

Educational Effectiveness Survey™



9 Characteristics of High Performing Schools

Student SEL edition with
Diversity, Equity & Inclusion Module

V4

Ridgecrest Elementary

Shoreline Public Schools

March 2021

N=118



Better Data. Better Decisions. Better Schools.



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Published by:
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Printed in the U.S.A.

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Introduction

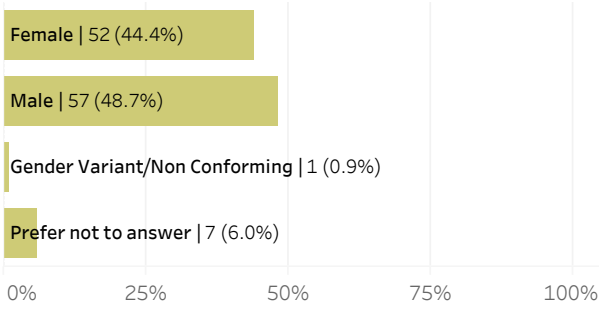
Educational Effectiveness Survey, Student SEL Edition

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.

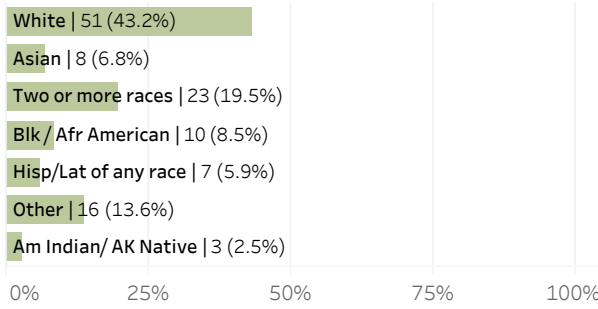
Student voice is an integral part of compiling an accurate view of these school improvement constructs. In both stand-alone reporting and through common questions between staff, students, and parents, the EES Student survey brings this voice to the table. Beyond the value for school staff to learn from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

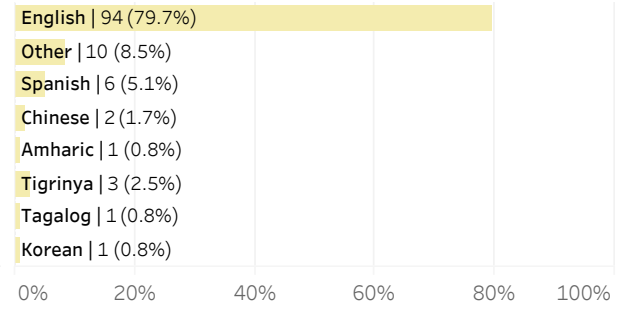
Gender



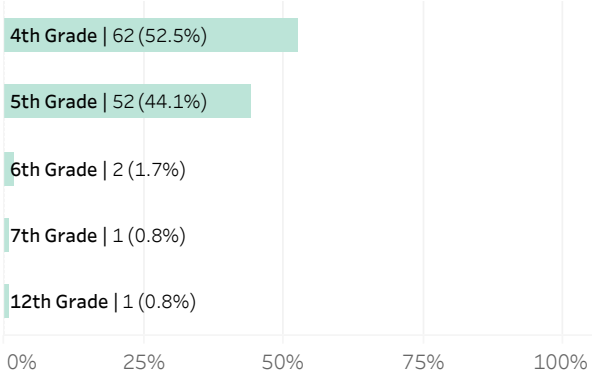
Ethnicity



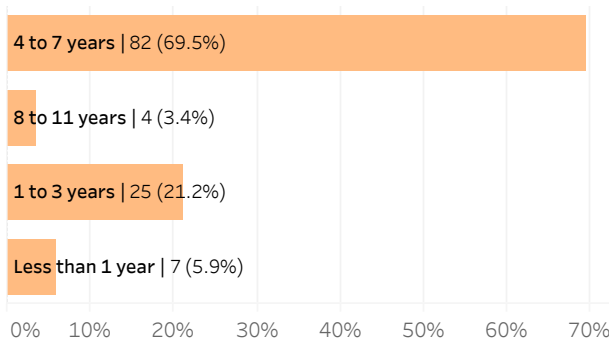
Primary Home Language



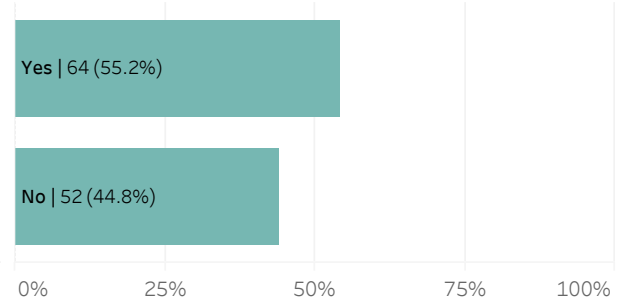
Grade



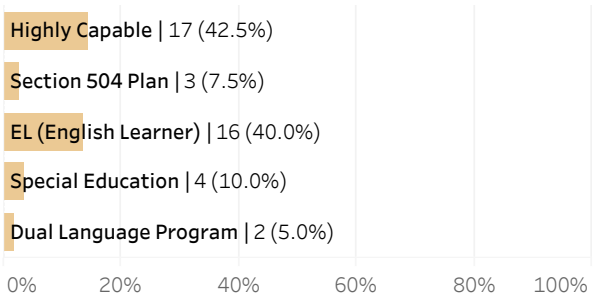
How long have you attended Shoreline Schools?



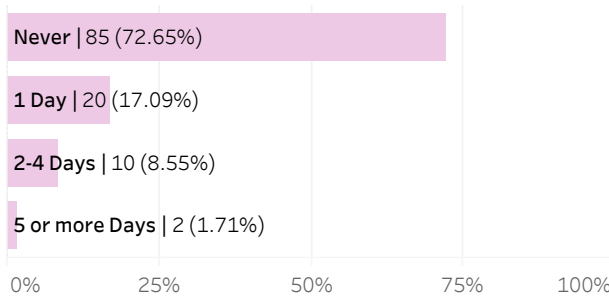
Do you participate in extracurricular school activities (athletics, student leadership, fine arts, clubs and social activities, etc.)?



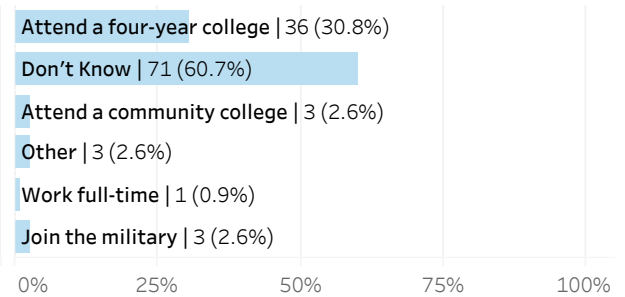
Services



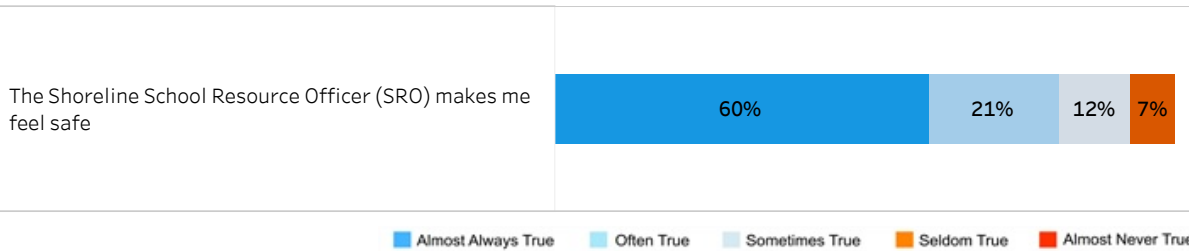
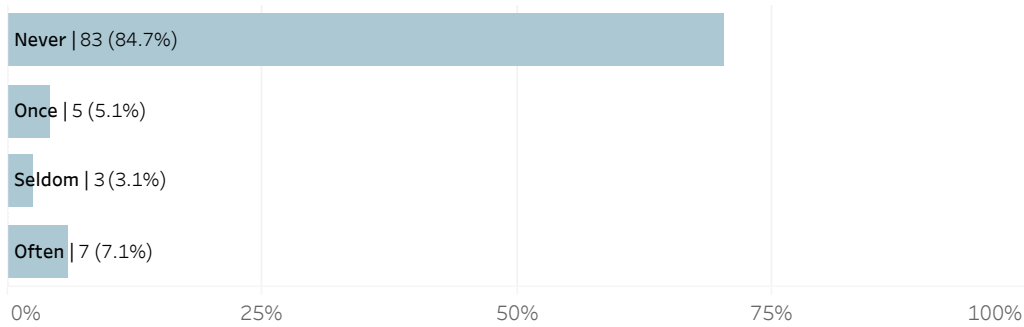
Absences



