# Educational Effectiveness Survey<sup>TM</sup>

# 9 Characteristics of High Performing Schools

#### Student Edition v4.2





**2024** N=43





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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

#### Gender

Male | 247 (50.1%)

Female | 238 (48.3%)

Other | 8 (1.6%)

#### Grade

6th Grade | 68 (13.6%)

10th Grade | 63 (12.6%)

8th Grade | 61 (12.2%)

12th Grade | 60 (12.0%)

7th Grade | 59 (11.8%)

9th Grade | 57 (11.4%)

5th Grade | 50 (10.0%)

**11th Grade** | 43 (8.6%)

4th Grade | 38 (7.6%)

#### English at Home

Always | 430 (86.7%)

Most of the time | 51 (10.3%)

Sometimes | 8 (1.6%)

Rarely or never | 7 (1.4%)

#### Ethnicity

White | 393 (84.9%)

**Two** or more races | 39 (8.4%)

Hisp/Lat of any race | 9 (1.9%)

Am Indian/ AK Native | 8 (1.7%)

Blk / Afr American | 7 (1.5%)

Asian | 6 (1.3%)

Pac Isl / Native HI | 1 (0.2%)

#### Services

Section 504 Plan | 35 (38.5%)

Freeman School District

Highly Capable | 28 (30.8%)

Special Education | 22 (24.2%)

**E**L (English Learner) | 17 (18.7%)

#### Activities

Three or more times a week | 263 (52.8%)

**Once or** twice a week | 89 (17.9%)

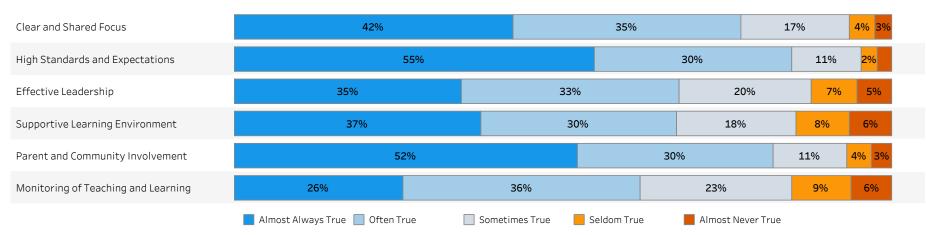
**A few** times a year | 60 (12.0%)

Once or twice a month | 44 (8.8%)

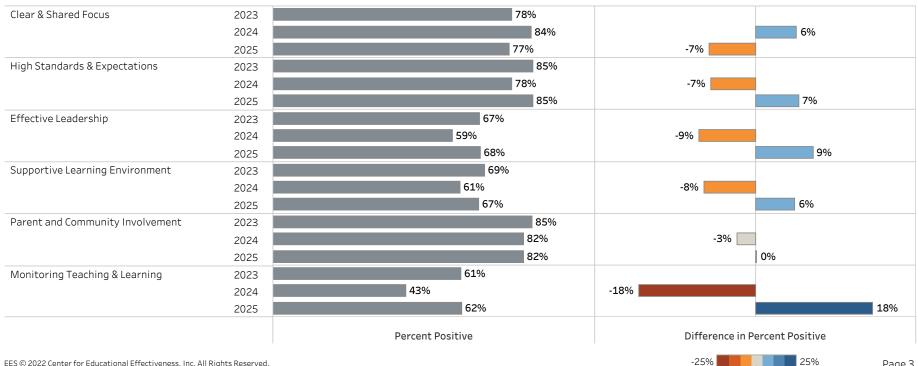
Not at all | 42 (8.4%)

