Educational Effectiveness Survey™

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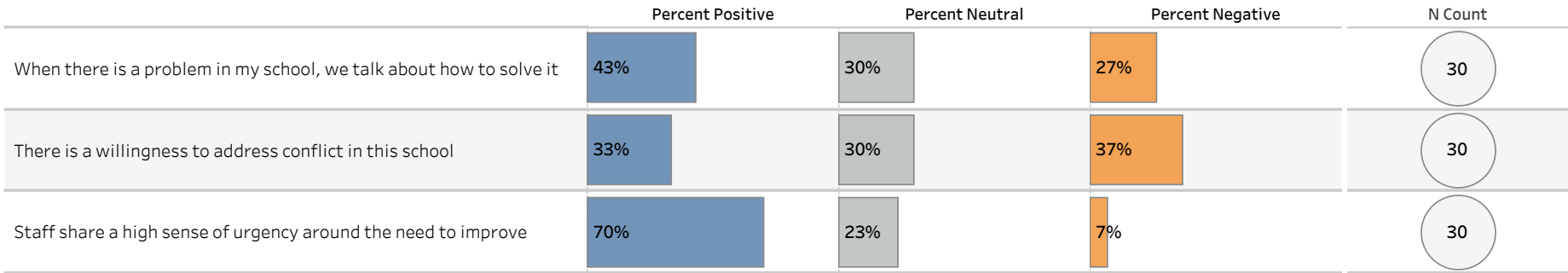The Center for Educational Effectiveness

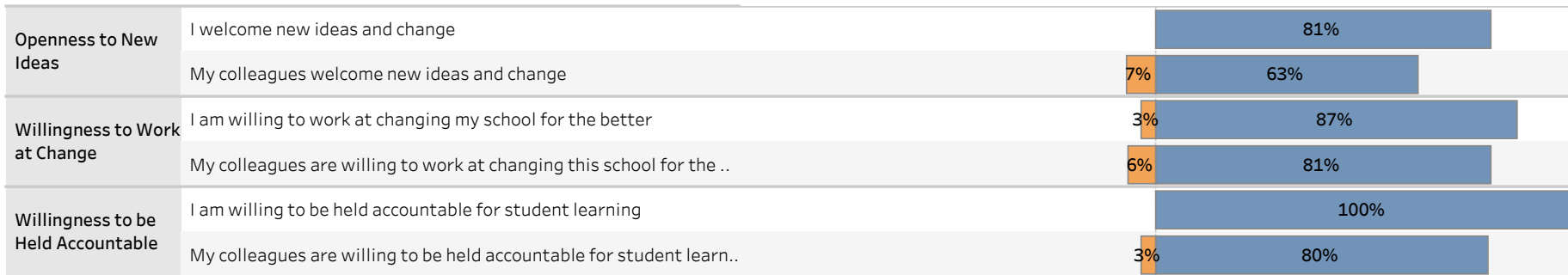## Tool Kit

Lincoln Middle School

Pullman Public Schools

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

How well does your team solve problems and resolve conflict?
2023 School Year

Lincoln Middle School | Pullman Public Schools

	Percent Positive	Percent Neutral	Percent Negative	N Count
When there is a problem in my school, we talk about how to solve it	43%	30%	27%	30
There is a willingness to address conflict in this school	33%	30%	37%	30
Staff share a high sense of urgency around the need to improve	70%	23%	7%	30

Is your staff ready for change?

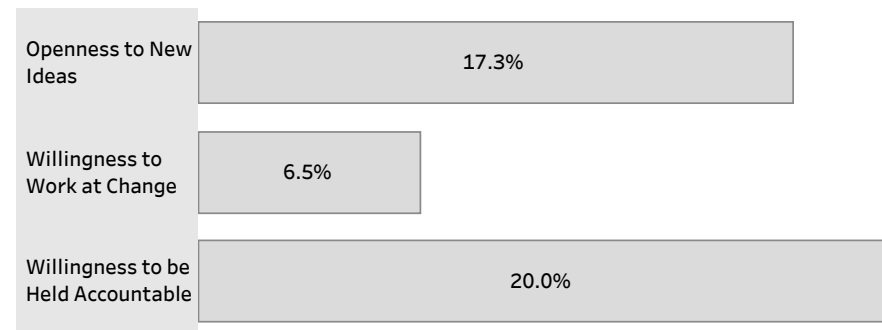|		Percent Negative	Percent Positive
Openness to New Ideas	I welcome new ideas and change		81%
	My colleagues welcome new ideas and change	7%	63%
Willingness to Work at Change	I am willing to work at changing my school for the better	3%	87%
	My colleagues are willing to work at changing this school for the ..	6%	81%
Willingness to be Held Accountable	I am willing to be held accountable for student learning		100%
	My colleagues are willing to be held accountable for student learn..	3%	80%

■ Percent Negative   ■ Percent Positive

What is an I vs They Gap and why does it matter?

The more positive the beliefs and perceptions of the staff are about their readiness and willingness to change, the more efficiently change will happen.

