

Educational Effectiveness Survey™

9 Characteristics of High Performing Schools

Woodland Elementary

North Thurston Public Schools

2022

N=52

2023

N=104

2024

N=53





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Better Data. Better Decisions. Better Schools.

Introduction

Educational Effectiveness Survey, Family 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 that are 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.

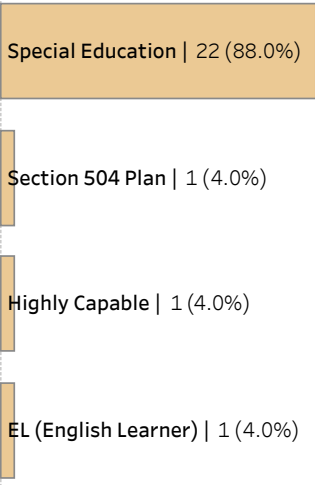
Note

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

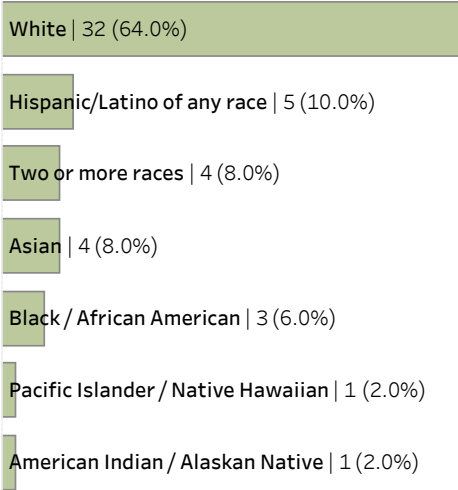
CEE’s primary concern is that this report be useful and informative in stimulating conversation. If you require any additional assistance in using your report, please contact us at info@effectiveness.org.

