

Educational Effectiveness Survey™

c|e|e
The Center for Educational Effectiveness

9 Characteristics of High Performing Schools

Student Edition v4.3

Lydia Hawk Elementary

North Thurston Public Schools

2024
N=112

2025
N=67

2026
N=108





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Better Data. Better Decisions. Better Schools.

Introduction

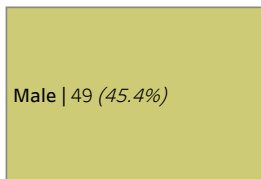
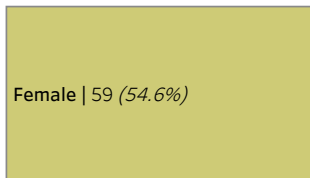
Educational Effectiveness Survey, Student SEL Edition

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.

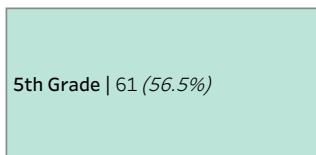
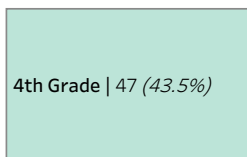
Student voice is an integral part of compiling an accurate view of these school improvement constructs. In both stand-alone reporting and through common questions between staff, students, and families, the EES Student survey brings this voice to the table. Beyond the value for school staff to learn from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

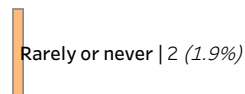
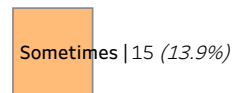
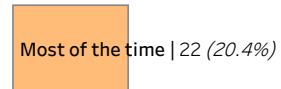
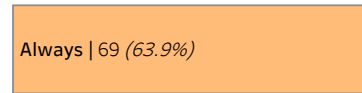
Gender



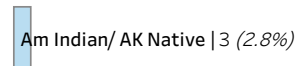
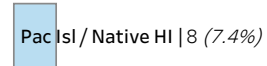
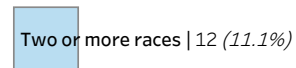
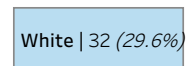
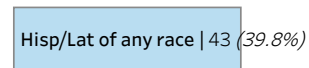
Grade



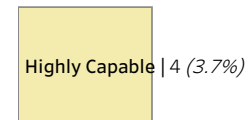
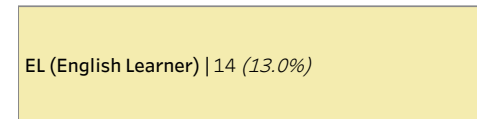
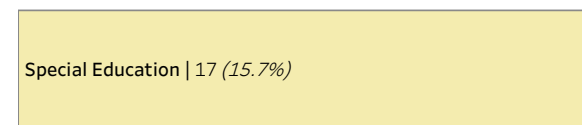
English at Home



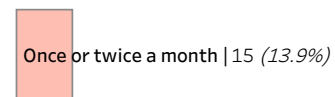
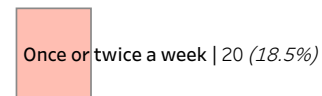
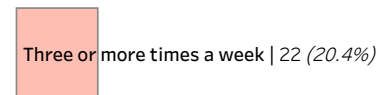
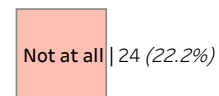
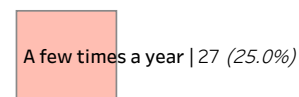
Ethnicity



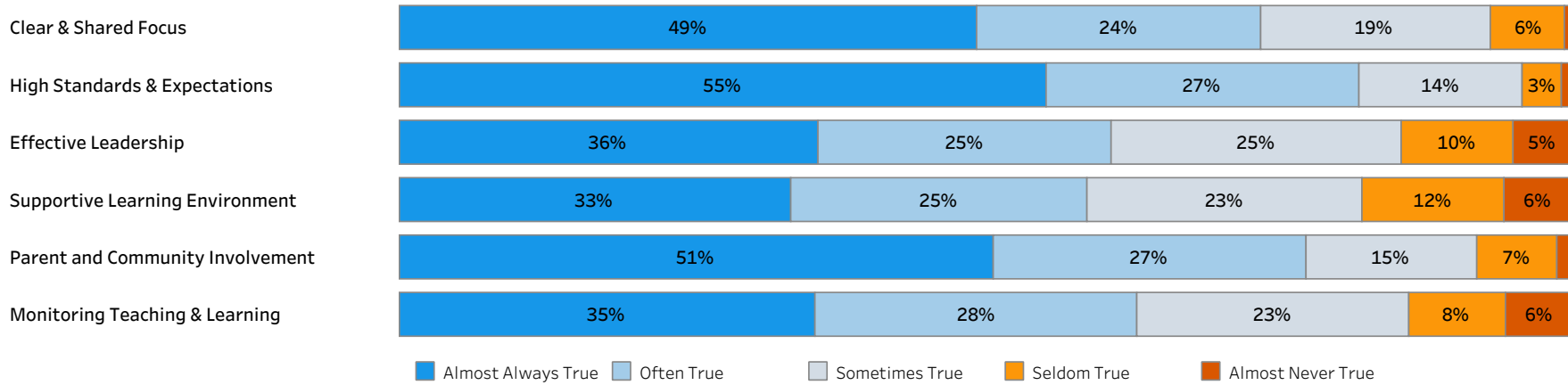
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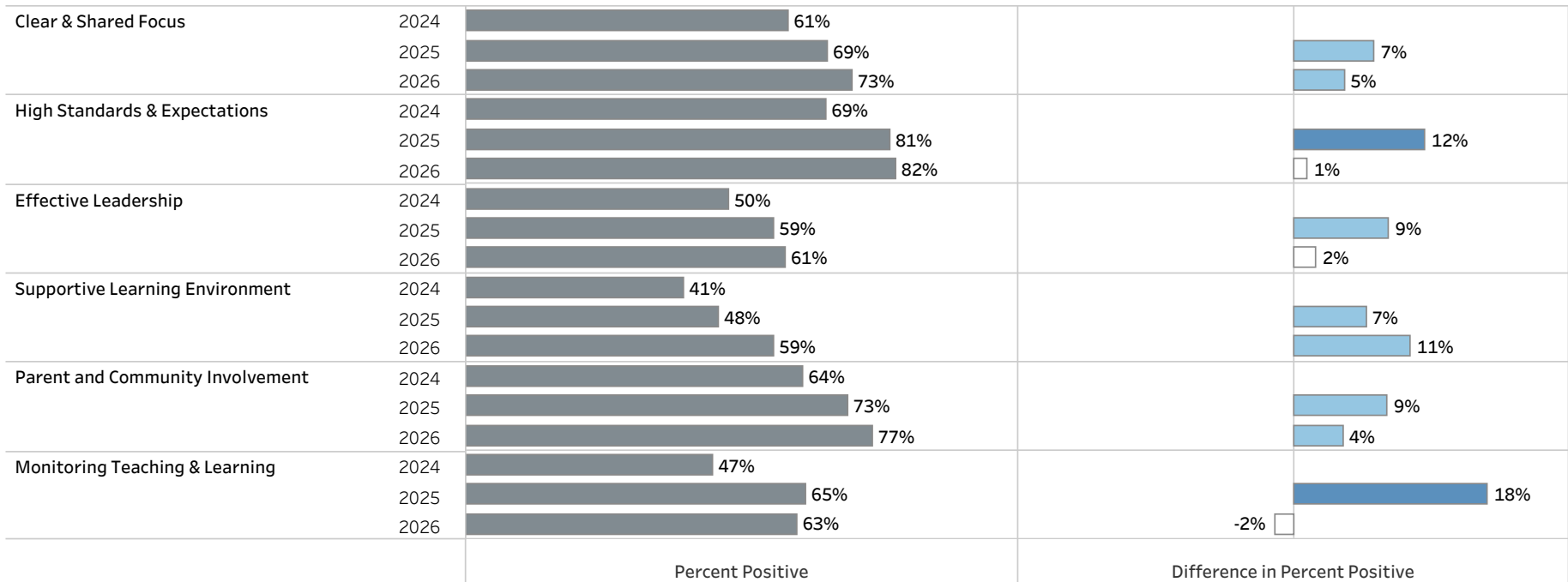
Activities



