

# Educational Effectiveness Survey™

**c|e|e**  
The Center for Educational Effectiveness

## 9 Characteristics of High Performing Schools

Student Edition v4.2

### Freeman School District

2023  
N=347

2024  
N=43

2025  
N=499





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

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# Introduction

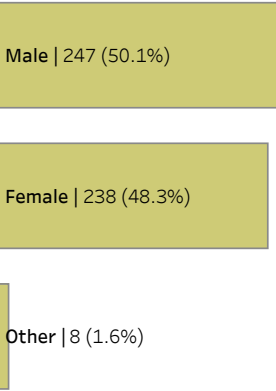
## **Educational Effectiveness Survey, Student SEL Edition**

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.

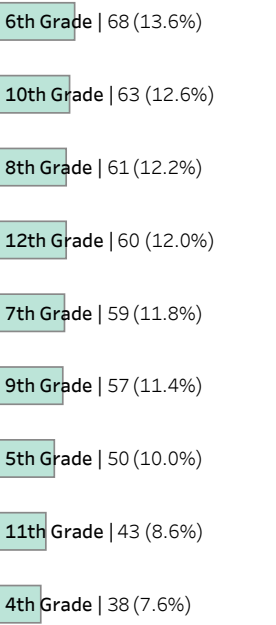
Student voice is an integral part of compiling an accurate view of these school improvement constructs. In both stand-alone reporting and through common questions between staff, students, and families, the EES Student survey brings this voice to the table. Beyond the value for school staff to learn from 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