Demographics

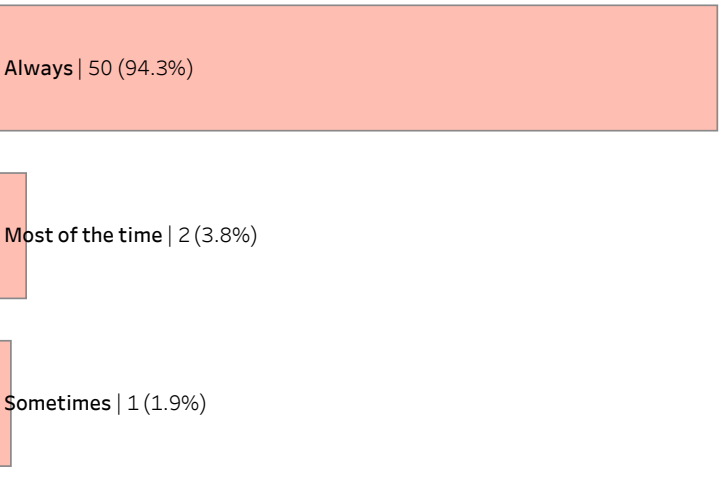
Services



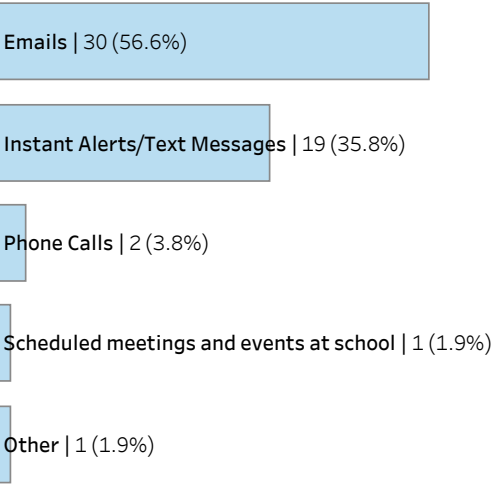
Ethnicity



English at Home

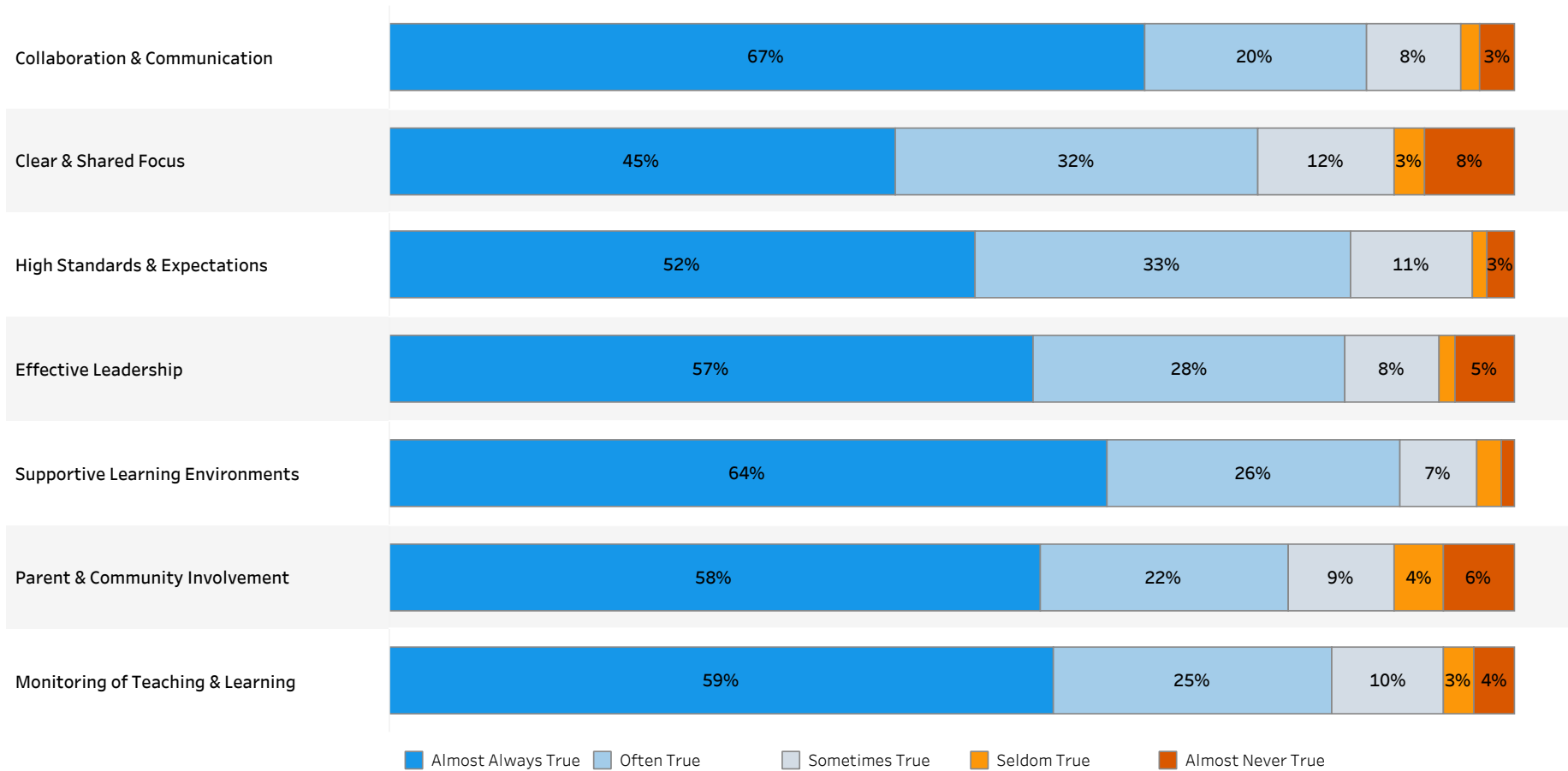


Communication

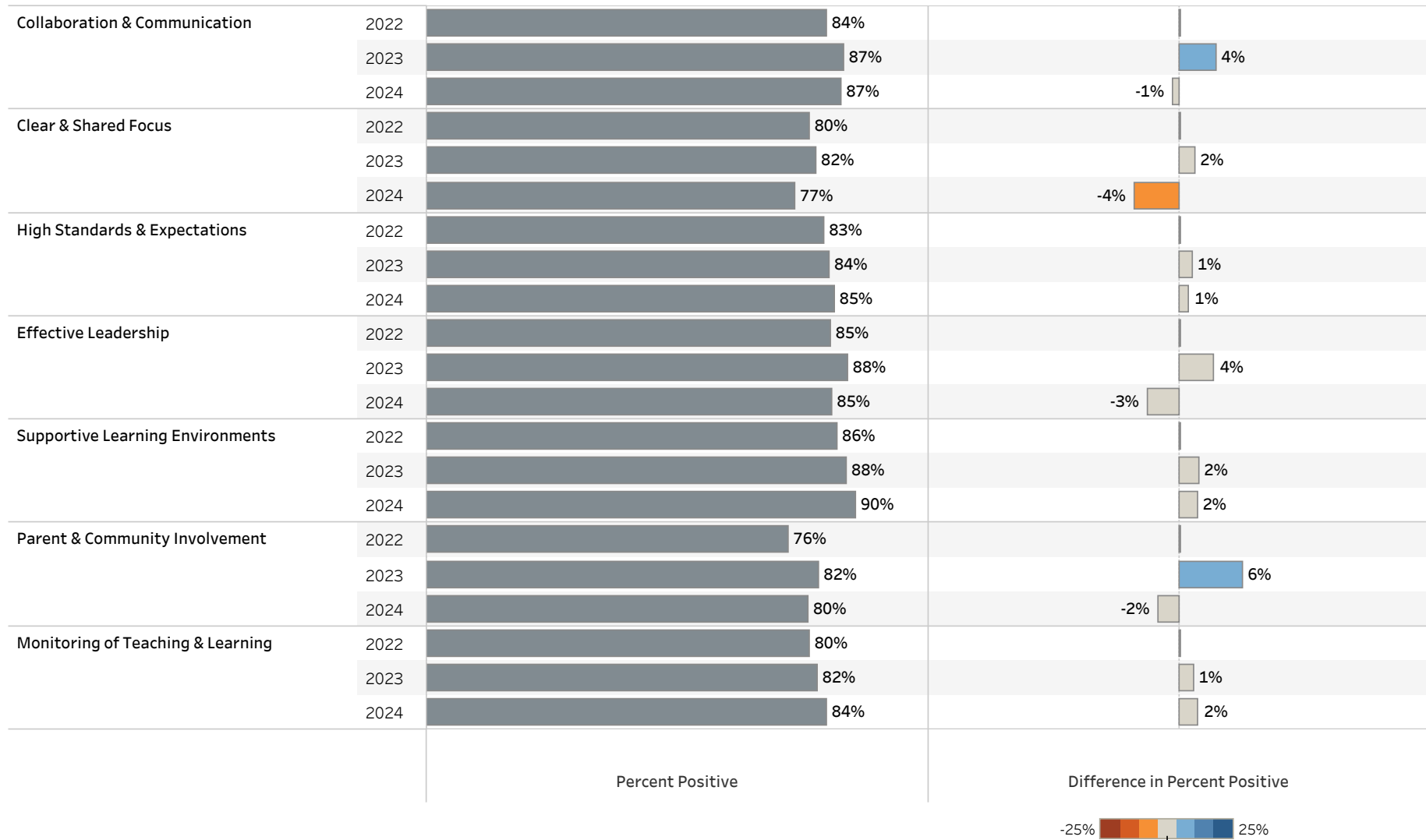


9 Characteristics Summary

Woodland Elementary

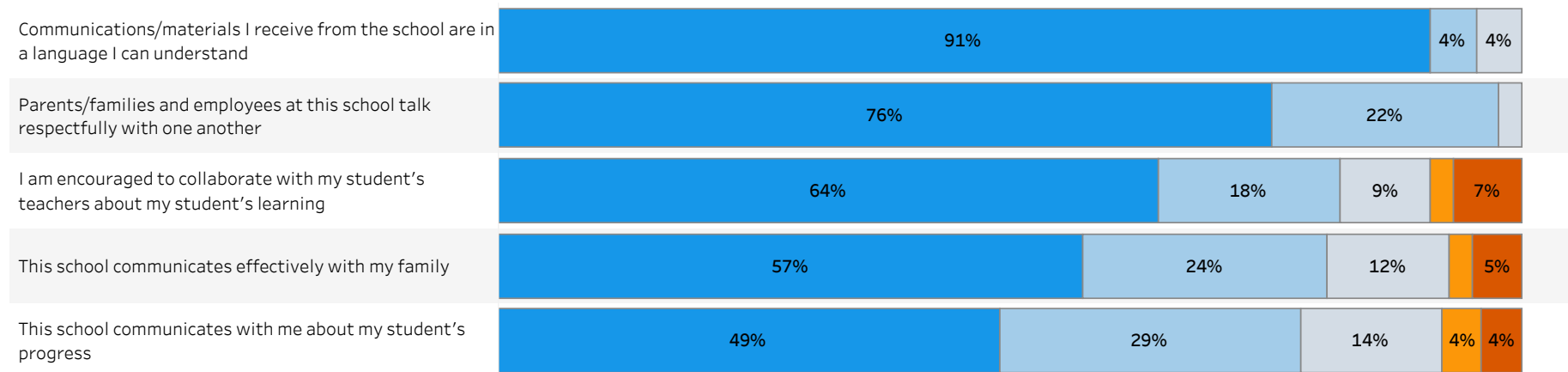


9 Characteristics Summary LONGITUDINAL



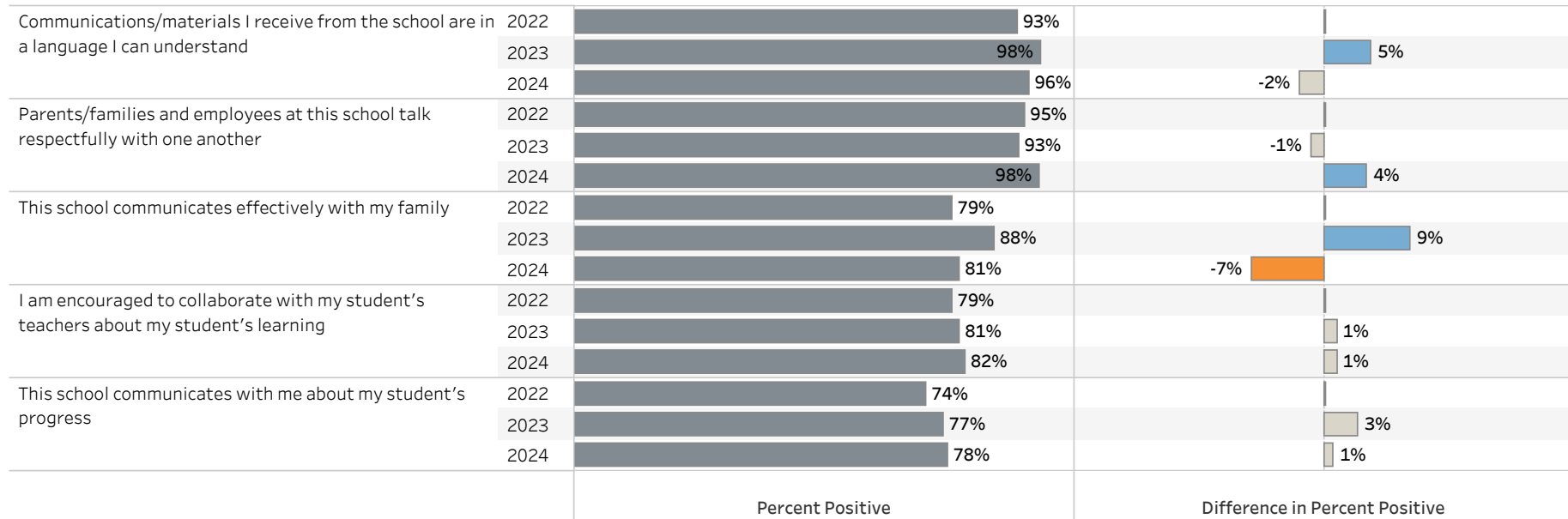
High Levels of Collaboration and Communication