9 Characteristics Summary

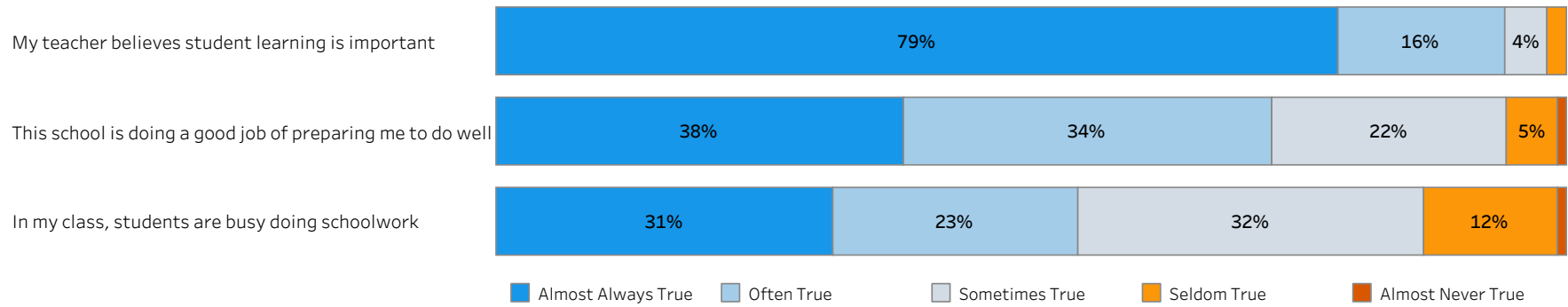


9 Characteristics LONGITUDINAL

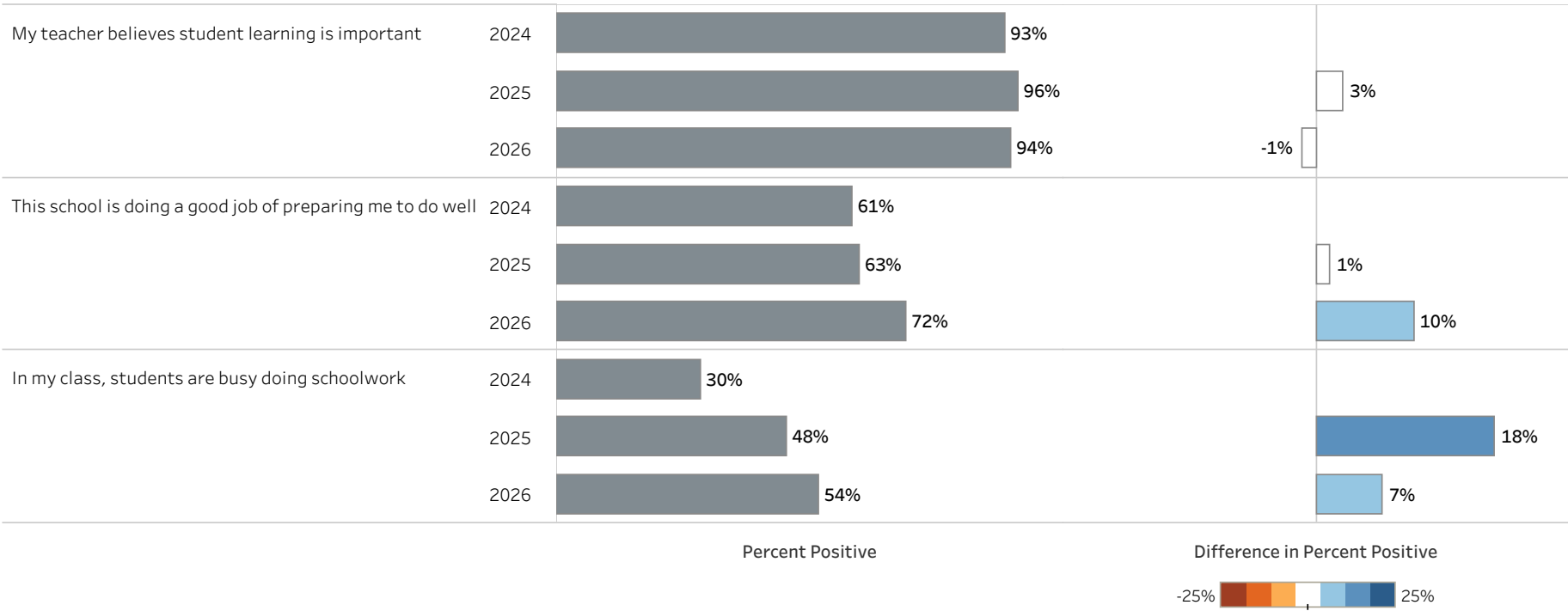


Clear and Shared Focus

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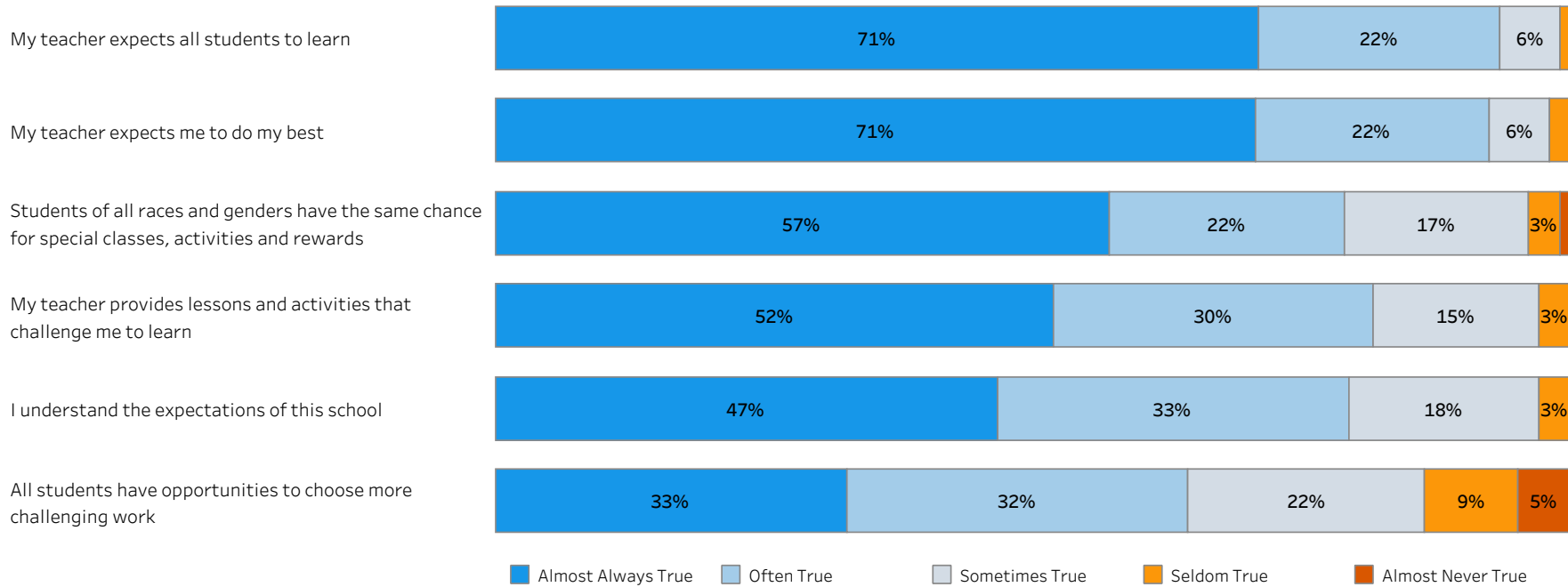


Clear and Shared Focus LONGITUDINAL



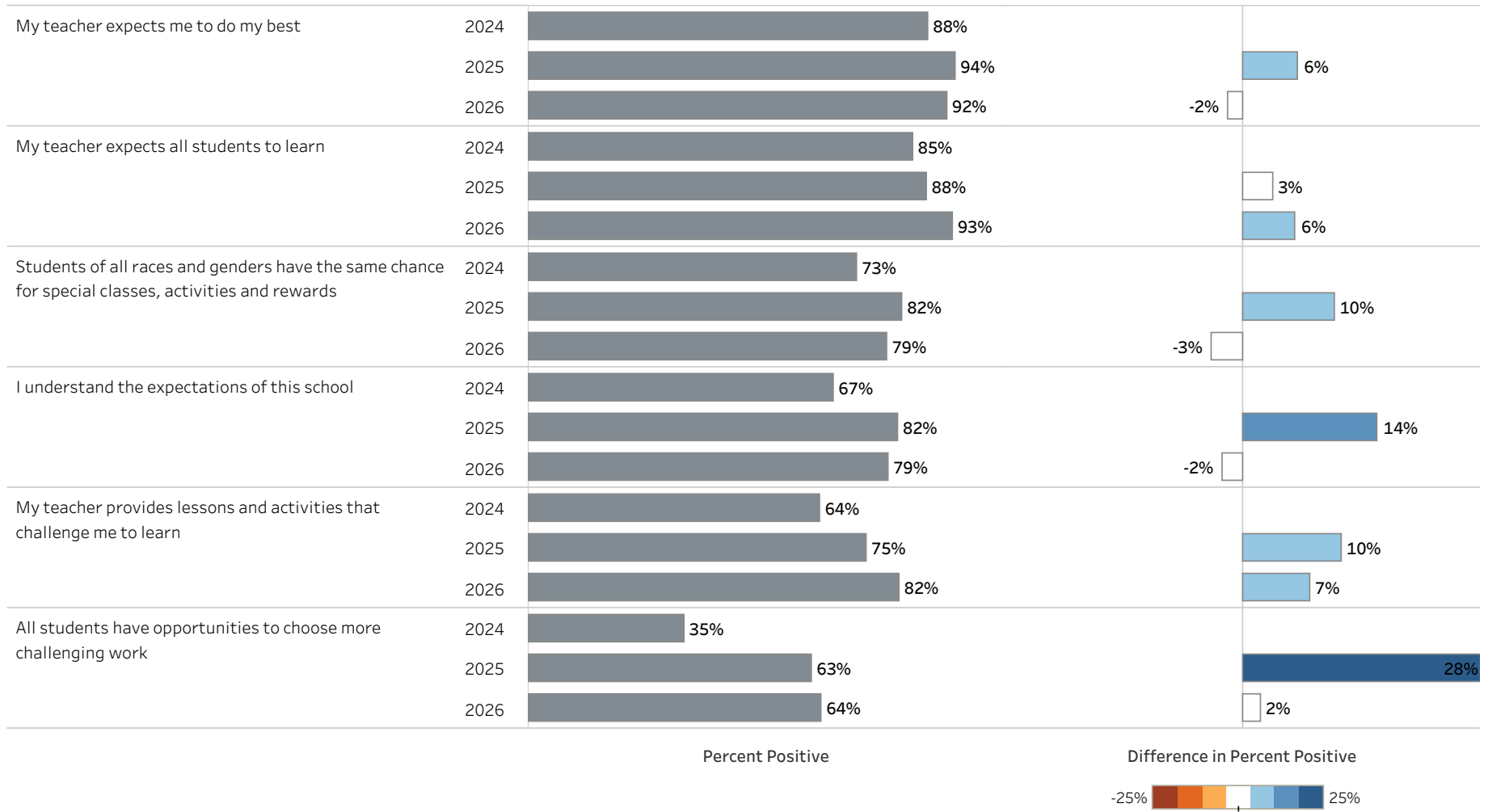
High Standards and Expectations

Lydia Hawk Elementary



High Standards and Expectations

LONGITUDINAL



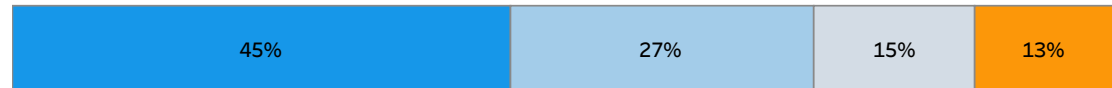
Effective Leadership

Lydia Hawk Elementary

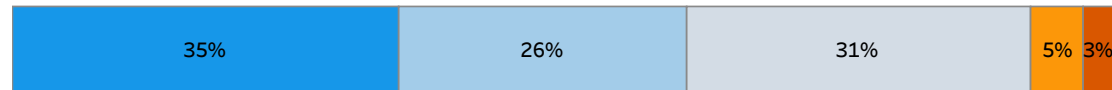
The principal of this school believes student learning is most important



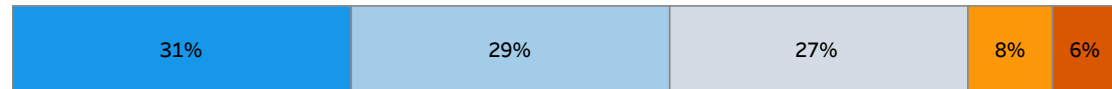
My teacher listens to my ideas and/or things that bother me



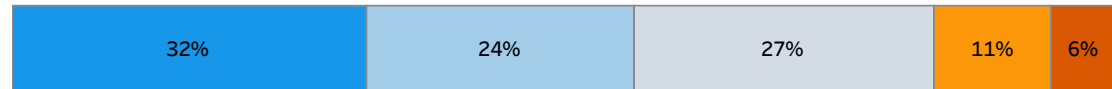
In class we work with other students



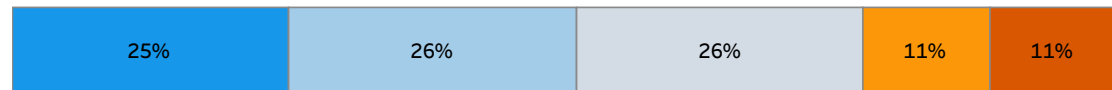
If I want to talk with my teacher, they are available to me



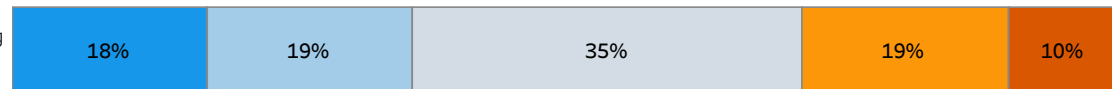
My teacher helps me learn in other ways than talking in front of the class