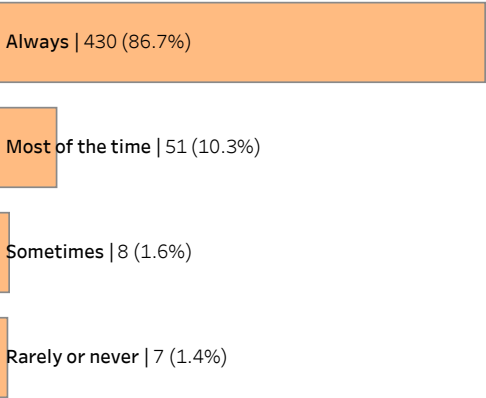
## Gender



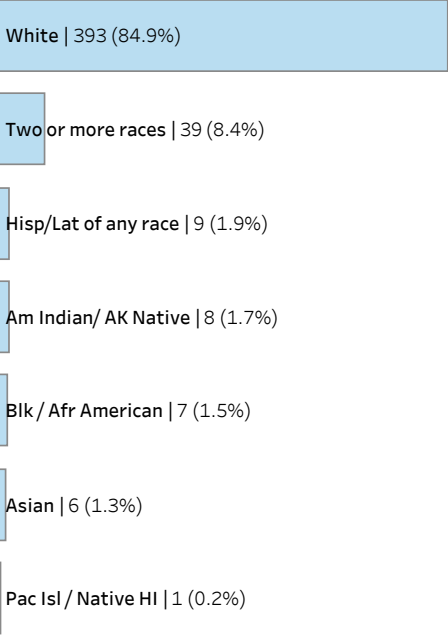
## Grade



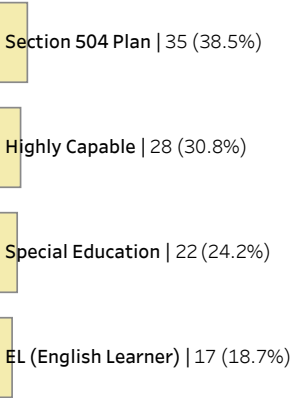
## English at Home



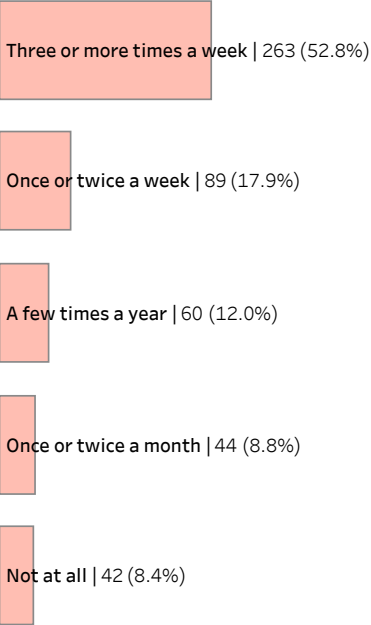
## Ethnicity



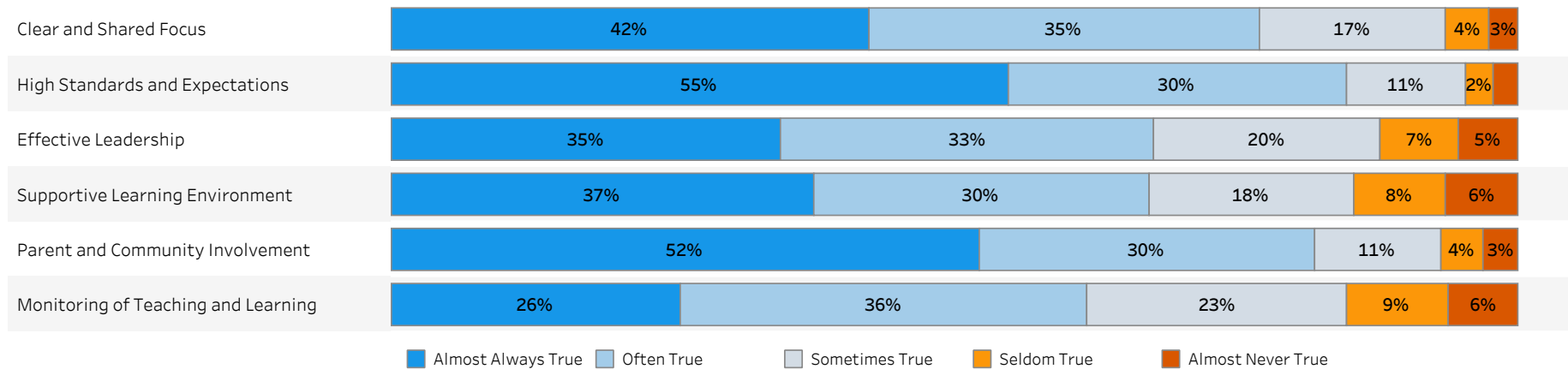
## Services



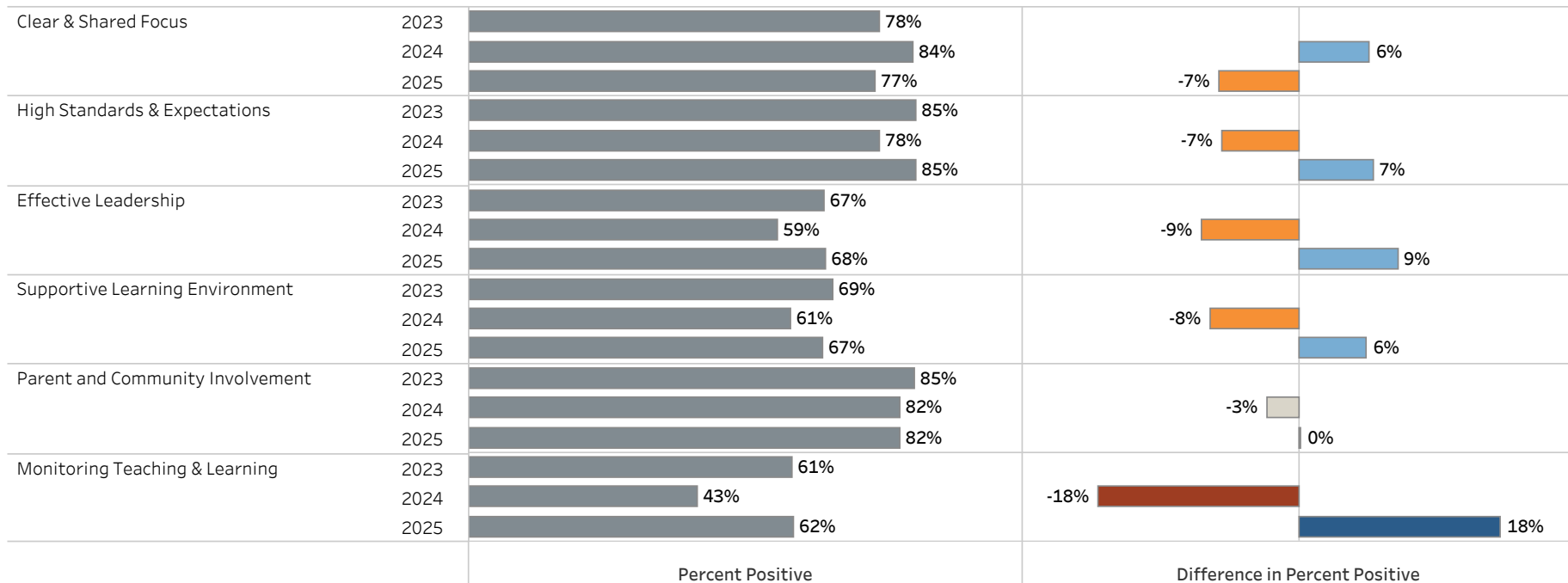
## Activities



## 9 Characteristics Summary

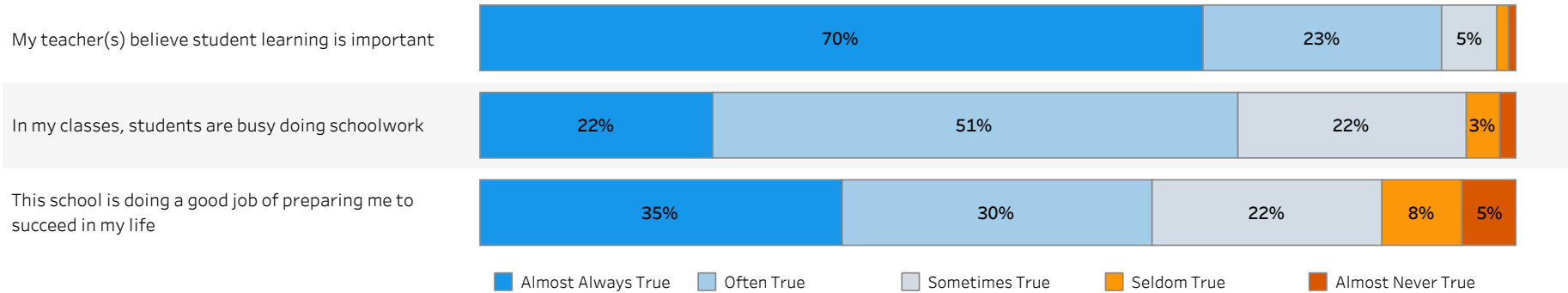


## 9 Characteristics LONGITUDINAL

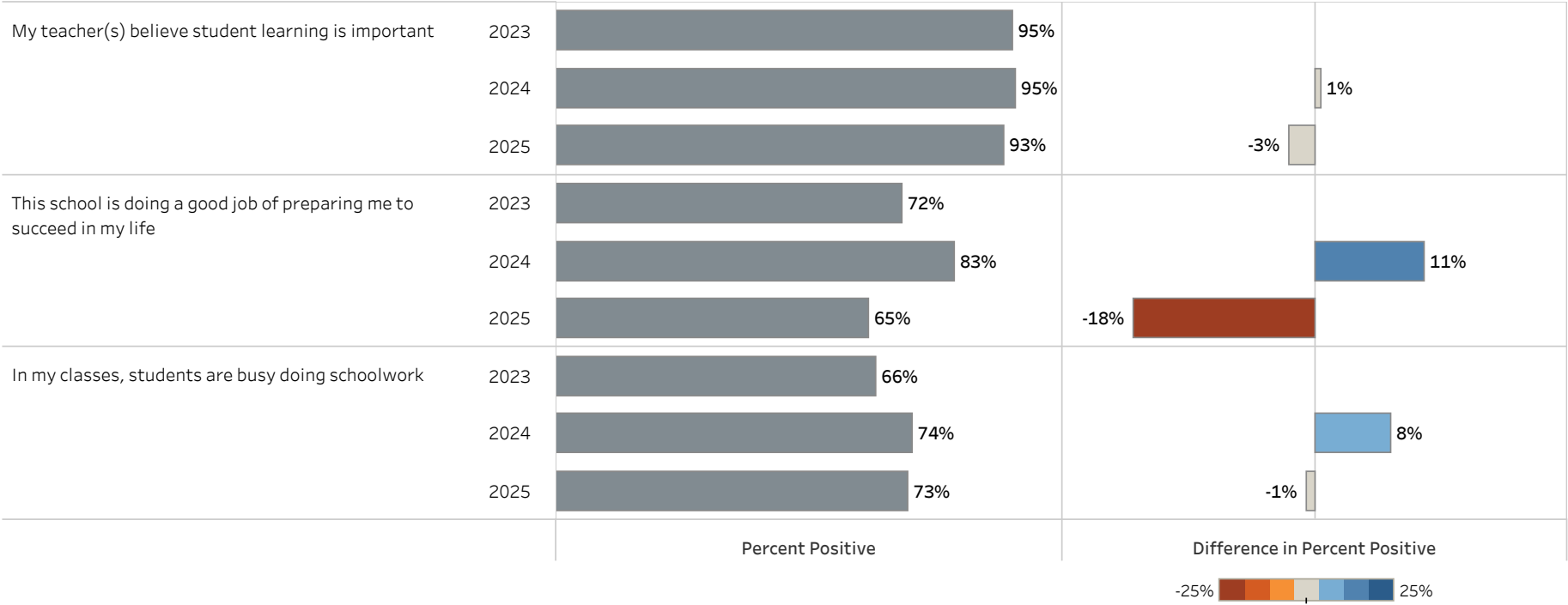


# Clear and Shared Focus

Freeman School District

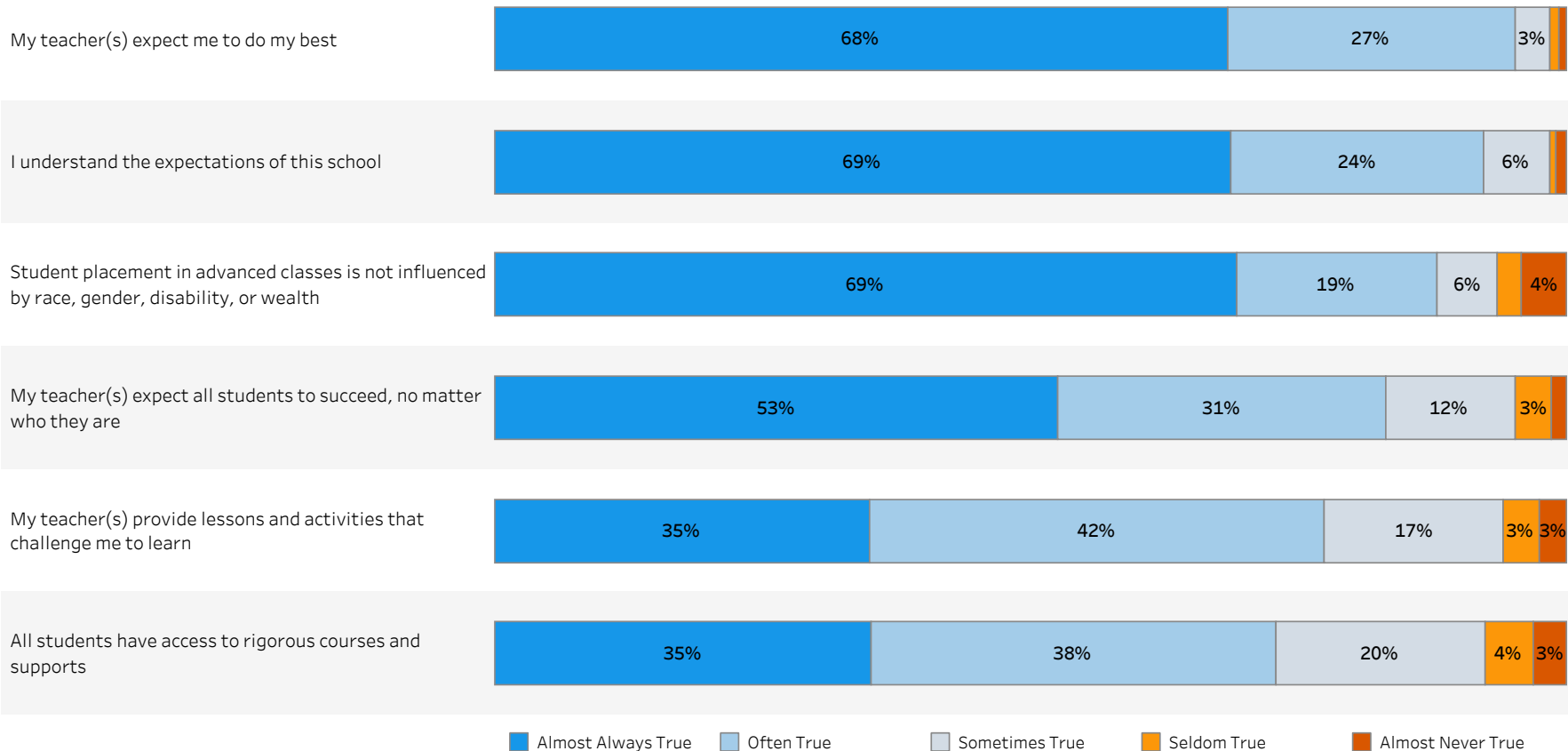


# Clear and Shared Focus LONGITUDINAL



# High Standards and Expectations

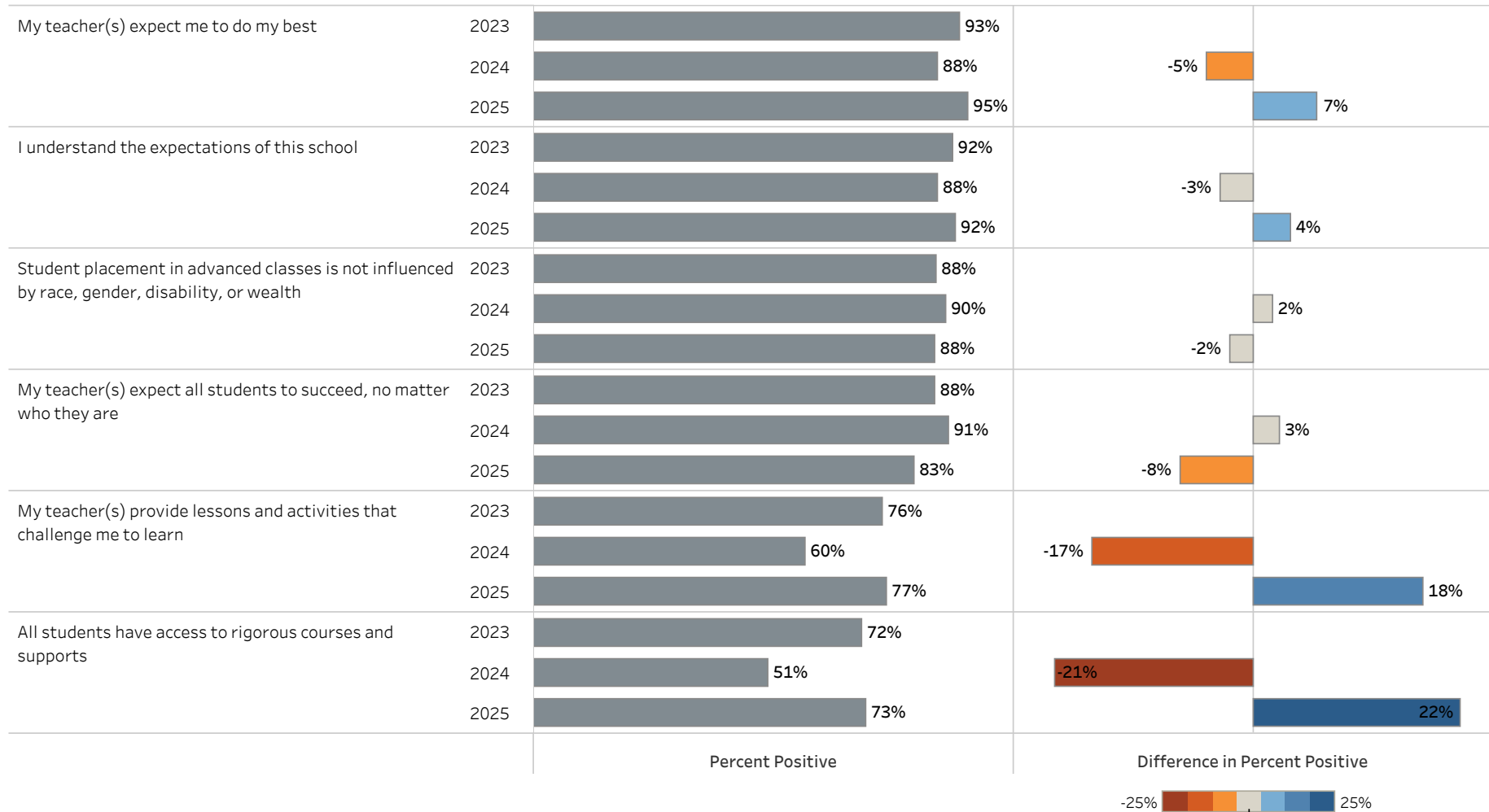
Freeman School District



# High Standards and Expectations

## LONGITUDINAL

Freeman School District



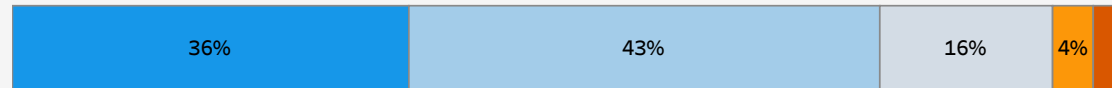
# Effective Leadership

Freeman School District

The principal of this school believes student learning is the #1 priority



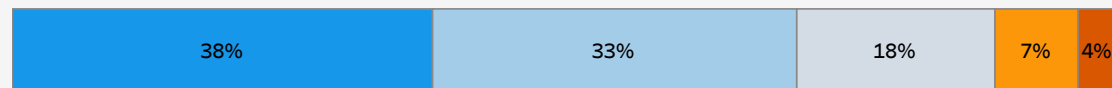
If I want to talk with my teacher(s), they are available to me



I often see the principal or administrators around the school talking to students



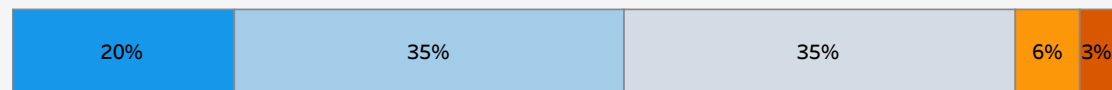
My teacher(s) listen to my ideas and/or concerns



My teacher(s) help me learn in more ways than the teacher just talking in front of class



In class we often work with other students to solve a problem/do a task



Our school engages in difficult conversations about race, gender, oppression and discrimination