Woodland Elementary



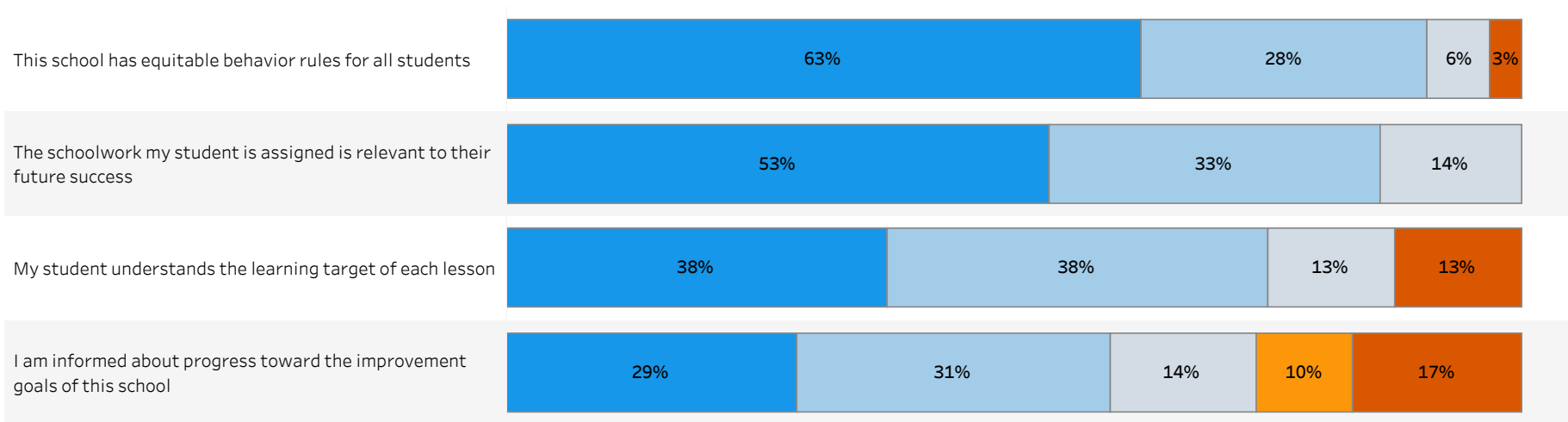
High Levels of Collaboration and Communication LONGITUDINAL

