

Educational Effectiveness Survey™



9 Characteristics of High Performing Schools

Student Edition v4.3

South Bay Elementary

North Thurston Public Schools

2024
N=166

2025
N=151

2026
N=176





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Better Data. Better Decisions. Better Schools.

Introduction

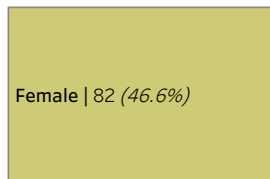
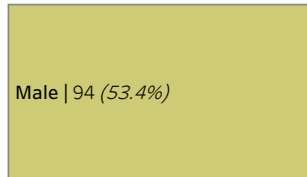
Educational Effectiveness Survey, Student SEL Edition

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.

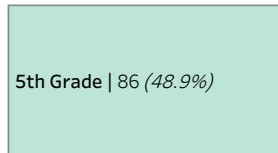
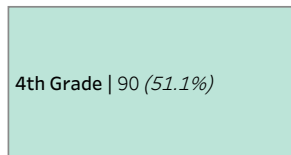
Student voice is an integral part of compiling an accurate view of these school improvement constructs. In both stand-alone reporting and through common questions between staff, students, and families, the EES Student survey brings this voice to the table. Beyond the value for school staff to learn from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

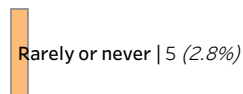
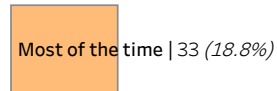
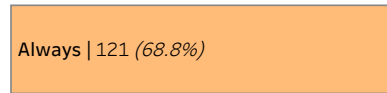
Gender



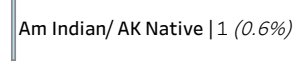
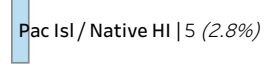
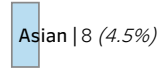
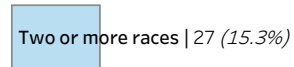
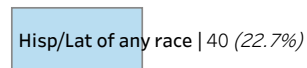
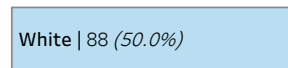
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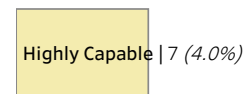
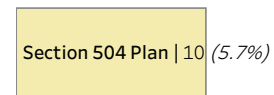
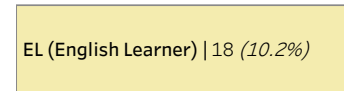
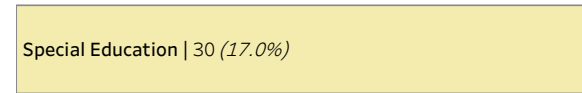
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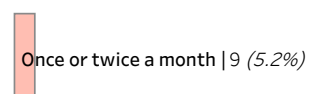
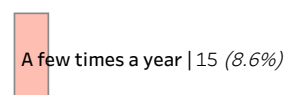
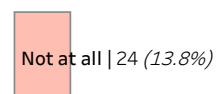
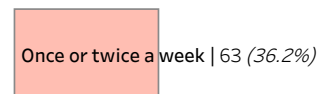
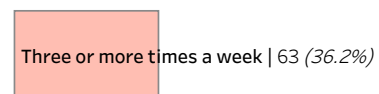
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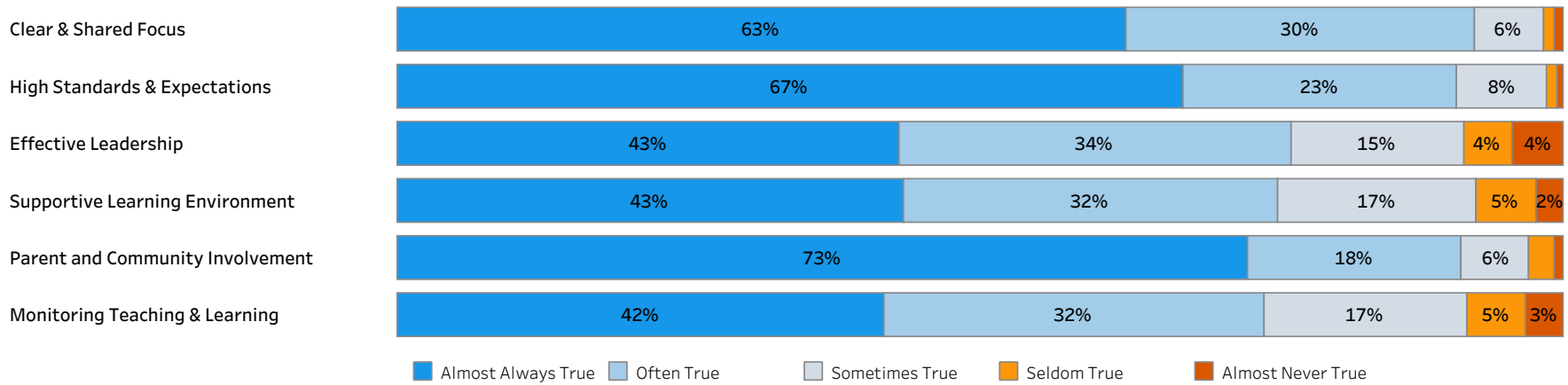
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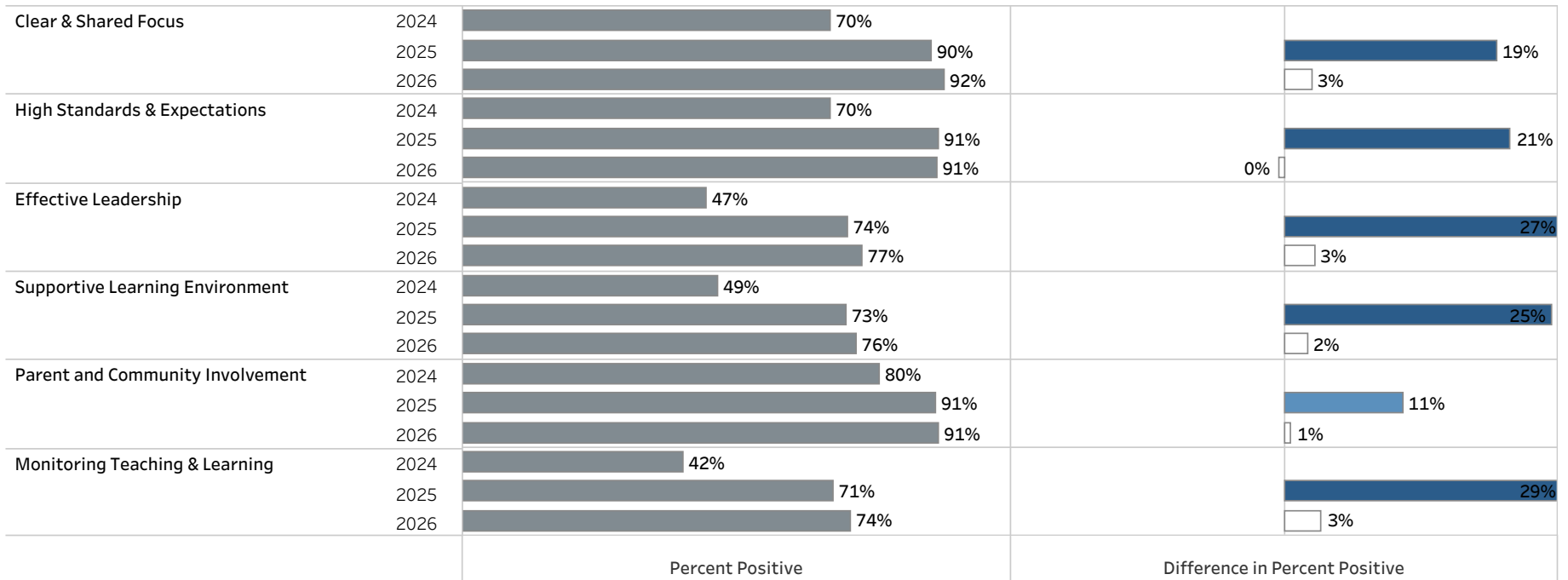
Activities



