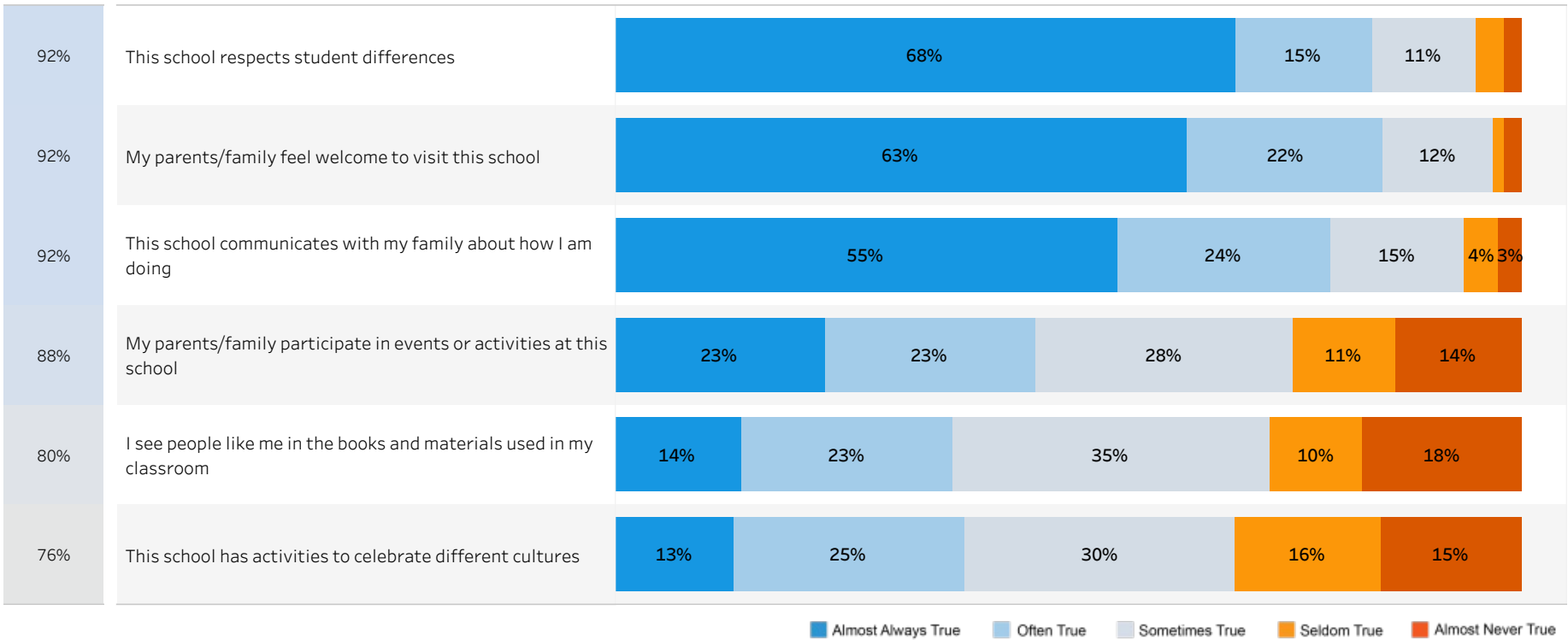
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# Parent and Community Involvement

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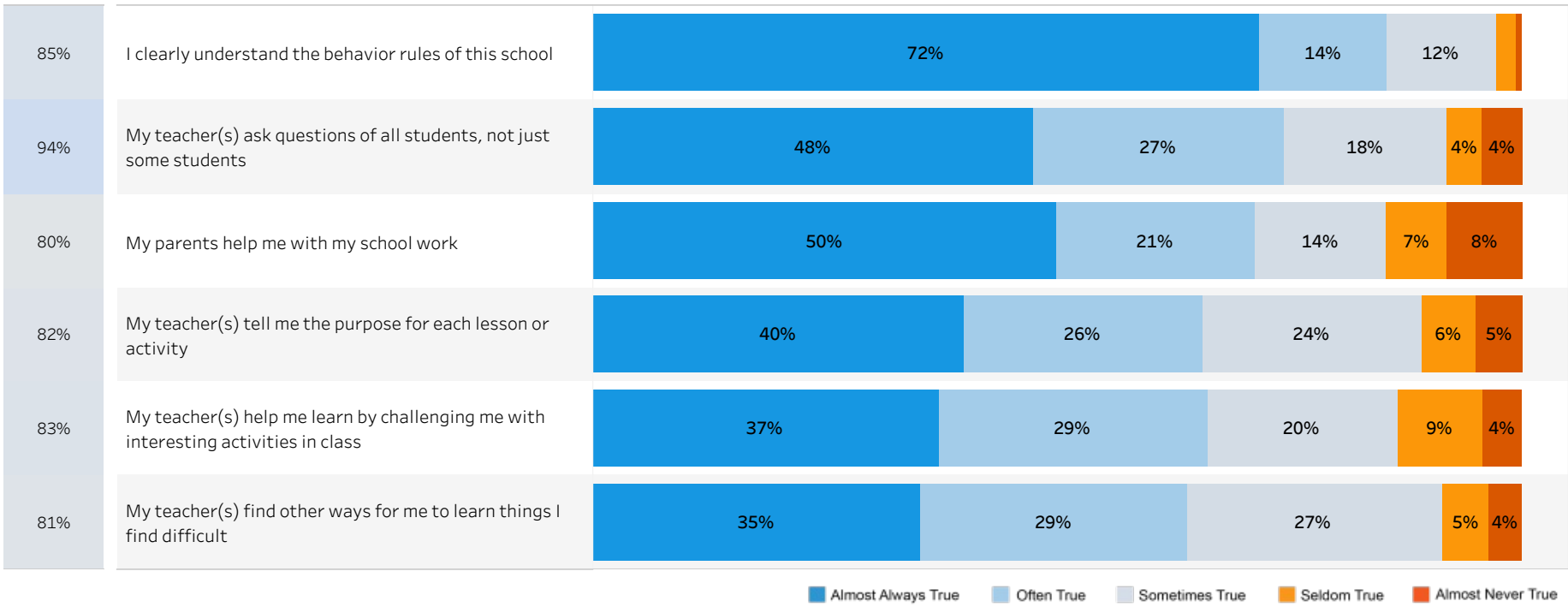
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# Frequent Monitoring of Teaching and Learning

