

Educational Effectiveness Survey™

c | e | e
The Center for Educational Effectiveness

9 Characteristics of High Performing Schools

Student Edition v4.3

Evergreen Forest Elementary

North Thurston Public Schools

2024
N=130

2025
N=135

2026
N=140





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Better Data. Better Decisions. Better Schools.

Introduction

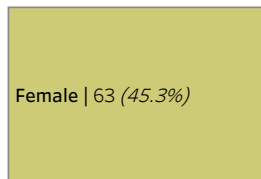
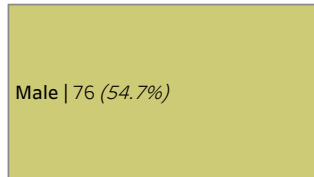
Educational Effectiveness Survey, Student SEL Edition

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.

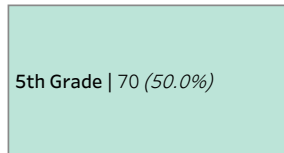
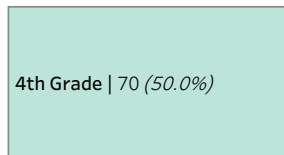
Student voice is an integral part of compiling an accurate view of these school improvement constructs. In both stand-alone reporting and through common questions between staff, students, and families, the EES Student survey brings this voice to the table. Beyond the value for school staff to learn from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

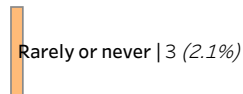
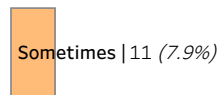
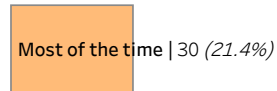
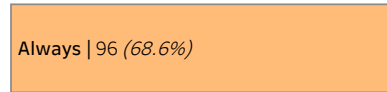
Gender



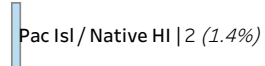
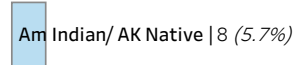
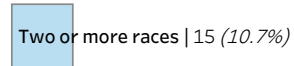
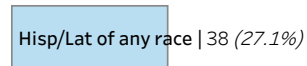
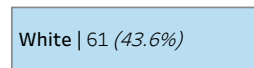
Grade



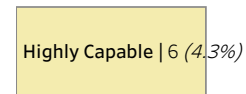
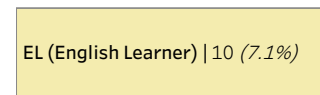
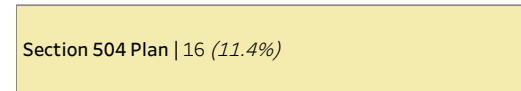
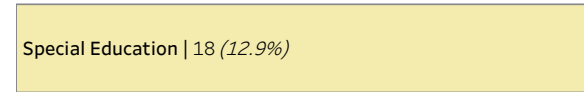
English at Home



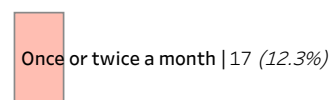
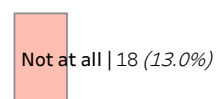
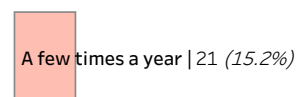
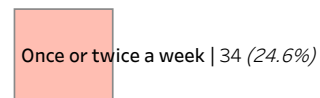
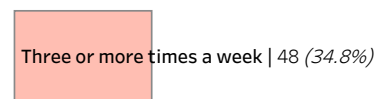
Ethnicity



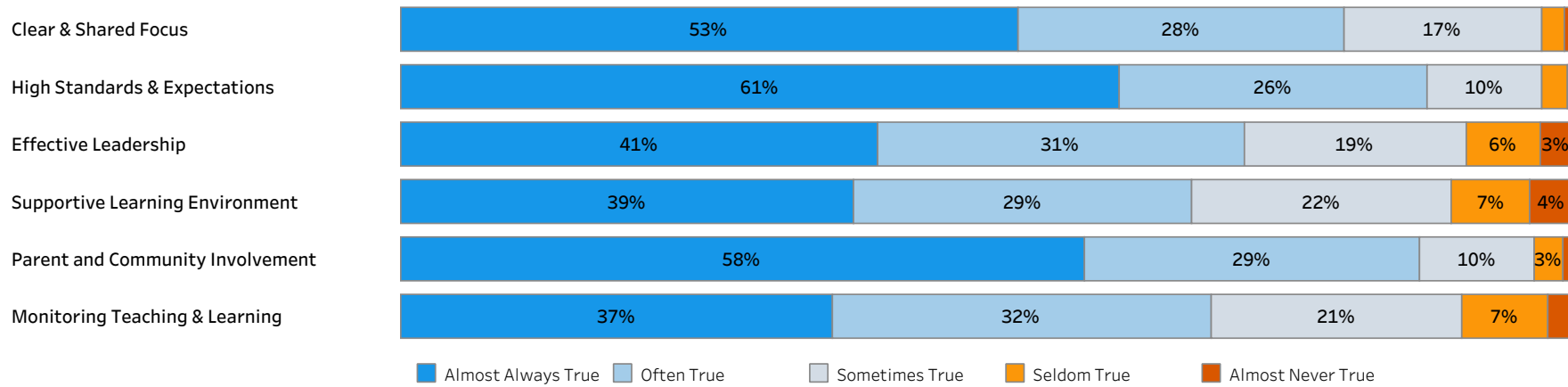
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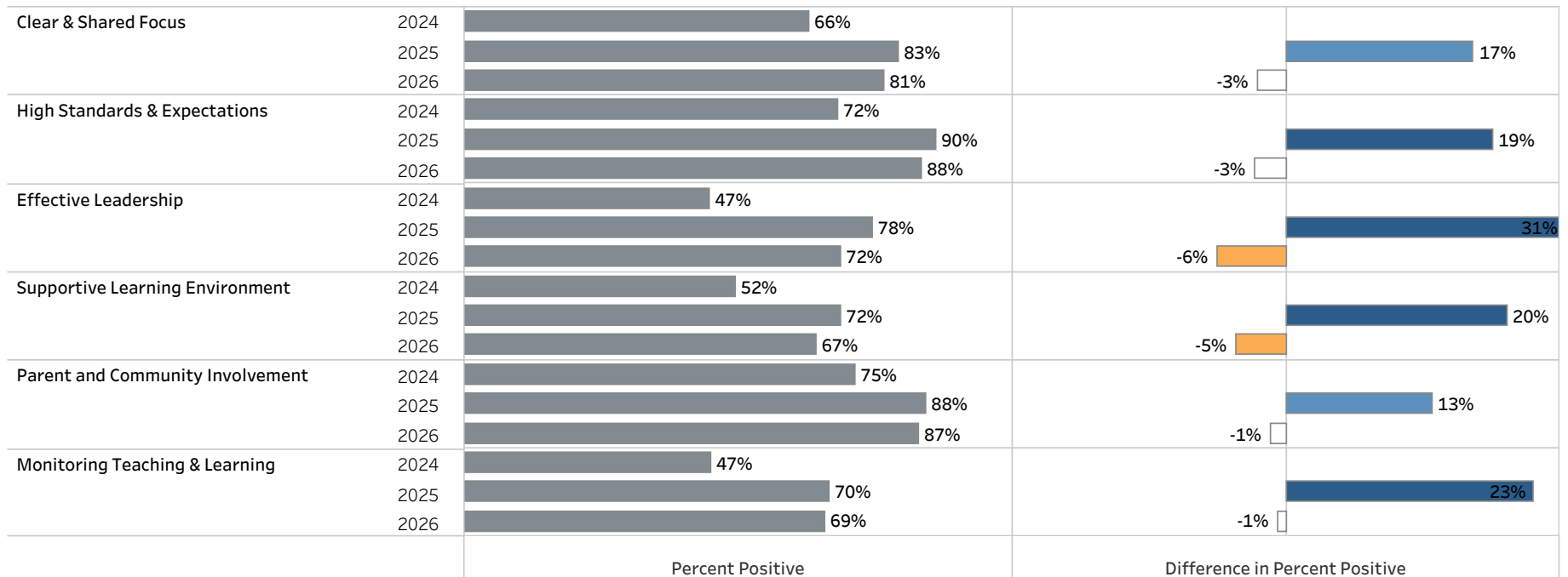
Activities