9 Characteristics Summary

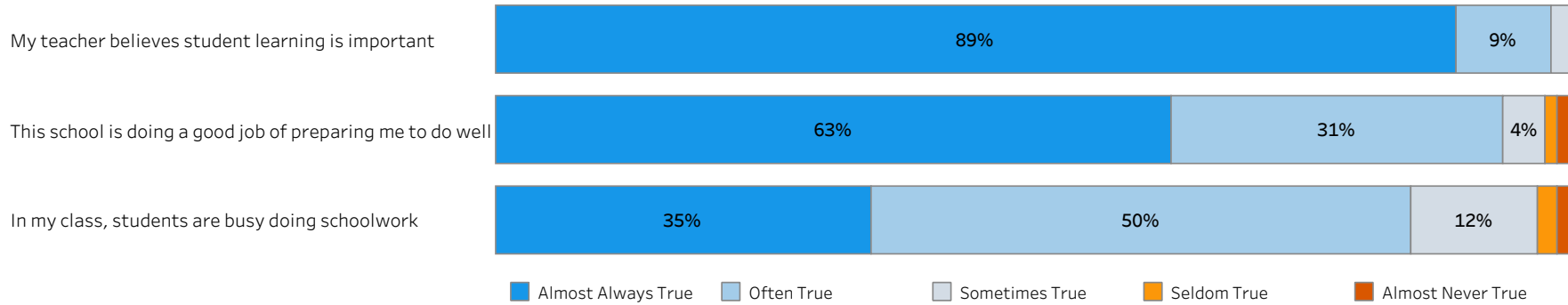


9 Characteristics LONGITUDINAL

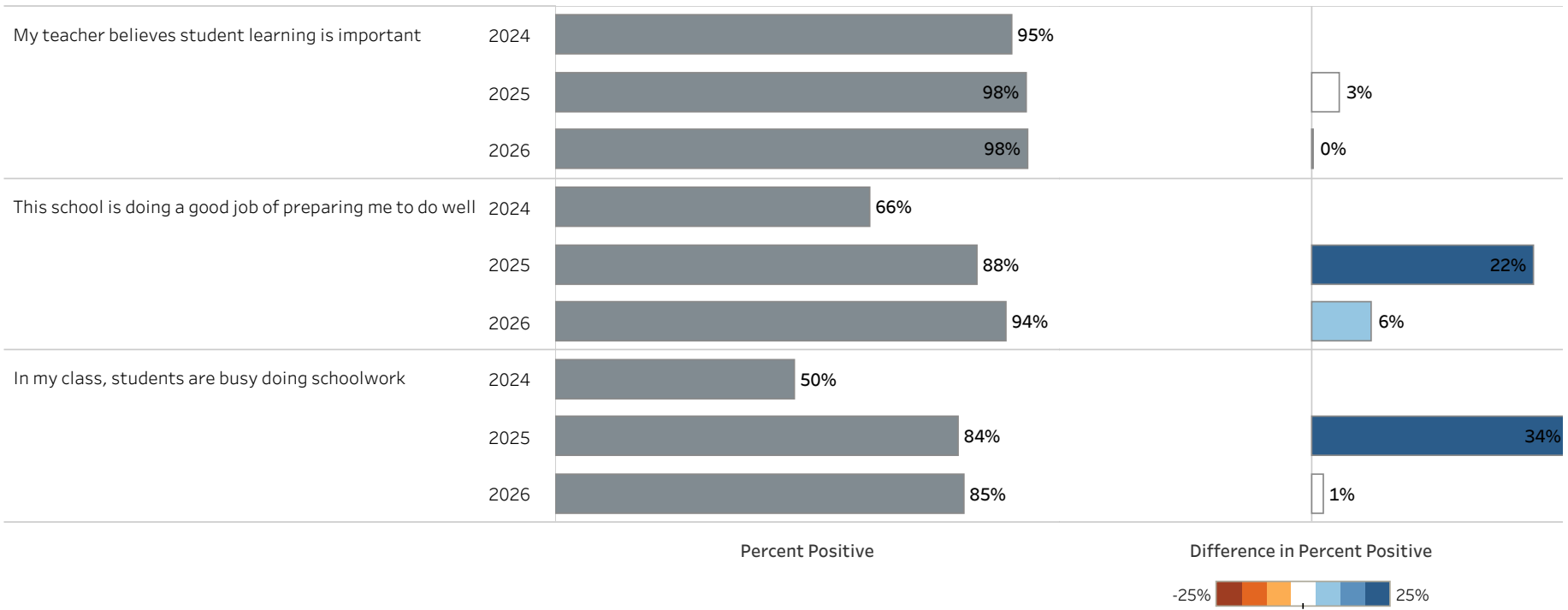


Clear and Shared Focus

South Bay Elementary

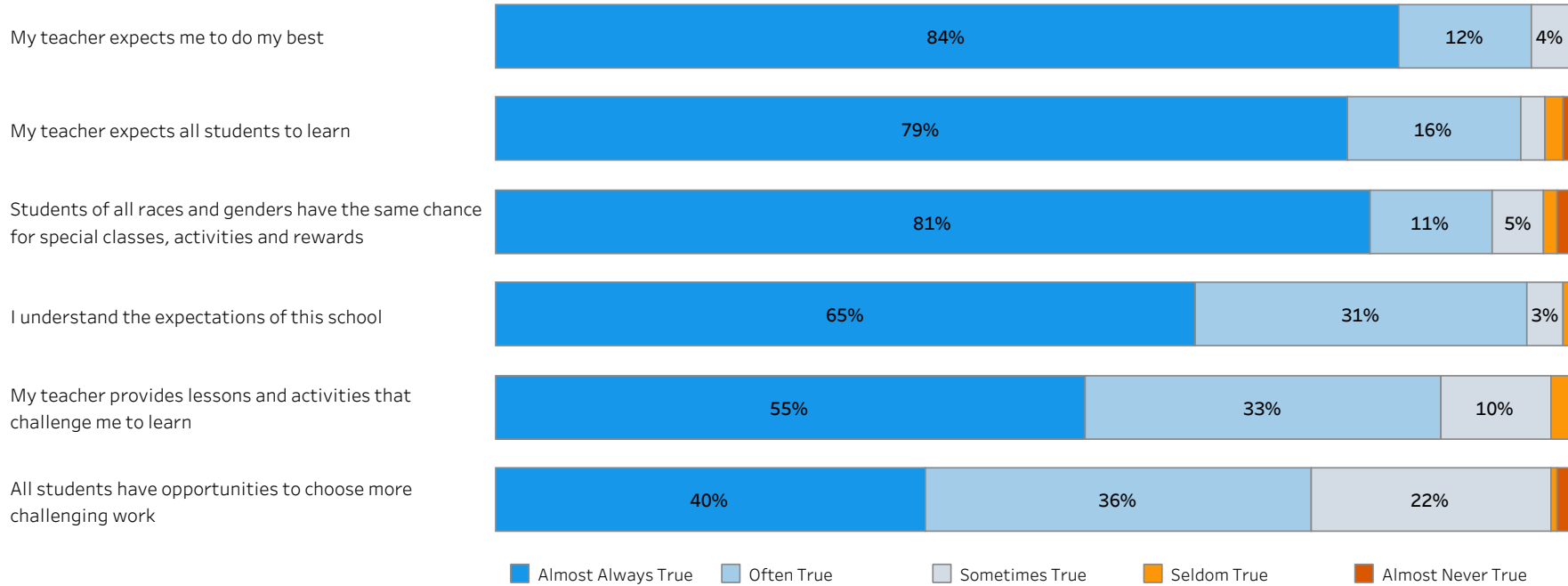


Clear and Shared Focus LONGITUDINAL



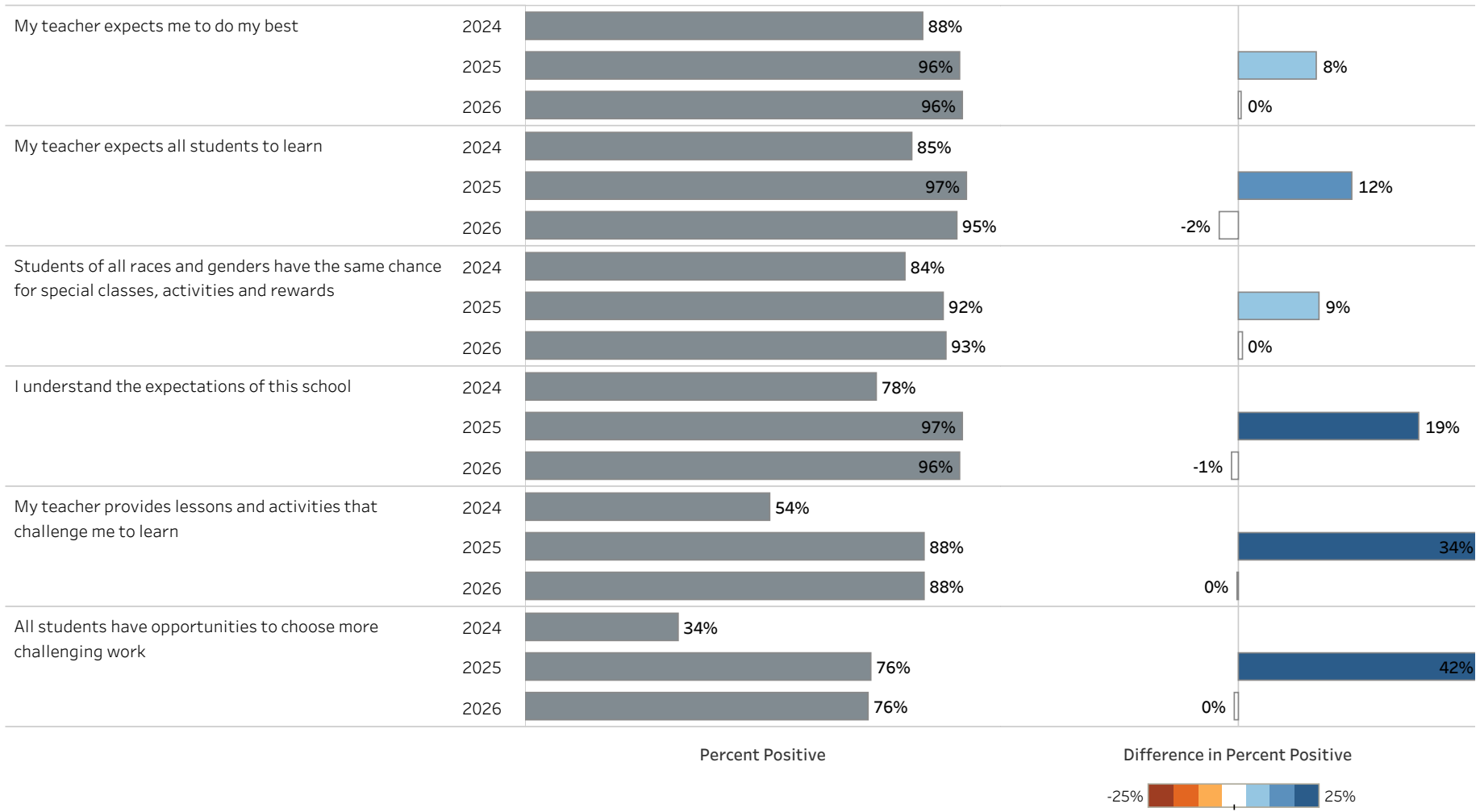
High Standards and Expectations

South Bay Elementary



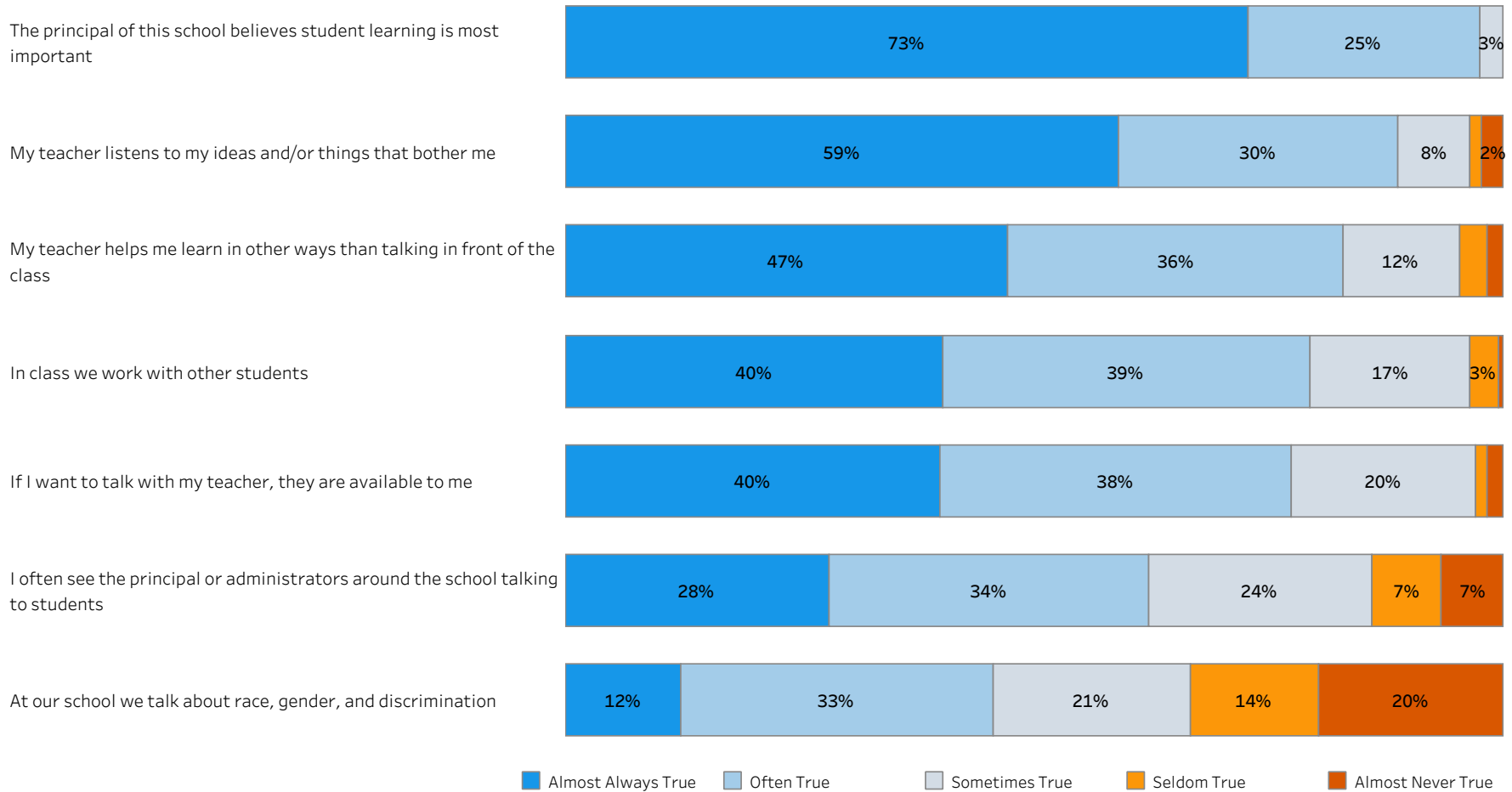
High Standards and Expectations

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Effective Leadership

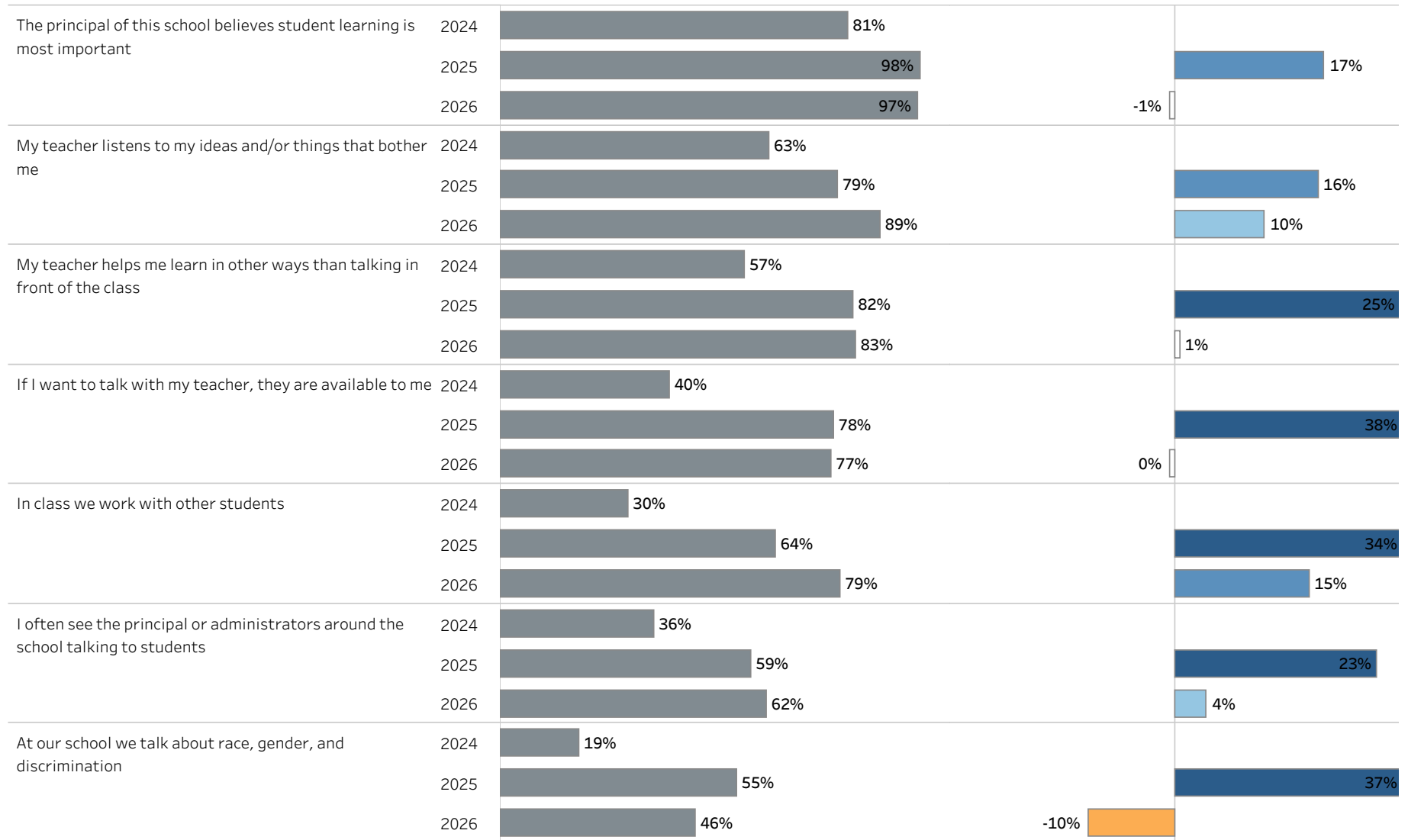
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Effective Leadership

