Educational Effectiveness Survey™

The Center for Educational Effectiveness

9 Characteristics of High Performing Schools

Student Edition v4.3

Salish Middle School

North Thurston Public Schools

2024	2025	2026
N=410	N=431	N=284



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Better Data. Better Decisions. Better Schools.

The Center for Educational Effectiveness

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Introduction

Educational Effectiveness Survey, Student SEL Edition

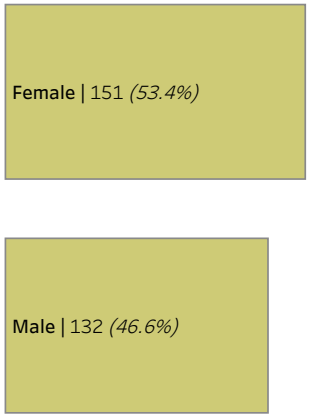
While there is no single solution for all schools, research on effective schools identified common characteristics of high-performing schools known as the 9 Characteristics. Successful schools engaged in improvement activities focus on these characteristics of "organizational and educator capacity" to 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.

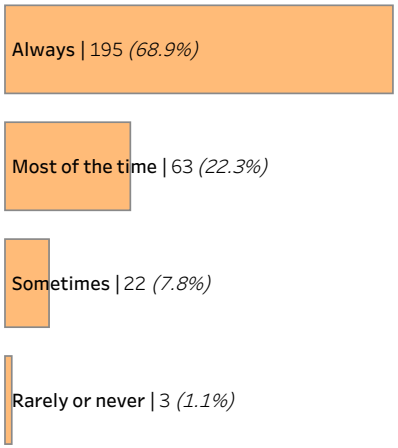
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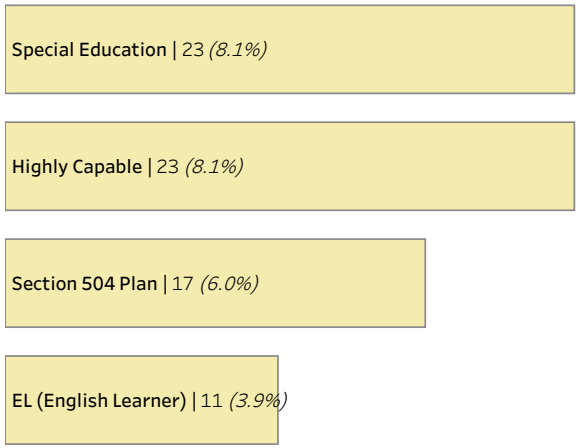
Gender



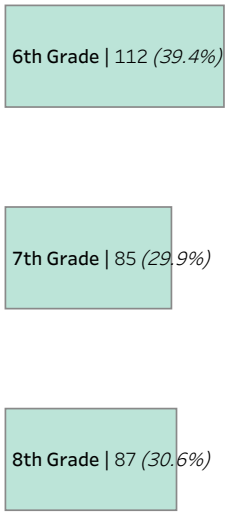
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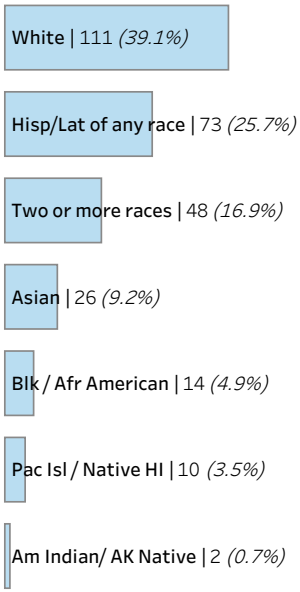
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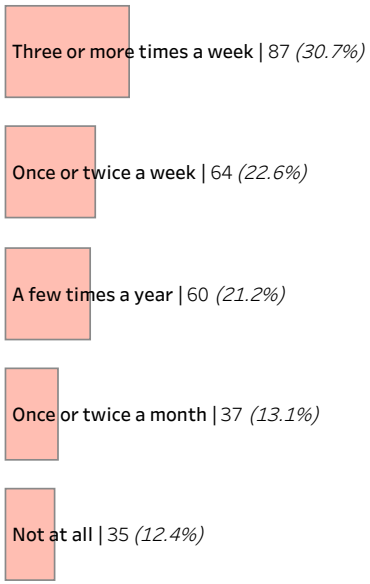
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Ethnicity



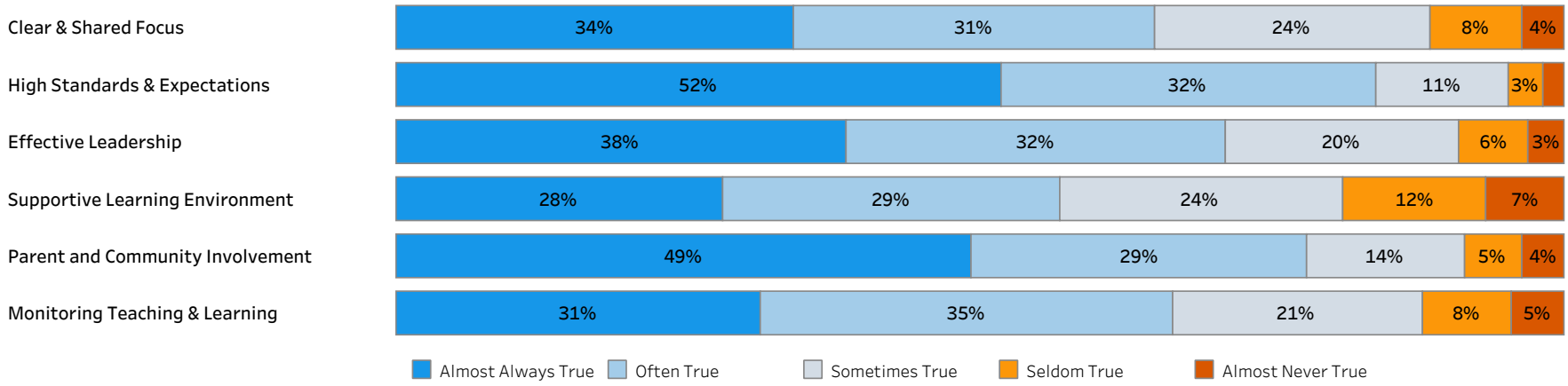
Activities



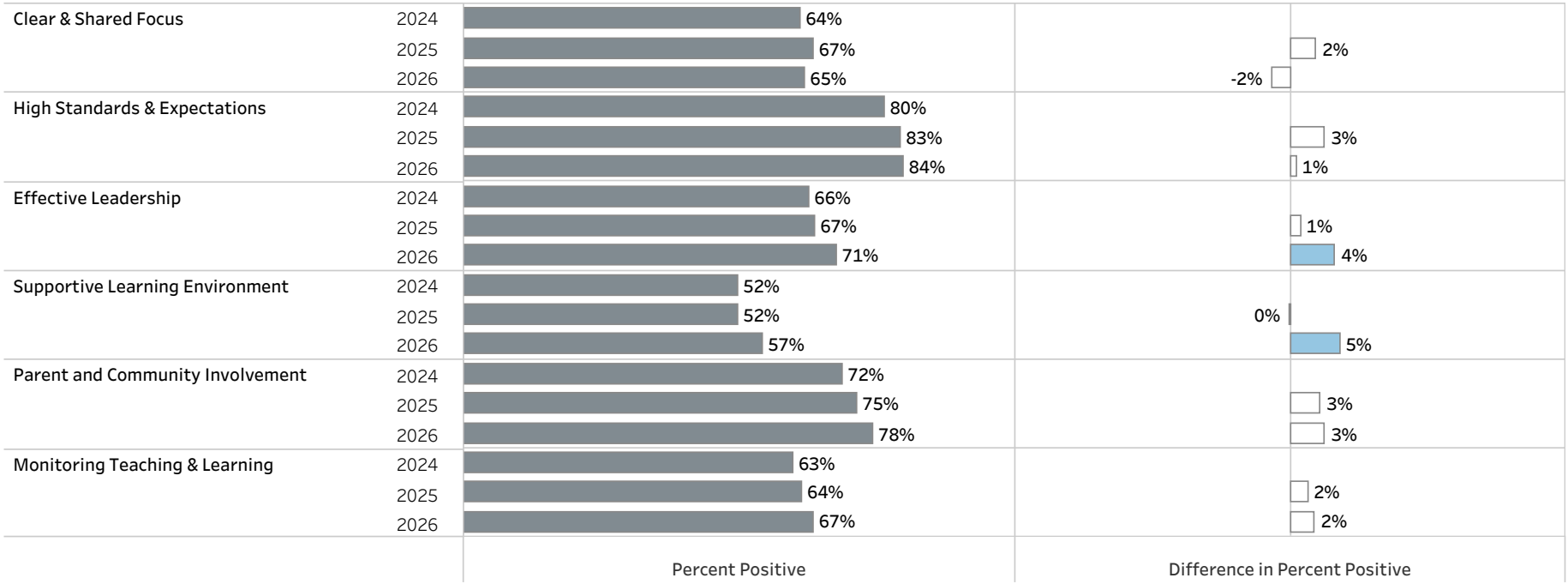
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9 Characteristics Summary

Salish Middle School



9 Characteristics LONGITUDINAL

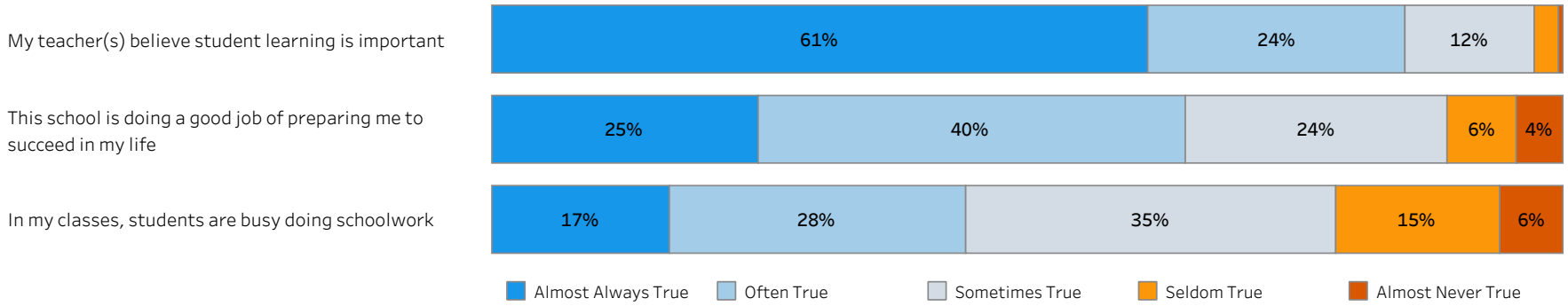


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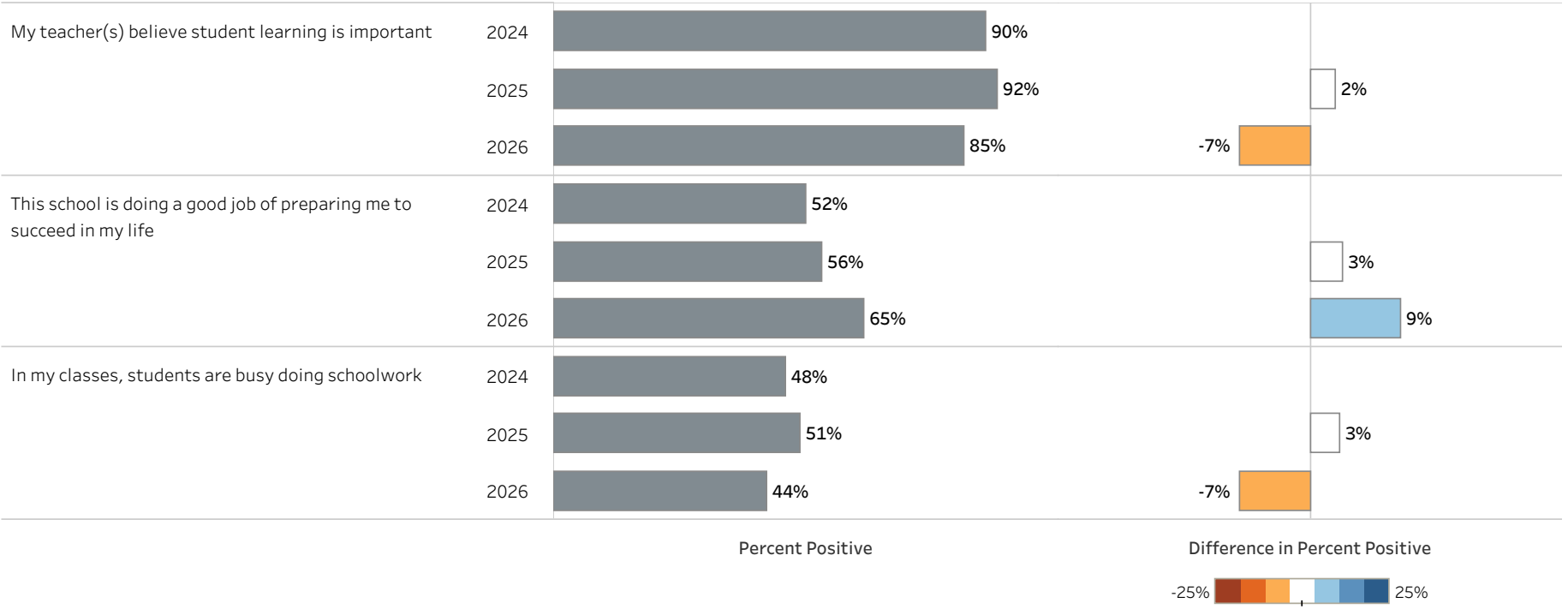
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Clear and Shared Focus