After High School



I have met the Shoreline School Resource Officer



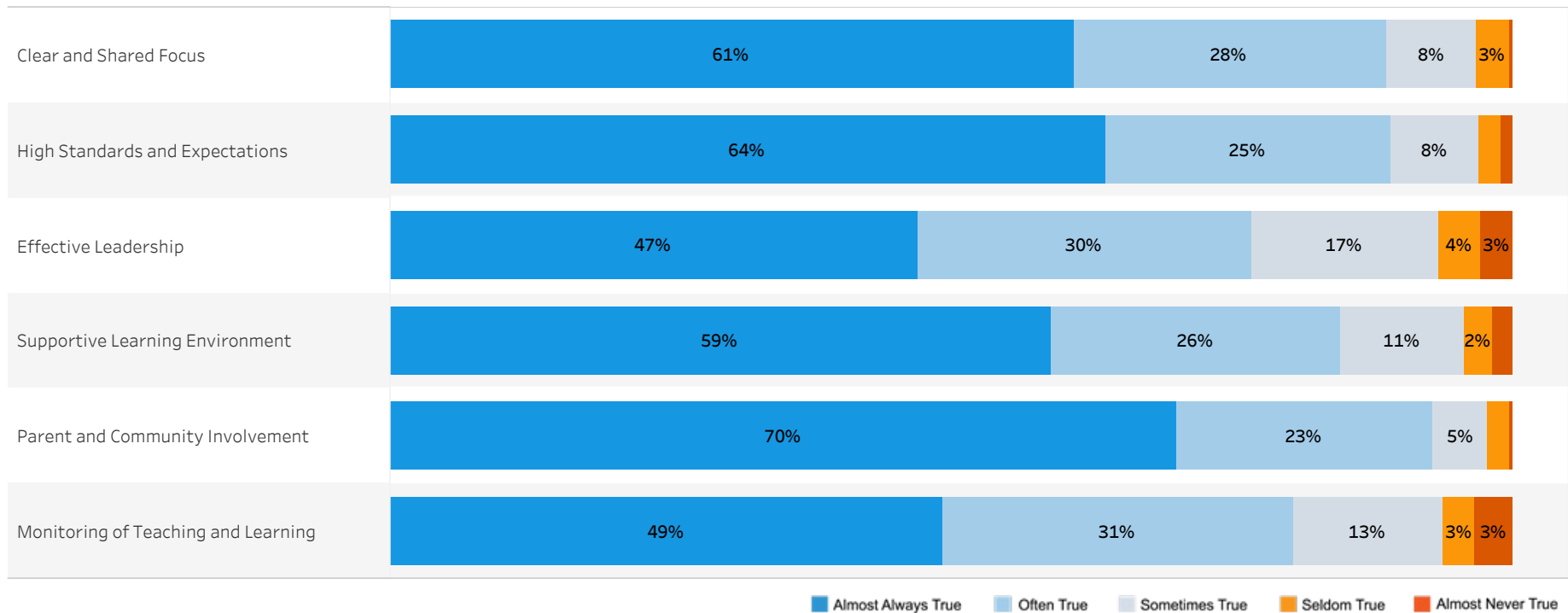
9 Characteristics of High-Performing Schools



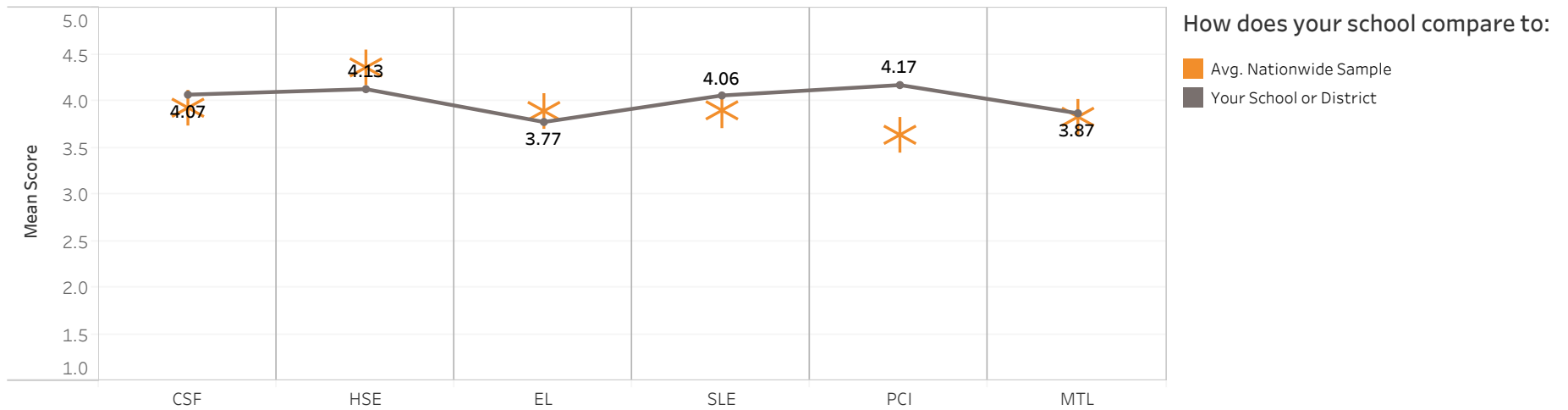
9 Characteristics Summary

Ridgecrest Elementary

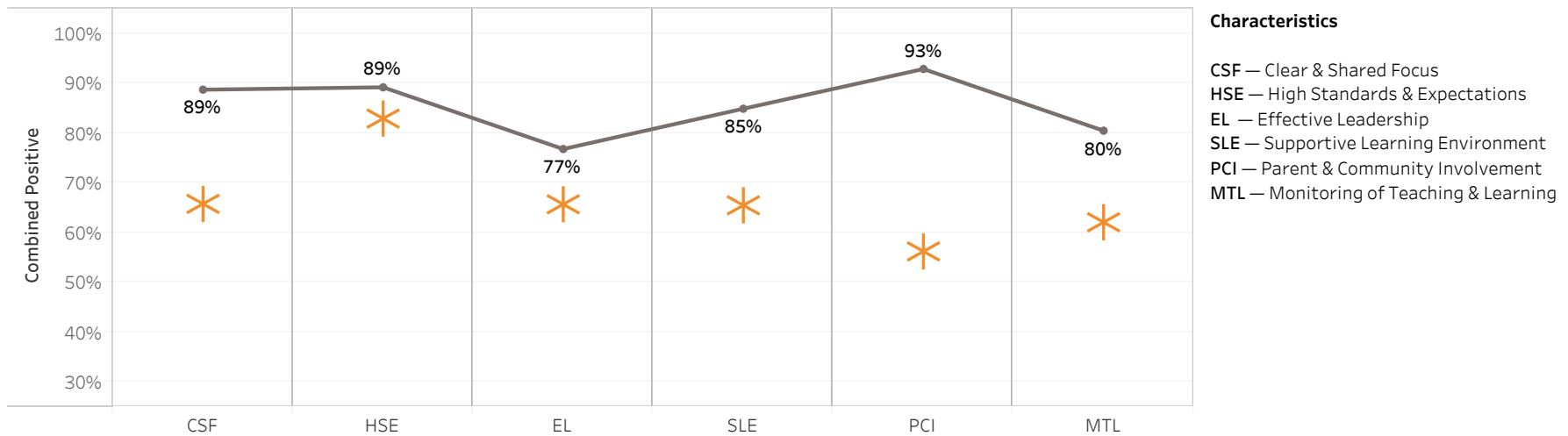
The Characteristics, "Curriculum, Instruction, and Assessment", "Communication and Collaboration", and "Focused Professional Development", are professional activities conducted amongst the adult school community and are rarely viewed by students. Thus questions regarding those Characteristics are not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