Look for large gaps between the I vs They pair of questions. Large gaps are a sign of distrust amongst staff members.
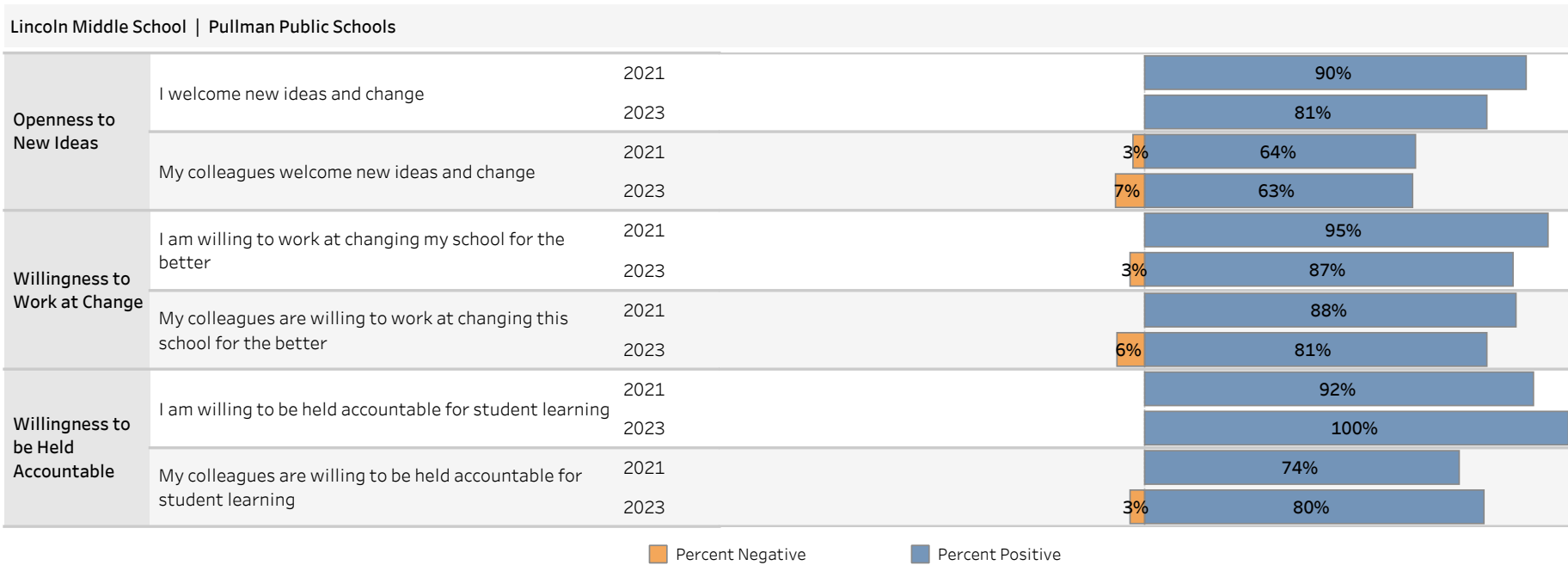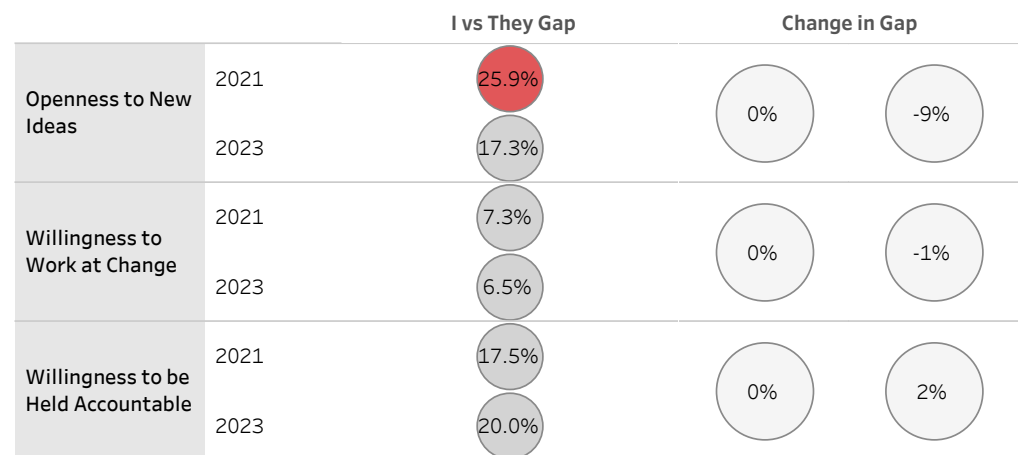
If the I vs They gaps to the right are red, the value is beyond a threshold to cause some concern and should be investigated. This threshold is **20% at the elementary level** and **25% at the secondary level**.

I vs They Gap

Openness to New Ideas	17.3%
Willingness to Work at Change	6.5%
Willingness to be Held Accountable	20.0%

Created on: 3/9/2023

What a difference a year makes...
Is your staff ready for change?