LONGITUDINAL

South Bay Elementary

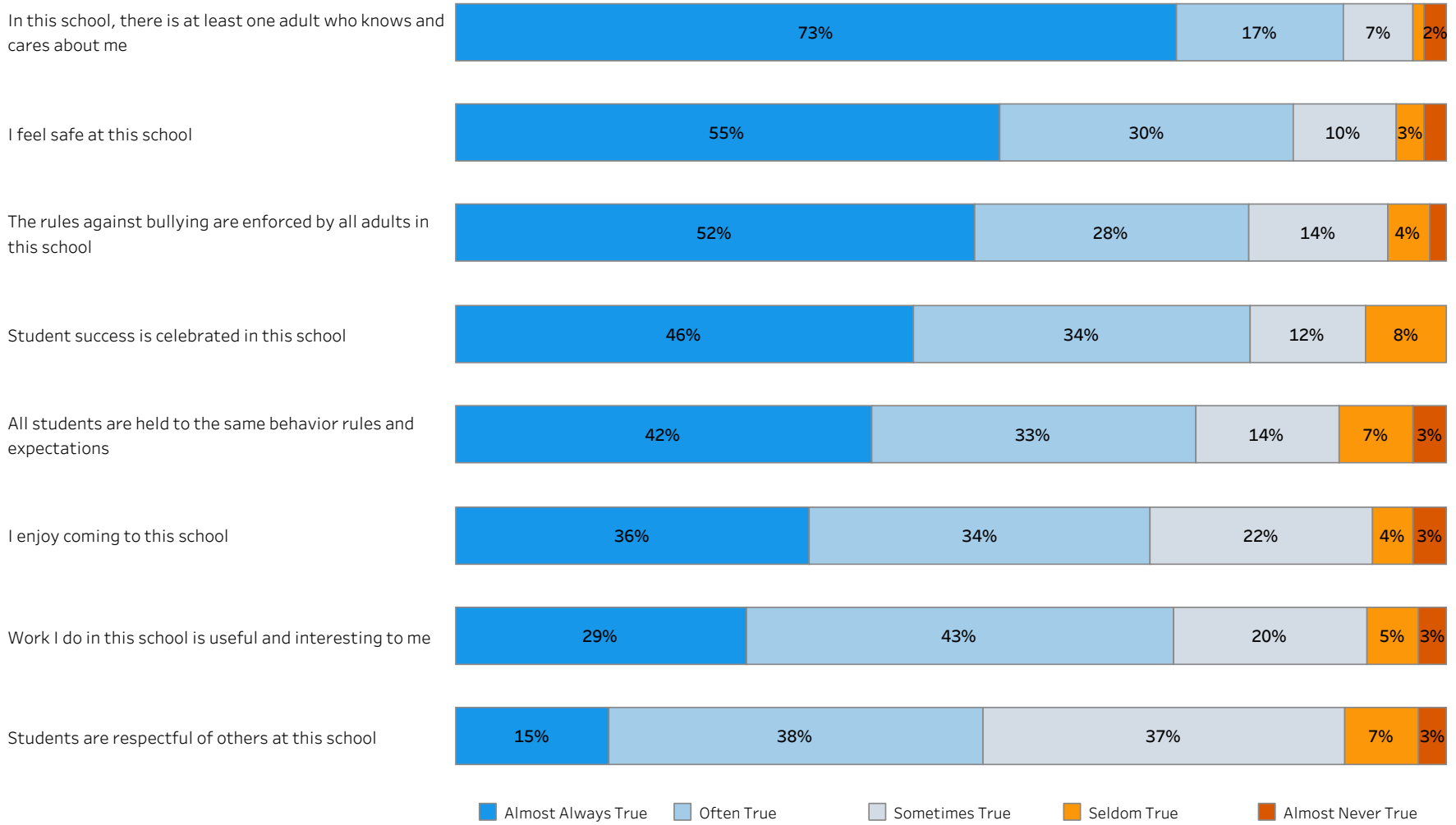


Percent Positive

Difference in Percent Positive

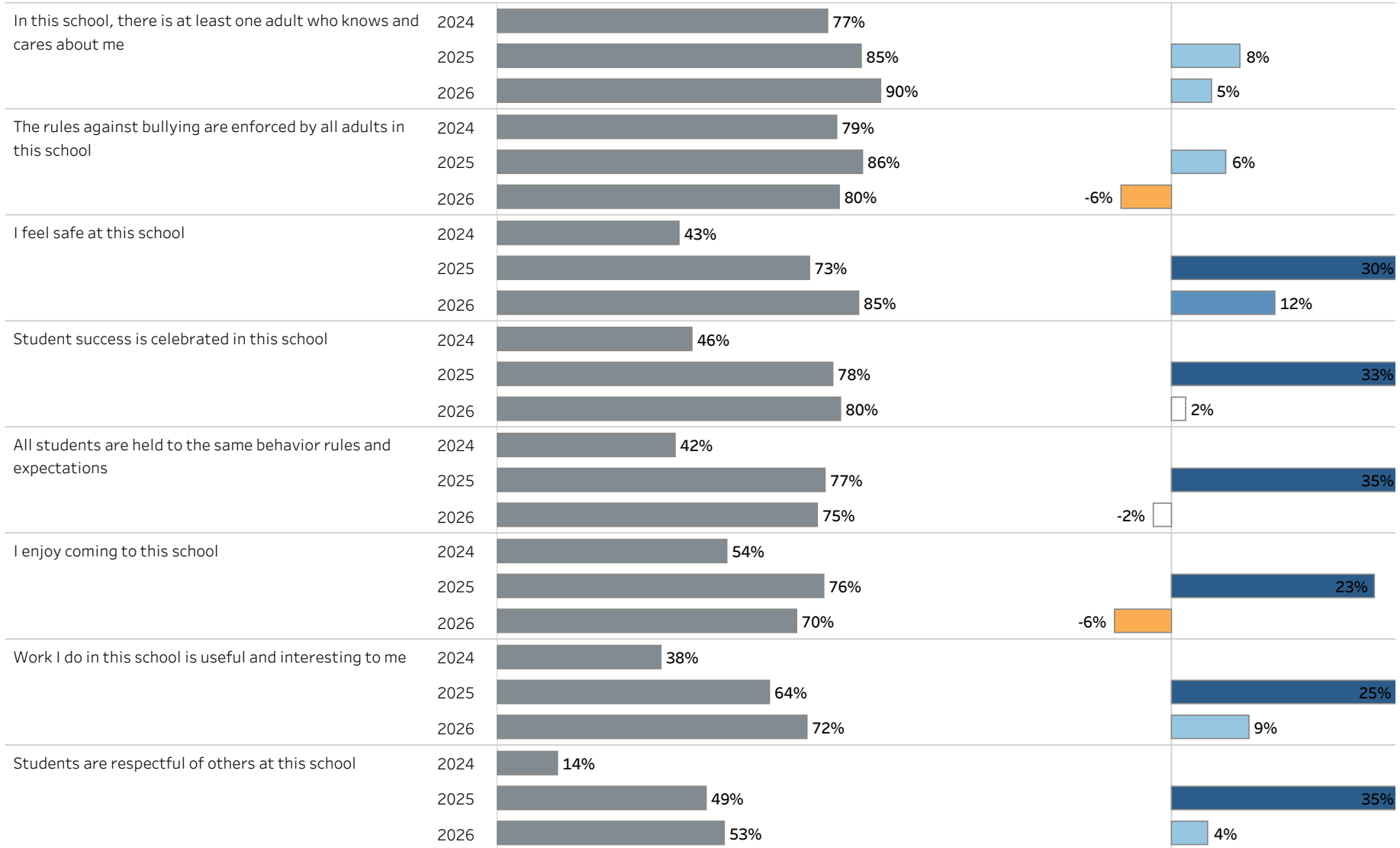


Supportive Learning Environment



Supportive Learning Environment

LONGITUDINAL



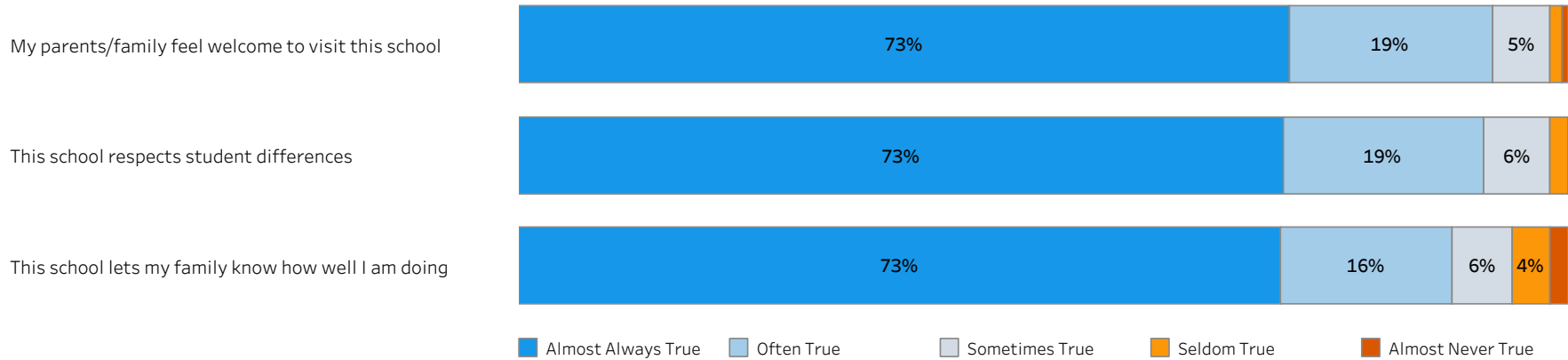
Percent Positive

Difference in Percent Positive

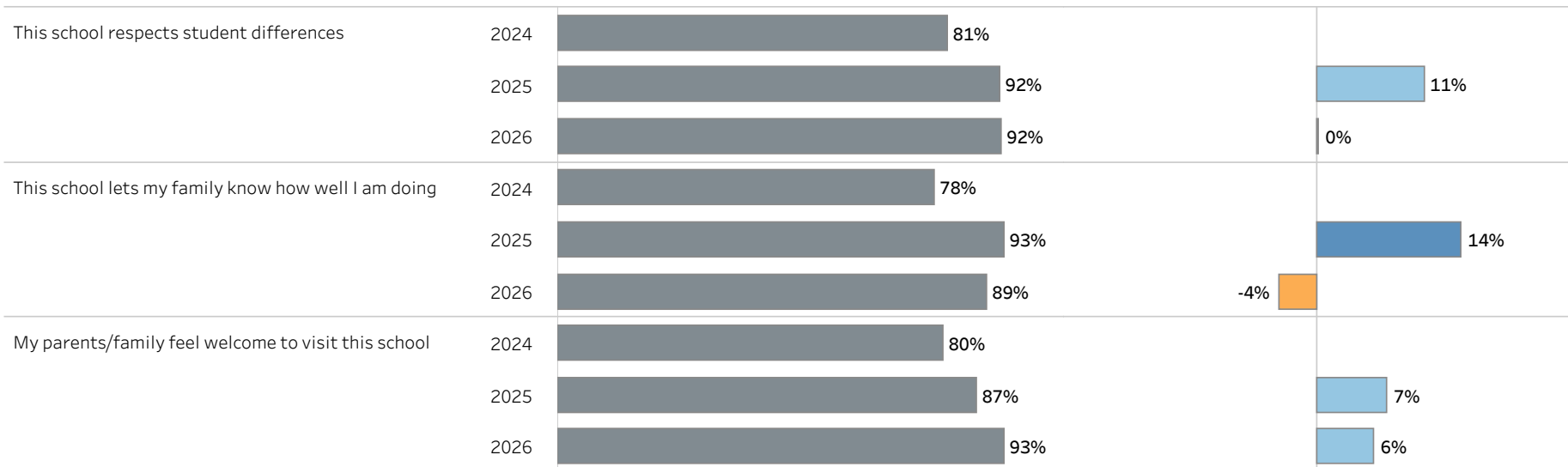


Parent and Community Involvement

South Bay Elementary



Parent and Community Involvement LONGITUDINAL

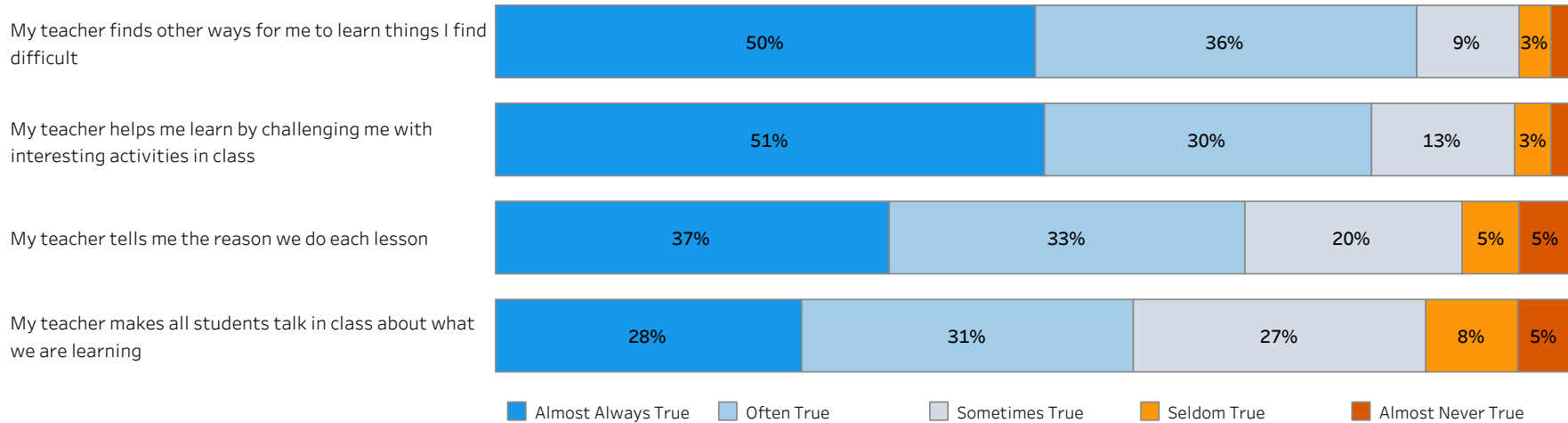


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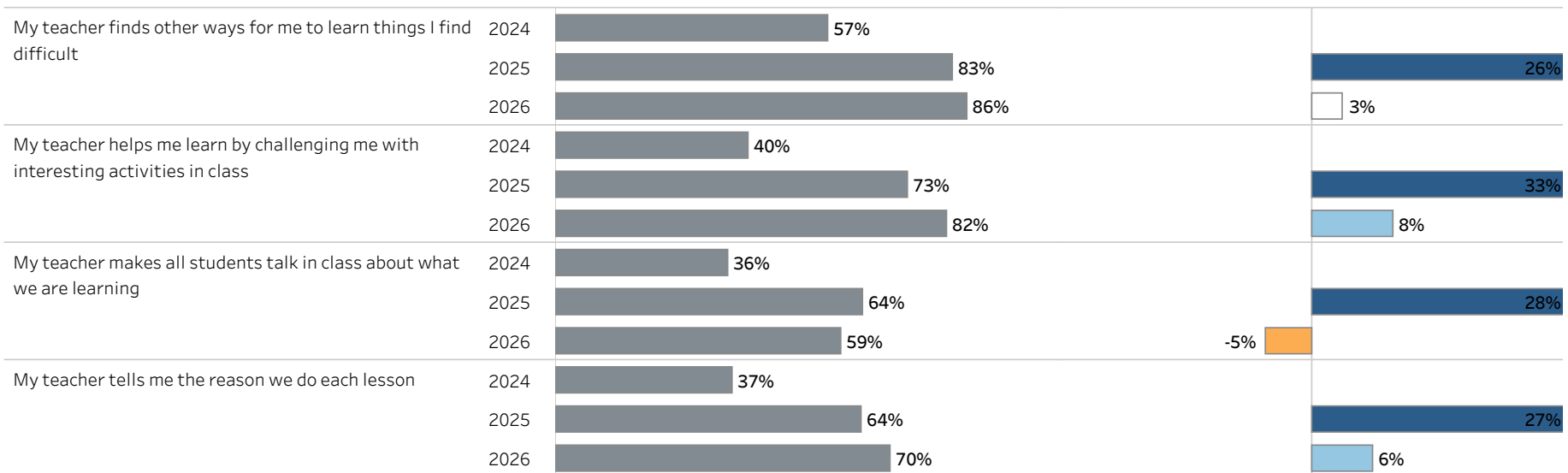
Difference in Percent Positive



Frequent Monitoring of Teaching and Learning



Frequent Monitoring of Teaching and Learning LONGITUDINAL

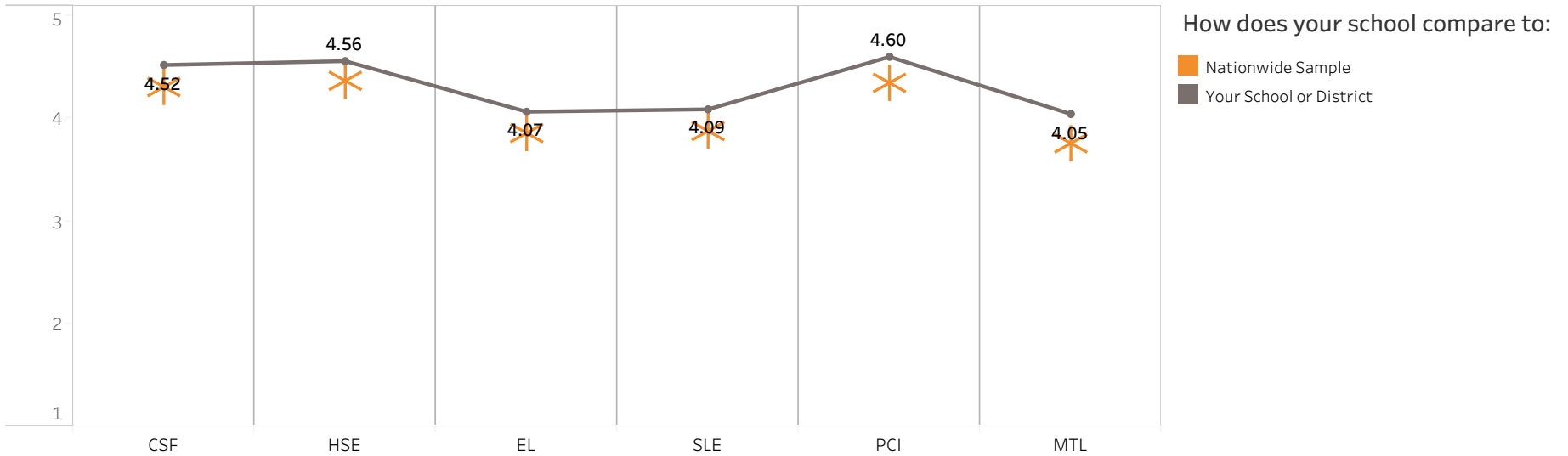


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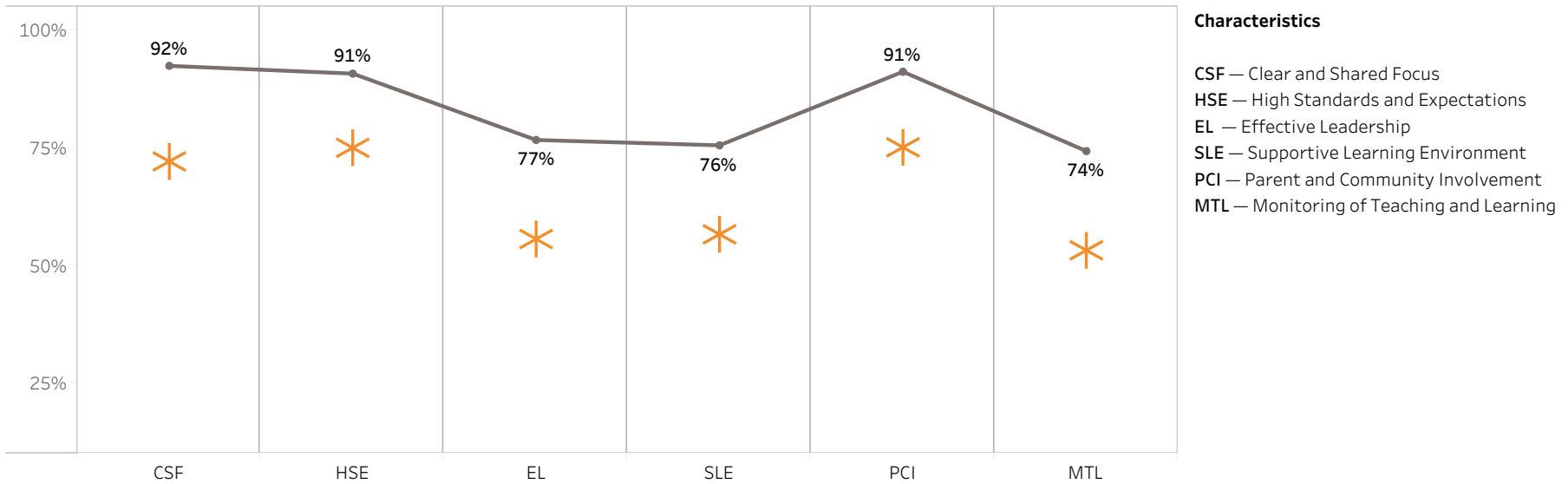
Difference in Percent Positive