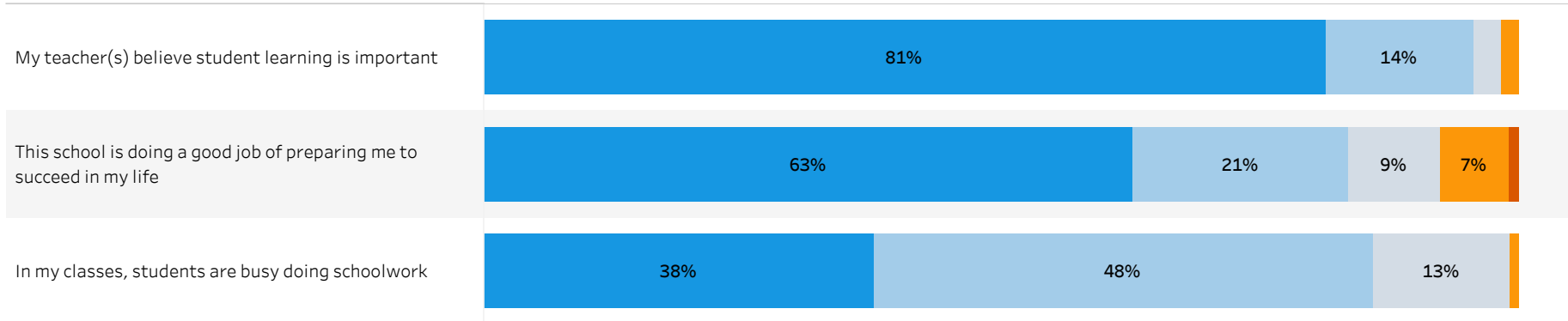
Comparison - Mean Scores



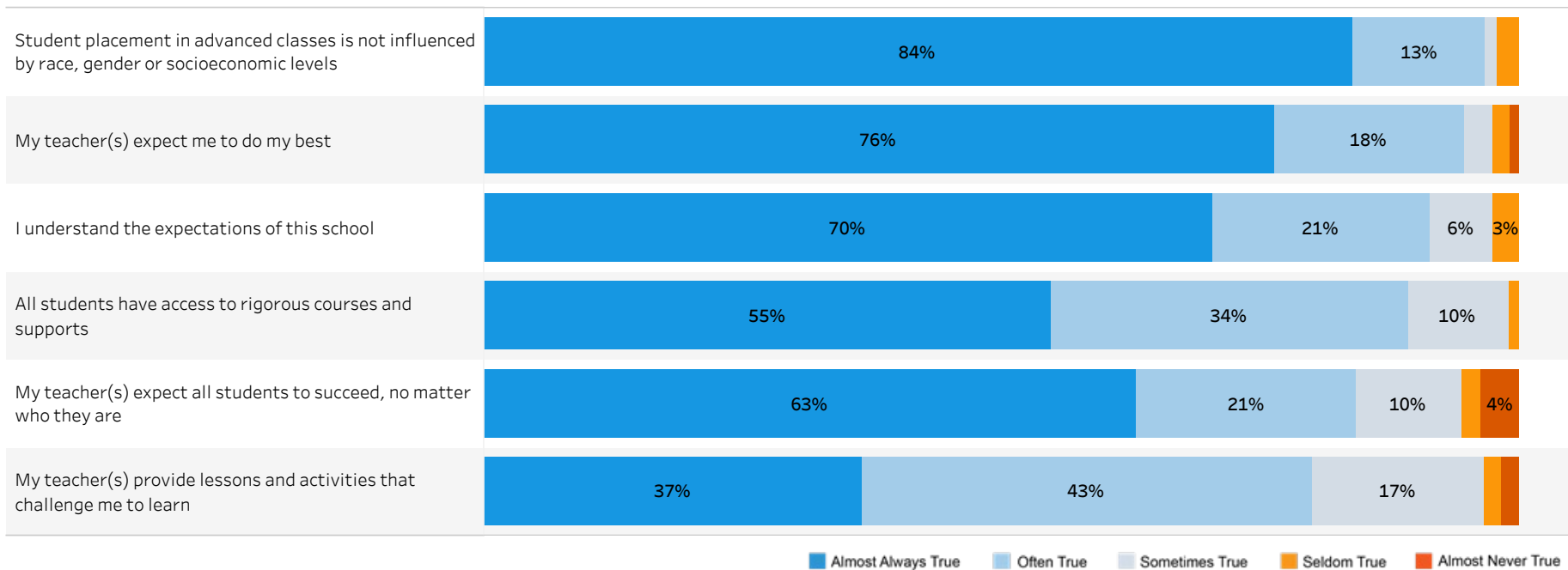
Comparison - Percent Positive



Clear and Shared Focus



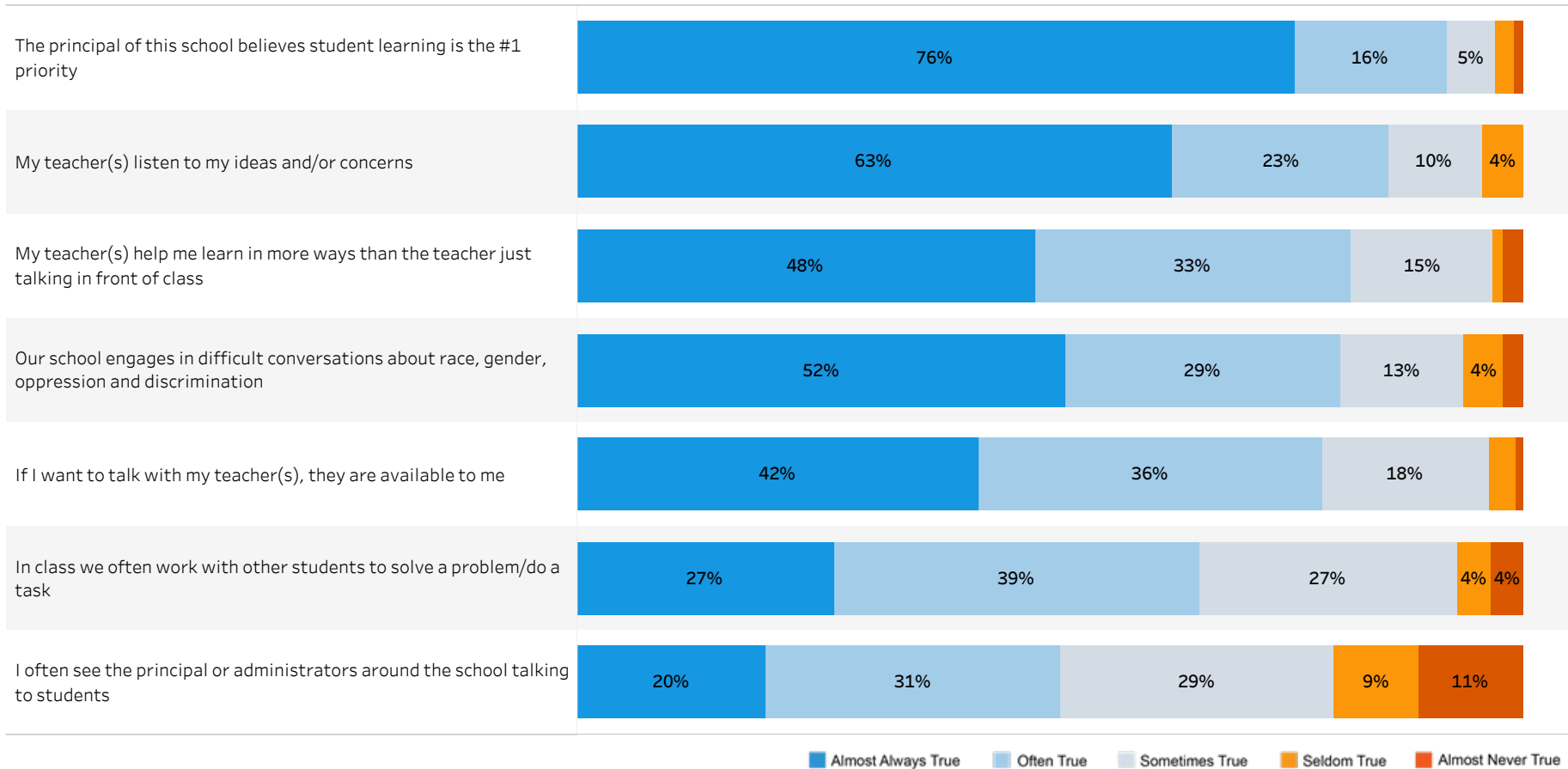
High Standards and Expectations



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

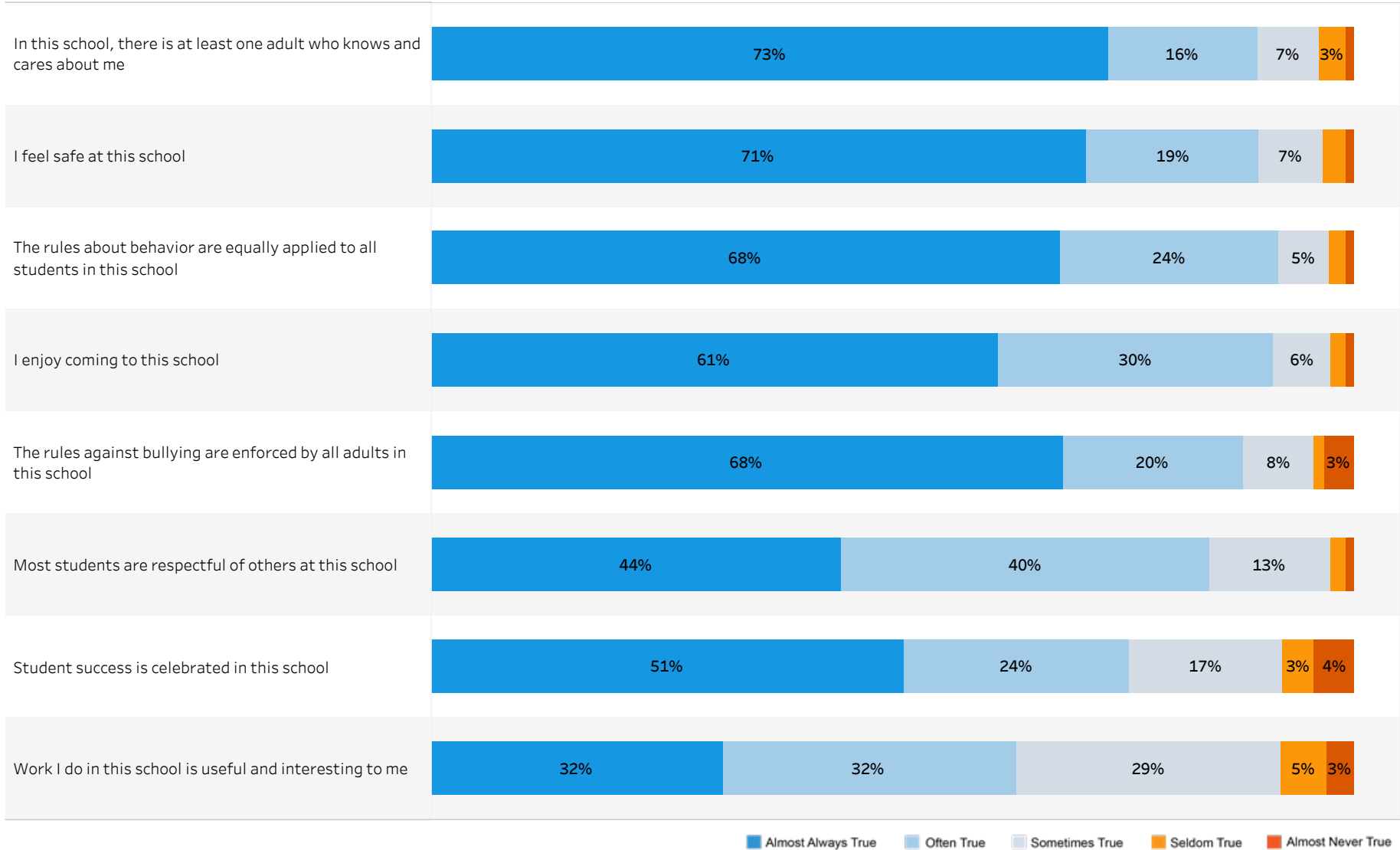
Effective Leadership

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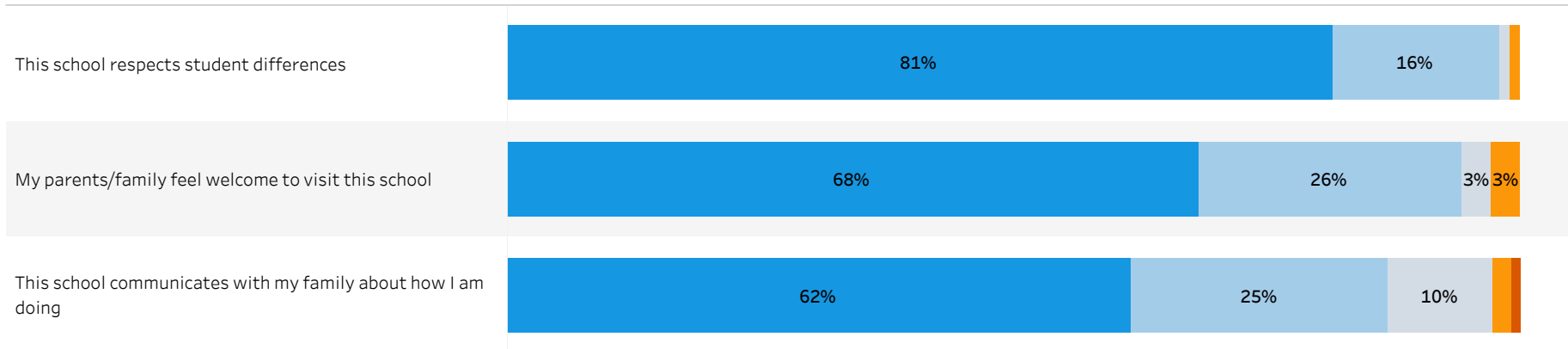
Supportive Learning Environment