9 Characteristics Summary

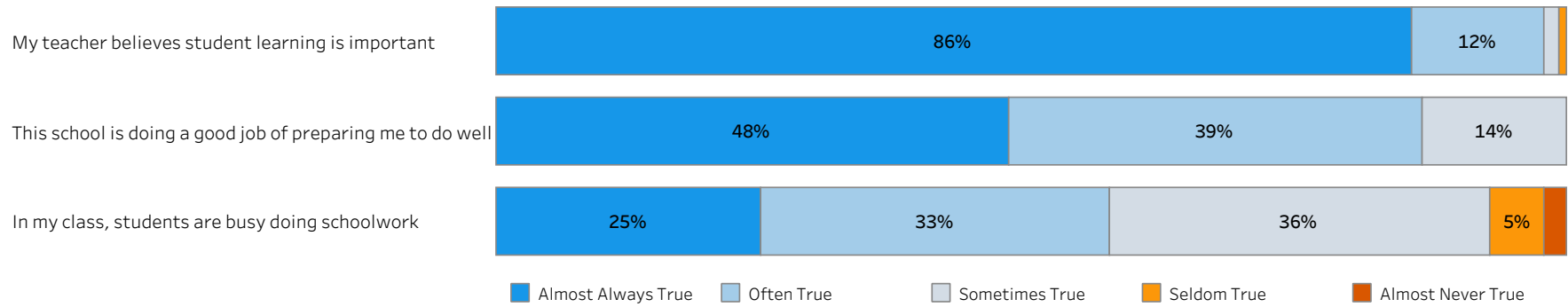


9 Characteristics LONGITUDINAL

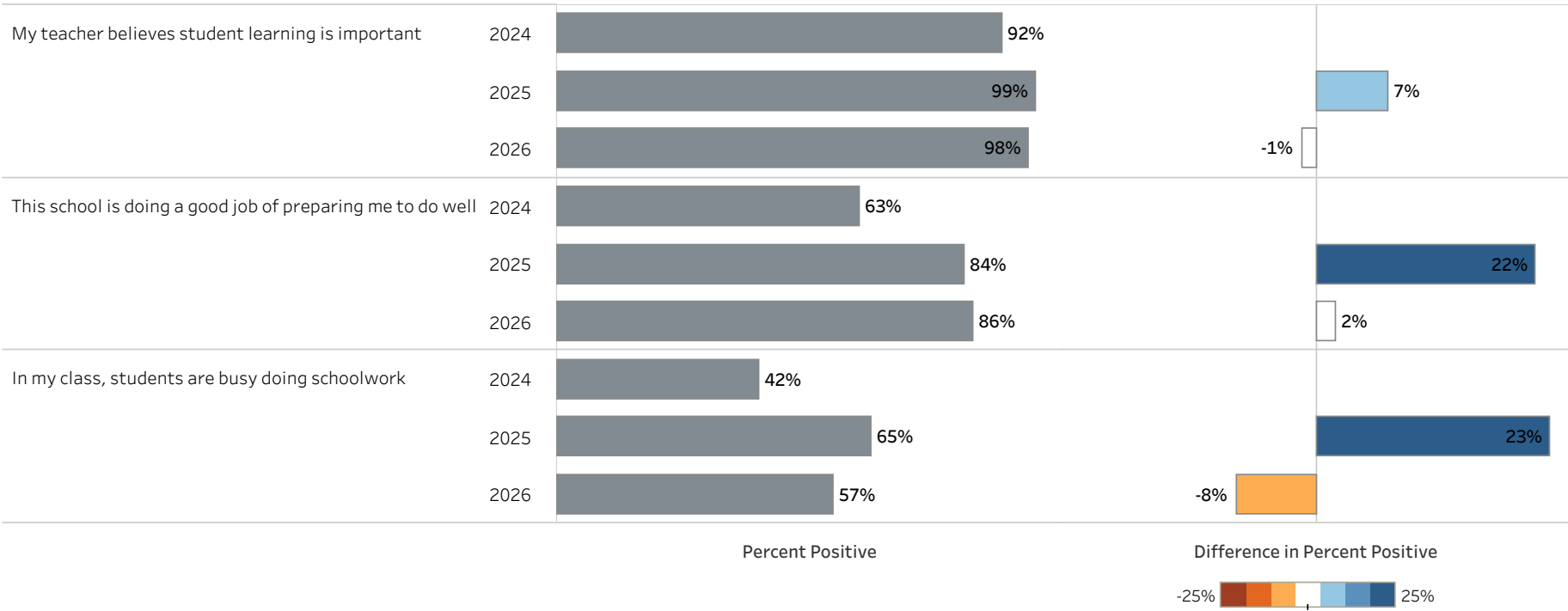


Clear and Shared Focus

Evergreen Forest Elementary

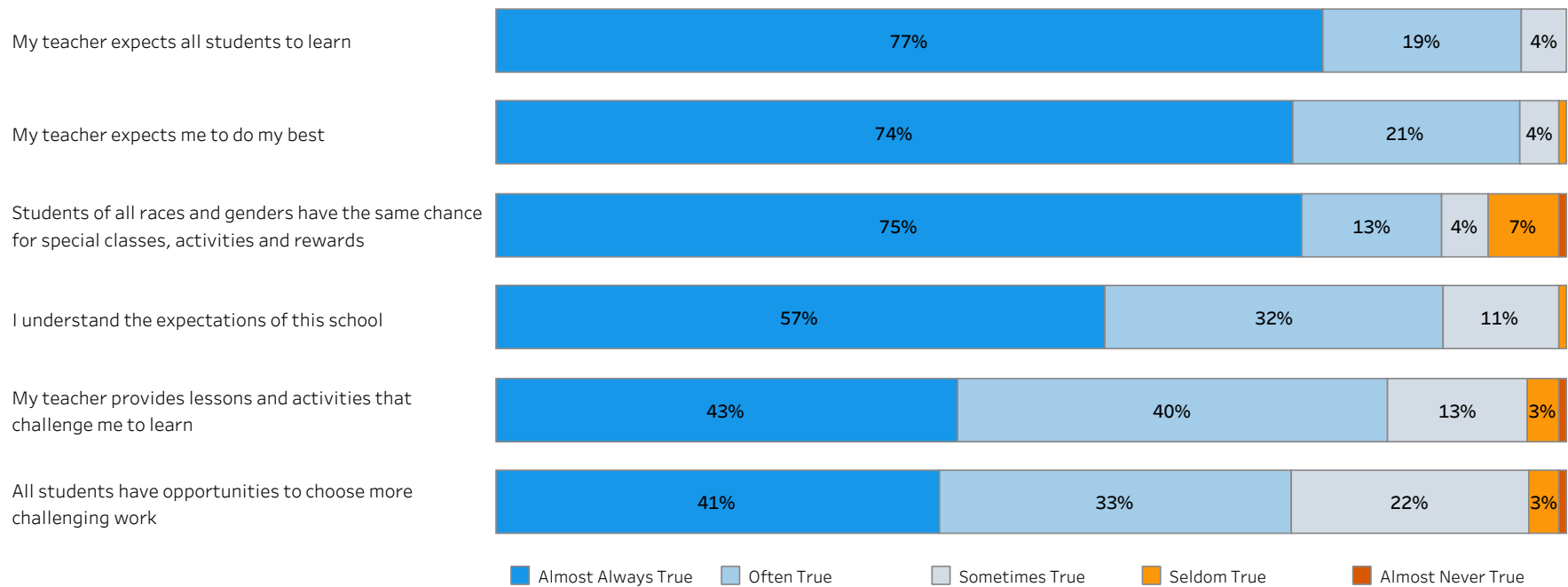


Clear and Shared Focus LONGITUDINAL



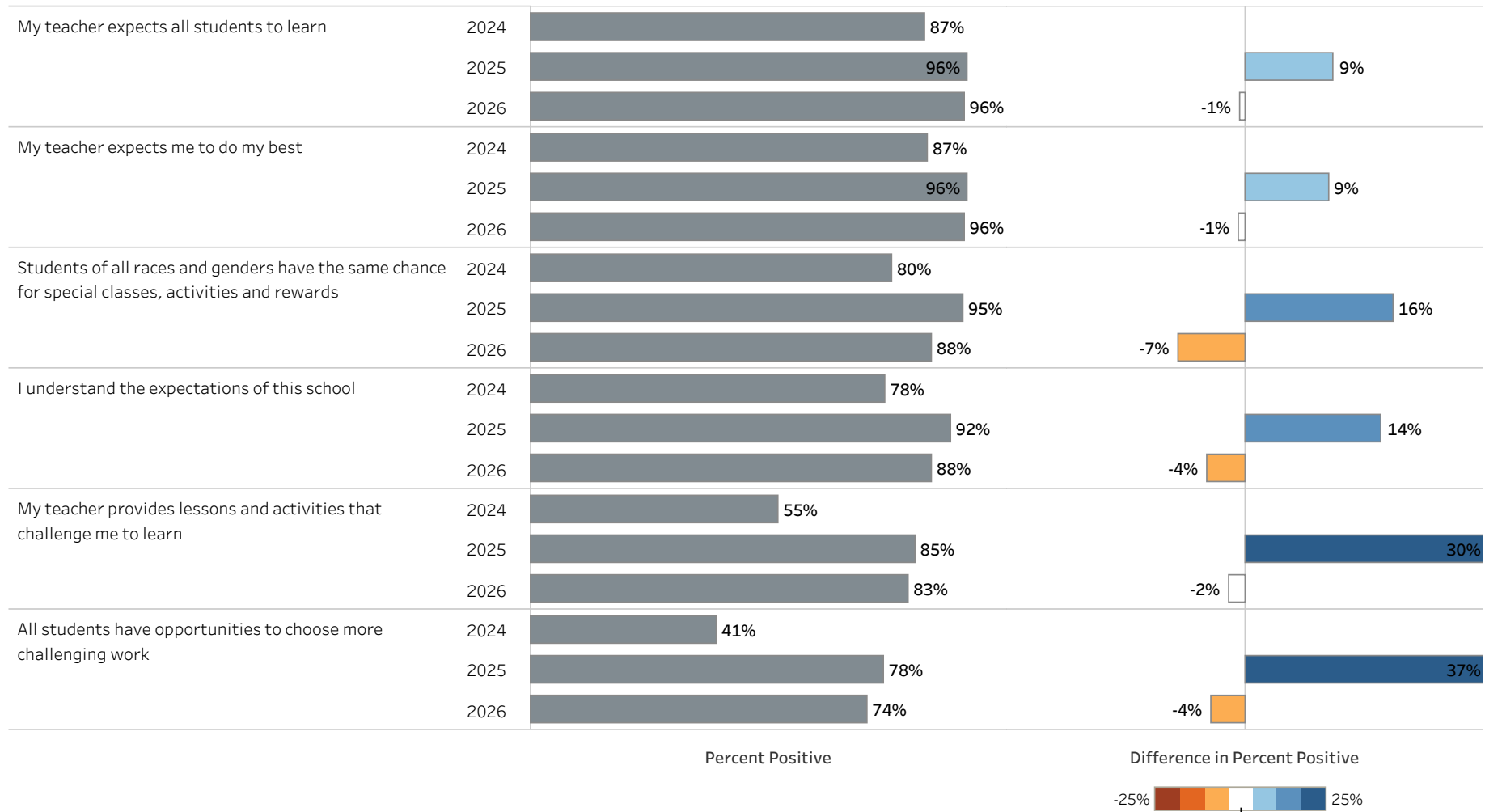
High Standards and Expectations

Evergreen Forest Elementary



High Standards and Expectations

LONGITUDINAL



Effective Leadership

Evergreen Forest Elementary

The principal of this school believes student learning is most important



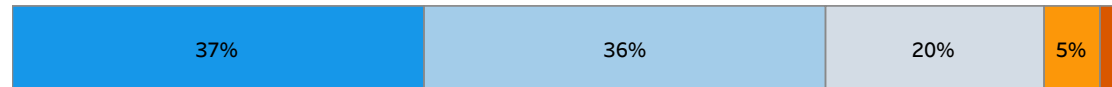
My teacher listens to my ideas and/or things that bother me



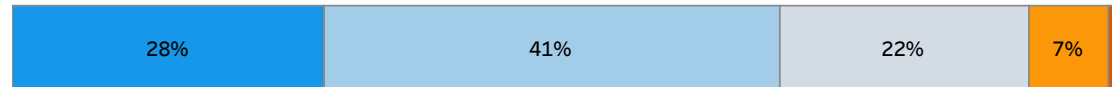
My teacher helps me learn in other ways than talking in front of the class



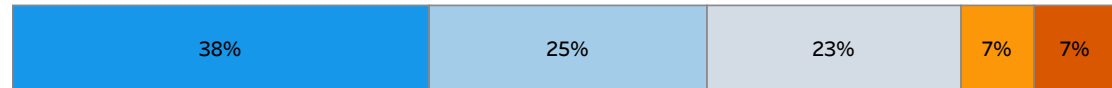
If I want to talk with my teacher, they are available to me



In class we work with other students



At our school we talk about race, gender, and discrimination



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

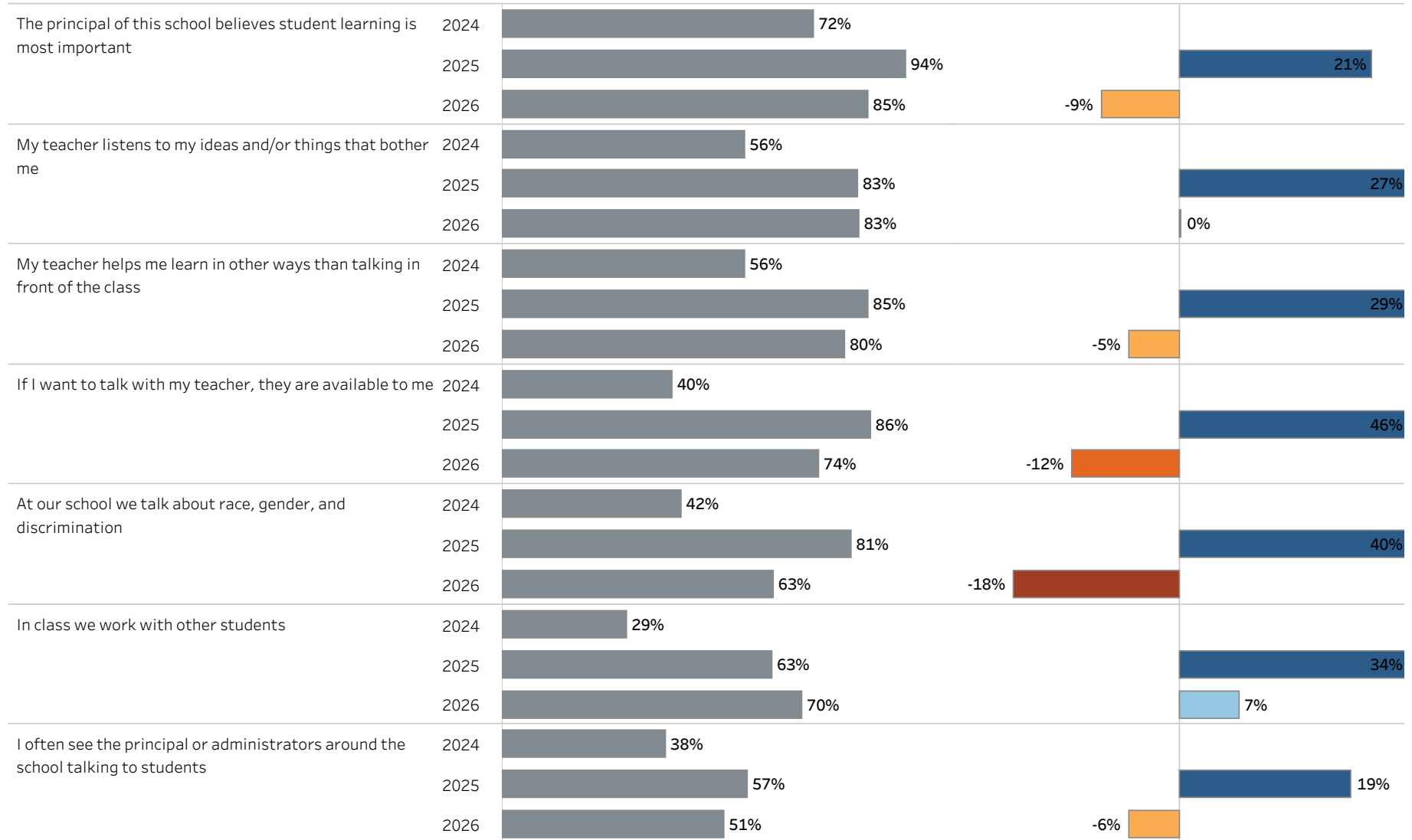


■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True
 ■ Almost Never True

Effective Leadership

LONGITUDINAL

Evergreen Forest Elementary



Percent Positive

Difference in Percent Positive



Supportive Learning Environment

Evergreen Forest Elementary

In this school, there is at least one adult who knows and cares about me



The rules against bullying are enforced by all adults in this school



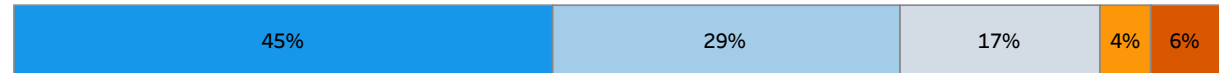
All students are held to the same behavior rules and expectations



