

Educational Effectiveness Survey™

c | e | e
The Center for Educational Effectiveness

9 Characteristics of High Performing Schools

Student Edition v4.3

Komachin Middle School

North Thurston Public Schools

2024
N=445

2025
N=422

2026
N=464





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Better Data. Better Decisions. Better Schools.

Introduction

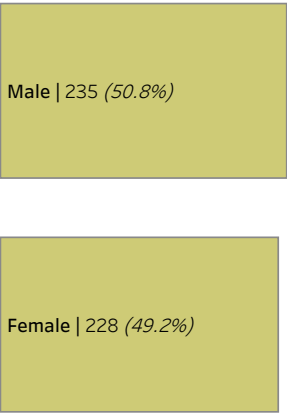
Educational Effectiveness Survey, Student SEL Edition

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.

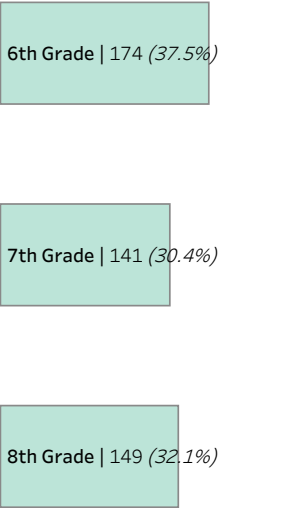
Student voice is an integral part of compiling an accurate view of these school improvement constructs. In both stand-alone reporting and through common questions between staff, students, and families, the EES Student survey brings this voice to the table. Beyond the value for school staff to learn from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

