

Educational Effectiveness Survey™



Diversity, Equity and Inclusion Module

Staff-Student-Family Comparison Longitudinal

Lincoln Middle School

Pullman Public Schools

	2021			2023		
Staff	Student	Family	Staff	Student	Family	
N=41	N=87	N=62	N=31	N=79	N=63	



Better Data. Better Decisions. Better Schools.



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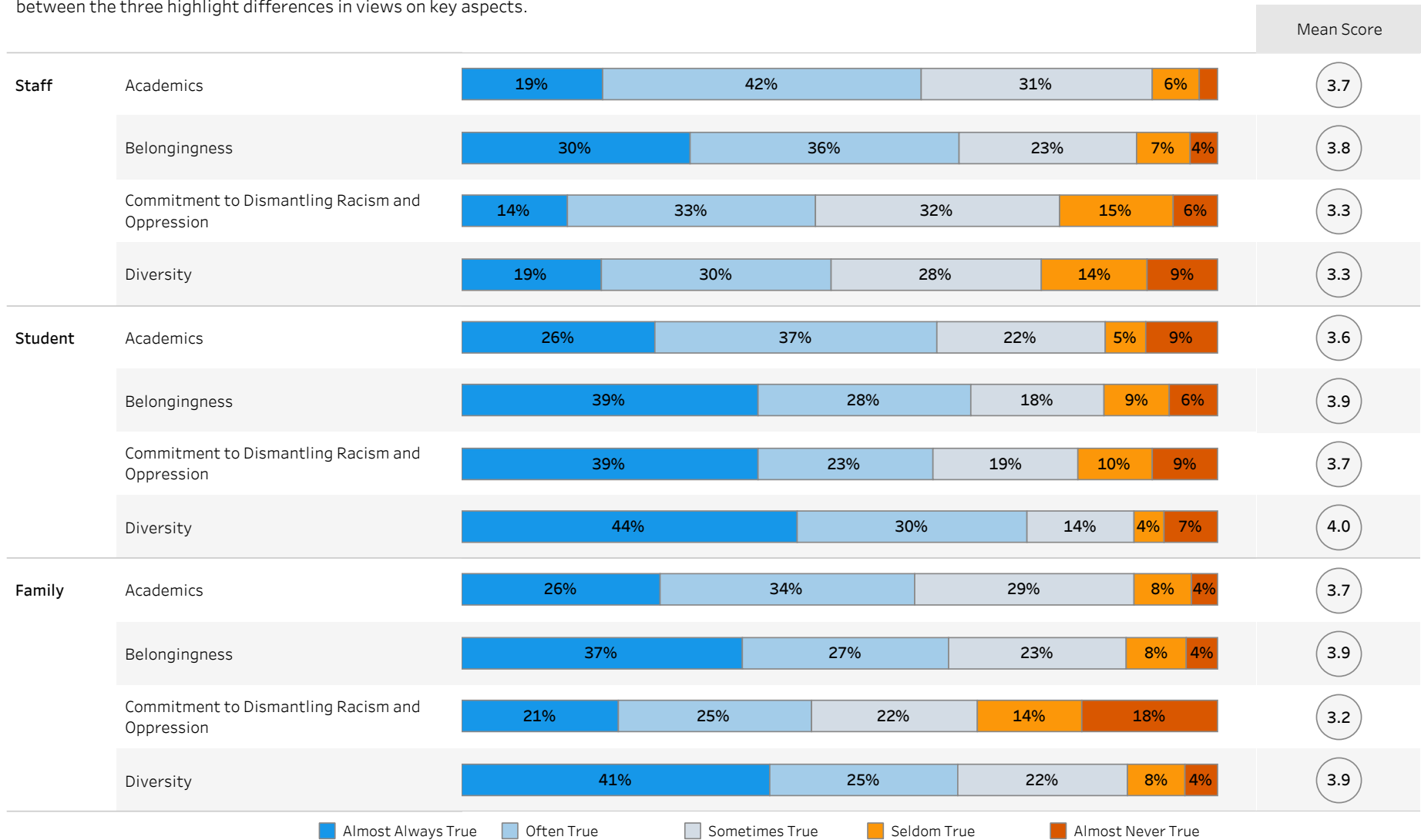


Better Data. Better Decisions. Better Schools.

Diversity, Equity and Inclusion Summary

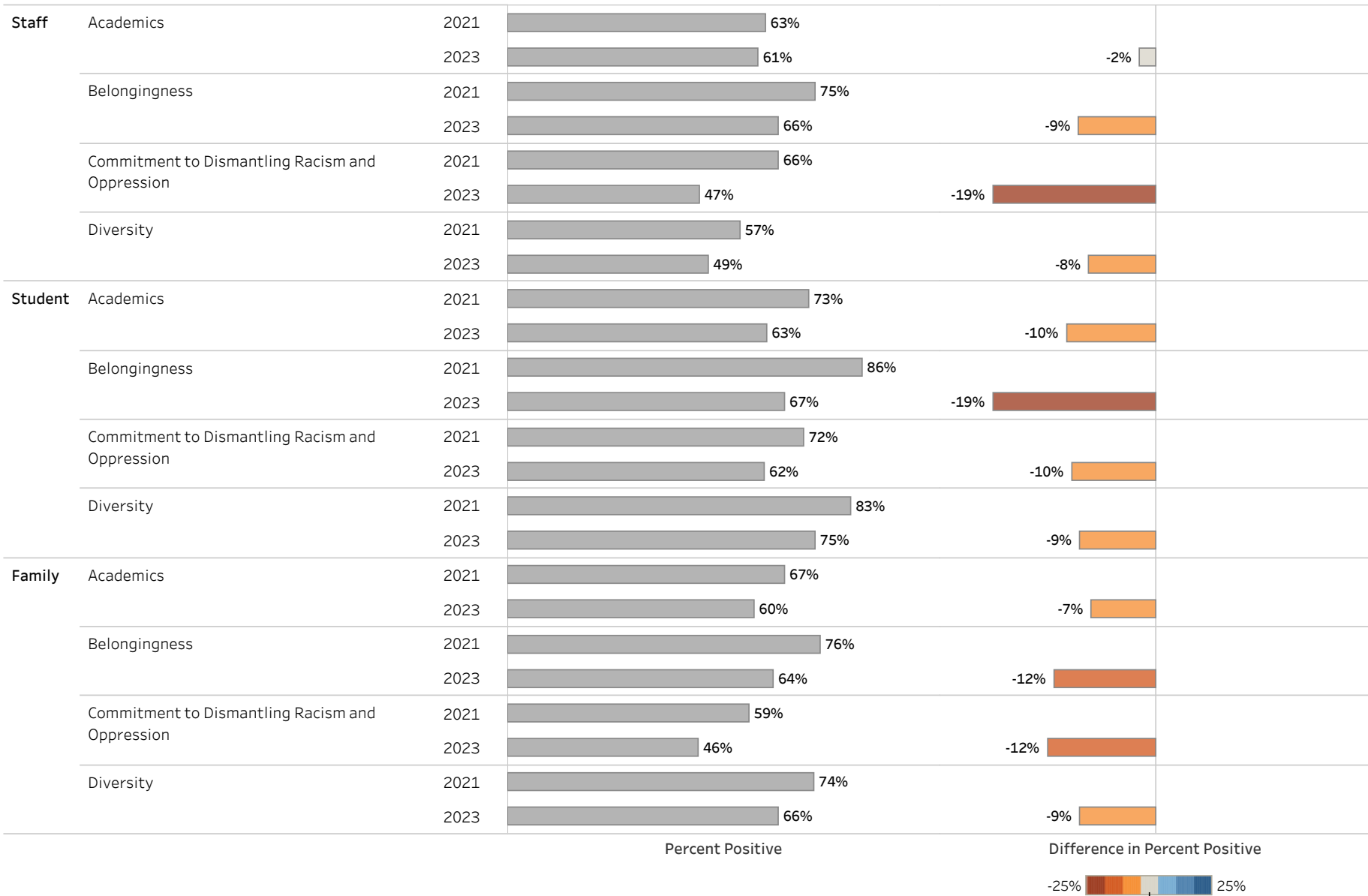
Lincoln Middle School

Equity and Inclusion is something that to occur must be embedded in the fabric of the organization. As such, it takes multiple perspective to create an accurate picture. In this unique report, each of the student, teacher, and parent responses are combined to provide just this global view of how well a school and/or district are navigating their path to more equitable practice. While the three surveys are combined into one report, common questions between the three highlight differences in views on key aspects.

