

Educational Effectiveness Survey™



9 Characteristics of High Performing Schools

Student Edition v4.1

Timberline High School

North Thurston Public Schools

2021
N=736

2022
N=722

2023
N=634





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Better Data. Better Decisions. Better Schools.

Introduction

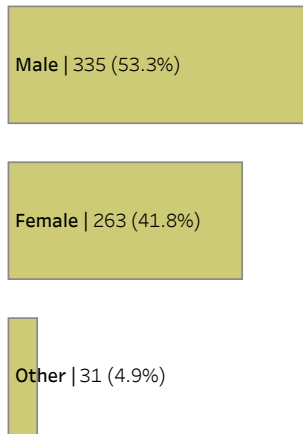
Educational Effectiveness Survey, Student SEL Edition

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.

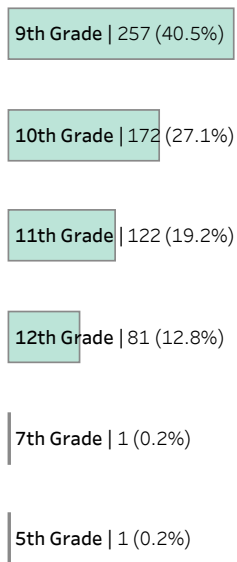
Student voice is an integral part of compiling an accurate view of these school improvement constructs. In both stand-alone reporting and through common questions between staff, students, and families, the EES Student survey brings this voice to the table. Beyond the value for school staff to learn from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