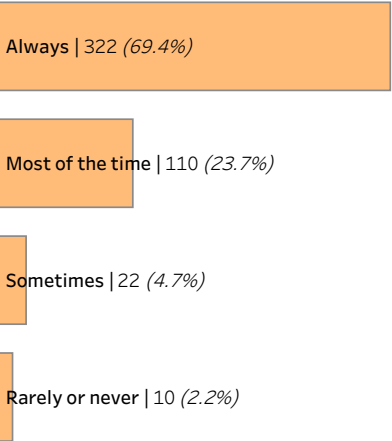
Gender



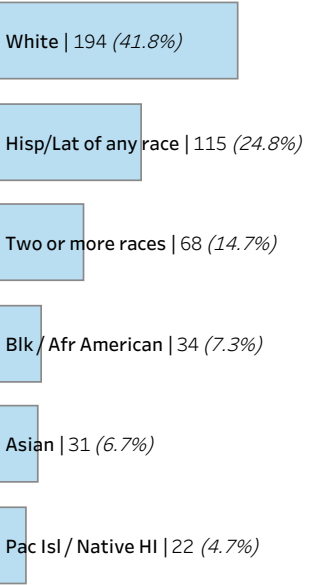
Grade



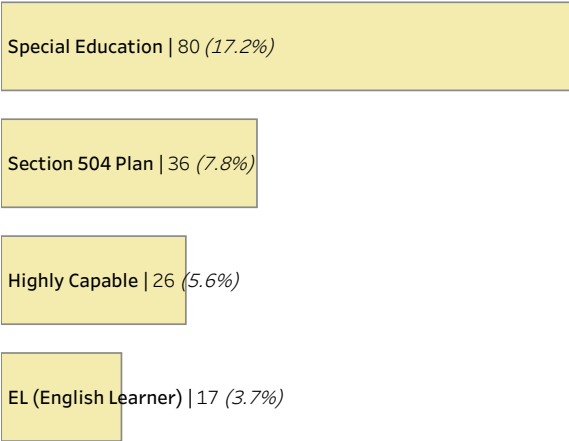
English at Home



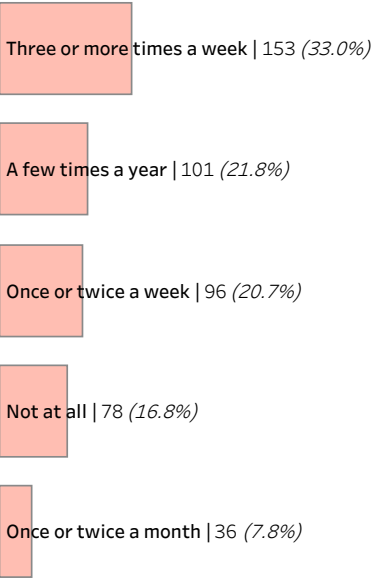
Ethnicity



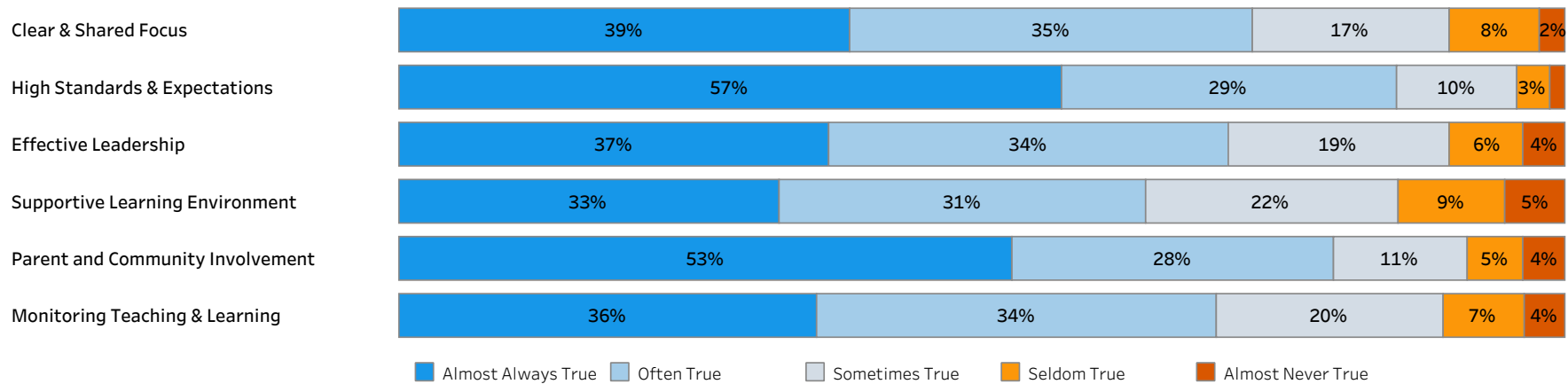
Services



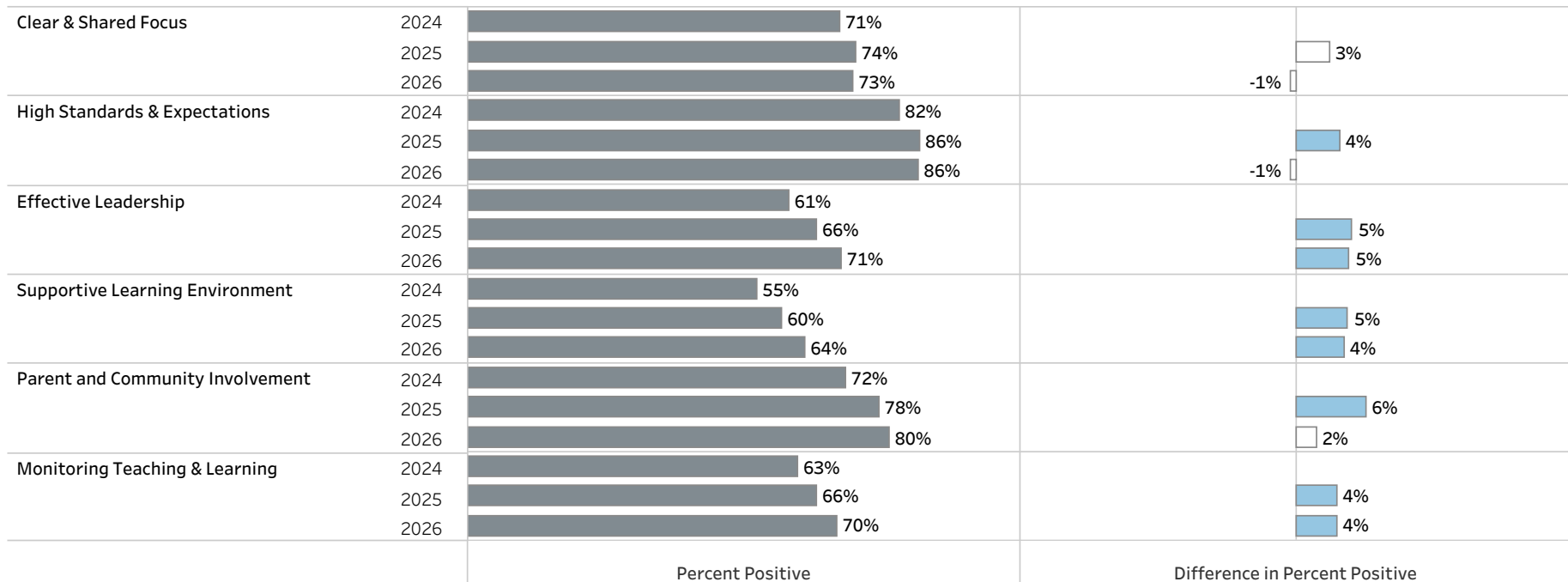
Activities



9 Characteristics Summary

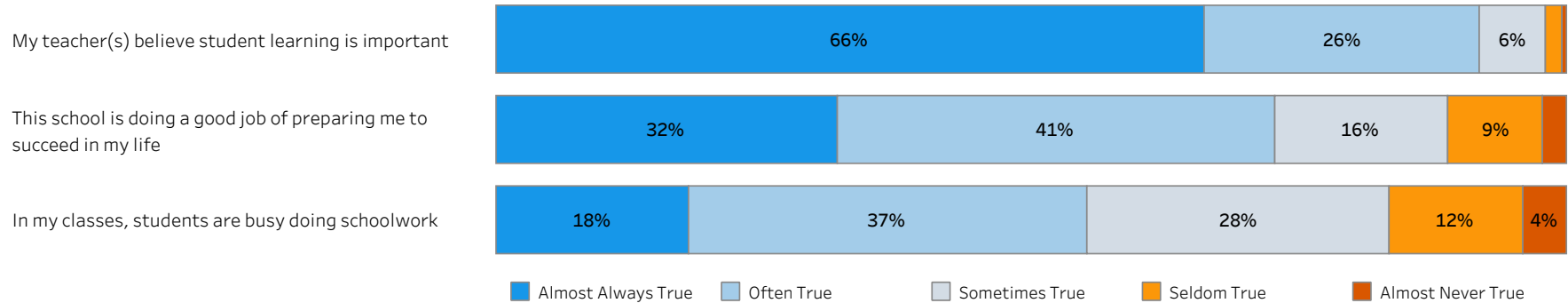


9 Characteristics LONGITUDINAL

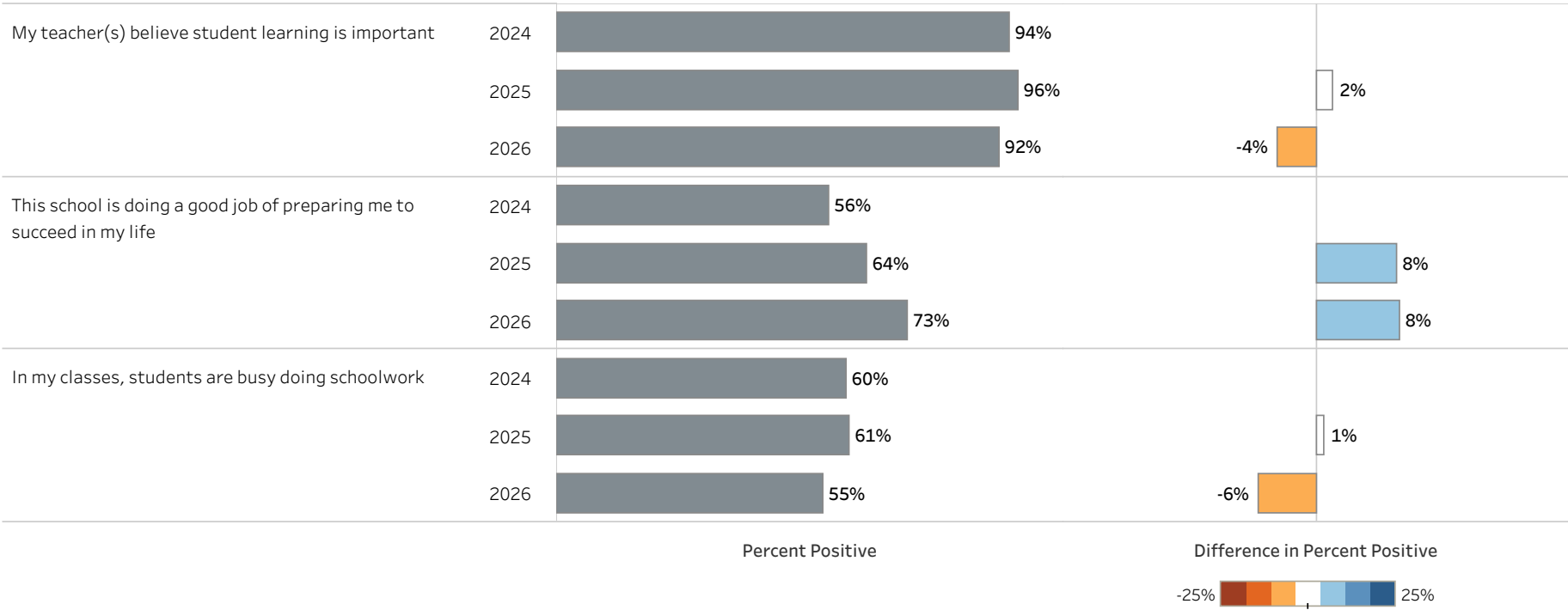


Clear and Shared Focus

Komachin Middle School

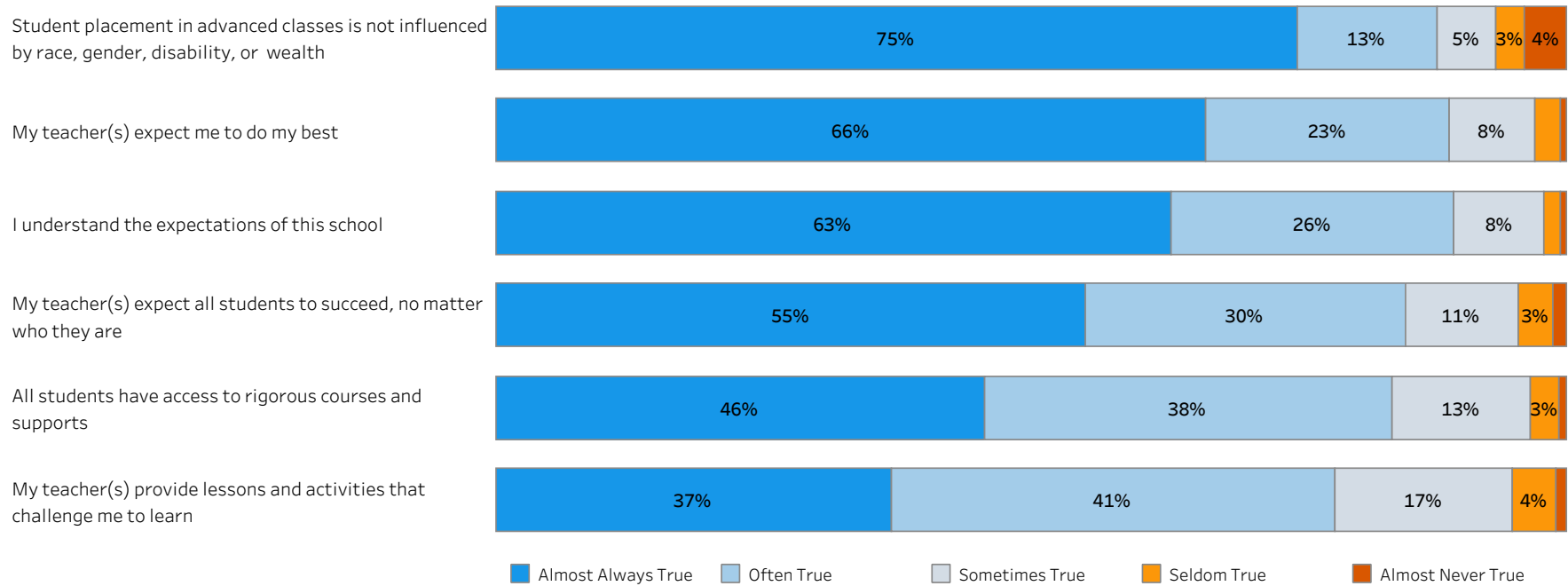


Clear and Shared Focus LONGITUDINAL



High Standards and Expectations

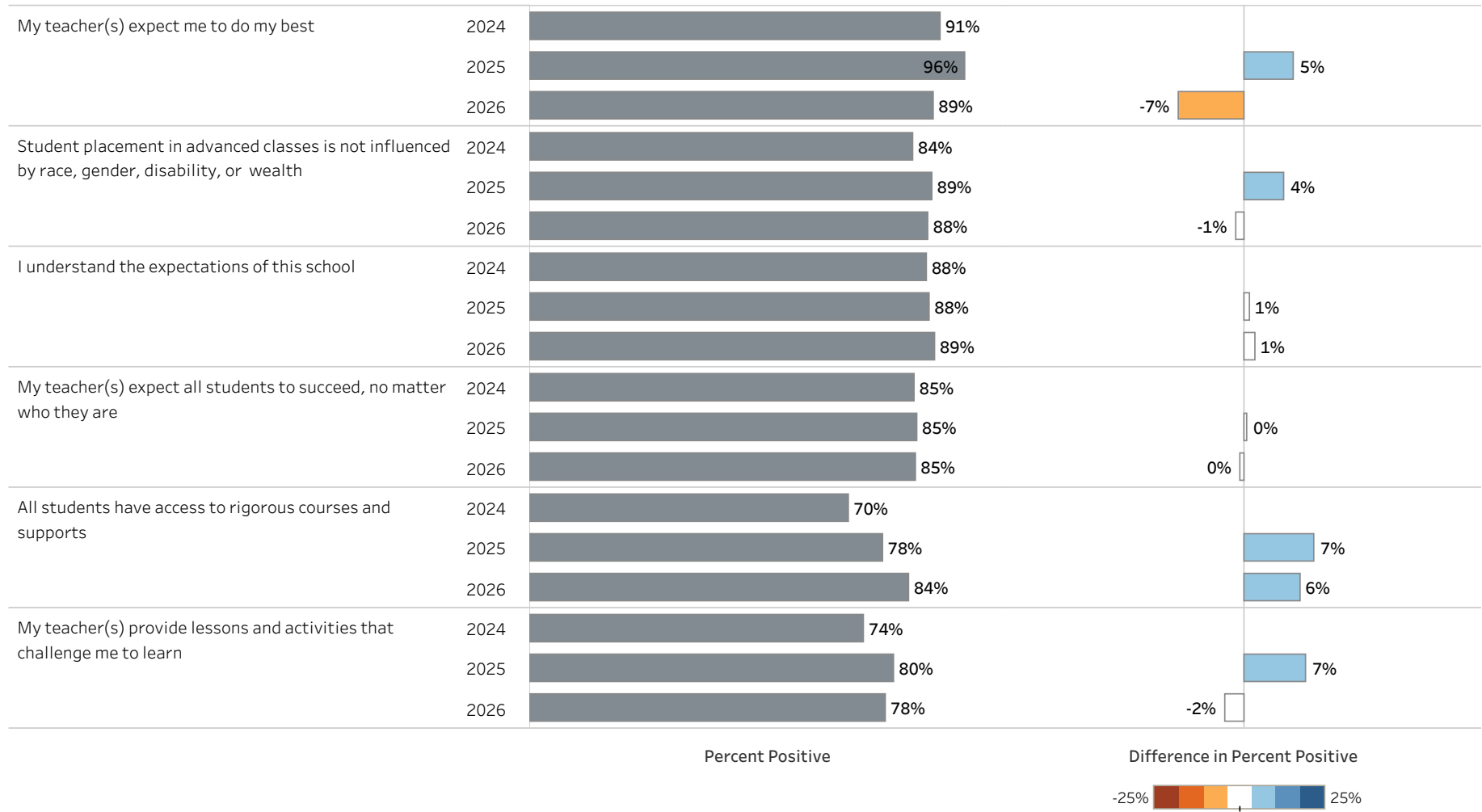
Komachin Middle School



High Standards and Expectations

LONGITUDINAL

Komachin Middle School



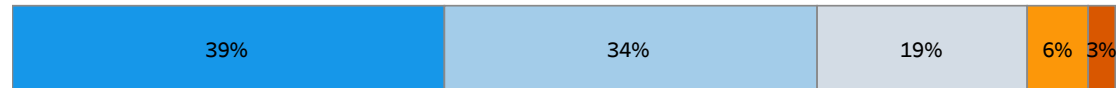
Effective Leadership

Komachin Middle School

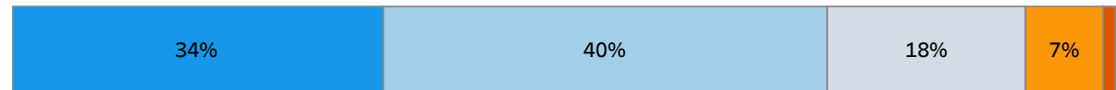
The principal of this school believes student learning is the #1 priority



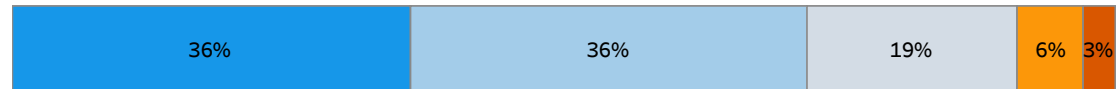
My teacher(s) listen to my ideas and/or concerns



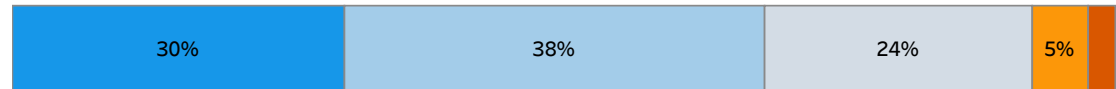
If I want to talk with my teacher(s), they are available to me



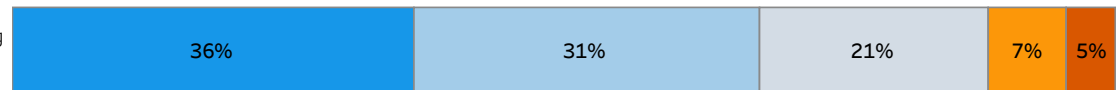
My teacher(s) help me learn in more ways than the teacher just talking in front of class



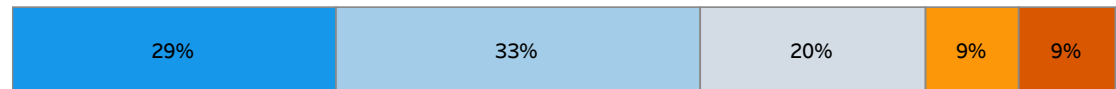
In class we often work with other students to solve a problem/do a task



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



Our school engages in difficult conversations about race, gender, oppression and discrimination

