

Educational Effectiveness Survey™



Family edition v4

9 Characteristics of High Performing Schools

Summit Virtual Academy

North Thurston Public Schools

2024

N=55

2025

N=39

2026

N=14





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Better Data. Better Decisions. Better Schools.

Introduction

Educational Effectiveness Survey, Family 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 that are 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.

Note

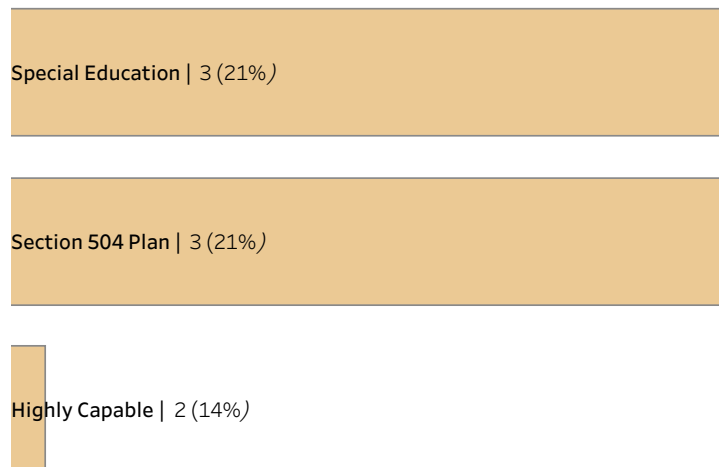
The Characteristics, “Focused Professional Development” and “Curriculum, Instruction, and Assessment” are professional activities conducted amongst the adult school community and are rarely viewed by parents. Thus questions regarding these Characteristics are not a part of the survey and does not appear in this report.

CEE’s primary concern is that this report be useful and informative in stimulating conversation. If you require any additional assistance in using your report, please contact us at info@effectiveness.org.

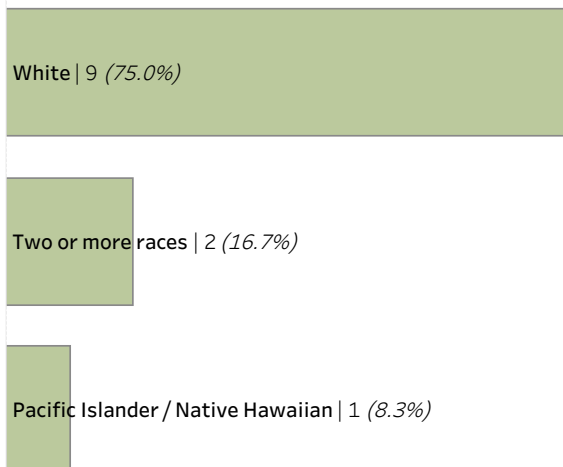
Demographics

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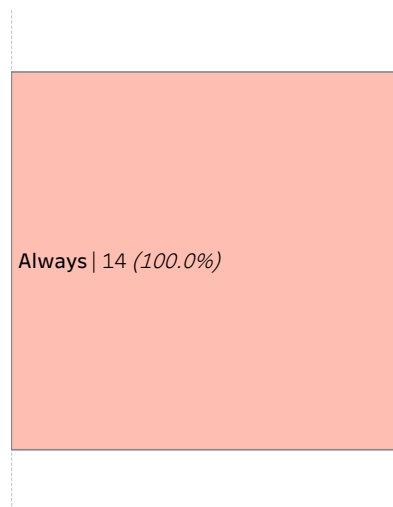
Services



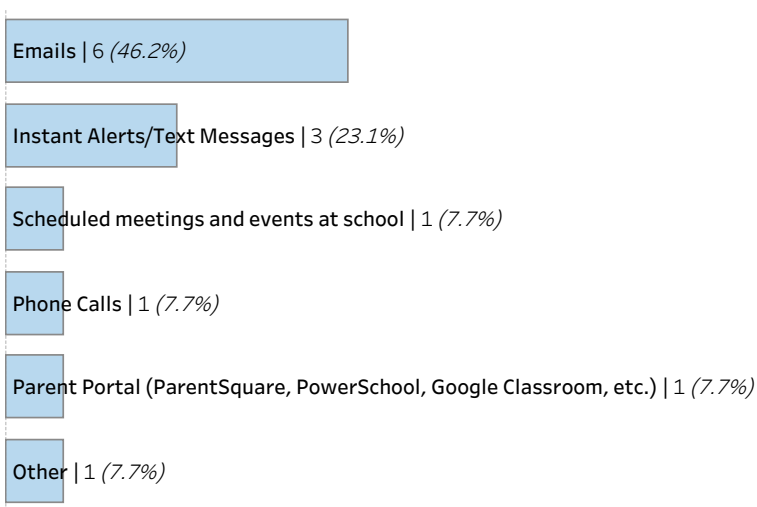
Ethnicity



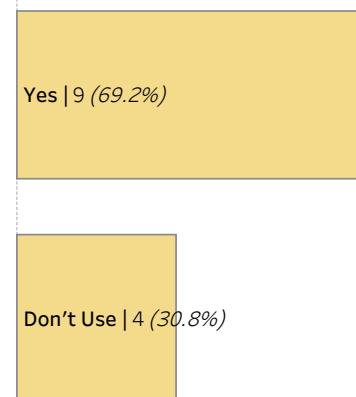
English at Home



Communication

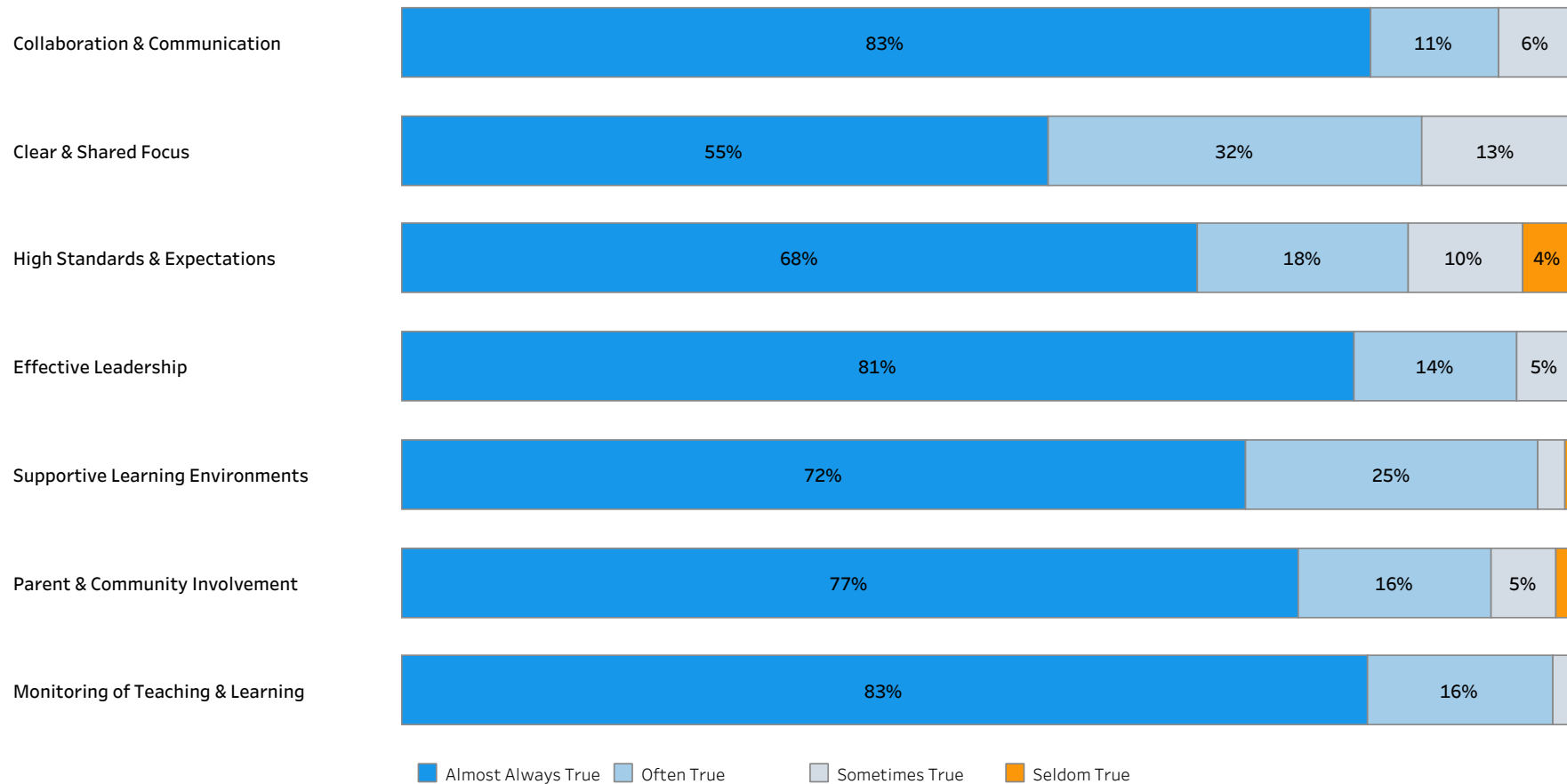


We moved to ParentSquare this school year as the way to send mass messages to families. Are you finding ParentSquare to be a useful tool?