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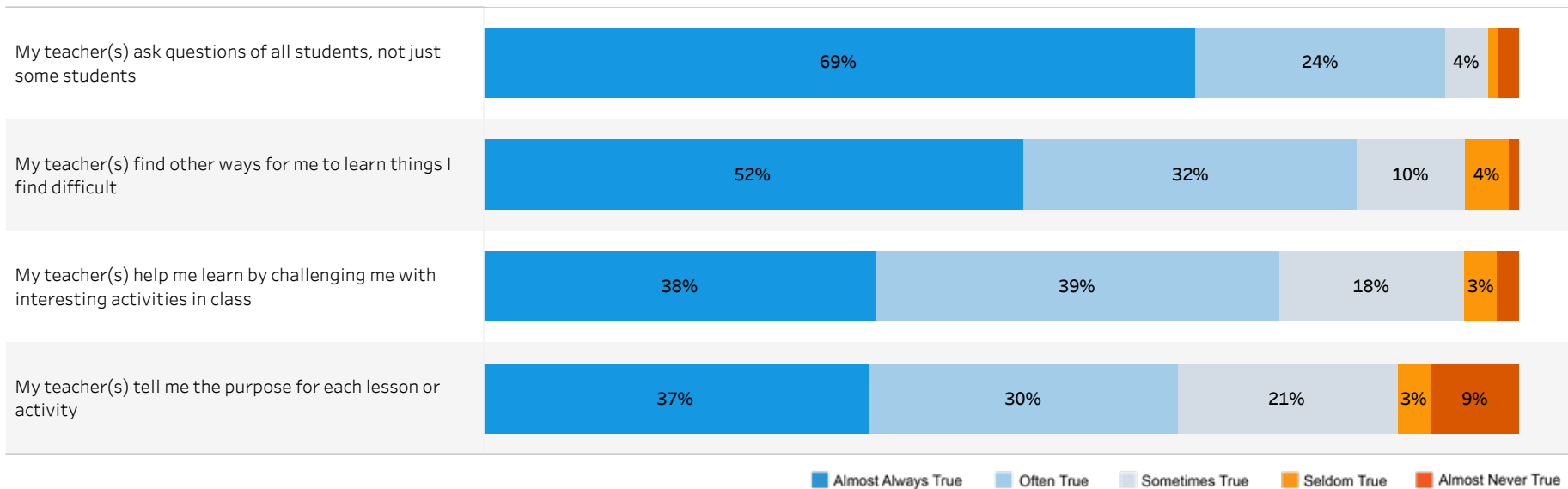


Parent and Community Involvement

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Frequent Monitoring of Teaching and Learning

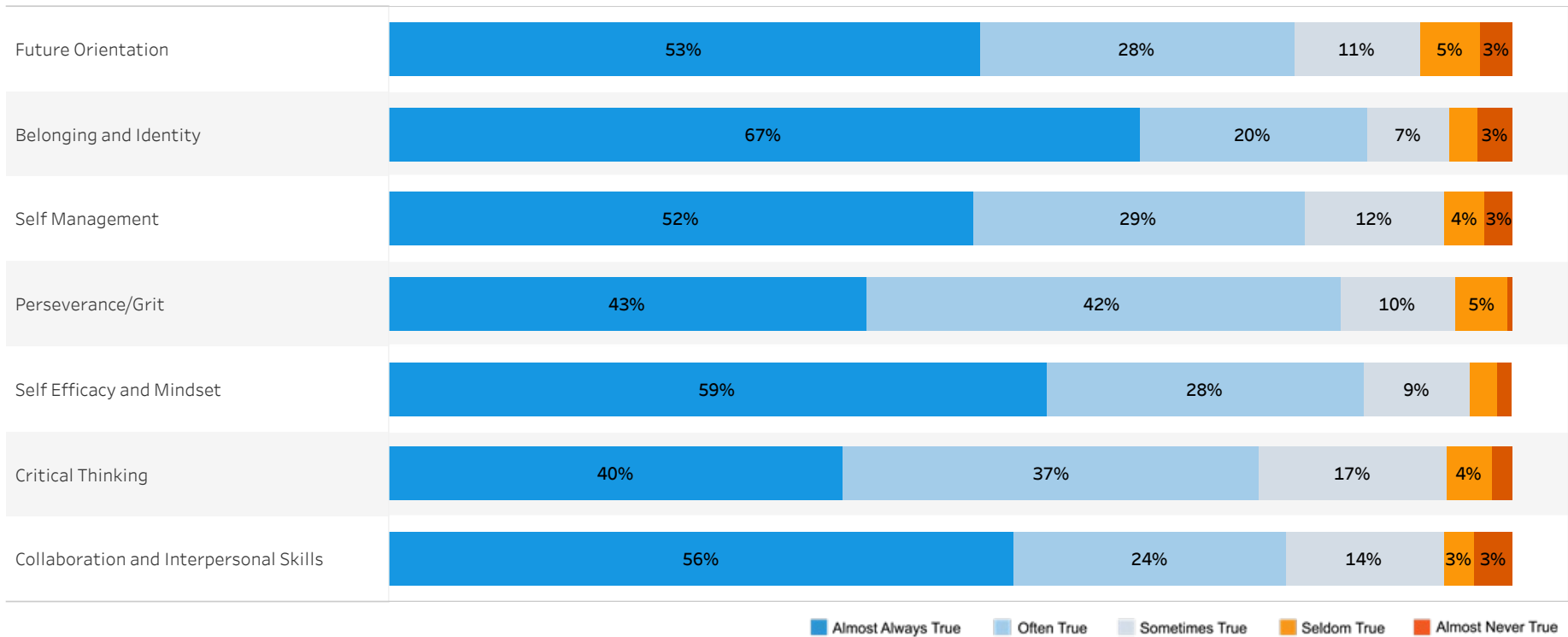


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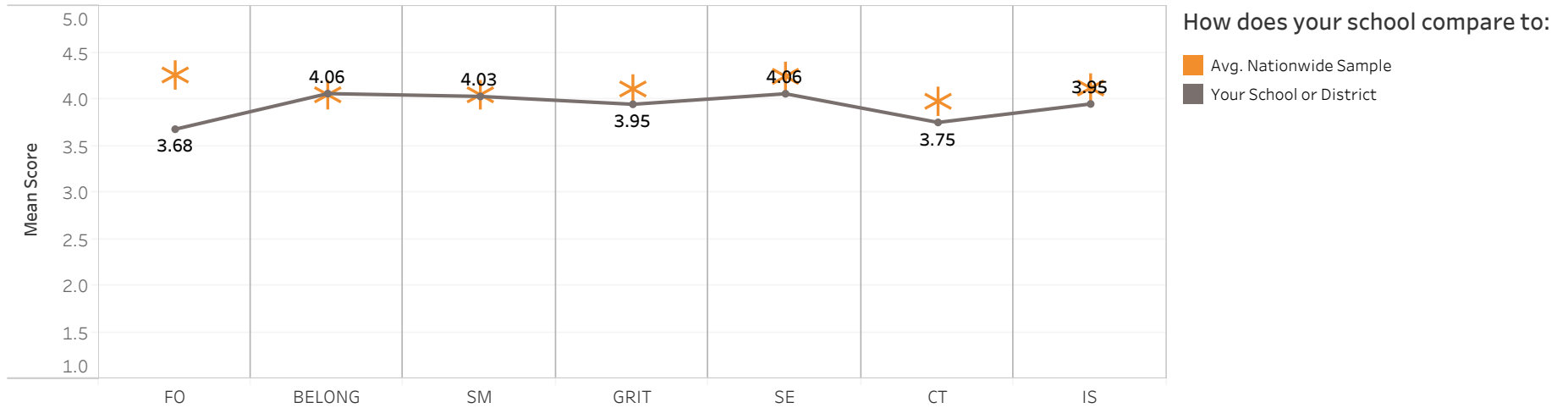
Social and Emotional Learning