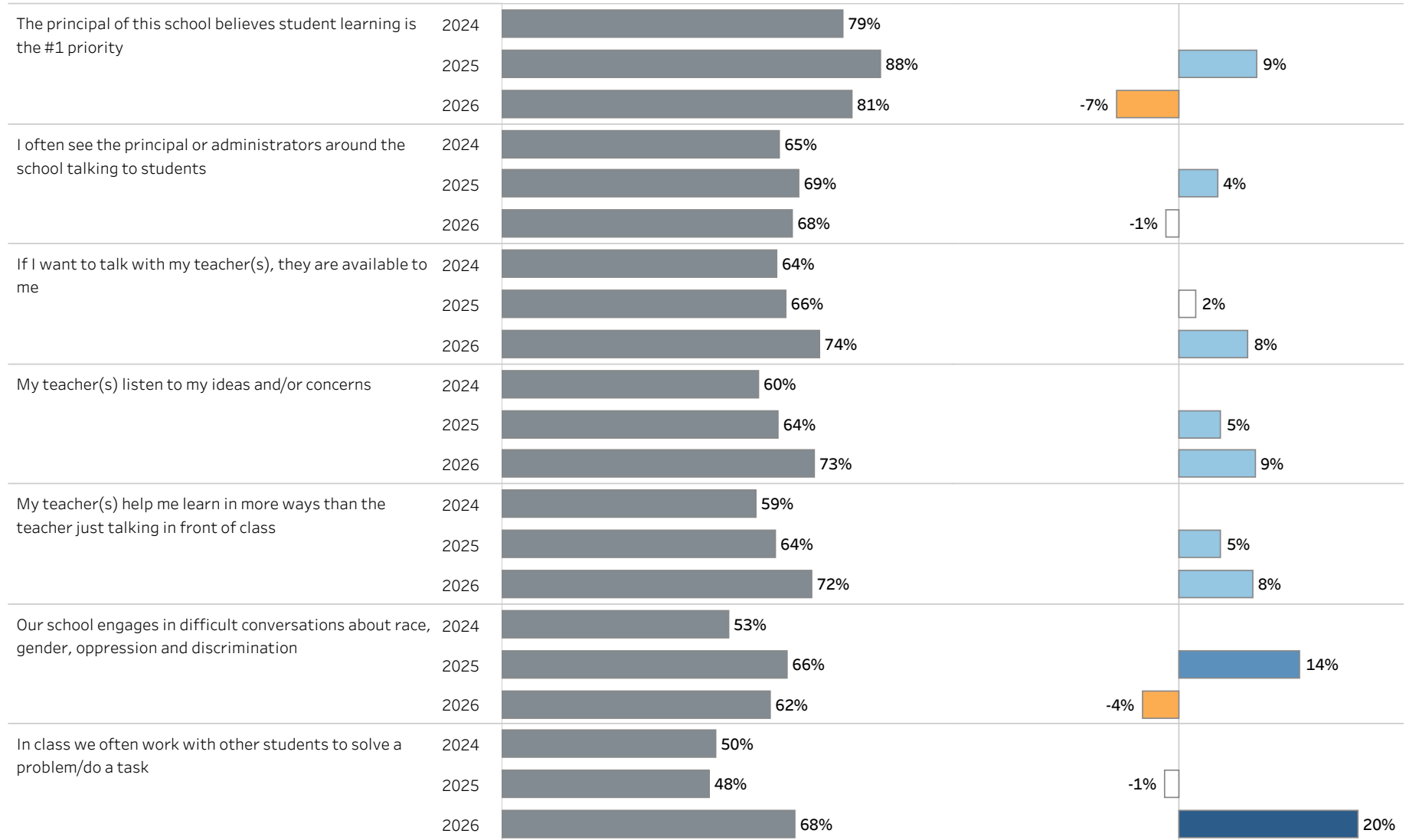


■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True
 ■ Almost Never True

Effective Leadership

LONGITUDINAL

Komachin Middle School



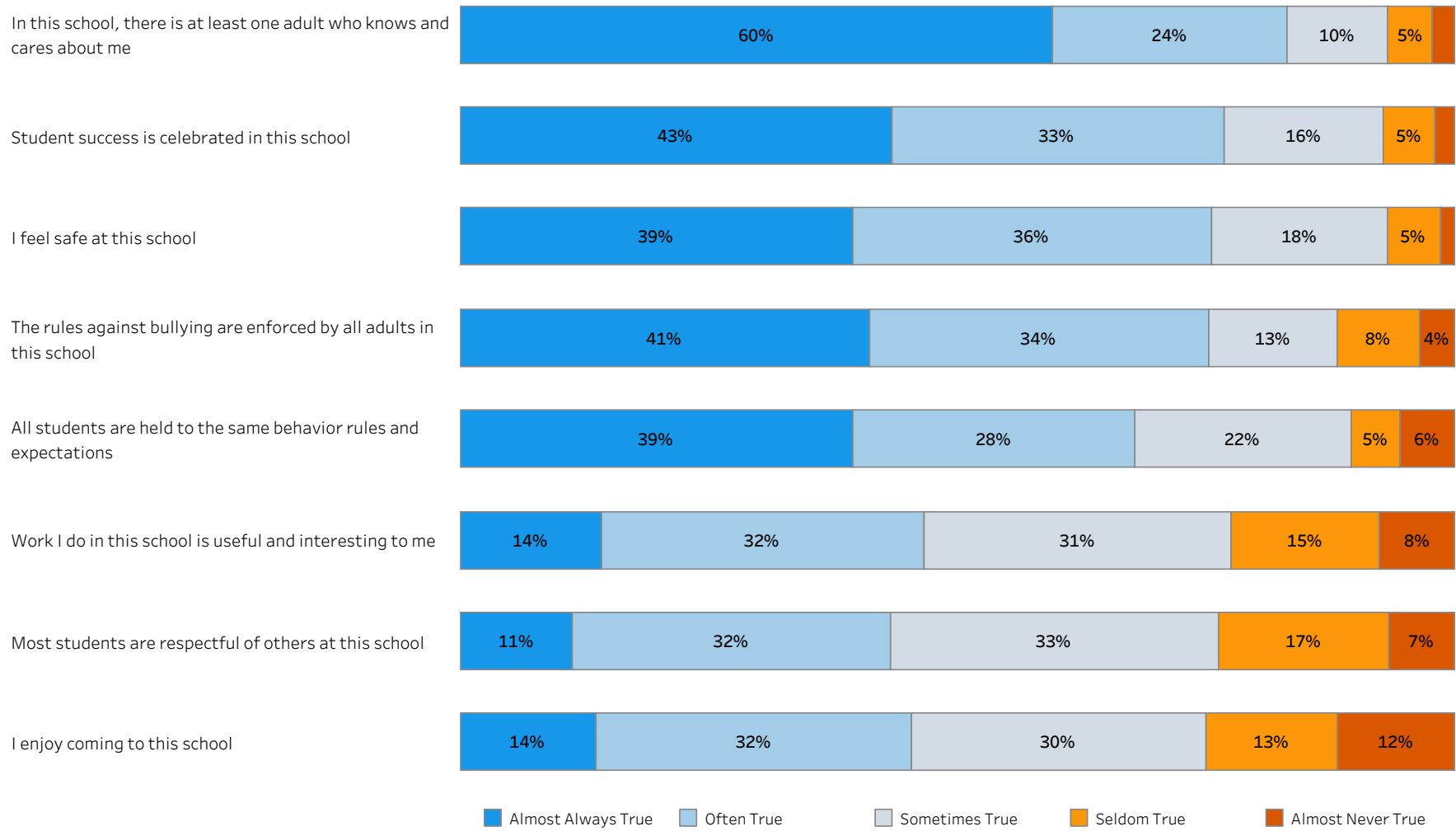
Percent Positive

Difference in Percent Positive



Supportive Learning Environment

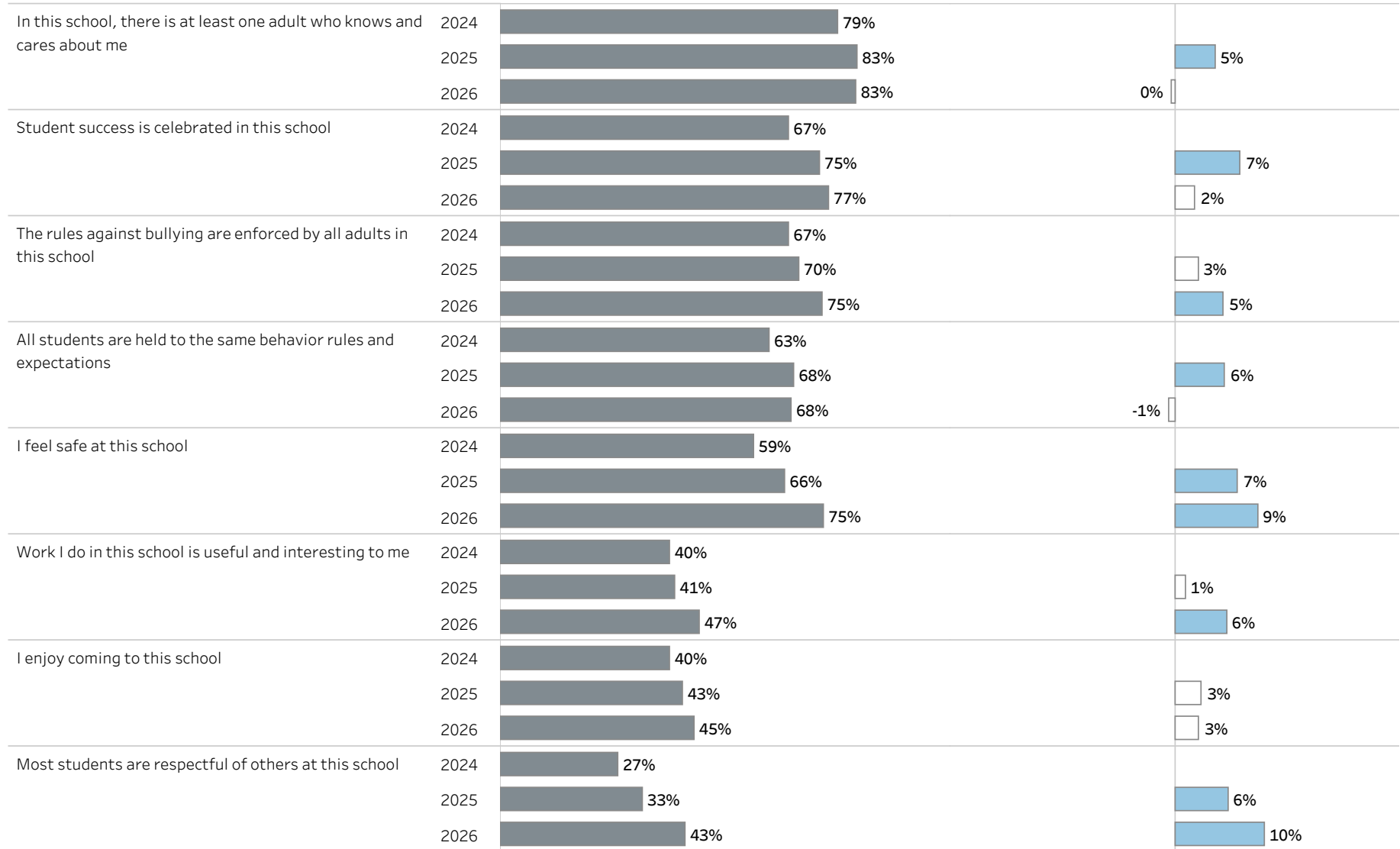
Komachin Middle School



Supportive Learning Environment

LONGITUDINAL

Komachin Middle School



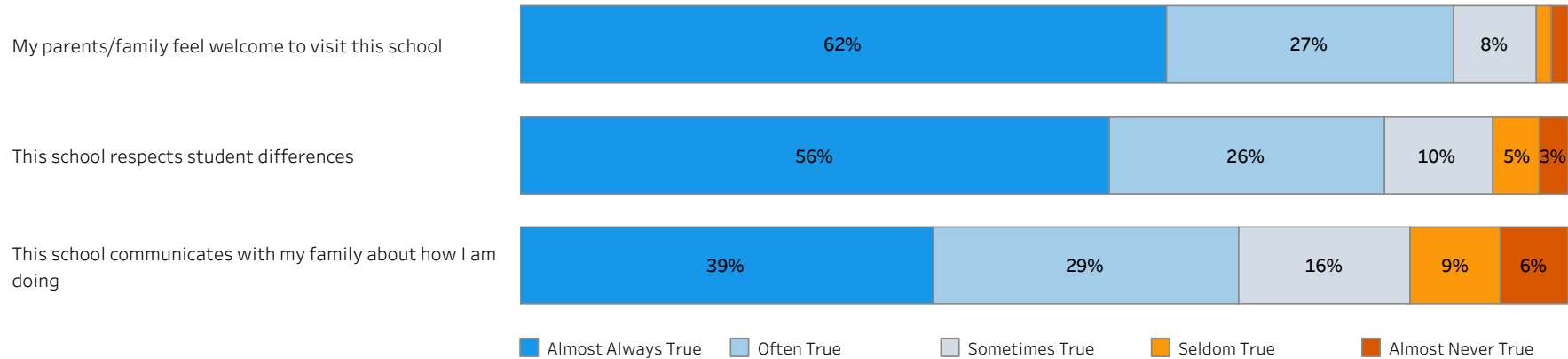