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



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

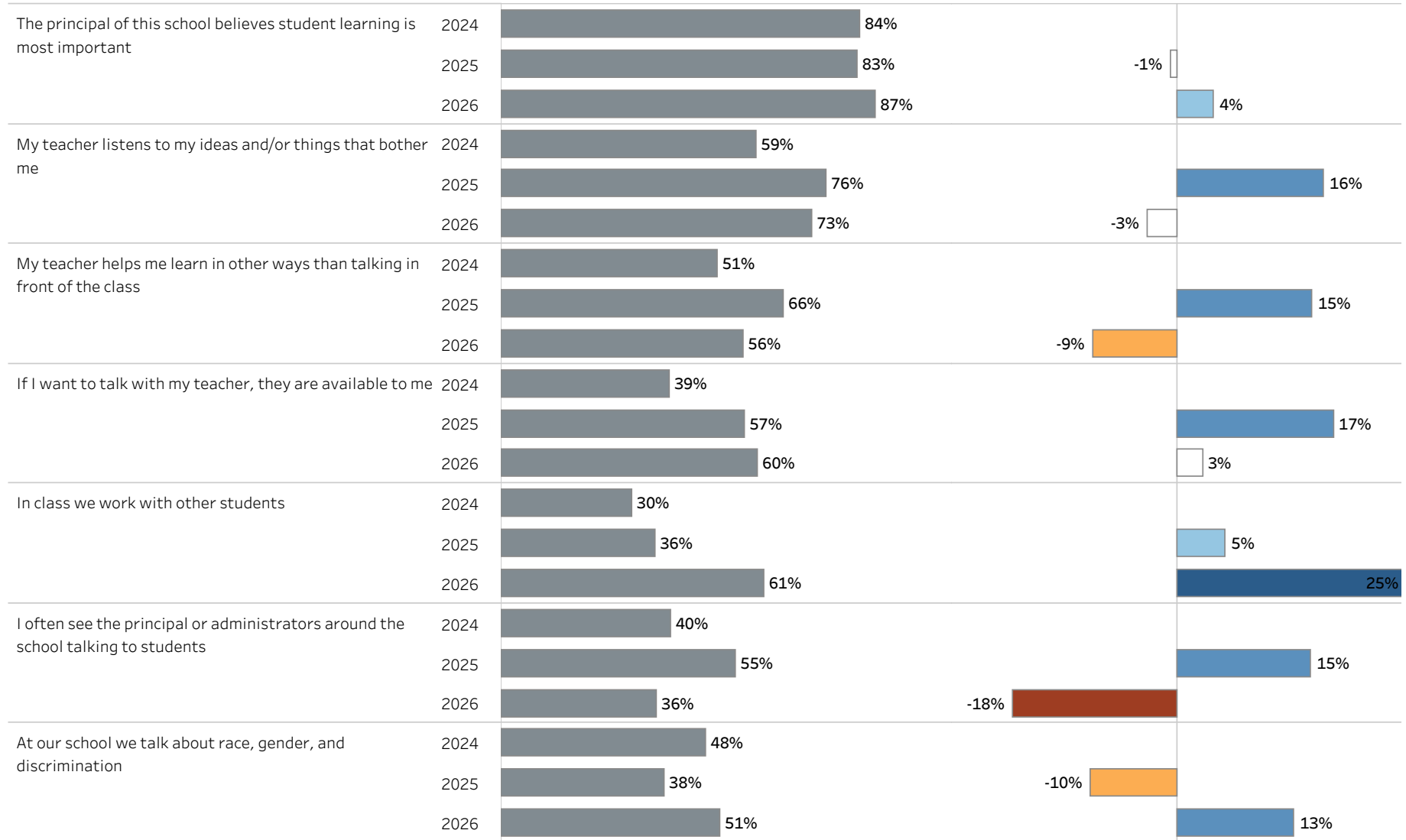


■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True
 ■ Almost Never True

Effective Leadership

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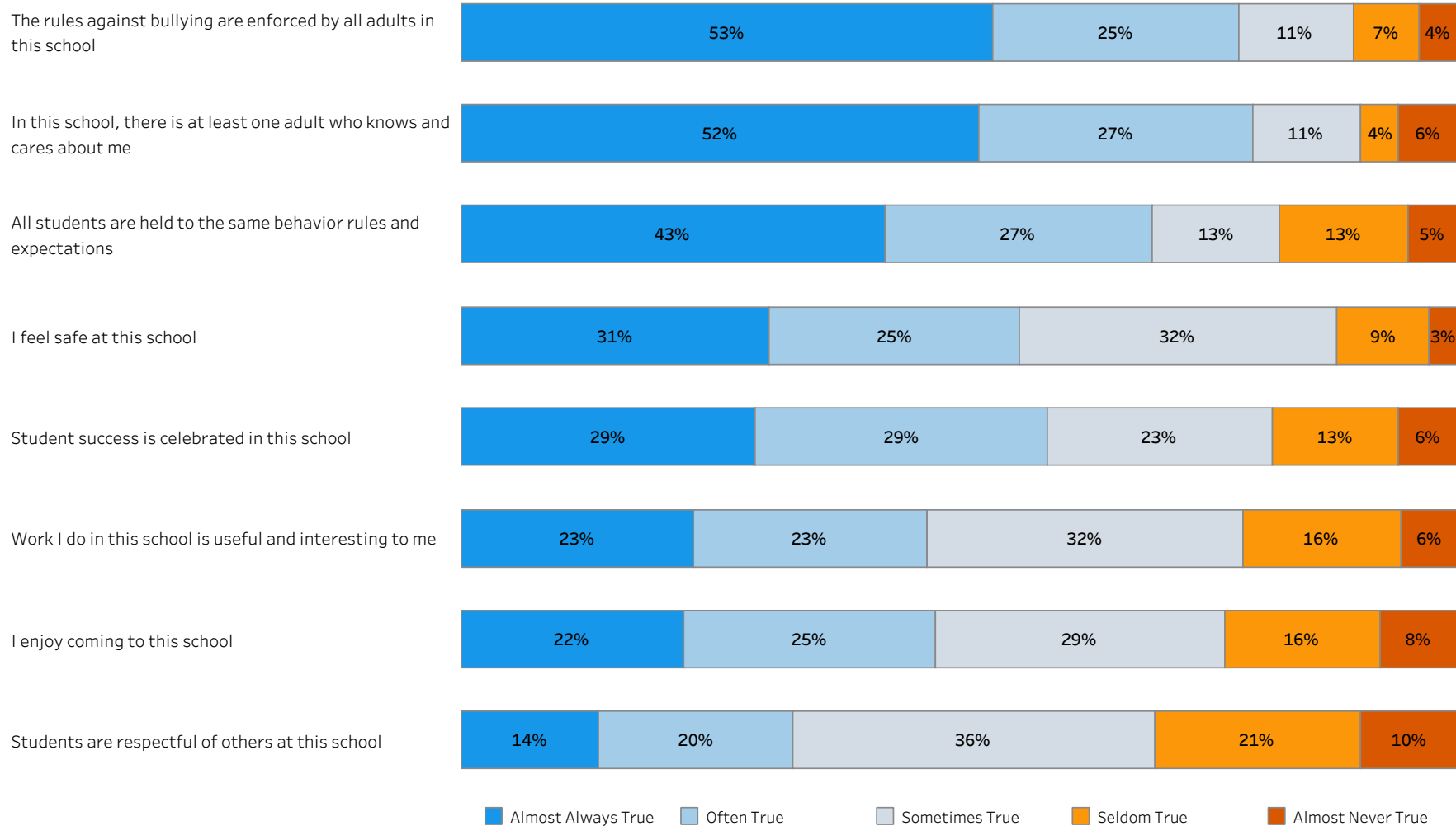


Percent Positive

Difference in Percent Positive

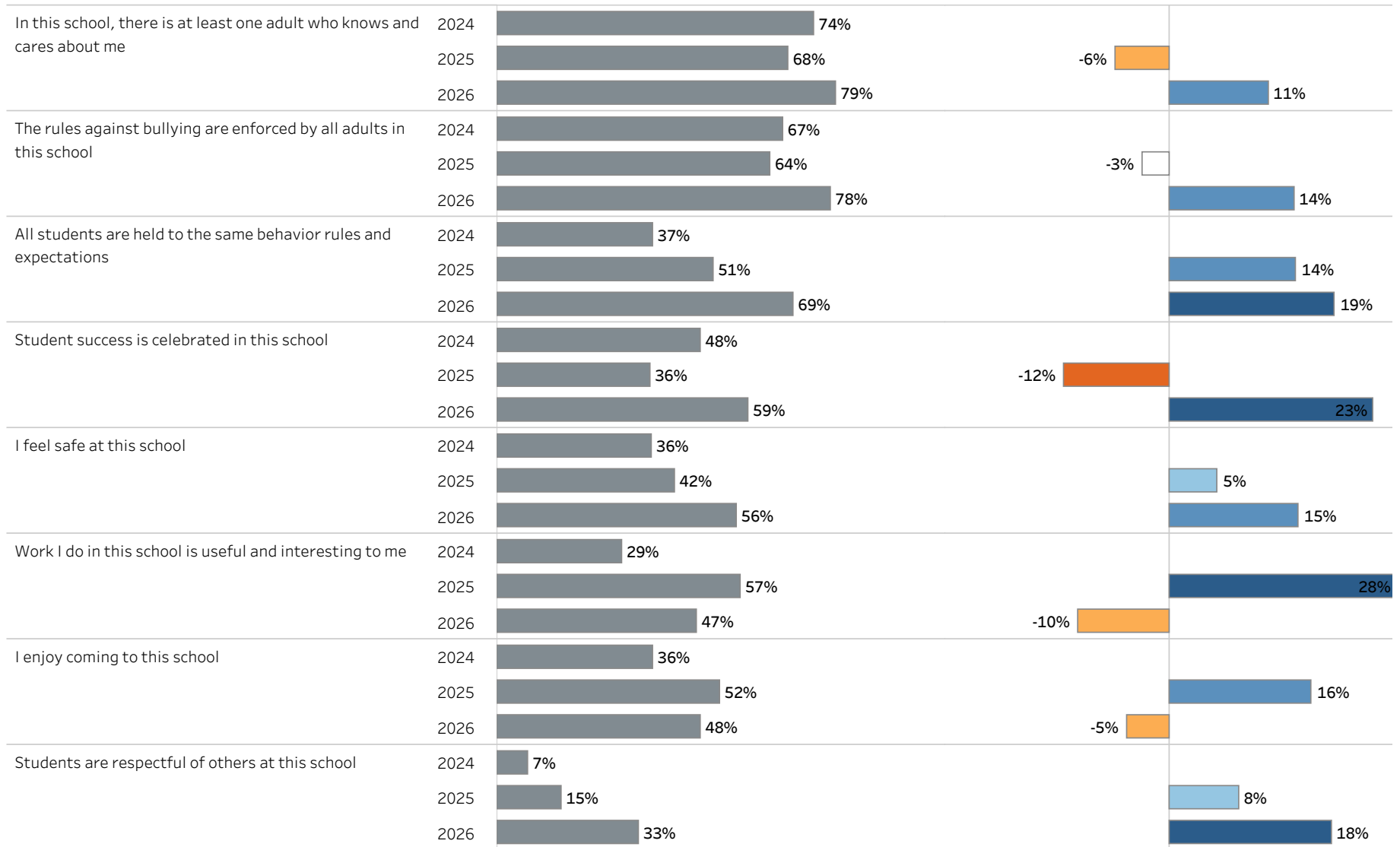


Supportive Learning Environment



Supportive Learning Environment

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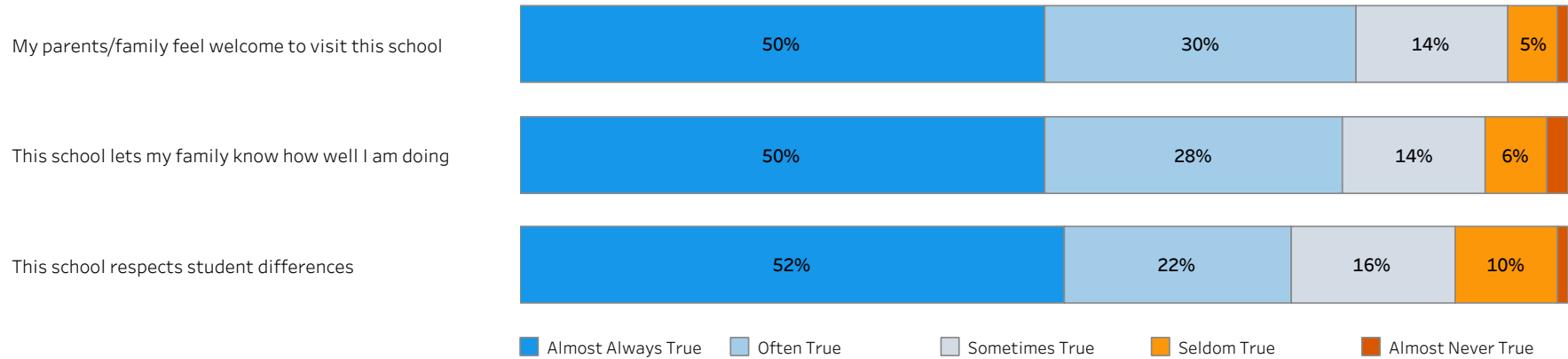
Percent Positive