The Center for Educational Effectiveness

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Openness to New Ideas	I welcome new ideas and change	2021	90%
		2023	81%
	My colleagues welcome new ideas and change	2021	3% 64%
		2023	7% 63%
Willingness to Work at Change	I am willing to work at changing my school for the better	2021	95%
		2023	3% 87%
	My colleagues are willing to work at changing this school for the better	2021	88%
		2023	6% 81%
Willingness to be Held Accountable	I am willing to be held accountable for student learning	2021	92%
		2023	100%
	My colleagues are willing to be held accountable for student learning	2021	74%
		2023	3% 80%

■ Percent Negative   ■ Percent Positive

Why does the gap between I vs. They matter?

The more positive the beliefs and perceptions of the staff are about their readiness and willingness to change, the more efficiently change will happen.

Pay attention to large gaps in responses between the I and They paired survey items. Large gaps indicate differences in opinions and perceptions and may represent a lack of trust amongst staff. If the I vs They gaps to the right are red, the value is beyond a threshold to cause some concern and should be investigated. This threshold is **20% at the elementary** level and **25% at the secondary level**.

Note any growing gaps when looking at the longitudinal data (lower-right viz). If the most recent year's gap percentage is higher than the previous year's gap percentage, this means the gap is growing. If the gap has narrowed or decreased over time the change is represented by a negative value. Narrowing the gap is GOOD!

		I vs They Gap	Change in Gap	
Openness to New Ideas	2021	25.9%	0%	-9%
	2023	17.3%		
Willingness to Work at Change	2021	7.3%	0%	-1%
	2023	6.5%		
Willingness to be Held Accountable	2021	17.5%	0%	2%
	2023	20.0%		

EES Toolkit - RTB Change

Created on: 3/9/2023

Do staff and student respondents share common beliefs and perceptions for Social Supports?

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Social Supports – Ensuring psychological safety and a sense of belonging

Before expecting students to reach self-actualization, it is important to ensure that the lower levels of Maslow's hierarchy have been met. In Social Supports, we explore not only from the staff perspective but include student voice to identify whether students feel they are functioning in an environment focused on their wellbeing and future success.

Having one adult that cares about you can make all the difference in the life of a child. Do students really feel staff care about them? Looking at this question from both viewpoints can validate whether staff are getting the desired results from their interactions with students and can open the door to conversations with students on why or why not they feel adults care about them.

SOCIAL SUPPORTS
Salina, C, Girtz, S and Eppinga, J (2016) *Powerless to Powerful: Leadership for School Change.* Lanham, MD: Rowman & Littlefield

EES Toolkit - Social Supports

Lincoln Middle School | Pullman Public Schools

		2021	2023
Staff	CIA — I understand instructional strategies to support social emotional learning objectives	52%	52%
	CSF — Staff I work with take responsibility for ensuring each student learns in our school	89%	92%
	FPD — I receive training on instruction to support social emotional learning	40%	33%
	MTL — I incorporate social emotional instruction into my daily instructional delivery	51%	45%
	SLE — Staff at this school value and respect all students	94%	88%
	SLE — Students believe the adults in this school genuinely care about them	94%	80%
	SLE — The development of students' social emotional learning enhances the learning environment in our classrooms	91%	58%
	SLE — This school has effective equity practices for all	63%	43%
Student	BELONG — I feel good about my cultural or ethnic background	90%	80%
	BELONG — There's at least one adult in this school I can talk to if I have a problem	75%	73%
	CSF — My teacher(s) believe student learning is important	95%	90%
	EL — If I want to talk with my teacher(s), they are available to me	91%	74%
	IS — Adults in this school help me plan and set goals for my future	46%	46%
	IS — Students are involved in solving problems in this school	74%	59%
	SLE — I enjoy coming to this school	79%	47%
	SLE — I feel safe at this school	86%	73%
	SLE — In this school, there is at least one adult who knows and cares about me	87%	76%
	SLE — This school has effective equity practices for all	91%	65%

How large is your "Staff vs Student" Gap for these questions?

		2021	2023
Staff	Students believe the adults in this school genuinely care about them	94%	80%
Student	In this school, there is at least one adult who knows and cares about me	87%	76%
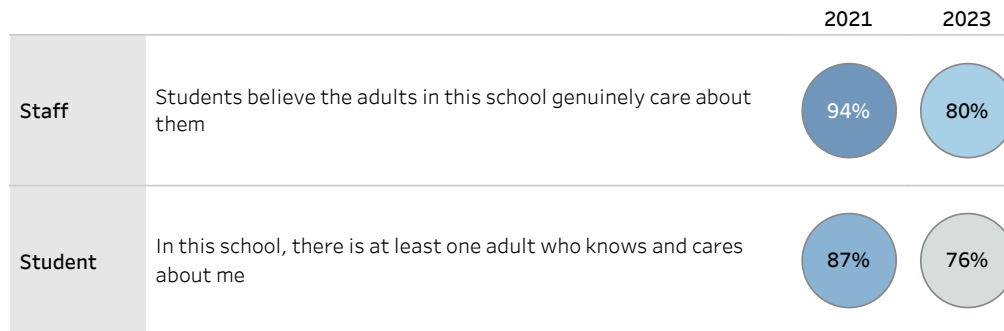
How does your school's Social Supports compare to other schools?