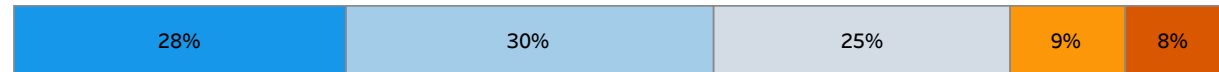
Student success is celebrated in this school



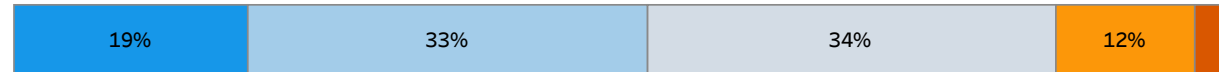
I feel safe at this school



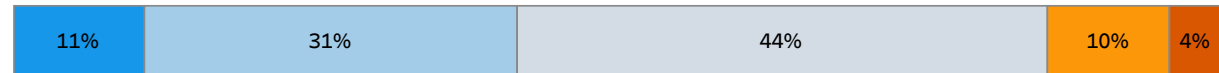
I enjoy coming to this school



Work I do in this school is useful and interesting to me



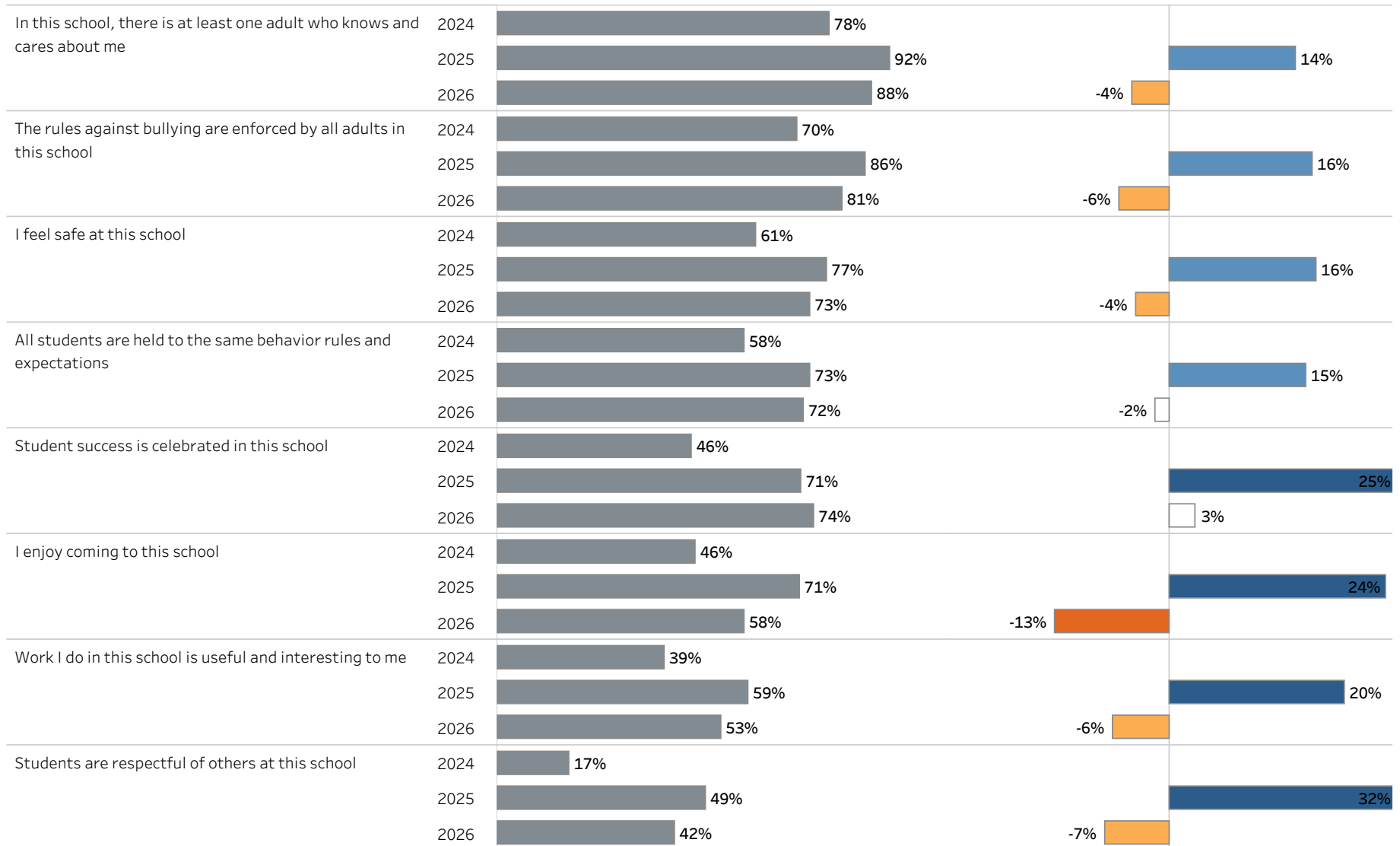
Students are respectful of others at this school



