

# Educational Effectiveness Survey™



## Professional Learning Community Module

### 9 Characteristics of High Performing Schools

Staff Edition V11

#### Pullman High School

#### Pullman Public Schools

2021

N=48

2023

N=44





The Center for Educational Effectiveness (CEE) is a service, consulting, and research organization dedicated to the mission of partnering with K-12 schools to improve student learning.

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# Introduction

## EES Staff Survey Research Framework

The Center for Educational Effectiveness brings together leading research to create the Educational Effectiveness Survey™ (EES)—a formative and diagnostic tool designed to stimulate and inform conversations for improvement within your organization. The research framework includes:

- Effective organizations
- Organizational trust
- Culturally responsive teaching
- District support for improvement
- Attributes of effective instructional practice

This report contains results from the survey you recently administered.

### Survey Question Structure

Staff are asked to identify their position when they begin the survey. Instructional staff are shown all questions in the survey while non-instructional staff are shown a subset that omits instructional practice questions. This allows for deeper analysis of the survey data.

### Readiness for Change

This is the starting point for interpreting your EES Staff data. CEE’s research into staff survey responses has shown these items or attributes to be foundational to organizational change. This section, with your unique charted data, is the first section in the report.

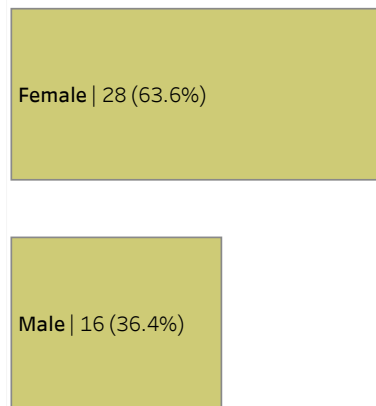
### 9 Characteristics of High-Performing Schools

While there is no single solution for all schools, research on effective schools identified common characteristics of high-performing schools. Successful schools engaged in improvement activities focus on these characteristics to create and improve the system(s) that ultimately increase student learning and achievement.

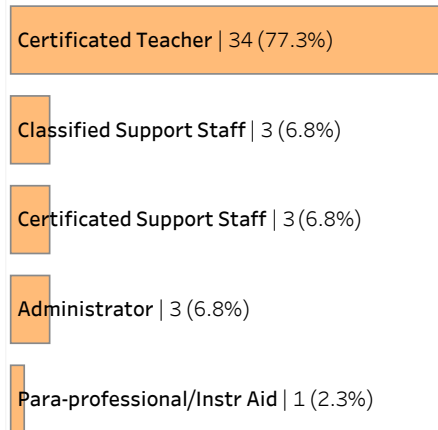


# Demographics

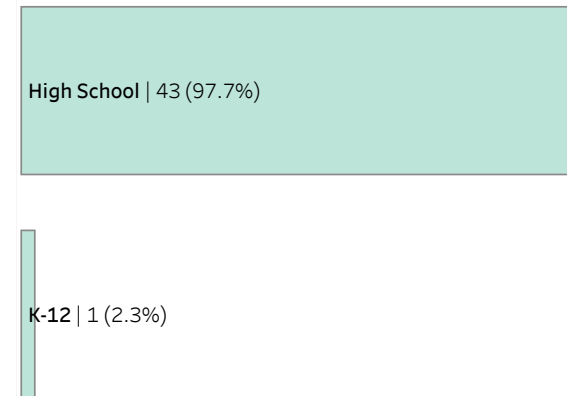
## Gender



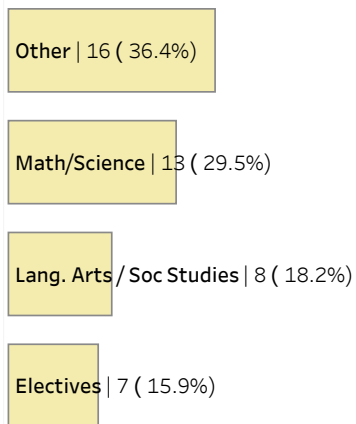
## Position



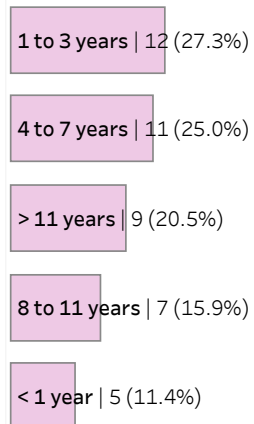
## Level



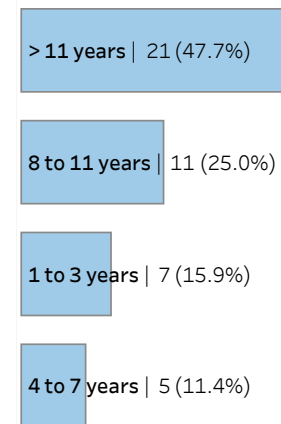
## Department



## School-Yrs of Service



## Education-Yrs of Service

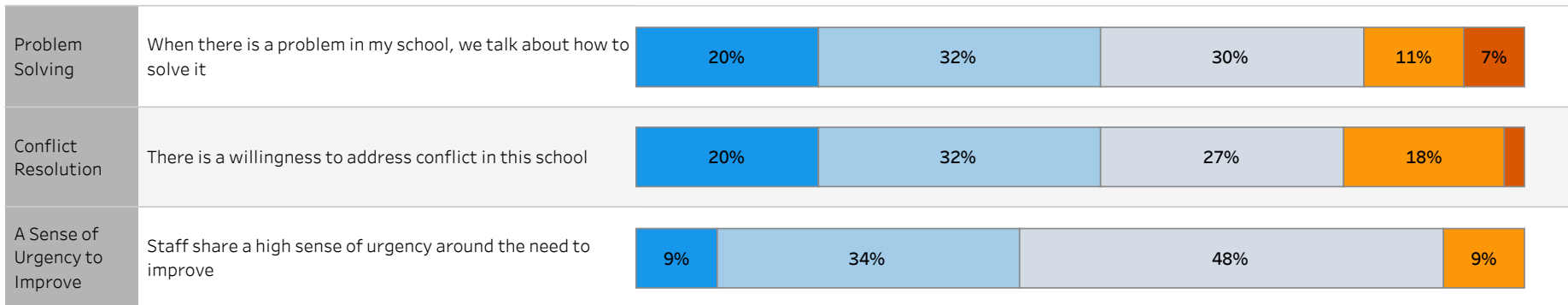


# Readiness for Change

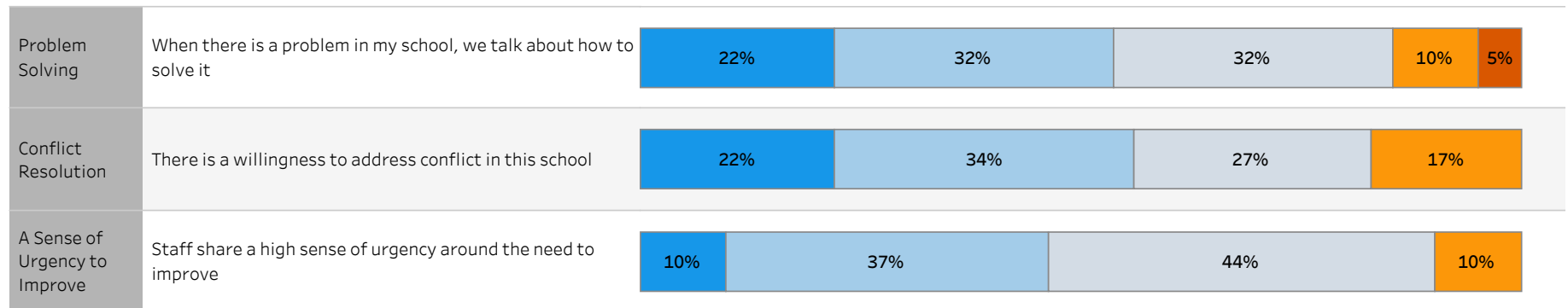
The charts below are data about your school staff, who must define, embrace, implement, and sustain change. If your staff believes there is a weakness in the problem-solving ability or in the ability to resolve conflict within this building, or does not see the urgency to improve, you must address those issues to successfully navigate and sustain change. The data contained within the EES will allow conversations about those and other issues to begin by using “the staff voice.”

You will find these data and the rest of the “readiness for change” data in the following report section.

## All Staff



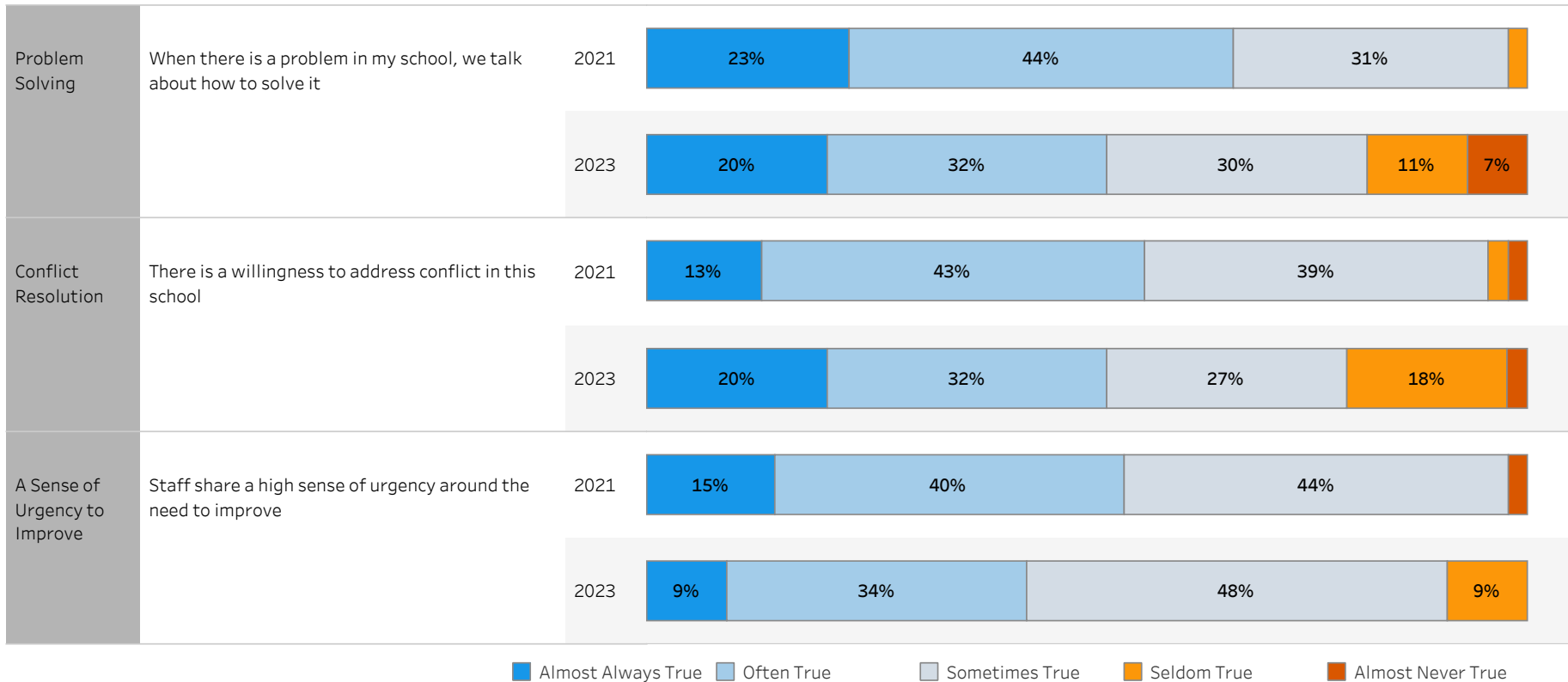
## Instructional Staff



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

# Readiness for Change—LONGITUDINAL

## All Staff

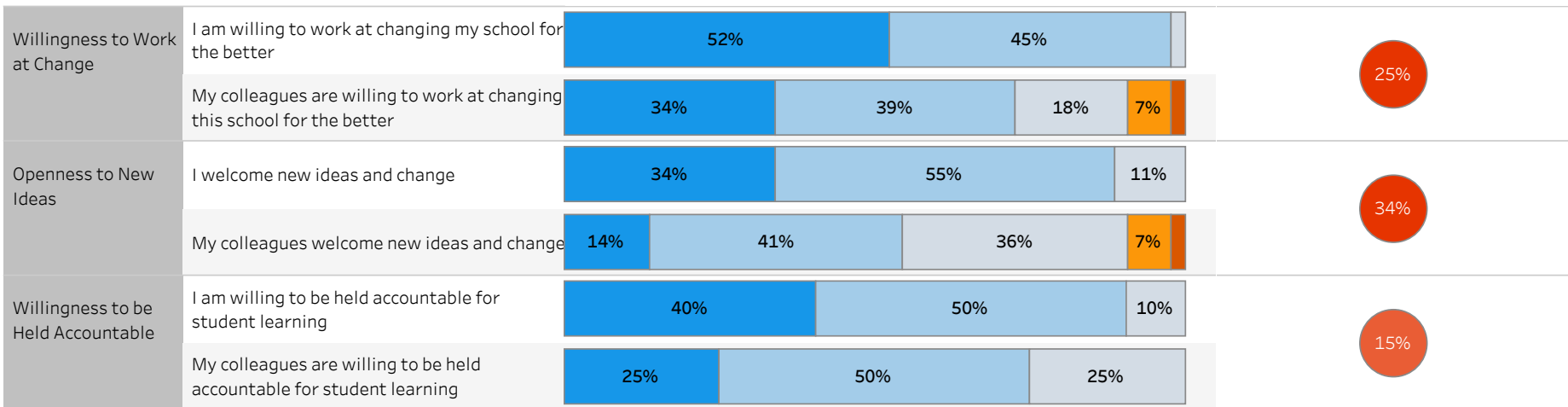


# Readiness for Change—I vs. They Perspectives

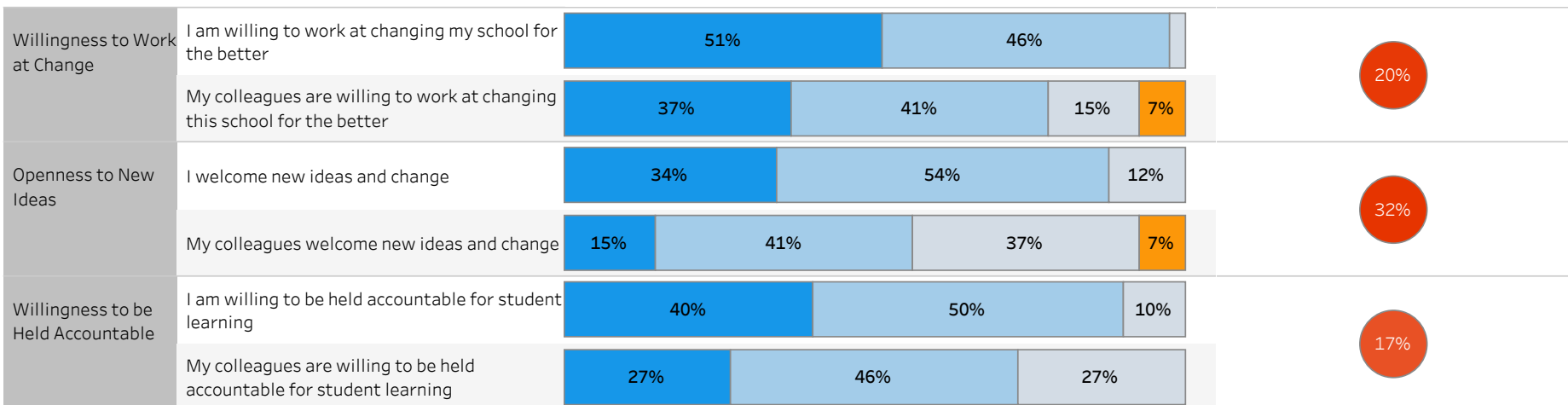
Gaps over 20% in elementary and over 25% in secondary should be investigated. Why do staff see different attitudes in their colleagues?