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# 9 Characteristics Summary

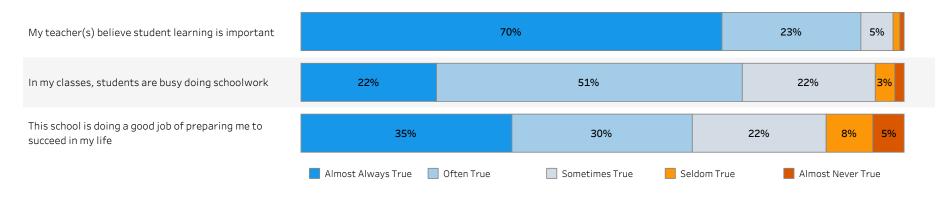


#### 9 Characteristics LONGITUDINAL

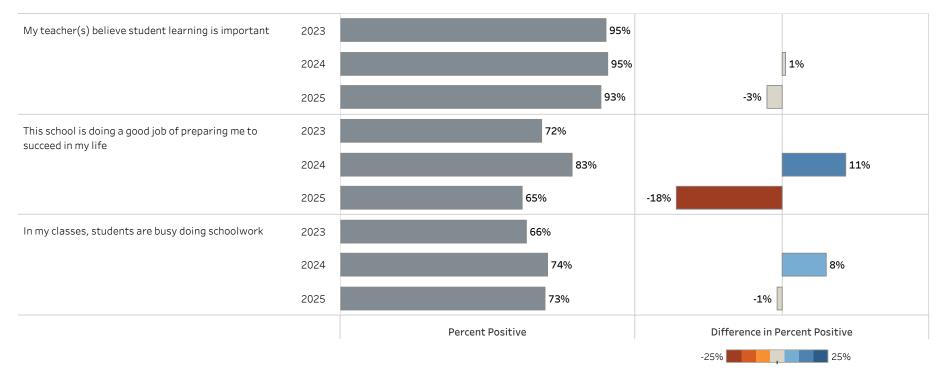


# Clear and Shared Focus

Freeman School District



## Clear and Shared Focus LONGITUDINAL



# High Standards and Expectations

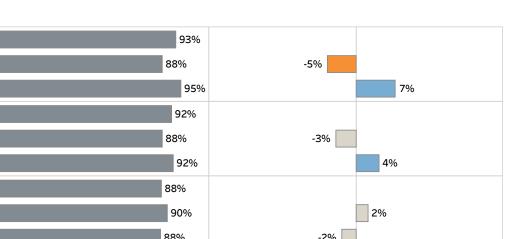
My teacher(s) expect me to do my best	68%		27%	3%
I understand the expectations of this school	69%		24%	6%
Student placement in advanced classes is not influenced by race, gender, disability, or wealth	69%		19% 6%	4%
My teacher(s) expect all students to succeed, no matter who they are	53%	31%	12%	3%
My teacher(s) provide lessons and activities that challenge me to learn	35%	42%	17%	3% 3%
All students have access to rigorous courses and supports	35%	38%	20%	4% 3%
	📕 Almost Always True 📃 Often True	📃 Sometimes True 📒 Seldom T	rue 📕 Almost Never	True

# High Standards and Expectations LONGITUDINAL

2023

2024

My teacher(s) expect me to do my best



-25%

Freeman School District

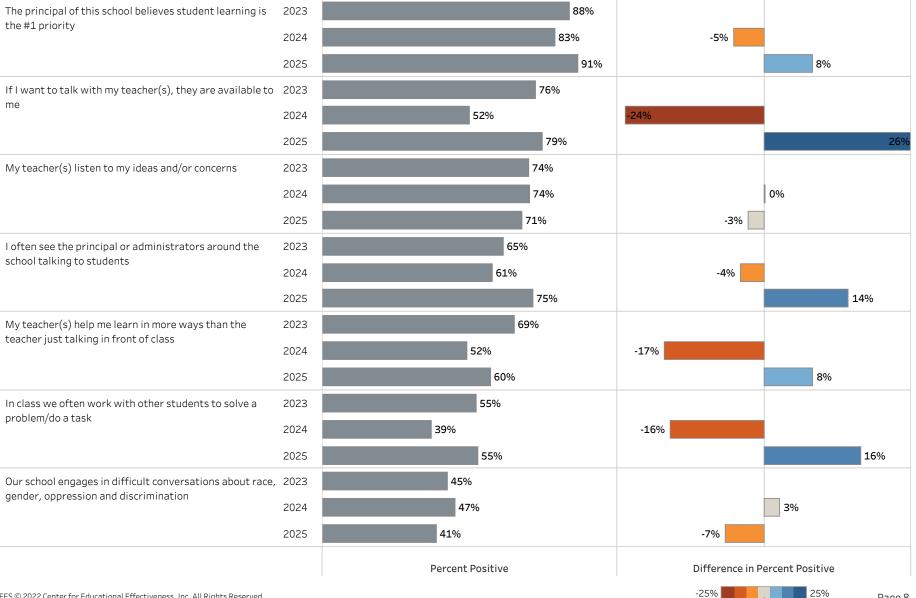
#### 2025 I understand the expectations of this school 2023 2024 2025 Student placement in advanced classes is not influenced 2023 by race, gender, disability, or wealth 2024 2025 88% -2% My teacher(s) expect all students to succeed, no matter 2023 88% who they are 2024 91% 3% 83% 2025 -8% 76% My teacher(s) provide lessons and activities that 2023 challenge me to learn 60% 2024 -17% 77% 18% 2025 72% All students have access to rigorous courses and 2023 supports 51% 2024 73% 2025 22% Percent Positive **Difference in Percent Positive**

25%

# Effective Leadership

The principal of this school believes student learning is the #1 priority	63%			28	%	7%
If I want to talk with my teacher(s), they are available to me	36	5%	43%		16%	4%
l often see the principal or administrators around the school talking to students	:	39%	36%		16% 5	% 4%
My teacher(s) listen to my ideas and/or concerns	3	38%	33%		18% 7%	b 4%
My teacher(s) help me learn in more ways than the teacher just talking in front of class	27%		33%	23%	11%	6%
In class we often work with other students to solve a problem/do a task	20%	35	%	35%	6	% 3%
Our school engages in difficult conversations about race, gender, oppression and discrimination	18%	23%	25%	16%	18%	
Aln	nost Always True	Often True	Sometimes True	Seldom True	Almost Neve	er True