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

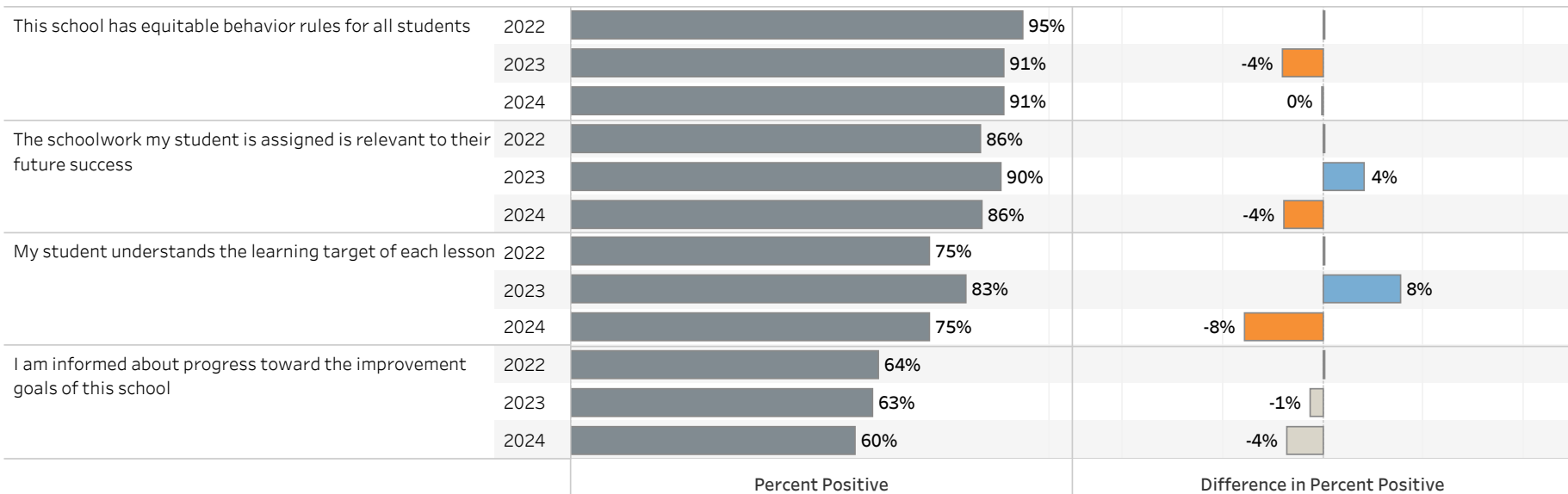


Clear and Shared Focus

Woodland Elementary

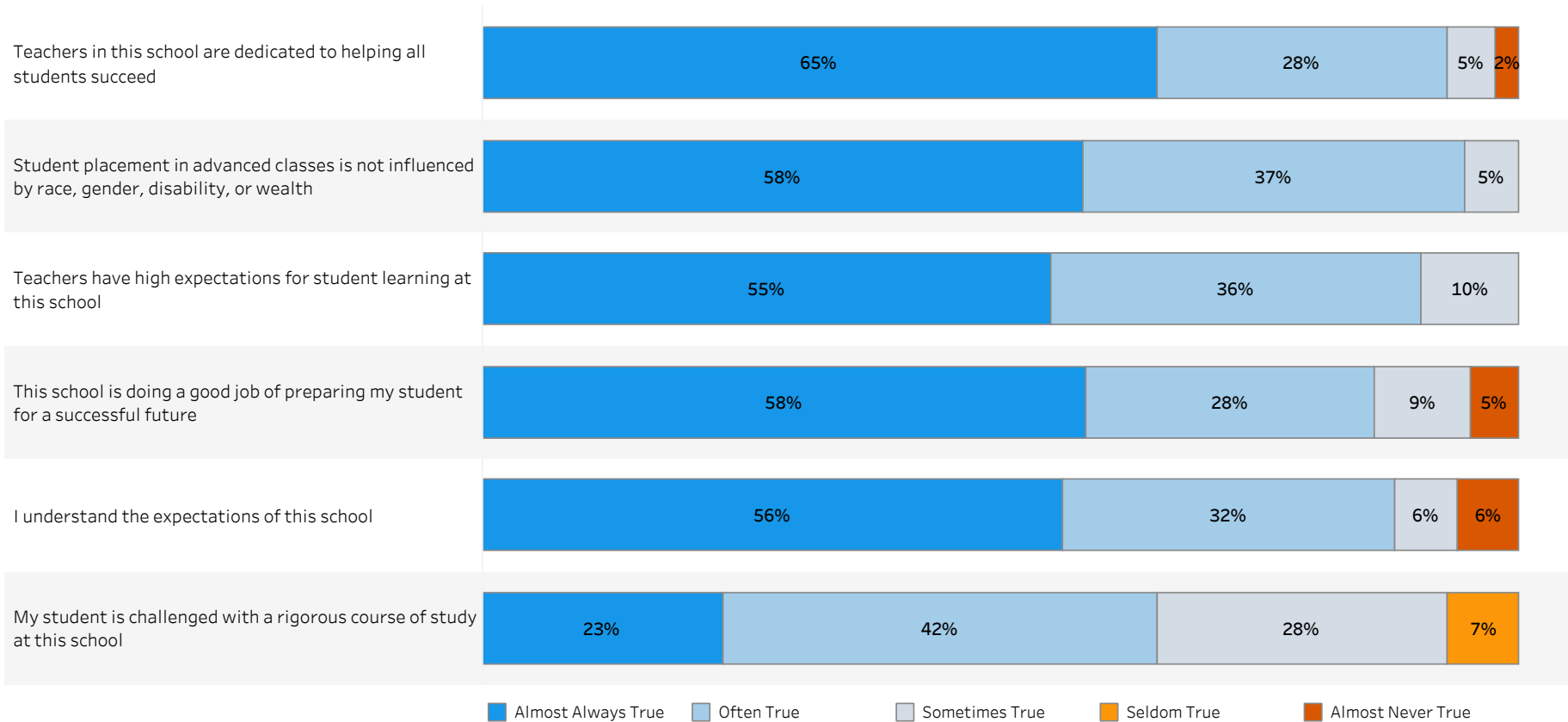


Clear and Shared Focus LONGITUDINAL



High Standards and Expectations

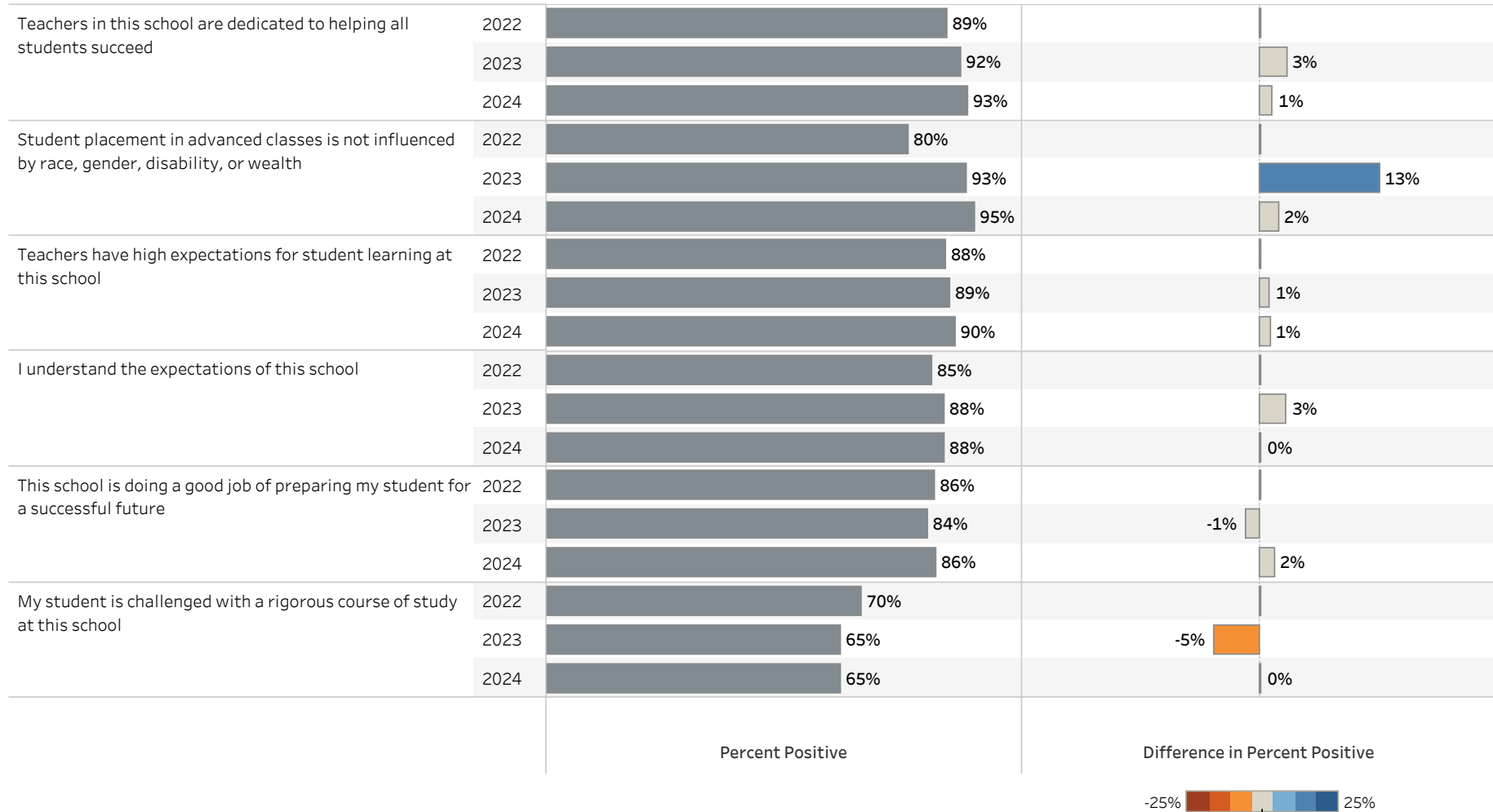
Woodland Elementary



High Standards and Expectations

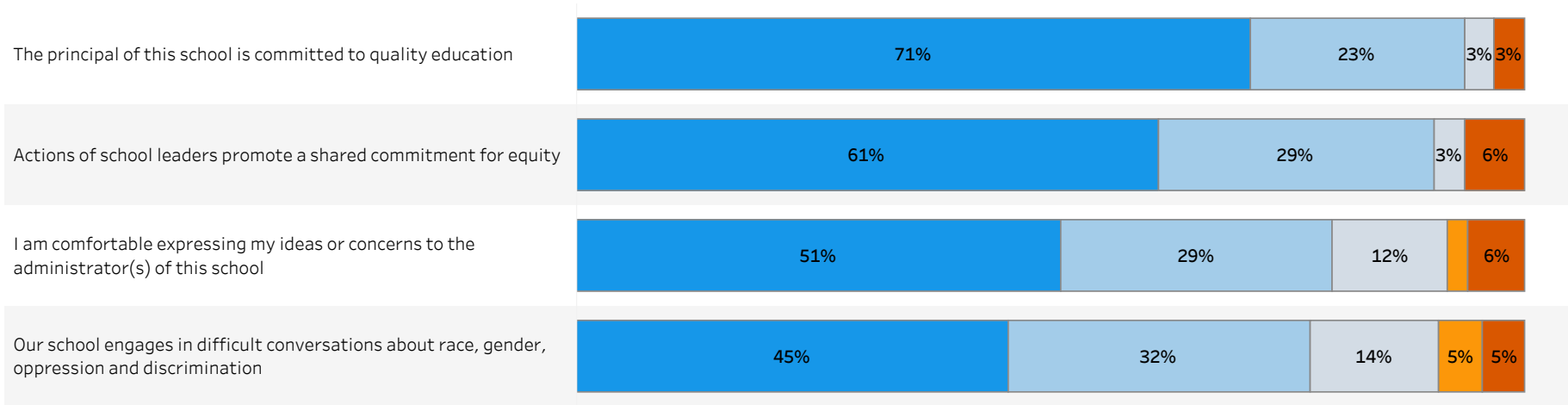
LONGITUDINAL

Woodland Elementary