How large is the Gap between I vs. They?

## All Staff

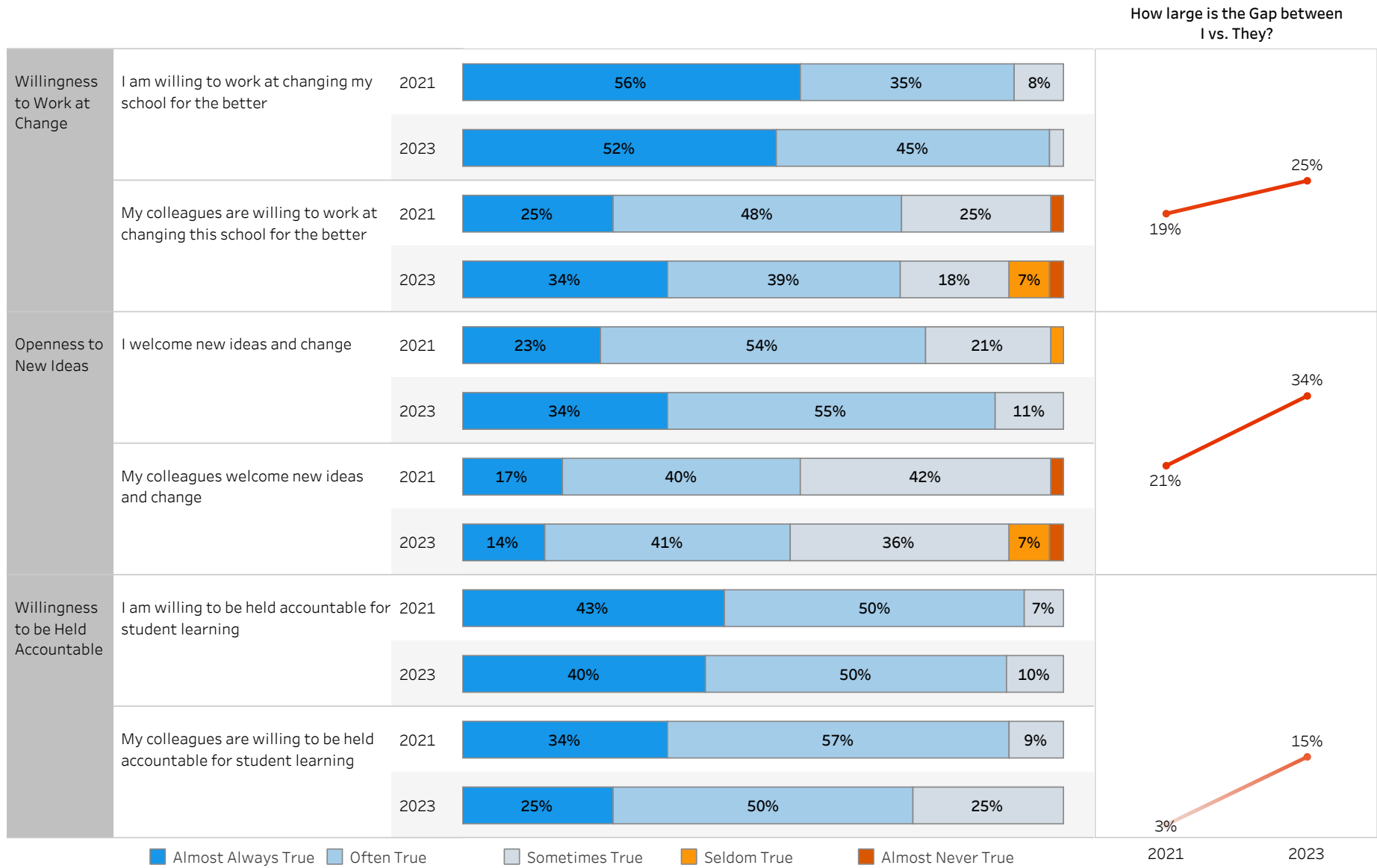


## Instructional Staff



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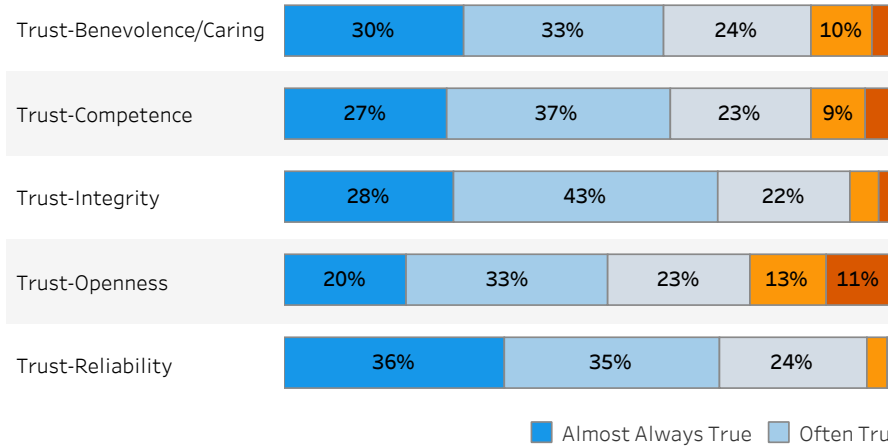
# Readiness for Change—I vs. They Perspectives— LONGITUDINAL



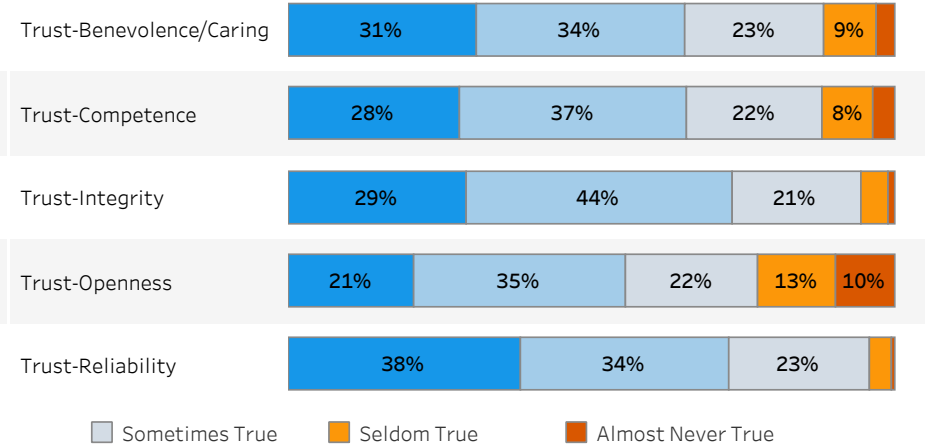


# Organizational Trust

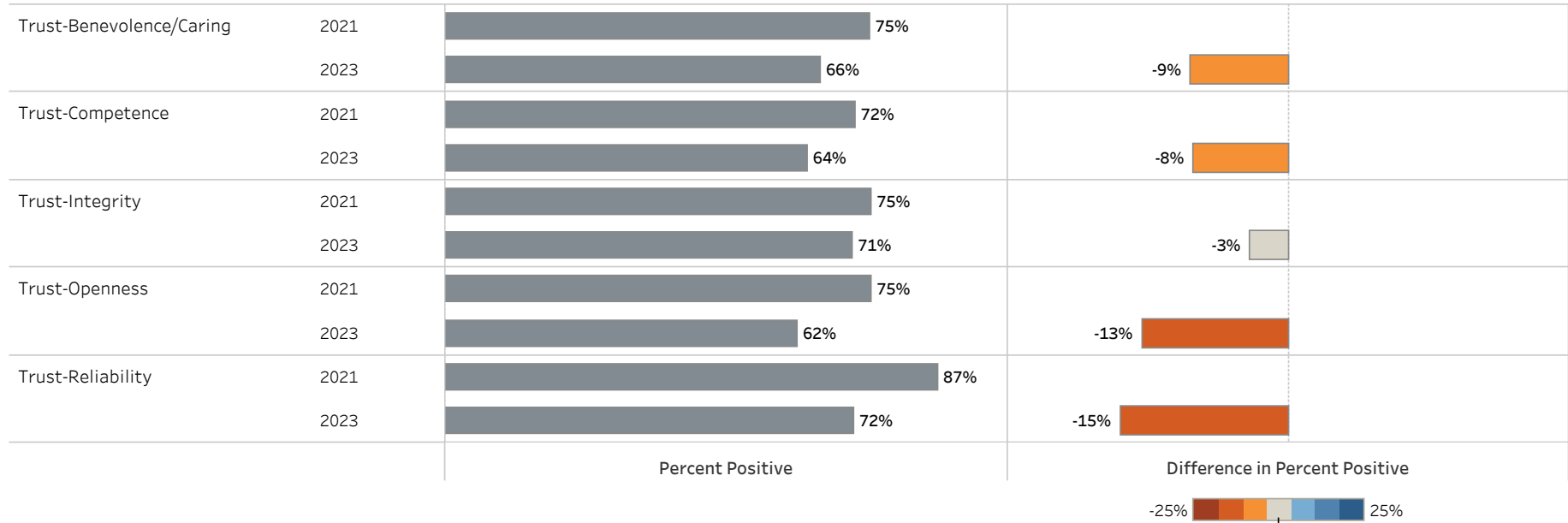
## All Staff



## Instructional Staff

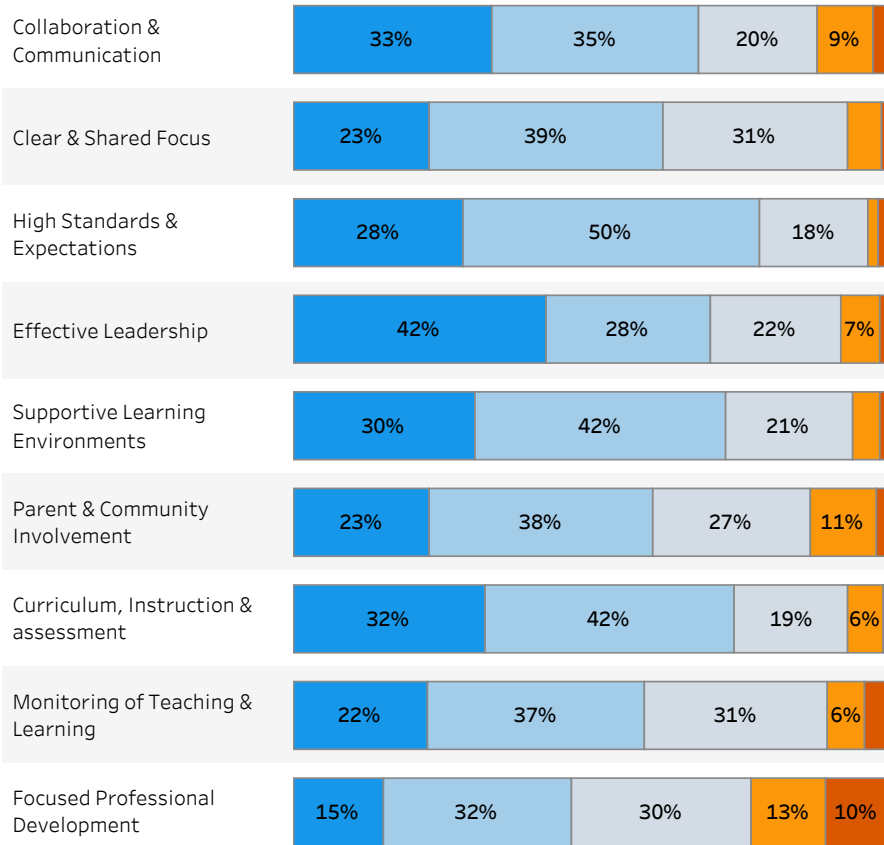


## Organizational Trust—LONGITUDINAL

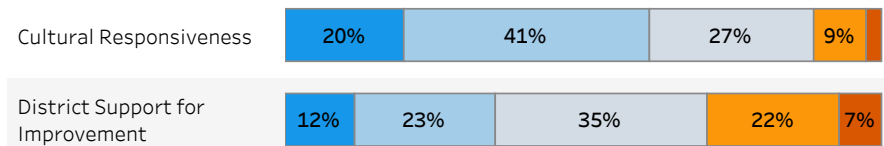


# 9 Characteristics of High-Performing Schools

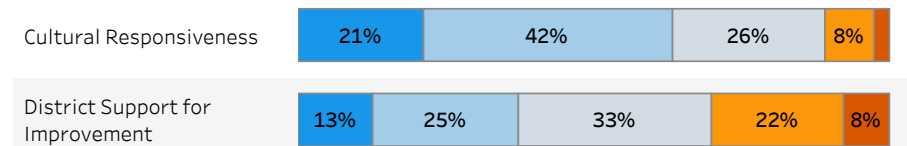
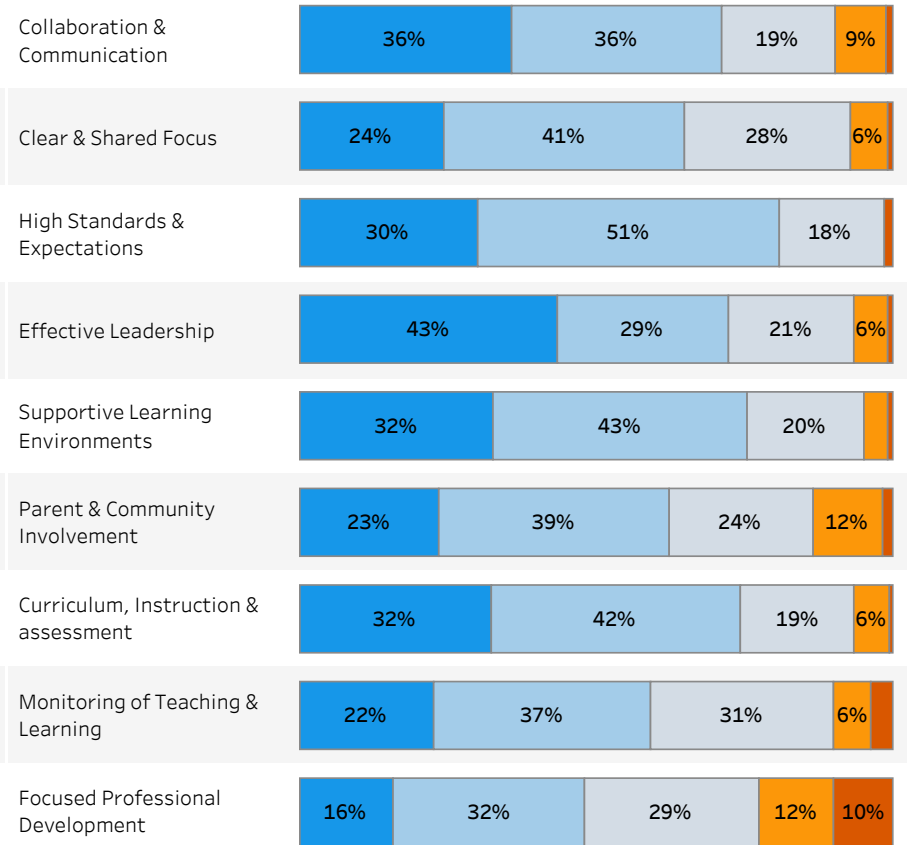
## All Staff