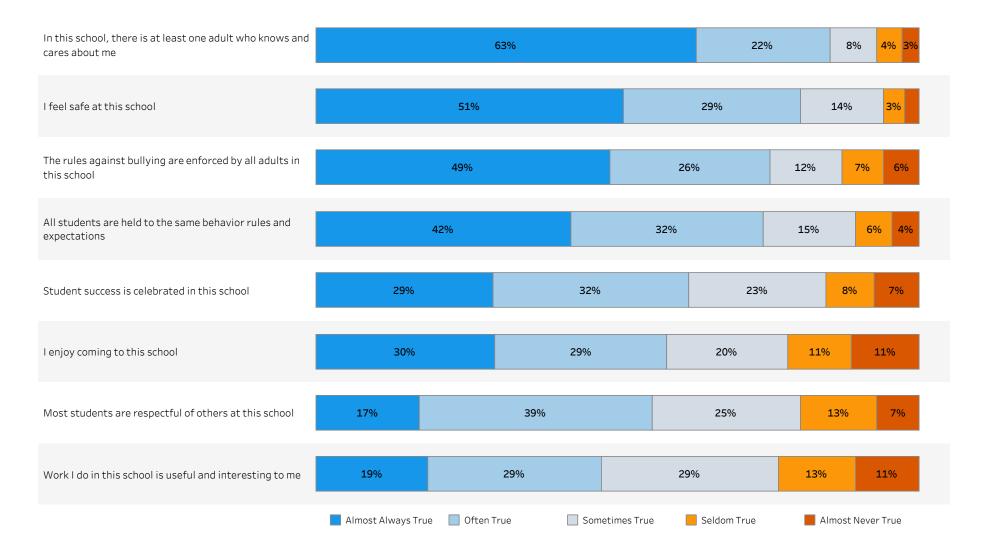
# Effective Leadership LONGITUDINAL



Freeman School District

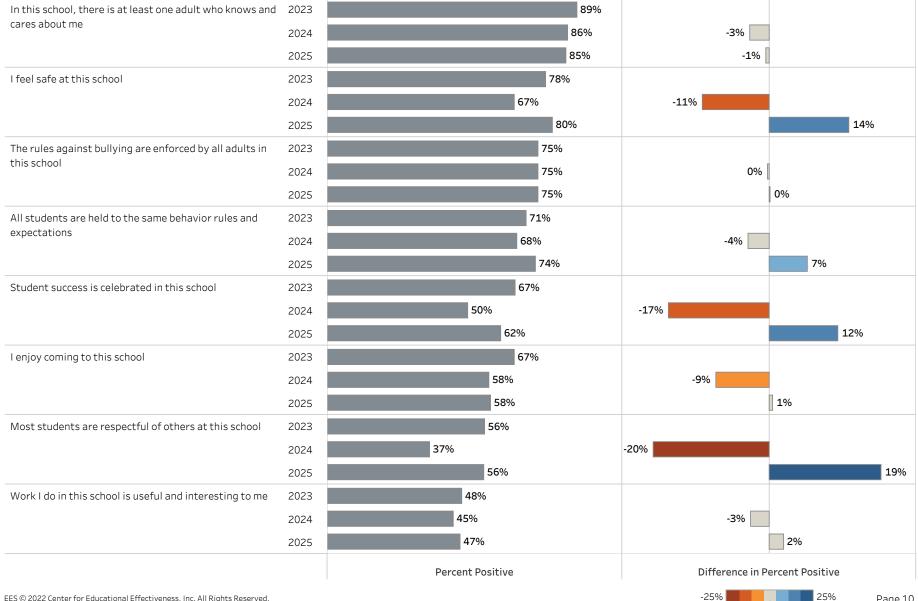
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#### Supportive Learning Environment



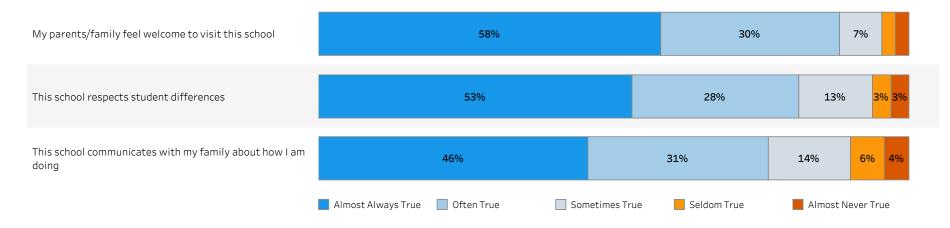
# Supportive Learning Environment LONGITUDINAL



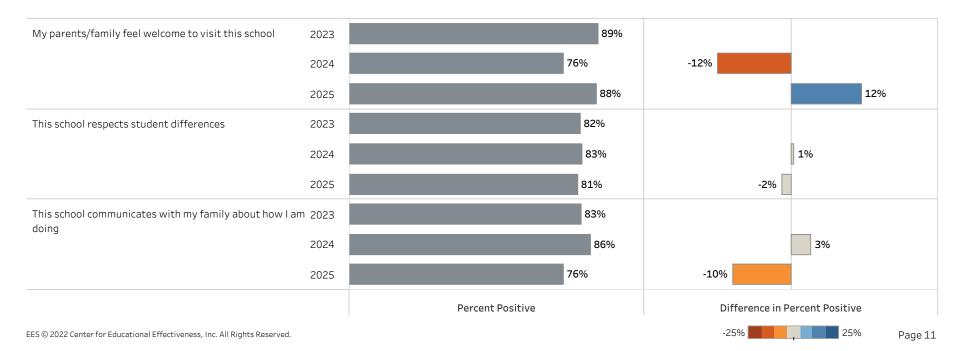


#### Parent and Community Involvement

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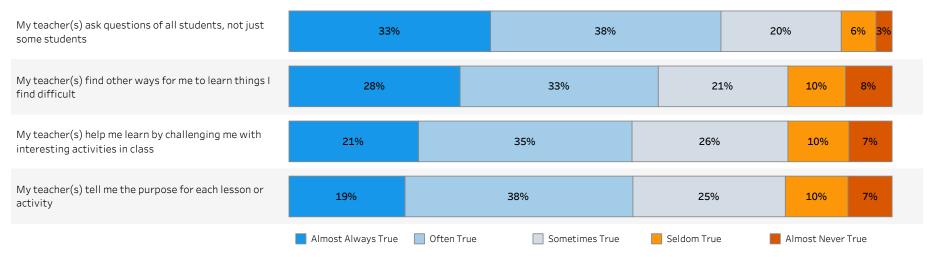