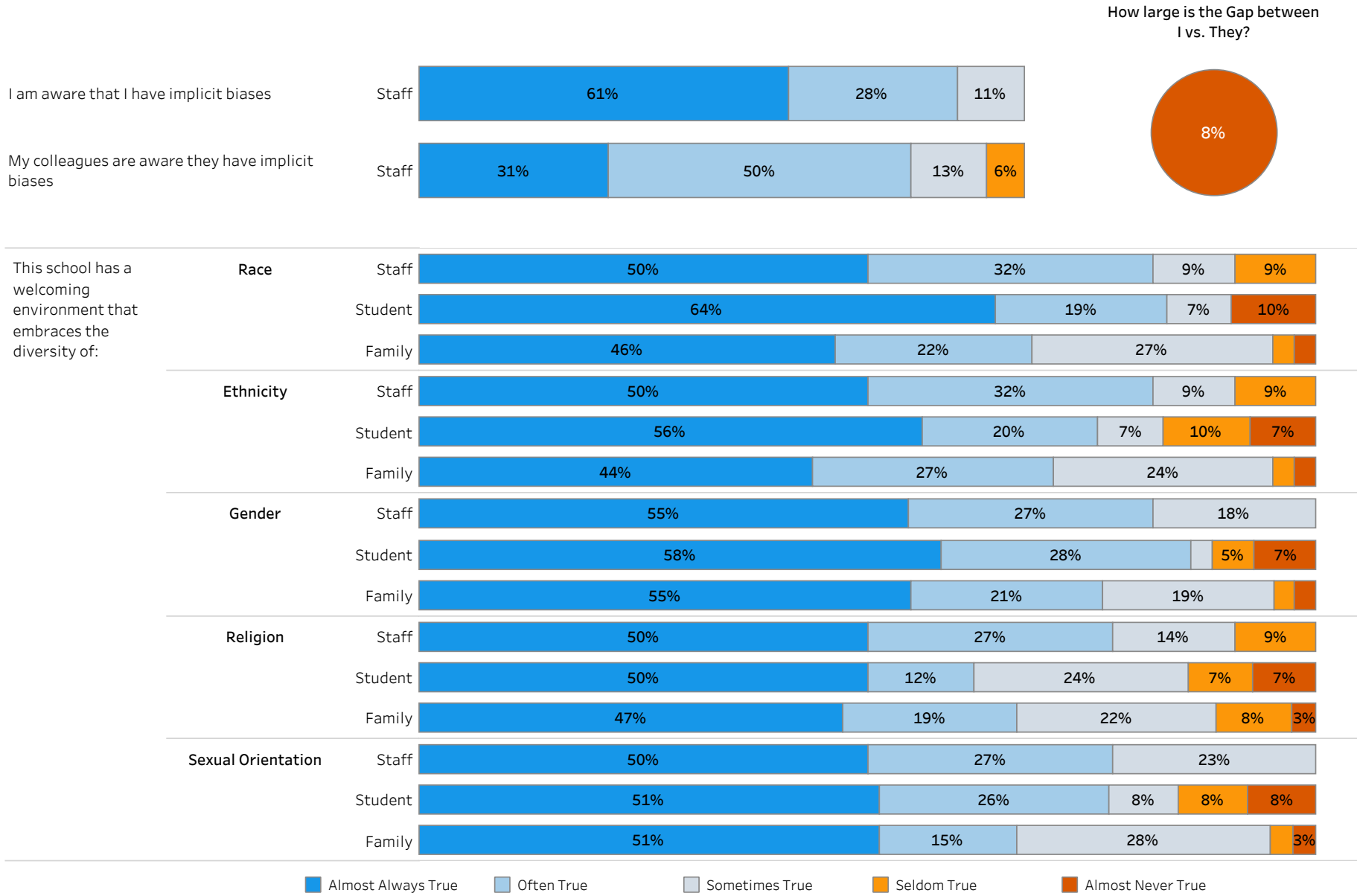


Diversity, Equity and Inclusion Summary LONGITUDINAL

Lincoln Middle School

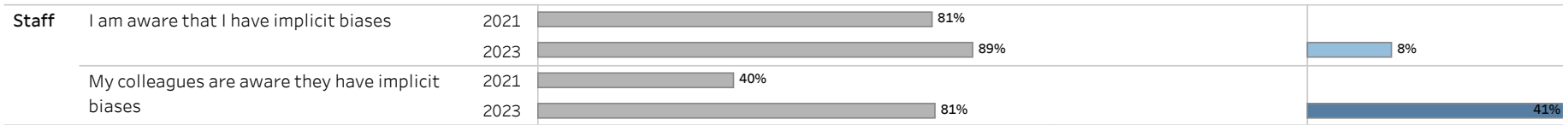


Diversity, Equity and Inclusion - I vs. They Perspectives

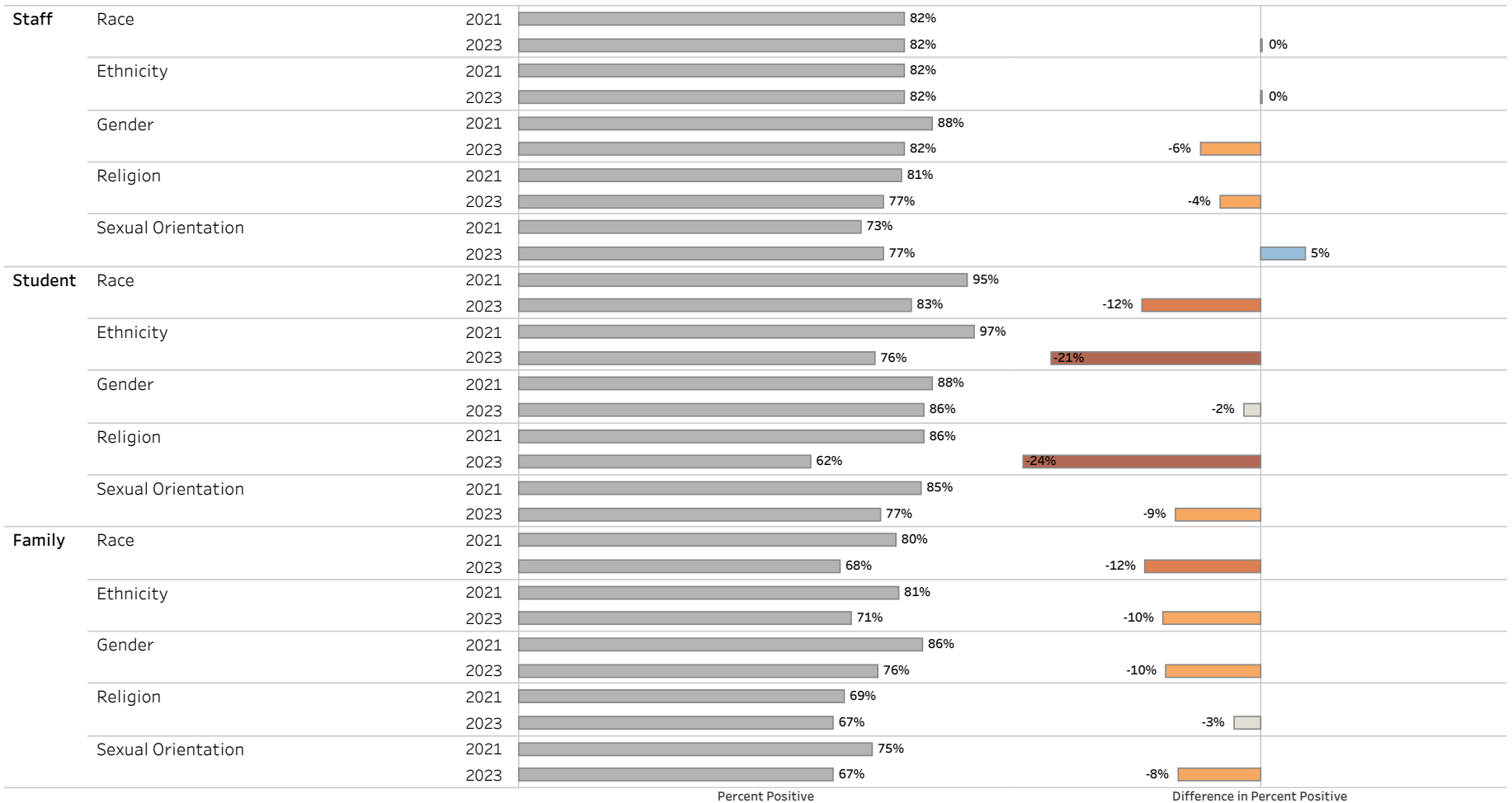


Diversity, Equity and Inclusion - I vs. They Perspectives

LONGITUDINAL



This school has a welcoming environment that embraces the diversity of:



Percent Positive

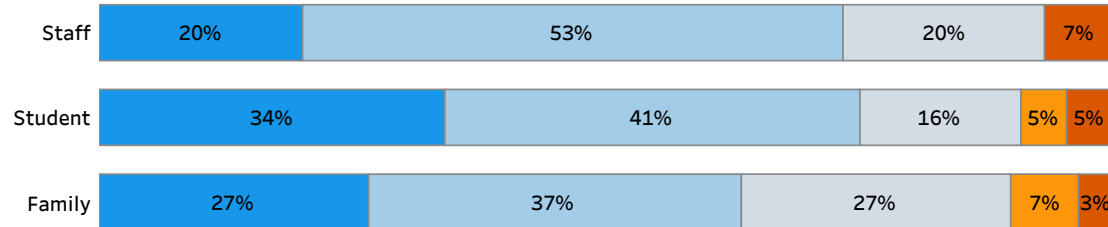
Difference in Percent Positive



Diversity, Equity and Inclusion Common Questions

Academics

The books and materials used in classrooms include positive representations of race, gender, and other marginalized people

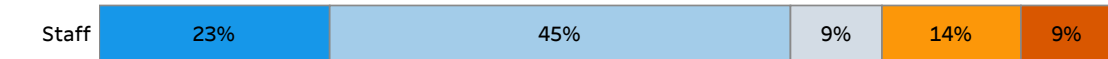


Commitment to Dismantling Racism and Oppression

Student placement in advanced classes is not influenced by race, gender or socioeconomic levels



Academic placement is not influenced by race, gender or socioeconomic levels

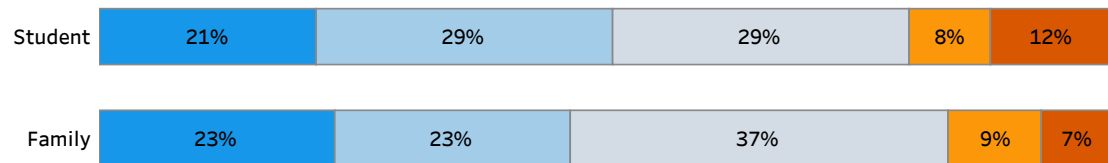


Diversity

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



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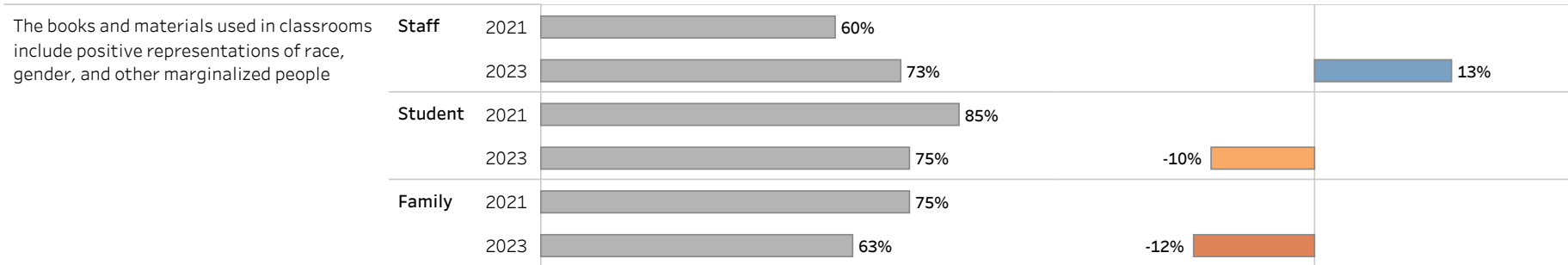


■ Almost Always True
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 ■ Sometimes True
 ■ Seldom True
 ■ Almost Never True

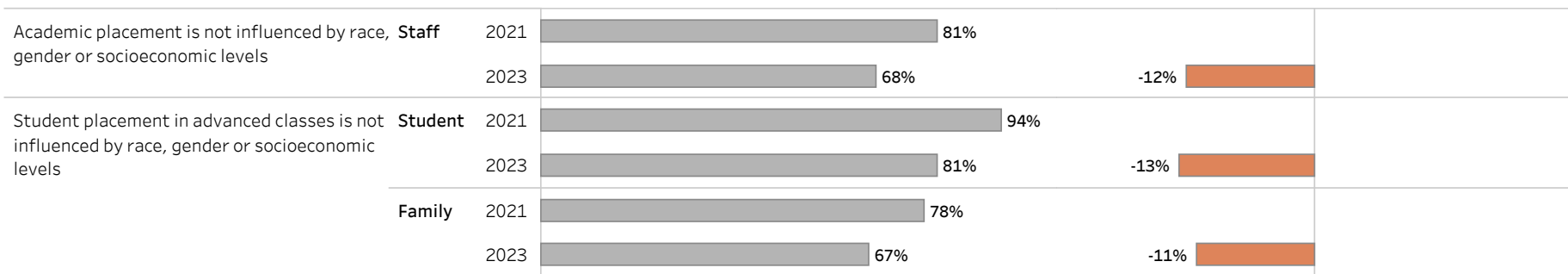
Diversity, Equity and Inclusion Common Questions

