

Educational Effectiveness Survey™



9 Characteristics of High Performing Schools

Student SEL Longitudinal edition

V4

Colville School District

'18-19

'19-20

'20-21

N=854

N=188

N=846





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Contact Information:

Phone: 425-283-0384
Fax: 425-947-0066
info@effectiveness.org
www.effectiveness.org



The Youth Development for Education Results workgroup of the Road Map Project in King County, Washington developed the 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 collaborated with the workgroup as the lead research partner in the development of the items, the pilot testing, and implementation of the survey items. For details about the Road Map Project and this work: <http://ydekc.wordpress.com>.

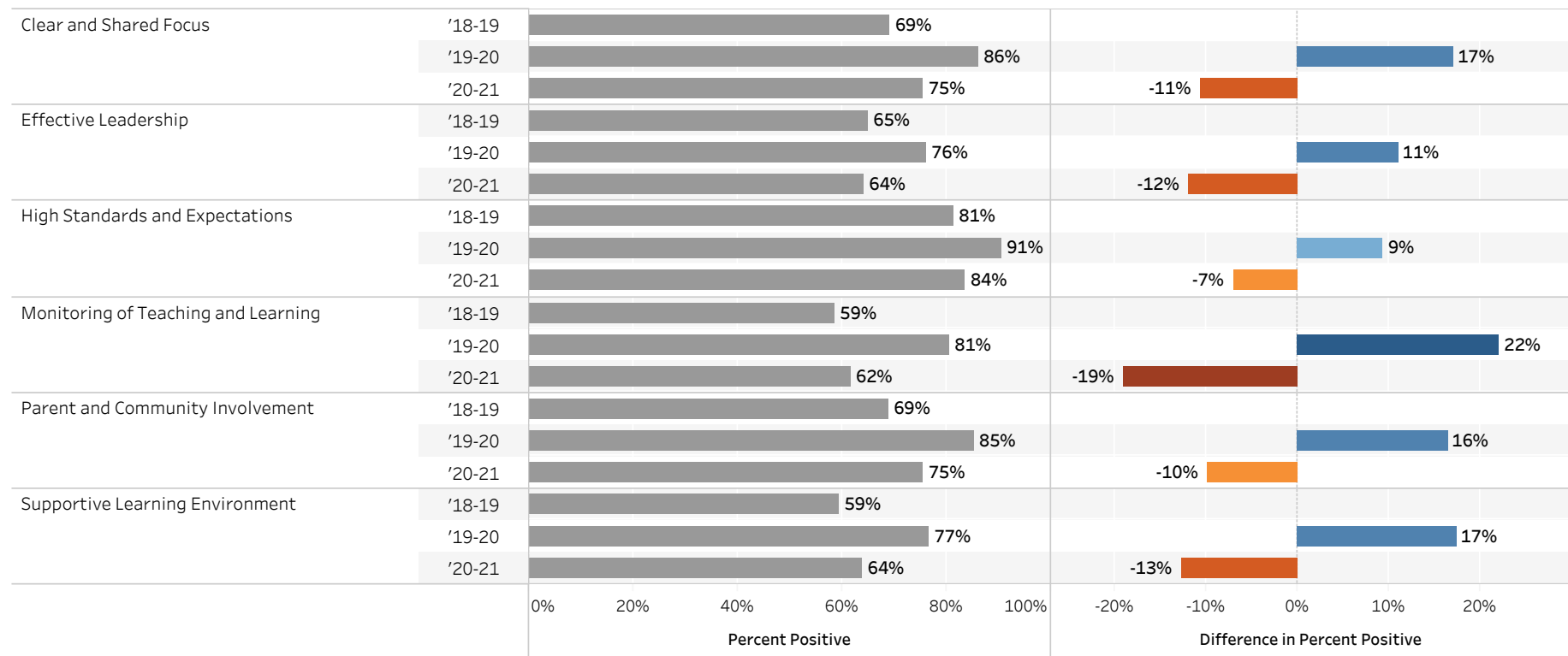
9 Characteristics of High-Performing Schools



