

Educational Effectiveness Survey™

c|e|e
The Center for Educational Effectiveness

9 Characteristics of High Performing Schools

Student Edition v4.3

North Thurston High School

North Thurston Public Schools

2024
N=495

2025
N=785

2026
N=728





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Better Data. Better Decisions. Better Schools.

Introduction

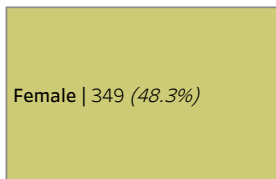
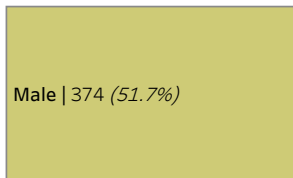
Educational Effectiveness Survey, Student SEL Edition

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.

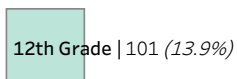
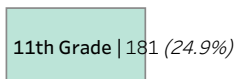
Student voice is an integral part of compiling an accurate view of these school improvement constructs. In both stand-alone reporting and through common questions between staff, students, and families, the EES Student survey brings this voice to the table. Beyond the value for school staff to learn from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

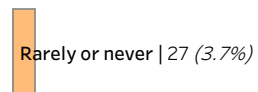
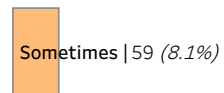
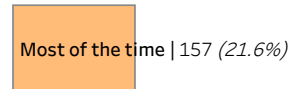
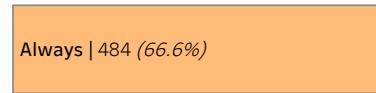
Gender



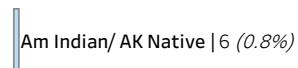
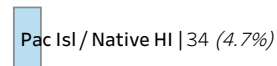
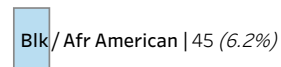
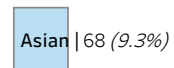
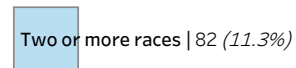
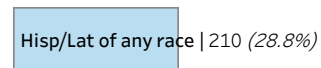
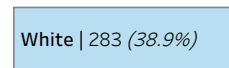
Grade



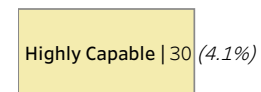
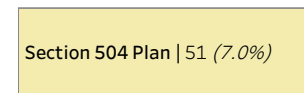
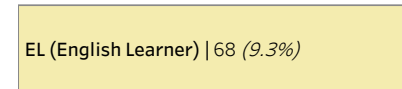
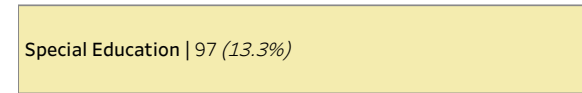
English at Home



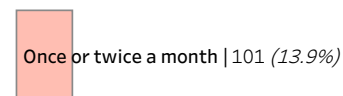
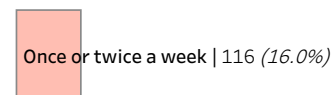
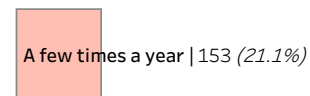
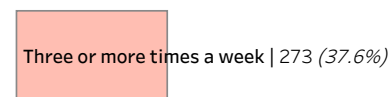
Ethnicity