Difference in Percent Positive

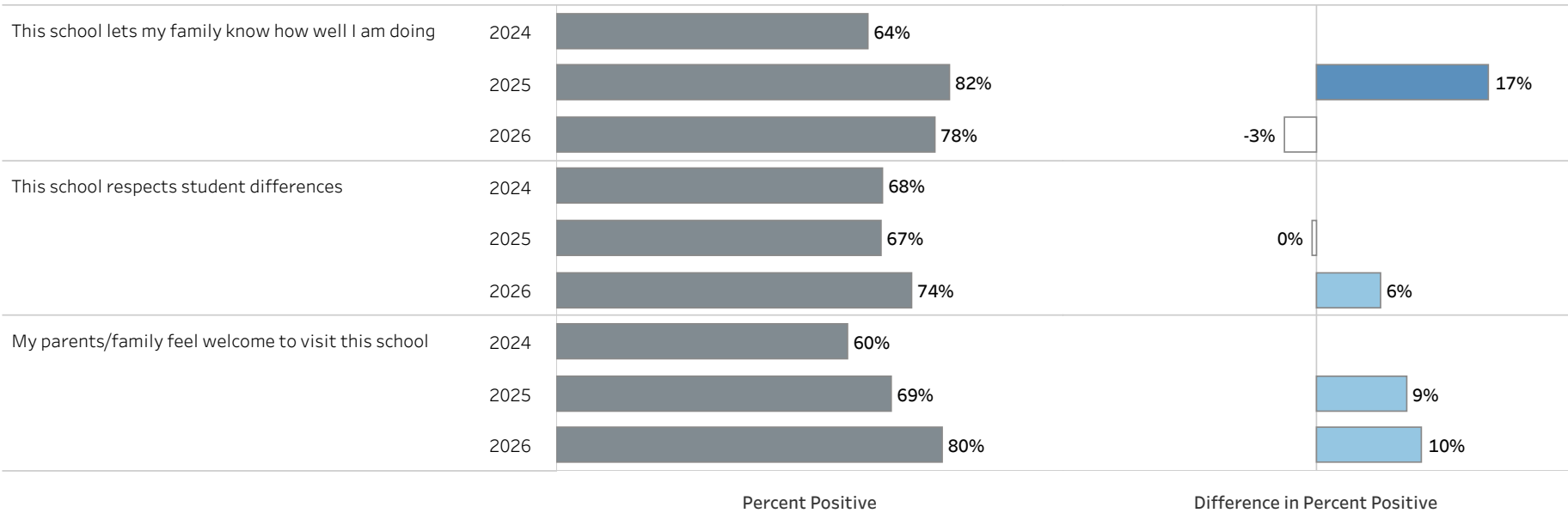


Parent and Community Involvement

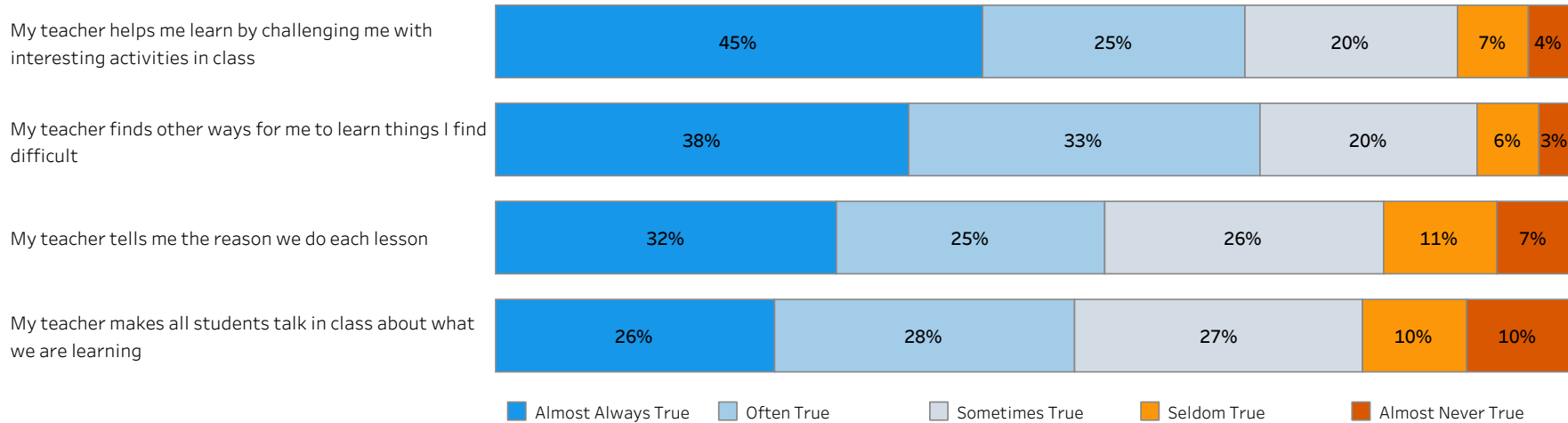
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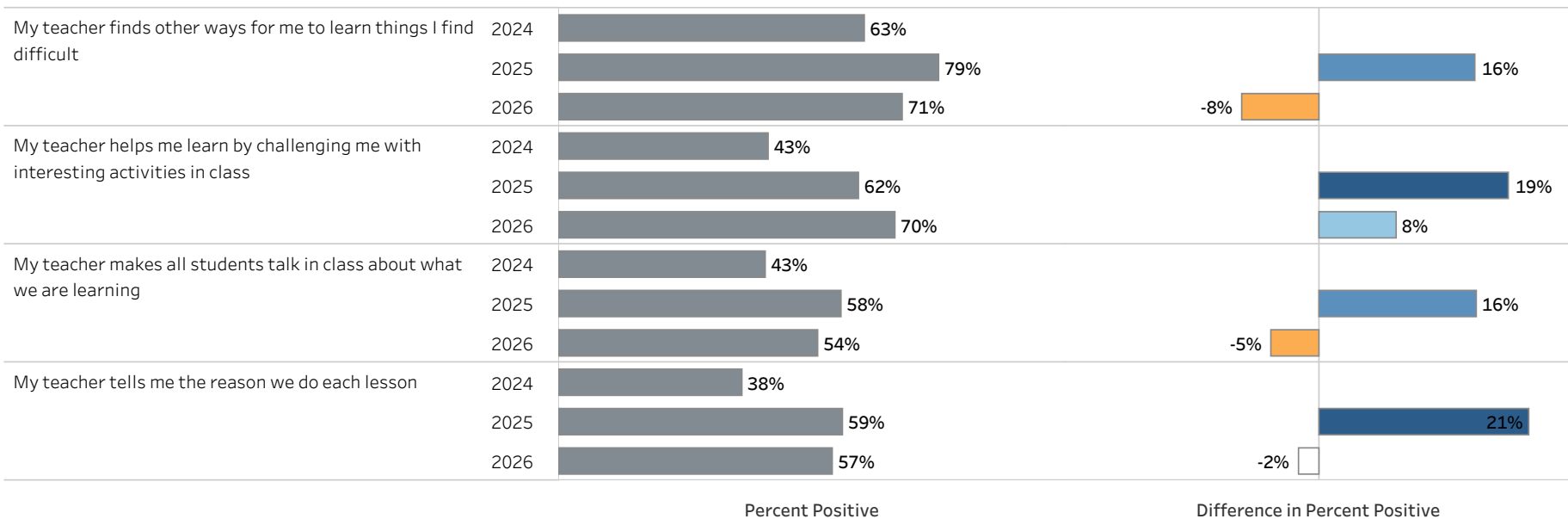
Parent and Community Involvement LONGITUDINAL



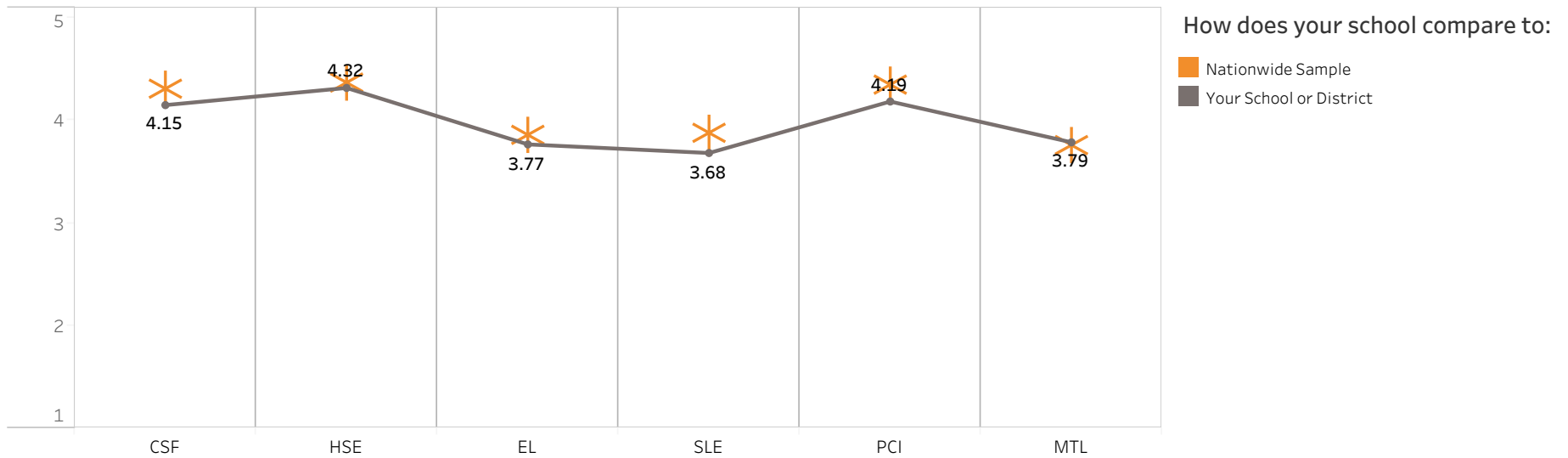
Frequent Monitoring of Teaching and Learning



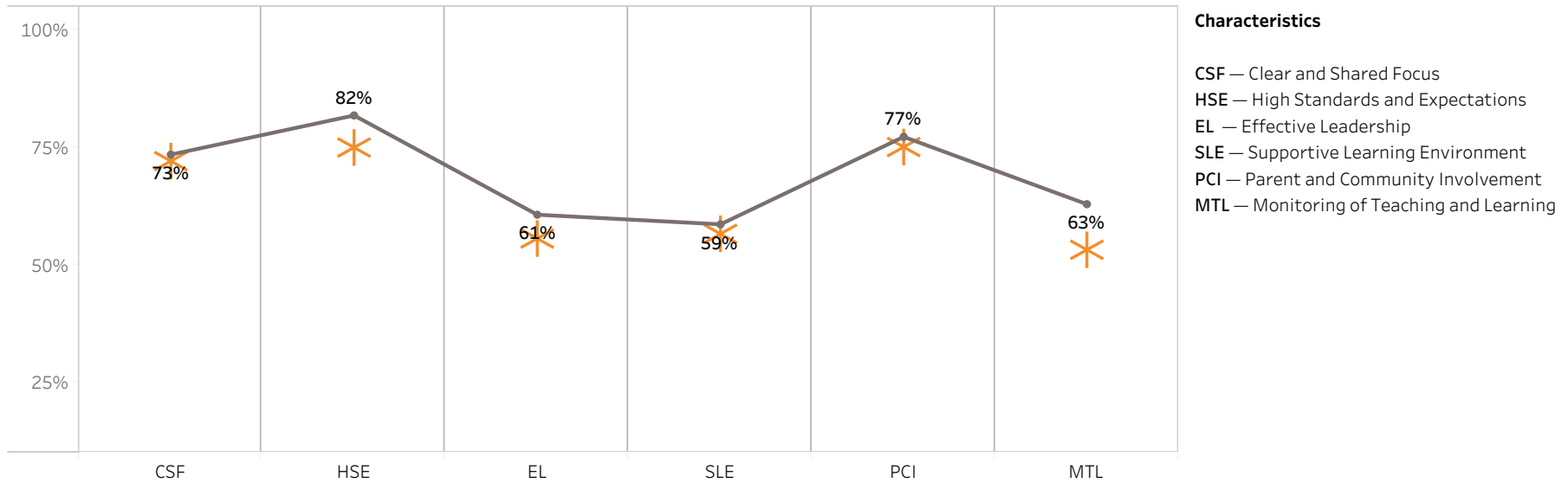
Frequent Monitoring of Teaching and Learning LONGITUDINAL



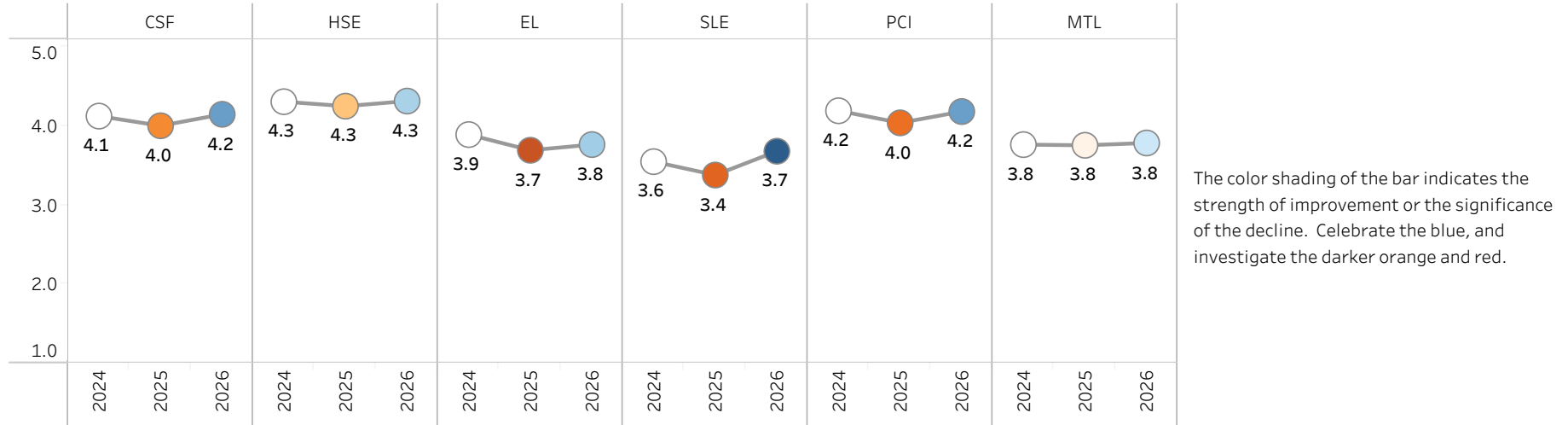
Comparison - 9 Characteristics Mean Scores