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% Answered 50% 100%





# Social and Emotional Learning



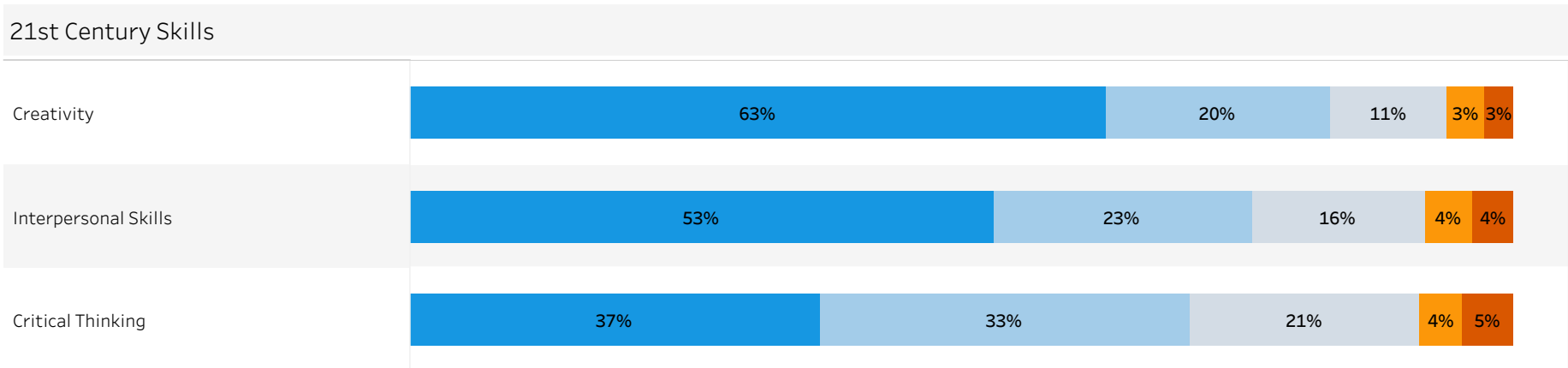
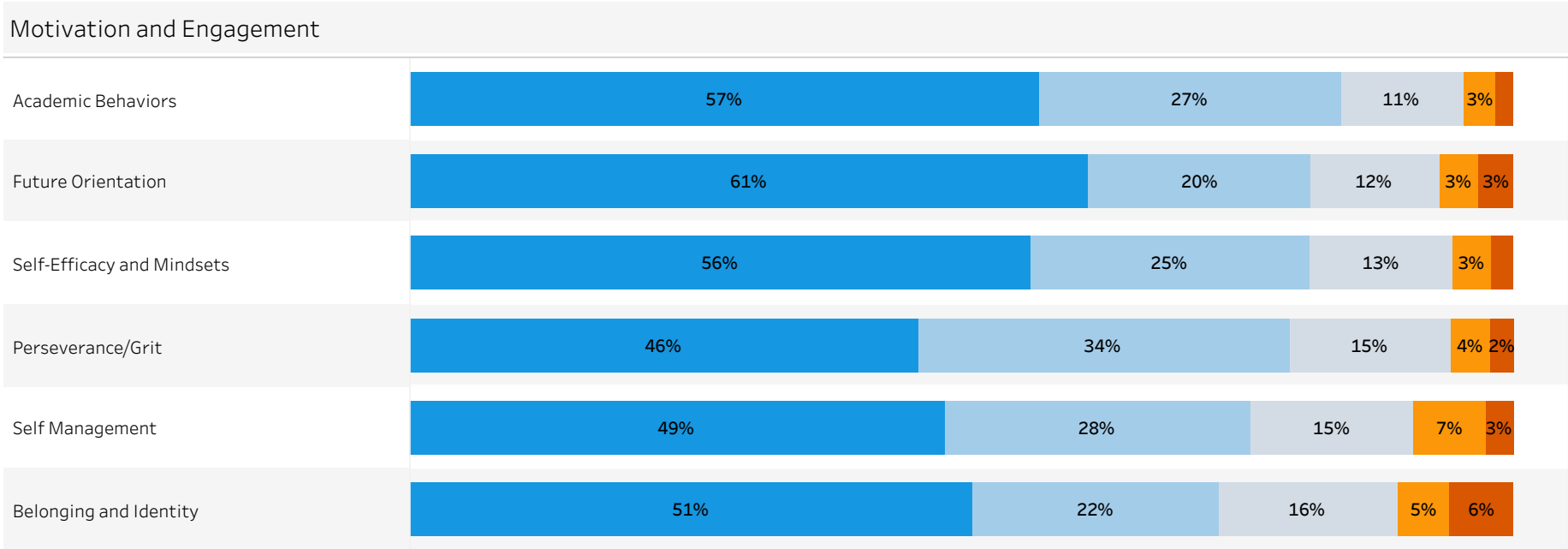
## SKILLS & DISPOSITIONS THAT SUPPORT YOUTH SUCCESS IN SCHOOL