Comparison - 9 Characteristics Mean Scores

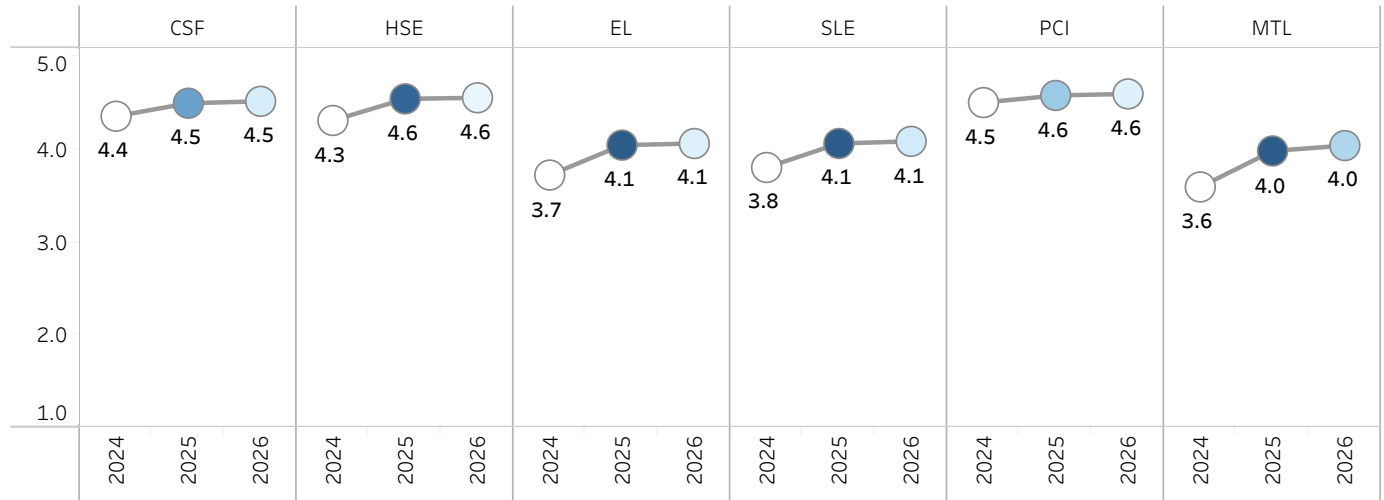


Comparison - 9 Characteristics Percent Positive



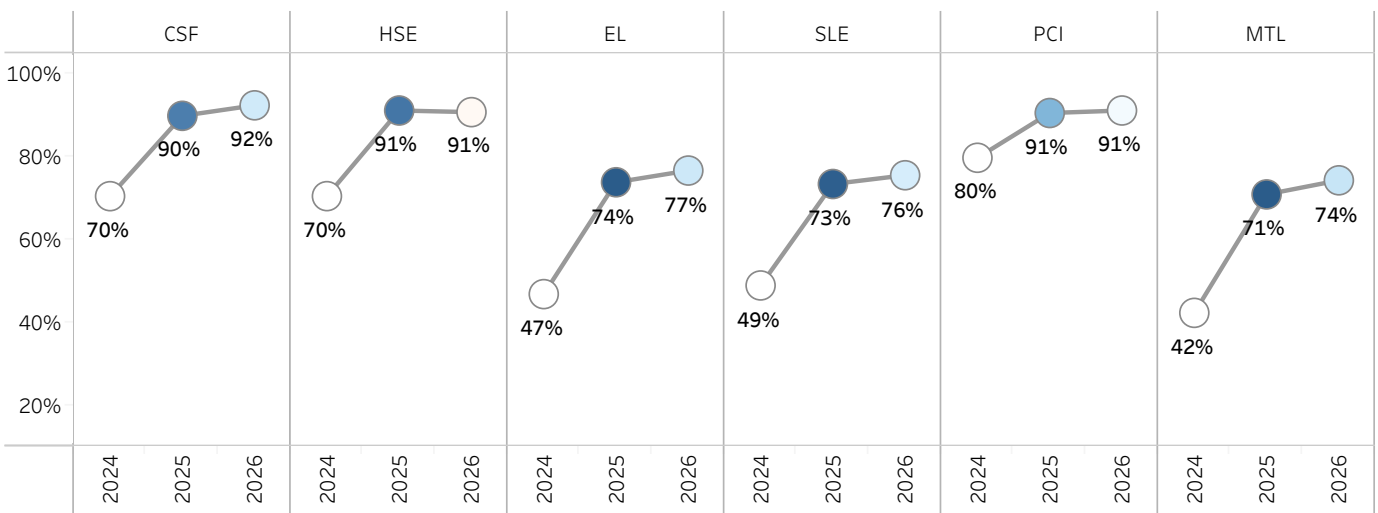
Comparison - 9 Characteristics Mean Scores

LONGITUDINAL



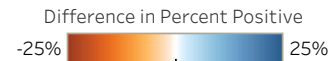
The color shading of the bar indicates the strength of improvement or the significance of the decline. Celebrate the blue, and investigate the darker orange and red.

Comparison - 9 Characteristics Percent Positive



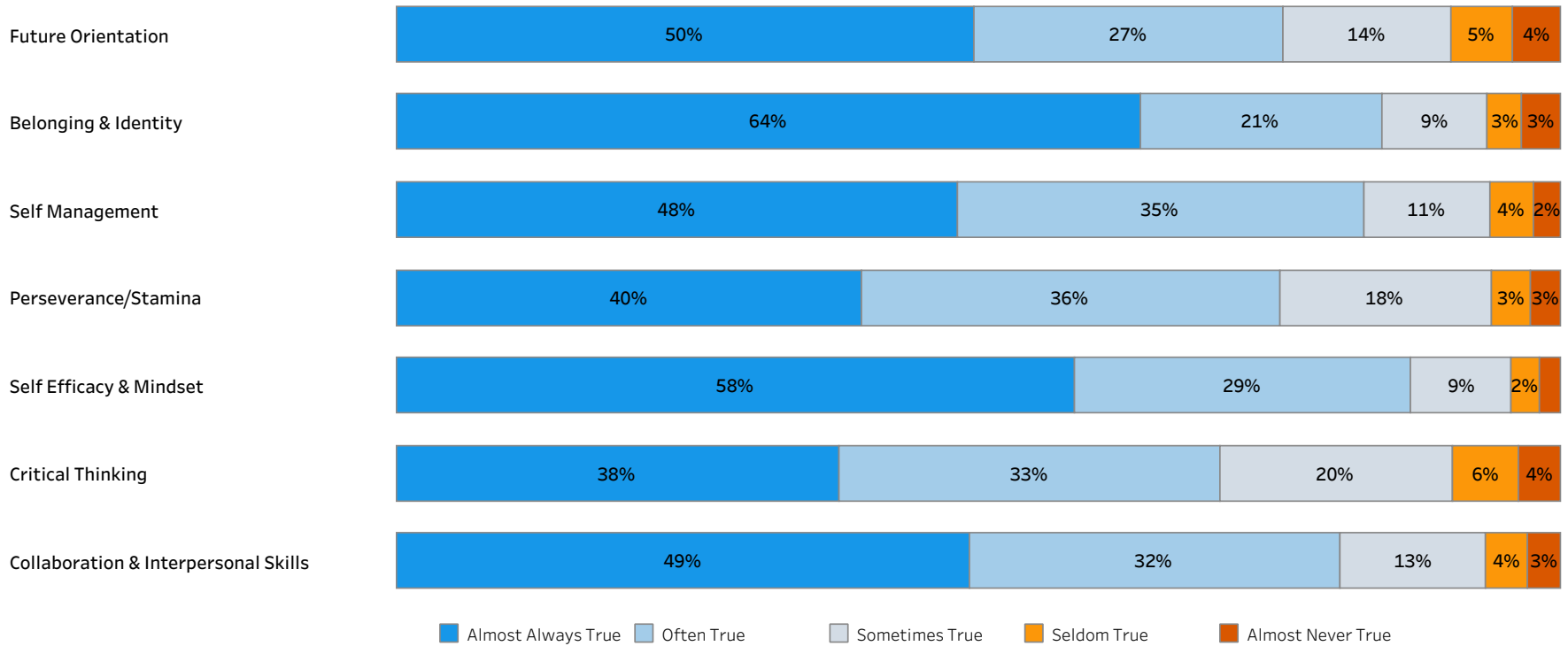
Characteristics

- 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

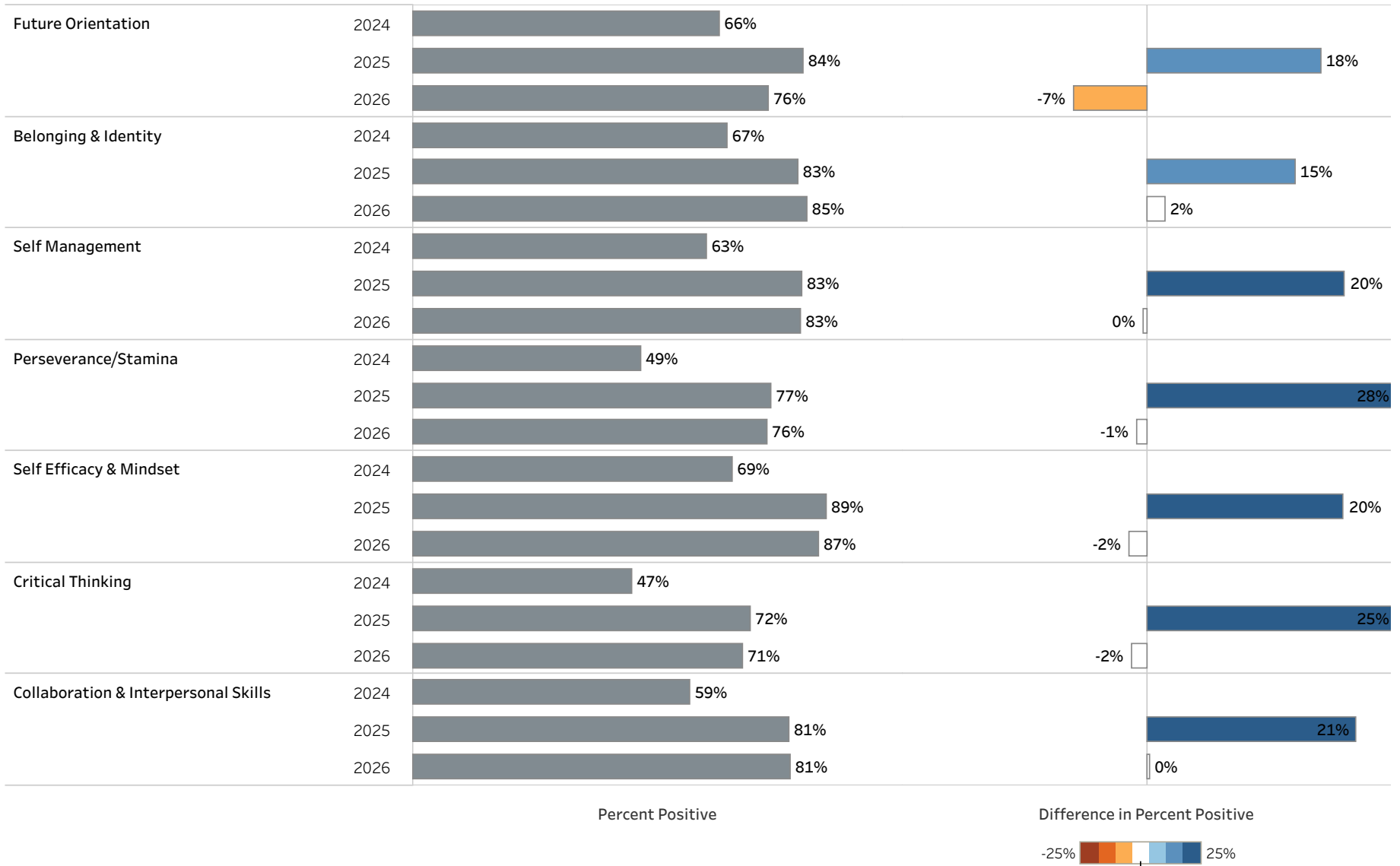
South Bay Elementary



Social Emotional Learning Summary

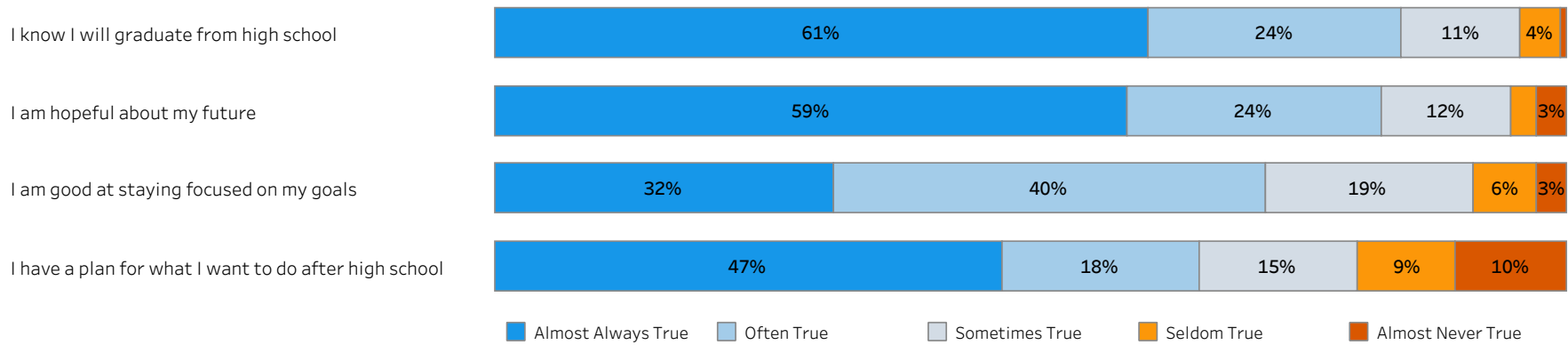
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South Bay Elementary