Salish Middle School



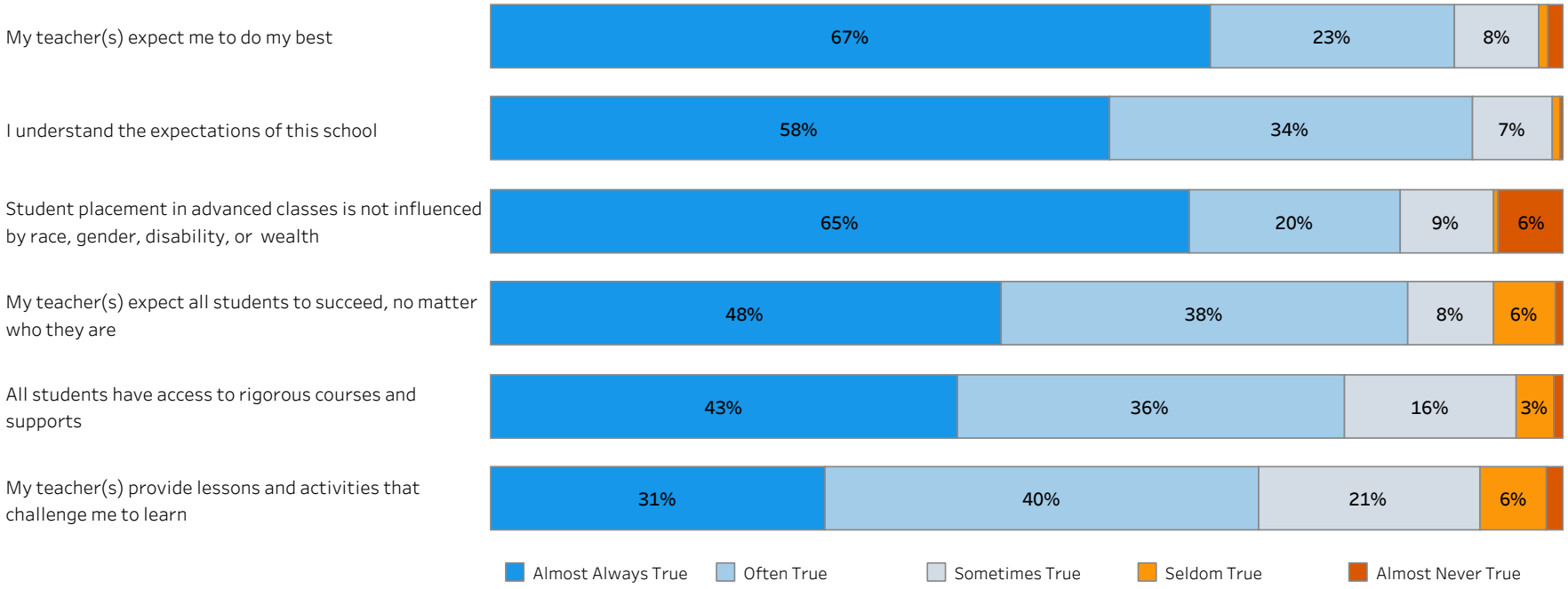
Clear and Shared Focus LONGITUDINAL



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High Standards and Expectations

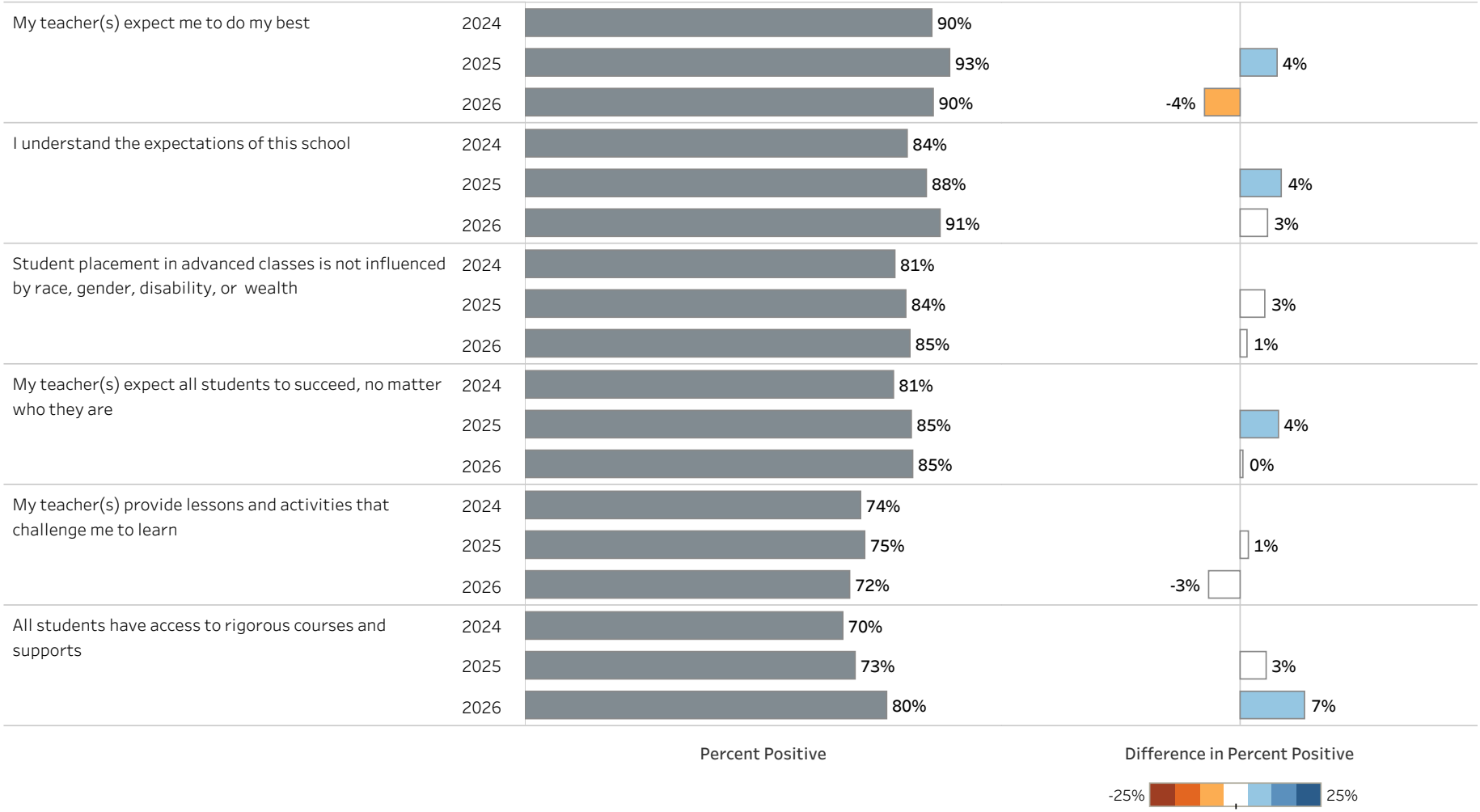
Salish Middle School



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High Standards and Expectations
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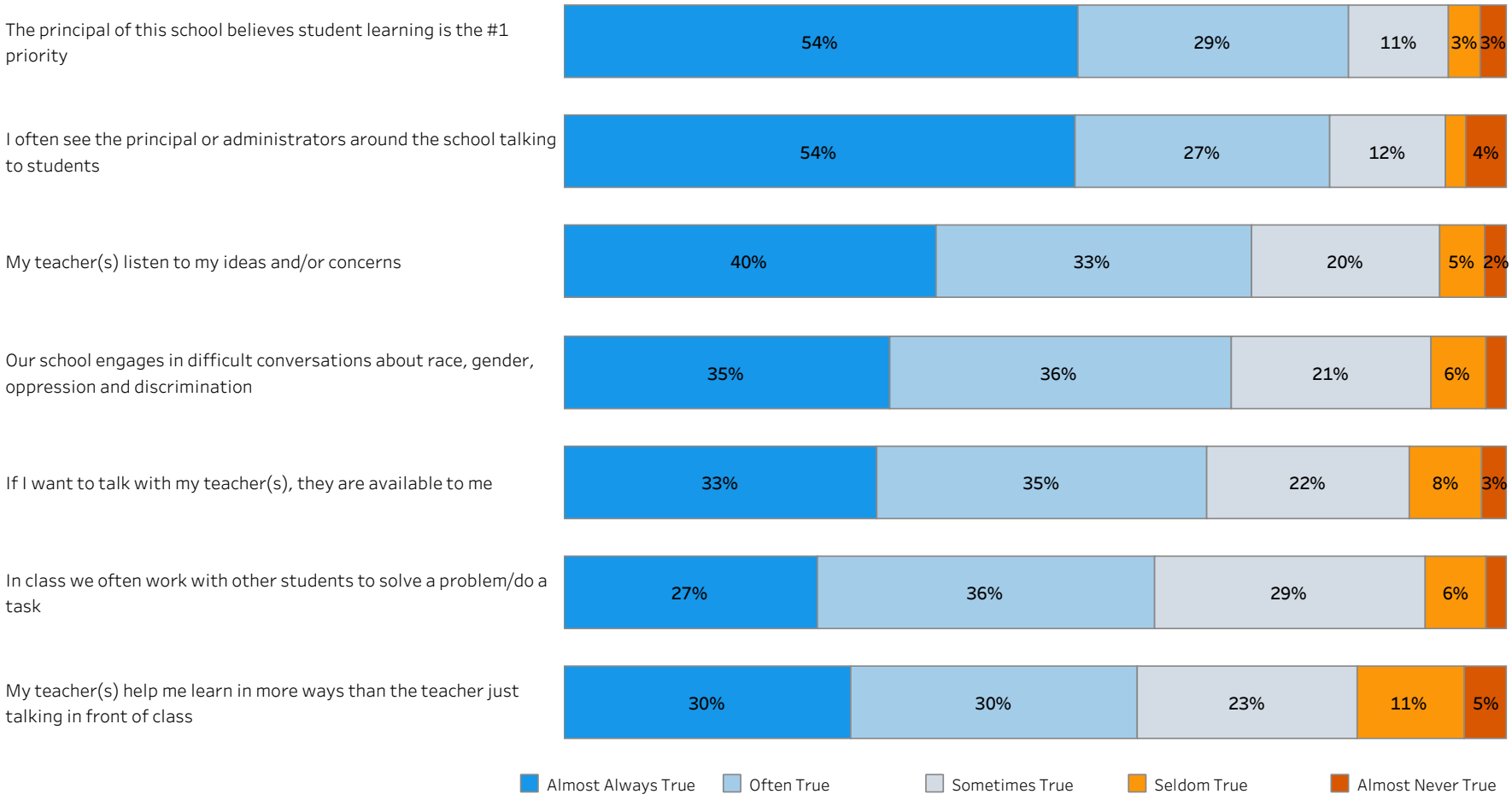
Salish Middle School



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Effective Leadership

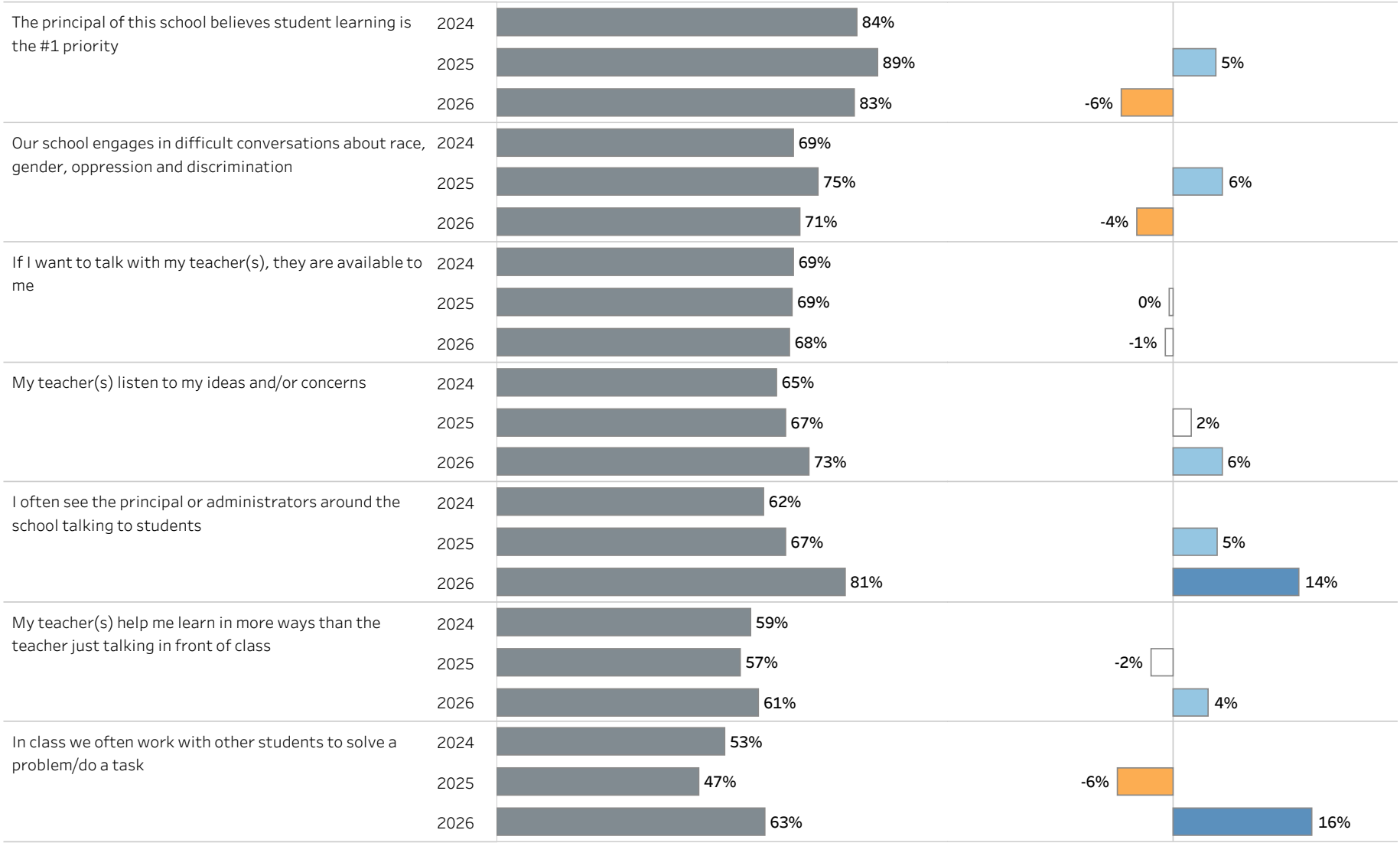
Salish Middle School



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Effective Leadership
LONGITUDINAL