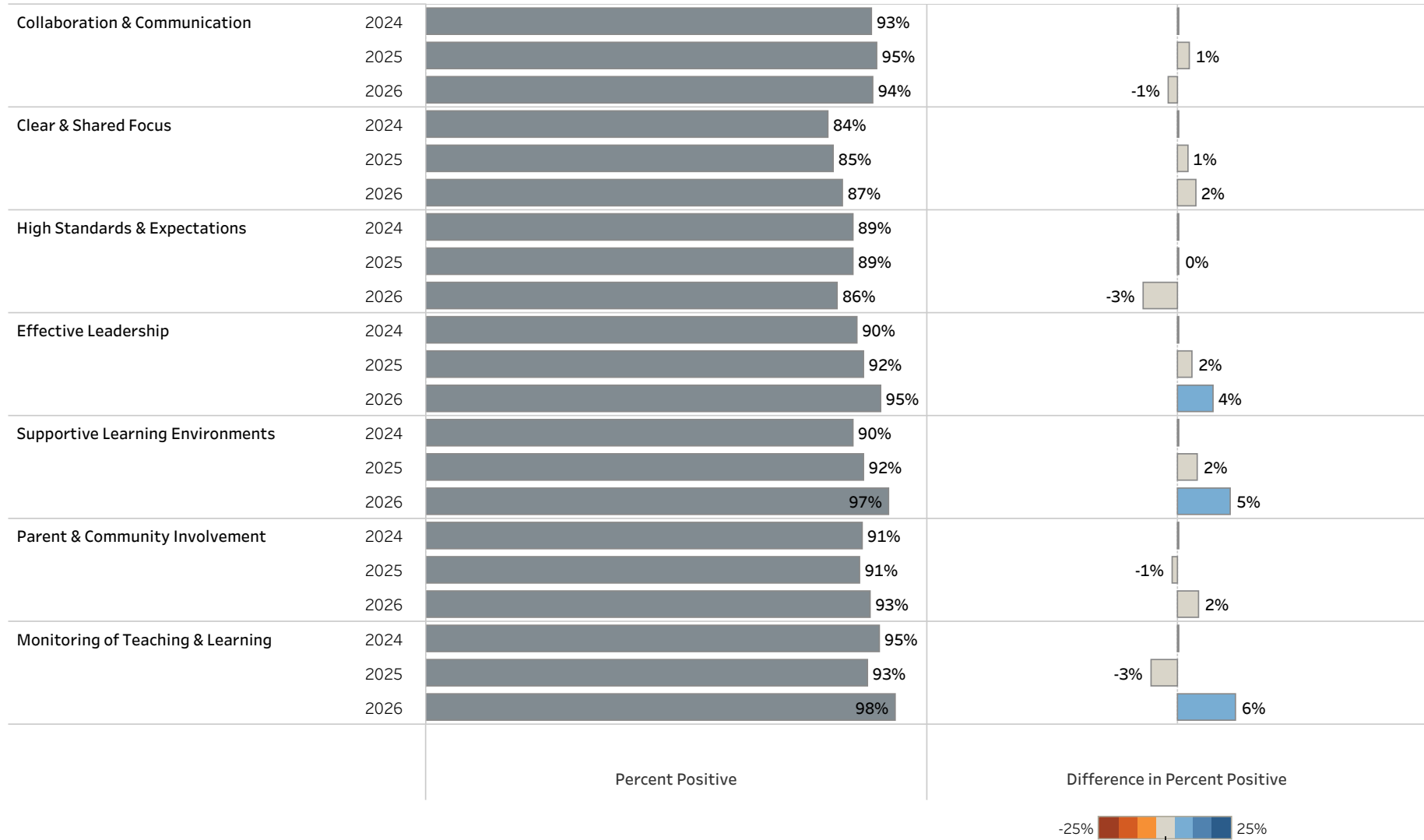


9 Characteristics Summary

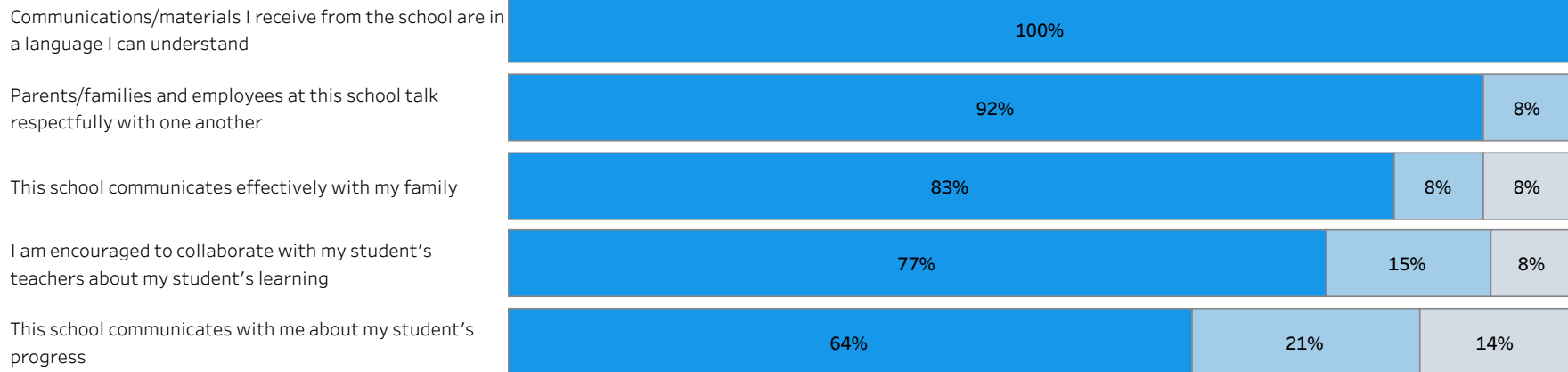
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9 Characteristics Summary LONGITUDINAL