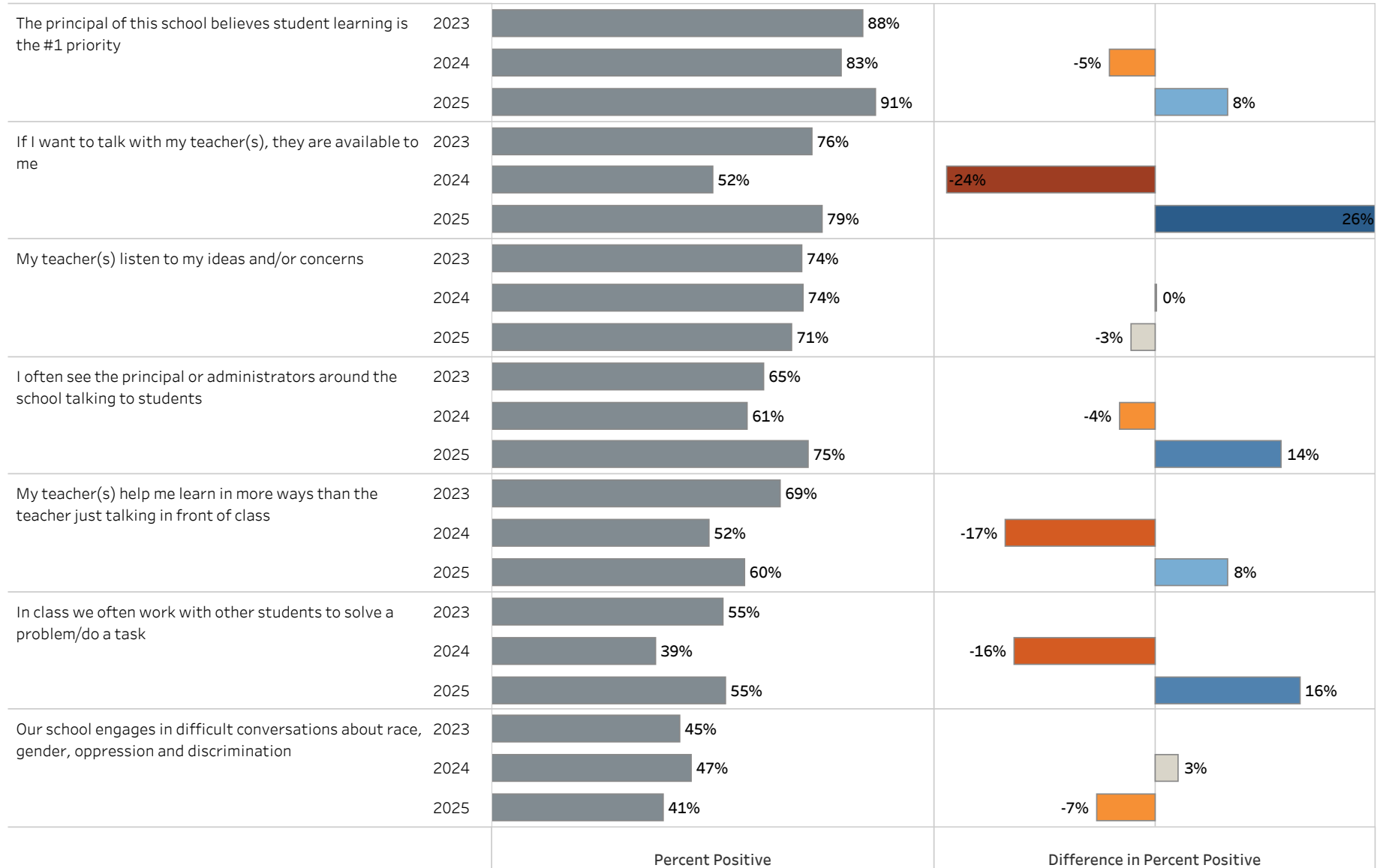


■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True
 ■ Almost Never True

# Effective Leadership

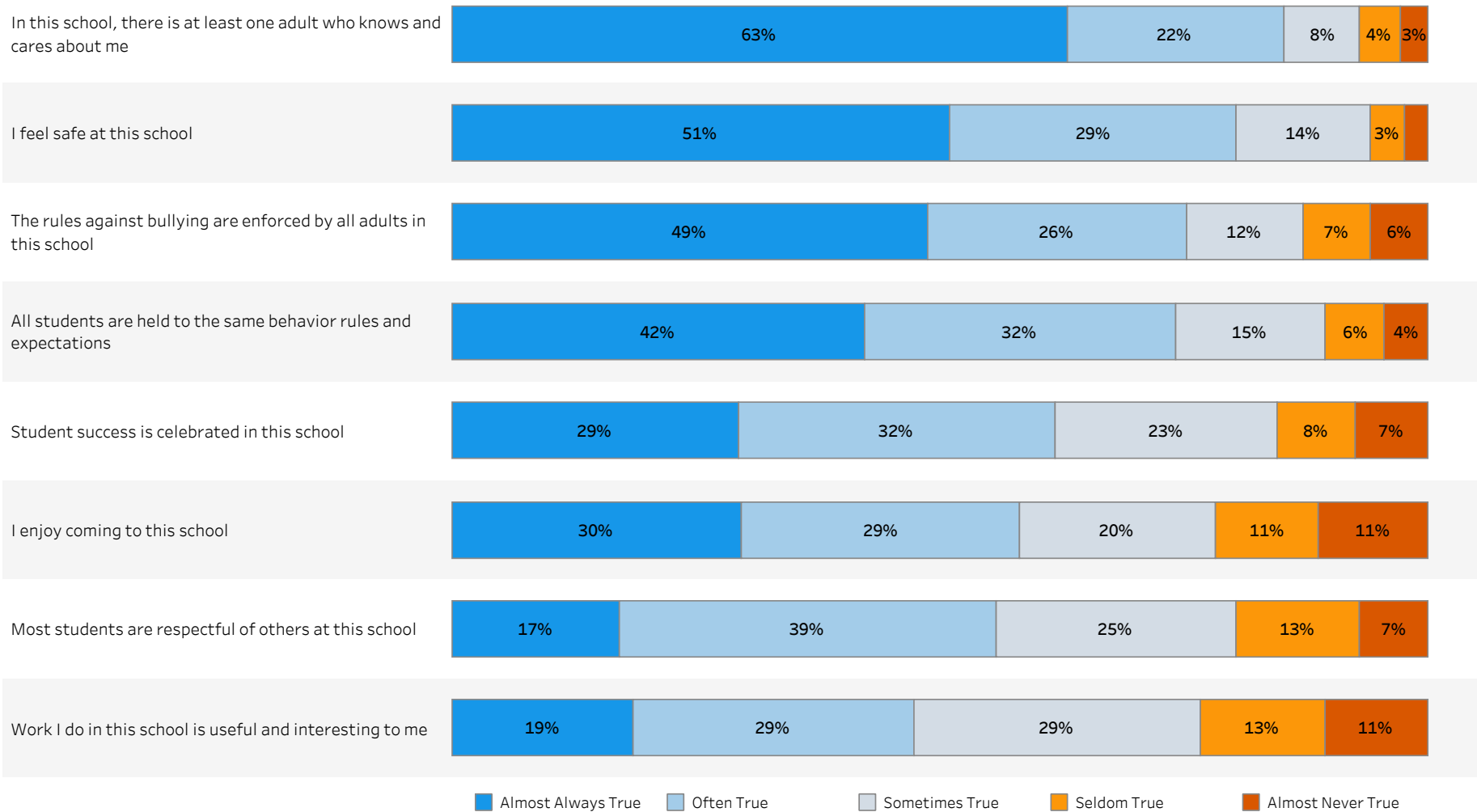
## LONGITUDINAL

Freeman School District



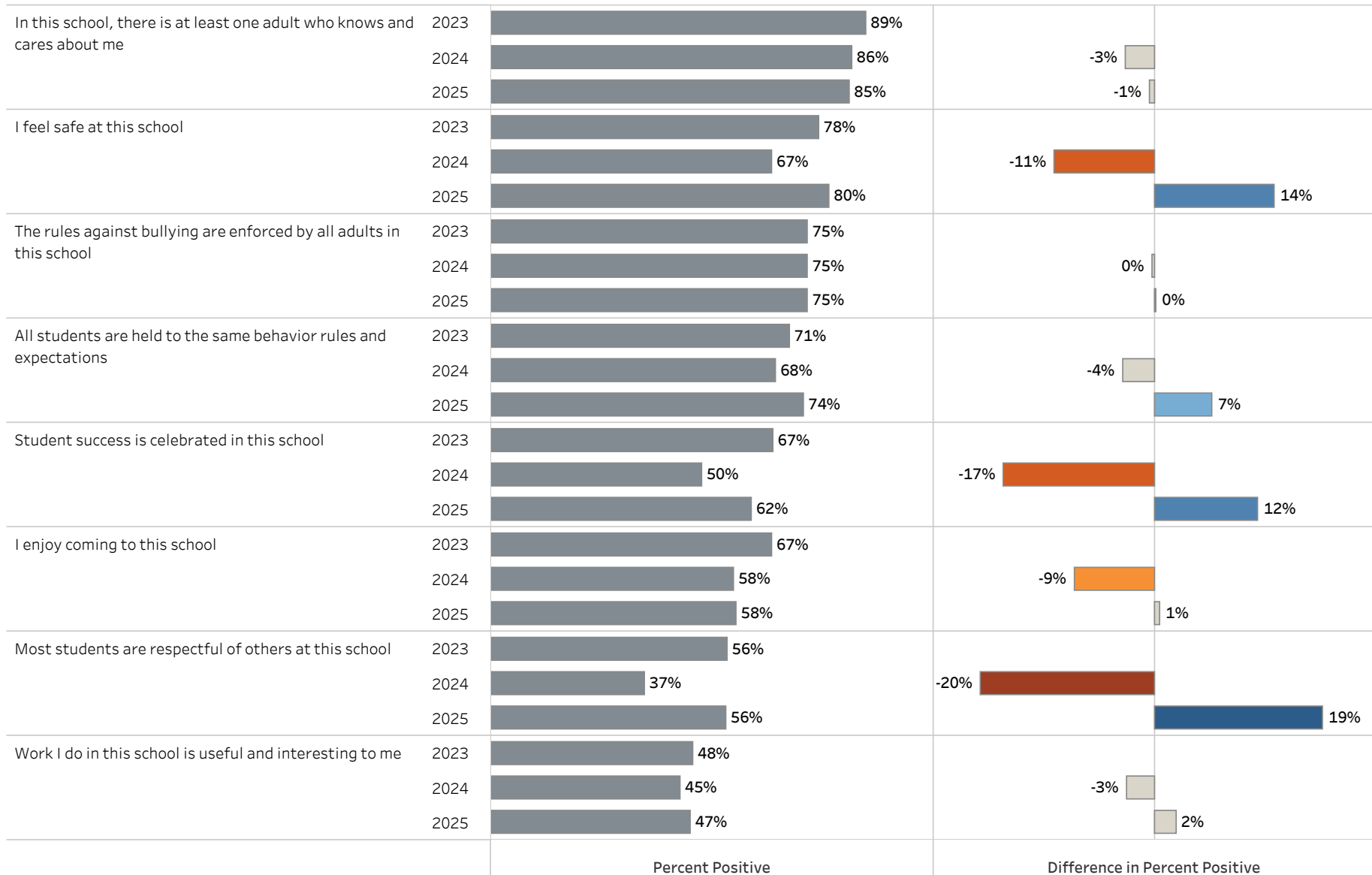
# Supportive Learning Environment

Freeman School District



# Supportive Learning Environment

## LONGITUDINAL

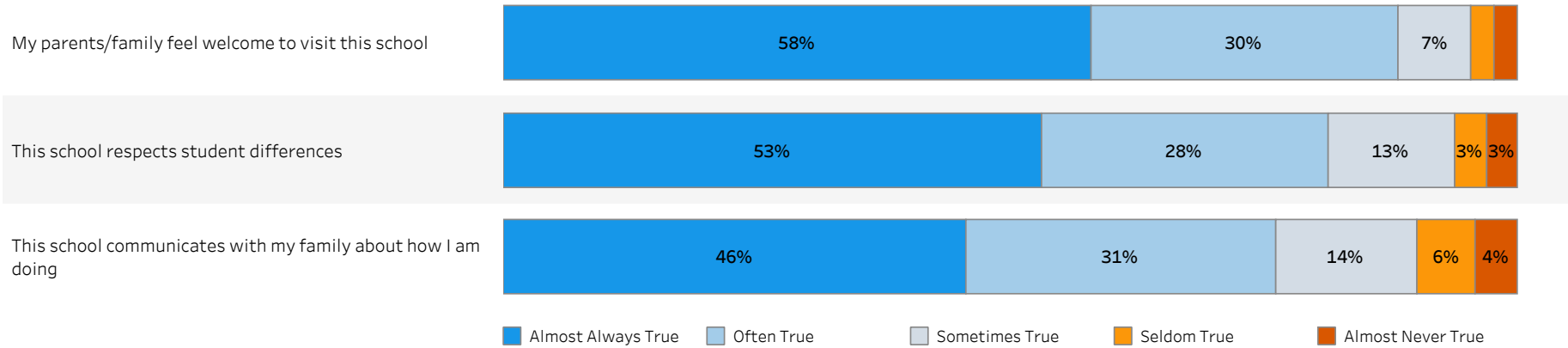


Percent Positive

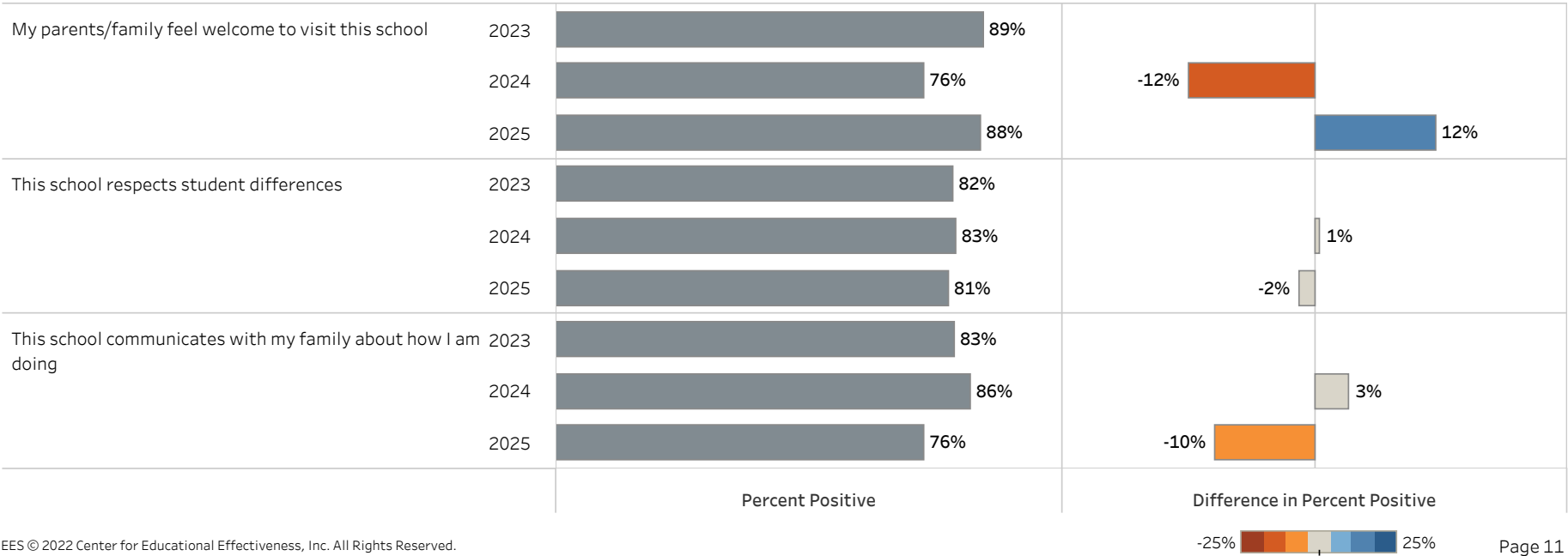
Difference in Percent Positive

# Parent and Community Involvement

Freeman School District