#### Parent and Community Involvement LONGITUDINAL

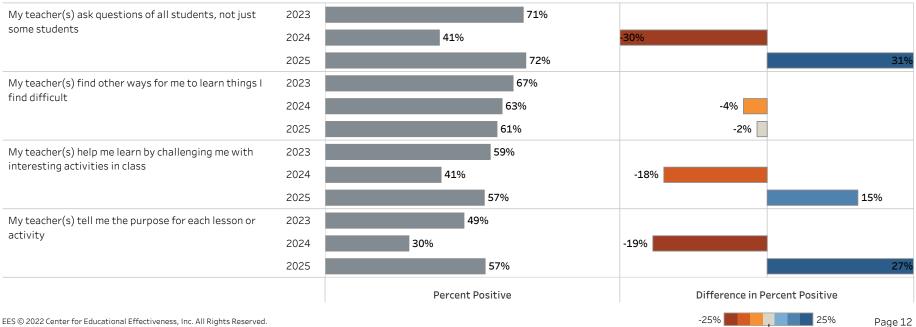


# Frequent Monitoring of Teaching and Learning

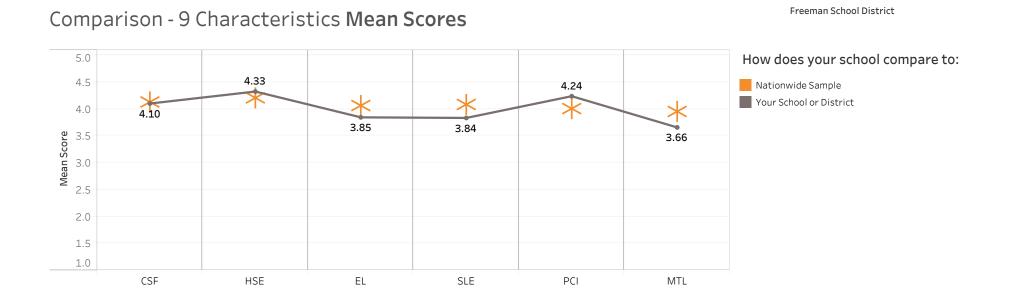
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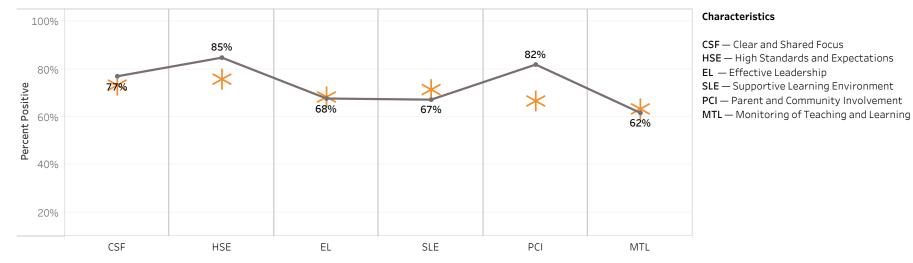
#### Frequent Monitoring of Teaching and Learning LONGITUDINAL



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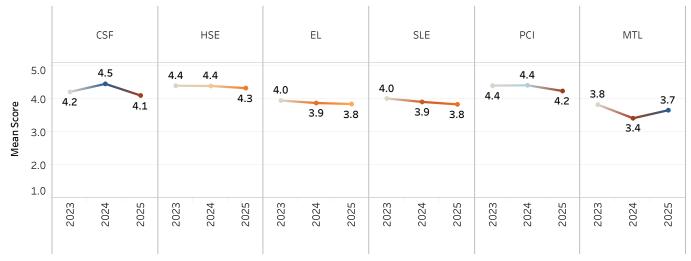


#### Comparison - 9 Characteristics Percent Positive



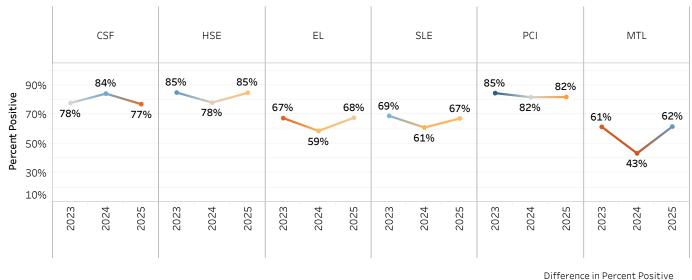
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# Comparison - 9 Characteristics Mean Scores LONGITUDINAL