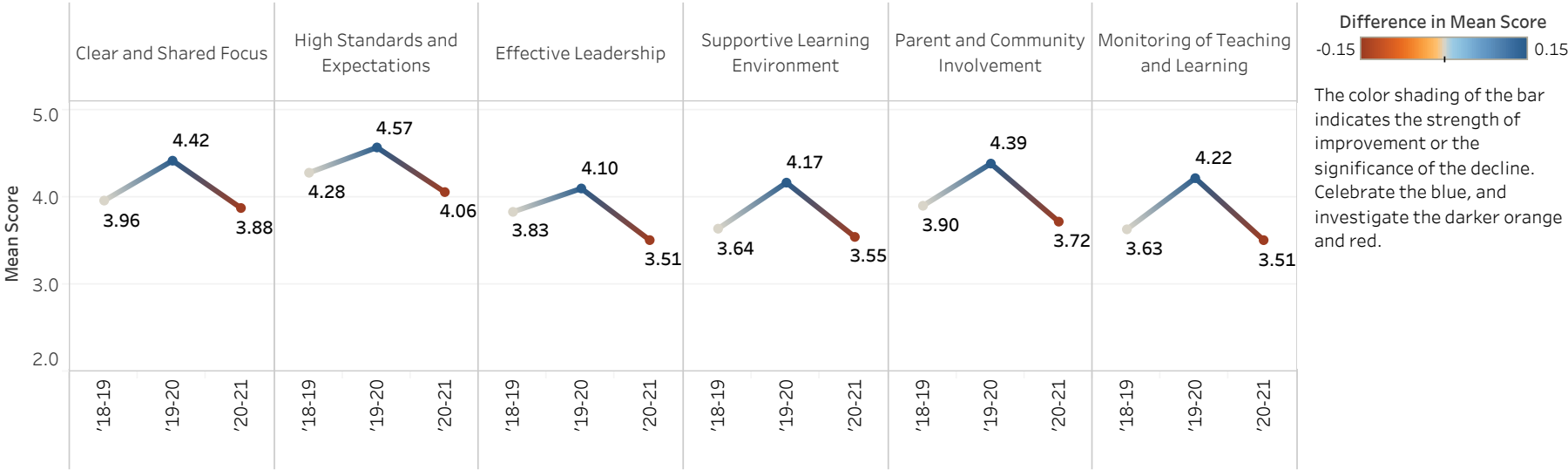
9 Characteristics Student Summary

Colville School District

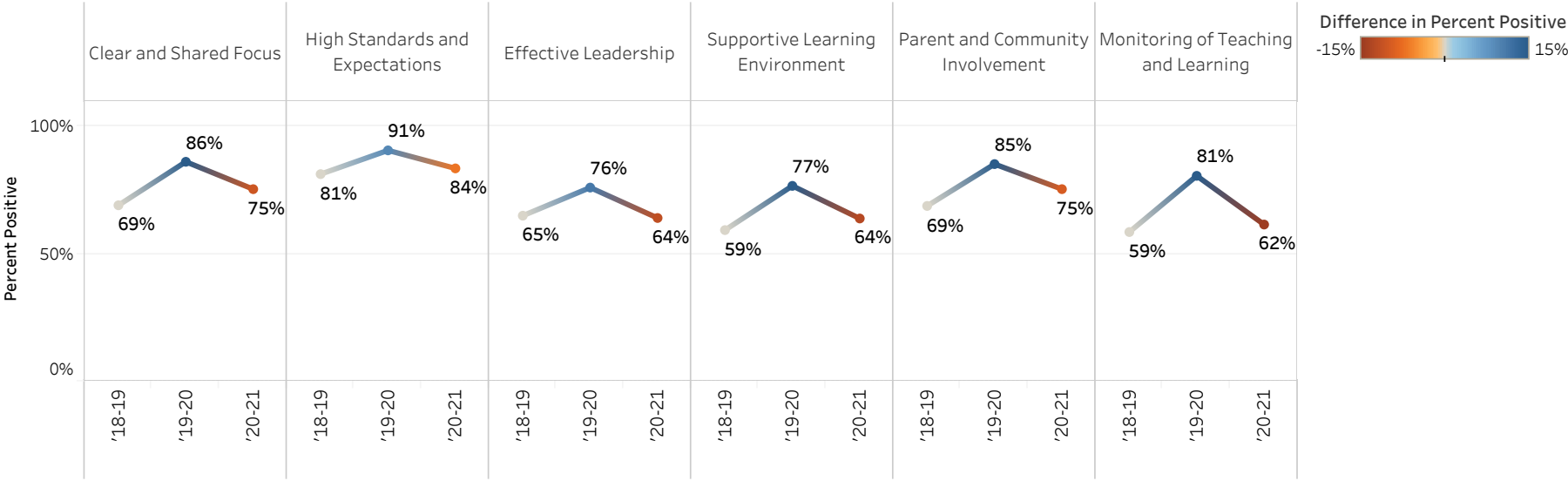
The Characteristics, "Curriculum, Instruction, and Assessment", "Communication and Collaboration", and "Focused Professional Development", are professional activities conducted amongst the adult school community and are rarely viewed by students. Thus questions regarding those Characteristics are not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