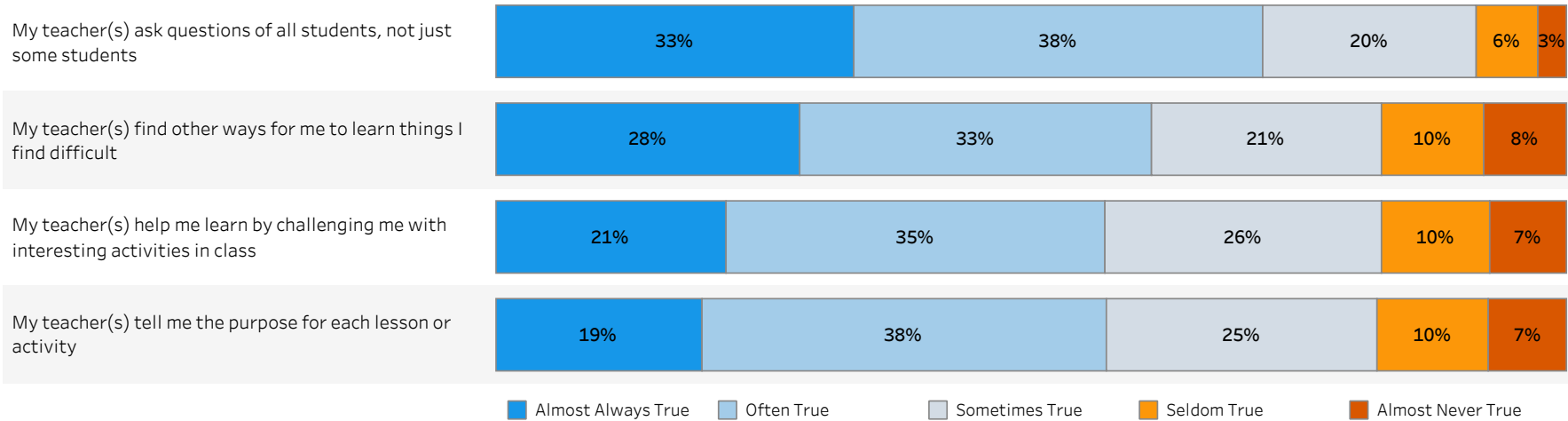


## Parent and Community Involvement LONGITUDINAL

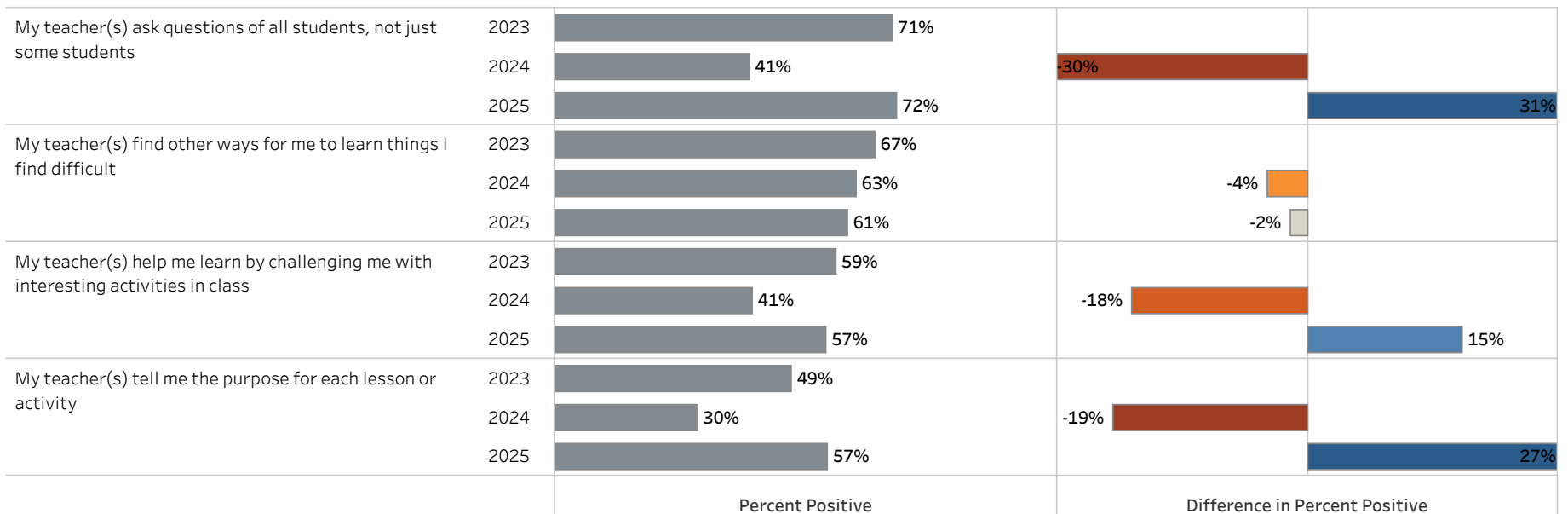


# Frequent Monitoring of Teaching and Learning

Freeman School District

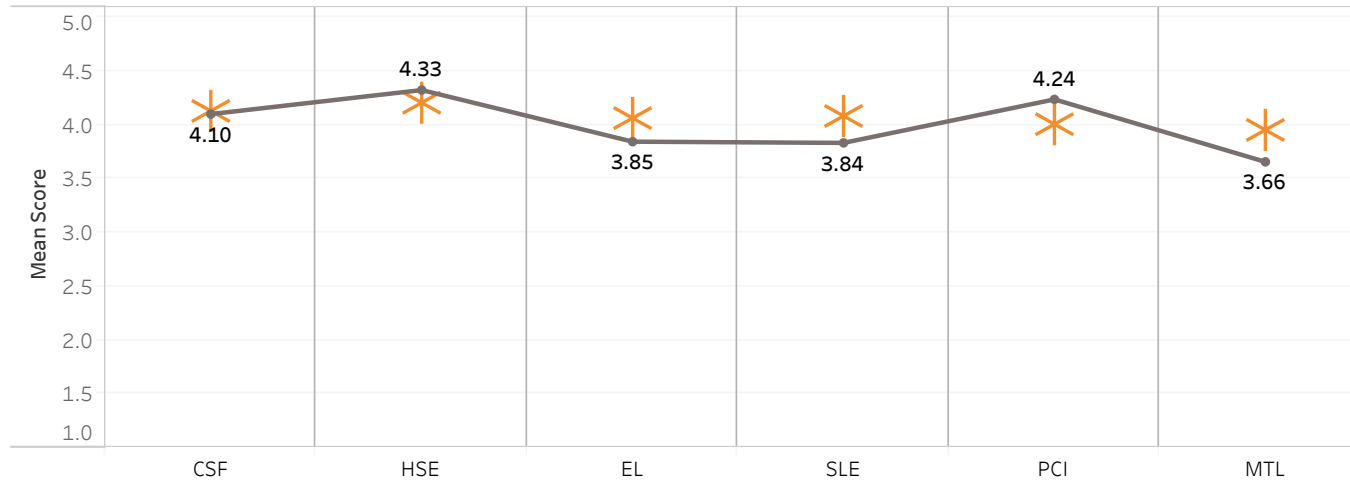


## Frequent Monitoring of Teaching and Learning LONGITUDINAL



## Comparison - 9 Characteristics Mean Scores

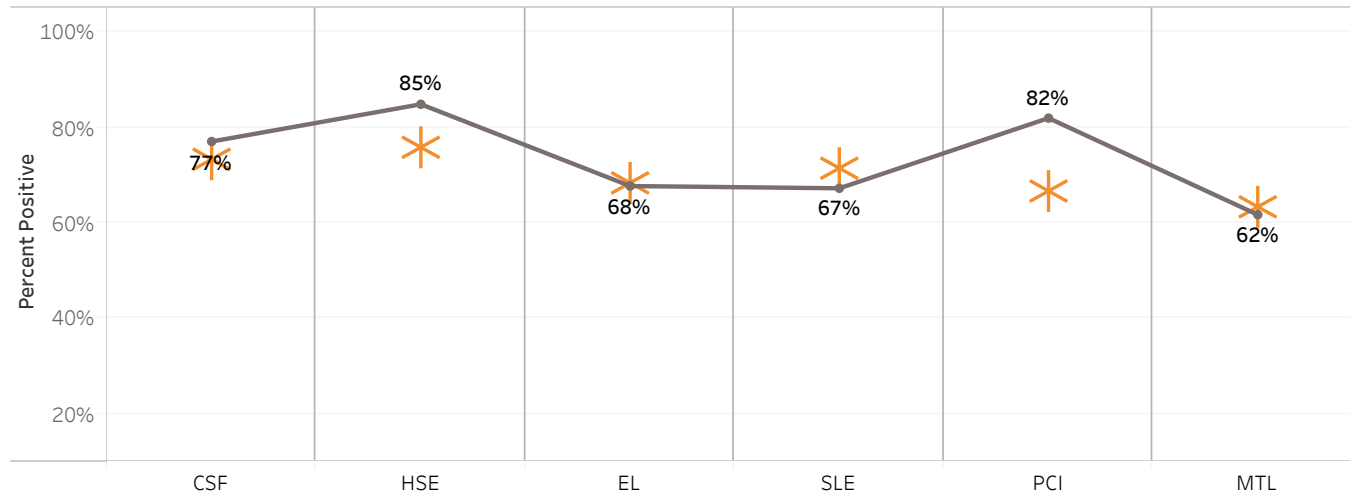
Freeman School District



How does your school compare to:

- Nationwide Sample
- Your School or District

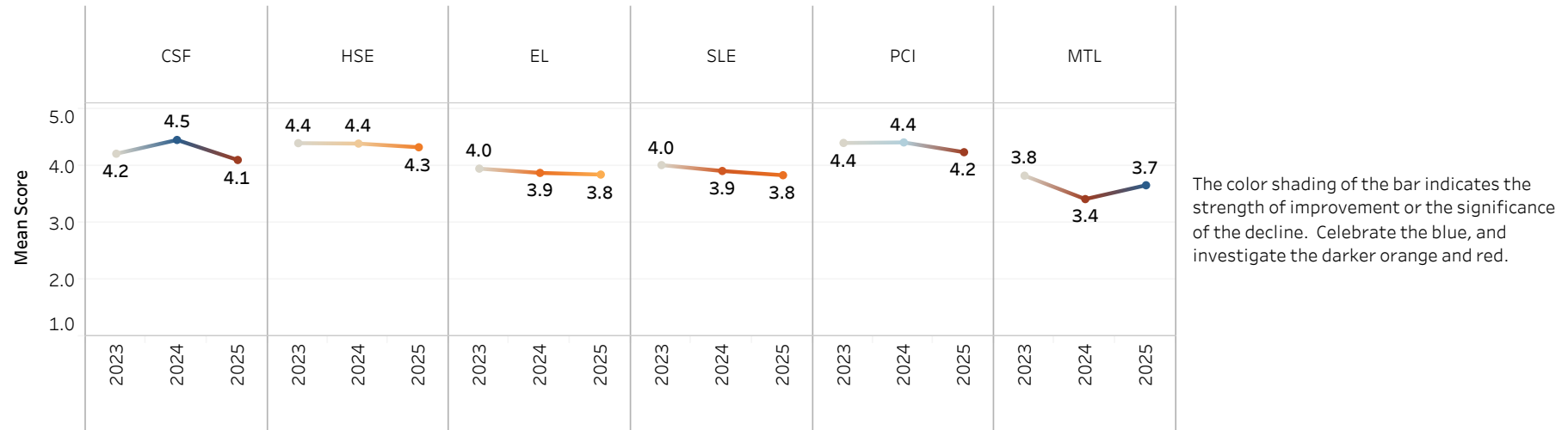
## Comparison - 9 Characteristics Percent Positive