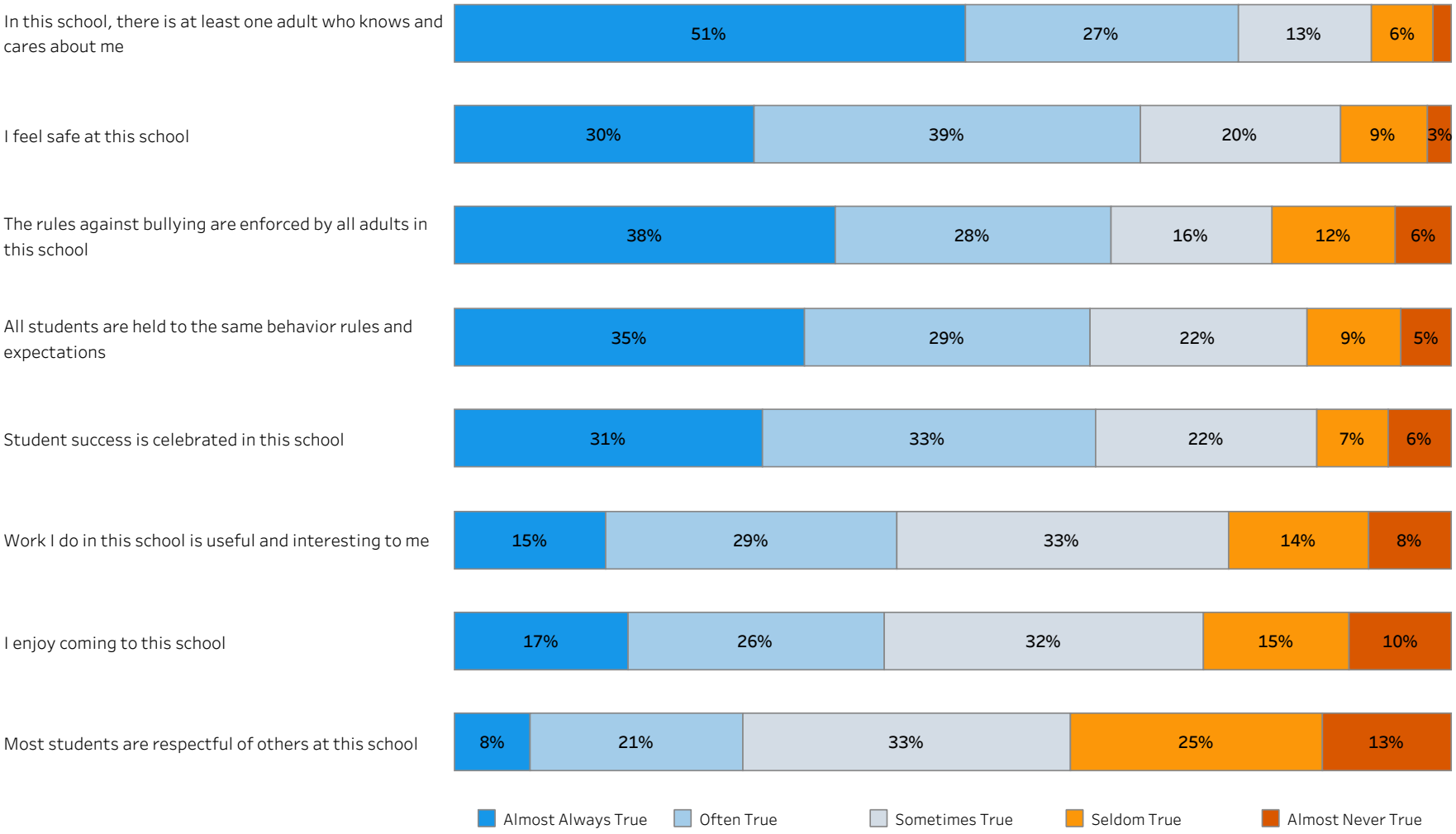
Salish Middle School



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Supportive Learning Environment

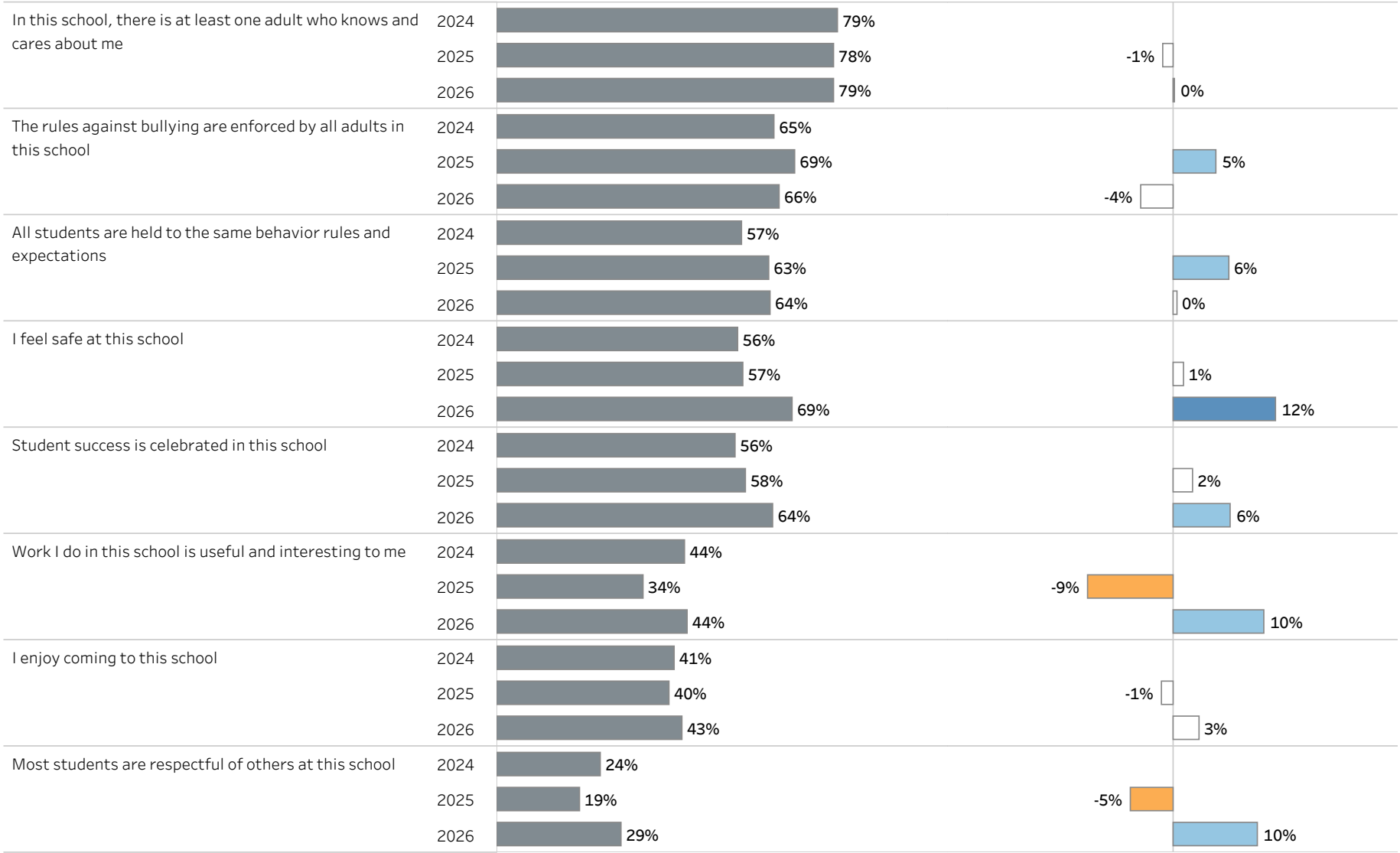
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Supportive Learning Environment
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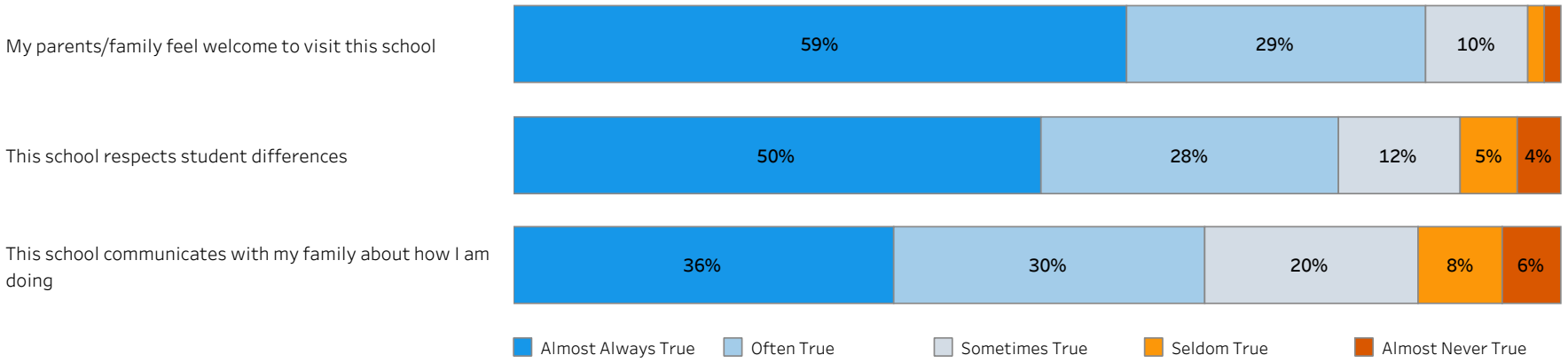
Salish Middle School



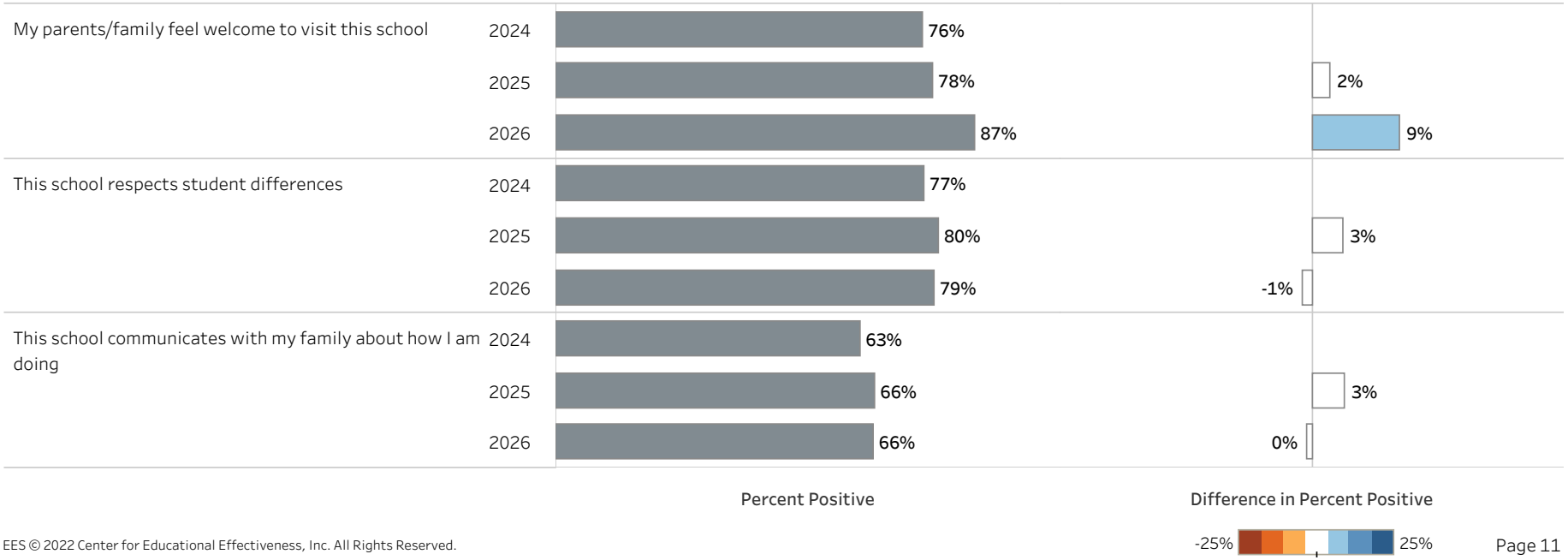
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Parent and Community Involvement