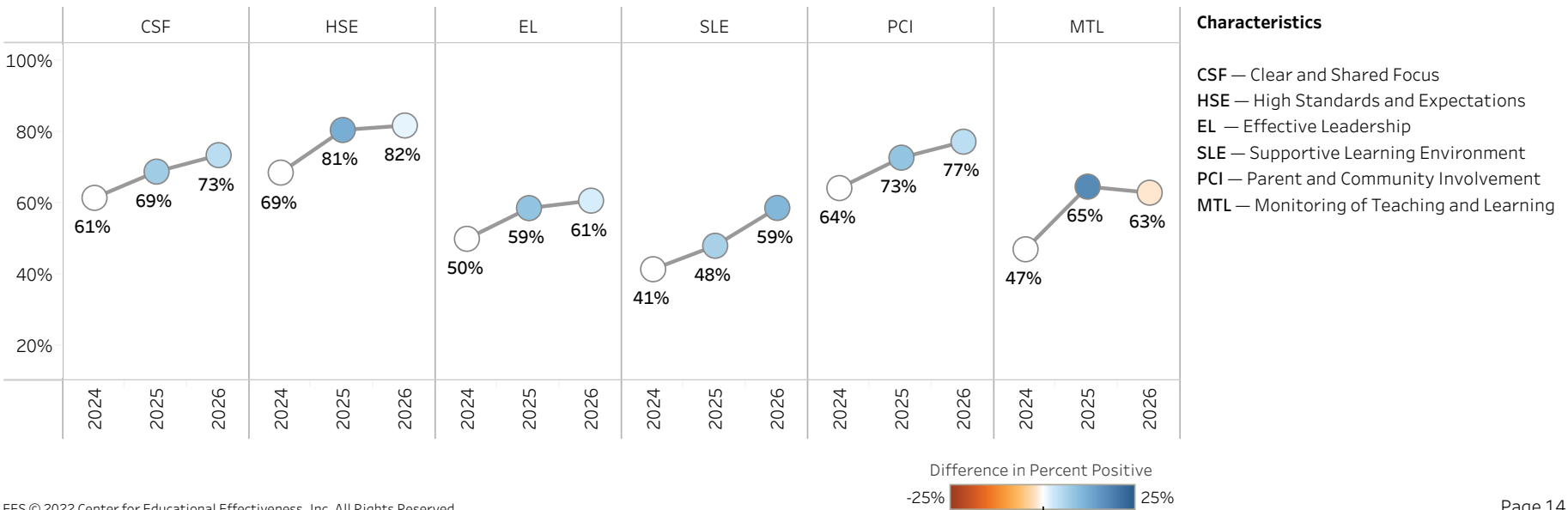
Comparison - 9 Characteristics Percent Positive



Comparison - 9 Characteristics Mean Scores LONGITUDINAL

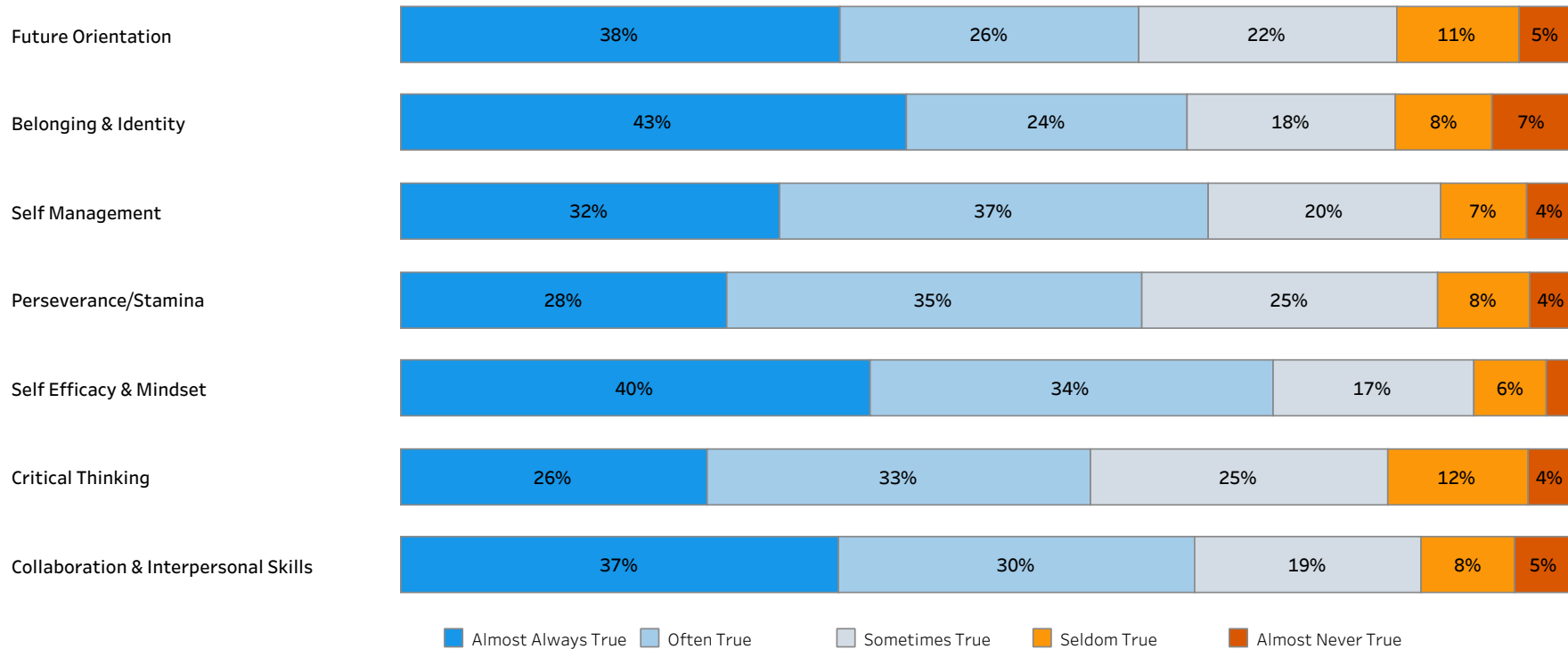


Comparison - 9 Characteristics Percent Positive



Social Emotional Learning Summary

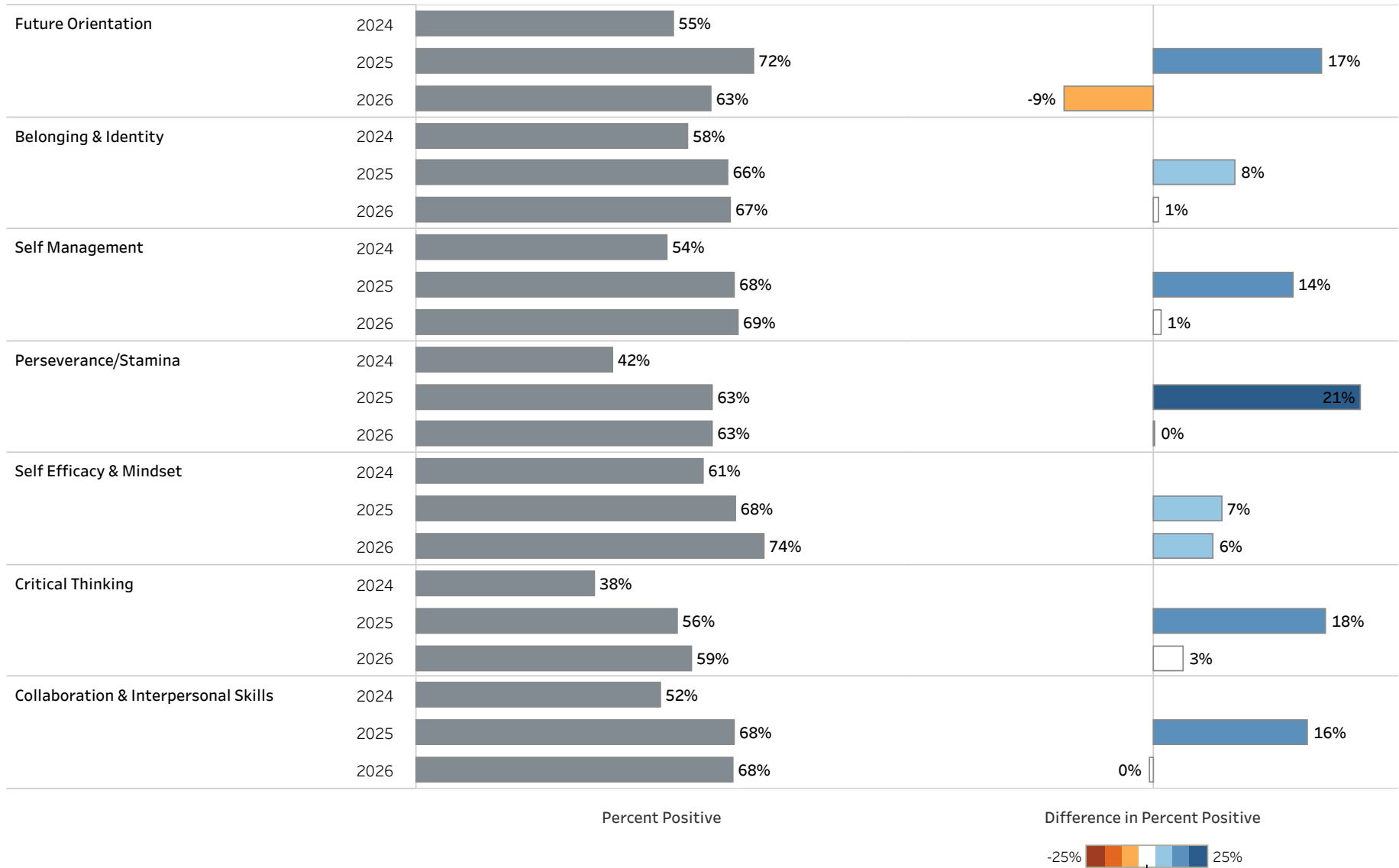
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Social Emotional Learning Summary

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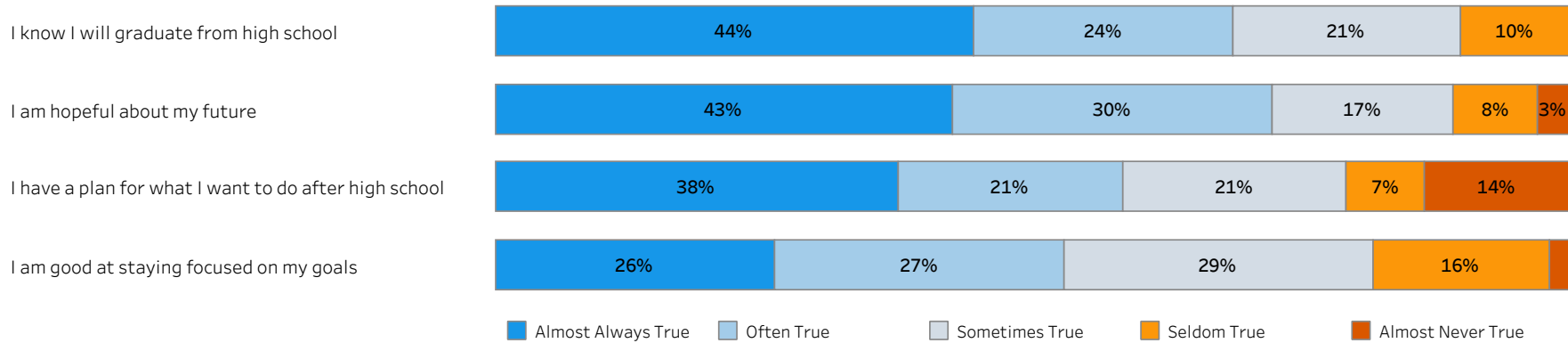
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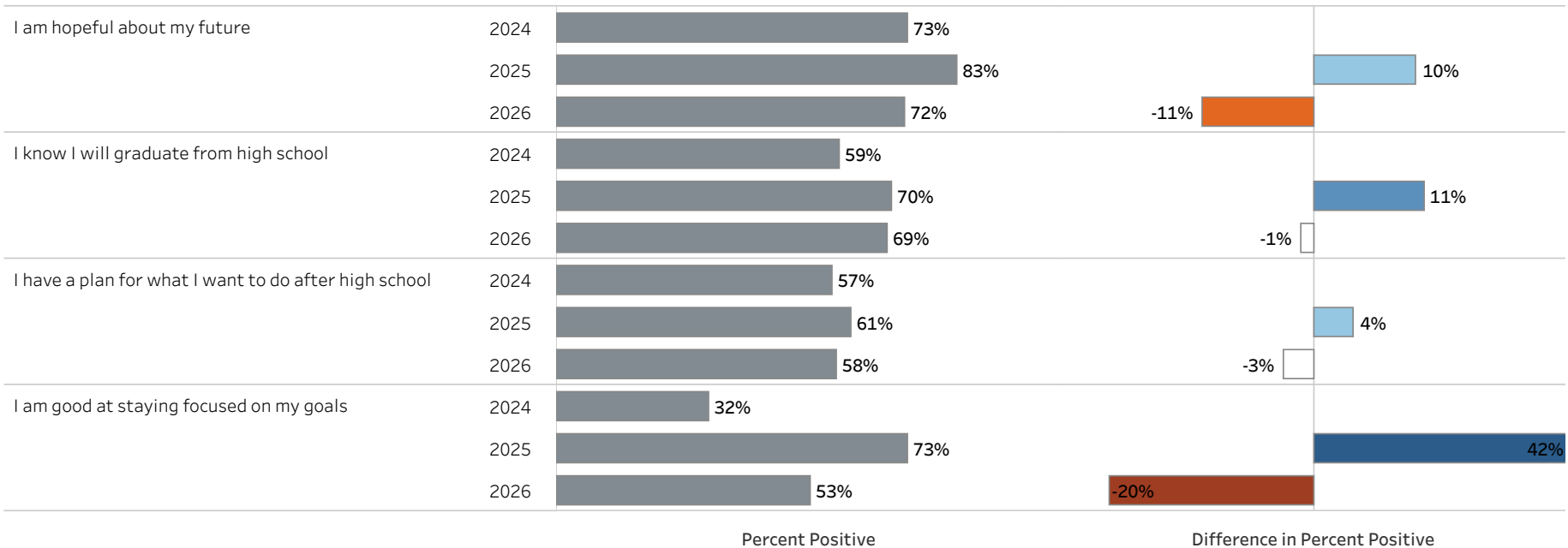
Future Orientation