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

Supportive Learning Environment

LONGITUDINAL



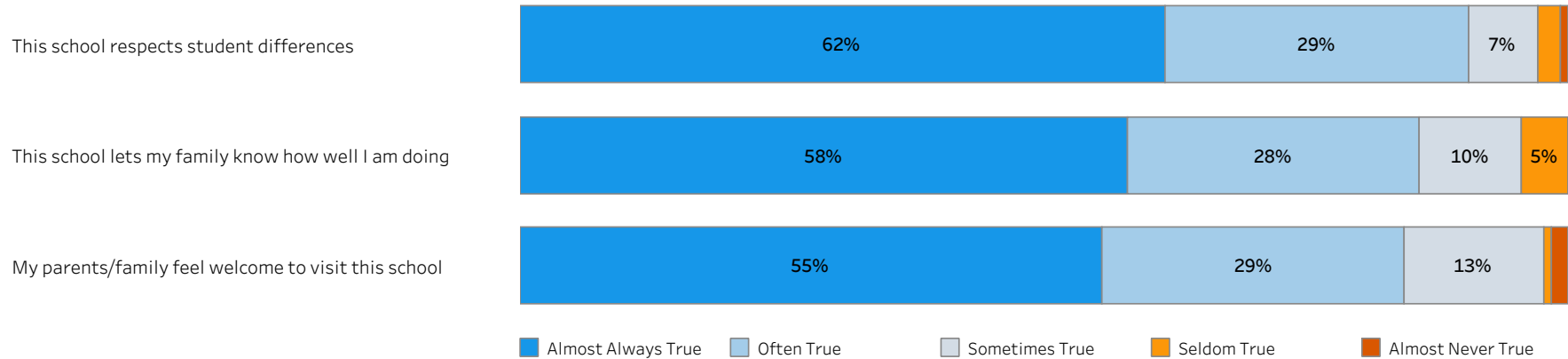
Percent Positive

Difference in Percent Positive

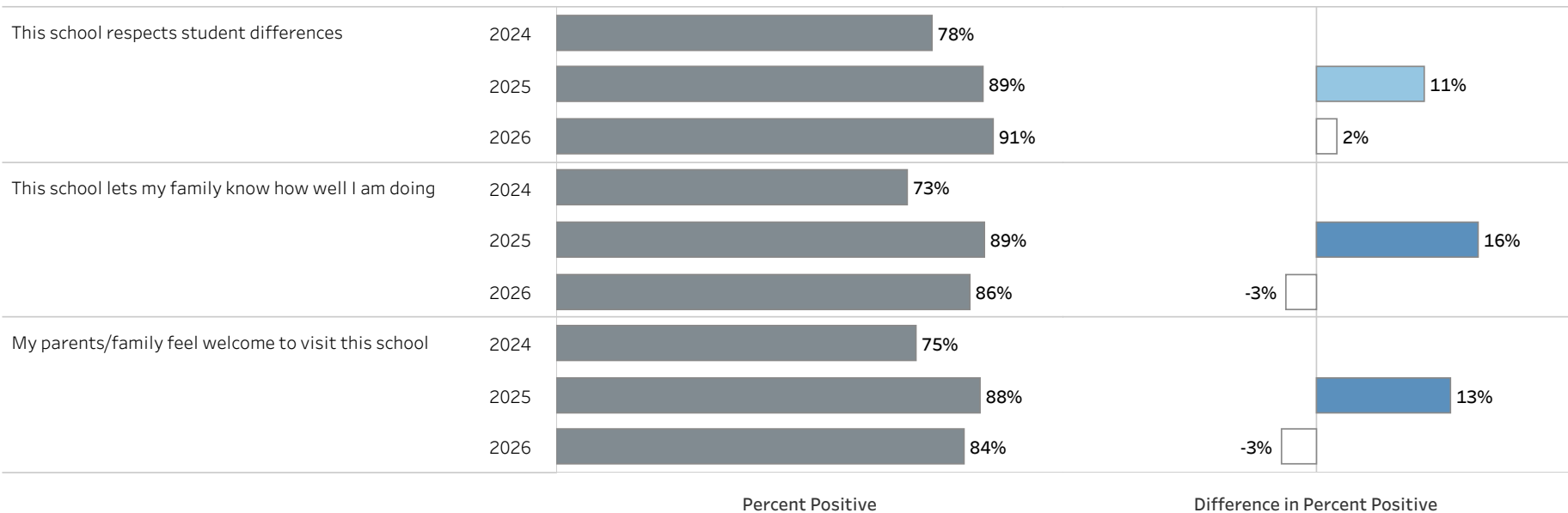
-25% 25%

Parent and Community Involvement

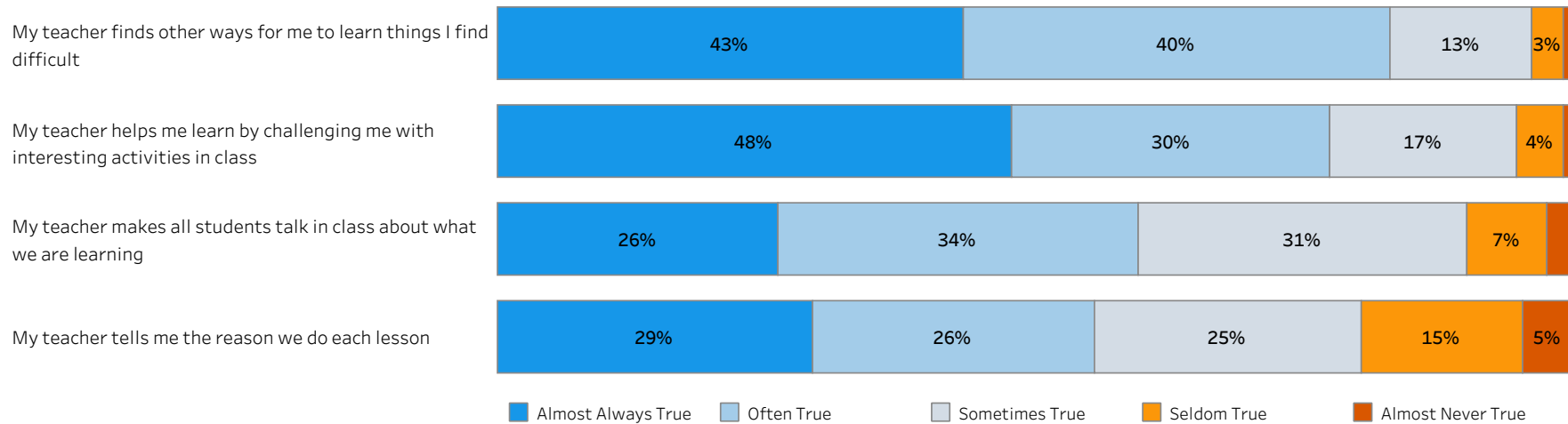
Evergreen Forest Elementary



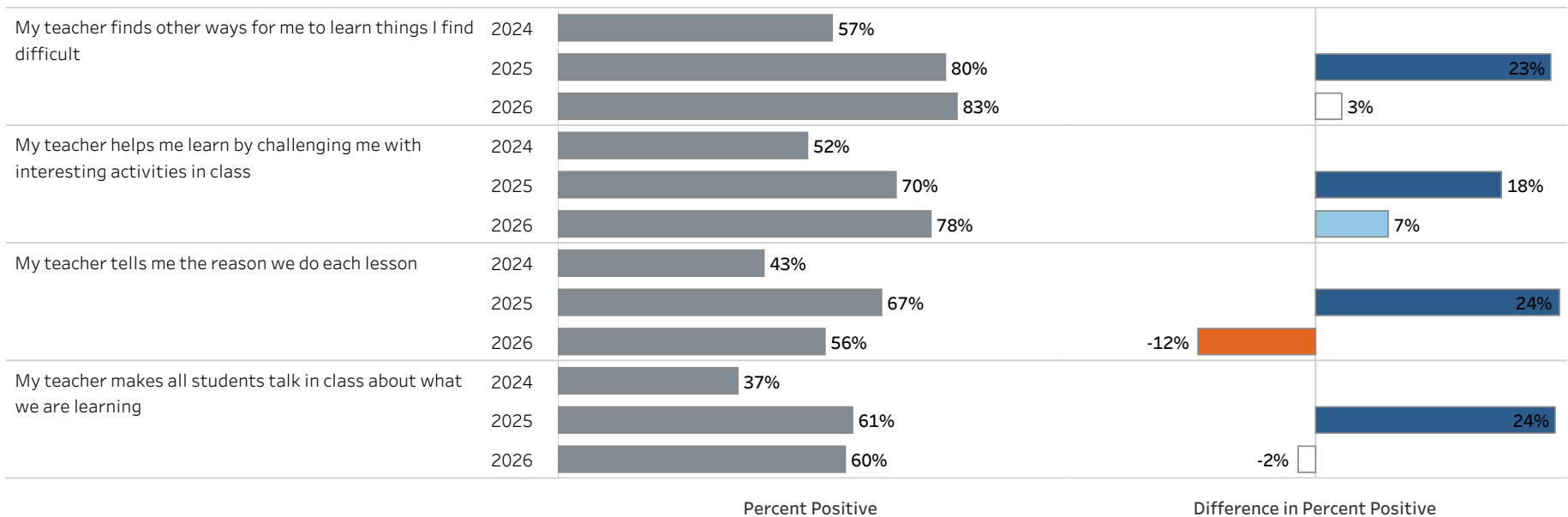
Parent and Community Involvement LONGITUDINAL



Frequent Monitoring of Teaching and Learning

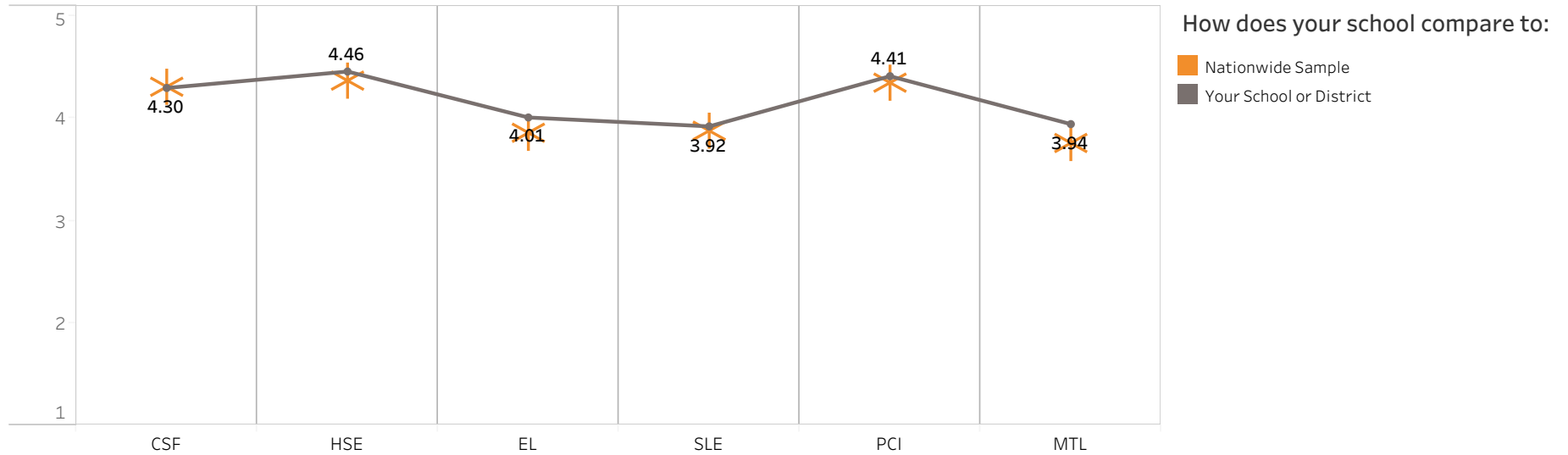


Frequent Monitoring of Teaching and Learning LONGITUDINAL

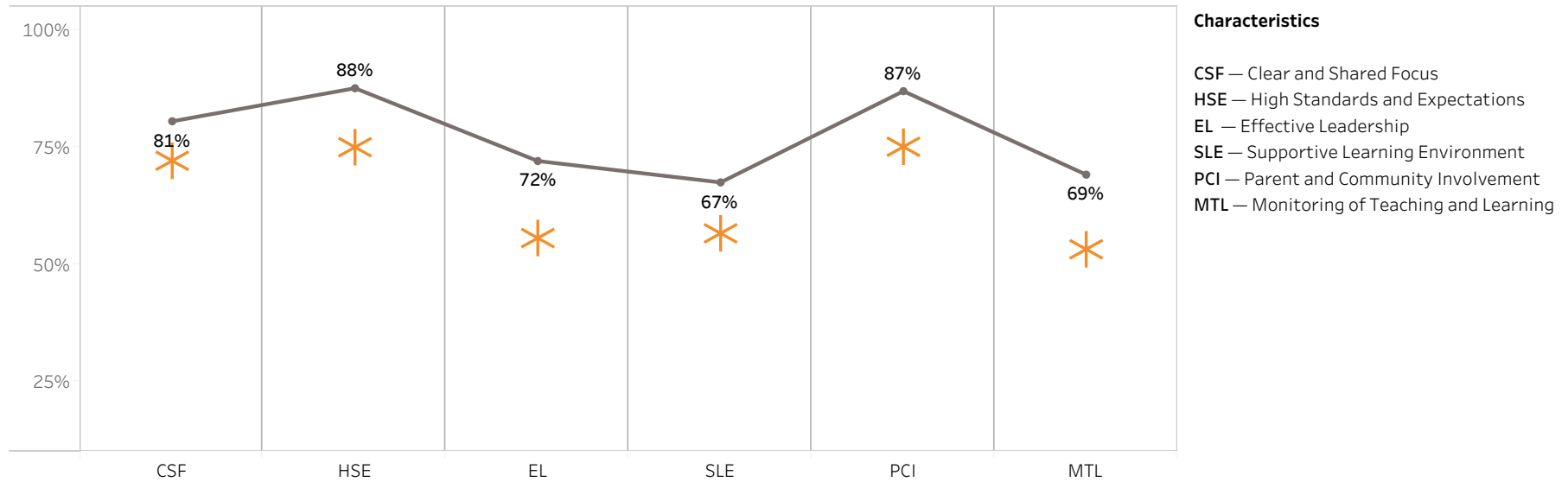


Comparison - 9 Characteristics Mean Scores

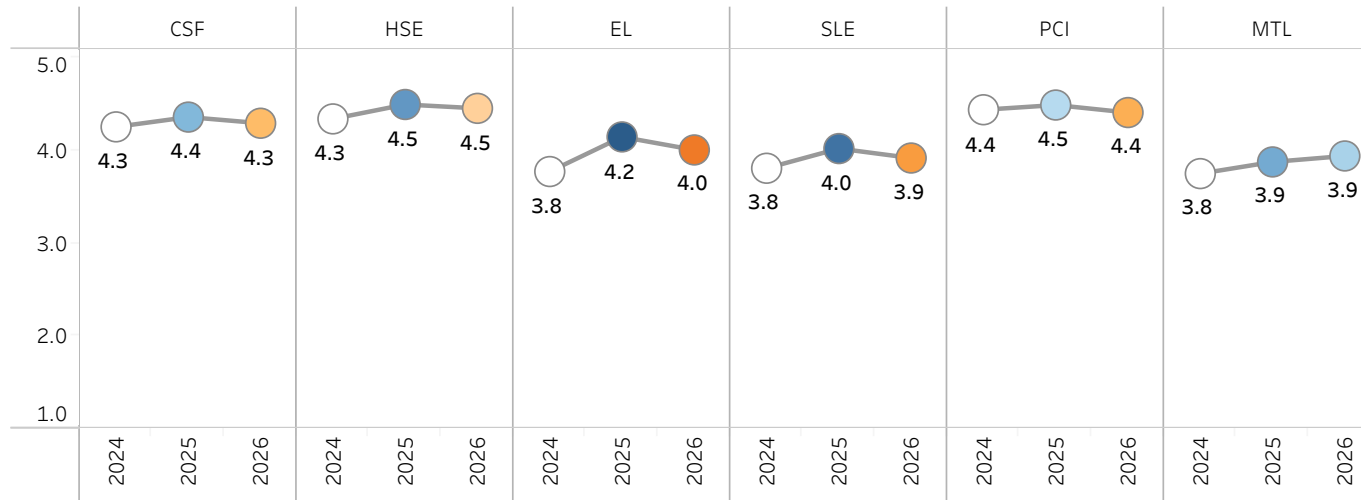
Evergreen Forest Elementary



Comparison - 9 Characteristics Percent Positive



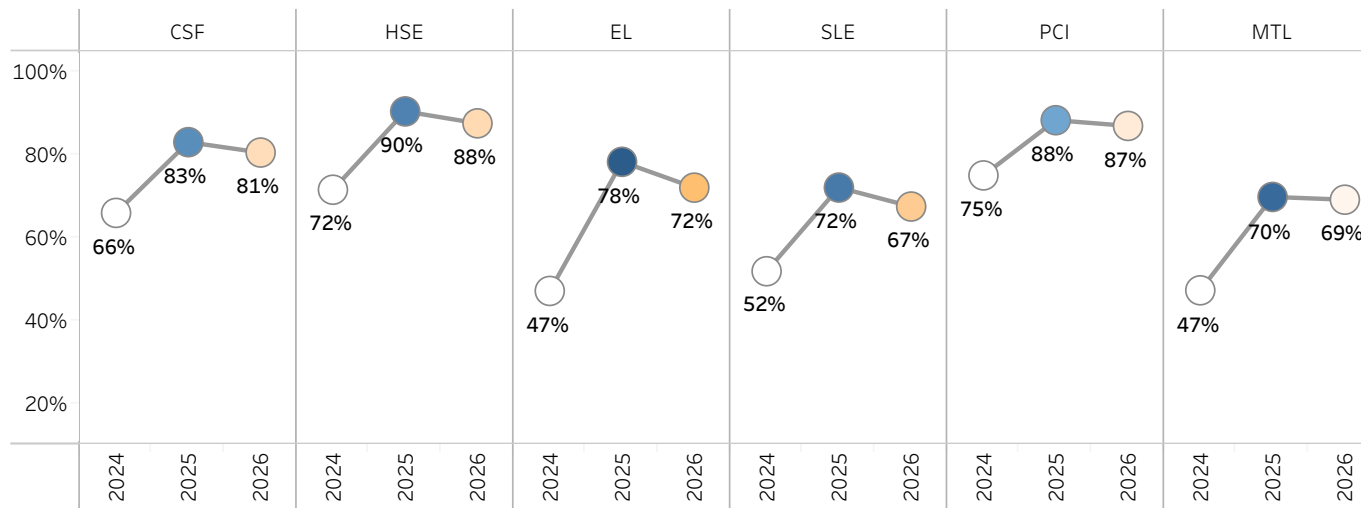
Comparison - 9 Characteristics Mean Scores LONGITUDINAL



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.