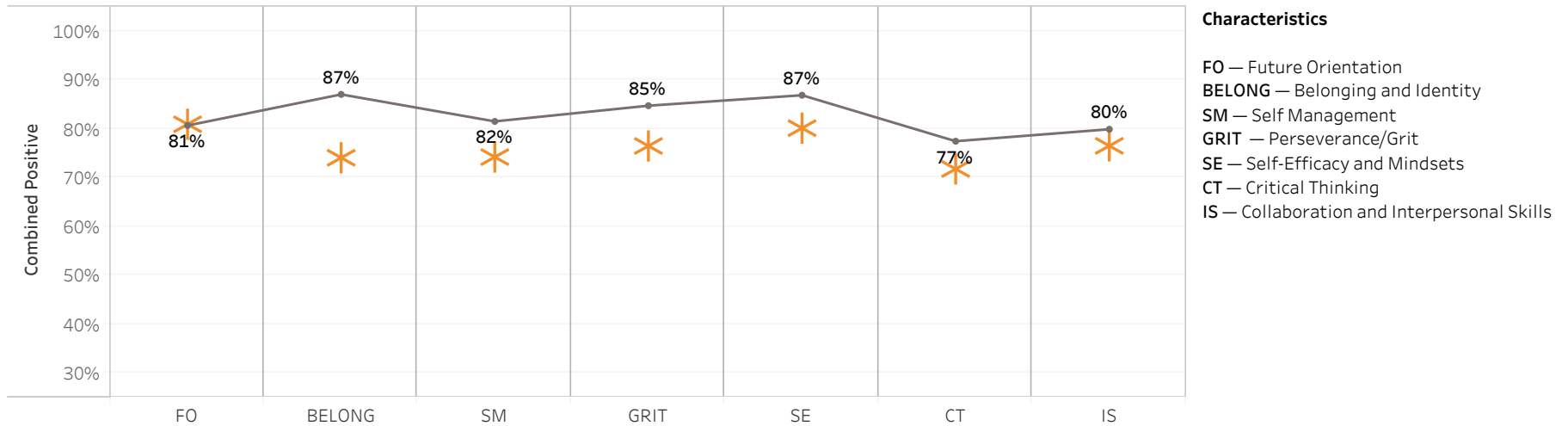
Ridgecrest Elementary



Social Emotional Learning - Mean Scores

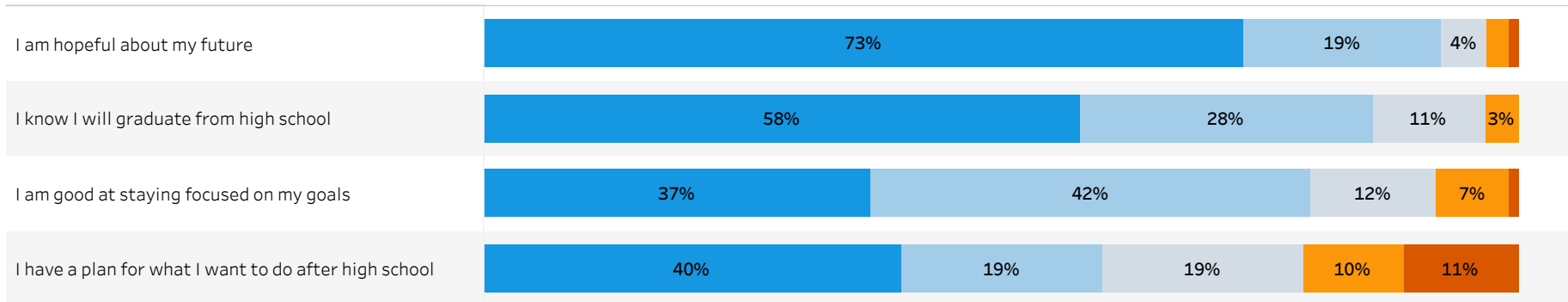


Social Emotional Learning - Percent Positive



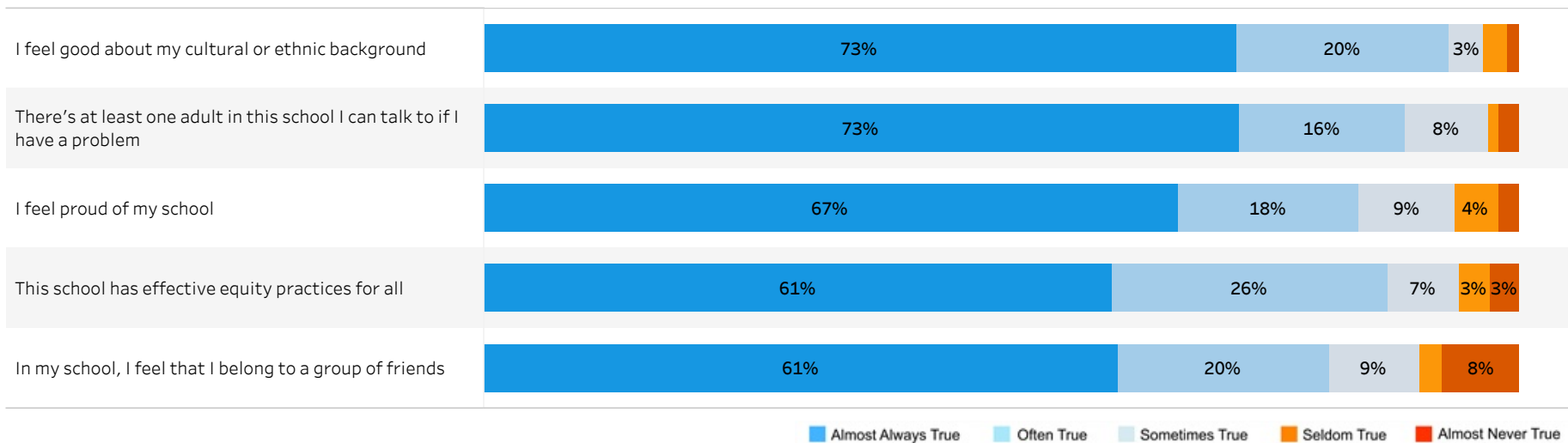
Future Orientation

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



Belonging and Identity

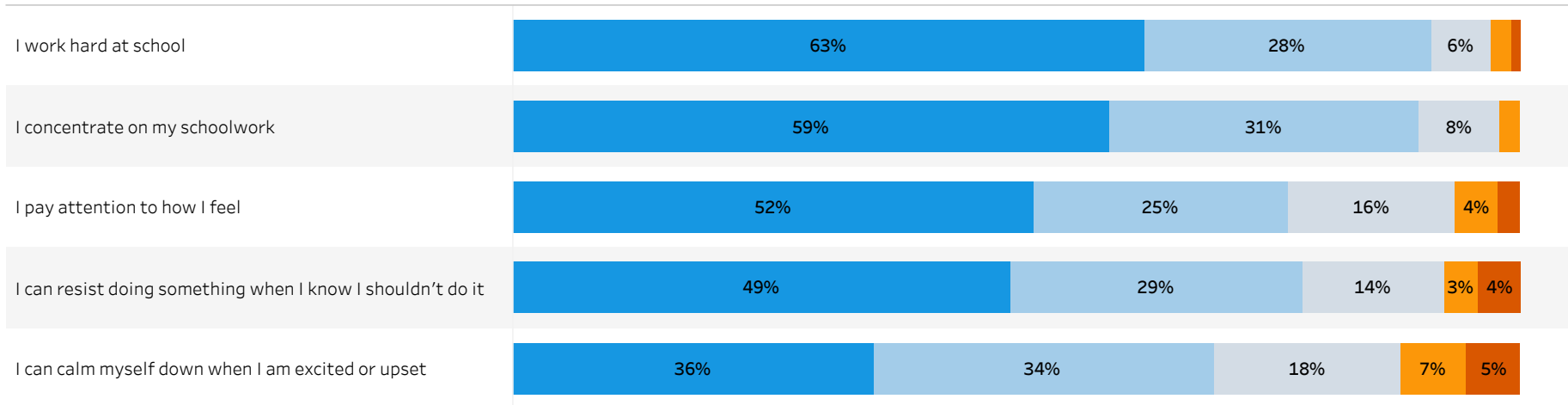
- **Sense of belonging**—Perception of acceptance and support in a learning community
- **Relationship building**—Establishing and maintaining positive relationships with adults and peers in school setting
- **Personal identity**—Understanding and valuing one’s own culture and beliefs
- **Social capital**—Recognizing and using family, school, and community resources; asking for help when needed



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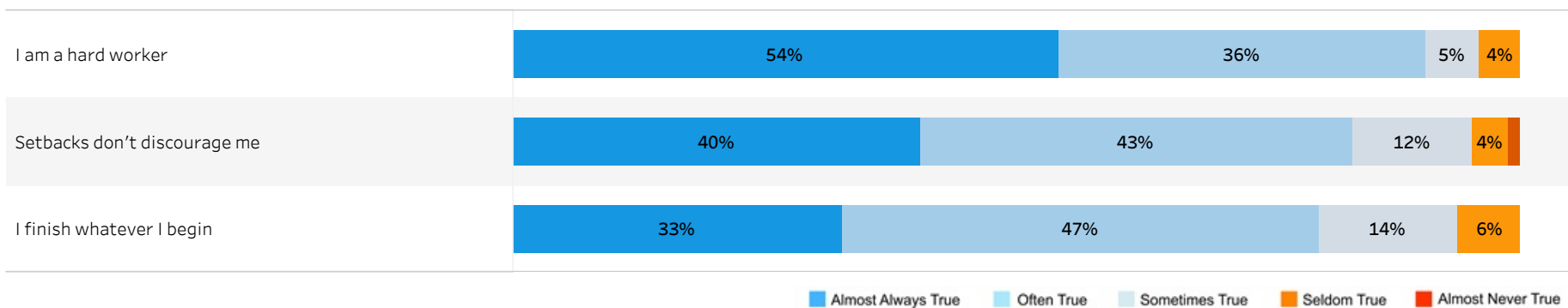
Self Management

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



Perseverance/Grit

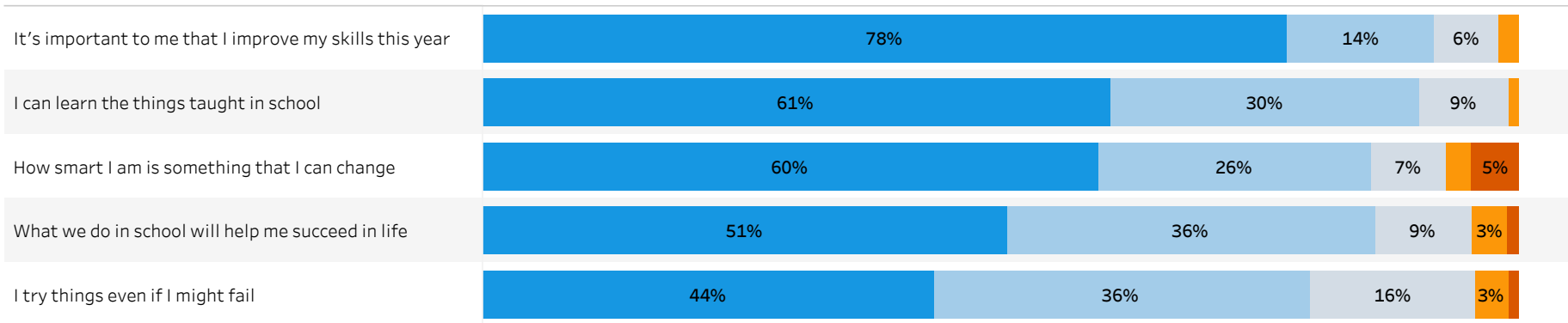
- **Perseverance**—Tendency to persist in spite of obstacles or setbacks
- **Goal orientation**—Commitment to the achievement of goals over time