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



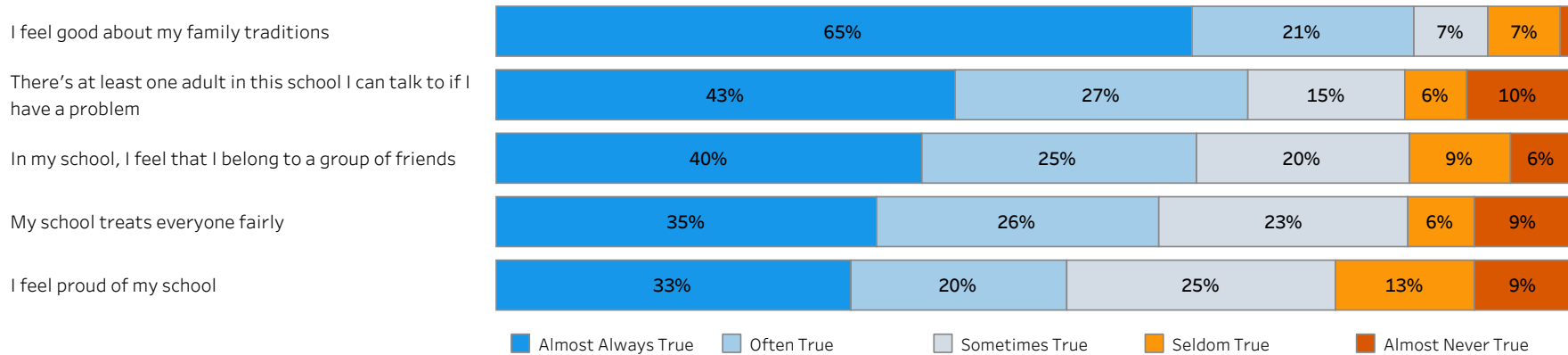
Future Orientation LONGITUDINAL



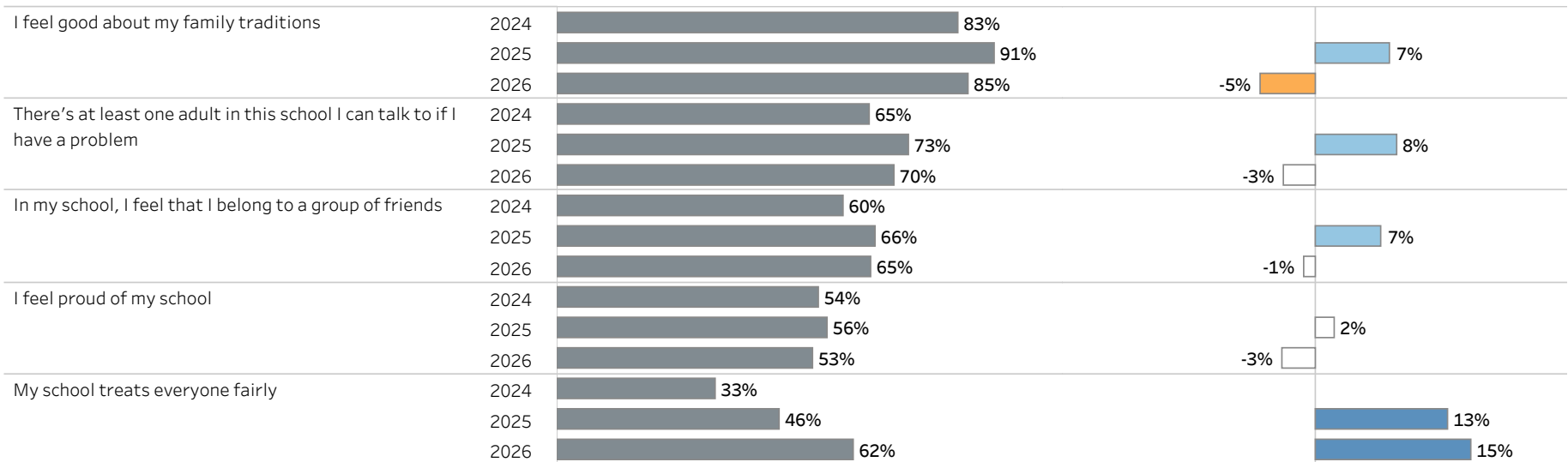
Belonging and Identity

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- **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