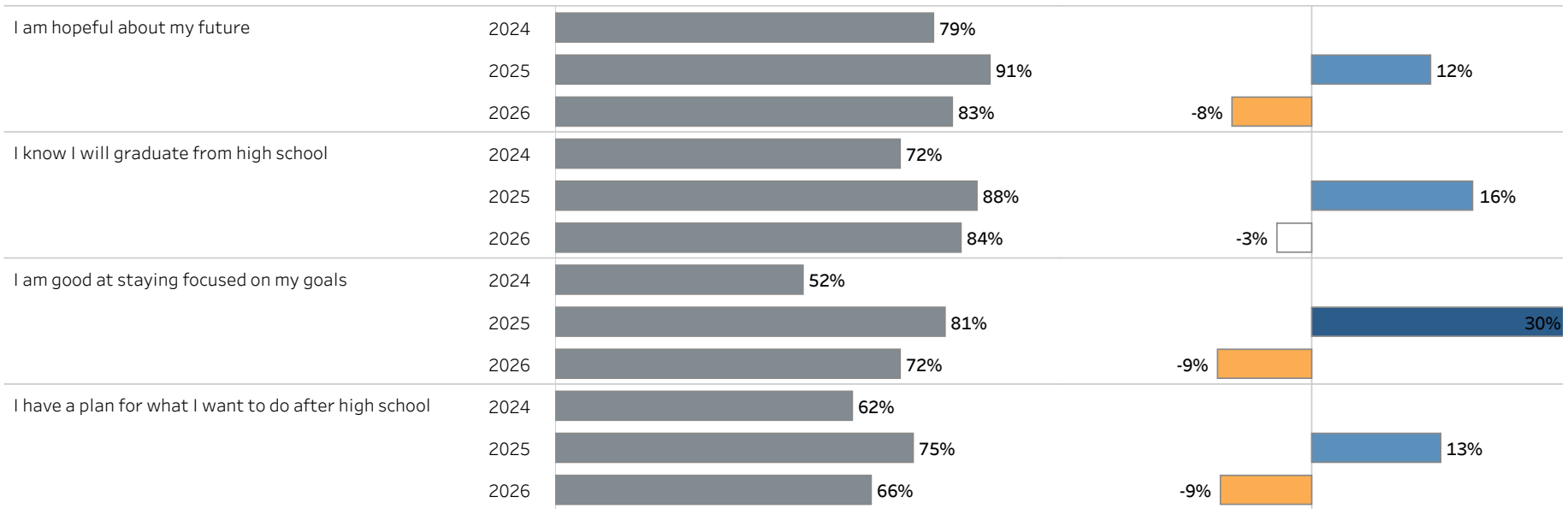


Future Orientation

- **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



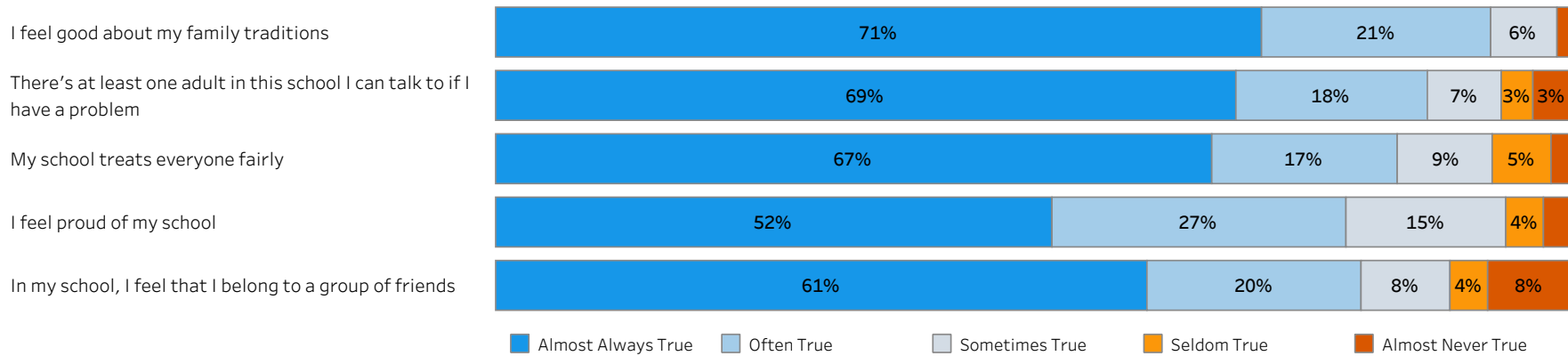
Percent Positive

Difference in Percent Positive

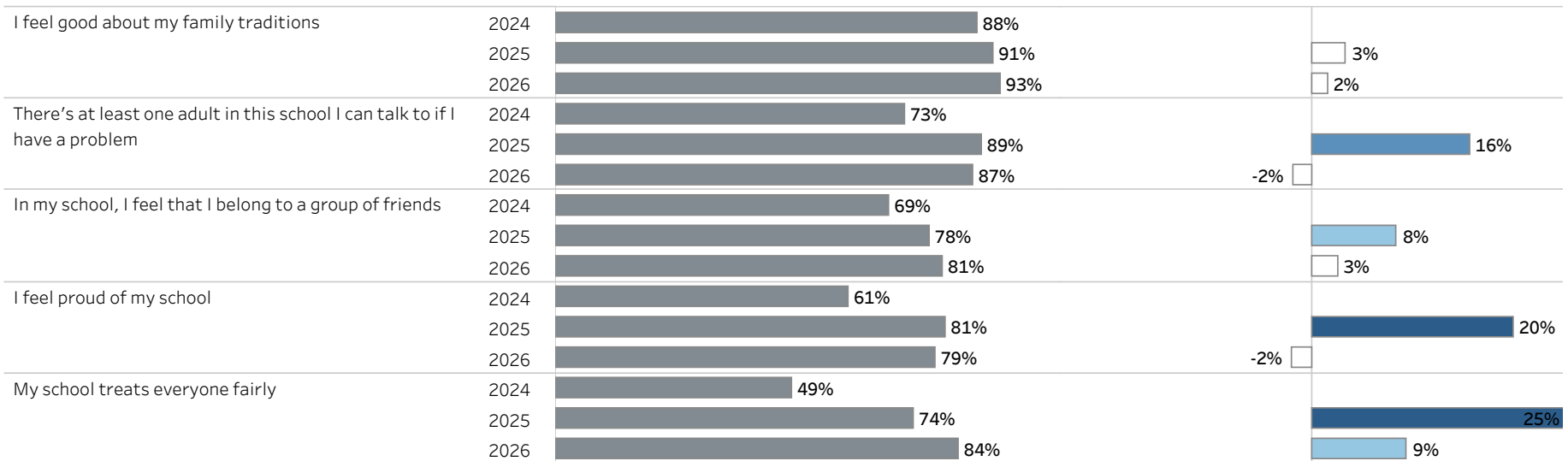


Belonging and Identity

- **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



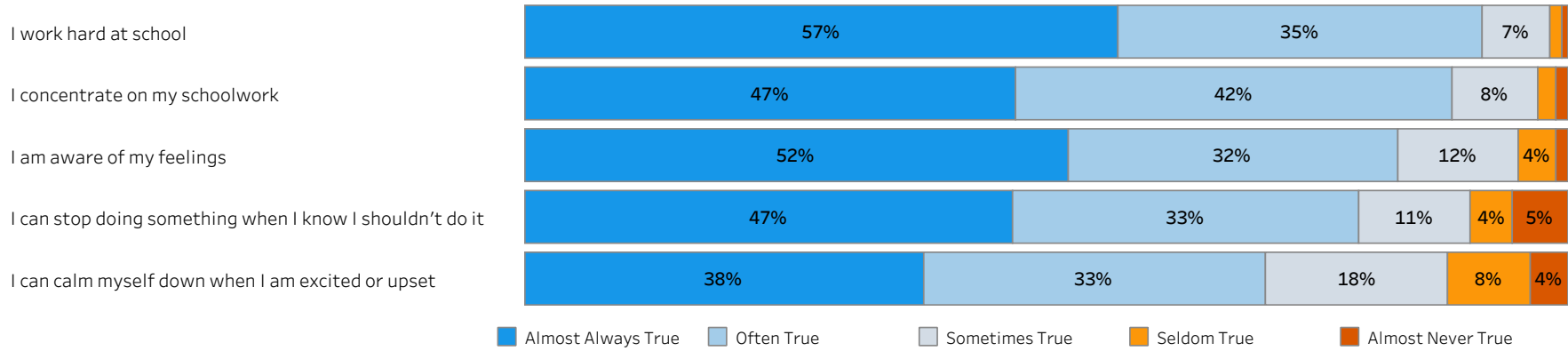
Percent Positive

Difference in Percent Positive

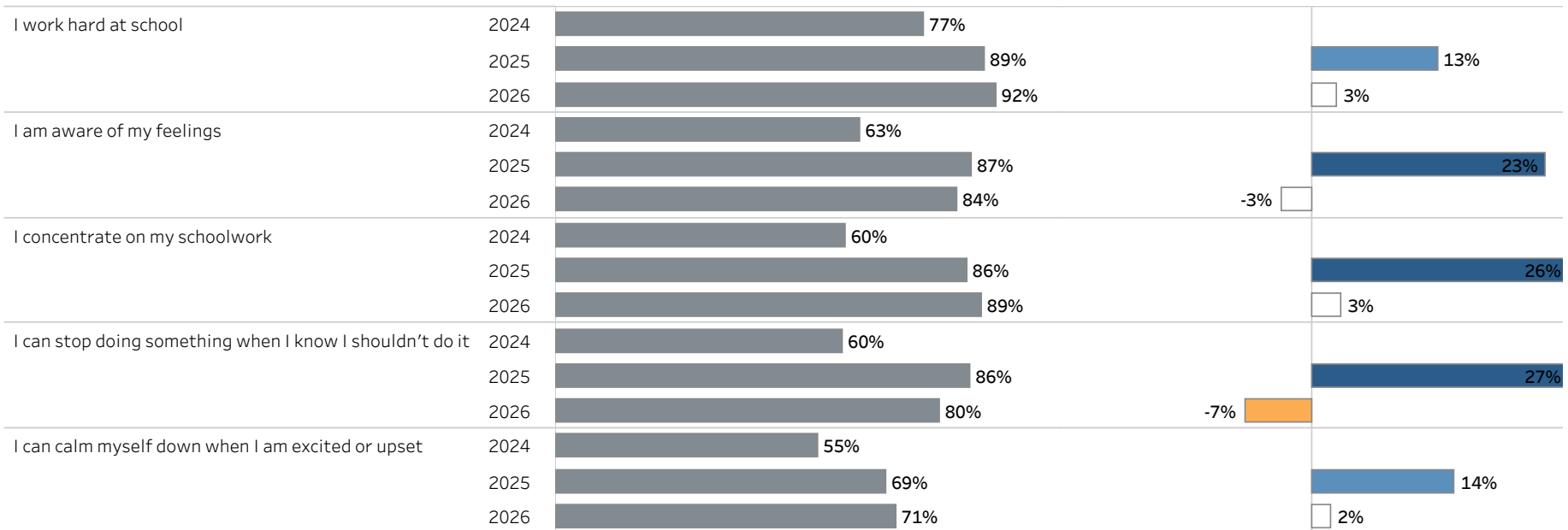


Self Management

- **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



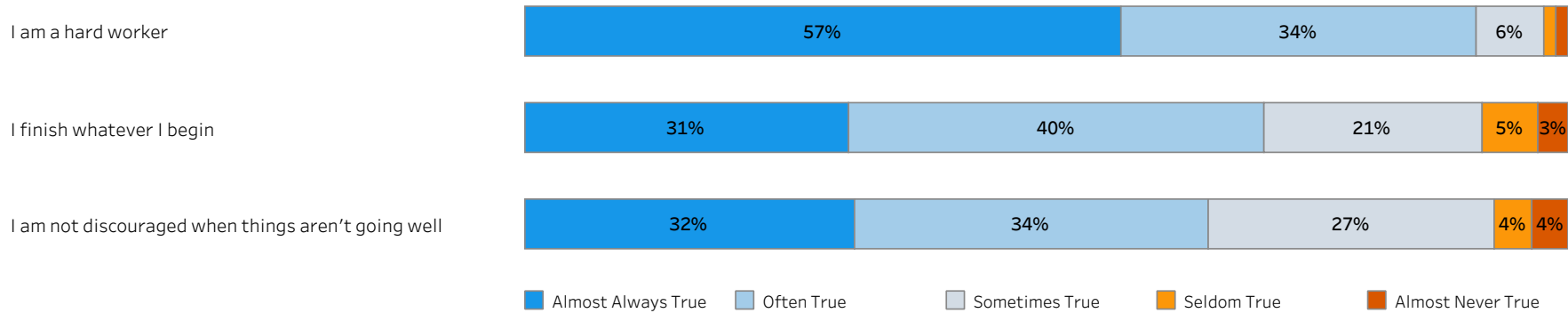
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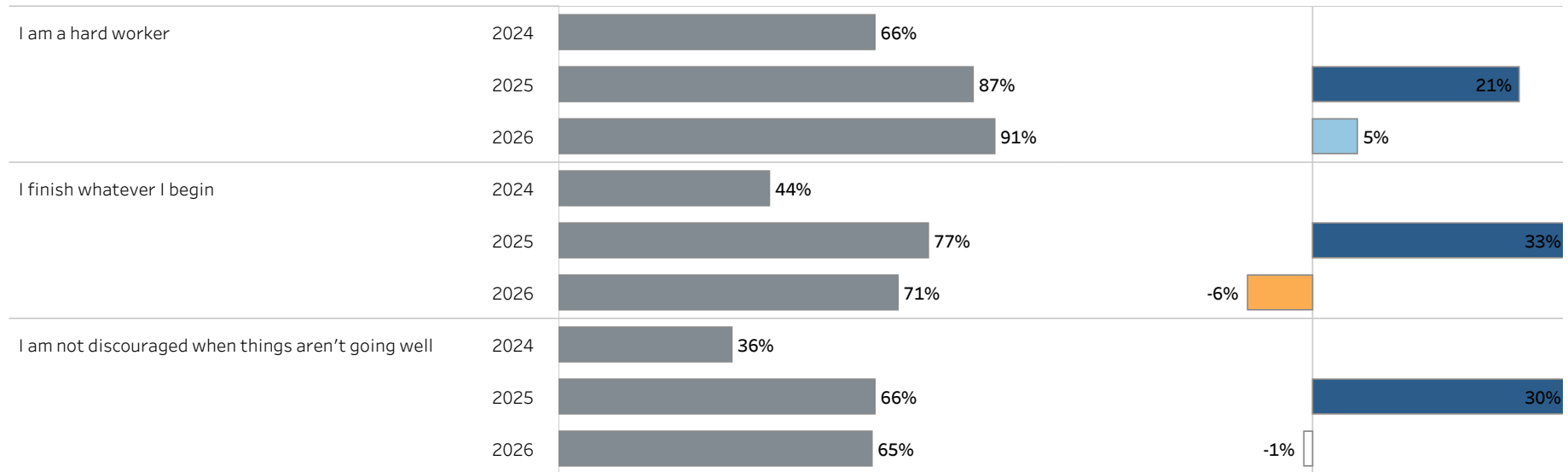