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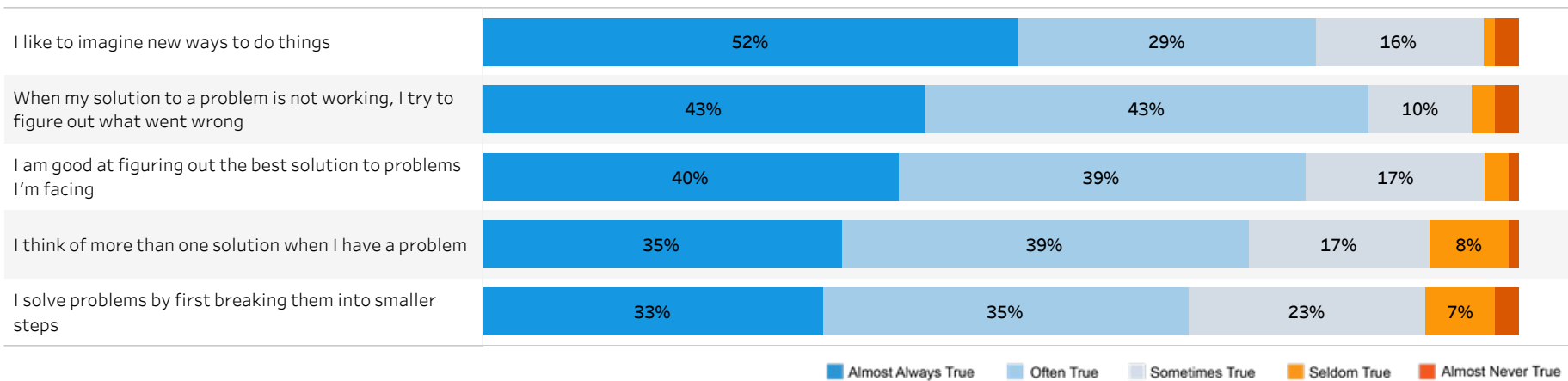
Self-Efficacy and Mindsets