### Additional Characteristics



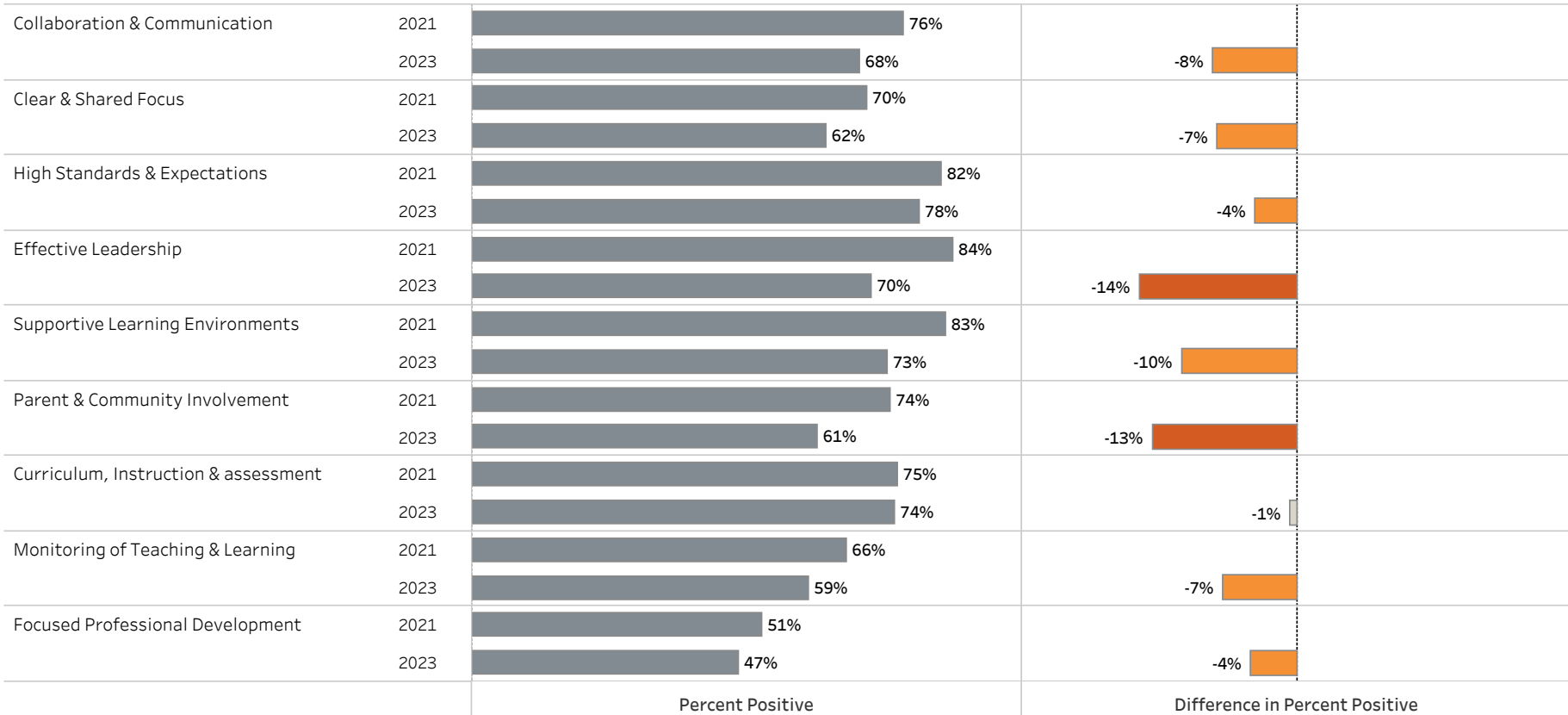
## Instructional Staff



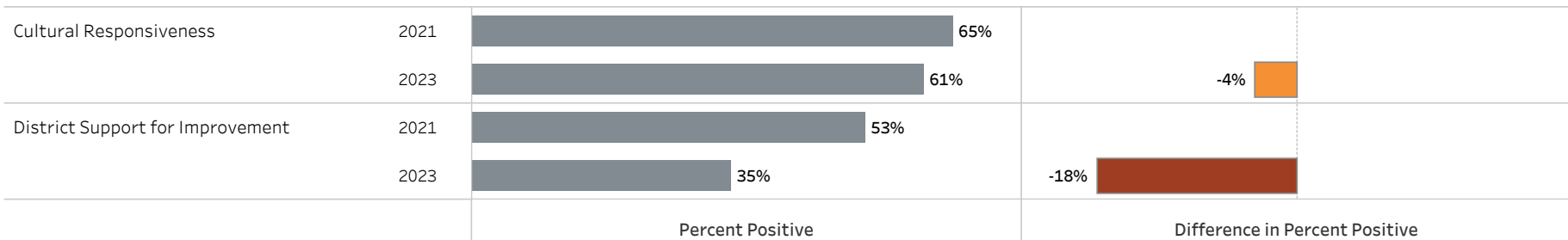
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# 9 Characteristics of High-Performing School — LONGITUDINAL

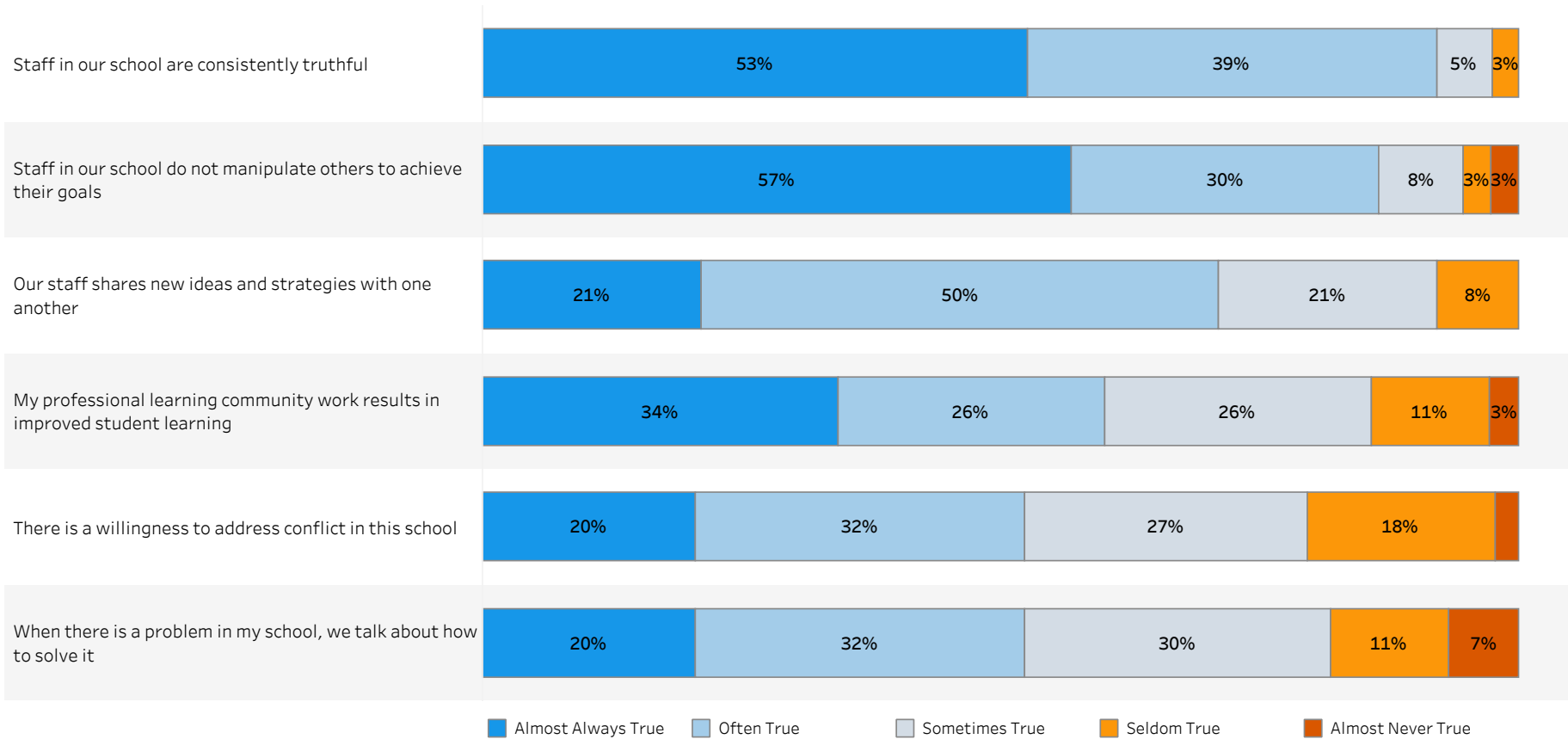
The percent difference on the right side represents the year to year change.



## Additional Characteristics

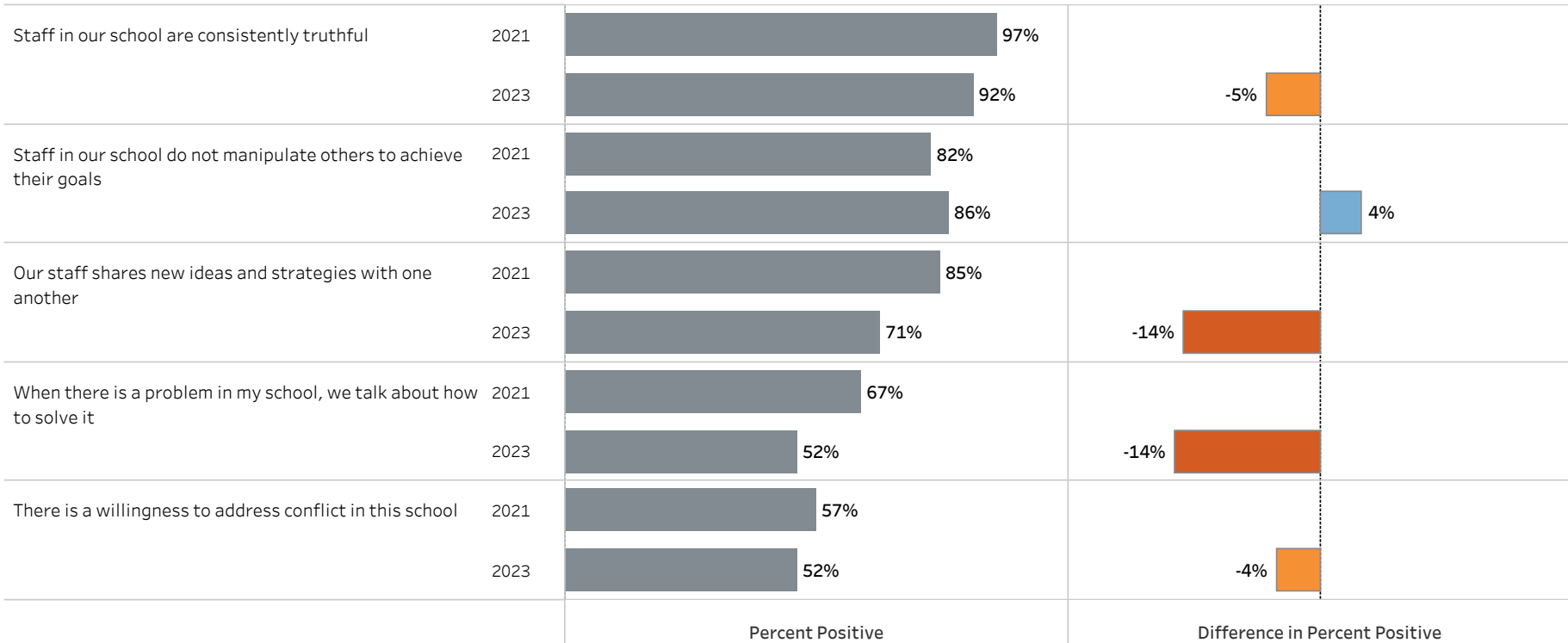


# High Levels of Collaboration and Communication

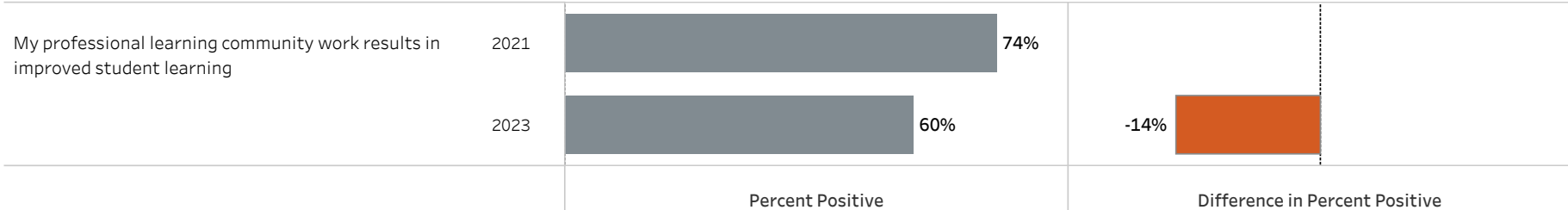


# High Levels of Collaboration and Communication— LONGITUDINAL

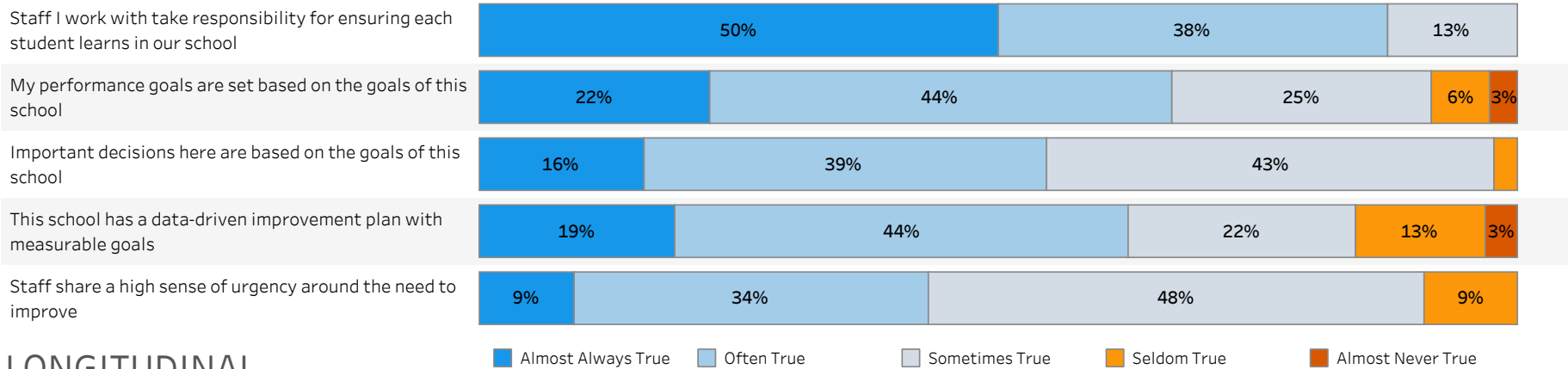
The percent difference on the right side represents the year to year change.