OUTCOME DOMAINS	SKILLS & DISPOSITIONS
ACADEMIC BEHAVIORS	<ul style="list-style-type: none"> <li>• Going to class</li> <li>• Organizing materials and time management</li> <li>• Initiative and effort</li> <li>• Doing homework</li> </ul>
FUTURE ORIENTATION	<ul style="list-style-type: none"> <li>• <b>Goal management:</b> Setting short- and long-term goals and monitoring progress toward their achievement</li> <li>• <b>Hope and optimism:</b> Positive beliefs regarding one's future potential, goals and choices</li> </ul>
SELF MANAGEMENT	<ul style="list-style-type: none"> <li>• <b>Emotional regulation:</b> Assessing and regulating one's feelings and emotions</li> <li>• <b>Self-discipline:</b> Ability to focus on a task in spite of distractions</li> </ul>
PERSEVERANCE / GRIT	<ul style="list-style-type: none"> <li>• <b>Perseverance:</b> Tendency to persist in spite of obstacles or setbacks</li> <li>• <b>Goal orientation:</b> Commitment to the achievement of goals over time</li> </ul>
SELF-EFFICACY & MINDSETS	<ul style="list-style-type: none"> <li>• <b>Self-Efficacy:</b> Belief in one's own capabilities and capacity to learn and succeed</li> <li>• <b>Growth mindset:</b> Belief that intelligence and ability can increase through effort</li> <li>• <b>Mastery orientation:</b> Enjoyment of learning and desire to master new skills; willingness to try new things</li> <li>• <b>Relevance:</b> Belief that work done in school is related to personal aspirations</li> </ul>
BELONGING & IDENTITY	<ul style="list-style-type: none"> <li>• <b>Sense of belonging:</b> Perception of acceptance and support in a learning community</li> <li>• <b>Relationship building:</b> Establishing and maintaining positive relationships with adults and peers in school setting</li> <li>• <b>Personal identity:</b> Understanding and valuing one's own culture and beliefs</li> <li>• <b>Social capital:</b> Recognizing and using family, school, and community resources; asking for help when needed</li> </ul>
INTERPERSONAL SKILLS	<ul style="list-style-type: none"> <li>• <b>Collaboration:</b> Negotiating and compromising when working in groups or pairs</li> <li>• <b>Communication:</b> Communicating effectively for a variety of purposes and audiences</li> <li>• <b>Cultural competence:</b> Ability to work effectively with people from different backgrounds; appreciation of diversity</li> <li>• <b>Conflict resolution:</b> Preventing, managing, and resolving interpersonal conflict</li> <li>• <b>Compassion:</b> Taking the perspective of and empathizing with others</li> </ul>
CREATIVITY	<ul style="list-style-type: none"> <li>• <b>Ideation:</b> Using a wide range of idea creation techniques</li> <li>• <b>Imagination:</b> Using intellectual inventiveness to generate, discover, and restructure ideas or imagine alternatives</li> <li>• <b>Innovation implementation:</b> Acting on creative ideas to make a new contribution</li> </ul>
CRITICAL THINKING	<ul style="list-style-type: none"> <li>• <b>Metacognition:</b> Ability to reflect on one's assumptions and thinking for the purposes of deeper understanding and self-evaluation.</li> <li>• <b>Problem solving:</b> Generating and selecting from alternatives based on desired outcomes</li> <li>• <b>Analytical thinking:</b> Separating problems or issues into their component parts</li> </ul>

The Youth Development for Education Results workgroup of the Road Map Project in King County, Washington developed the *student engagement, motivation, and 21st century skills* survey items based on the workgroup's research about student motivation and engagement and the skills and dispositions that matter most to school success. The Center for Educational Effectiveness was contracted by the workgroup as the lead research partner in the development of the items, the pilot testing, item refinement, and implementation of the survey items. For details about the Road Map Project and this work: <http://ydekc.wordpress.com>.