Perseverance/Stamina

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



Perseverance/Stamina LONGITUDINAL



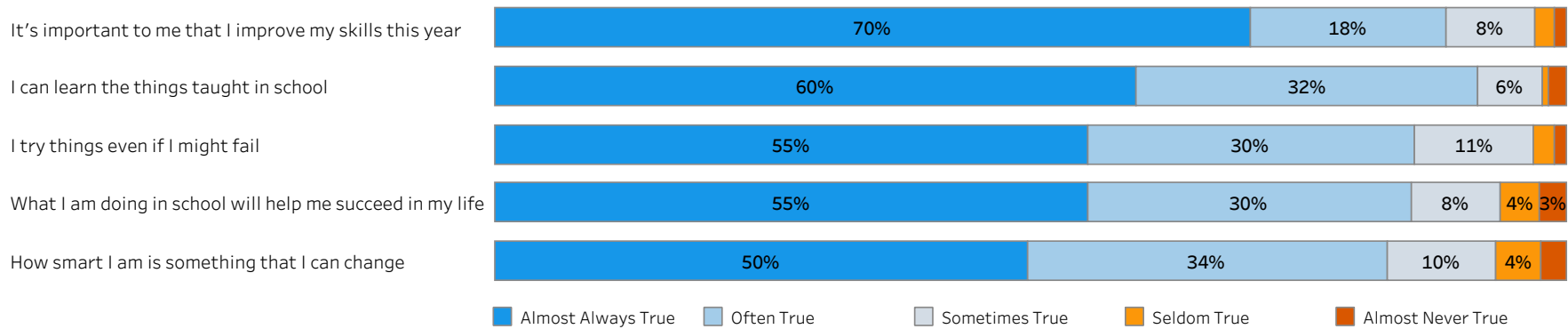
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Difference in Percent Positive