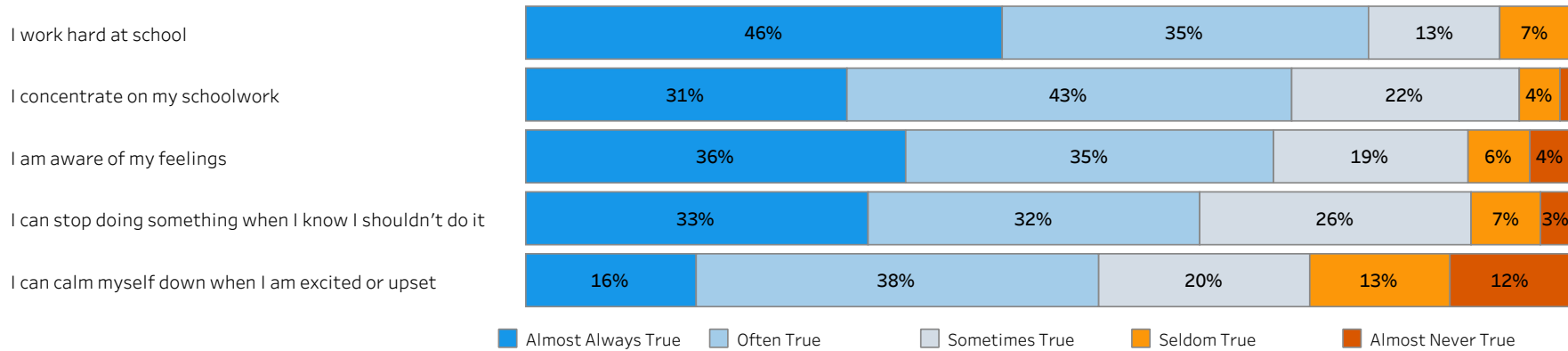


Belonging and Identity LONGITUDINAL

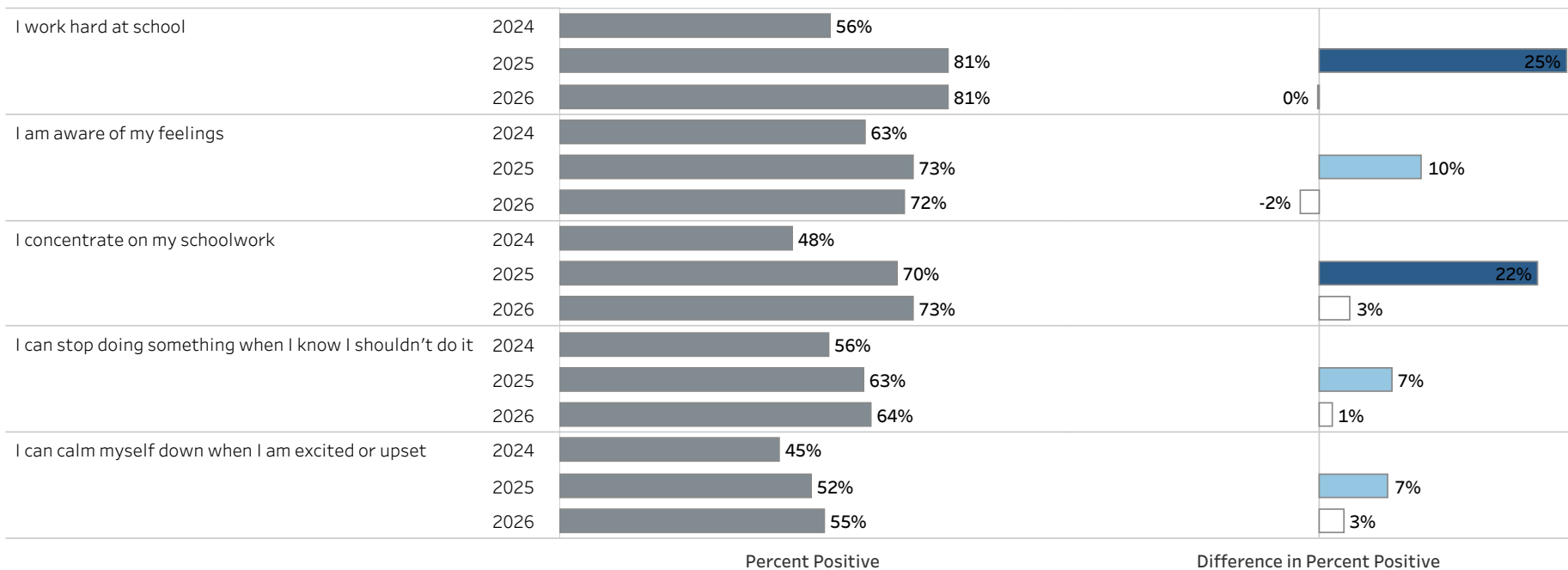


Self Management

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

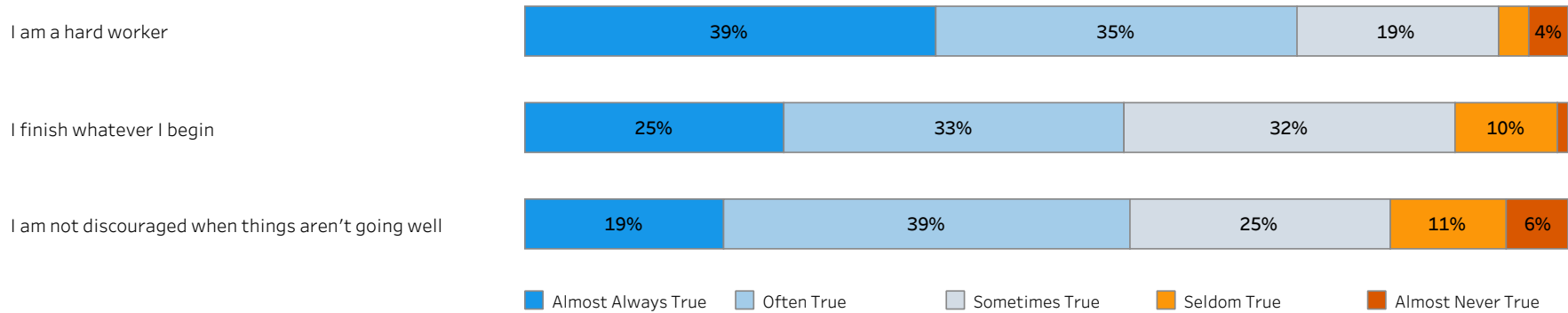


Self Management LONGITUDINAL

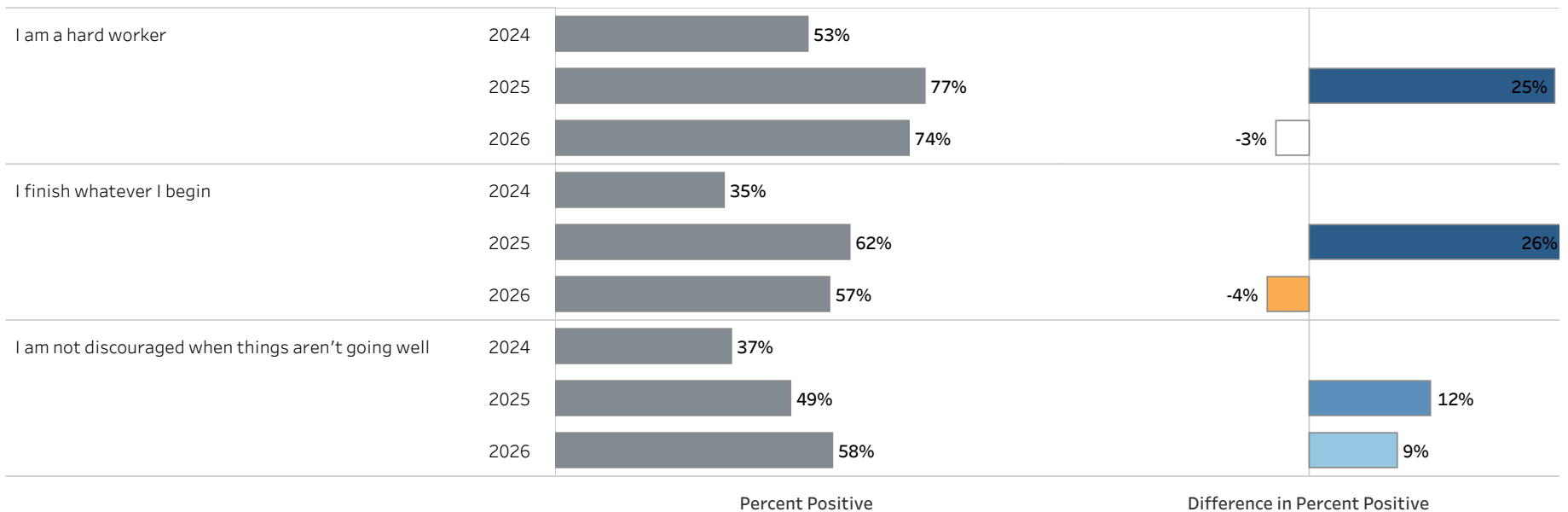


Perseverance/Stamina

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

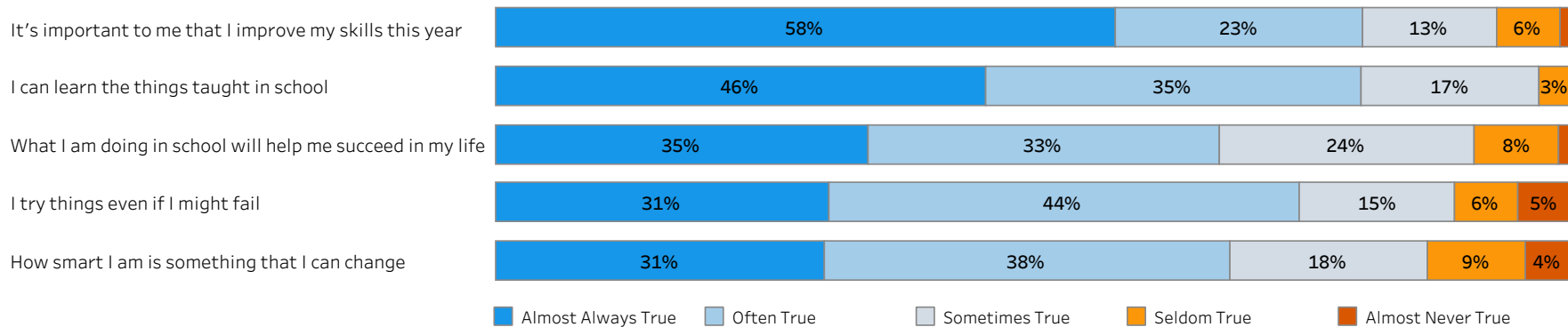


Perseverance/Stamina LONGITUDINAL

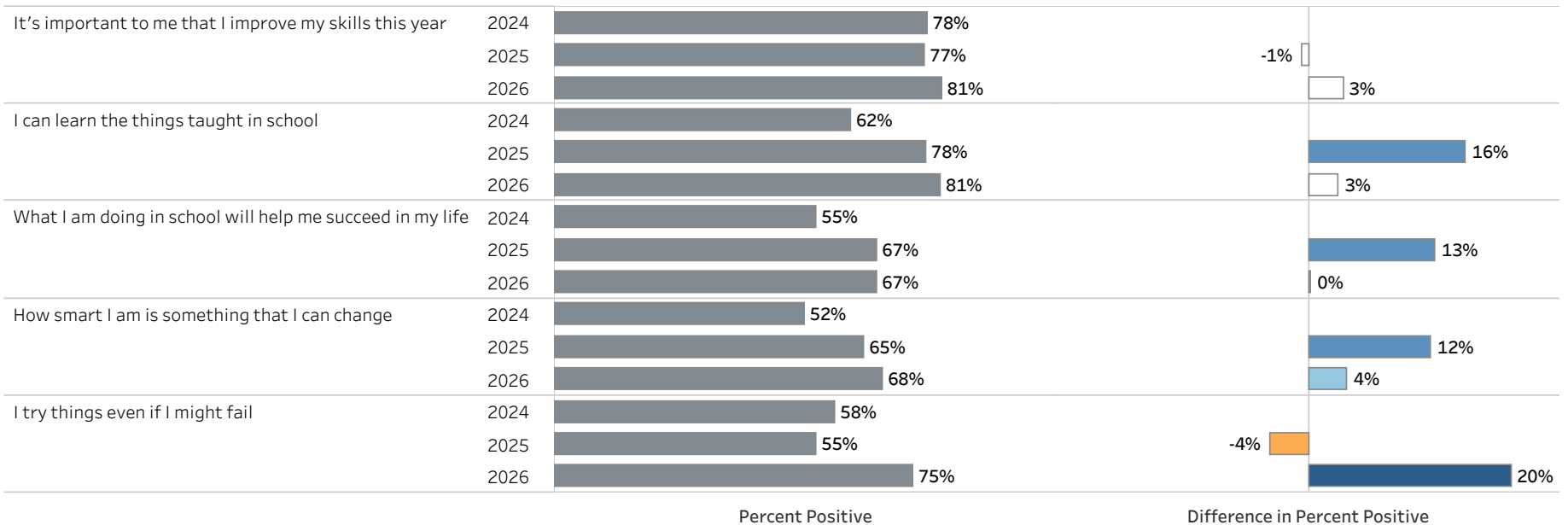


Self-Efficacy and Mindsets

- **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

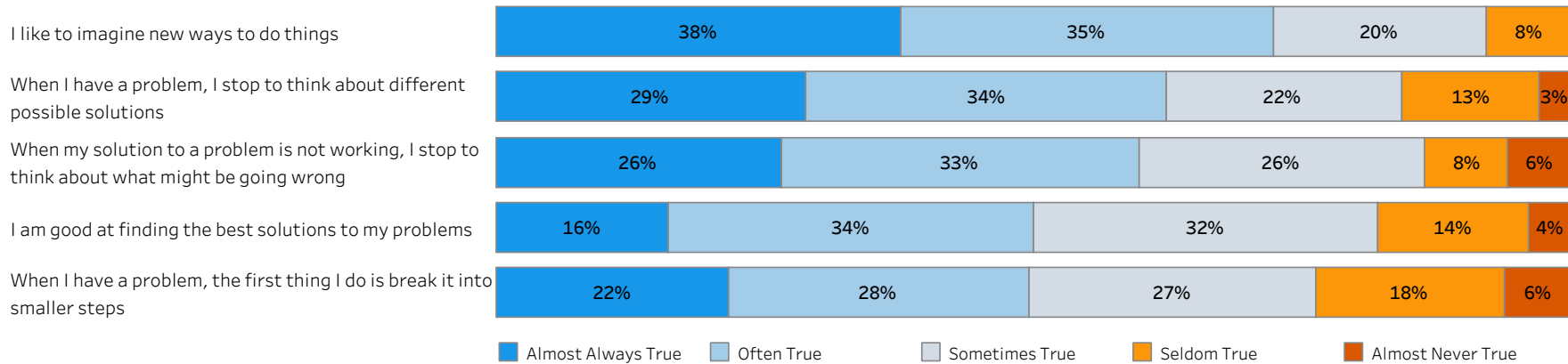


Self-Efficacy and Mindsets LONGITUDINAL

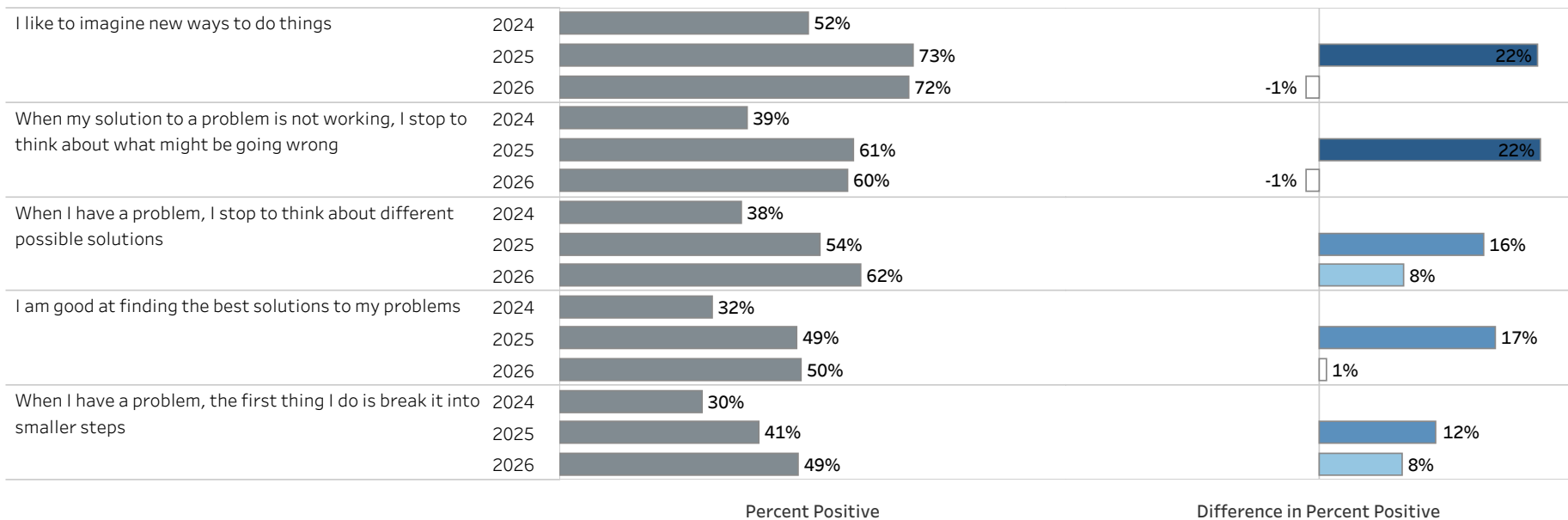


Critical Thinking

- **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

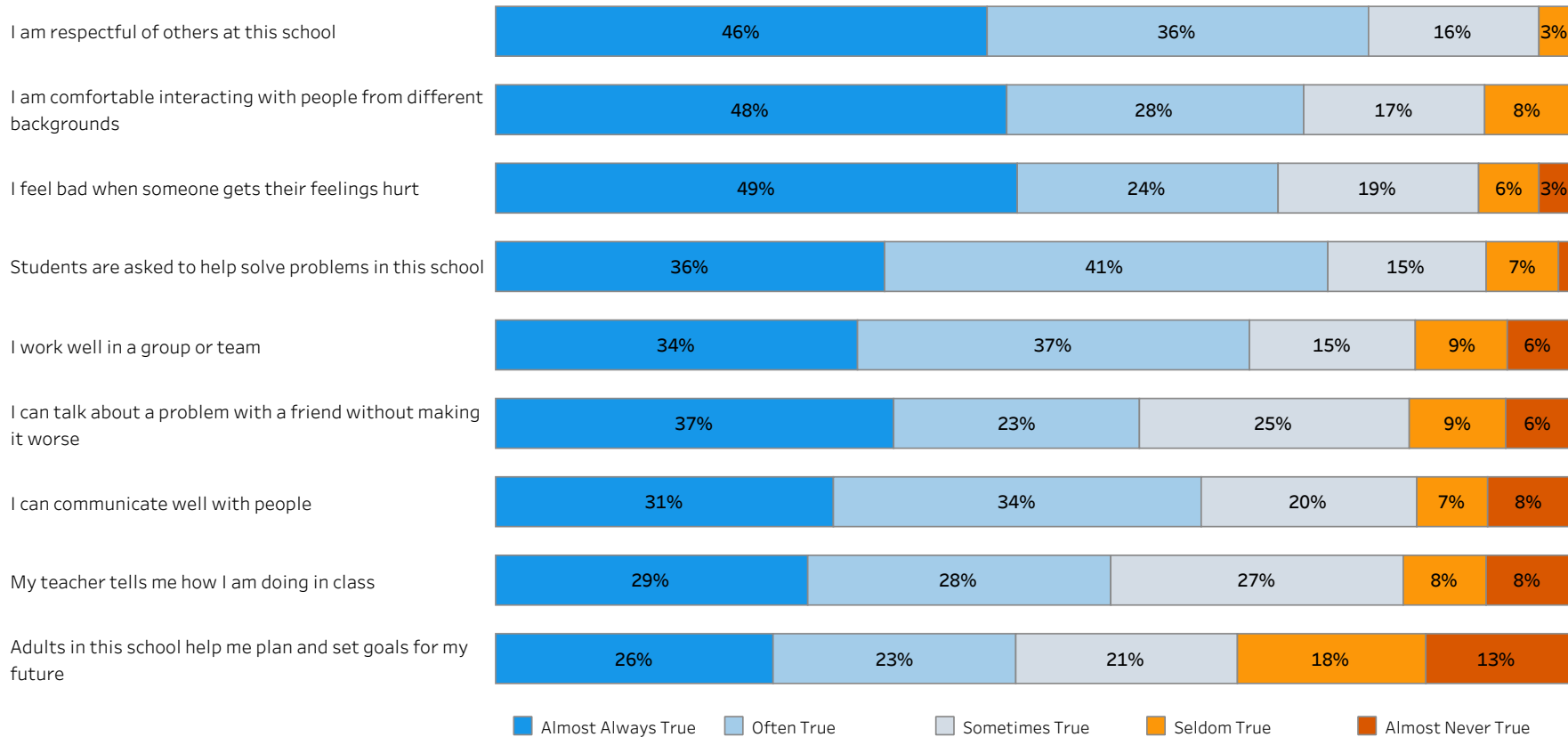


Critical Thinking LONGITUDINAL



Collaboration and Interpersonal Skills