LONGITUDINAL

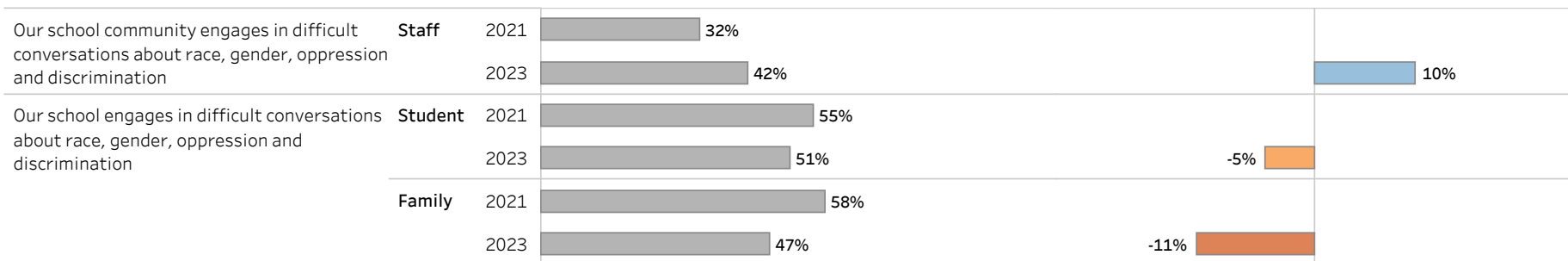
Academics



Commitment to Dismantling Racism and Oppression



Diversity

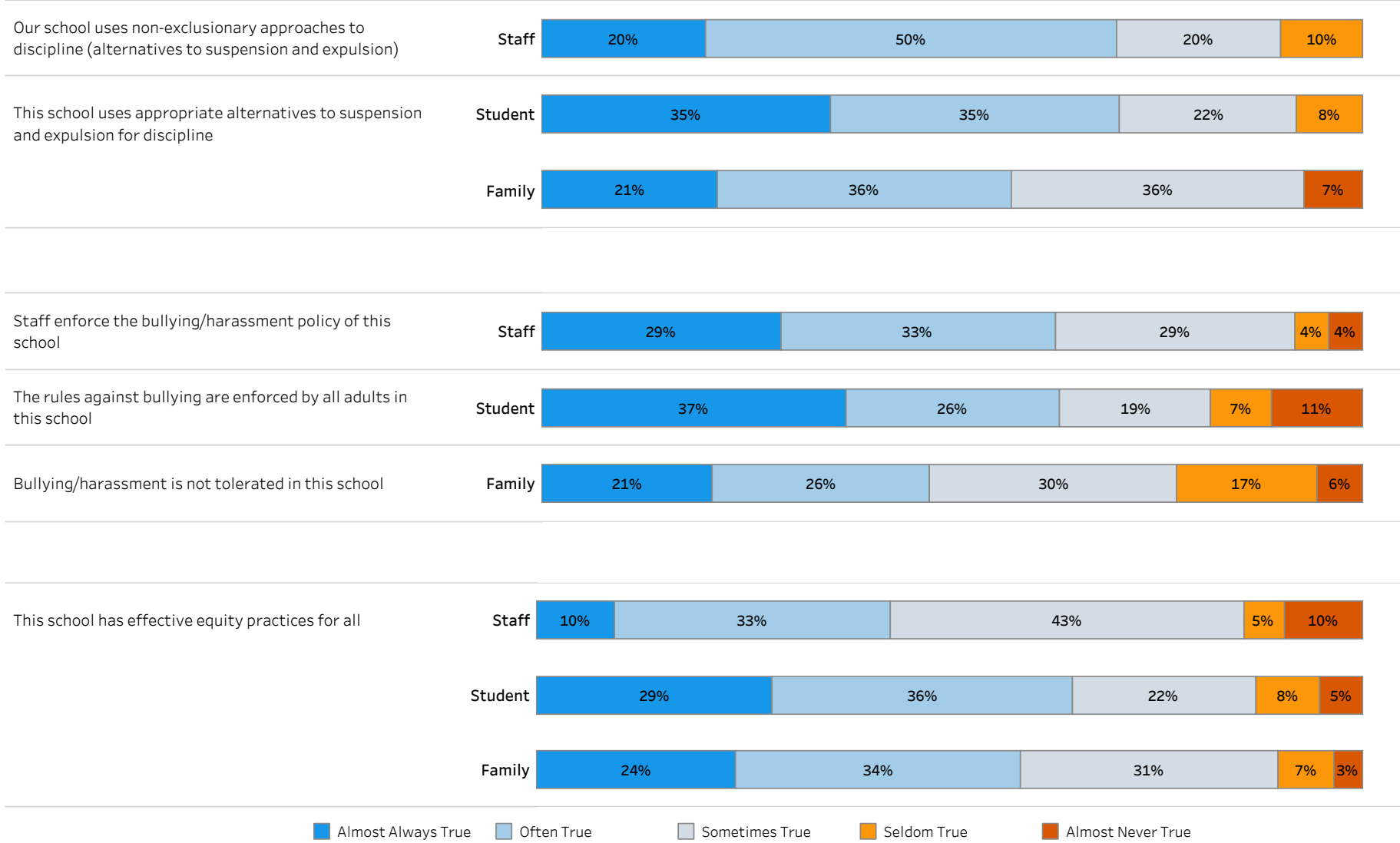


Percent Positive

Difference in Percent Positive



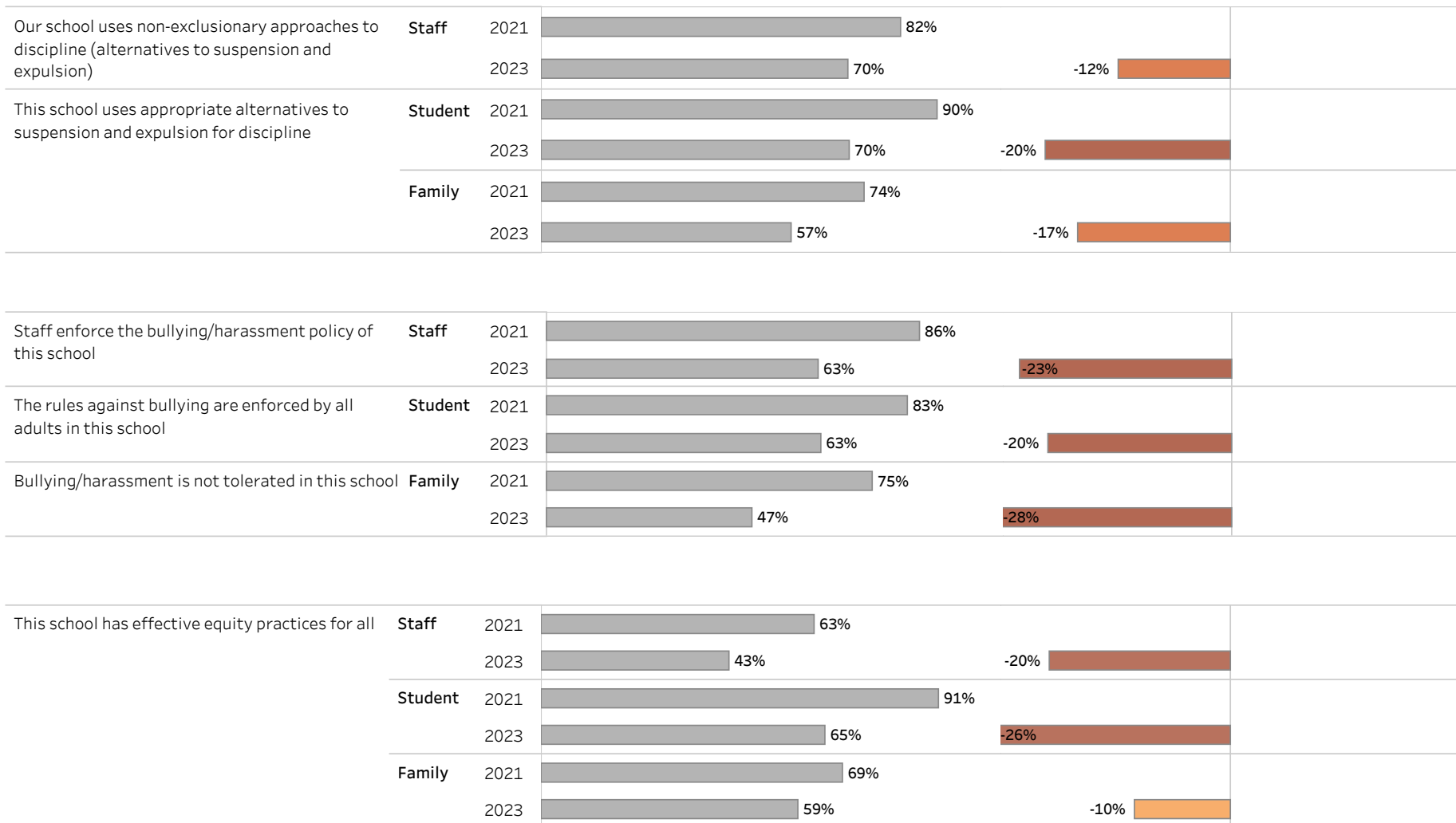
Belongingness



Diversity, Equity and Inclusion Common Questions

LONGITUDINAL

Belongingness



Percent Positive

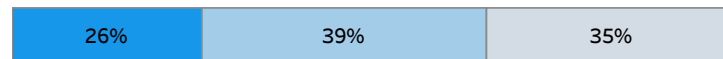
Difference in Percent Positive



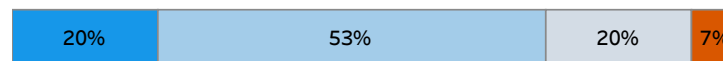
Academics - Staff

Curriculum is rigorous, challenging and culturally relevant. It represents high expectations for all students, requiring critical thinking and problem solving. It is well supported to ensure all students have opportunities to achieve success at a high academic level. Content is asset-based and has pro-social representation from various racial, gender, and other marginalized subgroups.

Students are provided tasks that require higher-level thinking skills



The books and materials used in classrooms include positive representations of race, gender, and other marginalized people

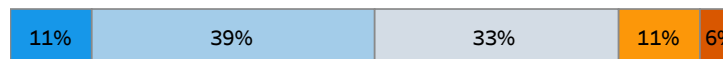


Instruction is personalized to meet the needs of each student

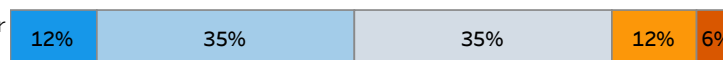


Instructional practices use an equity lens and effectively build on the interests, strengths and home cultures of the school's students and families. Culturally relevant pedagogy is infused into the content of literature, class projects, assignments, assessments events, field trips, ethnic studies courses, connections to families and communities, interventions and other resources.

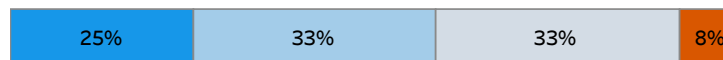
Instructional practices incorporate the interests and strengths of the home cultures of the school's students and families



Teachers plan lessons utilizing a racial equity lens in order to engage historically underserved students

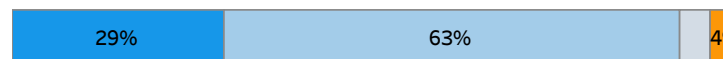


We are provided training to meet the needs of a diverse student population in our school

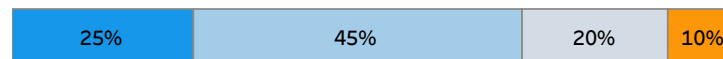


Rigorous academic preparation is accompanied by high levels of knowledge and skills, capitalizing on and connecting to students of all backgrounds. All students have access to rigorous courses and supports to ensure success for all.

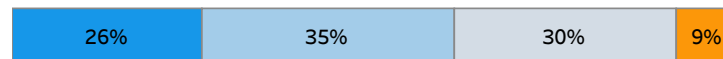
Staff I work with take responsibility for ensuring each student learns in our school



I consider my students' background when designing lessons



I believe that all students can meet state standards



Our staff believes that all students can meet state standards



■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True

Academics - Staff LONGITUDINAL

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Rigorous academic preparation is accompanied by high levels of knowledge and skills, capitalizing on and connecting to students of all backgrounds. All students have access to rigorous courses and supports to ensure success for all.

Instruction is personalized to meet the needs of each student	2021	44%	
	2023	38%	-6%
Students are provided tasks that require higher-level thinking skills	2021	81%	
	2023	65%	-16%
The books and materials used in classrooms include positive representations of race, gender, and other marginalized people	2021	60%	
	2023	73%	13%
Instructional practices incorporate the interests and strengths of the home cultures of the school's students and families	2021	46%	
	2023	50%	4%
Teachers plan lessons utilizing a racial equity lens in order to engage historically underserved students	2021	50%	
	2023	47%	-3%
We are provided training to meet the needs of a diverse student population in our school	2021	58%	
	2023	58%	0%
I believe that all students can meet state standards	2021	71%	
	2023	61%	
I consider my students' background when designing lessons	2021	57%	
	2023	70%	13%
Our staff believes that all students can meet state standards	2021	56%	
	2023	52%	
Staff I work with take responsibility for ensuring each student learns in our school	2021	89%	
	2023	92%	3%

Percent Positive

Difference in Percent Positive



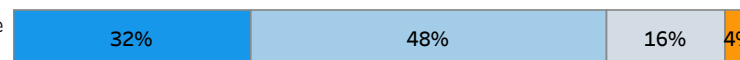
Belongingness - Staff

A safe, welcoming school environment that embraces the diversity of race, ethnicity and religion, gender and sexual orientations among students and staff members distinguishes the school. Effective strategies for managing diversity are robust and functioning effectively.

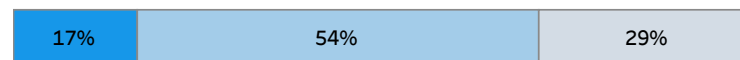
Staff at this school value and respect all students



Students believe the adults in this school genuinely care about them

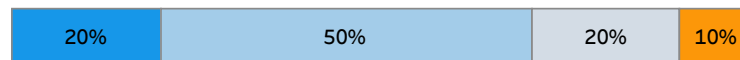


Students believe this school is a safe place

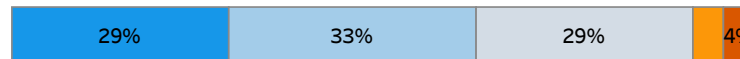


Clear and effective policies, systems, structures and procedures supporting equity are in place and equitably enacted, such as democratic decision-making and non-exclusionary approaches to discipline. The school has an active and successful plan to help students learn positive social behaviors. There is evidence that the school has reduced instances of bullying, harassment and discrimination.

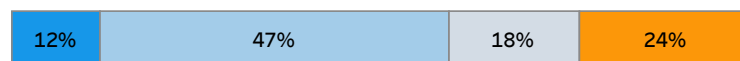
Our school uses non-exclusionary approaches to discipline (alternatives to suspension and expulsion)



Staff enforce the bullying/harassment policy of this school



Our district has a social emotional framework (standards)



This school has effective equity practices for all

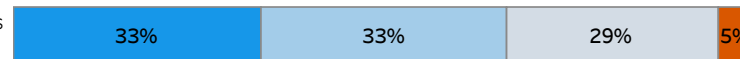


I receive training on instruction to support social emotional learning

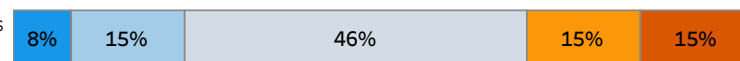


Students feel they have a voice and are beginning to take responsible ownership of their learning. They take an active role in co-creating an anti-bias culture and dismantling racism. They learn resilience and empathy while feeling a strong sense of belonging. Diverse representation of students, parents and community members are key participants and collaborators in school decision-making and shaping the culture.

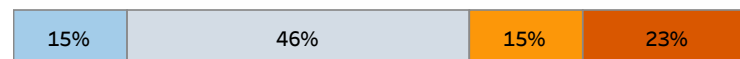
My principal collaborates with people and organizations outside this school to support teachers and students



This school includes students when addressing all forms of bias



A diverse representation of parents and community members are involved in school decision-making



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

Belongingness - Staff LONGITUDINAL

A safe, welcoming school environment that embraces the diversity of race, ethnicity and religion, gender and sexual orientations among students and staff members distinguishes the school. Effective strategies for managing diversity are robust and functioning effectively.

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Staff at this school value and respect all students	2021	94%	
	2023	88%	-6%
Students believe the adults in this school genuinely care about them	2021	94%	
	2023	80%	-14%
Students believe this school is a safe place	2021	88%	
	2023	71%	-17%
I receive training on instruction to support social emotional learning	2021	40%	
	2023	33%	-7%
Our district has a social emotional framework (standards)	2021	48%	
	2023	59%	11%
Our school uses non-exclusionary approaches to discipline (alternatives to suspension and expulsion)	2021	82%	
	2023	70%	-12%
Staff enforce the bullying/harassment policy of this school	2021	86%	
	2023	63%	-23%
This school has effective equity practices for all	2021	63%	
	2023	43%	-20%
A diverse representation of parents and community members are involved in school decision-making	2021	32%	
	2023	15%	-16%
My principal collaborates with people and organizations outside this school to support teachers and students	2021	81%	
	2023	67%	-15%
This school includes students when addressing all forms of bias	2021	52%	
	2023	23%	-29%

Percent Positive

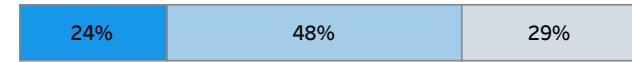
Difference in Percent Positive



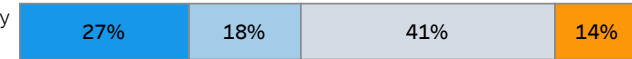
Commitment to Dismantling Racism and Oppression - Staff

Learning opportunities involve a varied and high quality curriculum (including social-emotional development) with substantial enrichment experiences. There is particular attention on reducing disparities in learning (racial, gender, etc.) created by tracking and ability grouping. There is intentional planning regarding managing structural and cultural shifts as well as changes at the systemic level.