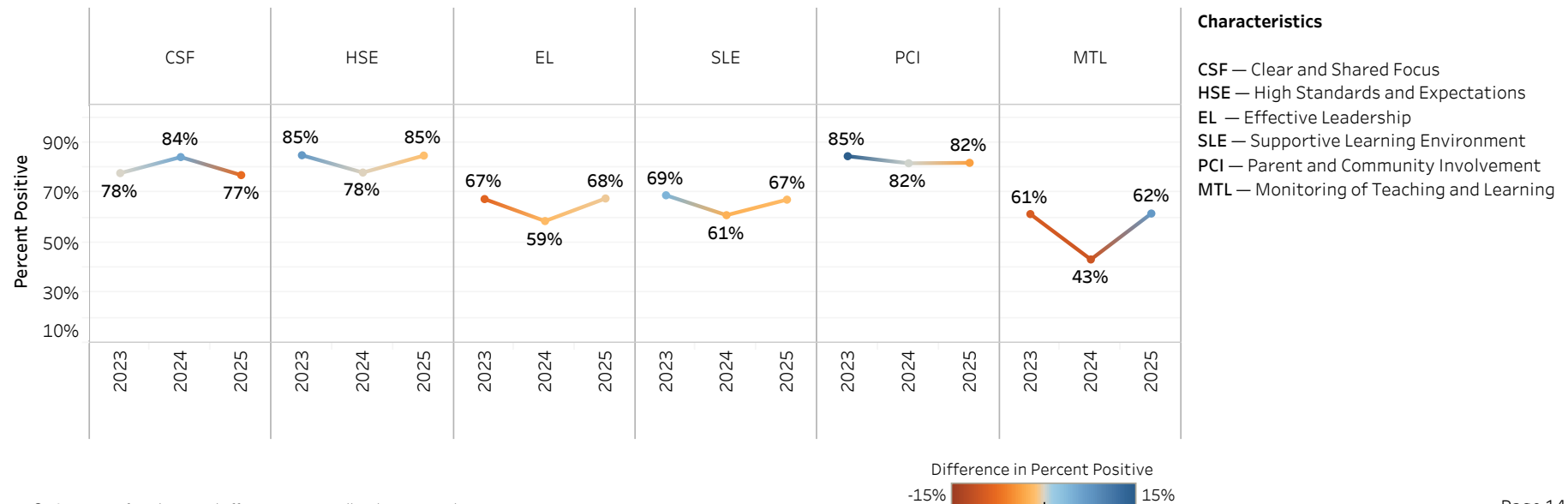
### Characteristics

CSF — Clear and Shared Focus  
HSE — High Standards and Expectations  
EL — Effective Leadership  
SLE — Supportive Learning Environment  
PCI — Parent and Community Involvement  
MTL — Monitoring of Teaching and Learning

## Comparison - 9 Characteristics Mean Scores LONGITUDINAL

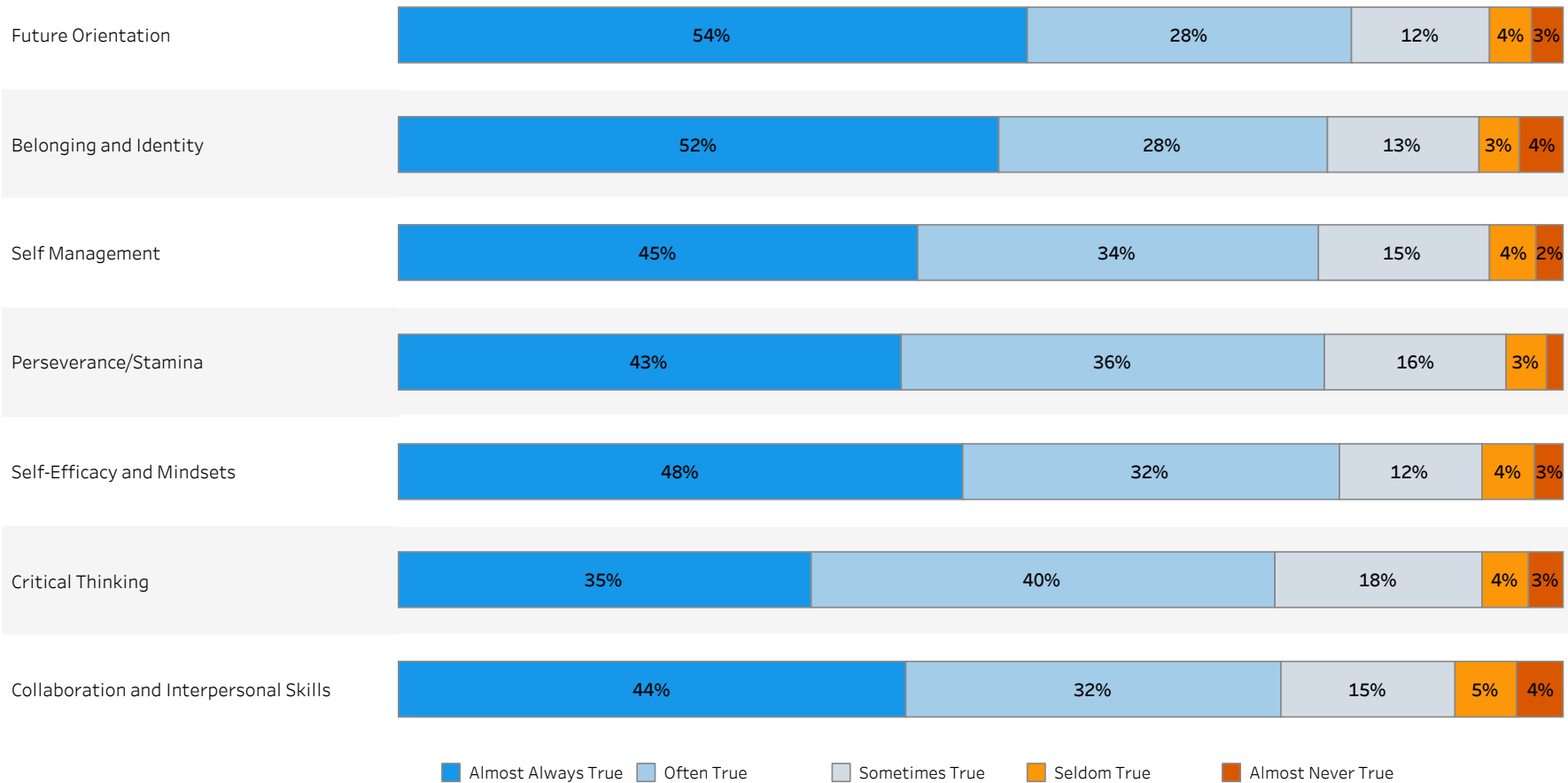


## Comparison - 9 Characteristics Percent Positive LONGITUDINAL



# Social Emotional Learning Summary

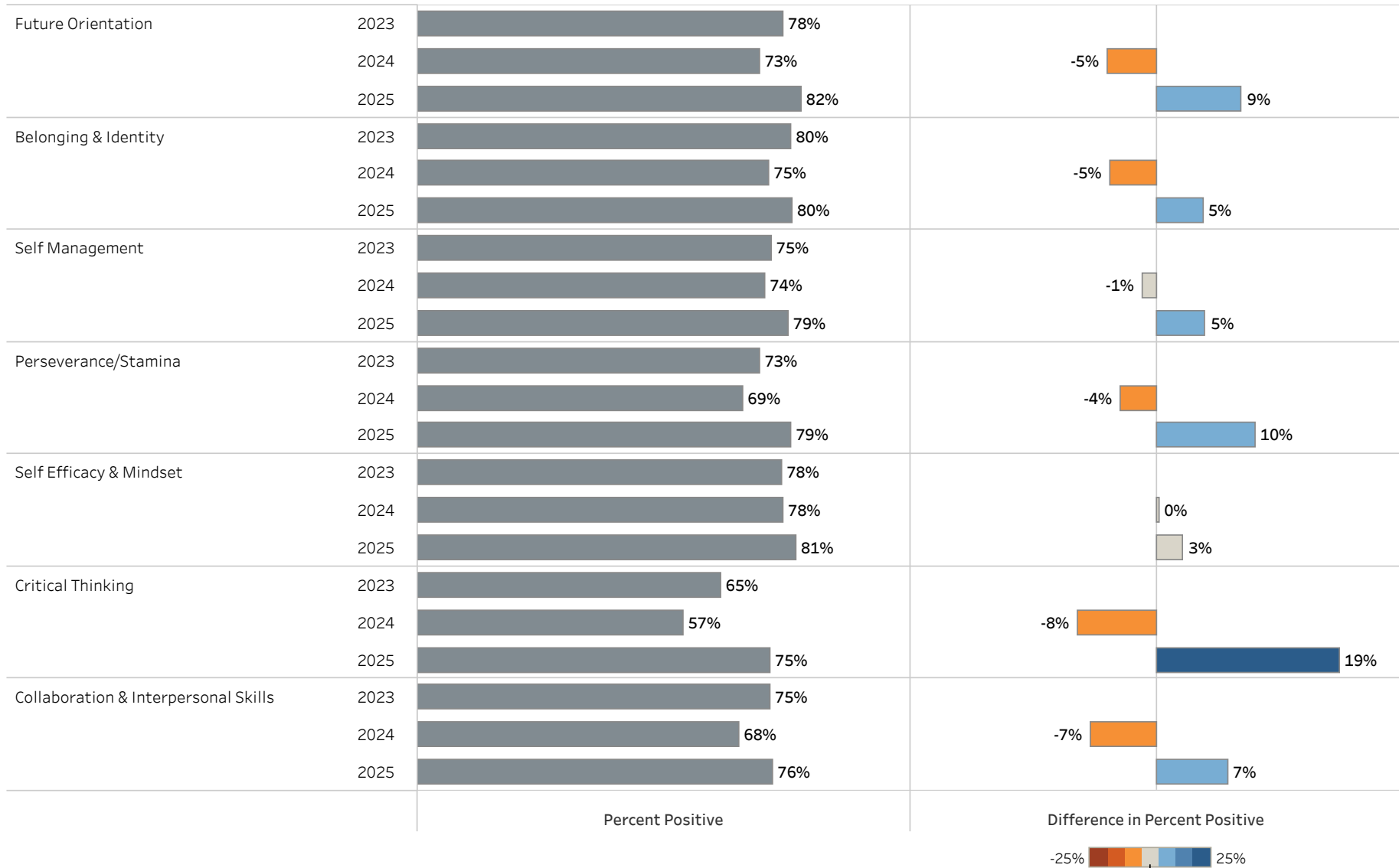
Freeman School District



# Social Emotional Learning Summary

## LONGITUDINAL

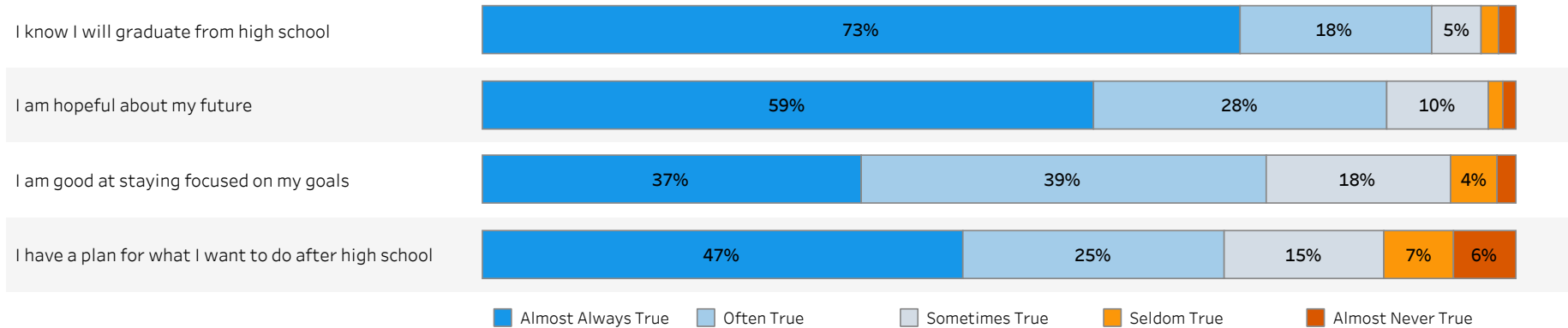
Freeman School District



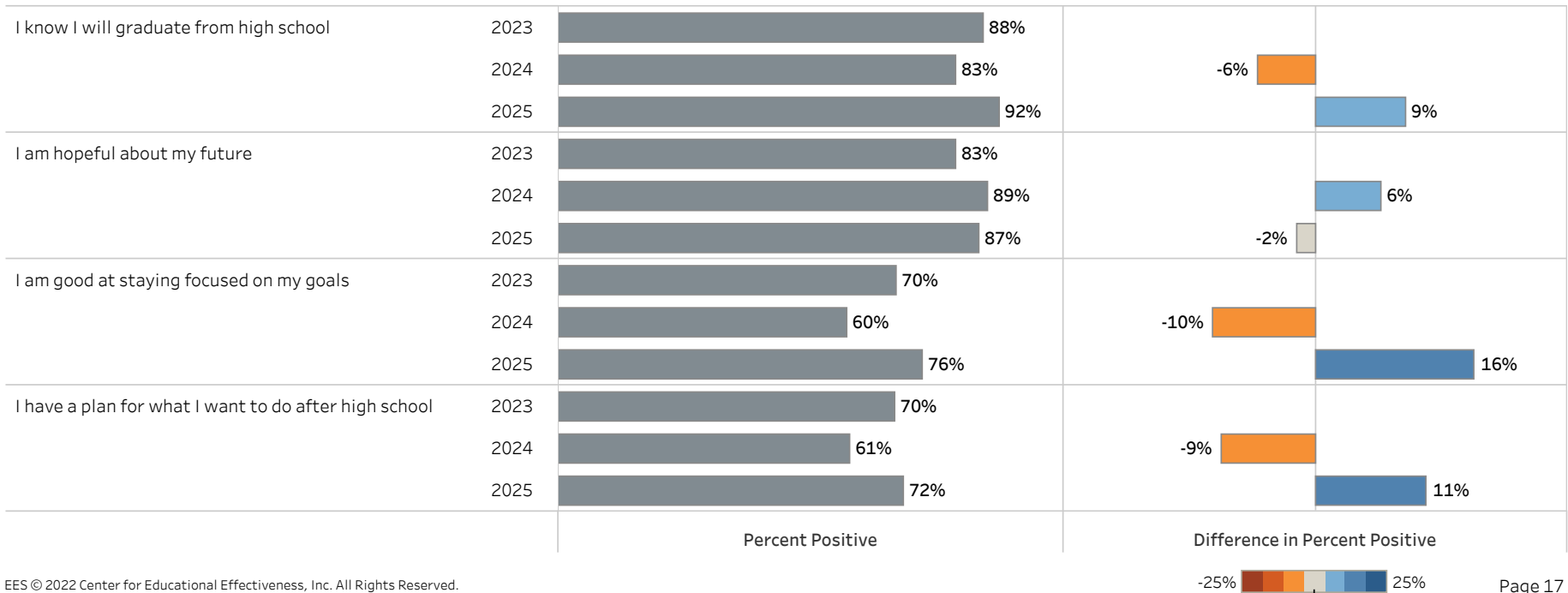
## Future Orientation

Freeman School District

- **Goal management**—Setting short- and long-term goals and monitoring progress
- **Hope and optimism**—Positive beliefs regarding one's future potential, goals and choices