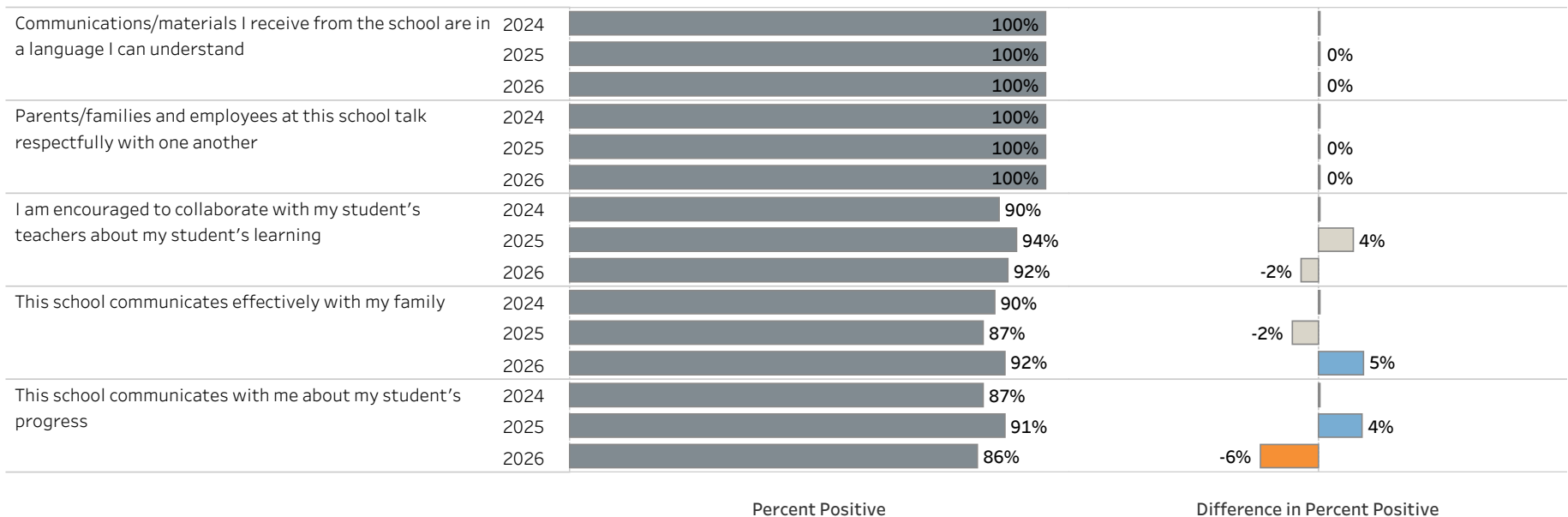


High Levels of Collaboration and Communication



High Levels of Collaboration and Communication LONGITUDINAL

Sometimes True
 Often True
 Almost Always True



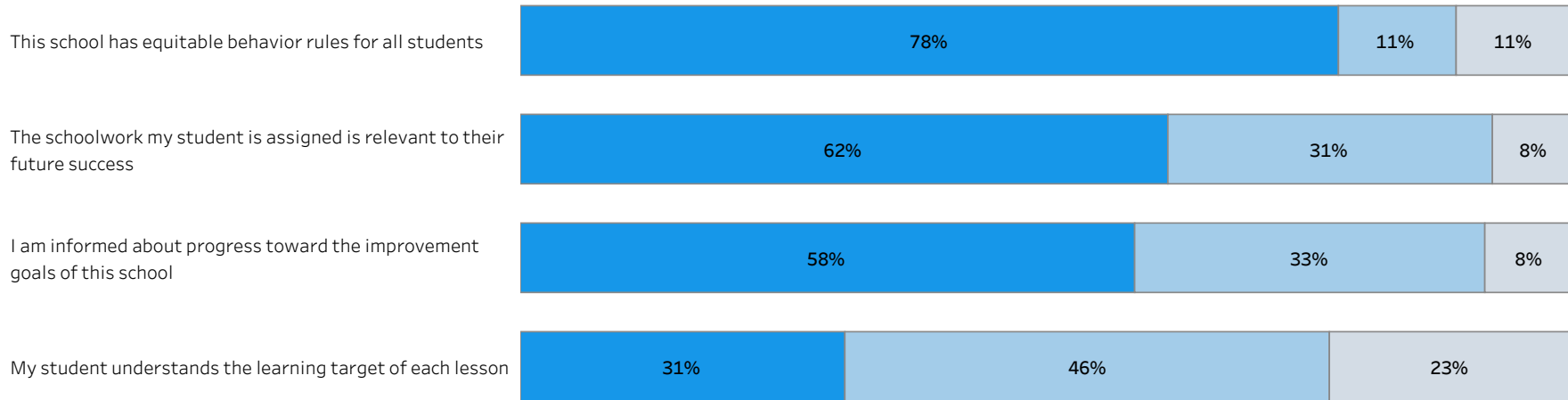
Percent Positive

Difference in Percent Positive

-25% 25%

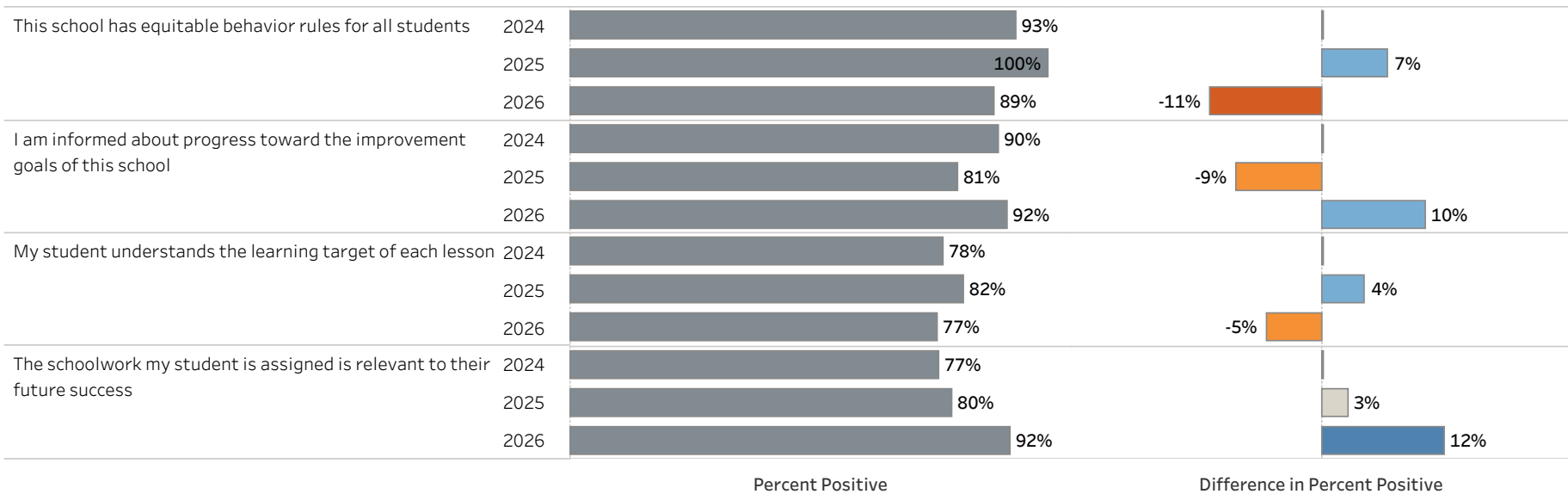
Clear and Shared Focus

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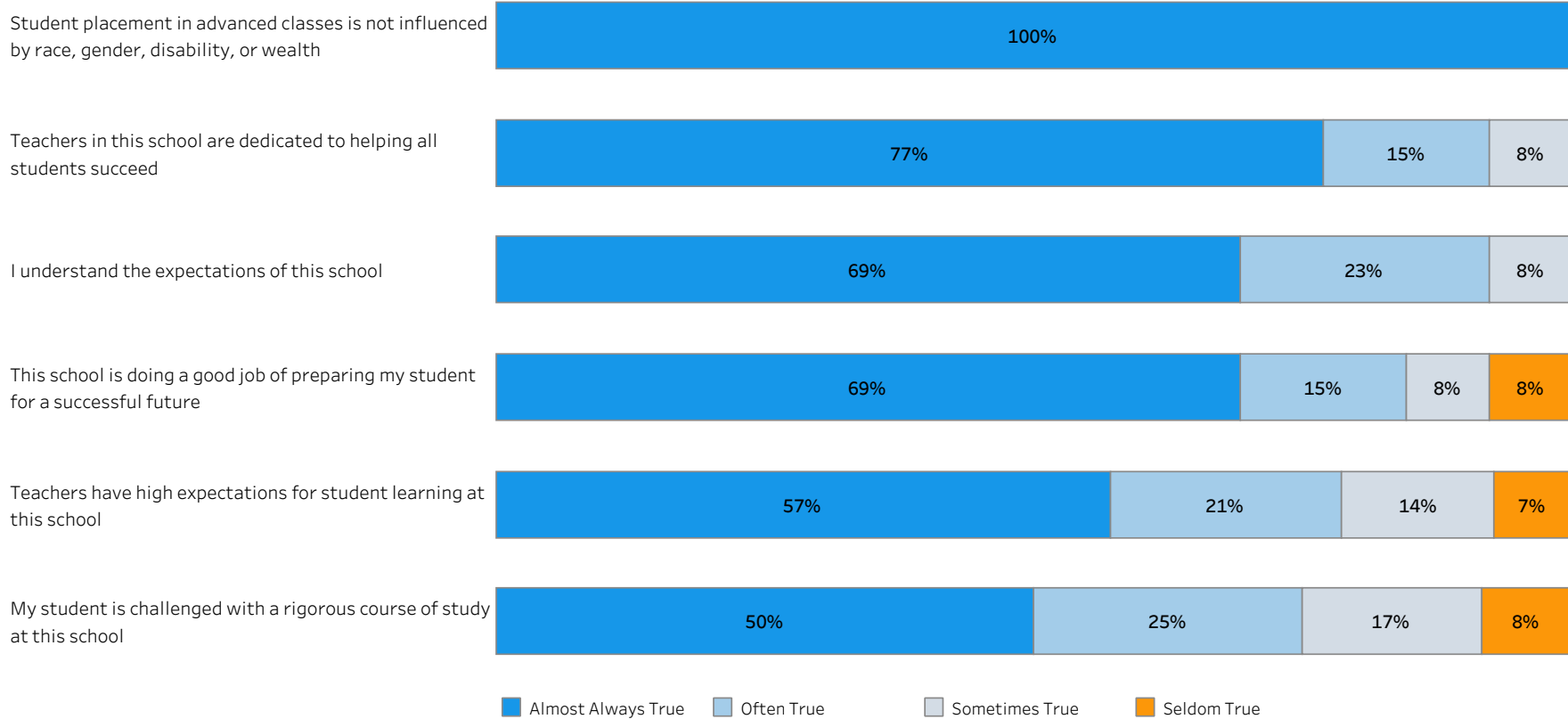
Clear and Shared Focus LONGITUDINAL