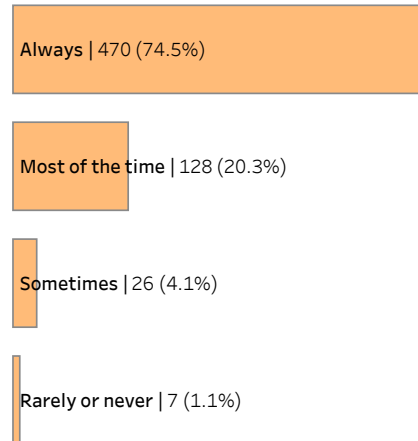
Gender



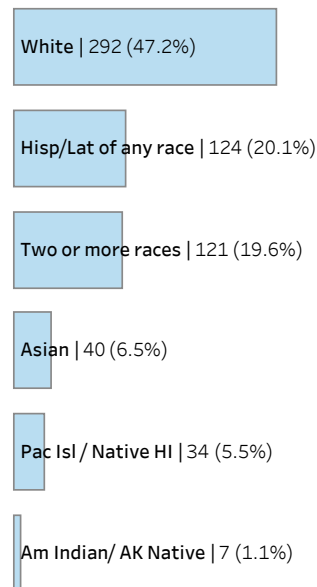
Grade



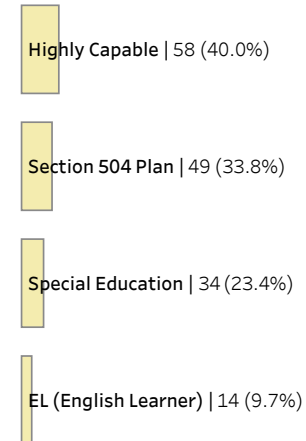
English at Home



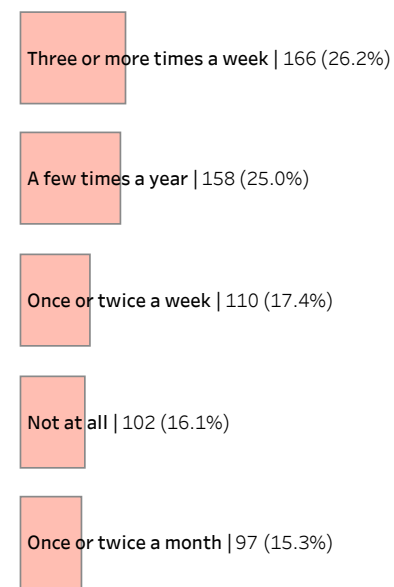
Ethnicity



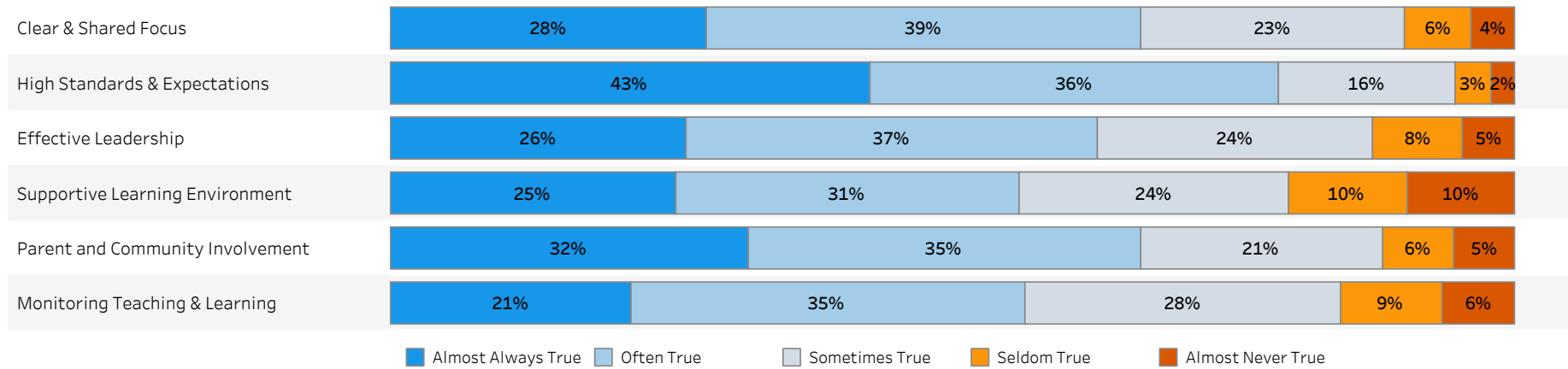
Services



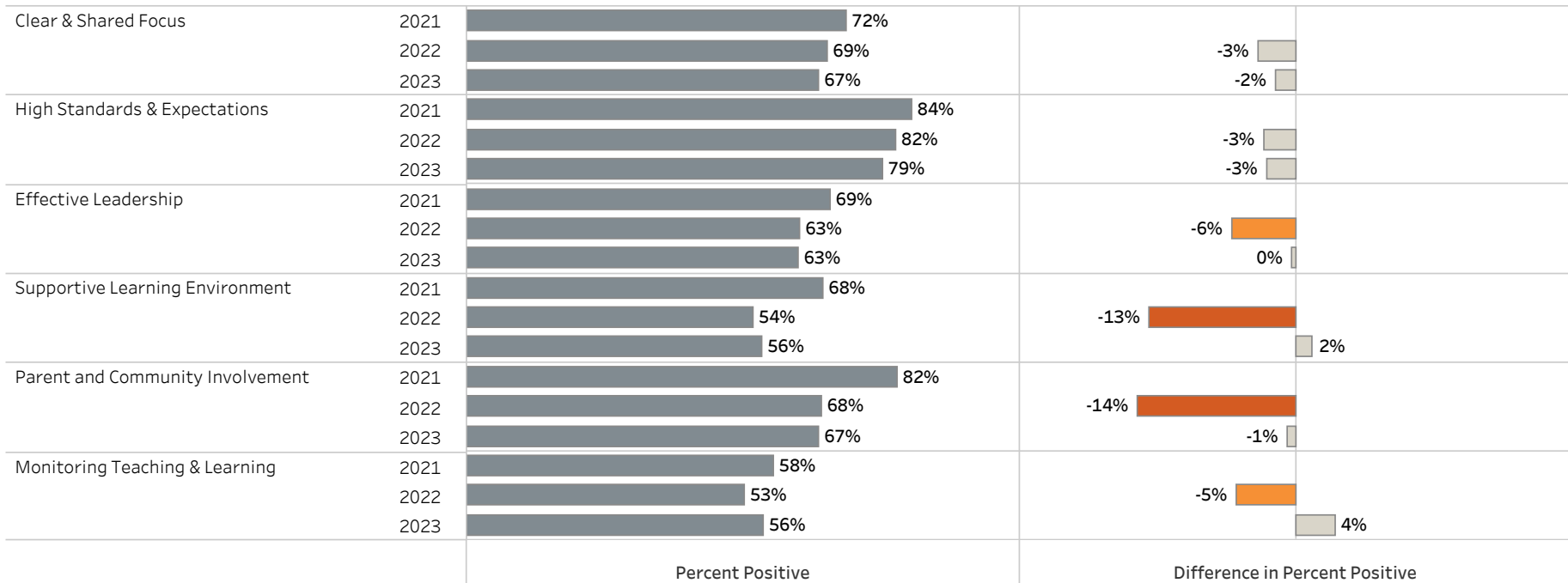
Activities



9 Characteristics Summary

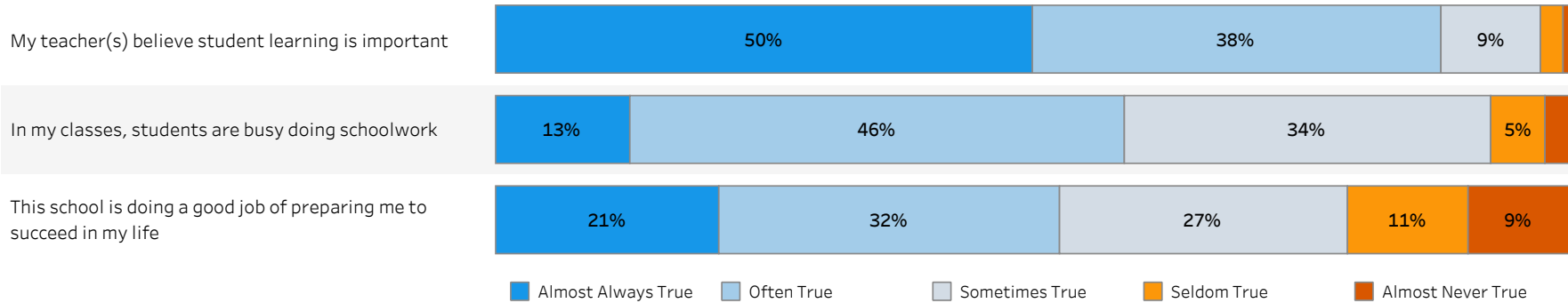


9 Characteristics LONGITUDINAL

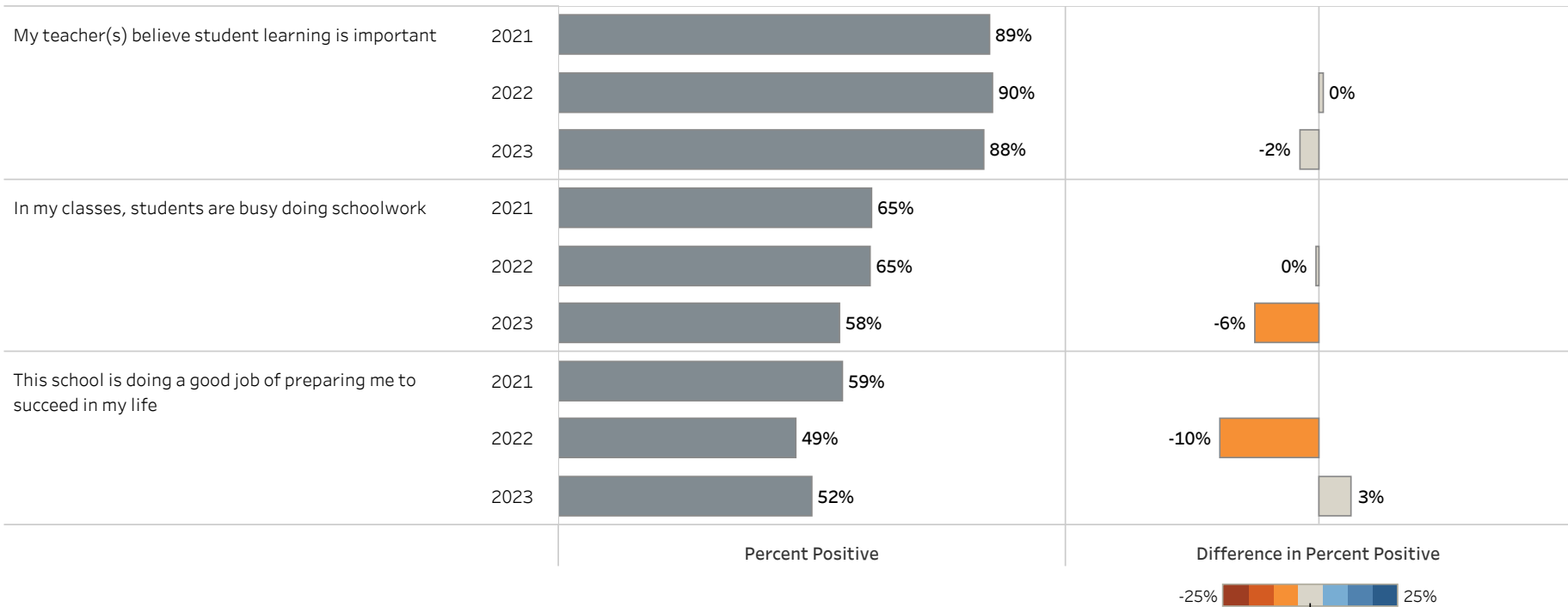


Clear and Shared Focus

Timberline High School

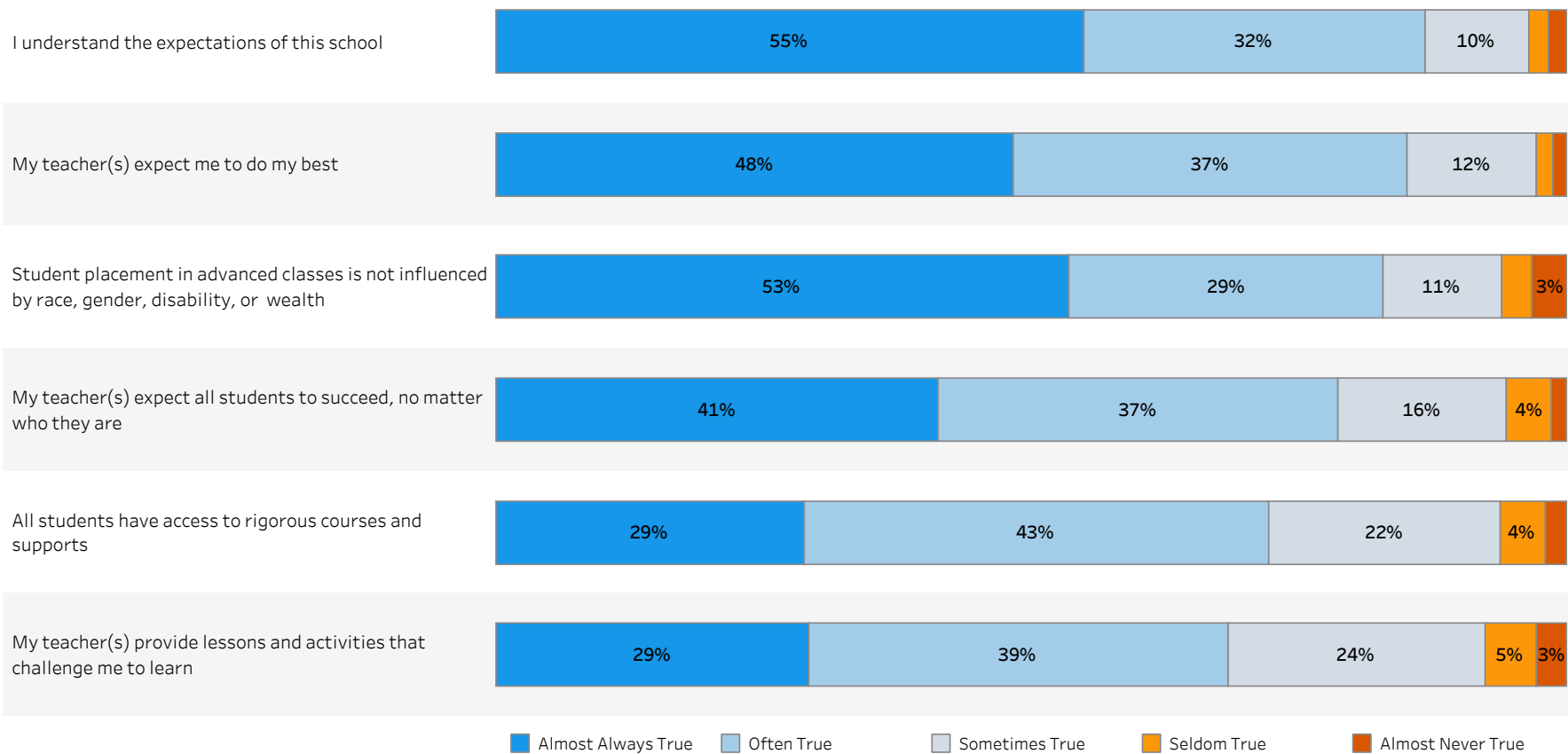


Clear and Shared Focus LONGITUDINAL



High Standards and Expectations

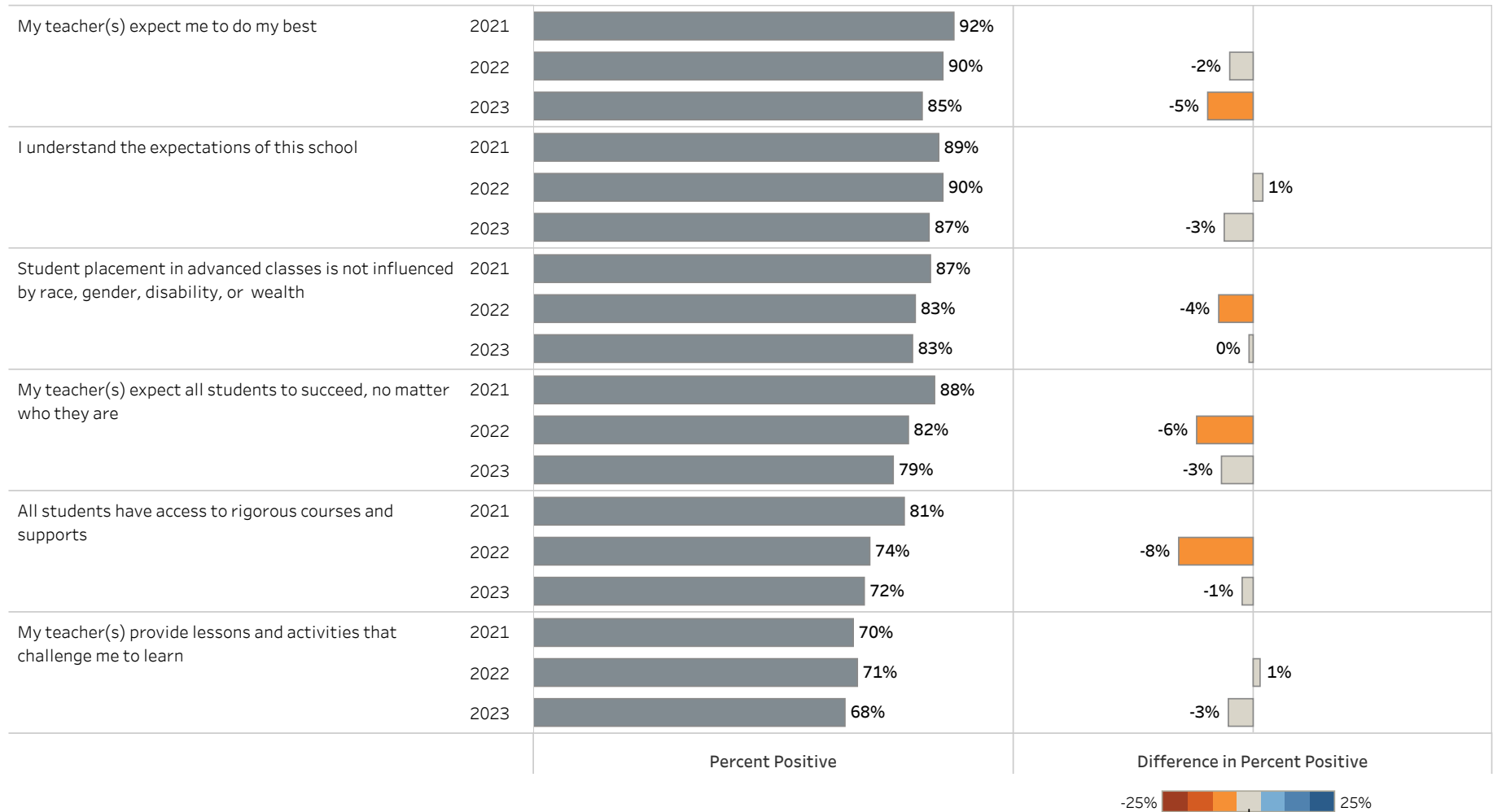
Timberline High School



High Standards and Expectations

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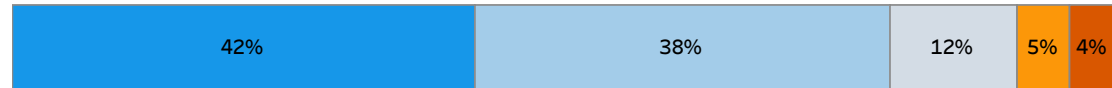
Timberline High School



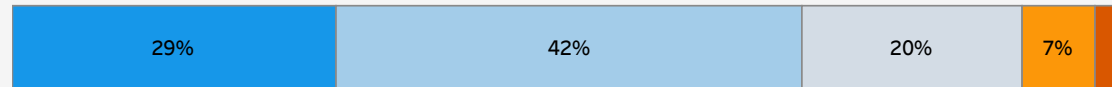
Effective Leadership

Timberline High School

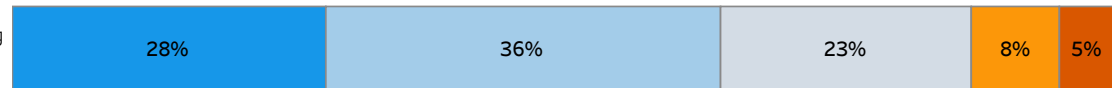
The principal of this school believes student learning is the #1 priority



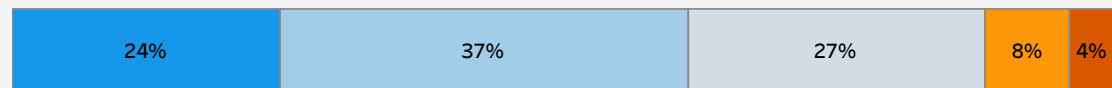
If I want to talk with my teacher(s), they are available to me



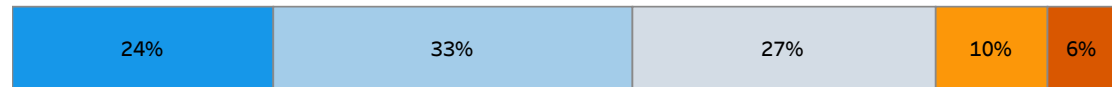
I often see the principal or administrators around the school talking to students



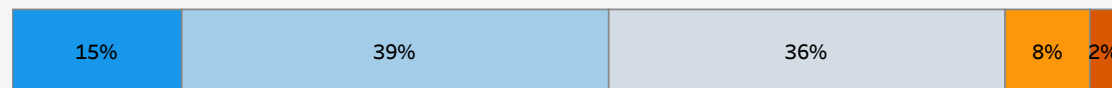
My teacher(s) listen to my ideas and/or concerns



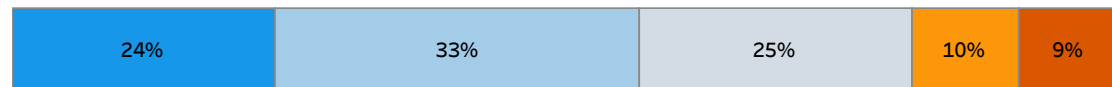
My teacher(s) help me learn in more ways than the teacher just talking in front of class



In class we often work with other students to solve a problem/do a task



Our school engages in difficult conversations about race, gender, oppression and discrimination