**Questions answered only by Instructional Staff**

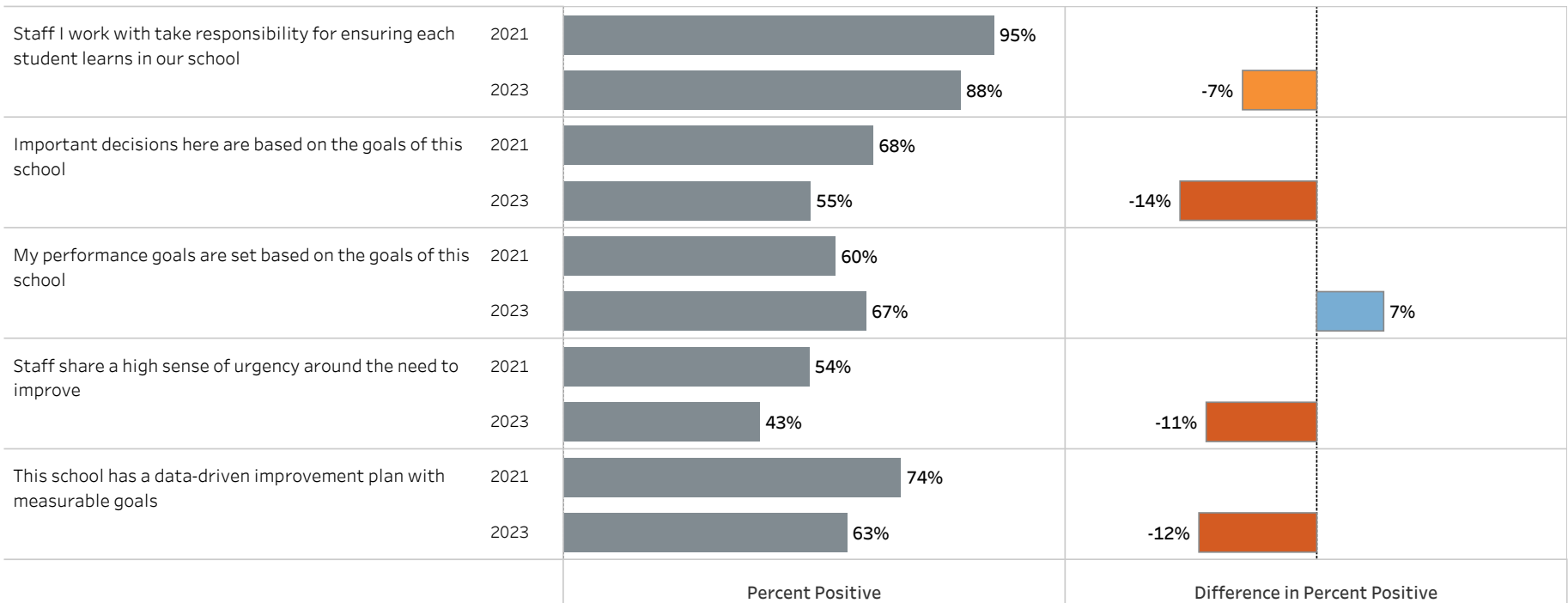


# Clear and Shared Focus

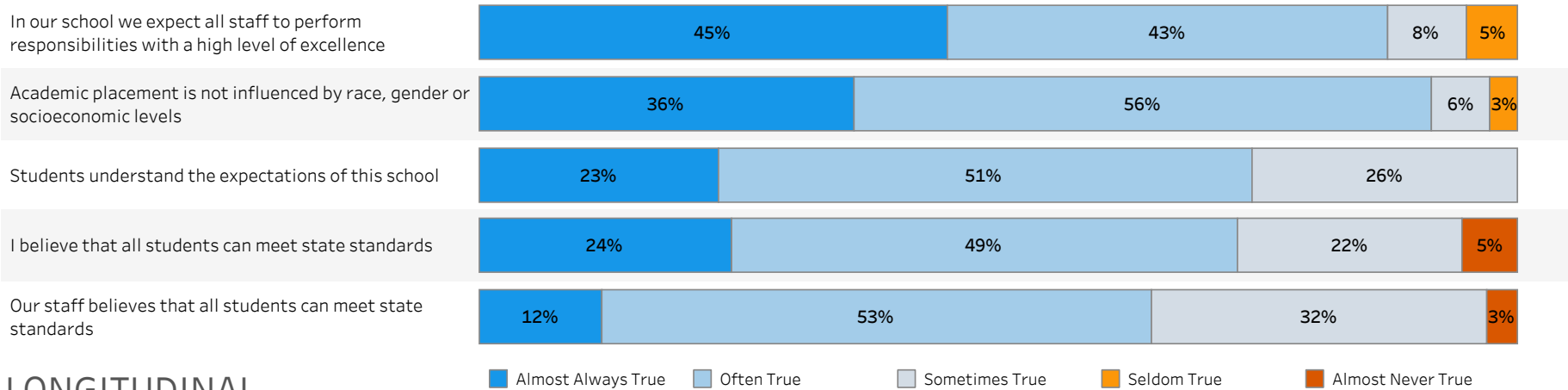


## LONGITUDINAL

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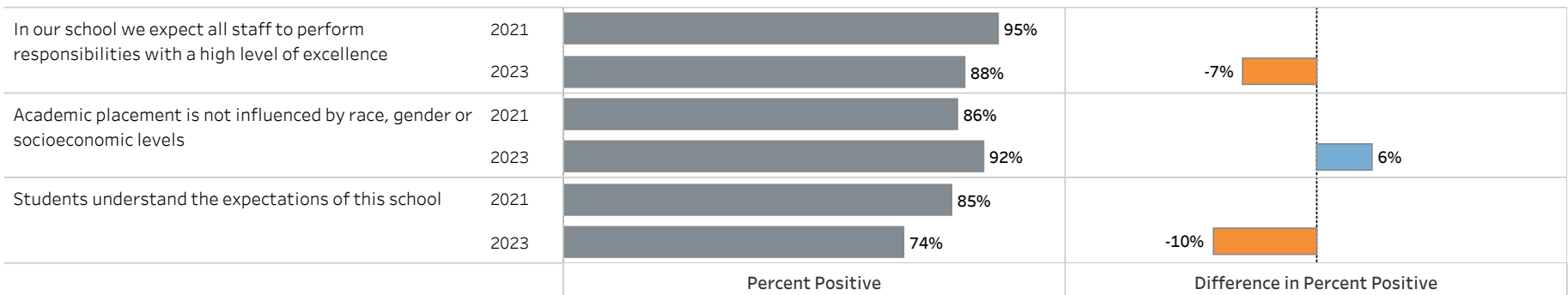


# High Standards and Expectations



## LONGITUDINAL

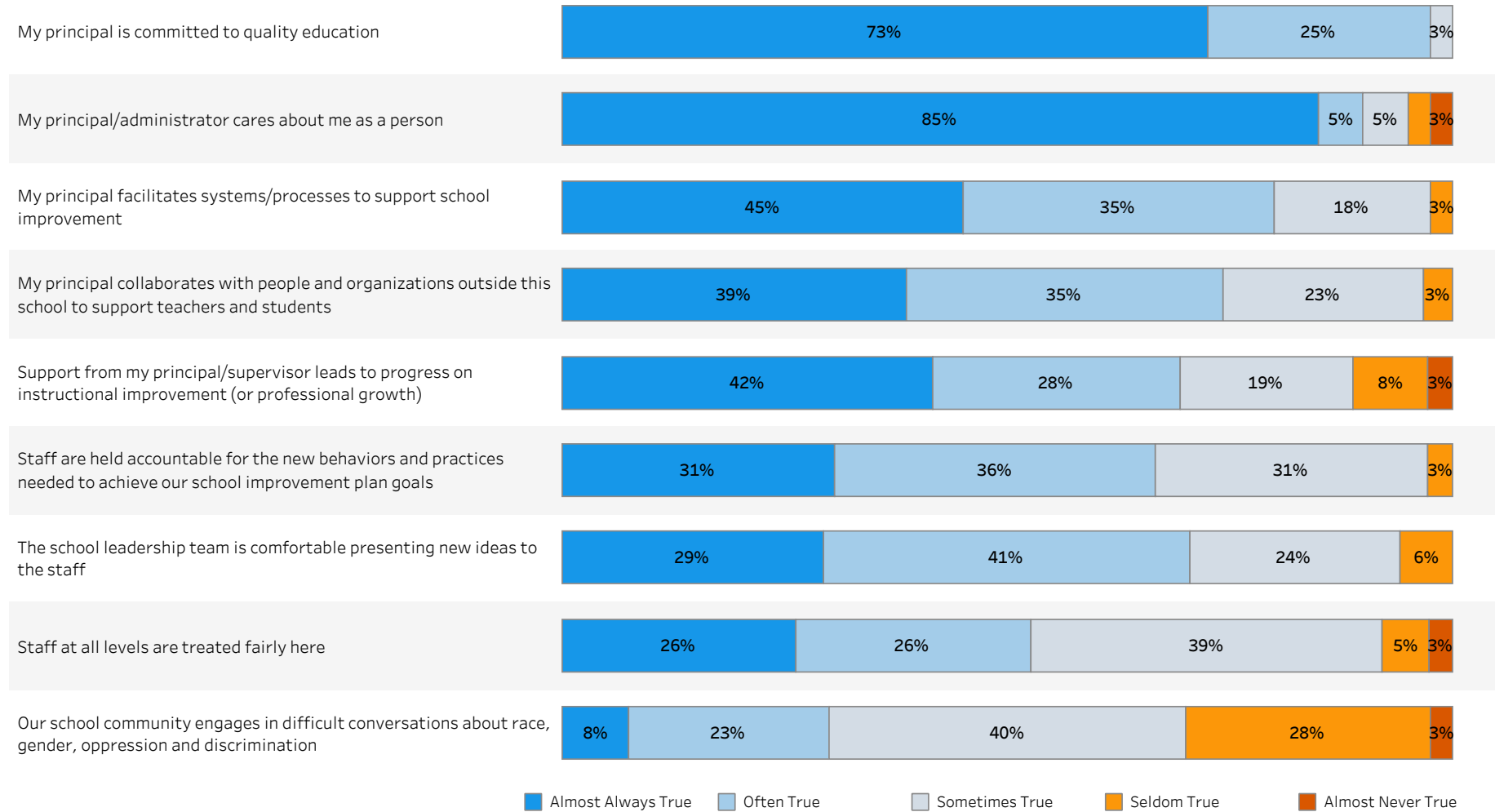
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### Questions answered by only Instructional Staff