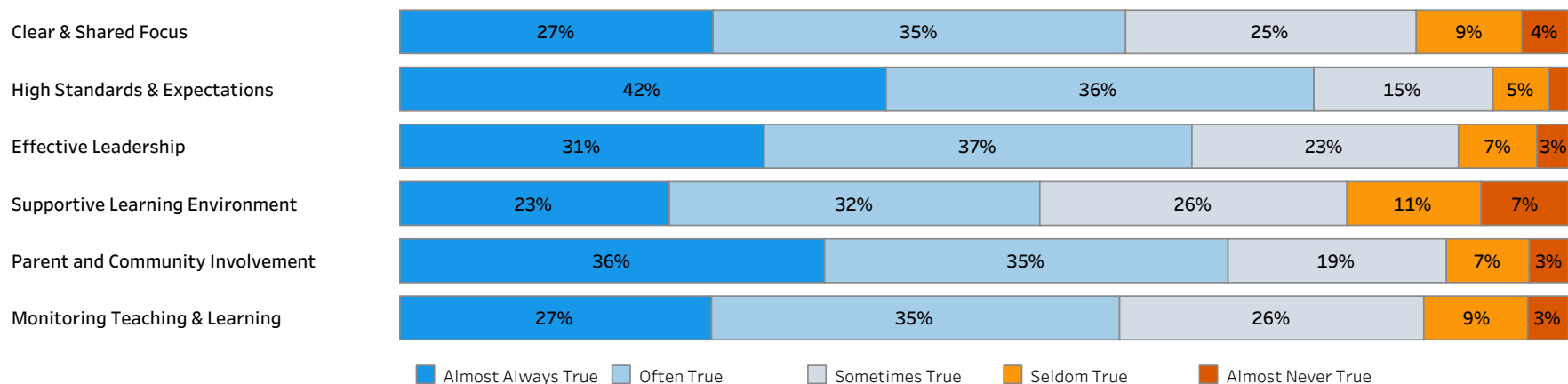
Services



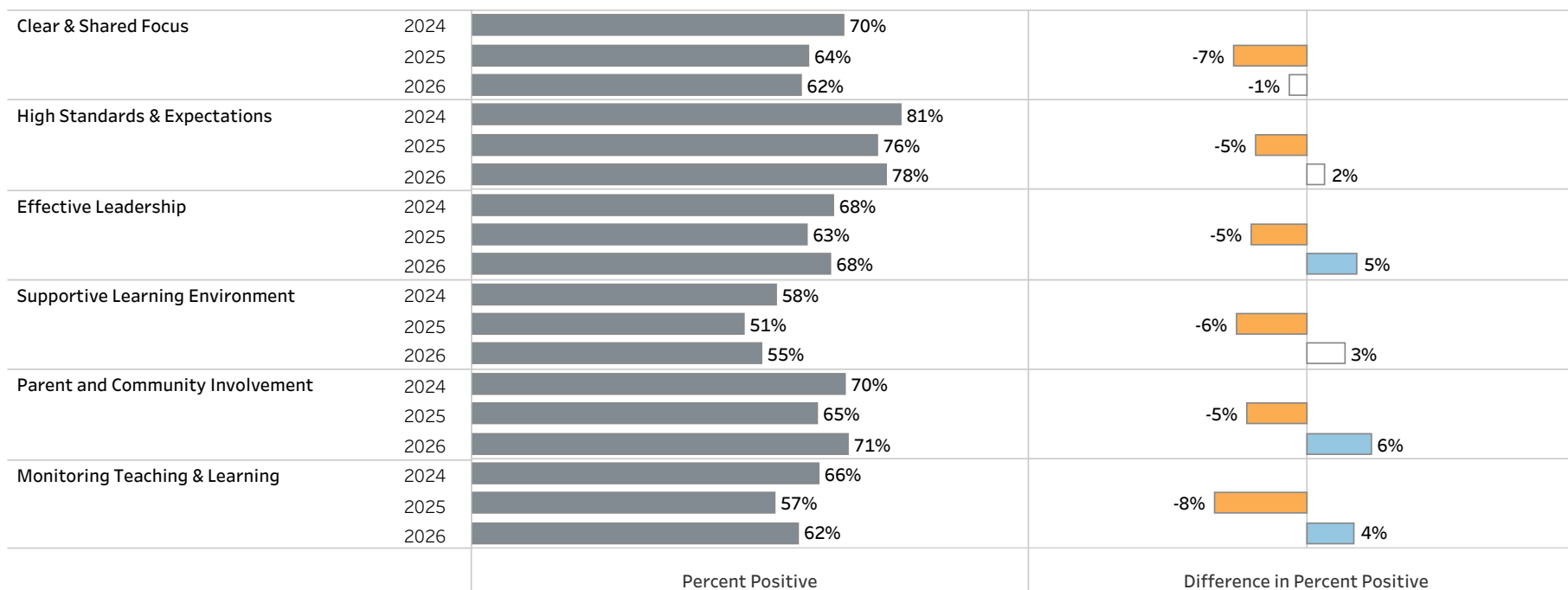
Activities



9 Characteristics Summary

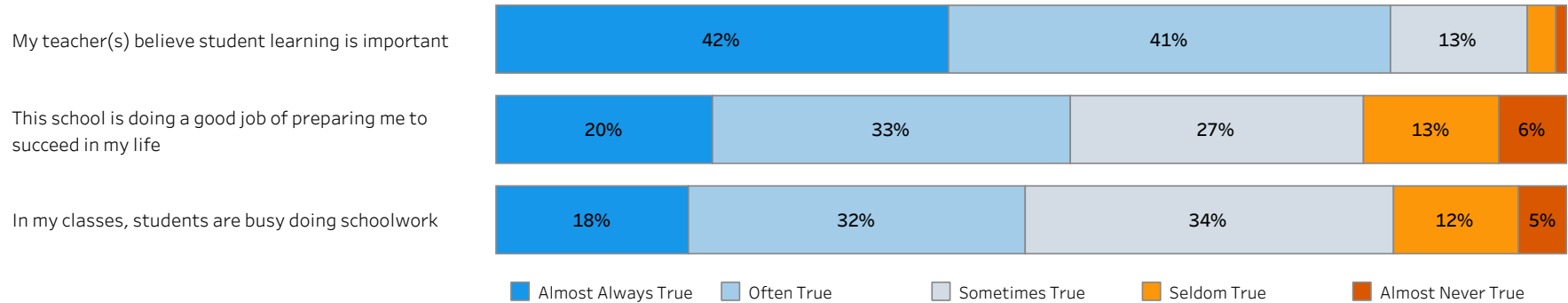


9 Characteristics LONGITUDINAL

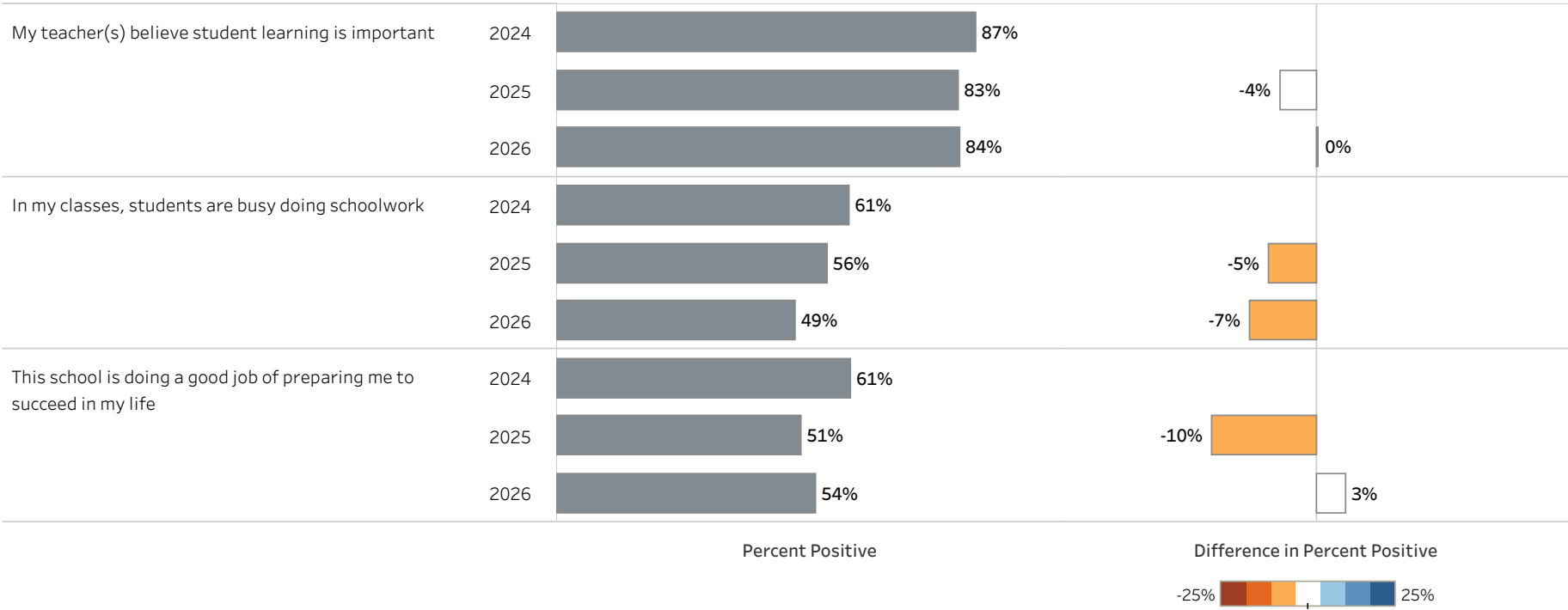


Clear and Shared Focus

North Thurston High School

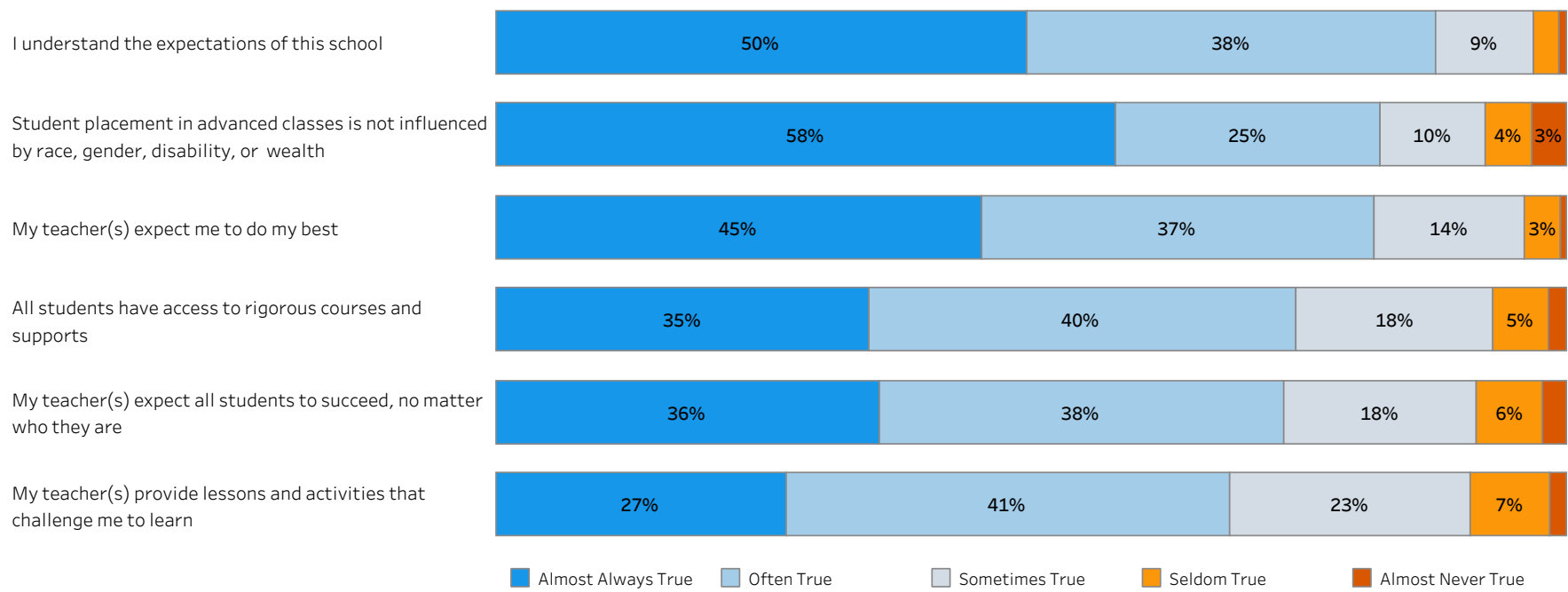


Clear and Shared Focus LONGITUDINAL



High Standards and Expectations

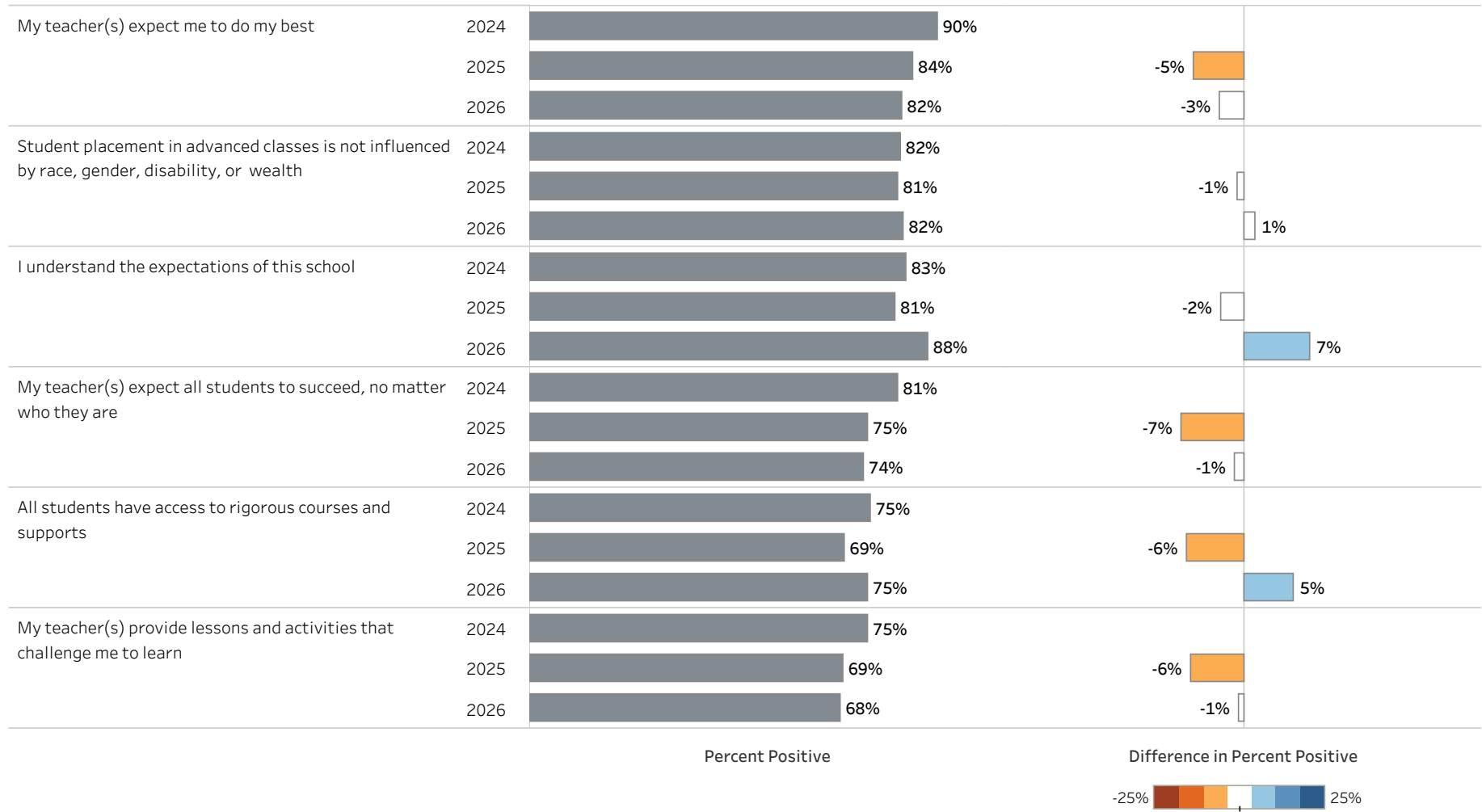
North Thurston High School



High Standards and Expectations

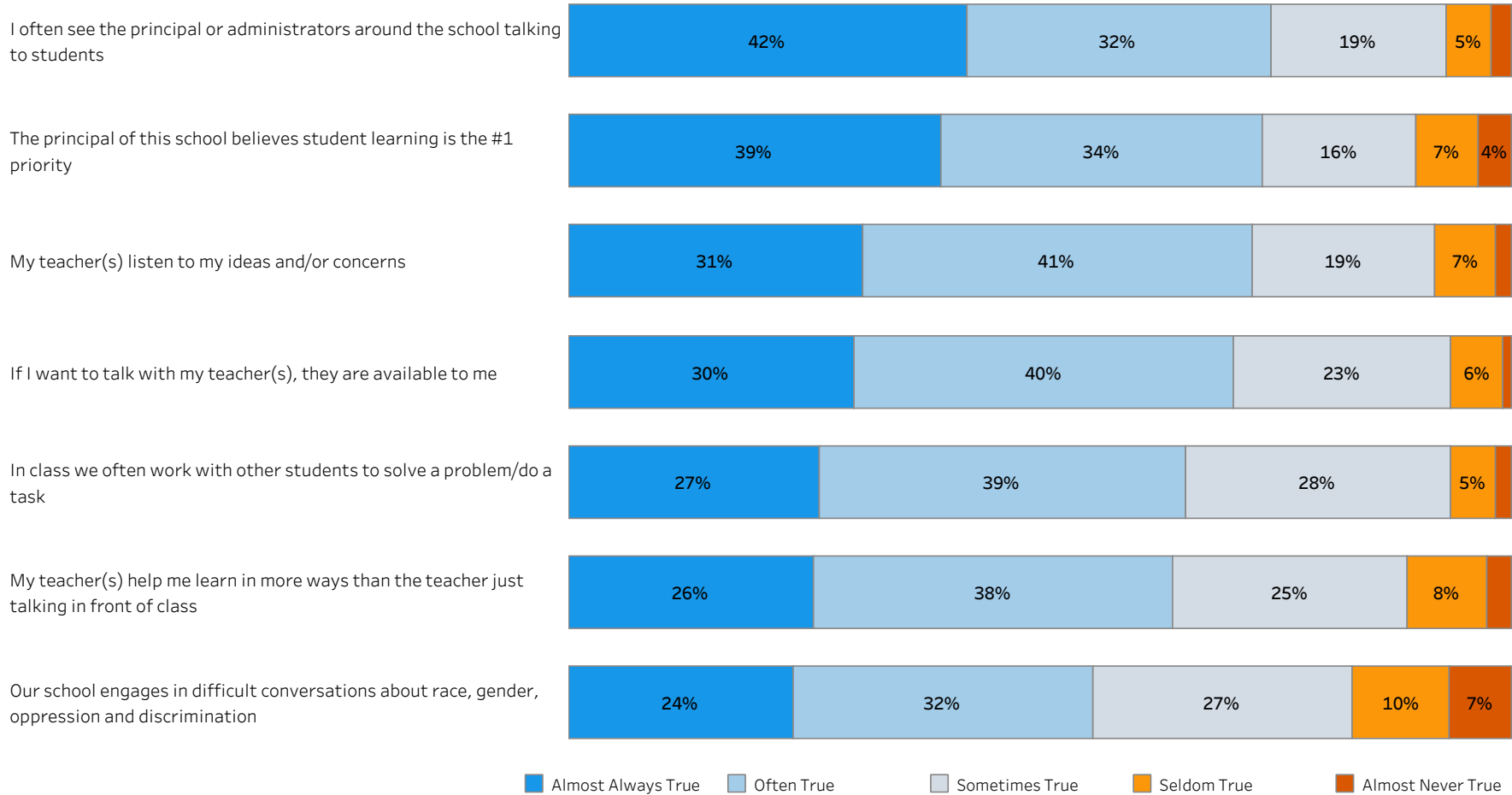
LONGITUDINAL

North Thurston High School



Effective Leadership

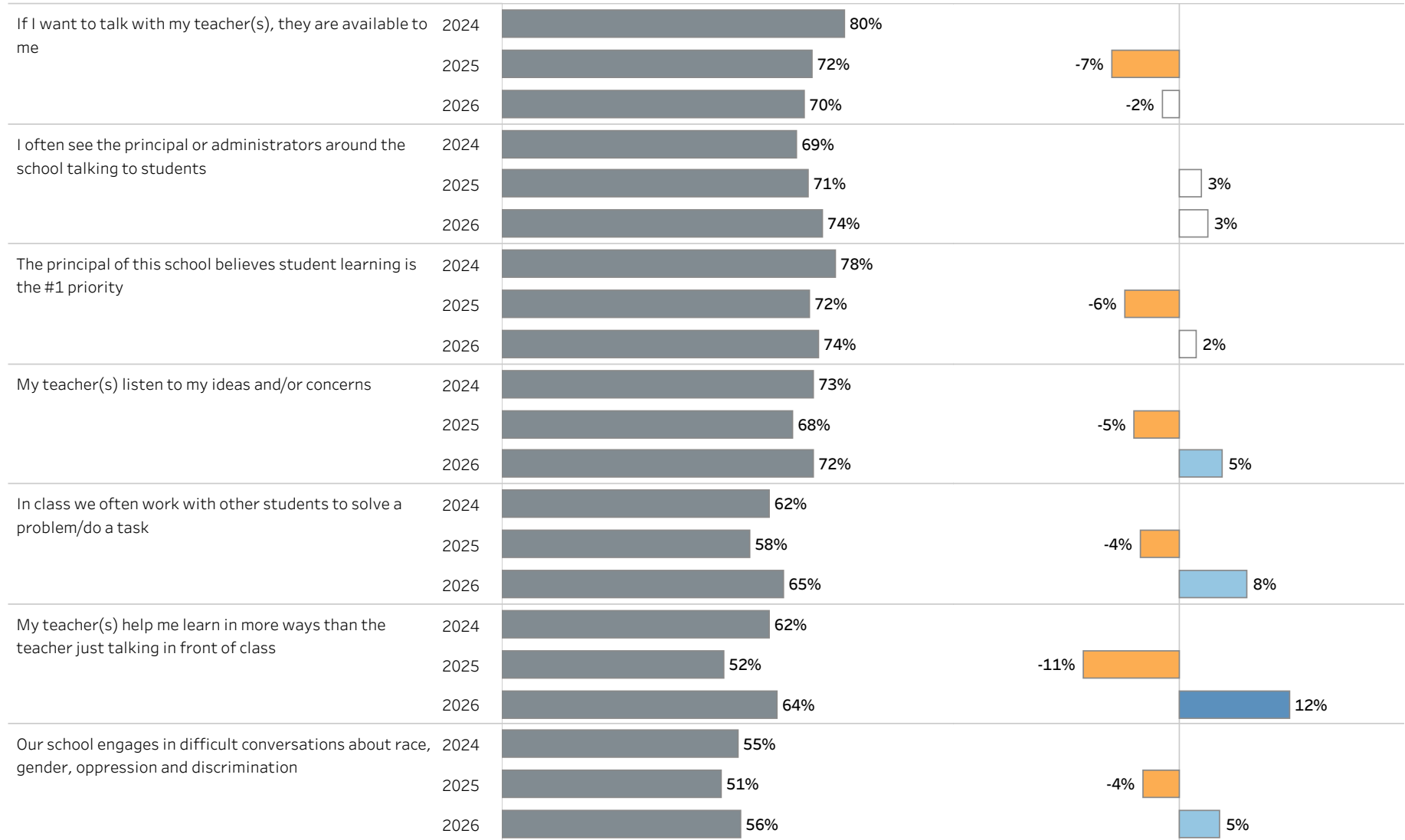
North Thurston High School