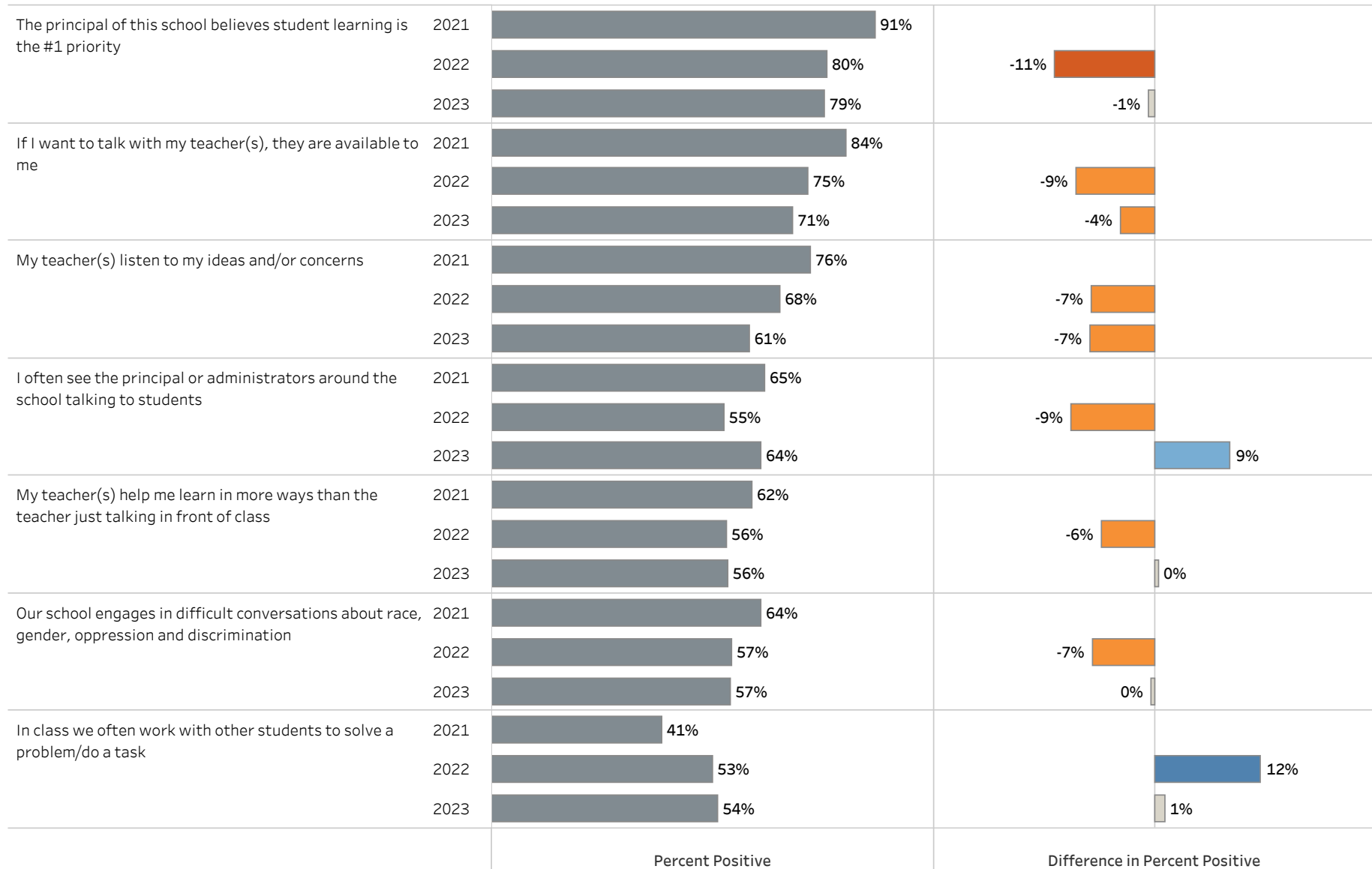


■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True
 ■ Almost Never True

Effective Leadership

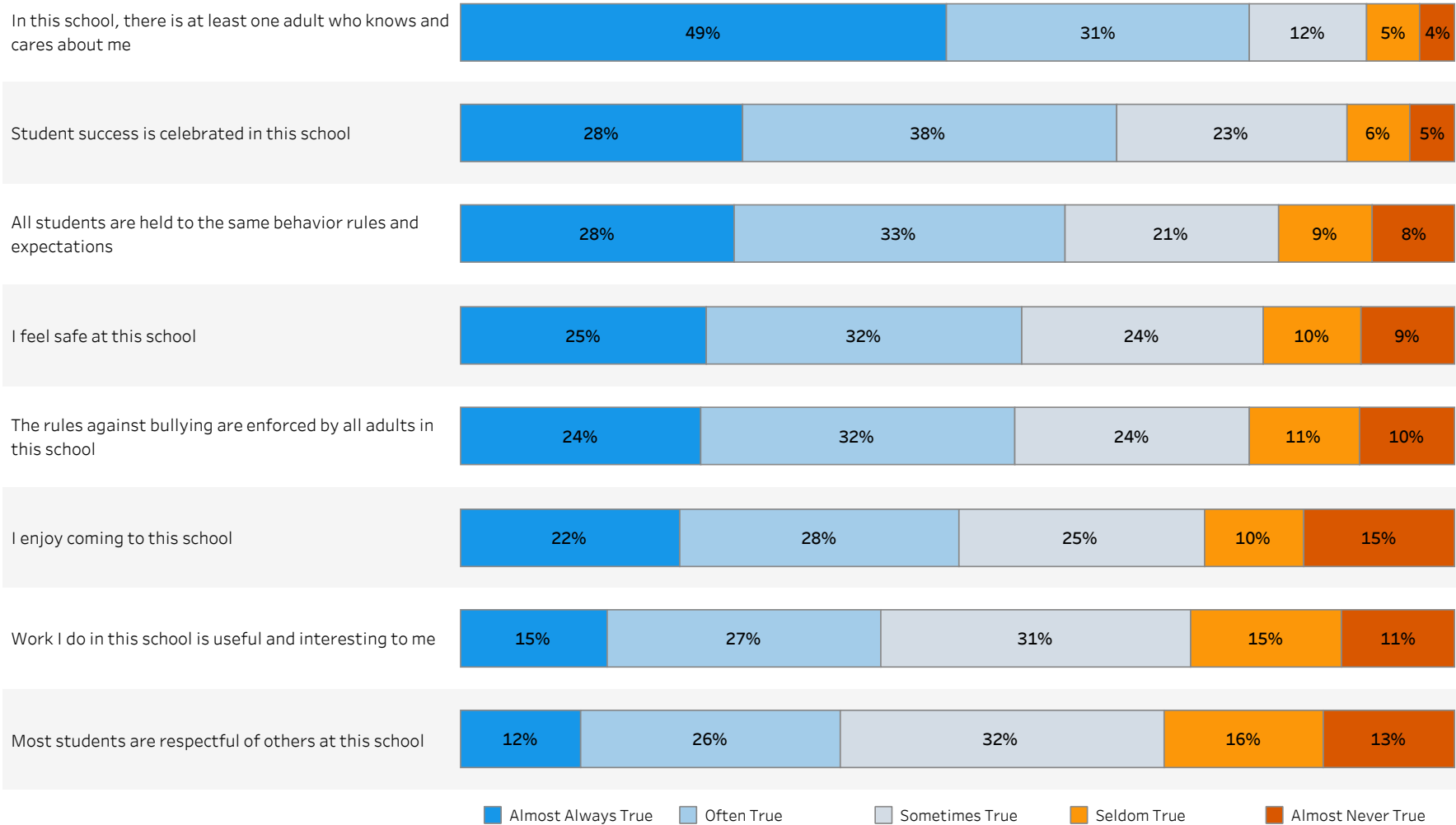
LONGITUDINAL

Timberline High School



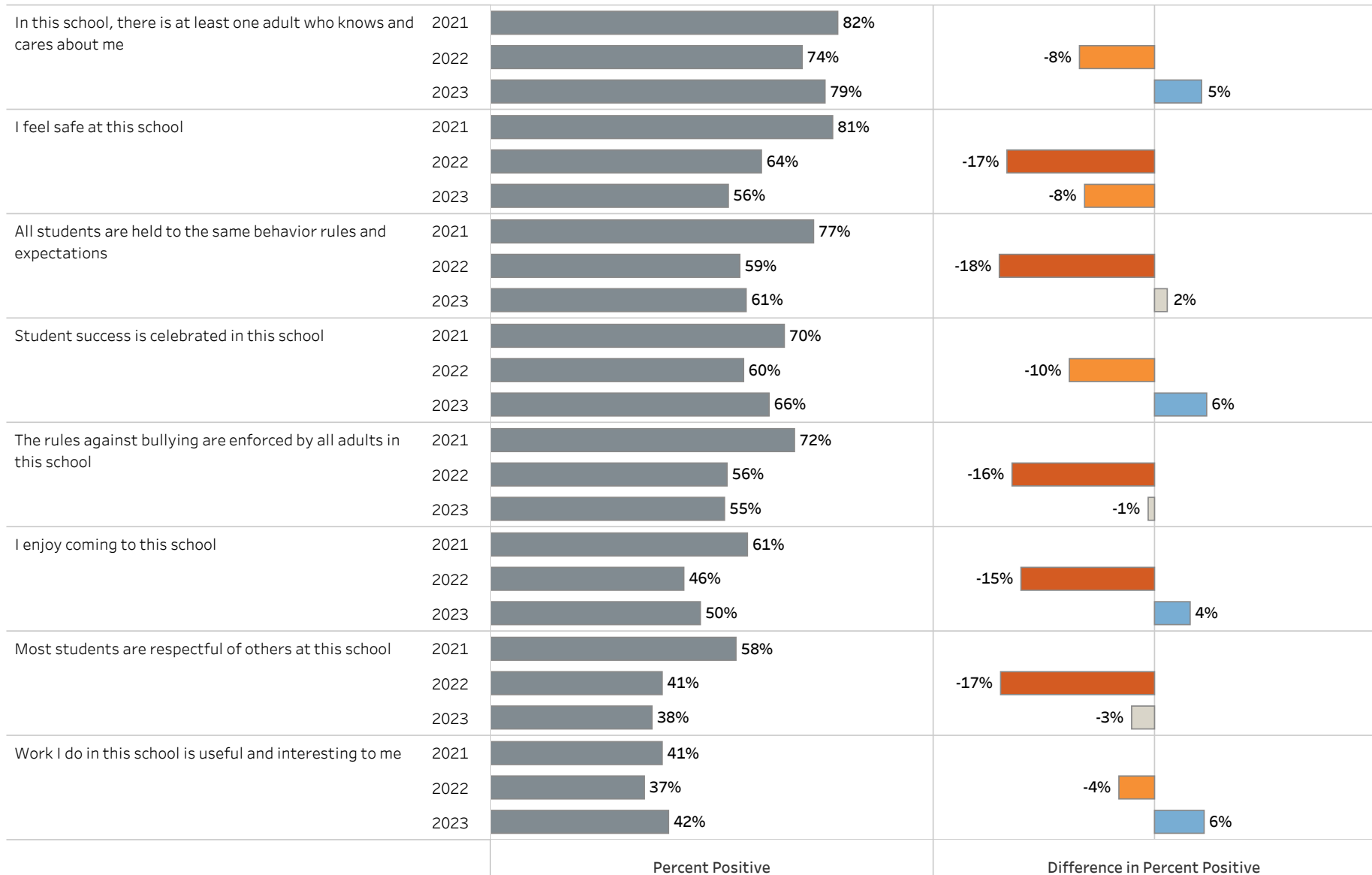
Supportive Learning Environment

Timberline High School



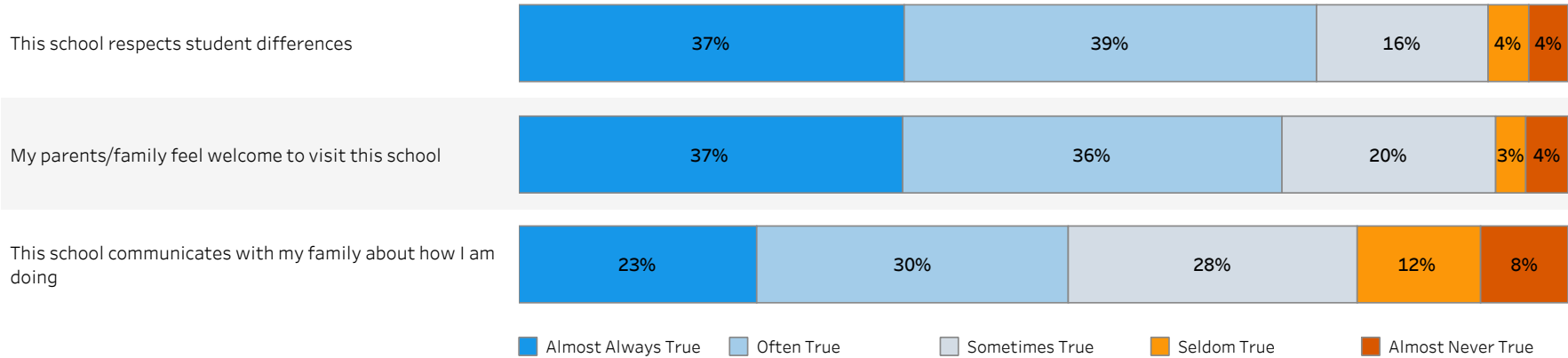
Supportive Learning Environment

LONGITUDINAL

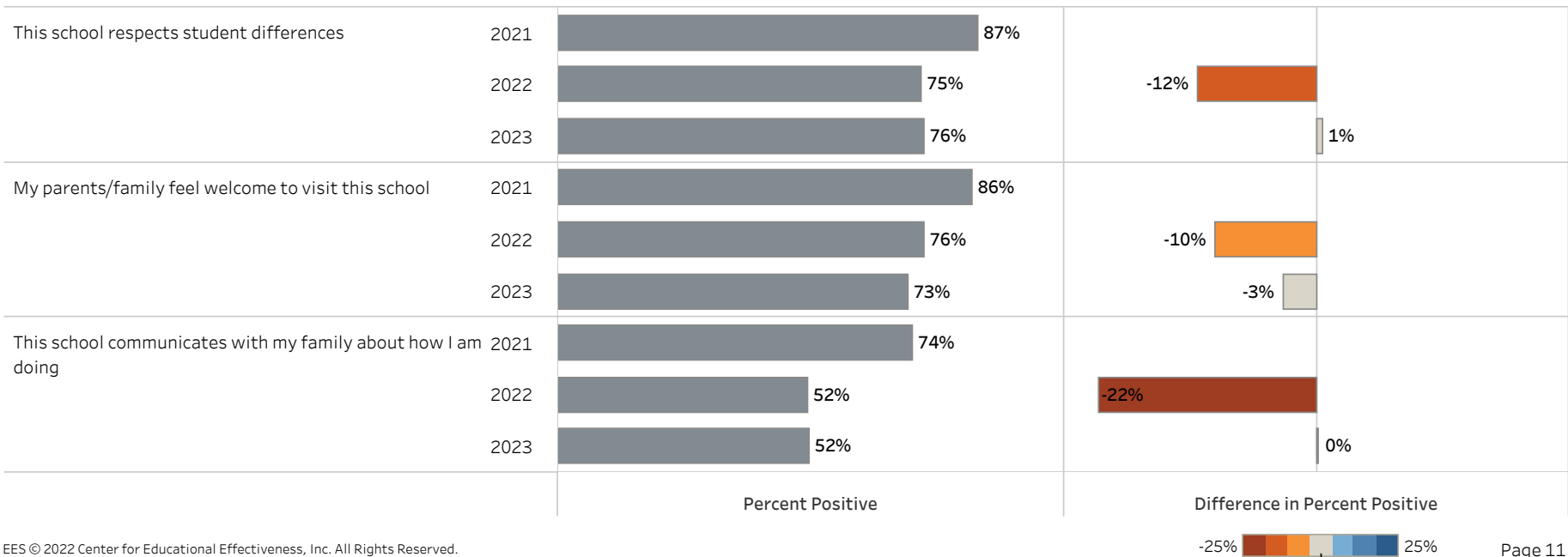


Parent and Community Involvement