This school provides curriculum that is relevant and meaningful



I incorporate social emotional instruction into my daily instructional delivery

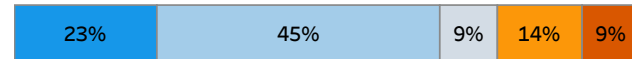


Learning opportunities include enrichment experiences for all students

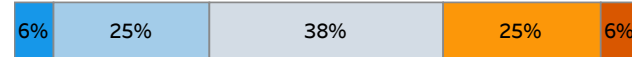


Academic placement is not predictable by race, gender or socio-economic levels; ability grouping is limited and used strategically to avoid tracking defined as intentional segregation based upon current performance, race or other criteria. High levels of inclusion in the most rigorous courses exists for low SES students, students with disability and students of color. Access and support exists for those wishing to be in the most rigorous courses and opportunities.

Academic placement is not influenced by race, gender or socioeconomic levels



Supports are provided allowing all students to access more rigorous courses and content

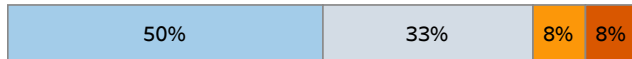


A proportional amount of students of color, low income and students with disabilities are included in the most..

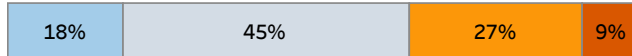


Data are used to analyze, plan and change structures and systems that support racial inequities and learning outcomes. Data is used to analyze and respond to trends in targeted areas such as staffing, community engagement, staff development, student assignment, course enrollment, discipline as well as college & career planning and enrollment. Interventions on learning conditions limit disproportionality.

Our school responds to disproportionality data to improve equity

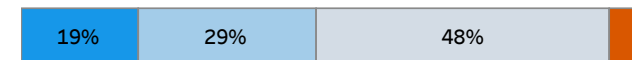


Our school has specific goals around reducing disproportionalities

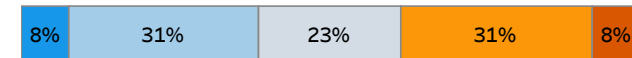


Community engagement and partnerships are an active representation of equity concerns and the valuing of diversity in the community. The school participates in community projects and draws on diverse community assets. Parents and community groups are engaged in courageous conversations about race, class, expectations, and the role of education in the community. Plans are co-created and action items are monitored for implementation and effectiveness.

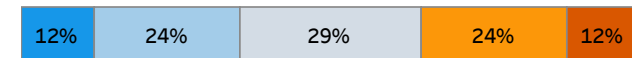
This school encourages parent involvement in their child's learning



The school partners with diverse community assets



With important decisions we seek input from parents and the community



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

Commitment to Dismantling Racism and Oppression - Staff

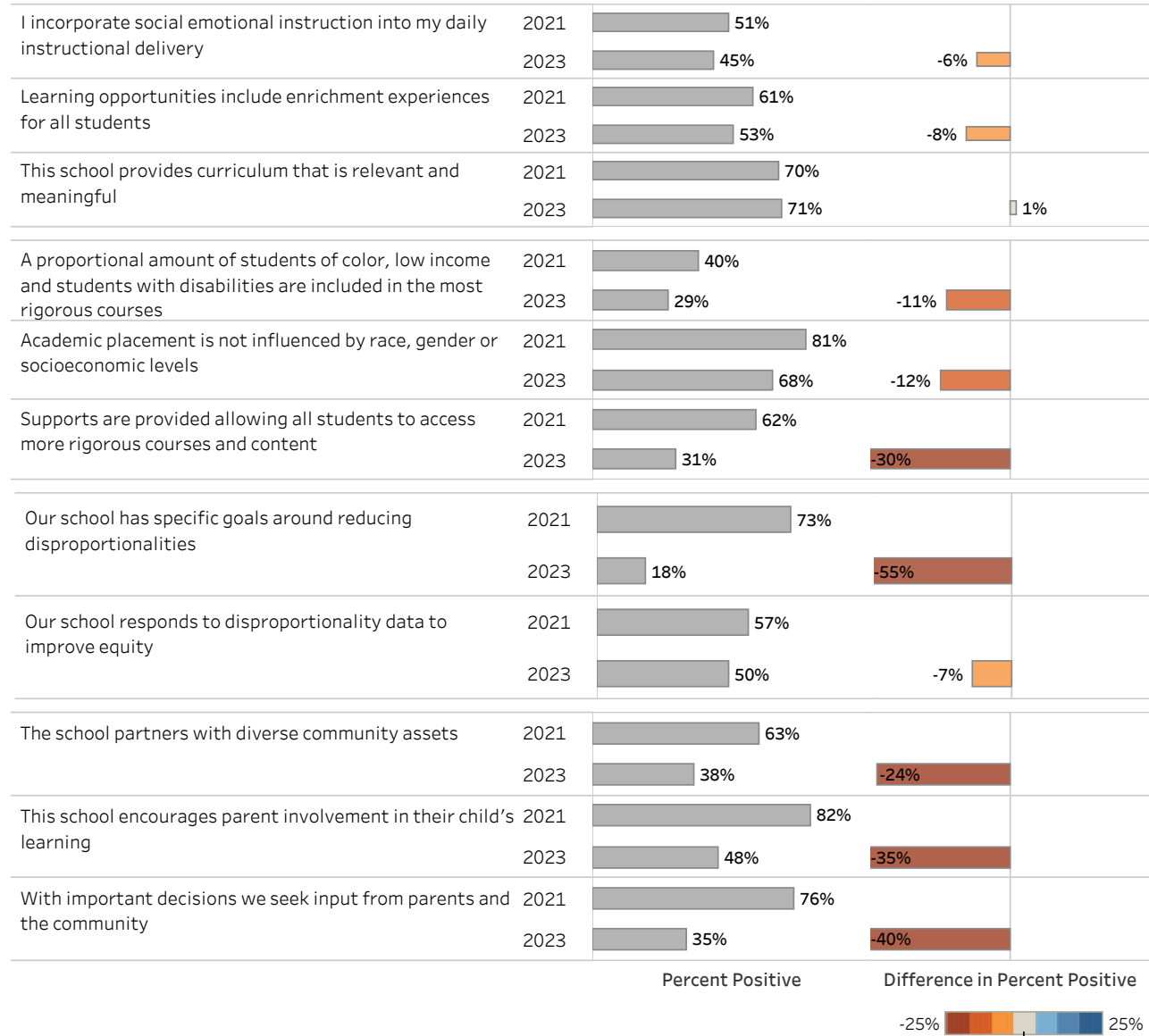
LONGITUDINAL

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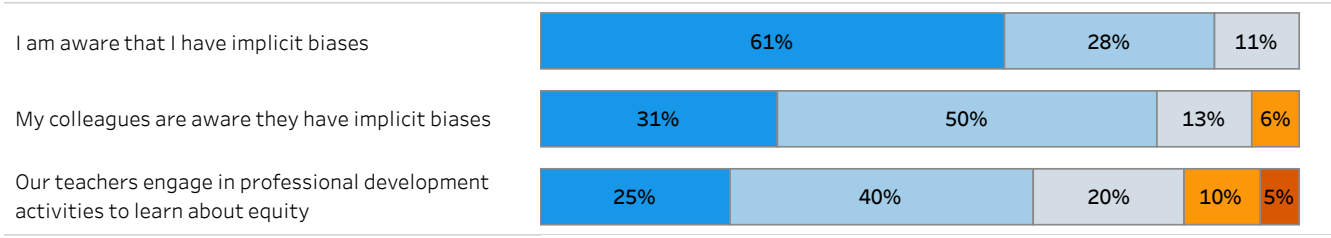
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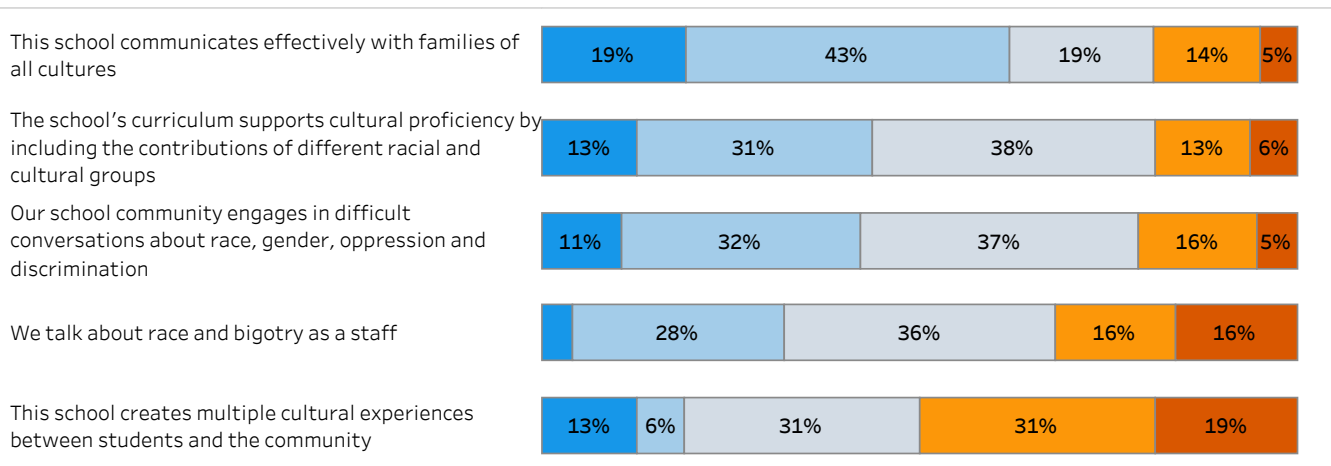


Diversity - Staff

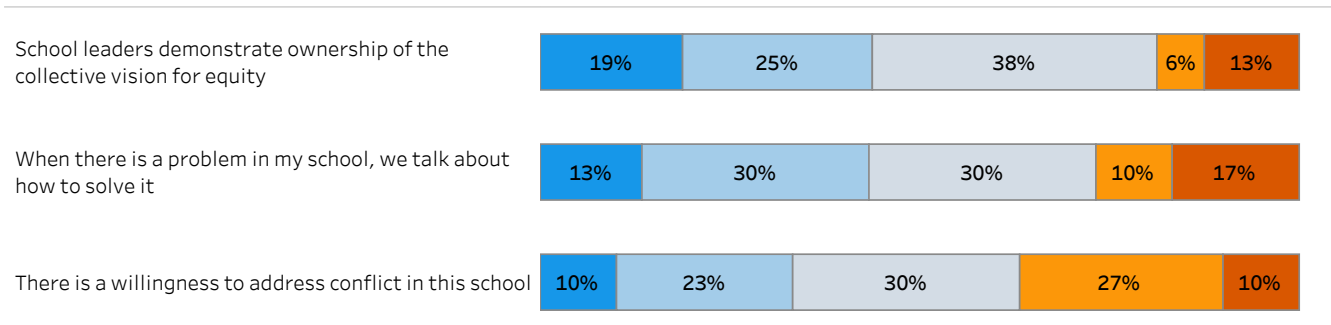
Self-awareness is encouraged as all members of the community are supported in knowing their personal equity journey and being aware of their own cultural history. There is strategic planning and actions taken regarding personal growth/development of all school and community stakeholders.



Cultural proficiency of all stakeholders is developed and monitored. There is an appreciation of different cultures and connections to families of different backgrounds. Appreciation of differences are modeled by leaders, teachers, and students who embrace difficult conversations about race, gender, economics, oppression and discrimination with a clear understanding of their own biases. The curriculum supports the development of cultural proficiency through exploration of the contributions of different racial and cultural groups in history and society as well as addressing bigotry and racism. Multiple, positive cross-cultural contacts between students, staff and community members are facilitated in and out of school.



Leaders build trust by demonstrating congruence and ownership of the collective vision for equity, active interventions designed to emphasize equity and, holding the school community accountable to its commitments. Leaders create partnerships that facilitate bridges across differences. Difference is dealt with effectively using multiple perspectives/approaches in terms of how power and resources are distributed; how decisions are made and implemented; and, how conflict is resolved.