Percent Positive

Difference in Percent Positive

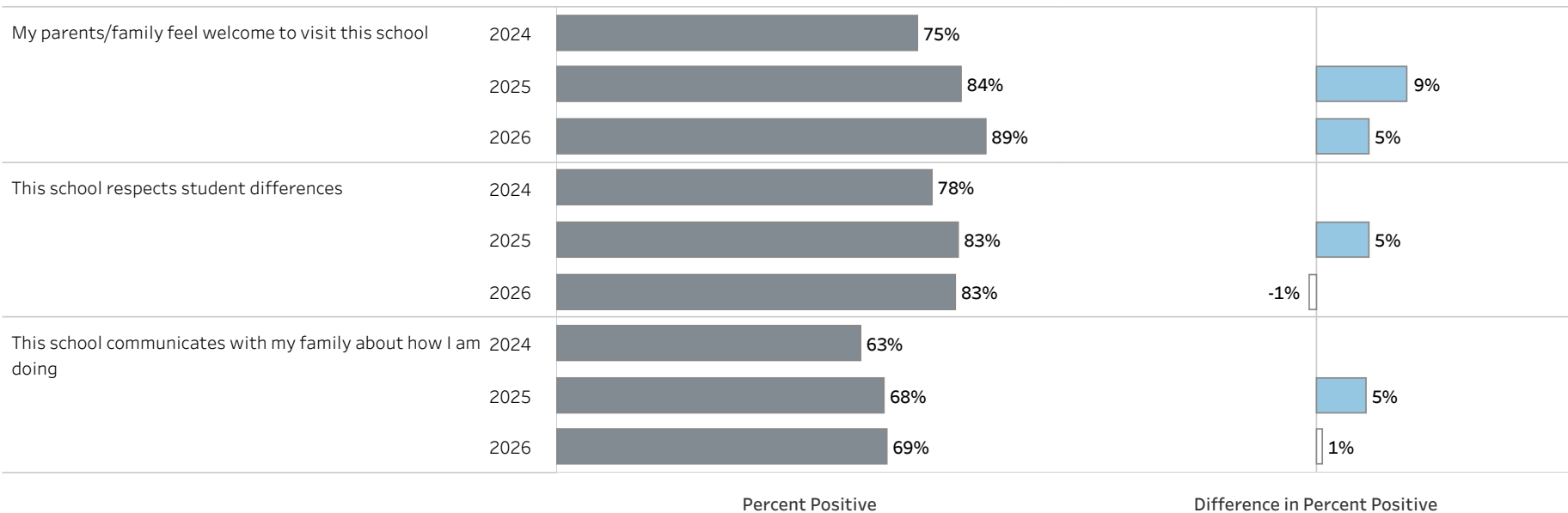


Parent and Community Involvement

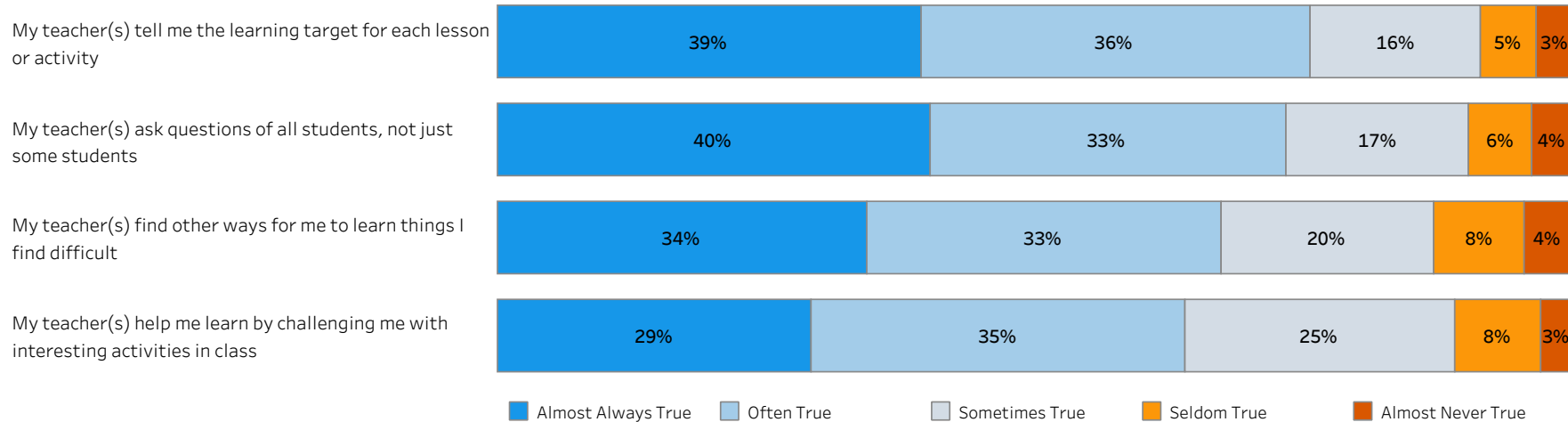
Komachin Middle School



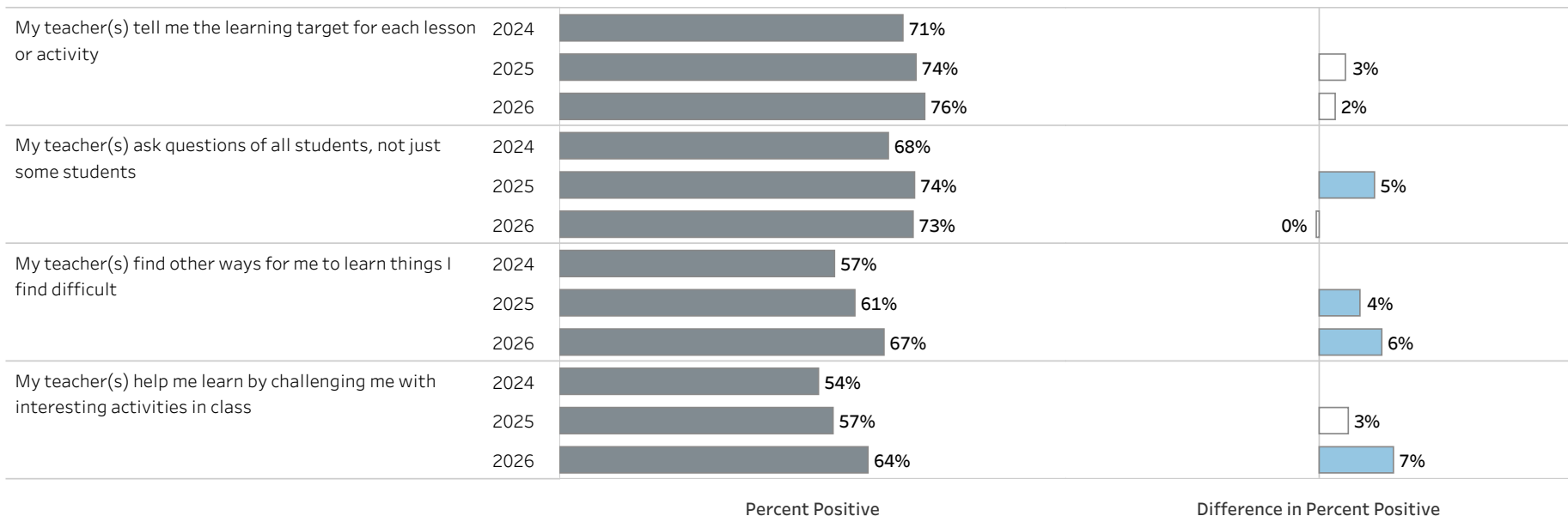
Parent and Community Involvement LONGITUDINAL



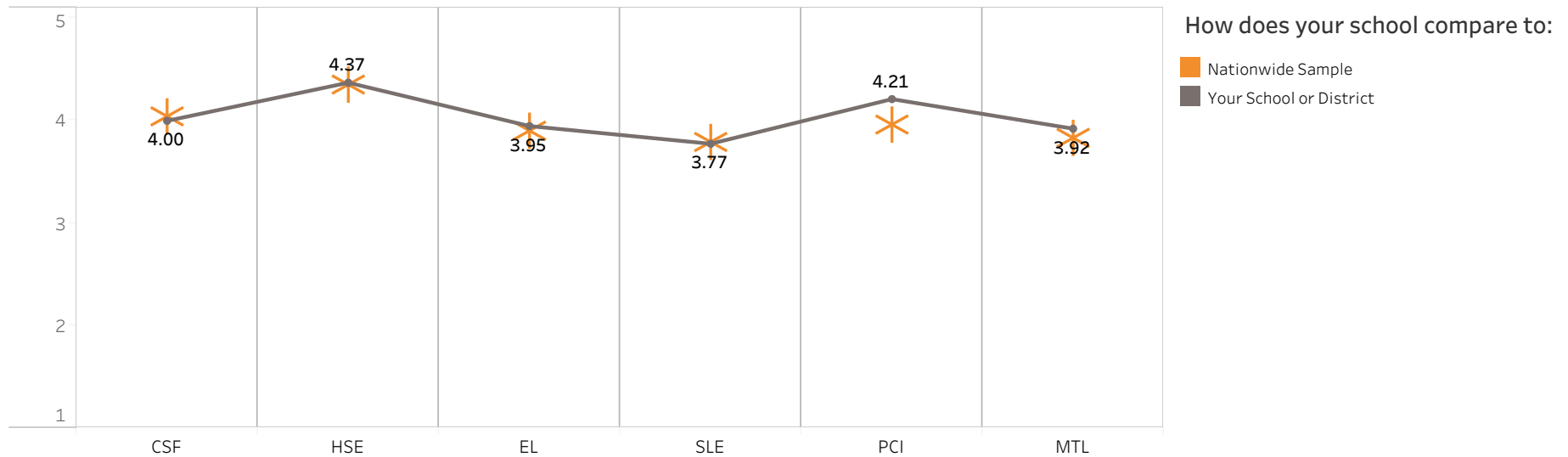
Frequent Monitoring of Teaching and Learning



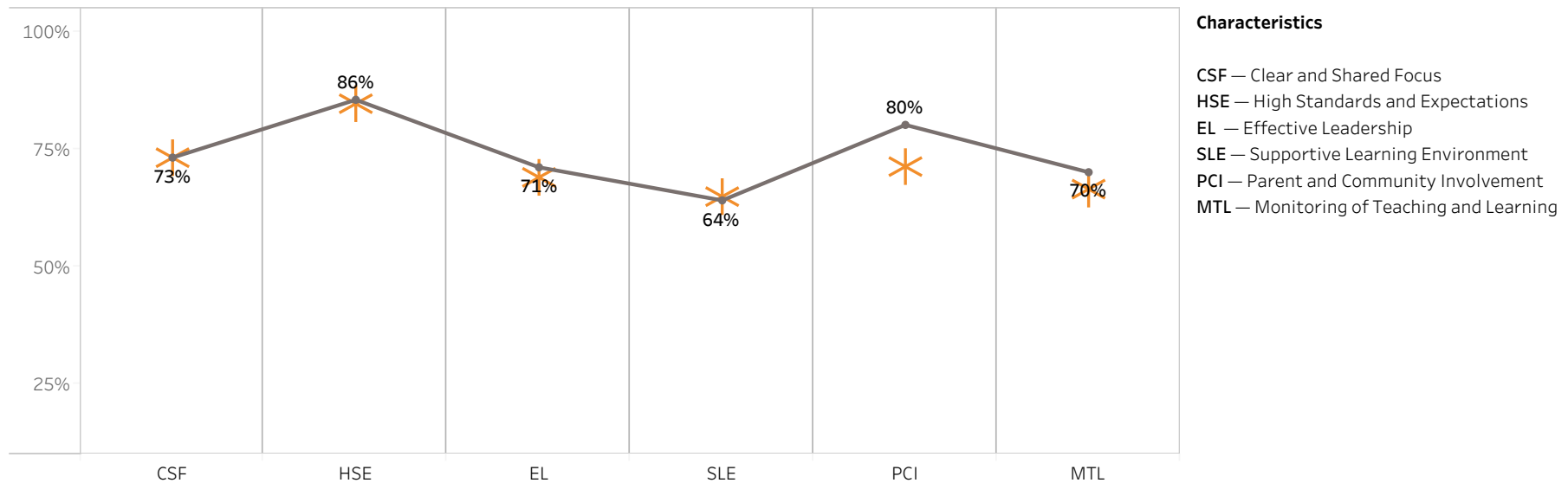
Frequent Monitoring of Teaching and Learning LONGITUDINAL