Timberline High School

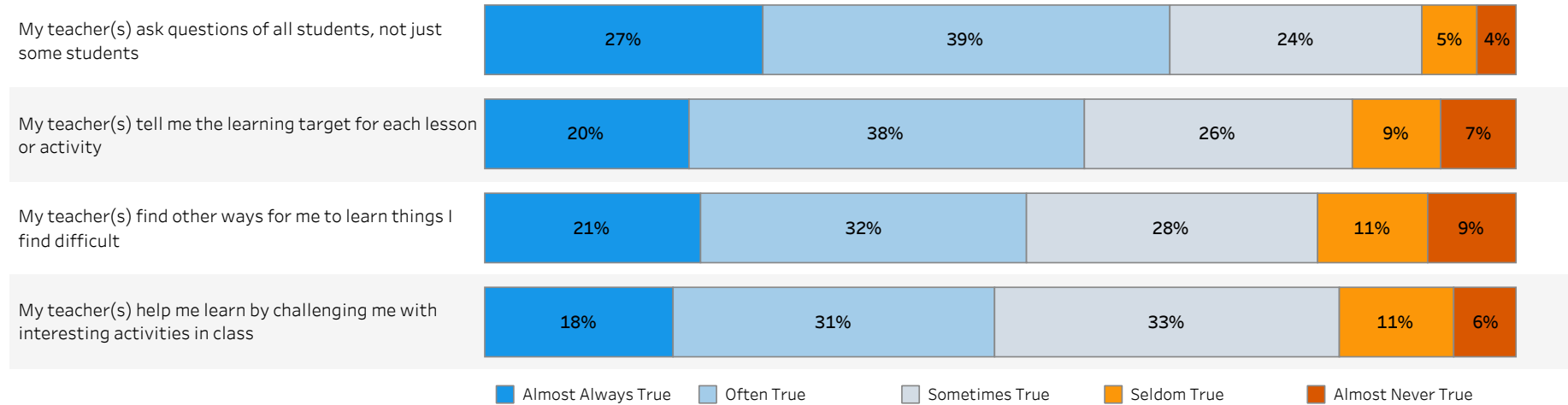


Parent and Community Involvement LONGITUDINAL

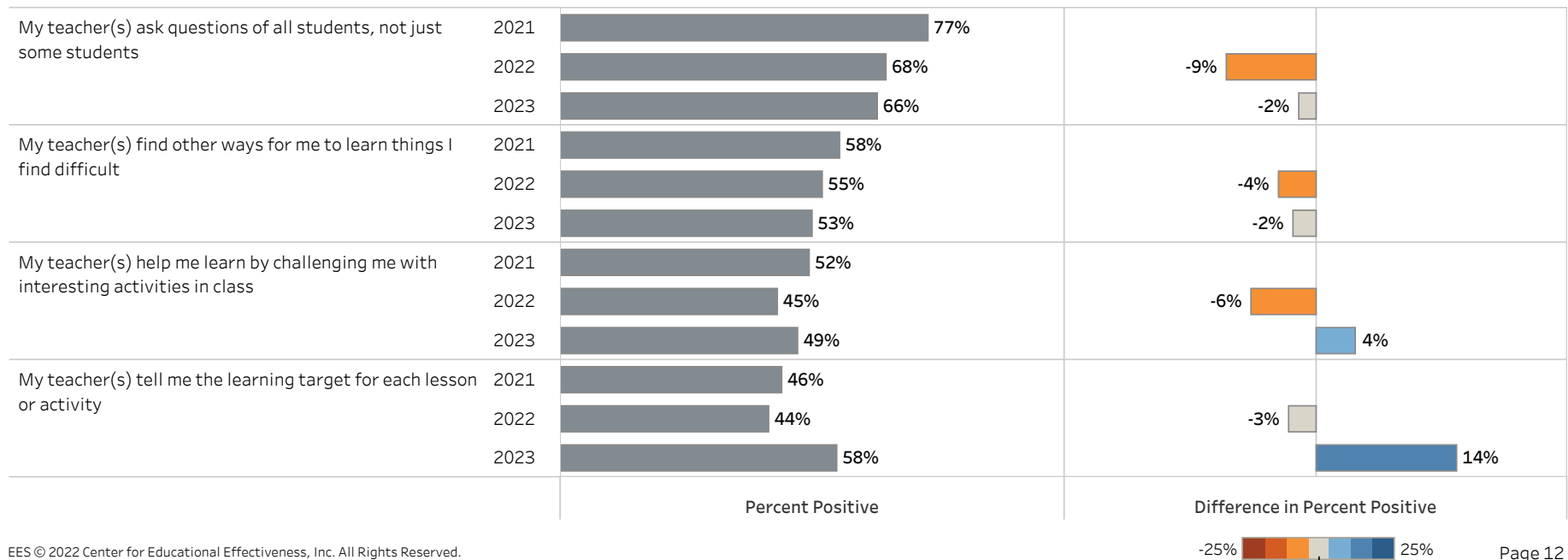


Frequent Monitoring of Teaching and Learning

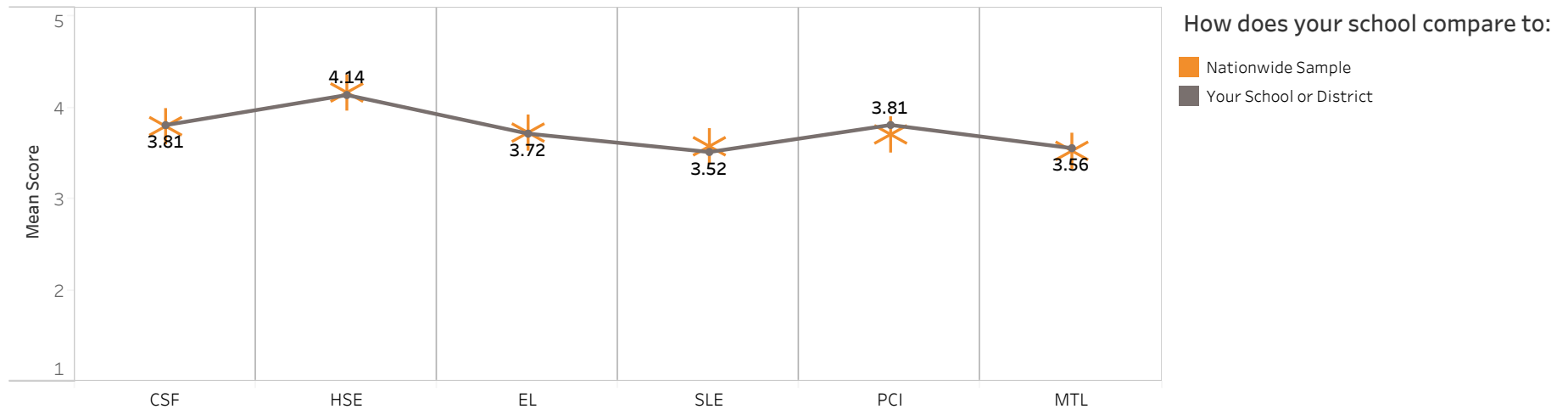
Timberline High School



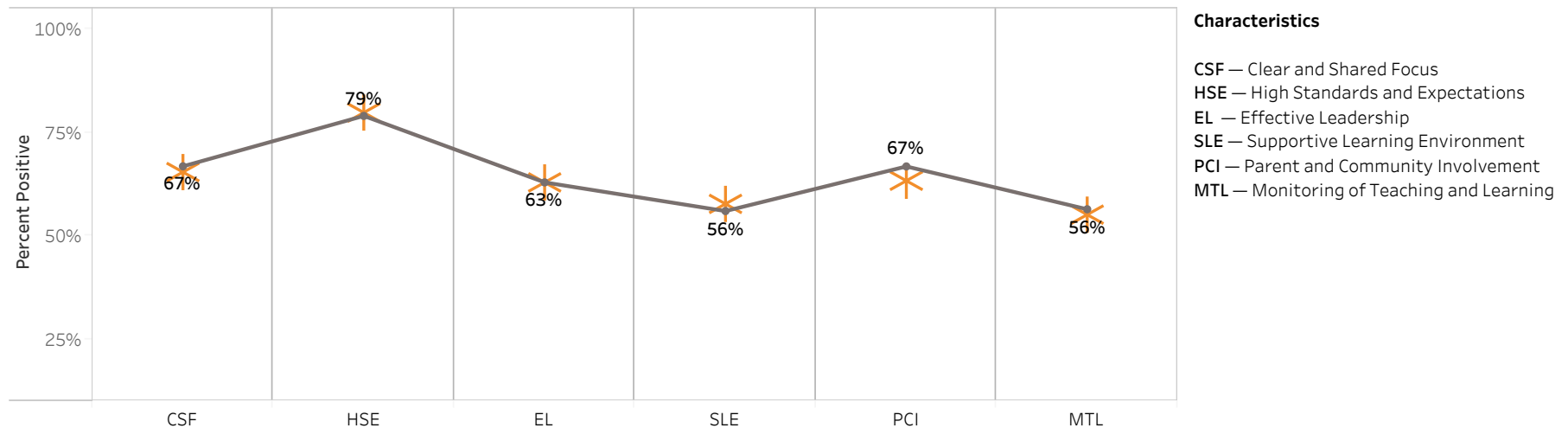
Frequent Monitoring of Teaching and Learning LONGITUDINAL



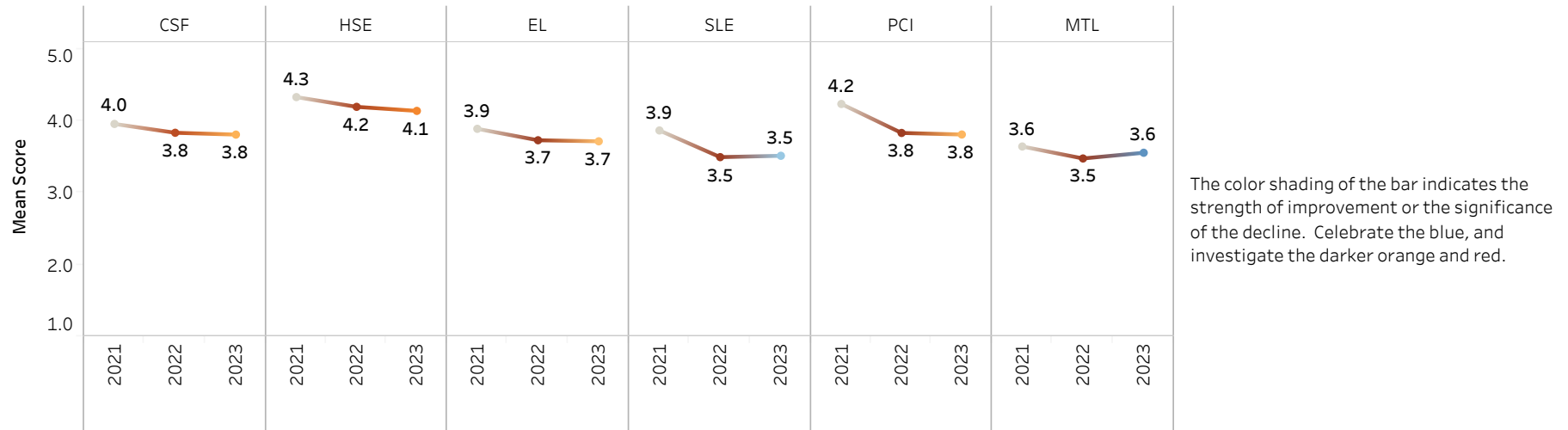
Comparison - 9 Characteristics Mean Scores