Comparison - 9 Characteristics Percent Positive

Difference in Mean Score
-0.25 0.25



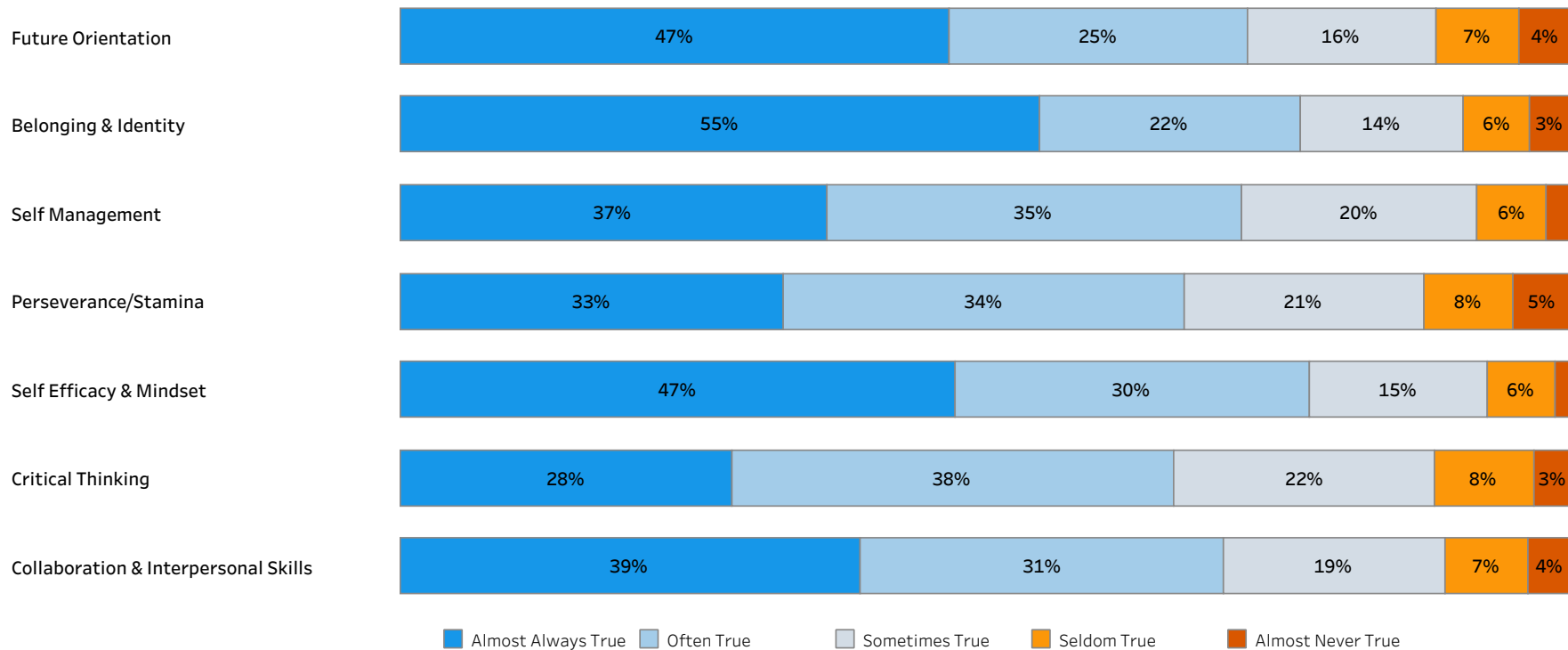
Characteristics

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

Difference in Percent Positive
-25% 25%

Social Emotional Learning Summary

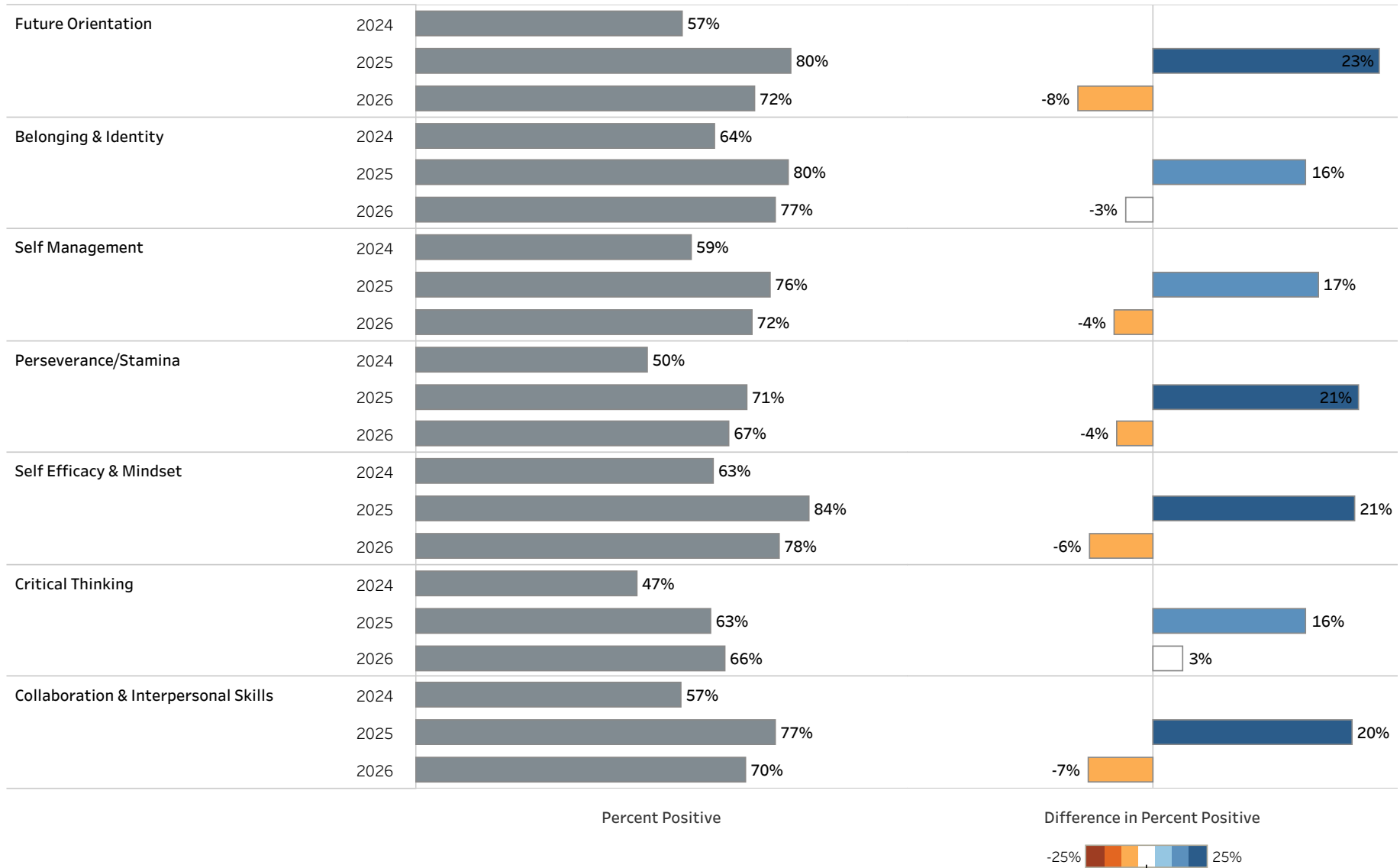
Evergreen Forest Elementary



Social Emotional Learning Summary

LONGITUDINAL

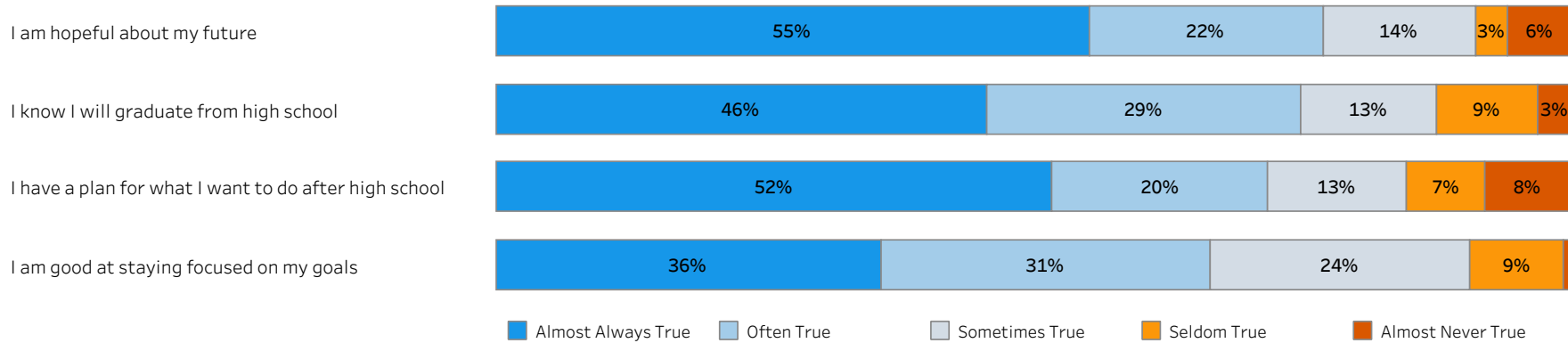
Evergreen Forest Elementary



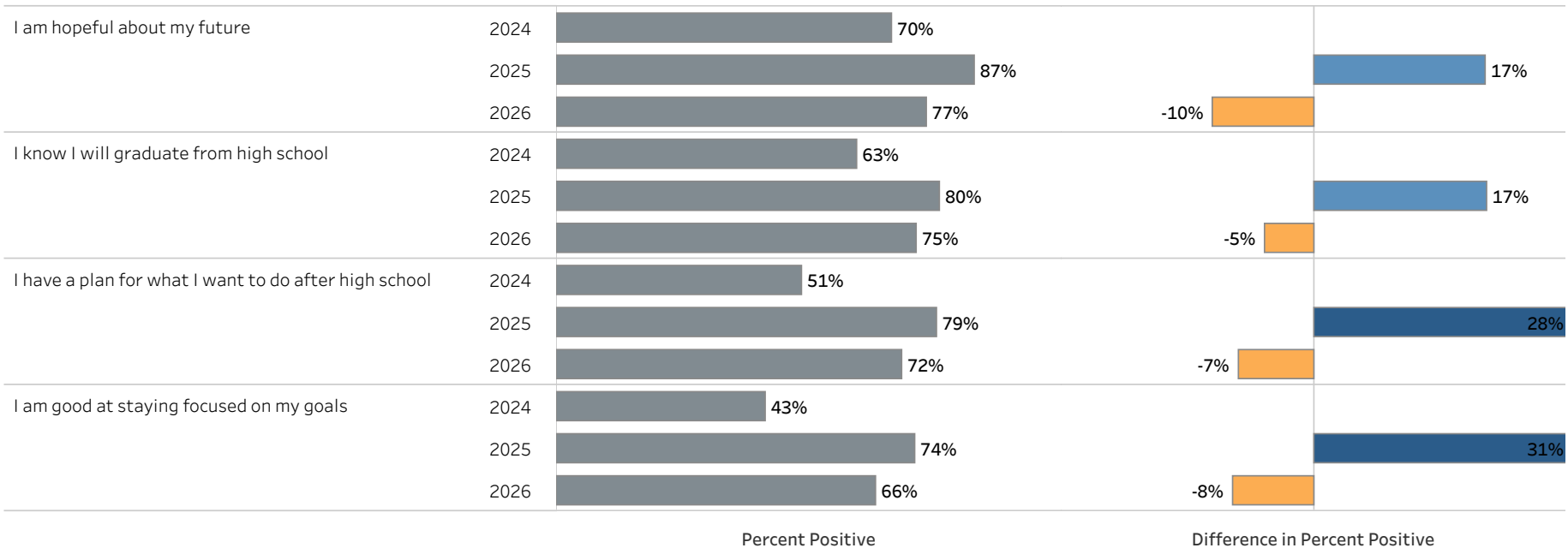
Future Orientation

Evergreen Forest Elementary

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

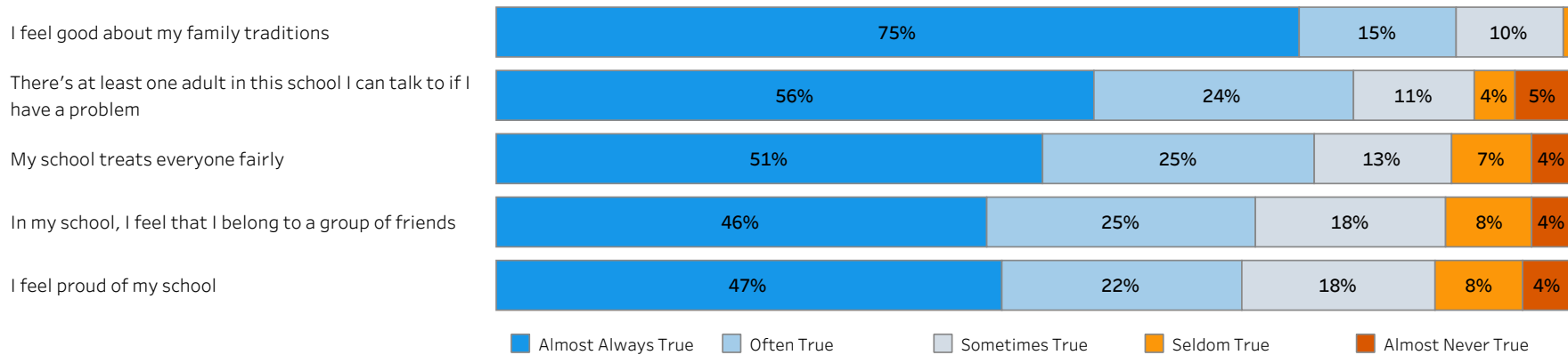