9 Characteristics Comparison - Mean Scores

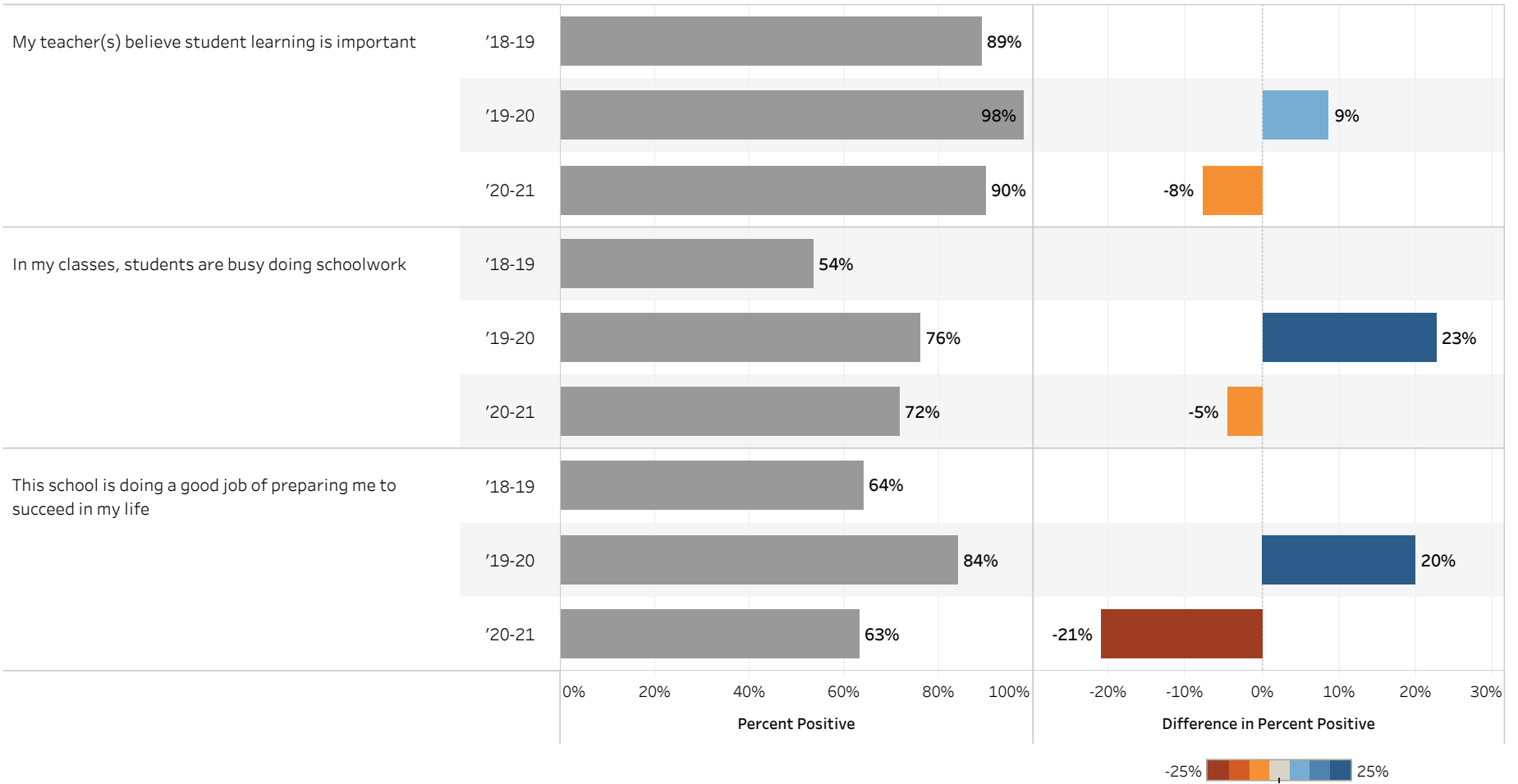


9 Characteristics Comparison - Percent Positive



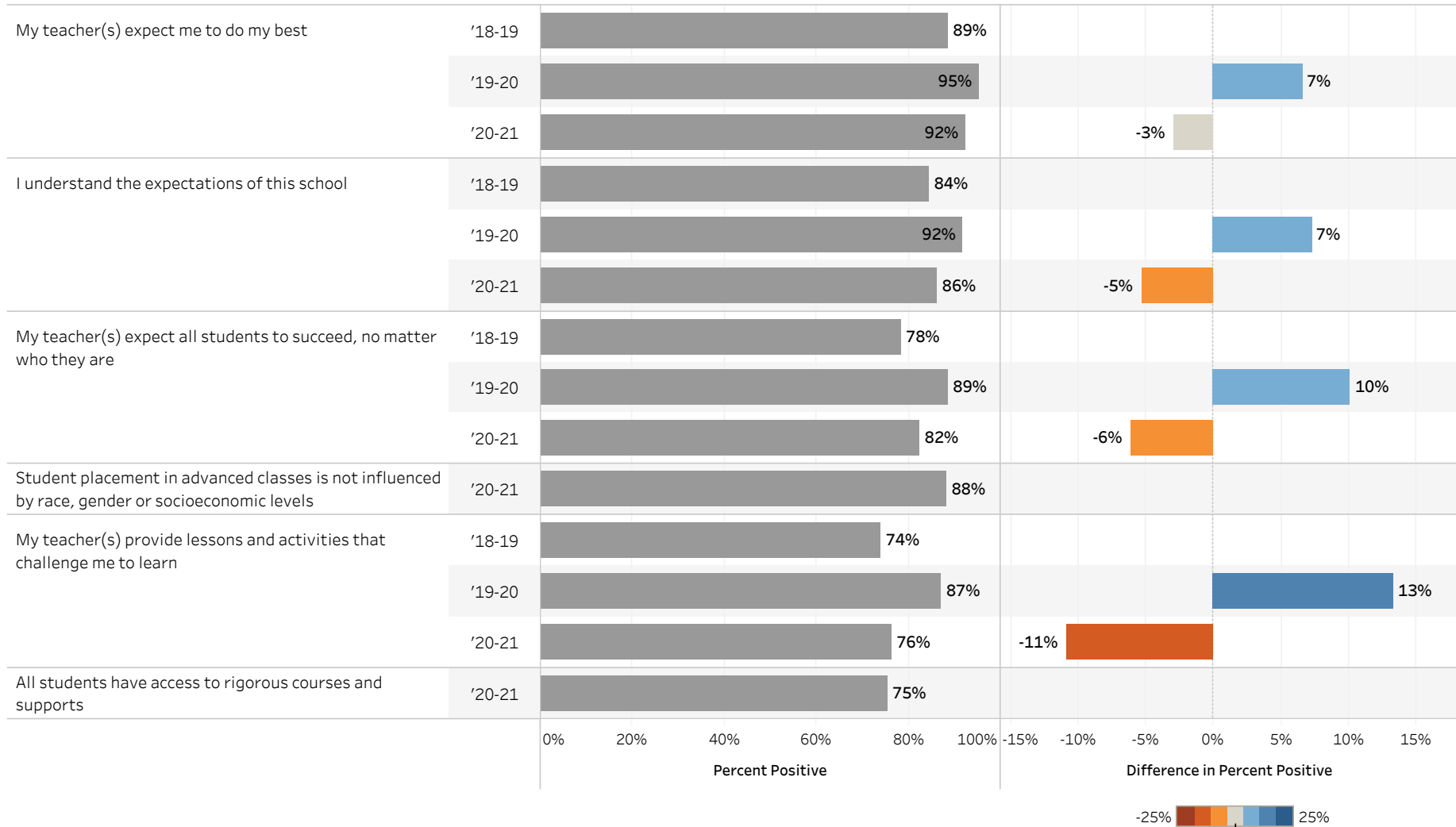
Clear and Shared Focus

Colville School District

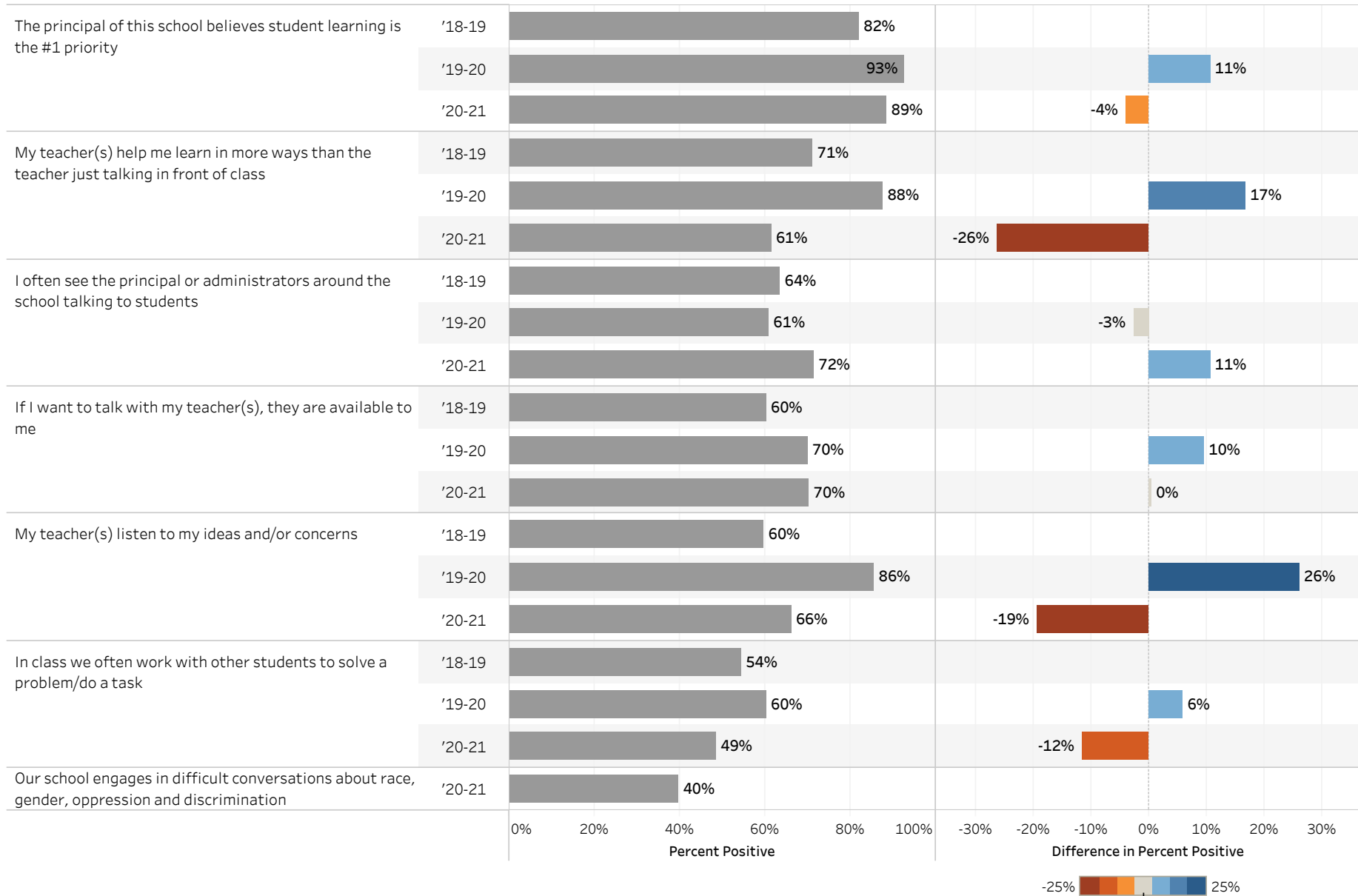


High Standards and Expectations

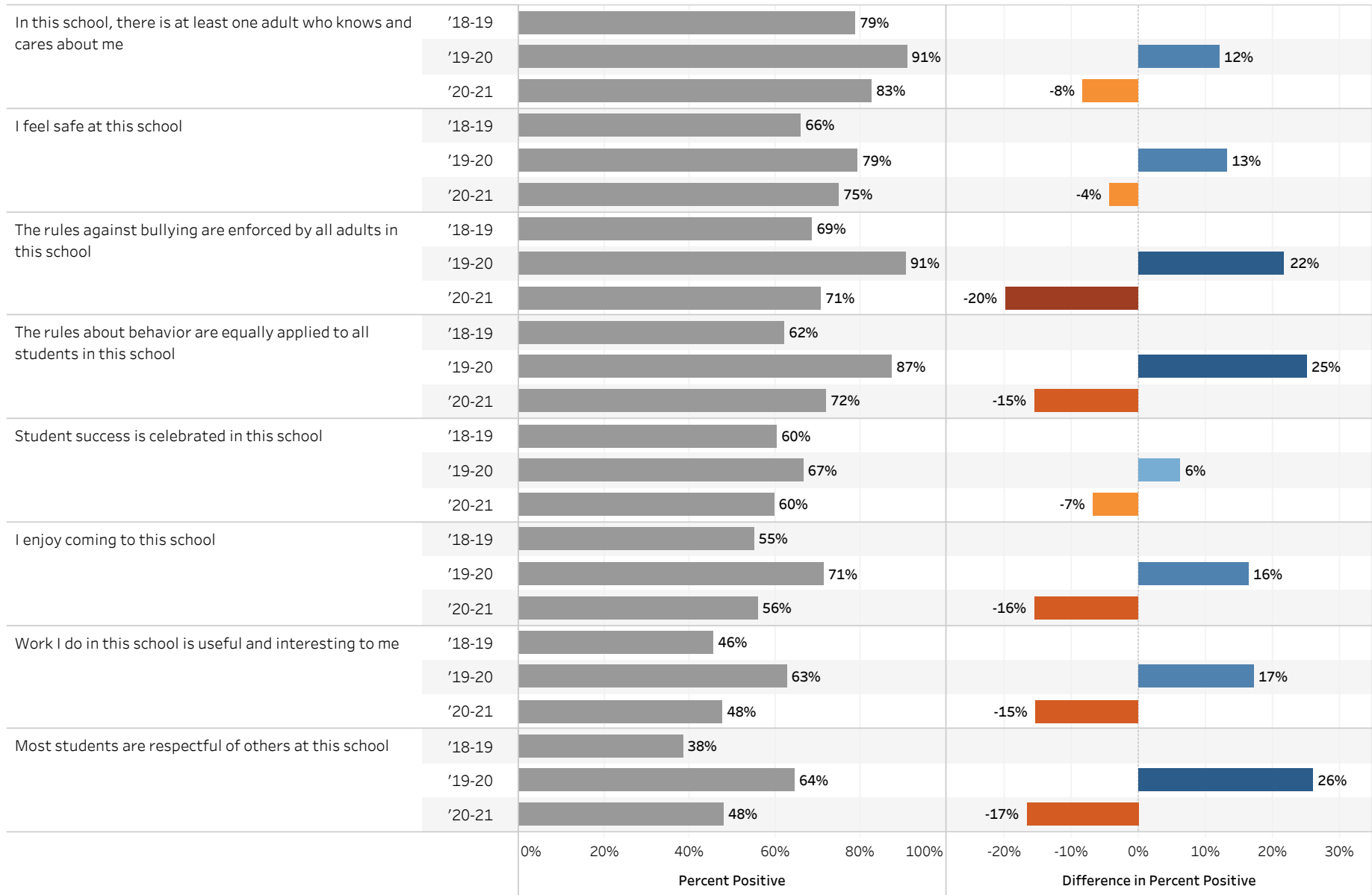
Colville School District



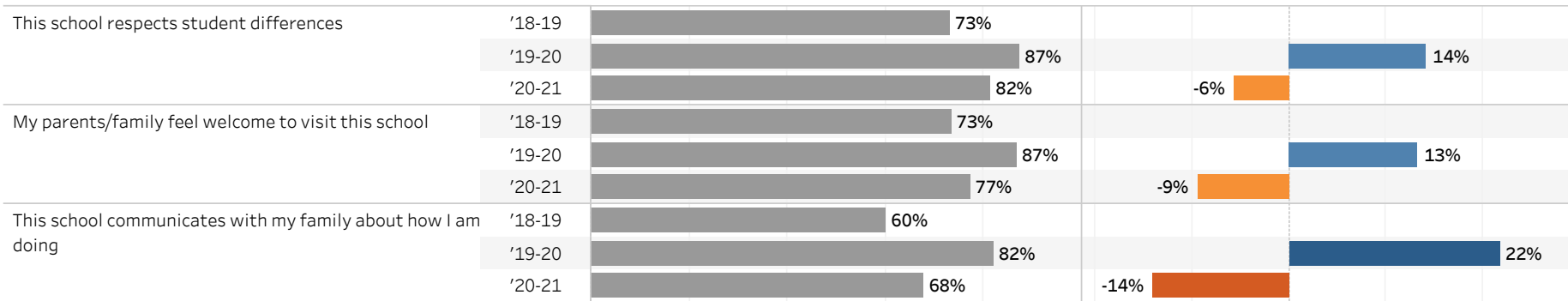
Effective Leadership



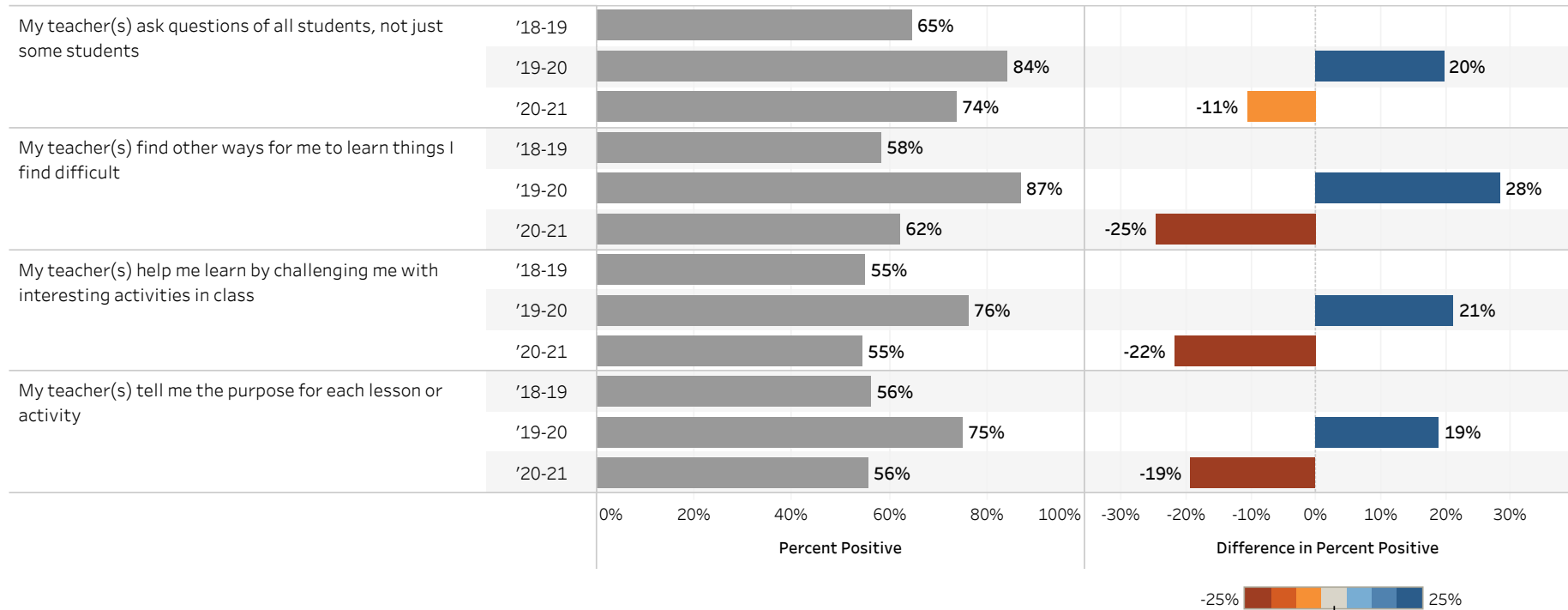
Supportive Learning Environment



Parent and Community Involvement



Monitoring of Teaching and Learning