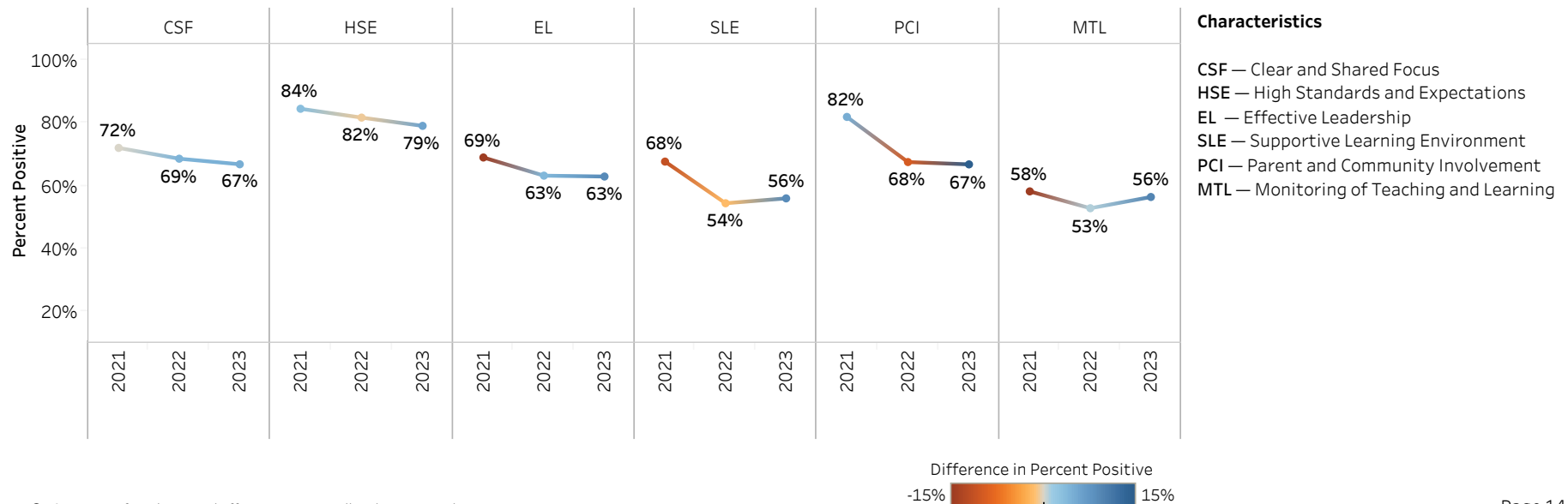
Comparison - 9 Characteristics Percent Positive