Effective Leadership

LONGITUDINAL

North Thurston High School



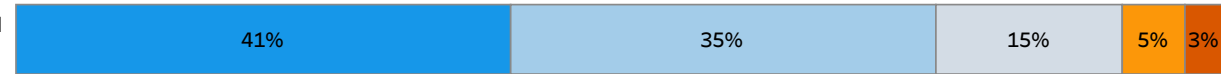
Percent Positive

Difference in Percent Positive

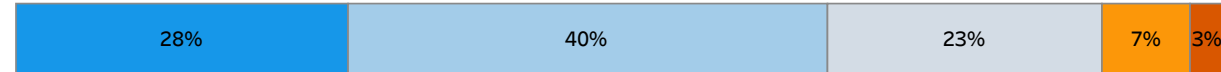


Supportive Learning Environment

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



I feel safe at this school



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



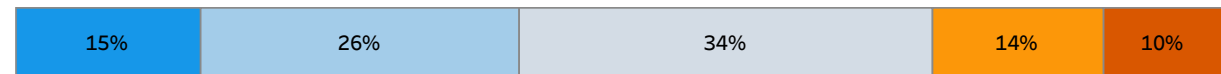
All students are held to the same behavior rules and expectations



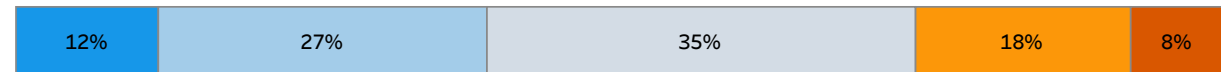
Student success is celebrated in this school



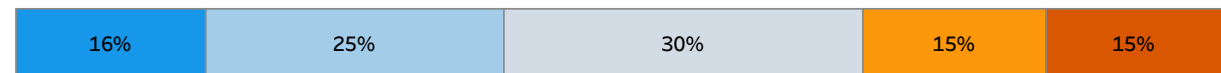
Work I do in this school is useful and interesting to me