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%

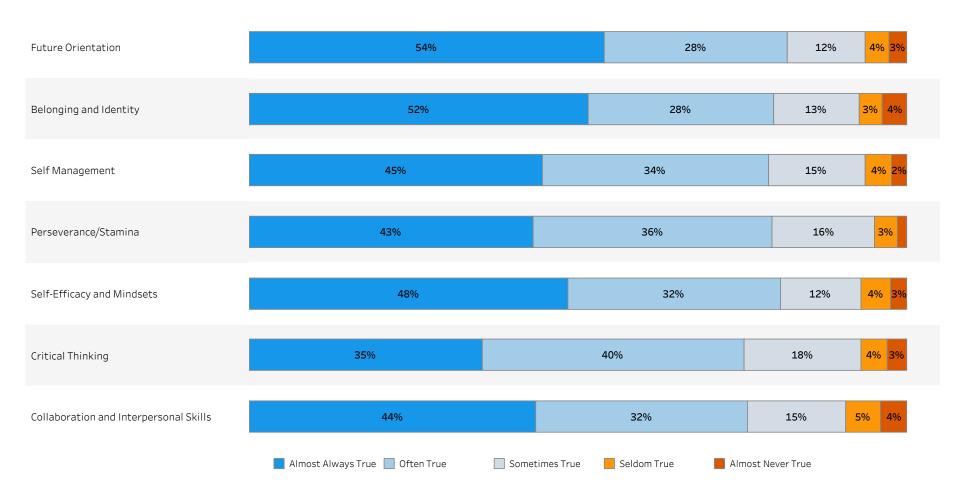
-0.15

-15%

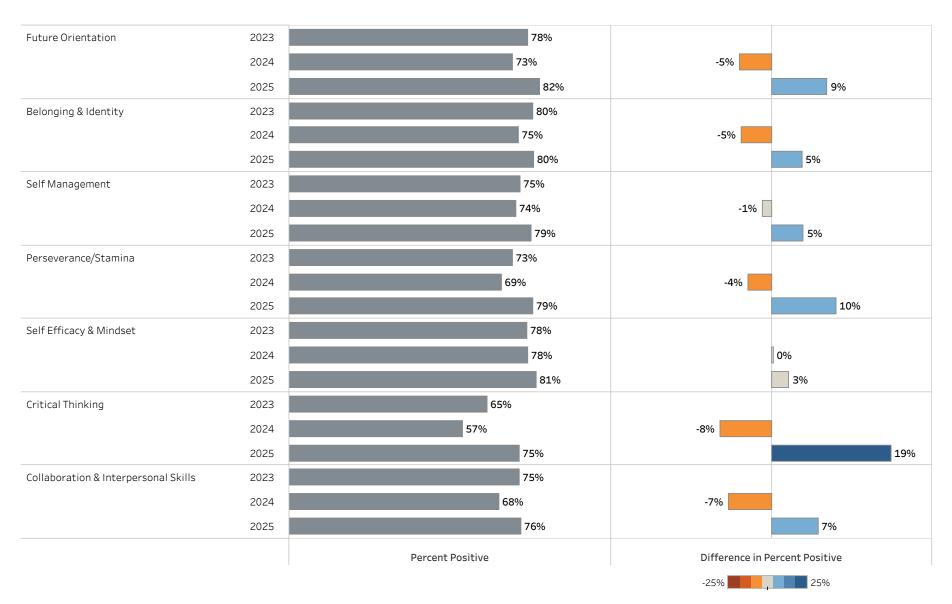
- **CSF** Clear and Shared Focus
- $\ensuremath{\mathsf{HSE}}\xspace$  High Standards and Expectations
- **EL** Effective Leadership
- **SLE** Supportive Learning Environment
- $\ensuremath{\mathsf{PCI}}-\ensuremath{\mathsf{Parent}}$  and Community Involvement
- MTL Monitoring of Teaching and Learning

Freeman School District

# Social Emotional Learning Summary



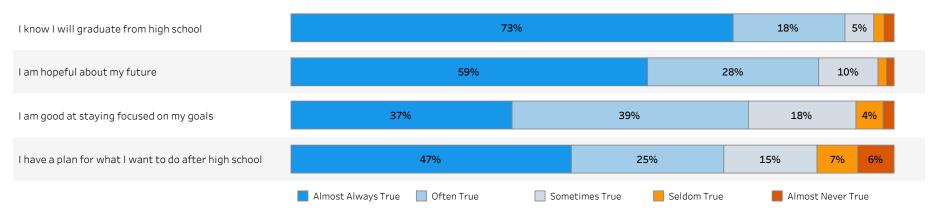
# Social Emotional Learning Summary LONGITUDINAL