Comparison - 9 Characteristics Mean Scores LONGITUDINAL

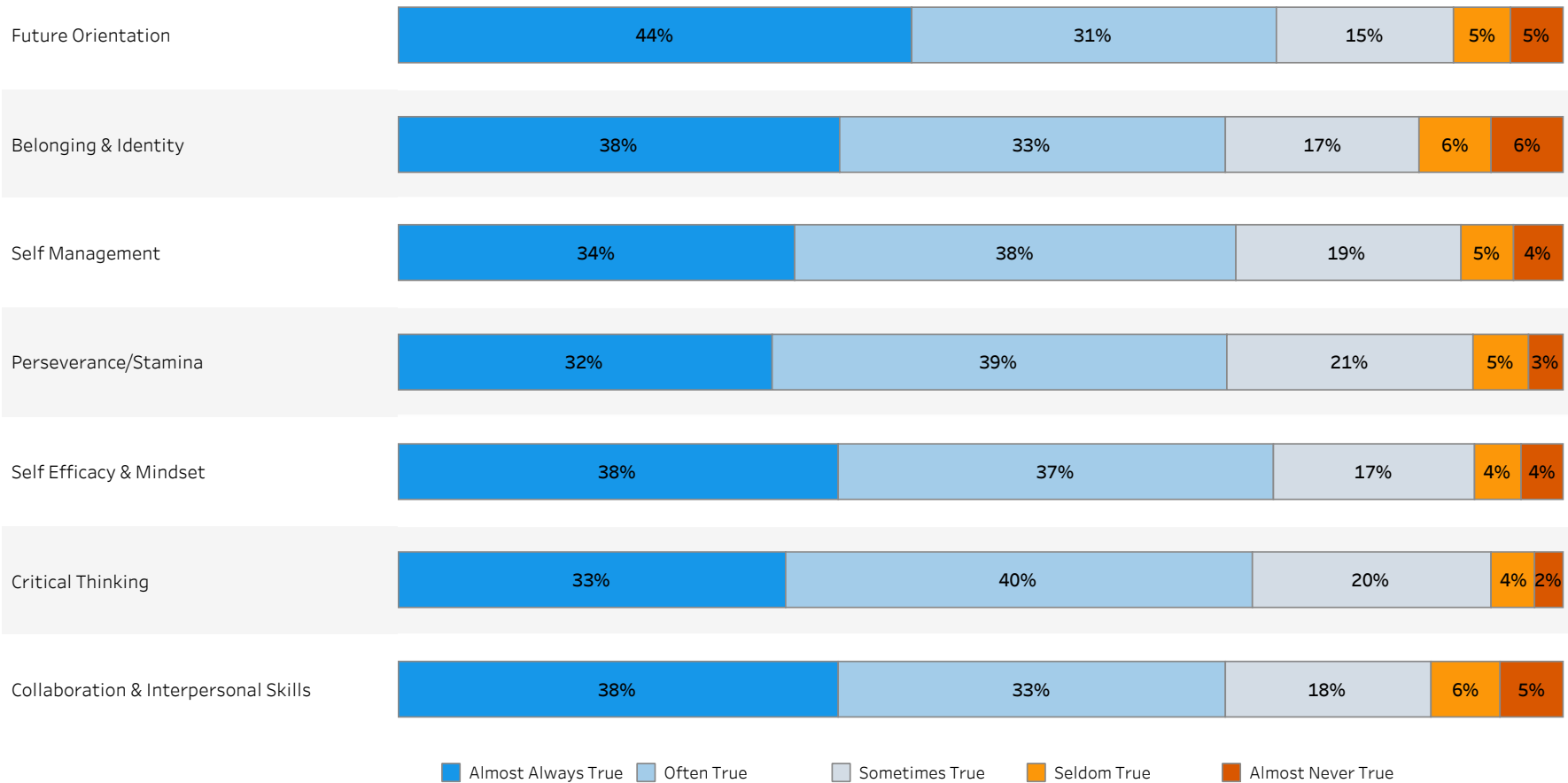


Comparison - 9 Characteristics Percent Positive LONGITUDINAL



Social Emotional Learning Summary

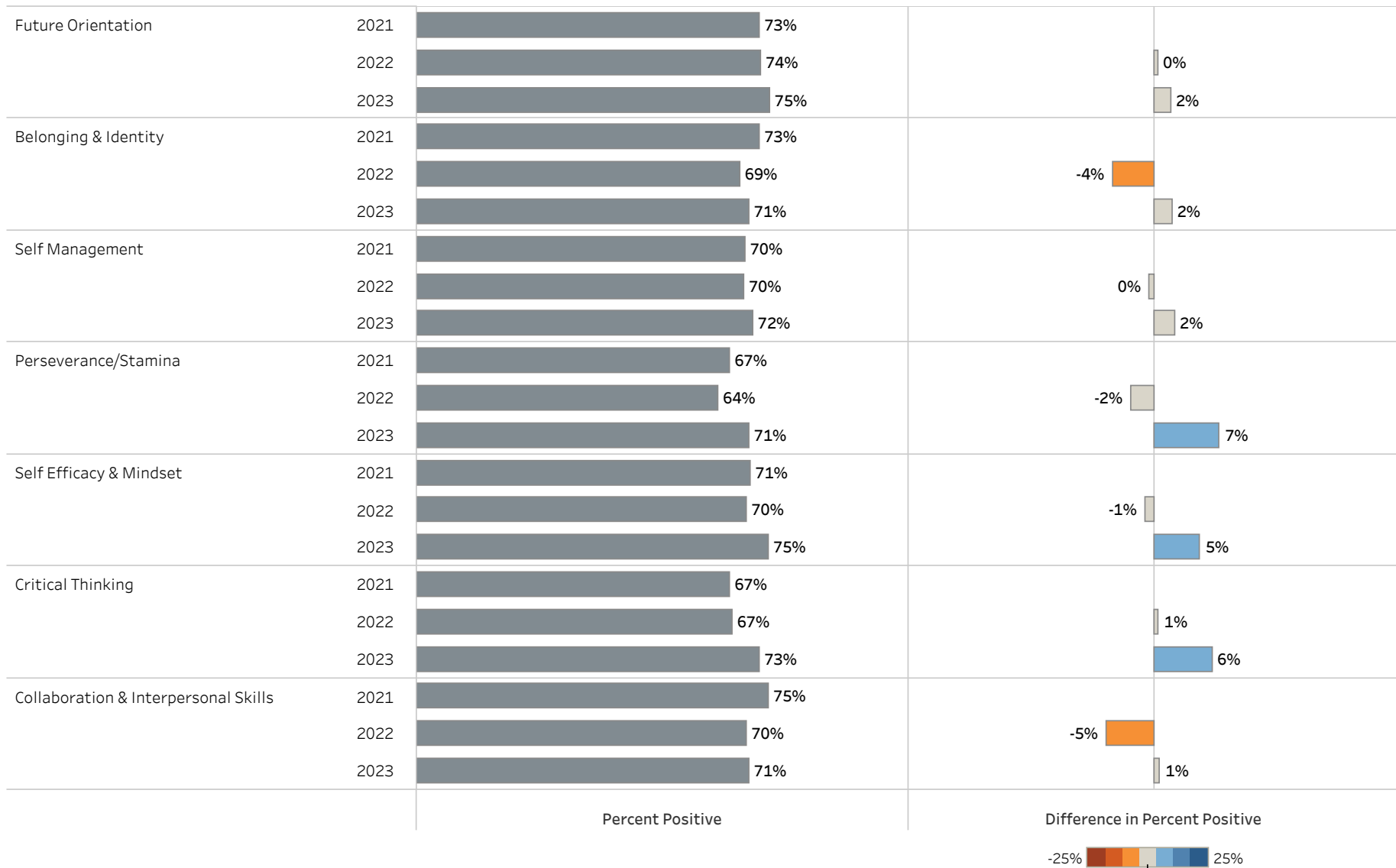
Timberline High School



Social Emotional Learning Summary

LONGITUDINAL

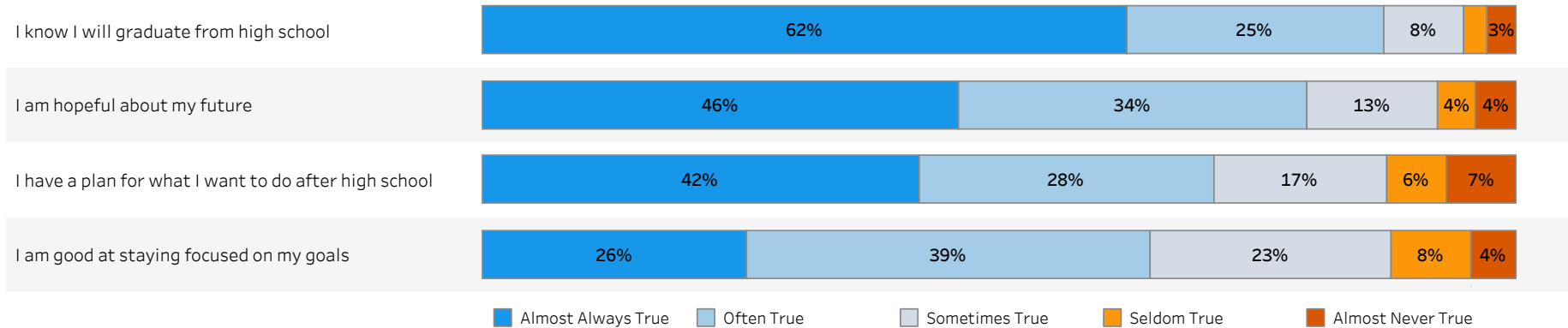
Timberline High School



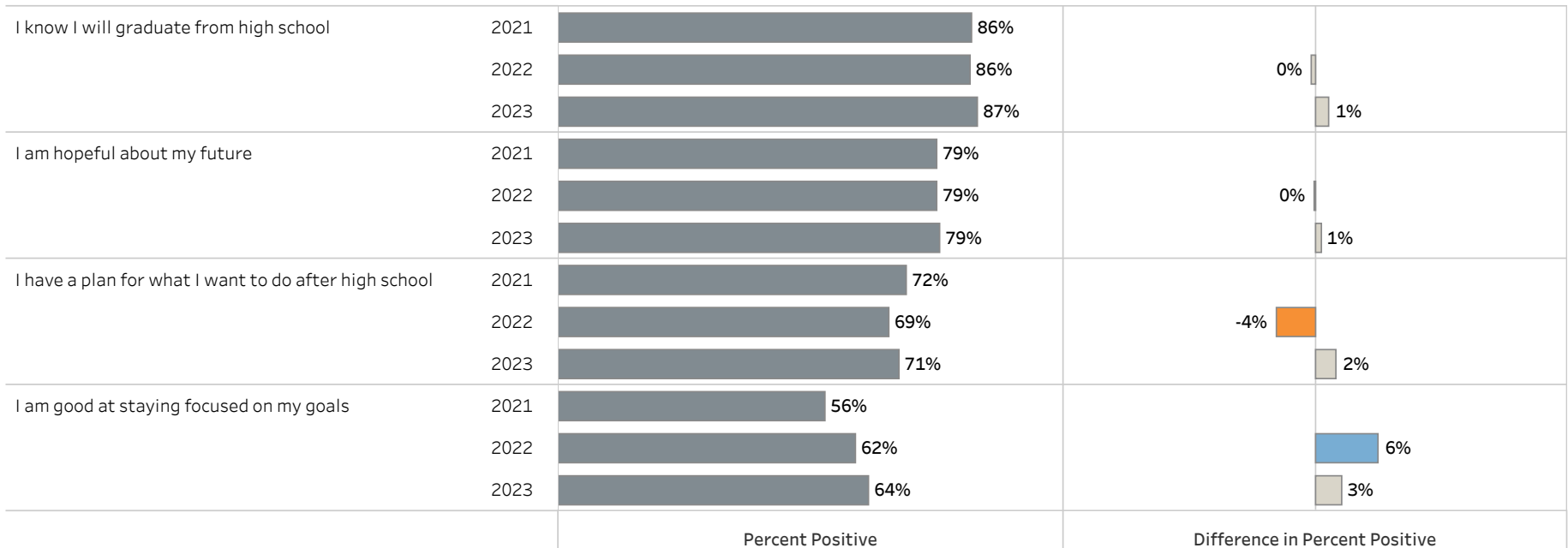
Future Orientation

Timberline 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

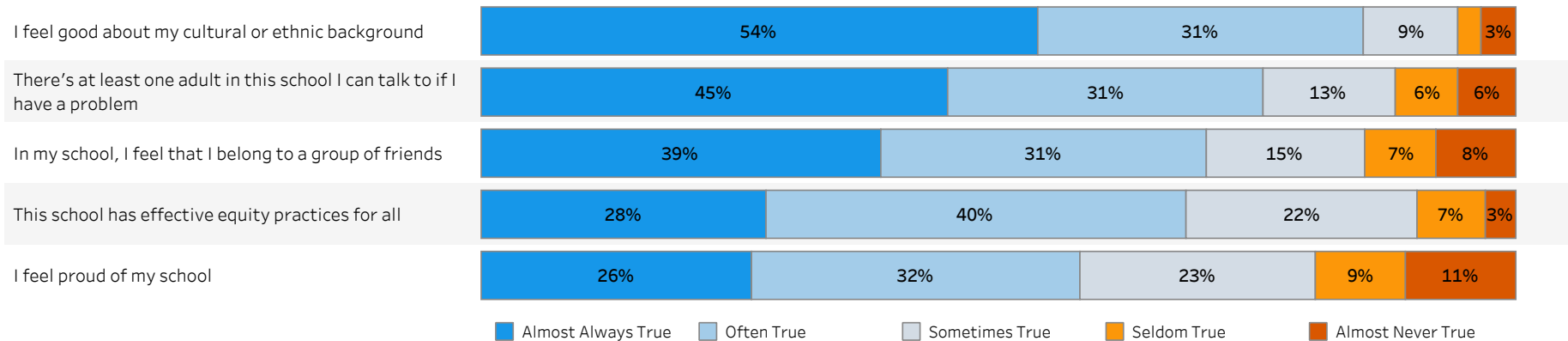


Future Orientation LONGITUDINAL

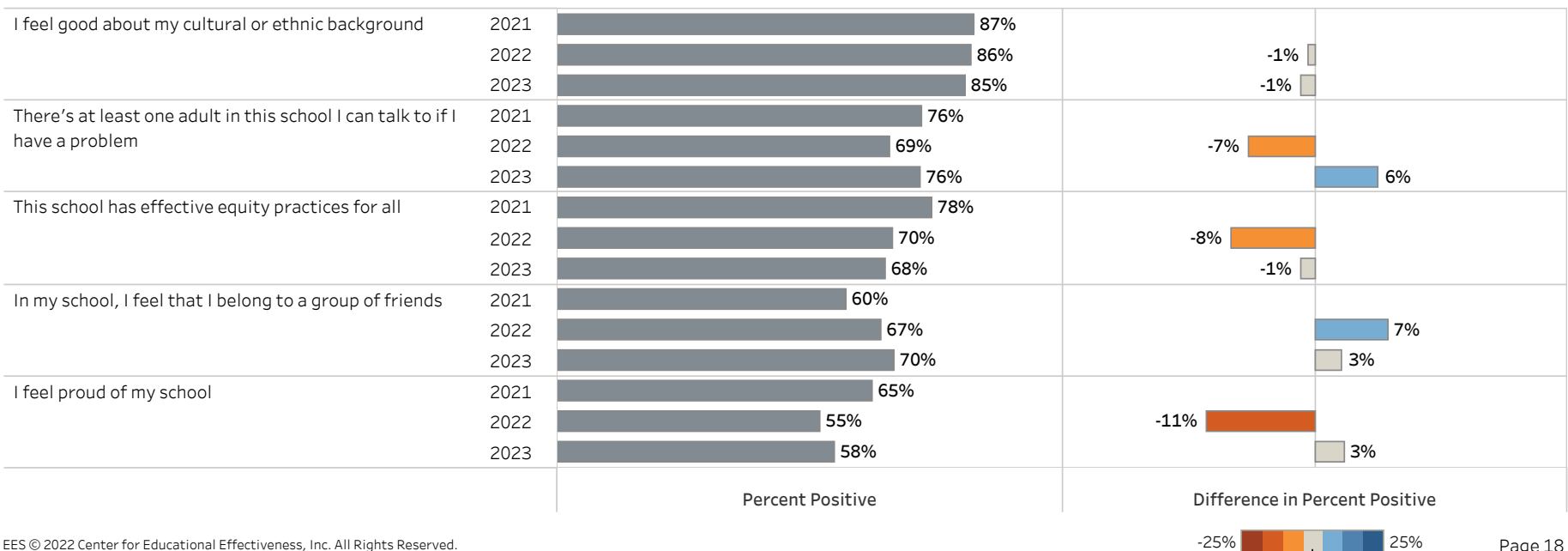


Belonging and Identity

- **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