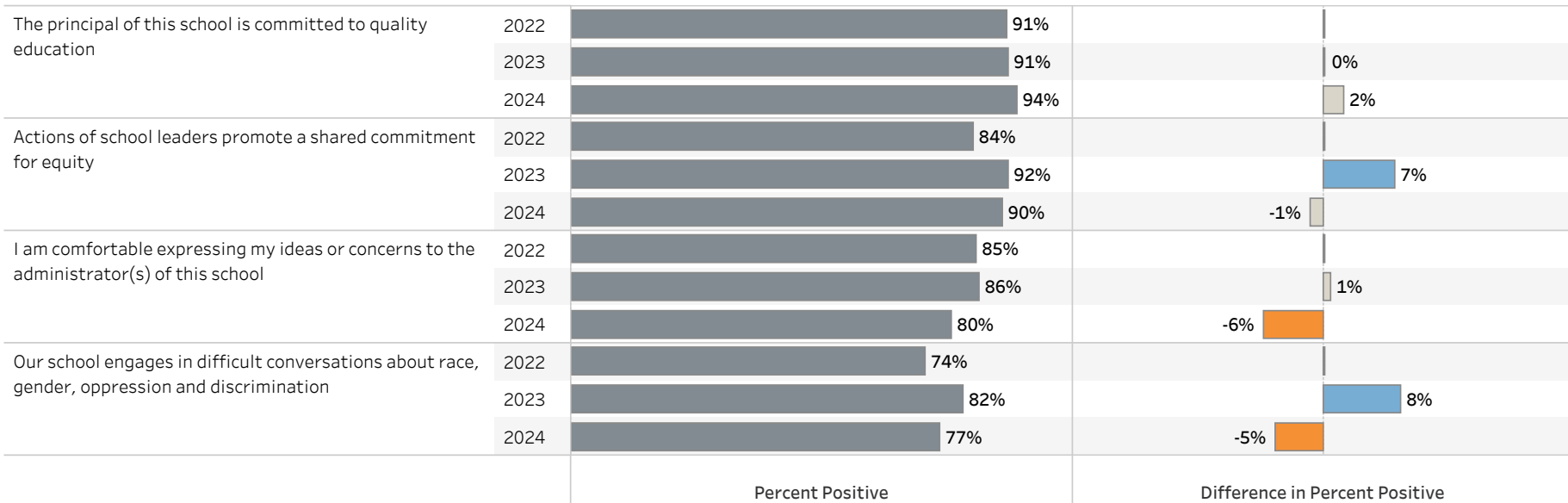
Effective Leadership

Woodland Elementary



Effective Leadership LONGITUDINAL

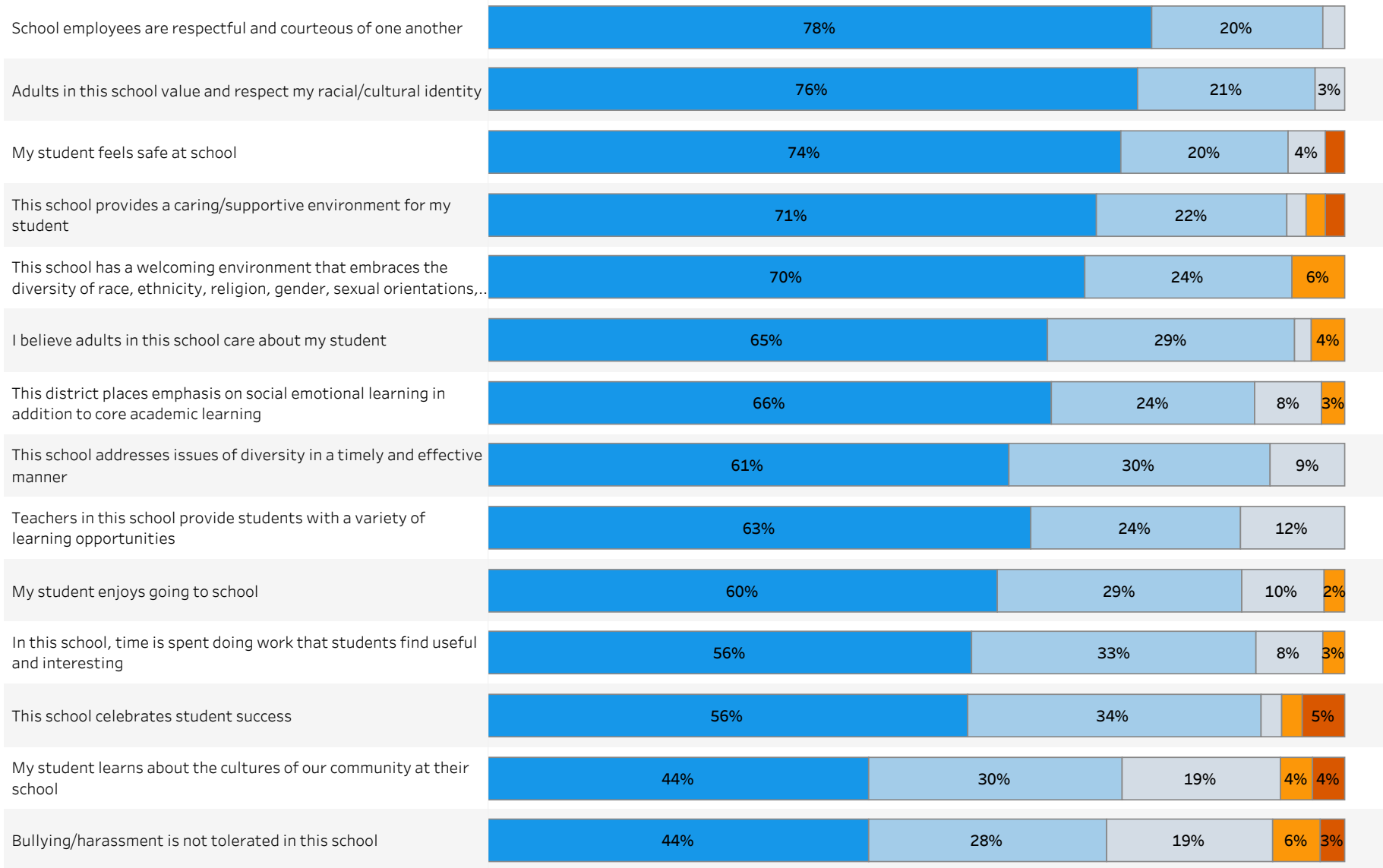
■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True
 ■ Almost Never True



-25% 25%

Supportive Learning Environment

Woodland Elementary

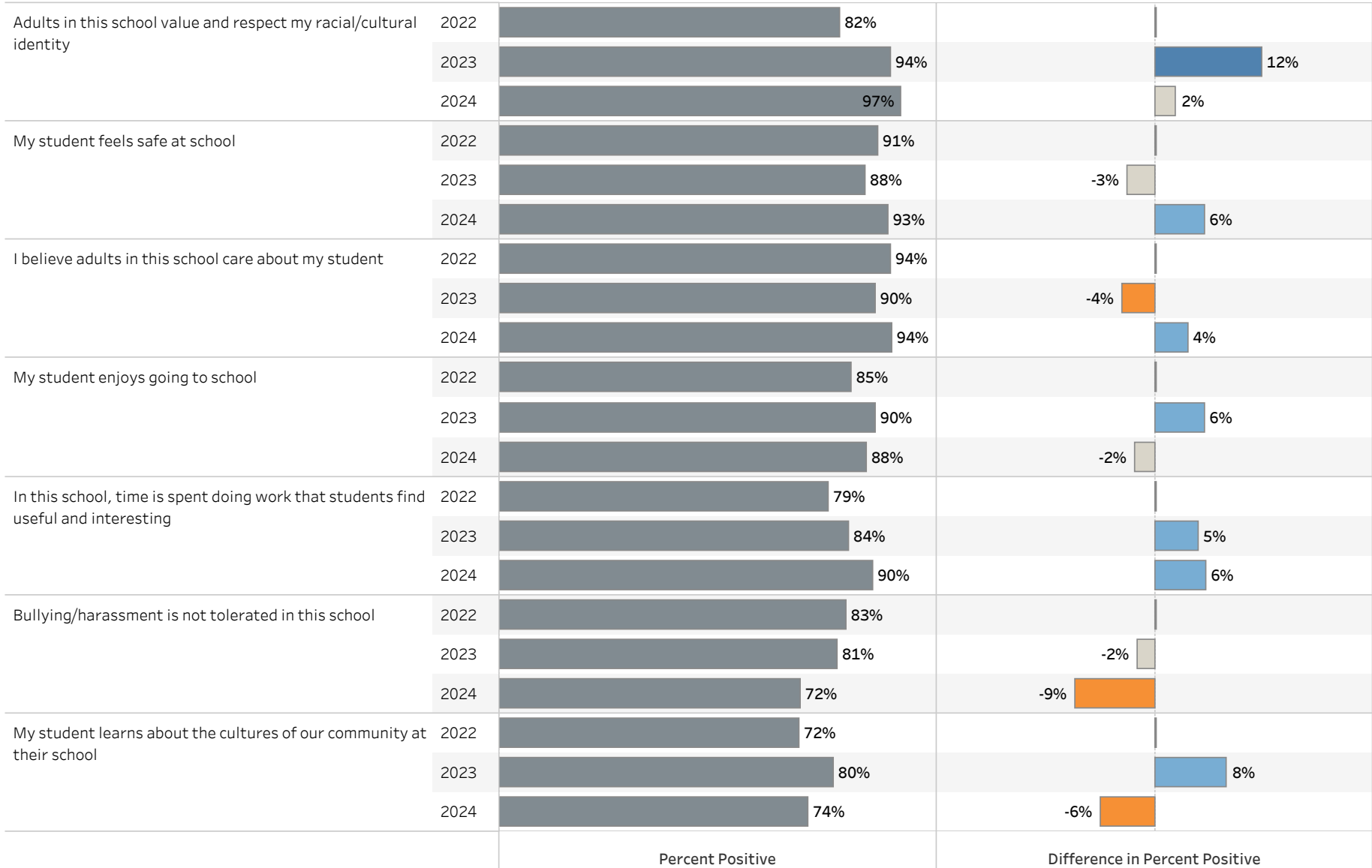


■ Almost Always True
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Supportive Learning Environment