Most students are respectful of others at this school



I enjoy coming to this school

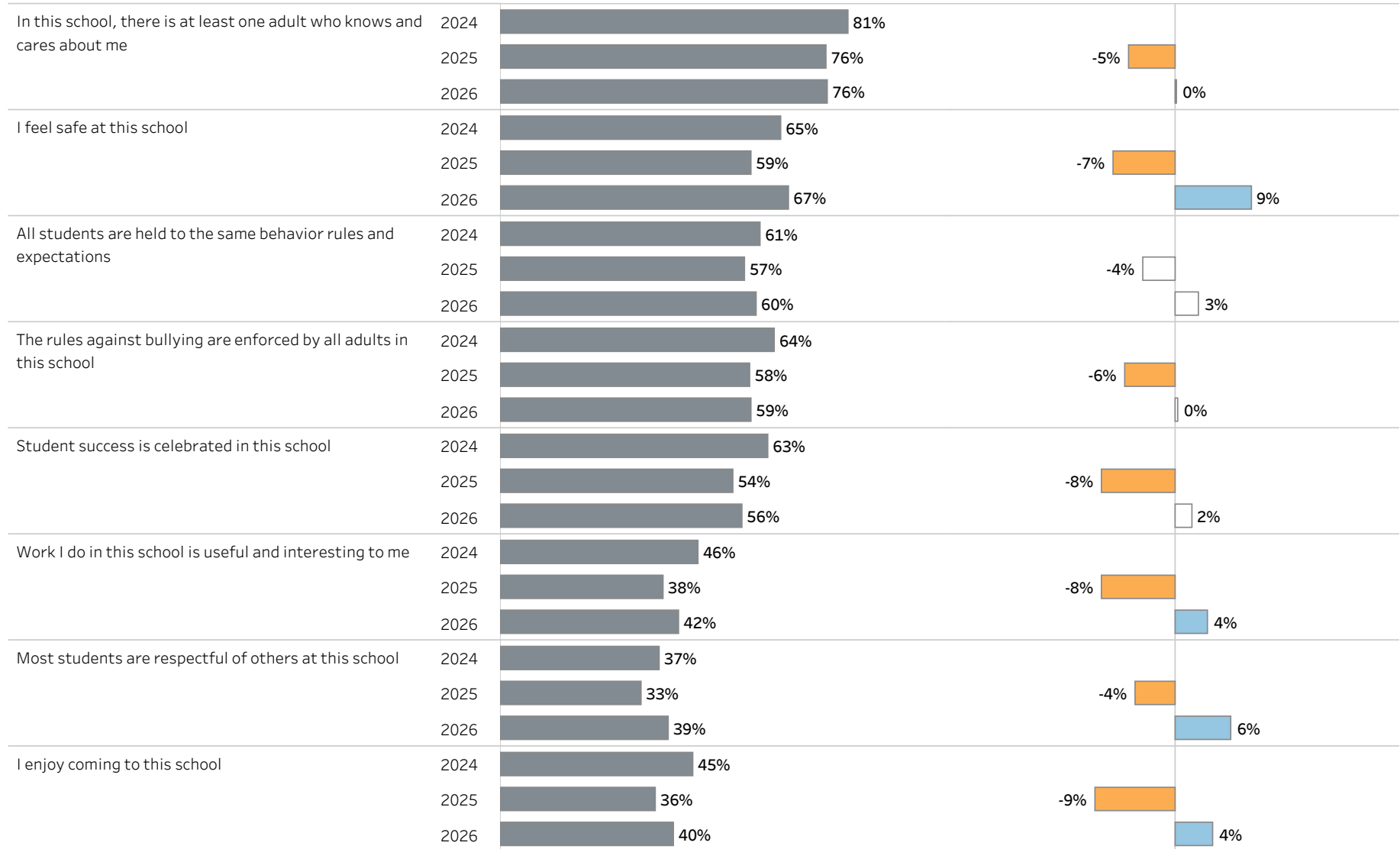


■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True
 ■ Almost Never True

Supportive Learning Environment

LONGITUDINAL

North Thurston High School



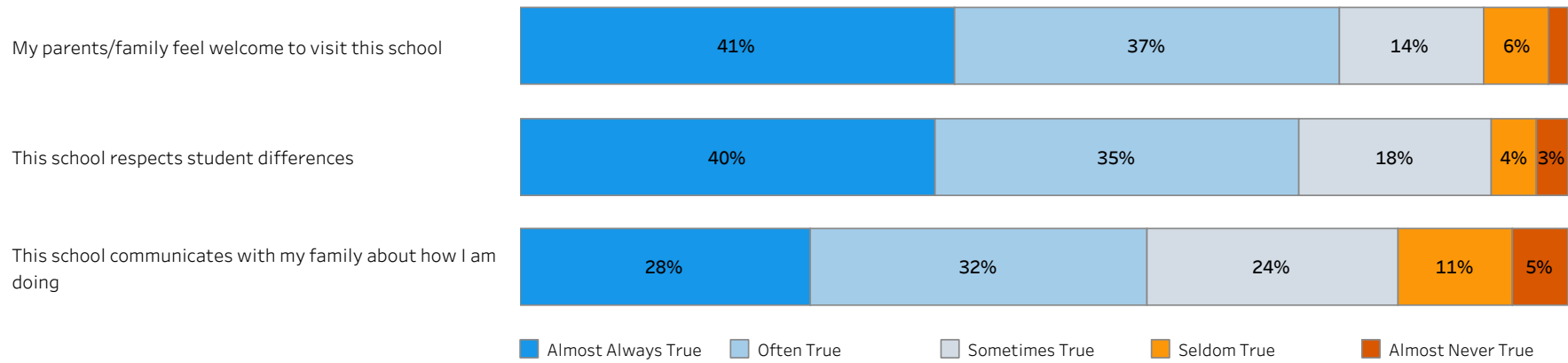
Percent Positive

Difference in Percent Positive

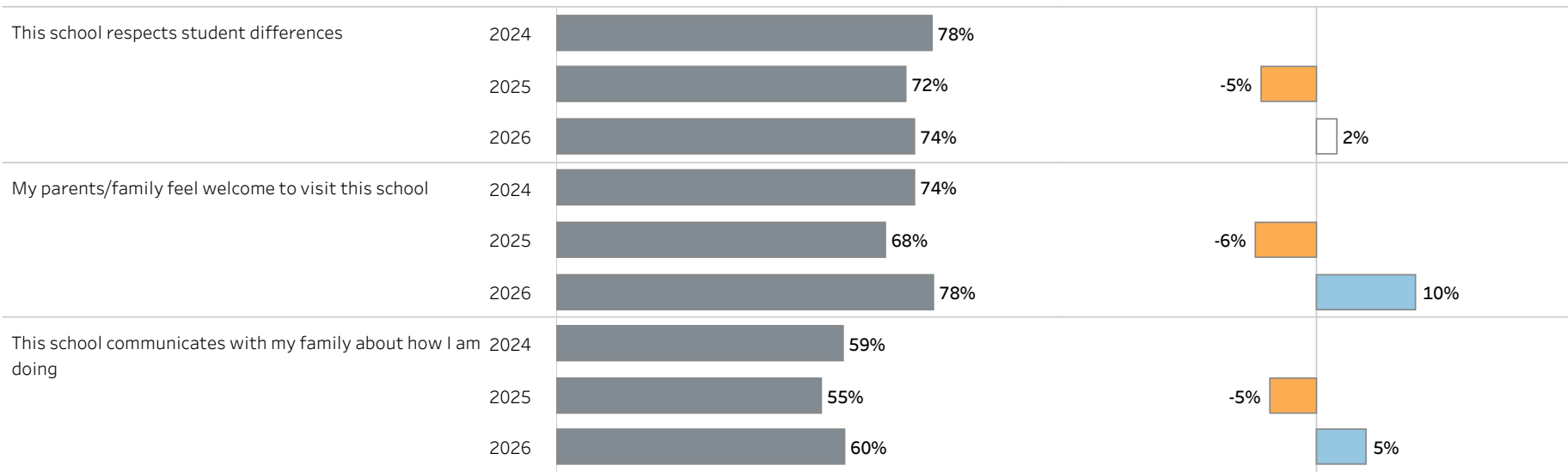


Parent and Community Involvement

North Thurston High School

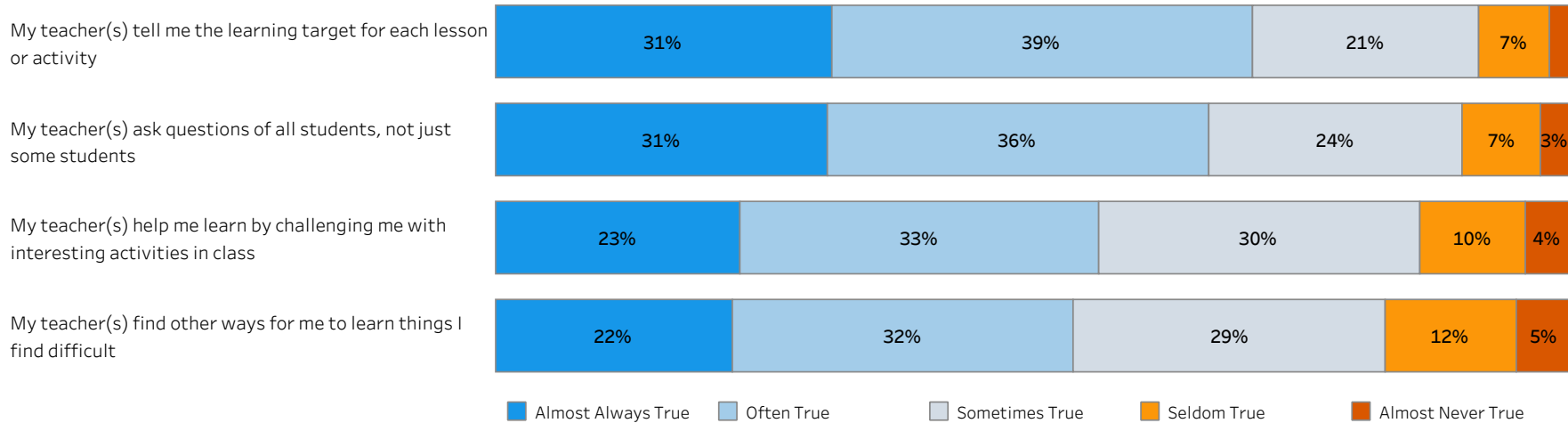


Parent and Community Involvement LONGITUDINAL

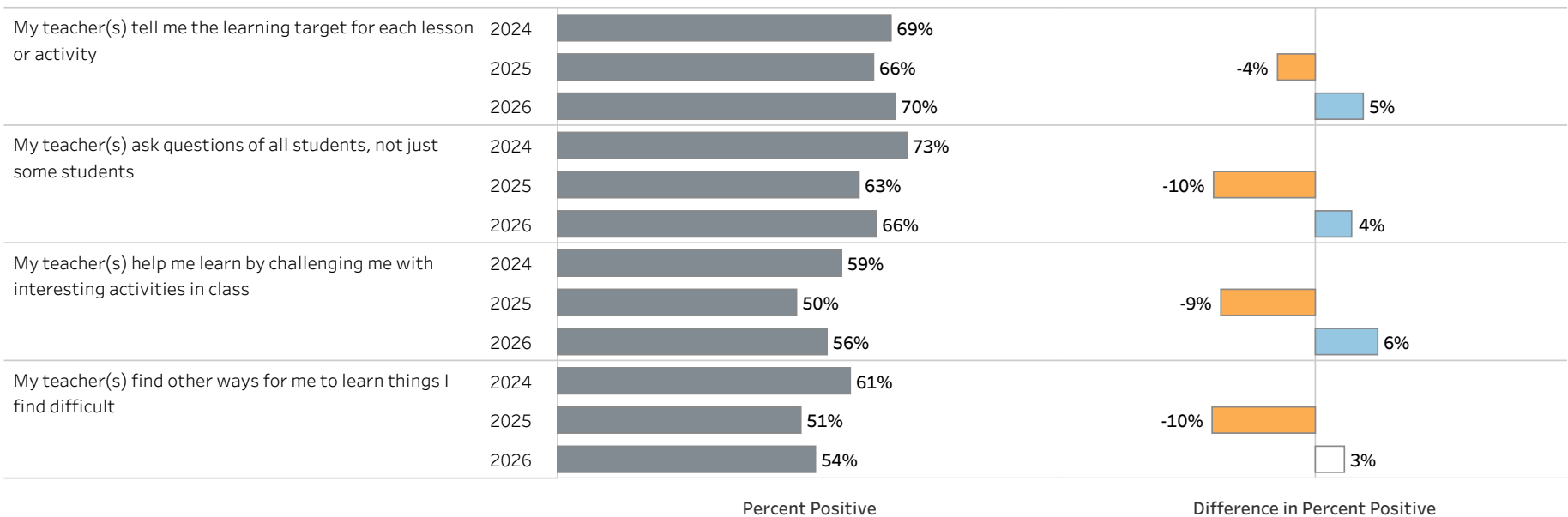


Frequent Monitoring of Teaching and Learning

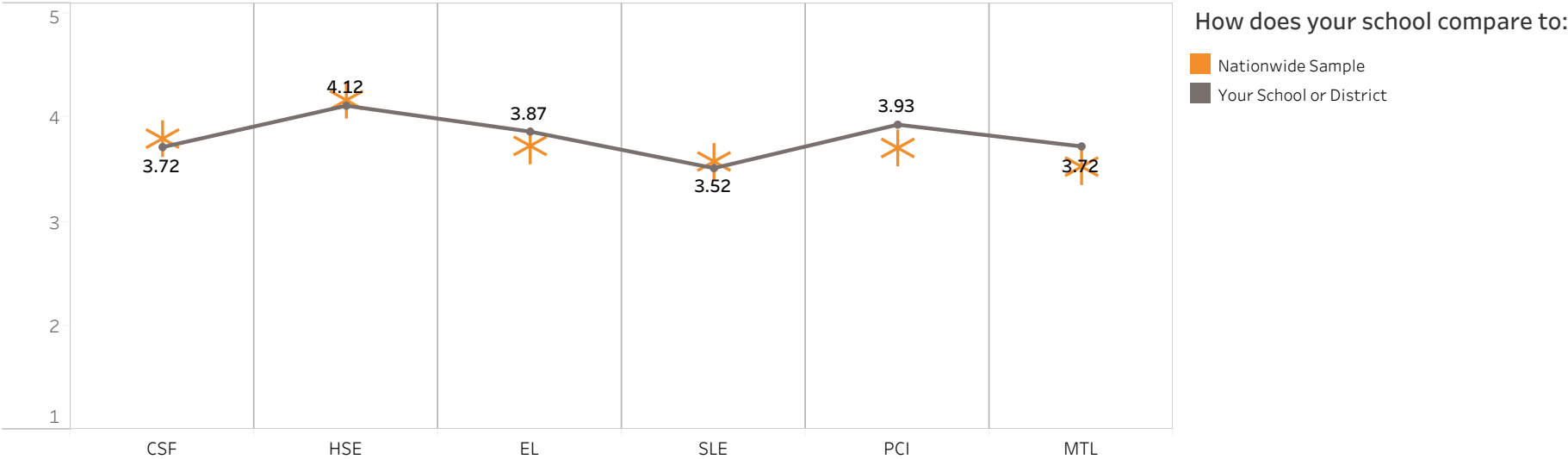
North Thurston High School



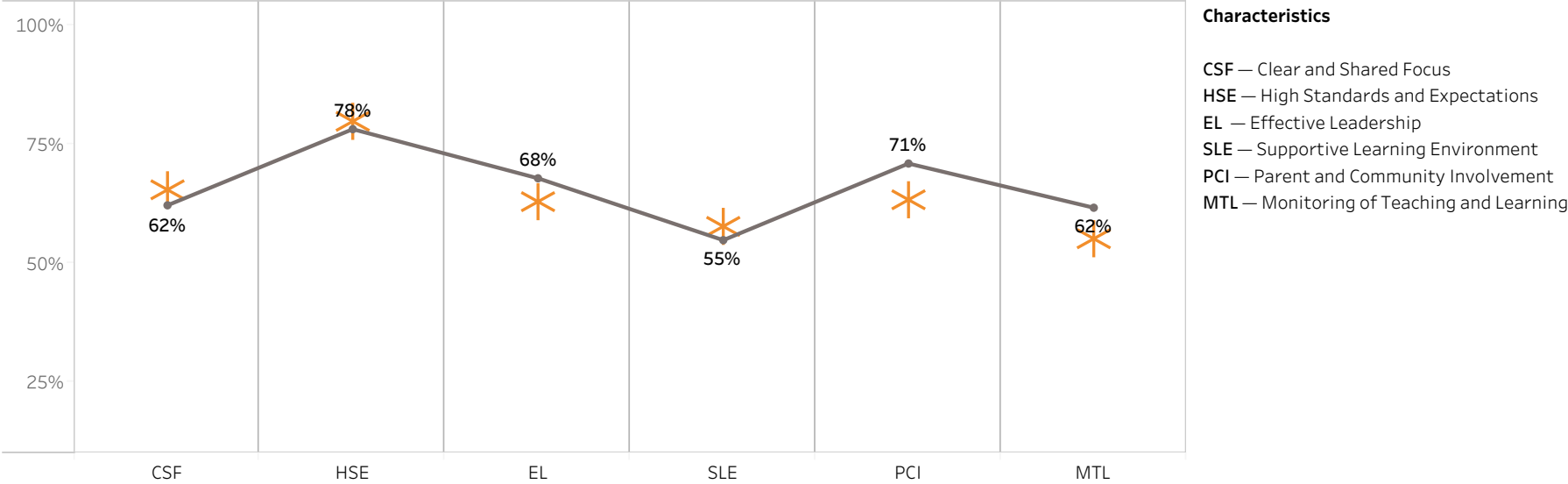
Frequent Monitoring of Teaching and Learning LONGITUDINAL