# Social Emotional Learning Summary

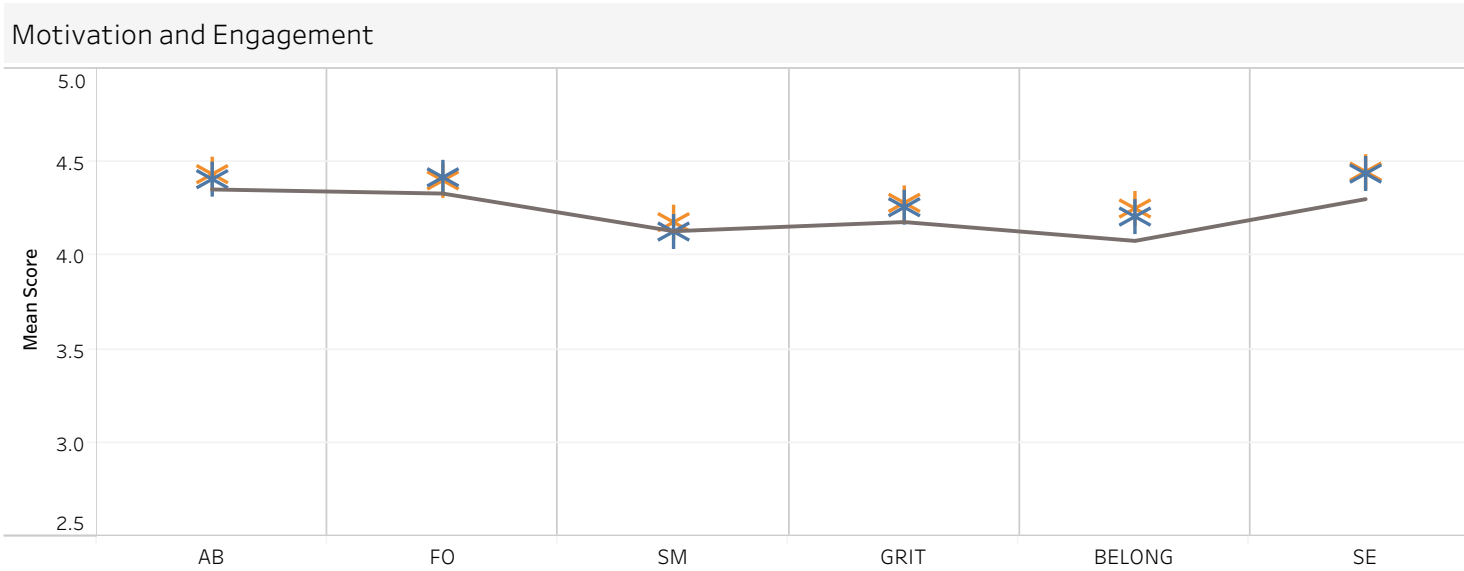
South Whidbey Elementary-South Campus



■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True
 ■ Almost Never True

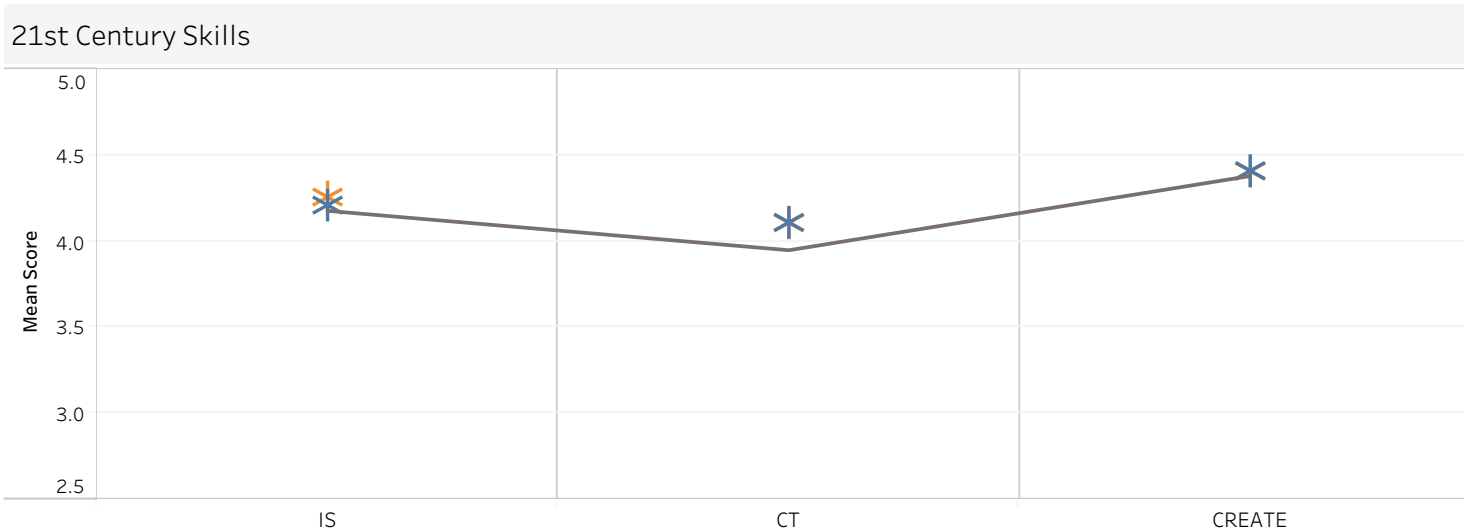
# Social and Emotional Learning - Mean Scores

South Whidbey Elementary-South Campus



How does your school compare to:

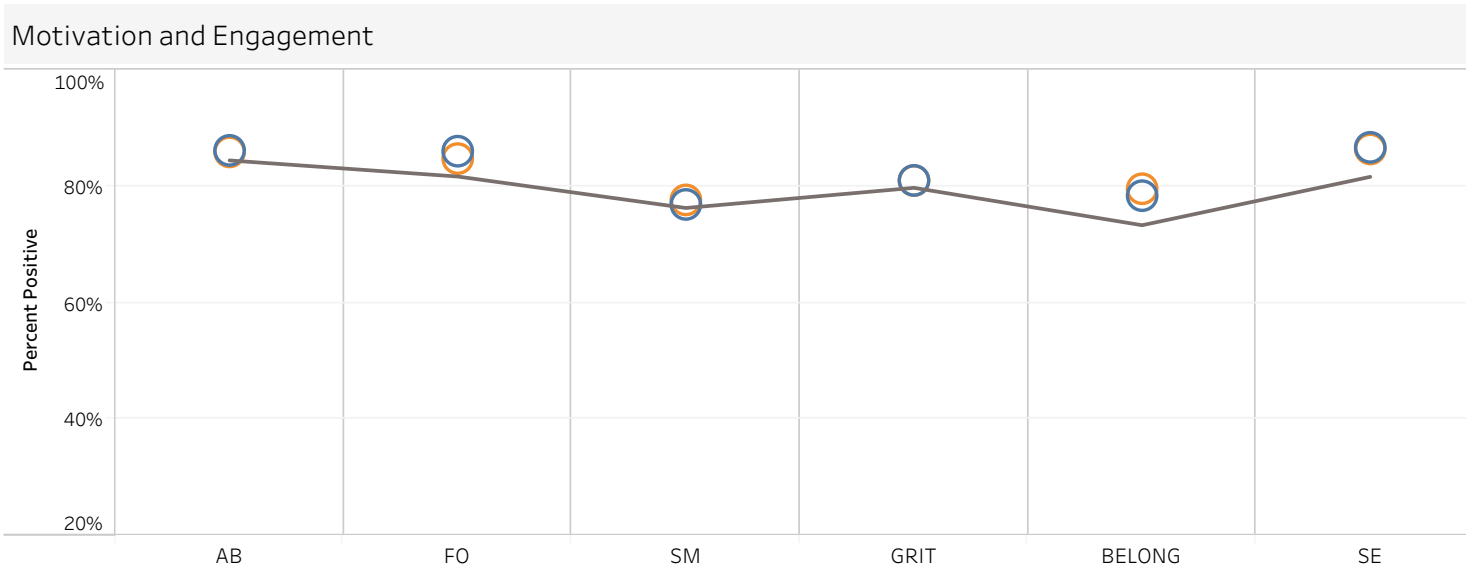
- \* Schools of Distinction (High Improving Schools)
- \* Nationwide Schools
- Your School or District (line)



#### Characteristics

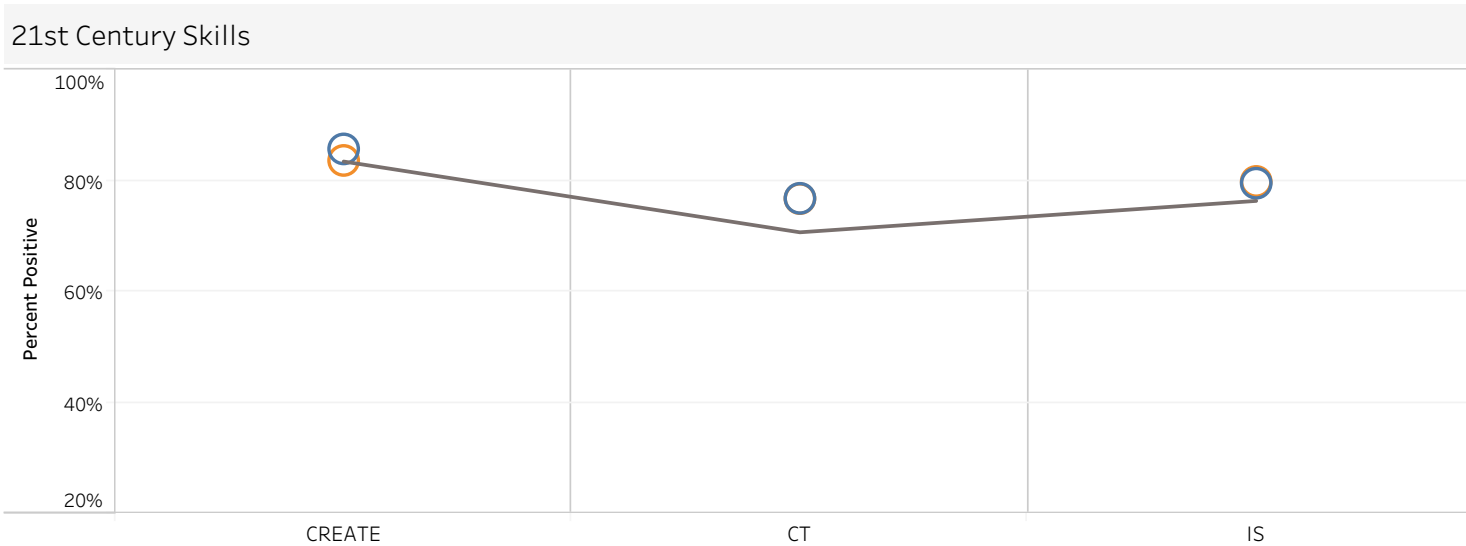
- AB — Academic Behaviors
- FO — Future Orientation
- SM — Self Management
- GRIT — Perseverance/Grit
- BELONG — Belonging and Identity
- SE — Self-Efficacy and Mindsets
- IS — Interpersonal Skills
- CREATE — Creativity
- CT — Critical Thinking