Staff	Student
62%	69%
↓	↓
-15.1%	-0.9%
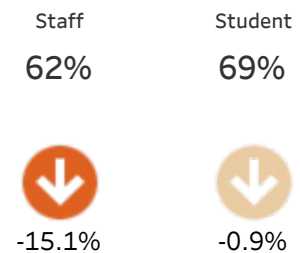
Compared to the Social Supports Norm

Do staff and student respondents share common beliefs and perceptions for Academic Press?

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Academic Press – Self-Actualization through high standards and academic rigor

With staff working together and students feeling supported, the final foundational element is the presence of high expectations and rigor toward student work and learning. In Academic Press, we bring the staff and student perspectives together to ensure what is intended is actually being experienced relative to expectations, opportunity, relevance and outcomes.

Do I believe all students can learn? Do my peers believe all students can learn? Do all students feel we believe in their ability to learn? These are key questions at the core of academic attainment for all and each of the three legs must be equally sturdy to hold the weight of high expectations and rigor.
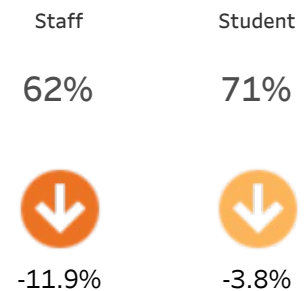
ACADEMIC PRESS
Salina, C, Girtz, S and Eppinga, J (2016) *Powerless to Powerful: Leadership for School Change.* Lanham, MD: Rowman & Littlefield

Lincoln Middle School | Pullman Public Schools

		2021	2023
Staff	CIA — Instruction is personalized to meet the needs of each student	44%	38%
	CIA — Regular formative assessments are used to monitor student progress toward standards	78%	83%
	CIA — Students are provided tasks that require higher-level thinking skills	81%	65%
	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	81%	68%
	HSE — I believe that all students can meet state standards	71%	61%
	HSE — In our school we expect all staff to perform responsibilities with a high level of excellence	81%	88%
	HSE — Our staff believes that all students can meet state standards	56%	52%
	MTL — Assessment data are used to identify student needs and appropriate instructional intervention	61%	61%
	MTL — I provide timely feedback to students about their learning	84%	74%
	MTL — Struggling students receive early intervention and remediation to acquire skills	52%	35%
	MTL — We monitor the effectiveness of instructional interventions	73%	59%
Student	CSF — This school is doing a good job of preparing me to succeed in my life	70%	55%
	FO — I have a plan for what I want to do after high school	70%	69%
	FO — I know I will graduate from high school	94%	94%
	HSE — All students have access to rigorous courses and supports	93%	59%
	HSE — My teacher(s) expect all students to succeed, no matter who they are	89%	85%
	HSE — My teacher(s) expect me to do my best	98%	87%
	HSE — My teacher(s) provide lessons and activities that challenge me to learn	78%	63%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	94%	81%
	MTL — My teacher(s) help me learn by challenging me with interesting activities in class	67%	48%
	SE — What we do in school will help me succeed in life	80%	57%