Salish Middle School



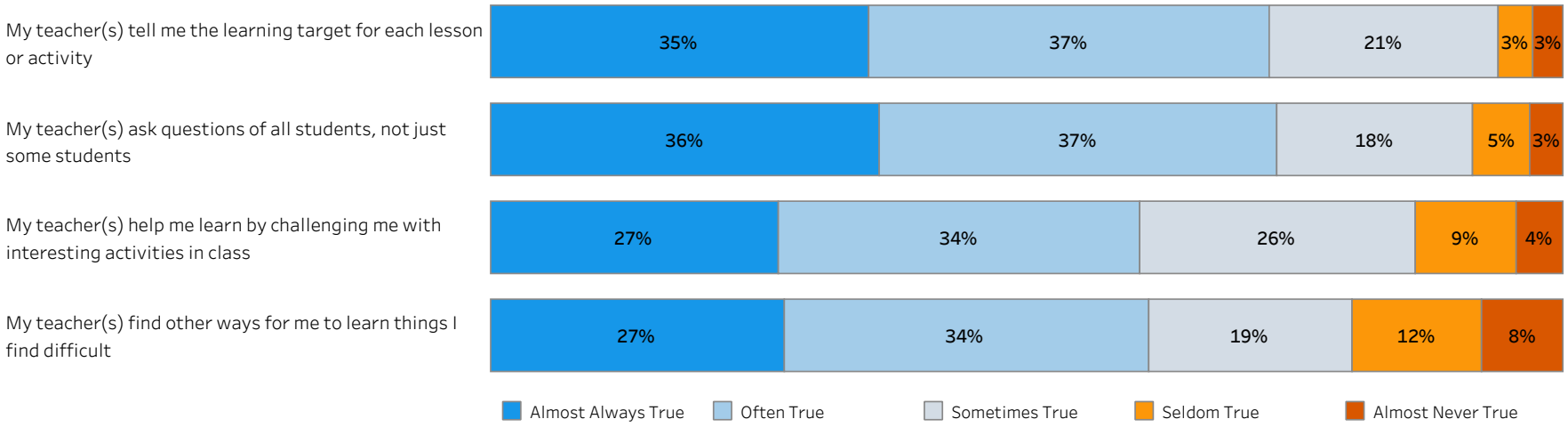
Parent and Community Involvement LONGITUDINAL



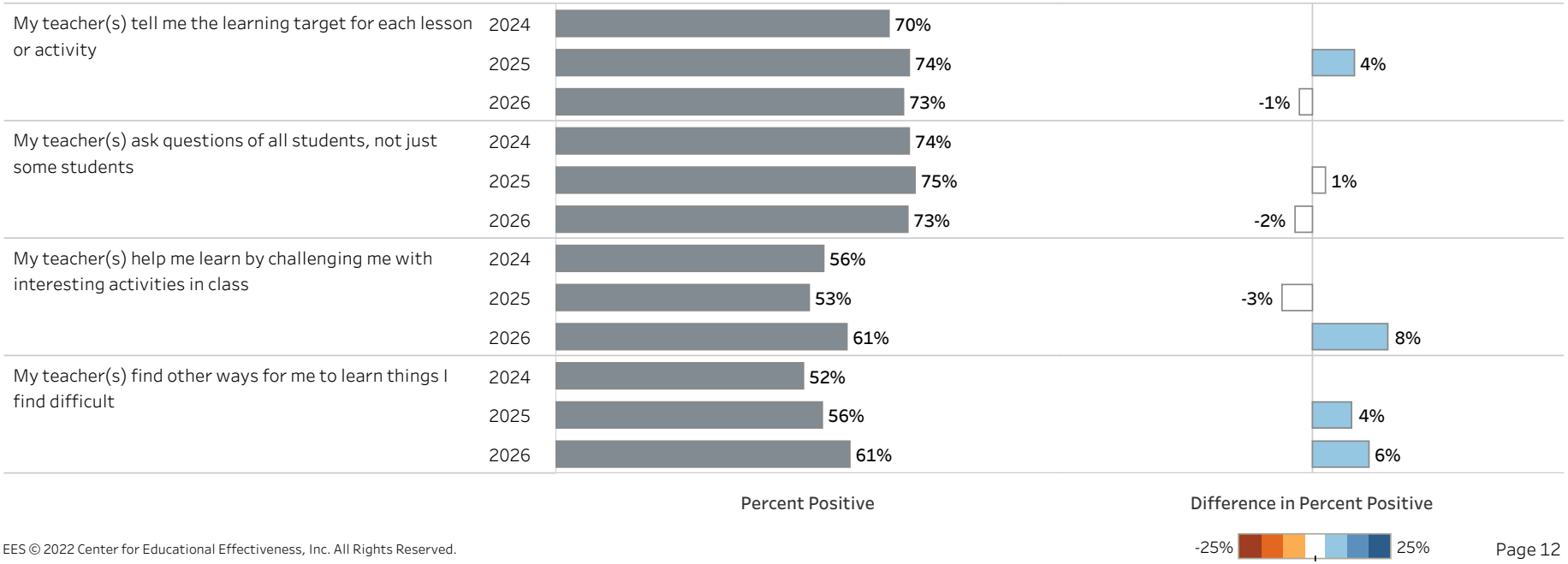
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Frequent Monitoring of Teaching and Learning

Salish Middle School

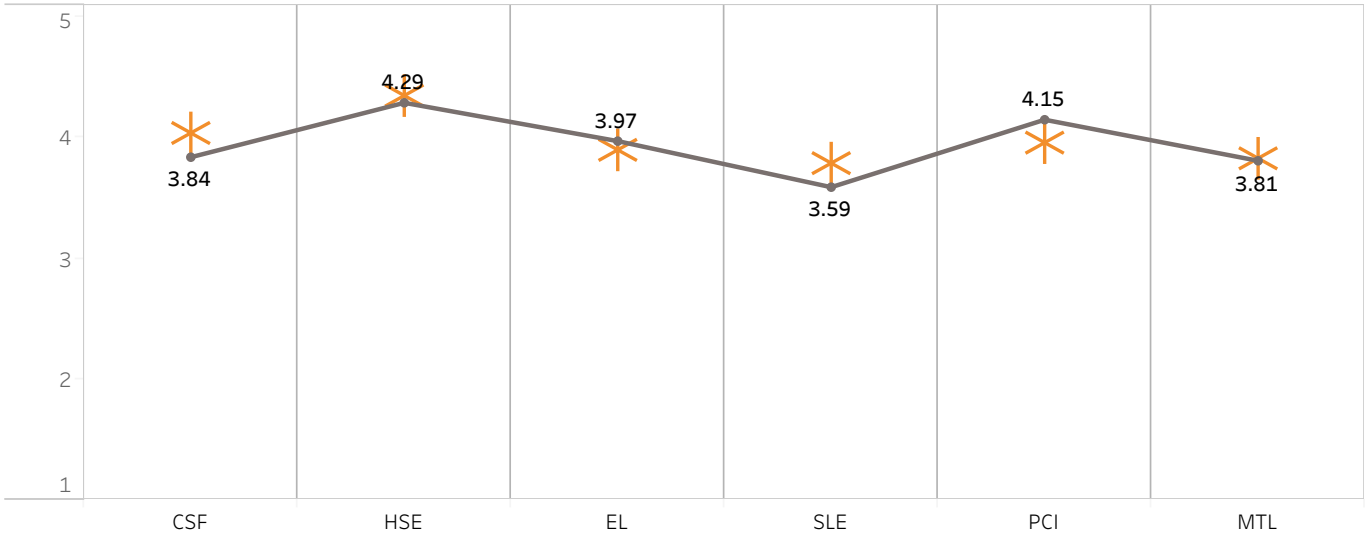


Frequent Monitoring of Teaching and Learning LONGITUDINAL



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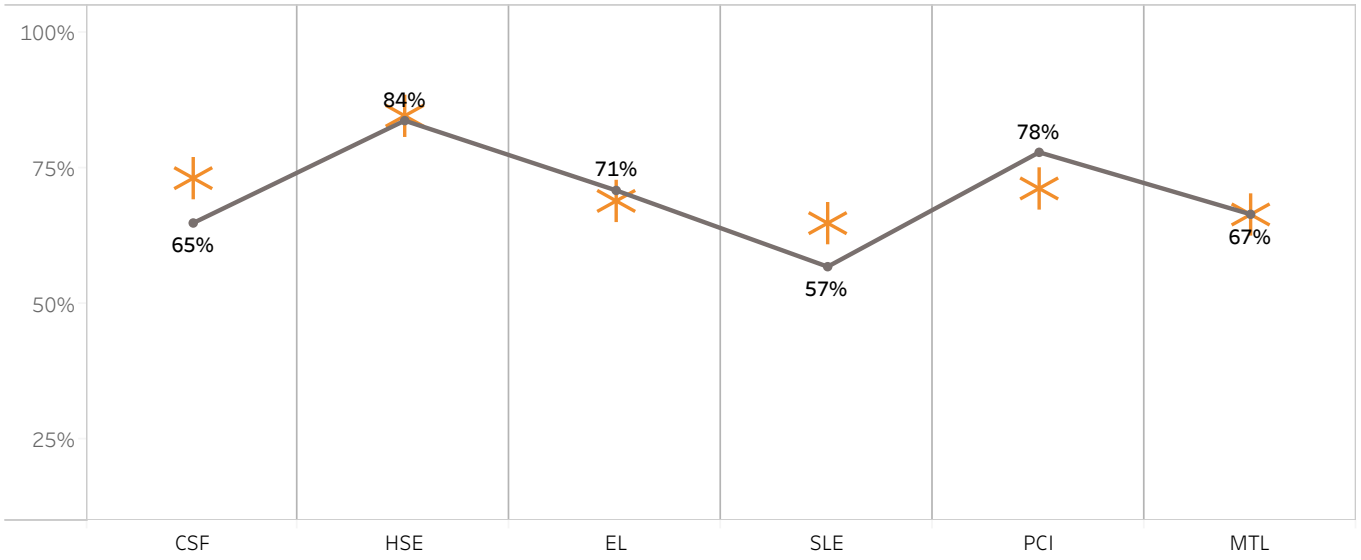
Comparison - 9 Characteristics **Mean Scores**



How does your school compare to:

- Nationwide Sample
- Your School or District

Comparison - 9 Characteristics **Percent Positive**

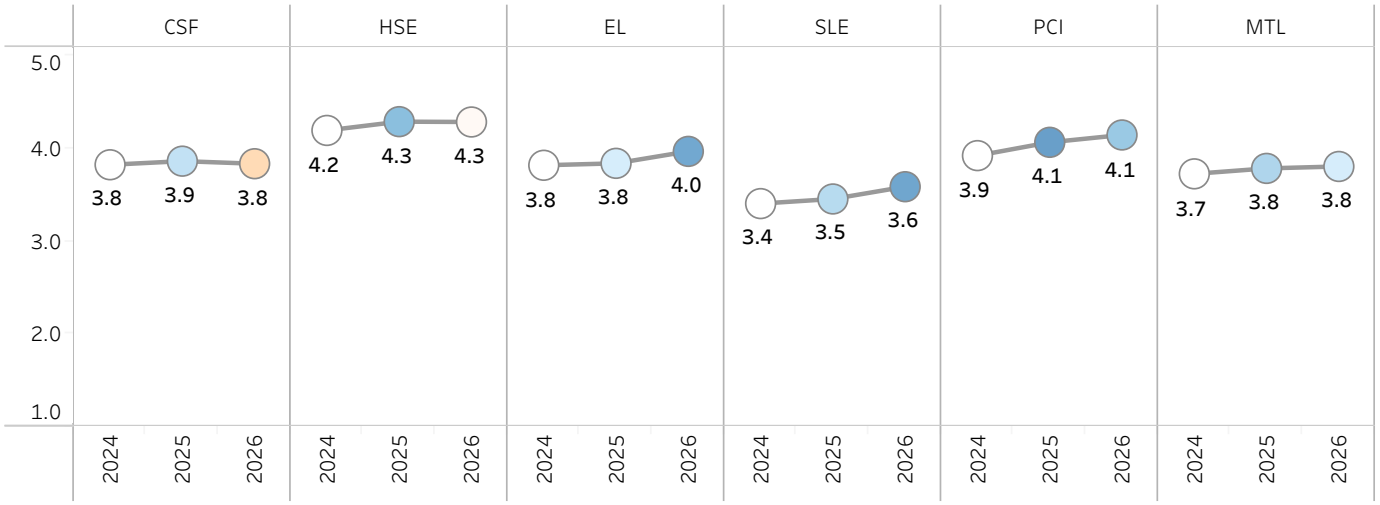


Characteristics

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

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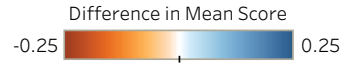
Comparison - 9 Characteristics **Mean Scores**
LONGITUDINAL

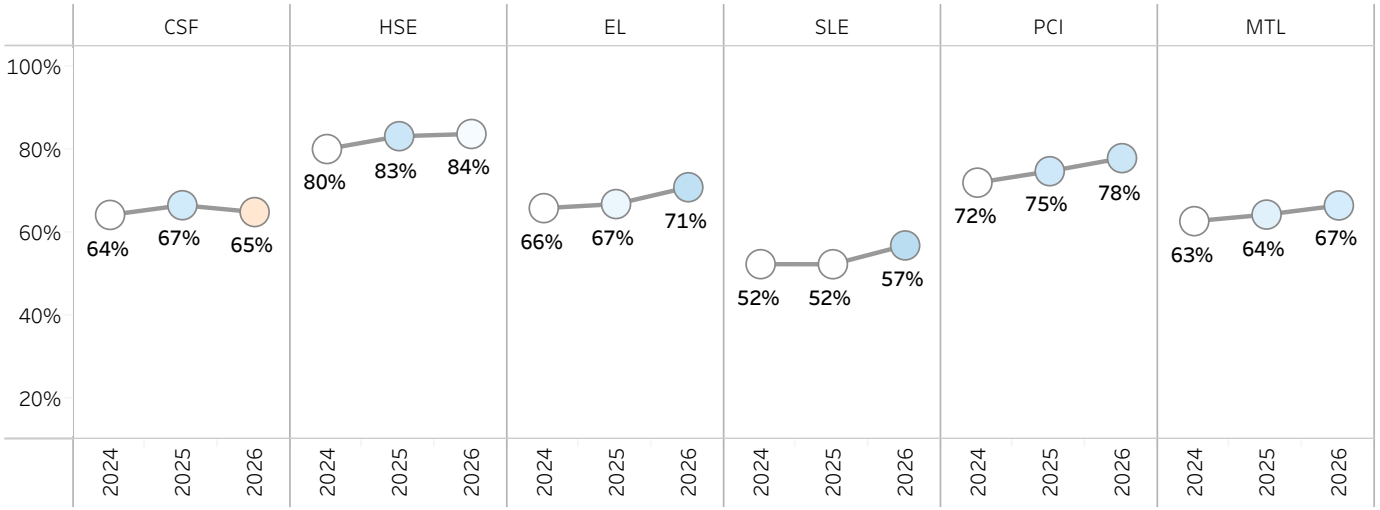


The color shading of the bar indicates the strength of improvement or the significance of the decline. Celebrate the blue, and investigate the darker orange and red.