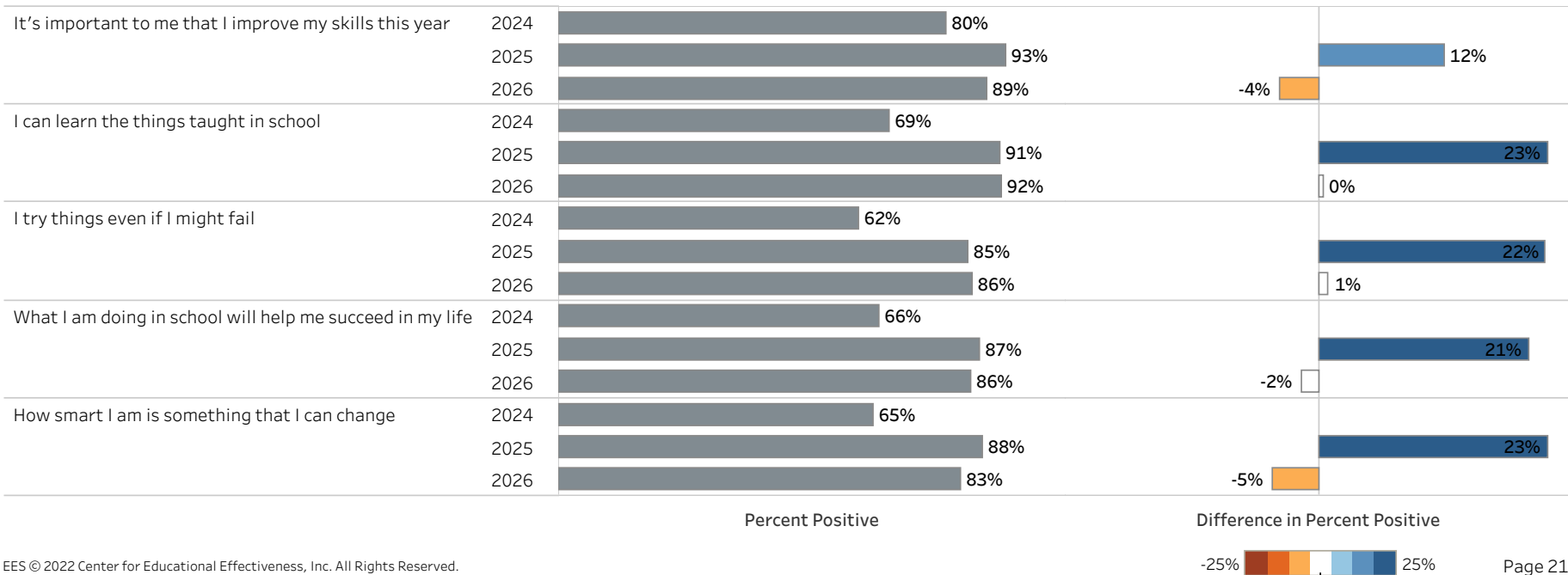


Self-Efficacy and Mindsets

- **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

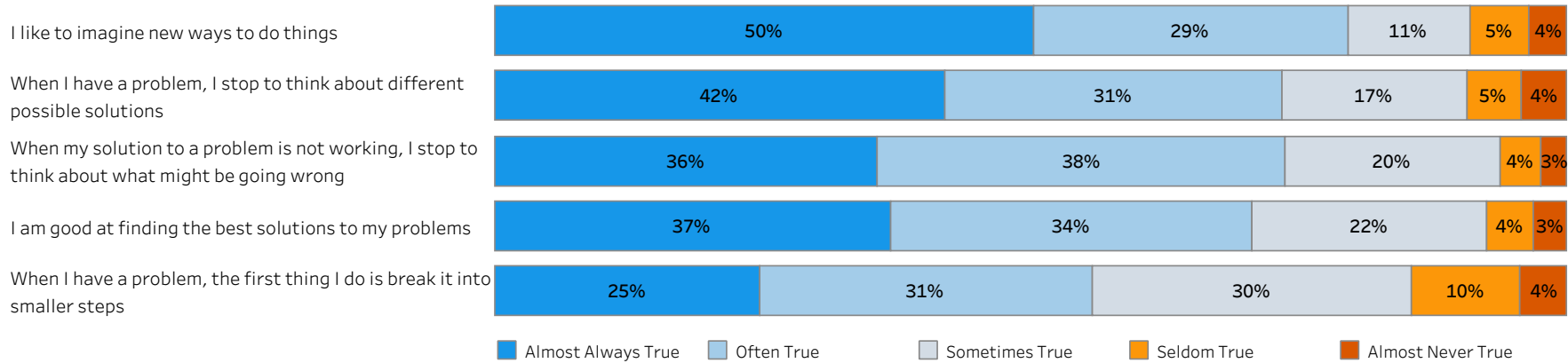


Self-Efficacy and Mindsets LONGITUDINAL

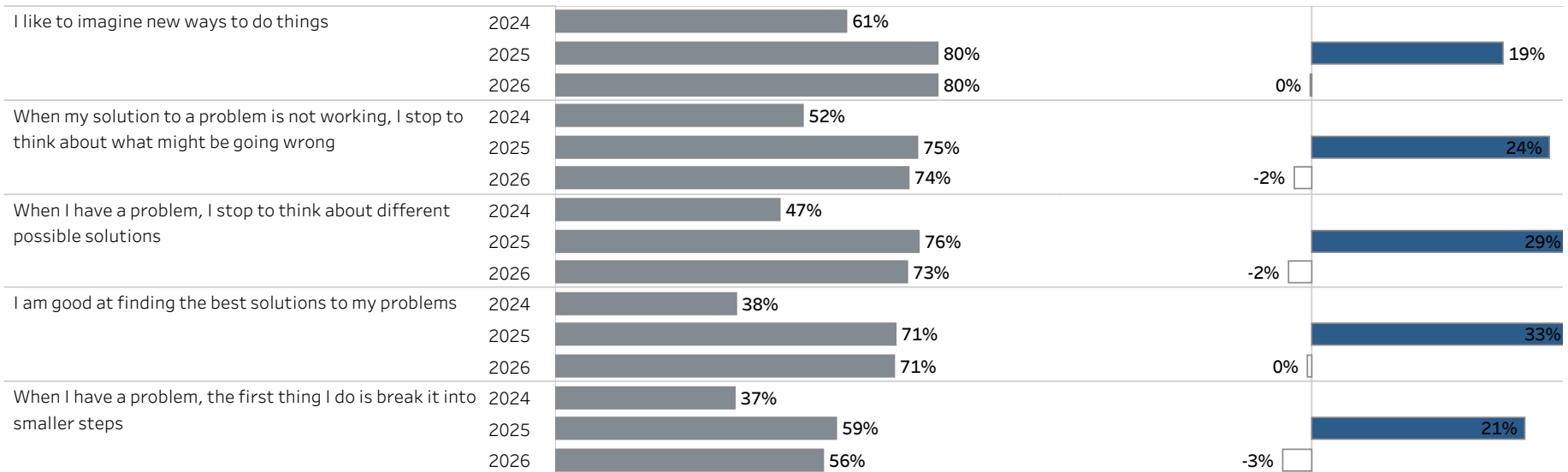


Critical Thinking

- **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



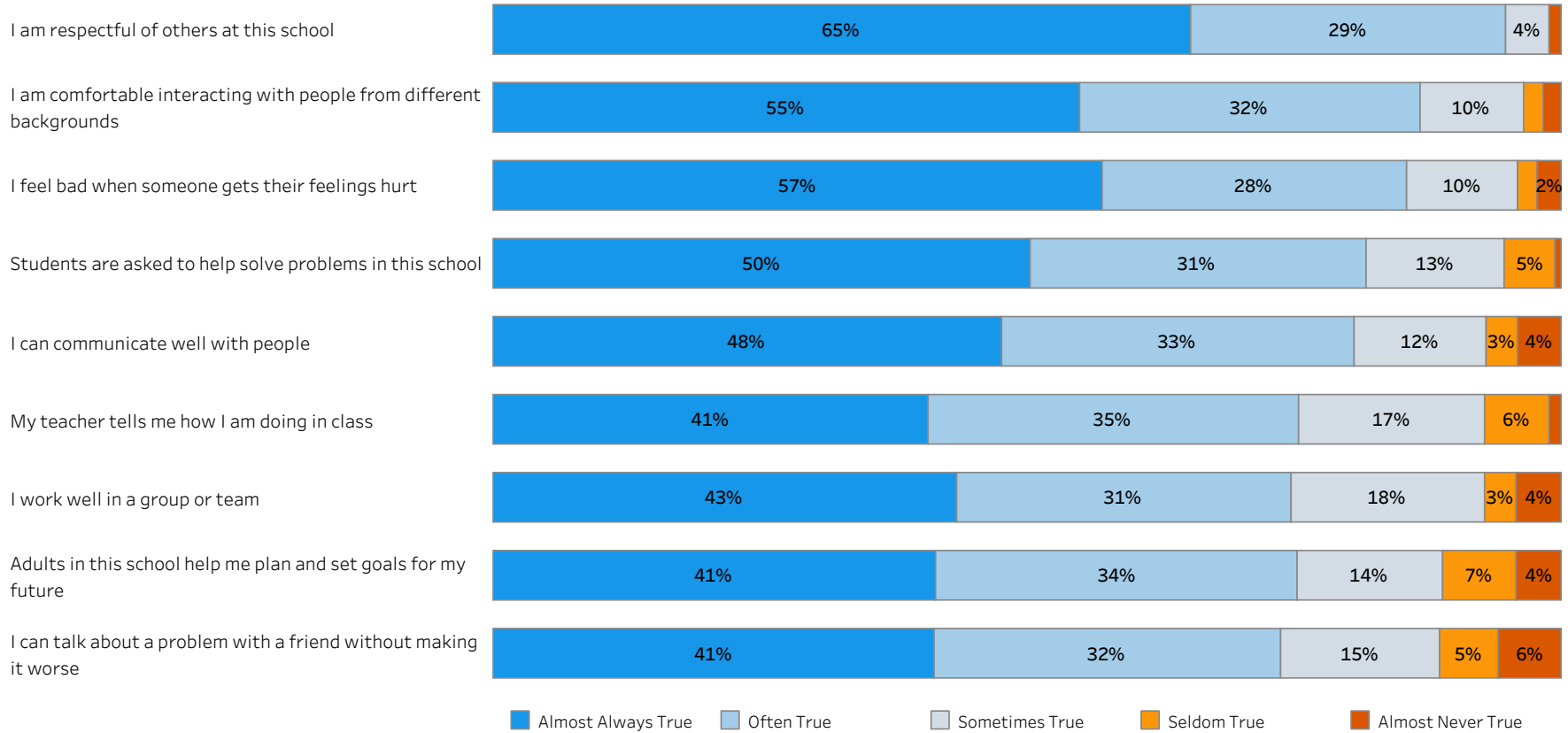
Percent Positive

Difference in Percent Positive



Collaboration and Interpersonal Skills

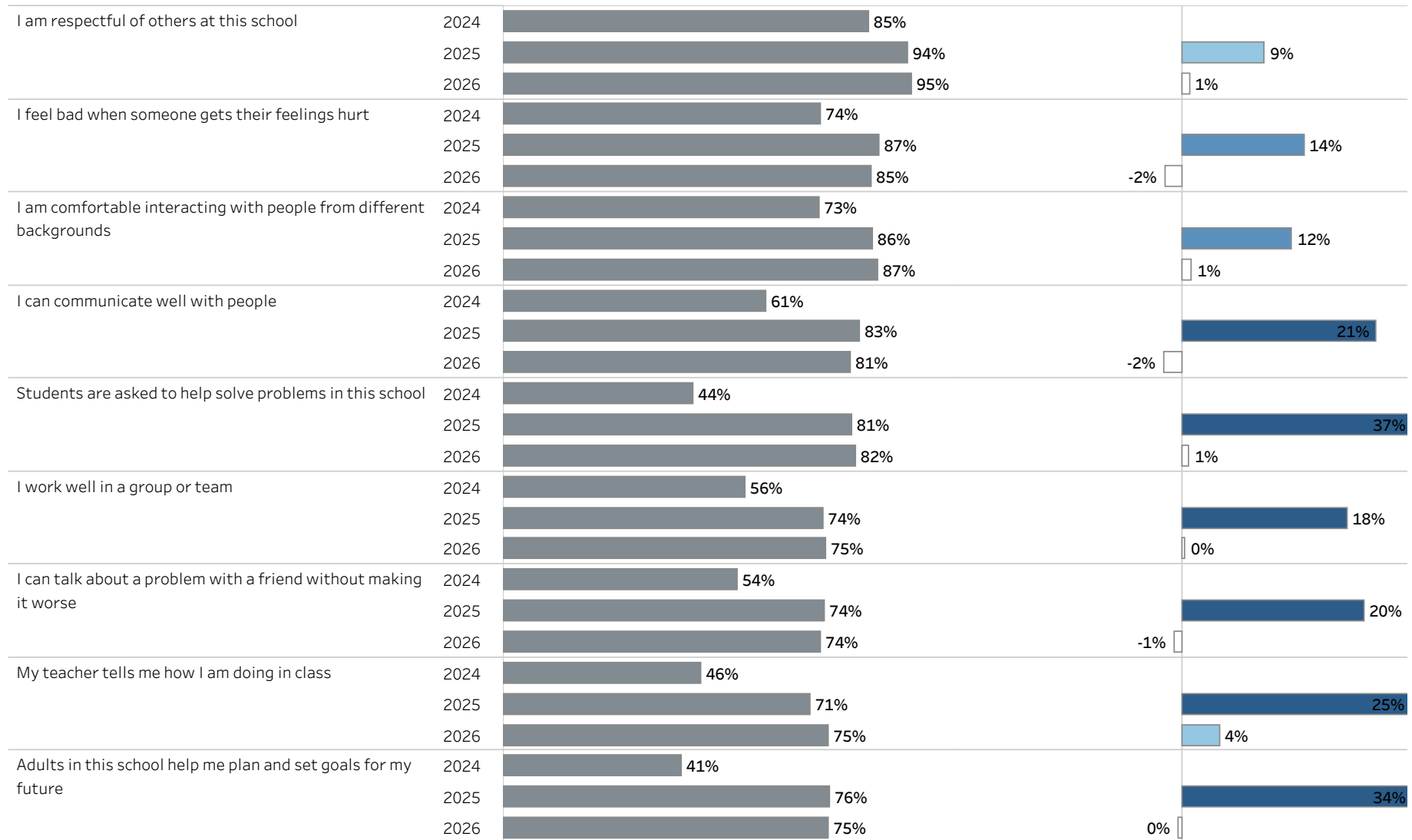
- **Collaboration**—Negotiating and compromising when working in groups or pairs
- **Communication**—Communicating effectively for a variety of purposes and audiences
- **Cultural competence**—Ability to work effectively with people from different backgrounds; appreciation of diversity
- **Conflict resolution**—Preventing,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



Collaboration and Interpersonal Skills