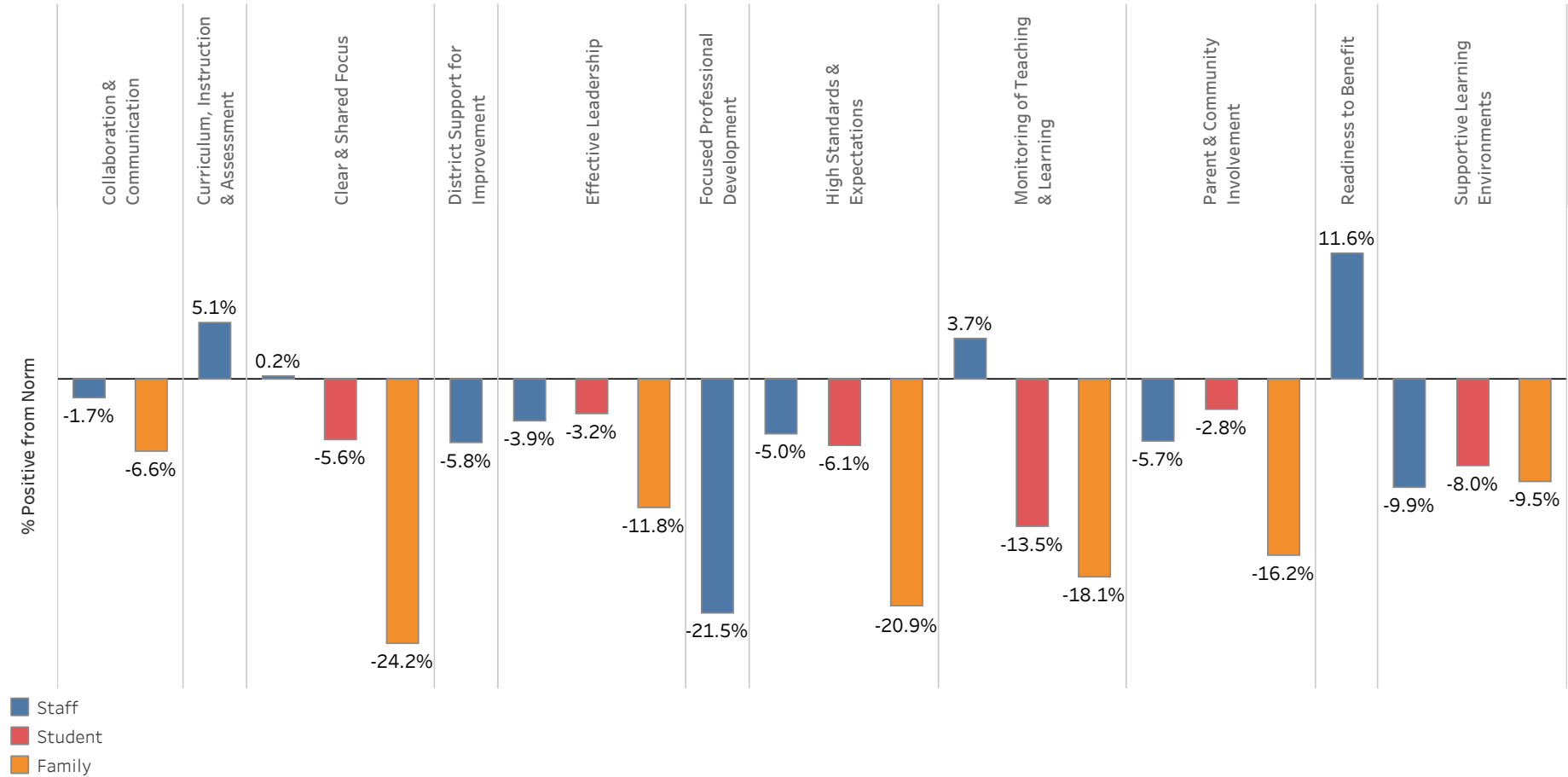## How large is your "Staff vs Student" Gap for these questions?

		2021	2023
Staff	I believe that all students can meet state standards	71%	61%
	Our staff believes that all students can meet state standards	56%	52%
Student	My teacher(s) expect all students to succeed, no matter who they are	89%	85%
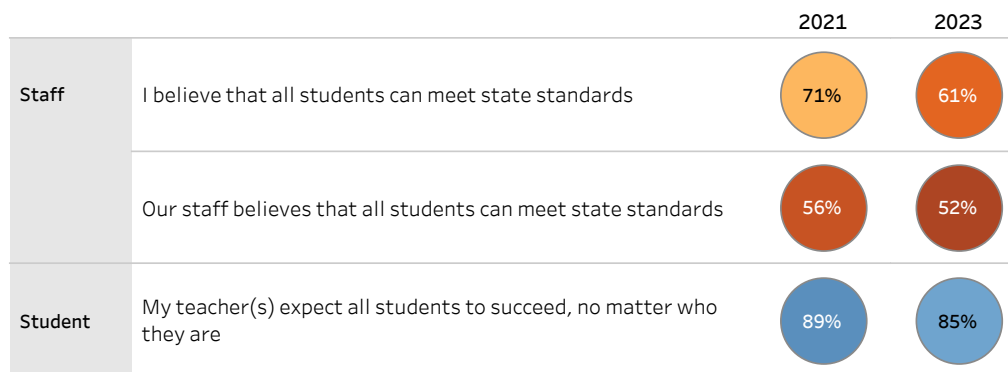
How does your school's Academic Press compare to other schools?

Staff	Student
62%	**71%**
⬇	⬇
-11.9%	-3.8%

Compared to the Academic Press Norm

EES Toolkit - Academic Press

Created on: 3/9/2023

How do you compare against other EES Schools?

2023 EES Survey Perceptions | Lincoln Middle School
9 Characteristics of Highly Effective Schools

% Positive from Norm

Collaboration & Communication
Curriculum, Instruction & Assessment
Clear & Shared Focus
District Support for Improvement
Effective Leadership
Focused Professional Development
High Standards & Expectations
Monitoring of Teaching & Learning
Parent & Community Involvement
Readiness to Benefit
Supportive Learning Environments

-1.7%
5.1%
0.2%
-6.6%
-5.6%
-24.2%
-5.8%
-3.9%
-3.2%
-11.8%
-21.5%
-5.0%
-6.1%
-20.9%
3.7%
-13.5%
-18.1%
-5.7%
-2.8%
-16.2%
11.6%
-9.9%
-8.0%
-9.5%

■ Staff
■ Student
■ Family

What are the Top and Bottom 5 survey items from your 2023 School Year?

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By % Positive Responses   Lincoln Middle School | Pullman Public Schools

Look for common themes.