Comparison - 9 Characteristics Mean Scores

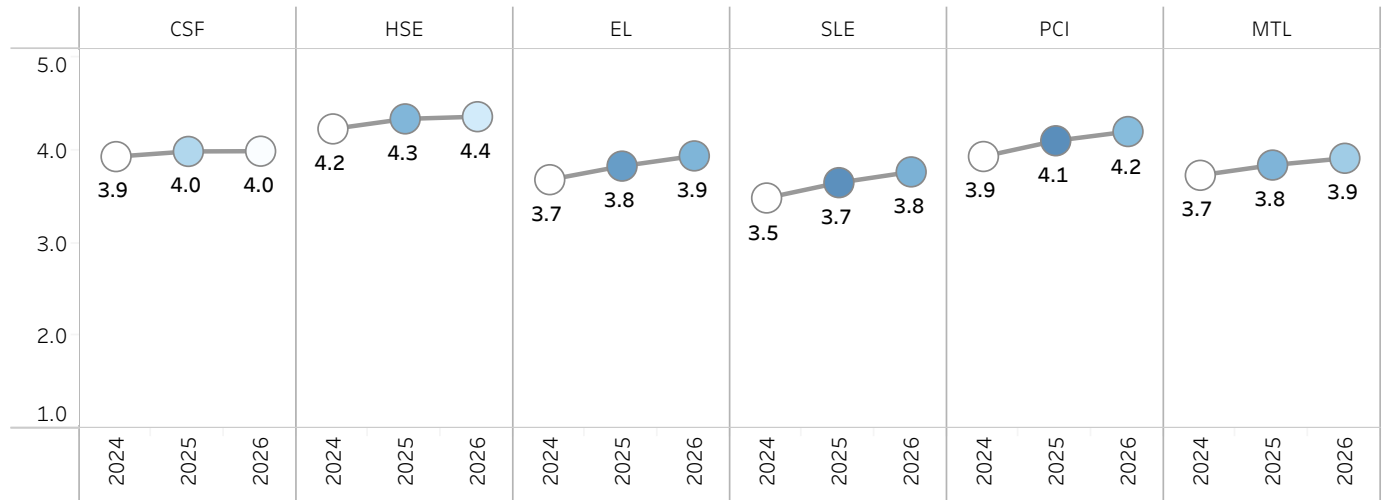


Comparison - 9 Characteristics Percent Positive



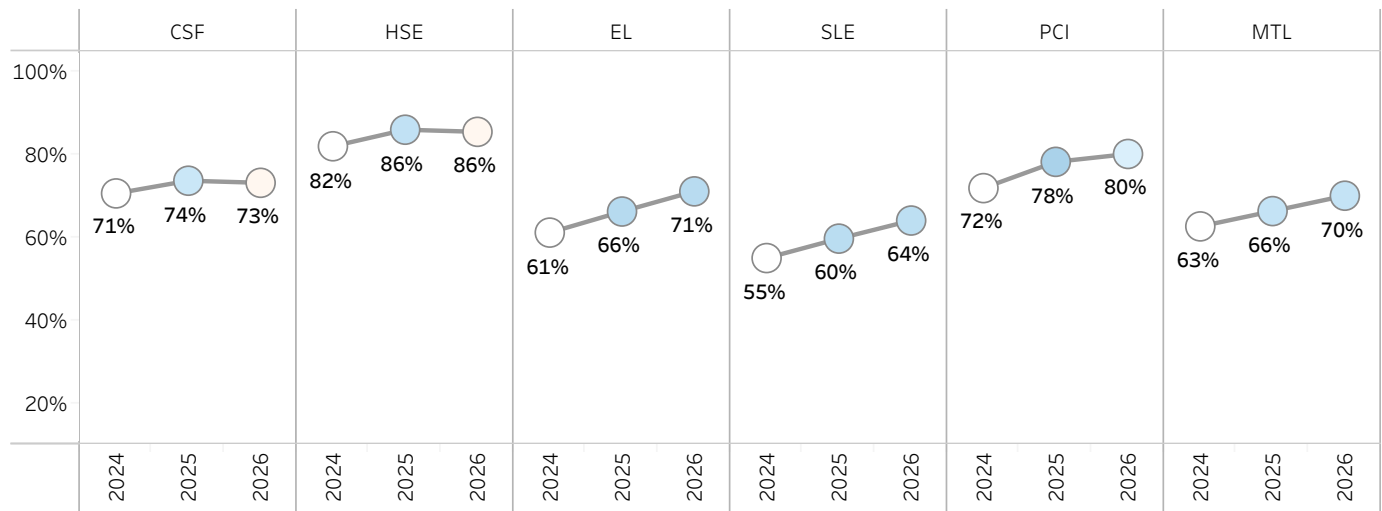
Comparison - 9 Characteristics Mean Scores

LONGITUDINAL



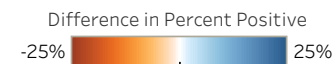
The color shading of the bar indicates the strength of improvement or the significance of the decline. Celebrate the blue, and investigate the darker orange and red.