Social and Emotional Learning



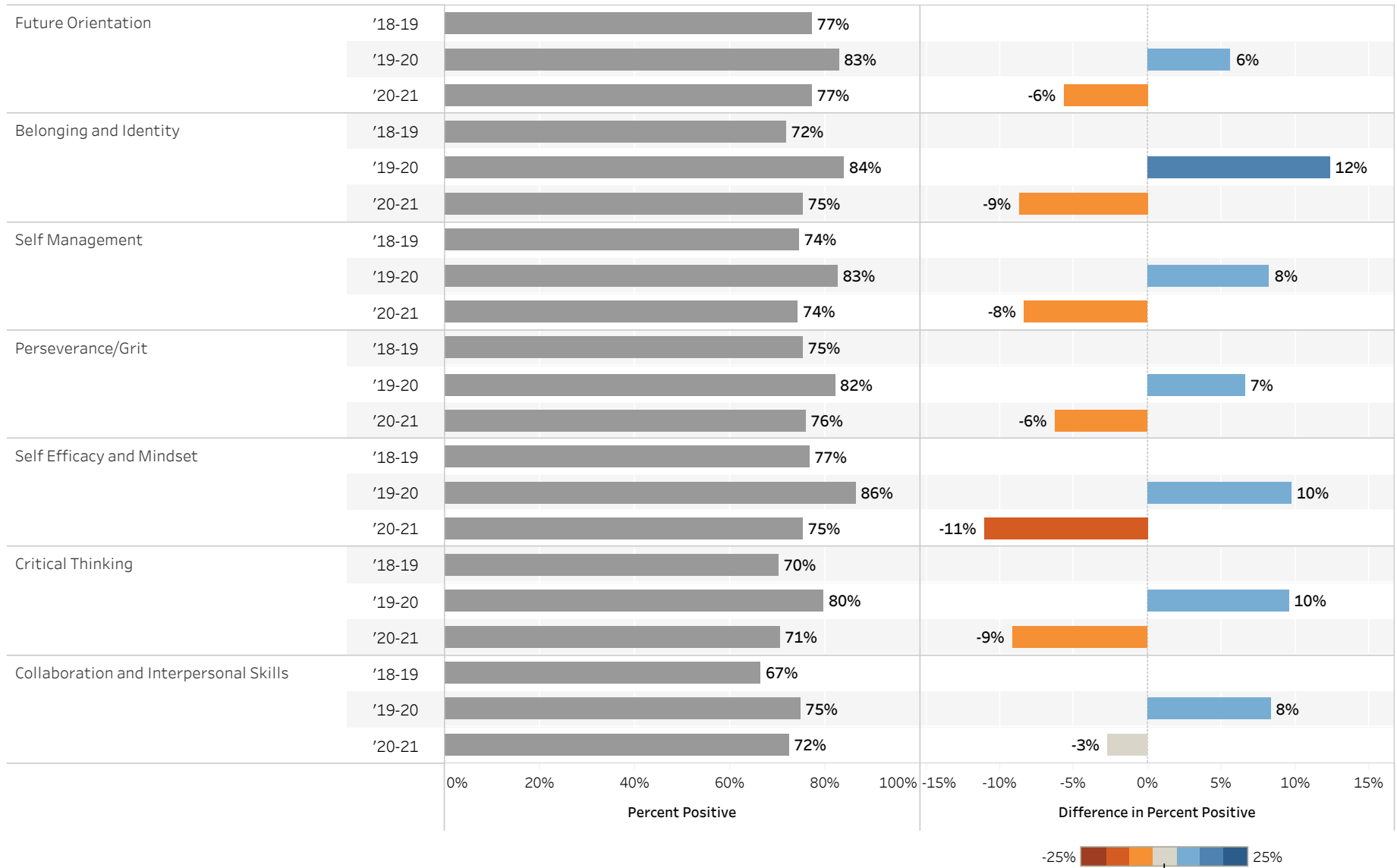
SKILLS & DISPOSITIONS THAT SUPPORT YOUTH SUCCESS IN SCHOOL

OUTCOME DOMAINS	SKILLS & DISPOSITIONS
FUTURE ORIENTATION	<ul style="list-style-type: none"> • Goal management: Setting short- and long-term goals and monitoring progress toward their achievement • Hope and optimism: Positive beliefs regarding one's future potential, goals and choices
BELONGING & IDENTITY	<ul style="list-style-type: none"> • 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
SELF MANAGEMENT	<ul style="list-style-type: none"> • Emotional regulation: Assessing and regulating one's feelings and emotions • Self-discipline: Ability to focus on a task in spite of distractions
PERSEVERANCE / GRIT	<ul style="list-style-type: none"> • Perseverance: Tendency to persist in spite of obstacles or setbacks • Goal orientation: Commitment to the achievement of goals over time
SELF-EFFICACY & MINDSETS	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 & INTERPERSONAL SKILLS	<ul style="list-style-type: none"> • 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

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>.