Future Orientation LONGITUDINAL

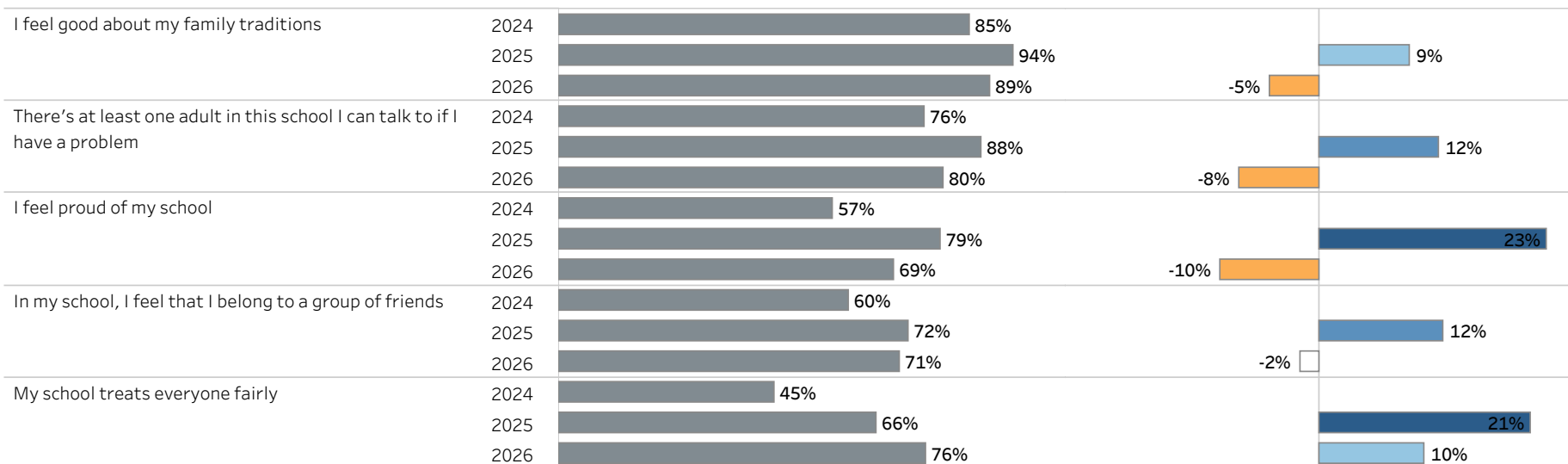


Belonging and Identity

- **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

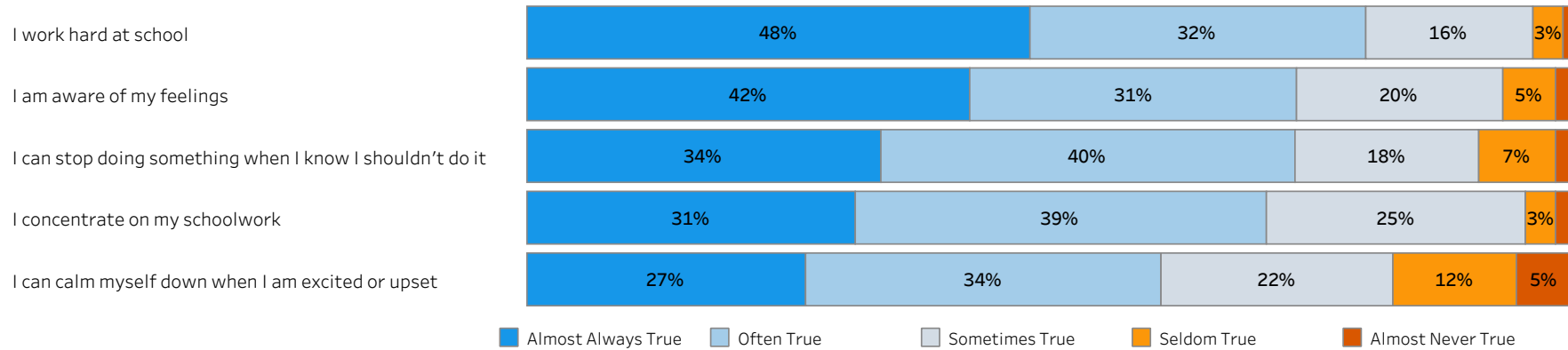


Percent Positive

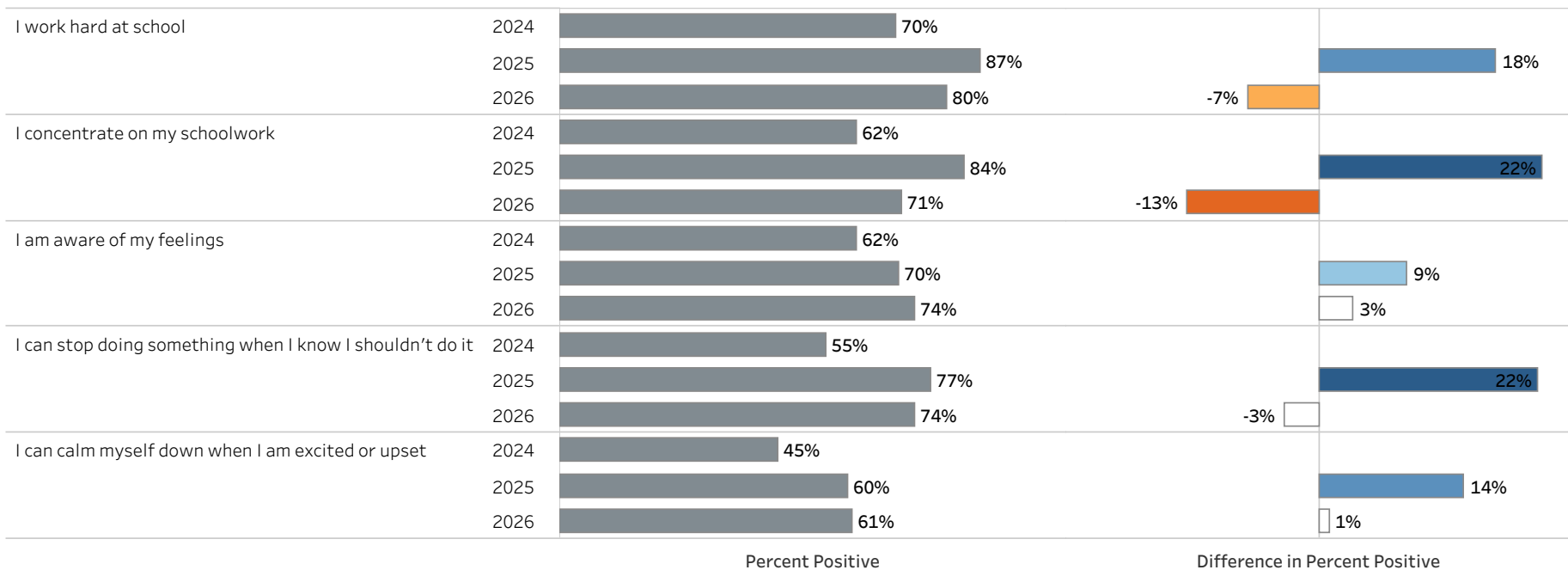
Difference in Percent Positive

Self Management

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



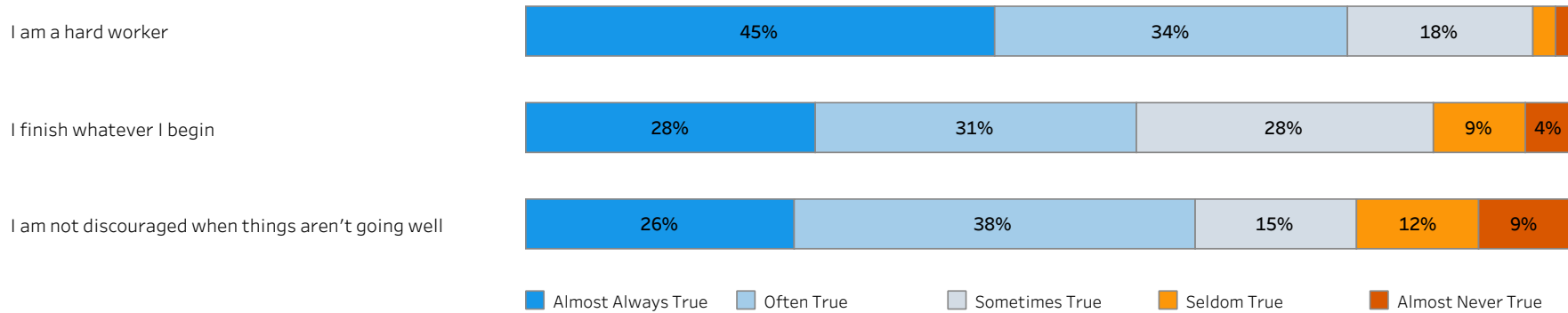
Self Management LONGITUDINAL



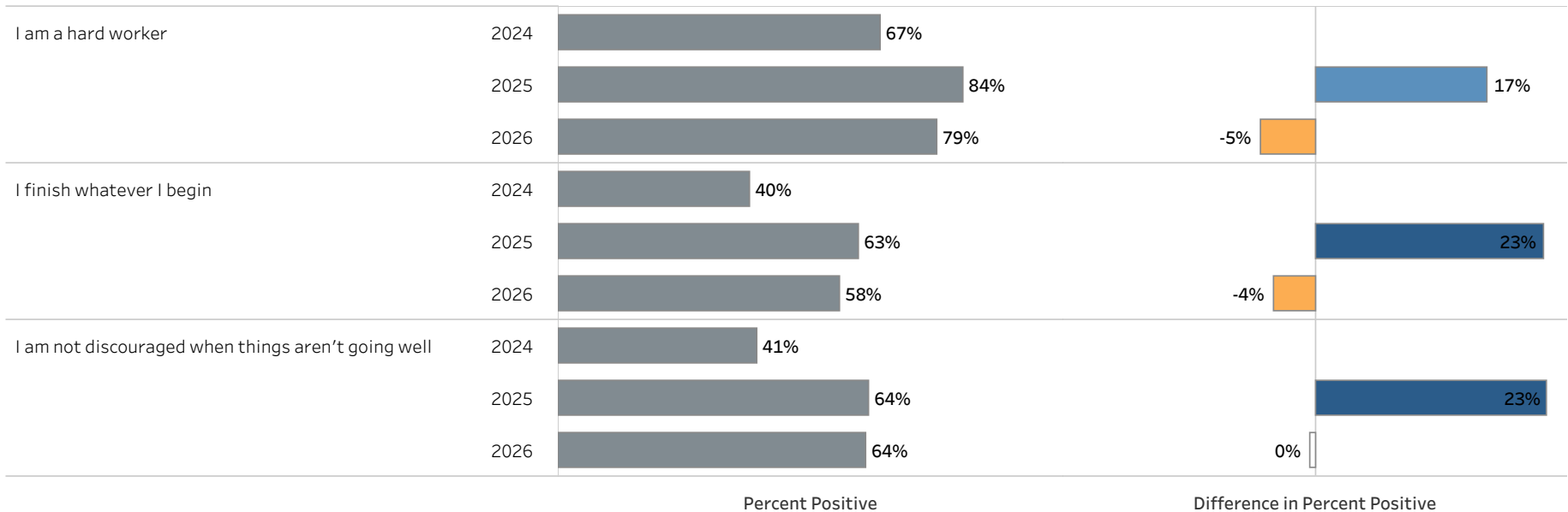
Perseverance/Stamina

Evergreen Forest Elementary

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

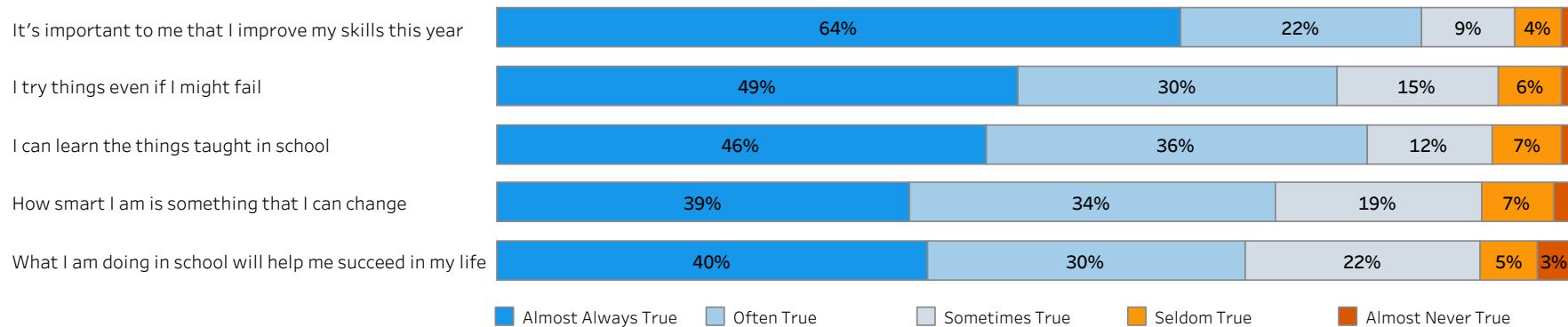


Perseverance/Stamina LONGITUDINAL

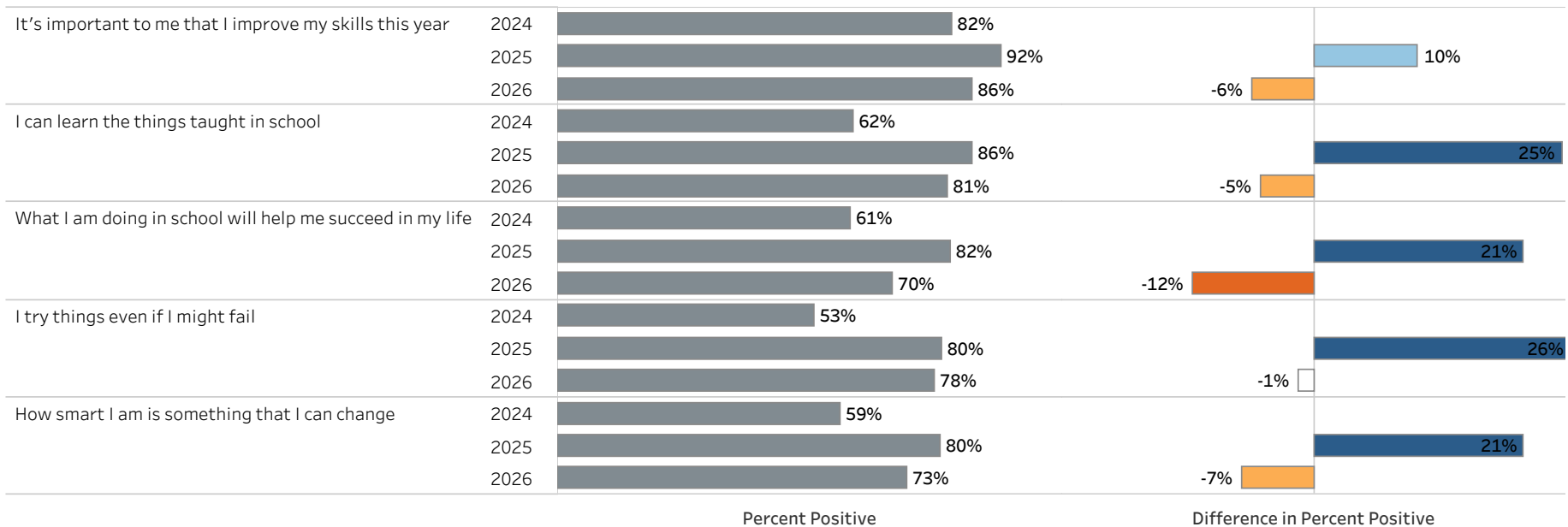