Comparison - 9 Characteristics Percent Positive



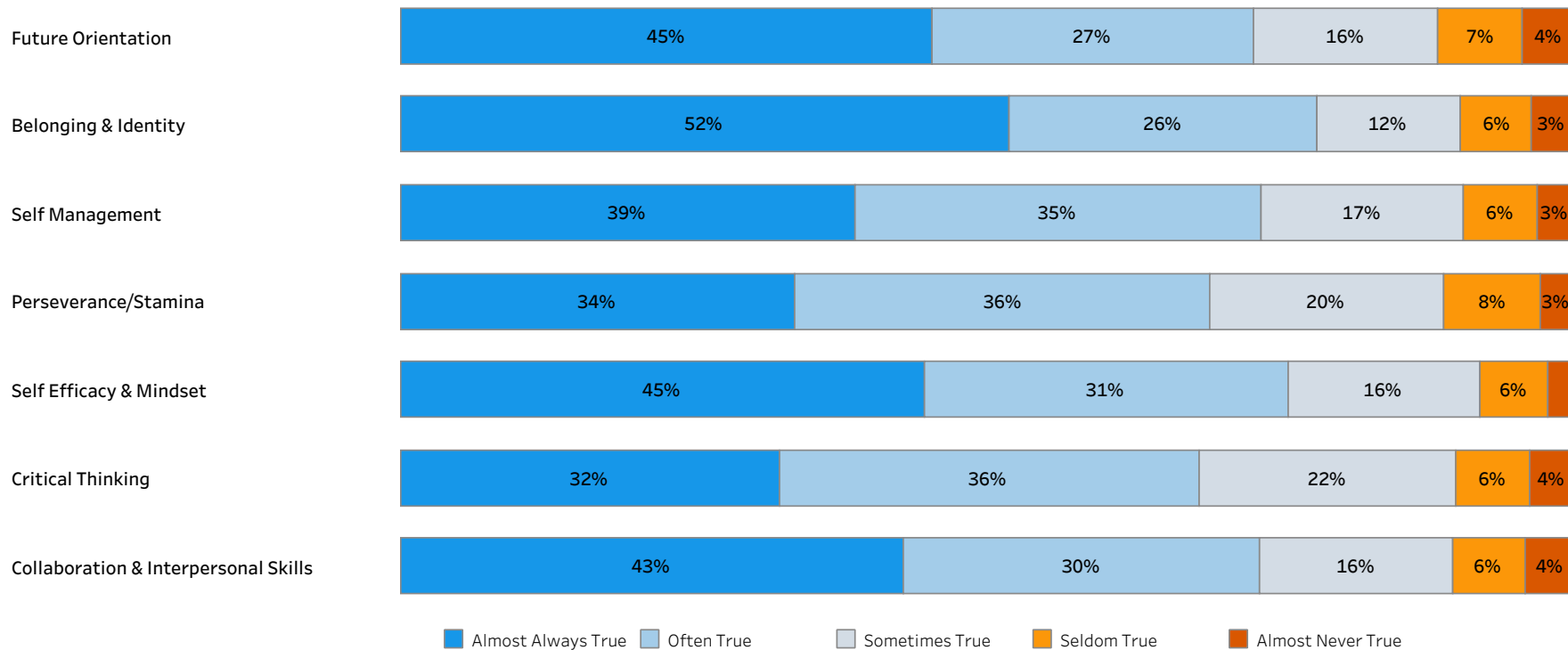
Characteristics

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



Social Emotional Learning Summary

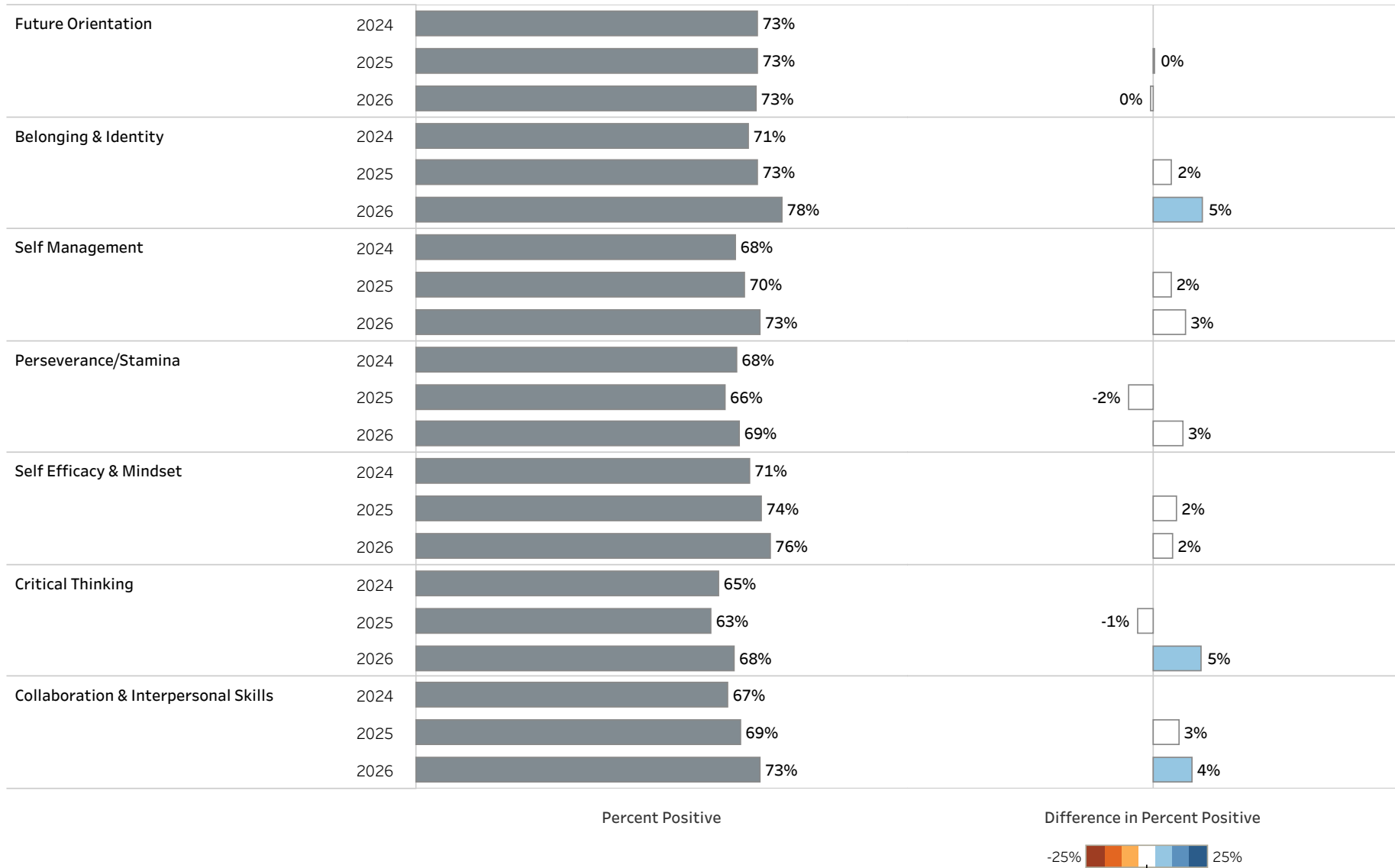
Komachin Middle School



Social Emotional Learning Summary

LONGITUDINAL

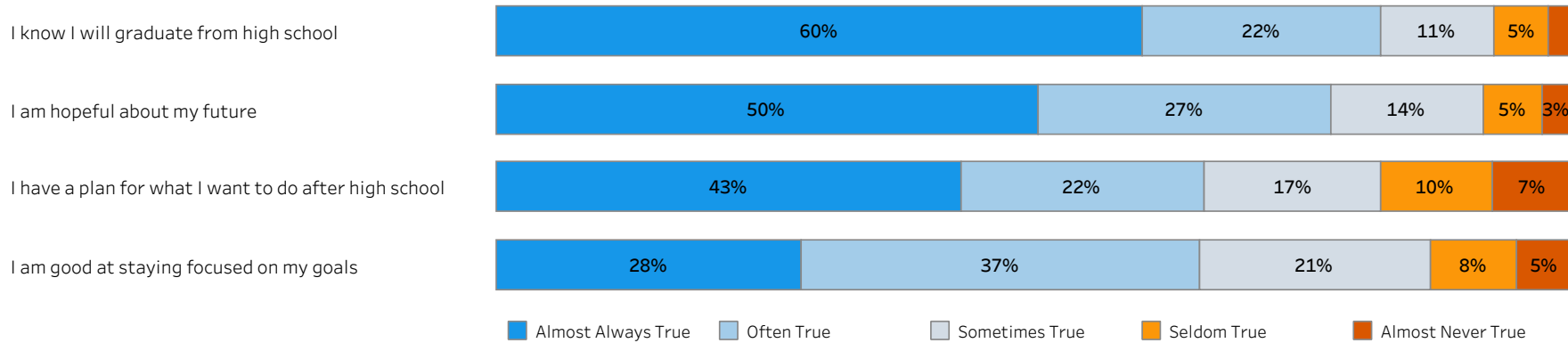
Komachin Middle School



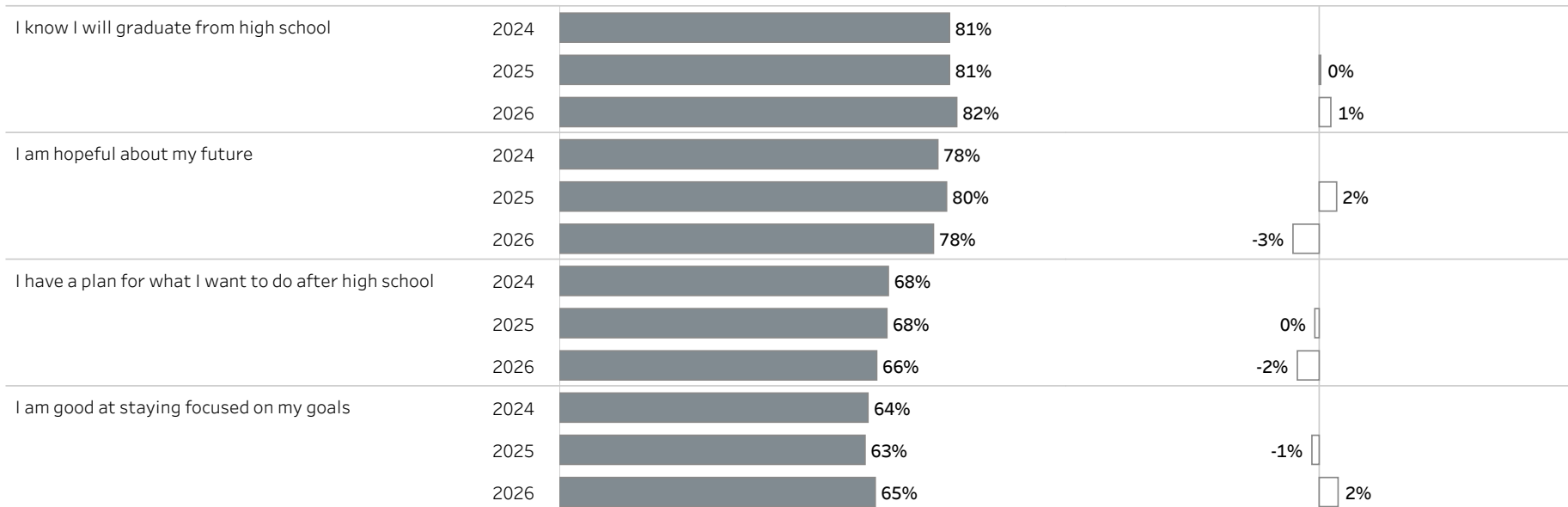
Future Orientation

Komachin Middle School

- **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

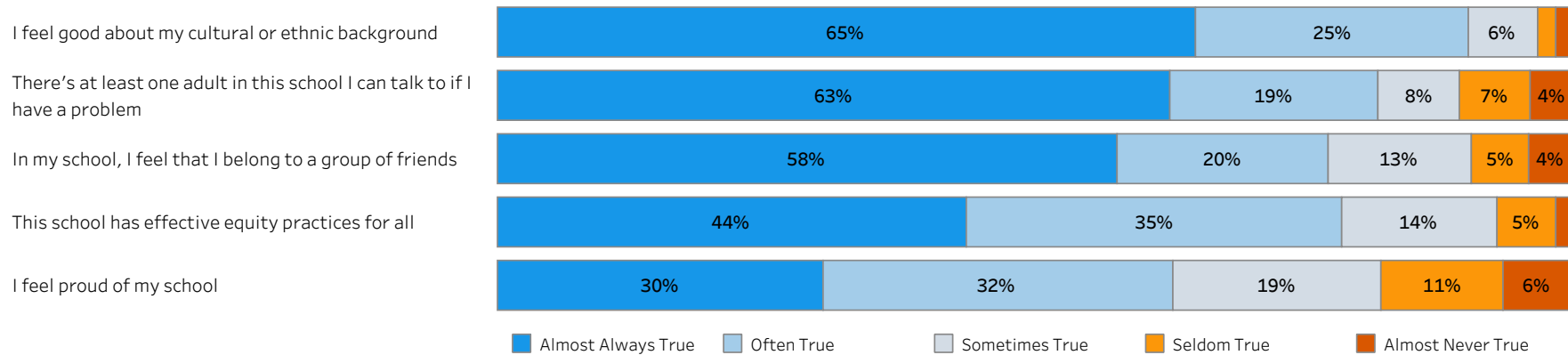


Percent Positive

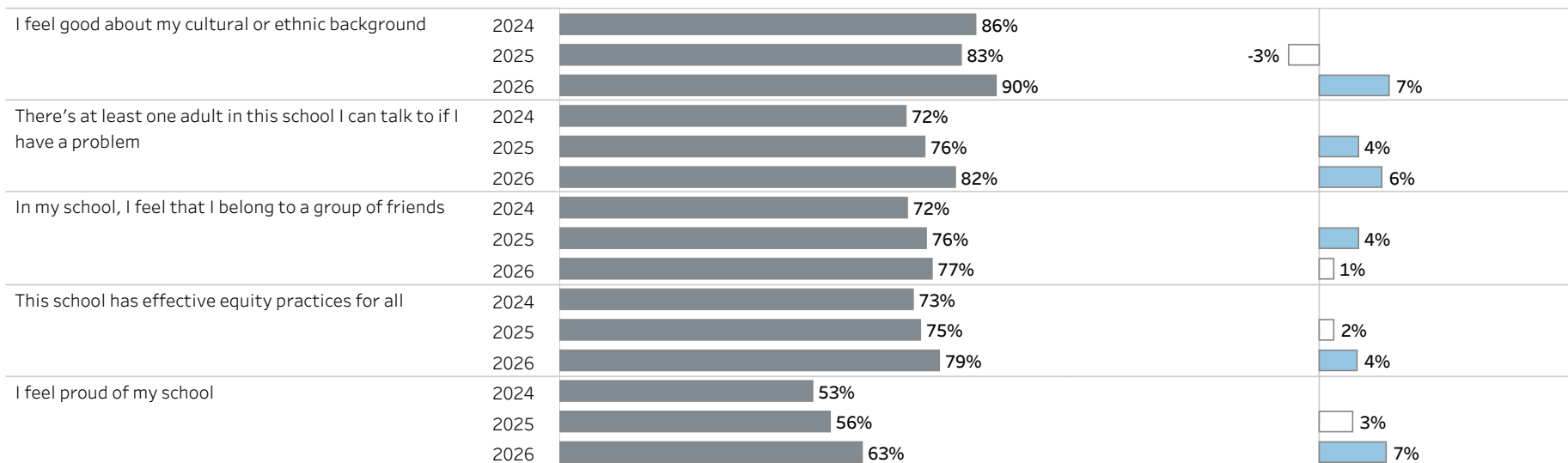
Difference in Percent Positive

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

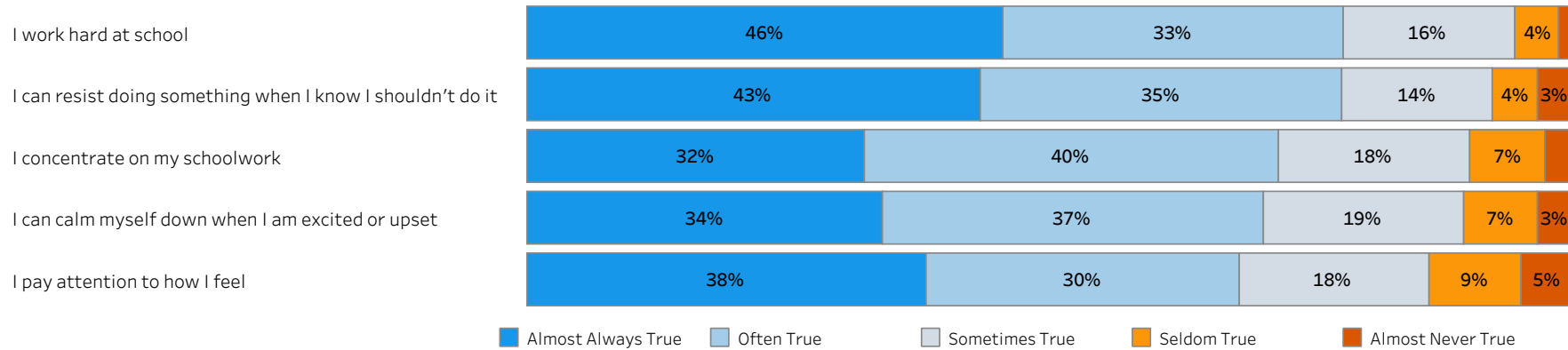


Percent Positive

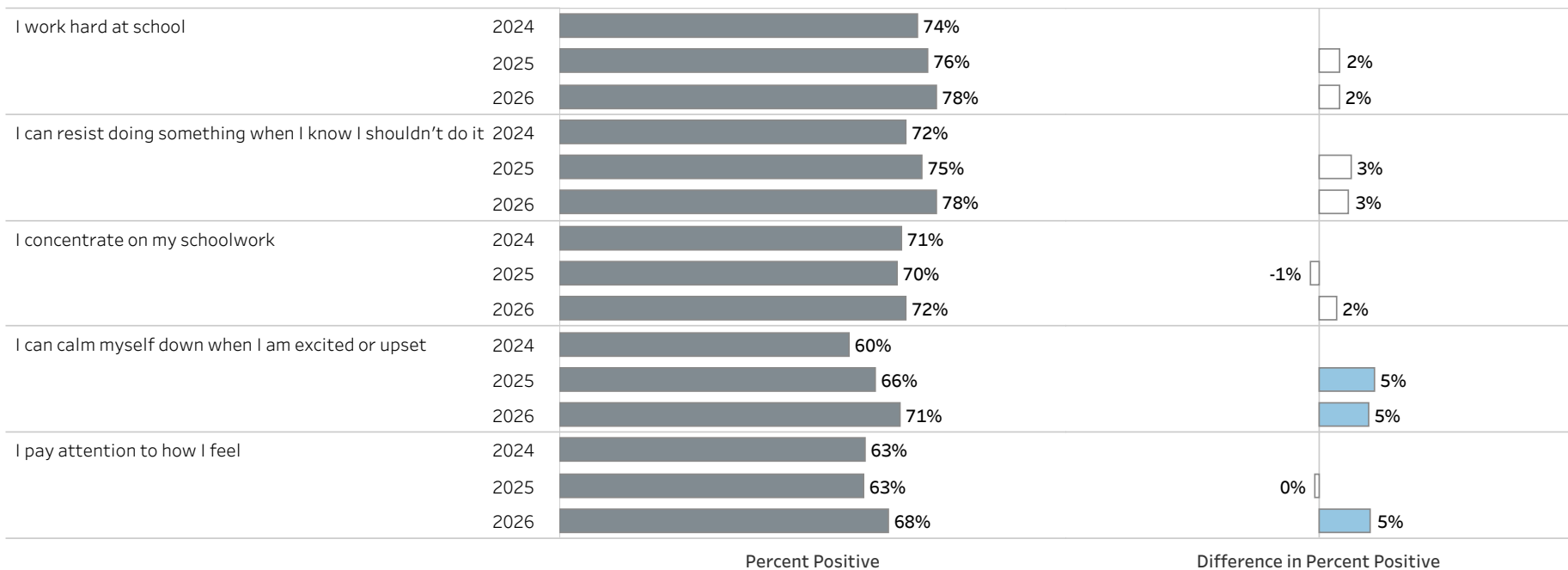
Difference in Percent Positive