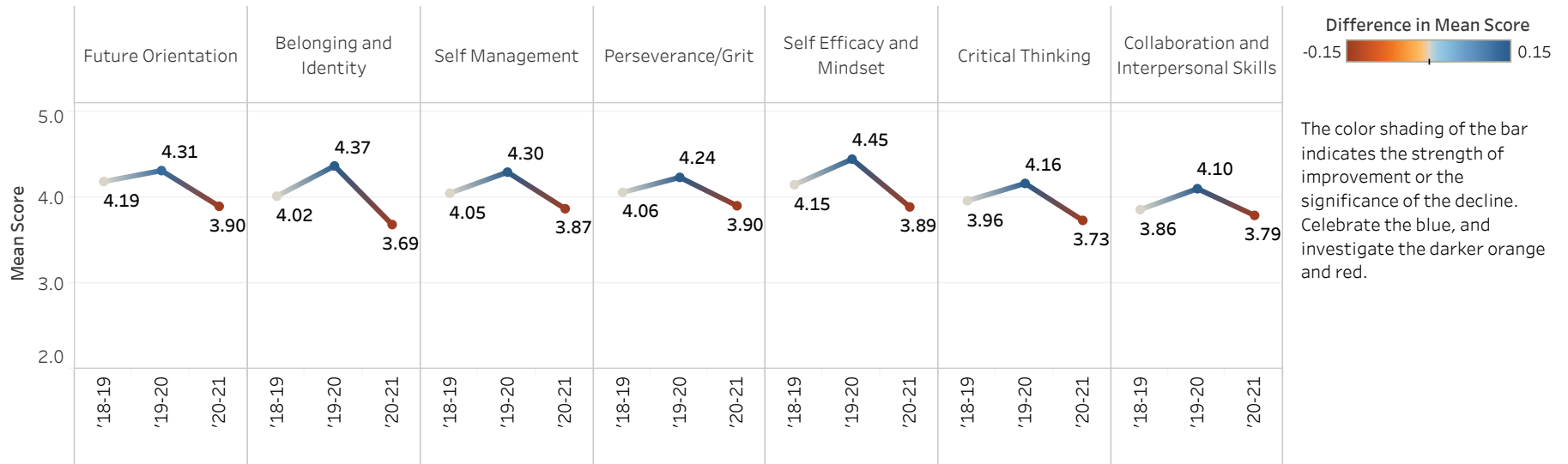
Social and Emotional Learning

Colville School District

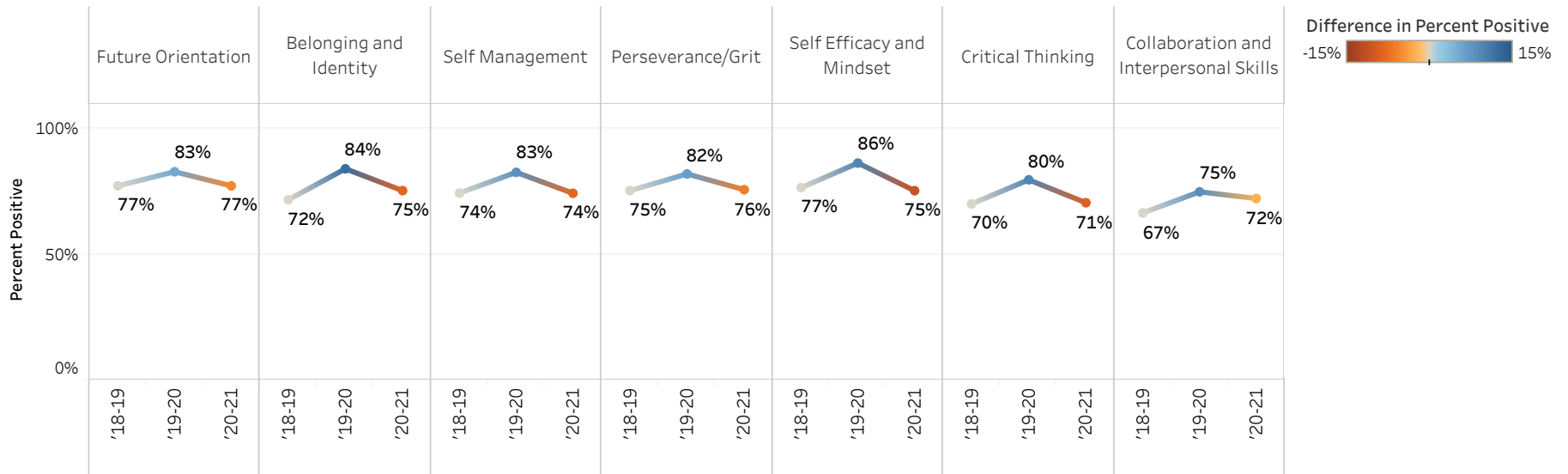


Social Emotional Learning - Mean Scores

Colville School District

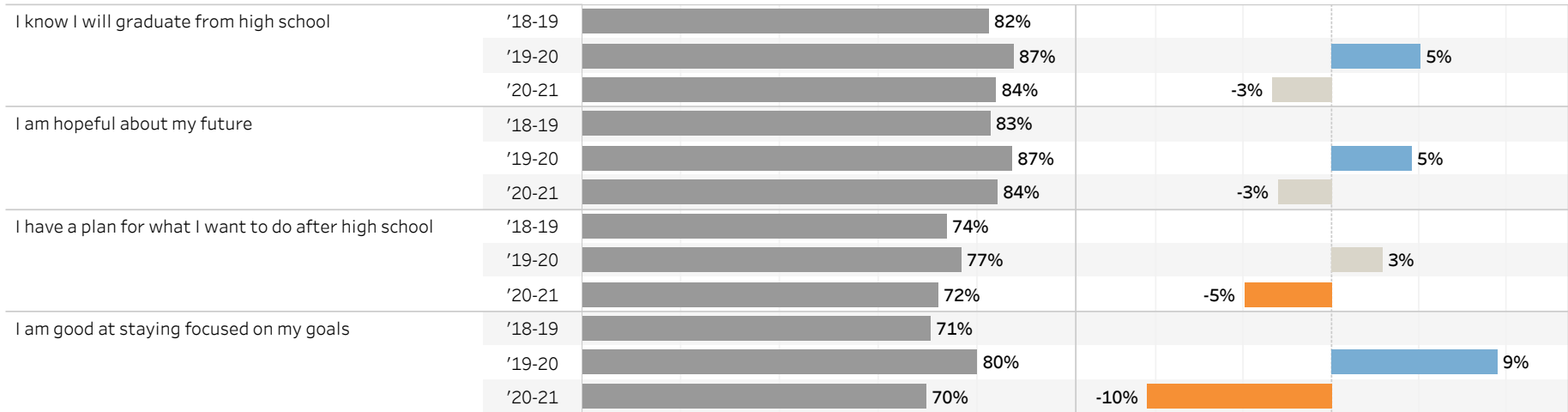