Comparison - 9 Characteristics Mean Scores

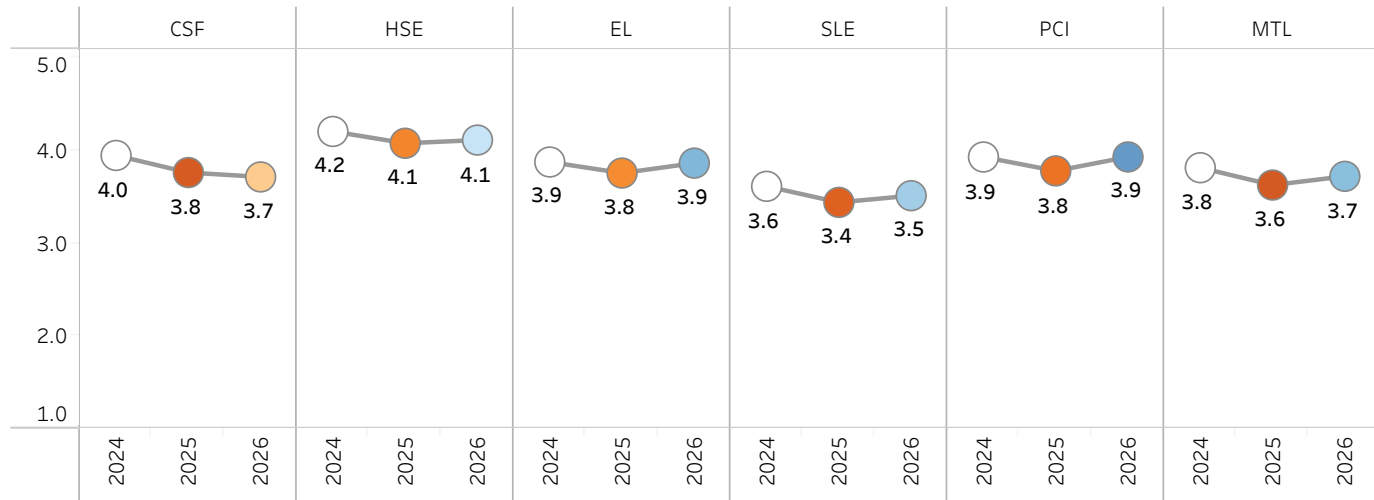


Comparison - 9 Characteristics Percent Positive



Comparison - 9 Characteristics Mean Scores

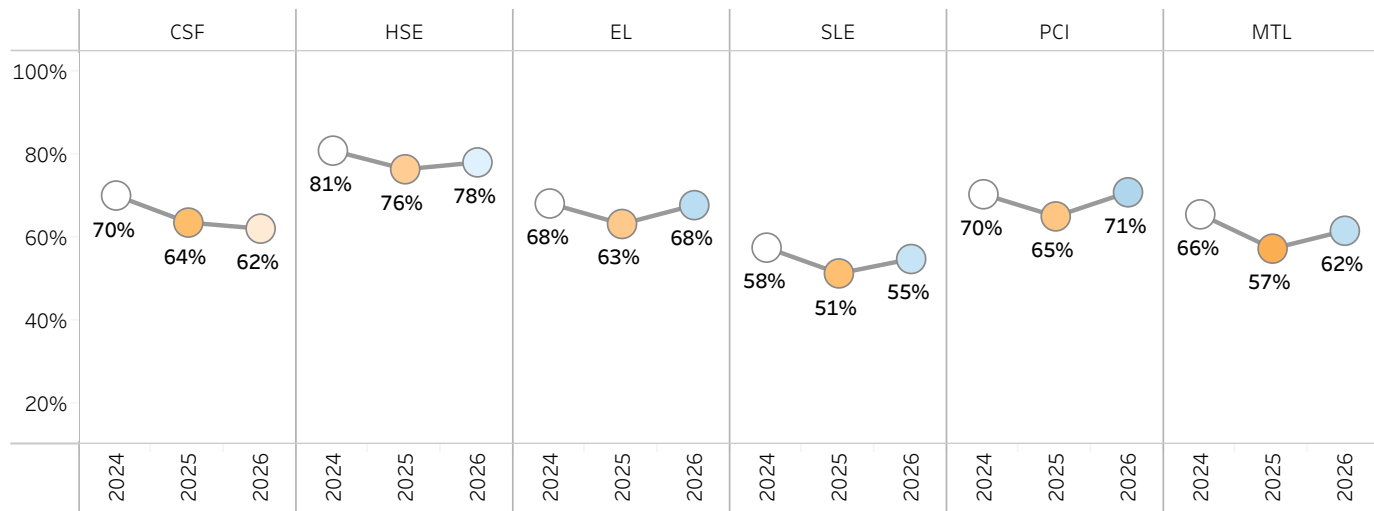
LONGITUDINAL



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

Difference in Mean Score
-0.25 0.25



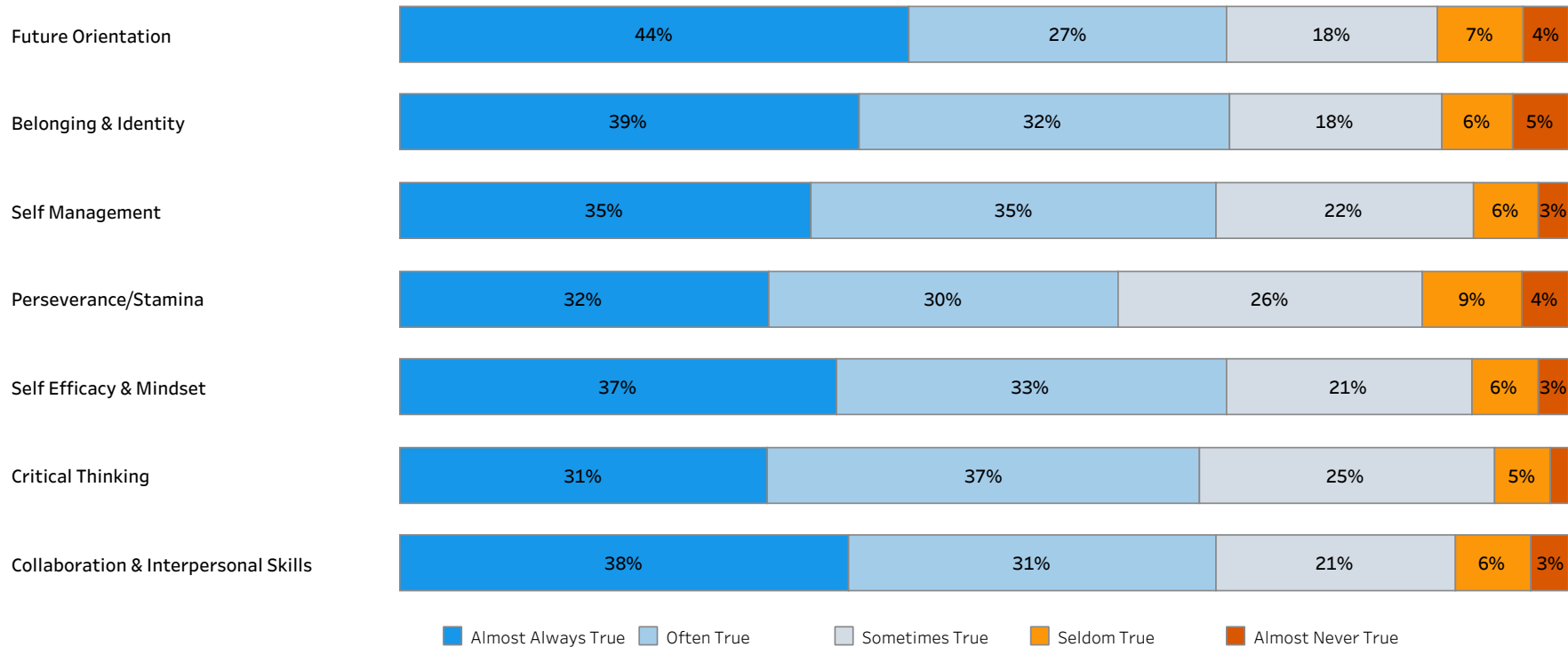
Characteristics

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

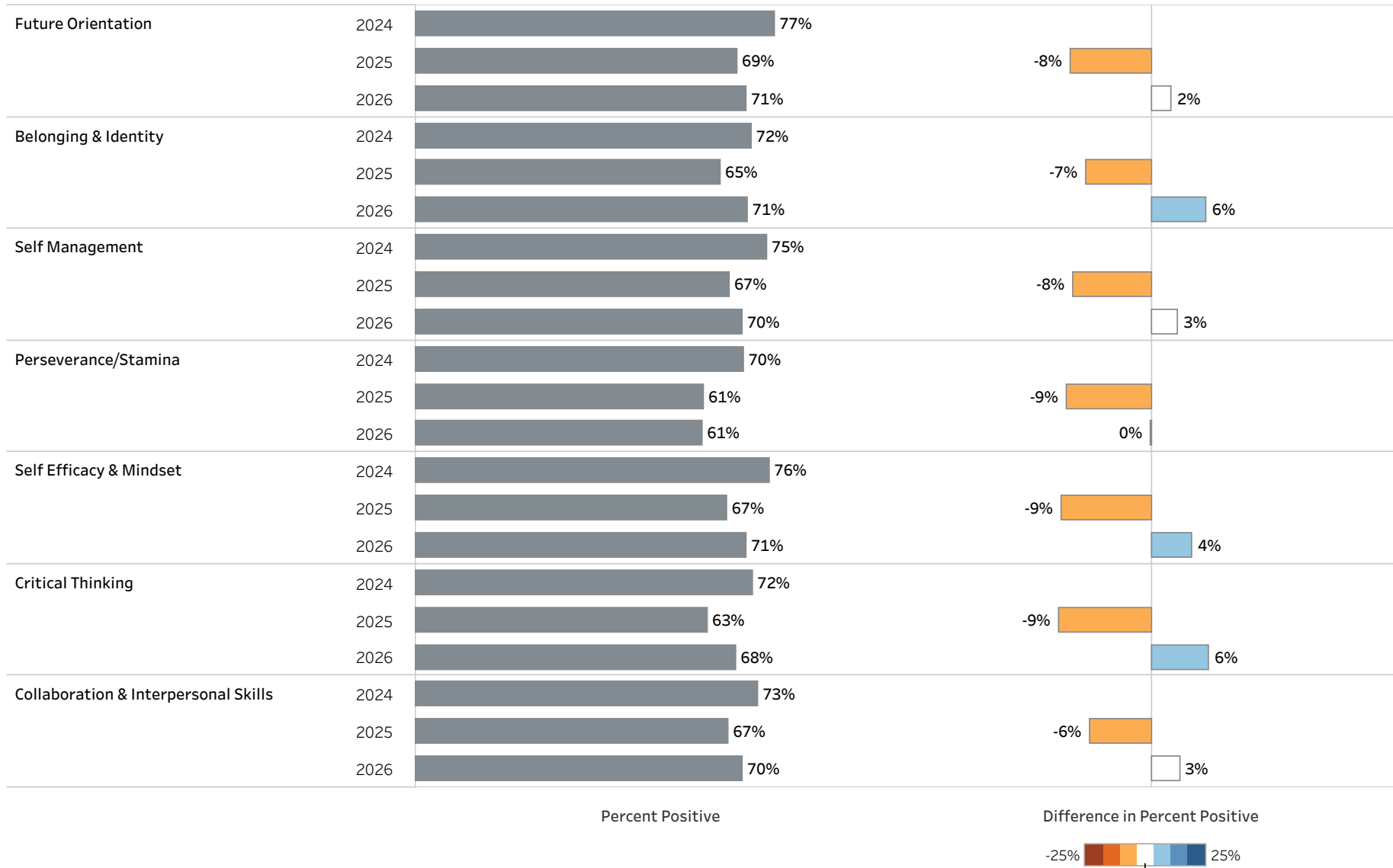
North Thurston High School



Social Emotional Learning Summary

LONGITUDINAL

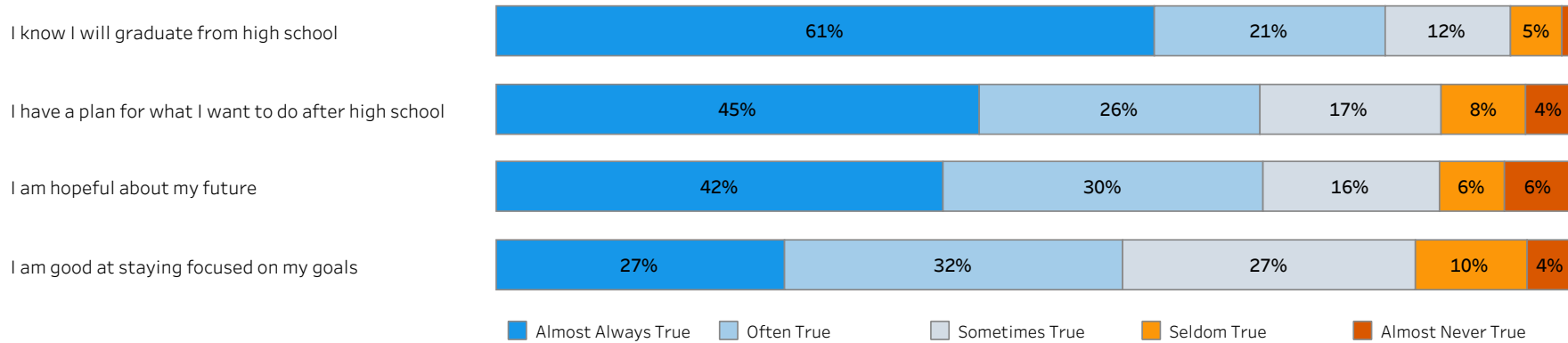
North Thurston High School



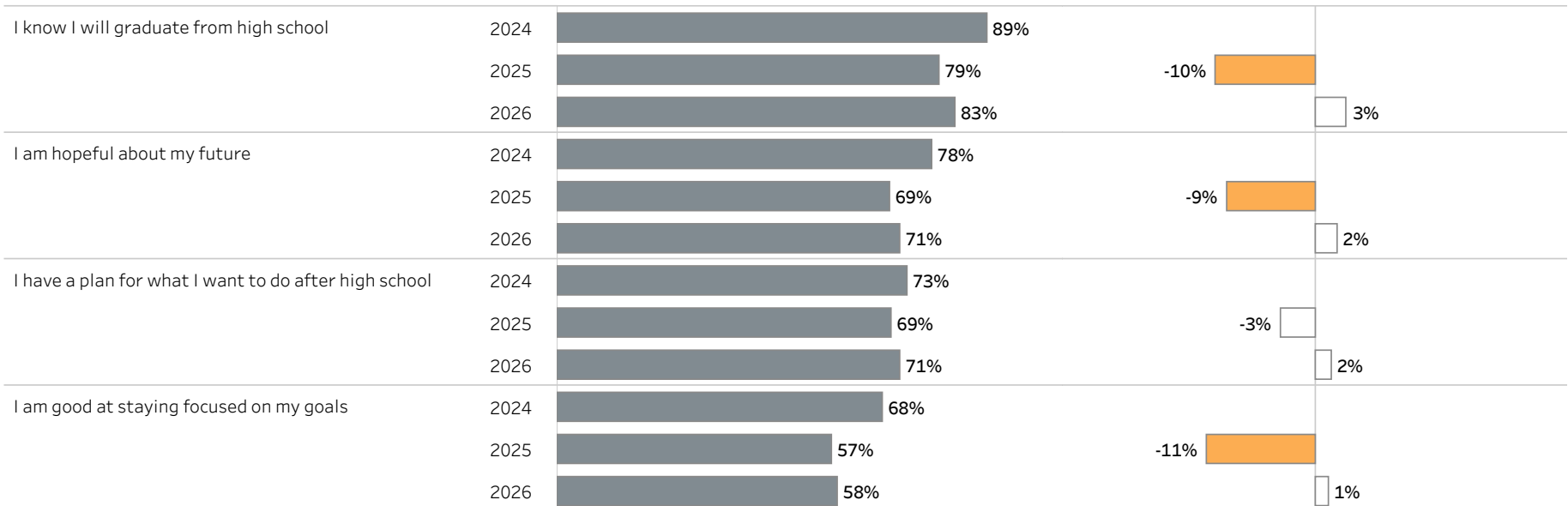
Future Orientation