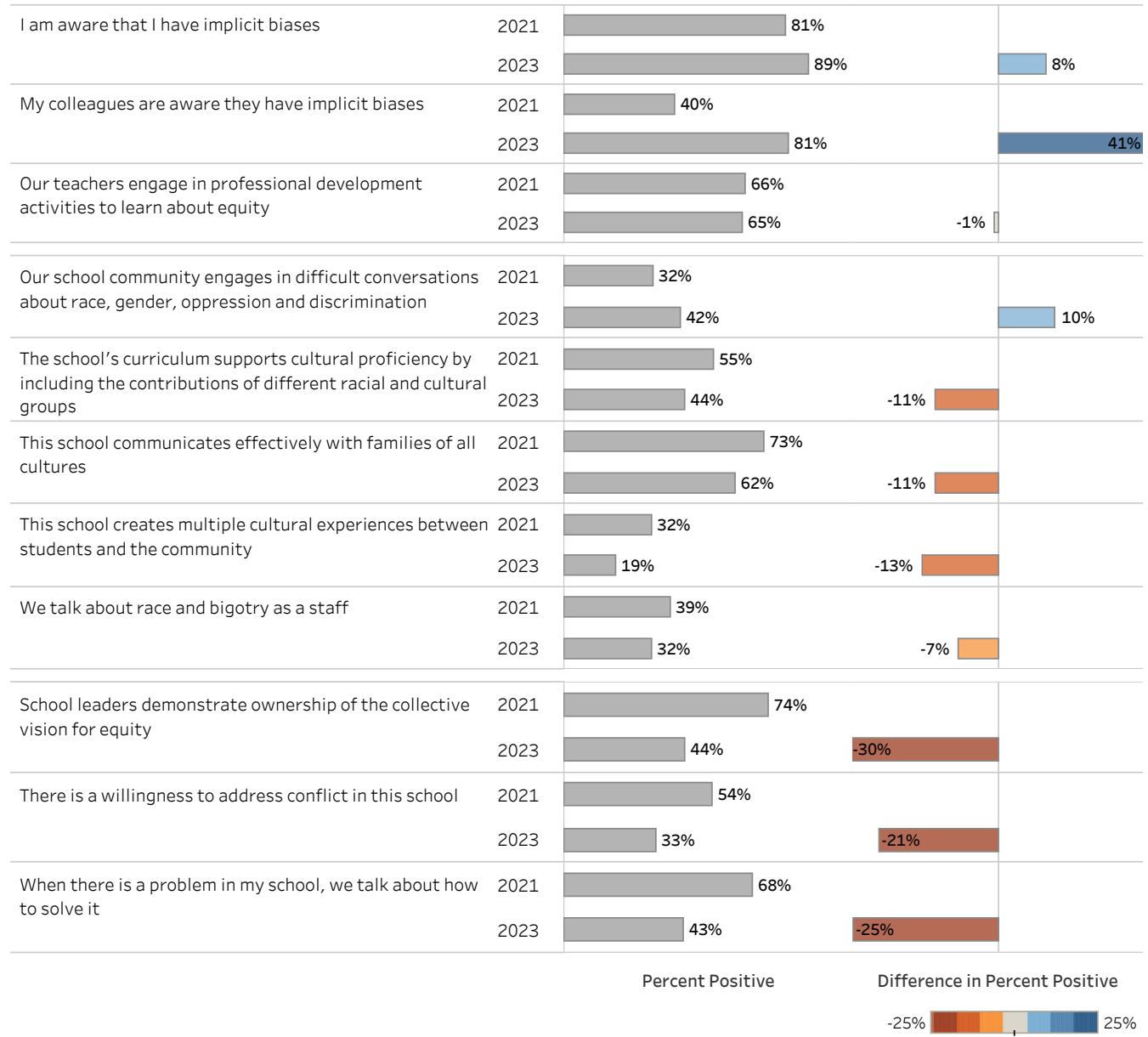
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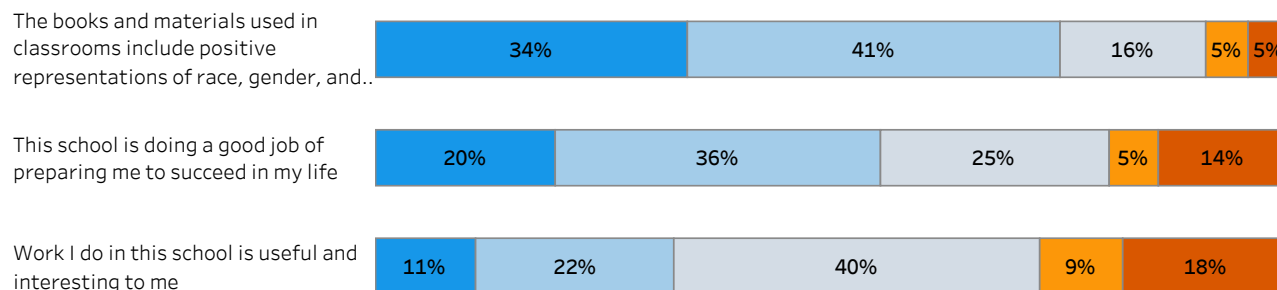
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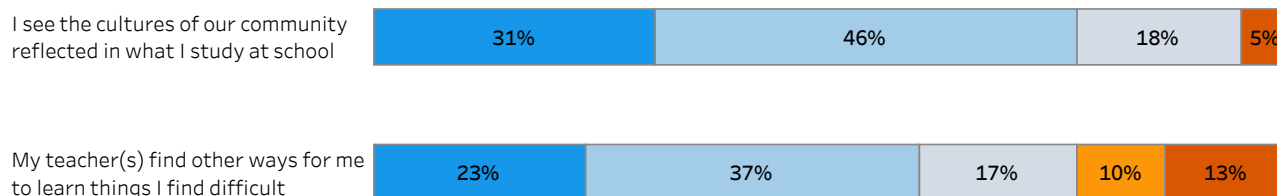


Academics - Student

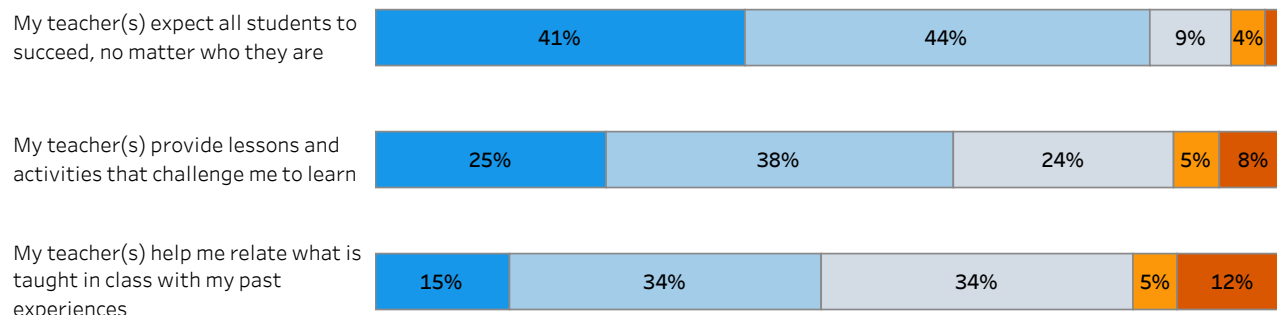
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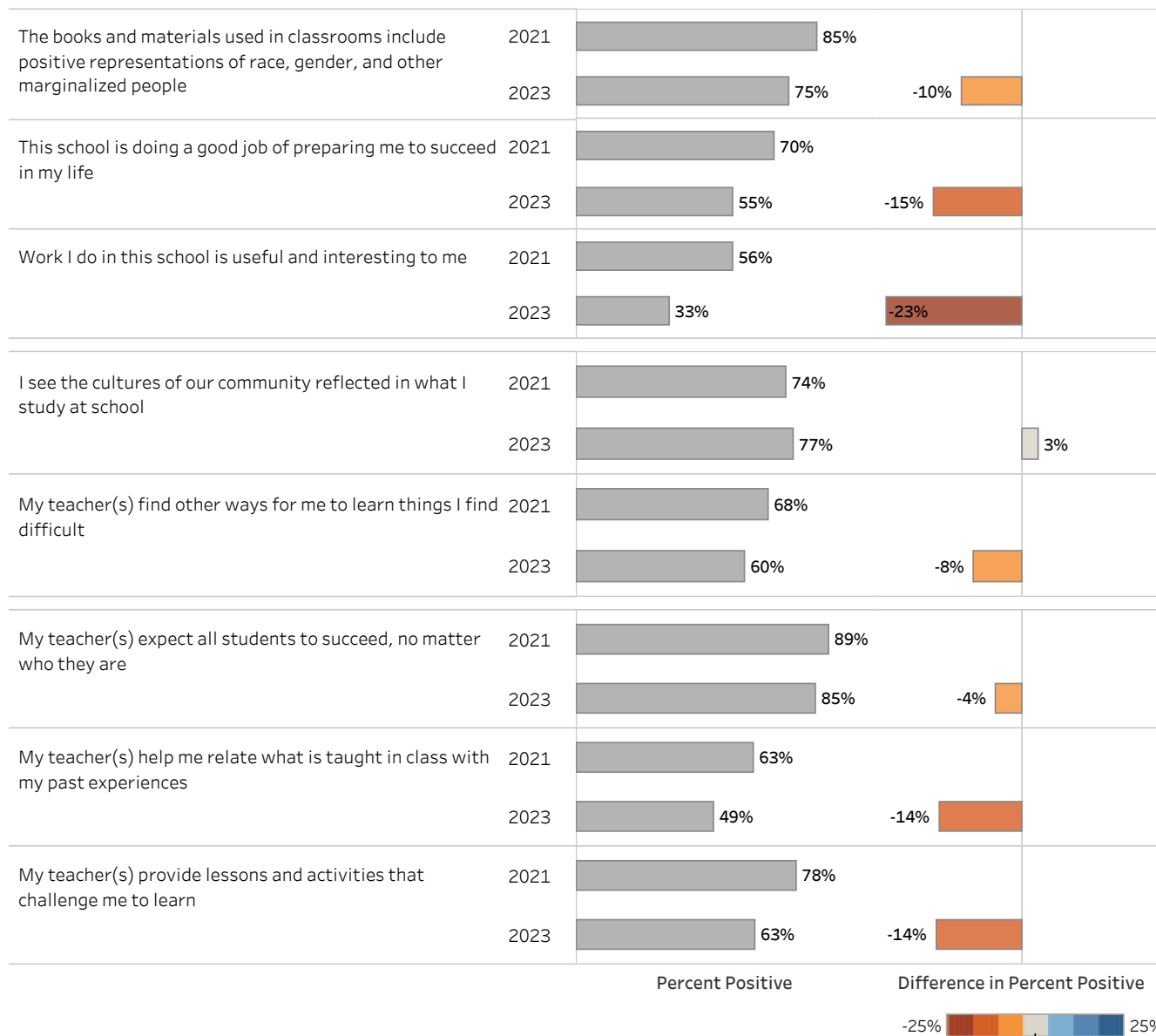
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Academics - Student LONGITUDINAL

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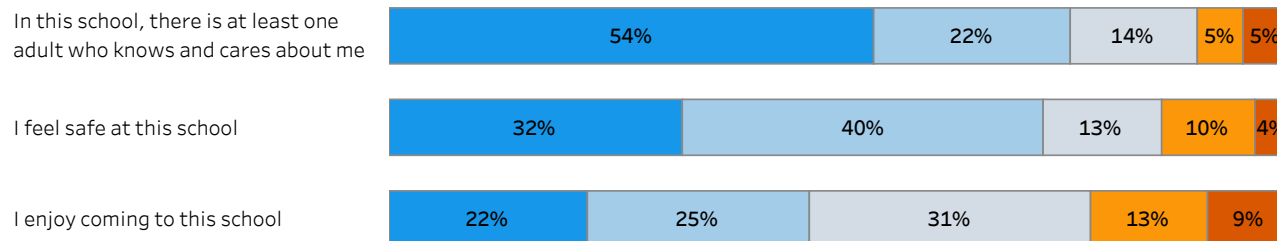
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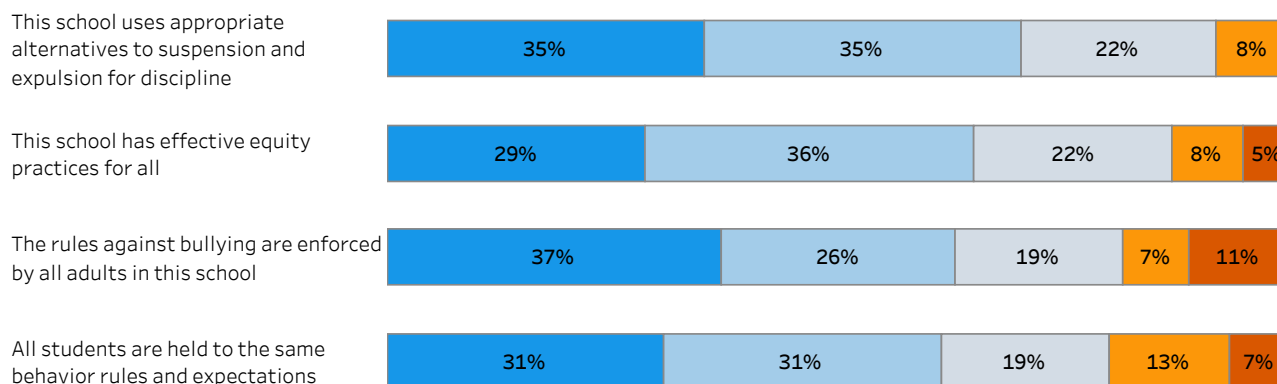


Belongingness - Student

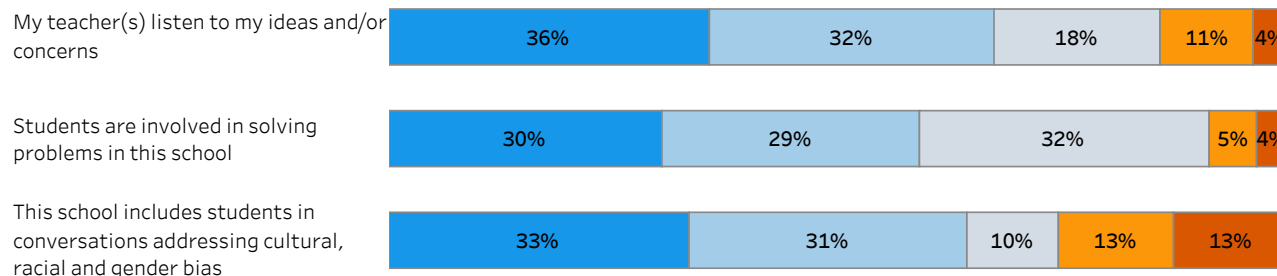
A safe, welcoming school environment that embraces the diversity of race, ethnicity and religion, gender and sexual orientations among students and staff members distinguishes the school. Effective strategies for managing diversity are robust and functioning effectively.



Clear and effective policies, systems, structures and procedures supporting equity are in place and equitably enacted, such as democratic decision-making and non-exclusionary approaches to discipline. The school has an active and successful plan to help students learn positive social behaviors. There is evidence that the school has reduced instances of bullying, harassment and discrimination.