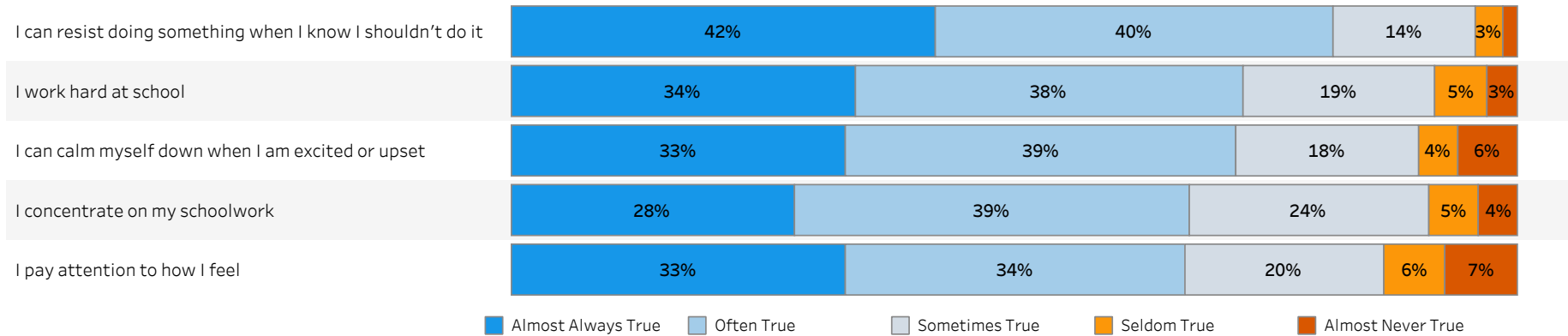


Belonging and Identity LONGITUDINAL

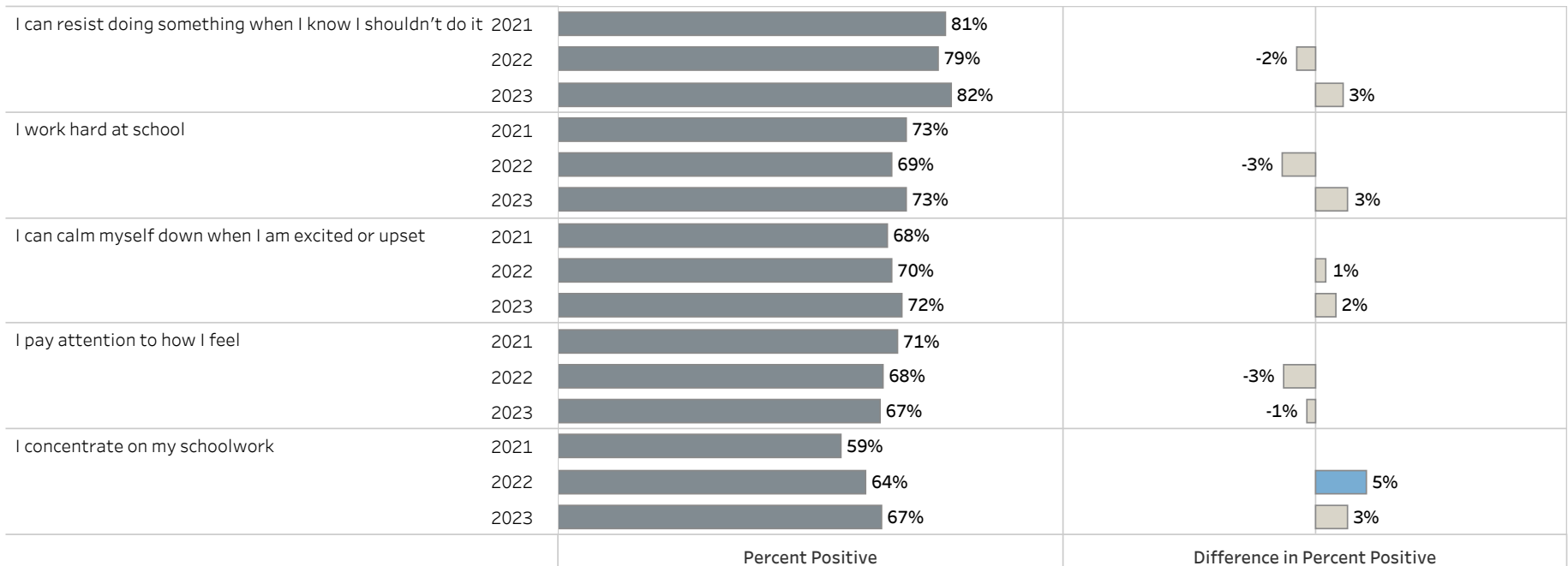


Self Management

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



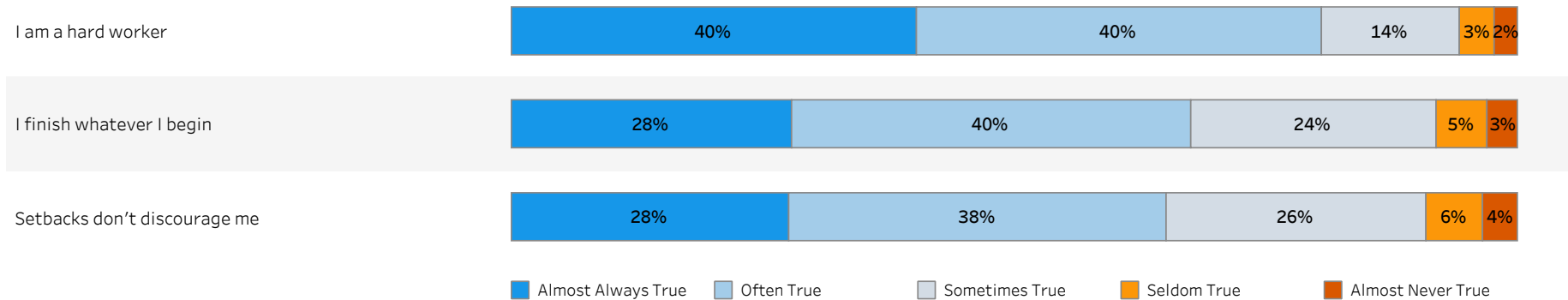
Self Management LONGITUDINAL



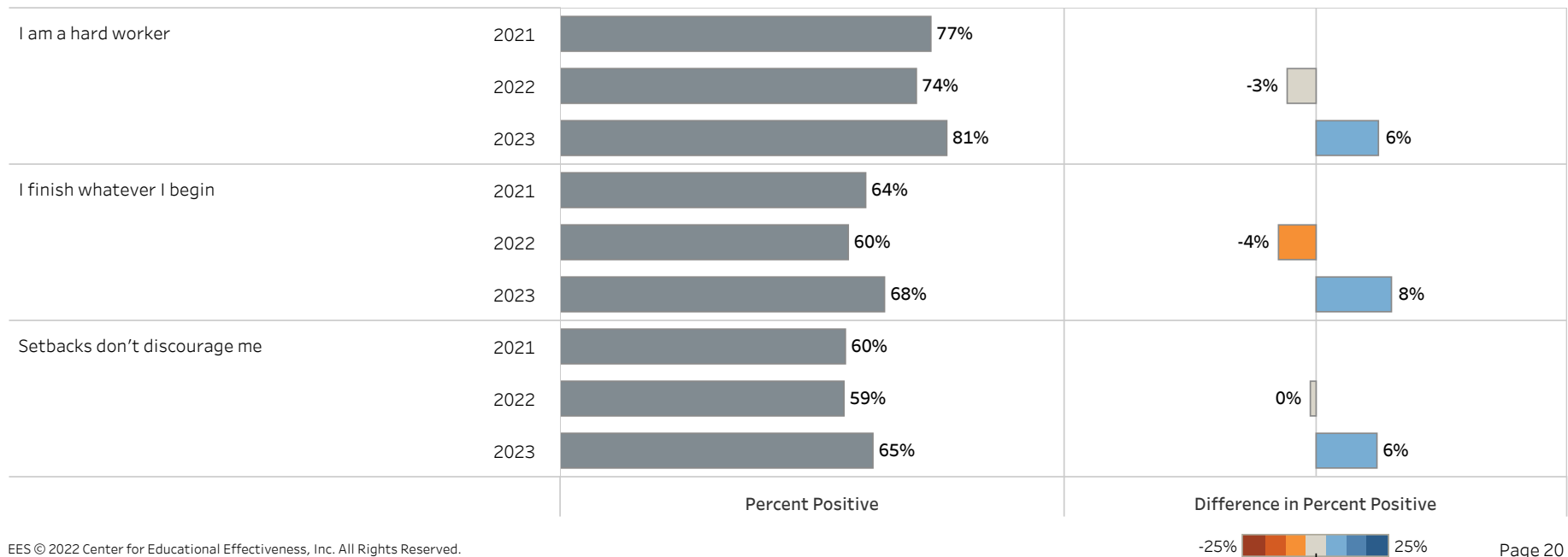
Perseverance/Stamina

Timberline High School

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

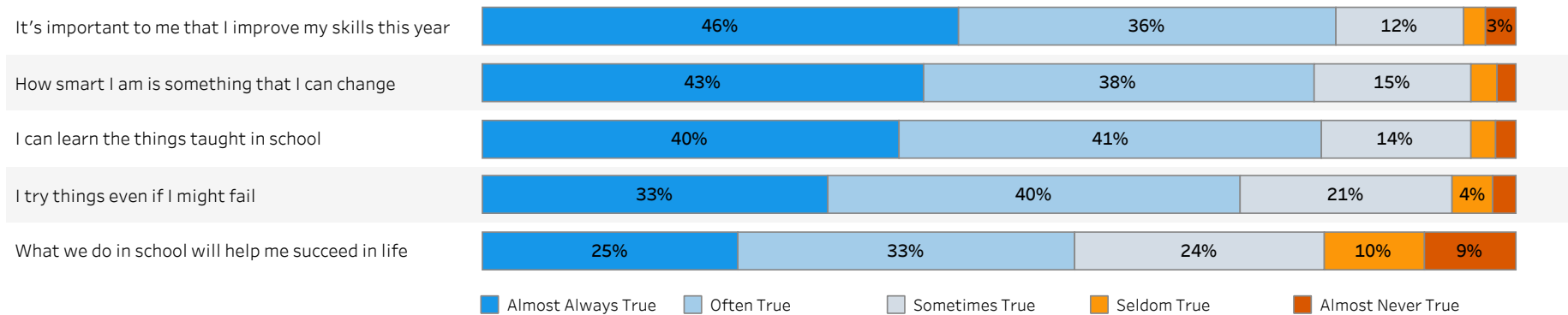


Perseverance/Stamina LONGITUDINAL

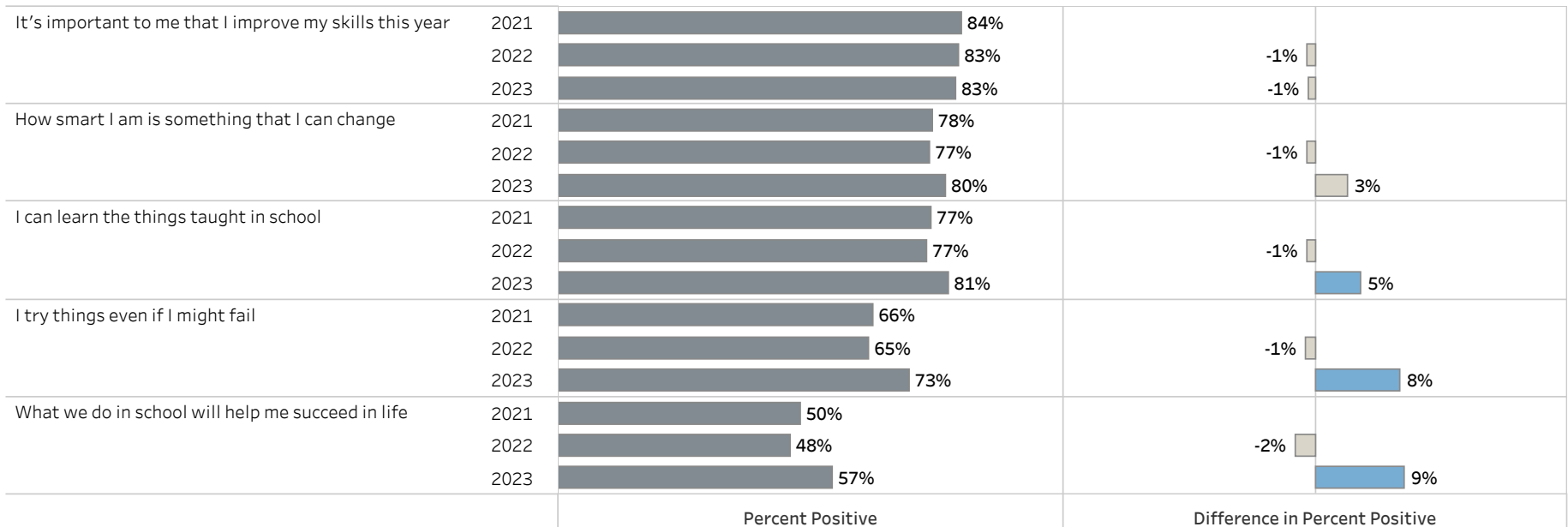


Self-Efficacy and Mindsets

- **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

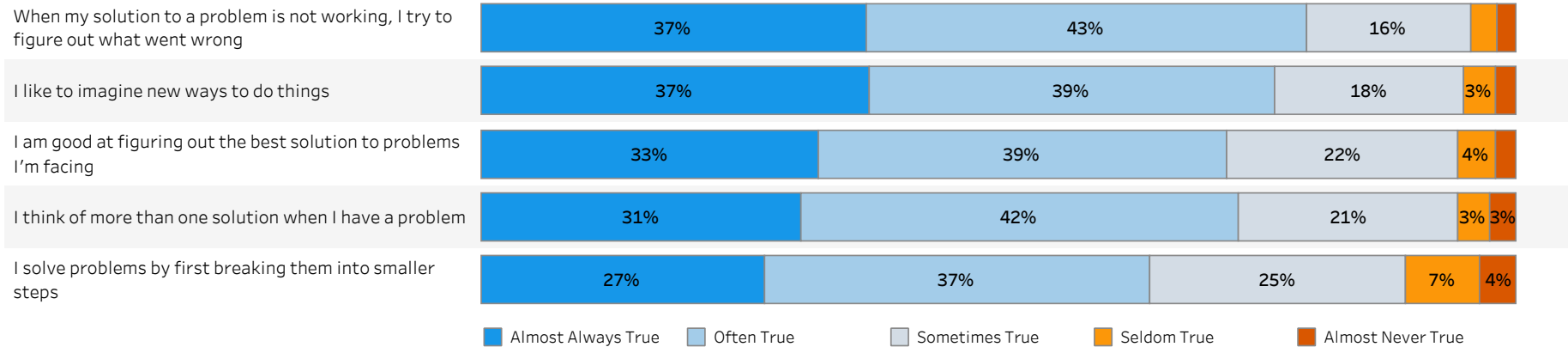


Self-Efficacy and Mindsets LONGITUDINAL

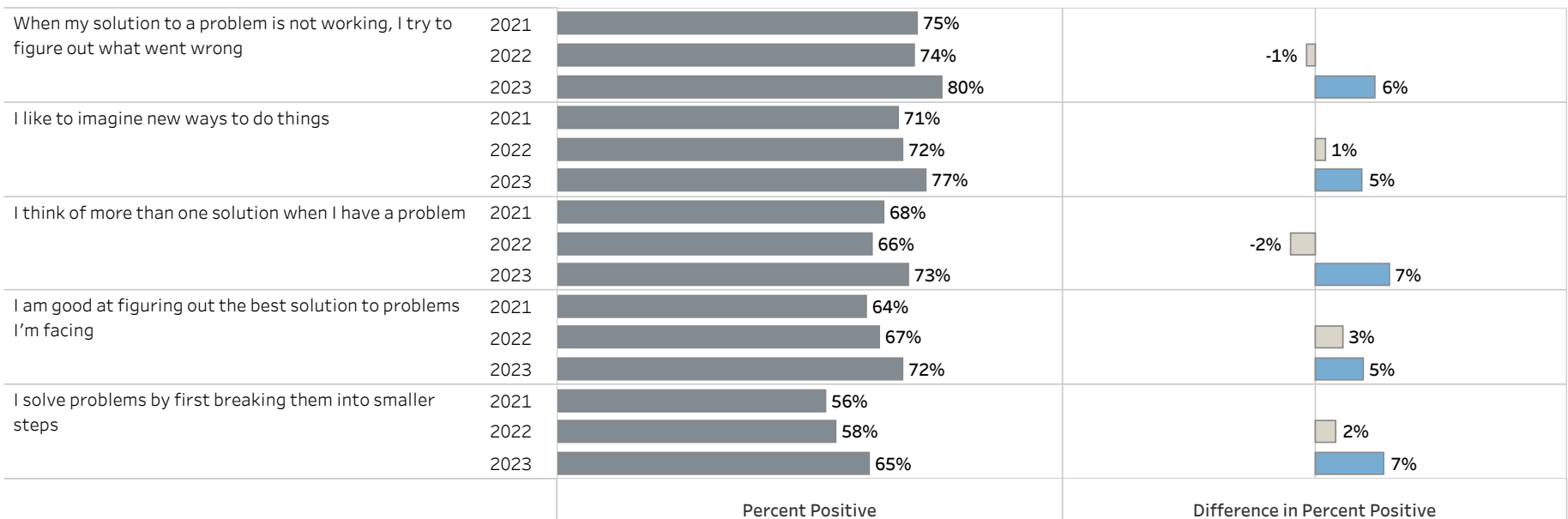