# Social and Emotional Learning - Percent Positive Scores



How does your school compare to:

- Schools of Distinction (High Improving Schools)
- Nationwide Schools
- Your School or District (line)

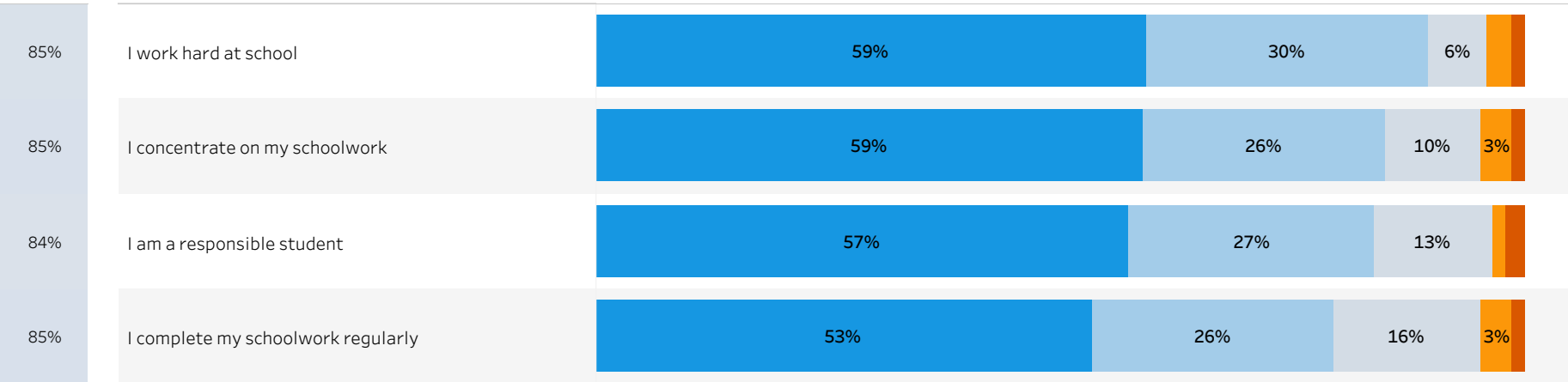


#### Characteristics

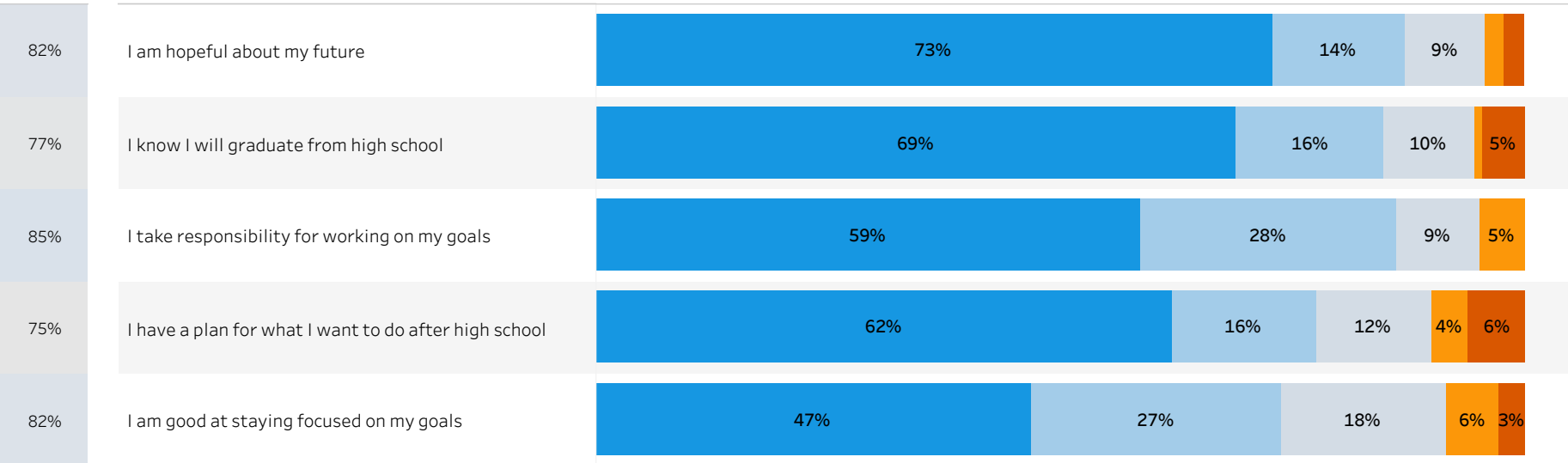
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### Academic Behaviors