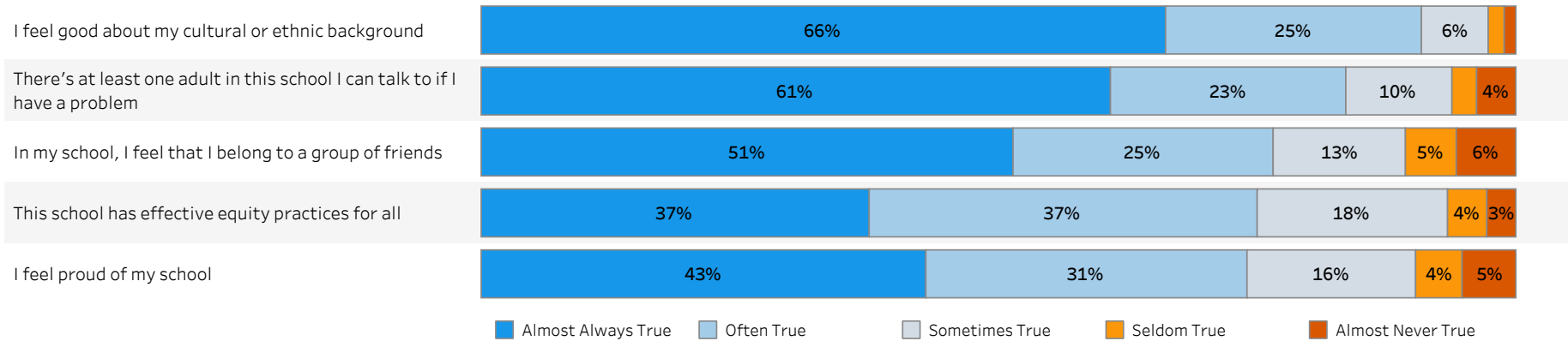
## Future Orientation LONGITUDINAL



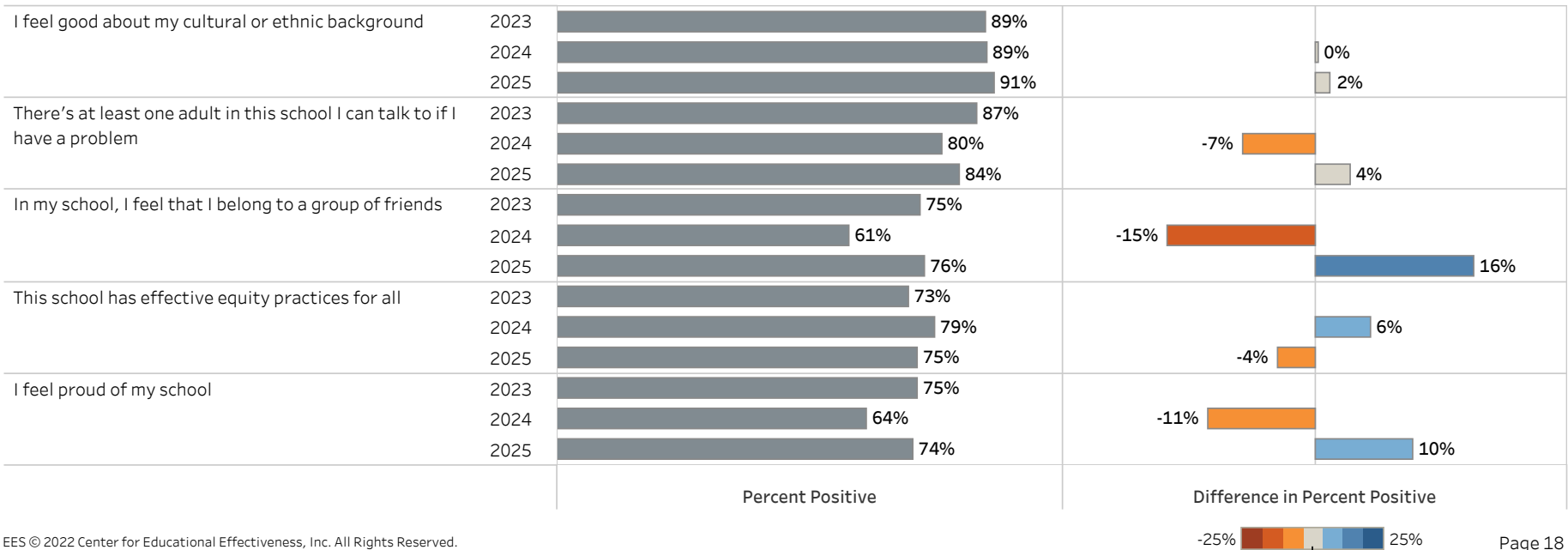
# Belonging and Identity

Freeman School District

- **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

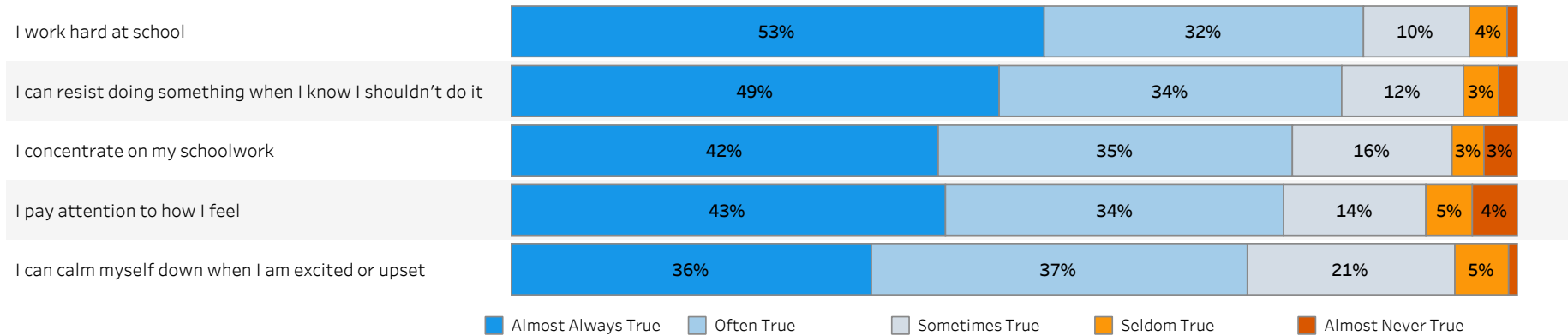


## Belonging and Identity LONGITUDINAL

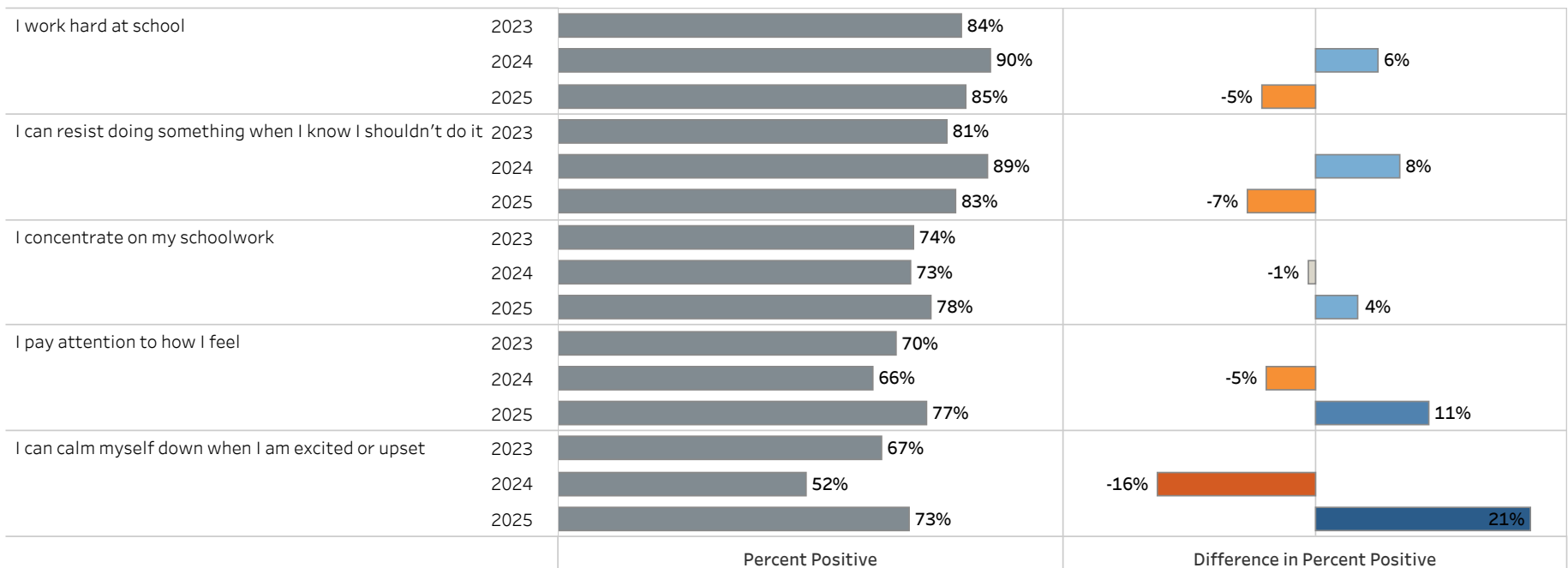


## Self Management

- **Emotional regulation**—Assessing and regulating one's feelings and emotions
- **Self-discipline**—Ability to focus on a task in spite of distractions