Comparison - 9 Characteristics **Percent Positive**

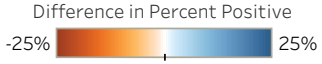
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Characteristics

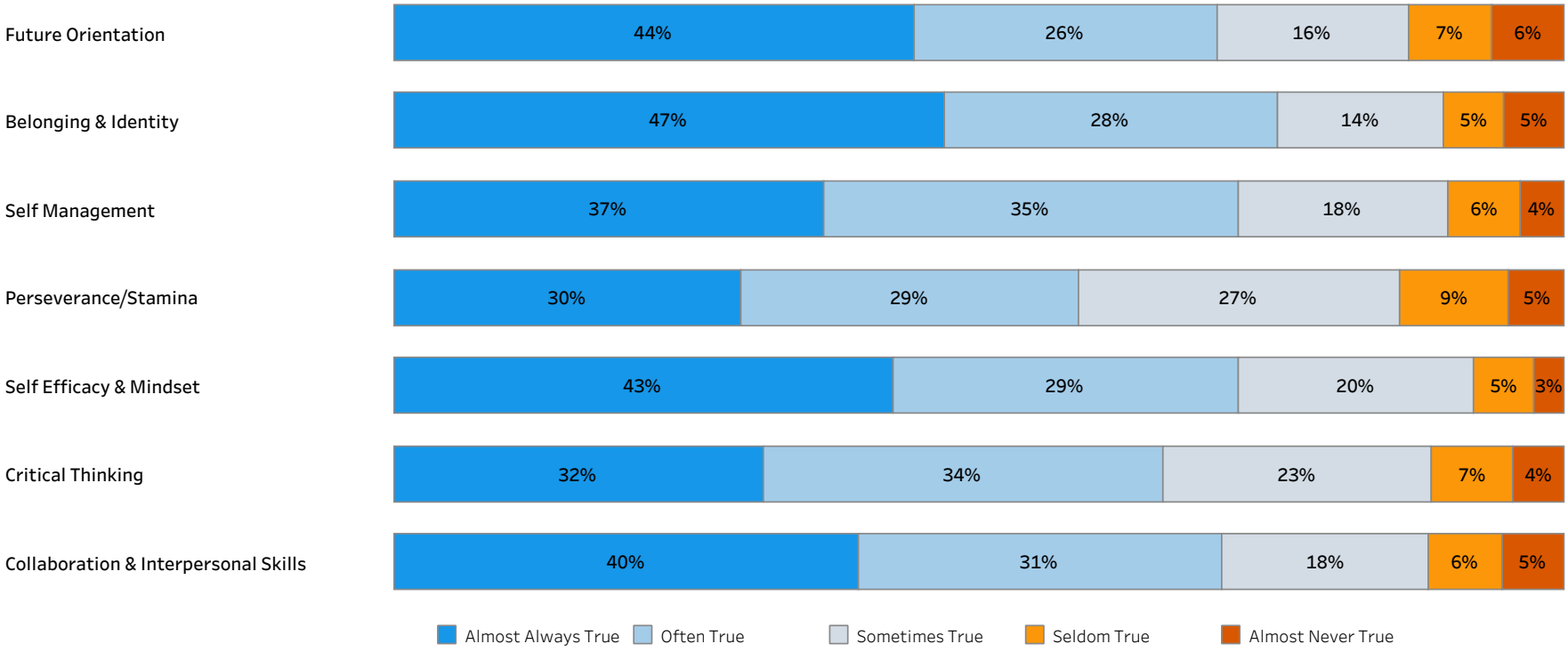
CSF — Clear and Shared Focus
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Social Emotional Learning Summary

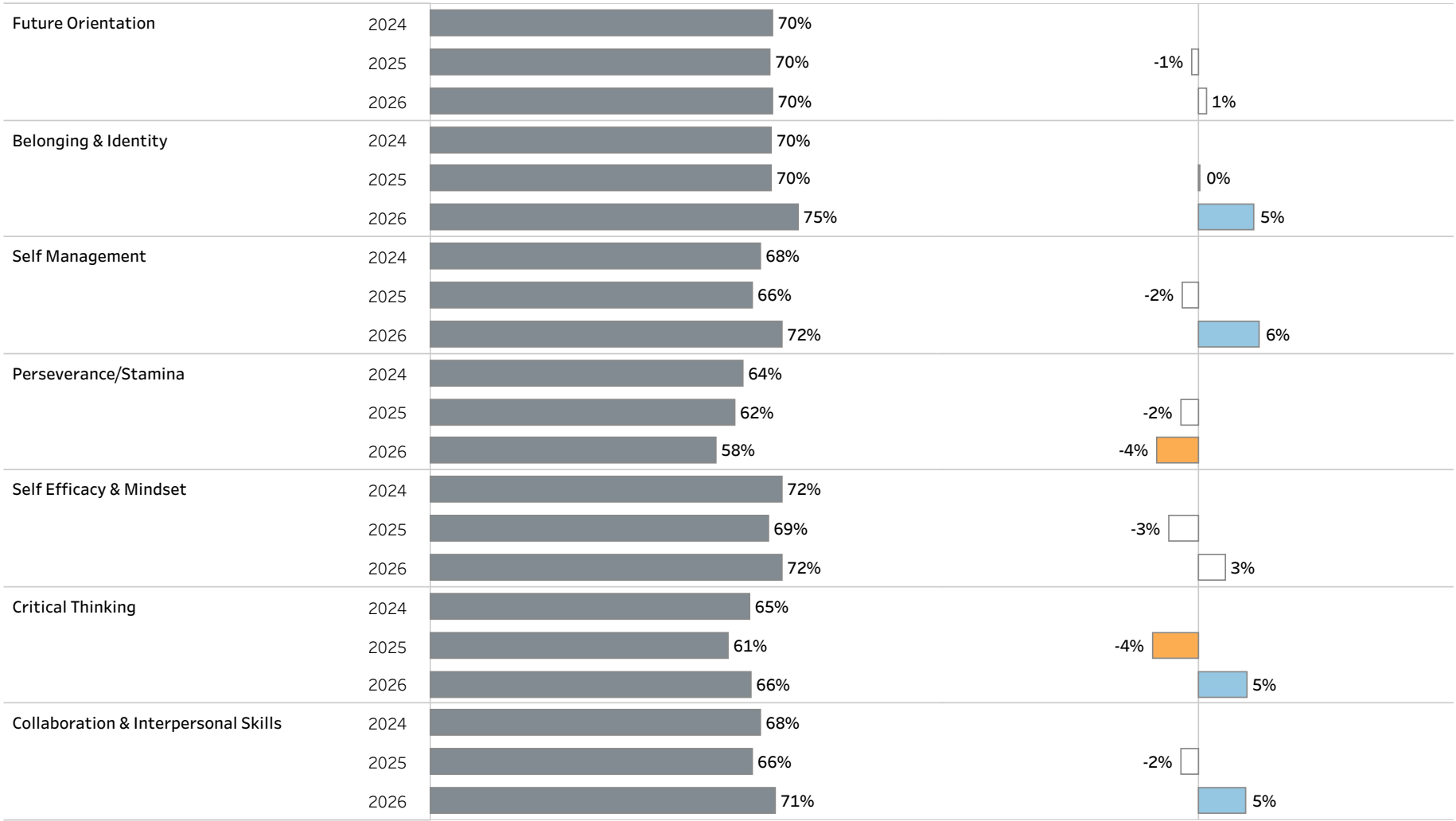
Salish Middle School



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Social Emotional Learning Summary
LONGITUDINAL

Salish Middle School

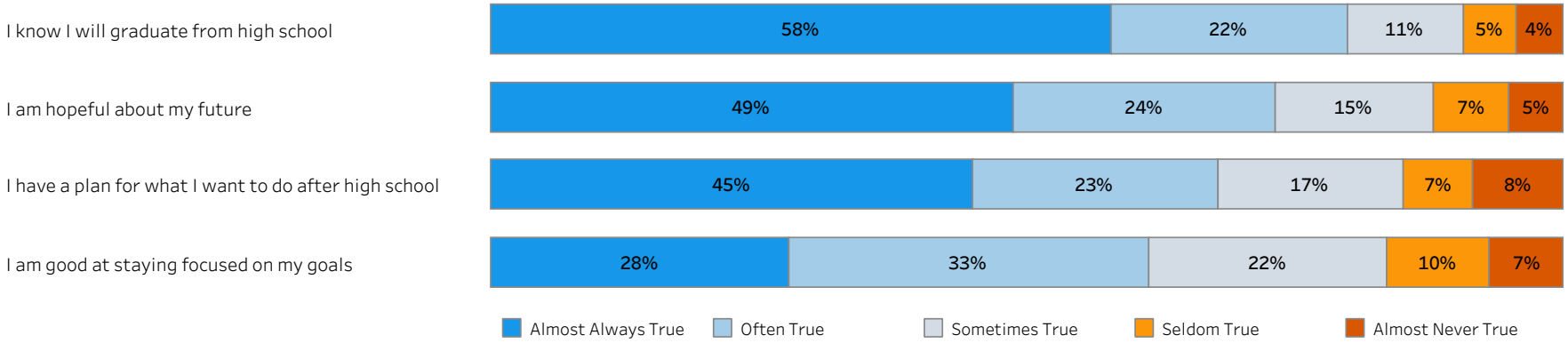


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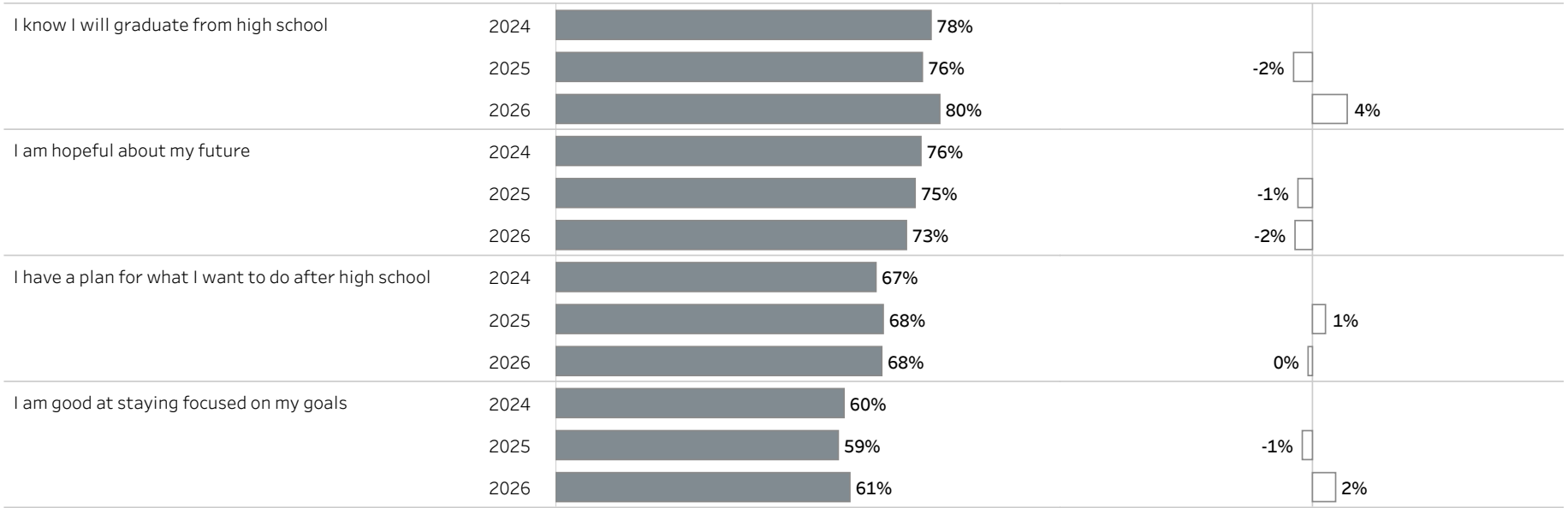
Future Orientation