Sometimes True
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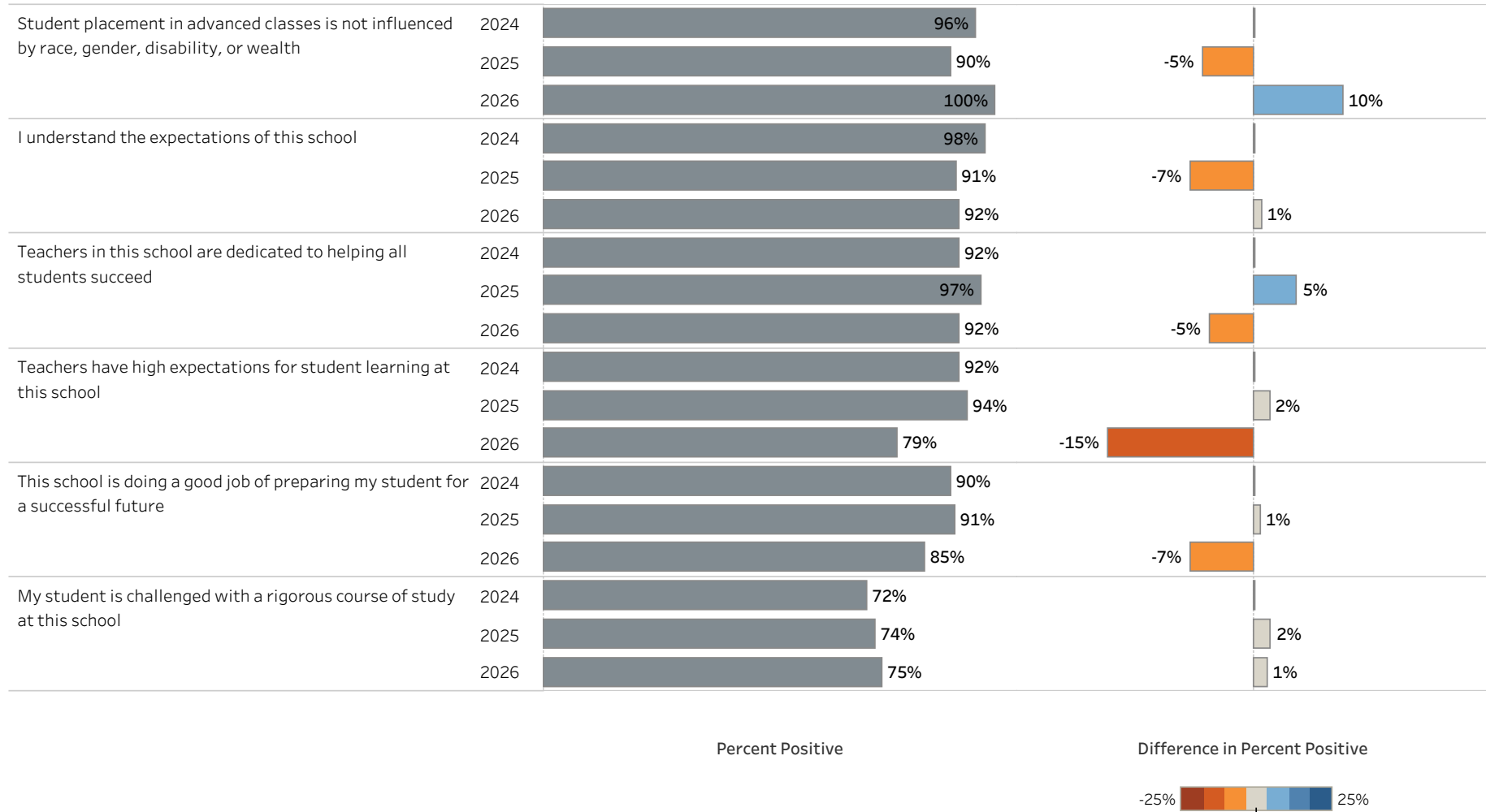
High Standards and Expectations

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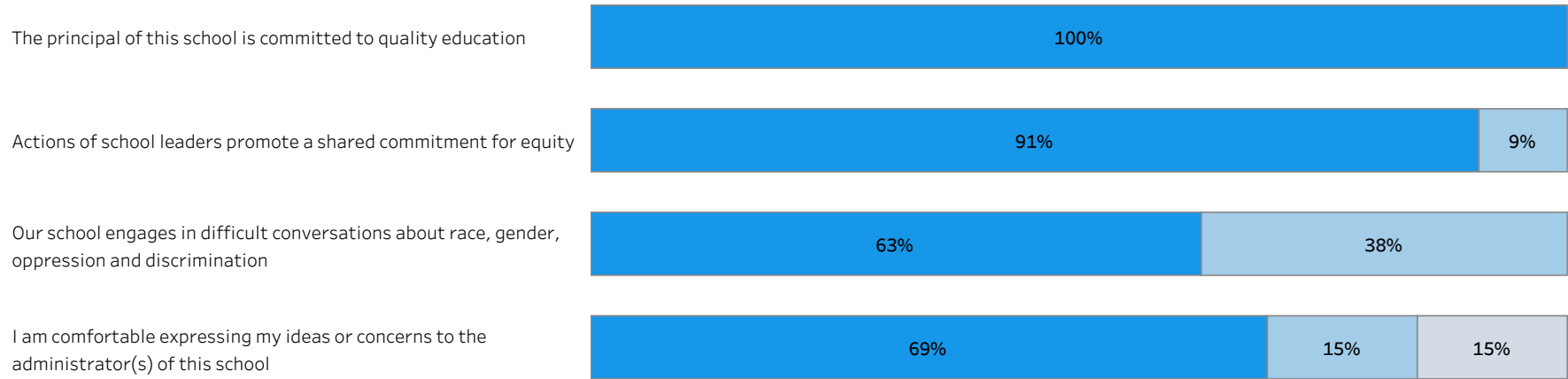
High Standards and Expectations