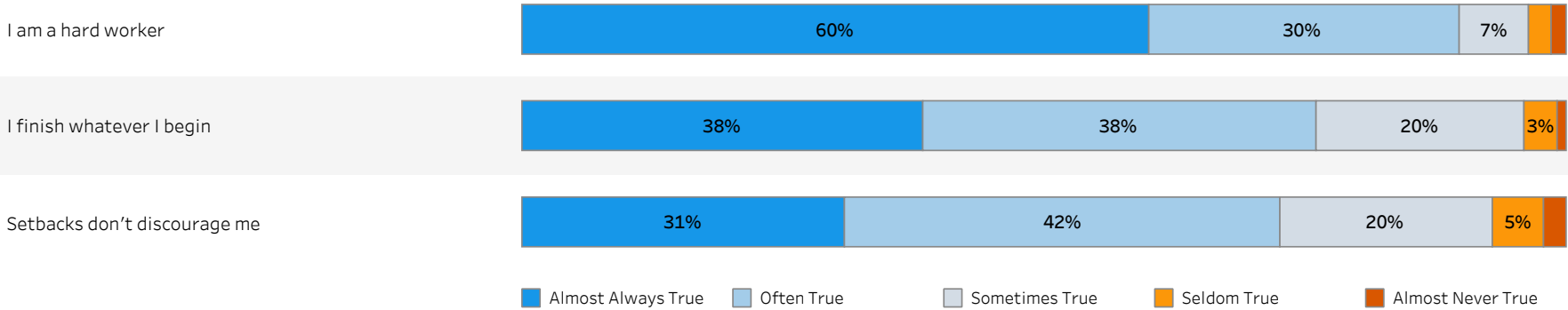
## Self Management LONGITUDINAL



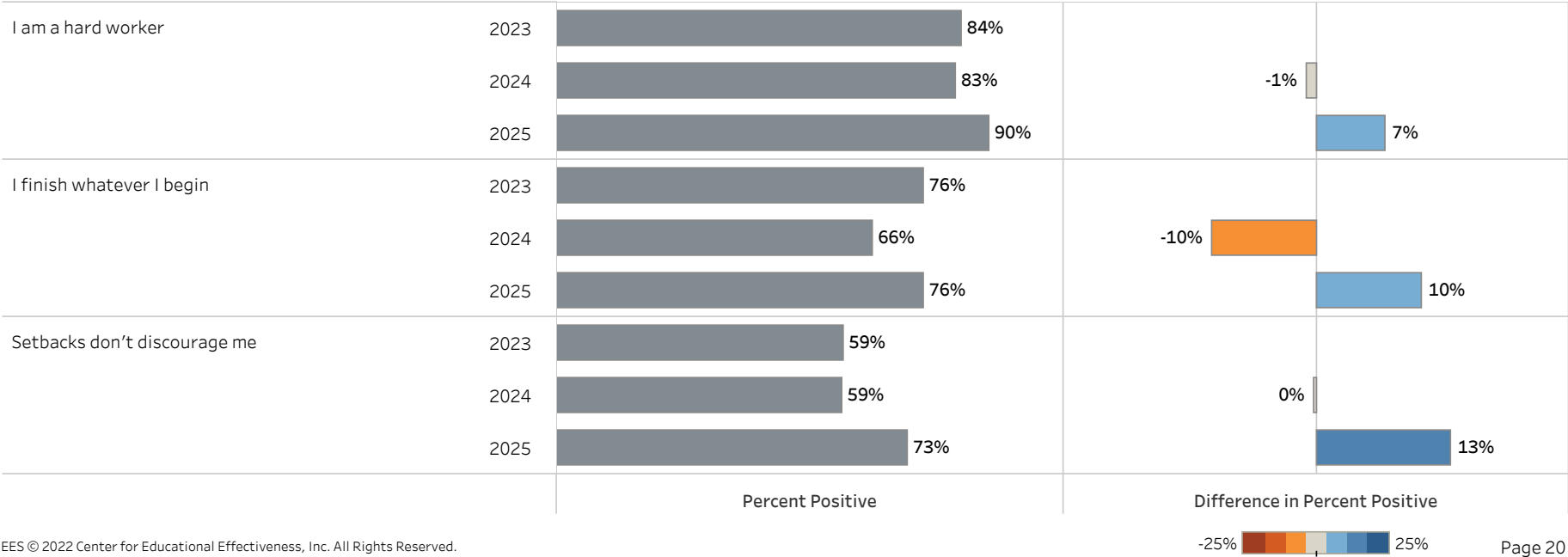
# Perseverance/Stamina

Freeman School District

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

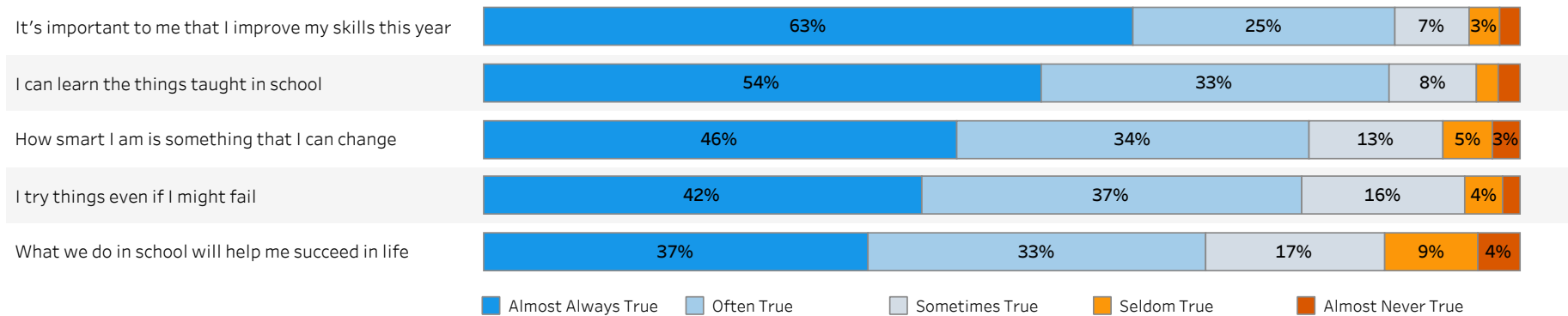


## Perseverance/Stamina LONGITUDINAL

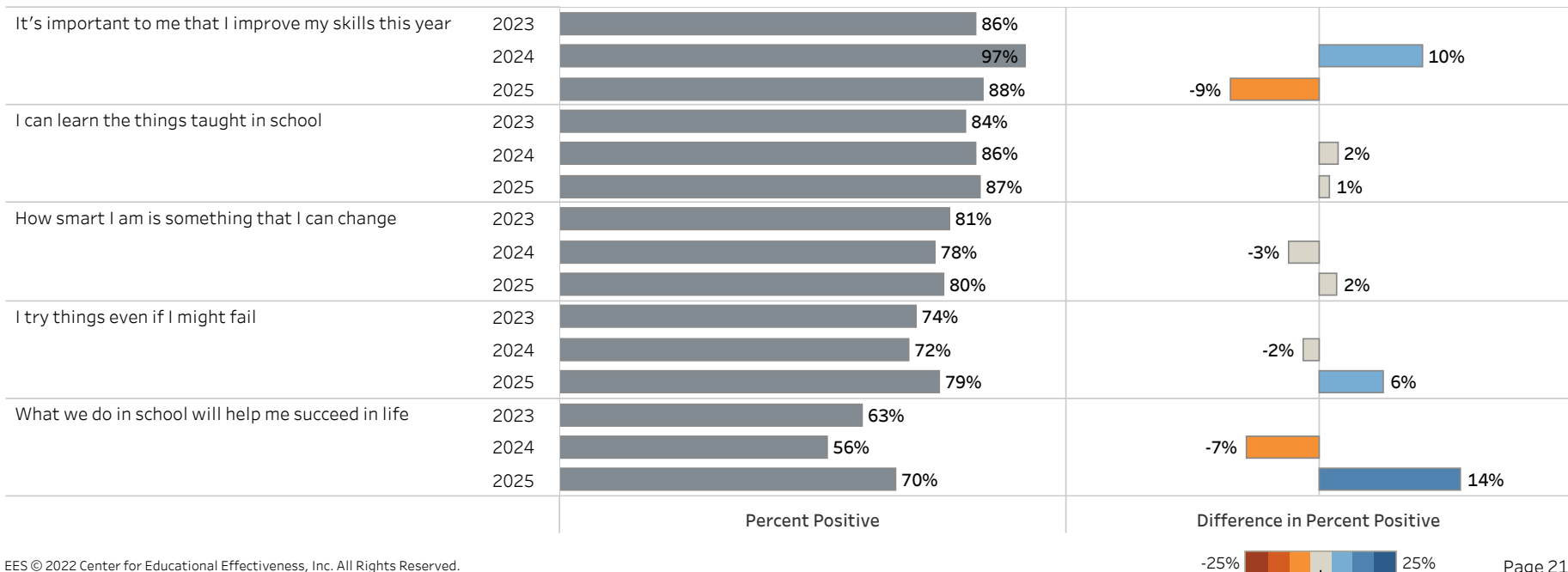


## Self-Efficacy and Mindsets

- **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

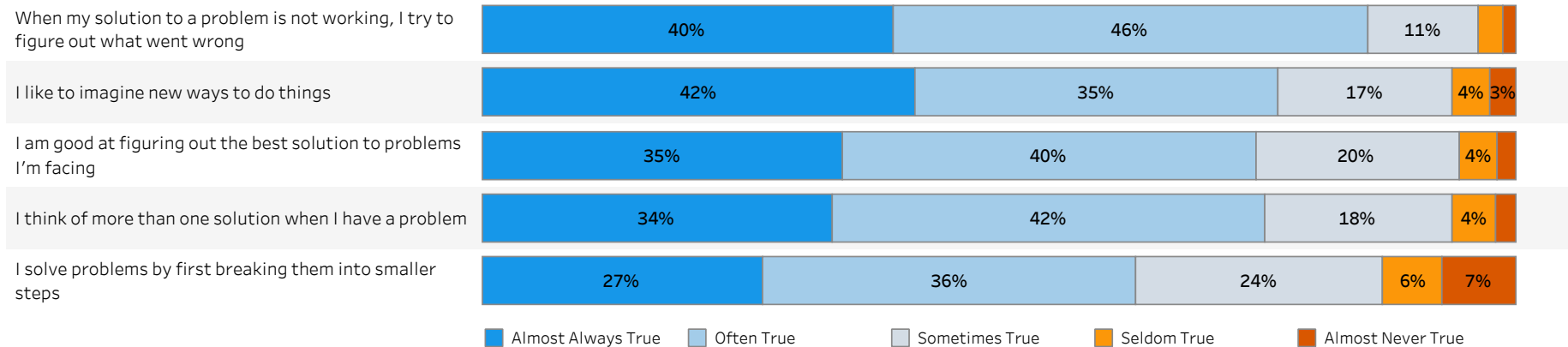


## Self-Efficacy and Mindsets LONGITUDINAL

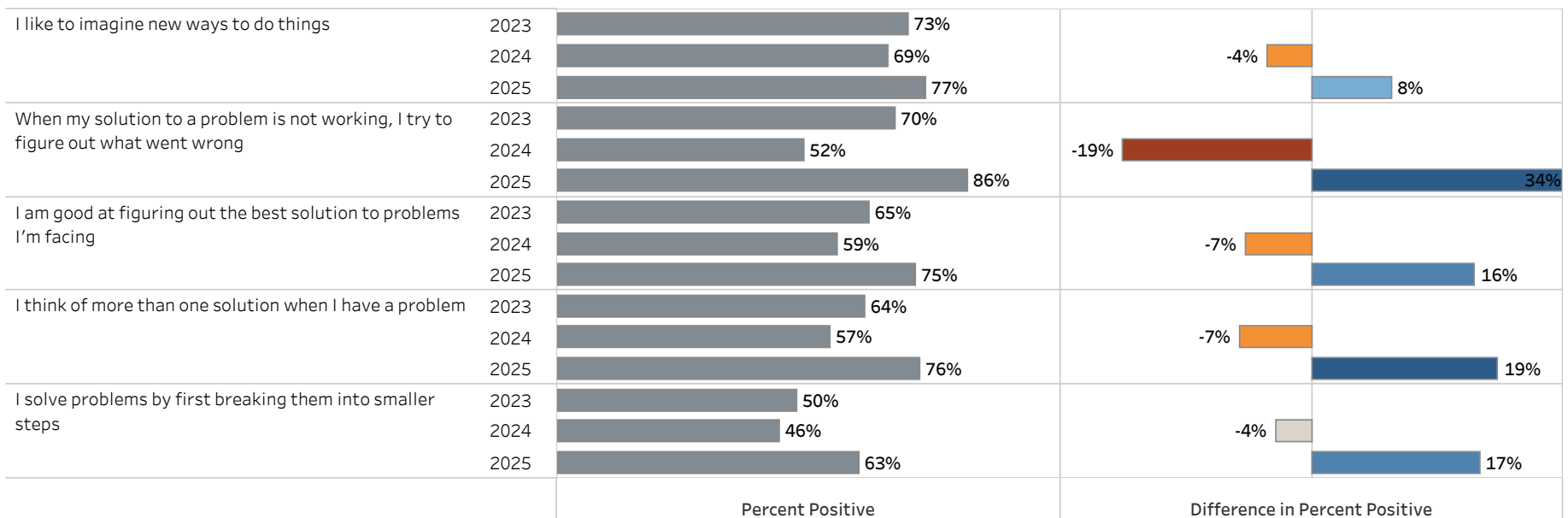


## Critical Thinking

- **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

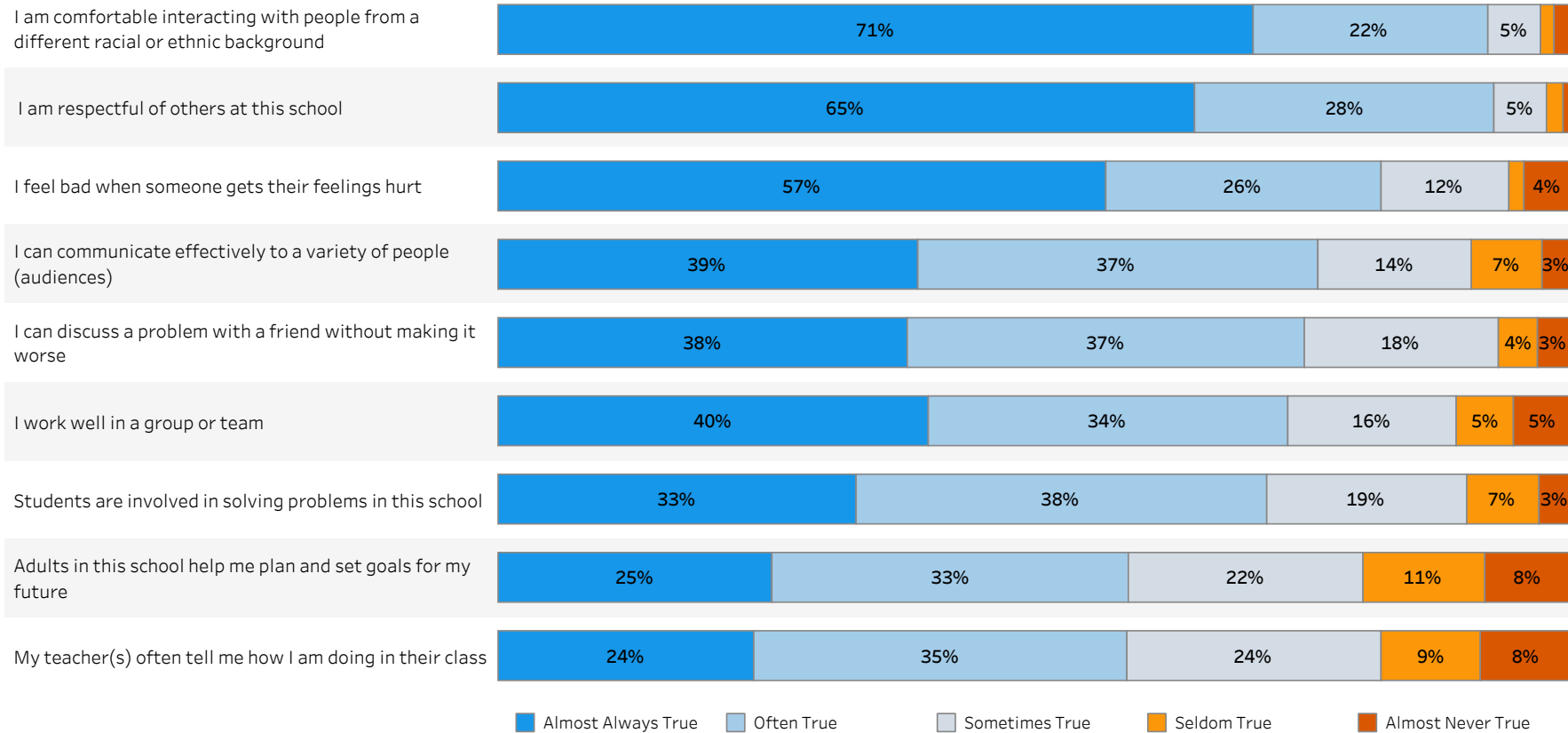


## Critical Thinking LONGITUDINAL



## Collaboration and Interpersonal Skills

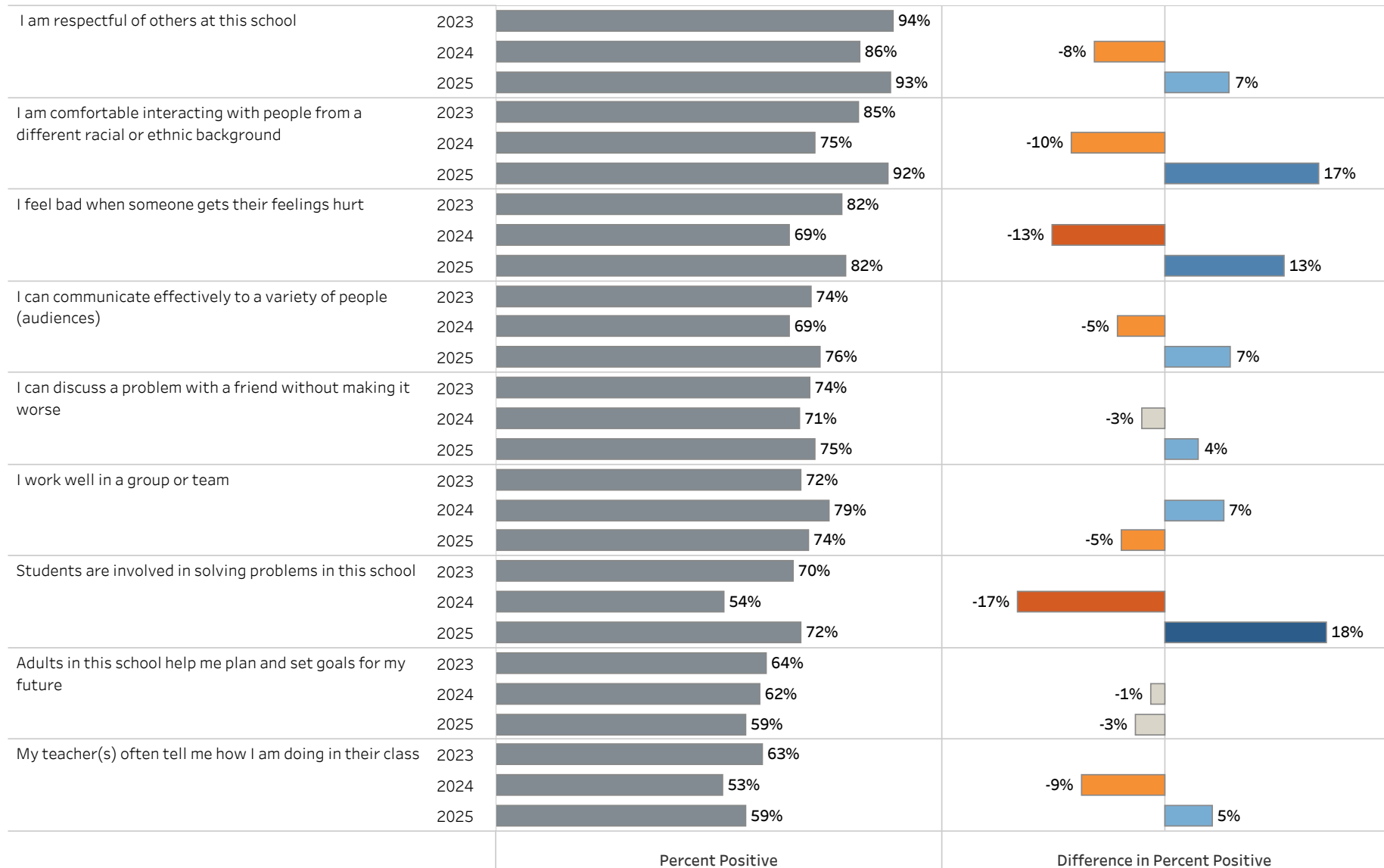