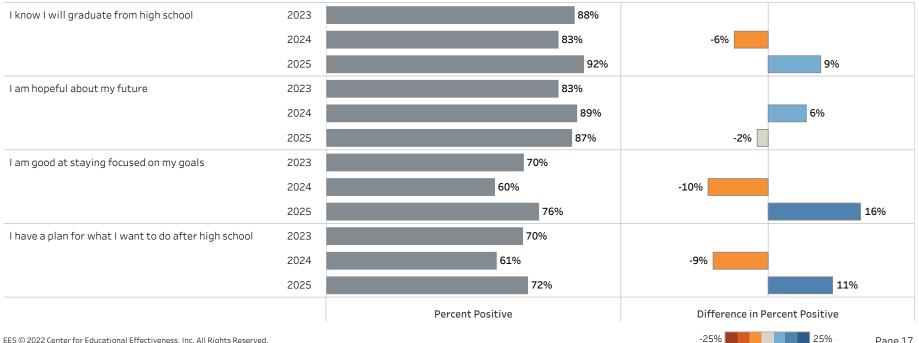
#### **Future Orientation**

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

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



# Future Orientation LONGITUDINAL



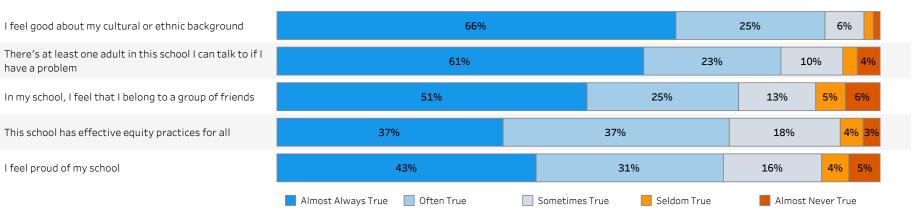
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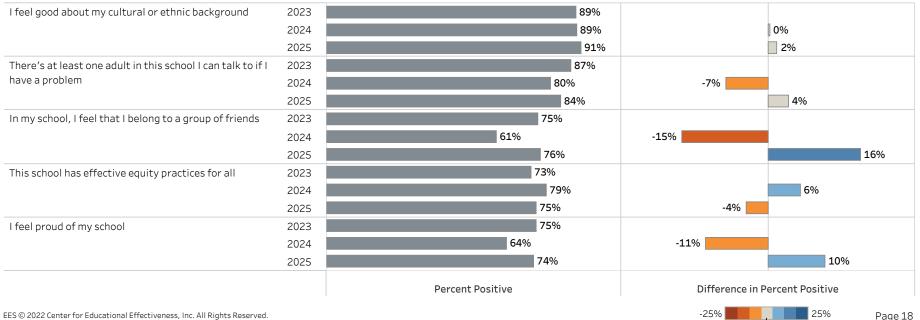
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#### Belonging and Identity

- 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



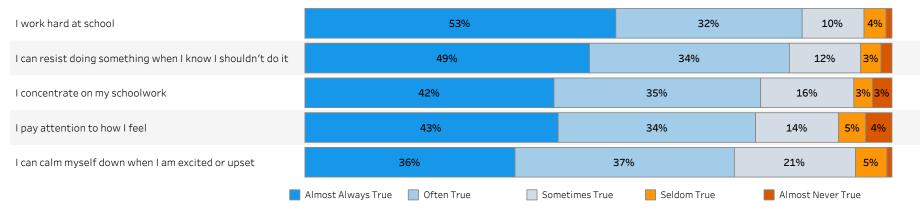
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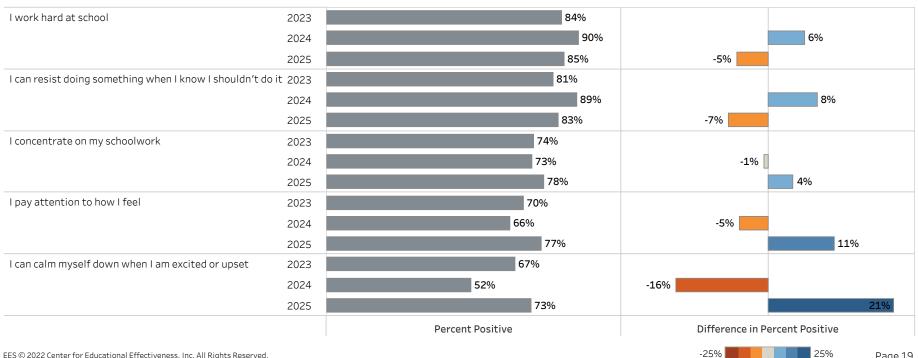
#### Self Management

- 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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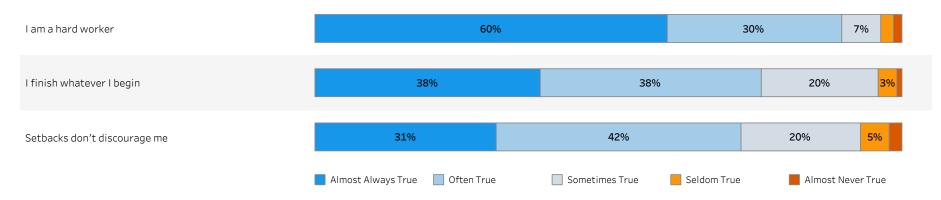


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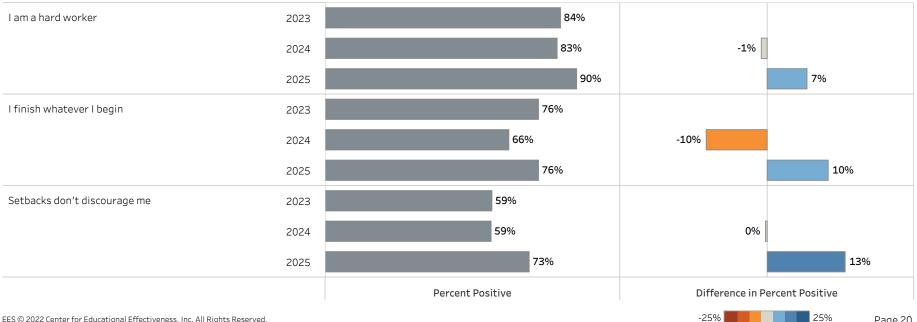
# Perseverance/Stamina