LONGITUDINAL

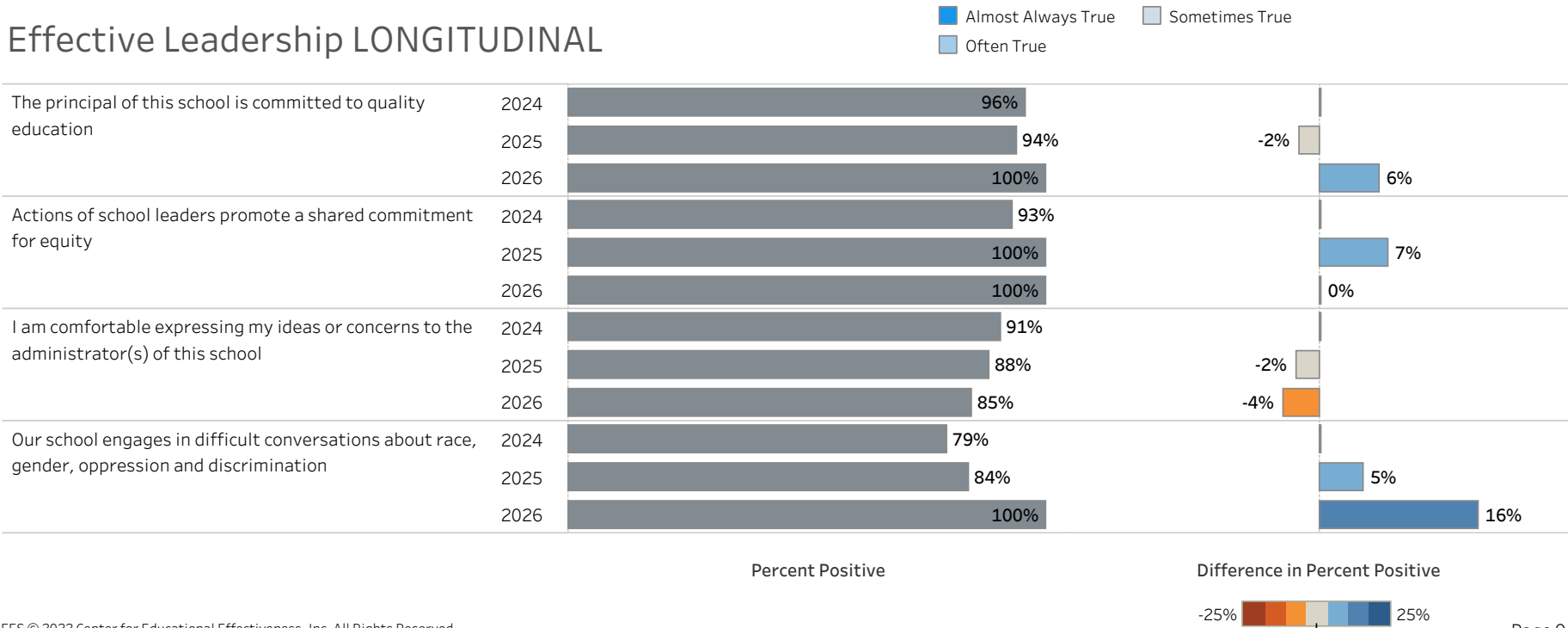


Effective Leadership

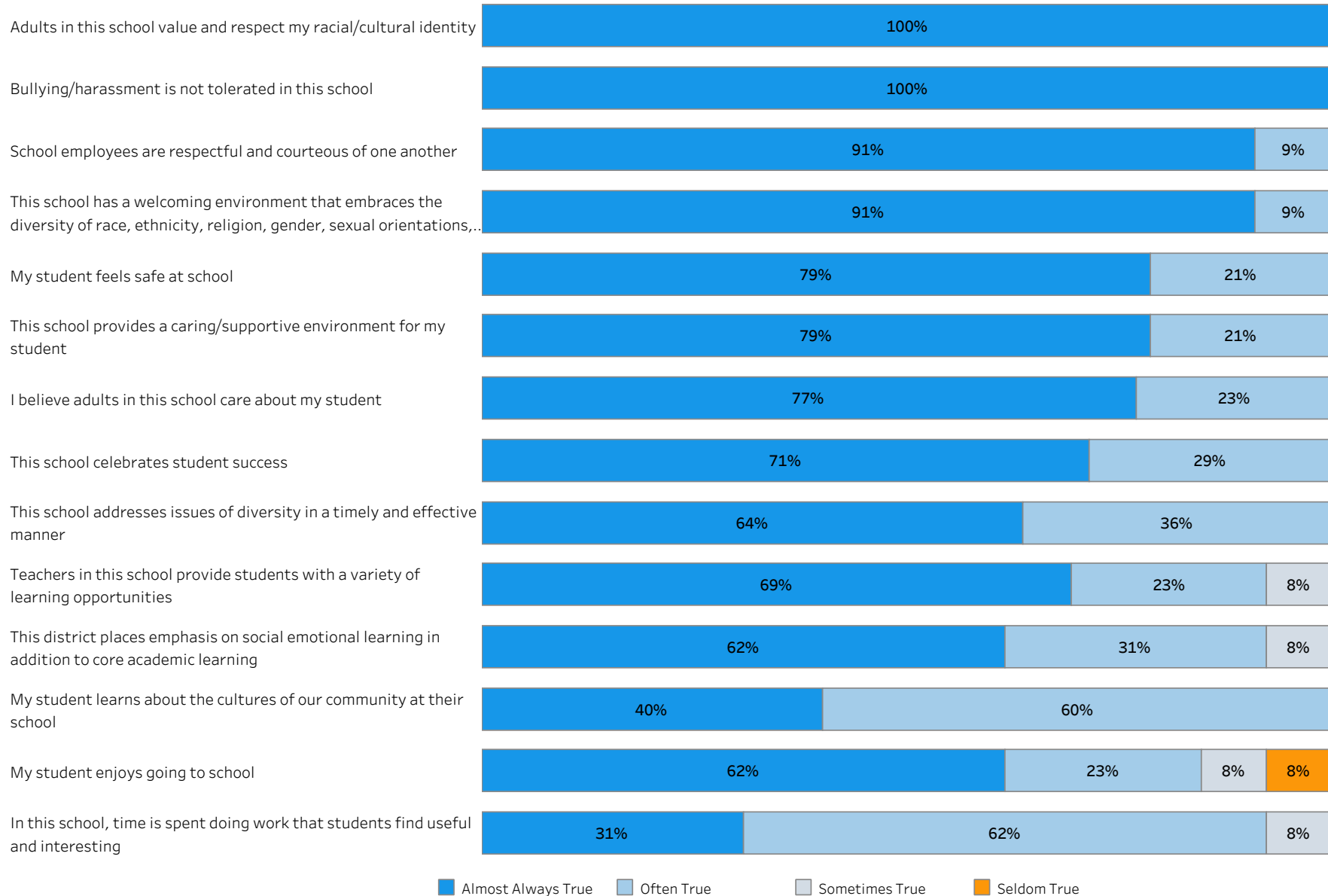
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Effective Leadership LONGITUDINAL