Are you surprised by the top or bottom items?

Do you see similarities in the Student and Family responses?

The top and bottom 5 survey items may not reflect your reality. This gives you a starting place to dig into your data.

Staff Survey

Item	%
RTB — I am willing to be held accountable for student learning	100.0%
CIA — The curricula we teach are aligned with state learning standards	95.2%
CSF — Staff I work with take responsibility for ensuring each student learns in our school	91.7%
SLE — Staff at this school value and respect all students	88.0%
HSE — In our school we expect all staff to perform responsibilities with a high level of excellence	87.5%
FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that fo..	25.0%
SLE — We celebrate progress toward improvement plan goals	23.8%
D — District administrators communicate a clear vision of good instruction and essential curriculum	22.7%
HSE — Students understand the expectations of this school	20.8%
FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	4.5%

Student Survey

Item	%
IS — I am comfortable interacting with people from a different racial or ethnic background	96.0%
HSE — I understand the expectations of this school	94.9%
FO — I know I will graduate from high school	94.4%
IS — I am respectful of others at this school	94.1%
FO — I am hopeful about my future	92.2%
SLE — I enjoy coming to this school	46.8%
IS — Adults in this school help me plan and set goals for my future	46.3%
MTL — My teacher(s) tell me the purpose for each lesson or activity	42.9%
SLE — Most students are respectful of others at this school	34.6%
SLE — Work I do in this school is useful and interesting to me	32.7%

Family Survey

Item	%
C — Communications/materials I receive from the school are in a language I can understand	96.6%
SLE — School employees are respectful and courteous of one another	92.5%
C — Parents/families and employees at this school talk respectfully with one another	92.2%
EL — The principal of this school is committed to quality education	81.4%
SLE — I believe adults in this school care about my student	79.0%
MTL — Struggling students receive early intervention and additional help at this school	43.3%
C — This school communicates with me about my student's progress	42.9%
CSF — I am informed about progress toward the improvement goals of this school	32.1%
PCI — This school tells me how I can help my student with homework	29.2%
PCI — Parents/families have input into plans for improving this school	23.3%

Characteristics Legend
C — Collaboration & Communication
CSF — Clear & Shared Focus
HSE — High Standards & Expectations
EL — Effective Leadership
SLE — Supportive Learning Environment
PCI — Parent & Community Involvement
CIA — Curriculum, Instruction & Assessment
MTL — Monitoring of Teaching & Learning
FPD — Focused Professional Development
CLTR — Cultural Responsiveness
D — District Support for Improvement

Characteristics Legend (Student-SEL)
FO — Future Orientation
BELONG — Belonging and Identity
SM — Self Management
GRIT — Perseverance/Grit
SE — Self-Efficacy and Mindsets
CT — Critical Thinking
IS — Collaboration and Interpersonal Skills

Created on: 3/9/2023

Where are we seeing the most change from 2021 to 2023?

Top/Bottom 5 Increase/Decrease in % Positive Responses · Lincoln Middle School | Pullman Public Schools

Look for common themes.

Are you surprised by either the top increases or bottom decreases?

What changes put in place, since the last survey, may have caused these differences? Example: change in school policy, expectations, etc.

Staff Survey		
D — This district facilitates the alignment of curriculum across grades and schools	16.7%
CIA — Our district has a social emotional framework (standards)	11.2%
EL — Staff are held accountable for the new behaviors and practices needed to achieve our school improvement plan goals	11.1%
MTL — Students are encouraged to self-reflect and track progress toward goals	10.0%
EL — Our school community engages in difficult conversations about race, gender, oppression and discrimination	9.8%
SLE — The development of students' social emotional learning enhances the learning environment in our classrooms	-33.1%
PCI — This school encourages parent involvement in their child's learning	-34.7%
SLE — We have a system for celebrating student success	-36.4%
PCI — With important decisions we seek input from parents and the community	-40.5%
HSE — Students understand the expectations of this school	-47.9%

Student Survey		
IS — I work well in a group or team	16.3%
IS — I can communicate effectively to a variety of people (audiences)	10.0%
EL — In class we often work with other students to solve a problem/do a task	9.8%
SE — How smart I am is something that I can change	5.4%
CT — I am good at figuring out the best solution to problems I'm facing	3.9%
BELONG — I feel proud of my school	-31.5%
PCI — My parents/family feel welcome to visit this school	-31.9%
SLE — I enjoy coming to this school	-32.0%
HSE — All students have access to rigorous courses and supports	-33.8%
SLE — Most students are respectful of others at this school	-41.3%

Do you see increases or decreases similar to what Staff or Student responses reflected?

Family Survey		
SLE — In this school, time is spent doing work that students find useful and interesting	14.3%
SLE — This district places emphasis on social emotional learning in addition to core academic learning	14.2%
CSF — The schoolwork my student is assigned is relevant to their future success	8.5%
SLE — My student learns about the cultures of our community at their school	6.8%
SLE — Teachers in this school provide students with a variety of learning opportunities	3.7%
SLE — This school addresses issues of diversity in a timely and effective manner	-25.8%
C — I am encouraged to collaborate with my student's teachers about my student's learning	-26.3%
SLE — Bullying/harassment is not tolerated in this school	-27.8%
PCI — Parents/families have input into plans for improving this school	-42.7%
CSF — I am informed about progress toward the improvement goals of this school	-50.2%

Do respondents across all three surveys share common beliefs and perceptions?