- **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



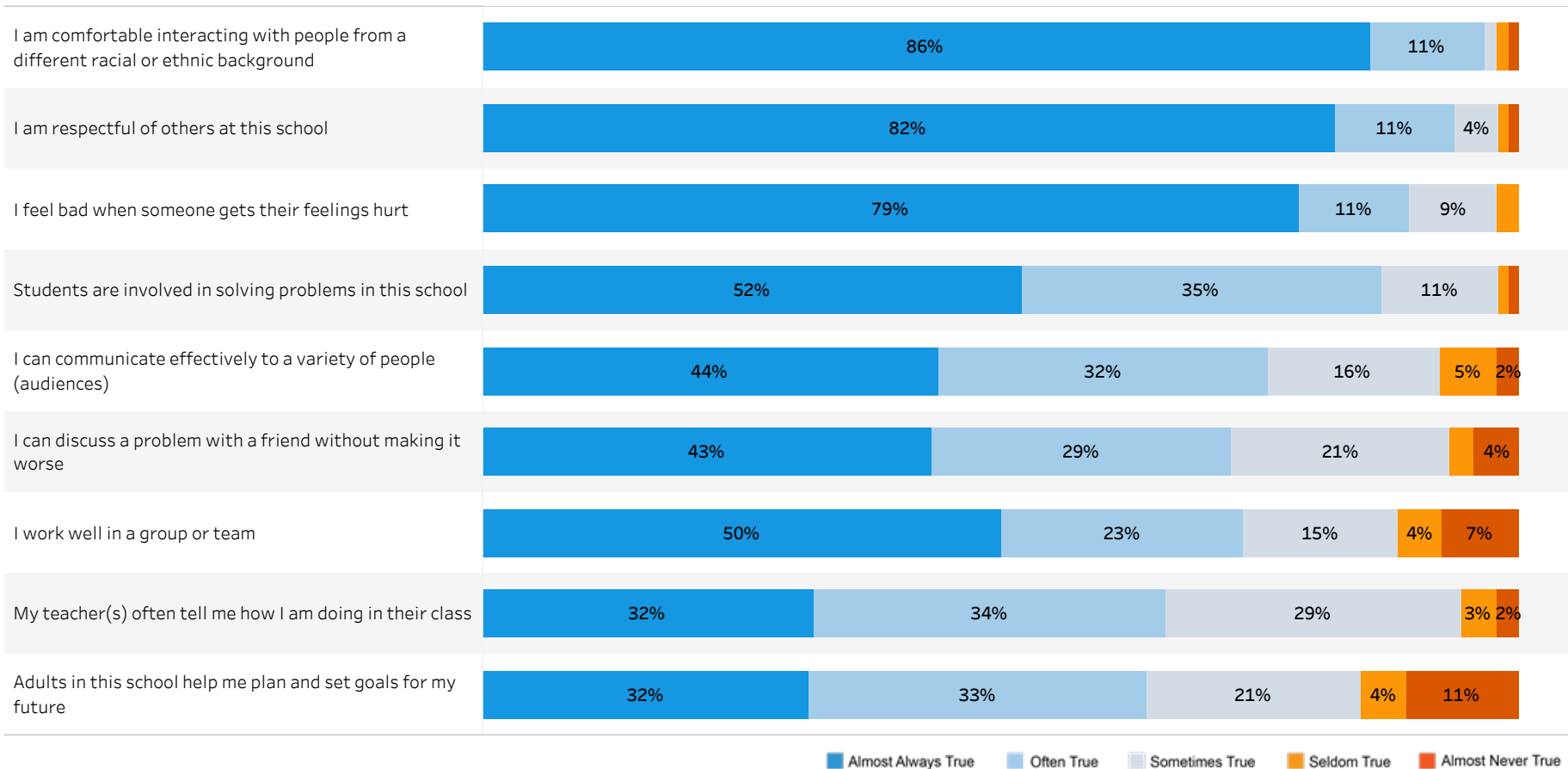
Critical Thinking

- **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



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

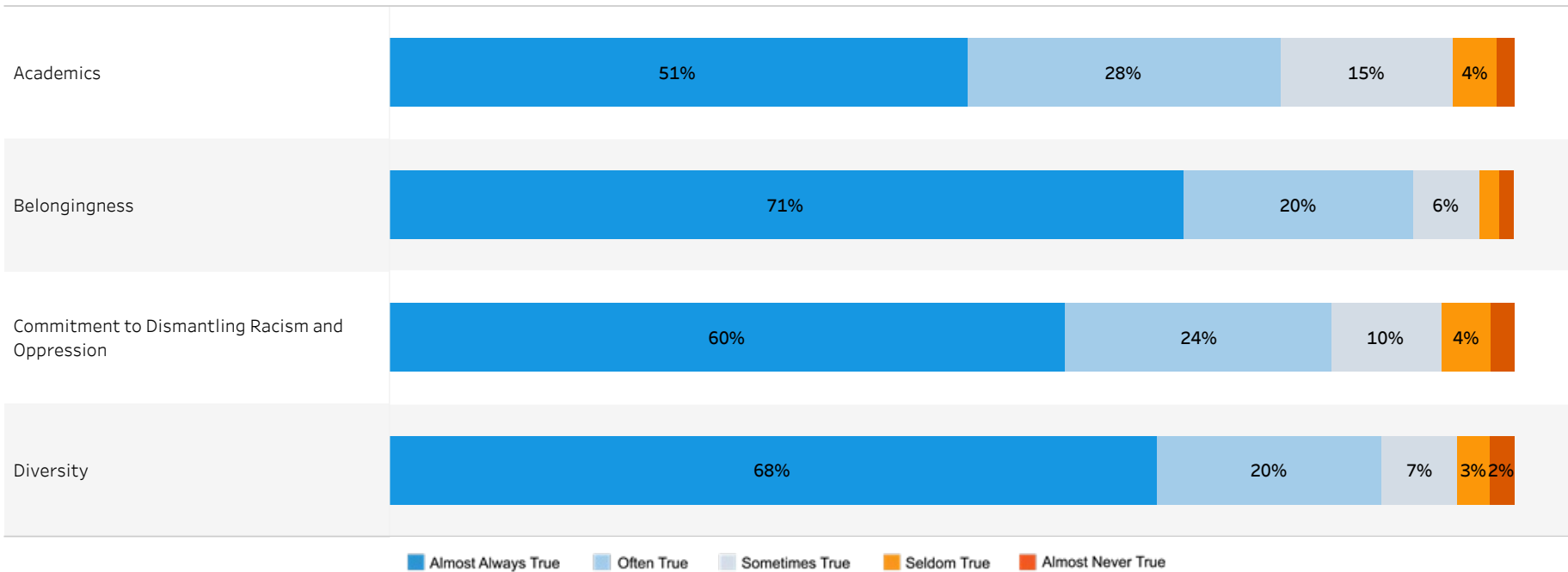


Educational Effectiveness Survey™

Diversity, Equity and Inclusion Module



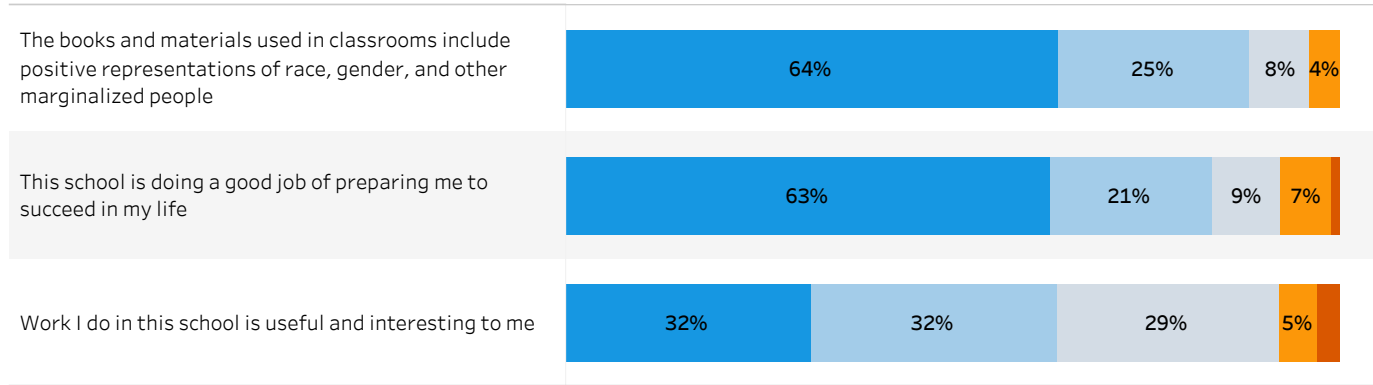
Ridgecrest Elementary



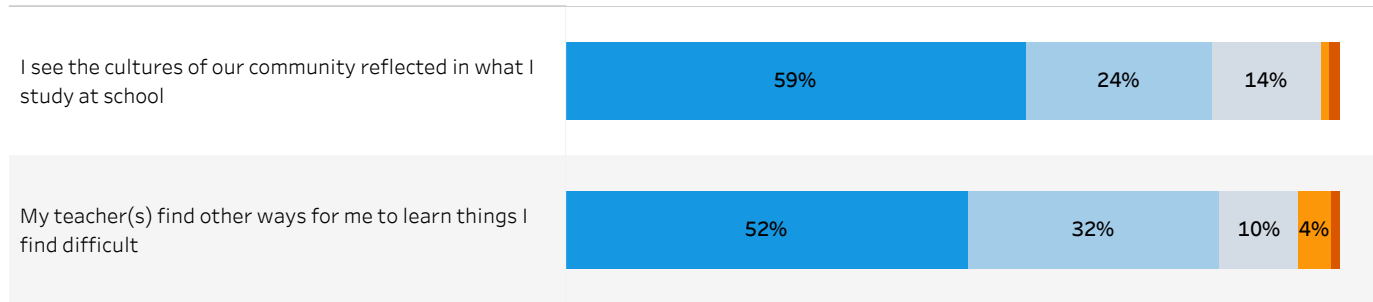
Academics

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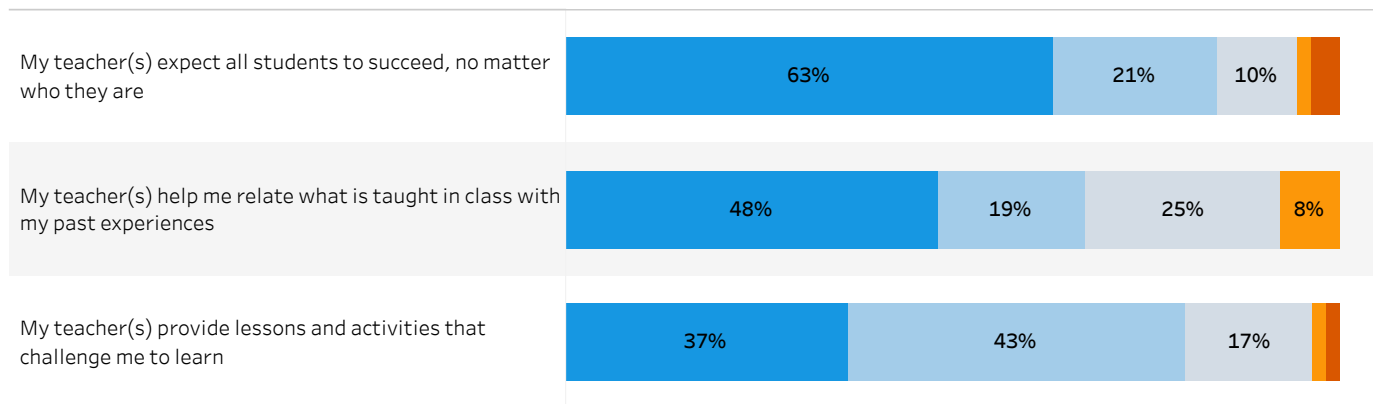
Curriculum is rigorous, challenging and culturally relevant. It represents high expectations for all students, requiring critical thinking and problem solving. It is well supported to ensure all students have opportunity to achieve success at a high academic level. Content is asset-based and has pro-social representation from various racial, gender, and other marginalized subgroups.



Instructional practices use an equity lens and effectively build on the interests, strengths and home cultures of the school's students and families. Culturally relevant pedagogy is infused into the content of literature, class projects, assignments, assessments events, field trips, ethnic studies courses, connections to families and communities, interventions and other resources.



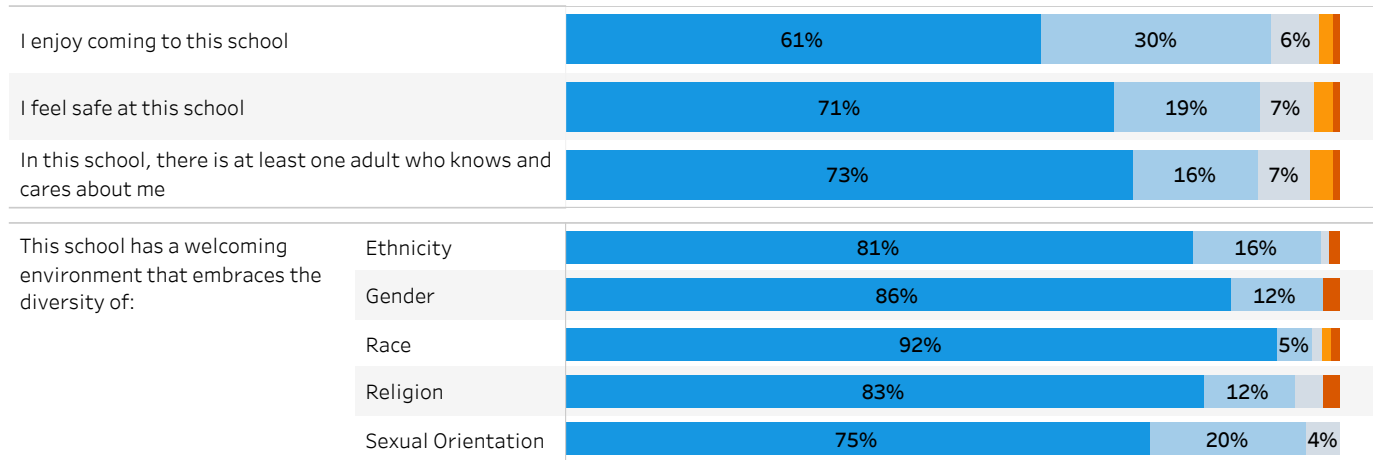
Rigorous academic preparation is accompanied by high levels of knowledge and skills, capitalizing on and connecting to students of all backgrounds. All students have access to rigorous courses and supports to ensure success for all.



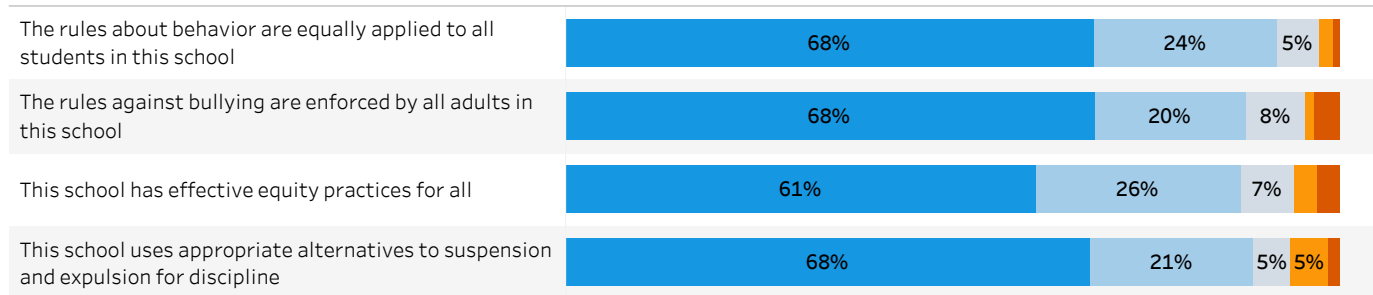
Belongingness

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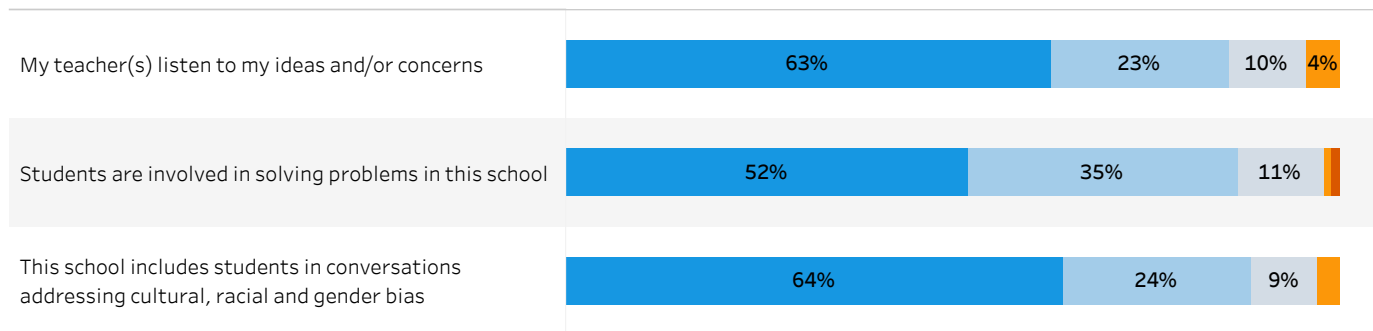
A safe, welcoming school environment that embraces the diversity of race, ethnicity and religion, gender and sexual orientations among students and staff members distinguishes the school. Effective strategies for managing diversity are robust and functioning effectively.



Clear and effective policies, systems, structures and procedures supporting equity are in place and equitably enacted, such as democratic decision-making and non-exclusionary approaches to discipline. The school has an active and successful plan to help students learn positive social behaviors. There is evidence that the school has reduced instances of bullying, harassment and discrimination.



Students feel they have a voice and are beginning to take responsible ownership of their learning. They take an active role in co-creating an anti-bias culture and dismantling racism. They learn resilience and empathy while feeling a strong sense of belonging. Diverse representation of students, parents and community members are key participants and collaborators in school decision-making and shaping the culture.