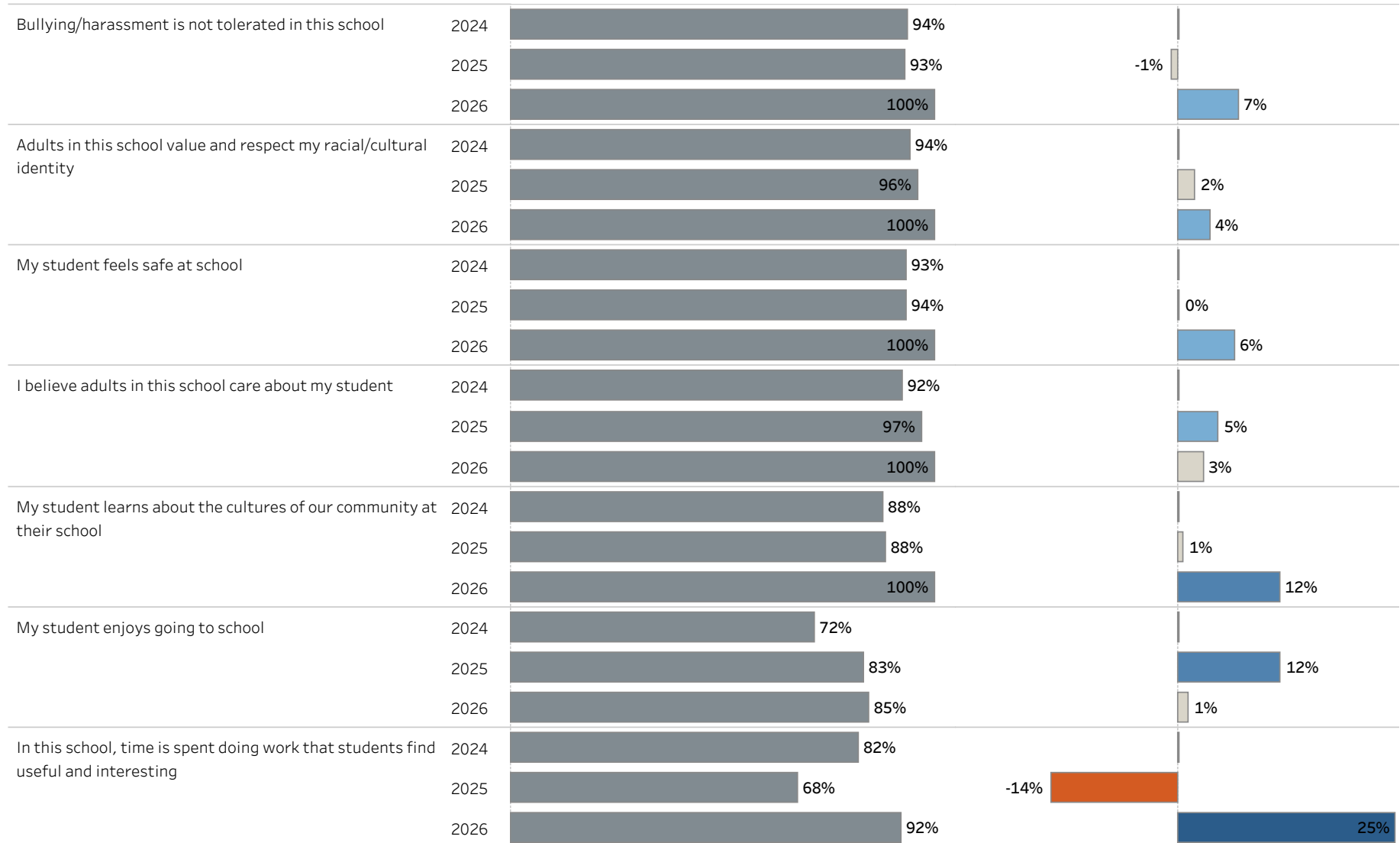
Supportive Learning Environment



Supportive Learning Environment

LONGITUDINAL 1 of 2

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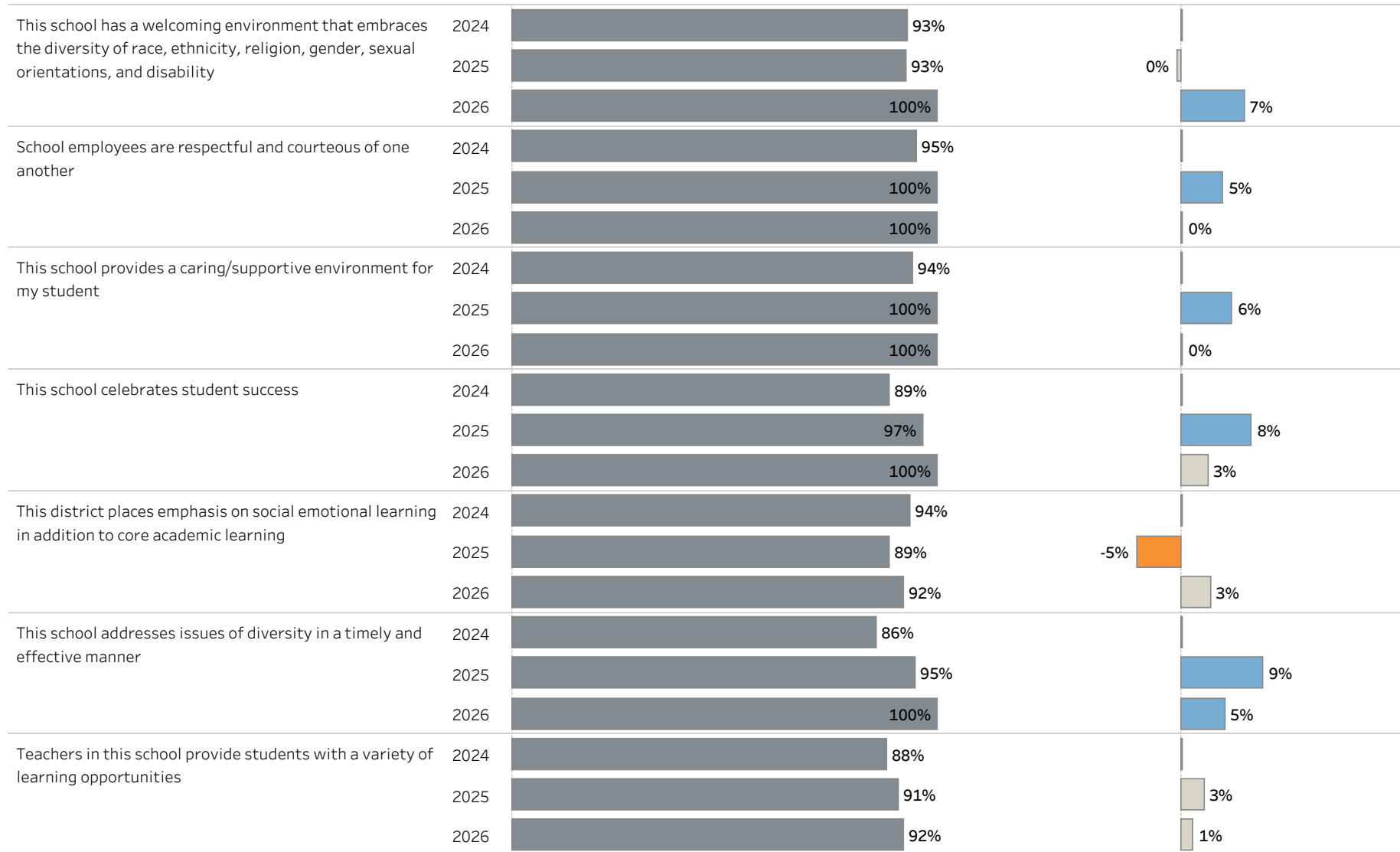


Percent Positive

Difference in Percent Positive

Supportive Learning Environment

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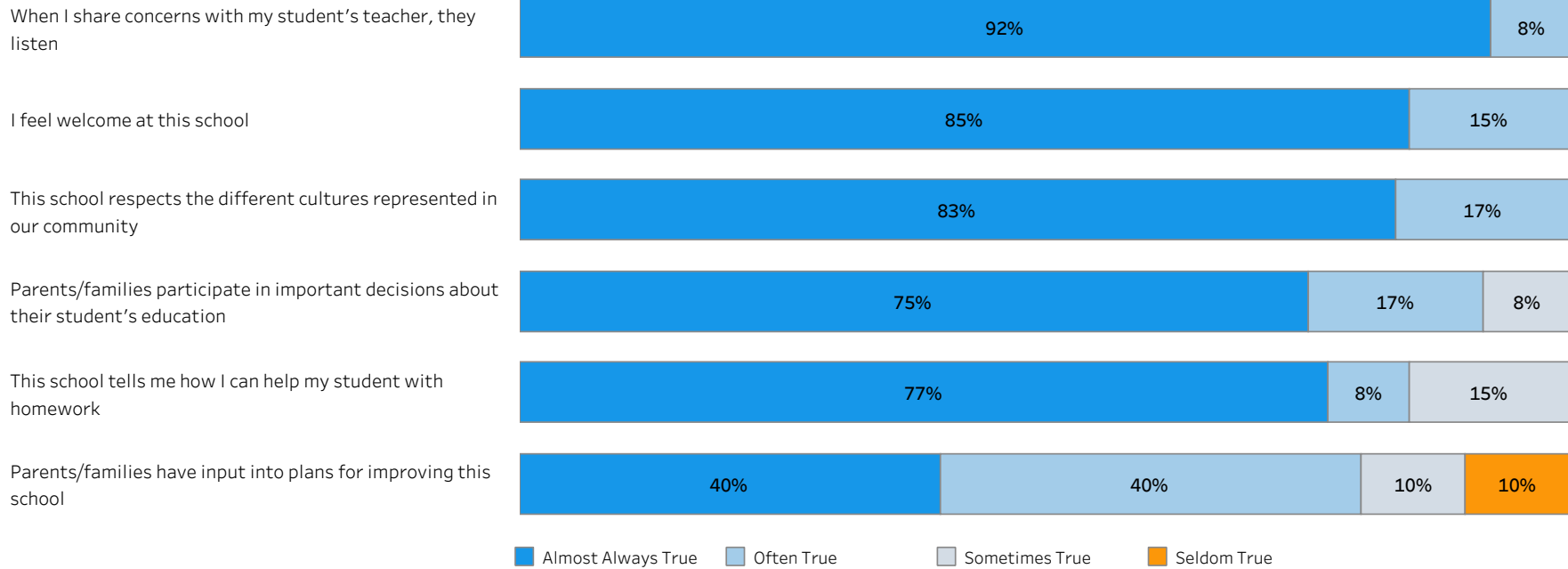