LONGITUDINAL 1 of 2

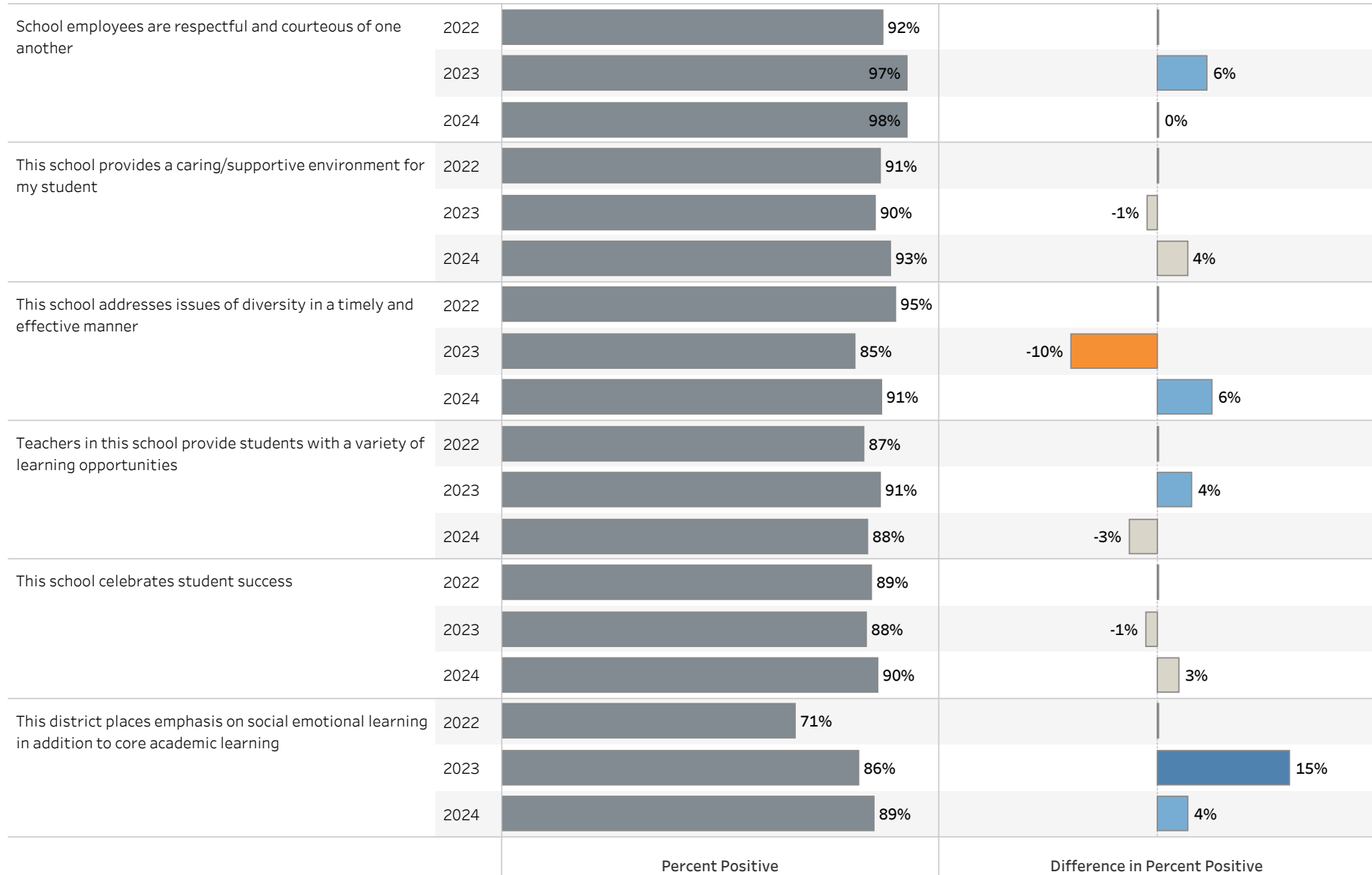
Woodland Elementary



Supportive Learning Environment

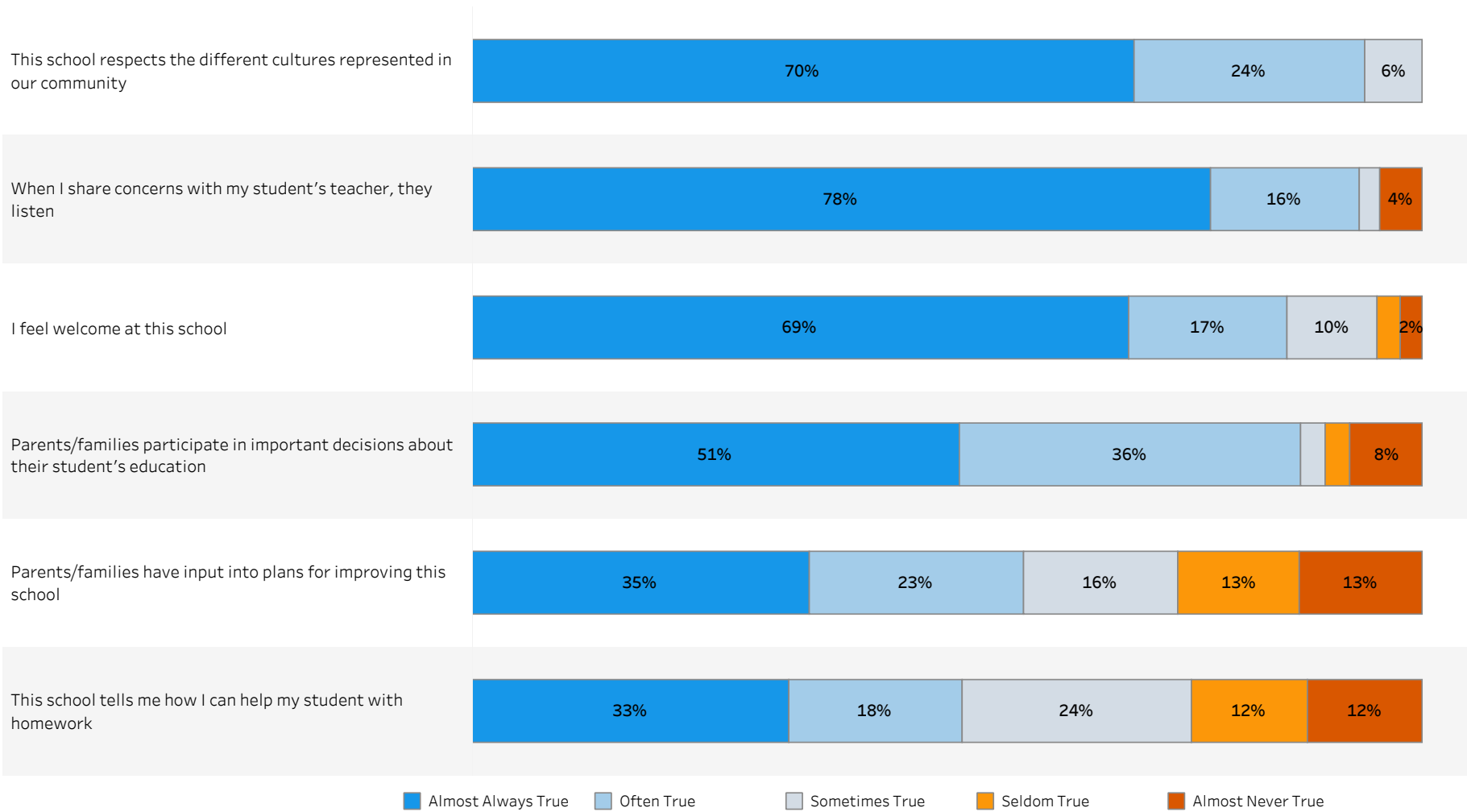
LONGITUDINAL 2 of 2

Woodland Elementary



Parent and Community Involvement

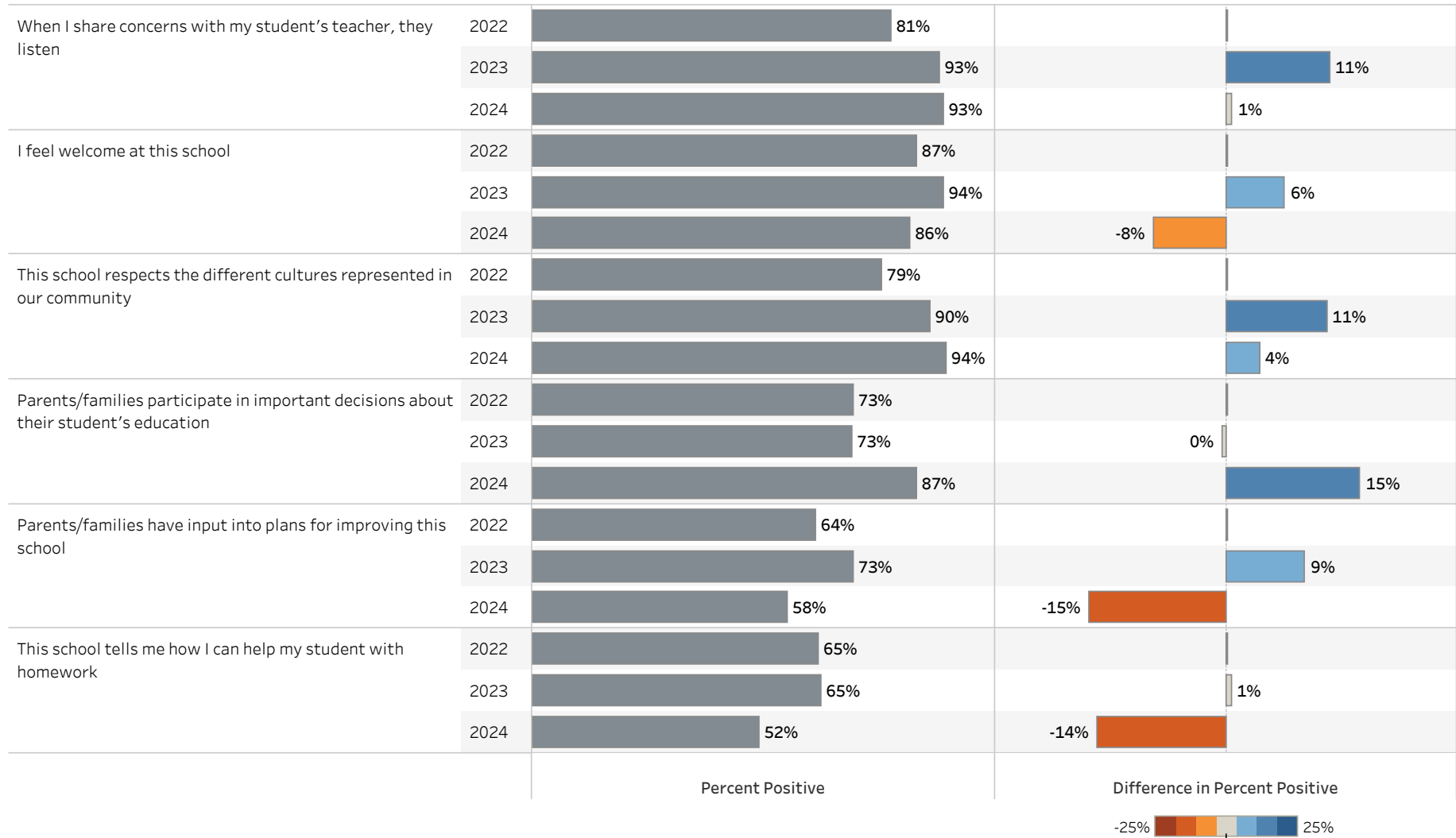
Woodland Elementary



Parent and Community Involvement

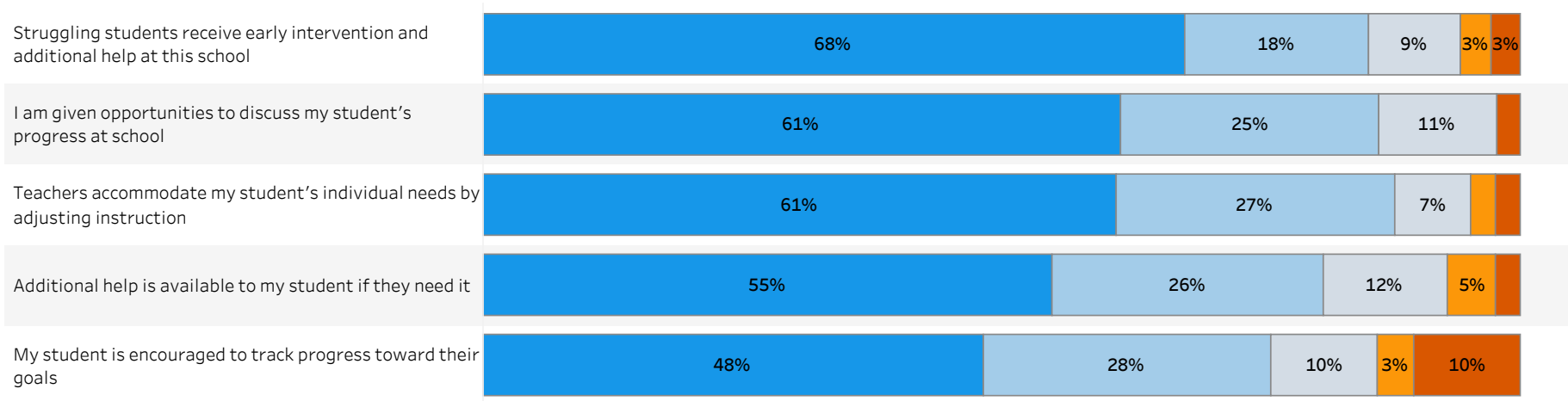
LONGITUDINAL

Woodland Elementary

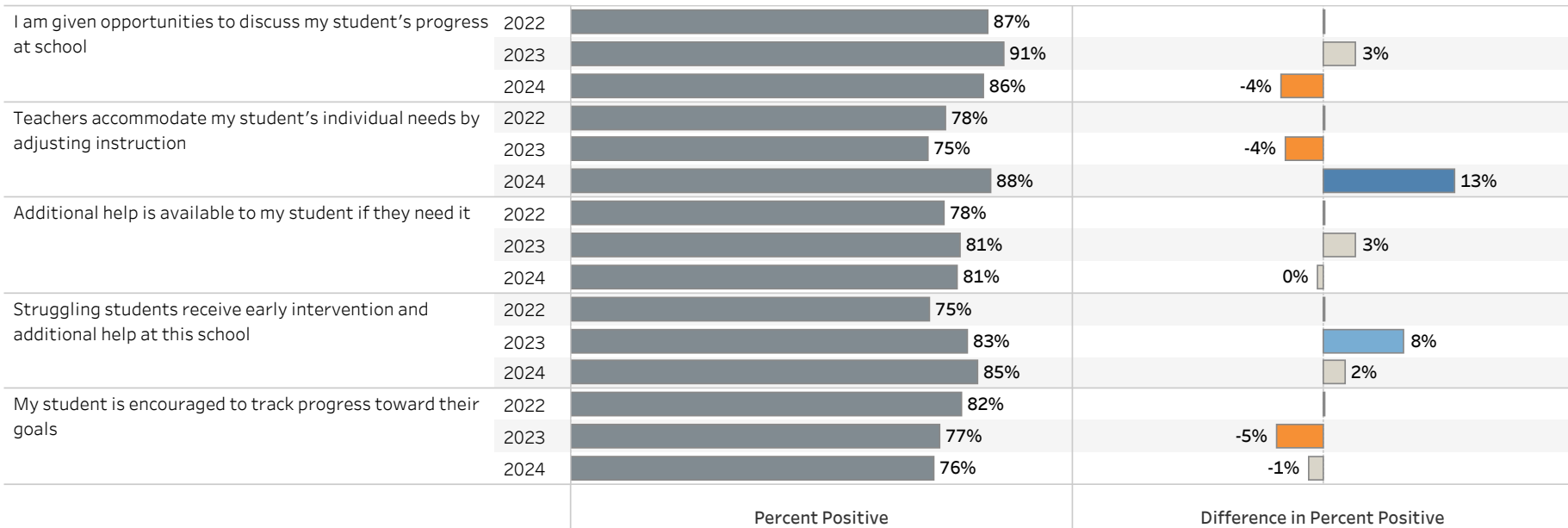