Social Emotional Learning - Percent Positive

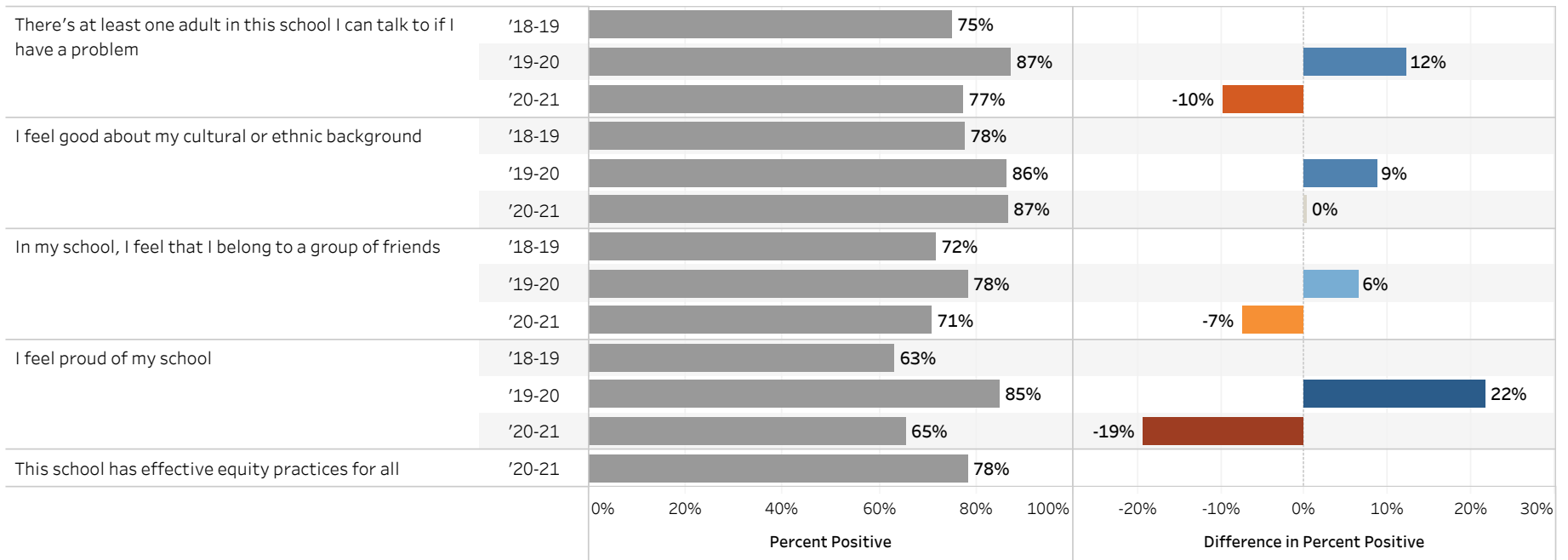


Future Orientation

Colville School District

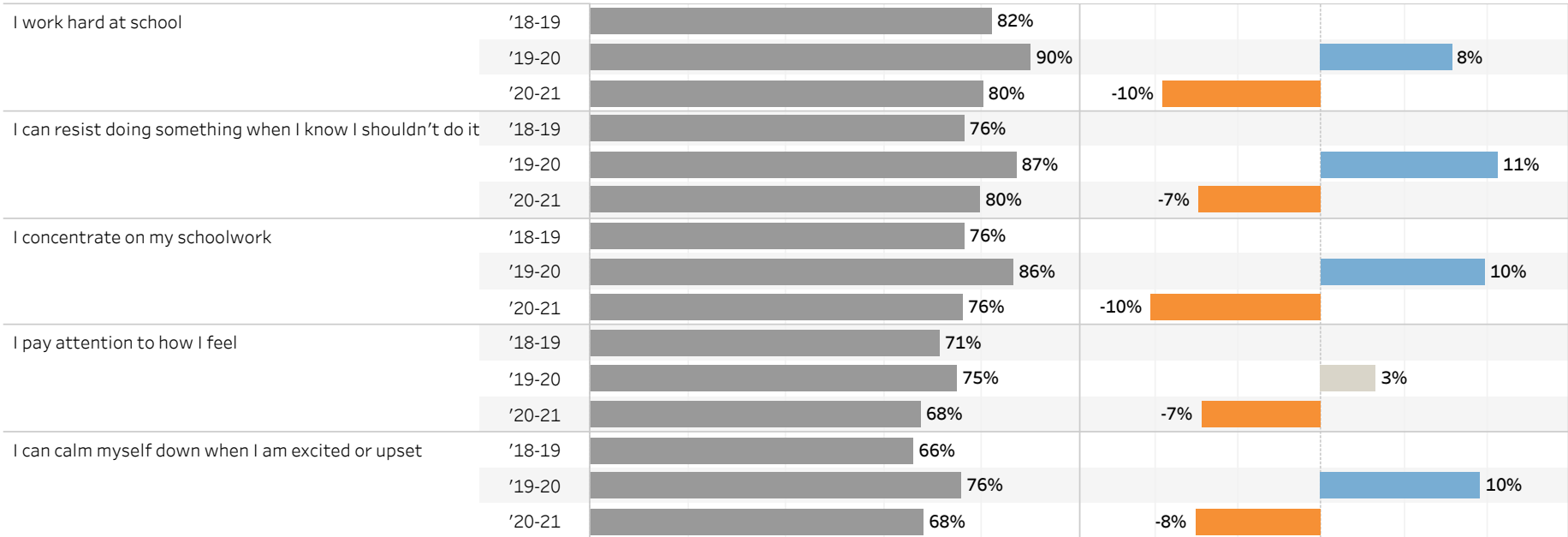


Belonging and Identity

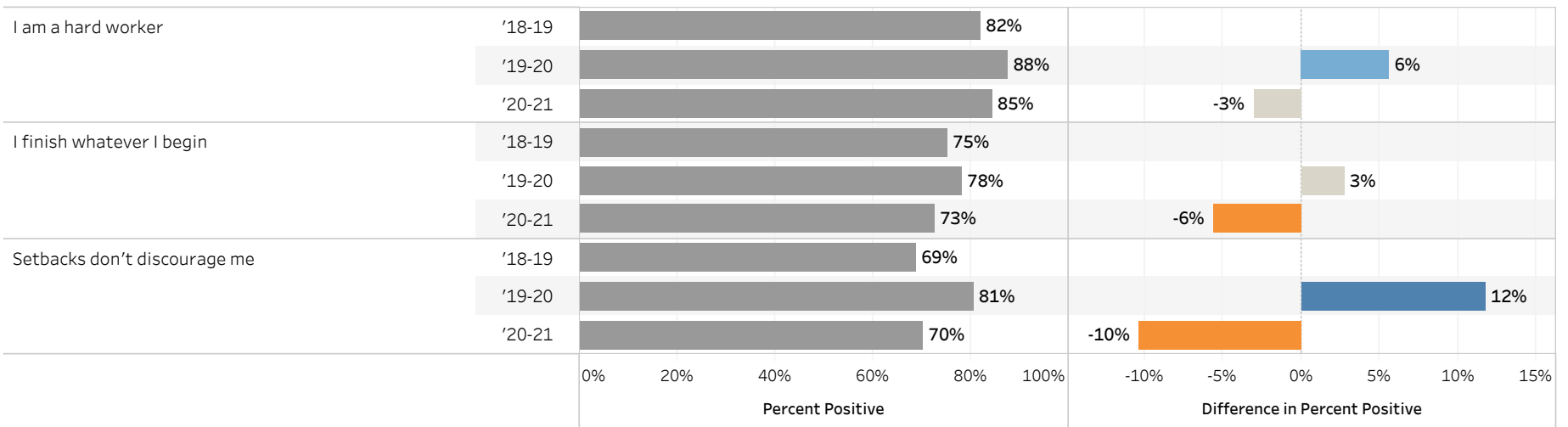


Self Management

Colville School District