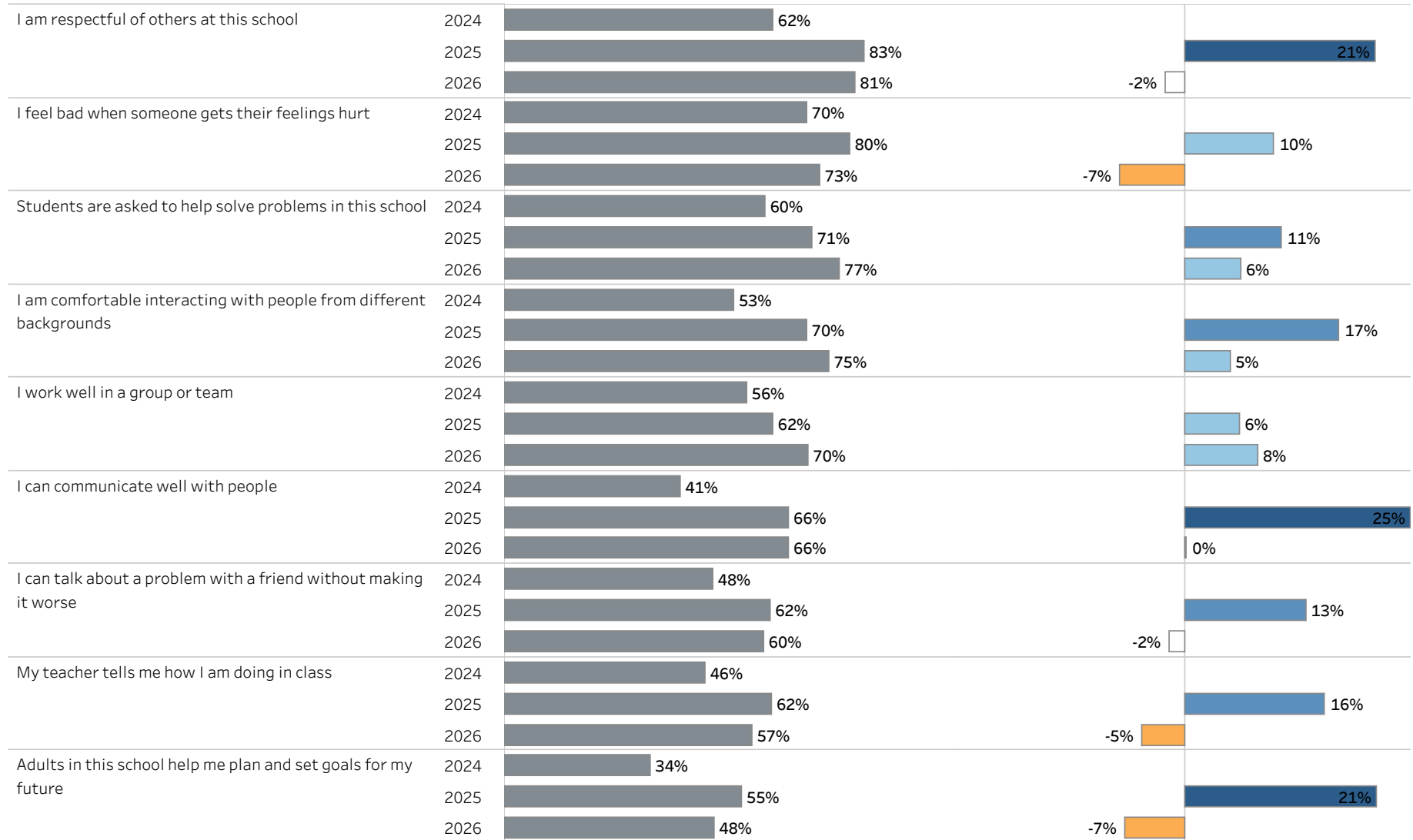
- **Collaboration**—Negotiating and compromising when working in groups or pairs
- **Communication**—Communicating effectively for a variety of purposes and audiences
- **Cultural competence**—Ability to work effectively with people from different backgrounds; appreciation of diversity
- **Conflict resolution**—Preventing,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



Collaboration and Interpersonal Skills

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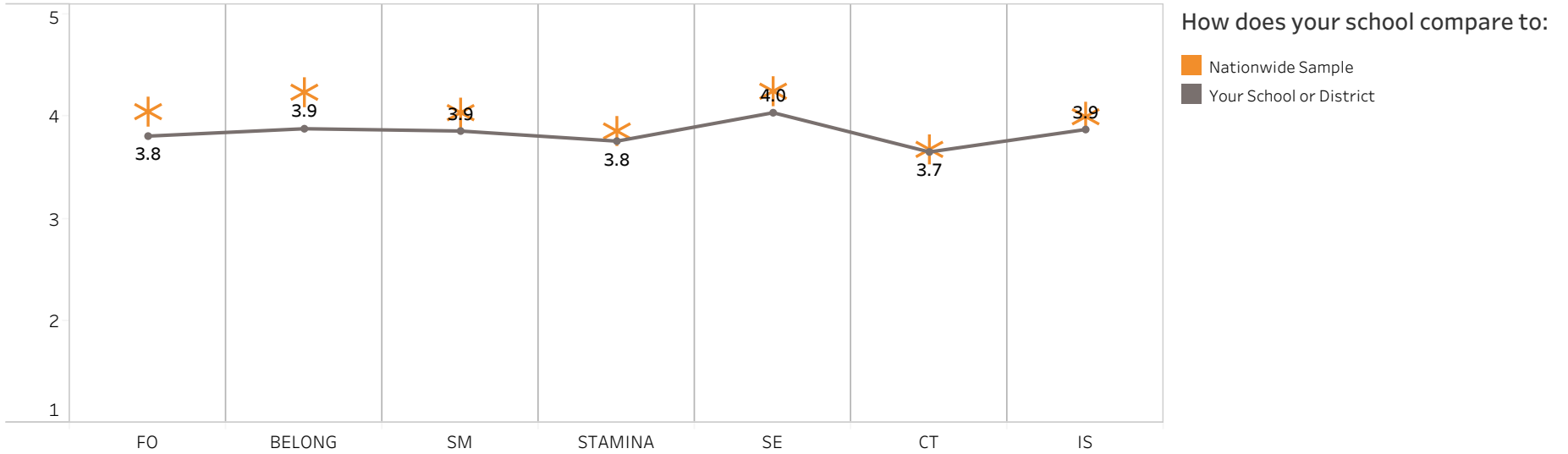
Lydia Hawk Elementary



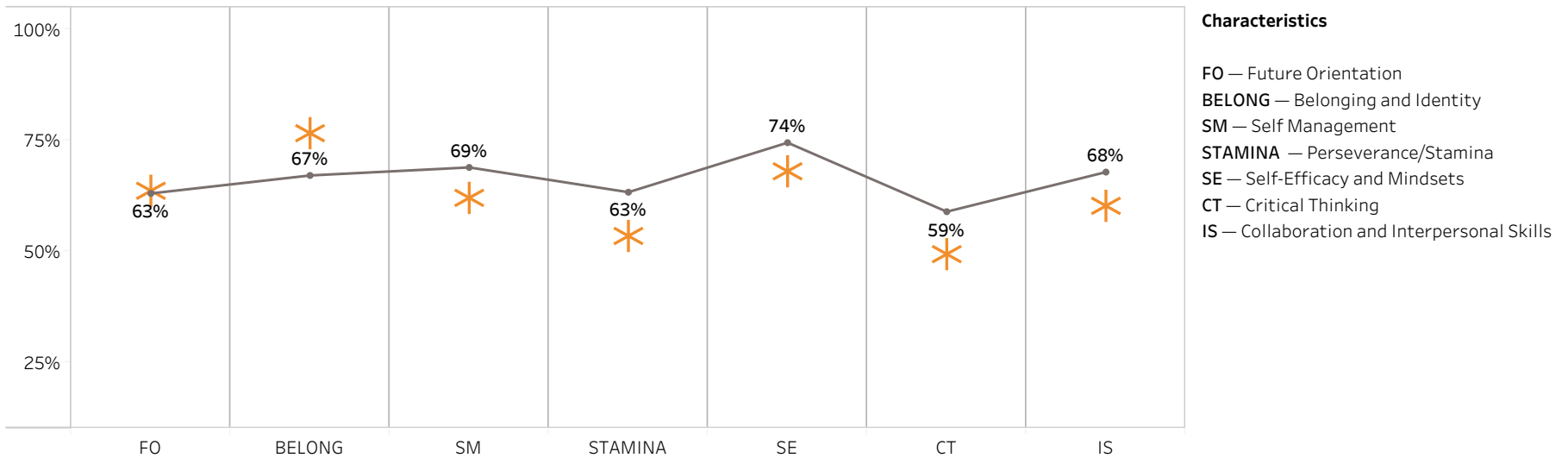
Percent Positive

Difference in Percent Positive

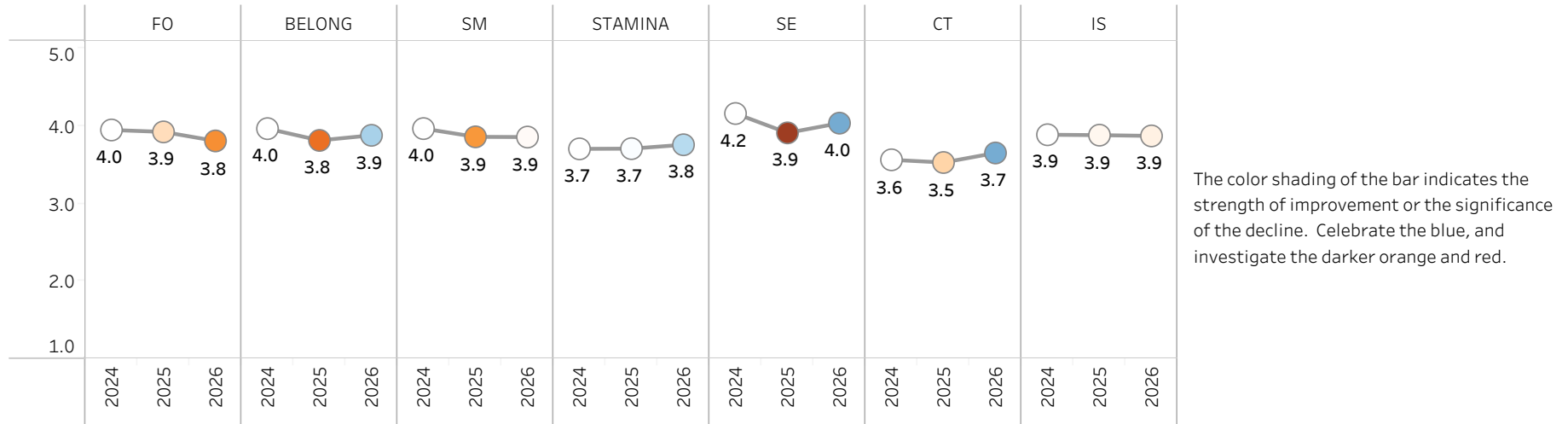
Comparison - Social Emotional Learning Mean Scores



Comparison - Social Emotional Learning Percent Positive



Comparison - Social Emotional Learning



Comparison - Social Emotional Learning Percent Positive LONGITUDINAL