Self-Efficacy and Mindsets

- **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

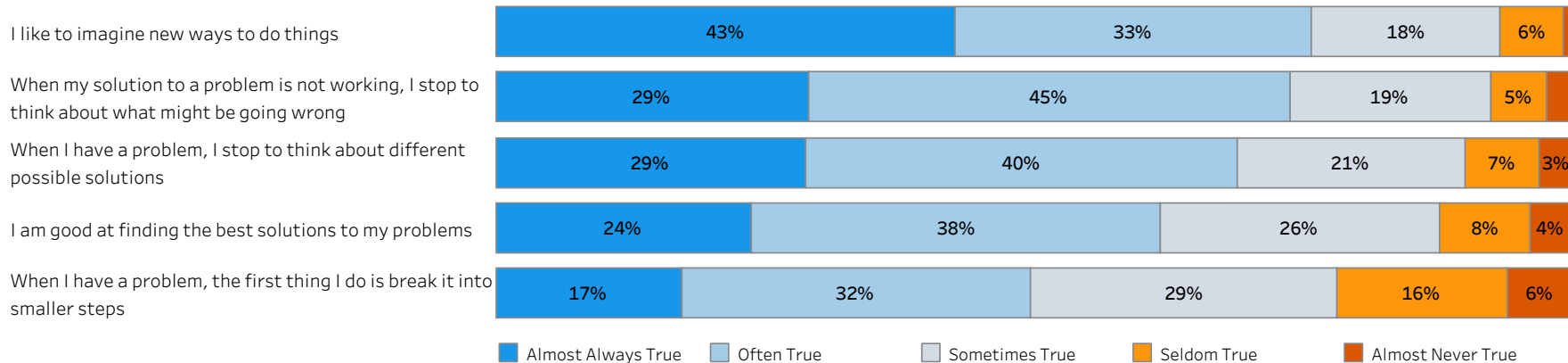


Self-Efficacy and Mindsets LONGITUDINAL

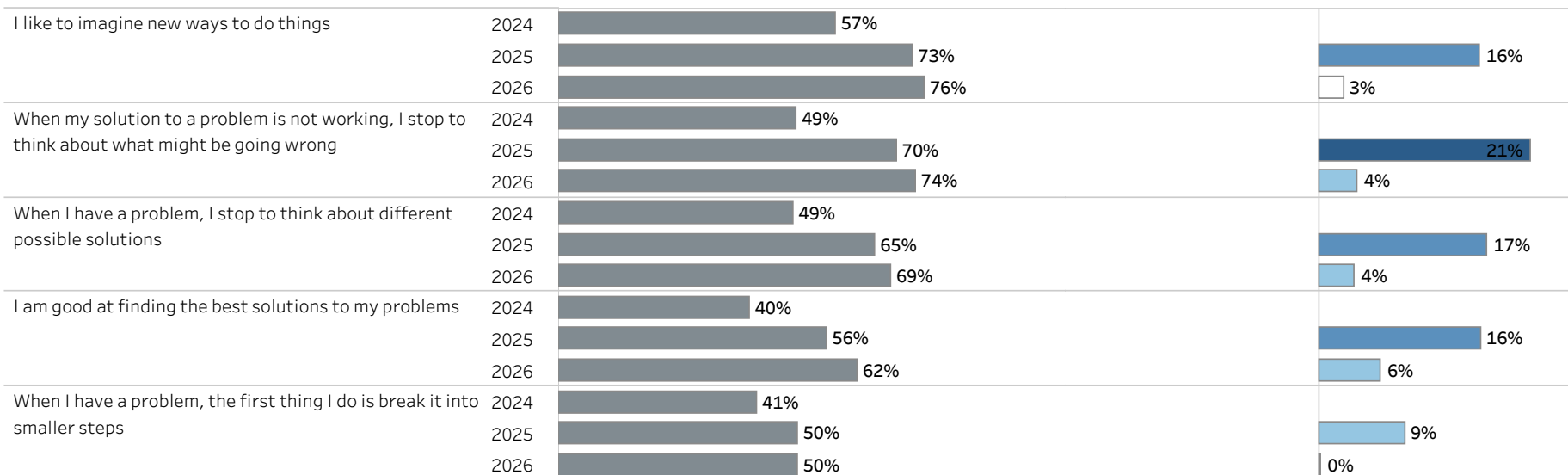


Critical Thinking

- **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

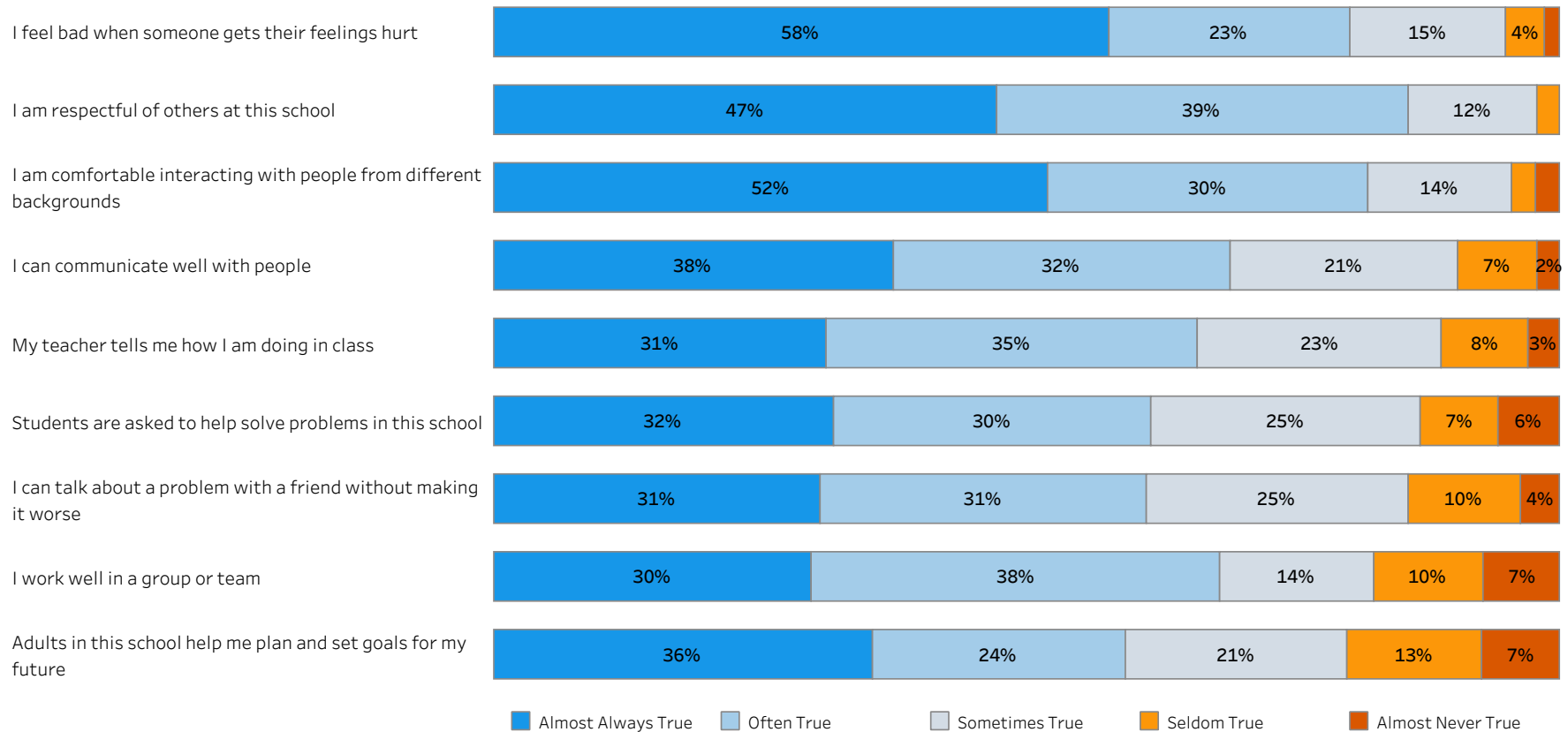


Percent Positive

Difference in Percent Positive

Collaboration and Interpersonal Skills

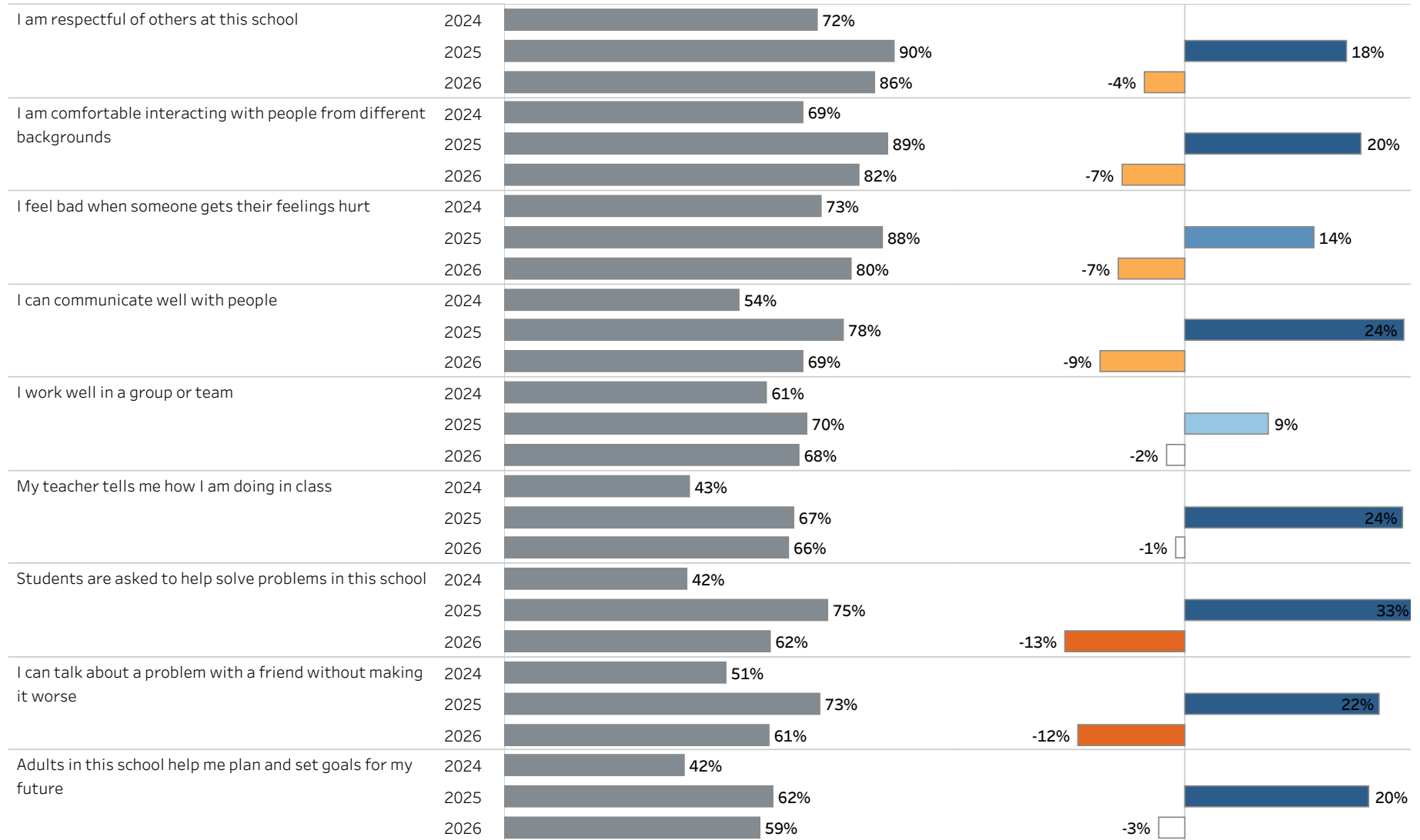
- **Collaboration**—Negotiating and compromising when working in groups or pairs
- **Communication**—Communicating effectively for a variety of purposes and audiences