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



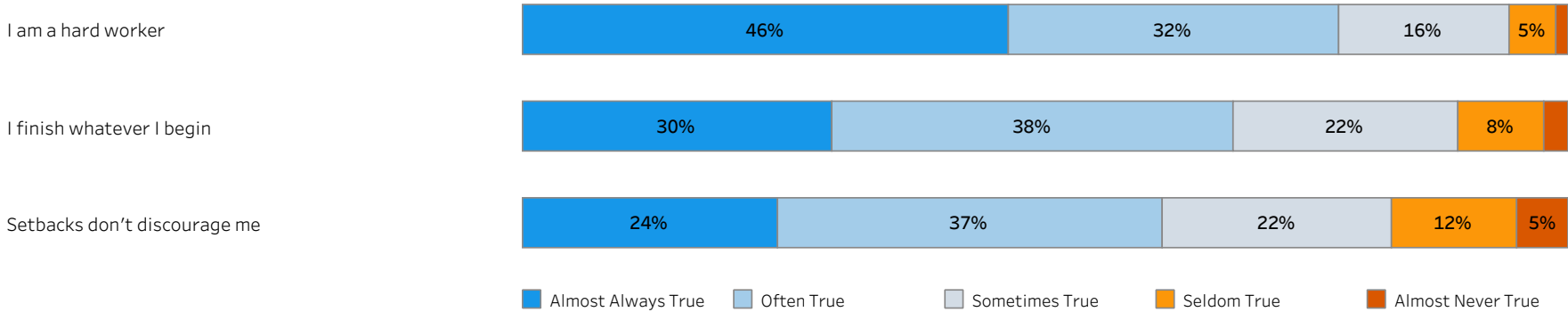
Percent Positive

Difference in Percent Positive

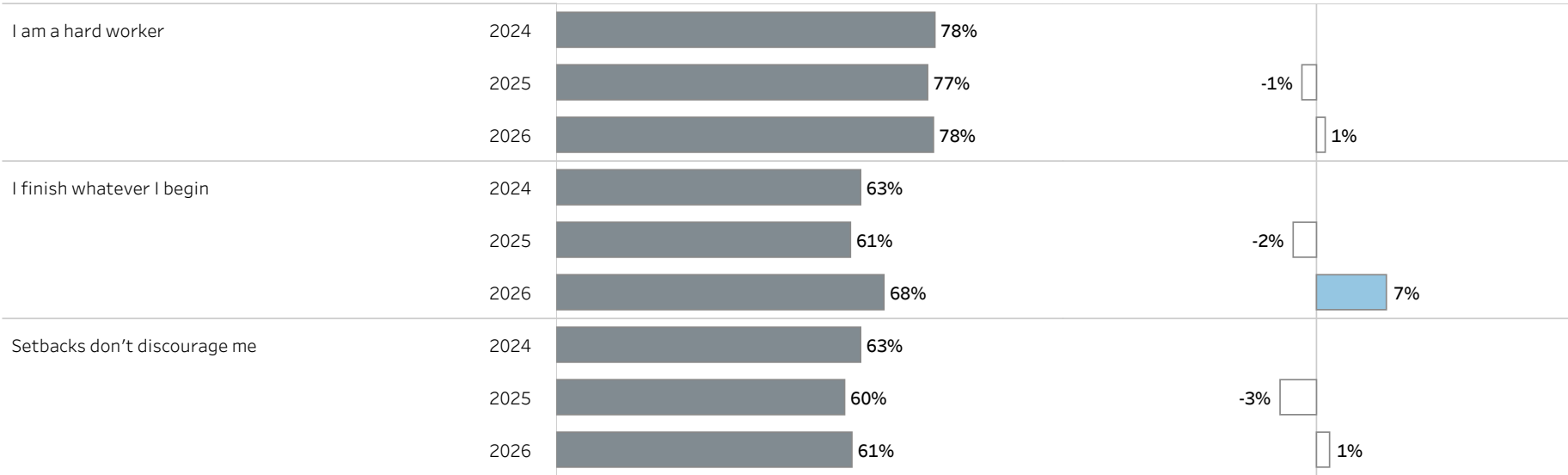
Perseverance/Stamina

Komachin Middle School

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

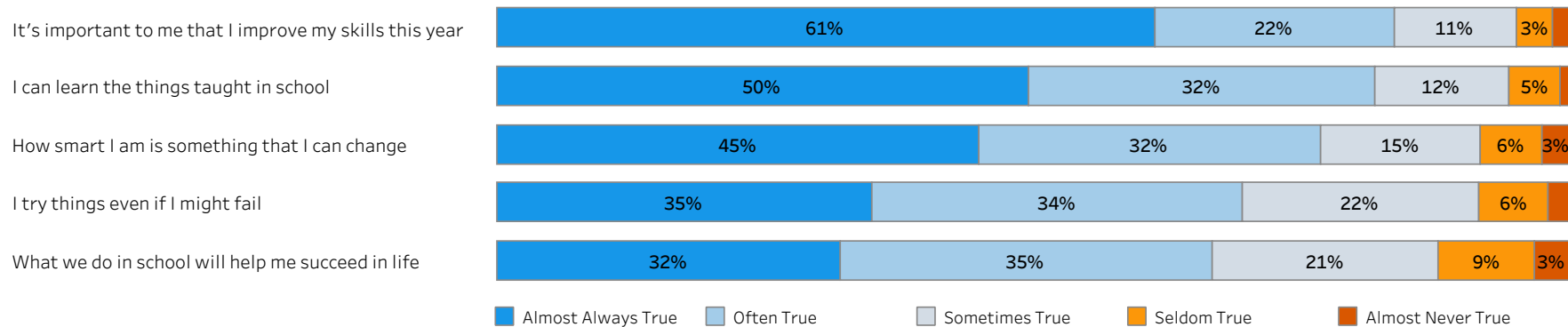


Perseverance/Stamina LONGITUDINAL

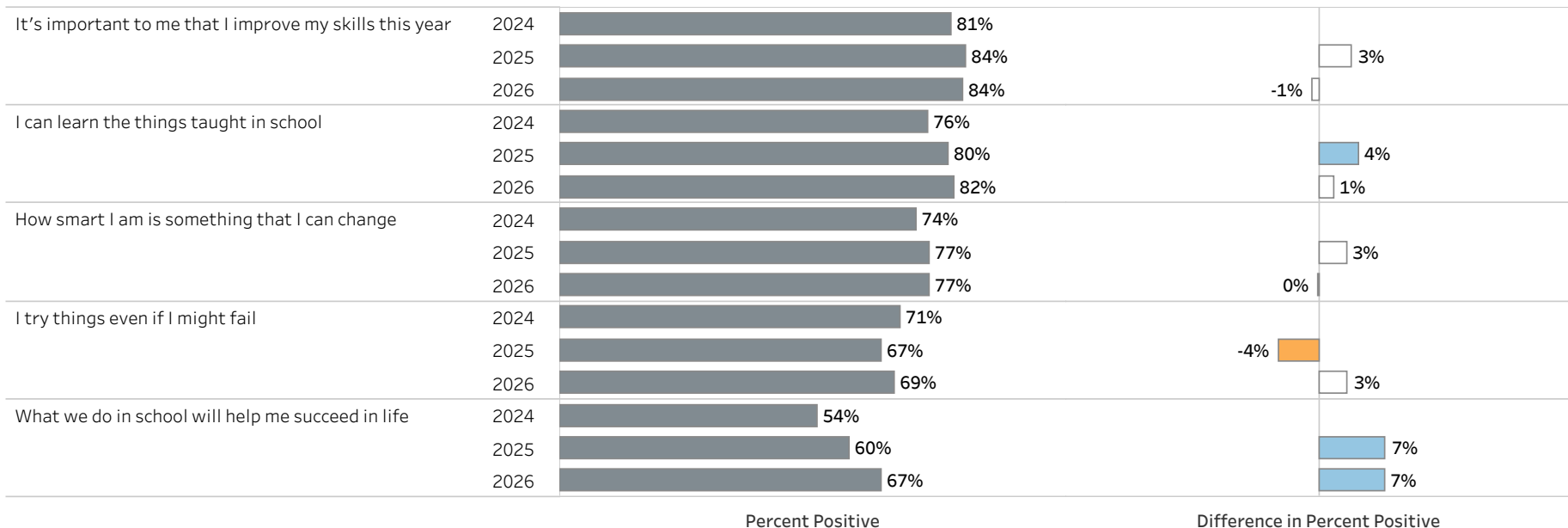


Self-Efficacy and Mindsets

- **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

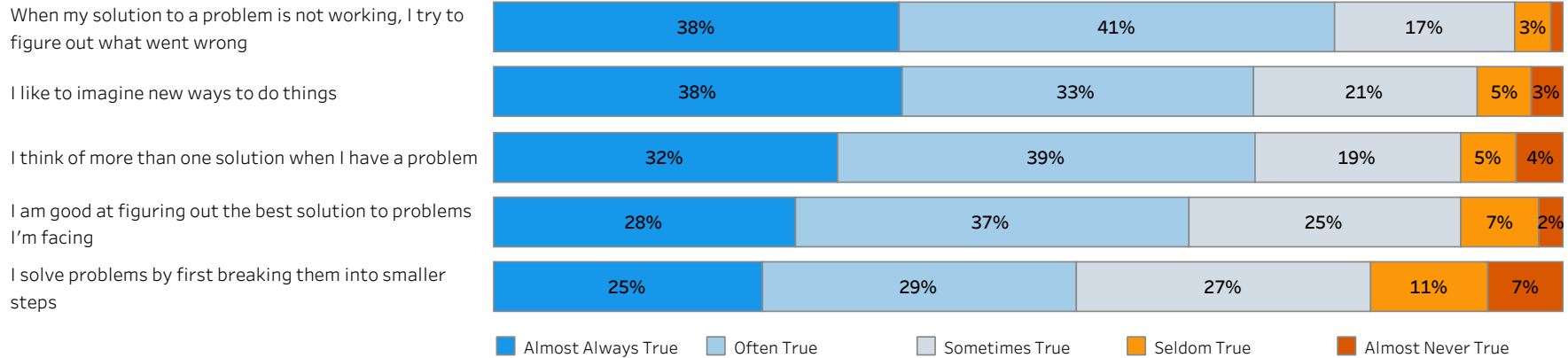


Percent Positive

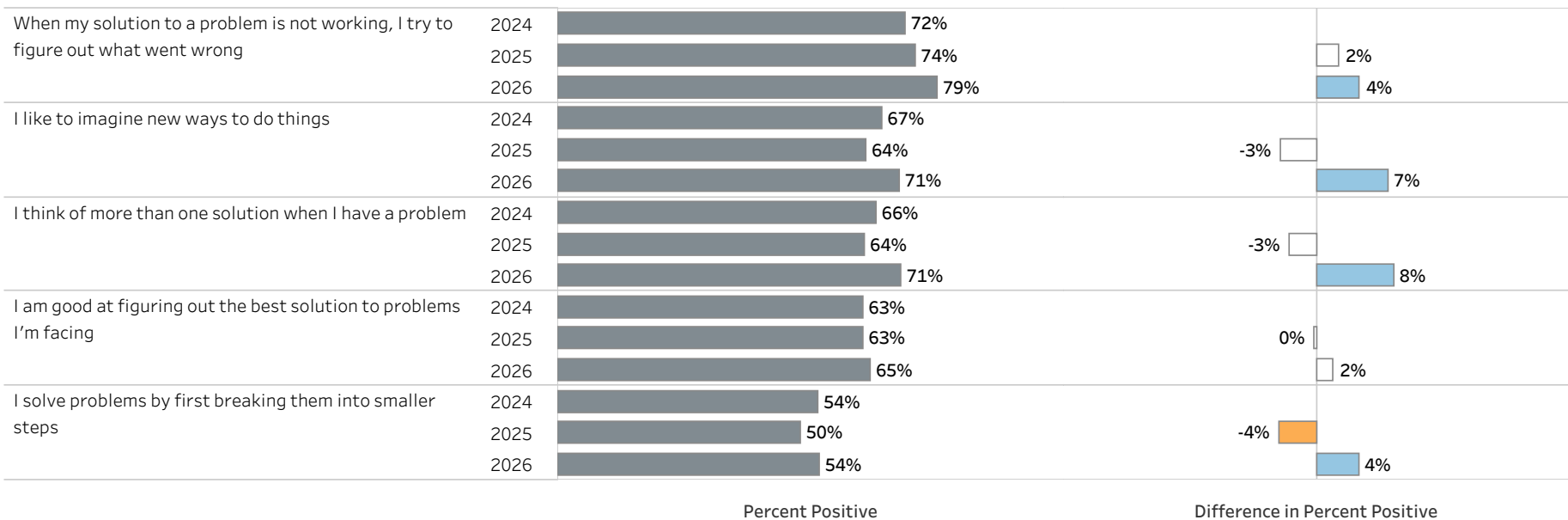
Difference in Percent Positive

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

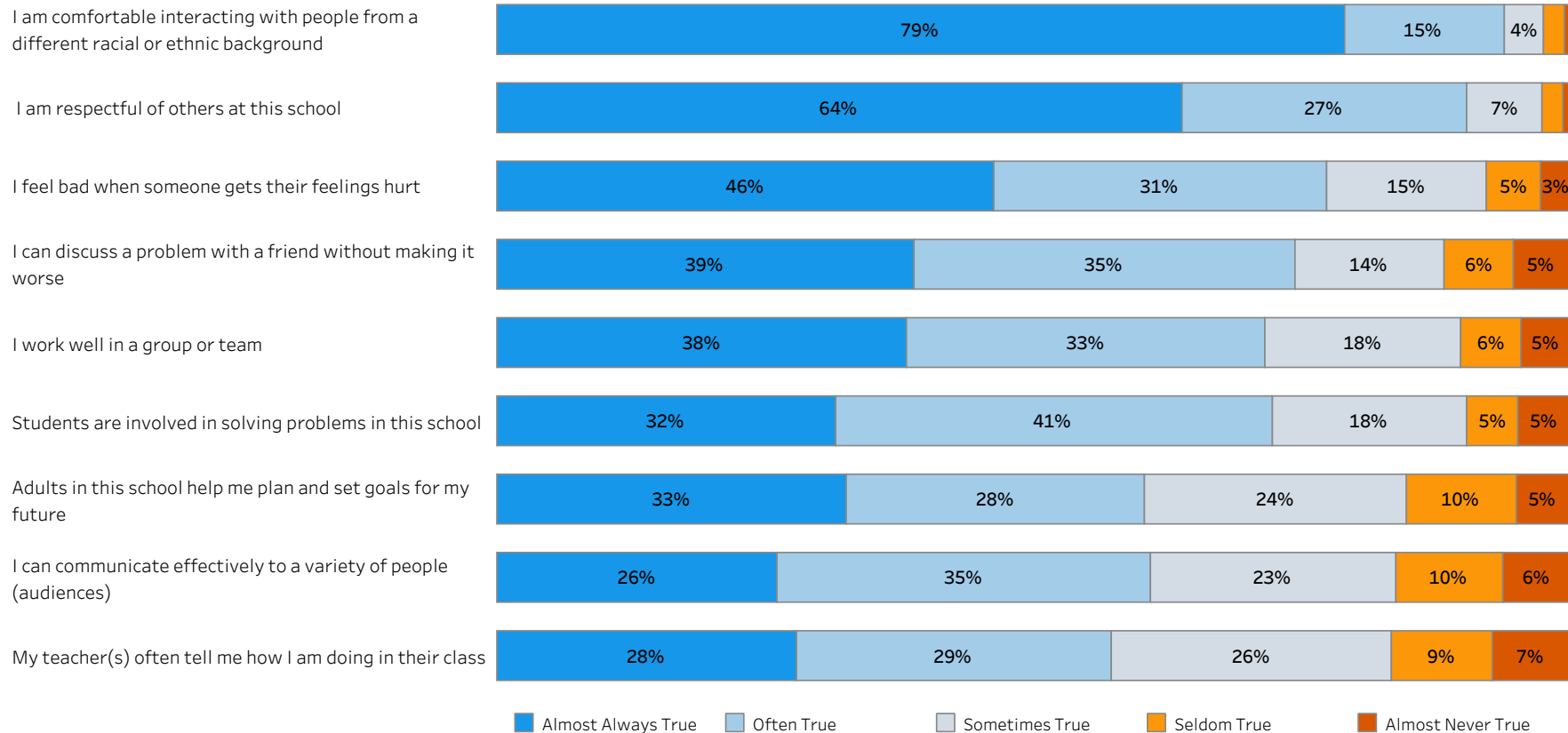


Critical Thinking LONGITUDINAL



Collaboration and Interpersonal Skills

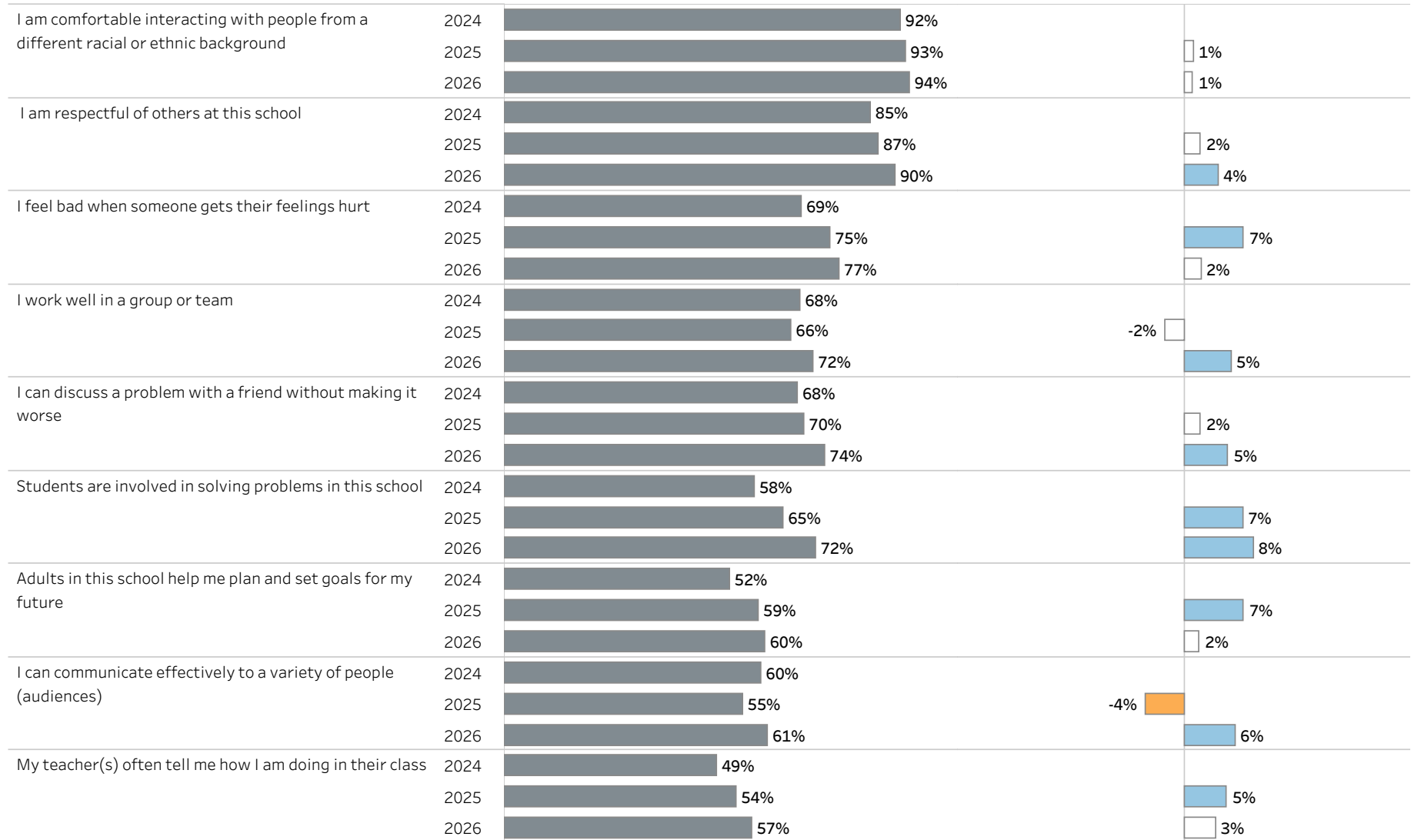