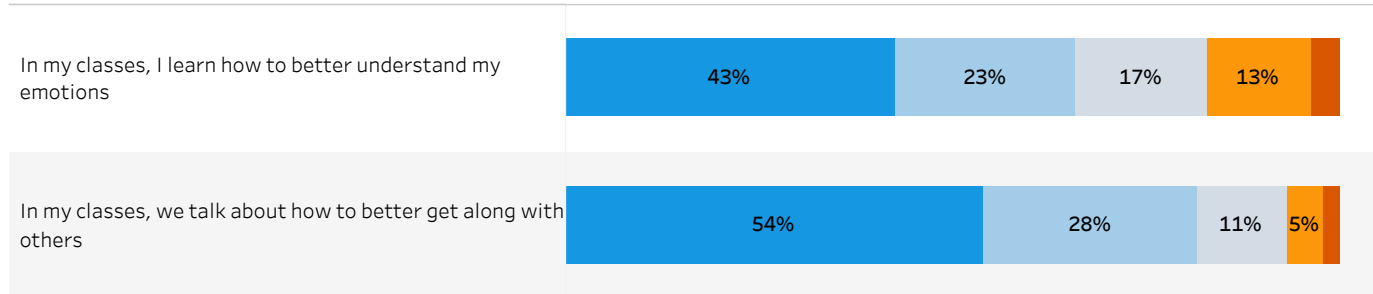


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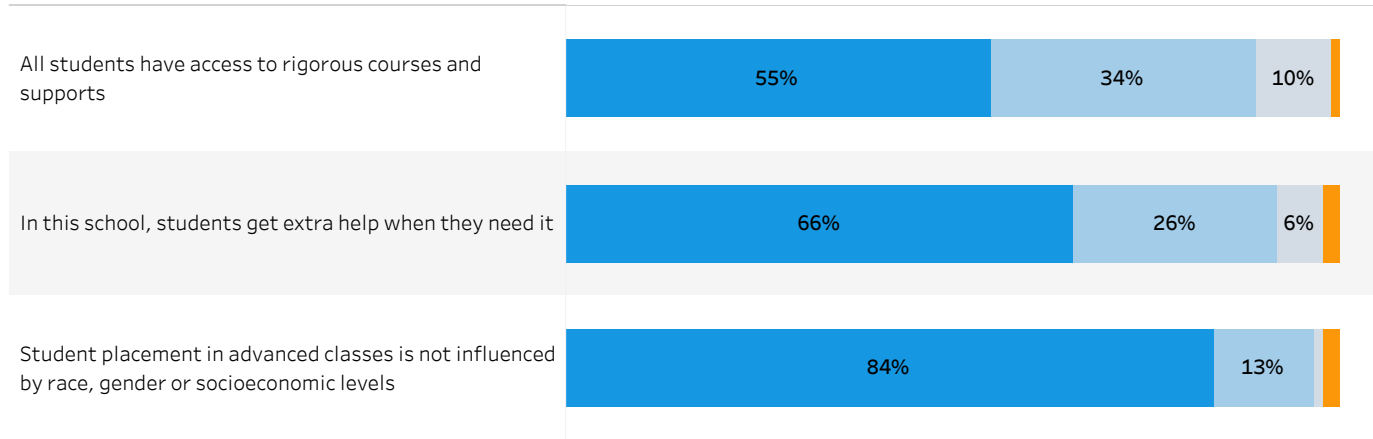
Commitment to Dismantling Racism and Oppression

Ridgecrest Elementary

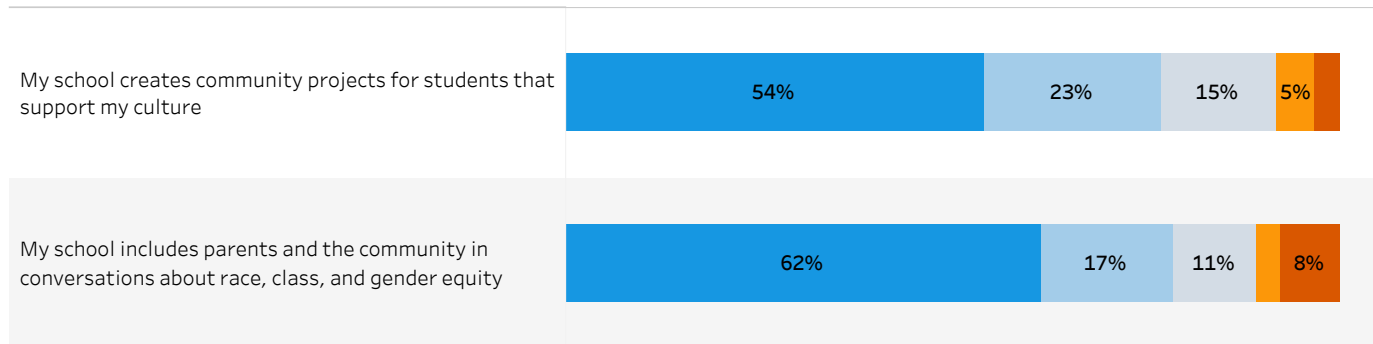
Learning opportunities involve a varied and high quality curriculum (including social-emotional development) with substantial enrichment experiences. There is particular attention on reducing disparities in learning (racial, gender, etc.) created by tracking and ability grouping. There is intentional planning regarding managing structural and cultural shifts as well as changes at the systemic level.



Academic placement is not predictable by race, gender or socio-economic levels; ability grouping is limited and used strategically to avoid tracking defined as intentional segregation based upon current performance, race or other criteria. High levels of inclusion in the most rigorous courses exists for low SES students, students with disability and students of color. Access and support exists for those wishing to be in the most rigorous courses and opportunities.



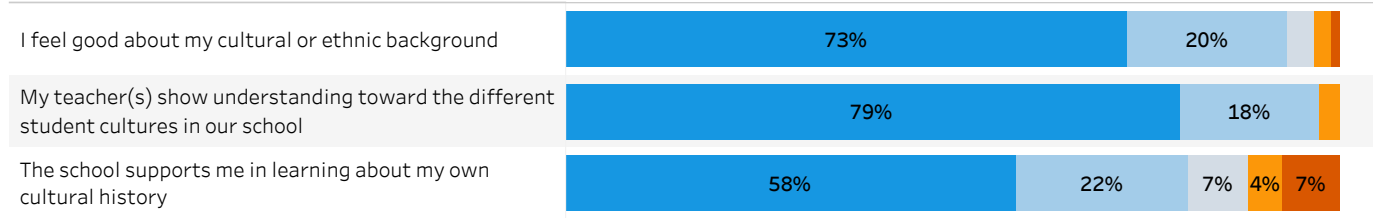
Community engagement and partnerships are an active representation of equity concerns and the valuing of diversity in the community. The school participates in community projects and draws on diverse community assets. Parents and community groups are engaged in courageous conversations about race, class, expectations, and the role of education in the community. Plans are co-created and action items are monitored for implementation and effectiveness.



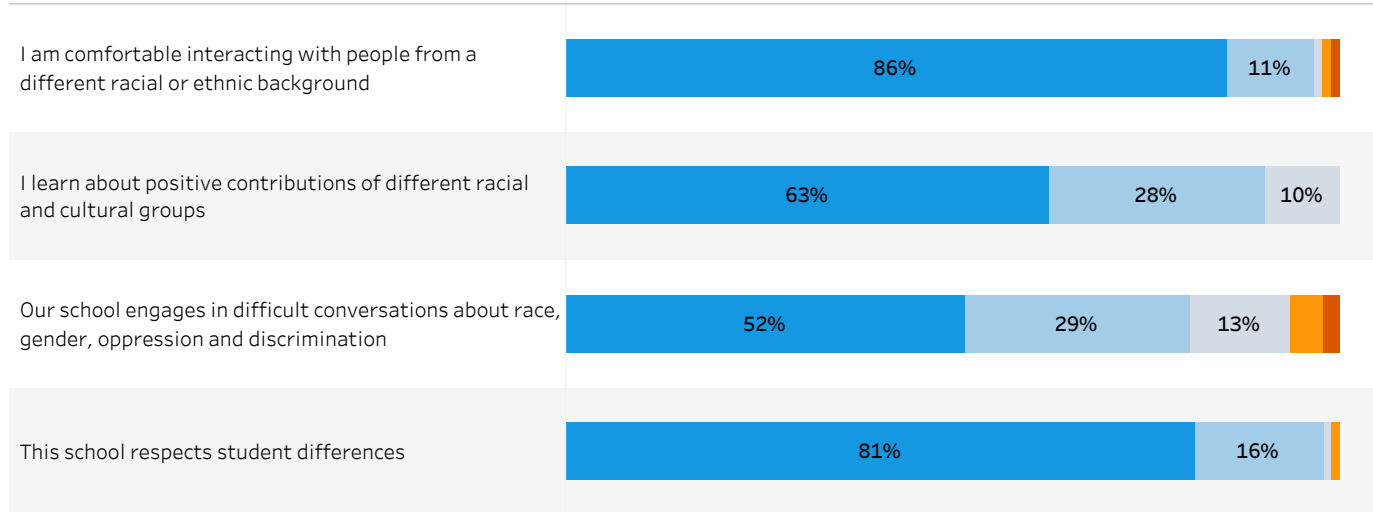
Diversity

Ridgecrest Elementary

Self-awareness is encouraged as all members of the community are supported in knowing their personal equity journey and being aware of their own cultural history. There is strategic planning and actions taken regarding personal growth/development of all school and community stakeholders.



Cultural proficiency of all stakeholders is developed and monitored. There is an appreciation of different cultures and connections to families of different backgrounds. Appreciation of differences are modeled by leaders, teachers, and students who embrace difficult conversations about race, gender, economics, oppression and discrimination with a clear understanding of their own biases. The curriculum supports the development of cultural proficiency through exploration of the contributions of different racial and cultural groups to history and society as well as addressing bigotry and racism. Multiple, positive cross-cultural contacts between students, staff and community members are facilitated in and out of school.



Leaders build trust by demonstrating congruence and ownership of the collective vision for equity, active interventions designed to emphasize equity and, holding the school community accountable to its commitments. Leaders create partnerships that facilitate bridges across differences. Difference is dealt with effectively using multiple perspectives/approaches in terms of how power and resources are distributed; how decisions are made and implemented; and, how conflict is resolved.