- **Cultural competence**—Ability to work effectively with people from different backgrounds; appreciation of diversity
- **Conflict resolution**—Preventing,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



Collaboration and Interpersonal Skills

LONGITUDINAL

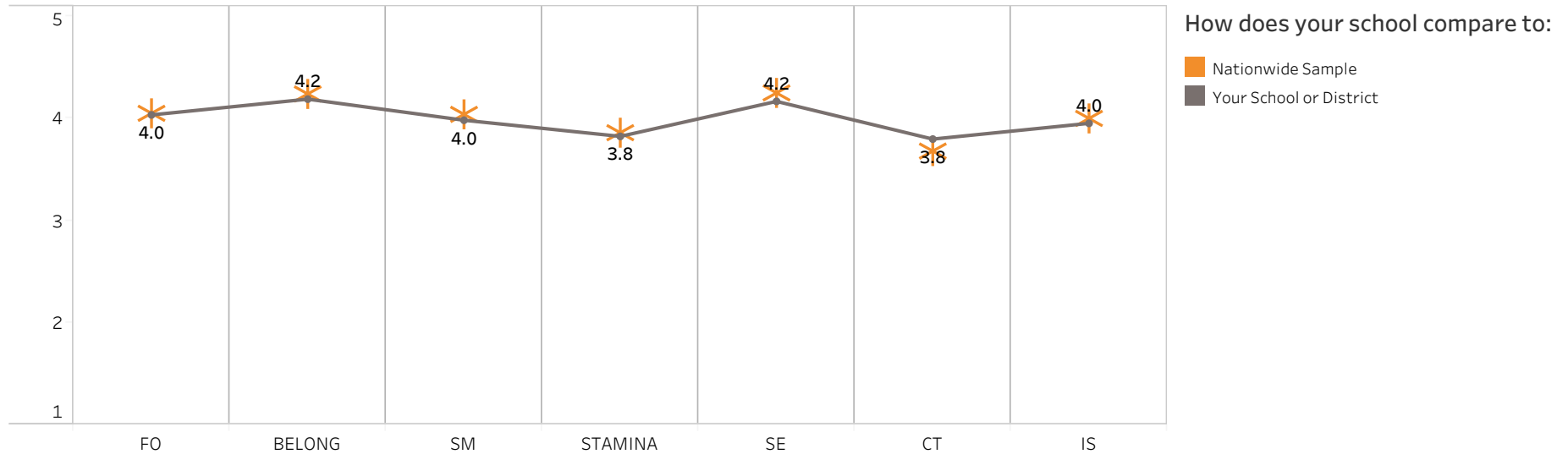
Evergreen Forest Elementary



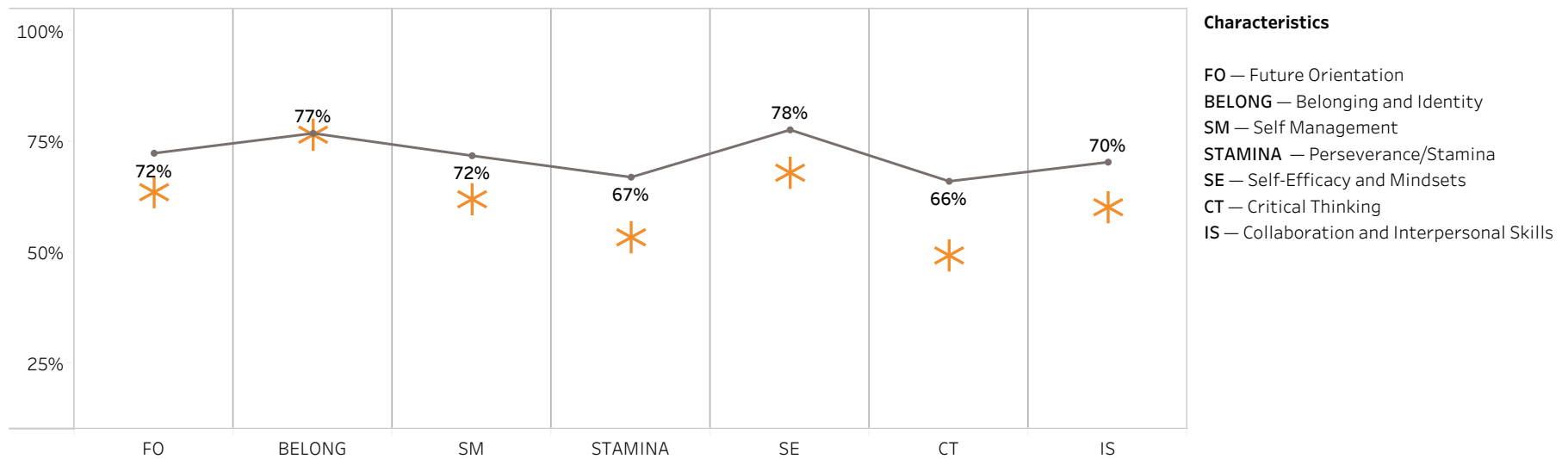
Percent Positive

Difference in Percent Positive

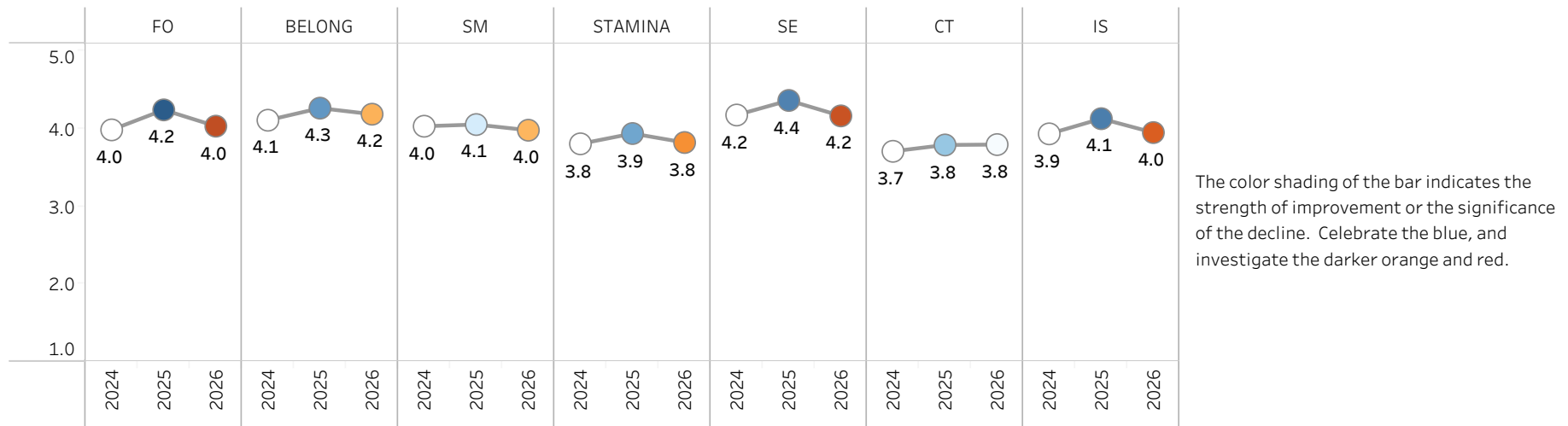
Comparison - Social Emotional Learning Mean Scores



Comparison - Social Emotional Learning Percent Positive



Comparison - Social Emotional Learning



Comparison - Social Emotional Learning Percent Positive LONGITUDINAL