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South Bay Elementary

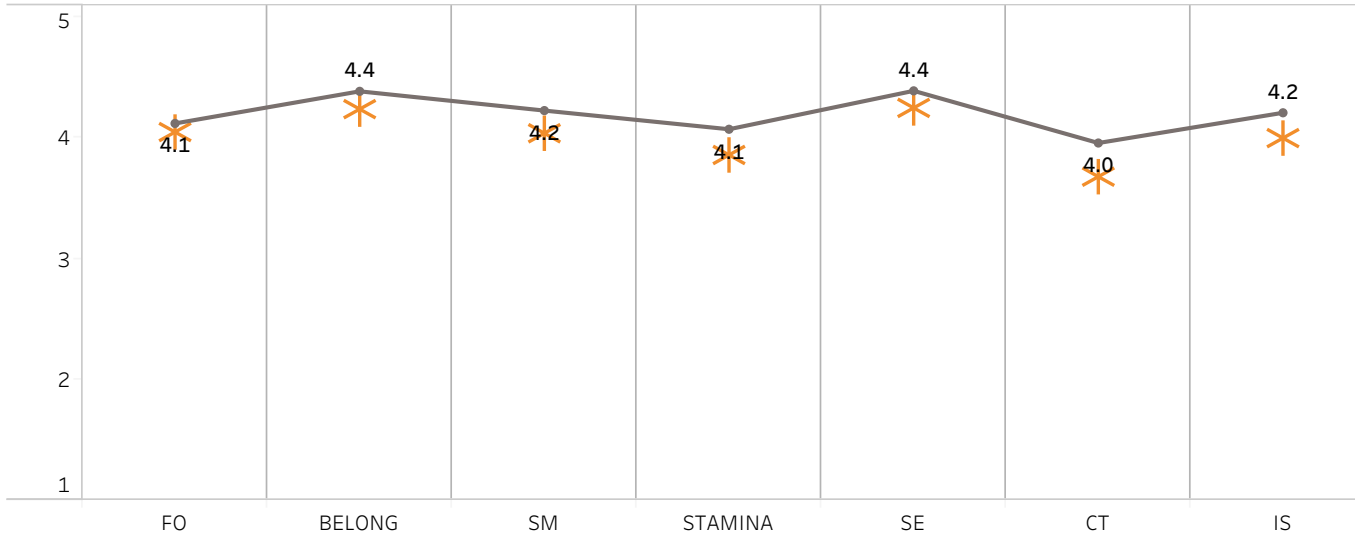


Percent Positive

Difference in Percent Positive



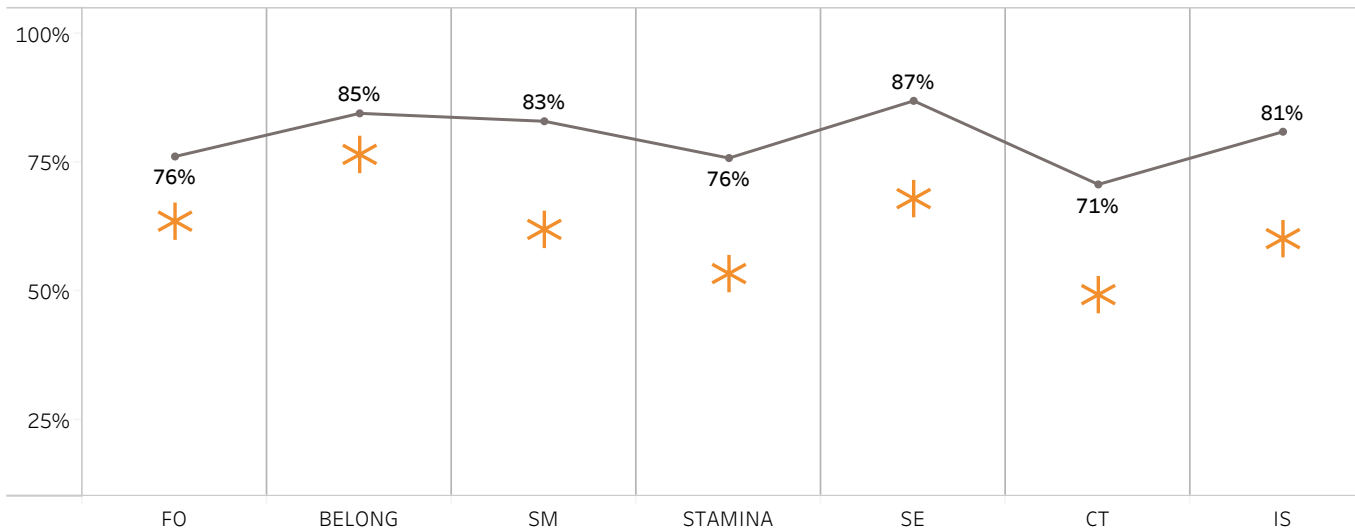
Comparison - Social Emotional Learning Mean Scores



How does your school compare to:

- * Nationwide Sample
- Your School or District

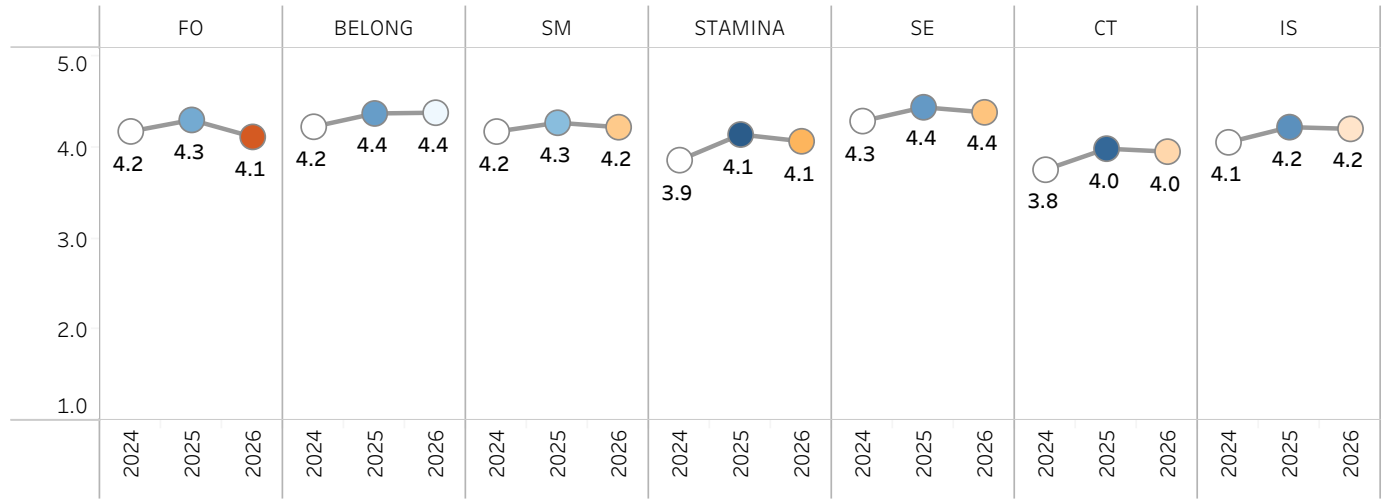
Comparison - Social Emotional Learning Percent Positive



Characteristics

- FO — Future Orientation
- BELONG — Belonging and Identity
- SM — Self Management
- STAMINA — Perseverance/Stamina
- SE — Self-Efficacy and Mindsets
- CT — Critical Thinking
- IS — Collaboration and Interpersonal Skills

Comparison - Social Emotional Learning



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 - Social Emotional Learning Percent Positive LONGITUDINAL



Characteristics

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