% Answered 50% 100%



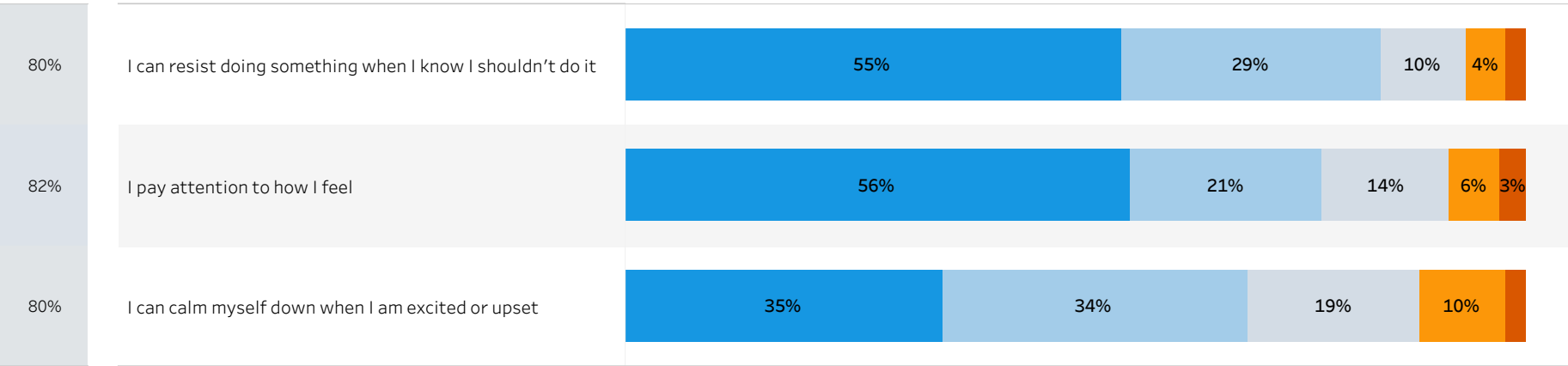
### Future Orientation



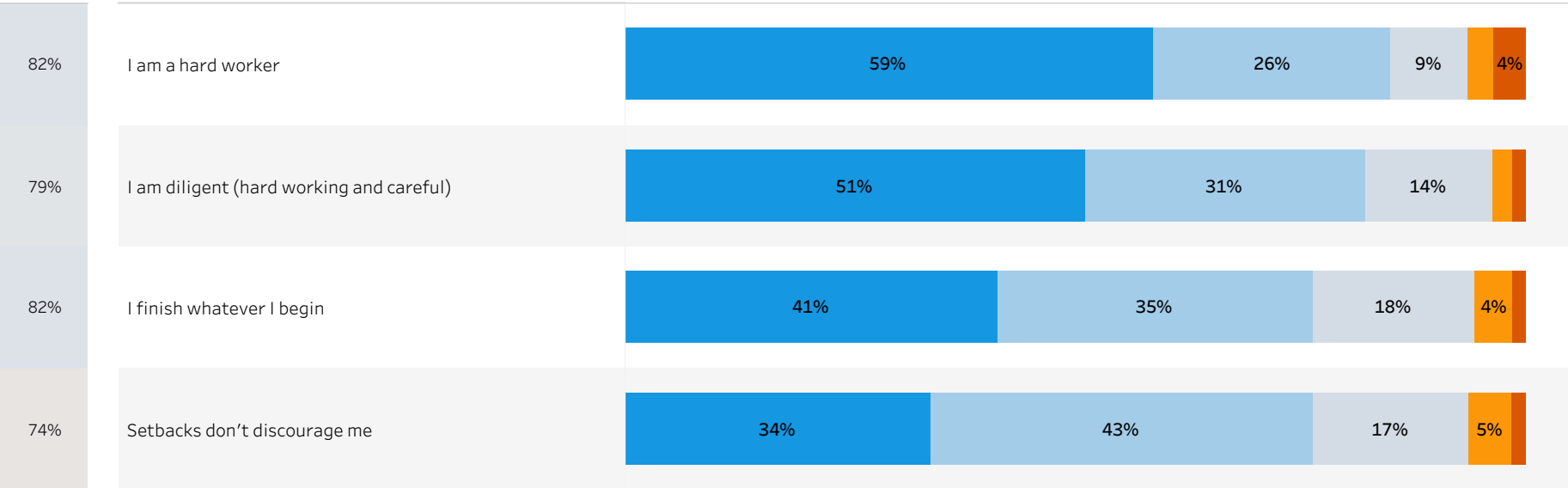
Almost Always True Often True Sometimes True Seldom True Almost Never True