North Thurston High 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

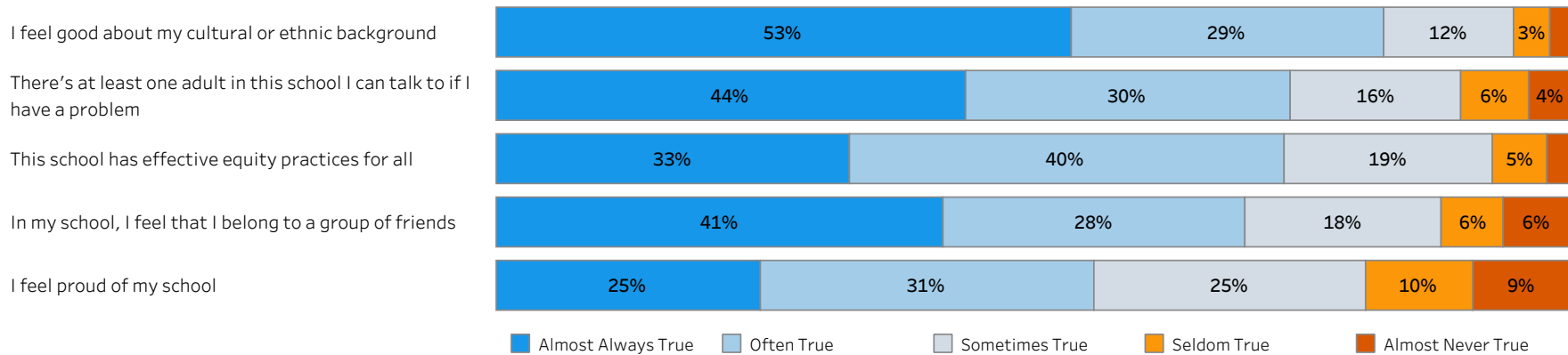


Percent Positive

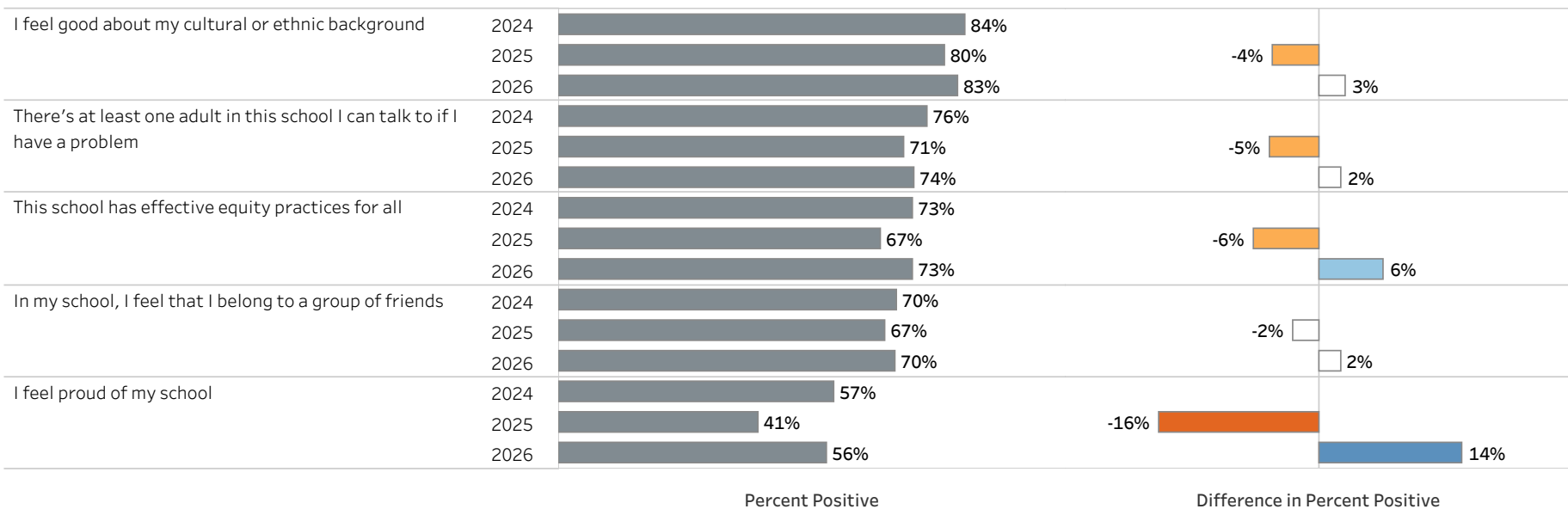
Difference in Percent Positive

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

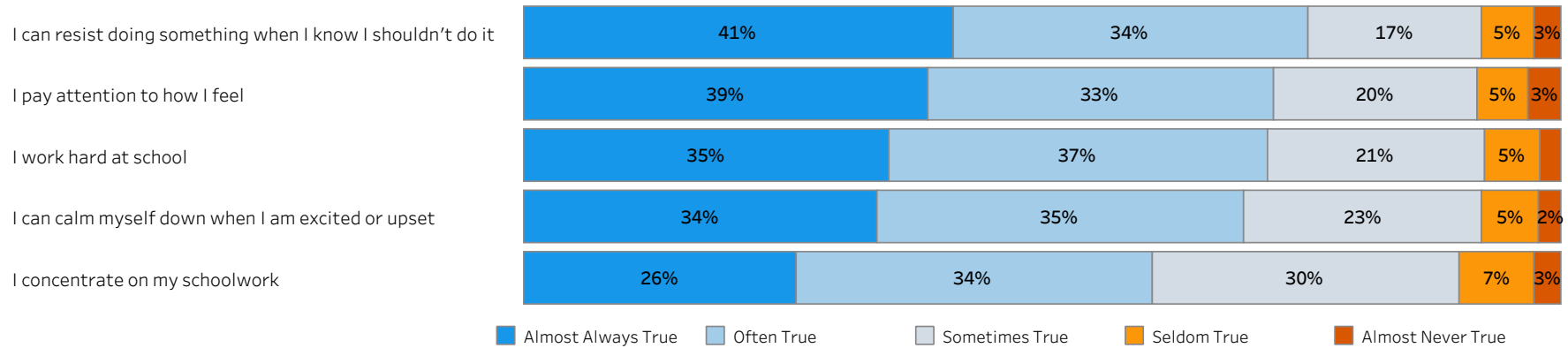


Belonging and Identity LONGITUDINAL

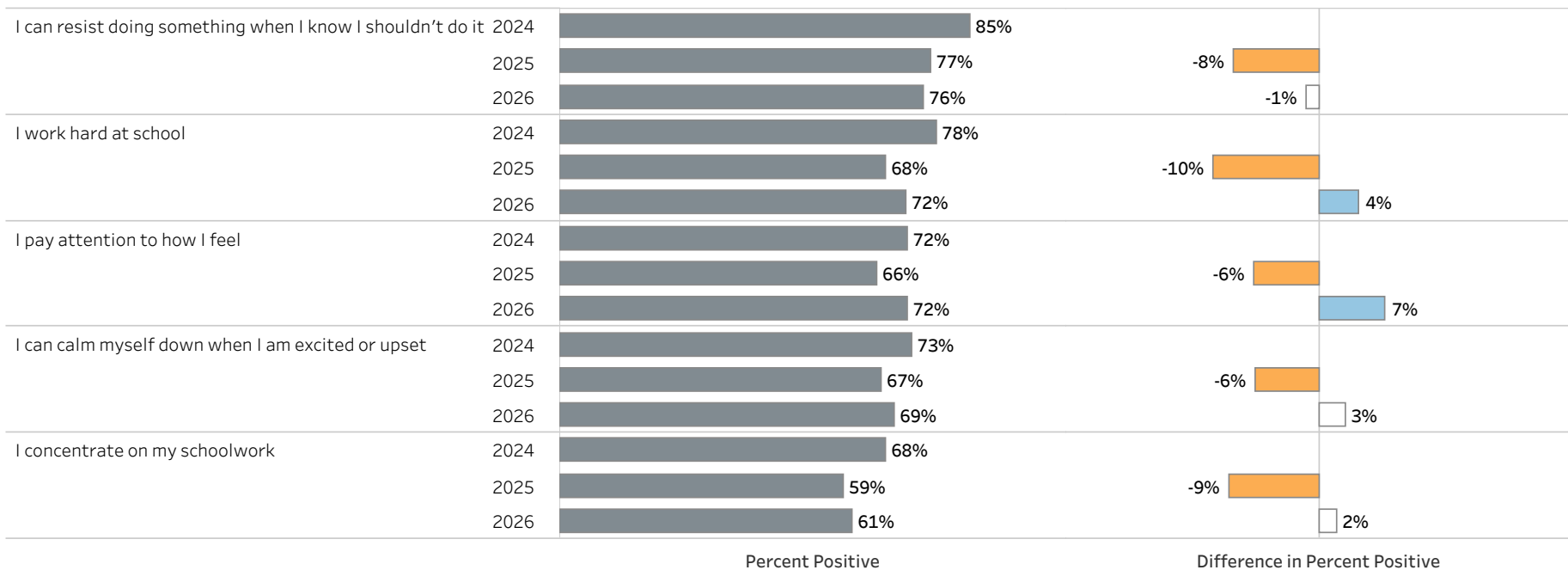


Self Management

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



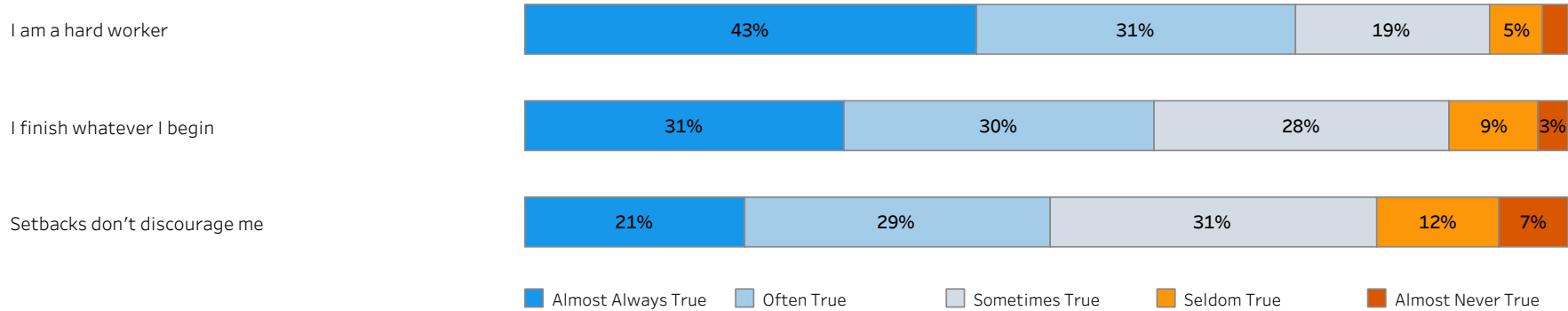
Self Management LONGITUDINAL



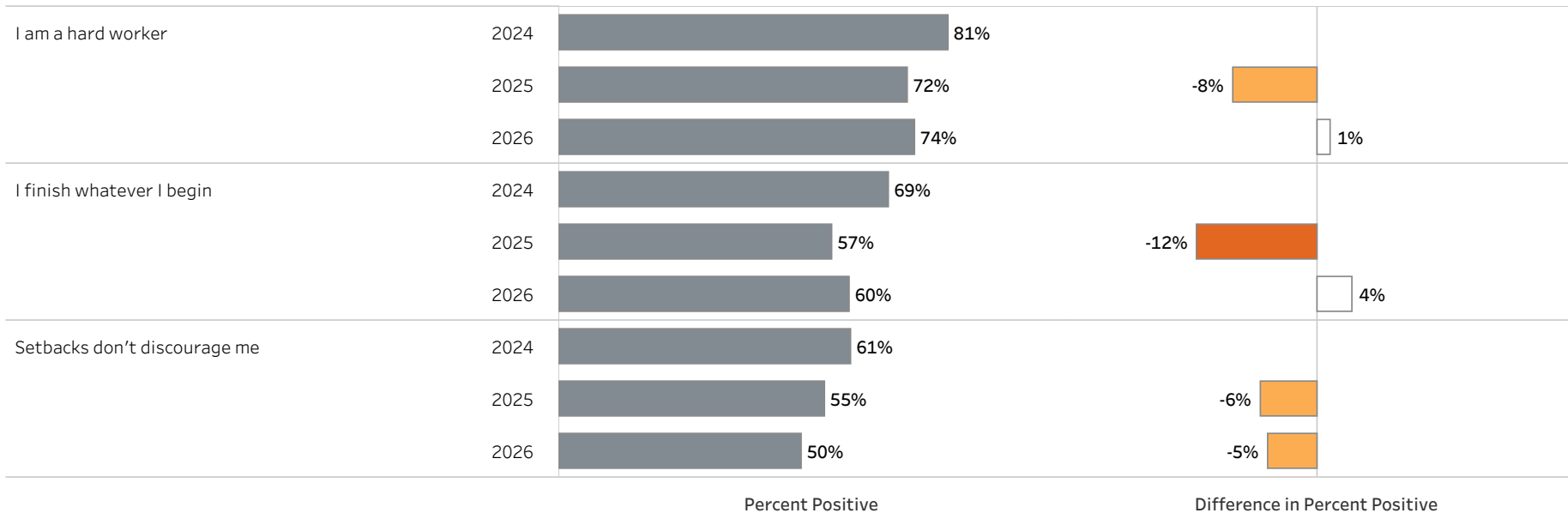
Perseverance/Stamina

North Thurston High School

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

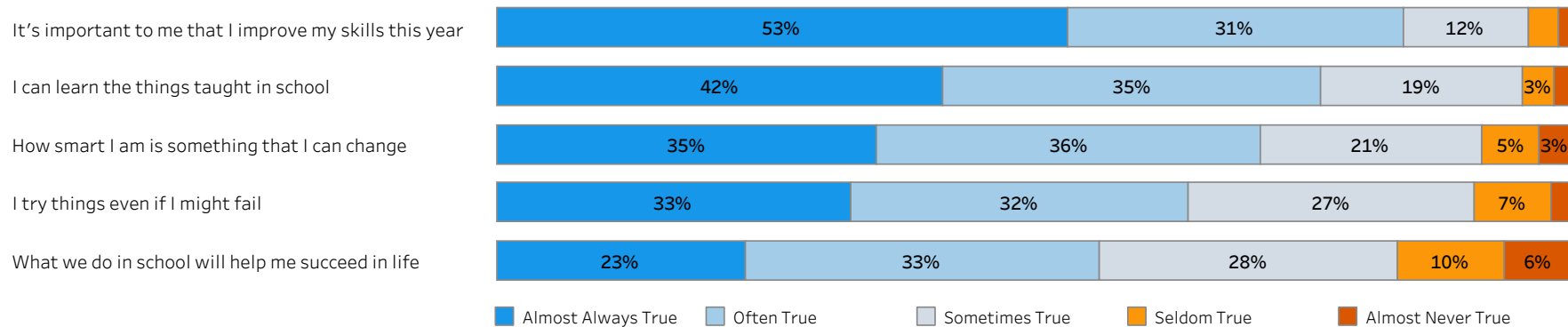