- Perseverance—Tendency to persist in spite of obstacles or setbacks

- Goal orientation—Commitment to the achievement of goals over time



#### Perseverance/Stamina LONGITUDINAL

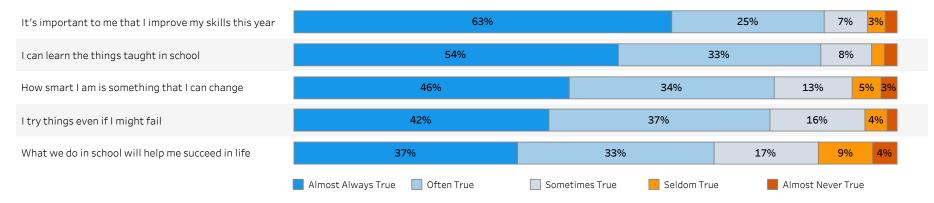


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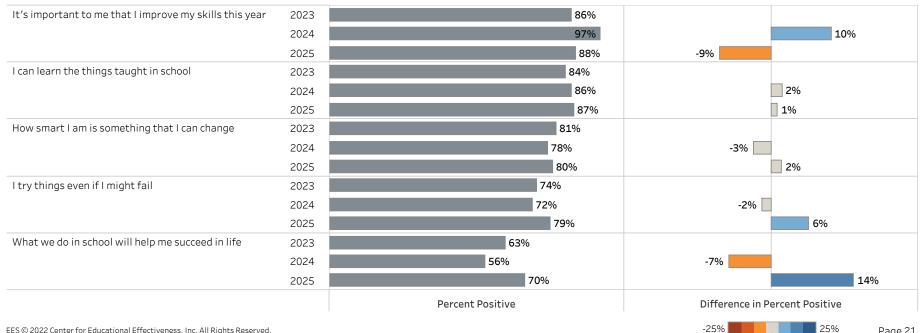
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## Self-Efficacy and Mindsets

- 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



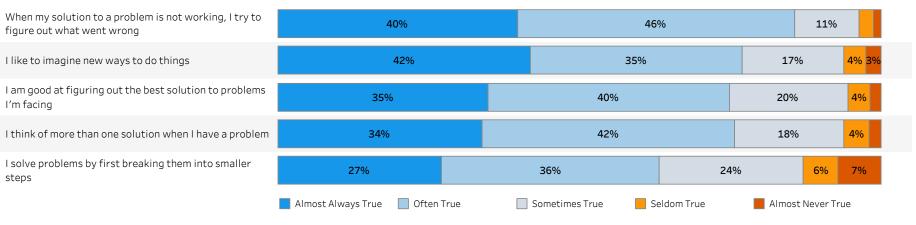
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# **Critical Thinking**