# Self Management

% Answered 50% 100%



# Perseverance/Grit

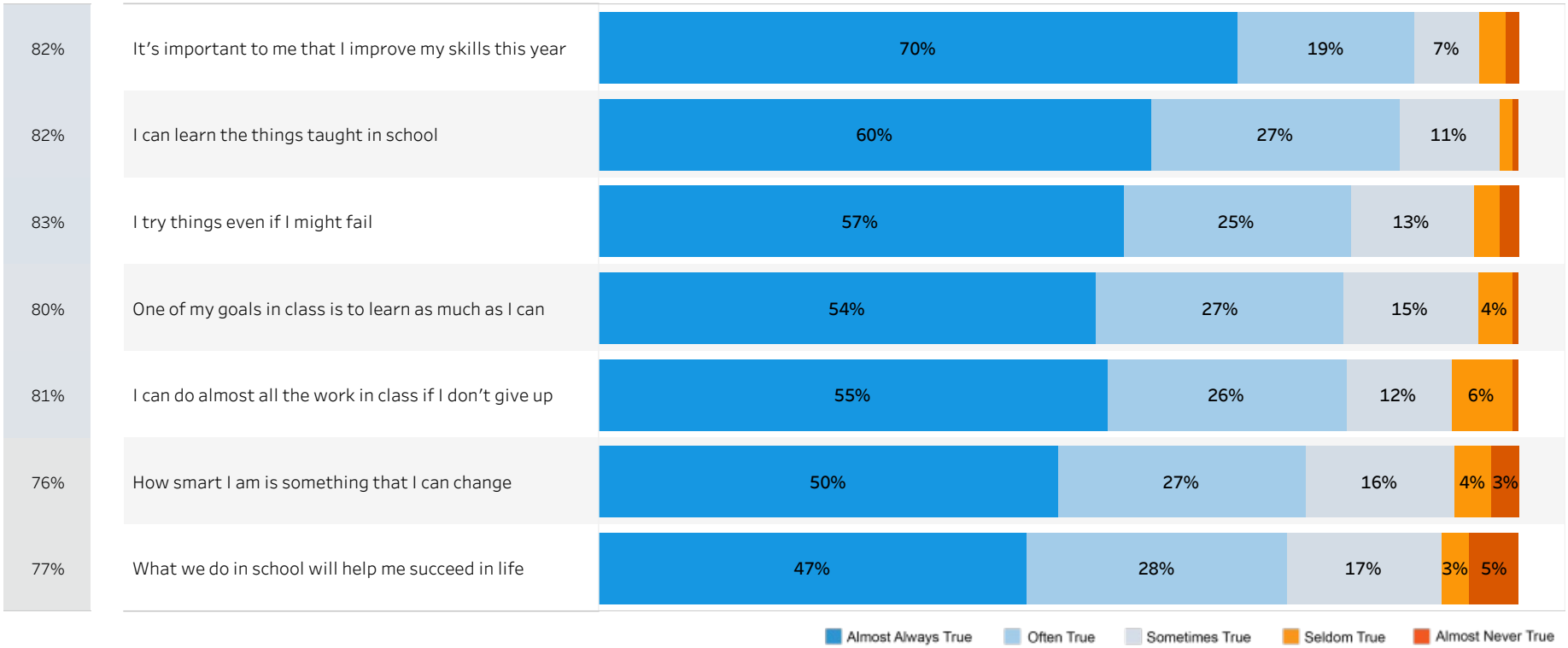


■ Almost Always True 
 ■ Often True 
 ■ Sometimes True 
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 ■ Almost Never True

# Self-Efficacy and Mindsets

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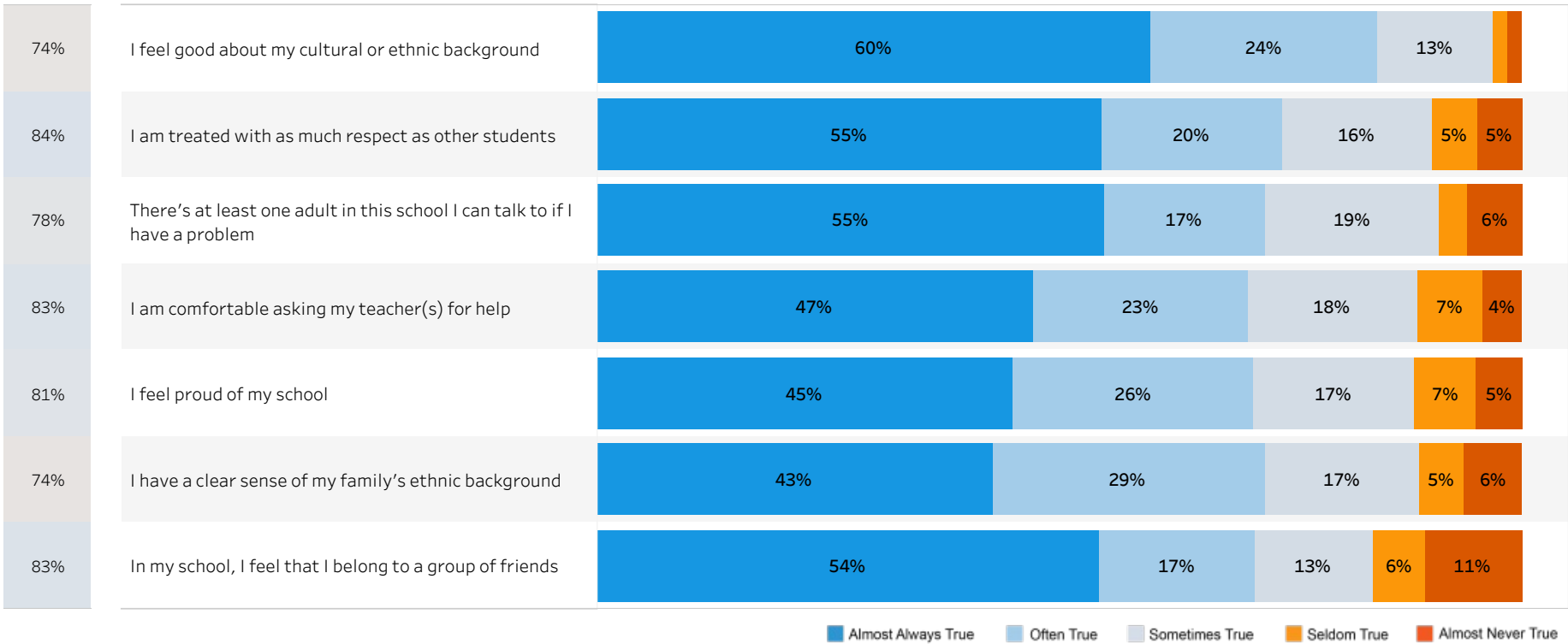
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# Belonging and Identity