- **Collaboration**—Negotiating and compromising when working in groups or pairs
- **Communication**—Communicating effectively for a variety of purposes and audiences
- **Cultural competence**—Ability to work effectively with people from different backgrounds; appreciation of diversity
- **Conflict resolution**—Preventing,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



# Collaboration and Interpersonal Skills

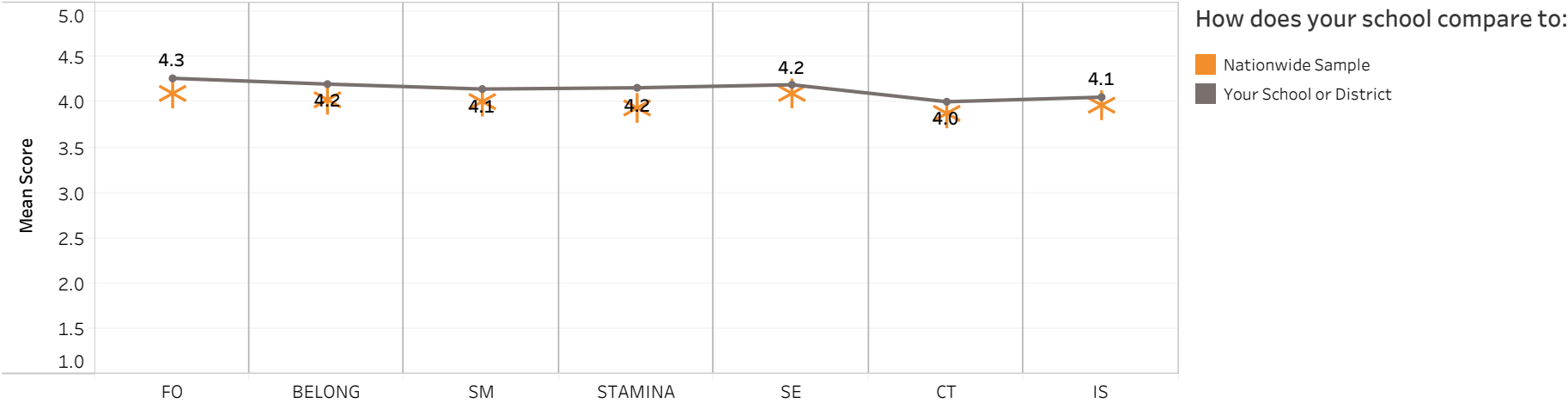
## LONGITUDINAL

Freeman School District

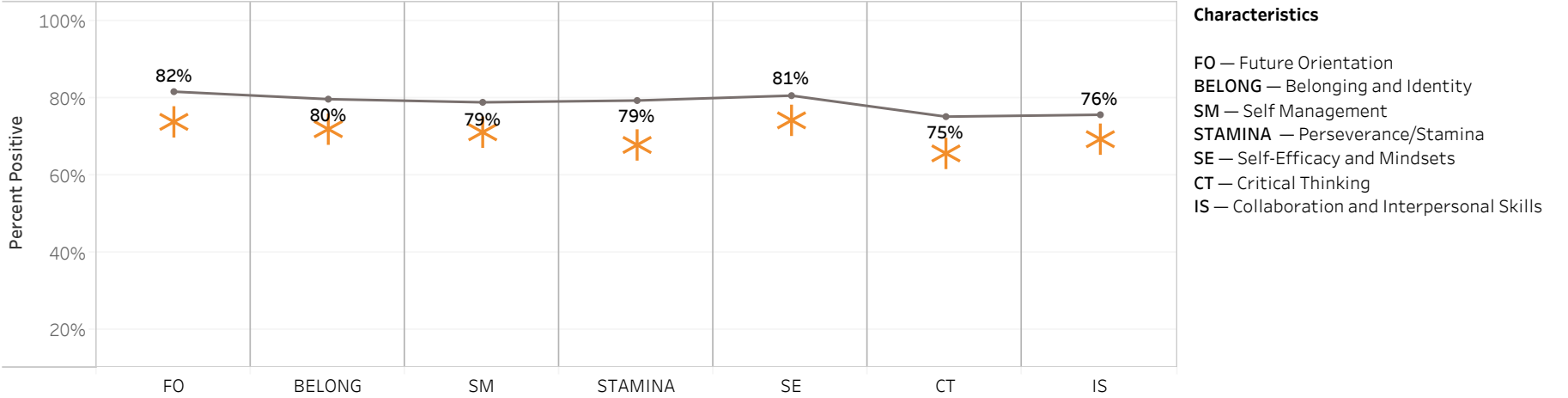


# Comparison - Social Emotional Learning Mean Scores

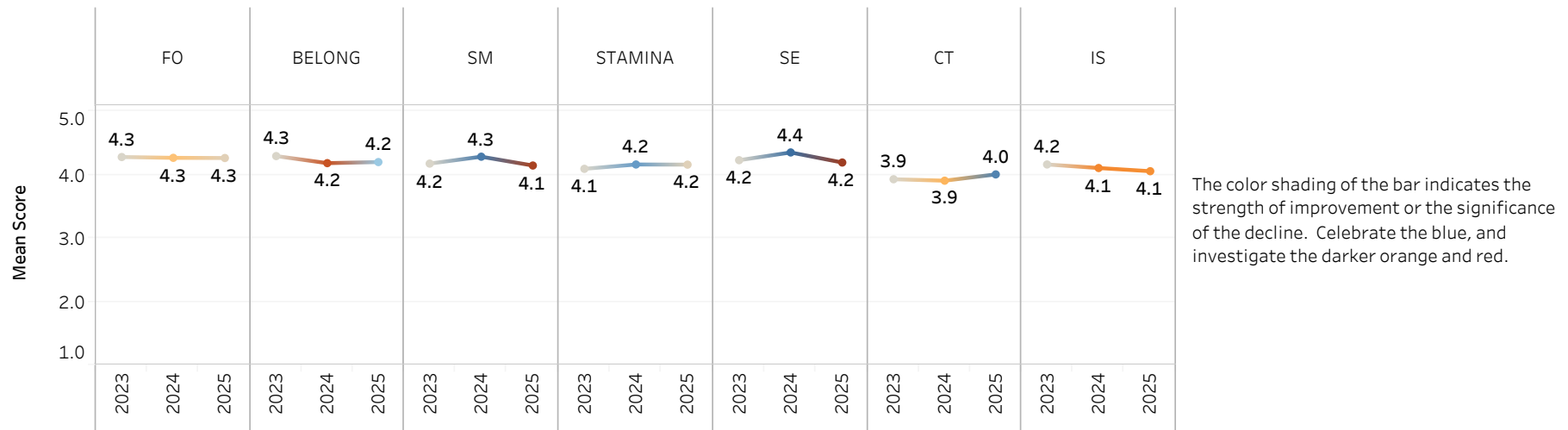
Freeman School District



# Comparison - Social Emotional Learning Percent Positive



## Comparison - Social Emotional Learning Mean Scores LONGITUDINAL



## Comparison - Social Emotional Learning Percent Positive LONGITUDINAL