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Why use similar survey items across Staff, Family and Student surveys?

By asking the same or very similar survey items of each stakeholder group, you can triangulate the data around potential school issues, illuminate themes or a specific challenge, and ultimately define a solution.

For example, if students feel safe at school but families feel differently, why? Questions that have a large difference between groups warrant additional conversations.

			2021	2023
Academic Equity	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	Sta	81%	68%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Stu	94%	81%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Fam	78%	67%
Behavior Standards	SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	Sta	56%	30%
	SLE — All students are held to the same behavior rules and expectations	Stu	90%	61%
	CSF — This school has equitable behavior rules for all students	Fam	88%	63%
Bullying	SLE — Staff enforce the bullying/harassment policy of this school	Sta	86%	63%
	SLE — The rules against bullying are enforced by all adults in this school	Stu	83%	63%
	SLE — Bullying/harassment is not tolerated in this school	Fam	75%	47%
Celebrating Success	SLE — We have a system for celebrating student success	Sta	91%	55%
	SLE — Student success is celebrated in this school	Stu	84%	55%
	SLE — This school celebrates student success	Fam	85%	65%
Confronting Bias	FPD — We talk about race and bigotry as a staff	Sta	39%	32%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Stu	55%	51%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Fam	58%	47%
High Expectations	HSE — Our staff believes that all students can meet state standards	Sta	56%	52%
	HSE — My teacher(s) expect all students to succeed, no matter who they are	Stu	89%	85%
	HSE — Teachers have high expectations for student learning at this school	Fam	70%	53%
Intervention for Struggling Students	MTL — Struggling students receive early intervention and remediation to acquire skills	Sta	52%	35%
	MTL — My teacher(s) find other ways for me to learn things I find difficult	Stu	68%	60%
	MTL — Struggling students receive early intervention and additional help at this school	Fam	63%	43%
Safety	SLE — Students believe this school is a safe place	Sta	88%	71%
	SLE — I feel safe at this school	Stu	86%	73%
	SLE — My student feels safe at school	Fam	89%	78%
Supported Learning	SLE — Students believe the adults in this school genuinely care about them	Sta	94%	80%
	SLE — In this school, there is at least one adult who knows and cares about me	Stu	87%	76%
	SLE — This school provides a caring/supportive environment for my student	Fam	83%	76%

Change in % Positive Responses

	Staff	Student	Family
Academic Equity	-12.5%	-13.1%	-11.5%
Behavior Standards	-25.8%	-29.0%	-25.3%
Bullying	-23.2%	-20.1%	-27.8%
Celebrating Success	-36.4%	-28.9%	-20.5%
Confronting Bias	-6.9%	-4.7%	-11.4%
High Expectations	-3.9%	-4.3%	-17.5%
Intervention for Struggling Students	-16.7%	-8.1%	-19.8%
Safety	-17.0%	-13.5%	-11.1%
Supported Learning	-14.1%	-11.1%	-6.9%

What to look for...

Look not for the same increase, but rather movement in the same direction across all surveys.

When you see movement in the same direction, stagnation or incongruent movement, ask yourself why?

Created on: 3/9/2023

What is your current land of opportunity - Staff 2023 School Year?

These are the survey items from your current administration with the highest percentage of neutral responses (Sometimes True). These are the items where you have the greatest opportunity to influence your Staff and shift their perceptions from neutral to positive.

Are there common themes amongst the individual survey items? Do all of the items fall within a single Characteristic?

Lincoln Middle School | Pullman Public Schools

Item	%
MTL — Struggling students receive early intervention and remediation to acquire skills	57%
CIA — Instruction is personalized to meet the needs of each student	54%
HSE — Students understand the expectations of this school	54%
D — District leadership communicates effectively with my school	52%
SLE — We celebrate progress toward improvement plan goals	52%

Negative values are a good thing, indicating staff moved out of "Sometimes True" responses.

Item	Value
MTL — Students are encouraged to self-reflect and track progress toward goals	-16.2%
FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction	-15.5%
CIA — I understand instructional strategies to support social emotional learning objectives	-12.0%
EL — Staff are held accountable for the new behaviors and practices needed to achieve our school improvement plan goals	-10.6%
RTB — My colleagues are willing to be held accountable for student learning	-9.0%
D — This district facilitates systems and programs to support school improvement	21.3%
SLE — We celebrate progress toward improvement plan goals	23.2%
HSE — Students understand the expectations of this school	26.0%
PCI — This school encourages parent involvement in their child's learning	30.0%
SLE — The development of students' social emotional learning enhances the learning environment in our classrooms	30.5%

From our previous survey, how did our responses shift from the neutral or "Sometimes True" responses?