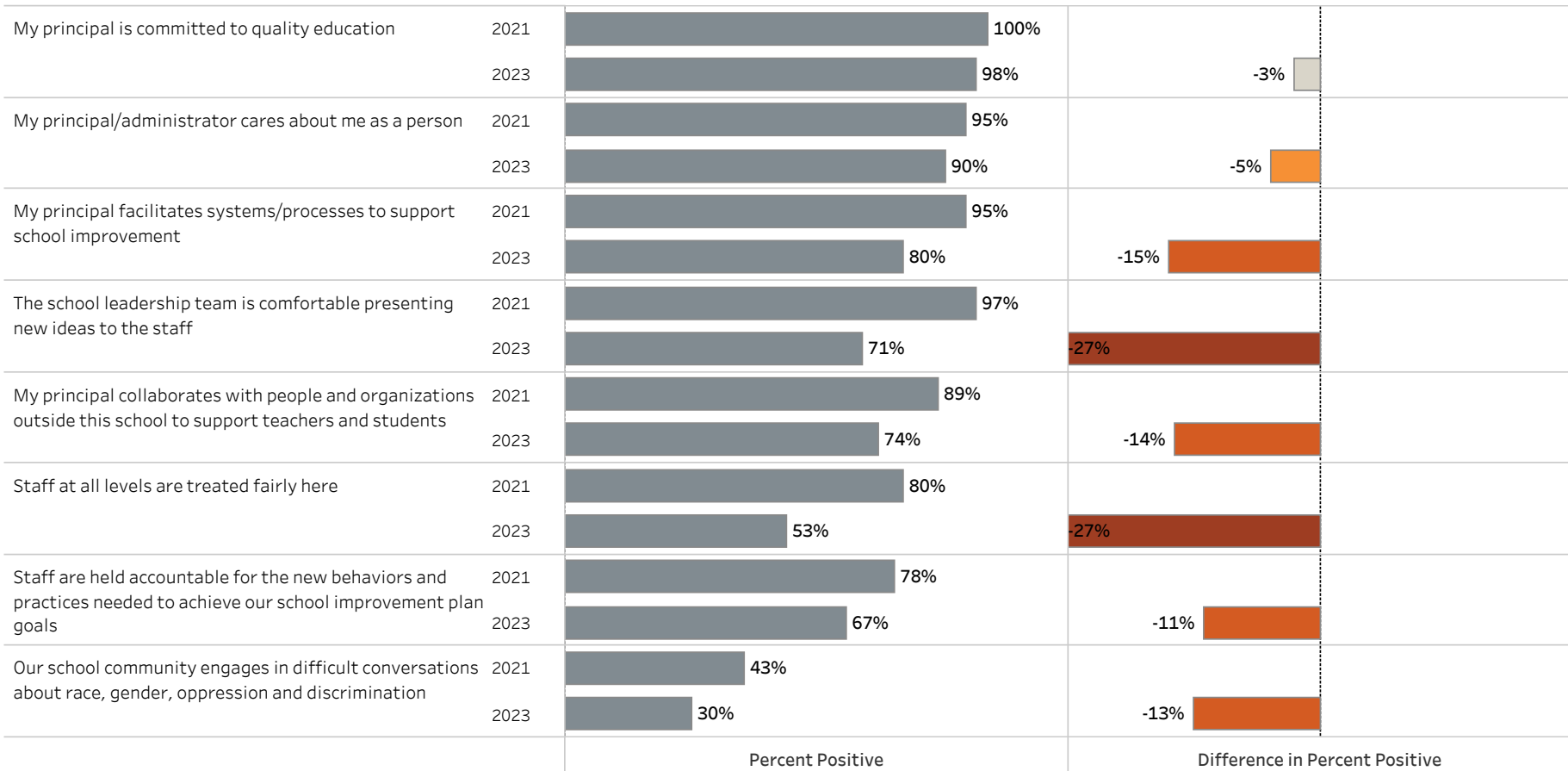
# Effective Leadership



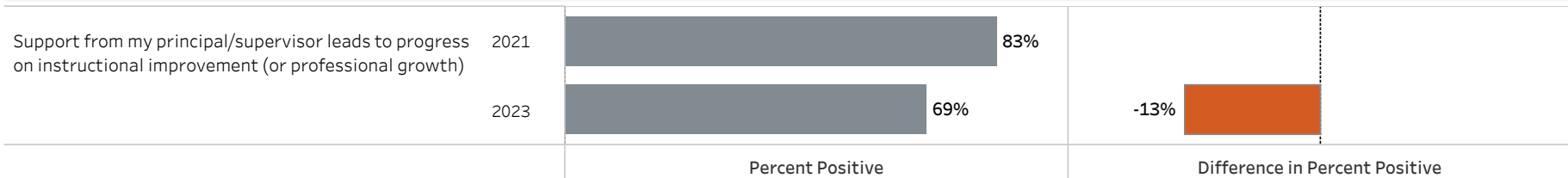


# Effective Leadership—LONGITUDINAL

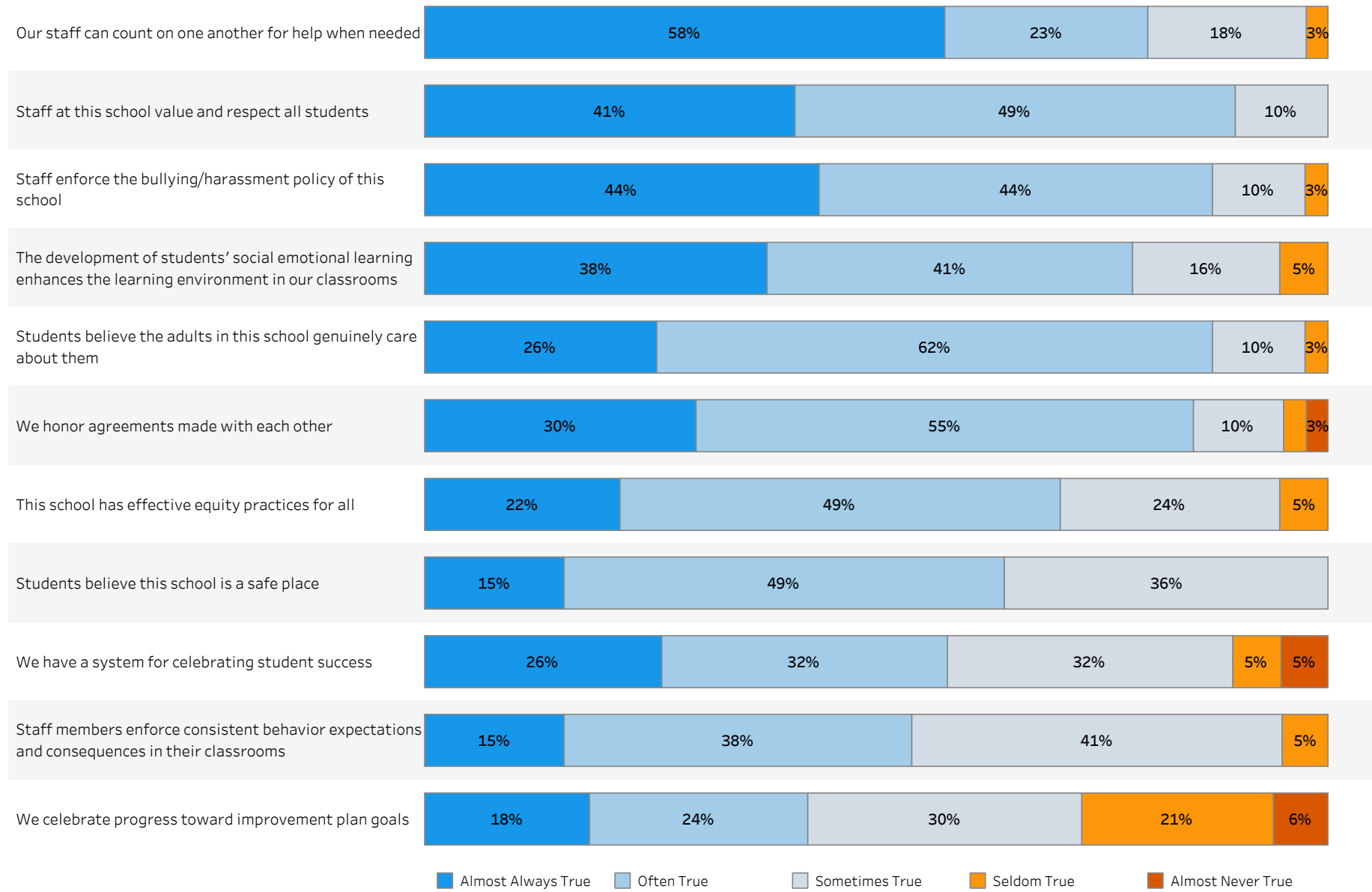
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## Questions answered by only Instructional Staff

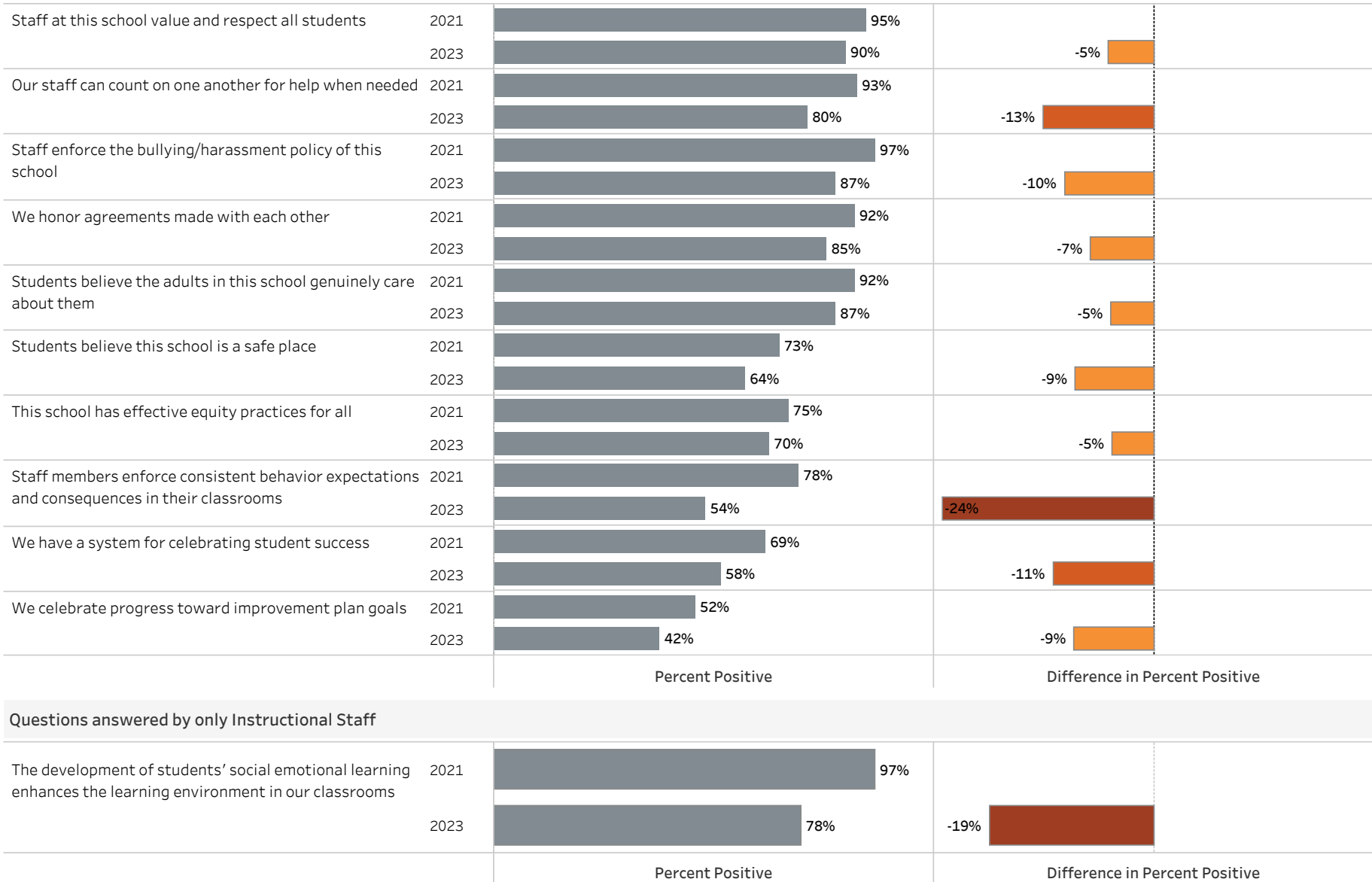


# Supportive Learning Environment



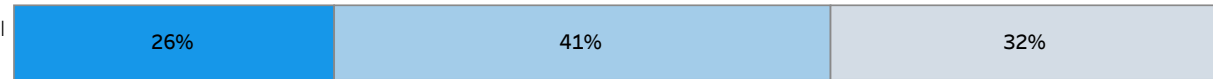
# Supportive Learning Environment - LONGITUDINAL

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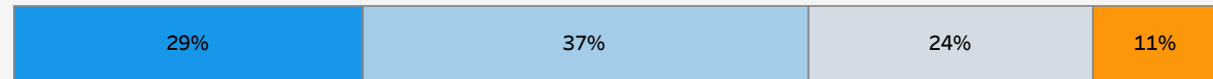


# Parent and Community Involvement

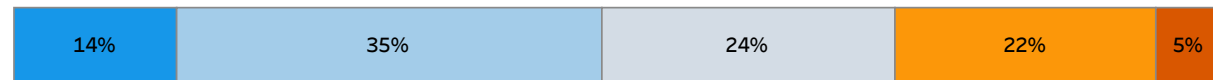
This school communicates effectively with families of all cultures



This school encourages parent involvement in their child's learning



With important decisions we seek input from parents and the community



■ Almost Always True  
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## LONGITUDINAL

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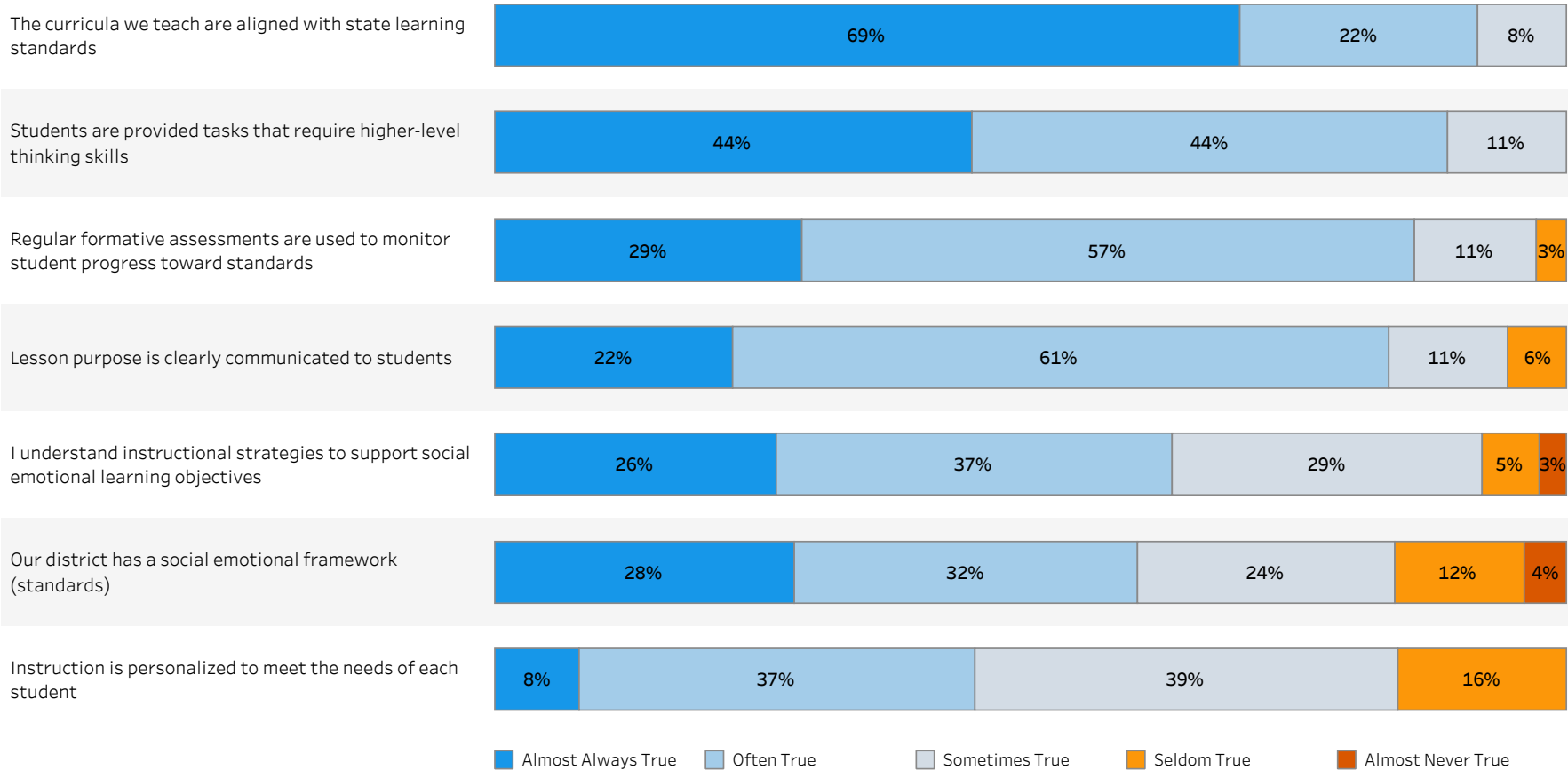
Statement	Year	Percent Positive	Difference in Percent Positive
This school encourages parent involvement in their child's learning	2021	78%	
	2023	66%	-12%
This school communicates effectively with families of all cultures	2021	79%	
	2023	68%	-12%
		Percent Positive	Difference in Percent Positive

### Questions answered by only Instructional Staff

Statement	Year	Percent Positive	Difference in Percent Positive
With important decisions we seek input from parents and the community	2021	64%	
	2023	49%	-15%
		Percent Positive	Difference in Percent Positive