Frequent Monitoring of Teaching and Learning

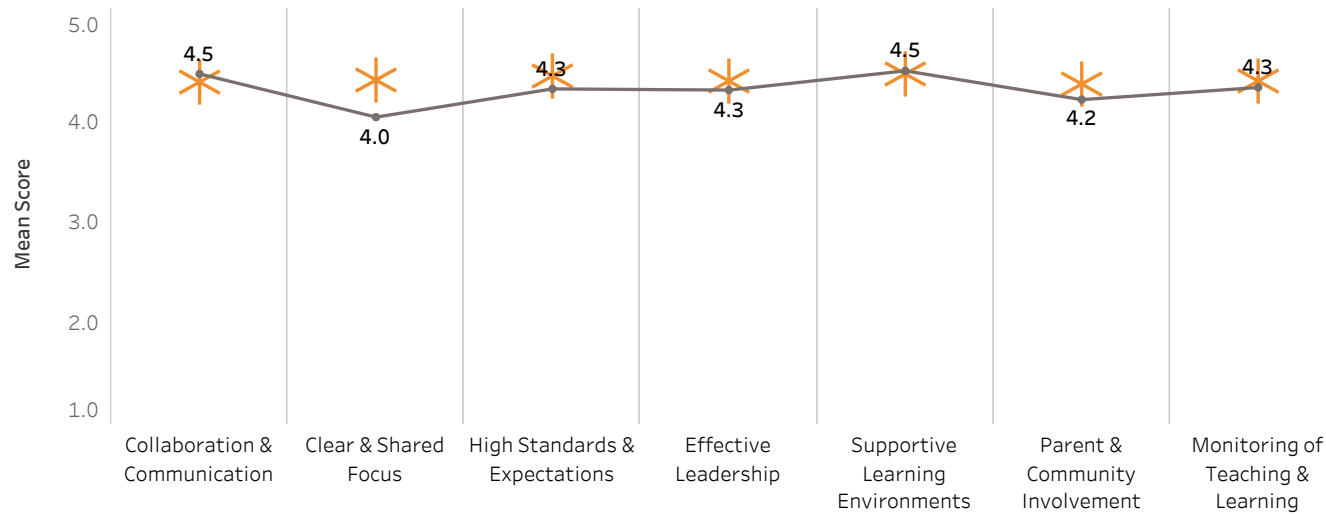
Woodland Elementary



Frequent Monitoring of Teaching and Learning LONGITUDINAL



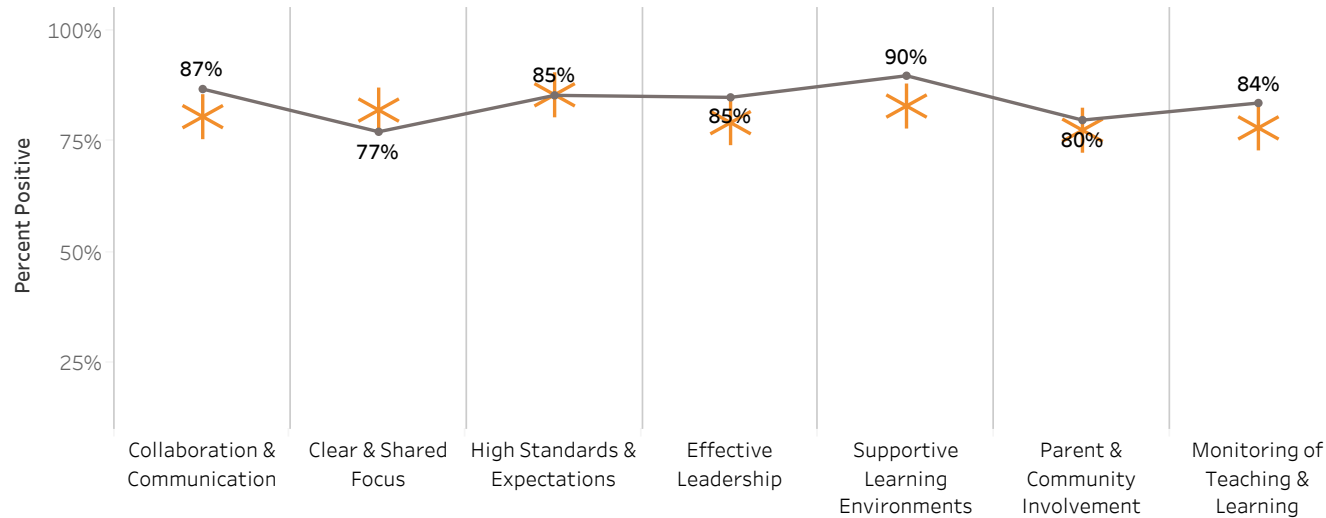
Comparison - Mean Scores



How does your school compare to:

- * Nationwide Sample
- Your School or District

Comparison - Percent Positive

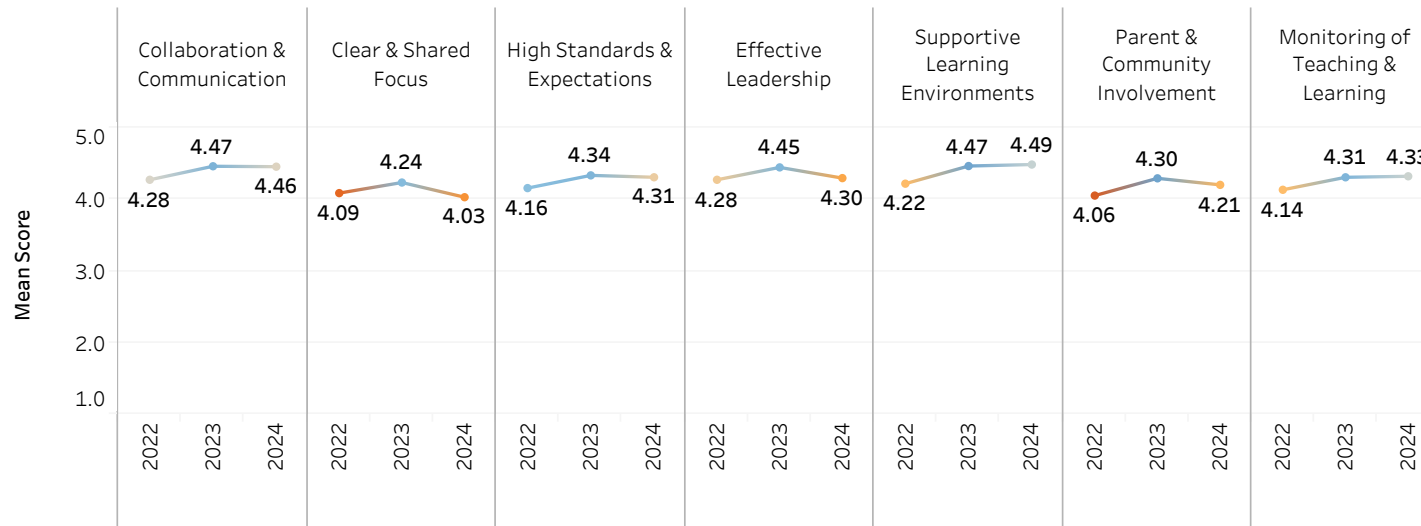


Characteristics

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