To the left are the survey items with the largest decrease and increase in neutral responses from the previous survey administration. The percent of staff who moved from neutral to positive are **blue**, and the percent who moved from neutral to negative are **orange**.

What influences these changes in perceptions? What can we do to shift more staff to "Almost Always True" and "Often True" responses?

What Staff survey items from your 2023 School Year have 33% or more Neutral responses?

This chart identifies the questions where 1 in 3 or at least 33% of the responses were neutral (Sometimes True).

Everyone has a belief or an opinion, but some have a hard time committing one way or another. Perhaps they are not sure how they feel (need more information) or they are afraid to express their opinion on certain survey items (lack of trust or fear of repercussions).

It is much easier to learn about the strengths and needs of staff when they have and share definite opinions. This significant percentage of staff represents an identifiable opportunity to focus efforts and resources toward the specific areas where staff require more information, help or clarity.

Whatever the reason, having conversations, sharing information, evaluating decision-making and making changes must continue.

If no data displays, all items have less than 33% neutral responses.

Sometimes True   Lincoln Middle School | Pullman Public Schools

Item	%
MTL — Struggling students receive early intervention and remediation to acquire skills	57%
CIA — Instruction is personalized to meet the needs of each student	54%
HSE — Students understand the expectations of this school	54%
D — District leadership communicates effectively with my school	52%
SLE — We celebrate progress toward improvement plan goals	52%
D — District administrators communicate a clear vision of good instruction and essential curriculum	50%
SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	48%
PCI — This school encourages parent involvement in their child's learning	48%
D — This district facilitates systems and programs to support school improvement	45%
SLE — This school has effective equity practices for all	43%
FPD — Our teachers engage in professional development activities to learn and apply new skills and strategies	42%
MTL — I incorporate social emotional instruction into my daily instructional delivery	41%
HSE — Our staff believes that all students can meet state standards	38%
FPD — I receive training on instruction to support social emotional learning	38%
EL — Our school community engages in difficult conversations about race, gender, oppression and discrimination	37%
MTL — Feedback from classroom observations leads to meaningful change in instructional practice	36%
FPD — We talk about race and bigotry as a staff	36%
CIA — Students are provided tasks that require higher-level thinking skills	35%
MTL — Assessment data are used to identify student needs and appropriate instructional intervention	35%
D — There is a consistent vision of school improvement throughout this district	33%
FPD — We are provided training to meet the needs of a diverse student population in our school	33%
SLE — The development of students' social emotional learning enhances the learning environment in our classrooms	33%

What Student survey items from your 2023 School Year have 33% or more Neutral responses?

What does it mean when we see survey items with a high percentage of neutral responses?

This chart identifies the questions where 1 in 3 or at least 33% of the responses were neutral (Sometimes True).

Everyone has a belief or an opinion, but some have a hard time committing one way or another. Perhaps they are not sure how they feel (need more information) or they are afraid to express their opinion on certain survey items (lack of trust or fear of repercussions).

It is much easier to learn about the strengths and needs of students when they have and share definite opinions. This significant percentage of students represents an identifiable opportunity to focus efforts and resources toward the specific areas where students require more information, help or clarity.

Whatever the reason, having conversations, sharing information, evaluating decision-making and making changes must continue.

If no data displays, all items have less than 33% neutral responses.

Sometimes True   Lincoln Middle School | Pullman Public Schools

Item	%
SLE — Work I do in this school is useful and interesting to me	40%
MTL — My teacher(s) tell me the purpose for each lesson or activity	39%
EL — In class we often work with other students to solve a problem/do a task	38%
STAMINA — I finish whatever I begin	35%
CT — I solve problems by first breaking them into smaller steps	35%
CSF — In my classes, students are busy doing schoolwork	35%

What Family survey items from your 2023 School Year have 33% or more Neutral responses?

What does it mean when we see survey items with a high percentage of neutral responses?

This chart identifies the questions where 1 in 3 or at least 33% of the responses were neutral (Sometimes True).

Everyone has a belief or an opinion, but some have a hard time committing one way or another. Perhaps they are not sure how they feel (need more information) or they are afraid to express their opinion on certain survey items (lack of trust or fear of repercussions).

It is much easier to learn about the strengths and needs of families when they have and share definite opinions. This significant percentage of families represents an identifiable opportunity to focus efforts and resources toward the specific areas where families require more information, help or clarity.

Whatever the reason, having conversations, sharing information, evaluating decision-making and making changes must continue.

If no data displays, all items have less than 33% neutral responses.

Sometimes True   Lincoln Middle School | Pullman Public Schools

MTL — My student is encouraged to track progress toward their goals	40%
CSF — My student understands the purpose of each lesson	40%
PCI — Parents/families have input into plans for improving this school	40%
HSE — Teachers have high expectations for student learning at this school	39%
EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	37%
SLE — In this school, time is spent doing work that students find useful and interesting	37%
C — This school communicates with me about my student's progress	33%
MTL — Struggling students receive early intervention and additional help at this school	33%