South Whidbey Elementary-South Campus

% Answered 50% 100%

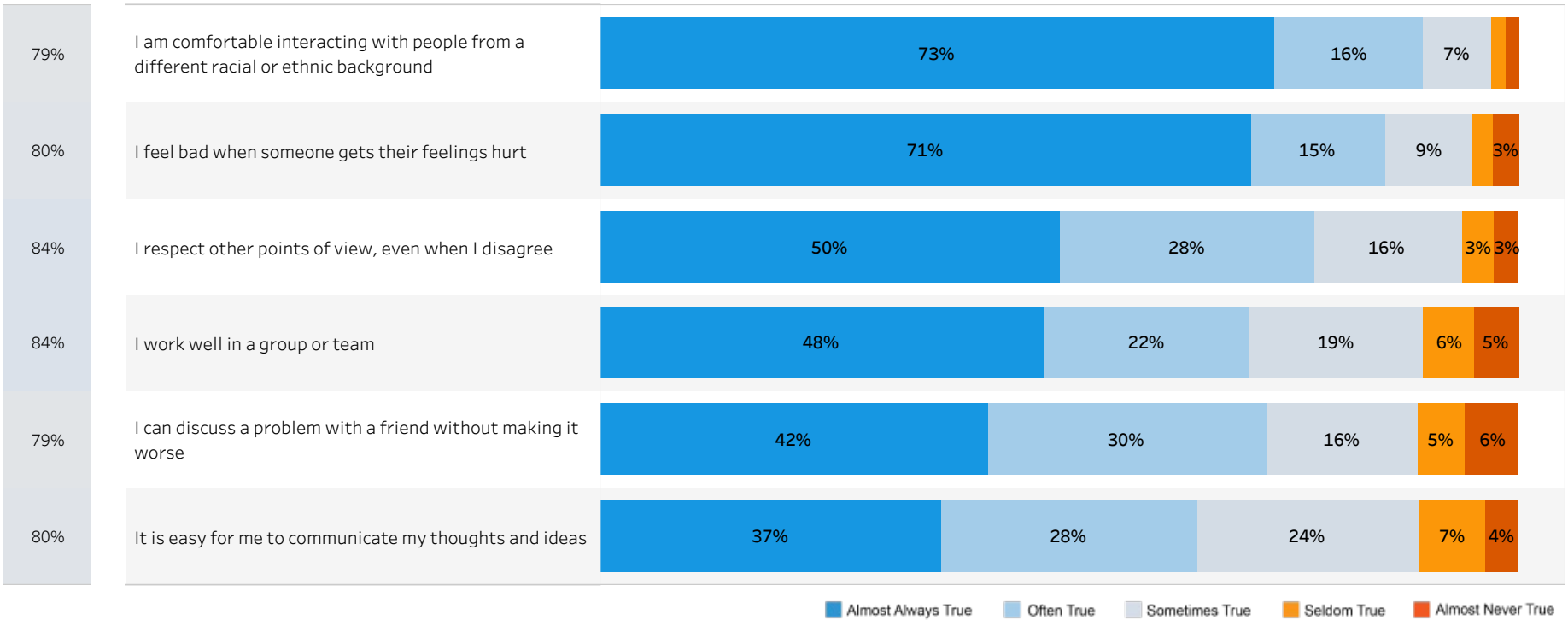




# Interpersonal Skills

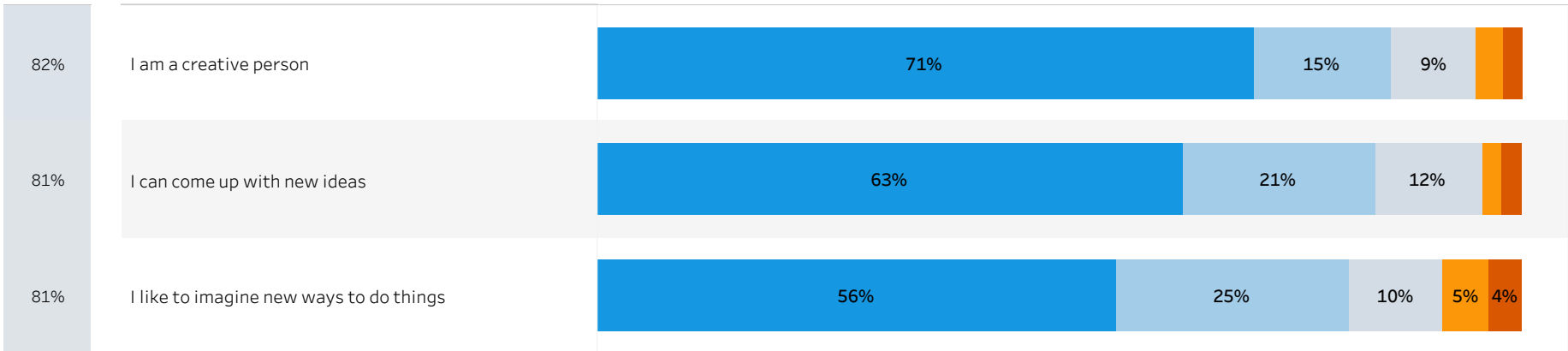
South Whidbey Elementary-South Campus

% Answered 50% 100%

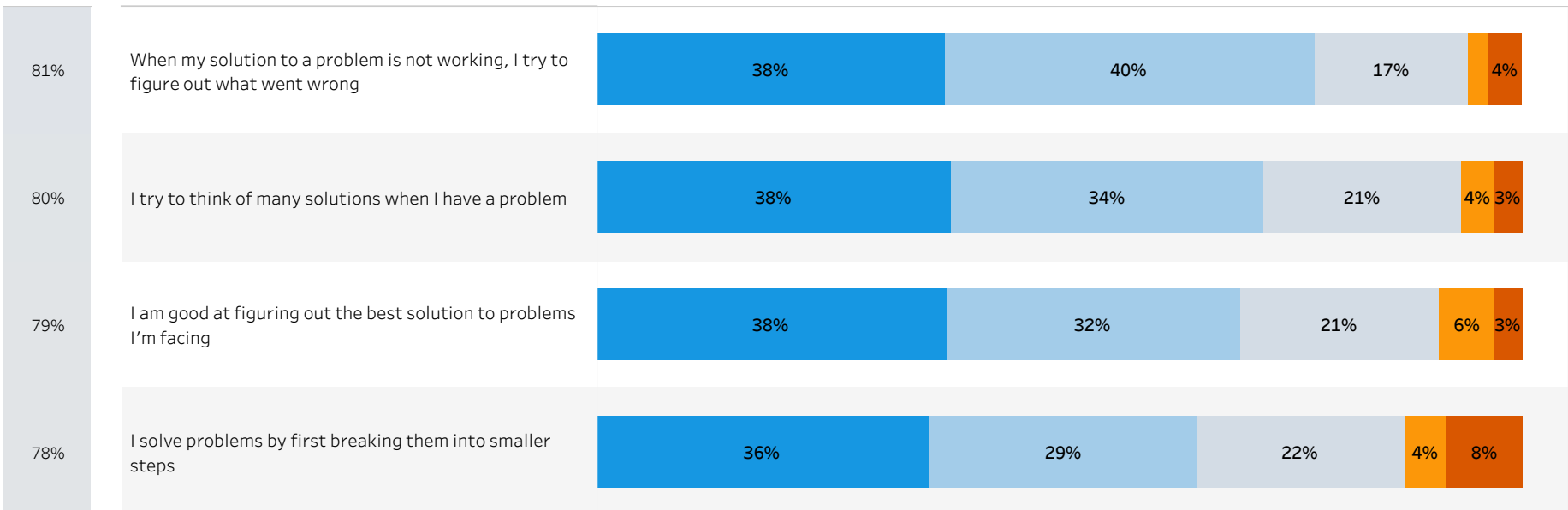


## Creativity

% Answered 50% 100%



## Critical Thinking



■ Almost Always True 
 ■ Often True 
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