Perseverance/Stamina LONGITUDINAL

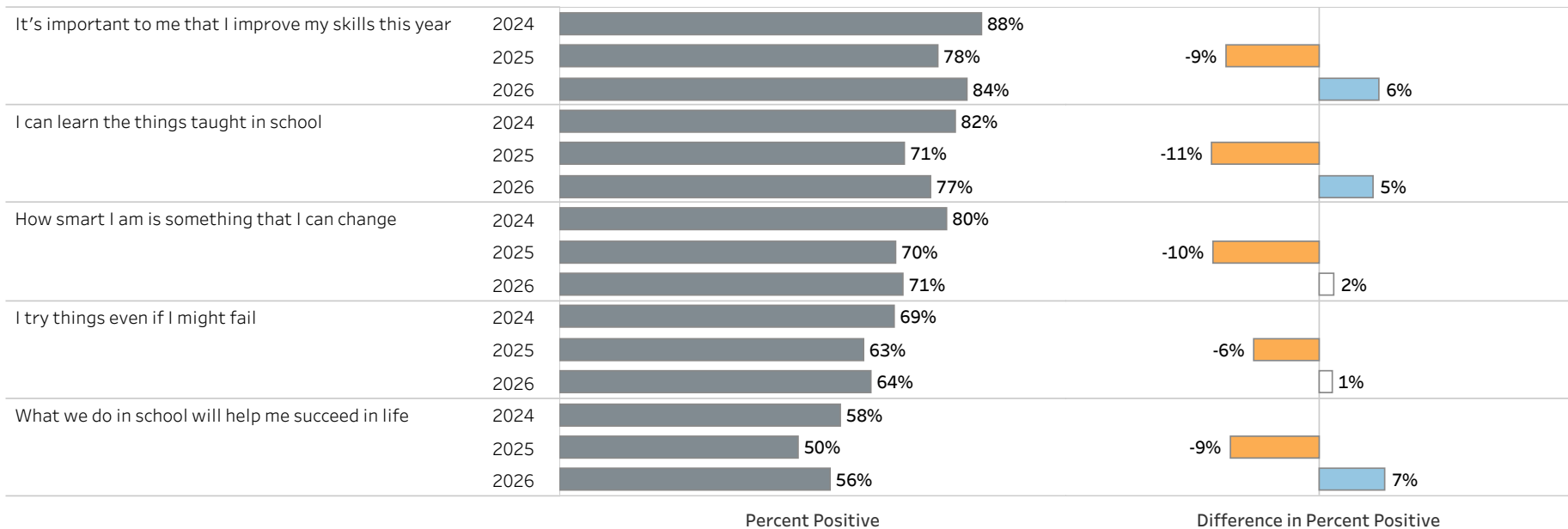


Self-Efficacy and Mindsets

- **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

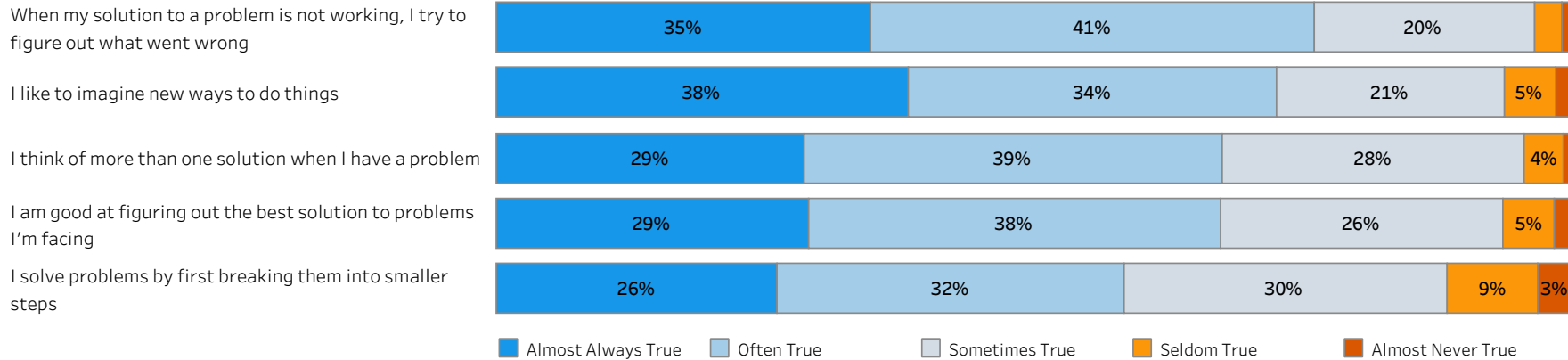


Self-Efficacy and Mindsets LONGITUDINAL

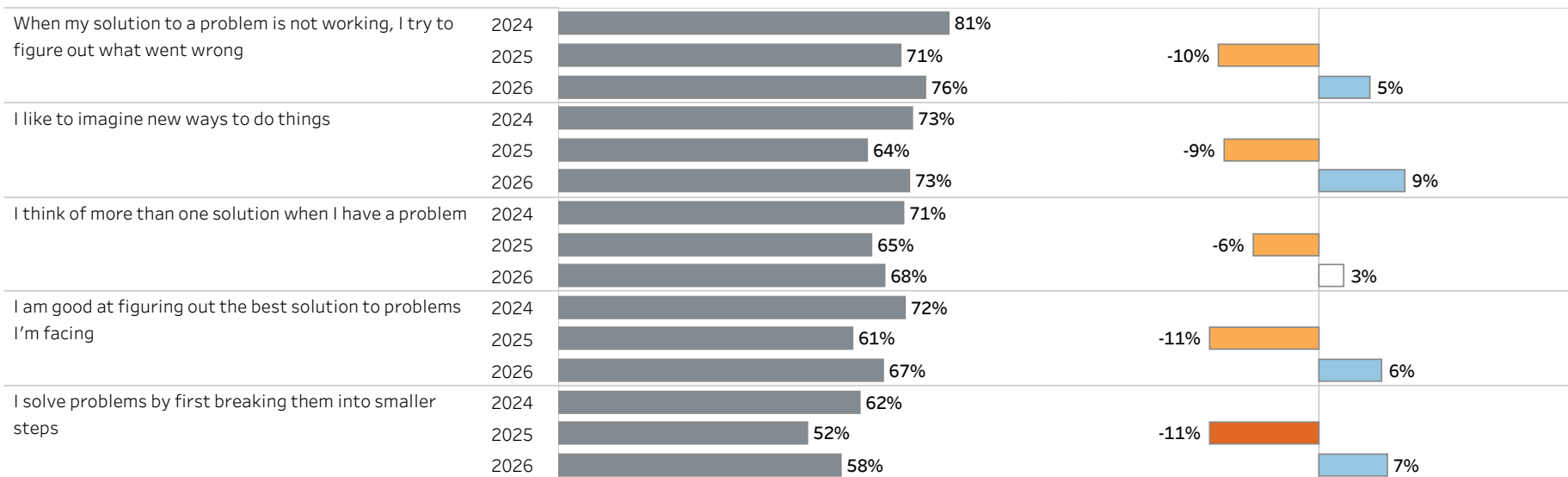


Critical Thinking

- **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

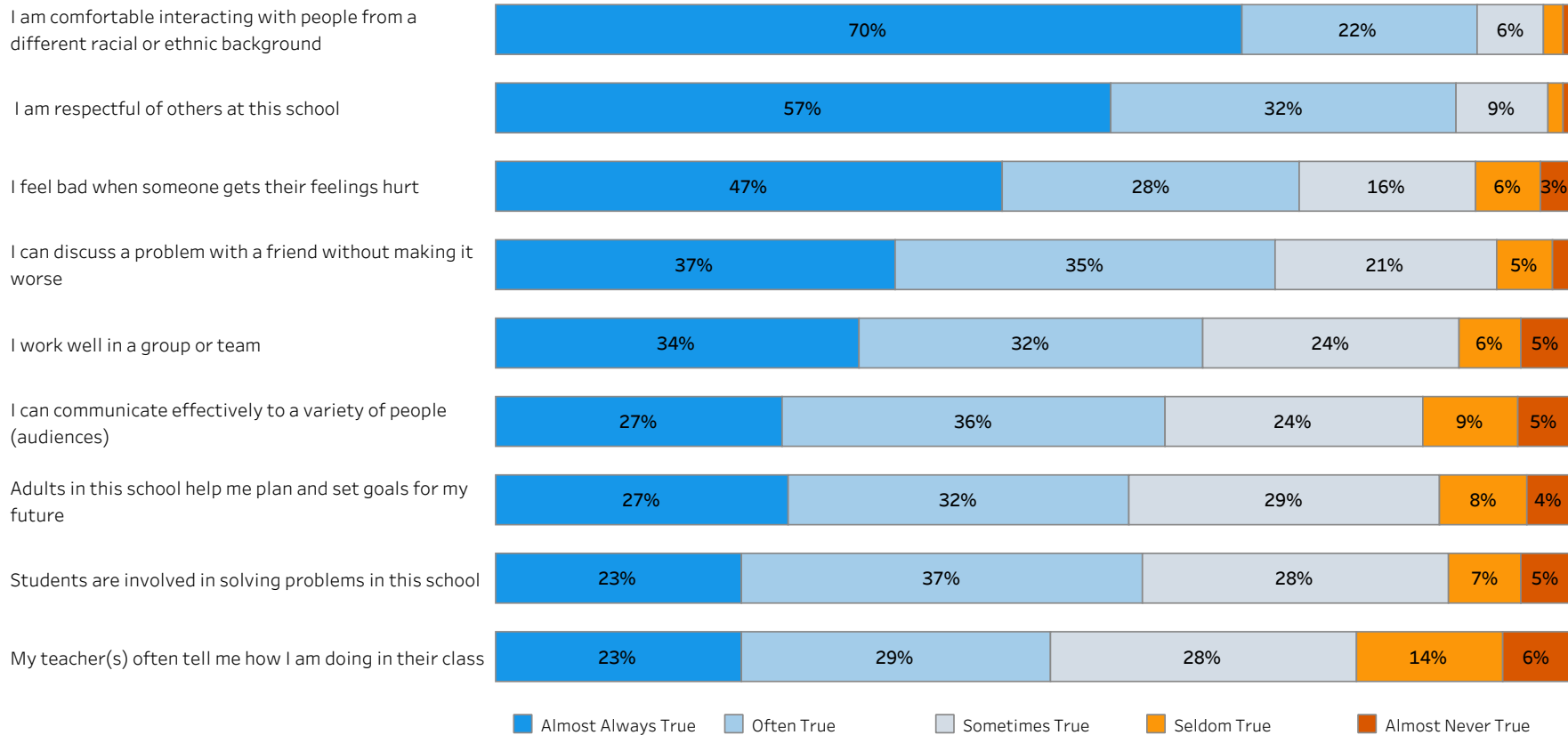


Percent Positive

Difference in Percent Positive

Collaboration and Interpersonal Skills

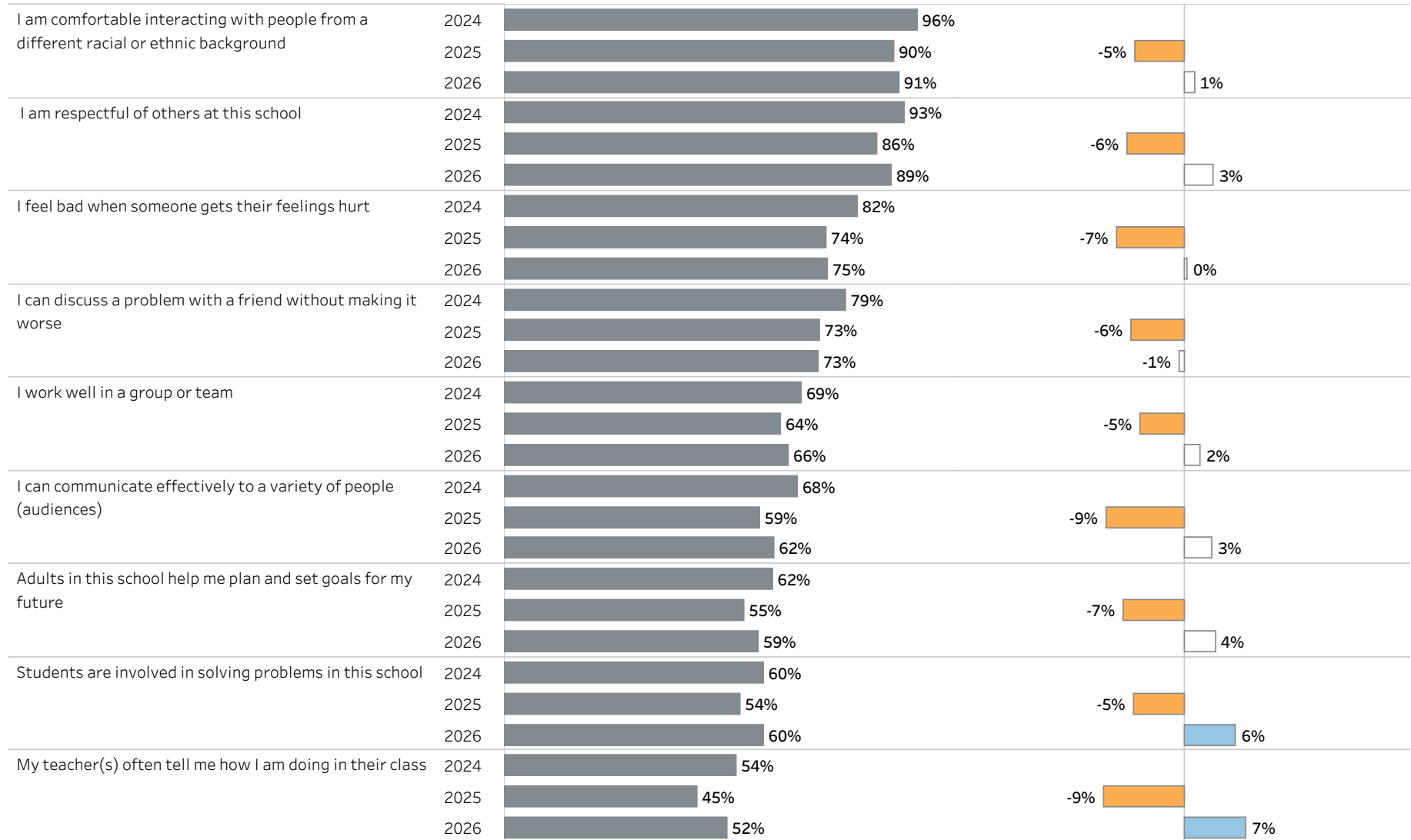
- **Collaboration**—Negotiating and compromising when working in groups or pairs
- **Communication**—Communicating effectively for a variety of purposes and audiences