Critical Thinking

- **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

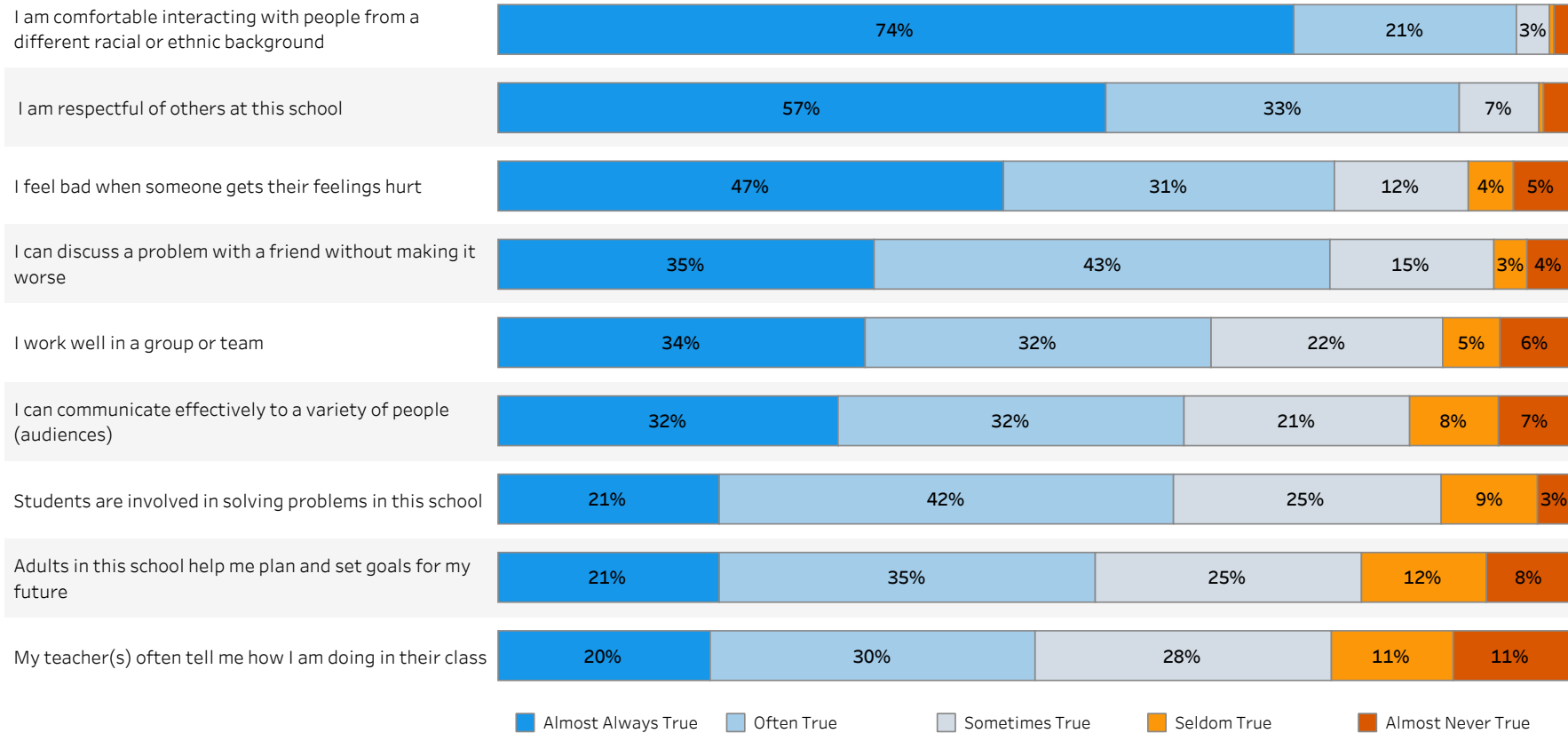


Critical Thinking LONGITUDINAL



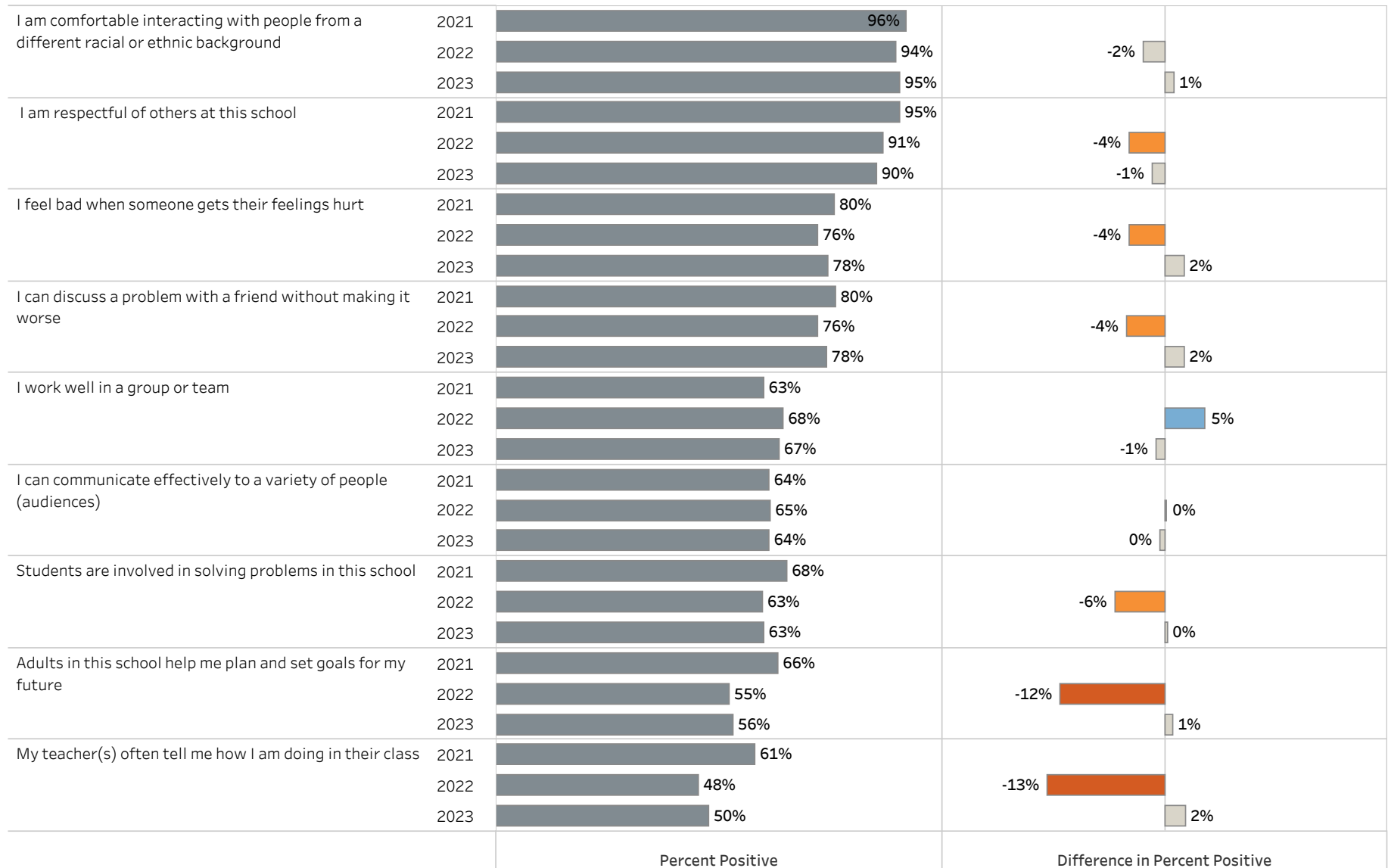
Collaboration and Interpersonal Skills

- **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

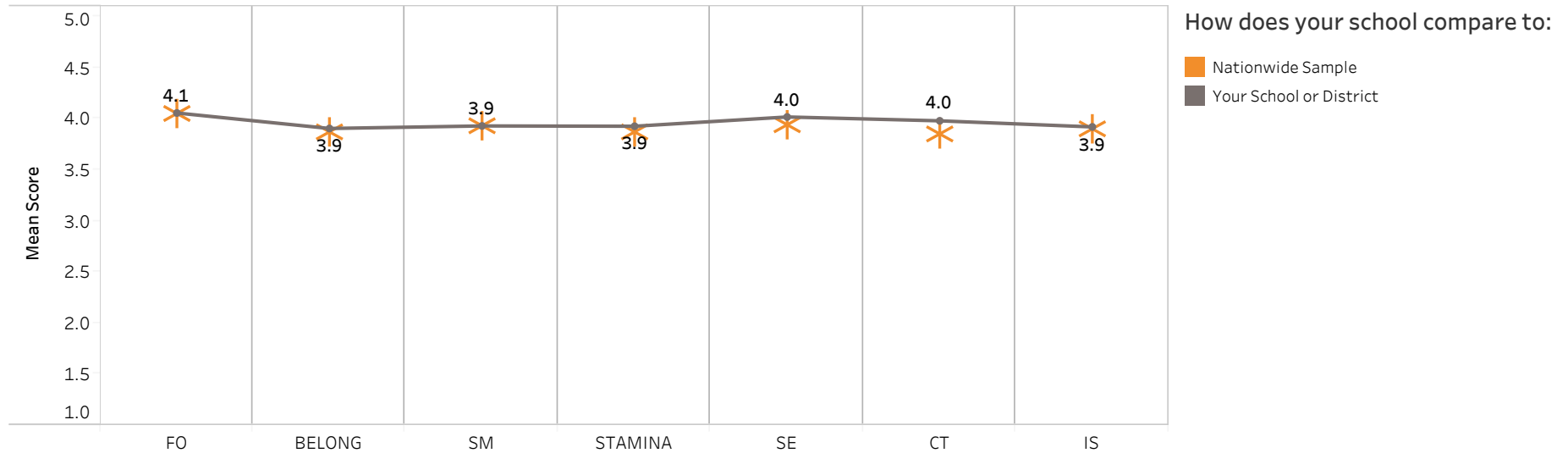


Percent Positive

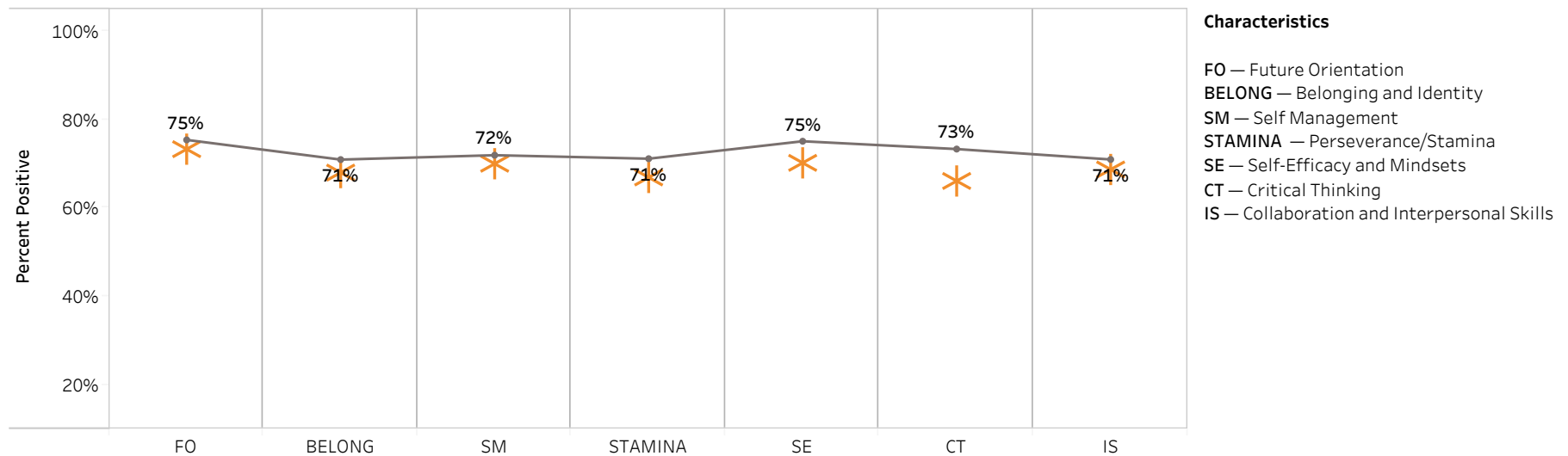
Difference in Percent Positive



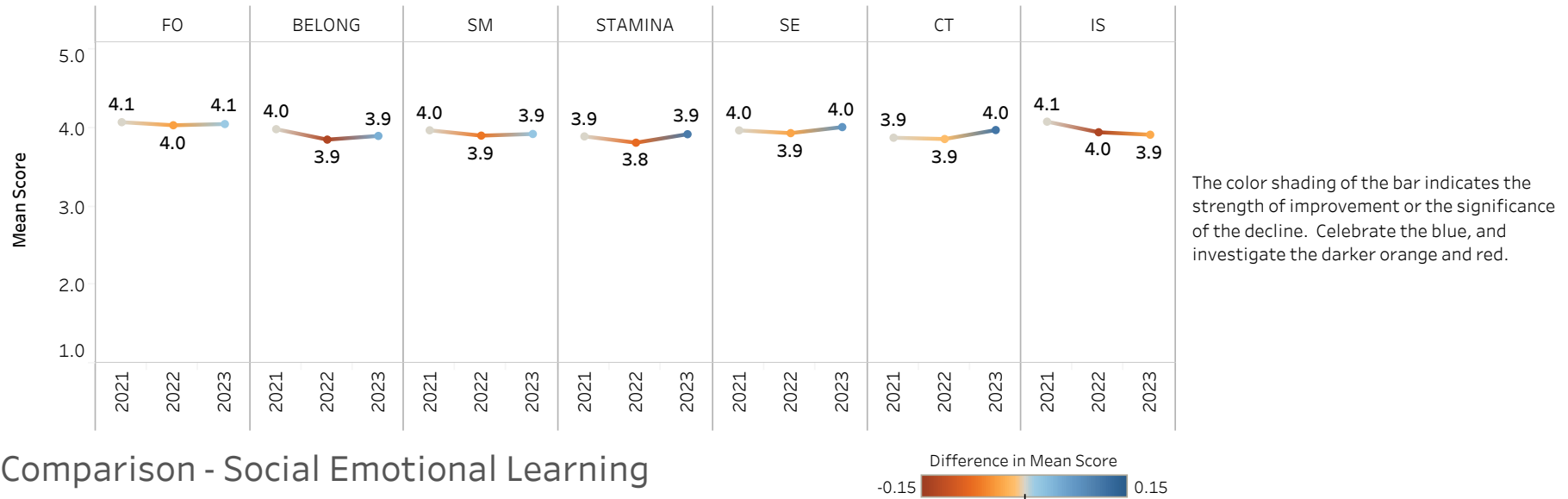
Comparison - Social Emotional Learning Mean Scores



Comparison - Social Emotional Learning Percent Positive



Comparison - Social Emotional Learning Mean Scores LONGITUDINAL



Comparison - Social Emotional Learning Percent Positive LONGITUDINAL