Percent Positive

Difference in Percent Positive

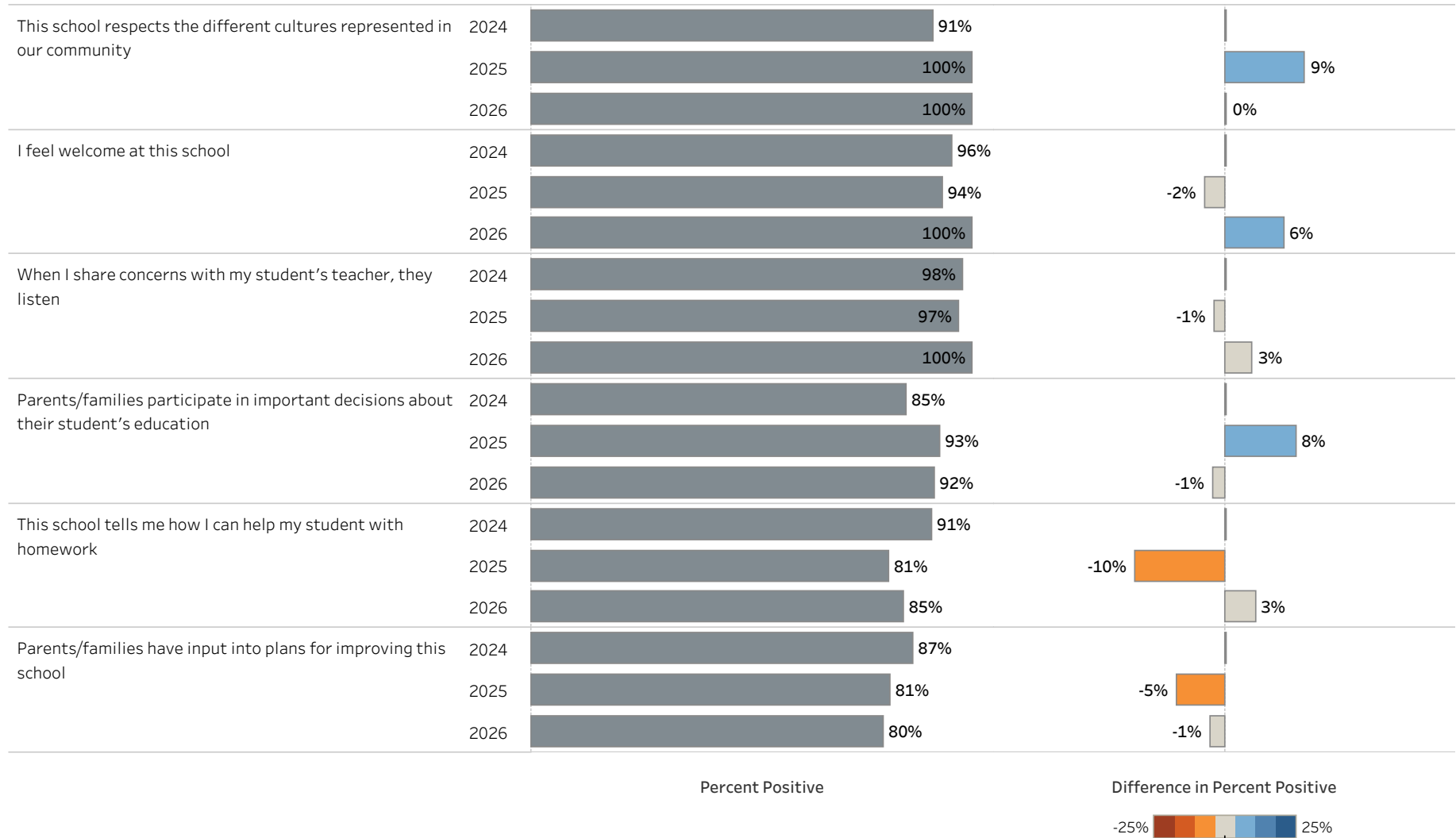
Parent and Community Involvement

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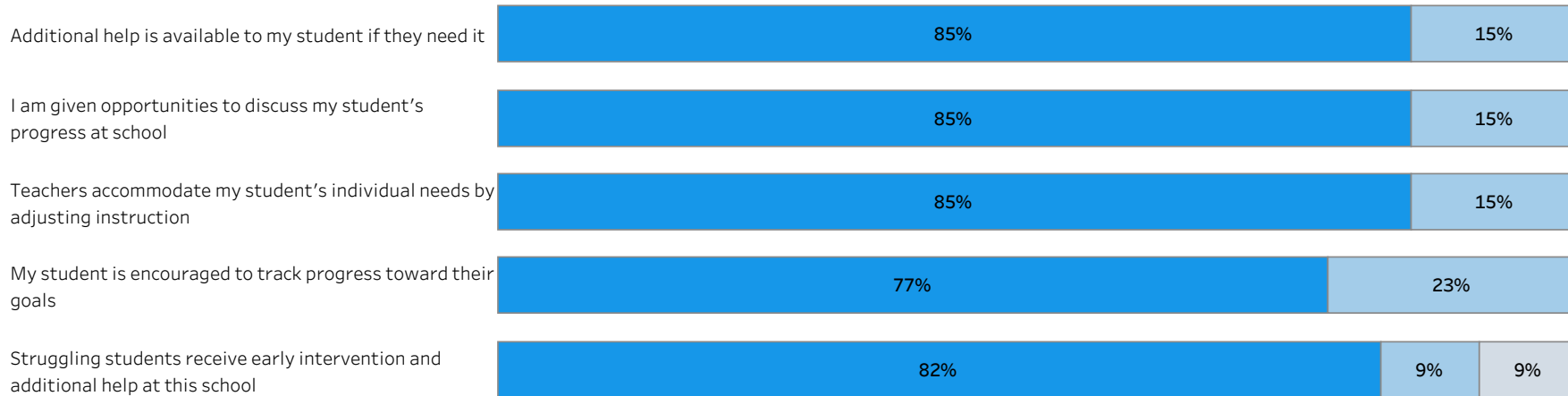
Parent and Community Involvement LONGITU..

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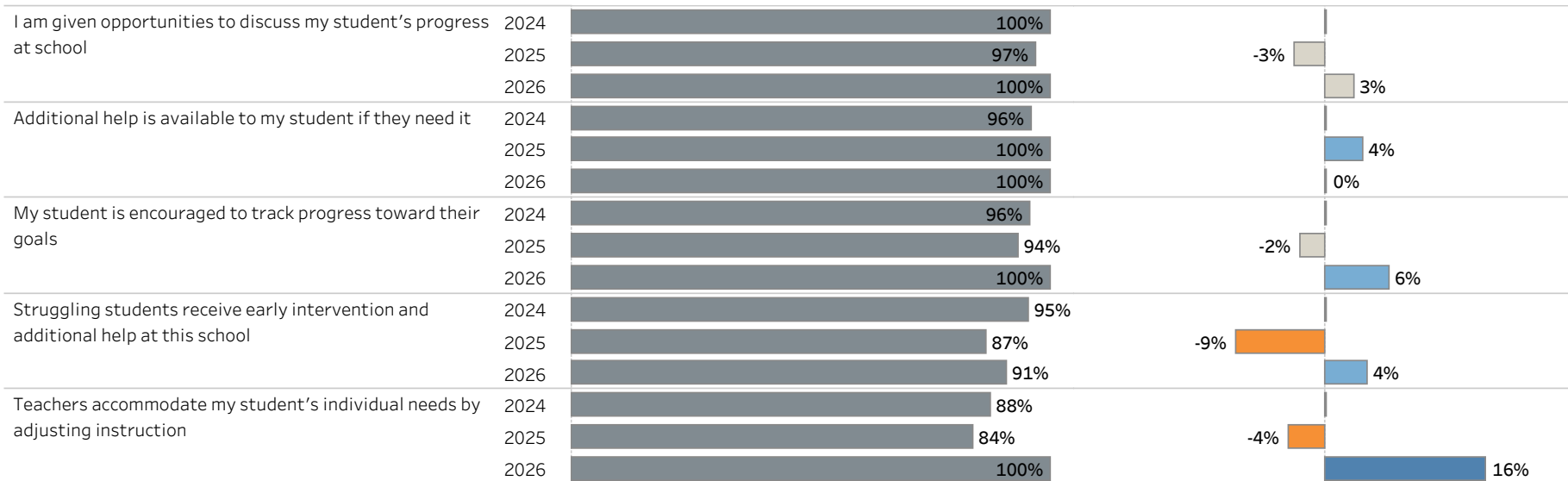
Frequent Monitoring of Teaching and Learning

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Frequent Monitoring of Teaching and Learning LONGITUDINAL

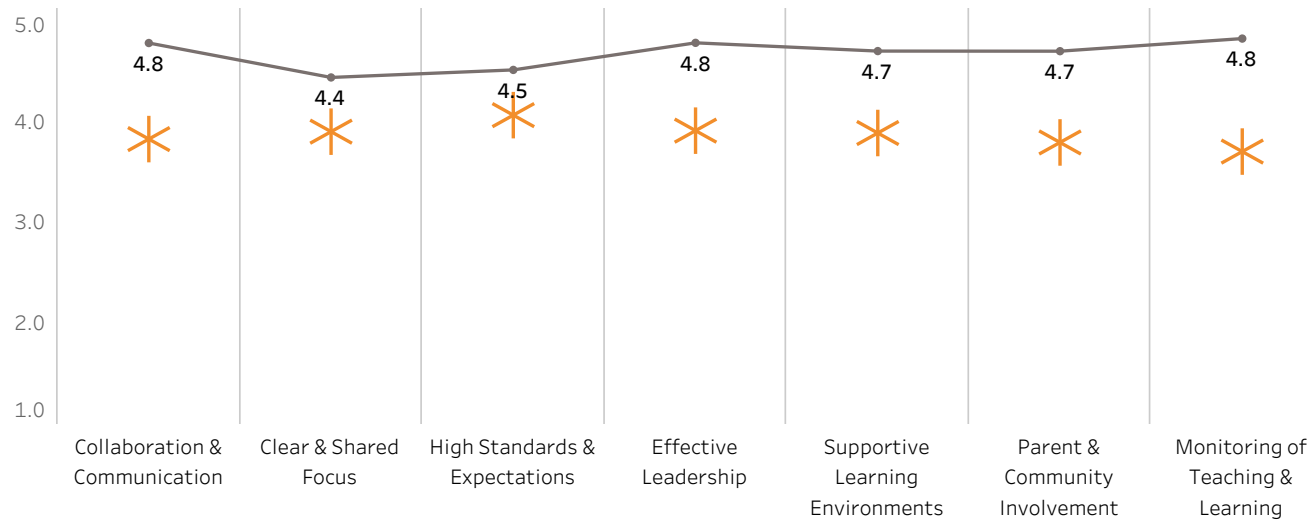
■ Sometimes True
■ Often True
■ Almost Always True