- **Cultural competence**—Ability to work effectively with people from different backgrounds; appreciation of diversity
- **Conflict resolution**—Preventing,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



Collaboration and Interpersonal Skills

LONGITUDINAL

North Thurston High School



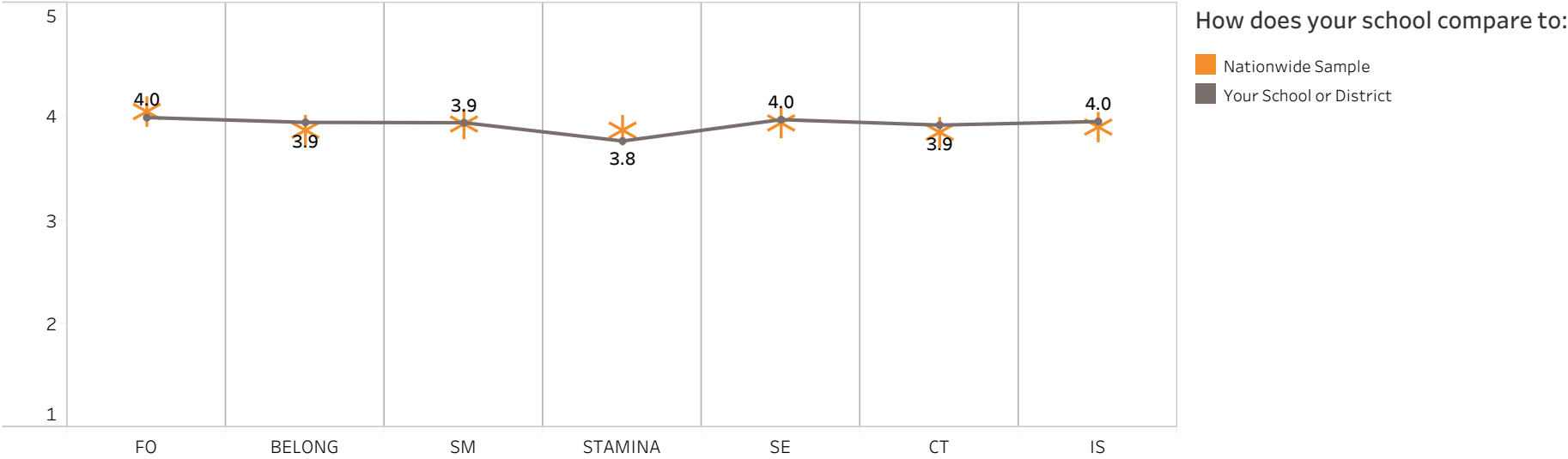
Percent Positive

Difference in Percent Positive

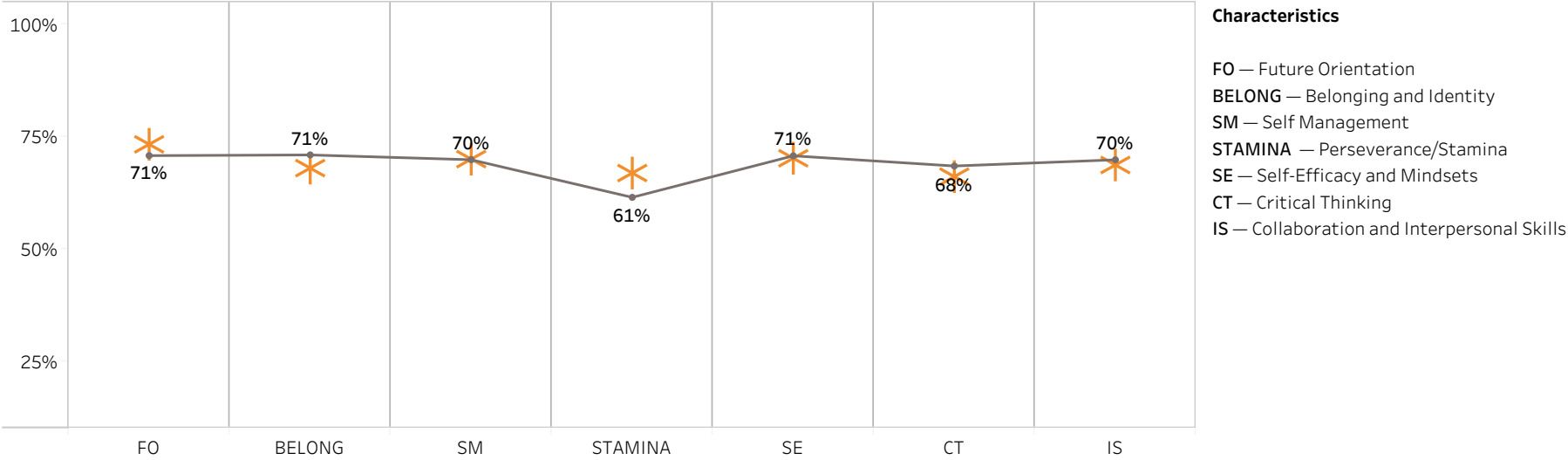


Comparison - Social Emotional Learning Mean Scores

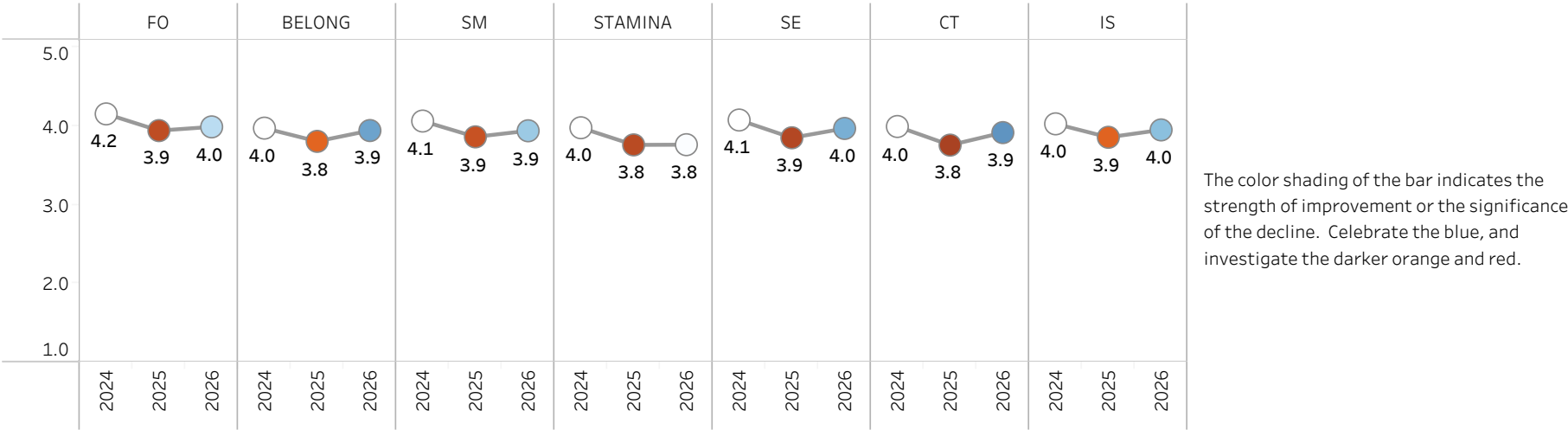
North Thurston High School



Comparison - Social Emotional Learning Percent Positive



Comparison - Social Emotional Learning



Comparison - Social Emotional Learning Percent Positive LONGITUDINAL