- **Collaboration**—Negotiating and compromising when working in groups or pairs
- **Communication**—Communicating effectively for a variety of purposes and audiences
- **Cultural competence**—Ability to work effectively with people from different backgrounds; appreciation of diversity
- **Conflict resolution**—Preventing,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



Collaboration and Interpersonal Skills

LONGITUDINAL

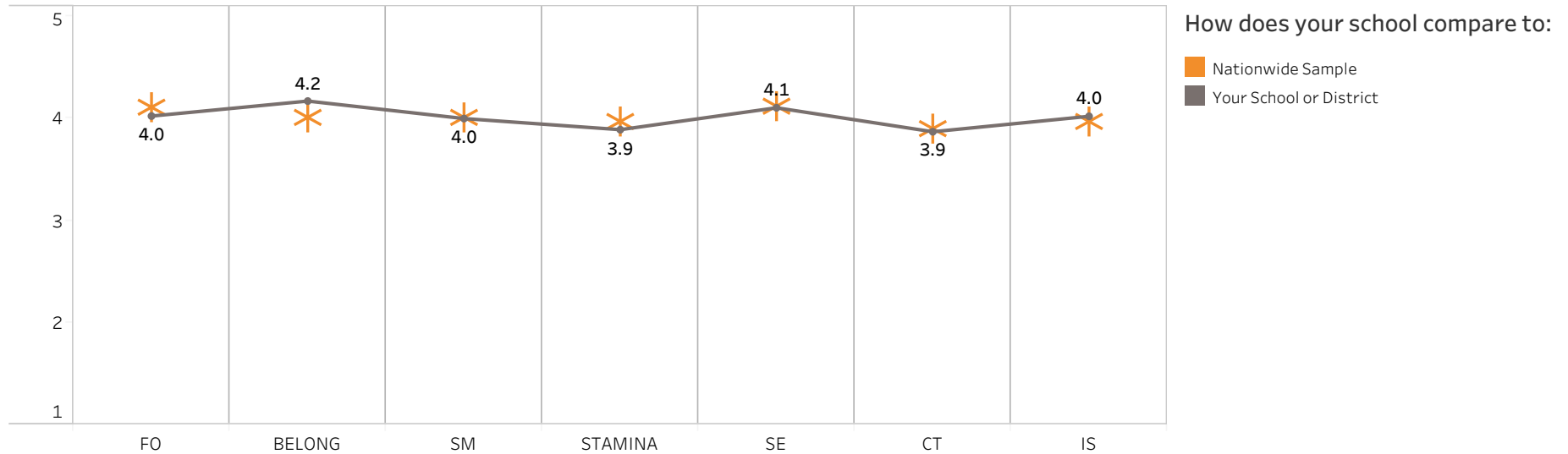
Komachin Middle School



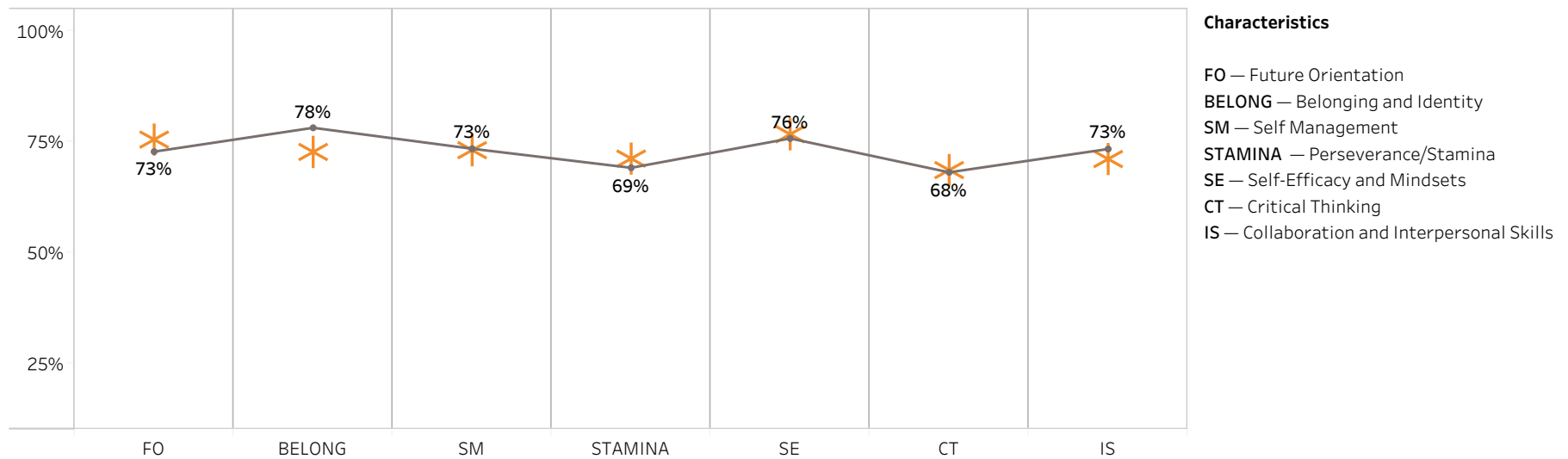
Percent Positive

Difference in Percent Positive

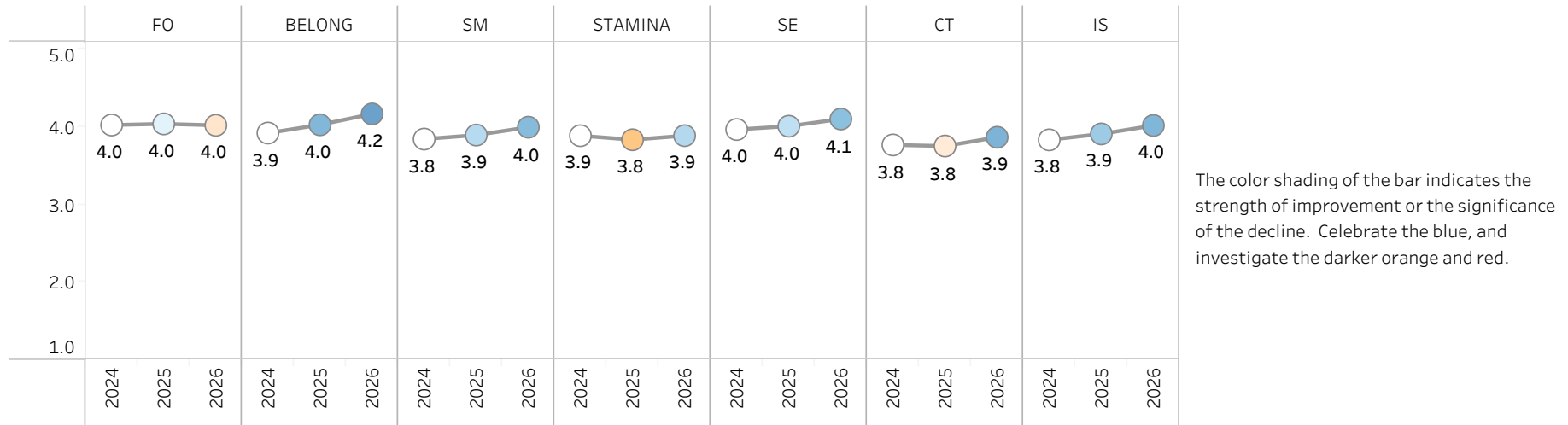
Comparison - Social Emotional Learning Mean Scores



Comparison - Social Emotional Learning Percent Positive



Comparison - Social Emotional Learning



Comparison - Social Emotional Learning Percent Positive LONGITUDINAL