Salish 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

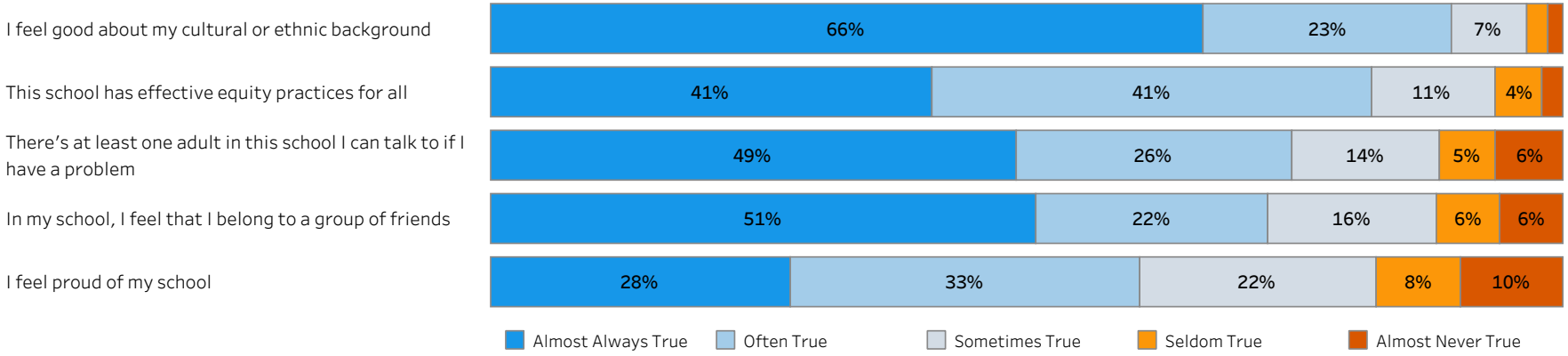


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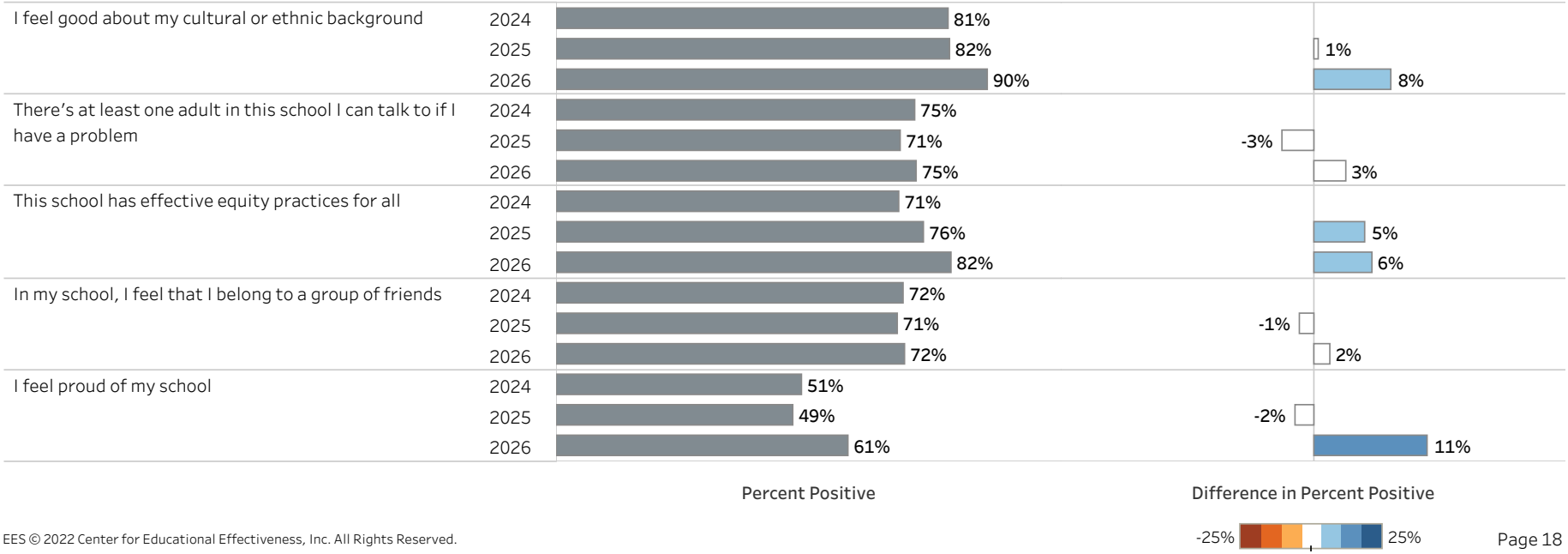
Belonging and Identity

Salish Middle School

- **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

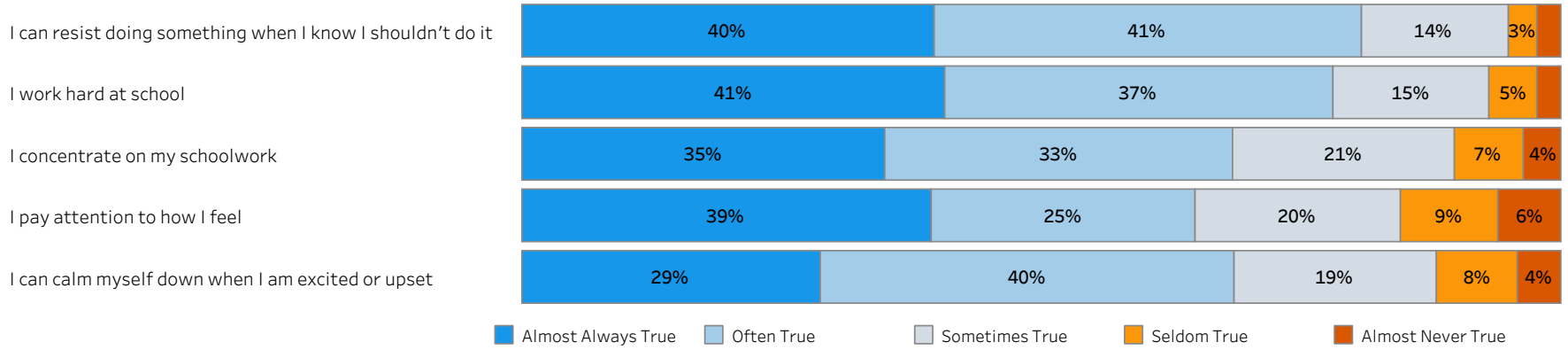


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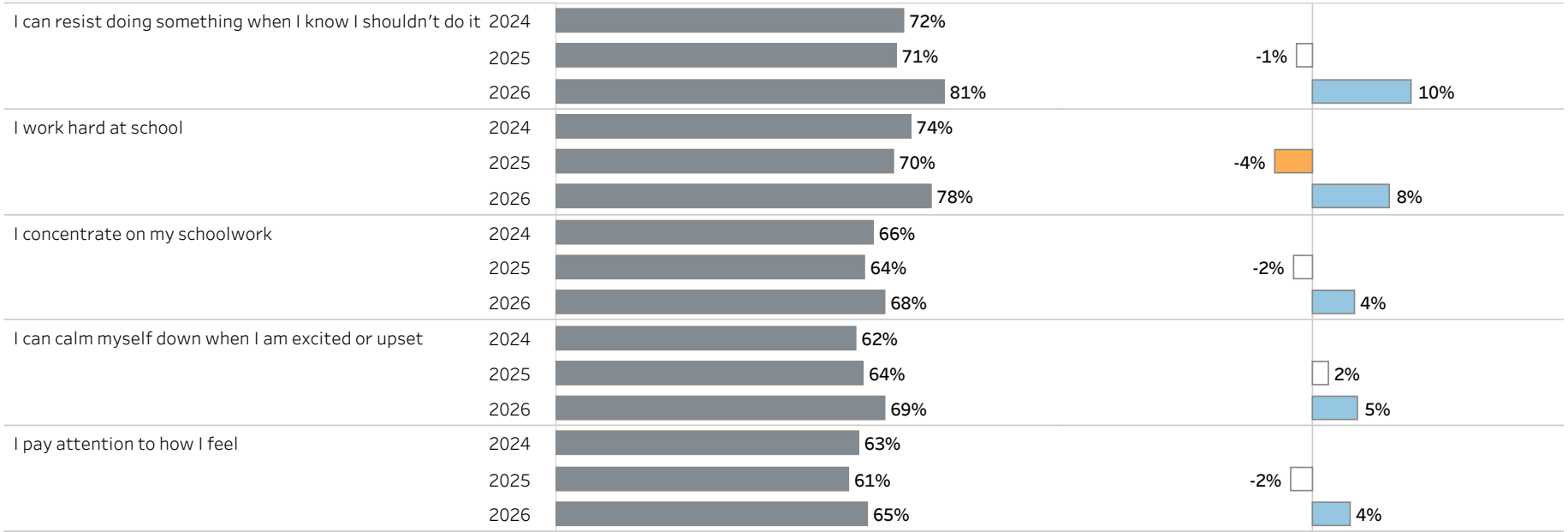
Self Management

Salish Middle School

- **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

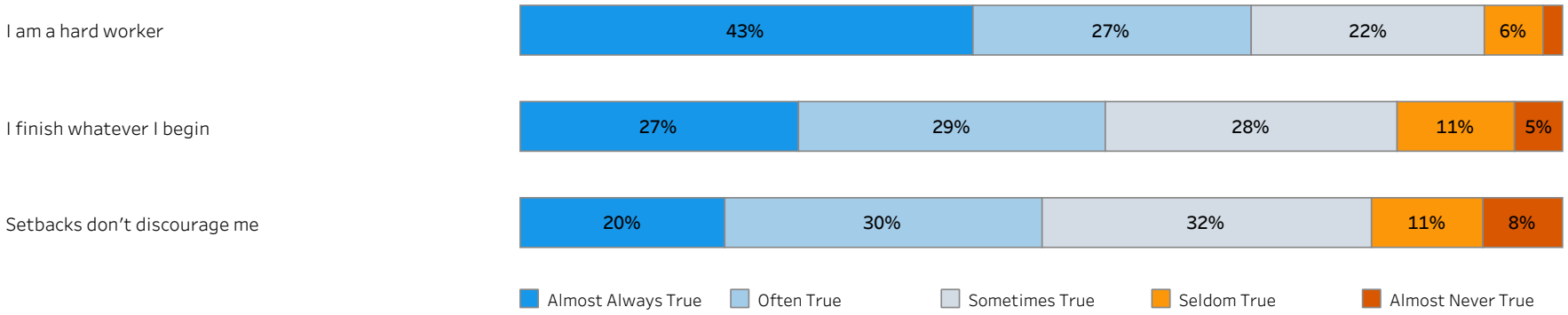


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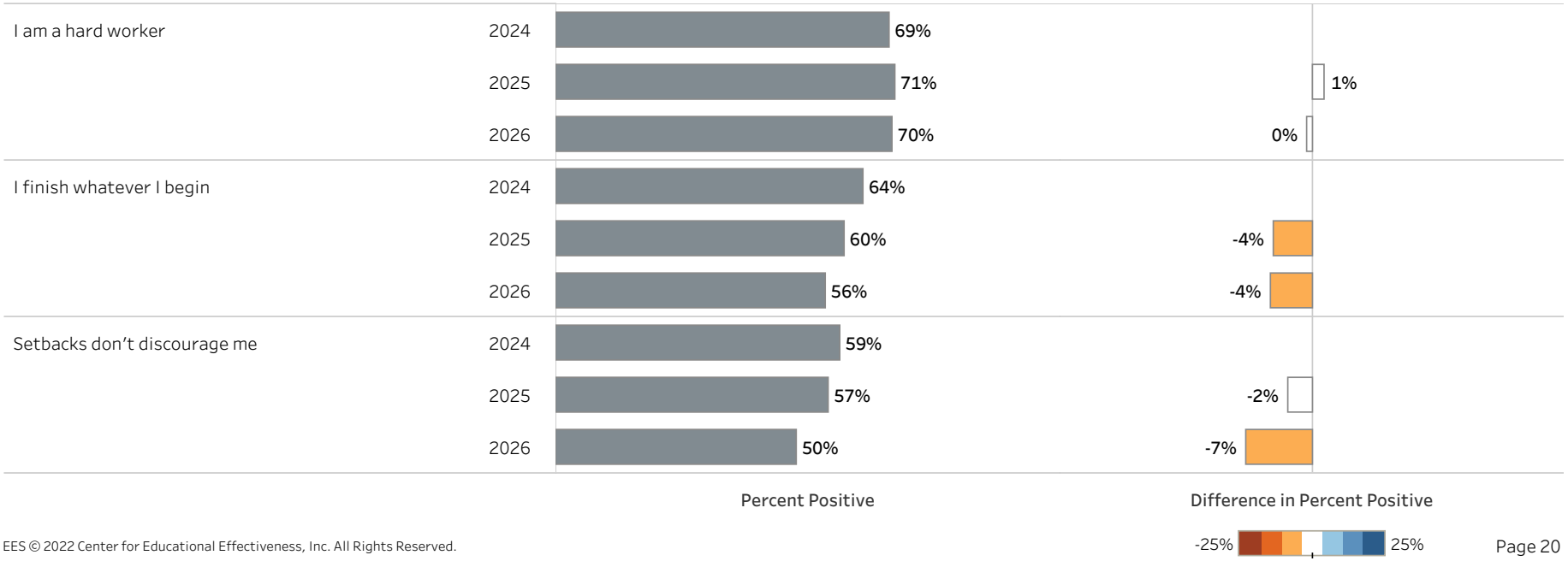
Perseverance/Stamina