Percent Positive

Difference in Percent Positive

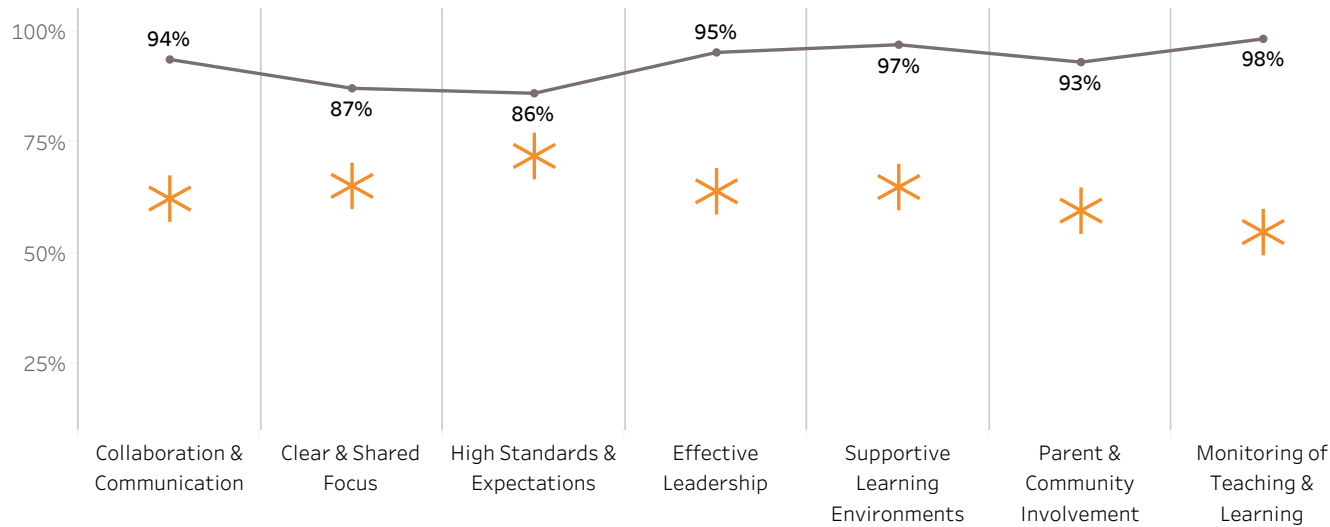
Comparison - Mean Scores



How does your school compare to:

- ✱ Nationwide Sample
- Your School or District

Comparison - Percent Positive

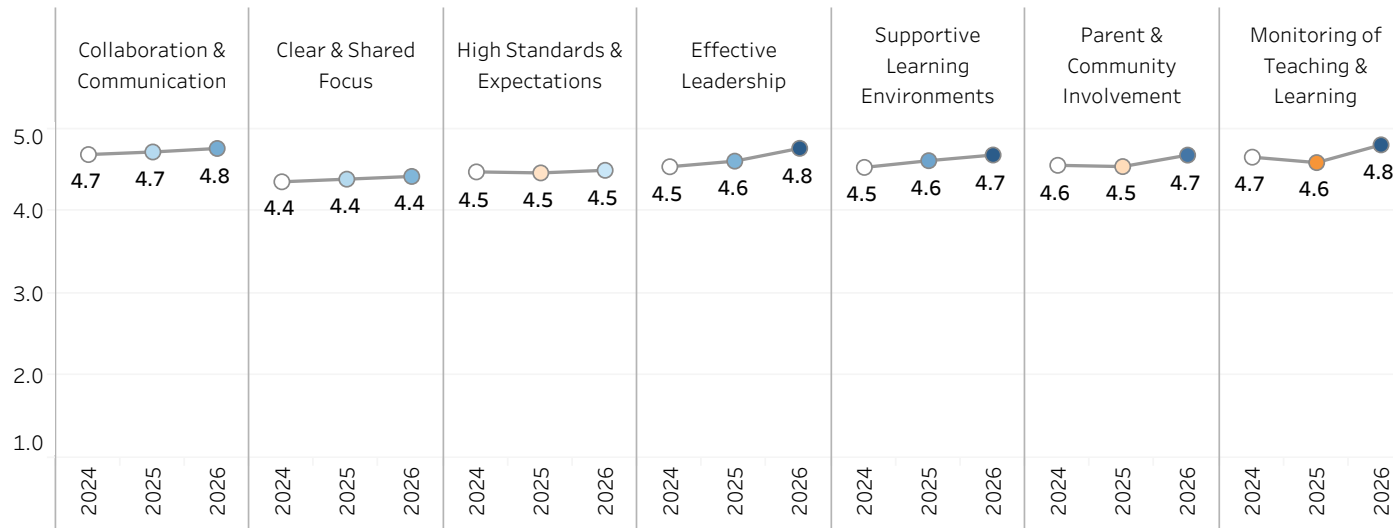


Characteristics

- C — Collaboration & Communication
- CSF — Clear & Shared Focus
- HSE — High Standards & Expectations
- EL — Effective Leadership
- SLE — Supportive Learning Environment
- PCI — Parent & Community Involvement
- MTL — Monitoring of Teaching & Learning

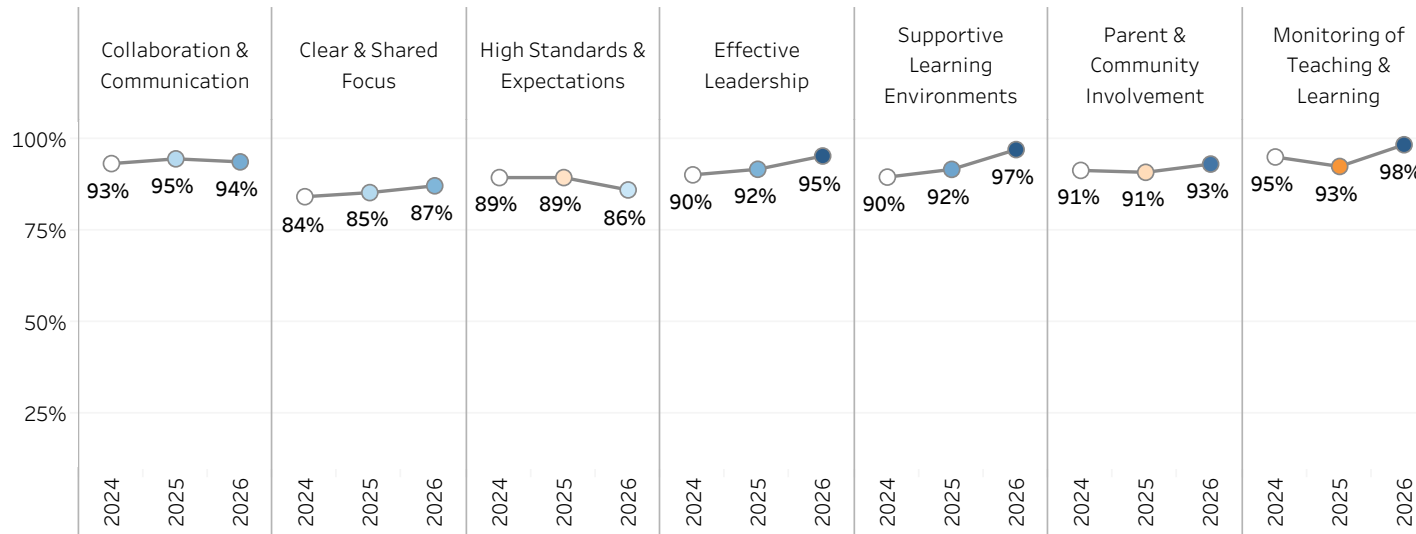
Comparison - Mean Scores LONGITUDINAL

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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 - Percent Positive LONGITUDINAL



Characteristics

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 CSF — Clear & Shared Focus
 HSE — High Standards & Expectations
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