Students feel they have a voice and are beginning to take responsible ownership of their learning. They take an active role in co-creating an anti-bias culture and dismantling racism. They learn resilience and empathy while feeling a strong sense of belonging. Diverse representation of students, parents and community members are key participants and collaborators in school decision-making and shaping the culture.



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I enjoy coming to this school	2021	79%	
	2023	47%	-32%
I feel safe at this school	2021	86%	
	2023	73%	-14%
In this school, there is at least one adult who knows and cares about me	2021	87%	
	2023	76%	-11%
All students are held to the same behavior rules and expectations	2021	90%	
	2023	61%	-29%
The rules against bullying are enforced by all adults in this school	2021	83%	
	2023	63%	-20%
This school has effective equity practices for all	2021	91%	
	2023	65%	-26%
This school uses appropriate alternatives to suspension and expulsion for discipline	2021	90%	
	2023	70%	-20%
My teacher(s) listen to my ideas and/or concerns	2021	89%	
	2023	67%	-21%
Students are involved in solving problems in this school	2021	74%	
	2023	59%	-15%
This school includes students in conversations addressing cultural, racial and gender bias	2021	72%	
	2023	64%	-8%

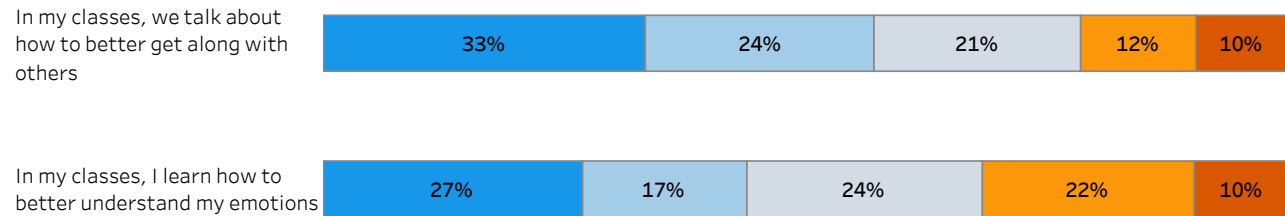
Percent Positive

Difference in Percent Positive

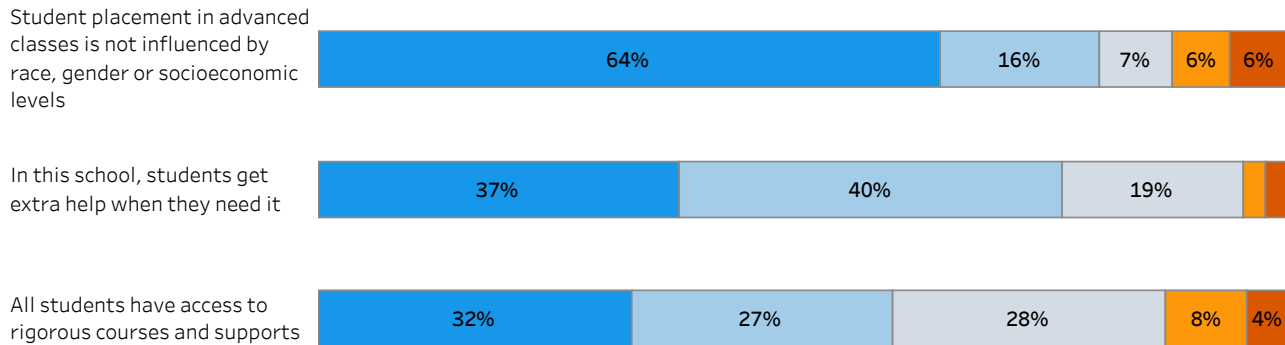


Commitment to Dismantling Racism and Oppression - Student

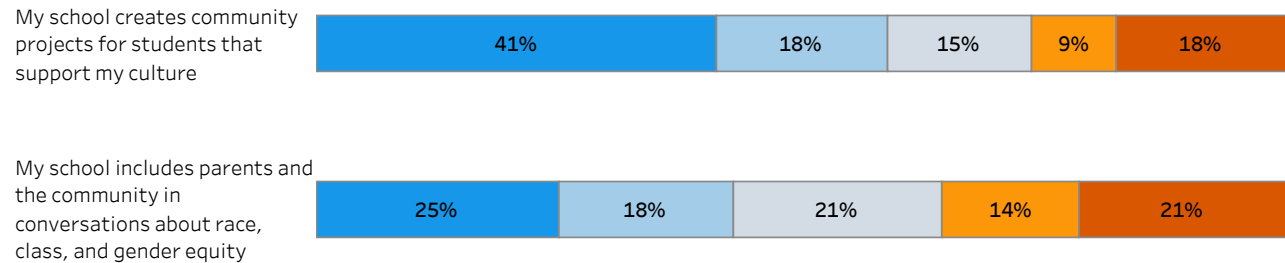
Learning opportunities involve a varied and high quality curriculum (including social-emotional development) with substantial enrichment experiences. There is particular attention on reducing disparities in learning (racial, gender, etc.) created by tracking and ability grouping. There is intentional planning regarding managing structural and cultural shifts as well as changes at the systemic level.



Academic placement is not predictable by race, gender or socio-economic levels; ability grouping is limited and used strategically to avoid tracking defined as intentional segregation based upon current performance, race or other criteria. High levels of inclusion in the most rigorous courses exists for low SES students, students with disability and students of color. Access and support exists for those wishing to be in the most rigorous courses and opportunities.



Community engagement and partnerships are an active representation of equity concerns and the valuing of diversity in the community. The school participates in community projects and draws on diverse community assets. Parents and community groups are engaged in courageous conversations about race, class, expectations, and the role of education in the community. Plans are co-created and action items are monitored for implementation and effectiveness.



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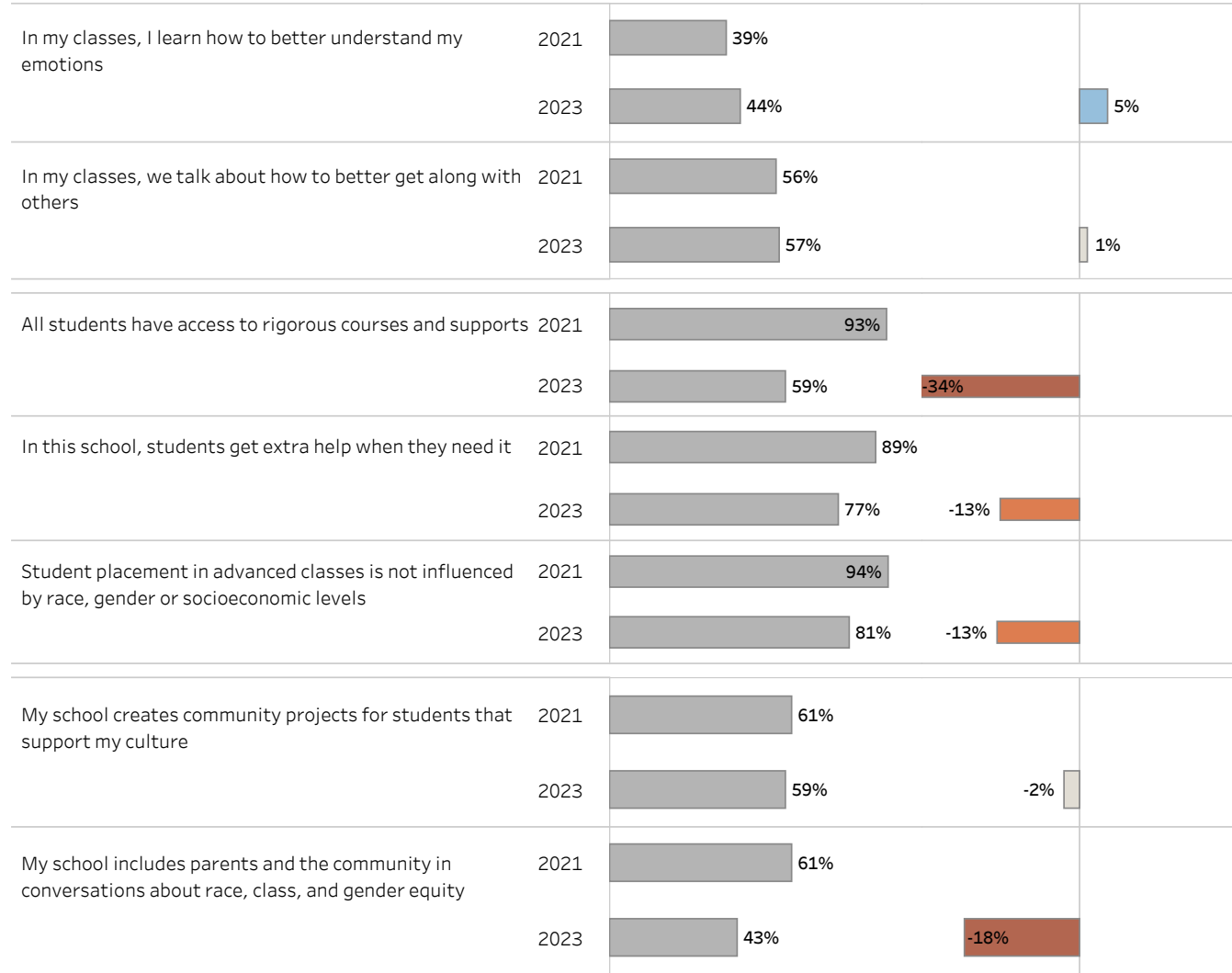
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LONGITUDINAL

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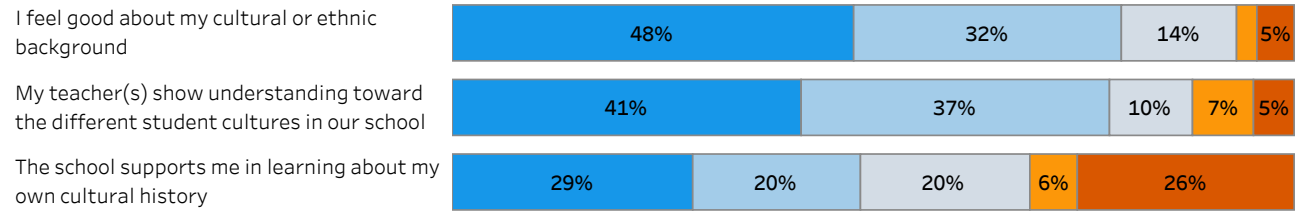
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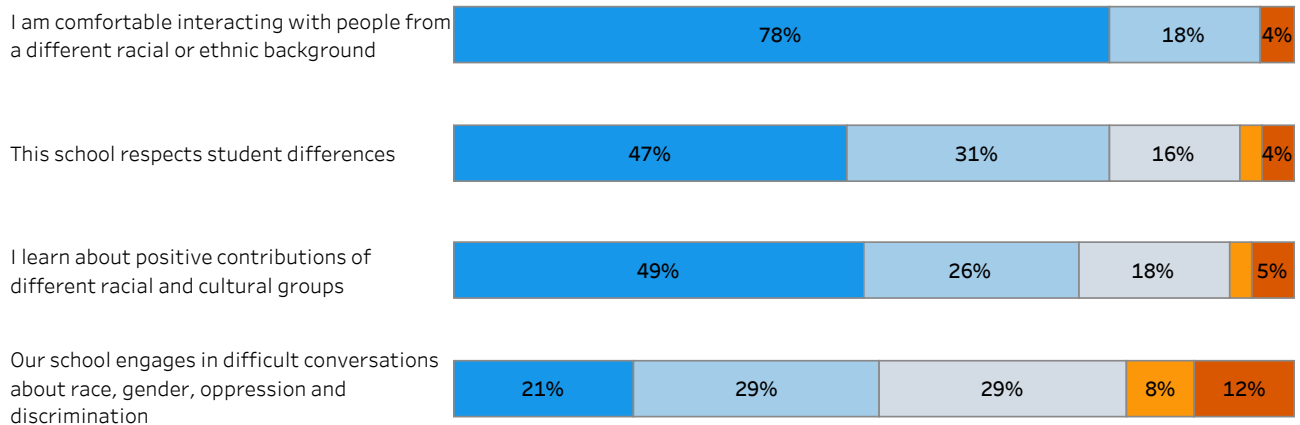


Diversity - Student

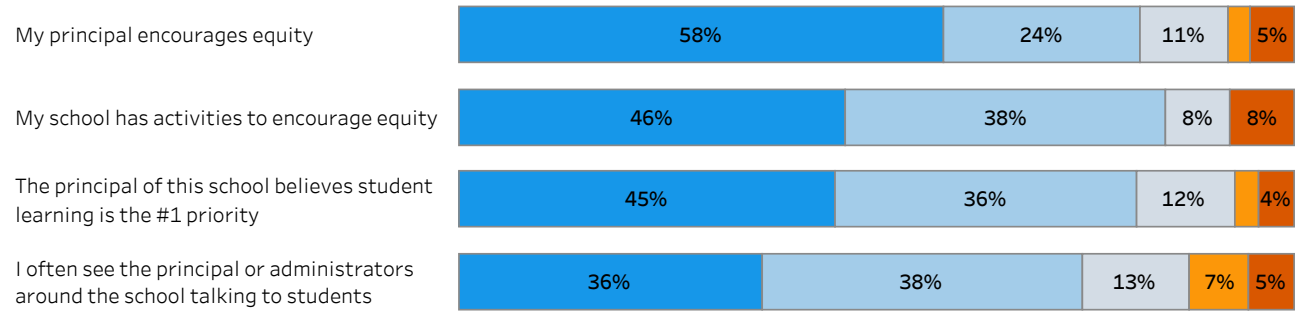
Self-awareness is encouraged as all members of the community are supported in knowing their personal equity journey and being aware of their own cultural history. There is strategic planning and actions taken regarding personal growth/development of all school and community stakeholders.