Salish 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

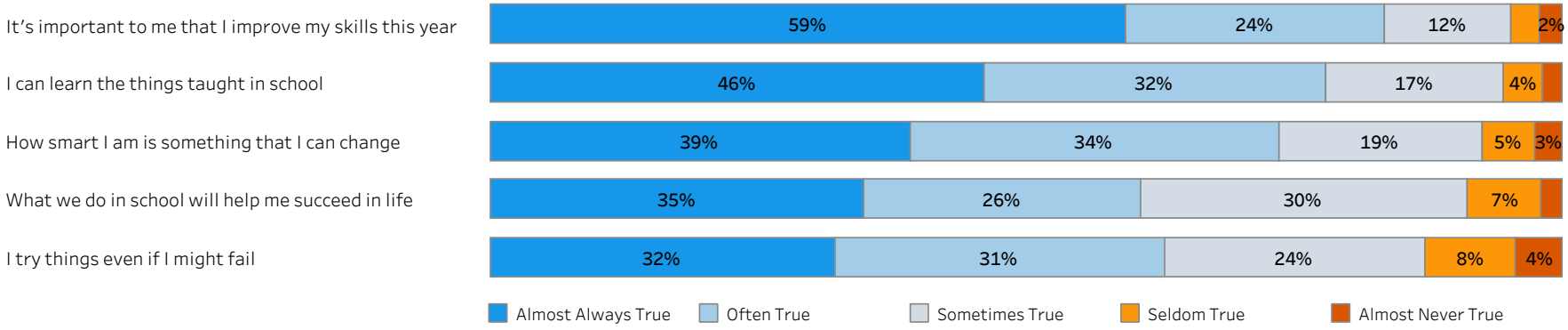


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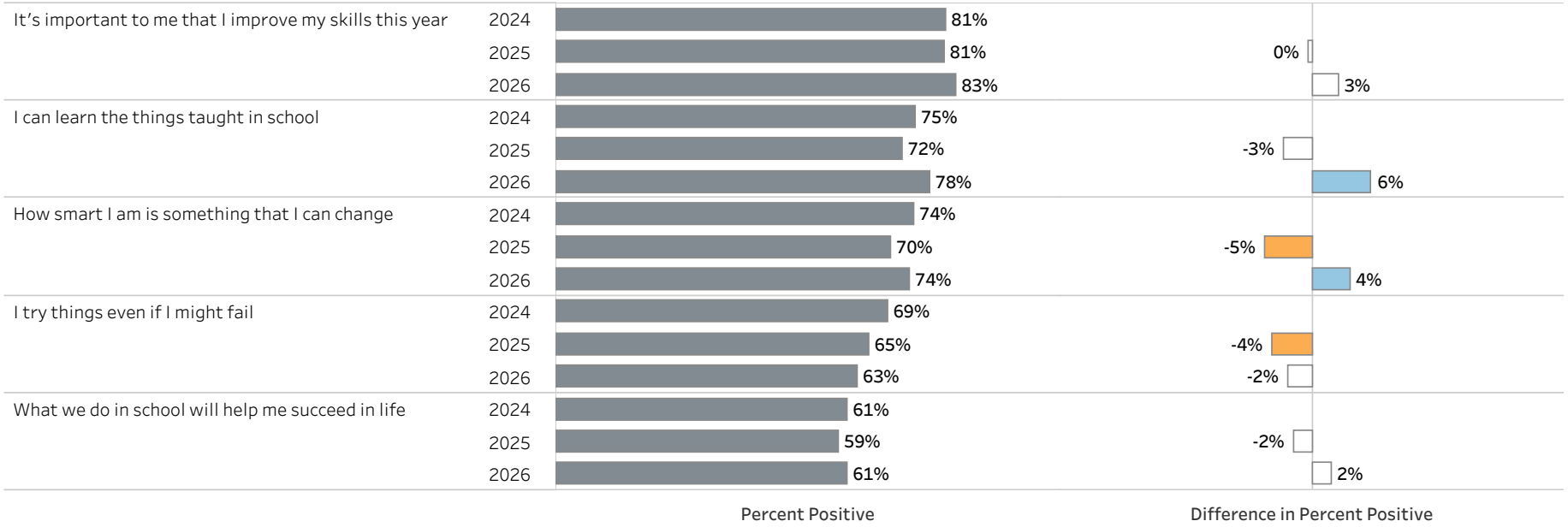
Self-Efficacy and Mindsets

Salish Middle School

- **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



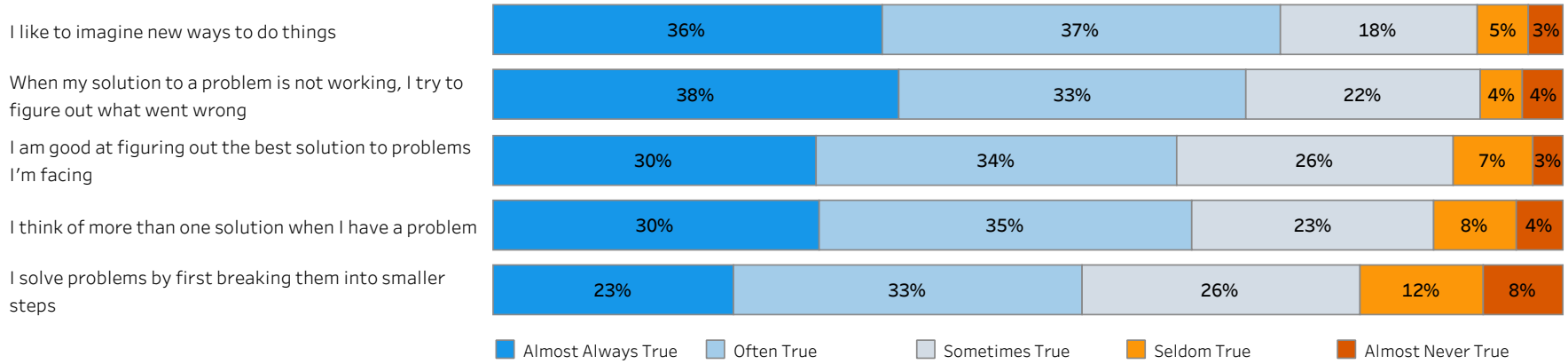
Self-Efficacy and Mindsets LONGITUDINAL



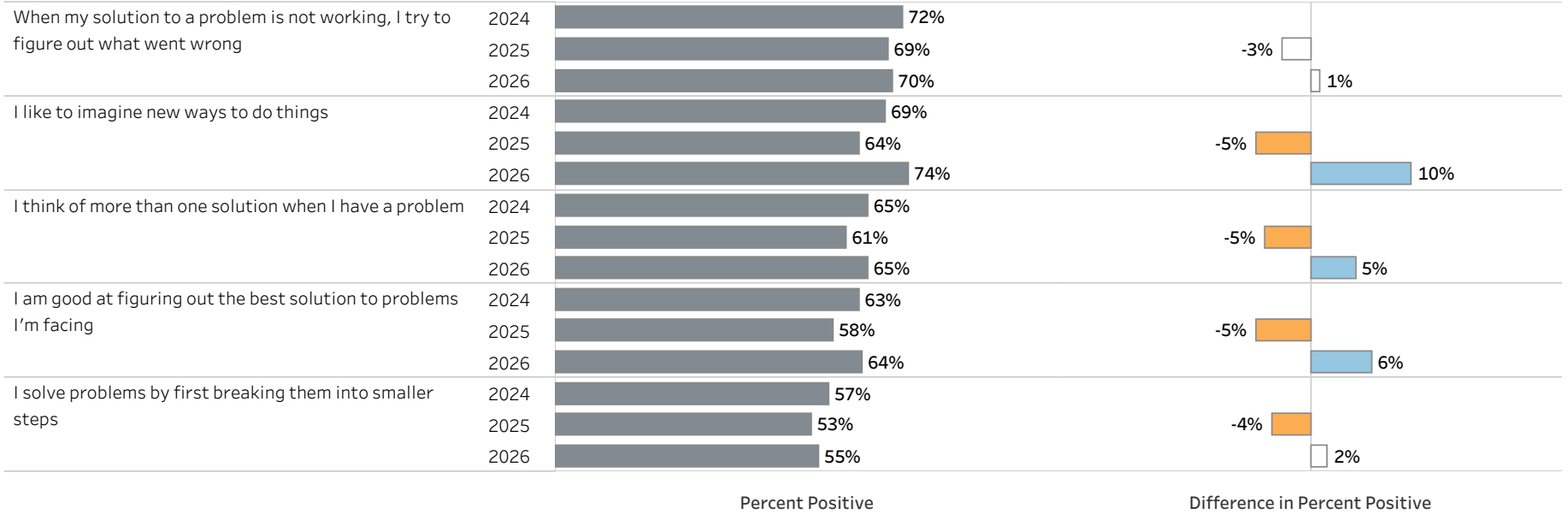
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Critical Thinking

- **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

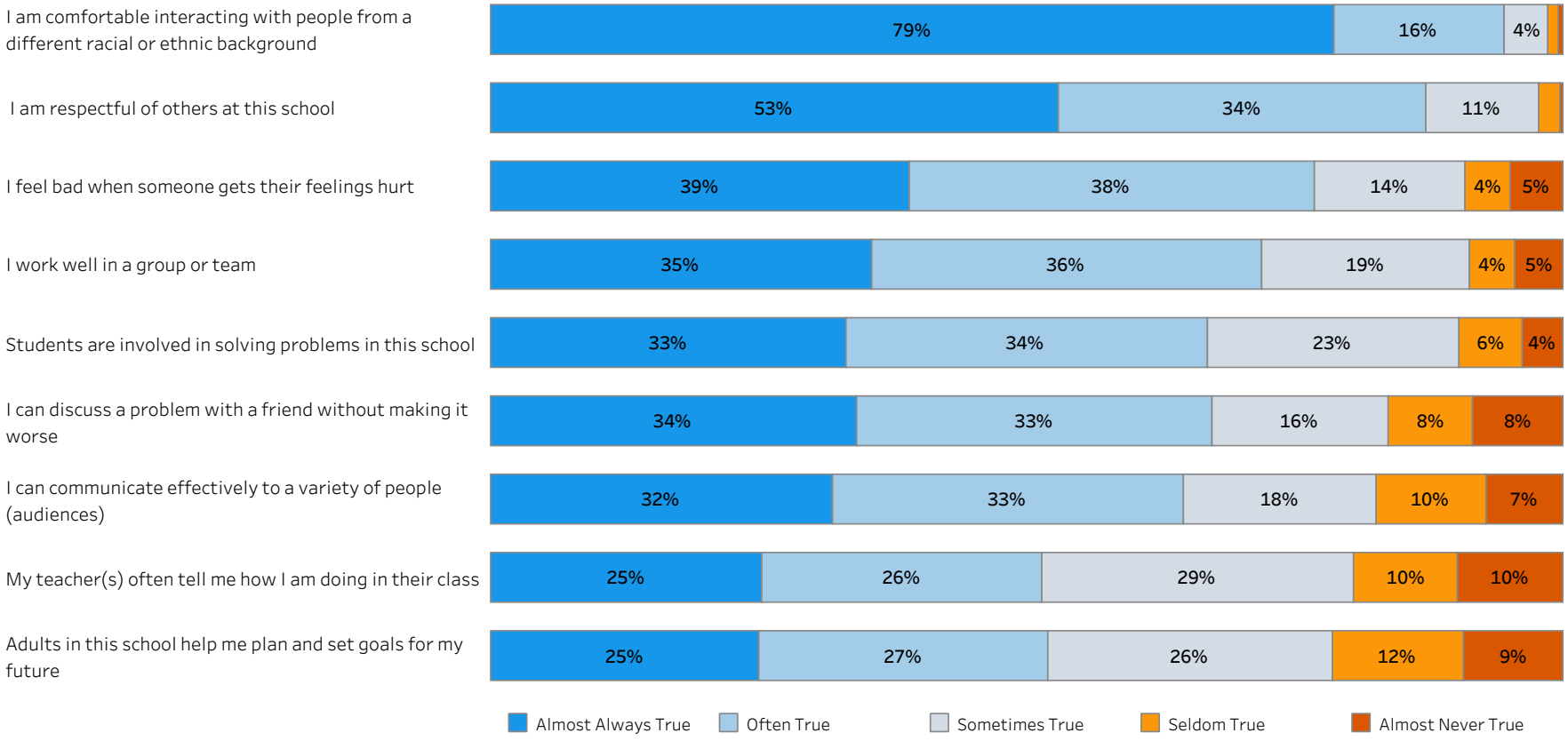


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Collaboration and Interpersonal Skills