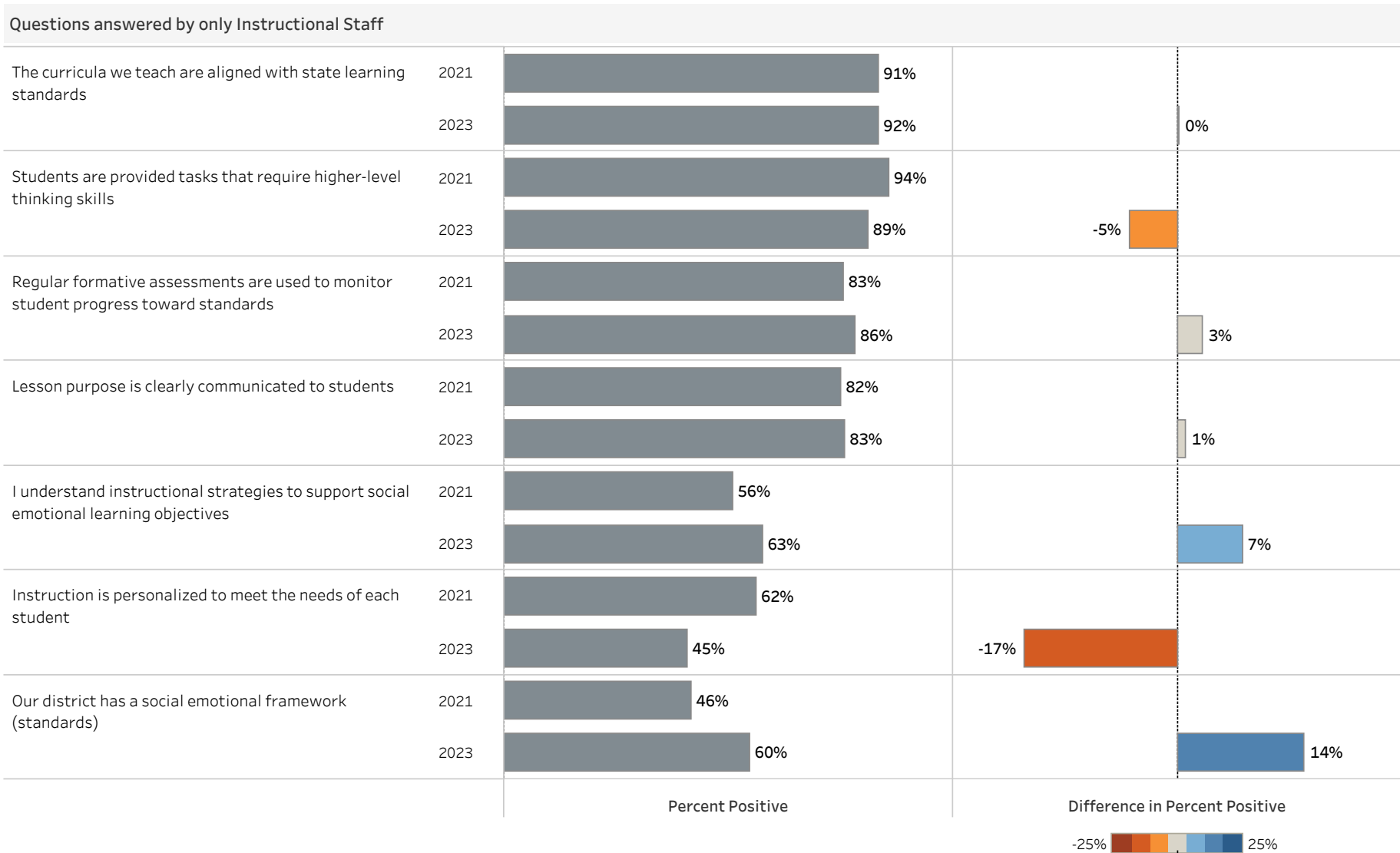
-25% ■ ■ ■ ■ ■ 25%

# High Quality Curriculum, Instruction, and Assessment

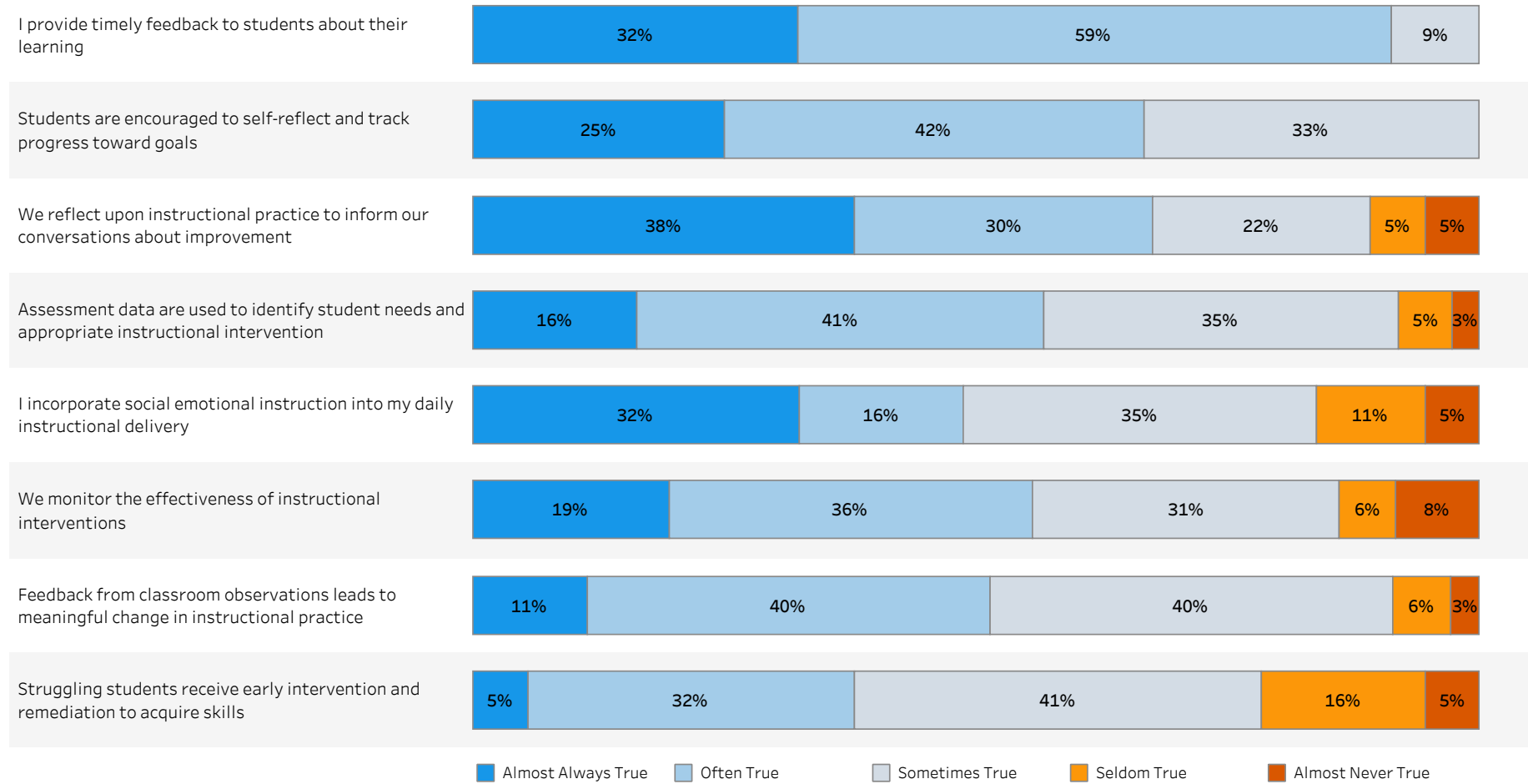


# High Quality Curriculum, Instruction, and Assessment - LONGITUDINAL

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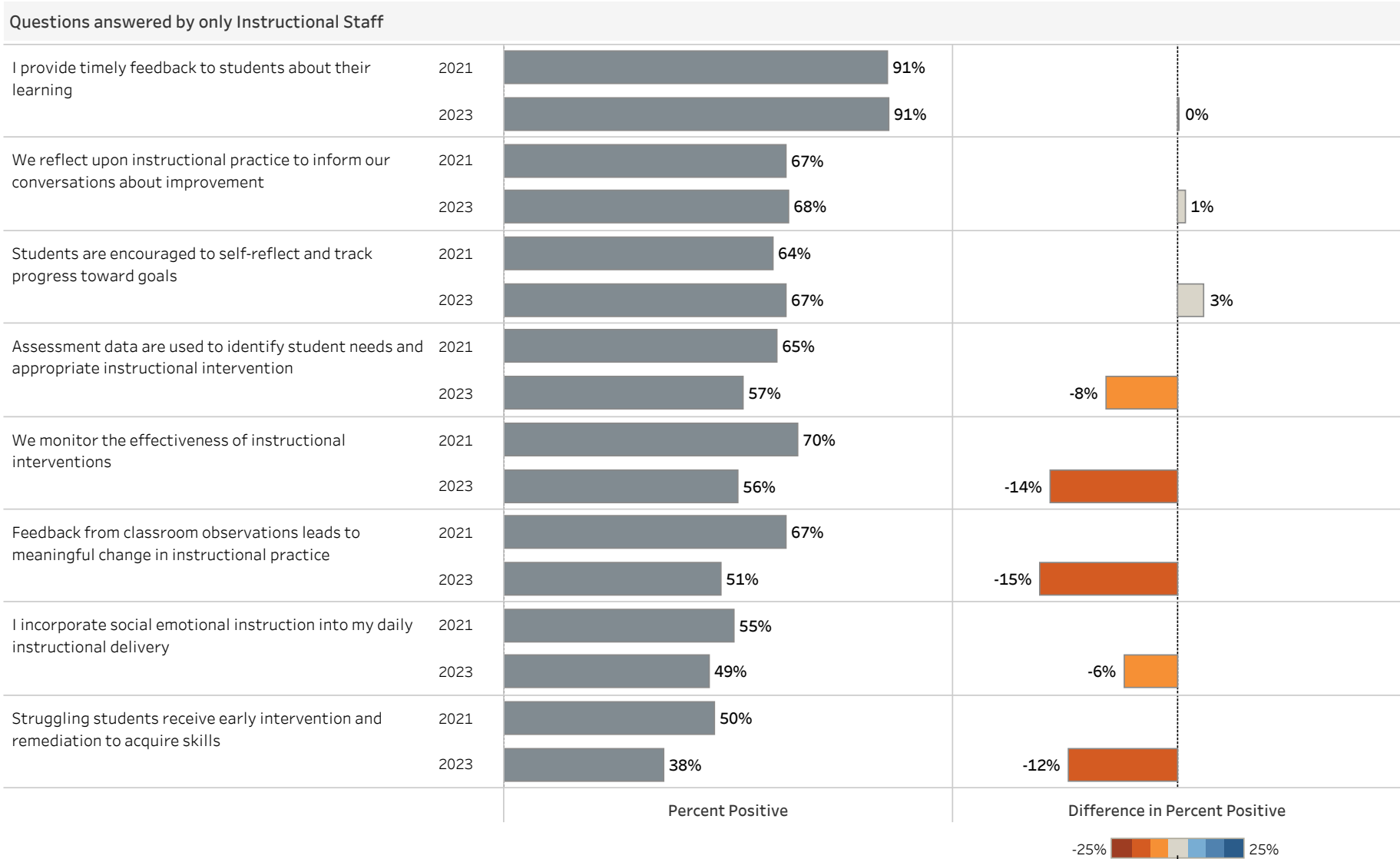


# Frequent Monitoring of Teaching and Learning



# Frequent Monitoring of Teaching and Learning - LONGITUDINAL

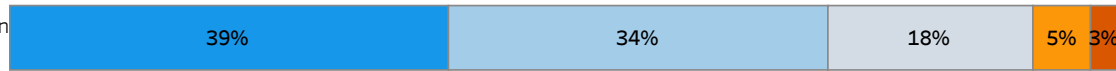
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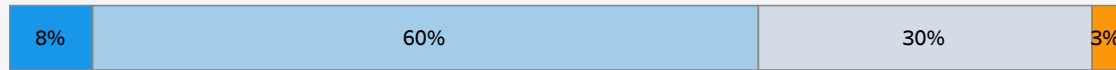


# Focused Professional Development

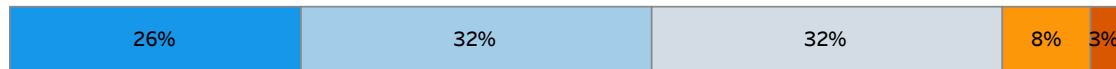
Our teachers engage in professional development activities to learn and apply new skills and strategies



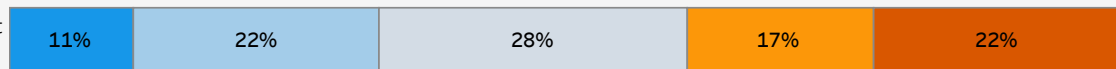
We are provided training to meet the needs of a diverse student population in our school



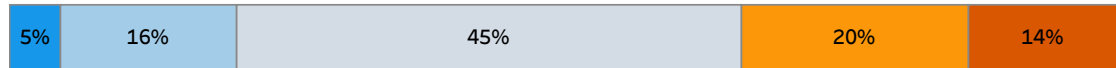
I receive training on instruction to support social emotional learning



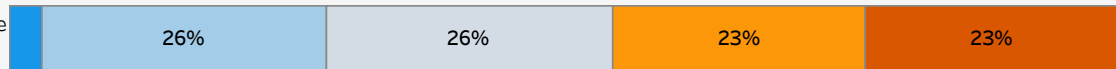
Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction



We talk about race and bigotry as a staff



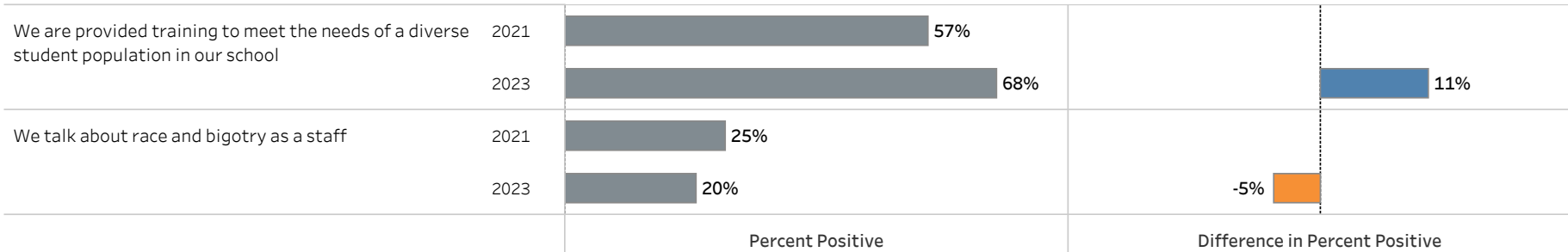
Peer observation/coaching and feedback is a tool we use to improve instruction