Cultural proficiency of all stakeholders is developed and monitored. There is an appreciation of different cultures and connections to families of different backgrounds. Appreciation of differences are modeled by leaders, teachers, and students who embrace difficult conversations about race, gender, economics, oppression and discrimination with a clear understanding of their own biases. The curriculum supports the development of cultural proficiency through exploration of the contributions of different racial and cultural groups in history and society as well as addressing bigotry and racism. Multiple, positive cross-cultural contacts between students, staff and community members are facilitated in and out of school.



Leaders build trust by demonstrating congruence and ownership of the collective vision for equity, active interventions designed to emphasize equity and, holding the school community accountable to its commitments. Leaders create partnerships that facilitate bridges across differences. Difference is dealt with effectively using multiple perspectives/approaches in terms of how power and resources are distributed; how decisions are made and implemented; and, how conflict is resolved.



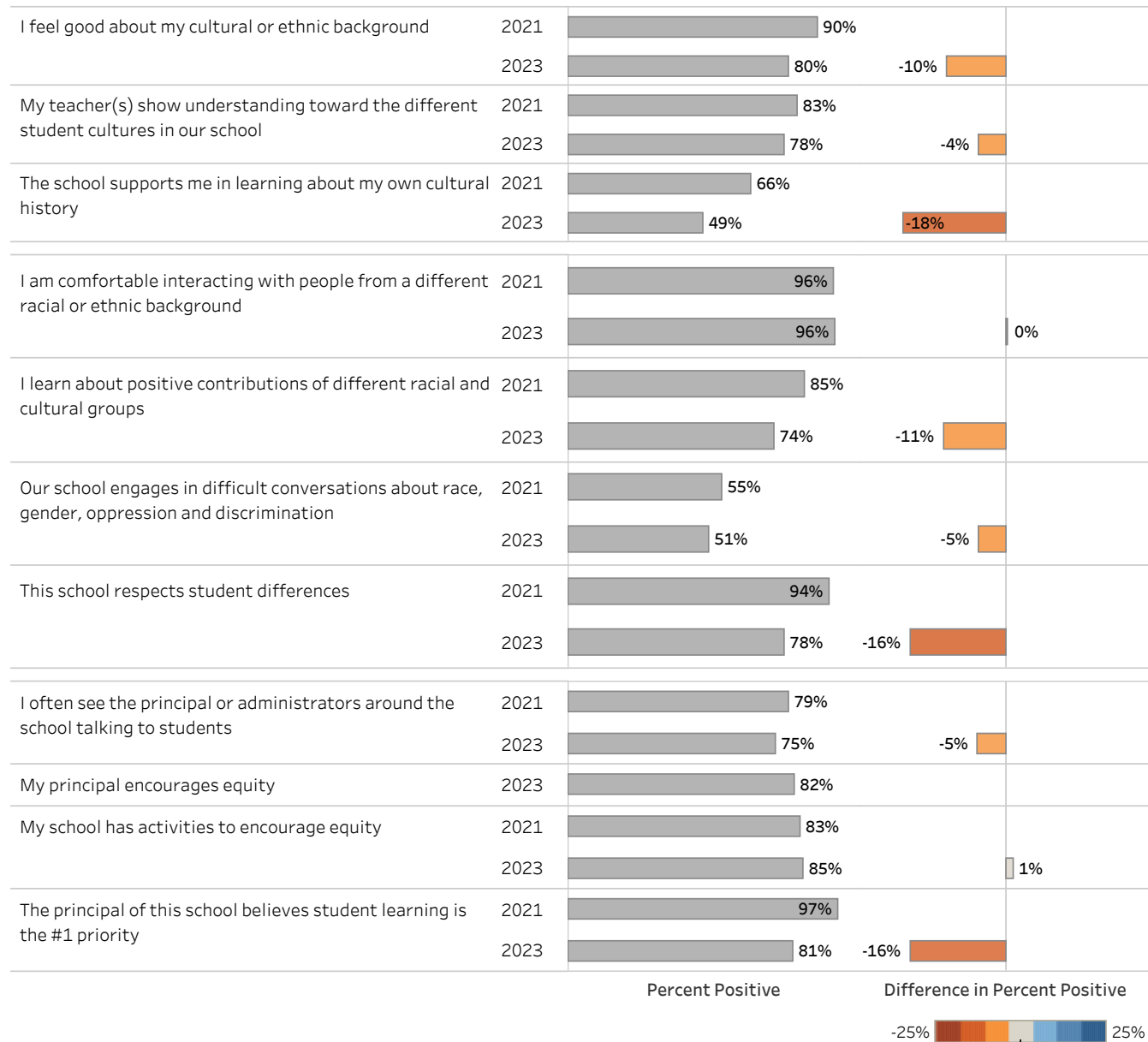
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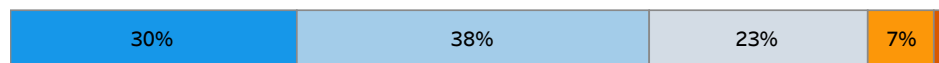
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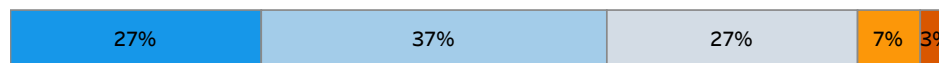
Academics - Family

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This school is doing a good job of preparing my student for a successful future



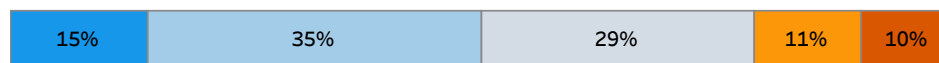
The books and materials used in classrooms include positive representations of race, gender, and other marginalized people



Teachers have high expectations for student learning at this school

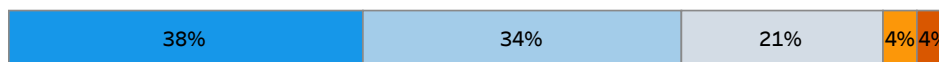


My student is challenged with a rigorous course of study at this school

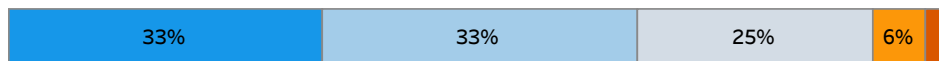


Instructional practices use an equity lens and effectively build on the interests, strengths and home cultures of the school's students and families. Culturally relevant pedagogy is infused into the content of literature, class projects, assignments, assessments events, field trips, ethnic studies courses, connections to families and communities, interventions and other resources.

Teachers in this school are dedicated to helping all students succeed

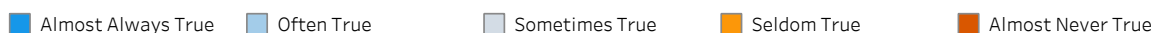
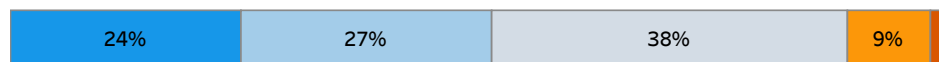


Our family's culture is reflected in what my student studies at school



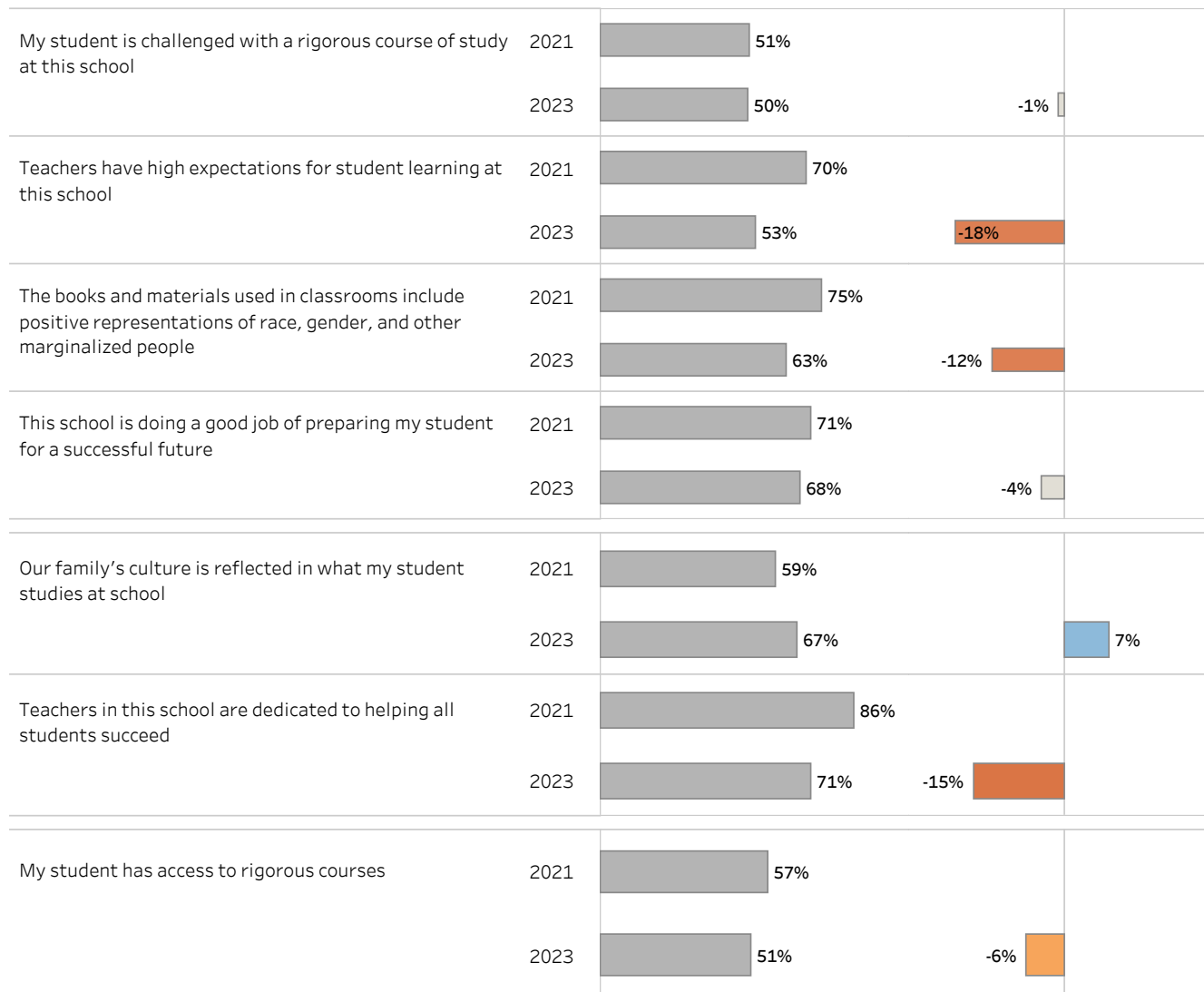
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My student has access to rigorous courses



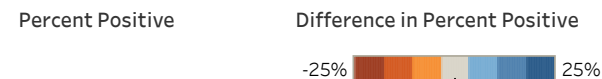
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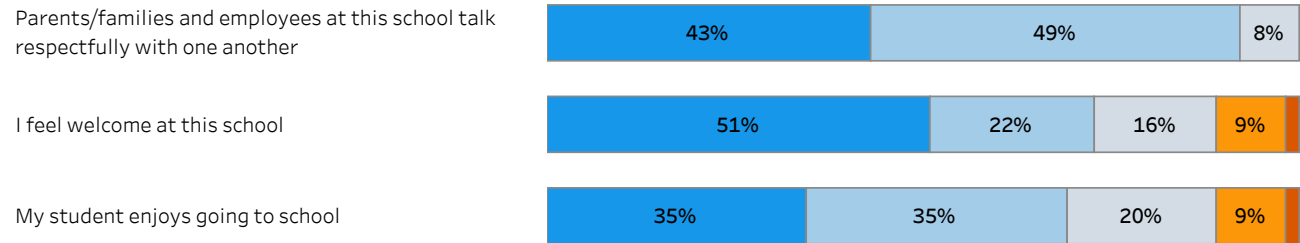
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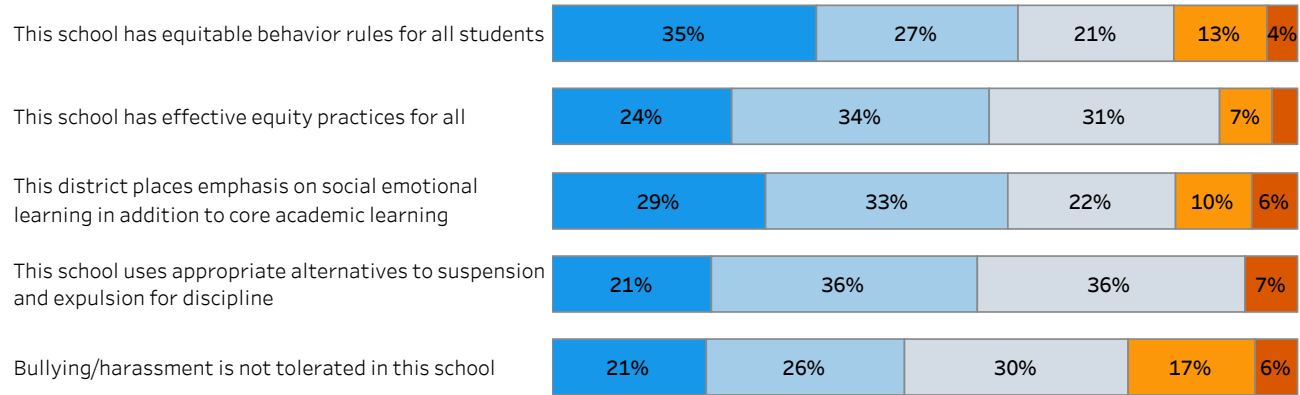