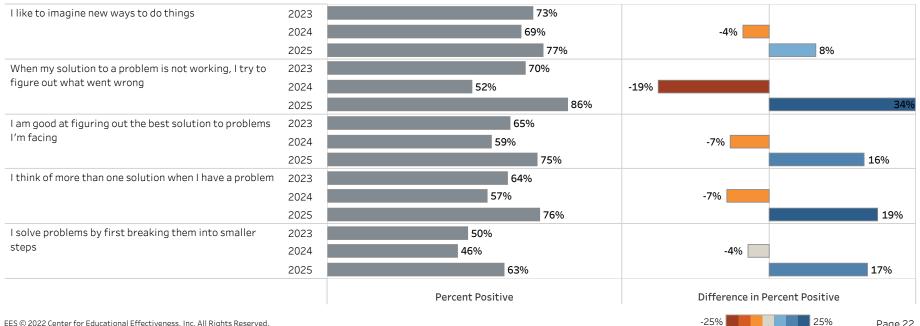
#### Freeman School District

- 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

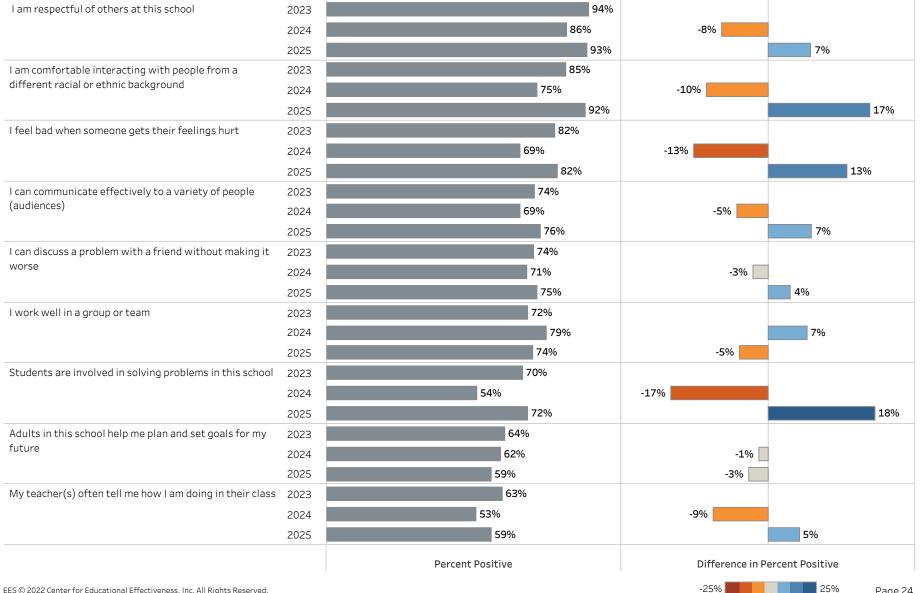


# Collaboration and Interpersonal Skills

- 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

I am comfortable interacting with people from a different racial or ethnic background	71%			22%		5%	
I am respectful of others at this school	65%				28%		5%
I feel bad when someone gets their feelings hurt	57%		26%		12%	<b>4%</b>	
I can communicate effectively to a variety of people (audiences)	39%		379	6		14%	7% 3%
I can discuss a problem with a friend without making it worse	38%		37%			18%	<mark>4%</mark> 3%
I work well in a group or team	40%		34%		16	5%	5% 5%
Students are involved in solving problems in this school	33%		38%		19	%	7% 3%
Adults in this school help me plan and set goals for my future	25%		33%	22%		11%	8%
My teacher(s) often tell me how I am doing in their class	24%		35%	24%	6	9%	8%
	Almost Always True	Often True	Sometimes True	Seldom Tru	e 📕	Almost N	ever True

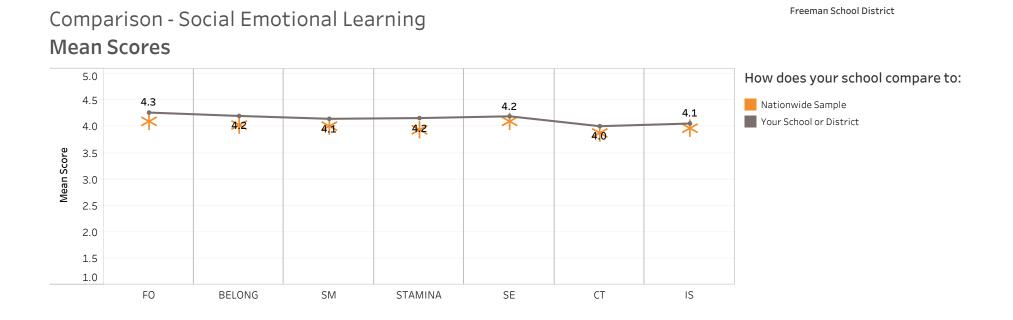
# Collaboration and Interpersonal Skills LONGITUDINAL



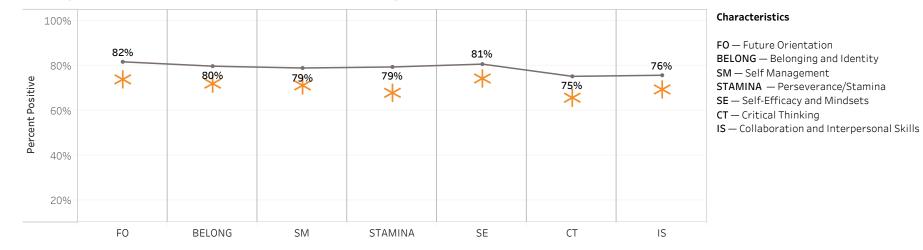
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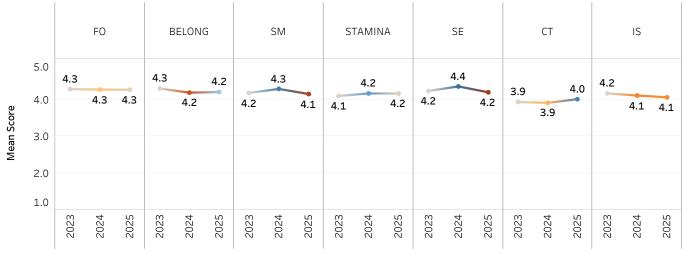
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#### Comparison - Social Emotional Learning Percent Positive

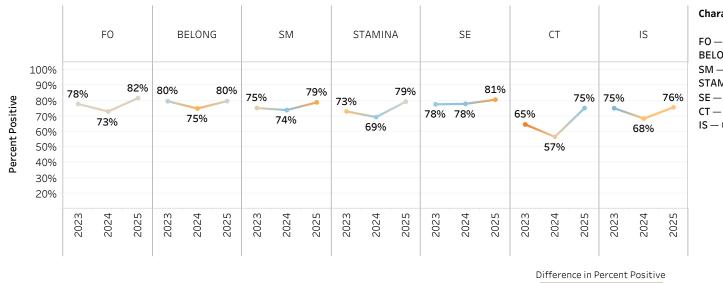


# Comparison - Social Emotional Learning Mean Scores LONGITUDINAL



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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
- ${\bf STAMINA}-{\rm Perseverance}/{\rm Stamina}$
- ${\bf SE}-{\bf Self}{-}{\bf Efficacy}$  and Mindsets
- **CT** Critical Thinking
- **IS** Collaboration and Interpersonal Skills