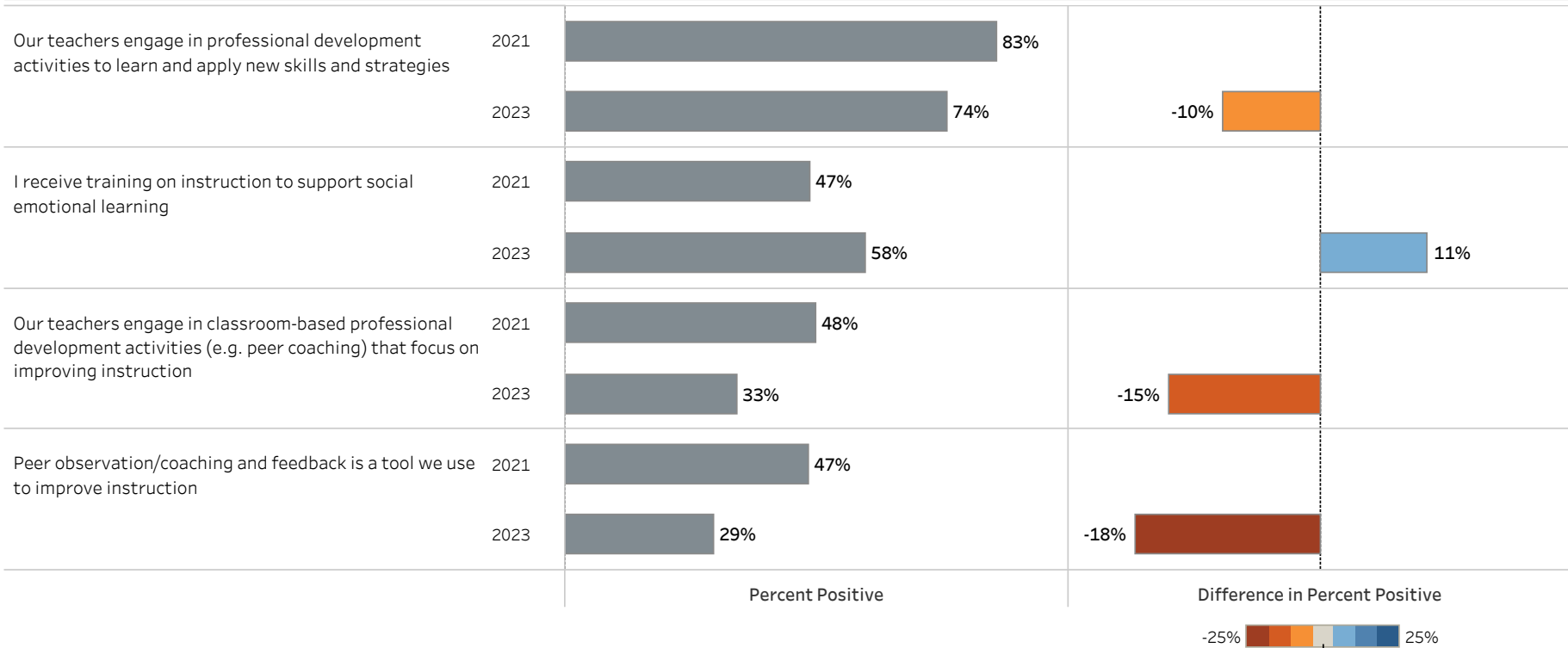
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# Focused Professional Development LONGITUDINAL

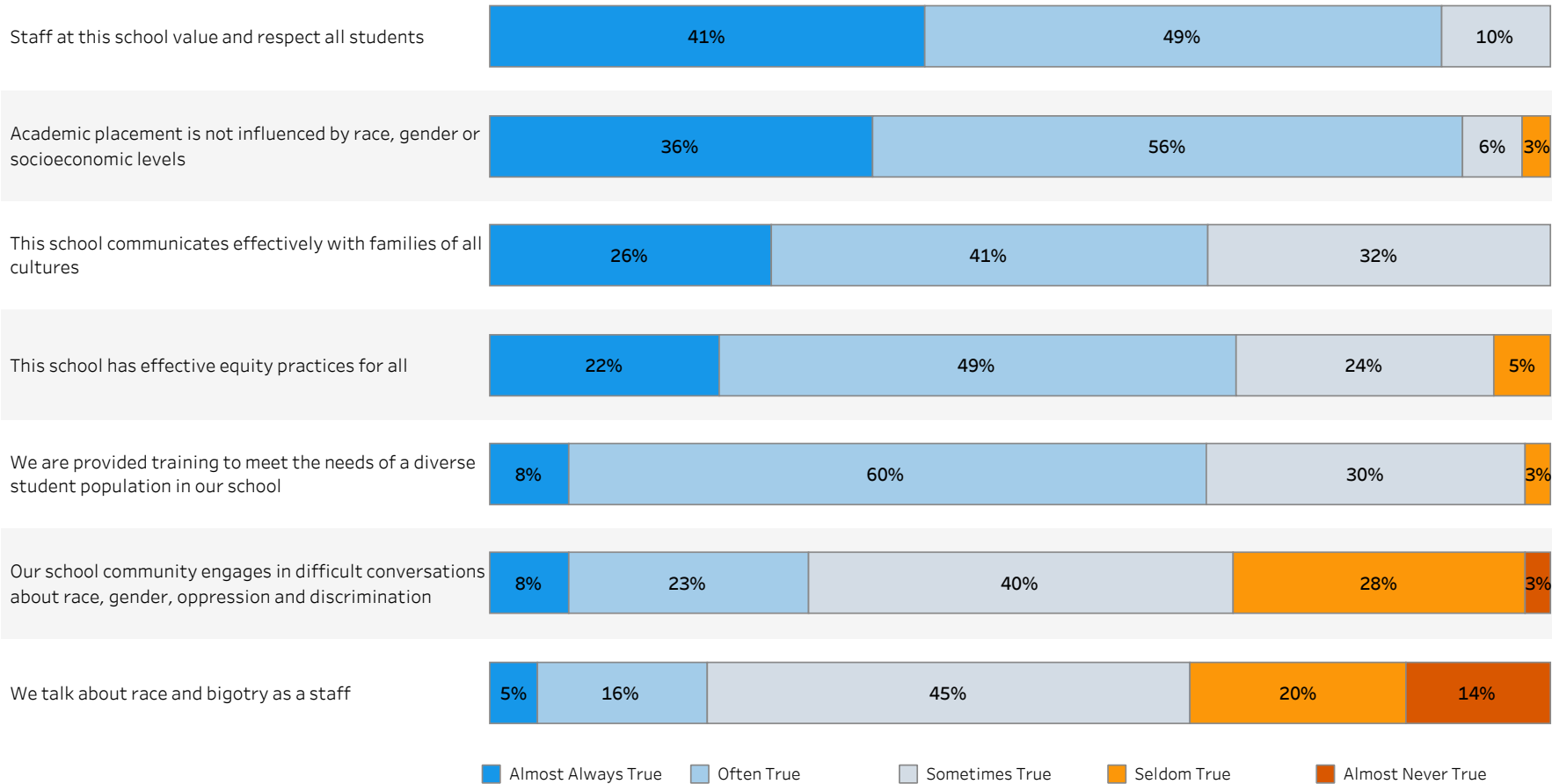
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## Questions answered by only Instructional Staff

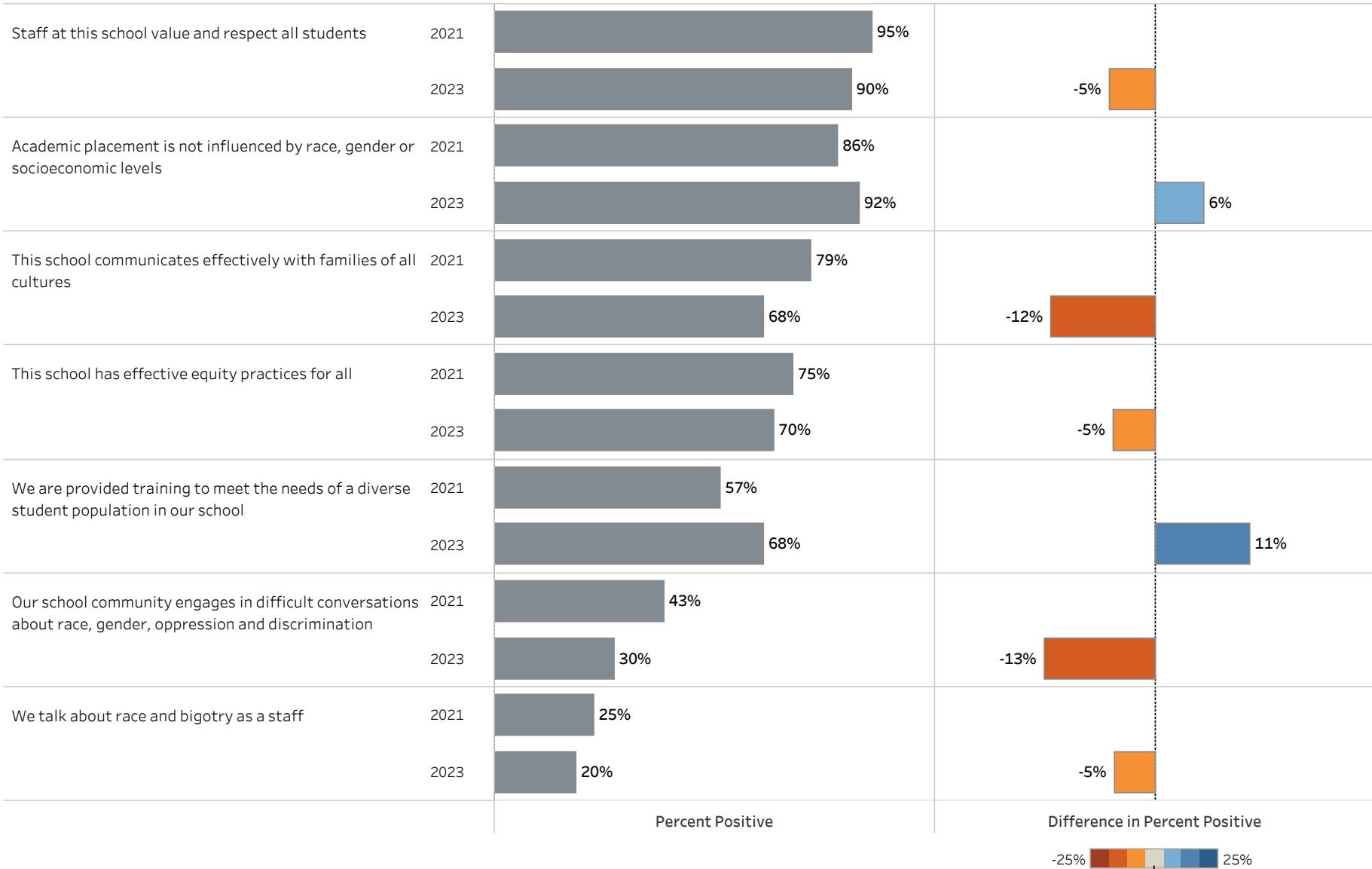


# Cultural Responsiveness

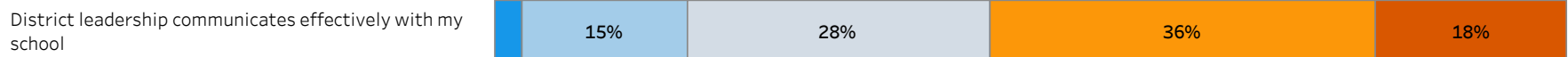
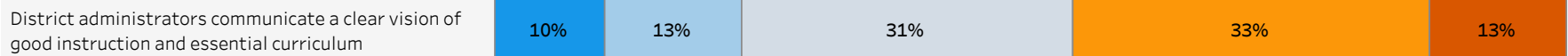
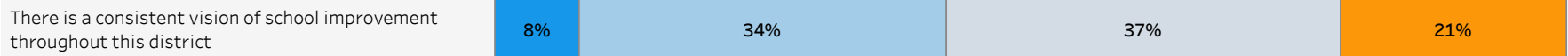
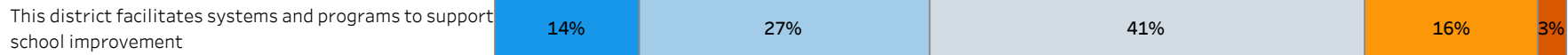


# Cultural Responsiveness - LONGITUDINAL

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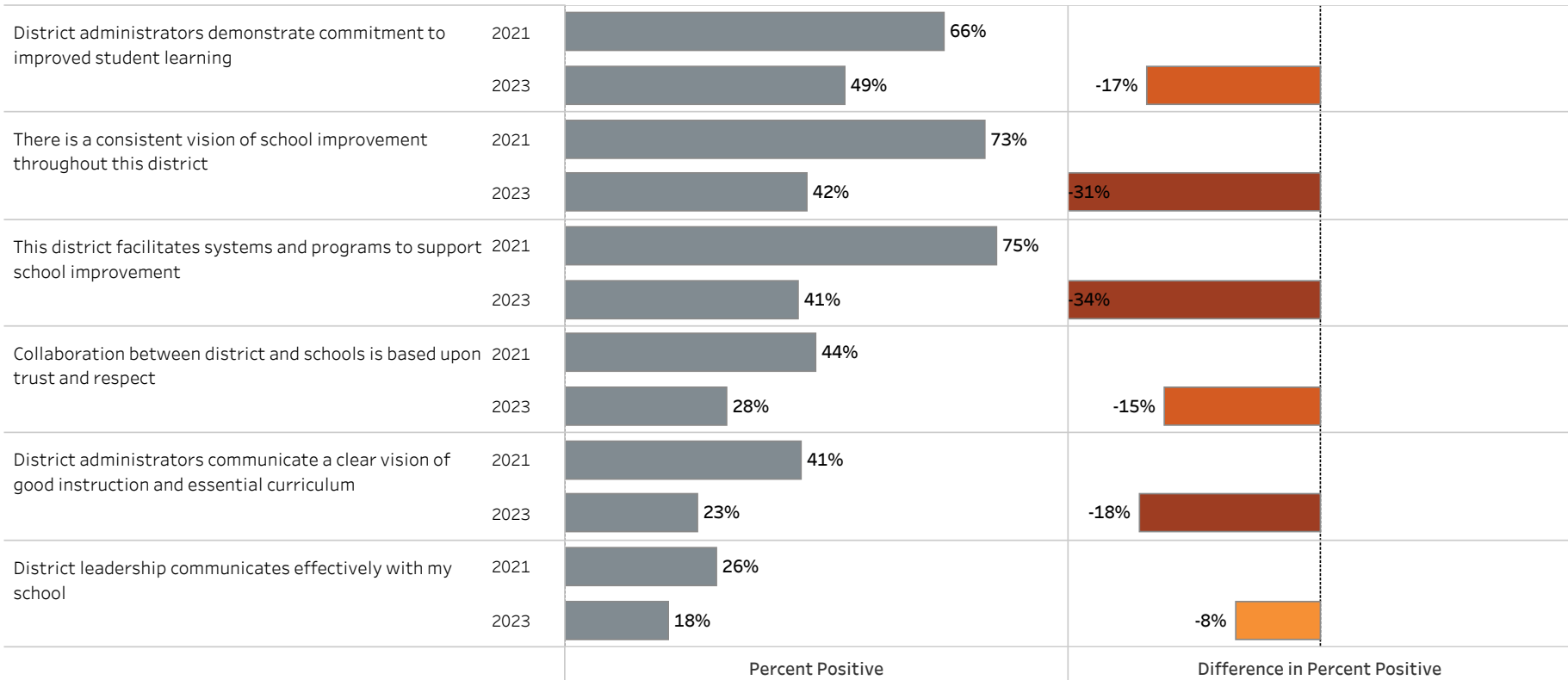
# District Support for Improvement