Belongingness - Family

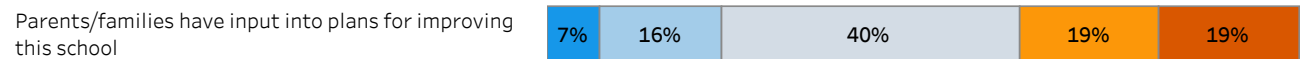
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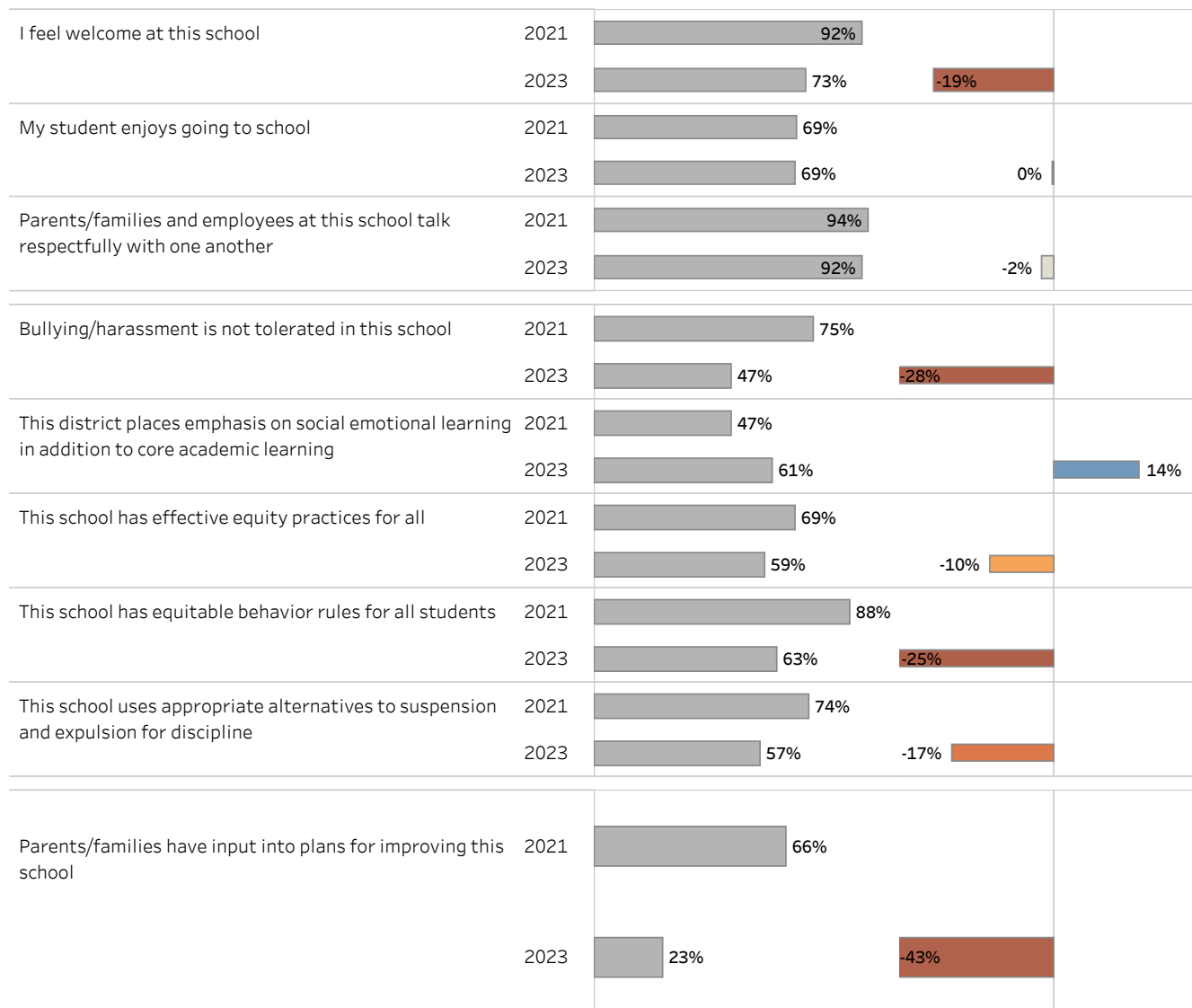
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Percent Positive Difference in Percent Positive

Commitment to Dismantling Racism and Oppression - Family

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Student placement in advanced classes is not influenced by race, gender or socioeconomic levels



Supports are provided to ensure my student's course options are not limited



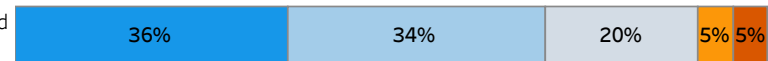
Data are used to analyze, plan and change structures and systems that support racial inequities and learning outcomes. Data is used to analyze and respond to trends in targeted areas such as staffing, community engagement, staff development, student assignment, course enrollment, discipline as well as college & career planning and enrollment. Interventions on learning conditions limit disproportionality.

My school shares information on how they are reducing racial, cultural, and gender inequities



Community engagement and partnerships are an active representation of equity concerns and the valuing of diversity in the community. The school participates in community projects and draws on diverse community assets. Parents and community groups are engaged in courageous conversations about race, class, expectations, and the role of education in the community. Plans are co-created and action items are monitored for implementation and effectiveness.

This school respects the different cultures represented in our community



This school includes parents and the community in conversations about race, culture, and gender equity



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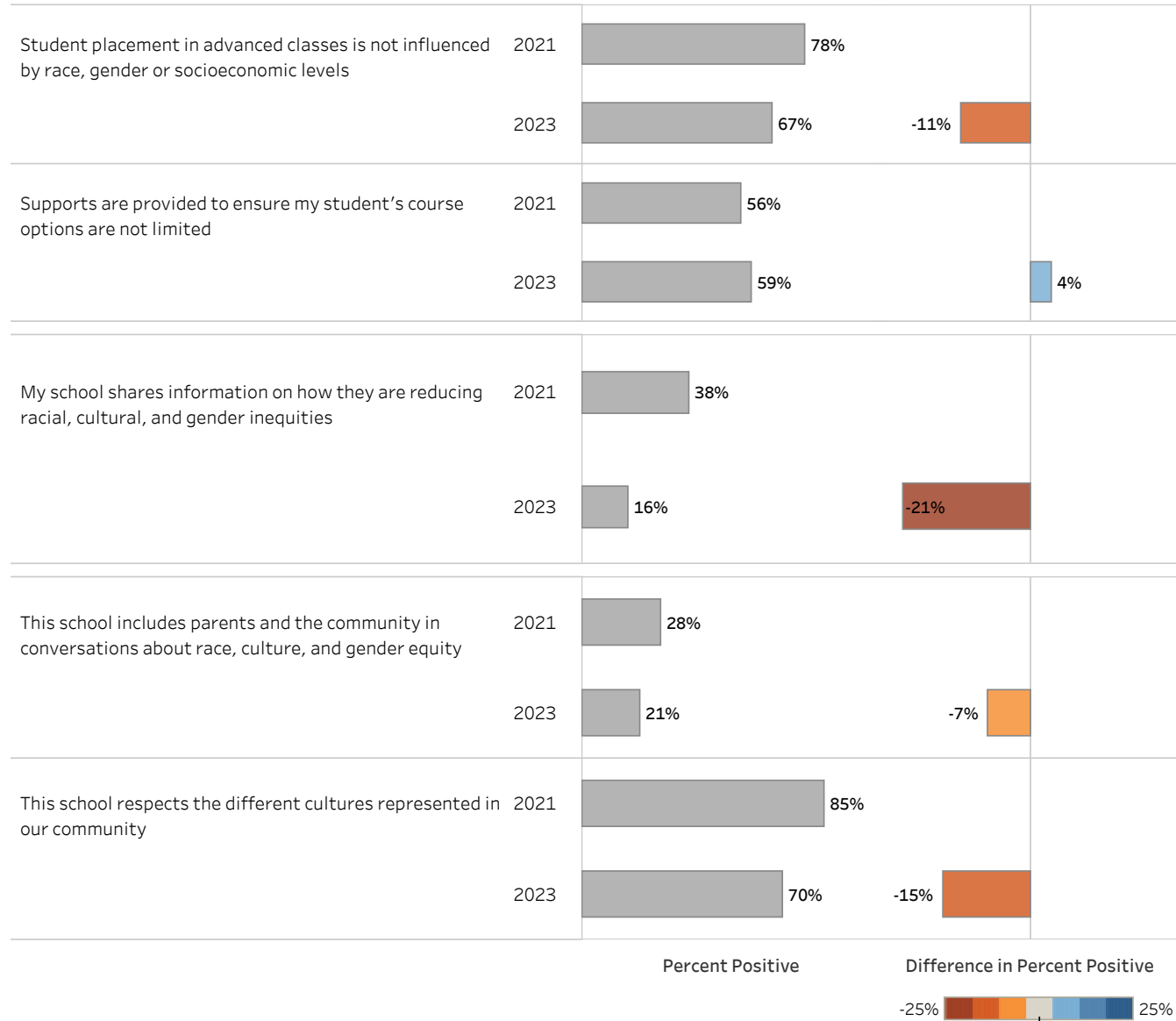
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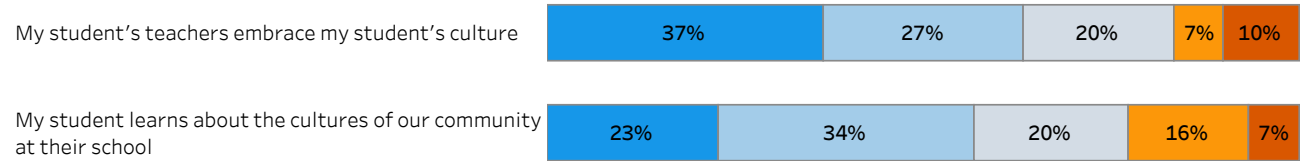
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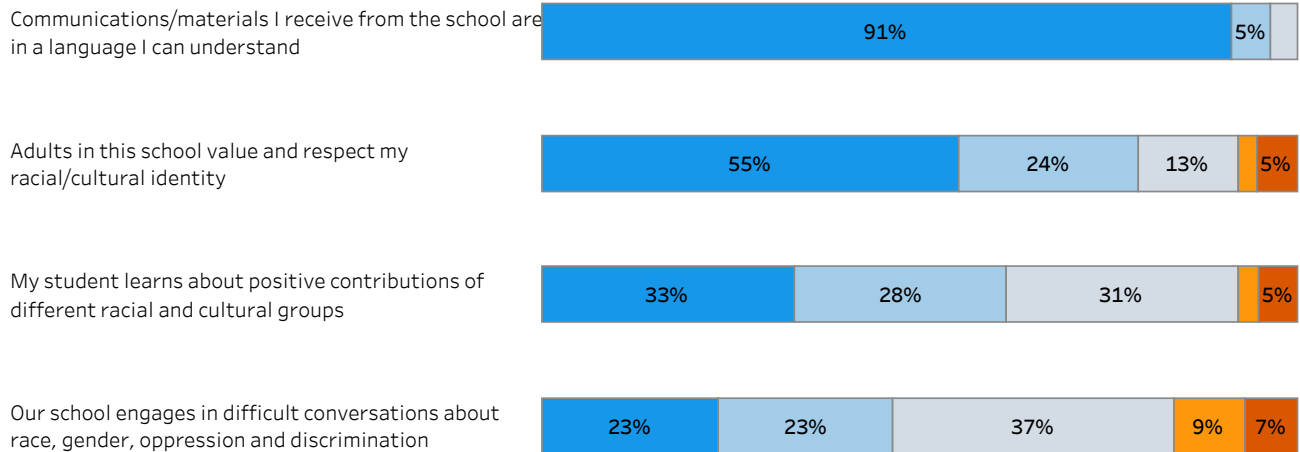


Diversity - Family

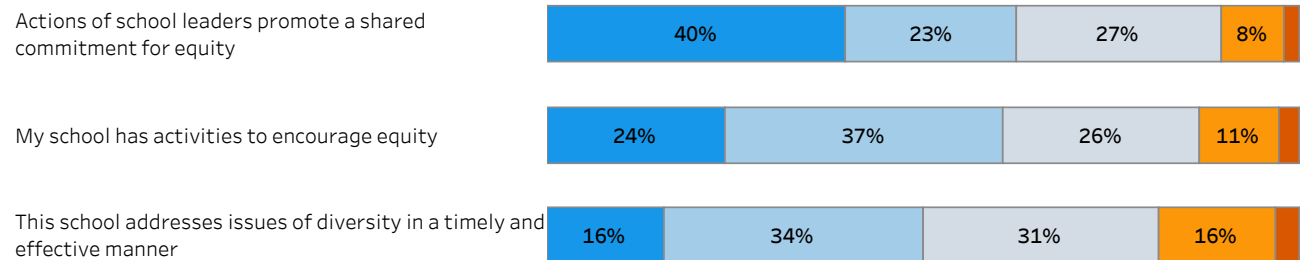
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