Salish Middle School

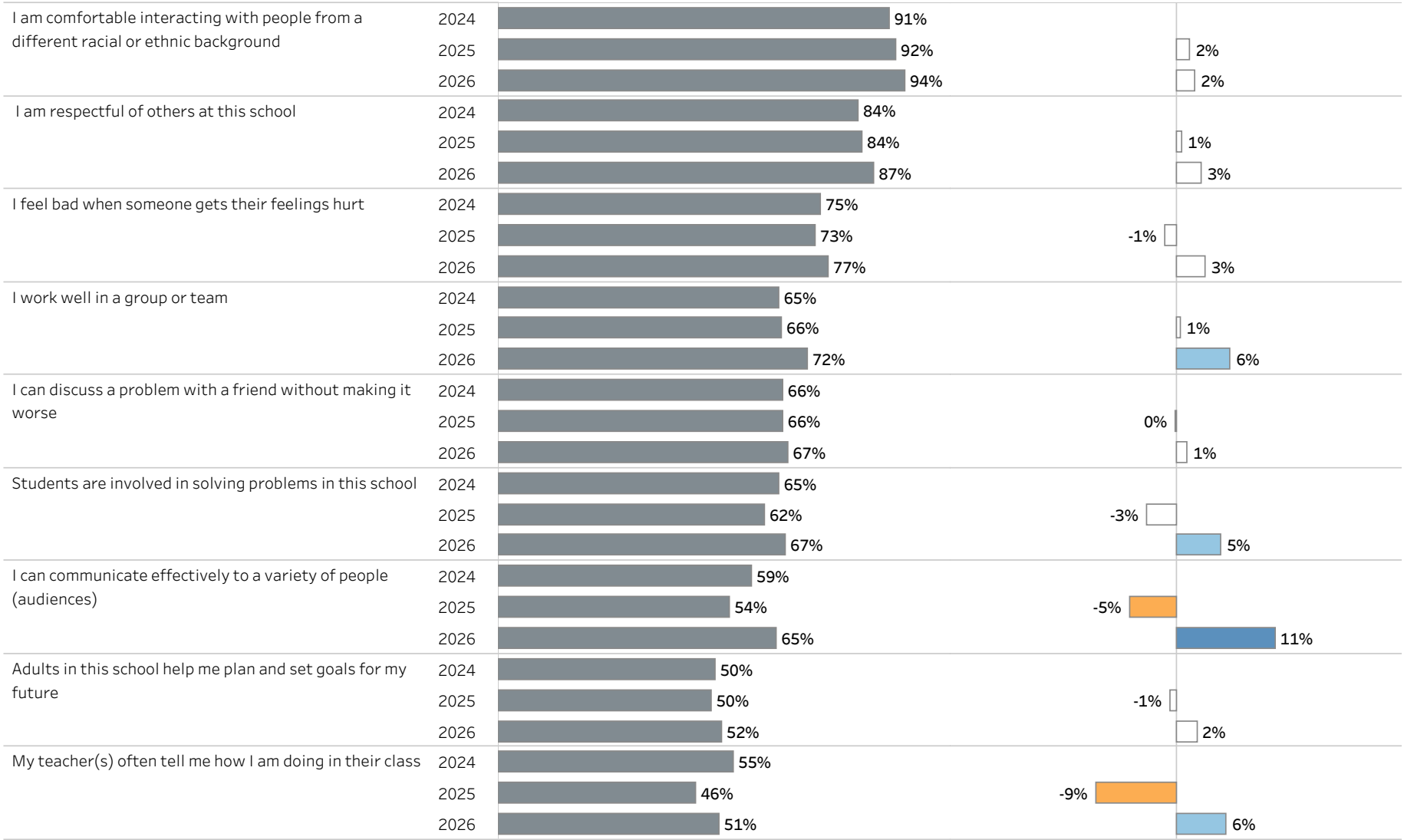
- **Collaboration—**Negotiating and compromising when working in groups or pairs
- **Communication—**Communicating effectively for a variety of purposes and audiences
- **Cultural competence—**Ability to work effectively with people from different backgrounds; appreciation of diversity
- **Conflict resolution—**Preventing,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



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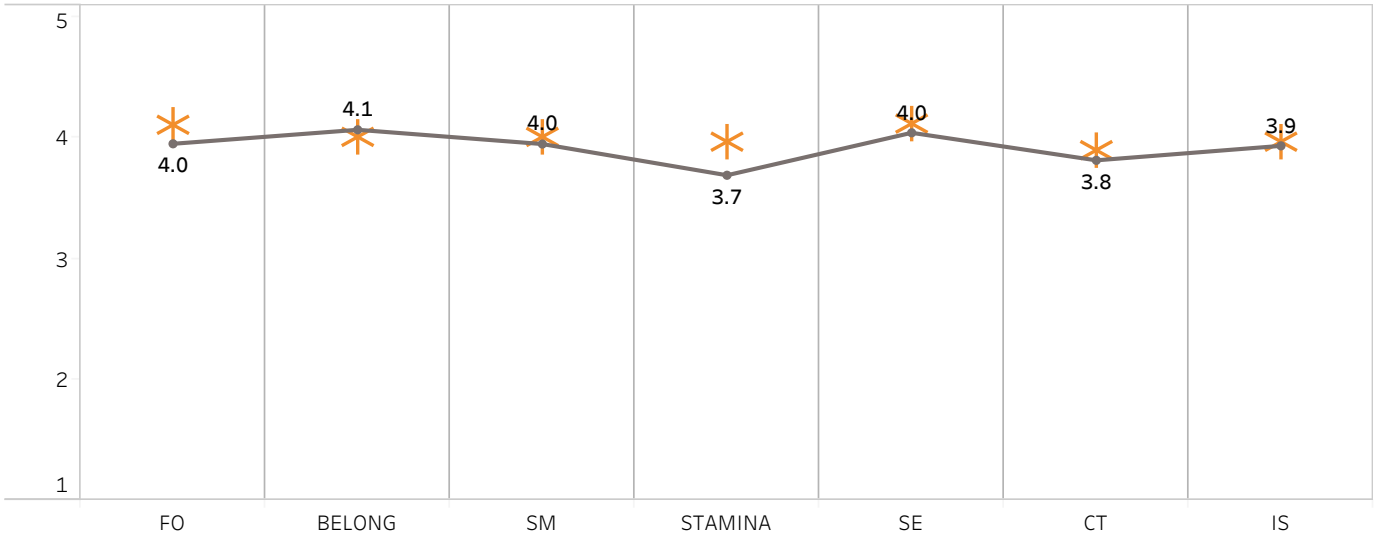
Collaboration and Interpersonal Skills
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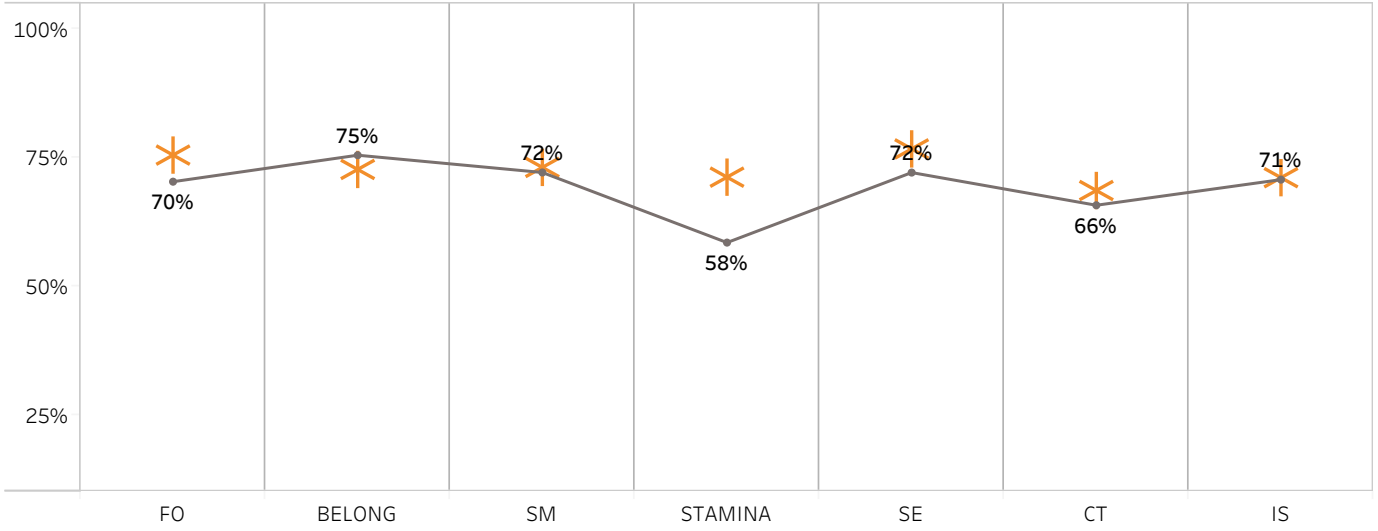
Comparison - Social Emotional Learning
Mean Scores



How does your school compare to:

- Nationwide Sample
- Your School or District

Comparison - Social Emotional Learning **Percent Positive**

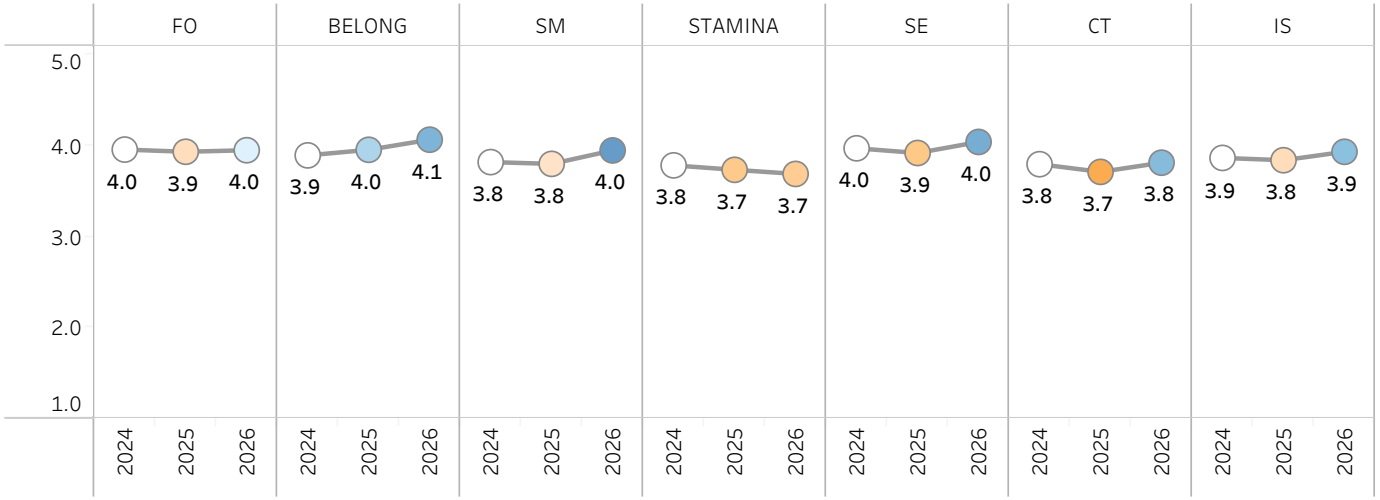


Characteristics

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

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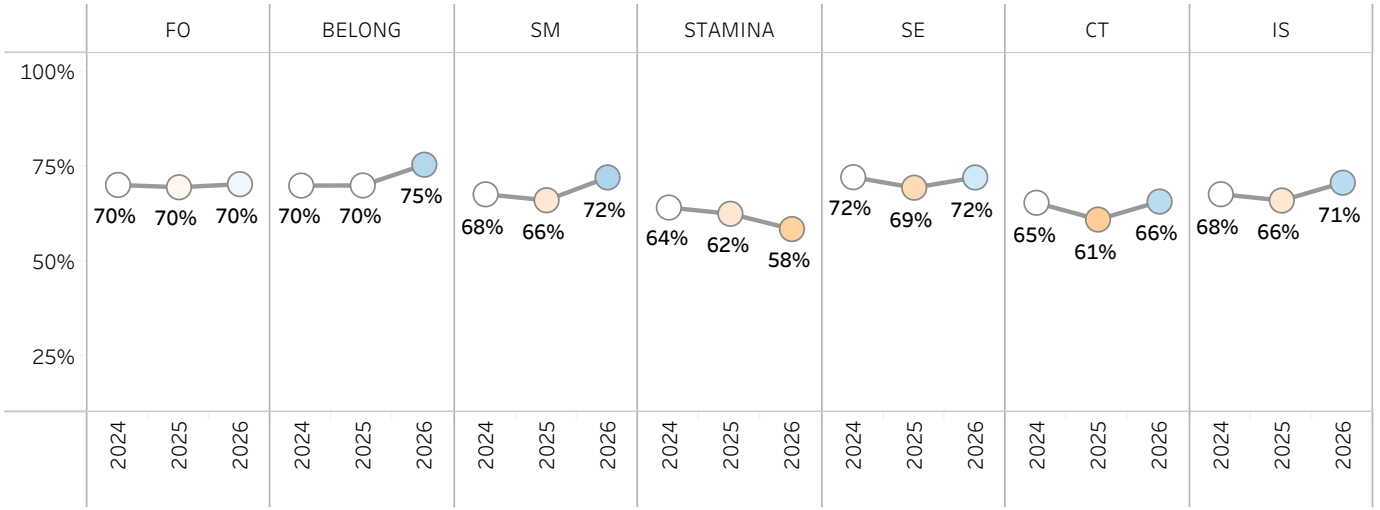
Comparison - Social Emotional Learning



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.

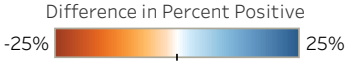
Comparison - Social Emotional Learning
Percent Positive LONGITUDINAL





Characteristics

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