Comparison - Mean Scores LONGITUDINAL

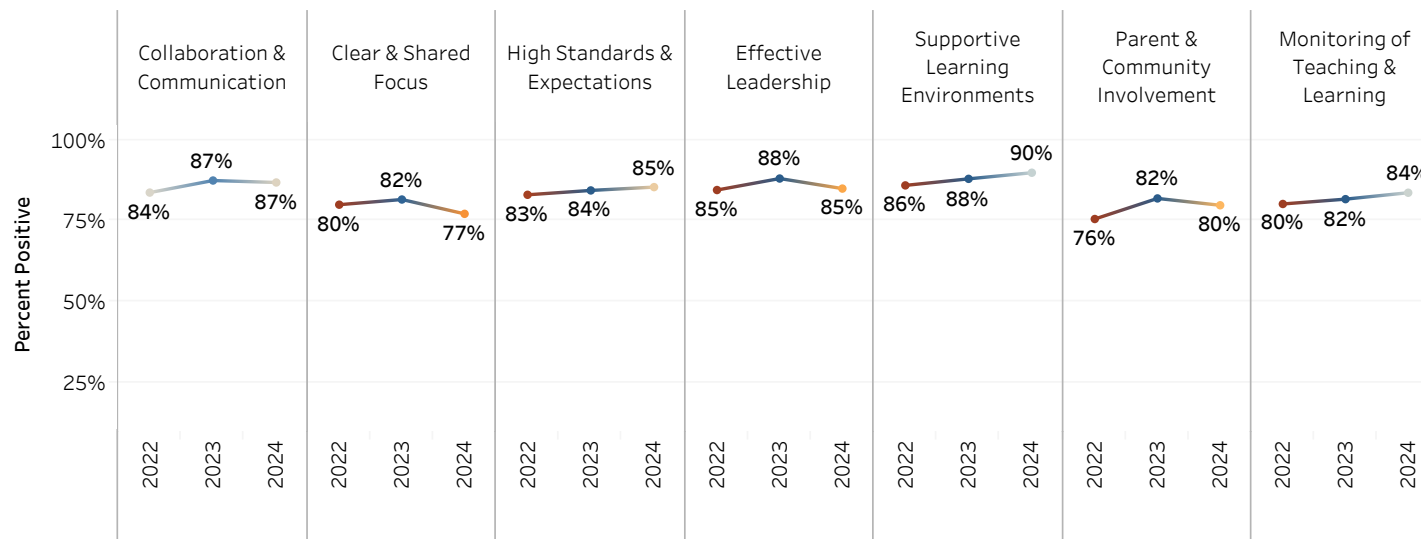
Woodland Elementary



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.

Difference in... -0.15 0.15

Comparison - Percent Positive LONGITUDINAL



Characteristics

- C — Collaboration & Communication
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- HSE — High Standards & Expectations
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Difference in Percent Positive -15% 15%