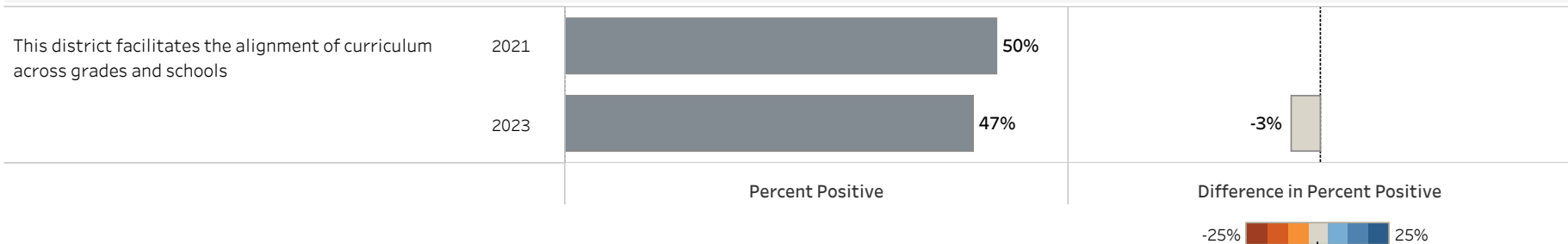
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# District Support for Improvement

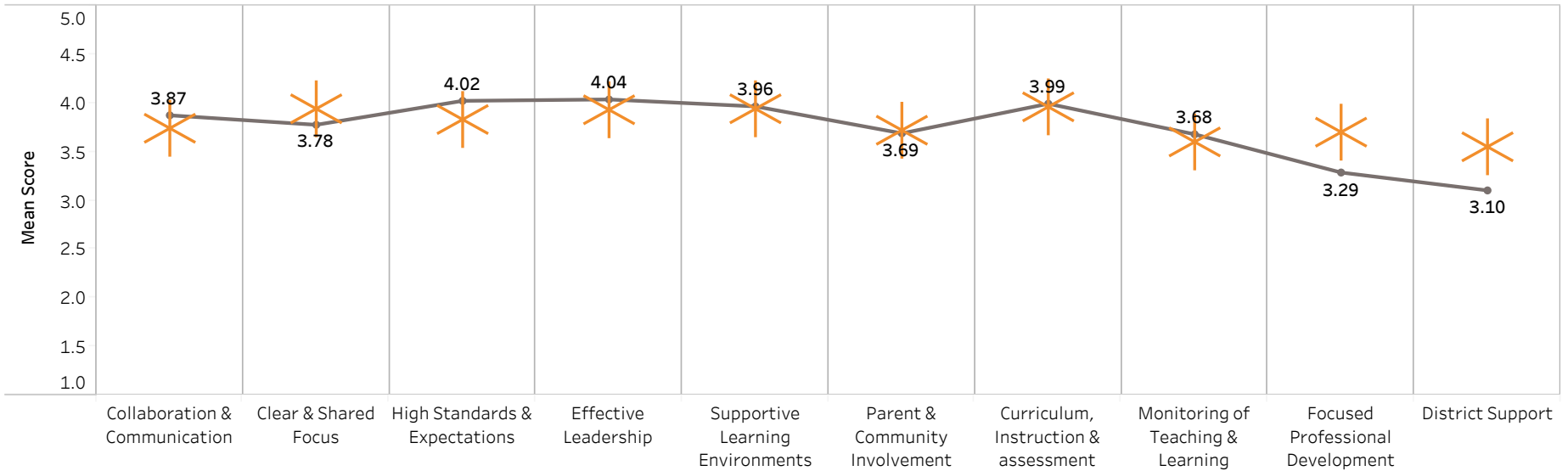
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## Questions answered by only Instructional Staff

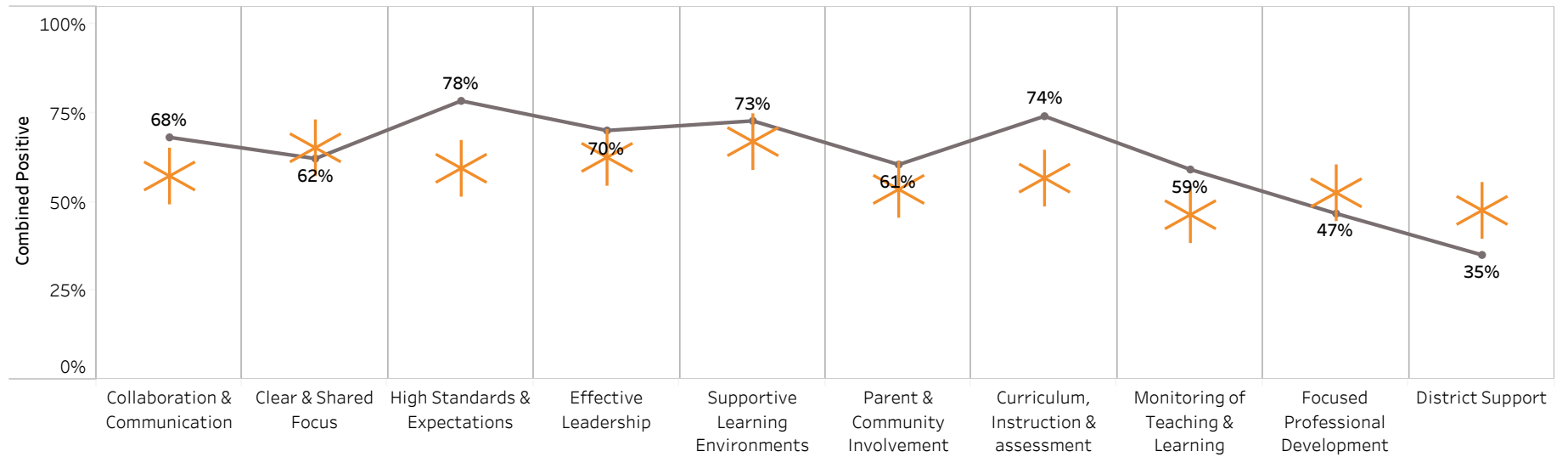


## Comparison - Mean Scores

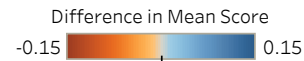
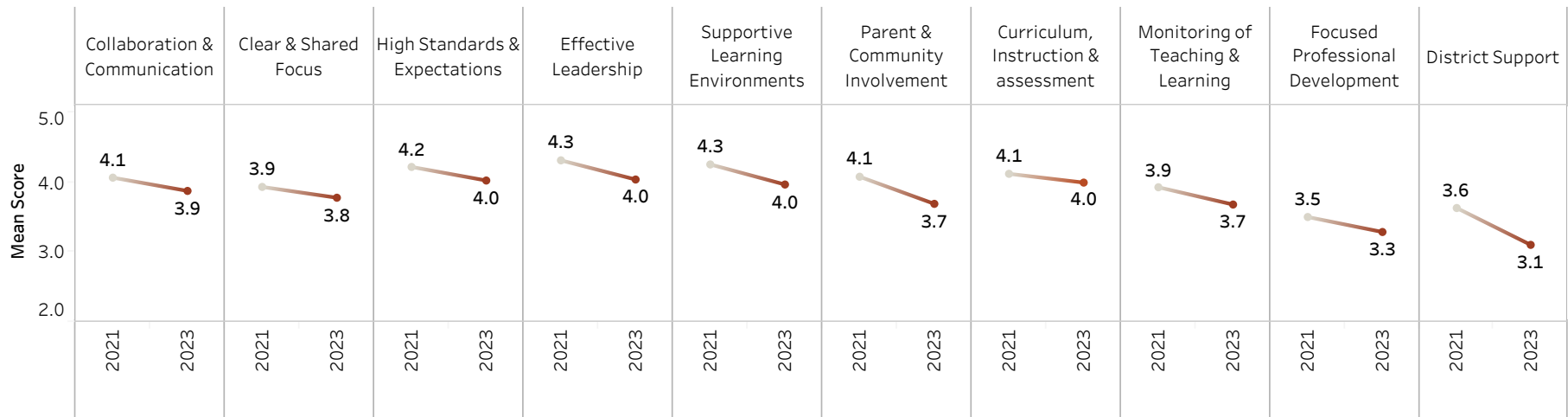


## Comparison - Percent Positive

How does your school compare to: \* Nationwide Sample ● Your School or District

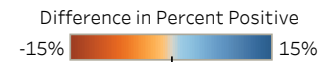
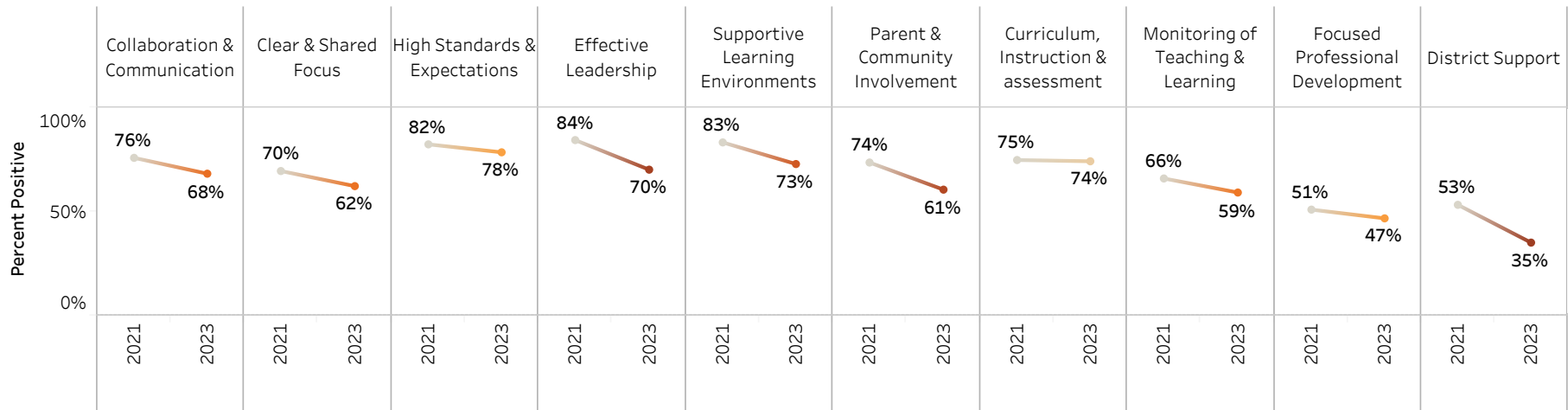


## Comparison - Mean Scores LONGITUDINAL



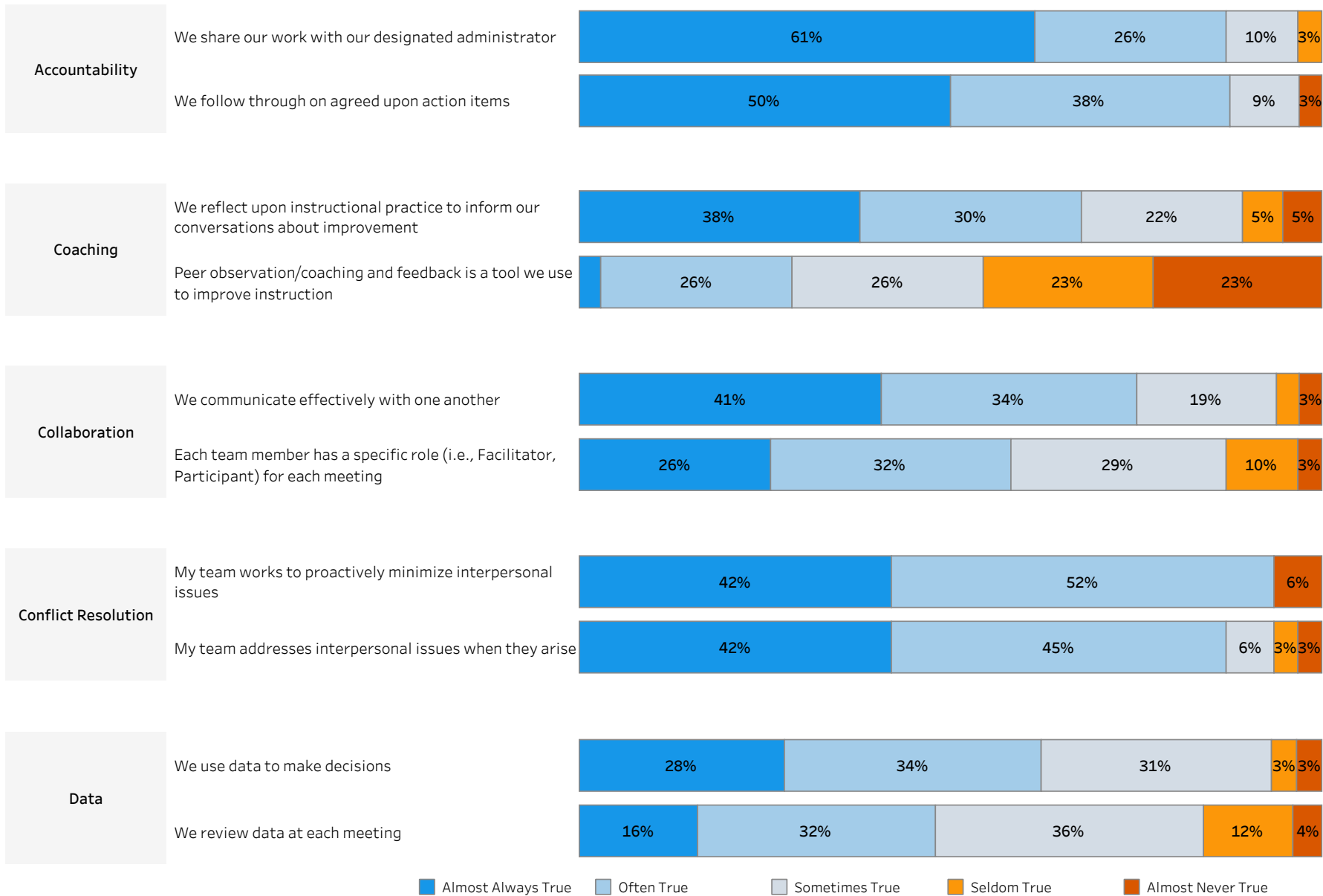
The color shading of the bar indicates the strength of improvement or the significance of the decline. Celebrate the blue, and investigate the darker orange and red.

## Comparison - Percent Positive LONGITUDINAL





# Professional Learning Community



# Professional Learning Community