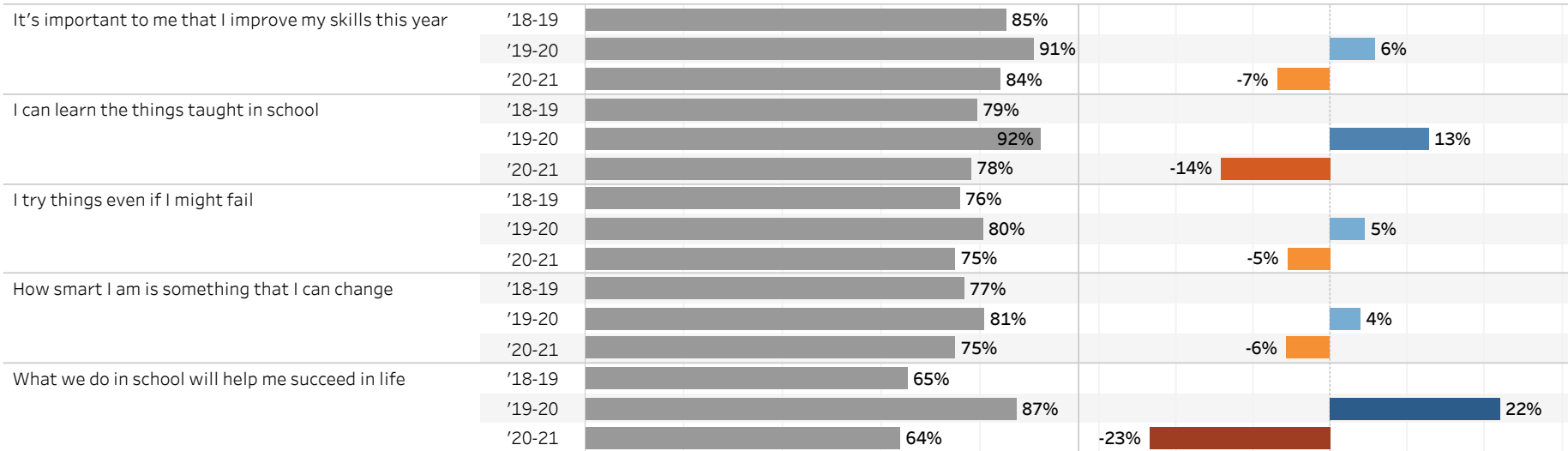


Perseverance/Grit

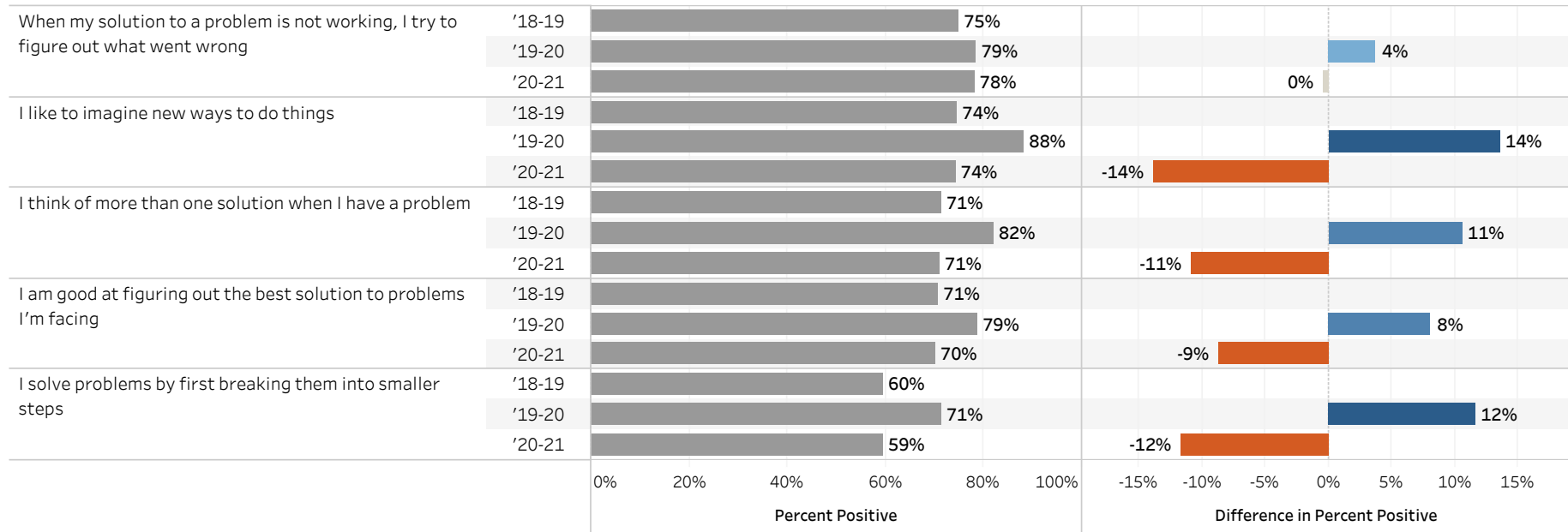


Self-Efficacy and Mindsets

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Critical Thinking



Interpersonal Skills

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